Joan Saslow • Allen Ascher
Pippa Mayfield

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Teen 2 Teen

One

Teacher's Edition 1



Teacher's Resource
CD-ROM

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مرجع زبان ایرانیان

Joan Saslow • Allen Ascher
Pippa Mayfield

Teen2Teen

One

Teacher's Edition 1

این مجموعه با لوگوی مرجع زبان ایرانیان
به صورت نشر بر خط و حامل به ثبت رسیده است. به ثبت رسیده است.
کپی بر داری از آن خلاف شرع، قانون و اخلاق است و شامل پیگیرد خواهد شد.

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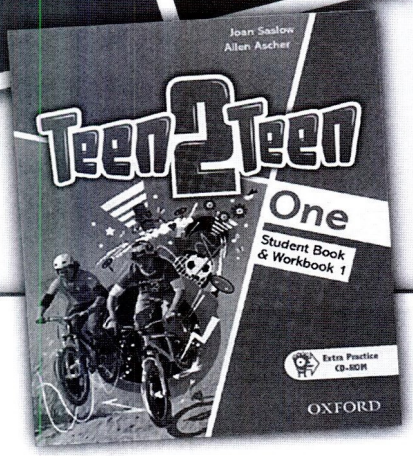
Teen2Teen To the Teacher



Teen2Teen **is an original four-level course for teenagers in lower secondary. *Teen2Teen* One begins at absolute beginner level and requires no prior knowledge of English grammar or vocabulary. Each level of *Teen2Teen* is designed for 40–60 hours of classroom instruction.**

Teen2Teen **covers levels A1 through B1 in the Common European Framework for Reference (CEFR).**

Key instructional features



Student support

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

Student appeal

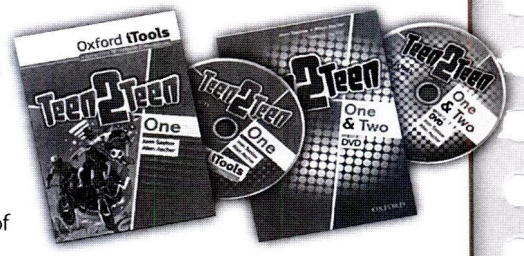
- "Teen2Teen Friends" – a fictional online social network with a cast of international characters who use English to communicate with each other – just as people do in the real world
- An emphasis on up-to-date conversational social language that appeals to teens' social nature
- A contemporary teen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



Teacher support



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





Approach and methodology

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

In order to help students notice, remember, and use English, the 12 units in the ***Teen2Teen*** **Student Book** integrate and recombine target language in all parts of the unit. Following is a description of the parts of a unit and general teaching suggestions for maximizing their value in the classroom setting. In addition to the general suggestions in this section, you will find specific step-by-step teaching procedures for each page of ***Teen2Teen*** **One** in the Teaching Notes section (pages 6–103) of this **Teacher's Edition**.

Topic Snapshot

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

General teaching suggestions

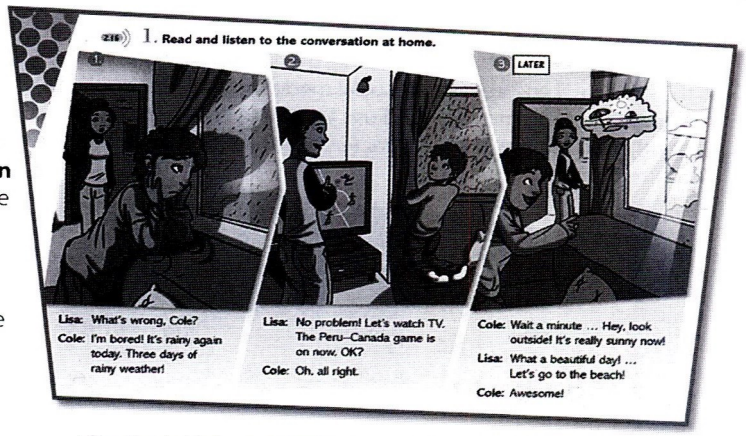
Note: The suggestions in this Approach and Methodology section are general. Specific teaching procedures are suggested for every exercise in the Teaching Notes section of this **Teacher's Edition**.

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

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

In the first picture, rainy weather is defined by the weather outside the window. In the second picture, Lisa points to the TV, helping students understand *Let's watch TV.* In the third picture, Lisa's thought balloon depicts the meaning of *sunny* and *the beach.*

In this way, translation of new language can be kept to a minimum, decreasing the need for students' first language in the English class and increasing exposure to English, which is so important for learners in the foreign language setting. Using the picture and gestures within it helps build the skill of understanding meaning from context, a key reading strategy.



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

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

To present with a "listening first" focus

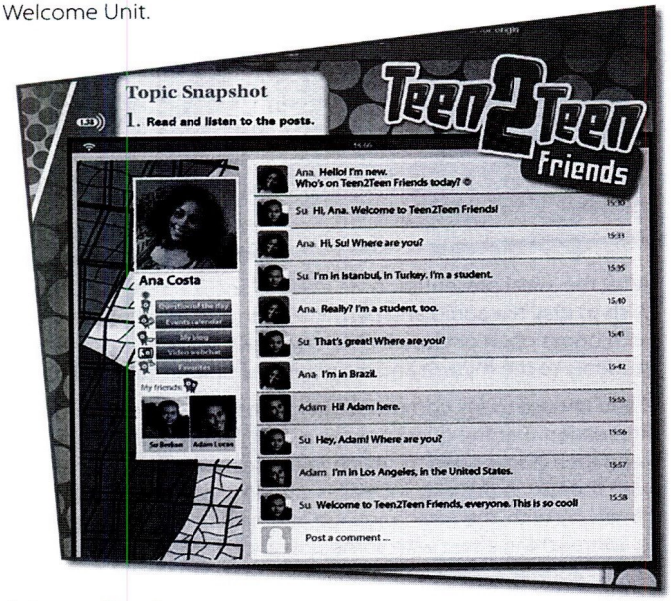
Sometimes, you may wish to vary procedures and present the *Topic Snapshot* initially with books closed, while students listen to the audio. A "listening-first" presentation is substantially more challenging, so it is suggested that students have a few moments to become familiar with the pictures before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

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

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

In *Teen2Teen Friends* units

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



Vocabulary

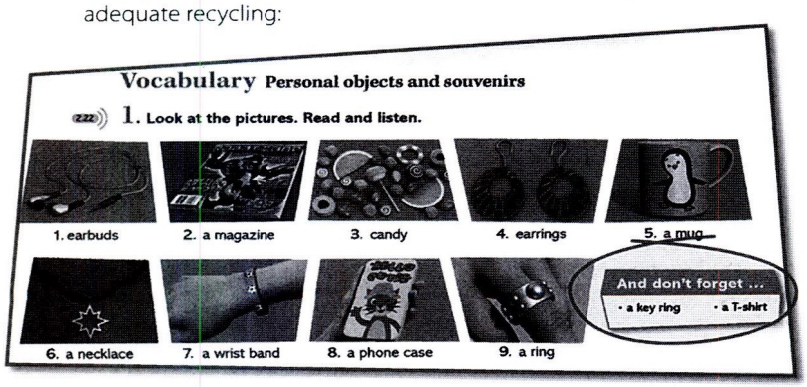
Each unit's vocabulary contains key words and phrases for the unit's topic. ***Teen2Teen***'s approach is to teach vocabulary explicitly: each new word or phrase is illustrated and captioned to ensure students recognize meaning, and the pronunciation is modeled on the audio. This approach is especially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

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

The vocabulary pictures and audio serve several purposes:

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

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



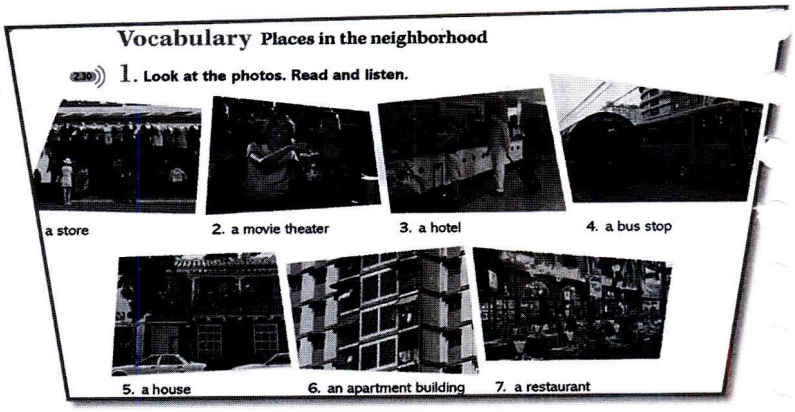
General teaching suggestions

Understanding meaning

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

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

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



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

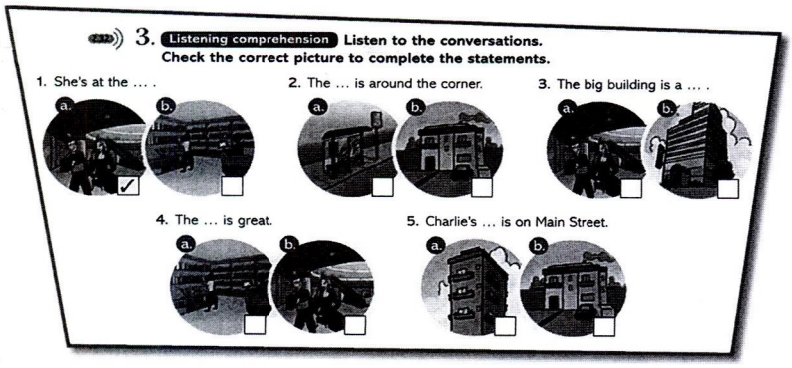
Pronouncing the vocabulary

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

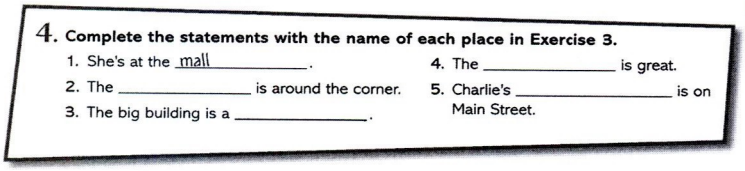
because each *Vocabulary* item is short and there is a pause on the audio in which students can repeat.

Practicing the vocabulary

A variety of exercises permits practice of the new words and phrases. Often these include a *Listening comprehension* exercise. In the following example, students listen to a series of conversations using the Places in the neighborhood Vocabulary. They then (in Exercise 3 below) complete statements to demonstrate understanding by choosing the correct word.



Vocabulary exercises are graded in difficulty and include a variety of receptive and productive responses. This grading builds students' confidence and mastery of new words and phrases. In the exercise below (Exercise 4), students demonstrate that they can use the Vocabulary by completing a statement using a new word. There are specific teaching suggestions for each Vocabulary exercise in the Teaching Notes.

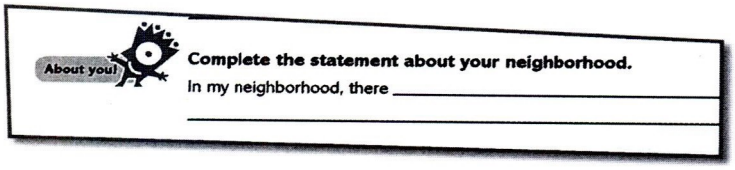


Printable *Vocabulary Flashcards*

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



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



General teaching suggestions

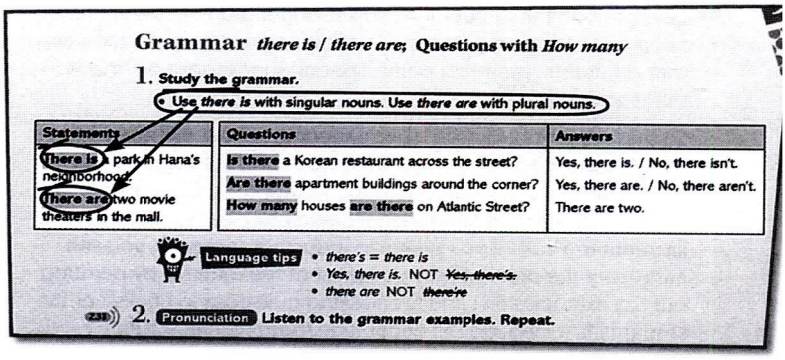
Students should complete *About you!* activities individually. If you feel it is appropriate for your class, you can invite individual students to share what they wrote with the whole class. Each time you do this, you can ask different students to speak so that all students get an opportunity to express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

Grammar

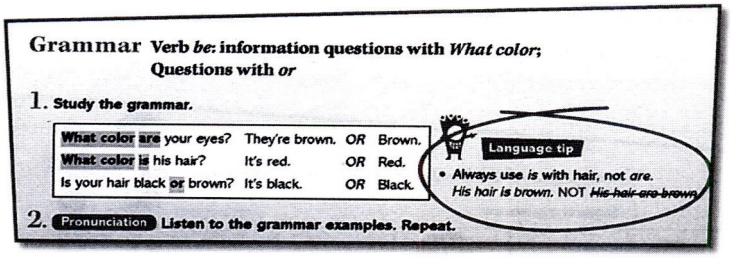
Although other English course books commonly present grammar solely with examples and paradigms in a chart, students often have questions about the grammar being taught: when to use it, what its purpose is, how it differs from other grammar points. When grammar presentations do not explain the grammar,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

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

In the following example, the grammar rule explains at a level understandable to students when to use *there is* and when to use *there are*. *There is* and *there are* are color highlighted within the examples.

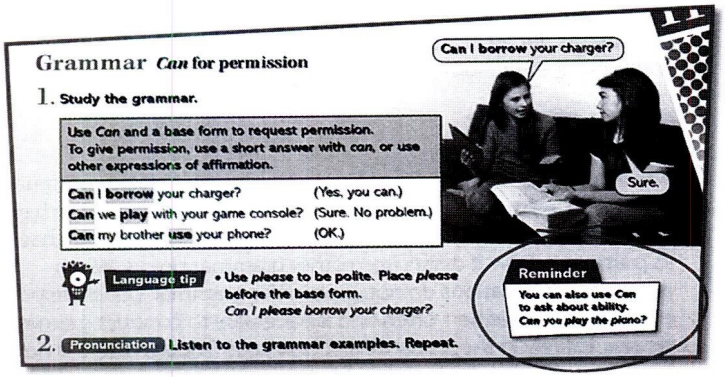


Also in this example, a Language tip warns students of a common learner error of agreement.



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

Furthermore, throughout ***Teen2Teen***, whenever students may need to recall previously learned grammar, a *Reminder* brings that back for them. In this example, students learn a new use of *can*. The *Reminder* contrasts the new use with what they learned previously.



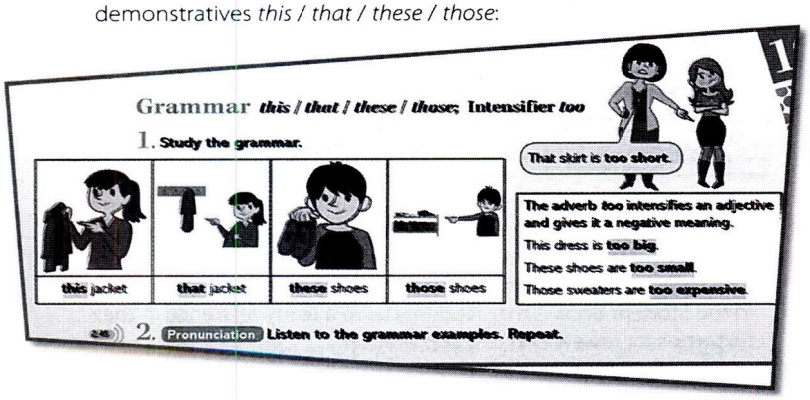
General teaching suggestions

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

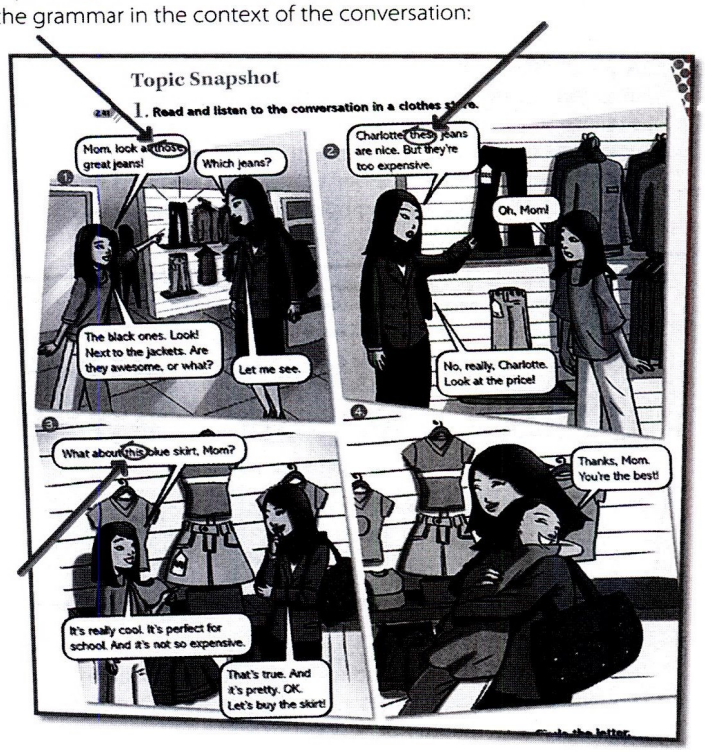
So that students will have a permanent grammar reference in their **Student Book** from which to study and review grammar, the grammar charts follow a deductive approach: a grammar rule is explicitly presented and then followed by clear examples that illustrate the "rule." If you prefer an inductive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

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

For example, here is the grammar presentation of the demonstratives *this / that / these / those*:



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



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

Pronunciation

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

Grading of exercises

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

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

Grammar exercises can be done by students working individually, or, as an alternative, you may wish to do the exercises with the class as a whole, with students providing answers aloud. All *Grammar* exercises provide the first answer so students can understand what is expected. It is recommended that you complete the first item with or for the students to be sure they understand the task. Before completing the first item, be sure to focus students' attention on it in the book so they understand what you are demonstrating. It can even be helpful to copy the first item on the board and handwrite

the example answer for all students to see. In this way, you will reduce the need to explain the exercise as students work on it. Circulate around the room to provide help and answer questions that may nevertheless come up.

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

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

Interactive Grammar Presentations

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

Reading

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

Level of language within *Reading* texts

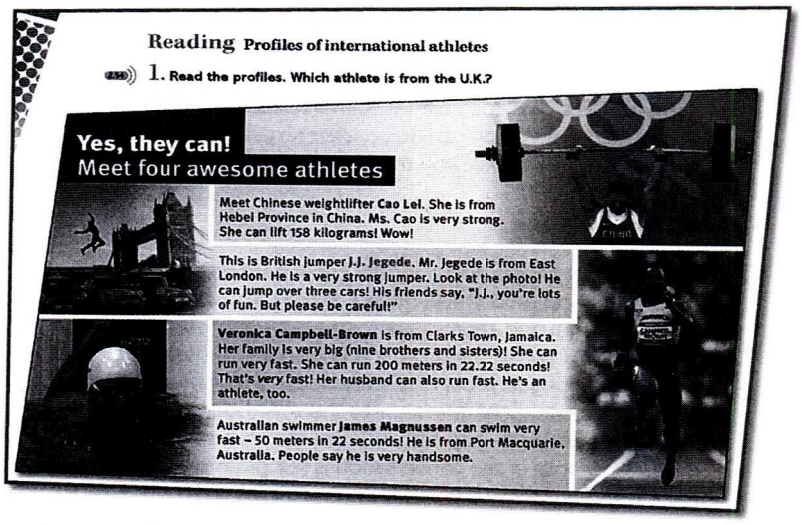
In order for students to continuously improve their ability to read authentic texts in English, it is important that reading texts in course materials be neither too easy nor too challenging. If *Reading* texts are written strictly with known language, students do not develop the ability to guess new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

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

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

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

The directions that precede each *Reading* include a question that helps students focus their attention as they read. In the example below, they have to determine which athlete is from the U.K. The photos support comprehension, for example, in the first two sections, by defining *weightlifter*, *strong*, *jumper*, and *jump*. The reading integrates the unit grammar of *can* for abilities. Specific suggestions for pre-reading, reading, and post-reading, as well as answers to all the activities, are made in the Teaching Notes.


Reading Profiles of international athletes

1. Read the profiles. Which athlete is from the U.K.?

Yes, they can!
Meet four awesome athletes

Meet Chinese weightlifter Cao Lei. She is from Hebei Province in China. Ms. Cao is very strong. She can lift 158 kilograms! Wow!

This is British jumper J.J. Jegede. Mr. Jegede is from East London. He is a very strong jumper. Look at the photo! He can jump over three cars! His friends say, "J.J., you're lots of fun. But please be careful!"

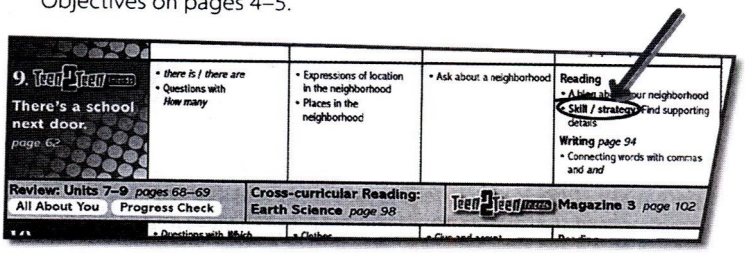
Veronica Campbell-Brown is from Clarks Town, Jamaica. Her family is very big (nine brothers and sisters)! She can run very fast. She can run 200 meters in 22.22 seconds! That's *very* fast! Her husband can also run fast. He's an athlete, too.

Australian swimmer James Magnussen can swim very fast – 50 meters in 22 seconds! He is from Port Macquarie, Australia. People say he is very handsome.

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

Reading skills and strategies

One of the *Reading* exercises in each unit can optionally be used to develop a specific reading skill or strategy. All exercises can be used as traditional comprehension activities. However, if you wish to raise your students' awareness of these skills and strategies, there are specific teaching suggestions included in the Teaching Notes. All reading skills and strategies can be seen in the Learning Objectives on pages 4–5.


9. Teen2Teen
There's a school next door.
page 62

- *there is / there are*
- Questions with *How many*
- Expressions of location in the neighborhood
- Places in the neighborhood
- Ask about a neighborhood

Reading
- A blog about your neighborhood
- Skill / strategy: Find supporting details

Writing page 94
- Connecting words with commas and *and*

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

Cross-curricular Reading: Earth Science page 98

Teen2Teen Magazine 3 page 102

General teaching suggestions

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

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

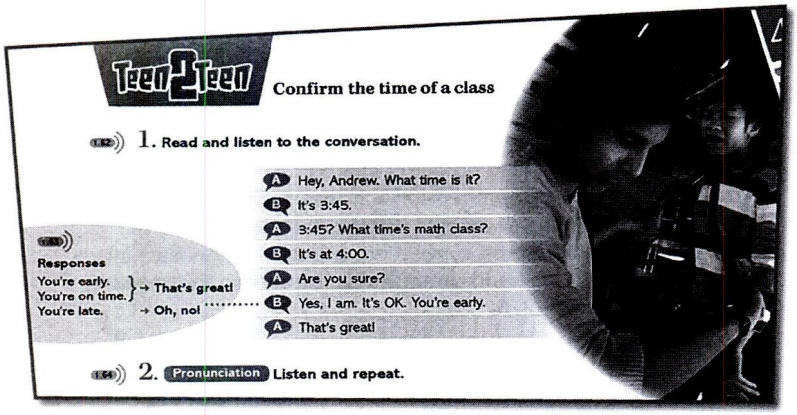
You may wish to vary your approach to introducing the *Reading* text. For example, instead of having students listen as they read, you can ask them to read without listening for the first time they read. Use the follow-up questions suggested in the Teaching Notes. Then ask them to read along with the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

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

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

Teen2Teen

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



Although this conversation is from a unit that presents telling time (and includes a statement of time: "It's 3:45.") the conversation's primary purpose is to model the following social language: greeting a friend; asking about the time; confirming information; asking for and providing reassurance; and expressing relief.

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

General teaching suggestions

Warm up

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

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

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

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

Pronunciation

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

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

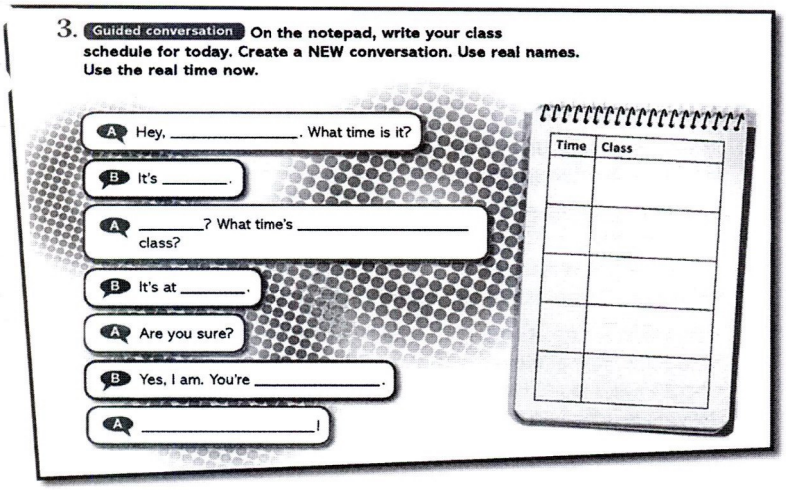
1. Have the whole class repeat each line after the audio;
2. Divide the class into two groups, with the group on one side of the class reading A's lines and the group on the other side of the class reading B's lines, and then reversing roles of the groups;
3. Divide the class into boys and girls, with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

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

Guided conversation

It is important to bridge the gap between simply repeating a conversation mechanically and expecting students to role-play freely using the language within it. Although we all want students to be able to engage in conversation, expecting students (especially teenagers) to be able to engage in free uncontrolled role-play in a large classroom is somewhat unrealistic. Students need time and a safe and confidence-building opportunity to

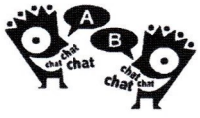
experiment with a conversation model, personalizing it and altering it in minimal ways before being able to use it freely. *Guided conversation*, which follows every *Teen2Teen* conversation, gives students that opportunity.



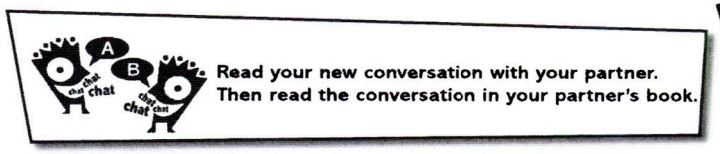
In this example of a *Guided conversation* activity (which is an individual rather than a pair-work activity), each student has a chance to personalize the original conversation, changing certain parts of it – but with changes that only elicit previously learned language. In this case, students write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

When conducting the *Guided conversation* activity, be sure students understand that they are expected to change the conversation, not write in the words that were in the original model. You may need to remind students of this several times until they understand that the *Guided conversation* is not a memory activity in which you are checking whether they remember the words of the original conversation. One way to do this is to read the directions aloud *Create a NEW conversation. Change the time, the class, the class time, and whether Student A is early, late, or on time.*

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



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



Oral pair work

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

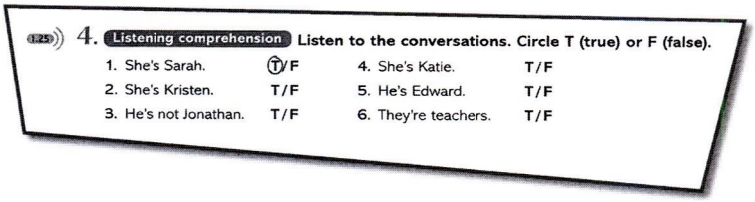
Listening comprehension

Suggested methodology

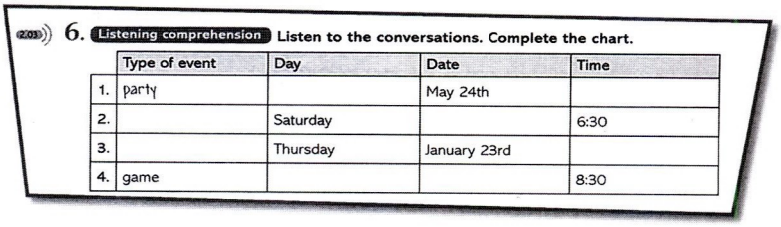
In every unit there is at least one exercise labeled *Listening comprehension* dedicated to the listening skills. These exercises occur in both *Vocabulary* and *Grammar* sections. In addition to building the skill of understanding real spoken language, these exercises also enhance students' growth in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

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

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



And the following exercise has a productive response (students complete a chart):



General teaching suggestions

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

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

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

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



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

General teaching suggestions

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

Other parts of the *Teen2Teen* Student Book

Workbook

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

General teaching suggestions

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

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

Review Units

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

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

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

Writing lessons

If writing is part of your curriculum, there is an optional *Writing* lesson for every unit in ***Teen2Teen***. Each lesson presents a specific practical writing skill. A complete list of the skills covered in this level can be found in the Learning Objectives on pages 4–5. Each skill is presented and then followed by several exercises in which students practice that skill. The final writing activity gives students an opportunity to apply the skill in a short original writing of their own. Specific teaching suggestions are made in the Teaching Notes.

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

Cross-curricular Readings

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

Teen2Teen Friends Magazines

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

We wish you success and fun with *Teen2Teen*!

Joan Saslow & Allen Ascher

Teen2Teen Plus with exclusive Online Practice

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

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

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

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

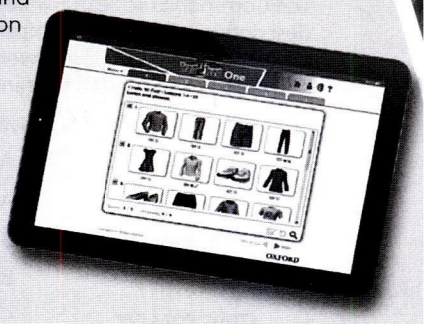
- One reading lesson with five activities
- One *All About You!* lesson with five short writing activities

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

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

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

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



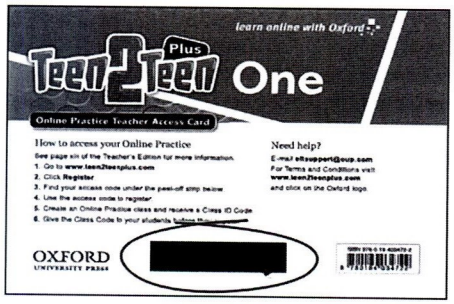
Are you using Teen2Teen Plus?

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

Teacher Registration

Make sure you do this before your students register.

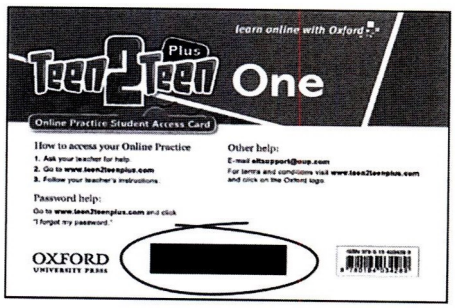
1. Go to **www.teen2teenplus.com**
2. Click "Register."
3. Select a language.
4. Agree to the terms of use. Click "I Agree."
5. Find your **Online Practice Teacher Access Card** in the inside front cover of this ***Teen2Teen*** **Teacher's Edition**. Find your access code under the peel-off strip.



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

Student Registration

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



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

Common European Framework of Reference (CEFR)

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

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

The CEFR definitions of linguistic competence are as follows:

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

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

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

Descriptions of the CEFR levels covered in *Teen2Teen*.

Basic User

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

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

Independent User

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

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

Language Portfolio

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

A Language Biography

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

A *Student Self-assessment* form (see page xv) can be used to help students evaluate what they remember and set learning objectives at any time of year.

A Language Passport

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

A Dossier

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

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

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

Student Self-assessment Checklist

www.irLanguage.com

Name: _____

Class / Grade: _____

What I remember

Useful grammar:

_____

_____

_____

Useful vocabulary:

_____

_____

_____

Objectives

One thing I need to improve:

_____

_____

_____

_____

How can I improve this?

_____

_____

_____

_____

_____

What did you do in English outside class?

_____ Do homework

_____ Learn new words

_____ Revise before a test

_____ Listen to music with English lyrics

_____ Read something extra in English

_____ Watch a TV show, video, or DVD in English

_____ Write an e-mail or chat online in English

_____ Visit websites in English

_____ Speak to someone in English

_____ Read a magazine in English

_____ Other activities:

_____

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Student Record Sheet

Name: _____

Class / Grade: _____

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

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Lesson Planner

Class:	Date:	Time:
Objectives:		
Anticipated problems:		
Materials and resources:		

Stage:	Estimated Timing:	Activity:	Procedure:

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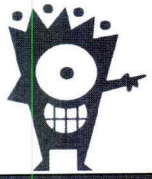


Learning Objectives

	Grammar	Vocabulary	Social language	Reading and Writing
Welcome to Teen2Teen *page 6*				
1. Welcome to English class. *page 10*	• Verb *be*: affirmative and negative • Subject pronouns	• Greetings: hellos and goodbyes	• Greet your classmates • Apologize for a mistake	**Reading** • Conversations and captions **Writing** *page 90* • Writing a sentence: subjects and verbs
2. Is she your mom? *page 16*	• Possessive adjectives • Possessive 's and s' • Verb *be*: *yes / no* questions and short answers • Verb *be*: questions with *Who* and *What*	• The family	• Talk about your family	**Reading** • A picture story **Writing** *page 90* • Using periods and question marks
3. Teen2Teen friends Where are you from? *page 22*	• Verb *be*: questions with *Where* • *be in* for location • *be from* for origin	• Countries, nationalities, and hometowns	• Discuss nationalities	**Reading** • An online message board • **Skill / strategy:** Find supporting details **Writing** *page 91* • Capitalization
Review: Units 1–3 *pages 28–29* All About You Progress Check	**Cross-curricular Reading: Geography** *page 96*		Teen2Teen friends **Magazine 1** *page 100*	
4. Are we late? *page 30*	• Prepositions *on* and *at* • Verb *be*: information questions with *What time*, *When*, and *What day*	• Clock times • School subjects • Days of the week • Expressions of punctuality	• Confirm the time of a class	**Reading** • Profiles from a teen magazine • **Skill / strategy:** Classify information **Writing** *page 91* • More rules about capitalization
5. The new girl is very cute! *page 36*	• Use of adjectives • Intensifier *very* • Verb *be*: information questions with *What color* • Questions with *or*	• Adjectives to describe people • Adjectives to describe eyes and hair	• Describe a person	**Reading** • On-the-street interviews • **Skill / strategy:** Find supporting details **Writing** *page 92* • Capitalization of sentences
6. Teen2Teen friends Today's my birthday! *page 42*	• Verb *be*: questions with *How old* • Preposition *in* for months • Preposition *on* for dates	• Entertainment events • Months of the year • Ordinal numbers 1st–31st	• Confirm the date of an event	**Reading** • An events calendar • **Skill / strategy:** Scan for information **Writing** *page 92* • Capitalization
Review: Units 4–6 *pages 48–49* All About You Progress Check	**Cross-curricular Reading: Art** *page 97*		Teen2Teen friends **Magazine 2** *page 101*	

	Grammar	Vocabulary	Social language	Reading and Writing
7. Here. Use my phone. *page 50*	• Prepositions and expressions of position and location • The imperative	• Rooms and furniture at home	• Help someone find something	**Reading** • A dos and don'ts list for English class • **Skill / strategy:** Apply information **Writing** *page 93* • Using exclamation points
8. It's really sunny now! *page 56*	• *Let's / Let's not*	• Good weather and bad weather • Free-time activities	• Talk about the weather • Suggest activities	**Reading** • Weather forecasts • **Skill / strategy:** Interpret visual symbols **Writing** *page 93* • Using apostrophes
9. Teen2Teen Friends There's a school next door. *page 62*	• *there is / there are* • Questions with *How many*	• Expressions of location in the neighborhood • Places in the neighborhood	• Ask about a neighborhood	**Reading** • A blog about your neighborhood • **Skill / strategy:** Find supporting details **Writing** *page 94* • Connecting words with commas and *and*
Review: Units 7–9 *pages 68–69* All About You Progress Check	**Cross-curricular Reading: Earth Science** *page 98*		Teen2Teen Friends **Magazine 3** *page 102*	
10. Look at those black jeans! *page 70*	• Questions with *Which* • Answers with *one / ones* • *this / that / these / those* • Intensifier *too*	• Clothes • Colors	• Give and accept compliments	**Reading** • An online clothes store • **Skill / strategy:** Apply prior knowledge **Writing** *page 94* • Combining two sentences with *and*
11. I can do that! *page 76*	• *can / can't* for ability: statements and *yes / no* questions • Degrees of ability	• Abilities	• Discuss your abilities	**Reading** • Profiles of international athletes • **Skill / strategy:** Classify information **Writing** *page 95* • Combining sentences with *but*
12. Teen2Teen Friends You should visit Brazil! *page 82*	• *should* for advice: statements and *yes / no* questions • *should*: information questions	• Reasons to visit a place	• Describe your country	**Reading** • An online travel article • **Skill / strategy:** Find supporting details **Writing** *page 95* • Combining ideas with *or*
Review: Units 10–12 *pages 88–89* All About You Progress Check	**Cross-curricular Reading: Life Science** *page 99*		Teen2Teen Friends **Magazine 4** *page 103*	
Reference *pages 104–106*				
Workbook *pages W1–W37*				

Welcome

Vocabulary

Classroom directions

The alphabet

The classroom

Numbers 0–10, 11–20, and 21–100

Social language

Introducing the *Teen2Teen* characters

Values and cross-curricular topics

Classroom activities

Foreign language

Suggestions

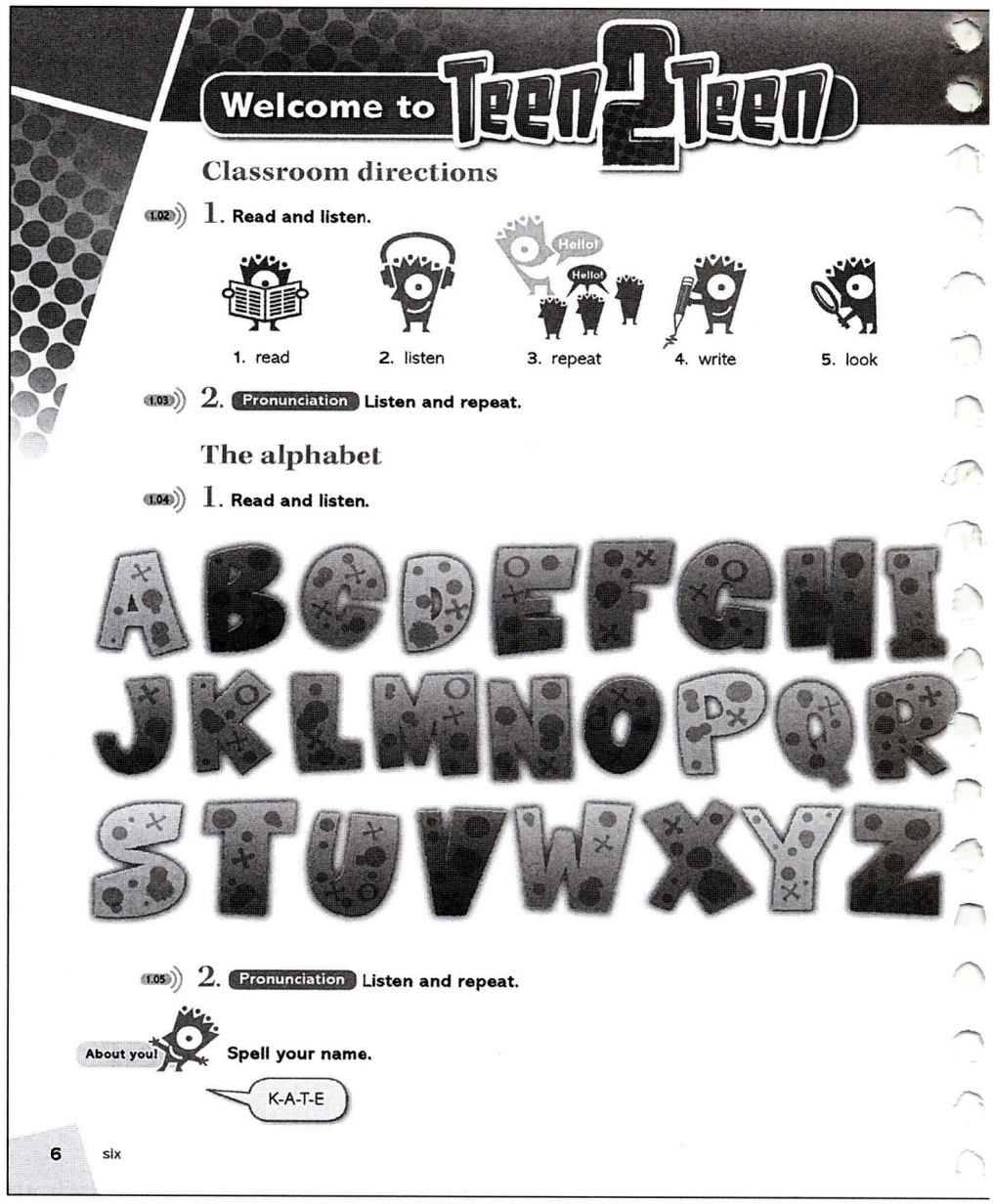
Suggestions are given in these Teaching Notes for using English at a level that the students can understand, which naturally increases as the students acquire more language. As the teacher, you are the best judge of whether the students' own language or English will be more effective for explaining concepts or instructions.

Students will learn to use greetings and give their names in English in Unit 1, but to establish the idea of using English in class whenever possible, it is a good idea to greet the class in English at the start of the first lesson. Write your title and / or name on the board and say *Hi! Hello! I'm (Name)*.

Ask individual students their names. You can ask them in English or in their own language. Then say *Hi / Hello, (Name)*.

Warm-up

Find out what previous contact, if any, the students have had with English, e.g., previous lessons, TV, or websites. Encourage students to tell the class any English words that they know.



Classroom directions

Suggestion

Whenever you see the CD symbol, you can either play the CD or read the audioscript aloud. If the words are shown in the Student Book, you can read them from the page. Audioscripts which are not on the Student Book page are given in the section on pages 100–110. The teaching notes always give a page reference for the audioscript.

Where possible, it is best to use the CD if you can, so that the students get used to hearing different people speaking English. It will also expose them to different accents.

Exercise 1 1•02

- Have students look at the pictures and words. Explain that these words are verbs (action words) and are common instructions to use in English lessons.
- Ask the students to look at the pictures to work out what each verb means.
- Play the CD or read the verbs aloud while students follow.

Suggestion

There is always a pronunciation focus to practice new words. You could ask students to close their books for this, so they repeat what they hear.

Exercise 2 1•03

- Play the CD or read the words aloud, pausing for students to repeat.
- Check for a short vowel in *listen*. Stress the /aɪ/ diphthong in *write* and make sure that the *w* is silent.

The alphabet

Exercise 1 1•04

- Explain that learning the alphabet in English is useful for asking about spelling in class.
- Play the CD or read the alphabet aloud while students follow.

Exercise 2 1•05

- Play the CD or read the letters aloud, pausing for students to repeat.

About you!

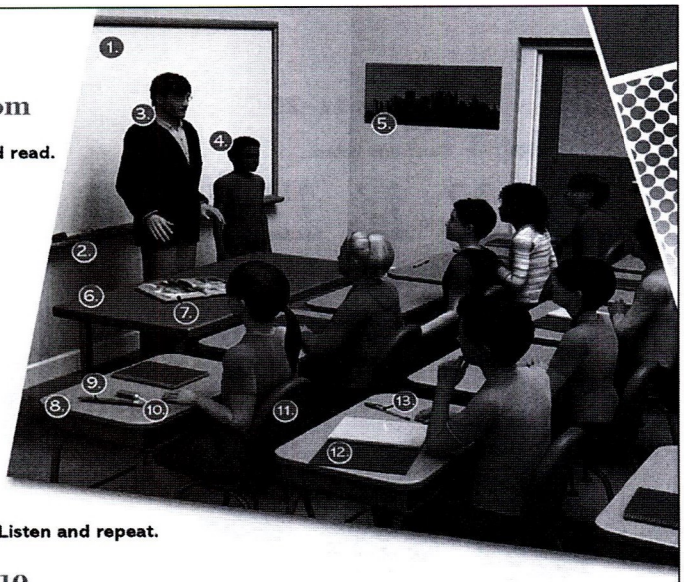
- Explain that *About you!* is an opportunity for students to use English to talk or write about themselves. Point to your name on the board and spell it out.
- First, ask volunteers to spell their names. Then continue until everyone has had a turn. Assist if necessary.

ANSWER
Students' own answer

The classroom

1.06 **1. Look, listen, and read.**

1. a board
2. a marker
3. a teacher
4. a student
5. a picture
6. a table
7. a book
8. a desk
9. a pencil
10. an eraser
11. a chair
12. a notebook
13. a pen



1.07 **2. Pronunciation Listen and repeat.**

Numbers 0–10

1.08 **1. Read and listen.**

0	1	2	3	4	5	6	7	8	9	10
zero	one	two	three	four	five	six	seven	eight	nine	ten

1.09 **2. Pronunciation Listen and repeat.**

3. Look at the pictures. Write the numbers.



a. three notebooks



b. seven erasers



c. two teachers



d. eight chairs



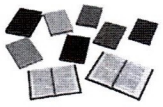
e. ten pens



f. six markers



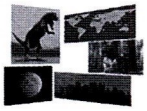
g. one student



h. nine books



i. four desks



j. five pictures

The classroom

Suggestion

The words are presented here with indefinite articles *a / an*. You don't need to focus on this difference at this stage as students will study these articles in Unit 1. If students ask, you can explain and demonstrate that it is difficult to say *a + eraser* and that *an* makes it easier.

Exercise 1 1•06

- Ask students to tell you in their own language what they can see in the picture.
- Play the CD or read the numbered words aloud while students follow.
- Explain that *student* is the same word for a boy or a girl, and *teacher* is the same word for a man or a woman.
- **Option:** If you regularly use different items in your class, such as a file or folder instead of a notebook, you may like to introduce additional words.

Exercise 2 1•07

- Play the CD or read the words aloud, pausing for students to repeat.
- Pay particular attention to the letters *ch* in *teacher* and *chair*, and explain that these are nearly always pronounced with a hard /tʃ/ sound in English.

Usage

Words where *ch* is pronounced /ʃ/ in English are usually loan words from French, e.g., *machine, chef, mustache.*

- Focus too on these other sounds which may be more difficult for students:
  the initial /st/ sound in *student*
  the /tʃər/ ending in *picture*
  the /eɪ/ sound in *table* and *eraser*
  the /ɜr/ sound in *chair*
  the long /oʊ/ sound in *notebook*

Numbers 0–10

Exercise 1 1•08

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

Exercise 2 1•09

- Play the CD or read the numbers aloud, pausing for students to repeat.
- Make sure that students don't try to pronounce the silent letters *w* in *two* and *gh* in *eight*.
- Point out that *five* and *nine* have the same sound as *write*.

Suggestion

The following exercise uses the numbers with plural nouns, but note that students are not expected to make the plural form themselves. They will study this in *Teen2Teen* Two Student Book, Unit 4.

Exercise 3

- Focus on the example to explain the activity, pointing out that the students should write the numbers in words, not digits. Stress that they can copy the spelling from Exercise 1. Note that blue examples on the Student Book page are to guide the students whereas the pink answers are only visible in the Teacher's Edition for your reference.
- **Option:** You may like to mention that *-s* on the end of a word makes it plural, comparing with the students' own language. However, explain that there are other rules in English, which students will study later.
- Circulate while students are writing to check spelling. If some students finish early, ask them to read out their answers to assess their pronunciation.
- Call out each letter for volunteers to say the number. Then repeat the whole phrase to model the plural form:
  You *b?*
  Student *seven*
  You *Yes, good: seven erasers.*
- Introduce classroom phrases as necessary:
  Say it again, please. No, try again.
  Is that right? Can anyone help?
- Students can exchange books to check each other's spelling.

Suggestion

Now that students have learned some numbers in English, you can give them instructions to open their books to a specific page in English. Hold up your book to demonstrate and say *Open your books to page eight. Page eight.* Show students that the numbers are in words as well as digits at the bottom of the Student Book.

Numbers 11–20

Suggestion

Play a game to review the alphabet and numbers 1–10. Say *What number?* and spell out a number slowly, e.g., *T-W-O*. Write the answer (*2*) on the board to confirm and continue with other numbers.

Exercise 1 1•10

- Play the CD or read numbers 11–20 aloud while students follow.

Usage

When counting in English, the stress falls on the first syllable of the *-teen* words: *thirteen*, *fourteen*, etc. This is also the case when a number comes before a noun: *fifteen students*. However, when the words are used on their own, the *-teen* ending is usually stressed.

Exercise 2 1•11

- Play the CD or read the numbers aloud, pausing for students to repeat.
- Contrast the sounds in the pairs *three / thirteen* and *five / fifteen*. Unlike the word *two*, confirm that the *w* is pronounced in *twelve* and *twenty*.

Exercise 3

- Circulate while students are writing to check spelling. If some students finish early, check pronunciation by randomly pointing at numbers for students to say the word.
- Students can exchange books with a partner to check their spelling.
- **Option:** For further practice of the alphabet, you could invite volunteers to spell out the answers.

Numbers 21–100

Suggestion

Students need to learn to recognize the difference between *fourteen / forty* and other similar pairs up to *nineteen / ninety*. To help students develop natural pronunciation, remind them to stress the *-teen* ending, but to never stress the *-ty* ending.

Exercise 1 1•12

- Play the CD or read the numbers aloud while students follow.
- Demonstrate the difference between 14 and 40 by exaggerating the different stress: *fourteen* (with a very clear final /n/) and *forty*.
- Point out the use of the hyphen in the formation of numbers 22–29 in English. Compare with numbers in the students' own language. You could compare *hyphen* /'haɪfən/ with the same word in the students' own language, but students don't need to use the word in English.

Exercise 2 1•13

- Play the CD or read the numbers aloud, pausing for students to repeat.
- Make sure that they keep the second syllable of the *-ty* words very short.

Exercise 3

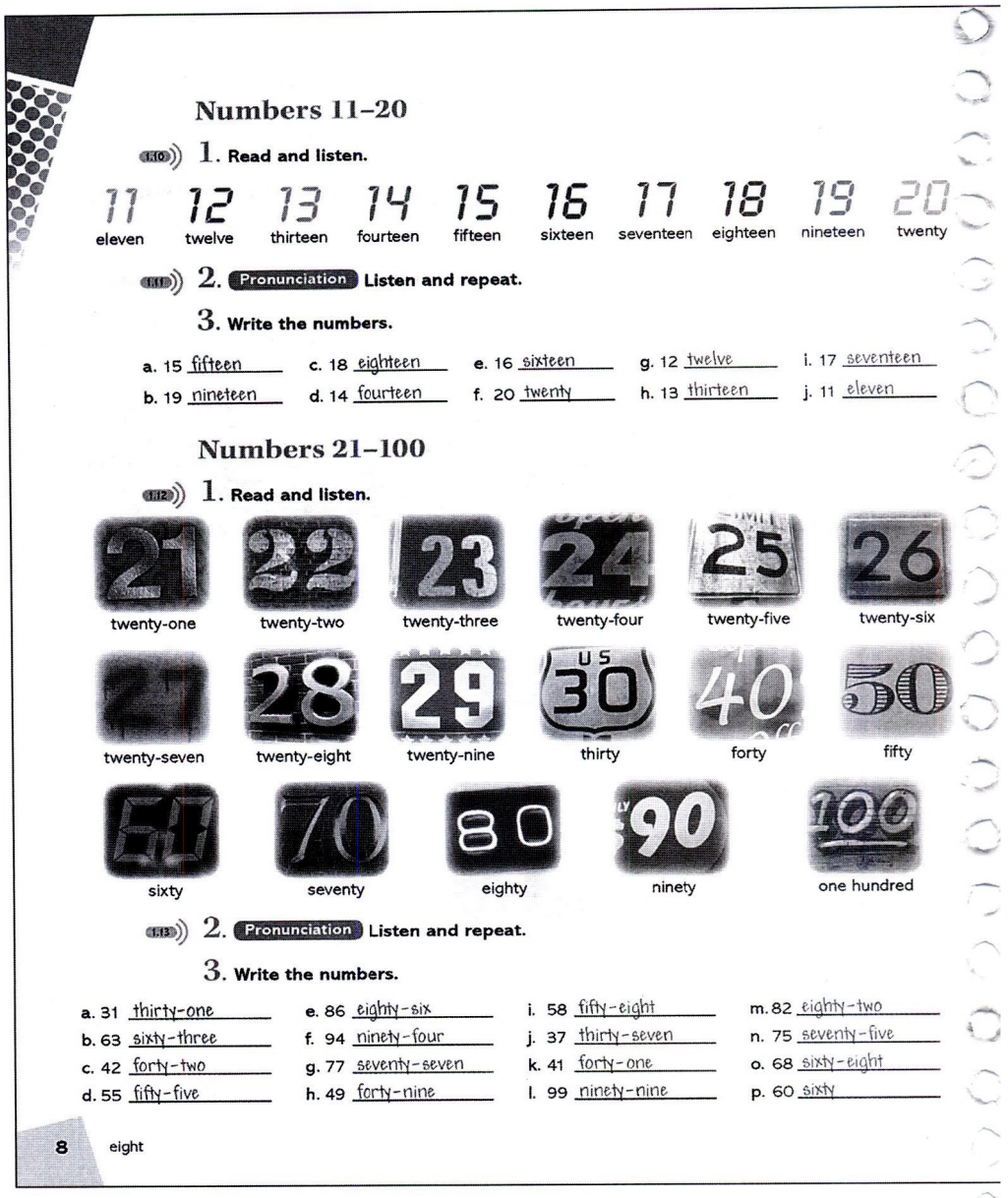
- Use the example to explain that numbers 31–99 follow the same pattern with a hyphen as 21–29 shown in Exercise 1. Do the next item with the class, writing the answer on the board to check that everyone understands.
- Circulate while students are writing to check spelling. If some students finish early, they can write out other numbers.

Extra practice activity (all classes)

Count round the class. Start by saying *One* and encourage the student at one end of the front row to say *Two* and the next student to say *Three*, and so on, until everyone has said a number.

Ask a different student to begin again from 1 and this time go up to 100.

Further support
Workbook page W2



Numbers 11–20

1. Read and listen.

11 eleven 12 twelve 13 thirteen 14 fourteen 15 fifteen 16 sixteen 17 seventeen 18 eighteen 19 nineteen 20 twenty

2. Pronunciation Listen and repeat.

3. Write the numbers.

a. 15 fifteen
b. 19 nineteen
c. 18 eighteen
d. 14 fourteen
e. 16 sixteen
f. 20 twenty
g. 12 twelve
h. 13 thirteen
i. 17 seventeen
j. 11 eleven

Numbers 21–100

1. Read and listen.

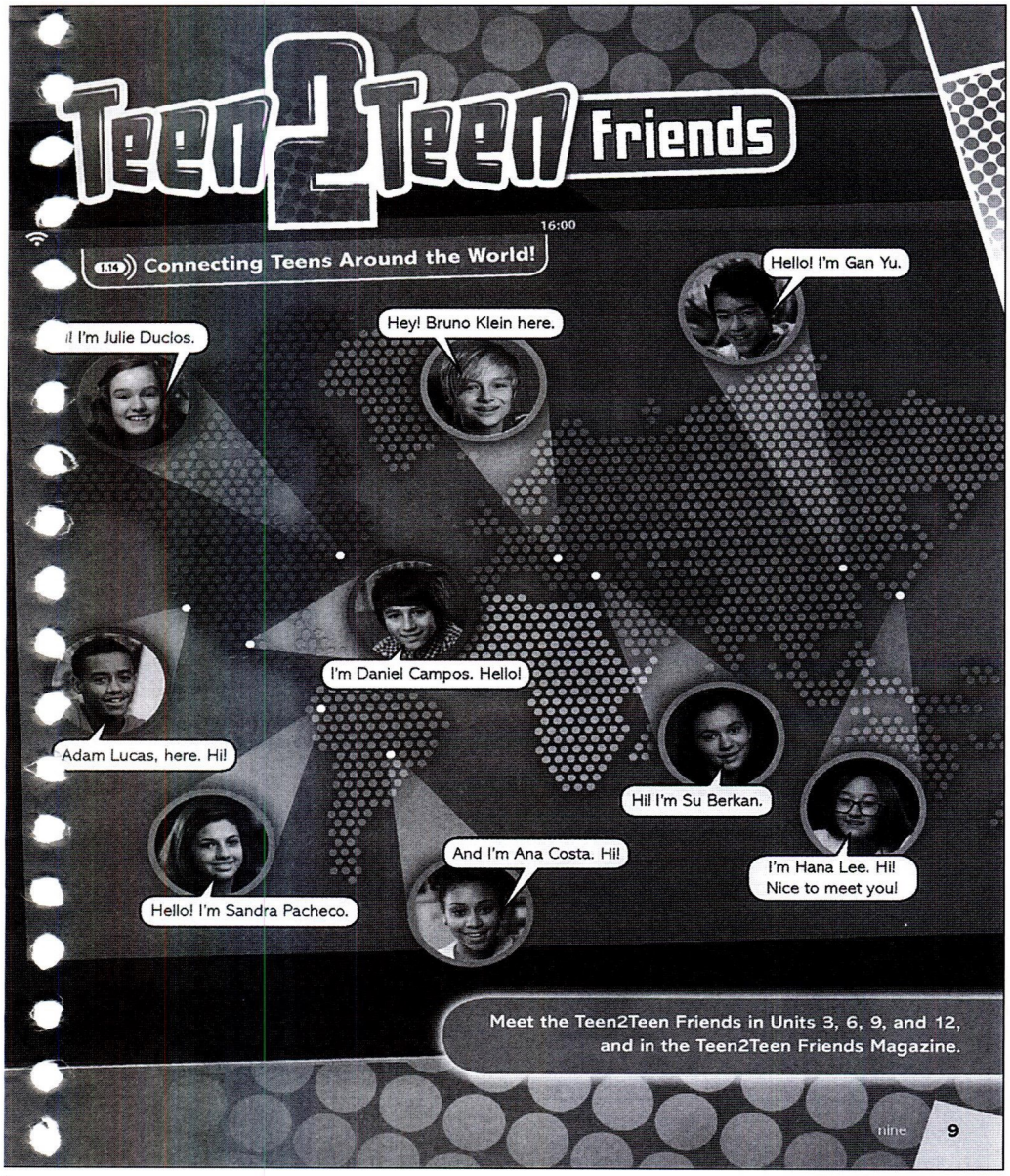
21 twenty-one 22 twenty-two 23 twenty-three 24 twenty-four 25 twenty-five 26 twenty-six
27 twenty-seven 28 twenty-eight 29 twenty-nine 30 US thirty 40 forty 50 fifty
60 sixty 70 seventy 80 eighty 90 ninety 100 one hundred

2. Pronunciation Listen and repeat.

3. Write the numbers.

a. 31 thirty-one
b. 63 sixty-three
c. 42 forty-two
d. 55 fifty-five
e. 86 eighty-six
f. 94 ninety-four
g. 77 seventy-seven
h. 49 forty-nine
i. 58 fifty-eight
j. 37 thirty-seven
k. 41 forty-one
l. 99 ninety-nine
m. 82 eighty-two
n. 75 seventy-five
o. 68 sixty-eight
p. 60 sixty

8 eight



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Teen2Teen Friends

Cross-curricular topics
The Internet
Geography
Foreign language

Aim

Meet the *Teen2Teen* characters and understand the role of international communication in English

Suggestion

In Unit 3, students will learn the names of the different countries where the characters live. For now, you can draw on their knowledge of geography to talk about the map in the students' own language.

Usage

The title of the series uses the number *2* to mean *to*, which is a common abbreviation in text messages. This reflects the idea of teenagers talking (or writing messages) to other teenagers.

About *Teen2Teen*

- Explain the title of the course *Teen2Teen* as per the *Usage* note.
- Explain that *Teen2Teen Friends* is a social networking site, like Facebook, where teenagers can communicate with each other and make new friends from different cities and countries around the world. Illustrate this by translating *Connecting Teens Around the World!*

Using the map

- Ask students to look at the map of the world. Use the colors of the dots to refer to the different continents and regions of the world and ask students to name them in their own language.
- Explain that the photos show nine characters whom the students will meet in *Teen2Teen*.
- Discuss as a class that these characters have different first languages and that they therefore need to communicate in a language that they all understand. Elicit that this language is English.
- Stress the value of learning other languages, and in particular English, to be able to communicate with people all over the world.

Meeting the characters 1•14

- Tell the students that they are going to hear the characters introducing themselves. Ask them to look at the photos and to follow on the page, listening carefully.
- Play the CD or read the speech balloons aloud while students follow.

Usage

Hi and *Hello* have the same meaning, but *Hi* is less formal. *Hey* is another informal greeting which, like *Hi*, is very common among teenagers.

- Explain the meaning of *Nice to meet you!* Demonstrate this by walking up to a student, shaking their hand and saying *Hi! I'm* (*Name*). *Nice to meet you!*
- Ask students to listen again. Pause after each character has spoken and model the first name and family name of each character, e.g., *Julie Duclos*, asking students to repeat. Some names might look similar in the students' own language, but for good listening practice, copy the characters' pronunciation and encourage the students to do the same.
- Use the name *Julie* to practice the hard /dʒ/ sound in English.
- Explain that the white dots show where the characters live. Ask students who lives nearest them.
- Focus on the orange bar and explain that the students will meet the characters regularly in the book. Start to read *Meet the Teen2Teen Friends in Units* ... and encourage students to say the numbers in English.
- Explain that the *Teen2Teen Friends Magazine* is at the back of the book (pages 100–103). Each page is a text featuring the *Teen2Teen* characters to be read after each three units.

Unit 1

Grammar

Verb *be*: affirmative and negative

Subject pronouns

Vocabulary

Greetings: hellos and goodbyes

Social language

Greet your classmates

Apologize for a mistake

Values and cross-curricular topics

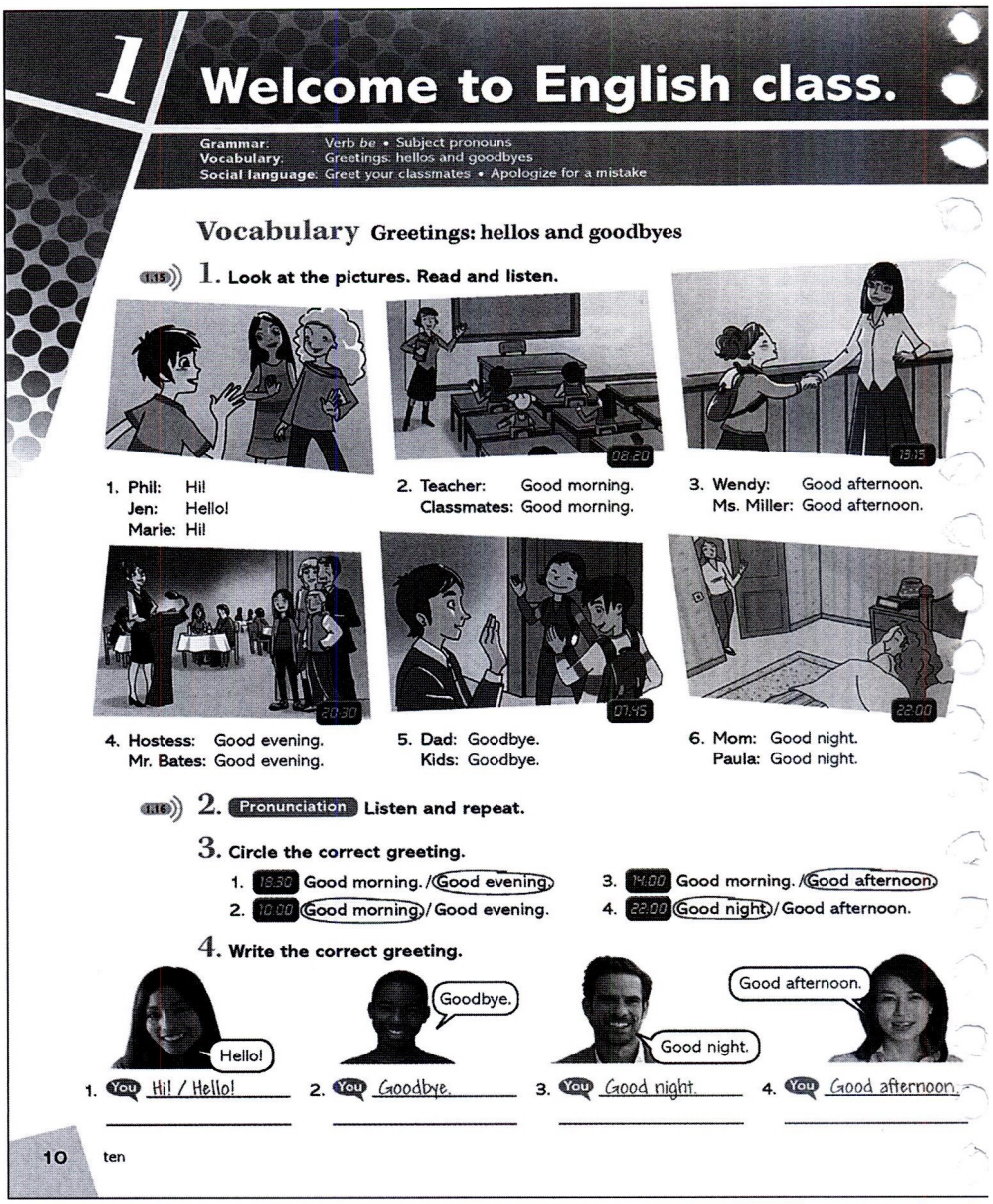
Self-assessment

Identity

Unit contents

Each unit in the *Teen2Teen* Student Book begins with a list of contents in a bar at the top of the page, broken down into three categories: Grammar, Vocabulary, and Social Language. Every three units, there is a Review which encourages students to check their progress towards specific goals.

To introduce the idea of self-assessment, focus on the list of contents, discuss briefly in the students' own language what each item means, and explain that students will check their progress in a *Review* after every three units.



1 Welcome to English class.

Grammar: Verb *be* • Subject pronouns
Vocabulary: Greetings: hellos and goodbyes
Social language: Greet your classmates • Apologize for a mistake

Vocabulary Greetings: hellos and goodbyes

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

1. Phil: Hi!
Jen: Hello!
Marie: Hi!

2. Teacher: Good morning.
Classmates: Good morning.

3. Wendy: Good afternoon.
Ms. Miller: Good afternoon.

4. Hostess: Good evening.
Mr. Bates: Good evening.

5. Dad: Goodbye.
Kids: Goodbye.

6. Mom: Good night.
Paula: Good night.

1.16 2. Pronunciation Listen and repeat.

3. Circle the correct greeting.

1. 18:30 Good morning. / (Good evening.)
2. 10:00 (Good morning.) / Good evening.
3. 14:00 Good morning. / (Good afternoon.)
4. 22:00 (Good night.) / Good afternoon.

4. Write the correct greeting.

Hello! Goodbye. Good night. Good afternoon.

1. You Hi! / Hello!
2. You Goodbye.
3. You Good night.
4. You Good afternoon.

10 ten

Vocabulary

Aim

Practice greetings: hellos and goodbyes

Further support
Vocabulary Flashcards: Greetings

Suggestion

If you used *Hi* or *Hello* in class as you worked through the *Welcome* unit, review with students how to greet people in English.

Exercise 1 1.15

- Explain in the students' own language that the pictures show people greeting each other. Discuss with the class which pictures they think show saying hello, saying goodbye, and good night.
- Play the CD or read the conversations aloud while students follow.

Usage

Good afternoon is used after midday and *Good evening* is used from about 18:00, or a little earlier when days are shorter in the winter. *Good night* is generally only used when someone is going to bed, but people say it to each other instead of *Goodbye* very late in the evening, for example after a party.

When someone says *Good morning / afternoon / evening / night* without adding anything else, the usual response is to repeat the phrase. *Hi* and *Hello* can follow this pattern or can be used freely.

- Draw students' attention to the times shown in some of the pictures. Ask students to guess the meaning of *Good morning / afternoon / night* and help them to understand the difference between *afternoon* and *evening*.
- Establish with the students which is the correct greeting for this class: *Good morning* or *Good afternoon*.

Exercise 2 1.16

- Play the CD or read the conversations aloud, pausing after each line for students to repeat chorally.
- Encourage students to sound friendly as they repeat the greetings. When students repeat chorally, their intonation is often very flat. Practice with individual students, too.

Note

Clock times are taught in Unit 4, so there is no need to focus on these now.

Exercise 3

- Use the example to check that students recognize the word *circle* and make sure that everyone understands that 18:30 is in the evening. Students then circle the correct greetings.
- Students compare answers in pairs.
- Call out the numbers 1–4 for the class to say the greeting together.

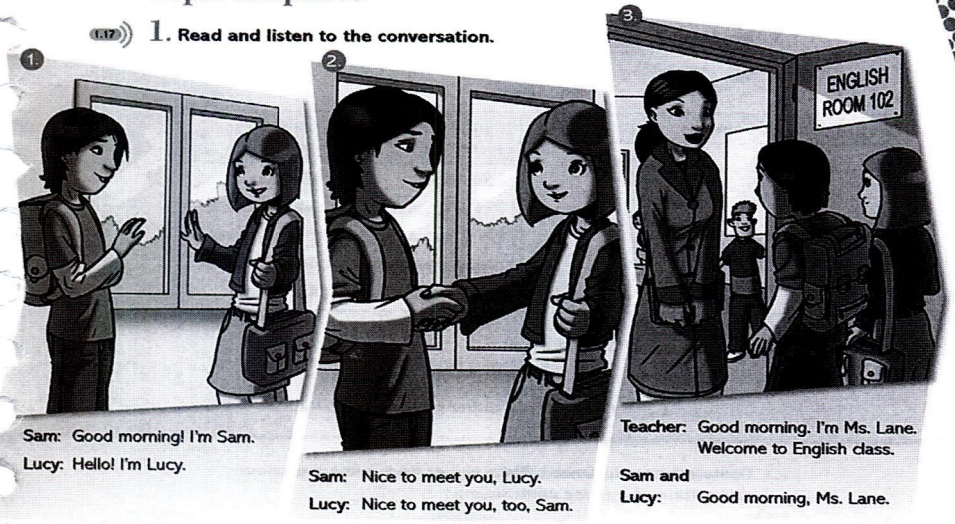
Exercise 4

- Tell the students to imagine that the people in the photos are talking to them and to write the correct response.

Further support
Extra Practice CD-ROM

Topic Snapshot

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



2. Choose the correct greeting.

1. I'm Claire.
   (a) Nice to meet you, Claire.
   b. Goodbye.
2. I'm Dave.
   (a) Hello, Dave. I'm Ellen.
   b. Good night.
3. Nice to meet you.
   a. Good night.
   (b) Nice to meet you, too.
4. I'm Ms. Jones.
   a. Nice to meet you, too.
   (b) Hello, Ms. Jones.

1.18 **3. Now listen and check your answers.**

1.19 **4.** Listening comprehension **Listen to the conversations. Write the words to complete the conversations.**

1. A: Hello ! I'm Max.
   B: Hello, Max. I'm Sara.
2. A: Hi, Patrick. I'm Alex.
   B: Nice to meet you , Alex.
3. A: Hello. I'm Gabriel.
   B: Good morning , Gabriel. I'm Mr. Smith. I'm the teacher.
4. A: Good morning, Mr. Smith. Nice to meet you.
   B: Welcome to English class.

Topic Snapshot

Aim

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

Suggestion

Topic Snapshot is a special feature in *Teen2Teen* designed to illustrate the topic of the unit through natural conversation. Although examples of the unit grammar, vocabulary, or social language are included, focus on comprehension, not presentation, and guide the students to interpret meaning from the context. New language is then studied later in the unit.

Warm-up

Review greetings by saying *Good night, class* and wait for students to correct you. If they repeat *Good night*, shake your head and stop them. Ask hesitantly *Good night?*, this time pointing through a window (if possible), or to the clock or your watch. Encourage students to give the correct greeting and then repeat it.

Exercise 1 1•17

- Focus on Picture 2. Ask the class whether they think these students already know each other well. (*No, they're shaking hands, so they've just met.*) Ask the students what they think is happening in the pictures.
- Play the CD or read the conversation aloud while students follow.
- Confirm whether the students' ideas were correct.
- Point out that Sam says *Good morning*, but he also introduces himself, so Lucy says *Hello* and her name rather than *Good morning*.
- Invite students to guess the meaning of *too* and *Welcome to English class* from the context. Remind them that Hana used *Nice to meet you* on page 9.

Usage

In *Teen2Teen*, *Ms.* and *Mr.* are used for titles for adult women and men because *Ms.* is always acceptable and there is no term to indicate male marital status. If you wish to present *Mrs.* and *Miss*, write them on the board and explain that *Miss* is for a young woman (probably under 30) who is not married; *Mrs.* is for a woman of any age who is married and *Ms.* is an increasingly common title which is used for both married and unmarried women.

Explain that it is never correct in English to use a title with a first name and write *Ms. Lane NOT ~~Ms. Marie~~* on the board.

Exercise 2

- As you go over the answers, make sure students understand why *Nice to meet you, too* is wrong in number 4 (because *too* means *also*; it's only said if the first speaker says *Nice to meet you*).

Exercise 3 1•18

- Play the CD or read the conversations in Exercise 2 yourself, using the responses circled in pink. Students check their answers.

Suggestion

Before students do a listening activity, make sure that they understand the task, so they know what they are listening for. Always let them listen at least twice, but ask them not to write anything the first time. Where appropriate, let students listen a third time to check answers.

Exercise 4 1•19

- Tell the students that they will hear the conversations twice. Ask them to listen the first time without writing.
- Play the CD or read the conversations aloud while students follow.
- Students listen again. Pause after each conversation for students to write.
- Students exchange books to check spelling. Invite students to read out the completed conversations in pairs.

AUDIOSCRIPT 1•19 PAGE 105

Grammar

Aim

Practice the verb *be*: affirmative and singular subject pronouns

Grammar support
Interactive Grammar Presentation

Exercise 1

- Dan is introducing himself in the photo. Use this to explain to students that, unlike some other languages, there is only one verb for *be* in English, and that it can be used to express identity.
- Focus on the singular subject pronouns and ask the students in their own language how the subject pronoun *I* is different from the others (*it has a capital letter*).
- To show the capitalization of the subject pronoun *I* in context, point to a girl, a boy and yourself and say *She's (Name), he's (Name), and I'm (Name)* and write it on the board. Ask why *She* has a capital letter (*because it's at the beginning of a statement*), underline the *h* of *he* and circle the *I*.
- Emphasize that a subject pronoun must always be used in English and that students should never use *am*, *are*, or *is* on their own.
- Point out that the full form and contracted examples mean the same, explaining that the apostrophe is used to show that a letter is missing.

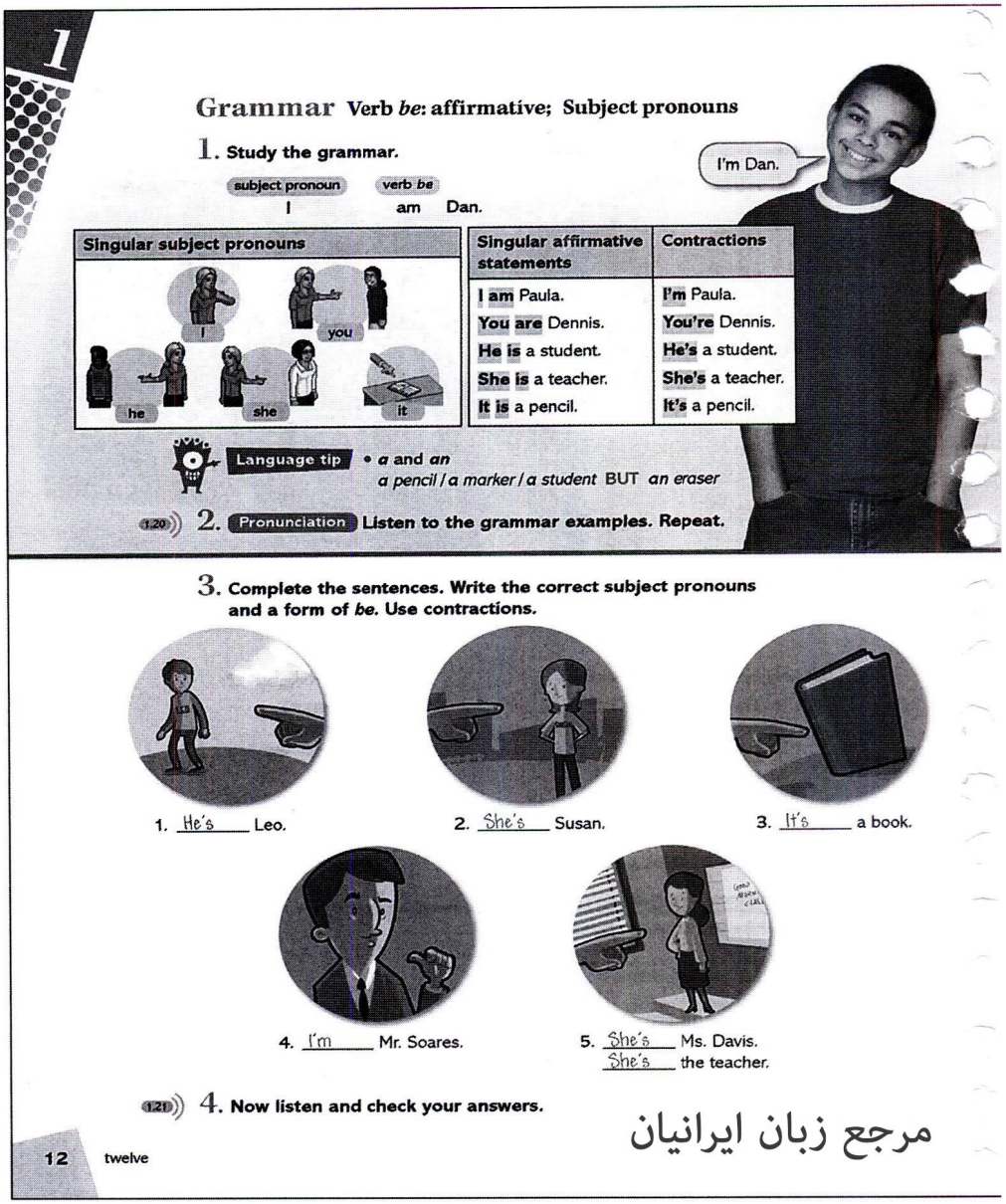
Usage

As a general rule, full forms are used in formal writing, whereas contractions are always used in speech. However, as most writing that the students do at this age is informal, it is natural for them to use contractions in writing. In *Teen2Teen*, the example and answers in the Teacher's Edition are generally shown as contracted forms. Unless students have been asked to use contractions, the full forms are shown as alternative answers in the Teaching Notes.

- Focus on the *Language tip* to explain the use of *a / an*, but note that the only noun covered in the book so far that starts with a vowel sound is *eraser*.

Exercise 2 1•20

- Play the CD or read the grammar examples aloud for students to repeat.
- Say *She's a teacher* with the class as a tongue-twister three times, getting faster each time, to focus on the /ʃ/ and /tʃ/ sounds.



AUDIOSCRIPT 1.20

I am Dan.

I	you	he	she	it
I am Paula.				I'm Paula.
You are Dennis.				You're Dennis.
He is a student.				He's a student.
She is a teacher.				She's a teacher.
It is a pencil.				It's a pencil.

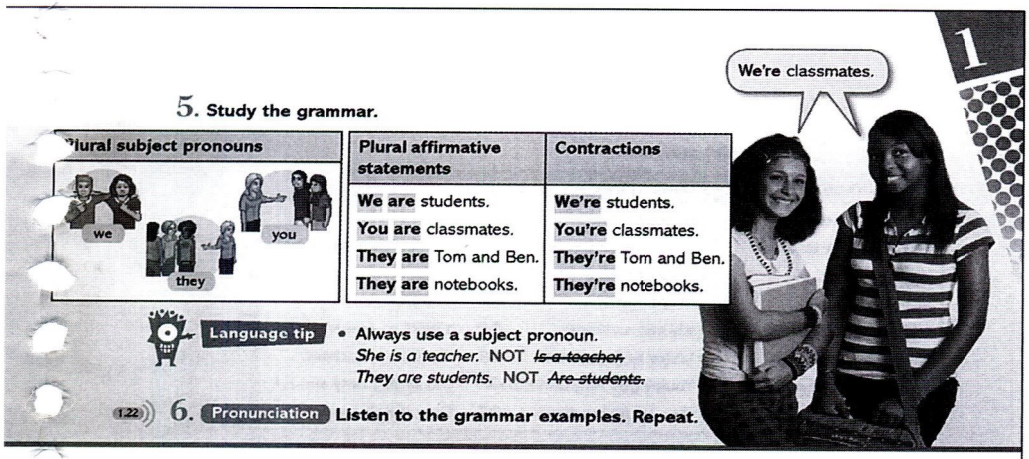
Exercise 3

- Do the activity orally as a class first, to make sure that students associate the subject pronouns with the pictures.
- Focus on the example. Ask why *He's* is correct (*because Leo is a boy*).
- Ask a volunteer to complete number 2 and ask why *She's* is correct (*because Susan is a girl*).
- For number 3, support the students by asking *He's? She's? It's?* Make sure students understand that objects in English don't have genders. Hold up a book and say *It's a book.*
- Point to yourself and say *I'm (Name)* to demonstrate number 4.
- Invite a volunteer to do number 5.
- Tell students to write the answers, remembering to use the apostrophe.

Exercise 4 1•21

- Play the CD or read the answers aloud for students to check.
- Students exchange books to check for the use of the apostrophe.

Further support
Extra Practice CD-ROM



5. **Study the grammar.**

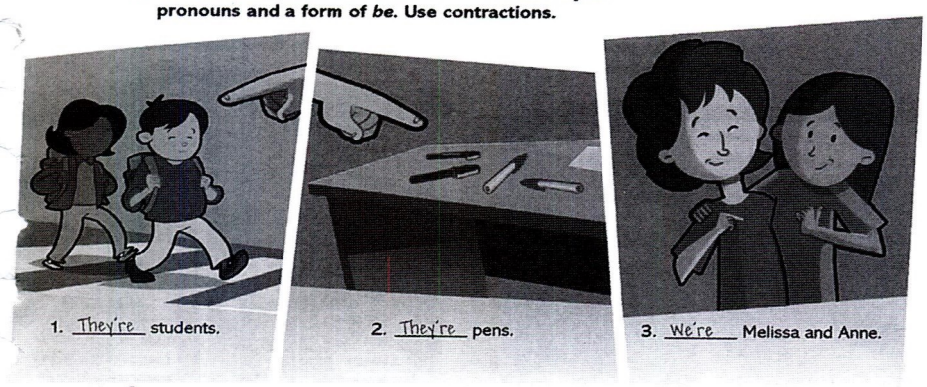
Plural subject pronouns	Plural affirmative statements	Contractions
we	**We are** students.	**We're** students.
you	**You are** classmates.	**You're** classmates.
they	**They are** Tom and Ben.	**They're** Tom and Ben.
	They are notebooks.	**They're** notebooks.

Language tip

- Always use a subject pronoun.
  She is a teacher. NOT ~~*Is a teacher.*~~
  They are students. NOT ~~*Are students.*~~

1.22 **6.** **Pronunciation** **Listen to the grammar examples. Repeat.**

7. **Complete the statements. Write the correct subject pronouns and a form of *be*. Use contractions.**



1. They're students.
2. They're pens.
3. We're Melissa and Anne.

1.23 **8.** **Now listen and check your answers.**

9. **Write statements. Change the contractions to full forms.**

1. I'm Zara. I am Zara.
2. We're classmates. We are classmates.
3. He's a teacher. He is a teacher.
4. They're markers. They are markers.
5. You're students. You are students.
6. It's a book. It is a book.

Grammar support

Interactive Grammar Presentation

Exercise 5

- Focus on the photo. Ask students if they remember seeing the word *classmates* (on page 10).
- Point to the girls in the photo and have a volunteer read the speech bubble. Say: *They're in the same class. They're classmates.* Point to everyone and say *You're classmates.*
- Compare with the students' own language, pointing out that *we* and *they* are the same for both masculine and feminine and that *you* is the same form for both singular and plural.
- Stress that there is only one plural form: *are* (and its contraction, *'re*).
- Focus on the *Language tip* to remind students that they must always use a subject pronoun.

