Joan Saslow • Allen Ascher
Daria Ruzicka

Teen 2 Teen

Four

Teacher's Edition 4

Teacher's Resource
CD-ROM

OXFORD

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Daria Ruzicka

Teen 2 Teen

Four

Teacher's Edition 4

این مجموعه با لوگوی مرجع زبان ایرانیان
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کپی بر داری از آن خلاف شرع، قانون و اخلاق است و شامل پیگیرد خواهد شد.

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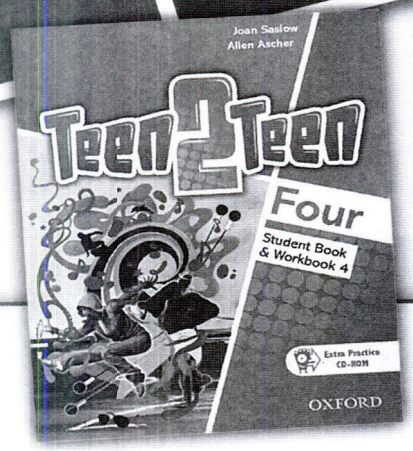
Teen2Teen To the Teacher



Teen2Teen is an original four-level course for teenagers in lower secondary. 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).

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Key instructional features

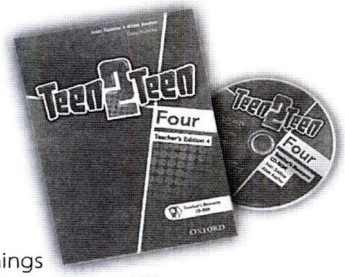
Student support

- 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*** **Four** in the *Teaching Notes* section (pages 4–103) of this **Teacher's Edition**.

Topic Snapshots

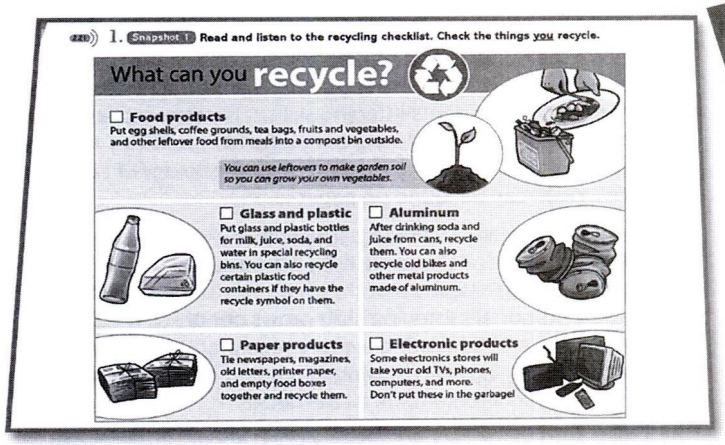
All units contain two *Topic Snapshots*, one in the form of an authentic reading text such as a survey, self-test, advertisement, or form, and another in the form of a conversation using natural, authentic, spoken language. The *Topic Snapshots* introduce the topic of the unit and include one or more examples of its target vocabulary, grammar, and social language. Pictures aid comprehension of any new language in the *Topic Snapshots*. All the *Topic Snapshot* conversations are recorded on the audio, so in reading and listening to the conversations, students build their comprehension of real spoken English and hear an authentic model of natural rhythm and intonation. *Topic Snapshot* conversations are not intended for student repetition (each unit contains another conversation for that purpose, later, in *Teen2Teen*). Instead, the *Topic Snapshots* are intended to familiarize students with the language of the unit and whet their appetites for the teen-relevant topic to come. Comprehension exercises follow each *Topic Snapshot* presentation, ensuring active learning.

General teaching suggestions

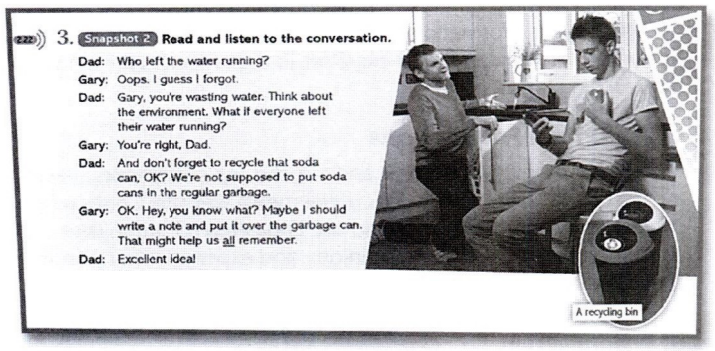
Note: The suggestions in this *Approach and methodology* section are general. Specific teaching procedures are suggested for every exercise in the *Teaching Notes* section of this **Teacher's Edition**.

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

Next, have students read and (in the case of conversations, listen to) each *Topic Snapshot*. As an alternative, you can read either or both of the *Topic Snapshots* aloud. Don't interrupt the reading or pause the audio in this first step, but rather let students get the "main idea" as they follow in their books. Ask them if they would like to read and / or 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 pictures or other features of the *Topic Snapshot* contain 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 a *Topic Snapshot* text:



And in this *Topic Snapshot* conversation, you can see how the photo helps students understand the meaning of "Who left the water running?"



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.

In addition to aiding comprehension, observing background pictures helps students build the skill of understanding meaning from context, a key reading strategy.

In the case of *Topic Snapshot* conversations, 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 read or hear. Specific suggestions for each *Topic Snapshot* can be found in the *Teaching Notes*.

Presenting *Topic Snapshot* conversations with a "listening first" focus

Sometimes, you may wish to vary procedures and present the *Topic Snapshot* conversation 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 picture that accompanies the conversation 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

conversation. 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 Snapshots* as a *Listening comprehension* activities. However, if you prefer to do so, a full discussion of methodology of *Listening comprehension* can be found on pages xi–xii.)

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

As a follow-up to the procedures described above, students can complete the comprehension exercise that follows. Since the goal of the *Topic Snapshots* 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 about themselves, their lives, opinions, and experiences on the site. These characters are all introduced in the Welcome Unit.

Vocabulary

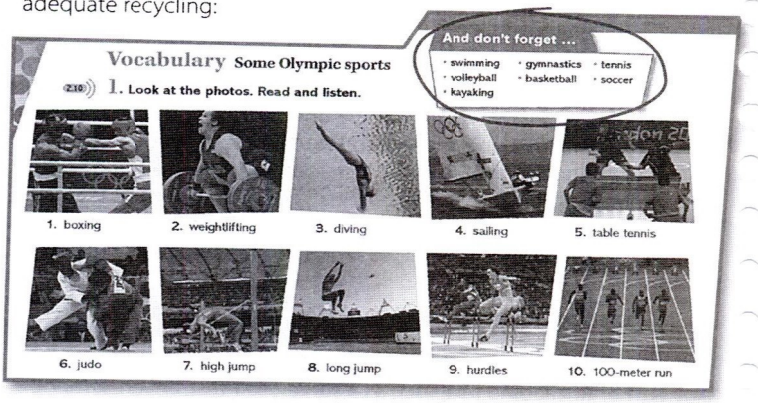
Each unit's vocabulary contains key words and phrases for the unit's topic. ***Teen2Teen***'s approach is to teach vocabulary explicitly: each new word or phrase is illustrated and captioned to ensure students recognize meaning, and the pronunciation is modeled on the audio. This approach is especially 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:



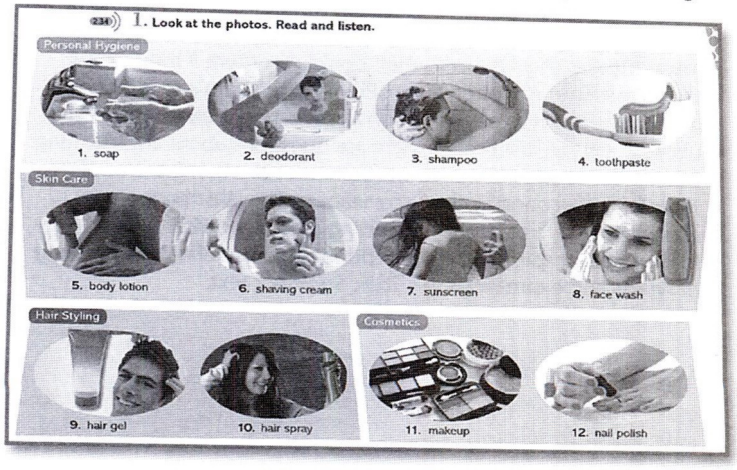
General teaching suggestions

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.



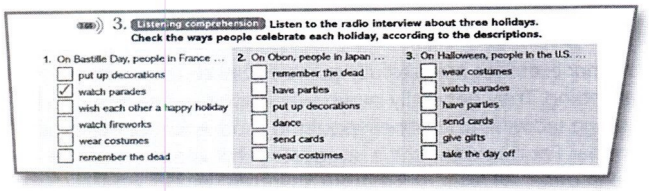
You may wish to vary your presentation of *Vocabulary*. On occasion, you can have students cover the captions with a piece of notebook paper, looking at the illustrations or photographs while they listen to the audio or to you read the words. Another way to make vocabulary memorable is to have students 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.

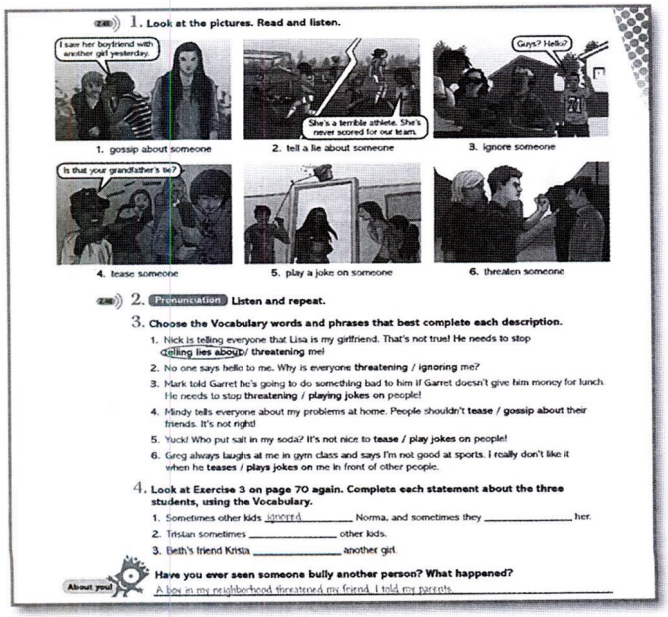
Practicing the vocabulary

A variety of exercises permits practice of the new words and phrases. Often these include a *Listening comprehension* exercise. In the example below, following a presentation of ways to celebrate a holiday, students listen to three radio interviews about holidays, then demonstrate their understanding of the new vocabulary.


3. Listening comprehension Listen to the radio interview about three holidays. Check the ways people celebrate each holiday, according to the descriptions.

1. On Bastille Day, people in France ...	2. On Obon, people in Japan ...	3. On Halloween, people in the U.S. ...
☐ put up decorations	☐ remember the dead	☐ wear costumes
☑ watch parades	☐ have parties	☐ watch parades
☐ wish each other a happy holiday	☐ put up decorations	☐ have parties
☐ watch fireworks	☐ dance	☐ send cards
☐ wear costumes	☐ send cards	☐ give gifts
☐ remember the dead	☐ wear costumes	☐ take the day off

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


1. Look at the pictures. Read and listen.

1. gossip about someone 2. tell a lie about someone 3. ignore someone
4. tease someone 5. play a joke on someone 6. threaten someone

2. Pronunciation Listen and repeat.

3. Choose the Vocabulary words and phrases that best complete each description.

1. Nick is telling everyone that Lisa is my girlfriend. That's not true! He needs to stop telling lies about/ threatening me!
2. No one says hello to me. Why is everyone threatening / ignoring me?
3. Mark told Garret he's going to do something bad to him if Garret doesn't give him money for lunch. He needs to stop threatening / playing jokes on people!
4. Mindy tells everyone about my problems at home. People shouldn't tease / gossip about their friends. It's not right!
5. Yuck! Who put salt in my soda? It's not nice to tease / play jokes on people!
6. Greg always laughs at me in gym class and says I'm not good at sports. I really don't like it when he teases / plays jokes on me in front of other people.

4. Look at Exercise 3 on page 70 again. Complete each statement about the three students, using the Vocabulary.

1. Sometimes other kids ignore/d Norma, and sometimes they _____ her.
2. Tristan sometimes _____ other kids.
3. Beth's friend Krista _____ another girl.

About you! Have you ever seen someone bully another person? What happened?
A boy in my neighborhood threatened my friend. I told my parents.

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.

General teaching suggestions

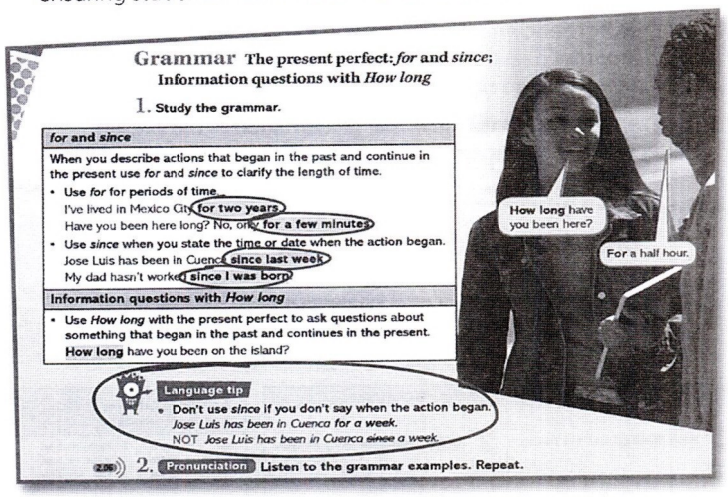
Students should complete *About you!* activities individually. If you feel it is appropriate for your class, you can invite individual students to share what they wrote with the whole class. Each time you do this, you can ask different students to speak so that all students get an opportunity to express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

Grammar

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

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

In the following example, the grammar rule explains at a level understandable to students the usage of *for* and *since* with the present perfect. The meaning of "periods of time" and "time when action began" is clarified by the color highlighting in the examples, ensuring students focus on the relevant material.


Grammar The present perfect: *for* and *since*; Information questions with *How long*

1. Study the grammar.

for and since

When you describe actions that began in the past and continue in the present use *for* and *since* to clarify the length of time.

- Use *for* for periods of time.
  I've lived in Mexico City for two years.
  Have you been here long? No, only for a few minutes.
- Use *since* when you state the time or date when the action began.
  Jose Luis has been in Cuenca since last week.
  My dad hasn't worked since I was born.

Information questions with *How long*

- Use *How long* with the present perfect to ask questions about something that began in the past and continues in the present.
  How long have you been on the island?

How long have you been here?
For a half hour.

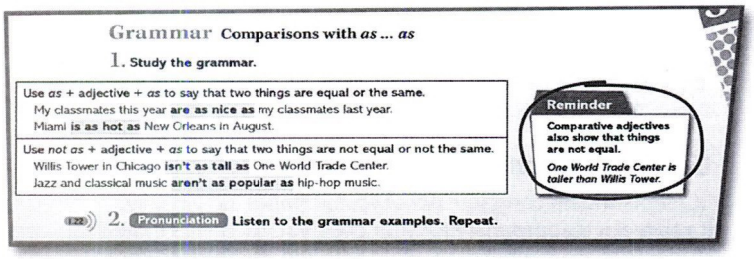
Language tip
- Don't use *since* if you don't say when the action began.
  Jose Luis has been in Cuenca for a week.
  NOT *Jose Luis has been in Cuenca since a week.*

2. Pronunciation Listen to the grammar examples. Repeat.

Also in this example, a *Language tip* warns students of a common learner error with use of *since*.

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

Furthermore, throughout ***Teen2Teen***, whenever students may need to recall previously learned grammar, a *Reminder* brings that back for them. In this example, students are learning to make comparisons with *as . . . as*. A *Reminder* note helps them recall that they have already learned to make comparisons with comparative adjectives.



Grammar Comparisons with *as ... as*

1. Study the grammar.

Use *as* + adjective + *as* to say that two things are equal or the same.
My classmates this year **are as nice as** my classmates last year.
Miami **is as hot as** New Orleans in August.

Use *not as* + adjective + *as* to say that two things are not equal or not the same.
Willis Tower in Chicago **isn't as tall as** One World Trade Center.
Jazz and classical music **aren't as popular as** hip-hop music.

Reminder
Comparative adjectives also show that things are not equal.
One World Trade Center is taller than Willis Tower.

2. Pronunciation Listen to the grammar examples. Repeat.

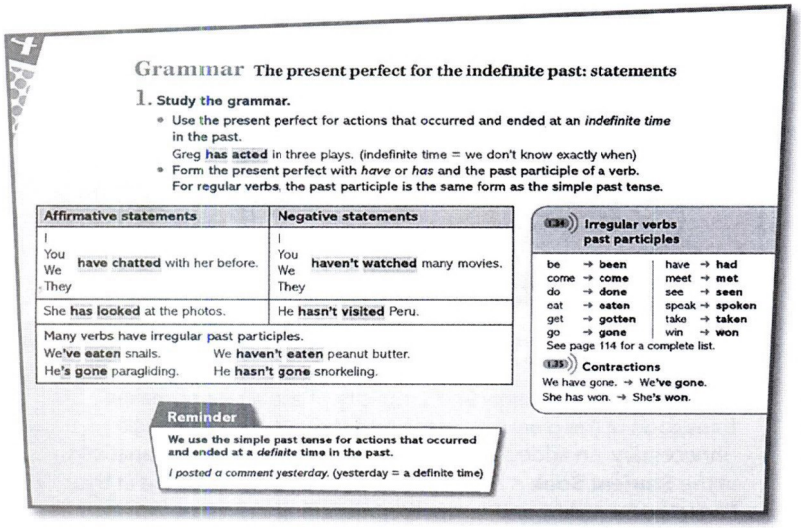
General teaching suggestions

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



Grammar The present perfect for the indefinite past: statements

1. Study the grammar.

- Use the present perfect for actions that occurred and ended at an *indefinite time* in the past.
  Greg **has acted** in three plays. (indefinite time = we don't know exactly when)
- Form the present perfect with *have* or *has* and the past participle of a verb.
  For regular verbs, the past participle is the same form as the simple past tense.

Affirmative statements	Negative statements
I / You / We / They **have chatted** with her before.	I / You / We / They **haven't watched** many movies.
She **has looked** at the photos.	He **hasn't visited** Peru.
Many verbs have irregular past participles.	
We've **eaten** snails.	We **haven't eaten** peanut butter.
He's **gone** paragliding.	He **hasn't gone** snorkeling.

Irregular verbs past participles

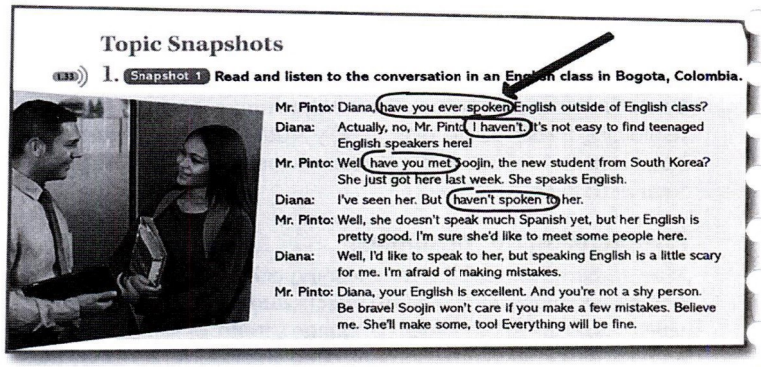
be	→ been	have	→ had
come	→ come	meet	→ met
do	→ done	see	→ seen
eat	→ eaten	speak	→ spoken
get	→ gotten	take	→ taken
go	→ gone	win	→ won

See page 114 for a complete list.

Contractions
We have gone. → We've gone.
She has won. → She's won.

Reminder
We use the simple past tense for actions that occurred and ended at a *definite* time in the past.
I posted a comment yesterday. (yesterday = a definite time)

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



Topic Snapshots

1. Snapshot 1 Read and listen to the conversation in an English class in Bogota, Colombia.

Mr. Pinto: Diana, have you ever spoken English outside of English class?
Diana: Actually, no, Mr. Pinto. I haven't. It's not easy to find teenaged English speakers here!
Mr. Pinto: Well, have you met Soojin, the new student from South Korea? She just got here last week. She speaks English.
Diana: I've seen her. But I haven't spoken to her.
Mr. Pinto: Well, she doesn't speak much Spanish yet, but her English is pretty good. I'm sure she'd like to meet some people here.
Diana: Well, I'd like to speak to her, but speaking English is a little scary for me. I'm afraid of making mistakes.
Mr. Pinto: Diana, your English is excellent. And you're not a shy person. Be brave! Soojin won't care if you make a few mistakes. Believe me. She'll make some, too! Everything will be fine.

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*.

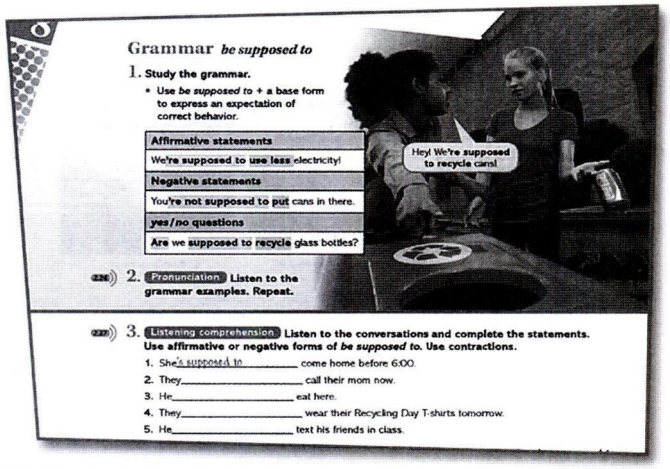
Pronunciation

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 *be supposed to*

1. Study the grammar.

- Use *be supposed to* + a base form to express an expectation of correct behavior.

Affirmative statements
We're **supposed to use less** electricity!
Negative statements
You're **not supposed to put** cans in there.
yes/no questions
Are we supposed to recycle glass bottles?

Hey! We're supposed to recycle cans!

2. Pronunciation Listen to the grammar examples. Repeat.

3. Listening comprehension Listen to the conversations and complete the statements. Use affirmative or negative forms of *be supposed to*. Use contractions.

1. She's supposed to _____ come home before 6:00.
2. They _____ call their mom now.
3. He _____ eat here.
4. They _____ wear their Recycling Day T-shirts tomorrow.
5. He _____ text his friends in class.

Grammar exercises can be done by students working individually, or, as an alternative, you may wish to do the exercises with the class as a whole, with students providing answers aloud. All *Grammar* exercises provide the first answer so students can understand what is expected. It is recommended that you complete the first item

with or for the students to be sure they understand the task. Before completing the first item, be sure to focus students' attention on it in the book so they understand what you are demonstrating. It can even be helpful to copy the first item on the board and handwrite the example answer for all students to see. In this way, you will reduce the need to explain the exercise as students work on it. Circulate around the room to provide help and answer questions that may nevertheless come up.

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

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

Interactive Grammar Presentations

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

Reading

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

Level of language within *Reading* texts

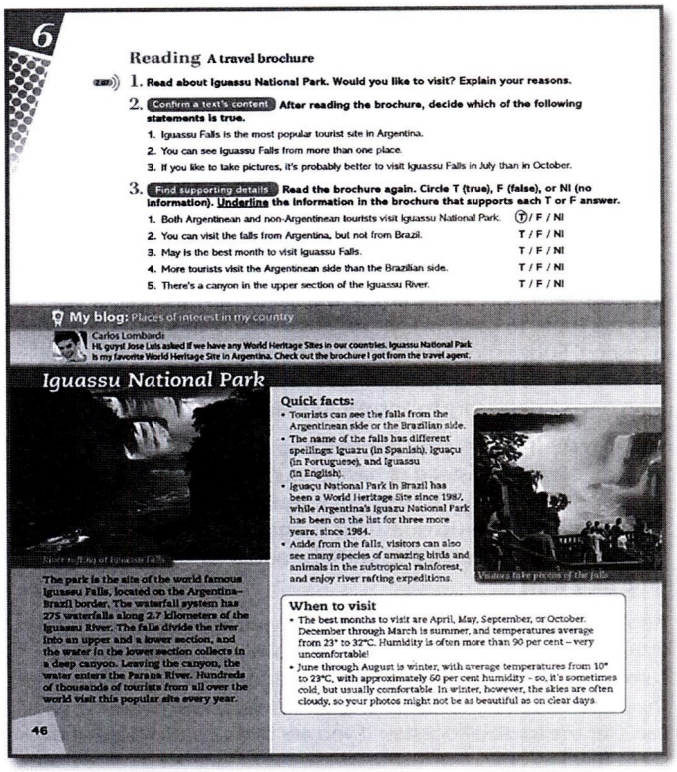
In order for students to continuously improve their ability to read authentic texts in English, it is important that reading texts in course materials be neither too easy nor too challenging. If *Reading* texts are written strictly with known language, students do not develop the ability to guess new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

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

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

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

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



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Reading A travel brochure

1. Read about Iguassu National Park. Would you like to visit? Explain your reasons.
2. Confirm a text's content After reading the brochure, decide which of the following statements is true.
   1. Iguassu Falls is the most popular tourist site in Argentina.
   2. You can see Iguassu Falls from more than one place.
   3. If you like to take pictures, it's probably better to visit Iguassu Falls in July than in October.
3. Find supporting details Read the brochure again. Circle T (true), F (false), or NI (no information). Underline the information in the brochure that supports each T or F answer.
   1. Both Argentinean and non-Argentinean tourists visit Iguassu National Park. (T) / F / NI
   2. You can visit the falls from Argentina, but not from Brazil. T / F / NI
   3. May is the best month to visit Iguassu Falls. T / F / NI
   4. More tourists visit the Argentinean side than the Brazilian side. T / F / NI
   5. There's a canyon in the upper section of the Iguassu River. T / F / NI

My blog: Places of interest in my country

Carlos Lombardi
Hi, guys! Jose Luis asked if we have any World Heritage Sites in our countries. Iguassu National Park is my favorite World Heritage Site in Argentina. Check out the brochure I got from the travel agent.

Iguassu National Park

Quick facts:
- Tourists can see the falls from the Argentinean side or the Brazilian side.
- The name of the falls has different spellings: Iguazu (in Spanish), Iguaçu (in Portuguese), and Iguassu (in English).
- Iguaçu National Park in Brazil has been a World Heritage Site since 1987, while Argentina's Iguazu National Park has been on the list for three more years, since 1984.
- Aside from the falls, visitors can also see many species of amazing birds and animals in the subtropical rainforest, and enjoy river rafting expeditions.

Visitors take photos of the falls

The park is the site of the world famous Iguassu Falls, located on the Argentina–Brazil border. The waterfall system has 275 waterfalls along 2.7 kilometers of the Iguassu River. The falls divide the river into an upper and a lower section, and the water in the lower section collects in a deep canyon. Leaving the canyon, the water enters the Paraná River. Hundreds of thousands of tourists from all over the world visit this popular site every year.

When to visit
- The best months to visit are April, May, September, or October. December through March is summer, and temperatures average from 23° to 32°C. Humidity is often more than 90 per cent – very uncomfortable!
- June through August is winter, with average temperatures from 10° to 23°C, with approximately 60 per cent humidity – so, it's sometimes cold, but usually comfortable. In winter, however, the skies are often cloudy, so your photos might not be as beautiful as on clear days.

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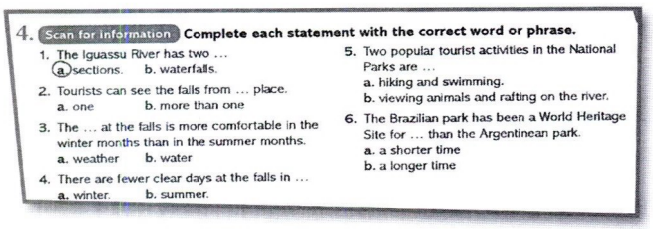
A variety of activity types accompany each reading text across the units. These exercises are designed to ensure comprehension as well as apply unit target language.

Reading skills and strategies

The *Reading* exercises in each unit have been designed to help students develop specific reading skills and strategies. In ***Teen2Teen* Three** and **Four**, these are labeled right on the unit page. As an example, in the *Reading* shown above, there are two skills / strategies practiced: *Confirm a text's content* (Exercise 2) and *Find supporting details* (Exercise 3). An additional exercise on this reading (Exercise 4, below) builds students' ability to *Scan for information*:

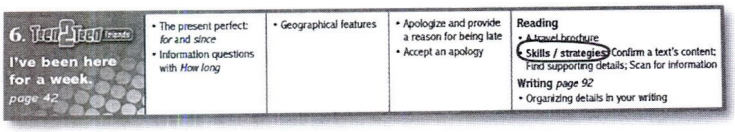


4. Scan for information **Complete each statement with the correct word or phrase.**

1. The Iguassu River has two ...
(a.) sections. b. waterfalls.
2. Tourists can see the falls from ... place.
a. one b. more than one
3. The ... at the falls is more comfortable in the winter months than in the summer months.
a. weather b. water
4. There are fewer clear days at the falls in ...
a. winter. b. summer.
5. Two popular tourist activities in the National Parks are ...
a. hiking and swimming.
b. viewing animals and rafting on the river.
6. The Brazilian park has been a World Heritage Site for ... than the Argentinean park.
a. a shorter time
b. a longer time

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

All reading skills and strategies can be seen in the *Learning Objectives* on pages 2–3.



6. Teen2Teen friends I've been here for a week. page 42	• The present perfect: *for* and *since* • Information questions with *How long*	• Geographical features	• Apologize and provide a reason for being late • Accept an apology	Reading • A travel brochure Skills / strategies Confirm a text's content; Find supporting details; Scan for information Writing page 92 • Organizing details in your writing

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 the *Vocabulary* or *Grammar*.

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

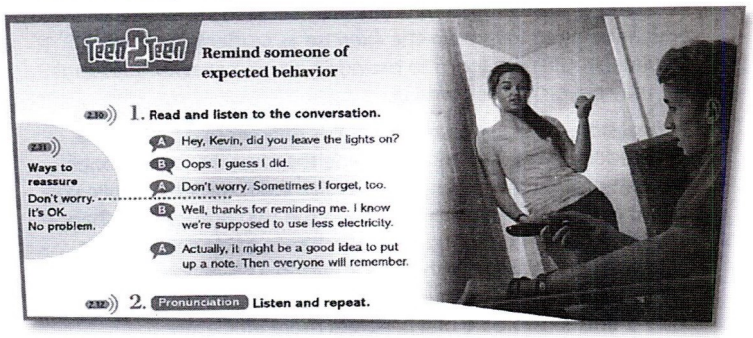
You may wish to vary your approach to introducing the *Reading* text. For example, instead of having students listen as they read, you can ask them to read without listening for the first time they read. Use the follow-up questions suggested in the *Teaching Notes*. Then ask them to read along with the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

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

Reading exercises are designed to be completed individually. However, it is a good idea to vary your approach from unit to unit. Students can work in pairs afterwards to compare and discuss their answers, or they can work together from the beginning to complete the exercise. Another approach is to write the exercise items on the board and invite students to come individually to complete them. Or you can do an exercise as a whole class activity and ask the class to give you the answers to write on the board. Whenever you can, use the board as a way to help students see their answers in a different way. For example, in Exercise 3 for the *Reading* on Iguassu Falls, you can invite students to write true answers on the board (2. *You can visit the falls from Argentina and Brazil.*). Suggestions are given in the *Teaching Notes*.

Teen2Teen

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



Teen2Teen **Remind someone of expected behavior**

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

2.11 **Ways to reassure**
Don't worry. it's OK. No problem.

A Hey, Kevin, did you leave the lights on?
B Oops. I guess I did.
A Don't worry. Sometimes I forget, too.
B Well, thanks for reminding me. I know we're supposed to use less electricity.
A Actually, it might be a good idea to put up a note. Then everyone will remember.

2.12 2. Pronunciation **Listen and repeat.**

Although this conversation is from a unit that presents environment vocabulary, *be supposed to*, and *might* for possibility, the conversation's primary purpose is to model and practice the following social language: get someone's attention to start a conversation; express regret about a mistake; reassure another person; express gratitude for a specific action; acknowledge the legitimacy of someone else's opinion; offer a solution and a rationale.

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

General teaching suggestions

Warm up

Teen2Teen conversations are all accompanied by photographs that help set the scene for the conversation and give it a reality. The photos also serve an instructional purpose: they can be used to activate the language of the conversation. You can begin by directing students' attention to the photos and asking questions. When formulating your own questions, it is important to be realistic about what students are able to produce in their answers. 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? What is their relationship? 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 speculating about 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 case, they should circle *we're supposed to use less electricity*). 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.

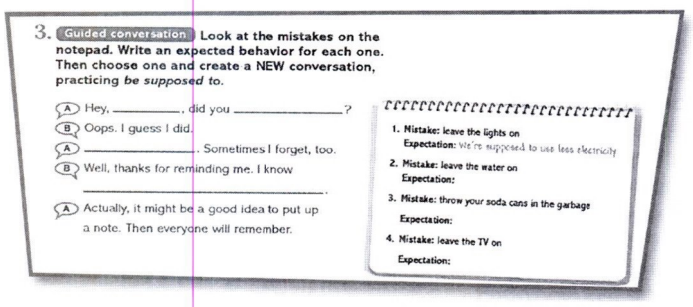
When conducting *Pronunciation* exercises, it is important to keep the pace of the repetition lively and to vary the procedure, in order to keep the process from becoming boring and meaningless. Several alternative procedures are:

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 girls reading A's lines and the boys reading B's lines, and then reversing roles of the groups;
4. Have students read together in pairs as A and B and then reversing roles. The goal is to permit students several opportunities to repeat, which further builds their memory of the social language and increases the accuracy and comprehensibility of their pronunciation, rhythm, and intonation.

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

Guided conversation

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


3. Guided conversation **Look at the mistakes on the notepad. Write an expected behavior for each one. Then choose one and create a NEW conversation, practicing *be supposed to*.**

A Hey, _____, did you _____?
B Oops. I guess I did.
A _____. Sometimes I forget, too.
B Well, thanks for reminding me. I know _____.
A Actually, it might be a good idea to put up a note. Then everyone will remember.

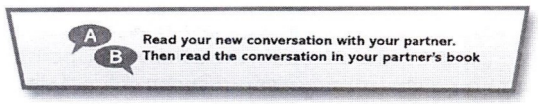
1. Mistake: leave the lights on
Expectation: We're supposed to use less electricity
2. Mistake: leave the water on
Expectation:
3. Mistake: throw your soda cans in the garbage
Expectation:
4. Mistake: leave the TV on
Expectation:

In this example of a *Guided conversation* activity (which is an individual rather than a pair-work activity), each student has a chance to personalize the original conversation, changing certain parts of it – but with changes that only elicit previously learned language. In this case, students write their own conversation, using their own notes from the notepad about expected behavior.

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 *Look at the mistakes on the notepad. Write an expected behavior for each one. Then choose one and create a NEW conversation, practicing* be supposed to.

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 *Teen2Teen* 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.

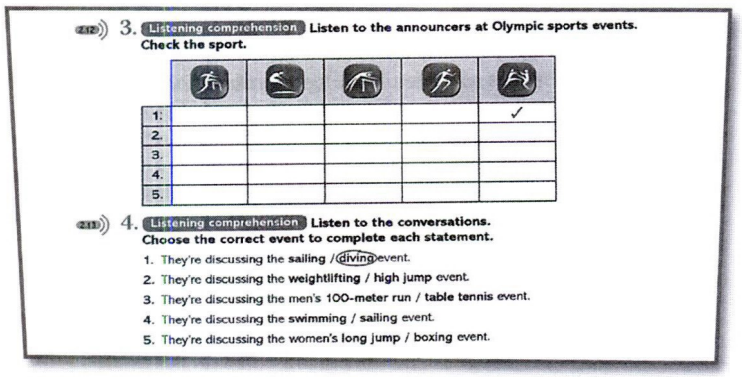
Listening comprehension

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 two exercises with receptive responses (students choose the correct pictures and words).

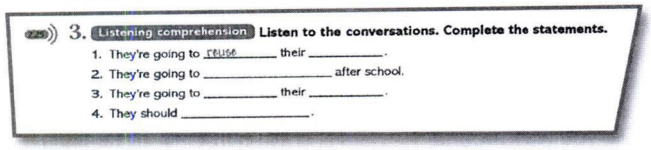

3. Listening comprehension Listen to the announcers at Olympic sports events. Check the sport.

1:					✓
2.					
3.					
4.					
5.					

4. Listening comprehension Listen to the conversations. Choose the correct event to complete each statement.

1. They're discussing the sailing / diving event.
2. They're discussing the weightlifting / high jump event.
3. They're discussing the men's 100-meter run / table tennis event.
4. They're discussing the swimming / sailing event.
5. They're discussing the women's long jump / boxing event.

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


3. Listening comprehension Listen to the conversations. Complete the statements.

1. They're going to reuse their _____.
2. They're going to _____ after school.
3. They're going to _____ their _____.
4. They should _____.

General teaching suggestions

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

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

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

It is useful to permit students to listen a first time without expecting them to complete the exercise. This gives them time to become familiar with the speakers, the length, and general content of the listening text. 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*.

Other parts of the *Teen2Teen* Student Book

Workbook

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

General teaching suggestions

All exercises require a written response. The **Workbook** exercises can be assigned as homework or can be included in class activities.

If time permits, review of exercise answers can be a class activity. Four alternative ways to check answers are:

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

Review Units

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

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

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

Writing Lessons

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

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

Cross-curricular Readings

To provide additional reading tied to school curriculum subjects, there are four optional *Cross-curricular Reading* lessons. They are designed to be used with each *Review Unit*. The *Readings* offer opportunities to read content covering academic areas including science, biology, history, and astronomy. 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:

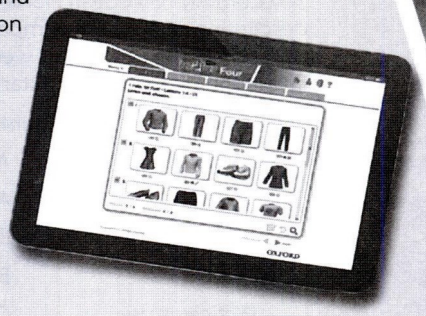
- One reading lesson with five activities
- One *All About You!* lesson with five short writing activities

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.



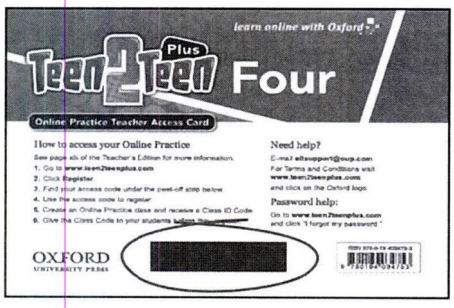
Are you using *Teen2Teen Plus*?

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.

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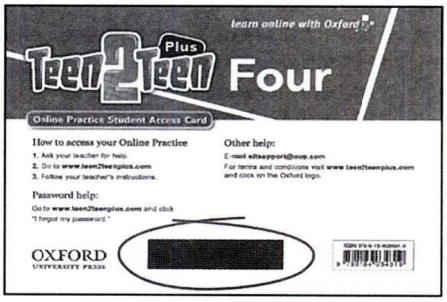
Student Registration

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



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

Common European Framework of Reference (CEFR)

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

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

The CEFR definitions of linguistic competence are as follows:

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

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

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

Descriptions of the CEFR levels covered in *Teen2Teen*.

Basic User

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

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

Independent User

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

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

Language Portfolio

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

A Language Biography

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

A Language Passport

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

A Dossier

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

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

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

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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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Learning Objectives

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	Grammar	Vocabulary	Social language	Reading and Writing
Welcome to Teen2Teen *page 4*				
1. My hobby is blogging. *page 10*	• Gerunds	• Talents and hobbies	• Introduce two classmates • Suggest an activity	**Reading** • An online advice column • **Skills / strategies:** Recognize a point of view; Find supporting details; Understand meaning from context **Writing** *page 90* • Writing a title
2. I want to change my bad habits. *page 16*	• Infinitives	• Good and bad habits	• Compare your good and bad habits	**Reading** • A study guide for new students • **Skills / strategies:** Understand meaning from context; Skim for content **Writing** *page 90* • Parallel structure
3. Teen2Teen Friends Things used to be different. *page 22*	• Comparisons with *as ... as* • *used to / didn't use to*	• Expressions for talking about the past	• Compare how you were when you were little	**Reading** • A timeline • **Skills / strategies:** Skim for content; Scan for information **Writing** *page 91* • Topic sentences
Review: Units 1–3 *pages 28–29* All About You Progress Check	**Cross-curricular Reading: Science** *page 96*		**Teen2Teen Friends Magazine 1** *page 100*	
4. Have you ever gone paragliding? *page 30*	• The present perfect for indefinite past: statements • The present perfect: *yes / no* questions; *ever* and *never*	• Personality	• Ask about and react to someone's experience	**Reading** • An interview in a school newsletter • **Skills / strategies:** Confirm a text's content; Find supporting details **Writing** *page 91* • Summarizing a text
5. Have you been to the doctor yet? *page 36*	• The present perfect: *already, yet, just* • The present perfect with superlatives	• At the doctor or dentist • Ailments	• Show concern	**Reading** • A public health pamphlet • **Skills / strategies:** Identify the main idea; Scan for information; Confirm a text's content **Writing** *page 92* • Unity of content
6. Teen2Teen Friends I've been here for a week. *page 42*	• The present perfect: *for* and *since* • Information questions with *How long*	• Geographical features	• Apologize and provide a reason for being late • Accept an apology	**Reading** • A travel brochure • **Skills / strategies:** Confirm a text's content; Find supporting details; Scan for information **Writing** *page 92* • Organizing details in your writing
Review: Units 4–6 *pages 48–49* All About You Progress Check	**Cross-curricular Reading: Biology** *page 97*		**Teen2Teen Friends Magazine 2** *page 101*	

	Grammar	Vocabulary	Social language	Reading and Writing
7. I have to get the tickets! *page 50*	• *have to / has to* • *must* and *must not*	• Some Olympic sports	• Adapt to rules	**Reading** • A newspaper article • **Skills / strategies:** Identify the main idea; Understand meaning from context; Confirm a text's content **Writing** *page 93* • Provide reasons to support an idea
8. That might be a good idea. *page 56*	• *be supposed to* • *might* for possibility	• Ways to protect the environment	• Remind someone of expected behavior	**Reading** • An informational leaflet • **Skills / strategies:** Identify the main idea; Confirm a text's content **Writing** *page 93* • Conclusions
9. Teen2Teen Friends You don't believe that, do you? *page 62*	• Tag questions: present • Tag questions: past	• Personal care products	• Express disbelief	**Reading** • A report • **Skills / strategies:** Identify the main idea; Understand meaning from context; Confirm a text's content **Writing** *page 94* • Persuasion
Review: Units 7–9 *pages 68–69* All About You Progress Check	**Cross-curricular Reading: History** *page 98*		Teen2Teen Friends **Magazine 3** *page 102*	
10. We should say something. *page 70*	• Indefinite pronouns: *someone, no one, anyone* • Indefinite pronouns: *something, nothing, anything*	• Bullying	• Express regret about not speaking up	**Reading** • A teen magazine article • **Skills / strategies:** Confirm a text's content **Writing** *page 94* • Using *this* to refer to an earlier idea
11. My sister saw the guy who did it. *page 76*	• Relative clauses: *that* and *who*	• Verbs for crimes	• Insist emphatically • Make a suggestion	**Reading** • A crime prevention flier • **Skills / strategies:** Identify the main idea; Confirm a text's content **Writing** *page 95* • Agreement in number
12. Teen2Teen Friends It's a day when we celebrate. *page 82*	• Relative clauses: *where* and *when* • Reflexive pronouns; *each other*	• Ways to celebrate a holiday	• Wish someone a happy holiday	**Reading** • Online encyclopedia entries • **Skills / strategies:** Classify information; Confirm a text's content **Writing** *page 95* • Agreement in person
Review: Units 10–12 *pages 88–89* All About You Progress Check	**Cross-curricular Reading: Astonomy** *page 99*		Teen2Teen Friends **Magazine 4** *page 103*	
Reference *pages 104–106*				
Workbook *pages W1–W37*				

Welcome

Vocabulary review

Locations and directions in a building

Injuries; Parts of the body

Grammar review

be going to for the future

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

Superlative adjectives

Action verbs for sports

will for the future, requests, and offers to help

Object pronouns after prepositions

The real conditional

The past tense of *be*

The simple past tense

The past continuous

Negative *yes / no* questions

Information questions with *Whose*

Possessive pronouns

Social language

Introducing the Teen2Teen characters

Values and cross-curricular topics

Foreign language

Suggestions

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

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

Warm-up

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

Locations and directions in a building

Exercise 1

- Tell students to look at the picture. Ask *What is this?* (*a school building*).
- Read the direction line and example aloud. If necessary, clarify *across from* by stating who or what in class is *across from* whom or what.
- Have students do the exercise. Circulate to help as necessary.
- Go over the answers as a class.

- **Option:** For further review, write the following vocabulary on the board: *down the hall; on the left; on the right; at the end of the hall; next to; second, third floor; downstairs.*
  Students can ask each other additional questions, e.g., *What is across from the auditorium?* (*the main office*).

be going to for the future

Exercise 2

- Write on the board:
  Lisa is going to eat pizza for lunch.
  Ask *Is Lisa eating pizza right now?* (*no*).
  Review that *be going to* for the future describes what a person is going to do at some point in the future.
- Have students do the exercise and then go over the answers as a class.
- **Option:** Focus on the seventh statement. Ask *Is it negative or affirmative?* (*negative*). Elicit the negative form for each affirmative item in the exercise. Remind students to use contractions. (1. *I'm not going to clean . . .*; 2. *I'm not going to walk . . .*; 3. *We're not / We aren't going to set . . .*; 4. *He's not / He isn't going to wash . . .*; 5. *Dad isn't / Dad's not going to take out . . .*; 6. *I'm not going to do . . .*).

Exercise 3

- Read the direction line aloud and ask a volunteer to read the first question. Point out that some questions will be *yes / no* questions and some will be information questions.
- Have students do the exercise and then go over the answers as a class.

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

4. Choose the correct quantifier to complete each statement.

1. There aren't (many) / much eggs on the table.
2. Can you bring (a lot of) / much napkins?
3. There isn't many / (much) cheese in this sandwich.
4. We don't have many / (much) bread.
5. We're going to need (a few) / much paper plates.
6. Is there many / (much) milk in the fridge?
7. We need (a few) / a little strawberries and a few / (a little) orange juice.

Superlative adjectives

5. Complete each statement, using a superlative form of the adjective.

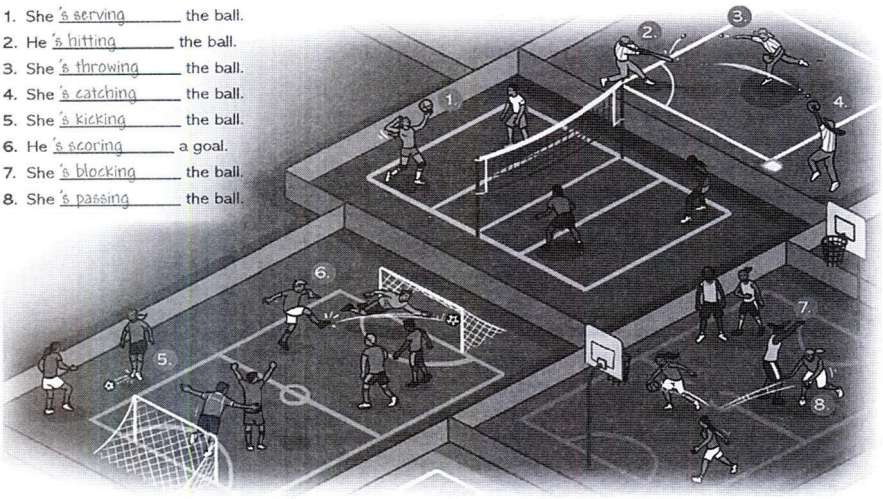
1. These drawings are all great, but this one is the nicest (nice).
2. That was the funniest (funny) comedy on TV this week.
3. We study all kinds of things, but I think history is the most interesting (interesting) subject.
4. I think *Titanic* is the best (good) Leonardo DiCaprio movie.
5. Today was the hottest (hot) day this year.
6. The hurricane in October was the worst (bad) storm this year.

Action verbs for sports

6. Complete the statements, using the present continuous form of the verbs.

block catch hit kick pass score serve throw

1. She 's serving the ball.
2. He 's hitting the ball.
3. She 's throwing the ball.
4. She 's catching the ball.
5. She 's kicking the ball.
6. He 's scoring a goal.
7. She 's blocking the ball.
8. She 's passing the ball.



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

Exercise 4

- Review countable and uncountable nouns by writing two columns on the board labeled *Count nouns* and *Noncount nouns*. Have students scan the sentences and identify which of the nouns following the quantifier choices are count and which are noncount: Count: 1, 2, 5, 7 (strawberries); Noncount: 3, 4, 6, 7 (orange juice).
- Ask *Which quantifier takes both count nouns and noncount nouns?* (*a lot of*); *Which one takes count nouns?* (*many / a few*) *noncount nouns?* (*much / a little*).
- Have students do the exercise individually and then compare answers in pairs.
- Go over the answers as a class.
- **Option:** If students had difficulties, elicit additional statements with the various quantifiers. Also go over additional examples of count and noncount nouns.

Superlative adjectives

Exercise 5

- To review comparative forms, draw three stick figures of increasing heights on the board. Give each figure a name: *Lina, Jane, Tara.*
- Write on the board: *Lina is tall.*
- Elicit *Jane is taller.* Finally, elicit *Tara is the tallest.* Review that the third statement is the superlative. Point out the article *the* and the *-est* ending.
- Then write a new statement for the first stick figure: *Lina is beautiful.* Elicit *Jane is more beautiful.* Finally, elicit *Tara is the most beautiful.* Review *most* + adjective for three-syllable words.
- Have students complete the exercise and compare answers with a partner. Circulate to help as necessary.
- Go over the answers as a class.
- If students had difficulty with any item, focus on the adjective and determine how many syllables it has. Go over spelling rules for dropping *-y* and adding *-iest* (e.g., *funniest*) or doubling consonants (e.g., *tt* in *hottest*). Go over a couple of irregular adjectives: *bad, worse, worst; good, better, best.*

Action verbs for sports

Exercise 6

- Write on the board: *I am teaching a class.* Ask *Am I performing this action right now?* (*yes, you are*). Explain that the present continuous is used to describe an action going on right now.
- In pairs, have students try to match the action verbs to the actions in the picture.
- Then have them complete the exercise. Circulate to help as necessary.
- Go over the answers as a class.

will for the future, requests, and offers to help

Exercise 7

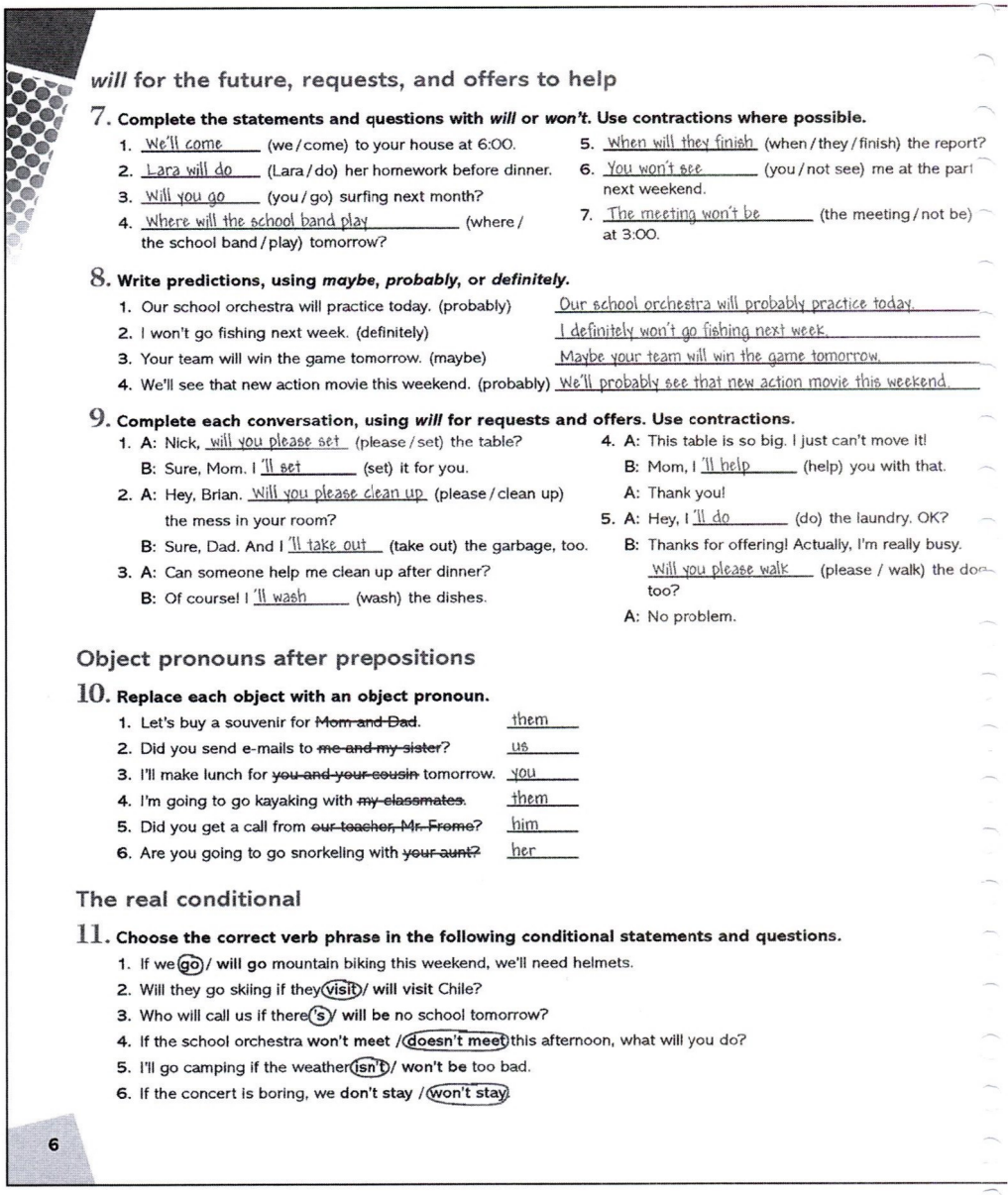
- To review *will*, write on the board:
  Jen will call you tomorrow.
  Ask students to change the affirmative statement to negative (*Jen won't call you tomorrow*). Then ask them to change it to a *yes / no* question (*Will Jen call you tomorrow?*).
  Write *Who ...* and ask students to make the statement into an information question with *Who* (*Who'll call you tomorrow?*). Then write *When* and ask students to create an information question with *When* (*When will Jen call you?*).
- Have students complete the exercise individually. Remind them to look if the item is a question or a statement. Circulate to help as necessary.
- Have students compare answers.
- Go over the answers as a class.

Exercise 8

- Write on the board:
  Maybe it will snow tonight.
  Then write:
  It will definitely snow tonight. Ask *What is the difference between these two statements?* (*the second is a lot more certain that it will snow*).
- Read the direction line aloud. Review degrees of certainty: *maybe, probably, definitely*. Ask *Which word demonstrates the most certainty?* (*definitely*) *the least?* (*maybe*).
- Have students write the statements.
- Bring the class together to go over the answers. For each item ask *What is the degree of certainty that this will happen?* (1. *pretty certain*; 2. *absolutely certain*; 3. *not very certain*; 4. *pretty certain*).
- **Option:** If students have difficulty with the position of adverbs of certainty, review: *will* + *probably*; *definitely* + *will*; *Maybe* at the beginning of the statement.

Exercise 9

- Read the direction line aloud. Review that an *offer* to help is when someone says they'll do something to help you, e.g., *I'll walk the dog for you.* It's different from a *request* for help when you ask someone to help you, e.g., *Will you walk the dog for me?*
- Have students complete the exercise. Then have them compare answers.
- **Option:** Bring the class together and call on volunteers to read the conversations. Ask *Is this a request or an offer for help?* (1. *request, offer*; 2. *request, offer*; 3. *offer*; 4. *offer*; 5. *offer, request*).



will for the future, requests, and offers to help

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

1. We'll come (we / come) to your house at 6:00.
2. Lara will do (Lara / do) her homework before dinner.
3. Will you go (you / go) surfing next month?
4. Where will the school band play (where / the school band / play) tomorrow?
5. When will they finish (when / they / finish) the report?
6. You won't see (you / not see) me at the part next weekend.
7. The meeting won't be (the meeting / not be) at 3:00.

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

1. Our school orchestra will practice today. (probably) Our school orchestra will probably practice today.
2. I won't go fishing next week. (definitely) I definitely won't go fishing next week.
3. Your team will win the game tomorrow. (maybe) Maybe your team will win the game tomorrow.
4. We'll see that new action movie this weekend. (probably) We'll probably see that new action movie this weekend.

9. Complete each conversation, using *will* for requests and offers. Use contractions.

1. A: Nick, will you please set (please / set) the table?
   B: Sure, Mom. I 'll set (set) it for you.
2. A: Hey, Brian. Will you please clean up (please / clean up) the mess in your room?
   B: Sure, Dad. And I 'll take out (take out) the garbage, too.
3. A: Can someone help me clean up after dinner?
   B: Of course! I 'll wash (wash) the dishes.
4. A: This table is so big. I just can't move it!
   B: Mom, I 'll help (help) you with that.
   A: Thank you!
5. A: Hey, I 'll do (do) the laundry. OK?
   B: Thanks for offering! Actually, I'm really busy. Will you please walk (please / walk) the dog too?
   A: No problem.

Object pronouns after prepositions

10. Replace each object with an object pronoun.

1. Let's buy a souvenir for ~~Mom and Dad~~. them
2. Did you send e-mails to ~~me and my sister~~? us
3. I'll make lunch for ~~you and your cousin~~ tomorrow. you
4. I'm going to go kayaking with ~~my classmates~~. them
5. Did you get a call from ~~our teacher, Mr. Frome~~? him
6. Are you going to go snorkeling with ~~your aunt~~? her

The real conditional

11. Choose the correct verb phrase in the following conditional statements and questions.

1. If we (go) / will go mountain biking this weekend, we'll need helmets.
2. Will they go skiing if they (visit) / will visit Chile?
3. Who will call us if there ('s) / will be no school tomorrow?
4. If the school orchestra won't meet / (doesn't meet) this afternoon, what will you do?
5. I'll go camping if the weather (isn't) / won't be too bad.
6. If the concert is boring, we don't stay / (won't stay).

6

Object pronouns after prepositions

Exercise 10

- Write the following subject pronouns vertically on the board:
  I, you, he, she, it, we, you, they.
  Then call on volunteers to list object pronouns next to these: *me, you, him, her, it, us, you, them.*
- Read the direction line and example aloud. Then have students complete the exercise.
- Go over the answers as a class.

The real conditional

Exercise 11

- Write this statement on the board:
  If you call me, I will come.
  Explain that this is the real conditional. The *if*-clause has the simple present and the result clause has *will* + base form of verb. Reword the example *Will you come if I call you?* Have students notice in questions the order might change, but the form stays the same.
- Have students do the exercise. Tell them to pay attention to items that are questions (2, 3, and 4).
- Have students compare answers.
- Go over the answers as a class.

The past tense of *be*

12. Complete the conversations with *was, were, wasn't, or weren't.*

1. A: Was that horror movie scary yesterday?
   B: No, it wasn't. It was pretty awful.
   But Nancy thought it was very funny.
   A: Were your parents at the movie, too?
   B: No, they weren't. They were too busy.
2. A: Why weren't you at the meeting last Saturday?
   B: There was traffic. Was it a good meeting?
   A: Yes, it was. There were some refreshments.
   B: Really? Why?
   A: It was Paul's birthday, so there was a nice cake.

The simple past tense

13. Complete each conversation, using the simple past tense.

1. A: Did you finish (you / finish) your homework?
   B: Yes, I did. I finished (finish) it in the computer lab.
2. A: Did Mark and Linda go (Mark and Linda / go) kayaking last weekend?
   B: No, they didn't. They went (go) hiking.
3. A: How did you get (you / get) to school today? By car?
   B: No. I didn't get (not / get) there by car. I got (get) there by bus.
4. A: Did your father send (your father / send) you a text?
   B: No, he didn't. He sent (send) me an e-mail.
5. A: How many games did the school soccer team win (the school soccer team / win) last month?
   B: Last month? Our team won (win) five games!
6. A: Who made lunch (make lunch) for you and your sister today?
   B: My brother. He made (make) a great lunch.

Injuries; Parts of the body

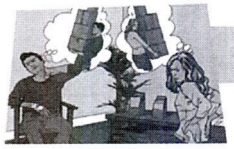
14. Complete the statements with the simple past tense. Use the correct body parts.

