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CAMBRIDGE

کتابهای معلم - دانش آموز - ورک بوک

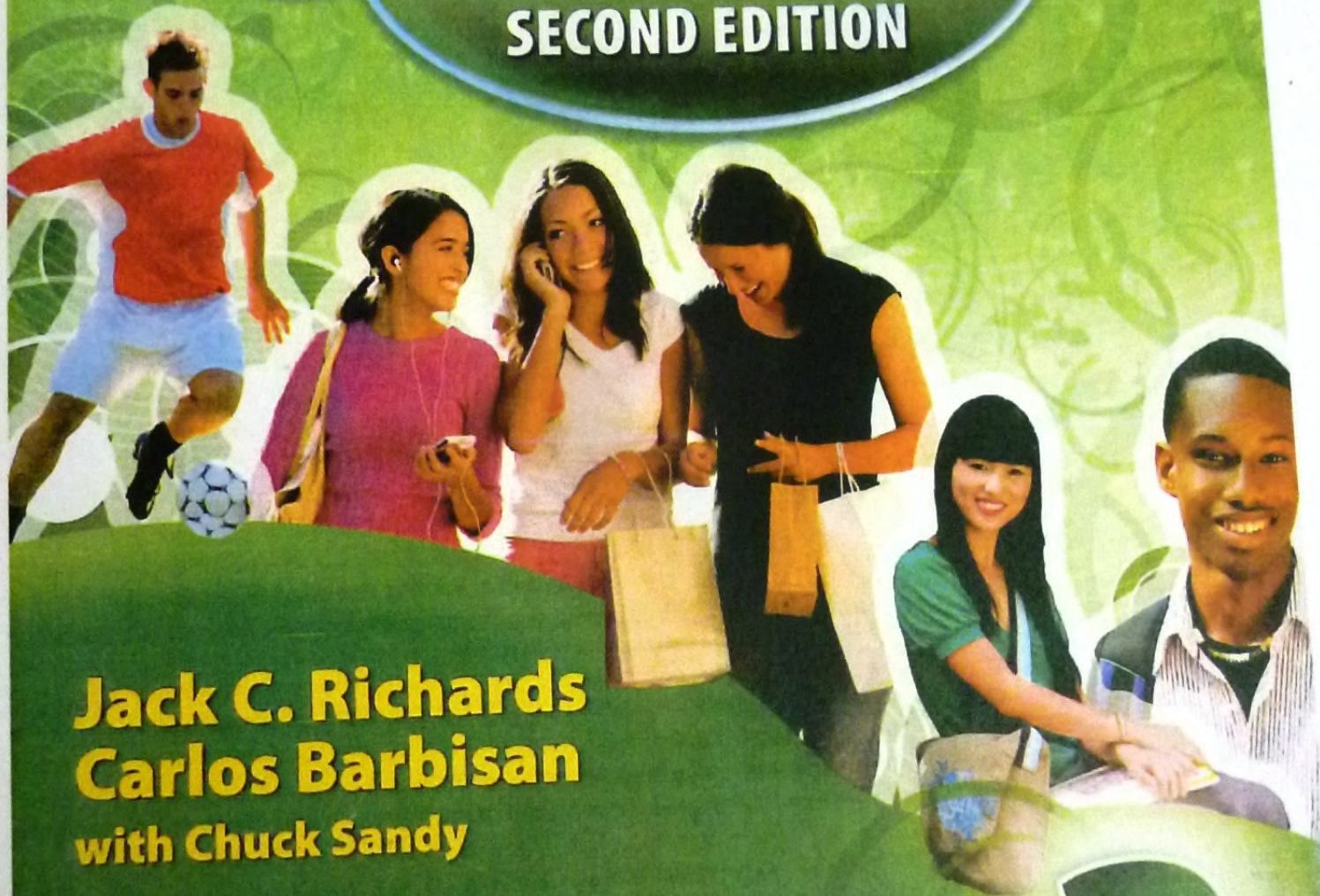
نمونه سوالات استاندارد - فاینال - میان ترم - پایان ترم

جواب کتابهای (معلم - دانش آموز - ورک بوک)

انواع

Connect

SECOND EDITION



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Carlos Barbisan
with Chuck Sandy

Teacher's Edition

3

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Connect Student's Book 3

Syllabus

Unit 1 Back to school

Lesson	Function	Grammar	Vocabulary
Lesson 1 New friends	Introducing oneself	Simple present: Yes / No questions and short answers; What, Who, and How questions and answers	Name, age, origin, habit
Lesson 2 School dinner	Describing what someone is doing; talking about habits	Present continuous and simple present	Common activities
Lesson 3 My new school	Talking about obligations and rules related to school	have to / don't have to	Common activities
Lesson 4 After school	Talking about preferences related to after-school clubs	would like + to (verb)	After-school clubs
Get Connected	Reading • Listening • Writing		
Theme Project	Make a brochure for a field trip.		

Lesson	Function	Grammar	Vocabulary
Lesson 5 Summer fun	Describing a vacation	Simple past statements: regular verbs	Vacation activities
Lesson 6 Our trip to Peru	Describing a vacation	Simple past statements: irregular verbs	Vacation activities
Lesson 7 School festival	Asking about weekend activities	Simple past Yes / No questions	School festivals
Lesson 8 Weekend fun	Talking about weekend activities	Simple past statements: negative	Weekend activities
Get Connected	Reading • Listening • Writing		
Theme Project	Make a group photo album.		

Lesson	Function	Grammar	Vocabulary
Lesson 9 A homestay	Talking about feelings	was / were statements	Feelings
Lesson 10 Getting away	Talking about past travel experiences	Was / Were ... ?	Popular travel activities and destinations
Lesson 11 Explorers	Asking about school projects	Wh- questions with did	Research and exploration
Lesson 12 Up and away	Asking about explorers' lives	Wh- questions with was / were vs. with did	Biographical information
Get Connected	Reading • Listening • Writing		
Theme Project	Make a bookmark about an interesting person.		

Lesson	Function	Grammar	Vocabulary
Lesson 13 Fun facts	Making comparisons	Comparative adjectives	Descriptive words
Lesson 14 My opinion	Making comparisons	Comparative adjectives: more ... than	Descriptive words
Lesson 15 World trivia	Describing things with superlatives	Superlative adjectives: -est	Descriptive words for animals, places, and cities
Lesson 16 The most	Expressing opinions with superlatives	Superlative adjectives: the most	Descriptive words
Get Connected	Reading • Listening • Writing		
Theme Project	Make fact cards.		

Unit 5 Your Health

Lesson	Function	Grammar	Vocabulary
Lesson 17 Yoga class	Describing how to do exercises	Adverbs of manner	Parts of the body
Lesson 18 I don't feel well.	Talking about remedies for illnesses	Clauses with <i>when</i>	Common illnesses
Lesson 19 Are you healthy?	Talking about how often someone does healthy activities	<i>How often ... ?</i>	Healthy activities
Lesson 20 Teen health tips	Giving advice about healthy habits	<i>should / shouldn't</i>	Advice about healthy activities
Get Connected	Reading • Listening • Writing		
Theme Project	Make a booklet of home remedies for illnesses.		

Unit 6 Special Events

Lesson	Function	Grammar	Vocabulary
Lesson 21 School fund-raiser	Talking about plans for a fund-raiser	<i>be going to</i>	Fund-raiser activities
Lesson 22 A farewell party	Talking about party plans	<i>Wh-</i> questions with <i>be going to</i>	Parties
Lesson 23 Dance clothes	Describing what people are wearing	<i>Which one / Which ones ... ?</i>	Adjectives to describe clothing
Lesson 24 After the dance	Asking who something belongs to	<i>Whose ... ?</i> Possessive pronouns	Party items
Get Connected	Reading • Listening • Writing		
Theme Project	Make a poster of things to put in a time capsule.		

Lesson	Function	Grammar	Vocabulary
Lesson 25 The blackout	Describing experiences	Past continuous statements	Past events and actions
Lesson 26 Scary experiences	Describing experiences	Past continuous + <i>when</i>	Past events and actions
Lesson 27 Close calls	Asking about past experiences	Past continuous questions	Past events and actions
Lesson 28 Sharing stories	Sharing opinions about books	Past continuous vs. simple past	Words to describe books
Get Connected	Reading • Listening • Writing		
Theme Project	Finish a story to make a book.		

Unit 7 The City

Lesson	Function	Grammar	Vocabulary
Lesson 29 How do I get there?	Giving directions to places; describing the location of places	Directions; locations	Locations in a downtown area
Lesson 30 Street fair	Talking about a street fair	<i>There was a / There were some; There wasn't any / There weren't any; Was there a / Were there any ... ?</i>	Items found at a street fair
Lesson 31 Things to do	Making suggestions for activities; expressing preferences about activities	<i>Why don't we / We could</i> for suggestions; <i>I'd rather</i> for preferences	Popular tourist activities
Lesson 32 We didn't go ...	Describing the reasons someone did or didn't do something	Clauses with <i>because</i>	Tourist activities
Get Connected	Reading • Listening • Writing		
Theme Project	Make a map for an ideal neighborhood.		

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

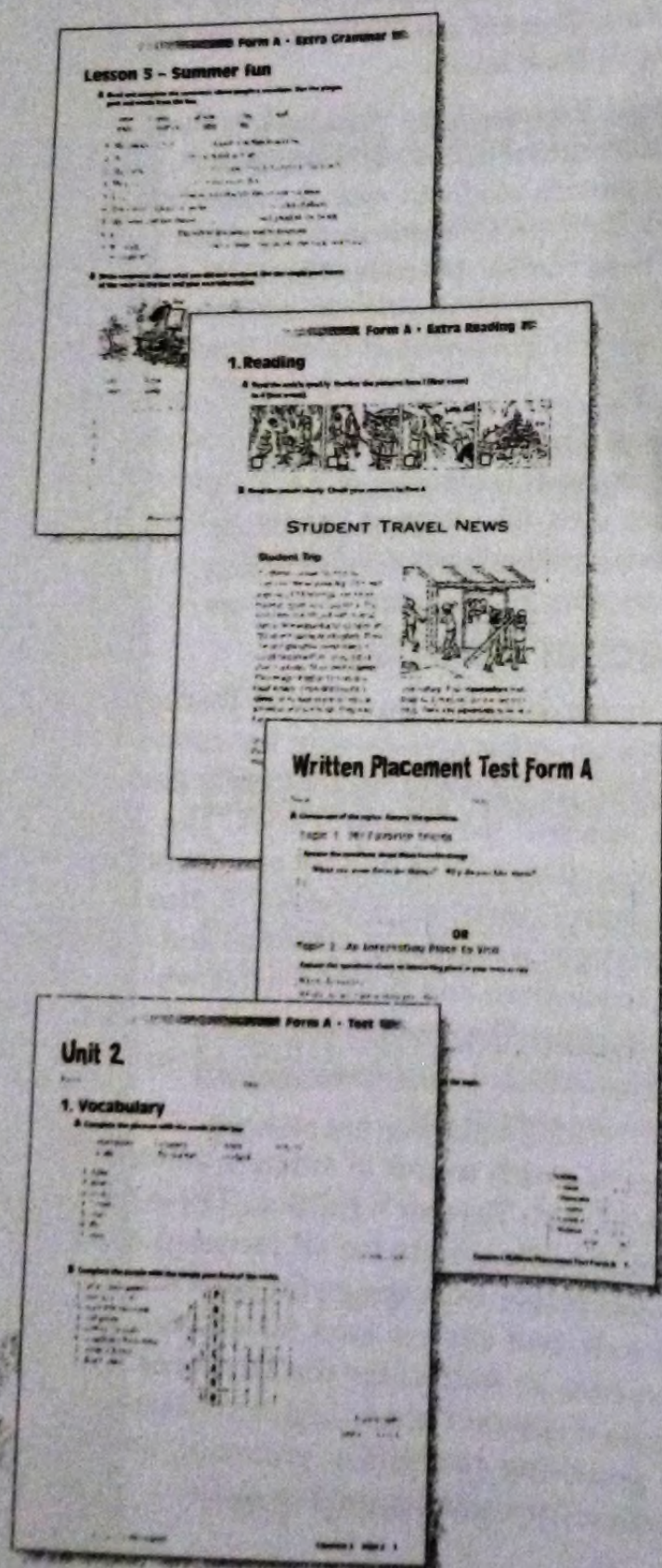
The Extra Reading worksheets provide students with additional reading and writing practice and are similar in style to the Get Connected lessons in the Student's Book. The Extra Reading worksheets can be assigned after the Get Connected lessons.

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.

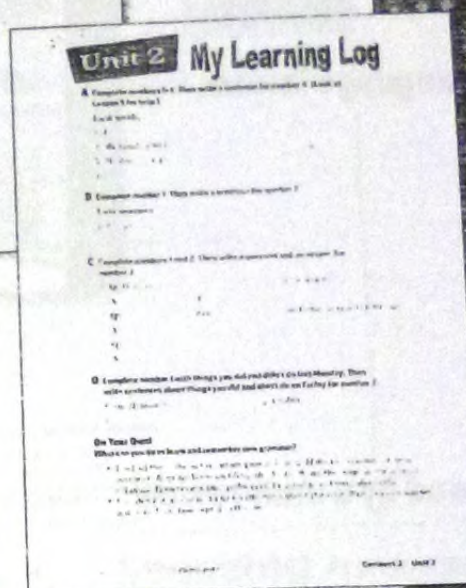
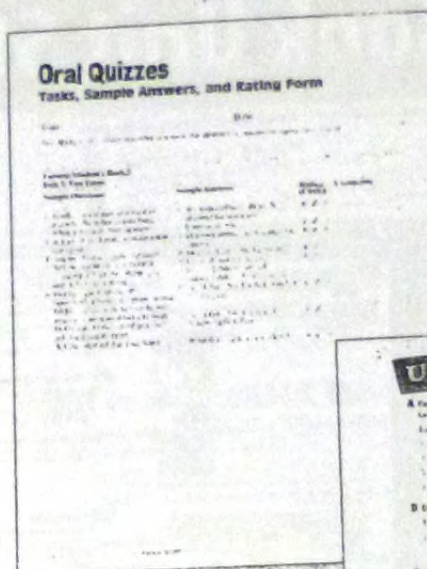


Oral Quizzes

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.



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.

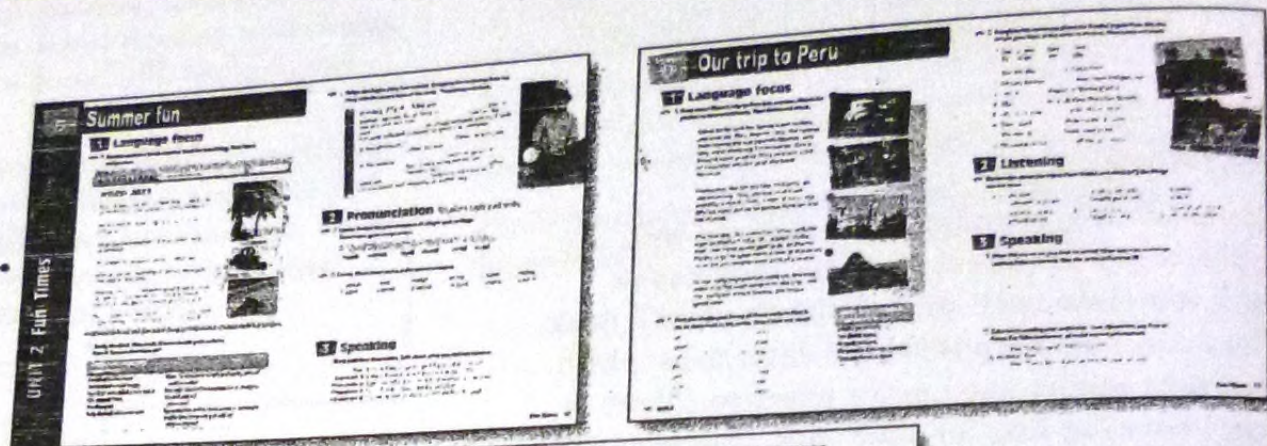
The following task types are included in each level of Arcade: Choose the right word, Crossword, Drag and drop, Fill in the blank, Guess the word, Matching, Multiple choice, Put the sentences in order, What do you hear?, and What do you see?



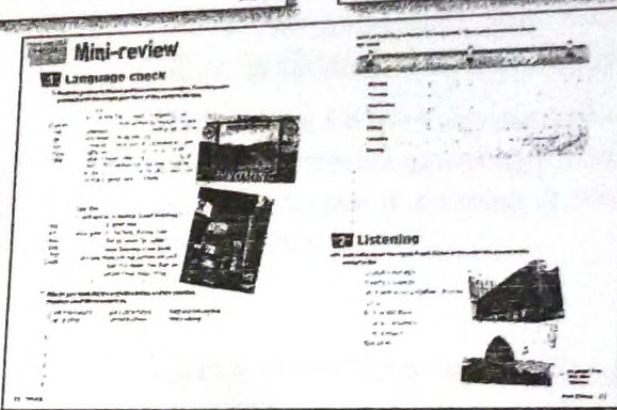
See www.cambridge.org/connectarcade

Student's Book Unit Structure

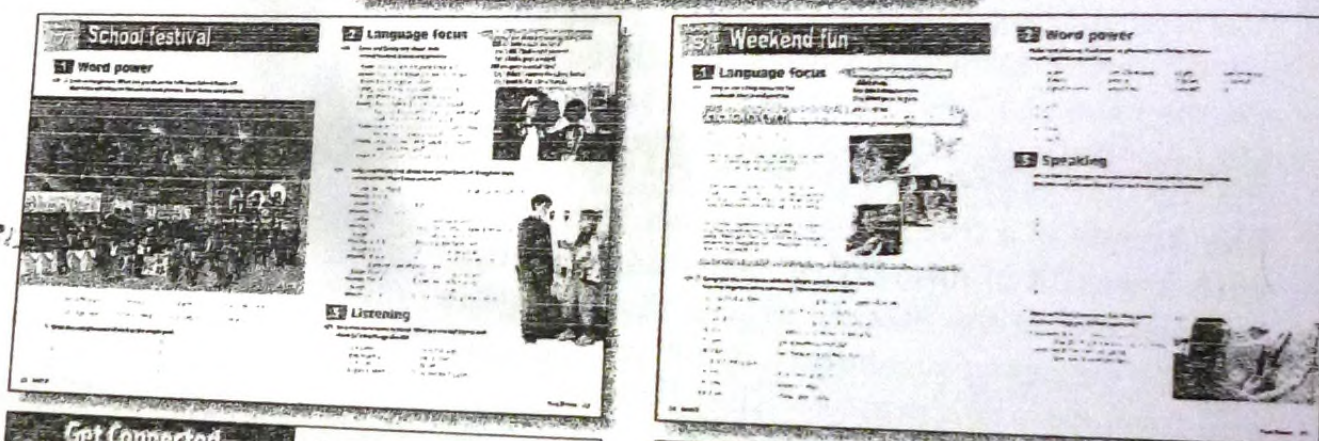
• Two language lessons —



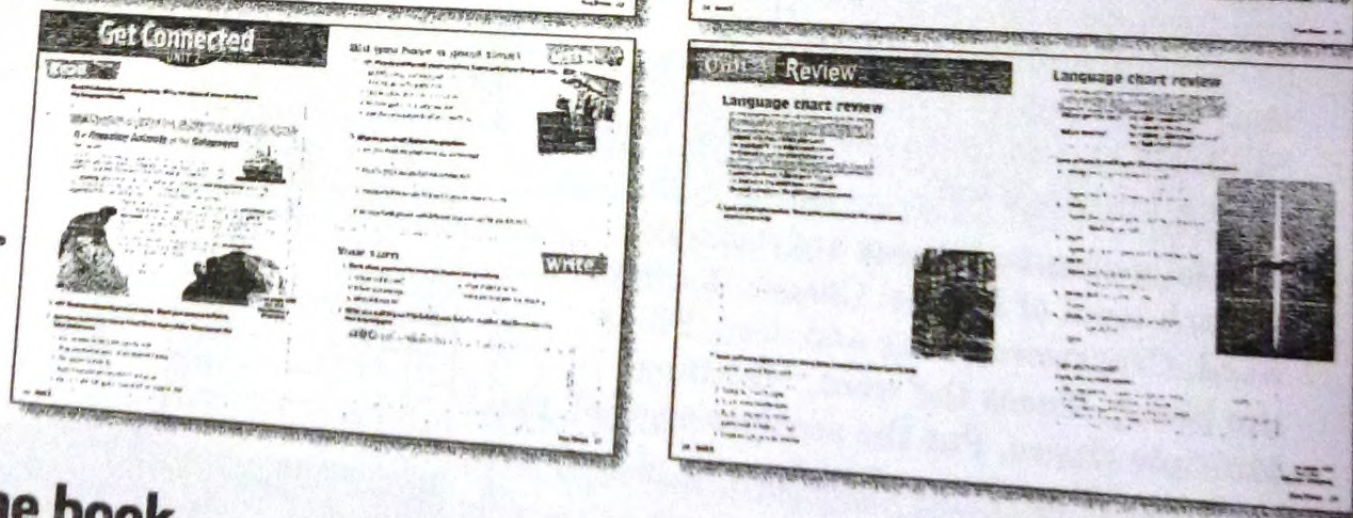
• Followed by a mini-review —



• Two more language lessons —

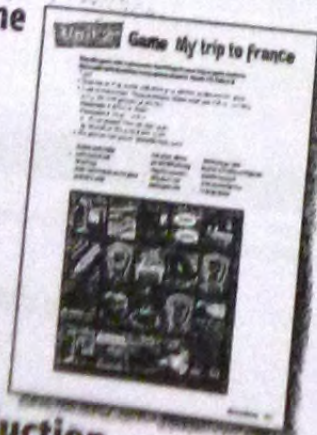


• Followed by Get Connected and a unit review —

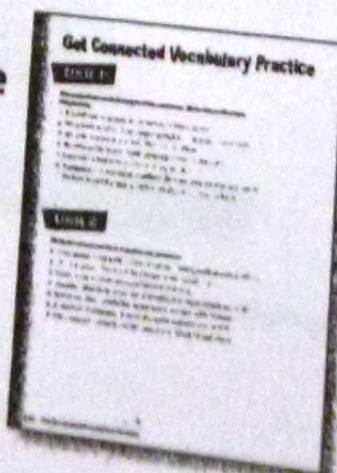


At the back of the book

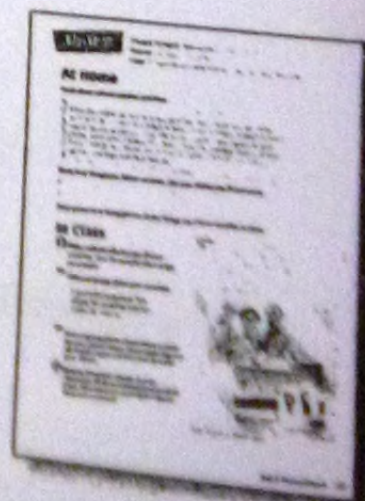
• Game



• Get Connected Vocabulary Practice



• Theme Project



T-x Introduction

Student's Book Unit Features

Language lessons

Lesson
5

Summer fun

1 Language focus

Listen. Jeanine went on a beach vacation. Read her travel blog. Then listen and practice.



MONDAY, JULY 7

Our first day at vacation in Porto Seguro! We arrived at our hotel at noon, and we walked to the beach.

My dad rented a shore buggy, and we rode on the sand.

We stopped at a quiet spot, and we slept there all afternoon.

We swam and played water polo. What fun!

After dinner, we stayed at our quarters. We enjoyed looking at all the sights.

Then my sister and I decided to go to a beach house in a dance club. I danced with some kids. I was fun. I even tried a new dance - the samba. It's a lot of fun.

Now it's after midnight, and I have to go to bed. I want to get up early tomorrow. There's so much to do here!



Study the chart. Then circle 12 more simple past verbs in Part A. Can you find them all?

I walked to the beach.

Dad rented a shore buggy.

My sister and I tried a new dance.

We stayed there.

We swam.

They danced with some kids.

Note: To spell most simple past verbs, add -ed.

walk - walked

For verbs that end in consonant + y, change y to i and add -ed.

try - tried

For verbs that end in consonant + e, drop the e and add -d.

stop - stopped

Listen. Felipe also kept a diary last summer. Complete the sentences from his diary with the correct form of the verbs. Then listen and check.

Monday, July 7 9:50 p.m.

Another vacation day at home. I

had until now, and then I

part 1

In the afternoon, I

In the evening, I

home and

I was so bored. Still, tomorrow is another day.

(sleep) in

(look) to the

(practiced) volleyball with my friends.

(system) to write, and I

(clean) my room.

(want) to go out.

(call) my horse, but no one

(answer) me.

(watch) an old movie on TV.



2 Pronunciation Regular simple past verbs

Listen. Notice the pronunciation of simple past endings. Then listen again and practice.

stopped watched stayed cleaned mixed waited

Listen. Write these verbs in the correct columns.

I arrived called needed rented skated studied waited
I asked listened practiced shopped studied waited

3 Speaking

Work with four classmates. Talk about what you did last summer.

You: I visited my cousin, and I played volleyball.
Classmate 1: I stayed home, and I watched a lot of TV.
Classmate 2: I played volleyball, and I cleaned my room a lot.
Classmate 3: I practiced soccer, and I mowed the lawn.
Classmate 4: I tried in-line skating, and I studied English.

Language focus Presents and practices the target grammar, beginning with either a conversation or a text to help students understand how the new grammar is used. A language chart highlights the form of the new structures. Additional exercises provide controlled practice of the new grammar.

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

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.

Lesson
7

School festival

1 Word power

Look at the picture. What can you do at the Jefferson School Festival? Match the activities to the correct verb phrases. Then listen and practice.



buy raffle tickets go to the gym play games watch the fireworks
eat cotton candy listen to a band watch a live performance win prizes

Write the verb phrases in Part A in the simple past.

1. I went to the festival.
2. I bought a raffle ticket.
3. I ate cotton candy.
4. I watched the fireworks.
5. I played games.
6. I listened to a band.
7. I won prizes.
8. I went to the gym.
9. I bought a raffle ticket.
10. I ate cotton candy.
11. I watched the fireworks.
12. I played games.

2 Language focus

Even and Sandy talk about their school festival. Listen and practice.

Even: Did you have a good weekend?
Sandy: Yes, I did. I had a great weekend.
Even: Did you go anywhere?
Sandy: Yes, I went to school on Sunday.
Even: Did you go to a special class?
Sandy: No, I didn't. I went to my school festival. I listened to a band and danced, and I ate a lot of cotton candy.
Even: Oh, and I can't believe it! I forgot about the festival. I really wanted to go!
Sandy: That's too bad. But you did everything special on Sunday!
Even: No, I just stayed home all day.

Did you have a good weekend?
Yes, I did. I had a great weekend.
Yes, I had a great weekend.
Did you go to a special class?
No, I didn't. I went to the school festival.
No, I went to the school festival.



Listen. Luigi and Mandy talk about their school festival. Complete their conversation. Then listen and check.

Luigi: Hey, Mandy. you to the school festival?
Mandy: Yes, I did. I had a great weekend.
Luigi: No, I didn't. I had to study.
Mandy: That's too bad. you a raffle ticket?
Luigi: Yes, I did. I never buy raffle tickets. I never win.
Mandy: You did? you the fireworks?
Luigi: Yes, I did. That was the best part!
Mandy: Cool! you on any video?
Luigi: Yes, I did. I was on the homepage.
Mandy: You did? I played a lot of games, too.
Luigi: Really? you any prizes?
Mandy: Yes, I did. I won two stuffed animals.
Luigi: You did? you in a band?
Mandy: Yes, I did. I really liked the guitar player.



3 Listening

Any also went to the festival. What did she do? Listen and check (✓) the things she did.

1. go on video 2. ate cotton candy
3. played games 4. ate ice cream
5. won prizes 6. danced
7. bought a raffle ticket 8. watched the fireworks

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

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

Review

Unit 2 Review

Language chart review

Using past affirmative and negative verb forms, write sentences about Lynn's trip.

Affirmative
I played volleyball. I didn't play soccer.
You watched TV. You didn't watch a video.
He listened to jazz. He didn't listen to rock.

Negative
I went to the beach. I didn't go to the park.
You had pizza. You didn't have a hamburger.
She read a magazine. She didn't read a newspaper.

Look at the information. Then write sentences in the simple past about Lynn's trip.

1. Lynn visited New York.
2. Lynn ate hamburgers.
3. Lynn went to the park.
4. Lynn listened to music.
5. Lynn took a ride in a car.
6. Lynn bought movie tickets.

Look at Part A again. Correct those false statements about Lynn's trip.

1. Lynn visited New York.
2. Lynn ate hamburgers.
3. Lynn went to the park.
4. Lynn listened to music.
5. Lynn took a ride in a car.
6. Lynn bought movie tickets.



Language chart review

Using past affirmative and negative verb forms, write sentences about Lynn's trip.

Affirmative
I played volleyball. I didn't play soccer.
You watched TV. You didn't watch a video.
He listened to jazz. He didn't listen to rock.

Negative
I went to the beach. I didn't go to the park.
You had pizza. You didn't have a hamburger.
She read a magazine. She didn't read a newspaper.

Look at Parts A and B again. Then write questions and answers.

1. Molly: Hey, Lynn. Welcome back!
Lynn: Yes, I did. I had a great vacation.
2. Molly:
Lynn: No, I didn't go to California. I went to Washington, D.C.
3. Molly:
Lynn: Yes, I ate space food. It was terrible!
4. Molly:
Lynn: No, I didn't buy movie tickets. I bought souvenirs.
5. Molly: Did you listen to CDs?
Lynn:
6. Molly: Did you take a ride in a flight simulator?
Lynn:



Take another look!

- Circle the correct answer.
1. The simple past forms of regular verbs.
a. always b. sometimes c. never
 2. The simple past forms of irregular verbs.
a. always b. sometimes c. never

end in -ed.
end in -ed.

to page 137
for the
Theme Project

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 2 Game My trip to France

Play the game with a dictionary. 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. Play a game that uses your markers to the correct space.
• Look at the picture. Make up a sentence about what you did on your trip.
• Read the sentence aloud to the class.
• The person who gets to the end of the board first wins.

- | | | |
|---------------------------------|--------------------------|-----------------------------------|
| • drink French coffee | • wear a beret | • take many pictures |
| • eat French bread | • visit the Eiffel Tower | • try French food in a restaurant |
| • go to Paris | • shop for souvenirs | • visit the Louvre |
| • make new friends in the place | • stay in a hotel | • walk around the city |
| • practice French | • take a bus ride | • write postcards |



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

Get Connected Vocabulary Practice

Unit 1

The underlined words belong in other categories. Write the words where they belong.

1. It's difficult to understand a culture in bad weather.
2. My science teacher studies microscopic fear in laboratory.
3. My little brother hates math. He's not good at it.
4. I would like to try an exotic food. They're delicious!
5. Let's take a fast trip on the city's public bus.
6. Mountain life is difficult for some people living in cities.
7. My friends and I enjoyed a lot on the river every weekend.

Unit 2

Circle the correct words to complete the sentences.

1. Some people back home like vacationing (vacationing) in Africa.
2. That's a great (great) beautiful landscape! Can you tell it all?
3. Some people like to travel (travel) for free on the bus.
4. Mountain (Mountain) people eat vegetables and meat in a lot of ways.
5. Before we left (left) the water and ate a lot of fish.
6. A fast (fast) airplane flies in the water and eats a lot of fish.
7. The vacation (vacation) can be fun and is a beautiful and great!

Get Connected Vocabulary Practice

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

Unit 2

Theme Project: Make a group photo album.
Theme: Childhood, Childhood.
Goal: To learn about children who are different from you.

At Home

Read about school vacation activities.

What do students around the world do on their school vacation? Some students work on their school projects. Some students travel. Some students go to camp. Some students volunteer in their community. And they all have fun!

Write four things you did on vacation. Use your dictionary, if necessary.

- 1.
- 2.
- 3.
- 4.

Draw pictures or bring photos of the things you did on vacation to class.

In Class

1. Make a photo album page of your vacation. Use the sample album page as a model.

2. Tell your group about your vacation.

I went with my family to Paris. We stayed in the Eiffel Tower. We went to...

3. Make a group photo album. Make a cover for your photo album. Use the sample album page as a model.

4. Display the photo album in your classroom. Write around and look at all of them. How many students took trips on their last vacation?



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.

New friends

1 Talking about yourself

A Read about these students at Wells International School.
Then listen and practice.

Hi! My name is Felipe Sanchez. I'm from Chile. I have three brothers and three sisters. I play volleyball. I like salsa music and rock.

I'm Andrea Soares. I'm from Brazil. I'm 13. I play volleyball and tennis. I like to go shopping, too. I have two brothers and one sister.

Hello. My name is Luigi Dante, and I'm 14. I'm from Italy. I usually go to bed late, so I don't like to get up in the morning. I get up at 6:30 for school. I like school, but I don't always like to study.



Hi. I'm Amy Hunt, and this is my brother, Josh. I'm 14 years old. Josh is 13. We're from the U.S. I love soccer and karate. Josh doesn't like sports. He plays video games and listens to music.

My name's Amanda Stone, but my nickname is Mandy. I'm 14, and I'm from England. In my free time, I hang out with my friends. I also skateboard a lot. I like rock music, too.

B Introduce yourself to the class. Use Part A to help you.

Hi. My name's Bonny. I'm 14 years old. I have one sister and two brothers. I like soccer and music. I don't like swimming. I take pictures for the school newspaper.

This lesson reviews and practices vocabulary and expressions for introducing oneself, simple present Yes / No questions and short answers, and What, Who, and How questions and answers.

1 Talking about yourself

This exercise reviews and practices language for introducing oneself.

A CD1, Track 2

- Have students quickly look through their Student's Book. Explain that, as in Student's Books 1 and 2, 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. Tell students that there are six new characters in this level. Encourage students to ask any questions they may have about *Connect*.
- Have students read the directions and look at the photo. Ask: *Who are the people in the photo?* (Students at Wells International School.)
- Have students read the captions.

Note: Students can read the text silently or aloud as a group. There are benefits to both. The benefit of having students read silently is that they can read at their own pace and will not be distracted by other students' voices. The benefits of having students read aloud as a group are that weaker students will be prompted by the stronger students as they read, and that the whole class will finish reading at the same time.

- **Optional** Play the recording. Students listen and read along.

Audio script

Same as the captions in the Student's Book.

- Ask students to underline what they feel is pertinent information about the characters in the captions. (For example, names, ages, countries of origin, hobbies, etc.)
- Ask: *What are the girls' names?* (Andrea, Amy, and Amanda.) *How old are the boys?* (Luigi is 14; Josh is 13; Felipe doesn't say his age.) *Where are Amy and Josh from?* (They're from the U.S.) *Is Andrea American?* (No. She's Brazilian.) *Who has three brothers and three sisters?* (Felipe does.) *Does Luigi like school?* (Yes, he does.) *Who has a nickname?* (Amanda does.)

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 think students will have difficulty understanding them, either explain the questions or rephrase them in simpler language.

- Invite volunteers to ask their classmates similar questions about the characters.
- Play the recording or model the captions. Students listen and repeat.
- **Optional** Have students practice in groups of six.
- **Optional** Ask students to close their books. Call out the following information about the characters. Students respond with the name of the appropriate character. *Nickname is Mandy.* (Amanda.) *Plays video games.* (Josh.) *Is from Italy.* (Luigi.) *Likes to go shopping.* (Andrea.) *Plays volleyball.* (Felipe or Andrea.) *Loves karate.* (Amy.)

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

- Have students read the directions and the example.
- Elicit what information students should include in their introduction. (Name, age, number of brothers and sisters, hobbies, likes and dislikes.)
- Give students several minutes to prepare their introductions. Ask them to make notes about what they plan to say.
- Ask random students to introduce themselves to the class, or ask students to introduce themselves in groups of five or six.

Note: The title of this exercise is "Talking about yourself." *Yourself* is a singular reflexive pronoun. Other singular reflexive pronouns include *myself*, *himself*, and *herself*. We use a singular reflexive pronoun when the subject and the object of the verb are the same. For example, *Talking about yourself* means that you are talking and that you are talking about you (the subject *you* in this phrase is understood).

This unit reviews and introduces vocabulary and expressions for introducing oneself, asking about others, and talking about school regulations and extracurricular activities.

2 Language focus review

This exercise reviews and practices simple present **Yes / No** questions and short answers and **What, Who, and How** questions and answers.

CD1, Track 3

- **Language Chart** Have students study the examples on the left-hand side of the chart. Ask: *When do we use Do?* (In questions and in short answers with the pronouns *I, you, we, and they.*)
- **Optional** If students do not know the terms, you may want to introduce *first person singular and plural, second person singular and plural, and third person singular and plural*. Write on the board:
First Person Singular > I
Second Person Singular > you
Third Person Singular > he, she, it
First Person Plural > we
Second Person Plural > you
Third Person Plural > they
- Ask: *When do we use Does?* (With the pronouns *he, she, and it* or the third person singular.) Then ask: *What's the contraction for do not?* (Don't.) *How about does not?* (Doesn't.)
- Focus students' attention on the right-hand side of the chart. Ask: *Can we answer these questions with Yes or No?* (No.) *Why not?* (These questions must be answered with specific information, such as name of sport, time, or age.)

- **Optional** Model the examples, pausing for students to repeat.
- Tell students that they should complete the questions and then answer them with the information about the characters in Exercise 1A on page 2. Read the example with the class. Then do the second question together. Ask: *Who loves soccer and karate?* (Amy does.)
- Have students work individually to complete the exercise.
- Have students check their answers in pairs.
- 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 a volunteer to read one answer aloud. Then ask a second volunteer to confirm the answer by reading the relevant sentence(s) from the text in Exercise 1A on page 2.
- **Optional** Have students practice the questions and answers in pairs.

3 Speaking

This exercise practices asking general information questions.

A

- Have students read the directions and the example. Demonstrate the task with students. Write the three sections of the chart for number 1 on the board. Ask individual students *Do you play volleyball?* until one of them answers, *Yes, I do*. Write that student's name under the "Classmates who answer *Yes, I do*" portion of your chart.
- Invite a volunteer to stand and help you demonstrate the task for number 2.
- Ask students to stand, walk around the classroom, and ask their classmates the questions to complete the chart.

B

- Ask random students to ask their classmates *Who...?* questions about their charts, following the example.
- **Optional** Divide the class into three or four teams. Ask a student from each team to stand. Say one of the following questions, omitting the underlined word or words. The first student to raise his or her hand tries to fill in the blank. If the answer is correct, that student's team gets one point. If not, the other students have a chance to give the correct answer and earn a point for their team.

How old is Felipe?

Do Mandy and Luigi like volleyball?

What time do they get up?

Does she have any sisters?

Who wants to go shopping?

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-192.)

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 an answer key.

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

2 Language focus review

Study the chart and complete the questions. Answer them with information from Exercise 1A. Then listen and check.

Simple present

Yes / No questions and short answers

Do you have any brothers?	Yes, I do.
Does she play a sport?	Yes, she does.
Does he get up early?	No, he doesn't.
Do they like pizza?	No, they don't.
Do you want to go shopping ?	Yes, I do.

What, Who, and How questions and answers

What sport does she play?	She plays soccer.
What time does he get up?	He gets up at 11:00.
Who has a camera?	Carl does .
How many brothers do you have?	I have two brothers.
How old is Josh?	He's 13.

- | | |
|---|---------------------------------|
| 1. Q: <u>Does</u> Mandy skateboard? | A: <u>Yes, she does.</u> |
| 2. Q: <u>Who</u> loves soccer and karate? | A: <u>Amy does.</u> |
| 3. Q: <u>How many</u> brothers does Andrea have? | A: <u>She has two brothers.</u> |
| 4. Q: <u>What time</u> does Luigi get up? | A: <u>He gets up at 6:30.</u> |
| 5. Q: <u>How old</u> is Andrea? | A: <u>She's 13.</u> |
| 6. Q: <u>Does</u> Josh like sports? | A: <u>No, he doesn't.</u> |
| 7. Q: <u>What sport</u> does Felipe play? | A: <u>He plays volleyball.</u> |
| 8. Q: <u>Do</u> Felipe and Mandy like rock music? | A: <u>Yes, they do.</u> |

3 Speaking

Can you find someone who does these things? Write the questions. Then ask different classmates the questions. Write the names of classmates who answer **Yes, I do**.

Find someone who ...

1. plays volleyball
2. likes rock music
3. stays up late
4. has a nickname
5. has two brothers

Questions:

1. Do you play volleyball?
2. Do you like rock music?
3. Do you stay up late?
4. Do you have a nickname?
5. Do you have two brothers?

Classmates who answer **Yes, I do**:

1. (Answers will vary.)
2. (Answers will vary.)
3. (Answers will vary.)
4. (Answers will vary.)
5. (Answers will vary.)

Ask your classmates about their surveys.

Who plays volleyball?

Jason does.

1 Language focus review

A It's Saturday afternoon before the school dinner.

Listen and practice.

Luigi Hey, Amy. It's Luigi. What are you doing?

Amy I'm making a cake.

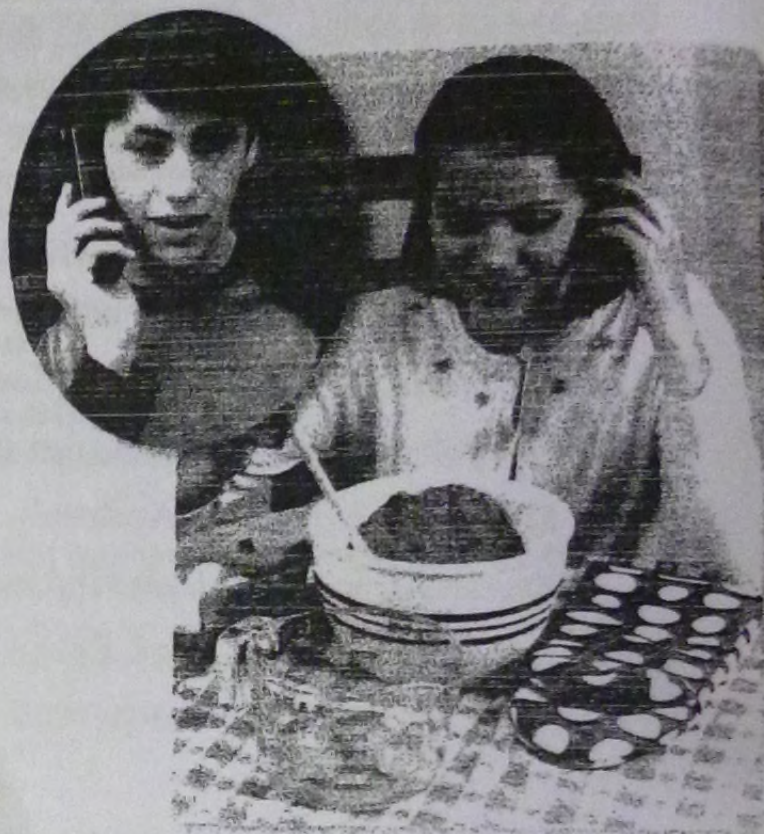
Luigi Oh, are you making a chocolate cake?
I love chocolate cake.

Amy Yes, I am. It's for the school dinner.

Luigi Oh, no! I forgot about the school dinner!
I need to make something, too. What can I make?

Amy How about pasta salad? Everyone likes pasta salad.

Luigi Good idea! Thanks, Amy.



B Study the chart. Complete the conversation with the correct forms of the verbs. Then listen and check.

Present continuous		Simple present
Is Amy making a cake?	Yes, she is . / No, she isn't .	She makes great cakes.
What's Amy doing ?	She's talking to Luigi.	She often talks to Luigi.

Note: Nonaction verbs do not usually take the continuous *-ing*.

Examples: *have, know, like, need, want*

Luigi Mom, what are you doing (do)?

Mom I'm cooking (cook) dinner.

Luigi Are you making (make) pasta salad, by any chance?

Mom Yes, I am. Why?

Luigi Well, I need (need) some pasta salad for the school dinner tonight.

Mom Oh, that's right – the school dinner! But the *students* always

make (make) the food for the dinner.

Luigi I know. But I don't have (have) time!

Mom OK. You can take this. Does everyone like (like) pasta salad?

Luigi Sure. Thanks, Mom!



School dinner

This lesson reviews and practices some common food items and the present continuous and the simple present.

Review of Lesson 1

- Write these sentences on the board without the answers:

1. I like rock _____. (music)
2. I have three brothers and three _____. (sisters)
3. I _____ volleyball and tennis. (play)
4. He plays _____ games and listens to music. (video)
5. I love soccer and _____. (karate)
6. I'm _____ Italy. (from)

- Give students a few minutes to guess the missing words. If needed, write the answers in random order on the board to help them.
- Check answers with the class.
- Ask students which of the six main characters each sentence refers to. (1. Amanda. 2. Felipe. 3. Andrea. 4. Josh. 5. Amy. 6. Luigi.) If students are unable to do this, allow them to look back at Exercise 1A in Lesson 1.

1 Language focus review

This exercise practices and reviews the present continuous and the simple present.

A CD1, Track 4

- Have students read the directions and look at the photos. Ask: *What are their names?* (Luigi and Amy.)
- Have students read the conversation.
- **Optional** Play the recording. Students listen and read along.

Audio script

Same as the conversation in the Student's Book.

- Ask: *Is Amy making a pie?* (No, she isn't.) *What's she doing?* (She's making a chocolate cake.) *Is she talking to Felipe?* (No, she isn't.) *Who's she talking to?* (She's talking to Luigi.) *Is Luigi making a cake?* (No, he isn't.)
- Play the recording or model the conversation. Students listen and repeat.
- **Optional** Have students practice in pairs.

B CD1, Track 5

- **Language Chart** Have students study the examples in the language chart.
- Ask: *How do you know if a sentence is in the present continuous?* (There is an *-ing* added to the main verb, and the verb *be* precedes it.) *What does present continuous mean?* (It means that the action is taking place at that moment.) *How do you know if a sentence is in the simple present?* (The verb is in its simple form or has an *-s* added to it.) *What does simple present mean?* (It means that the action is repeated on a habitual or regular basis.)

- Remind students that the final *e* is dropped in verbs ending in *e* when adding *-ing*.
- Focus students' attention on the note in the language chart. Explain to students that we do not usually add *-ing* to these nonaction verbs.
- **Optional** Model the examples, pausing for students to repeat.
- Focus students' attention on the exercise. Explain to students that they are to write the correct forms of the verbs in the spaces provided.
- 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 random students to read their answers aloud. Invite other students to write the answers on the board as they are read.
- **Optional** Have students practice the conversation in pairs.

C

- Have students read the directions and look at the photo.
- Have students work individually or in pairs to write the sentences.
- Check answers with the class. Invite volunteers to come to the board to write their answers.

- **Optional** Ask students to make a simple present statement, and then choose a classmate to convert it to a present continuous statement. For example, Classmate 1 says, *He plays basketball*. Classmate 2 responds, *He's playing basketball*. Encourage students to use both affirmative and negative forms.

2 Listening

In this exercise, students listen for activities in the present continuous.

 CD1, Track 6

- Have students read the directions and the sentences.
- Tell students that they will listen to four separate cell phone conversations and should check the sentences that correctly describe what the characters are doing.

Note: Remind 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.

- Play the recording. Students only listen.

Audio script

See page T-205.

- Play the recording again. Students listen and check the correct sentences.
- Play the recording once again. Students listen and verify their answers.
- Check answers with the class. Invite volunteers to read aloud one answer each.

3 Speaking

This exercise practices talking about dinnertime routines with *usually*.

- Have students work in pairs to describe what they usually do at dinnertime, following the example.
- Invite volunteers to describe their partner's dinnertime routine. Remind them to use the third person singular in the simple present.

Workbook

Assign the exercises on Workbook page 3. (Workbook answers begin on page T-192.)

Extra Grammar

Assign the exercises for the Extra Grammar, Lesson 2.

C Josh is in his room before the school dinner. Look at the photo, and write sentences.

What is he doing now?

(phone) He's talking on the phone.

(TV) He's watching TV.

(pizza) He's eating pizza.

(bed) He's sitting on the bed.

What else does he do in his free time?

(magazines) He reads magazines.

(CDs) He listens to CDs.

(guitar) He plays the guitar.

(trading cards) He collects trading cards.



2 Listening

3 It's 30 minutes before the school dinner. Some students aren't there yet. What are they doing? Listen and check (✓) the correct sentences.

1. ☐ Joey is riding his bike to school.

☒ Joey is walking to school.

2. ☒ Sally is walking the dog.

☐ Sally is feeding the dog.

3. ☐ Jake is getting ready.

☒ Jake is playing video games.

4. ☒ Buffy is buying drinks.

☐ Buffy is buying candy.

3 Speaking

Tell two classmates what you usually do for dinner.

I usually eat with my family. My mother usually cooks, and we eat at about 7:00. We sit at a table in the kitchen. We talk about school and other things.

1 Language check

A Complete the questions with *do*, *does*, *what*, *how*, or *who*. Then answer the questions.

1. Does Kendra play basketball?
(yes) Yes, she does.
2. Do Bob and Robin like rap music?
(yes) Yes, they do.
3. How many sisters does Jorge have?
(three) He has three sisters.
4. What time does Mr. Travis go to work?
(8:30) He goes to work at 8:30.
5. Do you want to go to the store?
(no) No, I don't.
6. How old is Dana?
(17) She's 17.
7. Does Kevin want to play soccer?
(no) No, he doesn't.
8. Who has an MP3 player?
(Tanya) Tanya does.

B Look at the picture. Then match the parts of the sentences.



- | | | |
|---------------------|----------|---------------------------------|
| 1. Mr. Clark | <u>e</u> | a. is drinking. |
| 2. Mrs. Clark | <u>c</u> | b. are talking on their phones. |
| 3. Jasmine and Mark | <u>b</u> | c. is talking to Mr. Clark. |
| 4. Miranda | <u>a</u> | d. are playing guitars. |
| 5. The musicians | <u>d</u> | e. is eating. |

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.

A

- Have students read the directions.
- Invite a volunteer to read the example question aloud and another volunteer to read the example answer.
- Have students work individually to complete the exercise.
- Check answers with the class. Have students read the questions and answers in pairs.

B

- Have students read the directions and look at the picture. Tell them that they will use the picture to match the two parts of the sentences.
- Focus students' attention on the example answer.
- Have students work individually to complete the exercise.
- Have students check answers in pairs.
- Check answers with the class. Invite volunteers to read the completed sentences aloud.

C

- Give students several minutes to read the directions and the diary entry. Ask students to raise their hand if they or any of their friends write in a diary.
- Focus students' attention on the example in the diary entry. Ask: *Why do we use making?* (Because the words *is* and *still* are in the sentence.) Remind students that they will be using either the present continuous or the simple present. Also remind them to pay attention to any spelling changes that they may need to make, such as dropping an *e* or adding a consonant.

- Have students work individually to complete the diary entry. Ask them to circle the words in the sentences that helped them decide which forms of the verbs to use.
- Have students work in pairs to check their answers.
- Check answers with the class. Ask random students to read their answers and say which words helped them decide which forms of the verbs to use.

2 Listening

In this exercise, students listen for the present continuous and the simple present.

A CD1, Track 7

- Tell students that they will listen to Francesca being interviewed for the school newspaper. For each item, they should choose the appropriate response to the interviewer's question.
- Play the recording. Students only listen.

Audio script

See page T-205.

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

B CD1, Track 8

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

Audio script

See page T-205.

- Check answers with the class.

Teaching Tip

If you have started to introduce grammar in a lesson, be sure to follow up any grammar presentation with appropriate practice. It is not enough for students to hear the rule and see the patterns on the board. They need opportunities to manipulate and work through the language so that it will become meaningful to them. Personalize the activities whenever possible.

Workbook

Assign the exercises on Workbook page 4. (Workbook answers begin on page T-192.)

Game

Assign the game on Student's Book page 114.

Complete Francesca's diary entry with the correct forms of the verbs.

August 29th

Dear Diary,

Today is the first day of school this year, and I'm really excited. I'm ready to go now, but my mom is still making (make) my lunch. She always makes (make) great lunches. I really like (like) her sandwiches. Right now, my dad is sitting (sit) at the table. He's reading (read) the newspaper. He usually goes (go) to work at 7:00, but this morning he's waiting (wait) for me. He wants (want) to drive me to school today. More later!



2 Listening

Francesca is at school now. A student interviews her. How will she answer the questions? Listen and check (✓) the correct responses.

1. ☒ Yes, I do.
☐ Yes, I am.
2. ☐ No, I don't.
☒ I play tennis and soccer.
3. ☐ My father is.
☒ My father does.
4. ☒ I don't have any brothers or sisters.
☐ No, I don't.
5. ☒ Yes, I am.
☐ Yes, I do.
6. ☒ Yes, I do.
☐ Yes, I have.
7. ☐ I'm from the United States.
☒ I speak English and Spanish.
8. ☐ Yes, I am. I'm Fran.
☒ Yes, I do. It's Fran.

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

Go to page 114
for the
Game.

1 Language focus

A Mandy chats on the Internet with Ken, a friend in England. Listen and practice.

Ken: Hi, Mandy. How's your new school?
Mandy: It's great, but I have to take the bus every morning.
Ken: Well, at least you don't have to take the train anymore!
Mandy: But the bus comes at 6:30 a.m.! 😞 I have to get up at 5:45, or I miss it.
Ken: Wow, that's early! What about clothes? Do students have to wear uniforms?
Mandy: No. We don't have to wear uniforms.
Ken: You're lucky! 😊 What about lunch?
Mandy: We have to buy lunch in the cafeteria.
Ken: Yuck! Cafeteria food! 😞 I hate cafeteria food.
Mandy: Actually, I like school lunch. It's good.

have to / don't have to

I **have to** take the bus.
I **don't have to** take the bus.
Do you **have to** take the bus?
Yes, I do.
Yes, I **have to** take the bus.
No, I don't.
No, I **don't have to** take the bus.
Does Mandy **have to** wear a uniform?
Yes, she does.
Yes, She **has to** wear a uniform.
No, she doesn't.
No. She **doesn't have to** wear a uniform.



B Write sentences about Mandy. Use **has to** or **doesn't have to**. Then listen and check.

1. (get up at 5:45) She has to get up at 5:45.
2. (bus) She has to take the bus.
3. (train) She doesn't have to take the train.
4. (uniform) She doesn't have to wear a uniform.
5. (lunch) She has to buy lunch in the cafeteria.

C Take turns asking your classmates questions. Ask about the activities in Part B, or use your own ideas.

Do you have to take the bus to school?

Yes, I do.

Do you have to eat in the cafeteria?

No. I don't have to eat in the cafeteria. I usually go home for lunch.

My new school

This lesson presents and practices some everyday activities and have to / don't have to.

Review of Lesson 2

- Write the following -ing verb phrases on separate slips of paper: *reading a magazine, making a cake, talking on the phone, walking the dog, playing computer games*. Place the slips in a bag.
- Divide the class into two groups. Invite a volunteer from the first group to come to the board. Ask the volunteer to choose a slip of paper from the bag and read it silently. The volunteer then mimes the verb phrase for his or her group. The group must guess the action within ten seconds in order to earn a point.
- Alternate turns. Make sure groups have an equal number of turns.

1 Language focus

This exercise presents and practices *have to* / *don't have to*.

A CD1, Track 9

- Have students read the directions and the conversation.
- **Optional** Play the recording. Students listen and read along.

Audio script

Same as the conversation in the Student's Book.

- Ask: *Who's Mandy talking to? (Ken.) Are they talking on the phone? (No. They're chatting on the Internet.) Where's Ken? (In England.) What are Mandy and Ken chatting about? (Daily school routines.)*

- Tell students that you will say some sentences as Mandy. Students tell you whether they are true or false.

I have to walk to school. (False.)

I don't have to take the train. (True.)

I have to get up at 5:45. (True.)

We have to wear a uniform to school. (False.)

I don't have to buy lunch in the cafeteria. (False.)

- Focus students' attention on Mandy's line: *Actually, I like school lunch*. Explain that Mandy begins the sentence with *actually* because she is going to express an opinion that is different from the one that Ken gave. She thinks her positive opinion of school lunches may be unexpected, so she says *actually* before expressing the opinion to be more polite. Write another example on the board:

A: *I hate broccoli.*

B: *Actually, I like it.*

- 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 first two statements at the top of the chart. Ask: *What words do you use if you want to say you need to do something or you don't need to do something? (Have to, don't have to.)*

- Focus students' attention on the questions. Ask: *What word do we use in the beginning of a have to question if the subject is I, you, we, or they? (Do.) And if the subject is he, she, or it? (Does.)*
- Have students look at the answers. Explain that both the short and long answers can be used, but the short answers are more common in conversation.
- **Optional** Model the examples, pausing for students to repeat.

B CD1, Track 10

- Ask students to read the directions.
- Have students work individually to write 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. Ask random students to write their sentences on the board.

C

- Ask students to read the directions and the example questions and answers. Invite volunteers to ask their classmates questions, or divide the class into small groups to practice.

Culture Note

Most American children have the option of buying a school lunch or bringing their own lunch from home. Some popular school lunches to buy are pizza, hamburgers, grilled cheese sandwiches, and hot dogs. Turkey sandwiches and peanut butter and jelly sandwiches are two favorites that students often bring from home. There is a National School Lunch Program in the U.S. to provide low-cost or free meals for children who cannot afford to buy lunch. School lunches must meet nutritional requirements set by the government. Many schools also provide breakfast for students.

2 Word power

This exercise presents and practices some everyday activities.

A

- Ask students to read the directions and the words and phrases in the box. Have students call out any words or phrases they do not understand. Explain them by using them in sentences or by miming them.
- Have students work individually or in pairs to match two words or phrases to each verb.
- Check answers with the class. Copy the chart onto the board. Ask volunteers to come to the board to write one answer each.
- **Optional** Divide the class into small groups. Ask groups to brainstorm other words to pair with the verbs. Give a point for each appropriate word or phrase.

B

- Have students read the directions, the sentence starters, and the examples in the speech balloon.
- Have students work individually to write three things they have to do and three things they do not have to do using words and verb phrases from Part A.
- Have students work in pairs to talk about the things they have to do and do not have to do.

3 Listening

In this exercise, students listen for activities required of students in school.

A CD1, Track 11

- Have students read the directions, look at the photo, and read the phrases.
- Explain to students that they will listen to a conversation between Mandy and Keiko about Keiko's school. They should check four things that the students in Keiko's school are required to do.
- Play the recording. Students only listen.

Audio script

See page T-206.

- 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.

B

- Have students read the directions and the example.
- Have students work in pairs, taking turns making both affirmative and negative statements about what students have to do and don't have to do at Keiko's school.
- **Optional** Ask students to write their sentences on a separate piece of paper for writing practice. Then invite volunteers to write one sentence each on the board. Do not allow students to duplicate sentences.

Workbook

Assign the exercises on Workbook page 5.
(Workbook answers begin on page T-192.)

Extra Grammar

Assign the exercises for the Extra Grammar, Lesson 3.

2 Word power

A Find two words or phrases that are usually paired with each verb.

Then write them next to the verbs. (The order of the answers may vary.)

- | | | | | |
|--|---|---------------------------------------|--|--|
| ☐ a math class | ☒ at school early | ☐ my classroom | ☐ on time for class | ☐ special gym clothes |
| ☐ an instrument | ☐ a uniform | ☐ my room | ☐ soccer | ☐ the bus |

- | | | |
|----------|------------------------|----------------------------|
| 1. be | <u>at school early</u> | <u>on time for class</u> |
| 2. play | <u>an instrument</u> | <u>soccer</u> |
| 3. wear | <u>a uniform</u> | <u>special gym clothes</u> |
| 4. take | <u>a math class</u> | <u>the bus</u> |
| 5. clean | <u>my classroom</u> | <u>my room</u> |

B Write three things you have to do and three things you don't have to do. Use words and verb phrases from Part A. Then tell a partner. (Answer in pairs.)

I have to ...

I don't have to ...

I have to I don't have to

3 Listening

A Keiko is an exchange student at Wells International School. Mandy talks to her about her school in Japan. Listen and check (✓) four things she says students have to do there.

- ☒ wear uniforms
- ☐ bring lunch
- ☐ eat in the cafeteria
- ☐ stay in classrooms after lunch
- ☒ clean the school
- ☒ attend school baseball and basketball games
- ☒ go to club activities on weekends



B Look at Part A. Tell a classmate what students have to do and don't have to do at Keiko's school.

Students have to ... They don't have to ...

After school

1 Word power

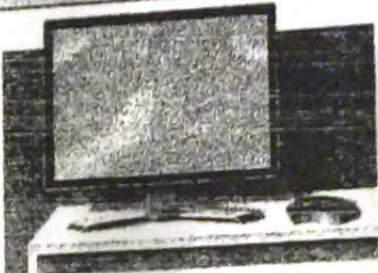
A Match each verb phrase to its meaning. Then listen and practice.

- | | | |
|------------------------------|---|---|
| 1. have fun | e | a. meet new people |
| 2. join a club | d | b. do your homework |
| 3. make new friends | a | c. decide what things to do |
| 4. plan activities | c | d. become a member of a special group |
| 5. share ideas | f | e. have a good time |
| 6. work on class assignments | b | f. talk about your thoughts with other people |

B Read about after-school activities at Wells International School. Then imagine you are a student at the school. Write sentences with the verb phrases.



Chess Club: Chess games for all levels. Have fun and make new friends. Open to students in grades 5-8. Mondays 2:30-3:30



Computer Club: Learn new programs and work on class assignments. Beginners are welcome. Tuesdays 2:30-3:30



Student Council: Become a member of the student council. Share ideas about school life, and plan school activities. Thursdays 2:30-3:30



Drama Club: Perform alone or in groups. Sing, dance, or play an instrument. Mondays and Fridays 2:30-3:30



Volleyball Club: Learn the basic rules of volleyball. Have fun and get some exercise. Join the club today! Tuesdays 2:30-3:30



Student Magazine Club: Work with other students on the school magazine. Talk about stories and poems for the magazine. Wednesdays 2:30-3:30

1. have fun I can have fun in the volleyball club.
2. sing songs I can sing songs in the drama club.
3. talk about stories and poems I can talk about stories and poems in the student magazine club.
4. work on class assignments I can work on class assignments in the computer club.
5. make new friends I can make new friends in the chess club.

After school

This lesson presents and practices some after-school activities and would like + to (verb).

Review of Lesson 3

- Write *have to*, *has to*, *don't have to*, *doesn't have to* on the board. Assign the words to several students, and ask them to make sentences with the verbs.
- Divide the class into four groups. Ask the first group to make a sentence using *have to* or *has to*. (I have to get up early.)
- Ask the second group to use the first group's sentence and add on a verb or verb phrase of their own. (I have to get up early and take the bus to school.)
- The third group follows the same procedure, using the second group's sentence and adding yet another verb or verb phrase. Continue the activity until one of the groups makes a mistake or forgets part of the sentence.
- Do the activity once again using *doesn't have to* or *don't have to*.

1 Word power

This exercise presents and practices some after-school activities.

A CD1, Track 12

- Give students several minutes to read the directions and the verb phrases and their meanings.
- Focus students' attention on the verb phrases in red. Model the phrases, pausing for students to repeat.
- Have students work individually or in pairs to match the phrases to their definitions.
- Check answers with the class. Ask random students to read their answers to the class.
- Play the recording. Students listen and repeat.

Audio script

See page T-206.

B

- Give students several minutes to read the directions and the texts and look at the pictures. Explain to students that the texts and pictures represent some typical American after-school activities. Ask students if they have similar activities at their school. If so, ask if any of the students have participated in them. Did they enjoy it? Why? Why not?
- Ask: *What day is the volleyball club?* (Tuesdays.) *Is the chess club open to students in fourth grade?* (No.) *Can you sing, dance, or play an instrument in student council?* (No, you can't.) *What can you do in student council?* (Share ideas about school life, and plan school activities.)

- Have students work individually to write sentences using information from the club descriptions and the verb phrases in Part A.
- Check answers with the class. Ask random students to read their sentences to the class.
- **Optional** Divide the class into four or five small groups. Ask each group to write a list of five *Wh-* questions about the after-school brochure. For example: *What club is open to beginners?* (Computer club.) *What clubs meet on Mondays?* (Chess club and drama club.) Groups take turns asking their questions. For example, Group A asks Group B a question. If Group B gives a correct answer, Group B earns a point. If Group B gives an incorrect answer, Group A earns a point. The group with the most points wins.

Culture Note

On average, American teens spend 13.6 hours a week watching TV and 16.7 hours online. They spend 12 hours a week listening to music, 7.7 hours using the phone, and 6 hours reading books or magazines for fun. They spend 9.1 hours a week hanging out with friends. Playing sports takes up 6.7 hours. American teens spend about 4.6 hours doing chores and 2.5 hours cooking or preparing meals.

2

Language focus

This exercise presents and practices **would like + to (verb)**.

A CD1, Track 13

- Have students read the directions and look at the photo.
- Have students read the conversation.
- Explain the meaning of *Gee*, *Too bad*, and *In fact* by using them in sentences.
- **Optional** Play the recording. Students listen and read along.

Audio script

Same as the conversation in the Student's Book.

- Say the following sentences, one by one. Students respond with *Felipe* or *Andrea*, depending on which character it refers to:
I'd like to join the volleyball club. (Andrea.)
I'd like to join a soccer club. (Felipe and Andrea.)
I'd like to join the drama club. (Felipe.)
I'd like to be the president of a soccer club. (Felipe.)
- Ask: *Would Andrea like to join the volleyball club?* (Yes.)
What does she say? (I'd like to join the volleyball club.)
Would Andrea like to join the drama club? (No.) *What does she say?* (No, I wouldn't!)
- 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. Ask them if they remember studying *would like* before. If so, ask them to give an example. (Ordering in a restaurant: *I'd like a hamburger* or *I'd like iced tea*.)

- Write on the board: *I'd like to join the drama club. I'd like iced tea.* Ask: *How are these two sentences different?* (The first sentence has the word *to* after *would like*.) Why? (When a verb follows *would like*, you need to insert *to* between the verb and *would like*.)
- Ask: *What's the full form of I'd?* (I would.) *What's the first word in the question?* (Would.) *What's the contraction of would not?* (Wouldn't.)
- **Optional** Model the examples, pausing for students to repeat.

B CD1, Track 14

- Have students read the directions and the example.
- Have students work individually to write the sentences, using the club names in Exercise 1B on page 10.
- Have students work in pairs to check their 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.
- **Optional** Invite a volunteer to come to the front of the room. Ask the volunteer to use *like to* or *want to* to describe what he or she enjoys doing. Classmates guess which type of club the student would like to join, using *You'd like to join the _____ club.*

3

Speaking

This exercise practices asking about organized after-school activities.

- Ask students to read the directions and the example conversation in the speech balloons. Demonstrate the activity with a volunteer.
- Invite two more volunteers to come to the front to demonstrate the activity again.
- Tell students that they will ask their partners at least four questions. Students work in pairs to complete the activity.
- Invite volunteers to share one of their findings with the class. For example: *(Maria) would like to join the computer club. (Pedro) wouldn't like to join the drama club.*

Workbook

Assign the exercises on Workbook page 6. (Workbook answers begin on page T-192.)

Extra Grammar

Assign the exercises for the Extra Grammar, Lesson 4.

2 Language focus

A Felipe and Andrea are reading about the after-school activities. Listen and practice.

Felipe Hey, Andrea, look at all these after-school activities!

Andrea Yeah. I'd like to join the volleyball club. I want to exercise and have fun. Would you like to join the club with me?

Felipe Gee, I'd like to, but I can't. I go to the computer club on Tuesdays. How about the drama club? That sounds like fun, and it meets on Mondays. Would you like to join?

Andrea No, I wouldn't! I don't like drama. I like sports. Too bad there isn't a soccer club.

Felipe You can start one! Ask your friends. I'm sure they'd like to join.

Andrea That's a good idea. Would you like to join?

Felipe Yes, I would. In fact, I'd like to be the president!

would like + to (verb)

I'd like to join the volleyball club.

Would you like to join the drama club?

Yes, I would.

No, I wouldn't.

I'd = I would



B Look at the clubs in Exercise 1B. Which club would each student like to join? Write sentences. Then listen and check.

1. **Nick** I want to perform in plays.

I'd like to join the drama club.

2. **Nina** I like to read and write.

I'd like to join the student magazine club.

3. **Rachel** I want to learn how to make a Web site.

I'd like to join the computer club.

4. **Sam** I want to talk about our school and school life.

I'd like to join the student council.

5. **Emily** I want to get some exercise and have fun, too.

I'd like to join the volleyball club.

3 Speaking

What clubs in Exercise 1B would you like to join? Ask and answer questions with a classmate.

Would you like to join the volleyball club?

No, I wouldn't. I'd like to join the student council.

Get Connected

UNIT 1

Read

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

1. The students learn a lot about the waters around New York City. True
2. A very big, old boat is one of the classrooms at the Urban Assembly New York Harbor School. True
3. The students don't learn important life skills. False

School on the Water

The students at Urban Assembly New York Harbor School in New York City don't have to sit in a classroom all day. So, what do they do? They spend a lot of time on the **waters** around New York City studying its history, fish, and **ecology**.

One of their classrooms is the *Lettie G. Howard*, a very large 125-year-old boat. Students learn how to swim, **row** a boat, and even **navigate** a boat up and down a river. And as part of their schoolwork, they have to eat an **oyster**!

What other things do students learn? They learn important life skills, like **overcoming fear**. This helps them feel more sure of themselves. Jennifer Mendez, **afraid of** the water before Harbor School, writes in her school journal, "I feel as if I can do anything." She'd like to study marine biology after high school. And another student, Jennifer Charles, 14, says "I love the *Lettie*. She's like an actual person. She's like our grandmother." So, what do you think? Would you like to go to this school?



GO to page 122 for the Vocabulary Practice.

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

C Answer the questions.

1. Do the students at the school have to sit in a classroom all day? No, they don't.
2. Where do the students spend a lot of time? They spend a lot of time on the waters around New York City.
3. What do the students learn how to do? They learn how to swim, row a boat, and navigate a boat.
4. Would Jennifer Mendez like to study marine biology? Yes, she would.
5. Does Jennifer Charles like the *Lettie G. Howard*? Yes, she does.

Unit 1

Get Connected

This lesson practices reading, listening, and writing skills.

Review of Lesson 4

- Ask students to brainstorm as many after-school activities as possible. Write them on the board.
- Write this chart on the board:

Would you like to join the _____?

1. _____
2. _____
3. _____

- Ask students to copy the chart on a separate piece of paper.
- Have students fill in the left-hand side of their charts with three clubs, sports teams, or school organizations. Students may use the activities brainstormed earlier.
- Tell students to find a classmate for each of the three after-school activities by asking the question at the top of the chart. Students write their classmates' names on the lines at the right.
- Give students several minutes to complete their surveys. Ask volunteers to share their results.

Read

This exercise practices reading for information about a special school.

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 blog's title and the photos.
Ask: *Where are the students?* (At a school on water.)

Culture Note

The Urban Assembly New York Harbor School was founded in 2003. It is a high school in New York City. In addition to rowing and sailing, students study marine science. There are also many after-school clubs, including a scuba diving club and a swimming club.

- Invite a volunteer to read the directions and the statements aloud. Tell students *read quickly* means they read quickly to find the answers, and they should not read every word carefully.
- Have students work individually to read the blog quickly and write *True* or *False* next to the statements. Do not check answers at this point.

B CD1, Track 15

- Invite a volunteer to read the directions aloud. Tell students that *read slowly* means they read slowly and carefully, and concentrate on getting the meaning of the entire text.
- List the new vocabulary words on the board: *waters* (n.), *ecology*, *row* (v.), *navigate*, *oyster*, *overcoming fear*, *afraid of*. Explain their meaning. (*Waters* [n.]: a river or lake, for example; *ecology*: how living things relate to their surroundings and to one another; *row* [v.]: to use

oars to move a boat in water; *navigate*: to direct the course of a boat; *oyster*: a kind of shellfish – some oysters have a pearl inside; *overcoming fear*: not afraid anymore; *afraid of*: feeling fear.) As an alternative, have students use their dictionaries to find the meanings of the new vocabulary words.

- Have students read the blog again.
- Have students check their answers in Part A in pairs. Elicit the answers from one pair.
- **Optional** Ask students to correct the false statement in Part A. (3. The students learn important life skills, such as overcoming fear.)

Audio script

Same as the blog 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 begin on page T-122.)

C

- Ask a volunteer to read the directions and example.
- Have students work individually to answer the questions.
- Check answers with the class.

Listen

In this exercise, students listen for information about after-school activities.

A CD1, Track 16

- Focus students' attention on the photo. Ask: *Where are these teens?* (At school.) Explain that these two students, Nick and Elena, are friends at the same school.
- Tell students that they will listen to Nick and Elena talk about school.
- 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-206.

- 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 volunteers to read aloud one answer each.

B

- Have students read the directions and all the statements aloud.
- 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, and give reasons for their answers.
- 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 graph. Then have two groups work together to share their group's results.

Write

In this exercise, students answer questions and write a paragraph about their idea of a perfect school.

A

- Invite a volunteer to read the directions and the questions aloud.
- Have students work individually to answer the questions. Tell them that they are answering questions about their "dream" school and that there are no right or wrong answers.
- **Optional** Invite a few students to share some of their answers with the class.

B

- Invite a volunteer to read the directions aloud. Tell students that they will use their answers to the questions in Part A to help them write a paragraph about their perfect school.

- Have students work individually to write their paragraphs.
- Invite several volunteers to read their paragraphs to the class.
- **Optional** Have students work in groups of four and read each other's paragraphs. Students can ask questions about anything they do not understand. They can also ask questions to get more information.

Teaching Tip

Sharing their writing helps students 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.

Workbook

Assign the exercises on Workbook page 7. (Workbook answers begin on page T-192.)

Does he like it?

Listen

A Nick and Elena talk about school. Listen and answer the questions.

1. Would Elena like to go to the library with Nick? Yes, she would.
2. Who's homeschooled? Nick's cousin Joe is homeschooled.
3. Do Joe's parents teach him everything? No, they don't.
4. Does Elena have to take the bus to school and eat cafeteria food? Yes, she does.
5. Does Nick like school? Yes, he does.



B What do you think? Write *I agree* or *I disagree*. Give reasons. (Answers will vary.)

1. It's fun to learn school subjects outside of a classroom. _____
2. Homeschooling is a good idea. _____
3. After-school activities are necessary. _____
4. It's important to have classmates. _____

Your turn

Write

A Imagine your perfect school. Answer the questions. (Answers will vary.)

1. Where's the school? (the beach, the mountains, ...) _____
2. What time do classes start? _____
3. What classes do you have? _____
4. What things do you not have to do? _____
5. What kinds of after-school activities are there? _____
6. What time do you go home? _____

B Write a paragraph about your perfect school. Use the answers in Part A to help you. (Answers will vary.)

The school is _____ . Classes start at _____ .
I have _____

Unit 1 Review

Language chart review

Simple present

Yes / No questions

Do you like pizza?

Does she swim?

Short answers

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

Yes, she does. / No, she doesn't.

Simple present

What, Who, How questions

What music does he listen to?

Who has a computer?

How old are Sam and Alex?

Answers

He listens to rock music.

Anna does.

They're 14 years old.

Present continuous vs. simple present

Present continuous

Is Joe talking on the phone?

What's Grace doing?

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

She's reading a book.

Simple present

Joe talks on the phone a lot.

Grace enjoys books.

A Read about Peggy and Luiz. Then complete the questions, and write answers.

Peggy

14 years old

lives in Boston

always reads

likes hot dogs and pasta

Luiz

lives in Rio de Janeiro

has a computer

likes to send e-mail messages

always eats hot dogs and pasta

1. Q: Does Luiz have a computer?

A: Yes, he does.

2. Q: How old is Peggy?

A: She's 14 years old.

3. Q: Who lives in Rio de Janeiro?

A: Luiz does.

4. Q: Do Peggy and Luiz like hot dogs?

A: Yes, they do.



B Complete the conversations.

1. A What's Peggy doing?

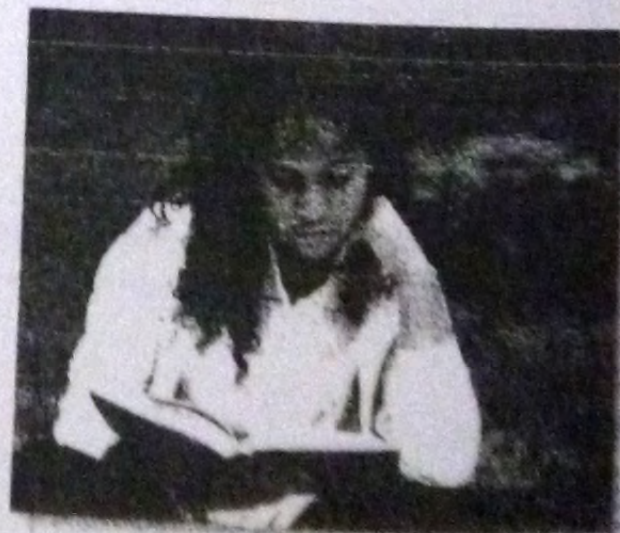
B She's reading a book.

A She reads every day!

2. A What's Luiz eating?

B He's eating hot dogs and pasta.

A He always eats hot dogs and pasta.



Unit 1

Review

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

Language chart review

These charts summarize 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. A chart or charts are followed by a series of exercises. Some Review lessons contain two Language chart reviews.

- Books closed. Write on the board:

_____ ? Yes, I do. I get up early.

_____ ? No, I don't. I don't have any brothers.

_____ ? She plays basketball.

_____ ? Felipe does. He likes salsa music a lot.

_____ ? He's 14.

_____ ? Yes, she is. She's talking on the phone.

_____ ? I'm making a chocolate cake.

- Elicit when to use the simple present (when an action routinely takes place or to describe a general truth) and the present continuous (when an action is currently taking place).
- Have students copy the answers and work in pairs to write appropriate questions.
- Invite volunteers to come to the front to write their answers on the board.
- Books open. Have students check their answers against the examples in the Language chart review. Then ask them to check the answers on the board.
- 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 students read the directions, look at the pictures, and read the information about Peggy and Luiz in the chart.
- Invite two volunteers to read the example question and answer aloud.
- Tell students to complete the questions. Then have them answer the questions using the information about Peggy and Luiz in the chart.
- Check answers with the class.

Exercise B

- Have students read the directions and look at the pictures again.
- Have students work individually to complete the conversations.
- Check answers with the class.
- Have students practice the conversations in pairs. Invite a few pairs to read aloud one conversation each.

Language chart review

These charts summarize further grammar presented and practiced in Unit 1.

- Have students study the examples in the charts.
- Remind students that we use *have to* / *don't have to* when we want to say we need or don't need to do something.
- Remind students also that *would like + to* (verb) is a polite way to express *want*.
- Answer any questions students may have.

Exercise C

- Have students read the directions and the two schedules.
- Have students work individually to complete the questions and answers.
- Ask students to check their answers in pairs.
- Check answers with the class. Invite several pairs of volunteers to read the questions and answers aloud.

Exercise D

- Have volunteers read the directions and examples aloud.
- Have students work individually to complete the conversations.
- Check answers with the class. Invite several pairs of volunteers to read the conversations aloud.

Take another look!

- Have a volunteer read the directions, the question, and the two possible answers aloud.
- Students work individually to circle the correct answer.
- Check the answer with the class.

Optional Unit Wrap-Up

- If students did the Review exercises for homework, check answers with the class.
- Have students work in pairs to act out the conversations in Exercises A, B, C, and D.
- Have students create a schedule for the following day, as in Exercise C. Students' schedules must have at least three items.
- Have students work in pairs to talk about their schedules.

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-192.)

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-142.

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-168.

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-178.

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

Language chart review

have to / don't have to

She **has to** go to the library.
 She **doesn't have to** go to soccer practice.
 Do you **have to** go to the library?
 Yes, I do. / No, I don't. / No, I don't **have to** go to the library.

would like + to (verb)

I'd like to learn another language.
 Would you like to learn French?
 Yes, I would. / No, I wouldn't.

C Look at Sonia and Aldo's schedules. Then write questions and answers.

Sonia's Schedule

5:30 a.m. get up
 6:00 a.m. make breakfast
 7:00 a.m. take little brother to the park

Aldo's Schedule

11:00 a.m. get up
 11:30 a.m. make breakfast
 12:30 p.m. clean room

- Q: (Aldo / get up early) Does Aldo have to get up early?
 A: No. He doesn't have to get up early. OR No, he doesn't.
- Q: (Sonia / get up early) Does Sonia have to get up early?
 A: Yes, she does.
- Q: (Aldo and Sonia / make breakfast) Do Aldo and Sonia have to make breakfast?
 A: Yes, they do.

D Write conversations.

- A (I / take a trip) I'd like to take a trip.
 B (Miami) Would you like to take a trip to Miami?
 A (Yes) Yes, I would.
- A (I / join a club) I'd like to join a club.
 B (join the chess club) Would you like to join the chess club?
 A (No) No, I wouldn't.
- A (I / go to a concert) I'd like to go to a concert.
 B (Smooch concert) Would you like to go to a Smooch concert?
 A (Yes) Yes, I would.



Take another look!

Circle the correct answer.

Which sentence is closest in meaning to "I'd like to go to the movies after school"?

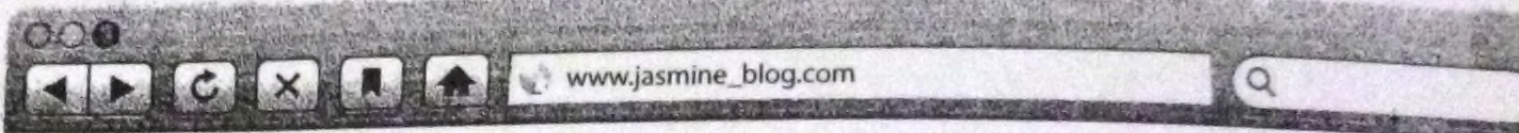
- I like to go to the movies after school.
- I want to go to the movies after school.

Go to page 126
 for the
 Theme Project.

Summer fun

1 Language focus

 **A** Jasmine went on a beach vacation. Read her travel blog. Then listen and practice.



MONDAY, JULY 7

Our first day of vacation in Porto Seguro! We arrived at our hotel at noon, and we walked to the beach.

My dad rented a dune buggy, and we raced on the sand.

We stopped at a quiet spot, and we stayed there all afternoon.

We snorkeled and played volleyball. What fun!

After dinner, we shopped for souvenirs. We enjoyed looking at all the shops.

Then my sister and I listened to great Brazilian music at a dance club. I danced with some kids from Rio. I even tried a new dance – the samba. It's a lot of fun.

Now it's after midnight, and I have to go to bed. I want to get up early tomorrow. There's so much to do here!



B Study the chart. Then circle 12 more simple past verbs in Part A. Can you find them all?

Simple past statements: regular verbs

I **walked** to the beach.
Dad **rented** a dune buggy.
My sister and I **tried** a new dance.
You **stayed** there.
We **shopped**.
They **danced** with some kids.

Note: To spell most simple past verbs, add **-ed**:
walk → *walked*

For verbs that end in consonant + *y*, change *y* to *i* and add **-ed**:

try → *tried*

For verbs that end in short vowel + consonant, double the consonant and add **-ed**:

shop → *shopped*

This lesson presents and practices simple past verbs and simple past statements.

1 Language focus

This exercise presents and practices simple past verbs and simple past statements.

A CD1, Track 17

- Have students read the directions and look at the pictures.
- Ask students to raise their hand if they have ever written a travel blog or kept a diary when on vacation. Then ask how many students have taken a vacation at the beach.
- Focus students' attention on the photographs. Ask them to point to the items as you say the following words: *dune buggy* and *snorkeled*.
- Have students read Jasmine's travel blog.
- **Optional** Play the recording. Students listen and read along.

Audio script

Same as the travel blog in the Student's Book.

- Read these sentences aloud. Students tell you whether they are true or false.
They arrived at their hotel at noon. (True.)
Jasmine's mom rented a dune buggy. (False.)
They snorkeled and played volleyball. (True.)
They shopped for souvenirs after dinner. (True.)
Jasmine danced at a dance club. (True.)
Jasmine tried a dance called the Rio. (False.)
- Play the recording or model the sentences. Students listen and repeat.
- **Optional** Invite five or six students to stand and read the travel blog, alternating sentences.

B

- **Language Chart** Have students study the examples in the language chart. Ask: *What do you notice about the endings of these verbs?* (They end in *-ed*.) Explain to students that the *-ed* ending means that the action took place in the past. The verbs are regular verbs because the *-ed* ending is added in the simple past. An irregular verb's spelling is completely changed in its simple past form.
- Ask: *What forms have we studied so far?* (Simple present and present continuous.) Review when to use each form. (Simple present is for routine or habitual actions. Present continuous is for actions that are currently taking place, and simple past is for actions that took place in the past.)
- Have students study the spelling examples in the note in the language chart. Go over the spelling rules with students. Also tell students the following rules: If a regular verb ends in a vowel and then *y*, we add *-ed* for the simple past ending (*stay* → *stayed*). If a verb ends in *e*, we add *-d* (*dance* → *danced*).
- **Optional** Model the examples, pausing for students to repeat.
- Ask students to circle 12 more simple past verbs in Jasmine's travel blog. Have students work in pairs to compare their answers.

Teaching tip

When teaching a new verb form, review previously taught forms so students can compare and contrast the differences among them. Frequently review which forms to use in different situations. Conversion drills (converting the form of a sentence to a different form) can be a good reinforcement activity if done on a regular basis.

This unit introduces vocabulary and expressions for travel and leisure activities and the simple past.

C CD1, Track 18

- Have students read the directions and look at the photo. Ask: *Do you think Felipe had a good time on his summer vacation?*
- Read the first two sentences of Felipe's diary entry with students. Ask which form of the verbs students should write in the blanks. (Simple past: *stayed* and *walked*.)
- Have students work individually to complete the exercise.

- Play the recording. Students listen and verify their answers.

Audio script

Same as the diary entry in the Student's Book.

- Check answers with the class. Ask random students to read the sentences and spell the verbs they wrote in the blanks. Invite a volunteer to write the verbs on the board.

2 Pronunciation Regular simple past verbs

In this exercise, students practice the pronunciation of simple past endings.

A CD1, Track 19

- Have students read the directions and look at the chart.
- Model the /t/, /d/, and /ɪd/ sounds, pausing for students to repeat. Explain that if a word ends in a voiceless consonant sound, the -ed ending is pronounced /t/. If a word ends in a vowel (all vowels are voiced) or a voiced consonant sound, the ending is pronounced /d/. If the word's ending sound is /t/ or /d/, the -ed ending is pronounced /ɪd/. Remind students that if a sound is voiced, as they say it, they will notice a "buzzing" feeling when they touch the front of their throat.
- Play the recording. Students only listen.

Audio script

Same as the verbs in the Student's Book.

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

B CD1, Track 20

- Tell students that they will listen to the verbs in the box. They should write each verb under the correct heading (/t/, /d/, or /ɪd/) depending on how the -ed ending is pronounced.
- Play the recording. Students only listen.

Audio script

Same as the verbs in the Student's Book.

- Play the recording again. Students listen and write the verbs.
- Play the recording once again. Students listen and verify their answers.
- Check answers with the class. Write the three headings on the board: /t/, /d/, or /ɪd/. Invite volunteers to write their answers on the board.
- Optional Write 1. /t/, 2. /d/, and 3. /ɪd/ on the board. Read the following verbs, one by one, and have students respond with the number of the correct -ed sound:
talked (1.) *faded* (3.) *listed* (3.) *checked* (1.) *traveled* (2.)
needed (3.) *baked* (1.) *washed* (1.) *played* (2.) *opened* (2.)

3 Speaking

This exercise practices talking about past activities.

- Invite a volunteer to read the directions aloud. Demonstrate the activity by reading the example conversation with a volunteer.
- Invite five volunteers to come to the front to demonstrate the activity again.
- Divide the class into groups of five students. Students ask each other what they did last summer.
- Optional Have a few volunteers tell the class what the members of their group did last summer.

Workbook

Assign the exercises on Workbook page 9. (Workbook answers begin on page T-192.)

Extra Grammar

Assign the exercises for the Extra Grammar, Lesson 5.

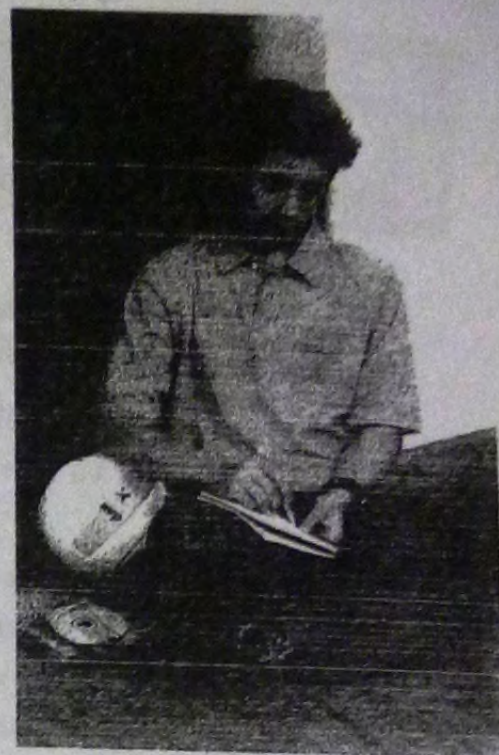
C Felipe also kept a diary last summer. Complete the sentences from his diary with the correct form of the verbs. Then listen and check.

Monday, July 7 9:30 p.m.

Another vacation day at home. I stayed (stay) in bed until nine, and then I walked (walk) to the park. I practiced (practice) volleyball with my friends. Our park volleyball championship game is in September.

In the afternoon, I listened (listen) to music, and I cleaned (clean) my room.

In the evening, I wanted (want) to go out. I called (call) Luigi's house, but no one answered (answer). So I stayed (stay) home and watched (watch) an old movie on TV. I was so bored. Well, tomorrow is another day.



2 Pronunciation Regular simple past verbs

A Listen. Notice the pronunciation of simple past endings. Then listen again and practice.

stopped watched stayed cleaned visited waited

B Listen. Write these verbs in the correct columns. (The order of the answers may vary.)