Exercise 6 1·22

- Play the CD or read the grammar examples aloud for students to repeat.
- Make sure that students don't pronounce the *-es* ending on *classmates* as an extra syllable.

AUDIOSCRIPT 1.22

we you they

We are students.	We're students.
You are classmates.	You're classmates.
They are Tom and Ben.	They're Tom and Ben.
They are notebooks.	They're notebooks.

Exercise 7

- As the students did a similar activity on the previous page, ask a volunteer to explain to the class what they have to do in this activity.
- Remind them to use an apostrophe in contractions.

Exercise 8 1·23

- Play the CD or read the answers aloud for students to check.
- Students exchange books to check for the use of the apostrophe.

Exercise 9

- **Option:** Point out to students that Exercise 9 brings together the language studied on pages 12 and 13. The students may find it helpful to look back at page 12 to review the full forms in the singular.
- Write *I'm* (*Name*) on the board and circle the apostrophe. Remind them that the apostrophe shows that a letter is missing.
- Ask if anyone can remember the full form that they studied on page 12 (*I am*). Write *I am* (*Name*) underneath the contracted form and remind the students that it has the same meaning.
- Point out that number 1 is the same as your version on the board.
- Do number 2 with the class to make sure that everyone has understood and then allow the students to work quietly at their own pace.
- Circulate to help as necessary. Praise correct answers and point to any errors, helping students to correct their work.
- If any students finish early, ask them to do the *Extra practice activity* below.

Extra practice activity (all classes)

Students write the full forms of the statements in Exercise 3 on page 12.

ANSWERS

1. He is Leo.
2. She is Susan.
3. It is a book.
4. I am Mr. Soares.
5. She is Ms. Davis. She is the teacher.

Further support

Extra Practice CD-ROM

Grammar

Aim

Practice the verb *be*: negative

Grammar support
Interactive Grammar Presentation

Exercise 1

- Point to yourself and say *I'm not a student. I'm a teacher.* Then hold up your book open at page 12 and point to Dan. Say *He's Dan.* Turn to page 14, point to the boy in the photo and read the speech balloon slowly. Elicit that *not* makes the verb negative.
- Emphasize again that there is no difference in meaning between the full form and the contracted forms and explain that students may use either of the two contracted forms listed in the chart.

Usage

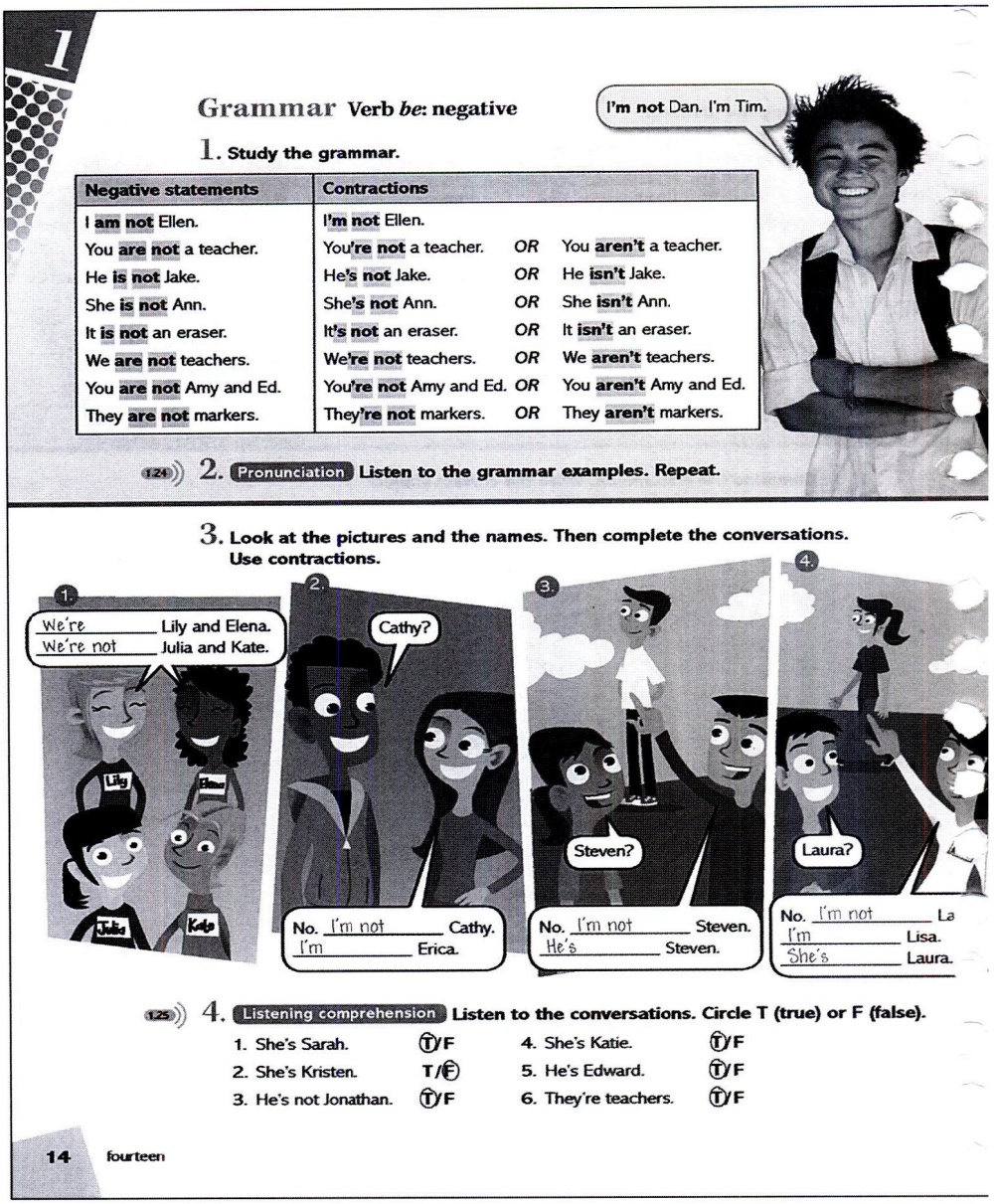
There is no difference in meaning between the two types of contractions. In spoken American English, *'s not* and *'re not* are more common after pronoun subjects (*We're not teachers*). The forms *isn't* and *aren't* are more common after noun subjects (*Ann isn't a teacher*). However, both forms are always correct. Allow students to use either form in any statement, as shown in the alternative answers given in the Teaching Notes.

Exercise 2 1•24

- Play the CD or read the grammar examples aloud for students to repeat.
- Make sure that students say *an eraser*.

AUDIOSCRIPT 1.24

I am not Ellen. I'm not Ellen.
You are not a teacher. You're not a teacher. You aren't a teacher.
He is not Jake. He's not Jake. He isn't Jake.
She is not Ann. She's not Ann. She isn't Ann.
It is not an eraser. It's not an eraser. It isn't an eraser.
We are not teachers. We're not teachers. We aren't teachers.
You are not Amy and Ed. You're not Amy and Ed. You aren't Amy and Ed.
They are not markers. They're not markers. They aren't markers.



1

Grammar Verb *be*: negative

1. Study the grammar.

Negative statements	Contractions		
I **am not** Ellen.	**I'm not** Ellen.		
You **are not** a teacher.	You**'re not** a teacher.	*OR*	You **aren't** a teacher.
He **is not** Jake.	He**'s not** Jake.	*OR*	He **isn't** Jake.
She **is not** Ann.	She**'s not** Ann.	*OR*	She **isn't** Ann.
It **is not** an eraser.	It**'s not** an eraser.	*OR*	It **isn't** an eraser.
We **are not** teachers.	We**'re not** teachers.	*OR*	We **aren't** teachers.
You **are not** Amy and Ed.	You**'re not** Amy and Ed.	*OR*	You **aren't** Amy and Ed.
They **are not** markers.	They**'re not** markers.	*OR*	They **aren't** markers.

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

3. Look at the pictures and the names. Then complete the conversations. Use contractions.

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

1. She's Sarah. (T)/F
2. She's Kristen. T/(F)
3. He's not Jonathan. (T)/F
4. She's Katie. (T)/F
5. He's Edward. (T)/F
6. They're teachers. (T)/F

Exercise 3

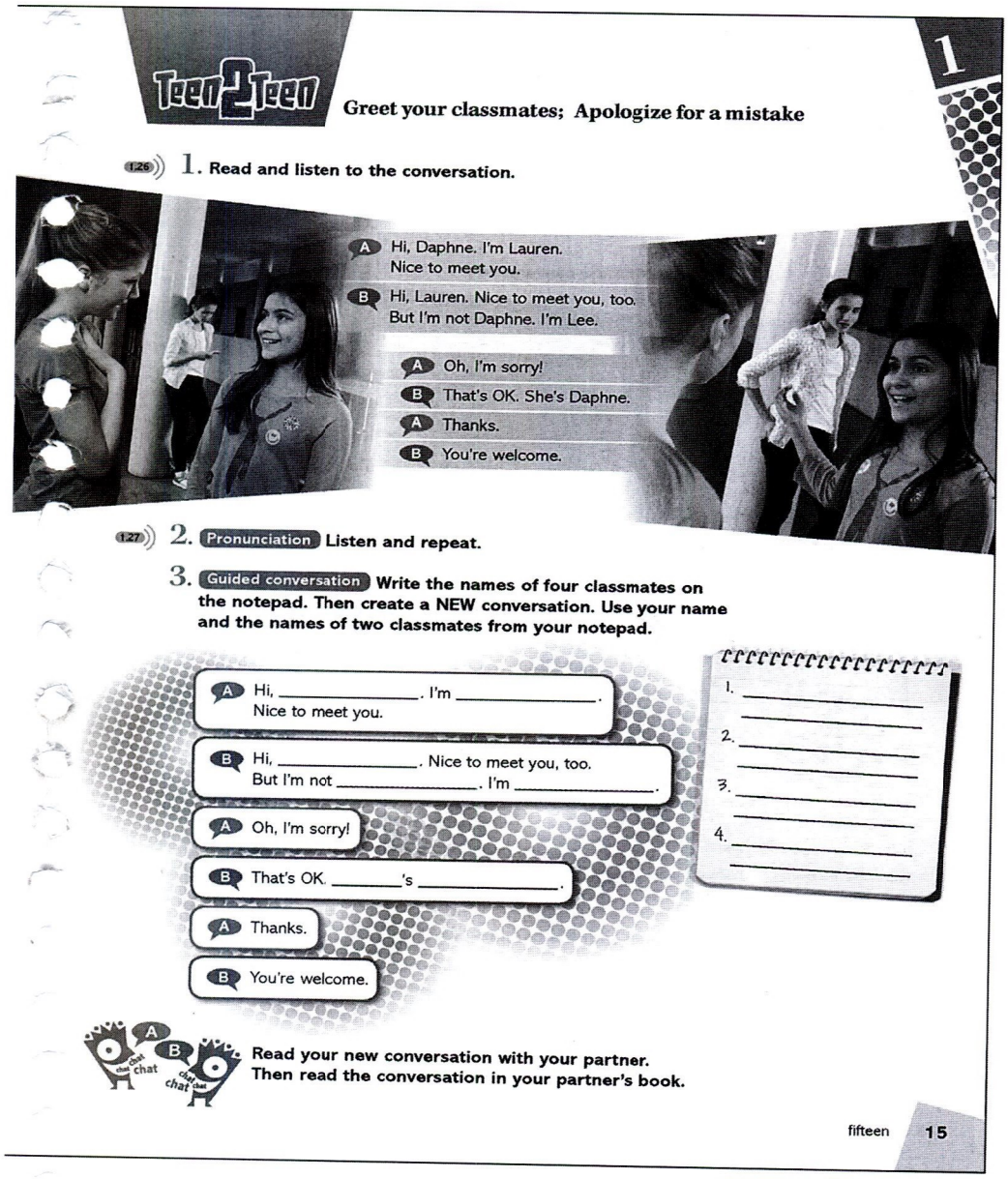
- Use the example to demonstrate the activity, but explain that in each case, the speech balloon refers to someone different in the picture, so the students will need to use different pronouns and forms of the verb *be*.
- Make sure in number 2 that students understand that the boy is asking the girl if she's Cathy and shake your head to signify *No*. Focus on the gapped conversation and ask the students what Cathy says.
- Give students a few minutes to look at each picture to work out the situation. Clarify if necessary and then ask students to finish the exercise.
- Write the gapped statements from the speech balloons on the board while students are working. You could then either ask volunteers to tell you what to write or invite them to write the answers on the board, asking the class to check carefully.

Exercise 4 1•25

- Explain the meaning of *true* and *false* and ask the students to read statements 1–6 quietly. Tell the class that they are going to listen to six short conversations. They circle *T* if the statement is true and *F* if it is false. Explain that they will hear the conversations twice and that the first time, you will stop after each one for them to circle *T* or *F* in pencil.
- Play the CD or read the audioscript aloud.
- Students listen again, check their answers and go over the circles in pen.

AUDIOSCRIPT 1•25 PAGE 105

Further support
Extra Practice CD-ROM



Teen2Teen

Aim

Practice social language for greeting your classmates and apologizing for a mistake

Suggestion

The *Teen2Teen* feature in each unit provides a chance for students to use the language from the unit in a social context. Allow time in your planning for students to develop their oral skills.

Warm-up

Books closed. Write *Teen2Teen* on the board and ask students where they have seen this (*the title of the book and on page 9*). Then ask them to open their books to page 15, using *fifteen* in English. Point to the *Teen2Teen* logo. Remind them of the double meaning of *2 / to* to explain the purpose of the activity (see *Suggestion* above).

Exercise 1 1•26

- Ask students to guess what is happening in the photos, but don't confirm their ideas at this stage.
- Play the CD or read the conversation aloud while students follow.
- Ask students if they guessed correctly.

Usage

It is acceptable to start a statement with *but*, but it is much more common in spoken English than in formal writing.

You're welcome is the usual response when someone thanks you.

Exercise 2 1•27

- Play the CD or read the conversation aloud line by line for students to repeat. Practice each line first with the whole class and then ask a few individual students to repeat.

Exercise 3

- Explain to the students that they are going to create their own conversation using different names.
- Use the photos to establish that they need either boys' or girls' names (as you wouldn't use a girl's name with a boy by mistake, or vice versa).
- Assuming no one in the class has these names, check by asking in the students' own language if they are going to write Daphne, Lauren or Lee (*No*).
- Give the class time to write names.
- Show students where to use their own name by writing the following on the board: *Hi, (Name.) I'm (Your name.)*
- Then write *That's OK. She's Daphne.* Elicit a boy's name and then point to *She's Daphne* and ask how it needs to be changed. Underneath write *He's (Name.)*
- Students then complete the gaps to make a new conversation.

Chat

- Students work with a partner to read the two new conversations written in their books. Explain that this is a role play, so one student will be using a name that isn't their own.
- Circulate to make sure that students are focused on the task.
- **Option:** Invite volunteers to act out a conversation for the class. Encourage them to dramatize *I'm sorry* and *That's OK*. Ask the class to note the names that each pair mentions. Keep a record of who performs, so everyone has a turn during the year.

Suggestion

Ask students to prepare a photo for the writing lesson on page 90. Prepare some spare photos for those who may forget.

Extension
Writing page 90

Further support
Workbook pages W3–W4
Extra Practice CD-ROM
Grammar Worksheets 1 and 2
Vocabulary Worksheet
Video: Teen Snapshot
Unit Tests A and B
Grammar Bank

Unit 2

Grammar

Possessive adjectives

Possessive 's and s'

Verb *be*: *yes / no* questions

Questions with *Who* and *What*

Vocabulary

The family

Social language

Talk about your family

Values and cross-curricular topics

Family

Identity

Unit contents

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

Topic Snapshot

Aim

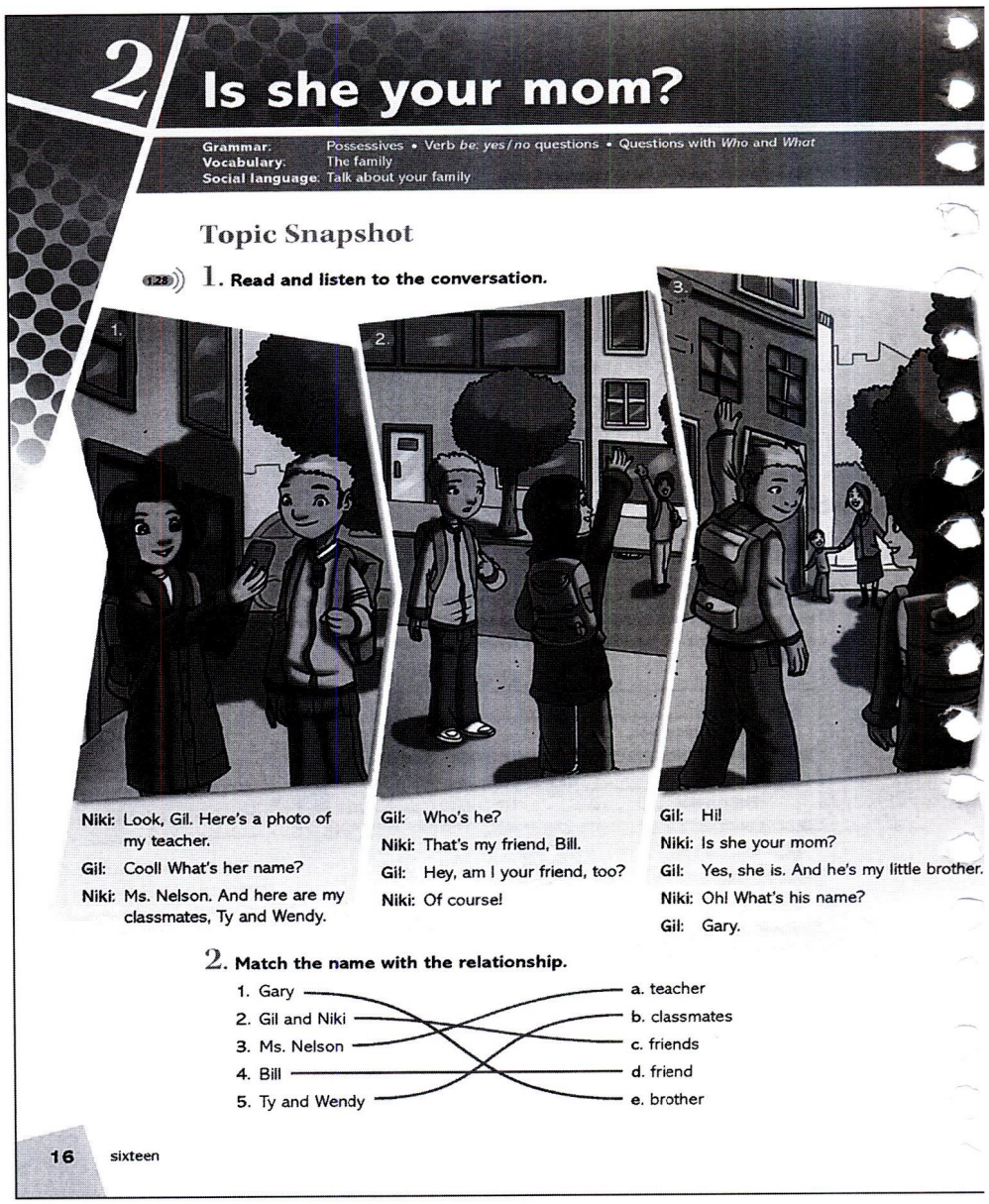
Explore the topic of the unit with examples of the unit grammar, vocabulary, and social language in context

Warm-up

Go around the class showing students photos of your family (your mother if possible, and a brother if you have one, would be particularly useful) or friends. Preview the phrase *Here's a photo of my ...* as the meaning will be very clear from the context and students can use the photo to try and guess the meaning of any family words that you use. Students can't yet ask about the photos in English, but invite questions in the students' own language about the people's names and their relationship to you to reflect the language that the students will be learning in the lesson.

Exercise 1 1·28

- Look at the pictures with the class and encourage students to guess where the people are and what they are talking about.
- Play the CD or read the conversation aloud while students follow. If relevant, ask students to listen for any new words in English that you used in the *Warm-up* (*friend / mom / brother*).



Usage

Hey calls someone's attention to what you are going to say or ask (in the conversation, Gil is concerned that Niki views Bill as her friend, but not him).

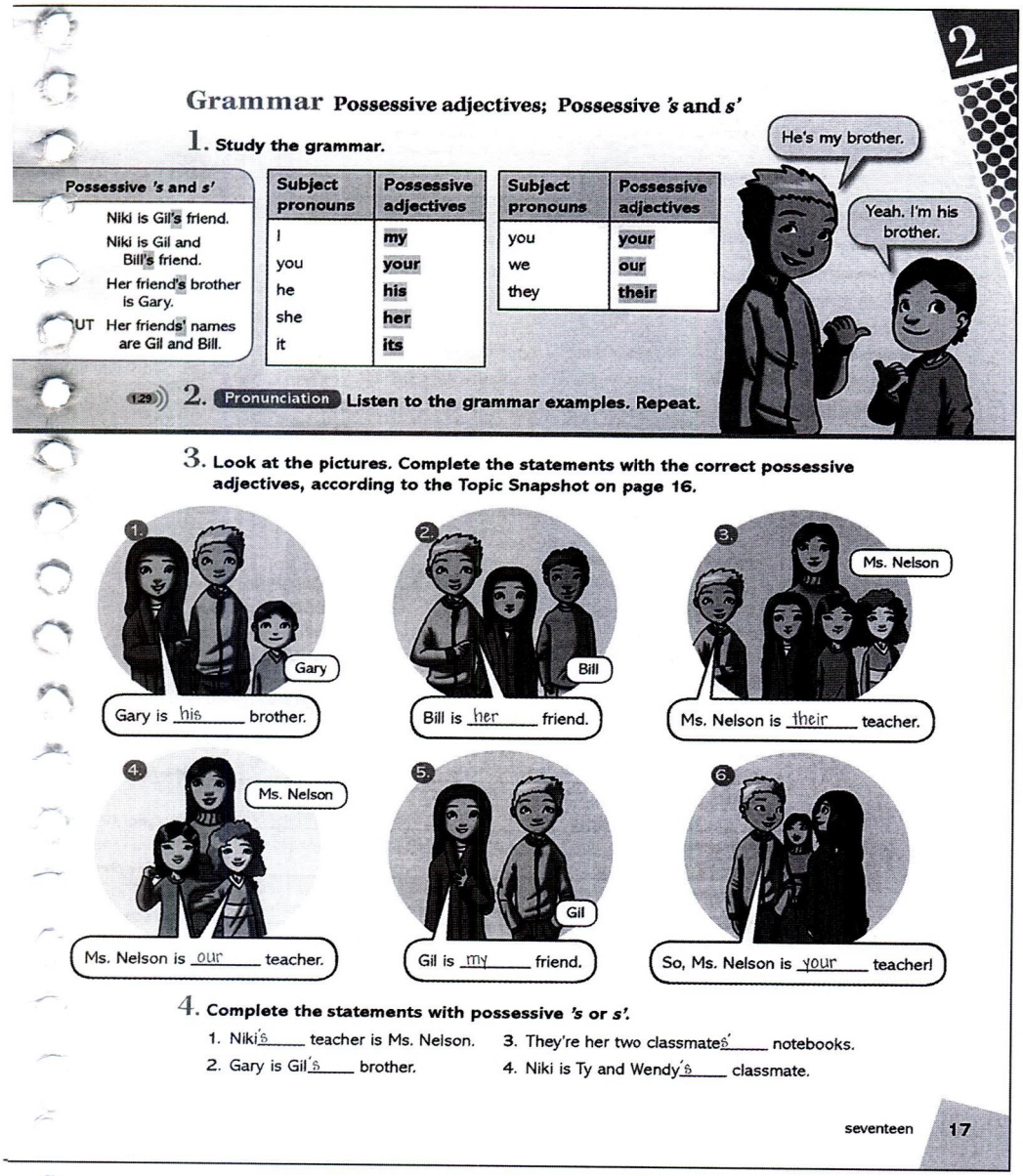
Of course! is an emphatic way to say *yes* (Niki is reassuring Gil that he is her friend, too).

In spoken English, it is common to refer to a sibling as *little* or *big brother / sister*. In more formal English, *younger / older* are used instead. *Oh!* is used at the beginning of a statement or question to show interest.

- **Option:** To support the meaning of *my*, *your*, and the new words, point to yourself and say *I'm Niki*. Write the other names from the conversation on the board:
  Ms. Nelson
  Ty and Wendy *Bill and Gil* *Gary*
  Point again to yourself, say *I'm Niki*, and then point to *Ms. Nelson* on the board and say *my teacher*. Do the same with the other names and the words *classmates*, *friend* and *brother*. Then revert to your real name and say. *Now I'm (Name.)* Write *your* on the board. Point several times between yourself and a student asking *Am I your teacher?* and help them to answer *Yes*. Repeat with several students. Then do the same with *Is he / she your classmate?* Check comprehension by asking *Am I your classmate? / Are you my teacher?* Help the students to say *No*.

Exercise 2

- Ask students to look at the example to work out what they have to do. Draw a line in the air and say *Match*.
- Encourage students to say the numbers and letters in English as well as read out the words.



Grammar Possessive adjectives; Possessive 's and s'

1. Study the grammar.

Possessive 's and s'

Niki is Gil's friend.
Niki is Gil and Bill's friend.
Her friend's brother is Gary.
Her friends' names are Gil and Bill.

Subject pronouns	Possessive adjectives
I	my
you	your
he	his
she	her
it	its
you	your
we	our
they	their

He's my brother.
Yeah. I'm his brother.

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

3. Look at the pictures. Complete the statements with the correct possessive adjectives, according to the Topic Snapshot on page 16.

1. Gary
Gary is his brother.

2. Bill
Bill is her friend.

3. Ms. Nelson
Ms. Nelson is their teacher.

4. Ms. Nelson
Ms. Nelson is our teacher.

5. Gil
Gil is my friend.

6.
So, Ms. Nelson is your teacher!

4. Complete the statements with possessive 's or s'.

1. Niki's teacher is Ms. Nelson.
2. Gary is Gil's brother.
3. They're her two classmates' notebooks.
4. Niki is Ty and Wendy's classmate.

seventeen 17

Grammar

Aim

Practice possessive adjectives, and possessive *'s* and *s'*

Grammar support
Interative Grammar Presentation

Exercise 1

- Focus on *He* and *I* in the speech balloons to establish what the boys in the picture are saying.
- Point to yourself and a student or the whole class, or to two or more students, to demonstrate the use of possessive adjectives, saying:
  I'm your teacher. You're my students.
  (Name) is his / her classmate.
  (Name and Name) are your / their classmates.
- Hold up your book and gesture to everyone's books, saying *This is our book. Its title is Teen2Teen* and run your finger under the title.
- Stress that in English the possessive adjective agrees with the possessor, not the thing that the person possesses, and compare this with the students' own language. Point to boys and girls in the class, using the question from the *Topic Snapshot*: *What's his / her name?*
- Point out that *your* is both singular and plural. Compare with the students' own language.
- Write on the board:
  Niki is Gil's friend.
  Her friends' names are Gil and Bill.
  Circle the possessive forms and point out that the apostrophe goes after the *s* with plural nouns.
- Emphasize, however, that if two names are used, the singular form is used after the second name. Write the example *Gil and Bill's friend is very nice.* on the board.

Usage

If a name ends in *-s*, the apostrophe goes after the *s*, e.g., *Luis's book.*

Exercise 2 1•29

- Play the CD or read the grammar examples aloud for students to repeat.
- Make sure that students pronounce the /h/ at the beginning of *his* and *her*.

AUDIOSCRIPT 1.29
Niki is Gil's friend.
Niki is Gil and Bill's friend.
Her friend's brother is Gary.
Her friends' names are Gil and Bill.
my your his her its your our their

Usage

Yeah is an informal way of saying *Yes*. (Students saw *yes* in the *Topic Snapshot* and they study *yes* and *no* on page 18.)

Exercise 3

- Look back at the *Topic Snapshot* on page 16 with the class to remind everyone of the characters' names.
- Then return to Exercise 3 on page 17. Elicit that in the example Niki is talking about the boy next to her (Gil) and the named boy (Gary). Ask why the answer is *his* and not *her* (*because Gil's a boy*).

Exercise 4

- Ask a student to explain in his or her own words what the example statement means.
- Write *'s* and *s'* on the board and review the difference.
- To check answers, volunteers come to the board and write the correct form.

Suggestion

You can point out that *'s* looks the same as the contracted form of *is*. Write on the board:
Niki's a student.
Niki's teacher is Ms. Nelson.
Ask volunteers to circle the verb in each statement, as in Unit 1 *Writing*.

Further support
Extra Practice CD-ROM

Grammar

Aim

Practice the verb *be*: *yes / no* questions and short answers

Grammar support
Interactive Grammar Presentation

Exercise 1

- Call on volunteers to read out the speech bubbles. Ask *Which speech bubble is a question?* (*the first*). If students have difficulty, point at the question mark. Then ask *Is the second speech bubble a question?* (*No, it's an answer*).
- Focus on the grammar chart and explain that the verb *be* part comes before the subject pronoun to make a question.
- Point out the use of the full form in the affirmative short answer and the contracted forms in the negative. Establish that both of the contracted negative forms are correct. Emphasize that contractions aren't used in short answers in the affirmative. Write on the board:
~~*Yes, they're*~~. *Yes, they are.*

Usage

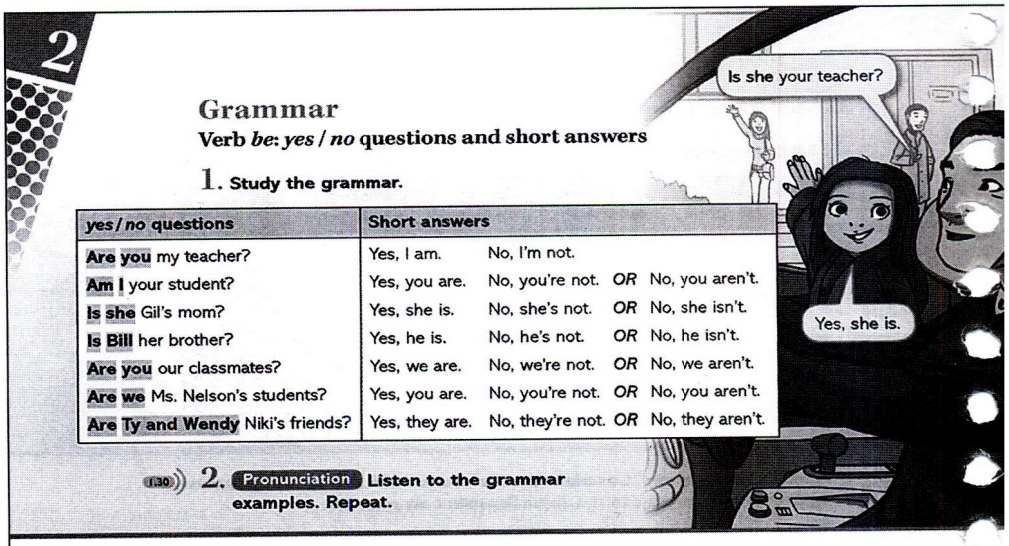
Yes and *No* can sound abrupt on their own. Short answers, using the verb *be* and other auxiliary verbs, are an important feature of English. Commas are always used after *Yes* and *No*, but there is no pause in natural speech.

Exercise 2 1•30

- Play the CD or read the grammar examples aloud for students to repeat. If you read example questions yourself, use clear rising intonation at the end.
- Check that students pronounce the /y/ sound correctly in *Yes* and encourage them to copy the intonation pattern.

AUDIOSCRIPT 1.30

Are you my teacher?
Yes, I am. No, I'm not.
Am I your student?
Yes, you are. No, you're not. No, you aren't.
Is she Gil's mom?
Yes, she is. No, she's not. No, she isn't.
Is Bill her brother?
Yes, he is. No, he's not. No, he isn't.
Are you our classmates?
Yes, we are. No, we're not. No, we aren't.
Are we Ms. Nelson's students?
Yes, you are. No, you're not. No, you aren't.
Are Ty and Wendy Niki's friends?
Yes, they are. No, they're not. No, they aren't.



Grammar

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

1. Study the grammar.

yes / no questions	Short answers
Are you my teacher?	Yes, I am. No, I'm not.
Am I your student?	Yes, you are. No, you're not. *OR* No, you aren't.
Is she Gil's mom?	Yes, she is. No, she's not. *OR* No, she isn't.
Is Bill her brother?	Yes, he is. No, he's not. *OR* No, he isn't.
Are you our classmates?	Yes, we are. No, we're not. *OR* No, we aren't.
Are we Ms. Nelson's students?	Yes, you are. No, you're not. *OR* No, you aren't.
Are Ty and Wendy Niki's friends?	Yes, they are. No, they're not. *OR* No, they aren't.

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

3. Complete the short answers.

1. A: Is Niki a student?
   B: Yes, she is.
2. A: Is Gary Niki's brother?
   B: No, he isn't.
3. A: Is Ms. Nelson Gil's teacher?
   B: No, she isn't.
4. A: Are Gil and Bill Niki's friends?
   B: Yes, they are.
5. A: Are Ty and Wendy Gil's classmates?
   B: No, they aren't.
6. A: Am I your classmate?
   B: Yes, you are.

4. Complete each conversation with a *yes / no* question.

1. A: Is she our teacher? (she / our / teache
   B: Yes, she is.
2. A: Are they your friends? (they / your / friend
   B: Yes, they are.
3. A: Is he Gil's brother? (he / Gil's / brother)
   B: No, he isn't.
4. A: Are we your classmates? (we / your / classmates)
   B: No, you aren't.
5. A: Is she Bill and Gil's friend? (she / Bill and Gil's / friend)
   B: Yes, she is.
6. A: Am I your teacher? (I / your / teacher)
   B: Yes, you are.

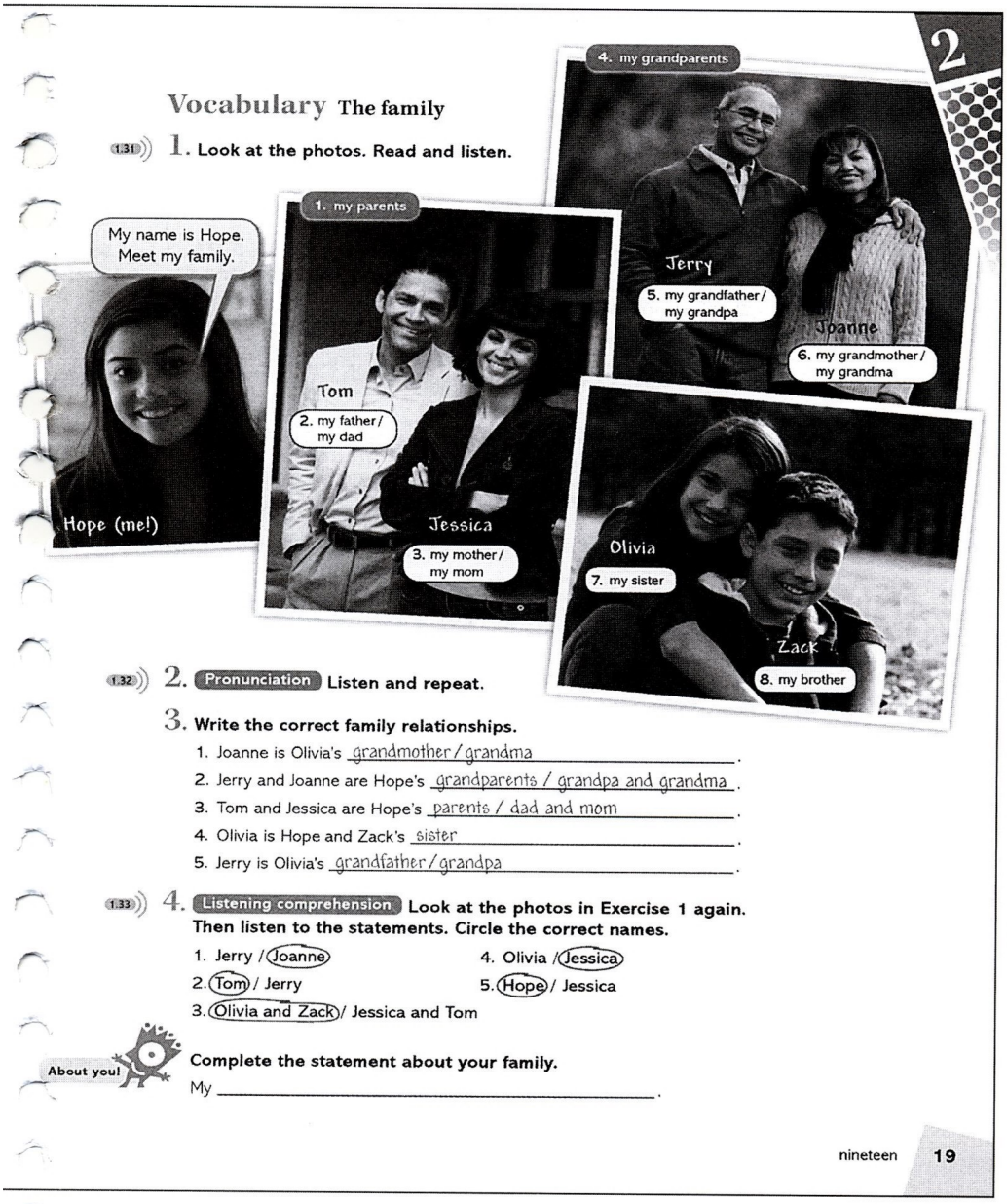
Exercise 3

- Focus on the example to remind students to use the full form in affirmative short answers. Point out that the question asks about Niki, but the short answer uses the pronoun *she*.
- Before students work on their own, ask volunteers to suggest the correct pronoun for the remaining answers.
- **Option:** Before students do a writing task with a variety of different forms, it is helpful to go through it orally first as a class with volunteers suggesting the answers. This gives everyone a chance to hear the correct forms before they write them.

Exercise 4

- Do the exercise orally as a class first.
- As the students start writing, remind them to start with the correct form of *be* that appears in the short answer and then to use the words in parentheses.
- Circulate while the students are working to assess how well they have grasped the new language.

Further support
Extra Practice CD-ROM



Vocabulary

Aim

Practice family words

Further support
Vocabulary Flashcards: The family

Exercise 1 1·31

- Focus on the photo with the speech balloon and explain that the people on the right are all Hope's family.
- Play the CD or read Hope's introduction and the words aloud while students follow.

Usage

It is common for teenagers to refer to their parents and grandparents as *my mom and dad* and *my grandma and grandpa*. When used as a name, without a possessive adjective, these words have a capital letter: *Hi, Mom!*

Exercise 2 1·32

- Play the CD or read Hope's introduction and the words aloud for students to repeat.
- Make sure that students pronounce the letter *a* correctly in three ways: /æ/ *dad, grand-* /ɑ:/ *father, -pa, -ma* /ɜ/ *parents, -parents*
- Point out that the *d* of *grand-* is not heard in natural speech.
- Check pronunciation by inviting individual students to say the words.

Exercise 3

- Write *Zack is Hope's* ___ on the board and ask students to supply the missing word (*brother*).
- Use the example in the book to show that more than one word is sometimes possible.

ALTERNATIVE ANSWERS

2. grandfather and grandmother

Exercise 4 1·33

- To review Hope's family members, ask the students to look back at Exercise 1. Read out all the names *Hope, Joanne,* etc. and ask students to repeat. Then practice by asking *Her (grandma)?* and eliciting the name (*Joanne*). Do this in a random order to encourage students to listen.
- Explain to students that they will hear five statements and that they have to decide who the statement is describing and circle the correct name. Practice first with a different example. Write *Olivia / Zack* on the board and say *She's Hope's sister.* Elicit the answer from the class and circle *Olivia.*
- Explain that they will hear the statements twice and that the first time, you will stop after each one for them to circle a name in pencil.
- Play the CD or read the audioscript aloud.
- Students listen again, check their answers and go over the circles in pen.

AUDIOSCRIPT 1·33 PAGE 105

About you!

- Remind students that *About you!* is an opportunity for students to talk or write about themselves using the language from the unit.
- Write a statement about your family on the board, beginning with *My*, e.g., *My (sisters) are (Selma) and (Maria).*
- Invite a stronger student up to the board. Point to your statement, give the student the chalk / marker and the eraser, and say *Now about you!* Encourage them to erase your information and replace it with theirs. Help them to change, e.g., *sister(s)* to *brother(s)* and *are* to *is,* as necessary.
- Circulate while students are writing. Comment in English, e.g., *Your brother's name is (Name). Oh! Two sisters!* If students have misused a word, e.g., *brother* instead of *sister,* point and translate it into the students' own language to guide them to correct their mistake.

ANSWER

Students' own answer

Further support
Extra Practice CD-ROM

Grammar

Aim

Practice the verb *be*: questions with *Who* and *What*

Grammar support
Interactive Grammar Presentation

Exercise 1 1•34

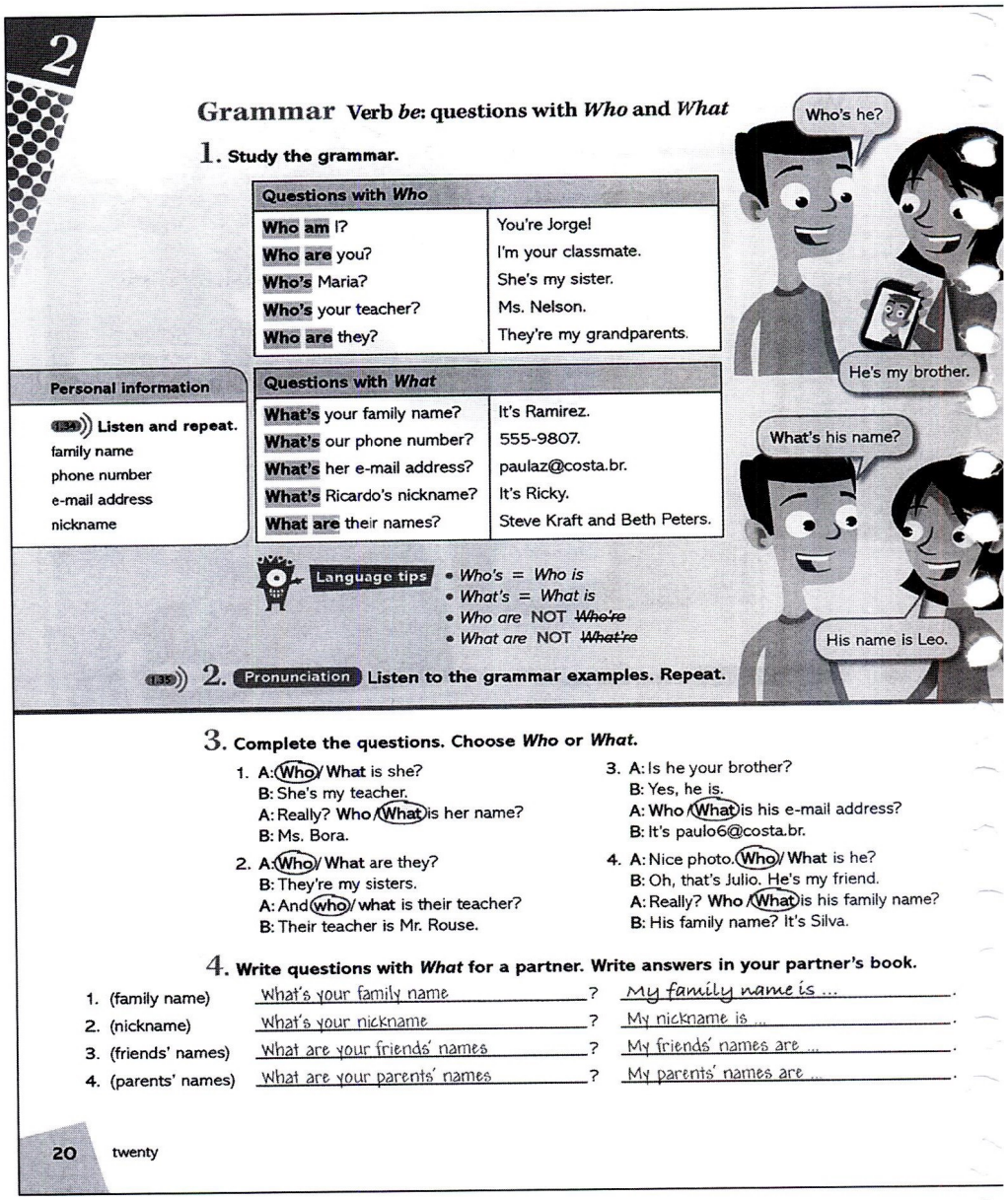
- Focus on the pictures and the speech balloons. Ask *What does the* word Who *refer to?* (*brother*); *What does the word* What *refer to?* (*name*). Conclude that *who* is used to ask questions about people, and *what* is used to ask questions about things. Confirm with the examples in the chart.
- Use the full form example *Who are they?* to illustrate the word order: question word + verb *be* + subject pronoun (or other subject). Remind students that the contracted *'s* forms are the verb *be*, not possessives.
- Focus on the *Language tips* to go over the rules for contractions.
- **Option:** Point out that lists of words with a CD icon next to a grammar chart are core words linked to the grammar point.
- Focus on the *Personal information* box. Ask students to find these words in the grammar chart and to look at the answers to work out the meaning.
- Play the CD or read the words aloud for students to repeat.

AUDIOSCRIPT 1.34
family name, phone number, e-mail address, nickname

Exercise 2 1•35

- Play the CD or read the grammar examples aloud for students to repeat.
- Make sure students pronounce the initial sounds correctly: /h/ for *Who* and /w/ sound for *What*.
- **Option:** Explain how to say phone numbers and e-mail addresses in English. Numbers are said individually, not in pairs, and *oh* is used more often in phone numbers than *zero*. In e-mail addresses, full names and suffixes such as *com* or *co* are said as words; letters used as abbreviations (e.g., country suffixes) are read as letters of the alphabet; @ is read as *at*; and *dot* is used instead of *period*. The address in Exercise 3 is: *paulo six at costa dot b r*

AUDIOSCRIPT 1.35
Who am I?
Who are you?
Who's Maria?
Who's your teacher?
Who are they?
What's your family name?
What's our phone number?
What's her e-mail address?
What's Ricardo's nickname?
What are their names?



2

Grammar Verb *be*: questions with *Who* and *What*

1. Study the grammar.

Questions with *Who*	
Who am I?	You're Jorge!
Who are you?	I'm your classmate.
Who's Maria?	She's my sister.
Who's your teacher?	Ms. Nelson.
Who are they?	They're my grandparents.

Questions with *What*	
What's your family name?	It's Ramirez.
What's our phone number?	555-9807.
What's her e-mail address?	paulaz@costa.br.
What's Ricardo's nickname?	It's Ricky.
What are their names?	Steve Kraft and Beth Peters.

Personal information

1.34 **Listen and repeat.**
family name
phone number
e-mail address
nickname

Language tips
- *Who's = Who is*
- *What's = What is*
- *Who are* NOT ~~*Who're*~~
- *What are* NOT ~~*What're*~~

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

Who's he?
He's my brother.
What's his name?
His name is Leo.

3. Complete the questions. Choose *Who* or *What*.

1. A: (Who) / What is she?
   B: She's my teacher.
   A: Really? Who / (What) is her name?
   B: Ms. Bora.
2. A: (Who) / What are they?
   B: They're my sisters.
   A: And (who) / what is their teacher?
   B: Their teacher is Mr. Rouse.
3. A: Is he your brother?
   B: Yes, he is.
   A: Who / (What) is his e-mail address?
   B: It's paulo6@costa.br.
4. A: Nice photo. (Who) / What is he?
   B: Oh, that's Julio. He's my friend.
   A: Really? Who / (What) is his family name?
   B: His family name? It's Silva.

4. Write questions with *What* for a partner. Write answers in your partner's book.

1. (family name) What's your family name ? My family name is ... .
2. (nickname) What's your nickname ? My nickname is ... .
3. (friends' names) What are your friends' names ? My friends' names are ... .
4. (parents' names) What are your parents' names ? My parents' names are ... .

20 twenty

Exercise 3

- Use the example to demonstrate what the students have to do. Point out that they need to read the answers to determine if a person or a thing is being talked about.

Suggestion

When students write questions and answers, allow them time to practice in pairs for useful speaking and listening practice. If you are concerned about the noise level, ask a few pairs to read their questions and answers for the class.

Exercise 4

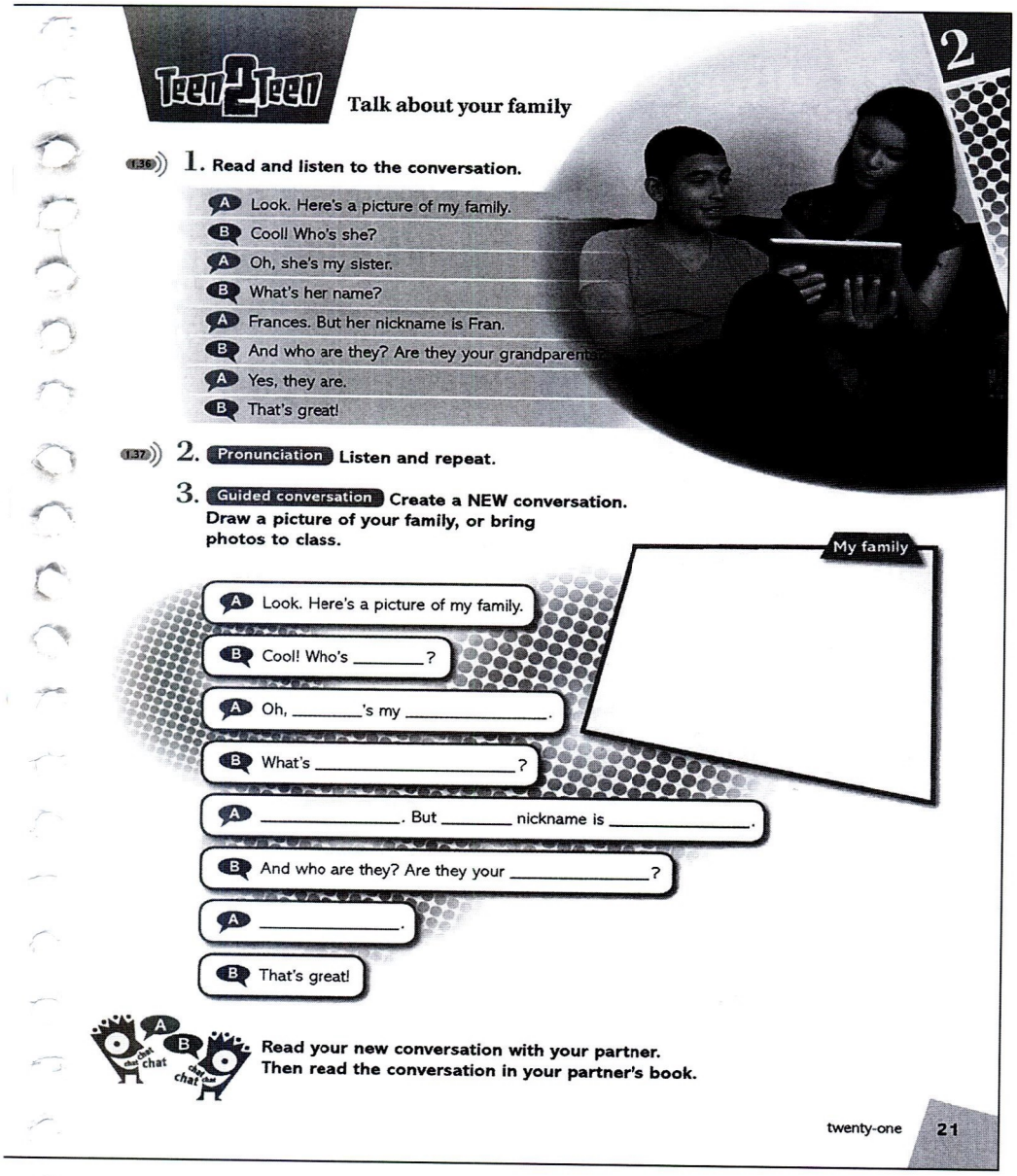
- Explain the first part of the exercise and ask how question number 3 will be different from the example and why (students need the plural form *What are* as there are two friends).
- Go over the questions before students exchange books and write their answers in their partner's book.

ANSWERS
Students' own answers

Suggestion

Ask students to bring in a family photo for the *Teen2Teen* lesson in this unit.

Further support
Extra Practice CD-ROM



Teen2Teen

Aim

Practice social language for talking about your family

Warm-up

If you showed the students any photos to introduce the *Topic Snapshot* on page 16, show them again and ask *Who's this?* and *What's his / her name?* as a game to see who can remember. Or you could show photos now for the first time and encourage the students to ask *Who's he / she?* and *What's his / her name?*

If you don't have any photos, discuss nicknames in your family and the class.

Exercise 1 1•36

- Focus on the photo and establish that they're discussing a photo. Ask students to read and listen to find out which family members are mentioned.
- Play the CD or read the conversation aloud while students follow.

Usage

Cool! and *That's great!* can be used to show interest. *And* at the start of a question can signal a change of topic. (B starts discussing A's sister and then asks about his grandparents.)

Exercise 2 1•37

- Play the CD or read the conversation aloud line by line for students to repeat. Practice each line first with the whole class and then ask a few individual students to repeat. Encourage everyone to use expressive intonation, particularly with B's lines.

Exercise 3

- Remind the students that the *Teen2Teen* page gives them a chance to make up a new conversation. Explain that students will talk about people in the photo that they have brought in or alternatively, they need to draw a picture of their family.
- Refer students to the conversation in Exercise 1 to tell them to try and include a person in their family who has a nickname.
- **Option:** If students don't have anyone in their family who has a nickname, or if they don't yet know the English word for this person (e.g., *aunt*, *uncle*, or *cousin* taught in *Teen2Teen* Two Unit 1), tell them they can invent a nickname or cross out the relevant statement.
- Ask the class to suggest a boy's name and then write this section of the conversation on the board:
  Who's ___?
  Oh, ___'s my ___.
  What's ___ name?
  (Name). But ___ nickname is ...
  Invite volunteers to complete the gaps on the board (*he, he, brother, his*).
- Elicit plural words that students could use instead of *grandparents* in B's last gap (*parents, sisters, brothers*).
- While students complete the gaps, circulate to make sure they are using the correct pronouns, possessive adjectives, and verb forms.

Chat

- In pairs students read the new conversations they have each written.
- **Option:** Invite volunteers to act out a conversation for the class. Encourage everyone to listen by asking them to note the names that each pair mentions.

Suggestion

Ask students to bring in another photo of family or friends, or to draw one, for the writing lesson.

Extension
Writing page 90

Further support
Workbook pages W5–W7
Extra Practice CD-ROM
Grammar Worksheets 1, 2, and 3
Vocabulary Worksheet
Video: Teen Snapshot
Unit Tests A and B
Grammar Bank

Unit 3

Grammar

Verb *be*: questions with *Where*

be in for location

be from for origin

Vocabulary

Countries, nationalities, and hometowns

Social language

Discuss nationalities

Values and cross-curricular topics

Citizenship

Identity

The Internet

Foreign language

Unit contents

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

Topic Snapshot

Aim

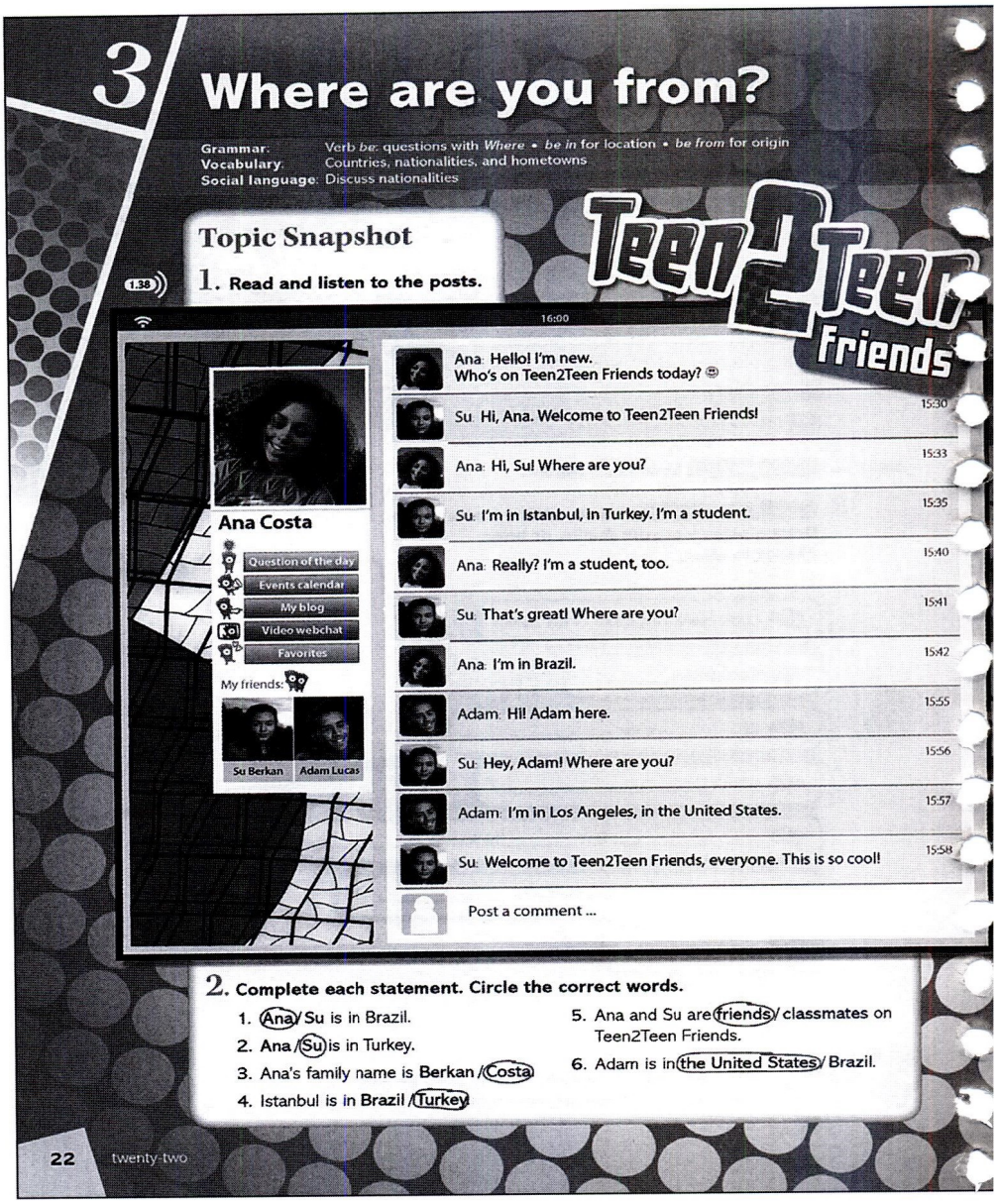
Explore the topic of the unit with examples of the unit grammar, vocabulary, and social language in context

Warm-up

Ask the students to turn back to page 9 to remember the characters that they met in the *Welcome* unit. Ask them to look again to review which character lives nearest to them. Remind the students that the characters chat with each other on the *Teen2Teen Friends* site. Point to the speech balloons to emphasize that they all use English as a common language.

Exercise 1 1•38

- Before students listen, give them a few minutes to read through the posts. They already know the greeting language and they will probably recognize the place names, which will give them an idea of the context before they listen.
- Play the CD or read the posts aloud while students follow.
- After the first listening, ask *What does* where *refer to? (a place)*; *What place names (cities, countries) did you hear? (Turkey, Brazil, Los Angeles, the United States)*.
- Ask them to listen again and to raise their hand when they hear a country name.



- Point out that the English pronunciation of place names can be very different even when the spelling in the students' own language may be the same or similar.

Usage

The word *post* is used as both a noun (*a post* is a message) and a verb (*post a comment*) in this context. However, the verb *post* is not used to refer to the general activity of communicating online. Instead, people say *to chat online*.

Students came across *Cool!* to show interest in Unit 2. Here, Su uses *so cool* to mean that using the *Teen2Teen Friends* site is good fun.

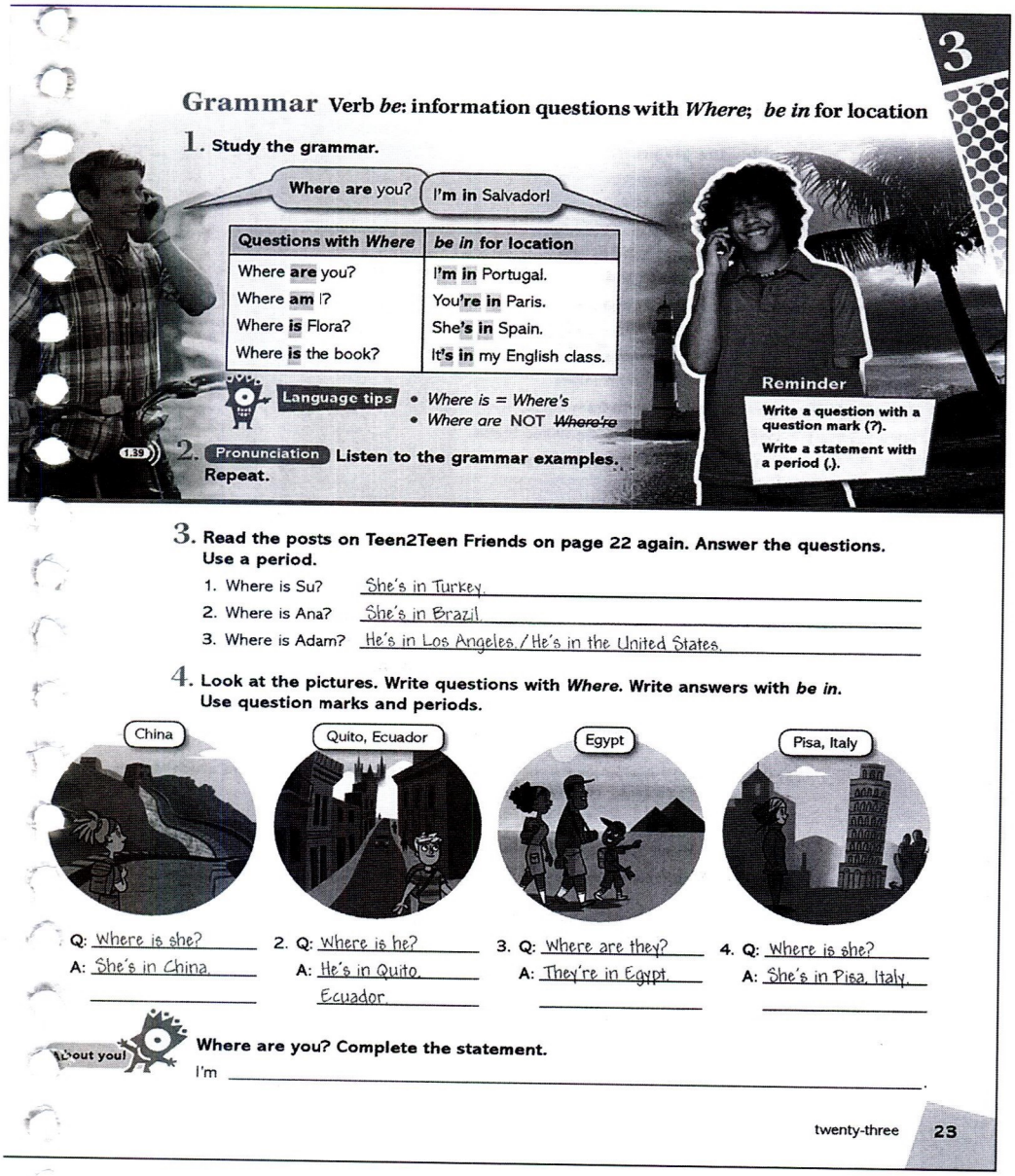
- **Option:** Talk about the use of social networking sites, such as Facebook. Ask if anyone in the class uses them and if they have read (or written) any posts in English.

Exercise 2

- Students circle the correct words.
- Make sure students understand why Ana and Su can't be classmates (*because they live in different countries and go to different schools*), but they can be friends.

Extra practice activity (all classes)

Review *Who* and *What* from Unit 2 by asking the questions below (to which the answers are all on this page):
Who is in Turkey? (*Su*)
What's Adam's family name? (*Lucas*)
Who is in Brazil? (*Ana*)
What's Su's family name? (*Berkan*)
Who is in Los Angeles? (*Adam*)
What's Ana's family name? (*Costa*)



Grammar Verb *be*: information questions with *Where*; *be in* for location

1. Study the grammar.

Where are you? I'm in Salvador!

Questions with *Where*	*be in* for location
Where are you?	I'm in Portugal.
Where am I?	You're in Paris.
Where is Flora?	She's in Spain.
Where is the book?	It's in my English class.

Language tips
- *Where is* = *Where's*
- *Where are* NOT ~~*Where're*~~

Reminder
Write a question with a question mark (?).
Write a statement with a period (.).

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

3. Read the posts on Teen2Teen Friends on page 22 again. Answer the questions. Use a period.

1. Where is Su? She's in Turkey.
2. Where is Ana? She's in Brazil.
3. Where is Adam? He's in Los Angeles. / He's in the United States.

4. Look at the pictures. Write questions with *Where*. Write answers with *be in*. Use question marks and periods.

China

Q: Where is she?
A: She's in China.

Quito, Ecuador

2. Q: Where is he?
A: He's in Quito, Ecuador.

Egypt

3. Q: Where are they?
A: They're in Egypt.

Pisa, Italy

4. Q: Where is she?
A: She's in Pisa, Italy.

About you!

Where are you? Complete the statement.

I'm _____.

Grammar

Aim

Practice verb *be*: information questions with *Where*, and *be in* for location

Grammar support
Interactive Grammar Presentation

Exercise 1

- Use the common phone call situation in the photos to clarify that *Where are you?* is asking about location.
- Point out the use of contractions in the statements in the right-hand box. Focus students on the *Language tips* to stress that *Where are* is always written in full. This is important because in speech it can often sound as if the contraction is being used.
- Focus on the *Reminder* box to review the punctuation rules that the students studied in Unit 2 *Writing* on page 90.

Usage

Contracted forms with *Where* are common with names or noun phrases, but they are not generally used with pronouns:
Where's Flora? Where's the book?
but:
~~*Where's she?*~~ *Where is she?*

Exercise 2 1.39

- Play the CD or read the grammar examples aloud for students to repeat.
- Many of the place names look the same in other languages, so it's important to make sure that students repeat the place names correctly in English, with the correct stress on *Portugal*. Check that everyone recognizes the country name *Spain*.

AUDIOSCRIPT 1.39

Where are you?	I'm in Portugal.
Where am I?	You're in Paris.
Where is Flora?	She's in Spain.
Where is the book?	It's in my English class.

Exercise 3

- Read out the whole question when you invite students to give their answers so that they hear the question word as often as possible.

ALTERNATIVE ANSWERS

2. She is
3. He is / He is

Exercise 4

- Before students begin, practice the pronunciation of the countries so that students will be able to pronounce them correctly when they read their answers. Focus in particular on the diphthong in *China* /ˈtʃaɪnə/ and the initial stress and vowel sound in *Egypt* /ˈiːdʒɪpt/.
- Then focus on the question mark and period in the example to remind them to use the correct punctuation.
- After class feedback, ask students to exchange books to check for the correct punctuation.

About you!

- Encourage students to mention both the city and the country.
- If you have students from different countries in your class, remind them that the statement refers to where they are now, not their country of origin.
- Introduce the relevant country name in English if necessary. Alternatively, students can simply use the city name or the phrase *in my English class* from the grammar example.

ANSWER
Students' own answer

Extra practice activity (all classes)

- In pairs, students ask and answer the questions in Exercises 3 and 4.

Suggestion

If you are concerned about the possible noise level, you can use the technique of "open pairs" when questions and answers are not personalized. Invite one student to ask the question and another student in a different part of the class to answer. This encourages the students to speak clearly and confidently.

Further support
Extra Practice CD-ROM

Grammar

Aim

Practice *be from* for origin

Suggestion

In natural speech, *from* is only stressed at the end of questions and is pronounced quite weakly in the middle of statements, but at this stage, you may find it helpful to stress the prepositions *in* and *from* as you present and practice this grammar point so that students can differentiate between *be in* and *be from*.

Grammar support
Interactive Grammar Presentation

Exercise 1

- Focus on the New York skyline in the photo and ask *Where is she?* (*She's in the United States. / She's in New York.*). Read the caption aloud. To check comprehension, ask *Is she from the United States?* (*No*). *Is she from Brazil?* (*Yes*).

Usage

The information questions are given in their full form, but it is possible to contract *Where* + *is* when it is followed by *from*: *Where's he / she / Silvio from?* However, students do not need to use the contracted form on this page.

Exercise 2 1•40

- Play the CD or read the grammar examples aloud for students to repeat.
- Make sure students repeat the country names correctly in English, with short vowels in *Bolivia*, the correct stress on *Japan*, and a /y/ sound and diphthong in *United* /yʊ'naɪɾəd/.

AUDIOSCRIPT 1•40

I'm from Peru. I'm not from Bolivia.
She's from South Korea. She's not from Japan. She isn't from Japan.
We're from Colombia. We're not from Ecuador. We aren't from Ecuador.
Where are you from? I'm from Taipei.
Where are your parents from? They're from China.
Where is this book from? It's from the United States.
Where is Adam Lucas from? He's from Los Angeles.

Exercise 3

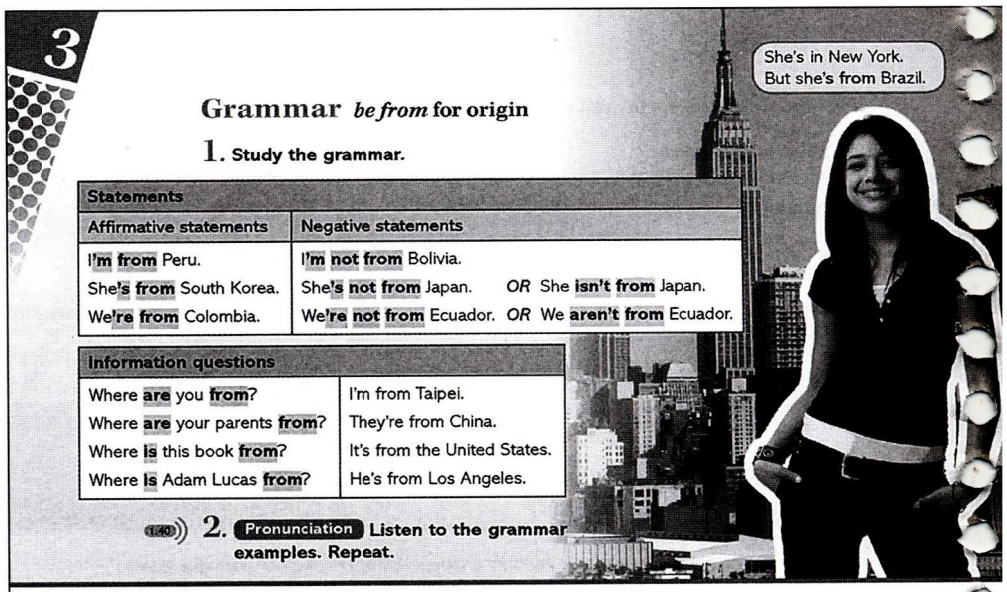
- Refer students to the grammar examples above for support.

Exercise 4 1•41

- Play the CD or read the answers aloud twice for students to check their work.

ALTERNATIVE ANSWERS

2. They are from
3. He is from



Grammar *be from* for origin

1. Study the grammar.

Statements	
Affirmative statements	**Negative statements**
I'm from Peru.	I'm not from Bolivia.
She's from South Korea.	She's not from Japan. *OR* She isn't from Japan.
We're from Colombia.	We're not from Ecuador. *OR* We aren't from Ecuador.

Information questions	
Where are you from?	I'm from Taipei.
Where are your parents from?	They're from China.
Where is this book from?	It's from the United States.
Where is Adam Lucas from?	He's from Los Angeles.

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

3. Complete the conversations.

1. A: Where are you from?
   B: I'm from Panama.
2. A: Where are your grandparents from?
   B: They're from Egypt.
3. A: Where is Silvio from?
   B: He's from Rome, Italy.
4. A: Is your sister from Havana?
   B: Yes, she is. But she's in Miami now.

1.41 **4. Now listen and check your answers.**

5. Write an affirmative and a negative statement about each of the students on Teen2Teen Friends. Use contractions.

1. Su (Turkey / ~~Brazil~~) Su's from Turkey. She's not from Brazil.
2. Adam (~~Mexico~~ / the United States) Adam's not from Mexico. He's from the United States.
3. Ana (Brazil / ~~Colombia~~) Ana's from Brazil. She's not from Colombia.

6. Write two information questions for your partner. Write answers to your partner's questions in your partner's book.

Your questions	Your partner's answers
Where are your grandparents from?	They're from Fortaleza.
Student's own question	Student's own answers
Student's own question	Student's own answers

Exercise 5

- Write your country and another country with a line through it which isn't yours on the board. E.g., write on the board:
  Brazil ~~*Egypt*~~
  Point to a student and say:
  (Name) is from Brazil. He / She isn't from Egypt.

ALTERNATIVE ANSWERS

2. Adam is not from Mexico. He is from the United States. Adam's / Adam is from the United States. He's not / is not / isn't from Mexico.
3. Ana's from Brazil. She is not / isn't from Colombia. Ana's not / is not / isn't from Colombia. She's / She is from Brazil.

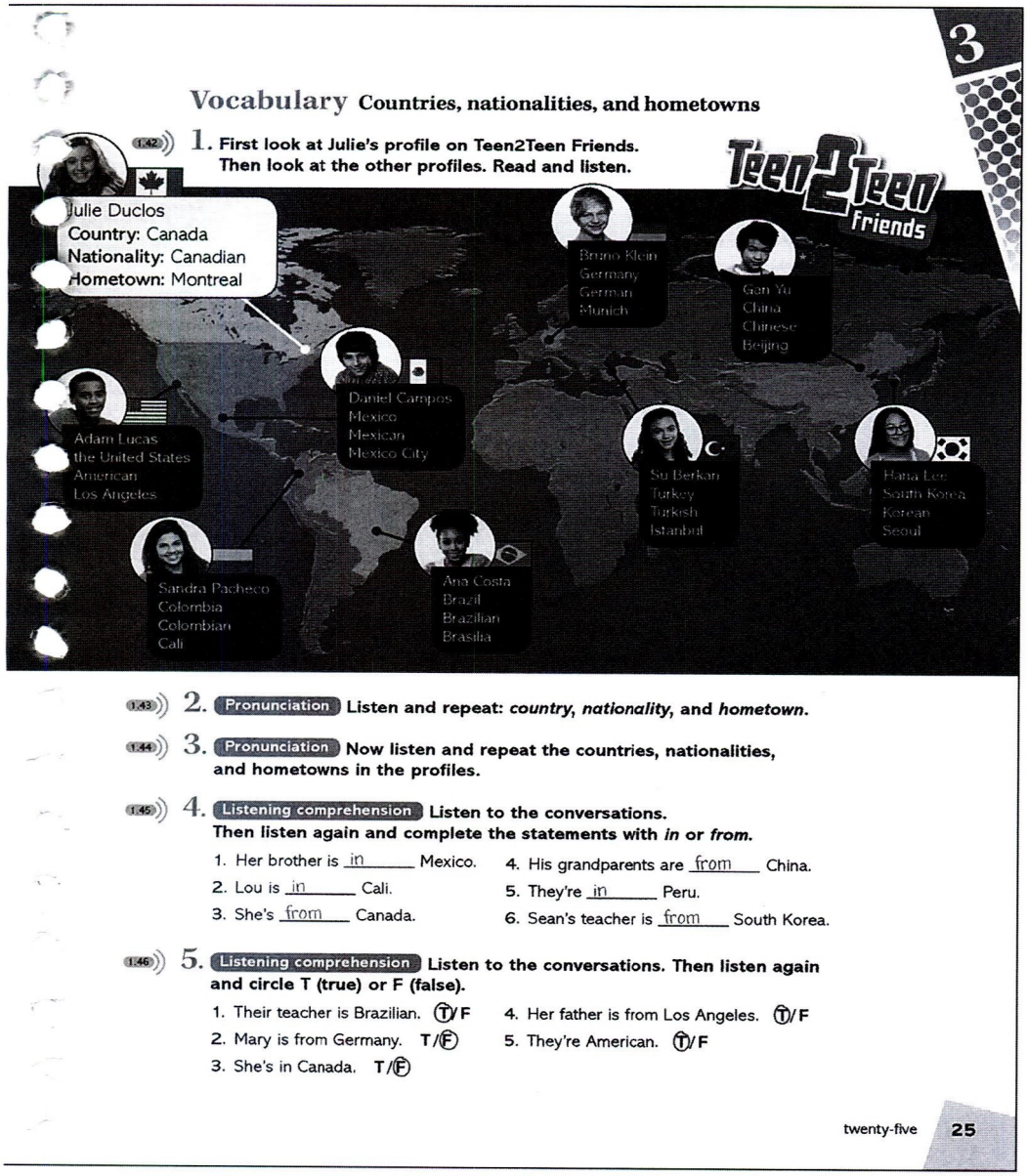
Exercise 6

- Make a class list of the family vocabulary from Unit 2 on the board. Refer students to page 19 if necessary. Then ask a student *Where are your parents from?* and help them to answer *They're from* (*city / town*).
- Students write two questions in their books, exchange books and write the answers to their partner's questions.
- **Option:** Students ask and answer in pairs to practice speaking and listening.

ANSWERS

Students' own answers

Further support
Extra Practice CD-ROM



Vocabulary

Aim

Practice countries, nationalities, and hometowns

Further support
Vocabulary Flashcards: Countries, nationalities, and hometowns

Exercise 1 1•42

- Write on the board:
  Country Nationality Hometown
  Point to each word as you say slowly *I'm from (the U.S.). I'm (American). My hometown is (San Diego).*
- Elicit the meaning of the new words.
- Then focus on Julie's profile and say *Julie's from Canada. She's Canadian. Her hometown is Montreal.*
- Play the CD or read the profiles aloud while students follow.

Usage
The word *hometown* can be used for any size of village, town, or city, even a capital city, to describe the place where you live.

Exercise 2 1•43

- Play the CD or read the three words aloud for students to repeat.
- Focus on the /ʌ/ sound in *country* and the /ʃ/ sound in *nationality*.
- Check pronunciation by inviting individual students to say the words.

Exercise 3 1•44

- Play the CD or read the countries, nationalities, and hometowns aloud and ask the class to repeat each word.
- Encourage students to pronounce the country names in English even if the words are very similar in the students' own language.

Exercise 4 1•45

- Tell the students that they will hear the conversations twice and ask them not to write anything the first time.
- Play the first conversation on the CD or read it aloud. Pause and ask *Is her brother in Mexico or from Mexico?* (*in*). Do the same with the other conversations.
- Ask the students to listen again. This time, pause after each conversation to give them time to write.

AUDIOSCRIPT 1•45 PAGE 105

Exercise 5 1•46

- Explain that they will hear the conversations twice. The first time, they can either just listen or use a pencil to circle T or F.
- Play the CD or read the audioscript aloud.
- Students listen again, check their answers and go over the circles in pen.
- Use item 4 to review that *from* is used for hometowns as well as countries. Write these statements on the board. Stress that they mean the same:
  Her hometown is Curitiba.
  She's from Curitiba.

AUDIOSCRIPT 1•46 PAGE 105

Suggestion

Brazilian and *American* are examples of nationality adjectives. Point out the capital letters and compare with the students' own language. Explain that the students will practice the use of capital letters in English in the writing lesson.

Extra practice activity (all classes)

Read out the statements below. Students answer *True* or *False*.

Julie's Canadian. (True)
Gan's hometown is Mexico City. (False)
Bruno's Chinese. (False)
Hana's from South Korea. (True)
Adam's American. (True)
Sandra's from Germany. (False)
Daniel's Mexican. (True)
Ana's hometown is Montreal. (False)
Su's from Turkey. (True)

Suggestion

Ask students to bring in photos of themselves if you want them to do the *Extra practice activity* on page 26.

Further support
Extra Practice CD-ROM

Reading

Aim

Develop reading skills: an online message board

Warm-up

Tell the class your favorite actor, singer, and athlete, and invite students to tell the class their favorites. Make a class list on the board for use later.

BACKGROUND INFORMATION

Seven (1984–): After success in Asia, he started singing in English in 2008, working with American producers and touring the U.S. and Canada.

Selena (1992–): She first acted on TV when she was nine and later had a guest role as Hannah Montana's rival Mikayla in 2006. Her band, Selena Gomez and The Scene, released their first album in 2009.

Pato (1989–): Pato was picked for the Brazil Under-20 squad at the age of sixteen. He played for Inter Milan for over five seasons before returning to Brazil in January 2013 to play for Corinthians.

Exercise 1 1•47

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

ANSWERS

Choi Dongwook (Se7en / Seven)
Selena Gomez
Alexandre Rodrigues da Silva (Pato)

Usage

The phrase *totally awesome* is a common example of teenage exaggeration, using *totally* as a modifier.

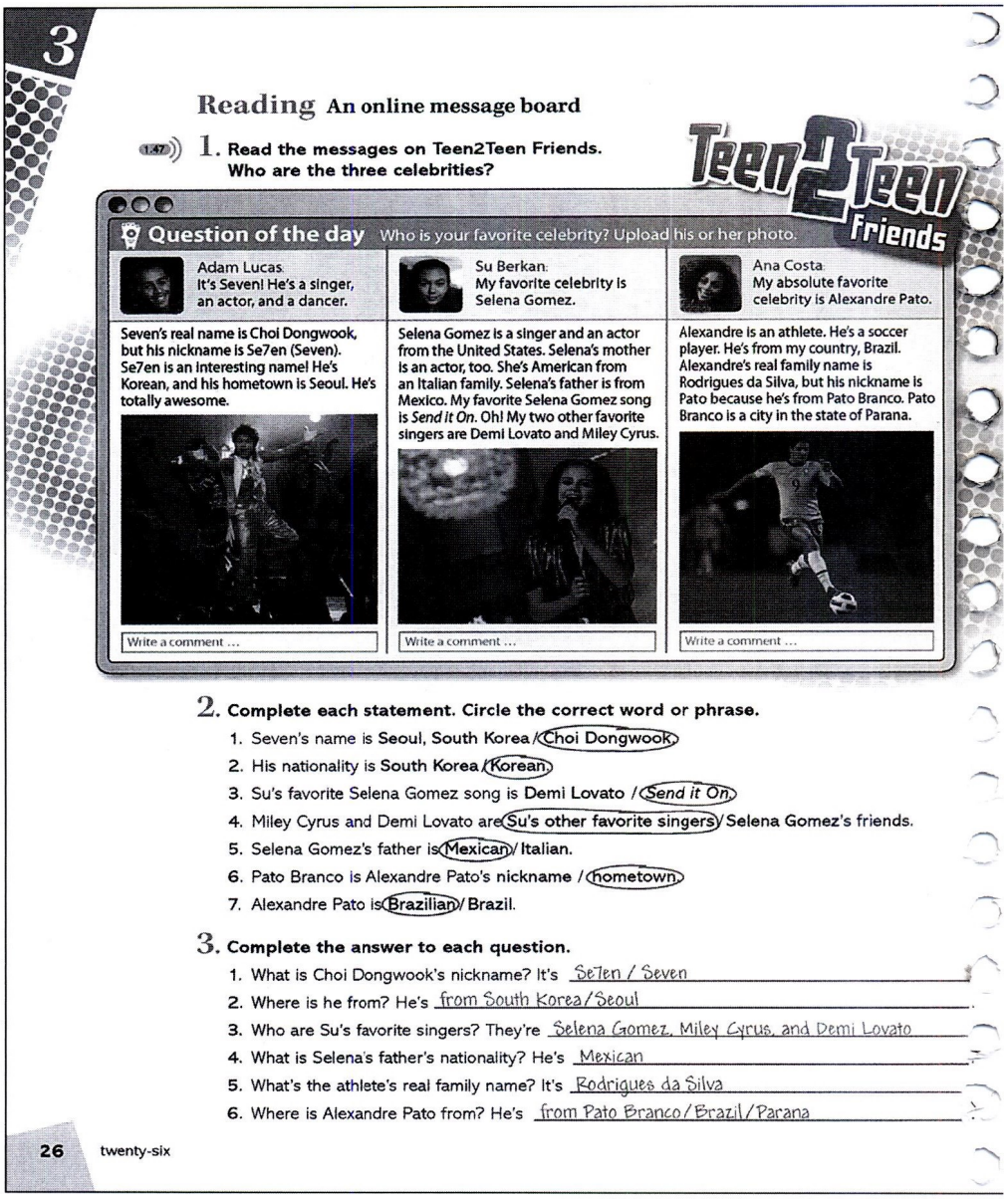
Like many books in English, *Teen2Teen* doesn't use written accents because they are not part of the English language, e.g., *Panama* and *Bolivia* on Student Book page 24. *Gómez* would have an accent in Spanish-speaking countries, but like many families in the U.S., Selena's family has dropped it.