~~break~~ hurt burn cut

arm back finger foot hand knee leg neck shoulder wrist

1. She broke her foot.
   He broke his arm and leg!

2. She burned her shoulder, and he cut his knee.



3. The boy hurt his neck and his wrist, and the girl hurt her back.

4. He broke his finger.
   She cut her hand.

The past tense of *be*

Exercise 12

- Write on the board:
  I am at school.
  Ask *What verb is "am"? (be)*. Ask *What is the past form of "be"? (was / were)*. Elicit a couple of statements with *was / were* (e.g., *She was here yesterday. Were they here?*).
- Have students complete the exercise individually. Then have them compare answers with a partner.
- Go over the answers as a class.
- **Option:** If necessary, review past of *be* forms: *I was, you were, he / she / it was, we were, you were, they were.*

The simple past tense

Exercise 13

- To review the simple past tense, write on the board:
  A *Did you have pizza last night?*
  B *No, I didn't. I had Chinese food.*
  A *Where did you go?*
  B *I didn't go out. I got take out.*
- Ask volunteers to identify the simple past forms in the conversation and underline them. Point out the *yes / no* question and short answer, the affirmative statement, the information question, the negative statement, and affirmative statement.
- Ask students to complete the exercise.
- Then have them compare answers in pairs.
- Bring the class together and call on pairs to read the conversations.
- **Option:** Ask students to identify the question types (*yes / no*, information), statement types (affirmative, negative) in the exercise (1. *"yes" / "no" question, affirmative short answer, affirmative statement*; 2. *"yes" / "no" question, negative short answer, affirmative statement*; 3. *information question, negative statement, affirmative statement*; 4. *"yes" / "no" question, negative short answer, affirmative statement*; 5. *information question, affirmative statement*; 6. *information question, affirmative statement*).

Injuries; Parts of the body

Exercise 14

- To review body parts, point to each body part listed in the box and have students identify them. Then go over the four verbs. Explain that when you *break* something, you separate it into two or more pieces; when you *hurt* a body part, you injure it; when you *burn* yourself, you hurt yourself with fire or something hot; when you *cut* yourself, you injure yourself on a sharp object that breaks the skin.
- Tell students to work in pairs to identify what happened in each picture. Circulate to help as necessary.
- Bring the class together and go over any problems.
- **Option:** You can review regular and irregular verb forms. Ask *Which of the four verbs are regular? (burn – past tense is burned) Which of the verbs are irregular? (break – broke; hurt – hurt; cut – cut).*

The past continuous

Exercise 15

- Write on the board:
  I was walking to school when the storm began.
  Ask *What form is "was walking"? (past continuous)*. Review that it describes a continuing action in the past.
- Read the direction line aloud and ask students to complete the exercise.
- Have students compare answers with a partner.
- Go over the answers as a class.
- **Option:** In item 3, ask *What happened first – "I was talking on the phone" or "my mom was making breakfast"? (the actions happened at the same time).*

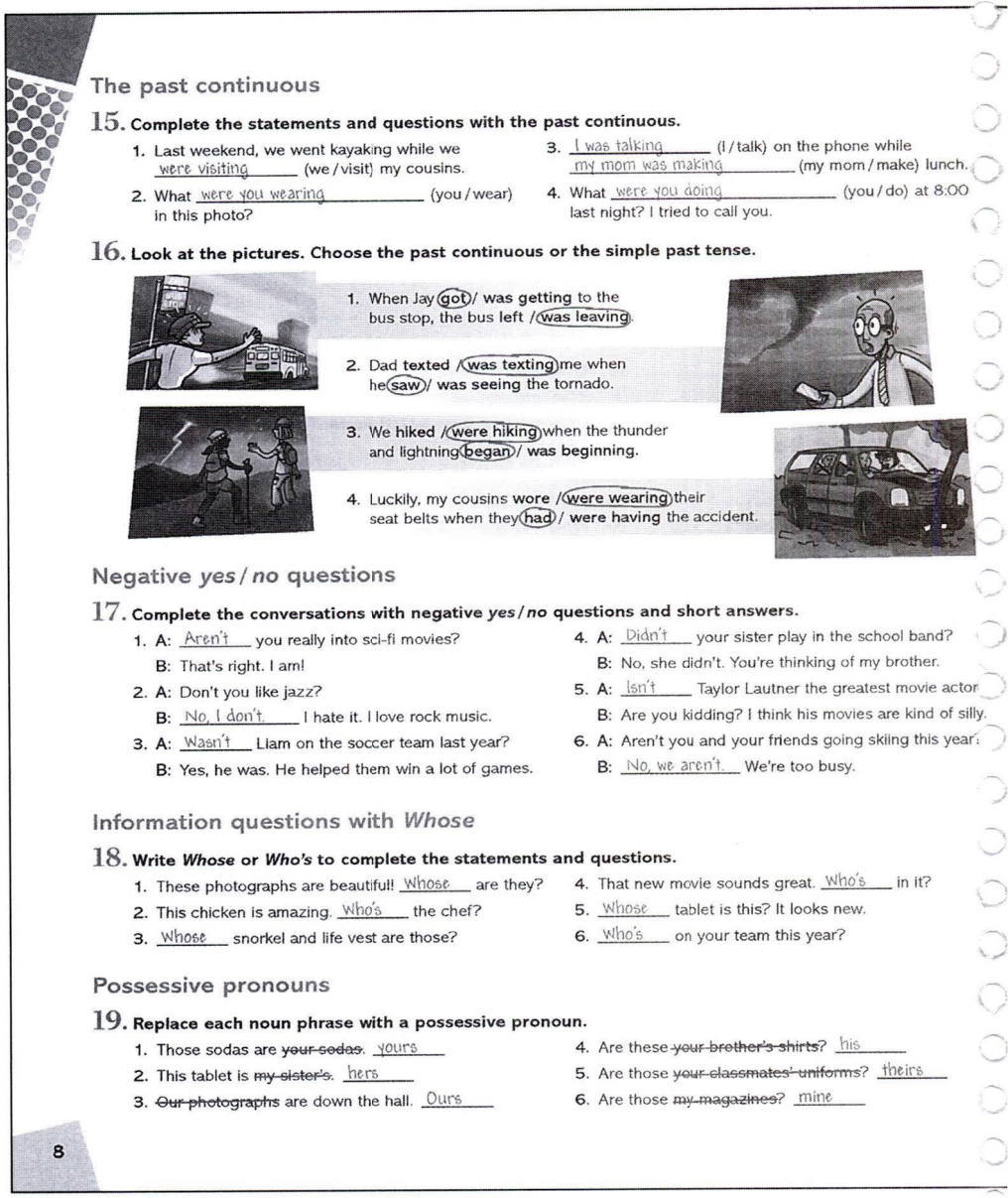
Exercise 16

- Write on the board:
  I walked and *I was walking.*
  Ask *How are the two statements different? (the first one focuses on the finished action; the second one focuses on the walking).*
- Have students study the pictures and choose the correct verbs. Tell them to think whether the focus is on the finished action or not.
- Bring the class together and go over the answers.

Negative *yes / no* questions

Exercise 17

- Write on the board:
  1. You're a doctor, aren't you?
  2. This is a beautiful song, isn't it?
  3. Why aren't you eating? Don't you like pizza?
- Review that these are all examples of negative *yes / no* questions. Explain that the function in the first example is to confirm something is true. The function in the second example is confirming that someone agrees with your opinion. The function in the third example is when someone does or says something that surprises you and you respond.
- After students do the exercise, bring the class together and go over the answers.
- **Option:** Ask volunteers to read the conversations. After each one, ask *What is the function of the negative "yes" / "no" question? (1. confirming something is true; 2. voicing surprise; 3. confirming something is true; 4. confirming something is true; 5. confirming someone agrees with your opinion; 6. confirming something is true).*



The past continuous

15. **Complete the statements and questions with the past continuous.**

1. Last weekend, we went kayaking while we were visiting (we / visit) my cousins.
2. What were you wearing (you / wear) in this photo?
3. I was talking (I / talk) on the phone while my mom was making (my mom / make) lunch.
4. What were you doing (you / do) at 8:00 last night? I tried to call you.

16. **Look at the pictures. Choose the past continuous or the simple past tense.**

1. When Jay (got) / was getting to the bus stop, the bus left / (was leaving).
2. Dad texted / (was texting) me when he (saw) / was seeing the tornado.
3. We hiked / (were hiking) when the thunder and lightning (began) / were beginning.
4. Luckily, my cousins wore / (were wearing) their seat belts when they (had) / were having the accident.

Negative *yes / no* questions

17. **Complete the conversations with negative *yes / no* questions and short answers.**

1. A: Aren't you really into sci-fi movies?
   B: That's right. I am!
2. A: Don't you like jazz?
   B: No, I don't. I hate it. I love rock music.
3. A: Wasn't Liam on the soccer team last year?
   B: Yes, he was. He helped them win a lot of games.
4. A: Didn't your sister play in the school band?
   B: No, she didn't. You're thinking of my brother.
5. A: Isn't Taylor Lautner the greatest movie actor?
   B: Are you kidding? I think his movies are kind of silly.
6. A: Aren't you and your friends going skiing this year?
   B: No, we aren't. We're too busy.

Information questions with *Whose*

18. **Write *Whose* or *Who's* to complete the statements and questions.**

1. These photographs are beautiful! Whose are they?
2. This chicken is amazing. Who's the chef?
3. Whose snorkel and life vest are those?
4. That new movie sounds great. Who's in it?
5. Whose tablet is this? It looks new.
6. Who's on your team this year?

Possessive pronouns

19. **Replace each noun phrase with a possessive pronoun.**

1. Those sodas are ~~your sodas~~. yours
2. This tablet is ~~my sister's~~. hers
3. ~~Our photographs~~ are down the hall. Ours
4. Are these ~~your brother's shirts~~? his
5. Are those ~~your classmates' uniforms~~? theirs
6. Are those ~~my magazines~~? mine

8

Information questions with *Whose*

Exercise 18

- Write the following on the board:
  1. Whose house is this?
  2. Who's home?
  Mike's Sandra
- Ask students to match the correct response to each question (1. *Mike's*; 2. *Sandra*). Review that *whose* means belonging to whom, whereas *who's* is a contraction meaning *who is.*
- Read the direction line aloud and ask students to complete the exercise.
- Go over the answers as a class.

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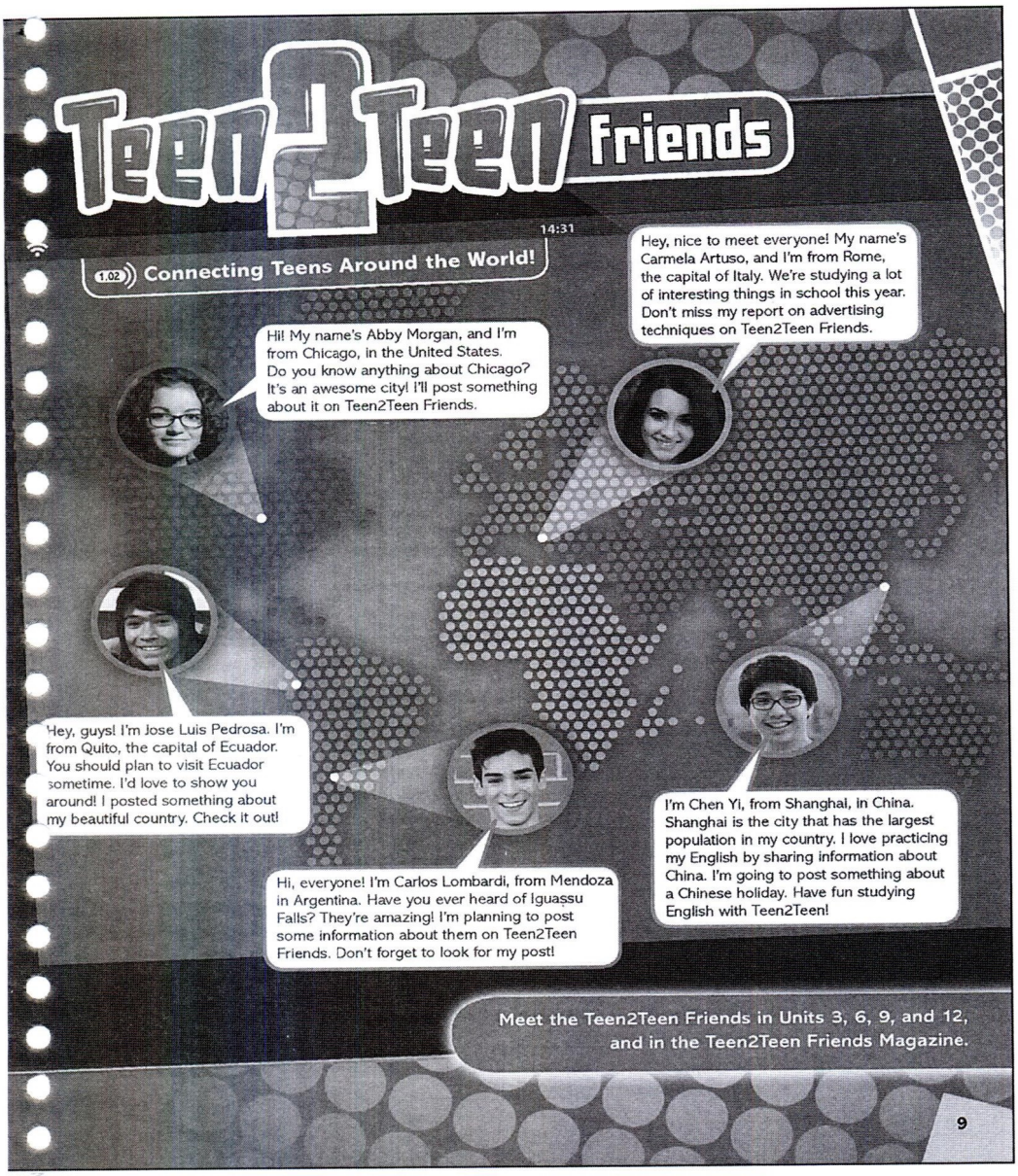
Possessive pronouns

Exercise 19

- Write the following subject pronouns vertically on the board:
  I, you, he, she, it, we, you, they.
- Then call on volunteers to list possessive pronouns next to these (*mine, yours, his, hers, its, ours, yours, theirs*).
- Review use by pointing to a book and saying *This is mine. Is it yours? No, it's not, it's mine.*
- Read the direction line and the example aloud. Then have students complete the exercise.
- Have students compare answers.
- Go over the answers as a class.



Teen2Teen Friends

Cross-curricular topics
The Internet
Geography
Foreign language

Aim

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

Warm-up

For classes who used *Teen2Teen* Three or other levels:

- With everyone's book closed, ask *Do you remember the Teen2Teen Friends from the previous level books?* Explain that this level presents five new characters. Give students time to scan page 9.

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

- Open your book to page 9 and ask the class to explain what *Teen2Teen Friends* is. Then have them scan the characters and indicate what continents they are from.

For classes new to the series:

- Look at page 9 and explain that *Teen2Teen Friends* is a social networking site, like Facebook, where teenagers from around the world can chat online and make new friends.
- Explain that the photos show five characters whom the students will meet in *Teen2Teen*. Explain that the white dots show where they live and ask students who lives nearest them.
- Point out that these characters have different first languages, but use the speech balloons to show that they are all using English to communicate with each other. Stress the value of learning languages, in particular English, to be able to communicate with people all around the world.
- Focus on the blue bar at the bottom. Establish that the students will meet the characters regularly in the book. Explain that the *Teen2Teen Friends Magazine* is at the back of the book (pages 100–103). Each page is a text written by the *Teen2Teen* characters to be read after each three units.

Using the map

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

Suggestion

Whenever you see the CD symbol, you can either play the CD or read the audioscript aloud from the Student Book page or from the audioscript section on pages 105–108 of this book. The teaching notes always give a page reference for the audioscript.

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

Connecting Teens Around the World! 1•02

- Ask the class to look, listen, and follow the speech balloons across and down.
- Play the CD or read the speech balloons aloud while students follow.
- Ask students to try and name, or guess, the countries where the characters are from. They can use English country names where possible, but the students' own language, if necessary.

ANSWERS

Abby Morgan, the U.S.
Carmela Artuso, Italy
Jose Luis Pedrosa, Ecuador
Carlos Lombardi, Argentina
Chen Yi, China

Unit 1

Grammar

Gerunds

Vocabulary

Talents and hobbies

Social language

Introduce two classmates

Suggest an activity

Values and cross-curricular topics

Hobbies and free time

Recognizing other people's talent

Unit contents

For classes new to the series:

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

For classes who used *Teen2Teen* before:

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

Topic Snapshots

Aim

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

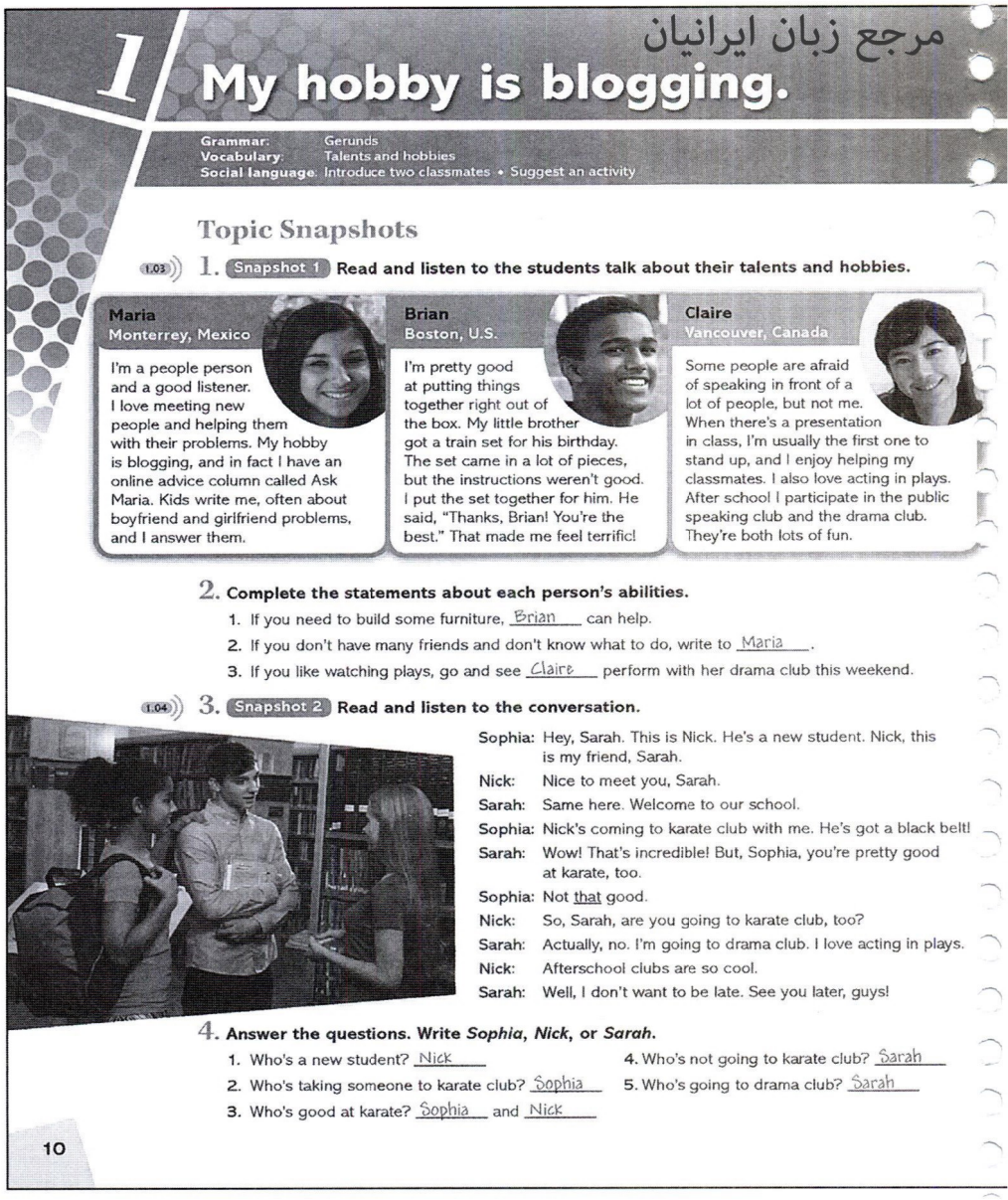
For teachers new to the series:

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

Warm-up

To warm up ask a volunteer to read the title of the unit. Ask *What is a hobby? (something you enjoy doing in your free time) What is a blog? (a web page consisting of information about a specific topic) What is blogging? (adding new material to a blog).* Ask *Is anyone here good at blogging?*

Then ask individual students *What are you good at?* Model *I'm good at ...* Explain that this means you do this activity well.



1 My hobby is blogging.

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Grammar: Gerunds
Vocabulary: Talents and hobbies
Social language: Introduce two classmates • Suggest an activity

Topic Snapshots

1.03 1. Snapshot 1 Read and listen to the students talk about their talents and hobbies.

Maria
Monterrey, Mexico

I'm a people person and a good listener. I love meeting new people and helping them with their problems. My hobby is blogging, and in fact I have an online advice column called Ask Maria. Kids write me, often about boyfriend and girlfriend problems, and I answer them.

Brian
Boston, U.S.

I'm pretty good at putting things together right out of the box. My little brother got a train set for his birthday. The set came in a lot of pieces, but the instructions weren't good. I put the set together for him. He said, "Thanks, Brian! You're the best." That made me feel terrific!

Claire
Vancouver, Canada

Some people are afraid of speaking in front of a lot of people, but not me. When there's a presentation in class, I'm usually the first one to stand up, and I enjoy helping my classmates. I also love acting in plays. After school I participate in the public speaking club and the drama club. They're both lots of fun.

2. Complete the statements about each person's abilities.

1. If you need to build some furniture, Brian can help.
2. If you don't have many friends and don't know what to do, write to Maria.
3. If you like watching plays, go and see Claire perform with her drama club this weekend.

1.04 3. Snapshot 2 Read and listen to the conversation.

Sophia: Hey, Sarah. This is Nick. He's a new student. Nick, this is my friend, Sarah.
Nick: Nice to meet you, Sarah.
Sarah: Same here. Welcome to our school.
Sophia: Nick's coming to karate club with me. He's got a black belt!
Sarah: Wow! That's incredible! But, Sophia, you're pretty good at karate, too.
Sophia: Not that good.
Nick: So, Sarah, are you going to karate club, too?
Sarah: Actually, no. I'm going to drama club. I love acting in plays.
Nick: Afterschool clubs are so cool.
Sarah: Well, I don't want to be late. See you later, guys!

4. Answer the questions. Write *Sophia*, *Nick*, or *Sarah*.

1. Who's a new student? Nick
2. Who's taking someone to karate club? Sophia
3. Who's good at karate? Sophia and Nick
4. Who's not going to karate club? Sarah
5. Who's going to drama club? Sarah

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Exercise 1 Snapshot 1 1•03

- Read the direction line aloud.
- Play the CD or read the first passage while students follow. Clarify vocabulary as needed: *a people person* is a person who enjoys being around people; *in fact* means *actually*. Ask *Is anyone here a people person?*
- Play the CD or read the second passage while students follow. Clarify that *to put things together* means to build. Ask *Who is good at putting things together?*
- Finally, play the CD or read the last passage while students follow. Ask *Is anyone good at speaking in front of a lot of people?*

Exercise 2

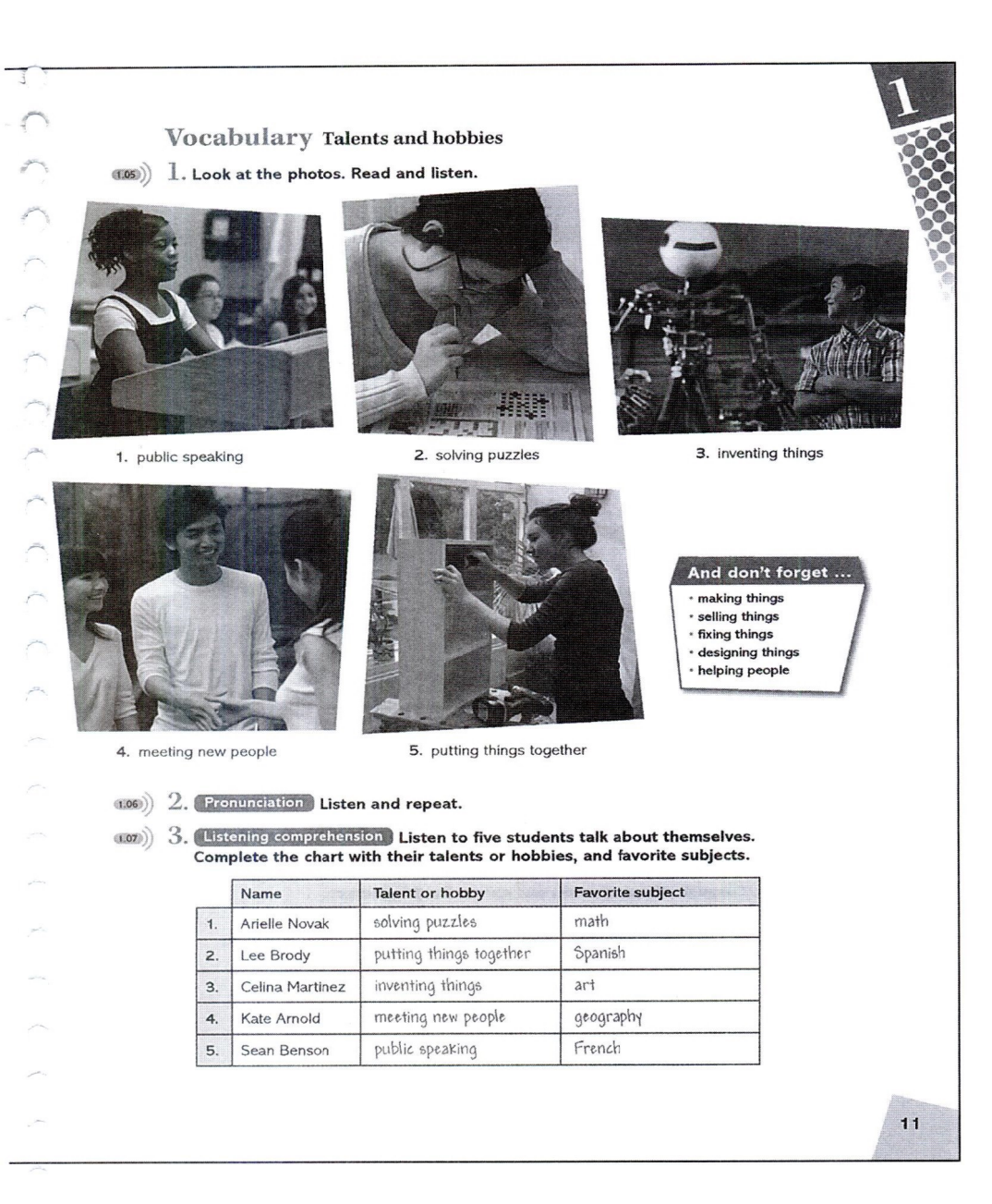
- Read the direction line aloud.
- Have students do the exercise.
- Go over the answers as a class.

Exercise 3 Snapshot 2 1•04

- Read the direction line aloud.
- Play the CD or read the conversation with a volunteer while students follow.
- **Option:** Point out to students how Sophia introduces two classmates. Have volunteers read this section again. Then divide the class into groups of three and have students practice making similar introductions.

Exercise 4

- Read the direction line aloud.
- Have students work in pairs to complete the exercise.
- Go over the answers as a class.



1

Vocabulary Talents and hobbies

1.05 **1. Look at the photos. Read and listen.**

1. public speaking
2. solving puzzles
3. inventing things
4. meeting new people
5. putting things together

And don't forget ...
- making things
- selling things
- fixing things
- designing things
- helping people

1.06 **2. Pronunciation Listen and repeat.**

1.07 **3. Listening comprehension Listen to five students talk about themselves. Complete the chart with their talents or hobbies, and favorite subjects.**

	Name	Talent or hobby	Favorite subject
1.	Arielle Novak	solving puzzles	math
2.	Lee Brody	putting things together	Spanish
3.	Celina Martinez	inventing things	art
4.	Kate Arnold	meeting new people	geography
5.	Sean Benson	public speaking	French

11

Vocabulary

Aim

Practice phrases for talents and hobbies

Exercise 1 1•05

- Write *talents and hobbies* on the board. Make sure students understand that *a talent* is an ability to do something well.
- Invite students to scan the photos. Then talk about each photo and its phrase. Check that students understand the meaning. Ask *What does it mean to invent something? (to think up something new)*.
- Call on a volunteer to read the items in the *And don't forget ...* box.
- Play the CD or read the phrases aloud while students follow.
- **Option:** Ask *Is anyone good at doing any of these things?* Invite students to elaborate on their talent or hobby.

Extra practice activity (all classes)

- For a vocabulary review, go over other interests and abilities students might have. State them in the gerund form, e.g., *dancing, singing, playing the piano, kayaking, swimming*, etc.

Exercise 2 1•06

- Play the CD or read the phrases aloud for students to repeat.
- Point out that the stress is never on the syllable with *-ing*. It's on the syllable before it: *speaking; solving; inventing; meeting; putting*.

Exercise 3 1•07

- Write the word *geography* on the board. Ask *What is geography? (the study of the earth: countries, oceans, mountains*, etc.). Then write the expression *How cool is that?* Explain that you would use this expression to have someone agree with you that they like something or think something is great. Translate into the students' own language as needed. Explain that these words will appear in the conversations.
- Ask students to look at the chart. Ask a volunteer to read the headings. Clarify that *favorite subject* is the class you like the most in school.
- Read the direction line aloud. Explain that students will hear each conversation twice, so they could first use a pencil to mark the answer.
- Play the CD or read the audioscript aloud while students listen and write in the answers in pencil. Then students listen again and check their answers, correcting as needed.
- Go over the answers as a class.
- **Option:** If students need help filling in the *Favorite subject* column, write the five subjects on the board out of order for students to refer to and copy (*French, geography, math, Spanish, art*). Point out that students can refer to the talents and hobbies listed in Exercise 1 to fill in the *Talent or hobby* column.

AUDIOSCRIPT 1•07 PAGE 105

Extra extension activity (stronger classes)

- Write *Do you think the talent or hobby connects to the person's favorite subject?* Have students discuss in pairs. Then play the CD or read the audioscript aloud, so students can listen for more details.
- Call on volunteers for their answers.

POSSIBLE ANSWERS

1. number puzzles connect to math; 2. learning a language has rules and instructions, and requires "putting things together"; 3. inventing things requires creativity, as does art; 4. Kate's hobby of meeting new people connects with her interest in geography and travel; 5. Sean's talent connects with French, because he is going to give a presentation in French.

Further support
Extra Practice CD-ROM

Grammar

Aim

Practice gerunds

Grammar support
Interactive Grammar Presentation

Suggestion

You may wish to review subjects and direct objects from *Teen2Teen* Two, Unit 10: The subject performs the action of the verb. The direct object receives the action of the verb.

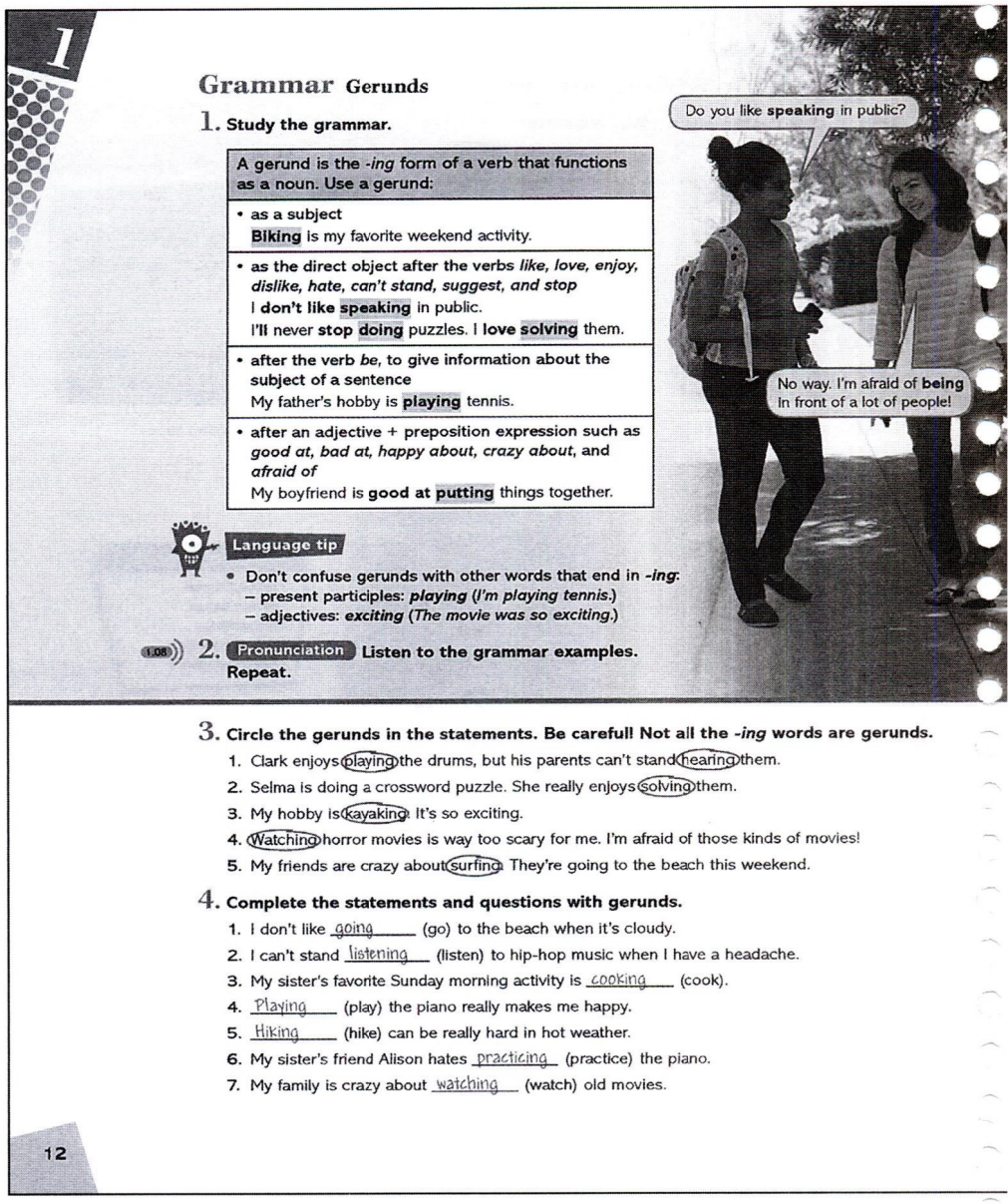
subject	verb	direct object
Kurt	wants	the mug.
He	wants	it.

Exercise 1

- Focus on the photo. Ask volunteers to read the speech balloons. Write the question and answer on the board. Underline *speaking* and *being*. Ask *What form are these words? (gerunds)*.
- Read the rules and example statements in the chart aloud. Then focus on the two statements on the board. Ask *What is the function of the gerund in the first statement? (direct object after the verb "like") the second statement? (adjective + preposition expression)*.
- Elicit additional statements with gerunds in the different functions.
- Focus on the *Language tip*. Review that the present participle is the form of the "main verb" in the present continuous and the past continuous. Write on the board: *I'm eating. They were watching TV.* Point out that the gerund and the present participle are both derived from base forms of verbs and have the same form, but different functions. Gerunds function as nouns and the present participles function as verbs.
- **Option:** Have students underline all uses of gerunds in the three passages on page 10 and identify their functions (*1. meeting, helping – direct objects; blogging – after verb "be"; 2. putting – adj + prep expression; 3. speaking – adj + prep expression; helping, acting – direct objects*).

Exercise 2 1•08

- Play the CD or read the grammar examples aloud for students to repeat.
- Then play or read each item again. Ask students to identify the function of each gerund (*Item 1 is subject; items 2, 3 and 4 are direct objects after the verbs "like", "stop" and "love"; item 5 is after the verb "be"; item 6 is after an adjective + preposition expression*).



1

Grammar Gerunds

1. Study the grammar.

A gerund is the *-ing* form of a verb that functions as a noun. Use a gerund:
• as a subject **Biking** is my favorite weekend activity.
• as the direct object after the verbs *like, love, enjoy, dislike, hate, can't stand, suggest, and stop* I **don't like speaking** in public. I'll never **stop doing** puzzles. I **love solving** them.
• after the verb *be*, to give information about the subject of a sentence My father's hobby is **playing** tennis.
• after an adjective + preposition expression such as *good at, bad at, happy about, crazy about*, and *afraid of* My boyfriend is **good at putting** things together.

Do you like **speaking** in public?

No way. I'm afraid of **being** in front of a lot of people!

Language tip

- Don't confuse gerunds with other words that end in *-ing*:
  – present participles: ***playing*** *(**I'm playing** tennis.)*
  – adjectives: ***exciting*** *(**The movie was so exciting.**)*

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

3. Circle the gerunds in the statements. Be careful! Not all the *-ing* words are gerunds.

1. Clark enjoys (playing) the drums, but his parents can't stand (hearing) them.
2. Selma is doing a crossword puzzle. She really enjoys (solving) them.
3. My hobby is (kayaking). It's so exciting.
4. (Watching) horror movies is way too scary for me. I'm afraid of those kinds of movies!
5. My friends are crazy about (surfing). They're going to the beach this weekend.

4. Complete the statements and questions with gerunds.

1. I don't like going (go) to the beach when it's cloudy.
2. I can't stand listening (listen) to hip-hop music when I have a headache.
3. My sister's favorite Sunday morning activity is cooking (cook).
4. Playing (play) the piano really makes me happy.
5. Hiking (hike) can be really hard in hot weather.
6. My sister's friend Alison hates practicing (practice) the piano.
7. My family is crazy about watching (watch) old movies.

12

AUDIOSCRIPT 1•08

Biking is my favorite weekend activity.
I don't like speaking in public.
I'll never stop doing puzzles. I love solving them.
My father's hobby is playing tennis.
My boyfriend is good at putting things together.

Exercise 3

- Read the direction line aloud. Refer students to the *Language tip* and have them do the exercise.
- Go over the answers as a class.

Suggestion

Before doing Exercise 4, you may wish to remind students of the spelling rules for the present participle. Point out that the spelling of gerunds is the same. The full rule follows:
– Add *-ing* to the base form of the verb: *sing → singing*
– If the base form ends in *-e*, drop the *-e* and add *-ing*: *dance → dancing*
– If the base form ends in one vowel and one consonant, double the consonant and add *-ing*: *swim → swimming*
– If the consonant is *w, x,* or *y*, don't double the consonant. Just add *-ing*: *play → playing*

Exercise 4

- Read the direction line aloud and have students do the exercise individually.
- Go over the answers as a class.

5. Can you identify the grammar? Choose the function of each gerund.

		subject	direct object	gives information about subject	follows an adjective + preposition
1.	I hate *shopping*.		✓		
2.	My mom is afraid of *flying*.				✓
3.	*Fixing* cars is hard.	✓			
4.	I don't like *public speaking*.		✓		
5.	*Swimming* is boring.	✓			
6.	The best part of art class is *painting*.			✓	

6. Write the correct gerunds and circle the correct Vocabulary to complete each conversation.

1. A: So, what do you enjoy doing (do) on weekends?
   B: Me? I like hanging out (hang out) with my friends or going (go) to parties.
   A: You're so good at (meeting new people) / putting things together! This is my first year in this school, and I don't have a lot of friends like you do.
   B: No problem. I'll introduce you to some of mine!

2. A: Hey! *Life of Pi* is on TV tonight. Let's watch it on the new flat-screen TV! I'm crazy about watching (watch) movies with special effects on a big screen.
   B: Me, too! But the table for the TV is still in the box. You know I'm not very good at solving puzzles / (putting things together).
   A: Don't worry. I'll help you after work.

3. A: Hi, Terry. Are you going to talk about the movie at tomorrow's school meeting? I love listening (listen) to your opinions about movies.
   B: Thanks! Yes, I am. But I'm a little worried about it. I can't stand talking (talk) in front of so many people.
   A: Really? I think you're great at (public speaking) / meeting new people. Don't worry.

4. A: Sam, what's a nine-letter word for a scary pet with eight legs? The first letter is "T."
   B: Easy! Tarantula.
   A: Thanks! I'm really not good at (solving puzzles) / inventing things.
   B: Well, crosswords are one of my favorite hobbies. I really like doing (do) them.

5. A: I don't like cooking (cook). It's too messy for me.
   B: Really? I like making (make) cakes for my friends. Right now, I'm making some cupcakes that are going to look like volleyballs for the team party.
   A: Awesome! You're so good at (inventing things) / meeting new people.

Do you have a special talent or hobby? Complete the statements with gerunds.

My hobby is _____. I love _____.

Exercise 5

- Read the direction line aloud. Call on a student to identify the gerund in the example (*shopping*). Ask *What verb is it a direct object of?* (*hate*).
- Ask students to do the exercise in pairs.
- Go over the answers as a class.

Extra extension activity (stronger classes)

- Challenge students to rewrite the statements so that each gerund in Exercise 5 has a different function.
- Have volunteers write statements on the board. Elicit from the class the new function of each gerund.

POSSIBLE ANSWERS

1. Shopping isn't fun. (subject)
2. My mom hates flying. (direct object)
3. I'm not good at fixing cars. (adj + prep)
4. Public speaking is difficult. (subject)
5. I don't like swimming. (direct object)
6. Painting is the best part of art class. (subject)

Suggestion

Exercises in a question and answer format, such as Exercise 6, provide useful opportunities for speaking practice and evaluation when you go over the answers, even if the written work is done for homework. Working with the whole class in pairs ("closed pairs") maximizes the time for each student to practice speaking. However, if you are concerned about the possible noise level, invite two students in different parts of the class to ask and answer ("open pairs").

Exercise 6

- Tell students they will be doing two things in this exercise: writing the correct form of gerunds, and then choosing which talent / hobby it describes from a multiple choice.
- Ask students to complete the exercise individually. Remind them to first focus on form when writing the gerunds and then think about meaning when selecting the vocabulary. Circulate to help as necessary.
- Have students compare answers.
- Go over the answers as a class.
- **Option:** Ask *What is the function of the gerunds in the multiple choice questions?* (*adjective + preposition expression*).
- **Option:** In pairs, have students practice reading the conversations. Circulate to help with pronunciation as necessary. Then invite volunteers to read the individual conversations. Write down pronunciation errors you hear and then give general feedback to the entire class about issues you heard.

Suggestion

About you! can be done as a discussion activity in appropriate groups or you can ask students to report on what they wrote in their notebooks.

About you!

- Students complete the blanks with their own special talents or hobbies.
- Call on volunteers to read their two statements.
- **Option:** On the board write: *I'm good at . . .* Invite students to share what they are good at doing, based on the two statements in *About you!* Students can look at the Vocabulary on page 11 for ideas. Tell students to also look at the *And don't forget . . .* box for ideas.

ANSWERS

Students' own answers

Extra practice activity (all classes)

- Have students work in pairs. Tell students to use the information from *About you!* to create conversations. Refer them to Exercise 6 for examples.
- Call on pairs to present their conversations to the class.

Further support

Extra Practice CD-ROM

Reading

Aim

Develop reading skills: An online advice column

Warm-up

Tell students they will read Maria's online advice column. Ask *What is Maria probably good at? (e.g., helping people, giving advice, listening to people).*

Suggestion

When reading an article, it is helpful to apply different reading strategies. Bring students' attention to the blue heads in Exercises 2, 3, and 4. *Recognize a point of view* helps identify a writer's opinion on a topic. *Find supporting details* means locating information in a text to support an answer. *Understand meaning from context* means figuring out what something means by looking at the words around it.

Exercise 1 1•09

- Read the direction line and question aloud. Explain that students will answer it after reading the article.
- Play the CD or read the advice column aloud while students follow.
- Clarify vocabulary as needed: *Why not start a puzzle club?* is an informal way to say *Why don't you . . . ?* Explain that *to have something in common with someone* means that you have a similar interest. Ask *What do all the students in this class have in common? (everyone wants to learn English).*
- Return to the question in the direction line. Call on a volunteer to answer it.

ANSWER

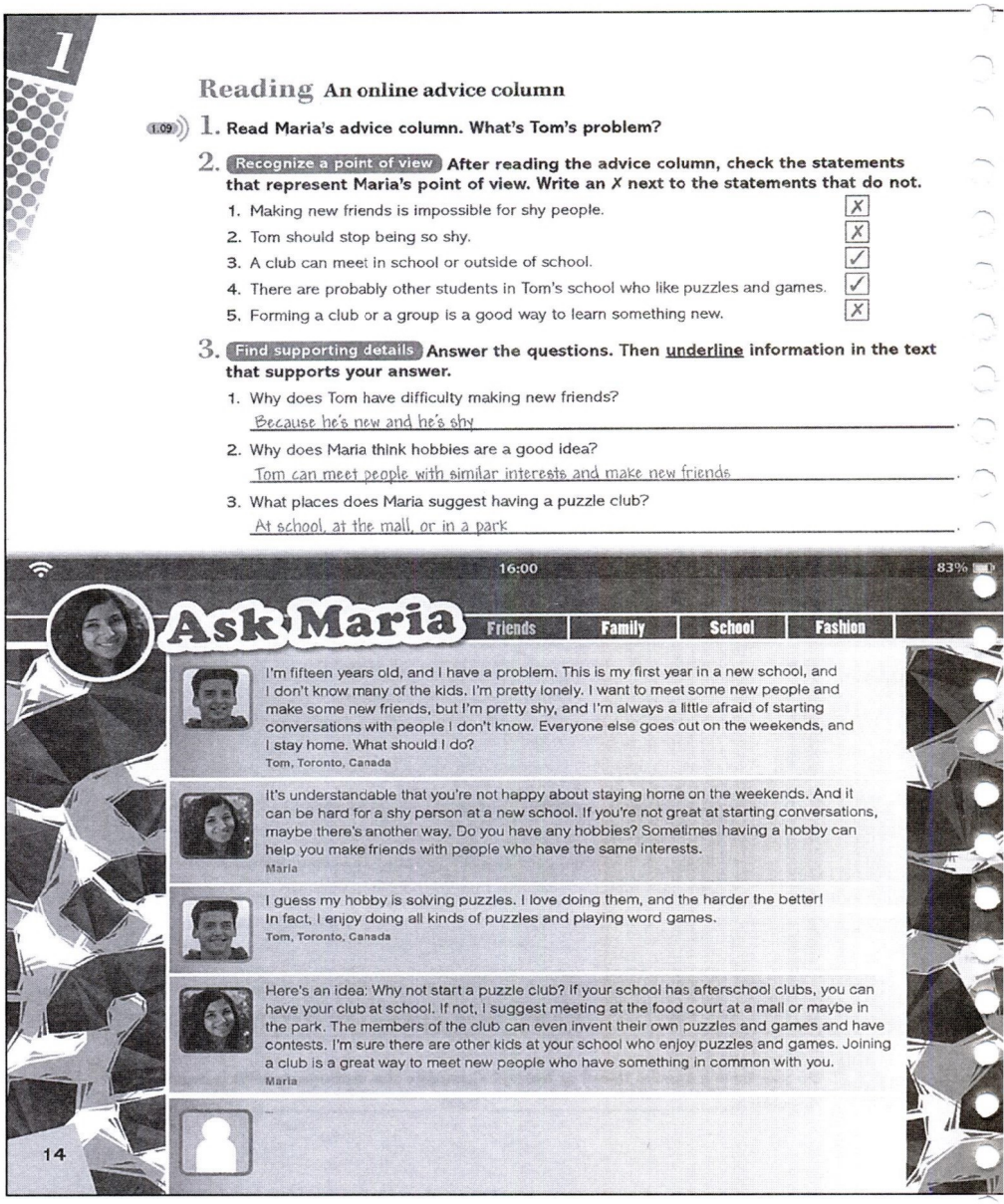
Tom is lonely. He is at a new school and he doesn't know many people.

Exercise 2

- **Skill / strategy:** *Recognize a point of view.* Focus on the reading strategy. Explain that *point of view* refers to the writer's opinion on a topic.
- Read the direction line aloud. Ask *Whose point of view is the exercise about? (Maria's).* Have students work individually.
- Go over the answers as a class.

Exercise 3

- **Skill / strategy:** *Find supporting details.* Explain that this reading strategy refers to looking for information in the text to support an answer.
- Tell students to first try to answer the questions without looking back at the article. Then tell them to look back at the text to find and underline the information that supports the answer.



1

Reading An online advice column

1.09 **1.** Read Maria's advice column. What's Tom's problem?

2. Recognize a point of view **After reading the advice column, check the statements that represent Maria's point of view. Write an *X* next to the statements that do not.**

1. Making new friends is impossible for shy people. ✗
2. Tom should stop being so shy. ✗
3. A club can meet in school or outside of school. ✓
4. There are probably other students in Tom's school who like puzzles and games. ✓
5. Forming a club or a group is a good way to learn something new. ✗

3. Find supporting details **Answer the questions. Then underline information in the text that supports your answer.**

1. Why does Tom have difficulty making new friends?
   Because he's new and he's shy.
2. Why does Maria think hobbies are a good idea?
   Tom can meet people with similar interests and make new friends.
3. What places does Maria suggest having a puzzle club?
   At school, at the mall, or in a park.

16:00 83%

Ask Maria Friends | Family | School | Fashion

I'm fifteen years old, and I have a problem. This is my first year in a new school, and I don't know many of the kids. I'm pretty lonely. I want to meet some new people and make some new friends, but I'm pretty shy, and I'm always a little afraid of starting conversations with people I don't know. Everyone else goes out on the weekends, and I stay home. What should I do?
Tom, Toronto, Canada

It's understandable that you're not happy about staying home on the weekends. And it can be hard for a shy person at a new school. If you're not great at starting conversations, maybe there's another way. Do you have any hobbies? Sometimes having a hobby can help you make friends with people who have the same interests.
Maria

I guess my hobby is solving puzzles. I love doing them, and the harder the better! In fact, I enjoy doing all kinds of puzzles and playing word games.
Tom, Toronto, Canada

Here's an idea: Why not start a puzzle club? If your school has afterschool clubs, you can have your club at school. If not, I suggest meeting at the food court at a mall or maybe in the park. The members of the club can even invent their own puzzles and games and have contests. I'm sure there are other kids at your school who enjoy puzzles and games. Joining a club is a great way to meet new people who have something in common with you.
Maria

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- Bring the class together. Go over the answers. (1. *"I'm pretty shy, and I'm always a little afraid of starting conversations with people I don't know."*; 2. *"Sometimes having a hobby can help you make friends with people who have the same interests."*; 3. *". . . you can have your club at school. If not, I suggest meeting at the food court at a mall or maybe in the park."*)

Exercise 4

- **Skill / strategy:** *Understand meaning from context.* To introduce the reading strategy, explain that it is often possible to figure out what a word or statement means by looking at the words around it.
- Focus on the example. Tell students to scan the article for the statement "I'm pretty lonely." Then ask *Which of the two choices explains what the statement means? (a).*
- Have students work individually to locate the other statements in the reading. Then instruct them to choose which statement has a similar meaning. Circulate to help as necessary.
- Go over the answers as a class.

Suggestion

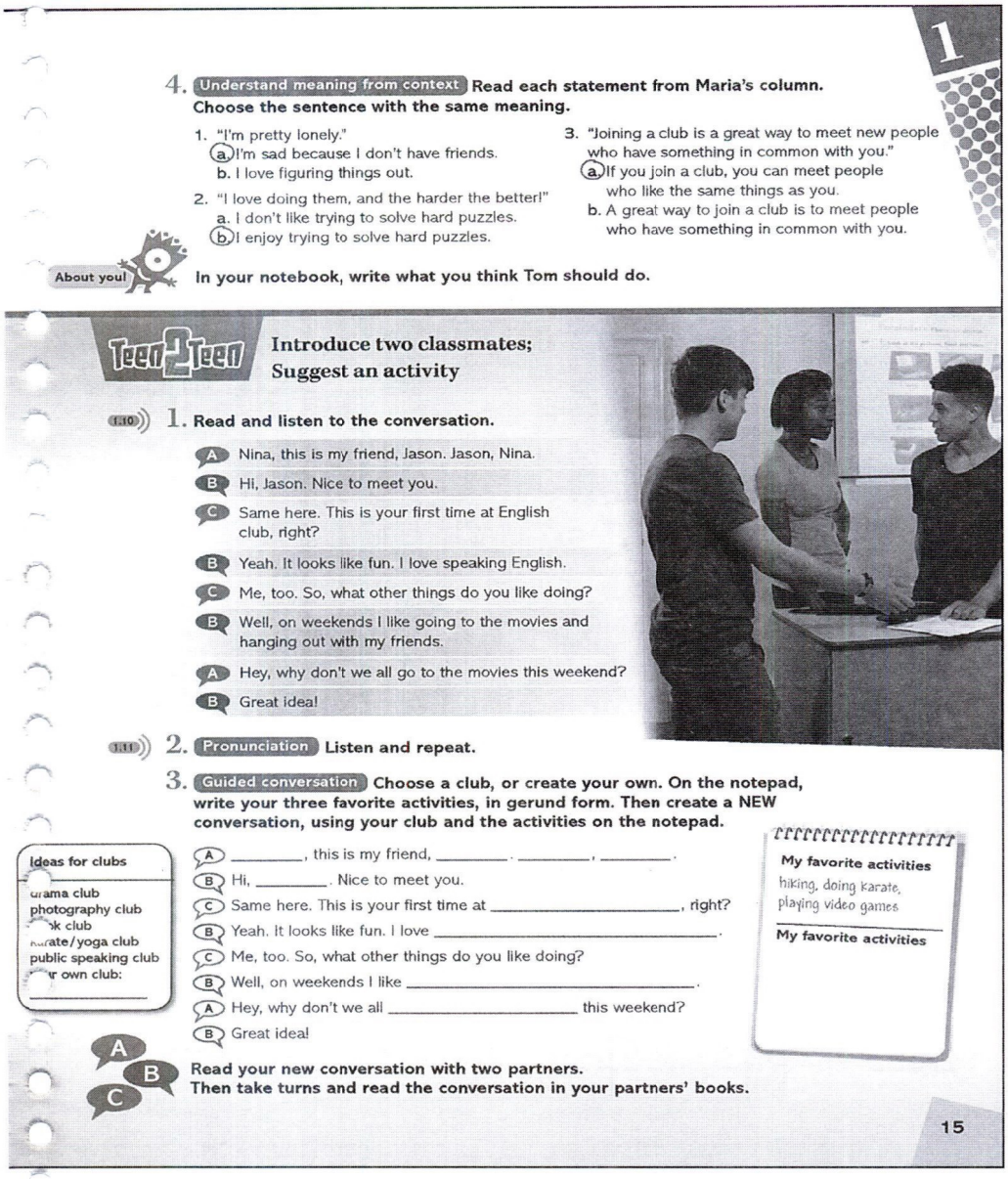
About you! can be done as a discussion activity in appropriate groups or you can ask students to report on what they wrote in their notebooks.

About you!

- In pairs, have students brainstorm things Tom should do. Then have them decide which piece of advice would be best for Tom.
- Bring the class together to share ideas.

ANSWERS

Students' own answers



4. **Understand meaning from context** **Read each statement from Maria's column. Choose the sentence with the same meaning.**

1. "I'm pretty lonely."
   (a.) I'm sad because I don't have friends.
   b. I love figuring things out.
2. "I love doing them, and the harder the better!"
   a. I don't like trying to solve hard puzzles.
   (b.) I enjoy trying to solve hard puzzles.
3. "Joining a club is a great way to meet new people who have something in common with you."
   (a.) If you join a club, you can meet people who like the same things as you.
   b. A great way to join a club is to meet people who have something in common with you.

About you! **In your notebook, write what you think Tom should do.**

Teen2Teen **Introduce two classmates; Suggest an activity**

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

A Nina, this is my friend, Jason. Jason, Nina.
B Hi, Jason. Nice to meet you.
C Same here. This is your first time at English club, right?
B Yeah. It looks like fun. I love speaking English.
C Me, too. So, what other things do you like doing?
B Well, on weekends I like going to the movies and hanging out with my friends.
A Hey, why don't we all go to the movies this weekend?
B Great idea!

1.11 2. **Pronunciation** **Listen and repeat.**

3. **Guided conversation** **Choose a club, or create your own. On the notepad, write your three favorite activities, in gerund form. Then create a NEW conversation, using your club and the activities on the notepad.**

Ideas for clubs
drama club
photography club
[illegible]k club
[illegible]rate/yoga club
public speaking club
[illegible]r own club: _____

A _____, this is my friend, _____. _____, _____.
B Hi, _____. Nice to meet you.
C Same here. This is your first time at _____, right?
B Yeah. It looks like fun. I love _____.
C Me, too. So, what other things do you like doing?
B Well, on weekends I like _____.
A Hey, why don't we all _____ this weekend?
B Great idea!

My favorite activities
hiking, doing karate, playing video games
My favorite activities

A B C **Read your new conversation with two partners. Then take turns and read the conversation in your partners' books.**

15

Teen2Teen

Aim

Practice social language to introduce two classmates; Suggest an activity

Warm-up

For classes new to the series:

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

For classes who used *Teen2Teen* before:

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

Exercise 1 1·10

- Focus on the photo. Ask *Where are the teens? (in a classroom) What are they doing? (talking) What do you think they are talking about? (it looks like one student is introducing another student).*
- Play the CD or read the conversation aloud while students follow.
- **Option:** To review the grammar, ask students to find three examples of gerunds (*speaking, doing, going, hanging*).

Exercise 2 1·11

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

Exercise 3

- Read the direction line aloud. Focus on the *Ideas for clubs* box and then give students time to choose or create a club. Read the activities in the notepad and give students time to write their favorite activities. Explain that they will now create their own conversations. They can use Exercise 1 as a model, but shouldn't copy it.
- Establish that a friend (A) is introducing *you* (B) to another friend (C). The first four gaps should follow this order: your name (B), name of C, name of C and your name (B). Refer back to Exercise 1 if necessary.
- In the fifth gap, you greet C and start a conversation.
- The sixth gap requires a club and the seventh gap requires you (B) to name a favorite activity that relates to the club. The eighth gap requires you (B) to name another favorite activity.
- The last gap requires a suggestion from A for an activity related to the gap in the previous statement.
- Students then complete the gaps.

Chat

- Students work with two partners to practice reading the new conversations that they have each written.
- **Option:** Invite volunteers to act out their conversation for the class. Keep a record of who performs and give everyone a turn during the year.

Extension
Writing page 90

Further support
Extra Practice CD-ROM
Workbook pages W2–W4
Grammar Worksheet
Vocabulary Worksheet
Reading Worksheet
Unit Tests A and B
Video: Teen Snapshot
Grammar Bank

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Unit 2

Grammar

Infinitives

Vocabulary

Good and bad habits

Social language

Compare your good and bad habits

Values and cross-curricular topics

Personal organization

Self-awareness

Study skills

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*.

Vocabulary

Aim

Practice phrases for good and bad habits

Exercise 1 1•12

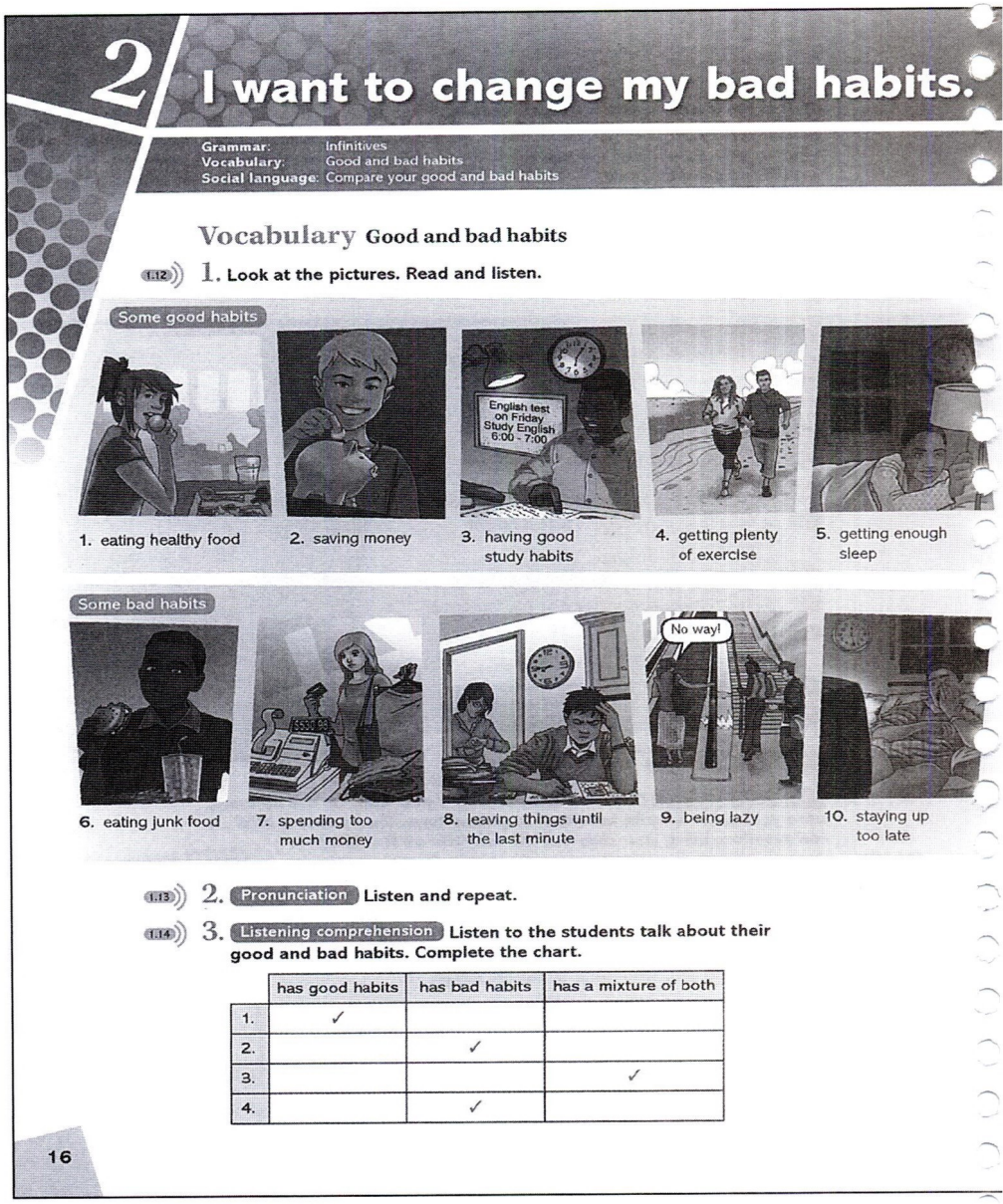
- Before students open their books create two columns on the board labeled *good habits* and *bad habits*. Elicit examples and write these on the board, e.g., *watching a lot of TV*; *being organized*, etc.
- Then have students open their books. Scan the pictures and see if any of the habits are in the brainstorm.
- Then talk about each picture and its phrase. Check that students understand the meaning. Translate into the students' own language as needed.
- Play the CD or read the phrases aloud while students follow.