☐ arrived	☐ called	☐ needed	☐ rented	☐ skated	☐ walked
☒ asked	☐ listened	☐ practiced	☐ shopped	☐ studied	☐ wanted

<u>asked</u>	<u>shopped</u>	<u>arrived</u>	<u>listened</u>	<u>needed</u>	<u>skated</u>
<u>practiced</u>	<u>walked</u>	<u>called</u>	<u>studied</u>	<u>rented</u>	<u>wanted</u>

3 Speaking

Work with four classmates. Talk about what you did last summer.

You I visited my cousins, and I played volleyball.

Classmate 1 I stayed home, and I watched a lot of TV.

Classmate 2 I played volleyball, and I cleaned my room a lot.

Classmate 3 I practiced soccer, and I snorkeled.

Classmate 4 I tried in-line skating, and I studied English.

Our trip to Peru

1 Language focus

 **A** Read about Olivia's trip to Peru last summer. Match the photos to the correct texts. Then listen and check.

3 Olivia Smith and her family went to Peru last summer. They flew to Lima, the capital. They visited the old Spanish Quarter, and they went shopping for souvenirs. Olivia bought some jewelry. They also saw a lot of beautiful old things at the Gold Museum.

4 From Lima, the Smiths flew to Cuzco, an old Incan city. They ate the local food, and Olivia drank maté, a special Incan tea. Olivia's sister got some postcards to send to her friends.

5 The next day, Olivia and her family took the train to Machu Picchu. Olivia slept on the train. Her sister wrote postcards. At Machu Picchu, a guide gave them a tour of the Incan ruins. Olivia's brother took a lot of pictures.

6 Olivia really enjoyed her vacation. She met some nice Peruvian people on the trip, and she made some new friends. She had a great time.



 **B** Find the simple past forms of these verbs in Part A. Write them next to the verbs. Then listen and check.

buy	bought	have
drink		make
eat		meet
fly		see
get		sleep
give		take
go		write

Simple past statements: irregular verbs

I **had** a great time.
She **drank** maté.
He **took** pictures.
We **went** to Peru last summer.
They **ate** the local food.

Our trip to Peru

This lesson presents and practices irregular simple past verbs and the simple past.

Review of Lesson 5

- Call out the following verbs, one by one: *arrive, dance, listen, play, race, rent, shop, snorkel, stay, stop, try, walk*. Students respond with the simple past form.
- Play a round of "Tic-Tac-Toe." Draw a grid on the board. Fill in each of the nine squares with a simple past verb from Lesson 5. Divide the class into two teams, X and O. Students earn squares for their teams by choosing a word and using it correctly in a sentence. The first team with three squares in a row wins.
- Divide the class into three groups. Ask one student from each group to stand. Call out three verbs – two of the verbs in their simple form and the other in the simple past. For example, say *listen, shopped, and dance*. Students call out the verb in the simple past form. The first to do so correctly earns a point for his or her group.

1 Language focus

This exercise presents and practices simple past irregular verbs and the simple past.

A CD1, Track 21

- Have students read the directions and look at the photos. Ask: *What are these photos of?* (Olivia's trip to Peru.) Ask students if any of them have been to Peru. If so, ask them to tell the class a little about what they saw.
- Explain to students that there will be simple past irregular verbs in the reading passage. Tell them that these are verbs that change from their simple form (unlike regular verbs, where an -ed is added to the end).
- Have students read about Olivia's trip.
- Ask: *Are there any regular simple past verbs in the texts?* (Yes. *Visited* and *enjoyed*.)
- Tell students that you will say a series of simple past sentences, one by one. Students tell you whether they are true or false.
Olivia and her family went to Peru last winter. (False.)
They flew to Lima. (True.)
Olivia drank maté. (True.)
Olivia and her family flew to Machu Picchu. (False.)
Her brother took a lot of pictures. (True.)
Olivia had a great time on her winter vacation. (False.)
- Have students work individually to match the photos 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.
- **Optional** Have groups of students read the four texts aloud, alternating lines.

B CD1, Track 22

- **Language focus** Have students study the examples in the language chart. Focus students' attention on the irregular verbs in bold. Write the verbs on the board. Ask students to guess the simple form of these verbs. Write the correct guesses on the board next to the verbs.
- **Optional** Model the examples, pausing for students to repeat.
- Have students read the directions. Do one more example with students.
- Have students work individually to complete the exercise. While they are working, copy the verbs in the exercise on the board.
- Play the recording. Students listen and verify their answers.

Audio script

Same as the verbs in the Student's Book.

- Check answers with the class. Ask random students to write their answers on the board.
- **Optional** Play the recording again or model the verbs. Students listen and repeat.
- **Optional** Divide the class into three groups. Ask one student from each group to stand. Call out the simple past form of a verb. The first student to respond with the simple form of the verb wins a point for his or her group. After several rounds, reverse the order. Call out the simple form of a verb, and ask students to respond with the simple past.

C CD1, Track 23

- Have students read the directions and look at the photos. Focus students' attention on the verbs in the box and the example.
- Ask: *What form of the verb do you write in the blanks?* (Simple past.)
- Have students work individually to complete the exercise.

- 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. Ask volunteers to come to the board to write one answer each.

2 Listening

In this exercise, students listen for activities done in the past.

CD1, Track 24

- Ask students to read the directions and the simple past verb phrases. Explain that they will listen to Olivia talk about her trip to Peru. They should check the things she did there.
- Play 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.

3 Speaking

This exercise practices talking about past vacation experiences.

A

- Have students read the directions and the sample sentences.
- Have students work individually to write two true and two false sentences about what they did on their last vacation. Students use the verbs in Exercise 1B on page 18.

B

- Have students read the directions and the example conversation. Then demonstrate the task with a volunteer.
- Have students work in pairs to guess if their partner's sentences are true or false, following the example.

Workbook

Assign the exercises on Workbook page 10. (Workbook answers begin on page T-192.)

Extra Grammar

Assign the exercises for the Extra Grammar, Lesson 6.

C Complete the sentences about the Smiths' trip to Peru. Use the simple past form of the verbs in the box. Then listen and check.

- | | | | |
|------------------------------|--|-------------------------------|--------------------------------|
| ☐ buy | ☐ give | ☐ have | ☐ sleep |
| ☐ fly | ☒ go | ☐ see | ☐ take |

- The Smiths went to Lima first.
- Olivia's brother took more than 100 pictures.
- Olivia saw llamas in Machu Picchu.
- They had fun with their Peruvian friends.
- Olivia's sister bought a lot of souvenirs.
- Their guide gave them a tour of Cuzco.
- The Smiths flew home from Lima.
- Olivia's parents slept all the way home.



2 Listening

C Olivia talks about her trip to Peru. Listen and check (✓) the things she did there.

- | | | |
|---|--|--|
| 1. ☒ danced | 3. ☐ wrote postcards | 5. ☒ walked |
| ☐ listened to music | ☒ bought postcards | ☐ rested |
| 2. ☐ watched soccer | 4. ☒ saw a ring | 6. ☐ slept on the train |
| ☒ played soccer | ☐ bought a ring | ☒ ate on the train |

3 Speaking

A What did you do on your last vacation? Write two true sentences and two false sentences. Use the verbs in Exercise 1B. (Answers will vary)

True: I had a great time.

False: I slept until 11:00 every day.

1.

1.

2.

2.

B Take turns reading your sentences. Your classmates say True or False. For false sentences, give the correct information.

You I slept until 11:00 every day.

Classmate True.

You That's false. I got up at 8:00 every morning.

Mini-review

1 Language check

Read the postcards Martin and Lisa wrote on vacation. Complete each postcard with the simple past form of the verbs in the box.

- ☒ arrive
- ☐ eat
- ☐ go
- ☐ see
- ☐ sleep
- ☐ take

Hi, Liz!
I'm at the Big Z Ranch in Wyoming. We
arrived here yesterday morning. In the
afternoon, I cowboys at work on
the ranch. For dinner, we
outdoors - there was a big barbecue. Last
night, we in our own small
cabin. Earlier today, we to a
 rodeo. The cowboys can do some amazing
tricks. I a lot of pictures. I'm
having a great time! -Martin



- ☐ buy
- ☐ eat
- ☐ have
- ☐ play
- ☐ shop
- ☐ walk

Dear Ben,
I can't believe I'm really in Japan! Yesterday, I
 a great time. I
video games at the Sony Building. Then I
 for souvenirs for awhile. I
 some Japanese comic books.
I can't read them, but the pictures are cool!
I sushi for dinner. Yum! Then we
 around. I love Tokyo! -Lisa



Who do you think did the activities below on their vacation, Martin or Lisa? Write sentences.

- | | | |
|--|---|--|
| ☒ eat in restaurants | ☐ learn about nature | ☐ sleep in a sleeping bag |
| ☐ go on a hike | ☐ see tall buildings | ☐ take a subway |

1. I think Lisa ate in restaurants.
2. I think Martin learned about nature.
3. I think Lisa went on a hike.
4. I think Martin saw tall buildings.
5. I think Lisa took a subway.
6. I think Martin slept in a sleeping bag.

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

- Give students several minutes to read the directions and look at the two postcards.
- Tell students that you will say a series of sentences. They are to call out the name of the character, Martin or Lisa, each sentence refers to.

I'm in Japan. (Lisa.)

We ate outdoors. (Martin.)

I saw a rodeo. (Martin.)

I played video games. (Lisa.)

I shopped for souvenirs. (Lisa.)

- Have students work individually to complete Martin's postcard with the simple past form of the verbs in the box. Then have them do the same for Lisa's postcard.
- Check answers with the class. Ask volunteers to read aloud one of the sentences they completed.
- **Optional** Ask groups of five students to read aloud the two postcards, alternating lines.

B

- Have students read the directions and the example.
- Have students work individually to write the sentences.
- Check answers with the class. Ask random students to read their sentences aloud.

C

- Have students read the directions and look at Valerie's calendar.
- Ask a volunteer to read the example sentence aloud.

- Have students work individually to write sentences about Valerie's schedule for last week.
- Check answers with the class.

2 Listening

In this exercise, students listen for vacation activities.

CD1, Track 25

- Focus students' attention on the photos. Ask: *Do you know where these photos are from?* (Brazil.)
- Tell students that they will listen to Josh talk about the activities he did on vacation in Brazil.
- Invite volunteers to read the directions and the list of activities or events. Explain that students should listen and number the events in the order in which Josh talks about them.
- Play the recording. Students only listen.

Audio script

See page T-207.

- Play the recording again. Students listen and number the events in the correct order.
- Play the recording once again. Students listen and verify their answers.
- Check answers with the class. Invite volunteers to read aloud one answer each in the correct order.

Workbook

Assign the exercises on Workbook page 11.
(Workbook answers begin on page T-192.)

Game

Assign the game on Student's Book page 115.

C Look at Valerie's calendar for last week. Then write sentences about her week.

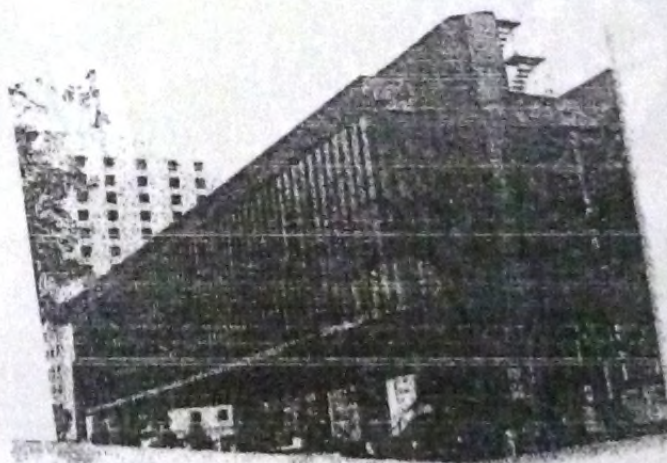
WEEKLY CALENDAR 2009	
Monday	visit Aunt Rita
Tuesday	go on a hike with Francis
Wednesday	have a party for Tim
Thursday	shop at the mall
Friday	sleep at my grandmother's house
Saturday	take a dance class
Sunday	

1. She visited Aunt Rita on Monday.
2. She went for a hike with Francis on Tuesday.
3. She had a party for Tim on Wednesday.
4. She shopped at the mall on Thursday.
5. She slept at her grandmother's house on Friday.
6. She took a dance class on Saturday.

2 Listening

 Josh talks about his trip to Brazil. Listen and number the events in the correct order.

- 6 visited a mountain
- 7 bought souvenirs
- 8 ate lunch with his father's friends
- 3 saw art
- 1 flew to São Paulo
- 2 went to a museum
- 4 wrote e-mails
- 5 flew to Rio



 to page 115
for the
Game.

1 Word power

 **A** Look at the picture. What can you do at the Jefferson School Festival?
Match the activities to the correct verb phrases. Then listen and practice.



- | | | | |
|---|---|--|--|
| ☐ 8 buy raffle tickets | ☐ 2 go on rides | ☐ 5 play games | ☐ 1 watch the fireworks |
| ☐ 7 eat cotton candy | ☐ 4 listen to a band | ☐ 3 visit a fun house | ☐ 6 win prizes |

B Write the verb phrases in Part A in the simple past.

- | | |
|--------------------------|--------------------------|
| 1. watched the fireworks | 5. played games |
| 2. went on rides | 6. won prizes |
| 3. visited a fun house | 7. ate cotton candy |
| 4. listened to a band | 8. bought raffle tickets |

School festival

This lesson presents and practices the names of some school festival activities and simple past Yes / No questions.

Review of Lesson 6

- Write on the board:

buy _____	give _____	see _____
drink _____	go _____	sleep _____
eat _____	have _____	take _____
fly _____	make _____	write _____
get _____	meet _____	

- Divide the class into three groups. Assign each group a section of the board. Say *Go!* Still sitting at their desks, the groups write the simple past form of the verbs in their section. They then send one member to the board to fill in the blanks. The first group to fill in the blanks correctly wins.
- Ask students to make sentences about their own past activities.

1 Word power

This exercise presents and practices the names of some school festival activities.

A CD1, Track 26

- Give students several minutes to read the directions and look at the picture. Explain the meaning of *festival*. Ask students if their school has ever had a school festival. Also ask students if they have ever been to any kind of festival. If so, did they have a good time?
- Have students read the eight school festival activities below the picture.
- Have students work individually to match the number of each festival activity in the picture to the correct verb phrase.
- Check answers with the class.
- Play the recording. Students listen and repeat.

Audio script

Same as the verb phrases in the Student's Book.

B

- Have students read the directions and the example.
- Have students work individually to write the verb phrases in Part A in the simple past.
- Check answers with the class. Ask random students to read their verb phrases aloud.
- **Optional** Read the object portion of one of the eight verb phrases in Part A. For example, say *cotton candy*. Students respond with the appropriate simple past verb. (Ate.) Then reverse the order of the activity. Say the simple past verb. (Ate.) Students respond with the appropriate object portion of the phrase. (Cotton candy.)

This exercise presents and practices simple past Yes/No questions.

A CD1, Track 27

- Have students read the directions and look at the picture.
- Have students read the conversation.
- **Optional** Play the recording. Students listen and read along.

Audio script

Same as the conversation in the Student's Book.

- Ask: *Did Sandy have a good weekend?* (Yes.) *What does she say?* (Yes, I did.) *Did Evan go to the festival, too?* (No.) *Did Sandy go to a special class?* (No.) *What does she say?* (No, I didn't.) *Did Evan do anything special on Sunday?* (No. He stayed home.)
- Ask students to circle all the simple past verbs in the conversation (*did, had, went, listened, danced, ate, forgot, wanted, stayed*). Ask: *Are any of these verbs new?* (Forgot.) Write this simple past verb on the board. Elicit the simple form. (Forget.)
- Play the recording or model the conversation. Students listen and repeat.
- **Optional** Have students practice in pairs.
- **Language focus** Have students study the examples in the language chart. Focus students' attention on the questions. Ask: *What word do we use at the beginning of the question?* (Did.) *What is the simple past form of?* (Do.) *Is the other verb in the question in the simple past?* (No, it isn't. It's in the simple form.)
- Focus students' attention on the answers. *Why are there two answers for each question?* (The first answer includes the short form of the answer. The second one doesn't.) *What word do we use in the short form of the answer if the answer is No?* (Didn't.) *What's the full form of didn't?* (Did not.)
- **Optional** Model the examples, pausing for students to repeat.

B CD1, Track 28

- Invite a volunteer to read the directions and the example aloud.
- 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 write their answers on the board.
- **Optional** Have students practice the conversation in pairs.

Teaching tip

For more complicated activities, such as interviews, information gaps, games, and role plays, make sure that the students are competent with the language they are expected to practice. Introduce the activity by briefly reviewing the Language focus, and conduct a "trial run" to show students exactly what they are expected to do. In this way, you can eliminate the chaos and possible disruptions caused by confusion on the part of the students.

Listening

In this exercise, students listen for simple past activities.

CD1, Track 29

- Explain to students that they will listen to Amy talk about the school festival with another student. They should check the things Amy did at the school festival.
- Play 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. Invite volunteers to read aloud the things they checked.

Workbook

Assign the exercises on Workbook page 12. (Workbook answers begin on page T-192.)

Extra Grammar

Assign the exercises for the Extra Grammar, Lesson 7.

2 Language focus

Evan and Sandy talk about their school festival. Listen and practice.

Evan Did you have a good weekend?
Sandy Yes, I did. I had a great weekend.
Evan Did you go anywhere?
Sandy Yes. I went to school on Sunday.
Evan Did you go to a special class?
Sandy No, I didn't. I went to our school festival. I listened to a band and danced, and I ate a lot of cotton candy . . .
Evan Oh, no! I can't believe it! I forgot about the festival. I really wanted to go!
Sandy That's too bad. Did you do anything special on Sunday?
Evan No. I just stayed home all day.

Simple past Yes/No questions

Did you have a good weekend?
 Yes, I **did**. I **had** a great weekend.
 Yes. I **had** a great weekend.
Did you go to a special class?
 No, I **didn't**. I **went** to the school festival.
 No. I **went** to the school festival.



Luigi and Mandy talk about their school festival. Complete their conversation. Then listen and check.

Luigi Hey, Mandy. Did you go to the school festival?
Mandy Yes, I did. I had a great weekend.
Luigi No, I didn't. I had to study.
Mandy That's too bad. Did you go to a special class?
Luigi No, I didn't. I went to our school festival. I listened to a band and danced, and I ate a lot of cotton candy . . .
Mandy Oh, no! I can't believe it! I forgot about the festival. I really wanted to go!
Sandy That's too bad. Did you do anything special on Sunday?
Evan No. I just stayed home all day.



3 Listening

Amy also went to the festival. What did she do? Listen and check (✓) the things she did.

- | | |
|---|--|
| ☐ go on rides | ☐ ate cotton candy |
| ☐ played games | ☐ ate ice cream |
| ☐ won prizes | ☐ danced |
| ☐ bought a raffle ticket | ☐ watched the fireworks |

1 Language focus

A Amy wrote a blog about her fun weekend. Listen and practice.

Simple past statements: negative

I **didn't** study.

Amy **didn't** clean her room.

They **didn't** go to the party.

didn't = did not



MY FUN WEEKEND...

Friday

On Friday night, I played a new video game. I didn't study. I didn't clean my room. I didn't go out of the house. I played my new game all night.

Saturday

I didn't want to stay home on Saturday. I left the house at 9 a.m. I went downtown with Jan. We saw a movie and ate pizza at Mario's. Then I went to the school dance. I had a lot of fun. I didn't do any homework.

Sunday

On Sunday, I stayed home all day. I didn't go out, but I had fun. I practiced the guitar for the concert next week. I didn't go to Sally's party, but Josh and I made popcorn and listened to music. I didn't check my e-mail, but I called some friends.



B Complete the sentences with the simple past form of the verbs. Use the negative when necessary. Then listen and check.

1. On Friday, Amy played (play) a video game all night.
2. She didn't clean (clean) her room on Friday night.
3. On Friday, she didn't go (go) out of the house.
4. She didn't want (want) to stay home on Saturday.
5. She went (go) downtown with Jan.
6. She didn't do (do) homework on Saturday.
7. On Sunday, she didn't go (go) out.
8. She had (have) fun on Sunday.
9. She listened (listen) to music.
10. She didn't check (check) her e-mail.

This lesson presents and practices some recreational verb phrases and simple past negative statements.

Review of Lesson 7

- Elicit a simple past *Yes / No* question-and-answer pattern such as the one found in the Lesson 7 language chart. Write it on the board. Review with students.
- Say the following simple past statements. Students convert them to simple past *Yes / No* questions. *She bought a raffle ticket.* (Did she buy a raffle ticket?) *They visited the fun house.* (Did they visit the fun house?) *He went on a ride.* (Did he go on a ride?) *They watched the fireworks.* (Did they watch the fireworks?) *She won a prize.* (Did she win a prize?)
- Play "Toss the Ball." Students toss a ball to the classmate of their choice and ask a simple past question. The student holding the ball answers the question and then tosses the ball to another student, continuing the activity.

1 Language focus

This exercise presents and practices simple past negative statements.

A CD1, Track 30

- Have students read the directions and look at the photos.
- Ask students if they or any of their friends or relatives have their own Web site. If so, ask them if the Web site was difficult to set up.
- Ask students to read Amy's blog.
- **Optional** Play the recording. Students listen and read along.

Audio script

Same as the blog in the Student's Book.

- Tell students that you will say a series of statements. Read these statements aloud. Students tell you whether they are true or false.
Amy didn't study on Friday night. (True.)
She didn't stay home on Saturday. (True.)
She didn't go downtown on Saturday. (False.)
She didn't eat pizza with Mario. (True.)
She didn't go out on Sunday. (True.)
She didn't call her friends, but she checked her e-mail. (False.)
- Play the recording or model the sentences. Students listen and repeat.
- **Optional** Ask groups of students to take turns reading Amy's blog aloud, alternating lines.
- **Language Chart** Have students study the examples in the language chart. Ask: *What word do we use to show the negative?* (Didn't.) *What's the full form of didn't?* (Did not.) Ask: *Do we use the simple past form of the verb in the negative statement?* (No, we don't. We use the simple form.) Explain to students that the statement patterns in the simple past are the same no matter what the subject is. Ask: *Is this true for the simple present?* (No, it isn't.)
- **Optional** Model the examples, pausing for students to repeat.

B CD1, Track 31

- Have students read the directions and the examples.
- Have students work individually to 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 come to the board to write one answer each.
- **Optional** Invite volunteers to make an affirmative simple past statement. Ask each volunteer to choose a classmate to convert the affirmative statement to a negative one.

Culture Note

Of U.S. students surveyed in grades 7 to 12, 93 percent said they had used a computer to play games, 89 percent said they had used one to write a school report, 56 percent said they had used the Internet to find information for a school report, 48 percent said they had chatted on the Internet or sent e-mail, and 44 percent said they used a computer every day.

2 Word power

This exercise presents and practices some recreational verb phrases.

- Ask students to read the directions and the words and phrases in the box. Have students call out any words or phrases they do not understand. Explain these words or phrases by using them in sentences or by miming them.
- Model the words and phrases in the box. Students listen and repeat.
- Have students work individually to match each verb with three words or phrases from the box.
- Check answers with the class. Invite volunteers to write their answers on the board.

3 Speaking

This exercise practices asking about past weekend activities.

A

- Invite a volunteer to read the directions and the two headings aloud.
- Have students work individually to write sentences about four things they did and four things they didn't do last weekend. Tell students to use the verb phrases from Exercise 2 or their own ideas.

B

- Tell students that they are going to play a guessing game. Have students read the directions and the example conversation.
- Invite a volunteer to come to the front to demonstrate the activity with you. Ask the student to think about one of his or her sentences in Part A. Make statements until you guess the activity.
- Divide the class into groups of five. Students guess their group members' weekend activities.
- **Optional** Ask each group to compile a list of past weekend activities – one activity per group member. Then ask a representative to share the list with the class. Ask the class to vote on which group had the best weekend.

- **Optional** Divide the class into four or five small groups. The first group tells the second group a simple past verb. The second group must come up with a verb phrase using that verb. If they are able to do so correctly, they earn a point for their group. They then tell the third group a simple past verb, and the activity is continued. If they are not able to think of a verb phrase, the verb is passed on to the third group, and so on. Tell students that each verb may be used only once.

Workbook

Assign the exercises on Workbook page 13.
(Workbook answers begin on page T-192.)

Extra Grammar

Assign the exercises for the Extra Grammar, Lesson 8.

2 Word power

Make verb phrases. Find words or phrases from the box that are usually paired with each verb. (The order of the answers may vary)

- | | | | |
|---|--|------------------------------------|---|
| ☐ a cake | ☐ a lot of homework | ☐ a party | ☐ some phone calls |
| ☐ dancing | ☐ a movie | ☐ shopping | ☐ to the mall |
| ☒ a great weekend | ☐ a new friend | ☐ some DVDs | ☐ TV |

- | | | | |
|----------|-----------------|-------------------|------------------|
| 1. have | a great weekend | a lot of homework | a party |
| 2. go | dancing | shopping | to the mall |
| 3. make | a cake | a new friend | some phone calls |
| 4. watch | a movie | some DVDs | TV |

3 Speaking

A Write four things you did and four things you didn't do last weekend.

Use the verb phrases from Exercise 2 or use your own ideas. (Answers will vary.)

Things I did last weekend

1. _____
2. _____
3. _____
4. _____

Things I didn't do last weekend

1. _____
2. _____
3. _____
4. _____

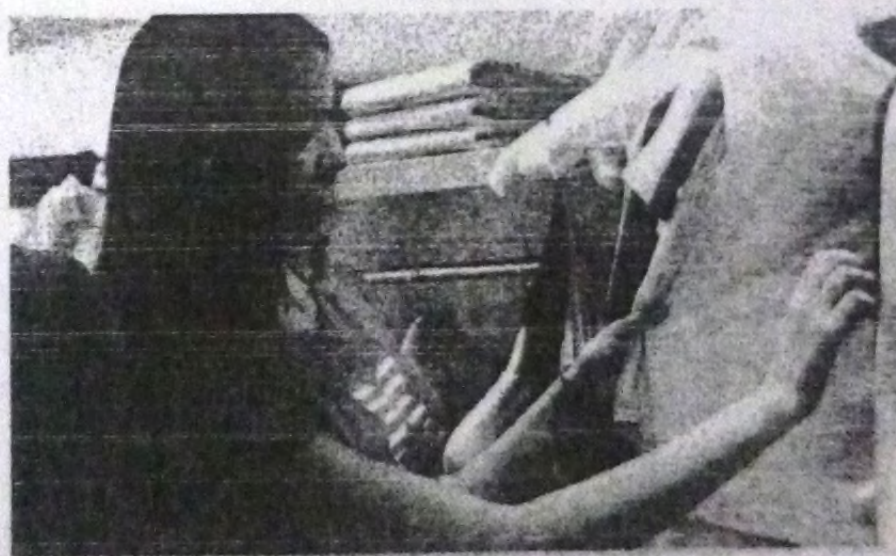
B Work with four classmates. Can they guess the four things you did last weekend?

Classmate 1 You watched music videos.

You No. I didn't watch music videos.

Classmate 2 You went shopping.

You Yes. I went shopping.



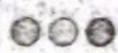
Get Connected

UNIT 2

Read

A Read the electronic postcard quickly. Write the names of three animals from the Galapagos Islands.

1. *marine iguana*
2. *sea lions*
3. *Pinta tortoise*



The Amazing Animals of the Galapagos

Dear Lauren,

Hello from the Galapagos Islands. My family and I are here on vacation. We flew here two days ago, and we're taking a ten-day boat trip around the islands on the "National Geographic Polaris."

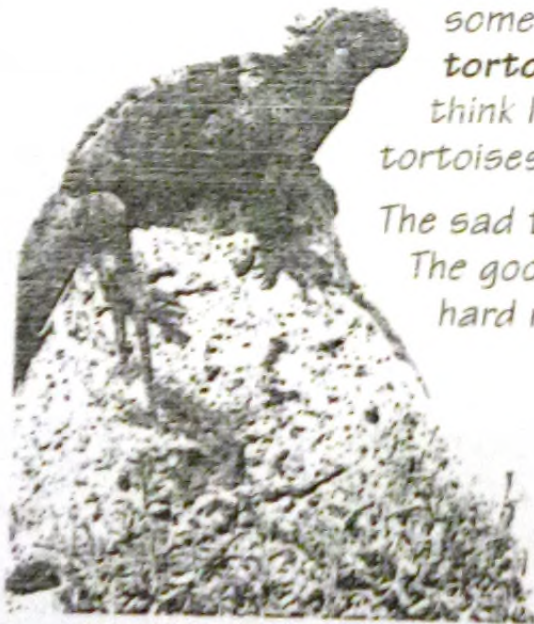


The **scenery** and the animals here are amazing. We saw **marine iguanas** yesterday. They're cool, and they only live in the Galapagos. And did you know they only eat vegetables? We saw some beautiful birds, too. They had red feet.

What did we do today? This morning we swam and **snorkeled** with some **sea lions**. Later, we met Lonesome George, a **giant Pinta tortoise**. He weighs 194 pounds (88 kilograms). Scientists think he's between 60 and 90 years old! We didn't see any other tortoises like him. He's the only Pinta tortoise in the world.

The sad thing is a lot of the animals here are **endangered**. The good thing is many people are working hard now to help save them.

See you soon!
Manuel



to page 122
for the
Vocabulary
Practice.

B Read the electronic postcard slowly. Check your answers in Part A.

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

Manuel and his family

1. ~~Lauren~~ went to the Galapagos Islands. *False*
2. They saw marine iguanas and beautiful birds. *True*
3. The birds had ^{red} ~~blue~~ feet. *False*
4. They swam and snorkeled with sea lions. *True*
5. They met the only giant Pinta ^{tortoise} ~~sea lion~~ in the world. *False*

This lesson practices reading, listening, and writing skills.

Review of Lesson 8

- Review the affirmative and negative simple past statement patterns. Then review Yes / No question-and-answer patterns.
- Invite volunteers to make either an affirmative or a negative simple past sentence or to ask the classmate of their choice a simple past Yes / No question.
- Play a round of "Tic-Tac-Toe." Draw a grid on the board and number the squares one through nine. Then write *did*, *didn't*, and ? in three boxes each. Have a list with these nine verbs handy: *buy, dance, go, have, listen, make, play, walk, watch*.
- Divide the class into two teams, X and O. Teams take turns choosing squares. When a team chooses a square, tell the team one of the verbs from the list. If the square has *did* written in it, the team should make an affirmative simple past statement. If it has *didn't*, the team should make a negative simple past statement. If there is a ?, the team should make a simple past Yes / No question. The first team with three squares in a row wins.

Read

This exercise practices reading for information about a vacation.

A

- Have students look at the title and the photos. Ask: *Where did Manuel go on vacation?* (The Galapagos Islands.)

Future Note

The Galapagos Islands form an archipelago, a chain of islands 620 miles (about 1,000 km) west of Ecuador. The islands are all part of Ecuador's national park system. These islands are famous for their rare animal species not found anywhere else in the world. They are also known for the fact that Charles Darwin based many of his ideas about the theory of evolution by natural selection on observations he made during his visit to the Galapagos Islands in 1835.

water; sea lion: a large seal with ears; giant [adj.]: very large; tortoise: a land turtle [point to the tortoise in the picture]; endangered [adj.]: in danger of dying out.) As an alternative, have students use their dictionaries to find the meanings of the new vocabulary words.

- Have students read the electronic postcard again.
- Have students check their answers in Part A in pairs. Elicit the answers from one pair. Ask volunteers to read the sentences in which they found the three animals.
- **Optional** Play the recording. Students listen and read along.

Audio script

Same as the electronic postcard 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 and example answer aloud.
- 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 aloud one answer each.
- **Optional** Have students write one true and one false statement about the information in the electronic postcard. Students exchange papers and decide which statement is true and which one is false. Then they correct the false statement.

B CD1, Track 32

- 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: *scenery*, *marine iguana*, *snorkel* (v.), *sea lion*, *giant* (adj.), *tortoise*, *endangered* (adj.). Explain their meaning. (Scenery: what a place looks like; marine iguana: a kind of lizard that can live in water [point to the marine iguana in the picture]; snorkel (v.): to swim with a breathing tube so that you can keep your face under

Listen

In this exercise, students listen for information about two very different vacations.

A CD1, Track 33

- Focus students' attention on the photos. Ask: *What two places do you see?* (A museum and a rain forest.)
- Tell students that they will listen to Ricardo and Mia talk about vacations.
- 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-207.

- 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 volunteers to read their answers aloud.

B

- Have students read the directions and the questions.
- Read the first question with the class and elicit answers from several students. Tell students that there are no right or wrong answers for this exercise – they are giving their opinions.
- Have students work individually to answer the questions and give reasons for their answers.
- Have students work in pairs to compare answers, or elicit opinions from volunteers.

Write

In this exercise, students answer questions and write an e-mail about their favorite vacation.

A

- Invite volunteers to read the directions and the questions aloud.
- Have students work individually to answer the questions about their favorite vacation.
- **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.

- Have students work individually to write their e-mail about their favorite vacation.
- Invite several volunteers to read their e-mail messages to the class.
- **Optional** Have students work in groups of four to read each other's e-mail. Students in each group will discuss the vacations and decide which vacation is the most interesting. Each group chooses a representative to tell the class about the group's most interesting vacation, and the group's reasons for choosing it.

Workbook

Assign the exercises on Workbook page 14.
(Workbook answers begin on page T-192.)

Did you have a good time?

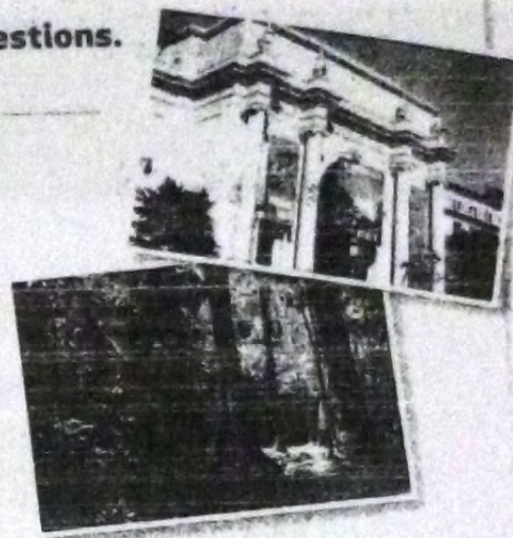
Listen



A Ricardo and Mia talk about vacations. Listen and answer the questions.

1. Did Ricardo go to Pam's party? Yes, he did.
2. Did Mia go to the party, too? No, she didn't.
3. Did Mia have fun in New York City? No, she didn't.
4. Did she go to Costa Rica last year? Yes, she did.
5. Did she eat Japanese food in Costa Rica?

No, she didn't.



B What do you think? Answer the questions. (Answers will vary.)

1. Do you think it's good to try the local food?

2. Do you think it's good to visit museums?

3. Would you like to hike in a rain forest or visit a big city?

4. Do you think people with different interests can be good friends?

Your turn

Write

A Think about your favorite vacation. Answer the questions. (Answers will vary.)

1. Where did you go? _____
2. Where did you stay? _____
3. What did you do? _____
4. What didn't you do? _____
5. What did you see, eat, and buy? _____

B Write an e-mail to your friend about your favorite vacation. Use the answers in Part A to help you. (Answers will vary.)

○○○
Subject: _____

Hello _____!

I had a great time on my vacation. I went to ...

10/10

Unit 2 Review

Language chart review

Simple past affirmative and negative statements

Regular verbs

I **played** volleyball. I **didn't play** soccer.
 You **watched** TV. You **didn't watch** a video.
 He **listened** to jazz. He **didn't listen** to rock.

Irregular verbs

I **went** to the beach. I **didn't go** to the park.
 You **had** pizza. You **didn't have** a hamburger.
 She **read** a magazine. She **didn't read** a newspaper.

A Look at the information. Then write sentences in the simple past about Lynn's trip.

Things to do in Washington, D.C.

take a ride in a flight simulator eat space food
listen to a talk about the solar system go to the planetarium
see a rock sample from the moon buy souvenirs

1. *Lynn took a ride in a flight simulator.*
2. *She listened to a talk about the solar system.*
3. *She saw a rock sample from the moon.*
4. *She ate space food.*
5. *She went to the planetarium.*
6. *She bought souvenirs.*



B Look at Part A again. Correct these false statements about Lynn's trip.

1. Lynn visited New York. *Lynn didn't visit New York. She visited Washington, D.C.*
2. Lynn ate hamburgers. *Lynn didn't eat hamburgers. She ate space food.*
3. Lynn went to the park. *Lynn didn't go to the park. She went to the planetarium.*
4. Lynn listened to music. *Lynn didn't listen to music. She listened to a talk about the solar system.*
5. Lynn took a ride in a car. *Lynn didn't take a ride in a car. She took a ride in a flight simulator.*
6. Lynn bought movie tickets. *Lynn didn't buy movie tickets. She bought souvenirs.*

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:

Simple form	Simple Past Affirmative	Simple Past Negative
go	_____	_____
have	_____	_____
listen	_____	_____
play	_____	_____
read	_____	_____
watch	_____	_____

- Elicit when the simple past form of a verb is used. (To describe a completed action that happened at a particular time in the past.)
- Have students copy the chart and work in pairs to complete the *Simple Past Affirmative* and *Simple Past Negative* portions of the chart.
- Books open. Have students study the Language chart review and compare it to their charts. Have them correct any errors. While they are doing so, invite volunteers to come to the front to fill in the chart on the board. Check answers with the class.
- Answer any questions students may have.
- Optional** Have students do the same for *buy, clean, do, eat, learn, live, sail, see, send, swim, take, visit, and wash*.

Exercises A through C (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 students read the directions and the information about Washington, D.C.
- Focus students' attention on the photo.
- Have students work individually to write sentences in the simple past about Lynn's trip to Washington, D.C.
- Check answers with the class.

Exercise B

- Invite a volunteer to read the directions and the example aloud. Tell students that they will use the information about Lynn's trip to Washington, D.C., in Part A.
- Have students work individually to correct the false statements about Lynn's trip.
- Check answers with the class. Invite volunteers to read aloud one corrected statement each.

Language chart review

This chart summarizes further grammar presented and practiced in Unit 2.

- Have students study the examples in the chart.
- Remind students to use *Did* at the beginning of simple past *Yes / No* questions and in short affirmative answers.
- Answer any questions students may have.

Exercise C

- Have students read the directions. Have them quickly read over Parts A and B on page 28. Tell them they will use the information in Parts A and B to complete the exercise.
- Have students work individually to write questions and answers.
- Check answers with the class.

Take another look!

- Invite a volunteer to read the directions aloud.
- Have students read the sentences, and the possible answer for each sentence.
- Have students work individually to circle the correct answers.
- Check answers with the class.

Optional Unit Wrap-Up

- If students did the Review exercises for homework, check answers with the class.
- Have students work in pairs to act out the conversation in Exercise C.
- Have students make a short list of things to do in a place of their choice, using Part A as an example. Have students write six false statements on the same piece of paper about the things to do in the place they chose, using Part B as an example. Tell students to start their statements with *I* instead of a person's name. Have students exchange papers in pairs and correct the false statements.

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-192.)

Extra Practice Worksheets

- Assign the Unit 2 Extra Practice worksheets starting on page T-143.

Extra Speaking Practice Worksheet

- Assign the Unit 2 Extra Speaking Practice worksheet on page T-169.

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-179.

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

Language chart review

Simple past Yes / No questions

Questions

Answers

- Did you go** to the dance? Yes, I **did**. I **went** with Paul.
Yes. I **went** to the dance.
- Did you have** fun? No, I **didn't**. I **didn't have** fun at all.
No. I **had** a terrible time.

Look at Parts A and B again. Then write questions and answers.

1. **Molly** Hey, Lynn. Welcome back!

Did you have a good vacation?

Lynn Yes, I did. I had a great vacation.

2. **Molly** *Did you go to California?*

Lynn No. I didn't go to California. I went to Washington, D.C.

3. **Molly** *Did you eat space food?*

Lynn Yes. I ate space food. It was terrible!

4. **Molly** *Did you buy movie tickets?*

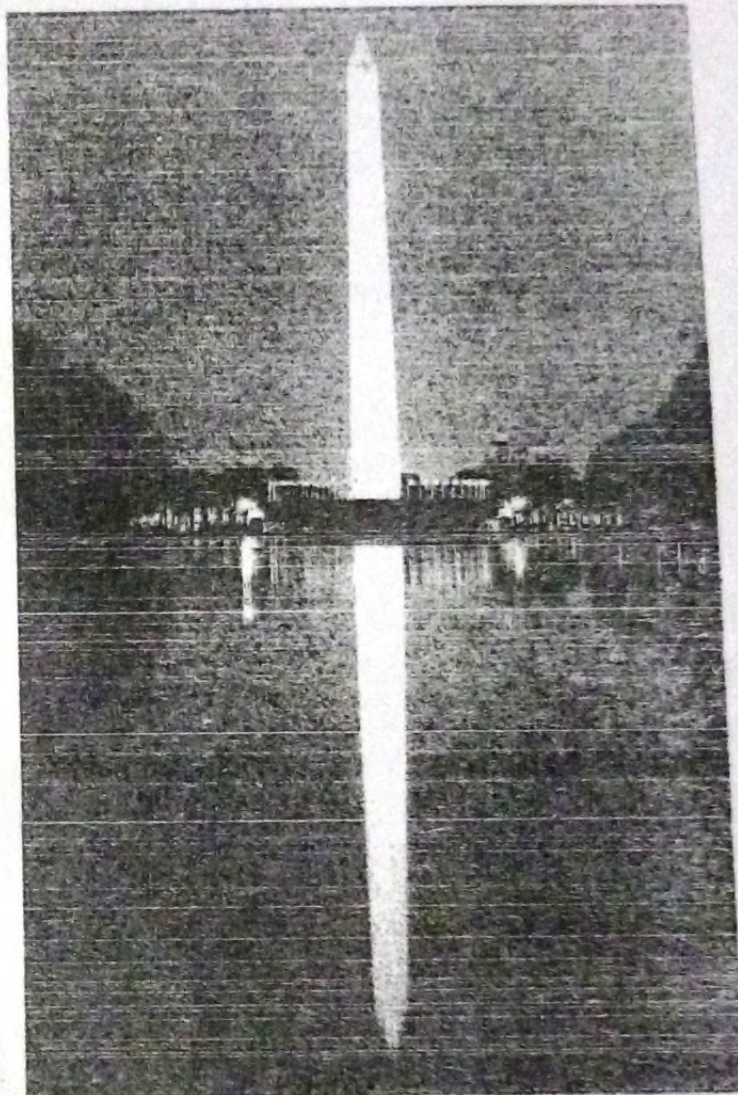
Lynn No. I didn't buy movie tickets.
I bought souvenirs.

5. **Molly** Did you listen to CDs?

Lynn *No. I didn't listen to CDs.*

6. **Molly** Did you take a ride in a flight simulator?

Lynn *Yes. I did. I took a ride in a flight simulator.*



Take another look!

Circle the correct answer.

- The simple past forms of regular verbs _____ end in -ed.
☒ a. always b. sometimes c. never
- The simple past forms of irregular verbs _____ end in -ed.
a. always b. sometimes ☒ c. never

to page 127
for the
Theme Project.

A homestay

1 Word power

Beverly and Peter went on a homestay to Puerto Rico. Look at the pictures. Complete the sentences with the words in the box. Then listen and practice.

- | | | | | |
|---|-------------------------------------|-----------------------------------|------------------------------------|----------------------------------|
| ☐ embarrassed | ☐ exhausted | ☐ glad | ☐ relaxed | ☐ worried |
| ☒ excited | ☐ frustrated | ☐ homesick | ☐ surprised | |

Getting to Puerto Rico



1. She's excited. 2. She's relaxed. 3. He's worried.

In Puerto Rico



4. She's surprised. 5. He's homesick. 6. She's frustrated.

Leaving Puerto Rico



Arriving home



7. He's embarrassed. 8. They're exhausted. 9. He's glad.

Lesson 9

A homestay

This lesson presents and practices the names of some common emotions or feelings and was / were statements.

1 Word power

This exercise presents and practices the names of some common emotions or feelings.

CD1, Track 34

- Give students several minutes to read the directions and look at the pictures.
- Focus students' attention on the words in the box. Explain that these words describe people's emotions or feelings.
- Model the words for the students, using corresponding facial expressions to help convey the meaning of the words. Students listen and repeat.
- Have students work individually to complete the sentences under the pictures. Then ask them to check their answers in pairs.
- Check answers with the class. Invite volunteers to read their answers aloud.
- Play the recording. Students listen and repeat.

Audio script

Same as the sentences in the Student's Book.

- **Optional** Have students work in pairs. Tell students to imagine that they are on a homestay and that they are doing the same things Beverly and Peter are doing in the pictures. Have them ask each other how they feel. For example:

Classmate 1: *Picture 1. Are you excited?*

Classmate 2: *Yes, I am. / No, I'm not. I'm worried. How about you?*

Classmate 1: *I'm very excited.*

- **Optional** On the board, write the nine vocabulary words from the box. Ask students to close their eyes. Erase one of the words. Ask students to open their eyes and tell you the missing word.

Going Places

This unit introduces vocabulary and expressions for travel and adventure. It also introduces and practices was / were and the simple past.

2 Language focus

This exercise presents and practices **was / were** statements.

A CD1, Track 35

- Ask students to read the directions.
- Give students several minutes to read Beverly's diary entries. Explain the meaning of *excellent*.
- **Optional** Play the recording. Students listen and read along.

Audio script

Same as the diary entries in the Student's Book.

- Read these statements aloud. Students tell you whether they are true or false.

Peter wasn't worried, but Beverly was. (False.)

Beverly was happy to meet her host family. (True.)

Peter wasn't frustrated about his Spanish. (True.)

Beverly was busy every day. (True.)

Beverly was too exhausted to speak Spanish. (False.)

Peter and Beverly weren't homesick at all. (True.)

- Play the recording or model the sentences. Students listen and repeat.
- **Optional** Have students read the diary entries in groups of five students alternating lines.
- **Language Chart** Have students study the examples in the language chart. Explain to students that just as other verbs have simple past forms, the verb *be* does, too. Write on the board:

am / is > was

are > were

- Then write on the board:
am not / isn't > wasn't
aren't > weren't

- Explain to students that the negative forms of the verb *be* also have a simple past form.
- Focus students' attention on the examples on the left-hand side of the chart.
- Now ask students to look at the *were* and *weren't* statements on the right-hand side of the chart.
- Focus students' attention on the contractions. Model the words and drill chorally several times for pronunciation.
- **Optional** Model the examples, pausing for students to repeat.

B CD1, Track 36

- Have students read the directions and the example.
- Have students work individually to complete the sentences, using Part A to help them.
- 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. Ask them to read the sentences in Part A that support their answers.

3 Listening

In this exercise, students listen for feelings of people who are away from home.

A CD1, Track 37

- Tell students that they will listen to five people talk about their homestays. Students should match the people's names to their feelings.
- Play the recording. Students only listen.

Audio script

See page T-208.

- Play the recording again. Students listen and write the letters of the answers.
- Play the recording once again. Students listen and verify their answers.
- Check answers with the class. Read each name. Students respond with the appropriate feeling.

B

- Have students work in pairs to compare the feelings of the students in Part A, using the examples in the speech balloons as a guide.
- **Optional** Ask pairs to share one of their comparisons.

Workbook

Assign the exercises on Workbook page 16. (Workbook answers begin on page T-192.)

Extra Grammar

Assign the exercises for the Extra Grammar, Lesson 9.

2 Language focus

- A** Beverly kept a diary of her trip.
Listen and practice.

July 22

Today we flew to Puerto Rico to begin our homestay. I was really excited. My friend, Peter, was worried on the plane, but I wasn't.

July 23

I was very happy to meet my host family. Pablo and Sonia were really friendly, but they spoke very fast. I can't speak Spanish very well, so I was a little frustrated today. Peter's Spanish is excellent, so he wasn't frustrated at all.

was / were statements

I was excited.

We were glad.

He was worried.

We weren't homesick.

She wasn't worried.

wasn't = was not

weren't = were not

August 4

Wow! The two weeks are over. I didn't write in my diary very much. We were really busy every day, so I was too exhausted to write at night.

After the first few days, Peter and I weren't homesick at all. We were glad we came to Puerto Rico. We want to come again next year!

- B** Read Part A again. Complete the sentences with **was**, **wasn't**, **were**, or **weren't**. Then listen and check.

- Peter and Beverly weren't on a school trip.
- Beverly wasn't worried on the plane, but Peter was.
- Pablo and Sonia were friendly.
- Peter's Spanish was good, so he wasn't frustrated.
- Beverly and Peter weren't homesick after the first few days.
- Beverly was glad she went to Puerto Rico.



3 Listening

- A** Other students talk about their homestays. How did they feel?
Listen and match their names to their feelings.

- | | |
|---------------------|---------------|
| 1. Howard <u>d</u> | a. excited |
| 2. Maureen <u>c</u> | b. exhausted |
| 3. Mitch <u>a</u> | c. frustrated |
| 4. Tracy <u>b</u> | d. homesick |
| 5. Wendy <u>e</u> | e. surprised |

- B** Work with a classmate. Compare how the students in Part A felt.

Howard was homesick. Tracy wasn't homesick. She was ...

1 Word power

A Look at this travel Web site, and match the photos to the correct sentences. Then listen and practice.



- | | |
|---|---|
| ☐ 8 Dance at a teen club. | ☐ 2 Go white-water rafting on a river. |
| ☐ 6 Discover New York on a city tour. | ☐ 1 Have fun at a theme park. |
| ☐ 5 Enjoy wild animals on a safari. | ☐ 7 Watch whales from a tour boat. |
| ☐ 4 Experience the outdoors at a dude ranch. | ☐ 3 Spend a week at a ski resort. |

B Choose three things from the Web site that you would like to do. Then write sentences. (Answers will vary.)

I'd like to have fun at a theme park.

1. _____
2. _____
3. _____

Getting away

This lesson presents and practices the names of some popular travel destinations and Was / Were . . . ?

Review of Lesson 9

- Ask: What's the simple past of am and is? (Was.) What's the negative form of was? (Wasn't.) What's the simple past of are? (Were.) What's the negative form of were? (Weren't.)
- Write on the board: 1. was 2. wasn't 3. were 4. weren't. Tell students you will say a series of statements, leaving out the simple past be verb. Students are to tell you the verb that completes the statement correctly.
We _____ hungry because we ate a lot of fruit. (4. weren't)
She _____ frustrated because her Spanish isn't very good. (1. was)
I _____ worried on the airplane because I was excited. (2. wasn't)
They _____ homesick the first few days, but then they had a good time. (3. were)
- Divide the class into four groups. Divide the board into four parts and assign each group one part. Tell the groups an affirmative or a negative simple present be verb statement. Groups convert the statement to the simple past and send a group member to the front to write the answer on the board. The first group to write the sentence correctly earns a point.
- Invite volunteers to make a statement about their feelings the first time they were away from home.

1 Word power

This exercise presents and practices travel activities and some popular travel destinations.

A CD1, Track 38

- Ask students if they enjoy traveling and what they think are some cool travel destinations. Ask them if they have ever visited a travel Web site.
- Give students several minutes to read the directions, look at the photos, and read the sentences below them. Tell them not to worry if they find words in the sentences they do not understand.
- Have students work individually to match the number of the photos to the correct sentences.
- Check answers with the class. Invite volunteers to read their answers aloud.
- Play the recording or model the sentences. Students listen and repeat.

Audio script

Same as the sentences in the Student's Book.

- Model the travel destinations in the order of the places or activities shown in the photos: 1. theme park. 2. river. 3. ski resort. 4. dude ranch. 5. safari. 6. city tour. 7. tour boat. 8. teen club. Students listen and repeat.

B

- Have students read the directions and the example sentence.
- Give students several minutes to choose three things from the Web site and write their sentences.
- Ask random students to share one of their sentences with the class.
- Optional Write the eight travel destinations on the board. Point to the places, one by one. Ask some of the students who wrote about the destination to stand and read their sentence aloud. Tally the number of students for each destination. See which destinations are the most popular in your class.

2 Language focus

This exercise presents and practices **Was / Were ... ?**

A CD1, Track 39

- Have students read the conversation.
- **Optional** Play the recording. Students listen and read along.

Audio script

Same as the conversation in the Student's Book.

- Ask: *Was Andrea at a dude ranch?* (No.) *Was Felipe?* (Yes.) *Was it a big ranch?* (No.) *Were Andrea and her family in New York?* (Yes.)
- **Optional** Invite volunteers to make *was / were* statements pertaining to Andrea and Felipe's conversation. For example: *Felipe was at a dude ranch. It wasn't a big ranch.*
- Play the recording or model the conversation. Students listen and repeat.
- **Optional** Have students practice the conversation in pairs.
- **Language Chart** Have students study the examples in the language chart. Remind students of the simple present forms of *was / were*. Write the following on the board once again:
am / is > was
are > were
- Focus students' attention on the first question-and-answer pattern in the language chart. Ask: *Where is the word were in this question?* (At the beginning.) *Why do we use were in the question and was in the answers?* (Because the subject has changed from *you* to *I*.)
- Ask students to look at the second question-and-answer pattern. Ask: *What word is at the beginning of this question?* (Was.) *Do we use was or were in the answers?* (Was, because the subject *it* is the same in both the question and the answer.)

- Write the examples in the language chart on the board. Invite volunteers to come to the board to rewrite the sentences in the simple present to compare the forms.
- **Optional** Model the examples, pausing for students to repeat.

Culture Note

Thanksgiving is celebrated on the fourth Thursday in November in the U.S. Students have Thursday and Friday off from school. Most adults have those days off from work, too. Banks and post offices are also closed. Some schools give students and teachers the entire week off as a fall break.

B CD1, Track 40

- Ask students to read the directions and the example.
- Have students work individually to complete the sentences.
- 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 their answers aloud.
- **Optional** Have students practice the conversation in pairs.
- **Optional** Ask students to read the conversation, this time converting the sentences to the simple present.

3 Speaking

This exercise practices asking about feelings while on vacation.

- Ask students to read the directions and the example conversation.
- Ask each student to choose one of the travel destinations in Exercise 1A on page 32. Invite several volunteers to share their selection with the class.
- Have students work in pairs to talk about how they felt on their "vacation."
- Invite several volunteers to share their feelings with the class.

Workbook

Assign the exercises on Workbook page 17. (Workbook answers begin on page T-194.)

Extra Grammar

Assign the exercises for the Extra Grammar, Lesson 10.

2 Language focus

A Andrea and Felipe are back at school after Thanksgiving break. Listen and practice.

Andrea Hi, Felipe. How was your break?
Was it exciting?

Felipe Yeah, very. I went to a dude ranch with my friends.

Andrea Cool! Were you there all week?

Felipe Yes, I was.

Andrea Was it a big ranch?

Felipe No, it wasn't, but I was never bored. We rode horses every day and had campfires every night. What about your break? Was it fun?

Andrea Yes, it was terrific. I went to New York with my family.

Felipe Great! . . . Oh, no! The bell's ringing. We have to go to class. Let's talk more later.

Was / Were . . . ?

Were you there all week?

Yes, I was.

No, I wasn't.

Was it a big ranch?

Yes, it was.

No, it wasn't.

B Andrea and Felipe meet again. Complete their conversation. Then listen and check.

Felipe Hi, again! Was your class interesting?

Andrea It was OK. New York was much more fun!

Felipe Yeah. Tell me more about your trip! Was it your first trip to New York?

Andrea Yes, it was. We went with Top Tours. We went to the theater and to museums. We shopped a lot, too.

Felipe How was the weather good?

Andrea No, it wasn't. It was a little chilly. And it rained one day. But we had a great time, anyway.

Felipe Were you in the same hotel all week?

Andrea No, we weren't. We stayed in two different hotels. They were both really nice.



3 Speaking

Imagine you were on one of the trips in Exercise 1A. Tell your classmates how you felt. Can they guess where you were?

You I was very relaxed.

Classmate 1 Were you at a dude ranch?

You No, I wasn't.

Classmate 2 Were you on a whale-watching tour boat?

You Yes, I was.

1 Language check

A Use the cues to write sentences: ✓ = Yes, ✗ = No

1. George / hungry / last night (✓) *George was hungry last night.*
2. Tonya / frustrated / yesterday (✗) *Tonya wasn't frustrated yesterday.*
3. Kyle and Millie / excited at the concert (✗) *Kyle and Millie weren't excited at the concert.*
4. Shane and Carl / surprised / at the party (✓) *Shane and Carl were surprised at the party.*
5. You / homesick / in France (✗) *You weren't homesick in France.*
6. We / worried / on the bus (✓) *We were worried on the bus.*
7. I / embarrassed / at the dance (✗) *I wasn't embarrassed at the dance.*
8. We / relaxed / on the trip (✓) *We were relaxed on the trip.*

B Complete the conversation with *was*, *wasn't*, or *were*.



Ned Hi, Lilly. How was your weekend?

Lilly It was exciting. I went to a theme park with my family.

Ned Were you there all weekend?

Lilly Yes, I was.

Ned Was it a big theme park?

Lilly No, it wasn't, but I was happy. I love roller coasters!

How was your weekend?

Ned It was OK.

Lilly Were you at the Big Mountain Ski Resort with your family?

Ned No, I wasn't. I was at the library. I had to study.

We have a big English test today.

Lilly Oh, no! I forgot! Can you help me study at lunch?

Ned Sure. No problem!

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

- Have students read the directions and look at the first item. Ask: *Was George hungry last night?* (Yes.) Ask: *How do you know?* (There is a checkmark [✓] at the end of the cues.)
- Invite a volunteer to read the example sentence aloud.
- Have students work individually to write the sentences.
- Check answers with the class.

B

- Invite a volunteer to read the directions and the example aloud.
- Have students work individually to complete the conversation with *was*, *weren't*, or *were*.
- Have students check answers in pairs.
- Check answers with the class. Invite two volunteers to read the conversation aloud.
- **Optional** Have students practice the conversation in pairs.

C

- Give students several minutes to read the directions and Jeff's e-mail to his friend, Pedro.
- Have students work individually to complete the sentences in the e-mail by circling *was* or *were*.

- Check answers with the class. Ask volunteers to read aloud one of the sentences they completed.
- **Optional** Ask students to read the e-mail with a partner, alternating lines.

2 Listening

In this exercise, students listen for information about Jeff's vacation.

A CD1, Track 41

- Ask students to read Jeff's e-mail in Exercise 1C again. Explain the meaning of *break* (n.), *exhausted*, and *keep in touch*.
- Tell students that they will listen to questions about Jeff's trip and should choose the correct response to each question.
- Play the recording. Students only listen.

Audio script

See page T-208.

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

B CD1, Track 42

- Play the recording once again. Students listen to the questions and responses in Part A and verify their answers.

Audio script

See page T-208.

- Check answers with the class. Invite volunteers to write their answers on the board.

Workbook

Assign the exercises on Workbook page 18.
(Workbook answers begin on page T-192.)

Game

Assign the game on Student's Book page 116.

- C Jeff sent an e-mail to his friend, Pedro. Circle *was* or *were* to complete the sentences.

To: pedrofernandez@mr.net

From: jeffmarshall@mr.net

Subject: Spring break

Hi, Pedro!

Last week, my classmates and I (was / were) on spring break. I went on a white-water rafting trip. It (was / were) fun! I (was / were) on a raft for the first time. I fell out of the raft twice. I (was / were) embarrassed, but later I learned how to stay in the raft.

A lot of my friends went on awesome vacations. Kyle and his dad went camping in the mountains. Kyle likes to camp and hike. He (was / were) very excited about the trip.

Angela took a city tour for three days. She walked and walked. She (was / were) exhausted at the end.

Libby and Gil had fun at a great beach. They (was / were) outside in the sun all day.

On Monday, we (was / were) all sad our break was over. How (was / were) your break? Keep in touch!

Your friend,

Jeff

2 Listening

- A Read Jeff's e-mail in Exercise 1C again. Then listen to the questions. Check (✓) the correct responses.

- | | |
|--|--|
| 1. ☐ Yes, it was.
☒ No, it wasn't. | 5. ☐ Yes, she was.
☒ No, she wasn't. |
| 2. ☒ Yes, it was.
☐ No, it wasn't. | 6. ☐ Yes, they were.
☒ No, they weren't. |
| 3. ☒ Yes, they were.
☐ No, they weren't. | 7. ☒ Yes, they were.
☐ No, they weren't. |
| 4. ☒ Yes, he was.
☐ No, he wasn't. | 8. ☐ Yes, they were.
☒ No, they weren't. |

- B Now listen to the questions and responses in Part A. Check your answers.

to page 116
for the
Game.

1 Language focus

A Luigi tells Josh about a school project.
Listen and practice.

Luigi Hey, Josh. I'm exhausted! I stayed up late last night to finish my project.

Josh When did you start it?

Luigi Actually, I started it two weeks ago, but I changed my topic last week.

Josh Why did you do that?

Luigi Well, I started to write about mountain climbing, but I really didn't think it was very interesting.

Josh So, what did you choose for a new topic?

Luigi The *Apollo 11* flight to the moon.

Josh Cool! Where did you get your information?

Luigi I got it at the library. I found some great books and an interesting Web site about Neil Armstrong. He was the first person to walk on the moon.

B Complete the rest of the conversation with the correct words. Then listen and check.

Josh Were you at the library yesterday? I was there, but I didn't see you.

Luigi I was there. When did (do / did) you leave?

Josh I left (leave / left) around 5:00 p.m.

Luigi Oh - I got there at 7:00. How did you go (go / went) home?

Josh My mom drove (drive / drove) me.

Luigi Are you doing a project in your class, too?

Josh Yeah. I just started working on it.

Luigi What did you choose (choose / chose) for a topic?

Josh I chose (choose / chose) Shackleton's incredible trip.

Luigi I don't know anything about Shackleton. Where did he go (go / went)?

Josh He went (go / went) to Antarctica almost 100 years ago.

Wh- questions with *did*

When did you start?

I started two weeks ago.

Where did you get your information?

I got it at the library.

Time expressions

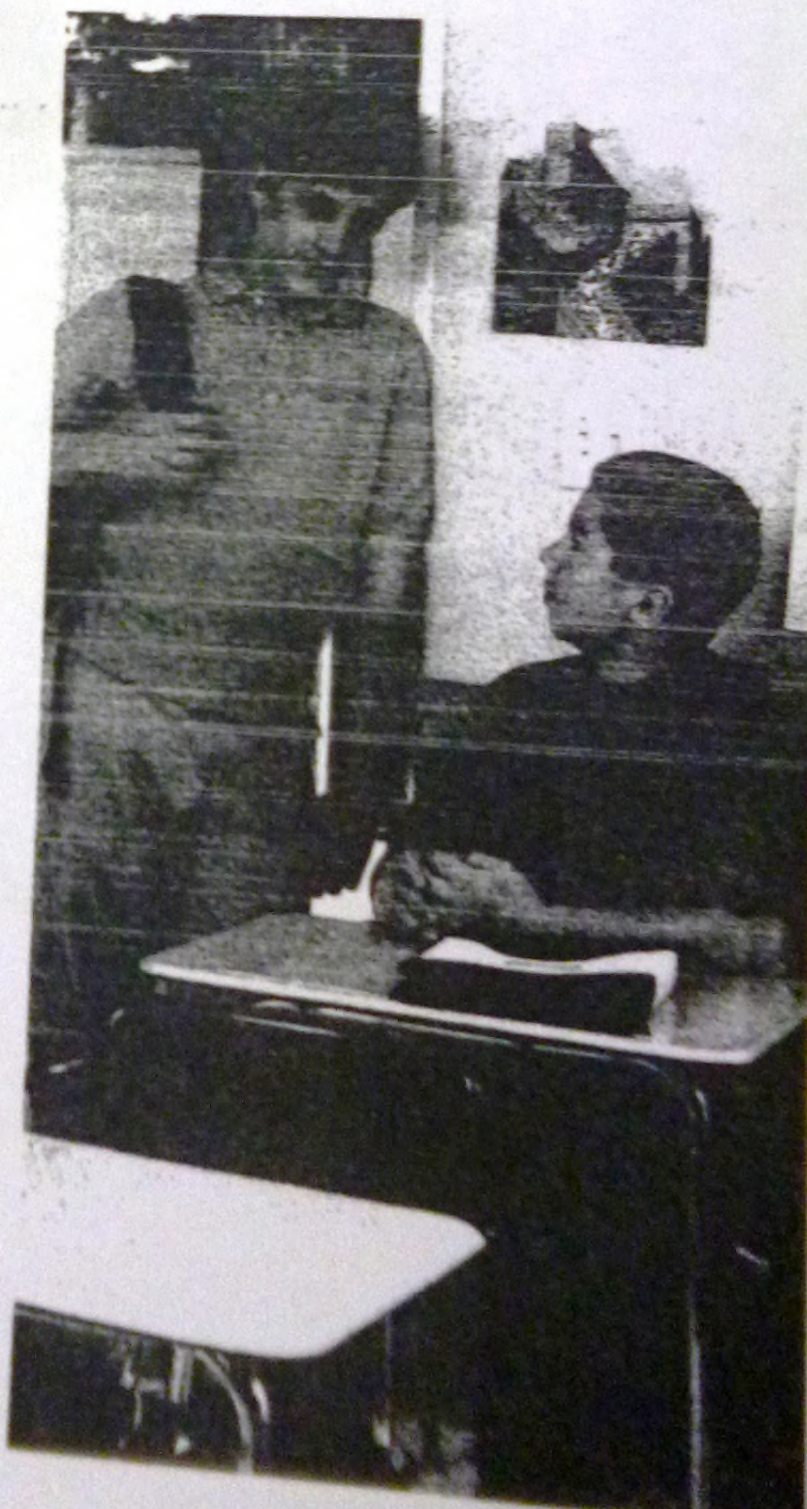
this week

a month ago

last week

a year ago

two weeks ago



This lesson presents and practices Wh- questions with did.

Review of Lesson 10

- Call out the following *was / were* statements. Students convert the statements to *Was / Were . . . ?* questions.

You were at a ski resort. (Were you at a ski resort?)

He was on a city tour. (Was he on a city tour?)

They were on a safari. (Were they on a safari?)

She was in New York. (Was she in New York?)

It was a little chilly. (Was it a little chilly?)

- Now call out the following simple present *be* verb questions. Students convert the questions to the simple past.

Is she away? (Was she away?)

Is your class interesting? (Was your class interesting?)

Are you with your family? (Were you with your family?)

Is he excited about Thanksgiving break? (Was he excited about Thanksgiving break?)

Are they both really nice? (Were they both really nice?)

1 Language focus

This exercise presents and practices Wh- questions with did.

A CD1, Track 43

- Ask students to read the directions and look at the photo. Explain that a *school project* is usually an assignment done outside of school in which students are expected to do research on a topic. Ask students whether their teachers ever assign school projects. If so, ask them what kinds of projects they have done.
- Give students several minutes to read the conversation between Luigi and Josh.
- Explain the meaning of *actually*, *topic*, and *information*.
- **Optional** Play the recording. Students listen and read along.

Audio script

Same as the conversation in the Student's Book.

- Ask: *When did Luigi start his project?* (Two weeks ago.) *Why did he change topics?* (Mountain climbing wasn't very interesting.) *What did he write about?* (The Apollo 11 flight.) *Where did he get his information?* (At the library.)
- Play the recording or model the conversation. Students listen and repeat.
- **Optional** Have students practice the conversation in pairs.
- **Language Chart** Have students study the examples in the language chart. Focus students' attention on the first question-and-answer pattern in the chart. Ask: *Where is the word did in the question?* (After *When*.) *Do we use the simple past form of the main verb in the question?* (No. We use the simple form.) *What form of the verb do we use in the answer?* (Simple past.)

- Focus students' attention on the second question-and-answer pattern. Ask the same questions. Ask: *What other Wh- words can we use in this way?* (What, why.)

Note: Tell students that Wh- questions with *Who* cannot always be used in this pattern.

- Tell students to look at the time expressions in the language chart. Elicit other time expressions students know. (This Sunday, last May, last winter, two summers ago, etc.)
- **Optional** Model the examples, pausing for students to repeat.

B CD1, Track 44

- Have students read the directions and the example. Ask students to raise their hand if they have heard of Ernest Shackleton and, if so, what they know about him.
- Have students work individually to fill in the blanks with the correct verbs in parentheses.
- Have students work in pairs to check their answers.
- 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 random students to read their answers aloud.
- **Optional** Have students practice the conversation in pairs.

2 Listening

In this exercise, students listen for the order of sentences in student presentations.

A CD1, Track 45

- Tell students that they will listen to two student presentations. They will number the sentences in order.
- Play the recording. Students only listen.

Audio script

See page T-209.

- Play the recording again. Students listen and number the sentences in the order in which they hear the information.
- Play the recording once again. Students listen and verify their answers.
- Check answers with the class. Invite volunteers to read aloud one answer each in the correct order.

B CD1, Track 46

- Tell students that they will listen to Luigi's teacher ask questions about the presentations. They should check the correct answers.
- Play the recording. Students only listen.

Audio script

See page T-209.

- Play the recording again. Students listen and check the correct answers.
- Play the recording once again. Students listen and verify their answers.
- Check answers with the class. Ask random students to write their answers on the board.

3 Speaking

This exercise practices talking about past experiences.

- Invite a volunteer to read the directions aloud. Demonstrate the activity by reading the example conversation with a volunteer.
- Invite four volunteers to come to the front to demonstrate the activity again.
- Divide the class into groups of four. Students ask each other about their trips or adventures, following the example.
- Ask groups to report briefly on their classmates' trips or adventures. Write this sentence on the board as a model for students: *(John) went to (New York) with his parents (three years) ago.*

Workbook

Assign the exercises on Workbook page 19.
(Workbook answers begin on page T-192.)

Extra Grammar

Assign the exercises for the Extra Grammar, Lesson 11.

2 Listening

A Two students give their presentations. Listen and number the sentences in the order in which you hear the information.



Christopher Columbus

- ☐ Columbus arrived in North America in 1492.
- ☐ He wanted to find India, but he didn't.
- ☐ Columbus left home at the age of 14 and went to sea.
- ☐ He took four long trips.
- ☒ He was a very famous explorer.



Lewis and Clark

- ☐ They found new plants and saw a lot of animals.
- ☒ Lewis and Clark traveled across North America.
- ☐ They made maps.
- ☐ They traveled on foot and by boat.
- ☐ Their trip took two years.

B Luigi's teacher asks questions about the presentations. Listen and check (✓) the correct answers.

- | | |
|---|--|
| 1. ☐ He left home and went to school. | 4. ☐ Two. |
| ☒ He left home and went to sea. | ☐ Four. |
| 2. ☐ He wanted to find India. | 5. ☐ From 1804 to 1806. |
| ☐ He wanted to learn to read. | ☐ By boat. |
| 3. ☐ In 1492. | 6. ☐ They danced. |
| ☐ For two months. | ☐ They camped. |

3 Speaking

Tell your classmates about a trip or an adventure of your own. Your classmates ask questions.

You I took a trip with my family.

Classmate 1 Where did you go?

You We went to Colombia.

Classmate 2 When did you go?

You We went two years ago.

Classmate 3 What did you do?

You We visited parks and museums. We snorkeled, too.

1 Language focus

A The students had a quiz after their presentations. Listen and practice.

Wh- questions with was / were vs. with did

Who was Santos-Dumont?

He **was** one of the first people to fly.

Where did he grow up?

He **grew up** in Brazil.

When were his most famous flights?

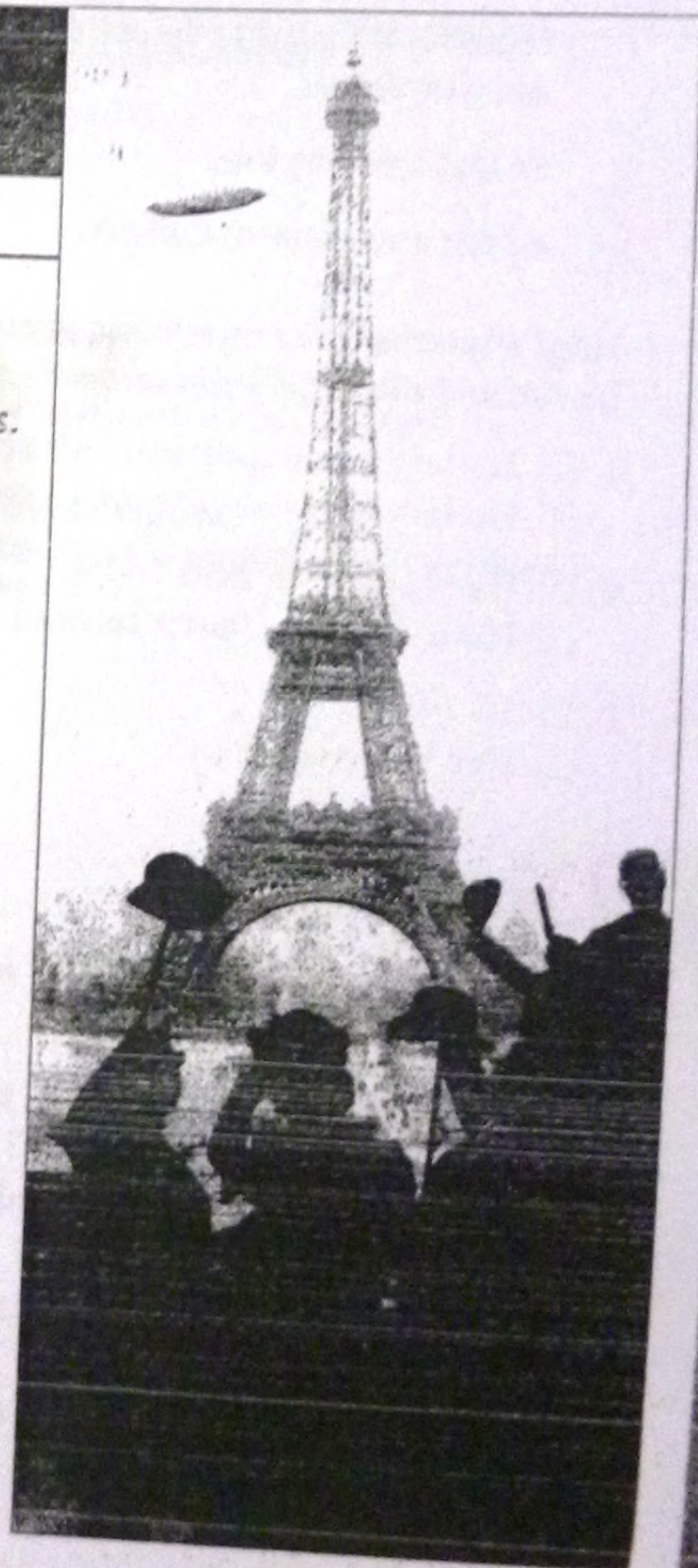
His most famous flights **were** in 1901 and 1906.



QUIZ

Alberto Santos-Dumont

- Who was Alberto Santos-Dumont?**
He was one of the first people to fly.
He built and flew balloons and airplanes.
In his home country, people call him the father of aviation.
- Where did he grow up?**
He grew up in Brazil. When he was 18 years old, he went to Paris to study.
- When did he take his first balloon flight?**
He took his first balloon flight in 1898.
- What was the name of his first balloon?**
The name of his first balloon was Brazil.
- When were his most famous flights?**
His most famous flights were in 1901 and 1906. In 1901, he flew a balloon around the Eiffel Tower. In 1906, he flew a plane 715 feet in 21 seconds.
- What did he do with the prize money from his 1901 flight?**
He gave half of it to his assistants and half of it to poor people in Brazil.



Lesson 12

Up and away

This lesson presents and practices *Wh-* questions with *was / were* vs. *with did*.

Review of Lesson 11

- Review the pattern for *Wh-* questions with *did*. Write on the board:

<i>What</i>		<i>you</i>	
<i>When</i>		<i>he</i>	
<i>What time</i>	<i>did</i>	<i>she</i>	<i>play?</i>
<i>Where</i>		<i>they</i>	
<i>Why</i>			

- Go over the questions one by one with students. Elicit possible answers. Ask students if they remember which *Wh-* question word cannot always be used in this pattern. (Who.)
- Invite a volunteer to come to the front of the room. Ask the volunteer to write down a recent past activity on a slip of paper. Students ask *Wh-* questions with *did* to guess the activity. For example: *Where did you do it? What room did you do it in? What time did you do it? When did you do it? Why did you do it?* The student who guesses correctly replaces the volunteer, and the activity is continued.

1 Language focus

This exercise presents and practices *Wh-* questions with *was / were* vs. *with did*.

A CD1, Track 47

- Have students read the directions and look at the photos. Ask students if they have ever heard of Alberto Santos-Dumont. If so, ask volunteers to share information about him with the class.
- Give students several minutes to read the quiz questions and answers.
- Explain *balloon, father of aviation, grew up, flight, around, prize money, and assistants*.
- Play the recording or model the questions and answers. Students listen and repeat.

Audio script

Same as the quiz in the Student's Book.

- **Optional** Have students ask and answer the quiz questions in pairs.
- **Language Chart** Have students study the examples in the language chart. Focus students' attention on the words in bold. Tell students that there are two types of simple past questions. One type is the past of the verb *be* (*was / were*) and the other type is the past of all other verbs. These verbs use *did* + the simple form of the verb.

- Ask: Which type of question is the first example? (A question with the verb *be*.) What's the *be* verb in this question? (*Was*.) Does it come before or after *Who*? (After.) Tell students the word order is always *Wh-* question word + *be* verb + . . . ? Ask: Is the word *was* in the answer? (Yes, it is.) *Where*? (After *He*.)
- Have students look at the third example. Ask: Does it follow the pattern: *Wh-* question word + *be* verb + . . . ? (Yes.)
- Have students look at the second example. Ask: What's different about this question? (This question uses the word *did* instead of *was* or *were*.) Explain that *did* is a helping verb. It is not the main verb in the sentence. It helps us identify that it is a simple past question. Tell students that the word order in this type of question is always *Wh-* question word + *did* + subject + verb. Ask: Is the word *did* in the answer? (No.) What's in the answer? (The simple past verb *grew up*.)
- **Optional** Model the examples, pausing for students to repeat.
- Have students refer back to the quiz questions. Call out the numbers. Students respond appropriately with *Was*, *Were*, or *Did*.

B CD1, Track 48

- Have students read the directions and the example.
- Have students work individually to complete the conversation with the correct words in parentheses.
- Have students work in pairs to check their answers.
- 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 random students to read their answers aloud.
- **Optional** Have students practice the conversation in pairs.

C CD1, Track 49

- Give students several minutes to read the directions and the example question and answer.
- Have students work individually to complete the quiz questions about Lewis and Clark.
- 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 write their questions on the board.
- Have students practice the questions and answers in pairs.

2 Speaking

This exercise practices talking about past school projects or reports.

A

- Ask students to read the directions and the questions.
- Have students work individually to answer the questions about a project or a report that they did about a famous person in history.
- To check understanding, ask random students the questions until each question has been answered once.

B

- Ask students to work in pairs to ask and answer the questions in Part A, using the examples in the speech balloons as a guide.
- Invite volunteers to share something interesting about their partner's school project or report.

Workbook

Assign the exercises on Workbook page 20.
(Workbook answers begin on page T-192.)

Extra Grammar

Assign the exercises for the Extra Grammar, Lesson 12.

Culture Note

Meriwether Lewis (1774–1809) and William Clark (1770–1838) were American explorers. They are famous for leading the Lewis and Clark Expedition (1804–1806) to explore the western U.S. In 1803, President Thomas Jefferson bought the large Louisiana Territory from France, and he asked Lewis and Clark to explore the region to find out about the land and rivers, the American Indians who lived there, and the plants and animals. During the expedition, Lewis and Clark mapped many new areas and discovered plant and animal species new to science.

Sacagawea (circa 1788–1812) was a Native American woman who was hired, along with her husband, a French trapper, to be Lewis and Clark's translators. They also served as guides during the trip. Through her translating efforts, Sacagawea helped Lewis and Clark to negotiate with the Shoshone, who gave them horses and provided guides to lead the expedition safely over the Rocky Mountains.

B Amy is talking to Andrea the day after the quiz. Complete their conversation. Then listen and check.

Amy Hey, Andrea! We had a quiz yesterday.

Where were (Where were / Where did) you?

Andrea I was (was / did) at home.

I didn't feel well.

Amy Oh, that's too bad. Are you OK now?

Andrea Yeah. How was (How was / How did) the quiz?

Amy It wasn't (wasn't / didn't) too difficult. Do you have to take it today?

Andrea I think so. And I didn't study much, so I'm worried.

Amy Why didn't you study?
What did (What were / What did) you do all day?

Andrea I sleep (sleep / slept)!



C Complete the quiz questions about Lewis and Clark with **Wh-** question words and **was, were, or did**. Then listen and check.

1. **Q:** Who were Lewis and Clark? **A:** They were American explorers.

2. **Q:** When did they start their exploration? **A:** They started their exploration in May 1804.

3. **Q:** What did they find? **A:** They found new plants and animals.

4. **Q:** Who did they meet? **A:** They met many Native American people.

5. **Q:** Who was their guide? **A:** Their guide was Sacagawea, a Native American woman.

2 Speaking

A Think of a school project or a report you did about a famous person in history. Write answers to the questions. *(Answers will vary.)*

1. Who was your project about? _____

2. Where did he or she live? _____

3. What did he or she do? _____

4. Where did you get your information? _____

5. Who were your listeners or readers? _____

B Ask and answer the questions in Part A with a classmate.

Who was your project about? It was about Henry Ford.

Get Connected

UNIT 3

Read

A Read the article quickly. Check (✓) the false statement.

- ☒ 1. Benedict explores places by airplane.
- ☐ 2. Benedict learns skills from the local people but travels alone.
- ☐ 3. Benedict's Siberia to Alaska adventure was one of his favorites.

Benedict Allen, A Modern Day Explorer

Benedict Allen was born in England in 1960. His father was a **pilot**, and Benedict dreamed of traveling around the world like his dad. His **dream** came true – Benedict became an explorer. But he doesn't travel the world in an airplane. He finds a place he wants to explore, and then he lives with the local people. He learns important **skills** from them, and then uses those skills to explore the place he's visiting. He doesn't use **modern** things like cell phones, and he likes to travel alone.

Benedict's explorations are often dangerous, but he likes them. One of his favorite adventures was in 2001. He wanted to be the first person to travel alone across the ice from Siberia to Alaska. So, he went to Siberia and lived with the Chukchi people. He learned how to drive a dog team and live like the people. He traveled 622 miles (1,000 kilometers) with only a dog team. The weather was really bad. There was a lot of snow, wind, and ice, so the **journey** was very difficult. Benedict almost lost the dog team, and he almost died, so he **ended** his journey early. It was **scary**, but he learned a lot.



to page 123
for the
Vocabulary
Practice.

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

C Answer the questions.

1. Where was Benedict Allen born? He was born in England.
2. Was Benedict's father a doctor? No, he wasn't.
3. Where did Benedict go in 2001? He went to Siberia in 2001.
4. What did he learn how to do? He learned to drive a dog team and live like the people.
5. How was the weather on Benedict's journey in Siberia? The weather was really bad.

Unit 3

Get Connected

This lesson practices reading, listening, and writing skills.

Review of Lesson 12

- Review *Wh-* questions with *was / were* vs. with *did* with students. Invite volunteers to give examples of both. Write them on the board.
- Play a round of "Tic-Tac-Toe." Draw a grid on the board. Fill in each of the nine squares with one of the following:
Who was ... ? Where did ... ? When was ... ? What did ... ? What was ... ?
What time did ... ? Where was ... ? When did ... ? What time was ... ?
- Divide the class into two teams, X and O. Teams take turns choosing squares and using the words in the squares to make questions. If they do so correctly, they earn that square for their team. The first team with three squares in a row wins.
- Invite volunteers to ask their classmates either type of *Wh-* question about past activities or events.

Read

This exercise practices reading for information about an explorer.

A

- Focus students' attention on the title of the article and the photos. Ask: *Who is Benedict Allen?* (A modern day explorer.)
- Invite a volunteer to read the directions and the sentences 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 quickly and check the statement that is false. Do not check answers at this point.

- 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.)

B CD1, Track 50

- 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: *pilot* (n.) *skill*, *modern*, *mile*, *journey* (n.) and (v.) *scary*. Explain their meaning. (*Pilot* (n.): a person who flies an airplane; *skill*: something you learn from training or practice; *modern*: of the present time; *mile*: a unit of measure equal to 1.6 kilometers; *journey* (n.): a trip; end (v.): to finish; *scary*: causing you to be afraid.) 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: *Where was Benedict Allen born?* Elicit the answer. (He was born in England.)
- Have students work individually to answer the questions.
- Check answers with the class. Invite volunteers to read aloud one answer each.

Listen

In this exercise, students listen for information about an adventure.

A CD1, Track 51

- Focus students' attention on the photo. Ask: *Where are the boy and girl? (In the library.)*
- Tell students that they will listen to two friends, Laurie and Will, talk about an adventure that Laurie had.
- 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 again. Students listen and answer the questions.
- Play the recording once again. Students listen and verify their answers.
- Check answers with the class. Invite volunteers to read aloud one answer each.

B

- Have students read the directions and all the statements.
- Remind students 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, and give reasons for their answers.
- Have students work in pairs to compare answers, or elicit opinions from volunteers.
- **Optional** Invite each group to record its results in a chart or graph. Have two groups work together to share their group's results.

Write

In this exercise, students answer questions and write a paragraph about an amazing adventure.

A

- Invite a volunteer to read the directions and the questions aloud.
- Tell students that they should not write about a real experience, but an imaginary one.
- Have students work individually to answer the questions about their amazing adventure.
- **Optional** Invite several students to share some of their answers with the class.

B

- Invite a volunteer to read the directions aloud. Tell students that they will use their answers in Part A to write about their amazing imaginary adventure.
- Have students work individually to write their paragraphs.
- **Optional** Have students work in pairs to read each other's paragraphs. Students should ask questions about anything they do not understand. They can also ask questions to get more information.

Workbook

Assign the exercises on Workbook page 21.
(Workbook answers begin on page T-192.)

It was really an adventure!

Listen



A Laurie and Will talk about an adventure. Listen and answer the questions.

1. Who did Laurie go mountain climbing with?

She went mountain climbing with her uncle.

2. When did Laurie go mountain climbing?

She went mountain climbing last December.

3. Was Laurie scared?

Yes, she was.

4. Where did Laurie and her uncle stay?

They stayed in a cave.

5. Was Laurie sad to see the other climbers?

No, she wasn't. OR No, she was happy to see the other climbers.



B What do you think? Write *I agree* or *I disagree*. Give reasons. (Answers will vary)

1. All adventures are dangerous.

2. It's good to have an adventure on vacation.

3. Mountain climbing is a dangerous sport.

4. Cell phones can always help people.

Your turn

Write

Imagine you were just on an amazing adventure. Answer the questions about your adventure.

1. Where did you go?

2. When did you go?

3. Who did you go with?

4. What did you take with you?

5. What happened on your adventure?

6. Were you excited to get home? Why or why not?

C Write a paragraph about your adventure. Use the answers in Part A to help you. (Answers will vary)

☐ ☐ ☐

I went to...

Unit 3 Review

Language chart review

was / were statements

I **was** home. I **wasn't** at the party.
He **was** excited. He **wasn't** worried.
They **were** friendly. They **weren't** shy.

Wh- questions with did

When did you get here?
I **got** here two days ago.

What time did you go to bed?
I **went** to bed at 11:00.

A Write *Wh-* questions with *did*, and complete the answers.
Use the words in the box. Pay attention to the underlined words.

- ☐ get home / exhausted ☐ go / homesick ☐ spill / embarrassed
☐ go / glad ☒ meet / excited ☐ talk to / bored

1. **A** Who did you meet?

B I met my favorite basketball player.
I was excited.



2. **A** What did you do?

B I spilled my juice all over the table.
I was embarrassed.



3. **A** When did you get home?

B I got home at 2:00 a.m.!
I was exhausted.



4. **A** When did you go to the beach?

B I went to the beach yesterday. It was a beautiful day.
I was glad.



5. **A** Who did you talk to last night?

B I didn't talk to anyone last night.
I was bored.



6. **A** Where did you go?

B We went to camp. We missed our families.
We were homesick.



Unit 3

Review

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

Language chart review

These charts summarize the main grammar presented and practiced in Unit 3.

- Books closed. Write on the board:

What time _____ John go to bed?

At 9:00. He _____ exhausted.

Where _____ you go yesterday?

We _____ go out. We _____ at home all day.

When _____ Cathy come home?

Last Saturday. She _____ really homesick!

- Elicit when to use the simple past forms *was* and *were*. (They take the place of *am*, *is*, and *are* when describing a past situation.) Focus students' attention on the sentences on the board. Have students work in pairs to complete the sentences with *was*, *were*, *did*, or *didn't*.
- Books open. Have students study the Language chart review and compare it to their completed sentences.
- Have students correct any errors. While they are doing so, invite volunteers to come to the front to fill in the sentences on the board.
- Answer any questions students may have.

Exercises A through C (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 pictures.

Go over the first example, making sure students understand how to use the words in the box and the underlined words to write the questions and answers.

- Have students work individually to write the questions and complete the answers.
- Check answers with the class.

Language chart review

These charts summarize further grammar presented and practiced in Unit 3.

- Have students study the examples in the charts.
- Remind students how to use *Yes / No* questions and *Wh-* questions with *was / were*. Remind them of the difference in the position of *was / were* for the different types of questions.
- Answer any questions students may have.

Exercise B

- Have students read the directions and the example question.
- Have students work individually to write questions about the underlined words.
- Check answers with the class. Invite volunteers to read aloud one question and answer each.

Exercise C

- Invite a volunteer to read aloud the directions and the example question and short answer.
- Have students work individually to write questions and short answers, using the information in Part B.
- Check answers with the class. Invite volunteers to read aloud one question and answer each.

Take another look!

- Have a volunteer read the directions, the sentence, and the possible answers.
- Students work individually to circle the correct answer.
- Check the answer with the class.

Optional Unit Wrap-Up

- If students did the Review exercises for homework, check answers with the class.
- Have students work in pairs to act out the questions and answers in Exercises A, B, and C.
- Have students play "20 Questions" in pairs. One student thinks of a famous person who is no longer alive. The other student asks *Was / Were ... ?* questions to guess who it is. When he or she guesses correctly, the students switch roles. If a student doesn't guess after 20 questions, the partner says who it is. Alternatively, students can play in small groups.
- Students work in pairs. They look at the adjectives in the box in Exercise A and work individually to write a sentence about themselves, using one of the adjectives and something that happened to them in the past. (*One time I stayed up all night. I was exhausted the next day.*) They exchange papers with their partner and read each other's sentences. Then they ask each other questions about the past event. (*Why did you stay up all night?*)

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-192.)