Suggestion

Through tasks on the *Reading*, *Cross-curricular* and *Magazine* pages, *Teen2Teen* offer opportunities for you to introduce your students to a range of skills / strategies. These are listed in the *Learning objectives* on pages 4–5 of the Student Book and, if you wish to focus on them, you can use the optional procedure given in the Teaching Notes.

Exercise 2

- Students circle the correct option.
- Ask them to explain their answers in the students' own language, for example, *Seoul, South Korea* is a city and country, not a person's name.



3

Reading An online message board

1.47 **1. Read the messages on Teen2Teen Friends. Who are the three celebrities?**

Teen2Teen Friends

Question of the day Who is your favorite celebrity? Upload his or her photo.

Adam Lucas: It's Seven! He's a singer, an actor, and a dancer.

Seven's real name is Choi Dongwook, but his nickname is Se7en (Seven). Se7en is an interesting name! He's Korean, and his hometown is Seoul. He's totally awesome.

Write a comment ...

Su Berkan: My favorite celebrity is Selena Gomez.

Selena Gomez is a singer and an actor from the United States. Selena's mother is an actor, too. She's American from an Italian family. Selena's father is from Mexico. My favorite Selena Gomez song is *Send it On*. Oh! My two other favorite singers are Demi Lovato and Miley Cyrus.

Write a comment ...

Ana Costa: My absolute favorite celebrity is Alexandre Pato.

Alexandre is an athlete. He's a soccer player. He's from my country, Brazil. Alexandre's real family name is Rodrigues da Silva, but his nickname is Pato because he's from Pato Branco. Pato Branco is a city in the state of Parana.

Write a comment ...

2. Complete each statement. Circle the correct word or phrase.

1. Seven's name is Seoul, South Korea / (Choi Dongwook)
2. His nationality is South Korea / (Korean)
3. Su's favorite Selena Gomez song is Demi Lovato / (*Send it On*)
4. Miley Cyrus and Demi Lovato are (Su's other favorite singers) / Selena Gomez's friends.
5. Selena Gomez's father is (Mexican) / Italian.
6. Pato Branco is Alexandre Pato's nickname / (hometown)
7. Alexandre Pato is (Brazilian) / Brazil.

3. Complete the answer to each question.

1. What is Choi Dongwook's nickname? It's Se7en / Seven
2. Where is he from? He's from South Korea / Seoul
3. Who are Su's favorite singers? They're Selena Gomez, Miley Cyrus, and Demi Lovato
4. What is Selena's father's nationality? He's Mexican
5. What's the athlete's real family name? It's Rodrigues da Silva
6. Where is Alexandre Pato from? He's from Pato Branco / Brazil / Parana

26 twenty-six

- **Option:** *Find supporting details*
  Explain that finding supporting details in a text will help the students to know that their answers are correct, rather than just guessing. Tell them to underline the supporting details for each answer in pencil. Use the example to demonstrate this strategy, reading out these lines:
  Seven's real name is Choi Dongwook.
  ... his hometown is Seoul.

Exercise 3

- Check that everyone remembers the meaning of all the question words. Ask *What does* what *refer to?* (*things*); where? (*places*); who? (*people*).
- To go over the answers, ask volunteers to read out each question first, to focus on the initial *Wh*: *Who* /h/, *What* /w/, and *Where* /w/. Then ask a different volunteer to read out the full answer, including the subject pronoun.

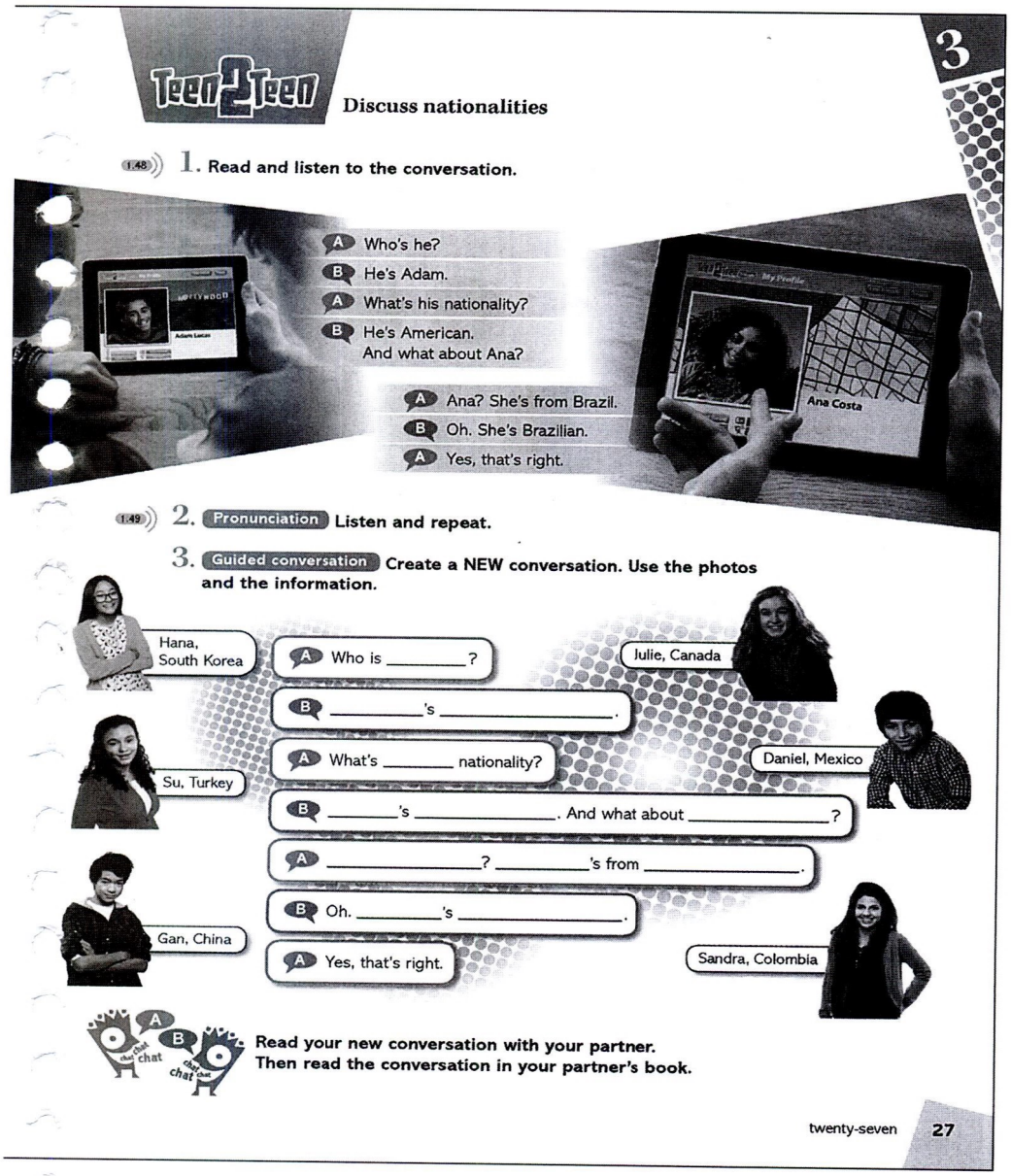
Extra practice activity (all classes)

Ask the students to look at the list of celebrities on the board from the warm-up. Call out each name and encourage those who agree to respond *He's / She's totally awesome!* with expressive intonation.

Extra practice activity (all classes)

Students make their profile like Julie's on page 25 using the words *Country*, *Nationality*, and *Hometown*, but tell them to include an extra space for their *Favorite celebrity*.

Students add a photo and they draw and color their national flag.



Teen2Teen

Aim

Practice social language for discussing nationalities

Warm-up

Invite a stronger student to help you. Point to the student sitting next to him / her and ask *Who is he / she?* If the student only gives a name, accept the answer and rephrase it, *Yes, he's / she's (Name).* Then ask *What's his / her nationality?* Elicit *He's / She's Colombian.* and confirm *Yes, that's right. He's / She's from Colombia.* Point to another student and say *What about (Name)? Is he / she Colombian?*

Exercise 1 1·48

- Focus on the photos and establish that the teenagers are looking at the Teen2Teen Friends website. Point to the people that the students know and ask *Who's this?* Establish that the boy and girl are discussing where the people are from.
- Play the CD or read the conversation aloud while students follow.

Usage

What's his / her / your / their nationality? is a specific question about nationality whereas the general question *Where is he / she from?* can be answered with a country, nationality, or a hometown:
He's / She's from the United States.
He's / She's American.
He's / She's from New York.

After a question has been asked, *What about . . . ?* is a quick way of asking the same question about something different.

Exercise 2 1·49

- Play the CD or read the conversation aloud line by line for students to repeat. Practice each line first with the whole class and then ask a few individual students to repeat. Encourage everyone to use expressive intonation.

Exercise 3

- Remind the students that their task is to change the conversation from the one they saw in Exercise 1 to create a new conversation.
- Focus on each photo and elicit the nationality adjectives by asking *What's (her) nationality? (She's Korean)*, etc. Refer students to page 25 if they don't remember how to form the nationality adjectives.
- As this is the third *Guided conversation* that the students have done, ask a volunteer to explain to the class in the student's own language how to use the photos to make new conversations.
- Write *Who is she?* on the board and elicit a suggestion of one of the female characters as the second line of the conversation. Repeat with *What's her nationality?* Make sure students understand that they will need to change *he / she* (lines 1, 2, 4, 5, and 6) and *his / her* (line 3).
- Circulate to make sure that no one is writing about Adam and Ana. Check for the correct nationality adjectives with capital letters and the correct use of *he / his* and *she / her.*

Chat

- In pairs students read the new conversations they have each written.
- **Option:** Invite volunteers to act out a conversation for the class. Encourage everyone to listen and to make a note of the characters that each pair mentions.

Extension

Writing page 91

Further support

Workbook pages W8–W10
Extra Practice CD-ROM
Grammar Worksheets 1 and 2
Vocabulary Worksheet
Reading Worksheet
Video: Teen Snapshot Unit 3
Unit Tests A and B
Grammar Bank

Review Units 1–3

Value

Self-assessment

Aim

Review and personalize the language learned in Units 1–3 and evaluate progress toward specific objectives

Suggestion

Explain that the next two pages are to review the language that they have been learning so far and that, at the end of this *Review* section, they will have an opportunity to think about their progress in English. Make sure that the students approach this section as an opportunity to show what they know, not as a test. Depending on the use and timing of formal tests in your teaching situation, you could point out that these *Review* sections provide valuable preparation.

Exercise 1

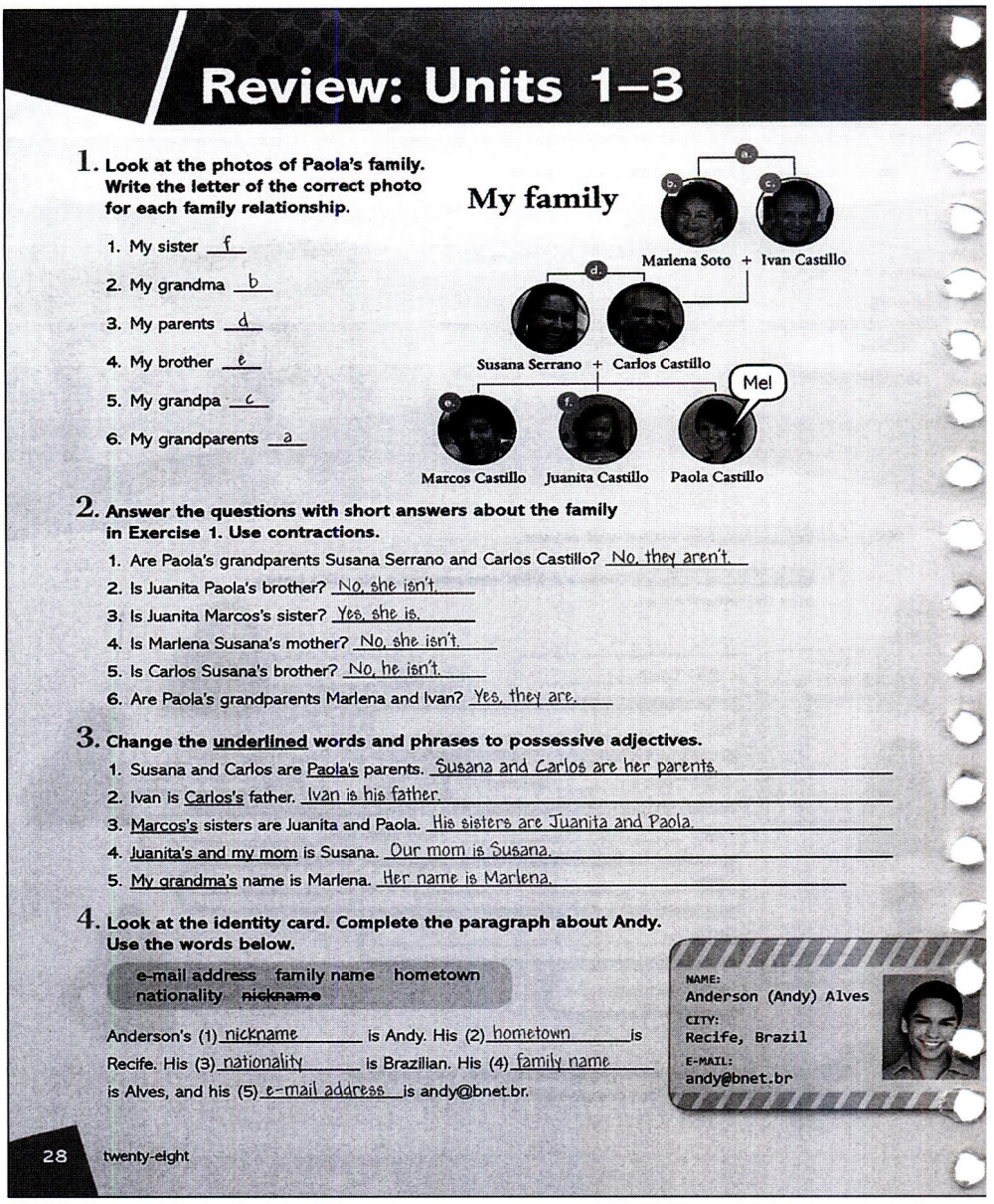
- First, review family vocabulary and origin by telling the class a little about your family, e.g., *My parents' names are (Name and Name). We're from (town / city)*, etc.
- Ask volunteers to say one statement about their families.
- Ask students to find the photo of Paola on the family tree and use the example to establish that *My* in the exercise refers to Paola.
- Check comprehension by asking *My sister. Is it picture f?* Students can give the answers entirely in English: *My (grandma), picture b.*

Suggestion

It is often useful in a large class to ask students to exchange books to check answers. However, as this section is leading toward each student's evaluation of their progress, you may prefer to give the students the opportunity to check their own work against a clear model.

Exercise 2

- Read the example question slowly, pointing to Susana and Carlos in the photos, and encourage the class to respond with the example answer. Check comprehension by pointing and asking *Are Paola's grandparents Marlena, and Ivan?* and help the class to say *Yes, they are* and write this on the board.
- Use the example in the book and the one on the board to remind the students to use contractions in negative short answers and full forms in the affirmative.



Review: Units 1–3

1. Look at the photos of Paola's family. Write the letter of the correct photo for each family relationship.

1. My sister f
2. My grandma b
3. My parents d
4. My brother e
5. My grandpa c
6. My grandparents a

My family

a.
b. Marlena Soto + c. Ivan Castillo
d. Susana Serrano + Carlos Castillo
Me!
e. Marcos Castillo
f. Juanita Castillo
Paola Castillo

2. Answer the questions with short answers about the family in Exercise 1. Use contractions.

1. Are Paola's grandparents Susana Serrano and Carlos Castillo? No, they aren't.
2. Is Juanita Paola's brother? No, she isn't.
3. Is Juanita Marcos's sister? Yes, she is.
4. Is Marlena Susana's mother? No, she isn't.
5. Is Carlos Susana's brother? No, he isn't.
6. Are Paola's grandparents Marlena and Ivan? Yes, they are.

3. Change the underlined words and phrases to possessive adjectives.

1. Susana and Carlos are Paola's parents. Susana and Carlos are her parents.
2. Ivan is Carlos's father. Ivan is his father.
3. Marcos's sisters are Juanita and Paola. His sisters are Juanita and Paola.
4. Juanita's and my mom is Susana. Our mom is Susana.
5. My grandma's name is Marlena. Her name is Marlena.

4. Look at the identity card. Complete the paragraph about Andy. Use the words below.

e-mail address family name hometown nationality ~~nickname~~

Anderson's (1) nickname is Andy. His (2) hometown is Recife. His (3) nationality is Brazilian. His (4) family name is Alves, and his (5) e-mail address is andy@bnet.br.

NAME: Anderson (Andy) Alves
CITY: Recife, Brazil
E-MAIL: andy@bnet.br

- You can do the exercise orally before students write in their books.
- Ask volunteers to write the answers on the board. Circle the apostrophes and ask everyone to check their work.

ALTERNATIVE ANSWERS

2. No, she's not.
4. No, she's not.
5. No, he's not.

Exercise 3

- Read the example statement and the answer aloud to confirm that the two statements have the same meaning. Ask *Which possessive adjective replaced Paola's? (her)*. Ask why *her* is correct *(because Paola is a girl)*.
- Circulate while they are writing to check that everyone is writing full statements. You can write the correct possessive adjectives on the board for students to check their answers.

Exercise 4

- Explain that the missing words are in the box above the exercise. Establish that *nickname* is crossed out because it has already been used. Tell the students to do the same once they have used a word.
- When everyone is ready, read the paragraph, pausing for the class to supply the answers. For e-mail addresses see page 20. This one would be: *andy at b net dot b r*

5. Read each conversation. Check the correct statement.

Alvaro: Dad, this is my teacher, Mr. Ash.
Mr. Santos: Hello, Mr. Ash. Nice to meet you.
Mr. Ash: Nice to meet you too, Mr. Santos.

1. ☐ Mr. Santos is the teacher.
☑ Mr. Ash is the teacher.

Ellie: Are your parents from Chile?
Andrew: Well, actually my mom's from Chile, but my dad isn't.
Ellie: Where's he from?
Andrew: My dad's from the United States.

2. ☐ Andrew's parents are from the United States.
☑ Andrew's dad is from the United States.

6. Complete each question with *Who*, *What*, or *Where*. Then write an answer.

1. Where is Amy? (the United States) Amy is in the United States.
2. Where is she from? (France) She is from France.
3. Who is her sister? (Flora) Her sister is Flora.
4. What is James's family name? (Stevenson) James's family name is Stevenson.
5. Who is your favorite teacher? (Mr. Alt) Mr. Alt is my favorite teacher.
6. What is their hometown? (Beijing) Beijing is their hometown.

All About You

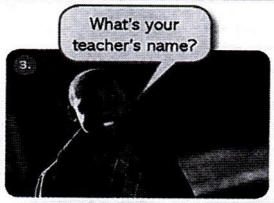
1. Write your own response to each person.



You _____



You _____



You _____

2. Complete the personal statements about you and your family.

My name is _____. My country is _____.
My family name is _____. My nationality is _____.
My nickname is _____. My hometown is _____.

Progress Check

Check what you can do.

- ☐ Greet my classmates
- ☐ Apologize for a mistake
- ☐ Talk about my family
- ☐ Discuss nationalities
- ☐ Use the Unit 1–3 grammar and vocabulary



Exercise 5

- Explain to the students that they are going to read two short conversations. They then have to read and decide which statement on the right is correct.
- Ask students to read the first conversation quietly to themselves to find out why the check mark is in the second box (*because Alvaro introduces Mr. Ash as his teacher*).
- Students read the second conversation and check the correct statement. Ask a volunteer to justify their answer (*the first is wrong because it says* parents *and only Andrew's mom is from Chile*).
- **Option:** After modeling the name *Ash* /æʃ/, you could ask volunteers to read out the conversation as these are examples of spoken language that the students know. You could also do this with the second conversation, first modeling the English pronunciation of Chile: /ˈtʃɪli/.

Exercise 6

- Write the two columns below on the board and ask volunteers to match the question words with what they might be asking about:

Who?	*Brazil.*
What?	*My sister.*
Where?	*It's a book.*

- Use the example in the exercise to explain that they need to look at the cues in parentheses to decide which question word is correct. Students may be tempted to look purely at the question and think that *Who is Amy?* is correct.
- Ask the students to look quickly through the exercise to find one question which needs *Who* (3 or 5), one which needs *What* (4 or 6), and one question which needs *Where* (2).
- Establish that after completing the question, they then use the cue in parentheses to write a full answer.
- Circulate while students are writing, helping as necessary.

ALTERNATIVE ANSWERS

2. She's
3. Her sister's
5. Mr. Alt's

All About You

Exercise 1

- Focus on the heading and explain that this section is an extended opportunity to use English to give information about themselves.
- Students look at the photos and read the speech balloons and then write an appropriate response. For number 1, you can explain that there are different ways that you could answer the boy.

ANSWERS

Student's own answers

Exercise 2

- Students complete the statements with their own information. Remind them to use a capital letter for their nationality.

ANSWERS

Student's own answers

Progress Check

Discuss the goals with the class in the students' own language, looking back at the contents of Units 1–3 on pages 10, 16, and 22, and using examples such as *Hello* and *Sorry* to make sure that everyone understands each term.

Students put a check mark next to the things that they can do in English.

Suggestion

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

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

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

Unit 4

Grammar

Prepositions *on* and *at*

Information questions with *What time, When, What day*

Vocabulary

Clock times

School subjects

Days of the week

Expressions of punctuality

Social language

Confirm the time of a class

Values and cross-curricular topics

Education

Personal organization

Unit contents

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

Vocabulary

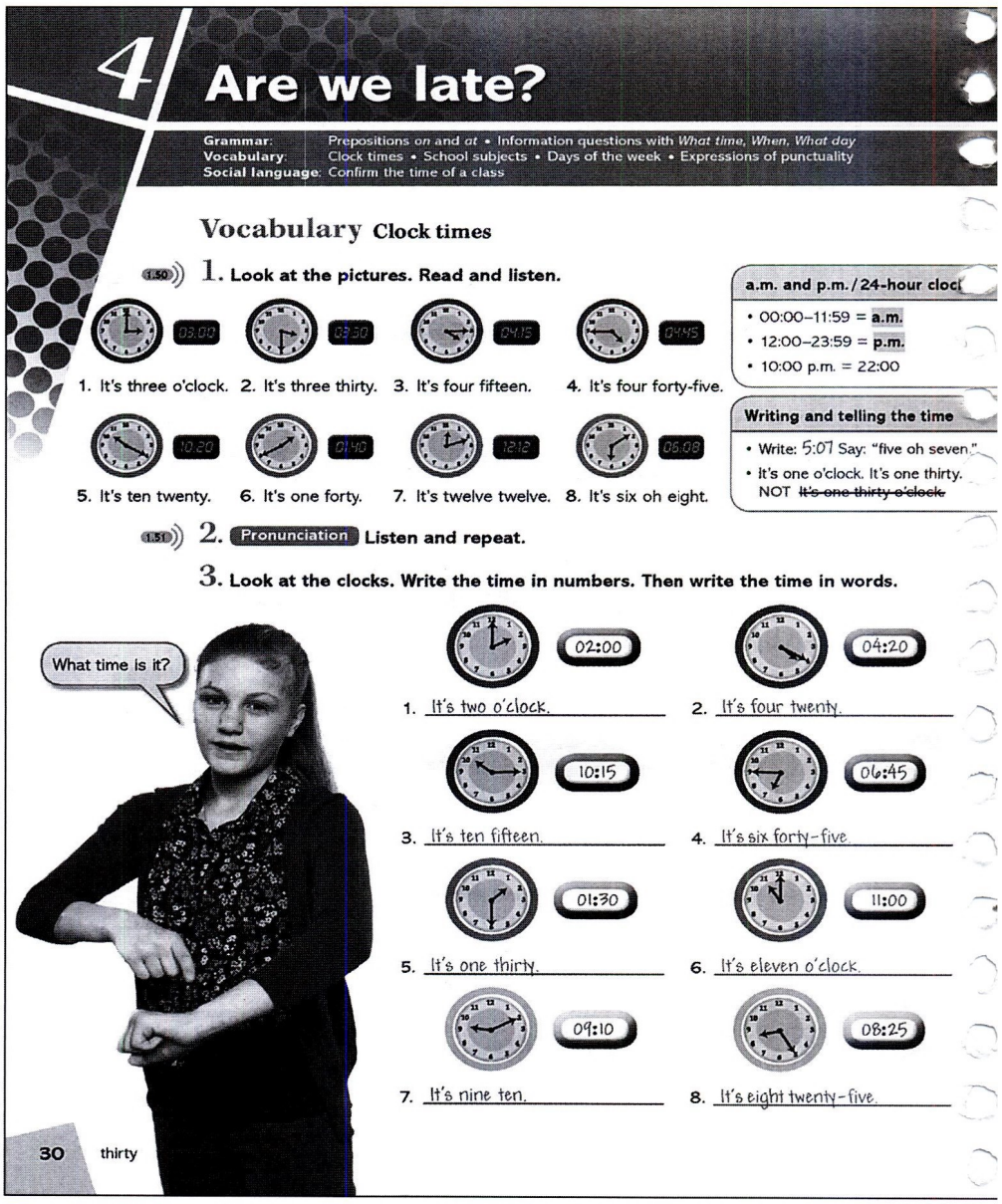
Aim

Practice clock times

Further support
Vocabulary Flashcards: Clock times

Exercise 1 1•50

- Ask the class the time in the students' own language.
- Play the CD or read the times aloud while students follow.
- Focus on the explanation of *a.m.* and *p.m.* Point out that students may see these abbreviations in English. Ask *Is it a.m. or p.m. right now?* Call on a volunteer to say the time right now using a.m. or p.m. E.g., *It is 9:30 a.m.*
- **Option:** You may like to explain that these are abbreviations in Latin: *ante / post meridiem* (*before* and *after midday*).
- To discuss the other note on the page, write *5:07* on the board and point to each digit as you say *five oh seven*. Stress that *o'clock* is only used for times on the hour. Write a few more examples on the board for volunteers to read out (e.g., 8:01, 12:03).



Usage

The pronoun *it* used in telling the time is impersonal, a common feature of English also used, for example, in expressions about the weather.

A common learner error is to omit the impersonal *it*: ~~*Is three o'clock*~~. If your students make this error, write *It's three o'clock* on the board, circle *It* and remind them that the verb *be* can never be used on its own.

Extra extension activity (stronger classes)

You could expand the presentation to include other ways of telling the time, such as *a quarter after*, *a quarter to*, or *twenty to*, *ten after*, etc.

Exercise 2 1•51

- Play the CD or read the times aloud for students to repeat.
- Make sure students stress the last syllable of *fifteen* and the first syllable of the *-ty* words such as *thirty*.
- Check pronunciation by inviting individual students to say the times.

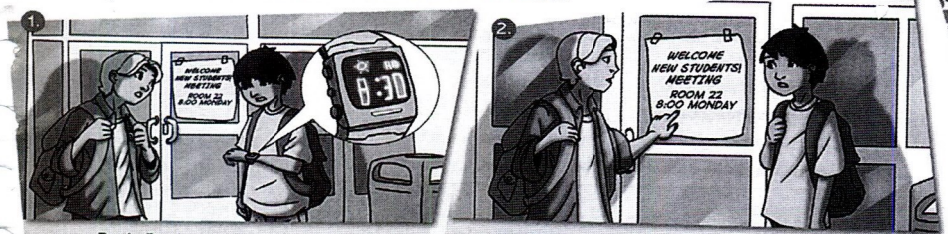
Exercise 3

- Focus on the photo and model the question *What time is it?*, pointing to your watch or a clock, and then read the example like an answer.
- Students complete the digital clock faces and write the times in words using the contracted form *It's*.
- If students aren't sure about number 8, ask them how to say it in the students' own language, comparing with numbers 5 and 2 in Exercise 1.

Further support
Extra Practice CD-ROM

Topic Snapshot

1.52 **1. Read and listen to the conversation at school.**



Paul: Brad, what time is it?
Brad: Now? It's 8:30.
Paul: 8:30? Oh, no! Are you sure?
Brad: Yes, I am. Why?

Paul: Because the meeting for new students is at 8:00!
Brad: No way!
Paul: It is. Look at the sign! Today's Monday, right?
Brad: Yes, it is. We're late!

2. Complete each statement, according to the Topic Snapshot. Circle the correct word or phrase.

1. Paul and Brad (are)/ aren't new students.
2. The meeting (is)/ isn't for new students.
3. It's in Room (22)/ 8.
4. It's 8:00 /(8:30) now.
5. Today (is)/ isn't Monday.
6. The meeting (is)/ isn't today.
7. The meeting is /(isn't) at 8:30.
8. The two students (are)/ aren't late.

Vocabulary School subjects

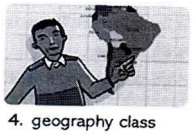
1.53 **1. Look at the pictures. Read and listen.**

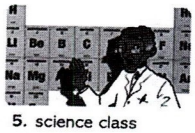


1. English class


2. gym class


3. math class


4. geography class


5. science class


6. art class

1.54 **2.** Pronunciation **Listen and repeat.**

Topic Snapshot

Aim

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

Warm-up

Review clock times from the previous lesson by asking *What time is it?* Elicit the answer in English. Write a different time on the board in numbers and ask the class to say it in English. Invite volunteers to write more times in numbers for the class to say in English.

Exercise 1 1.52

- Explain that the two boys in the pictures have a problem. Ask the students to find out what the problem is as they read and follow.
- Play the CD or read the conversation aloud while students follow.
- Check the meaning of *meeting*, *new* and *late*, asking students to explain what the problem is (*Paul and Brad are late for the meeting*).
- Explain the meaning of *Today* and *Monday* and explain that students will learn all the days of the week in English in the next lesson.
- To check the meaning of *sign*, ask in the students' own language what the sign says (*Welcome New Students! Meeting Room 22 8:00 Monday*). Then ask a student to point to *a sign* if there is one in the classroom.
- Discuss other new words with the class (*Now? Why?, Because, Are you sure?*) and encourage them to work out the meanings from the situation.

Usage

The expressions *Oh, no!* and *No way!* are both used when something is an unwelcome surprise. *No way!* is more informal and would not generally be used with serious news such as an illness or accident. *It is* does not make sense on its own, but here the full meaning is understood from the context (*It is at 8:00*). Compare with how the students' own language would express this meaning without repeating the whole statement.

Exercise 2

- Students circle the correct words.

Vocabulary

Aim

Practice school subjects

Further support
Vocabulary Flashcards: School subjects

Exercise 1 1.53

- Write *English class* on the board and establish that this refers to the lesson.
- Play the CD or read the subjects aloud while students follow.

Usage

It is usual to add the word *class*, but as long as the context is clear, the words *math*, *English*, etc. can be used on their own to refer to school subjects. A more formal way to say *gym class* is *phys ed* (*physical education*).

- **Option:** You may like to teach other subjects as appropriate for your class, e.g., *Spanish*, *history*, *computer science*.

Exercise 2 1.54

- Play the CD or read the subjects aloud for students to repeat.
- Practice the initial /dʒ/ sound of *gym* and *geography* and the diphthong /aɪ/ in *science*. Check for the /ɪ/ sound (not /ɜ/) at the start of *English*.
- Check pronunciation by inviting individual students to say the subjects.

Extra practice activity (all classes)

Tell students that you are going to mime an action or draw a picture to represent a school subject for them to guess. Mime holding a paint palette and painting on an easel for *art class*. Ask for volunteers to take your place. Tell them that they can mime or draw clues on the board.

Further support
Extra Practice CD-ROM

Grammar

Aim

Practice the verb *be*: information questions with *What time* and *When*; and the preposition *at*

Grammar support
Interactive Grammar Presentation

Exercise 1

- Focus on the photo. Ask the class to read the speech balloons to establish what the boy and girl are talking about.
- Draw attention to the preposition *at* and make sure the students understand the difference between:
  It's at one o'clock. (= a scheduled event, the art class)
  It's eight thirty. (= the time now, e.g., when Paul and Brad were discussing the time in the *Topic Snapshot*).
- Look at the *Language tips* to discuss the similarity between *What time* and *When*, comparing with the students' own language.
- Point out that the full form is always used to ask about the time.

Usage
The chart shows full answers, but it's common to shorten these answers to e.g., *One thirty* or *At one thirty.*

Exercise 2 1•55

- Play the CD or read the grammar examples aloud for students to repeat.
- The word *at* is pronounced quite weakly, but make sure that students pronounce it so that they will remember to write it.

AUDIOSCRIPT 1.55
What time is it? It's one fifteen.
What time is math class? It's at one thirty.
When is geography class? It's at three thirty.
Is it four o'clock?
Yes, it is. No, it's not. No, it isn't.
Is science class at eight thirty?
Yes, it is. No, it's not. No, it isn't.

Exercise 3

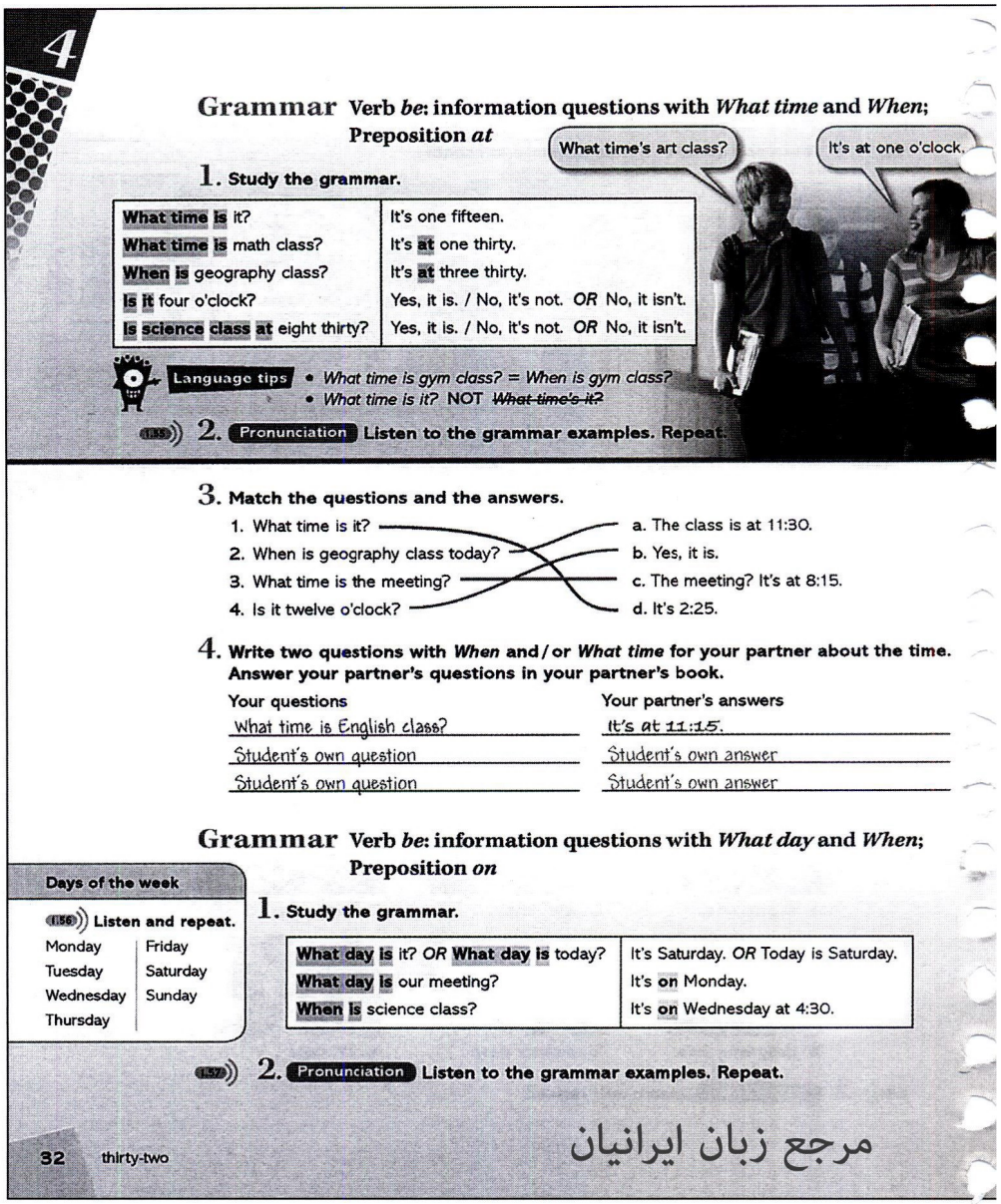
- Students match the questions and the answers.

Exercise 4

- Look back at the grammar examples in the chart and the questions in Exercise 3 to show students the range of questions that they could use.
- Elicit a question with *When* to serve as another example. Write it on the board.

Extra practice activity (all classes)

If you introduced additional subjects in the previous lesson, write these on the board to remind the class. Give students time to write three questions in their notebooks.



4

Grammar Verb *be*: information questions with *What time* and *When*; Preposition *at*

What time's art class?

It's at one o'clock.

1. Study the grammar.

What time is it?	It's one fifteen.
What time is math class?	It's at one thirty.
When is geography class?	It's at three thirty.
Is it four o'clock?	Yes, it is. / No, it's not. *OR* No, it isn't.
Is science class at eight thirty?	Yes, it is. / No, it's not. *OR* No, it isn't.

Language tips
- *What time is gym class? = When is gym class?*
- *What time is it?* NOT ~~*What time's it?*~~

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

3. Match the questions and the answers.

1. What time is it? — a. The class is at 11:30.
2. When is geography class today? — b. Yes, it is.
3. What time is the meeting? — c. The meeting? It's at 8:15.
4. Is it twelve o'clock? — d. It's 2:25.

4. Write two questions with *When* and/or *What time* for your partner about the time. Answer your partner's questions in your partner's book.

Your questions	Your partner's answers
What time is English class?	It's at 11:15.
Student's own question	Student's own answer
Student's own question	Student's own answer

Grammar Verb *be*: information questions with *What day* and *When*; Preposition *on*

Days of the week

1.56 Listen and repeat.

Monday	Friday
Tuesday	Saturday
Wednesday	Sunday
Thursday	

1. Study the grammar.

What day is it? *OR* What day is today?	It's Saturday. *OR* Today is Saturday.
What day is our meeting?	It's on Monday.
When is science class?	It's on Wednesday at 4:30.

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

32 thirty-two

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Then in pairs they answer the questions in their partner's notebook.

Grammar

Aim

Practice the verb *be*: information questions with *What day* and *When*; and the preposition *on*

Grammar support
Interactive Grammar Presentation

Exercise 1 1•56

- Write the question and answer about science class on the board, pointing out the use of *on* with days of the week and *at* with times.
- Play the CD or read the days of the week for students to repeat. Point out that *Monday* and *Sunday* have the same vowel sounds and make sure that students pronounce *Tuesday* /ˈtuzdeɪ/ and *Wednesday* /ˈwɛnzdeɪ/ with only two syllables.

AUDIOSCRIPT 1.56
Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday

Exercise 2 1•57

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

AUDIOSCRIPT 1.57
What day is it? What day is today?
It's Saturday. Today is Saturday.
What day is our meeting?
It's on Monday.
When is science class?
It's on Wednesday at 4:30.

3. **Read Scott's morning class schedule for the week. Then read the statements and circle T (true) or F (false).**

	Monday	Tuesday	Wednesday	Thursday	Friday
8:00	gym	gym	geography	gym	English
9:00	science	science	math	math	English
10:00	English	science	math	math	art
11:00	English	geography	art	science	art

1. Math is on Monday. T/(F)
2. English is on Monday and Friday. (T)/F
3. Art is on Thursday. T/(F)
4. Science class is on Monday. (T)/F
5. Gym class is on Monday, Tuesday, and Wednesday. T/(F)

4. **Unscramble each question. Complete each answer.**

1. day / art / is / class? / your / What
   A: What day is your art class?
   B: It's on Monday.
2. class? / is / science / When
   A: When is science class?
   B: Science class is on Tuesday at 10:30.
3. it? / is / day / What
   A: What day is it?
   B: It's Sunday.

About you!

Answer the questions with true information.

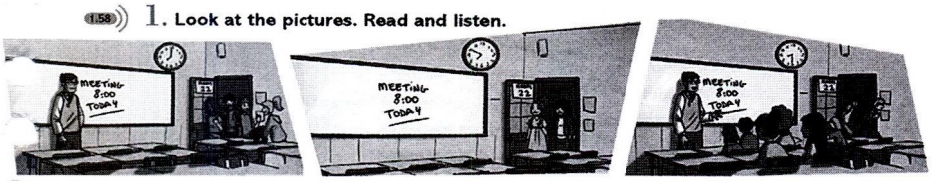
What day is today? _____

What time is your English class? _____

When is your math class? _____

Vocabulary Expressions of punctuality

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



It's 8:00. They're on time. 2. It's 7:50. They're early. 3. It's 8:30. Brad and Paul are late.

1.59 **2.** Pronunciation **Listen and repeat.**

1.60 **3.** Listening comprehension **Listen to the conversations. Circle the correct expression of punctuality.**

1. She's early on time (late)
2. She's (early) on time late.
3. They're early (on time) late.

Exercise 3

- Explain that the students need to read the statements and check the information in the chart. Do the example with the class to make sure that everyone understands.
- Students compare answers in pairs.

Exercise 4

- Explain that these questions and answers do not refer to the schedule in Exercise 1.
- Use the example question to show that all the words for the questions are given, but the students have to write them in the correct order.
- Ask a volunteer to explain how they can find the first and last words in each question (the capital letter and the question mark).
- Then focus on the example answer and ask why it uses *on* and not *at* (because it's before a day of the week, not a time).
- Students can exchange books to compare their answers, checking for questions marks and periods.

Extra extension activity (all classes)

Invite students to make statements about Scott's schedule. Listen for correct use of at (e.g., *at 8:00*) and on (e.g., *on Tuesday*).

About you!

- Explain that they should write the correct day today, the time of today's English class and all the days of the week when they have math class.

ANSWERS

Students' answers should be the same, using the correct days of the week and time:
Today is (day).
English class is at (time).
Math class is on (day, day, ..., and day).

Further support
Extra Practice CD-ROM

Vocabulary

Aim

Practice expressions of punctuality

Further support
Vocabulary Flashcards: Expressions of punctuality

Exercise 1 1.58

- Remind students about Paul and Brad being late for the new student meeting in the *Topic Snapshot* on page 30. Explain that this time, the pictures show different students being on time, early, and late for an English class.
- Play the CD or read the times and the expressions of punctuality aloud while students follow.

Exercise 2 1.59

- Play the CD or read aloud from the Student Book for students to repeat.
- Check pronunciation by inviting individual students to say the new expressions.

Exercise 3 1.60

- Tell the students that they are going to hear three conversations. They need to listen to the discussion of times and work out whether people are early, on time, or late.
- As an example, write on the board: *math class: 10:00*
  Pretend to point to your watch, look horrified and say *Oh, no! It's ten fifteen!* and then ask *Am I early, on time, or late?* to check comprehension (*You are late*).
- Explain that they will hear the conversations twice and that the first time through you will stop after each one for them to circle an expression in pencil.
- Play the CD or read the audioscript aloud.
- Students listen again, check their answers and go over the circles in pen.

AUDIOSCRIPT 1.60 PAGE 105

Extra support activity (weaker classes)

Call out times and days of the week in a random order for the class to say the whole phrase with *on* or *at*

You: *Monday!*
Class: *On Monday!*

To make this more active, the students can write the words on pieces of paper and hold up the correct word.

Further support
Extra Practice CD-ROM

Reading

Aim

Develop reading skills: profiles from a teen magazine

Warm-up

Write the heading *School subjects* on the board and invite volunteers to come and write them on the board. To one side, draw a smiley face and a question mark and ask a stronger student *What's your favorite subject?* Help if necessary by asking *Is English your favorite subject?* Ask a few more students the same question and, if time allows, you could then take a class vote to find the most popular subject.

BACKGROUND INFORMATION

Miami: Miami is in the southeast of the U.S., on the Atlantic coast, in the state of Florida.
Middle School: This is one of the terms used for the stage of education in the United States system that encompasses 6th / 7th grade through 8th grade (and sometimes 9th grade). Another common term for this stage is *Junior High School*.
Bauru: Bauru is in the center of the south of Brazil, in the state of Sao Paulo.

Exercise 1 1•61

- Tell students that they will read and listen to find out where the teens in the magazine article are from. Encourage them to find the hometown and the country.
- Play the CD or read the magazine article aloud while students follow.
- Ask the class in the students' own language if Emily likes her science teacher (*yes, he's great*) and ask them to explain why Edson's favorite subjects are English and geography (*because they're important for tourism*).
- Check that students remember *new* from the *Topic Snapshot*.
- **Option:** As students begin to work with longer texts, they will come across more new words. You could use the examples of *important* and *tourism* to introduce the idea of cognates. Point out that although the words are written and pronounced differently in English, they will still easily recognize the meaning.

ANSWERS

Emily's from Miami in the United States.
Edson's from Bauru in Brazil.

> **Usage**
> *Say hello to* and *Meet* are conventions that are used in a non-literal way to introduce someone in a written text.

Exercise 2

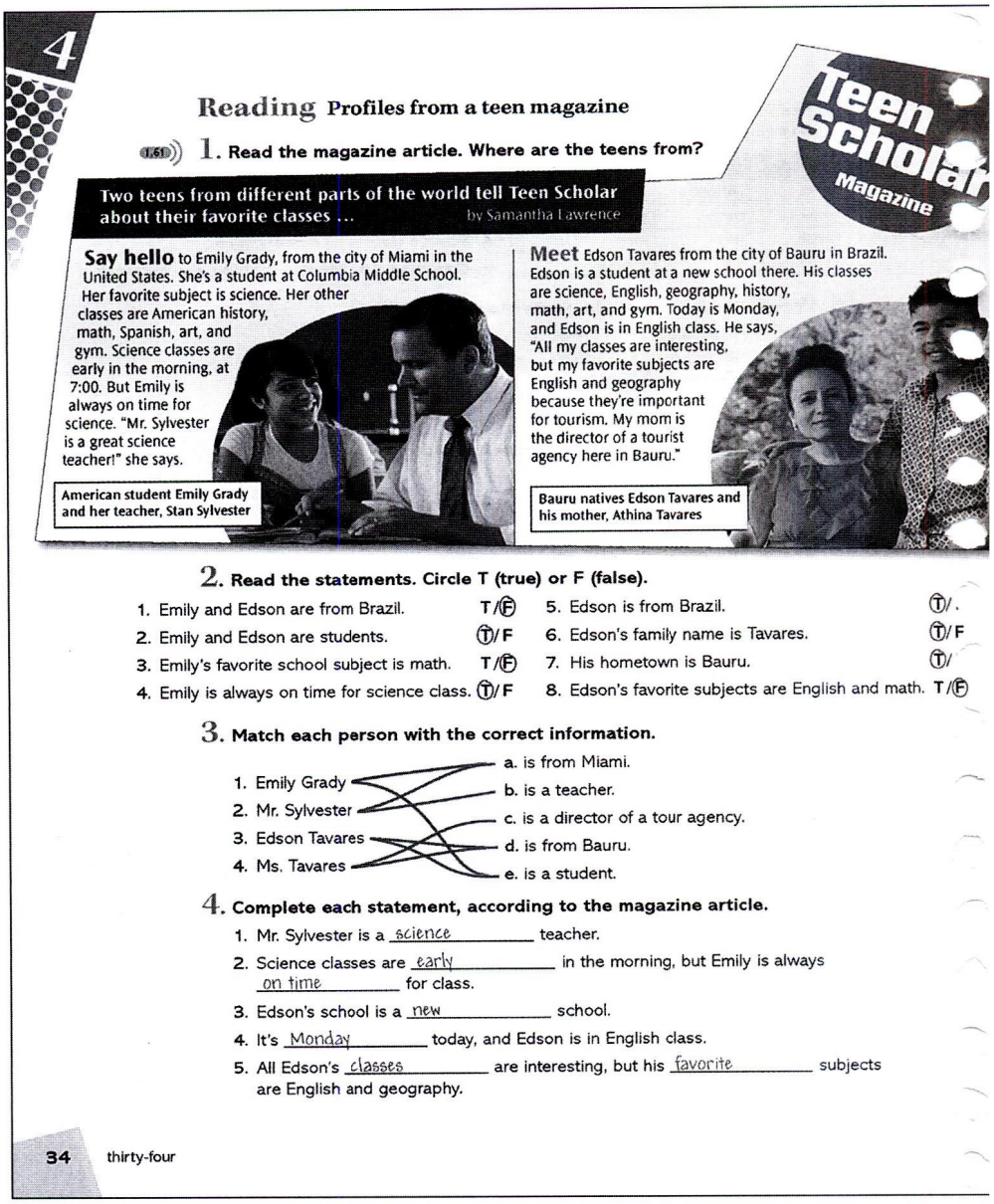
- Students circle *T* or *F* according to the information in the article. Encourage students to look back at the text and find supporting information. You could ask them to indicate why the F statements are false.

Exercise 3

- Make sure that students notice that there are four names and five pieces of information. Use the example to show that each person can be linked with more than one piece of information.
- **Option:** *Classify information*
  Classifying helps students make sense of information. To reinforce this strategy, write these four names as column headings on the board. *Emily, Edson, Mr. Sylvester*, and *Ms. Tavares*. Ask students to identify which of the pieces of information (a–e on the right) can go in each column.

Exercise 4

- Use the example to demonstrate that the students have to find the correct word(s) for each gap. Stress that the statements aren't exactly the same as the text, so they can't just copy.
- Circulate while students are working and ask students to show you where they found the information in the text.
- **Option:** For weaker classes, you could write the words on the board so that students can refer to them when completing the statements:
  Monday early favorite new on time classes



4

Reading Profiles from a teen magazine

Teen Scholar Magazine

1.61 **1. Read the magazine article. Where are the teens from?**

Two teens from different parts of the world tell Teen Scholar about their favorite classes ... by Samantha Lawrence

Say hello to Emily Grady, from the city of Miami in the United States. She's a student at Columbia Middle School. Her favorite subject is science. Her other classes are American history, math, Spanish, art, and gym. Science classes are early in the morning, at 7:00. But Emily is always on time for science. "Mr. Sylvester is a great science teacher!" she says.

American student Emily Grady and her teacher, Stan Sylvester

Meet Edson Tavares from the city of Bauru in Brazil. Edson is a student at a new school there. His classes are science, English, geography, history, math, art, and gym. Today is Monday, and Edson is in English class. He says, "All my classes are interesting, but my favorite subjects are English and geography because they're important for tourism. My mom is the director of a tourist agency here in Bauru."

Bauru natives Edson Tavares and his mother, Athina Tavares

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

1. Emily and Edson are from Brazil. T/F
2. Emily and Edson are students. T/F
3. Emily's favorite school subject is math. T/F
4. Emily is always on time for science class. T/F
5. Edson is from Brazil. T/F
6. Edson's family name is Tavares. T/F
7. His hometown is Bauru. T/F
8. Edson's favorite subjects are English and math. T/F

3. Match each person with the correct information.

1. Emily Grady
2. Mr. Sylvester
3. Edson Tavares
4. Ms. Tavares

a. is from Miami.
b. is a teacher.
c. is a director of a tour agency.
d. is from Bauru.
e. is a student.

4. Complete each statement, according to the magazine article.

1. Mr. Sylvester is a science teacher.
2. Science classes are early in the morning, but Emily is always on time for class.
3. Edson's school is a new school.
4. It's Monday today, and Edson is in English class.
5. All Edson's classes are interesting, but his favorite subjects are English and geography.

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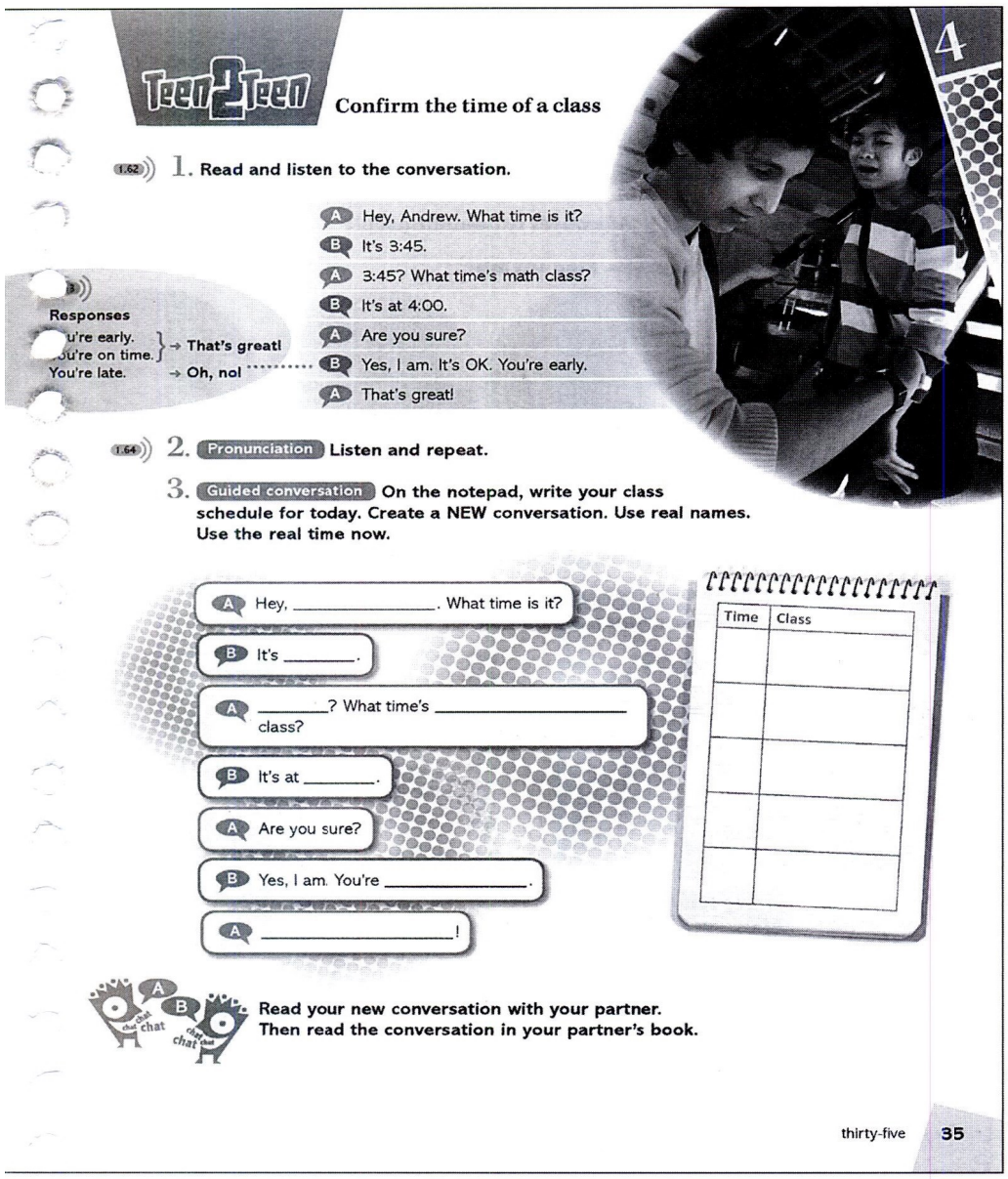


Teen2Teen

Aim

Practice social language for confirming the time of a class

Warm-up

Play a game to review *early*, *on time*, and *late*. Ask students to write down a time anywhere between 10:00 and 12:00, using five-minute intervals *o'clock*, *oh five*, *oh ten*, *fifteen*, etc. Elicit some examples to make sure everyone has understood and then ask everyone to write down a new time.

Make it obvious to the class that you are also writing a time and explain that this is the time when a "secret lesson" starts. Invite a student to say the time that they have written, e.g., *It's ten fifteen*. According to the time you have written, say *You're early / on time / late!* When a student is exactly "on time," show everyone your secret lesson time. Then start the game again with everyone writing new times. Try to choose less likely times, e.g., 10:35.

Exercise 1 1•62

- Focus on the photo and establish that the girl is asking the boy the time.
- Play the CD or read the conversation aloud while students follow.

Responses 1•63

- Highlight to students, that depending on the conversation, the responses listed here are suitable alternative ways of responding.
- Play the CD or read the words aloud for students to repeat.

Exercise 2 1•64

- Play the CD or read the conversation aloud line by line for students to repeat. Practice each line first with the whole class and then ask a few individual students to repeat. Encourage everyone to use expressive intonation for *Are you sure?* and *That's great!*

Exercise 3

- Ask the class what they have to do (*change the conversation in Exercise 1 to create a new one*).
- Explain that they have to complete the notepad with today's class schedule. Refer students to the list of subjects in the Vocabulary on page 31 if they need help. Then ask everyone to work quietly and to raise their hand when they are ready.
- When everyone is ready, focus on the first three gaps. Explain that students should use the real names of two students in class and the real time now for the third gap.
- To avoid unnecessary discussion about the exact minute, agree as a class on the time that everyone is going to use and write it on the board.
- Focus on the *Responses* box at the top of the page. Explain that the dotted line shows students alternatives that they can use in their *Guided conversation* and make sure that everyone understands the appropriate response in each case.
- Give an example of a lesson time and a later time now to elicit *You're late! Oh, no!* Then ask a volunteer to explain in the students' own language when they would use *You're on time* (when the times are the same). The response would be *That's great*.
- Tell the students to complete the gaps.
- Circulate and check the spelling of the subjects on everyone's notepad.

Chat

- In pairs students read the new conversations they have each written.
- **Option:** Invite volunteers to act out a conversation for the class. Encourage everyone to listen by asking them to note the subject that each pair mentions.

Extension

Writing page 91

Further support

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

Unit 5

Grammar

Uses of adjectives
Intensifier *very*
Information questions with *What color*
Questions with *or*

Vocabulary

Adjectives to describe people
Adjectives to describe eyes and hair

Social language

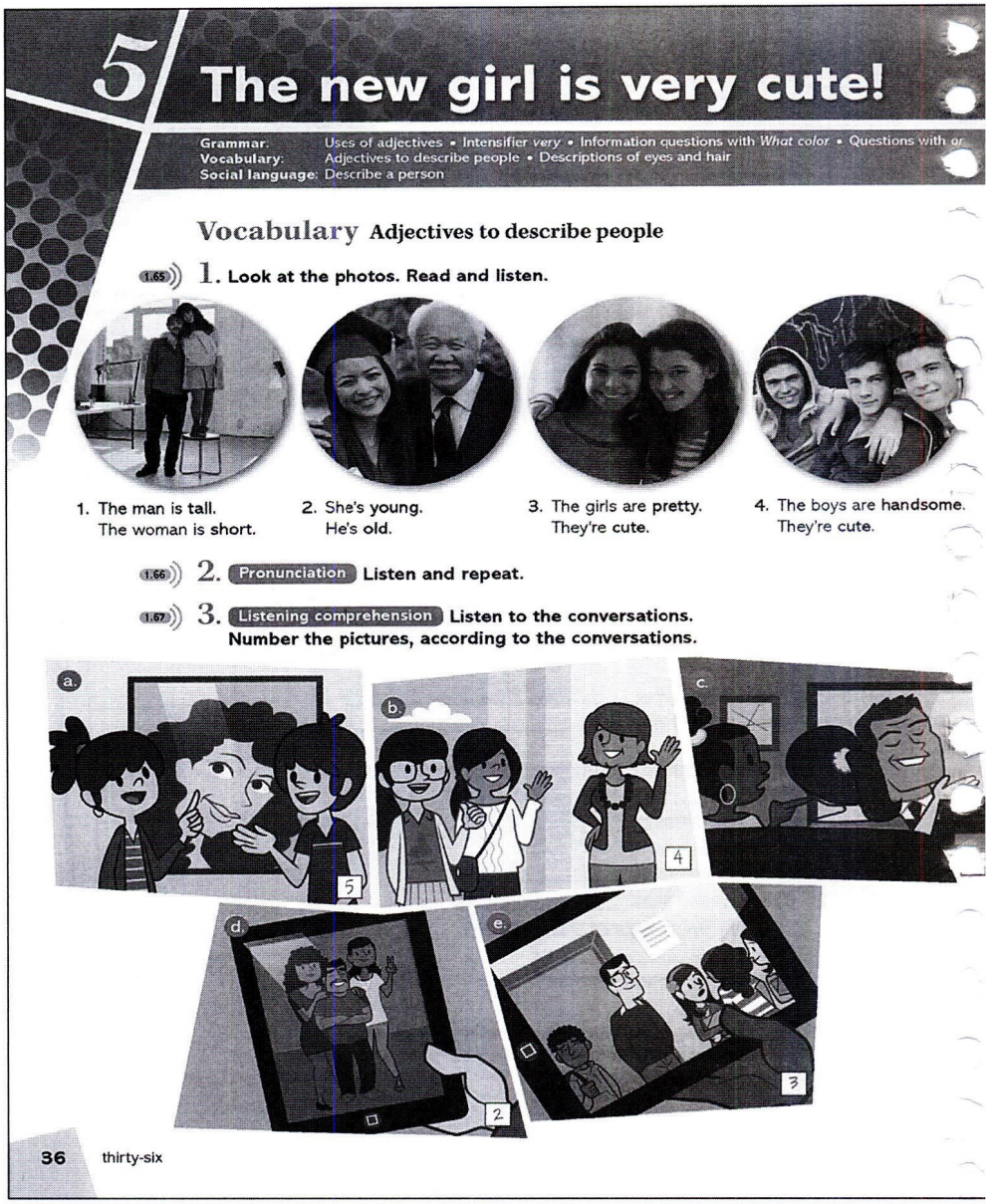
Describe a person

Values and cross-curricular topics

Parts of the body (face)
Respecting that other people are different

Unit contents

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



Vocabulary

Aim

Practice adjectives to describe people

Further support
Vocabulary Flashcards: Adjectives to describe people

Exercise 1 1•65

- Give students a few moments to look at the photos and to read the statements quietly. Have them guess who each statement is describing in the photos.
- Play the CD or read the statements aloud while students follow.

Usage

Pretty, handsome, and *cute* are all used to indicate that someone is good-looking or attractive. *Handsome* is only used for males of any age, and *pretty* is only used for females of any age. *Cute* is used for both males and females, but only for young people, children, and babies. It's not used for adults.

- Check that students have understood the new nouns (*man, woman, girl,* and *boy*) as well as the adjectives.

Exercise 2 1•66

- Play the CD or read the statements aloud for students to repeat.
- Focus on the following vowel and diphthong sounds:
  the /ɔ/ sound in *tall* /tɔl/
  the /ʊ/ sound in *woman* /ˈwʊmən/
  the /ʌ/ sound in *young* /yʌŋ/
  the /oʊ/ sound in *old* /oʊld/
  the /ər/ sound in *girls* /gərlz/
  the /ɪ/ sound in *pretty* /ˈprɪɾi/
  the /y/ sound in *cute* /kyut/
  the weak /ə/ sound in *handsome* /ˈhænsəm/
- For further practice, begin by asking students to say the new words in isolation.
- Then work on natural statement stress in English by asking the class to repeat the whole statement, clapping or tapping on the board to help them to stress the noun and the adjective in each case, e.g.,
  The girls are pretty.

Exercise 3 1•67

- Focus on the pictures and ask students to guess what the people might be saying.
- Use the example number 1 written in the box to explain the task.
- Tell the students that they will hear the conversations twice. The first time through you will stop for them to number the boxes in pencil.
- Play the CD or read the audioscript aloud while students follow.
- Students listen again, check and write the numbers in pen.

AUDIOSCRIPT 1•67 PAGE 105

Extra support activity (weaker classes)

Write these words on the board:
man woman dad girl
boy mom brother sister
Ask the students whether to use *he* or *she* with each word. Invite volunteers to write the words on the board.

Further support
Extra Practice CD-ROM

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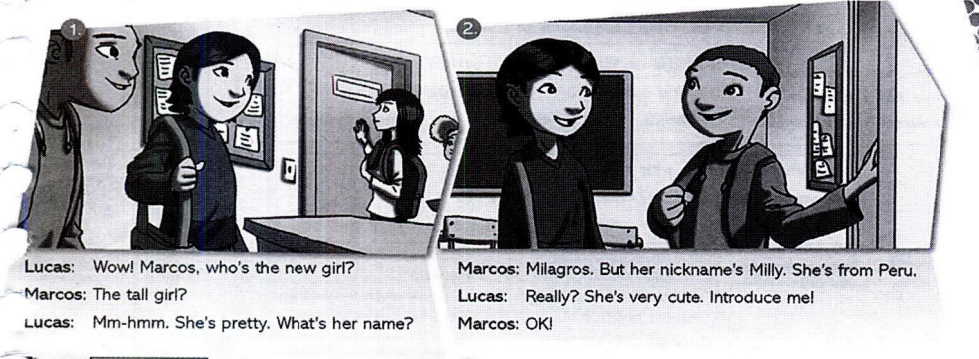
Topic Snapshot

1.68 **1. Read and listen to the conversation about a new classmate.**



Lucas: Wow! Marcos, who's the new girl?
Marcos: The tall girl?
Lucas: Mm-hmm. She's pretty. What's her name?
Marcos: Milagros. But her nickname's Milly. She's from Peru.
Lucas: Really? She's very cute. Introduce me!
Marcos: OK!



Milly: Hi, guys! What's up?
Marcos: Milly, this is my friend Lucas. Lucas, Milly.
Milly: Hi, Lucas. Nice to meet you!
Lucas: Nice to meet you, too. Where are you from in Peru?
Milly: Me? From Cuzco.
Lucas: Cuzco? That's near Machu Picchu! How cool is that!

2. Answer each question with a statement, according to the Topic Snapshot.

1. Who's the pretty new girl? She's Milagros.
2. What country is she from? She's from Peru.
3. What's her nickname? Her nickname is Milly.
4. Who are the two boys? The two boys are Marcos and Lucas.
5. What city is the girl from? She's from Cuzco.
6. Is the girl tall or short? She's tall.

Reminder
Use capital letters for names of people, cities, and countries.

Topic Snapshot

Aim

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

Warm-up

Revise the vocabulary from the last lesson by writing the phrases below on the board and asking the students to give examples. Be aware that students at this age may be sensitive about their height and unless a student suggests that he / she is tall or short, it is best to use examples from outside the class. Begin yourself by gesturing for *tall* and *short* to support examples from your family:

a tall woman in my family
a short man in my family
a pretty / cute singer
a handsome / cute actor
an old woman in my family
a young boy in my family

Exercise 1 1·68

- Ask the students to look at the pictures to work out what is happening.
- Play the CD or read the conversation aloud while students follow.

Usage

By using *Wow!*, Lucas shows that he thinks the new girl is very attractive.

Marcos already knows Milly, but Lucas doesn't, so he asks Marcos to introduce him. The general verb for this is *introduce*, whereas the verb *present* /prɪ'zɛnt/ is much more formal.

Although *guy* in the singular refers to a teenage boy or a man, *guys* in the plural (and also *you guys*) is an informal way of referring to groups of boys, girls, or mixed groups. Adults would only use it with other adults whom they know well.

Milly uses an emphatic pronoun *Me?* as a question to confirm that Lucas is asking about her.

Exercise 2

- **Option:** The questions in Exercise 2 reinforce question words from Unit 2: *Who* and *What*. You may want to review these words before students work on their own.
- Focus on the questions. Point out that students have to write a statement for each answer. Read the *Reminder* box. Use the example to remind students that statements should always start with a capital letter. (Students will practice this specifically in the writing lesson.) Then ask them to read the questions to find out where else they will need to use a capital letter (the name of a country, a nickname, the boys' names, and a city name).

ALTERNATIVE ANSWERS

2. She is from Peru.
3. Her nickname's Milly.
4. They're / They are Marcos and Lucas.
5. She is from Cuzco.
6. She is tall.

Extra practice activity (all classes)

Ask a volunteer to role-play a tall cute-looking boy.

Then ask for two girls to volunteer for the roles of Lucas and Marcos, using their real names. Explain that you're going to work on a new conversation discussing a cute new boy. Involve everyone in making the necessary changes (*boy*, *He's*, *handsome*, *his*), asking the volunteers to make notes in their books in pencil so that they can act it out. Keep a lively pace to make sure that the activity is fun.

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Grammar

Aim

Practice the uses of adjectives and the intensifier *very*

Grammar support
Interactive Grammar Presentation

Exercise 1

- Use the examples to show students that adjectives never vary in number or gender and that they can be used in different ways: after the verb *be* or before a noun. Point out too that when an adjective and a noun come together, the adjective always comes first. Compare with the use of adjectives in the students' own language.

Irregular plurals 1•69

- Look at the irregular plurals with the class. Play the CD or read the words aloud for students to repeat.
- **Option:** The formation of regular noun plurals is taught in *Teen2Teen* Two, Unit 4, when count and non-count nouns are also presented. *Men* and *women* are included here as examples of irregular plural forms, but students are not required to write them in this unit, so you may prefer to focus on recognition and pronunciation, paying attention to the changes in vowel sounds from *woman* /ˈwʊmən/ to *women* /ˈwɪmən/.

AUDIOSCRIPT 1.69

one man two men a woman three women

- Ask the students to read the speech balloon and to use the picture to guess the meaning of *very*. Then look at the examples in the chart to confirm that the intensifier *very* is always just before the adjective.
- Focus on the *Language tips* to stress the common errors to be avoided. If necessary, explain in the students' own language what's wrong.

Exercise 2 1•70

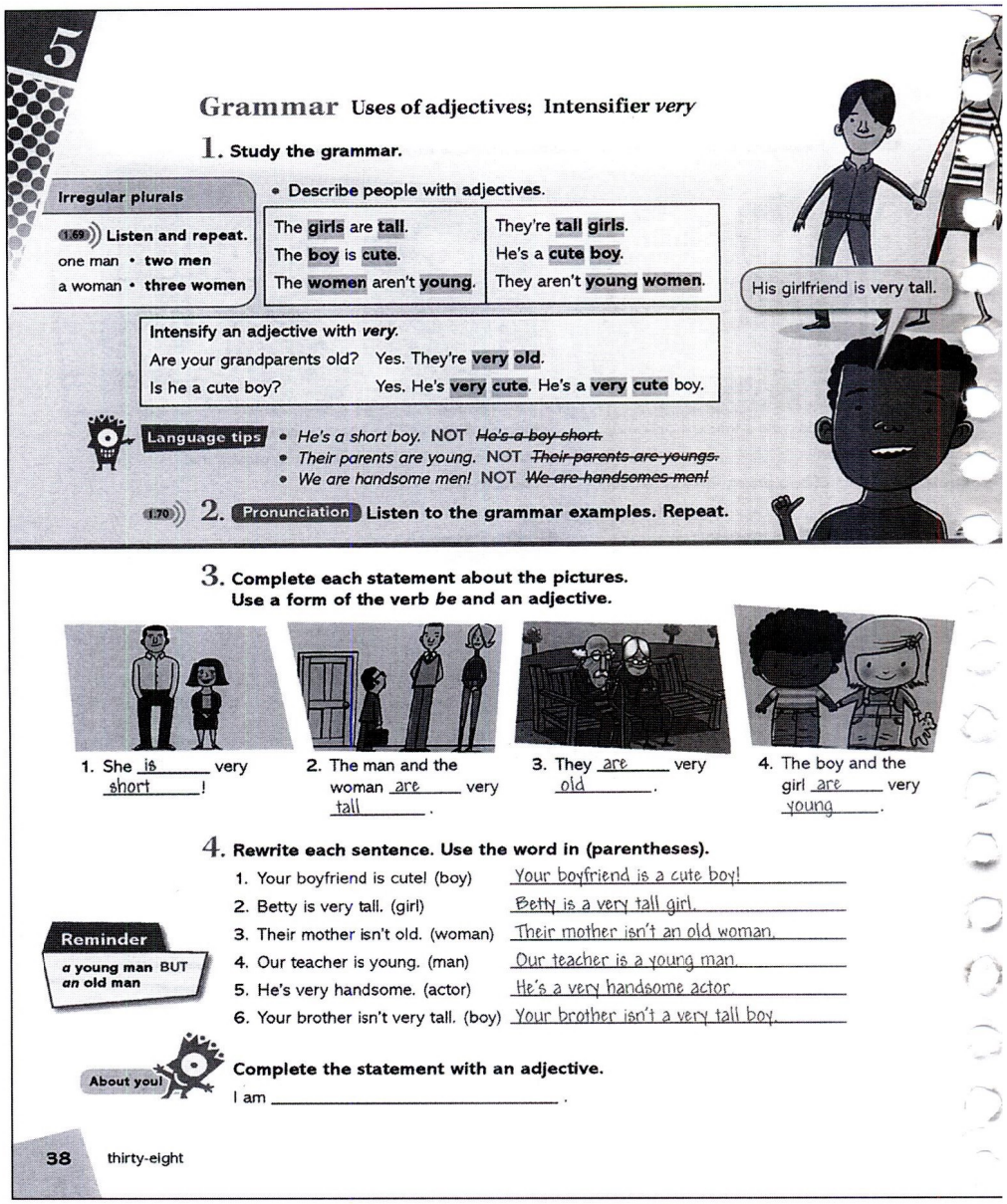
- Play the CD or read the grammar examples aloud for students to repeat.

AUDIOSCRIPT 1.70

The girls are tall. They're tall girls.
The boy is cute. He's a cute boy.
The women aren't young. They aren't young women.
Are your grandparents old?
Yes. They're very old.
Is he a cute boy?
Yes. He's very cute. He's a very cute boy.

Exercise 3

- Use the example to demonstrate that all the statements end with an adjective, so students should follow the models on the left-hand side of the grammar chart.



5

Grammar Uses of adjectives; Intensifier *very*

1. Study the grammar.

Irregular plurals

1.69 **Listen and repeat.**
one man • **two men**
a woman • **three women**

• **Describe people with adjectives.**

The **girls** are **tall**.	They're **tall girls**.
The **boy** is **cute**.	He's a **cute boy**.
The **women** aren't **young**.	They aren't **young women**.

Intensify an adjective with *very*.

Are your grandparents old? Yes. They're **very old**.
Is he a cute boy? Yes. He's **very cute**. He's a **very cute** boy.

Language tips

- *He's a short boy.* NOT ~~*He's a boy short.*~~
- *Their parents are young.* NOT ~~*Their parents are youngs.*~~
- *We are handsome men!* NOT ~~*We are handsomes men!*~~

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

His girlfriend is very tall.

3. Complete each statement about the pictures. Use a form of the verb *be* and an adjective.

1. She is very short!
2. The man and the woman are very tall.
3. They are very old.
4. The boy and the girl are very young.

4. Rewrite each sentence. Use the word in (parentheses).

1. Your boyfriend is cute! (boy) Your boyfriend is a cute boy!
2. Betty is very tall. (girl) Betty is a very tall girl.
3. Their mother isn't old. (woman) Their mother isn't an old woman.
4. Our teacher is a young man. (man) Our teacher is a young man.
5. He's very handsome. (actor) He's a very handsome actor.
6. Your brother isn't very tall. (boy) Your brother isn't a very tall boy.

Reminder
a young man BUT *an* old man

About you! **Complete the statement with an adjective.**
I am _____.

38 thirty-eight

- You could tell students to use full forms of the verb *be* for this exercise, although the contraction is possible in numbers 1 and 3. Remind them as necessary that the contracted plural form is only used after subject pronouns.

ALTERNATIVE ANSWERS

3. They're very old.
4. They're cute and very young.

Exercise 4

- Have students look at item 1. Ask *Is the adjective* cute *before or after the noun?* (*After*). Refer to similar examples in the left section of the grammar chart. Then read the example answer. in Exercise 4. Ask *Is the adjective* cute *before or after the noun?* (*Before*). Have students rewrite the statements following this example.
- Focus on the *Reminder* box and ask why *an* is used before *old* (because *old* starts with a vowel sound). Stress that students should check carefully if an adjective starts with a vowel and to use an if this is the case (e.g., *an early class*).

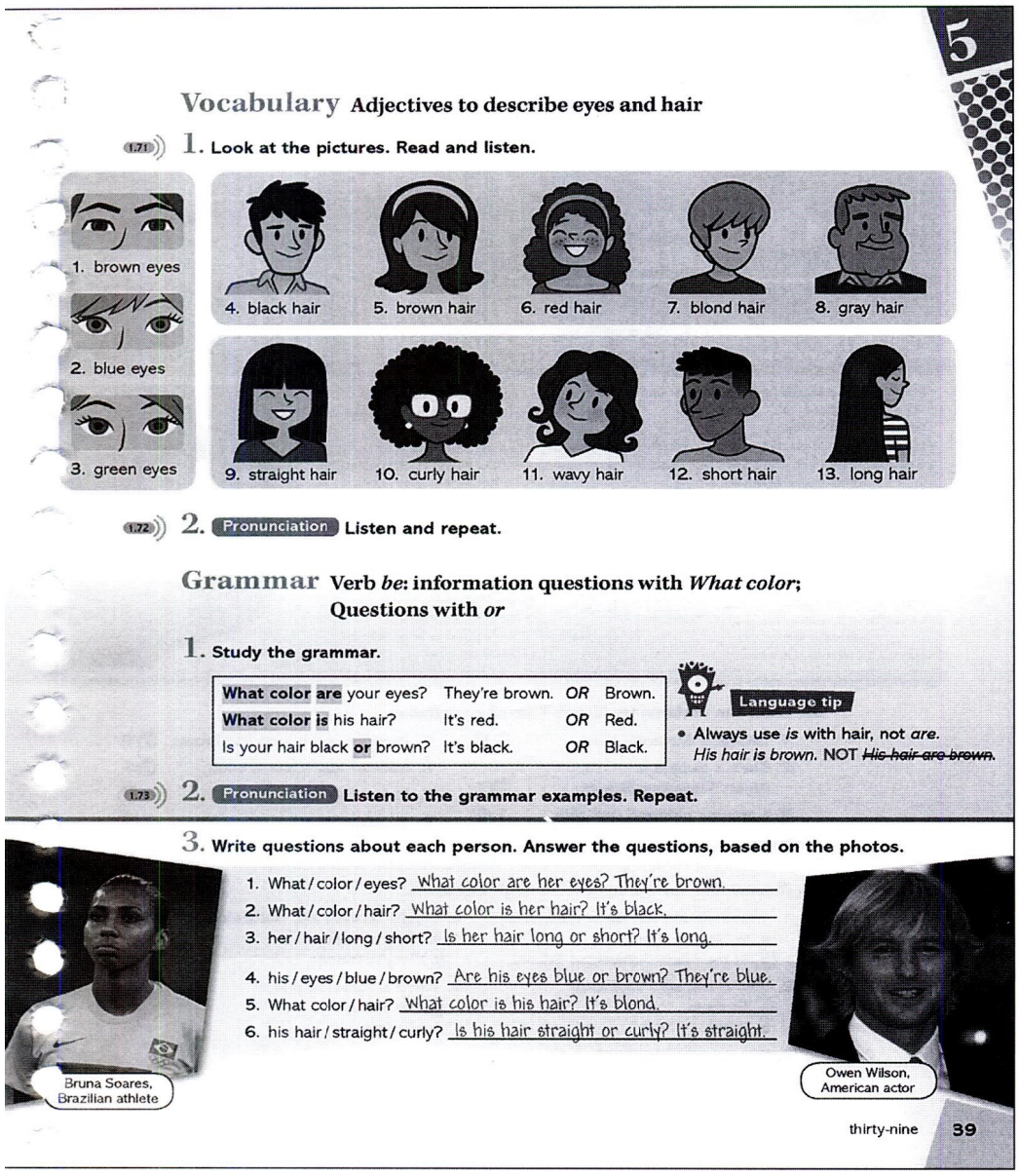
About you!

- Encourage the students to have fun using any of the adjectives to describe themselves.

ANSWER

Students' own answer

Further support
Extra Practice CD-ROM



5

Vocabulary Adjectives to describe eyes and hair

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

1. brown eyes
2. blue eyes
3. green eyes
4. black hair
5. brown hair
6. red hair
7. blond hair
8. gray hair
9. straight hair
10. curly hair
11. wavy hair
12. short hair
13. long hair

1.72 **2. Pronunciation Listen and repeat.**

Grammar Verb *be*: information questions with *What color*; Questions with *or*

1. Study the grammar.

What color are your eyes?	They're brown.	*OR*	Brown.
What color is his hair?	It's red.	*OR*	Red.
Is your hair black **or** brown?	It's black.	*OR*	Black.

Language tip

- Always use *is* with hair, not *are*. *His hair is brown.* NOT ~~*His hair are brown.*~~

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

3. Write questions about each person. Answer the questions, based on the photos.

1. What / color / eyes? What color are her eyes? They're brown.
2. What / color / hair? What color is her hair? It's black.
3. her / hair / long / short? Is her hair long or short? It's long.
4. his / eyes / blue / brown? Are his eyes blue or brown? They're blue.
5. What color / hair? What color is his hair? It's blond.
6. his hair / straight / curly? Is his hair straight or curly? It's straight.

Bruna Soares, Brazilian athlete

Owen Wilson, American actor

Vocabulary

Aim

Practice adjectives to describe eyes and hair

Further support

Vocabulary Flashcards: Adjectives to describe eyes and hair

Exercise 1 1.71

- Establish that pictures 1–3 and 4–8 refer to color, pictures 9–11 refer to style, and pictures 12–13 to length.
- Make sure students understand that *eyes* and *hair* are nouns. All the other new words are adjectives, so this is why they come first in the phrase.
- Play the CD or read the phrases aloud while students follow.
- **Option:** You can compare the use of *red* with a classroom object such as a pen, to point out that the same word is used for this color. Students will review and study more colors in Unit 10.

Usage

You or the students may come across the alternative spelling *blonde*, which is also acceptable. Some people only use this *-e* spelling to describe girls and women, whereas others use it all the time.

Exercise 2 1.72

- Play the CD or read the phrases aloud for students to repeat.
- Write *straight* on the board and cross out the ~~*gh*~~, explaining that these letters are sometimes silent in English.
- Check pronunciation by inviting individual students to say the phrases.

Grammar

Aim

Practice the verb *be*: information questions with *What color*, and questions with *or*

Grammar support

Interactive Grammar Presentation

Exercise 1

- Ask students to use the answers to work out the meaning of the question.
- Explain that either of the answers shown in the chart is correct, but point out that where the verb *be* is used, there is always a subject pronoun.

Usage

In spoken English it's common to answer with a word or a phrase instead of a complete statement, e.g., *Red.*

- Review that *or* is a word used when given a choice between two things.
- Focus on the use of a singular verb with *hair* in the *Language tip*. Point out that *eyes* are plural.

Exercise 2 1.73

- Play the CD or read the grammar examples aloud for students to repeat.
- Encourage students to copy the intonation patterns in the questions.

AUDIOSCRIPT 1.73

What color are your eyes?
What color is his hair?
Is your hair black or brown?

- **Option:** Practice by gesturing to a student and asking the class *Is his / her / (Name's) hair (black) or (blond)? or What color is his / her / (Name's) hair?* Extend the practice with the style and length adjectives. Then ask individuals *What color is / are your hair / eyes?*

Exercise 3

- Make sure that students realize that the first three items refer to Bruna Soares, and the last three items refer to Owen.
- Focus on the example and ask students to find which words have been added to make the question (*are* and *her*).
- Look at number 2 with the class and establish which words are missing in the question (*is* and *her*). Elicit the singular answer (*It's black*). Make sure that everyone understands.
- Make sure that students don't try to create questions using *adjective + hair* or *adjective + eyes* as this would require using the verb *have* which is taught in ***Teen2Teen*** Two.
- You can do the exercise orally before students write in their books. Tell them to use contractions.

Further support

Extra Practice CD-ROM

Reading

Aim

Develop reading skills: on-the-street interviews

Warm-up

Draw four stick figures on the board: a short man and a short woman (the same height and using the convention of a skirt to indicate the woman), a tall man and a tall woman (again the same height). Check understanding by pointing and saying *Is he / she a man / a woman? Is he / she short or tall?*

Have volunteers come and draw hair on the figures per your instructions. Say: *The short man's hair is short and straight. The tall man's hair is short and curly. The short woman's hair is short and wavy. The tall woman's hair is long and straight.* (You could use colors if you have black, brown, red, and yellow board markers.)