Exercise 2 1•13

- Play the CD or read the phrases aloud for students to repeat.
- Review the gerund form. Ask *What is the gerund in each vocabulary item?* (1. *eating*; 2. *saving*; 3. *having*; etc.).

Exercise 3 1•14

- Write the following expressions and phrases on the board and elicit the meanings:
  That would be crazy (informal for *That wouldn't be a good idea*)
  due date (*the date when something has to be handed in*)
  manage money (*to plan what you spend your money on*).
  Translate into the students' own language as needed. Explain that these expressions and phrases will appear in the conversations students will be listening to.



2 I want to change my bad habits.

Grammar: Infinitives
Vocabulary: Good and bad habits
Social language: Compare your good and bad habits

Vocabulary Good and bad habits

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

Some good habits

1. eating healthy food 2. saving money 3. having good study habits 4. getting plenty of exercise 5. getting enough sleep

Some bad habits

6. eating junk food 7. spending too much money 8. leaving things until the last minute 9. being lazy 10. staying up too late

1.13 2. Pronunciation Listen and repeat.

1.14 3. Listening comprehension Listen to the students talk about their good and bad habits. Complete the chart.

	has good habits	has bad habits	has a mixture of both
1.	✓		
2.		✓	
3.			✓
4.		✓	

16

- Ask students to look at the chart. Ask a volunteer to read the headings.
- Read the direction line aloud. Tell students they will check if the student is describing good habits, bad habits, or both. Encourage them to use the pictures in Exercise 1 to help them if they forget a word.
- Explain that students will hear each conversation twice, so they could first use a pencil to mark the answer.
- Play the CD or read the audioscript aloud while students listen and write in the answers in pencil. Then they listen again and check their answers correcting as needed.
- After students complete the exercise, have them compare answers with a partner. Circulate to help as necessary.
- Go over the answers as a class.
- **Option:** Students can listen to the audio one more time and write down which good habits or bad habits from Exercise 1 are being described. Stop the audio after each speaker. Go over the answers as a class (1. *Claire: item 3 – having good study habits*; 2. *Josh: item 7 – spending too much money*; 3. *Luisa: item 1 – eating healthy food – and item 9 – being lazy*; 4. *Duncan: item 10 – staying up too late*).

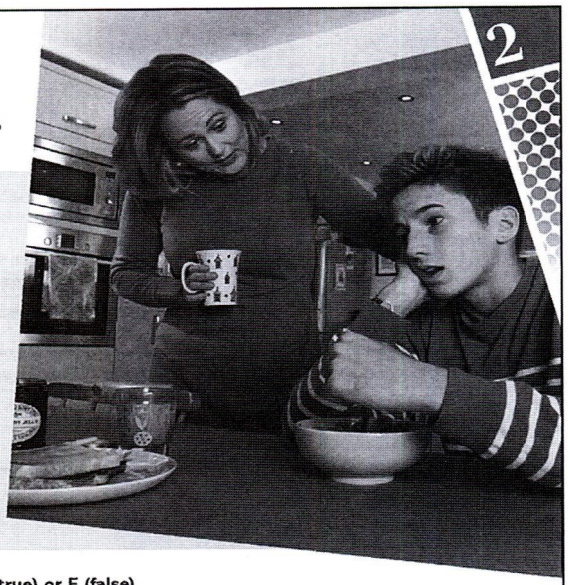
AUDIOSCRIPT 1•14 PAGE 105

Further support

Extra Practice CD-ROM

Topic Snapshots

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



Mom: Are you OK? You look really tired!

Kevin: Yeah. I'm OK, Mom. I guess I stayed up too late last night. I was trying to finish my English homework. It's due today.

Mom: Kevin, it's important to get enough sleep. Next time you should start doing your homework after dinner instead of watching TV. Don't you have a math test today?

Kevin: Don't worry, Mom. It's on Wednesday. By the way, I'll be home a little late today.

Mom: Really? Why's that?

Kevin: I need to study for the math test. Some of my classmates and I plan to meet at the library after school. We're going to study together.

Mom: What a great idea! It's fun to study together.

Kevin: And tonight I'll get plenty of sleep. I promise!

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

1. Kevin stayed up late last night. (T) / F
2. Kevin was up late because he was working on his homework. (T) / F
3. Kevin's mom thinks studying with his classmates is a bad idea. T / (F)
4. Kevin doesn't plan to study for the test today. T / (F)
5. Kevin is going to study for the test after school on Wednesday. T / (F)

3. Snapshot 2 Take the survey. Complete the statements so that they are true about you. Write *always*, *sometimes*, or *never*.

Do you have good habits?

1. I _____ eat healthy food.
2. I _____ eat junk food.
3. I _____ save money.
4. I _____ spend too much money.
5. I _____ study before a test.
6. I _____ leave things until the last minute.
7. I _____ make plenty of time for exercise.
8. I _____ get plenty of sleep.

About you!

Write about your good and bad habits. Use your survey for information.

I think I have pretty good habits. I don't eat a lot of junk food and I always get plenty of sleep.

Topic Snapshots

Aim

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

Warm-up

Ask *Who here stays up late a lot?* Invite students to elaborate. Ask *Do you stay up late to do school work? to watch TV? to play on the computer? Do you think staying up late is a bad habit? Why or why not?*

Exercise 1 Snapshot 1 1•15

- Focus on the photo. Ask *Who do you see in the photo? (a mother and son) What seems to be the problem? (the boy looks tired) Why do you think he is tired? (maybe he was up late).*
- Invite students to remember the last time they went to bed late. Ask *How did you feel the next day? Was it difficult to do things?*
- Play the CD or read the conversation aloud while the students follow.

Extra practice activity (all classes)

- Play the CD again. Ask students to pay attention to the intonation.
- Then invite students to practice reading the conversation in pairs. Encourage correct intonation, as students heard in the audio.

Exercise 2

- Read the direction line and example aloud. Ask a volunteer to find the section of the conversation that indicates that the statement is true (line 2).
- Have students do the rest of the exercise.
- Go over the answers as a class.
- **Option:** Students can work in pairs to make each false statement true. Instruct students to refer to the conversation as needed (3. *Kevin's mom thinks studying with his classmates is a great idea;* 4. *Kevin plans to study for the test today;* 5. *Kevin is going to study for the test after school today.*)

Exercise 3 Snapshot 2

- You may wish to review frequency adverbs from *Teen2Teen* Two, Unit 6. Write these words on the board in the following order:

  100% *always*
  sometimes
  0% *never*

  Draw a downward arrow from 100% to 0% to indicate frequency. Point out that these words indicate how often you do something. Give an example with *always*, e.g., *I always drive to work.* Elicit examples with the other adverbs. Tell students they will use these adverbs in the survey.
- Read the direction line aloud and check the meaning of *survey*.
- Have students do the exercise and then compare answers with a partner.
- Bring the class together.
- **Option:** Have students analyze their survey results. Explain that depending if they said *always*, *sometimes*, or *never*, the habit could be interpreted as good or bad. Have students read their survey and write a plus sign (+) for good habits and a minus sign (–) for negative habits.

Suggestion

About you! can be done as a discussion activity in appropriate groups or you can ask students to report on what they wrote in their notebooks.

About you!

- Ask students to write a few statements about their habits, using the survey.
- Call on volunteers to read their statements to the class. Students don't have to share if they don't feel comfortable talking about bad habits.

ANSWERS

Students' own answers

Grammar

Aim

Practice infinitives

Grammar support
Interactive Grammar Presentation

Exercise 1

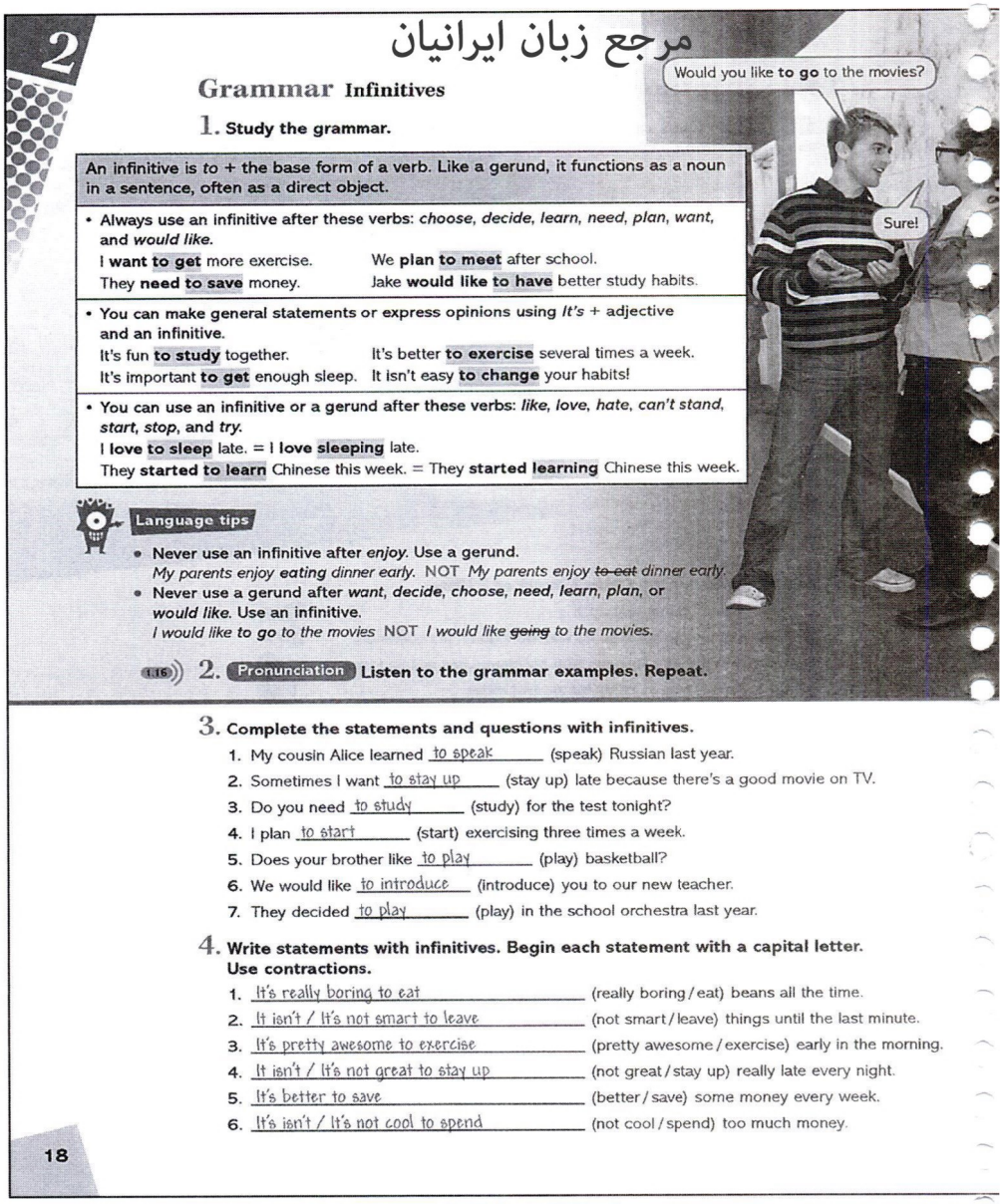
- Focus on the photo and call on two volunteers to read the speech balloons. Ask *What form is the verb "to go"? (infinitive).*
- Read the first statement in the chart. Stress that although infinitives function as nouns in a statement like gerunds do, the rules are different.
- Read the first rule and examples. Ask *Could you use a gerund instead of an infinitive in any of these statements? (no).*
- Read the second rule and examples. Ask *Could you say "It's fun studying together"? (no, you couldn't).* Stress that *it's* + adjective only takes an infinitive.
- Finally, note that there are some verbs that can take a gerund or an infinitive. Read the last rule in the chart and examples. Elicit additional examples (e.g., *I like reading magazines; I can't stand to wait in line*).
- Focus on *Language tips*. Read the tips and examples. Stress that even though *enjoy* has the similar meaning to *like* or *love*, it doesn't take an infinitive.
- **Option:** Have students go back to the conversation on page 17 and underline six examples of infinitives (*to finish; to get; to study; to meet; to study; to study*). Ask *Which of these follow "It's" + adjective form? (it's important to get; it's fun to study).* Bring students' attention to the statement *"Next time you should start doing . . ."* Ask *Could you replace the gerund "doing" with an infinitive? (yes).*

Exercise 2 1•16

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

AUDIOSCRIPT 1•16

I want to get more exercise.
They need to save money.
We plan to meet after school.
Jake would like to have better study habits.
It's fun to study together.
It's important to get enough sleep.
It's better to exercise several times a week.
It isn't easy to change your habits!
I love to sleep late. I love sleeping late.
They started to learn Chinese this week.
They started learning Chinese this week.



2

مرجع زبان ایرانیان

Grammar Infinitives

1. Study the grammar.

Would you like **to go** to the movies?

Sure!

An infinitive is *to* + the base form of a verb. Like a gerund, it functions as a noun in a sentence, often as a direct object.

- Always use an infinitive after these verbs: *choose, decide, learn, need, plan, want,* and *would like.*
  I **want to get** more exercise. We **plan to meet** after school.
  They **need to save** money. Jake **would like to have** better study habits.
- You can make general statements or express opinions using *It's* + adjective and an infinitive.
  It's fun **to study** together. It's better **to exercise** several times a week.
  It's important **to get** enough sleep. It isn't easy **to change** your habits!
- You can use an infinitive or a gerund after these verbs: *like, love, hate, can't stand, start, stop,* and *try.*
  I **love to sleep** late. = I **love sleeping** late.
  They **started to learn** Chinese this week. = They **started learning** Chinese this week.

Language tips

- Never use an infinitive after *enjoy.* Use a gerund.
  My parents enjoy eating dinner early. NOT *My parents enjoy ~~to eat~~ dinner early.*
- Never use a gerund after *want, decide, choose, need, learn, plan,* or *would like.* Use an infinitive.
  I would like to go to the movies NOT *I would like ~~going~~ to the movies.*

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

3. Complete the statements and questions with infinitives.

1. My cousin Alice learned to speak (speak) Russian last year.
2. Sometimes I want to stay up (stay up) late because there's a good movie on TV.
3. Do you need to study (study) for the test tonight?
4. I plan to start (start) exercising three times a week.
5. Does your brother like to play (play) basketball?
6. We would like to introduce (introduce) you to our new teacher.
7. They decided to play (play) in the school orchestra last year.

4. Write statements with infinitives. Begin each statement with a capital letter. Use contractions.

1. It's really boring to eat (really boring / eat) beans all the time.
2. It isn't / It's not smart to leave (not smart / leave) things until the last minute.
3. It's pretty awesome to exercise (pretty awesome / exercise) early in the morning.
4. It isn't / It's not great to stay up (not great / stay up) really late every night.
5. It's better to save (better / save) some money every week.
6. It's isn't / It's not cool to spend (not cool / spend) too much money.

18

Usage

Unlike gerunds, infinitives are more rarely used as subjects. It is more common to use a gerund subject when possible or to use the impersonal subject *it*: *Singing in English is fun. It is fun to sing in English.*
The verb *stop* can also be followed by an infinitive, e.g., *We stopped to drink some water.* That structure is actually an infinitive of purpose (*We stopped in order to drink some water*), which is not included in this unit.

Exercise 3

- Read the direction line aloud.
- Have students do the exercise individually and then get them to compare in pairs.
- Go over the answers as a class.

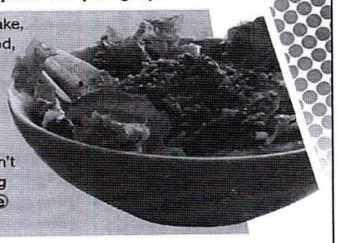
Exercise 4

- Have students scan the exercise. Ask *What structure do we need to use in this exercise? ("It's" + adjective + infinitive).*
- Have students do the exercise.
- Go over the answers as a class.

Further support
Extra Practice CD-ROM

www.irLanguage.com

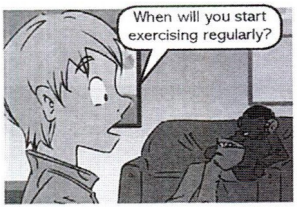
5. Read about Solange. Circle the gerund or infinitive to complete the paragraph.



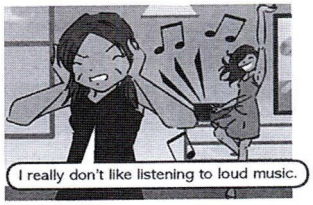
Solange really enjoys (1) to eat /(eating) sweet foods, like candy, cake, and cookies, but she knows it's important (2) (to have)/ having good, healthy meals. She would like (3) (to change)/ changing her habits and stop (4) to eat /(eating) so much junk food. Solange plans (5) (to eat)/ eating only healthy foods on weekdays. She isn't crazy about (6) to eat /(eating) only healthy foods all week, so on the weekend, she plans (7) (to have)/ having some sweet foods. She's learning (8) (to change)/ changing her eating habits, but it isn't easy (9) (to do)/ doing. Even though she wants (10) (to eat)/ eating candy all the time, she knows it's better (11) choosing / (to choose) something healthy to eat.

6. Rewrite each statement or question, using an infinitive instead of a gerund.

1. I like to eat healthy foods.



2. When will you start to exercise regularly?



3. I really don't like to listen to loud music.

4. Don't you love to get up early in the morning?

5. I hate to leave things until the last minute!

6. Do you try to save money when you can?

1.17 **7. Listening comprehension Listen to each conversation and complete the statements. Use a gerund or an infinitive after the verbs.**

1. He plans to visit his grandparents this weekend.
2. She doesn't want to spend a lot of money.
3. He wants to stop watching TV all the time.
4. She enjoys exercising every day.
5. He would like to get enough sleep every night.

Exercise 5

- Read the direction line. Tell students to first try to do the exercise without looking back at the grammar chart.
- Have students compare answers with a partner. Then let pairs look back at the chart on page 18 to resolve any problems. Circulate to help as necessary.
- Go over the answers as a class.
- **Option:** Ask *Do any of the items have two possible answers?* (*no, each item either takes a gerund or an infinitive*).

Extra extension activity (stronger classes)

- Ask a volunteer to read the paragraph about Solange aloud. Then in pairs, have students write tips for Solange to stay on track with her diet. Write the following expressions for students to use with infinitives:
  It's important to . . .
  You should start to . . .
  You need to . . .
  It's better to . . .
  Provide examples: *It's important to have delicious healthy foods in the refrigerator; You should start to eat less junk food gradually; You need to be flexible – it's OK to cheat sometimes; It's better to eat an apple than a cupcake.*
  Students compare answers in pairs.

Exercise 6

- Read the direction line aloud and call on a volunteer to read the statement in the speech balloon and the answer.
- Ask students to do the exercise and then compare answers in pairs.
- Go over the answers as a class.
- **Option:** To review negative questions write on the board:
  Don't you hate eating healthy foods all the time?
  Circle *Don't you hate*. Ask students why the question is negative (*because the speaker thinks the listener has the same opinion*).

Extra practice activity (all classes)

- Write these verbs on the board:
  like, love, hate, can't stand, start
  Tell students to write five statements about the habits in Exercise 1 on page 16 using the verbs on the board, e.g., *I love eating healthy food. I can't stand not getting enough sleep.* Then have pairs swap papers and rewrite the statements using infinitives, like they did in Exercise 6.

Exercise 7 1•17

- Read the direction line aloud. Tell students there is one conversation for each item. They will hear the conversations twice.
- Give students time to scan the exercise items. Tell them to underline the verbs in the conversations and determine if they take gerunds, infinitives, or both. Tell students they can make notes (*G* for *gerund*, *I* for *infinitive*) next to each number (1. *I*; 2. *I*; 3. *G*; 4. *G*; 5. *I*). Ask *Can any of the verbs take both a gerund and infinitive?* (*no*).
- Play the CD or read the audioscript aloud. Then have students listen and fill in the blanks.
- Play the audio again before going over the answers as a class.
- **Option:** Bring students' attention to the following statement from Conversation 2. Write it on the board:
  I need _____ (start) _____ (save) money, and not _____ (spend) it.
  Review that *need* takes an infinitive (*to start*); *start* takes a gerund or an infinitive (*saving; to save*) (*spending; to spend*).
- Invite students to share what they need to start doing. Write on the board:
  I need to start . . .

AUDIOSCRIPT 1•17 PAGE 105

Further support
Extra Practice CD-ROM

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Reading

Aim

Develop reading skills: A study guide for new students

Warm-up

Before students open their books, write *good study habits* on the board. Invite students to give examples (e.g., *do homework every day; not wait to last minute with assignments*, etc.). Ask volunteers *Do you have good study habits?* Tell students to open their books and focus on the illustration. Ask *Does your study space look like this? Do you think such organization is necessary to be a successful student?*

Exercise 1 1•18

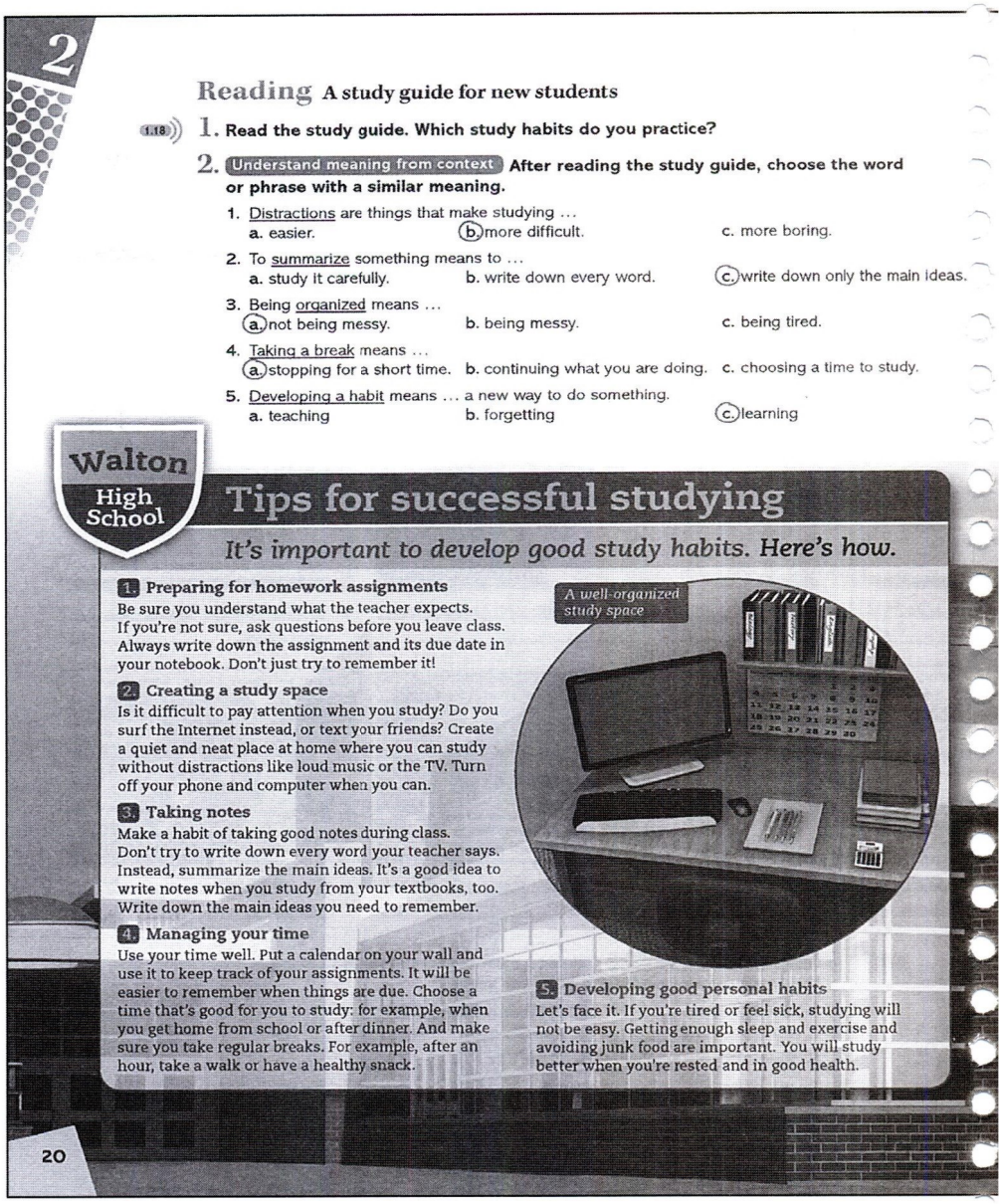
- Read the direction line and question aloud. Explain that students will answer it after reading the guide.
- Play the CD or read the guide aloud while students follow.
- Go over vocabulary as needed. Focus on the first word. Ask *What is a tip? (a piece of advice) What kind of advice does the guide provide? (advice for successful studying)*. Have students turn to page 18. Focus on the *Language tips* after the grammar chart. Explain that these "tips" are suggestions or advice for using the grammar in the chart. Explain that *Let's face it* means *Let's be realistic or practical.*
- Ask the question in the direction line.

ANSWER

Students' own answers

Exercise 2

- **Skill / strategy:** *Understand meaning from context.* Ask *What does this strategy require you to do? (to figure out what an unknown word means by looking at the words around it)*. You can also refer to images in an article.
- Focus on the example. Tell students to scan the guide for the word *distractions (Paragraph 2, line 4)*. Ask a volunteer to read the statement. Ask *What hint does the statement give about distractions? (it gives examples of distractions: loud music and TV; the next statement gives additional examples of distractions, the phone and computer)*.
- Have students underline the context clues and answer the questions.
- Go over the answers as a class.



2

Reading A study guide for new students

1.18 **1. Read the study guide. Which study habits do you practice?**

2. Understand meaning from context **After reading the study guide, choose the word or phrase with a similar meaning.**

1. Distractions are things that make studying ...
   a. easier. (b.) more difficult. c. more boring.
2. To summarize something means to ...
   a. study it carefully. b. write down every word. (c.) write down only the main ideas.
3. Being organized means ...
   (a.) not being messy. b. being messy. c. being tired.
4. Taking a break means ...
   (a.) stopping for a short time. b. continuing what you are doing. c. choosing a time to study.
5. Developing a habit means ... a new way to do something.
   a. teaching b. forgetting (c.) learning

Walton High School

Tips for successful studying

It's important to develop good study habits. Here's how.

1. Preparing for homework assignments
Be sure you understand what the teacher expects. If you're not sure, ask questions before you leave class. Always write down the assignment and its due date in your notebook. Don't just try to remember it!

2. Creating a study space
Is it difficult to pay attention when you study? Do you surf the Internet instead, or text your friends? Create a quiet and neat place at home where you can study without distractions like loud music or the TV. Turn off your phone and computer when you can.

3. Taking notes
Make a habit of taking good notes during class. Don't try to write down every word your teacher says. Instead, summarize the main ideas. It's a good idea to write notes when you study from your textbooks, too. Write down the main ideas you need to remember.

4. Managing your time
Use your time well. Put a calendar on your wall and use it to keep track of your assignments. It will be easier to remember when things are due. Choose a time that's good for you to study: for example, when you get home from school or after dinner. And make sure you take regular breaks. For example, after an hour, take a walk or have a healthy snack.

A well-organized study space

5. Developing good personal habits
Let's face it. If you're tired or feel sick, studying will not be easy. Getting enough sleep and exercise and avoiding junk food are important. You will study better when you're rested and in good health.

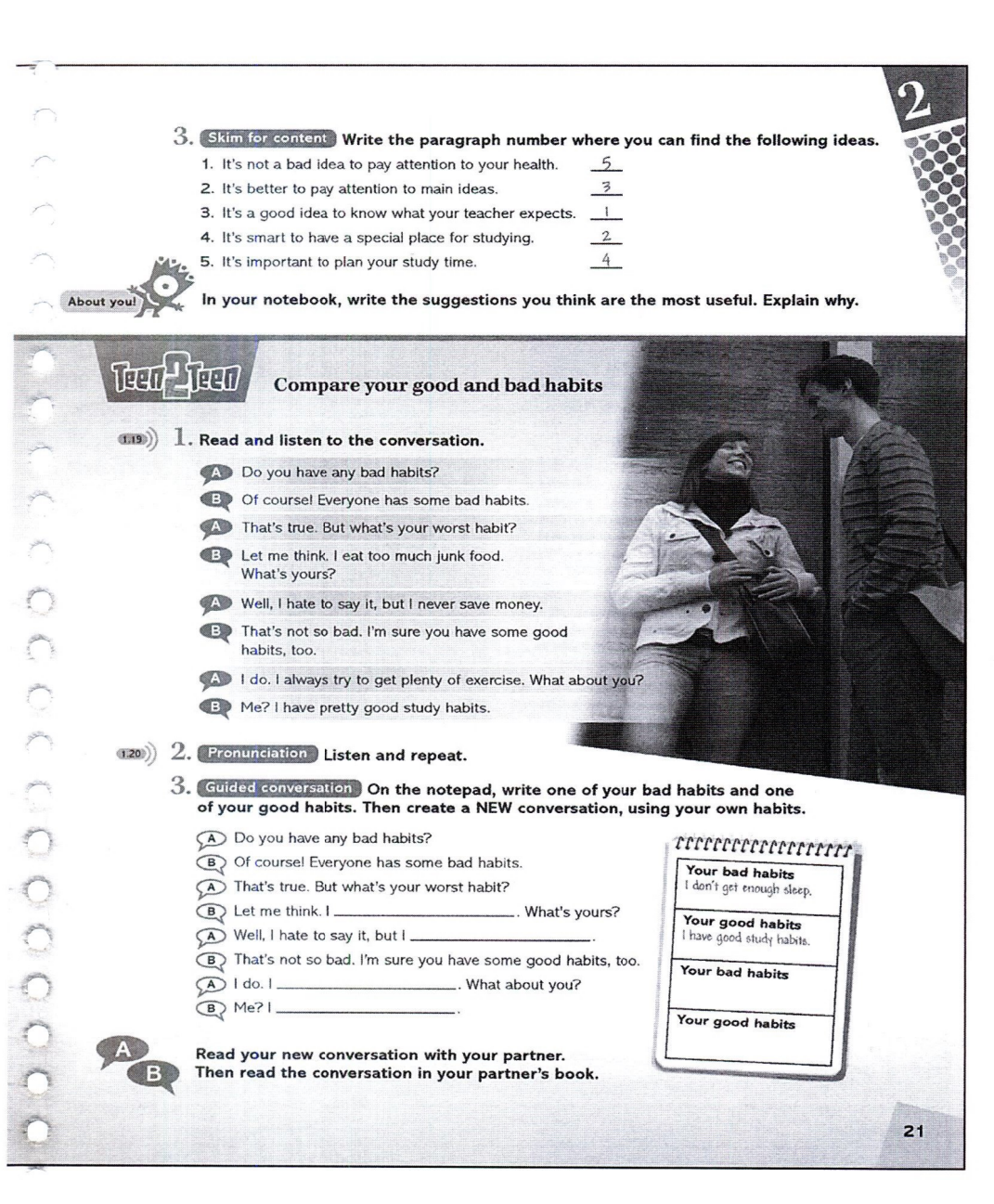
20

Exercise 3

- **Skill / strategy:** *Skim for content.* Read the strategy aloud. Write the word *skim* on the board. Ask *What does this word mean? (to read a piece of writing without reading all the words)*. Explain that skimming is a method of quickly moving your eyes over a text to get the general overview of the content. You don't have to read complete statements.
- Read the direction line aloud. Model number 1. What is the key word in this statement we should look for? (*health*). Tell students to skim the headings and see which one might talk about health (*5*). Then tell them to look specifically at that section and see if there is mention of taking care of your health (*yes, there is*).
- Have students do the exercise.
- Go over the answers as a class.

Extra practice activity (all classes)

- Tell students to look at the infinitive used in each exercise item. Ask *What form are all these infinitives? ("It's" + adjective + infinitive)*. Ask *When do we use this form? (to make general statements or express opinions)*.
- For more grammar review, invite students to find nine more uses of infinitives in the study guide (*to develop; to remember; to pay attention; to write down; to write notes; to remember; to keep track; to remember; to study*).



2

3. Skim for content **Write the paragraph number where you can find the following ideas.**

1. It's not a bad idea to pay attention to your health. 5
2. It's better to pay attention to main ideas. 3
3. It's a good idea to know what your teacher expects. 1
4. It's smart to have a special place for studying. 2
5. It's important to plan your study time. 4

About you! **In your notebook, write the suggestions you think are the most useful. Explain why.**

Teen2Teen **Compare your good and bad habits**

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

A Do you have any bad habits?
B Of course! Everyone has some bad habits.
A That's true. But what's your worst habit?
B Let me think. I eat too much junk food. What's yours?
A Well, I hate to say it, but I never save money.
B That's not so bad. I'm sure you have some good habits, too.
A I do. I always try to get plenty of exercise. What about you?
B Me? I have pretty good study habits.

1.20 2. Pronunciation **Listen and repeat.**

3. Guided conversation **On the notepad, write one of your bad habits and one of your good habits. Then create a NEW conversation, using your own habits.**

A Do you have any bad habits?
B Of course! Everyone has some bad habits.
A That's true. But what's your worst habit?
B Let me think. I _____. What's yours?
A Well, I hate to say it, but I _____.
B That's not so bad. I'm sure you have some good habits, too.
A I do. I _____. What about you?
B Me? I _____.

Your bad habits
I don't get enough sleep.
Your good habits
I have good study habits.
Your bad habits
Your good habits

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

21

Warm-up

To warm up, review examples of good and bad habits introduced in the unit (e.g., *Good: eating healthy food, getting exercise; Bad: staying up late, being lazy*). Create two columns titled *good habits* and *bad habits* and have students add to the list. They can write additional ideas not mentioned in the unit. Leave the list on the board for later.

Exercise 1 1•19

- Play the CD or read the conversation aloud while students follow.
- Point out that the expression *Let me think* means *give me a few minutes to think of something.* When A says *I hate to say it*, it means she is ashamed to admit that she doesn't to something.
- **Option:** To review unit grammar, invite students to find two examples of an infinitive in the conversation (*hate to say it, try to get*).

Exercise 2 1•20

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

Exercise 3

- Read the direction line aloud. Give students time to fill in the notepad. Tell them they can look at the list on the board for ideas.
- Establish that the first gap requires a bad habit for B, and the second gap requires a bad habit for A. The third gap requires a good habit for A and the fourth gap requires a good habit for B.
- Students then complete the gaps. Circulate to help as necessary.

Chat

- Students work with a partner to practice reading the new conversations that they have written together.
- **Option:** Invite volunteers to act out their conversation for the class. Keep a record of who performs and give everyone a turn during the year.

Suggestion

About you! can be done as a discussion activity in appropriate groups or you can ask students to report on what they wrote in their notebooks.

About you!

- Tell students to check off which of the study habits they practice and discuss with a partner.
- Then bring the class together and ask which habits the students think are the most useful.
- Ask *Is it difficult to change study habits? E.g., to become organized if you are usually disorganized or try to write an assignment ahead of time if you usually do assignments at the last minute.* Invite students to share.

ANSWERS
Students' own answers

Extra extension activity (stronger classes)

- Tell students they will create a sixth tip to add to the article. First, have students discuss other habits in pairs. Then have them write up a short paragraph. Refer them back to the grammar chart and encourage them to use infinitives where appropriate. Circulate to help as necessary.

Teen2Teen

Aim

Practice social language for comparing good and bad habits

Extension

Writing page 90

Further support

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

Unit 3

Grammar

Comparisons with *as ... as*

used to / didn't use to

Vocabulary

Expressions for talking about the past

Social language

Compare how you were when you were little

Values and cross-curricular topics

Society

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

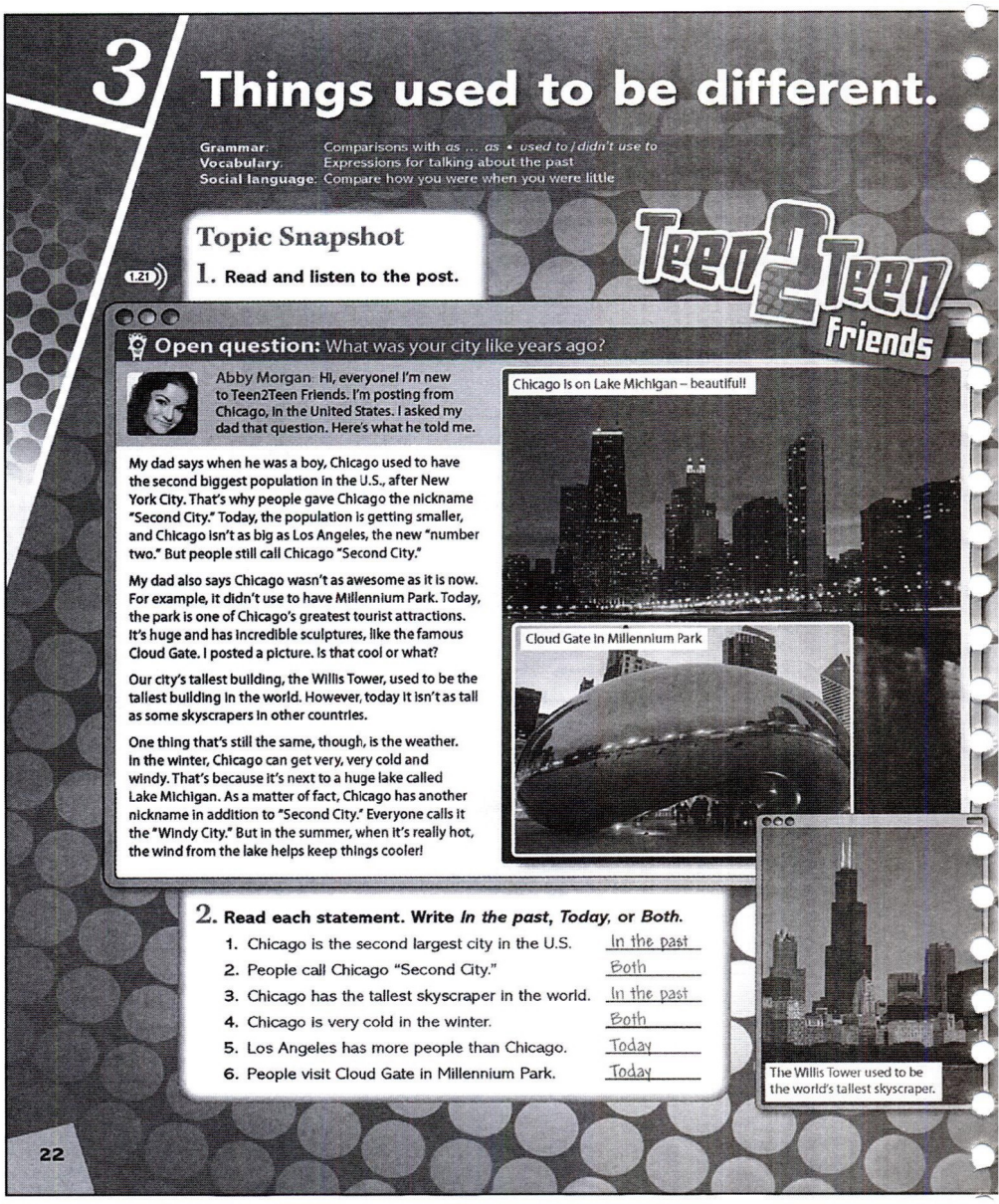
Tell students to turn back to page 9 to remind themselves of the characters in the *Welcome* unit. Ask them to look at the map to see where each character is from:

Abby: Chicago, United States
Carmela: Rome, Italy
Jose Luis: Quito, Ecuador
Carlos: Mendoza, Argentina
Chen: Shanghai, China

Emphasize that they all use English to write on the *Teen2Teen Friends* blog.

Exercise 1 1•21

- Ask *Does anyone here have a blog?* If yes, ask what kind. If no, ask *Who here reads blogs? What kind?* Write examples of different types of blogs on the board (e.g., *news, travel, personal, educational, hobby*).
- Ask students to look at the small photo to see who is writing on *Teen2Teen Friends* today (*Abby*).
- Bring students' attention to the term *open question* on the blog. Explain that an open question is not answered *yes* or *no*, it can have different opinions.
- Focus on the photos. Ask *What is the blog probably about? (Chicago) Has anyone here ever been to Chicago?*
- Play the CD or read the post aloud while students follow.



3 Things used to be different.

Grammar: Comparisons with *as ... as* • *used to / didn't use to*
Vocabulary: Expressions for talking about the past
Social language: Compare how you were when you were little

Topic Snapshot

1. Read and listen to the post.

1.21

Teen2Teen Friends

Open question: What was your city like years ago?

Abby Morgan: Hi, everyone! I'm new to Teen2Teen Friends. I'm posting from Chicago, in the United States. I asked my dad that question. Here's what he told me.

My dad says when he was a boy, Chicago used to have the second biggest population in the U.S., after New York City. That's why people gave Chicago the nickname "Second City." Today, the population is getting smaller, and Chicago isn't as big as Los Angeles, the new "number two." But people still call Chicago "Second City."

My dad also says Chicago wasn't as awesome as it is now. For example, it didn't use to have Millennium Park. Today, the park is one of Chicago's greatest tourist attractions. It's huge and has incredible sculptures, like the famous Cloud Gate. I posted a picture. Is that cool or what?

Our city's tallest building, the Willis Tower, used to be the tallest building in the world. However, today it isn't as tall as some skyscrapers in other countries.

One thing that's still the same, though, is the weather. In the winter, Chicago can get very, very cold and windy. That's because it's next to a huge lake called Lake Michigan. As a matter of fact, Chicago has another nickname in addition to "Second City." Everyone calls it the "Windy City." But in the summer, when it's really hot, the wind from the lake helps keep things cooler!

Chicago is on Lake Michigan – beautiful!

Cloud Gate in Millennium Park

2. Read each statement. Write *In the past, Today,* or *Both.*

1. Chicago is the second largest city in the U.S. — In the past
2. People call Chicago "Second City." — Both
3. Chicago has the tallest skyscraper in the world. — In the past
4. Chicago is very cold in the winter. — Both
5. Los Angeles has more people than Chicago. — Today
6. People visit Cloud Gate in Millennium Park. — Today

The Willis Tower used to be the world's tallest skyscraper.

22

- Clarify meaning as needed. Explain that in spoken English, especially among young people, exclamations often come in the form of *Is that cool or what? / Is that bad or what? / Is that stupid or what?* It is similar in meaning to the negative question, which assumes the other person is going to agree with you.
- Ask *What is a skyscraper?* Encourage students to look at the photo and the context of the third paragraph. If they are having trouble doing so, ask *Is a skyscraper a building or a city?* If they say *building*, ask *Is it a tall building or a short building?* Explain that the word *scrape* means *scratch*. A skyscraper is so tall it scratches the sky.

Exercise 2

- Ask *Does the post describe the past? (yes) the present? (yes).*
- Read the direction line aloud. Tell students they need to indicate if the statement was true in the past, is true today, or both. Invite a student to read the example. Have students look back at the post and find the section that supports this answer (*statements 1 and 2 of the first paragraph*).
- Tell students to first try to answer the questions without looking back at the blog. Then tell them to look back for any answers they are not sure about.
- Have students do the exercise and then compare answers in pairs.
- Go over the answers as a class.

Grammar Comparisons with *as ... as*

1. Study the grammar.

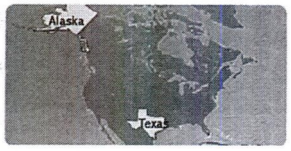
Use *as* + adjective + *as* to say that two things are equal or the same.
My classmates this year **are as nice as** my classmates last year.
Miami **is as hot as** New Orleans in August.

Use *not as* + adjective + *as* to say that two things are not equal or not the same.
Willis Tower in Chicago **isn't as tall as** One World Trade Center.
Jazz and classical music **aren't as popular as** hip-hop music.

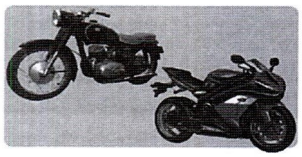
Reminder
Comparative adjectives also show that things are not equal.
One World Trade Center is taller than Willis Tower.

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

3. Look at the pictures. Write statements with *as ... as* or *not as ... as* and the adjective.

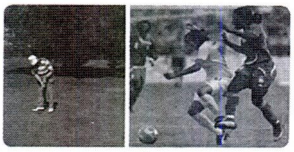


1. The U.S. state of Texas isn't as large as the state of Alaska. (large)

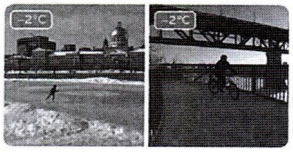


2. The red motorcycle isn't as modern as the blue one. (modern)

3. Michelle Williams, the movie actor, is as tall as the actor Mila Kunis. (tall)



4. Playing golf isn't as exciting as playing soccer. (exciting)



5. The weather in Montreal is as cold as the weather in Edmonton this week. (cold)

6. Basketball player Jeremy Lin isn't as big as player Kobe Bryant. (big)

4. Combine the statements with *as ... as* and the correct form of *be*.

1. John's party on Friday was awesome. Peter's party on Saturday was awesome, too.
   Peter's party on Saturday was as awesome as John's party on Friday.
2. Nick's new dog is cuter than Mona's dog.
   Mona's dog isn't as cute as Nick's new dog.
3. Riding a bike in the street is more dangerous than riding a bike in the park.
   Riding a bike in the park isn't as dangerous as riding a bike in the street.
4. Drinking juice is healthier than drinking soda.
   Drinking soda isn't as healthy as drinking juice.

23

Grammar

Aim

Practice comparisons with *as ... as*

Grammar support
Interactive Grammar Presentation

Exercise 1

- Before students open their books, draw two stick figures labeled *Mike* and *Peter*. They should be the same height. Mike should have a big smile. Peter should have a sad face. Ask *Who is taller?* (*they are both the same height*). Write on the board:
  Mike is as tall as Peter.
  Ask *Who is happier?* (*Mike*). Write this statement on the board for students to fill in:
  _____ *isn't as happy as* _____ (*Peter, Mike*). Explain that students will be learning comparisons with *as ... as*.
- Read the first grammar rule. Suggest and elicit additional examples, e.g., *This classroom is as big as the classroom across the hall.*
- Read the second grammar rule. Suggest and elicit additional examples, e.g., *The weather isn't as warm as it was yesterday.*
- Read the *Reminder* note. Review comparative forms that show how things are different. Return to the picture on the board. Say *Mike is happier than Peter.*

Exercise 2 1•22

- Play the CD or read the grammar examples aloud for students to repeat.
- Then play or read each item again. Point out that in comparisons with *as ... as* the stress is on the adjective sandwiched between the two *as*: *as nice as*; *isn't as tall as*; *as popular as*.

AUDIOSCRIPT 1•22
My classmates this year are as nice as my classmates last year.
Miami is as hot as New Orleans in August.
Willis Tower in Chicago isn't as tall as One World Trade Center.
Jazz and classical music aren't as popular as hip-hop music.

Extra practice activity (all classes)

- Have students go back to the blog on page 22 and underline three comparisons with *as ... as* (*... Chicago isn't as big as Los Angeles ...; ... Chicago wasn't as awesome as it is now; ... it isn't as tall as some skyscrapers ...*).

Exercise 3

- Read the direction line aloud. Focus on the example. Ask *What adjective are we going to use in the comparison?* (*large*) Ask *Which state is larger – Texas or Alaska?* (*Alaska*). Ask a volunteer to read the statement. Ask *Why do we need a negative here?* (*if we didn't use negative, the statement would mean that Texas and Alaska are the same size*).
- Have students scan the pictures and then complete the statements.
- Go over the answers as a class and ask *Which ones are the same?* (*3 and 5*). *Which are different?* (*2, 4, 6*).

Exercise 4

- Read the direction line aloud. Ask a volunteer to read the two statements. Ask *Was one party more awesome than the other?* (*no*).
- For each item ask a question and have students circle the answer: 2. *Which dog is cuter?* (*Nick's*); 3. *Which is more dangerous?* (*riding a bike in the street*); 4. *Which is healthier?* (*drinking juice*).
- Have students write their statements.
- Have students compare answers in pairs. Circulate to help as necessary.
- Go over the answers as a class.

Further support
Extra Practice CD-ROM

Grammar

Aim

Practice *used to / didn't use to*

Grammar support
Interactive Grammar Presentation

Exercise 1

- Focus on the photo. Ask a volunteer to read the statement in the speech balloon. Ask *Is his favorite sport now volleyball? (no) Was his favorite sport volleyball in the past? (yes) What is his favorite sport now? (soccer).*
- Read the first grammar rule and example. Ask *Is Chicago still the second biggest city in the U.S.? (no).* Read the second rule and example. Ask *Did the person like fish in the past? (no).* Read the third rule and example.
- Read *Language tips* and the examples. To quiz students, write on the board: *I used to live in Paris.* Invite a volunteer to write the negative form (*I didn't use to live in Paris*) and another volunteer to write the question form *Did you use to live in Paris?* Stress that the negative and question forms always use *use to*, not *used to*.

Exercise 2 1•23

- Play the CD or read the grammar examples aloud for students to repeat.
- Then play or read each item again. Point out that unlike the verb *use*, which has the /z/ sound, *used to* and *didn't use to* have the /s/ sound. You could point out that /'ju:st tu/ in informal spoken English often becomes /'ju:st tə/:

AUDIOSCRIPT 1•23

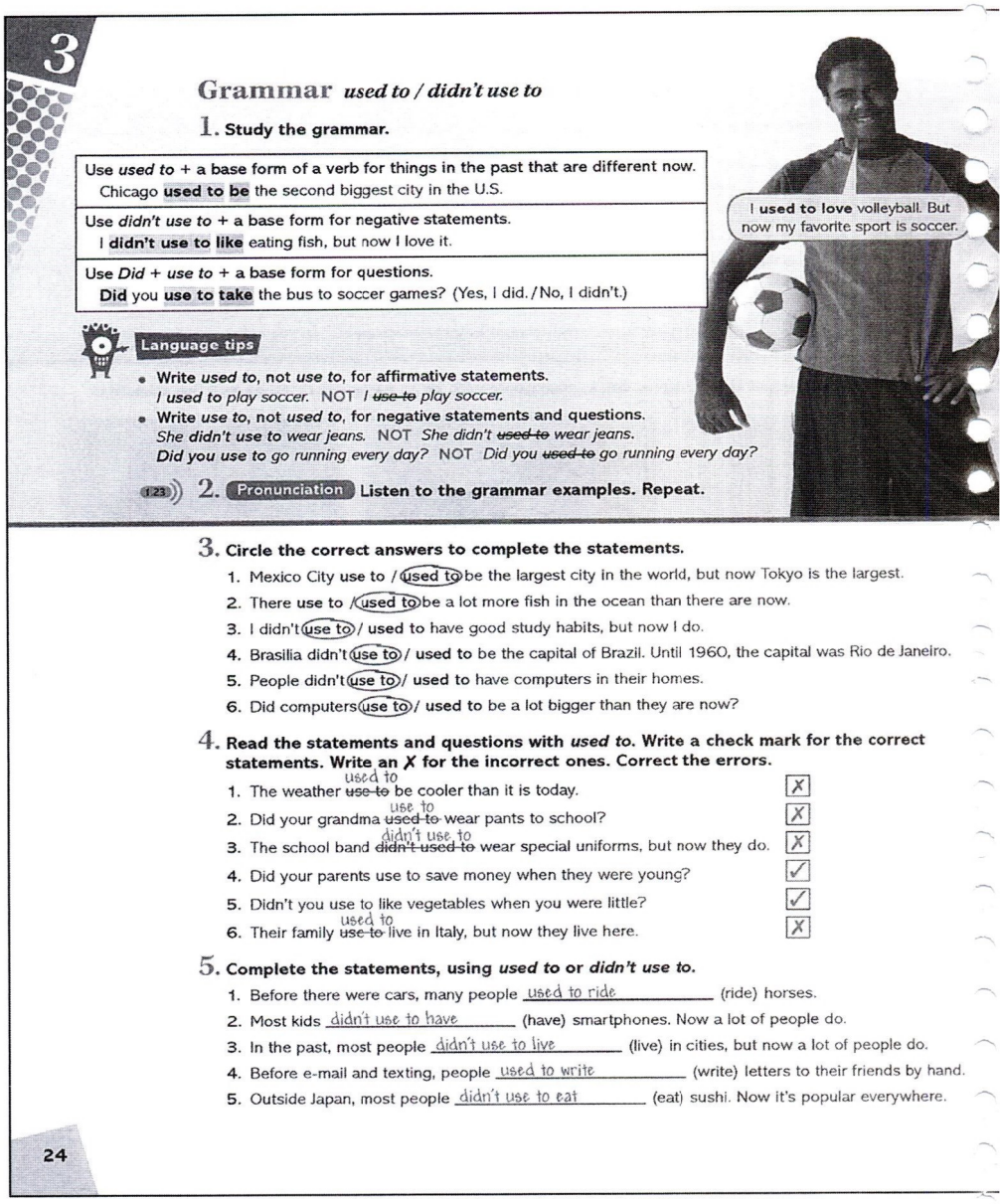
Chicago used to be the second biggest city in the U.S.
I didn't use to like eating fish, but now I love it.
Did you use to take the bus to soccer games?

Extra practice activity (all classes)

- Have students go back to the blog on page 22 and underline three instances of *used to* (... *Chicago used to have* ...; ... *it didn't use to have* ...; ... *the Willis Tower used to be the tallest building*).

Extra extension activity (stronger classes)

- Tell students to look at Exercise 2 on page 22 and rewrite statements 1, 3, 5, and 6 using *used to* or *didn't use to* depending what was true in the past (1. *used to be*; 3 *used to have*; 5. *didn't used to have*; 6. *didn't use to visit*). Go over the answers as a class.



3

Grammar *used to / didn't use to*

1. Study the grammar.

Use ***used to*** + a base form of a verb for things in the past that are different now. Chicago **used to be** the second biggest city in the U.S.
Use ***didn't use to*** + a base form for negative statements. I **didn't use to like** eating fish, but now I love it.
Use *Did* + ***use to*** + a base form for questions. **Did** you **use to take** the bus to soccer games? (Yes, I did. / No, I didn't.)

I **used to love** volleyball. But now my favorite sport is soccer.

Language tips

- Write *used to*, not *use to*, for affirmative statements.
  I used to play soccer. NOT *I ~~use to~~ play soccer.*
- Write *use to*, not *used to*, for negative statements and questions.
  She didn't use to wear jeans. NOT *She didn't ~~used to~~ wear jeans.*
  Did you use to go running every day? NOT *Did you ~~used to~~ go running every day?*

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

3. Circle the correct answers to complete the statements.

1. Mexico City use to / (used to) be the largest city in the world, but now Tokyo is the largest.
2. There use to / (used to) be a lot more fish in the ocean than there are now.
3. I didn't (use to) / used to have good study habits, but now I do.
4. Brasilia didn't (use to) / used to be the capital of Brazil. Until 1960, the capital was Rio de Janeiro.
5. People didn't (use to) / used to have computers in their homes.
6. Did computers (use to) / used to be a lot bigger than they are now?

4. Read the statements and questions with *used to*. Write a check mark for the correct statements. Write an *X* for the incorrect ones. Correct the errors.

1. The weather ~~use to~~ used to be cooler than it is today. ✗
2. Did your grandma ~~used to~~ use to wear pants to school? ✗
3. The school band ~~didn't used to~~ didn't use to wear special uniforms, but now they do. ✗
4. Did your parents use to save money when they were young? ✓
5. Didn't you use to like vegetables when you were little? ✓
6. Their family ~~use to~~ used to live in Italy, but now they live here. ✗

5. Complete the statements, using *used to* or *didn't use to*.

1. Before there were cars, many people used to ride (ride) horses.
2. Most kids didn't use to have (have) smartphones. Now a lot of people do.
3. In the past, most people didn't use to live (live) in cities, but now a lot of people do.
4. Before e-mail and texting, people used to write (write) letters to their friends by hand.
5. Outside Japan, most people didn't use to eat (eat) sushi. Now it's popular everywhere.

24

Exercise 3

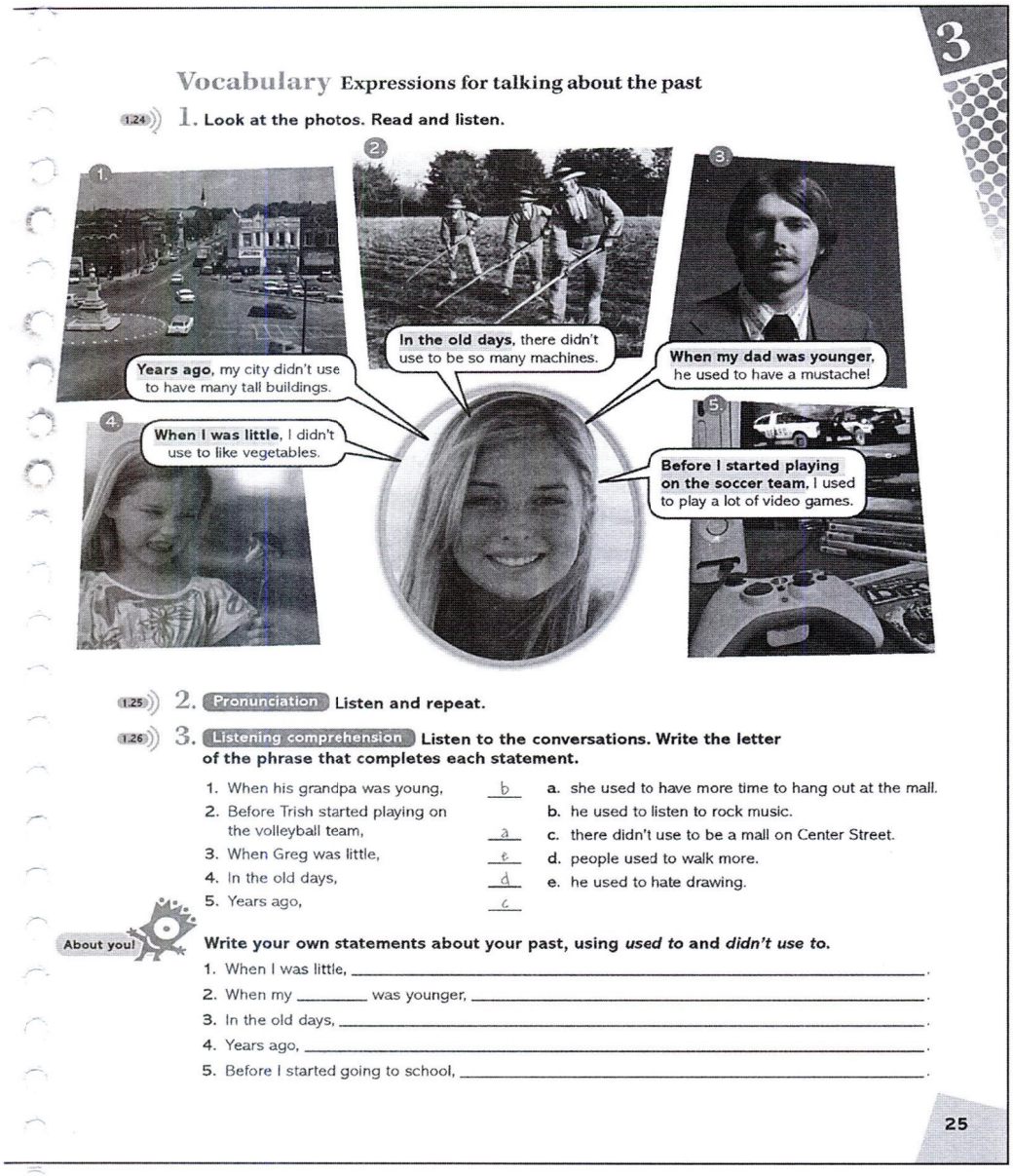
- Read the direction line aloud. Tell students to pay careful attention to statement and question formats.
- After students complete the exercise have them compare answers in pairs.
- Go over the answers as a class.

Exercise 4

- Read the direction line aloud. Ask students *Which of the items are affirmative statements? (1, 6) Which are questions? (2, 4, 5) Which are negative? (3, 5).*
- Give students a few minutes to complete the exercise and then have them compare answers in pairs. Remind students to correct the errors.
- Go over the answers as a class.