Extra Practice Worksheets

- Assign the Unit 3 Extra Practice worksheets starting on page T-147.

Extra Speaking Practice Worksheet

- Assign the Unit 3 Extra Speaking Practice worksheet on page T-170.

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-180.

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

Language chart review

Was / Were ... ?

Were you in class last Monday?

Yes, I was. / No, I wasn't.

Was it fun?

Yes, it was. / No, it wasn't.

Wh- questions with was / were

Where were you born?

I was born in San Juan.

When was your first concert?

It was in 2002.

What was his name?

His name was George Harrison.

Who was the drummer for the Beatles?

Ringo Starr was the drummer.

B Read the answers. Then write questions about the underlined words.

1. Q: What was the Model T Ford?

A: The Model T Ford was a car.

Q: What color was the first Model T Ford?

A: The first Model T Ford was black.

Q: Was the first Model T Ford fast?

A: No, it wasn't. The first Model T Ford wasn't fast.

2. Q: Who were The Beatles?

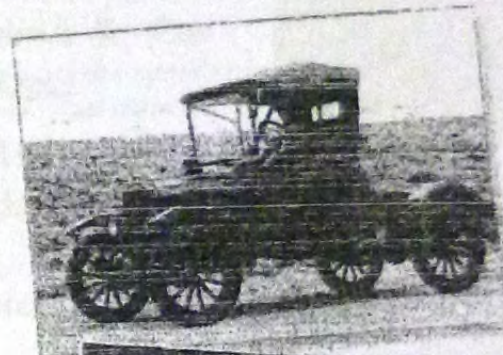
A: The Beatles were a British musical group.

Q: What did they play?

A: They played rock music.

Q: When did they come to the U.S.?

A: They came to the U.S. in 1964.



C Look at Part B again. Use the information to write questions and short answers.

1. (the Model T Ford / an airplane)

Q: Was the Model T Ford an airplane?

A: No, it wasn't.

2. (the first Model T Ford / slow)

Q: Was the first Model T Ford slow?

A: Yes, it was.

3. (The Beatles / a hip-hop group)

Q: Were The Beatles a hip-hop group?

A: No, they weren't.

4. (The Beatles / in the U.S. in 1964)

Q: Were The Beatles in the U.S. in 1964?

A: Yes, they were.

Take another look!

Circle the correct answer.

We _____ use *did* in questions with *was* / *were*.

a. always b. sometimes **c. never**

to page 128
for the
Theme Project.

Fun facts

1 Language focus

A Andrea and Mandy are playing Fun Facts. Felipe joins them.
Listen and practice.

Felipe Hey! What are you guys doing?

Andrea We're playing Fun Facts. Come and join us.

Mandy OK, Andrea. It's your turn. The moon is bigger than the sun.
True or false?

Andrea That's easy. It's false. The moon is smaller than the sun.

Mandy Right. That's five points for you.

Andrea This one's for you, Felipe. Which is warmer, the North Pole or the South Pole?

Felipe I think the South Pole is warmer.

Andrea No, sorry. That's wrong. The North Pole is warmer than the South Pole.



B Study the chart. Write the comparative forms of the adjectives.

Comparative adjectives

For regular one-syllable adjectives:

small → *smaller* *warm* → *warmer*

For adjectives ending in consonant + vowel + consonant:

big → *bigger* *hot* → *hotter*

For adjectives ending in y:

easy → *easier* *busy* → *busier*

Comparative adjectives are followed by *than*.

The moon is **smaller than** the sun.

1. warm warmer

2. hot hotter

3. easy easier

4. slow slower

5. cold colder

6. tall taller

7. hard harder

8. fast faster

9. short shorter

10. big bigger

11. busy busier

12. long longer

C Complete the sentences with your own ideas.
Then tell a classmate. (Answers will vary.)

1. _____ is warmer than _____
2. _____ is easier than _____
3. _____ is slower than _____
4. _____ is bigger than _____
5. _____ is longer than _____

Miami is warmer than Chicago

This lesson presents and practices comparative adjectives.

1 Language focus

This exercise presents and practices comparative adjectives.

A CD2, Track 2

- Ask students to read the directions and look at the photo. Ask: *What are Andrea and Mandy doing?* (Playing a game.) *What does Felipe do?* (He joins them.) Explain *moon*, *sun*, *North Pole*, and *South Pole*.
- Have students read the conversation.
- **Optional** Play the recording. Students listen and read along.

Audio script

Same as the conversation in the Student's Book.

- Ask: *What's the name of the game they are playing?* (Fun Facts.) Ask students to give examples of facts from Lesson 12.
- Read these sentences aloud. Students tell you whether they are true or false.
The sun is smaller than the moon. (False.)
The North Pole is warmer than the South Pole. (True.)
Felipe was wrong. (True.)
- Play the recording or model the conversation. Students listen and repeat.
- **Optional** Have students practice in groups of three.

B

-  Have students read the directions and study the examples in the language chart.
- Remind students of the function of adjectives. Elicit examples of adjectives.
- Focus students' attention on the examples in the top left-hand side of the chart. Ask: *How do we change a one-syllable adjective to a comparative adjective?* (By adding *-er* to the end of the word.)
- Ask students to look at the examples in the bottom left-hand side of the chart. Ask: *What kinds of words have the final consonant doubled?* (Adjectives that end in consonant + vowel + consonant.) *Where did we see this type of rule before?* (When adding an *-ing* ending to verbs like *stop*.)
- Ask students to circle the comparative adjectives in the conversation in Part A. (Bigger, smaller, warmer.)

- Focus students' attention on the examples in the top right-hand side of the chart. *What words have their final letter changed to i before adding -er?* (Words that end in y.)
- Now focus students' attention on the sentence pattern using *than*. Ask: *Does than come before or after the comparative adjective?* (After.) Ask students to count how many times the word *than* appears in the conversation in Part A. (3.)
- **Optional** Model the examples, pausing for students to repeat.
- Have students work individually to rewrite the adjectives as comparatives. Then ask them to check their answers with a partner.
- Check answers with the class. Invite volunteers to write their answers on the board.

Note: Be sure to give students a lot of practice pronouncing the comparative form of the adjectives. Point out that the *-er* ending adds another syllable to the word. Drill by calling out the adjective and having students respond with the comparative form. Do this first with the whole class together and then individually.

C

- Have students read the directions and the example sentence in the speech balloon.
- Have students work individually to complete the sentences.
- Have students work in pairs. Ask them to take turns telling each other their sentences. Ask several pairs to share their most interesting comparative sentence with the class.

Comparisons

This unit introduces vocabulary and expressions to talk about facts and trivia. It introduces comparative and superlative adjectives.

D CD2, Track 3

- Have students read the directions and look at the sets of photos. Then have them read the pairs of adjectives in the word box and the example sentences.
- Ask students to call out any words or phrases they do not understand. Explain them by using them in a sentence or by miming them.
- Call out the adjectives in the box. Students respond with the comparative form.
- Have students work individually to write 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. Ask random students to write their answers on the board.
- **Optional** Divide the class into groups of four or five. The first group tells the second a comparative sentence – for example, *A car is faster than a bike*. The second group must restate the sentence using the opposite comparative adjective, *A bike is slower than a car*. The second group continues with the third group, and so on. If a group is able to restate the sentence correctly, it earns a point. If not, the group with the original sentence earns a point.

2 Listening

In this exercise, students listen for comparisons.

CD2, Track 4

- Tell students they will listen to a conversation between Kelly and her father. They should listen and circle the correct comparative adjective in each sentence.
- Play the recording. Students only listen.

Audio script

See page T-209.

- 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 read their answers aloud.

- **Optional** Ask random students to restate the sentences in the Listening exercise using the opposite comparative adjectives.

Workbook

Assign the exercises on Workbook page 23.
(Workbook answers begin on page T-192.)

Extra Grammar

Assign the exercises for the Extra Grammar, Lesson 13.

Write two sentences about the sets of photos. Use the pairs of words in the box. Then listen and check.

☐ big – small ☐ fast – slow ☐ cold – hot ☒ long – short

1



the Amazon River



the Mississippi River

2



speedboats



canoes

3



basketballs



golf balls

4



the Alps



the Sahara

1. The Amazon River is longer than the Mississippi River.

The Mississippi River is longer than the Amazon River.

2. Speedboats are faster than canoes.

Canoes are faster than speedboats.

3. Basketballs are bigger than golf balls.

Golf balls are bigger than basketballs.

4. The Alps are colder than the Sahara.

The Sahara is colder than the Alps.

2 Listening

Kelly is a very curious little girl. She asks her father a lot of questions. Listen to their conversation. Then circle the correct words.

- Germany is (larger / smaller) than England.
- Bears are (faster / slower) than lions.
- The Euphrates River is (longer / shorter) than the Nile River.
- Water is (lighter / heavier) than snow.
- Miami is (warmer / cooler) than Quito.

My opinion

1 Language focus

-  **A** Read the survey. Listen and practice.
Then check (✓) your opinions.
(Answers will vary)

Comparative adjectives: more ... than

Use *more ... than* with adjectives of two or more syllables:

popular → *more popular*

Soccer is **more popular than** volleyball.

interesting → *more interesting*

Books are **more interesting than** video games.

TEEN

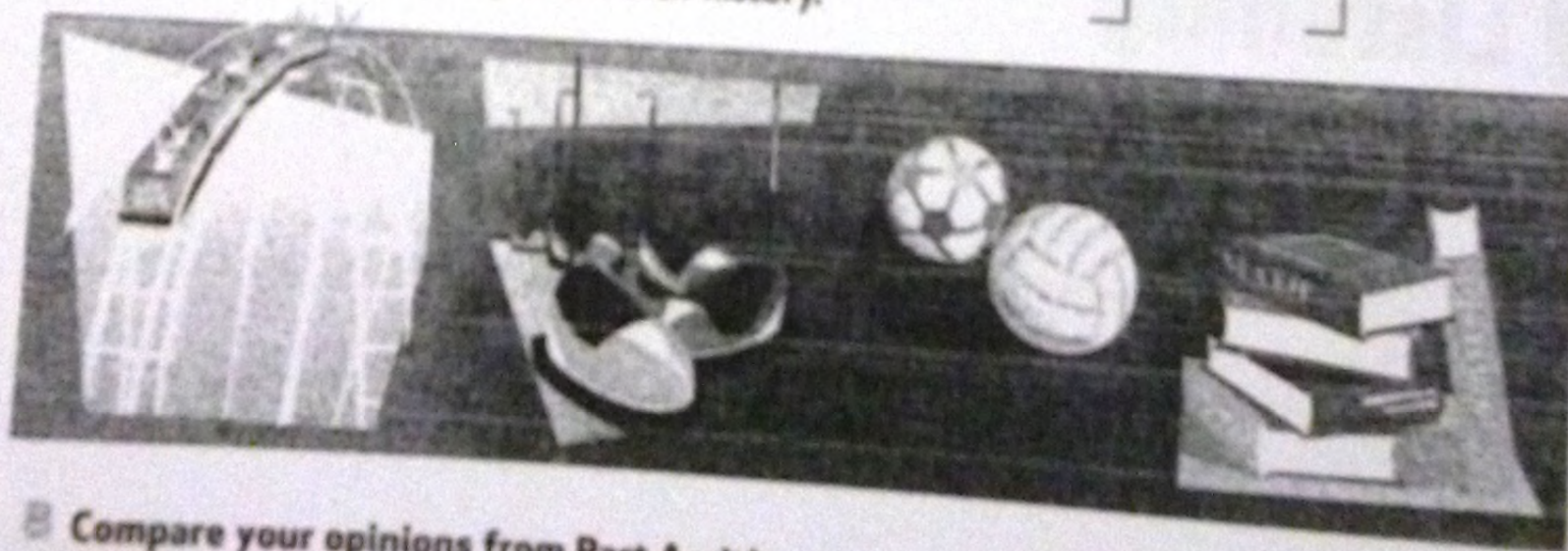
Opinion Survey

Do you agree or disagree?

I agree. I disagree.

1. Soccer is more popular than volleyball.
2. Books are more interesting than video games.
3. Roller coasters are more exciting than bumper cars.
4. Math is more useful than history.
5. Saturdays are more relaxing than Sundays.
6. Movies are more entertaining than TV shows.
7. Pizza is more delicious than spaghetti.
8. Surfing is more challenging than tennis.
9. Elephants are more dangerous than lions.
10. Science is more important than history.

☐	☐
☐	☐
☐	☐
☐	☐
☐	☐
☐	☐
☐	☐
☐	☐
☐	☐
☐	☐



- B** Compare your opinions from Part A with a classmate.

I think soccer is more popular than volleyball.

I disagree. I think volleyball is more popular than soccer.

This lesson presents and practices comparative adjectives with more . . . than.

Review of Lesson 13

- Call out the following adjectives, one by one. Students respond with the comparative form: *small (smaller)*, *warm (warmer)*, *tall (taller)*, *fast (faster)*, *busy (busier)*, *hard (harder)*, *heavy (heavier)*.
- Call out the following comparative adjectives, one by one. Students respond with the opposite comparative adjective: *shorter (taller)*, *colder (hotter)*, *lighter (heavier)*, *slower (faster)*, *cooler (warmer)*, *longer (shorter)*.
- Divide the class into groups of four. Write these pairs of words on the board: *basketball - baseball*, *ruler - pencil*, *January - July*, *airplane - train*, *cat - tiger*, *mountain - tree*. Give groups a time limit of two or three minutes. Have them write as many comparative sentences as possible about the item pairs. Ask the groups to choose a secretary to write their sentences on the board. The group with the most correct sentences wins.

1 Language focus

This exercise presents and practices comparative adjectives with more . . . than.

A CD2, Track 5

- Ask students to read the directions and look at the survey. Ask students if they have ever completed a survey. If so, ask them to share with the class what type of survey it was.
- Give students several minutes to read the opinions in the survey. Explain the meaning of *popular*, *interesting*, *exciting*, *useful*, *relaxing*, *entertaining*, *delicious*, *challenging*, *dangerous*, and *important*.
- Optional: Play the recording. Students listen and read along.

Audio script

Same as the sentences in the Student's Book.

- Have students work individually to check the appropriate boxes for their opinions.
- Tell students that you will say the sentences, one by one. If they agree, they should raise their right hand. If they do not agree (disagree), they should raise their left hand.
- Play the recording or model the sentences. Students listen and repeat.

- **Example** Have students study the examples in the language chart. Focus students' attention on the first example. Ask: *How many syllables are there in the word popular?* (Three.) *If a word has two or more syllables, can we add -er to the end?* (No.) *Then how does it become a comparative adjective?* (Add *more . . . than*.) *Where does the adjective go?* (Between *more* and *than*.)
- Ask students to look at the last sentence in the chart. Ask: *How many syllables are there in the word interesting?* (Four.) *Can we add -er?* (No.) Explain that because we are talking about books and video games in general (rather than specific books and video games), we use the plural form of these words in comparative statements or questions.

Note: Explain that there are exceptions to the above rule. For example, we use *more . . . than* with the one-syllable adjective *fun*.

- Optional: Model the examples, pausing for students to repeat.

B

- Have students work in pairs.
- Ask them to compare their opinions from Part A, using the example in the speech balloons as a guide.

C

- Ask students to read the directions, the adjectives in the box, and the example sentence.
- Have students work individually to complete the exercise. Tell students that there are no right or wrong answers. They should make sentences according to their own opinions.

- Check answers with the class. Invite volunteers to write their answers on the board. Again, make sure students are aware that there are several possible answers. Ask students with opinions that differ from those on the board to read their sentences to the class.
- **Optional** Divide the class into groups of four or five. Have each group take a tally of its members' opinions and share the results with the class.

2 Speaking

This exercise practices talking about opinions.

- Ask volunteers to read aloud the directions and the words in the box.
- Have students look at the photos and identify the items in them.
- Have students work in pairs to exchange opinions about the items, using the example in the speech balloons as a guide.
- Ask partners to report one opinion they both share.
- **Optional** Ask students to walk around the room and find classmates who have the same opinions as they do. Tell them to express their opinions to different classmates, saying, for example, *I think (basketball) is (more interesting) than (Ping-Pong)*. Classmates respond with *I agree* or *I disagree*. Invite volunteers to tell the class with whom they share opinions.

- **Optional** Play a guessing game. Invite a volunteer to come to the front. Ask the volunteer to tell the class a pair of nouns, for example, *hot dogs / hamburgers* or *computers / video games*. The other students must guess the opinion of the volunteer. (*You think hot dogs are more delicious than hamburgers* or *You think video games are more interesting than computers*.) The student who guesses correctly replaces the volunteer and continues the activity.

Workbook

Assign the exercises on Workbook page 24.
(Workbook answers begin on page T-192.)

Extra Grammar

Assign the exercises for the Extra Grammar, Lesson 14.

What do you think? Compare these things. Use the words in the box or your own ideas.

☐ dangerous ☐ delicious ☐ entertaining ☐ important ☒ popular

1. (T-shirts / sweaters)

T-shirts are more popular than sweaters.

2. (chocolate ice cream / strawberry ice cream)

3. (books / newspapers)

4. (karate / hockey)

5. (rap music / country music)

2 Speaking

What's your opinion? Compare these things using the words in the box or your own ideas. Then tell a classmate.

☐ difficult ☐ exciting ☐ important ☐ popular ☐ relaxing ☐ useful

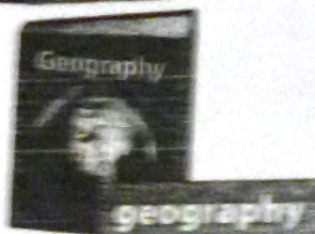
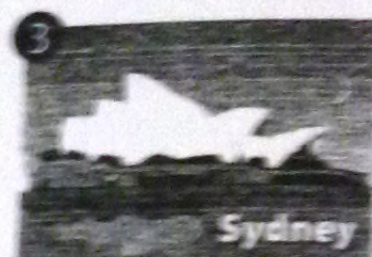


I think comic books are more popular than newspapers.

Really? I think newspapers are more popular than comic books.

1 Language check

A Compare each of the two things. Write sentences.



1. (difficult) Soccer is more difficult than tennis.
OR Tennis is more difficult than soccer.
2. (important) Health is more important than geography. OR Geography is more important than health.
3. (beautiful) Sydney is more beautiful than Rome. OR Rome is more beautiful than Sydney.
4. (interesting) Canada is more interesting than the United States. OR The United States is more interesting than Canada.
5. (delicious) Hamburgers are more delicious than hot dogs. OR Hot dogs are more delicious than hamburgers.
6. (intelligent) Cats are more intelligent than dogs. OR Dogs are more intelligent than cats.

B Compare the two sports using the words in the box or your own ideas. (Answers will vary.)

☐ challenging ☒ dangerous ☐ difficult ☐ exciting ☐ interesting

1. Surfing is more dangerous than skateboarding.
2. _____
3. _____
4. _____
5. _____



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 sets of pictures, and read the examples.
- Ask: *Which nouns will you use for number 2?* (Health and geography.)
- Have students work individually to write sentences using the adjectives in parentheses to compare the two things in each set of pictures.
- Check answers with the class. Invite volunteers to read aloud one sentence each.

B

- Have students read the directions, the words in the box, and the example. Then focus students' attention on the pictures. Tell students that they may use adjectives other than those in the word box.
- Have students work individually to complete the exercise.
- Check answers with the class. Ask random students to read their sentences aloud.

C

- Have students read the directions.
- Ask a volunteer to read the example sentence aloud.

- Have students work individually to write sentences with the cues given.
- Check answers with the class. Invite volunteers to read aloud one of the sentences they completed.

2 Listening

In this exercise, students listen for information about activities at a summer camp.

CD2, Track 6

- Have students read the directions and the e-mail. Tell them that the e-mail has mistakes, and they will listen to the correct version of the e-mail in the recording.
- To demonstrate the task, play the recording of the first paragraph. Students listen. Ask: *What is the word you heard?* (Exciting.)

Audio script

Same as the e-mail in the Student's Book.

- Play the rest of the recording. Students only listen.
- Play the recording again. Students work individually to circle the correct words in parentheses in the e-mail.
- Play the recording once again. Students listen and verify their answers.
- Have students check their answers in pairs.
- Check answers with the class. Invite volunteers to read aloud the e-mail using the correct words.

Teaching Tip

Depending on time constraints, you can follow up a listening activity with a free-writing activity on the same topic. Set a brief time limit and have students write their thoughts quickly. They can revise their writing for grammar and punctuation at a later time.

Workbook

Assign the exercises on Workbook page 25. (Workbook answers begin on page T-192.)

Game

Assign the game on Student's Book page 117.

C Use the cues to make sentences.

1. Race cars / fast / bumper cars

Race cars are faster than bumper cars.

2. A soccer ball / big / a golf ball

A soccer ball is bigger than a golf ball.

3. Theme parks / exciting / school festivals

Theme parks are more exciting than school festivals.

4. Portugal / small / France

Portugal is smaller than France.

5. MP3 players / popular / CD players

MP3 players are more popular than CD players.

6. New York City / busy / Chicago

New York City is busier than Chicago.

7. Libraries / relaxing / malls

Libraries are more relaxing than malls.

8. English / useful / science

English is more useful than science.

2 Listening

Joe writes Penny an e-mail from camp. Listen and circle the correct words.

TO: pennypen@mr.net

FROM: joejohnson@mr.net

SUBJECT: My summer

Hi, Penny!

How are you? I'm at summer camp. Camp is more (difficult / exciting) than school!

There are a lot of things to do. The outdoor activities are (hotter / harder) than the indoor activities. But the outdoor activities are more (interesting / challenging). The horseback riding lessons are more (difficult / relaxing) than the swimming classes.

My favorite part of the day is lunch. The hamburgers are more (delicious / popular) than the hot dogs. And the cake is great, too!

In the afternoon, we have sports. Soccer is (harder / easier) than baseball. My favorite sport is tennis. Coach Ito is (friendlier / nicer) than Coach Martin, but Coach Johnson is my favorite coach. She's also my mom!

See you in August.

Your friend,

Joe



to page 117
for the
Game.

1 Language focus

 **A** Read these pages from a world trivia book. Complete the sentences. Listen and check. Then practice.

Superlative adjectives: -est

What's the **highest** mountain in the world?
Mount Everest is the **highest** mountain in the world.

Mount Everest is the **highest** mountain.

DO YOU KNOW ABOUT THESE WORLD RECORDS?

1. Mount Everest is the highest (high) mountain in the world. It's 29,035 feet (8,850 meters) high.

4. The blue whale is the heaviest (heavy) animal in the world. It weighs about 110 tons (99,790 kilograms).

2. Venus is the hottest (hot) planet in the solar system. It can be 900 degrees Fahrenheit (482 degrees Celsius).

5. Vatican City is the smallest (small) country in the world. It's 0.15 square miles (0.4 square kilometers). About 880 people live there.

3. The dwarf gecko is the shortest (short) reptile in the world. It's only 0.63 inches (1.6 centimeters) long.

6. The Akashi Kaito Bridge in Japan is the longest (long) bridge in the world. It's about 6,532 feet (1,991 meters) long.

B Write the superlative form of each adjective.

1. high

highest

2. long

longest

3. cute

cutest

4. short

shortest

5. cold

coldest

6. large

largest

Spelling superlatives

small → smallest

big → biggest

late → latest

heavy → heaviest

Lesson 15

World trivia

This lesson presents and practices some measurement words, world facts and figures, and superlative adjectives with *-est*.

Review of Lesson 14

- Say the following adjectives, one by one. Students respond with the comparative form: *busy* (busier), *dangerous* (more dangerous), *exciting* (more exciting), *hard* (harder), *heavy* (heavier), *important* (more important), *popular* (more popular), *small* (smaller), *warm* (warmer).

Note: This activity can be conducted as a group or an individual activity.

- Play a round of "Tic-Tac-Toe." Draw a grid on the board. Fill in each of the nine squares with one of the following adjectives: *challenging*, *dangerous*, *delicious*, *difficult*, *entertaining*, *exciting*, *important*, *relaxing*, *useful*. Divide the class into two teams, X and O. Teams take turns choosing squares and using the words in comparative sentences. If they do so correctly, they earn that square for their team. The first team with three squares in a row wins.
- Ask random students to make comparative statements using *more . . . than* about school subjects and leisure activities.

1 Language focus

This exercise presents and practices superlative adjectives with *-est*.

A CD2, Track 7

- Explain *trivia*. (Unimportant facts.) Ask students if they have ever read any trivia books. If so, did they find the facts and figures interesting? Ask them to share any interesting facts they remember with the class.
- Have students read the directions and look at the photos.
- Give students several minutes to read the texts. Explain the measurement words: *feet*, *meters*, *degrees*, *inches*, *centimeters*, *tons*, *kilograms*, *square miles*, and *square kilometers*. Then do the same for *planet*, *solar system*, *dwarf* (adj.), *reptile*, *weighs*, *Celsius*, and *Fahrenheit*.
- Have students work individually or in pairs 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.
- Play the recording again or model the sentences. Students listen and repeat.
- **Optional** Invite volunteers to read aloud one of the sentences they completed.
- **Language focus** Have students study the examples in the language chart. Focus students' attention on the question and answers. Ask: *How is the word highest different from higher?* (*Highest* means that there is no other mountain that exceeds that height. *Higher* means that the height exceeds the one it is being compared to.) *What word do we need to add before highest?* (*The*.)

- Focus students' attention on the phrase *in the world*. Explain that in questions with superlative adjectives, it is best to specify the group you are talking about with a prepositional phrase. Elicit examples of prepositional phrases with *in* – for example, *in the United States*, *in Tokyo*, *in my neighborhood*, *in our school*, *in my class*, *in my family*. Explain that in the answers, it is not necessary to repeat the group, as shown in the second answer in the language chart.
- Focus students' attention on the spelling box in the bottom right-hand corner of the page. Go over the words and explain the rules for adding *-est*. Tell students that with many words, we simply add *-est*, as with *small*. If an adjective has a vowel and a consonant at the end, the consonant is doubled before adding *-est*, as with *big*. If a word ends in *e*, like *late*, only *-st* is added. Ask students to look at the word *heavy*. Ask: *Why does the word heavy change?* (Because there is a consonant and a *y* at the end of the word.)
- **Optional** Model the examples, pausing for students to repeat.

B

- Have students work individually to write the adjectives in the superlative form.
- Check answers with the class. Invite volunteers to write their answers on the board.

CD2, Track 8

- Ask students to read the directions and look at the photos. Then have them read the example question and answer.
- Have students 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. Invite pairs of students to write one question and answer on the board.

Note: Some students may not have written *in the world* as part of their answers. That is acceptable and correct.

- **Optional** Have students practice the questions and answers in pairs.
- **Optional** Invite volunteers to make superlative statements. Classmates listen and respond with appropriate superlative questions to match.

2 Listening

In this exercise, students listen for facts in a trivia game.

CD2, Track 9

- Tell students that they will listen to a conversation among a few people playing a trivia game. They should listen to the questions and check the correct answers.
- Play the recording. Students only listen.

Audio script

See page T-210.

- Play the recording again. Students listen and check the correct answers.
- Play the recording once again. Students listen and verify their answers.

- Check answers with the class. Invite volunteers to write their answers on the board.

Workbook

Assign the exercises on Workbook page 26. (Workbook answers begin on page T-192.)

Extra Grammar

Assign the exercises for the Extra Grammar, Lesson 15.

C Look at the photos. Write questions and answers.
Then listen and check.



1. (tall / tree) Q: What's the tallest tree in the world?

A: The coastal redwood is the tallest tree in the world.

2. (fast / land animal) Q: What's the fastest land animal in the world?

A: The cheetah is the fastest land animal in the world.

3. (long / mountain range) Q: What's the longest mountain range in the world?

A: The Andes is the longest mountain range in the world.

4. (light / bird) Q: What's the lightest bird in the world?

A: The bee hummingbird is the lightest bird in the world.

5. (high / volcano) Q: What's the highest volcano in the world?

A: Ojos del Salado is the highest volcano in the world.

6. (large / pyramid) Q: What's the largest pyramid in the world?

A: The Great Pyramid of Khufu is the largest pyramid in the world.

2 Listening

Three people are playing a trivia game. Listen to each question.
Check (✓) the correct answer.

1. ☒ the Statue of Liberty

☐ the Eiffel Tower

☐ the Empire State Building

2. ☒ an Airbus A380

☐ a Boeing 747

☐ a McDonnell Douglas MD-11

3. ☐ the United States

☒ Russia

☐ Canada

4. ☐ Seoul

☒ Tokyo

☐ Mexico City

5. ☒ Australia

☐ Antarctica

☐ Europe

1 Language focus

 **A** Read Mr. In-the-Know's Web site.
Then listen and practice.

Superlative adjectives: the most

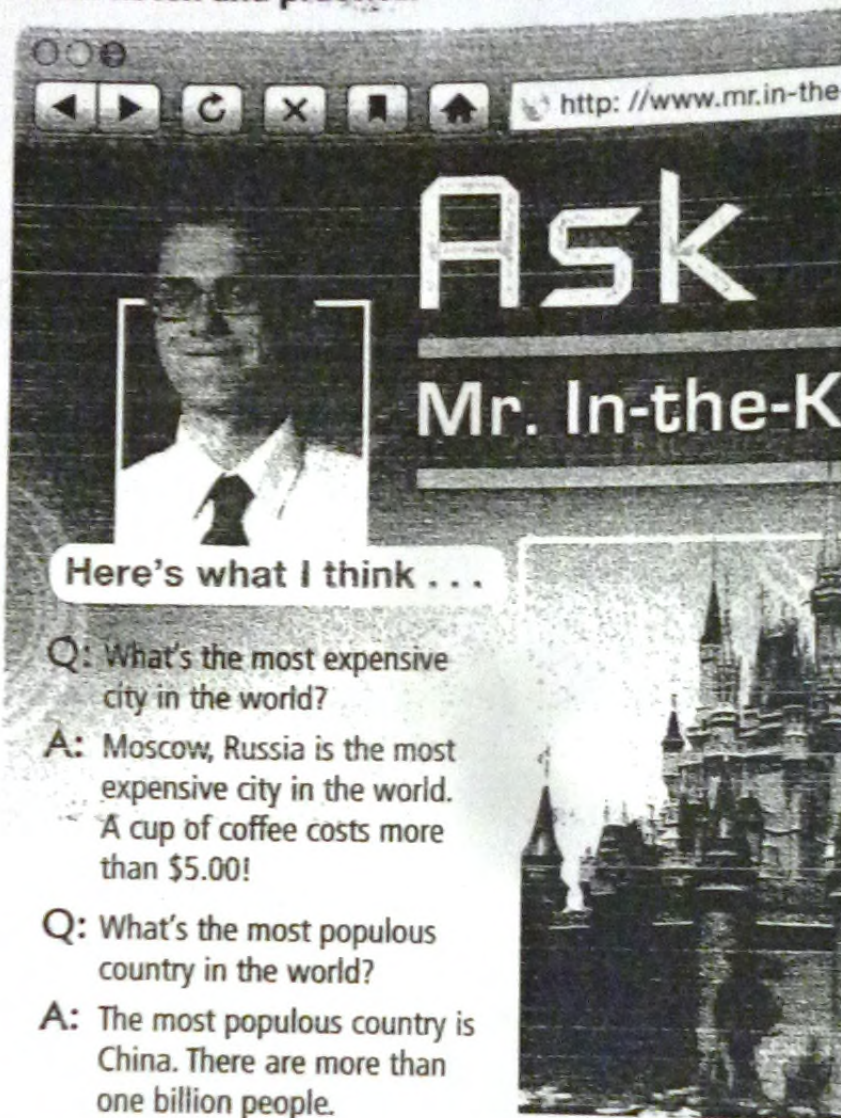
Use *the most* with adjectives of two or more syllable
expensive → *the most expensive*

What's **the most expensive** city in the world?

The most expensive city in the world is Moscow.

The most expensive city is Moscow.

Moscow is **the most expensive** city.



http://www.mr.in-the

Ask

Mr. In-the-Know!

Here's what I think . . .

Q: What's the most expensive city in the world?

A: Moscow, Russia is the most expensive city in the world. A cup of coffee costs more than \$5.00!

Q: What's the most populous country in the world?

A: The most populous country is China. There are more than one billion people.



Q: What's the most thrilling city in the world?

A: Orlando, Florida is the most thrilling city. There are more than 13 theme parks there.

Q: What's the most interesting city in the world?

A: Washington, D.C. is the most interesting city. Both the largest museum and the largest library in the world are there.

B Write questions and answers about places in your country.

Use the adjectives in the box. (Answers will vary.)

☒ beautiful ☐ crowded ☐ expensive ☐ interesting ☐ popular

1. What's the most beautiful city in Brazil? The most beautiful city in Brazil is Rio. OR The most beautiful city is Rio. OR Rio is the most beautiful city.

2. _____

3. _____

4. _____

5. _____

Lesson 16

The most

This lesson presents and practices more vocabulary for facts and trivia. It also introduces superlative adjectives with the most.

Review of Lesson 15

- Call out the following adjectives, one by one. Students respond with the correct superlative form: *big (biggest)*, *cold (coldest)*, *cute (cutest)*, *heavy (heaviest)*, *large (largest)*, *late (latest)*, *light (lightest)*, *long (longest)*, *small (smallest)*, *tall (tallest)*.

Note: This activity may be conducted as a group or an individual activity.

- Divide the class into groups of four or five. The first group tells the other groups either a true or a made-up trivia fact in a superlative statement. The other groups must say whether they think the statement is true or false. Groups earn one point for each correct answer.
- Keep students in the same groups. Give students several minutes to look back and review the facts and figures in Lesson 15. Tell students to close their books. Groups take turns asking superlative questions pertaining to the information in Lesson 15. Groups earn points either by asking questions none of the groups can answer or by answering questions correctly. Award extra points if students support their answers with numbers.

1 Language focus

This exercise presents and practices superlative adjectives with the most.

A CD2, Track 10

- Ask students if they have ever visited a Web site for facts and figures. If so, ask them to share with the class which sites they felt were the best.
- Ask students to read the directions and look at the photos.
- Have students read the questions and answers on the Web site.
- **Optional** Play the recording. Students listen and read along.

Audio script

Same as the Web site in the Student's Book.

- Explain the meaning of *expensive*, *populous*, *billion*, *thrilling*, and *theme park*.
- Read these sentences aloud. Students say whether they are true or false, according to Mr. In-the-Know.
Washington, D.C., is the most expensive city. (False.)
The most populous country is China. (True.)
The most thrilling city is Orlando. (True.)
- Ask: *What's the most thrilling city? (Orlando.) What's the most interesting city? (Washington, D.C.) What's the most expensive city? (Moscow.)*
- Play the recording or model the sentences. Students listen and repeat.

- **Language Chart** Focus students' attention on the question in the language chart. Ask: *Can we add -est to this adjective? (No.) Why not? (It has more than one syllable.) What do we add? (The most.) Does it go before or after the adjective? (Before.)*

Note: Explain that there are exceptions to the above rule. For example, we use *the most* with the one-syllable adjective *fun*.

- Focus students' attention on the answers. Ask: *How many answers are there? (Three.) What's the difference between the first and the second answer? (The first answer has in the world.) How about the second and third answers? (Moscow is at the end of the sentence in the second answer and at the beginning of the third sentence.)*
- **Optional** Model the examples, pausing for students to repeat.

B

- Have students read the directions, the adjectives in the box, and the example question and answers.
- Have students work individually to write questions and answers, using the adjectives in the box.
- **Optional** Have students work in pairs. Ask them to compare their opinions with those of their partner.
- Ask random pairs whether they had any of the same questions and answers.

2 Word power

This exercise presents and practices vocabulary for facts and trivia.

A

- Ask students to read the directions and the lists.
- Have students call out any words they do not understand. Explain the words by using them in a sentence or by miming them.
- Have students work individually to choose the word that does not belong in each list.
- Check answers with the class.

B

- Have students read the directions and the example sentence.
- Have students work individually to write the remaining seven sentences, using ideas from Part A or their own ideas.
- Check answers with the class. Invite seven volunteers to write one sentence each on the board. Ask them to read the sentence first to avoid repetition. Then ask random students to read one of their sentences to the class.

3 Speaking

This exercise practices using the superlative to talk about everyday items.

A

- Have students read the directions.
- Have students work individually to fill in the *Interview questions* portion of the chart by making superlative *Wh-* questions with the adjectives given.
- Have students work in pairs to fill in the *Answers* portion of the chart.

B

- Invite volunteers to share one of their partner's answers with the class, using the example in the speech balloon as a guide.

Workbook

Assign the exercises on Workbook page 27.
(Workbook answers begin on page T-192.)

Extra Grammar

Assign the exercises for the Extra Grammar, Lesson 16.

2 Word power

A Check (✓) the word that does NOT belong in each list.

- | | | |
|--|--|---|
| 1. the most thrilling
☐ movie
☒ sand
☐ book | 4. the most expensive
☐ shop
☐ restaurant
☐ library | 7. the most interesting
☒ bathroom
☐ book
☐ museum |
| 2. the most crowded
☐ sport
☐ city
☐ country | 5. the most beautiful
☐ beach
☐ flower
☐ ball | 8. the most dangerous
☐ table
☐ city
☐ animal |
| 3. the most popular
☐ music store
☐ café
☐ kitchen | 6. the most famous
☐ movie star
☐ singer
☐ dining room | |

B Write sentences using the most. Use ideas from Part A or your own ideas.

1. The most popular café in my town is Carrine's Café.

2.

3.

4.

5.

6.

7.

8.

3 Speaking

A What's in your classmate's bag? Complete the questions. Then interview your classmate. (Answers in 10 min)

	Interview question	Answers
1. important	<u>What's the most important thing in your bag?</u>	
2. beautiful		
3. expensive		
4. interesting		
5. useful		

B Share your classmate's answers with the class.

Money is the most important thing in Monica's bag.

Get Connected

UNIT 4

Read

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

☒ the fastest ☐ larger ☒ longer ☒ the oldest ☐ the slowest ☐ the youngest

Fun Amusement Park Facts

The biggest amusement park in the world is Walt Disney World in Florida in the U.S. About 54,000 people work there.

The oldest amusement park in the world is Bakken in Denmark. It opened in 1583.

Cedar Point in Ohio is one of the oldest amusement parks in the U.S. The park's first roller coaster opened in 1892 and traveled 10 miles per hour (16 kilometers per hour).

Kingda Ka at Six Flags Great Escape in New Jersey in the U.S. is the tallest and fastest outdoor roller coaster in the world. It's 456 feet (139 meters) high, and it goes 128 miles per hour (206 kilometers per hour).

The Steel Dragon 2000 roller coaster in Japan is slower than Kingda Ka, but it's longer. It's the longest outdoor roller coaster in the world. It's 8,133 feet (2,479 meters) long.

What amusement park in the world has the most rides?
Cedar Point in Ohio. It has 75 rides.



to page 123
for the
Vocabulary
Practice.

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

C Answer the questions.

1. What's the biggest amusement park in the world?

The biggest amusement park in the world is Walt Disney World in Florida.

2. What's the oldest amusement park in the world?

The oldest amusement park in the world is Bakken in Denmark.

3. What's the fastest outdoor roller coaster in the world?

The fastest outdoor roller coaster in the world is Kingda Ka at Six Flags Great Escape in New Jersey.

4. What's the longest outdoor roller coaster?

The longest outdoor roller coaster in the world is the Steel Dragon 2000 in Japan.

5. What amusement park has the most rides?

The amusement park that has the most rides is Cedar Point in Ohio. OR Cedar Point in Ohio is the amusement park that has the most rides.

Unit 4

Get Connected

This lesson practices reading, listening, and writing skills.

Review of Lesson 16

- Write on the board: *Moscow is the most expensive city in the world.* Review superlative adjectives with *the most*.

- Ask random students to make superlative statements with *the most*.

- Write the following on the board and ask students to copy it on a piece of paper:

What's the most _____ place in (name of local city or town)?

1. _____ interesting

2. _____ popular

3. _____ crowded

4. _____ famous

5. _____ beautiful

- Ask students to walk around the room and interview five different classmates. Tell them to write their classmates' names in the first set of blanks and their classmates' answers in the second set of blanks.

- When most of the students have completed the chart, stop the activity.

- Ask random students to share their interview results with the class using the following sentence: *(Jerry) thinks (the science museum) is the most (interesting) place.*

Read

This exercise practices reading for information about amusement parks.

A

- Have students read the title and look at the photos. Ask: *What is an amusement park?* (A place where there are rides, like roller coasters, games, like ring toss, and other things to do for entertainment.)

Culture Note

Amusement parks around the world bring in about \$20 billion per year, and the parks in the U.S. account for over 50 percent of that money. Tokyo Disneyland in Japan is the most visited amusement park in the world. Other popular amusement parks in the world are PortAventura in Spain, Euro Park in Germany, Tivoli Gardens in Denmark, and Beijing Shijingshan Amusement Park in China. Some of the most popular amusement parks in the U.S. are Universal Studios in Florida, Cedar Point in Ohio, and Walt Disney World in Florida.

- Invite a volunteer to read aloud the directions and the words in the box. 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 facts quickly and check the words. Do not check answers at this point.

B CD2, Track 11

- 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: *open, travel, miles per hour, outdoor, ride (n.)* Explain their

meaning. (Open: to be ready for business; travel: to go from one place to another; miles per hour: number of miles gone in one hour; outdoor: outside; ride [n.]: something at an amusement park that people can ride on or in, like a roller coaster) As an alternative, have students use their dictionaries to find the meanings of the new vocabulary words.

- Have students read the facts 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 text 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 first question aloud.
- Ask: *What's the biggest amusement park in the world?* Elicit the answer. (Walt Disney World in Florida is the biggest amusement park in the world. OR The biggest amusement park in the world is Walt Disney World in Florida.)
- Have students work individually to answer the questions.
- Have students check their answers in pairs.
- Check answers with the class. Invite pairs of volunteers to read aloud one question and answer.

Listen

In this exercise, students listen for information about amusement parks.

A CD2, Track 12

- Focus students' attention on the photo. Ask: *What are the boy and girl doing?* (They're talking.)
- Tell students that they will listen to two friends, Lisa and Kevin, talk about amusement parks.
- Invite a volunteer to read the directions and the first statement aloud.
- 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-211.

- 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 aloud one answer each.

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, and give reasons for their answers.
- Have students work in pairs to compare answers, or elicit opinions from volunteers.

Write

In this exercise, students answer questions and write a paragraph about a place they went for fun.

A

- Invite a volunteer to read the directions and questions aloud.
- 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 a place they went for fun.

- Have students work individually to write their paragraphs.
- Invite several volunteers to read their paragraphs to the class.
- **Optional** Have students work in groups of four and read each other's paragraphs without naming the place. The other members in the group try to guess the place.

Workbook

Assign the exercises on Workbook page 28.
(Workbook answers begin on page T-192.)

I love roller coasters!

Listen



A Lisa and Kevin talk about amusement parks. Listen and write

True or False. Then correct the false statements.

1. Lisa ^{called Kevin yesterday but no one answered.} went to Kevin's house yesterday but he wasn't home. False

2. Kevin went to an amusement park with his cousins. True

3. Kevin ^{doesn't like} likes amusement parks a lot. False

4. Lisa thinks bumper cars are more ^{boring} exciting than roller coasters. False

5. Kevin and Lisa think amusement parks are expensive. True



B What do you think? Write *I agree* or *I disagree*. Give reasons. (Answers will vary)

1. It's better to go somewhere to celebrate your birthday than to celebrate it at home.

2. Roller coasters are safe.

3. Expensive food always tastes good.

4. Very young children should go on roller coasters.

Your turn

Write

A Think of a place you went for fun. Answer the questions. (Answers will vary)

1. What's the name of the place?

2. When did you go there?

3. What was the most exciting thing you did there?

4. What was the most boring thing you did there?

5. What were the most expensive things there?

B Write a paragraph about the place. Use the answers in Part A to help you. (Answers will vary)

I went to _____ for fun. I went there ...

Unit 4 Review

Language chart review

Comparative adjectives

short → shorter Ellie is **shorter than** Paula.

busy → busier Ms. Peterson is **busier than** Ms. Stevens.

Superlative adjectives: -est

What's **the longest** river in the United States?

The Mississippi River is **the longest** river in the United States.

A Rewrite the sentences so they are true.

1. Whales are bigger than dolphins.

(small) Dolphins are smaller than whales.

2. Dolphins are slower than whales.

(fast) Whales are faster than dolphins.

3. Sawsharks are smaller than white sharks.

(large) White sharks are larger than sawsharks.

4. Dolphins are lighter than whales.

(heavy) Whales are heavier than dolphins.

5. Black bears are shorter than grizzly bears.

(tall) Grizzly bears are taller than black bears.



B Complete the conversations with the superlative forms of the adjectives in the box.

☐ fast ☒ large ☐ slow ☐ tall

1. A What's the largest mammal in the ocean?

B The whale is the largest mammal in the ocean.

2. A What's the fastest mammal on land?

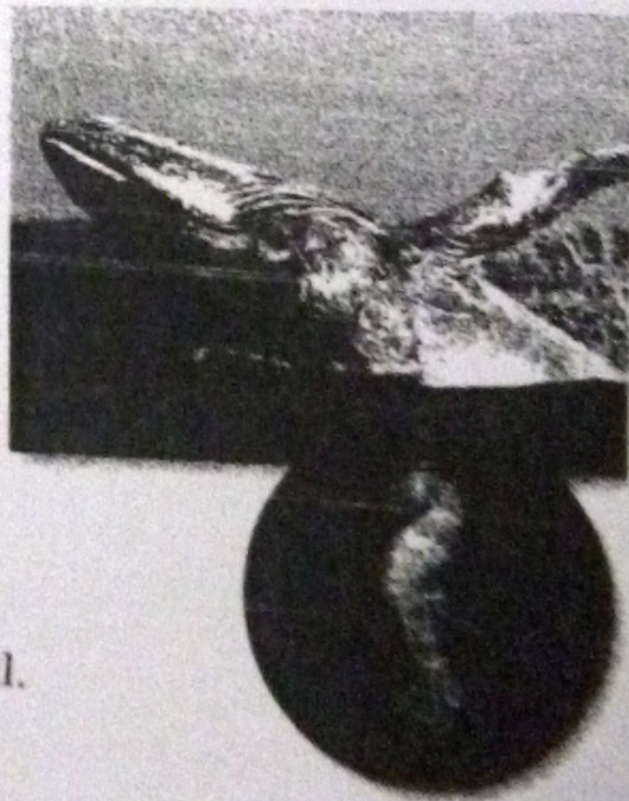
B The cheetah is the fastest mammal on land.
The cheetah is even faster than some cars!

3. A What's the tallest mammal in the world?

B The giraffe is the tallest mammal in the world.
Many giraffes are more than 16½ feet (5 meters) tall.

4. A What's the slowest fish in the ocean?

B The sea horse is the slowest fish in the ocean.
It only travels 0.01 miles (0.016 kilometers) per hour.



Unit 4 Review

This lesson reviews the grammar and vocabulary introduced in Unit 4.

Language chart review

These charts summarize the main grammar presented and practiced in Unit 4.

- Books closed. Write on the board:

Adjectives

Comparative Adjectives

Superlative Adjectives

big

busy

long

slow

tall

- Elicit when to use comparative adjectives and when to use superlative adjectives. (Comparative adjectives are used to compare two things, people, etc. Superlative adjectives are used to say that something or someone has more of a quality than that of any of the others in a specified group.)
- Have students copy the chart and work individually to complete the *Comparative Adjectives* and *Superlative Adjectives* portions of the chart.
- Books open. Have students study the Language chart review and compare it to their charts. Have them correct any errors. While they are doing so, invite volunteers to come to the front to fill in the chart on the board. Check answers with the class.
- Answer any questions students may have.

Exercises A through D (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 a volunteer read the directions and the example aloud.
- Have students work individually to rewrite the sentences so they are true, using the opposite comparative adjectives of the ones in parentheses.
- Check answers with the class. Invite volunteers to read their sentences aloud.

Exercise B

- Have students read the directions and look at the pictures.
- Invite two volunteers to read the example conversation aloud.
- Have students work individually to complete the conversations with the superlative forms of the adjectives in the box.
- Check answers with the class. Invite pairs of volunteers to read aloud one conversation each.

Language chart review

These charts summarize further grammar presented and practiced in Unit 4.

- Have students study the examples in the charts.
- Remind students that, with longer adjectives, we do not add *-er* or *-est* to the endings to make the comparative or superlative forms. Instead, we use *more* or *the most*.
- Answer any questions students may have.

Exercise C

- Have students read the directions and information in the class survey. Go over any words students do not know.
- Invite a volunteer to read the example sentence aloud.
- Have students work individually to write sentences with comparative adjectives and *more*, using the results in Part 1 of the class survey.
- Check answers with the class.

Exercise D

- Have students read the directions and the example question and answer.
- Have students work individually to write questions and answers with superlative adjectives, using the results in Part 2 of the class survey.
- Check answers with the class.

Take another look!

- Have a volunteer read the directions and the sentences.
- Students work individually to circle *T* (True) or *F* (False).
- Check answers with the class.

Optional Unit Wrap-Up

- If students did the Review exercises for homework, check answers with the class.
- Have students work in pairs to practice the questions and answers in Exercises B and D.
- Have students rewrite the sentences in Exercise A. Tell them to use the same comparative adjectives in their new sentences. For example, *Computers are bigger than MP3 players*. Students exchange papers and say their partner's sentences another way. For example, *MP3 players are smaller than computers*.
- Take a class survey using the topics in Exercise C. Give a category and ask students which they like better. Ask: *Which kind of movie do you like better – comedies or dramas? Raise your hand if you like comedies better*. Count hands and write the number on the board. Say: *Raise your hand if you like dramas better*. Count hands and write the number on the board. Do the same for the other topics. After you tally all the preferences, have students work in pairs to write sentences about the results. They can use the sentences in Exercise C as a model. Have volunteers read their sentences aloud.

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-192.)

Extra Practice Worksheets

- Assign the Unit 4 Extra Practice worksheets starting on page T-148.

Extra Speaking Practice Worksheet

- Assign the Unit 4 Extra Speaking Practice worksheet on page T-171.

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-181.

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

Language chart review

Comparative adjectives: more . . . than

expensive → more expensive Cars are **more expensive than** bikes.
difficult → more difficult English is **more difficult than** science.

Superlative adjectives: the most

What's **the most famous** bridge in California?

The most famous bridge in California is the Golden Gate Bridge.

The most famous bridge is the Golden Gate Bridge.

The Golden Gate Bridge is **the most famous** bridge.

Look at the results in Part 1 of the class survey. Then write sentences with comparative adjectives and more.

Mr King's Class Survey – Topics and Votes			
PART 1			
Movies:	Sports:	Desserts:	Music:
comedies 17	tennis 14	cookies 18	pop 11
dramas 1	soccer 4	cake 0	hip-hop 7
PART 2			
Popular singers:	Delicious snacks:	Thrilling sports:	
Beyoncé 9	chips 12	waterskiing 10	
Carrie Underwood 6	fruit 4	soccer 6	
David Cook 3	vegetables 2	skateboarding 2	

- (movies / entertaining) Comedies are more entertaining than dramas.
- (sports / exciting) Tennis is more exciting than soccer.
- (desserts / delicious) Cookies are more delicious than cake.
- (music / popular) Pop is more popular than hip-hop.

Now look at the results in Part 2 of the class survey. Write questions and answers using superlatives.

- Q: Who's the most popular singer?
A: Beyoncé is the most popular singer.
- Q: What's the most delicious snack?
A: Chips are the most delicious snack.
- Q: What's the most thrilling sport?
A: Waterskiing is the most thrilling sport.



Take another look!

Circle T (true) or F (false).

- Comparative adjectives end in *-est*.
- We use *the most* in superlative questions and statements.
- We only use *-er* with two-syllable words that end in *y*.

T

T

T

F

F

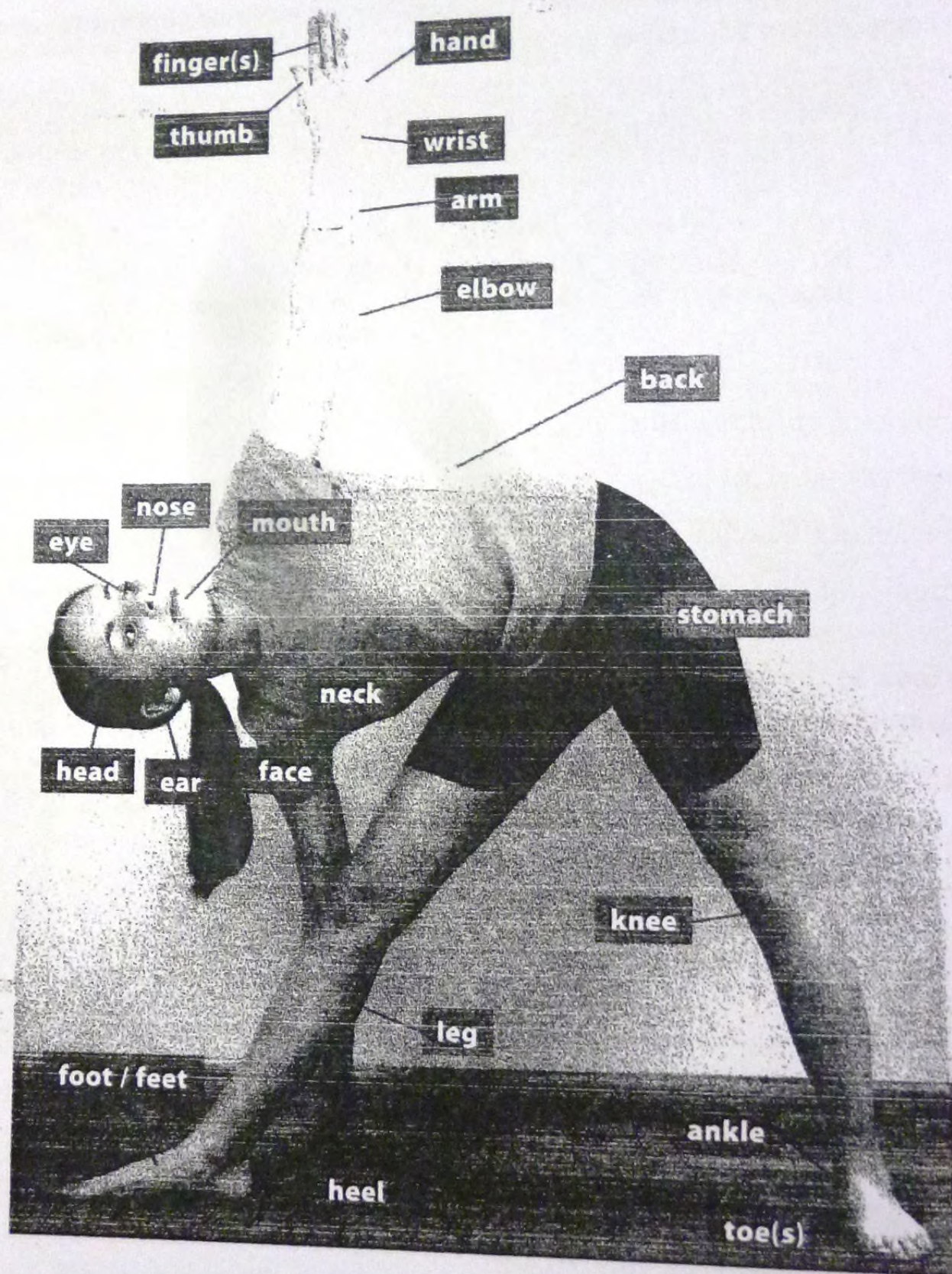
F

to page 129
for the
Theme Project.

Yoga class

1 Word power

A Andrea joined a yoga class to make her body more relaxed and flexible. How many parts of the body do you know? Listen and practice.



B Close your book. Ask a classmate to name and point to the parts of the body labeled in Part A.

You Point to your neck.

Classmate This is my neck. Point to your feet.

You These are my feet. Point to your ...

This lesson presents and practices the names of parts of the body and adverbs of manner.

1 Word power

This exercise presents and practices the names of parts of the body.

A CD2, Track 13

- Have students read the directions and look at the photo.
- Ask students whether they have ever participated in a yoga class. Ask them to share what they know about yoga with the class.
- Give students several minutes to read the labels for body parts.
- Invite volunteers to identify any of the names of body parts with which they are already familiar.
- Play the recording. Students listen and repeat.

Audio script

Same as the words in the Student's Book.

- **Optional** Call out the words in random order. Students respond by pointing to the appropriate body part. Then point to a body part on yourself or a volunteer. Students respond by calling out the appropriate word.
- **Optional** Have students work in pairs. Give each pair two pieces of paper. Using adjectives and the names of parts of the body, each student gives his or her partner instructions about how to draw a monster. For example: *Draw a very small head and three big eyes. Draw a very long neck.* Post the monster drawings for the class to enjoy.

B

- Have students read the directions and the example.
- Tell students to close their books.
- Demonstrate the activity. Invite a volunteer to come to the front of the class. Say: *(Paulina) point to your nose.* Then have the student do his or her part, for example, *This is my nose. (Ms. Nelson), point to your elbow.* Prompt the volunteer if he or she does not remember what to say.
- Have students work in pairs to complete the task.
- **Optional** Play a few rounds of "Simon Says." Give a series of commands. For example: *Point to your knee. Point to your neck. Point to your stomach.* If the command is preceded with *Simon says . . .*, students should perform the command. If it is not, and they perform the command, they are out of the game. With each round of the game, give the commands a little more quickly to make it more challenging. The last three remaining students are the winners.

Teaching tip

Make the most of students' mistakes in your lesson. Give students a few minutes in class to look over their corrected Workbook exercises, quizzes, and tests. Encourage students to ask questions about mistakes they have made. Write the sentences with the errors on the board, and go over them as a review session for the entire class. Ask students to make corrections of class homework immediately so they will not be as likely to repeat their mistakes.

Culture Note

Yoga started in India over 5,000 years ago. Although yoga was practiced in the U.S. as far back as 150 years ago, it gained more widespread popularity in the 1960s. Now it is estimated that 6 million Americans do some type of yoga on a regular basis. Many of the fitness centers in the U.S. offer yoga classes as part of their fitness programs. The word *yoga* means "join together." In practicing yoga, people try to join together the mind, body, and spirit. Yoga not only helps improve health, but it also reduces stress and nervousness. Yoga is also becoming popular with American children and teenagers. Some say that the grades of students who practice yoga improve. Yoga helps increase blood flow to the brain, which means students are better able to concentrate.

This unit introduces vocabulary and expressions for talking about health.

2 Language focus

This exercise presents and practices adverbs of manner.

A CD2, Track 14

- Have students read the directions and look at the photo.
- Ask students to read the introduction to Andrea's new yoga book.
- **Optional** Play the recording. Students listen and read along.

Audio script

Same as the text in the Student's Book.

- Explain the meaning of *movements*, *loose*, and *breathe*. Write the adverbs *flexibly*, *clearly*, *comfortably*, *regularly*, *peacefully*, and *patiently* on the board. Explain them by using them in a sentence or by miming them.
- Read these sentences aloud. Students tell you whether they are true or false.
Yoga helps you move more flexibly. (True.)
It can also help you speak more clearly. (False.)
The most important thing is to wear loose clothing. (False.)
Practice patiently every day. (True.)
- Model the adverbs written on the board, pausing for students to repeat.
- **Optional** Ask groups of five or six students to read the text, alternating lines.
- **Language chart** Have students study the examples and the note in the language chart. Tell students that adverbs of manner describe how an action is done. We change an adjective into an adverb by adding *-ly* to the end.
- Write on the board: *The boy is happy. The boy plays happily.* Ask: *In the first sentence, what does the word happy describe?* (The boy.) *In the second sentence, what does the word happily describe?* (How the boy plays.)
- Focus students' attention on the adjectives and adverbs in the chart. Elicit other adjectives and the related adverbs from students.

- Focus students' attention on the exception portion of the language section. Ask: *What is different about the adverb fast?* (There is no *-ly* ending.) Explain that *fast* can also be an adjective as in *fast movements*, but not in *too fast*, where it is an adverb.
- Have students read the spelling rules and answer any questions they may have.
- **Optional** Model the examples, pausing for students to repeat.
- **Optional** Ask students to go back to the introduction to Andrea's new yoga book and circle all the adverbs in the text. Then ask them to check their work with a partner. Invite volunteers to write the adverbs on the board. (Flexibly, clearly, slowly, carefully, comfortably, regularly, peacefully, patiently.)

B CD2, Track 15

- Ask a volunteer to read the directions and the example aloud.
- Have students work individually to complete the exercise.
- 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 write one answer each on the board.

C

- Have students read the directions and the example. To check understanding, ask: *What number is Practice regularly in Part B?* (Number 3.)
- Give students several minutes to write the sentences.
- Check answers with the class. Invite volunteers to read their answers aloud. Ask them to give the number of each sentence in Part B.

3 Speaking

This exercise practices talking about actions and how they are done.

- Give students several minutes to read the directions, the adverbs in the box, and the example conversation.
- Demonstrate the activity with students. Invite two volunteers to come to the front. Think of an activity, and ask the volunteers to guess what you are doing. Continue until they have guessed correctly. Ask seated students to participate if necessary.
- Play the game as a class or divide the class into groups of six students to play.

Workbook

Assign the exercises on Workbook page 30. (Workbook answers begin on page T-192.)

Extra Grammar

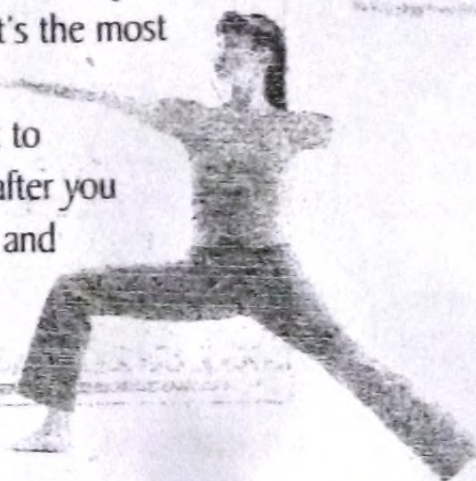
Assign the exercises for the Extra Grammar, Lesson 17.

2 Language focus

A Read the introduction to Andrea's new yoga book. Then listen and practice.

Do you want to make your body stronger? Would you like to move more flexibly? Try yoga. It's a great way to exercise, and it helps relax your body and mind. Yoga can improve your health. It can help you play sports. Yoga can even help you think more clearly!

Do each pose slowly and carefully. Don't move too fast. Hard, fast movements can hurt your body. Wear loose clothing so you can move comfortably, and don't eat before you practice. What's the most important thing? Remember to breathe regularly! And don't forget to relax peacefully for a few minutes after you finish. Practice patiently every day, and enjoy a healthier life!



Adverbs of manner

Adverbs are often formed by adding *-ly* to the adjective form of a word.

slow → *slowly*

quiet → *quietly*

Do each pose **slowly** and **carefully**.

Practice **patiently** every day.

Note:

Change *y* to *i* and add *-ly*:

happy → *happily*

Drop silent final *e* and add *-ly*:

flexible → *flexibly*

Exception:

fast → *fast*

B Complete this advice from Andrea's yoga teacher by changing the adjectives to adverbs. Then listen and check.

1. Dress comfortably (comfortable).

3. Practice regularly (regular).

2. Don't move too fast (fast).

4. Choose your teacher carefully (careful).

C Match the sentences from Part B to the sentences below.

1. Practice regularly.

Try to do it every day.

2. Don't move too fast.

It's important to go slowly.

3. Choose your teacher carefully.

You need a good instructor.

4. Dress comfortably.

Never wear shoes or a belt.

3 Speaking

Think of an activity and choose an adverb from the box. Act out the activity in the manner of the adverb. Your classmates guess what you are doing.

Classmate 1 Are you surfing happily?

You No, I'm not.

Classmate 2 Are you dancing crazily?

You Yes, I am.

carefully

correctly

crazily

happily

quietly

sadly

quickly

slowly

1 Word power

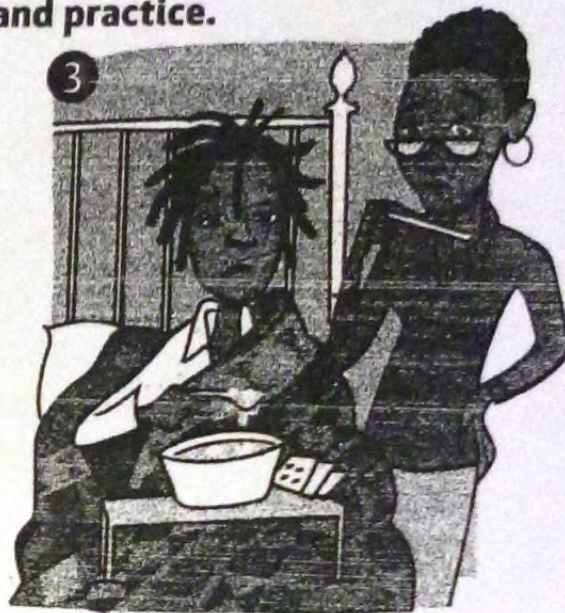
A These people don't feel well. What's the matter? Listen and practice.



a cold



an earache



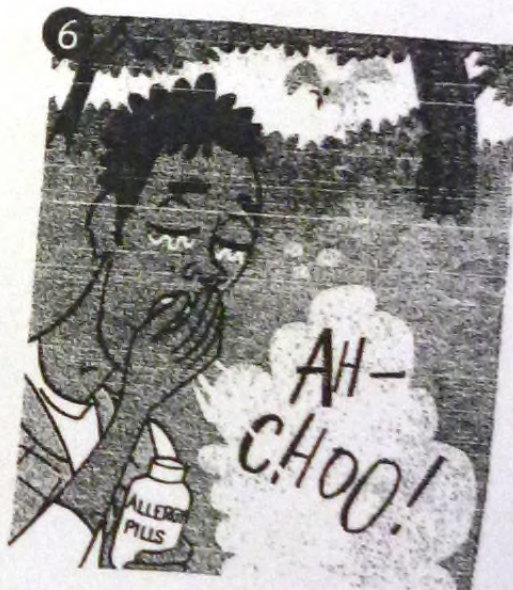
the flu



a headache



a sore throat



allergies

B The people in Part A are following their doctors' advice. Complete the advice with words from Part A.

Doctors' Advice*

1. For the flu, try chicken soup or some soda and crackers, and stay in bed.
2. For an earache, use warm eardrops every four hours.
3. For a cold, take some cold medicine, and drink a lot of water.
4. For a sore throat, try hot tea with lemon – and try not to talk too much!
5. For allergies, take some allergy pills. Use eyedrops, too!
6. For a headache, take two aspirin. Try to rest in a quiet place with your eyes closed.

*This advice should not replace the advice of your own doctor.

This lesson presents and practices the names of some common illnesses and clauses with when.

Review of Lesson 17

- Play a round of "Simon Says" using the names of parts of the body from Lesson 17. Ask students to lead several rounds of the game.
- Call out the following adjectives, one by one: *careful, correct, crazy, easy, flexible, happy, patient, peaceful, quick, quiet, regular, slow*. Students respond by adding the *-ly* ending to change the adjective into an adverb.
- Write the following on the board:

Do you . . . ?

1. do homework carefully _____
2. eat breakfast slowly _____
3. speak English quickly _____
4. play soccer regularly _____

- Ask students to copy the sentences on a piece of paper. Tell them they should find one classmate who answers *Yes, I do* for each question. Demonstrate the activity with the students. Ask random students *Do you do homework carefully?* until you get an affirmative response. Write that student's name in the blank.
- Invite volunteers to share one of their findings with the class. For example, *(Sandy) does homework carefully.*

1 Word power

This exercise presents and practices the names of some common illnesses.

A CD2, Track 16

- Ask students to read the directions and study the pictures and the names of the illnesses under them.
- Play the recording. Students listen and repeat. Point out that it is *a sore throat* and *an earache*, but *the flu*. Also point out that *allergies* is the plural of *an allergy*. To talk about a specific allergy say *an allergy*, but to talk about allergies in nonspecific terms, use *allergies*. Give an example if needed: *John has allergies. They are terrible in the spring. / John has an allergy. He's allergic to nuts.*

Audio script

See page T-211.

- Call out the illnesses in random order. Students point to the appropriate pictures in their Student's Book. Then call out the numbers one through six, in random order. Students respond with the corresponding vocabulary word. Listen to be sure they use the correct article or plural ending.
- **Optional** Invite volunteers to come to the front and mime one of the illnesses. Classmates identify the illness.

B

- Give students several minutes to read the directions and the sentences. Ask students to call out any words they do not understand. Explain them by using the words in a sentence or by miming them. Explain *every four hours* and *too much*. (Every four hours: once every four hours - for example, 12:00, 4:00, 8:00; too much: more than is necessary.) Explain that the singular form *aspirin* is usually used: *Take two aspirin.*
- Have students work individually to complete the exercise.
- Check answers with the class. Invite volunteers to write one answer each on the board.
- **Optional** Ask students to share other remedies they know for these illnesses.

2 Language focus

This exercise presents and practices clauses with *when*.

A CD2, Track 17

- Ask students to read the directions and look at the photos.
- Give students several minutes to read the conversation.
- Explain the meaning of *cold medicine* and *rents* (v.).
- **Optional** 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 a series of incomplete sentences. They should complete the sentences.
When Josh is sick, he (takes cold medicine, drinks orange juice, and stays in bed).
When Felipe has a cold, he also (stays in bed).
When Felipe is in bed, he (watches videos).
Josh's dad doesn't rent videos for him when he (has a cold).
- 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 question and the first answer. Ask: *What part of the sentence is the when clause?* (The second half.) Focus students' attention on the next sentence. Ask: *What is different about this sentence?* (The *when* clause is the first half of the sentence.) Tell students that there needs to be a comma after the *when* clause when it appears first in a sentence.

- Explain to students that the *when* clause can go in either position. Usually the part that is more important to the speaker comes at the beginning of the sentence.
 - **Optional** Model the examples, pausing for students to repeat.
 - **Optional** Ask students to look again at the conversation between Josh and Felipe. Have students circle the sentences with *when* clauses and then check their answers with a partner.
- Invite volunteers to read one of the sentences they circled, and then say the sentence again, this time changing the position of the *when* clause.

B CD2, Track 18

- Ask students to read the directions and the example question and answers about the first picture.
- Have students work individually to complete the exercise.
- 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 write their questions and answers on the board.
- **Optional** Have students practice the questions and answers in pairs.

3 Listening

In this exercise, students listen for health remedies.

A CD2, Track 19

- Tell students that they will listen to four people with different illnesses talking to a doctor on a radio health program. Students should write *Yes* if the doctor agrees with what the people are doing to feel better or *No* if the doctor does not agree.
- Play the recording. Students only listen.

Audio script

See page T-211.

- Play the recording again. Students complete the exercise.
- Play the recording once again. Students listen and verify their answers.
- Check answers with the class.
- Invite volunteers to tell the class in their own words what the four people do when they are sick.

B

- Ask students to read the directions and the example conversation in the speech balloons.
- Quickly elicit previously learned adverbs of frequency: *usually, always, often, sometimes, hardly ever, and never*. Tell students to use these adverbs in their answers.
- Demonstrate the task with a volunteer.
- Have students work in pairs to ask and answer questions about at least three illnesses. Invite volunteers to share their findings with the class.
- **Optional** Ask students what they think are the most common and the most unusual remedies in their class.

Workbook

Assign the exercises on Workbook page 31.
(Workbook answers begin on page T-192.)

Extra Grammar

Assign the exercises for the Extra Grammar, Lesson 18.

2 Language focus

A Josh calls Felipe to invite him to a basketball game. Listen and practice.

Josh Hi, Felipe. It's Josh. Do you want to go to the basketball game tonight?

Felipe No, thanks. I have a bad cold. What do you do when you have a cold?

Josh I take cold medicine and drink a lot of orange juice. I also stay in bed.

Felipe I do, too. I can stay in bed and watch videos. When I don't feel well, my dad rents them for me.

Josh That's really nice. My dad doesn't do that when I have a cold . . .

Felipe Well, he does a lot of other nice things for you. I bet he's driving you to the game tonight, right?"

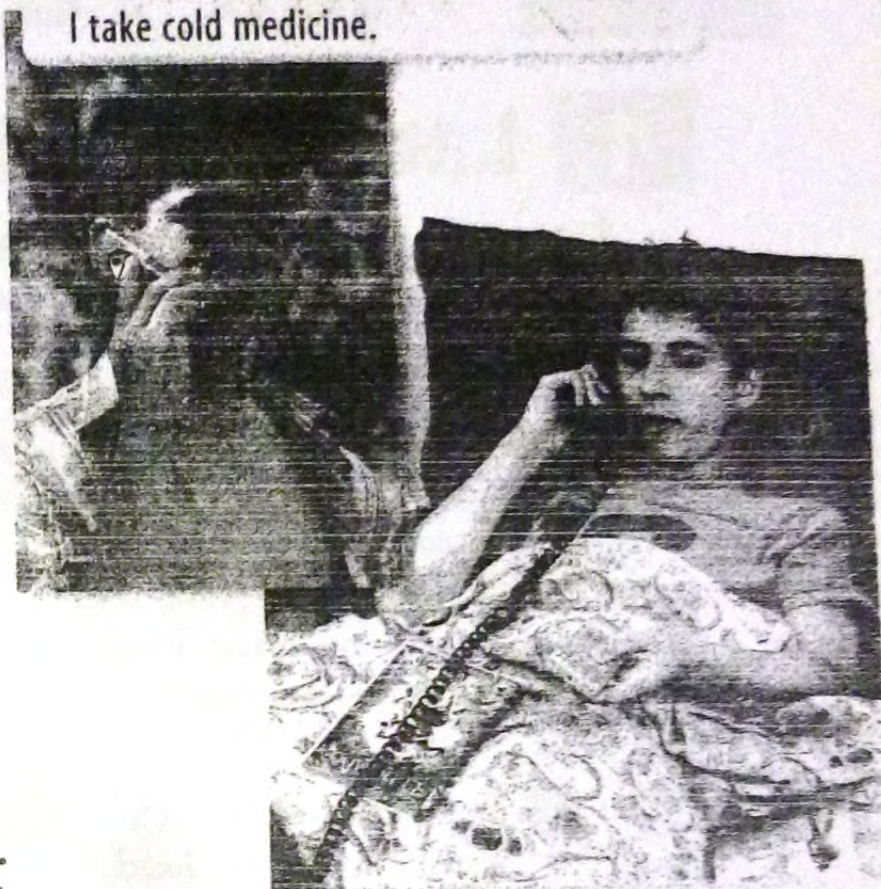
Clauses with when

What do you do **when** you have a cold?

I take cold medicine **when** I have a cold.

When I have a cold, I take cold medicine.

I take cold medicine.



B Write questions and answers about the pictures. Use **when** in the questions. Then listen and check.

1. **Q:** What does she do when she has a headache?

A: When she has a headache, she takes aspirin.

OR She takes aspirin when she has a headache. OR She takes aspirin.

2. **Q:** What does he do when he has a cold?

A: When he has a cold, he takes cold medicine.

3. **Q:** What does she do when she has a headache?

A: When she has a headache, she takes aspirin.

4. **Q:** What does she do when she has a headache?

A: When she has a headache, she takes aspirin.



3 Listening

A Listen to the radio health program. According to the doctor, do these people do the correct things when they have health problems? Write Yes or No.

1. Diego Yes 2. Stella No 3. Craig No 4. Sheila Yes

B Talk to a classmate about what you do when you have health problems.

What do you do when you have the flu? I usually go to the doctor.

1 Language check

A Readers sent their special remedies to *Teen Health Magazine*. Read the remedies. Then write sentences starting with *When*.

What special remedies do you use when you are sick?*

- 1 Sometimes I have insomnia. I can't sleep. I drink warm milk and read something boring. Then I can go to sleep easily!
—Liz
- 2 For a sore throat, I eat a banana before bed. I always feel better in the morning.
—Tommy
- 3 For an earache, I put drops of warm olive oil in my ears. It sounds strange, but it really works!
—Marta
- 4 For a headache, I put a warm cloth on my head.
—Jeff
- 5 I don't really like orange juice, but I drink a lot of it when I have a cold.
—Anita
- 6 To fight the flu, I drink hot water with lemon. My family always does this. Why don't you try it?
—Ray

*This advice should not replace the advice of your own doctor.

1. When Liz has insomnia, she drinks warm milk and reads something boring.
2. When Tommy has a sore throat, he eats a banana before bed.
3. When Marta has an earache, she puts drops of warm olive oil in her ears.
4. When Jeff has a headache, he puts a warm cloth on his head.
5. When Anita has a cold, she drinks orange juice.
6. When Ray has the flu, he drinks hot water with lemon.

B Write the adverbs of manner for each adjective.

1. comfortable comfortably
2. correct correctly
3. patient patiently
4. peaceful peacefully
5. regular regularly
6. happy happily
7. safe safely
8. quiet quietly
9. slow slowly
10. careful carefully



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 remedies. Explain that a *remedy* is something people do or take to feel better when they are sick.
- Explain *insomnia*, *drops* (n.), *olive oil*, *cloth*, and *fight* (v.).
- Have students work individually to write sentences starting with *When*.
- Check answers with the class. Invite volunteers to come to the board to write one answer each.
- **Optional** Invite volunteers to tell the class a remedy (from the Student's Book or one of their own). Classmates guess the illness.

B

- Invite a volunteer to read the directions aloud. Focus students' attention on the example answer.
- Have students work individually to write the adverb of manner for each adjective.
- Have students check answers in pairs.
- Check answers with the class. Invite a few volunteers to share their answers. Ask the volunteers to spell the more difficult answers, such as *comfortably*, *patiently*, *peacefully*, *regularly*, *happily*, and *carefully*.

C

- Have students read the directions. Explain that they will use the ten adverbs they wrote in Part B on page 62 to complete the activity. Invite a volunteer to read the example sentence. To check understanding, ask: *What number is carefully in Part B?* (Number 10.)
- Have students work individually to complete the sentences. Ask students to circle the words in the sentences that helped them decide their answers. For example, in number 1, students would circle *Think about*.
- Have students check their answers in pairs.
- Check answers with the class. Invite volunteers to read their answers, along with the words they circled. (2. *too quickly*, 3. *The right way*, 4. *for 30 minutes every day*, 5. *the right equipment / follow the rules*, 6. *It's not healthy to be frustrated*, 7. *It's not good to be uncomfortable*, 8. *It's not good to be sad*, 9. *when you are in the library*, 10. *relax*.)

2 Listening

In this exercise, students will listen for health advice from a doctor.

CD2, Track 20

- Have students read the directions. Explain that Melanie doesn't feel well and is in her doctor's office. Tell students they will listen to the advice the doctor gives her and should number the sentences in the correct order.
- Play the recording. Students only listen.

Audio script

See page T-212.

- Play the recording again. Students listen and number the sentences in the order in which the doctor says them.

Workbook

Assign the exercises on Workbook page 32. (Workbook answers begin on page T-192.)

Game

Assign the game on Student's Book page 118.

C Use the adverbs in Part B to complete the health and fitness advice.

1. Choose snacks carefully. Think about what you want to eat. Do you really need junk food?
2. Eat slowly. When people eat too quickly, they usually eat too much.
3. Sit and stand correctly. The right way is to keep your back and shoulders straight.
4. Exercise regularly. Do something active for 30 minutes every day.
5. Play sports safely. Use the right equipment, and follow the rules of the game.
6. It's not healthy to be frustrated when you have to wait for something. It's good to wait patiently.
7. It's not good to be uncomfortable when you study. Sit carefully at your desk.
8. Live your life happily! It's not good to be sad.
9. Talk quietly when you are in the library.
10. After a long day at school, relax peacefully before bed time. Then you can go to sleep easily.

2 Listening

Dr. Sita talks to Melanie about her problems. What does Dr. Sita say? Listen and number the sentences in the correct order.

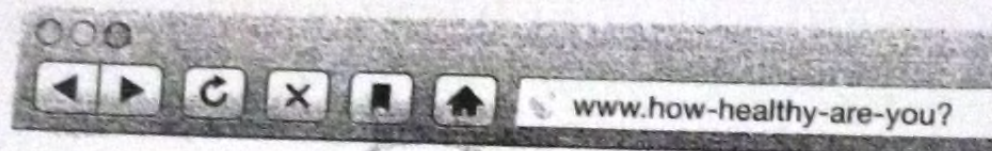


- 6 You worry less when you're relaxed.
- 3 You need to sit comfortably when you study.
- 1 When you don't sleep regularly, you get tired.
- 5 Take two aspirin when you get a headache.
- 2 When you're tired in the afternoon, eat a healthy snack.
- 4 When you study for an hour, get up and move around for a few minutes.

to page 118
for the
Game.

1 Language focus

A Andrea completes the online quiz. Listen and underline her answers. Then practice.



How healthy are you?

1 How often do you drink water?

- three or more times a day 3
- twice a day 2
- once a day 1
- never 0



2 How often do you eat vegetables?

- three or more times a day 3
- twice a day 2
- once a day 1
- never 0

3 How often do you drink soda?

- never 3
- one to three times a week 2
- four to six times a week 1
- every day 0



4 How often do you eat sweets?

- never 3
- once or twice a week 2
- three to five times a week 1
- every day 0

5 How often do you exercise?

- every day 3
- four to six times a week 2
- one to three times a week 1
- never 0

6 How often do you brush your teeth?

- three times a day 3
- twice a day 2
- once a day 1
- never 0



7 How often do you get eight or more hours of sleep?

- six to seven times a week 3
- four to five times a week 2
- one to three times a week 1
- never 0

8 How often do you wash your hands?

- three or more times a day 3
- twice a day 2
- once a day 1
- never 0



Add the numbers next to your answers to get your score!

20 - 24 points Great! You care a lot about your health. Keep up the good work!

15 - 19 points You do a lot for your health, but you can do a little more. Think about exercise and eating habits.

10 - 14 points You need to think more about your health. Get more sleep and exercise, and eat better foods.

0 - 9 points You don't take good care of your health. You can do better! Start today!

B Take the health quiz. Circle your answers. What's your score?

Are you healthy?

This lesson presents and practices some common daily habits and How often . . . ?

Review of Lesson 18

- Invite volunteers to each mime one of the six illnesses in Lesson 18. Classmates respond with the name of the illness.
- Divide the class into two teams. Team 1 tells Team 2 an illness. Team 2 gives an appropriate remedy or other health advice. If Team 2 can do so correctly, they earn a point for their team. If not, Team 1 earns the point.
- Write on the board:

When I have _____, I _____.
I _____ when I _____.

Invite a volunteer to tell the class what he or she does when sick, using the *when* clause pattern. Then ask a volunteer to say the same sentence, but reverse the position of the *when* clause, or ask the class to do it as a group.

1 Language focus

This exercise presents and practices some common daily habits and How often . . . ?

A CD2, Track 21

- Ask students whether they have ever taken an online quiz or a quiz in a magazine. If so, ask them what kind of quiz they took.
- Give students several minutes to read the directions and the quiz questions. Answer any questions students may have.
- Play the recording. Students listen and underline Andrea's answers.

Audio script

See page T-212.

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

B

- Have students read the directions. Be sure they understand that they need to circle their own answers.
- Have students work individually to take the health quiz.
- Ask students to work in pairs to compare their answers. Have them exchange books to compute each other's scores. Invite pairs to share with the class which one of them has healthier habits.
- **Language Chart** Have students study the examples in the language chart. Focus students' attention on the question. Explain to students that this type of question asks how regularly a person does something. Ask: *For routine actions, which form should we use?* (Simple present.)
- Ask: *What words do we use to ask how many times in a period of time someone does something?* (How often.) *Where is How often in the question?* (At the beginning.) Point out that the rest of the question after *How often* follows the same pattern as a *Yes / No* question. Ask: *When do we use the helping verb do?* (With *I, you, we, and they.*) *How about the helping verb does?* (With *he, she, and it.*)

- Focus students' attention on the answers. Ask: *What words in the sentences answer How often?* (Twice a day, never.)
- Ask students to look at the word list at the bottom of the language chart. Tell students that all of these phrases are time expressions – ways to describe how often someone does something.
- Draw a calendar of a month on the board. Invite a volunteer to come to the front. Call out the phrases, one by one. The volunteer points to the calendar to demonstrate the phrases (and indicates a number with a show of fingers, if necessary).
- **Optional** Model the examples, pausing for students to repeat.

Teaching Tip

Show your students how to make

English a part of events that happen and that matter to them. Make a large English bulletin board part of your classroom decor. On the board, post weekly weather reports, newspaper or Internet articles about current events, movie / TV / concert / sports schedules, and popular comic strips. Also post any noteworthy school news, such as upcoming events, holidays, and awards or honors, as well as outstanding work done in your class. Make sure that everything that goes on the bulletin board is in English. Encourage students to bring in material they feel is interesting. Spend five minutes every day talking about the board in English.

C

- Ask students to read the directions and the example. Tell students the following: If they are not sure of exactly how often they do an activity, they can answer *about* (*four times a week*). If they do not regularly do a particular activity, they can also answer with *hardly ever* or *never*. They can also use *always*, *usually*, or *sometimes*. For example, *I usually eat vegetables once a day*.
- Have students work individually to write their sentences about how often they do the things in Part A on page 64.

- Check answers with the class. Invite volunteers to write one sentence each on the board.
- Ask students to work in pairs, taking turns talking about how often they do the various things. Have them use the example conversation in the speech balloons as a guide.
- To finish, ask students to share what they have learned about their partners.

2 Speaking

This exercise practices talking about how often someone does healthy activities.

A

- Have students read the directions, the words or phrases in the box, and the example. Tell them that they can substitute other activities as long as the activities are healthy ones.
- Have students work individually to write eight *How often . . . ?* questions.
- Invite volunteers to read one of their questions to the class.

B

- Divide the class into pairs or small groups of five students. Ask students to take turns asking each other their questions, using the example in the speech balloon as a guide.
- **Optional** Ask students to take notes on their classmates' answers. Have students rewrite their findings in the third person singular for added review.

Workbook

Assign the exercises on Workbook page 33.
(Workbook answers begin on page T-192.)

Extra Grammar

Assign the exercises for the Extra Grammar, Lesson 19.

C Write how often you do the things in Part A. Then tell a classmate. (Answers will vary)

I exercise about six times a week.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____

I exercise about six times a week.

That's great. I exercise about three times a week.



2 Speaking

Write How often questions about other healthy activities. Use the activities in the box or your own ideas. (Answers will vary)

dance	have sports practice
drink water	ride a bicycle
go to the doctor for a checkup	run
have gym class	swim

How often do you have gym class?

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____



Ask a classmate your questions.

How often do you have gym class?

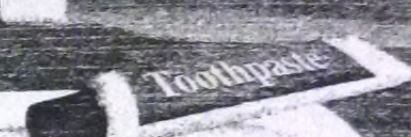
I have gym class three times a week.



1 Word power

 **A** Read the health tips in the box, and write them above the correct advice. Then listen and practice.

- | | | |
|---|--|---|
| ☐ Be active. | ☐ Don't skip breakfast. | ☐ Protect your skin. |
| ☒ Challenge your brain. | ☐ Get your vitamins and minerals. | ☐ Reduce stress. |
| ☐ Don't eat junk food. | ☐ Prevent cavities. | |



Stay Healthy



1. *Challenge your brain.*
Do a crossword puzzle, or read a new book.

2. *Be active.*
Get some exercise every day. Exercise is important for good health.

3. *Don't skip breakfast.*
It's important to eat in the morning. It gives you energy to start your day.

4. *Reduce stress.*
Relax. Take time to do something you like every day.

5. *Prevent cavities.*
Brush your teeth after every meal, and floss your teeth, too.

6. *Don't eat junk food.*
Stay away from fats and sweets. Choose fruits and vegetables at snack time.

7. *Protect your skin.*
Always use sunscreen outdoors – especially in the summer.

8. *Get your vitamins and minerals.*
There's a lot of calcium in milk. Calcium keeps your bones strong.




B Which health tips do you follow? Write sentences. Then tell your classmates. *(Answers will vary.)*

- I challenge my brain. I read a lot of new books.*
1. _____
 2. _____
 3. _____
 4. _____

I challenge my brain. I read a lot of new books. I ...

Teen health tips

This lesson presents and practices vocabulary and expressions for common health advice and should / shouldn't.

Review of Lesson 19

- Review the *How often . . . ?* pattern with students. Ask random students questions such as *How often do you help at home?* or *How often do you talk on the phone?*
- Play "Toss the Ball." Toss a ball to one of the students. Call out a time phrase, such as *Every day* or *Once a month*. The student uses the time phrase in a sentence. For example: *I exercise every day* or *I go to the movies once a month*. That student then tosses the ball to a classmate, calling out a different time phrase as he or she does so.
- Have students ask one another *How often . . . ?* questions.

1 Word power

This exercise presents and practices vocabulary and expressions for common health advice.

A CD2, Track 22

- Ask students to read the directions and the health tips in the box. Explain the meaning of *active*, *challenge* (v.), *junk food*, *skip*, *prevent*, *protect*, *reduce*, and *stress* (n.). Have students ask questions about any health tips they are still unsure about.
- Model the health tips. Students repeat.
- Focus students' attention on the sentences in the "Stay Healthy" text. Ask students to call out any words or phrases they do not understand. Explain them by using them in simple sentences or by miming them.
- Have students work individually to complete the exercise.
- Check answers with the class. Invite volunteers to read aloud one answer each.
- Play the recording. Students listen and repeat.

Audio script

Same as the health tips in the Student's Book.

B

- Have students read the directions and the example. Ask: *How many sentences do you write for each number?* (At least two.) *What information should you write?* (The health tips that I follow and the way or ways that I follow them.)
- Have students work individually to complete the exercise.
- Invite three or four volunteers to share their sentences with the class. Tell students that these are just a sampling of possible answers.
- Divide the class into small groups of five or six students. Ask each group member to share his or her sentences with the group.
- **Optional** Ask groups to share with the class which health tips were the most and the least popular among their group members.

2 Language focus

This exercise presents and practices *should* / *shouldn't*.