Point out that the word *short* in English is used for a person's height and for hair length. The opposites in English are *tall* for height and *long* for hair length.

Exercise 1 1•74

- Ask students to look quickly at the interviews to establish whether the teens are family or friends.
- Play the CD or read the interviews aloud while students follow.
- Explain the meaning of *in your life*. Encourage students to guess the meaning of the cognate *probably* and to try and work out the meaning of *What else* and *too* from the context.

ANSWER

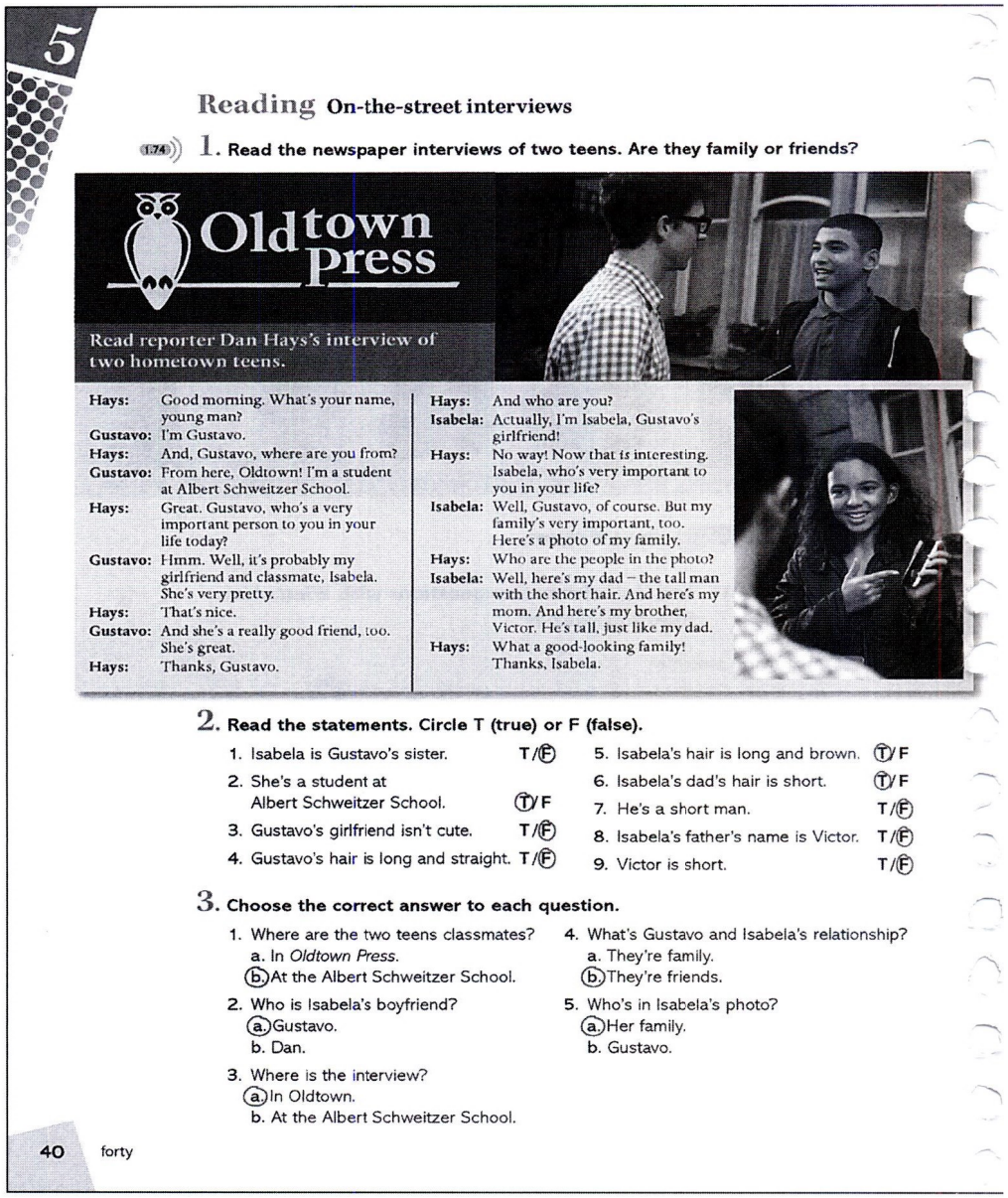
They are friends (boyfriend and girlfriend).

Usage

Really is a more informal intensifier than *very*, but is not as informal as *totally*, which the students saw in Unit 3. *Actually* is a false friend for speakers of Latin languages because it doesn't refer to time. Students haven't seen the word before, but it was in an audioscript in Unit 3. Here it introduces something which Isabela knows is a surprise to the reporter: he doesn't realize that she is the girlfriend that Gustavo mentioned.

Good-looking is the most usual adjective to describe a whole family or group of people who are attractive. *Good-looking* can also be used about individuals, but it's more commonly used to refer to teenage boys and men.

The expression: *What a* (+ adjective) (+ noun)*!* is a way of showing strong feelings. The plural is also used, e.g., *What pretty eyes!*



5

Reading On-the-street interviews

1.74 **1. Read the newspaper interviews of two teens. Are they family or friends?**

Oldtown Press

Read reporter Dan Hays's interview of two hometown teens.

Hays: Good morning. What's your name, young man?
Gustavo: I'm Gustavo.
Hays: And, Gustavo, where are you from?
Gustavo: From here, Oldtown! I'm a student at Albert Schweitzer School.
Hays: Great. Gustavo, who's a very important person to you in your life today?
Gustavo: Hmm. Well, it's probably my girlfriend and classmate, Isabela. She's very pretty.
Hays: That's nice.
Gustavo: And she's a really good friend, too. She's great.
Hays: Thanks, Gustavo.

Hays: And who are you?
Isabela: Actually, I'm Isabela, Gustavo's girlfriend!
Hays: No way! Now that *is* interesting. Isabela, who's very important to you in your life?
Isabela: Well, Gustavo, of course. But my family's very important, too. Here's a photo of my family.
Hays: Who are the people in the photo?
Isabela: Well, here's my dad – the tall man with the short hair. And here's my mom. And here's my brother, Victor. He's tall, just like my dad.
Hays: What a good-looking family! Thanks, Isabela.

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

1. Isabela is Gustavo's sister. T/(F)
2. She's a student at Albert Schweitzer School. (T)/F
3. Gustavo's girlfriend isn't cute. T/(F)
4. Gustavo's hair is long and straight. T/(F)
5. Isabela's hair is long and brown. (T)/F
6. Isabela's dad's hair is short. (T)/F
7. He's a short man. T/(F)
8. Isabela's father's name is Victor. T/(F)
9. Victor is short. T/(F)

3. Choose the correct answer to each question.

1. Where are the two teens classmates?
   a. In *Oldtown Press*.
   (b.) At the Albert Schweitzer School.
2. Who is Isabela's boyfriend?
   (a.) Gustavo.
   b. Dan.
3. Where is the interview?
   (a.) In Oldtown.
   b. At the Albert Schweitzer School.
4. What's Gustavo and Isabela's relationship?
   a. They're family.
   (b.) They're friends.
5. Who's in Isabela's photo?
   (a.) Her family.
   b. Gustavo.

40 forty

Exercise 2

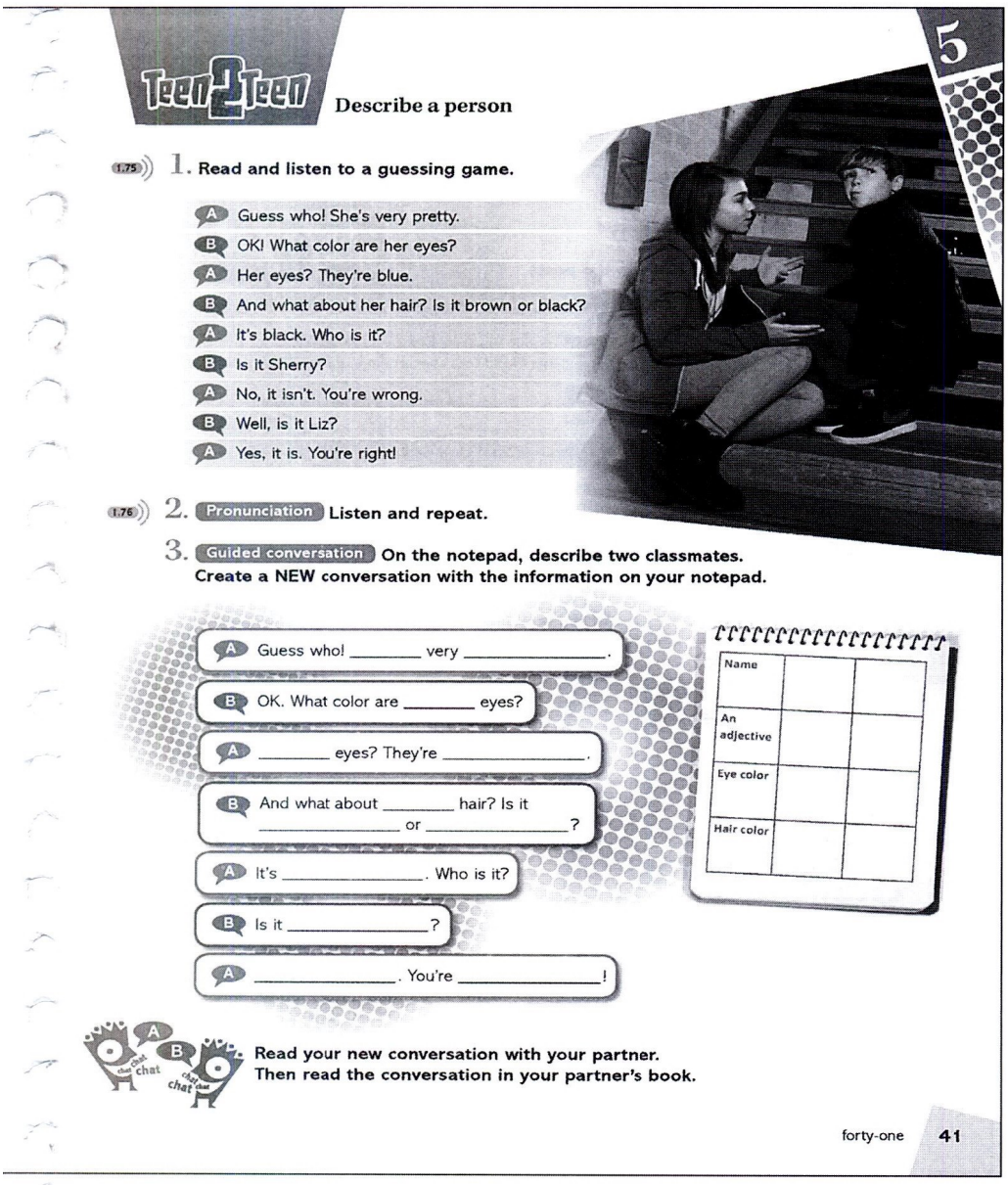
- Check that students understand the activity. Point out that they need to look at the photos as well as the text.
- **Option:** *Find supporting details* Supporting details are found in both the text and the images and they are not always explicit. For example, the text doesn't say that Isabela is a student at Albert Schweitzer School. However, it says that Gustavo is a student at this school and that Isabela is his classmate. To reinforce this strategy, ask students to explain how they found their answers.

ANSWERS

2. I'm a student at Albert Schweitzer School ... my ... classmate Isabela
3. She's very pretty.
4.–6. the photos of Gustavo, Isabela, and her father (my dad – the tall man)
7. the tall man
8. my brother, Victor
9. my brother, Victor. He's tall

Exercise 3

- Students circle the correct letter.
- Ask them to justify their answers and check that everyone understands the new word *relationship*.



Teen2Teen

Describe a person

5

1.75 1. Read and listen to a guessing game.

A Guess who! She's very pretty.
B OK! What color are her eyes?
A Her eyes? They're blue.
B And what about her hair? Is it brown or black?
A It's black. Who is it?
B Is it Sherry?
A No, it isn't. You're wrong.
B Well, is it Liz?
A Yes, it is. You're right!

1.76 2. Pronunciation Listen and repeat.

3. Guided conversation On the notepad, describe two classmates. Create a NEW conversation with the information on your notepad.

A Guess who! _____ very _____.
B OK. What color are _____ eyes?
A _____ eyes? They're _____.
B And what about _____ hair? Is it _____ or _____?
A It's _____. Who is it?
B Is it _____?
A _____. You're _____!

Name		
An adjective		
Eye color		
Hair color		

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

forty-one 41

Teen2Teen

Aim

Practice social language for describing a person

Warm-up

Ask two confident girls to come to the front. Tell them, in the students' own language, to check each other's eye color. Say to one of them (*Name*), *what color are (Name's) eyes?* Help her to respond *They're (color)*. Then ask *And what color is her hair? Is it (brown) or (black)?* Again help her to respond (*It's*) (*color*). Then repeat with the other girl answering.

Exercise 1 1.75

- Focus on the photo and establish that they are playing a guessing game.
- Play the CD or read the conversation aloud while students follow.
- Explain the use of *it* (see *Usage* below) and ask students to guess the meaning of *wrong* and *right*.

Usage

And what about usually introduces a new point about the same topic, though it can also be used to change topic. Although we know that A is talking about a girl, because of the words *She* and *her*, it's normal in a guessing game to use the pronoun *it*, e.g., *Who is it? Is it Sherry / Liz?* The pronoun *it* refers to the idea being guessed, not the person.

Exercise 2 1.76

- Play the CD or read the conversation aloud line by line for students to repeat. Practice each line first with the whole class and then ask a few individual students to repeat.
- Write *wrong* and *right* on the board with the silent letters crossed out: ~~*w*~~*rong* *righ*~~*t*~~
  Ask students if they can remember another word from this unit with silent *gh* and add it to the board (*straigh*~~*t*~~).
- Encourage students to use question intonation and to sound expressive for *You're wrong!* and *You're right!*

Exercise 3

- Focus on the notepad. Ask a volunteer to explain in the students' own language how they can use it to create a new conversation.
- Focus on the first line of the gapped conversation and ask the students to imagine that they are writing about a boy. Ask what word they need in the first gap (*He*) and elicit possible adjectives for the second gap (*cute, handsome*).
- If necessary, repeat the *Warm-up* for this lesson with two boys, to practice the grammatical changes for use with boys' names.
- Point out to students that the *Guided conversation* is shorter than the one in Exercise 1, and that they need to decide how to finish it (*wrong / right*).
- Students may not know each other's eye color, so they could work in groups first to give them a chance to check.
- Tell the students to describe someone in the class and that they should first complete the notepad and then to complete the gaps.
- Circulate while they are writing to check for the correct use of subject pronouns and possessive adjectives.

Chat

- In pairs students read the new conversations they have each written.
- **Option:** Invite volunteers to act out a conversation. Tell the rest of the class to write down their guesses.

Suggestion

Ask students to bring in a family photo for the writing lesson.

Extension
Writing page 92

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

Unit 6

Grammar

Verb *be*: questions with *How old*

Preposition *in* for months

Preposition *on* for dates

Vocabulary

Entertainment events

Months of the year

Ordinal numbers 1st–31st

Social language

Confirm the date of an event

Values and cross-curricular topics

The arts

Sports

Personal organization

Foreign language

Unit contents

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

Topic Snapshot

Aim

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

Warm-up

Write your birthday (month and date) on the board in the students' own language and ask students to guess why the date is significant. When they guess, say and write on the board in English *My birthday's on (Month) (ordinal number)* to preview the language from the conversation.

Find out in the students' own language when the next birthday is in the class and write *(Name)'s birthday is on (Month) (ordinal number)*. Or if relevant, write: *Today's (Name's) birthday!* and encourage the class to repeat *Happy birthday, (Name)!*

Ordinal numbers and dates (with *in* and *on* for months and dates) are studied later in the unit, so the students don't need to produce them at this stage.

BACKGROUND INFORMATION

Lady Gaga (1986–): Lady Gaga took her stage name from the Queen hit, *Radio Ga- Ga* (1984). She supports the work of the U.N. and UNICEF.

Exercise 1 1•77

- Play the CD or read the posts aloud while students follow.
- Elicit the meaning of *concert* and ask students how they know (*it's a cognate / Lady Gaga is a singer*). Use the opportunity to remind students of reading strategies that they can use.
- Ask why Ana laughs (*Gan says that he doesn't know who Lady Gaga is and Ana thinks he must be joking*). Model the pronunciation of *joke* /dʒəʊk/ first, and then practice the phrase: *That's a joke, right?* Encourage the class to use expressive intonation.
- Ask the students to work out what Bruno asks Daniel. Daniel tells him Lady Gaga's birthday, so they may be able to guess the meaning of *How old*.



Usage

So is a very common intensifier, particularly among teenagers. Using *right?* at the end of a statement is an informal question tag (like *isn't it?, aren't we?*, etc.). Gan replies *No, really*, which means *No, it isn't a joke. I really want to know* because he doesn't know who Lady Gaga is.

Info /ˈɪnfoʊ/ is an informal abbreviation of *information*, and *Thanks for the info* is a common informal response.

Exercise 2

- Review the meaning of the question words: *When*, *What*, and *Where*.
- Ask a volunteer to explain to the class what they have to do.
- Students compare answers in pairs.

Grammar Verb *be*: questions with *How old*

1. Study the grammar.

How old are you?	I'm thirteen. *OR* I'm thirteen years old.
How old is she?	She's fifteen. *OR* She's fifteen years old.
How old are your sisters?	Cara is ten, and Beth is sixteen.

Language tip • *She's fifteen years old.* NOT ~~*She's fifteen years.*~~

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

3. Read the questions and responses. Cross out the response that is NOT correct.

1. How old is your sister?
   a. She's twenty-one years old.
   b. ~~She's twenty-one years.~~
2. How old are your friend's brothers?
   a. Willie is six, and Jeff is ten.
   b. ~~Willie is six years, and Jeff is ten years.~~
3. How old is Martin's father?
   a. ~~He's fifty-six years.~~
   b. He's fifty-six years old.
4. How old are Carla and Marci?
   a. Carla is thirteen, and Marci is eighteen.
   b. ~~Carla is thirteen years, and Marci is eighteen.~~

4. Look at the photos of the Teen2Teen Friends' families. Complete the conversations. Write the numbers (eighteen), not the numerals (18).

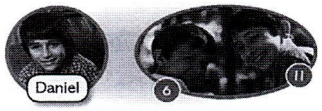


1. A: How old is Adam's mom?
   B: His mom is thirty-six.

2. A: How old is Hana's sister?
   B: Her sister is twenty.



3. A: How old is Bruno's dad?
   B: His dad is fifty-two.



4. A: How old are Daniel's brothers?
   B: Luis is six, and Pablo is eleven.

5. Write a question about the Teen2Teen Friends' families. Answer the question in your partner's book.

How old is Bruno's mom? She's forty-eight.
Student's own question? Student's own answer.

Grammar

Aim

Practice the verb *be*: questions with *How old*

Grammar support
Interactive Grammar Presentation

Exercise 1

- Remind the students that *How old* is the question Bruno asked about Lady Gaga. Point out the parts of the verb *be* in both the questions and the answers and compare with the students' own language.
- To check understanding, write *How old _ he?* on the board and ask students to supply the missing word (*is*). Then write *How old _ they?*
- Focus on the *Language tip* to stress that *years* cannot be used without *old* in the answer.

Exercise 2 1.78

- Play the CD or read the grammar examples aloud for students to repeat.
- Make sure that students pronounce the *h* of *How*.
- To practice individually, first check whether anyone is a different age and encourage him or her to answer the first question in the chart *How old are you?*

AUDIOSCRIPT 1.78

How old are you?
I'm thirteen. I'm thirteen years old.
How old is she?
She's fifteen. She's fifteen years old.
How old are your sisters?
Cara is ten, and Beth is sixteen.

Exercise 3

- Ask the class what is wrong with statement b (*old* is missing). Ask students to read the correct statements aloud.

Exercise 4

- Look through the exercise quickly to check that everyone remembers these family words: *sister*, *father*, *mother* and *brother*.
- Read the last statement of the direction line and use the example to demonstrate that the students should write the numbers in words, not in digits. Focus on the page number in words at the bottom of the page, and the answers in Exercise 3, to remind the students to use a hyphen in numbers above 20. Refer them to page 113 if they need to check a number.
- The questions start in different ways, so that the students complete more of the question as they go through the exercise. Make sure they realize this and tell them to read carefully.
- After class feedback, ask students to exchange books to check for correct question formation for *is*, *are*, and with correct spelling of the numbers. Volunteers could write the numbers on the board.
- **Option:** Students ask and answer in pairs to practice speaking and listening.

Exercise 5

- Tell students to write a question about the age of anyone in any of the *Teen2Teen Friends'* families in Exercise 4.
- Tell the students to raise their hands when they are ready with their questions. Then put students into pairs to write the answers in each other's books.
- **Option:** Students ask and answer both the example in the book and their own questions in pairs to practice speaking and listening.

ANSWER
Students' own answer

Further support
Extra Practice CD-ROM

Vocabulary

Aim

Practice the words for entertainment events

Further support
Vocabulary Flashcards: Entertainment events

Exercise 1 1•79

- Ask the students which of these events the *Teen2Teen Friends* were discussing in their posts on page 42 (*a concert*).
- Play the CD or read the phrases aloud while students follow.
- Ask if anyone has recently been to an event like any of the ones shown here.

Usage

All these words have a generic meaning. For example, *a game* could be any ball sport, and it could be a professional live game in a big stadium, a game between two schools, or a game on TV.

Exercise 2 1•80

- Play the CD or read the phrases aloud for students to repeat.
- Check the diphthong in *game* /geɪm/ and the vowel sounds in *movie* /'muvi/.
- Invite individual students to say the words.

Exercise 3

- Students complete the statements. Point out that they should write the noun without "a", per the example.
- **Option:** Orally or in writing, students could make up new statements, changing the names and the movie title. To change number 3, they could use any other event in the set, e.g., *Hey! What time is Maria's party?*

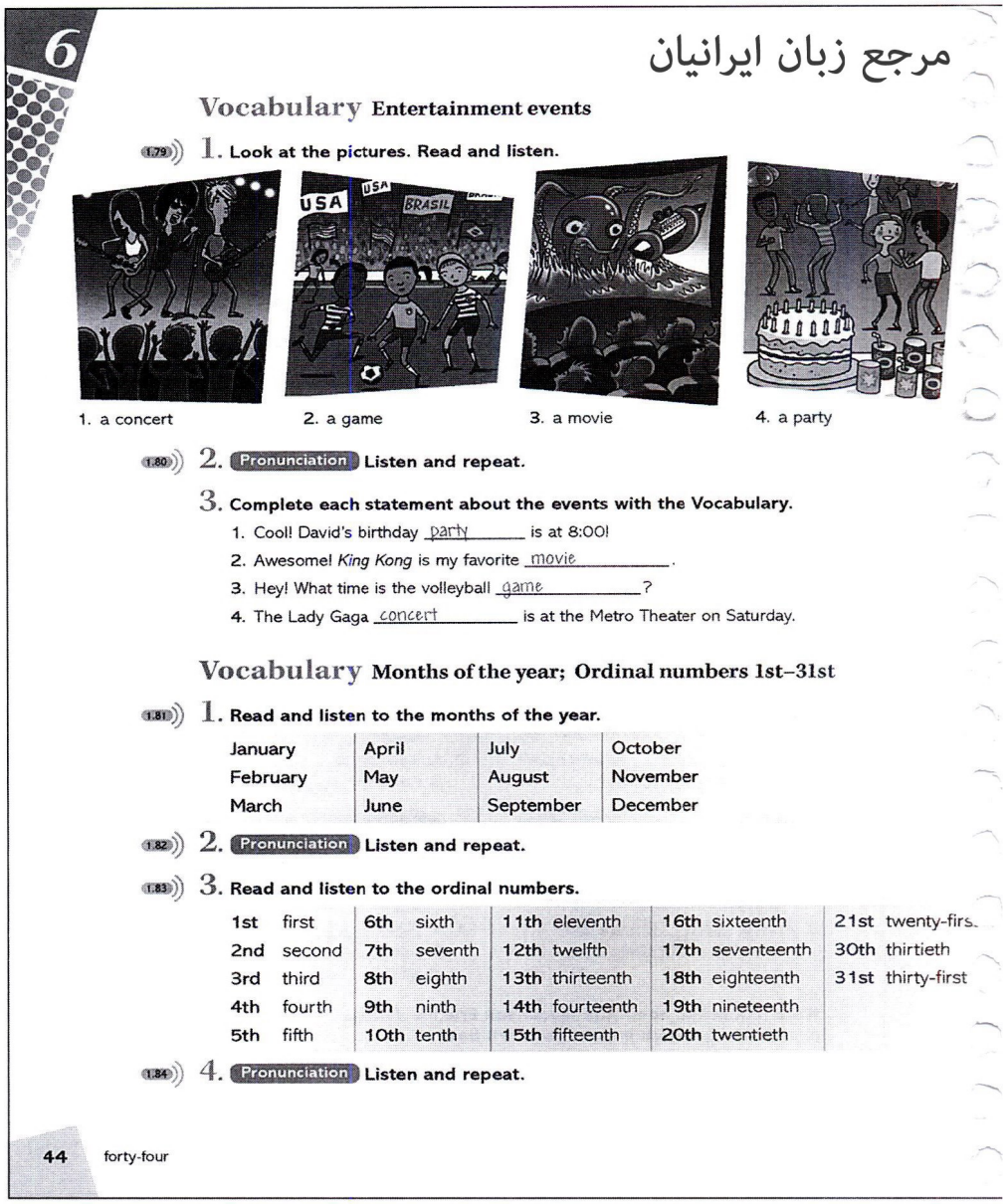
Vocabulary

Aim

Practice months of the year and ordinal numbers 1st–31st

Exercise 1 1•81

- Play the CD or read the months aloud while students follow.
- You could look back at the *Topic Snapshot* to see the months used with capital letters. (The students will learn to say and write dates in the next lesson, and the use of capital letters for months in the writing lesson.)
- **Option:** If you did the *Warm-up* about birthdays on page 42, ask if anyone remembers the month that you gave as your example.



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مرجع زبان ایرانیان

Vocabulary Entertainment events

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

1. a concert 2. a game 3. a movie 4. a party

1.80 **2. Pronunciation Listen and repeat.**

3. Complete each statement about the events with the Vocabulary.

1. Cool! David's birthday party is at 8:00!
2. Awesome! *King Kong* is my favorite movie.
3. Hey! What time is the volleyball game?
4. The Lady Gaga concert is at the Metro Theater on Saturday.

Vocabulary Months of the year; Ordinal numbers 1st–31st

1.81 **1. Read and listen to the months of the year.**

January	April	July	October
February	May	August	November
March	June	September	December

1.82 **2. Pronunciation Listen and repeat.**

1.83 **3. Read and listen to the ordinal numbers.**

1st	first	6th	sixth	11th	eleventh	16th	sixteenth	21st	twenty-first
2nd	second	7th	seventh	12th	twelfth	17th	seventeenth	30th	thirtieth
3rd	third	8th	eighth	13th	thirteenth	18th	eighteenth	31st	thirty-first
4th	fourth	9th	ninth	14th	fourteenth	19th	nineteenth		
5th	fifth	10th	tenth	15th	fifteenth	20th	twentieth		

1.84 **4. Pronunciation Listen and repeat.**

44 forty-four

Exercise 2 1•82

- Play the CD or read the months aloud for students to repeat.
- Focus particularly on these sounds:
  the initial /dʒ/ in *January*, *June*, and *July*
  the /eɪ/ diphthong in *April* and *May* (pointing out that it's like the word *game* in this lesson)
  the /ɔ/ at the start of *August*
- Encourage the students to stress the months correctly, copying the CD or your model, keeping the endings *-uary* and *-ber* weak.

Exercise 3 1•83

- Use the context of a race (e.g., coming in 1st, 2nd, 3rd, etc.) to explain in the students' own language what ordinal numbers are.
- Then explain that English uses these numbers in dates, which is why the exercise goes up to *31st*. You could again refer back to page 42 for examples. Point out that the bold numbers are the usual abbreviated written form and that the letters *st*, *nd*, *rd*, and *th* are the last two letters of the words written in full.

Exercise 4 1•84

- Play the CD or read the ordinal numbers aloud for students to repeat.
- Practice the voiceless *th* /θ/ sound used in most of the ordinal numbers. Tell the students to touch their top teeth with their tongue. Let them make the sound continuously for a few seconds to get used to how it feels.
- Make sure they pronounce the *-eth* ending of *20th* and *30th* as an extra syllable: /'twɛnt̬iəθ/.

Further support
Extra Practice CD-ROM

Grammar Prepositions *in* and *on* for months and dates

1. **Study the grammar.**

- Use *in* for months. Use *on* for dates.

When is the concert?	It's **in** January.
When is the party?	It's **on** March 15th.
What date is the movie?	It's **on** June 11th.

How to write and say dates
- Write June 1st or June 1.
- Say "June first."

Language tip
- *in August* BUT *on August 1st*

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

3. **Complete each statement. Circle the correct prepositions.**

Reminder
on Tuesday
nine o'clock

1. My brother's birthday is in /(on)/ at June 20th.
2. The One Direction concert is in / on /(at) 7:00.
3. Is the game (in) / on / at May?
4. The movie is in /(on)/ at Monday.
5. The game is in /(on)/ at January 3rd.
6. The school party is (in) / on / at April.

4. **Complete the conversations with prepositions *in*, *on*, and *at*. Use ordinal numbers for the dates.**

1. A: When's the school concert?
   B: It's *on* Thursday, April 5*th*.
   A: What time?
   B: *At* 10:30.
2. A: What date is the English movie?
   B: The English movie? It's *on* August 22*nd*.
3. A: When's the class party?
   B: *On* November 16*th*.
   It's *at* 5:00.
4. A: When's the soccer game?
   B: It's *in* October.
   A: What day?
   B: It's *on* Tuesday, October 3*rd*.
5. A: What date is Brad's birthday party?
   B: Brad's party? It's *on* Friday, May 21*st*.
   A: At what time?
   B: *At* 9:30.

2.02 **5.** **Now listen and check your answers.**

2.03 **6.** **Listening comprehension** **Listen to the conversations. Complete the chart.**

	Type of event	Day	Date	Time
1.	party	Tuesday	May 24th	8:00
2.	movie	Saturday	November 3rd	6:30
3.	concert	Thursday	January 23rd	3:00
4.	game	Monday	July 30th	8:30

About you!

Complete the statement about your birthday.

My birthday is _____.

Grammar

Aim

Practice the prepositions *in* and *on* for months and dates

Suggestion

The Class Audio CD 1 finishes in this class. Remember to take Class Audio CD 2 with you to your class.

Grammar support
Interactive Grammar Presentation

Exercise 1

- First, look at the examples under *How to write and say dates*. Give a further example by writing today's date in English on the board using an abbreviated ordinal number (e.g., *Today is May 13th*). Be sure to read the *th* after 13.
- Then ask students to look at the questions and the answers. Ask them to explain in the students' own language when English uses *in* and *on* (*with months and specific dates respectively*). Then as a class compare this with the students' own language.
- Focus on the *Language tip* to stress the different use of prepositions.

Usage

The question word *When* has a general meaning. The answer can be the month, the day, the date, the time, or all of these. For a more specific response, the phrases *What time* (as practiced in Unit 4), *What month*, *What day*, or *What date* are also used.

Exercise 2 1•85

- Play the CD or read aloud the answers from the chart for students to repeat.
- Make sure the students make a clear distinction between *in* and *on* and that they pronounce the *th* ending /θ/.

AUDIOSCRIPT 1.85

It's in January.
It's on March 15th.
It's on June 11th.

Exercise 3

- Focus on the *Reminder* box before students do the exercise. Elicit more examples with different days of the week and other times to make sure that everyone understands. Remind students that they learned this in Unit 4.
- To check answers, ask students to read out the time phrase, e.g., *on June 20th*, or the whole statement.

Exercise 4

- Focus on the example and elicit B's second response from the class (*At*). Point out that a capital *A* is used because this is the beginning of a statement. Explain that it in a conversation such short answers are possible. The full response would be *It's 10:30.*
- Remind students to refer to page 44 if they need to check the ordinal numbers.

Exercise 5 2•02

- Play the CD or read the completed conversations yourself from Exercise 4.
- To go over the answers, read the part of A yourself and invite volunteers to read B's entire answer.
- Students can then exchange books to check each other's work.

Exercise 6 2•03

- Tell the students that they will hear the conversations twice. The first time they should just listen.
- Play the CD or read the audioscript yourself while students listen for the information that they need.
- The second time they listen, pause after each conversation for students to complete the chart.
- If anyone is unsure, let the class listen a third time to check their answers.
- Ask students to spell the days, months, and events as they give their answers.

AUDIOSCRIPT 2•03 PAGE 105

About you!

- Students write their birthday.

ANSWER

Students' own answer with *on* + month + an ordinal number

Further support
Extra Practice CD-ROM

Reading

Aim

Develop reading skills: an events calendar

Warm-up

Discuss the topic of personal organization with the class. Ask *Where do you keep your class schedule so that you know what you need for school each day? Where do you record events such as parties, games, and concerts?* Lead in to introduce the idea of online calendars and invitations. Discuss how students invite each other to parties and if they use the Internet in any form. Discuss the safety issues associated with announcing parties online. Make sure that students know only to give details to their friends and not to give out their address or other details of the party on public websites.

Exercise 1

- Ask students to look at the events calendar to find a party, a concert, and a game.
- Invite a student to read the title of the chart on the top right. Ask *What does* Don't forget *mean?* (*Remember*). If students have difficulty answering the question, say: *Don't forget Gan's birthday. It's February 11th.* Elicit that *don't forget* means *remember.* (Students will learn the imperative in Unit 7.)

ANSWERS

Gan's online birthday party, Daniel's band's concert, and the Germany–Chile game in Munich

Usage

It's very common to see dates written with cardinal numbers (e.g., June 13, October 28), instead of ordinal numbers (e.g., June 13th, October 28th). However, dates are always said or read aloud as ordinals.

The word *calendar* is often used to mean *schedule* as well as its traditional meaning of a printed form of the months and dates used for recording events and appointments.

Exercise 2

- Students identify the correct information according to the events calendar.

Exercise 3

- Students practice the vocabulary of the unit in a comprehension task.

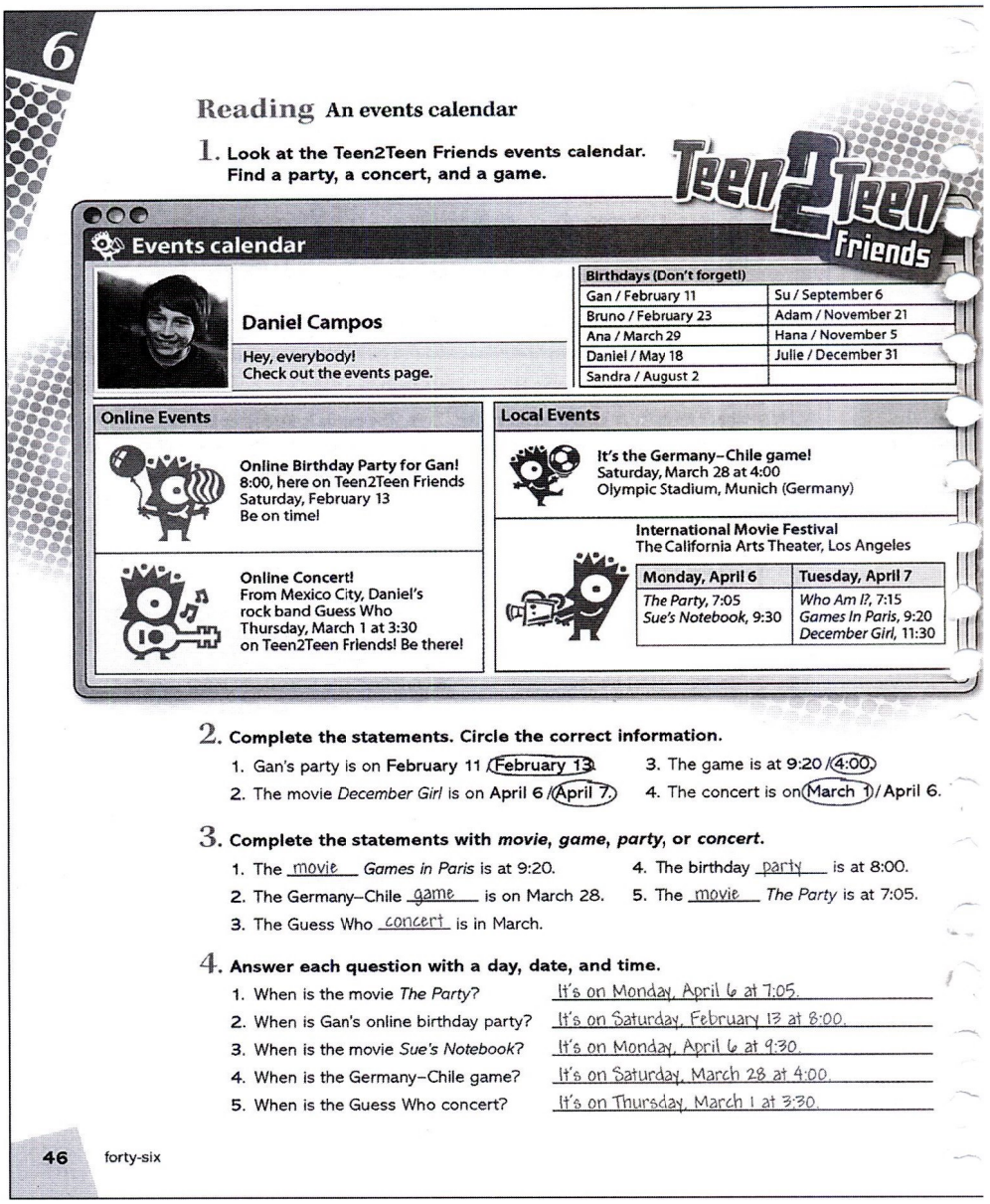
Exercise 4

- Use the example to point out to the students that it is also correct to write dates with cardinal numbers, but stress that they must still be read out as ordinal numbers. Demonstrate by reading the example answer aloud with an ordinal number (*April sixth*).
- Make sure that everyone understands the use of *on* (for days of the week) and *at* (for time). You can point out to weaker classes that all their answers need to follow the same pattern as the example.

ALTERNATIVE ANSWERS

2. 13th **3.** 6th **4.** 28th **5.** 1st

- **Option:** *Scan for information*
  Scanning for specific information in a reading text helps students find what they need quickly. To reinforce this strategy, tell students to look quickly through the events calendar to locate the key words from the exercise, as shown below. Point out that these words are the entertainment events, but that there are two movies, so they need to find the specific titles.
  1. *The Party* 2. party
  3. *Sue's Notebook* 4. game 5. concert
  Remind them that, for each item, they need to find a day, a date, and a time.
- **Option:** You could practice the questions and answers in "open pairs" as a class (see page 23). If you do this, first model the pronunciation of *Germany* /ˈdʒərməni/ as students may not remember this from Exercise 1. If time allows, students can then practice in "closed pairs".



6

Reading An events calendar

1. Look at the Teen2Teen Friends events calendar. Find a party, a concert, and a game.

Teen2Teen Friends

Events calendar

Daniel Campos

Hey, everybody!
Check out the events page.

Birthdays (Don't forget!)	
Gan / February 11	Su / September 6
Bruno / February 23	Adam / November 21
Ana / March 29	Hana / November 5
Daniel / May 18	Julie / December 31
Sandra / August 2	

Online Events

Online Birthday Party for Gan!
8:00, here on Teen2Teen Friends
Saturday, February 13
Be on time!

Online Concert!
From Mexico City, Daniel's rock band Guess Who
Thursday, March 1 at 3:30
on Teen2Teen Friends! Be there!

Local Events

It's the Germany–Chile game!
Saturday, March 28 at 4:00
Olympic Stadium, Munich (Germany)

International Movie Festival
The California Arts Theater, Los Angeles

Monday, April 6	Tuesday, April 7
The Party, 7:05 *Sue's Notebook*, 9:30	*Who Am I?*, 7:15 *Games In Paris*, 9:20 *December Girl*, 11:30

2. Complete the statements. Circle the correct information.

1. Gan's party is on **February 11** (February 13).
2. The movie *December Girl* is on **April 6** /(April 7).
3. The game is at 9:20 /(4:00).
4. The concert is on (March 1) / April 6.

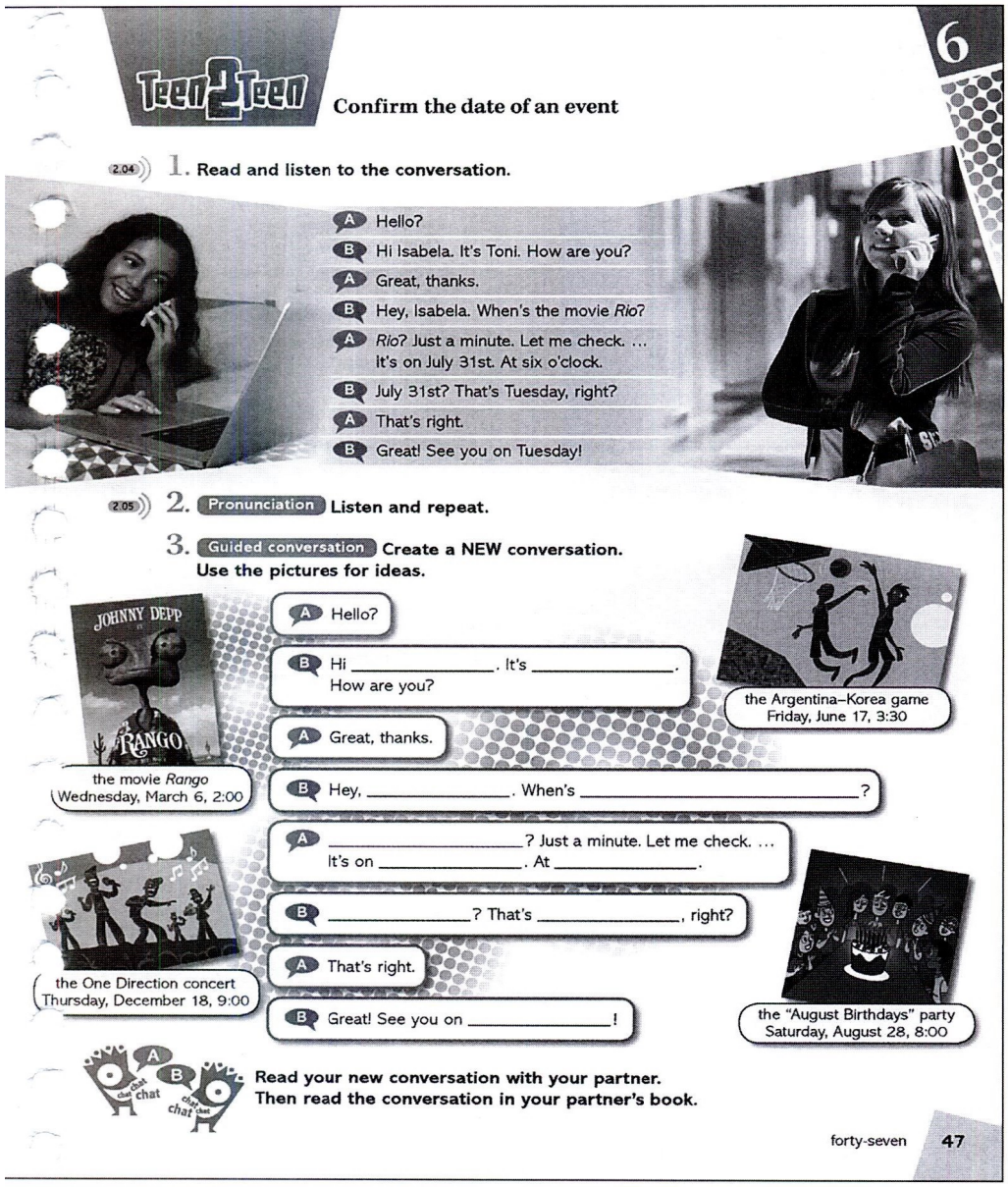
3. Complete the statements with ***movie, game, party,* or *concert*.**

1. The movie *Games in Paris* is at 9:20.
2. The Germany–Chile game is on March 28.
3. The Guess Who concert is in March.
4. The birthday party is at 8:00.
5. The movie *The Party* is at 7:05.

4. Answer each question with a day, date, and time.

1. When is the movie *The Party*? It's on Monday, April 6 at 7:05.
2. When is Gan's online birthday party? It's on Saturday, February 13 at 8:00.
3. When is the movie *Sue's Notebook*? It's on Monday, April 6 at 9:30.
4. When is the Germany–Chile game? It's on Saturday, March 28 at 4:00.
5. When is the Guess Who concert? It's on Thursday, March 1 at 3:30.

46 forty-six



Teen2Teen

Aim

Practice social language for confirming the date of an event

Warm-up

Pretend to take a phone call from a friend, pausing while he / she is speaking:
Oh, hi (Name of a friend)! ... Great, thanks. How are you? ... The concert? Just a minute. Let me ask my class.

Ask the class *When's the concert?* Encourage the students to suggest any date in English, using *on*. Tell your friend the information and repeat the process about the time of the concert:
It's on (Month) (ordinal). ...
The time? Just a minute. Let me ask my class.
Students suggest a time, using *at*.
Finish with *That's right. Great. Bye!*

Exercise 1 2•04

- Focus on the photos and establish that the girl is checking a schedule on a movie theater website.
- Play the CD or read the conversation aloud while students follow.

Usage

Just a minute. Let me check is used to assure the listener that the speaker is looking for the requested information.

See you is a shortened form of *I'll see you* and it's much more common in spoken English than the longer form.

Exercise 2 2•05

- Play the CD or read the conversation aloud line by line for students to repeat. Practice each line first with the whole class and then ask a few individual students to repeat.
- Make sure the students pronounce *Just* /dʒʌst/ and *minute* /ˈmɪnət/ correctly.

Exercise 3

- Ask a volunteer to explain to the class in the students' own language how to use one of the pictures (with its date and time) to make a new conversation.
- Write *Friday, June 17, 3:30* and elicit a full statement. Start with *It's* to show how to expand the cues with each picture (*It's on Friday, June 17th at three thirty*).
- Practice the dates and times by asking: *When's / What date's / What time's the game / movie / concert / party?*
- Before asking students to complete the gaps, look back at the conversation in Exercise 1 to review when one speaker repeats what the other has just said (*Rio? July 31st? Tuesday*). Point out that this will help them to work out what to put in some of the gaps.
- Circulate as students work. Make sure that they are writing questions and giving information in a logical order.

Chat

- In pairs students read the new conversations they have written.
- **Option:** Try not to interrupt the students, but if you hear many students making the same mistake, for example, the pronunciation of *Wednesday* / ˈwɛnzdeɪ/, quickly stop the activity and model the correct pronunciation before asking the students to continue.
- **Option:** Invite volunteers to act out a conversation for the class. Encourage each Student A to pause shortly after *Let me check*. Make sure everyone else listens by asking them to keep a tally of the events that are mentioned.

Extension

Writing page 92

Further support

Workbook pages W17–W19
Extra Practice CD-ROM
Grammar Worksheets 1 and 2
Vocabulary Worksheet
Reading Worksheet
Video: Teen Snapshot
Unit Tests A and B
Grammar Bank

Review: Units 4–6

Value

Self-assessment

Aim

Review and personalize the language learned in Units 4–6 and evaluate progress toward specific objectives

Suggestion

Remind the students of the purpose of the *Review* sections and encourage them to see how much English they have learned since the beginning of the year and in the last three units.

Exercise 1

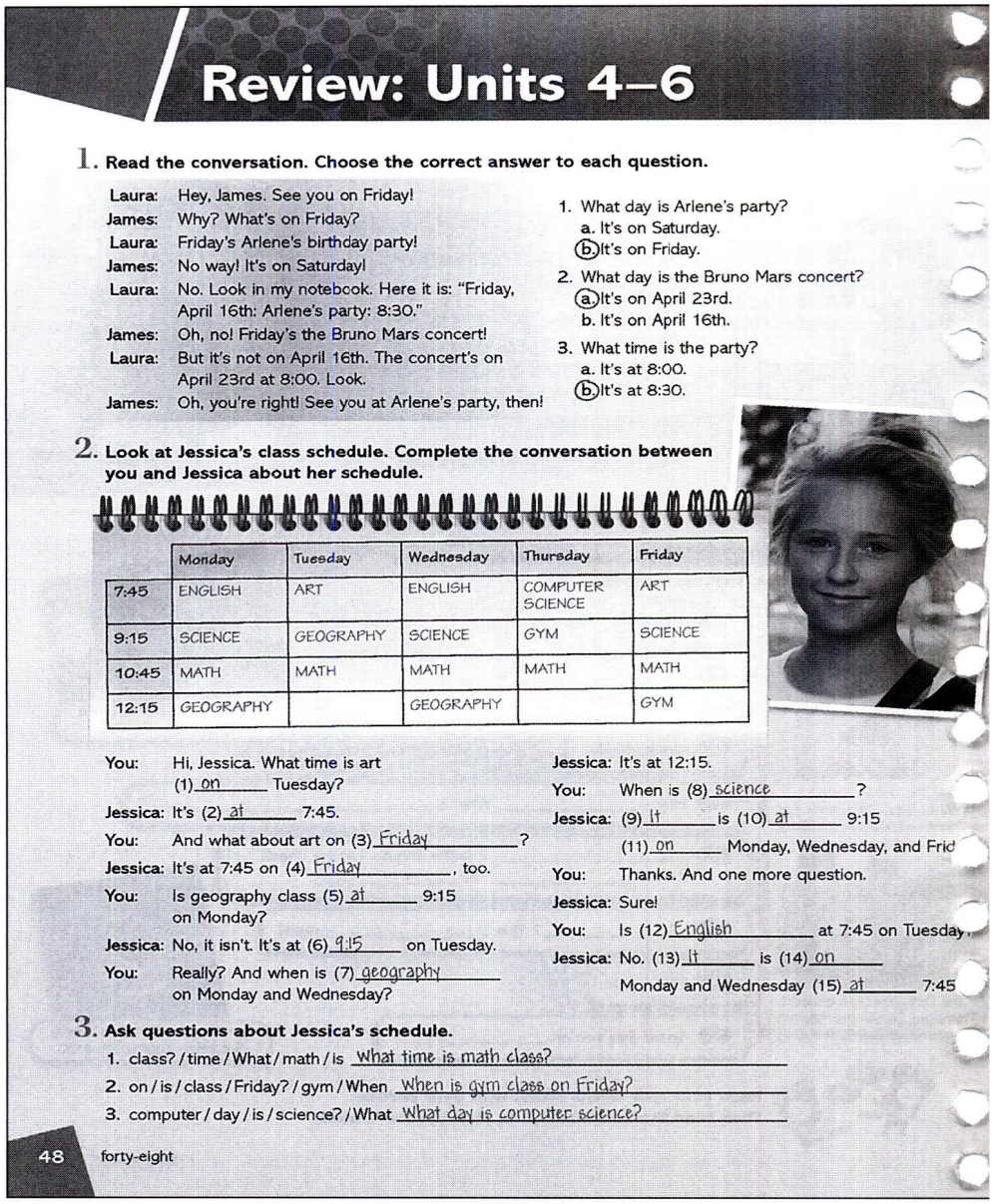
- Explain that in this conversation James thinks that there's a problem. Ask the students to read the conversation quietly to find out what it is (*he thinks Arlene's party and the Bruno Mars concert are on the same day*).
- Check that students remember the meaning of *Why* and *No way*. They saw these words on page 31.
- Focus on the questions to the right of the conversation and ask a volunteer to explain what they have to do. Make sure students understand that James first mentions Saturday for the party, but Laura corrects him and shows him the correct day in her notebook.
- Students circle the correct letter.
- **Option:** Ask two stronger students to act out the conversation with fluency and expressive intonation to support the meaning. There is another opportunity later in the lesson for weaker students, to read.

Exercise 2

- Explain that this is Jessica's class schedule and tell students to pretend that they are asking her about it.
- Ask why the first answer is *on* (*because it's followed by a day*) and elicit the answer to number 2 (*at*).
- You may also like to do the third answer with the class to make sure students realize that there is more than one art class and that, having already asked about the class on Tuesday, the next question would logically ask about Friday's art class.
- Before students begin, ask the class to give examples of words that will need capital letters (days of the week, and school subjects). Tell them to think carefully about this as they complete the conversation.
- When you check each answer apart from the times, ask the students to say whether the word needs a capital letter or not.
- **Option:** You could review ordinal numbers as part of your class feedback, e.g., *What's the second / third / fourth answer?*
- **Option:** Ask volunteers to read out the conversation. This conversation is a little easier than the one in Exercise 1 because it uses a standard pattern of question and answer that is more similar to the grammar work in the unit. This is a good opportunity to ask weaker students to be involved in reading for the class. Students can also read the conversation in pairs to practice speaking. Circulate without interrupting as an informal way of assessing their speaking skills.

Exercise 3

- Use the example to point out that in each case the question mark hints which is the last word of the question.
- Students exchange books to check their work.
- **Option:** Students answer the questions orally referring to the schedule in Exercise 2.
  1. *It's at 10:45.*
  2. *It's at 12:15.*
  3. *It's on Thursday.*



Review: Units 4–6

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

Laura: Hey, James. See you on Friday!
James: Why? What's on Friday?
Laura: Friday's Arlene's birthday party!
James: No way! It's on Saturday!
Laura: No. Look in my notebook. Here it is: "Friday, April 16th: Arlene's party: 8:30."
James: Oh, no! Friday's the Bruno Mars concert!
Laura: But it's not on April 16th. The concert's on April 23rd at 8:00. Look.
James: Oh, you're right! See you at Arlene's party, then!

1. What day is Arlene's party?
   a. It's on Saturday.
   (b.) It's on Friday.
2. What day is the Bruno Mars concert?
   (a.) It's on April 23rd.
   b. It's on April 16th.
3. What time is the party?
   a. It's at 8:00.
   (b.) It's at 8:30.

2. Look at Jessica's class schedule. Complete the conversation between you and Jessica about her schedule.

	Monday	Tuesday	Wednesday	Thursday	Friday
7:45	ENGLISH	ART	ENGLISH	COMPUTER SCIENCE	ART
9:15	SCIENCE	GEOGRAPHY	SCIENCE	GYM	SCIENCE
10:45	MATH	MATH	MATH	MATH	MATH
12:15	GEOGRAPHY		GEOGRAPHY		GYM

You: Hi, Jessica. What time is art (1) on Tuesday?
Jessica: It's (2) at 7:45.
You: And what about art on (3) Friday?
Jessica: It's at 7:45 on (4) Friday, too.
You: Is geography class (5) at 9:15 on Monday?
Jessica: No, it isn't. It's at (6) 9:15 on Tuesday.
You: Really? And when is (7) geography on Monday and Wednesday?
Jessica: It's at 12:15.
You: When is (8) science?
Jessica: (9) It is (10) at 9:15 (11) on Monday, Wednesday, and Frid
You: Thanks. And one more question.
Jessica: Sure!
You: Is (12) English at 7:45 on Tuesday
Jessica: No. (13) It is (14) on Monday and Wednesday (15) at 7:45

3. Ask questions about Jessica's schedule.

1. class? / time / What / math / is What time is math class?
2. on / is / class / Friday? / gym / When When is gym class on Friday?
3. computer / day / is / science? / What What day is computer science?

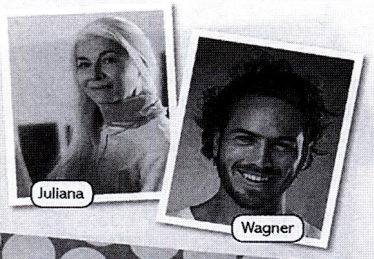
48 forty-eight

4. Complete the conversations with questions with *When*, *How old*, or *What color*.

1. A: When is the concert?
   B: The concert is on Sunday at 3:00.
2. A: How old is your mom?
   B: My mom's thirty-eight.
3. A: What color is your boyfriend's hair?
   B: My boyfriend's hair? It's red.
4. A: How old are you?
   B: I'm eleven.
5. A: When is your birthday?
   B: My birthday? It's today!
6. A: What color are your dad's eyes?
   B: My dad's eyes are blue.

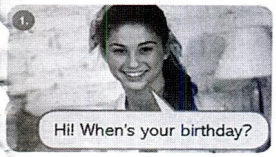
5. Look at the photos. Complete the descriptions of each person.

1. Juliana's (hair) / eyes is (long) / short and curly / (straight). Her hair / (eyes) are brown.
2. Wagner's eyes are (blue) / brown. His hair (is) / are curly and gray / (red).

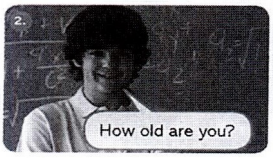


All About You

1. Write your own response to each person.



You _____



You _____



You _____

2. Complete the personal statements.

My hair is _____. My favorite movie is _____.
My eyes are _____. My favorite athlete is _____.
Other adjectives about me: _____, _____, and _____. My favorite school subject is _____.

Progress Check

✓ Check what you can do.

- ☐ Talk about school schedules
- ☐ Tell the time
- ☐ Describe people
- ☐ Discuss dates of an event
- ☐ Use the Unit 4–6 grammar and vocabulary



Exercise 4

- To review *How old* and *What color* before students do the exercise, focus on the photo of Jessica with the schedule on page 48 and ask *How old is she?*, encouraging the students to guess, e.g., *She's twelve / thirteen / fourteen* (*years old*). Then ask *What color is her hair?* (*blond*) and *What color are her eyes?* (*blue*).
- Look at the example and establish that the students need to read the answer in order to know what question to ask.
- Focus on B's answer to number 2 and ask a volunteer to explain what A is asking, helping (if necessary) to phrase the question in English (e.g., A is asking about age. Use *How old is ... ?*).
- If necessary, you can elicit the correct question word for each question before students start to write. Also, if necessary, hint that students will use *you* or *your* in the questions since the responses use *My* and *I*.
- Tell the students to use full forms of the verb *be* as in the example (although contractions would also be correct in some cases).
- Ask students first to compare their answers with a partner. Then invite "open pairs" to read out the questions and answers across the class.

ALTERNATIVE ANSWERS

2. How old's your mom?
3. What color's your boyfriend's hair?
5. When's your birthday?

Exercise 5

- Ask students to help you create a list on the board of all the words to describe hair that they know, making separate columns for color and style. As students suggest a word, you could ask them to spell it to practice the alphabet and then ask them to write it on the board in the correct column.
- Turn to the exercise and explain that students need to circle the correct words in the statements to describe the people in the photos.

> **Usage**
>
> When two or more adjectives are used together, there is a standard order in English which, to describe hair, would be: length > style > color.
>
> The answers are shown like this, but it's not necessary for students to learn the rule at this stage. The most important thing is that students use the correct words spelled correctly and that they don't try to give them plural endings.

All About You

Exercise 1

- Remind the class that this section of the *Review* is an extended opportunity to use English to talk about themselves.
- Students look at the photos, read the speech balloons, and then write the appropriate responses.

ANSWERS
Students' own answers

Exercise 2

- Students complete the description. You may need to remind them of adjectives *tall*, *short*, *young*, *cute*, *pretty*, and *handsome* from Unit 5. As this section is personalization, allow students to use a movie title in their own language.

ANSWERS
Students' own answers

Progress Check

Discuss the goals with the class in the students' own language, looking back at the contents of Units 4–6 on pages 30, 36, and 42 and eliciting examples of language for each point.

Students put a check mark next to the things that they can do in English.

Circulate while they are doing this activity encouraging where necessary and asking them to demonstrate that they can do everything that they have checked (✓).

Further support
Video: Report
Puzzles
Review Tests A and B
Listening Tests A and B
Mid-Year Tests A and B

Extension
Cross-curricular Reading page 97
Teen2Teen Friends Magazine 2 page 101

Unit 7

Grammar

Prepositions and expressions of position and location

The imperative

Vocabulary

Rooms and furniture at home

Personal objects

Social language

Help someone find something

Values and cross-curricular topics

House and home

Personal organization

Unit contents

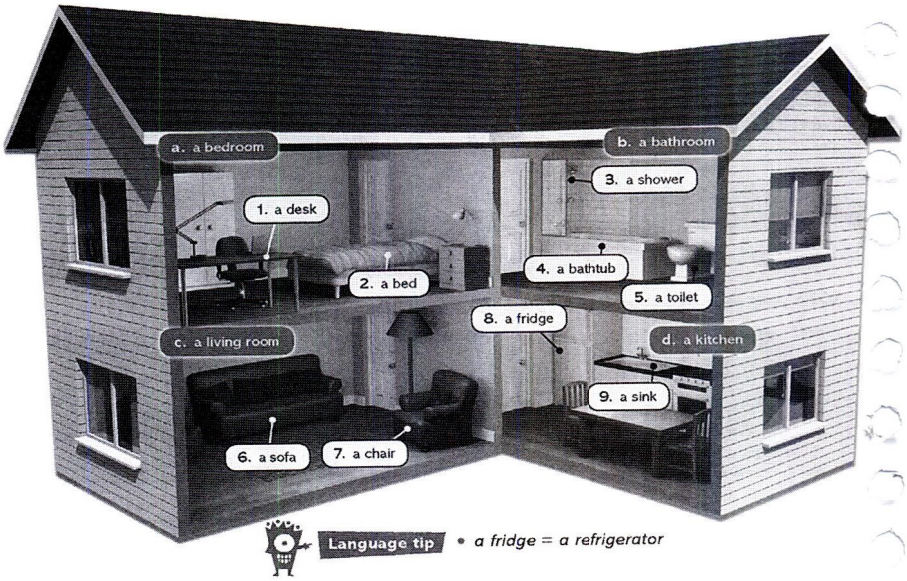
Discuss the contents of the unit from the bar at the top of the Student Book page. Remind the students that they will check their progress at the end of *Review: Units 7–9*.

7 Here. Use my phone.

Grammar: Prepositions and expressions of position and location • The imperative
Vocabulary: Rooms and furniture at home • Personal objects
Social language: Help someone find something

Vocabulary Rooms and furniture at home

2.06 **1. Look at the picture. Read and listen.**



Language tip • *a fridge = a refrigerator*

2.07 **2. Pronunciation Listen and repeat.**

2.08 **3. Listening comprehension Listen to the conversations. Complete each statement with the correct rooms, furniture, and appliances.**

1. Marty's mom is in the bedroom.
2. Sally's in the bathroom, in the shower again!
3. The notebook is in her mom and dad's bedroom, on her mom's desk.
4. His English book is on the table, in the kitchen.
5. Her markers and pens are in the living room, on the sofa.

50 fifty

Vocabulary

Aim

Practice rooms and furniture at home

Further support
Vocabulary Flashcards: Rooms and furniture at home

Exercise 1 2•06

- Let the students look at the picture for a minute or two, comparing the rooms with those in their homes.
- Play the CD or read aloud the labels for the rooms and furniture while students follow.
- Focus on the *Language tip* (see *Usage* below) and explain that the students can always use the shorter form *fridge*.

Usage
The full form of *fridge* is *refrigerator*, which is usually only seen in writing. Although perfectly correct, *refrigerator* is rarely used in spoken English.

- **Option:** You could also use the picture to review the word *table* (in the kitchen) from the *Welcome* unit, explaining that people sit at a *table*, not a *desk*, when they eat meals.

Exercise 2 2•07

- Play the CD or read the words aloud for students to repeat.
- Practice the ending *-room*. Focus on the /ʃ/, /tʃ/ and /dʒ/ sounds in *shower*, *chair*, *kitchen*, and *fridge*. Point out that:
  sh is always a /ʃ/ sound
  ch is usually a /tʃ/ sound
  tch is always a /tʃ/ sound
  dge is always a /dʒ/ sound.
- Check pronunciation by inviting individual students to say the words.

Exercise 3 2•08

- Tell the students that they will hear the conversations twice. Ask them not to write anything the first time they listen.
- Play the CD or read the audioscript aloud yourself while students follow.
- Ask the students to listen again. Stop after each conversation for them to complete the gaps.
- Ask students to spell their answers.

Note

The students will recognize *in* and *on* from other contexts, but they are presented and practiced for position and location later in the unit.

AUDIOSCRIPT 2•08 PAGE 105

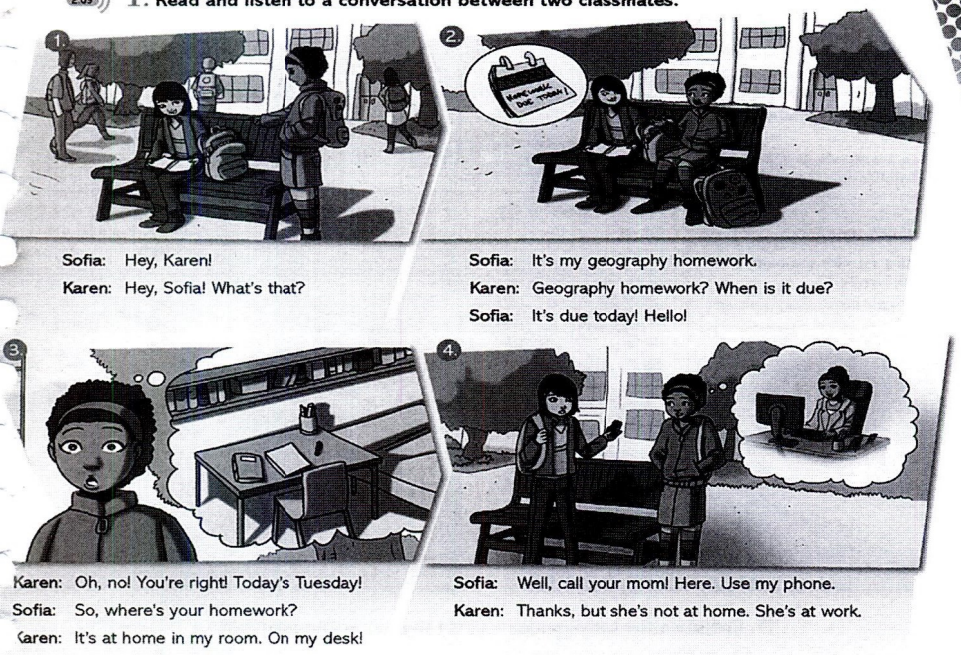
Extra extension activity (stronger classes)

Review the colors and question forms that students know. Read each question below slowly and wait for plenty of hands to be raised before you invite a student to answer:
Look at the living room:
What color is the sofa? (*It's brown.*)
Look at the bedroom:
Is the computer gray? (*Yes, it is.*)
What color is the desk? (*It's brown.*)
Is the chair red? (*No, it's green.*)
Look at the kitchen:
What color are the chairs? (*They're brown.*)

Further support
Extra Practice CD-ROM

Topic Snapshot

2.09 **1. Read and listen to a conversation between two classmates.**



Sofia: Hey, Karen!
Karen: Hey, Sofia! What's that?
Sofia: It's my geography homework.
Karen: Geography homework? When is it due?
Sofia: It's due today! Hello!
Karen: Oh, no! You're right! Today's Tuesday!
Sofia: So, where's your homework?
Karen: It's at home in my room. On my desk!
Sofia: Well, call your mom! Here. Use my phone.
Karen: Thanks, but she's not at home. She's at work.

Language tip • *my room = my bedroom*

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

1. Karen and Sofia are sisters. T / (F)
2. The geography homework is due today. (T) / F
3. It's Tuesday. (T) / F
4. Karen's homework is at home. (T) / F
5. It's on her bed. T / (F)
6. Karen's mom is at work. (T) / F

3. Correct the false statements in Exercise 2.

a. 1. Karen and Sofia are classmates.
b. 5. It's on her desk.

Topic Snapshot

Aim

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

Warm-up

Ask students, in their own language, what homework they have in different school subjects at the moment. As they give examples, ask them to say the school subjects in English. Write the relevant phrases on the board, e.g., (*science*) *homework*. Ask in the students' own language when it's due. Ask them to say the day of the week in English, or help them to remember *today* if necessary. Write the statement on the board: *It's due* (*on Thursday / today*). Say to the class *Your science homework is due* (*on Thursday / today*) and make sure that everyone understands. Ask for more examples and change the information on the board each time.

Exercise 1 2•09

- Ask the students to look first at the pictures and to guess what they think is happening. Say *The girl with short hair is Karen and the girl with long hair is Sofia.*
- You could then ask these questions in the students' own language:
  What's Sofia doing? (*her geography homework*)
  Did Karen do the homework? (*yes*)
  Where is it? (*at home, on her desk*)
  Why can't Karen's mom help? (*she's at work*)
- Play the CD or read the conversation aloud while students follow. (If you read it yourself, be ready to demonstrate the particular intonation pattern of *Hello!* in picture 2, as explained in *Usage* below.)
- Discuss the meaning of *Hello!* in picture 2 and elicit a similar phrase that the students would use in such a situation in their own language.
- Make sure that students understand that *at home* means to be in your own house or apartment.
- Focus on the *Language tip* to explain the meaning of *my room*.

Usage

Hello! is frequently used in informal spoken English, to indicate playfully that the other person should already be aware of something. For this meaning, it has a very distinctive intonation pattern on the second syllable, which is also quite long:

Hel-lo--!

It is used between people who know each other well, but should never be used in public or formal contexts as it will sound rude.

When *So* is followed by a comma, it introduces a comment or a question.

Although *bedroom* is the generic name of the room where people sleep, it is generally referred to as *my room* by children and teenagers. When an adult uses the term *the bedroom*, this would refer to the room where the parents sleep or to the only bedroom in the home.

Exercise 2

- Students circle *T* or *F*.
- **Option:** The conversation and the exercise use different words or phrases to describe the same meaning (e.g., *Today's Tuesday.* / *It's Tuesday.*) Explain that this shows that students should find the general meaning of a text, not just individual words. Use this to encourage students on their progress in reading skills.

Exercise 3

- Refer back to the false statements in Exercise 2 and then look at the corrected example statement. Ask the students which word has changed (*classmates* instead of *sisters*).
- Tell students to find the problem in statement 5 and to write the correct statement.

Grammar

Aim

Practice prepositions and expressions of position and location with personal objects

Grammar support
Interactive Grammar Presentation

Exercise 1

- Look back at page 51 with the class and ask in the students' own language where Karen's homework is (*in her room, on her desk*). Explain that the students are going to learn other words to talk about where things or people are.
- Turn back to Exercise 1 on page 52, and ask students to look at the pictures and read the statements quietly. Confirm understanding of the prepositions and the new nouns, using the pictures.
- Focus on the uses of *in* and *on* and compare with the students' own language. You could also elicit other uses of *in* and *on*.
- **Option:** You can ask students to hold up a pencil case, a backpack, or an example of homework, but for reasons of security and equality, it is best not to ask students to show more valuable objects such as phones or MP3 players. If students take them out to show you, you can confirm that they have understood the word, but encourage them to put them away safely.

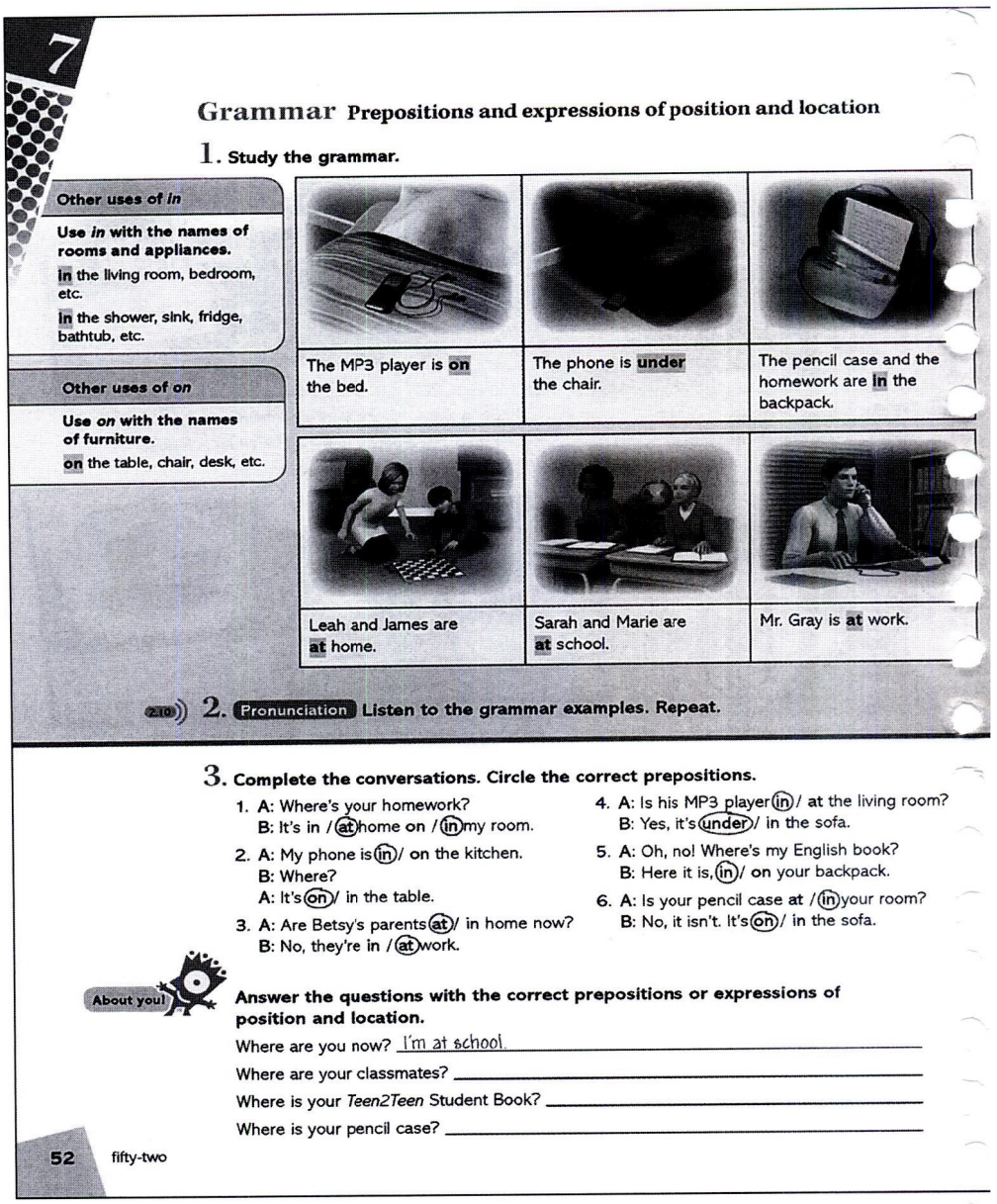
Exercise 2 2•10

- Play the CD or read the grammar examples aloud for students to repeat.
- Practice the personal objects on their own too, so that students can hear and repeat the new vocabulary in isolation.
- Focus on the English letters and number in *MP3 player* /ˌɛm pi ˈθri ˌpleɪər/ by saying the phrase several times. Make sure that students pronounce the /θ/ sound.
- Practice the phrases with *at* by asking:
  Are you at home, at school, or at work? (at school)
  Am I at home or at work? (at work)
  (Name), where's your (little / big) (sister)? (at home / at school / at work)

AUDIOSCRIPT 2.10
The MP3 player is on the bed.
The phone is under the chair.
The pencil case and the homework are in the backpack.
Leah and James are at home.
Sarah and Marie are at school.
Mr. Gray is at work.

Exercise 3

- Use the example to explain the exercise, pointing out that there are no pictures. Refer students back to Exercise 1 and the notes about other uses of *in* and *on* to make sure they realize why only one preposition will be correct in each case.



7

Grammar Prepositions and expressions of position and location

1. Study the grammar.

Other uses of *in*
Use *in* with the names of rooms and appliances.
in the living room, bedroom, etc.
in the shower, sink, fridge, bathtub, etc.

Other uses of *on*
Use *on* with the names of furniture.
on the table, chair, desk, etc.

The MP3 player is on the bed.
The phone is under the chair.
The pencil case and the homework are in the backpack.
Leah and James are at home.
Sarah and Marie are at school.
Mr. Gray is at work.

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

3. Complete the conversations. Circle the correct prepositions.

1. A: Where's your homework?
   B: It's in / (at) home on / (in) my room.
2. A: My phone is (in) / on the kitchen.
   B: Where?
   A: It's (on) / in the table.
3. A: Are Betsy's parents (at) / in home now?
   B: No, they're in / (at) work.
4. A: Is his MP3 player (in) / at the living room?
   B: Yes, it's (under) / in the sofa.
5. A: Oh, no! Where's my English book?
   B: Here it is, (in) / on your backpack.
6. A: Is your pencil case at / (in) your room?
   B: No, it isn't. It's (on) / in the sofa.

About you! Answer the questions with the correct prepositions or expressions of position and location.

Where are you now? I'm at school.
Where are your classmates? _____
Where is your *Teen2Teen* Student Book? _____
Where is your pencil case? _____

52 fifty-two

About you!

- Students answer the questions. Remind them to use capital letters and periods correctly.

ANSWERS
Students' own answers

Extra practice activity (all classes)

Place classroom objects in different places (on, under your desk or chair, etc.) and ask *or* questions: *Is the (pen) on the desk or under the desk?*

Send a responsible student out of the class (if possible) or tell him or her to turn round and cover his or her eyes while you and the class hide an object.

Weaker classes: Tell the student in English where the object is and they then find it. You could use e.g., *Under (Name)'s chair* to vary the practice.

Stronger classes: The student asks questions, e.g., *Is it (on) (my) chair?*

Further support
Extra Practice CD-ROM

7

Grammar The imperative

1. Study the grammar.

Affirmative commands	Negative commands
Listen to the teacher now.	**Don't listen** to your MP3 player.
Write with a pen.	**Don't write** with a pencil.
Look in the kitchen.	**Don't look** in the living room.
Do your homework on your desk.	**Don't do** your homework on the bed.

Language tip
- Use *please* with the imperative to be polite.
  Please call your sister.
  Please don't use your phone in class.

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

3. Complete each statement with an affirmative command of one of the verbs.

~~call~~ look read use

1. Call your dad. He's at home now.
2. Look in the kitchen. Your phone is on the kitchen table.
3. Don't write with your pen. Use a marker.
4. Read the sign on the board. The homework is due today.

4. Complete each statement with a negative command of one of the verbs.

be listen ~~use~~ write

1. Don't use your phone in class. It's not polite.
2. Don't listen to your MP3 player now. We're in class!
3. English class is at 7:00 today. Don't be late.
4. Don't write in Portuguese. Write in English.

2.12 **5. Listening comprehension Listen to the conversations. Circle the correct commands.**

1. (Call) / Don't call
2. (Look) / Don't look
3. Read / (Don't read)
4. Be / (Don't be)
5. (Do) / Don't do
6. Write / (Don't write)

6. Read the statements. Then listen again. Circle T (true) or F (false).

1. They're on time. T / (F)
2. They're in class. (T) / F
3. They're in math class. T / (F)
4. Today's Friday. (T) / F
5. They're at home. (T) / F
6. They're at work. T / (F)

7. Correct the false statements in Exercise 6.

a. 1. They're late.
b. 3. They're in geography class.
c. 6. They're at school.

Grammar

Aim

Practice the imperative

Grammar support
Interactive Grammar Presentation

Exercise 1

- Stress that in English there is only one affirmative form of the imperative, and one negative form, and compare with the students' own language.
- Focus on the *Language tip* to show how to make an imperative polite with *please*. Point out that in English there is no comma after *please*.

Exercise 2 2•11

- Play the CD or read the grammar examples aloud for students to repeat.
- Make sure the students use a long diphthong sound in *Don't* /doont/ and that they don't pause after *please*. Remind students that there is no comma after *Please* in English.

AUDIOSCRIPT 2.11

Listen to the teacher now.
Don't listen to your MP3 player.
Write with a pen.
Don't write with a pencil.
Look in the kitchen.
Don't look in the living room.
Do your homework on your desk.
Don't do your homework on the bed.
Please call your sister.
Please don't use your phone in class.

Exercise 3

- Ask a volunteer to read the instructions to the class, including how to use the list of verbs on the left. Then check that students know what to do.
- Stress that all the commands in this exercise should be affirmative.
- **Option:** With stronger classes, you may like to focus on the phrase *kitchen table* and explain that English often uses two nouns together. Support the idea with other known examples such as *English class*, *math homework*, and *volleyball game*.

Exercise 4

- Follow a similar procedure as for Exercise 3, but remind the students to use the apostrophe in *Don't*.

Exercise 5 2•12

- Tell students that they will hear the conversations twice. They can use a pencil to circle the correct commands the first time and then check their answers during the second listening.
- Play the CD or read the audioscript aloud while students listen.
- Students give their answers orally to practice the new language.

AUDIOSCRIPT 2•12 PAGE 105

Exercise 6

- Explain to the class that they are going to listen to the conversations from Exercise 5 again for different information. Tell them to read the statements first.
- Play the CD again or read the audioscript aloud, pausing after each conversation for students to circle *T* or *F*.
- Students compare answers in pairs.

Exercise 7

- Refer back to the false statements in Exercise 6. Tell the students to find the problems in statements 3 and 6 and to write the correct statements.

Extra practice activity (all classes)

Tell the class that you have one more important example of the imperative and write on the board *Do your homework!* Ask what homework they have in different subjects and ask *When is it due?* Make a class list: *math homework – Tuesday*, etc.

Further support
Extra Practice CD-ROM

Reading

Aim

Develop reading skills: a dos and don't list

Warm-up

Review imperatives from the previous lesson. Write these statements on the board and ask the class to complete them orally:

_____ *to your teacher in class. (Listen)*

_____ _____ *to your MP3 player. (Don't listen).*

Then invite two volunteers to write the words on the board. Check for the *t* in *listen* and the apostrophe in *Don't*. Ask the students to explain when we use the imperative (to give commands). Elicit more examples from the class.

Exercise 1 2•13

- Explain the meaning of *Dos and don'ts* and model the pronunciation (see *Usage* below). Make sure that students understand the meaning of *rules*.
- Play the CD or read the list aloud while students follow.
- Make sure that students know the meaning of *polite* and practice the words *please* and *thank you* with the class.

Suggestion

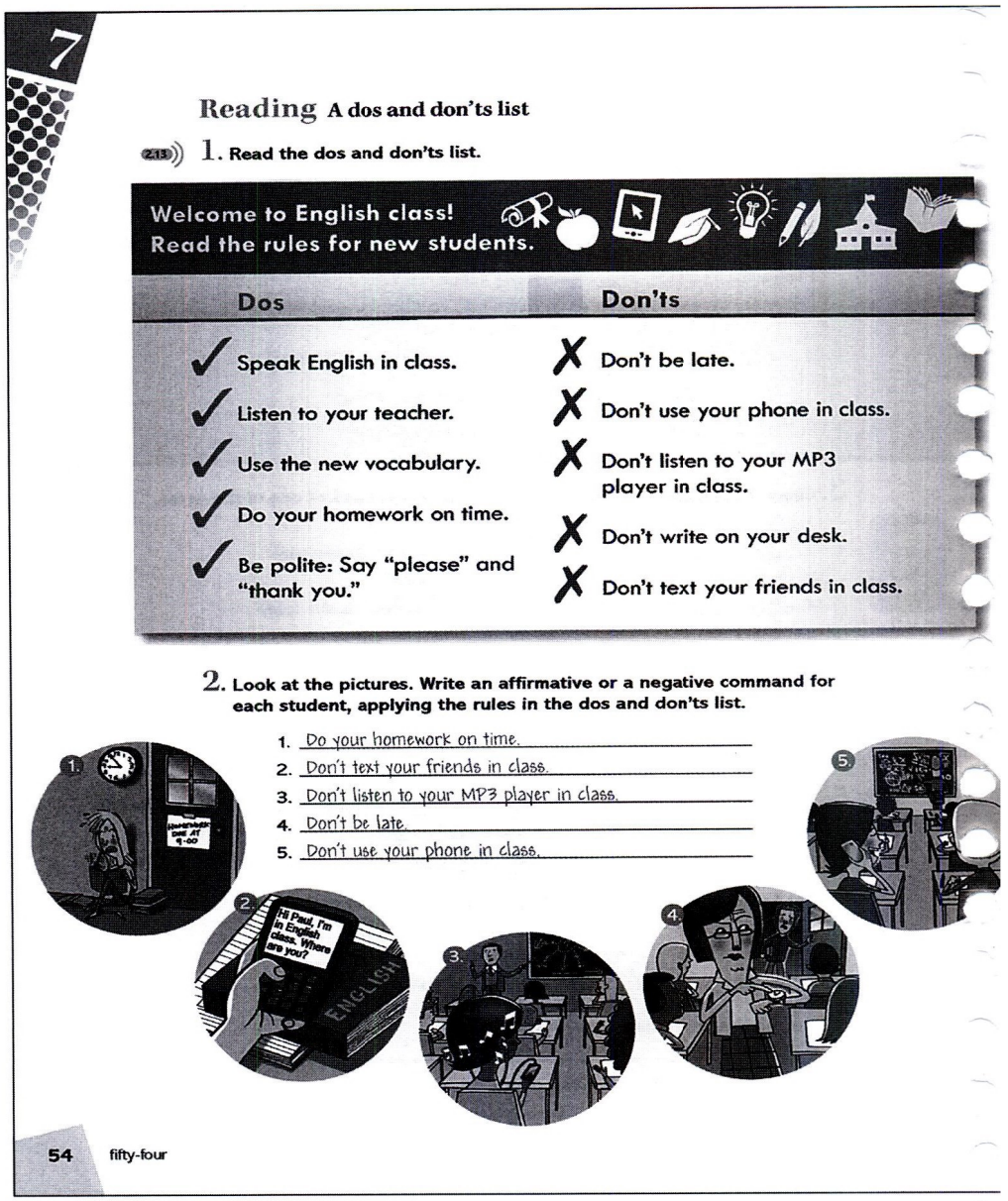
At this stage, students don't know verb forms other than the parts of the verb *be*, so they haven't seen the terms *base form* or *infinitive*. However, they have seen *be* in headings, so you could use the example *Don't be late.* to point out to them that *be* is a base form and show how the imperative is formed.