Exercise 5

- Tell students they will have to read the statement and think about meaning, and then decide whether to use *used to* or *didn't use to*.
- Focus on the example. Tell students they have to interpret that before cars people traveled on horses, so the correct form here is affirmative.
- Let students work in pairs to interpret the questions and write the answers.
- Bring the class together and go over the answers.



Vocabulary Expressions for talking about the past

1.24 **1. Look at the photos. Read and listen.**

1. **Years ago**, my city didn't use to have many tall buildings.
2. **In the old days**, there didn't use to be so many machines.
3. **When my dad was younger**, he used to have a mustache!
4. **When I was little**, I didn't use to like vegetables.
5. **Before I started playing on the soccer team**, I used to play a lot of video games.

1.25 **2. Pronunciation Listen and repeat.**

1.26 **3. Listening comprehension Listen to the conversations. Write the letter of the phrase that completes each statement.**

1. When his grandpa was young, ___b___
2. Before Trish started playing on the volleyball team, ___a___
3. When Greg was little, ___e___
4. In the old days, ___d___
5. Years ago, ___c___

a. she used to have more time to hang out at the mall.
b. he used to listen to rock music.
c. there didn't use to be a mall on Center Street.
d. people used to walk more.
e. he used to hate drawing.

About you! **Write your own statements about your past, using *used to* and *didn't use to*.**

1. When I was little, _____.
2. When my _____ was younger, _____.
3. In the old days, _____.
4. Years ago, _____.
5. Before I started going to school, _____.

25

Vocabulary

Aim

Practice expressions for talking about the past

Warm-up

To warm up, tell students to turn to page 22 and read the Open question on the blog: *What was your city like years ago?* Ask *What does "years ago" mean?* It means many years in the past. Point out that it's an expression used to talk about the past. Invite students to respond to the question: Encourage them to use *used to / didn't use to* (e.g., *Years ago, my city (Name) didn't use to have any malls or supermarkets*).

Exercise 1 1.24

- Tell students to look at additional expressions for talking about the past in Exercise 1.
- Play the CD or read the sentences aloud while students follow.
- Then have students study the photos and make additional statements, e.g., 1. *Buildings didn't use to have more than a few floors.* Invite volunteers to suggest additional statements with *use to / didn't use to* for the other four expressions.

Exercise 2 1.25

- Play the CD or read the statements aloud for students to repeat.
- Point out the pause after each expression in bold. Have students look at the expression written out in the book and note the comma, which indicates the pause.
- **Option:** You can tell students that the bolded expressions could also appear at the end of each statement without the comma. Call on volunteers to reverse the order, e.g., *My city didn't use to have many tall buildings* ***years ago***.

Exercise 3 1.26

- Read the direction line aloud. Tell students that there is one question for each conversation. Explain that they will hear each conversation twice, so they can check their answers. Remind them to listen for the expressions that appear in Exercise 1.
- Play the CD once or read the audioscript aloud. Clarify vocabulary as needed. Then have students listen again and check their answers.
- Go over the answers as a class.
- **Option:** Students listen to Conversation 4 again and answer the following questions:
- *– Did there use to be buses and cars when Tina's mom was young? (yes)*
- *– How did people use to get everywhere a hundred years ago? (by walking or using horses)*

AUDIOSCRIPT 1.26 PAGE 105

Suggestion

About you! can be done as a discussion activity in appropriate groups or you can ask students to report on what they wrote in their notebooks.

About you!

- Read the direction line aloud and have students skim the exercise items. Clarify that in item 2, students have to fill in the first blank with a family member – ideally from a different generation (e.g., *my mother, grandfather, great-uncle*). Encourage students to use affirmative or negative forms of *used to*. However, explain that these expressions could also be used with other past forms (e.g., *When my dad was younger, he was very thin*).
- Have students compare in pairs.
- Bring the class together and have students share.

ANSWERS

Students' own answers

Further support

Extra Practice CD-ROM

Reading

Aim

Develop reading skills: A timeline

Warm-up

Ask *Who's writing on the Teen2Teen blog? (Abby again) Where is she from? (Chicago).*

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

Exercise 1 1•27

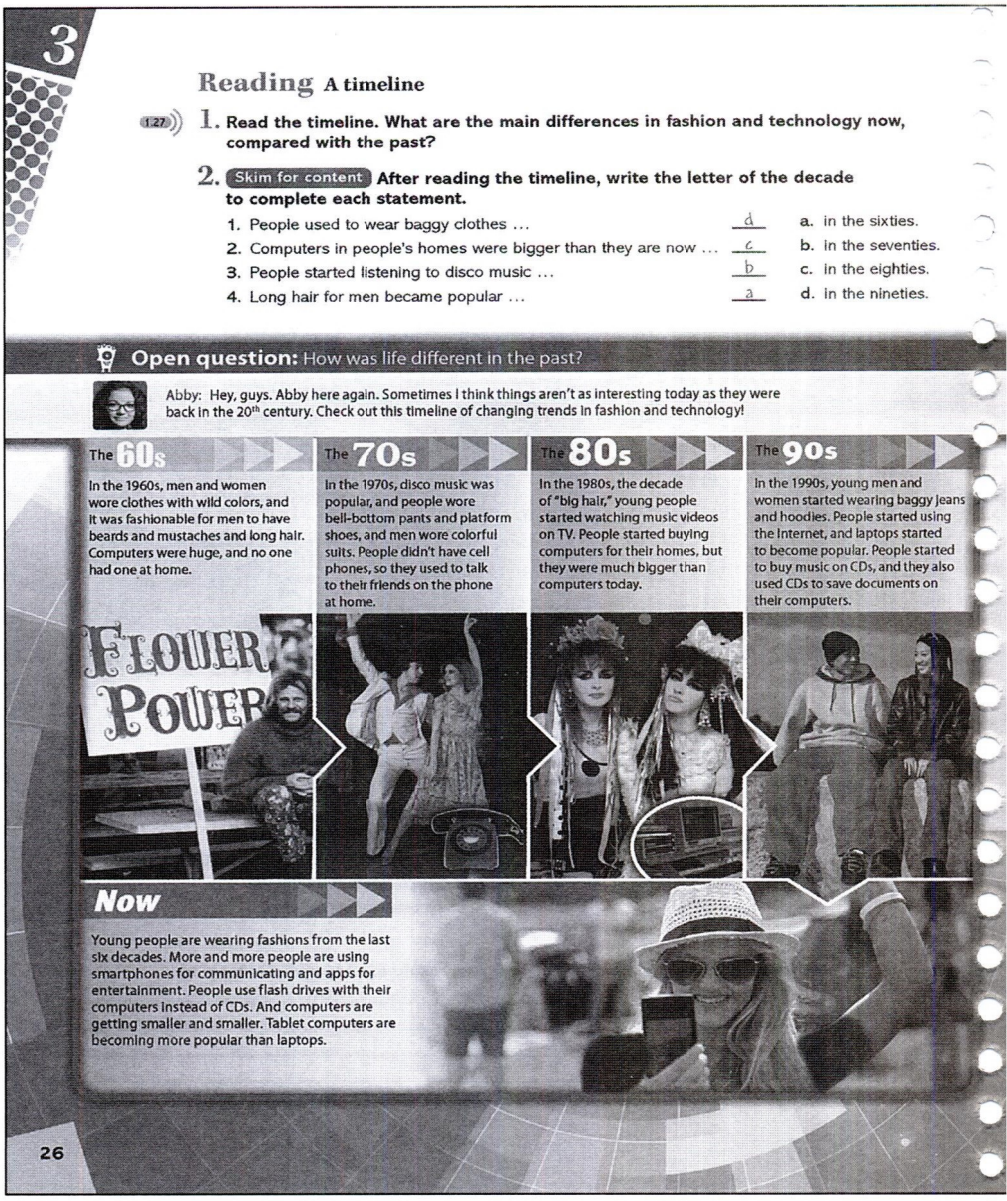
- Read the direction line and question aloud. Explain that students will answer it after reading the blog.
- Play the CD or read the blog aloud while students follow.
- Clarify vocabulary as needed: *trends (the direction something changes or develops); bell-bottom pants (pants with legs that widen from the knee to the bottom); platform shoes (shoes that rest on a thick sole); hoodies (jackets with hoods); a decade (a period of ten years); an app (a computer program you can use on a smartphone or other small computing device).*
- Ask *Which decades does this article talk about? (The 60s, 70s, 80s, 90s, and now)* and list them on the board vertically. Invite students to fill in a few details about the decade. For example: 60s: *clothes with wild colors.* Then return to the question in the direction line.

ANSWER

People now wear fashions from the last six decades, and technology is becoming smaller and more portable.

Exercise 2

- **Skill / strategy:** *Skim for content.* To review this reading strategy, ask *What is skimming? (to quickly read a piece of writing to get the general overview of the content).*
- Read the direction line aloud. Model number 1. Ask *What are the key words in this statement we should skim for? (baggy clothes).* Tell students to skim the sections to see which one mentions baggy clothes (*the 90s*).
- Have students complete the exercise individually.
- Go over the answers as a class.



3

Reading A timeline

1.27 **1. Read the timeline. What are the main differences in fashion and technology now, compared with the past?**

2. Skim for content **After reading the timeline, write the letter of the decade to complete each statement.**

1. People used to wear baggy clothes ... d
2. Computers in people's homes were bigger than they are now ... c
3. People started listening to disco music ... b
4. Long hair for men became popular ... a

a. in the sixties.
b. in the seventies.
c. in the eighties.
d. in the nineties.

Open question: How was life different in the past?

Abby: Hey, guys. Abby here again. Sometimes I think things aren't as interesting today as they were back in the 20th century. Check out this timeline of changing trends in fashion and technology!

The 60s

In the 1960s, men and women wore clothes with wild colors, and it was fashionable for men to have beards and mustaches and long hair. Computers were huge, and no one had one at home.

The 70s

In the 1970s, disco music was popular, and people wore bell-bottom pants and platform shoes, and men wore colorful suits. People didn't have cell phones, so they used to talk to their friends on the phone at home.

The 80s

In the 1980s, the decade of "big hair," young people started watching music videos on TV. People started buying computers for their homes, but they were much bigger than computers today.

The 90s

In the 1990s, young men and women started wearing baggy jeans and hoodies. People started using the Internet, and laptops started to become popular. People started to buy music on CDs, and they also used CDs to save documents on their computers.

Now

Young people are wearing fashions from the last six decades. More and more people are using smartphones for communicating and apps for entertainment. People use flash drives with their computers instead of CDs. And computers are getting smaller and smaller. Tablet computers are becoming more popular than laptops.

26

Exercise 3

- **Skill / strategy:** *Scan for information.* Explain that this reading strategy is about finding information without reading or rereading the entire text. You just look for specific information in the text.
- Focus on the example. Tell students that the first hint in the statements is *the seventies* – it indicates to look at the section *The 70s*. Then tell students to scan within the section for the words *bell-bottom* and *platform* to find the missing words.
- Hint to students that as in the example with *seventies,* numbers may not be spelled out in the blog and to pay attention to this when scanning.
- Have students scan the blog for the answers. Instruct them to underline where they found the answers. Circulate to help as necessary.
- Go over the answers as a class.

Extra practice activity (all classes)

- For more scanning practice, tell students they will scan the blog for words you tell them. If necessary, write each word on the board. Give students a few minutes to find and circle each item:
  - *big computers*
  - *big hair*
  - *colorful suits*
  - *hoodies*
  - *huge computers*
  - *laptops*
  - *mustaches*
  - *tablet computers*
- Then go over the answers.

Suggestion

About you! can be done as a discussion activity in appropriate groups or you can ask students to report on what they wrote in their notebooks.

3. Scan for information **Complete each statement with the correct word or phrase.**

1. In the seventies, people wore bell-bottom pants and platform shoes.
2. People now use apps on their smartphones for entertainment.
3. People in the nineties started using laptops and the Internet. In the 21st century, tablet computers are becoming more popular.
4. People in the seventies started liking disco music.
5. In the eighties, people started to watch music videos on TV.

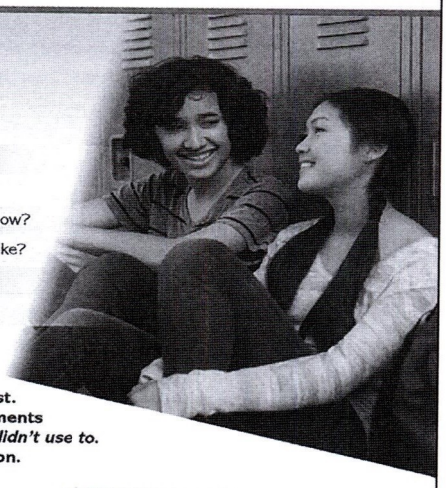
About you! **In your notebook, write about some things that used to be different in the past.**

Teen2Teen

Compare how you were when you were little

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

A So, what were you like when you were little?
B Well, I used to be pretty shy.
A You mean you weren't as talkative as you are now?
B No, I wasn't. What about you? What were you like?
A Me? I used to be kind of serious.
B Really? Well, you're pretty funny now!



1.29 **2.** Pronunciation **Listen and repeat.**

3. Guided conversation **Choose a time in the past. Write it on the notepad. Then write two statements about yourself then and now. Use *used to* or *didn't use to*. Use your notepad to create a NEW conversation.**

Adjectives
talkative
shy
funny
serious
good at ...
bad at ...

A So, what were you like when you were little?
B Well, I used to be pretty _____.
A You mean you weren't as _____ as you are now?
B No, I wasn't. What about you? What were you like?
A Me? I used to be kind of _____.
B Really? Well, you're pretty _____ now!

Time expression	THEN	NOW
When I was young	I used to be very funny.	I'm more serious.

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

About you!

- Read the direction line aloud. Give students time to write down a few other things that were different in the past. Tell them they can write about their own past or about a past before they were born, e.g., *People used to put film in cameras and develop it.*
- On the board write a timeline: ← *60s 70s 80s 90s now*
- Invite students to share their ideas. Determine as a class where on the timeline this would fall. Note some ideas might span several decades.

ANSWERS
Students' own answers

Teen2Teen

Aim

Practice social language for comparing how you were when you were little

Warm-up

Write on the board:
When I was little ...
Then continue the statement with a detail from your life, e.g., *I used to live in a small apartment.* Review meaning. Ask *Do I still live in a small apartment?* (*no*). Confirm that *used to* makes it clear that this was something that was true at a time in the past.

Exercise 1 1.28

- Play the CD or read the conversation aloud while students follow.
- Ask *What does "shy" mean?* (*not talkative*). Point out that the definition for *shy* is in the next line. The term *kind of* in *kind of serious* is an informal term for *somewhat*.
- **Option:** To review unit grammar, invite students to find two examples of *used to* (*used to be pretty shy; used to be kind of serious*) and one example of a comparison with *as ... as* (*as talkative as*).

Exercise 2 1.29

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

Exercise 3

- Read the direction line and list of adjectives aloud. Elicit additional examples and write these on the board (e.g., *active, quiet, lazy*, etc.).
- Call on a volunteer to read the examples in the notepad. Point out that the information under *Now* is opposite from that under *Then*. Give students time to fill in the notepad.
- Establish that the first and second gap require adjectives that describe B. Point out that the first gap talks about the past. Remind students that the second gap is in the present and follows a negative. The third and fourth gaps require adjectives that describe A. Point out that the third gap talks about the past and the fourth gap is about the present.
- Students then complete the gaps.
- Circulate to help as necessary.

Chat

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

Extension
Writing page 91

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

Review: Units 1–3

Value

Self-assessment

Aim

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

Suggestion

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

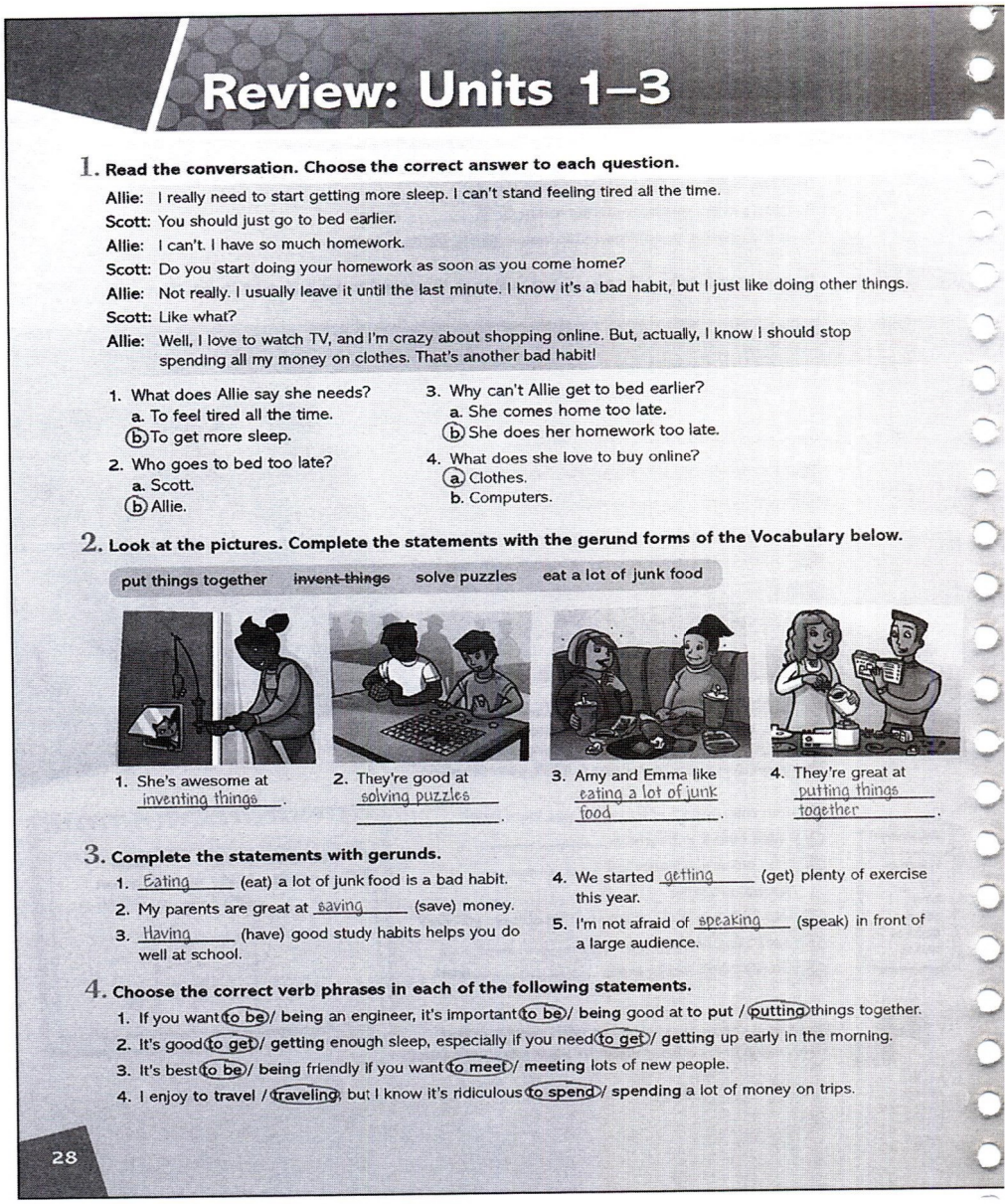
Explain that the notes that follow offer tips how to complete these review exercises in class. Suggest that another option can be for students to do the review exercises on their own. Teachers can then provide answers for students to check against.

Exercise 1

- Read the direction line aloud. Have students read the conversation individually, or ask two stronger students to read it for the class.
- Have students work individually. Encourage them to mark where in the conversation they found the answers.
- Go over the answers as a class. If someone has the wrong answer, help them find which part contains the correct answer.
- **Option:** Invite students to underline all examples of infinitives (*to start, to watch*) and circle all examples of gerunds (*getting, feeling, doing, doing, shopping, spending*). Ask:
  – *Can any of the infinitives be replaced by gerunds?* (*yes – "love watching"*)
  – *Can any of the gerunds be replaced with infinitives?* (*yes – "start to do"; "like to do"*)
  – *Why can't the gerund in the statement "I should stop spending all my money" be changed to an infinitive?* (*the meaning would change – it would mean I need to physically stop and then spend all my money*).

Exercise 2

- Read the direction line aloud.
- Give students time to match the vocabulary with the pictures and write the correct gerund forms.
- Go over the answers as a class.
- **Option:** Ask *Which of the exercise items could take an infinitive form?* (*3. the verb "like" can take a gerund or an infinitive*).



Review: Units 1–3

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

Allie: I really need to start getting more sleep. I can't stand feeling tired all the time.
Scott: You should just go to bed earlier.
Allie: I can't. I have so much homework.
Scott: Do you start doing your homework as soon as you come home?
Allie: Not really. I usually leave it until the last minute. I know it's a bad habit, but I just like doing other things.
Scott: Like what?
Allie: Well, I love to watch TV, and I'm crazy about shopping online. But, actually, I know I should stop spending all my money on clothes. That's another bad habit!

1. What does Allie say she needs?
   a. To feel tired all the time.
   (b) To get more sleep.
2. Who goes to bed too late?
   a. Scott.
   (b) Allie.
3. Why can't Allie get to bed earlier?
   a. She comes home too late.
   (b) She does her homework too late.
4. What does she love to buy online?
   (a) Clothes.
   b. Computers.

2. Look at the pictures. Complete the statements with the gerund forms of the Vocabulary below.

put things together ~~invent things~~ solve puzzles eat a lot of junk food

1. She's awesome at inventing things.
2. They're good at solving puzzles.
3. Amy and Emma like eating a lot of junk food.
4. They're great at putting things together.

3. Complete the statements with gerunds.

1. Eating (eat) a lot of junk food is a bad habit.
2. My parents are great at saving (save) money.
3. Having (have) good study habits helps you do well at school.
4. We started getting (get) plenty of exercise this year.
5. I'm not afraid of speaking (speak) in front of a large audience.

4. Choose the correct verb phrases in each of the following statements.

1. If you want (to be) / being an engineer, it's important (to be) / being good at to put / (putting) things together.
2. It's good (to get) / getting enough sleep, especially if you need (to get) / getting up early in the morning.
3. It's best (to be) / being friendly if you want (to meet) / meeting lots of new people.
4. I enjoy to travel / (traveling), but I know it's ridiculous (to spend) / spending a lot of money on trips.

28

Exercise 3

- To review gerunds, write the verbs *sit, give, think* on the board and invite volunteers to write gerunds (*sitting, giving, thinking*).
- Then have students complete the exercise. Make sure students drop the *e* in *have* and double up the *t* in *get*.
- **Option:** Review function of gerunds. Write *subject, direct object, after the verb "be", adjective + preposition expression* for students to refer to. Then call on volunteers to identify the use in each statement (1. *subject*, 2. *adjective + preposition expression*; 3. *subject*; 4. *direct object*; 5. *adjective + preposition expression*).

Exercise 4

- Give students time to look at each statement and underline the words before the multiple choices. This will help them choose the correct answers.
- Model the example: *want* is the verb before the choices. Ask *What form follows "want" – a gerund or an infinitive?* (*an infinitive*). If necessary, refer students to the charts on pages 12 and 18 to review rules for gerunds and infinitives.
- Go over the answers as a class.
- **Option:** Ask *Can any items here take both a gerund and an infinitive?* (*no*).

5. Complete the descriptions with affirmative and negative forms of *as ... as*.

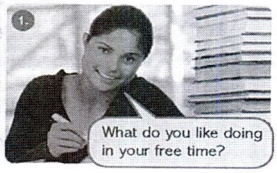
The Omni ST (1) isn't as expensive as _____ (expensive) the Legion LX, but the Legion LX is the fastest car you can buy. The Omni ST (2) isn't as fast as _____ (fast) the Legion LX. The Legion LX (3) isn't as old as _____ (old) the Omni ST. The Omni ST is several years old, but many people still want to buy one. It is (4) as popular as _____ (popular) most modern cars.

6. Complete each statement with *used to* or *didn't use to*.

1. My parents used to go to the movies every weekend, but now they only go about once a month.
2. Did the bus use to stop in front of your school?
3. I didn't use to be afraid of animals, but I saw a bear on vacation and it scared me a lot.
4. Didn't this school use to have a science lab on the second floor?

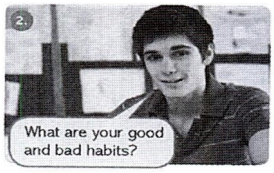
All About You

1. Write your own response to each person.



You _____

_____



You _____

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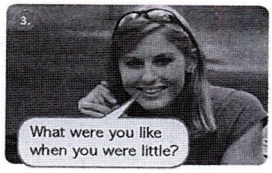


You _____

_____

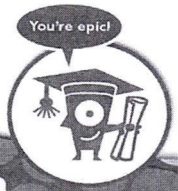
2. Complete the personal statements.

My hobbies are _____.

I'm pretty good at _____.

I'm not so good at _____.

Before I started school, I used to _____.



Progress Check

Check what you can do.

- Introduce two classmates
- Suggest an activity
- Compare things
- Use the Unit 1–3 grammar and vocabulary

Exercise 5

- Before students do the exercise, tell them to look at the photos and elicit comparisons between the two cars (e.g., *the Omni isn't as attractive as the Legion LX; The Legion isn't as affordable as the Omni*).
- Read the direction line. Have students do the exercise. Tell them to read the context of the paragraph to know whether to use affirmative or negative forms. Circulate to help as necessary.
- Have students compare answers in pairs.
- Go over the answers as a class. Ask *How do we know that the Omni is as popular as the Legion LX?* (*because the paragraph says "many people still want to buy one"*).

Exercise 6

- Read the direction line aloud. Hint to students to read the entire statement and to think about meaning. Remind students about the spelling change with question and negative forms.
- Go over the answers as a class.

All About You

Exercise 1

- Focus on the heading. Point out that in this section students will have a chance to write their responses with information from their lives and use English to talk about themselves.
- Give students a few minutes to read the speech balloons and write their answers. If necessary, hint that item 1 is eliciting talents and hobbies as well as gerund and infinitive forms; item 2 is eliciting good and bad habits as well as gerund and infinitive forms; item 3 is eliciting expressions for talking about the past and *used to*.

ANSWERS

Students' own answers

Exercise 2

- Tell students to look at the unfinished statements. Focus on the two middle statements and ask *What form will follow "good at" and "not so good at"?* (*gerund*).
- Have students complete the statements.
- Then bring the class together and call on volunteers to share answers. See if students had different answers for the last two items.

ANSWERS

Students' own answers

Progress Check

- Discuss the goals with the class in the students' own language, looking back at the contents of *Units 1–3* on pages 10, 16, and 22, to make sure that everyone understands each term.
- Students put a check mark next to the things that they can do in English.
- Ask a volunteer to read the phrase in the speech balloon at the bottom right of the page. Ask *What does it mean?* (*You're impressive*).

Suggestion

For teachers new to the series:

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

Extension

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

Further support

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

Unit 4

Grammar

The present perfect for indefinite past: statements

The present perfect: *yes / no* questions; *ever* and *never*

Vocabulary

Personality

Social language

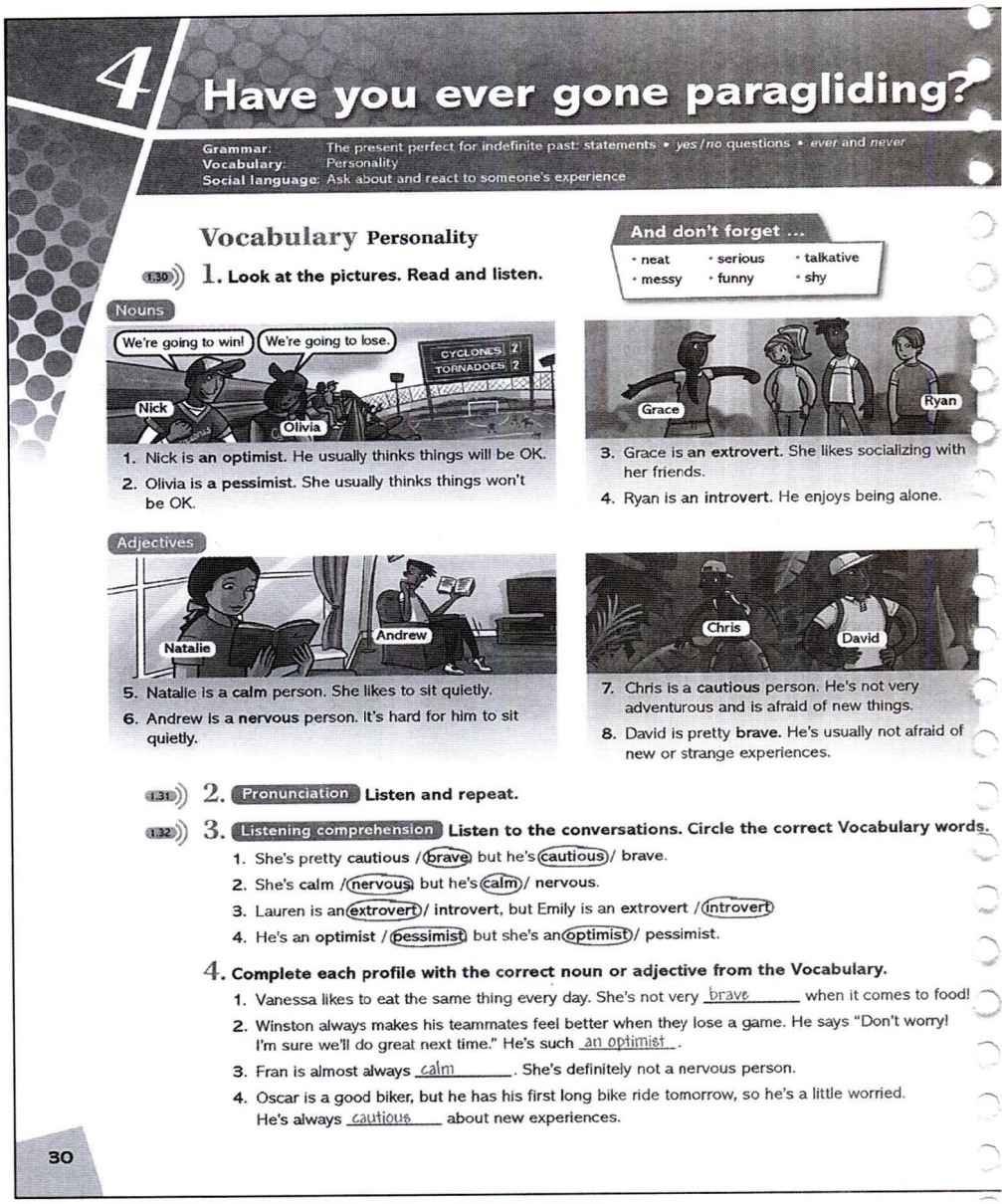
Ask about and react to someone's experience

Values and cross-curricular topics

People's personalities

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*.



4 Have you ever gone paragliding?

Grammar: The present perfect for indefinite past: statements • *yes / no* questions • *ever* and *never*
Vocabulary: Personality
Social language: Ask about and react to someone's experience

Vocabulary Personality

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

And don't forget ...
• neat • serious • talkative
• messy • funny • shy

Nouns

We're going to win! We're going to lose. CYCLONES ? TORNADOES ? Nick Olivia

1. Nick is an optimist. He usually thinks things will be OK.
2. Olivia is a pessimist. She usually thinks things won't be OK.

Grace Ryan

3. Grace is an extrovert. She likes socializing with her friends.
4. Ryan is an introvert. He enjoys being alone.

Adjectives

Natalie Andrew

5. Natalie is a calm person. She likes to sit quietly.
6. Andrew is a nervous person. It's hard for him to sit quietly.

Chris David

7. Chris is a cautious person. He's not very adventurous and is afraid of new things.
8. David is pretty brave. He's usually not afraid of new or strange experiences.

1.31 2. Pronunciation Listen and repeat.

1.32 3. Listening comprehension Listen to the conversations. Circle the correct Vocabulary words.

1. She's pretty cautious /(brave) but he's (cautious)/ brave.
2. She's calm /(nervous) but he's (calm)/ nervous.
3. Lauren is an (extrovert)/ introvert, but Emily is an extrovert /(introvert)
4. He's an optimist /(pessimist) but she's an (optimist)/ pessimist.

4. Complete each profile with the correct noun or adjective from the Vocabulary.

1. Vanessa likes to eat the same thing every day. She's not very brave when it comes to food!
2. Winston always makes his teammates feel better when they lose a game. He says "Don't worry! I'm sure we'll do great next time." He's such an optimist.
3. Fran is almost always calm. She's definitely not a nervous person.
4. Oscar is a good biker, but he has his first long bike ride tomorrow, so he's a little worried. He's always cautious about new experiences.

30

Vocabulary

Aim

Practice nouns and adjectives to describe personality

Exercise 1 1•30

- If necessary, review that a noun is a name of a person, place, or thing and that an adjective describes a noun.
- Explain that the first group of words contains nouns – they identify people with a certain type of personality. Point out the articles *a* and *an* next to the nouns.
- Ask volunteers to read the sentences. Ask *Which words describe you?*
- Explain that the second group of words contains adjectives; they describe nouns.
- Call on a volunteer to read items 5 and 6. Ask *Which word does "calm" describe? (person) the word "nervous"? (person)*. Then call on a volunteer to read the last two sentences. Point out that in the second sentence the adjective appears at the end of the sentence after the verb *is*.
- Focus on the *And don't forget ...* box. Ask a volunteer to read the adjectives. Clarify vocabulary as needed. Ask *What is the opposite of "neat"? (messy) "serious"? (funny) "talkative"? (shy)*
- Play the CD or read the phrases aloud while students follow.

Usage

Calm and *nervous* can be used either to describe personality characteristics as well as a temporary mood or state of mind. You can feel calm or nervous, or you can generally be a calm or a nervous person.

Exercise 2 1•31

- Play the CD or read the words aloud for students to repeat.
- Point out that each of the four nouns has three syllables. The stress is on the first syllable in each word: *optimist*; *pessimist*; *extrovert*; *introvert*.

Exercise 3 1•32

- Read the direction line aloud. Explain that students will hear each conversation twice, so they could first use a pencil to mark the answers.
- Play the CD or read the audioscript aloud while students listen and write in the answers in pencil. Then students listen again and check their answers correcting as needed.
- Go over the answers as a class.

AUDIOSCRIPT 1•32 PAGES 105–106

Exercise 4

- Read the direction line aloud. Have students complete the statements.
- Go over the answers as a class. To reinforce nouns and adjectives, check that students have used *an* in item 2.
- **Option:** Point out to students that often nouns can have an adjective form: *an optimist = optimistic; a pessimist = pessimistic; an extrovert = extroverted; an introvert = introverted.*

Further support
Extra Practice CD-ROM

Topic Snapshots

1.33 **1.** **Snapshot 1** **Read and listen to the conversation in an English class in Bogota, Colombia.**

Mr. Pinto: Diana, have you ever spoken English outside of English class?
Diana: Actually, no, Mr. Pinto. I haven't. It's not easy to find teenaged English speakers here!
Mr. Pinto: Well, have you met Soojin, the new student from South Korea? She just got here last week. She speaks English.
Diana: I've seen her. But I haven't spoken to her.
Mr. Pinto: Well, she doesn't speak much Spanish yet, but her English is pretty good. I'm sure she'd like to meet some people here.
Diana: Well, I'd like to speak to her, but speaking English is a little scary for me. I'm afraid of making mistakes.
Mr. Pinto: Diana, your English is excellent. And you're not a shy person. Be brave! Soojin won't care if you make a few mistakes. Believe me. She'll make some, too! Everything will be fine.

2. **Answer each question, according to the conversation.**

1. Does Diana usually speak English with people outside of class? No
2. Where is the new student from? South Korea
3. Has Diana seen her? Yes
4. What's Diana afraid of? Making mistakes
5. Is Diana an introvert? No
6. Is Mr. Pinto an optimist or a pessimist? An optimist

3. **Snapshot 2** **How brave are you? Take the quiz and find out. Check *Yes* or *No*.**

1. I have spoken English with someone who doesn't speak my language. ○ Yes ○ No
2. I have tried a food that people don't usually eat in my country. ○ Yes ○ No
3. I have acted in a play in front of a large audience. ○ Yes ○ No
4. I have done an extreme sport, such as paragliding. ○ Yes ○ No
5. I have stood near a scary animal (not in a zoo). ○ Yes ○ No

Add up your **Yes** answers.
How brave are you?
0–1 You're pretty cautious.
2–3 You're willing to try some new things.
4–5 You're very brave!

About you! **How many *yes* answers did you have? Do you think you are brave?**

Topic Snapshots

Aim

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

Warm-up

To warm up ask *Where do you speak English? Do you ever speak English outside of class? Do you write English outside of class? For example, online?*

Exercise 1 Snapshot 1 1•33

- Play the CD or read the conversation aloud while students follow.
- Focus on the term *English speakers* (*people who speak English*). Explain the line *Her English is pretty good* (*Her knowledge of the English language is pretty good*).
- Ask *Are you ever afraid of making mistakes in English?*

Exercise 2

- Read the direction line aloud.
- Have students work individually. Encourage them to first try to write the answers without looking back at the conversation. Then tell them to fill in any blanks.
- Bring the class together and ask *Why is Mr. Pinto an optimist?* (*because he assures Diana everything will be fine*).

Suggestion

In a world where more than 80% of the people who speak English are not native speakers of English, English is most frequently used as a means of communication between non-native speakers. You may wish to use this conversation to point out how English can connect people who don't speak each other's language. For many students, English is a lifeskill that they will need in whatever occupation or profession they eventually elect, within their country or outside.

Exercise 3 Snapshot 2

- Ask *Do you think you are brave?* Take a poll. Then invite a volunteer to read the direction line *How brave are you?* Make sure students understand that *how + brave* means there are degrees of braveness. Draw a long line on the board. On one end on the left write *not brave at all*, in the middle write *somewhat brave*, on the end on the right write *very brave*. Ask each student to write his / her name somewhere along the line. Leave the line on the board to refer to in the *About you!* below.
- Have students take the quiz.
- Then have pairs compare answers.

Suggestion

About you! can be done as a discussion activity in appropriate groups or you can ask students to report on what they wrote in their notebooks.

About you!

- Ask individual students the question. Take a poll and write the results on the board.
- **Option:** Invite students to revisit where they put their name on the line on the board in Exercise 3 above.

ANSWERS
Students' own answers

Extra practice activity (all classes)

- Ask *What other situation, other than those listed in the quiz, could determine braveness?* (e.g., *walking up to someone to ask for or offer help*).
- Ask pairs to create four additional quiz questions. Then have pairs exchange and take quizzes.
- Ask *How brave are you? Did your level of braveness change at all after answering these additional questions?* Invite students to share.

Grammar

Aim

Practice the present perfect for the indefinite past: statements

Grammar support
Interactive Grammar Presentation

Exercise 1 1•34–1•35

- On the board draw a stick figure with a speech balloon that says *I have visited New York.* Ask *Is he in New York now? (no) Do we know when he was in New York? (no).* Explain that we use the present perfect to talk about an indefinite – or unspecific – time in the past. Leave the figure on the board.
- Read the first rule and example. Write it on the board. Point out that *has + acted* is the present perfect form.
- Read the second rule. Refer back to the example in the first rule. Point out that *acted* is the past participle of the verb *act*. Review that for regular verbs, the past participle ends in *-ed*. Ask volunteers to read the affirmative and negative statements in the chart.
- Read the last grammar rule and examples with irregular past participles. Focus on the *Irregular verbs* and their past participles as well *Contractions*. Have students read them to themselves. Then play the CD or read them aloud for students to repeat.
- Then play or read each item again.

AUDIOSCRIPT 1•34

be → been, come → come, do → done, eat → eaten, get → gotten, go → gone, have → had, meet → met, see → seen, speak → spoken, take → taken, win → won

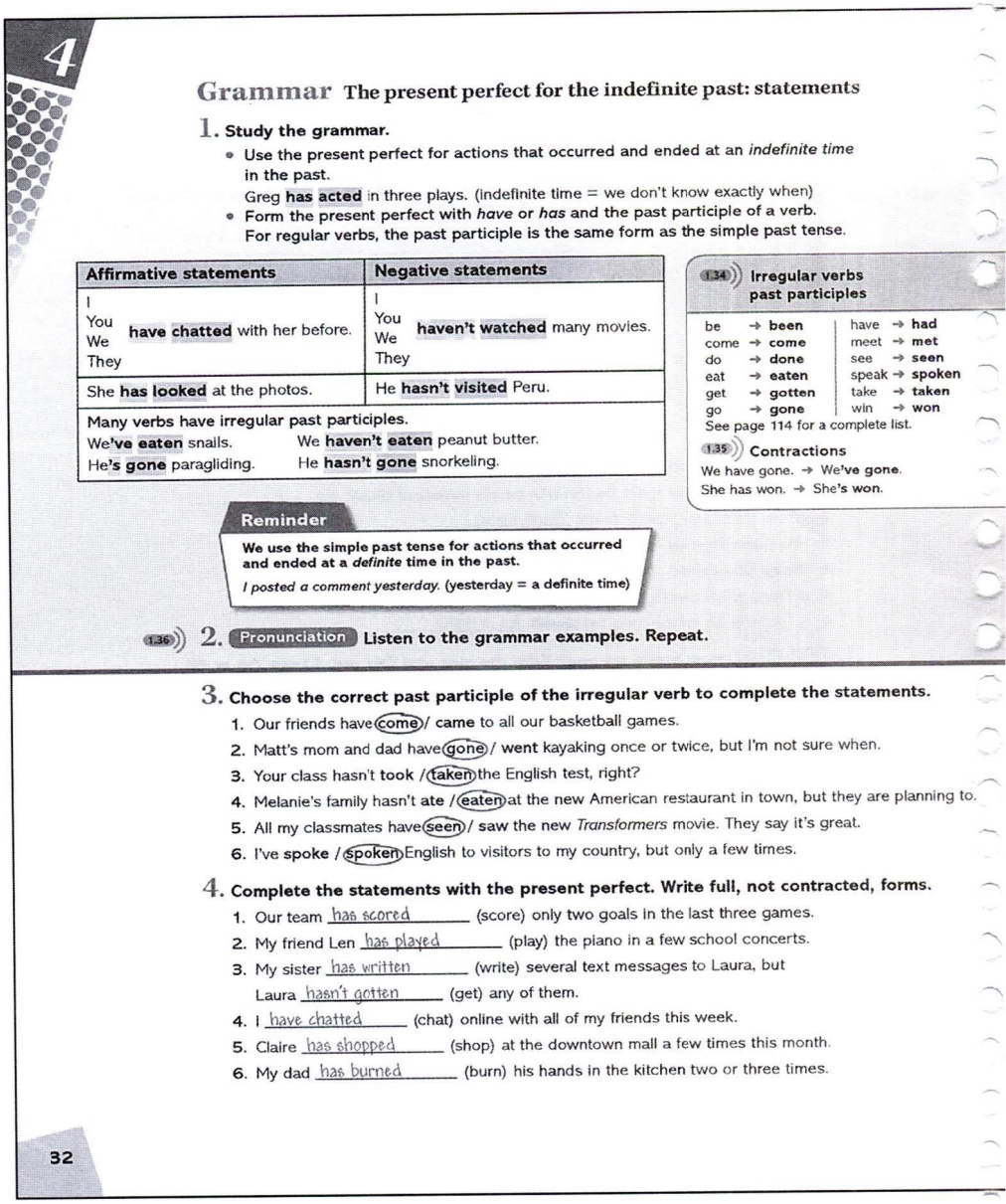
AUDIOSCRIPT 1•35

We have gone. We've gone.
She has won. She's won.

- Finally, read the *Reminder* note and example. Then return to the stick figure on the board. Write *He visited New York in 2005.* Ask *Do we know when specifically he visited New York? (yes, in 2005).* Explain that for this reason the simple past is used. The present perfect is used for indefinite time.
- **Option:** Have students underline all uses of the present perfect in Exercise 3 Snapshot 2 on page 31 (1. *have spoken*; 2. *have tried*; 3. *have acted*; 4. *have done*; 5. *have stood*). Ask which are regular verbs (*acted, tried*) and which are irregular verbs (*spoken, done, stood*).

Exercise 2 1•36

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



4

Grammar The present perfect for the indefinite past: statements

1. Study the grammar.

- Use the present perfect for actions that occurred and ended at an *indefinite time* in the past.
  Greg **has acted** in three plays. (indefinite time = we don't know exactly when)
- Form the present perfect with *have* or *has* and the past participle of a verb.
  For regular verbs, the past participle is the same form as the simple past tense.

Affirmative statements	Negative statements
I / You / We / They **have chatted** with her before.	I / You / We / They **haven't watched** many movies.
She **has looked** at the photos.	He **hasn't visited** Peru.
Many verbs have irregular past participles.	
We**'ve eaten** snails.	We **haven't eaten** peanut butter.
He**'s gone** paragliding.	He **hasn't gone** snorkeling.

1.34 **Irregular verbs past participles**

be	→ **been**		have	→ **had**	
come	→ **come**		meet	→ **met**	
do	→ **done**		see	→ **seen**	
eat	→ **eaten**		speak	→ **spoken**	
get	→ **gotten**		take	→ **taken**	
go	→ **gone**		win	→ **won**	

See page 114 for a complete list.

1.35 **Contractions**

We have gone. → We**'ve gone.**
She has won. → She**'s won.**

Reminder

We use the simple past tense for actions that occurred and ended at a *definite* time in the past.
I posted a comment yesterday. **(yesterday = a definite time)**

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

3. Choose the correct past participle of the irregular verb to complete the statements.

1. Our friends have (come) / came to all our basketball games.
2. Matt's mom and dad have (gone) / went kayaking once or twice, but I'm not sure when.
3. Your class hasn't took / (taken) the English test, right?
4. Melanie's family hasn't ate / (eaten) at the new American restaurant in town, but they are planning to.
5. All my classmates have (seen) / saw the new *Transformers* movie. They say it's great.
6. I've spoke / (spoken) English to visitors to my country, but only a few times.

4. Complete the statements with the present perfect. Write full, not contracted, forms.

1. Our team has scored (score) only two goals in the last three games.
2. My friend Len has played (play) the piano in a few school concerts.
3. My sister has written (write) several text messages to Laura, but Laura hasn't gotten (get) any of them.
4. I have chatted (chat) online with all of my friends this week.
5. Claire has shopped (shop) at the downtown mall a few times this month.
6. My dad has burned (burn) his hands in the kitchen two or three times.

32

AUDIOSCRIPT 1•36

You have chatted with her before.
You haven't watched many movies.
She has looked at the photos.
He hasn't visited Peru.
We've eaten snails.
We haven't eaten peanut butter.
He's gone paragliding.
He hasn't gone snorkeling.

Exercise 3

- Read the direction line and have students do the exercise individually. Refer them to the grammar chart and the irregular verbs list if needed.
- Bring the class together and go over the answers as a class.

Exercise 4

- Read the direction line and ask a volunteer to read the example. Tell them they will have to write the past participle of the verb in parentheses and use the correct form of *have*.
- Have students do the exercise and then compare answers with a partner.
- Go over the answers as a class.

Further support
Extra Practice CD-ROM

5. **Circle the correct verbs. Choose the present perfect for indefinite times and the simple past tense for definite times.**

1. I've gone / went camping twice. I have gone / went in 2013 with my aunt and uncle, and then I have gone / went again last weekend.
2. My parents haven't eaten / didn't eat snails. But I have eaten / ate them on Friday when I have gone / went to a French restaurant with my French class.
3. We have gone / went kayaking on our school trip two years ago. My brother hasn't gone / went kayaking, but he has gone / went mountain biking on his trip last year.
4. My cousin Tim has asked / asked his parents for a bike last year. They have given / gave him one on his birthday.
5. I have posted / posted on Teen2Teen Friends many times. But my sister hasn't ever done / didn't ever do that.

Grammar The present perfect: *yes / no* questions; *ever* and *never*

1. **Study the grammar.**

yes / no questions			Short answers				
Have	I / you / we / they	ever **taken** this bus?	Yes,	I / you / we / they	**have**.	No,	I / you / we / they **haven't**.
Has	he / she / it	**been** late a lot?	Yes,	he / she / it	**has**.	No,	he / she / it **hasn't**.

We often use *ever* when we ask about someone's life experiences, especially to mean "in your entire life." You can answer with or without *never*.
Have you **ever** seen a grizzly bear? No, I haven't. OR No, I **never** have.

Language tip • Place *ever* before the past participle. Place *never* before *have* or *has*.

2. **Unscramble the *yes / no* questions and complete the short answers.**

1. A: Has your country ever won the World Cup ? (the World Cup / your country / Has / won / ever)
   B: Yes, it has . (Yes)
2. A: Have you ever taken the train to the city ? (the train / Have / taken / ever / to the city / you)
   B: Yes, I have . (Yes)
3. A: Has your teacher ever been to Europe ? (to Europe / your teacher / Has / been / ever)
   B: No, she never has . (No / never)
4. A: Have you ever cooked for your parents ? (cooked / you / ever / Have / for your parents)
   B: No, I haven't . (No)
5. A: Have you ever touched a tarantula ? (a tarantula / touched / ever / Have / you)
   B: No, I never have . (No / never) I'm not brave enough! Have you?

1.37 **3.** **Pronunciation** **Listen to questions and answers from Exercise 2. Repeat.**

Exercise 5

- Read the direction line and example aloud. Ask *What is the specific time in the past in this statement that indicates definite time? (in 2013, last weekend).*
- Have students do the exercise individually. Ask them to support their choices by identifying the specific time references that indicate definite time and simple past tense (2. *on Friday*; 3. *two years ago, last year*; 4. *last year, on his birthday*, 5. *many times*).

Grammar

Aim

Practice the present perfect: *yes / no* questions; *ever* and *never*

Grammar support
Interactive Grammar Presentation

Exercise 1

- Write on the board:
  Have you ever eaten octopus?
  Ask *What form is this? (present perfect)*. Invite volunteers to answer the question.
- Ask students to read the information in the chart. Then read the rule at the bottom. Have students ask each other the second question. Then bring the class together and ask *Has anyone here ever seen a jaguar?* If anyone has, provide the form on the board: *Yes, I have.*
- Read the *Language tip*.
- **Option:** Have students underline examples of *yes / no* questions and short answers in the present perfect in Snapshot 1 on page 31 (1. . . . *have you ever spoken* . . .; 2. . . . *no* . . . *I haven't*; 3. . . . *have you met* . . .).

Exercise 2

- Read the direction line aloud. Have students study the scrambled words in item 1 and the example. Point out how the question begins with *Has*. Hint that in each question *Has* or *Have* will be the first word.
- Circulate to help as necessary. Refer students to the grammar chart and *Language tip* if needed.
- Go over the answers as a class.

Exercise 3 1.37

- Play the CD or read the questions and answers aloud for students to repeat.
- Point out the rising intonation in the *yes / no* questions.
- **Option:** Pairs can practice reading the questions and answers. Then have them ask each other the questions and give true answers from their experience. Remind them to use rising intonation in the questions.

AUDIOSCRIPT 1.37

1. **A** Has your country ever won the World Cup?
   B Yes, it has.
2. **A** Have you ever taken the train to the city?
   B Yes, I have.
3. **A** Has your teacher ever been to Europe?
   B No, she never has.
4. **A** Have you ever cooked for your parents?
   B No, I haven't.
5. **A** Have you ever touched a tarantula?
   B No, I never have. I'm not brave enough. Have you?

Extra practice activity (all classes)

- Ask students to write eight questions starting with *Have you ever . . .* (e.g., *Have you ever been in a play?*; *eaten squid?*; etc.) Then pair students up and have them interview each other using their questions. Tell them they can ask for more details using the simple past. E.g., *When did you go there? Where did you eat it?* Bring the class together and have students present different things his / her partner has done, referring to the answered questions.

Further support
Extra Practice CD-ROM

Reading

Aim

Develop reading skills: An interview in a school newsletter

Warm-up

Read the title of the interview. Ask *What do you think students do in an English club?* (e.g., *speak English; talk about English-speaking countries*). Leave the answers on the board.

Exercise 1 1•38

- Read the direction line and question aloud. Explain that students will answer it after reading the interview.
- Play the CD or read the interview aloud while students follow.
- Clarify vocabulary as needed: *on behalf of* means that you are speaking for someone (Here Ivan is speaking for the English Club when he welcomes Soojin); *baby of the family* refers to the youngest child in the family.
- Return to the question in the direction line. Call on a volunteer to answer it.
- Finally, ask *According to Soojin, what do students do in the English club? (they practice their English and have fun at the same time).*

ANSWER

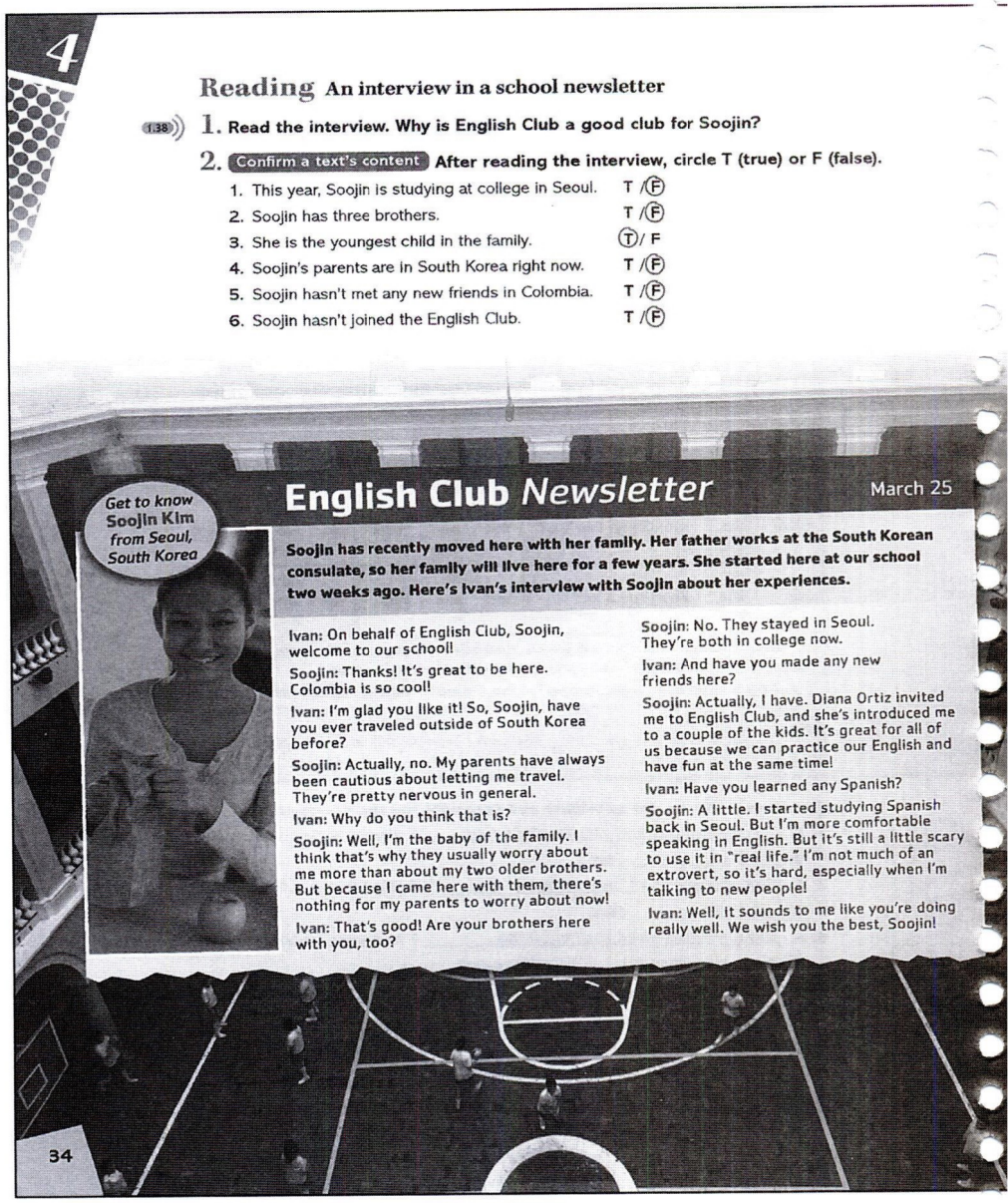
Because Soojin doesn't speak much Spanish; it's a good opportunity to meet some people.

Extra practice activity (all classes)

- Have students read through the interview and underline all uses of the present perfect (*Soojin has recently moved . . .; Have you ever traveled . . .; My parents have always been cautious; And have you made any new friends here?; Actually, I have; . . . she's introduced me . . .; Have you learned . . .?*)

Exercise 2

- **Skill / strategy:** *Confirm a text's content.* Introduce the reading strategy. Explain that *to confirm something* means to show that something is true. Read the direction line aloud. Tell students that by doing the exercise they will confirm they fully understood the interview.
- Have students first try to do the exercise without looking back at the interview. Then have them go back to the interview and confirm the answers. Ask students to underline and number the sections that correspond with the item numbers (1. *She started here (in Colombia) at our school two weeks ago;* 2. *. . . my two older brothers;* 3. *I'm the baby of the family;* 4. *Soojin has recently moved here (Colombia) with her family;* 5. *And have you made any new friends here? Actually, I have. Diana Ortiz . . .;* 6. *Diana Ortiz invited me to English Club).*



4

Reading An interview in a school newsletter

1.38 1. Read the interview. Why is English Club a good club for Soojin?

2. Confirm a text's content After reading the interview, circle T (true) or F (false).

1. This year, Soojin is studying at college in Seoul. T /(F)
2. Soojin has three brothers. T /(F)
3. She is the youngest child in the family. (T)/ F
4. Soojin's parents are in South Korea right now. T /(F)
5. Soojin hasn't met any new friends in Colombia. T /(F)
6. Soojin hasn't joined the English Club. T /(F)

English Club *Newsletter* March 25

Get to know Soojin Kim from Seoul, South Korea

Soojin has recently moved here with her family. Her father works at the South Korean consulate, so her family will live here for a few years. She started here at our school two weeks ago. Here's Ivan's interview with Soojin about her experiences.

Ivan: On behalf of English Club, Soojin, welcome to our school!

Soojin: Thanks! It's great to be here. Colombia is so cool!

Ivan: I'm glad you like it! So, Soojin, have you ever traveled outside of South Korea before?

Soojin: Actually, no. My parents have always been cautious about letting me travel. They're pretty nervous in general.

Ivan: Why do you think that is?

Soojin: Well, I'm the baby of the family. I think that's why they usually worry about me more than about my two older brothers. But because I came here with them, there's nothing for my parents to worry about now!

Ivan: That's good! Are your brothers here with you, too?

Soojin: No. They stayed in Seoul. They're both in college now.

Ivan: And have you made any new friends here?

Soojin: Actually, I have. Diana Ortiz invited me to English Club, and she's introduced me to a couple of the kids. It's great for all of us because we can practice our English and have fun at the same time!

Ivan: Have you learned any Spanish?

Soojin: A little. I started studying Spanish back in Seoul. But I'm more comfortable speaking in English. But it's still a little scary to use it in "real life." I'm not much of an extrovert, so it's hard, especially when I'm talking to new people!

Ivan: Well, it sounds to me like you're doing really well. We wish you the best, Soojin!

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- Go over the answers as a class.
- **Option:** Call on students to make the false statements true (1. . . . *at school in Colombia*; 2. *two brothers*; 4. *in Colombia*; 5. *has met*; 6. *has joined*).

Exercise 3

- **Skill / strategy:** *Find supporting details.* Have students try to do the exercise first without looking back at the interview. Then, to help students build the skill of finding supporting details, ask them to support their answers with the place in the text that determined their answer. Tell students to scan the interview for the words related to family (e.g., *children, brothers, sisters*). The interview mentions two older brothers; plus Soojin, that is three children.
- Have students find and underline the supporting details for each item.
- Go over the answers as a class. Elicit the supporting details (2. *Soojin mentions being the baby of the family and having two older brothers;* 3. *Soojin says her parents have always been very cautious;* 4. *Soojin says she is not much of an extrovert*).