A CD2, Track 23

- Ask students if they skip meals and, if so, how often. Ask them to share the reasons they skip meals.
- Have students read the directions and look at the photo. Ask: *Does Josh look like he's having a good morning?* (No.)
- Give students several minutes to read the conversation.
- Explain the meaning of *yet* and *taking care of yourself*.
- Write on the board: *You should eat a good breakfast. You have to eat a good breakfast.* Ask: *Does should have the same meaning as have to?* (No. *Have to* is used to talk about a rule or an obligation. *Should* is used for advice. It is not as strong.)
- **Optional** 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 a series of incomplete sentences. They should complete the sentences.
You should eat (a good breakfast).
You shouldn't stay (up so late).
You should be (more active).
You shouldn't skip (breakfast).
- 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 first sentence. Ask: *Does should come before or after the verb?* (Before.)
- Focus students' attention on the negative statement. Ask: *What is the full form of shouldn't?* (Should not.) Explain to students that *should* and *shouldn't* plus the simple form of the verb are used no matter whether the subject is the first, second, or third person singular or plural.
- **Optional** Model the examples, pausing for students to repeat.

B CD2, Track 24

- Have students read the directions and the examples.
- Have students work individually to rewrite the sentences with *should* or *shouldn't*.
- 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 answer each.
- **Optional** Ask students to come up with other imperative statements. Classmates transform the imperatives to *should* / *shouldn't* statements.

3 Listening

In this exercise, students listen for health advice from the school nurse.

CD2, Track 25

- Tell students that they will listen to the school nurse give health advice to four students. Students should fill in the blanks with *should* or *shouldn't*.
- Play the recording. Students only listen.

Audio script

See page T-212.

- Play the recording again. Students listen and complete the sentences.

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

Workbook

Assign the exercises on Workbook page 34. (Workbook answers begin on page T-192.)

Extra Grammar

Assign the exercises for the Extra Grammar, Lesson 20.

2 Language focus

should / shouldn't

You **should** eat a good breakfast.
You **shouldn't** skip breakfast.

Amy Josh, wait. Don't go yet. You should eat a good breakfast.

Josh I don't have time! I'm late!

Amy Josh, you shouldn't skip breakfast. It gives you energy.

Josh But I'm not hungry. I had some pizza at 11:30 last night.

Amy At 11:30? What time did you go to bed?

Josh Oh, at about 1:00 a.m.

Amy Josh, you shouldn't stay up so late. You're not taking care of yourself.

Josh Sure I am. I had to study for a test. I want to get to school early so that I can study a little more.

Amy How are you getting to school?

Josh I planned to walk, but actually, now I have to *run*!

Amy Well, good. You should be more active.



B Rewrite the sentences. Use **should** or **shouldn't**.
Then listen and check.

1. Don't skip breakfast. You shouldn't skip breakfast.
2. Prevent cavities. You should prevent cavities.
3. Be active. You should be active.
4. Don't eat junk food. You shouldn't eat junk food.
5. Challenge your brain. You should challenge your brain.
6. Protect your skin. You should protect your skin.
7. Reduce stress. You should reduce stress.
8. Get your vitamins and minerals. You should get your vitamins and minerals.

3 Listening

The school nurse is talking to students. Complete her health advice with **should** or **shouldn't**.

1. To Nadia: You shouldn't eat lunch.
2. To Lenny: You should go home.
3. To Beth: You should take yoga.
4. To Sylvia: You shouldn't stay indoors.



Get Connected

UNIT 5

Read

A Read the article quickly. Write the names of five martial arts. (Answers may vary)

1. karate
2. aikido
3. judo
4. tae kwon do / kung fu
5. Capoeira / tai chi

Martial Arts for Everyone

The study of martial arts is popular around the world. Martial arts are good for self-defense and they're good exercise. The philosophy of martial arts can help people live more happily and peacefully.

There are many kinds of martial arts. Karate, aikido, and judo are from Japan. Tae kwon do is from Korea, and Capoeira is popular in Brazil. Kung fu and tai chi are two popular martial arts from China.

The study of martial arts has many benefits. Martial arts improve flexibility and make people stronger. Also, the skills and discipline people learn doing a martial art often improve self-esteem. Many people study martial arts to learn self-defense.

Martial arts can be a lot of fun. So, try a martial art. With martial arts schools in almost every country, you can probably find one near you.



to page 12
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. Martial arts aren't a good form of exercise.
False. Martial arts are good for self-defense and they're good exercise.
2. Karate, aikido, and judo are all from Japan.
True.
3. When you practice martial arts regularly, they improve your flexibility.
True.
4. You should try a martial art to improve your self-esteem and have fun.
True.
5. There are martial arts schools only in Japan.
False. There are martial arts schools in almost every country.

This lesson practices reading, listening, and writing skills.

Review of Lesson 20

- Review the *should* / *shouldn't* sentence pattern with the class. Ask random students to choose either one and use it in a sentence.
- Divide the class into four or five small groups. Ask one member from each group to stand. Tell students that you will tell them your "health problems." The first group member to raise his or her hand and give appropriate advice using *should* or *shouldn't* earns a point for his or her group.

Health problems

I want to prevent cavities.

I'm bored.

I'm tired.

I have a headache.

You should . . .

brush / floss your teeth after every meal.

read a book / challenge your brain.

go to bed earlier / exercise / eat breakfast.

take two aspirin.

- Keep students in small groups. Ask each group to compile a list of the five most important health tips for teens. Ask volunteers from each group to share their top two most important tips.

Read

This exercise practices reading for information about martial arts.

A

- Have students look at the photo. Ask: *Do you know what the boy is doing?* (He is practicing martial arts.)

Culture Note

The study of martial arts has become increasingly popular in the U.S. over the past few decades. People take martial arts classes to learn self-defense, to compete, and to exercise. Over 7 million people participate in martial arts in the U.S. About 70 percent of martial arts students are children. Many parents enroll their children in martial arts because of the valuable lessons martial arts can teach, such as focus, discipline, and respect.

- 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 quickly and write the names of five martial arts. Do not check answers at this point.

B CD2, Track 26

- 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: *martial arts*, *self-defense*, *philosophy*, *benefits*, *discipline*, *self-esteem*, *probably*. Explain their meaning. (Martial arts: a sport that teaches you how to defend yourself; self-defense: protecting yourself against attack; philosophy: the basic beliefs of something, like science, history, or martial arts; benefits: things that help a person or thing, like the benefits of a good education; discipline (n.): training that teaches you self-control; self-esteem: having

respect for yourself; probably: likely to happen.) 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 124 in class or for homework. (Get Connected Vocabulary answers are on page T-124.)

C

- Invite a volunteer to read the directions aloud.
- Say the first statement: *Martial arts aren't a good form of exercise.* Ask: *So is the statement 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.
- Check answers with the class. Invite volunteers to read aloud one answer each.

Listen

In this exercise, students listen for information about the martial art Capoeira.

A CD2, Track 27

- Focus students' attention on the photo. Ask: *What are the people doing?* (Martial arts.)
- Tell students that they will listen to two friends, Alex and Isabel, talk about Capoeira, a martial art that is popular in Brazil.
- 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-213.

- 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 volunteers to read aloud one answer each.

B

- Have students read the directions and the questions.
- Read the first question with the class and elicit answers from several students. Remind students that there are no right or wrong answers for this exercise – they are giving their opinions.
- Have students work individually to answer the questions and give reasons for their answers.
- Have students work in pairs to compare answers, or elicit opinions from volunteers.

Write

In this exercise, students answer questions and write an article about a sport or an activity that teaches discipline.

A

- Invite a volunteer to read the directions and the questions aloud.
- 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 an article for a teen magazine about sports or activities that teens can use to learn discipline.
- Focus students' attention on the sentence starter. Students can use it to begin their magazine article.
- Have students work individually to write their articles.
- Invite a few volunteers to read their articles to the class.
- **Optional** Have students work in groups of four and read each other's articles. Students should ask questions about anything they do not understand. They can also ask questions to get more information about the sports or activities and how they teach discipline. When everyone has finished reading, each student tells the group which sport or activity he or she would most want to learn.

Workbook

Assign the exercises on Workbook page 35.
(Workbook answers begin on page T-192.)

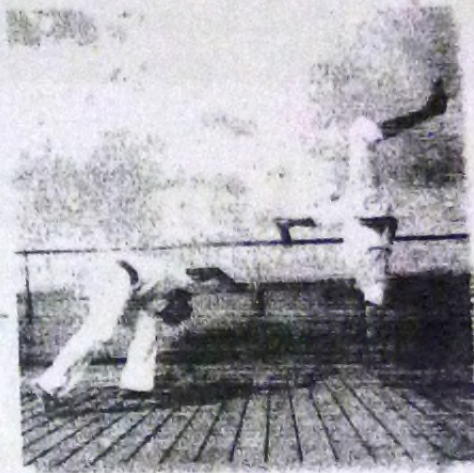
You should try Capoeira.

Listen



A Alex and Isabel talk about Capoeira. Listen and answer the questions.

1. What's Capoeira? It's a martial art.
2. How often does Isabel have class? She has class twice a week.
3. Is Isabel strong? Yes, she is.
4. Does Isabel always do her homework now? Yes, she does.
5. Does Alex want to try Capoeira? Yes, he does.



B What do you think? Answer the questions. Give reasons.

1. Do you think doing martial arts is a cool hobby?

2. Would you like to try a martial arts class?

3. Do you believe that martial arts can help improve your grades?

4. Do you think it's a good idea to learn self-defense?

Your turn

Write

A Think about a sport or activity that teaches discipline. Answer the questions.

1. What's the name of the sport / activity? _____
2. Where's it from? _____
3. What are its benefits? _____
4. What kind of equipment do you need? _____
5. How often should you practice this sport / activity? _____

B Write an article for a teen magazine about sports or activities that teens learn discipline from. Use the answers in Part A to help you. (Answers will vary.)

is a great sport / activity to learn discipline. It's from _____

Unit 5 Review

Language chart review

Adverbs of manner

quick → quickly

quiet → quietly

Please walk **quickly** and **quietly**.

Exception:

fast → fast

Don't drive too **fast**.

How often ... ? and time expressions

How often do you eat fruit?

I eat fruit **twice a day**.

I **never** eat fruit.

A Complete the sentences by changing the adjectives to adverbs.

This is Tonya. She's 14. She takes dance classes four times a week. She practices regularly (regular). Tonya tries to get ten hours of sleep at least six nights a week. But sometimes, when she's tired, she doesn't dance as quickly (quick) or as carefully (careful) as she should. Tonya always stretches before class so that she can move slowly (slow) and easily (easy). And, she always dances correctly (correct) so that she doesn't hurt herself. Tonya eats healthy food every day, but she eats dessert three times a week.

B Complete the questions. Then answer the questions with the information in Part A.

1. Q: How often does Tonya take dance classes?
A: She takes dance classes four times a week.
2. Q: How often does Tonya stretch before class?
A: She always stretches before class.
3. Q: How often does Tonya eat healthy food?
A: She eats healthy food every day.
4. Q: How often does Tonya get ten hours of sleep?
A: She gets ten hours of sleep at least six nights a week.
5. Q: How often does Tonya eat dessert?
A: She eats dessert three times a week.



Unit 5 Review

This lesson reviews the grammar and vocabulary introduced in Unit 5.

Language chart review

These charts summarize the main grammar presented and practiced in Unit 5.

- Books closed. Write on the board:

1.

Adjective	Adverb of manner
careful	
easy	
fast	
quick	
quiet	

2

Adverbs of frequency
twice a _____

- Explain adverbs of manner and frequency, if necessary.
- Elicit the difference between adjectives and adverbs. (Adjectives describe nouns. Adverbs describe verbs.) Ask: *How can we tell when a word is an adverb?* (There is usually an -ly ending, and the word often follows a verb.)
- Have students copy the first chart and work in pairs to complete the *Adverb of manner* column.
- Have students copy the second chart. Ask them to brainstorm with a partner to fill in five words that can be used in conjunction with *twice a _____*. Elicit what questions are answered with these time expressions. (Questions that begin with *How often*.)
- Books open. Have students study the Language chart review and compare it to their charts. Have them correct any errors. While they are doing so, invite volunteers to come to the front to fill in the charts on the board. Check answers with the class.
- Answer any questions students may have.

Exercises A through D (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.
- Invite a volunteer to read the first four sentences, including the example answer.
- Have students work individually to complete the paragraph by changing the adjectives in parentheses to adverbs.
- Check answers with the class.

Exercise B

- Have students read the directions.
- Invite two volunteers to read the example question and answer aloud.
- Have students work individually to complete the questions. Tell them to answer the questions with the information in Part A.
- Have students check their answers in pairs.
- Check answers with the class.

Language chart review

These charts summarize further grammar presented and practiced in Unit 5.

- Have students study the examples in the left-hand chart.
- Remind students that the *when* clause can go in the first half or in the second half of a sentence, depending on the part of the sentence the speaker or writer wants to emphasize.
- Have students study the examples in the right-hand chart. Remind students that *should* and *shouldn't* are used for giving advice and that they are followed by the simple form of a verb.
- Answer any questions students may have.

Exercise C

- Have students read the directions and the information in the chart. Go over any words that students are unsure about.
- Invite two volunteers to read aloud the example question and answers. Make sure students understand that there are three ways to answer each question. All three ways are shown in the example, but students only have to answer each question one way for each speaker.
- Have students work individually to write the questions and answers.
- Have students check their answers in pairs.
- Check answers with the class. Invite several pairs of volunteers to read the completed conversations aloud.

Exercise D

- Invite a volunteer to read the directions aloud. Tell students they will write one sentence with *should* and one sentence with *shouldn't* for each of the items.
- Have students read the example sentences.
- Have students work individually to write sentences with the doctor's advice.
- Check answers with the class. Invite volunteers to read aloud both answers for each item.

Take another look!

- Have a volunteer read the directions and the question aloud.
- Students work individually to circle the correct answer.
- Check the answer with the class.

Optional Unit Wrap-Up

- If students did the Review exercises for homework, check answers with the class.
- Have students write a paragraph about something they do regularly, such as take an exercise class, play a sport, take a music lesson, or eat. Encourage them to use adverbs of manner. They can use the paragraph in Exercise A as a model. Have students work in pairs to read each other's paragraphs. They should ask questions about anything they do not understand. They can also ask questions to gain additional information.
- Have students work in pairs to ask and answer the questions in Exercise B.
- Have students work in pairs to role-play a conversation between Dr. Melvin and Jessica or Andrew. They can use the information in Exercises C and D and add their own ideas. Invite a few pairs to present their conversations to the class.

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-192.)

Extra Practice Worksheets

- Assign the Unit 5 Extra Practice worksheets starting on page T-152.

Extra Speaking Practice Worksheet

- Assign the Unit 5 Extra Speaking Practice worksheet on page T-172.

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-182.

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

Language chart review

Clauses with when

When I have a headache, I take aspirin.
I take aspirin **when** I have a headache.
What do you do **when** you have a headache?
I rest in a quiet place.

should / shouldn't

You **should** sleep eight hours a night.
You **shouldn't** stay up late.

C Look at the chart, and complete the conversations. Use clauses with when.

	Andrew	Jessica	Dr. Melvin
a cold	skip breakfast	eat junk food	take cold medicine
the flu	go swimming	go shopping	stay in bed
a sore throat	drink milk shakes	drink soda	drink tea with lemon

1. **Dr. Melvin** (you / a cold) What do you do when you have a cold?

Andrew When I have a cold, I skip breakfast. OR I skip breakfast when I have a cold. OR I skip breakfast.

Jessica When I have a cold, I eat junk food. OR I eat junk food when I have a cold.

2. **Dr. Melvin** (you / the flu) What do you do when you have the flu?

Andrew When I have the flu, I go swimming. OR I go swimming when I have the flu.

Jessica When I have the flu, I go shopping. OR I go shopping when I have the flu.

3. **Dr. Melvin** (you / a sore throat) What do you do when you have a sore throat?

Andrew When I have a sore throat, I drink milk shakes. OR I drink milk shakes when I have a sore throat.

Jessica When I have a sore throat, I drink soda. OR I drink soda when I have a sore throat.

D Dr. Melvin doesn't agree with Andrew's and Jessica's remedies. Look at Part C again. Write the doctor's advice. Use **should** and **shouldn't**.

1. (Andrew / a cold) Andrew shouldn't skip breakfast. He should take cold medicine.

2. (Jessica / the flu) Jessica shouldn't go shopping. She should stay in bed.

3. (Andrew / a sore throat) Andrew shouldn't drink milk shakes. He should drink tea with lemon.

4. (Jessica / a cold) Jessica shouldn't eat junk food. She should take cold medicine.

5. (Andrew / the flu) Andrew shouldn't go swimming. He should stay in bed.

Take another look!

Circle the correct answer.

Which sentence means the same as "Don't talk."?

a. You should talk. **b. You shouldn't talk.** c. I never talk.

GO to page 130
for the
Theme Project.

School fund-raiser

1 Language focus

 **A** Look at the poster. Josh and Andrea talk about raising money for their school. Listen and practice.

Wells International School Fund-raiser

Do chores to raise money for our school!



wash windows



do yard work



walk dogs



babysit



wash cars



work at the bake sale

Sign up in the cafeteria today!

Josh Hey, Andrea. Look at the poster. Are you going to do anything for the fund-raiser?

Andrea Yeah. I'm going to do yard work.

Josh Really? Is Luigi going to do yard work, too?

Andrea No, he isn't. He's going to wash windows. How about you? Are you going to sign up for anything?

Josh I'm going to sign up, but I'm not going to wash windows! I'm not going to do yard work, either. It's too much work.

Andrea Are you going to walk dogs? That sounds easy.

Josh No, I'm not. I'd like to babysit or work at the bake sale.

Andrea Well, I think you should work at the bake sale. Babysitting is hard work!

he going to

I'm going to do yard work.

He's going to wash windows.

Are you going to walk dogs?

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

Is Luigi going to do yard work?

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

This lesson presents and practices names of fund-raiser activities and be going to.

1 Language focus

This exercise presents and practices *be going to*.

A CD2, Track 28

- Tell students that a *fund-raiser* is an event whose purpose is to make money for a particular cause. Ask students whether they have ever participated in any kind of fund-raising events for their school or place of worship, or for a club or an organization. If so, ask them to share their experiences with the class.
- Have students read the directions and study the poster. Tell students that this poster is probably posted in a school hallway to let students know about the fund-raiser. Ask students to call out any words or phrases they do not understand. Explain them by using them in a sentence or by miming them.
- Have students read the conversation between Josh and Andrea.
- Explain to students that *be going to* is used when someone plans to do something.

Note: The pronunciation point in this unit is *going to* reduced to *gonna* in spoken, conversational English. For this reason, in all recordings *going to* is recorded as *gonna*. You may want to explain this to students.

- **Optional** 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 a series of statements. Students tell you whether they are true or false.
Andrea is going to do yard work. (True.)
Luigi is going to do yard work, too. (False.)
Josh isn't going to sign up for anything. (False.)
Josh isn't going to walk dogs. (True.)
- 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. Remind students that *be going to* is used when someone plans to do something. It is one of the ways to express the future.
- Focus students' attention on the first two statements in the chart. Ask: *What comes between the subject and going to?* (The *be* verb.) *What form does the verb after going to take?* (The simple form.)

Note: Point out to students that even though *going to* in this lesson has an *-ing* ending, it is not a form of the present continuous. For example, *I'm going to the store* is present continuous, whereas *I'm going to go to the store* is the future form. You may want to write these two statements on the board, and ask students to compare them.

- Have students look at the two question-and-answer patterns. Ask: *What comes at the beginning of the question?* (The *be* verb.) *Where is going to?* (After the subject.) *What follows going to?* (The verb phrase.)
- **Optional** Model the examples, pausing for students to repeat.



Fund-raisers are a popular way for schools to raise money. The reasons for raising money vary from buying sports uniforms to funding class trips or buying new equipment for school clubs and organizations. The most popular type of fund-raiser is selling products to relatives, friends, and neighbors. Magazines, chocolate, and gift wrap are a few of the typical items sold. The companies that provide the products give a portion of the profit back to the school. Also popular are car washes and bake sales. At a car wash, students wash cars at a neighborhood commercial establishment for a fee and donate the proceeds to the school. Bake sales are usually held at schools. The students and their families donate homemade baked goods to be sold, with the profits going to help the school.

Special Events

This unit introduces vocabulary and expressions for talking about school events.

B CD2, Track 29

- Have students read the directions and the sign-up sheet. Then ask them to read the example.
- Have students work individually to write sentences describing what everyone is going to do at the fund-raiser.
- 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 write one answer each on the board.

C CD2, Track 30

- Have students read the directions and the example question and short answer. Remind them to refer to Part B to answer the questions.
- Have students work individually to complete the exercise.
- 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 ask their classmates one question each.
- **Optional** Have students make statements about the sign-up sheet that are either correct or incorrect. Classmates respond *True* or *False*.
- **Optional** Have students ask their classmates *be going to* questions about the students on the sign-up sheet whose names were not included in Part C. (Mandy, Kevin, Vince, Josh, and Marta.)
- **Optional** Divide the class into small groups of four or five. Ask each group to organize a fund-raiser for the cause of its choice. Ask group members to stand and tell the class what the cause for their fund-raiser is and what they are going to do for the fund-raiser, using *be going to*. Afterward, ask the class to decide which fund-raiser is going to be the most successful.

2 Pronunciation Reduction of *going to*

In this exercise, students practice the pronunciation of the reduced form of *going to* (*gonna*).

CD2, Track 31

- Remind students of the concept of informal conversational English pronunciation. Tell them that in everyday conversation, Americans tend to speak quickly, and join words together to make one word.
- Play the recording. Students listen, paying particular attention to the reduced pronunciation of *going to* to *gonna*.

Audio script

Same as the questions and answers in the Student's Book.

- Play the recording again. Students listen and repeat.
- Have students work in pairs to practice the conversation on page 72. This time, have them practice by reducing *going to* to *gonna*.
- Say the sentences below, one by one. Students replace *going to* with *gonna*.
I'm going to babysit.
You're going to wash cars.
He's not going to work at the bake sale.
They're going to wash windows.
We're not going to walk dogs.

3 Listening

In this exercise, students listen for Andrea and her family's future plans.

CD2, Track 32

- Tell students that they will listen to Andrea and her brother and sister making plans to do chores for their father's birthday surprise. Students should write the letter of the chores next to the appropriate person.
- Play the recording. Students only listen.

Audio script

See page T-213.

- Play the recording again. Students listen and match the chores to the correct names.
- Play the recording once again. Students listen and verify their answers.
- Check answers with the class.

Culture Note

Many children in the U.S. have to do chores on a weekly basis. Some common chores are mowing the lawn, washing the car, making beds, and taking care of pets. In some families, this is part of the normal routine, and children do not get paid for it. Other children get an allowance – a set amount of money, usually each week – for doing chores. Most children who get paid for chores are under 16. Many children get paying jobs outside the house at the age of 16.

Workbook

Assign the exercises on Workbook page 37. (Workbook answers begin on page T-192.)

Extra Grammar

Assign the exercises for the Extra Grammar, Lesson 21.

8 What will students do for the fund-raiser? Write sentences. Then listen and check.

School Fund-raiser					
Babysit	Do yard work	Walk dogs	Wash cars	Wash windows	Work at the bake sale
Mandy	Andrea	Felipe	Vince	Justin	Josh
Kevin			Emily	Luigi	Marta

1. (Mandy and Kevin) Mandy and Kevin are going to babysit.
2. (Andrea) Andrea is going to do yard work.
3. (Vince and Emily) Vince and Emily are going to wash cars.
4. (Felipe) Felipe is going to walk dogs.
5. (Josh and Marta) Josh and Marta are going to work at the bake sale.
6. (Justin and Luigi) Justin and Luigi are going to wash windows.

Read the sign-up sheet in Part B again. Write questions and short answers. Then listen and check.

1. (Andrea / babysit) Q: Is Andrea going to babysit? A: No, she isn't.
2. (Felipe / walk dogs) Q: Is Felipe going to walk dogs? A: Yes, he is.
3. (Justin and Luigi / wash cars) Q: Are Justin and Luigi going to wash cars? A: Yes, they are.
4. (Emily / wash windows) Q: Is Emily going to wash windows? A: No, she isn't.

2 Pronunciation Reduction of going to

Notice how going to is reduced to gonna. Listen and practice. Then practice the conversation on page 72 focusing on going to (gonna).

Q: Are you gonna wash cars?

A: No, I'm not. I'm gonna wash windows.

Q: Is she gonna babysit?

A: No, she isn't. She's gonna work at the bake sale.

3 Listening

Andrea and her brother and sister have a birthday surprise for their father. They are going to do chores for him. Listen and match the chores to the correct names.

- | | |
|-------------|---------------------|
| 1. Fernando | a. do yard work |
| 2. Bruna | b. clean the garage |
| 3. Andrea | c. wash the car |
| | d. walk the dog |
| | e. organize books |
| | f. make dinner |

1 Word power

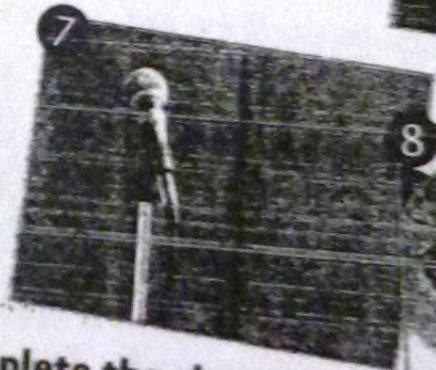
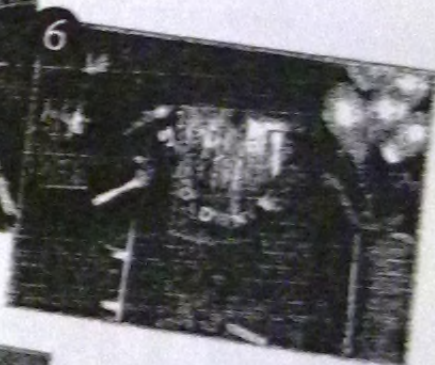
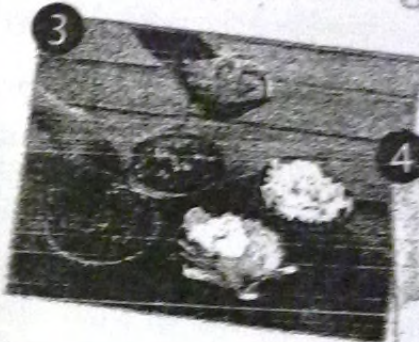
A Mrs. Delgado is leaving Wells International School. Her students are planning a farewell party. Complete their to-do list with the verbs in the box. Then listen and practice.

- | | | | |
|-----------------------------------|----------------------------------|---------------------------------|--|
| ☐ decorate | ☐ perform | ☐ serve | ☒ sign |
| ☐ make | ☐ pour | ☐ set up | ☐ wrap |

Mrs. Delgado's Farewell Party To-Do List

NAMES THINGS TO DO

- Everyone 1. sign the card
- Andrea 2. pour the drinks
- Amy, José 3. set up the snack table
- Mandy 4. wrap the gift
- Everyone 5. perform a special dance
- Everyone 6. decorate the cafeteria
- Felipe 7. make a speech
- Josh 8. serve the pizza



B When will students do the activities in Part A? Complete the chart.
(The order of the answers may vary)

Before the party

sign the card

set up the snack table

wrap the gift

decorate the cafeteria

At the party

pour the drinks

perform a special dance

make a speech

serve the pizza

A farewell party

This lesson presents and practices some common party-preparation activities and Wh- questions with *be going to*.

Review of Lesson 21

- Call out the subjects and verb phrases below. Students respond with a complete *be going to* statement.

<i>Andrea, do yard work</i>	(Andrea's going to do yard work.)
<i>I, walk the dogs</i>	(I'm going to walk the dogs.)
<i>Andrea, Josh, sign up</i>	(Andrea and Josh are going to sign up.)
<i>He, not, wash windows</i>	(He's not going to wash windows.)
<i>They, not, babysit</i>	(They're not going to babysit.)
- Ask students to make *be going to* statements. Classmates respond by converting the statements to *Yes / No* questions with *be going to*. Demonstrate with these two examples: *She's going to work at the bake sale.* (Is she going to work at the bake sale?) *I'm going to wash cars.* (Are you going to wash cars?)
- Ask random students to talk about their after-school plans using *be going to* statements.

1 Word power

This exercise presents and practices some common party-preparation activities.

A CD2, Track 33

- Ask students whether they like to make lists. If so, ask them what they make lists of and why they do this.
- Have students read the directions and the verbs in the box.
- Explain to students that *farewell* means "good-bye" and that a farewell party is given for someone who is leaving.
- Explain the verbs in the box by miming them or by using each in a sentence. Then model them, pausing for students to repeat.
- Have students read the items in the To-Do List and look at the photos. Students work individually or in pairs to complete the *Things to Do* column with the verbs in the box.
- Check answers with the class.
- Play the recording. Students listen and repeat.

Audio script

See page T-213.

- **Optional** Call out the names listed under the *Names* column on the To-Do List. Students respond with the corresponding party chore.

B

- Ask students to read the directions and the examples.
- Have students work individually to complete the chart with information from Part A.
- Check answers with the class. Write the chart on the board, leaving the lines blank. Invite volunteers to come to the board to write one answer each.
- **Optional** Ask students to make *be going to* statements using the activities in the chart. For example, *Everyone is going to sign the card before the party.*

2 Language focus

This exercise presents and practices **Wh-** questions with **be going to**.

A CD2, Track 34

- Ask students if they have ever given or been a guest at a farewell party. If so, ask them to share with the class who it was for.
- Have students read the directions and look at the photo.
- Give students several minutes to read the conversation.
- Explain *all set*, *space*, and *right after*.
- **Optional** Play the recording. Students listen and read along.

Audio script

Same as the conversation in the Student's Book.

- Ask students the questions below. Have them reply with short answers.
Who are the students going to have a party for? (Mrs. Delgado.)
Where are they going to have the party? (In the cafeteria.)
What are they going to perform? (A special dance.)
What are they going to eat at the party? (Pizza.)
- 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 their attention on the first question-and-answer pattern. Ask: *How do we answer Who . . . ? questions?* (With the name of a person – for example, *Felipe* – or by identifying a person by his or her relationship to another person – for example, *Felipe's sister*.) Ask: *How many answers are there to this question?* (Three.) *How are they different from one another?* (The first answer is the complete answer. The second two are abbreviated or short answers.)

- Focus students' attention on the remaining question examples. Ask: *How do we answer What . . . ? questions?* (With nouns and verbs.) *How about Where . . . ? questions?* (With places.) *How many answers are there to these questions?* (Two each.) *Why is there one less?* (Because we do not use the *be* verb in the abbreviated answer.)
- **Optional** Model the examples, pausing for students to repeat.

B CD2, Track 35

- Have students read the directions and the example question.
- Remind students that the underlined words will determine which **Wh-** word they should use in their question. Write *What*, *When*, *Who*, and *Where* on the board.
- Have students work individually to complete the exercise.
- 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 write one answer each on the board.
- **Optional** Have students practice the questions and answers in pairs.

3 Speaking

This exercise practices talking about party plans.

- Ask students to read the directions and then think about their party.
- Have students read the example questions and answers. Then demonstrate the task with the students.
- Invite three volunteers to model the conversation with you, following the example.
- Divide the class into groups of five students. Have students ask one another questions about their party plans.

Workbook

Assign the exercises on Workbook page 38. (Workbook answers begin on page T-192.)

Extra Grammar

Assign the exercises for the Extra Grammar, Lesson 22.

2 Language focus

Wh- questions with *be going to*

Who's going to make the speech?
Felipe **is going to** make the speech.
Felipe **is**.
Felipe.

What are we going to eat?
We're **going to** eat pizza.
Pizza.

Where are we going to have the party?
We're **going to** have it in the cafeteria.
In the cafeteria.

Luigi asks Mandy about the party plans.
Listen and practice.

Luigi Hi, Mandy. Sorry I missed the meeting about Mrs. Delgado's farewell party.

Mandy That's OK. I think we're all set.

Luigi Where are we going to have the party?

Mandy In the cafeteria.

Luigi Why do we need so much space?
What are we going to do?

Mandy We're going to perform a special dance.

Luigi Great! What are we going to eat?

Mandy Pizza. We're going to eat right after the speech.

Luigi Who's going to make the speech?

Mandy Felipe is.

Look at the list in Exercise 1A again. Write questions for these answers. Pay attention to the underlined words. Then listen and check.

1. Q: *What's Amy going to do?*

A: She's going to set up the snack table.

2. Q: *Who's going to serve the pizza?*

A: Josh is going to serve the pizza.

3. Q: *Where are they going to sign the card?*

A: They're going to sign the card in the classroom.

4. Q: *What's she going to do?*

A: She's going to wrap the gift.

5. Q: *When are they going to have the party?*

A: They're going to have the party on Friday from 3 to 5 p.m.



3 Speaking

Imagine a party you would like to have. Think about people to invite, the location, the day, and the food. Answer your classmates' questions.

Classmate 1 Where are you going to have the party?

You I'm going to have it at my house.

Classmate 2 When are you going to have it?

You Next Saturday.

Classmate 3 Who are you going to invite?

You I'm going to invite . . .

1 Language check

A Look at the pictures. Then write sentences.



1. (Doug / wrap a gift)

Doug isn't going to wrap a gift. He's going to write a letter.



2. (Jenna / walk her dog)

Jenna is going to walk her dog.



3. (John and Ali / wash their father's car)

John and Ali are going to wash their father's car.



4. (Susan and Carol / do their homework)

Susan and Carol aren't going to do their homework. They're going to play tennis.



5. (Ms. Johnson / wash the windows)

Ms. Johnson isn't going to wash the windows. She's going to cook.



6. (Kyle and Betti / have a bake sale)

Kyle and Betti are going to have a bake sale.

B Write questions about tomorrow. Then answer them with your own information.

1. Q: (do homework) *Are you going to do homework tomorrow?*

A: *I won't do homework tomorrow.*

2. Q: (play soccer) *Are you going to play soccer?*

A: *I won't play soccer tomorrow.*

3. Q: (walk a dog) *Are you going to walk a dog?*

A: *I won't walk a dog tomorrow.*

4. Q: (see a friend) *Are you going to see a friend?*

A: *I won't see a friend tomorrow.*

This lesson reviews the language presented and practiced in Lessons 21 and 22.

1 Language check

These exercises review the structures presented so far in this unit.

A

- Invite a volunteer to read the directions aloud.
- Focus students' attention on the picture in number one. Ask: *What is Doug going to do?* (He's going to write a letter.) Invite a volunteer to read the example sentences aloud.
- Have students work individually to write sentences using the words or cues given.
- Have students check answers in pairs.
- Check answers with the class. Invite volunteers to read their answers aloud.

B

- Have students read the directions.
- Invite a few volunteers to share their answers to the example question.
- Have students work individually to write questions about tomorrow and then answer them with their own information.
- Have students share their questions and answers in small groups.
- Check answers with the class. Invite volunteers to share some of their answers with the class.
- **Optional** Have students repeat the activity using *the day after tomorrow* or *on Saturday*.

C

- Give students several minutes to read the directions and study Andrea's calendar. Ask: *Does Andrea have plans every day?* (No. She doesn't have plans on Sunday yet.) Have students read the example. Ask: *What main verb will you put before soccer practice in number 2?* (Have.) And in number 5? (Do.)
- Have students work individually or in pairs to complete the exercise.
- Check answers with the class. Invite volunteers to write one question and answer on the board.

2 Listening

In this exercise, students listen for future plans.

CD2, Track 36

- Have students read the questions and the answer choices.
- Tell students that they will listen to Deanna and Mandy talk about Deanna's plans for next week. They should listen and check the best answer to each question.
- Play the recording. Students only listen.

Audio script

See page T-214.

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

- To finish, have students ask their classmates *Wh-* questions with *be going to* about Andrea's calendar.
- **Optional** Ask students to make *be going to* statements about their future plans. Ask them to repeat part of the statement in order to give classmates a cue for asking a *Wh-* question with *be going to*. Classmates respond with appropriate questions. For example, *I'm going to meet my best friend after school. After school.* (When are you going to meet your best friend?)

Teaching Tip

Remember to take your classroom language up a notch in difficulty with each new level. Instead of saying *Open your books to page 35*, at this level you could say *Would everyone please turn to page 35?* Create a "sentence of the day" corner on the board. Write a phrase on the board in a place that will not interfere with your lesson. The phrase should be one that you feel would be helpful to your students when communicating with you in English. For example:

I left my book at home. Can I borrow one?

Take a minute to go over it with your students, making substitutions if possible:

I left my pencil at home. Can I borrow one?

Reward students who use the sentence(s) appropriately that day by letting them help with classroom tasks, choose the game for that day, or leave the classroom first at dismissal.

Workbook

Assign the exercises on Workbook page 39. (Workbook answers begin on page T-192.)

Game

Assign the game on Student's Book page 119.

- C Look at Andrea's calendar. Write questions and answers about her plans for the next week using the correct form of **be going to**.

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
• Meet Lynn yoga class - 6:00 p.m.	• soccer practice in the park - 4:00	• soccer practice - 4:00 • babysit - 8:00	• soccer practice - 4:00 • walk Mrs. Kimball's dog - 6:30	• soccer practice - 4:00 • meet John - 7:00 at the movie theater	• yard work for fund-raiser - 9:00 a.m. • buy birthday card for Dad	??

1. Q: (What time / have yoga class / Monday)

What time is she going to have yoga class on Monday?

A: She's going to have yoga class at 6:00 p.m.

2. Q: (Where / have soccer practice / Tuesday)

A: She's going to have soccer practice in the park.

3. Q: (When / walk / Mrs. Kimball's dog)

A: She's going to walk Mrs. Kimball's dog at 6:30.

4. Q: (Who / meet / movie theater)

A: She's going to meet John at the movie theater.

5. Q: (What time / do yard work / Saturday)

A: She's going to do yard work at 9:00 a.m.

6. Q: (What / buy / for her dad)

A: She's going to buy a birthday card for her dad.

2 Listening

- Deanna and Mandy make plans for next week. Check (✓) the best answer to each question.

- What's Deanna going to do on Monday?
☒ go to the library ☐ go to the gym
- When's she going to give her presentation?
☐ on Monday ☒ on Wednesday
- Who's she going to meet on Thursday?
☐ Steve ☒ Sherri
- Where's she going to go on Friday?
☐ to a movie ☒ to yoga class
- When are they going to go to the mall?
☒ on Saturday ☐ on Sunday



GO to page 119
for the
Game.

1 Word power

A What are they wearing? Complete the sentences with the words in the box. Then listen and practice.

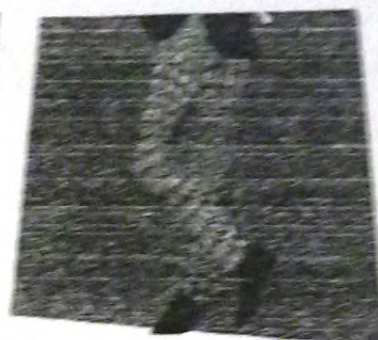
☐ checked ☐ flowered ☐ polka-dot ☒ striped
☐ denim ☐ plaid ☐ solid ☐ tie-dyed



1. He's wearing striped socks.



2. She's wearing a solid skirt.



3. He's wearing plaid pants.



4. She's wearing a flowered hat.



5. He's wearing a denim jacket.



6. She's wearing a tie-dyed T-shirt.



7. He's wearing a checked tie.



8. She's wearing a polka-dot dress.

B Which clothes in Part A are casual? Which clothes are formal? Complete the chart. (The order of the answers may vary.)

Casual clothes

the striped socks

the flowered hat

the denim jacket

the tie-dyed T-shirt

Formal clothes

the solid skirt

the plaid pants

the checked tie

the polka-dot dress

C Tell a classmate your opinions of the clothes in Part A.

I really like the denim jacket. I don't like ...

This lesson presents and practices the names of adjectives to describe clothing patterns and Which one / Which ones . . . ?

Review of Lesson 22

- Write each of the following verb phrases on a slip of paper: *sign the card, pour the drinks, serve the pizza, wrap the gift, make a speech*. Invite five volunteers to come to the front and hand each one a slip of paper. Ask: *Who is going to sign the card?* Students guess which student is holding the slip of paper with that verb phrase by saying: *(Michael) is going to sign the card.*
- Write *Who, Where, When, Why, and What* on the board. Divide the class into two or three teams. Call one student from each team to the board. Give each student a piece of chalk or a whiteboard marker. Call out the following statements, one by one, emphasizing the underlined words: *He's going to play soccer at 4:00.* (What time.) *They're going to shop at the mall.* (Where.) *She's going to eat pizza.* (What.) *I'm going to do my homework tonight.* (When.) *Michael is going to sing a song.* (Who.) The first student to underline the correct *Wh-* question word earns a point for his or her team. Then ask students to make an appropriate *be going to* question for the statement. (It may be necessary to read the statement one more time after students have underlined the question word.) Whoever is able to do so correctly also earns a point.
- Write *Next weekend* on the board. Have students ask their classmates *be going to* questions about their weekend plans.

1 Word power

This exercise presents and practices the names of adjectives to describe clothing patterns.

A CD2, Track 37

- Have students read the directions and the words (adjectives) in the box and study the pictures.
- Model the words, pausing for students to repeat. Explain the words by pointing to students' clothing that have those particular patterns or by drawing simple illustrations on the board.
- Have students work individually to complete the sentences with the adjectives in the box.
- Check answers with the class.
- Play the recording. Students listen and repeat.

Audio script

Same as the sentences in the Student's Book.

- **Optional** Call out one of the pattern adjectives. Students respond with the corresponding sentence number. Then call out the numbers from one to eight in random order. Students respond with the appropriate pattern adjectives.
- **Optional** Invite volunteers to make sentences about what their classmates are wearing.

B

- Have students read the directions. Explain the meaning of clothes that are *casual* or *formal*, using the clothes in Part A.
- Have students work individually or in pairs to complete the chart in the exercise.
- Check answers with the class. Write the chart on the board. Invite volunteers to tell you one answer each. Write answers in the chart.
- **Optional** Play "I Spy" with the class. Explain that *spy* means "see." Start the game by saying, *I spy someone wearing (a solid blue T-shirt)*, describing what one of the students in the classroom is wearing. Students try to guess the identity of the student you are describing. The first one to do so continues the activity with an *I spy . . .* statement. If students wear uniforms, give each student a fashion magazine photo to hold up during the game.

C

- Have students read the directions and the example in the speech balloon.
- Have students work in pairs or small groups of four or five to talk about their opinions of the clothing in Part A.
- Ask random students to share one of their opinions with the class.

2 Language focus

This exercise presents and practices *Which one / Which ones . . . ?*

A CD2, Track 38

- Ask students whether their school ever holds dances and whether or not they attend. If so, ask them to share the reasons they like or dislike school dances.
- Have students read the directions. Ask: *Where are Olivia and Eddie talking?* (At the dance.)
- Ask students to read the conversation. Explain the meanings of *whoa*, *slow down*, *introduce*, *catch*, and *right now*.
- **Optional** 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 a series of statements. Students tell you whether they are true or false.
Eddie's the one that's nervous. (False.)
Olivia and Tom are the ones talking. (False.)
Tom's the one in the checked shirt. (True.)
The Patten sisters are the ones in the tie-dyed T-shirts. (True.)
- Play the recording or model the conversation. Students listen and repeat.
- **Optional** Have students practice the conversation in pairs.
- **Language Chart** Have students study the examples in the language chart. Tell students that we use *Which . . . ?* to identify something or someone when there are a number of things or people present. Tell them that we use *Which one . . . ?* when we are asking about one object or person and *Which ones . . . ?* when we are asking about more than one object or person.
- Focus students' attention on the first example. Ask: *Why do we use one?* (Because the question is asking about one person.) Ask: *Where does the one appear in the answer?* (After *He's*.) Tell students that they may also leave out *He's* and simply answer, *The one in the checked shirt*.
- Ask students to look at the second example. Ask: *Why do we use ones in the second question?* (Because *Patten sisters* is plural.) *Do we use the ones in the answer?* (Yes.)
- **Optional** Model the examples, pausing for students to repeat.

B CD2, Track 39

- Have students read the directions and the example and study the picture.
- Have students work individually to complete the exercise.
- 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 pairs of volunteers to write one question and answer each on the board.
- **Optional** Have students practice the questions and answers in pairs.

Note: Explain that when using colors and patterns in a sentence, the usual word order is color followed by pattern. (He's the one in the green-and-black-checked shirt.) However, the adjective *solid* comes before the color. (He's the one in the solid blue jacket.)

- **Optional** Ask a random student to ask a classmate a question about another classmate. For example, *Which one is (John)?* The classmate responds by describing the classmate's clothing. For example, *John's the one in the denim jacket and the striped shirt.*

Workbook

Assign the exercises on Workbook page 40. (Workbook answers begin on page T-192.)

Extra Grammar

Assign the exercises for the Extra Grammar, Lesson 23.

2 Language focus

A Olivia and Eddie are talking at the dance. Listen and practice.

Olivia I'm nervous. I don't know anybody here. How can you be so relaxed?

Eddie Well, I know some of the people here. I know Tom . . .

Olivia Which one is Tom?

Eddie He's the one in the checked shirt.

Olivia Oh, I see him. He's cute.

Eddie And I know the Patten sisters, and . . .

Olivia Whoa! Slow down. Which ones are the Patten sisters?

Eddie They're the ones in the tie-dyed T-shirts. Do you want me to introduce you?

Olivia Sure. But introduce me to Tom first!

Eddie OK. Come on. Let's catch him right now.

Which one / Which ones . . . ?

Which one is Tom?

He's **the one** in the checked shirt.

Which ones are the Patten sisters?

They're **the ones** in the tie-dyed T-shirts.



B Look at the picture. Write questions and answers about the people. Then listen and check.



1. (Mark) **Q:** Which one is Mark?

A: He's the one in the tie-dyed T-shirt.

2. (Nate) **Q:** Which one is Nate?

A: He's the one in the checked shirt.

3. (Paul) **Q:** Which one is Paul?

A: He's the one in the striped shirt.

4. (Brenda) **Q:** Which one is Brenda?

A: She's the one with curly hair.

5. (Anna and Rene) **Q:** Which ones are Anna and Rene?

A: They're the ones with long dark hair.

1 Language focus

A Amy and Felipe clean up after the dance.
Listen and practice.

Amy Hi, Felipe. What are you doing?

Felipe I'm looking for my CDs. I brought five to the dance.

Amy Let's look over there by the snack table.

Felipe OK. Hey! Whose denim jacket is this?

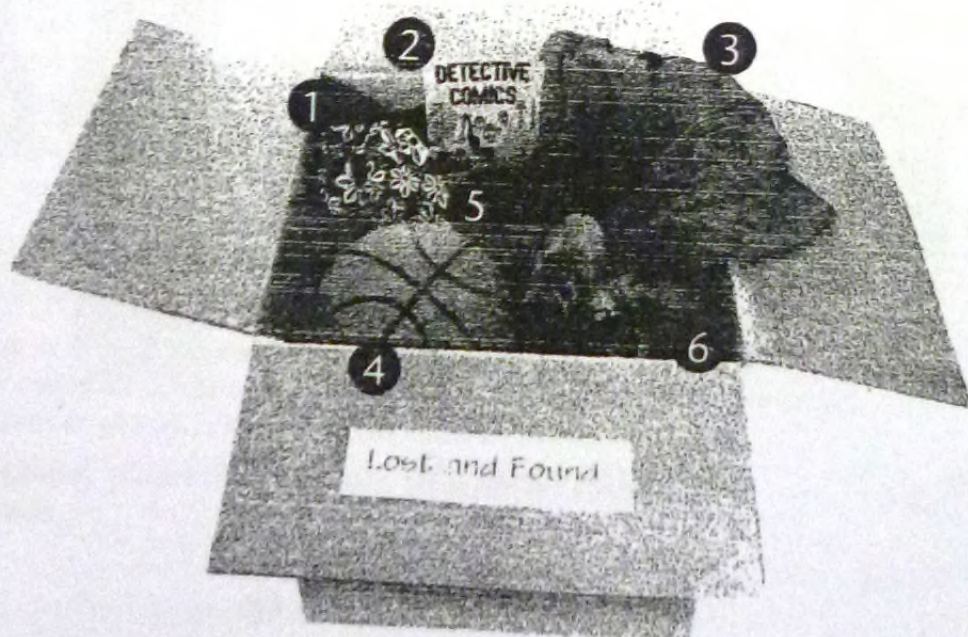
Amy It's Andrea's. I guess she forgot it. And look! Whose CDs are these?

Felipe They're mine. But there were two more.

Amy Well, maybe someone took them by mistake. Let's go and check at the Lost and Found tomorrow.

Felipe OK. I hope we find them. Those are my favorite CDs.

B Look at the items at the Lost and Found.
Whose are they? Write questions and answers.
Then listen and check.



Whose ... ?

Whose denim jacket is this?
It's Andrea's.

Possessive pronouns

Whose CDs are these?

They're mine / his / hers / yours / theirs /



- 1 Andrea
- 2 Josh
- 3 Sarah
- 4 Mandy
- 5 Jenna
- 6 Andy

1. Q: Whose hat is this?

A: It's Andrea's.

2. Q: Whose comic book is this?

A: It's Josh's.

3. Q: Whose sweater is this?

A: It's Sarah's.

4. Q: Whose basketball is this?

A: It's Mandy's.

5. Q: Whose sunglasses are these?

A: They're Jenna's.

6. Q: Whose sneakers are these?

A: They're Andy's.

After the dance

This lesson presents and practices *Whose . . . ?* and possessive pronouns. It also presents and practices the two-word verbs *put away*, *throw away*, and *take to* and reviews some common party and personal items.

Review of Lesson 23

- Play a round of "Tic-Tac-Toe." Draw a grid on the board. Fill in each of the nine squares with these nine clothing items: *dress, hat, jacket, pants, shirt, skirt, socks, tie, T-shirt*. Divide the class into two teams, X and O. Students earn squares for their teams by making sentences describing their classmates' clothing using *(Joe's) the one in the (denim) (jacket)*, in conjunction with the pattern adjectives and clothing items.
- Divide the class into four or five small groups. Ask one member from each group to stand. Say: *She's the one in the (denim skirt)*, describing a student's clothing. The first student to raise his or her hand and make an appropriate question – for example, *Which one is (Mary)?* – earns a point for his or her group.

1 Language focus

This exercise presents and practices *Whose . . . ?* and possessive pronouns.

A CD2, Track 40

- Ask students to read the directions and look at the photo. Ask: *What are Amy and Felipe doing?* (Cleaning up after the dance.)
- Ask students to read the conversation. Explain the meaning of *Lost and Found*. (A place you go to find something you have lost.)
- **Optional** Play the recording. Students listen and read along.

Audio script

Same as the conversation in the Student's Book.

- Ask: *Whose denim jacket is it?* (Andrea's.) *Are the CDs Felipe's?* (Yes, they are.) *Where are Amy and Felipe going to go tomorrow?* (The Lost and Found.)

Culture Note

A *Lost and Found* is usually an area in a public building where people can go to find something they have lost. Some common places that have *Lost and Found* offices or areas are schools, libraries, bus and subway stations, amusement parks, museums, hospitals, and malls. Commonly lost items are cell phones, umbrellas, keys, eyeglasses, credit cards, and wallets. People sometimes lose unusual items as well. At one *Lost and Found* in Washington, D.C., dentures, dress shoes, and even a leaf blower were turned in.

- Ask: *What is the difference between the two Whose questions?* (The first example is asking who one object belongs to; the second example is asking who several objects belong to.) Ask: *Why is there an apostrophe and an -s on the end of Andrea's name?* (To show possession. This indicates that the object or objects belong to this person.) *How would Felipe and Amy ask these two questions if the objects were farther away?* (Whose denim jacket is that? Whose CDs are those?)
- Focus students' attention on the list of possessive pronouns in the language chart. Explain that we can use either the name of the person or persons (as in the top chart) or possessive pronouns to identify ownership. For example, we can say: *The books are Angela's and Marco's* or *The books are theirs*.
- **Optional** Model the examples, pausing for students to repeat.

B CD2, Track 41

- Have students read the directions, look at the photo, and read the example. Remind students that *sneakers* and *sunglasses* will take the plural form: *Whose _____ are these?*
- Have students work individually to complete the exercise.
- Play the recording. Students listen and verify their answers.

Audio script

Same as the questions and answers in the Student's Book.

- Play the recording or model the conversation. Students listen and repeat.
- **Optional** Have students practice in pairs.
- **Language Chart** Have students study the questions in the language charts. Ask: *When do we use Whose . . . ?* (When asking which person an object or objects belong to.)
- Check answers with the class. Invite volunteers to write one question and answer on the board.
- **Optional** Have students practice in pairs.
- **Optional** Invite volunteers to ask their classmates *Whose . . . ?* questions about the objects in Part B or objects in the classroom. Remind students to use *that* or *those* if the object or objects are not close to them. For example, *Whose coat is that? Whose hats are those?*

C CD2, Track 42

- Have students read the directions, the words in the box, and the example.
- Have students work individually to complete the exercise.
- 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 answer each, filling in the correct possessive pronoun.
- **Optional** Play a speaking game. Have students place one or two items they have with them in a nontransparent bag on your desk. Hold up each item, one by one. Have students ask classmates *Whose . . . ?* questions until they identify the owner. The first person who guesses correctly wins.

2 Word power

This exercise presents and practices the two-word verbs *put away*, *throw away*, and *take to* and reviews some common party and personal items.

A

- Have students read the directions, the words in the box, and the example in the chart. Ask them to call out any words or phrases in the box they do not understand. Explain them by using them in a simple sentence or by miming them.
- Have students work individually to write the items from the box in the correct columns in the chart.
- Check answers with the class. Call out each item, one by one. Students respond with the appropriate two-word verb.

B

- Ask volunteers to read aloud the directions and the example question and answer in the speech balloons.
- Have students work in pairs to ask each other questions using the verb phrases and items in Part A, alternating turns.

3 Listening

In this exercise, students listen to identify ownership.

CD2, Track 43

- Tell students that they will listen to people describing the cars coming to pick up the people whose names are written above the pictures of the cars.
- Play the recording. Students only listen.

Audio script

See page T-214.

- Play the recording again. Students listen and match the people to the correct cars.

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

Workbook

Assign the exercises on Workbook page 41. (Workbook answers begin on page T-192.)

Extra Grammar

Assign the exercises for the Extra Grammar, Lesson 24.

Read the sentences and use the words in the box to write sentences with the same meaning. Then listen and check.

☐ hers ☐ his ☒ mine ☐ ours ☐ theirs ☐ yours

1. It's my backpack.
2. It's your cell phone.
3. They're his CDs.
4. It's her wallet.
5. They're our books.
6. They're their magazines.

2 Word power

Look at the other things students left in the room after the dance. What should the students do with them? Write the items in the correct columns.

- | | | | |
|--|--|---|---|
| ☒ cell phone | ☐ digital camera | ☐ paper tablecloth | ☐ serving forks |
| ☐ chairs | ☐ dirty paper decorations | ☐ plaid sweater | ☐ two tickets to the dance |
| ☐ clean paper cups | ☐ dirty paper plates | ☐ punch bowls | ☐ wallet |

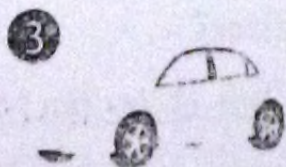
Talk to a classmate about what the students should do with the items.

What should they do with the cell phone? They should take it to the Lost and Found.

3 Listening

People are waiting for their rides home. Listen and match the people to the correct cars.

☐ Amy ☐ Andrea ☐ Luigi ☒ Mandy ☐ Mr. Garcia



Get Connected

UNIT 6

Read

A Read the e-mail quickly. Check (✓) the fund-raiser activities you find.

- | | | |
|--|--|--|
| ☐ clean up the school | ☐ eat breakfast | ☒ present a play |
| ☒ donate money | ☒ have a recycling contest | ☒ sell snacks |

Go-Green Club Fund-raiser

Hi, Jimmy!

I have some exciting news. I joined the Go-Green Club at school last week, and it's a lot of fun! We help to clean up the school, and we also help the neighborhood recycling programs.

We're going to hold the East High Go-Green Fund-raiser next Saturday in the school gym. It's going to start at 9:00 a.m. Can you come? We're going to donate the money to the town's recycling center.

At the fund-raiser we're going to have a recycling contest, so please bring your used cell phones, computer ink cartridges, and old clothes. The person who brings the most items wins a T-shirt. We're also going to present a play - *Don't Trash It, Reuse It!* The actors are all Go-Green Club members, and I'm one of the actors. Tickets are \$15 each. And we're also going to sell a lot of delicious organic snacks, so don't eat breakfast!

Please tell your family and friends about the fund-raiser. We want to raise a lot of money.

Hope to see you there!

Kimberly



B Read the e-mail slowly. Check your answers in Part A.

C Answer the questions.

1. Who's going to hold a fund-raiser?

The East High Go-Green Club is going to hold a fund-raiser.

2. When's it going to start? It's going to start at 9:00 a.m.

3. Are they going to donate the money to the school? No, they aren't. They're going to donate the money to the town's recycling center.

4. What are they going to present? They're going to present a play.

5. What are they going to sell? They're going to sell a lot of delicious organic snacks.

Go to page 12
for the
Vocabulary
Practice.

This lesson practices reading, listening, and writing skills.

Review of Lesson 24

- Review the question-and-answer patterns *Whose . . . ?* and *It's / They're . . .* with the class. Pick up random items from desks and chairs, hold them up, and ask *Whose . . . ?*
- Ask half the class to close their eyes or put their heads down on their desks. Ask the students in the other half to each choose a personal item and place it in a bag that you pass around the room. Distribute the items to the students who have been told not to look.
- Tell the students with items that they have to find the owner of the item by walking around the room and asking *Whose . . . ?* Once they have identified the owner, they should return the item to its owner and return to their seat.
- Ask random students to tell the class whose item they had – for example, *I had (Jason's key.)* Reverse roles with the other half of the class closing their eyes, and repeat the activity. For large classes, divide the class into two or three groups and have groups play the game simultaneously.

Read

This exercise practices reading for information about fund-raisers.

A

- Have students look at the subject of the e-mail and the photo. Ask: *Have you ever helped with a fund-raiser? What did you do to set up? What was the event?*
- Invite a volunteer to read the directions and the fund-raiser activities 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 e-mail quickly and check the fund-raiser activities they find. Do not check answers at this point.

B CD2, Track 44

- 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: *donate*, *recycling center*, *used (adj.)*, *computer ink cartridge*, *organic*. Explain their meaning. (Donate: to give money, food, etc., to a cause or charity. For example, some people donate money to environmental groups to help save the whales or other endangered animals; recycling center: a place that recycles waste material, such as paper, aluminum, or glass, so that it can be used again; used [adj.]: not new – for example, a used car; computer ink cartridge: an ink container for a computer printer; organic: natural, not using chemicals or artificial ingredients.) As an alternative, have students use their dictionaries to find the meanings of the new vocabulary words.
- Have students read the e-mail 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 e-mail 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 question aloud.
- Ask: *Who's going to hold a fund-raiser?* Elicit the answer. (The East High Go-Green Club is going to hold a fund-raiser.)
- Have students work individually to answer the questions.
- Have students check their answers in pairs.
- Check answers with the class. Invite volunteers to read aloud one answer each.
- **Optional** Have students work in small groups to take turns reading the paragraphs in the e-mail. One student reads while the others listen with their books closed.

Listen

In this exercise, students listen for information about a clean-up project.

A CD2, Track 45

- Focus students' attention on the photos. Ask: *Do you think the girl is happy?* (No.) *Do you think the boy is happy?* (Yes.)
- Tell students that they will listen to two friends, Ryan and Elsa, talk about a clean-up project.
- 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-214.

- 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 volunteers to read aloud one answer each.

B

- Have students read the directions and all the statements.
- Remind students 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, and give reasons for their answers.
- Have students work in pairs to compare answers, or elicit opinions from volunteers.

Write

In this exercise, students answer questions and write an e-mail about planning a fund-raiser or a club project.

A

- Invite a volunteer to read the directions and the questions aloud. Tell students that they should make up their answers because this is an imaginary fund-raiser or club project. Invite two or three students to say a club they might like to be a member of and the fund-raiser or club project they might like to plan.
- 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 fund-raiser or club project.
- Have students work individually to write their e-mail.
- Invite several volunteers to read their e-mail messages to the class.
- **Optional** Have students work in groups of four. They can vote on the most interesting fund-raiser or club project in their group.

Workbook

Assign the exercises on Workbook page 42.
(Workbook answers begin on page T-192.)

Listen



1. What's the Go-Green Club going to clean up?
They're going to clean up the park behind the school!
2. Who's Ryan going to take to a piano lesson?
3. What time is the clean up going to start?
4. Is Ryan going to help Elsa?
5. What are they going to do after the cleanup?

What do you think? Write *I agree* or *I disagree*. Give reasons.

1. Student clubs are a good idea.
2. It's important to donate money to good programs.
3. Fund-raisers are a good idea.
4. It's important to recycle.

[Faint bleed-through from reverse side]

Write

Imagine you're a member of a new club. You're going to plan a fund-raiser or a club project. Answer the questions.

1. What kind of club is it?
2. What's the name of your club?
3. What kind of fund-raiser or project are you going to have?
4. When and where is it?
5. Why are you going to have it?

Write an e-mail to a friend about your fund-raiser or club project. Use the answers in Part A to help you.

Unit 6 Review

Language chart review

be going to

I'm **going to** use the Internet.

Are you **going to** do your homework?

Yes, I am.

Is Buster **going to** take the bus?

No, he isn't.

Wh- questions with be going to

Who's **going to** walk the dogs?

Kat **is going to** walk the dogs. / Kat **is**. / Kat.

What's Art **going to** write about?

He's **going to** write about Ronaldo.

Ronaldo.

A Look at the picture. Then write Yes / No questions with *be going to* and answer them.



1. (Teddy / read a book)

Q: Is Teddy going to read a book?

A: No, he isn't. He's going to play music.

2. (Melanie and Georgia / serve the sandwiches)

Q: Are Melanie and Georgia going to serve the sandwiches?

A: Yes, they are.

3. (Bethany / wrap gifts)

Q: Is Bethany going to wrap gifts?

A: No, she isn't. She's going to pour the drinks.

B Look at the picture in Part A again. Then write questions and answers. Pay attention to the underlined words.

1. Q: Where are they going to have the party?

A: They're going to have the party in the cafeteria.

2. Q: What are Melanie and Georgia going to serve?

A: Melanie and Georgia are going to serve the sandwiches.

3. Q: Who's going to pour the drinks?

A: Bethany is going to pour the drinks. OR Bethany is

Unit 6 Review

This lesson reviews the grammar and vocabulary introduced in Unit 6.

Language chart review

These charts summarize the main grammar presented and practiced in Unit 6.

- Books closed. Write on the board:

I / wrap / gift

he / decorate / room

you / make / speech ?

she / pour / drinks ?

who / perform / special dance ?

what / we / serve ?

- Elicit when to use the future form with *be going to*. (When talking about future plans.)
- Have students use the words on the board to write *be going to* sentences and questions.
- Books open. Have students study the Language chart review and compare it to their sentences. Have them correct any errors. While they are doing so, invite volunteers to write their sentences on the board. Check answers with the class.
- 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

- Invite a volunteer to read the directions aloud.
- Have students look at the picture. Ask: *What is Teddy going to do?* (He's going to play music.) Invite two volunteers to read the example question and answer aloud.
- Have students work individually to write questions and answers.
- Have students check their answers in pairs.
- Check answers with the class.

Exercise B

- Have students read the directions and look at the picture in Part A again.
- Invite two volunteers to read the example question and answer aloud.
- Have students work individually to complete the questions and answers, paying attention to the underlined words to help them write the questions.
- Check answers with the class.

Language chart review

These charts summarize further grammar presented and practiced in Unit 6.

- Have students study the examples in the charts.
- Remind students to use *Which one / Which ones . . . ?* when asking to identify one or more people or things from a group of people or objects.
- Remind students also to use *Whose . . . ?* when asking about the ownership of something. Review the idea that possessive pronouns are used to show ownership.
- Answer any questions students may have.

Exercise C

- Have students read the directions and look at the pictures.
- Invite two volunteers to read the example question and answer aloud.
- Have students work individually to write questions and answers.
- Check answers with the class. Invite several pairs of volunteers to read the questions and answers aloud.

Exercise D

- Have students read the directions and look at the pictures and the information in Part C.
- Invite two volunteers to read the example question and answer aloud.
- Have students work individually to write questions and complete the answers with possessive pronouns.
- Check answers with the class.

Take another look!

- Have a volunteer read the directions aloud.
- Students work individually to circle the correct answer.
- Check answers with the class.

Optional Unit Wrap-Up

- If students did the Review exercises for homework, check answers with the class.
- Have students work in pairs to practice the questions and answers for Exercises A, B, C, and D.
- Have students work in small groups to plan a farewell party for a friend. Students make a plan of who is going to do which jobs to get ready for the event and write sentences with *be going to*. For example, *(Lina) is going to (set up the snack table)*. Each group selects one person to report the information to the class.
- Ask students to secretly put something that belongs to them in a box. Tell students to choose something not everyone in class has – for example, a book they are reading, but not their English book. Choose one item from the box at random. Ask: *Whose (book) is this?* Students guess whose it is. The person who guesses correctly chooses another item from the box and asks a similar question: *Whose (pencil case) is this?* Continue until all the items have been taken from the box. To ensure that everyone gets a turn, don't let students who have guessed correctly guess again. Alternatively, have students play in groups of about ten.

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-192.)

Extra Practice Worksheets

- Assign the Unit 6 Extra Practice worksheets starting on page T-153.

Extra Speaking Practice Worksheet

- Assign the Unit 6 Extra Speaking Practice worksheet on page T-173.

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-183.

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

Which one / Which ones ... ?

Which one is Matt?
He's **the one** with the guitar.

Whose ... ?

Whose notebook is this?
It's **Mary's / hers**.

Possessive pronouns

It's **mine / his / hers / yours / theirs / ours**.

C Look at the picture. Then write questions and answers.

Darren



Min



Lenny



Jill and Wendy



1. Q: (Darren) Which one is Darren? A: He's the one with the guitar.
2. Q: (Min) Which one is Min? A: She's the one with the tickets.
3. Q: (Lenny) Which one is Lenny? A: He's the one with the sandwich.
4. Q: (Jill and Wendy) Which ones are Jill and Wendy? A: They're the ones with the cards.

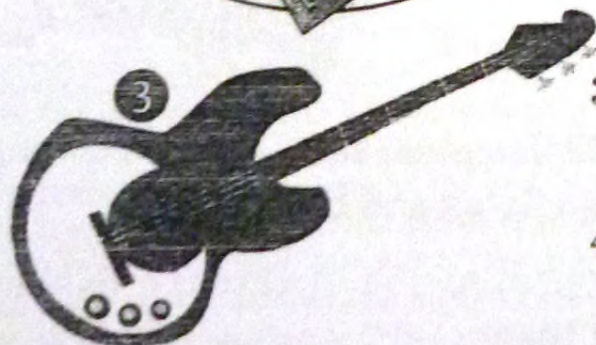
D Look at the pictures below and the information in Part C. Write questions. Then complete the answers with possessive pronouns.



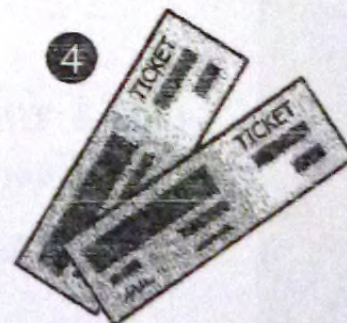
1. Q: Whose sandwich is this?
A: It's his.



2. Q: Whose cards are these?
A: They're hers.



3. Q: Whose guitar is this?
A: It's his.



4. Q: Whose tickets are these?
A: They're hers.

Take another look!

Circle the correct answer.

1. We _____ use a form of the verb *be* in sentences and questions with *going to*.

a. always b. sometimes c. never

2. Which word or phrase best completes this question: "_____ pink sneakers are these?"

a. Who is b. Who's c. Whose

Go to page 131
for the
Theme Project.

The blackout

1 Language focus

A Felipe and Mandy share stories about the blackout last night.

Listen and practice.

Felipe Hey, Mandy! Did the electricity go out at your house last night?

Mandy Yeah. It went out at about 8:30. I was watching TV with my family. We were watching my favorite show. Was there a blackout in your neighborhood, too?

Felipe Yes! I had a terrible experience. I was going home with my sister. We were riding the elevator up to our apartment. There were no other people in the elevator. Suddenly, it stopped. There wasn't any light. We weren't moving. We were really scared.

Mandy How awful! Were you in the elevator for a long time?

Felipe No, only about five minutes, but it seemed like five hours! It was so dark!

Past continuous statements

I **was watching** TV with my family
We **were riding** the elevator.
We **weren't moving**.



What were these students doing at 8:30? Complete the sentences with the past continuous. Then listen and check.

- Annie** At 8:30, my sister and I were watching (watch) a basketball game in the gym. Our school team was playing (play) really well, and we were winning (win). Then the lights went out, and the game stopped. We were very disappointed.
- Kevin** I was at a concert. The band was playing (play) my favorite song, "Love and Tears." I wasn't dancing (not dance), but I was having (have) a great time. Then the lights went out, and the music stopped!
- Shanya** My friends and I were at an amusement park. We were having (have) fun. We weren't thinking (not think) about our school or homework! We were riding (ride) the roller coaster, and we were screaming (scream). Suddenly, the ride stopped. We began to scream even louder!

This lesson presents and practices past continuous statements.

1 Language focus

This exercise presents and practices past continuous statements.

A CD3, Track 2

- Ask students whether they have ever experienced a blackout. If so, ask them where they were when the blackout happened. Were they scared?
- Have students read the directions and look at the photo. Ask: *What are Felipe and Mandy talking about?* (The blackout.) *When was it?* (Last night.)
- Give students several minutes to read the conversation.
- Explain the meaning of *terrible experience*, *elevator*, *suddenly*, *seemed like*, and *dark*.
- **Optional** 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 a series of sentences. Students tell you whether they are true or false.
Mandy and her family were watching TV. (True.)
They were watching Felipe's favorite show. (False.)
Felipe wasn't watching TV. (True.)
He was going home with his brother. (False.)
Felipe and his sister were riding the elevator. (True.)
- Play the recording or model the conversation. Students listen and repeat.
- **Optional** Have students practice in pairs.
- **WORKBOOK** Have students study the examples in the language chart. Tell students that we use the past continuous to talk about something that was happening at a given time in the past. For example, in the conversation, all the events that are being described happened "last night." The given time may be less specific, such as *last night*, or more specific, such as *I was reading at 7:15 last night*. The action began before the given time and may or may not continue after the given time. The focus is on the *progression or duration* of the event, not its completion.

- Focus students' attention on the first example in the chart. Ask: *How can we tell that this statement is in the past continuous and not the present continuous?* (The verb *was*.) *How would Mandy say this sentence in the present continuous?* (I am watching TV with my family.)
- Ask students to look at the second sentence. Ask: *Why do we use were instead of was?* (Because the subject is *we*.) Ask: *Is the third example a positive or a negative statement?* (Negative.) *What word or words show you this is a negative statement?* (Weren't.)
- Ask students to look back at the conversation and check each of the past continuous sentences. Ask: *How many are there?* (Five.) Invite volunteers to read one each. (I was watching TV with my family. We were watching my favorite show. I was going home with my sister. We were riding the elevator up to our apartment. We weren't moving.)
- **Optional** Model the examples, pausing for students to repeat.

B CD3, Track 3

- Have a volunteer read the directions and the example aloud.
- Have students work individually to complete the sentences with the past continuous.
- 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 three volunteers to read aloud one text each.

Our Stories

This unit introduces vocabulary and expressions for describing frightening and exciting experiences.

2 Listening

In this exercise, students listen for what activities people were doing at a given time in the past.

A CD3, Track 4

- Tell students that they will listen to four students talking about what they were doing when the blackout happened. Students should listen and write the correct name under the appropriate photo.
- Play the recording. Students only listen.

Audio script

See page T-215.

- Play the recording again. Students listen and match the names to the photos.
- Play the recording once again. Students listen and verify their answers.
- Check answers with the class.

B CD3, Track 5

- Tell students that they will listen to the recording again and should write the location of each person at the time of the blackout.
- Play the recording in Part A again. Students listen and write the locations.

Audio script

Same as the script in Part A.

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

3 Pronunciation Contrastive stress

This exercise introduces the concept of stressing different words in a sentence to mean different things.

A CD3, Track 6

- Explain that in spoken English the meaning of a sentence can change when the speaker puts stress on a different word or words.

- Write on the board:

I went to the beach yesterday.

I went to the beach yesterday.

I went to the beach yesterday.

Read each sentence, stressing the underlined word or words. Ask students what the speaker means by emphasizing the underlined word or words in each sentence. (1. The fact that the speaker went to the beach, not someone else. 2. The place the speaker went to was the beach, not another place. 3. The speaker went to the beach yesterday, not another day.)

- Have students read the sentences, stressing the underlined word or words correctly.
- Play the recording. Students listen, paying particular attention to the part of each sentence that is stressed.

Audio script

Same as the questions and answers in the Student's Book.

- Play the recording again. Students listen and repeat.

B CD3, Track 7

- Invite a volunteer to read the directions aloud. Tell students that they can use the answers to help them decide which words in the questions are stressed.
- Have students work individually to circle the words they think will be stressed.
- Play the recording. Students listen and check their answers.

Audio script

Same as the questions and answers in the Student's Book.

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

4 Speaking

This exercise practices talking about past activities.

- Have students read the directions and look at the chart.
- Draw a simple version of the chart on the board with only items 1 and 2. Demonstrate the activity by asking two students the questions and filling in their information in the chart.
- Give students several minutes to interview their classmates and complete their charts.
- Ask volunteers to share one of their findings with the class, using the example in the speech balloon.

Workbook

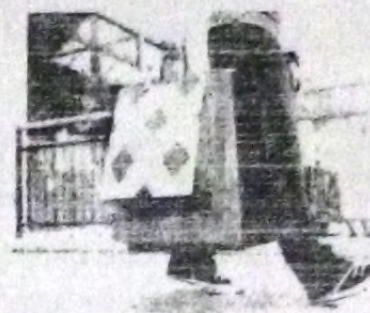
Assign the exercises on Workbook page 44. (Workbook answers begin on page T-192.)

Extra Grammar

Assign the exercises for the Extra Grammar, Lesson 25.

2 Listening

A What were Amy, Josh, Luigi, and Andrea doing at 8:30?
Listen and write the correct name under each photo.



B Where were they at the time of the blackout? Listen again.
Then write the places.

1. Amy:

3. Luigi:

2. Josh:

4. Andrea:

3 Pronunciation Contrastive stress

A Listen. Notice the change in the meaning of a sentence when different words are stressed. Then listen again and practice.

Q: Was your **brother** riding the elevator?

A: No, my **sister** was riding the elevator.

Q: Was your brother **riding** the elevator?

A: No, he was **walking up** the stairs.

B Circle the words you think will be stressed. Then listen and check.

1. Q: Were you and your mother
watching a movie at home?

A: No, we were watching
a TV show.

2. Q: Were you and your mother
watching a movie at home?

A: No, we were watching a movie
at the movie theater.

4 Speaking

Ask your classmates what they were doing at these times. Complete the chart. Then share your information with the class.

Time	Classmate	Activity
1. an hour ago		Billy was eating lunch an hour ago.
2. at 6:00 this morning		
3. at 9:00 last night		
4. yesterday at noon		

1 Language focus

 **A** Study the chart. Ted went white-water rafting last summer. Look at the pictures and number the sentences in the correct order. Then listen and check.

Past continuous vs. simple past (when)

Action in progress

Completed action

We **were talking**

when the water **got** rough.

I **was heading** toward some rocks

when I **saw** the branch.

Note: The completed action can begin the sentence.

When the water **got** rough, we **were eating** lunch.

My friends **found** me **when** I **was resting** under a tree.

1



2



3



4



5



2

When the water got rough, we were eating.

1

We were having a great time. It was a beautiful day.

5

My friends found me when I was resting under the tree and trying to get dry.

3

I was reaching for an oar when a big wave hit our raft. I fell into the river.

4

I was heading toward some rocks when I saw the branch of a big tree in front of me. I grabbed the branch and held onto it.

This lesson presents and practices the past continuous + when.

Review of Lesson 25

- Say: *They are walking home from school.* Ask a random student to transform the sentence into a past continuous statement: *They were walking home from school.* Then say: *She isn't reading a book in her room.* Again, ask a random student to convert the statement to the past continuous: *She wasn't reading a book in her room.* Invite volunteers to continue the activity with their classmates.
- Divide the class into four or five small groups. Write a specific past time on the board – for example, *at 8:00 last Saturday night.* Ask one member from the first group to stand and say what he or she was doing at this time, using the past continuous. For example, *I was talking on the phone at 8:00 last Saturday night.* Ask one member from the second group to stand, repeat what the first student said, and add a sentence of his or her own. For example, *Mary was talking on the phone, and I was taking a shower at 8:00 last Saturday night.* Continue, alternating turns among the groups, until one of the groups makes a mistake or is stumped.

1 Language focus

This exercise presents and practices the past continuous + when.

A CD3, Track 8

- Have students read the directions and study the pictures. Ask: *What did Ted do last summer?* (He went white-water rafting.) *What happened?* (He had an accident.)
- Ask students to read the sentences below the pictures. Explain the meaning of *rough, resting, oar, raft, branch,* and *grabbed.* Tell students to call out any other words or phrases they do not understand. Explain them by using each in a simple sentence or by miming it.
- Ask students to complete the partial statements below.
When a big wave hit their raft, (he was reaching for an oar).
When the water got rough, (they were talking).
When Ted's friends found him, (he was resting under the tree and trying to get dry).
- Have students work individually to look at the pictures and number the sentences in the correct order.
- 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 numbers. Students respond with the appropriate sentences.
- Optional 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 headings in the chart, *Action in progress* and *Completed action.* Explain to students that we use the past continuous with the simple past to talk about an action that was interrupted by another action. One part of the sentence uses the past continuous, and the other uses the simple past because one of the actions is still taking place while the other is finished or completed.
- Focus students' attention on the first statement in the chart. Ask: *Which action was in progress?* (Talking.) *Which was completed?* (The water got rough.)
- Ask students to look at the second example. Ask: *Can we reverse the order of the two parts of the sentence?* (Yes. I saw the branch when I was heading toward some rocks.)
- Focus students' attention on the note at the bottom of the language chart. Ask: *What is different between these sentences and the sentences at the top of the chart?* (The completed action begins the sentence.) Explain that the completed action can be in the first half or in the second half of a sentence. The part that comes first is usually the event that the speaker or writer feels is more important.
- Optional Model the examples, pausing for students to repeat.

B CD3, Track 9

- Invite a volunteer to read the directions and the examples aloud. Ask: *For a completed action, what verb form do you use?* (Simple past.) Ask: *For an action in progress, what verb form do you use?* (Past continuous.)
- Have students work in pairs to fill in the blanks with the correct form of the verbs in parentheses.
- 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 write one completed sentence each on the board.
- **Optional** Write the following partial statements on the board:

My mother was cooking dinner . . .

I was talking on the phone . . .

My best friend was walking to school . . .

Divide the class into three groups. Give each group several minutes to complete the statements as outrageously as possible. Write their statements on the board. Ask the class to vote on the most bizarre sentences.

C CD3, Track 10

- Have students read the directions and the examples.
- Have students work individually to write sentences using the past continuous and the simple past and the words in parentheses.
- 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 write their sentences on the board.

2 Listening

In this exercise, students listen for the details of frightening experiences.

CD3, Track 11

- Tell students that they will listen to four people describing scary experiences that they had. Students should listen and write a check next to the statement that accurately describes what happened.
- Play the recording. Students only listen.

Audio script

See page T-216.

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

Workbook

Assign the exercises on Workbook page 45. (Workbook answers begin on page T-192.)

Extra Grammar

Assign the exercises for the Extra Grammar, Lesson 26.

Complete these sentences about scary experiences. Use one verb in the simple past and one in the past continuous. Then listen and check.

1. A bad storm (start) when I ~~was walking~~ (walk) home from school yesterday.
2. We (cook) hot dogs over our campfire when a bear (come) into our camp!
3. I (read) in bed late last night when someone (knock) on the door.
4. My sister and I (visit) the zoo when a lion (escape) from its cage!
5. When the big dog (jump) on him, Paulo (go) to the mall.
6. Jessica (fly) home from vacation last summer when suddenly the plane (drop) 1,000 feet.
7. I (watch) a horror movie on TV when my cat (jump) out the window.
8. When the tree (fall) on our house, I (study).

Write sentences about scary experiences. Use the past continuous and the simple past. Then listen and check.

1. (eat dinner / strange man / come to the door)

OR

2. (read in bed / lights / go out)
3. (talk on the phone / hear someone scream)
4. (walk to school / man / grab my bag)
5. (watch TV / storm / hit)



2 Listening

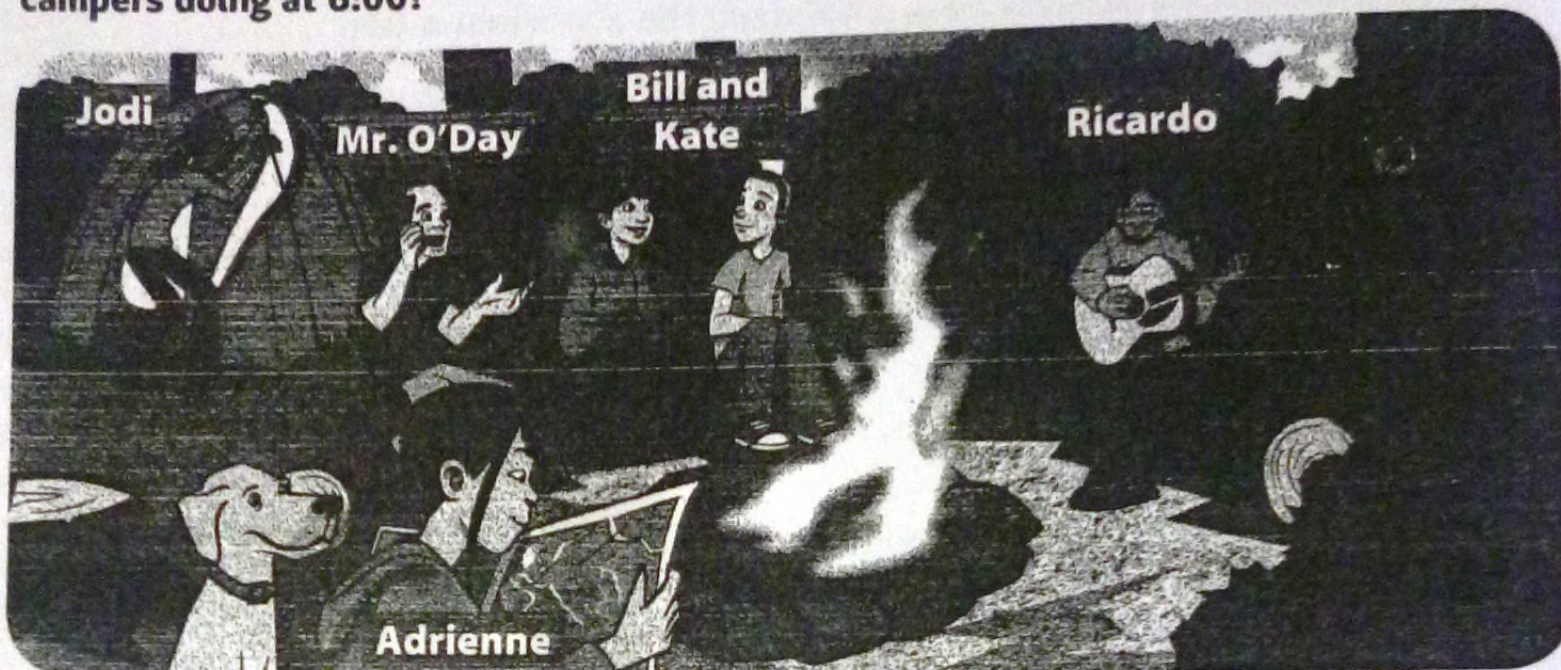
People are describing scary experiences. Listen and check (✓) what happened.

- | | |
|---|--|
| 1. ☐ They heard a noise. | 3. ☐ She was lost. |
| ☐ They made a noise. | ☐ She lost her backpack. |
| 2. ☐ It began to rain. | 4. ☐ His board broke. |
| ☐ It began to snow. | ☐ He fell into the water. |



1 Language check

A Last night was Jodi's first night at camp. What were the campers doing at 6:00?



1. (Jodi) She was setting up the tent.
2. (Adrienne) Adrienne was looking at a map.
3. (Bill and Kate) Bill and Kate were listening to music.
4. (Mr. O'Day) Mr. O'Day was talking on his cell phone.
5. (Ricardo) Ricardo was playing the guitar.

B Complete Jodi's diary entries about camp. Use the simple past or the past continuous.

Monday 8:30 p.m.

The sun was shining (shine) when we arrived (arrive) today. But it got (get) cloudy in the afternoon. We were making (make) our campfire when it started (start) to rain. The fire went out, so we ate cold hot dogs in our tents. Yuck!

Wednesday 9:00 p.m.

Yesterday was OK. We had (have) a great morning today, but trouble started in the afternoon. I was sitting (sit) at a picnic table when a large branch from a big tree fell (fall) on my tent.

I was frustrated, but I guess I was lucky! Later, I was setting up (set up) my tent again when a bear came (come) into our campsite. Mr. O'Day was talking (talk) on the phone. The bear ate (eat) our hot dogs, and it looked (look) in our bags! Finally, it left (leave).

Friday 4:30 p.m.

I slept (sleep) all day yesterday. Today is my last day at camp. I'm going home tomorrow, and I'm glad!

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

- Have students read the directions and the example and study the picture.
- Ask students to try to describe all the activities in the picture that the campers were doing at 6:00, using appropriate verb phrases in English. If students have trouble, write the phrases on the board.
- Have students work individually to write the sentences.
- Check answers with the class. Invite volunteers to read aloud one completed sentence each.
- **Optional** Ask random students to share with the class what they were doing at 6:00 yesterday evening.

B

- Ask students to read the directions and the three diary entries. Explain the meaning of *frustrated* and *lucky*.
- Tell students that they should fill in the blanks with either the simple past or the past continuous form of the verbs in parentheses.
- Have students work individually to complete the exercise.
- Check answers with the class.
- **Optional** Have groups of five or six students read the diary entries, alternating lines.
- **Optional** Ask random pairs of students to stand. Have the two students make sentences using the past continuous + *when* pattern. One of the students provides the first half of a sentence while the other provides the second half with the first thing that comes to mind. Encourage silliness!

C

- Ask students to read the directions and the first example.
- Have students work individually to choose the correct ending for each sentence.

- Have students check answers in pairs.
- Check answers with the class. Invite volunteers to read aloud one answer each.

2 Listening

In this exercise, students listen for what activities people were doing when something happened.

A CD3, Track 12

- Invite a volunteer to read the directions aloud. Have students look at the chart.
- Tell students they will hear four people – Tina, Sophia, Mark, and Leo – talk about what they were doing when Jack sent a text message.
- Play the first part of the recording. Students listen. Focus students' attention on the example for number 1. Ask: *What was Tina doing when Jack sent her a text message?* (She was walking home from school.)

Audio script

See page T-216.

- Play the rest of the recording. Students only listen.
- Play the recording again. Students listen and check what each person was doing.
- Play the recording once again. Students listen and verify their answers.
- Check answers with the class. Invite a volunteer to read aloud the answer for each person.

B

- Have students read the directions and the examples. Focus students' attention on the comma in the second example sentence. Tell students that they will use a comma when the *when* clause comes at the beginning (or in the first half) of a sentence.
- Have students work individually to write sentences.
- Check answers with the class. Invite volunteers to read their answers aloud.

Teaching Tip

Discourage the use of the students' native language during class time. Make it clear to your students that there is always quite a bit of prediction and guesswork involved when learning a language. It is not necessary to look up every word in the dictionary. There are many ways to get the meaning of a word other than translation or looking up the word in a dictionary. Prepare them to avoid panic when they come across something they do not understand. Encourage them to relax and take context, and other factors into consideration. Praise both correct and incorrect guesses.

Workbook

Assign the exercises on Workbook page 46. (Workbook answers begin on page T-192.)

Game

Assign the game on Student's Book page 120.

C Choose the correct ending for each sentence.

1. I was watching TV when _____.
☒ my parents came home.
☐ my parents were coming home.
2. When the bell rang, _____.
☐ Mr. Ito gave us homework.
☒ Mr. Ito was giving us homework.
3. Carla and Dan were washing the windows when _____.
☒ it started to rain.
☐ it's starting to rain.
4. I was swimming _____.
☐ when the water's getting rough.
☒ when the water got rough.
5. When my dog barked, _____.
☒ Julian was knocking on my door.
☐ Julian is knocking on my door.
6. When the lights went out, _____.
☐ we played a video game.
☒ we were playing a video game.

2 Listening

A Jack sent text messages to four friends. Listen and check (✓) what each person was doing when Jack sent the text messages.



	Walking home	Shopping	Cooking dinner	Playing a video game
1. Tina		✓		
2. Sophia				✓
3. Mark			✓	
4. Leo	✓			

B Write sentences for each item in Part A.

1. Tina was walking home when Jack sent her a text message.
 OR When Jack sent Tina a text message, she was walking home.
2. Sophia was shopping when Jack sent her a text message.
 OR When Jack sent Sophia a text message, she was shopping.
3. Mark was cooking dinner when Jack sent him a text message.
 OR When Jack sent Mark a text message, Mark was cooking dinner.
4. Leo was playing a video game when Jack sent him a text message.
 OR When Jack sent Leo a text message, Leo was playing a video game.



**to page 120
for the
Game.**

1 Language focus

A A talk-show host interviews a teen who survived an avalanche. Listen and practice.

Host So, David, you survived the biggest avalanche in ten years! We're glad that you're here.

David Thanks.

Host I'd like to ask you some questions. First, what were you doing on Cannon Mountain?

David We were skiing on the north side of the mountain. It has the best snow.

Host Was it snowing that day?

David No, it wasn't. Actually, it was very sunny.

Host Who were you skiing with?

David I was skiing with my family – my parents and my sister.

Host Were many other people skiing?

David No. We were the only ones.

B Complete the interview questions. Then listen and check.