Usage

Dos and don'ts (pronounced /ˌduz ən ˈdounts) is a common expression for a mixture of affirmative and negative commands. These expressions are also common: *a list of dos and don'ts, some dos and don'ts, a few dos and don'ts.*

Exercise 2

- Focus on the pictures and ask students what's happening in each picture. Establish that in each case a student is doing something wrong, according to the rules in Exercise 1, and explain that students have to write the appropriate affirmative or negative command in each situation.



7

Reading A dos and don'ts list

213 **1.** Read the dos and don'ts list.

Welcome to English class!
Read the rules for new students.

Dos	Don'ts
✓ Speak English in class.	✗ Don't be late.
✓ Listen to your teacher.	✗ Don't use your phone in class.
✓ Use the new vocabulary.	✗ Don't listen to your MP3 player in class.
✓ Do your homework on time.	✗ Don't write on your desk.
✓ Be polite: Say "please" and "thank you."	✗ Don't text your friends in class.

2. Look at the pictures. Write an affirmative or a negative command for each student, applying the rules in the dos and don'ts list.

1. Do your homework on time.
2. Don't text your friends in class.
3. Don't listen to your MP3 player in class.
4. Don't be late.
5. Don't use your phone in class.

1. 2. Hi Paul, I'm in English class. Where are you? ENGLISH 3. 4. 5.

54 fifty-four

- **Option:** *Apply information*
  Applying information from a reading to a similar situation confirms understanding. To reinforce this strategy, ask students to look at the first picture in the exercise and match the picture with one of the rules from the reading. Ask students to continue matching the other pictures with other rules.

Extra practice activity (all classes)

The students can make large signs for the English classroom using pictures and words. For this, you will need either larger sheets of paper or sticky tape to tape paper together.

Discuss suitable rules for your class using the list on this page. Then divide the class into pairs or small groups as necessary, allocating longer rules to bigger groups.

Focus on the symbols at the top of the reading (the apple, tablet, book, etc.) and establish that this kind of clear symbol is suitable for a public sign. Remind students of road signs and the convention of a red line crossing over the picture to mean *Don't*.

Each pair or group agrees on the best artist to draw the picture for their sign.

The others write the words in big letters, one per page if necessary, using a ruler to keep the letters straight and the same size.



Teen2Teen

Aim

Practice social language for helping someone find something

Warm-up

Without the students seeing, place a pen or marker under your book. Greet the class and then pretend to look for your pen or marker. Look concerned and say *Oh, no! Where's my (pen)?* pretending you have lost it. Go up to individual students near you and ask *Is it under your chair / on your desk?* (*No, it isn't.*) Look as if you've had an idea and say *Maybe it's under my table / chair.* Have a look and say *No, it isn't there.* Finally, (unless a student has already suggested this), say *Maybe it's under my book.* Pretend to look for it, pull it out, and say *Here it is!*

Exercise 1 2•14

- Focus on the photo. Establish that the girl looks a little worried because she can't find something. Ask them to read and listen to find out what she has lost and where they find it.
- Play the CD or read the conversation aloud while students follow.
- Check that everyone understood that the girl found the phone under the sofa.
- Ask students to guess the meaning of *Maybe* and *Great idea.*

Usage

What's wrong? is used to show concern if someone looks unhappy, bored, etc.

Exercise 2 2•15

- Play the CD or read the conversation aloud line by line for students to repeat. Practice each line first with the whole class and then ask a few individual students to repeat.
- Focus on the whole phrase *Great idea,* as the spelling may interfere with pronunciation /ˈgreɪt aɪˌdiə/ and practice it a few times in isolation.
- Encourage everyone to use expressive intonation, sounding concerned for *Oh, no!* and expressing empathy with *What's wrong?*

Exercise 3

- Ask a volunteer to explain to the class in the students' own language how to use the pictures to make a new conversation.
- Focus on the first gap and establish that this is the object the person can't find. Ask which three objects could go here (*phone, pencil case, MP3 player*).
- Focus on the second gap and establish that this is the room where the lost item can be found (*in the living room, in the kitchen*).
- Ask the class to look back at the conversation in Exercise 1 and ask what kind of word they need for the gap after *Here it is.* (a preposition – *in / on / under*).
- Finally, focus on the last gap and establish that this is the piece of furniture around which the lost item can be found (*bed, table, sofa*).
- Circulate to check that students are using the correct type of word in each gap.
- **Option:** You can let students use other rooms and furniture, making sure that they use an appropriate preposition.

Chat

- In pairs students read the new conversations they have each written.
- **Option:** If you have regularly invited volunteers to act out for the class, check at the start of this second half of the book who hasn't yet performed and try to plan ahead for everyone to have a turn before the end of the year. Encourage everyone to listen by asking them to note the object and where it was found.

Extension

Writing page 93

Further support

Workbook pages W20–W22
Extra Practice CD-ROM
Grammar Worksheets 1 and 2
Vocabulary Worksheet
Reading Worksheet
Video: Teen Snapshot
Unit Tests A and B
Grammar Bank

Unit 8

Grammar

Let's / Let's not

Vocabulary

Good weather and bad weather

Free-time activities

Social language

Talk about the weather

Suggest activities

Values and cross-curricular topics

Environmental science

Hobbies and free time

Outdoor activities

Georgraphy

Unit contents

Discuss the contents of the unit from the bar at the top of the Student Book page. Remind the students that they will check their progress at the end of *Review: Units 7–9*.

Topic Snapshot

Aim

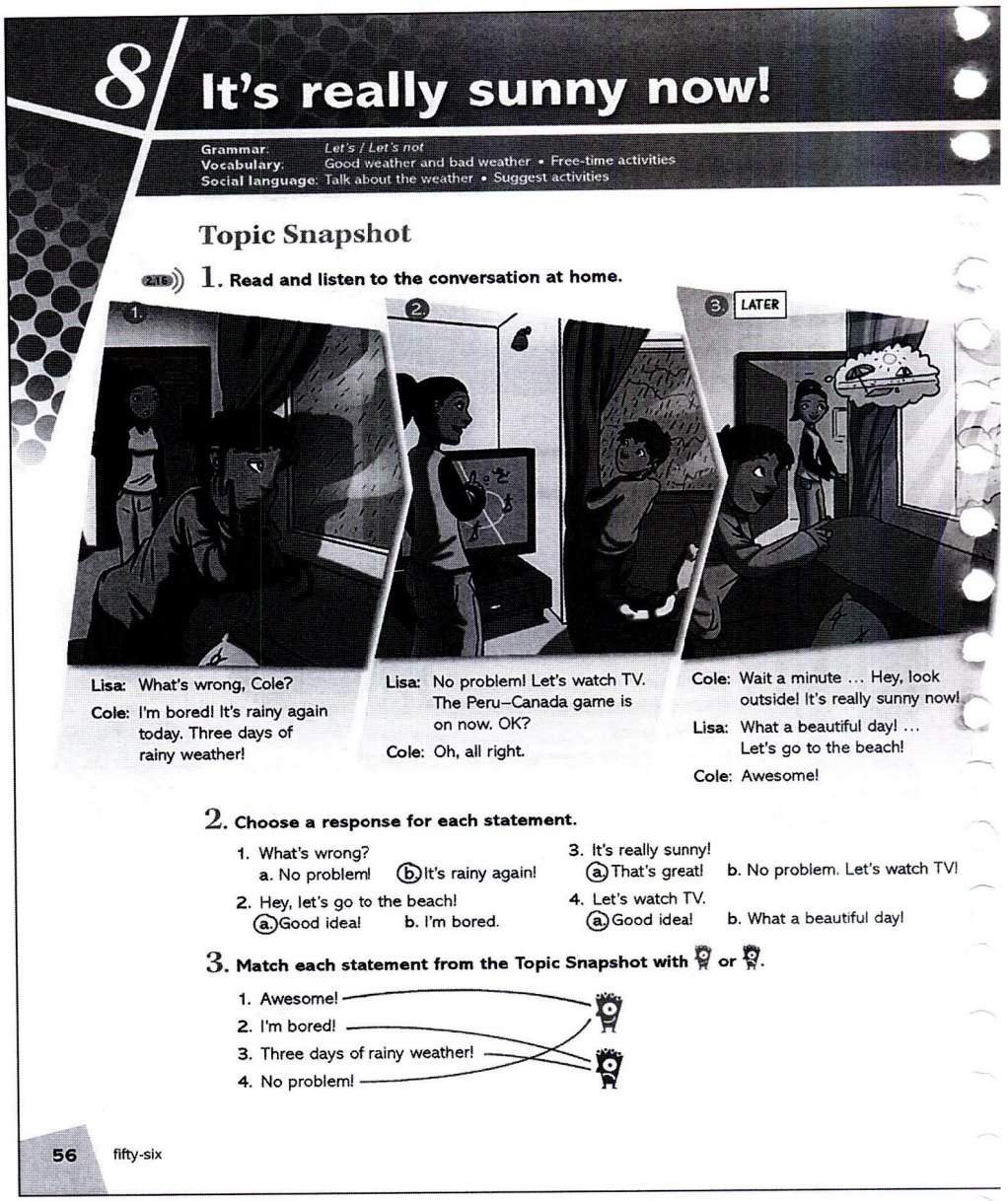
Explore the topic of the unit with examples of the unit grammar, vocabulary, and social language in context

Warm-up

Discuss the weather today in the students' own language. Is it normal for this time of year? If you can see outside your classroom, you could gesture and say *Yes, it's sunny / hot / rainy / cold* as appropriate.

Exercise 1 2•16

- Focus on the first picture. Ask *Are they at home, at work, or at school?* (*at home*). Ask *Why isn't the boy happy?* (*because it's raining / he's bored*). Then point to picture 2 and ask them to suggest what the girl and boy are talking about (*watching TV / a DVD*). Finally, discuss what has changed in picture 3 and what the girl is suggesting (*it's sunny now / going to the beach*).
- Play the CD or read the conversation aloud while students follow.
- On the board, write *Let's watch TV.* Ask in the students' own language whether Lisa is telling him to do something or suggesting something (*suggesting something*). Elicit a similar example from the conversation (e.g., *Let's go to the beach.*)
- Ask students to try and work out the meaning of other new phrases from the context (see *Usage* below).



8 It's really sunny now!

Grammar: *Let's / Let's not*
Vocabulary: Good weather and bad weather • Free-time activities
Social language: Talk about the weather • Suggest activities

Topic Snapshot

1. Read and listen to the conversation at home.

1. Lisa: What's wrong, Cole?
Cole: I'm bored! It's rainy again today. Three days of rainy weather!

2. Lisa: No problem! Let's watch TV. The Peru–Canada game is on now. OK?
Cole: Oh, all right.

3. LATER
Cole: Wait a minute ... Hey, look outside! It's really sunny now!
Lisa: What a beautiful day! ... Let's go to the beach!
Cole: Awesome!

2. Choose a response for each statement.

1. What's wrong?
a. No problem! (b) It's rainy again!
2. Hey, let's go to the beach!
(a) Good idea! b. I'm bored.
3. It's really sunny!
(a) That's great! b. No problem. Let's watch TV!
4. Let's watch TV.
(a) Good idea! b. What a beautiful day!

3. Match each statement from the Topic Snapshot with or .

1. Awesome!
2. I'm bored!
3. Three days of rainy weather!
4. No problem!

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- If you have a window, ask *Where's outside?* and ask the students to point.

Usage

No problem! is used here to give a solution to a problem (the problem being in this case that Cole is bored).

A suggestion with *Let's* is often followed with *OK?* to soften the suggestion and asks the other person if he or she agrees. *Oh, all right* shows that Cole agrees with his sister, but without much enthusiasm because he would rather go outside.

Wait a minute is used literally, but is also often used to call attention to something surprising.

- **Option:** Point out the use of exclamation points as studied in *Unit 7 Writing*.

Exercise 2

- Focus on the example and ask students why *No problem!* can't be the answer (because *What's wrong?* suggests that there definitely is a problem).
- Students circle the correct responses. Make sure that students understand that the dialogues don't relate to the pictures in the Topic Snapshot.

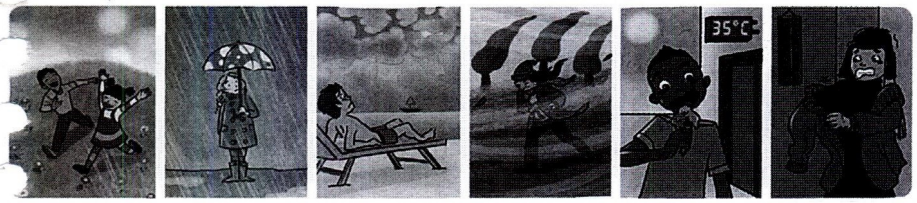
Exercise 3

- Students decide whether the statements are positive or negative and draw lines to the green or the red man.

Vocabulary Good weather and bad weather

What's the weather like?

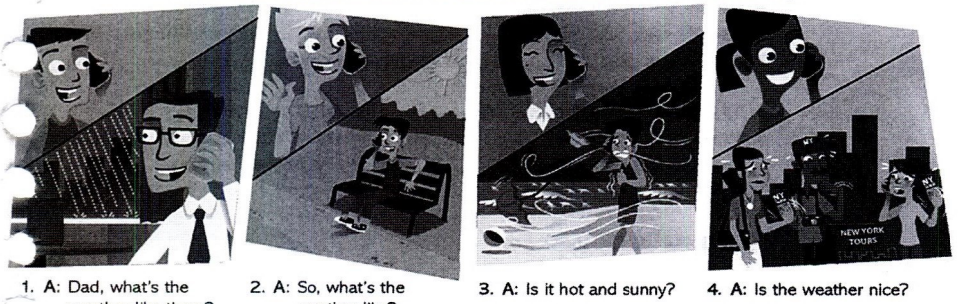
2.17 **1. Look at the pictures. Read and listen.**



1. It's sunny. 2. It's rainy. 3. It's cloudy. 4. It's windy. 5. It's hot. 6. It's cold.

2.18 **2. Pronunciation Listen and repeat.**

3. Look at the pictures. Complete each conversation with the Vocabulary.



1. A: Dad, what's the weather like there?
   B: Not great. It's rainy.
2. A: So, what's the weather like?
   B: Very good! It's sunny today.
3. A: Is it hot and sunny?
   B: No, it isn't. It's cold and windy.
4. A: Is the weather nice?
   B: No. It's bad. It's very, very hot.

2.19 **4. Listening comprehension Listen to the weather report. Check the weather in these cities.**

	hot	cold	cloudy	rainy	sunny	windy
1. Toronto	☐	☑	☐	☐	☑	☐
2. Tegucigalpa	☑	☐	☐	☑	☐	☐
3. Tehran	☐	☑	☑	☐	☐	☑
4. Tokyo	☐	☑	☐	☑	☐	☑

5. Listen again and check your answers.

Vocabulary

Aim

Practice expressions for good weather and bad weather

Further support
Vocabulary Flashcards: Good weather and bad weather

Exercise 1 2•17

- Ask the class to remember the conversation between Lisa and Cole. *Why wasn't Cole happy at first? (because it's rainy).* Point to the correct picture and say *Yes, rainy.* Ask *What is the weather like in the third picture? (it's sunny)* and again confirm *Yes, sunny.*
- Play the CD or read the weather phrases aloud while students follow.
- Bring attention to the question in the speech balloon. Read it and call on a student to answer.

Usage
The weather phrases in this unit use a standard pattern of *It's* + adjective. In English, the verbs *rain* and *snow* are also common: *It's raining / snowing.*

Exercise 2 2•18

- Play the CD or read the weather phrases aloud for students to repeat.
- Focus on the diphthongs in *rainy* /'reɪni/, *cloudy* /'klaʊdi/, and *cold* /koʊld/.
- Check pronunciation by inviting individual students to say the phrases. To give more exposure to the question form you could say the number of the picture, ask *What's the weather like?* and then call on a student to answer.
- Point outside the classroom if you can, or write today's date on the board, and ask *What's the weather like today?*, with heavy stress on *today*. Encourage the class to say the appropriate phrase.
- **Option:** As useful preparation for Exercise 3, write a happy face and *good weather* and a sad face and *bad weather* as headings on the board. Ask students to classify the vocabulary under each picture to support the meaning. Note that students may have different opinions, e.g., hot weather can be good or bad. As long as everyone understands why, the words can be put in either column.

Exercise 3

- Ask a volunteer to explain to the class what to do.
- Ask the students to spell out the answers to practice the alphabet. Make sure that students understand the meaning of *nice*, asking how students worked it out (B says *No. It's bad*, so *nice* must have a positive meaning).

ALTERNATIVE ANSWER
3. It's windy and cold.

Extra extension activity (stronger classes)

Ask for pairs to act out the conversations in Exercise 3, using expressive intonation and pretending to be blown by the wind, hot and fanning themselves, etc.

Exercise 4 2•19

- Tell the students that they are going to hear the weather report for four different cities. Focus on the example to show that they may need to check more than one box for some cities.
- **Option:** You can check first which city names the students recognize and whether they can name any of the countries where these cities are found in the students' own language or English. They know *Canada* (for Toronto) and both *Tokyo* and *Japan* in English. They may recognize *Tehran* (pronounced /tɛ'rɑn/) in Iran, and Tegucigalpa in Honduras (pronounced in English with an *h*, /hɑn'dʊrəs/).
- Tell students that they will hear the reports twice, so the first time they could check in pencil.
- Play the CD or read the audioscript aloud while students listen.

AUDIOSCRIPT 2•19 PAGE 106

Exercise 5

- Students listen again, check, and go over the check marks in pen.

Further support
Extra Practice CD-ROM

Vocabulary

Aim

Practice free-time activities

Further support
Vocabulary Flashcards: Free-time activities

Exercise 1 2•20

- Explain that the pictures show free-time activities and ask the students what each picture shows.
- You can then focus on the phrases in English and ask students to guess the meaning of *go*. Remind them that they saw the phrases *watch TV* and *go to the beach* on page 56.
- Play the CD or read the phrases aloud while students follow.

Usage

There are different terms for the games played using a TV, computer, or hand-held device, some of which are brand-specific names. The term *video game* can be used for any of these types of game with moving pictures, but *computer game* or *online game* is more common for games played online.

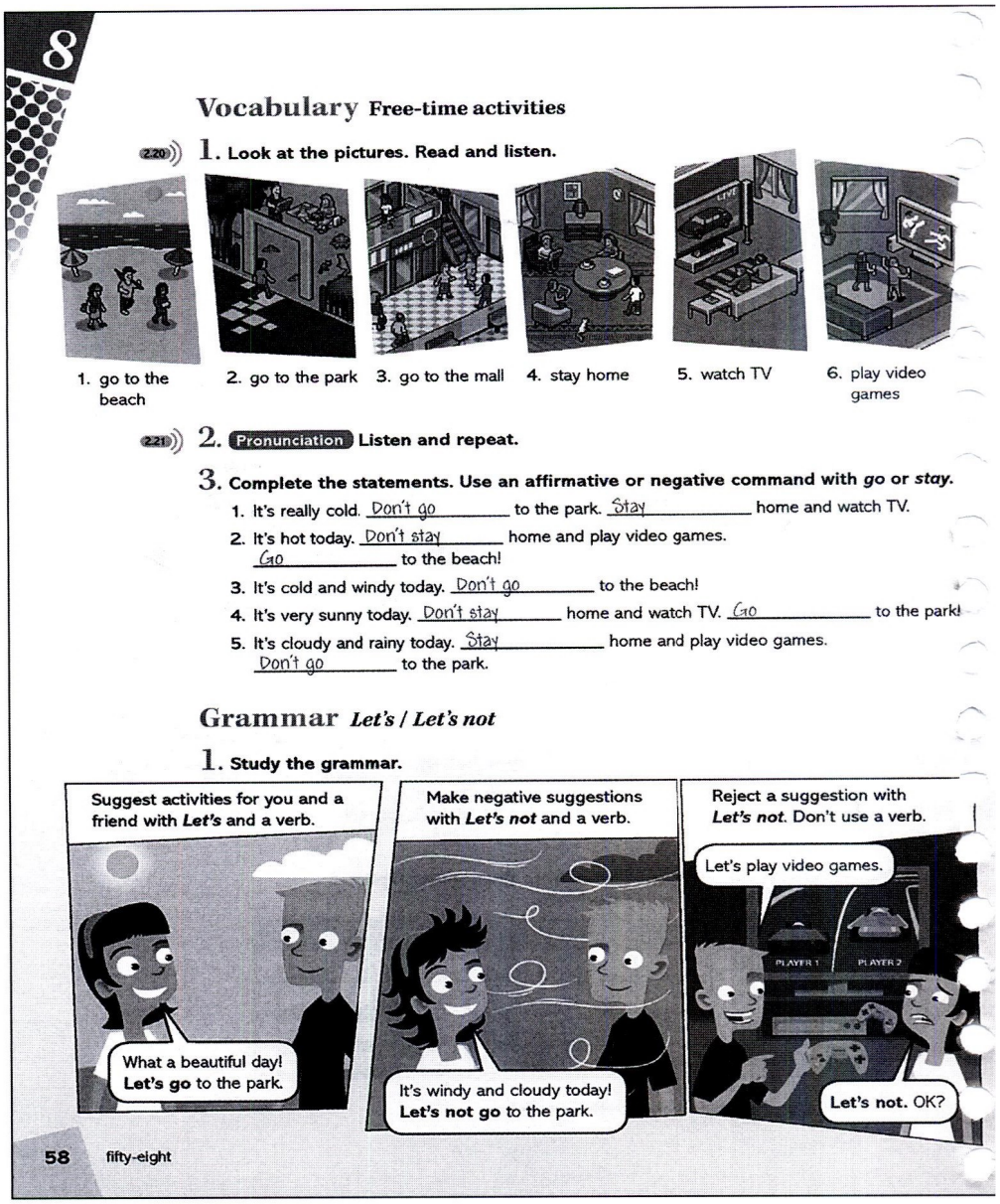
Exercise 2 2•21

- Play the CD or read the phrases aloud for students to repeat.
- Remind the students that *ch* and *tch* are pronounced /tʃ/ in English. Check for the *h* on *home* and that they all use a long sound in *mall* /mɔl/.
- In the first three phrases, encourage the students to use natural statement stress by stressing the verb and the noun and keeping *to the* very weak: *go to the beach / park / mall*.
- Check pronunciation by inviting individual students to say the phrases.

Exercise 3

- **Option:** Before students do Exercise 3, ask them about today's weather. Then invite them to give commands using suitable activities for this weather. For example, if it's sunny, they could say *Go to the beach / park*. Then ask for negative commands, for example, *Don't stay home. Don't watch TV.*
- Go through the two examples, making sure everyone understands why the negative or affirmative command is used in each case.
- Tell students that they may need two affirmative or two negative commands, so they should read carefully and think about the meaning.
- Students can exchange books and compare answers in pairs. Write *Don't* on the board and tell everyone to check for the correct use of the apostrophe in their partner's work.

Further support
Extra Practice CD-ROM



8

Vocabulary Free-time activities

1. Look at the pictures. Read and listen.

1. go to the beach
2. go to the park
3. go to the mall
4. stay home
5. watch TV
6. play video games

2. Pronunciation Listen and repeat.

3. Complete the statements. Use an affirmative or negative command with *go* or *stay*.

1. It's really cold. Don't go to the park. Stay home and watch TV.
2. It's hot today. Don't stay home and play video games. Go to the beach!
3. It's cold and windy today. Don't go to the beach!
4. It's very sunny today. Don't stay home and watch TV. Go to the park!
5. It's cloudy and rainy today. Stay home and play video games. Don't go to the park.

Grammar *Let's / Let's not*

1. Study the grammar.

Suggest activities for you and a friend with *Let's* and a verb.
What a beautiful day! Let's go to the park.

Make negative suggestions with *Let's not* and a verb.
It's windy and cloudy today! Let's not go to the park.

Reject a suggestion with *Let's not*. Don't use a verb.
Let's play video games.
Let's not. OK?

58 fifty-eight

Grammar

Aim

Practice *Let's / Let's not*

Grammar support
Interactive Grammar Presentation

Exercise 1

- Look back at page 56. Focus on picture 2 in Exercise 1 and ask the class what Lisa is saying (she suggests watching TV (*Let's watch TV*). Accept answers in the students' own language or English and establish that she is making a suggestion, not giving a command.
- Return to page 58 and use the pictures to support the meaning of *Let's* + verb for an affirmative suggestion, *Let's not* + verb for a negative suggestion, and *Let's not* on its own to reject a suggestion.

Usage

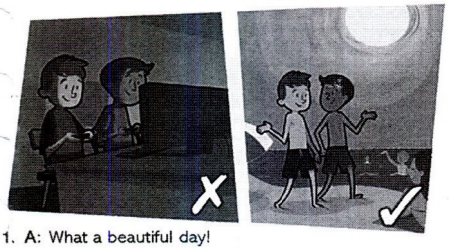
Let's suggests an activity for the speaker and another person. Commands (as studied in Unit 7) are only directed at someone else. *Let's* is the contracted form of *Let us*, but the full forms *Let us* and *Let us not* are very formal and students have not yet met the pronoun *us*, so at this stage, they only need to remember to use the apostrophe.

2.22 **2.** **Listening comprehension** **Listen to the people describe the weather. Check the appropriate suggestion.**

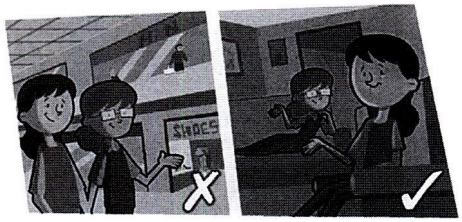
1. ☐ Let's stay home and watch TV.
   ☑ Let's not stay home and watch TV.
2. ☐ Let's go to the beach.
   ☑ Let's not go to the beach.
3. ☑ Let's go to the park.
   ☐ Let's not go to the park.
4. ☑ Let's stay home and play video games.
   ☐ Let's not stay home and play video games.

2.23 **3.** **Pronunciation** **Listen to the suggestions in Exercise 2. Repeat.**

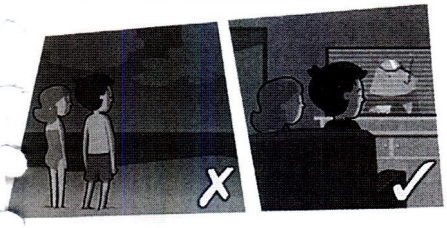
4. **Look at the pictures. Complete the conversations with *Let's* or *Let's not* and an activity.**



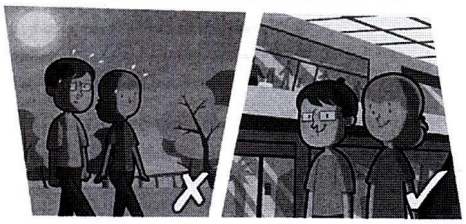
1. A: What a beautiful day!
   Let's not play video games.
   B: Let's go to the beach.



2. A: It's really windy and cold today.
   Let's not go to the mall.
   B: Let's stay home.



3. A: It's very cloudy today.
   Let's not go to the beach.
   B: Let's watch TV.



4. A: It's very hot outside today.
   Let's not go to the park.
   B: Let's go to the mall.

About you! **Write about the weather today. Then use *Let's* or *Let's not* to suggest an activity for you and a friend.**

Today's weather	Your suggestion

Exercise 2 2.22

- Explain that they will hear four descriptions of the weather and in each case they have to decide which is the appropriate suggestion for an activity. Tell students that they will hear each conversation twice, so they should use a pencil to check the first time.
- Give students a few minutes first to read through the suggestions, to focus on the use of *Let's* and *Let's not*.
- Play the CD or read the audioscript aloud.
- Students listen again and check, going over the check marks in pen.

AUDIOSCRIPT 2.22 PAGE 106

Exercise 3 2.23

- Explain that the students are going to hear the correct suggestions from Exercise 2. Students check their answers and practice pronunciation.
- Play the CD or read the suggestions with the check marks in Exercise 2 aloud for students to repeat.
- Check pronunciation by inviting individual students to say each suggestion, using appropriate friendly intonation.

Exercise 4

- Focus on the pictures and explain that the people are making affirmative and negative suggestions. Have a volunteer read the first example answer. Ask *Which picture does it refer to?* (*the one with a ✗*). Have a volunteer read the second example answer. Ask *Which picture does it refer to?* (*the one with a ✓*).
- Ask the class to look at each picture to check that they understand the suggestions. Then ask them to work quietly on their own, remembering to use the apostrophe in *Let's* and to put a period at the end of each suggestion.
- Circulate while the students are writing to help if necessary and to check for spelling and punctuation.
- To go over the answers, you could read out the first line of A and call on two students to read the suggestions.
- Ask students to exchange books to check for correct punctuation.
- **Option:** Students ask and answer in pairs to practice speaking and listening. They should each have a turn at being A so that they practice the weather vocabulary as well as the new grammar.

About you!

- Students write an appropriate statement about today's weather and suggest an activity that they could do with a friend.
- **Option:** Ask a student to read their answers and ask anyone else who suggested the same activity to raise his or her hand. Then ask for different ideas.

ANSWER
Students' own answer

Extra extension activity (stronger classes)

Review other words that students have seen in *Teen2Teen* by asking them to complete these suggestions. You can write the verbs shown below in parentheses in a jumbled order on the board for support if necessary. You can also add your own ideas:

Let's ___ a book. (*read*)
Let's ___ soccer. (*play*)
Let's ___ to the meeting. (*go*)
Let's ___ our homework now. (*do*)

Further support
Extra Practice CD-ROM

Reading

Aim

Develop reading skills: weather forecasts

Warm-up

Write the day of the week that it is on the board, e.g., *Thursday*. Ask *What's the weather like today?* and elicit the answer in English. Draw a suitable weather symbol under the day, copying from the map on page 60. Next to (*Thursday*) write the day for tomorrow, e.g., *Friday* and put a question mark instead of a weather symbol. Ask if any students know what the weather forecast is for tomorrow and replace the question mark with the correct weather symbol. Remind the class that they heard weather reports in the previous lesson and explain that in this lesson they are going to work with symbols on a map.

BACKGROUND INFORMATION

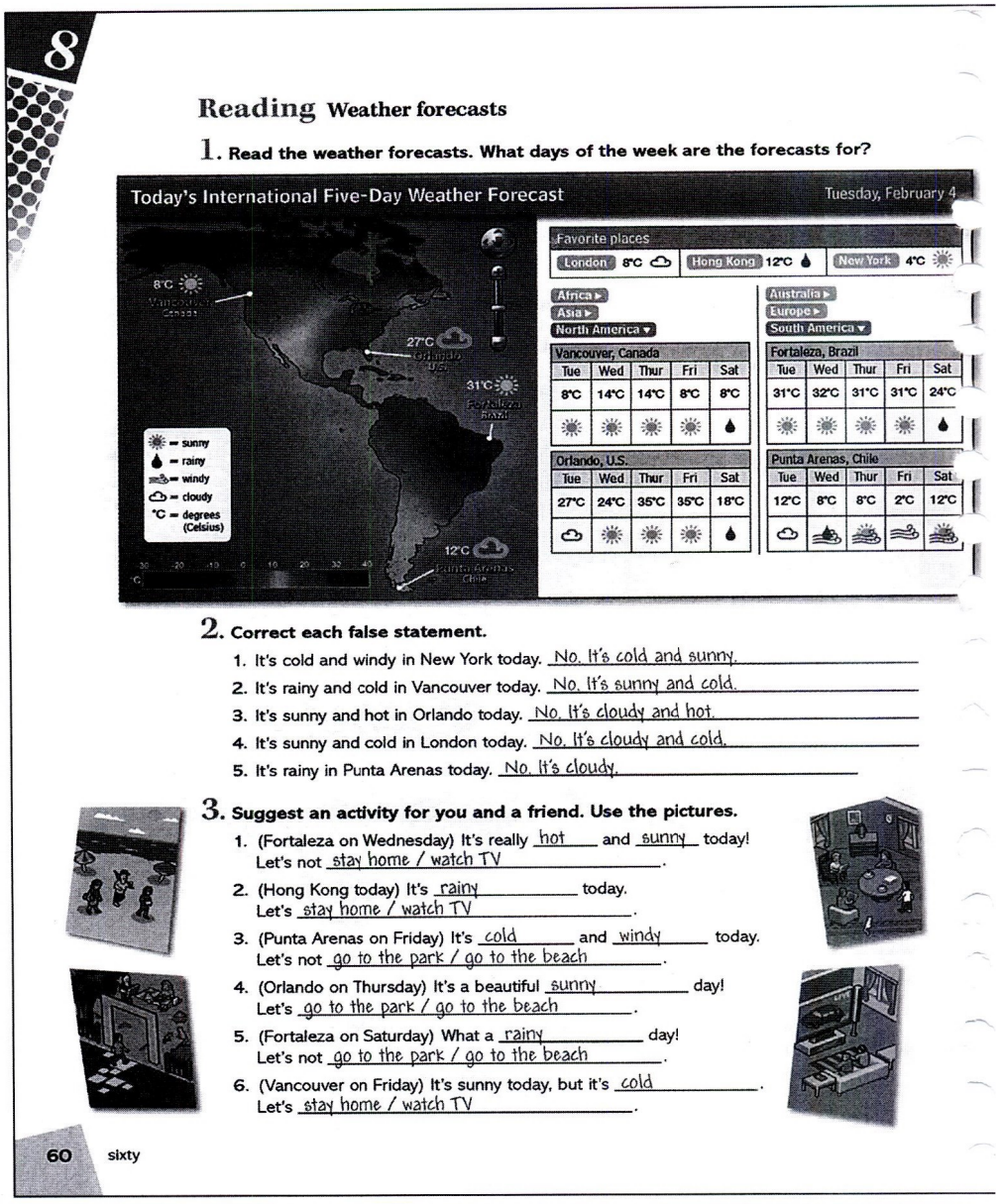
In the U.S., the temperature is given in degrees Fahrenheit, not Celsius as shown here. A very rough conversion from Celsius to Fahrenheit is to double the degrees Celsius and add 30:
(20°C x 2) + 30 = about 70° Fahrenheit.

Exercise 1

- Establish that the charts show the weather forecasts in different cities.
- Ask the students to find which days of the week the forecasts are for.
- Call on volunteers to give the answers, making sure that they each use the full day of the week, not the abbreviated form shown in the chart.
- **Option:** You could check understanding of how the web page works. Focus on *Favorite places* and ask students to suggest why someone might have these cities as their favorites (perhaps they live in one city, someone in their family lives in another, and an online friend lives in the third city). Make sure students understand that the weather in these cities would be displayed automatically because they have been set as favorites. Ask the students to explain how to find the weather forecast for Seoul in South Korea (click on Asia) and Munich in Germany (click on Europe).

ANSWERS

Tuesday, Wednesday, Thursday, Friday, and Saturday



8

Reading Weather forecasts

1. Read the weather forecasts. What days of the week are the forecasts for?

Today's International Five-Day Weather Forecast — Tuesday, February 4

Favorite places: London 8°C | Hong Kong 12°C | New York 4°C

Africa ▸ Asia ▸ North America ▾ Australia ▸ Europe ▸ South America ▾

Vancouver, Canada

Tue	Wed	Thur	Fri	Sat
8°C	14°C	14°C	8°C	8°C

Fortaleza, Brazil

Tue	Wed	Thur	Fri	Sat
31°C	32°C	31°C	31°C	24°C

Orlando, U.S.

Tue	Wed	Thur	Fri	Sat
27°C	24°C	35°C	35°C	18°C

Punta Arenas, Chile

Tue	Wed	Thur	Fri	Sat
12°C	8°C	8°C	2°C	12°C

sunny, rainy, windy, cloudy, °C = degrees (Celsius)

2. Correct each false statement.

1. It's cold and windy in New York today. No. It's cold and sunny.
2. It's rainy and cold in Vancouver today. No. It's sunny and cold.
3. It's sunny and hot in Orlando today. No. It's cloudy and hot.
4. It's sunny and cold in London today. No. It's cloudy and cold.
5. It's rainy in Punta Arenas today. No. It's cloudy.

3. Suggest an activity for you and a friend. Use the pictures.

1. (Fortaleza on Wednesday) It's really hot and sunny today! Let's not stay home / watch TV.
2. (Hong Kong today) It's rainy today. Let's stay home / watch TV.
3. (Punta Arenas on Friday) It's cold and windy today. Let's not go to the park / go to the beach.
4. (Orlando on Thursday) It's a beautiful sunny day! Let's go to the park / go to the beach.
5. (Fortaleza on Saturday) What a rainy day! Let's not go to the park / go to the beach.
6. (Vancouver on Friday) It's sunny today, but it's cold. Let's stay home / watch TV.

60 sixty

Usage

The abbreviations of the days of the week are common in displayed information. There are also variations, such as *Tues*, *Thurs*, and even *Weds* (which confusingly misses out the *ne*). Students need to recognize them, but they needn't write them.

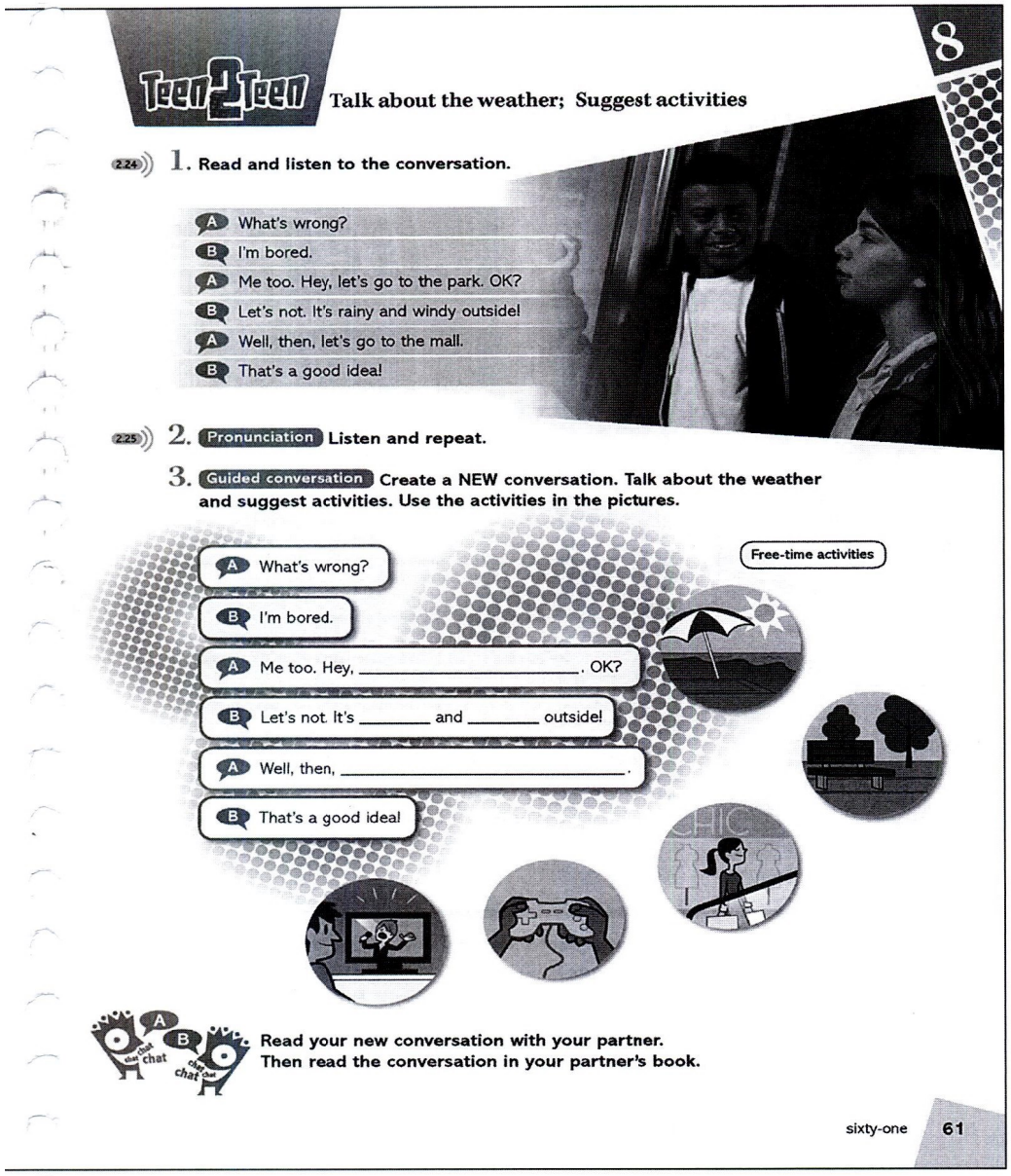
A weather forecast tells us what the weather will be, whereas a weather report (as on page 57) describes current conditions.

Exercise 2

- Ask students to look at the online weather page to see what day it is today (*Tuesday*, on the top right-hand corner). Students read the statements, find the city in *Favorite places* or in the charts, and look at the symbols to see what is incorrect in each statement. Point out that there may be one or two things incorrect in each statement.
- Use the example to show that they don't need to repeat the name of the city or *today* in the answer.
- **Option:** *Interpret visual symbols* Interpreting visual symbols is another form of reading. To reinforce this strategy, make sure students understand all the symbols on the website. Write temperatures in Celsius (°C) on the board for them to say *Hot / Cold*.

Exercise 3

- Students use Exercise 1 for the first gap and any activity from the pictures which is appropriate for the weather.
- Do number 2 orally as a class and elicit different ideas for the activity.



Teen2Teen

Aim

Practice social language for talking about the weather and suggesting activities

Warm-up

Say *I'm bored* and support the meaning with intonation and body language. Then say *Hey, let's play a game!* Start to write *3°C* on the board very slowly, asking *What's the weather like?* The first student to guess *It's cold* correctly in English takes your place and starts drawing another symbol for the class to guess. Have your book open to page 60 for ideas and help them to ask *What's the weather like?* before they start drawing. Repeat until five symbols have been drawn (remembering that °C can be used with different numbers for both *hot* and *cold*), as the sixth would be obvious.

Exercise 1 2•24

- Focus on the photo and establish that the girl's bored and wondering what to do.
- Play the CD or read the conversation aloud while students follow.

Usage

Me too is used to agree with a statement that uses a positive verb. It is introduced here as a simpler form of social language that students can use in a variety of situations, unlike the more specific *So am / can / do / I*, which relies on students knowing the correct auxiliary to use. *Well, then* introduces an alternative suggestion.

Exercise 2 2•25

- Play the CD or read the conversation aloud line by line for students to repeat. Practice each line first with the whole class and then ask a few individual students to repeat.
- Focus on the heavy stress and falling intonation in *Let's not* to reject a suggestion. Practice this new grammar from the unit in isolation.
- Encourage everyone to use the relevant intonation for *I'm bored* and *Me, too*, but to brighten up for *Hey*, *Well, then*, and *That's a good idea!*

Exercise 3

- Ask a volunteer to explain to the class in the students' own language how to use the pictures to make a conversation.
- Write on the board:
  Let's stay home.
  Let's not. It's ...
  and invite the class to suggest what the weather would be like if someone didn't think staying home was a good idea (*hot, sunny*). Add this to the board. Use this to stress that the first activity that they use should be unsuitable for the weather.
- Ask why B finishes by saying *That's a good idea!* and elicit that A has obviously suggested something suitable for the weather.
- Circulate while students are completing the gaps in their books to make sure that students are choosing logical activities that match the kind of weather that they have chosen. Check spelling and punctuation.

Chat

- In pairs students read the new conversations they have each written.
- **Option:** Invite volunteers to act out a conversation for the class. Encourage everyone to listen by asking them to note the activity that A suggests at first and the activity that they agree to do.

Extension

Writing page 93

Further support

Workbook pages W23–W25
Extra Practice CD-ROM
Grammar Worksheet
Vocabulary Worksheet
Reading Worksheet
Video: Teen Snapshot
Unit Tests A and B
Grammar Bank

Unit 9

Grammar

there is / there are

Questions with *How many*

Vocabulary

Expressions of location in the neighborhood

Places in the neighborhood

Social language

Ask about a neighborhood

Values and cross-curricular topics

Multiculturalism

Foreign language

Unit contents

Discuss the contents of the unit from the bar at the top of the Student Book page. Remind the students that they will check their progress at the end of *Review: Units 7–9*.

Topic Snapshot

Aim

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

Warm-up

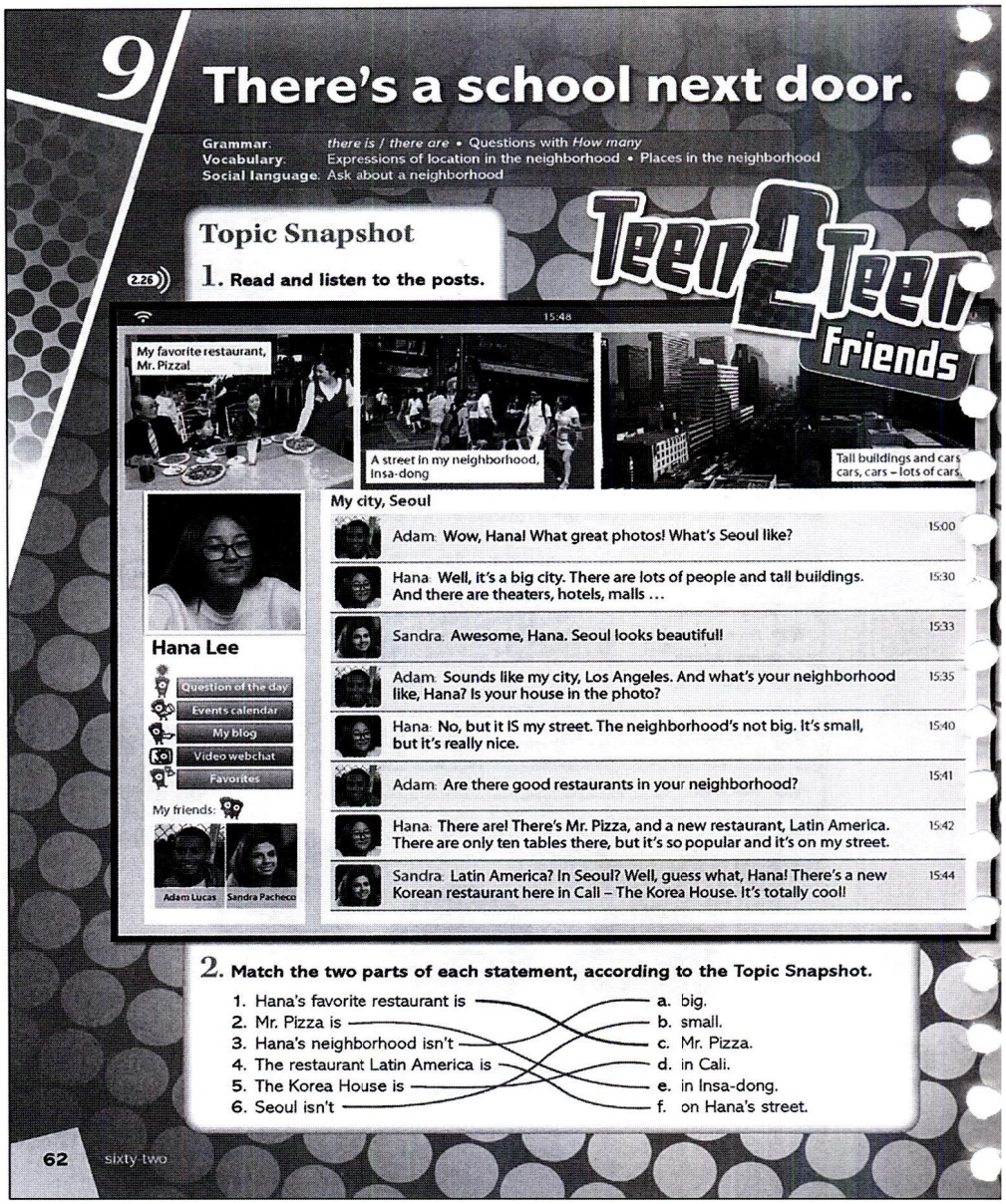
Discuss the neighborhood around your school. Find out which students live furthest away and ask them what places they pass on the way to school. They can use the students' own lanuage, but if relevant, help them to use the words *mall*, *park*, and *beach* that they already know. Then ask those who live nearest the school what local amenities there are, e.g., stores, restaurants, sports facilities, hotels, stations, etc. If students mention restaurants, ask *Where is the food from?* (e.g., *from China*). Help as necessary with any new words.

BACKGROUND INFORMATION

Seoul is in the northwest of South Korea, about 50 kilometers from the border with North Korea.

Exercise 1 2•26

- Focus on the photo of Hana and ask
  What's her first name? (*Hana*)
  What's her family name? (*Lee*)
  What nationality is she? (*Korean*)
  Where's she from? (*South Korea / Seoul*)
  What's her hometown? (*Seoul*)
- Elicit that Hana has posted photos of her neighborhood on *Teen2Teen Friends* and that her online friends are discussing them.
- Point out as usual that they are all using English to communicate.



- Play the CD or read the posts aloud while students follow.
- Use the third photo to teach *building*, pointing out that *tall* can be used to describe buildings as well as people.
- Ask them to guess the meaning of the cognates *theater*, *hotel*, and *popular*.
- **Option:** *Hotel* will be practiced later in the unit, but you may like to focus on the sounded *h* in English.
- Focus on *only ten tables*. Say *Ten tables. Is it very big?* (*No*). *That's right – it's not very big. Only ten tables.* Ask someone to translate *only*.
- Discuss the restaurants in the posts. Explain that when people move to new countries, they bring their culture and their traditions (of which food is an important part) with them, and that these contribute to a mixed society.

Usage

Sounds like is often used in spoken English without *It* to compare something which is similar to what another speaker has just described.

Exercise 2

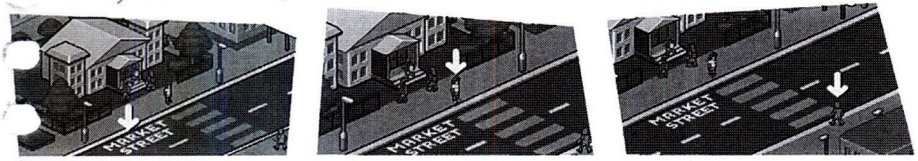
- Students draw matching lines. To go over the answers, read out the first half of a statement and invite a student to give the ending.

Extra practice activity (all classes)

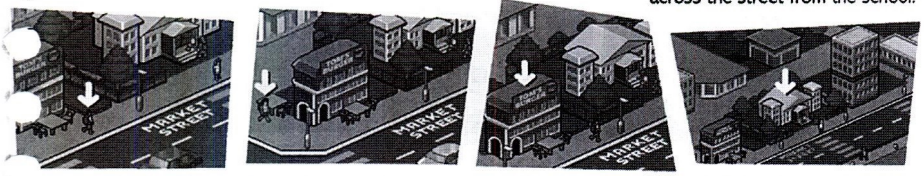
Ask students about their favorite restaurants. They can say the name in the students' own language, but elicit where the kind of food is from in English, e.g., *My favorite is Amigos. It's Mexican.*

Vocabulary Expressions of location in the neighborhood

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



The school is on Market Street. 2. Lucy is in front of the school. 3. Mike is across the street. He's across the street from the school.



4. Joe is down the street. He's down the street from the school. 5. Ann is around the corner. She's around the corner from the school. 6. The restaurant is next door. It's next to the school. 7. The school is between the restaurant and the tall building.

2.28 **2. Pronunciation Listen and repeat.**

3. Read the statements. Circle T (true) or F (false), according to the pictures.

1. The restaurant is on Market Street. (T) / F
2. Ann is on Market Street. T / (F)
3. The school is between the restaurant and the tall building. (T) / F
4. Lucy is across the street from the school. T / (F)
5. The tall building is around the corner from the school. T / (F)
6. The restaurant is in front of the school. T / (F)

2.29 **4. Listening comprehension Listen to the phone calls. Circle the correct words.**

Call 1
1. The Metro Theater is (across the street) / around the corner from the park.
2. The language school is across the street / (around the corner) from the theater.

Call 2
3. The Chinese restaurant is down the street from the (theater) / language school.

Call 3
4. Mario's Pizza is next to the Hong Kong Café / (Sylvia's Chinese Kitchen).
5. Sylvia's Chinese Kitchen is down the street / (across the street) from the Hong Kong Café.

5. Listen again to each phone call. Complete the answers.

Call 1. Is Vicky at the language school? No, she's in front of the Metro Theater.
Call 2. Is Janey at a restaurant? No, she's at the language school.
Call 3. Is Janey at the Hong Kong Café? No, she's at Sylvia's Chinese Kitchen.

Vocabulary

Aim

Practice expressions of location in the neighborhood

Further support
Vocabulary Flashcards: Expressions of location in the neighborhood

Suggestion

Before doing Exercise 1, use classroom objects to review *in*, *on*, and *under* (see page 52). Then explain that the students are going to learn more words to talk about where things are, but this time outside in their neighborhood.

Exercise 1 2•27

- Focus on each picture and statement, making sure that the students understand who or what the subject is in each statement (1. *The school*; 2. *Lucy*; 3. *Mike*; 4. *Joe*; 5. *Ann*; 6. *The restaurant*; 7. *The school*).
- Use examples about your school, yourself, or the students wherever possible to demonstrate the meaning, e.g., *Our school is on (street name).*
  I'm in front of the board.
  The (park) is across the street / down the street / around the corner from the school.
  Our class is next door to Room (3).
  Maria is between Helena and Solange.
- Make sure students understand the difference between the general meaning of *on (Market) Street* and the more specific *down the street*, further away from the speaker.
- You may like to teach the meaning of *door*, but point out that *next door to* isn't used literally, so, for example, a park can be *next door to* something.

Usage

The word *the* is never used with named streets in English, and words such as *Street, Road, Avenue*, etc. in the name of a street always have a capital letter in English. E.g., *Where's South Street?*

Exercise 2 2•28

- Play the CD or read the statements aloud for students to repeat.
- Focus on the /ʌ/ sound in *front* and point out the common English spelling patterns of the sound /aʊ/ in *down* and *around*.
- Encourage natural statement stress by asking students to keep the words *of, the, from*, and *to* very short and weak, and stressing the other words instead: *in front of the school, across the street*.
- Check pronunciation by inviting individuals to read out the statements.

Exercise 3

- Refer students back to the pictures in Exercise 1 and ask them to read and circle *T* or *F*.
- **Option:** Students correct the false statements.

Exercise 4 2•29

- Tell the students that they are going to hear three phone calls between the same two friends. Explain that they are trying to meet up at a restaurant.
- Tell the class that they will hear the calls twice. The first time, they should circle the correct words in pencil.
- Play the CD or read the audioscript aloud yourself, pausing after each call for students to circle.
- Students listen again, check, and go over the circles in pen.

AUDIOSCRIPT 2•29 PAGE 106

Exercise 5

- Give the students time to read through the questions and the answers with blanks. Use the example of *Metro Theater* to show that they can copy any words that they need from Exercise 4.
- Play the CD or read the audioscript aloud again, pausing after each call for students to write their answers.
- Check answers as a class. Students can then exchange books to check spelling, looking back at Exercise 4.

Further support
Extra Practice CD-ROM

Vocabulary

Aim

Practice places in the neighborhood

Further support
Vocabulary Flashcards: Places in the neighborhood

Exercise 1 2•30

- Explain that the photos illustrate place in the neighborhood, and elicit the relevant words in the students' own language.
- Before students hear the words, focus on *an apartment building* and ask if anyone can remember why this uses *a* and not *a* (*apartment starts with a vow sound*). Ask them to listen out for this i particular.
- Play the CD or read the words aloud while students follow.

Exercise 2 2•31

- Play the CD or read the words aloud fc students to repeat.
- Focus on these sounds:
  the *th* sound in *theatre* /ˈθiəɾər/
  the initial /h/ in *hotel* /hoʊˈtɛl/
  the initial /h/ and diphthong in *house* /haʊs/.
- Write on the board:
  an apartment building
  drawing a link as shown and crossing out the *u*. Encourage the students to link the *n* sound with *apartment* and explain that the *u* in *building* is silent.
- Make sure the students give little weight to the *au* of *restaurant*. It is pronounced very weakly /ˈrɛstərɑnt/, or sometimes not heard at all, making the word two syllables: /ˈrɛstrɑnt/.
- Check pronunciation by inviting individual students to say the words.

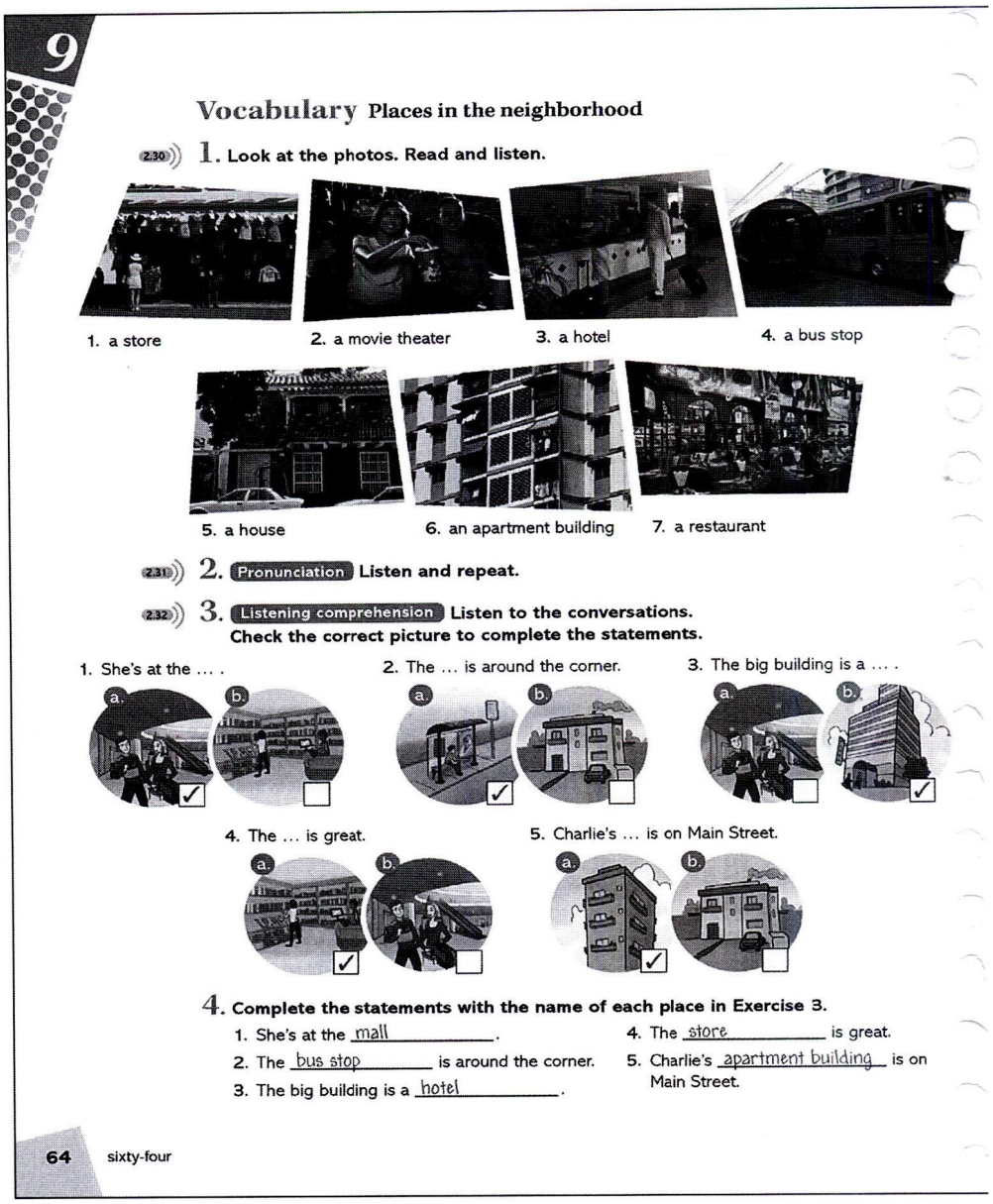
Exercise 3 2•32

- Explain that students are going to hea five conversations and that in each cas one picture is correct. Tell them that they will hear the conversations twice, and the first time, they should check the correct box in pencil.
- Play the CD or read the audioscript aloud yourself, pausing after each conversation for the students to work in pencil.
- The students listen again, check their answers, and go over the check marks in pen.

AUDIOSCRIPT 2•32 PAGE 106

Exercise 4

- Explain that the statements refer back to the listening exercise and that students can refer back to the check marks to see which word they need. Refer the students to the Vocabulary at the top of the page to check their spelling.
- Where students give answers, ask them to spell the words to practice the alphabet.
- Students exchange books to check their work.



Extra practice activity (all classes)

In the next lesson, students complete a short *About you!* statement about their neighborhoods, and in *Unit 9 Writing*, they produce a longer description. You could turn either of these into a piece of display work by asking the students to draw a plan of the neighborhood where they live to illustrate their description.

Tell them to choose an area where they can draw the main streets, label *My house / My apartment building*, and as many of these words as are relevant to each student's situation:
a store, a bus stop, a school, a park, a beach, a (Chinese) restaurant, a hotel, a movie theater and *house / apartment building* (depending on which one they used for their home).

Write on the board:
The school is on Market Street.
and encourage the students to write street names in English correctly, using *Street* with a capital letter.

Further support
Extra Practice CD-ROM

Grammar *there is / there are*; Questions with *How many*

1. Study the grammar.

- Use ***there is*** with singular nouns. Use ***there are*** with plural nouns.

Statements	Questions	Answers
There is a park in Hana's neighborhood.	**Is there** a Korean restaurant across the street?	Yes, there is. / No, there isn't.
There are two movie theaters in the mall.	**Are there** apartment buildings around the corner?	Yes, there are. / No, there aren't.
	How many houses **are there** on Atlantic Street?	There are two.

Language tips

- *there's = there is*
- *Yes, there is.* NOT ~~*Yes, there's.*~~
- *there are* NOT ~~*there're*~~

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

3. Choose the correct form of *there is / there are*.

1. There is / (There are) two stores in the neighborhood.
2. (Is there) / Are there an apartment building across the street?
3. Is there / (Are there) good hotels in the neighborhood?
4. How many movie theaters is there / (are there) in the mall?
5. (Is there) / Are there a house next to the restaurant?
6. There is / (There are) two small Mexican restaurants on Lane Street.

4. Complete each statement or question with a form of *there is / there are*.

1. *There is* a bus stop in front of the restaurant.
2. How many stores *are there* on your street?
3. *There is* a really nice park in my city.
4. How many parks *are there* in your hometown?
5. *Is there* a language school in your neighborhood?
6. How many old neighborhoods *are there* in the city?

5. Write a question for your partner with *How many*. Answer the question in your partner's book.

How many bus stops are there in your neighborhood? — *There are two.*

Student's own question — *Student's own answer*

About you! **Complete the statement about your neighborhood.**

In my neighborhood, there _____

_____

Grammar

Aim

Practice *there is / there are* and questions with *How many*

Grammar support

Interactive Grammar Presentation

Exercise 1

- Hold up your book flat, put a pen on it and say *There's a pen on the book.*
- Add another pen and say *There are two (pens) on the book.* Add another and say *There are ...* (eliciting the number and more if possible from the class) ... *three pens on my book.*
- Ask and answer yourself: *How many pens are there on the book? Three.*
- Then remove one of the pens and ask *How many pens are there on the book?* (*Two*). Repeat to elicit *One.*
- Look at the singular and plural examples in the book and ask students how to express them in their own language.
- Focus also on the word order in *Is there / Are there* questions.
- Stress that the question *How many* always uses the plural. However, the answer could be in the singular (e.g., *There's one pen on the book) or plural (e.g., There are three pens on the book).*
- Focus on the *Language tips* to show which contractions can be used and which can't.

Usage

In natural speech, *There are* can often sound like a contraction, but it should never be written in this way.

Exercise 2 2•33

- Play the CD or read the grammar examples aloud for students to repeat.
- Practice the initial /ð/ sound in *there* with the class. Make sure that students pronounce the initial *h* and check the diphthong and vowel sounds in *How many* /ˈhaʊ ˌmɛni/.

AUDIOSCRIPT 2•33

There is a park in Hana's neighborhood.
There are two movie theaters in the mall.
Is there a Korean restaurant across the street?
Yes, there is. No, there isn't.
Are there apartment buildings around the corner?
Yes, there are. No, there aren't.
How many houses are there on Atlantic Street?
There are two.

Exercise 3

- Look back at the chart in Exercise 1 and ask the class why the second question uses *Are there ...?* (because *apartment buildings* is plural). Tell students to determine if a noun is singular or plural to decide the answer.
- Students circle the correct forms.
- They can compare answers in pairs.

Exercise 4

- Tell students to be careful with word order, as there are statements and questions in this exercise. Remind them to check whether the noun is singular or plural.
- Ask volunteers to read aloud the statements for everyone to check.

Exercise 5

- Make sure the students use a plural noun that they have seen in the unit, e.g., *stores, hotels.* Refer them to the Vocabulary on page 64. Students write answers in each other's books.
- If necessary, write on the board *There aren't any.* Establish the meaning and tell students to copy it from the board.

About you!

- Students complete the statement describing their neighborhood using the new language from the unit.
- **Option:** See *Extra practice activity* on page 64. If you choose to use this idea with the *About you!* statement, students could first write their statements in their books, show it to you, and then copy it out neatly to accompany their drawn plan.

Further support

Extra Practice CD-ROM

Reading

Aim

Develop reading skills: a blog

Warm-up

Discuss the students' favorite places in their neighborhood. Ask *Where do you like spending time? Are there any beautiful buildings?* Encourage students to use any English words that they know, but they can use the their own language to contribute to the discussion.

The students learned *new* in Unit 4 and *old* in Unit 5, but in different contexts. Write *Old buildings* and *New buildings* on the board and elicit the meanings. Then ask for examples of buildings that the students feel are *old* or *new*, remembering that their timescale may be different from yours. Encourage students to think first about the neighborhood around the school, but you could widen the discussion to include famous buildings in other cities.

BACKGROUND INFORMATION

Old Montreal: The city was founded in 1642, but stone tools found nearby suggest that humans were in the area nearly 4,000 years ago.

Brasilia: The modern capital of Brazil was founded in the1950s. Viewed from the air, the layout of the city is in the shape of a plane.

Exercise 1 2•34

- Establish which of the friends are posting this time and what countries they're from (*Julie, from Canada* and *Ana, from Brazil*).
- Ask students to read the blog posts to find out if the girls mention beautiful buildings in their cities.
- Play the CD or read the posts aloud while students follow.
- Students saw *lots of* on page 62. Elicit the meaning from the context here.
- You could also ask students to work out the meaning of the cognates *famous, convenient*, and *special*.
- **Option:** You can tell the class that Old Montreal has about 200 restaurants.

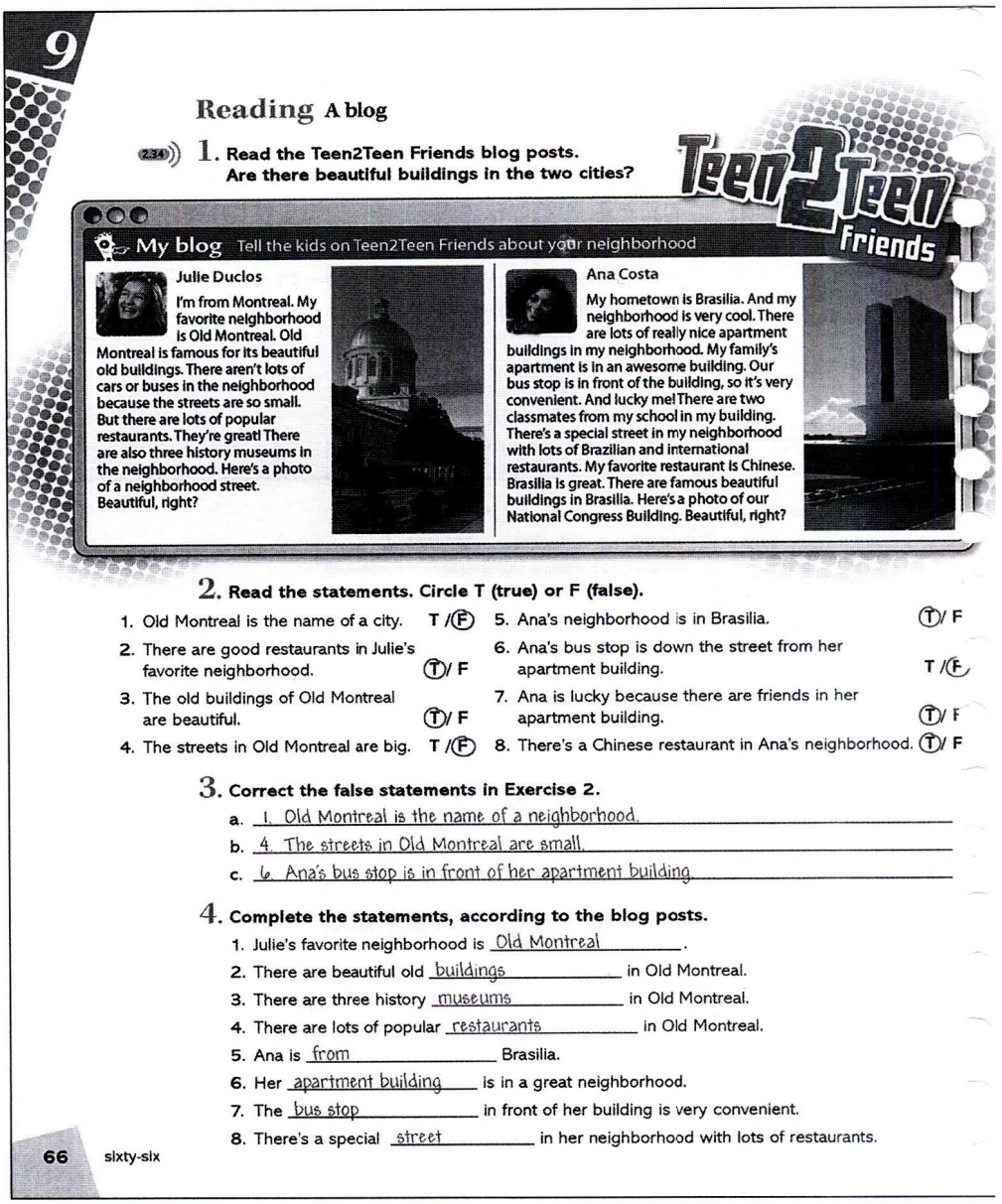
ANSWER

Yes, there are beautiful buildings in these cities.

Usage

It is acceptable to start a statement with *And*, but this is much more common in spoken English or informal writing.

Lucky me! can be used with any emphatic pronoun, but the most common form is *Lucky you!*



9

Reading A blog

(234) **1. Read the Teen2Teen Friends blog posts. Are there beautiful buildings in the two cities?**

Teen2Teen Friends

My blog Tell the kids on Teen2Teen Friends about your neighborhood

Julie Duclos

I'm from Montreal. My favorite neighborhood is Old Montreal. Old Montreal is famous for its beautiful old buildings. There aren't lots of cars or buses in the neighborhood because the streets are so small. But there are lots of popular restaurants. They're great! There are also three history museums in the neighborhood. Here's a photo of a neighborhood street. Beautiful, right?

Ana Costa

My hometown is Brasilia. And my neighborhood is very cool. There are lots of really nice apartment buildings in my neighborhood. My family's apartment is in an awesome building. Our bus stop is in front of the building, so it's very convenient. And lucky me! There are two classmates from my school in my building. There's a special street in my neighborhood with lots of Brazilian and international restaurants. My favorite restaurant is Chinese. Brasilia is great. There are famous beautiful buildings in Brasilia. Here's a photo of our National Congress Building. Beautiful, right?

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

1. Old Montreal is the name of a city. T /(F)
2. There are good restaurants in Julie's favorite neighborhood. (T)/ F
3. The old buildings of Old Montreal are beautiful. (T)/ F
4. The streets in Old Montreal are big. T /(F)
5. Ana's neighborhood is in Brasilia. (T)/ F
6. Ana's bus stop is down the street from her apartment building. T /(F)
7. Ana is lucky because there are friends in her apartment building. (T)/ F
8. There's a Chinese restaurant in Ana's neighborhood. (T)/ F

3. Correct the false statements in Exercise 2.

a. 1. Old Montreal is the name of a neighborhood.
b. 4. The streets in Old Montreal are small.
c. 6. Ana's bus stop is in front of her apartment building.

4. Complete the statements, according to the blog posts.

1. Julie's favorite neighborhood is Old Montreal.
2. There are beautiful old buildings in Old Montreal.
3. There are three history museums in Old Montreal.
4. There are lots of popular restaurants in Old Montreal.
5. Ana is from Brasilia.
6. Her apartment building is in a great neighborhood.
7. The bus stop in front of her building is very convenient.
8. There's a special street in her neighborhood with lots of restaurants.

66 sixty-six

Exercise 2

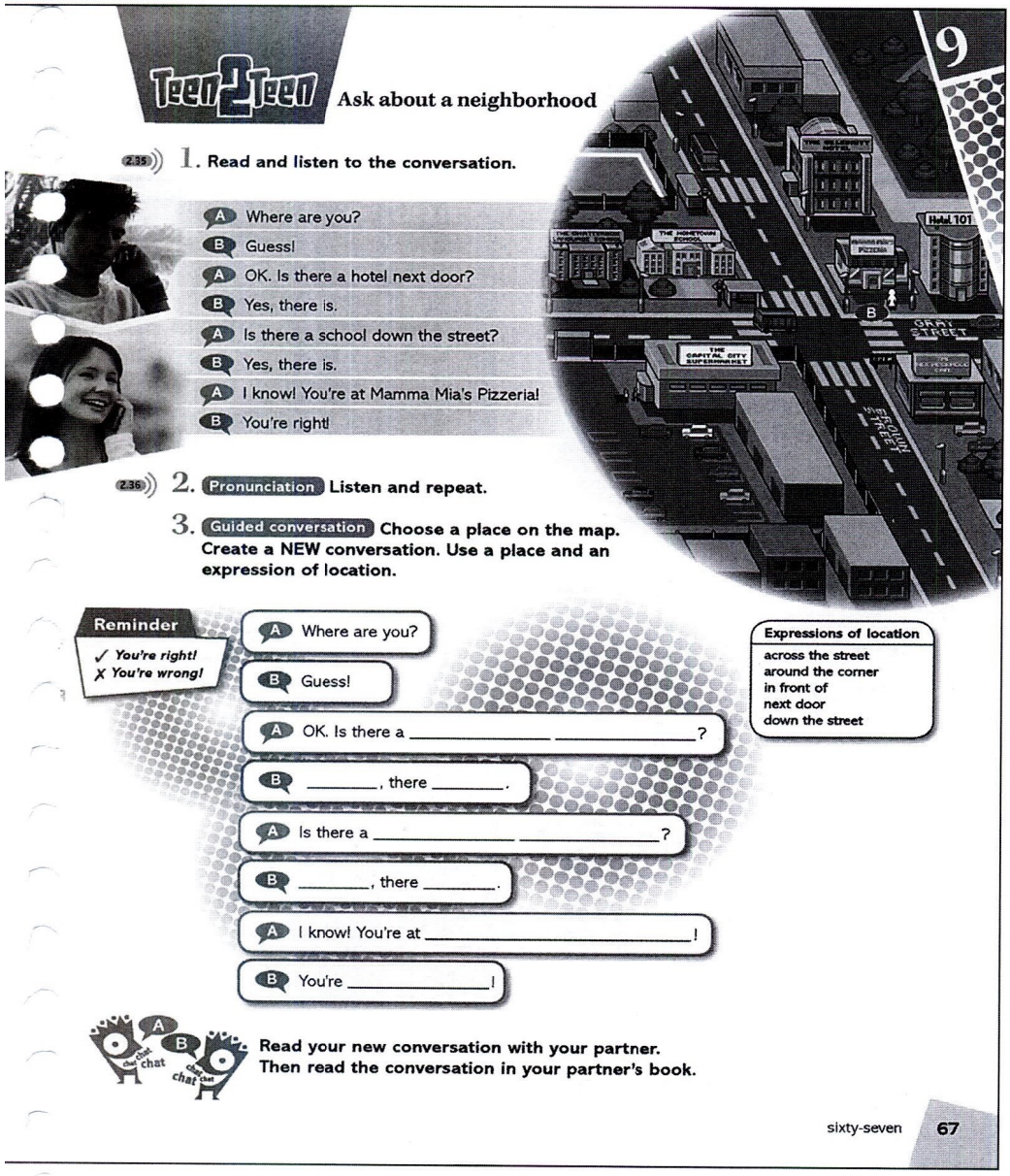
- Students read the statements and circle *T* or *F*, according to the posts.
- **Option:** *Find supporting details*
  To reinforce this strategy, ask students to identify information in the text that supports their answers, for example:
  1. *neighborhood ... is Old Montreal*
  2. *popular restaurants ... They're great!*
  3. *Old Montreal is famous for its beautiful old buildings.*
  4. *because the streets are so small*
  5. *My hometown is Brasilia. And my neighborhood*
  6. *Our bus stop is in front of the building*
  7. *two classmates ... in my building.*
  8. *There's a special street in my neighborhood with lots of ... international restaurants. My favorite restaurant is Chinese.*

Exercise 3

- Students have now done this type of exercise a couple of times, so you could ask a volunteer to explain to the class what they have to do.
- Students write the other two false statements (*4 and 6*) correctly.

Exercise 4

- Students complete the statements. Most of the words that they need are in the posts, but in number 5 they need to remember *from Brasilia*, as Ana describes it as her hometown.
- Ask students to spell their answers for everyone to check.



Teen2Teen

Aim

Practice social language for asking about a neighborhood

Warm-up

Tell students to think about the neighborhood near your school. Ask questions to elicit the affirmative and negative answers *Yes, there is.* or *No, there isn't.*

For example:

Is there a store down the street?
Is there a bus stop in front of the school?
Is there a park around the corner?

Stronger classes could ask you questions about your neighborhood.

Exercise 1 2•35

- Focus on the map and explain that, in this conversation, A is asking questions to find out where B is.
- Play the CD or read the conversation aloud while students follow.

Usage

I know! is used (without *it* or an adverb such as *already*) to show that the speaker has found the answer to a specific question. In this case, the intonation starts high and falls (the opposite of *I know* used to confirm something that you have been told).

Exercise 2 2•36

- Play the CD or read the conversation aloud line by line for students to repeat. Practice each line first with the whole class and then ask a few individual students to repeat. Make sure that students pronounce the *h* in *hotel* and encourage everyone to use expressive intonation.

Exercise 3

- Ask the class how to create a new conversation by changing the starting point and asking different questions.
- Make sure they understand that the buildings have specific names on the map, but that in the conversation they just need to ask generally about *a hotel*, *a restaurant*, etc.
- Point out that A's first two lines are for a place and an expression of location. Compare with Exercise 1. Then focus on the box *Expressions of location*.
- Make sure students notice that B's first two lines surround the word *there*. Establish that students need to use an affirmative or a negative short answer here. Write both short answers on the board:
  Yes, there is. *No, there isn't.*
  Remind students not to use a contraction in the affirmative: ~~*Yes, there's.*~~
- For the gap after *You're at*, tell the students to copy the exact label from the map (with *the* if necessary).
- For the last gap, focus on the *Reminder* box and practice saying the phrases with the class, using thumbs up and thumbs down gestures.
- Circulate to make sure that students are completing the gaps correctly.

Chat

- In pairs students read the new conversations they have written.
- **Option**: Invite volunteers to act out a conversation for the class. Encourage everyone to listen by asking them to see whether A guesses correctly, and if so, to note B's location.

Extension

Writing page 94

Further support

Workbook pages W26–W28
Extra Practice CD-ROM
Grammar Worksheet
Vocabulary Worksheet
Reading Worksheet
Video: Teen Snapshot
Unit Tests A and B
Grammar Bank

Review Units 7–9

Value

Self-assessment

Aim

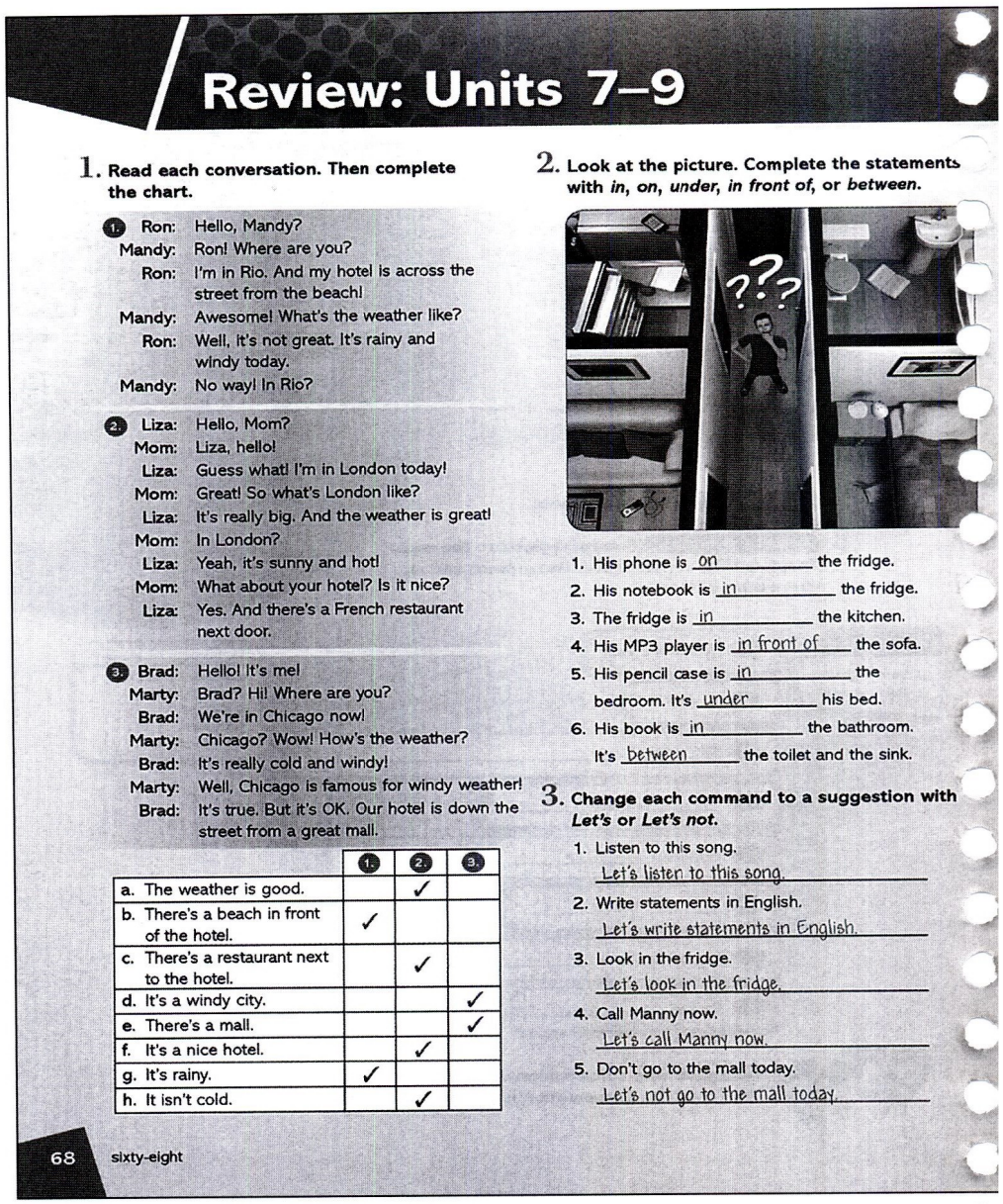
Review and personalize the language learned in Units 7–9 and evaluate progress toward specific objectives

Suggestion

Remind the students of the purpose of the *Review* sections and use the extended conversations on page 68 to encourage students to think about how much English they have learned since the beginning of the year, and in the last three units.