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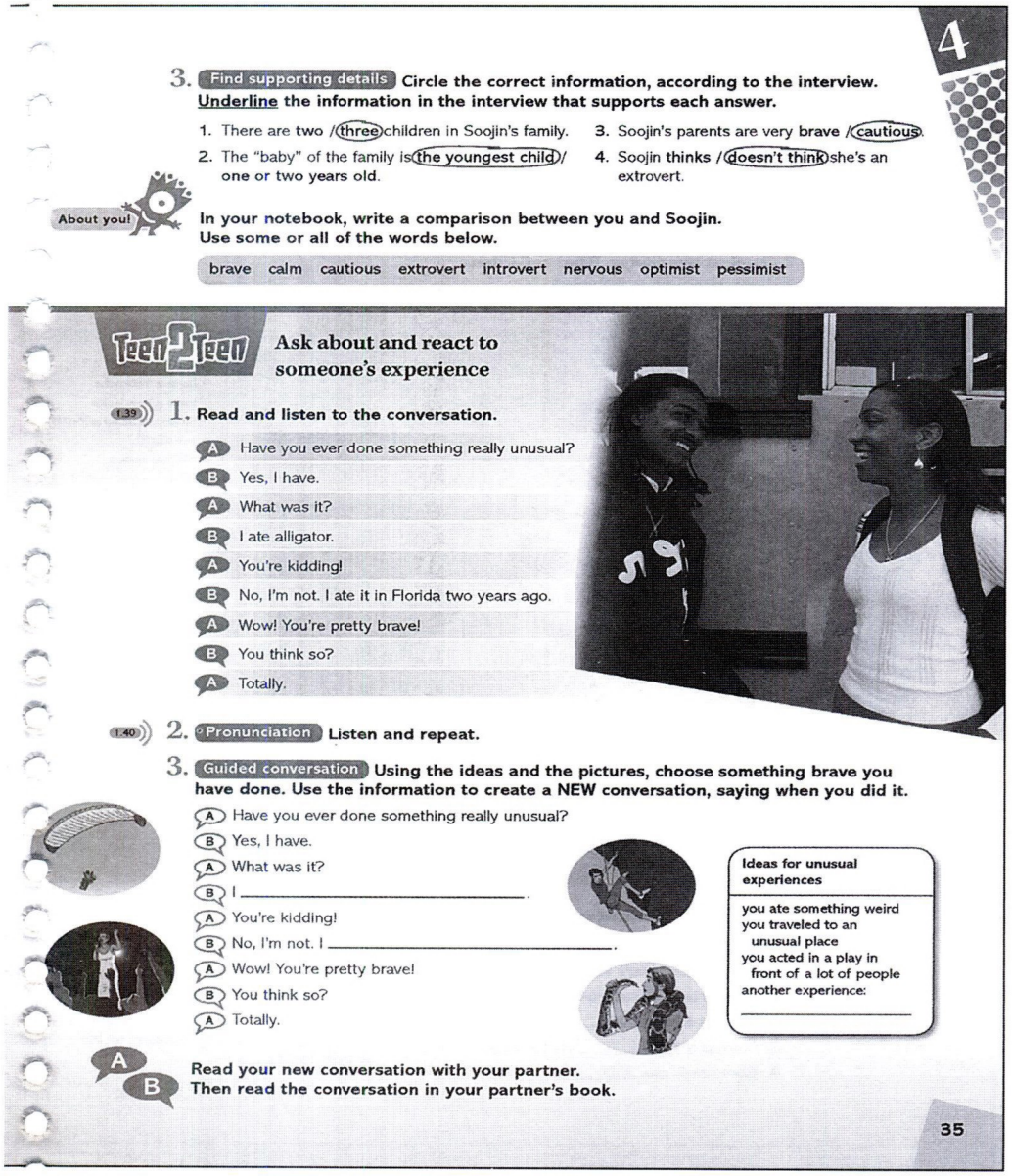

4

3. Find supporting details **Circle the correct information, according to the interview. Underline the information in the interview that supports each answer.**

1. There are two /(three) children in Soojin's family.
2. The "baby" of the family is (the youngest child) / one or two years old.
3. Soojin's parents are very brave /(cautious).
4. Soojin thinks /(doesn't think) she's an extrovert.

About you! **In your notebook, write a comparison between you and Soojin. Use some or all of the words below.**

brave calm cautious extrovert introvert nervous optimist pessimist

Teen2Teen **Ask about and react to someone's experience**

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

A Have you ever done something really unusual?
B Yes, I have.
A What was it?
B I ate alligator.
A You're kidding!
B No, I'm not. I ate it in Florida two years ago.
A Wow! You're pretty brave!
B You think so?
A Totally.

1.40 2. Pronunciation **Listen and repeat.**

3. Guided conversation **Using the ideas and the pictures, choose something brave you have done. Use the information to create a NEW conversation, saying when you did it.**

A Have you ever done something really unusual?
B Yes, I have.
A What was it?
B I _____.
A You're kidding!
B No, I'm not. I _____.
A Wow! You're pretty brave!
B You think so?
A Totally.

Ideas for unusual experiences
you ate something weird
you traveled to an unusual place
you acted in a play in front of a lot of people
another experience: _____

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

35

Suggestion

About you! can be done as a discussion activity in appropriate groups or you can ask students to report on what they wrote in their notebooks.

About you!

- Read the direction line aloud.
- First, have students draw two columns. Model on the board. Then copy words from the list under the correct name (*Soojin: cautious, introvert, nervous, optimist*).
- Have students share comparisons.
- **Option:** Have students use the lists to compare themselves to classmates.

ANSWERS
Students' own answers

Teen2Teen

Aim

Practice asking about and reacting to someone's experience

Warm-up

Write on the board:
A *Have you ever done anything really brave?*
B *Yes, I have. I saved a man's life!*
Ask two volunteers to read the above example. Explain that this dialogue shows a person asking about someone's experience. Elicit a reaction (e.g., *Really? Wow! You're kidding*).

Exercise 1 1.39

- Play the CD or read the conversation aloud while students follow. Point out that *You're kidding* is a way of showing surprise; *Totally* is an informal way of agreeing or saying *yes*.
- **Option:** Draw students' attention to the present perfect in the conversation (*Have you ever done something really unusual?; Yes, I have*). Focus on the sentence *I ate it in Florida two years ago.* Write *I have eaten it in Florida.* Ask *Does this sentence mean the same thing?* (*no, it's doesn't; it doesn't specify when*).

Exercise 2 1.40

- Play the CD or read the conversation aloud line by line for students to repeat. Practice each line first with the whole class and then ask individual students to repeat.
- Review rising intonation for *yes / no* questions. Compare to the falling intonation in *What was it?*

Exercise 3

- Read the direction line aloud and explain to students that they will now create their own conversations using Exercise 1 as a model.
- Have students look at the pictures. Ask *Has anyone ever gone hang-gliding? sung in front of an audience?* Ask a volunteer to read the *Ideas for unusual experiences*.
- Establish that students need an unusual activity in the first gap and the specific time when this happened in the second gap. Remind students that in the second gap they need to use the simple past tense with a time reference.
- Have students complete the gaps.

Chat

- Ask students to practice reading the new conversations with a partner.
- **Option:** Invite pairs to act out their conversation for the class. Encourage everyone to listen by having them write down the unusual activity and time it happened. After each role-play ask for details.

Extension
Writing page 91

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

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Unit 5

Grammar

The present perfect: *already, yet,* and *just*

The present perfect with superlatives

Vocabulary

At the doctor or dentist

Ailments

Social language

Show concern

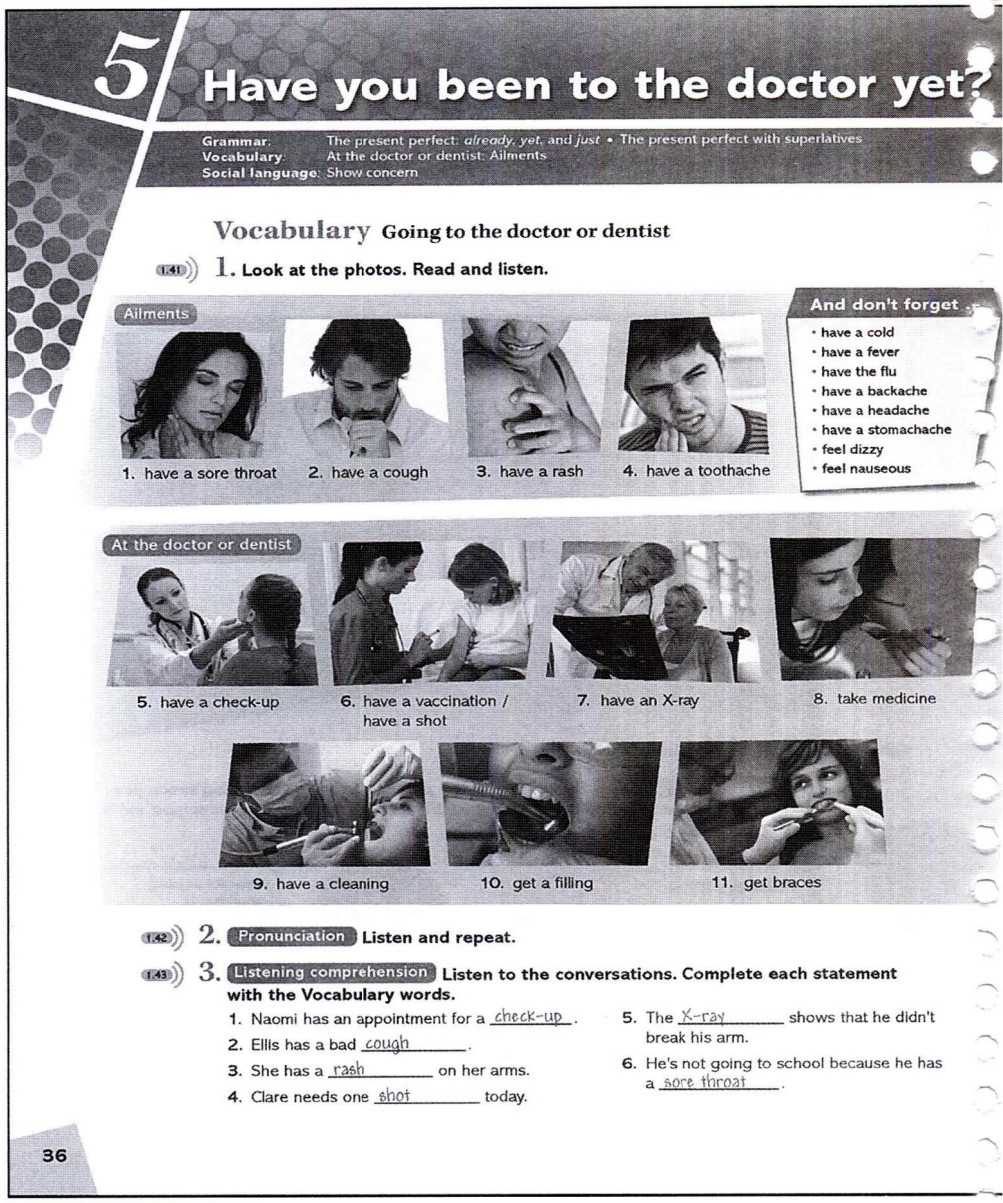
Values and cross-curricular topics

Health

Looking after your physical well-being

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.*



5 Have you been to the doctor yet?

Grammar: The present perfect: *already, yet,* and *just* • The present perfect with superlatives
Vocabulary: At the doctor or dentist: Ailments
Social language: Show concern

Vocabulary Going to the doctor or dentist

1.41 1. Look at the photos. Read and listen.

Ailments

1. have a sore throat 2. have a cough 3. have a rash 4. have a toothache

And don't forget ...
- have a cold
- have a fever
- have the flu
- have a backache
- have a headache
- have a stomachache
- feel dizzy
- feel nauseous

At the doctor or dentist

5. have a check-up 6. have a vaccination / have a shot 7. have an X-ray 8. take medicine

9. have a cleaning 10. get a filling 11. get braces

1.42 2. Pronunciation Listen and repeat.

1.43 3. Listening comprehension Listen to the conversations. Complete each statement with the Vocabulary words.

1. Naomi has an appointment for a check-up.
2. Ellis has a bad cough.
3. She has a rash on her arms.
4. Clare needs one shot today.
5. The X-ray shows that he didn't break his arm.
6. He's not going to school because he has a sore throat.

36

Vocabulary

Aim

Practice phrases for going to the doctor or dentist, and ailments

Usage

Been and *gone* are interchangeable in the unit title, and both are correct. *Been* is more common in spoken language. Another way to state the same thing would be, *Have you seen the doctor?*

Exercise 1 1•41

- Play the CD or read the phrases aloud while students follow.
- Invite students to scan the photos. Then talk about each photo and its phrase. Check that students understand the meaning. Ask *What is a rash? (a lot of red spots on the skin).*
- Call on a volunteer to read the *And don't forget ...* box. Clarify that *to feel dizzy* means to feel like your head is spinning.
- **Option:** Ask *Has anyone had any of these ailments lately? Did you go to a doctor or dentist?*

Usage

Although *have* and *get* are used interchangeably for many medical procedures (*have an X-ray,* etc.), only *get* is used for *get braces* and *get a filling. Check-up* is used for both medical and dental exams.

Exercise 2 1•42

- Play the CD or read the phrases aloud for students to repeat.
- Point out the *f* sound in *cough.* Ask *Do you know any other words like this? (enough, laugh).*

Usage

The formal word for *shot* is *injection,* though *shot* is more common in spoken language. A shot can be either for administering medicine or a vaccination against a disease. The word *shot* is used for delivering medication into the body through a needle. It is not used for a blood test because in a blood test, blood is extracted from the body, and nothing is administered. Another word for *vaccination* is *inoculation.* Another term for *a check-up* is *a physical.*

Exercise 3 1•43

- Read the direction line aloud. Explain that students will hear each conversation twice, so they could first use a pencil to mark the answers.
- Play the CD or read the audioscript aloud while students listen and write in the answers in pencil. Then students listen again and check their answers correcting as needed.
- After students complete the exercise have them compare answers in pairs.
- Go over the answers as a class.

AUDIOSCRIPT 1•43 PAGE 106

Further support
Extra Practice CD-ROM

Topic Snapshots

1. Snapshot 1 **Read Dylan's form. Why has he come to see the doctor?**

Get Well Clinic

Patient: Dylan Quinn Date: March 15

Symptoms:

nausea	backache	✓ sore throat	rash
headache	stomach ache	✓ cough	other pain _____

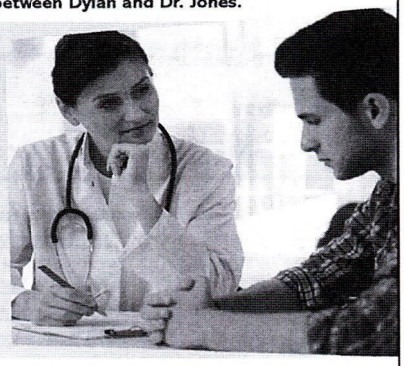
When did your symptoms begin? March 13

Are you a smoker? YES ✓ NO

2. Answer each question about Dylan's form with a statement.

1. What's the date of Dylan's appointment? It's March 15.
2. What are Dylan's symptoms? He has a sore throat and a cough.
3. How many days ago did he get sick? He got sick two days ago.

1.44 **3.** Snapshot 2 **Read and listen to the conversation between Dylan and Dr. Jones.**



Dr. Jones: Good morning, Dylan. Are you here for your yearly check-up today?

Dylan: No, actually, I'm not. I have a really bad sore throat and a cough. It's about the worst sore throat I've ever had.

Dr. Jones: Oh, I'm sorry to hear that. Let's have a look. Open wide and say "AH."

Dylan: AH.

Dr. Jones: Yeah, your throat is a little red. Have you taken any medicine?

Dylan: No, not yet.

Dr. Jones: OK, Dylan. I don't think you need to take any medicine. Stay home from school for a few days. Stay warm and drink a lot of liquid. Call me if you're not better in a day or two.

4. Read the conversation again. Circle T (true) or F (false).

1. Dylan came for a check-up. T /(F)
2. Dylan has no symptoms. T /(F)
3. The doctor looked at Dylan's throat. (T)/ F
4. She gave Dylan some medicine. T /(F)
5. She told Dylan to call if he's better. T /(F)

5. Correct the statements in Exercise 4 that are not true.

a. 1 – Dylan came because he has a bad sore throat.
b. 2 – Dylan has a sore throat and a cough.
c. 4 – The doctor didn't give Dylan any medicine.
d. 5 – She told Dylan to call if he's not better.

Topic Snapshots

Aim

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

Warm-up

Write *clinic* on the board. If necessary, clarify that a clinic is a place where people get medical treatment; sometimes it is connected to a hospital. Ask *Where do you usually go for medical treatment?*

Exercise 1 Snapshot 1

- Read the direction line and question aloud.
- Give students a few minutes to read over the form. Ask *What does the heading "symptom" mean? (something wrong that shows you have a specific medical problem).*
- Call on a volunteer to answer the question in the direction line.

ANSWER

He has had a sore throat and a cough for two days.

Exercise 2

- Read the direction line and example aloud.
- Have students do the exercise.
- Go over the answers as a class.

Extra practice activity (all classes)

- Ask students to make up their own forms to the doctor according to the sample. Then have pairs swap forms. Tell them to answer the questions in Exercise 2 using their partner's information. Circulate to help.

Exercise 3 Snapshot 2 1.44

- Read the direction line aloud.
- Play the CD or read the conversation aloud while students follow. Focus on the line *I have a really bad sore throat.* Explain that you can use *really bad* with other symptoms, e.g., *a stomachache, cough, cold,* etc.
- Point out the stress on *a <u>really</u> bad sore throat* and *it's about <u>the worst</u> sore throat I've ever had.* Explain that in the line *Your throat <u>is</u> a little red,* the stress is on *is* because the doctor is confirming there is a problem causing his sore throat.
- **Option:** In pairs, students can role-play the conversation.

Extra practice activity (all classes)

- Ask a volunteer to read the second line of the conversation where Dylan describes his symptoms. Draw a horizontal line on the board. On the left end write *healthy throat* and on the other right end write *extremely sore throat.* Point out that first he says *I have a really bad sore throat.* Ask *Where on this line would you put Dylan's throat pain? (close to the right end).* Then point out that he says *It's about the worst sore throat I've ever had.* Ask *Where on the line would you put his pain? (at the right end if not past it).*

Extra practice activity (all classes)

- Write on the board:
  I remember the worst _____ I've ever had. It was . . .
  Call on volunteers to fill in the blank with ideas from the Vocabulary on page 36, e.g., *the worst toothache.* Invite students to share details (e.g., *My tooth hurt really bad. I had a fever . . .*).

Exercise 4

- Read the direction line and example.
- Have students do the exercise.
- Go over the answers as a class.

Exercise 5

- Read the direction line aloud. Model item 1 in Exercise 4. Ask *What is incorrect in the statement? (He went to the doctor because he wasn't feeling well).*
- Have students do the exercise.
- Go over the answers as a class.

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Grammar

Aim

Practice the present perfect: *already, yet,* and *just*

Grammar support
Interactive Grammar Presentation

Exercise 1

- Write on the board:
  Have you done your homework already?
  Ask *What form is this?* (*present perfect*).
  Review that the present perfect is for indefinite past.
- Circle *already* in the sentence and read the first rule and the example.
- Read the second grammar rule and example. Ask a volunteer to rewrite the statement on the board using *yet* (*Have you done your homework yet?*).
- Read the third grammar rule and example. Write a response to the question on the board:
  I've already done my homework.
- Then read the fourth grammar rule and example. Write a negative response to the question on the board:
  I haven't done my homework yet.
- Focus on *just* in the last grammar rule. Rewrite the response on the board to use *just*: *I have just done my homework.* Ask *When did I do my homework?* (*very recently*).
- Finally, focus students' attention on the *Reminder* note and the *Language tips*.
- **Option:** Have students go back to the conversation on page 37. Focus on the exchange:
  A *Have you taken any medicine?*
  B *No, not yet.*
  Point out that *No, not yet* is short for *No, I haven't taken any medicine yet.*

Usage

It is not incorrect to place *yet* before the past participle (*He hasn't yet had the X-ray*). However, that placement is less frequent and much more formal.

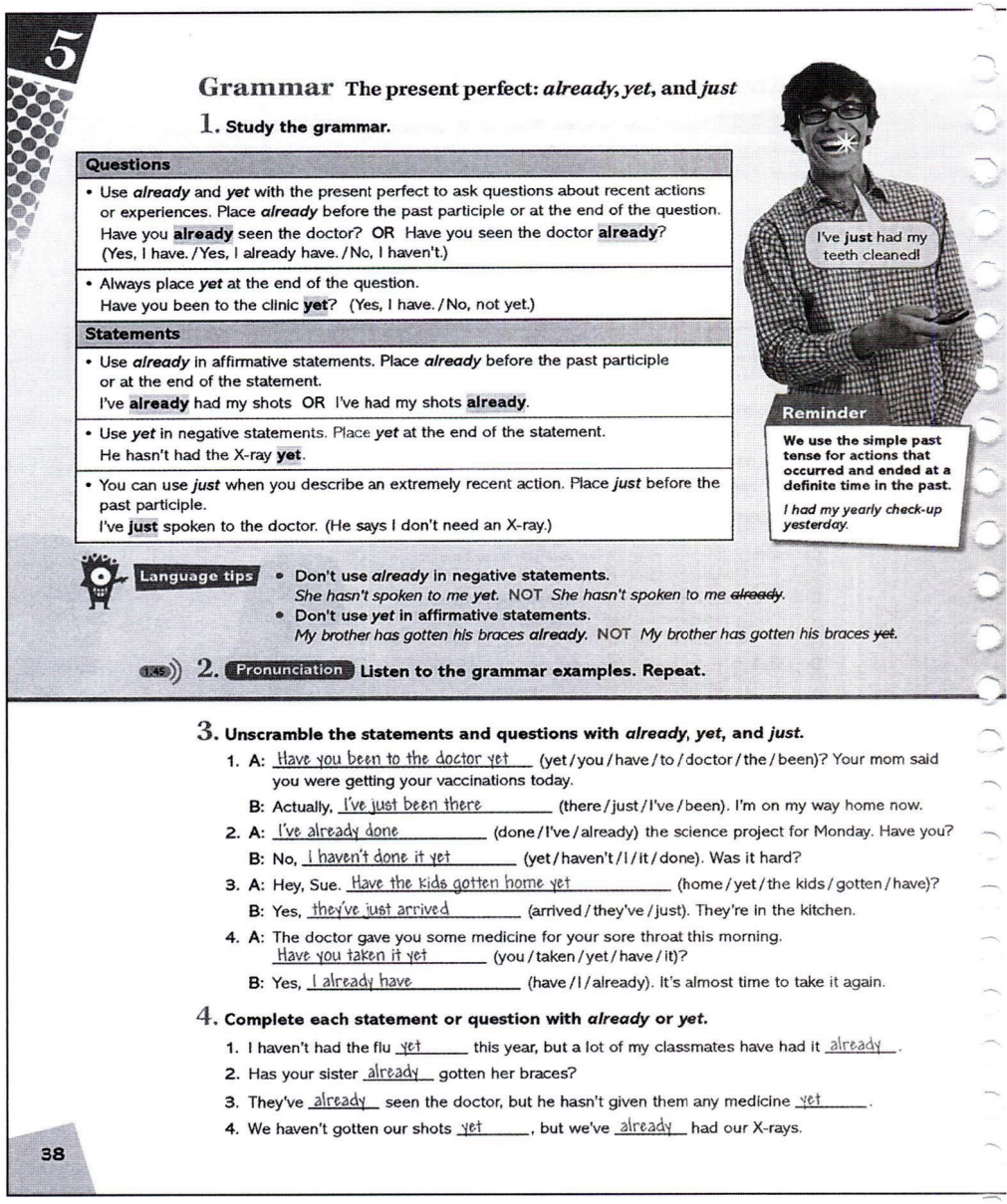
It is common and correct in informal spoken English to use the simple past tense with *just* (*I just saw the dentist*).

Exercise 2 1•45

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

AUDIOSCRIPT 1•45

Have you already seen the doctor?
Have you seen the doctor already?
Have you been to the clinic yet?
I've already had my shots.
I've had my shots already.
He hasn't had the X-ray yet.
I've just spoken to the doctor.



5

Grammar The present perfect: *already, yet,* and *just*

1. Study the grammar.

Questions

- Use ***already*** and ***yet*** with the present perfect to ask questions about recent actions or experiences. Place ***already*** before the past participle or at the end of the question.
  Have you **already** seen the doctor? OR Have you seen the doctor **already**?
  (Yes, I have. / Yes, I already have. / No, I haven't.)
- Always place ***yet*** at the end of the question.
  Have you been to the clinic **yet**? (Yes, I have. / No, not yet.)

Statements

- Use ***already*** in affirmative statements. Place ***already*** before the past participle or at the end of the statement.
  I've **already** had my shots OR I've had my shots **already**.
- Use ***yet*** in negative statements. Place ***yet*** at the end of the statement.
  He hasn't had the X-ray **yet**.
- You can use ***just*** when you describe an extremely recent action. Place ***just*** before the past participle.
  I've **just** spoken to the doctor. (He says I don't need an X-ray.)

I've **just** had my teeth cleaned!

Reminder

We use the simple past tense for actions that occurred and ended at a definite time in the past.

I had my yearly check-up yesterday.

Language tips

- **Don't use *already* in negative statements.**
  *She hasn't spoken to me **yet**.* NOT *She hasn't spoken to me ~~already~~.*
- **Don't use *yet* in affirmative statements.**
  *My brother has gotten his braces **already**.* NOT *My brother has gotten his braces ~~yet~~.*

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

3. Unscramble the statements and questions with *already, yet,* and *just*.

1. A: Have you been to the doctor yet (yet / you / have / to / doctor / the / been)? Your mom said you were getting your vaccinations today.
   B: Actually, I've just been there (there / just / I've / been). I'm on my way home now.
2. A: I've already done (done / I've / already) the science project for Monday. Have you?
   B: No, I haven't done it yet (yet / haven't / I / it / done). Was it hard?
3. A: Hey, Sue. Have the kids gotten home yet (home / yet / the kids / gotten / have)?
   B: Yes, they've just arrived (arrived / they've / just). They're in the kitchen.
4. A: The doctor gave you some medicine for your sore throat this morning. Have you taken it yet (you / taken / yet / have / it)?
   B: Yes, I already have (have / I / already). It's almost time to take it again.

4. Complete each statement or question with *already* or *yet*.

1. I haven't had the flu yet this year, but a lot of my classmates have had it already.
2. Has your sister already gotten her braces?
3. They've already seen the doctor, but he hasn't given them any medicine yet.
4. We haven't gotten our shots yet, but we've already had our X-rays.

38

Exercise 3

- Read the direction line and example aloud. Ask *Is it a statement or a question?* (*a question – there is a question mark at the end*) *What is the rule for "yet"?* (*it has to be at the end of a question or negative statement*).
- Ask students to circle each instance of *already, yet,* and *just* in the exercise. Tell them to reread the *Language tips* and then unscramble the statements and questions. Remind them to notice the punctuation.
- Have students compare answers in pairs.
- Go over the answers as a class.

Exercise 4

- Read the direction line and example aloud. Ask *Why is "yet" used in the first blank?* (*it's a negative statement*) *Why is "already" used in the second blank?* (*because it's an affirmative sentence; "just" can't appear at the end of the sentence*).
- Go over the answers as a class.

Further support
Extra Practice CD-ROM

5. **Circle *already* or *yet* and the correct verb phrase. Remember to use the simple past for completed actions in the past.**

1. A: I haven't gotten my class schedule **already** /(yet) Have you?
   B: Yes, I **have gotten** /(got) it yesterday.
2. A: Has the dentist (already) / **yet** called you?
   B: No, he (hasn't) / **didn't yet**.
3. A: I haven't seen the new doctor **already** /(yet) Have you?
   B: No, but I've (just) / **yet** made an appointment. I'm seeing her this afternoon.
4. A: I've had all my vaccinations (already) / **yet**.
   B: Me, too. I **have had** /(had) the last one this morning.

1.46 **6.** **Listening comprehension** **Listen to the conversations. Then listen again and complete each statement with a verb phrase in the present perfect and *already* or *yet*.**

1. She hasn't called the doctor yet.
2. Nicole has seen the doctor already.
3. He hasn't taken any medicine yet.
4. Miles has had his check-up already.
5. Her dad hasn't had an X-ray yet.

Grammar The present perfect with superlatives

1. **Study the grammar.**

- **It's common to express an opinion with the present perfect and superlative adjectives. To strongly emphasize your opinion, you can use *ever*.**

She's **the best** dentist I'**ve been** to.
My mom says this is **the worst** headache she'**s** ever **had**.
This science project is **the hardest** one we'**ve** ever **done**.

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

3. **Use the cues to write opinions, using superlatives and the present perfect.**

1. Ms. Hamilton is the best (good) English teacher we have ever had (we / ever / have).
2. Dr. Ort is the most nervous (nervous) dentist I've ever gone to (I / ever / go to). His hands shake!
3. My mom says my room is the messiest (messy) room she's ever seen (she / ever / see).
4. I'm not the most talkative (talkative) person you've ever met (you / ever / meet), but I'm not really an introvert.
5. This month's *Bike Magazine* has the best (good) article on mountain bikes I've ever read (I / ever / read).

About you!

Write three statements with your own opinion, using the present perfect with *the best*, *the worst*, *the most difficult*.

Frozen is the best animated movie I've ever seen.
(the best) _____
(the worst) _____
(the most difficult) _____

Exercise 5

- Read the direction line aloud. For a brief review, ask *When do we use the present perfect and when do we use the simple past?* (*we use the simple past when there is a definite past time marker; the present perfect is used to talk about indefinite time*).
- Have students do the exercise.
- Go over the answers as a class. Focus on the simple past uses in 1 and 4. Ask *What are the past time markers?* (1. *yesterday*; 4. *this morning*).

Exercise 6 1•46

- Read the direction line aloud. Tell students there is one conversation for each item. They will hear each twice.
- Give students time to scan the exercise items and think which verb could be used in the sentences (e.g., *items 1 and 2: you can see / call / talk to a doctor; item 3: you can take / buy medicine;* 4. you can have a check-up; 5. you can *have / get an X-ray*).
- Play the CD or read the audioscript aloud. Then have students listen again and fill in the blanks correctly.
- Go over the answers as a class.

AUDIOSCRIPT 1•46 PAGE 106

Grammar

Aim

Practice the present perfect with superlatives

Grammar support
Interactive Grammar Presentation

Exercise 1

- To warm up, write *This is the best / funniest / loudest class I've ever taught.* Ask *What forms do you see?* (*superlative, present perfect*). Explain that in all your life, you've never taught a class this good / funny / loud.
- Read the grammar rule and examples. Reiterate that you use *ever* to strongly emphasize opinion.
- **Option:** Have students go back to the conversation on page 37 and find one example of the present perfect with superlative: *It's about the worst sore throat I've ever had.* Ask *What does this mean?* (*That in all his life he doesn't remember having a worse sore throat.*)

Exercise 2 1•47

- Play the CD or read the grammar examples aloud for students to repeat. Point out the stress on *the + superlative* and *ever* in the sentences.
- Then play or read each item again.

AUDIOSCRIPT 1•47

She's the best dentist I've been to.
My mom says this is the worst headache she's ever had.
This science project is the hardest one we've ever done.

Exercise 3

- Read the direction line aloud. Have students scan the adjectives. Remind students that if an adjective has two or more syllables, you use *most* + adjective. Superlatives were taught in *Teen2Teen* Three Unit 3 if students need review.
- Have students complete the exercise. If students have difficulty forming irregular superlatives, review *good, better* and elicit *best*. Also check for correct dropping of *y* + *-iest* in item 3.

Suggestion

About you! can be done as a discussion activity in appropriate groups or you can ask students to report on what they wrote in their notebooks.

About you!

- Read the task and give students time to write three statements.
- Have them discuss in pairs.
- Bring the class together and share.

Further support
Extra Practice CD-ROM

Reading

Aim

Develop reading skills: A public health pamphlet

Warm-up

Bring students' attention to the word *pamphlet*. Explain that this is a very thin booklet or a piece of paper often folded over in thirds (like the pamphlet illustrated on the page) that gives information about something.

Exercise 1 1•48

- Read the direction line and question aloud. Ask *Based on the question, what do you think is the point of view of the pamphlet? (smoking is bad).*
- Explain that students will answer the question after reading the pamphlet.
- Play the CD or read the pamphlet aloud while students follow.
- Go over vocabulary as needed. *To irritate* means to make a part of your body hurt or unwell. Explain that *buddy* is an informal word for friend.
- Finally, return to the question in the direction line and elicit answers.

ANSWER

Smoking damages your heart and lungs. It can become an addiction.

Exercise 2

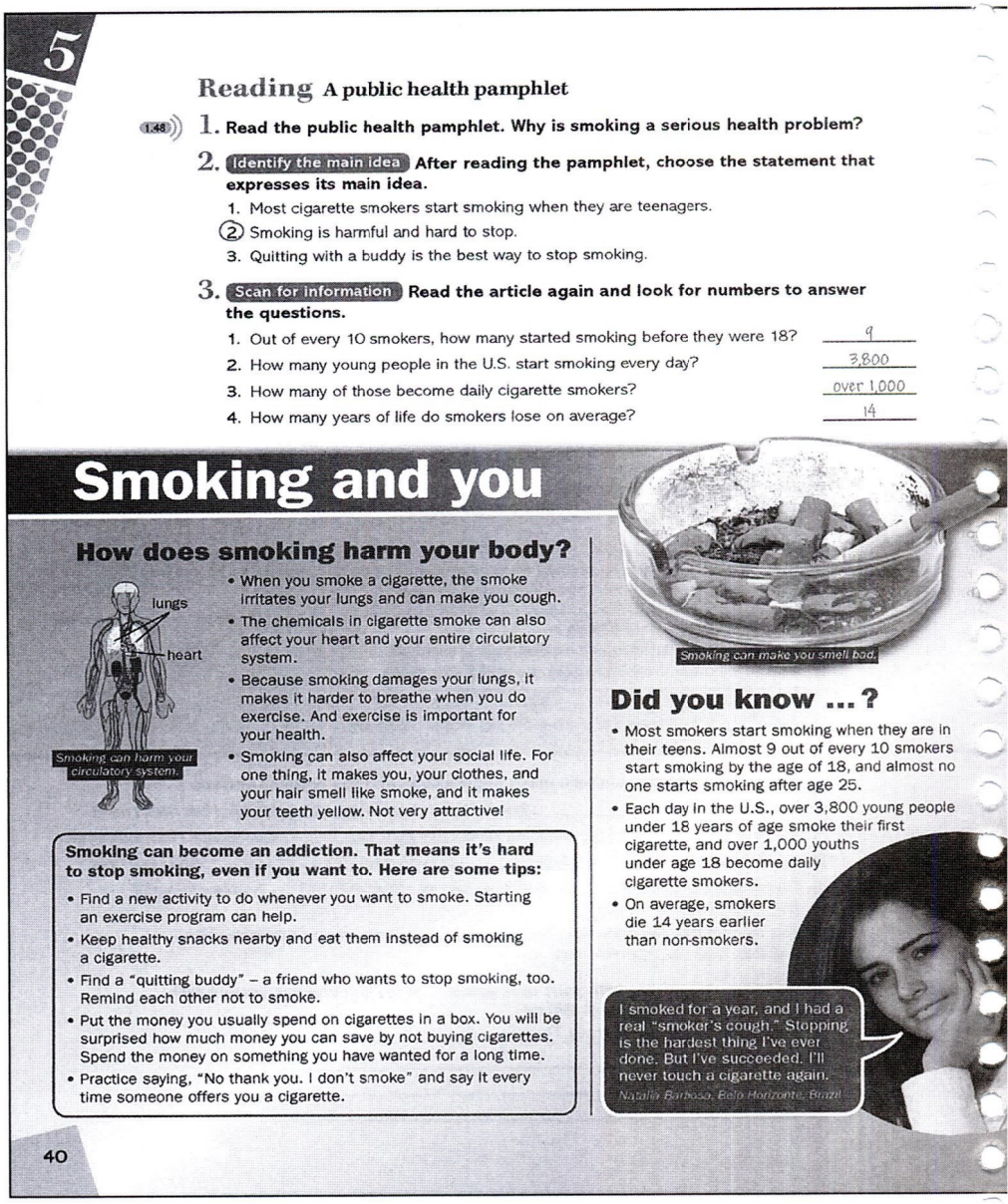
- **Skill / strategy:** *Identify the main idea.* Explain that this strategy helps a reader understand the main message of an article and then focus on the supporting details.
- Read the direction line aloud. Tell students to think about the choices and do the exercise. Let them compare their answer with a partner.
- Bring the class together and analyze all the choices: option 1 is a true statement, but not the focus of the article. Option 3 is a tip for quitting smoking, but also not the main idea.

Extra practice activity (all classes)

- Invite students to find one example of the present perfect with superlative (*Stopping is the hardest thing I've ever done*). Ask volunteers *What is the hardest thing you've ever done?*

Exercise 3

- **Skill / strategy:** *Scan for information.* Introduce the reading strategy. Explain that *to scan* means to read something quickly. Explain that it is possible to find details in a text without reading or rereading the entire text. You just look for specific words or numbers.
- Focus on the example. Ask *What should you scan the text for? (the phrase "out of every 10 smokers").*



5

Reading A public health pamphlet

1.48 1. **Read the public health pamphlet. Why is smoking a serious health problem?**

2. **Identify the main idea** **After reading the pamphlet, choose the statement that expresses its main idea.**
   1. Most cigarette smokers start smoking when they are teenagers.
   2. Smoking is harmful and hard to stop.
   3. Quitting with a buddy is the best way to stop smoking.

3. **Scan for information** **Read the article again and look for numbers to answer the questions.**
   1. Out of every 10 smokers, how many started smoking before they were 18? 9
   2. How many young people in the U.S. start smoking every day? 3,800
   3. How many of those become daily cigarette smokers? over 1,000
   4. How many years of life do smokers lose on average? 14

Smoking and you

How does smoking harm your body?

lungs
heart
Smoking can harm your circulatory system.

- When you smoke a cigarette, the smoke irritates your lungs and can make you cough.
- The chemicals in cigarette smoke can also affect your heart and your entire circulatory system.
- Because smoking damages your lungs, it makes it harder to breathe when you do exercise. And exercise is important for your health.
- Smoking can also affect your social life. For one thing, it makes you, your clothes, and your hair smell like smoke, and it makes your teeth yellow. Not very attractive!

Smoking can become an addiction. That means it's hard to stop smoking, even if you want to. Here are some tips:

- Find a new activity to do whenever you want to smoke. Starting an exercise program can help.
- Keep healthy snacks nearby and eat them instead of smoking a cigarette.
- Find a "quitting buddy" – a friend who wants to stop smoking, too. Remind each other not to smoke.
- Put the money you usually spend on cigarettes in a box. You will be surprised how much money you can save by not buying cigarettes. Spend the money on something you have wanted for a long time.
- Practice saying, "No thank you. I don't smoke" and say it every time someone offers you a cigarette.

Smoking can make you smell bad.

Did you know ...?

- Most smokers start smoking when they are in their teens. Almost 9 out of every 10 smokers start smoking by the age of 18, and almost no one starts smoking after age 25.
- Each day in the U.S., over 3,800 young people under 18 years of age smoke their first cigarette, and over 1,000 youths under age 18 become daily cigarette smokers.
- On average, smokers die 14 years earlier than non-smokers.

I smoked for a year, and I had a real "smoker's cough." Stopping is the hardest thing I've ever done. But I've succeeded. I'll never touch a cigarette again.
Natalia Barbosa, Belo Horizonte, Brazil

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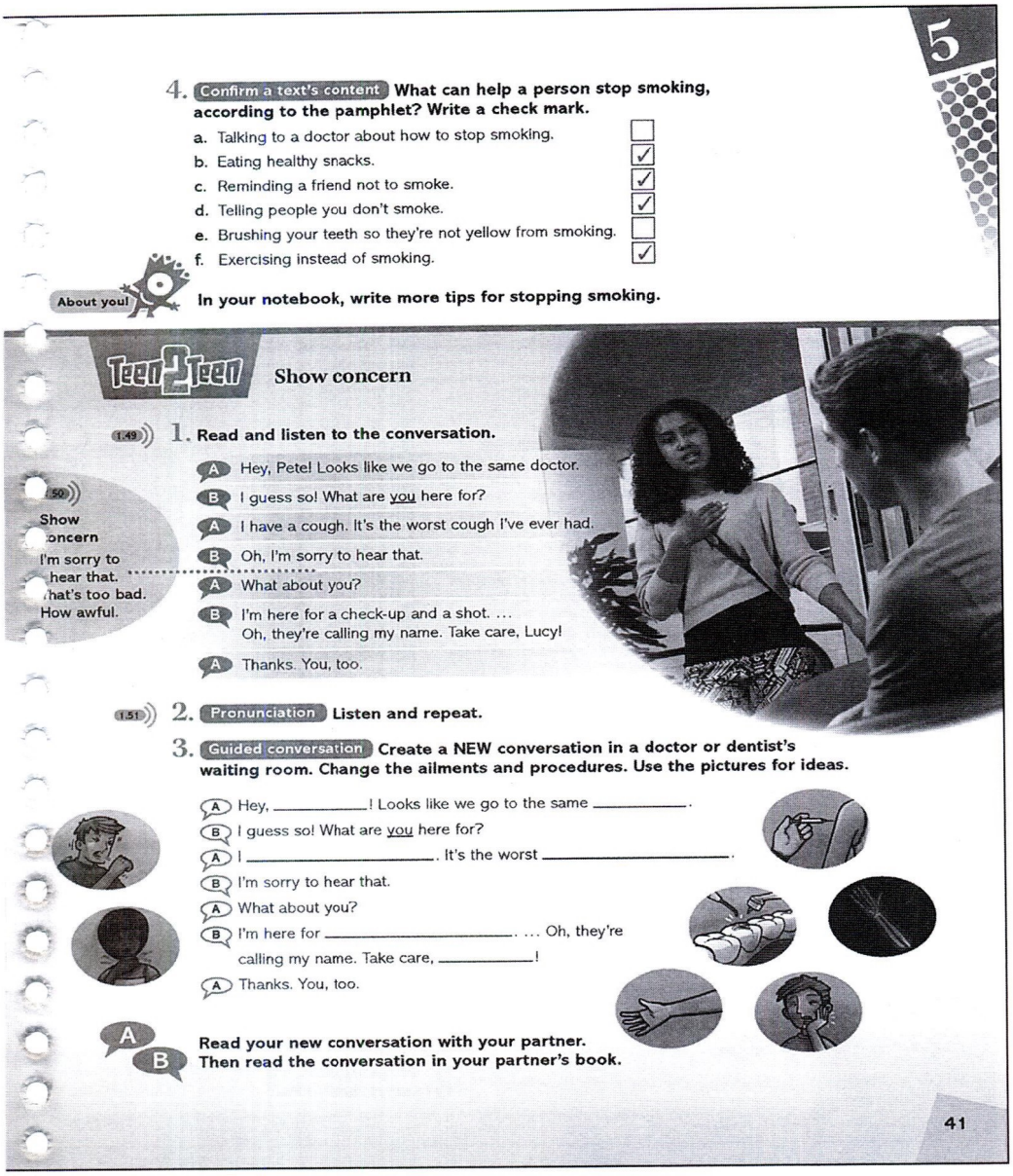
- Have students look at the rest of the questions. Have them underline what information they will scan the text for to find the answers (2. *young people*; 3. *daily cigarette smokers;* 4. Point out to students that in item 4 the exercise item rephrases the information students will find; explain *to lose years of life* means to die – students will scan for *die*.) Circulate to help.
- Have students complete the exercise and then compare answers in pairs.
- Go over answers as a class.

Exercise 4

- **Skill / strategy:** *Confirm a text's content.* Explain that confirming a text's content allows students to fully understand what a text is about.
- Read the direction line. Point out that checking off which information was included in the pamphlet is a good way to confirm content since it makes you think about what you have read.
- Encourage students to first try to do the exercise without looking back at the article. Then have them compare answers with a partner.
- In pairs, have students return to the text and confirm each tip occurs in the pamphlet (direct students to the bullet points in the middle of the pamphlet). Circulate to help as necessary.
- Go over answers as a class.



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4. Confirm a text's content **What can help a person stop smoking, according to the pamphlet? Write a check mark.**

a. Talking to a doctor about how to stop smoking. ☐
b. Eating healthy snacks. ☑
c. Reminding a friend not to smoke. ☑
d. Telling people you don't smoke. ☑
e. Brushing your teeth so they're not yellow from smoking. ☐
f. Exercising instead of smoking. ☑

About you! **In your notebook, write more tips for stopping smoking.**

Teen2Teen **Show concern**

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

A Hey, Pete! Looks like we go to the same doctor.
B I guess so! What are you here for?
A I have a cough. It's the worst cough I've ever had.
B Oh, I'm sorry to hear that.
A What about you?
B I'm here for a check-up and a shot. … Oh, they're calling my name. Take care, Lucy!
A Thanks. You, too.

1.50 Show concern
I'm sorry to hear that.
That's too bad.
How awful.

1.51 2. Pronunciation **Listen and repeat.**

3. Guided conversation **Create a NEW conversation in a doctor or dentist's waiting room. Change the ailments and procedures. Use the pictures for ideas.**

A Hey, _____! Looks like we go to the same _____.
B I guess so! What are you here for?
A I _____. It's the worst _____.
B I'm sorry to hear that.
A What about you?
B I'm here for _____. … Oh, they're calling my name. Take care, _____!
A Thanks. You, too.

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

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Suggestion

About you! can be done as a discussion activity in appropriate groups or you can ask students to report on what they wrote in their notebooks.

About you!

- Read the direction line aloud. Elicit a couple of ideas not mentioned in the pamphlet. Then have students write a few more.
- Have students share in pairs or as a class.
- **Option:** Ask *Does anyone disagree with any of these tips? Does anyone think smoking is actually not that bad?*

Teen2Teen

Aim

Practice social language for showing concern

Warm-up

Choose a volunteer and say to him / her *My tooth really hurts*. Elicit a response. Write it on the board (e.g., *I'm sorry to hear that.*) Ask students for other ways to respond (*That's terrible; I'm sorry*).

Ask *In what other situations might you show concern?* (*If someone is sad or hurt*).

Exercise 1 1•49–1•50

- Focus on the photo. Ask *How does the girl look?* (*worried; ill*).
- Play the CD or read the conversation aloud while students follow. Clarify vocabulary. The expression *I guess so* means *it appears to be the case.*
- **Option:** Ask students to look for an example of the present perfect with superlative in the conversation: *It's the worst cough I've ever had.*
- Now focus on *Show concern* and play the CD or read the expressions aloud while students follow.

Exercise 2 1•51

- Play the CD or read the conversation aloud line by line for students to repeat. Practice each line first with the whole class and then ask individual students to repeat.
- Point out the stress in *What are you here for?*

Exercise 3

- Read the direction line aloud. Have students identify the ailments and procedures illustrated on the page (*a cough, a sore throat, a rash, a toothache, get a filling, have an X-ray, have a vaccination*). Clarify that a *procedure* is a medical treatment. Refer students to the Vocabulary on page 36 if they need help.
- Establish that the first gap requires a name for B. The second gap requires the word *dentist* or *doctor*, whichever the student wants to focus the conversation on. The third and fourth gaps require an ailment for A. The fifth gap requires an ailment for B. The final gap requires a name for A.
- Students then complete the gaps. Circulate to help as necessary.

Chat

- Students work with a partner to practice reading the new conversations that they have written together.
- **Option:** Invite volunteers to act out their conversation for the class. Encourage everyone to listen by having them write down the two ailments. After each role-play ask for details.

Extension
Writing page 91

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

Unit 6

Grammar

The present perfect: *for* and *since*

Information questions with *How long*

Vocabulary

Geographical features

Social language

Apologize and provide a reason for being late

Accept an apology

Values and cross-curricular topics

The environment

Tourism and travel

Vacations

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

Note

If there isn't a map in class, bring a map of South America that clearly shows Ecuador including the Galapagos Islands in the Pacific Ocean. If possible, bring also a detailed map of Ecuador with capital city Quito, the city Cuenca, and Sangay National Park labeled.

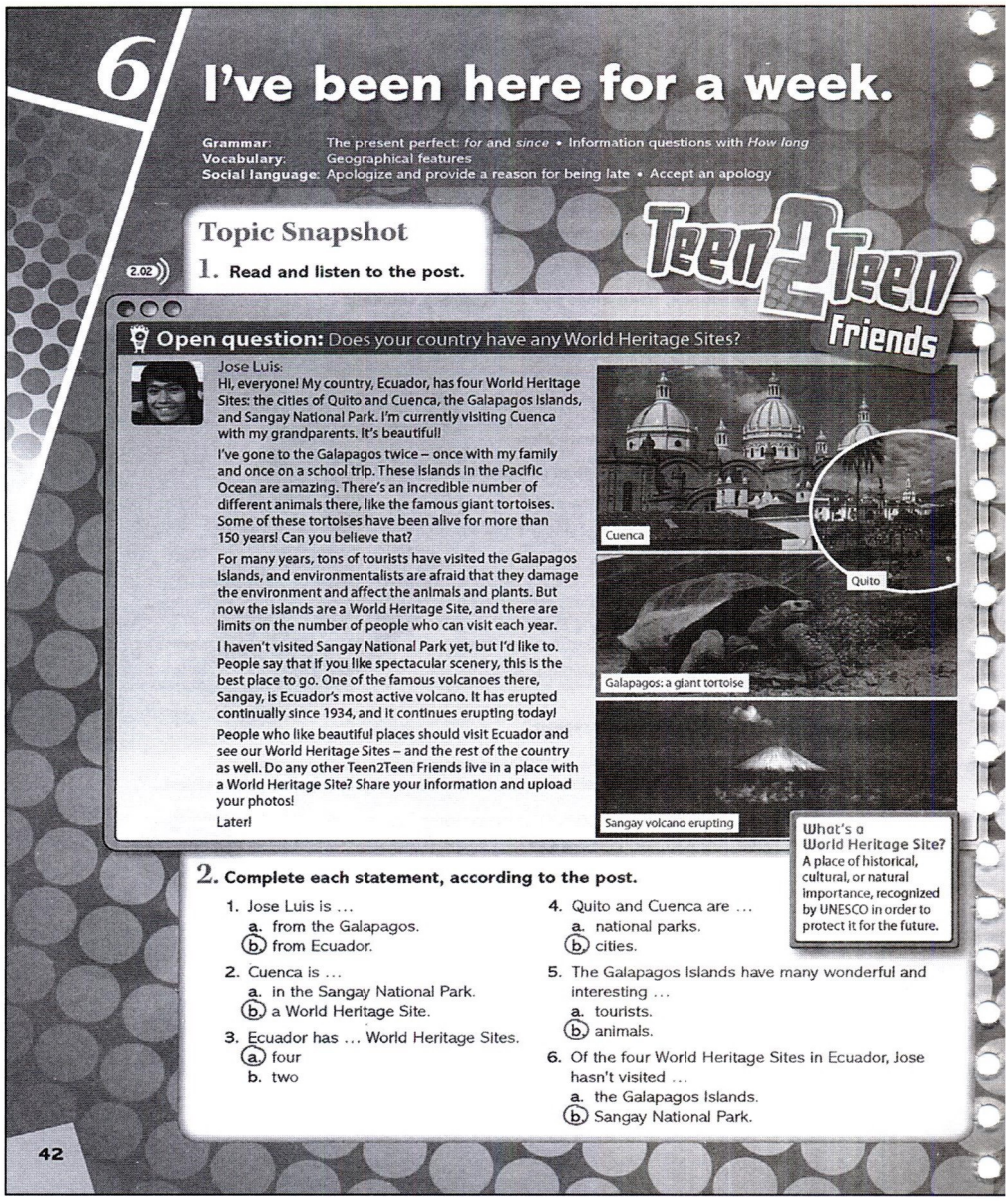
Warm-up

Have students find Ecuador on the map. Ask *What ocean is it next to?* (*The Pacific*) *Which Teen2Teen character is from Ecuador?* (*Jose Luis*) *Is Jose Luis posting today?* (*yes, he is*).

BACKGROUND INFORMATION Explain that UNESCO is short for *United Nations Educational, Scientific, and Cultural Organization*. It is a part of the United Nations that focuses on providing help for poorer countries with education, science, and culture. It is based in Paris, France.

Exercise 1 2•02

- Focus on the photos in the post. Identify any unknown vocabulary in the photos by pointing to the item, e.g., *cathedral, tortoise, volcano.*
- Review the term *Open question*: it is not answered *yes* or *no*, it can have different opinions. Explain that in his post, Jose Luis will answer the Open question.



- Ask a volunteer to read the definition of World Heritage Site.
- Play the CD or read the post aloud while students follow.
- Clarify vocabulary as needed: *an incredible number of different animals* means a very large number; *tons of tourists* means very many tourists; *spectacular* means fantastic or impressive. Bring students' attention to the word *Later* at the end of the post. Ask *What does this mean?* (informal for *See you later*).
- Ask individual students the Open question.
- **Option:** For homework, students can research a World Heritage Site from their country.

ANSWERS

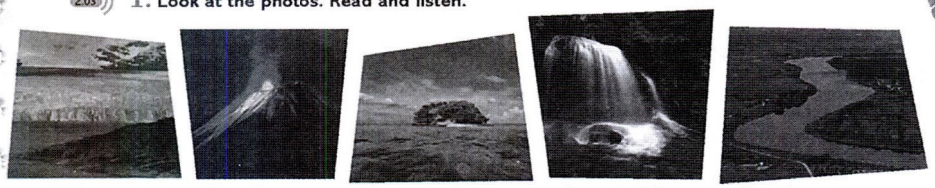
Students' own answers

Exercise 2

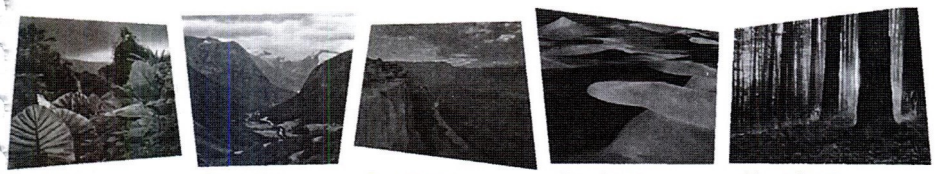
- Read the direction line aloud. Encourage students to first try to do the exercise without looking back at the post.
- Then have them compare answers in pairs and return to the post as needed.
- Go over the answers as a class.

Vocabulary Geographical features

2.03 **1. Look at the photos. Read and listen.**



1. a glacier 2. a volcano 3. an island 4. a waterfall 5. a river



6. a jungle 7. a valley 8. a canyon 9. a desert 10. a forest

2.04 **2. Pronunciation Listen and repeat.**

3. Match the places with the definitions.

1. a place where a lot of water falls down from a high place
2. a place you need a boat or an airplane to get to
3. a place where there is snow and ice
4. a mountain that can erupt
5. a place that is very hot and has very little water
6. a kind of forest in a place that is hot and rainy

a. a volcano
b. a desert
c. a glacier
d. a waterfall
e. a jungle
g. an island

4. Complete the chart with geographical features from the Vocabulary.

places that are hot	places that are cold	places with very little water
a desert a jungle	a glacier	a desert
good places for hiking	**good places for rock climbing**	**places with lots of water**
a valley an island a forest a jungle	a canyon a volcano	a waterfall a river

2.05 **5. Listening comprehension Listen to the tour guides. Circle the correct geographical feature from the Vocabulary.**

1. They're visiting a glacier /(jungle)
2. They won't see the forest /(volcano) today.
3. The (waterfall)/ valley is beautiful.
4. They are visiting a (canyon)/ glacier.
5. They're going to see a (river)/ waterfall.

Vocabulary

Aim

Practice phrases for geographical features

Exercise 1 2•03

- To warm up write the word *geography* on the board. Elicit the meaning (*the study of the countries, oceans, rivers, mountains, cities*).
- Play the CD or read the phrases aloud while students follow.
- Ask *Which of these features were mentioned in Jose's post? (an island, a volcano).*

Exercise 2 2•04

- Play the CD or read the phrases aloud for students to repeat.
- Point out that *glacier* is pronounced /ˈgleɪʃər/. The *a* in the word *volcano* is pronounced like the *a* in *name*. In *island* the *s* is silent. The word *desert* has stress on the first syllable: *desert* as opposed to the word *dessert* (sweet food served after a main meal), which has stress on the second syllable: *dessert.*
- **Option:** Students learned some of the terms in Cross-curricular readings in earlier levels of *Teen2Teen*.

Usage

If there's confusion about the difference between a forest and a jungle, you may wish to clarify the difference by providing familiar examples of jungles and forests. *Jungle* ordinarily refers to a densely overgrown forested area, typically in the tropics.

Exercise 3

- Read the direction line aloud. Encourage students to first try to match the items without looking back at the photos.
- Go over the answers as a class.
- **Option:** Ask *Which of these features have you seen in your life? Where?*
- **Option:** Divide the class into groups. Students can quiz each other. They can either provide definitions for other students to say the vocabulary words, or for more of a challenge, students can ask each other the definitions for the various words.

Extra extension activity (stronger classes)

- Students can look up definitions in a dictionary for the four items from the vocabulary not included in Exercise 3 (*a river, a valley, a forest, a canyon*).

Exercise 4

- Read the direction line and chart headings aloud.
- Have students do the exercise individually. Tell students to look at the vocabulary in Exercise 1 to see how to spell the various words.
- Go over the answers as a class.

Suggestion

Accept all reasonable answers in Exercise 4. They may vary and overlap. Students may disagree about some. For example, students may say that a canyon has little water, and that is often, but not always, true. Some may say that a jungle is a good place for hiking, and others may disagree. You may wish to ask students to back up their responses with the names of places they know and the reasons for their responses.

Exercise 5 2•05

- Read the direction line aloud. Explain that students will hear each conversation twice to decide which geographical feature is being described.
- Play the CD or read the audioscript aloud while students listen and circle the answers. Then students listen again and check their answers.
- Go over the answers as a class.

AUDIOSCRIPT 2•05 PAGE 106

Further support
Extra Practice CD-ROM

Grammar

Aim

Practice the present perfect: *for* and *since*; Information questions with *How long*

Grammar support
Interactive Grammar Presentation

Exercise 1

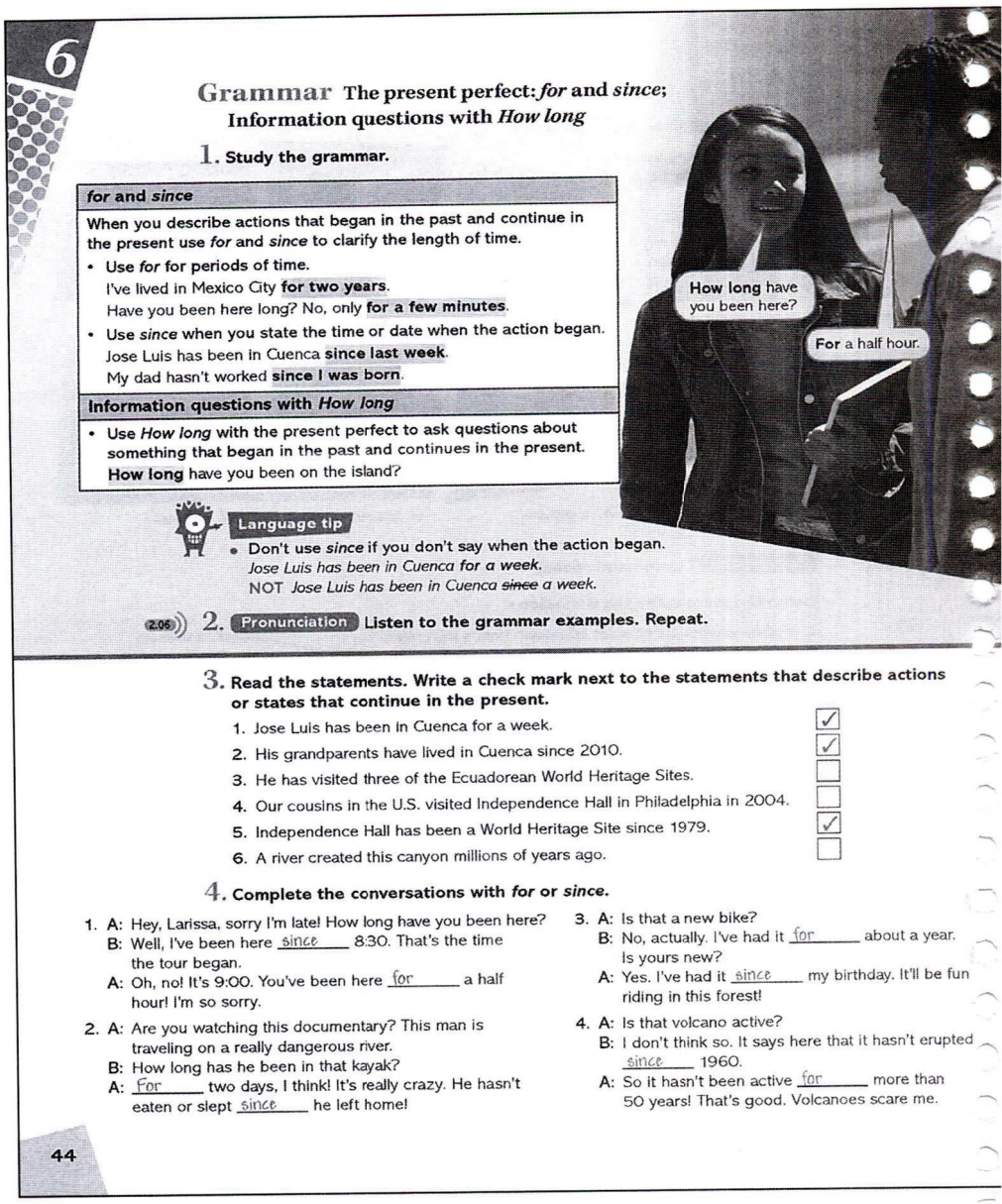
- Write the Unit title on the board: *I've been here for a week.* Explain that *for a week* describes how long you have been here.
- Read the first grammar rule and the explanation of *for*. Then look back at the example on the board. Ask *What is the period of time in this statement?* (*a week*). Then read the explanation of *since*. Rewrite the statement on the board with *since* and add *last* + the day of the week it is in reality (e.g., *I've been here since last Monday*). Ask *Do these two statements on the board have the same meaning?* (*Yes, "for a week" focuses on the length of time and "since + day of the week" focuses on the time the action began*).
- Focus on the example *My dad hasn't worked since I was born* and write it on the board. Ask *What is the time the action began in this statement?* (*when the person was born*). Explain that the time an action began can appear in the form of a statement (e.g., *since I graduated college*, etc.).
- Read the second grammar rule and example. Then elicit the question for the statements on the board (*How long have you been here?*).
- Read the speech balloons. Elicit a response with *since*. Ask *What time is it now?* Explain that if the person says he's been here for a half hour, that means the present time (e.g., 11:00 minus a half hour, so 10:30).
- Finally, read the *Language tip*.
- **Option:** Have students underline three uses of *for* and *since* in Exercise 1 on page 42 (*for more than 150 years; For many years; since 1934*).