Host What were you doing (do) when the avalanche hit?

David My father and I were climbing up the trail.

Host were you carrying (carry) your skis?

David Yes, we were.

Host Where were your mother and sister walking (walk)?

David They were walking behind us, lower down the trail. They saw the avalanche first and started shouting.

Host What were they shouting (shout)?

David They were shouting, "Go right! Go right!" I looked, and I saw the snow coming down the mountain.

Host Was it coming (come) down the mountain very quickly?

David Yes, it was. It was coming really fast. We moved to the right – just in time.

Past continuous questions

Yes / No questions

Was it snowing?

Yes, it was.

No, it wasn't.

Were other people skiing?

Yes, they were.

No, they weren't.

Wh- questions

What were you doing?

We were skiing.

Who were you skiing with?

I was skiing with my family.

My family.



This lesson presents and practices past continuous questions.

Review of Lesson 26

- Write on the board: ... *when the teacher came in*. Ask random students to tell the class what they were doing when you walked into the room.
- Play "Tic-Tac-Toe." Draw a grid on the board. Fill in each of the nine squares with the following verbs and verb phrases: *brushing my teeth, cooking dinner, doing my homework, playing soccer, shopping at the mall, singing a song, sleeping, talking on the phone, walking to school*. Divide the class into two teams, X and O. Students earn squares for their teams by choosing a verb or verb phrase and using it correctly in a past continuous + *when* sentence. The first team with three squares in a row wins.

1 Language focus

This exercise presents and practices past continuous questions.

A CD3, Track 13

- Explain the meaning of *avalanche*. Ask students whether they have ever seen an avalanche on a nature or news program on TV. If so, ask them if they thought it was frightening.
- Have students read the directions and look at the picture.
- Give students several minutes to read the conversation.
- Explain the meaning of *survived* and *the only ones*.
- **Optional** Play the recording. Students listen and read along.

Audio script

Same as the conversation in the Student's Book.

- Ask the questions below. Students respond *Yes* or *No*.
Was David hiking on Cannon Mountain? (No.)
Was he skiing? (Yes.)
Was it snowing that day? (No.)
Was he skiing with his family? (Yes.)
- Now ask students to answer the following questions with short answers.
Who is interviewing David? (A talk-show host.)
What were David and his family doing? (Skiing.)
Where were they skiing? (On Cannon Mountain.)
Who was skiing with them? (No one.)
- 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. Write on the board: *Is it snowing?* and *Was it snowing?* Ask: *Which one is the present form, the first or the second question?* (The first.) *How do you know?* (The *be* verb, *is*.) *What is the *be* verb in the past continuous question?* (Was.) *What's the difference in the meaning of the two questions?* (The present continuous is asking about what is happening now, while the past continuous is asking about something that was happening at a certain time in the past.)

- Focus students' attention on the second example. Ask: *How would the interviewer ask this question in the present continuous?* (Are other people skiing?) *Where does the *be* verb appear in the question?* (At the beginning.) *How about in the answer?* (After the subject.)
- Now ask students to look at the *Wh-* questions. Ask: *What is the question word in the first question?* (What.) *How can this question word be answered?* (With a noun or a verb.) *What information do we answer Who ... ? questions with?* (Information about people.) *What other *Wh-* question words have we learned?* (Where, when, why.)
- **Optional** Model the examples, pausing for students to repeat.

B CD3, Track 14

- Have students read the directions and the example. Then ask them to read through the conversation quickly.
- Ask students to call out any words or phrases they do not understand. Explain them by using them in a simple sentence or by miming them.
- Have students work individually to complete the interview questions.
- 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.
- **Optional** Have students practice the conversation in pairs.

C CD3, Track 15

- Ask students to read the directions and the example and study the pictures.
- Have students work individually or in pairs to write the talk-show host's questions, using Marilyn's answers as a guide.
- Play the recording. Students listen and verify their answers.

Audio script

Same as the interview in the Student's Book.

- Check answers with the class. Invite volunteers to come to the front to write their questions on the board.
- **Optional** Have students practice the questions and answers in pairs.

2 Speaking

This exercise practices talking about bad experiences.

- Have students read the directions, the sentences in the box, and the example conversation. Give students a minute to imagine a bad experience, using an idea from the box or their own idea.
- To check understanding, invite several volunteers to tell the class about a bad experience they are imagining.
- Play the part of "You" and demonstrate the activity with five volunteers, starting off with a bad experience of your own.
- Divide the class into groups of five students. Group members ask each other questions about their bad experiences, using the past continuous.

- **Optional** Invite one member from each group to share the group's worst or scariest experience with the class.

Workbook

Assign the exercises on Workbook page 47.
(Workbook answers begin on page T-192.)

Extra Grammar

Assign the exercises for the Extra Grammar, Lesson 27.

- C** Marilyn was on a frozen lake last winter when the ice cracked. A talk-show host is asking her questions. Read her answers and write his questions. Then listen and check.



1. Q: (What) What were you doing on the lake?
A: I was skating on it.
2. Q: (Were) Were you skating alone?
A: No, I wasn't skating alone.
3. Q: (Who) Who were you skating with?
A: I was skating with my friend, Sarah. My father and brother were near the lake, too.
4. Q: (What) What were they doing?
A: They were throwing snowballs at each other.
5. Q: (Was) Was it snowing?
A: No, it wasn't snowing, but it was really cold.
6. Q: (Where) Where was Sarah skating?
A: Sarah was skating on the other side of the lake. But she saw me fall in, and she screamed loudly. My father found a rope and pulled me out. I'm lucky to be alive!

2 Speaking

Imagine a bad experience. Use an idea from the box or your own idea. Your classmates ask questions about it, using the past continuous.

You I broke my arm.

Classmate 1 What were you doing when you broke it?

You I was playing basketball.

Classmate 2 Were you shooting the ball?

You No. I was running.

Classmate 3 Where were you playing?

You I was playing in the gym.

Classmate 4 Who were you playing with?

You Trish and Carmen.

The electricity went out.

I broke my arm.

A bad storm hit my town.

My computer crashed.

I broke my leg.

A woman on a bicycle ran into me.

1 Word power

 **A** Read the students' opinions of these books.
Then listen and practice.

Name: Josh
Title: *The Lost Picture*
Type of book: Mystery

The book really keeps your attention. Who has the missing painting? I don't think you can guess. You have to read to the surprising end.



Name: Andrea
Title: *The Wild Side of the Garden*
Type of book: Fantasy

The author creates an unusual world. Cars fly, and dogs talk. Everyone is reading this delightful book. Get it from the school library.



Name: Felipe
Title: *The House in Space*
Type of book: Science fiction

The book is about a family on Jupiter. It's very confusing. There are too many characters. You don't know who is who. Don't even start this book. It's very disappointing.



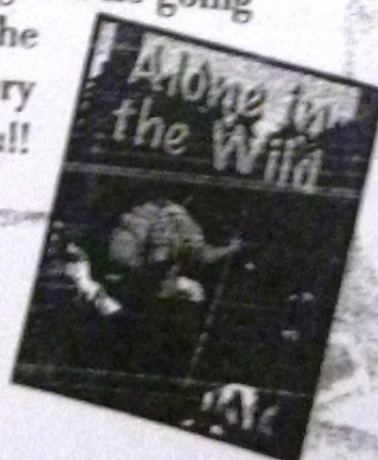
Name: Amy
Title: *Hit the Top 10*
Type of book: Nonfiction

The book has great information about the music business. It's a really informative book. You're going to like it a lot.



Name: Luigi
Title: *Alone in the Wild*
Type of book: Adventure

A boy is lost in the woods. How is he going to survive? What danger is he going to face? The book is very suspenseful!



Name: Mandy
Title: *Sarah at School*
Type of book: Realistic fiction

The book is dull. It has too much information on Sarah's family. I wanted to know more about Sarah. There are better books about teens.



B Tell your partner the types of books you like and don't like. Use the adjectives from Part A to explain why.

I like mystery books. They're surprising. I don't like...

This lesson presents and practices some types of books and adjectives commonly used to describe them. It also presents the past continuous vs. the simple past.

Review of Lesson 27

- Review past continuous questions. Write on the board: *at 9:00 last night*. Then ask random students one of the following questions: *Where were you at 9:00 last night? What were you doing at 9:00 last night? Were you sleeping at 9:00? Were you doing your homework at 9:00? Who in your family was reading at 9:00? Was your mother cooking dinner at 9:00? Was your sister talking on the phone at 9:00?*
- Divide the class into small groups of four or five students. Write on the board: *Julie was singing songs with Tom in the school cafeteria at 8:00 yesterday morning*. Now give groups two minutes to write down appropriate past continuous questions about the sentence. (*Who was singing songs with Tom in the school cafeteria at 8:00 yesterday morning? Who was Julie singing songs with in the school cafeteria at 8:00 yesterday morning? What was Julie doing in the cafeteria with Tom . . . ? Where was Julie singing songs with Tom . . . ? When was Julie singing songs? What time was Julie singing songs with Tom?*) At the end of two minutes, ask a member from each group to come to the front to write the group's questions on the board. The group with the greatest number of appropriate questions wins.

1 Word power

This exercise presents and practices some types of books and adjectives commonly used to describe them.

A CD3, Track 16

- Ask students if they enjoy reading. If so, ask them what types of books they enjoy the most.
- Have students read the directions.
- Give students several minutes to read the students' reviews of the books. But before doing so, tell students that you want them to figure out what the *Type of book* words mean, according to the students' descriptions.
- Give the following clues. Students respond with the type of book.

These books are strange stories based on facts from your science book. (Science fiction.)

These books are about unusual people in weird places. (Fantasy.)

You can get a lot of facts and information from these books. (Nonfiction.)

These books are about people or animals that have amazing experiences. (Adventure.)

These books don't tell you everything – you have to guess until the end. (Mystery.)

These books are stories about things that really can happen. (Realistic fiction.)

- Now say the following book types. Students respond with the title and the adjectives in the texts.

Nonfiction (Hit the Top 10. Informative.)

Mystery (The Lost Picture. Surprising.)

Fantasy (The Wild Side of the Garden. Unusual, delightful.)

Science fiction (The House in Space. Confusing, disappointing.)

Realistic fiction (Sarah at School. Dull.)

Adventure (Alone in the Wild. Suspenseful.)

- Play the recording. Students listen and repeat.

Audio script

Same as the students' opinions in the Student's Book.

B

- Have students read the directions and the example in the speech balloon.
- Have students work in pairs to talk about the types of books they like and do not like, using the adjectives from Part A to explain why.

Culture Note

In the U.S., *Young Adult* (YA) is the name of a category of books that are written for 12- to 18-year-olds. Libraries, bookstores, and online bookstores all have Young Adult sections. In the U.S., the most popular young adult books are fantasy, mystery, romance, and science fiction.

2 Language focus

This exercise presents and practices the past continuous vs. the simple past.

A CD3, Track 17

- Have students read the directions and study the picture. Ask: *What type of book did Mandy read?* (Realistic fiction.)
- Give students several minutes to read Mandy's book report.
- Explain the meaning of *blind* (adj.), *windshield*, and *controls* (n.).
- **Optional** Play the recording. Students listen and read along.

Audio script

Same as Mandy's book report in the Student's Book.

- Play the recording or model the sentences. Students listen and repeat.
- **Optional** Have students practice reading in pairs, alternating sentences.
- Write on the board:
1. *Past continuous* 2. *Simple past*

Tell students that you will say a series of sentences. They should respond by calling out the number 1 if the sentence is in the past continuous and the number 2 if it is in the simple past.

Debbie had to fly and land a plane. (2.)

Her friends were waiting. (1.)

She turned the radio controls. (2.)

Debbie and her uncle were flying in a plane. (1.)

A bird hit the windshield. (2.)

- **Language Chart** Have students study the first example in the language chart. Ask: *What form is the part of the sentence under the heading Action in progress?* (Past continuous.) Remind students that we use this form when we are describing an activity that was in progress at a particular time in the past. Ask: *How do we know when a sentence is in the past continuous?* (The *be* verb is in the simple past form of *was* or *were* and the main verb has an *-ing* ending.)

- Ask: *What form is the part of the sentence under the heading Completed action?* (Simple past.) Remind students that we use this form when we are describing a completed action in the past. Ask: *How do we know when a sentence is in the simple past?* (The verb is in the simple past form, or *did* or *didn't* is in the sentence.) Explain that the focus of the simple past is on the completed event, whereas the focus of the past continuous is on the process. The same event can sometimes be described with either form, but the focus changes: *My uncle stayed with us last month. My uncle was staying with us last month.*
- Focus students' attention on the note in the bottom half of the chart. Tell them that, as with past continuous and *when* clauses, the completed action can begin the sentence. Remind students that the part of the sentence the speaker or writer feels is the most important begins the sentence.
- **Optional** Model the examples, pausing for students to repeat.

B CD3, Track 18

- Ask students to read the directions and the example.
- Remind students that the past continuous + *while* is used to show an action that was happening and was interrupted by another action or event. Also remind students that *while* goes before the past continuous.
- Have students work individually or in pairs to fill in the blanks with *while* and the appropriate verb forms.
- Play the recording. Students listen and verify their answers.

Audio script

Same as the book report in the Student's Book.

- Check answers with the class.

3 Listening

In this exercise, students listen for people's opinions about books.

CD3, Track 19

- Tell students that they will listen to five students give opinions about the books they have read. Students should listen and check the adjectives that the speakers use to describe the books.
- Play the recording. Students only listen.

Audio script

See page T-216.

- 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.

Workbook

Assign the exercises on Workbook page 48. (Workbook answers begin on page T-192.)

Extra Grammar

Assign the exercises for the Extra Grammar, Lesson 28.

2 Language focus

A Mandy wrote a book report about *Blind Flight*. Listen and practice.

Name: Mandy
Title: *Blind Flight*
Type of book: *Realistic fiction*

This is an amazing story. Thirteen-year-old Debbie Whitfield had to fly and land a plane, but she was blind.

While Debbie and her uncle were flying, a large bird hit the windshield. The glass broke and hurt her uncle. He didn't move.

Debbie turned the radio controls until she heard a pilot. Soon she was flying while he gave her instructions.

While Debbie was flying, two other planes came to help her. They guided her to the airport. Her friends and family were waiting when she and her uncle arrived.

Past continuous vs. simple past (*while*)

Action in progress

Completed action

While they were flying, a bird **hit** the windshield.

Note: The completed action can begin the sentence.

A bird **hit** the windshield **while they were flying**.



B Read another student's book report about *Arnie and the Flood*. Complete the sentences using *while* and verbs in the simple past or the past continuous. Then listen and check.

While Arnie was driving (drive) home, it started (start) to rain very hard. Arnie got to a bridge near his house, and he slowly started to cross it. While he was crossing (cross) the bridge, the water suddenly got (get) higher. It reached his car, and it took his car into the river. Luckily, he got out of the car. A woman saw (see) him while he was trying (try) to swim to land. She helped him to safety.

3 Listening

C Students are talking about books. How do they describe them? Check (✓) the correct adjectives.

Book 1
☒ interesting
☐ unusual

Book 2
☐ informative
☒ dull

Book 3
☐ delightful
☒ confusing

Book 4
☐ dangerous
☒ suspenseful

Book 5
☒ surprising
☐ disappointing

Get Connected

UNIT 7

Read

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

- ☒ 1. Some animals help their owners when they are in danger.
- ☐ 2. Dogs and cats are really the only amazing animals.
- ☒ 3. The people rescued the animals and the animals rescued the people.

Pet Heroes

This story is about two amazing pets, one dog and one cat. Both are **heroes**. Toby, a two-year-old dog, saved Debbie Parkhurst's life. Debbie was eating an apple when she started to **choke**. Toby **pushed** her down to the floor. He jumped up and down on her **chest** until the apple came out of her throat. Debbie knows that Toby saved her life. She says, "I keep looking at him and saying 'You're amazing.'"

Winnie, a 14-year-old cat, saved her family from dangerous **carbon monoxide**. While Cathy and Eric Keesling were sleeping, Winnie came to their bed. Winnie **meowed** loudly and pushed her nose into Cathy's ear until she **woke up**. Cathy tried to tell her husband and son to leave the house, but they wouldn't wake up. Cathy called 911 for help. They're **OK today** because Winnie saved their lives!

Both owners **rescued** Toby and Winnie when they were very young. Years later, both Toby and Winnie saved Debbie and the Keesling family. That's really incredible!



Go to page 12 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. Debbie was eating an apple when she started to choke.

True.

2. Toby pushed Debbie down to the floor.

True.

3. While Cathy and Eric were sleeping, Winnie meowed loudly.

True.

4. Cathy's husband and son woke up easily.

False.

Cathy's husband and son wouldn't wake up.

5. Toby and Winnie were rescued when they were old.

False.

Toby and Winnie were rescued when they were very young.

This lesson practices reading, listening, and writing skills.

Review of Lesson 28

- Review the six types of books and write them on the board: *mystery, fantasy, science fiction, nonfiction, adventure, realistic fiction*. Read the book titles below. Students respond with the type of book. *Cars on Mars*. (Science fiction.) *The History of England*. (Nonfiction.) *The Land of the Flying Horses*. (Fantasy.) *Joe and the Soccer Championship*. (Realistic fiction.) *One Hundred Days on a Boat*. (Adventure.) *The Missing Bracelet*. (Mystery.)
- Elicit the adjectives used to describe the books in Lesson 28. (Surprising, unusual, delightful, confusing, disappointing, informative, suspenseful, dull.) Write the following chart on the board:

Name	Type of Book	Description
1. _____	_____	_____
2. _____	_____	_____
3. _____	_____	_____
4. _____	_____	_____

- Ask students to copy the chart onto a piece of paper. Write on the board: *What kind of book did you read? How was it?* Then tell students that they are to use these two questions to interview four classmates about books they have read and fill in the information to complete the chart.
- Give students several minutes to interview their classmates. Then ask random students to share one of their findings with the class.

Read

This exercise practices reading for information about amazing heroes.

A

- Have students look at the photos. Ask: *Have you ever heard of an animal that helped someone? What did it do?*
- Invite a volunteer to read the directions and the statements 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 quickly and check the true statements. Do not check answers at this point.

- Have students check their answers in Part A in pairs. Elicit the answers from one pair.
- Check answers with the class. Invite a volunteer to read aloud the true statements.
- Optional** Play the recording. Students listen and read along.

Audio script

Same as the article in the Student's Book.

B CD3, Track 20

- 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: *heroes, choke, push, chest, carbon monoxide, meow, wake up, rescue*. Explain their meaning. (Heroes: people or animals we admire for their courage or brave acts; choke: to stop you from breathing because you have food or another object stuck in your throat; push: to shove; chest: the front part of your body from your neck to your stomach; carbon monoxide: a poisonous gas; meow: the sound a cat makes [demonstrate the sound]; wake up: to get up from sleep; rescue: to save the life of a person or an animal – fire fighters rescue people and animals from burning buildings.) As an alternative, have students use their dictionaries to find the meanings of the new vocabulary words.
- Have students read the article again.

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: *Was Debbie eating an apple when she started to choke?* (Yes, she was.) Ask: *Is the statement true or false?* (True.)
- Have students work individually to write *True* or *False*, and then correct the false statements.
- Check answers with the class. Invite volunteers to read aloud one answer each.

Listen

In this exercise, students listen for information about a camping trip.

A CD3, Track 21

- Focus students' attention on the photo. Ask: *What are the boy and girl looking at?* (Probably a photo on a cell phone.) *Are they happy?* (Yes.)
- Tell students that they will listen to two friends, Kathy and Hiro, talk about a camping trip.
- 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-217.

- 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 volunteers to read the questions and answers aloud.

B

- Have students read the directions and the questions.
- Read the first sentence with the class and elicit answers from several students. Tell students that there are no right or wrong answers for this exercise – they are giving their opinions.
- Have students work individually to answer the questions and give reasons for their answers.
- Have students work in pairs to compare answers, or elicit opinions from volunteers.

Write

In this exercise, students answer questions and write about an amazing story.

A

- Invite a volunteer to read the directions and the questions aloud. Tell students that if they cannot think of an amazing true story, they can write about something fictional.
- 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 an amazing story.
- Have students work individually to write their stories.
- Invite several volunteers to read their stories to the class.
- **Optional** Have students share their stories with a small group. Group members can vote on which story in their group they thought was the most amazing. The class can then choose the winning story from all the groups.

Workbook

Assign the exercises on Workbook page 49.
(Workbook answers begin on page T-192.)

We were hiking when . . .

Listen

A Kathy and Hiro talk about a camping trip. Listen and answer the questions.

1. Why is Max amazing? He saved Hiro's life last summer. *His family was swimming in the lake.*
2. What was Hiro's family doing when he decided to go hiking?
3. Was Hiro climbing the biggest rock when he fell? Yes, he was.
4. Was Max quiet while Hiro was shouting? No, he wasn't.
5. When did Hiro's dad find him? Hiro's dad found him two hours later.



B What do you think? Answer the questions. (Answers will vary.)

1. Do you think pets can be heroes? _____
2. Do you think pets are smart? _____
3. Do you think it's good to go hiking alone? _____
4. Do you think it's important for families to go on vacation together?

Your turn

Write

*** Think of an amazing story. Answer the questions.** (Answers will vary.)

1. Who / What is it about? _____
2. When did it happen? _____
3. Where did it happen? _____
4. What was the amazing thing about it? _____
5. How does it end? _____

Write about an amazing story. Use the answers in Part A to help you. (Answers will vary.)

○ ○ ○

This is an amazing story about . . .

Unit 7 Review

Language chart review

Past continuous statements

I **was studying** at the library.
She **wasn't eating** cake at the party.

Past continuous questions

Yes / No questions

Were the boys **playing** baseball?
Yes, they **were**. / No, they **weren't**.

Wh- questions

What was the baby **doing**?
She **was playing**.

A Daniel's family was very busy yesterday at 4:00 p.m. Complete the sentences with the affirmative or negative past continuous.



1. Daniel wasn't reading a book.
2. Kathy was playing cards.
3. Mr. Jones was watching TV.

4. Kelly wasn't watching TV.
5. Mrs. Jones wasn't drinking a soda.
6. Max and Liam were playing video games.

B Look at the picture and information in Part A. Then complete the questions with **Was**, **Were**, **Who**, or **What** and the correct verb forms.

1. Q: Was Mr. Jones listening to music?
2. Q: Who was Mrs. Jones relaxing to on the computer?
3. Q: Was Kathy playing cards with Daniel?
4. Q: Was Kelly sleeping?
5. Q: What was Daniel doing?
6. Q: Were Max and Liam watching TV?

A: No, he wasn't.

A: She was talking to her mother.

A: No, she wasn't.

A: Yes, she was.

A: He was doing his homework on his computer.

A: No. They were playing video games.

Unit 7 Review

This lesson reviews the grammar and vocabulary introduced in Unit 7.

Language chart review

These charts summarize the main grammar presented and practiced in Unit 7.

- Books closed. Write on the board:

Present Continuous

I am playing soccer in the park.

He isn't watching TV.

They are walking to school.

Are you studying English?

Is the sun shining?

What are the girls doing?

Past Continuous

- Elicit when to use the past continuous. (When an action was taking place or ongoing at a specific time in the past.)
- Have students convert the present continuous sentences to past continuous sentences.
- Books open. Have students study the Language chart review and compare their sentences to the ones in the charts. Have them correct any errors. While they are doing so, invite volunteers to write their sentences on the board. Check answers with the class.
- 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 students read the directions and look at the picture. Tell students that the picture shows what Daniel's family was doing yesterday at 4:00 p.m. Ask: *Was Daniel reading a book yesterday?* (No, he wasn't.)
- Invite a volunteer to read the example sentence aloud.
- Have students work individually to complete the sentences with the affirmative or negative past continuous.
- Check answers with the class.

Exercise B

- Have students read the directions. Make sure they understand they will use the picture and information in Part A to complete the questions.
- Invite two volunteers to read aloud the example question and the answer.
- Have students work individually to complete the questions with *Was*, *Were*, *Who*, or *What* and the correct verb forms.
- Check answers with the class.
- Have several pairs of volunteers read the questions and answers aloud.

Language chart review

These charts summarize further grammar presented and practiced in Unit 7.

- Have students study the examples in the charts.
- Remind students that *when* or *while* are used to show that an action was taking place when another action interrupted it. Point out that *when* is often used in the clause with the simple past and that *while* is usually used in the clause with the past continuous.
- Answer any questions students may have.

Exercise C

- Have students read the directions, look at the first picture, and read the example sentence.
- Have students work individually to write sentences with the past continuous + *when* and the simple past, using the words or cues given.
- Check answers with the class.

Exercise D

- Have students read the directions and the example sentence. Ask: *What is the action in progress?* (Kelly was sleeping.) Ask: *What was the completed action?* (The dog jumped on her.)
- Have students work individually to use *while* to rewrite the sentences in Part C, circling the action in progress and underlining the completed action in each sentence.
- Check answers with the class.

Take another look!

- Invite a volunteer to read the directions aloud.
- Have students read the sentences and the possible answers for each sentence.
- Have students work individually to circle the correct answers.
- Check answers with the class.

Optional Unit Wrap-Up

- If students did the Review exercises for homework, check answers with the class.
- Have students work in pairs to practice the questions and answers in Exercise B.
- Write the following phrases on the board: *last Saturday at 10:00, yesterday at 4:00 p.m., this morning at 7:00 a.m.* Have students work in pairs to say what they were doing at those times. Have them say if they were or weren't doing the same thing as that of their partner. For example:

A: *I was reading a book yesterday at 4:00 p.m.*

B: *I wasn't reading a book yesterday at 4:00 p.m. I was studying for a test.*

- Have students work in small teams. Write the following phrase on the board: *While Carlos was sleeping, . . .* Give the teams one minute to write down as many endings as possible. When time is up, one person from each team reads the answers. Teams get one point for each correct ending. Repeat with the following phrases:

The alarm was ringing when . . .

Daniel wrote an e-mail while . . .

When Sue's parents came home . . .

While Min was studying, . . .

The team with the most points at the end wins.

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-192.)

Extra Practice Worksheets

- Assign the Unit 7 Extra Practice worksheets starting on page T-157.

Extra Speaking Practice Worksheet

- Assign the Unit 7 Extra Speaking Practice worksheet on page T-174.

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-184.

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

Language chart review

Past continuous vs. Simple past (when)

I **was reading** a book **when** the phone rang.
When he **came** home, I **was sleeping**.

Past continuous vs. simple past (while)

She **listened** to music **while** she **was doing** chores.
While I **was walking** in the park, I met an old friend.

Look at the pictures. Then write sentences with the past continuous + **when** and the simple past.



1. Kelly / sleep / the dog jump on her

Kelly was sleeping when the dog jumped on her.

2. Daniel / do homework / his phone ring

Daniel was doing homework when his phone rang.



3. Kathy / play cards / get hungry

Kathy was playing cards when she got hungry.

4. Mrs. Jones / talk on the computer / the power go out

Mrs. Jones was talking on the computer when the power went out.

2



4



Rewrite the sentences in Part C with **while**. Then circle the action in progress and underline the completed action in each sentence.

1. While Kelly was sleeping, the dog jumped on her.

2. While Daniel was doing homework, his phone rang.

3. While Kathy was playing cards, she got hungry.

4. While Mrs. Jones was talking on the computer, the power went out.

Take another look!

Circle the correct answer.

1. In past continuous sentences with **when**, the action in progress goes _____ the completed action of the sentence.

a. only before b. only after c. before or after

2. Verb forms that refer to actions in progress end in _____

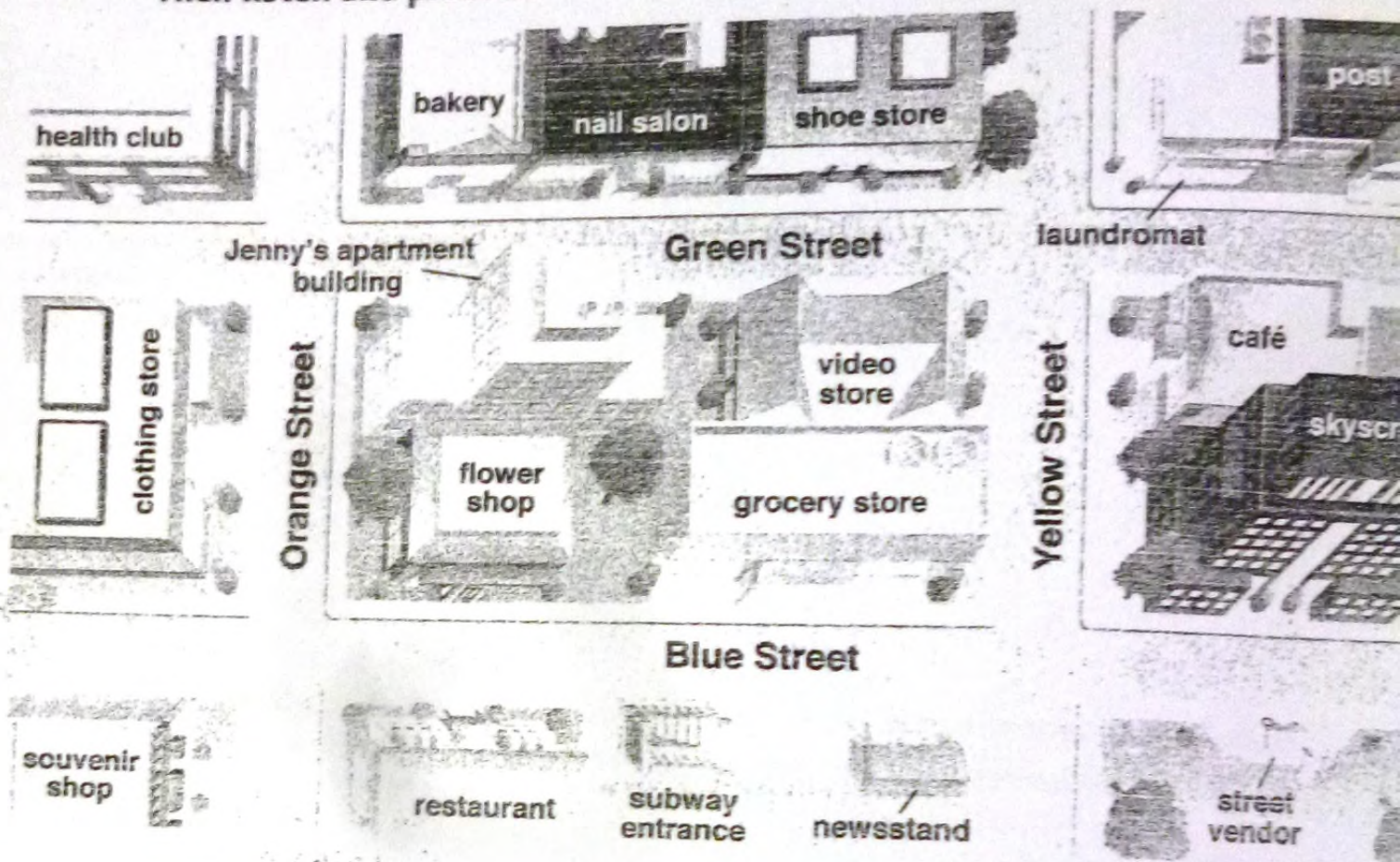
a. -ing b. -ed c. -'s

to page 132
for the
Theme Project

How do I get there?

1 Word power

A Look at the map. Complete each sentence with the correct place. Then listen and practice.



1. The grocery store is across from the newsstand.
2. The video store is next to the post office.
3. The laundrymat is across from Jenny's apartment building.
4. The flower shop is between the shoe store and the bakery.
5. The restaurant is between the subway entrance and the newsstand.
6. The clothing store is next to the apartment building.
7. The street vendor is across from the skyscraper.
8. The grocery store is on Orange Street, between Blue and Green Streets.
9. The video store is behind the apartment building.
10. The souvenir shop is across from the health club.

B Think of a place in Part A. Can your classmate guess the place?

You It's across from the grocery store.

Classmate Is it the newsstand?

You No, it's not.

Classmate Is it the subway entrance?

You Yes, it is.

How do I get there?

This lesson presents and practices the names of locations in a downtown area and expressions for asking for and giving directions.

1 Word power

This exercise presents and practices the names of some common downtown locations.

A CD3, Track 22

- Have students read the directions and study the map.
- Model the names of the places. Ask students to repeat and point to the places on the map while doing so.
- Ask: *Which places do hungry people go to?* (Restaurant, café, bakery, street vendor, and grocery store.) *How about people who are buying gifts?* (Souvenir shop, flower shop, and clothing store.) *How about people who want to look good?* (Health club, nail salon, shoe store, and clothing store.) *How about people who want something to do?* (Video store, newsstand, and health club.)
- Say the names of the places once again. Students respond with the name of the street on which the place is located.
- Quickly review *across from*, *between*, and *next to*, pointing to students in their seats to illustrate the prepositions. To illustrate *across from*, choose a student who is facing you: *(John) is across from (me)*. Then illustrate *between* and *next to*. *(Nick) is between (Richard) and (Sue)*. *(Pat) is next to (Joe)*. Ask about the position of other students. For example, *Who is next to (Eric)?*
- Have students work individually to complete the sentences with the names of the correct places.

- Check answers with the class. Ask random students to read their answers aloud.
- Play the recording. Students listen and repeat.

Audio script

Same as the sentences in the Student's Book.

- **Optional** Have students give clues to their classmates about places on the map. For example: *You can buy a newspaper here.* (Newsstand.) The first student to identify the place correctly continues the activity with the next clue.

B

- Invite a volunteer to read the directions aloud. Demonstrate the activity by reading the example conversation with a volunteer.
- Have students work in pairs to describe the location of a place in Part A and then guess the place. Ask pairs to play four times, alternating turns.
- **Optional** Play the game as a class, this time thinking of real places around the school or in an area familiar to all students.

In the city

This unit introduces vocabulary and expressions for asking for and giving directions and for talking about events and attractions commonly found in cities.

This exercise presents and practices asking for and giving directions, and describing locations.

A CD3, Track 23

- Have students read the directions and look at the photo. Ask: *What does Amy need to know?* (How to get to Jenny's apartment.)
- Give students several minutes to read the conversation.
- Explain the meaning of *exactly*, *straight ahead*, *intersection*, *corner*, *entrance*, and *lost*. Review *left* and *right*.
- **Optional** Play the recording. Students listen and read along.

Audio script

Same as the conversation in the Student's Book.

- Tell students you will say a series of sentences. There will be a choice in each statement. Students should say the correct word.

Amy or Jenny just got off the subway. (Amy.)

Amy is across from or in front of the newsstand.
(In front of.)

There's a flower shop or a nail salon on the corner.
(A flower shop.)

Jenny's apartment building is on a corner on the right or the left. (The right.)

It's across from the bakery or the flower shop.
(The bakery.)

- 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 top half of the chart. On the board, draw a simple version of

the map in Exercise 1A on page 100. Use a pointer and move it around the map on the board to illustrate the directions at the top half of the chart. Ask: *When does Jenny use these kinds of sentences?* (When she's telling Amy what to do to get to her apartment.) *What kind of sentences are these?* (Imperatives or commands.)

- Focus students' attention on the bottom half of the chart. Again, use the pointer to illustrate the locations on the map, or invite volunteers to come to the front to do so. Ask: *When does Jenny use these kinds of sentences?* (When she's telling Amy where things are located.)
- **Optional** Model the examples, pausing for students to repeat.
- To finish, ask students to work in pairs to follow the directions Jenny gave Amy to get to her apartment. Classmate 1 reads the directions aloud, and Classmate 2 follows the route on the map in Exercise 1A on page 100. Then students reverse roles.

B CD3, Track 24

- Have students read the directions and the example. Ask: *For number 1, where do you start?* (Jenny's apartment.) *Where do you end?* (Street vendor.) *And for number 2?* (Start: Jenny's apartment; end: souvenir shop.)
- Have students work individually to complete the exercise.
- Play the recording. Students listen and verify their answers.

Audio script

Same as the directions in the Student's Book.

- Check answers with the class. Invite two volunteers to read the two sets of directions aloud.

3 Listening

In this exercise, students listen for directions.

A CD3, Track 25

- Tell students that they will listen to Jenny giving Amy directions from her apartment to four different locations. Students should follow Jenny's directions on the map in Exercise 1A on page 100 and check the locations they lead to.
- Play the recording. Students only listen.

Audio script

See page T-217.

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

B

- Have students read the directions.
- Ask students to name several places that Amy did not go to in Part A.
- Have students work in pairs to take turns giving directions and naming the locations, using the map in Exercise 1A on page 100.

Workbook

Assign the exercises on Workbook page 51. (Workbook answers begin on page T-192.)

Extra Grammar

Assign the exercises for the Extra Grammar, Lesson 29.

2 Language focus

A Jenny lives in the neighborhood in Exercise 1A. Amy calls Jenny to get directions. Listen and practice.

Amy Hi, Jenny. I just got off the subway. How do I get to your apartment?

Jenny Where are you exactly?

Amy I'm on Blue Street, in front of a newsstand.

Jenny OK. Cross the street and turn left. Go straight ahead to the first intersection. There's a flower shop on the corner, on your right.

Amy Uh-huh.

Jenny Turn right on Orange Street, and go straight ahead.

Amy Yeah.

Jenny My apartment building is on the next corner, on your right. To get to the entrance, turn right. It's across from the bakery. Got it?

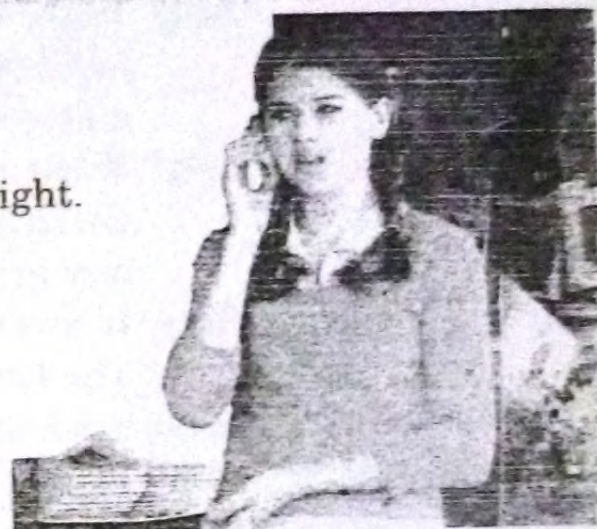
Amy I think so. I can call you again if I get lost.

Directions

Turn right on Orange Street.
Turn left at the first corner.
Go straight ahead.
Go past the subway entrance.
Cross the street.

Locations

It's on the corner.
It's on the left / on your left.
It's on the right / on your right.
It's across from the bakery.



B Complete the directions from Jenny's apartment to the following places. Use the map in Exercise 1A. Then listen and check.

1. **street vendor:** Go outside and turn right. Go to the first corner and the street. Turn Go the café to the first intersection. the street and left. It's from the skyscraper.

2. **souvenir shop:** Go outside and turn left. At the first corner, turn again. Then go straight to the intersection and the street. There's a restaurant on the corner. The souvenir shop is across from the restaurant.

3 Listening

A Listen. Jenny is giving Amy directions from her apartment. Where does Amy want to go? Look at the map in Exercise 1A. Then check (✓) the correct places.

- | | | |
|--|--|--------------------------------------|
| 1. ☒ video store | ☐ laundromat | ☐ health club |
| 2. ☐ flower shop | ☒ grocery store | ☐ post office |
| 3. ☐ bakery | ☒ clothing store | ☐ restaurant |
| 4. ☒ subway entrance | ☐ laundromat | ☐ café |

B Give a classmate directions to one of the places Amy didn't go to in Part A. Your classmate says the place.

Go outside and cross Green Street. Then It's the health club. Yes.
cross Orange Street. It's on the corner.

1 Language focus

A Amy is telling Luigi about her visit with Jenny. Listen and practice.

Luigi Did you have fun with Jenny?

Amy Yeah! We had a great time, especially on Sunday. There was a street fair in her neighborhood.

Luigi What was the fair like? Were there a lot of people? Was there any good food?

Amy It was crowded, but it was fun. The food was *great*! I had grilled chicken and potato salad.

Luigi Was there a raffle?

Amy No. There wasn't a raffle. There weren't any rides, either, but there were some cool things for sale. I bought a necklace and a tie-dyed T-shirt.

There was a / There were some

There wasn't any / There weren't any

There was a street fair.

There were some cool things for sale.

There wasn't a raffle.

There wasn't any ice cream.

There weren't any rides.

Was there a / Were there any ... ?

Was there a raffle?

Yes, there was. / No, there wasn't.

Was there any good food?

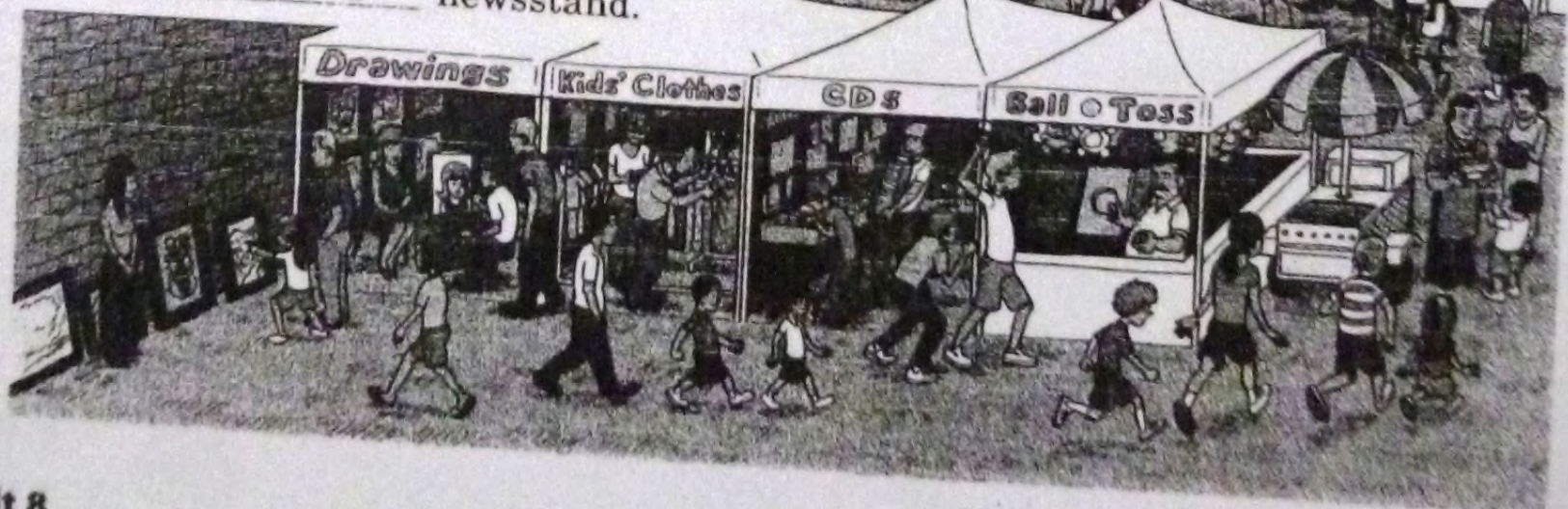
Yes, there was. / No, there wasn't.

Were there any rides?

Yes, there were. / No, there weren't.

B Complete the sentences about the fair. Then listen and check.

1. There wasn't any jewelry.
2. There were some street vendors.
3. There weren't any skateboarders.
4. There were some drawings.
5. There was an artist.
6. There wasn't any sports equipment.
7. There was a band.
8. There were some children's clothes.
9. There wasn't a newsstand.



This lesson presents and practices vocabulary for items found at a street fair and *There was a / There were some, There wasn't any / There weren't any, and Was there a / Were there any . . . ?*

Review of Lesson 29

- Say the following scrambled direction and location sentences. Students respond by calling them out in the correct order.

<i>ahead straight go</i>	(Go straight ahead.)
<i>the it's corner on</i>	(It's on the corner.)
<i>the right at turn intersection</i>	(Turn right at the intersection.)
<i>street it's the across</i>	(It's across the street.)
<i>bakery past the go</i>	(Go past the bakery.)
- Invite volunteers to come to the front to give directions to various locations around the school. Ask them to start at the front door of the school. Classmates imagine each route as it is described and try to identify the final location.

1 Language focus

This exercise presents and practices *There was a / There were some, There wasn't any / There weren't any, and Was there a / Were there any . . . ?*

A CD3, Track 26

- Ask students whether they have ever been to a street fair. If so, ask them to share their experiences with the class.
- Have students read the directions. Ask: *Who did Amy go to the street fair with?* (Jenny.)
- Give students several minutes to read the conversation.
- Explain the meaning of *especially, crowded, grilled chicken, and potato salad*.
- **Optional** Play the recording. Students listen and read along.

Audio script

Same as the conversation in the Student's Book.

- Ask students to answer the following questions with *Yes* or *No*.

Was there a street fair in Amy's neighborhood? (No.)

Was there any good food at the fair? (Yes.)

Were there any rides? (No.)

Were there a lot of people? (Yes.)
- 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 examples in the top half of the language chart. Have them look at the first example. Ask: *Is this sentence in the past or the present?* (Past.) *Why?* (The street fair was last weekend.) *Why did Amy use was instead of were in this sentence?* (Because *street fair* is singular.)

- Ask students to look at the second example. Ask: *Why did Amy use were instead of was in this sentence?* (Because *cool things* is plural.)
- Ask students to look at the negative statements. Explain that in the case of uncountable and plural objects, the word *any* in negative statements and questions is optional. However, it is usually more natural to include it.
- Focus students' attention on the examples in the lower half of the language chart. Ask: *In the first example, why do we use was and not were?* (Because *a raffle* is singular.) Explain that we ask *Was there a . . . ?* when the speaker expects only one thing – a raffle, a storm, etc. We ask *Were there any . . . ?* when the speaker expects more than one thing.
- **Optional** Model the examples, pausing for students to repeat.
- Ask students to look back at the conversation and underline all the sentences like those in the language chart. Have students compare their answers with a partner. Then check answers with the class.

B CD3, Track 27

- Have students read the directions and the example and study the picture. Remind students that uncountable nouns take the singular *was* and *any* in negative statements.
- Have students work individually to complete the exercise.
- 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.

C CD3, Track 28

- Have students read the directions, the example, and the words in parentheses.
- Have students work individually to write questions. Ask them to look again at the picture on page 102 to answer them. Remind students to use *any* in questions about plural nouns or uncountable nouns.
- 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 pairs of volunteers to write their questions and answers on the board.

Culture Note

Street fairs are common in many cities and towns across the U.S. They usually take place in the spring or fall on streets where many stores are located. Several blocks on the street are closed off to vehicles for several hours. The owners of the stores that line the street put tables or temporary booths up and display their goods and products. These may include food, clothing, toys, jewelry, and art. There are usually arts and crafts tables where children do projects they can take home with them. There may also be rides on horses, antique cars, or inflated structures for children to jump on and slide down.

2 Pronunciation Stress

In this exercise, students practice the pronunciation of stressed and unstressed words.

A CD3, Track 29

- Have students read the directions. Tell students that in different sentences, the same words may be stressed in different ways. Explain that when words that are usually unstressed in natural, spoken English are stressed, the meaning of the sentence is changed. For example: *Was there a street fair yesterday?* means the speaker is not sure if the event was a street fair or another event. In the case of *Was there a street fair yesterday?*, the speaker wants to confirm that there was a street fair yesterday. In *There was a great band*, the speaker is merely stating the existence of a band (at an event). In *There was a great band*, the speaker is confirming that a band was at the event.
- Focus students' attention on the sentences in the chart. Play the recording. Students listen, paying special attention to the stress on the words *was* and *wasn't*.

Audio script

Same as the sentences in the Student's Book.

- Play the recording again. Students listen and repeat.

B

- Invite a volunteer to read the directions aloud.
- Have students practice the questions and answers in Exercise 1C in pairs, focusing on the stress.
- Invite a few pairs to read the questions and answers for the class. Correct any pronunciation problems that students may be having with stress.
- **Optional** Play the recording from Exercise 2A again. Students listen and then practice in pairs.

3 Speaking

This exercise practices asking about and describing special events that have already happened.

A

- Have students read the directions.
- Ask students to complete the survey questions with *Was there* or *Were there*.
- Check answers with the class. Invite volunteers to write one answer each on the board.

B

- Have students complete the event survey for themselves and then ask a classmate the questions.

C

- Have students read the directions and the example in the speech balloon.
- Ask students to tell the class about their classmate's event in Part B, using the example in the speech balloon as a guide.
- Have the class choose the event they think was the most interesting.

Workbook

Assign the exercises on Workbook page 52. (Workbook answers begin on page T-192.)

Extra Grammar

Assign the exercises for the Extra Grammar, Lesson 30.

C What did Amy see at the fair? Write questions, and look again at the picture on page 102 to answer them. Then listen and check.

1. (a hot-dog stand) Q: Was there a hot-dog stand? A: Yes, there was.
2. (rides) Q: Were there any rides? A: No, there weren't.
3. (music) Q: Was there any music? A: Yes, there was.
4. (books for sale) Q: Were there any books for sale? A: No, there weren't.
5. (dogs) Q: Were there any dogs? A: Yes, there were.
6. (a police officer) Q: Was there a police officer? A: No, there wasn't.
7. (flowers) Q: Were there any flowers? A: Yes, there were.

2 Pronunciation Stress

A Listen. Notice how *was* and *wasn't* are generally unstressed in questions and affirmative statements but stressed in short answers. Then listen again and practice.

Q: Was there a street fair yesterday? A: Yes, there **was**.

Q: Was there any country music? A: No, there **wasn't**.

There was a great band.

There was a table with clothes for sale.

B Practice the questions and answers in Exercise 1C in pairs. Focus on the stress.

3 Speaking

A Complete the survey questions with *Was there* or *Were there*.

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

		You		Classmate	
		Yes	No	Yes	No
1.	<u>Was there</u> any good food?	☐	☐	☐	☐
2.	<u>Was there</u> any music?	☐	☐	☐	☐
3.	<u>Were there</u> any cool things to buy?	☐	☐	☐	☐
4.	<u>Were there</u> any games?	☐	☐	☐	☐
5.	<u>Were there</u> any rides?	☐	☐	☐	☐
6.	<u>Were there</u> a lot of people?	☐	☐	☐	☐

C Tell the class about your classmate's event in Part B.

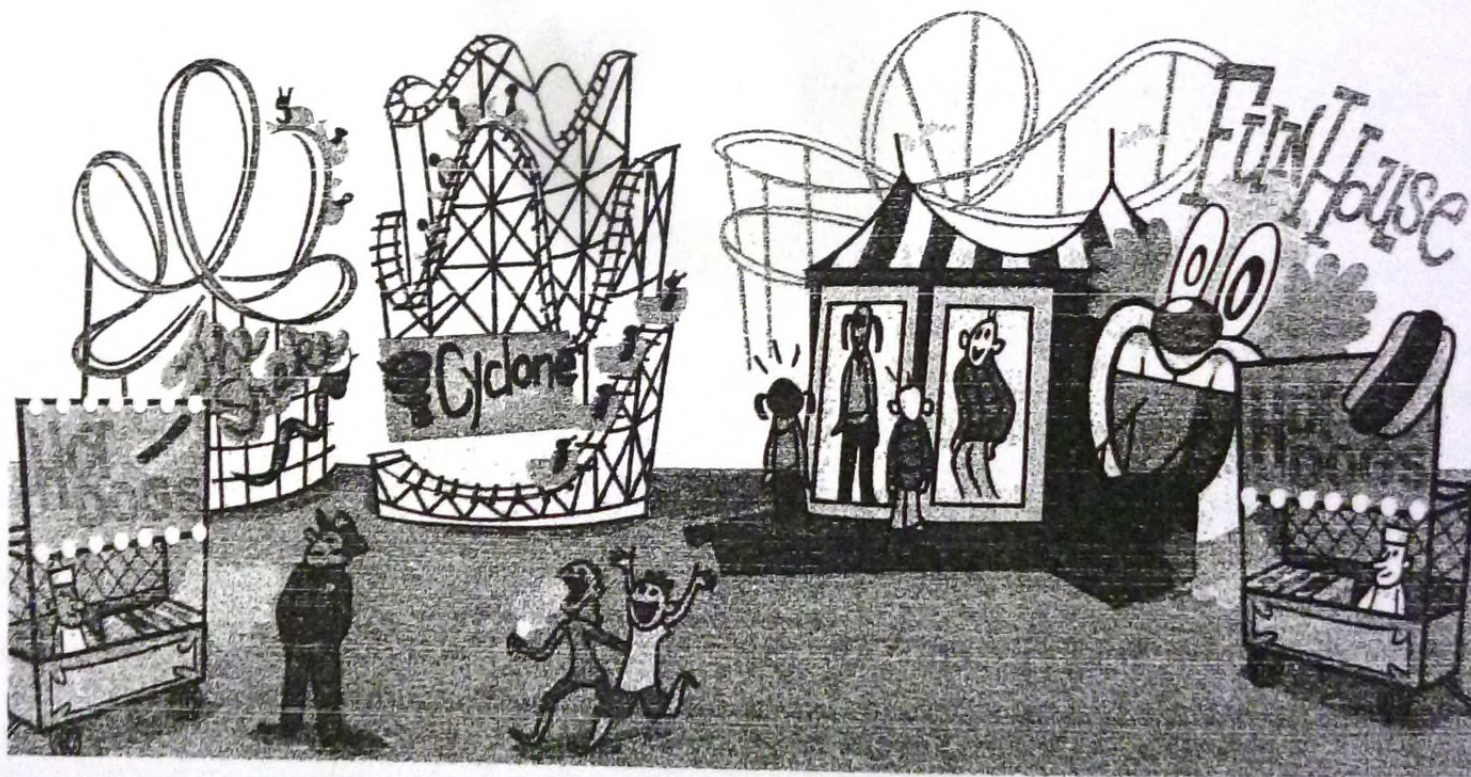
Tim went to a carnival last summer. There were great rides! There weren't any ...

1 Language check

A Complete the sentences with *a, an, any, or some*.

1. There wasn't any pizza at the fair.
2. There were some good singers at the concert.
3. There were some potato chips at the hot-dog stand.
4. There wasn't an artist at the street fair.
5. There weren't any jeans in the store.
6. There was a band at my school last week.
7. There wasn't any ice cream at the party.
8. There was a raffle at the school festival.

B Look at the picture. Then complete the questions and write the answers about the amusement park.



1. Q: Were there any roller coasters? A: Yes, there were.
2. Q: Was there any ice cream? A: No, there wasn't.
3. Q: Was there a concert? A: No, there wasn't.
4. Q: Were there any hot-dog stands? A: Yes, there were.
5. Q: Were there any dogs? A: No, there weren't.
6. Q: Was there a police officer? A: Yes, there was.
7. Q: Were there a lot of people? A: No, there weren't.
8. Q: Was there a fun house? A: Yes, there was.

This lesson reviews the language presented and practiced in Lessons 29 and 30.

1 Language check

These exercises review the structures presented so far in this unit.

A

- Invite a volunteer to read the directions and the example sentence aloud.
- Have students work individually to complete the sentences with the correct words.
- Have students check answers in pairs.
- Check answers with the class. Invite volunteers to read aloud one answer each.

B

- Have students read the directions and look at the picture. Tell them that they will use the picture to write the questions and answers.
- Read the example question to the class. Invite a volunteer to read the example answer aloud.
- Have students work individually to complete the questions and write the answers about the amusement park.
- Check answers with the class. Invite volunteers to read their completed questions and answers aloud.
- **Optional** Have students practice the questions and answers in pairs.

C

- Have students read the directions and look at the map. Ask: *What street does Lucy live on?* (School Street.)
- Review all the direction and location statements in Lesson 29. Elicit them from students and write them on the board under the headings *Directions* and *Locations*.

- Have students work individually or in pairs to complete the conversations.
- Check answers with the class.
- **Optional** Have students practice the conversations in pairs.

2 Listening

In this exercise, students listen to and follow directions.

CD3, Track 30

- Tell students that they will listen to Lucy giving directions to five of her friends to five different locations. Students will listen and follow her directions to each location on the map in Exercise 1C to find out where each friend went. They then number each place correctly.
- Play the recording. Students only listen.

Audio script

See page T-217.

- Play the recording again. Students listen and number the places according to Lucy's directions.
- Play the recording once again. Students listen and verify their answers.
- Check answers with the class.

Teaching Tip

Prepare your lessons at least a day in advance so that you are able to provide visual aids when practical. Objects, maps, posters, and pictures from magazines make lasting impressions on students of all ages and help avoid the need for translation. Or, to get students involved, divide the class into pairs or small groups and ask them to be responsible for preparing the visual aids for future lessons.

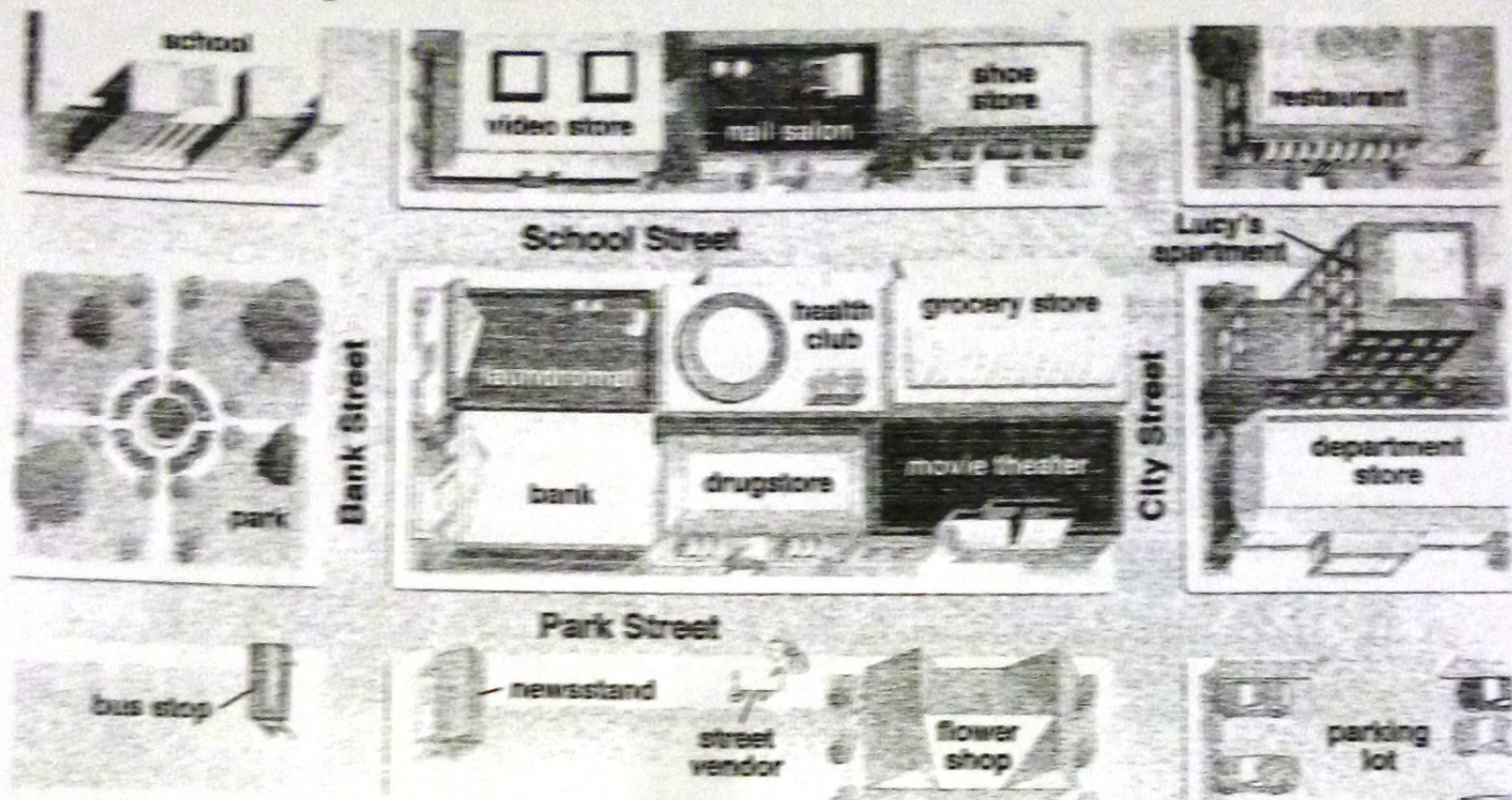
Workbook

Assign the exercises on Workbook page 53. (Workbook answers begin on page T-192.)

Game

Assign the game on Student's Book page 121.

C Lucy is having a party. Her friends are calling to get directions to her house. Complete the conversations.



1. **Marta** Hi, Lucy? It's Marta. I'm lost.
Lucy Where are you?
Marta I'm on Bank Street. I'm in front of the laundromat and across from the park. I'm looking at the park.
Lucy Oh, you're close. Walk to the corner of Bank and School Streets. Then turn right on School Street. Go past the health club. After the health club, there's a grocery store on the corner. Go across City Street and turn right. My apartment entrance is on your right.

2. **Jake** Hi, Lucy? It's Jake. How do I get to your apartment?
Lucy Hi, Jake. Where are you?
Jake I'm at the corner of Park Street and Bank Street in front of the bus stop. I'm looking at the newsstand.
Lucy OK. Cross Bank Street and turn right on Park Street. Go straight to the next intersection. Cross City Street and turn left. Cross Park Street and go straight to School Street. Turn right, and you'll see my apartment on your right. It's across from the restaurant.

2 Listening

Five friends came to Lucy's house early to help. She sent them to buy things for the party. Listen and follow her directions on the map in Exercise 1C. Where did each friend go? Number the places.

- 3 flower shop 2 grocery store 4 video store
 1 street vendor 5 drugstore

to page 121
for the
Game.

1 Word power

A Read about the events in New York City. Complete the suggestions with the correct sentences in the box. Then listen and practice.

- | | | |
|--|--|--|
| ☐ Go people-watching. | ☐ Take a helicopter ride. | ☒ Try public transportation. |
| ☐ Go window-shopping. | ☐ Try an ethnic restaurant. | ☐ Visit a famous landmark. |

Six things to do in

New York City



1. Try public transportation.
Take a subway and then a ferry to Staten Island.
Enjoy a great view of the Statue of Liberty.



2. Go to Queens. Try an ethnic restaurant.
Eat dishes from India, Greece, or Colombia.



3. Take a helicopter ride.
This is the most expensive way to see the city, but the view from the sky is amazing.



4. Visit a famous landmark.
The Empire State Building is one of the most popular sights in the city.



5. Go people-watching.
Everyone visits Times Square. There are always lots of people, and it's never dull.



6. See the latest fashions on Fifth Avenue. No money?
No problem. Go window-shopping.
You don't have to buy – you can just look!

B Which three things would you most like to do in New York City?
Why? Tell a classmate.

"I'd like to go to Queens. I'd like to try an ethnic restaurant. I'd also like to ..."

This lesson presents and practices expressions for city events and activities and Why don't we / We could for suggestions and I'd rather for preferences.

Review of Lesson 30

- Write on the board: *There was a . . . There wasn't any . . . There were some . . . There weren't any . . .* Ask four students to stand. Assign each student one of the sentence starters on the board and ask him or her to make appropriate sentences. Continue with four other students.
- Place the following objects in a place everyone can see: two pens, three erasers, a book, two notebooks, a CD, a watch, a cell phone, two backpacks, a jacket, some coins, a cup of water, some chalk, and several sheets of paper.
- Divide the class into two teams. Ask students to look at the objects for a minute. Then cover the objects with the pages from a newspaper. Ask the first team to make two sentences, one with *was* and the other with *wasn't*, about the objects. If the first team is able to do so without mistakes, the team earns one point. The second team does the same with *were* and *weren't*. Make sure teams get an equal number of turns with both *be* verbs. After several rounds, the team with the most points wins.
- Invite volunteers to ask their classmates *Was there a / Were there any . . . ?* questions about the covered objects.

1 Word power

This exercise presents and practices expressions for city activities and events.

A CD3, Track 31

- Have students read the directions and the sentences in the box.
- Tell students that *people-watching* means to sit somewhere and just look at the people walking by. *Window-shopping* means to look at the things for sale in the windows of shops or stores but not buy anything. Explain the meaning of *helicopter*, *ethnic*, *public*, and *landmark*.
- Focus students' attention on the photos and texts about New York City.
- Point to the photos in the Student's Book to explain the landmarks. Model *Staten Island*, *Statue of Liberty*, *Queens*, *the Empire State Building*, *Times Square*, and *Fifth Avenue*, pausing for students to repeat. Then call out the words randomly. Students point to the appropriate photos in their books.
- Have students work individually to complete the texts with the sentences in the box.
- Check answers with the class. Invite volunteers to come to the board to write their answers.
- Play the recording. Students listen and repeat.

B

- Have students work in pairs to discuss the three things they would most like to do in New York City, using the example in the speech balloon as a guide.
- **Optional** Ask students to guess which activity they think is the most popular with their classmates. Then take a vote by asking *Who'd like to . . . ?*, filling in the total for each of the six activities.

Audio script

Same as the sentences in the Student's Book.

2 Language focus

This exercise presents and practices *Why don't we / We could* for suggestions and *I'd rather* for preferences.

A CD3, Track 32

- Have students read the directions and study the photo.
Ask: *Where does Kate live?* (In New York.)
Does Lisa live there, too? (No, she doesn't.)
- Give students several minutes to read the conversation.
- Explain the meaning of *Chinatown* and *Little Italy*.

Culture Note

Little Italy is a neighborhood in New York City where many Italian immigrants lived in the 19th and 20th centuries. Its main street is the historic Mulberry Street, which is famous for its Italian restaurants, bakeries, and cafés. Next to Little Italy is another famous neighborhood, Chinatown. In recent years, Chinatown's population has swelled with new immigrants from China, and the borders of Chinatown have expanded into neighboring areas.

- Explain that when we say *rather* it means we want to do one thing more than another. Ask: *What was Kate's plan for dinner?* (Dinner in Chinatown.) *Where did Lisa want to go?* (Little Italy.)
- **Optional** Play the recording. Students listen and read along.

Audio script

Same as the conversation in the Student's Book.

- Explain to students that a *suggestion* is a statement people say when they think they have a good idea or a plan. Tell students that you will say a series of sentences. They should say *Yes* if the sentence is a suggestion and *No* if it is not.

Let's try an ethnic restaurant. (Yes.)

Why don't we take the Staten Island Ferry? (Yes.)

I'd rather go to Little Italy. (No.)

We could take the subway to Chinatown. (Yes.)

- Play the recording or model the conversation. Students listen and repeat.
- **Optional** Have students practice in pairs.
- **Language Chart** Focus students' attention on the first example. Tell students that using *Why don't* at the beginning of a question is a friendly way of making a suggestion.
- Ask students to look at the second example. Explain that by using the word *could* in a sentence, Kate is making a suggestion. Ask: *What is Kate suggesting they do?* (Take the subway.) *How would Kate say this suggestion using Why don't . . . ?* (Why don't we take the subway?)
- Write on the board: *Let's try an ethnic restaurant.* Remind students that you use *Let's* when you are suggesting what you and someone else should do. Ask: *How would Kate say this sentence using Why don't . . . ?* (Why don't we try an ethnic restaurant?) *How about could?* (We could try an ethnic restaurant.)
- Focus students' attention on the bottom part of the chart. Explain to students that Lisa uses *rather* when she is expressing a preference for one situation over another. Ask: *What do you think Lisa likes better, Italian food or Chinese food?* (Italian food.)
- **Optional** Model the examples, pausing for students to repeat.

B CD3, Track 33

- Have students read the directions and the examples.
- Have students work individually to write 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 their answers aloud.

3 Speaking

This exercise practices making suggestions.

- Ask students to read the directions, the types of places, and the sample conversation in the speech balloons.
- Have students work individually to write the names of places to take a visitor to in their city or town.
- Demonstrate the exercise with a volunteer. Ask: *Why don't we go to Haru Sushi?* The volunteer gives an alternate activity that he or she would rather do, using the examples in the speech balloons as a guide.
- Have students share their ideas with a classmate. Elicit an example of a store to take a visitor to in your city or town.
- Have students work in pairs. They take turns making their suggestions and accepting or declining.
- Invite volunteers to share with the class what they thought was their partner's best suggestion.

Workbook

Assign the exercises on Workbook page 54.
(Workbook answers begin on page T-192.)

Extra Grammar

Assign the exercises for the Extra Grammar, Lesson 31.

2 Language focus

A Lisa is visiting her friend Kate in New York. Listen and practice.

Kate Are there any special things you want to do in New York?

Lisa Yes. I want to see the Statue of Liberty. Why don't we take the Staten Island Ferry?

Kate OK. That's a fun thing to do. Then let's try an ethnic restaurant. You know, public transportation here is great. We could take the subway to Chinatown.

Lisa Actually, I'd rather go to Little Italy. I really want some pizza.

Kate Oh, you *always* want pizza.

Lisa Well, I'm not going to change just because I'm in New York!

Why don't we / We could for suggestions

Why don't we take the ferry?

We could take the subway.

I'd rather for preferences

I'd rather go to Little Italy.



B Complete Kate's suggestions and Lisa's preferences. Then listen and check.

1. **Kate** (take a ferry) We *could take a ferry*

Lisa (take a helicopter ride) *I'd rather take a helicopter ride.*

2. **Kate** (take the subway) Why *don't we take the subway?* ?

Lisa (walk)

3. **Kate** (go to a museum) We *could go to a museum.*

Lisa (see a play) *I'd rather see a play.*

4. **Kate** (go window-shopping) Why *don't we go window-shopping?* ?

Lisa (go people-watching) *I'd rather go people-watching.*

5. **Kate** (try an Indian restaurant) We *could try an Indian restaurant.*

Lisa (try Greek food) *I'd rather try Greek food.*

3 Speaking

Imagine your classmate is a visitor to your city or town. Write names of places to go. Then make suggestions to a classmate. (Answers will vary)

1. a store

2. an ethnic restaurant

3. a good view

4. a museum

5. a landmark

6. a park

Why don't we go to Haru Sushi?

I'd rather go to a concert at the high school.

1 Language focus

-  **A** Martin is on a class trip to Boston.
Read his e-mail to his friend Larry.
Then listen and practice.

Clauses with *because*

We went to Faneuil Hall Marketplace **because we wanted to shop.**

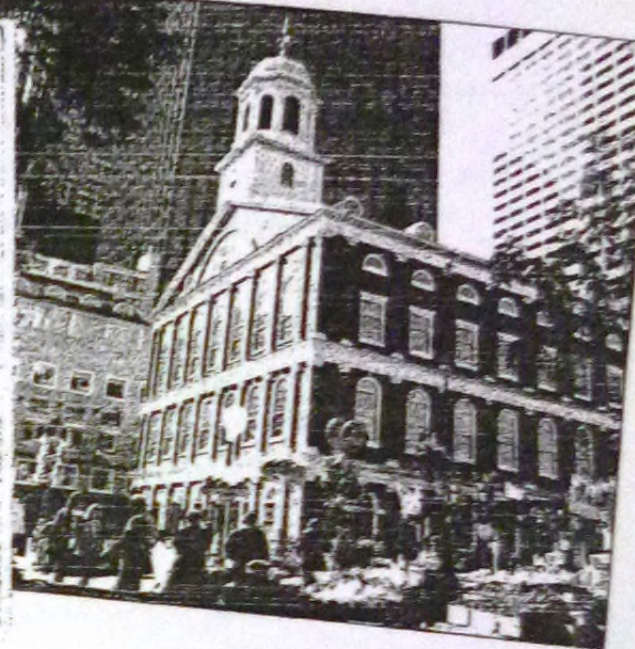
We didn't stay long **because the weather was bad.**

Tuesday, May 16

Hi, Larry!

We're having a great time, and we're seeing all the sights. We visited two famous landmarks – Paul Revere's House and the John F. Kennedy National Historic Site. Yesterday we went to Faneuil Hall Marketplace because we wanted to shop. It was great! I bought lots of souvenirs. Today, we went to Boston Common – a big park. We didn't stay long because the weather was bad. We're going to go again tomorrow. See you soon.

Martin



-  **B** What else did Martin do or not do on Tuesday? Why or why not? Complete the sentences with *because* + the reasons in the box. Then listen and check.

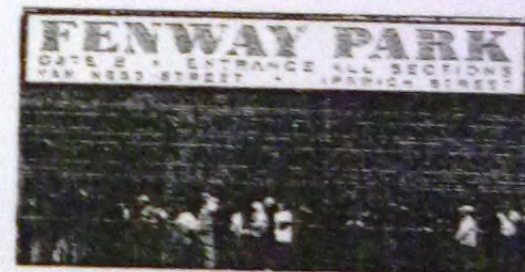
- | | | |
|--|---|---|
| ☐ he couldn't get tickets | ☐ he wanted to see a special exhibit | ☒ it rained |
| ☐ he wanted Chinese food | ☐ he wanted to shop | ☐ public transportation was faster |



1. He didn't take a walking tour because it rained.



2. He went to Chinatown because he wanted Chinese food.



3. He didn't see a baseball game because he couldn't get tickets.



4. He didn't take taxis because public transportation was faster.



5. He went to the museum because he wanted to see a special exhibit.



6. He went to the stores on Newbury Street because he wanted to shop.

This lesson presents and practices clauses with *because*.

Review of Lesson 31

- Review making suggestions. Students use the phrases below in conjunction with *Why don't we / We could . . . or Let's . . .* to make a suggestion. Call out the following verb phrases: *Go to a movie, take a walk, play basketball in the park, go to the mall, have dinner in an ethnic restaurant, play a video game, go to a concert.*
- Divide the class into small groups. Ask each student to write a suggestion on a slip of paper. Tell students that they are going to make their suggestions to their group members and note the number of positive and negative answers.
- Once groups have finished, have each student count his or her Yes and No answers to find the most and the least popular suggestions.
- Write on the board:

<i>Why don't . . . ?</i>	<i>Why don't . . . ?</i>
<i>No, thanks.</i>	<i>Great idea!</i>
<i>Why not?</i>	
<i>I'd rather . . .</i>	
- Have each group role-play the conversations on the board, using their most and least popular suggestions.

1 Language focus

This exercise presents and practices clauses with *because*.

A CD3, Track 34

- Have students read the directions and study the photo. Explain the location in the photo. (Faneuil Hall Marketplace in Boston.) Ask: *Who did Martin go to Boston with? (His class.)*
- Give students several minutes to read the e-mail.
- Optional Play the recording. Students listen and read along.

Audio script

Same as the e-mail in the Student's Book.

- Ask: *Where did Martin and his class go on Monday? (Faneuil Hall Marketplace.) Did they go because they wanted to eat? (No, they didn't.) Why did they go? (They wanted to shop.) Did they stay long in Boston Common? (No, they didn't.) Was it because of the weather? (Yes, it was.)*
- Play the recording or model the sentences. Students listen and repeat.
- **Language chart** Have students study the examples in the language chart. Explain that we use a reason clause when we want to explain why something did or did not happen.
- Focus students' attention on the first example in the chart. Ask: *What comes first in the sentence, what happened or the reason it happened? (What happened.) What word always comes before the reason? (Because.) What are the verbs in this sentence? (Went and wanted.) What form of the verb are they both? (Past.)*

- Ask students to look at the second sentence. Ask: *What's different about this sentence? (It tells us what did not happen and why.) Where do we put the reason in the sentence? (After because in the second half of the sentence.)*

Note: The *because* clause can come at the beginning (in the first half) of the sentence if the speaker wants to emphasize the reason.

- Optional Model the examples, pausing for students to repeat.

B CD3, Track 35

- Have students read aloud the directions, the reasons in the box, and the example.
- Ask students to read aloud the incomplete sentences below the photos and call out any words they do not understand. Explain the words by using them in a simple sentence or by miming them.
- Have students work individually to 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.
- Optional Invite a volunteer to stand and give the first half of a sentence with a *because* clause. Invite another volunteer to complete the sentence with the second half.

C CD3, Track 36

- Invite volunteers to read the directions and the example sentences aloud.
- Have students work individually or in pairs to 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 write one answer each on the board.
- **Optional** Invite volunteers to ask their classmates *Why...?* questions about the sentences in Part C. For example: *Why did Martin and his friends walk back to their hotel?* (Because there were no taxis.)

Culture Note

Students in the U.S. sometimes take a class trip with an overnight stay. They might take a trip to a large city in their home state or in a nearby state. The places visited are often related to the subject matter a class is studying – for example, American history or science. Common trips are to nature areas, science or art museums, aquariums, and amusement parks. Students often have fundraisers to help pay for the trip. Students are usually accompanied on class trips by teachers and parent chaperones. Trips are often for students in the oldest grade in a school.

2 Listening

In this exercise, students listen for things that happened in the past.

CD3, Track 37

- Tell students that they will listen to Martin and Carla talk about Carla's visit to Boston. Students should listen and check the things she did.
- Play the recording. Students only listen.

Audio script

See page T-218.

- Play the recording again. Students listen and check the things Carla did.
- Play the recording once again. Students listen and verify their answers.
- Check answers with the class.

3 Speaking

This exercise practices talking about things that did not happen in the past and the reasons why.

A

- Have students read the directions.
- Have students work individually to check the things that they did not do last weekend and add three more things of their own.
- To check understanding, invite volunteers to tell the class something they did not do last weekend. Ask random students: *Did you (go to the movies)?* using the verb phrases provided. Students answer *Yes, I did*, or *No, I didn't*.

B

- Invite volunteers to read aloud the directions and the example in the speech balloon.
- Divide the class into four or five small groups. Ask each group member to share with the group what he or she did not do last weekend and why.
- To finish, have groups share with the class which of the activities most of the group did not do and the reasons for not doing them.

Workbook

Assign the exercises on Workbook page 55. (Workbook answers begin on page T-192.)

Extra Grammar

Assign the exercises for the Extra Grammar, Lesson 32.

C Martin and his group went back to their hotel on Tuesday night. Complete the sentences with the simple past. Use the negative when necessary. Then listen and check.

1. Martin and his friends walked (walk) back to their hotel because there were no taxis.
2. The kids didn't take (take) a walk after dinner because it was raining.
3. The kids ate (eat) dinner in a fast-food restaurant near the hotel because it was cheap.
4. Val and Ollie didn't get (get) stamps because the hotel shop was closed.
5. Steve called (call) home because he promised to call his parents every day.
6. Penny didn't buy (buy) the T-shirt because it was too expensive.
7. Greg didn't write (write) postcards because he forgot.
8. Bailey wrote (write) in her diary because she didn't want to forget about her trip.
9. Martin watched (watch) the news on TV because he wanted to know about the weather for the next day.
10. The kids went (go) to bed early because they had to wake up at 6:00 a.m.

2 Listening

A Martin met a new friend, Carla, in the lobby of his hotel. Did Carla do the things in the chart? Listen and check (✓) the things she did.

1. ☐ She went to Boston Common.
2. ☐ She walked the Freedom Trail.
3. ☒ She went to a science museum.
4. ☒ She went to a classical concert.
5. ☐ She went to a rock concert.



3 Speaking

A Look at the chart. Check (✓) the things you *didn't* do last weekend. Then write three more things you *didn't* do. (Answers will vary.)

- | | | |
|--|--------------------------------------|---|
| ☐ call a friend | ☐ do homework | ☐ go to the beach |
| ☐ clean my room | ☐ go shopping | ☐ go to the movies |

B Now tell the class about the things you *didn't* do. Give reasons.

I didn't go to the movies because there weren't any new ones.

Get Connected

UNIT 8

Read

A Read the article quickly. Answer the question.

What's a famous landmark you can see? You can see a statue of Christopher Columbus.

Old San Juan

A walking tour of Old San Juan is the best way to see the beautiful, **historic** houses, museums, and shops. The streets can get crowded, but you can stop and rest at one of the delightful outdoor cafés.

First, go to the Plaza Colón. There is a famous landmark in the **plaza** – a statue of Christopher Columbus. He came to America in 1492.

Walk past the beautiful Tapia Theater to the **harbor**. Visitors can enjoy drama and dance at the theater. At the harbor, you can see giant **cruise ships**. There's a beautiful, old post office near the harbor. In front of the post office, there's a small **tourist information office**. You can get maps and other information there.

And don't forget to see the **forts** in San Juan, including La Fortaleza, a famous fort built in 1553. It's a **national historic site**. Do you want to see skyscrapers, too? Then you have to leave Old San Juan. Read on . . .



Go to page
for the
Vocabulary
Practice

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

C Answer the questions.

1. Where's the statue of Christopher Columbus? It's in the Plaza Colón.
2. Where can visitors enjoy drama and dance? Visitors can enjoy drama and dance at Tapia Theater.
3. What's in front of the post office? A small tourist information office is in front of the post office. OR In front of the post office, there's a small tourist information office.
4. What can you get there? You can get maps and other information there.
5. What's the name of a very famous fort? The name of a very famous fort is La Fortaleza. OR La Fortaleza is the name of a very famous fort.

Unit 8

Get Connected

This lesson practices reading, listening, and writing skills.

Review of Lesson 32

- Ask students to complete the following sentences:

I bought an umbrella because . . .

He didn't go to bed because . . .

We visited Rio because . . .

Encourage students to think of as many completions as possible.

- Divide the class into small groups of four or five. Write these incomplete sentences on the board:

There wasn't any good food because . . .

They didn't go to the museum because . . .

I was late for school because . . .

She didn't take the helicopter ride because . . .

He went to the beach because . . .

- Tell groups to complete the sentences with silly completions. Give them several minutes to do so. Go over one sentence at a time, and ask each group to select a member to read the group's funny ending. The group with the funniest ending earns a point. The group with the most points wins.

Read

This exercise practices reading for information about things to do in Old San Juan.

A

- Have students look at the photos and the title of the article. Ask: *Where is Old San Juan?* (In Puerto Rico.) Ask: *Why do you think it's called "Old" San Juan?* (Because it's the historic or oldest part of the city.)

Culture Note

San Juan is the capital of Puerto Rico. It is one of the oldest cities in the Americas and was founded by Spanish colonists. Old San Juan is the historic section of the city.

information about a place; fort: a building or an area where soldiers stay to defend a place against an enemy; national historic site: a place a country sets aside as being important to its history.) 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.
- Check answers with the class.
- 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.)

B CD3, Track 38

- 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: *historic, plaza, harbor, cruise ship, tourist information office, fort, national historic site*. Explain their meaning. (Historic: important or famous in history; plaza: a public square or open space in a city or town; harbor: an area where ships or boats may stay; cruise ship: a large ship that carries passengers for pleasure trips; tourist information office: a place in a city or town that helps visitors by giving them maps, guides, and other

C

- Invite a volunteer to read the directions and first question aloud.
- Ask: *Where's the statue of Christopher Columbus?* Elicit the answer. (It's in the Plaza Colón.)
- Have students work individually to answer the questions.
- Have students check their answers in pairs.
- Check answers with the class.

Listen

In this exercise, students listen for information about San Diego, California.

A CD3, Track 39

- Focus students' attention on the photo. Tell students that the boy and girl are looking for information about a vacation place in California.
- Tell students that they will listen to two friends, Julie and Andreas, talk about San Diego.
- 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 point.
- Play the recording. Students only listen.

Audio script

See page T-218.

- 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. Invite volunteers to read the sentences, the answers (*True* or *False*), and the corrected false statements.

B

- Have students read the directions and all the statements.
- Remind students 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, and give reasons for their answers.
- Have students work in pairs to compare answers, or elicit opinions from volunteers.

Write

In this exercise, students write suggestions and an e-mail about a place to go on vacation and about things to do there.

A

- Invite a volunteer to read aloud the directions and the beginning of the example suggestion about a place to go on vacation. Elicit a few possible responses.
- Have students work individually to write four suggestions of things you can do in the place they chose.
- **Optional** Have pairs tell each other their vacation suggestion and four things you could do there.

B

- Invite a volunteer to read the directions aloud. Tell students that they will use their suggestions in Part A to help them write an e-mail to a friend about a place to go on vacation and about some things you can do there.
- Have students work individually to write their e-mail.
- Invite several volunteers to read their e-mail messages to the class.
- **Optional** Have students work in groups of four and read each other's e-mail. Students can vote on which place they think is the best to go on vacation.

Workbook

Assign the exercises on Workbook page 56.
(Workbook answers begin on page T-192.)

Why don't you go there!

Listen

A  Julie and Andreas talk about San Diego. Listen and write True or False.

Then correct the false statements.

1. ^{Andreas} Julie went to San Diego two summers ago. False
2. Everyone in Andreas's family likes to do ^{different} the same things. False
3. Julie doesn't like shopping. True
4. There are 13 museums ⁱⁿ near the park. False
5. Andreas thinks the most interesting place in San Diego is the zoo. True



B What do you think? Write I agree or I disagree. Give reasons.

1. It's a good idea to try new things. _____
2. It's important to travel to learn about different cultures. _____
3. Visiting museums is an interesting way to learn about a country's culture. _____
4. Shopping isn't good to do on a vacation. _____

Your turn

Write

A Write a suggestion for a place to go on vacation. Then write four suggestions of things you can do there. Use **Why don't you** or **You could**. (Answers will vary)

Why don't you go to _____ (place)

1. _____
2. _____
3. _____
4. _____

B Write an e-mail to your friend about a place to go on vacation. Use the answers in Part A to help you. (Answers will vary)



Hi, _____! I have a great suggestion for a place to go on vacation. Why don't you go to _____

Unit 8 Review

Language chart review

Directions

Turn left at the second corner.
Go past the grocery store.

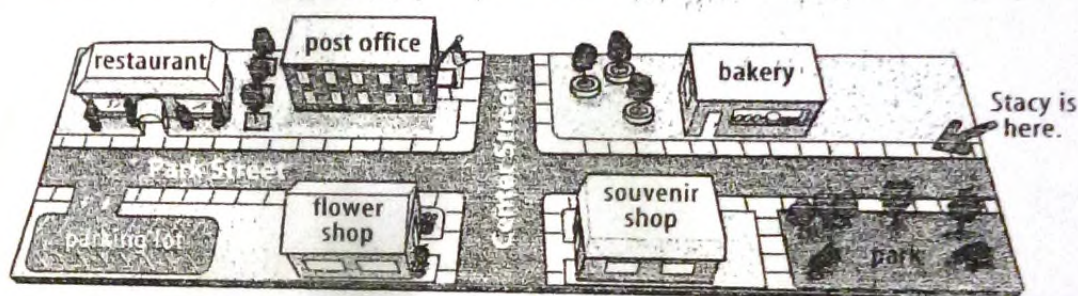
Locations

The flower shop is on the corner.
The bakery is on the left / on your left.

Clauses with because

We went to the bakery because we wanted to buy some bread.
I didn't buy the dress because it was too expensive.

- A** Stacy is asking her grandmother how to get to different places in town. Look at the map. Then circle the correct phrases to complete the conversations.



- Stacy** How do I get to the flower shop?
Grandmother (Go past / Keep going) the bakery. Cross Center Street.
 (Turn right / Turn left) and cross Park Street.
 It's (across the street / on your right).
- Stacy** How do I get to the restaurant?
Grandmother (Go straight on / Cross) Park Street. Cross Center Street. It's
 (on the right / on the left), across from the parking lot.
- Stacy** How do I get to the post office?
Grandmother (Cross / Go straight on) Park Street. Cross Center Street. Then
 (turn left / turn right). The entrance is (on your left / on your right).

- B** Write sentences about Stacy. Use the simple past and because.

1. go / flower shop / want to buy flowers

Stacy went to the flower shop because she wanted to buy flowers.

2. go / bakery / be hungry

Stacy went to the bakery because she was hungry.

3. go / post office / want to send some letters

Stacy went to the post office because she wanted to send some letters.

4. not go / restaurant / be closed

Stacy didn't go to the restaurant because it was closed.

5. not go / park / be cold

Stacy didn't go to the park because it was cold.

Unit 8 Review

This lesson reviews the grammar and vocabulary introduced in Unit 8.

Language chart review

These charts summarize the main grammar presented and practiced in Unit 8.

- Books closed. Write on the board:

Directions

1. Turn _____ at the corner.
2. Go _____ the bakery.
3. _____ the park.

Locations

1. The newsstand is on the _____.
2. The grocery store is on your _____.
3. The subway entrance is across the _____.

- Focus students' attention on the incomplete *Directions* and *Locations* sentences on the board. Have them copy the sentences into their notebooks. Tell them that you will say some words. They should write each word in the correct sentence. Ask them to use each word only once.
Directions – right (1), cross (3), past (2). *Locations* – street (3), corner (1), left (2).

- Elicit when to use direction statements and when to use location statements. (We use direction statements when we want to say how to get somewhere. We use location statements when we want to say where something is.)

- Now write on the board:

Clauses with because

1. We _____ to the video store because we _____ to rent a DVD. (go, want)
2. He _____ eat the pizza because it _____ too hot. (not, is)

- Ask students to fill in the blanks with the correct form of the verbs in parentheses.
- Elicit what a clause with *because* tells us. (It tells us the reason something did or did not happen.)
- Books open. Have students study the Language chart review and compare it to the sentences they have completed. Have them correct any errors. While they are doing so, invite volunteers to come to the front to complete the sentences on the board.
- Answer any questions students may have.

Exercises A through D (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 students read the directions and look at the map. Tell them they should use the map to complete the exercise.
- Invite a volunteer to read aloud the first question in the conversation. Another volunteer reads the example answer in Grandmother's first statement.
- Have students work individually to circle the correct phrases to complete the conversations.
- Check answers with the class.

Exercise B

- Have students read the directions and the example sentence.
- Have students work individually to write sentences using the simple past and *because* and the words or cues given.
- Check answers with the class. Invite volunteers to write one sentence each on the board.

Language chart review

These charts summarize further grammar presented and practiced in Unit 8.

- Have students study the examples in the two left-hand charts.
- Remind students how to state suggestions and preferences. Tell them that *Why don't we . . . ?* and *We could . . . ?* are used for suggestions, and *would rather* is used for preferences.
- Have students study the examples in the two right-hand charts.
- Remind students that we use *Was there a . . . ?* when we expect only one thing. We use *Were there any . . . ?* when we expect more than one thing.
- Answer any questions students may have.

Exercise C

- Invite volunteers to read aloud the directions, the verb phrases in the box, and the example sentences.
- Have students work individually to complete the conversations with the verb phrases in the box.
- Check answers with the class.

Exercise D

- Have students read the directions.
- Invite a volunteer to read the first four sentences of the e-mail aloud, including the example answer.
- Have students work individually to complete the e-mail.
- Check answers with the class. Invite volunteers to read the e-mail aloud.