Exercise 1

- Ask students to look at the first conversation and decide whether the two people are talking on the phone or face-to-face (*on the phone*). Elicit how they know (*because Mandy asks "Where are you?"*).
- Ask students to look quickly at the other two conversations to decide if they are talking on the phone or face-to-face (Liza says *I'm in London today!* and Brad says *We're in Chicago now!*).
- **Option:** You can model the English pronunciation of the three cities so that the students can refer to them in this exercise. Point out to students that, when speaking in English, they will be understood more easily if they try to say place names in an English way:
  Rio /ˈriou/ London /ˈlʌndən/
  Chicago /ʃɪˈkɑgou/
  Tell students that *Chicago* is an example of a word where *ch* is pronounced /ʃ/ because of French influence in the city's history.
- Explain that the students need to read the conversations. They then look at the chart at the bottom, which gives short descriptions, and put a check mark in the correct column.
- Give students a couple of minutes to read the statements in the chart, to focus on the details that they need.
- Point out that the example check mark is in row b, not row a. Say *Read conversation 1. Is the weather good? (no, so you don't put a check mark). But is there a beach in front of the hotel? (yes, the hotel is across the street from the beach, so you do put a check mark).* Make sure everyone understands.
- Tell students to read the conversations and check the correct column 1, 2, or 3 for each of the other statements.



Review: Units 7–9

1. Read each conversation. Then complete the chart.

1. Ron: Hello, Mandy?
Mandy: Ron! Where are you?
Ron: I'm in Rio. And my hotel is across the street from the beach!
Mandy: Awesome! What's the weather like?
Ron: Well, it's not great. It's rainy and windy today.
Mandy: No way! In Rio?

2. Liza: Hello, Mom?
Mom: Liza, hello!
Liza: Guess what! I'm in London today!
Mom: Great! So what's London like?
Liza: It's really big. And the weather is great!
Mom: In London?
Liza: Yeah, it's sunny and hot!
Mom: What about your hotel? Is it nice?
Liza: Yes. And there's a French restaurant next door.

3. Brad: Hello! It's me!
Marty: Brad? Hi! Where are you?
Brad: We're in Chicago now!
Marty: Chicago? Wow! How's the weather?
Brad: It's really cold and windy!
Marty: Well, Chicago is famous for windy weather!
Brad: It's true. But it's OK. Our hotel is down the street from a great mall.

	1.	2.	3.
a. The weather is good.		✓	
b. There's a beach in front of the hotel.	✓		
c. There's a restaurant next to the hotel.		✓	
d. It's a windy city.			✓
e. There's a mall.			✓
f. It's a nice hotel.		✓	
g. It's rainy.	✓		
h. It isn't cold.		✓	

2. Look at the picture. Complete the statements with *in, on, under, in front of,* or *between.*

1. His phone is on the fridge.
2. His notebook is in the fridge.
3. The fridge is in the kitchen.
4. His MP3 player is in front of the sofa.
5. His pencil case is in the bedroom. It's under his bed.
6. His book is in the bathroom. It's between the toilet and the sink.

3. Change each command to a suggestion with *Let's* or *Let's not.*

1. Listen to this song.
   Let's listen to this song.
2. Write statements in English.
   Let's write statements in English.
3. Look in the fridge.
   Let's look in the fridge.
4. Call Manny now.
   Let's call Manny now.
5. Don't go to the mall today.
   Let's not go to the mall today.

68 sixty-eight

- For feedback, you could ask students to read the statement to practice the language from the last three units, and then to say the number.

Exercise 2

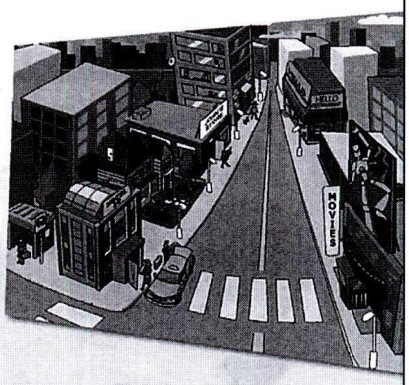
- Briefly review prepositions with:
  – classroom objects *in, on,* and *under* a backpack, chair, or desk;
  – the names of students (*in front of* and *between* other students).
- Focus on the picture and explain that the students have to find the objects and complete the statements with the correct prepositions listed in the direction line.
- Read each statement aloud, elicit the preposition chorally from the class, and repeat it yourself for clarity.
- Students exchange books to check.

Exercise 3

- Focus on the example and ask which is a command (the cue) and which is a suggestion (the example answer). On the board, write *Don't listen to this song.* and ask students how to change this command into a suggestion (*Let's not listen to this song*). Add this to the board and circle the apostrophes in *Don't* and *Let's* for review.
- Circulate while students are writing, making sure that everyone is using the apostrophe and the grammar correctly.
- If you don't see everyone's work, students can exchange books to check.

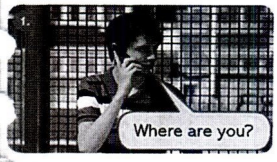
4. Look at the picture. Complete the statements.

1. The house is next to the hotel.
2. The bus stop is around the corner from the hotel.
3. The movie theater is across the street from the hotel.
4. The store is between the house and the apartment building.
5. The apartment building is next to the store.
6. The hotel is across the street from the movie theater.
7. The house is between the store and the hotel.
8. The restaurant is down the street from the movie theater.
9. The apartment building is across the street from the restaurant.

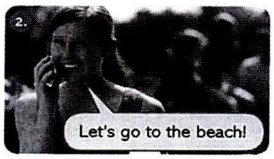


All About You

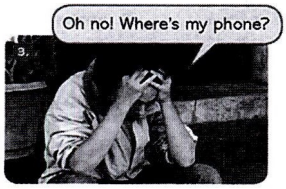
1. Write your own response to each person.



You _____



You _____



You _____

2. Complete the personal statements about your house or apartment, and your neighborhood.

My house or apartment	My neighborhood
In my bedroom, there's _____.	Next door, there's _____.
In my living room, there's _____.	Down the street, there's _____.
In my kitchen, there's _____.	Across the street, there's _____.
	Around the corner, there's _____.

Progress Check

✓ Check what you can do.

- Discuss the location of objects
- Describe my neighborhood
- Talk about the weather
- Use the Unit 7–9 grammar and vocabulary
- Suggest activities



Exercise 4

- Ask the students to look at the picture and to call out the places that they can see. To practice more language, pretend not to be able to find the places immediately and ask *Where? Is it next to / between ...?* to encourage students to use the language from Unit 9. Point out to students that some statements need prepositions of location, while other statements need place names.
- Make sure everyone realizes that if they need to check the spelling of any of the words, they can find it in one of the other statements (for example, the example word *house* is in number 4).
- Ask volunteers to spell their answers to practice the alphabet and for everyone to check.

All About You

Exercise 1

- Look at each photo with the class to establish the situation and remind the students to imagine that the person in each photo is talking to them. Elicit possible ideas for each photo (see suggestions below).

SUGGESTED ANSWERS

1. I'm at school / in English class / at the mall.
2. That's a great idea! / Let's not! It's cold!
3. Maybe it's ... / Look there.

Exercise 2

- Ask students who live in a house to raise their hands, repeating in English *A house?* and once you've seen them, tell them to lower their hands. Then ask all those who live in an apartment building, again repeating *An apartment building?* in English, to raise their hands and again lower them once you have seen them.
- Explain that each individual home in an apartment building is *an apartment*.
- First, focus on the house or apartment questions. You can elicit examples of furniture for each room to generate ideas.
- **Option:** Depending on whether you want to give the students support with this exercise or whether you want to see their own work unaided, you could write the list on the board as students call out their ideas. A further option is whether then to leave this list on the board for students to copy the spelling or whether to erase it before they start working.
- Look at the neighborhood questions and establish that the expressions of location are in relation to the student's house or apartment building. Again elicit examples, but this time you may point out that the students can find further ideas and the correct spelling in Exercise 4 at the top of the page.

ANSWERS

Students' own answers

Progress Check

Discuss the goals with the class in the students' own language, looking back at the contents of Units 7–9 on pages 50, 56, and 62, and eliciting examples of language for each point.

Students put a check mark next to the things that they can do in English.

Circulate while they are doing this activity, encouraging where necessary, and asking them to demonstrate that they can do everything that they have checked. For example, put your pen under a student's book and ask:
Where's my pen? (under my book)
Ask *What's the weather like today?*
Then suggest an unsuitable activity for the weather today and encourage the student to use *Let's not* in some form.

You can use this to evaluate students' speaking skills in an informal way.

Further support

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

Extension

Cross-curricular Reading page 98
Teen2Teen Friends Magazine 3 page 102

Unit 10

Grammar

Questions with *Which*

Answers with *one / ones*

this / that / these / those

Intensifier *too*

Vocabulary

Clothes

Colors

Social language

Give and accept compliments

Value and cross-curricular topic

Consumerism

Unit contents

Discuss the contents of the unit from the bar at the top of the Student Book page. Remind the students that they will check their progress at the end of *Review: Units 10–12*.

Vocabulary

Aim

Practice clothes

Further support
Vocabulary Flashcards: Clothes

Exercise 1 2•37

- Focus on the pictures and their labels. Point out that some are plural.
- Play the CD or read the words aloud while students follow.

Usage

This presentation of clothes and shoes uses the most basic vocabulary. You could introduce other words if the students are interested.

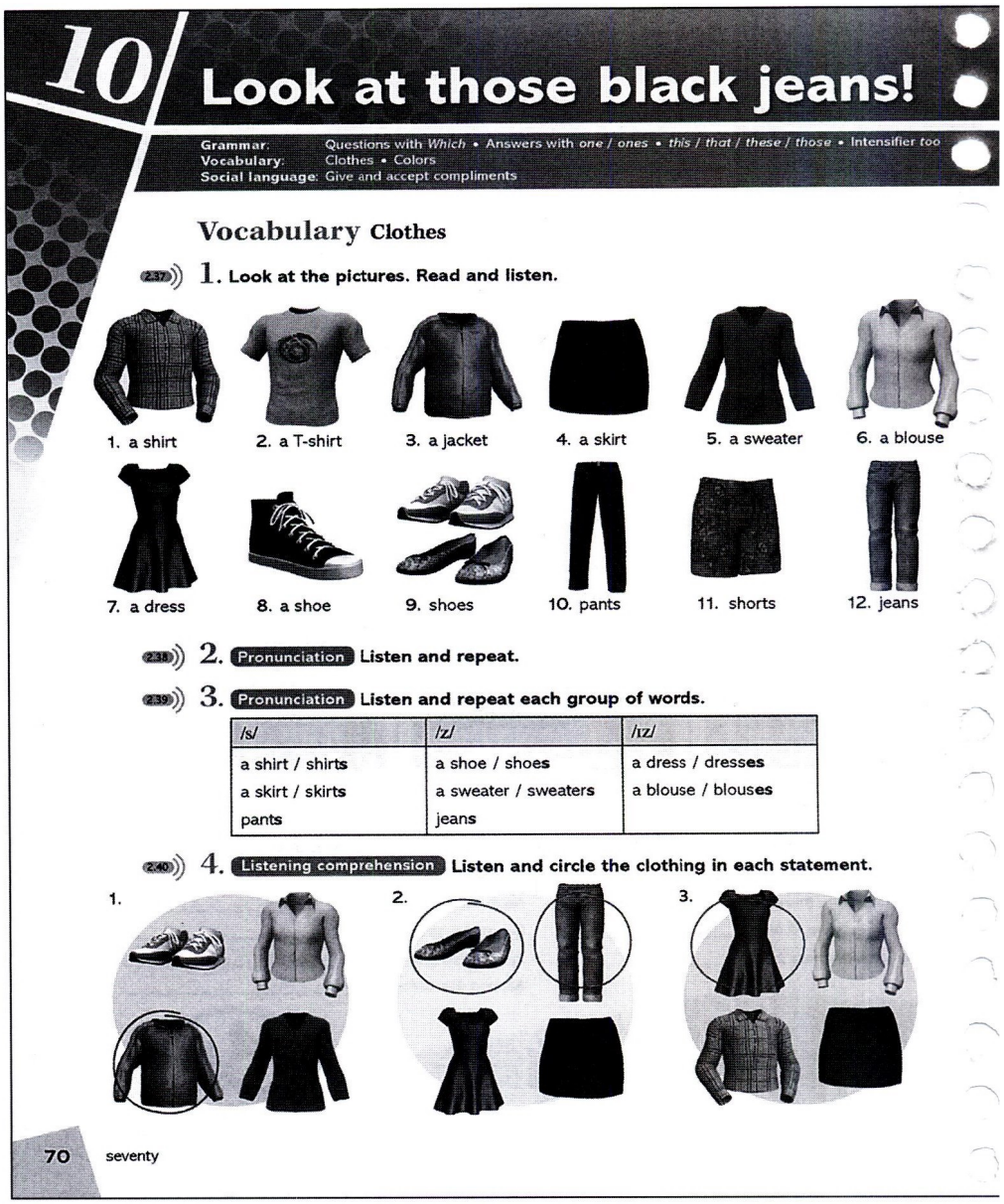
Although there are specific names for types of shoes, *shoes* can be used for all of them. The shoes with laces in these pictures are often called *sneakers*. Other words for these are *running shoes*, *trainers*, and *tennis shoes*, which are all used for both boys' and girls' shoes. The girls' shoes shown are called *flats*. With a slight heel, they are called *pumps*.

For girls, *sweaters*, *shirts*, and *blouses* are sometimes generically referred to as *tops*, but this term is not used for boys.

Pants, *jeans*, and *shorts* are plural.

Exercise 2 2•38

- Play the CD or read the words aloud for students to repeat.
- Practice the /ʃ/ sound in *shirt*, *T-shirt*, *shoe(s)*, and *shorts*, and the /dʒ/ sound in *jacket* and *jeans*.



- Focus too on the vowel sound /ər/ in *shirt*, *T-shirt*, and *skirt*.
- Contrast the sound and spelling pattern of *ea* in *sweater* /ˈswɛɾər/ and *jeans* /dʒinz/, and make sure that students pronounce *shoe / shoes* as one syllable: /ʃu(z)/.
- Remind students that the *ou* (as in *blouse*) is usually pronounced /aʊ/ in English, as in *house* and *around*.
- Check pronunciation by inviting individual students to say the words.

Exercise 3 2•39

- Ask the students to focus on how the ends of the words are pronounced.
- Play the CD or read the words yourself for students to repeat.

Note

The words are grouped according to the pronunciation of the plural ending: /s/, /z/, or /ɪz/, not according to the spelling rules. Plural noun formation is presented in *Teen2Teen* Student Book 2, Unit 4.

Exercise 4 2•40

- The students hear three statements, each mentioning one or more item of clothing, and they circle the word(s) that they hear. Explain that they will hear the statements twice, so they could circle in pencil the first time.
- Play the CD or read the audioscript yourself, stopping after each statement for students to circle in pencil.
- Students listen again, check, and go over the circles in pen.

AUDIOSCRIPT 2•40 PAGE 106

Further support
Extra Practice CD-ROM

Topic Snapshot

2.41 **1. Read and listen to the conversation in a clothes store.**



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

1. The jeans are ...
   a. not expensive.
   (b.) nice.
2. They're ...
   (a.) expensive.
   b. perfect for school.
3. The skirt is ...
   a. very expensive.
   (b.) cool.
4. It's not very ...
   a. cool.
   (b.) expensive.
5. It's ...
   (a.) good for school.
   b. not very pretty.

Topic Snapshot

Aim

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

Warm-up

Write the first letters of the clothes words from the previous lesson on the board and invite volunteers to come out and complete them. The class can help by spelling out the words using the English alphabet:

sh T- j sk sw bl
dr sh sh p sh j

(They can complete them in any order. The order above matches page 70.)

Discuss clothes shopping with the students. Ask *Do you go shopping with your parents?*

Exercise 1 2•41

- Ask the students to look at picture 1 and establish that the girl is pointing out some black jeans that she likes.
- Focus on the dollar signs in picture 2 and ask what the problem is (*the girl's mom thinks they're too expensive*).
- Ask the students why Charlotte is so happy in the last picture (her mom agrees to buy Charlotte a skirt).
- Play the CD or read the conversation aloud while students follow.
- Ask students to use pictures 1 and 2 to guess the meaning of *Let me see*, as they go over to look at the jeans. Check that they understand the meaning of *price* (which also appears in the *Reading* lesson), either from the students' own language and / or from the context.
- Focus on picture 3 and ask students to identify two phrases that Charlotte uses to convince her mom to buy the skirt (*perfect for school, not so expensive*). Ask them how they worked it out (probably because *perfect* is a cognate and *expensive* was used in the previous picture with the dollar signs) and congratulate them on their use of reading strategies.

Usage

The informal ending *or what?* to a question is largely rhetorical. The speaker is expressing strong feelings about something and drawing someone else's attention to it. The other person generally comments in some way (like Charlotte's mom, who says *Let me see*), but he or she doesn't answer the question.

The phrase *not so expensive* can mean the same as *not as expensive as*, in a strictly comparative sense, but it is also understood to mean *not very expensive*.

You're the best! is used, particularly between children / teenagers and their parents, to thank someone for doing something nice or just being a nice person. It is not a true superlative because no one else is being compared, and it is not used with a literal meaning to congratulate someone on an achievement. Students learn superlatives in *Teen2Teen* Student Book 3, Unit 3.

Exercise 2

- Students circle the correct letter.

Extra practice activity (all classes)

Elicit the students' favorite singers, actors, or soccer teams, etc. and write them on the board. For each one, agree on a positive adjective, e.g., *handsome, cute, pretty, awesome, cool*, etc.

Practice using the *or what?* ending:
Manchester United ... Are they awesome, or what?
Justin Timberlake ... Is he cute, or what?

Encourage students to use expressive intonation, rising for *what*.

For authentic practice, students can remain silent when they don't agree, but they should join in at least twice.

Grammar

Aim

Practice questions with *Which* and answers with *one / ones*

Grammar support
Interactive Grammar Presentation

Further support
Vocabulary Flashcards: Colors

Colors 2•43

Play the CD or read the colors out loud so that the students can repeat them.

Exercise 1

- If you use a board with chalk, use an outline shape (for black) and a shape filled with white to draw different colored clothes in this presentation. If you use board markers, choose two colors that the students already know, e.g., *red* and *green*.
- **Option:** Elicit, or remind students of, the colors that they already know: *blue* and *green eyes* and *black*, *brown*, and *gray hair*.
- Draw on the board two simple T-shirts of different colors, and two pairs of pants of different colors on the other side. Write *$* next to one pair and *$$$* next to the other.
- Point to both T-shirts, wondering aloud *Which T-shirt is my favorite? The (black) one or the (white) one?* Pretend to decide, point, and say *The (black) one.* Repeat with *Which pants are expensive?* and answer the question yourself: *The (black) ones.*
- Focus on the chart and elicit how to express *one / ones* in the students' own language.

Exercise 2 2•43

- Play the CD or read the grammar examples aloud for students to repeat.
- Point out that *Which* starts with a /w/ sound, like all the other *Wh-* question words apart from *Who*.

AUDIOSCRIPT 2.43

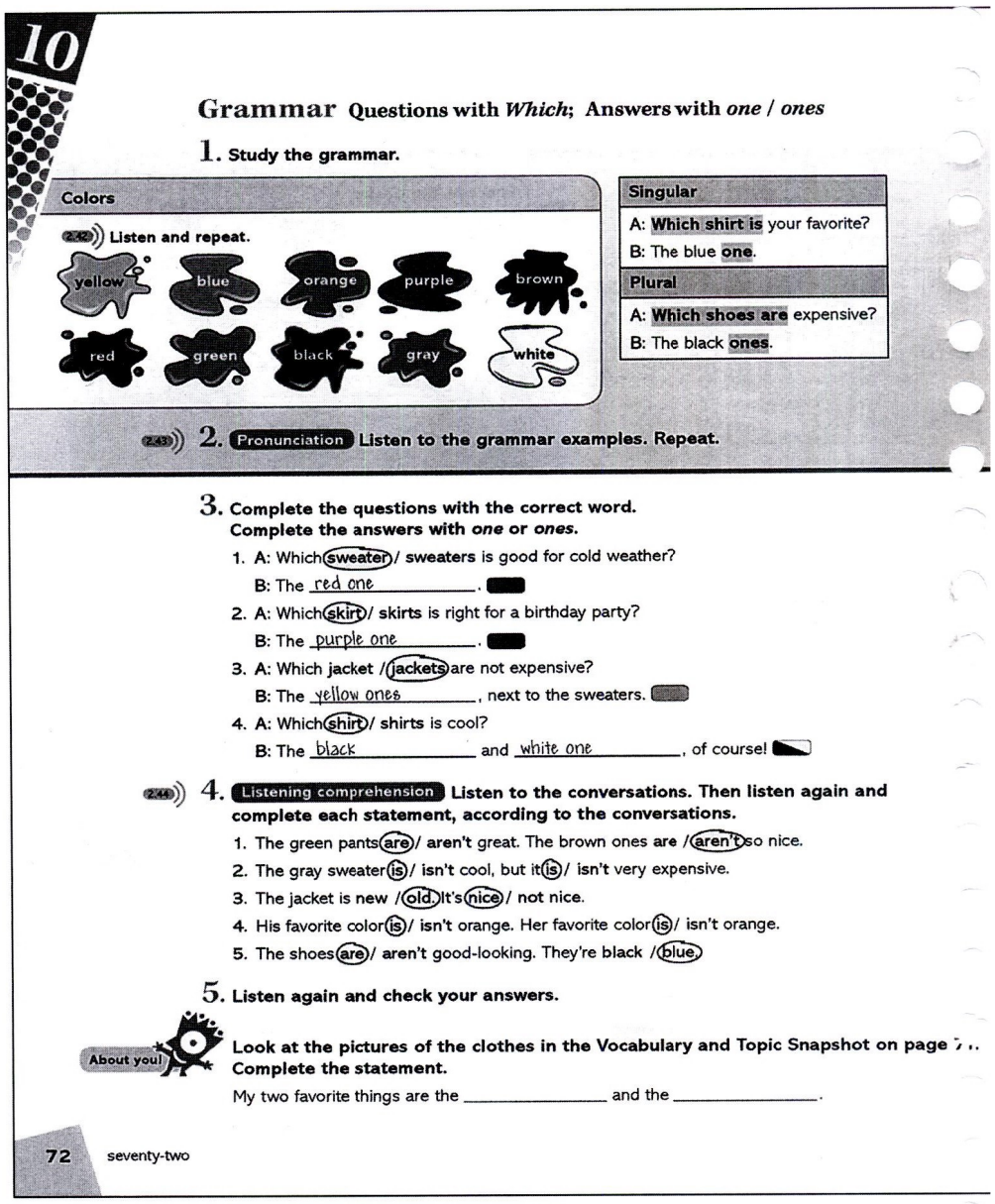
Which shirt is your favorite?
The blue one.
Which shoes are expensive?
The black ones.

- Then focus on the list of colors. Play the CD or read the colors aloud for students to repeat.

Practice the difference between *ow* pronounced /oʊ/ in *yellow* and /aʊ/ in *brown*. Point out that *purple* has the same /ər/ sound as in *shirt* or *skirt*.

Usage

Blond is only used for hair, but *brown*, *red*, *white*, *black*, and *gray* are used for other things as well as hair and eyes. *Yellow* is not used for hair.



Exercise 3

- Focus on the singular verb *is* in the example to demonstrate why *sweater* is circled and therefore why the answer is *The red one* (not *ones*).
- Students circle the correct words and write the answers.
- Ask eight different students to read out the questions and answers.
- Students exchange books to check. Make sure that no one has added an *-s* to the colors in plural answers.

Note

Point out to the students that in English, *black* comes before *white* in compound colors such as *black and white*.

Exercise 4 2•44

- Explain that they will hear five conversations twice. The first time, you will stop after each one for them to circle the correct words in pencil.
- Play the CD or read the audioscript aloud while students listen.

AUDIOSCRIPT 2.44 PAGE 106

Exercise 5

- Play the CD or read the audioscript aloud again for students to check and go over the circles in pen.
- They exchange books to check.

About you!

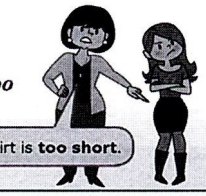
- Point out that there are *blue jeans* on page 70 and *black jeans* on page 71, so they need to specify which pair they are referring to if they choose jeans, e.g., *blue jeans*.

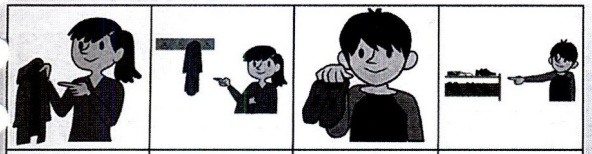
Further support
Extra Practice CD-ROM

10

Grammar *this / that / these / those*; Intensifier *too*

1. **Study the grammar.**





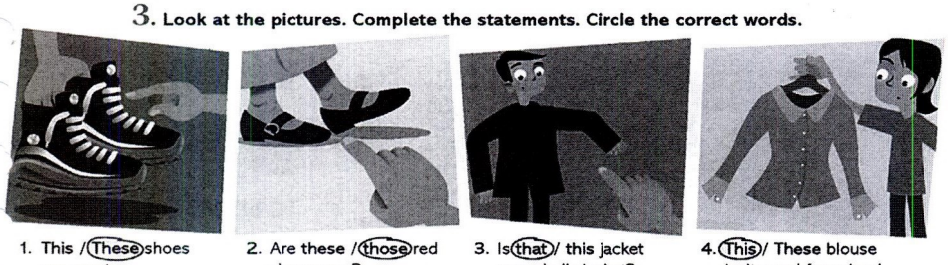
this jacket	that jacket	these shoes	those shoes

The adverb *too* intensifies an adjective and gives it a negative meaning.

This dress is **too big**.
These shoes are **too small**.
Those sweaters are **too expensive**.

(2.45) **2.** **Pronunciation** **Listen to the grammar examples. Repeat.**

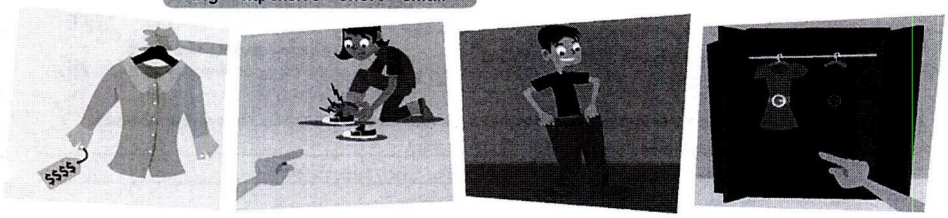
3. **Look at the pictures. Complete the statements. Circle the correct words.**



1. This /(These) shoes are great.
2. Are these /(those) red shoes new?
3. Is (that) / this jacket your dad's jacket?
4. (This) / These blouse isn't good for school.

4. **Look at the pictures. Complete the conversations with *this*, *that*, *these*, or *those* and an adjective with *too*.**

~~big~~ ~~expensive~~ ~~short~~ ~~small~~



1. A: What's wrong with ___this___ blouse?
   B: Are you serious? It's ___too expensive___!
2. A: ___Those___ shoes are awesome!
   B: Maybe. But they're ___too small___.
3. A: ___These___ gray pants are great.
   B: No way! They're ___too big___.
4. A: Hey! ___That___ orange dress is so nice!
   B: That's true. But it's ___too short___.

Grammar

Aim

Practice *this / that / these / those*, and the intensifier *too*

Grammar support
Interactive Grammar Presentation

Exercise 1

- You need two pens or markers of different colors, and another two of any color for this presentation. Show one very clearly so that everyone can see and place it on a student's desk not right next to yours. Hold the other in your hand and say *This (pen)'s (red)*. Point across to the one on a student's desk and say *That (pen)'s (blue)*.
- Put two of any color on the student's desk, and put the other two on your table. Point from very near to the ones on your table (or touch them) and say *These (pens) are on my table*. Point and say *Those (pens) are on (Name's) desk*.
- Turn to the grammar chart in the book, look at the pictures and compare the use of demonstratives in the students' own language.
- Focus on the picture to elicit the meaning of *too* in the speech balloon and stress the negative meaning implied, comparing it with the neutral intensifier *very*. Write on the board:
  That skirt is very short.
  That skirt is too short.
  Explain that the first is a fact and the second is a negative opinion.
- You can ask students whether their parents or teachers have ever said anything similar to them.
- **Option:** You can remind the class that they saw *too* with another meaning, in the phrase *Me too* on page 61 where *too* means *also*. Write on the board, underlining as shown:
  The shirt is <u>too</u> expensive.
  The jacket is <u>too</u> expensive, <u>too</u>.
  Focus on the second statement and ask students to explain the meanings of both uses of *too* (the intensifier and *also*).

Exercise 2 (2.45)

- Play the CD or read the grammar examples aloud for students to repeat.
- Focus on the initial /ð/ sound, letting students produce it as a long sound. Contrast it with /θ/ by encouraging the students to say the two sounds alternately, feeling the vibrations in their throat with /ð/.

AUDIOSCRIPT 2.45
this jacket that jacket
these shoes those shoes
This dress is too big.
These shoes are too small.
Those sweaters are too expensive.

Exercise 3

- Ask the class why *These* is circled in the example (because there are two shoes).
- Students circle the correct forms.
- Ask volunteers to read out the entire statements aloud to check answers.

Exercise 4

- Focus on the first picture. Ask why it's *this blouse* (it's one blouse / singular and it's near) and what the problem is (*it's expensive*). Point out the adjectives above the pictures and show that *expensive* has been crossed out.
- Students complete the rest of the exercise, choosing the correct form from *this / that / these / those* and an adjective to explain the problem.
- Use the word *They're* in number 3 to remind the class that *pants* is plural.
- Ask students to spell their answers, to practice the alphabet.
- **Option:** Students ask and answer in pairs to practice speaking and listening.

Further support
Extra Practice CD-ROM

Reading

Aim

Develop reading skills: an online clothes store

Warm-up

Look at the pictures on page 74 and ask students which clothes are their favorites. Model your own answer by saying, e.g., *My favorite shoes are the blue ones.* to encourage them to use colors and *one / ones* in their answers.

BACKGROUND INFORMATION

Nielsen conducted global online shopping surveys in 2010 and 2012. Books, newspapers, and magazines were the top online purchases in 2010, but they were overtaken by clothes, shoes, and jewelry in 2012.

Exercise 1

- Ask students to look at the online store. Tell them in the students' own language to find suitable clothes for rainy weather.
- Go over the answer first and then ask the students to explain how they worked out the meaning of *boots* (from the picture). You could also practice the pronunciation /buts/ to add to the students' clothes vocabulary. Explain that this is a general word, and can apply to different kinds of boots, not just the type shown in the picture.
- Point out the plural form of the apostrophe in *boys' and girls' jackets* and compare with how this would be expressed in the students' own language.
- Make sure that students understand the meaning of *every* and confirm that everyone recognizes the cognate *occasion*.

ANSWERS

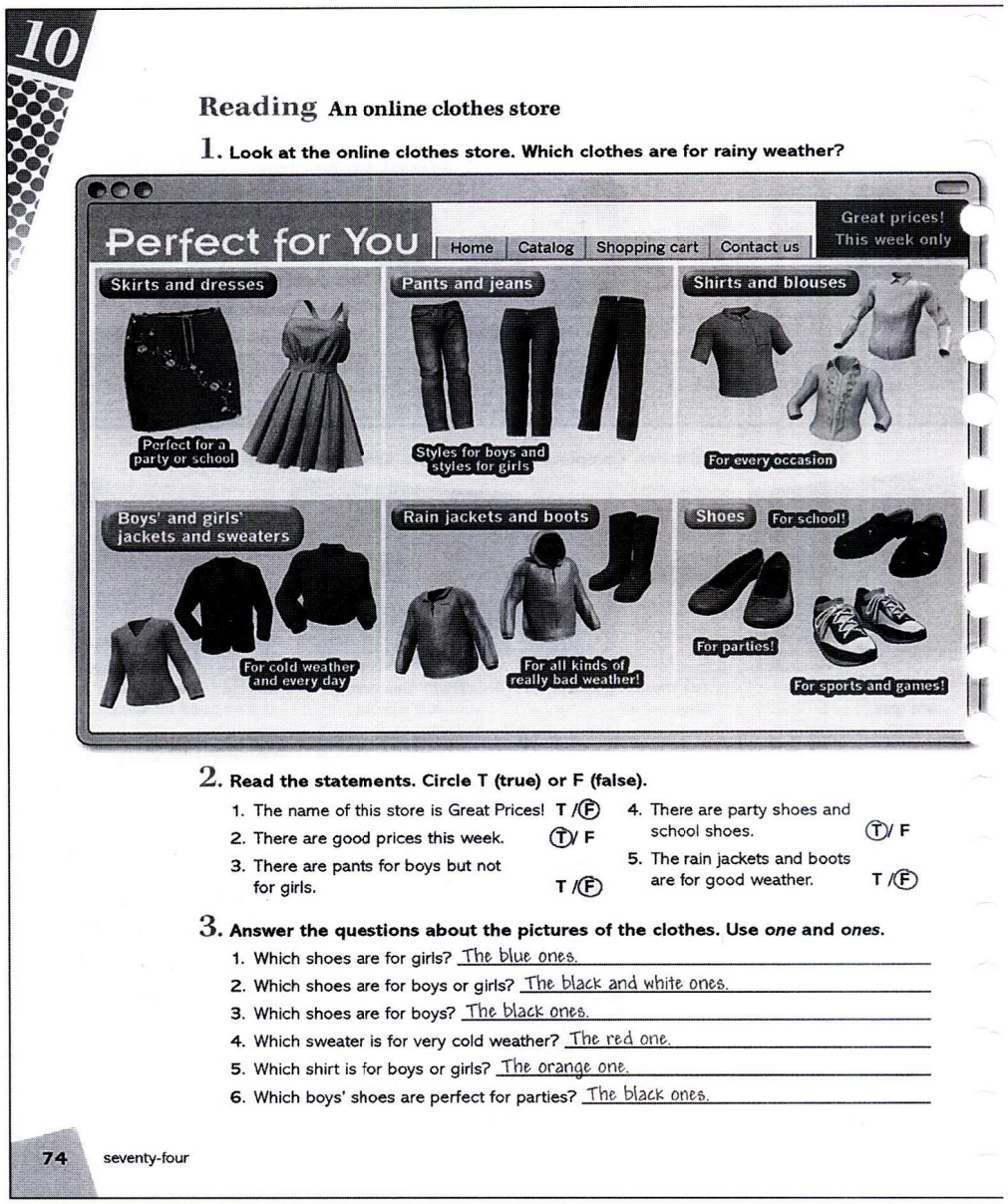
the yellow jacket, the green jacket, the red boots

Exercise 2

- Ask a volunteer to explain to the class what they have to do.
- Go over the answers as a class practicing *True* and *False*.
- **Option:** You can point out the compound nouns *party shoes* and *school shoes* and remind students of other examples that they have seen (see page 53): *kitchen table, math class,* etc.

Exercise 3

- Use the example to make sure that everyone understands *only*. Ask students to do the rest of the exercise, checking carefully to see whether they need a singular or plural answer.



10

Reading An online clothes store

1. Look at the online clothes store. Which clothes are for rainy weather?

Perfect for You

Home | Catalog | Shopping cart | Contact us

Great prices! This week only

Skirts and dresses — Perfect for a party or school

Pants and jeans — Styles for boys and styles for girls

Shirts and blouses — For every occasion

Boys' and girls' jackets and sweaters — For cold weather and every day

Rain jackets and boots — For all kinds of really bad weather!

Shoes — For school! For parties! For sports and games!

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

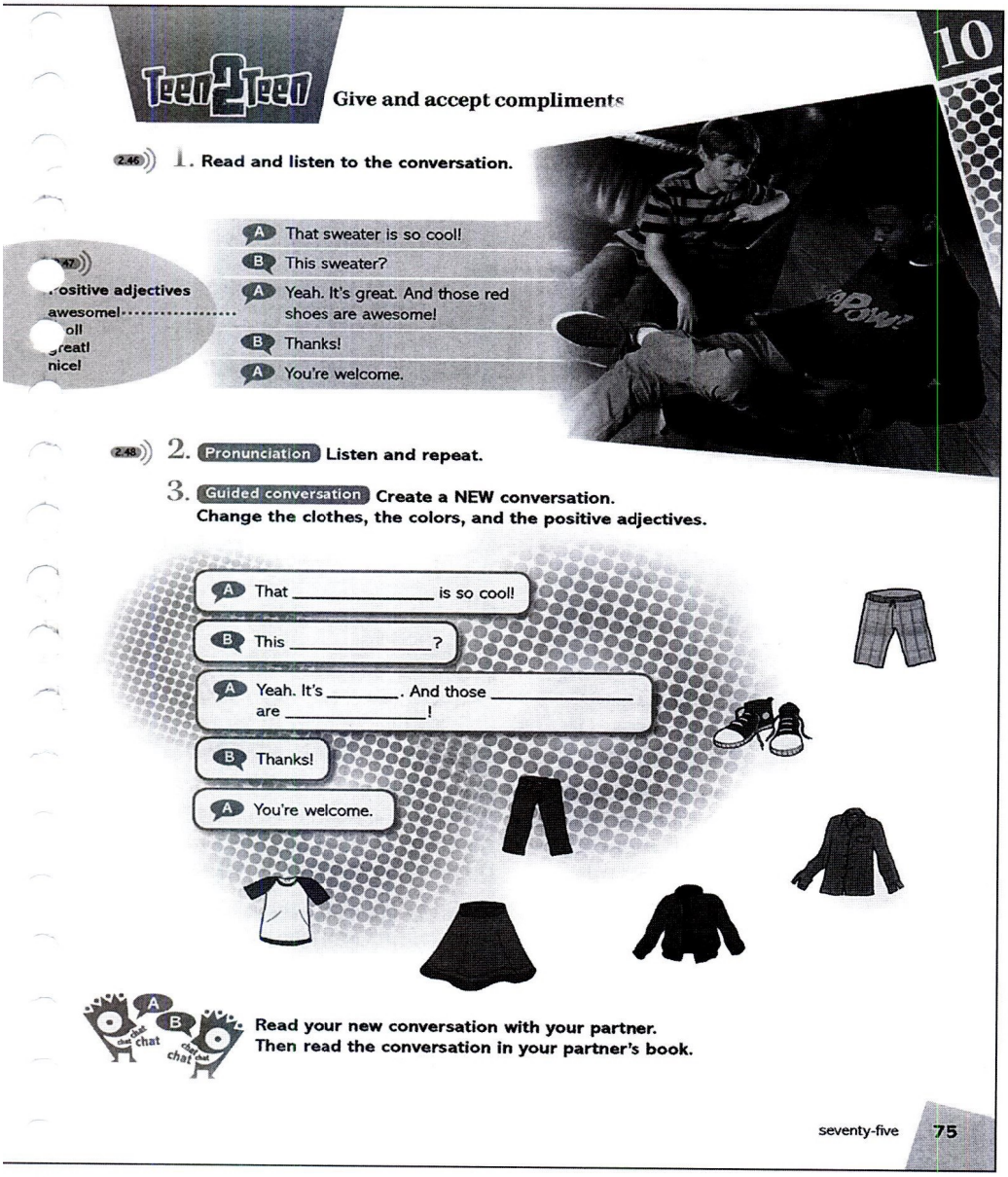
1. The name of this store is Great Prices! T /(F)
2. There are good prices this week. (T)/ F
3. There are pants for boys but not for girls. T /(F)
4. There are party shoes and school shoes. (T)/ F
5. The rain jackets and boots are for good weather. T /(F)

3. Answer the questions about the pictures of the clothes. Use *one* and *ones*.

1. Which shoes are for girls? The blue ones.
2. Which shoes are for boys or girls? The black and white ones.
3. Which shoes are for boys? The black ones.
4. Which sweater is for very cold weather? The red one.
5. Which shirt is for boys or girls? The orange one.
6. Which boys' shoes are perfect for parties? The black ones.

74 seventy-four

- Ask students to compare their answers in pairs first, to confirm that they identified the same clothes.
- Then ask volunteers to read their answers, making sure that they only sound the /z/ ending of *ones* where necessary.
- Ask students to check that they haven't made any color words plural.
- **Option:** *Apply prior knowledge* Applying prior knowledge contributes to the students' understanding. In Exercise 3, students use their awareness of gender preferences in clothing and appropriate clothing for different social situations. To reinforce this strategy, ask students what influenced their answers.
- **Option:** In groups of six, or as is most convenient for your class, students prepare a webpage like the one on this page. Each student takes responsibility for one (or more) of the six headings. They write this at the top of a piece of paper in neat lettering and they then find pictures in magazines (or online) of clothes that they like, cut them out, and stick them below the heading. If poster paper is available, each group can collate their six categories of clothes together into a single webpage.



Teen2Teen

Aim

Practice social language for giving and accepting compliments

Warm-up

Go up to one or two students who would welcome the attention and compliment them on an item of clothing, saying, e.g., *That (T-shirt) is cool / awesome / really nice!* (If your students wear a uniform, comment on a backpack or pencil case.)

You could also elicit examples, but to ensure that students are only commenting favorably, first write the positive adjectives from this page on the board. Students can contribute without moving or pointing by saying *(Name)'s (skirt) is (really nice)*.

Exercise 1 2•46

- Focus on the photo to establish what's happening. Be aware that the students may have different tastes and let them express surprise if necessary that the boys like this sweater and the shoes. Explain, however, that the point is to learn how to give compliments when they do like something.
- Play the CD or read the conversation aloud while students follow.

Positive adjectives 2•47

- Highlight to students, that depending on the conversation, the positive adjectives listed here are suitable alternative ways of responding.
- Play the CD or read the words aloud for students to repeat them.

Usage

The two boys are sitting near each other, but the first one uses *That* to refer to the other boy's sweater. If he said *This*, it would imply that he's referring to what he was wearing.

Exercise 2 2•48

- Play the CD or read the conversation aloud line by line for students to repeat. Practice each line first with the whole class and then ask a few individuals to repeat. Encourage everyone to use expressive intonation, rising for all the positive adjectives (*so cool, great,* and *awesome*) and to sound genuinely pleased when they say *You're welcome!* Remind them that they should always use this polite response when someone says *Thank you* or *Thanks* (as seen on page 15).

Exercise 3

- Ask a volunteer to explain to the class in the students' own language how to use the pictures to make a new conversation.
- Ask the class in the students' own language to look carefully at the gaps and ask them whether they can use the words for any clothes in any gap. Give them a minute to look and think and then help them, if necessary, by pointing out that *pants, shoes,* and *jeans* can only go in the gap after *those*.
- Focus on the first two gaps, looking back at the conversation in Exercise 1 if necessary, to establish that the same clothes item is used in those two gaps.
- Encourage students to use any of the *Positive adjectives* shown in the box instead of *awesome* for the last gap.
- Ask students to complete the gaps to make a new conversation.
- Circulate to make sure that students are using singular and plural items appropriately and that no one is making the color or adjective plural.

Chat

- In pairs students read the new conversations they have each written.
- **Option:** Invite volunteers to act out a conversation for the class. Encourage students to listen by asking them to note the clothes and adjectives that each pair mentions.

Extension

Writing page 94

Further support

Workbook pages W29–W31
Extra Practice CD-ROM
Grammar Worksheets 1 and 2
Vocabulary Worksheet
Reading Worksheet
Video: Teen Snapshot
Unit Tests A and B
Grammar Bank

Unit 11

Grammar

can / can't for ability

Degrees of ability

Vocabulary

Abilities

Social language

Discuss your abilities

Values and cross-curricular topics

Hobbies and free time

Human achievement

P.E.

Sports

Unit contents

Discuss the contents of the unit from the bar at the top of the Student Book page. Remind the students that they will check their progress at the end of *Review: Units 10–12.*

Topic Snapshot

Aim

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

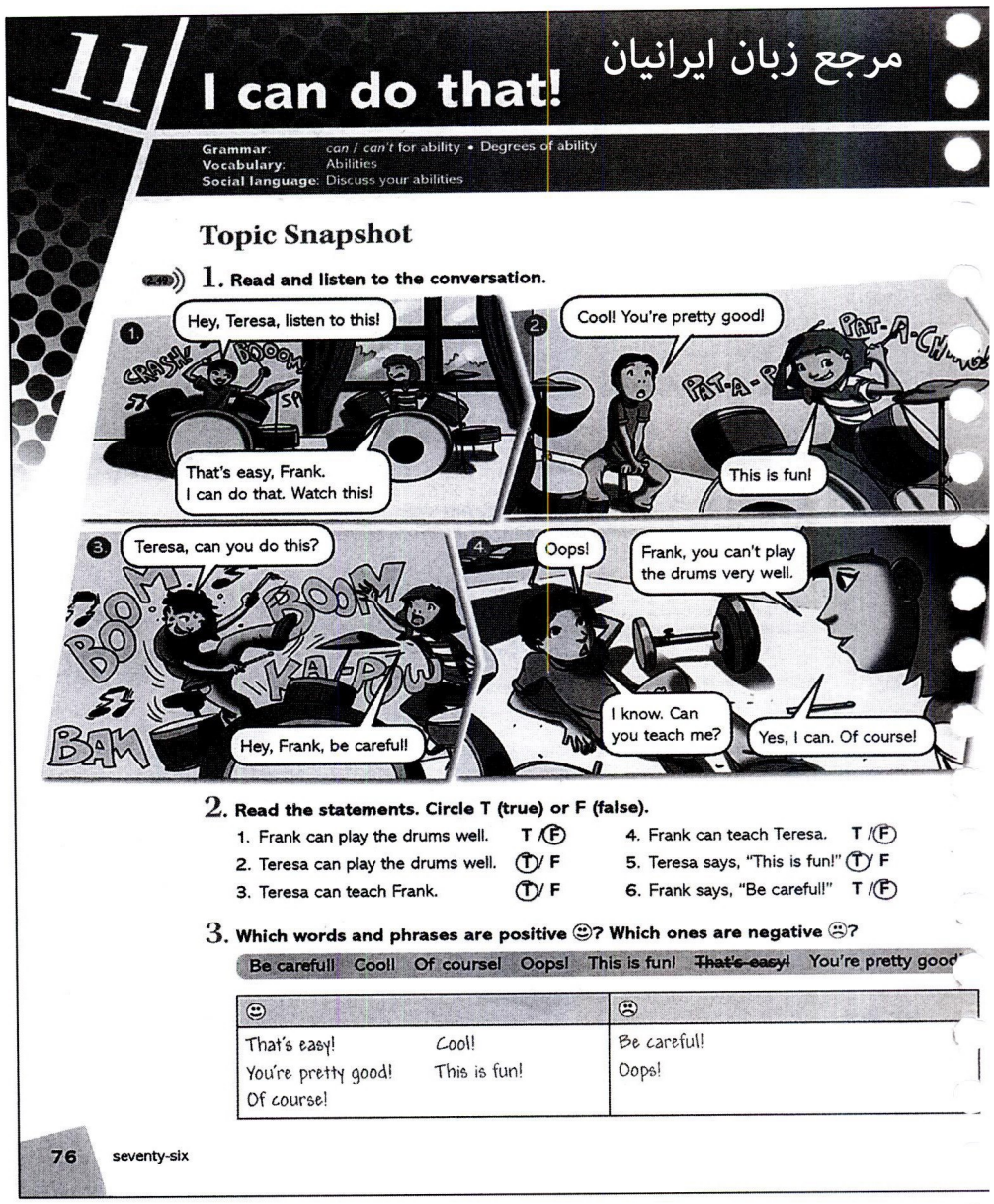
Warm-up

Ask students in their own language to raise their hands if they play a musical instrument. Encourage a few volunteers with their hands up to come out in turn and mime playing their instrument for everyone to guess what they play (in the students' own language at this stage). Look impressed and say *You're pretty good!*

If no one plays an instrument, you could widen the focus to sports outside school and do the same activity to introduce the unit topic of abilities and to preview the phrase *You're pretty good!*

Exercise 1 2•49

- Focus on the pictures and ask the class to work out what's happening. Show interest in everyone's ideas and then tell the students to listen and check.
- **Option:** If possible use the CD for this lesson. The two characters demonstrate their ability on the drums. Frank can't play very well, but Teresa is great. If you can't use the CD, use two rulers or pencils on the desk and make Frank's playing enthusiastic, but unrhythmical. Use a regular simple rhythm for Teresa, nodding your head in time and acting like a real drummer.
- Play the CD or read the conversation aloud while students follow.



- Ask the students to guess the meaning of *can* and *can't*.

Usage

Listen to this! and *Watch this!* are expressions used to get attention from others.

The collocation *pretty good* is used to offer praise, as in *That's pretty good!*

Oops! is used to express embarrassment when one has made a mistake.

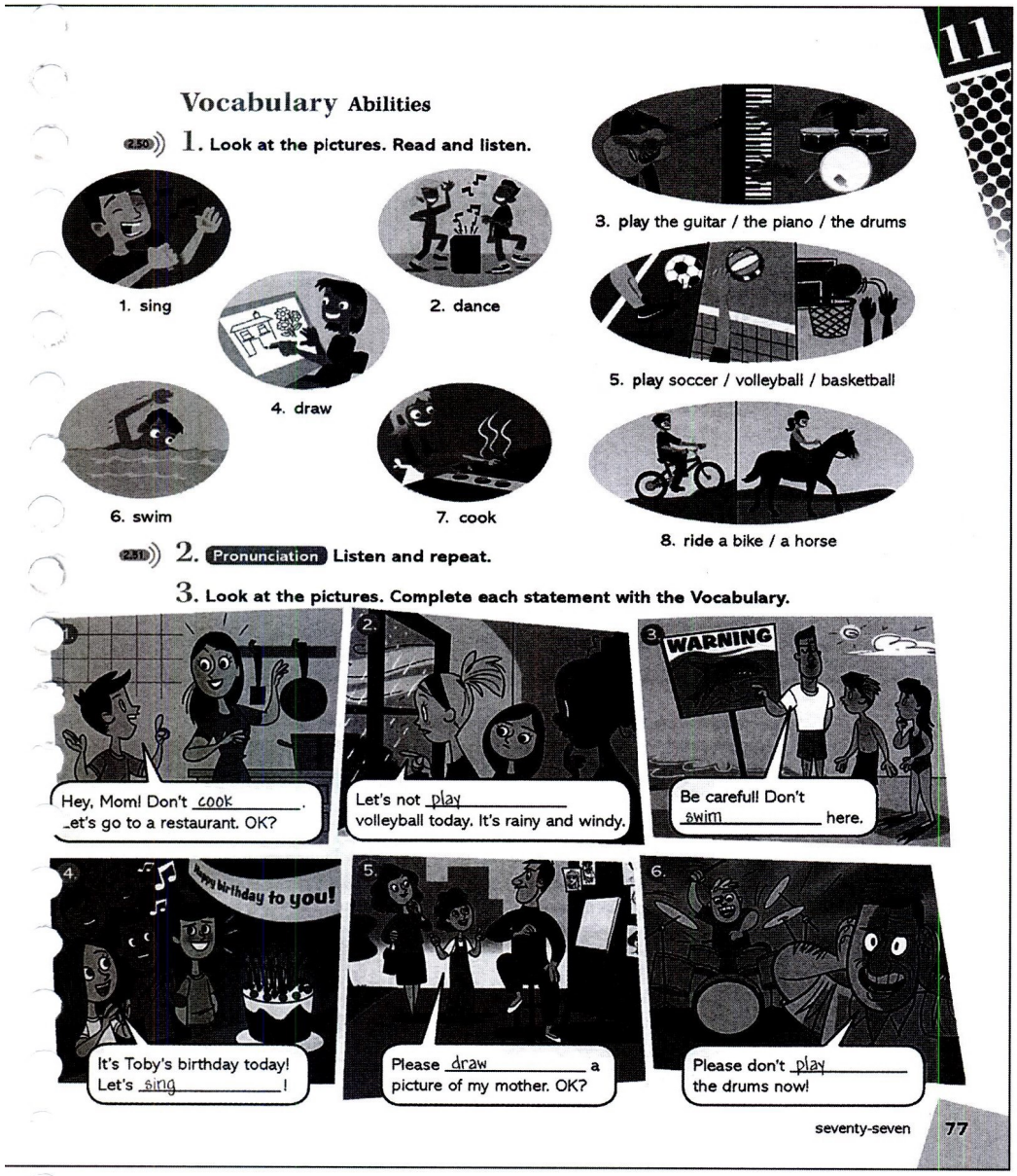
I know is often used to acknowledge another person's statement. The intonation starts low and rises (the opposite of when the same phrase is used to guess, as on page 67).

Exercise 2

- Read out the example statement and confirm that it's false. If students aren't sure, sound doubtful and say *Frank <u>can</u> play the drums, but ...* (not very well). Then sound impressed and say *But Teresa can play the drums <u>well</u> ... <u>very</u> well.*
- Before students do the exercise, use the speech marks to elicit the meaning of *says* and check that they have recognized the meaning of *teach*.

Exercise 3

- Students categorize the phrases.
- Go over the answers and then, for further practice, you could play the CD or read the conversation aloud again, pausing after each expression for students to copy the intonation.



Vocabulary

Aim

Practice abilities

Further support
Vocabulary Flashcards: Abilities

Exercise 1 2•50

- Ask students to look at the pictures and establish that these are all abilities.
- Play the CD or read the words aloud while students follow.

Usage

The less formal variation without *the* (e.g., *play guitar, play piano, play drums*) is also used for music instruments. The word *the* is never used with *play* + *sports*. The short form *bike* is much more common than its full form *bicycle*.

Exercise 2 2•51

- Play the CD or read the words aloud for students to repeat.
- Compare the pronunciation of *guitar* with the same word in the students' own language to make sure that students don't pronounce the *u*.
- Focus on the /aɪ/ diphthong in *ride* and *bike*, pointing out the same spelling pattern in all these words that the students now know: *time, five,* and *nine*.
- Practice too the /ɔ/ sound in *draw* and the short /ʌ/ sound in *drums*. Contrast the sounds /ʌ/ and /ʊ/, as in *drums* and *cook*, helping students to be aware that their lips are further forward making a round shape for /ʊ/.
- Check pronunciation by inviting individual students to say the words.

Exercise 3

- Ask the students to look first at the pictures to establish the situation and then to read the speech balloons.
- Explain that they need to think about the meaning and use a logical word from Exercise 1 for each gap.
- First ask students to spell the words that they have written, to practice the alphabet. Then invite volunteers to read the whole speech balloon out loud. Encourage them to pretend to be the characters in the pictures and to act as they read.
- **Option:** Exercise 3 brings together various aspects of grammar that the students have now studied, providing a varied scaffold for the new vocabulary. You could point this out to the students at this stage of the year to encourage students to think about how much they have learned.

Extra practice activity (all classes)

If your students responded well to the *Warm-up* miming activity on page 76, you could play the same game again, but this time explaining that the students can choose any of the activities on page 77 to mime, not necessarily something that they can do well. The class calls out the key words or phrases as in Exercise 1.

For a change of activity, play a drawing game. Tell the students that you are going to draw a picture associated with one of the activities on the page. Begin with *swim*: draw a few ripples of water on the board, add an angled arm coming out of the water and then draw a simple circle for the head. The first student to guess and say the word correctly in English takes your place, erases your picture, and begins a new drawing. Ask the student to tell you in secret what they are drawing so that you can help the class if the drawing is confusing.

Further support
Extra Practice CD-ROM

Grammar

Aim

Practice *can* and *can't* for ability and degrees of ability

Grammar support
Interactive Grammar Presentation

Exercise 1

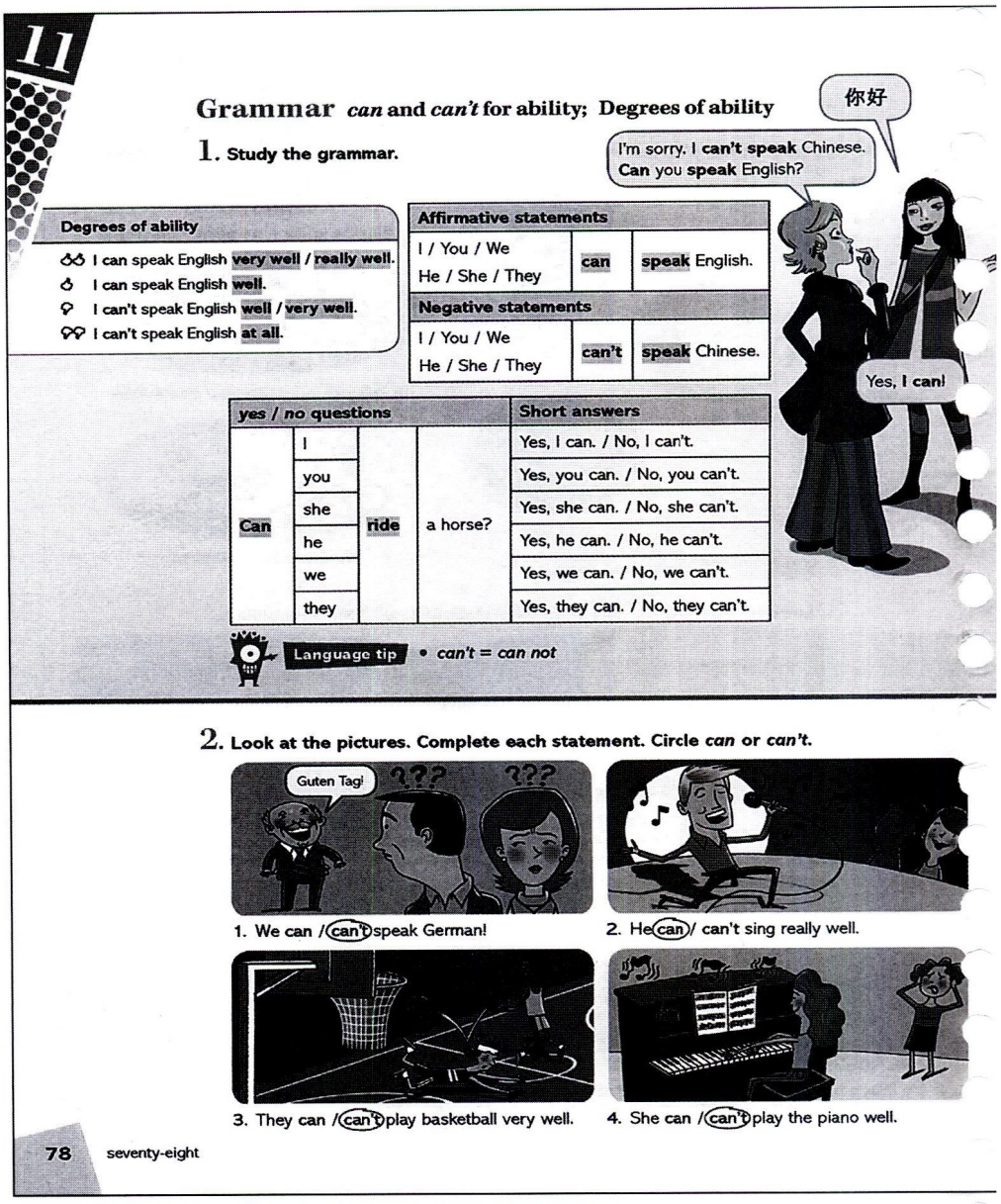
- Look at the picture with the class and ask students in their own language what the girl on the left is saying.
- **Option:** Students have already studied that capital letters are used for languages in English. You can point out to them that *Chinese* is the word for both the nationality (e.g., Gan Yu on *Teen2Teen Friends* is Chinese) and the language. Compare with the students' own language.
- Look at the chart with the class and point out there is a single form of *can* used for all persons in the affirmative, and a single form *can't* used for the negative. See *Usage* below.
- Focus on the apostrophe in *can't* and remind students that *Don't* finishes in the same way (as studied with the imperative in Unit 7).
- Write on the board:
  I can speak English.
  Erase *I can* and the period and change it into a question:
  Can I speak English?
  Then write *Yes, I can.*
- Make sure that students notice that the short answer only uses *can* and no other verb. Demonstrate by writing a short answer and crossing out *ride*:
  Yes, she can ~~ride~~.
- Focus on the *Degrees of ability* and remind the students of Frank and Teresa on page 76. Look at the examples with *speak English*. Then begin saying *Frank can't play the drums* ... and try to elicit *very well*. If necessary, the students can turn back to page 76 to find what Teresa said.
- Ask students to suggest meanings in their own language for the different degrees of ability.

Usage

Well, very well, really well, and *at all* intensify statements with *can* or *can't*. *I can't speak English well / very well* means *I can only speak English a little.* The phrase *really well* is only used in affirmative statements, never in negative statements. *I can't speak English at all* means *I can't speak any English.*

Note

Students practice the pronunciation of the new grammar on the next page.



11

Grammar *can* and *can't* for ability; Degrees of ability

1. Study the grammar.

你好

I'm sorry. I **can't speak** Chinese. **Can** you **speak** English?

Yes, I **can**!

Degrees of ability
I can speak English **very well** / **really well**.
I can speak English **well**.
I can't speak English **well** / **very well**.
I can't speak English **at all**.

Affirmative statements		
I / You / We He / She / They	**can**	**speak** English.
Negative statements		
I / You / We He / She / They	**can't**	**speak** Chinese.

yes / *no* questions				Short answers
Can	I	**ride**	a horse?	Yes, I can. / No, I can't.
	you			Yes, you can. / No, you can't.
	she			Yes, she can. / No, she can't.
	he			Yes, he can. / No, he can't.
	we			Yes, we can. / No, we can't.
	they			Yes, they can. / No, they can't.

Language tip • *can't = can not*

2. Look at the pictures. Complete each statement. Circle *can* or *can't*.

Guten Tag!

1. We can / (can't) speak German!
2. He (can) / can't sing really well.
3. They can / (can't) play basketball very well.
4. She can / (can't) play the piano well.

78 seventy-eight

Exercise 2

- Ask students to look at the pictures to see whether the people can or can't do the activities.
- Then they circle the correct form.
- Ask volunteers to read the entire statements out loud to check answers.

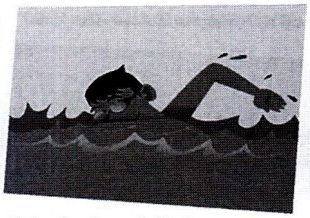
Extra practice activity (all classes)

Elicit examples of famous singers, people who play soccer, volleyball or basketball, swimmers, cyclists, etc. and write the names on the board, making sure that the students can say the relevant ability in each case. Ask the students to write three statements about different people's abilities, e.g.,
Rihanna can sing very well.

3. Look at the pictures. Write questions with *can* and short answers.



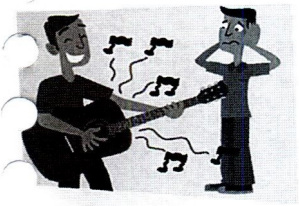
1. she / ride a horse (Yes)
Can she ride a horse?
Yes, she can.



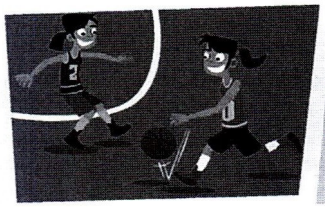
2. he / swim well (Yes)
Can he swim well?
Yes, he can.



3. they / speak Turkish (No)
Can they speak Turkish?
No, they can't.



4. he / play the guitar (No)
Can he play the guitar?
No, he can't.



5. they / play basketball well (Yes)
Can they play basketball well?
Yes, they can.



6. she / sing well (No)
Can she sing well?
No, she can't.

2.52 **4. Listening comprehension Listen to the conversations. Then listen again and check the correct statements.**

1. She can ride a horse.	☐	She can't ride a horse.	☑
2. He can swim.	☐	He can't swim.	☑
3. She can dance well.	☐	She can't dance well.	☑
4. Yaya can sing well.	☑	Yaya can't sing well.	☐

2.53 **5. Pronunciation Listen to the statements from Exercise 4. Repeat.**

About you! **Answer the personal questions. Write short answers.**

Can you ride a horse? _____
Can your mom speak German? _____
Can you swim? _____
Can your dad play the guitar? _____
Can you draw well? _____
Can you sing well? _____

Exercise 3

- Make sure students realize that in addition to the pictures, they have *Yes* or *No* in parentheses to help them.
- First look at the example. Then focus on number 3. Ask the students whether they need to change *can* in any way with a plural pronoun (*no*).
- Remind students to use question marks and periods correctly, to put a comma after *Yes* and *No*, and to use the apostrophe in *can't*.
- Circulate while they are writing to check spelling and punctuation. You could practice orally by pointing to a picture, asking the question, and encouraging the students to answer.
- **Option:** As students finish, put them into pairs to check their work and then to ask and answer the questions.

Exercise 4 2•52

- Tell the class that they will hear four conversations and that in each case they have to check the correct statement. Explain that they will hear each conversation twice, and the first time you will stop for them to check a statement in pencil.
- Play the CD or read the audioscript yourself while students listen, pausing after each conversation for students to check a statement.
- Students listen again, check their answers, and go over the check marks in pen.

AUDIOSCRIPT 2•52 PAGE 106

Exercise 5 2•53

- Play the CD or read all the statements from Exercise 4 aloud (the ones with check marks and also the ones without) for students to repeat.
- Make sure that the students use a weak schwa sound in *can* /kən/ and that they stress the main verb (and the noun if there is one):
She can ride a horse.
In contrast, make sure that they stress *can't*, using a strong /æ/ sound:
She can't ride a horse.

About you!

- Choose a stronger student and ask *(Name), can you speak English?* and help him / her to answer *Yes, I can.* Write the answer on the board.
- Turn to another stronger student and ask *Can your mom speak Chinese?* Help him / her to answer *Yes, she can.* or *No, she can't.* Write this answer on the board too.
- Circle the commas and apostrophes in your examples on the board.
- Explain that in the *About you!* section this time, the students have to answer questions with short answers.
- Use the examples on the board to remind the students to use a pronoun in the short answer, e.g., *your mom* in the question becomes *she* in the answer. Stress that the forms of *can / can't* are the same for everyone.
- Students write the answers.
- Circulate while they are writing to check punctuation and for the correct use of *she* and *he*.
- Students exchange books to check and compare answers.
- **Option:** Show interest by asking if anyone's mom speaks German or if anyone's dad plays the guitar. Invite students to mention any other languages that their parents speak, or other special skills, helping them to say them in English.
- **Option:** Students ask and answer in pairs to practice speaking and listening.

ANSWERS
Students' own answers with *I*, *she*, and *he*.

Further support
Extra Practice CD-ROM

Reading

Aim

Develop reading skills: profiles of international athletes

Warm-up

As a class, make a list of sports activities on the board, e.g., *swim, ride a bike, play soccer / volleyball / basketball.* Tell the class that you're thinking of a famous athlete. Write on the board *Who am I?* and explain that you want the students to guess by asking *Can you (swim) very well?* When they think they know, they ask *Are you ...?*

Give other clues as necessary:
His / Her hair is short and dark.
The first letter of his / her name / family name is ...
When a student guesses correctly, they take your place, telling you in secret who they've chosen so that you can help with other clues if necessary.

Exercise 1 2•54

- Ask students to look at the profiles to find which athlete is from the U.K.
- Play the CD or read the profiles aloud while students follow.
- Ask them how they know the answer to the question (they may recognize *British*, and they know that *London* is the capital of the U.K.).
- Ask the class to work out the meaning of *weightlifter, strong, lift, jumper, jump (over)*, and *run* from the photos.
- Practice the pronunciation of the new sport words, pointing out the silent *gh* in *weightlifter* /ˈweɪtlɪftər/ and that the same /ʌ/ sound is used in *jump* /dʒʌmp/ and *run* /rʌn/. (You could also model this sound in *husband*.)
- Make sure that students know the meaning of *People say* and *also* and focus on the running example to explain the meaning of *fast (run 200 meters in 22.22 seconds)*.

ANSWER
J.J. Jegede /dʒeɪ dʒeɪ ˈdʒɜgədi/

Exercise 2

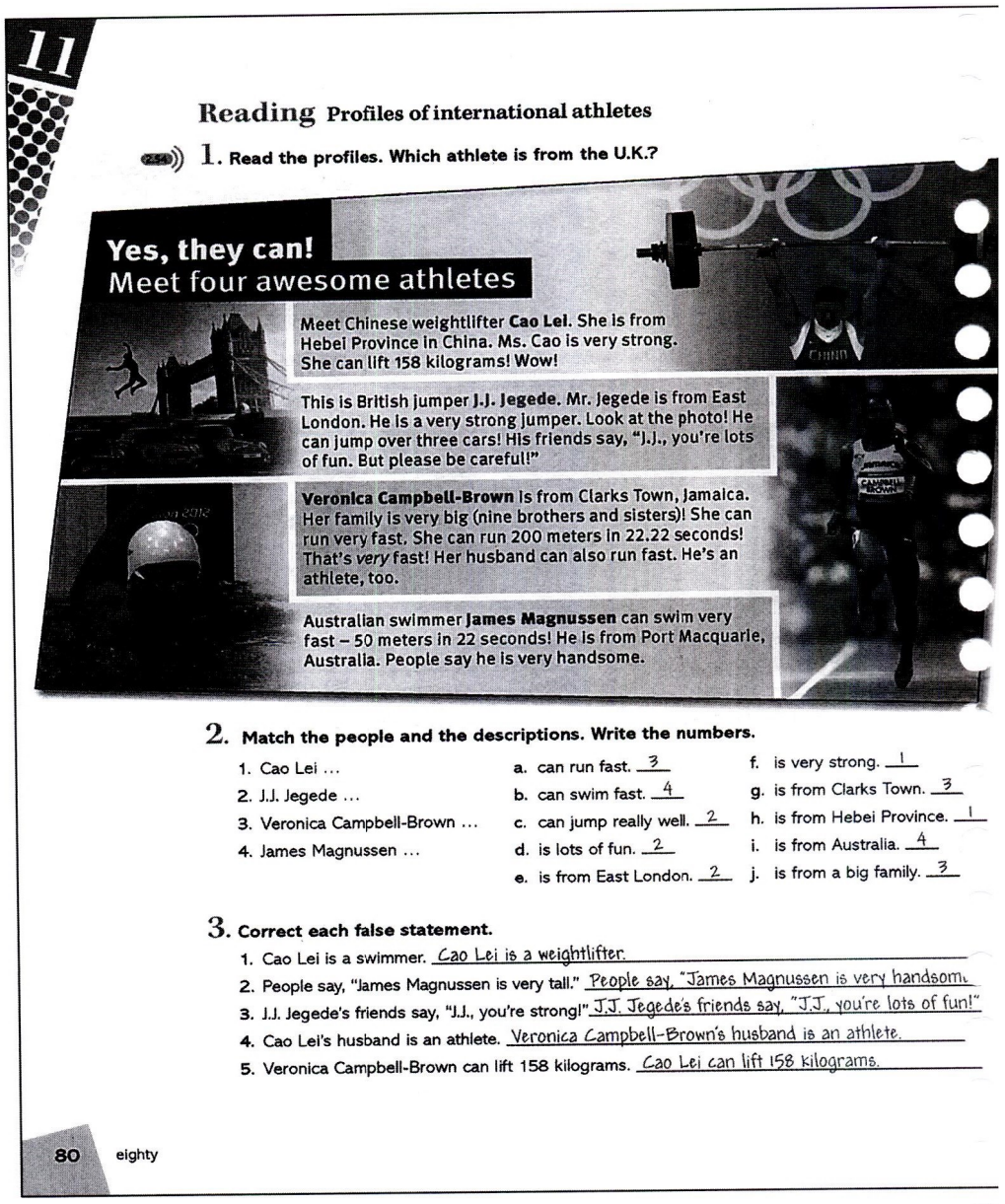
- Explain that several of the descriptions a–j on the right match with each of the athletes numbered 1–4. Use the example to demonstrate the exercise.
- Do item a with the class to make sure everyone understands before students complete the exercise on their own.
- Go over the answers when everyone has finished. Students can simply give the number, but if you prefer, you could help them to say the names:
  Cao Lei /ˌtsaʊ ˈleɪ/
  Veronica Campbell-Brown /vəˌrɑnɪkə ˌkæmbəl ˈbraʊn/
  James Magnussen /ˌdʒeɪmz ˈmægnəsən/
- **Option:** To continue the sport theme, you could make the exercise a race, telling the first student who finishes to raise his / her hand. If the answers are correct, you can announce that he / she has won (*the gold medal*). The *silver medal* and *bronze medal* go to the second and third students with the correct answers. The benefit is that they look for the information quickly, rather than reading word by word.
- **Option:** *Classify information*
  To reinforce this strategy, write the names of the athletes as column headings on the board. Invite the students to say which descriptions go in each column, by giving the letter.

Exercise 3

- Explain the activity and tell students to copy the punctuation carefully.
- Students compare answers in pairs before you go over the activity as a class.
- Write *a swimmer* and *an athlete* on the board and elicit when to use *an* (before a vowel sound).

ALTERNATIVE ANSWERS

3. **Students may also add *But please be careful!***
4. **Cao Lei is an athlete.**
5. **Veronica Campbell-Brown can run very fast.**



11

Reading Profiles of international athletes

1. Read the profiles. Which athlete is from the U.K.?

Yes, they can!
Meet four awesome athletes

Meet Chinese weightlifter **Cao Lei**. She is from Hebei Province in China. Ms. Cao is very strong. She can lift 158 kilograms! Wow!

This is British jumper **J.J. Jegede**. Mr. Jegede is from East London. He is a very strong jumper. Look at the photo! He can jump over three cars! His friends say, "J.J., you're lots of fun. But please be careful!"

Veronica Campbell-Brown is from Clarks Town, Jamaica. Her family is very big (nine brothers and sisters)! She can run very fast. She can run 200 meters in 22.22 seconds! That's *very* fast! Her husband can also run fast. He's an athlete, too.

Australian swimmer **James Magnussen** can swim very fast – 50 meters in 22 seconds! He is from Port Macquarie, Australia. People say he is very handsome.

2. **Match the people and the descriptions. Write the numbers.**

1. Cao Lei ... a. can run fast. 3 f. is very strong. 1
2. J.J. Jegede ... b. can swim fast. 4 g. is from Clarks Town. 3
3. Veronica Campbell-Brown ... c. can jump really well. 2 h. is from Hebei Province. 1
4. James Magnussen ... d. is lots of fun. 2 i. is from Australia. 4
   e. is from East London. 2 j. is from a big family. 3

3. **Correct each false statement.**

1. Cao Lei is a swimmer. Cao Lei is a weightlifter.
2. People say, "James Magnussen is very tall." People say, "James Magnussen is very handsome."
3. J.J. Jegede's friends say, "J.J., you're strong!" J.J. Jegede's friends say, "J.J., you're lots of fun!"
4. Cao Lei's husband is an athlete. Veronica Campbell-Brown's husband is an athlete.
5. Veronica Campbell-Brown can lift 158 kilograms. Cao Lei can lift 158 kilograms.

80 eighty



Teen2Teen

Aim

Practice social language for discussing your abilities

Warm-up

Choose a skill that you have, and that you can demonstrate or mime, but that a student is less likely to be able to do. It could be skiing, speaking another language, playing a musical instrument, etc. Don't choose driving because the students aren't yet old enough to learn.

Mime your activity (or say a few words in another language) and say *I can (ski) (very well)*. Ask a stronger student *What about you? Can you (ski)?* Help him / her to reply, and respond appropriately yourself as shown below:

Student: *Yes, I can.*
You: *Oh, that's great!*
Student: *No, I can't.*
You: *No problem. I can teach you!*

Continue with different students (or change the activity) until you have used *I can teach you* a couple of times.

Exercise 1 2•55

- Focus on the photo and ask the students why they think the boy looks concerned. Ask them to listen and check.
- Play the CD or read the conversation aloud while students follow.

Positive responses 2•47

- Highlight to students, that depending on the conversation, the positive responses listed here are suitable alternative ways of responding.
- Play the CD or read the words aloud for students to repeat them.

Usage

The emphatic pronoun *me* (and never the subject pronoun *I*) is used to refer to yourself, and in this case, to confirm that someone is asking you a question about yourself.

Exercise 2 2•57

- Play the CD or read the conversation aloud line by line for students to repeat. Practice each line first with the whole class and then ask a few individual students to repeat. Encourage everyone to use expressive intonation, showing interest in *What about you?*, making a friendly offer with *No problem. I can teach you!* and responding gratefully *Really? Thanks so much!*

Exercise 3

- Ask a volunteer to explain how they can use the pictures to create a new conversation.
- Make it very clear to the class that they can use any of the abilities and that they don't have to talk about their own, or their partner's, real abilities.
- Focus on the *Positive responses* to use instead of *Oh, that's cool!*, shown at the top of the page, and encourage them to use *Oh that's awesome!* or *Oh, that's great!*
- Circulate to make sure that everyone understands the task.
- **Option:** When you put students into pairs, make sure that students will be working with a partner who has used a different ability, so that they practice more vocabulary.

Chat

- In pairs students read the new conversations they have each written. Remind them to be expressive with their positive response and the expressions *very well* and *at all*.
- **Option:** Invite volunteers to act out a conversation for the class. Encourage students to listen by asking them to note the activity that each pair mentions.

Extension

Writing page 95

Further support

Workbook pages W32–W34
Extra Practice CD-ROM
Grammar Worksheet
Vocabulary Worksheet
Reading Worksheet
Video: Teen Snapshot
Unit Tests A and B
Grammar Bank

Unit 12

Grammar

should for advice: statements and *yes / no* questions

should: information questions

Vocabulary

Reasons to visit a place

Social language

Describe your country

Values and cross-curricular topics

Citizenship

The Internet

Tourism and travel

Foreign language

Unit contents

Discuss the contents of the unit from the bar at the top of the Student Book page. Remind the students that they will check their progress at the end of *Review: Units 10–12*.

Topic Snapshot

Aim

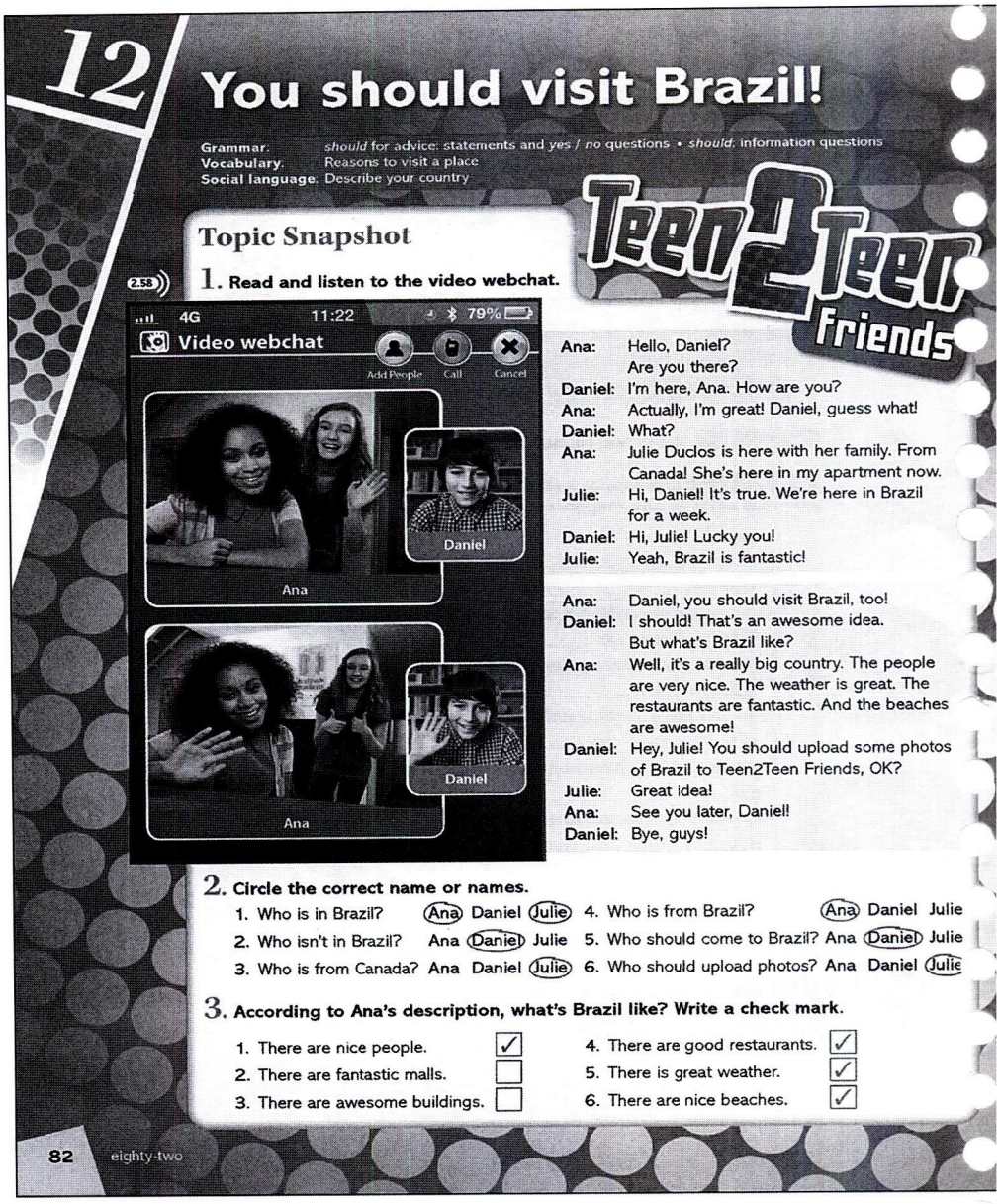
Explore the topic of the unit with examples of the unit grammar, vocabulary, and social language in context

Warm-up

Ask students in their own language to give reasons why tourists visit Brazil. Encourage them to use English if they can, for example, to talk about the weather. They can give opinions such as *The (restaurants) are (awesome)*, and they can suggest activities such as *go to the beach*.

Exercise 1 2•58

- Focus on the photos of Ana and Daniel and ask *Are they on the phone?* (*No*). Elicit, or explain if necessary, that they are using a video webchat facility, communicating through the Internet and that they can see each other with their webcams.
- Ask the students why they think Julie is in the photo with Ana. Play the CD or read the webchat aloud while students follow.
- Students explain that Julie and her family are staying with Ana in Brazil.



- Ask them to explain in the students' own language what advice Ana gives Daniel (that he should visit too). If they manage this, congratulate them on their reading and explain that they will learn this new word *should* in the next lesson.

Usage

People using a webcam often say *Are you there?* to confirm that the technology is working correctly.

upload photos means to move them from a computer to the Internet (or from a phone to a computer) for others to see.

Bye, guys is an informal way of saying goodbye to a group. (For the use of *guys*, see page 37.)

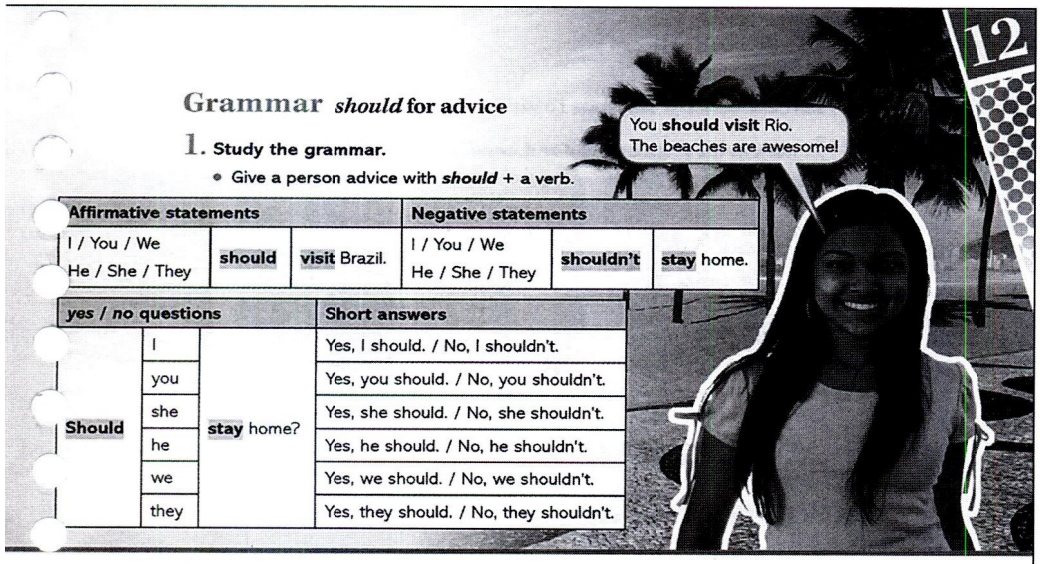
The common response to *Guess what!* is *What?* Then the first speaker shares their new information.