Exercise 2 2·06

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

AUDIOSCRIPT 2·06

I've lived in Mexico City for two years.
Have you been here long? No, only for a few minutes.
Jose Luis has been in Cuenca since last week.
My dad hasn't worked since I was born.
How long have you been on the island?



6

Grammar The present perfect: *for* and *since*; Information questions with *How long*

1. Study the grammar.

for and *since*

When you describe actions that began in the past and continue in the present use *for* and *since* to clarify the length of time.

- Use *for* for periods of time.
  I've lived in Mexico City **for two years**.
  Have you been here long? No, only **for a few minutes**.
- Use *since* when you state the time or date when the action began.
  Jose Luis has been in Cuenca **since last week**.
  My dad hasn't worked **since I was born**.

Information questions with *How long*

- Use *How long* with the present perfect to ask questions about something that began in the past and continues in the present.
  How long have you been on the island?

Language tip

- Don't use *since* if you don't say when the action began.
  Jose Luis has been in Cuenca for a week.
  NOT *Jose Luis has been in Cuenca ~~since~~ a week.*

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

3. Read the statements. Write a check mark next to the statements that describe actions or states that continue in the present.

1. Jose Luis has been in Cuenca for a week. ☑
2. His grandparents have lived in Cuenca since 2010. ☑
3. He has visited three of the Ecuadorean World Heritage Sites. ☐
4. Our cousins in the U.S. visited Independence Hall in Philadelphia in 2004. ☐
5. Independence Hall has been a World Heritage Site since 1979. ☑
6. A river created this canyon millions of years ago. ☐

4. Complete the conversations with *for* or *since*.

1. A: Hey, Larissa, sorry I'm late! How long have you been here?
   B: Well, I've been here *since* 8:30. That's the time the tour began.
   A: Oh, no! It's 9:00. You've been here *for* a half hour! I'm so sorry.
2. A: Are you watching this documentary? This man is traveling on a really dangerous river.
   B: How long has he been in that kayak?
   A: *For* two days, I think! It's really crazy. He hasn't eaten or slept *since* he left home!
3. A: Is that a new bike?
   B: No, actually. I've had it *for* about a year. Is yours new?
   A: Yes. I've had it *since* my birthday. It'll be fun riding in this forest!
4. A: Is that volcano active?
   B: I don't think so. It says here that it hasn't erupted *since* 1960.
   A: So it hasn't been active *for* more than 50 years! That's good. Volcanoes scare me.

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Suggestion

The concept of completed and continuing actions was introduced in *Teen2Teen* Three, Unit 10, with the past continuous and the simple past tense. You may wish to review that concept before students do Exercise 4. *Completed actions* are described using the simple past tense (*I went to that restaurant yesterday*). The present perfect often describes completed actions at an indefinite time in the past (*I've gone to that restaurant two or three times*).

Exercise 3

- Read the direction line and example aloud. Ask *How do we know that the action / state continues to the present?* (*the time reference "for a week"*). Write on the board:
  Jose Luis has been in Cuenca.
  Ask *Does this state continue to the present?* (*no, it describes a completed action at an indefinite past time*). Finally, write:
  Jose Luis was in Cuenca a week ago. Ask *Does this state continue to the present?* (*No, it's a completed action in the past tense*).
- Have students complete the exercise.
- Go over the answers as a class.

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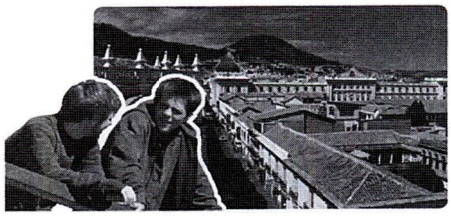
5. Write statements in the present perfect with *for* or *since*.

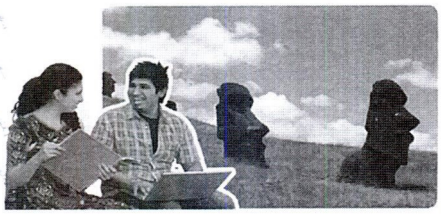
1. I / not go hiking / last July.
   I haven't gone hiking since last July.
2. It / not rain / in the Atacama Desert / hundreds of years.
   It hasn't rained in the Atacama Desert for hundreds of years.
3. Hawaii / be / a U.S. state / 1959.
   Hawaii has been a U.S. state since 1959.
4. Native Americans / live / near the Grand Canyon / thousands of years.
   Native Americans have lived near the Grand Canyon for thousands of years.
5. People / know / about the river below the Amazon / a few years.
   People have known about the river below the Amazon for a few years.
6. We / not see / our cousins / 2012.
   We haven't seen our cousins since 2012.

6. Complete each conversation with a question with *How long*. Remember to use a capital letter and a question mark.

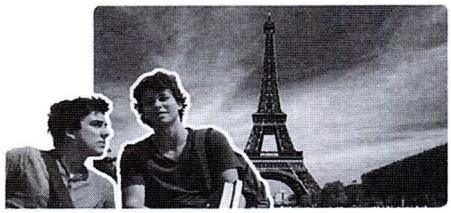
1. A: How long have you lived in the U.S.? (how long / you / live / in the U.S.)
   B: Me? I've lived here for two years.



2. A: How long has Sucre, Bolivia been a World Heritage Site? (how long / Sucre, Bolivia / be / a World Heritage Site)
   B: It's been a World Heritage Site since 1991.



3. A: How long have the giant heads of the Easter Islands existed? (how long / have the giant heads of the Easter Islands / exist)
   B: For at least 500 years, maybe even more than a thousand years.



4. A: How long has the Eiffel Tower been here? (how long / the Eiffel Tower / be here)
   B: It's been here for over 120 years. Isn't it spectacular?

Exercise 4

- Read the direction line aloud.
- Have students scan the exercise for the time references after the blanks and underline them (1. *8:30; a half hour*; 2. *two days; he left home*; 3. *about a year; my birthday*; 4. *1960; more than 50 years*). Tell students to think carefully if these time references indicate periods of time or the time an action began.
- Have students do the exercise.
- Go over the answers as a class.
- **Option:** Students can practice reading the conversations in pairs.
- **Option:** Write on the board:
  Does it focus on a period of time or time when action began?
  In pairs, have students reread each item and identify if it focuses on a period of time or a time when an action began. If necessary, model the first item:
  "since 8:30" focuses on the time when an action began (for a half hour = period of time; for two days = period of time; since he left home = time when action began; for about a year = period of time; since my birthday = time when an action began; since 1960 = time when an action began; for more than 50 years = period of time).

Exercise 5

- Read the direction line and example aloud.
- Have students scan the time references and decide whether to use *for* or *since*. Then tell them to do the exercise.
- Go over the answers as a class.
- **Option:** Have students write questions for each statement and then ask and answer in pairs.

Extra practice activity (all classes)

- For more practice with *How long ...* and *for / since* ask students to make up five questions with *How long* to ask a partner (e.g. *How long have you been studying English?*). Then have partners ask each other questions. Encourage a variety of answers with *for* and *since* (e.g., *For eight years; Since I was ten*).

Exercise 6

- Call on volunteers to identify the locations without looking at the exercise (1. *San Francisco, CA*; 2. *Sucre, Bolivia*; 3. *Easter Islands, Chile*; 4. *Paris, France*).
- Then have students do the exercise.
- Go over the answers as a class.
- **Option:** Have students indicate how the length of time in each statement is clarified (1. *period of time: for two years*; 2. *time when action began: since 1991*; 3. *period of time: for at least 500 years ...*; 4. *period of time: for over 120 years*).
- **Option:** Students can practice reading the conversations in pairs.

Extra practice activity (all classes)

- Students can create their own questions and answers about locations they are familiar with. If necessary, let students look up some information online to indicate *How long* certain landmarks or geographic locations have been around.
- Invite students to share their questions and answers with the class.

Further support
Extra Practice CD-ROM

Reading

Aim

Develop reading skills: A travel brochure

Warm-up

Ask *Who's posting on the Teen2Teen Friends' blog today? (Carlos) Where is he from? (Argentina).* Confirm that students know what *a travel brochure* is.

Exercise 1 2•07

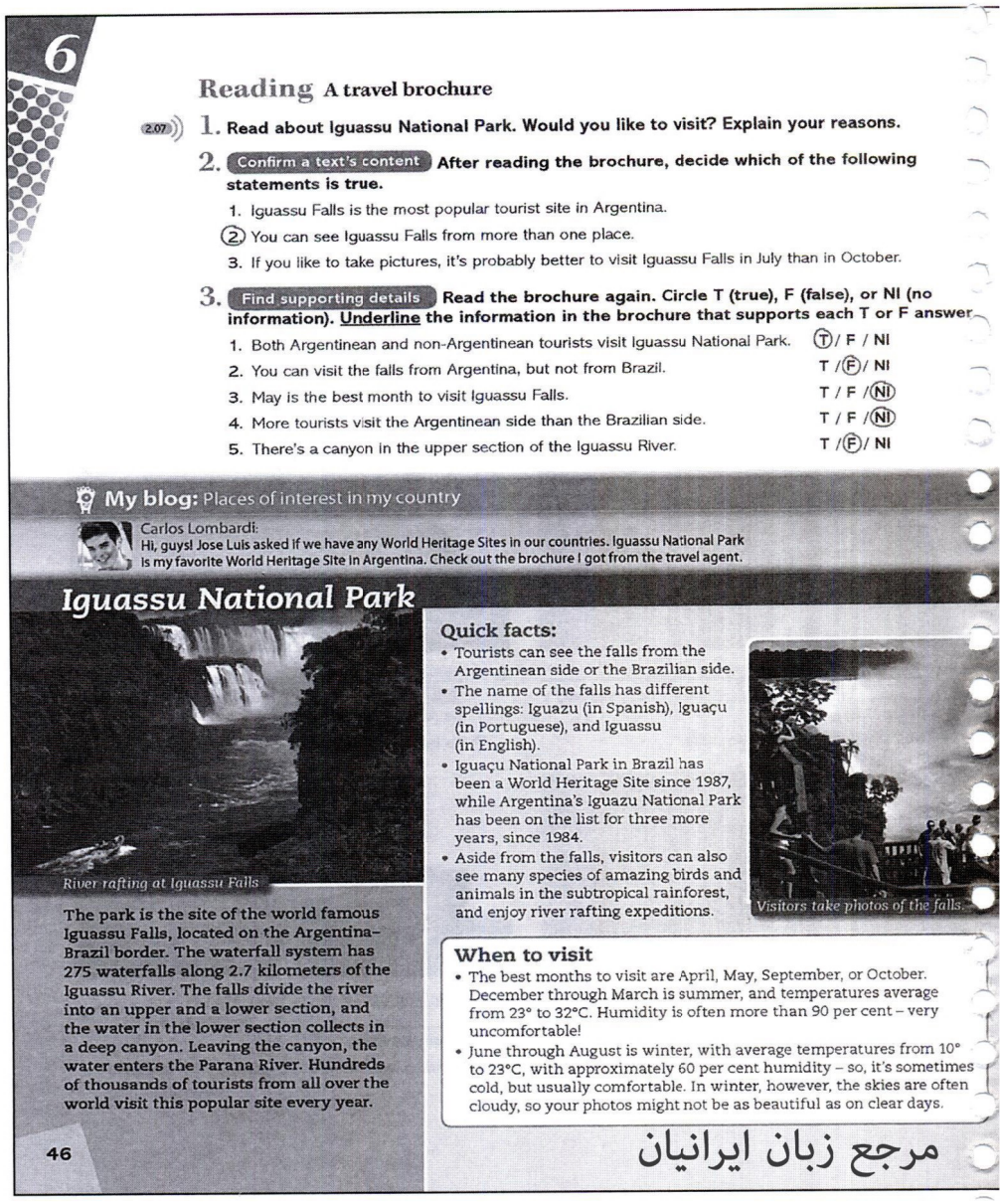
- Have students scan the photos in the blog. Ask volunteers to read the captions.
- Read the direction line and question aloud. Tell students they will answer the question at the end of the blog.
- Ask a volunteer to read Carlos's message. Ask *Do we know if Carlos read Jose's post in the blog on page 42? (yes, he did). How do we know? (because he refers to Jose Luis's question about other countries having World Heritage Sites).*
- Play the CD or read the blog aloud while students follow.
- Clarify vocabulary as needed: *border (the official line that separates two countries); species of birds (birds whose members are similar); subtropical (related to a geographic area that is near the Tropics – the hottest parts of the world); humidity (when air is warm and wet).* Point out to students that they learned the word *waterfall* on page 43. Explain that when referring by name to specific waterfalls, like the Niagara Falls in Canada or Angel Falls in Venezuela, just the word *Falls* is used.
- Finally, return to the question in the direction line.

ANSWERS

Student's own answers

Exercise 2

- **Skill / strategy:** *Confirm a text's content.* Review that by confirming content in a text they show what is true about it.
- Have students read the statements and decide which one is true.
- Students compare answers in pairs.
- Then analyze all the choices as a class: 1. the site is referred to as *popular* at the end of the first paragraph, but not *the most popular*; 2. true as specified under *Quick facts* (the falls can be seen from two countries); 3. July is winter and as specified in the section *When to visit "the skies are often cloudy, so your photos might not be as beautiful . . .".*



6

Reading A travel brochure

2.07 1. **Read about Iguassu National Park. Would you like to visit? Explain your reasons.**

2. Confirm a text's content **After reading the brochure, decide which of the following statements is true.**

1. Iguassu Falls is the most popular tourist site in Argentina.
2. You can see Iguassu Falls from more than one place.
3. If you like to take pictures, it's probably better to visit Iguassu Falls in July than in October.

3. Find supporting details **Read the brochure again. Circle T (true), F (false), or NI (no information). Underline the information in the brochure that supports each T or F answer.**

1. Both Argentinean and non-Argentinean tourists visit Iguassu National Park. T / F / NI
2. You can visit the falls from Argentina, but not from Brazil. T / F / NI
3. May is the best month to visit Iguassu Falls. T / F / NI
4. More tourists visit the Argentinean side than the Brazilian side. T / F / NI
5. There's a canyon in the upper section of the Iguassu River. T / F / NI

My blog: Places of interest in my country

Carlos Lombardi:
Hi, guys! Jose Luis asked if we have any World Heritage Sites in our countries. Iguassu National Park is my favorite World Heritage Site in Argentina. Check out the brochure I got from the travel agent.

Iguassu National Park

River rafting at Iguassu Falls

The park is the site of the world famous Iguassu Falls, located on the Argentina–Brazil border. The waterfall system has 275 waterfalls along 2.7 kilometers of the Iguassu River. The falls divide the river into an upper and a lower section, and the water in the lower section collects in a deep canyon. Leaving the canyon, the water enters the Parana River. Hundreds of thousands of tourists from all over the world visit this popular site every year.

Quick facts:

- Tourists can see the falls from the Argentinean side or the Brazilian side.
- The name of the falls has different spellings: Iguazu (in Spanish), Iguaçu (in Portuguese), and Iguassu (in English).
- Iguaçu National Park in Brazil has been a World Heritage Site since 1987, while Argentina's Iguazu National Park has been on the list for three more years, since 1984.
- Aside from the falls, visitors can also see many species of amazing birds and animals in the subtropical rainforest, and enjoy river rafting expeditions.

Visitors take photos of the falls.

When to visit

- The best months to visit are April, May, September, or October. December through March is summer, and temperatures average from 23° to 32°C. Humidity is often more than 90 per cent – very uncomfortable!
- June through August is winter, with average temperatures from 10° to 23°C, with approximately 60 per cent humidity – so, it's sometimes cold, but usually comfortable. In winter, however, the skies are often cloudy, so your photos might not be as beautiful as on clear days.

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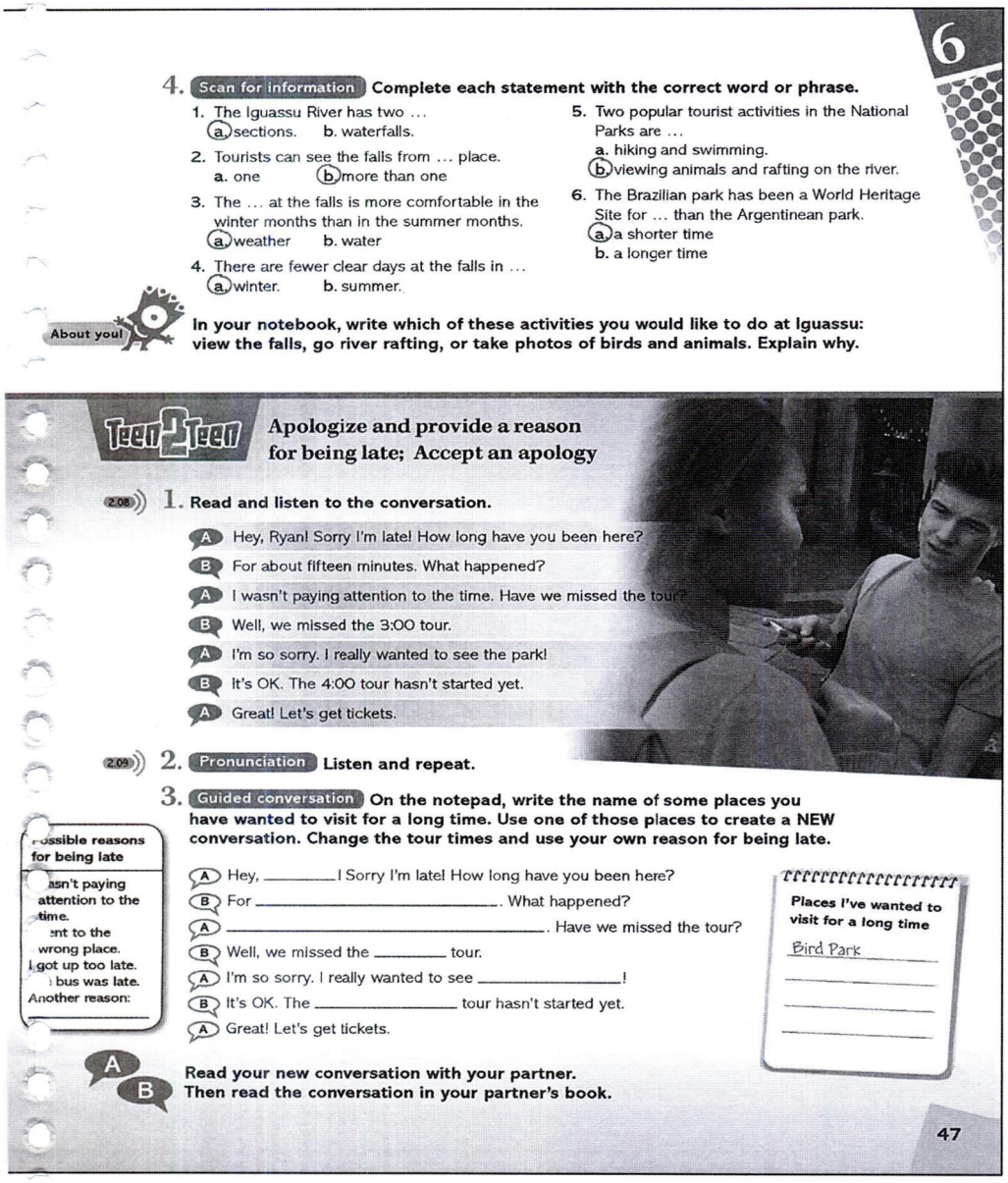
Exercise 3

- **Skill / strategy:** *Find supporting details.* Explain that in order to answer the statements True or False students need to find supporting details in the brochure. If there are no supporting details, they have to choose the No information option.
- Have students try to do the exercise first without looking back at the brochure. Then ask students to support their answers with the place in the brochure that determined their answer.
- Have students compare answers and supporting details.
- Go over the answers as a class (1. *". . . tourists from all over the world visit . . .";* 2. *"Tourists can see the falls from the Argentinean side or the Brazilian side.";* 3. *the article specifies that May is one of the best months to visit the falls;* 4. *there is only information about the falls being accessible from both sides – not if there are more tourists on either side;* 5. *"The water in the lower section collects in a deep canyon.").*

Exercise 4

- **Skill / strategy:** *Scan for information.* Review that *scanning* means looking through a text for specific information – not reading everything.
- Have students do the exercise.
- Go over the answers as a class.

www.irLanguage.com



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4. Scan for information **Complete each statement with the correct word or phrase.**

1. The Iguassu River has two …
   (a.) sections. b. waterfalls.
2. Tourists can see the falls from … place.
   a. one (b.) more than one
3. The … at the falls is more comfortable in the winter months than in the summer months.
   (a.) weather b. water
4. There are fewer clear days at the falls in …
   (a.) winter. b. summer.
5. Two popular tourist activities in the National Parks are …
   a. hiking and swimming.
   (b.) viewing animals and rafting on the river.
6. The Brazilian park has been a World Heritage Site for … than the Argentinean park.
   (a.) a shorter time
   b. a longer time

About you! **In your notebook, write which of these activities you would like to do at Iguassu: view the falls, go river rafting, or take photos of birds and animals. Explain why.**

Teen2Teen **Apologize and provide a reason for being late; Accept an apology**

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

A Hey, Ryan! Sorry I'm late! How long have you been here?
B For about fifteen minutes. What happened?
A I wasn't paying attention to the time. Have we missed the tour?
B Well, we missed the 3:00 tour.
A I'm so sorry. I really wanted to see the park!
B It's OK. The 4:00 tour hasn't started yet.
A Great! Let's get tickets.

2.09 **2.** Pronunciation **Listen and repeat.**

3. Guided conversation **On the notepad, write the name of some places you have wanted to visit for a long time. Use one of those places to create a NEW conversation. Change the tour times and use your own reason for being late.**

Possible reasons for being late
…asn't paying attention to the time.
…nt to the wrong place.
I got up too late.
…bus was late.
Another reason: _____

A Hey, _____! Sorry I'm late! How long have you been here?
B For _____. What happened?
A _____. Have we missed the tour?
B Well, we missed the _____ tour.
A I'm so sorry. I really wanted to see _____!
B It's OK. The _____ tour hasn't started yet.
A Great! Let's get tickets.

Places I've wanted to visit for a long time
Bird Park
_____
_____
_____

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

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- Go over the answers as a class (1. *The falls divide the river into an upper and a lower section*; 2. *Tourists can see the falls from the Argentinean side or the Brazilian side*; 3. … *it's sometimes cold, but usually comfortable [in winter]; [in summer] humidity is often more than 90% – very uncomfortable*; 4. *In winter … the skies are often cloudy*; 5. … *visitors can also see many species of amazing birds and animals … and enjoy river rafting …*; 6. … *Iguacu National Park in Brazil has been a World Heritage Site since 1987; … Argentina's Iguazu … since 1984*).

Suggestion

About you! can be done as a discussion activity in appropriate groups or you can ask students to report on what they wrote in their notebooks.

About you!

- Read the direction line and give students time to write some responses.
- Call on students to share and poll preferences.

ANSWERS
Students' own answers

Teen2Teen

Aim

Practice social language for apologizing and providing a reason for being late; Accepting an apology

Warm-up

Ask *What should you say if you are late for a date?* (e.g., *I'm sorry. I missed the bus.*) Then ask *What could the response be?* (e.g., *That's OK*). Explain that this is one way to apologize and provide a reason for being late as well as accept an apology.

Exercise 1 2·08

- Play the CD or read the conversation aloud while students follow.
- Ask *Does A apologize? (yes, twice; she says "Sorry I'm late" and "I'm so sorry") What's her excuse? (she wasn't paying attention to the time) Does B accept the apology? (yes, he says "It's OK").*
- **Option:** To review the grammar, ask students to find an example of a *How long* question and an answer with *for.*

Exercise 2 2·09

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

Exercise 3

- Read the direction line aloud and explain to students that they will now create their own conversations using Exercise 1 as a model.
- Read the *Possible reasons for being late* box. Elicit other reasons. Then ask students to fill in the notepad with their own ideas.
- Establish that gap 1 needs a name and gap 2 needs a period of time. Gap 3 needs a reason for being late. Gap 4 needs a specific time. Gap 5 requires a place a person has wanted to see for a long time. The final gap needs another specific time. Refer back to Exercise 1 if necessary.
- Ask students to complete the gaps.

Chat

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

Extension

Writing page 92

Further support

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

Review: Units 4–6

Aim

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

Suggestion

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

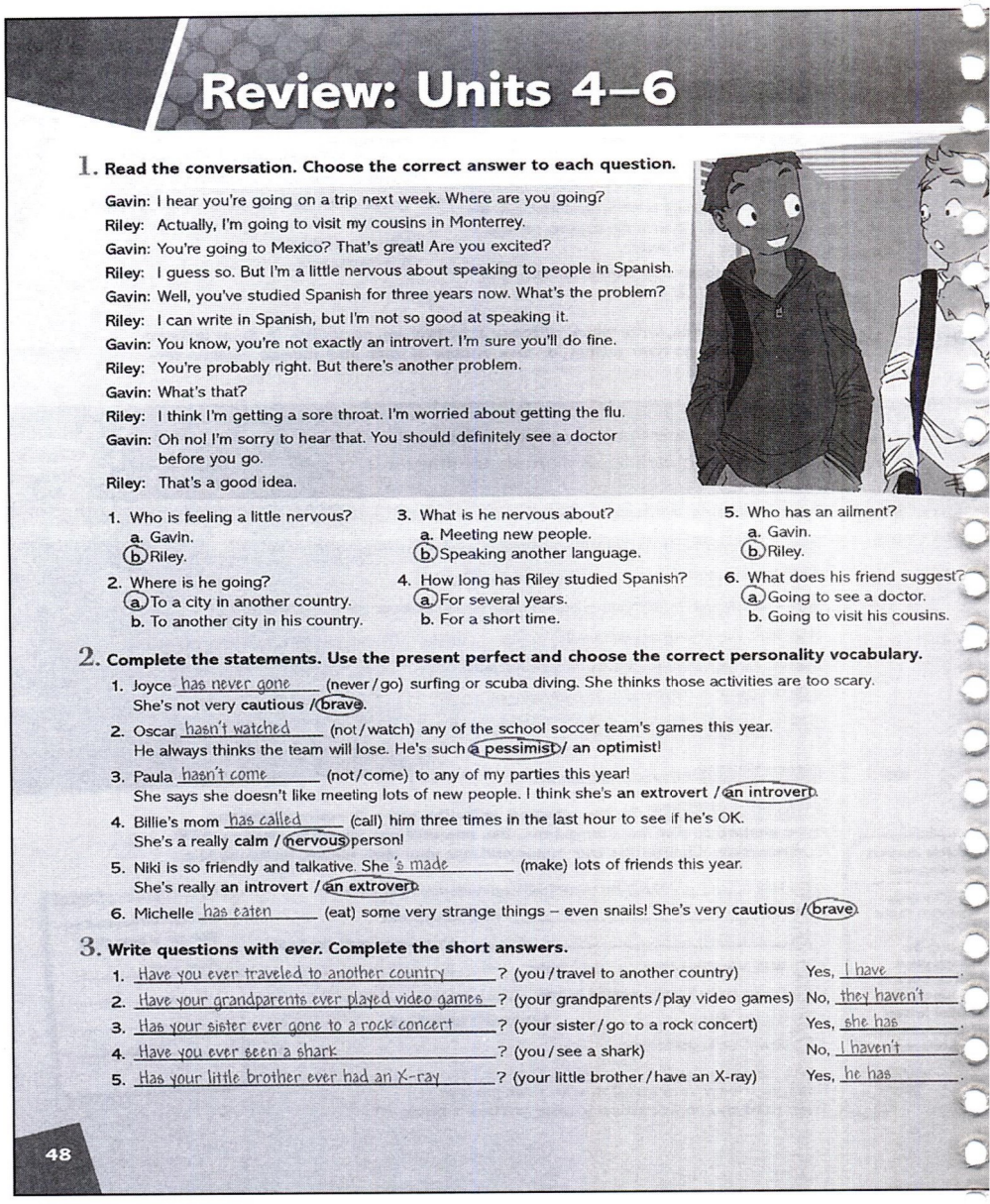
Explain that the notes that follow offer tips how to complete these review exercises in class. Suggest that another option can be for students to do the review exercises on their own. Teachers can then provide answers for students to check against.

Exercise 1

- Read the direction line aloud. Have students read the conversation individually, or ask two stronger students to read it for the class. Focus on the line *You know, you're not exactly an introvert.* Ask *What does Gavin mean? (that Riley is actually extroverted).*
- Have students choose answers individually.
- Go over the answers as a class.
- **Option:** Ask *Which person is a pessimist? Why? (Riley – he is worried about speaking to people in Spanish; he is worried about getting sick) Which person is an optimist? Why? (Gavin – he believes Riley will be fine speaking Spanish).*
- **Option:** Have pairs practice reading the conversation. Model with a stronger student. Encourage students to work on intonation, e.g., falling intonation for *I'm sorry to hear that.*

Exercise 2

- Explain to students that this exercise tests both grammar and vocabulary.
- Before students do the exercise, you could review vocabulary. Tell students *I will tell you a word, and you must tell me the opposite.* Write all words on the board:
  introvert (extrovert); brave (cautious); calm (nervous); optimist (pessimist)
- Read the direction line aloud.
- Have students do the exercise. Circulate to help if necessary.
- Have students compare answers in pairs.
- Go over the answers as a class.



Review: Units 4–6

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

Gavin: I hear you're going on a trip next week. Where are you going?
Riley: Actually, I'm going to visit my cousins in Monterrey.
Gavin: You're going to Mexico? That's great! Are you excited?
Riley: I guess so. But I'm a little nervous about speaking to people in Spanish.
Gavin: Well, you've studied Spanish for three years now. What's the problem?
Riley: I can write in Spanish, but I'm not so good at speaking it.
Gavin: You know, you're not exactly an introvert. I'm sure you'll do fine.
Riley: You're probably right. But there's another problem.
Gavin: What's that?
Riley: I think I'm getting a sore throat. I'm worried about getting the flu.
Gavin: Oh no! I'm sorry to hear that. You should definitely see a doctor before you go.
Riley: That's a good idea.

1. Who is feeling a little nervous?
   a. Gavin.
   (b) Riley.
2. Where is he going?
   (a) To a city in another country.
   b. To another city in his country.
3. What is he nervous about?
   a. Meeting new people.
   (b) Speaking another language.
4. How long has Riley studied Spanish?
   (a) For several years.
   b. For a short time.
5. Who has an ailment?
   a. Gavin.
   (b) Riley.
6. What does his friend suggest?
   (a) Going to see a doctor.
   b. Going to visit his cousins.

2. Complete the statements. Use the present perfect and choose the correct personality vocabulary.

1. Joyce has never gone (never / go) surfing or scuba diving. She thinks those activities are too scary.
   She's not very **cautious** / (**brave**).
2. Oscar hasn't watched (not / watch) any of the school soccer team's games this year.
   He always thinks the team will lose. He's such a (**pessimist**) / **an optimist**!
3. Paula hasn't come (not / come) to any of my parties this year!
   She says she doesn't like meeting lots of new people. I think she's **an extrovert** / (**an introvert**).
4. Billie's mom has called (call) him three times in the last hour to see if he's OK.
   She's a really **calm** / (**nervous**) person!
5. Niki is so friendly and talkative. She 's made (make) lots of friends this year.
   She's really **an introvert** / (**an extrovert**).
6. Michelle has eaten (eat) some very strange things – even snails! She's very **cautious** / (**brave**).

3. Write questions with *ever*. Complete the short answers.

1. Have you ever traveled to another country? (you / travel to another country) Yes, I have.
2. Have your grandparents ever played video games? (your grandparents / play video games) No, they haven't.
3. Has your sister ever gone to a rock concert? (your sister / go to a rock concert) Yes, she has.
4. Have you ever seen a shark? (you / see a shark) No, I haven't.
5. Has your little brother ever had an X-ray? (your little brother / have an X-ray) Yes, he has.

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- **Option:** Say additional statements and ask students to write the vocabulary word that describes the person:
  – The sun hasn't come out all week. It will probably rain tomorrow. (pessimist)
  – Diana has called the doctor three times this week. (nervous)
  – Lily has never traveled anywhere. (cautious / nervous)
  – Mike hasn't made many friends yet. (introverted)
  – My parents have always had a lot of parties. (extroverted)
  – Jack hasn't ever worried much about anything. (calm / optimist)
  – My sister has always made friends easily. She just walks up to people and talks to them. (brave / extroverted)

Exercise 3

- To review *Have you ever*, ask a student *Have you ever read a newspaper in English?* Elicit a short answer (*Yes, I have. / No, I haven't*).
- Have students do the exercise. Remind them to be careful writing past participle forms of the irregular verbs.
- Have students compare answers.
- Go over the answers as a class.
- **Option:** Have pairs practice reading the questions and answers to each other. Then have them ask each other questions 1, 2, and 4 and give real answers.

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4. **Circle the correct word to complete each statement or question.**

1. I haven't seen the new Tom Cruise movie (yet) / already, but most of my friends have yet / (already) seen it.
2. *Star Trek* is the best sci-fi movie I've already / (ever) downloaded.
3. My sister has been in the school band (for) / since two years.
4. I've finished doing my homework for science yet / (already), but I haven't done my English homework (yet) / already.
5. Has the soccer team ever / (already) practiced for the game this Friday?
6. My brother's room is the neatest room I've (ever) / yet seen.
7. I've ever / (just) listened to that new Rihanna song. It's the best song I've (ever) / already heard.
8. Jason's father has been a teacher for / (since) 1990.

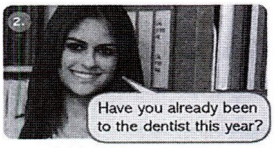
5. **Complete each conversation with a question with *How long* and the present perfect. Remember to use a capital letter and a question mark.**

1. A: How long have you studied English?
   B: Me? I've studied English for three years.
2. A: How long has Jim been a tour guide?
   B: Jim? He's been a tour guide since 2013.
3. A: How long have you known your friend Sabrina?
   B: My friend Sabrina? I've known her since we were about five years old.
4. A: How long has your grandmother used a tablet?
   B: My grandmother? She's used a tablet for just a week. We got her one for her birthday!

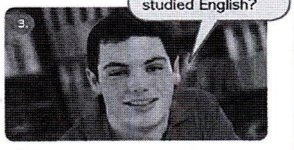
All About You

1. **Write your own response to each person.**

You _____



You _____



You _____

2. **Complete the personal statements.**

I've never _____, but I'd like to.
I've never _____, and I don't want to.
I've _____ many times.
_____ is the best place I've ever visited.

Progress Check

✓ Check what you can do.

- ◯ Accept an apology
- ◯ Show concern
- ◯ Ask about and react to someone's experience
- ◯ Use the Unit 4–6 grammar and vocabulary

Exercise 4

- Read the direction line and example aloud. Ask *Could you say "I've seen it already"? (yes, "already" can also appear at the end of the statement).* Point out that the exercise tests *already, yet, just,* as well as *ever, for,* and *since.*
- Have students do the exercise individually.
- Then have pairs compare answers.
- Bring the class together and go over any questions or problems.

Exercise 5

- Read the direction line aloud. Model the example with a stronger student. Point out that for the question you use the verb from the response.
- Ask students to do the exercise individually.
- Then have them compare answers with a partner.
- Bring the class together and invite pairs to read the conversations aloud.
- **Option:** Invite volunteers to ask you (the teacher) questions using *How long . . .?* E.g., *How long have you been a teacher?* Feel free to make up answers.

All About You

Exercise 1

- Focus on the heading. Point out that in this section students will have a chance to write their responses with information from their lives and use English to talk about themselves.
- Give students a few minutes to read the speech balloons and write their answers. If necessary, hint that item 1 is eliciting a response to a question with the present perfect and a superlative, item 2 is eliciting an answer using *already, yet,* or *just,* and item 3 is eliciting a response with *for* or *since.*
- Students can compare answers with a partner.
- Then bring the class together. Focus on item 3 and compare student responses.

ANSWERS
Students' own answers

Exercise 2

- Tell students they will be writing statements in the present perfect. In the first two items they will also use *never* and in the last item they will use the present perfect with a superlative.
- Have students complete the statements.
- Then bring the class together and call on volunteers to share answers. For the last item, invite students to share reasons why it was the best place they've visited.

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, to make sure that everyone understands each term.
- Students put a check mark next to the things that they can do in English.

Suggestion

Teachers should remember not to correct students' self-evaluation, tempting as it may be. Instead, circulate while they are doing this activity and ask them, in a friendly way, to demonstrate that they can do everything that they have checked.

Extension

Cross-curricular Reading page 97
Teen2Teen Friends Magazine 2 page 101

Further support

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

Unit 7

Grammar

have to / has to

must and *must not*

Vocabulary

Some Olympic sports

Social language

Adapt to rules

Values and cross-curricular topics

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 7–9*.

Vocabulary

Aim

Practice words and phrases for some Olympic sports

Suggestion

You may wish to discuss with students the fact that there are two sets of Olympic Games: Summer and Winter. The season names originated in the Northern Hemisphere and don't take into account that summer in the northern parts of the Northern Hemisphere is winter in the southernmost parts of the Southern Hemisphere. The events in this presentation form part of the "Summer Games," which can and sometimes do take place in the actual "winter" in the Southern Hemisphere.

In groups with a great interest in the Olympics, you may wish to present a more complete list of Olympic sports, both summer and winter. Current lists with illustrations to define each sport can be found here: http://www.olympic.org/sports

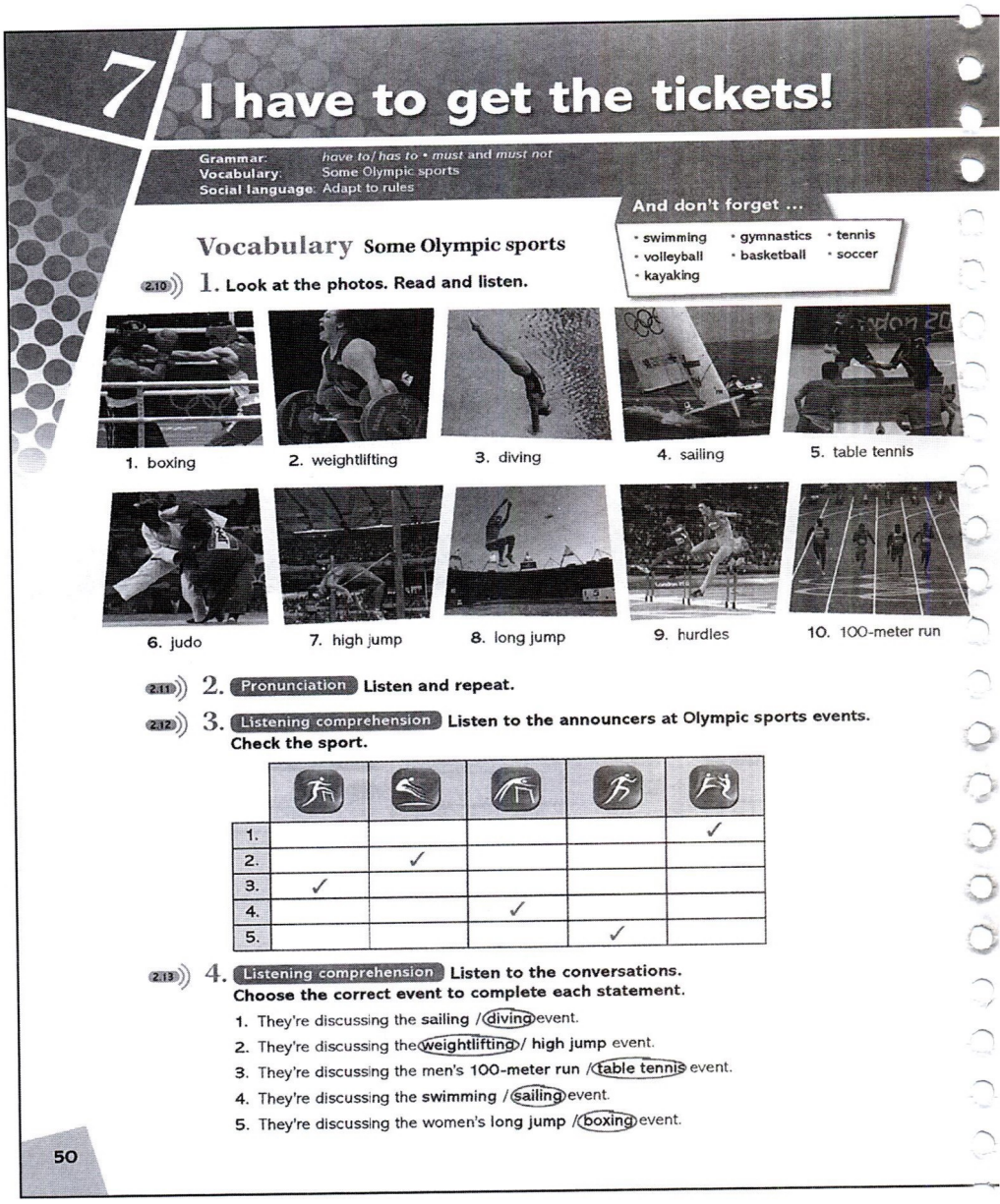
Exercise 1 2•10

- Have students scan the photos and identify all the sports. Then ask a volunteer to read the sports in the *And don't forget ...* box. Clarify as needed.
- Play the CD or read the phrases aloud while students follow.

Usage

In the Olympics, track and field events are referred to as "athletics." Events in this category are marathon, hurdles, steeplechase, relay, race walk, high jump, pole vault, long jump, triple jump, shot put, discus throw, hammer throw, javelin throw, decathlon (men), and heptathlon (women), and running races of 100, 200, 400, 800, 1500, 5000, and 10,000 meters. Short runs are also called "dashes" or "sprints," as in the 100-meter dash or the 100-meter sprint.

Soccer is the Olympic sport called "football."



7 I have to get the tickets!

Grammar: *have to / has to • must and must not*
Vocabulary: Some Olympic sports
Social language: Adapt to rules

And don't forget ...
• swimming • gymnastics • tennis • volleyball • basketball • soccer • kayaking

Vocabulary Some Olympic sports

2.10 1. Look at the photos. Read and listen.

1. boxing 2. weightlifting 3. diving 4. sailing 5. table tennis
6. judo 7. high jump 8. long jump 9. hurdles 10. 100-meter run

2.11 2. Pronunciation Listen and repeat.

2.12 3. Listening comprehension Listen to the announcers at Olympic sports events. Check the sport.

1.					✓
2.		✓			
3.	✓				
4.			✓		
5.				✓	

2.13 4. Listening comprehension Listen to the conversations. Choose the correct event to complete each statement.

1. They're discussing the sailing / diving event.
2. They're discussing the weightlifting / high jump event.
3. They're discussing the men's 100-meter run / table tennis event.
4. They're discussing the swimming / sailing event.
5. They're discussing the women's long jump / boxing event.

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Exercise 2 2•11

- Play the CD or read the words aloud for students to repeat.
- Ask *Which of these sports have you played? do you like to watch?*

Extra practice activity (all classes)

- Students can mime actions associated with the various sports, and classmates can guess the sport. If needed students can refer to the Vocabulary when guessing.

Exercise 3 2•12

- Read the direction line aloud. Ask a volunteer to identify each sport in the columns.
- Play the CD or read the audioscript aloud while students listen and write.
- Go over the answers as a class.

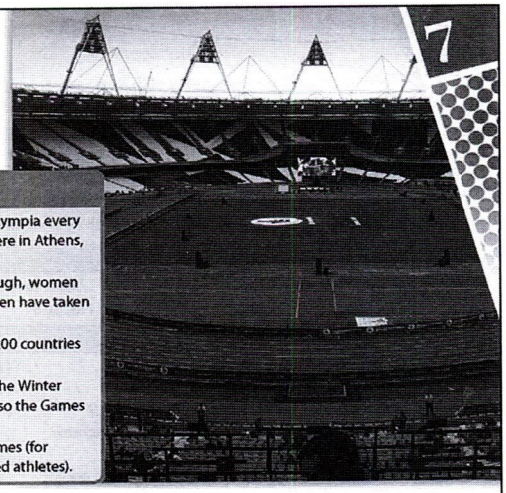
AUDIOSCRIPT 2•12 PAGE 106

Exercise 4 2•13

- Read the direction line aloud and clarify the meaning of *event*. Explain that they will hear each conversation twice, so they can check their answers.
- Play the CD or read the audioscript aloud while students listen and write.
- Go over the answers as a class.

AUDIOSCRIPT 2•13 PAGES 106–107

Further support
Extra Practice CD-ROM



7

Topic Snapshots

2.14 **1. Snapshot 1 Read and listen to facts about the history of the Olympics.**

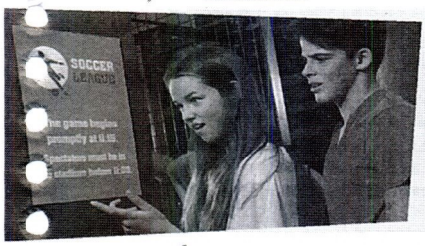
Did you know ...?

- People in Ancient Greece used to have an athletics competition at Olympia every four years until the year 393 AD. The first modern Olympic Games were in Athens, Greece, in 1896.
- Until 1900, there were no Olympic events for women. Gradually, though, women began participating in more and more events. Since the 1960s, women have taken part in most events.
- Olympic participation continues to grow. There are now more than 200 countries that take part in the Games.
- Since 1924, the Winter Olympics have taken place every four years. The Winter Olympics feature skiing and ice skating, among other winter sports, so the Games take place in countries with cold winters.
- There are now two new kinds of Olympic Games: the Paralympic Games (for athletes with disabilities) and the Youth Olympic Games (for teenaged athletes).

2. Read each statement. Write *In the past* or *Now*.

1. Women athletes take part in most events in the Olympic games. Now
2. Most events are for male athletes only. In the past
3. Lots of countries send athletes to the Olympics. Now
4. There are no Winter Olympics. In the past
5. Only Greek athletes take part in the Olympic Games. In the past
6. There are Olympic Games for teenagers. Now

2.15 **3. Snapshot 2 Read and listen to the conversation.**



Carla: Oh, no! We're late!
Paul: No, we're not. The game doesn't start until 11:15.
Carla: But look at the sign. We're not going to make it.
Paul: Carla, it's only 11:00. There's time.
Carla: But we still have to buy the tickets!
Paul: You're right. Do you want to just skip the whole thing? We can watch the game on my tablet.
Carla: OK. And we can use the money we save to go get some lunch!
Paul: That sounds like a plan! Let's go.

4. Complete each statement, according to the conversation.

1. Carla thinks they're ... (a.) late. b. on time.
2. Carla doesn't think there's enough time to ... a. see the game. (b.) buy the tickets.
3. Spectators can't enter the stadium ... (a.) after 11:00. b. before 11:00.
4. Carla and Paul decide to watch the event ... a. in the stadium. (b.) on Paul's tablet.
5. They'll use the money they save to ... (a.) get lunch. b. see another event.

51

Topic Snapshots

Aim

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

Warm-up

To warm up ask *Do you know how the Olympics began? Do you know where?* Write student responses on the board. If possible, bring a map of Europe to the class to show where Greece is.

Exercise 1 Snapshot 1 2•14

- Play the CD or read the facts aloud while students follow.
- Clarify vocabulary as needed. Point out that *to participate* and *to take part* in the second bullet point mean the same thing.
- Ask *Does your country participate in the Olympic Games? Do you have any favorite Olympic events? athletes?*
- Focus on the word *Games* in the fourth bullet point. Ask *Why is the word capitalized?* (*because it refers to the Olympic Games*).

Exercise 2

- Read the direction line aloud. Review the facts about the history of the Olympics. Talk about things that happened in the past or are true now.
- Call on a volunteer to read the first item and answer. Find the section in the text that contains information for this answer (*bullet 2*).
- Have students do the exercise, marking which bullet point contains the answer.
- Go over the answers as a class. Call on students to share where they found their answers (2. *bullet 2*; 3. *bullet 3*; 4. *bullet 4*; 5. *bullet 1*; 6. *bullet 5*).

Extra practice activity (all classes)

- On the board write the following numbers:
  393, 1896, 1900, 1960s, 200, 1924. Have students scan the facts and explain what the dates and numbers refer to (*until the year 393 A.D., athletic competitions at Olympia took place every four years; 1896 was the year of the first modern Olympic Games; 1900 was the year when Olympic events for women began; 1960 was the year when women started to take part in most events; 200 is number of countries that participate in the games; 1924 is when Winter Games began, and started to take place every four years*).

Exercise 3 Snapshot 2 2•15

- Have students look at the photo and have a volunteer read the sign. Ask *Where are the two people?* (at the entrance to a stadium). Clarify that *game* refers to a 90-minute soccer competition. Explain that *promptly* means at the exact time, not delayed. If necessary define that *spectators* are people who watch a game or an event. Invite students to speculate what problem they might have (*they may not have enough time to get into the stadium*).
- Play the CD or read the conversation aloud while students follow.
- Explain vocabulary as needed. Ask *What does she mean when she says "We're not going to make it"?* (*we don't have enough time*).
- Focus on the statement *Do you want to just skip the whole thing?* Ask *What does he mean?* (*he's asking his friend if she wants to not go to the game altogether*) *What do they decide to do?* (*watch the game on his tablet*).

Exercise 4

- Read the direction line and example aloud.
- Have students do the exercise, first trying to answer the questions without looking back at the conversation.
- Go over the answers as a class.

Grammar

Aim

Practice *have to / has to*

Grammar support
Interactive Grammar Presentation

Exercise 1

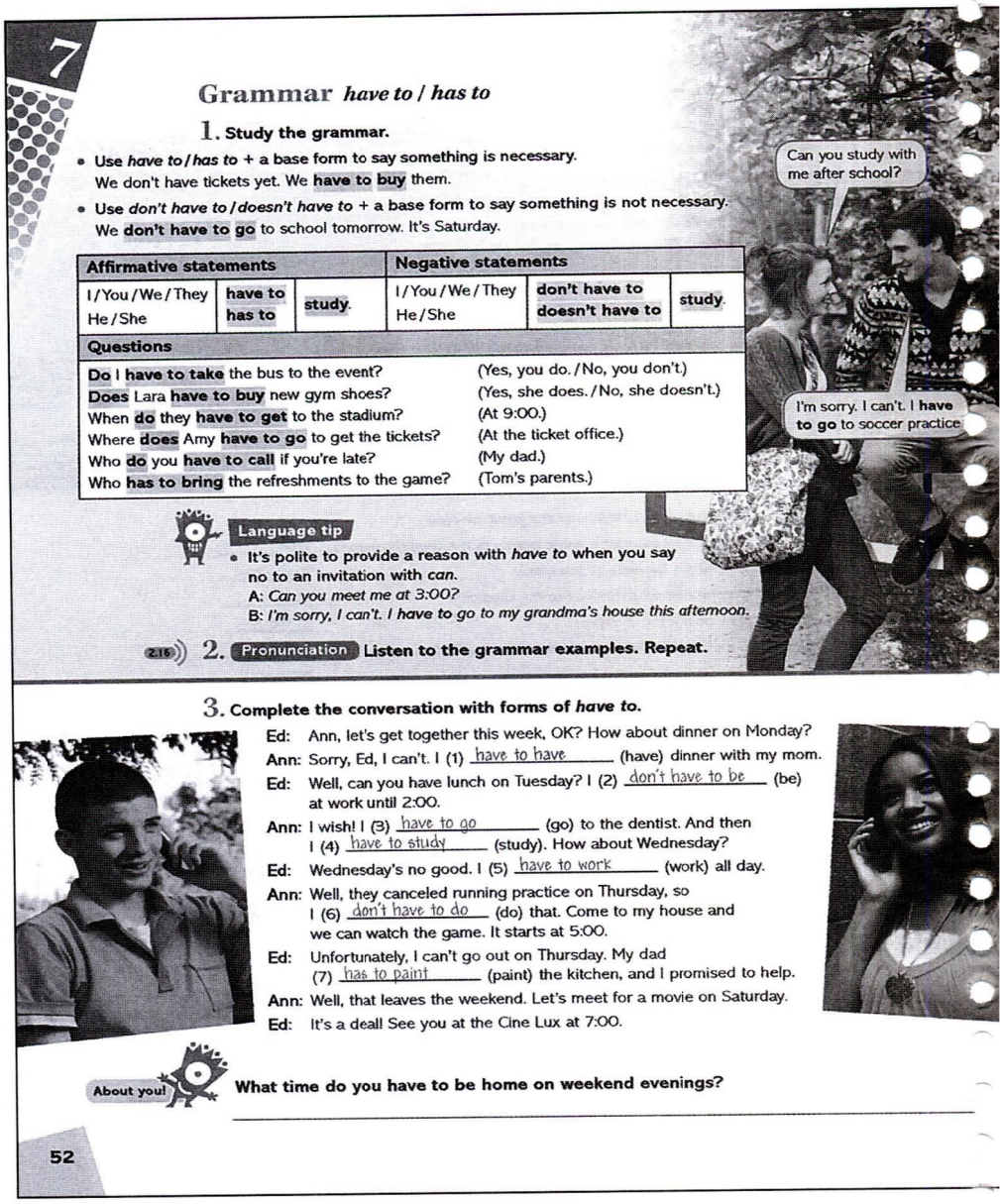
- Call on volunteers to read the conversation in the speech balloons. Ask *What does the boy mean by "have to"? (that it's necessary that he go).*
- Read the first grammar rule and example. Reiterate that *it is necessary to buy tickets since they don't have any yet.* Give a few other examples, e.g., *You have to do your homework or you will get a bad grade.*
- On the board write: *What do you have to do this week?* Invite volunteers to share.
- Read the second rule. Elicit a few other examples, e.g., *You don't have to do all the exercises.*
- Focus on the affirmative and negative statements. Point out *have to* and *has to* and base form of the verb.
- Read the *Questions* section. Ask *What type of questions are the first two examples? (yes / no) the last four examples? (information).*
- Read the *Language tip*. Say to a student *Can you help me move next week?* and elicit a response (e.g., *I'm sorry, I have to help my mom.*).
- **Option:** Have students underline the example of *have to* in the conversation on page 51 (*But we still have to buy the tickets!*).

Usage

Have to is a modal-like expression because it is followed by a base form. However, it differs from a modal verb in that it has more than one form: *have* and *has*. And unlike modals, it can be used in different verb tenses and aspects: *I have to, I had to, I will have to, I'm going to have to*, etc.

Exercise 2 2•16

- Play the CD or read the grammar examples aloud for students to repeat.
- Then play or read each item again. Explain that the *v* in *have* is pronounced *f*, and the *to* is often a weak *to* with a schwa: /hæf tə/. Point out the stress on *have to* and *don't have to* in affirmative statements. Review with students how in a *yes / no* question intonation rises and in an information question it falls.


7
Grammar have to / has to
1. Study the grammar.
• Use have to / has to + a base form to say something is necessary.
We don't have tickets yet. We have to buy them.
• Use don't have to / doesn't have to + a base form to say something is not necessary.
We don't have to go to school tomorrow. It's Saturday.
Affirmative statements
I / You / We / They / He / She | have to / has to | study.
Negative statements
I / You / We / They / He / She | don't have to / doesn't have to | study.
Questions
Do I have to take the bus to the event? (Yes, you do. / No, you don't.)
Does Lara have to buy new gym shoes? (Yes, she does. / No, she doesn't.)
When do they have to get to the stadium? (At 9:00.)
Where does Amy have to go to get the tickets? (At the ticket office.)
Who do you have to call if you're late? (My dad.)
Who has to bring the refreshments to the game? (Tom's parents.)
Language tip
• It's polite to provide a reason with have to when you say no to an invitation with can.
A: Can you meet me at 3:00?
B: I'm sorry, I can't. I have to go to my grandma's house this afternoon.
2.16 2. Pronunciation Listen to the grammar examples. Repeat.
Can you study with me after school?
I'm sorry. I can't. I have to go to soccer practice.
3. Complete the conversation with forms of have to.
Ed: Ann, let's get together this week, OK? How about dinner on Monday?
Ann: Sorry, Ed, I can't. I (1) have to have (have) dinner with my mom.
Ed: Well, can you have lunch on Tuesday? I (2) don't have to be (be) at work until 2:00.
Ann: I wish! I (3) have to go (go) to the dentist. And then I (4) have to study (study). How about Wednesday?
Ed: Wednesday's no good. I (5) have to work (work) all day.
Ann: Well, they canceled running practice on Thursday, so I (6) don't have to do (do) that. Come to my house and we can watch the game. It starts at 5:00.
Ed: Unfortunately, I can't go out on Thursday. My dad (7) has to paint (paint) the kitchen, and I promised to help.
Ann: Well, that leaves the weekend. Let's meet for a movie on Saturday.
Ed: It's a deal! See you at the Cine Lux at 7:00.
About you!
What time do you have to be home on weekend evenings?
52

AUDIOSCRIPT 2•16

I have to study.
He has to study.
I don't have to study.
He doesn't have to study.
Do I have to take the bus to the event?
Does Lara have to buy new gym shoes?
When do they have to get to the stadium?
Where does Amy have to go to get the tickets?
Who do you have to call if you're late?
Who has to bring the refreshments to the game?

Exercise 3

- Read the direction line aloud. Tell students to use the correct affirmative or negative forms.
- Go over the answers as a class.
- **Option:** Students could read the conversation in pairs.

Suggestion

About you! can be done as a discussion activity in appropriate groups or you can ask students to report on what they wrote in their notebooks.

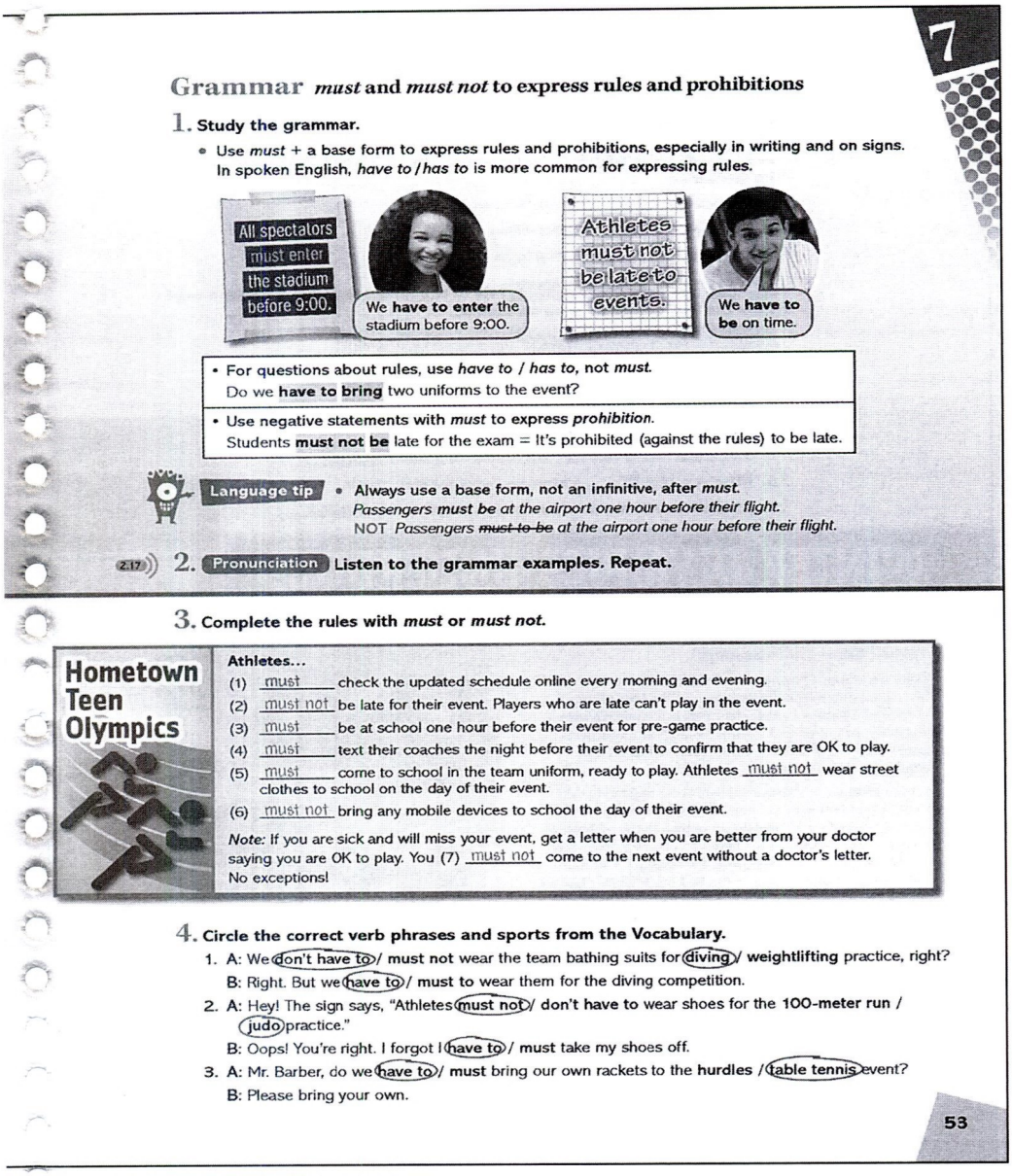
About you!