Take another look!

- Have students read the directions.
- Students work individually to circle the correct answer and to write the suggestion in number 1 in another way.
- Check answers with the class.

Optional Unit Wrap-Up

- If students did the Review exercises for homework, check answers with the class.
- Have students work in pairs to practice the conversations in Exercises A and C.
- Tell a story around the room: Start with the first sentence in Exercise B. Say: *Stacy went to the flower shop because she wanted to buy flowers. She wanted to buy flowers because . . .* Have a student complete the sentence. The next student adds another sentence. Continue for about five sentences. Start again with the second sentence in Exercise B, and so on. Continue until every student has had at least one turn. Alternatively, have students do this in small groups.
- Have students reread Stacy's e-mail in Exercise D and write a response e-mail from her friend Kira. Tell students to include *Was there a . . .* and *Were there any . . .* questions. Students then work in pairs to read each other's e-mail.

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-192.)

Extra Practice Worksheets

- Assign the Unit 8 Extra Practice worksheets starting on page T-158.

Extra Speaking Practice Worksheet

- Assign the Unit 8 Extra Speaking Practice worksheet on page T-175.

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-185.

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

Language chart review

Why don't we / We could for suggestions

Why don't we go to the movies?
We could go to the movies.

Was there a / Were there any ... ?

Were there any good restaurants?
Yes, there were. / No, there weren't.

I'd rather for preferences

I'd rather go to a museum.

There was a / There were some / There wasn't any / There weren't any

There was an Italian restaurant. / There weren't any cafés.

- Stacy's grandmother is making suggestions, and Stacy is expressing preferences. Complete the conversations with the verb phrases in the box.**

- ☒ eat Chinese food / Mexican food
☐ take the subway / ferry ☐ try the cake / ice cream

1. **Grandmother** *Why don't we eat Chinese food? OR We could eat Chinese food.*

Stacy *I don't like Chinese food. I'd rather eat Mexican food.*

2. **Grandmother** *Why don't we take the subway? OR We could take the subway.*

Stacy *I don't like the subway. I'd rather take the ferry.*

3. **Grandmother** *Why don't we try the cake? OR We could try the cake.*

Stacy *It's too sweet. I'd rather try the ice cream.*

- Complete Stacy's e-mail to her friend. Use *there was*, *there were*, *there wasn't*, *there weren't*, and *were there*.**

○○○ -

Hi, Kira,

I'm having a wonderful time visiting my grandmother. We visited a small town yesterday. There were a lot of fun things to do there. *There were* great clothing stores. I didn't buy any jewelry, because *there weren't* any interesting jewelry stores. *There wasn't* a cheap music store, so I didn't buy any new CDs. *Were there* any good restaurants? Yes, *there were*. My grandmother and I ate at a cool Mexican place. I tried some delicious cookies, too. *There was* an awesome bakery in town.

Stacy

Take another look!

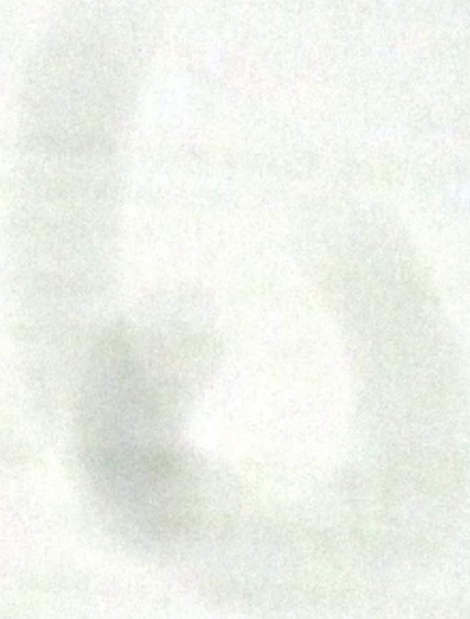
1. Which sentence is a suggestion? Circle the correct answer.

a. We'd rather eat pizza. b. We shouldn't eat pizza. **c. We could eat pizza.**

2. Write the suggestion in number 1 another way.

Why don't we eat pizza?

to page 133
for the
Theme Project.



00 01

1 107

This game reviews asking general information questions about others.

- Explain the meaning of *memory*. (Being able to remember something about a person or thing.)
- Have students read the directions and the sample questions. Elicit how to play the game. Ask: *What do you do?* (Look at the picture.) *How long?* (Two minutes.) *Then what do you do?* (Write six questions about the picture, and then close your book.) *What do you do with your partner?* (Take turns asking the questions you both wrote to see who remembers more.)
- Give students two minutes to look at the picture.
- Have students work individually to write six sentences on a piece of paper. Then say: *Stop! Close your books.*
- Have students work in pairs to ask and answer questions. The student who remembers more people or things wins.
- **Optional** Divide the class into four or five small groups. With books still closed, each group writes down what it remembers about the picture. The groups then take turns saying their sentences. Each correct sentence earns that group one point. Sentences may not be repeated. Deduct points for incorrect sentences. The group with the most points wins.

Unit 2

Game My trip to France

This game reviews making statements in the simple past with regular and irregular verbs.

- Give students several minutes to read the directions, the rules, and the verb phrases in the box. Have students study the game board.
- Have students take out something from their desk to use as a game marker. Students need something small that fits in the game board spaces such as a paper clip, an eraser, 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.
- Hold up a coin and show students how to flip it. Call out if it lands on *heads* or *tails*. Explain that students will flip a coin to decide how many spaces to move – one space for heads and two spaces for tails. Ask: *What do you do if you don't make a mistake?* (Stay in the space.) *What if you make a mistake?* (Move back one space.)
- Invite two volunteers to demonstrate the activity by reading the example conversation aloud. Explain that students will make a sentence about the picture in the space their marker is on, using the verb phrases in the box.
- Have students play the game in pairs. The student who gets to *Finish* first wins.

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 the picture. Make sentences about what you did on your trip using the verb phrases in the box.

Classmate 1 *I flew to Paris.*

Classmate 2 *That's correct!*

➤ No mistakes? Stay on that space.

◀ Mistakes? Move back one space.

- The person who gets to FINISH first, wins.

- | | | |
|---|---|--|
| ☐ drink French coffee | ☐ rent inline skates | ☐ take many pictures |
| ☐ eat French bread | ☐ see the Eiffel Tower | ☐ try French food in a restaurant |
| ☐ fly to Paris | ☐ shop for souvenirs | ☐ visit the museum |
| ☐ make some friends on the plane | ☐ sleep in a hotel | ☐ walk around the city |
| ☐ practice French | ☐ take a boat ride | ☐ write postcards |



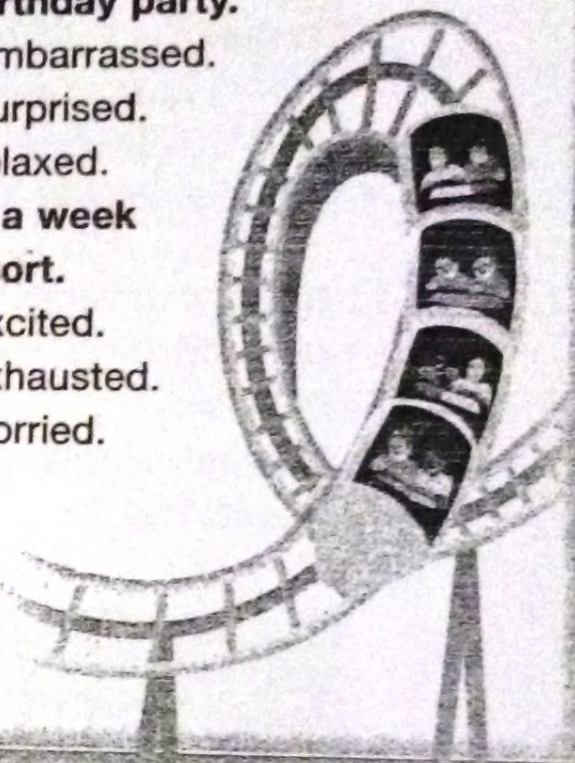
A Imagine you do each thing below. How would you feel?

Circle the answers so they are true for you. (Answers will vary.)



1. You spend ten hours at a theme park.
 - a. You're exhausted.
 - b. You're glad.
 - c. You're frustrated.
2. You go on a city tour of New York City.
 - a. You're relaxed.
 - b. You're worried.
 - c. You're excited.
3. You go to a summer camp for a month.
 - a. You're homesick.
 - b. You're worried.
 - c. You're glad.

4. Your friends give you a surprise birthday party.
 - a. You're embarrassed.
 - b. You're surprised.
 - c. You're relaxed.
5. You spend a week at a ski resort.
 - a. You're excited.
 - b. You're exhausted.
 - c. You're worried.



B Circle the points below for your answers in Part A. (Answers will vary.)

Question	Answer a	Answer b	Answer c
1	2 points	3 points	1 point
2	2 points	1 point	3 points
3	2 points	1 point	3 points
4	1 point	3 points	2 points
5	3 points	2 points	1 point

Add the points for your answers: _____ How much fun do you have?

11 - 15 points	You have a lot of fun. You enjoy everything.
6 - 10 points	You have fun, but sometimes you worry.
1 - 5 points	You have a little fun, but you worry a lot.

C Work with a classmate. Compare your answers in Part A.

You You spend ten hours at a theme park. You're ...
Classmate ... Well, I'm exhausted. And you?
You I'm glad.

D Walk around the classroom. How many people have the same score as you? _____ (Answers will vary.)

This game reviews words for describing feelings and emotions.

A

- Have students read the directions. Explain that this game asks students to use adjectives to describe their feelings. Tell students that there are no right or wrong answers.
- Have students work individually to circle the answers that are true for them.

B

- Have students read the directions and look at the chart.
- Ask a volunteer: *What was your answer for number 1 in Part A?* Ask: *How many points is it worth?* Have students follow along with the chart to make sure they understand how the points work.
- Have students work individually to circle the points in the chart for their answers in Part A.
- Ask a volunteer to read aloud the directions below the chart and the point values.
- Tell students to add up their points and to read the sentences that go with their score.

C

- Have students read the directions.
- Demonstrate the activity by reading the example conversation with a volunteer.
- Have students work in pairs to compare their answers in Part A.
- Ask a few volunteers to share the sentences that describe them in Part B.

D

- Ask students to read the directions.
- Have students walk around the classroom to count the number of students who have the same score as they do.
- Invite several volunteers to share their findings with the class.

Unit 4

Game Comparison race

This game reviews adjectives for comparing people.

- Ask students to read the directions and the example. Then focus students' attention on the adjectives in the word box in the bottom right-hand corner of the page.
- Ask: *How many sentences should you write?* (Seven.) *Who wins?* (The pair that finishes first.)
- Have students work in pairs. Students identify seven differences between the people in the two pictures. They then write comparative sentences describing those differences.
- The first three pairs to complete their sentences should stand and call out *Ready!*
- Ask one student from each pair to come to the front and write the pair's sentences on the board. The first pair to write seven correct sentences wins.
- **Optional** Invite volunteers to make comparative statements about their own family members.

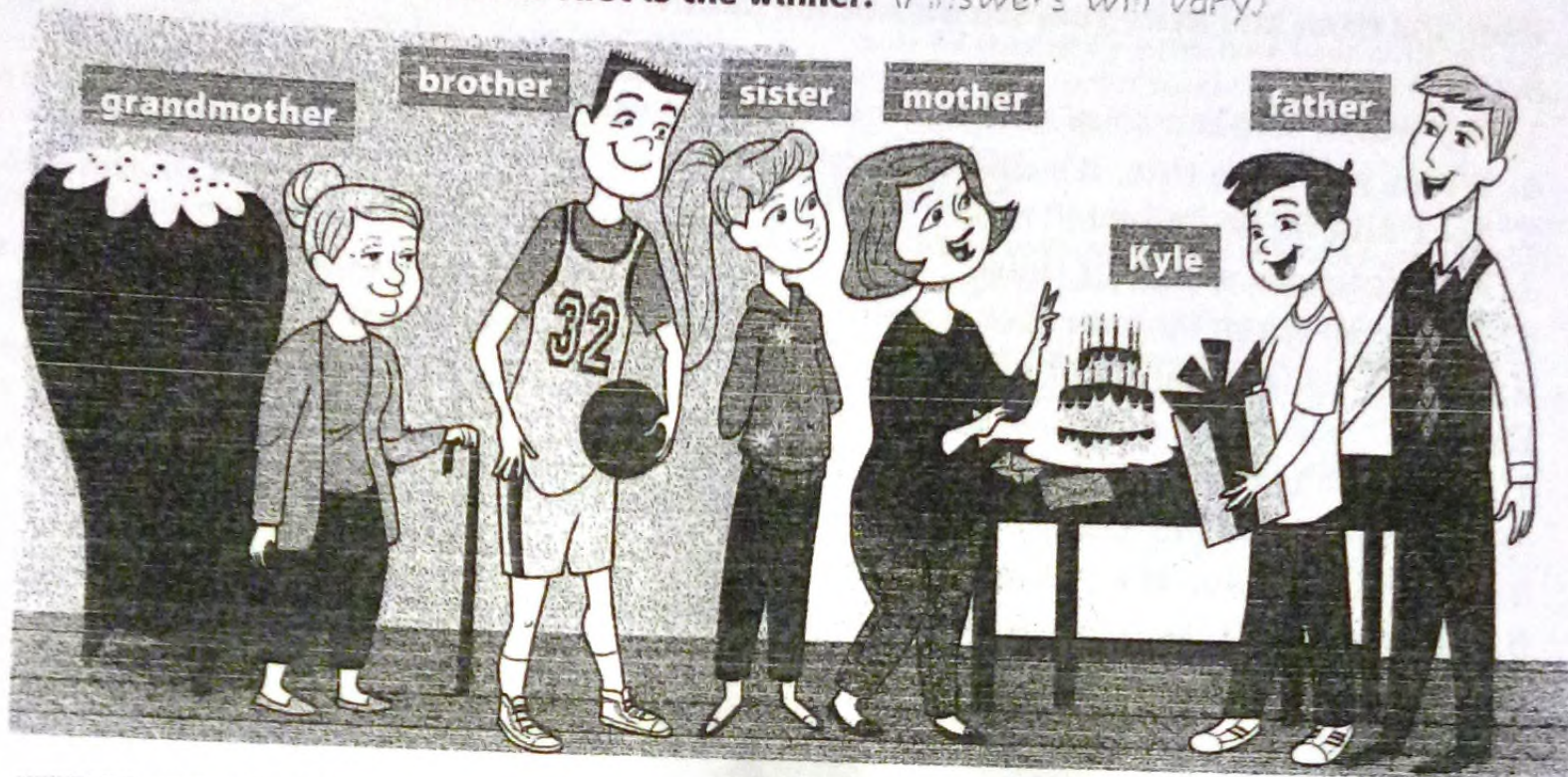
Teaching Tip

Always evaluate your students' progress in all four skill areas: listening, speaking, reading, and writing. Viewing, as in comparing pictures, is also another important skill. Homework activities are valuable for evaluating reading and writing skills, but listening and speaking evaluation is often overlooked. Evaluations can be in the form of quizzes or tests, or can simply involve individual students in a brief language focus activity (answering a question, making a sentence, etc.) while you are taking attendance or as students are leaving the classroom. In this way you will be able to judge the areas in which your students need extra help.

Unit 4

Game Comparison race

Kyle and Lydia have the same birthday, but their families are different.
How? Work with a classmate. Write seven more sentences comparing
people. The pair that finishes first is the winner. (Answers will vary)



Kyle's father is taller than Lydia's father.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____

thin relaxed
athletic active
short old
tall

Read the clues and write your answers in the puzzle.

Across

1. Try warm chicken soup when you have this.
4. When you have this, it's difficult to talk.
6. Your elbows are part of these.
7. Your knees are part of these.
8. You have these on your feet.
9. You use this to talk and eat.

Down

1. You have these on your hands.
2. This is below your head.
3. When they have this, many people use eardrops.
5. Many people take aspirin when they have this.
8. You have one of these on each hand.



This game reviews names of parts of the body and common illnesses.

- Give students several minutes to read the directions and the puzzle clues.
- To check understanding, ask: *How do we write across words?* (From left to right.) *How do we write down words?* (From top to bottom.) *What's the answer to 1 Across?* (Flu.) *What's 1 Down?* (Fingers.)
- Have students work individually to complete the crossword puzzle.
- Have students check their answers in pairs.
- Check answers with the class. Write on the board:

Across	Down
1.	1.
4.	2.
6.	3.
7.	5.
8.	8.
9.	

- Invite volunteers to write one answer each on the board.
- **Optional** Invite volunteers to give crossword puzzle clues for vocabulary words from Lessons 17 and 18. For example, *This part of your arm is between your hand and your elbow.* (Wrist.) Classmates guess the words.

Teaching Tip

Assign level-appropriate and fun home activities occasionally. Ask students to write simple book reports, interviews with family members or friends, comic strips, or even lyrics for rap songs. Have them make posters of their favorite stars or English songs. Encourage them to design puzzles or games to be played in English class. Use your imagination and tap into what interests your students the most.

Unit 6

Game Big plans

This game reviews *be going to*.

- Give students several minutes to read the directions and rules and study the game board.
- Have students take out something from their desk to use as a game marker. Students need something small that fits in the game board spaces such as a paper clip, an eraser, 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.
- Hold up a coin and show students how to flip it. Call out if it lands on *heads* or *tails*. Explain that students will flip a coin to decide how many spaces to move – one space for heads and two spaces for tails. Ask: *What do you do if you don't make a mistake?* (Stay in the space.) *What if you make a mistake?* (Move back one space.)
- Invite two volunteers to demonstrate the activity by reading the example conversation aloud. Explain that students will answer the question or follow the directions in the space their marker is on.
- Tell students that in two of the spaces they will find the words *Free Space*. Elicit or explain the meaning. Ask: *What do you do on a free space?* (Ask a classmate any question and keep your marker on that space until your next turn.)
- Have students play the game in pairs. The student who gets to *Finish* first wins.

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.
- Answer the question or follow the directions.

Classmate 1 *I'm go to walk my dog after school.*

Classmate 2 *That's a mistake! It's "I'm going to." Move back 1 space.*

➤ No mistakes? Stay on that space.

◀ Mistakes? Move back one space.

- 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.

START

What are you going to do after school?

Are you going to buy anything this weekend?
If yes, what?

Who are you going to eat dinner with tonight?



Ask a classmate about his or her plans for tonight.

Ask a classmate what time he or she is going to bed tonight.

Free Space

Ask a classmate a question.

When are you going to do today's homework?

Are you going to do yard work this year?



Free Space

Ask a classmate a question.

Where are you going to do your homework?

How many hours are you going to watch TV tonight?

Are you going to see any movies this month?
If yes, name them.

Are you going to have a test this week?
If yes, in what class?

Ask a classmate if he or she is going to study tonight.

FINISH

Are you going to go to a party or a special event next month?
If yes, what?

Is your school going to have a fund-raiser this year?
If so, when?

Are you going to clean your room this week?

Ask a classmate if his or her mother or father is going to do any chores this weekend.

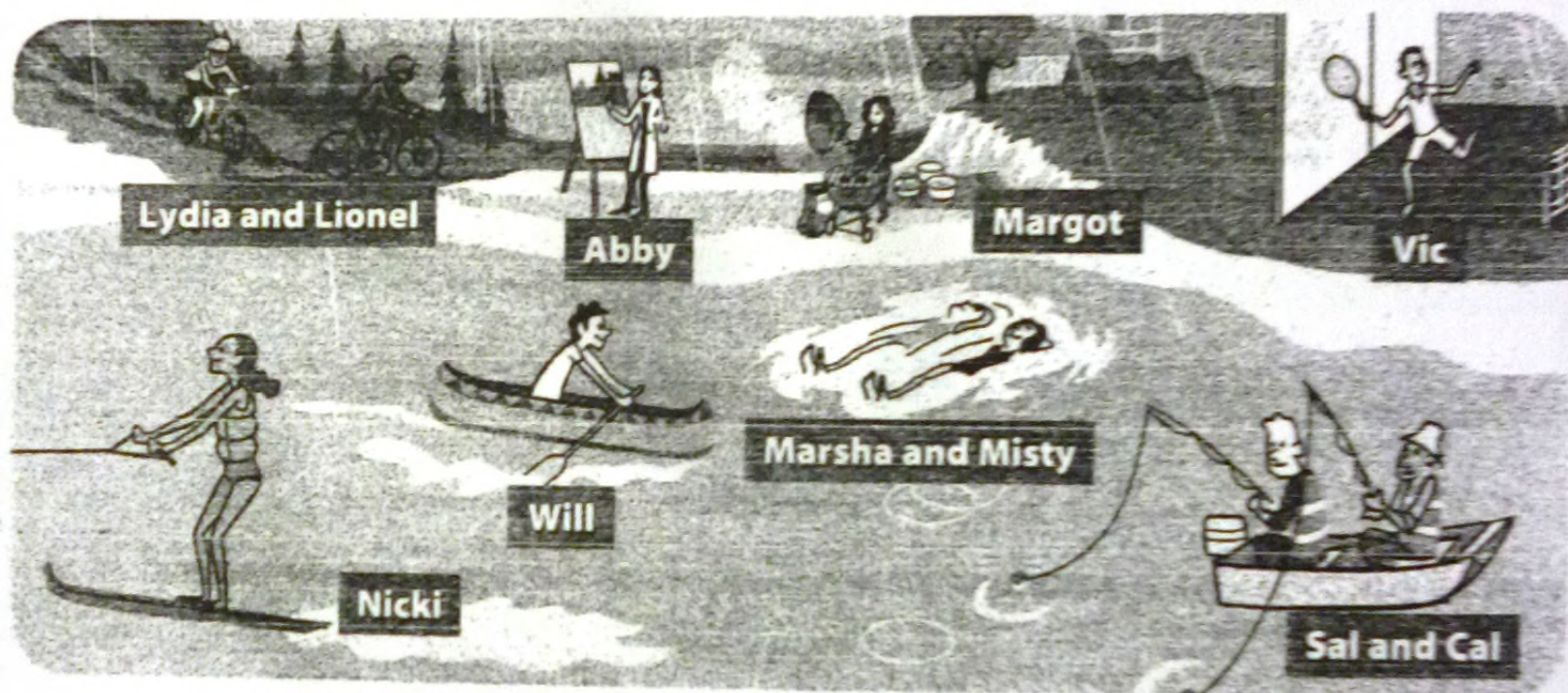
Play with a classmate.

Classmate 1 Look at Picture 1 for one minute. What was everyone doing when the rain started? Close your book and write as many things as you can remember in two minutes.

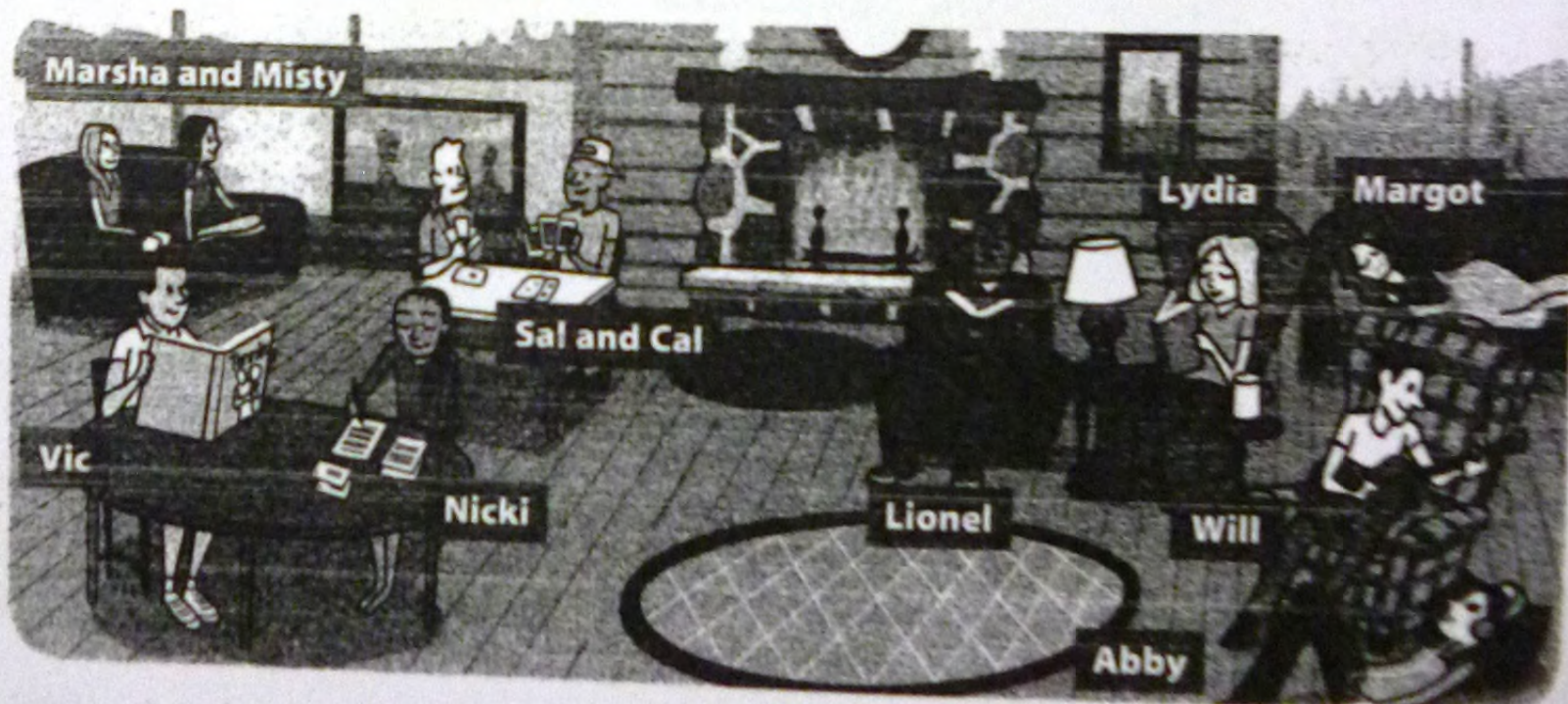
Classmate 2 Look at Picture 2 for one minute. What was everyone doing when the rain stopped? Close your book and write as many things as you can remember in two minutes.

Tell your classmate what you wrote. Check each other's information. Who remembered the most?

Picture 1: When the rain started



Picture 2: When the rain stopped



Nicki was water-skiing when the rain started. Yes. One point!

Unit 7

Game What was happening . . . ?

This game reviews the past continuous + when.

- Ask students to read the directions. Elicit how to play the game. (Students work with partners. Classmate 1 looks at the top picture for one minute, and Classmate 2 looks at the bottom picture for one minute. Then students must close their books and write as many sentences about their picture as they can remember in two minutes. They then go over each other's sentences. One point is earned for each correct sentence. Students in each pair try to be the one to earn more points.)
- Tell students to begin.
- Have students work individually to write their sentences.
- Give pairs several minutes to check each other's sentences, using the example conversation in the speech balloons as a guide. Then ask pairs to tally their scores. The student in each pair who has more points wins.
- Check answers with the class. Invite volunteers to come to the board to write their sentences. Students may refer to their books.
- If time permits, have students play the game again and note how many more things they can remember.

Unit 8

Game What's missing?

This game reviews *Was there / Were there ... ?* and location statements.

A

- Have students read the directions and the words in the box. Tell them to look at the map of the town center. Explain that they are to imagine what the town center looked like ten years ago. Tell students that there are no right or wrong answers.
- Have students work individually to label six buildings on the map with words from the box.

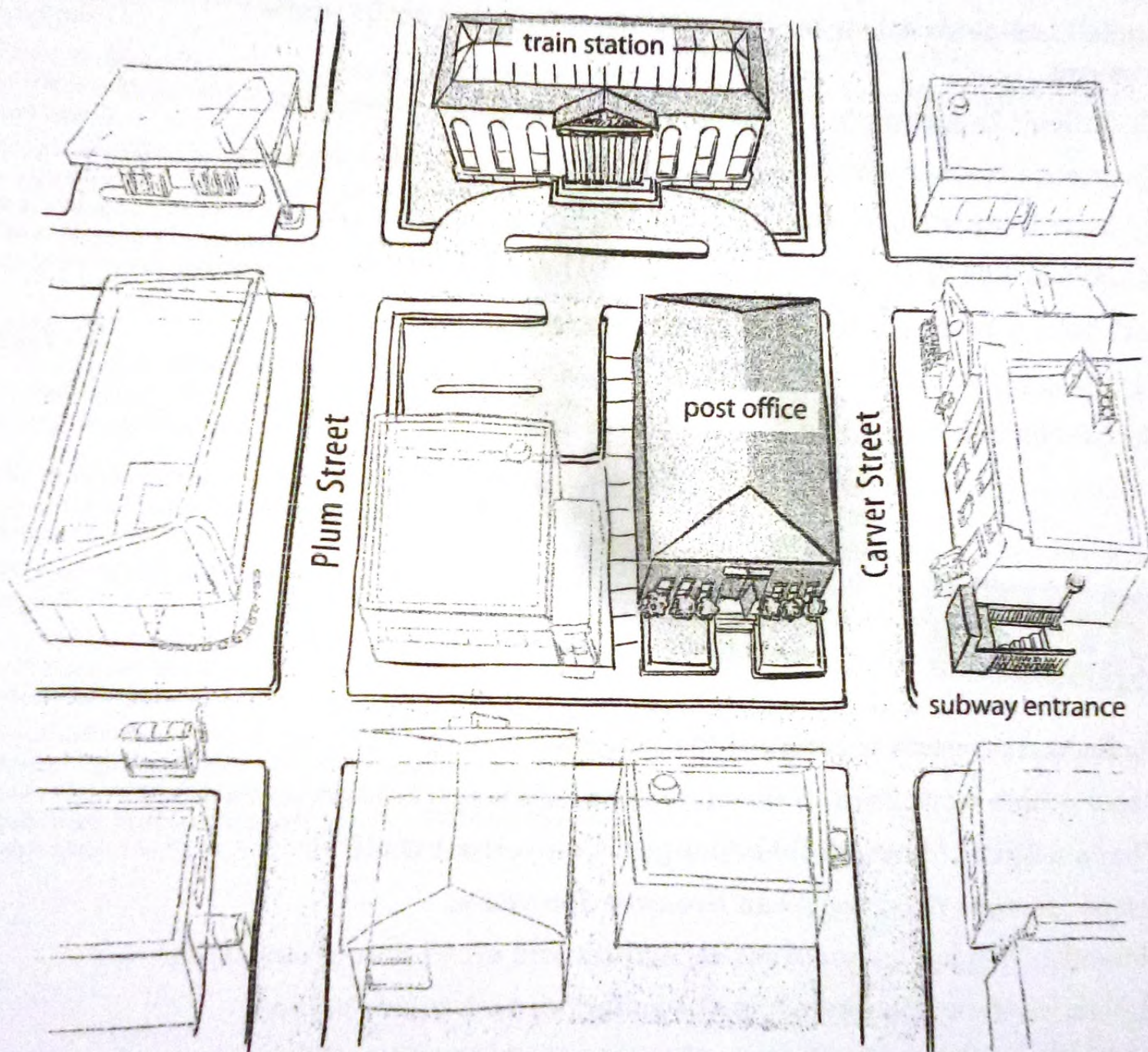
B

- Explain to students that they are going to play a guessing game with a partner. Have students read the directions. Demonstrate the task with a volunteer, once with a location that was there and once with a location that was not. Use the questions and answers in the speech balloons as a guide.
- Have students work in pairs. They should not show their partners their map with the place names written on it.
- Have students play the game. The student who can identify all the places with the fewest guesses wins.
- **Optional** Have students give each other directions from and to various places on the map.

Game What's missing?

A Look at the map of the town center. It's almost empty now, but it wasn't ten years ago. Imagine what was in the town center. Label six buildings with words from the box.

supermarket restaurant flower shop gas station skating rink
apartment building movie theater drugstore shoe store department store



B Work with a classmate.

Classmate 1 Guess what places are on Classmate 2's map. Ask *Was there* and *Were there* questions.

Classmate 2 Guess what places are on Classmate 1's map. Ask *Was there* and *Were there* questions.

Was there a restaurant? Yes, there was. Were there any flower shops? No, there weren't.

Who can identify all of the places with the fewest guesses?

Get Connected Vocabulary Practice

Unit 1

The underlined words belong in other sentences. Write the words where they belong.

1. It's difficult to waters (n.) a sailboat in bad weather. navigate
2. My science teacher makes overcoming fear (v. phrase) fun to learn. ecology
3. My little brother hates dogs. He's row (n.) them. afraid of
4. Would you like to try an afraid of (adj.)? They're delicious! oyster
5. Let's take a boat trip on the city's ecology (n.). waters
6. Navigate (v.) of the water is difficult for some people learning to swim. overcoming fear
7. My friends and I oyster (n.) a boat on the river every weekend. row

Unit 2

Circle the correct words to complete the sentences.

1. Some people work hard to save (amazing / endangered) species in Africa.
2. That's a (giant / beautiful) hamburger! Can you eat it all?
3. Giant (persons / tortoises) can live over 200 years.
4. (Islands / Marine iguanas) eat vegetables and aren't dangerous at all.
5. Before we (flew / snorkeled) in the water, we took a few lessons.
6. A (sea lion / Galapagos) lives in the water and eats a lot of fish.
7. The (scientist / scenery) on this island is so beautiful and green!

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 blog.
- Have students read the directions and the example sentence.
- 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 blog on Student's Book page 12. Have them read the sentences in which the vocabulary items appear to try to guess the meanings again.
- Have students work individually to write the underlined words where they belong in the other sentences.
- 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 electronic postcard.
- Have students read the directions and the example sentence.
- Focus students' attention on the items in parentheses in each sentence. 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 electronic postcard on Student's Book page 26. Have them read the sentences in which the vocabulary items appear to try to guess the meanings again.
- Have students work individually to circle the correct words to complete the other sentences.
- 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 item.
- Focus students' attention on the words in the left-hand column. 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 to try to guess the meanings again.
- Have students work individually to match the other words to their meanings.
- 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 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 in the list of facts.
- Have students read the directions, the first sentence, 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 facts on Student's Book page 54. Have them read the sentences in which the vocabulary items appear to try to guess the meanings again.
- Have students work individually to complete the other 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

Match the words to the meanings.

- | | | |
|------------------|----------|-------------------------------------|
| 1. skills (n.) | <u>g</u> | a. stopped |
| 2. modern (adj.) | <u>e</u> | b. trip |
| 3. miles (n.) | <u>d</u> | c. frightening |
| 4. ended (v.) | <u>a</u> | d. one of these is 1,609 meters |
| 5. journey (n.) | <u>b</u> | e. new; popular now |
| 6. scary (adj.) | <u>c</u> | f. a person who flies an airplane |
| 7. pilot (n.) | <u>f</u> | g. the ability to do something well |

Unit 4

Complete the sentences with the words in the box.

☐ miles per hour (n.) ☐ opened (v.) ☒ outdoor (adj.) ☐ rides (n.) ☐ traveled (v.)

1. We don't swim in our pool in the winter. It's an outdoor pool and it's too cold.
2. The bus traveled very slowly. It took one hour to go from my house to school.
3. Some race horses can run 40 miles per hour.
4. A lot of teens think the rides at amusement parks are exciting.
5. A Mexican restaurant opened last month in my neighborhood.

Unit 5

What words mean the same as the underlined words? Circle the correct answers.

- Christina's self-esteem (n.) grew when she got an A on her history report.
a. health **b. good feelings about herself**
- My philosophy (n.) of life is to be a good friend.
a. what someone believes is a good way to live b. a way to reduce stress
- With more practice and discipline (n.), Kayla has a good chance to win the singing contest.
a. control b. doing something in a flexible way
- Regular exercise is a good benefit (n.) for your health.
a. helpful thing b. relaxing thing
- Vincent studies martial arts (n.) three times a week.
a. ways to create art **b. sports that teach self-defense**
- Joe has the flu so he probably (adv.) can't go to school tomorrow.
a. he's pretty sure he b. he's especially sad he
- Mrs. Torres teaches a class on self-defense (n.) at the community center.
a. challenging yourself **b. protecting yourself**

Unit 6

Complete the advertisement with the words in the box.

☐ computer ink cartridges (n.) ☐ donate (v.) ☐ organic (adj.) ☒ recycling center (n.) ☐ used (adj.)

Come to Centerville's recycling center for a fund-raiser this Saturday afternoon between 1:00 and 3:00. We're going to have contests, games, and lots of information on recycling. We're going to sell organic fruits and vegetables from local farmers. Bring your used cell phones, bottles, cans, and newspapers to recycle. Also, bring your old computer ink cartridges and get a free black one! We're going to donate all the money to build a new and better recycling center. Come and help our planet!

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 underlined words. 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 to try to guess the meanings again.
- Have students work individually to circle the correct definition for the other underlined words in the sentences.
- Have students work in pairs to check their answers.
- Check answers with the class. Invite volunteers to read the correct definitions 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 e-mail.
- 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 e-mail on Student's Book page 82. Have them read the sentences in which the vocabulary items appear to try to guess the meanings again.
- Have students work individually to complete the advertisement 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 advertisement 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 parentheses in each sentence. 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 to try to guess the meanings again.
- Have students work individually to choose the correct words to complete the other sentences.
- 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, filling in the example answer.
- Focus students' attention on the lettered words under each sentence. 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 to try to guess the meanings again.
- Have students work individually to circle the correct answers to complete the other sentences.
- 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

Circle the correct words to complete the sentences.

1. My sisters (jumped up / woke up) very early Saturday morning.
2. He couldn't move because a big branch fell across his (owner / chest).
3. My uncle (rescued / started) a little girl from the rough water.
4. A lot of young kids (choke / save) on small toys.
5. I think the teens who saved the baby's life are (owners / heroes).
6. (Carbon monoxide / Throat) is very dangerous.
7. The cat (meowed / pushed) until we gave her some milk.
8. Look! That boy (smiled / pushed) that girl on the bike. That wasn't nice!

Unit 8

Circle the correct answers.

1. Lewis and Clark made _____ journey.
a. a new (adj.) b. an historic (adj.)
2. There was a festival in the town _____.
a. flower shop (n.) b. plaza (n.)
3. There are a lot of boats in the _____.
a. street (n.) b. harbor (n.)
4. We took a two-week vacation on a big _____.
a. cruise ship (n.) b. canoe (n.)
5. Let's get maps at the _____.
a. tourist information office (n.) b. post office (n.)
6. That country has really strong _____. No one can easily come into the country.
a. forts (n.) b. cruise ships (n.)
7. The Statue of Liberty in New York City is a _____.
a. skyscraper (n.) b. national historic site (n.)

At Home

Read the rules for a farm field trip.

Good Food Farm is a popular place for school field trips. Students can learn about farm animals and about growing food there. They can also enjoy time outdoors. Here are some rules students have to follow at the farm:
Students . . .

1. have to stay in small groups and stay with the guide.
2. have to bring their own lunch.
3. can touch some of the animals, but they have to ask the guide first.
4. can't feed the animals.

Where would you like to go on a field trip? What rules would there be on the trip?
Complete the chart. Use your dictionary, if necessary.

Place:

Rule 1

Rule 2

Rule 3

Rule 4

Draw pictures or bring photos to class of where you would like to go on a field trip.

In Class

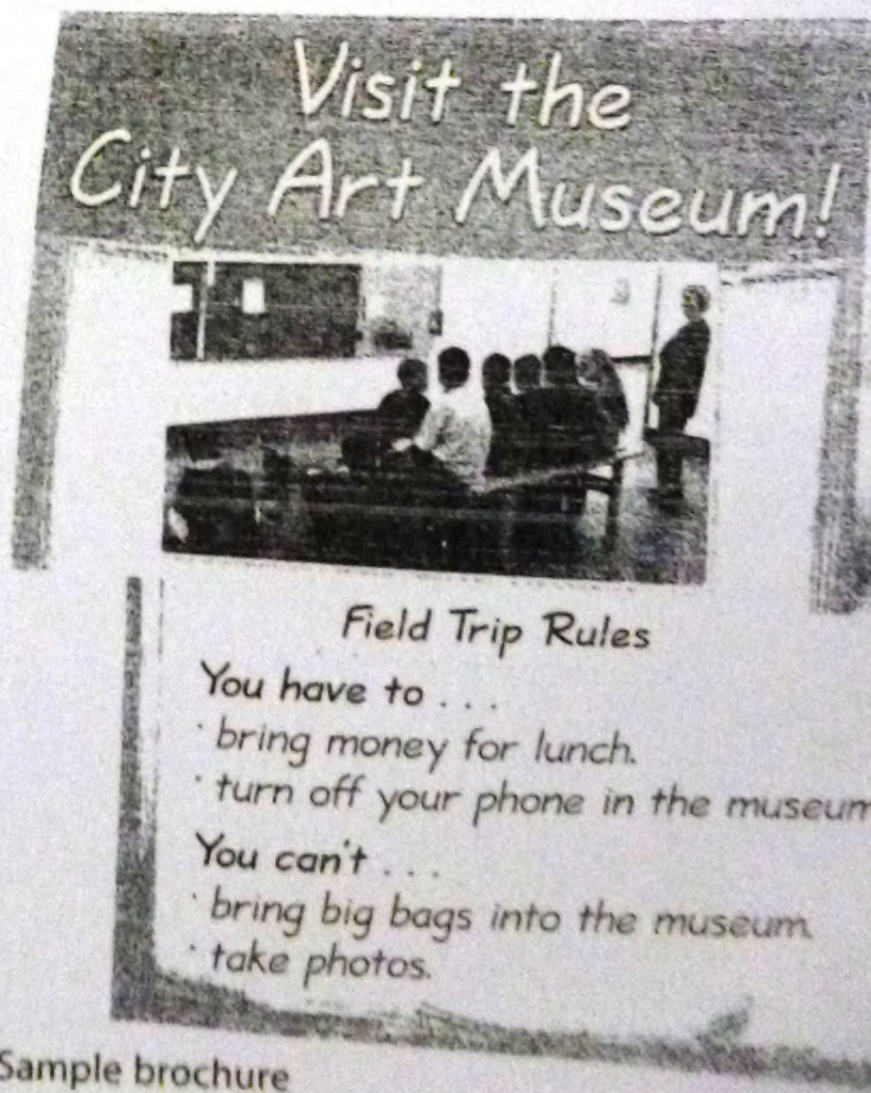
Look at all of the field trips and the rules.
Choose one field trip.

Make a brochure. Use the sample brochure as a model.

Choose a group leader. Present your brochure to another group.

We'd like to visit the City Art Museum.
You have to bring money for lunch.
You have to . . .

Display the brochures in your classroom.
Walk around and look at all of them. Which field trip would you like to go on?



Sample brochure

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 rules for visiting a place in their community.
- Focus students' attention on the sample brochure in the book. Say: *Look at the sample brochure. You and your group will make a brochure like this one about rules for a field trip to a place in your community.*
- 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 rules for a farm field trip and complete the chart with the name of a place they would like to go on a field trip. Students should write four rules for the visit. Remind students that they can use their dictionaries to find the meanings of words they do not know. They should then find photos of the place they would like to visit to bring to the next class. Tell students that if they cannot find photos, they can draw pictures.
- To finish, invite volunteers to name places they have visited on school field trips. Then ask students to name other places in the community they would like to visit.

Day of the project**Materials needed**

Plain or colored paper for each group, tape or glue or paste, markers.

- Have students work in small groups. Remind students that they will make a brochure like the sample brochure about rules for a field trip.
- Distribute materials. Have each group look at all the charts and photos or drawings and choose one place for their field trip. Each group then makes a brochure.
- Have each group choose a leader and then join another group. Have the group leader present the information in the group's brochure to the other group, using the language in the speech balloon as a cue.
- Display the brochures in your classroom. Have students walk around and look at all of them.
- To finish, ask volunteers which field trip they would like to take.

Option

Have students look online or call the place they chose for their field trip to confirm their rules and get additional information, such as days and hours open, cost of student or group admission, and address and phone number to include in their brochures.

Future use of brochures

Keep these brochures to practice *Wh-* questions with *was / were* vs. with *did* in Unit 3. Ask students to tell you which of the places listed in the brochures they visited last year, in sixth grade, in elementary school, etc. Then ask follow-up questions. For example: *When did you go? / What did you see? / Who did you go with? / What was your favorite* _____ *(animal, painting, exhibit, etc.)?*

Culture Note

In the U.S., many students go on field trips to places in the community. Students and their families usually have to pay for the cost, but some places will give students free admission. It is somewhat unusual for classes to go on overnight trips, even in high school. Student groups, such as the school band, however, may stay somewhere overnight. Often these groups raise the money for their trips by selling goods, such as candy, or by offering services, such as car washing.

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 events and activities that are special to their classmates.
- Focus students' attention on the sample photo album page in the book. Say: *Look at the sample photo album page. You and each member of your group will make a photo album page like this one about things you did on a school vacation.*
- 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 about school vacation activities and write four things they did on vacation. Remind students that they can use their dictionaries to find the meanings of words they do not know. They should then find photos of their vacation activities to bring to the next class. Tell students that if they cannot find photos, they can draw pictures.
- To finish, elicit the names of some common vacation activities. Write them on the board. Ask who did each activity.

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, like the sample photo album page, to show their vacation activities.
- Distribute materials. Have each student make an individual photo album page.
- Have students form groups 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.
- Display the photo albums in your classroom. Have students walk around and look at all of them.
- To finish, ask students how many classmates took trips on their last vacation.

Option

Have each group exchange its photo album with another group. Have groups write simple past questions on a separate sheet of paper for each page of the other group's photo album. For example, if a student had a part-time job, a possible question might be: *Did you like your boss?* or *Did you make a lot of money?* After they finish writing, have them ask the members of the other group their questions.

Future use of photo albums

Keep these photo albums to practice *Wh-* questions with *did* in Unit 3. Invite students to ask each other follow-up questions about their school vacation activities. For example: *What did you buy in Rio?*

Culture Note

Many U.S. high school and college students work during summer vacation. Traditionally, these students take jobs working in restaurants, summer camp or sports programs, stores, and other businesses. Students often take the opportunity to work during vacation because they do not have to worry that work will interfere with their studies.

According to U.S. Department of Labor statistics, April through July are peak months for people aged 16 to 24 looking for work. Key areas of employment for this age group are leisure and hospitality (working in hotels, restaurants, etc.), retail (working in shops, supermarkets, department stores, etc.), education and health services (working in schools or hospitals, etc.), and businesses.

At Home

Read about school vacation activities.

What did students around the world do on their last school vacation? Some students took care of their younger brothers or sisters. Others worked, attended school classes, or went to camps, like theater camps, music camps, or sports camps. Some teens volunteered in their community, and they did not get paid. Some students stayed home and relaxed or studied. And, of course, many students took trips with their families.

Write four things you did on vacation. Use your dictionary, if necessary. *(Answers will vary.)*

1. _____
2. _____
3. _____
4. _____

Draw pictures or bring photos of the things you did on vacation to class.

In Class

1. Make a photo album page of your vacation. Use the sample album page as a model.

2. Tell your group about your vacation.

I went with my family to Porto Alegre. We visited the Cultural Center. We went to ...

3. 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.

4. Display the photo albums in your classroom. Walk around and look at all of them. How many students took trips on their last vacation?

Family Vacation in Porto Alegre
We visited the Cultural Center.
We went to Farroupilha Park.
We went shopping at the Central Market.
We took a boat ride.



Sample photo album page

At Home

Read about an interesting person.

Annie Taylor, a teacher, was born in Michigan in the United States in 1838. She wanted to be famous. One day, in 1901, Annie went over Horseshoe Falls in a barrel. (Horseshoe Falls is part of Niagara Falls. It's about 170 feet or 52 meters high.) Annie was 63 when she went over Horseshoe Falls. She was very brave. After she went over the falls, she spoke to many people about this experience, and became famous. She died 20 years later in 1921 at the age of 83.

Choose a person who did something amazing. Answer the questions. Use your dictionary or the Internet, if necessary.

Name:

Where was he / she born? (city and / or country)

What was his / her special accomplishment?

When was his / her special accomplishment?

Why do you think this person is interesting?

Draw pictures or bring photos of the person to class.

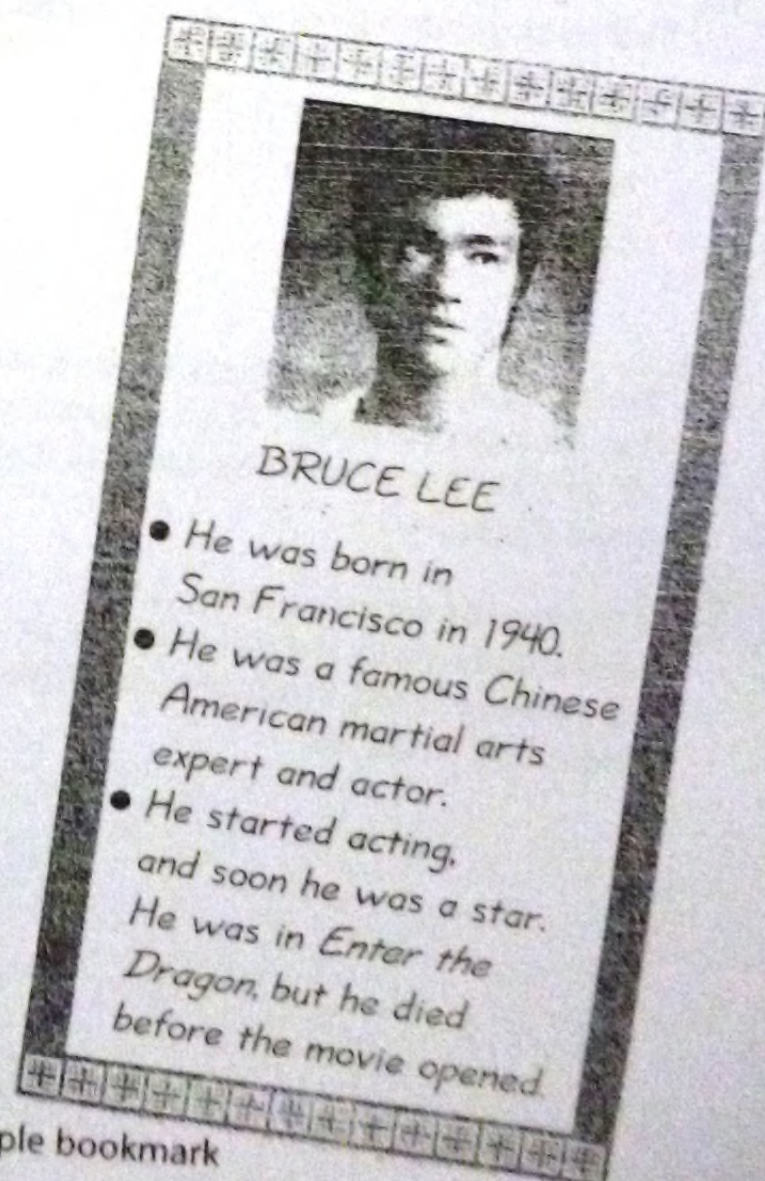
In Class

1 Make a bookmark. Use the sample bookmark as a model.

2 Present your bookmark to your group.

Bruce Lee was born in San Francisco in 1940. He was a famous Chinese American martial arts expert and actor. He ...

3 Display all the bookmarks in your classroom. Walk around and look at all of them. Which person do you admire the most?



Sample bookmark

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 interesting people.
- Focus students' attention on the sample bookmark in the book. Say: *Look at the sample bookmark. You will make a bookmark like this one about an interesting person.*
- 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 Annie Taylor, choose a person who did something amazing, and answer the questions. (Encourage students to choose people who are no longer living so that they will be able to use the simple past structure from the unit to form sentences such as: "He was a famous Brazilian" or "He was a great athlete.") Remind students that they can use their dictionaries to find the meanings of words they do not know. They can also use the Internet to answer the questions. They should then find a photo of the person to bring to the next class. Tell students that if they cannot find a photo, they can draw a picture.
- To finish, elicit the names of some people who did amazing things, and elicit whatever information students know about these people and their accomplishments.

Day of the project

Materials needed

Bookmark-sized cardboard or heavy paper for each member of each group, markers or colored pencils or colored pens

- Explain to students that they will work individually to make a bookmark like the sample bookmark about an interesting person.
- Distribute materials. Have students make their individual bookmarks.
- Have students form groups and 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, have volunteers say which person they admire the most.

Option

Instead of having students present their bookmarks to their group, collect and shuffle the bookmarks and place them face-down on a desk or table. Have one student come to the front of the room and select a bookmark. The student should not show the chosen bookmark to the class. Classmates ask the student simple past questions, including questions with *was* / *were*, to guess the person on the bookmark. For example:

A: *Was the person blind?*

B: *Yes.*

C: *Was the person a man?*

B: *No.*

D: *Was the person Helen Keller?*

B: *Yes.*

Future use of bookmarks

Keep these bookmarks to practice adverbs of manner in Unit 5, Lesson 17. Have students look again at all the bookmarks. Then have them work in groups to write three sentences about the people, using adverbs of manner. For example: *Annie Taylor crazily went over Horseshoe Falls in a barrel!* or *Bruce Lee patiently studied martial arts for many years as a boy.*

Culture Note

Every year since 1927, *Time* magazine has dedicated an issue to a person or thing of the year – a man, a woman, an idea, or an invention that has had a great impact on the lives of many people in the U.S., and even around the world. Over the years, politicians, religious leaders, and scientists have been the usual choice for this honor. However, a few choices have surprised the readers of *Time*, including the Baby Boom generation in 1966, the computer in 1982, and the average *Time* reader in 2006.

Unit 4

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 places, people, and things around the world.
- Focus students' attention on the sample fact card in the book. Say: *Look at the sample fact card. You and your group will make six fact cards like this one about important places, people, and things, around the world.*
- 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 how to find out new facts and write two more interesting facts – one comparative and one superlative – using reference books or the Internet. Remind students that they can use their dictionaries to find the meanings of words they do not know. They should then find photos illustrating their facts to bring to the next class. Tell students that if they cannot find photos, they can draw pictures.
- To finish, have students look back at Unit 4, Lesson 13, to read about fun facts. Then have them look at the page from the trivia book in Unit 4, Lesson 15, to find out amazing facts about world records. Write the facts on the board.

Day of the project

Materials needed

Hard, card-sized plain or colored paper for each group, tape or glue or paste, markers

- Have students work in small groups. Remind students that they will make six fact cards, like the sample fact card, about important places, people, and things.
- Distribute materials. Have each group look at all the facts and photos or drawings and choose six. Each group then makes its six fact cards.
- Have each group join another group and read the other group's cards.
- Have students go back to their original group. Have each student tell one new fact that he or she learned, using the language in the speech balloon as a cue.
- Display the fact cards in your classroom. Have students walk around and look at all of them.
- To finish, have students vote on the three most interesting facts.

Option

Divide the class into teams based on their groups. Have a student from the first team either read the correct information on the fact card or change it to make the information false. Students from other teams tell whether the statement on the card is true or false.

Future use of fact cards

Keep these fact cards to practice clauses with *because* in Unit 8. Invite students to make statements about the facts. For example: *We went to China because we wanted to see the world's longest wall.*

Culture Note

What's the largest lake in the world?

Well, many geologists think it's the Caspian Sea, which is in Russia, Iran, Kazakhstan, Azerbaijan, and Turkmenistan. The Caspian Sea is not really a sea – it's the world's largest salt lake. Lake Superior, on the U.S.-Canadian border, is the world's largest freshwater lake. The deepest lake in the world is Lake Baikal in Russia. At nearly a mile deep, this lake contains more water than all the North American Great Lakes combined. However, it contains only one-third the amount of water as the Caspian Sea!

At Home

Read about how to find out new facts.

- The highest waterfall in the world is Angel Falls in Venezuela.
- The largest island in the world is Greenland.
- The continent of Europe is smaller than the continent of South America.
- The Andes Mountains are taller than the Rocky Mountains.

Where can you find this kind of information? Well, you can find many facts like these in an almanac – a book that gives information about travel, music, sports, countries, and other topics. *TIME Almanac with Information Please* is a popular almanac. You can find it in libraries and bookstores. You can also use *infoplease*® online – it's free!

Find two interesting facts. Look in reference books or on the Internet.

Write the facts below. Use a dictionary, if necessary. (Answers will vary.)

1. (comparative) Fact:

2. (superlative) Fact:

Draw pictures or bring photos of the facts to class.

In Class

Look at all of the facts. Choose six facts.

Make six fact cards. Use the sample fact card as a model.

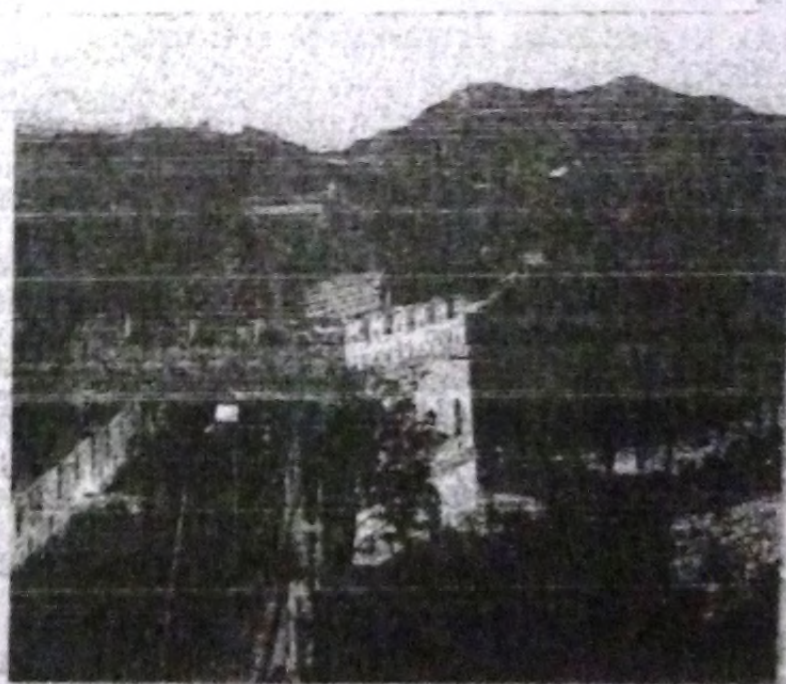
Exchange cards with another group. Read the other group's cards.

Come back to your group. Tell your group a new fact that you learned.

The longest wall in the world is in China.
It's called the Great Wall of China.

Display the fact cards in your classroom.
Walk around and look at all of them. Vote on the three most interesting facts.

The longest wall in the world is in China.
It's called the Great Wall of China.



Great Wall of China

Sample fact card

Unit 5

Theme Project: Make a booklet of home remedies for illnesses.

Theme: Health

Goal: To learn about different ways to get better when you're sick

At Home

Read about things people do when they are sick.

When you get sick, do you take medicine right away or do you try some other things first? Many people use remedies they know from their family or friends for things like colds, earaches, toothaches, insect bites, sunburns, or other problems. Some families use common remedies, like hot tea for a cold or salt and warm water for a sore throat. But others use unusual remedies. For example, some people put oatmeal on their skin when they have a rash. Other people drink vinegar or garlic and orange juice when they have a cold.

Write two sicknesses or health problems. Then ask someone for a remedy for each one. Complete the chart. Use your dictionary, if necessary. *(Answers will vary.)*

Sickness or Health Problem	Remedy
----------------------------	--------

1.

2.

Draw pictures or bring photos of your two family members or friends to class.

In Class

i Make a booklet page for one of your remedies. Use the sample booklet page as a model.

iii Tell your group about your remedy.

When my grandmother has a cold, she drinks garlic tea.

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.

i Display the booklets in your classroom. Walk around and look at all of them. What are the most unusual home remedies? Do you want to try them?

Name: Lucas Mendes

My remedy is from my grandmother.

When I have a cold, I drink garlic tea.



Sample 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 ways to get better when they are sick.
- Focus students' attention on the sample booklet page in the book. Say: *Look at the sample booklet page. You and your group will make a booklet like this one about home remedies using information from family members or friends.*
- 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 things people do when they are sick. They should ask family members or friends about what they do for two sicknesses or health problems and complete the chart. Remind students that they can use their dictionaries to find the meanings of words they do not know. They should then find photos of the two family members or friends they spoke with to bring to the next class. Tell students that if they cannot find photos, they can draw pictures of the people.
- To finish, on the board, write some health problems from the unit. Ask individual students what they do for each health problem listed.

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 for one of their remedies, like the sample booklet page about a health remedy.
- Distribute materials. Have students make their individual booklet pages.
- 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 a group booklet.
- Display the booklets in your classroom. Have students walk around and look at all of them.
- To finish, ask volunteers which are the most unusual home remedies and if they want to try them.

Option

Collect all the booklets. Ask the class questions with *when* clauses. For example: *What does Lucas's grandmother do when she has a cold?* Have students answer together. For example: *Lucas's grandmother drinks garlic tea when she has a cold.*

Future use of booklets

Keep these booklets to practice *Whose . . . ?* in Unit 6, Lesson 24. Collect all the booklets. Ask the class *whose* questions. For example: *Whose remedy is garlic tea?* Have students answer together: *It's Lucas's grandmother's.*

Culture Note

Recently, more and more people in the U.S. have been trying alternative therapies, such as acupuncture and shiatsu massage. In addition, more Americans are choosing to treat minor illnesses with herbs, rest, and other natural remedies. These people prefer doctors with *holistic* approaches to medicine. These doctors use traditional Western medicine and techniques, but they are also open to using more nontraditional healing techniques and remedies to help their patients.

Project preparation

- The class before the project, have students read the *Theme Project*, *Theme*, and *Goal* information. Explain that this project will help them think of things that would describe life today to people in the future.
- 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 things to put in a time capsule.*
- 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 what students at Lincoln High School are going to put in a time capsule and write five things they would like to put in a time capsule. Remind students that they can use their dictionaries to find the meanings of words they do not know. They should then find photos of the five things to bring to the next class. Tell students that if they cannot find photos, they can draw pictures.
- To finish, invite volunteers to name things that would give people in the future some idea about life today.

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 about things to put in a time capsule.
- Distribute materials. Have each group look at all the lists and their photos or drawings and choose the six most interesting things for their time capsule. 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 most interesting things that their classmates are going to put in their time capsules.

Option

Have students actually make a time capsule. You will need to provide an airtight plastic box or other protective cylinder or container. Have students stand, tell what they are going to put in the time capsule, and then place the items inside it. Have the class agree on where to bury the time capsule and have them come up with a plan to ensure that someone will remove the time capsule in a few years.

Future use of posters

Keep these posters to practice *Was there a / Were there any . . . ?* in Unit 8. Invite students to ask each other questions about their time-capsule posters. For example:

A: *Was there a photo of a car in your time capsule?*

B: *Yes, there was. / No, there wasn't.*

Culture Note

For some people in the U.S., time capsules are serious business. People can buy commercially manufactured time capsules in order to leave items for their descendants. For example, people may leave video recordings or valuables for their grandchildren and great-grandchildren. Or children may leave toys for their own children and grandchildren to play with someday.

Unit 6

Theme Project: Make a poster of things to put in a time capsule.
Theme: Citizenship; multiculturalism
Goal: To think of things that would describe life today to people in the future.

At Home

Read about what students at Lincoln High School are going to put in a time capsule.

Students at Lincoln High School are going to create a time capsule. They are going to bury the capsule in front of City Hall. Other students are going to open the capsule – in 50 years!

What are the students going to put in the capsule? Anything that shows what life is like right now. Some students are going to put in popular magazines. Some are going to put in current books and DVDs. Other students are going to bring their own photos and videos to put in the capsule. Students are also going to write letters to the students of the future. They are going to describe their daily lives, popular culture, and world events and problems.

Write five things you would like to put in a time capsule. Use your dictionary, if necessary.

1. _____
2. _____
3. _____
4. _____
5. _____

Draw pictures or bring photos of the things to class.

In Class

1. Look at all of the things to put in a time capsule. Choose the six most interesting things.
2. Make a poster. Use the sample poster as a model.
3. Choose a group leader. Present your poster to another group.

We are going to put in a photo of a car, a letter,

4. Display the posters in your classroom. Walk around and look at all of them. What are the most interesting things your classmates are going to put in their time capsules?

In our time capsule, we're going to put a photo of a car, a letter, a T-shirt, a DVD, and a photo of a house.



Sample poster

At Home

Read the story and check (✓) the correct beginning for the first sentence.

when he heard a noise outside in the yard.
He sat up in bed and turned on the light. The noise stopped. Mike turned out the light again and tried to go to sleep. After a few minutes, he heard the noise again. Mike called for his father, but his father didn't answer. Mike was afraid. He got up and went downstairs. Mike found the front door open, so he looked outside. He was very surprised when he saw his father in the yard. Mike's father was using Mike's birthday present — a large telescope. He was looking at stars!

- | | |
|--|---|
| ☐ 1. Mike isn't really sleeping | ☐ 3. While someone was outside Mike's house |
| ☐ 2. When Mike was sleeping | ☒ 4. Mike was sleeping in his bed |

Write the beginning sentence of a story. Start with **When** and use the past continuous. Use your dictionary, if necessary. (Answers will vary)

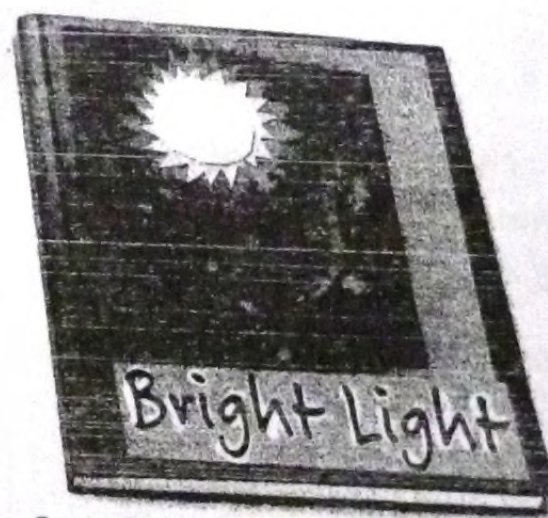
In Class

-  Read all of the beginning sentences. Choose one sentence for your story.
-  Write the beginning and the middle of the story. Write the end of the story. Draw pictures to illustrate the story. Use the sample book pages as a model.
-  Think of a title for your story, and make a cover. Then staple together all of your pages and the cover to make your book.
-  Exchange books with another group. Read the other group's book and ask questions about it.

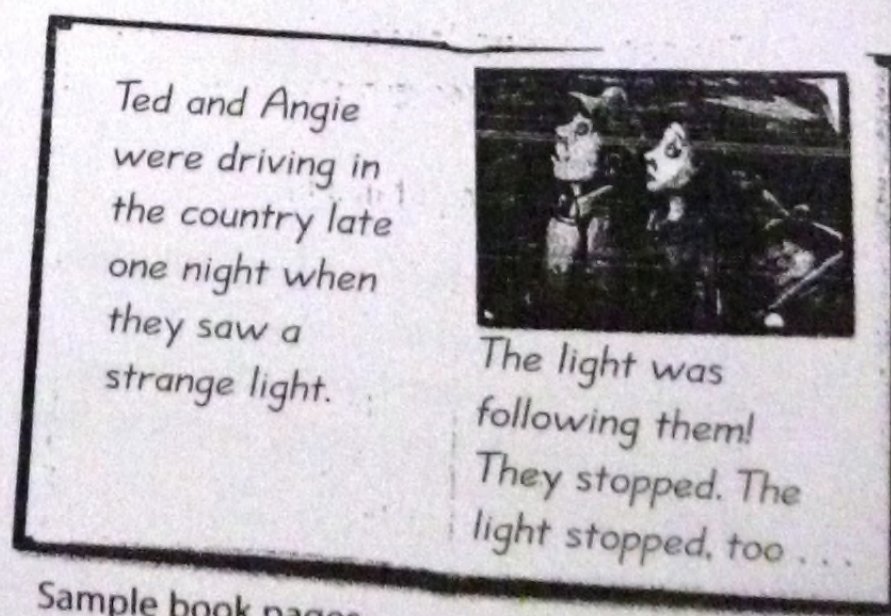
How old are Ted and Angie?

They're 20.

-  Display the books in your classroom. Walk around and look at all of them. How many stories are similar to yours?



Sample book cover



Sample book pages

Project preparation

- The class before the project, have students read the *Theme Project*, *Theme*, and *Goal* information. Explain that this project will help them work together creatively to write a group story.
- Focus students' attention on the sample book pages in the Student's Book. Say: *Look at the sample book pages. You and your group will make a book like this one, using a story that you write together.*
- 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 story about Mike, and then check the correct beginning for the first sentence. Remind students that they can use their dictionaries to find the meanings of words they do not know. They will then write the beginning sentence of a story, starting with *When* and using the past continuous.
- To finish, have students work in groups to think of some sentences starting with *When* and using the past continuous. Then invite groups to write a sentence on the board. When all groups have written a sentence on the board, ask students which sentences might be good beginning sentences for stories.

Day of the project

Materials needed

Plain or colored paper for each group, tape or glue or paste, markers, stapler

- Have students work in small groups. Remind students that they will make a book like the sample book pages of a story.
- Distribute materials. Have each group look at all the sentences they wrote and choose one to use as the beginning sentence of their story. Each group then writes a story, draws pictures to illustrate it, thinks of a title, and makes a cover. Then have each group staple together all of the pages and the cover to make the book.
- Have each group exchange its book with another group. Ask each group to choose a leader to read aloud the other group's book. Have group members ask one another questions about the other group's book and answer them, using the language in the speech balloons as cues.
- Display the books in your classroom. Have students walk around and look at all of them.
- To finish, ask students how many of the stories are similar to the ones they wrote.

Option

Have students use the stories to review superlatives. For example: *Which story is the weirdest / funniest / longest? Which illustrations are the most interesting? Which cover is the most unusual?*

Future use of books

Keep these books to review simple past and other verbs. Have groups exchange their book with another group. Then have each group read the other group's book and make a list of all the past-tense verbs in the story. Have group members write the lists of verbs on the board. If desired, elicit the present or present continuous form of each verb.

Culture Note

U.S. schools, libraries, camps, and summer programs, as well as corporations, often pay professional storytellers to come and tell stories. Many storytellers are hired to entertain, but some storytellers are hired to inspire workers or to tell stories with a moral to help people solve problems in a workplace. Storytelling is also a great way to share important information in a more casual or inviting way. It is much more fun to gather information from an engaging story than to read it in a memo or long report!

Project preparation

- The class before the project, have students read the *Theme Project*, *Theme*, and *Goal* information. Explain that this project will help them plan and present an ideal neighborhood.
- Focus students' attention on the sample map in the book. Say: *Look at the sample map. You and your group will make a map like this one showing your ideal neighborhood.*
- 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 ideal neighborhoods and write four things or places they want to have in their ideal neighborhood. 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 places to bring to the next class. Tell students that if they cannot find photos, they can draw pictures.
- To finish, elicit as many kinds of neighborhood and downtown places as you can from students. Ask them which they would like to have in their ideal neighborhood.

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 map like the sample map showing an ideal neighborhood.
- Distribute materials. Have each group look at all the lists and photos or drawings and choose eight places for their map. Each group then makes a map.
- Have each group choose a leader and then join another group. Have the group leader present the group's map to the other group, using the language in the speech balloon as a cue.
- Display the maps in your classroom. Have students walk around and look at all of them.
- To finish, have volunteers identify places that are on more than one map – places two or more groups would want in their ideal neighborhood.

Option

On the board, list all the places on all the maps. Read each place name, and ask students to raise their hand if they would like to have the place in their ideal neighborhood. Record the number of votes next to each place. Tell students that they can raise their hand for three places only. Count the votes. Point out the eight places that would be in the class's ideal neighborhood.

Future use of maps

Keep these maps to review *would like to* or *have to* / *don't have to*. For example: *Do you have to go to the music store?* Or *Would you like to have a big music store in your neighborhood?*

Culture Note

When most people think of ideal communities, they think of *green communities*. These are communities that are friendly toward the environment. In the U.S., the Environmental Protection Agency has created a Web site designed to give communities tools, information, and policies that can help them become *greener*. There is even a section of the Web site devoted to how kids can help make a difference.

At Home

Read about ideal neighborhoods.

What's an ideal neighborhood like?

Different people have different ideas about what makes an ideal neighborhood. Some people want a neighborhood with everything close to their homes. They want stores, restaurants, a doctor's office, a library, and a playground they can easily walk to.

Others would rather live in a quieter environment. They want a neighborhood they can walk or bicycle in. They also want parks and other places where they can play and walk their dogs and meet other people. They're happy to drive a *little* way to get to the stores, the library, or the doctor's office.

What do you want in your ideal neighborhood? Write four things. Use your dictionary, if necessary.

1. _____
2. _____
3. _____
4. _____

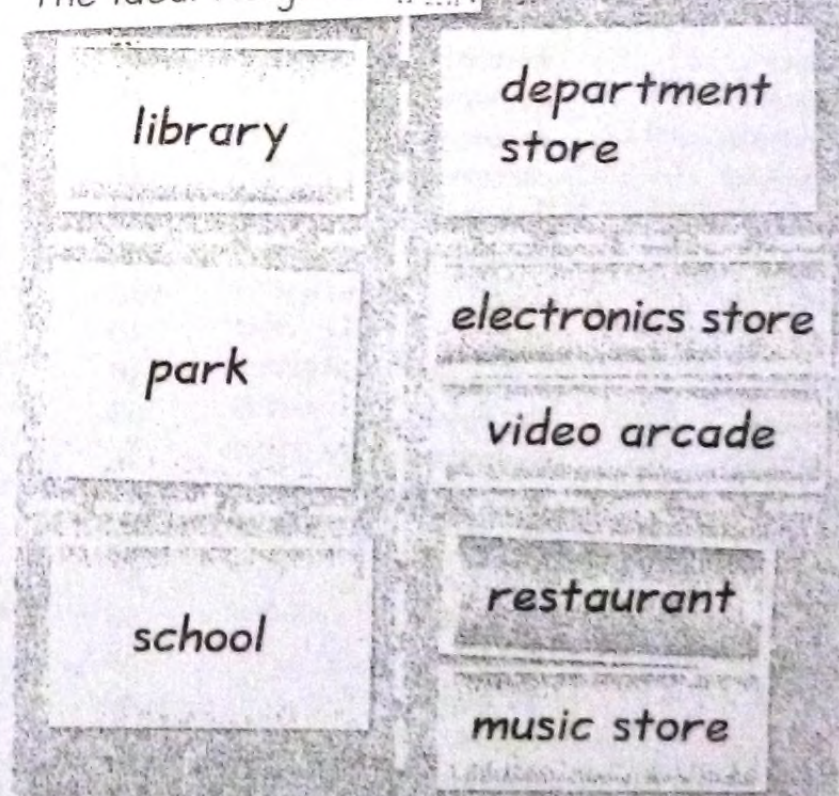
Draw pictures or bring photos of the things to class.

In Class

-  **Look at all of the things for an ideal neighborhood. Choose eight things.**
-  **Draw a map of your ideal neighborhood. Use the sample map as a model.**
-   **Choose a group leader. Present your map to another group.**

There's a big music store in our neighborhood. It has a lot of cool music. There's a . . .

The Ideal Neighborhood



Sample map

-  **Display the maps in your classroom. Walk around and look at all of them. How many maps have the same things?**

Verb List

Verbs are listed with the page number on which they first appear.

Regular Verbs

Present	Past	Page	Present	Past	Page
add	added	64	land	landed	95
agree	agreed	46	learn	learned	10
answer	answered	17	like	liked	2
arrive	arrived	16	listen	listened	2
ask	asked	11	live	lived	39
attend	attended	9	look	looked	11
believe	believed	23	love	loved	2
breathe	breathed	59	meow	meowed	96
brush	brushed	64	miss	missed	8
call	called	17	move	moved	59
camp	camped	37	navigate	navigated	12
care	cared	64	need	needed	4
carry	carried	92	open	opened	10
challenge	challenged	66	organize	organized	73
change	changed	36	perform	performed	10
chat	chatted	8	plan	planned	10
check	checked	24	play	played	2
choke	choked	96	point	pointed	58
clean	cleaned	9	pour	poured	74
cook	cooked	4	practice	practiced	17
crash	crashed	93	prevent	prevented	66
create	created	94	promise	promised	109
cross	crossed	95	protect	protected	66
dance	danced	10	pull	pulled	93
decide	decided	10	push	pushed	96
decorate	decorated	74	race	raced	16
discover	discovered	32	rain	rained	33
donate	donated	82	reach	reached	88
drop	dropped	89	reduce	reduced	66
dry	dried	88	relax	relaxed	59
end	ended	40	remember	remembered	59
enjoy	enjoyed	16	rent	rented	16
escape	escaped	89	rescue	rescued	96
exercise	exercised	11	rest	rested	19
experience	experienced	32	row	rowed	12
face	faced	94	scream	screamed	86
finish	finished	36	seem	seemed	86
floss	flossed	66	serve	served	74
grab	grabbed	88	share	shared	10
guide	guided	95	shine	shined	90
hate	hated	8	shop	shopped	16
head	headed	88	shout	shouted	92
help	helped	59	sign	signed	72
homeschool	homeschooled	13	skate	skated	17
improve	improved	59	skateboard	skateboarded	2
introduce	introduced	79	ski	skied	92
invite	invited	75	skip	skipped	66
join	joined	10	slow	slowed	79
jump	jumped	89	snorkel	snorkeled	16
knock	knocked	89	snow	snowed	89

Present	Past	Page	Present	Past	Page
sound	sounded	11	use	used	60
spill	spilled	42	visit	visited	17
start	started	11	wait	waited	17
stay	stayed	9	walk	walked	5
stop	stopped	16	want	wanted	11
study	studied	2	wash	washed	64
survive	survived	92	watch	watched	17
talk	talked	4	weigh	weighed	50
travel	traveled	16	work	worked	10
try	tried	16	wrap	wrapped	74
turn	turned	95			

Irregular Verbs

Present	Past	Page	Present	Past	Page
babysit	babysat	72	hurt	hurt	59
be	was	9	keep	kept	64
become	became	10	know	knew	36
begin	began	31	leave	left	24
bet	bet	61	lose	lost	89
break	broke	89	make	made	4
bring	brought	9	meet	met	10
build	built	38	overcome [fear]	overcame [fear]	12
buy	bought	5	put	put	62
can	could	4	read	read	5
catch	caught	79	ride	rode	5
choose	chose	36	ring	rang	33
come	came	8	run	ran	65
cost	cost	52	see	saw	18
do	did	23	send	sent	14
drink	drank	6	set	set	74
drive	drove	7	shoot	shot	93
eat	ate	5	sing	sang	10
fall	fell	88	sit	sat	7
feed	fed	5	sleep	slept	18
feel	felt	39	speak	spoke	31
fight	fought	62	spend	spent	32
find	found	36	swim	swam	14
fly	flew	18	take	took	2
forget	forgot	4	teach	taught	13
get	got	2	tell	told	33
give	gave	18	think	thought	36
go	went	2	throw	threw	93
grow	grew	38	wake up	woke up	96
hang [out]	hung [out]	2	wear	wore	8
have	had	2	will	would	11
hear	heard	89	win	won	22
hit	hit	88	write	wrote	11
hold	held	88			

Word List

This list includes the key words and phrases in *Connect Second Edition Student's Book 3*. The numbers next to each word are the page numbers on which the words first appear.

Key Vocabulary

Aa

across (37) _____
across from (101) _____
activity (10) _____
add (64) _____
adventure (94) _____
advice (60) _____
afraid of (12) _____
after-school [adjective] (11) _____
ago [two weeks ago] (36) _____
agree (46) _____
ahead (101) _____
airplane (38) _____
airport (95) _____
alive (93) _____
allergies (60) _____
allergy pills (60) _____
alone (10) _____
amusement park (86) _____
ankle (58) _____
another (17) _____
answer [noun] (64) _____
Antarctica (36) _____
anybody (79) _____
anymore (8) _____
anyone (42) _____
anything (23) _____
anyway (33) _____
anywhere (23) _____
apartment building (100) _____
arm (58) _____
arrive (16) _____
artist (102) _____
ask (11) _____
aspirin (60) _____
assistant (38) _____
attend (9) _____
author (94) _____
avalanche (92) _____
aviation [father of . . .] (38) _____
awful (86) _____

Bb

babysit (72) _____
babysitting [noun] (72) _____
back (58) _____
bakery (100) _____
bake sale (72) _____
balloon flight (38) _____
basic (10) _____

be (9) _____
because (107) _____
become (10) _____
bee hummingbird (51) _____
before (59) _____
begin (31) _____
beginner (10) _____
be going to (72) _____
believe (20) _____
bell (33) _____
benefit (68) _____
best (23) _____
best [the best] (92) _____
bet (61) _____
better (64) _____
bike (5) _____
billion (52) _____
blackout (86) _____
blind (95) _____
board (89) _____
body (59) _____
bones (66) _____
born (43) _____
both (52) _____
brain (66) _____
branch (88) _____
break [noun] (33) _____
break [verb] (89) _____
breathe (59) _____
bridge (50) _____
brush [verb] (64) _____
build (38) _____
bumper car (23) _____
bus (8) _____
bus driver (104) _____
by (80) _____

Cc

cabin (20) _____
cage (89) _____
calcium (66) _____
call (17) _____
camp [verb] (37) _____
capital (18) _____
car (28) _____
carbon monoxide (96) _____
care about (64) _____
carefully (59) _____
carnival (103) _____
carry (92) _____

catch (79) _____
cavities (66) _____
Celsius (50) _____
centimeters (50) _____
challenge (66) _____
challenging (46) _____
championship (17) _____
chance [by any chance] (4) _____
change (36) _____
character (94) _____
chat (8) _____
cheap (109) _____
check (24) _____
checked (78) _____
checkup (65) _____
cheetah (51) _____
chess club (10) _____
chess game (10) _____
chest (96) _____
chicken soup (60) _____
Chile (2) _____
chilly (33) _____
choke (96) _____
choose (36) _____
chores (73) _____
city tour (32) _____
class assignment (10) _____
clean [adjective] (81) _____
clean [verb] (9) _____
clearly (59) _____
close call (92) _____
closed (60) _____
cloth (62) _____
clothing store (100) _____
club (10) _____
coastal redwood (51) _____
coffee (52) _____
cold [noun] (60) _____
cold medicine (60) _____
comfortably (59) _____
comparison (44) _____
computer club (10) _____
computer ink cartridge (82) _____
confusing (94) _____
controls (95) _____
corner (101) _____
correctly (59) _____
cost (52) _____
cotton candy (22) _____
could (107) _____

cowboy (20) _____
 cracker (60) _____
 crash (93) _____
 crazily (59) _____
 create (94) _____
 cross (95) _____
 cruise ships (110) _____

Dd

dance [adjective] (78) _____
 dance [noun] (16) _____
 dangers (94) _____
 dark (86) _____
 decide (10) _____
 decorate (74) _____
 degrees (50) _____
 delicious (46) _____
 delightful (94) _____
 denim (78) _____
 diary (31) _____
 did (22) _____
 digital camera (81) _____
 dirty (81) _____
 disagree (46) _____
 disappointed (86) _____
 disappointing (94) _____
 discipline (68) _____
 discover (32) _____
 doctor (61) _____
 dolphin (56) _____
 donate (82) _____
 door (89) _____
 down (92) _____
 drama club (10) _____
 drink [noun] (5) _____
 drink [verb] (18) _____
 drive (7) _____
 drop (89) _____
 dry (88) _____
 dude ranch (32) _____
 dull (94) _____
 dune buggy (16) _____
 dwarf gecko (50) _____

Ee

each other (93) _____
 ear (58) _____
 earache (60) _____
 eardrops (60) _____
 eating habits (64) _____
 ecology (12) _____
 either (72) _____
 elbow (58) _____
 electricity (86) _____
 elephant (46) _____
 elevator (86) _____
 embarrassed (30) _____
 endangered (26) _____
 energy (66) _____
 enjoy (14) _____
 entertaining (46) _____
 entrance (101) _____

escape (89) _____
 ethnic restaurant (106) _____
 even [adverb] (16) _____
 exactly (101) _____
 excellent [adjective] (31) _____
 exercise [noun] (10) _____
 exercise [verb] (11) _____
 exhausted (30) _____
 expensive (52) _____
 experience [noun] (86) _____
 experience [verb] (32) _____
 exploration (39) _____
 explorers (36) _____
 eyedrops (60) _____

Ff

face [noun] (58) _____
 face [verb] (94) _____
 fact (44) _____
 fact [in fact] (11) _____
 Fahrenheit (50) _____
 fall (89) _____
 fall in (88) _____
 false (19) _____
 famous landmark (106) _____
 fantasy (94) _____
 farewell party (74) _____
 fashions (106) _____
 fast [adverb] (31) _____
 fast-food restaurant (109) _____
 fats (66) _____
 feed (5) _____
 feel (39) _____
 feet [measurement] (38) _____
 ferry (107) _____
 festival (22) _____
 fight (62) _____
 finally (90) _____
 finger (58) _____
 finish (36) _____
 fireworks (22) _____
 flexibly (59) _____
 flight (36) _____
 flight simulator (28) _____
 floss (66) _____
 flower (108) _____
 flowered (78) _____
 flower shop (100) _____
 flu (60) _____
 foods (64) _____
 forts (110) _____
 frustrated (30) _____
 fund-raiser (73) _____
 fun house (22) _____

Gg

garden (94) _____
 get (5) _____
 get lost (101) _____
 get off (101) _____
 get ready (5) _____
 giant (26) _____

gift (74) _____
 giraffe (56) _____
 give (18) _____
 glad (30) _____
 glass (95) _____
 gold (18) _____
 golf ball (45) _____
 go out (24) _____
 go past (101) _____
 go straight (101) _____
 grab (88) _____
 grilled chicken (102) _____
 grocery store (100) _____
 grow [up] (38) _____
 guide [noun] (18) _____
 guide [verb] (95) _____
 guitar player (23) _____
 guy [you guys] (44) _____
 gym [adjective] (9) _____

Hh

happily (59) _____
 harbor (110) _____
 hard [adjective] (44) _____
 have to (8) _____
 head [verb] (88) _____
 headache (60) _____
 health club (100) _____
 health tip (66) _____
 hear (89) _____
 heel (58) _____
 helicopter ride (106) _____
 hero (96) _____
 hers (80) _____
 hey (4) _____
 high (50) _____
 his (80) _____
 historic (110) _____
 hit (88) _____
 hockey (47) _____
 hold (88) _____
 homesick (30) _____
 homestay (30) _____
 hope [verb] (80) _____
 horse (33) _____
 host family (33) _____
 hot-dog stand (103) _____
 hotel [adjective] (16) _____
 hour (60) _____
 How often . . . (64) _____
 hurt (59) _____

Ii

important (46) _____
 improve (59) _____
 inches (50) _____
 indoors (67) _____
 informative (94) _____
 insomnia (62) _____
 instruction (95) _____
 instructor (59) _____
 intersection (101) _____

interview (53) _____
into (93) _____
invite (75) _____

Jj

jeans (104) _____
join (89) _____
journey (40) _____
jump (89) _____
junk food (62) _____

Kk

keep (66) _____
keep up (64) _____
kid (16) _____
kilogram (50) _____
kilometers per hour (56) _____
knock (64) _____

Ll

lake (93) _____
land [noun] (37) _____
land [verb] (95) _____
large (51) _____
laundromat (100) _____
leg (58) _____
lemon (60) _____
level [noun] (10) _____
life (10) _____
light [adjective] (45) _____
light [noun] (86) _____
lion (45) _____
list (74) _____
listener (39) _____
llama (99) _____
local (18) _____
look for (80) _____
loose (59) _____
lose (89) _____
Lost and Found (80) _____
loud (70) _____
loudly (70) _____
lower down (92) _____
luckily (95) _____

Mm

magazine (5) _____
mammal (56) _____
marine iguana (26) _____
marketplace (108) _____
martial arts (68) _____
maté (18) _____
meal (66) _____
meeting (75) _____
member (10) _____
meow (96) _____
meter (50) _____
miles (40) _____
miles per hour (54) _____
mind [noun] (59) _____
mine (80) _____
minerals (66) _____

miss [miss the bus] (8) _____
missing (94) _____
mistake [by mistake] (80) _____
modern (40) _____
moon (28) _____
more than (52) _____
most (52) _____
mountain climbing (36) _____
mountain range (51) _____
mouth (58) _____
move (59) _____
movements (59) _____
music business (94) _____
music video (25) _____
mystery (94) _____

Nn

nail salon (100) _____
national historic site (110) _____
navigate (12) _____
neck (58) _____
nervous (79) _____
news (109) _____
nickname (3) _____
noise (89) _____
nonfiction (94) _____
no one (17) _____
north (92) _____
North America (37) _____
nose (58) _____

Oo

oar (88) _____
often (4) _____
olive oil (62) _____
once (64) _____
one [the one] (79) _____
on foot (37) _____
on the corner (101) _____
on the left / right (101) _____
onto (88) _____
on your left / right (101) _____
open (54) _____
opinion (46) _____
orange juice (61) _____
organic (82) _____
organize (73) _____
ours (80) _____
outdoor (54) _____
outside (101) _____
overcoming fear (12) _____
over there (80) _____
oyster (12) _____

Pp

painting (94) _____
paper cup (81) _____
paper decorations (81) _____
paper plate (81) _____
paper tablecloth (81) _____
part (23) _____
past (101) _____

patiently (59) _____
peacefully (59) _____
people-watching [go . . .] (106) _____
perform (10) _____
philosophy (68) _____
phone call (25) _____
pilot (40) _____
plaid (78) _____
plan [verb] (10) _____
plane (31) _____
planet (50) _____
planetarium (28) _____
play [noun] (11) _____
plaza (110) _____
poem (10) _____
points (44) _____
police officer (103) _____
polka-dot (78) _____
poor (38) _____
populous (52) _____
pose [noun] (59) _____
postcard (18) _____
post office (100) _____
potato salad (102) _____
pour (74) _____
president (11) _____
prevent (66) _____
prize (22) _____
probably (68) _____
program [noun] (10) _____
project (36) _____
promise (109) _____
protect (66) _____
public transportation (106) _____
pull (93) _____
punch [noun] (75) _____
punch bowl (81) _____
push (96) _____
pyramid (51) _____

Qq

quickly (59) _____
quietly (59) _____
quiz (39) _____

Rr

race (16) _____
raffle ticket (22) _____
rain (33) _____
ranch (20) _____
reach (88) _____
reader (39) _____
realistic fiction (94) _____
recycling center (82) _____
reduce (66) _____
regularly (59) _____
relaxed (30) _____
relaxing (46) _____
remember (59) _____
rent (16) _____
reptile (50) _____
rescue (96) _____

rest (19) _____
ride [noun] (22) _____
right [direction] (92) _____
right after (75) _____
ring [verb] (33) _____
rock (88) _____
rodeo (20) _____
roller coaster (46) _____
rope (93) _____
rough (88) _____
row (12) _____
ruins (18) _____

Ss

sadly (59) _____
safari (32) _____
safe (62) _____
safety (95) _____
sale [for sale] (102) _____
salsa [music] (2) _____
samba (16) _____
sawshark (56) _____
scared (86) _____
scary (40) _____
scenery (26) _____
school [adjective] (4) _____
school trip (31) _____
science fiction (94) _____
scream (86) _____
sea horse (56) _____
sea lion (26) _____
seconds [time] (38) _____
seem (86) _____
self-defense (68) _____
self-esteem (68) _____
serve (74) _____
serving fork (81) _____
set [all set] (75) _____
set up (74) _____
share (10) _____
shine (90) _____
shoot [a ball] (93) _____
shop [noun] (16) _____
shop [verb] (108) _____
should (67) _____
shoulders (62) _____
shout (92) _____
side (92) _____
sights (106) _____
sign [verb] (74) _____
sign up (72) _____
skill (40) _____
skin (66) _____
skip (66) _____
ski resort (32) _____
skis [noun] (92) _____
sky (106) _____
skyscraper (100) _____
sleep [noun] (64) _____
slow down (79) _____
slowly (59) _____

snacks (75) _____
snack table (74) _____
snack time (66) _____
snorkel (16) _____
snow [noun] (45) _____
snow [verb] (89) _____
snowballs (93) _____
soccer club (10) _____
soccer practice (15) _____
solar system (28) _____
solid (78) _____
someone (80) _____
sore throat (60) _____
souvenir shop (100) _____
space (75) _____
spaghetti (46) _____
speech (74) _____
speedboat (45) _____
spill (42) _____
spot (16) _____
square kilometers (50) _____
square miles (50) _____
stairs (87) _____
stay away (66) _____
stomach (58) _____
storm (89) _____
story (10) _____
strange (62) _____
strawberry [adjective] (47) _____
street fair (102) _____
street vendor (100) _____
stress (66) _____
stretch (70) _____
striped (78) _____
strong (59) _____
student council (10) _____
stuffed animal (23) _____
subway (101) _____
subway entrance (100) _____
suddenly (86) _____
summer (18) _____
sun (44) _____
sunglasses (80) _____
surfing [noun] (46) _____
surprised (30) _____
surprising (94) _____
survive (92) _____
suspenseful (94) _____
sweets (64) _____

Tt

table (5) _____
take care of (64) _____
taxi (109) _____
tea (18) _____
tears (86) _____
teen [adjective] (66) _____
teen club (32) _____
teeth (64) _____
tent (90) _____
terrible (29) _____

terrific (33) _____
test [noun] (67) _____
than (44) _____
theirs (80) _____
theme park (32) _____
thoughts (10) _____
thumb (58) _____
ticket (28) _____
tie-dyed (78) _____
time [in time] (92) _____
times [three times a day] (64) _____
toe (58) _____
ton (50) _____
too [too exhausted] (31) _____
top (94) _____
topic (36) _____
tortoise (26) _____
tour (18) _____
tour boat (32) _____
tourist information office (110) _____
toward (88) _____
train (8) _____
travel (54) _____
tree (51) _____
trick (20) _____
trivia (50) _____
trouble (90) _____
true (19) _____
try (16) _____
turn [noun] (44) _____
turn [verb] (95) _____
turn left / right (101) _____
twice (64) _____

Uu

uncomfortable (63) _____
unhappy (63) _____
unusual (94) _____
used (82) _____
useful (46) _____

Vv

vegetable (64) _____
video store (100) _____
view (107) _____
vitamins (66) _____
volcano (51) _____
volleyball club (11) _____

Ww

wake up (96) _____
walk dogs (5) _____
wallet (81) _____
was (31) _____
wash (64) _____
waters (12) _____
wave [noun] (88) _____
way (59) _____
way [all the way] (19) _____
Web page (11) _____
weigh (50) _____

welcome (10) _____
well [adverb] (31) _____
were (31) _____
whale (32) _____
What fun! (16) _____
which one(s) (79) _____
white shark (53) _____
white-water rafting (32) _____
whose (80) _____
why (36) _____
Why don't we . . . ? (107) _____
wild (32) _____

win (22) _____
window (72) _____
window-shopping [go . . .] (106) _____
windshield (93) _____
woods (94) _____
work [noun] (6) _____
world record (50) _____
worried (30) _____
would like to (11) _____
would rather [I'd rather] (107) _____
wrap (74) _____
wrist (58) _____

Yy
yard work (72) _____
yesterday (20) _____
yet (67) _____
yoga [noun] (59) _____
yoga class (58) _____
yours (80) _____
yourself (67) _____

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 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-142	Unit 5	Page T-152
Unit 2	Page T-143	Unit 6	Page T-153
Units 1 & 2	Page T-144	Units 5 & 6	Page T-154
Unit 3	Page T-147	Unit 7	Page T-157
Unit 4	Page T-148	Unit 8	Page T-158
Units 3 & 4	Page T-149	Units 7 & 8	Page T-159
		Answer Key	Page T-162

Unit 1 Back to School

1 Word work

Circle the correct verbs to complete the sentences.