Exercise 2

- Use the example to explain the exercise.
- When you go over the answers, check the pronunciation of *Julie* /ˈdʒuli/ and *Daniel* /ˈdænjəl/, making sure that they use the English pronunciation, stressing the first syllable not the last.

Exercise 3

- Explain the meaning of *According to*, to make sure that students understand that the exercise is specifically about what Ana said in the webchat, not what is true or not true about Brazil.
- If students think Ana should also have mentioned *fantastic malls* and *awesome buildings*, encourage them to make online friends, and to use their English to tell them all about Brazil.



Grammar *should* for advice

1. Study the grammar.

- Give a person advice with ***should*** + a verb.

Affirmative statements			Negative statements		
I / You / We He / She / They	**should**	**visit** Brazil.	I / You / We He / She / They	**shouldn't**	**stay** home.

yes / no questions			Short answers
Should	I	**stay** home?	Yes, I should. / No, I shouldn't.
	you		Yes, you should. / No, you shouldn't.
	she		Yes, she should. / No, she shouldn't.
	he		Yes, he should. / No, he shouldn't.
	we		Yes, we should. / No, we shouldn't.
	they		Yes, they should. / No, they shouldn't.

2. Complete each conversation. Circle the appropriate short answers.

1. A: Should I go to China?
   B: (Yes, you should.) / No, you shouldn't. It's fantastic.
2. A: Should my dad call your dad in Italy?
   B: Yes, he should. / (No, he shouldn't.) It's 3:00 in the morning in Italy now!
3. A: Should my friends go to a Korean restaurant?
   B: (Yes, they should.) / No, they shouldn't. Korean restaurants are cool.
4. A: Should we buy these T-shirts?
   B: Yes, we should. / (No, we shouldn't.) They're too expensive.

3. Complete the statements of advice with *should* or *shouldn't* and the verb.

1. You should go (go) to Canada in October. It's so pretty then!
2. Your little brother shouldn't play (play) video games now. It's 8:45, and his class is at 9:00!
3. We should listen (listen) to this Beyoncé song. It's really good!
4. Your grandparents shouldn't swim (swim) at that beach. It isn't very nice.
5. You should go (go) to a restaurant in Mexico City. The restaurants are awesome.

2.59 **4. Listening comprehension** **Listen to the conversations. Then listen again and complete each statement with *should* or *shouldn't* and the verbs *go* or *call*.**

1. He should go to the beach.
2. They shouldn't call their parents now.
3. They should go to the mall.
4. She shouldn't go to Japan in January.
5. He shouldn't go to Shanghai in August.
6. She should call again at three o'clock.

2.60 **5. Pronunciation** **Listen to the statements from Exercise 4. Repeat.**

Grammar

Aim

Practice *should* for advice

Grammar support
Interactive Grammar Presentation

Exercise 1

- Focus on the photo and the speech balloon, and try to elicit the meaning of *should*. Ask the students to find it on page 82 if necessary.
- **Option:** Students practice the pronunciation of statements with *should* in Exercise 5. To practice the word in isolation before that, you could write it on the board, crossing out the *l* (*should*), and then model the pronunciation /ʃʊd/, asking the students to repeat.
- Look at the *Negative statements* part of the chart and ask students to guess the meaning of *shouldn't*. Then point out that *should* and *shouldn't* work in a similar way to *can* and *can't*, with one form used for all persons.
- Demonstrate the word order in questions as you did with *can*. Write on the board:
  They should go to the beach.
  Erase *They should* and the period and change it into a question:
  Should they go to the beach?
  Then write *Yes, they should.*

Usage
The full form *should not* is rarely used in either spoken or written English and is considered quite formal.

Exercise 2

- Use the example to demonstrate that the students need to read B's entire response before they choose the answer. The phrase *It's fantastic* shows that B likes China, so the response to A would be positive: *Yes, you should.*
- Students compare answers in pairs, before you go over the exercise as a class. If the students have already practiced the pronunciation of *should / shouldn't*, ask them to read the answer. Otherwise, read each correct answer yourself and invite a volunteer to explain why it's correct.

Exercise 3

- Students again need to read the whole statement before they answer.
- Remind them to use the verbs in parentheses after *should / shouldn't*, and to use the apostrophe in *shouldn't*.
- To reinforce spelling, write 1–5 in a column down the board and invite volunteers to write the two words that they have written for each answer. The rest of the class should watch and check.
- If the students have practiced the pronunciation, they can repeat the phrases from the board.

Exercise 4 2•59

- Explain that they will hear six conversations and that they have to complete the statements based on the information that they hear, using *should* or *shouldn't* with either *go* or *call*. Tell them that they will hear them twice, and ask them not to write anything the first time.
- Play the CD or read the audioscript aloud.
- The second time, pause after each conversation for students to write.
- Students check their answers in Exercise 5.

AUDIOSCRIPT 2•59 PAGE 106

Exercise 5 2•60

- Play the CD or read the answers to Exercise 4 aloud for students to check their work. They then listen a second time and repeat.
- Make sure that they don't pronounce the silent *l*. They should stress the main verb, not *should*, in affirmative statements (*You should go*), and both *shouldn't* and the verb in negative statements (*You shouldn't go*).

Further support
Extra Practice CD-ROM

Vocabulary

Aim

Practice reasons to visit a place

Further support
Vocabulary Flashcards: Reasons to visit a place

Exercise 1 2•61

- Explain in the students' own language that the pictures show aspects of a country's culture on which people often comment. Elicit examples of *tourist attractions* in the students' country. Explain that these can be events such as festivals, buildings such as a cathedral, or natural features such as beaches.
- Play the CD or read the statements aloud while students follow.
- Focus on the *Language tip* to confirm that the words *food* and *music* use a singular verb.

Usage

Food and *music* are non-count nouns. This grammar point is taught in *Teen2Teen* Two, Unit 5. For now, students can simply use the English words *food* and *music*, with a singular verb. Compare with the students' own language.

Exercise 2 Pronunciation 2•62

- Play the CD or read the statements aloud for students to repeat.
- Focus on these particular sounds:
  the /y/ sound in *music* /'myuzɪk/ and *beautiful* /'byuɫəfl/,
  the different sounds of *ou* in *tourist* /'tʊrɪst/, *mountains* /'maʊntnz/, and *souvenir* /suvə'nɪr/,
  the /ʃ/ sound in *attractions* /ə'trækʃnz/.
- Check pronunciation first by inviting individual students to say the key words in isolation.
- Then focus on natural statement stress, encouraging students to keep the verb very short and weak, stressing only the noun and adjective:
  The music is fantastic.
- **Option:** To show that the adjectives are interchangeable, you can elicit different statements from the students, e.g., *The mountains are amazing.*
  The music is cool.

Exercise 3

- First, look at all the photos with the class, to establish who is talking to whom, and which country the teens are talking about. Make sure students realize that both photos are from the country that is being described in each case. Check by pointing to both photos of one country and asking *What country is this?* to elicit *Turkey*, *Germany*, and *China*.
- Use the example to demonstrate that they have to look at the photos and use the vocabulary from Exercise 1 to complete what Su, Bruno, and Gan tell their friends about their country.
- Ask the students to spell the answers, to practice the alphabet.

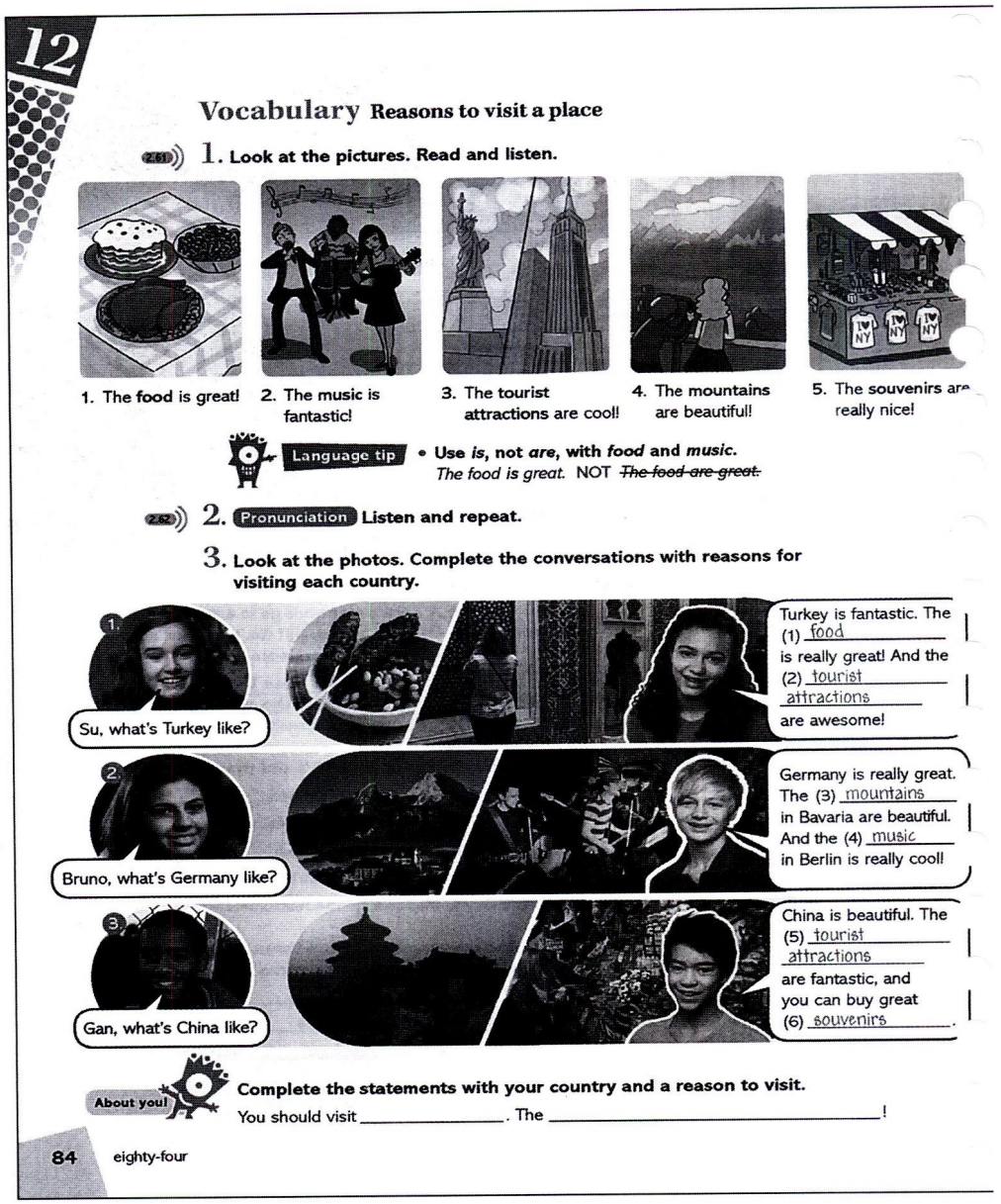
About you!

- Make sure that students understand that they should complete the first gap with their own country and that they then choose a reason to visit their country and write it in the longer gap. Encourage students to use the vocabulary from the page, but allow them to use other words that they know in English, e.g. *beach(es)*.

ANSWER
Students' own answer

- **Option:** In groups, pairs, or individually, as is most practical in your class, students make a magazine page advertisement encouraging tourists to visit their own country. Students will need time at home to find photos in magazines or on the Internet. For the heading on the poster, encourage students to use an imperative as a heading, e.g., *Visit Japan!* Then they can add captions to their photos, using ideas from page 84.

Further support
Extra Practice CD-ROM


12

Vocabulary Reasons to visit a place

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

1. The food is great!
2. The music is fantastic!
3. The tourist attractions are cool!
4. The mountains are beautiful!
5. The souvenirs are really nice!

Language tip • Use *is*, not *are*, with *food* and *music*.
The food is great. NOT ~~*The food are great.*~~

2.62 2. Pronunciation Listen and repeat.

3. Look at the photos. Complete the conversations with reasons for visiting each country.

1. Su, what's Turkey like?
Turkey is fantastic. The (1) food is really great! And the (2) tourist attractions are awesome!

2. Bruno, what's Germany like?
Germany is really great. The (3) mountains in Bavaria are beautiful. And the (4) music in Berlin is really cool!

3. Gan, what's China like?
China is beautiful. The (5) tourist attractions are fantastic, and you can buy great (6) souvenirs.

About you! Complete the statements with your country and a reason to visit.
You should visit _____. The _____!

84 eighty-four

www.irLanguage.com

12

Grammar *should*: information questions

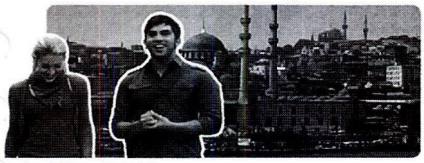
1. Study the grammar.

What **should** I **do** in Rio?	You should go to the beach.
Where **should** he **go** in Italy?	He should go to Rome and Venice.
When **should** they **visit** China?	They should visit in September.
Who **should** Kaye **call** in Miami?	She should call my friend Vicky.
Why **should** we **go** to Paris?	Because Paris is so beautiful!



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

3. Complete the conversations with information questions with *should*.



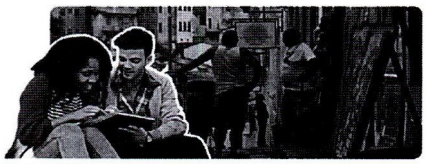
1. A: (What / I / do)
   What should I do in Istanbul?
   B: You should go take a boat tour.



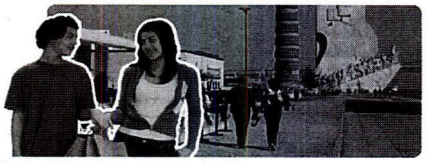
2. A: (Where / my brother / go)
   Where should my brother go in Germany?
   B: He should visit the Bavarian Alps.



3. A: (When / Donna / come)
   When should Donna come to Japan?
   B: She should come in October. The weather is fantastic then.



4. A: (Where / we / meet)
   Where should we meet in Salvador?
   B: Let's meet at the market next to Pelourinho. OK?



5. A: (Who / my parents / call)
   Who should my parents call in Lisbon?
   B: They should call my parents. They're lots of fun!



6. A: (Why / I / visit)
   Why should I visit Machu Picchu?
   B: Because it's a beautiful tourist attraction.

Grammar

Aim

Practice *should*: information questions

Grammar support
Interactive Grammar Presentation

Exercise 1

- On the board, write *What?*, *Where?*, *When?*, and *Who?* First ask the students which question word doesn't have a /w/ sound (*Who* /hu/), and then ask them to suggest a simple question using each question word, and a possible answer. Start them off by holding up a pen and saying *What's this? It's a pen.* Elicit another question with *What* and then continue with the other question words. Here are some possible ideas:
  Where's your backpack?
  When's gym class?
  Who's your favorite singer?
- Focus on the photo. Establish that the girl on the left is asking for advice. Explain, if necessary, that the girl on the right has already been to New York, so she knows what to recommend. Point out the question using *should*.
- Give students a few minutes to read the different questions and answers in the chart and then focus on the new question word *Why* and the answer with *because*. Ask students to guess the meaning of *Why* and *because*. Point out that the two words look very different in English and compare this with the students' own language.

Exercise 2 2•63

- Play the CD or read the grammar examples aloud for students to repeat.
- Make sure that the students don't pronounce the *l* in *should* and encourage them to pronounce *should* very weakly, stressing instead the question word and the main verb: *What should I do in Rio?*
- Practice the new words too: *Why* /waɪ/ and *because* /bɪ'kɔz/.

AUDIOSCRIPT 2.63
What should I do in Rio?
Where should he go in Italy?
When should they visit China?
Who should Kaye call in Miami?
Why should we go to Paris?

Exercise 3

- Focus on the example to show students how to use the words in parentheses to form a question. Refer them also to the grammar chart at the top of the page. Establish that they don't need to change the form of any of the words in parentheses.
- Students write the questions.
- Circulate while they are writing, checking that they are copying the spelling correctly and using the correct word order.
- Students exchange books to check their answers.
- **Option:** Practice saying the questions and each individual statement of the answers in Exercise 3 as a class. Students then practice in pairs, taking turns to ask and answer.

Extra practice activity (all classes)

Write these cues on the board:
What / do? Where / go? When / go?
Tell the class to imagine that they're having an end-of-year trip or party.

Invite the students to make questions with the words on the board and to answer them with their own ideas:
What should we do?
We should go to a Chinese restaurant.
Where should we go?
We should go to Li's.
When should we go?
We should go on . . .

Further support
Extra Practice CD-ROM

Reading

Aim

Develop reading skills: an online travel article

Warm-up

Write the first capital letter of each month in a vertical list down the board (J F M A M J J A S O N D) and ask volunteers to spell the months for you to write, or if you prefer, they come out and write them while the class checks. Practice saying them (for spelling and pronunciation tips, see page 44).

Ask students when it is rainy in their country (or region if their weather is more varied) Ask *When should people visit?* As students give their suggestions, make sure they use *in* with months.

BACKGROUND INFORMATION

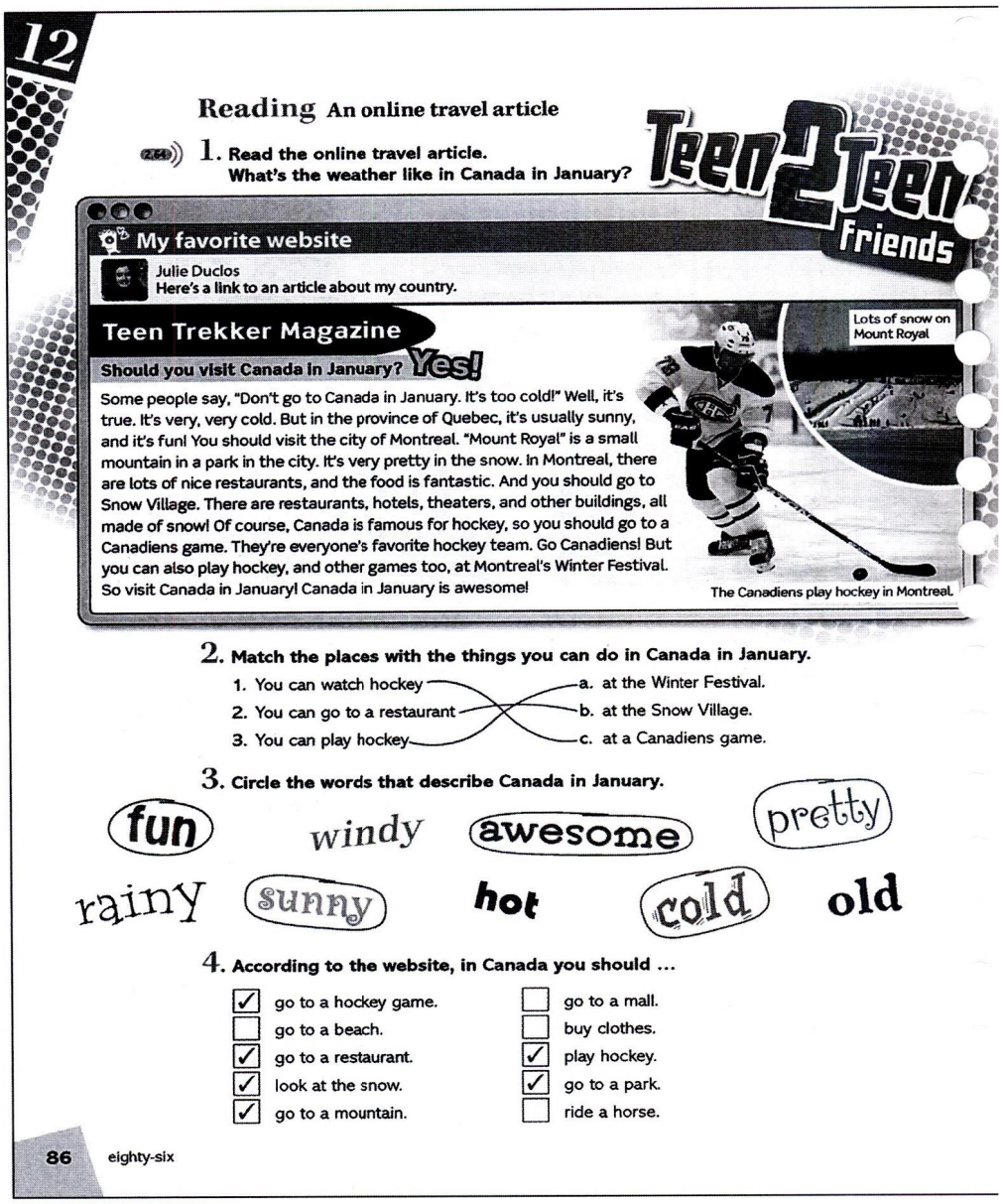
The *Montreal High Lights Festival* is held every year, usually in the last two weeks of February. It includes food, music, light shows, and winter sports, with an all-night finale from 6 p.m. through 6 a.m. called *Nuit Blanche* (White Night), featuring 200 free activities.

Exercise 1 2•64

- First, ask if anyone knows what the weather is like in Canada in January. Then ask students to look at the website to check or find out.
- Play the CD or read the website aloud while students follow. (If you read it yourself, note the name of French origin *Canadiens*, which is not spelled or pronounced the same as the nationality adjective in English.)
- Ask the students to work out the meaning of *snow* from the photo and practice the pronunciation /snoʊ/.
- Point out that the athlete in the photo is playing ice hockey /ˈaɪs ˌhɑki/ and that he is about to hit the puck /pʌk/ with his stick /stɪk/.
- Focus on the name *Canadiens*. Make sure students understand that it is a word of French origin, spelled *-ens* at the end.
- Use an example about your regional weather to help students understand the meaning of *usually*. (Students will learn adverbs of frequency in *Teen2Teen* Two, Unit 6.)

ANSWER

It's very very cold, but it's sunny.



Exercise 2

- Ask a volunteer to explain what they have to do.
- Students compare answers in pairs.

Exercise 3

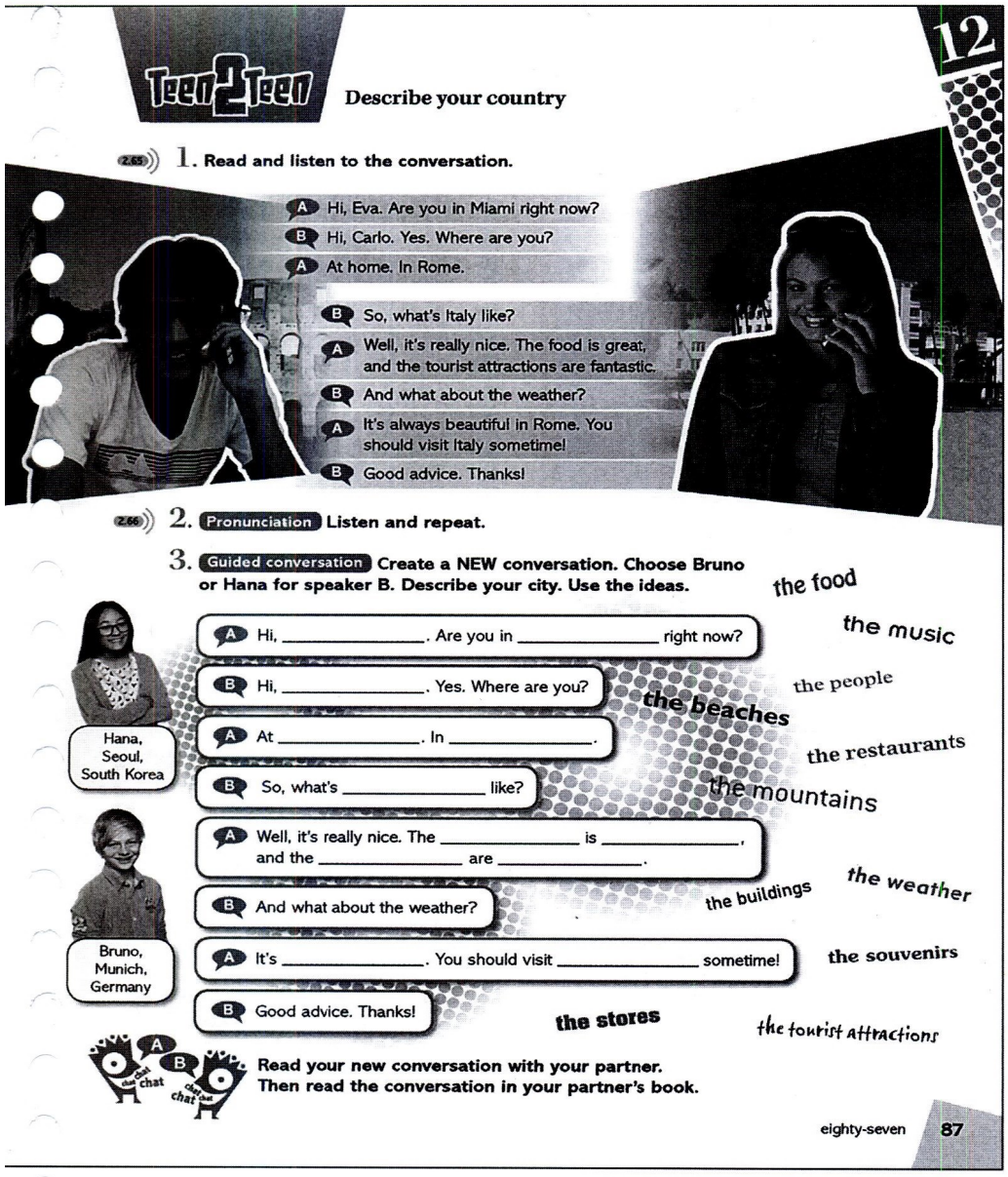
- Tell the students to look for these words in the website text and to read the context around them to find out whether they describe Canada in January or not.

Exercise 4

- Explain to the class that they should only put a check mark if the information is on the website.
- Ask volunteers to read out the answers starting in each case with *You should.*
- **Option:** *Find supporting details*
  To reinforce this strategy, ask the students to read all the phrases in the exercise before looking back at the website. Then ask them to read the website quickly and to underline anything that confirms any of the phrases. For example, for the first item *go to a hockey game*, the text says *you should go to a Canadiens game.*

Extra practice activity (all classes)

Encourage the class to say the last line of the text like a TV advertisement, referring back to your *Warm-up* discussion if relevant, or alternately first agreeing as a class on the best month to visit:
So visit (country) in (month)! (Country) in (month) is awesome!



Teen2Teen

Aim

Practice social language for describing your country

Warm-up

Ask students to look at the colored words to the right of the *Guided conversation* on page 87 (or you could write them on the board if you prefer). Tell students that they have one minute to choose and write in their notebooks the three things that they most like about their country. Check that everyone understands, and then say *Go!* Warn them near the end of the minute by counting down *Ten, nine, eight, seven, six, five, four, three, two, one. Stop!*

Call out each word. The students raise their hands if they had that word on their list. Someone without their hand raised counts in English and writes the results on the board. (If they all raise their hand, you can count in English once, but after that, you will all know the number of students in class that day.)

Exercise 1 2•65

- Establish that the boy and the girl are on the phone. Ask the class to read and listen to find out where they are.
- Play the CD or read the conversation aloud while students follow.
- Establish that Carlo's at home in Rome, Italy and that Eva's in Miami.

Usage

Right now refers to this exact moment (like e.g., *right next door* on page 102).

So is often used to show that the speaker is about to ask a question.

Exercise 2 2•66

- Play the CD or read the conversation aloud line by line for students to repeat. Practice each line first with the whole class and then ask a few individual students to repeat.
- For the second line, explain that Carlo has already asked Eva where she is, so when Eva asks him the same question, she stresses *you*. Make sure the students copy this: *Where are <u>you</u>?*
- Encourage everyone to use expressive intonation, and to sound appreciative when they say *Good advice. Thanks!*

Exercise 3

- Explain to the class that this time, they take the role of A and they choose either Hana or Bruno to be B.
- Emphasize that it was Carlo (A) who gave information about his country, so the students, as A, will be describing their country in this conversation.
- Focus on the two gaps in A's first line and elicit that they should use *Hana* and *Seoul* or *Bruno* and *Munich*. Then establish that they use their own name and hometown in B's second line. (You may like students to complete this far before continuing.)
- Tell them to look at Exercise 1 to see what kind of information they need in each gap, but to use their own ideas.
- Circulate while they are creating a new conversation. Check that everyone understands the task and uses singular and plural verbs correctly.

Chat

- In pairs students read the new conversations they have written.
- **Option:** Check who hasn't yet acted out for the class and invite them to do so. Encourage students to listen by asking them to note the features of their country that Student A in each pair mentions.

Extension
Writing page 95

Further support
Workbook pages W35–W37
Extra Practice CD-ROM
Grammar Worksheets 1 and 12
Vocabulary Worksheet
Reading Worksheet
Video: Teen Snapshot
Unit Tests A and B
Grammar Bank

Review: Units 10–12

Value

Self-assessment

Aim

Review and personalize the language learned in Units 10–12 and evaluate progress toward specific objectives

Suggestion

Remind the students of the purpose of the *Review* sections and encourage them to see how much English they have learned over the whole year, and in the last three units.

Exercise 1

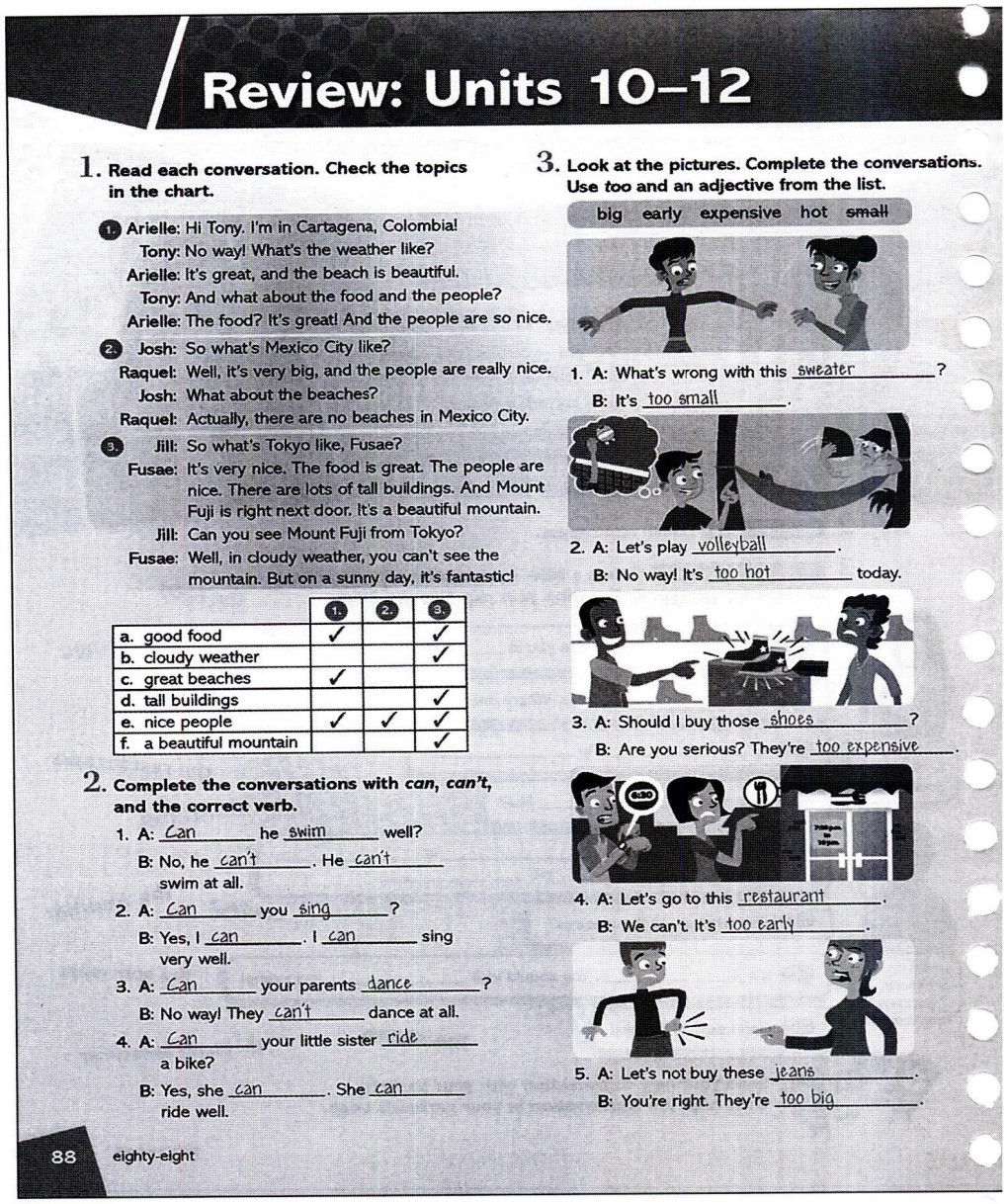
- To help the students with this kind of reading task, focus first on the chart at the bottom and give the class a few moments to read the phrases. Then explain that they need to look for this specific information as they read the conversations above.
- Use the example to demonstrate putting a check mark in the correct column according to the number of the conversation, and also to show that the information might be paraphrased, e.g., *good food* in the chart but *The food? It's great!* in conversation 1.
- Ask why there is no check mark in column 1 for *cloudy weather* (*because the conversation says that the weather is* great). Use this to demonstrate that students need to read carefully for sense, not just looking for key words.
- Tell them to read the conversations and to check the correct column when they find the relevant information.

Exercise 2

- Use the example to show that they need to read B's answer before they can complete the question.
- Students complete the questions and answers.
- As students finish, tell them to compare their answers with a partner, and to check for the use of the apostrophe in *can't*.
- **Option:** Either in "open pairs" across the class, or in "closed pairs", students practice asking and answering the questions.

Exercise 3

- Explain that there is a problem in each of the pictures. Give them a couple of minutes to look at the pictures and identify the problem.
- **Option:** The adjectives are given, but the exercise calls for the students to provide the nouns in each case. For that reason, in setting up the exercise, you may want to elicit ideas about the pictures in English, to give support to students who may struggle to think of the correct nouns. Alternately, as this is a *Review*, you could discuss the pictures in the students' own language so that, when you circulate, you have a clear picture of each student's ability to recall vocabulary in English.
- Focus on the adjectives above the first picture, and explain that in each case they will need to use an adjective with *too*, for B's answer.
- Point out that they have to think of the correct noun for A's line.
- Students complete the gaps.
- Circulate while students are writing to assess their knowledge of vocabulary and to check spelling.
- When you go over the answers, ask students to spell out the nouns, to practice the alphabet.
- **Option:** In pairs, the students practice reading the completed conversations aloud.
- **Option:** To encourage the use of reference skills, you could remind students that there is a list of vocabulary for each unit in the Workbook pages at the back.



Review: Units 10–12

1. Read each conversation. Check the topics in the chart.

1. **Arielle:** Hi Tony. I'm in Cartagena, Colombia!
Tony: No way! What's the weather like?
Arielle: It's great, and the beach is beautiful.
Tony: And what about the food and the people?
Arielle: The food? It's great! And the people are so nice.

2. **Josh:** So what's Mexico City like?
Raquel: Well, it's very big, and the people are really nice.
Josh: What about the beaches?
Raquel: Actually, there are no beaches in Mexico City.

3. **Jill:** So what's Tokyo like, Fusae?
Fusae: It's very nice. The food is great. The people are nice. There are lots of tall buildings. And Mount Fuji is right next door. It's a beautiful mountain.
Jill: Can you see Mount Fuji from Tokyo?
Fusae: Well, in cloudy weather, you can't see the mountain. But on a sunny day, it's fantastic!

	1.	2.	3.
a. good food	✓		✓
b. cloudy weather			✓
c. great beaches	✓		
d. tall buildings			✓
e. nice people	✓	✓	✓
f. a beautiful mountain			✓

2. Complete the conversations with *can*, *can't*, and the correct verb.

1. A: Can he swim well?
B: No, he can't. He can't swim at all.
2. A: Can you sing?
B: Yes, I can. I can sing very well.
3. A: Can your parents dance?
B: No way! They can't dance at all.
4. A: Can your little sister ride a bike?
B: Yes, she can. She can ride well.

3. Look at the pictures. Complete the conversations. Use *too* and an adjective from the list.

big early expensive hot ~~small~~

1. A: What's wrong with this sweater?
B: It's too small.
2. A: Let's play volleyball.
B: No way! It's too hot today.
3. A: Should I buy those shoes?
B: Are you serious? They're too expensive.
4. A: Let's go to this restaurant.
B: We can't. It's too early.
5. A: Let's not buy these jeans.
B: You're right. They're too big.

4. Match each situation with a statement with *should*.

1. The music at the festival is fantastic.	a. We should go to the beach.
2. The black jacket is very expensive.	b. All our classmates should go there.
3. Betty's Hometown Restaurant is great.	c. They should go to that restaurant.
4. That beach is fantastic.	d. Your parents should swim there.
5. The people in New City aren't very nice.	e. She shouldn't go to that city.
6. The weather is very hot.	f. You should buy the white one.

5. Circle the correct word.

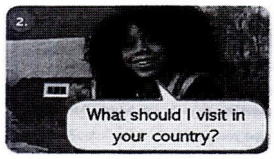
1. What's the name of **this** / (**that**) / **these** / **those** restaurant across the street?
2. Is (**this**) / **that** / **these** / **those** restaurant French or Italian? The food is delicious!
3. We should visit **this** / **that** / **these** / (**those**) mountains. They're so beautiful.
4. Look at **this** / **that** / (**these**) / **those** photos of Quito in this book. Are they great or what?
5. Which sweater is your favorite? Let's buy (**this**) / **that** / **these** / **those** blue one right here.

All About You

1. Write your own response to each person.



You _____



You _____



You _____

2. Complete the personal statements.

My favorite color is _____. My hometown is _____.

I can _____. In my hometown, you should _____.

Progress Check

✓ Check what you can do.

- ◯ Discuss clothes and colors
- ◯ Give and accept advice
- ◯ Give and accept compliments
- ◯ Use the Unit 10–12 grammar and vocabulary
- ◯ Describe my abilities



Suggestion

Review the use of *the one / the ones*. Hold up two markers (or pens) of different colors and then place one of them on a student's desk near you. Ask *Which (marker) is on (Name's) desk?* Elicit *The (blue) one*, helping as necessary. Hold up more markers (or pens), including two the same color, to practice the plural form *The (red) ones*.

If you don't have two markers or pens of the same color, you could either borrow from a student or draw two pairs of pants on the board in different colors (using black outline and filled with white if necessary). Give one pair very thin straight legs and the other very wide flared legs. Ask *Which pants should I buy?* and elicit the students' ideas with the plural form *The (white) ones*.

Exercise 4

- First, ask the students to read the six situations on the left. Then focus on the statements with *should* and explain that the students need to read carefully to find the best possible match.
- You may want to suggest that they use a pencil at first and then go over the lines in pen once they are sure of the best match in each case.
- Give students oral practice by asking twelve different students to read the situations aloud and correct matching statements.

Suggestion

Involve the students in reviewing demonstratives. Hold up a pen and say *This pen is (blue)*. Then ask for a volunteer to come and "teach" the class how to use *that*. If necessary, encourage the student who volunteers to place a pen on a student's desk, pointing and saying *That pen is on (Name's) desk*. Continue with *these* and *those*, asking the volunteers to vary their examples.

Exercise 5

- Ask a volunteer to explain what they have to do.
- Invite a different volunteer to read the example question and to explain why *that* is correct (because *restaurant* is singular, and it's across the street from the speaker).
- Students read the statements and questions and circle the correct form.
- To go over the answers, ask students to read the entire statements aloud.

All About You

Exercise 1

- Remind the class that this section of the *Review* is an extended opportunity to use English about themselves.
- Students look at the photos, read the speech balloons, and then write an appropriate response.

ANSWERS
Students' own answers

Exercise 2

- Ask students to look at the information that they need to complete the statements. Check that everyone understands. Students then complete the statements.

ANSWERS
Students' own answers

Progress Check

Discuss the goals with the class in the students' own language, looking back at the contents of Units 10–12 on pages 70, 76, and 82, and eliciting examples of language for each point.

Students put a check mark next to the things that they can do in English.

Circulate while they are doing this and use language from the last three units to remind them, e.g.,
What a cool (shirt)!
Can you read this to me?
You should write a color here.

Ask them to demonstrate they can do everything that they have checked (✓).

Further support
Video: Report
Puzzles
Review Tests A and B
Listening Tests A and B
End-of-Year Tests A and B

Extension
Cross-curricular Reading Units 10–12 page 99
Teen2Teen Friends Magazine 4 page 103

Unit 1 Writing

Aim

Develop writing skills: photo captions

Exercise 1

- Discuss the writing rule with the class. Point out that the subject of the sentence can be a name (*Mr. Locke*) as well as a subject pronoun.

Exercise 2

- Explain that this is a correction exercise where the students are pretending to be teachers. Their task is to draw a smiley face if the statement uses a subject and a verb correctly, and a sad face if something is missing.
- Students draw the correct faces.

Exercise 3

- Students correct the mistakes by writing correct affirmative or negative sentences in their notebooks. Either the full form or the contraction is correct when used with a pronoun.

ANSWERS

4. English class is great!
5. He is / He's John.
6. The books are not / aren't here.
7. It is not / It's not / It isn't a notebook.
9. He is / He's Carl.

Exercise 4

- Motivate students by pointing out that they can use their English to label photos. Ask them to identify the subjects and verbs by circling them.

Exercise 5

- Students write a caption for the photo that they brought in (or for one of the photos that you brought in).
- **Option:** Encourage students to use language that they already know, e.g., *teacher* (if relevant), *student* or *classmates*, but you could allow students to ask you for new words that they want to use.

Unit 2 Writing

Aim

Develop writing skills: questions and answers

Exercise 1

- Discuss the writing rules with the class and check if they exist in the students' language. Ask students if they always remember to use them (if they apply) in their own language. Encourage them to answer honestly.
- **Option:** You can model the pronunciation of *period* /'pɪriəd/ and *question mark* /'kwɛstʃən mark/ so that students learn to recognize these words in English.

Exercise 2

- Ask students to look at the example to work out what they have to do. Complete the second gap as a class (.).
- Once students have completed the conversation, use the photo to present *girlfriend*. Point between the girl and the boy saying *She's not his sister. She's his girlfriend.*
- Students can exchange their books to check answers or you could write the conversation on the board and ask volunteers to complete the gaps.

Exercise 3

- Put students into pairs to ask each other about their photos or drawings. Although they could do this in English, you could allow them to do this in the students' own language to generate ideas more quickly of what questions people ask.
- Students can produce a rough draft of their work for you to comment on before they write it out neatly. Remind them to include their photos or drawings when they hand in their assignments.
- **Option:** Use the photo to present *boyfriend*.

Writing

Unit 1: Photo captions

1. Study the writing rule.

Writing a sentence: subjects and verbs

When you write a sentence, always use a subject and a verb.

subject	verb	
Mr. Locke	is	a teacher.
I	'm	a student.
We	are	classmates.

2. Write a ☺ for the statements with a subject and a verb. Write a ☹ for the statements without a subject and a verb.

1. He is a student. ☺
2. Mr. Mason a teacher. ☹
3. Ms. Rose is the teacher. ☺
4. English class great! ☹
5. Is John. ☹
6. The books not here. ☹
7. Is not a notebook. ☹
8. We're students. ☺
9. He Carl. ☹
10. She's not Fran. ☺

3. In your notebook, correct the six incorrect statements from Exercise 2.

2. Mr. Mason is a teacher.

4. Circle the subjects and verbs in the photo captions.



She's Joanne. She's a student.



They're Ben and Joe. They're not classmates.

5. Choose a photo. Write a caption for your photo. Use Exercise 4 for support.

He's Rick. Rick's a student.

Writing

Unit 2: Questions and answers

1. Study the writing rule.

Periods and question marks

A period = .
A question mark = ?

Using periods and question marks

When you write a statement, always use a period.

Statements *Joe is my brother. She's my teacher.*

When you write a question, always use a question mark.

Questions *Is Joe your brother? Who is Joe?*

2. Read the conversation. Write periods and question marks.



A: Who are they?
B: They're my parents. He's my brother.
A: What's his name?
B: His name is Evan.
A: Who is she?
B: She's my brother's girlfriend. Her name is Alicia.

3. Choose a photo or draw a picture of your family or friends. Write questions and answers. Use Exercise 2 for support.

Unit 3: A celebrity profile

1. Study the writing rule.

Capitalization
Always use a capital letter for names of people. names *Mary Alice Jones* Always use a capital letter for the names of cities, countries, and nationalities. city *Bogota* country *Colombia* nationality *Colombian*

2. Correct the errors in capitalization.

peter gene hernandez is the real name of bruno mars. he is an american singer from the city of honolulu in the united states.

3. Read the profile of a celebrity. Circle the capital letters that begin the names of people, cities, countries, and nationalities.



Sofia Mulanovich is a famous Peruvian athlete. She's a surfer from Punta Hermosa, a city near Lima, Peru. Sofia's first name is Peruvian, but her family name isn't Peruvian. Sofia's mom and dad are Ines and Herbert Mulanovich. Sofia's parents are originally from Croatia. Now the whole Mulanovich family is in Peru.

4. Write a profile of your favorite celebrity. Use Sofia's profile for support. Remember to use periods and question marks.

Ideas:

first / family name	city
nickname	country
family	nationality

Writing

Unit 4: A description of your class schedule

1. Study the writing rule.

More rules about capitalization
Always use a capital letter for the names of days of the week. *Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday* Use a capital letter for the names of languages. *English, Spanish* Don't use a capital letter for the names of school subjects. *math, geography class, computer science*

2. Correct the errors in capitalization.

this week, math class is on monday and friday. on monday, art class is at 9:00, but on friday, it's at 11:20. on tuesday and thursday, english is early: at 8:00.

3. In the notebook, make a schedule of your classes for one week. Then write about your schedule. Use Exercise 2 for support. Start like this:

This week, ...

Monday	
Tuesday	
Wednesday	
Thursday	
Friday	

Writing

Unit 3 Writing

Aim

Develop writing skills: a celebrity profile

Exercise 1

- Discuss the writing rule with the class and compare with capitalization in the students' own language.

Exercise 2

- Use the example to explain that students have to replace the small letters with capital letters where necessary.
- To go over the answers, encourage and help the students to say, e.g., *Gene, capital G!* to review the letters of the alphabet.
- Focus on the phrase *an American singer*. Ask if anyone remembers when to use *an* (before a word that starts with a vowel sound). Show students that it is difficult to say *a American*.

Exercise 3

- Tell students to circle the capital letters for names, places, and nationalities.
- They can compare answers in pairs.
- Make sure that everyone understood *surfer* from the photo. Model the pronunciation of the country name *Croatia* /krəʊˈeɪʃə/. Check comprehension of other unfamiliar words, e.g., *famous, originally, whole.*

Exercise 4

- Students will need time to research information about their celebrity. In class, they could decide who to write about and look at the list of *Ideas* to see what information they know and what they need to research.
- Have students do the necessary research and write a rough draft for homework.
- Students can look at each other's work in pairs before handing in for your feedback.
- Students can write out a neat corrected version and add a photo if they wish.

Unit 4 Writing

Aim

Develop writing skills: a description of your class schedule

Exercise 1

- Review examples (or categories) of words that need capital letters in English (people's names, cities, countries, and nationalities).
- Focus on the additional rules for capitalization, noting that English usage may be different from the students' own language. Make sure students understand that English as a school subject has a capital letter because it is also a language.

Exercise 2

- Follow the procedure for Exercise 2 in *Unit 3 Writing*, above.

Exercise 3

- Students write out their class schedule on the notepad. Write any additional subjects that students need on the board for them to copy.
- Students can skip *This week* if they have the same timetable each week.
- They then write a paragraph following the model in Exercise 2.
- Ask the students to check their work for capital letters and punctuation, reminding them always to do this before handing in written work.
- **Option:** Weaker students or classes can be encouraged to copy the text in Exercise 2, writing only about math, art, and English, but using the times and days of the week that reflect their schedules.

مرجع زبان ایرانیان

Unit 5 Writing

Aim

Develop writing skills: a description of you and your family

Exercise 1

- Write these words on the board and invite volunteers to come out and correct the first letter if the word needs a capital, or to place a check mark next to the word if it is correct:
  friend boy adam her i sister korean you english country canada pretty ana my montreal
  (*Adam, I, Korean, English, Canada, Ana,* and *Montreal* have capitals.)
- Then write *Her boyfriend's handsome.* on the board and ask why *Her* has a capital letter here (*because it's at the beginning of a sentence*).
- Discuss the writing rule, checking if this is the same in the students' own language.

Exercise 2

- Students circle the capital letters at the beginning of each sentence.
- To go over the answers, students say the word at the start of each sentence.
- Ask which other words in the text have capital letters and why (*the name and family name* Sarah Breyer, *the nationality* American, *the city* Boston *and* I, *because it's always a capital*).

Exercise 3

- Review words for family members (e.g., *mother, brother, grandfather*). Make sure students understand that under the headings person 1 and 2, students should write about a person from their family. Check the meaning of *person* and elicit examples of family words. Then ask for examples of words from this unit for the other rows in the chart.
- Students then complete the chart about themselves and two family members.

Exercise 4

- Students describe a photo (or a picture that they have drawn) using the information from their chart in Exercise 3. Ask them to check their work for capital letters and periods.

Unit 6 Writing

Aim

Develop writing skills: an events announcement

Exercise 1

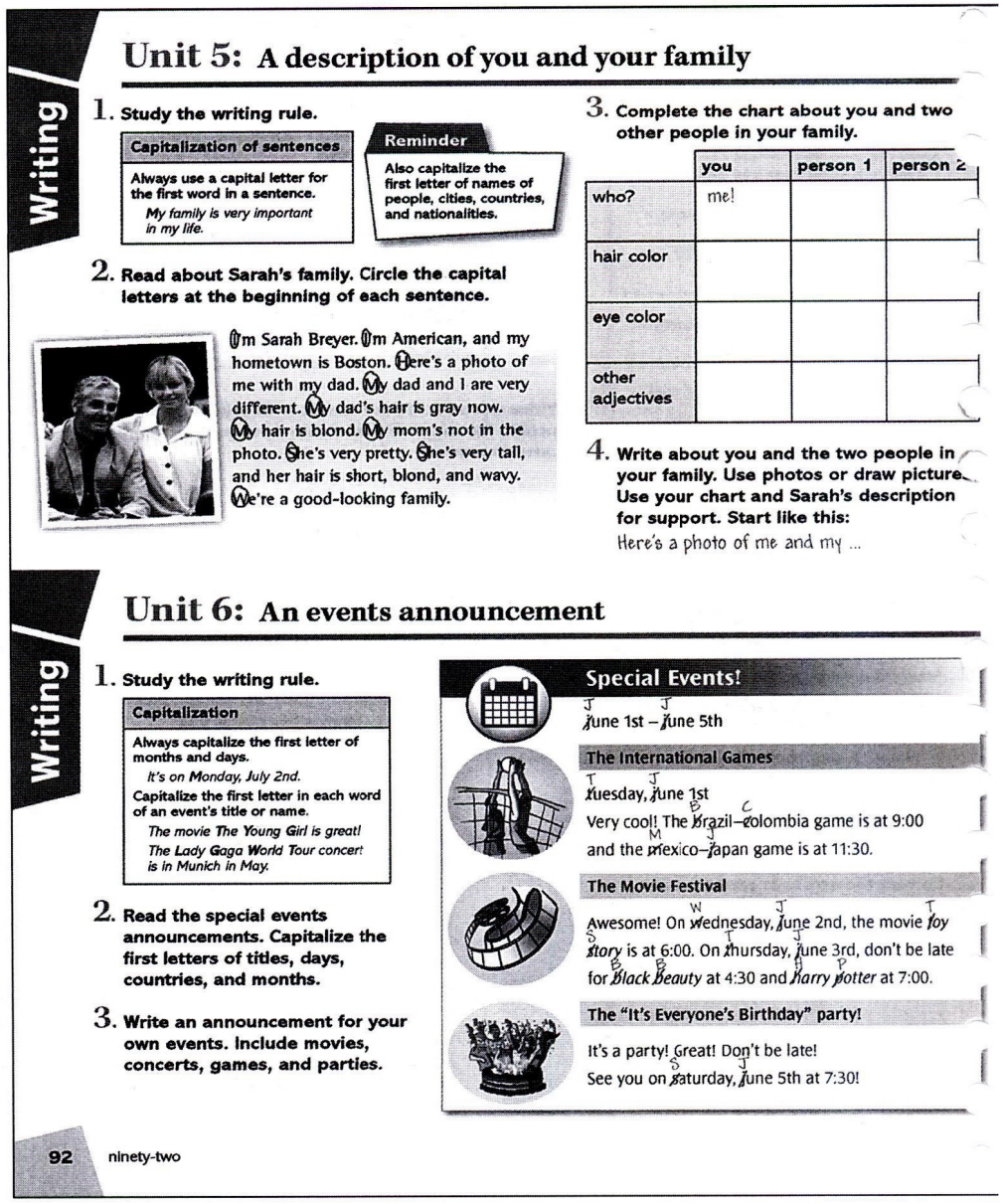
- To revise uses of capital letters, write this string of letters on the board (or separate it into words if you prefer):
  robisfromnewyorkintheu.s.andiamhiseng lishteacher.
  Invite volunteers out to the board to replace the small letters with capitals as necessary (*Rob is from New York in the U.S. and I am his English teacher*).
- Discuss the writing rule and compare with the students' own language, stressing the use of capital letters for months and days.

Exercise 2

- Explain to the class what they have to do.
- Students can first exchange books to correct their work. Then start with a student at the end of a row and go around in turn asking each student to say the next word that needs a capital letter. Help students with the pronunciation of *Beauty* /'byuţi/.

Exercise 3

- Focus on the exclamations in the calendar in Exercise 2 and encourage students to use these in their own work, e.g., *Very cool! Awesome!* You could also review the phrase *Totally awesome* from Unit 3.
- Explain that students can either invent movie titles in English or use any of the movie titles from pages 46 and 47.
- **Option:** You can have weaker students just write a party announcement. This practices capitalizing days and months, the new writing rule associated with the grammar of the unit. Students don't have to invent or find movie titles.



Unit 5: A description of you and your family

Writing

1. **Study the writing rule.**

Capitalization of sentences
Always use a capital letter for the first word in a sentence.
My family is very important in my life.

Reminder
Also capitalize the first letter of names of people, cities, countries, and nationalities.

2. **Read about Sarah's family. Circle the capital letters at the beginning of each sentence.**

(I)m Sarah Breyer. (I)m American, and my hometown is Boston. (H)ere's a photo of me with my dad. (M)y dad and I are very different. (M)y dad's hair is gray now. (M)y hair is blond. (M)y mom's not in the photo. (S)he's very pretty. (S)he's very tall, and her hair is short, blond, and wavy. (W)e're a good-looking family.

3. **Complete the chart about you and two other people in your family.**

	you	person 1	person 2
who?	me!		
hair color			
eye color			
other adjectives			

4. **Write about you and the two people in your family. Use photos or draw pictures. Use your chart and Sarah's description for support. Start like this:**
Here's a photo of me and my ...

Unit 6: An events announcement

Writing

1. **Study the writing rule.**

Capitalization
Always capitalize the first letter of months and days.
It's on Monday, July 2nd.
Capitalize the first letter in each word of an event's title or name.
The movie The Young Girl is great!
The Lady Gaga World Tour concert is in Munich in May.

2. **Read the special events announcements. Capitalize the first letters of titles, days, countries, and months.**

3. **Write an announcement for your own events. Include movies, concerts, games, and parties.**

Special Events!

june 1st – june 5th

The International Games

tuesday, june 1st
Very cool! The brazil–colombia game is at 9:00 and the mexico–japan game is at 11:30.

The Movie Festival

Awesome! On wednesday, june 2nd, the movie toy story is at 6:00. On thursday, june 3rd, don't be late for black beauty at 4:30 and harry potter at 7:00.

The "It's Everyone's Birthday" party!

It's a party! Great! Don't be late!
See you on saturday, june 5th at 7:30!

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Unit 7: A text message to a friend

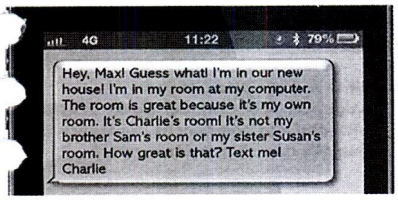
1. Study the writing rule.

Using exclamation points

Use an exclamation point (!) with emphatic statements and strong commands.

Wow!
That's great!
Don't use your phone in class!

2. Read Charlie's text message to his friend Max. Notice the use of exclamation points for emphatic statements and commands.



3. Write an exclamation point for the emphatic statements and commands. Use a question mark for questions. Use a period for the statements that are not emphatic.

1. What day is today?
2. It's Monday.
3. Oh, no! My phone is at home! And I'm late!
4. He has long wavy hair.
5. Students: Don't use a pen on the board!
6. My backpack is on my bed.
7. The homework is due today. Oh no!
8. It's 1:30 in Bogota.
9. It's 7:00? No way!
10. Wow! Who is she?

4. Write a short text message to a friend about a place at home or at school. Use Charlie's text for support. Use periods, question marks, and exclamation points in your text message.

Writing

Unit 8: A weather report

1. Study the writing rule.

Reminder
The words *o'clock* and *Let's* use an apostrophe, too.

Using apostrophes

Use an apostrophe for:

- contractions of the verb *be*
  I'm from Punta Arenas. She's a teacher. They're bored. What's his name?
- contractions of *not*
  He isn't late. We aren't on time. Don't open your book.
- possessives *'s* and *s'*
  Bob's family name is Smith. Our friends' teacher is Ms. Martin.

2. Correct the errors. Use apostrophes.

1. My sisters birthdays in May. My sister's birthday's in May.
2. Its ten oclock. It's ten o'clock.
3. Whos your teacher? Who's your teacher?
4. Whats the weather like? What's the weather like?
5. Its sunny in Porto Alegre. It's sunny in Porto Alegre.
6. Dont go to the mall today. Don't go to the mall today.
7. Lets stay home and watch TV. Let's stay home and watch TV.
8. It isnt hot today. It isn't hot today.

3. Read the weather report. Notice the use of apostrophes.

Weather report — Today

What's the weather like today? 31°C

It's sunny and hot. It isn't rainy, and it isn't cold.

Suggestions: Don't stay home and watch TV. Don't go to the mall. Go to the park. It's a beautiful day.

4. Write today's weather report. Make suggestions with imperatives. Use apostrophes in your weather report and your suggestions. Use the weather report in Exercise 3 for support.

Writing

Unit 7 Writing

Aim

Develop writing skills: a text message to a friend

Exercise 1

- Discuss the writing rule and ask the students if they use exclamation points a lot in text messages or online chatting.

Usage

Exclamation points are much more common in informal writing such as texts, online and instant messages, or e-mails. Formal writing does not include emphatic statements like *That's great!* Written commands are either less immediate, such as instructions in a textbook (e.g. *Listen and repeat.*), or they are rephrased as polite requests: *Please send me more information.*

Exercise 2

- First, do a scanning task. Ask the class to read the text message quickly, to count the exclamation points (*5*).
- Explain that exclamation points often show that we're very happy. Ask them to re-read the text to see why Charlie is happy (*he has his own room*). Confirm the meaning of *own*.
- **Option:** Elicit what other emotions that exclamation marks can depict (e.g., anger, surprise). Explain that sometimes multiple exclamation marks are used informally in texts and e-mails (e.g., Where are you Marta? You're late!!)

Exercise 3

- Explain that the students have to decide where to use exclamation points, question marks, or periods. To help them decide whether a statement is emphatic, write these statements on the board, and ask students which they would say with more emotion:

  It's Monday (.)
  It's my birthday today (!)
- Invite volunteers to punctuate the statements.
- Students compare answers in pairs.

Exercise 4

- Students could show you a draft. They then draw a frame to represent a text message and copy the text into it.

Unit 8 Writing

Aim

Develop writing skills: a weather report

Exercise 1

- Discuss the writing rule with the class. To check understanding, ask volunteers to tell you the full forms of the verb *be* for the affirmative sentences shown in the box (*I am, She is, They are, What is*).
- Explain that *Don't*, which the students studied in Unit 7, is a contracted form of *Do not*. But you can add that this is very formal and that the students don't need to use the full form. Ask volunteers to tell you the full forms of the two negative forms of *be* (*is not, are not*).
- Write *Our friends' teacher* on the board and elicit whether this refers to one friend or more than one (*more than one*) to check comprehension.
- Focus on the *Reminder* to remind students of the apostrophes in *o'clock* and *Let's*.

Usage

o'clock is a contraction of *of the clock*, no longer used in modern English.

Exercise 2

- Students rewrite the statements and questions inserting apostrophes correctly. With weaker groups, you can mention that number 2 needs two apostrophes.

Exercise 3

- Ask students to count the apostrophes and to see how many are contractions of *is* and how many are contractions of *not* (*is* = 3, *not* = 4).

Exercise 4

- Students write a weather report with suggestions how to spend the day, following the model in Exercise 3. Tell them to check their use of apostrophes carefully.

Unit 9 Writing

Aim

Develop writing skills: a description of your neighborhood

Exercise 1

- Place two pens, markers, erasers, and books on your table.
- Write on the board:
  There are pens markers erasers and books on my table.
- Ask students what is missing. If anyone knows, let them add the commas. If not, ask the class to watch while you put them in:
  There are pens, markers, erasers, and books on my table.
- Discuss the writing rule with the class and compare with the students' own language.
- Focus on the *Language tip* to show when a comma isn't necessary.

Exercise 2

- Students write the statements in their notebooks, adding commas where necessary.

ANSWERS

2. My classes today are English, geography, gym, and math.
3. How many restaurants, hotels, and stores are there?

Exercise 3

- Ask students to read Daniel's description and notice how many times Daniel uses a comma, and how many times he uses a comma before *and* (*four; two before* and).

Exercise 4

- Students describe their neighborhood in a similar way. Make sure they plan their text to include some lists. If students need more support, take a statement from Daniel's text and ask the student how they can change it to make it true for their neighborhood.
- **Option:** See *Extra practice activity* on page 64 if not done previously.

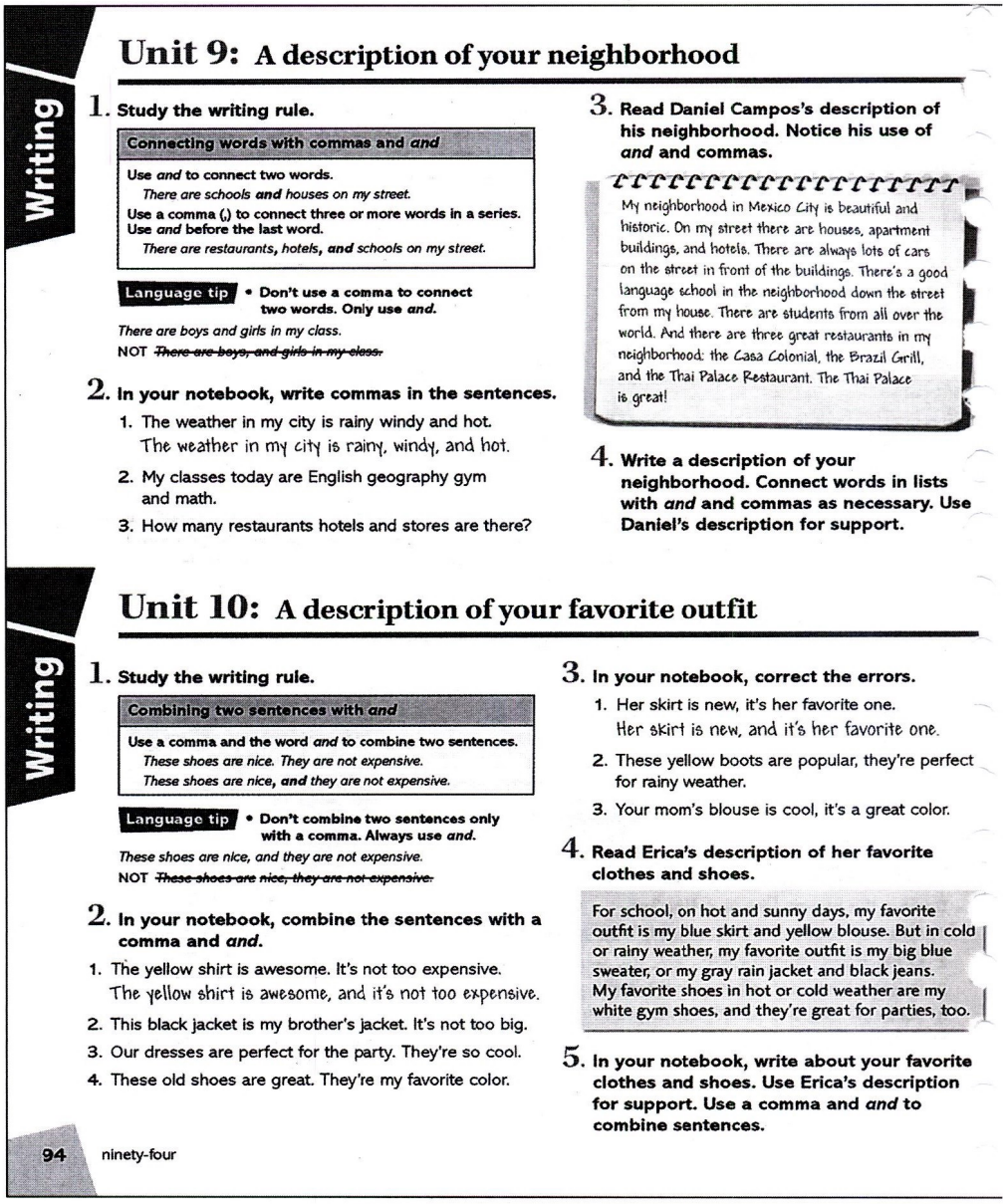
Unit 10 Writing

Aim

Develop writing skills: a description of your favorite outfit

Exercise 1

- Discuss the writing rule with the class. Point out that it is better writing style to use longer sentences rather than using lots of short sentences.
- Focus on the *Language tip* to stress that just joining sentences with a comma is not good style.



Writing

Unit 9: A description of your neighborhood

1. Study the writing rule.

Connecting words with commas and *and*

Use *and* to connect two words.
*There are schools **and** houses on my street.*
Use a comma (,) to connect three or more words in a series. Use *and* before the last word.
*There are restaurants, hotels, **and** schools on my street.*

Language tip • **Don't use a comma to connect two words. Only use *and*.**

There are boys and girls in my class.
NOT ~~*There are boys, and girls in my class.*~~

2. In your notebook, write commas in the sentences.

1. The weather in my city is rainy windy and hot.
   The weather in my city is rainy, windy, and hot.
2. My classes today are English geography gym and math.
3. How many restaurants hotels and stores are there?

3. Read Daniel Campos's description of his neighborhood. Notice his use of *and* and commas.

My neighborhood in Mexico City is beautiful and historic. On my street there are houses, apartment buildings, and hotels. There are always lots of cars on the street in front of the buildings. There's a good language school in the neighborhood down the street from my house. There are students from all over the world. And there are three great restaurants in my neighborhood: the Casa Colonial, the Brazil Grill, and the Thai Palace Restaurant. The Thai Palace is great!

4. Write a description of your neighborhood. Connect words in lists with *and* and commas as necessary. Use Daniel's description for support.

Writing

Unit 10: A description of your favorite outfit

1. Study the writing rule.

Combining two sentences with *and*

Use a comma and the word *and* to combine two sentences.
These shoes are nice. They are not expensive.
*These shoes are nice, **and** they are not expensive.*

Language tip • **Don't combine two sentences only with a comma. Always use *and*.**

These shoes are nice, and they are not expensive.
NOT ~~*These shoes are nice, they are not expensive.*~~

2. In your notebook, combine the sentences with a comma and *and*.

1. The yellow shirt is awesome. It's not too expensive.
   The yellow shirt is awesome, and it's not too expensive.
2. This black jacket is my brother's jacket. It's not too big.
3. Our dresses are perfect for the party. They're so cool.
4. These old shoes are great. They're my favorite color.

3. In your notebook, correct the errors.

1. Her skirt is new, it's her favorite one.
   Her skirt is new, and it's her favorite one.
2. These yellow boots are popular, they're perfect for rainy weather.
3. Your mom's blouse is cool, it's a great color.

4. Read Erica's description of her favorite clothes and shoes.

For school, on hot and sunny days, my favorite outfit is my blue skirt and yellow blouse. But in cold or rainy weather, my favorite outfit is my big blue sweater, or my gray rain jacket and black jeans. My favorite shoes in hot or cold weather are my white gym shoes, and they're great for parties, too.

5. In your notebook, write about your favorite clothes and shoes. Use Erica's description for support. Use a comma and *and* to combine sentences.

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Exercise 2

- The students combine statements in their notebooks.

ANSWERS

2. This black jacket is my brother's jacket, and it's not too big.
3. Our dresses are perfect for the party, and they're so cool.
4. These old shoes are great, and they're my favorite color.

Exercise 3

- Use the example to demonstrate the exercise. Students then write the correct sentences in their notebooks.

ANSWERS

2. These yellow boots are popular, and they're perfect for rainy weather.
3. Your mom's blouse is cool, and it's a great color.

Exercise 4

- Ask students to read the text. Elicit the meaning of *outfit*.

Exercise 5

- Weaker students can describe their favorite outfit, but stronger students should follow Erica's text and write about two or three outfits. Tell students to check their work for commas and *and*.

Unit 11: A description of a friend or classmate

1. Study the writing rule.

Combining sentences with *but*

Use a comma and the word *but* to combine two sentences with contrasting ideas.

I can sing well. I can't dance at all.
*I can sing well, **but** I can't dance at all.*

2. Combine the sentences with a comma and *but*.

1. She can't play volleyball. She can play basketball.
   She can't play volleyball, but she can play basketball.
2. They are from Rio. They are in Sao Paulo today.
   They are from Rio, but they are in Sao Paulo today.
3. The living room is big. The bedrooms are small.
   The living room is big, but the bedrooms are small.
4. Her mom is very tall. Her dad is very short.
   Her mom is very tall, but her dad is very short.
5. His brother isn't an athlete. He can dance very well.
   His brother isn't an athlete, but he can dance very well.
6. We can't swim very fast. We can run very fast.
   We can't swim very fast, but we can run very fast.

3. Read a description of a friend. Notice the sentences with *but*.

My friend Carl isn't very tall, but he's very handsome. His hair is brown, and his eyes are green. His clothes are always nice. There are five people in his family. His mom and dad are very good-looking, too. His sister is sixteen years old, and his brother is twenty. Carl can speak Portuguese and English. He can play volleyball and soccer very well, but he can't play basketball at all. He can play the guitar, but he can't play the piano.

4. Write about a person you know. Describe this person's abilities. Use the description of a friend in Exercise 3 for support. Use a comma and *but* to combine sentences.

Unit 12: A text message to confirm a meeting

1. Study the writing rule.

Combining ideas with *or*

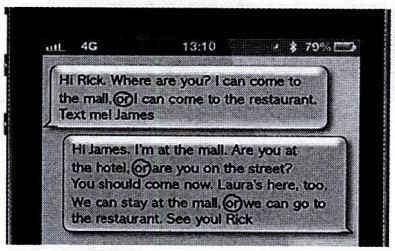
Use a comma and the word *or* to combine sentences to offer an alternative.

*It's rainy. You should stay home, **or** you should go to the mall.*
*Should I stay home, **or** should I go to the mall?*

2. In your notebook, combine the sentences with *or*.

1. You can play basketball. You can play volleyball.
   You can play basketball, or you can play volleyball.
2. Should we watch TV? Should we go to the park?
3. You can go to Bogota. You can go to Cali.
4. He should listen to music. He should read a book.
5. In April, it's rainy. It's windy.
6. You should call your mom. You should call your dad.
7. Is today Tuesday? Is today Wednesday?
8. Are you from the U.S.? Are you from Canada?

3. Read the text messages. Circle the three uses of *or*.



4. Imagine you are in another city. In your notebook, write a text message exchange. Use the text messages in Exercise 3 for support. Use a comma and *or* to combine sentences.

Unit 11 Writing

Aim

Develop writing skills: a description of a friend or classmate

Exercise 1

- Discuss the writing rule with the class and point out the use of the comma.
- Make sure everyone understands the use of *but* by writing the sentences below on the board. Ask which one isn't logical and cross it out as shown:
  ~~*I can sing, but I can dance.*~~
  I can't sing, but I can dance.
  Point out that these are contrasting ideas.

Exercise 2

- Focus on the example and check that everyone understands what to do.
- Encourage students to combine entire sentences, even though they may be repetitive. It is possible to connect words or phrases with *or* as well, but in those cases commas are not used.

Suggestion

You can point out in number 2 that it's not necessary to add the tilde in São Paulo in English, but that, of course, it's not wrong to use it.

Exercise 3

- Students read the description.
- **Option:** Ask *What are the contrasting ideas in the sentences with* but*? (Carl isn't tall / he's very handsome; he can play volleyball and soccer very well / he can't play basketball at all; he can play the guitar / he can't play the piano).*

Exercise 4

- Students prepare a rough draft. Encourage students to write sentences with contrasting ideas that they can combine with *but*. Have students show their friend their description to check their ideas, and then to you to check grammar, spelling, and punctuation.
- They then copy the text out neatly.
- **Option:** For a class reading activity, first make sure that everyone writes about a classmate. Ask students to use *???* each time instead of the person's name, and to put their own name at the bottom. Collect all the descriptions in and re-distribute them for students to guess, e.g., *I know! (Name)'s friend is (Name)!*

Unit 12 Writing

Aim

Develop writing skills: a text message to confirm a meeting

Exercise 1

- Discuss the writing rule with the class, pointing out that they combined sentences with *but* in Unit 11, and contrasting the meaning with *or*.

Usage

A comma is not used if the two parts are not sentences, e.g., *You can swim or play soccer.*

Exercise 2

- Focus on the example and check that everyone understands what to do.
- You can do number 2 on the board to remind students that a question works in exactly the same way.
- Students write the combined sentences in their notebooks.

ANSWERS

2. **Should we watch TV, or should we go to the park?**
3. **You can go to Bogota, or you can go to Cali.**
4. **He should listen to music, or he should read a book.**
5. **In April, it's rainy, or it's windy.**
6. **You should call your mom, or you should call your dad.**
7. **Is today Tuesday, or is today Wednesday?**
8. **Are you from the U.S., or are you from Canada?**

Exercise 3

- Students circle two more uses of *or*, noting the comma before each.

Exercise 4

- Tell the class to think of two meeting places, two places where their friend might be right now, and two activities.
- Students then write a text message exchange following the model in Exercise 3, combining ideas with a comma and *or*.

Cross-curricular Reading: Units 1–3

Cross-curricular topic

Geography

Continents, Countries, and Capitals

Aim

Use English to learn about continents, countries, and capitals

Exercise 1 2•67

- Ask students to look quickly at the page to find which map shows the U.S. (*the first map*).
- Play the CD or read the texts aloud while students follow.
- Ask students to identify other countries that they know in English, and then any others in the students' own language.
- **Option:** It's motivating for students to share what they already know, even if they then read in English to confirm their ideas. Tell them that being able to read about other subjects in English will help them to access a lot more information.
- Check, using the example of Washington D.C., that everyone understands that the star shows a capital city.
- Students then look at the maps (and read the texts) to find the capital cities of the countries.

ANSWERS

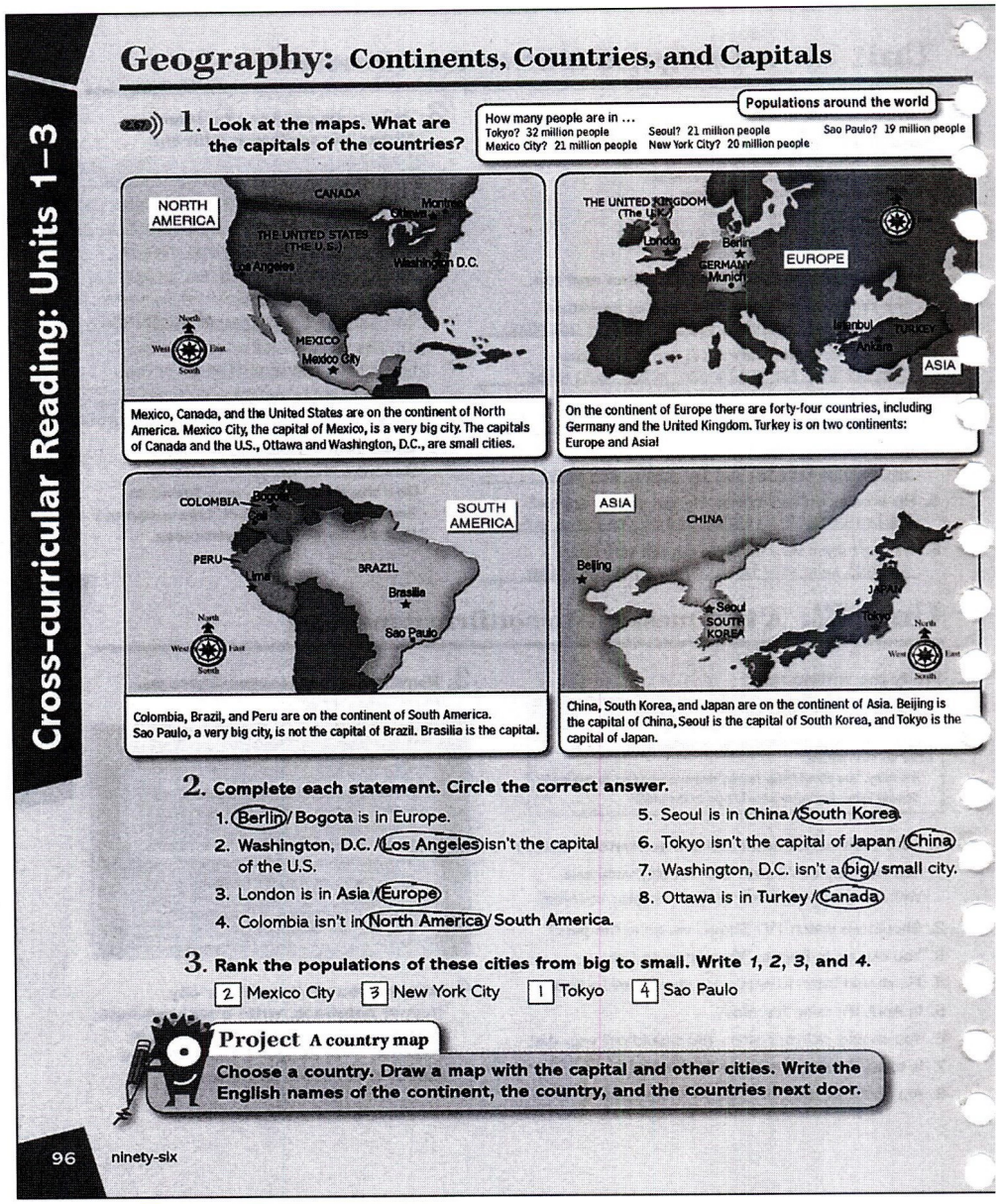
Mexico – Mexico City
Canada – Ottawa
the United States – Washington D.C.
the United Kingdom – London
Germany – Berlin
Turkey – Ankara
Colombia – Bogota
Brazil – Brasilia
Peru – Lima
China – Beijing
South Korea – Seoul
Tokyo – Japan

Exercise 2

- Ask a volunteer to explain to the class what they have to do.
- As volunteers give each answer, confirm whether it is correct and model the pronunciation as necessary, particularly the new words *Europe* /'yʊrəp/ and *North* /nɔrθ/.

Suggestion

Big numbers in English are not a language focus here, but as the word *million* might be new, you can model the pronunciation of million /'mɪlyən/. Explain that they simply use the English numbers that they already know in front of the word *million*: 19 million = *nineteen million*, etc.



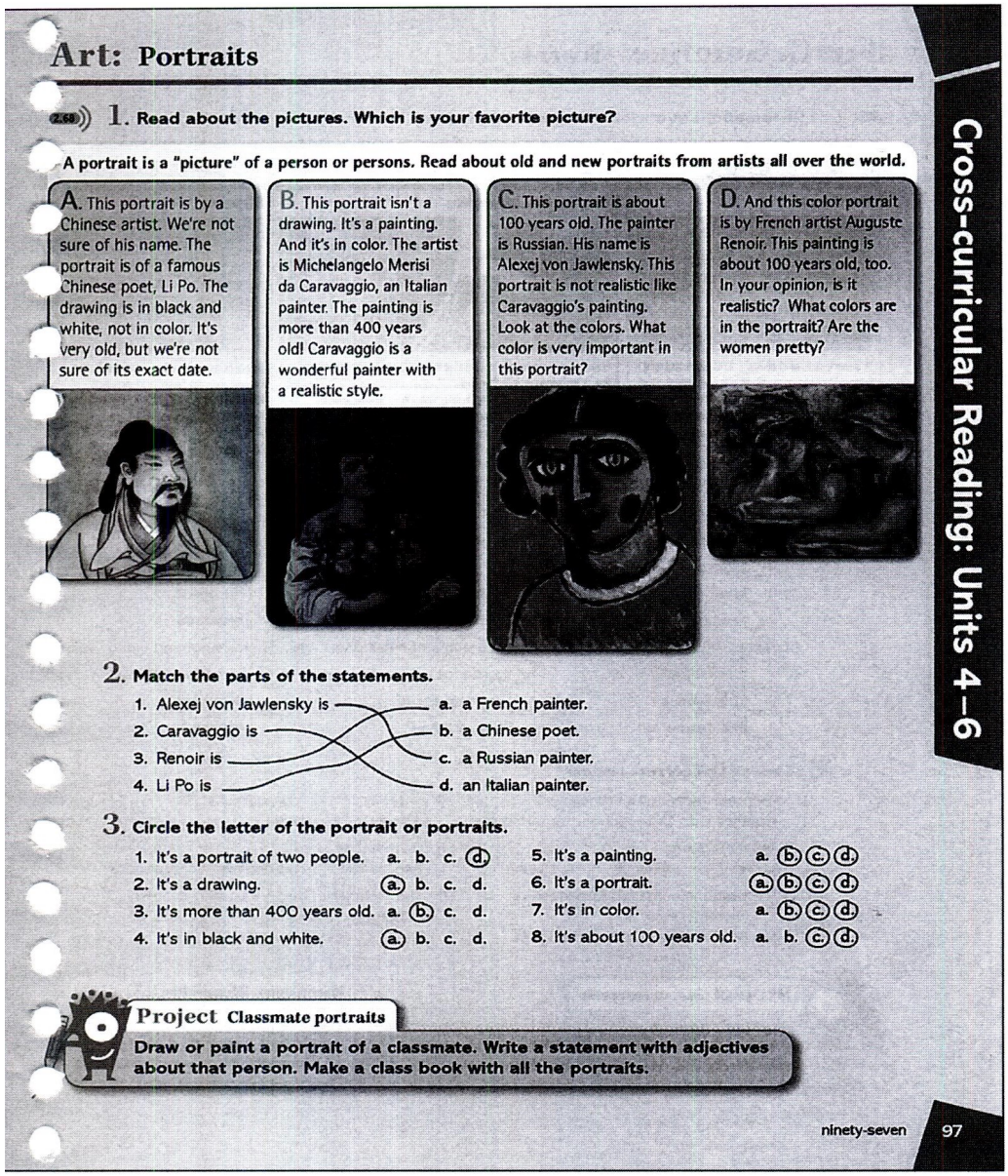
Exercise 3

- First, discuss in the students' own language which of the populations of these cities are bigger or smaller than Tokyo (the biggest city in the article).
- Focus on the box that gives the number of people in big cities. (Note that these population figures apply to the metropolitan area, not just the city.)
- Explain the ranking task and make sure that students understand. If necessary, focus on the sample answer. Ask *Does Tokyo have the largest or smallest population?* (*largest*). For this reason it is ranked number 1. Then ask *Which city has the second largest population?* (*Mexico City*).