- Ask a volunteer to read the question. Have students discuss with a partner.
- Bring the class together and call on volunteers to share.

ANSWERS

Students' own answers

Further support
Extra Practice CD-ROM



7

Grammar *must* and *must not* to express rules and prohibitions

1. Study the grammar.

- Use *must* + a base form to express rules and prohibitions, especially in writing and on signs. In spoken English, *have to / has to* is more common for expressing rules.

All spectators must enter the stadium before 9:00.

We **have to enter** the stadium before 9:00.

Athletes must not be late to events.

We **have to be** on time.

- For questions about rules, use *have to / has to*, not *must*.
  Do we **have to bring** two uniforms to the event?
- Use negative statements with *must* to express *prohibition*.
  Students **must not be** late for the exam = It's prohibited (against the rules) to be late.

Language tip

- Always use a base form, not an infinitive, after *must*.
  Passengers must be at the airport one hour before their flight.
  NOT *Passengers ~~must to be~~ at the airport one hour before their flight.*

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

3. Complete the rules with *must* or *must not*.

Hometown Teen Olympics

Athletes...

(1) must check the updated schedule online every morning and evening.
(2) must not be late for their event. Players who are late can't play in the event.
(3) must be at school one hour before their event for pre-game practice.
(4) must text their coaches the night before their event to confirm that they are OK to play.
(5) must come to school in the team uniform, ready to play. Athletes must not wear street clothes to school on the day of their event.
(6) must not bring any mobile devices to school the day of their event.

Note: If you are sick and will miss your event, get a letter when you are better from your doctor saying you are OK to play. You (7) must not come to the next event without a doctor's letter. No exceptions!

4. Circle the correct verb phrases and sports from the Vocabulary.

1. A: We don't have to / **must not** wear the team bathing suits for diving / **weightlifting** practice, right?
   B: Right. But we have to / **must** wear them for the diving competition.
2. A: Hey! The sign says, "Athletes must not / **don't have to** wear shoes for the **100-meter run** / judo practice."
   B: Oops! You're right. I forgot I have to / **must** take my shoes off.
3. A: Mr. Barber, do we have to / **must** bring our own rackets to the **hurdles** / table tennis event?
   B: Please bring your own.

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Grammar

Aim

Practice *must* and *must not* to express rules and prohibitions

Grammar support

Interactive Grammar Presentation

Exercise 1

- Read the first grammar rule. Have students look at the example signs and statements in the speech balloons.
- To check understanding, ask *Which is more common in spoken English – "must" or "have to"? (have to).*
- Read the second grammar point. Elicit questions about classroom rules (e.g., *Do students have to do homework? bring a dictionary to class? arrive to class on time?*). Invite volunteers to answer the questions.
- Read the last grammar point. Stress that *must not* is used for prohibition.
- Explain to students that *don't have to* has a very different meaning than *must not*. Write the following statements on the board:
  You must not call the professor. vs. *You don't have to call the professor.* Ask *What is the difference? ("must not" means it is prohibited, whereas "don't have to" means you can, but you are not required to do something).*
- Read the *Language tip*.

Usage

Must (for obligation) is almost never used in American English when speaking to or about an adult. It is sometimes used when addressing a child, to be sure the child understands there is no choice and he / she must obey. The contraction of *must not* is *mustn't*. *Mustn't* is extremely unusual in American English and is very condescending and infantilizing.

It's very unusual to ask questions with *must*, such as *When must spectators enter the stadium?* even if there is a posted written rule to that effect.

Must is also used for assumptions, as in *He looks like you. He must be your brother.* That usage isn't covered in *Teen2Teen* Four.

You may wish to point out that *must* is a modal, like *can*, *should*, and *will*. Modals never have *-s* in the third person like verbs in the simple present tense.

Exercise 2 2•17

- Play the CD or read the grammar examples aloud for students to repeat.
- Then play or read each item again.
- State these as "rules" emphasizing *must* and stating each deliberately since this isn't conversational speech. Remind students that we use *have to* not *must* when we refer to rules in spoken English.

AUDIOSCRIPT 2•17

All spectators must enter the stadium before 9:00.
We have to enter the stadium before 9:00.
Athletes must not be late to events.
We have to be on time.
Do we have to bring two uniforms to the event?
Students must not be late for the exam.

Exercise 3

- Read the direction line aloud. Make sure it is clear that each statement begins with *Athletes ...* Tell students the answer (affirmative or negative) can be determined by what logically makes sense. Ask a volunteer to read the example.
- Tell students to do the exercise.
- Go over the answers as a class.

Exercise 4

- Read the direction line and example aloud.
- Tell students to do the exercise.
- Go over the answers as a class.
- **Option:** Have different pairs read the answers.

Further support

Extra Practice CD-ROM

Reading

Aim

Develop reading skills: A newspaper article

Warm-up

Ask a volunteer to read the title of the article. Ask *What do you think "underdog" means? (a person or team that people think has little chance of winning).* Ask a student to read one of the captions. Ask *Why might the Jamaican bobsled team be considered an underdog? (there is no snow in Jamaica, so they don't have much opportunity to practice).* Ask *Are you familiar with bobsledding? Does your country have a bobsledding team?*

Exercise 1 2•18

- Read the direction line and question aloud. Tell students they will answer the question after reading the article.
- Play the CD or read the article aloud while students follow.
- Clarify vocabulary as needed. *Not necessarily* means *it doesn't have to be.* The answer *Not necessarily* to the question at the beginning of the paragraph means a country doesn't have to have lots of snow and ice in order to send athletes to the Winter Olympics. Explain that *to root for someone* means to want someone to do well in a competition.
- Finally, return to the question in the direction line.

ANSWER

That even though there is no snow in Jamaica, they could compete successfully in the sport.

Exercise 2

- **Skill / strategy:** *Identify the main idea.* Explain that this strategy helps a reader understand the main message of an article and then focus on the supporting details.
- Read the direction line aloud. Tell students to think about the choices and do the exercise. Let them compare their answers with a partner.
- Bring the class together and analyze all the choices: option 1 is a fact about Jamaica, but not the focus of the article. Option 2 is a true detail, but also not the main idea.

Exercise 3

- **Skill / strategy:** *Understand meaning from context.* Review that students will be figuring out what an unknown word means by looking at the words around the unknown word.

7

Reading A newspaper article

2.18 **1.** **Read the article about the Jamaican bobsled team. What is surprising about the team?**

2. Identify the main idea **After reading the article, choose the statement that expresses its main idea.**

1. Jamaica is a tropical country with no snow or ice.
2. Pushcarting is similar to bobsledding.
3. You don't have to come in first to be a success.

3. Understand meaning from context **Read the article again and find the words from the list. Complete each statement.**

compete race root for shocked similar ~~underdogs~~

1. Underdogs are teams or athletes that people expect will lose.
2. A race is a kind of competition.
3. A word that means "almost the same" is similar.
4. A verb that means take part in a contest or game is compete.
5. When you root for a team, you want the team to win.
6. An adjective with the same meaning as "surprised" is shocked.

WINTER OLYMPICS UNDERDOGS

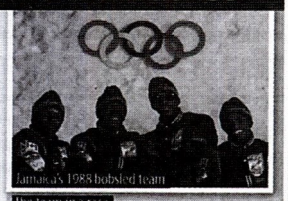
Does a country have to have lots of snow and ice in order to send athletes to compete in the Winter Olympic Games? Not necessarily!

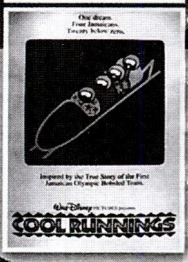
Jamaica, a tropical country with no snow or ice, first entered a team in the 1988 Olympic Games in Calgary, Canada. Since then, a Jamaican team has competed in several Olympic Games and continues competing today. There is even a famous movie, *Cool Runnings*, about the team.

How and why did a Jamaican team enter a sport that they couldn't easily practice at home? There are two factors that encouraged the Jamaicans: Jamaica has almost always entered fast runners in the Olympics, and every year there is a big pushcart race in Jamaica. Pushcarting is similar to bobsledding: athletes have to run and push the cart fast and then jump onto it. So maybe the idea wasn't so crazy!

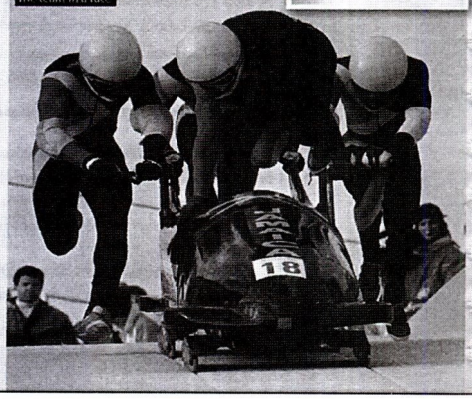
When the Jamaicans arrived at the 1988 Olympics, the world was shocked. They were the underdogs: no one thought they could win. Unfortunately, the team didn't finish the race because their sled crashed. But their story became world famous, and the Jamaican bobsled team keeps trying. The world is rooting for them to win an Olympic Gold Medal one day.

What has the story of the Jamaican bobsled team taught us? You don't always have to win to be a success.


Jamaica's 1988 bobsled team



The team in a race



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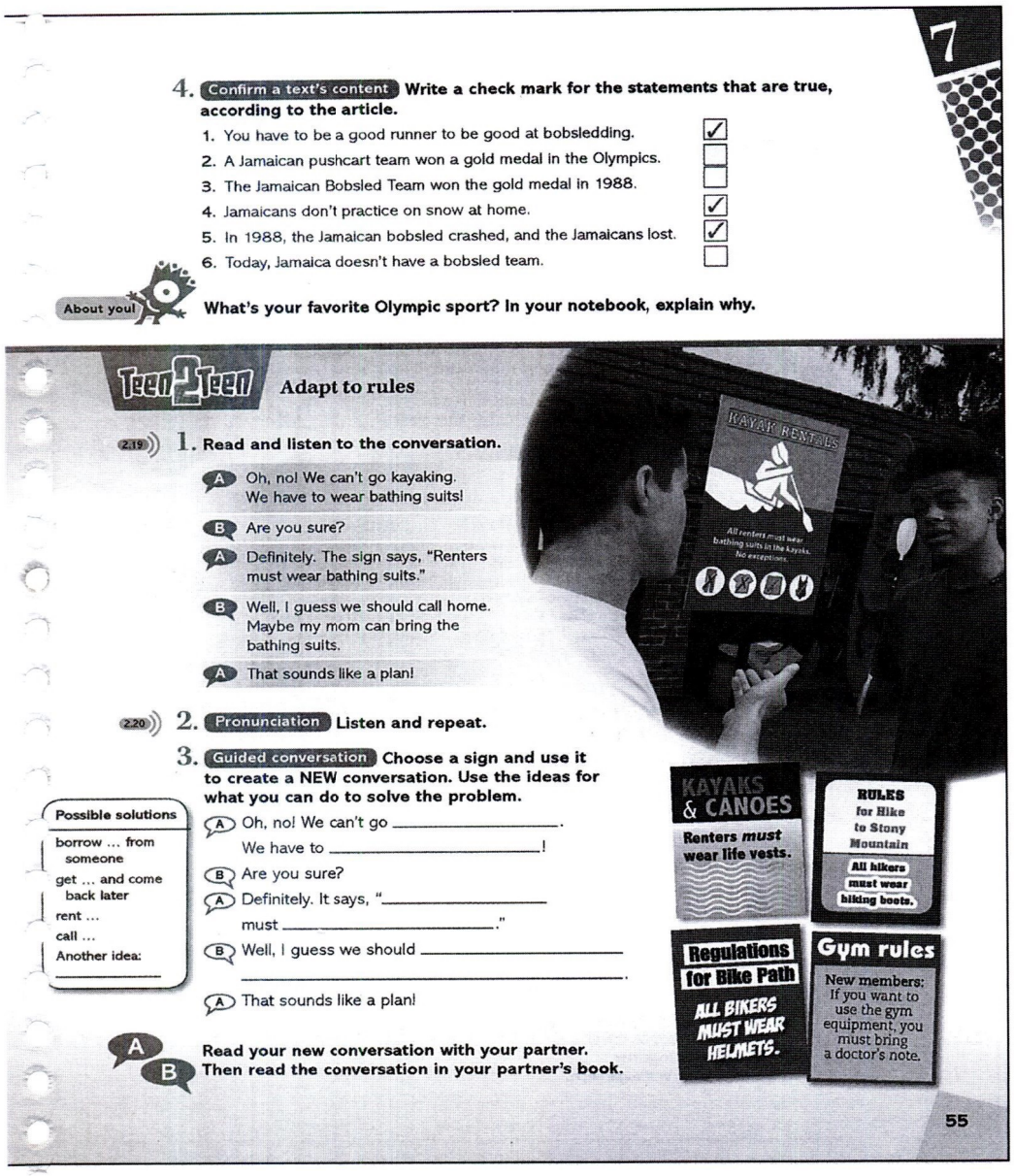
- Read the direction line aloud. Tell students to find and underline each word in the article. Tell them to study each word and surrounding words carefully and then do the exercise.
- Students compare answers in pairs.
- Go over the answers as a class.
- **Option:** Invite students to use the vocabulary in statements to test comprehension. Have students work in pairs, then bring the class together and call on students for examples. E.g., *Our soccer team was the underdog in the match. We had the weakest players.*

Exercise 4

- **Skill / strategy:** *Confirm a text's content.* Review that by confirming content in a text they show what is true about it. Read the direction line aloud.
- Have students first try to do the exercise without looking back at the article. Then have them go back to the article and confirm the answers. Ask students to underline and number the sections that correspond with the item numbers.
- Students compare answers in pairs.
- Go over the answers as a class. (1. *paragraph 3;* 4. *paragraph 3;* 5. *paragraph 4*).



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4. Confirm a text's content **Write a check mark for the statements that are true, according to the article.**

1. You have to be a good runner to be good at bobsledding. ☑
2. A Jamaican pushcart team won a gold medal in the Olympics. ☐
3. The Jamaican Bobsled Team won the gold medal in 1988. ☐
4. Jamaicans don't practice on snow at home. ☑
5. In 1988, the Jamaican bobsled crashed, and the Jamaicans lost. ☑
6. Today, Jamaica doesn't have a bobsled team. ☐

About you! **What's your favorite Olympic sport? In your notebook, explain why.**

Teen2Teen **Adapt to rules**

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

A Oh, no! We can't go kayaking. We have to wear bathing suits!
B Are you sure?
A Definitely. The sign says, "Renters must wear bathing suits."
B Well, I guess we should call home. Maybe my mom can bring the bathing suits.
A That sounds like a plan!

2.20 **2.** Pronunciation **Listen and repeat.**

3. Guided conversation **Choose a sign and use it to create a NEW conversation. Use the ideas for what you can do to solve the problem.**

Possible solutions
- borrow ... from someone
- get ... and come back later
- rent ...
- call ...
- Another idea: _____

A Oh, no! We can't go _____.
We have to _____!
B Are you sure?
A Definitely. It says, "_____ must _____."
B Well, I guess we should _____.
A That sounds like a plan!

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

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Suggestion

About you! can be done as a discussion activity in appropriate groups or you can ask students to report on what they wrote in their notebooks.

About you!

- Ask a volunteer to read the question. Have students discuss with a partner.
- Bring the class together and call on volunteers to share. Write names of different Olympic sports on the board. Determine if Winter or Summer Olympics are more popular in your class.

ANSWERS
Students' own answers

Teen2Teen

Aim

Practice social language for adapting to rules

Warm-up

On the board write the word *Rules*. Elicit examples: *Students must not miss more than two classes*; *No smoking*; *Don't use the elevator*, etc. Ask *Are you good at following rules?*

Exercise 1 2•19

- Focus on the photo and clarify any vocabulary as needed.
- Play the CD or read the conversation aloud while students follow.
- Ask *Why can't they go kayaking?* (*because they don't have bathing suits*) *How do they know they need bathing suits?* (*the sign with the rules says so*).
- **Option:** Draw students' attention to *have to* in the first statement in the conversation and *must* in the third statement. Point out how with *have to* the statement means it is necessary to do something. The statement with *must* is a rule.

Exercise 2 2•20

- Play the CD or read the conversation aloud line by line for students to repeat. Practice each line first with the whole class and then ask individual students to repeat.
- Point out the stress on *have to* and *must* in the statements.

Exercise 3

- Read the direction line aloud. Call on volunteers to read the signs. Clarify vocabulary as needed. Point out that *regulations* is another word for *rules*. If necessary, help students decide what they may need to *borrow*, *rent*, etc. in the *Possible solutions* box.
- Explain to students that they will now create their own conversations, using Exercise 1 as a model.
- Give students a few minutes to choose one sign and one possible solution, and fill out the information.
- Establish that they need an activity for gap 1. For gap 2 they need a detail of a rule. For gaps 3 and 4 they need to quote a rule from one of the signs. Gap 5 requires something from the *Possible solutions* box.
- Have students complete the gaps. Circulate to help as necessary.

Chat

- Ask students to practice reading the new conversations with a partner.
- **Option:** Invite pairs to act out their conversation for the class. Encourage everyone to listen by having them write down the activity, problem, and rule, mentioned.

Extension
Writing page 93

Further support
Extra Practice CD-ROM
Workbook pages W20–W22
Grammar Worksheet
Vocabulary Worksheet
Reading Worksheet
Unit Tests A and B
Video: Teen Snapshot
Grammar Bank

Unit 8

Grammar

be supposed to

might for possibility

Vocabulary

Ways to protect the environment

Social language

Remind someone of expected behavior

Values and cross-curricular topics

Recycling

Environmental awareness

The environment

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 Snapshots

Aim

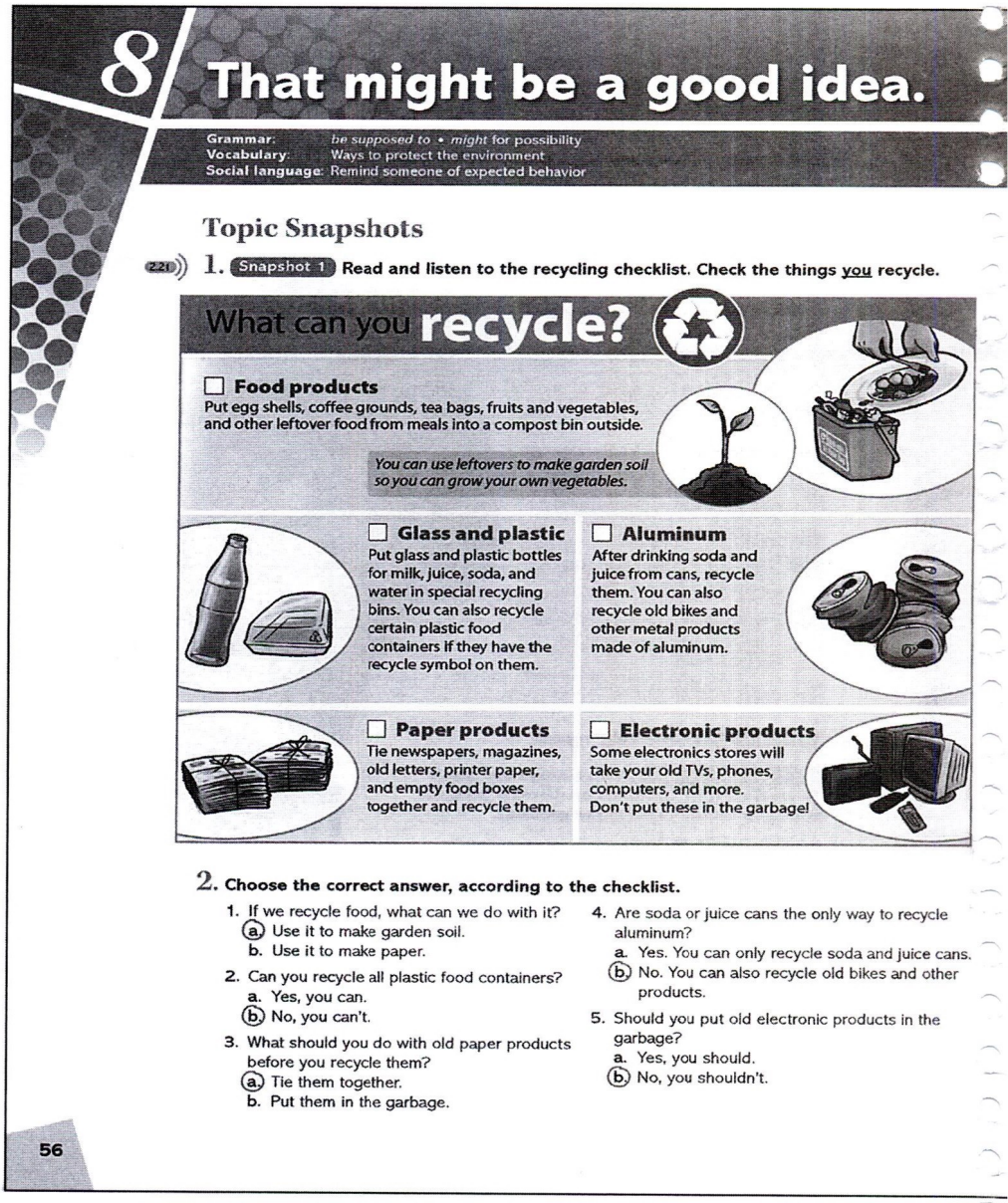
Explore the topic of the unit with examples of the unit grammar, vocabulary, and social language in context

Warm-up

Before students open their books, write on the board:
Recycle
Ask *What comes to mind when you see this word?* (e.g., *environment, trash, paper, cans, metal,* etc.) Write student answers on the board to refer to later. Ask *Does your town offer possibility for recycling? What are different things we can recycle every day?* (e.g., *reuse paper for scrap paper*).

Exercise 1 Snapshot 1 2•21

- Ask students to scan the images in the article. Look back at the board to see which items students also thought of.
- Read the direction line aloud.
- Play the CD or read the checklist aloud while students follow.
- Clarify vocabulary as needed. Ask *Has anyone ever seen a compost bin?* If yes, invite the student to describe exactly what it is and what it looked like (e.g., a special trash can or a pile in the yard).
- Give students a few minutes to check the things they recycle.
- Then have them share in pairs.



8 That might be a good idea.

Grammar: *be supposed to* • *might* for possibility
Vocabulary: Ways to protect the environment
Social language: Remind someone of expected behavior

Topic Snapshots

220 1. Snapshot 1 Read and listen to the recycling checklist. Check the things you recycle.

What can you recycle?

☐ **Food products**
Put egg shells, coffee grounds, tea bags, fruits and vegetables, and other leftover food from meals into a compost bin outside.

You can use leftovers to make garden soil so you can grow your own vegetables.

☐ **Glass and plastic**
Put glass and plastic bottles for milk, juice, soda, and water in special recycling bins. You can also recycle certain plastic food containers if they have the recycle symbol on them.

☐ **Aluminum**
After drinking soda and juice from cans, recycle them. You can also recycle old bikes and other metal products made of aluminum.

☐ **Paper products**
Tie newspapers, magazines, old letters, printer paper, and empty food boxes together and recycle them.

☐ **Electronic products**
Some electronics stores will take your old TVs, phones, computers, and more. Don't put these in the garbage!

2. Choose the correct answer, according to the checklist.

1. If we recycle food, what can we do with it?
   (a) Use it to make garden soil.
   b. Use it to make paper.
2. Can you recycle all plastic food containers?
   a. Yes, you can.
   (b) No, you can't.
3. What should you do with old paper products before you recycle them?
   (a) Tie them together.
   b. Put them in the garbage.
4. Are soda or juice cans the only way to recycle aluminum?
   a. Yes. You can only recycle soda and juice cans.
   (b) No. You can also recycle old bikes and other products.
5. Should you put old electronic products in the garbage?
   a. Yes, you should.
   (b) No, you shouldn't.

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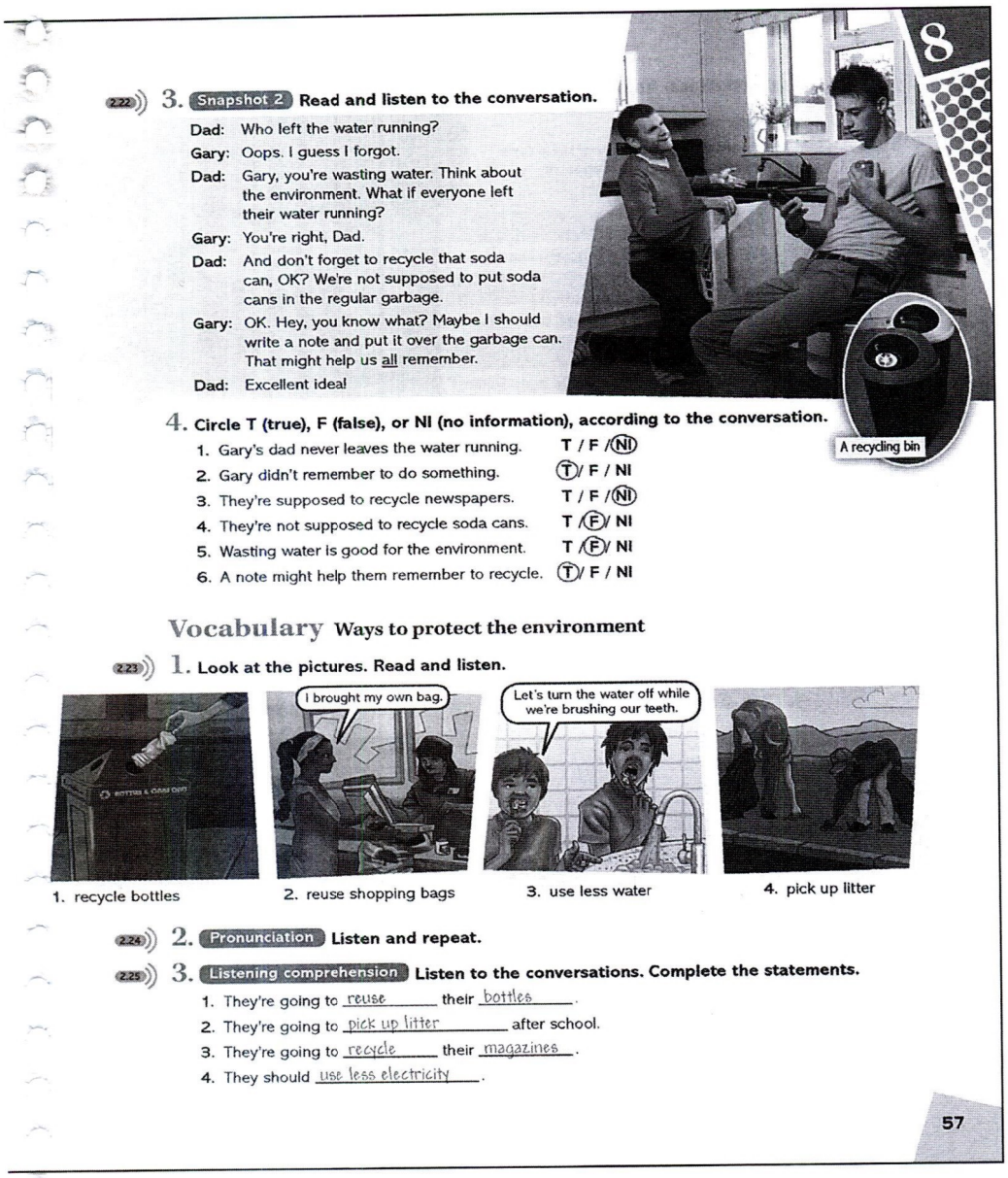
- **Option:** If you want to extend the discussion, ask *Do you think your town offers you enough opportunities for recycling? For example, is there recycling pick up? Or do you have to bring your items somewhere? Do you think your town could do more?*

Exercise 2

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

Extra practice activity (all classes)

- Have students work in pairs. Give each pair one of the heads from the checklist. Tell them to create a dialogue about recycling that particular item. For example, for *Glass and plastic* write:
  A *What are you doing? Don't throw out that plastic water bottle!*
  B *Oh, oops. Yeah. I guess I should recycle it.*
  A *I have a better idea: just get a water bottle that you can refill with water.*
  B *I know. I know. But I always lose those!*
- Invite a volunteer to read the conversation with you.
- Then have pairs write their own conversations. Circulate to help as necessary.
- Then volunteers read their conversations to the class.



8

2.22 **3. Snapshot 2 Read and listen to the conversation.**

Dad: Who left the water running?
Gary: Oops. I guess I forgot.
Dad: Gary, you're wasting water. Think about the environment. What if everyone left their water running?
Gary: You're right, Dad.
Dad: And don't forget to recycle that soda can, OK? We're not supposed to put soda cans in the regular garbage.
Gary: OK. Hey, you know what? Maybe I should write a note and put it over the garbage can. That might help us all remember.
Dad: Excellent idea!

A recycling bin

4. Circle T (true), F (false), or NI (no information), according to the conversation.

1. Gary's dad never leaves the water running. T / F / (NI)
2. Gary didn't remember to do something. (T) / F / NI
3. They're supposed to recycle newspapers. T / F / (NI)
4. They're not supposed to recycle soda cans. T / (F) / NI
5. Wasting water is good for the environment. T / (F) / NI
6. A note might help them remember to recycle. (T) / F / NI

Vocabulary Ways to protect the environment

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

1. recycle bottles
2. reuse shopping bags
3. use less water
4. pick up litter

2.24 **2. Pronunciation Listen and repeat.**

2.25 **3. Listening comprehension Listen to the conversations. Complete the statements.**

1. They're going to reuse their bottles.
2. They're going to pick up litter after school.
3. They're going to recycle their magazines.
4. They should use less electricity.

Exercise 3 Snapshot 2 2.22

- Read the direction line aloud.
- Play the CD or read the conversation aloud while students follow. Focus on *"left the water running"*. Ask *What does this mean? (the person didn't shut off the water, and water is continuously coming out of the faucet)*. Ask *What does it mean "to waste"? (to use more than is necessary)*.
- Focus on the tone in the third line. Ask *What is the dad's tone? (serious; he is reprimanding his son for not thinking about the environment)*.
- **Option:** Students can role-play the conversation in pairs.

Exercise 4

- Read the direction line aloud.
- Tell students to do the exercise without looking back at the conversation. Then tell them to look back and check their answers.
- Go over the answers as a class. Then call on volunteers to make the false statements true: 2. *Gary made a mistake*; 4. *They are supposed to recycle soda cans*; 5. *Wasting water is bad for the environment.*
- **Option:** Ask *Do you think Gary's idea for the reminder is a good one? What are other reminders we can set up for recycling?* (e.g., *have bins set up inside the house for the different things that need to be separated for recycling; have a calendar on the refrigerator specifying days for recycling pick up*, etc.)

Vocabulary

Aim

Practice phrases for ways to protect the environment

Exercise 1 2.23

- Play the CD or read the phrases aloud while students follow.
- Clarify vocabulary as needed. Ask *What does "reuse" mean? (use again)*. Explain that *litter* is paper, cans, etc. that people have thrown on the ground in a public place.
- **Option:** Focus on item 2 (Reuse shopping bags). Ask *What are other things we can reuse?* Create a list on the board, e.g., *jars, envelopes, boxes, scrap paper*, etc. Ask *How can these items be reused?* For example: *jars can be used to store other items; envelopes can be used as scrap paper, or you can stick a label over an address, and use it again; boxes can be reused to store other items*, etc.

Exercise 2 2.24

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

Exercise 3 2.25

- Read the direction line aloud. Tell students to refer to the phrases in the Vocabulary for hints how to write the answers. For weaker classes, you can provide the words *magazines* and *electricity* on the board.
- Explain that students will hear each conversation twice. Tell them to take notes first for each conversation and then fill in the blanks.
- Play the CD or read the audioscript aloud while students listen and write in the answers. Then students listen again and check their answers correcting as needed.
- After students complete the exercise, have them compare answers in pairs.
- Go over the answers as a class.

AUDIOSCRIPT 2.25 PAGE 107

Extra extension activity (stronger classes)

- Have students role-play a scenario similar to those in Exercise 3. Tell them they can refer to the vocabulary as well as the checklist on page 56.

Further support
Extra Practice CD-ROM

Grammar

Aim

Practice *be supposed to*

Grammar support
Interactive Grammar Presentation

Exercise 1

- Ask a volunteer to read the speech balloon in the photo. Ask *What do you think "supposed to" means? (It's a rule we need to follow).* Ask *What kinds of things are we supposed to do in class?* (e.g., *pay attention, do homework, participate,* etc.)
- Read the grammar rule and examples.
- **Option:** Have students go back to the conversation on page 57. Ask them to find one example with *supposed to (We're not supposed to put soda cans . . .)* Ask *Is it affirmative or negative? (negative) a statement or a question? (a statement).* Ask students to create a *yes / no* question from the statement (*Are we supposed to put soda cans . . .?*) Elicit a short answer (*No, we're not*).

Exercise 2 2•26

- Play the CD or read the grammar examples aloud for students to repeat. Point out the stress on *supposed to* in the first and third statements, and the stress on *not* in the negative statement.
- Then play or read each item again.

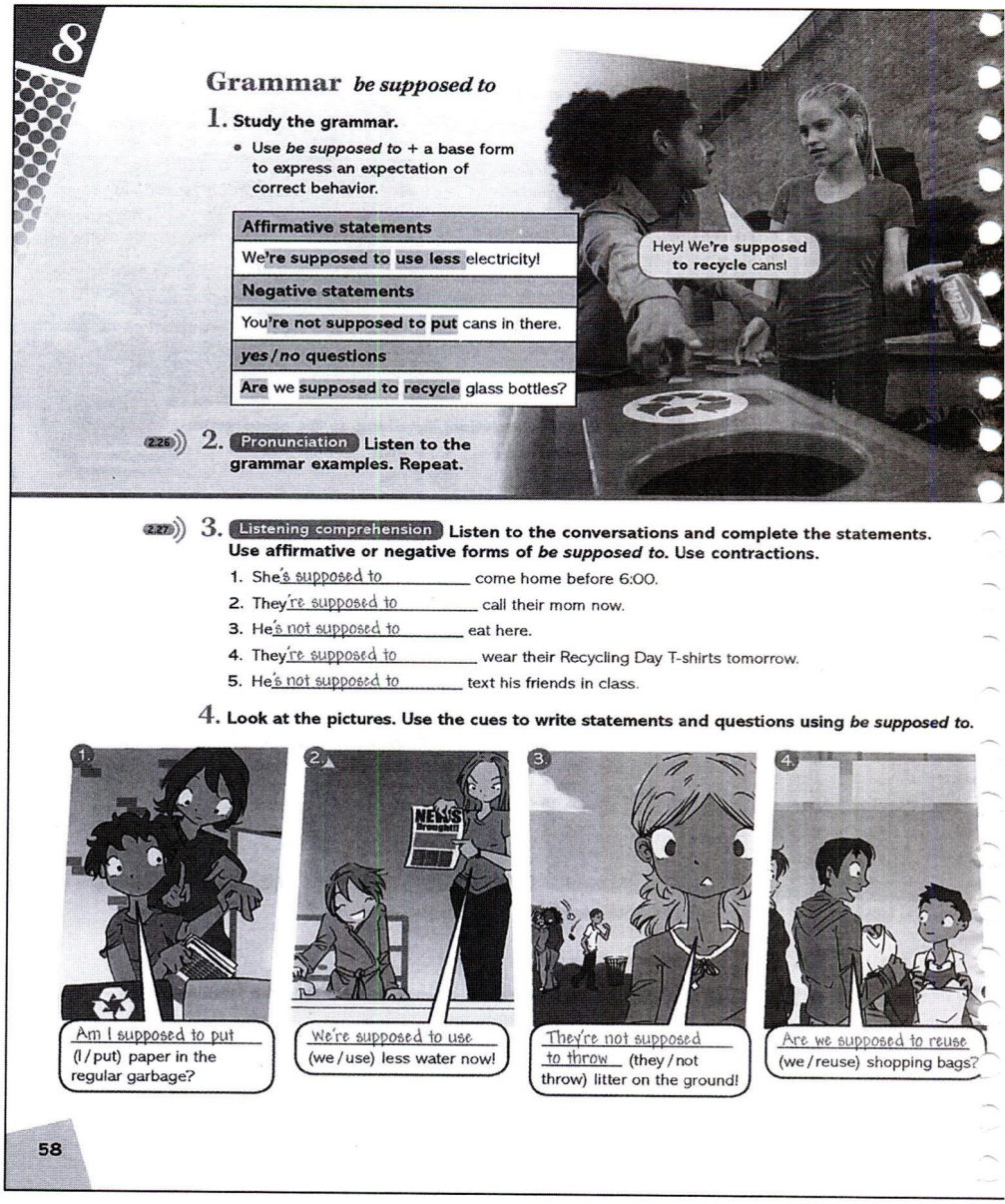
AUDIOSCRIPT 2•26

We're supposed to use less electricity!
You're not supposed to put cans in there.
Are we supposed to recycle glass bottles?

Exercise 3 2•27

- Read the direction line aloud. Clarify that some answers will be affirmative statements and some will be negative statements. Explain that students will hear each conversation twice.
- Play the CD or read the audioscript aloud while students listen and write in the answers. Then students listen again and check their answers correcting as needed.
- After students complete the exercise, have them compare answers in pairs.
- Go over the answers as a class.
- **Option:** In pairs have students create *yes / no* questions from the statements and provide short answers depending if the exercise item is affirmative or negative, e.g.,
  1. **A** *Is she supposed to come home before 6:00?*
     B *Yes, she is.*

AUDIOSCRIPT 2•27 PAGE 107



8

Grammar ***be supposed to***

1. Study the grammar.

- **Use *be supposed to* + a base form to express an expectation of correct behavior.**

Affirmative statements
We're supposed to use less electricity!
Negative statements
You're not supposed to put cans in there.
***yes / no* questions**
Are we supposed to recycle glass bottles?

Hey! We're supposed to recycle cans!

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

2.27 **3. Listening comprehension Listen to the conversations and complete the statements. Use affirmative or negative forms of *be supposed to*. Use contractions.**

1. She's supposed to _____ come home before 6:00.
2. They're supposed to _____ call their mom now.
3. He's not supposed to _____ eat here.
4. They're supposed to _____ wear their Recycling Day T-shirts tomorrow.
5. He's not supposed to _____ text his friends in class.

4. Look at the pictures. Use the cues to write statements and questions using *be supposed to*.

1. Am I supposed to put (I / put) paper in the regular garbage?
2. We're supposed to use (we / use) less water now!
3. They're not supposed to throw (they / not throw) litter on the ground!
4. Are we supposed to reuse (we / reuse) shopping bags?

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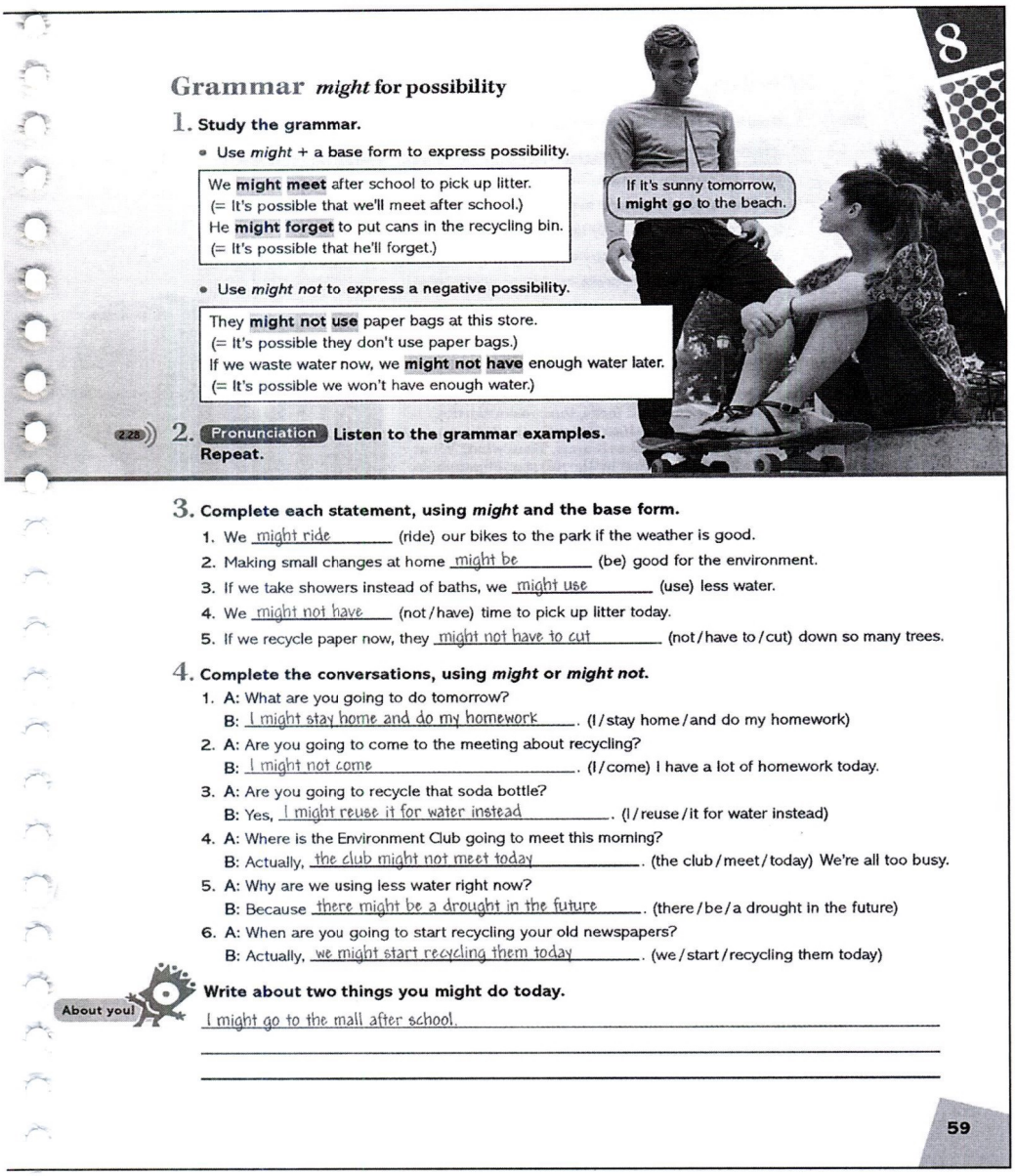
Exercise 4

- Read the direction line aloud. Focus on the example. Point out that the question mark shows that the item is a question. With *I* as the subject, it was necessary to use *Am*.
- Have students use the cues in the other items to write statements or questions. Hint to check punctuation at the end of the statement. Circulate to help as necessary.
- Have students check with a partner.
- Go over the answers as a class.
- **Option:** Elicit additional examples that deal with recycling and the environment (e.g., *We're supposed to separate our papers and plastics; We're not supposed to throw away batteries; Are we supposed to recycle refrigerators?*).

Extra practice activity (all classes)

- Have students think up additional statements and questions with *supposed to* to go with the pictures. For example: 1. *You're not supposed to put paper there;* 2. *We're not supposed to leave the water running;* 3. *They're not supposed to throw out their litter;* 4. *We're supposed to reuse plastic bags.*

Further support
Extra Practice CD-ROM



8

Grammar *might* for possibility

1. Study the grammar.

- Use *might* + a base form to express possibility.

We **might meet** after school to pick up litter.
(= It's possible that we'll meet after school.)
He **might forget** to put cans in the recycling bin.
(= It's possible that he'll forget.)

- Use *might not* to express a negative possibility.

They **might not use** paper bags at this store.
(= It's possible they don't use paper bags.)
If we waste water now, we **might not have** enough water later.
(= It's possible we won't have enough water.)

If it's sunny tomorrow, I **might go** to the beach.

2-28 **2. Pronunciation** **Listen to the grammar examples. Repeat.**

3. Complete each statement, using *might* and the base form.

1. We might ride (ride) our bikes to the park if the weather is good.
2. Making small changes at home might be (be) good for the environment.
3. If we take showers instead of baths, we might use (use) less water.
4. We might not have (not/have) time to pick up litter today.
5. If we recycle paper now, they might not have to cut (not/have to/cut) down so many trees.

4. Complete the conversations, using *might* or *might not*.

1. A: What are you going to do tomorrow?
   B: I might stay home and do my homework. (I/stay home/and do my homework)
2. A: Are you going to come to the meeting about recycling?
   B: I might not come. (I/come) I have a lot of homework today.
3. A: Are you going to recycle that soda bottle?
   B: Yes, I might reuse it for water instead. (I/reuse/it for water instead)
4. A: Where is the Environment Club going to meet this morning?
   B: Actually, the club might not meet today. (the club/meet/today) We're all too busy.
5. A: Why are we using less water right now?
   B: Because there might be a drought in the future. (there/be/a drought in the future)
6. A: When are you going to start recycling your old newspapers?
   B: Actually, we might start recycling them today. (we/start/recycling them today)

About you! **Write about two things you might do today.**

I might go to the mall after school.

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Grammar

Aim

Practice *might* for possibility

Grammar support
Interactive Grammar Presentation

Exercise 1

- Ask a volunteer to read the speech balloon in the photo. Ask *Will he definitely go to the beach tomorrow? (no, there's a possibility he will)*. Elicit different things students might do tomorrow (e.g., *I might go to the library; I might go to a restaurant*).
- Focus on the first grammar rule. Read the examples. Elicit additional examples related to recycling (e.g., *We might set up a compost bin this summer*).
- Focus on the second grammar rule. Read the examples. Elicit additional examples related to recycling. (e.g., *The recycling truck might not come today*).
- **Option:** Have students go back to the conversation on page 57. Ask them to find one example with *might* (*That might help us all remember.*) Ask *Will the sign definitely help them remember? (no, but maybe it will)*.

Usage

May can also be used to express possibility. There is no difference in meaning or usage between *may* and *might*.

In American English, *might* is not used in *yes / no* questions and is rarely used in information questions. It's generally viewed as overly formal.

Might can be used in the result clause of real conditional statements. The real conditional was taught in *Teen2Teen* Three, Unit 6. Although it's not necessary to review the real conditional here, you might wish to in appropriate groups.

Exercise 2 2-28

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

AUDIOSCRIPT 2-28

We might meet after school to pick up litter.
He might forget to put cans in the recycling bin.
They might not use paper bags at this store.
If we waste water now, we might not have enough water later.

Exercise 3

- Read the direction line aloud. Remind students that *might* does not change form and is not contracted. Students will just have to write *might* and copy the words in parentheses.
- Go over the answers as a class.

Exercise 4

- Read the direction line aloud. Model the example with a volunteer.
- Then give students a few minutes to write the responses.
- Have students check with a partner.
- Go over the answers as a class.
- **Option:** Have students practice reading the conversations in pairs.

Suggestion

About you! can be done as a discussion activity in appropriate groups or you can ask students to report on what they wrote in their notebooks.

About you!

- Read the direction line and example.
- Give students time to write their statements. Then have pairs compare answers.
- Bring the class together and call on volunteers to share.

Further support
Extra Practice CD-ROM

Reading

Aim

Develop reading skills: An informational leaflet

Warm-up

Bring students' attention to the word *leaflet*. Explain that this is a very thin booklet or a piece of paper that gives information about something. A leaflet is identical to a pamphlet, which students saw in Unit 5.

Exercise 1 2•29

- Read the direction line aloud and focus on the question. Have students look at the title, the images, and the captions to get an idea of what a landfill is. Tell them they will answer the question after reading the article.
- Play the CD or read the leaflet aloud while students follow.
- Clarify vocabulary as needed. *Methane* is a gas that you cannot see or smell. Focus on the line *Landfills are just plain ugly!* Explain that *plain ugly* is an informal way of saying *simply ugly*. Then focus on the line *There are few things as ugly as a landfill.* Ask *What does this mean? (that landfills are among the ugliest things in the world).*
- Ask the question in the direction line.

ANSWER

A landfill is a place where large amounts of garbage are put into the ground.

Extra practice activity (all classes)

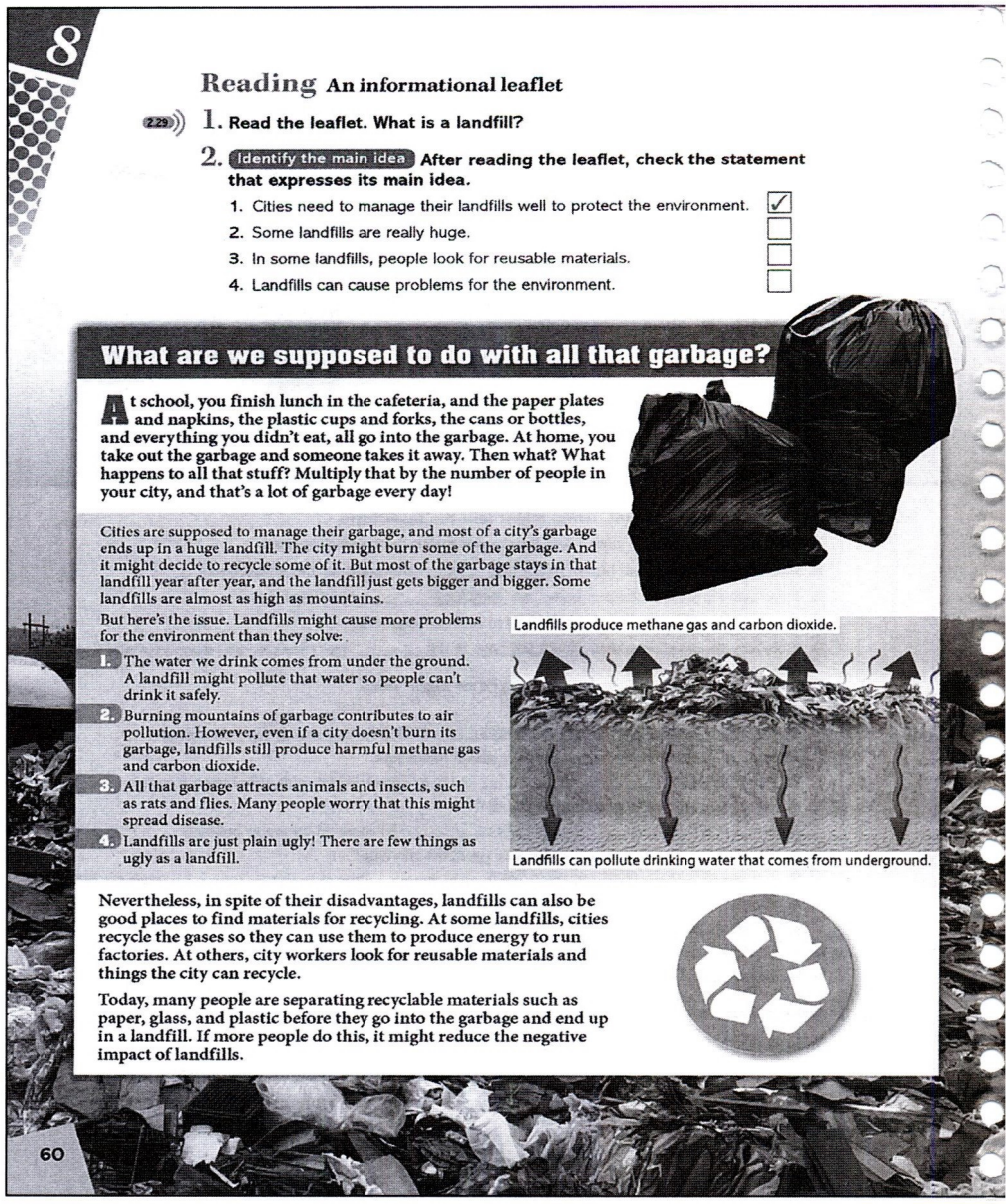
- For review, ask students to underline all uses of *supposed to* and *might* (*Cities are supposed to manage . . .; The city might burn . . .; it might decide . . .; Landfills might cause . . .; A landfill might pollute . . .; this might spread . . .; it might reduce . . .*).

Exercise 2

- **Skill / strategy:** *Identify the main idea.* Read the direction line aloud. Give students time to think about the main message of the leaflet and eliminate which choices are supporting details.
- Analyze all the choices as a class: option 2 is true, but the whole leaflet is not about the size of landfills; similarly options 3 and 4 are true details, but not the focus of the leaflet.

Exercise 3

- **Skill / strategy:** *Confirm a text's content.* Read the direction line and example aloud. Tell students to scan the leaflet for the words *air* and *water* (*under problems 1 and 2*). A landfill can pollute water and produce harmful methane gas and carbon dioxide.



8

Reading An informational leaflet

229 1. **Read the leaflet. What is a landfill?**

2. Identify the main idea **After reading the leaflet, check the statement that expresses its main idea.**
   1. Cities need to manage their landfills well to protect the environment. ☑
   2. Some landfills are really huge. ☐
   3. In some landfills, people look for reusable materials. ☐
   4. Landfills can cause problems for the environment. ☐

What are we supposed to do with all that garbage?

At school, you finish lunch in the cafeteria, and the paper plates and napkins, the plastic cups and forks, the cans or bottles, and everything you didn't eat, all go into the garbage. At home, you take out the garbage and someone takes it away. Then what? What happens to all that stuff? Multiply that by the number of people in your city, and that's a lot of garbage every day!

Cities are supposed to manage their garbage, and most of a city's garbage ends up in a huge landfill. The city might burn some of the garbage. And it might decide to recycle some of it. But most of the garbage stays in that landfill year after year, and the landfill just gets bigger and bigger. Some landfills are almost as high as mountains.

But here's the issue. Landfills might cause more problems for the environment than they solve:

1. The water we drink comes from under the ground. A landfill might pollute that water so people can't drink it safely.
2. Burning mountains of garbage contributes to air pollution. However, even if a city doesn't burn its garbage, landfills still produce harmful methane gas and carbon dioxide.
3. All that garbage attracts animals and insects, such as rats and flies. Many people worry that this might spread disease.
4. Landfills are just plain ugly! There are few things as ugly as a landfill.

Landfills produce methane gas and carbon dioxide.

Landfills can pollute drinking water that comes from underground.

Nevertheless, in spite of their disadvantages, landfills can also be good places to find materials for recycling. At some landfills, cities recycle the gases so they can use them to produce energy to run factories. At others, city workers look for reusable materials and things the city can recycle.

Today, many people are separating recyclable materials such as paper, glass, and plastic before they go into the garbage and end up in a landfill. If more people do this, it might reduce the negative impact of landfills.

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- Have students first try to do the exercise without looking back at the leaflet. Then have them go back to the article and confirm the answers. Ask them to find and underline the supporting details for each item.
- Go over the answers as a class. Invite students to show where in the text they found information that supports the statements (2. *All that garbage attracts animals and insects*; 3. *Landfills are just plain ugly*; 4. *At some landfills, cities recycle the gases so they can use them to produce energy to run factories*; 5. *If more people do this (recycle), it might reduce the negative impact of landfills.*)

Suggestion

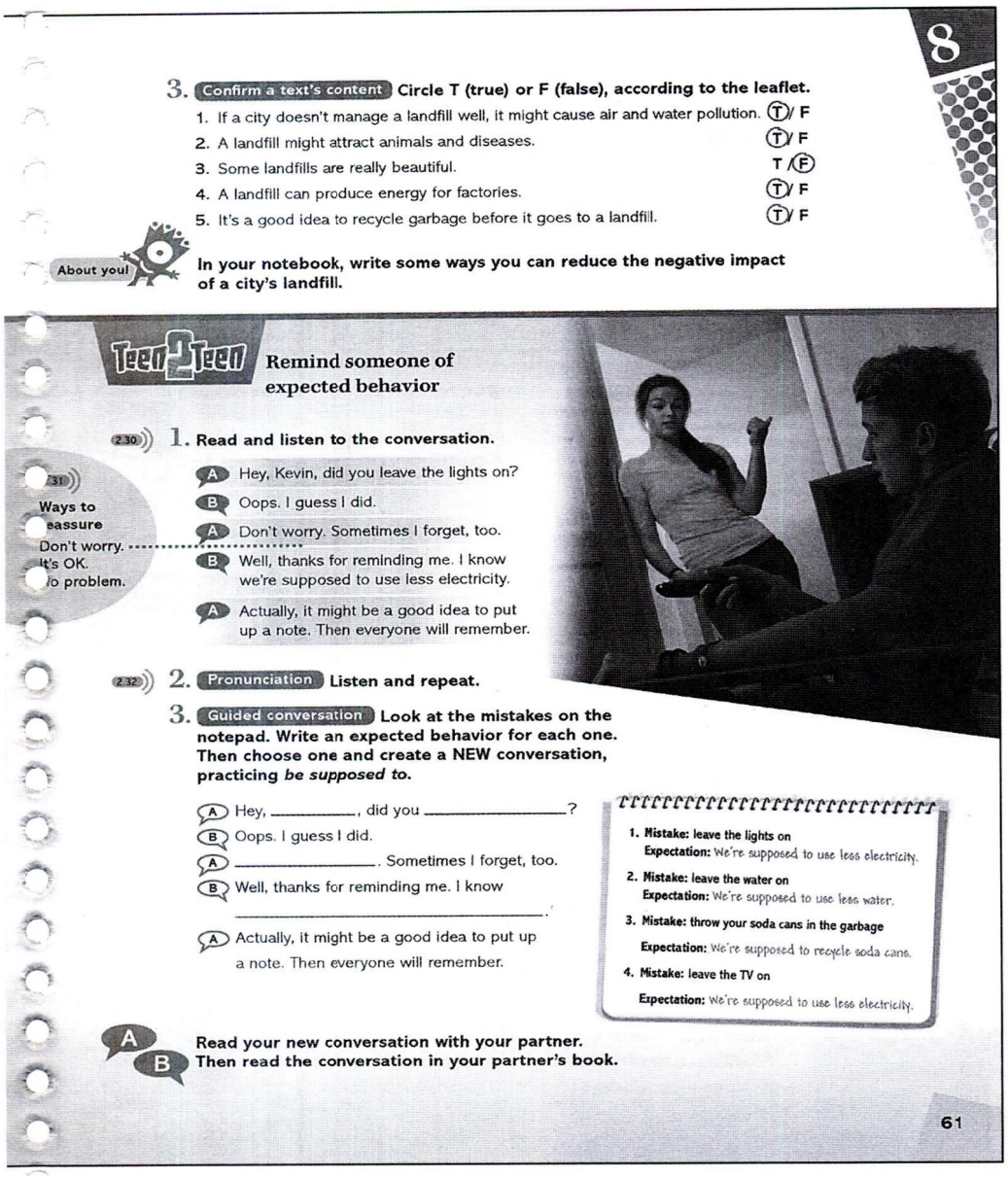
About you! can be done as a discussion activity in appropriate groups or you can ask students to report on what they wrote in their notebooks.

About you!

- Ask a volunteer to read the direction line. If students are stumped, hint that they should focus on basic things they can do (e.g., *to separate certain garbage before it goes to a landfill*).
- Go over the answers as a class.

ANSWERS

Students' own answers



3. Confirm a text's content **Circle T (true) or F (false), according to the leaflet.**

1. If a city doesn't manage a landfill well, it might cause air and water pollution. (T) / F
2. A landfill might attract animals and diseases. (T) / F
3. Some landfills are really beautiful. T / (F)
4. A landfill can produce energy for factories. (T) / F
5. It's a good idea to recycle garbage before it goes to a landfill. (T) / F

About you! **In your notebook, write some ways you can reduce the negative impact of a city's landfill.**

Teen2Teen **Remind someone of expected behavior**

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

2.31 Ways to reassure
Don't worry.
It's OK.
No problem.

A Hey, Kevin, did you leave the lights on?
B Oops. I guess I did.
A Don't worry. Sometimes I forget, too.
B Well, thanks for reminding me. I know we're supposed to use less electricity.
A Actually, it might be a good idea to put up a note. Then everyone will remember.

2.32 2. Pronunciation **Listen and repeat.**

3. Guided conversation **Look at the mistakes on the notepad. Write an expected behavior for each one. Then choose one and create a NEW conversation, practicing *be supposed to*.**

A Hey, _____, did you _____?
B Oops. I guess I did.
A _____. Sometimes I forget, too.
B Well, thanks for reminding me. I know _____.
A Actually, it might be a good idea to put up a note. Then everyone will remember.

1. **Mistake:** leave the lights on
Expectation: We're supposed to use less electricity.
2. **Mistake:** leave the water on
Expectation: We're supposed to use less water.
3. **Mistake:** throw your soda cans in the garbage
Expectation: We're supposed to recycle soda cans.
4. **Mistake:** leave the TV on
Expectation: We're supposed to use less electricity.

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

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Teen2Teen

Aim

Practice social language to remind someone of expected behavior

Warm-up

Ask *Does anyone ever remind you of expected behavior – for example, tell you that you should or shouldn't say something or do something? If yes, who tells you this usually?* (e.g., *parents, teachers, friends*) *Do you mind people reminding you how to act? Why? Why not?*

Exercise 1 2•30

- Focus on the photo. Ask *Where are these people?* (*at home*) *What's the problem?* (*the boy has left the light on*) *What do you think she might tell him?* (e.g., *We're supposed to conserve energy and shut off lights*).
- Play the CD or read the conversation aloud while students follow.
- Ask *Does Kevin mind that the girl reminds him about the lights?* (*no*) *What additional suggestion does the girl make?* (*to put up a note*).
- **Option:** Draw students' attention to examples of *supposed to* (*we're supposed to use less electricity*) and *might* (*it might be a good idea to put up a note*).

Exercise 2 2•32

- Play the CD or read the conversation aloud line by line for students to repeat. Practice each line first with the whole class and then ask individual students to repeat.
- Focus on the tone of each speaker. Ask *Is the girl angry at Kevin?* (*no, she reminds him gently.*) *What is his tone?* (*also calm*).