1. We have to (plan / clean / study) our classroom this week. It's so messy!
2. Do you (share / decide / take) ideas in your classes?
3. I'd like to (become / learn / take) a karate class.
4. Does your teacher (plan / stay / work) any special activities for the students?
5. Would you like to (join / perform / become) a member of the school band?
6. You have to (go / be / take) on time for class.
7. I'd like to (make / join / stay) a photography club today!
8. You don't have to (bring / attend / wear) a uniform in our school.

2 What's wrong?

One sentence in each pair is correct. Check (✓) it.



1. ☐ Jerry have two sisters and a brother.
☒ Jerry has two sisters and a brother.
2. ☐ My dad and mom aren't waiting for me at school.
☐ My dad and mom is waiting for me at school.
3. ☐ She doesn't has to wear a uniform.
☐ She has to wear special gym clothes.
4. ☐ Does Molly and her mom have to take the bus?
☐ Do her brothers and sisters have to take a train?
5. ☐ We'd like to become members of a special group.
☐ She'd like join the drama club.
6. ☐ Would you liking to go to a movie with me?
☐ Would you like to be the president?

Unit 2 Fun Times

1 Word work

Write the verbs in the simple past.

- | | |
|-----------------------|--------------------|
| 1. write <u>wrote</u> | 11. ask _____ |
| 2. listen _____ | 12. shop _____ |
| 3. drink _____ | 13. sleep _____ |
| 4. eat _____ | 14. need _____ |
| 5. take _____ | 15. see _____ |
| 6. have _____ | 16. give _____ |
| 7. arrive _____ | 17. meet _____ |
| 8. get _____ | 18. practice _____ |
| 9. go _____ | 19. buy _____ |
| 10. make _____ | 20. stay _____ |

2 What's wrong?

Correct the sentences. There is one mistake in each sentence.



- Last night, I listened to music and clean my room.
Last night, I listened to music and cleaned my room.
- She didn't practiced volleyball with her friends in the park.

- They sleep until 11:00 every day last week.

- Did you had a good weekend?

- Lily stayed home, and she watch a lot of TV.

Units 1&2

1 Vocabulary

A Fill in the blanks in the school club posters with the words in the box.

- ☐ activities ☐ chess ☐ council ☐ friends ☐ ideas ☐ people
☐ assignments ☐ computer ☐ drama ☐ fun ☐ instrument ☐ work

1  Chess Club
 Chess games for all levels.
 Have _____ and
 make new _____.
 Open to all students in
 grades 5-8.

2 _____ Club
 Learn new programs
 and _____
 on class _____.
 Beginners are welcome.

3  Student _____
 Become a member!
 Share _____
 about school life, and plan
 school _____.

4 _____ Club 
 Perform alone or in
 groups. Sing, dance, or
 play an _____.
 Meet new _____.

B Match the words in each box to make verb phrases. Write the letters.

- | | | | |
|------------------|-----------------|------------------|--------------------|
| 1. play <u>c</u> | 5. win _____ | a. the fireworks | e. a raffle ticket |
| 2. go _____ | 6. eat _____ | b. a fun house | f. to a band |
| 3. visit _____ | 7. listen _____ | c. a game | g. on a ride |
| 4. watch _____ | 8. buy _____ | d. a prize | h. cotton candy |

2 Language focus

A Write a check (✓) if the underlined simple past verbs are correct.
 If they are incorrect, write the correct simple past verbs.

- | | |
|------------------------------------|---------------------------|
| 1. take > <u>taked</u> <u>took</u> | 6. shop > <u>shoped</u> |
| 2. win > <u>won</u> | 7. drink > <u>drinked</u> |
| 3. stay > <u>stayed</u> | 8. have > <u>had</u> |
| 4. buy > <u>bought</u> | 9. give > <u>gived</u> |
| 5. get > <u>getted</u> | 10. fly > <u>flew</u> |

B Write questions.



1. How many sisters does she have?
She has one sister.



2. _____
He's walking the dog.



3. _____
Yes, we do. We have to wear uniforms to school.



4. _____
No, I wouldn't. I don't like soccer.



5. _____
No, he doesn't. He doesn't have to take the bus to school.

C Circle the correct words to complete the sentences.

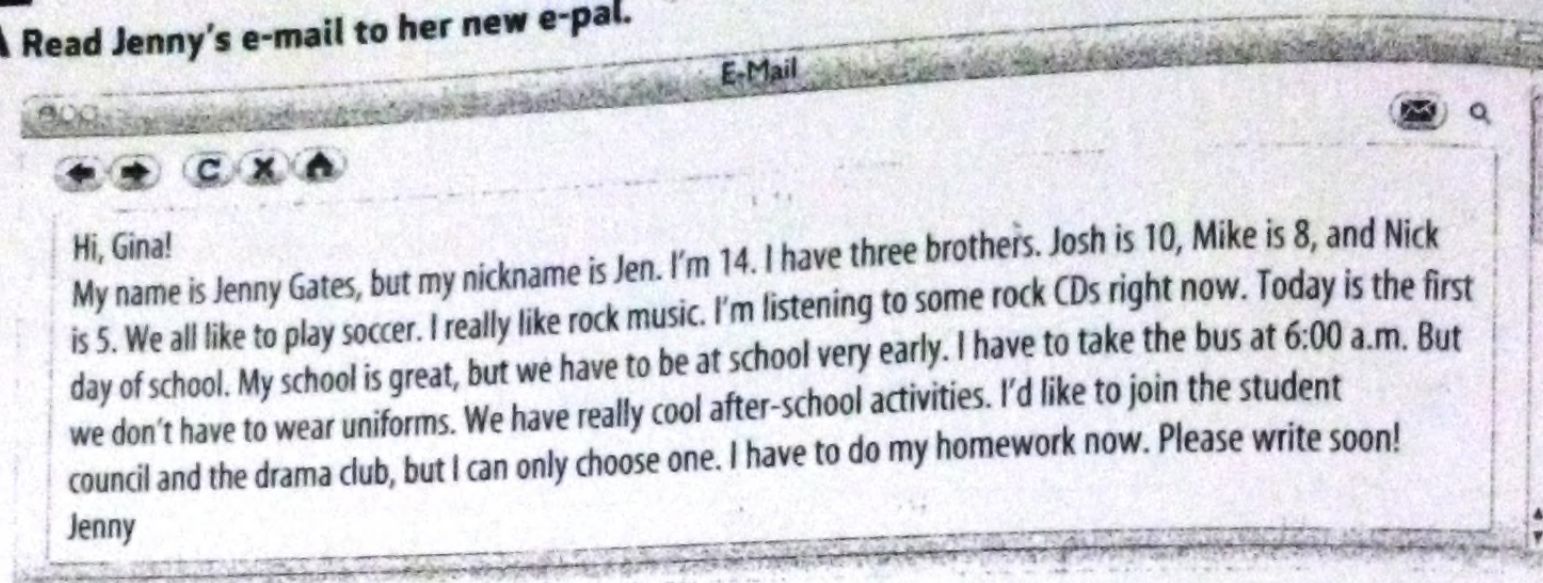
1. They (study / studied) English last summer.
2. We didn't (watch / watched) TV last night.
3. Did Billy and Ann (visit / visited) Machu Picchu?
4. Ron and I went downtown, but we (did / didn't) go shopping.
5. We listened to the band, and we (dance / danced), too.

D Complete the sentences with the simple past.

1. Olivia really enjoyed (enjoy) her vacation.
2. We _____ (walk) a lot on the city tour.
3. I _____ (not / go out) last night, but I _____ (have) a fun evening at home.
4. Kim _____ (call) Felipe, but he _____ (not / answer) the phone.
5. My brother and his friends _____ (rent) a dune buggy and _____ (race) across the beach.
6. My brother _____ (not / check) his e-mail this morning because he _____ (have to do) some homework.
7. Linda _____ (not / try) any local food on her trip to India.
8. My mother _____ (snorkel) a lot on our vacation to Puerto Rico.
9. The kitchen _____ (be) a mess. We _____ (not / clean) it after dinner.
10. My uncle _____ (in-line skate) to our house.

3 Reading

A Read Jenny's e-mail to her new e-pal.



B Answer the questions.

1. How old are Jenny's brothers? _____
2. What kind of music does she like? _____
3. What's Jenny listening to? _____
4. What time does Jenny have to take the bus? _____
5. Would she like to join the soccer club? _____

4 Writing

A Imagine that you are writing for the first time to your e-pal. Complete the information about yourself.

What's your name? _____ Nickname? _____

How old are you? _____

How many brothers and sisters do you have? _____

What do you like? _____ Do you like your school? _____

What's a rule you like? _____ Don't like? _____

What after-school activities would you like to join? _____

B Now write to your e-pal about yourself. Use your information from Part A.

Unit 3 Going Places

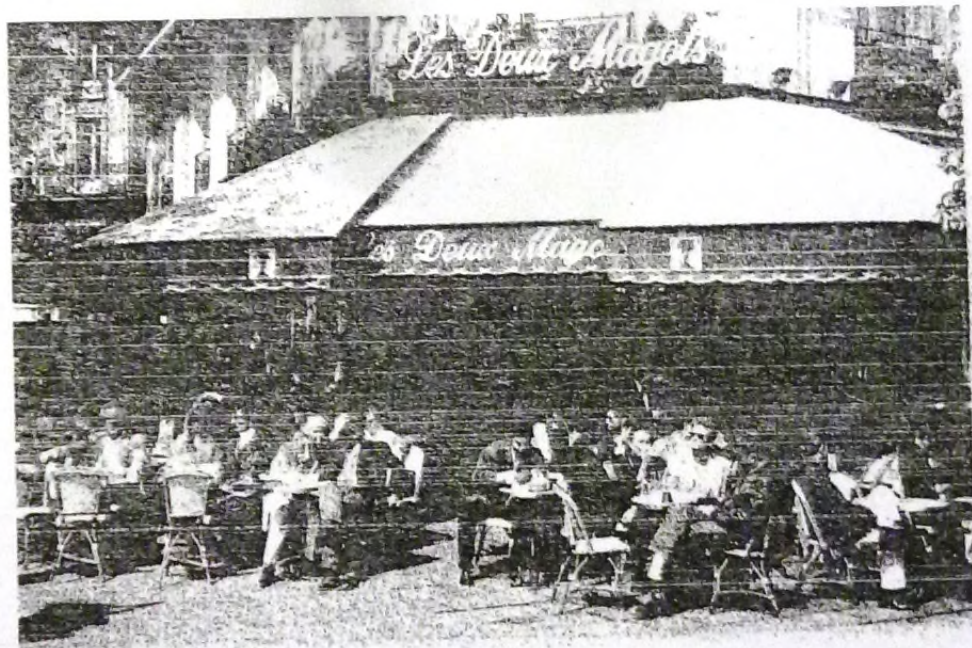
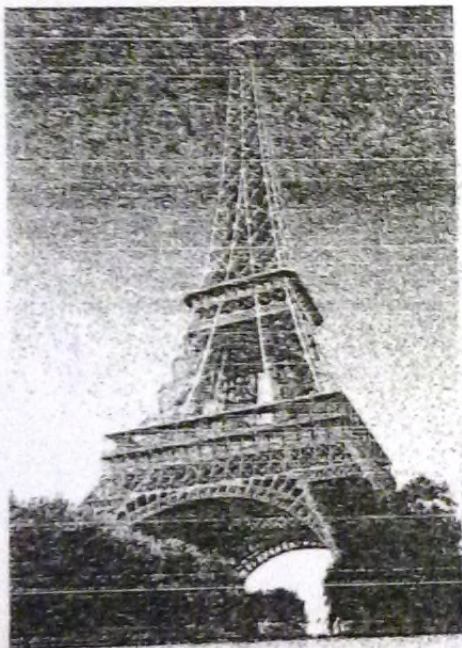
1 Word work

Match. Write the letters.

- | | |
|---|-----------------|
| 1. On vacation, you can see cowboys at ____. | a. exhausted |
| 2. When you are really tired, you are ____. | b. moon |
| 3. When you're away and you miss your family, you are ____. | c. a dude ranch |
| 4. In Africa, you can go on ____. | d. frustrated |
| 5. When you win a prize, you are ____. | e. excited |
| 6. On a clear night, you can see the ____. | f. theme park |
| 7. When you can't do something, you can feel very ____. | g. homesick |
| 8. There are lots of rides at a ____. | h. a safari |

2 What's wrong?

The underlined words are not correct. Match them to the correct sentences.



- We went on a awesome in Paris last summer. city tour
- She was very topic because she fell out of the boat. _____
- They stayed up late last night to finish their city tour. _____
- She made new friends, danced, and had fun at a embarrassed. _____
- He changed his school projects about a week ago. _____
- A lot of my friends went on teen club vacations last summer. _____

Unit 4 Comparisons

1 Word work

Circle the word that doesn't belong in each sentence.

1. This restaurant is the most difficult expensive crowded restaurant in our city.
2. This truck is heavier faster harder than that bus.
3. Math is more interesting dangerous useful than science.
4. The beach is the most delicious popular beautiful place in our town.
5. Soccer is more crowded difficult exciting than baseball.

2 What's wrong?

Write a check (✓) if the sentences are correct and an X if they are incorrect. For incorrect sentences, write the correct sentences.

- X 1. The teacher is more busy than the students.
The teacher is busier than the students.
- ___ 2. I'm friendlier than you are.
- ___ 3. Lion is more dangerous than elephant.
- ___ 4. The most popular city in my country is Paris.
- ___ 5. Social studies is the most easy subject.
- ___ 6. Blue whales are the heaviest animals in the world.
- ___ 7. A computer is more expensive than an MP3 player.
- ___ 8. What the highest mountain in the world?

Units 3 & 4

1 Vocabulary

A Read the clues. Write the words from the box.

- | | | |
|--------------------------------------|---------------------------------------|---|
| ☐ challenging | ☐ delicious | ☒ interesting |
| ☐ dangerous | ☐ entertaining | ☐ popular |

- | | |
|----------------------------------|-------------------------------------|
| 1. not boring <u>interesting</u> | 4. not safe _____ |
| 2. good to eat _____ | 5. fun to watch and listen to _____ |
| 3. a lot of people like it _____ | 6. not easy to do _____ |

B Where did these people go last summer? How did they feel? Complete the sentences with the words in the box.

Places		Feelings	
☐ city tour	☐ ski resort	☐ bored	☐ relaxed
☐ dude ranch	☐ theme park	☐ embarrassed	☐ worried
☒ safari		☐ excited	

- Jamey went to Africa on a safari. She got a little _____ when a lion started running toward her!
- I got to be a cowboy at a _____. I was very _____ when I couldn't get on my horse!
- Marc loved the rides at the _____. He was really _____!
- My friends went on a _____ of New York. They go every year. It's not very interesting for them. They were _____.
- We went to a _____ in the mountains. It was so beautiful and quiet. We were very _____ every day.

2 Language focus

A Write a check (✓) if the comparative and superlative adjectives are correct and an X if they are incorrect.

- | | | |
|--------------------|--------------|-------------------|
| <u>X</u> 1. easy | easier | the easiest |
| _____ 2. nice | nicer | the nicest |
| _____ 3. hot | hoter | the hottest |
| _____ 4. long | longger | the longest |
| _____ 5. beautiful | beautifuller | the beautifullest |
| _____ 6. friendly | friendlier | the friendliest |
| _____ 7. crowded | more crowded | the most crowded |
| _____ 8. busy | more busy | the most busy |

B Circle the correct words to complete the questions. Then write answers.



1. Q: (Were / Was) they surprised?

A: Yes, they were.



2. Q: (Were / Was) he on a tour boat?

A: _____



3. Q: What (was / did) she write about?

A: _____



4. Q: Where (was / did) Jeremy go last summer?

A: _____



5. Q: Who (was / did) the first person to walk on the moon?

A: _____

C Circle the correct words to complete the sentences.

1. The sun is (biggest / bigger) than the moon.
2. The North Pole is (warmer / warmest) than the South Pole.
3. Blue whales are (heavier / heaviest) than elephants.
4. Canoes are (slower / slowest) than motorboats.
5. A meter is (shortest / shorter) than a kilometer.

D One sentence in each pair is correct. Check (✓) it.

1. ☐ Mount Everest is the most high mountain in the world.
☒ Mount Everest is the highest mountain in the world.
2. ☐ Japan is more crowded than Canada.
☐ The more crowded country is Japan than Canada.
3. ☐ London is the more expensive than New York City.
☐ London is more expensive than New York City.
4. ☐ The bee hummingbird is the most light bird in the world.
☐ The bee hummingbird is the lightest bird in the world.
5. ☐ The Statue of Liberty is the most famous statue in New York City.
☐ The Statue of Liberty is the famousest statue in New York City.

3 Reading

A Read Pedro's diary about his homestay.

This is the first week of my homestay in the U.S.
I flew to New York City last Sunday. I was worried on the plane.
I wasn't excited at all. But I was glad to meet my host family.
They were very friendly. My English isn't very good, so I was a little
embarrassed the first day – and a little homesick, too. Now I'm very
excited to be in New York City, and I'm really relaxed with my host
family. They took me on a city tour and on a boat tour. It was great!

B Are these sentences true or false? Check (✓) T (true) or F (false).

- | | T | F |
|--|--------------------------|-------------------------------------|
| 1. Pedro's on a vacation in the U.S. | ☐ | ☒ |
| 2. He was a little excited on the plane. | ☐ | ☐ |
| 3. He was happy to meet his host family. | ☐ | ☐ |
| 4. He was embarrassed and homesick the first week. | ☐ | ☐ |
| 5. Now he's glad to be in New York City. | ☐ | ☐ |

4 Writing

Imagine that you are on a homestay. Write in your diary about your first week. Use the questions to help you.

Where did you go? _____

How did you feel on the plane? _____

How did you feel when you met your host family? _____

How did you feel speaking the language? _____

Were you homesick? _____

Did you have a good time? _____

This is the first week of my homestay in _____

Unit 5

Your Health

1 Word work

A Cross out the word that doesn't belong in each group.

- | | | | | | | | |
|---------|------|-------|-------|---------|------|---------|--------|
| 1. face | eye | mouth | elbow | 4. hand | toe | thumb | finger |
| 2. head | ear | foot | neck | 5. leg | knee | stomach | ankle |
| 3. arm | knee | elbow | wrist | 6. foot | toe | heel | nose |

B Complete the sentences with the health problems in the box.

- | | | | |
|------------------------------------|--|-----------------------------------|--------------------------------------|
| ☐ allergies | ☒ cold | ☐ flu | ☐ sore throat |
| ☐ cavities | ☐ earache | ☐ headache | ☐ stress |

- My mother always takes a lot of cold medicine when she has a cold.
- When you get the _____, you usually need to stay in bed for a couple of days.
- Loud music gives some people a _____.
- My brother gets _____ when there are a lot of flowers in the park.
- When I swim too much, I get an _____. Then I have to use drops.
- _____ is really bad for your health. Try to stay relaxed!
- When you eat too many candy bars, you can get _____. Remember to brush your teeth!
- Sometimes when you get a _____, you can't talk.

2 What's wrong?

Correct the sentences. There is one mistake in each sentence.

- Quickly he walks to school every morning.
He walks to school quickly every morning.
- When I am having an earache, I use warm eardrops.

- What you do when you are tired?

- How often you drink soda?

- You should to take vitamins every day.

1 Word work

Words like *window*, *dog*, and *baby* are **nouns**. Words like *flowered*, *hard*, and *yellow* are **adjectives**. Words like *work*, *walk*, and *bake* are **verbs**. Words like *slowly* and *happily* are **adverbs**. Write *n* (noun), *adj* (adjective), *v* (verb), or *adv* (adverb) next to the words below.

- | | | |
|----------------------|------------------|---------------------|
| 1. perform <u>✓</u> | 6. sale _____ | 11. wash _____ |
| 2. speech _____ | 7. plaid _____ | 12. striped _____ |
| 3. dirty _____ | 8. quickly _____ | 13. cafeteria _____ |
| 4. decorations _____ | 9. wrap _____ | 14. dogs _____ |
| 5. carefully _____ | 10. wear _____ | 15. happily _____ |

2 What's wrong?

One of the underlined parts of each sentence is incorrect. Write the letter.

- She's wearing checked skirt and a denim jacket. a
a b
- Whose digital camera are this? _____
a b
- We're going to have the party on the cafeteria. _____
a b
- Who going to serve the pizza? _____
a b
- I'm not going do anything for the fund-raiser. _____
a b
- Which ones is Nick? _____
a b
- Are you go to do yard work? _____
a b
- Where are we going to eating the pizza? _____
a b
- They're the one in the blue T-shirts. _____
a b
- Are Mario going to go swimming? _____
a b

Units 5 & 6

1 Vocabulary

A What's wrong? Complete the sentences.



1. She has an earache . 2. He has _____ . 3. She has _____ .

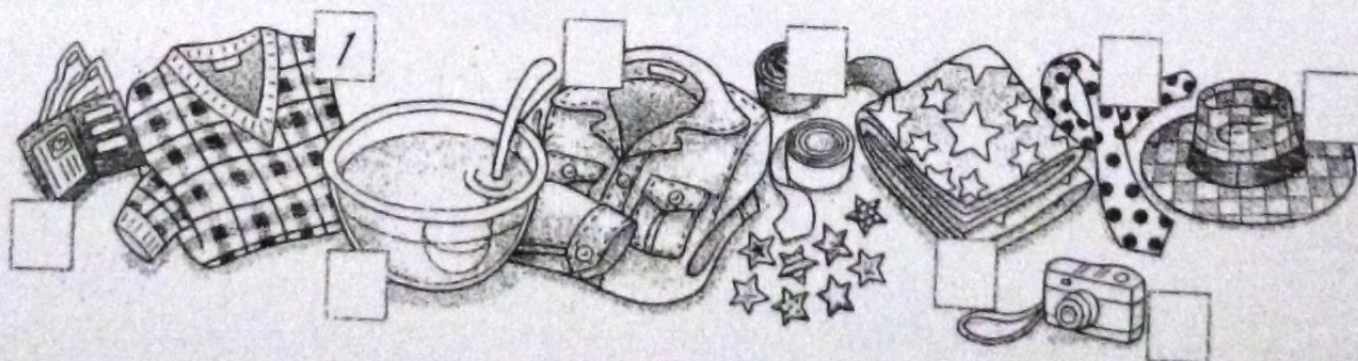


4. He has _____ . 5. She has _____ . 6. He has _____ .

B Circle the word that doesn't belong with each verb.

- | | | | |
|-------------|-------------|--------------------|----------------|
| 1. make | a speech | dinner | <u>the dog</u> |
| 2. decorate | a room | yard work | the cafeteria |
| 3. wash | drinks | windows | cars |
| 4. work at | a bake sale | a pizza restaurant | a card |
| 5. set up | decorations | a snack table | dirty forks |
| 6. serve | a gift | pizza | drinks |
| 7. sign | a card | your name | chairs |
| 8. pour | drinks | a sandwich | coffee |

C Number the items.



- | | | |
|---------------------|-----------------------|------------------|
| 1. a plaid sweater | 4. paper decorations | 7. a wallet |
| 2. a digital camera | 5. a paper tablecloth | 8. a checked hat |
| 3. a polka-dot tie | 6. a denim jacket | 9. a punch bowl |

2 Language focus

A Write questions. Pay attention to the underlined words.

1. Q: What do you do when you have a cold?
A: I take cold medicine and stay in bed when I have a cold.
2. Q: _____
A: I drink soda about three times a week.
3. Q: _____
A: No, he's not eating quickly. He's eating slowly.
4. Q: _____
A: Yes, I would. I'd like to run more quickly.
5. Q: _____
A: Steve's going to buy the CDs.

B Check (✓) the correct responses.

1. Whose CDs are these?
☐ It's Andy's.
☒ They're Andy's.
2. Are you going to do yard work?
☐ Yes, you are.
☐ No. It's too much work.
3. Which ones are the Smith brothers?
☐ They're the ones in the solid T-shirts.
☐ He's the one in the solid T-shirt.
4. Where are we going to have the party?
☐ In the cafeteria.
☐ After school on Friday.
5. What's Linda going to do at the party?
☐ She's going to miss the movies.
☐ She's going to make the speech.

C Match the questions to the correct answers.

1. Are you going to the party tonight? d
 2. Which one is Allison? _____
 3. Is John going to play his guitar? _____
 4. Are you going to get something to eat? _____
 5. What are you going to drink? _____
 6. Which ones are Kyla's friends? _____
 7. Whose CDs are these? _____
 8. Who's going to bring the sandwiches? _____
- a. They're mine.
 - b. Probably just a soda.
 - c. They're the ones with the band.
 - d. Yes, I am. It's going to be fun.
 - e. Yes. I'm going to get some pizza.
 - f. Mark is.
 - g. Yes. He's going to sing, too.
 - h. She's the one in the pink polka-dot skirt.

3 Reading

A Read about Jack and Susan.

My name is Jack, and I take good care of my health. I get eight or more hours of sleep every day, and I exercise five times a week. I drink water three times a day and eat a lot of fruits and vegetables. I never eat candy, and I only eat junk food once or twice a month. You should try to get your vitamins and minerals. And I like to challenge my brain. I read new books and the newspaper.

My name is Susan, and I don't take very good care of my health. I usually go to bed late and only exercise once or twice a month. I always skip breakfast, and I eat junk food four or five times a week. And I drink soda every day. I know I should think more about my health. I can do better!

B Complete the sentences. Write Jack or Susan.

1. Susan exercises once a month.
2. _____ hardly ever goes to bed early.
3. _____ doesn't eat a lot of junk food.
4. _____ doesn't eat breakfast.
5. _____ reads books and the newspaper.

4 Writing

A How about you? Do you take care of yourself? Are you healthy? Complete the chart. Check (✓) Yes or No.

Do you ...?	Yes	No
1. get eight or more hours of sleep a day	☐	☐
2. eat fruits and vegetables every day	☐	☐
3. eat junk food and candy often	☐	☐
4. drink soda every week	☐	☐
5. drink water every day	☐	☐
6. exercise four to six times a week	☐	☐

B Now write about your health habits. Use your information from Part A.

My name's _____, and I (do / don't) take good care of myself.

1 Word work

Check (✓) the correct words to complete the verb phrases.

- | | | | |
|---------------|--|----------|--|
| 1. riding | ☒ the elevator | 5. throw | ☐ snowballs |
| | ☐ the car | | ☐ the basketball |
| | ☒ the roller coaster | | ☐ my leg |
| 2. walking up | ☐ the stairs | 6. fly | ☐ a plane |
| | ☐ home | | ☐ a car |
| | ☐ the mountain | | ☐ a kite |
| 3. watch | ☐ the people | 7. have | ☐ a good experience |
| | ☐ TV | | ☐ a big wave |
| | ☐ music | | ☐ a good time |
| 4. fall | ☐ up the trail | 8. get | ☐ glad |
| | ☐ on the house | | ☐ cloudy |
| | ☐ into the lake | | ☐ dry |

2 What's wrong?

Write a check (✓) if the sentences are correct and an X if they are incorrect.
For incorrect sentences, write the correct sentences.

- X 1. I was watching TV when the cat jump on me.
I was watching TV when the cat jumped on me.
- ☐ 2. Mike and Jan was riding a roller coaster.

- ☐ 3. It started to rain while he walked home.

- ☐ 4. Who they camping with?

- ☐ 5. Where were your father and sister skiing?

- ☐ 6. While they were swimming, a big fish was swimming by.

- ☐ 7. There are better books about dangers in the woods.

- ☐ 8. I was reading when she called.

Unit 8 In the City

1 Word work

Where's each person going to go? Write the words from the box.

☐ drugstore

☒ post office

☐ street vendor

☐ health club

☐ souvenir shop

☐ subway entrance

I need some stamps.



1. post office

I want to exercise.



2. _____

I have to take a train.



3. _____

I need some cold medicine.



4. _____

I want a hot dog.



5. _____

I want a gift to take home for my parents.



6. _____

2 What's wrong?

One sentence in each pair is correct. Check (✓) it.

1. ☐ The restaurant is near to the bakery.

☒ The bakery is next to the nail salon.

2. ☐ There wasn't any good food.

☐ There were some ice cream.

3. ☐ Turn right and cross the street.

☐ Turn on your left at the intersection.

4. ☐ I rather eat Chinese food.

☐ Why don't we try Chinese food?

5. ☐ He couldn't get a ticket because the movie is sold out.

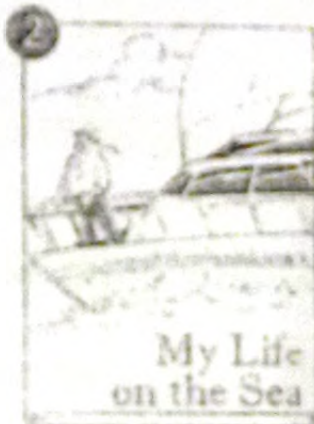
☐ They didn't walk to Times Square because it started to rain.

Units 7 & 8

1 Vocabulary

A Look at the books. Write the types of books. Then complete the reviewer's comments with the adjectives in the box.

Types of books		Adjectives	
☐ adventure	☒ nonfiction	☐ confusing	☐ informative
☐ mystery	☐ science fiction	☐ dull	☐ suspenseful



1. nonfiction "Lots of amazing facts. Very _____."
2. _____ "This story is really _____. It has too much information about the man's boat."
3. _____ "Exciting and _____. You can't wait for the end!"
4. _____ "I couldn't understand the story. It was very _____."

B Read the clues. Write the places from the box.

- | | | |
|--|--------------------------------------|--------------------------------------|
| ☐ bakery | ☐ health club | ☐ post office |
| ☐ grocery store | ☐ laundromat | ☐ video store |

1. You can rent a DVD here. video store
2. You can wash your clothes here. _____
3. People buy milk and vegetables here. _____
4. People exercise here. _____
5. You can buy a stamp here. _____
6. People buy bread, cookies, cakes, and pies here. _____

C Match. Write the letters.

- | | |
|----------------|-----------------------|
| 1. Ride _____ | a. a famous landmark. |
| 2. Go _____ | b. window-shopping. |
| 3. Take _____ | c. a roller coaster. |
| 4. Visit _____ | d. a helicopter ride. |

2 Language focus

A Write questions. Pay attention to the underlined words.

1. Q: Were you riding the elevator?
A: Yes, I was. I was riding the elevator.
2. Q: _____
A: No, they weren't. They weren't climbing up the trail.
3. Q: _____
A: She was playing basketball at school.
4. Q: _____
A: We were setting up the tent.
5. Q: _____
A: He was eating dinner at 8 p.m.

B Write a check (✓) if the sentence is correct and an X if it is incorrect.

- X 1. The café is across to the shoe store.
- ___ 2. Turn left at the intersection.
- ___ 3. It's on the right.
- ___ 4. There's a parking lot across the corner.
- ___ 5. Was there any restaurants?
- ___ 6. There weren't any pasta salad.
- ___ 7. Why don't we take the subway?
- ___ 8. We could eat Italian food.
- ___ 9. I rather go to Chinatown.
- ___ 10. We didn't go to the beach because it was raining.

C Circle the correct words to complete the questions. Then check (✓) the correct responses.

1. Why (don't) / could) we go to a museum?
☒ Good idea! ☐ No, I don't.
2. (Were / Was) there a street fair yesterday?
☐ Yes, there were. ☐ No, there wasn't.
3. (Were / Was) there any good food?
☐ Yes, there was. ☐ No, there weren't.
4. (Where / How) do I get to the park?
☐ Turn left at the first corner. ☐ It's on your right.
5. Were there (any / much) cool things for sale?
☐ Yes. There were any cool things. ☐ Yes. There were some cool things.

3 Reading

A Read about Lisa and her trip to the mall.

My friend and I were at the mall when the big storm hit our town. It was rainy and windy, and suddenly the electricity went out. My brother, Tom, and his friend Joey were watching a movie in the movie theater. Suddenly, the movie stopped, and people began to scream. They were scared! My sister was in a department store. She was on the elevator. Suddenly, it stopped, and there was no light. She was really scared, too! My mom and dad were having lunch at a café. My mom spilled her iced tea on my dad. He was all wet and cold. The electricity was out for only ten minutes, but it seemed like ten hours!

B Answer the questions.

1. Were Lisa and her friend in the department store when the storm hit?

No, they weren't. They were at the mall.

2. Where was Lisa's sister?

3. What were Tom and his friend doing?

4. Were Lisa's mom and dad at the theater, too?

5. Where were they when the electricity went out?

4 Writing

A Imagine that you, your family, and your friends were someplace when a big storm hit. Complete the chart.

Where? _____ When? _____ Who? _____

Doing what? _____

Feelings? _____

B Now write an article about your experience. Use your chart from Part A.

We were all _____ when the big storm hit.

Answer Key for Extra Practice

Note: Multiple answers in a single sentence or by a single speaker are separated by a semicolon (;).

Unit 1 • Back to School

1 Word work

1. clean
2. share
3. take
4. plan
5. become
6. be
7. join
8. wear

2 What's wrong?

1. Jerry has two sisters and a brother.
2. My dad and mom aren't waiting for me at school.
3. She has to wear special gym clothes.
4. Do her brothers and sisters have to take a train?
5. We'd like to become members of a special group.
6. Would you like to be the president?

Unit 2 • Fun Times

1 Word work

1. wrote
2. listened
3. drank
4. ate
5. took
6. had
7. arrived
8. got
9. went
10. made
11. asked
12. shopped
13. slept
14. needed
15. saw
16. gave
17. met
18. practiced

19. bought
20. stayed

2 What's wrong?

1. Last night, I listened to music and cleaned my room.
2. She didn't practice volleyball with her friends in the park.
3. They slept until 11:00 every day last week.
4. Did you have a good weekend?
5. Lily stayed home, and she watched a lot of TV.

Extra Practice • 1 & 2

1 Vocabulary

- A**
1. Chess; fun; friends
 2. Computer; work; assignments
 3. Council; ideas; activities
 4. Drama; instrument; people
- B**
1. c
 2. g
 3. b
 4. a
 5. d
 6. h
 7. f
 8. e

2 Language focus

- A**
1. took
 2. ✓
 3. ✓
 4. ✓
 5. got
 6. shopped
 7. drank
 8. ✓
 9. gave
 10. ✓
- B**
1. How many sisters does she have?
 2. What's he doing?
 3. Do you have to wear uniforms to school?
 4. Would you like to join the soccer club?
 5. Does he have to take the bus to school?

- C**
1. studied
 2. watch
 3. visit
 4. didn't
 5. danced

- D**
1. enjoyed
 2. walked
 3. didn't go out; had
 4. called; didn't answer
 5. rented; raced
 6. didn't check; had to do
 7. didn't try
 8. snorkeled
 9. was; didn't clean
 10. in-line skated

3 Reading

- B**
1. Josh is 10, Mike is 8, and Nick is 5.
 2. She likes rock music.
 3. She's listening to some rock CDs.
 4. She has to take the bus at 6:00 a.m.
 5. No, she wouldn't.

4 Writing

A Answers will vary.

B Possible answer:

Hi! My name's Amanda. My nickname's Mandy. I'm 14. I have one brother and one sister. John is 18 and Laura is 12. I like to do karate and play the piano. I also like pop music. My school is pretty good. We have to wear uniforms, but we don't have to eat lunch in the cafeteria. I'd like to join the drama club. Please write soon.

Your friend,

Mandy

Unit 3 • Going Places

1 Word work

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

2 What's wrong?

1. city tour
2. embarrassed
3. school projects

4. teen club
5. topic
6. awesome

Unit 4 • Comparisons

1 Word work

1. difficult
2. harder
3. dangerous
4. delicious
5. crowded

2 What's wrong?

1. X; The teacher is busier than the students.
2. ✓
3. X; Lions are more dangerous than elephants.
4. ✓
5. X; Social studies is the easiest subject.
6. ✓
7. ✓
8. X; What's the highest mountain in the world?

Extra Practice • 3 & 4

1 Vocabulary

- A**
1. interesting
 2. delicious
 3. popular
 4. dangerous
 5. entertaining
 6. challenging
- B**
1. safari; worried
 2. dude ranch; embarrassed
 3. theme park; excited
 4. city tour; bored
 5. ski resort; relaxed

2 Language focus

- A**
1. X
 2. ✓
 3. X
 4. X
 5. X
 6. ✓
 7. ✓
 8. X

- B**
1. Were; Yes, they were.
 2. Was; No, he wasn't.
 3. did; She wrote about whales.
 4. did; He went to New York City.
 5. was; Neil Armstrong was the first person to walk on the moon.

- C**
1. bigger
 2. warmer
 3. heavier
 4. slower
 5. shorter

- D**
1. Mount Everest is the highest mountain in the world.
 2. Japan is more crowded than Canada.
 3. London is more expensive than New York City.
 4. The bee hummingbird is the lightest bird in the world.
 5. The Statue of Liberty is the most famous statue in New York City.

3 Reading

- B**
1. F
 2. F
 3. T
 4. F
 5. T

4 Writing

Answers will vary. Possible answer:

This is the first week of my homestay in Canada. I was very excited on the plane. But I was a little nervous meeting my host family. They were very friendly, and soon I felt relaxed. In the beginning, I was a little frustrated speaking the language, but I didn't feel homesick at all. I'm having a very good time.

Unit 5 • Your Health

1 Word work

- A**
1. elbow
 2. foot
 3. knee
 4. toe
 5. stomach
 6. nose
- B**
1. cold
 2. flu
 3. headache
 4. allergies
 5. earache
 6. Stress
 7. cavities
 8. sore throat

2 What's wrong?

1. He walks to school quickly every morning.
2. When I have an earache, I use warm eardrops.

3. What do you do when you are tired?
4. How often do you drink soda?
5. You should take vitamins every day.

Unit 6 • Special Events

1 Word work

1. v
2. n
3. adj
4. n
5. adv
6. n
7. adj
8. adv
9. v
10. v
11. v
12. adj
13. n
14. n
15. adv

2 What's wrong?

1. a
2. b
3. b
4. a
5. a
6. a
7. a
8. b
9. b
10. a

Extra Practice • 5 & 6

1 Vocabulary

- A**
1. an earache
 2. a headache
 3. allergies
 4. the flu
 5. a cold
 6. a sore throat
- B**
1. the dog
 2. yard work
 3. drinks
 4. a card
 5. dirty forks
 6. a gift
 7. chairs
 8. a sandwich



2 Language focus

- A**
1. What do you do when you have a cold?
 2. How often do you drink soda?
 3. Is he eating quickly?
 4. Would you like to run more quickly?
 5. Who's going to buy the CDs?

- B**
1. They're Andy's.
 2. No. It's too much work.
 3. They're the ones in the solid T-shirts.
 4. In the cafeteria.
 5. She's going to make the speech.

- C**
1. d
 2. h
 3. g
 4. e
 5. b
 6. c
 7. a
 8. f

3 Reading

- B**
1. Susan
 2. Susan
 3. Jack
 4. Susan
 5. Jack

4 Writing

A Answers will vary.

B Possible answer:

My name's Ben, and I do take good care of myself. I get eight hours of sleep every day. I eat lots of fruits and vegetables. I hardly ever eat junk food and candy, and I drink soda once or twice a month. I drink a lot of water every day and exercise five times a week.

Unit 7 • Our Stories

1 Word work

1. the elevator; the roller coaster
2. the stairs; the mountain
3. the people; TV
4. on the house; into the lake

5. snowballs; the basketball
6. a plane; a kite
7. a good experience; a good time
8. cloudy; dry

2 What's wrong?

1. X; I was watching TV when the cat jumped on me.
2. X; Mike and Jan were riding a roller coaster.
3. X; It started to rain while he was walking home.
4. X; Who were they camping with?
5. ✓
6. X; While they were swimming, a big fish swam by.
7. ✓
8. ✓

Unit 8 • In the City

1 Word work

1. post office
2. health club
3. subway entrance
4. drugstore
5. street vendor
6. souvenir shop

2 What's wrong?

1. The bakery is next to the nail salon.
2. There wasn't any good food.
3. Turn right and cross the street.
4. Why don't we try Chinese food?
5. They didn't walk to Times Square because it started to rain.

Extra Practice • 7 & 8

1 Vocabulary

- A**
1. nonfiction; informative
 2. adventure; dull
 3. mystery; suspenseful
 4. science fiction; confusing
- B**
1. video store
 2. laundromat
 3. grocery store
 4. health club
 5. post office
 6. bakery

- C** 1. c
2. b
3. d
4. a

2 Language focus

- A** 1. Were you riding the elevator?
2. Were they climbing up the trail?
3. Where was she playing basketball?
4. What were you doing?
5. What time was he eating dinner?
- B** 1. X
2. ✓
3. ✓
4. X
5. X
6. X
7. ✓
8. ✓
9. X
10. ✓
- C** 1. don't; Good idea!
2. Was; No, there wasn't.
3. Was; Yes, there was.
4. How; Turn left at the first corner.
5. any; Yes. There were some cool things.

3 Reading

- B** 1. No, they weren't. They were at the mall.
2. She was in a department store. She was on the elevator.
3. They were watching a movie in the movie theater.
4. No, they weren't.
5. They were at a café.

4 Writing

A Answers will vary.

B Possible answer:

We were all at home last weekend when the big storm hit. I was reading in bed. I was a little worried. My brother was watching TV. My little sister was sleeping. She woke up and started to scream! She was really scared. My mom and dad were sleeping. They didn't know the electricity went out!

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-168	Unit 5	Page T-172
Unit 2	Page T-169	Unit 6	Page T-173
Unit 3	Page T-170	Unit 7	Page T-174
Unit 4	Page T-171	Unit 8	Page T-175
		Answer Key	Page T-176

Unit 1 Back to School

1 Practice

A Complete the chart with things you have to do. Then find five classmates who have to do the same things. Write their names.

I have to How about you?

I have to ...	Classmates' names
1. _____	_____
2. _____	_____
3. _____	_____
4. _____	_____
5. _____	_____

B Share one of the things that both you and a classmate have to do.

..... and I both have to

2 Practice

A Imagine that you are the president of your favorite club. You are looking for new members. Try to find ten classmates who want to join your club. Tell your classmates about your club. Write the name of the club in the space provided, describe the rules, and write your new members' names.

Would you like to join the _____ club? You have to _____, _____, and _____ to be in the club.

New members	
1. _____	6. _____
2. _____	7. _____
3. _____	8. _____
4. _____	9. _____
5. _____	10. _____

B How many classmates did you find to join your club? Tell the class.

..... students would like to join my club.

Same as Classmate 2: _____ Different from Classmate 2: _____

Yes, I did!

Did you study English last night, Cassie?

☐	☐	☐	☐
☐	☐	☐	☐
☐	☐	☐	☐
☐	☐	☐	☐
☐	☐	☐	☐
☐	☐	☐	☐
☐	☐	☐	☐

Classmate 2's
answersYour
answers

1. study English last night
2. watch TV yesterday
3. listen to rock music last weekend
4. get up at 6:30 this morning
5. eat breakfast today
6. walk to school last week

Complete the survey for yourself. Then ask a classmate the questions.
How many answers are the same? How many are different?

Classmate 1

Classmate 2

Complete the survey for yourself. Then ask a classmate the questions.
How many answers are the same? How many are different?

Your
answersClassmate 1's
answers

Yes	No	Yes	No
☐	☐	☐	☐
☐	☐	☐	☐
☐	☐	☐	☐
☐	☐	☐	☐
☐	☐	☐	☐
☐	☐	☐	☐

1. do homework last night
2. watch a movie yesterday
3. listen to classical music last weekend
4. get up at 7:00 this morning
5. eat breakfast today
6. take the bus to school last week

Did you do homework last night, Mark?

No, I didn't!

Same as Classmate 1: _____ Different from Classmate 1: _____

Unit 3 Going Places

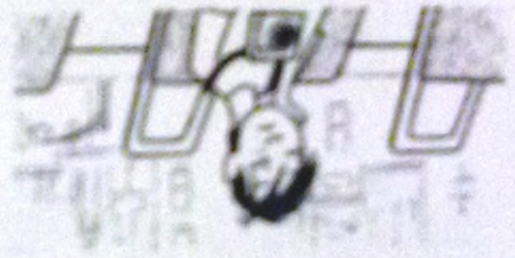
6. a ski resort / frustrated



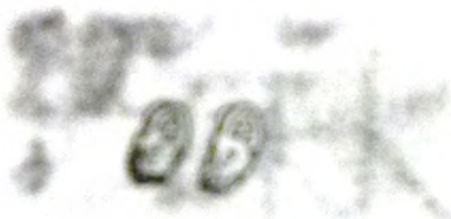
5. _____



4. city tour / exhausted



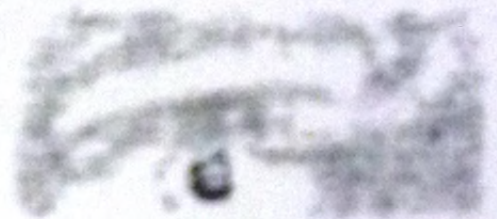
3. _____



2. a tour boat / relaxed



1. _____



Look at the pictures. Where were these people? How did they feel?
Ask a classmate questions, and write the places and the feelings.
Classmate 1
Classmate 1 Number One. Where was he? Classmate 1 Was he excited?
Classmate 2 He was on a river.
Classmate 2 No, he wasn't. He was worried.

Classmate 2

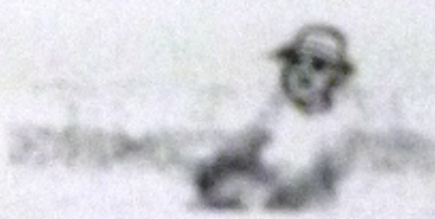
Look at the pictures. Where were these people? How did they feel?
Ask a classmate questions, and write the places and the feelings.

Classmate 2 Number Two. Where was he?
Classmate 1 He was on a tour boat.

Classmate 2 Was he relaxed?
Classmate 1 Yes, he was.



1. on a river / worried



2. _____



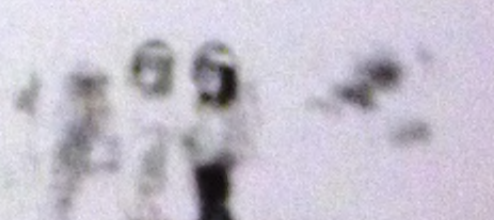
3. a theme park / excited



4. _____



5. a dude ranch / embarrassed



6. _____

Unit 4 Comparisons

1 Practice

A Write complete questions.

	Your guesses		Classmate's answers	
	Yes	No	Yes	No
1. pizza / delicious / pasta	☐	☐	☐	☐
2. a movie / entertaining / a TV show	☐	☐	☐	☐
3. science / useful / math	☐	☐	☐	☐
4. basketball / dangerous / hockey	☐	☐	☐	☐
5. rap / popular / rock music	☐	☐	☐	☐
6. fishing / challenging / surfing	☐	☐	☐	☐

B Work with a classmate. Read the questions and guess his or her answers. Then ask the questions. Were your guesses correct?

Number of correct guesses: _____

2 Practice

A Take a survey. Ask a different classmate each question. Write their answers and their names.

What is the most ... ?	Answers	Names
1. interesting school subject		
2. relaxing day of the week		
3. challenging sport		
4. delicious food		
5. popular music		
6. crowded place in your town or city		
7. useful piece of clothing you have		
8. difficult school subject		
9. expensive thing you own		
10. exciting movie		

B Share one of your results with the class.

Thomas thinks English is the most interesting school subject.

Unit 5 Your Health

Dr. Smith's Crazy Remedies	
1. a sore throat	Read something boring.
2. the flu	Brush your teeth ten times a day.
3. a headache	
4. stress	Have a pizza.
5. can't sleep	
6. an earache	Dance very quickly.
7. a cold	
8. allergies	Watch a lot of DVDs.

Classmate 1 What does he do when he has a sore throat?
 Classmate 2 He reads something boring when he has a sore throat.

Work with a classmate. Complete Dr. Smith's crazy remedy chart. Take turns asking and answering questions. Then compare your charts. Are they the same?

Classmate 2

Work with a classmate. Complete Dr. Smith's crazy remedy chart. Take turns asking and answering questions. Then compare your charts. Are they the same?

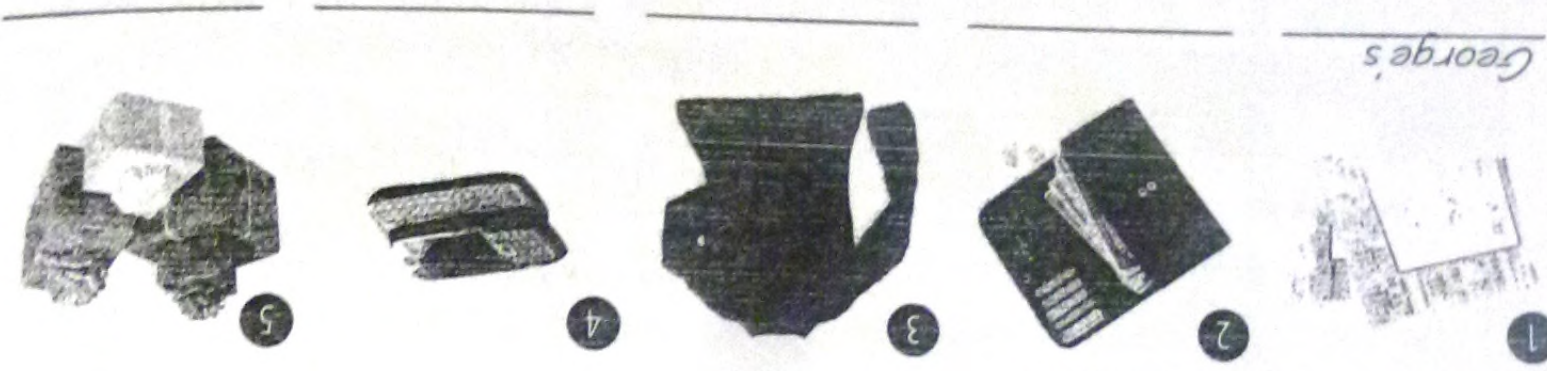
Classmate 2 What does he do when he has the flu?

Classmate 1 He brushes his teeth ten times a day when he has the flu.

Dr. Smith's Crazy Remedies	
1. a sore throat	Read something boring.
2. the flu	Brush your teeth ten times a day.
3. a headache	Use sunscreen.
4. stress	
5. can't sleep	Floss your teeth.
6. an earache	
7. a cold	Do a crossword puzzle six or more times a day.
8. allergies	

Unit 6 Special Events

- Answers for Classmate 2**
1. It's Kim's.
 2. They're Paul's.
 3. They're Alex's.
 4. They're Mr. Todd's.
 5. It's Billy's.



Classmate 1 Whose tickets are those?
Classmate 2 They're George's.

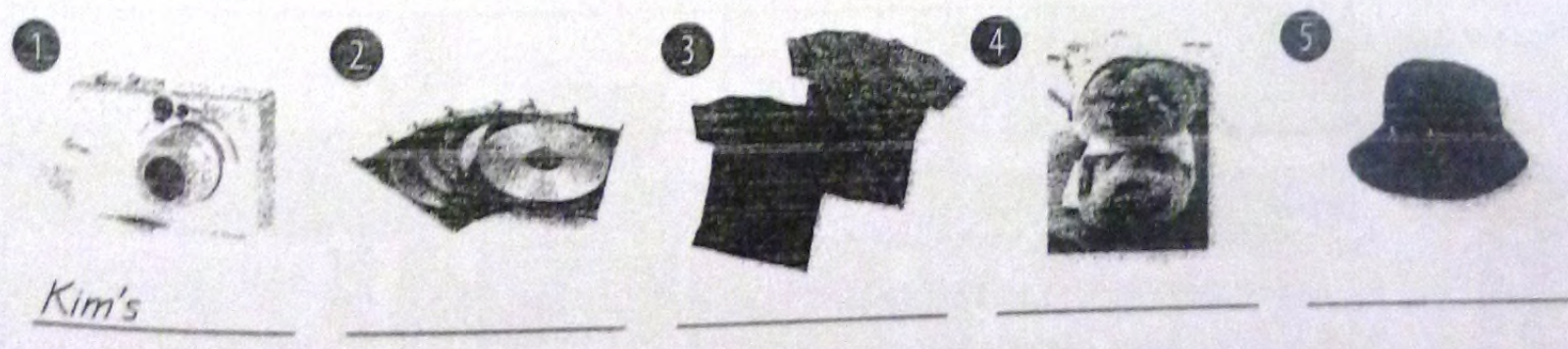
Work with a classmate. Ask your partner questions with *Whose...* to find out who these things belong to. Write the names of the people under the items.

Classmate 2

Work with a classmate. Ask your partner questions with *Whose...* to find out who these things belong to. Write the names of the people under the items.

Classmate 2 Whose digital camera is that?

Classmate 1 It's Kim's.



Kim's

Answers for Classmate 1

1. They're George's.
2. It's Pat's.
3. It's Mandy's.
4. It's Mrs. Smith's.
5. They're Mr. Moreno's.

Unit 7

Our Stories

1. Lisa: listening to a band at a concert
2. Anne: playing a video game
3. Mark: _____
4. Brett: playing soccer in the gym
5. Linda: _____
6. Carl: checking his e-mail at home
7. Rick: _____
8. Heather: riding on a roller coaster
9. Maria: _____
10. Tony: watching a movie

Classmate 1 What was Lisa doing?
Classmate 2 She was listening to a band at a concert.

The electricity went out in Pottsville last week. Ken is writing an article for the school paper about what some of the students were doing. Ask a classmate questions, and complete Ken's notes. Then compare the notes. Are they the same?

Classmate 2

The electricity went out in Pottsville last week. Ken is writing an article for the school paper about what some of the students were doing. Ask a classmate questions, and complete Ken's notes. Then compare the notes. Are they the same?

Classmate 2 What was Anne doing?

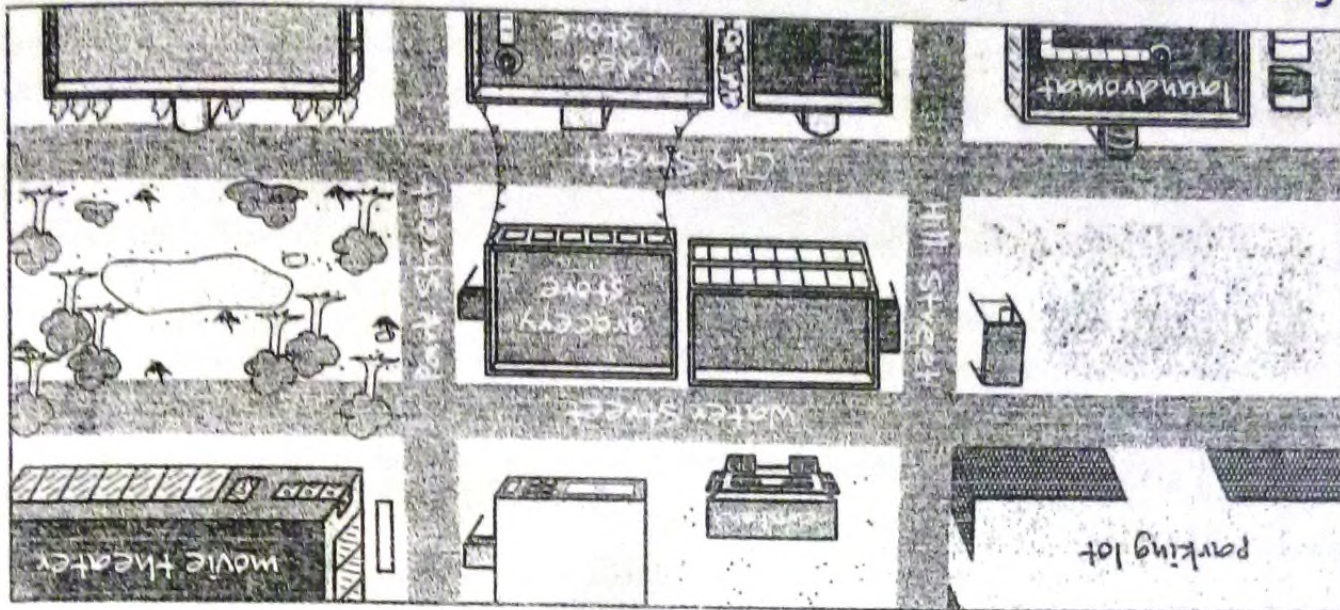
Classmate 1 She was playing a video game.

1. Lisa: listening to a band at a concert
2. Anne: playing a video game
3. Mark: cooking dinner at home
4. Brett: _____
5. Linda: talking on the phone
6. Carl: _____
7. Rick: reading in bed
8. Heather: _____
9. Maria: doing homework
10. Tony: _____

Unit 8

In the City

B Compare your maps. Are they the same?



☐ bus stop ☐ drugstore ☐ health club ☐ restaurant ☐ shoe store

Classmate 1: Where's the bus stop?
Classmate 2: It's on the corner of Hill and Water Streets. It's across from the health club.

A Work with a classmate. Where are the places in the box on the map?
Take turns asking and answering questions to find and label them.

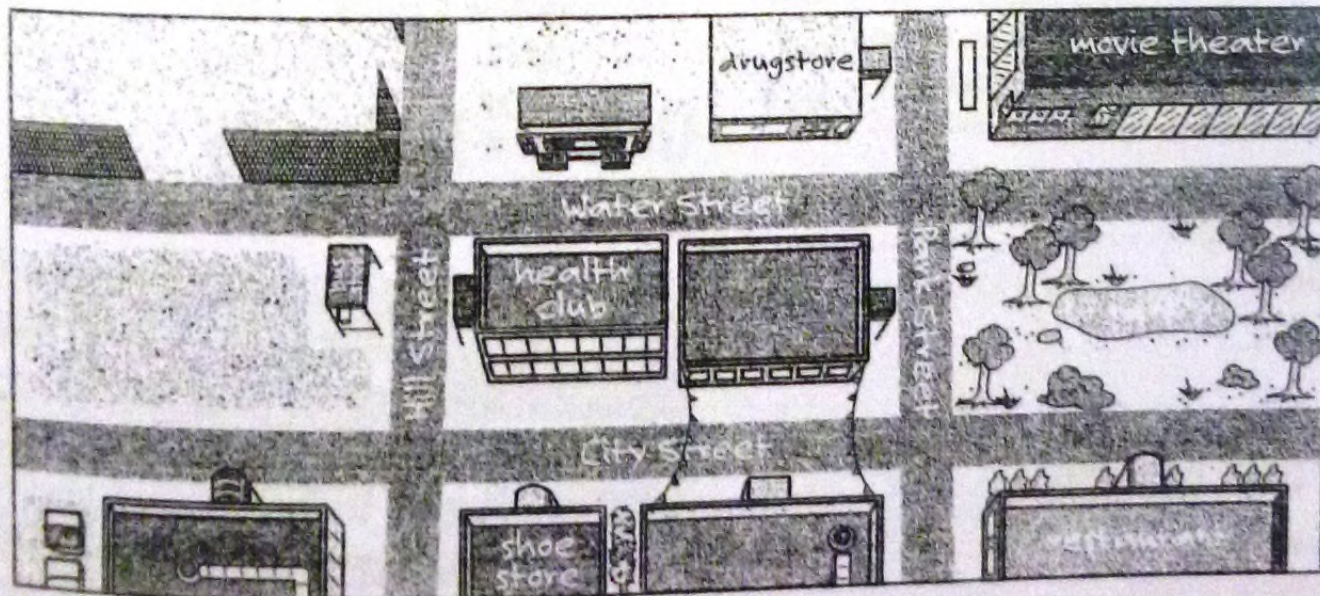
Classmate 1

Classmate 2

A Work with a classmate. Where are the places in the box on the map?
Take turns asking and answering questions to find and label them.

Classmate 1: Where's the newsstand?
Classmate 2: It's on Water Street, next to the drugstore.

☐ grocery store ☐ laundry ☐ newsstand ☐ parking lot ☐ video store



B Compare your maps. Are they the same?

Answer Key for Extra Speaking Practice

Unit 1 • Back to School

Answers will vary.

Unit 2 • Fun Times

Answers will vary.

Unit 3 • Going Places

Classmate 1 answers:

1. He was on a river. He was worried.
3. They were at a theme park. They were excited.
5. She was at a dude ranch. She was embarrassed.

Classmate 2 answers:

2. He was on a tour boat. He was relaxed.
4. He was on a city tour. He was exhausted.
6. They were at a ski resort. They were frustrated.

Unit 4 • Comparisons

1 Practice

A Note: Answers to the questions will vary.

1. Is pizza more delicious than pasta?
2. Is a movie more entertaining than a TV show?
3. Is science more useful than math?
4. Is basketball more dangerous than hockey?
5. Is rap more popular than rock music?
6. Is fishing more challenging than surfing?

B Answers will vary.

2 Practice

Answers will vary.

Unit 5 • Your Health

Classmate 1 answers:

1. Read something boring.
3. Use sunscreen.
5. Floss your teeth.
7. Do a crossword puzzle six or more times a day.

Classmate 2 answers:

2. Brush your teeth ten times a day.
4. Have a pizza.
6. Dance very quickly.
8. Watch a lot of DVDs.

Unit 6 • Special Events

Classmate 1 answers:

1. They're George's.
2. It's Pat's.
3. It's Mandy's.
4. It's Mrs. Smith's.
5. They're Mr. Moreno's.

Classmate 2 answers:

1. It's Kim's.
2. They're Paul's.
3. They're Alex's.
4. They're Mr. Todd's.
5. It's Billy's.

Unit 7 • Our Stories

Classmate 1 answers:

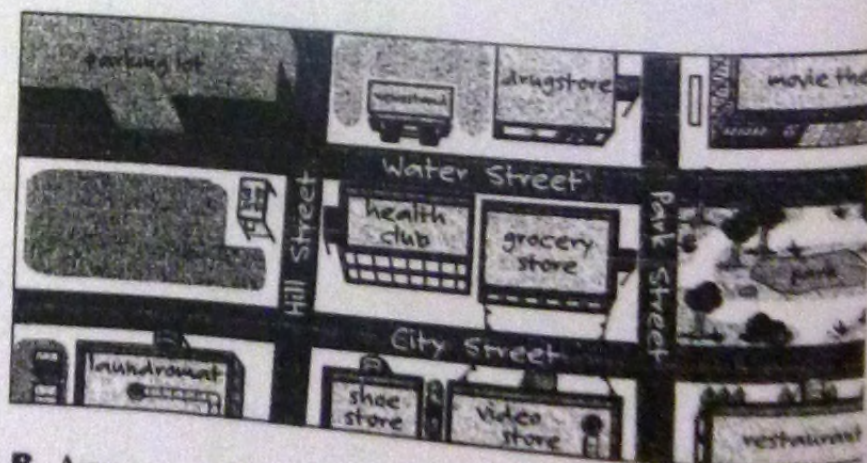
1. listening to a band at a concert
3. cooking dinner at home
5. talking on the phone
7. reading in bed
9. doing homework

Classmate 2 answers:

2. playing a video game
4. playing soccer in the gym
6. checking his e-mail at home
8. riding on a roller coaster
10. watching a movie

Unit 8 • In the City

A



B Answers will vary.

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-178	Unit 5	Page T-182
Unit 2	Page T-179	Unit 6	Page T-183
Unit 3	Page T-180	Unit 7	Page T-184
Unit 4	Page T-181	Unit 8	Page T-185
		Answer Key	Page T-186

Unit 1 Quiz

Name: _____

Date: _____

A Check (✓) the words or phrases that do not belong.

- | | | | |
|-------------------|--|--|--|
| 1. make | ☐ activities | ☐ new friends | ☐ a cake |
| 2. be | ☐ at school early | ☐ a good time | ☐ on time |
| 3. play | ☐ karate | ☐ an instrument | ☐ video games |
| 4. work on | ☐ new people | ☐ class assignments | ☐ the school magazine |
| 5. join | ☐ the drama club | ☐ the student council | ☐ a school dinner |

15 (3 points each)

B Circle the numbers of the five incorrect sentences.

1 My name is Rick Smith, and I'm from the U.S. 2 I like play the guitar and swim. 3 I hanging out with my friend in my free time. 4 My new school is great! 5 We has to wear uniforms, but we don't has a lot of homework. 6 There are a lot of after-school activities. 7 I like to join a club. 8 My best friend wants to join the computer club, but I'm not. 9 I want to become a member of the student council.



15 (3 points each)

C Circle the words that complete the questions. Then check (✓) the correct responses.

- (Would / Do) you like to join the computer club?
☐ Yes, I do. ☐ Yes, I would.
- (Does / Do) they have to eat lunch in the cafeteria?
☐ No, they don't. ☐ No, they doesn't.
- (Are / Do) you talking on the phone right now?
☐ No, I'm not. ☐ No, I don't.
- (Is / Does) she have to take the train to school?
☐ Yes, she is. ☐ Yes, she does.
- (Who / Does) has two brothers?
☐ Yes, she does. ☐ Jill does.

20 (2 points each)

Quiz Total: _____ out of 50

Unit 2 Quiz

Name: _____

Date: _____

A Check (✓) the two verbs that belong with the words.

- | | | | |
|-----------------------------------|-----------------------------------|-------------------------------|------------------|
| 1. ☐ make | ☐ call | ☐ go | friends |
| 2. ☐ take | ☐ rest | ☐ send | pictures |
| 3. ☐ shop | ☐ write | ☐ buy | postcards |
| 4. ☐ watch | ☐ practice | ☐ rent | DVDs |
| 5. ☐ go | ☐ eat | ☐ make | pizza |

10 (2 points each)

B Complete each sentence. Write the correct verbs in the past tense.

- Jenny _____ (do / have) a great weekend. She _____ (go / want) dancing.
- Last summer, they _____ (fly / visit) to Rome and _____ (practice / rent) bicycles.
- It was a nice day at the beach. She _____ (need / write) postcards and _____ (ask / eat) ice cream!
- On the school trip, they _____ (visit / watch) a museum and _____ (arrive / walk) around the downtown area.
- Friday evening was fun. We _____ (do / go) shopping. And we _____ (listen / practice) to a band, too.

20 (2 points each)

C Complete the questions with the verbs in the box. Then match the questions to the correct answers.

☐ buy ☐ go ☐ have ☐ make ☐ watch

- | | |
|--|---|
| 1. Did you _____ a good weekend? | a. Yes, I did. But I didn't win a prize. |
| 2. Did you _____ on any rides at the amusement park? | b. No, I didn't. I danced by myself all night. |
| 3. Did you _____ a raffle ticket at the festival? | c. Yes, I did. I went on all of them. |
| 4. Did you _____ the fireworks last night? | d. No, I didn't. I didn't have a very good weekend. |
| 5. Did you _____ any new friends at the party? | e. No, I didn't. I forgot about them. |

20 (2 points each)

Quiz Total: _____ out of 50

Unit 3 Quiz

Name: _____

Date: _____

A Complete the sentences. Write the correct words.

1. Maggie and Charlie _____ (was / were) very happy to meet their host families.
2. _____ (Was / Were) you on vacation last week, Felipe?
3. It rained, but it _____ (wasn't / weren't) very cold.
4. The students' projects _____ (wasn't / weren't) really interesting.
5. What _____ (was / were) the name of Sir Ernest Shackleton's ship?
6. _____ (Was / Were) your best friend at the party, too?

12 (2 points each)

B Number the sentences in the correct order.

- _____ I was here at the library, too. But I didn't see you.
- _____ I didn't finish, either. Let's go together and finish!
- _____ / Hi, Kate! Hey, where were you last night?
- _____ Oh, I got there at 7:30. But I didn't finish my project.
- _____ I was here at the library.
- _____ Well, I was there. I was there until 7:00.
- _____ OK. That's a good idea. We can help each other.



18 (3 points each)

C Circle the words that complete the questions. Then match the questions to the correct answers.

1. When (were / did) you start? _____
2. When (was / did) his first trip to New York? _____
3. Where (was / did) he go? _____
4. (Were / Did) you stay up all night? _____
5. (Were / Did) you exhausted after the trip? _____

- a. He went to the moon.
- b. No, I wasn't.
- c. It was in 2003.
- d. Last week.
- e. No, I didn't.

20 (2 points each)

Quiz Total: _____ out of 50

Unit 4 Quiz

Name: _____

Date: _____

A Complete the chart with the correct adjectives, or the correct comparative or superlative forms of the adjectives.

Adjective	Comparative	Superlative
1.	easier	
2.		hardest
3. busy		
4.	more intelligent	
5. interesting		

10 (1 point each)

B Circle the correct adjectives for the sentences. Then complete the sentences with the correct form of the adjectives.

- Rabbits (big / small) _____ than lions.
- Planes (slow / fast) _____ than trains.
- A year (short / long) _____ than a day.
- The Eiffel Tower (tall / short) _____ than a person.
- Whales (light / heavy) _____ than dogs.



20 (4 points each)

C Complete the questions with the superlative form of the adjectives. Then use the clues to answer the questions.

- Q: What's _____ city in the world? (crowded)
A: _____ (Lahore, Pakistan)
- Q: What's _____ sport? (dangerous)
A: _____ (horseback riding)
- Q: What's _____ country in the world? (high)
A: _____ (Nepal)
- Q: What's _____ country for tourists? (popular)
A: _____ (France)
- Q: What's _____ roller coaster in the world? (long)
A: _____ (Steel Dragon 2000 in Japan)

20 (2 points each)

Quiz Total: _____ out of 50

A Match. Write the letters.

- | | |
|------------------------------|----------------------------|
| 1. You shouldn't _____ | a. try hot tea with lemon. |
| 2. When I have a cold, _____ | b. slowly and loudly. |
| 3. I exercise about _____ | c. eat a lot of junk food. |
| 4. For a sore throat, _____ | d. I stay in bed. |
| 5. Please speak _____ | e. four times a week. |

15 (3 points each)

B What's next? Check (✓) the correct responses.

- What do you do when you have a headache?
☐ I take an aspirin.
☐ I do my homework.
- You should choose snacks carefully.
☐ And get your fats and sweets!
☐ And get your vitamins and minerals.
- You're not taking care of yourself.
☐ You're right. I should skip breakfast.
☐ Sure I am. I usually eat healthy food and get exercise.
- How often do you go to the doctor for a checkup?
☐ Once a year.
☐ Twice a day.
- Practice regularly.
☐ It's important to do it once a year.
☐ Try to do it every day.



20 (4 points each)

C Check (✓) the correct sentences.

- ☐ Would you like to flexibly move?
☐ Would you like to move flexibly?
- ☐ For allergies, you should try some allergy pills and eyedrops.
☐ When I have allergies, you should try some allergy pills and eyedrops.
- ☐ How much do you practice the piano?
☐ How often do you practice the piano?
- ☐ When I am tired, I take a nap.
☐ When I am tired, I taking a nap.
- ☐ You should try more active.
☐ You should be more active.

15 (3 points each)

Quiz Total: _____ out of 50

Unit 6 Quiz

Name: _____

Date: _____

A Mark's class is going to have a party for their teacher. Use the words in the box to complete the things each person is going to do.

☐ decorate ☐ make ☐ organize ☐ pour ☐ serve ☐ set up ☐ sign ☐ wrap

Class Party To-Do List

Mark _____ the sandwiches
_____ the soda

Kim _____ the games

John _____ a speech

Mary and Julia _____ the snack table

Chris _____ the gift

Everyone _____ the card
_____ the classroom

8 (1 point each)

B Write questions for the answers. Use the information in Part A.

1. Q: _____

A: John is.

2. Q: _____

A: Yes, they are. And Chris is going to wrap it.

3. Q: _____

A: Mary and Julia are.

4. Q: _____

A: They're going to drink soda.

5. Q: _____

A: They're going to have the party in their classroom.

6. Q: _____

A: Yes, he is. He's going to serve a lot of sandwiches.

24 (4 points each)

C Match the questions to the correct answers.

1. Which one is Robert? _____

a. The checked one? It's hers.

2. Whose denim bag is this? _____

b. Yours is the flowered one.

3. Which ones are the new students? _____

c. They're not mine. Mine are pink.

4. Whose coat is this? _____

d. He's the one in the striped tie.

5. Which one is my hat? _____

e. They're the ones in the new uniforms.

6. Whose shoes are these? _____

f. It's mine. Thanks!

18 (3 points each)

Quiz Total: _____ out of 50

Quiz - Unit 6 T-183

Unit 7 Quiz

Name: _____

Date: _____

A Complete the conversation. Circle the correct words.

- Kenji** Hi, Danny! What (were / did) you doing when the storm hit?
- Danny** We were (played / playing) soccer. It was scary!
- Kenji** What (were / did) you do?
- Danny** We (ran / running) into the school. Where (were / did) you when the storm hit?
- Kenji** I (was / did) at home, watching TV. The electricity (went / going) out!
- Danny** Really? (Were / Did) you scared?
- Kenji** No, but my sister (was / did). She was (rode / riding) in an elevator, and it stopped!



20 (2 points each)

B Circle the words that complete the questions. Then check (✓) the correct responses.

- Who (was / were) you skating with?
☐ I was. ☐ My sister.
- What was he (doing / do)?
☐ He wasn't. ☐ He was skiing.
- (Was / Were) it snowing?
☐ Yes, it were. ☐ No, it wasn't.
- Where (was / were) you and your mother when the lights went out?
☐ We were eating dinner. ☐ We were at the mall.
- (Was / Were) the people in the elevator scared?
☐ Yes, they were. ☐ Yes, we were.

20 (2 points each)

C Write a check (✓) if the sentences are correct and an X if they are incorrect.

- ____ My father and I was eating lunch.
- ____ He wasn't watched his favorite TV program.
- ____ When were they talking on the phone?
- ____ I read a book when the tree is falling.
- ____ They were cooking hot dogs when the bear came.

10 (2 points each)

Quiz Total: _____ out of 50

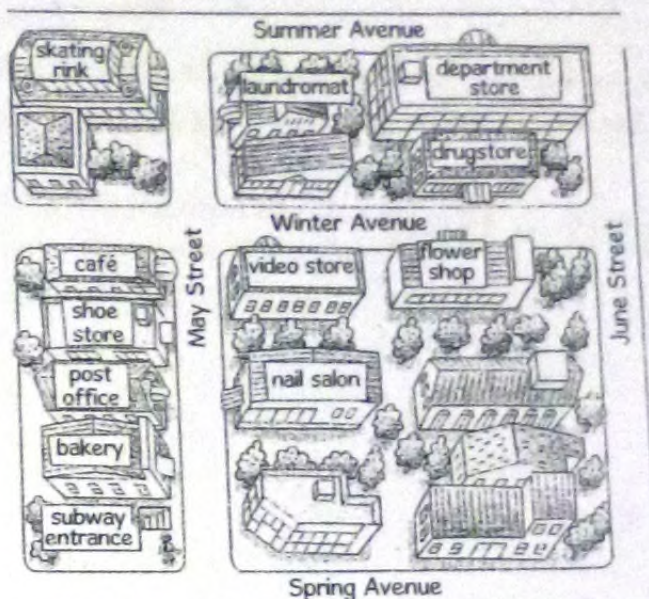
Unit 8 Quiz

Name: _____

Date: _____

A Alicia wants to get from the subway entrance to the department store.
Number the directions in the correct order.

- ☐ Go past the video store and the flower shop.
- ☐ Across from the flower shop is the drugstore.
- ☐ At the corner, turn right. Cross May Street.
- ☐ First, do you see the bakery? It's on your left, next to the subway entrance.
- ☐ Cross Winter Avenue. Behind the drugstore is the department store.
- ☐ Go straight ahead. On your left is a shoe store. It's between the post office and the café.



12 (2 points each)

B Circle the correct words to complete the sentences.

1. **A** (Were / Was) there any street vendors at the street fair?
B Yes, there (was / were). But there (wasn't / weren't) any good food.
A (Was / Were) there any jewelry? And (was / were) there any artists?
B No, there (wasn't / weren't) any jewelry. And street artists? Yes, there (was / were) some. But there (wasn't / weren't) any cool drawings.
2. **A** So what was the City Fair like this year?
B Well, it wasn't so good. There (wasn't / weren't) any exciting rides.
A Oh. But (was / were) there any cool things for sale?
B Yes, there (was / were). And there (was / were) a band.
 But there (was / were) a lot of people, so I didn't stay for a long time.

26 (2 points each)

C Underline the mistakes in the sentences. Then correct the mistakes.

Write the corrections at the end of the sentences.

1. Why doesn't we go sightseeing this weekend? _____
2. We could visit a helicopter ride. _____
3. I rather go window-shopping. _____
4. We stayed home so the weather was bad. _____
5. John didn't go to the special exhibit. He could get a ticket. _____
6. They took the subway home because there were any taxis. _____

12 (2 points each)

Quiz Total: _____ out of 50

Answer Key for Quizzes

Note: Multiple answers in a single sentence or by a single speaker are separated by a semicolon (;).
Alternative answers are separated by a slash (/).

Quiz • Unit 1

- A**
1. activities
 2. a good time
 3. karate
 4. new people
 5. a school dinner

- B**
- 2
 - 3
 - 5
 - 7
 - 8

- C**
1. Would; Yes, I would.
 2. Do; No, they don't.
 3. Are; No, I'm not.
 4. Does; Yes, she does.
 5. Who; Jill does.

Quiz • Unit 2

- A**
1. make; call
 2. take; send
 3. write; buy
 4. watch; rent
 5. eat; make

- B**
1. had; went
 2. flew; rented
 3. wrote; ate
 4. visited; walked
 5. went; listened

- C**
1. have; d
 2. go; c
 3. buy; a
 4. watch; e
 5. make; b

Quiz • Unit 3

- A**
1. were
 2. Were
 3. wasn't
 4. weren't
 5. was
 6. Was

- B**
- 3
 - 6
 - 1
 - 5
 - 2
 - 4
 - 7

- C**
1. did; d
 2. was; c
 3. did; a
 4. Did; e
 5. Were; b

Quiz • Unit 4

- A**
1. easy; easiest
 2. hard; harder
 3. busier; busiest
 4. intelligent; most intelligent
 5. more interesting; most interesting

- B**
1. small; are smaller
 2. fast; are faster
 3. long; is longer
 4. tall; is taller
 5. heavy; are heavier

- C**
1. **Q:** the most crowded
A: The most crowded city in the world is Lahore, Pakistan.
 2. **Q:** the most dangerous
A: The most dangerous sport is horseback riding.
 3. **Q:** the highest
A: The highest country in the world is Nepal.
 4. **Q:** the most popular
A: The most popular country for tourists is France.
 5. **Q:** the longest
A: The longest roller coaster in the world is Steel Dragon 2000 in Japan.

Quiz • Unit 5

- A 1. c
2. d
3. e
4. a
5. b

- B 1. I take an aspirin.
2. And get your vitamins and minerals.
3. Sure I am. I usually eat healthy food and get exercise.
4. Once a year.
5. Try to do it every day.

- C 1. Would you like to move flexibly?
2. For allergies, you should try some allergy pills and eyedrops.
3. How often do you practice the piano?
4. When I am tired, I take a nap.
5. You should be more active.

Quiz • Unit 7

- A Kenji were
Danny playing
Kenji did
Danny ran; were
Kenji was; went
Danny Were
Kenji was; riding

- B 1. were; My sister.
2. doing; He was skiing.
3. Was; No, it wasn't.
4. were; We were at the mall.
5. Were; Yes, they were.

- C 1. X
2. X
3. ✓
4. X
5. ✓

Quiz • Unit 6

- A Mark serve the sandwiches;
pour the soda
Mary and Julie set up the snack table
Kim organize the games
Chris wrap the gift
John make a speech
Everyone sign the card; decorate
the classroom

- B 1. Q: Who's going to make a speech?
2. Q: Are they going to give / get the teacher a gift?
3. Q: Who's going to set up the snack table?
4. Q: What are they going to drink?
5. Q: Where are they going to have the party?
6. Q: Is Mark going to serve the sandwiches?

- C 1. d
2. f
3. e
4. a
5. b
6. c

Quiz • Unit 8

- A 4
5
3
1
6
2

- B 1. A Were
B were; wasn't
A Was; were
B wasn't; were; weren't
2. B weren't
A were
B were; was; were

- C 1. doesn't; don't
2. visit; take
3. I; I'd
4. so; because
5. could; couldn't
6. were; weren't

Vocabulary Games & Activities

1 Categories

This game reviews vocabulary.

- Divide the class into two teams (or smaller groups if you have a large class). Write categories on small slips of paper and place them in a paper bag. For example: *water sports, music, natural disasters, fruits, languages, transportation, junk food.*
- Have each team choose one student to be the clue giver.
- Call the clue giver of the first team to the front. Ask the clue giver to choose a slip of paper from the bag and give clues. The team must guess the category.

Clue giver: Candy.

Team member 1: Sweet foods.

Clue giver: No. Hot dogs.

Team member 2: Foods at a street fair.

Clue giver: No. Potato chips.

Team member 3: Bad foods – junk food!

Clue giver: Yes!

- Keep track of the time it takes the team to guess correctly. Write it on the board as their score. Have a clue giver from another team come to the front and give clues, and so on, until all teams have taken a turn.
- The team with the lowest overall time score wins.
- Once students are accustomed to the game, you may choose more difficult categories, such as *foods that are red, cool things, popular pets, silly things to do, and gifts teens love to get.*

2 Part of speech

This game reviews vocabulary and parts of speech.

- Before class, prepare a list of previously learned vocabulary words.
- Write the parts of speech you want to practice in a row from left to right on the board. For example:
Noun Verb Adjective Adverb Preposition
- Divide the class into four teams and ask the teams to form single-file lines at the board.

- Ask the first student in each line to step up to the board. Give each student a piece of chalk or a marker.
- Call out the first word on your list. The first student to write the correct part of speech wins a point for his or her team.
- Ask those students to return to the ends of their teams' lines. Continue the game with the second students in each line. Make sure you play until each student has a chance to come to the board at least once.

3 Crossword on the board

This game reviews vocabulary.

- Divide the class into two teams.
- Start the game by writing a very long word from left to right across the top of the board. For example:
REFRIGERATOR
- Give students on the first team one minute to collectively come up with a word that can be spelled using one of the letters in *refrigerator*. Ask one of the team members to come to the front and write it on the board. For example:

REFRIGERATOR

L

A

D

- Award one point for each correct letter in the word.
- The second team then has one minute to think of a word using one of the letters in the word *refrigerator* or *glad*.
- Continue alternating turns until one of the teams cannot make a word. Count the points. The team with the most points is the winner.

Note: There must be at least one line between words. You would not give points for the word *club* if it appeared like this:

REFRIGERATOR
CLUB

A

D

Note: For any game or activity that would not work for large classes, modify it by forming small groups and having groups play the game instead of the whole class.

Grammar Games & Activities

1 one at a time

This game reviews sentence and grammar patterns.

- Divide the class into two teams. Write a sentence on the board. The sentence should be fairly long and complex. For example, *We were swimming in the pool when it started to rain.*
- Teams take turns changing one word (or two words in verb phrases) of the sentence. The sentence must still make sense. Each correct change earns one point for the team.

Team 1: *We were playing in the pool when it started to rain.*

Team 2: *We were playing in the pool when it started to snow.*

Team 1: *We were playing in the park when it started to snow.*

- Teams continue making changes to the same sentence until one team makes a mistake or cannot change any more words. The other team then takes a turn.

- The team with the most points wins.

Option Same game as above, but teams take turns adding one word to the sentence on the board. The original sentence should be short. For example, write on the board: *He ate a sandwich.*

Team 1: *The boy ate a big sandwich.*

Team 2: *The boy ate a big ham sandwich.*

Team 1: *The boy ate a big ham sandwich quickly.*

Team 2: *The little boy ate a big ham sandwich quickly.*

- Again, award one point for each correct addition. Continue until a team makes a mistake or cannot add any more words.
- The team with the most points wins.

2 How wrong is it?

This game reviews sentence and grammar patterns.

- Divide the class into three or four teams.
- Write a sentence on the board that has between one and three mistakes in it.
- Have students in each team collectively decide how many mistakes there are.
- When you ask, *How many mistakes?* one representative from each team raises his or her hand and holds up the number

of fingers equal to the number of mistakes. Each team that shows the correct number of mistakes earns a point.

- Have teams then correct the mistakes and write their corrections on the board. Teams earn one point for each appropriate correction. (Note: If the sentences you are practicing are quite lengthy, you may increase the number of mistakes to five.)
- The team with the most points wins.

3 Form relay

This game reviews grammar forms and tenses.

- Divide the class into small teams. Have the students on each team stand in single file at the back of the room.
- Divide the board into as many sections as there are teams and assign each team a section. Write a "word set" – a subject and verb (or verb phrase) – in the simple form on the board. For example: *he / walk to school.*
- Call out *Number One: Simple present.* The first student in each team runs to the board and writes a sentence on the board in the simple present using the given words. (*He walks to school.*) The students then go back to their lines.
- Call out *Number Two: Present continuous.* The second student in each team goes to the board and writes *He is walking to school.*

- Continue in the same way until all the forms and tenses you wish to practice have been completed or each student has participated at least once. (You may need to prepare two or three "word sets.") Give one point for each correct sentence.

Option If it is difficult to move around the classroom, ask relay teams to write their answers on a sheet of paper. When the game is finished, collect the papers and redistribute them, making sure no team gets its own paper. Write the answers on the board. Ask teams to correct the papers and report the scores to you.