Project: A country map

- Students will need time to research at home, but you can establish in class what country each student is going to work on.
- **Option:** To create an interesting class display, allocate students to countries from each continent. They could also research the population of the countries.

مرجع زبان ایرانیان



Cross-curricular Reading: Units 4–6

Cross-curricular topic

Art

Portraits

Aim

Use English to learn about portraits

Suggestion

Encourage students to guess the meaning of *artist, poet, exact, realistic, style,* and *opinion.*

BACKGROUND INFORMATION

Li Po (701–762): Also known as Li Bai and originally from Kazakhstan, he was an important poet influenced by Taoism.

Caravaggio (1571–1610): He is famous for the use of light and shadow in his realistic style.

von Jawlensky (1864–1941): He was born in Russia and moved to Germany in 1896. He is most famous for portraits of heads and faces.

Renoir (1841–1919): Renoir began painting designs on china at a factory. He was one of the most famous impressionist painters.

Exercise 1 2•68

- Use the pictures to establish the topic of the lesson. Ask the class to suggest which of their classmates are good at art. Find out if anyone in the class, or anyone in their families, enjoys art as a hobby. Ask if anyone has seen or tried drawing apps on their phones, hand-held computer games, etc.
- Play the CD or read the texts aloud while the students follow. Encourage them to guess new words (see *Suggestion*).
- Afterwards, take a class vote to see which portrait is the most popular.

Exercise 2

- Ask a volunteer to explain what they have to do. Students can refer to the texts in Exercise 1 if necessary.
- **Option:** The statements are in the present. Ask students which portrait they think looks the most modern. As part of this cross-curricular topic, remind students that these artists are no longer alive.

Exercise 3

- Read the direction line to stress that some statements refer to more than one portrait.
- Students read each statement and decide which portrait or portraits it's describing, circling the correct letter or letters.
- **Option:** *Classify information*
  To reinforce the strategy of classifying information, write the four names (as in Exercise 2) as column headings on the board. After students have completed the exercise, invite them to identify which statements belong in which column.

Project: Classmate portraits

- To make a class book, students will need to use the same size of paper for their drawing or painting. Discuss this with the class, making sure they remember that they are also going to write a short description to accompany the portrait.
- Students will then need some time in class to sketch a classmate. Ideally, they would choose their own partners for this as they will accept a less flattering portrait more easily from a friend. If necessary, three friends can work together, to make sure that each student is drawn.
- To use a realistic style, they will need to observe and make notes in class about the colors they need for skin tone, hair, and eyes, but they could then finish the color work at home if they have the necessary materials.
- They can write a draft of their description at home and first show it to their classmate for their approval, and then to you to check.
- If necessary, students then produce a final version to accompany their drawing or painting in the class book.

Cross-curricular Reading: Units 7–9

Cross-curricular topic

Earth Science

Storms

Aim

Use English to learn about storms

Exercise 1 2•69

- Focus on the photos and invite the students to guess the topic (*storms*). Ask the class whether it's always rainy when there's a storm and elicit everyone's ideas.
- Play the CD or read the texts aloud while students follow and check their ideas. Point out that there are new words which they might be able to guess the meaning of, but also tell them to use the photos to help as well.
- After they have found the answer, ask the class which new words they think they were able to guess the meaning of. Check their ideas, e.g., *tornado*, *kilometers*, *approximately*, and *northern*, and they may also recognize *typhoon* from the photo.
- Use the photos to elicit the meaning of *hurricane*, *blizzard*, and *snow*.

ANSWER

No, a blizzard isn't rainy. There's lots of snow.

Usage

Brrr! is used in writing to represent the action of shivering from the cold. It is not said in spoken English because it's obvious from the physical action.

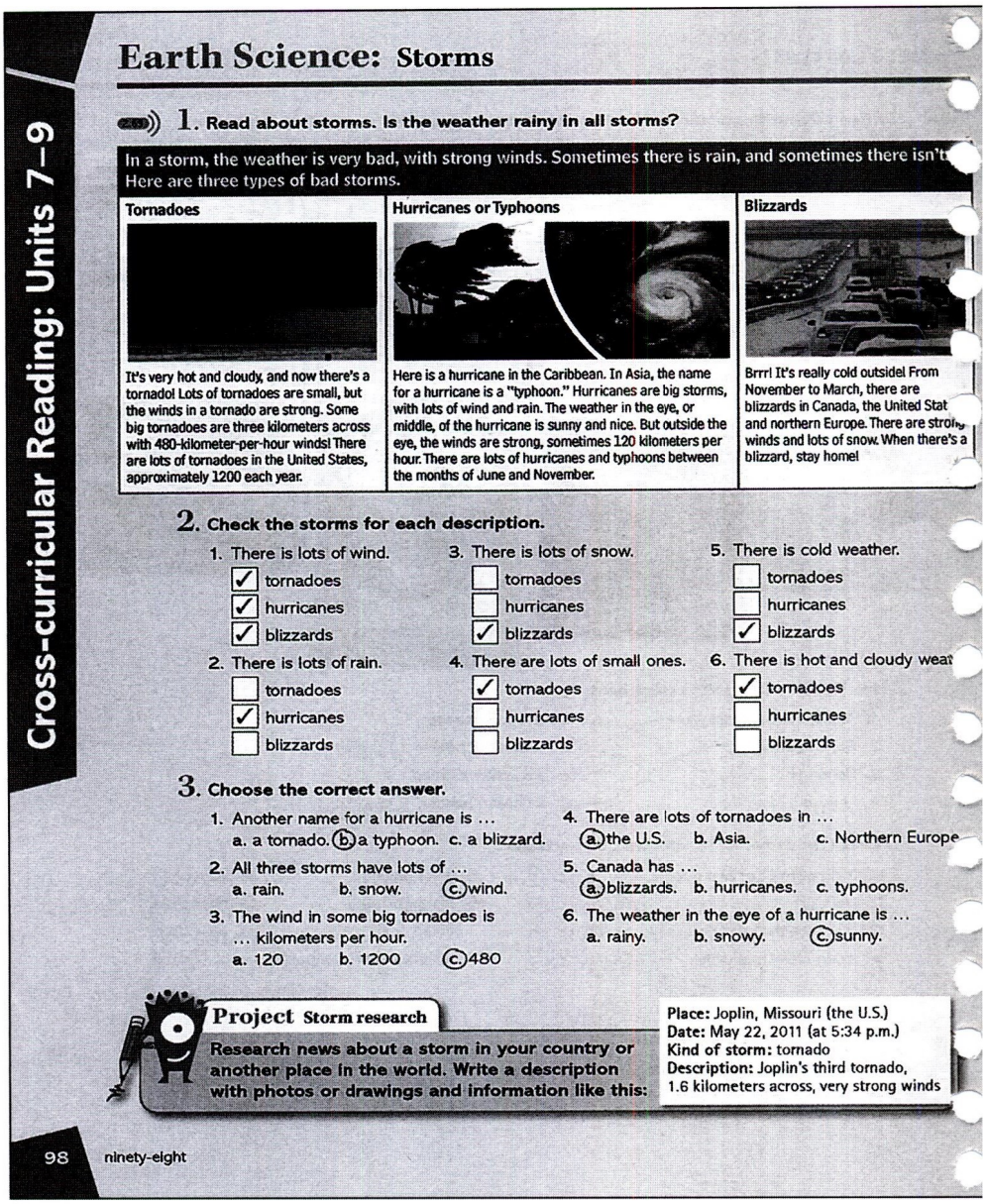
English uses a comma in big numbers (e.g., *1,200*) and a period (or *decimal point*) to separate whole numbers from tenths (e.g., *1.6*, see *Project*).

According to scientists, a *blizzard* is when the wind is stronger than 56 km/h. Otherwise, the word used is *snowstorm*.

- You could refer students to page 104 for big numbers and model these numbers for students to hear them in English:
  480 four hundred eighty
  /ˌfɔr ˌhʌndrəd ˈeɪt̬i/
  1,200 one thousand two hundred
  /ˌwʌn ˌθaʊznd ˌtu ˈhʌndrəd/
  120 one hundred twenty
  /ˌwʌn ˌhʌndrəd ˈtwɛnt̬i/
  (also often *one twenty* /ˌwʌn ˈtwɛnt̬i/).

Suggestion

Once the class know the meaning of the words for storms, it is useful for students to practice them for use in this lesson:
tornado /tɔrˈneɪdoʊ/
hurricane /ˈhərəkən/



Cross-curricular Reading: Units 7–9

Earth Science: Storms

1. Read about storms. Is the weather rainy in all storms?

In a storm, the weather is very bad, with strong winds. Sometimes there is rain, and sometimes there isn't. Here are three types of bad storms.

Tornadoes

It's very hot and cloudy, and now there's a tornado! Lots of tornadoes are small, but the winds in a tornado are strong. Some big tornadoes are three kilometers across with 480-kilometer-per-hour winds! There are lots of tornadoes in the United States, approximately 1200 each year.

Hurricanes or Typhoons

Here is a hurricane in the Caribbean. In Asia, the name for a hurricane is a "typhoon." Hurricanes are big storms, with lots of wind and rain. The weather in the eye, or middle, of the hurricane is sunny and nice. But outside the eye, the winds are strong, sometimes 120 kilometers per hour. There are lots of hurricanes and typhoons between the months of June and November.

Blizzards

Brrr! It's really cold outside! From November to March, there are blizzards in Canada, the United Stat and northern Europe. There are stron winds and lots of snow. When there's a blizzard, stay home!

2. Check the storms for each description.

	tornadoes	hurricanes	blizzards
1. There is lots of wind.	✓	✓	✓
2. There is lots of rain.		✓	
3. There is lots of snow.			✓
4. There are lots of small ones.	✓		
5. There is cold weather.			✓
6. There is hot and cloudy weat	✓		

3. Choose the correct answer.

1. Another name for a hurricane is ...
   a. a tornado. (b.) a typhoon. c. a blizzard.
2. All three storms have lots of ...
   a. rain. b. snow. (c.) wind.
3. The wind in some big tornadoes is ... kilometers per hour.
   a. 120 b. 1200 (c.) 480
4. There are lots of tornadoes in ...
   (a.) the U.S. b. Asia. c. Northern Europe
5. Canada has ...
   (a.) blizzards. b. hurricanes. c. typhoons.
6. The weather in the eye of a hurricane is ...
   a. rainy. b. snowy. (c.) sunny.

Project Storm research

Research news about a storm in your country or another place in the world. Write a description with photos or drawings and information like this:

Place: Joplin, Missouri (the U.S.)
Date: May 22, 2011 (at 5:34 p.m.)
Kind of storm: tornado
Description: Joplin's third tornado, 1.6 kilometers across, very strong winds

98 ninety-eight

typhoon /taɪˈfun/
blizzard /ˈblɪzərd/

Exercise 2

- Students read the descriptions and check the appropriate boxes.
- If the students have practiced the pronunciation of the key words, they can use them to give answers orally. If not, students can compare answers in pairs before you model the words.
- **Option:** *Classify information*
  To reinforce the strategy, write *tornadoes*, *hurricanes*, and *blizzards* as column headings on the board. Write the numbers 1–6 vertically to the left of the first column, review each item from the exercise, and write a check mark in the appropriate column.

Exercise 3

- Students refer back to the texts and circle the correct letters.
- To check, students call out the letters. Read them the statement to confirm.

Project: Storm research

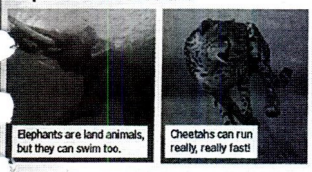
- Students will need time to research at home. In class, focus on the example, pointing out the decimal point in *1.6*.
- Ask them to prepare a rough draft and check it for capital letters, the date, and the correct use of decimal points (not commas) in any measurements.
- Encourage students to print off photos or maps from the Internet, or to draw maps themselves, to show where the storm started and traveled.

Life Science: Biodiversity

2.70 **1. Read the article about animals. In your opinion, which animals are cute?**

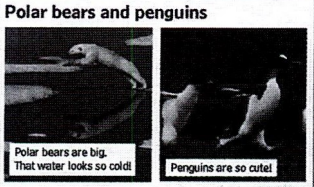
There are lots of kinds of animals in the world. Some animals live in hot regions. Other animals live in cold regions. Some are very big, and others are very small.

Elephants and cheetahs



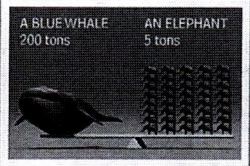
Elephants and cheetahs live in regions where it is hot. African elephants are very big, with very large ears. Some are four meters tall and weigh 6,000 kilograms. Cheetahs aren't big, but they can run approximately 115 kilometers per hour!

Polar bears and penguins



Polar bears live in cold regions in the north, like Canada. They are white (like snow) and beautiful! They can swim in very cold water. Penguins live in cold places in the south, like Argentina and Chile. Penguins can't fly at all, but they can run and swim very fast.

Whales



Elephants, cheetahs, polar bears, and penguins live on land. But some animals, like whales, swim in oceans all over the world, in both hot and cold regions. Some whales, like the blue whale, are very large. Next to a whale, an elephant looks very small.

Every continent has different kinds of animals. The name for differences in animals is biodiversity. Biodiversity is beautiful!

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

1. The article is about different animals. (T)/F
2. Elephants and polar bears live in the water. T/(F)
3. Elephants and whales can swim. (T)/F
4. Polar bears live in hot regions. T/(F)
5. Penguins live in cold regions. (T)/F
6. Whales are very big. (T)/F

3. Classify the animals, according to the information in the article. Write check marks (✓) in the chart.

	elephants	cheetahs	polar bears	penguins	whales
1. live on land	✓	✓	✓	✓	
2. live in the water					✓
3. live in hot regions	✓	✓			✓
4. live in cold regions			✓	✓	✓
5. can swim	✓		✓	✓	✓
6. can run		✓		✓	

Project Animal posters

Make a poster of your favorite animal with a photo or a drawing. Describe the animal and its abilities. Put the posters on the wall in your classroom.

Cross-curricular Reading: Units 10–12

Cross-curricular topic

Life Science

Biodiversity

Aim

Use English to learn about biodiversity

Option

Ask students to name their favorite wild animals in their own language. Explain that they will find in today's class that some animal names in English may be very similar to the names in their own language.

BACKGROUND INFORMATION

The United Nations declared 2010–2020 as the decade for biodiversity, with many annual events already established internationally.

Note

Students study the simple present in *Teen2Teen* Two, Unit 5. At this stage, they only need to know the meaning of the new verbs in the article.

Exercise 1 2.70

- Play the CD or read the article aloud while students follow.
- Ask them to look at the photos, thinking about which of these animals are cute.
- Practice the pronunciation of the plural animal names in the article, pointing out differences between the words in English and their own language:
  elephants /'ɛləfənts/
  cheetahs /'tʃiţəz/
  polar bears /'poʊlər ˌbɛrz/
  penguins /'pɛŋgwənz/
  whales /weɪlz/
- Then ask *Which of these animals are cute?* (Some students may like cats and think that cheetahs are *cute*; others may think elephants' trunks are *cute*.)
- Discuss in the students' own langauge the meaning of *biodiversity* /baɪoʊdə'vərsəţi/ and use the concept to explain the meaning of *kind* as a noun. Ask them to guess the meaning of *region*, too.
- Say *We live in (name of country). Our hometown is (name of hometown). We live in (name of hometown).* Ask students to guess the meaning of the verb *live*. Then teach the meaning of *water* and *land*.
- Ask *Can penguins swim?* (*Yes, they can.*) Add *But they can't fly* and shake your head. Ask *Can elephants fly?* (*No, they can't*) and make sure that everyone understands the new word.
- Explain the meaning of *look*, using the students' own language, near the end of the text.
- Read the last line aloud: *Every . . . beautiful.* Congratulate the class that they are studying science in English.

ANSWERS

Students' own answers

Exercise 2

- Tell them to circle *T* or *F* based on the text, not just on the photos.
- Students compare answers in pairs.

Exercise 3

- Focus on the example and establish that this information is in the article. Then say *Elephants live in the water. Yes or no?* (*No*). Tell them to continue, only checking the phrases that apply to each animal.
- Students compare answers in pairs.
- **Option:** *Classify information*
  To reinforce this strategy after Exercise 3, write these key words across the board as six headings:
  land water hot cold swim run
  Assign an animal to each of five volunteers and invite them out in turn to write the animal names in the relevant columns. The class watch and check.

Project: Animal posters

- If you want to display the posters in the classroom, establish the size before students begin their work.
- Students will need time to find a photo at home unless they want to draw their animal.
- They use information from the article, and other language that they know, referring to the animals in the plural to avoid the simple present *-s*.

Teen2Teen Friends Magazine 1

Aim

Extend reading skills through texts written from the perspective of the *Teen2Teen Friends*

Warm-up

Ask students to leave their books closed. Write *Su*, *Adam*, and *Ana* on the board. Point to the name *Su* and ask *Where's she from?* (*Turkey*). Invite volunteers to form the questions about Adam (*Where's he from?*) and Ana (*Where's she from?*) for their classmates to answer (*the U.S.* and *Brazil*).

Exercise 1 2•71

- Ask students to look at the magazine to find what cities they are from.
- Play the CD or read the texts aloud while students follow.
- Focus on the phrase *This is* to introduce someone. Demonstrate by pretending to introduce one student to another, e.g., (*Name*), *this is* (*Name*).
- Explain the meaning of *I always say*. (Students will study adverbs of frequency with the *simple present* in *Teen2Teen* Two, Unit 6.)
- **Option:** If you chose not to present the form *Mrs.* (for a married woman) on page 11, you may want to explain here that when referring to a married couple, people usually say *Mr. and Mrs.*

ANSWERS

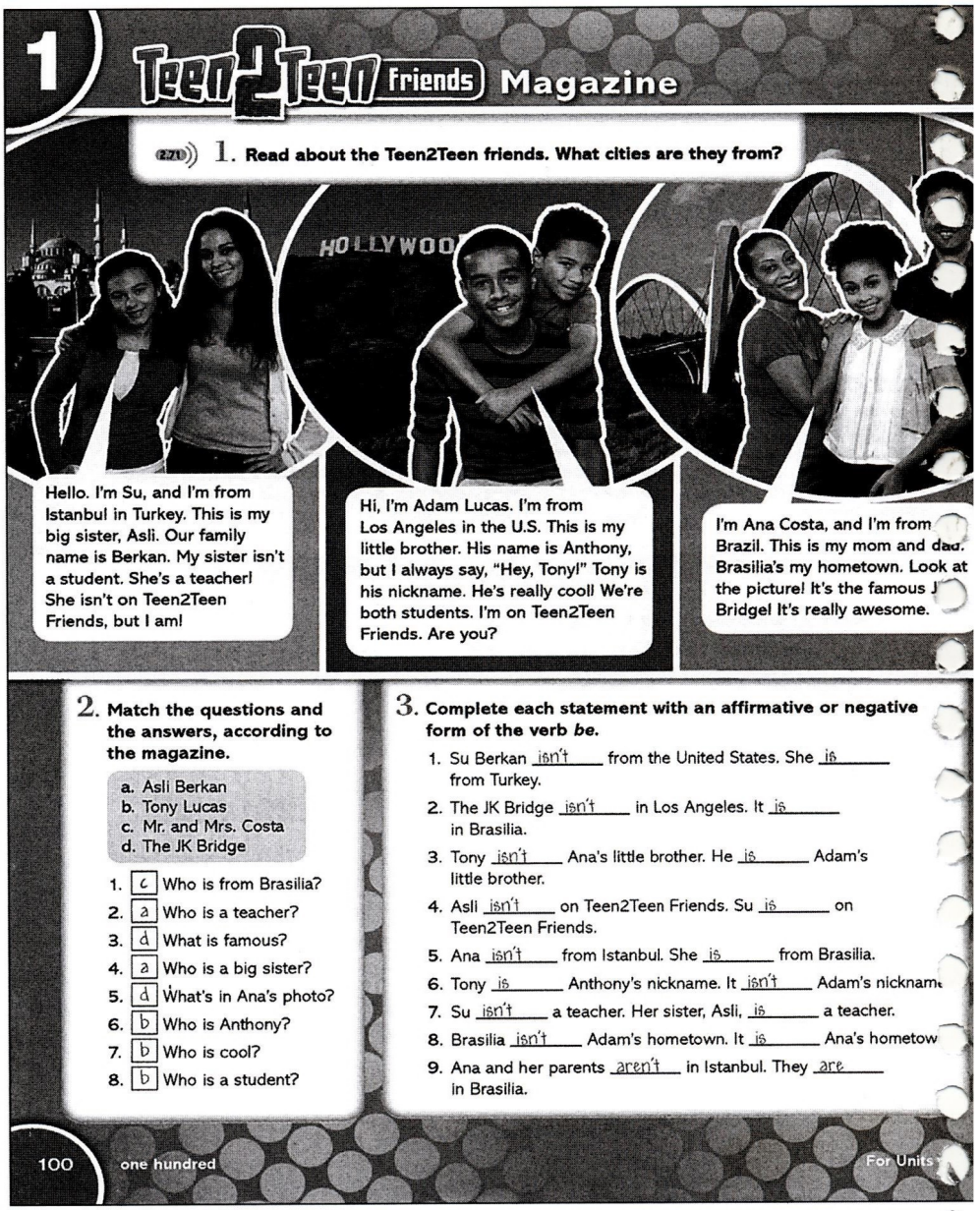
Su is from Istanbul. Adam is from Los Angeles. Ana is from Brasilia.

Exercise 2

- Establish that the students have to write the correct letter for each question. Explain that they should use each letter as many times as they need.
- When you go over the answers, make sure students pronounce the letters *a*, *b*, *c*, *d* correctly in English.

Exercise 3

- Use the example to explain that students need to use one affirmative and one negative form of the verb *be*, in either order, to make the statements true. Tell them to check whether they need singular or plural forms.
- It is useful practice for students to read out the whole statements for everyone to check their answers, as they cover much of the core language. You may need to remind the student reading number 2 of the pronunciation of *the JK Bridge* /ðə ˌdʒeɪ ˌkeɪ ˈbrɪdʒ/.
- Make sure that no one has used *'re not* in the first statement in number 9. If necessary, write the incorrect phrase on the board and cross it out: ~~*Ana and her parents're not*~~, and stress that this contraction is only used after a pronoun: *you're not / we're not / they're not*.
- **Option:** *Confirming facts*
  Students will know some of the answers from what they have learned about the characters earlier in *Teen2Teen*, but ask them to find information in the text to confirm the facts, e.g., Adam says *I'm from Los Angeles*, but Ana states *Brasilia's my hometown*.



1 Teen2Teen Friends Magazine

1. Read about the Teen2Teen friends. What cities are they from?

Hello. I'm Su, and I'm from Istanbul in Turkey. This is my big sister, Asli. Our family name is Berkan. My sister isn't a student. She's a teacher! She isn't on Teen2Teen Friends, but I am!

Hi, I'm Adam Lucas. I'm from Los Angeles in the U.S. This is my little brother. His name is Anthony, but I always say, "Hey, Tony!" Tony is his nickname. He's really cool! We're both students. I'm on Teen2Teen Friends. Are you?

I'm Ana Costa, and I'm from Brazil. This is my mom and dad. Brasilia's my hometown. Look at the picture! It's the famous J Bridge! It's really awesome.

2. Match the questions and the answers, according to the magazine.

a. Asli Berkan
b. Tony Lucas
c. Mr. and Mrs. Costa
d. The JK Bridge

1. [c] Who is from Brasilia?
2. [a] Who is a teacher?
3. [d] What is famous?
4. [a] Who is a big sister?
5. [d] What's in Ana's photo?
6. [b] Who is Anthony?
7. [b] Who is cool?
8. [b] Who is a student?

3. Complete each statement with an affirmative or negative form of the verb *be*.

1. Su Berkan isn't from the United States. She is from Turkey.
2. The JK Bridge isn't in Los Angeles. It is in Brasilia.
3. Tony isn't Ana's little brother. He is Adam's little brother.
4. Asli isn't on Teen2Teen Friends. Su is on Teen2Teen Friends.
5. Ana isn't from Istanbul. She is from Brasilia.
6. Tony is Anthony's nickname. It isn't Adam's nickname
7. Su isn't a teacher. Her sister, Asli, is a teacher.
8. Brasilia isn't Adam's hometown. It is Ana's hometow
9. Ana and her parents aren't in Istanbul. They are in Brasilia.

100 one hundred For Units

ALTERNATIVE ANSWERS

2. is not ... It's
3. 's not / is not ... He's
4. 's not / is not ... Su's
5. 's not / is not ... She's
6. 's ... 's not / is not
7. 's not / is not ... She's
8. 's not / is not ... It's
9. are not ... 're

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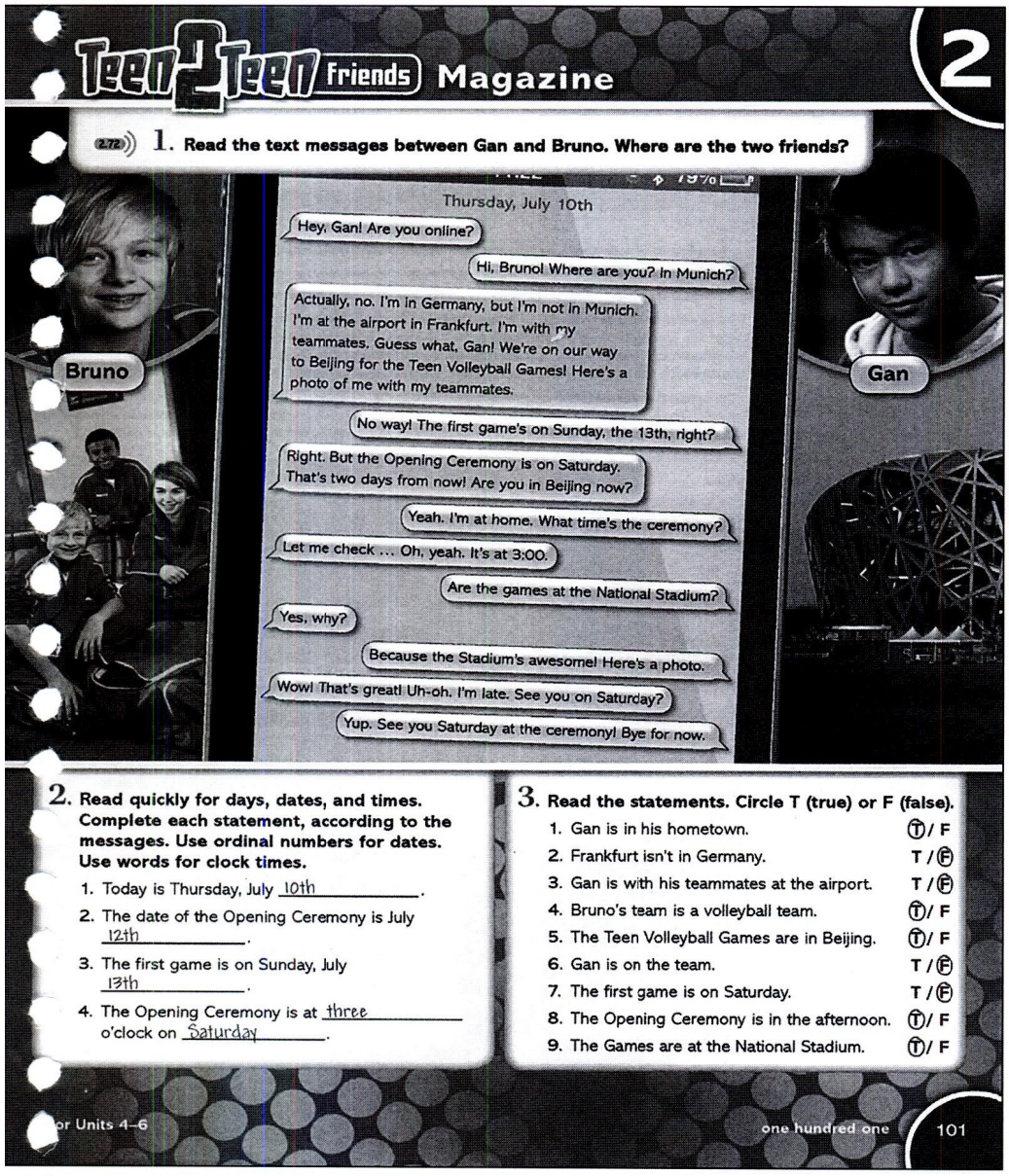


Teen2Teen Friends Magazine 2

Aim

Extend reading skills through texts written from the perspective of the characters

Warm-up

If you are from a different city than the one where you now teach, write these statements on the board and ask students to explain the difference:
I'm from (Hometown).
I'm in (City) now.

Alternately, you can ask the class to name a soccer player or other athlete who's currently playing for a team in a different country. Write two statements on the board, gapping *from* and *in* for students to supply the words:
(Name) is __ (Country).
He's / She's __ (Country) now.

Exercise 1 2•72

- Ask students to listen and follow the text messages to find out where the two friends are. Refer to the *Warm-up* to remind them to focus on the boys' current location and ask them to find the city, not just the country.
- Play the CD or read the text messages aloud while students follow.
- Ask students to guess the meaning of *teammates*. To help them with *ceremony*, ask them to think of a similar word in their own language. Then refer to the Olympics and ask what two big ceremonies there are. Hold up your book and open and close it a few times, saying *Opening ... Closing*. Point out that Bruno is flying out to Beijing and is referring to the Opening Ceremony.

Usage

The expression *be on (our) way* can be used in any tense and with any possessive adjective, e.g., *I was on my way to the game when I saw my friend.*

Yup is an informal way of saying *Yes* used in spoken English and in informal immediate forms of written communication such as text messages, instant messaging, or online chat.

ANSWER

Gan's in Beijing, China and Bruno's in Frankfurt, Germany.

Exercise 2

- Explain that students will need to work out some of the answers from more than one piece of information in the text messages.
- If relevant, focus on the preposition nearest each gap first to ask them whether they are looking for a day, a date, or a time.
- Copy the statements onto the board while students are working and then ask volunteers to complete them for everyone to check. Make sure that the students used the ordinal abbreviation *th* correctly in questions 2 and 3, and that they all used a capital letter for *Saturday*, exactly as modeled in the text messages.
- **Option:** *Scan for information*
  To reinforce the strategy, use the direction line to demonstrate that a scanning task asks the students to find certain information. Tell the students to write down all the days, dates, numbers, and times from the text as quickly as they can and to raise their hand when they finish. They should find *Sunday, 13th, Saturday, two,* and *3:00*. Tell them to apply this information to work out the answers to Exercise 2.

Exercise 3

- Students read the text messages again more thoroughly to decide whether the statements are true or false.

Usage

on is the preposition used to say that someone is part of a team: *I'm on the school team.*

Teen2Teen Friends Magazine 3

Aim

Extend reading skills through texts written from the perspective of the *Teen2Teen Friends*

Warm-up

Discuss how students celebrate their birthdays, both with their friends and their families. Talk about other family birthdays, such as their parents' or grandparents' birthdays. Encourage students to use as much English as they can, e.g., family words and the words for places such as *party*, *movie theater*, and *restaurant*.

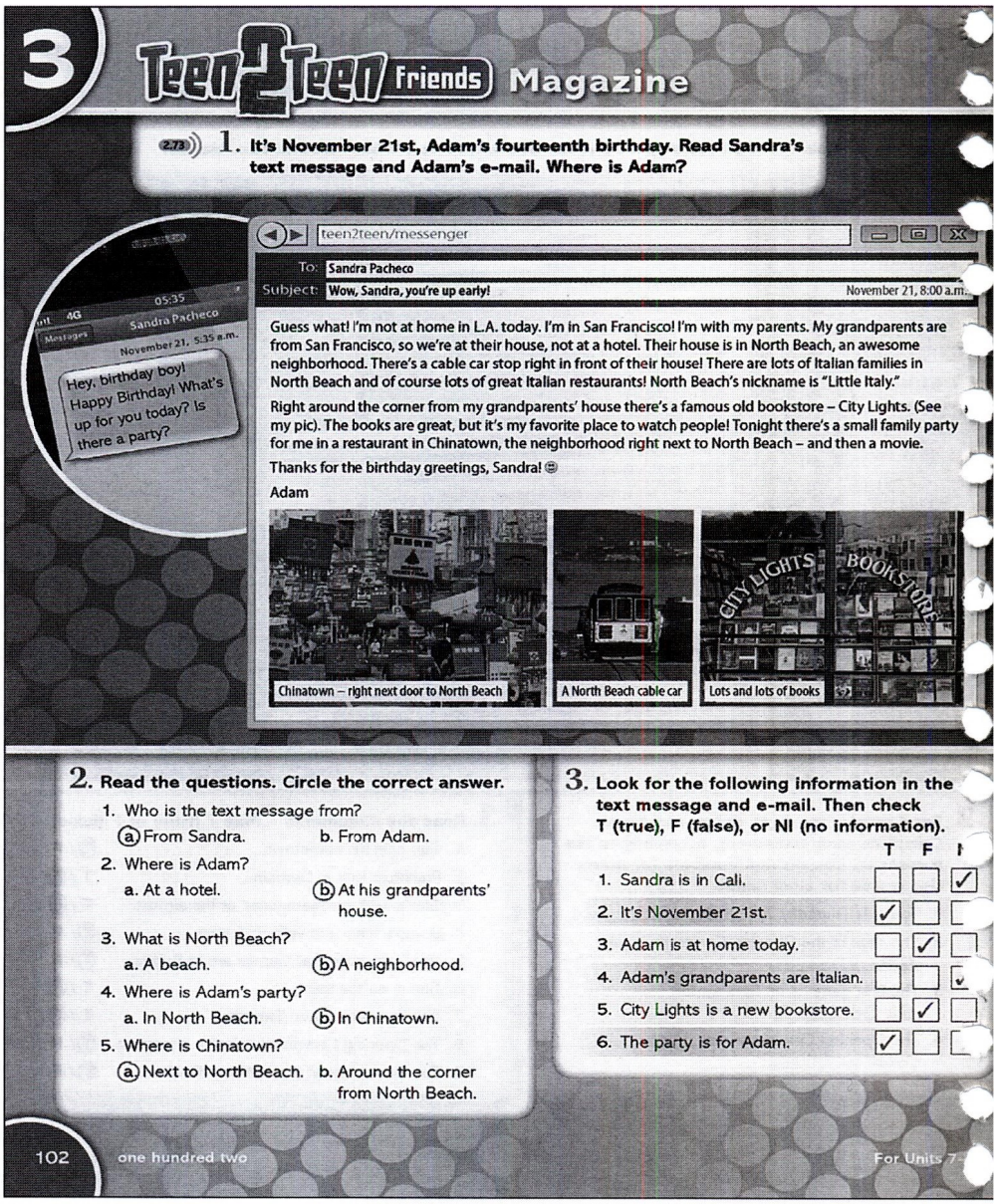
Students know the meaning of *go to the (beach)*, so even though they aren't themselves yet using the simple present, you can allow them to contribute in their own language and then re-phrase, e.g., *Ah, you go to a Italian restaurant for your parents' birthday. That's great! / What a nice idea! And where's the restaurant? Is it down your street?*, etc.

Exercise 1 2•73

- Review where the friends are from. Ask *Where's Sandra from? Where's Adam from?* (*Sandra's from Colombia and Adam's from the United States*). Establish that Sandra has written a text and that Adam has replied by e-mail.
- Ask the students to read both messages to find out where Adam is.
- Play the CD or read the text message and e-mail aloud while students follow.
- Ask the students to work out the meaning of *bookstore* and use the photo to confirm this. Check if students know the meaning of *cable car* and refer to the photo.
- Explain that many different people from all over the world, including celebrities, visit City Lights looking for a wide range of books. Adam likes watching them all and finds it fascinating. Ask students if they know a place anywhere like this.
- Help students to understand *tonight*.

ANSWER

He's in San Francisco.



Usage

Birthday boy / girl is used informally to refer to someone of any age, even an adult, on their birthday.

Pic (instead of *photo*) is common in e-correspondence, but it is not used in spoken English or in formal writing.

Right is used with locations, to stress the exactness of a place, e.g., *right outside, right down the street, right around the corner, right next door.*

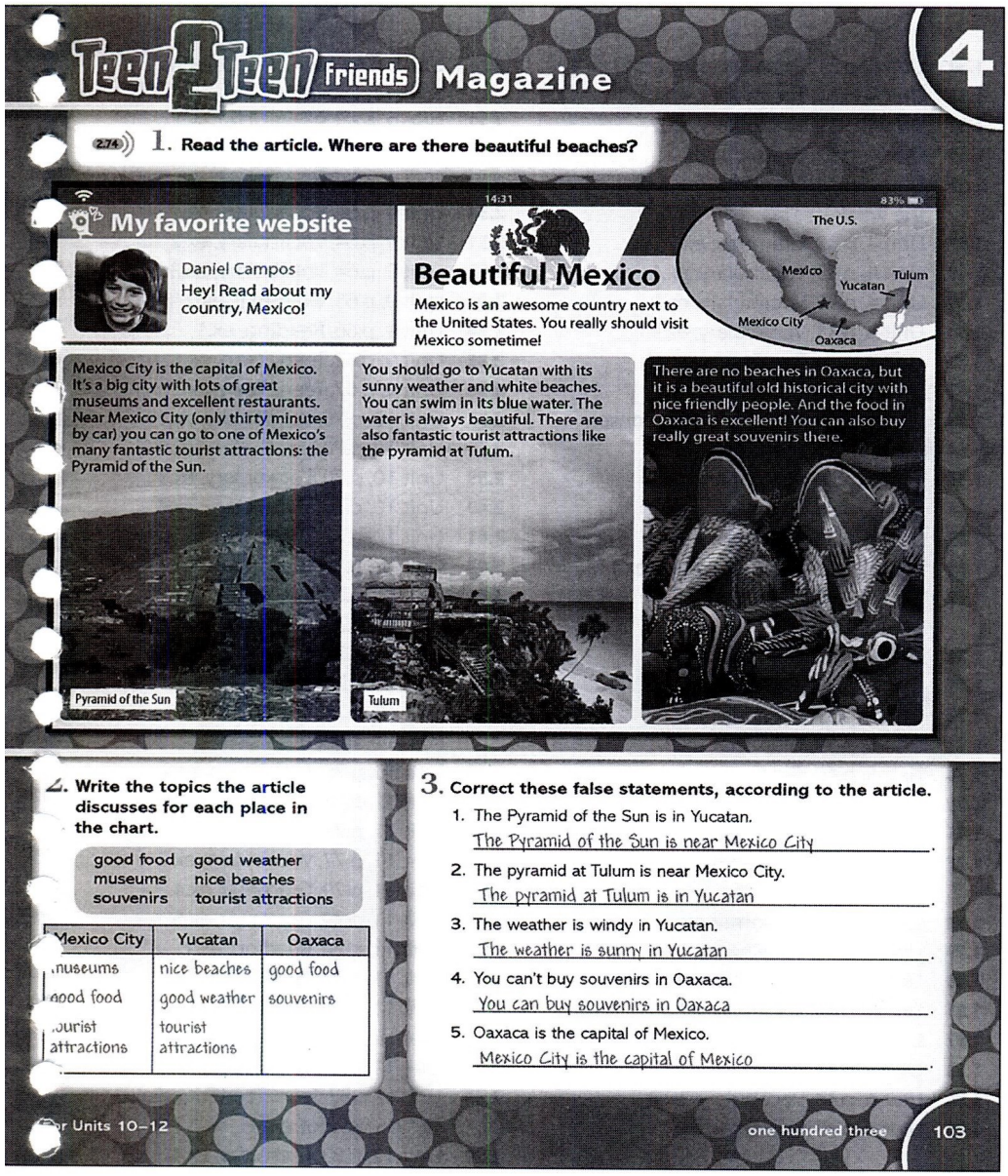
L.A. /el ˈeɪ/ is a very common nickname for Los Angeles.

Exercise 2

- Students circle the correct letter.
- For feedback, the students can ask and answer across the class in "open pairs".

Exercise 3

- Explain that there are three options, *True*, *False*, and *No information*, and demonstrate with the example. Point out that although they know that Sandra is from Cali, her text message doesn't say where she is, so the check mark is in the box in the NI column.
- **Option:** *Scan for information*
  To reinforce this strategy, ask students to identify the key words in each statement and to scan the text for information about them, e.g.,
  Cali: not mentioned = NI
  November 21st: at the top = T
  at home today: *in L.A. today* = F
  grandparents / Italian: nationality not mentioned, *Italian* only mentioned in connection with restaurants = NI
  new bookstore: *old bookstore* = F
  Adam and his family: *family party* = T
- Students can answer *T*, *F*, or *NI* to practice the alphabet, or you can model the pronunciation: /tru/, /fɔls/, /ˌnoʊ ɪnfərˈmeɪʃn/.



Teen2Teen Friends Magazine 4

Aim

Extend reading skills through texts written from the perspective of the characters

Warm-up

Say *Guess who!* and encourage the class to say the name as soon as they know. *It's a boy, and he's on Teen2Teen Friends. His birthday is on May 18th.* (You could check the time and add here: *It's morning / afternoon / evening in his country now.*) Then continue *His nationality is Mexican, and his hometown is Mexico City.* (*Daniel*).

Encourage the students to tell you anything they know about Mexico. You could ask them to name the main language spoken, a sport in which the national team regularly plays, or examples of Mexican souvenirs that they have seen. Accept correct geographical information about Mexico, but there's no need to elicit this because it's included in the reading on page 103.

If you have Mexican students in your class, tell them to keep their books closed and to try and guess specific places (not general features such as *beaches*) that Daniel might mention when describing his country.

Tell them to open their books and quickly scan Daniel's article to check their ideas.

BACKGROUND INFORMATION

Mexico has a population of 112 million (2011 census). The official language is Spanish, but at least 62 other indigenous languages are spoken.

Exercise 1 2•74

- Ask students to listen while they look at Daniel's article, including the map, to find where the beautiful beaches are.
- Play the CD or read the article aloud while students follow.
- Model the word *historical*, with a clear initial *h* /hɪ'stɔrɪkl/, and make sure that students understand the meaning. Ask them too if they recognize *excellent* and *pyramid*.
- Explain the meaning of *by car*. Note: Students will learn *by* with transport vocabulary in *Teen2Teen* Two, Unit 7.
- **Option:** There is no agreed pronunciation of Oaxaca in English, but you could choose to model an English version that is close to the Spanish, /oʊə'hækə/. Explain that many Mexican place names come from indigenous languages, not Spanish.

ANSWER

Yucatan

Exercise 2

- Explain that the students may need to write some phrases in more than one column, according to Daniel's article.
- If you wish to focus on the strategy (see *Option*), copy the chart headings onto the board and ask students to come up and write the answers. Otherwise, students can compare answers in pairs.
- **Option:** *Classify information*
  To reinforce this strategy, read out these additional words from the article and ask volunteers to find them in the text and to copy them into the correct column or columns on the board: *pyramid* (MC, Y), *swim* (Y), *historical* (O), *the capital* (MC)

Exercise 3

- As there may be alternate answers, go through the exercise orally as a class, identifying the errors. Read each statement and ask *What's wrong?* The students can call out key words.
- Students then write the corrected statements in their notebooks.
- Circulate while they are writing to check spelling. If students ask, explain that *Pyramid of the Sun* has capital letters for the important words because it is the official name in English, but *the pyramid at Tulum* is lower case because the pyramid does not have an official name.
- Ask pairs to exchange books and to check each other's work carefully.

Class Audio CDs – Track List

CD1

1.01 Title
1.02 Welcome, p.6, Classroom directions, ex.1
1.03 Welcome, p.6, Classroom directions, ex.2
1.04 Welcome, p.6, The alphabet, ex.1
1.05 Welcome, p.6, The alphabet, ex.2
1.06 Welcome, p.7, The classroom, ex.1
1.07 Welcome, p.7, The classroom, ex.2
1.08 Welcome, p.7, Numbers 0–10, ex.1
1.09 Welcome, p.7, Numbers 0–10, ex.2
1.10 Welcome, p.8, Numbers 11–20, ex.1
1.11 Welcome, p.8, Numbers 11–20, ex.2
1.12 Welcome, p.8, Numbers 21–100, ex.1
1.13 Welcome, p.8, Numbers 21–100, ex.2
1.14 Welcome, p.9, Teen2Teen Friends
1.15 Unit 1, p.10, Vocabulary, ex.1
1.16 Unit 1, p.10, Vocabulary, ex.2
1.17 Unit 1, p.11, Topic Snapshot, ex.1
1.18 Unit 1, p.11, Topic Snapshot, ex.3
1.19 Unit 1, p.11, Topic Snapshot, ex.4
1.20 Unit 1, p.12, Grammar, ex.2
1.21 Unit 1, p.12, Grammar, ex.4
1.22 Unit 1, p.13, Grammar, ex.6
1.23 Unit 1, p.13, Grammar, ex.8
1.24 Unit 1, p.14, Grammar, ex.2
1.25 Unit 1, p.14, Grammar, ex.4
1.26 Unit 1, p.15, Teen2Teen, ex.1
1.27 Unit 1, p.15, Teen2Teen, ex.2
1.28 Unit 2, p.16, Topic Snapshot, ex.1
1.29 Unit 2, p.17, Grammar, ex.2
1.30 Unit 2, p.18, Grammar, ex.2
1.31 Unit 2, p.19, Vocabulary, ex.1
1.32 Unit 2, p.19, Vocabulary, ex.2
1.33 Unit 2, p.19, Vocabulary, ex.4
1.34 Unit 2, p.20, Grammar, Personal information
1.35 Unit 2, p.20, Grammar, ex.2
1.36 Unit 2, p.21, Teen2Teen, ex.1
1.37 Unit 2, p.21, Teen2Teen, ex.2
1.38 Unit 3, p.22, Teen2Teen Friends, Topic Snapshot, ex.1
1.39 Unit 3, p.23, Grammar, ex.2
1.40 Unit 3, p.24, Grammar, ex.2
1.41 Unit 3, p.24, Grammar, ex.4
1.42 Unit 3, p.25, Vocabulary, ex.1
1.43 Unit 3, p.25, Vocabulary, ex.2
1.44 Unit 3, p.25, Vocabulary, ex.3
1.45 Unit 3, p.25, Vocabulary, ex.4
1.46 Unit 3, p.25, Vocabulary, ex.5
1.47 Unit 3, p.26, Reading, ex.1
1.48 Unit 3, p.27, Teen2Teen, ex.1
1.49 Unit 3, p.27, Teen2Teen, ex.2
1.50 Unit 4, p.30, Vocabulary, ex.1
1.51 Unit 4, p.30, Vocabulary, ex.2
1.52 Unit 4, p.31, Topic Snapshot, ex.1
1.53 Unit 4, p.31, Vocabulary, ex.1
1.54 Unit 4, p.31, Vocabulary, ex.2
1.55 Unit 4, p.32, Grammar, ex.2
1.56 Unit 4, p.32, Grammar, Days of the week
1.57 Unit 4, p.32, Grammar, ex.2
1.58 Unit 4, p.33, Vocabulary, ex.1
1.59 Unit 4, p.33, Vocabulary, ex.2
1.60 Unit 4, p.33, Vocabulary, ex.3
1.61 Unit 4, p.34, Reading, ex.1
1.62 Unit 4, p.35, Teen2Teen, ex.1
1.63 Unit 4, p.35, Teen2Teen, Responses
1.64 Unit 4, p.35, Teen2Teen, ex.2
1.65 Unit 5, p.36, Vocabulary, ex.1
1.66 Unit 5, p.36, Vocabulary, ex.2
1.67 Unit 5, p.36, Vocabulary, ex.3
1.68 Unit 5, p.37, Topic Snapshot, ex.1
1.69 Unit 5, p.38, Grammar, Irregular plurals
1.70 Unit 5, p.38, Grammar, ex.2
1.71 Unit 5, p.39, Vocabulary, ex.1
1.72 Unit 5, p.39, Vocabulary, ex.2
1.73 Unit 5, p.39, Grammar, ex.2
1.74 Unit 5, p.40, Reading, ex.1
1.75 Unit 5, p.41, Teen2Teen, ex.1
1.76 Unit 5, p.41, Teen2Teen, ex.2
1.77 Unit 6, p.42, Teen2Teen Friends, Topic Snapshot, ex.1
1.78 Unit 6, p.43, Grammar, ex.2
1.79 Unit 6, p.44, Vocabulary, ex.1
1.80 Unit 6, p.44, Vocabulary, ex.2
1.81 Unit 6, p.44, Vocabulary, ex.1
1.82 Unit 6, p.44, Vocabulary, ex.2
1.83 Unit 6, p.44, Vocabulary, ex.3
1.84 Unit 6, p.44, Vocabulary, ex.4
1.85 Unit 6, p.45, Grammar, ex.2

CD2

2.01 Title
2.02 Unit 6, p.45, Grammar, ex.5
2.03 Unit 6, p.45, Grammar, ex.6
2.04 Unit 6, p.47, Teen2Teen, ex.1
2.05 Unit 6, p.47, Teen2Teen, ex.2
2.06 Unit 7, p.50, Vocabulary, ex.1
2.07 Unit 7, p.50, Vocabulary, ex.2
2.08 Unit 7, p.50, Vocabulary, ex.3
2.09 Unit 7, p.51, Topic Snapshot, ex.1
2.10 Unit 7, p.52, Grammar, ex.2
2.11 Unit 7, p.53, Grammar, ex.2
2.12 Unit 7, p.53, Grammar, ex.5
2.13 Unit 7, p.54, Reading, ex.1
2.14 Unit 7, p.55, Teen2Teen, ex.1
2.15 Unit 7, p.55, Teen2Teen, ex.2
2.16 Unit 8, p.56, Topic Snapshot, ex.1
2.17 Unit 8, p.57, Vocabulary, ex.1
2.18 Unit 8, p.57, Vocabulary, ex.2
2.19 Unit 8, p.57, Vocabulary, ex.4
2.20 Unit 8, p.58, Vocabulary, ex.1
2.21 Unit 8, p.58, Vocabulary, ex.2
2.22 Unit 8, p.59, Grammar, ex.2
2.23 Unit 8, p.59, Grammar, ex.3
2.24 Unit 8, p.61, Teen2Teen, ex.1
2.25 Unit 8, p.61, Teen2Teen, ex.2
2.26 Unit 9, p.62, Teen2Teen Friends, Topic Snapshot, ex.1
2.27 Unit 9, p.63, Vocabulary, ex.1
2.28 Unit 9, p.63, Vocabulary, ex.2
2.29 Unit 9, p.63, Vocabulary, ex.4
2.30 Unit 9, p.64, Vocabulary, ex.1
2.31 Unit 9, p.64, Vocabulary, ex.2
2.32 Unit 9, p.64, Vocabulary, ex.3
2.33 Unit 9, p.65, Grammar, ex.2
2.34 Unit 9, p.66, Reading, ex.1
2.35 Unit 9, p.67, Teen2Teen, ex.1
2.36 Unit 9, p.67, Teen2Teen, ex.2
2.37 Unit 10, p.70, Vocabulary, ex.1
2.38 Unit 10, p.70, Vocabulary, ex.2
2.39 Unit 10, p.70, Vocabulary, ex.3
2.40 Unit 10, p.70, Vocabulary, ex.4
2.41 Unit 10, p.71, Topic Snapshot, ex.1
2.42 Unit 10, p.72, Grammar, Colors
2.43 Unit 10, p.72, Grammar, ex.2
2.44 Unit 10, p.72, Grammar, ex.4
2.45 Unit 10, p.73, Grammar, ex.2
2.46 Unit 10, p.75, Teen2Teen, ex.1
2.47 Unit 10, p.75, Teen2Teen, Positive adjectives
2.48 Unit 10, p.75, Teen2Teen, ex.2
2.49 Unit 11, p.76, Topic Snapshot, ex.1
2.50 Unit 11, p.77, Vocabulary, ex.1
2.51 Unit 11, p.77, Vocabulary, ex.2
2.52 Unit 11, p.79, Grammar, ex.4
2.53 Unit 11, p.79, Grammar, ex.5
2.54 Unit 11, p.80, Reading, ex.1
2.55 Unit 11, p.81, Teen2Teen, ex.1
2.56 Unit 11, p.81, Teen2Teen, Positive responses
2.57 Unit 11, p.81, Teen2Teen, ex.2
2.58 Unit 12, p.82, Teen2Teen Friends, Topic Snapshot, ex.1
2.59 Unit 12, p.83, Grammar, ex.4
2.60 Unit 12, p.83, Grammar, ex.5
2.61 Unit 12, p.84, Vocabulary, ex.1
2.62 Unit 12, p.84, Vocabulary, ex.2
2.63 Unit 12, p.85, Grammar, ex.2
2.64 Unit 12, p.86, Reading, ex.1
2.65 Unit 12, p.87, Teen2Teen, ex.1
2.66 Unit 12, p.87, Teen2Teen, ex.2
2.67 Cross-curricular Reading: Units 1–3, p.96, Geography, ex.1
2.68 Cross-curricular Reading: Units 4–6, p.97, Art, ex.1
2.69 Cross-curricular Reading: Units 7–9, p.98, Earth Science, ex.1
2.70 Cross-curricular Reading: Units 10–12, p.99, Life Science, ex.1
2.71 Teen2Teen Friends Magazine 1, p.100, ex.1
2.72 Teen2Teen Friends Magazine 2, p.101, ex.1
2.73 Teen2Teen Friends Magazine 3, p.102, ex.1
2.74 Teen2Teen Friends Magazine 4, p.103, ex.1

Audioscript

Page 11, Exercise 4 1•19

1 **A:** Hello! I'm Max.
B: Hello, Max. I'm Sara.
2. **A:** Hi, Patrick. I'm Alex.
B: Nice to meet you, Alex.
3. **A:** Hello. I'm Gabriel.
B: Good morning, Gabriel. I'm Mr. Smith. I'm the teacher.
4. **A:** Good morning Mr. Smith. Nice to meet you.
B: Welcome to English class.

Page 14, Exercise 4 1•25

1. I'm Sarah. I'm not Lacey.
2. She's Lee. She's not Kristen.
3. He's not Jonathan.
4. **A:** Jillian?
B: No, I'm not Jillian. I'm Katie. She's Jillian.
5. **A:** He's Edward, not Robert.
B: Edward?
A: Yes.
6. **A:** Are you teachers?
B: Yes. Elena and I are teachers.

Page 19, Exercise 4 1•33

1. She's Hope's grandmother.
2. He's Hope's father.
3. They're Hope's brother and sister.
4. She's Hope's mother.
5. She's Olivia and Zack's sister.

Page 25, Exercise 4 1•45

1. **A:** Where's your brother?
B: My brother? He's in Mexico.
A: That's great!
2. **A:** Where is Cali?
B: Cali's in Colombia.
A: Is Lou in Cali?
B: Yes, he is.
3. **A:** Where are you from?
B: Where am I from? I'm from Canada.
4. **A:** Are his grandparents American?
B: No. They're Chinese.
A: That's so cool!
5. **A:** Hi, Anne. Where are you? Are you in France?
B: France? No. We're in Peru.
6. **A:** Sean, what's your teacher's nationality?
B: Ms. Kim? She's Korean.

Page 25, Exercise 5 1•46

1. **A:** Our new teacher is Brazilian.
B: Really? That's cool. Where's she from?
A: She's from Rio.
2. **A:** Hello?
B: Hello, Mom?
A: Hi, Mary. Where are you?
B: I'm in Germany, Mom. In Munich.
3. **A:** Are you in Canada?
B: No, actually I'm not. I'm in New York.
4. **A:** Is your father from Chicago?
B: Chicago? No, he's not from Chicago. My father's from Los Angeles.
5. **A:** What's your nationality?
B: I'm American. What about you?
A: I'm American, too.

Page 33, Exercise 3 1•60

1. **A:** Kelly! Look at the time!
B: Why? What time is it?
A: It's seven forty-five! Your first class is at seven forty-five!
B: Oh, no! You're right. Bye, Mom!
2. **A:** Good morning, Ellie. You're early this morning.
B: Am I? What time is it?
A: It's seven twenty.
B: Really?
A: Mm-hmm. Class is at seven thirty. But that's OK. Come in!
3. **A:** Hey, Matt! What time is it? Are we late for geography class?
B: No. It's eleven fifteen.
A: Whew! That's good. Class is at eleven fifteen.

Page 36, Exercise 3 1•67

1. **A:** Wow! That guy is very handsome!
B: Who is he?
A: The actor. What's his name? Oh! It's Looney! Alvin Looney!
B: But he's so old!
A: He is not old! And he is handsome!
2. **A:** Is he your dad?
B: Mm-hmm.
A: He's short. But you're tall.
B: Well, my mom's tall, too. I'm tall because my mom's tall.
3. **A:** Is that your English teacher?
B: Who?
A: The tall man.
B: Yup. That's Mr. Baker, my teacher.
4. **A:** Jessica: This is my grandma. Grandma, Jessica.
B: Nice to meet you, Jessica.
C: Nice to meet you too, Mrs. Palma.
B: Well, goodbye girls!
A&C: Bye-bye!
C: Wow! Your grandmother is so young! And pretty!
A: Thanks!
5. **A:** Look at her! Is she pretty, or what?
B: She is pretty. What's her name again?
A: Are you kidding? That's Monica Scarlatti, the Italian actor.
B: Oh, she's cool!

Page 45, Exercise 6 2•03

1. **A:** Is Paula's birthday party on Tuesday?
B: Yes, it is. On May 24th.
A: Great! At what time?
B: Eight. Be there!
2. **A:** Mandy, what's the movie on Saturday?
B: Oh, you mean the movie, *The Class*?
A: Right! *The Class*.
B: Let me check up. Yup. Saturday, November 3rd at six thirty.
3. **A:** Walter, when's the school concert?
B: Uh ... I'm not sure.
A: Oh, come on. Listen. The concert at the school!
B: Uh, OK. I think it's on January 23rd.
A: What day is that?
B: It's on Thursday. At three.
4. **A:** Hey, Nancy.
B: Hi, Gary. When's the game on Monday?
A: What game?
B: You know ... Mexico and Turkey.
A: Oh, that game! It's at eight thirty.
B: What's the date? July 29th?
A: No, it's July 30th.
B: OK, see you at eight thirty then.

Page 50, Exercise 3 2•08

1. **A:** Mom, where are you?
B: Oh, Marty! I'm in the bedroom.
A: Oops! I'm sorry, Mom!
2. **A:** Where's Sally?
B: Sally? She's in the bathroom. In the shower. Again!
3. **A:** Hey, Dad. Where's my notebook?
B: It's in our bedroom. On your mom's desk.
A: Your bedroom? Really?
B: Yes. I'm sure.
4. **A:** Is my English book in here, Laura?
B: No, it's not. It's in the kitchen. On the table.
A: Thanks!
5. **A:** Oh, no! Where are my things?
B: What things?
A: My markers and my pens.
B: Look in the living room. On the sofa.
A: Great! They're here. Thank you so much, Mom!

Page 53, Exercise 5 2•12

1. **A:** Please call your dad, OK?
B: Why?
A: Because we're late!
B: You're right! Thanks!
2. **A:** Look at the sign! Our math homework's due today!
B: No way!
A: Well, look at the sign on the board. "Math homework due Wednesday."
B: Well, that's good. Because today's Tuesday!
A: Duh!
3. **A:** Jason! Hello!
B: What's wrong?
A: Don't read now. Listen to our geography teacher.
B: OK. OK.
4. **A:** OK, class. That's all for this week. Bye-bye! Oh! And, class, don't be late for school on Monday, OK?
B: OK, Ms. Perkins.
5. **A:** Silvia, it's late.
B: What time is it, Dad?
A: It's nine o'clock. Do your homework, OK?
B: OK, Dad.
6. **A:** Don't write in the book!
B: Why?
A: Because it's my book. Use your notebook. It's on your desk.

Page 57, Exercise 4 2•19

Good morning! I'm Rick Kantor, your international weather man. Let's see how the weather is in these cities this morning.

1. It's a beautiful morning in Toronto today. What a beautiful sunny day! But guess what! It's cold outside. Very sunny and very cold.
2. And what's the weather like in Tegucigalpa? Oh it's a hot one! It's very hot and very rainy this morning in Tegucigalpa.
3. Let's go to Tehran. It's a cold and cloudy day in Tehran today. And very windy. A cold, cloudy, and very windy day in Tehran.
4. And to Tokyo! What's the weather like in Tokyo? Very bad! It's cold, it's windy, and it's very rainy in Tokyo.
   Well, that's our weather report. I'm Rick Kantor. And it's a beautiful day!

Page 59, Exercise 2 2•22

1. What a beautiful day! It's sunny and it's hot.
2. The weather is bad today. It's very windy and rainy.
3. What a day! It's nice and hot and the weather's great!
4. Brrr! It's so cold today. It's very cloudy and cold.

Page 63, Exercise 4 2•29

1. **A:** Hello. This is Janey.
   B: Janey! Vicky. I'm here!
   A: Hey, Vicky. Welcome to Boston!
   B: Thanks! Hey, this is a really nice neighborhood.
   A: It is. But it's pretty small. Where are you now?
   B: I'm in front of uh ... the Metro Theater. Across the street from the park.
   A: Great. I'm at the language school. It's around the corner from the theater.
   B: Great! See you soon.
2. **A:** Hello. This is Janey.
   B: Janey, where are you?
   A: Oh, Vicky. I'm sorry. I'm late. I'm still at the language school. Are you still in front of the theater.
   B: Actually no. It's really cold, so I'm at a Chinese restaurant right now.
   A: Where's the restaurant?
   B: It's down the street from the theater.
   A: OK. No problem!
3. **A:** Hello?
   B: Vicky, where are you?
   A: I'm at a Chinese restaurant.
   B: A Chinese restaurant? But I'm here, too! Where are you?
   A: Janey, what's the name of the restaurant?
   B: Let's see. Uh ... Sylvia's Chinese Kitchen. It's next to Mario's Pizza.
   A: You're kidding! And I'm at the Hong Kong Café. It's across the street!

Page 64, Exercise 3 2•32

1. **A:** Hello?
   B: Hi, Jan. Where are you?
   A: I'm at the mall.
2. **A:** Where's the bus stop?
   B: It's around the corner.
3. **A:** Is the big building a mall or a hotel?
   B: It's a hotel.
4. **A:** Is this a good store?
   B: Yes, it is. It's great.
5. **A:** Where's Charlie's apartment building?
   B: It's on Main Street.

Page 70, Exercise 4 2•40

1. This is a nice jacket. It's really great.
2. These shoes are good for school. And the jeans are, too.
3. This awesome dress is for my party.

Page 72, Exercise 4 2•44

1. **A:** Those pants are great!
   B: Really?
   A: Yes. And green is your favorite color, right?
   B: It is. But what about the brown ones?
   A: They aren't so nice. Buy the green pants. They're really cute. 2.
   A: What about that sweater?
   B: Which one?
   A: The gray one.
   B: It's cool. But it's very expensive.
   A: You're right. Let's buy the white sweater. It's nice too.
3. **A:** Is your jacket new?
   B: This jacket? No way. It's a very old jacket.
   A: Really? Well, it's really nice.
4. **A:** What's your favorite color?
   B: Orange!
   A: No way! Orange is my favorite color too.
   B: So is that why your shirt, your pants, and your jacket are orange?
   A: That's right!
5. **A:** What color are these shoes? Are they blue or black?
   B: I'm not sure. But they're good-looking. Let's ask.
   A: Excuse me, ma'am. What color are these shoes?
   C: They're blue.

Page 79, Exercise 4 2•52

1. **A:** Can you ride a horse?
   B: Me? No, I can't. Horses are way too big.
   A: Hey, horses are fun! Let's go to the park, and ride a horse. I can teach you!
   B: Well ...
2. **A:** What a beautiful sunny day! Let's go to the beach. OK?
   B: No, thanks.
   A: Why not?
   B: Well, I can't swim.
   A: Oh. No problem. Let's go to the park!
3. **A:** There's a party on Friday. Let's go, OK?
   B: Well, all right.
   A: What's wrong?
   B: I can dance, but I can't dance very well.
   A: That's OK. I can teach you!
4. **A:** There's a concert on Saturday. Jacey Max and Yaya!
   B: Jacey Max? She's terrible! She can't sing.
   A: Really? What about Yaya?
   Now he's cool! He can sing really well.

Page 83, Exercise 4 2•59

1. **A:** Hello.
   B: Hello, Vicky?
   A: Mark?
   B: Hi Vicky. Guess what? We're in your hometown today!
   A: Really? That's great!
   B: Hey, you're right. It really is a nice place. The weather is great! It's so nice and sunny.
   A: It's true. Here's my advice. Go to the beach. The beaches are awesome!
   B: Hey, that's a great idea!
2. **A:** It's so cool! We're really in France!
   B: Yeah, what a nice country!
   A: And the restaurants are fantastic!
   B: Yeah ... Hey! Let's call Mom and Dad now!
   A: Not a good idea. They're in bed now. It's three o'clock in the morning at home.
   B: Oh, you're right!
3. **A:** My friend Oscar is here from Ecuador
   B: Oh that's nice!
   A: Yeah. But it's so rainy. We can't go to the beach ... we can't go to the park ...
   B: No problem!
   A: Really? What's your advice?
   B: Go to the mall. There are lots of stores and a great movie theater.
4. **A:** So what's Japan like?
   B: Oh, it's great. The people are really nice!
   A: And what's the weather like in January?
   B: Actually, it's cold in January. You should go in May or September.
   A: Thanks for the advice!
5. **A:** So what's Shanghai like?
   B: Shanghai is fantastic! It's a very, very big city. And the tall buildings are awesome. Shanghai is a lot of fun.
   A: What's Shanghai like in August?
   B: Not great. August is way too hot for me. Go in May or October. The weather is great.
   A: Thanks.
6. **A:** Hello.
   B: Hello, Dad?
   A: Karen. Hey, how's Bogota?
   B: Dad, it's so cool! It's really fun!
   A: That's great. Are you with your classmates?
   B: Yes. We're at a restaurant. Is Mom home?
   A: Actually she's at the mall. Call again at three o'clock, OK?
   B: Sure!

Workbook Answer Key

Welcome to Teen2Teen

Page W2

Exercise 2
2. a board
3. a desk
4. a chair
5. a student
6. a pen
7. a marker
8. a pencil
9. a book
10. a table

Unit 1

Page W3

Exercise 2
2. Good night.
3. Goodbye.
4. Good afternoon.
5. Hello.
6. Good evening.

Exercise 3
2. Good morning.
3. Good evening.
4. Good afternoon.

Exercise 4
1. Good evening
2. Good afternoon
3. Hello
4. Nice to meet you
5. Nice to meet you too
6. Goodbye
7. Good morning

Exercise 5
2. we
3. he
4. it
5. she
6. I

Page W4

Exercise 6
2. I am Celina.
3. It is a notebook.
4. She is not Clara.
5. We are partners.
6. You are not a student.
7. He is not Silvio.

Exercise 7
2. are
3. am
4. is
5. are
6. are

Exercise 8
2. Phil and I are not classmates.
3. I am not a student.
4. You and I are not teachers.
5. Mr. Smith is not a teacher.
6. Laura and Selma are not students.
7. We are not teachers.

Exercise 9
2. isn't
3. isn't
4. is
5. aren't

Exercise 10
2. a
3. b
4. a
5. b

Unit 2

Page W5

Exercise 2
1. grandmother
3. sister
4. family
5. parents
6. number
7. my
8. e-mail
9. mother
10. grandfather

Exercise 3
I – my
you – your
he – his
she – her
it – its
we – our
they – their

Exercise 4
2. her
3. our
4. his

Page W6

Exercise 5
2. Pat and Ben's
3. my grandparents'
4. Ms. Kaye's
5. my classmate's

Exercise 6
2. Is she Nelson's mother?
3. Is it Jamie's pencil?
4. Are they Ms. Fry's students?
5. Are we your classmates?
6. Am I your teacher?

Exercise 7
2. isn't
3. are
4. aren't
5. are
6. is

Exercise 8
2. What's
3. Who's
4. What's
5. Who
6. What

Page W7

Exercise 9
2. He / David
3. nickname
4. parents

Exercise 10
4 What are their names?
2 Oh, who are they?
7 No, he isn't. He's my grandfather!
5 My brother's name is Josh. And my sisters' names are Lili and Rena.
6 And who's he? Is he your father?
3 He's my brother. And they're my sisters.

Exercise 11
2. a
3. b
4. a
5. b
6. b

Unit 3

Page W8

Exercise 2
1. hometown
2. nationality; hometown
3. nationality; hometown
4. country; hometown

Exercise 3
Teen2Teen Friends and Hometowns
Ana, Brasilia
Gan, Beijing
Sandra, Cali
Julie, Montreal
Adam, Los Angeles
Bruno, Munich
Bonus questions:
a.
2. The United States
3. Mexico
4. Canada
b.
2. you
3. she
4. it
5. they
c.
2. awesome
3. teen
4. to
5. is
6. listen
7. again
8. repeat
9. from

10. are
11. parents
12. the
13. what
14. friends
15. nationality

Page W9

Exercise 4
2. in; from
3. from; in
4. from; in

Exercise 5
2. Yes, they're / they are in the United States.
3. No, it isn't / is not from Japan.
4. No, they aren't / are not in Italy.
5. Yes, he's / he is from South Korea.
6. No, I'm / I am not in Miami.

Exercise 6
2.
Q: Where are your grandparents from?
A: They're / They are from Portugal.
3.
Q: Where's / Where is your sister?
A: She's / She is in Mexico City.
4.
Q: Where's / Where is his mom?
A: She's / She is in Curitiba.
5.
Q: Where's / Where is Jorge's mom from?
A: She's / She is from Manaus.
6.
Q: Where's / Where is your grandfather?
A: He's / He is in London.

Page W10

Exercise 7
2. a
3. b
4. b

Exercise 8
2. What about Nick?
3. Yes, that's right.
4. She's from China.
5. What's his nationality?

Exercise 9
2. a
3. a
4. a
5. b

Exercise 10
1. about
2. she's not / she isn't / she is not; That's

Unit 4

Page W11

Exercise 2
2. Monday
3. on
4. Tuesday
5. Wednesday
6. Thursday
7. Friday
8. When
9. at 7:45
10. at 11:00
11. When
12. on
13. Thursday
14. At

Page W12

Exercise 3
2. 9:07
3. 10:52
4. 5:30
5. 1:10
6. 11:12

Exercise 4
2. It's four fifteen.
3. It's eight twenty.
4. It's six thirty five.
5. It's twelve ten.
6. It's six forty-five.

Exercise 5
2. English
3. science
4. gym
5. math
6. art

Exercise 6
2. Geography; early
3. Math; on time

Page W13

Exercise 7
2. a
3. b
4. b

Exercise 8
3 It's 3:40.
5 It's at 3:30.
1 Hey, Greg.
6 Oh, no! We're late.
2 Hey, Amanda. What time is it?
4 3:40? What time is art class?

Exercise 9
2. a
3. a
4. b
5. b
6. a

Exercise 10
2. What time's math class?
3. Are you sure?
4. Are we on time?
5. It's OK.
6. You're early.
7. What time is it?

Unit 5

Page W14

Exercise 2
Peter: short hair, curly hair
Nancy: short hair, straight hair
Marina: long hair, wavy hair
Liliana: short hair, straight hair
Pedro: short hair, straight hair
Sergio: long hair, curly hair

Exercise 3
2. is short and curly.
3. is short and straight.
4. is long and wavy.
5. is short and straight.
6. is long and curly.

Page W15

Exercise 4
1. Nancy, Marina, and Liliana
2. Pedro, and Sergio
3. Peter
4. Peter
5. Leona, Liliana, and Pedro

Exercise 5
2. She's a short woman.
3. She's a cute girl.
4. We're new students.
5. They're tall boys.

Exercise 6
2. Mayra's sisters are very short.
3. Is your father very tall?
4. Paul's girlfriend is very cute.
5. They aren't very young.
6. His hair isn't very curly or very long.
7. They're very late.
8. Are we very early?

Exercise 7
2.
Q: Is your dad's hair long or short?
A: It is / It's short.
3.
Q: Are your grandparents very old?
A: No, they are / they're young.
4.
Q: Is your brother's hair curly?
A: No, it is / it's straight.
5.
Q: What color are your mom's eyes?
A: They are / They're green.
6.
Q: Is your girlfriend's hair long?
A: No, it is / it's short.

Exercise 8
blond, blue, brown, curly, cute, gray, green, old, pretty, red, short, straight, tall, wavy, young
16 adjectives

Page W16

Exercise 9
2. Yes, they are.
3. No, he is not / isn't.
4. Yes, he is.
5. No, it's not / is not / isn't.
6. No, it's not / is not / isn't.
7. No, it's not / is not / isn't.
8. Yes, it is.

Exercise 10
1.
3 No, it's short.
4 Well, are her eyes green?
7 No. You're wrong. Too bad!
5 Yes, they are. Her eyes are very pretty.
1 Hey, Brad. She's my new girlfriend. Guess who!
2 Is her hair long?
6 Is it Alison?

2.
6 Is it Edward?
5 His hair? It's straight and long. Who is it?
2 Is he very tall?
7 Yes, it is.
3 No, he's not tall or short.
1 Guess who! He's a new boy.
4 OK. What about his hair? Is it curly or straight?

Exercise 11
2. b
3. a
4. b
5. b
6. a

Unit 6

Page W17

Exercise 2
2. concert
3. game
4. movie

Page W18

Exercise 3
June, September, December, February, May, August, November, January, April, July, October

Exercise 4
2. twenty-three, twenty-third
3. fourteen, fourteenth
4. nineteen, nineteenth
5. two, second
6. five, fifth
7. sixteen, sixteenth
8. twenty-eight, twenty-eighth
9. seven, seventh
10. eighteen, eighteenth

Exercise 5
2. How old are his brothers?; 's twelve years old; 's fifteen years old
3. How old are you?; 'm thirteen years old
4. How old are Mrs Boyle's students?; 're twelve years old
5. How old are our grandparents?; 's fifty-three years old; 's fifty-one years old
6. How old is his mother?; 's thirty-six years old

Exercise 6
2. on; at
3. at
4. on
5. on
6. at; on

Page W19

Exercise 7
2. c
3. b
4. a

Exercise 8
2. a
3. b
4. b
5. a
6. a

Exercise 9
8 Thanks, Shane! See you at 3:00!
5 Just a minute. Let me check. ... It's today at 3:00.
1 Hello?
3 I'm great, thanks.
4 Shane, when's the movie *Madagascar*?
2 Hello, Shane. It's Ali. How are you?
6 Today?
7 That's right.

Exercise 10
2. It's
3. I'm great
4. When is / When's
5. Just
6. check
7. on
8. at
9. At
10. right
11. See you

Unit 7

Page W20

Exercise 2
b. living room
c. bathroom
d. kitchen
2. sofa
3. desk
4. chair
5. fridge
6. sink
7. bathtub
8. shower
9. toilet

Exercise 3
2. The backpack is under the desk.
3. The shower is in the bathroom.
4. The book is on the desk.
5. The phone is on the bed.
6. The notebook is on the fridge.
7. The sofa is in the living room.
8. The boy is in the kitchen.

Page W21

Exercise 4
2. on
3. on
4. on
5. in
6. on

Exercise 5
2. They're / They are at school.
3. They're / They are at home.

Exercise 6
2. Don't read
3. Use
4. Do
5. Listen
6. Don't do

Page W22

Exercise 7
2. the living room
3. the sofa

Exercise 8
2. b
3. a
4. b
5. a
6. a

Exercise 9
What's; my; it's; bed; there; Great; Under; good

Unit 8

Page W23

Exercise 2
2. rainy
3. windy
4. hot
5. cold
6. beach
7. park
8. mall
9. stay
10. watch
11. play
12. home

Exercise 3
1. windy
2. cold
3. rainy
4. hot

Page W24

Exercise 4
2. a
3. c
4. b

Exercise 5
2. not go
3. not go
4. go

Exercise 6
1. Let's
2. Let's not; Let's go to
3. let's; Let's
4. let's not

Page W25

Exercise 7
5 Well, then. Let's go to the beach.
4 Let's not. It's sunny and beautiful outside!
1 What's wrong?
6 Great idea!
3 Let's play video games. OK?
2 I'm bored.

Exercise 8
2. b
3. a
4. a

Exercise 9
1. sunny; go to the park
2. let's go to the beach; It's cold and windy

Unit 9

Page W26

Exercise 2
2. house
3. park
4. school
5. restaurant
6. store
7. apartment building
8. movie theater
9. bus stop

Page W27

Exercise 3
2. next to
3. between
4. across the street from
5. next to
6. across the street from
7. down the street from
8. in front of the
9. next to
10. down the street from

Exercise 4
2. there is
3. there is
4. There is
5. there is
6. There are

Exercise 5
2. Are there big hotels in Mexico City? Yes, there are.
3. Are there movie theaters in the neighborhood? Yes, there are.
4. Is there a bus stop around the corner from your house? Yes, there is.
5. Are there good restaurants on your street? No, there aren't.
6. Is there a movie theater next door to the mall? No, there isn't.

Page W28

Exercise 6
2. How many stores are there in the neighborhood?
3. How many restaurants are there next door to the school?
4. How many movie theaters are there in the mall?
5. How many English students are there in your English class?
6. How many days are there in March?

Exercise 7
5 I know! You're at the language school.
2 Guess!
6 You're right.
4 Yes, there is.
3 OK. Is there a restaurant down the street?
1 Where are you?

Exercise 8
2. b
3. b
4. a

Unit 10

Page W29

Exercise 2
2. red
3. green
4. yellow

Exercise 3
2. a jacket
3. a skirt
4. a sweater
5. a shoe
6. shoes
7. a blouse
8. a dress
9. pants
10. jeans
11. shorts

Page W30

Exercise 4
2. Which; is; one
3. Which; is; one
4. Which; is; one
5. Which; are; ones
6. Which; are; ones

Exercise 5
2. That
3. These
4. This
5. Those
6. That
7. This
8. that
9. those

Page W31

Exercise 6
2. a
3. b
4. a
5. a

Exercise 7
1. skirt; jeans; awesome
2. shoes; cool; shoes; sweater; great
3. jacket; nice; jacket; shirt; cool

Unit 11

Page W32

Exercise 2

b. dance
c. draw
d. swim
e. cook
f. play the guitar
g. play the piano
h. play the drums
i. play soccer
j. play volleyball
k. play basketball
l. ride a bike
m. ride a horse

Secret message: You can speak English!

Page W33

Exercise 3

2. dance
3. play basketball
4. swim
5. sing
6. draw

Exercise 4

2. can't sing
3. can play
4. can play

Exercise 5

2. can; can't
3. can; can't
4. can't; can
5. can; can
6. can't; can

Page W34

Exercise 6

2. Can your father sing?
   b. No, he can't, but he can play the guitar.
3. Can they play basketball?
   f. No, they can't.
4. Can you dance well?
   d. No, I can't, but I can swim well.
5. Can you swim?
   a. Yes, I can.
6. Can your brother play the piano?
   e. Yes, he can, and he can sing, too.

Exercise 7

7 That's so nice! Thank you!
3 Oh, that's awesome!
6 No problem. I can teach you!
2 Yes, I can. I can play basketball very well.
4 What about you? Can you play basketball?
1 Marci, can you play basketball?
5 Me? I can't basketball at all.

Exercise 8

2. a
3. b
4. a

Unit 12

Page W35

Exercise 2

2. food
3. souvenirs
4. mountains
5. tourist attractions
6. music

Page W36

Exercise 3

1. should visit
2. shouldn't buy; should buy
3. should stay; should go (go)
4. shouldn't be; should go

Exercise 4

2. Should Lourdes buy the dress?; she shouldn't / should not
3. Should I go to a Thai restaurant?; you should.
4. Should my friends ride their bikes in the park today?; they shouldn't / should not

Exercise 5

2. Where should they go after they visit Porto Alegre?
3. When should we come to Bangkok?
4. Why should my parents visit the Pyramids in Egypt?

Page W37

Exercise 6

2. London
3. beautiful
4. nice

Exercise 7

3 I'm at a restaurant. In Madrid.
1 Tracey, are you at home right now?
5 It's fantastic! The music is fantastic and the food is awesome.
7 It's always hot and sunny. You should come to Spain sometime!
4 Really? What's Spain like?
2 Yes. Where are you?
6 And what's the weather like?

Exercise 8

1. Where are; Cuzco, Peru; what's; like; music; what's; like; it's; You should come to Cuzco
2. Caracas?; Where are; Shanghai; what's; like; food; what's the weather like; You should come to Shanghai

Word List

A

a
absolute
according to
across the street
actor
actually
advice
all
also
always
am
an
and
answer
apartment building
apologize
are
around the corner
art
article
at
at all
at home
at school
at work
athlete
awesome

B

backpack
bad
bathroom
bathtub
be
be careful!
beach
beautiful
because
bed
bedroom
between
big
birthday
black
blog
blond
blouse
blue
board
book
boot
bored
boy
boyfriend
brother
brown
building
bus
bus stop
but
buy

C

calendar
call
can
can't
car
celebrity
chair
check out
choose
circle
city
class
classmate
clock
clothes
cloudy
cold
color
come
complete
computer science
concert
confirm
convenient
conversation
cook
cool
correct
country
curly
cute

D

dad
dance
dancer
dates
day
describe
desk
different
do
don't
down the street
draw
dress
due

E

e-mail address
each
early
easy
English
eraser
event
everyone
example
expensive
eyes

F

false
family
family name
famous
fantastic
fast
father
favorite
festival
first
food
forecast
forget
Friday
fridge
friend
from
front
fun
furniture

G

game
geography
girl
girlfriend
go
good
good afternoon
good evening
good morning
good night
good-bye
good-looking
grandfather
grandma
grandmother

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grandpa
grandparents
gray
great
green
guess
guys
gym

H

hair
handsome
he
hello
her
here
hey
hi
history
hockey
hometown
homework
hot
hotel
house
how many
how old
husband

I

I
idea
in
in front of
info
information
interesting
international
interview
introduce
is
it
its

J

jacket
jeans
joke
jump
jumper
just like

K

kitchen

L

late
let me see
let's
let's not
life
lift
listen
little brother / sister
living room
long
look
lots of

M

made of
magazine
mall
man
marker
math
maybe
meet
meeting
message board
meter
mistake
mom
Monday
mother
mountains
movie
movie theater
MP3 player
museum
music
my

N

name
nationality
native
neighborhood
new
next door
next to
nice
nickname
no problem!
no way!
not
notebook
notepad
now
number

O

o'clock
occasion
of course!
Oh!
OK
old
on
on time
one
oops!
or
orange
our
outside
over

P

pants
parents
park
partner
party
pen
pencil
pencil case
people
perfect
phone
phone number
photo
phrase
picture
play
play basketball
play soccer
play the drums
play the guitar
play the piano
play video games
play volleyball
please
polite
popular
pretty
price
probably
purple

R

rainy
read
real
really
really?
red
refrigerator
repeat
restaurant
ride a bike
ride a horse
right
right?
rock band
room
run

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S

Saturday
say
schedule
school
science
second
see you later!
she
shirt
shoe
short
shorts
should
show
shower
showtime
sign
sing
singer
sink
sister
skirt
small
so
sofa
some
sometime
sorry
souvenir
speak
special
spell
sports
state
statement
stay home
straight
street
strong
student
style
subject
suggest
Sunday
sunny
sure
sweater
swim

T

T-shirt
table
tall
talk
talk about
teach
teacher
teen
tell
text
thanks
that
the time
theater
their
there
there are
there is
these
they
this
those
Thursday
to
today
toilet
too
totally
tourism
tourist agency
tourist attraction
true
Tuesday

U

under
unscramble
upload
use

V

very
video games
visit

W

watch TV
wavy
we
weather
webchat
website
Wednesday
weight lifter
welcome
well
what
what color
what day
what time
when
where
which
why
white
who
windy
with
word
woman
wow!
write

Y

years
yellow
you
young
you're the best!
your

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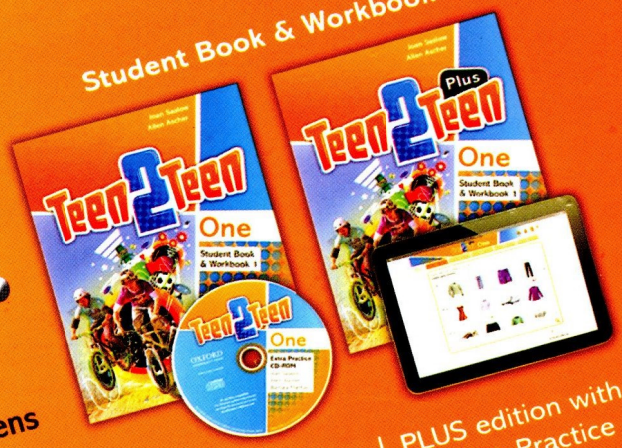
Teen2Teen

For your reality

Student Book & Workbook



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