- The team with the most points wins.

Note: For any game or activity that would not work for large classes, modify it by forming small groups and having groups play the game instead of the whole class.

Listening Games & Activities

1 Write them all.

This game reviews listening for the simple past.

- Read a text or a conversation that has the simple past. Students write all the simple past verbs that they hear.
- Have students work in pairs to compare their lists.
- Have each pair then join another pair to compare lists.
- Check answers with the class.

- Pairs earn points for complete lists.

Option In this game, you can also ask students to listen for the following: adjectives, adverbs, comparatives, superlatives, direction words, location words, and verbs in other forms or tenses they know.

2 Selective dictation

This activity reviews listening for different grammar patterns.

- Before class, choose a grammar pattern that you want to review – for example, the past continuous.
- Prepare a list of sentences. Include some sentences that use the target pattern (✓) and some that don't. For example:

Josh and Amy were watching TV. ✓
His mother was watching her favorite show. ✓
There was a bakery on the corner.
They walk to school every morning.
The boys weren't talking in class. ✓
She was taking a walk. ✓
I wasn't at the library last night.
But I was reading a book. ✓

- Read the sentences, one by one. If the sentence is in the past continuous, students should write it down. If it is not, they should not.
- Ask students to check their answers in pairs. Check answers with the class.

Note: This activity could also be used for reviewing the future, the simple past, comparative statements, superlative statements, or statements that contain particular parts of speech.

3 Telephone

This game practices listening for each word.

- Before class, write sentences using the language to be reviewed on slips of paper, one sentence on each slip.
- Divide the class into small teams and have each team stand in a line. In large classes, students can remain seated in their rows.
- Have the first student in each team come to you and read the first sentence on your slip of paper. They then run back to their teams and whisper the sentence to the next team member. That person then whispers it to the next team member, and so on down the line. The last student on each team runs to the board and writes the sentence on the board. Team members can help by shouting out the correct spelling. The first student to write the sentence on the board correctly wins a point for his or her team.

- Have the students who come up to you go to the back of their team's line and have the next student in line in each group come up. Continue until each team member has a chance to come up to read a slip of paper.
- The team with the most points wins.
- See below for sample sentences to practice *have to* / *don't have to*:

They have to wear uniforms on Monday, Wednesday, and Friday.

He has to play a musical instrument, but he doesn't have to play soccer.

We have to buy lunch in the cafeteria.

They have to join an after-school club.

She doesn't have to take the bus, but she has to be at school before eight o'clock.

Note: For any game or activity that would not work for large classes, modify it by forming small groups and having groups play the game instead of the whole class.

Speaking / Pronunciation Games & Activities

1 Act it out.

This activity reviews vocabulary and grammar.

- When you are nearing the end of the level with a class, ask students to choose a partner. Each partner then chooses one of the conversations in the book.
- Ask pairs to memorize the conversation and prepare appropriate props, if possible. Tell pairs that they will be

called on to come to the front of the room to role-play the conversation for the class. Tell them to pay attention to their intonation, expression, and fluency.

- After all the pairs have performed, have the class vote on the best three pairs.

2 create a conversation.

This game reviews grammar, vocabulary, fluency, and pronunciation.

- Divide the class into teams.
- Assign a conversation topic to each team and write it on the board. Some suggestions for conversation topics: *Meeting a New Student in School; Describing a Terrific Vacation to a Friend; Telling a Classmate About a Strange Book; Making Suggestions About Your City to a Tourist.*
- Students on each team work collectively to write an appropriate conversation for the given topic within a five-minute time limit.

- Teams then select two representatives to go to the front of the room and act out the conversation.

- Award points in three categories: content, grammar, and delivery. The highest number of points awarded for any one category is five.

- The team with the most points wins.

3 Find your partner.

This activity reviews vocabulary and grammar.

- Before class, choose four previously studied conversations. Type the A (the first speaker's) part of a conversation on one piece of paper and the B (the second speaker's) part on another. Do this for each conversation.
- Make enough photocopies so that there is one copy of A for one half of the class and one copy of B for the other half.

- Distribute the papers, one per student.
- On the count of three, have students walk around the room saying their lines and find a classmate who has the other part of the conversation.
- Continue until most students have found their "match."
- Invite volunteers to read the conversation aloud.

4 What's the situation?

This activity reviews vocabulary and grammar.

- Before class, type several conversations students have studied on separate pieces of paper. Put the page number on the top of the paper. Fold the papers and place them in a bag.
- Ask a volunteer to come to the front, choose one paper from the bag, and read any line of that conversation.
- Students try to remember who the characters having the conversation were, what they were talking about (for

example, school rules, a school project, or a power outage), and where the characters were.

- The volunteer continues to read aloud until someone is able to identify the situation.
- Once a student has identified the situation, the volunteer tells the class the page number, and everyone turns to that page and practices the conversation. To practice, either divide the class into two groups and assign roles or have students practice in pairs.

Note: For any game or activity that would not work for large classes, modify it by forming small groups and having groups play the game instead of the whole class.

Answer Key for Workbook

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

Lesson 1 • New friends

- 1 1. Q: Do; like
A: Yes, they do.
2. Q: Do; play
A: No, I don't.
3. Q: Does; get up
A: Yes, he does.
4. Q: Do; listen
A: No, I don't.
5. Q: Does; have
A: No, she doesn't.
6. Q: Does; stay up
A: Yes, she does.
- 2 1. Q: Who has a cat?
A: Ana
2. Q: How many brothers does Ben have?
A: Ben
3. Q: What sport does Ben play?
A: Ben
4. Q: How many sisters does Ana have?
A: Ana
5. Q: How old is Ben?
A: Ben
6. Q: What time does Ana get up?
A: Ana
7. Q: What food does Ben like?
A: Ben
8. Q: Who has a Web site?
A: Ben

Lesson 2 • School dinner

- 1 Wayne What's she doing?
Joseline She's cooking dinner.
Wayne Is she making chicken and rice?
Joseline No, she isn't.
Wayne What's she making?
Wayne Mom makes delicious hamburgers!
- 2 I'm not at school today. It's Saturday. So I have a lot of time to play. On Saturdays, I usually read magazines and watch TV, but today is different. I have a new dog. His name is Max. Today, I'm going to walk him in the park. He loves to go outside and play ball. Right now, I'm feeding Max some dog food. He's really cute. He sleeps next to my bed at night. Oh, no! Max

doesn't like his dog food, so he's eating my mother's shoe!

Lessons 1 & 2 • Mini-review

- 1 1. A: He plays basketball.
A: Yes, he is.
2. Q: What time does Shelly get up?
Q: Does she go to school early?
3. Q: How many dogs does Bradley have?
Q: Is he feeding the dogs now?
4. A: Dan, Teddy, and Kyle do.
A: Yes, they do.
- 2 Questions and answers will vary. Possible questions and answers:
1. Q: Is Nelly watching TV?
A: No, she isn't.
2. Q: Is Nelly talking on the phone?
A: Yes, she is.
3. Q: Is Nelly reading a book?
A: Yes, she is.
4. Q: Is Nelly using the Internet?
A: No, she isn't.

Lesson 3 • My new school

- 1 Answers will vary.
- 2 1. Q: Does she have to get up at 6:15 a.m.?
A: Yes, she does. OR Yes. She has to get up at 6:15 a.m.
2. Q: Does she have to make breakfast?
A: No, she doesn't. OR No. She doesn't have to make breakfast.
3. Q: Does she have to take the bus to school?
A: Yes, she does. OR Yes. She has to take the bus to school.
4. Q: Does she have to do homework?
A: Yes, she does. OR Yes. She has to do homework.
5. Q: Does she have to clean her room?
A: No, she doesn't. OR No. She doesn't have to clean her room.
6. Q: Does she have to go to bed early?
A: Yes, she does. OR Yes. She has to go to bed early.
- 3 1. Q: Do students have to take gym class?
A: Yes, they do. OR Yes. They have to take gym class.

2. **Q:** Do teachers have to buy lunch in the cafeteria?
A: No, they don't. OR No. They don't have to buy lunch in the cafeteria.
3. **Q:** Do you have to wear a uniform?
A: Yes, I do. OR Yes. I have to wear a uniform.
4. **Q:** Do soccer players have to practice every day?
A: No, they don't. OR No. They don't have to practice every day.

Lesson 4 • After school

1 Answers will vary.

- 2 1. Would you like to join the volleyball club?
 2. Would you like to join the chess club?
 3. Would you like to join the computer club?
 4. Would you like to join the drama club?
 5. Would you like to join the student magazine club?
 6. Would you like to join the student council?

Get Connected

1 Ecology class is really hard.

- 2 1. oysters
 2. ecology
 3. overcome my fear
 4. row

- 3 1. Yes, he is.
 2. No, he doesn't.
 3. He has to do a lot of homework every day.
 4. Yes, he does.
 5. He's eating oysters right now.
 6. Yes, he would.

Check Yourself

- 1 2
 4
 1
 6
 5
 3
- 2 1. **Q:** Is Shelley playing soccer?
A: No, she isn't.
 2. **Q:** What's Ivan doing?
A: He's listening to music.
 3. **Q:** Are you doing homework?
A: Yes, I am.
 4. **Q:** What's Luciana eating?
A: She's eating pizza.
 5. **Q:** What's Lucas reading?
A: He's reading a magazine.
 6. **Q:** Is Walter buying comic books?
A: No, he isn't.
- 3 1. He has three sisters.
 2. She's watching her favorite TV show.
 3. Does Francisco have to do homework tonight?

4. Would you like to eat dinner now?
 5. What time does Abbie get up?
 6. Is Mr. da Silva talking on the phone?
 7. Celia does.
 8. No, they don't.

Unit 2 • Fun Times Lesson 5 • Summer fun

- 1 1. skated
 2. asked
 3. visited
 4. tried
 5. rented
 6. enjoyed
 7. listened
 8. studied
 9. arrived
 10. danced

- 2 1. We played basketball in the park.
 2. Leo cleaned his room after school.
 3. The students walked to school.
 4. We shopped at the mall on Oak Street.
 5. Kathy called her friends from the beach.
 6. I stayed at home on Monday night.
 7. They raced home after school.
 8. You wanted to go to Venezuela.
 9. She practiced the piano.
 10. He needed new sneakers.

3 Answers will vary.

Lesson 6 • Our trip to Peru

- 1 1. o
 2. k
 3. h
 4. c
 5. q
 6. l
 7. a
 8. n
 9. f
 10. b
 11. r
 12. j
 13. m
 14. g
 15. i
 16. d
 17. p
 18. e

- 2 1. take
 2. met
 3. flies
 4. bought
 5. saw
 6. drank

- 3 My name's Laurie. I went to Mexico with my family last summer. We flew to Cancún and stayed in a hotel near the beach. We ate at different restaurants every day. We tried different kinds of food. I liked the chicken mole. One day, we visited the ruins at Chichén Itzá. The ruins are really beautiful, so I took a lot of pictures to show my friends. My sister Tori bought some pretty jewelry. In Cozumel, a guide gave us a tour of the island. My brother got some cool T-shirts. We met a lot of nice people, and we had a great time on our vacation.

Lessons 5 & 6 • Mini-review

- 1 Regular: arrived, danced, learned, listened, planned, rented, shopped, tried, visited, walked
Irregular: drank, ate, flew, gave, went, met, saw, slept, took, wrote
- 2 1. learned
2. watched
3. stayed
4. visited
5. tried
6. practiced
7. played
8. raced
- 3 1. She flew to Florida.
2. She ate in many restaurants.
3. She went to the beach.
4. She bought souvenirs.
5. She met new people.
6. She took pictures.
7. She wrote postcards.
8. She slept late every day.

Lesson 7 • School festival

- 1 1. A Did you win a prize?
B Yes, I did.
2. A Did you go on rides?
B Yes, I did.
3. A Did you visit a fun house?
B No, I didn't.
4. A Did you dance?
B No, I didn't.
5. A Did you play games?
B Yes, I did.
6. A Did you eat cotton candy?
B No, I didn't.
- 2 1. Q: Did you exercise?; f
A: Yes, I did. I ran. OR Yes. I ran.
2. Q: Did you study English?; e
A: No, I didn't. I studied science. OR No. I studied science.
3. Q: Did you buy any raffle tickets?; a
A: Yes, I did. I bought five raffle tickets. OR Yes. I bought five raffle tickets.

4. Q: Did you join the chess club?; c
A: No, I didn't. I joined the drama club. OR No. I joined the drama club.
5. Q: Did you win any prizes?; b
A: Yes, I did. I won a stuffed animal. OR Yes. I won a stuffed animal.
6. Q: Did you eat cotton candy?; d
A: No, I didn't. I ate ice cream. OR No. I ate ice cream.

Lesson 8 • Weekend fun

- 1 1. Danielle didn't go to a concert.
2. They didn't see a movie.
3. Calvin didn't have fun on Friday.
4. I didn't buy a new magazine.
5. We didn't talk on the phone.
6. Tony didn't go to a party.
7. Cecilia didn't do a lot of homework.
8. The students didn't go to the school festival.
- 2 1. He didn't play video games.
2. He read magazines.
3. He didn't go to the park.
4. He didn't do homework.
5. He went downtown.
6. He didn't talk on the phone.
7. He listened to music.
8. He went to a party.
9. He didn't eat at a restaurant.
10. He slept late.
- 3 Answers will vary.

Get Connected

- 1 fish; frogs; iguana; sea lions; tortoise; whale
- 2 Jane went
Tom snorkel
Jane giant
Tom endangered
Jane sea lions
Tom scenery
- 3 1. Brian
2. Brian
3. Jim
4. Jim
5. Jill and Jim
6. Jill and Jim

Check Yourself

- 1 1. e
2. d
3. b
4. a
5. f
6. c

- 2 1. went to London
2. flew there
3. took seven hours
4. visited Buckingham Palace
5. bought souvenirs
6. took great pictures
7. met some new people
8. ate good food

- 3 1. Steve didn't eat pizza.
2. Steve didn't dance.
3. Steve played games.
4. Steve didn't go home early.
5. Flora ate pizza.
6. Flora danced.
7. Flora didn't play games.
8. Flora went home early.

Unit 3 • Going Places

Lesson 9 • A homestay

- 1 1. relaxed
2. embarrassed
3. frustrated
4. excited
5. worried
6. exhausted

2 Hi, Sam!

Well, Kevin and I made it. We flew all the way to Germany to begin our homestay. The trip was very long. Kevin was exhausted, but I wasn't. I was happy! We met our host family, Mr. and Mrs. Schmidt, at the airport. We were excited. They spoke English really well. We were surprised! I don't speak German well, but Kevin does. I was worried, but Kevin wasn't. Mr. and Mrs. Schmidt made us a great dinner. Kevin didn't like the German food. He was embarrassed. Mr. and Mrs. Schmidt just laughed. They weren't surprised at all. Mrs. Schmidt made Kevin some pasta. Kevin and I were a little homesick last night, but we're OK now. Mr. and Mrs. Schmidt are great, so we're glad to be here.

- Mike

- 3 1. Eve was homesick.
2. Carlo and Maria weren't worried.
3. Scott was glad.
4. Jeremy and Max were exhausted.
5. Rebecca was relaxed.
6. Mr. Hill wasn't embarrassed.
7. You weren't surprised.
8. Yuko wasn't frustrated.

Lesson 10 • Getting away

- 1 1. Yes, they were.
2. No, they weren't.

3. Yes, he was.
4. No, I wasn't. / No, we weren't.
5. No, it wasn't.
6. Yes, it was.

- 2 1. Q: Was Sasha at a ski resort?
A: Yes, she was.
2. Q: Were Mr. and Mrs. Miller in Brazil?
A: No, they weren't.
3. Q: Was the weather nice?
A: No, it wasn't.
4. Q: Were you at a theme park?
A: Yes, I was. / Yes, we were.
5. Q: Were your cousins at a dude ranch?
A: No, they weren't.
6. Q: Was the hotel new?
A: Yes, it was.
7. Q: Was Annie at home?
A: No, she wasn't.

Lessons 9 & 10 • Mini-review

- 1 1. was
2. was
3. weren't
4. wasn't
5. were
6. was

2 Tom Were you on vacation last week?

Anna Yes, I was.

Tom Was it cold?

Anna Yes, it was.

Anna Were you and your family on vacation last week?

Tom Yes, we were.

Anna Was the weather good?

Tom No, it wasn't.

3 Answers to the questions will vary.

1. Were your friends at the mall yesterday?
2. Was the weather nice last month?
3. Was your English class interesting yesterday?
4. Were your classmates on vacation last week?
5. Was your best friend in Puerto Rico last summer?

Lesson 11 • Explorers

- 1 1. I traveled to Colombia three years ago.
2. She started her project two weeks ago.
3. He wrote about Spanish explorers.
4. We / I went to the library last night.
5. They studied math yesterday.
6. She went to Venezuela last summer.
- 2 1. Q: When did Roald Amundsen arrive at the South Pole?
A: He arrived at the South Pole on December 14, 1911.
2. Q: What did Roald Amundsen use on his trip?
A: He used dogs and sleds on his trip.

3. **Q:** When did Robert Scott arrive at the South Pole?
A: He arrived at the South Pole in January 1912. / He arrived at the South Pole a month later.
4. **Q:** What did Robert Scott use on his trip?
A: He used horses on his trip.

Lesson 12 • Up and away

- 1
1. She was born on October 17th, 1956.
 2. She was born in Decatur, Alabama.
 3. She completed astronaut training in 1988.
 4. Her first flight was in 1992.
 5. It was *Endeavour*. / The name of the shuttle she flew on was *Endeavour*.
 6. She left NASA in 1993.
- 2
1. **A** When was
B It was OR My first trip was
 2. **A** When was
B It was OR His first train ride was
 3. **A** Where were
B I was OR We were
 4. **A** What did
B They went
 5. **A** Where did
B She went OR Alison went
 6. **A** Who was
B He was OR Alan Shepard was
- 3
1. **Q:** Where were you born?
 2. **Q:** What did you do yesterday?
 3. **Q:** When was his English test?
 4. **Q:** Who did you visit?
 5. **Q:** Who was at the mall?
 6. **Q:** Where was your homestay?

Get Connected

- 1 Susan Butcher is a modern hero in Alaska. She moved from Boston to Alaska in 1974. She loved dogs and dogsled racing, and she wanted to take part in the Iditarod. The Iditarod is a race with a dog team, and it's about 1,000 miles (1,610 kilometers) long.

Susan learned important skills for the race from local people. She raced a few times but didn't win until 1986. Susan also won the race in 1987, 1988, and 1990. Susan was the second woman to win the race. The first woman to win was Libby Riddles. She won the race in 1985.

In 2005 Susan got very sick, and she died in 2006. Today, the first Sunday in March in Alaska is "Susan Butcher Day."

- 2
1. skill
 2. frustrated
 3. journey
 4. long

- 3
1. She moved to Alaska in 1974.
 2. She loved dogs.
 3. She learned important skills for the race.
 4. She won it four times.
 5. No, she wasn't.
 6. She died in 2006.

Check Yourself

- 1
1. No, they weren't.
 2. He bought it last week.
 3. She made a chocolate cake.
 4. She was in California.
 5. No, it wasn't.
 6. Yes, I was.
 7. She found it on the Internet.
 8. It was Monday.
- 2
1. **Q:** Was
A: was
 2. **Q:** Were
A: were
 3. **Q:** Were
A: weren't
 4. **Q:** Was
A: wasn't
 5. **Q:** Was
A: was
 6. **Q:** Were
A: wasn't
- 3
1. Megan wasn't worried.
 2. Enzo was worried.
 3. Shawn and Elliot were worried.
 4. Megan was relaxed.
 5. Enzo wasn't relaxed.
 6. Shawn and Elliot weren't relaxed.
 7. Megan wasn't frustrated.
 8. Enzo was frustrated.
 9. Shawn and Elliot were frustrated.

Unit 4 • Comparisons

Lesson 13 • Fun facts

- 1
1. hotter
 2. faster
 3. taller
 4. warmer
 5. larger
 6. heavier
 7. colder
 8. longer
 9. higher
 10. smaller
- 2
1. Rabbits are cuter than cats.
 2. Canada is colder than Costa Rica.
 3. Elephants are heavier than birds.
 4. Cars are slower than airplanes.
 5. A basketball is bigger than a baseball.

6. A mouse is shorter than a horse.
 7. A pencil is lighter than a book.
 8. The sun is warmer than the moon.
- 3 Answers will vary.

Lesson 14 • My opinion

- 1
 1. Rock music is more popular than classical music.
 2. Concerts are more entertaining than movies.
 3. Basketball is more exciting than soccer.
 4. Cookies are more delicious than cake.
 5. English is more difficult than math.
 6. Computers are more useful than cell phones.
 7. Skateboarding is more challenging than surfing.
 8. Books are more interesting than TV.

2 Answers will vary.

Lessons 13 & 14 • Mini-review

- 1
 1. F; Shaquille O'Neal is heavier than David Wright.
 2. T
 3. T
 4. F; Andy Roddick is older than David Wright.
 5. F; Andy Roddick is lighter than David Wright.
 6. F; David Wright is shorter than Shaquille O'Neal.
- 2

Allison Tennis is more difficult than soccer.
Rick I think tennis is harder than soccer.

Allison Cats are friendlier than dogs.
Rick I think dogs are friendlier than cats.

Allison White-water rafting is more dangerous than skiing.
Rick I think skiing is safer than white-water rafting.

Allison Pizza is more delicious than pasta.
Rick Pasta is faster to make than pizza.

Lesson 15 • World trivia

- 1
 1. Q: the tallest
A: Burj Dubai is the tallest building in the world.
 2. Q: the largest
A: The Mall of America is the largest mall in the U.S.
 3. Q: the hottest
A: Bangkok is the hottest city in the world.
 4. Q: the longest
A: The Nile is the longest river in the world.
 5. Q: the heaviest
A: The anaconda is the heaviest snake in the world.
- 2 The order of the questions and answers may vary.
 1. Q: What was the smartest dinosaur in the world?
A: The Troodon was the smartest dinosaur in the world.

2. Q: What was the fastest dinosaur in the world?
A: The Dromiceiomimus was the fastest dinosaur in the world.
3. Q: What was the tallest dinosaur in the world?
A: The Sauroposeidon was the tallest dinosaur in the world.
4. Q: What was the heaviest dinosaur in the world?
A: The Argentinasaurus was the heaviest dinosaur in the world.
5. Q: What was the smallest dinosaur in the world?
A: The Compsognathus was the smallest dinosaur in the world.

Lesson 16 • The most

- 1 I love to travel. I travel all over the world. Here are some of my favorite places. I think Bangkok is the most exciting city in the world. It has fantastic stores, restaurants, and museums. There's always something to do in Bangkok. The most beautiful city in the world is San Francisco. The Golden Gate Bridge and its many parks and gardens make San Francisco a pretty city to visit. I think New York City is the most expensive city in the United States. In some places, a slice of pizza is five dollars! The most relaxing city in the world is Honolulu. You can sit on Waikiki Beach and enjoy the sun and sand. The most thrilling city in the world is Las Vegas. There are great theme parks to visit, and some hotels even have their own roller coasters! The most crowded city in the world is Mumbai, India. There are almost 14 million people in Mumbai! And finally, Paris is the most popular city in the world. More tourists visit Paris each year than any other city in the world!
- 2
 1. Q: What's the most popular city in Brazil?
A: Rio de Janeiro is the most popular city in Brazil. OR The most popular city in Brazil is Rio de Janeiro.
 2. Q: What's the most beautiful city in Canada?
A: Vancouver is the most beautiful city in the Canada. OR The most beautiful city in Canada is Vancouver.
 3. Q: What's the most famous statue in New York City?
A: The Statue of Liberty is the most famous statue in New York City. OR The most famous statue in New York City is the Statue of Liberty.
 4. Q: What's the most exciting city in Japan?
A: Kyoto is the most exciting city in Japan. OR The most exciting city in Japan is Kyoto.

5. **Q:** What's the most expensive city in the world?
A: Moscow is the most expensive city in the world. OR The most expensive city in the world is Moscow.

Get Connected

- 1 • The largest cold desert in the world is Antarctica. [4]
 • The highest desert is the Nubra Valley in India. [3]
 • India also has the most populous desert – the Thar Desert. [1]
 • The largest hot desert in the world is the Sahara Desert. The most popular way to get around a hot desert like the Sahara Desert is by camel. Camels walk about 2.5 miles per hour. They're not the fastest way to travel, but they're the most convenient. [2]
- 2 1. mountains
 2. tallest
 3. fastest
 4. popular
- 3 1. $\frac{1}{3}$
 2. colder
 3. The Nubra Valley
 4. The Thar Desert
 5. popular / convenient
 6. slower

Check Yourself

- 1 3
 6
 5
 2
 7
 4
 1
- 2 1. Hi. I'm Monica. I'm 14. I have a sister. Her name is Melissa. She's younger than I am, but she's taller than I am. My favorite subject is science. I think it's easier than English. I like pop music, but my sister likes rap. She thinks rap music is more popular than pop. My sister likes movies, but I don't. I think concerts are more entertaining than movies.
 2. Hello! I'm Jaime. I just moved to Houston from New York City. Houston is warmer than New York City, but I think New York City is busier than Houston. My favorite sport is soccer. It's more exciting than baseball! Soccer players run faster than baseball players. Soccer is harder to play, too!
- 3 1. **Q:** Who's the fastest girl in Mrs. Turner's class?
A: Jin is the fastest girl in Mrs. Turner's class.

2. **Q:** Who's the strongest boy in Mrs. Turner's class?
A: Brian is the strongest boy in Mrs. Turner's class.
 3. **Q:** Who's the smartest girl in Mrs. Turner's class?
A: Lorena is the smartest girl in Mrs. Turner's class.
 4. **Q:** Who's the tallest boy in Mrs. Turner's class?
A: Hank is the tallest boy in Mrs. Turner's class.

Unit 5 • Your Health

Lesson 17 • Yoga class

- 1 1. comfortably
 2. regularly
 3. carefully
 4. quickly
 5. slowly
 6. crazily
 7. quietly
 8. happily
 9. importantly
 10. easily
- 2 1. carefully
 2. comfortably
 3. quietly
 4. regularly
 5. patiently
 6. quickly
- 3 1. Judy runs quickly. Min runs slowly.
 2. Randy sings loudly. Luisa sings quietly.
 3. Ed rides his bike safely. Larry rides his bike dangerously.
 4. Suzie dances carefully. David dances crazily.

Lesson 18 • I don't feel well.

- 1 1. allergies
 2. a headache
 3. a sore throat
 4. the flu
 5. an earache
 6. a cold
- 2 1. **Q:** What do you do when you have an earache?
A: I use warm eardrops when I have an earache. / When I have an earache, I use warm eardrops.
 2. **Q:** What does Julio do when he has a sore throat?
A: He drinks hot tea with lemon when he has a sore throat. / When he has a sore throat, he drinks hot tea with lemon.
 3. **Q:** What does Linda do when she has a headache?

A: She tries to rest in a quiet place when she has a headache. / When she has a headache, she tries to rest in a quiet place.

4. Q: What do Mr. and Mrs. Wells do when they have colds?

A: They drink a lot of water when they have colds. / When they have colds, they drink a lot of water.

5. Q: What do you do when you have allergies?

A: I take some allergy pills when I have allergies. / When I have allergies, I take some allergy pills.

3 Wendell What do you do when you have a cold?

Mom When I have a cold, I take some cold medicine. / I take some cold medicine when I have a cold.

Wendell What do you do when you have a sore throat?

Mom I drink hot tea with lemon when I have a sore throat. / When I have a sore throat, I drink hot tea with lemon.

Wendell What do you do when you have an earache?

Mom I go to the doctor when I have an earache. / When I have an earache, I go to the doctor.

Lessons 17 & 18 • Mini-review

- 1 • You can easily begin a weight-training program in a gym or a health club.
 - Most gyms and health clubs have trainers who can show you how to do each exercise safely and correctly.
 - Dress comfortably. Wear sneakers and loose clothing.
 - Begin your weight-training program slowly. Start with a few simple exercises.
 - Take your time doing each exercise. Don't do the exercises quickly, or you can hurt yourself.
 - Go to the gym regularly. It's important to train two to three times a week for the best results.

2 Order of the questions and answers may vary.

1. Q: What does Melissa do when she has a cold?

A: She takes cold medicine when she has a cold. / When she has a cold, she takes cold medicine.

2. Q: What do Manuel and Derek do when they have a cold?

A: They drink a lot of water when they have a cold. / When they have a cold, they drink a lot of water.

3. Q: What does Natsuko do when she has a cold?

A: She drinks orange juice when she has a cold. / When she has a cold, she drinks orange juice.

4. Q: What does Melissa do when she has allergies?

A: She takes allergy pills when she has allergies. / When she has allergies, she takes allergy pills.

5. Q: What do Manuel and Derek do when they have allergies?

A: They stay inside when they have allergies. / When they have allergies, they stay inside.

6. Q: What does Natsuko do when she has allergies?

A: She uses eyedrops when she has allergies. / When she has allergies, she uses eyedrops.

Lesson 19 • Are you healthy?

- 1
 1. twice a day
 2. twice a year
 3. every day
 4. once a year
 5. once a week
 6. three times a week
 7. never
 8. every month
- 2
 1. He exercises three times a week.
 2. He goes to the doctor for a checkup once a year.
 3. He gets a cold or the flu three times a year.
 4. He brushes his teeth twice a day.
 5. He never eats fruits and vegetables.
 6. He eats candy and cookies every day.
- 3 Answers to the questions will vary.
 1. Q: How often do you have a cold?
 2. Q: How often do you do yoga?
 3. Q: How often do you brush your teeth?
 4. Q: How often do you eat junk food?
 5. Q: How often do you see the school nurse?
 6. Q: How often do you go to the dentist?

Lesson 20 • Teen health tips

- 1
 1. shouldn't
 2. should
 3. shouldn't
 4. should
 5. shouldn't
 6. should
- 2
 1. You shouldn't eat junk food.
 2. You should try some chicken soup.
 3. You should take an aspirin.
 4. You shouldn't stay up late.
 5. You shouldn't skip breakfast.
 6. You should try yoga.

7. You should join the drama club.
8. You should read this new book.

3 Answers will vary.

Get Connected

1 A New Capoeira Fan

- 2 1. benefits; self-esteem
2. practice
3. self-defense
4. discipline

- 3 1. her martial arts classes
2. Capoeira
3. once a week
4. quickly
5. enjoy every class

Check Yourself

1 Jason should; shouldn't; should
Jason shouldn't; should
Jason shouldn't; should
Jason should

- 2 1. They run quickly.
2. She reads slowly.
3. She drives carefully.
4. We need to dress comfortably.
5. She sings loudly.
6. He teaches patiently.
7. My friend speaks quietly.
8. They exercise regularly.

- 3 1. What do you do when you're hungry?
2. She takes two aspirin.
3. How often does Hugh exercise?
4. I never eat candy.
5. What do your friends do when they have the flu?
6. He studies every day.

Unit 6 • Special Events

Lesson 21 • School fund-raiser

- 1 Order of the answers may vary.
 1. Mom and Frank are going to do yard work.
 2. Vicky is going to wash windows.
 3. Dad and Brad are going to clean the garage.
 4. Brad is going to wash the car.
 5. Lisa is going to walk dogs.
 6. Frank and Brad are going to do homework.

7. Mom is going to make dinner.
8. Vicky is going to babysit.

- 2 1. Q: Is Lucinda going to work at the bake sale?
A: Yes, she is.
2. Q: Is Ken going to do yard work?
A: No, he isn't.

3. Q: Is Hitomi going to make dinner?
A: Yes, she is.
4. Q: Are Chris and Brian going to clean the garage?
A: No, they aren't.
5. Q: Is Matt going to wash windows?
A: Yes, he is.
6. Q: Are Lin and Nancy going to walk dogs?
A: No, they aren't.

Lesson 22 • A farewell party

- 1 1. Who's going to serve the pizza?
2. Where are we going to have the party?
3. Who's going to sign the card?
4. What are we going to eat?
5. Who's going to wrap the gift?
6. What's Alexa going to do?
7. When are we going to have the party?
8. Where are we going to set up the snack table?

- 2 Cruz When are we going to have the party?
Pamela We're going to have the party next Friday. / Next Friday.
Cruz What are we going to eat?
Pamela We're going to eat pizza and chocolate cake. / Pizza and chocolate cake.
Pamela Where are we going to have the party?
Cruz We're going to have the party in the cafeteria. / In the cafeteria.
Pamela Who's going to decorate the cafeteria?
Cruz Cindy and Mark are going to decorate the cafeteria. / Cindy and Mark are. / Cindy and Mark.
Pamela I'm going to give a speech.
Cruz Who's going to make the cake?
Pamela You're going to make the cake. / You are. / You.

Lessons 21 & 22 • Mini-review

- 1 1. Q: Are Jes and Mitch going to go to a party?
A: Yes, they are.
2. Q: Is Jes going to go shopping?
A: Yes, she is.
3. Q: Is Mitch going to hang out with his brother?
A: No, he isn't.
4. Q: Are Jes and Mitch going to go to the movies?
A: No, they aren't.
5. Q: Is Mitch going to eat some fancy food?
A: No, he isn't.
6. Q: Are Jes and Mitch going to fly home after the party?
A: Yes, they are.
- 2 Order of the questions and answers may vary.
 1. Q: What's Selina going to do?
A: Selina is going to go shopping.

2. Q: Where's Owen going to do homework?
A: Owen is going to do homework at the library. / At the library.
3. Q: Who's going to walk dogs?
A: Anthony is going to walk dogs. / Anthony is. / Anthony.
4. Q: What's Owen going to do?
A: Owen is going to do homework.
5. Q: Where's Anthony going to walk dogs?
A: Anthony is going to walk dogs in the park. / In the park.
6. Q: Who's going to go shopping?
A: Selina is going to go shopping. / Selina is. / Selina.

Lesson 23 • Dance clothes

1. 1. A Which one
B the one; striped
2. A Which ones
B the ones; denim
3. A Which one
B the one; polka-dot
4. A Which ones
B the ones; plaid
5. A Which one
B the one; flowered
6. A Which one
B the one; tie-dyed
2. 1. Q: Which one is Angelo?
A: He's the one in the polka-dot socks.
2. Q: Which one is José?
A: He's the one in the solid jacket.
3. Q: Which ones are Lois and Isabelle?
A: They're the ones in the plaid skirts.
4. Q: Which one is Rosalie?
A: She's the one in the flowered pants.
5. Q: Which ones are Mr. and Mrs. Clayson?
A: They're the ones in the checked shirts.

Lesson 24 • After the dance

1. 1. Whose denim jacket is this?; f
2. Whose sneakers are these?; e
3. Whose hat is this?; d
4. Whose comic books are these?; a
5. Whose skateboard is this?; b
6. Whose books are these?; c
2. 1. Q: Whose camera is this?
A: It's ours.
2. Q: Whose sunglasses are these?
A: They're mine.
3. Q: Whose cell phone is this?
A: It's mine.
4. Q: Whose cat is this?
A: It's theirs.
5. Q: Whose backpack is this?
A: It's hers.

6. Q: Whose wallet is this?
A: It's his.

Get Connected

1. It's going to have an art contest for Earth Day.
2. 1. d
2. e
3. c
4. b
5. a
3. 1. Nancy is going to walk to school. / Nancy is. / Nancy.
2. He's going to ride his bike.
3. Matt's school is going to sell clothing. / Matt's school is. / Matt's.
4. Juanita and her best friend are going to enter the art contest. / Juanita and her best friend are. / Juanita and her best friend.
5. It's going to be made with used computer ink cartridges and Juanita's father's old ties. / Used computer ink cartridges and Juanita's father's old ties.

Check Yourself

1. 1. They're going to have the party in the school library. / In the school library.
2. What's Mrs. Barber going to do?
3. What's the Spanish Club going to do?
4. Who's going to give Mr. Connor a farewell gift?
5. Who's going to stay after the party to help clean up?
6. They're going to eat pizza and chocolate cake. / Pizza and chocolate cake.
7. No, they aren't. They're going to drink soda.
8. They're going to sign Mr. Connor's farewell card before the party. / Sign Mr. Connor's farewell card.
2. 1. A Whose sunglasses are these?
B He's the one in the checked shirt.
2. A Whose necklace is this?
B She's the one in the flowered dress.
3. A Whose sneakers are these?
B his
B He's the one in the tie-dyed T-shirt.
4. A Whose hats are these?
B theirs
5. A Whose jacket is this?
B mine

Unit 7 • Our Stories

Lesson 25 • The blackout

1. 1. was listening to
2. wasn't doing; was playing

3. were watching
 4. wasn't reading; was talking
 5. was babysitting
 6. was making dinner
- 2**
1. Tim and Jim weren't watching TV at home. They were riding a roller coaster.
 2. Rita was shopping at the mall.
 3. Manik was doing yard work.
 4. Jin and Lynn weren't walking dogs. They were playing soccer.
 5. You were riding your bike in the park.
 6. Kendra wasn't taking pictures with her new camera. She was playing video games.

Lesson 26 • Scary experiences

- 1**
1. fell; was skateboarding
 2. were eating; rang
 3. was listening; fell
 4. were watching; knocked
 5. was making; started
 6. was shouting; arrived
- 2**
1. Carlos and Trina were driving to work when they saw a cat in the street.
 2. Beth was sleeping when someone knocked at the door.
 3. Diego was watching TV when the phone rang.
 4. Anna and Mariano were making dinner when the electricity went out.
 5. Tom was playing soccer when he fell and hurt his leg.
- 3** Answers will vary.

Lessons 25 & 26 • Mini-review

- 1**
1. Ellen was asking the singer for an autograph.
 2. The dog was barking at the bird in the tree.
 3. Eduardo was surfing the Internet for information.
 4. Mr. Lauer was driving his kids to soccer practice.
 5. Nicole and Lena were talking on the phone.
 6. Roy was taking pictures of his family.
- 2**
1. Wendy was in-line skating when it started to rain.
 2. Beto was doing his homework when he heard a noise.
 3. Mr. and Mrs. Thomas were eating dinner when the phone rang.
 4. Abi was watching TV when she fell asleep.
 5. When the electricity went out, we were playing video games.
 6. When the wind started to blow, Doug was doing yard work.

Lesson 27 • Close calls

- 1**
1. Were they skateboarding?
 2. Where were you walking?
 3. Was it raining?
 4. What were you doing?
 5. Were they surfing?
 6. What were you playing?
 7. Where was Sheila studying?
 8. Was the sun shining?
- 2**
1. **Q:** were; doing
A: They were playing.
 2. **Q:** was playing
A: Zoey. / Zoey was playing with them. / Marty's small dog was playing with them.
 3. **Q:** Was; raining
A: No, it wasn't.
 4. **Q:** were playing
A: Zoey / The dog suddenly started running toward Marty's cousin.
 5. **Q:** was; barking
A: She was barking at a big rattlesnake. / A big rattlesnake.
 6. **Q:** was; trying
A: Zoey was trying to stop the rattlesnake from biting Marty's cousin. / Stop the rattlesnake from biting Marty's cousin.

Lesson 28 • Sharing stories

- 1**
1. My dog saw a squirrel while he was running in the woods.
 2. Mrs. Letterman's cell phone rang while she was driving her car.
 3. While we were practicing soccer, I hurt my wrist.
 4. Hugo ate his dinner while his mother was washing the dishes.
 5. We made our campfire while the sun was shining.
 6. Jody and Tom got lost while they were riding their bikes in the park.
 7. We told scary stories while we were sitting around the campfire.
 8. While Allison was chatting online, her brother made dinner.
- 2**
1. flew; was flying
 2. heard; was hearing
 3. moved; was moving
 4. started; was starting
 5. ate; was eating
 6. touched; was touching
 7. ran; was running
 8. read; was reading
 9. wrote; was writing
 10. slept; was sleeping
 11. called; was calling
 12. laughed; was laughing

- 3 Anita was watching TV in the living room. It was dark. She heard a strange noise. Anita looked around the living room. She didn't see anything unusual. Her mother was making dinner in the kitchen. Her father was helping her mother make dinner. Her brothers were doing homework upstairs. She heard the noise again. This time it was louder. All of a sudden, Anita felt something on her back. Anita screamed! Anita's mother and father ran into the living room and turned on the light. "What's wrong?" they yelled. Anita turned around and saw her cat, Purrfect. Anita laughed and said she was sorry. Her parents laughed, too.

Get Connected

- 1 911
- 2 1. Really? He's my hero.
2. A carbon monoxide alarm.
3. Who rescued it?
4. You push it open.
- 3 1. when
2. before
3. when
4. after
5. after

Check Yourself

- 1 1. f
2. c
3. e
4. a
5. b
6. d
- 2 Henry What were you doing?
Ben Well, I was walking along Stewart Street when I saw something weird.
Ben It was raining very hard.
Henry Was your sister with you?
Ben No, she wasn't.
Henry Where were you going?
Ben I was going to the store.
Henry You saw a bear when you were walking to the store?
- 3 Order of the answers may vary.
1. did my homework; was doing my homework
2. didn't cry; wasn't crying
3. shopped at the music store; were shopping at the music store
4. didn't watch the movie; weren't watching the movie
5. didn't snow; wasn't snowing
6. used the Internet; was using the Internet

Unit 8 • In the City

Lesson 29 • How do I get there?

- 1 Stan Go past
Stan cross; turn left; on the right
Stan go straight
Candy on the corner
Stan across
- 2 1. The newsstand is on the corner, next to the bakery.
2. The video store is next to the restaurant.
3. The clothing store is on your right.
4. Cross the street and turn right on Main Street to get to the post office.
5. The nail salon is on the left, on the next corner.

Lesson 30 • Street fair

- 1 1. There was some good food.
2. There wasn't any ice cream.
3. There was a hot-dog stand.
4. There was a ticket booth.
5. There were some rides.
6. There were some games.
7. There wasn't a raffle.
8. There weren't any street vendors.
- 2 1. Q: Were there any books for sale?
A: Yes, there were.
2. Q: Was there a pizza stand?
A: No, there wasn't.
3. Q: Was there any music?
A: Yes, there was.
4. Q: Were there any flowers for sale?
A: No, there weren't.
- 3 Answers will vary.

Lessons 29 & 30 • Mini-review

Answers may vary.

- 1 1. Go to the corner of Bedford Avenue and Kelly Street. Turn left at the intersection. Go straight ahead. Turn left onto Garden Street. The health club is on the left.
2. Go to the corner of Bedford Avenue and Kelly Street. Turn left at the intersection. Go straight ahead. Cross the intersection. Turn right onto Garden Street. The post office is on the left.
3. Go to the corner of Bedford Avenue and Kelly Street. Cross the intersection. Go straight ahead. The park is across the street on the left.
4. Go to the corner of Silver Avenue and Kelly Street. Turn right at the intersection. Go straight ahead. Cross the intersection. Turn right onto Garden Street. The video store is on the left.

- 2 Luis Were there any kids your age?
 Trina Yes, there were.
 Luis Were there any activities on the cruise?
 Trina Yes, there were. There were a few teen parties.
 Luis Was there a lot of good food?
 Trina Yes, there was.
 Trina There were

Lesson 31 • Things to do

- 1 1. We could try public transportation.
 2. Why don't we try an ethnic restaurant? / We could try an ethnic restaurant.
 3. Why don't we visit the Statue of Liberty? / We could visit the Statue of Liberty.
 4. We could go window-shopping. / Why don't we go window-shopping?
 5. Why don't we go people-watching? / We could go people-watching.
 6. We could take a helicopter ride. / Why don't we take a helicopter ride?
- 2 1. A We could try an ethnic restaurant. / Why don't we try an ethnic restaurant?; c
 B I'd rather eat a hamburger.
 2. A We could take a taxi. / Why don't we take a taxi?; d
 B I'd rather take the bus.
 3. A We could visit a museum. / Why don't we visit a museum?; b
 B I'd rather visit a famous landmark.
 4. A We could go to a movie. / Why don't we go to a movie?; a
 B I'd rather go to a concert.
- 3 Answers will vary.

Lesson 32 • We didn't go . . .

- 1 1. Eva went to Little Italy because she wanted Italian food.
 2. Grace didn't walk to the hotel because she caught the bus.
 3. Will and Carolina didn't call their parents because they forgot.
 4. Eliza ate in a fast-food restaurant because she wanted a hamburger.
 5. Antonio went to the museum because he wanted to see the nature exhibit.
 6. Patricia stayed home from school because she wasn't feeling well.
- 2 1. We visited Red Rocks because we wanted to see interesting rock formations.
 2. We didn't go to a baseball game because the weather was bad.
 3. We visited the Denver Art Museum because we wanted to see the special exhibit.
 4. We didn't go to the rodeo because the tickets were sold out.

5. We went to the zoo because we wanted to see the polar bears.
 6. We didn't visit the museum because it was closed.
 7. We went to a concert because our favorite band played.

Get Connected

- 1 visit a beach; visit a harbor
- 2 1. cruise ship
 2. go shopping
 3. national historic site
 4. helicopter ride
 5. tourist information office
- 3 1. tourist information office's
 2. go shopping
 3. luau
 4. Pearl Harbor
 5. a helicopter

Check Yourself

- 1 B Was there
 A Yes, there was.; on the corner
 B Were there
 A Yes, there were.; across the street
 B Was there
 A No, there wasn't.
 B Was there
 A Yes, there was.
 A go past; Cross; Turn left
- 2 1. (suggestion) Why don't we see the mystery movie?
 (preference) She'd rather see the romance movie.
 (sentence with *because*) We went to the mystery movie because the tickets for the romance movie were sold out.
2. (suggestion) Why don't we try Indian food? / We could try Indian food.
 (preference) He'd / She'd rather try Japanese food. (sentence with *because*) We didn't eat Japanese food because the restaurant was closed.

Audio Script for Student's Book 3

Unit 1 • Back to School!

Lesson 1 New friends

Page 2 Exercise 1A

Same as the captions in the Student's Book.

Page 3 Exercise 2

Same as the questions and answers in the Student's Book.

Lesson 2 School dinner

Page 4 Exercise 1A

Same as the conversation in the Student's Book.

Page 4 Exercise 1B

Same as the conversation in the Student's Book.

Page 5 Exercise 2

1. **Joey** Hello?
Pete Hey, Joey.
Joey Hi, Pete.
Pete Where are you? Everyone is here at the school dinner.
Joey Don't worry, don't worry. I'm walking to school right now.
Pete Walking? You're not riding your bike? Hurry up! You're late.
2. **Sally** Hello?
Bill Hi, Sally. What's up?
Sally Hi, Bill. I'm walking the dog. Then I can go to the dinner. I can leave in 15 minutes.
Bill Great. I'm ready to go now. See you there.
Sally OK. See you there.
3. **Jake** Hello?
Jessie Hey, Jake. Where are you?
Jake Oh, hi, Jessie. I'm in my room. I'm playing video games.
Jessie Aren't you getting ready for the school dinner?
Jake Oh, no. The school dinner! I forgot! I need to hurry.
4. **Buffy** Hello?
Girl Buffy, are you ready for the school dinner?
Buffy Yes. I'm at the store on the corner.
Girl At the store? What are you doing there?
Buffy I'm buying drinks for the dinner.

Girl Oh, OK. But hurry up. Oh, and please buy some ice cream. We don't have enough.

Buffy I can't. I don't have enough money! Sorry!

Lessons 1 & 2 Mini-review

Page 7 Exercise 2A

1. **Boy** Hi, Francesca. I'd like to ask you some questions for the school newspaper. We're doing an article on new students.

Francesca Oh, hi. Sure. Go ahead.

Boy OK. Do you like reggae music?

2. **Boy** What sports do you play?
3. **Boy** Who helps you with your homework?
4. **Boy** How many brothers and sisters do you have?
5. **Boy** Are you taking a computer class?
6. **Boy** Do you eat lunch at school?
7. **Boy** What languages do you speak?
8. **Boy** Do you have a nickname?

Page 7 Exercise 2B

1. **Boy** Hi, Francesca. I'd like to ask you some questions for the school newspaper. We're doing an article on new students.

Francesca Oh, hi. Sure. Go ahead.

Boy OK. Do you like reggae music?

Francesca Yes, I do.

2. **Boy** What sports do you play?
Francesca I play tennis and soccer.
3. **Boy** Who helps you with your homework?
Francesca My father does.
4. **Boy** How many brothers and sisters do you have?
Francesca I don't have any brother or sisters.
5. **Boy** Are you taking a computer class?
Francesca Yes, I am.
6. **Boy** Do you eat lunch at school?
Francesca Yes, I do.
7. **Boy** What languages do you speak?
Francesca I speak English and Spanish.
8. **Boy** Do you have a nickname?
Francesca Yes, I do. It's Fran.

Lesson 3 My new school

Page 8 Exercise 1A

Same as the conversation in the Student's Book.

Page 8 Exercise 1B

Same as the sentences in the Student's Book.

Page 9 Exercise 3A

Keiko Hi, Mandy. How are you?

Mandy Oh, hi, Keiko. I'm great. I like it here a lot. Is Wells International School very different from your school in Japan?

Keiko Yes, actually, it's quite different.

Mandy Oh, tell me about it. How is it different?

Keiko Well, first of all, at my school in Japan, students have to wear a uniform to school every day – and I hate uniforms. I love to wear jeans and sneakers to school!

Mandy Yeah. I'm also happy we don't have to wear uniforms.

Keiko And in Japan, we can't bring our lunch. We have to eat the school lunch. We eat in our classrooms.

Mandy Do you get a break after lunch?

Keiko Yes. After lunch, we can go outside or go to the gym. A lot of students play volleyball. But after that, we have to clean. We clean the halls, the teacher's room, and our classrooms.

Mandy What about sports? Do you have to join sports teams?

Keiko No, but sometimes we have to go to school basketball and baseball games.

Mandy That sounds fun! Do you go during regular class time?

Keiko Yes, we all go together by bus.

Mandy That's nice. All of our sports events are after school or on weekends.

Keiko Well, in Japan, sometimes students have to go to club activities on weekends.

Mandy Gee, I guess things here *are* different!

Lesson 4 After school

Page 10 Exercise 1A

1. *To have fun* means "to have a good time."
2. *To join a club* means "to become a member of a special group."
3. *To make new friends* means "to meet new people."
4. *To plan activities* means "to decide what things to do."
5. *To share ideas* means "to talk about your thoughts with other people."
6. *To work on class assignments* means "to do your homework."

Page 11 Exercise 2A

Same as the conversation in the Student's Book.

Page 11 Exercise 2B

Same as the sentences in the Student's Book.

Unit 1 Get Connected

Page 12 Read

Same as the blog in the Student's Book.

Page 13 Listen

Nick Hi, Elena! Would you like to go to the library with me after school? We can work on that history assignment.

Elena Yes, I would, Nick. But I can't go. I have a student council meeting at 3:00. Sorry.

Nick That's OK. Maybe tomorrow.

Elena Oh, tomorrow also isn't good. I have volleyball practice.

Nick Oh, I think we spend too much time at our school!

Elena You're right! My cousin Joe is homeschooled. He doesn't spend any time in a school!

Nick Does he like it?

Elena Yes, he does. He likes his teachers – they're his parents. They don't teach him everything, though. He takes piano lessons from a piano teacher. And he takes swimming lessons at the local gym.

Nick But he doesn't have any classmates.

Elena Yeah, but he doesn't have to get up early or take the bus to school. And he doesn't have to eat cafeteria food at lunch. He's lucky!

Nick Well, I like school. I can see my friends, and I like most of my teachers. I learn a lot in my classes.

Elena That's true. And the after-school activities *are* a lot of fun. But I'd really like to sleep in late every day and eat my mom's cooking for lunch! Mmm . . .

Nick Come on, Elena! You're dreaming! Let's go.

Unit 2 • Fun Times

Lesson 5 Summer fun

Page 16 Exercise 1A

Same as the travel blog in the Student's Book.

Page 17 Exercise 1C

Same as the diary entry in the Student's Book.

Page 17 Exercise 2A

Same as the verbs in the Student's Book.

Page 17 Exercise 2B

Same as the verbs in the Student's Book.

Lesson 6 Our trip to Peru

Page 18 Exercise 1A

Same as the texts in the Student's Book.

Page 18 Exercise 1B

Same as the verbs in the Student's Book.

Page 19 Exercise 1C

Same as the sentences in the Student's Book.

Page 19 Exercise 2

1. My sister and I went out with friends at night in Lima. We danced at a dance club and had a great time.
2. In Lima, my brother and I played soccer in the park. Just the two of us played.
3. I had some free time in Cuzco, so I bought some
4. We visited the Gold Museum. I saw a beautiful gold ring there. I wanted to buy it.
5. We had a great time in Machu Picchu, but we got tired. My brother, sister, and I walked all afternoon.
6. On the way back to Cuzco from Machu Picchu, we ate on the train.

Lessons 5 & 6 Mini-review

Page 21 Exercise 2

Josh I had a great time in Brazil. We flew to São Paulo on Saturday. We went to a restaurant, and I ate feijoada – a special food in Brazil. We went to a huge museum on Monday morning – the Museu de Arte de São Paulo. I saw a lot of interesting art there. In the afternoon, I wrote e-mails to my friends at a café near the museum. On Tuesday, we flew to Rio de Janeiro. On Wednesday morning, we went to the beach and bought a lot of souvenirs. In the afternoon, we visited a famous mountain – Sugarloaf. It was amazing! On Thursday, we ate lunch with my father's friends. Brazil was awesome!

Lesson 7 School festival

Page 22 Exercise 1A

Same as the verb phrases in the Student's Book.

Page 23 Exercise 2A

Same as the conversation in the Student's Book.

Page 23 Exercise 2B

Same as the conversation in the Student's Book.

Page 23 Exercise 3

Boy Hey, Amy. Did you have a good time at the festival?

Amy Yes. I had a great time.

Boy I did, too. It was an awesome festival. The rides were really fun. Did you go on any rides?

Amy No, I didn't. I don't like rides very much.

Boy So, what did you do?

Amy Well, Josh and I played a lot of games. There were some really fun ones. We played and played. We couldn't stop.

Boy Did you win any prizes?

Amy No, I didn't, but Josh won a stuffed animal. He's always lucky. I'm usually lucky, too, but I wasn't this time.

Boy Did you buy a raffle ticket?

Amy No, I didn't. I forgot about the raffle. Did you buy one?

Boy No. I just went on rides and ate a lot. I ate too much cotton candy. How about you? Did you

Amy Yes, I did. I didn't eat any cotton candy, but I ate a hot dog and potato salad. Oh, and later, I met some friends from school, and we all bought ice cream. We stopped and ate it and watched some kids dance.

Boy Did you dance?

Amy No, I was too shy.

Boy I don't believe that. Did you watch the fireworks at the end of the night?

Amy Yes. That was the best part of the festival.

Boy I thought so, too. They were great this year.

Lesson 8 Weekend fun

Page 24 Exercise 1A

Same as the blog in the Student's Book.

Page 24 Exercise 1B

Same as the sentences in the Student's Book.

Unit 2 Get Connected

Page 25 Read

Same as the electronic postcard in the Student's Book.

Page 27 Listen

Ricardo Hey, Mia. I didn't see you at Pam's party last week.

Mia I know. My family and I went to New York City on vacation.

Ricardo New York City? That's awesome! Did you have fun?

Mia Well, my family had a terrific time! But I didn't have much fun at all.

Ricardo Are you kidding? Why not? New York City is a very exciting city!

Mia I know, but I like nature. Last year, we went to Costa Rica. It was incredible!

Ricardo But there are great museums in New York City. Did you go to any museums?

Mia Yeah, we visited three museums, and we went sightseeing and shopping. But in Costa Rica, we went to the rain forests and saw amazing scenery! And we went hiking every day.

Ricardo Hiking every day? That doesn't sound like fun to me.

Mia Oh, Ricardo. I loved it. And in Costa Rica, we ate a lot of the local food in good restaurants. In New York, we ate French, Japanese, and Italian food.

Ricardo Sounds good to me! Museums, shopping, and great food . . . New York City is my kind of place!

Mia Oh, Ricardo, you and I are so different.

Ricardo Maybe that's why we're such good friends!

Unit 3 • Going Places

Lesson 9 A homestay

Page 30 Exercise 1

Same as the sentences in the Student's Book.

Page 31 Exercise 2A

Same as the diary entries in the Student's Book.

Page 31 Exercise 2B

Same as the sentences in the Student's Book.

Page 31 Exercise 3A

- Howard** My homestay was fun, but I was a little sad sometimes. I missed my family at dinnertime. At night, I thought about my mother and father. I wanted to talk to them. I wanted to play with my little brother, too. I was happy to come home.
- Maureen** I went to Korea for my homestay. The language was really difficult! The first day, I wanted to talk to my host family about my country, but I couldn't. Later, I was at a restaurant. I tried to order, but I couldn't. I didn't have a Korean-English dictionary, so I couldn't explain things.
- Mitch** I went to Japan. On my birthday at dinnertime, my host family wasn't in the kitchen. I found everyone in the living room. They all yelled, "Happy birthday!" And there was a cake! My host family gave me presents, too! I didn't tell them about my birthday. How did they know?
- Tracy** I loved my homestay! It was great. There were so many new things. New music . . . new people . . . new food. Every day was amazing! I want to go back – tomorrow!

- Wendy** On my homestay, I was busy every day. I stayed up until 11 o'clock every night, and I had to get up at 6:00 a.m. My days with my host sister were really busy. We went to school, we went to the park, we went to the supermarket and the department store. We went to my host sister's friends' houses, and we went to the beach. We went to parties, too. Sometimes I just wanted to go to sleep! I was really tired by the end of my homestay.

Lesson 10 Getting away

Page 32 Exercise 1A

Same as the sentences in the Student's Book.

Page 33 Exercise 2A

Same as the conversation in the Student's Book.

Page 33 Exercise 2B

Same as the conversation in the Student's Book.

Lessons 9 & 10 Mini-review

Page 35 Exercise 2A

- Was it winter break at Jeff's school last week?
- Was it Jeff's first time on a raft?
- Were a lot of his friends on vacation?
- Was Kyle in the mountains?
- Was Angela on a safari?
- Were Angela and Libby together?
- Were Libby and Gil at the beach?
- Were Jeff and his friends happy on Monday?

Page 35 Exercise 2B

- Girl** Was it winter break at Jeff's school last week?
Boy No, it wasn't.
- Girl** Was it Jeff's first time on a raft?
Boy Yes, it was.
- Girl** Were a lot of his friends on vacation?
Boy Yes, they were.
- Girl** Was Kyle in the mountains?
Boy Yes, he was.
- Girl** Was Angela on a safari?
Boy No, she wasn't.
- Girl** Were Angela and Libby together?
Boy No, they weren't.
- Girl** Were Libby and Gil at the beach?
Boy Yes, they were.
- Girl** Were Jeff and his friends happy on Monday?
Boy No, they weren't.

Lesson 11 Explorers

Page 36 Exercise 1A

Same as the conversation in the Student's Book.

Page 36 Exercise 1B

Same as the conversation in the Student's Book.

Page 37 Exercise 2A

Girl My project is on Christopher Columbus. He was a very famous explorer. He didn't go to school much. In fact, he didn't learn to read or write when he was a child. He learned when he was an adult!

He took his first trip when he was very young. He left home at the age of 14 and went to sea. Columbus wanted to find India, but he didn't. Instead, in 1492, he arrived in North America. His trip took two months. He took more trips later. In fact, he took four long trips, but he never found India.

Boy Today I'm going to talk about Lewis and Clark. They were famous American explorers. They traveled across North America from 1804 to 1806.

Yeah, their trip took two years! They traveled on foot and by boat.

Every night they camped. They found new plants and saw a lot of animals. Some of the animals were very dangerous!

Oh, and they also made maps of the new land.

Page 37 Exercise 2B

1. What did Columbus do at the age of 14?
2. Why did Columbus travel?
3. When did Columbus arrive in North America?
4. How many long trips did Columbus take?
5. When did Lewis and Clark travel across North America?
6. What did Lewis and Clark do every night?

Lesson 12 Up and away

Page 38 Exercise 1A

Same as the quiz in the Student's Book.

Page 39 Exercise 1B

Same as the conversation in the Student's Book.

Page 39 Exercise 1C

Same as the questions and answers in the Student's Book.

Unit 3 Get Connected

Page 40 Read

Same as the article in the Student's Book.

Page 41 Listen

Laurie Hi, Will! When did you get here?

Will About two hours ago. I have to finish this project by Monday. I have to write about an interesting modern-day explorer or an adventure. Any ideas, Laurie?

Laurie Hmm ... Well, you can write about me.

Will You? Laurie, I'm not kidding. I have to get this finished in a hurry.

Laurie You don't know about the time my uncle and I went mountain climbing in Alaska? It was really an adventure!

Will You went mountain climbing in Alaska? Really? What happened?

Laurie Well, it was last December. We started to climb a really tall mountain with our group. But we lost our group, and then it started to snow. The weather was really bad. The wind and the snow made it difficult to see. And it was really cold. We both had our cell phones, but they didn't work.

Will Were you scared?

Laurie Yes, I was. But my uncle knew what to do. We found a cave and stayed there.

Will Then what happened?

Laurie Some other climbers found us after two days. I was cold and hungry and so happy to see those climbers!

Will That's an amazing story. You're lucky they found you.

Laurie I know. From now on, I'm going to take my vacations at the beach!

Unit 4 • Comparisons

Lesson 13 Fun facts

Page 44 Exercise 1A

Same as the conversation in the Student's Book.

Page 45 Exercise 1D

Same as the sentences in the Student's Book.

Page 45 Exercise 2

1. **Kelly** Dad, is Germany a large country?

Dad Well, Canada's larger than Germany. Mexico's larger than Germany. The United States is ...

Kelly Oh, so Germany's small.

Dad Well, it depends on what country you're comparing it to. Germany's larger than England. And it's larger than Italy.

Kelly Dad, do we have a world map? I'm confused.

2. Kelly Hey, Dad. Can lions run fast?

Dad Yup.

Kelly How fast can they run?

Dad I don't know. Pretty fast.

Kelly Are lions faster than bears?

Dad Uh-huh. Lions are faster than bears.

Kelly Are they faster than people?

Dad Yes. Lions are faster than people.

Kelly Are lions faster than cars?

Dad Nope. You're safe in a car.

3. Kelly Dad, what's the Nile?

Dad It's a river.

Kelly Is the Euphrates a river, too?

Dad Yes. It's a really long one. The Nile River is longer than the Euphrates River, but they're both really, really long.

Kelly How long is the Nile?

Dad I don't know, exactly. No more questions now. I'm trying to read the paper.

4. Kelly Dad, can I just ask one more question?

Dad OK. What is it?

Kelly What's heavier – water or snow?

Dad What do you think?

Kelly Snow is heavier than water.

Dad Nope. Water is heavier than snow. Now let me read.

5. Kelly Dad, where's Quito?

Dad No, that's enough. I'm trying to read the paper. Ask me later.

Kelly Tell me, please!

Dad All right! It's in Ecuador.

Kelly Quito is cold, right? This is the last question, I promise!

Dad No. Quito's not cold. Quito has beautiful weather all year round. Quito is cooler than Phoenix. Quito is cooler than Miami. Quito is warmer than Iceland! OK! Now no more.

Lesson 14 My opinion

Page 46 Exercise 1A

Same as the sentences in the Student's Book.

Lessons 13 & 14 Mini-review

Page 49 Exercise 2

Same as the e-mail in the Student's Book.

Lesson 15 World trivia

Page 50 Exercise 1A

Same as the texts in the Student's Book.

Page 51 Exercise 1C

Same as the questions and answers in the Student's Book.

Page 51 Exercise 2

TV Host Our contestants this evening are Alicia, John, and Lucy. And now, contestants, let's get right to our first question.

Question number one. Which is the oldest: the Statue of Liberty, the Eiffel Tower, or the Empire State Building? Alicia?

Alicia The Statue of Liberty is the oldest. They built it in 1886.

TV Host That's correct!

Question number two. What is the biggest airplane in the world: an Airbus A380, a Boeing 747, or a McDonnell Douglas MD-11? John?

John An Airbus A380 is the biggest. It can carry between 525 and 853 people.

TV Host That's right.

Question number three. What is the largest country in the world: the United States, Russia, or Canada? Nobody knows? Does anybody want to guess? Alicia?

Alicia Uh . . . Canada is the largest.

TV Host No, sorry!

Alicia Oh . . .

TV Host Lucy?

Lucy Russia is the largest?

TV Host Correct.

Question number four. What is the biggest city in the world: Seoul, Tokyo, or Mexico City? Lucy?

Lucy Tokyo is the biggest. It has over 33 million people.

TV Host Correct!

Question number five. Which is the smallest continent: Australia, Antarctica, or Europe? John.

John Australia is the smallest.

TV Host That's right! OK, contestants, . . .

Lesson 16 The most

Page 52 Exercise 1A

Same as the Web site in the Student's Book.

Unit 4 Get Connected

Page 54 Read

Same as the text in the Student's Book.

Page 55 Listen

- Lisa Hi, Kevin. Where were you yesterday? I called but no one answered.
- Kevin Hi, Lisa. Well, I went to that new amusement park with my cousins. It was my youngest cousin's birthday.
- Lisa Awesome! Did you have a good time?
- Kevin Well, it was just OK . . . and I'm exhausted! You know, I don't really like amusement parks.
- Lisa Really? I think amusement parks are exciting. I really love the roller coasters!
- Kevin Ugh! Roller coasters! We went on the fastest roller coaster in the park, and I didn't like it at all. I was really scared.
- Lisa Well, what *did* you like there?
- Kevin The bumper cars. They were a lot slower and a lot more fun than the roller coaster!
- Lisa Yeah, they're OK, but they're a little boring. What about the food? Did you like it?
- Kevin Yeah, it was really good, but it was more expensive than food at a restaurant.
- Lisa That's true! Everything in an amusement park is expensive – even souvenirs!
- Kevin Hey, I almost forgot. I got you a souvenir!
- Lisa Wow, thanks, Kevin! This is the coolest T-shirt anyone ever gave me!

Unit 5 • Your Health

Lesson 17 Yoga class

Page 58 Exercise 1A

Same as the words in the Student's Book.

Page 59 Exercise 2A

Same as the text in the Student's Book.

Page 59 Exercise 2B

Same as the sentences in the Student's Book.

Lesson 18 I don't feel well.

Page 60 Exercise 1A

1. She has a cold.
2. He has an earache.
3. She has the flu.
4. He has a headache.
5. She has a sore throat.
6. He has allergies.

Page 61 Exercise 2A

Same as the conversation in the Student's Book.

Page 61 Exercise 2B

Same as the questions and answers in the Student's Book.

Page 61 Exercise 3A

- Host Hello, everyone, and welcome to *Health Hour*. Our expert this afternoon is Dr. Marion Bell. Doctor Bell is here to help.
- Doctor, are you ready for our first call?
- Dr. Bell Yes, I am.
1. Dr. Bell Hello, caller? Are you there?
- Diego Yes. Hi. My name is Diego. Doctor, what do you do when you have a sore throat? I had a sore throat last week, and my friend has one now. I'm OK, but he isn't getting better.
- Dr. Bell Well, Diego, what did you do for your sore throat last week?
- Diego I drank hot tea and took some medicine. That's what I always do.
- Dr. Bell Hmm . . . Those are good things to do for a sore throat. Tell your friend to do what you did – try hot tea and medicine.
- Diego OK. Thanks.
2. Host Hello, caller.
- Stella Hi. I'm Stella, and I have a terrible earache.
- Dr. Bell And what are you doing for it?
- Stella Well, I put ice on it . . .
- Dr. Bell When you have an earache, don't use ice! Never! Try eardrops.
- Stella Thank you, Doctor.
- Dr. Bell You're welcome. Good-bye.
3. Host OK, caller, what's your problem?
- Craig Hi. I'm Craig, and I have spring allergies. This year, they're terrible. Allergy pills from the drugstore don't help.
- Dr. Bell Craig, go to your doctor.
- Craig Uh, I'm kind of embarrassed to say this, but I don't like doctors. Usually when I have allergies, I just stay indoors. Doctors are so expensive.
- Dr. Bell Listen, Craig, that's crazy. It's cheaper to stay indoors than to go to the doctor, but it isn't very smart!
- Craig Yeah, OK. I'll go. Thanks.
4. Host We have time for one last call. Caller, who are you, and why are you calling?
- Sheila My name's Sheila. What can I do for a headache? Just take aspirin and rest?
- Dr. Bell That's what I do. When I have a headache, I take two aspirin and rest in a quiet room.
- Sheila OK, then! Bye!

Lessons 17 & 18 Mini-review

Page 63 Exercise 2

- Dr. Sita Hello, Melanie. How are you?
- Melanie Well, I'm really tired. I also have a headache, and my back hurts.
- Dr. Sita OK. Let's see . . . Well, you don't have the flu. What time do you go to bed?
- Melanie Oh, sometimes at 12:00 a.m. On Fridays, not until 1:00 a.m. On Mondays, I usually go to bed at 11:00.
- Dr. Sita OK. When you don't sleep regularly, you get tired. Go to bed at 10:00 every night.
- Melanie Hmm . . . OK.
- Dr. Sita And when you're tired in the afternoon, eat a healthy snack.
- Melanie OK. And what about my back?
- Dr. Sita Well, how often do you study?
- Melanie Oh, about three hours every night. I study at my desk. I also do homework on my computer.
- Dr. Sita Is your chair comfortable?
- Melanie Well, not really.
- Dr. Sita OK. You need to sit comfortably when you study. Get a comfortable chair. When you study for an hour, get up and move around for a few minutes.
- Melanie That's a good idea.
- Dr. Sita Now, those headaches . . . Take two aspirin when you get a headache. Also, when you're worried, you get headaches.
- Melanie I am worried about school. I work a lot, too.
- Dr. Sita Try a yoga class. Yoga relaxes your body and mind. You worry less when you're relaxed.
- Melanie Oh, thank you, Dr. Sita.

Lesson 19 Are you healthy?

Page 64 Exercise 1A

- Boy How often do you drink water?
Andrea I drink water three or more times a day.
- Boy How often do you eat vegetables?
Andrea I eat vegetables twice a day.
- Boy How often do you drink soda?
Andrea I never drink soda.
- Boy How often do you eat sweets?
Andrea I eat sweets three to five times a week.
- Boy How often do you exercise?
Andrea I exercise every day.
- Boy How often do you brush your teeth?
Andrea I brush my teeth twice a day.

- Boy How often do you get eight or more hours of sleep?
Andrea I get eight or more hours of sleep four to five times a week.
- Boy How often do you wash your hands?
Andrea I wash my hands three or more times a day.

Lesson 20 Teen health tips

Page 66 Exercise 1A

Same as the health tips in the Student's Book.

Page 67 Exercise 2A

Same as the conversation in the Student's Book.

Page 67 Exercise 2B

Same as the sentences in the Student's Book.

Page 67 Exercise 3

- Nurse Hi, Nadia. Are you OK?
Nadia Well, my stomach hurts. It's lunchtime. Maybe food will help.
Nurse You should have something to eat, but not today's lunch. It's pizza.
Nadia Oh, no. I don't think pizza is a good idea.
- Lenny Owww. I want aspirin!!
Nurse Why do you want aspirin Lenny?
Lenny My tooth really hurts. I tried to eat lunch, but the pain was terrible. Then I tried to brush my teeth, but I couldn't . . . Owww.
Nurse OK. You need to go home. I can give you a note for your teacher. You have to call your mom or dad before you can go, OK? You need to go to the dentist. And, yes, you should take aspirin.
- Nurse Beth! Stop running! Where are you going in such a hurry?
Beth I have to run to the library. I should do my homework before swimming practice. Oh, no! I forgot! I have to call the soccer coach before 4:00. I want to join the team. What time is it? I forgot my watch . . . Oh! That's my phone!
Nurse Hold on, Beth. You need to slow down and breathe! Of course you should be active, but your life shouldn't be crazy. Are you sure you want to join the soccer team? Something like yoga would be good for you.
- Nurse Sylvia! Your face is red!
Sylvia I know. I was out in the sun all day on Sunday. I love the beach!
Nurse I love the beach, too. But too much sun is dangerous.

Unit 5 Get Connected

Page 68 Read

Same as the article in the Student's Book.

Page 69 Listen

- Alex Hey, Isabel! Wait for me!
- Isabel Hi, Alex. Sorry, I'm in a hurry. My Capoeira class starts at 4:00 o'clock.
- Alex Capoeira? What's that? A musical instrument?
- Isabel No, it's like a martial arts class and a dance class together. There's great music, too. It's very popular in Brazil.
- Alex Really? How often do you have classes?
- Isabel I have class twice a week, but I practice every day. When I don't have class, I practice at my house. It's very important to practice every day.
- Alex Wow! You're probably pretty strong.
- Isabel Yes, I am pretty strong.
- Alex Do you do Capoeira for exercise?
- Isabel That's one reason. I can move more flexibly now. Also, it helps my self-esteem. So I get better grades.
- Alex Your grades are better? How does Capoeira help you improve your grades?
- Isabel Well, Capoeira and other martial arts help you learn discipline. So, I always do my homework now.
- Alex Hmm, I see.
- Isabel I'm also more relaxed. You should try Capoeira, too.
- Alex Maybe I should start today.
- Isabel Sure! Let's go!

Unit 6 • Special Events

Lesson 21 School fund-raiser

Page 72 Exercise 1A

Same as the conversation in the Student's Book.

Page 73 Exercise 1B

Same as the sentences in the Student's Book.

Page 73 Exercise 1C

Same as the questions and answers in the Student's Book.

Exercise 2
Same as the questions and answers in the Student's Book.

Page 73 Exercise 3

- Andrea So, Fernando, what chores are you going to do for Dad's birthday?

Fernando I'm going to do some of the chores he doesn't like.

Andrea He doesn't like to wash the car.

Fernando But I don't like to wash it, either. I think I'd like to walk the dog.

Andrea Once?

Fernando No. Every day for a month . . . Or maybe just three times a week for a month . . . And his books are all over the place. I'm going to organize his books for him.
- Andrea What are you going to do, Bruna?

Bruna I'm going to wash the car and clean the garage.

Andrea But I wanted to wash the car.

Bruna Well, Andrea, we can do it together.

Andrea No, never mind. You wash the car and clean the garage.
- Andrea I'm going to do yard work twice a month for a year.

Fernando Are you sure? Yard work is the hardest chore to do!

Andrea But it's for Dad! He's the greatest dad in the world, right? I'm going to make dinner on the days Mom can't do it this month, too!

Bruna Hey, let's go find out if Mom's going to make a cake for Dad.

Lesson 22 A farewell party

Page 74 Exercise 1A

- Everyone is going to sign the card.
- Andrea is going to pour the drinks.
- Amy and José are going to set up the snack table.
- Mandy is going to wrap the gift.
- Everyone is going to perform a special dance.
- Everyone is going to decorate the cafeteria.
- Felipe is going to make a speech.
- Josh is going to serve the pizza.

Page 75 Exercise 2A

Same as the conversation in the Student's Book.

Page 75 Exercise 2B

Same as the questions and answers in the Student's Book.

Lessons 21 & 22 Mini-review

Page 77 Exercise 2

1. Deanna Hello?

Mandy Hi, Deanna. It's Mandy. I'm going to go shopping for new shoes sometime next week. Do you want to come with me?

Deanna I don't know. I have a really busy week. On Monday, I'm going to go to the library after school. I need to find books for my presentation.

2. Mandy What about Wednesday? Are you going to go to the library again after school?

Deanna No, I'm going to give my presentation Wednesday morning. After that, I won't need to go to the library again for a few days. But I'm meeting Steve on Wednesday to help him with his homework.

Mandy Oh.

3. Deanna And I'm going to meet Sherri after school on Thursday. We're going to go ice-skating. Do you want to come?

Mandy No, actually Thursday my mom is going to work late. So I'm going to go home and walk the dog and make dinner.

4. Mandy How about Friday?

Deanna I can't go on Friday, either. I'm going to babysit. I'm trying to save money for a new skateboard. And then I'm going to go to yoga class.

5. Deanna Let's see. Maybe we can go on Saturday or Sunday. I'm going to help with the fund-raiser Sunday afternoon, but other times I'm free.

Mandy OK! Why don't we spend Saturday at the mall? We can go shopping and to the video arcade, and we can get something to eat.

Deanna Sounds good. I'll write it in my calendar so I don't forget!

Lesson 23 Dance clothes

Page 78 Exercise 1A

Same as the sentences in the Student's Book.

Page 79 Exercise 2A

Same as the conversation in the Student's Book.

Page 79 Exercise 2B

Same as the questions and answers in the Student's Book.

Lesson 24 After the dance

Page 80 Exercise 1A

Same as the conversation in the Student's Book.

Page 80 Exercise 1B

Same as the questions and answers in the Student's Book.

Page 81 Exercise 1C

Same as the sentences in the Student's Book.

Page 81 Exercise 3

1. Mr. Garcia Hey, everyone. There are some cars waiting out front. Whose car is the big green one?

Luigi Maybe it's my mom's . . . Oh, no, it's not. Hers is smaller. I think that's Mandy's ride.

Mandy Oh, yeah. That's my dad.

2. Mr. Garcia Whose parents are those out there? The ones in that red car.

Luigi Andrea's. Andrea! Your mom and dad are here!

3. Luigi Where's my mom? She should be here by now.

Mr. Garcia Here's someone. Is this your mom?

Luigi No. Hey, Amy, whose white car is that? See? The one coming up the road. Is it for you?

Amy Yup. That's my dad. Bye, Luigi. Bye, Mr. Garcia!

4. Luigi Someone else's ride is here. Hey, wait - I'm the last student here. Whose car can that be?

Mr. Garcia Is it blue, Luigi? That's my car. My son took it this morning. I told him he had to come get me tonight. We can take you home. Do you want a ride?

5. Luigi No, thanks. That's all right. I'm sure my mom is going to come.

Mr. Garcia OK, but I'm going to wait with you until she gets here . . . Hey, look. Whose car is that small green one? Is it yours?

Luigi Yes! Finally!

Unit 6 Get Connected

Page 82 Read

Same as the e-mail in the Student's Book.

Page 83 Listen

Ryan Hello?

Elsa Hi, Ryan. It's me, Elsa.

Ryan Hey, Elsa. What's up?

Elsa Well, you know I joined the Go-Green Club. We're going to clean up the park behind our school.

Ryan That's a great idea. I was there a few days ago, and there was a lot of trash in the picnic area.

Elsa Yeah, I know. So, um, do you have any free time next Saturday morning?

Ryan Well, um, let me think. Next Saturday morning? I have to take my sister to her piano lesson at 11:00 o'clock. I'm sorry, Elsa. I'd like to help, but I can't make it.

Elsa We really need help. We're going to start at 7:00. So, you could help us and then take your sister to her piano lesson, right?

Ryan At 7:00 a.m.? On a Saturday? That's the only day I get to sleep late.

Elsa Come on, Ryan. You can get up early one Saturday to help us. And you just said that the park was really dirty.

Ryan Oh, OK. You're right. It's a really good project. But after the cleanup, you're going to take me out for ice cream, right?

Elsa Sure! But what about your sister's piano lesson?

Ryan Oh, right . . . my sister. Well, she likes ice cream, too! We can go out for ice cream after her lesson.

Elsa OK. See you Saturday!

Mandy It was actually kind of fun. We were eating dinner. I liked eating in the dark. What were you doing, Josh?

Josh Well, I was watching a movie in the living room. Suddenly the TV and all the lights went off. It was kind of cool.

Luigi **Felipe** Hey, Luigi. Did you play basketball last night?

Luigi Well, I, uh, played a little.

Felipe Why? What happened?

Luigi Didn't you hear? We were playing a great game, but then the lights went out.

Felipe Oh, of course – the blackout. Gee, did the whole gym get dark?

Luigi Yes. All of the lights went out. We had to stop the game. And we were winning.

Andrea **Andrea** Hey, listen to this. You know the blackout last night?

Mandy Yeah, it was really fun. Were you at home, Andrea?

Andrea No, I wasn't. I was shopping at the mall. Suddenly, the lights went out everywhere. It was so dark. I didn't think it was fun at all. I was really scared. The lights came back on quickly, but I was still a little scared.

Mandy Wow. I was lucky. I was at home.

Unit 7 • Our Stories

Lesson 25 The blackout

Page 86 Exercise 1A

Same as the conversation in the Student's Book.

Page 86 Exercise 1B

Same as the sentences in the Student's Book.

Page 87 Exercise 2A

Amy **Amy** We had a blackout in our neighborhood last night.

Luigi We had one in our neighborhood, too.

Amy I was in my room. I was doing my homework on the computer. The computer and the lights went off. And I lost all my homework! I was really frustrated. And now I'm worried. What's my teacher going to say?

Luigi Oh, I'm sure she knows about the blackout. Don't worry, Amy.

Josh **Josh** Hi! How about that blackout last night!

Page 87 Exercise 2B

Same as the script in Part A.

Page 87 Exercise 3A

Same as the questions and answers in the Student's Book.

Page 87 Exercise 3B

Same as the questions and answers in the Student's Book.

Lesson 26 Scary experiences

Page 88 Exercise 1A

Same as the sentences in the Student's Book.

Page 89 Exercise 1B

Same as the sentences in the Student's Book.

Page 89 Exercise 1C

Same as the sentences in the Student's Book.

Page 89 Exercise 2

1. I was camping with my friends in the woods. It was dark, and I was in a tent with my friend Ann. I was just falling asleep when I heard a noise. It was very near. Ann heard the noise, too. We were both scared. But Ann got up, got a flashlight, and walked outside. When she turned on the flashlight, she saw a bear. It was eating some of our food.
2. My family and I were driving down the highway when the storm started. Soon there was snow all around us. Our car stopped. It didn't move at all. We had to stay in the car overnight.
3. I was walking in the woods when I saw some beautiful birds. I followed them for about an hour. I looked around, and I knew I was lost! I couldn't find the path. I sat down and opened my backpack. I ate some food. Then I gathered wood and made a fire. I was sitting by the fire when some rescue workers found me late that night.
4. I was windsurfing when suddenly the wind got very strong. I fell into the water, but I stayed with my board. There were big waves all around me, and I was very scared. I tried and tried, and finally I got back on the board. I was able to return to shore on my board safely.

Lessons 25 & 26 Mini-review

Page 91 Exercise 2A

1. Boy Did Jack invite you to his party, Tina?
Tina Yes, he did. He sent me a text message. I was walking home from school when I got it.
2. Boy Did Jack send you a message about his party, Sophia?
Sophia Yes, he did. I was at the mall when I got his message. I was shopping for a jacket.
Boy Did you get a jacket?
Sophia No, but I had fun shopping.
3. Boy Did you get a message from Jack about his party, Mark?
Mark Yeah, I did. When he sent me the message about the party, I was cooking.
Boy Were you making lunch?
Mark No, I was making dinner.
4. Boy Did Jack invite you to his party, Leo?
Leo Yes, he did. I was playing a video game when I got his message.
Boy What game were you playing?
Leo The new soccer video game. It's really awesome!

Lesson 27 Close calls

Page 92 Exercise 1A

Same as the conversation in the Student's Book.

Page 92 Exercise 1B

Same as the conversation in the Student's Book.

Page 93 Exercise 1C

Same as the interview in the Student's Book.

Lesson 28 Sharing stories

Page 94 Exercise 1A

Same as the students' opinions in the Student's Book.

Page 95 Exercise 2A

Same as Mandy's book report in the Student's Book.

Page 95 Exercise 2B

Same as the book report in the Student's Book.

Page 95 Exercise 3

- Book 1** All of Libby's friends were enjoying summer vacation when Libby had to leave town. Her grandmother was sick in another town. Did Libby make new friends during the summer? Read the novel *Libby's Summer*, and find out. This was an interesting story about an ordinary teen. I really liked Libby, and I think you're going to like this book. It's not very exciting, but it seems true.
- Book 2** The Smith family was driving down the ocean highway when a huge storm hit. This book is really quite dull for an adventure story. You know what's going to happen before it happens. Don't read *Family in a Hurricane*.
- Book 3** A scientist named Debbie was looking for a treasure ship when her boat stopped in the middle of the ocean. Some bad people were also trying to find the treasure ship. Debbie's friends got worried, and they went out to look for her. The scientist experienced bad weather and had other interesting adventures, but I had trouble following the story. The book gets very confusing. *Treasure Trouble* isn't very good.
- Book 4** Pete the Pilot tells the true story of a great airplane pilot. He was flying when a terrible storm hit suddenly. The book tells about the danger of this flight. Read this book – it's very suspenseful.
- Book 5** Inez and Roberto were exploring in the woods when they found a hidden garden. Why was the garden there? Who was taking care of the garden? What did the children learn about the garden? Read *The*

Hidden Garden, and find the surprising answer to these questions. You're going to like this book.

Unit 7 Get Connected

Page 96 Read

Same as the article in the Student's Book.

Page 97 Listen

Kathy This is a great picture of you! And is this your dog?

Hiro Yeah. That's Max. He's only three, but he's amazing.

Kathy Why is he amazing?

Hiro He saved my life last summer.

Kathy Really? That's incredible. What did Max do?

Hiro Well, my family and I were camping near a lake. While my family was swimming in the lake, I decided to go hiking. Max came with me. After an hour, I saw some giant rocks.

Kathy Uh-huh. Then what happened?

Hiro Well, we went over to the rocks, and I started climbing on them. I was climbing up on the biggest rock when I fell and hurt my leg.

Kathy Oh, no! Were they any other people around?

Hiro No, and I couldn't walk. I was shouting, and Max was running around and barking.

Kathy Oh, no. That's terrible. I bet you were really scared.

Hiro I was, but Max is really smart. I told him to go back and get my dad, and he went back to the campsite. My dad said he was barking and going crazy. My dad followed Max up the trail, and they found me two hours later.

Kathy Wow, that's a great story. You're lucky to have a dog like Max!

Hiro You're right. He's my hero.

Unit 8 • In the City

Lesson 29 How do I get there?

Page 100 Exercise 1A

Same as the sentences in the Student's Book.

Page 101 Exercise 2A

Same as the conversation in the Student's Book.

Page 101 Exercise 2B

Same as the directions in the Student's Book.

Page 101 Exercise 3A

1. OK. Here are the directions. Go out and turn right. It's right next to my apartment building.
2. Go out and turn right. Go to the corner, and then

turn right again. Go straight to the intersection. It's there on that corner. Don't cross the street. Just turn right and you can see the entrance.

3. Go out and turn left. Cross Orange Street and turn left again. The building is on your right.

4. OK. Turn left and go to the corner. Turn left again. Go straight ahead to the intersection. Cross the intersection. Turn left and go past the restaurant. It's there on the right.

Lesson 30 Street fair

Page 102 Exercise 1A

Same as the conversation in the Student's Book.

Page 102 Exercise 1B

Same as the sentences in the Student's Book.

Page 103 Exercise 1C

Same as the questions and answers in the Student's Book.

Page 103 Exercise 2

Same as the sentences in the Student's Book.

Lessons 29 & 30 Mini-review

Page 105 Exercise 2

1. Go to City Street. Cross the street and turn left. Go straight ahead to the next corner. Cross the street and turn right. It's next to the flower shop. You can buy ice cream there.
2. Go to City Street. It's right across the street. They have a lot of soda.
3. Go to City Street. Cross the street and turn left. Go straight ahead to the corner of City Street and Park Street, and then cross the street. It's there on the corner. Get a lot of different colors.
4. Go to City Street. Cross the street and walk straight ahead on School Street. At the next corner, turn right and cross School Street. It's in front of you. Here, take my rental card.
5. Go to City Street. Cross the street and turn left. Go straight ahead to the next corner, and turn right. Go past the movie theater. It's next to it. You can find balloons, cards, and wrapping paper.

Lesson 31 Things to do

Page 106 Exercise 1A

Same as the sentences in the Student's Book.

Page 107 Exercise 2A

Same as the conversation in the Student's Book.

Page 107 Exercise 2B

Same as the sentences in the Student's Book.

Lesson 32 We didn't go . . .

Page 108 Exercise 1A

Same as the e-mail in the Student's Book.

Page 108 Exercise 1B

Same as the sentences in the Student's Book.

Page 109 Exercise 1C

Same as the sentences in the Student's Book.

Page 109 Exercise 2

1. **Martin** When did you get to Boston, Carla?
Carla Yesterday.
Martin What did you do? Did you see a lot of things?
Carla Well, we went to Boston Common because every tourist should go there.
Martin Yeah, we went there, too. It was cool. I took lots of pictures.
2. **Carla** My family planned to walk on the Freedom Trail today, but we didn't go because it was raining.
3. **Carla** We went to the science museum, instead. We went there because I wanted to see the special film on stars.
4. **Carla** Then we went to the Shubert Theater, and we bought tickets to a concert because my dad wanted to hear classical music. I thought it was going to be boring, but it was OK. It wasn't rock music, though!
5. **Martin** We're not going to go to a concert at a theater, but we want to go to the rock concert in the park tomorrow. Would you like to join us?
Carla Sure, but I need to ask my parents. Actually, there was a concert I wanted to go to today. I didn't go because I didn't have anyone to go with. My parents don't like rock music at all!

Unit 8 Get Connected

Page 110 Read

Same as the article in the Student's Book.

Page 111 Listen

- Julie** Hey, Andreas. Guess what? My family and I are going to San Diego on vacation.
- Andreas** Oh, how exciting, Julie! My family and I went there two summers ago. We had an awesome time.
- Julie** Really? I didn't know that. Tell me all about it. What did you do? Where did you go?
- Andreas** Let me think . . . it was a while ago. I remember it was fun because there were so many things to do. The whole family had fun.
- Julie** I don't understand.
- Andreas** Well, everyone in my family likes to do different things, and San Diego had it all. My mom likes to shop, and there were some great stores with really cool things to buy.
- Julie** Shopping? Eeww! I think I'd rather do something more interesting.
- Andreas** Well, then you're like my dad. He didn't go shopping because it was too boring for him. He went to Balboa Park. There are 13 museums in the park. And there are always concerts, plays, and art exhibits. Why don't you go there?
- Julie** Maybe. Were there any good restaurants?
- Andreas** Yes, there were. You could try this great Italian restaurant in the park called The Prado. And there were other great restaurants all over San Diego. And, Julie, don't forget the most interesting place!
- Julie** The most interesting place? What's that?
- Andreas** The San Diego Zoo! It's in Balboa Park, too. Oh, and there's SeaWorld and the beaches and boat trips and . . .
- Julie** Wow! There really is a lot to do in San Diego. I can't wait!

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