Exercise 3

- Read the direction line aloud. Ask volunteers to read the first mistake and expectation in the notepad. Then give students a few minutes to fill in the expectations. Circulate to help if students are not sure what to write.
- Explain to students that they will now create their own conversations, using Exercise 1 as a model.
- Establish that they need a name for gap 1 and a mistake for gap 2. For gap 3 they need an assurance. For gap 4 they need an expectation.
- Have students complete the gaps.
- Circulate to help as necessary.

Chat

- Ask students to practice reading the new conversations with a partner. Remind them to use appropriate intonation to express concern.
- **Option:** Invite pairs to act out their conversation for the class. Encourage everyone to listen by having them write down the mistake and expectation they hear.

Extension

Writing page 93

Further support

Extra Practice CD-ROM
Workbook pages W23–W25
Grammar Worksheet
Vocabulary Worksheet
Reading Worksheet
Unit Tests A and B
Video: Teen Snapshot
Grammar Bank

Unit 9

Grammar

Tag questions: present and past

Vocabulary

Personal care products

Social language

Express disbelief

Values and cross-curricular topics

Advertisements

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

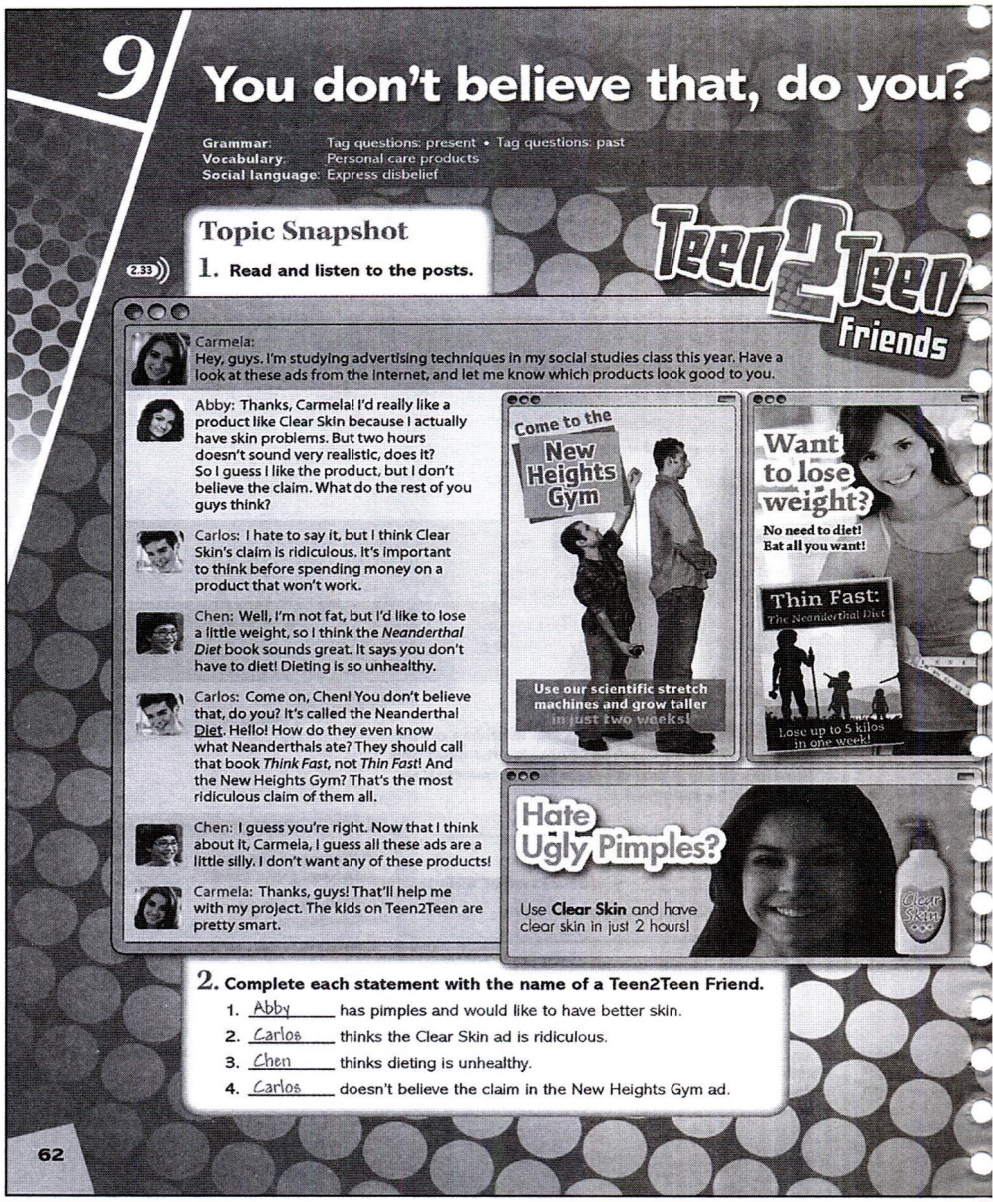
Ask *Who's writing on the Teen2Teen blog today? (Carmela) Who is responding to her posts? (Abby, Carlos,* and *Chen)* Review where these teens are from (*Carmela is from Italy, Abby is from the United States, Carlos is from Argentina, Chen is from China*).

Exercise 1 2•33

- Before students listen, write on the board:
  Advertising techniques
  Ask *What motivates you to buy a product? price? emotion? celebrity endorsement? brand?*
- Invite students to preview the ads at the right and clarify vocabulary as needed. Ask *Do any of these ads appeal to you? Why? Why not?*
- Play the CD or read the posts aloud while students follow.
- Make sure students understand that *a claim* is a statement that something is true even if it hasn't been proven to be true. Ask *What kinds of claims do the ads make? (that you can grow taller in two weeks; that you can lose five kilos in one week; that you can clear up pimples in two hours).* Ask *Do you think any of these claims are true? Why? Why not?*

Exercise 2

- Read the direction line and example aloud. Tell students to first try to do the exercise without looking the post.
- Go over the answers as a class.



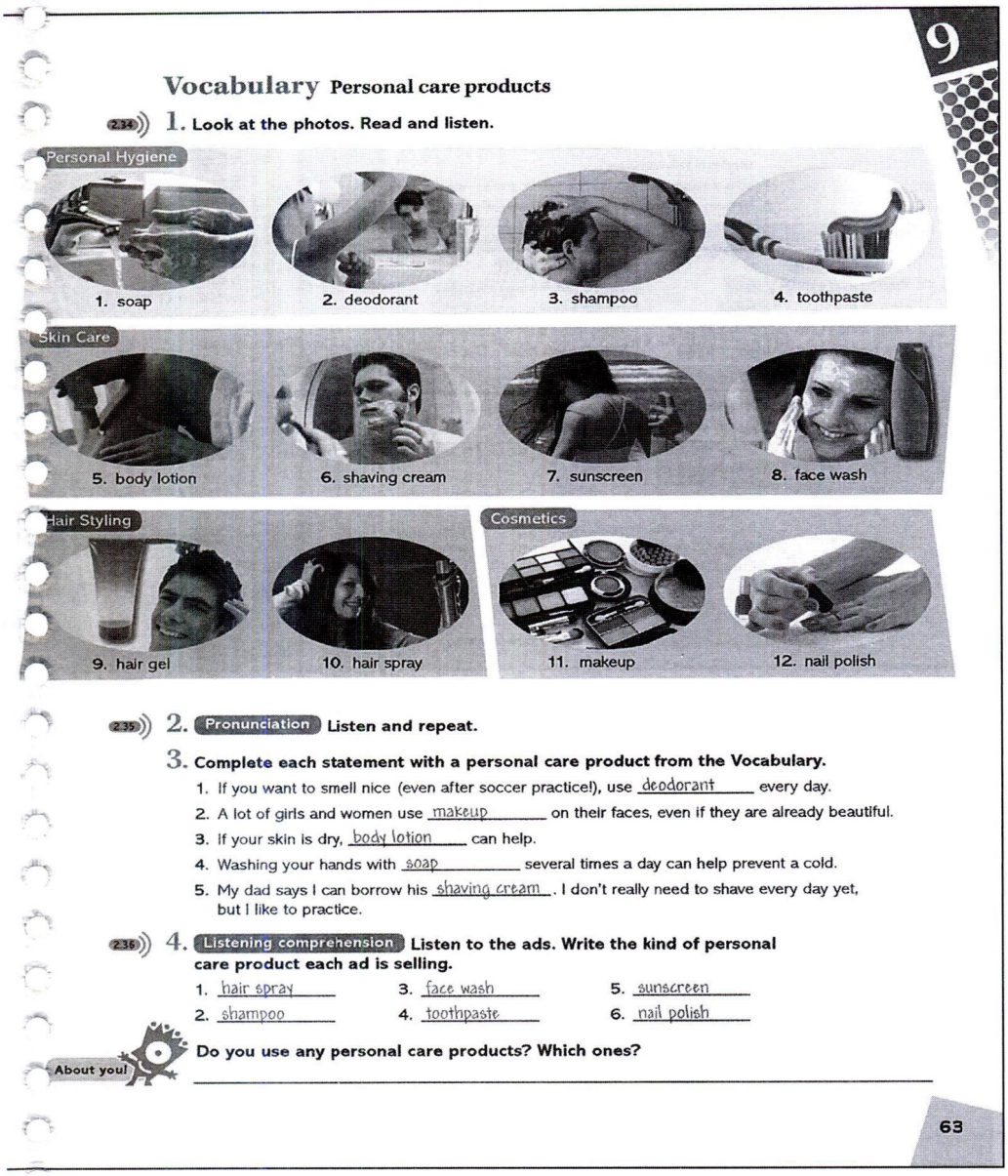
- **Option:** Ask students if they ever believe claims like those listed in these ads? Ask *Why is it tempting to believe such ads?*
- **Option:** In stronger classes, you might wish to ask students to bring in or talk about ads they know that make ridiculous claims.

Extra practice activity (all classes)

- Ask students to work in pairs to create their own ads with ridiculous claims. Tell students to use the three ads in the Topic Snapshot for ideas. Have pairs exchange ads with another pair. Write these questions on the board for another pair to answer:
  What claim does the ad make?
  Is it believable?
  Would you consider purchasing the product? Why? Why not?
  Have you ever seen a claim for a similar product anywhere?
- Have pairs discuss ads and questions. Then bring the class together and have groups share.

Extra extension activity (stronger classes)

- Ask a volunteer to read Carmela's response at the end of the blog. Ask *What information do you think Carmela gathered from the teens' responses? How do you think it will help her with her project?*



9

Vocabulary Personal care products

234 **1. Look at the photos. Read and listen.**

Personal Hygiene

1. soap 2. deodorant 3. shampoo 4. toothpaste

Skin Care

5. body lotion 6. shaving cream 7. sunscreen 8. face wash

Hair Styling

9. hair gel 10. hair spray

Cosmetics

11. makeup 12. nail polish

239 **2. Pronunciation Listen and repeat.**

3. Complete each statement with a personal care product from the Vocabulary.

1. If you want to smell nice (even after soccer practice!), use deodorant every day.
2. A lot of girls and women use makeup on their faces, even if they are already beautiful.
3. If your skin is dry, body lotion can help.
4. Washing your hands with soap several times a day can help prevent a cold.
5. My dad says I can borrow his shaving cream. I don't really need to shave every day yet, but I like to practice.

238 **4. Listening comprehension Listen to the ads. Write the kind of personal care product each ad is selling.**

1. hair spray
2. shampoo
3. face wash
4. toothpaste
5. sunscreen
6. nail polish

About you! **Do you use any personal care products? Which ones?**

_____

63

Vocabulary

Aim

Practice words for personal care products

Exercise 1 2•34

- Focus on the categories of personal care products and clarify as needed.
- Play the CD or read the phrases aloud while students follow.

> **Usage**
>
> For acne and pimples, there are three kinds of products a teenager might buy without the advice of a doctor: washes, lotions, and creams. You may wish to ask students about popular products for pimples and in appropriate groups introduce the words *lotion* and *cream* as well as *wash*.

Exercise 2 2•35

- Play the CD or read the phrases aloud for students to repeat.
- Focus on the stress in compound words *toothpaste*, *sunscreen*, *makeup*. Then point out that the vocabulary items consisting of two separate words also have stress on the first word: *body lotion*, *shaving cream*, *face wash*, *hair gel*, *hair spray*, *nail polish*.
- In appropriate groups, ask individual students *Which is the most important personal care product for you?*

Exercise 3

- Read the direction line and example aloud. Remind students to look back at the Vocabulary for correct spelling of the words.
- Have students complete the exercise individually and then compare answers.
- Go over the answers as a class.

Exercise 4 2•36

- Read the direction line aloud. Tell students that there is one question for each conversation. Explain that they will hear each conversation twice, so they can check their answers. Remind students that they can refer to the Vocabulary at the top of the page for correct spelling on the care products.
- Play the CD once. Clarify vocabulary as needed: *stain* (*change color on something*); *gorgeous* (*beautiful*); *to apply* (*to put on / rub on*).
- Students listen again and check their answers correcting as needed.
- Go over the answers as a class.

AUDIOSCRIPT 2•36 PAGE 107

Extra practice activity (all classes)

- Students can mime using the various personal care products for other students to guess the vocabulary. This can be done in pairs or as a competition between two teams. Model the first example (e.g., *applying toothpaste onto a toothbrush and brushing your teeth*). Remind students that they need to tell you the name of the product (e.g., *toothpaste*), not the action.

Suggestion

About you! can be done as a discussion activity in appropriate groups or you can ask students to report on what they wrote in their notebooks.

About you!

- Read the question aloud.
- Give students time to answer.
- Have students discuss in pairs.
- **Option:** Tell students they can compare brands of products they use. Ask *Do you always buy the same brands?*

ANSWERS

Students' own answers

Further support
Extra Practice CD-ROM

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Grammar

Aim

Practice tag questions: present

Grammar support
Interactive Grammar Presentation

Exercise 1

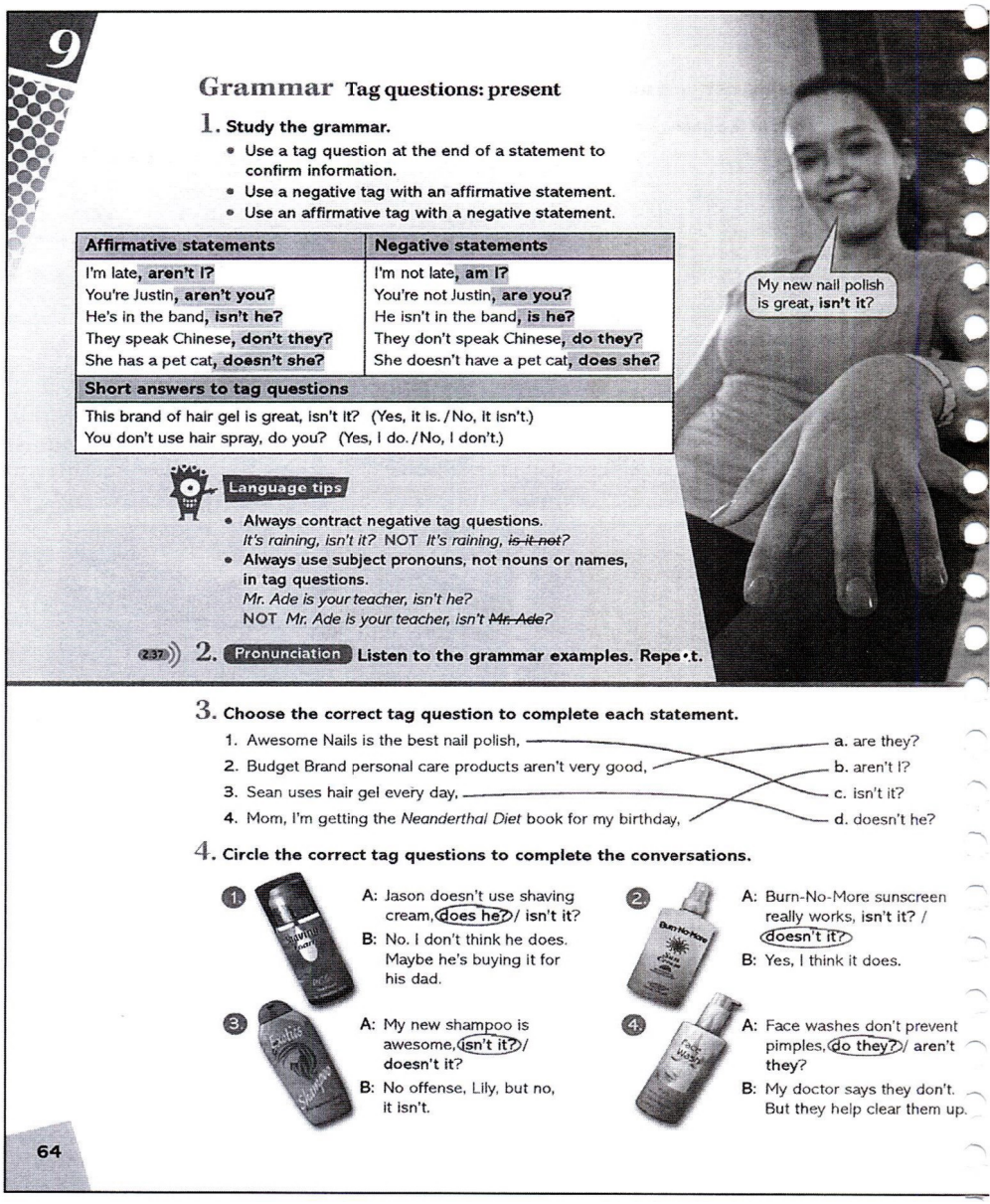
- Focus on the speech balloon. Ask a volunteer to read it. Ask *When the speaker asks "isn't it?" what do you think she expects?* (*that you will agree with her*). Elicit additional answers by asking students questions, e.g., *It's a beautiful day, isn't it? You're not from Spain, are you?*
- Read the grammar rule. Then invite students to study the negative and affirmative statements and note how each uses the opposite tag – a positive statement takes a negative tag and a negative statement takes a positive tag.
- Now focus on *Short answers*. Once again let students study the examples and how a positive statement takes a negative tag and a negative statement takes a positive tag. The short answer response can be either positive or negative in each case.
- Read *Language tips*. Point out that the negative tag questions in the grammar rule all use contractions in the tags.
- **Option:** Have students find one example of a tag question in the blog entry on page 62 (*Carlos asks Chen "You don't believe that, do you?"*).

Exercise 2 2•37

- Play the CD or read the grammar examples aloud for students to repeat.
- Point out how each statement has falling intonation (*I'm late*) and each tag question has rising intonation: (*aren't I?*). Call on volunteers to model.

AUDIOSCRIPT 2•37

I'm late, aren't I?
I'm not late, am I?
You're Justin, aren't you?
You're not Justin, are you?
He's in the band, isn't he?
He isn't in the band, is he?
They speak Chinese, don't they?
They don't speak Chinese, do they?
She has a pet cat, doesn't she?
She doesn't have a pet cat, does she?



9

Grammar Tag questions: present

1. Study the grammar.

- Use a tag question at the end of a statement to confirm information.
- Use a negative tag with an affirmative statement.
- Use an affirmative tag with a negative statement.

Affirmative statements	Negative statements
I'm late, **aren't I?**	I'm not late, **am I?**
You're Justin, **aren't you?**	You're not Justin, **are you?**
He's in the band, **isn't he?**	He isn't in the band, **is he?**
They speak Chinese, **don't they?**	They don't speak Chinese, **do they?**
She has a pet cat, **doesn't she?**	She doesn't have a pet cat, **does she?**

Short answers to tag questions

This brand of hair gel is great, isn't it? (Yes, it is. / No, it isn't.)
You don't use hair spray, do you? (Yes, I do. / No, I don't.)

My new nail polish is great, **isn't it?**

Language tips

- Always contract negative tag questions.
  It's raining, isn't it? NOT *It's raining, ~~is it not~~?*
- Always use subject pronouns, not nouns or names, in tag questions.
  Mr. Ade is your teacher, isn't he?
  NOT *Mr. Ade is your teacher, isn't ~~Mr. Ade~~?*

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

3. Choose the correct tag question to complete each statement.

1. Awesome Nails is the best nail polish, — a. are they?
2. Budget Brand personal care products aren't very good, — b. aren't I?
3. Sean uses hair gel every day, — c. isn't it?
4. Mom, I'm getting the *Neanderthal Diet* book for my birthday, — d. doesn't he?

4. Circle the correct tag questions to complete the conversations.

1. A: Jason doesn't use shaving cream, (does he?) / isn't it?
   B: No. I don't think he does. Maybe he's buying it for his dad.
2. A: Burn-No-More sunscreen really works, isn't it? / (doesn't it?)
   B: Yes, I think it does.
3. A: My new shampoo is awesome, (isn't it?) / doesn't it?
   B: No offense, Lily, but no, it isn't.
4. A: Face washes don't prevent pimples, (do they?) / aren't they?
   B: My doctor says they don't. But they help clear them up.

64

Exercise 3

- Read the direction line aloud. Focus on the example. Have students underline *nail polish*. Ask *What pronoun would you use to replace this?* (*it*). Ask *Is the statement affirmative or negative?* (*affirmative*) *What will the tag be?* (*negative*).
- Have students do the exercise.
- Go over the answers as a class.
- **Option:** Have students rewrite each statement in the negative and then provide the correct tag questions (all tags will be affirmative).

Exercise 4

- Read the direction line aloud. Review that statements with *be* are followed by a tag with *is / are*. Statements with another verb are followed by a tag with *do / does* in it.
- Have students do the exercise.
- Then have them compare answers with a partner.
- **Option:** Students can practice reading the conversations in pairs. For added practice, they can change negative statements to affirmative and vice versa, e.g., 1. *Jason uses shaving cream, doesn't he?* Eliciting an appropriate response (*Yes, he does*). Review that when using tags you expect the listener to agree with you.

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5. **Complete each conversation with a tag question and a short answer.**

1. A: You use Miracle brand hair gel, don't you ?
   B: Yes, I do .
2. A: Oops. I'm too late to buy sunscreen, aren't I ? I'm going to the beach really early tomorrow.
   B: Well, actually yes, you are . The stores are closed. But you can use mine.
3. A: Exercising makes you really strong, doesn't it ?
   B: Yes, it does , especially if you exercise every day.
4. A: This store doesn't sell nail polish, does it ?
   B: No, it doesn't . I'm sorry.
5. A: This is the body lotion you like, isn't it ?
   B: No, it isn't . I like Sweet Skin better. You should try it.

Grammar Tag questions: past

1. **Study the grammar.**

Affirmative statements	Negative statements
I was late yesterday, **wasn't I?**	I wasn't late yesterday, **was I?**
It was very rainy yesterday, **wasn't it?**	It wasn't very rainy yesterday, **was it?**
She bought the makeup, **didn't she?**	She didn't buy the makeup, **did she?**
You used all the hair spray, **didn't you?**	You didn't use all the hair spray, **did you?**

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

3. **Write statements with tag questions and short answers. Use the past of *be* and the simple past tense. Don't forget to use commas and question marks.**

1. Your brother / buy / hair gel for the party
   Your brother bought hair gel for the party, didn't he?
2. Joanna / not shop / for cosmetics at the mall
   Joanna didn't shop for cosmetics at the mall, did she?
3. The Clean Feeling toothpaste / not be / too expensive
   The Clean Feeling toothpaste wasn't too expensive, was it?
4. There / be / a few brands of shampoo at the cosmetics store
   There were a few brands of shampoo at the cosmetics store, weren't there?
5. They / not have / the body lotion with the flower on the bottle
   They didn't have the body lotion with the flower on the bottle, did they?
6. It be / crazy / to buy two kinds of face wash
   It was crazy to buy two kinds of face wash, wasn't it?
7. Your mom / not use to buy / makeup when she / be a teenager
   Your mom didn't use to buy makeup when she was a teenager, did she?

Exercise 5

- Read the direction line aloud.
- Then read the example question and answer. Have students preview what A says in each item and mark which ones are affirmative and which are negative (*only 4 is negative*). Then have them write appropriate tags and short answers.
- Circulate to help as necessary.
- Then bring the class together and go over the answers.
- **Option:** Students can practice asking and answering the questions.

Further support
Extra Practice CD-ROM

Grammar

Aim

Practice tag questions: past

Grammar support
Interactive Grammar Presentation

Exercise 1

- Review that just as statements with *be* are followed by a tag with *is / are*, statements with another verb are followed by a tag with *do / does*. Write on the board:
  She is late, isn't she? She doesn't live here, does she?
  Ask *How would you write the same questions in the past? (She wasn't late, was she? She didn't live here, did she?).*
- Read the examples in the columns. Point out that the same rules apply in the present and past tag questions. Remind students to answer questions with short answers.

Exercise 2 2.38

- Play the CD or read the grammar examples aloud for students to repeat.
- Same as in affirmative tag questions, point out how each statement has falling intonation (*I was late yesterday*) and each tag question has rising intonation (*wasn't I?*). Call on volunteers to model.

AUDIOSCRIPT 2.38

I was late yesterday, wasn't I?
I wasn't late yesterday, was I?
It was very rainy yesterday, wasn't it?
It wasn't very rainy yesterday, was it?
She bought the makeup, didn't she?
She didn't buy the makeup, did she?
You used all the hair spray, didn't you?
You didn't use all the hair spray, did you?

Exercise 3

- Read the direction line aloud. Have students notice the comma at the end of the statement and the question mark following the tag. Remind them to use this punctuation in the statements they write.
- Ask students to do the exercise. Tell them to notice which items have negative statements (*2, 3, 5, 7*). Ask *Will the tags be affirmative or negative?* (*affirmative*).
- After students complete the exercise, have them compare answers with a partner.
- Go over the answers as a class.

Extra practice activity (all classes)

- Have students make up five tag questions in the past to ask a partner, e.g., *You read Unit 5, didn't you? You weren't in class yesterday, were you? You gave your presentation last week, didn't you?*, etc.

Further support
Extra Practice CD-ROM

Reading

Aim

Develop reading skills: A report

Warm-up

Ask *Who's writing on the Teen2Teen blog today? (Carmela) Who was blogging at the beginning of this unit? (Carmela).* Bring students' attention to the note from Carmela at the start of the blog: *Hey, guys ...* Ask *Why is she thanking her friends? (because at the end of her last blog entry, she said her friends' responses would help her with her project – see page 62. The current blog is the report incorporating her friends' responses.)*

Exercise 1 2•39

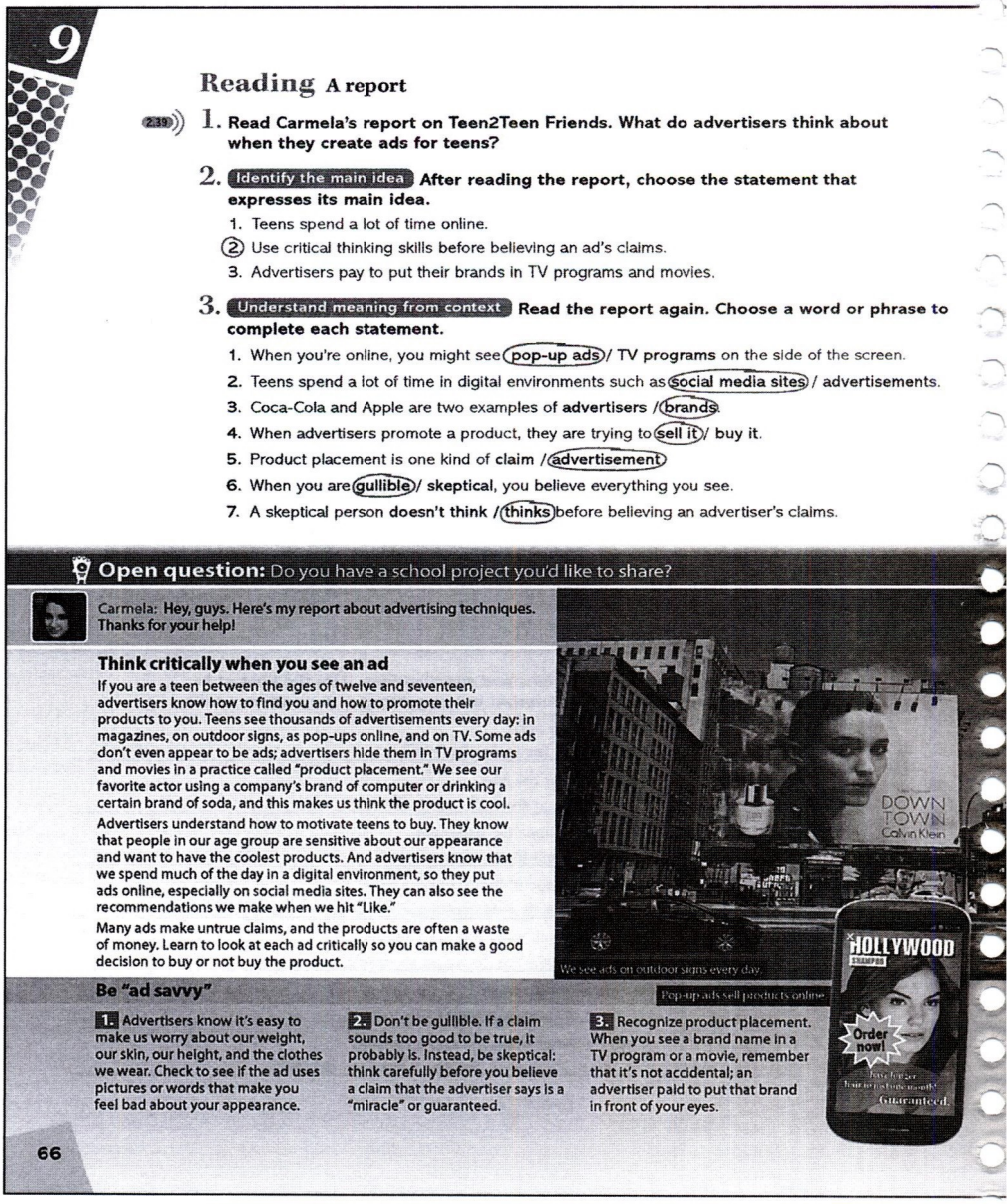
- Read the direction line and question aloud. Invite students to predict answers. Write these on the board (e.g., *advertisers think about what will appeal to a teenager – quick results, beauty,* etc.) Tell students they will return to the question after reading the report.
- Play the CD or read the report aloud while students follow.
- Clarify vocabulary as needed: *promote (advertise); pop-ups online (ads online that pop up on screen); motivate (encourage); critically (to look at something critically means to think about it and give it careful judgment); savvy (clever); gullible (too quick to believe what other people tell you); skeptical (doubtful, not quick to believe what other people tell you); guaranteed (certain).*
- Refer to the question in the direction line. Ask *Did you predict correctly?*

ANSWER

They think about where teenagers will be likely to see ads (online), and what their concerns are (their appearance, having the coolest products).

Exercise 2

- **Skill / strategy:** *Identify the main idea.* Read the direction line aloud. Give students time to think about the main message of the report and eliminate which choices are supporting details.
- Students compare answers in pairs.
- Then analyze all the choices as a class: option 1 is true, but the whole report isn't about this; option 3 is a true statement, but not the focus of the report.



9

Reading A report

2.39 **1.** **Read Carmela's report on Teen2Teen Friends. What do advertisers think about when they create ads for teens?**

2. Identify the main idea **After reading the report, choose the statement that expresses its main idea.**

1. Teens spend a lot of time online.
2. Use critical thinking skills before believing an ad's claims.
3. Advertisers pay to put their brands in TV programs and movies.

3. Understand meaning from context **Read the report again. Choose a word or phrase to complete each statement.**

1. When you're online, you might see pop-up ads / TV programs on the side of the screen.
2. Teens spend a lot of time in digital environments such as social media sites / advertisements.
3. Coca-Cola and Apple are two examples of advertisers / brands.
4. When advertisers promote a product, they are trying to sell it / buy it.
5. Product placement is one kind of claim / advertisement.
6. When you are gullible / skeptical, you believe everything you see.
7. A skeptical person doesn't think / thinks before believing an advertiser's claims.

Open question: Do you have a school project you'd like to share?

Carmela: Hey, guys. Here's my report about advertising techniques. Thanks for your help!

Think critically when you see an ad

If you are a teen between the ages of twelve and seventeen, advertisers know how to find you and how to promote their products to you. Teens see thousands of advertisements every day: in magazines, on outdoor signs, as pop-ups online, and on TV. Some ads don't even appear to be ads; advertisers hide them in TV programs and movies in a practice called "product placement." We see our favorite actor using a company's brand of computer or drinking a certain brand of soda, and this makes us think the product is cool.

Advertisers understand how to motivate teens to buy. They know that people in our age group are sensitive about our appearance and want to have the coolest products. And advertisers know that we spend much of the day in a digital environment, so they put ads online, especially on social media sites. They can also see the recommendations we make when we hit "Like."

Many ads make untrue claims, and the products are often a waste of money. Learn to look at each ad critically so you can make a good decision to buy or not buy the product.

We see ads on outdoor signs every day.

Pop-up ads sell products online.

Be "ad savvy"

1. Advertisers know it's easy to make us worry about our weight, our skin, our height, and the clothes we wear. Check to see if the ad uses pictures or words that make you feel bad about your appearance.

2. Don't be gullible. If a claim sounds too good to be true, it probably is. Instead, be skeptical: think carefully before you believe a claim that the advertiser says is a "miracle" or guaranteed.

3. Recognize product placement. When you see a brand name in a TV program or a movie, remember that it's not accidental; an advertiser paid to put that brand in front of your eyes.

66

Exercise 3

- **Skill / strategy:** *Understand meaning from context.* To introduce the reading strategy, explain that it is often possible to figure out what a word or statement means by looking at the words around it.
- Focus on the example. Tell students to scan the article for *online* and they will find *pop-ups* next to it.
- Have students work independently to locate key words from the other statements in the reading. Circulate to help as necessary (2. *Students should search for "digital environments"*; 3. *They should search for "brands" and "advertisers"*; 4. *They should search for "promote"*; 5. *They should search for "product placement"*; 6. and 7. *They should search for "gullible" and "skeptical"*).
- Go over the answers as a class.

Extra extension activity (stronger classes)

- Have students work in pairs. Tell them to return to the information Carmela gathered in the blog at the beginning of the unit and show how it informed her report on page 66 (e.g., *Abby didn't believe in the claim that Clear Skin works so fast; Carlos also was skeptical; after thinking carefully about it Chen decided he didn't want any of the products).*

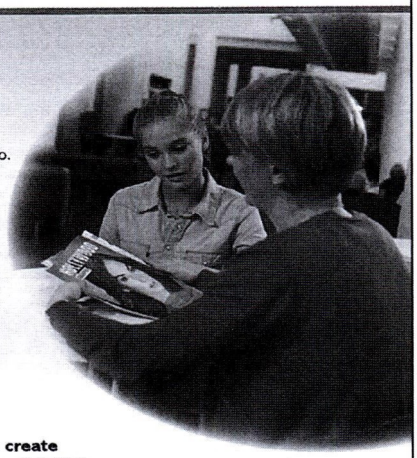
4. **Confirm a text's content** **Circle T (true), F (false), or NI (no information), according to the report.**

1. Advertisers know how to sell to teens. (T) / F / NI
2. The most effective ads are pop-up ads. T / F / (NI)
3. Advertisers understand what teens worry about. (T) / F / NI
4. Teens are more gullible than adults. T / F / (NI)
5. When you see a product in a movie, an advertiser probably wants you to see it. (T) / F / NI

About you! **In your notebook, describe the best ad you've ever seen. Explain why it was so good.**

Teen2Teen Express disbelief

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



A Hey, Carly. Look at this ad for Hollywood Shampoo.
B OK. What about it?
A It says you can have long hair in just one month.
B That's crazy. You don't believe that, do you?
A Why not? They say it's guaranteed.
B Paula, think. It says in just one month. Do you really think that's possible?
A I guess not. It is pretty silly.

2.40 Ways to express disbelief
That's crazy.
That's ridiculous.
That's silly.
That's illogical.
That's impossible.

2.42 2. **Pronunciation** **Listen and repeat.**

3. **Guided conversation** **Choose an ad and use it to create a NEW conversation. Change the way you express disbelief.**

A Hey, _____. Look at this ad for _____.
B OK. What about it?
A It says you can _____ in just _____.
B _____. You don't believe that, do you?
A Why not? They say it's guaranteed.
B _____, think. It says _____. Do you really think that's possible?
A I guess not. It is pretty _____.

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

Exercise 4

- **Skill / strategy:** *Confirm a text's content.* Explain that confirming a text's content allows students to fully understand what a text is about.
- Read the direction line aloud and have students do the exercise.
- In pairs, have students return to the report and confirm each item with the text. (1. *If you are a teen ..., advertisers know how to find you and how to promote their products*; 2. *NI*; 3. *Advertisers ... know that people in our age group are sensitive about our appearance ...*; 4. *NI*; 5. *When you see a brand name in ... a movie, ... an advertiser paid to put that brand in front of your eyes*).

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Suggestion

About you! can be done as a discussion activity in appropriate groups or you can ask students to report on what they wrote in their notebooks.

About you!

- Ask a volunteer to read the direction line. Have students think individually for a few minutes and then pair up with a partner and discuss.
- Bring the class together and invite students to share ads they discussed. Ask *What made the ad so memorable? Did it make you buy the product? Or did you just enjoy seeing it?*

ANSWERS
Students' own answers

Teen2Teen

Aim

Practice social language for expressing disbelief

Exercise 1 2•40–2•41

- Play the CD or read the conversation aloud while students follow.
- Focus on *Ways to express disbelief* and play the CD or read the expressions aloud while students follow. Note that these expressions require putting stress on the various adjectives.
- **Option:** Ask students to find one tag question in the conversation (*You don't believe that, do you?*) Ask *Is it present or past?* (*present*).

Exercise 2 2•42

- Play the CD or read the conversation aloud line by line for students to repeat. Practice each line first with the whole class and then ask individual students to repeat.
- Focus on intonation and emphasis in the two statements: *Do you really think that's possible? It is pretty silly.*

Exercise 3

- Read the direction line. Have students skim the ads. Ask *What does "up to 7 kg" mean?* (*as much as 7 kg*).
- Establish that they need a name for gap 1. For gap 2 they need a product – they can choose from among those on the page. Gap 3 requires an unlikely claim; gap 4 requires an unlikely time frame within which the claim will come true; gap 5 requires an expression of disbelief; gap 6 requires another name; gap 7 requires the same time frame as gap 4; gap 8 requires an adjective for the ad.
- Have students complete the gaps.

Chat

- Ask students to practice reading the new conversations with a partner.
- **Option:** Invite pairs to act out their conversation for the class. Encourage everyone to listen by having them write down what the ad is and the claims.

Extension
Writing page 94

Further support
Extra Practice CD-ROM
Workbook pages W26–W28
Grammar Worksheet
Vocabulary Worksheet
Reading Worksheet
Unit Tests A and B
Video: Teen Snapshot
Grammar Bank

Review: Units 7–9

Aim

Review and personalize the language learned in Units 7–9 and evaluate progress toward specific goals

Suggestion

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

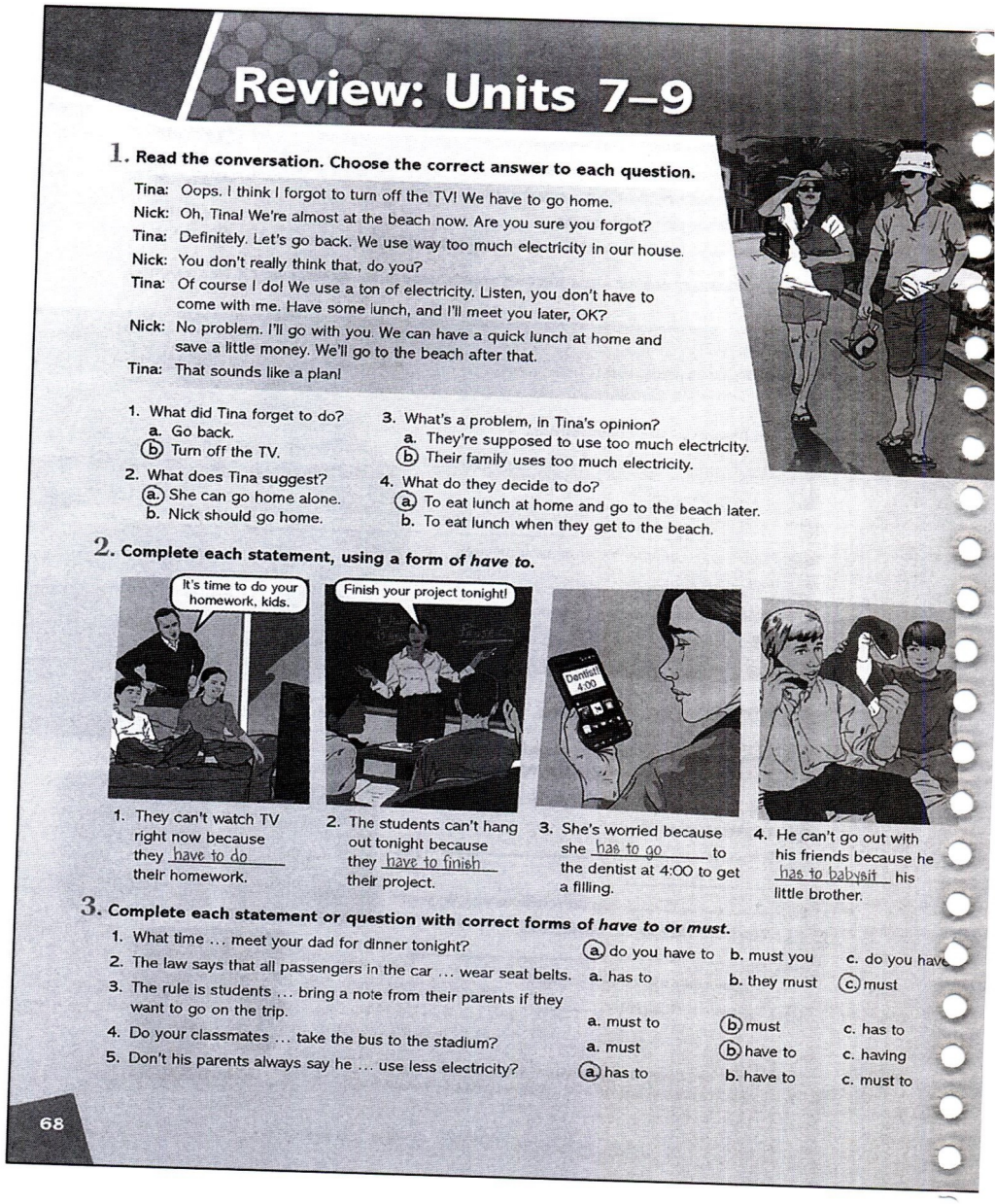
Explain that the notes that follow offer tips how to complete these review exercises in class. Suggest that another option can be for students to do the review exercises on their own. Teachers can then provide answers for students to check against.

Exercise 1

- Read the direction line aloud. Have students read the conversation individually, or ask two stronger students to read it for the class.
- Have students do the exercise individually. Encourage them to find where in the conversation they found the answers and underline them.
- Go over the answers as a class. If someone has the wrong answer, help them find which part of the conversation contains the answer.
- Ask *What does Tina mean when she says "way too much"? (much too much) What does she mean by "a ton of electricity"? (a lot of electricity).*
- **Option:** To review grammar from the three units, ask students to underline an example with *have to* and a tag question (*We have to go home; You don't really think that, do you?*).
- **Option:** Ask *Do you sometimes think you forgot to turn something off? Do you go back home to shut it off? Have you ever been wrong and come home for nothing? If you were Tina, would you go back home to shut off a TV?*

Exercise 2

- Invite students to scan the images. Read the direction line aloud. Tell students to use words from the speech balloons as needed.
- Have students complete the exercise individually.
- Then have them compare answers in pairs.
- Go over the answers as a class.



Review: Units 7–9

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

Tina: Oops. I think I forgot to turn off the TV! We have to go home.
Nick: Oh, Tina! We're almost at the beach now. Are you sure you forgot?
Tina: Definitely. Let's go back. We use way too much electricity in our house.
Nick: You don't really think that, do you?
Tina: Of course I do! We use a ton of electricity. Listen, you don't have to come with me. Have some lunch, and I'll meet you later, OK?
Nick: No problem. I'll go with you. We can have a quick lunch at home and save a little money. We'll go to the beach after that.
Tina: That sounds like a plan!

1. What did Tina forget to do?
   a. Go back.
   (b) Turn off the TV.
2. What does Tina suggest?
   (a) She can go home alone.
   b. Nick should go home.
3. What's a problem, in Tina's opinion?
   a. They're supposed to use too much electricity.
   (b) Their family uses too much electricity.
4. What do they decide to do?
   (a) To eat lunch at home and go to the beach later.
   b. To eat lunch when they get to the beach.

2. Complete each statement, using a form of *have to*.

1. They can't watch TV right now because they have to do their homework.

2. The students can't hang out tonight because they have to finish their project.

3. She's worried because she has to go to the dentist at 4:00 to get a filling.

4. He can't go out with his friends because he has to babysit his little brother.

3. Complete each statement or question with correct forms of *have to* or *must*.

1. What time ... meet your dad for dinner tonight? (a) do you have to b. must you c. do you have
2. The law says that all passengers in the car ... wear seat belts. a. has to b. they must (c) must
3. The rule is students ... bring a note from their parents if they want to go on the trip. a. must to (b) must c. has to
4. Do your classmates ... take the bus to the stadium? a. must (b) have to c. having
5. Don't his parents always say he ... use less electricity? (a) has to b. have to c. must to

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Extra practice activity (all classes)

- For further practice with *have to / has to*, have students create *yes / no* and information questions for each statement (1. *Do they have to do their homework? What do they have to do?*; 2. *Do they have to finish their project? What do they have to finish?*; 3. *Does she have to go to the dentist? Where does she have to go?*; 4. *Does he have to babysit his little brother? Who does he have to babysit?*).

Exercise 3

- Before students do the exercise, review that *must* is often used to express rules; *must + not* indicates that something is prohibited. *Have to / don't have to* indicate that something is or isn't necessary.
- Read the direction line aloud. Have students do the exercise. Circulate to help as necessary.
- Have students compare answers in pairs.
- Go over the answers as a class.
- **Option:** Focus on items 2 and 3. Ask *Why do these items use "must"? (because they refer to rules – a law and a school rule).*

4. **Complete each statement with the correct present or past tag question. Complete each short answer.**

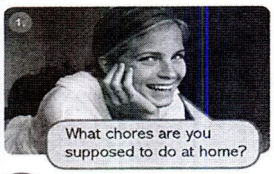
1. A: They sell great athletic shoes here, don't they ?
   B: Yes, they do .
2. A: The kids on the soccer team don't have to get to school early on the day of the game, do they ?
   B: No, they don't .
3. A: Lara's dad made a great dinner for her birthday, didn't he ?
   B: Yes, he did .
4. A: Jose Luis's photos of Ecuador on Teen2Teen Friends were fantastic, weren't they ?
   B: Yes, they were .
5. A: You don't have to babysit this Friday, do you? ?
   B: No, I don't .
6. A: Your sisters turned off all the lights before they went out, didn't they ?
   B: No, they didn't .

5. **Rewrite the statements, correcting the errors with *be supposed to* and *might*.**

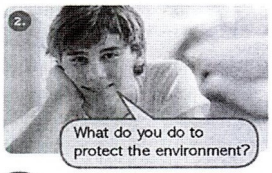
1. We not might win the game tomorrow. We might not win the game tomorrow.
2. They supposed to speak only English in English class. They are supposed to speak only English in English class.
3. Our family might to go to Quito on our next vacation. Our family might go to Quito on our next vacation.
4. They're not supposed to go hiking without good hiking boots. They're not supposed to go hiking without good hiking boots.
5. Do you supposed to wear a seat belt when you're in a car? Are you supposed to wear a seat belt when you're in a car?
6. If the weather is terrible, we don't might go to the beach. If the weather is terrible, we might not go to the beach.

All About You

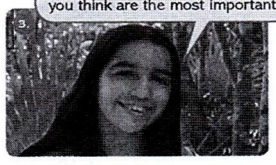
1. **Write your own response to each person.**



You _____



You _____



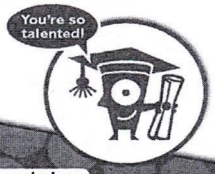
You _____

2. **Complete the personal statements.**

I like / don't like most ads because _____.

At home, my family recycles _____.

My favorite Olympic sports are _____.



Progress Check

Check what you can do.

- ☐ Explain rules to someone
- ☐ Remind someone of expected behavior
- ☐ Express disbelief
- ☐ Use the Unit 7–9 grammar and vocabulary

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Exercise 4

- Read the direction line aloud. Ask students to scan the sentences and say if they are in the present or past.
- Have students do the exercise.
- Go over the answers as a class.
- **Option:** Students can practice reading the exchanges. Model the falling intonation in the statement and the rising intonation in the tag.

Exercise 5

- Read the direction line aloud. Write *be* + *supposed to* and *might* on the board. Review the rules. *Might* does not change form and does not take contractions. In *be* + *supposed to* only *be* changes form and it can take contractions.
- Have students do the exercise.
- Call on volunteers to write the corrections on the board.

All About You

Exercise 1

- Focus on the heading. Point out that this section includes grammar, vocabulary, or topics from each of the three units. Students will have a chance to write their responses with information from their lives.
- Give students a few minutes to read the speech balloons and write their responses. Explain that the responses will all be in statement form. Point out that number 1 is eliciting a statement with *supposed to*; number 2 is eliciting vocabulary about the recycling; number 3 is eliciting vocabulary for personal care products.
- Have pairs compare answers.

ANSWERS

Students' own answers

Extra extension activity (stronger classes)

- Invite students to choose one of the scenarios (1, 2, or 3) and continue the conversation for a few more exchanges. Model number 1:
  - **A** *What chores are you supposed to do at home?*
  - **B** *I'm supposed to organize all the recycling and take leftover food to our compost bin.*
  - **A** *Do you always do your chores?*
  - **B** *I am pretty good. But sometimes I forget and my parents remind me.*

Exercise 2

- Tell students to look at the unfinished statements. If necessary, hint to students that the first item is eliciting opinions about advertising; the second item is eliciting recycling vocabulary; the third item is types of Olympic sports.
- Have students complete the statements.
- Call on volunteers to share answers.
- **Option:** Choose the first exercise item. Invite students to share opinions about ads. Poll the class. Then study the information and make conclusions.

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, to make sure that everyone understands each term.
- Students put a check mark next to the things that they can do in English.

Suggestion

Teachers should remember not to correct students' self-evaluation, tempting as it may be. Instead, circulate while they are doing this activity and ask them, in a friendly way, to demonstrate that they can do everything that they have checked.

Extension

Cross-curricular Reading page 98
Teen2Teen Friends Magazine 3 page 102

Further support

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

Unit 10

Grammar

Indefinite pronouns: *someone, no one, anyone; something, nothing, anything*

Vocabulary

Bullying

Social language

Express regret about not speaking up

Values and cross-curricular topics

Respecting that others are different

Tolerance and respect

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*.

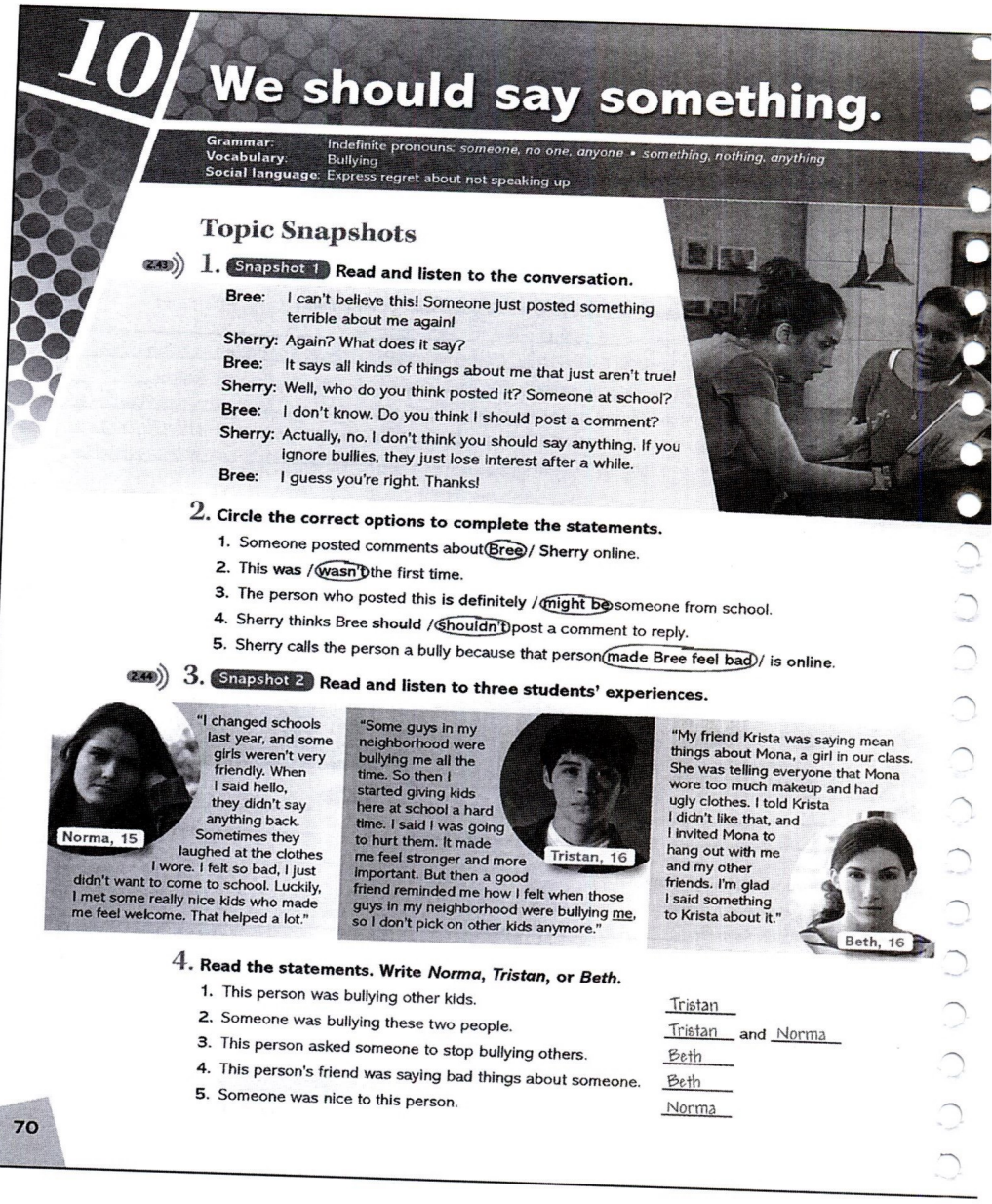
Topic Snapshots

Aim

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

Warm-up

To warm up ask *Do you ever post online? What kinds of things do you post? Do you post about yourself? about other people? Do other people ever post about you? What kinds of things do they say? Have you ever heard the term "a bully"?* Elicit definitions (e.g., *someone who scares or hurts someone who is weaker*). Tell students it is both a verb and a noun. Ask *Have you heard about bullying online?*


10 We should say something.

Grammar: Indefinite pronouns: someone, no one, anyone • something, nothing, anything
Vocabulary: Bullying
Social language: Express regret about not speaking up

Topic Snapshots

2.43 1. Snapshot 1 Read and listen to the conversation.

Bree: I can't believe this! Someone just posted something terrible about me again!
Sherry: Again? What does it say?
Bree: It says all kinds of things about me that just aren't true!
Sherry: Well, who do you think posted it? Someone at school?
Bree: I don't know. Do you think I should post a comment?
Sherry: Actually, no. I don't think you should say anything. If you ignore bullies, they just lose interest after a while.
Bree: I guess you're right. Thanks!

2. Circle the correct options to complete the statements.

1. Someone posted comments about Bree / Sherry online.
2. This was / wasn't the first time.
3. The person who posted this is definitely / might be someone from school.
4. Sherry thinks Bree should / shouldn't post a comment to reply.
5. Sherry calls the person a bully because that person made Bree feel bad / is online.

2.44 3. Snapshot 2 Read and listen to three students' experiences.

Norma, 15: "I changed schools last year, and some girls weren't very friendly. When I said hello, they didn't say anything back. Sometimes they laughed at the clothes I wore. I felt so bad, I just didn't want to come to school. Luckily, I met some really nice kids who made me feel welcome. That helped a lot."

Tristan, 16: "Some guys in my neighborhood were bullying me all the time. So then I started giving kids here at school a hard time. I said I was going to hurt them. It made me feel stronger and more important. But then a good friend reminded me how I felt when those guys in my neighborhood were bullying me, so I don't pick on other kids anymore."

Beth, 16: "My friend Krista was saying mean things about Mona, a girl in our class. She was telling everyone that Mona wore too much makeup and had ugly clothes. I told Krista I didn't like that, and I invited Mona to hang out with me and my other friends. I'm glad I said something to Krista about it."

4. Read the statements. Write *Norma*, *Tristan*, or *Beth*.

1. This person was bullying other kids. Tristan
2. Someone was bullying these two people. Tristan and Norma
3. This person asked someone to stop bullying others. Beth
4. This person's friend was saying bad things about someone. Beth
5. Someone was nice to this person. Norma

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Exercise 1 Snapshot 1 2•43

- Focus on the photo. Ask *Why do you think the girl on the left looks concerned? (she's reading something online she doesn't like).*
- Play the CD or read the conversation aloud while students follow.
- Read the first line again, putting emphasis on *believe*. Point out that this is a typical way to introduce some surprising or unusual news to someone.
- Ask *Who posted the comments? (someone – she doesn't know who) What do the comments say? (something terrible – Bree doesn't specify what exactly) What will she do about it? (nothing).*
- **Option:** Ask students to read the conversation in pairs.

Exercise 2

- Read the direction line aloud. Call on a volunteer to read the first item.
- Have students do the exercise.
- Go over the answers as a class. For item 5, review that a bully is someone that makes another person feel bad.
- **Option:** Ask *Do you agree with Sherry's advice? Do you think it's better not to post anything in response to the bullying? Has anyone had a similar experience?*

Exercise 3 Snapshot 2 2•44

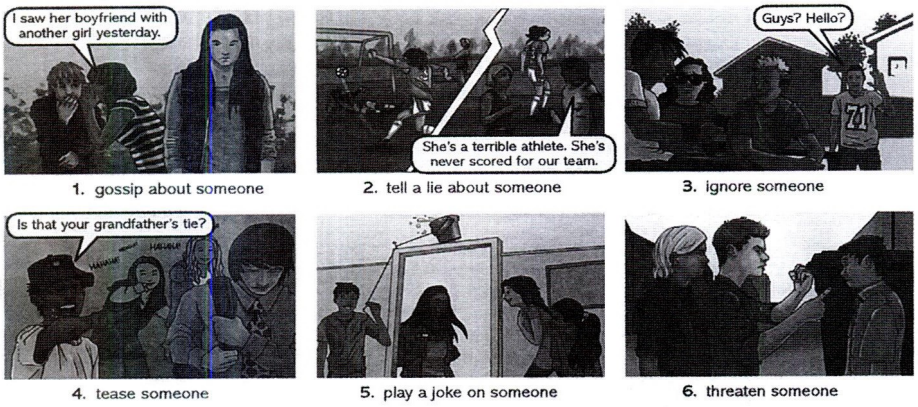
- Play the CD or read the three students' experiences aloud while students follow.
- Ask *What examples of bullying are mentioned in the passages?* (passage 1: *ignoring, laughing at clothes*; passage 2: *giving kids a hard time*; passage 3: *saying mean things about someone – that she wears too much makeup and has ugly clothes*).

Exercise 4

- Read the direction line aloud. Ask a volunteer to read the first item and answer, referring to passage 2.
- Have students do the exercise. Tell them to support their answers.
- Go over the answers as a class.
- Ask *Why do you think the title of the unit is "We should say something"? (in reference to bullying, we should speak up when someone is being bullied, or we are being bullied).*
- **Option:** Ask *How do you think Norma felt? Tristan? Mona? Can you relate to any of these experiences?*

Vocabulary Bullying

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



1. gossip about someone
2. tell a lie about someone
3. ignore someone
4. tease someone
5. play a joke on someone
6. threaten someone

2.46 **2. Pronunciation Listen and repeat.**

3. Choose the Vocabulary words and phrases that best complete each description.

1. Nick is telling everyone that Lisa is my girlfriend. That's not true! He needs to stop (telling lies about) / threatening me!
2. No one says hello to me. Why is everyone **threatening** / (ignoring) me?
3. Mark told Garret he's going to do something bad to him if Garret doesn't give him money for lunch. He needs to stop (threatening) / **playing jokes on** people!
4. Mindy tells everyone about my problems at home. People shouldn't **tease** / (gossip about) their friends. It's not right!
5. Yuck! Who put salt in my soda? It's not nice to **tease** / (play jokes on) people!
6. Greg always laughs at me in gym class and says I'm not good at sports. I really don't like it when he (teases) / **plays jokes on** me in front of other people.

4. Look at Exercise 3 on page 70 again. Complete each statement about the three students, using the Vocabulary.

1. Sometimes other kids ignored Norma, and sometimes they teased her.
2. Tristan sometimes threatened other kids.
3. Beth's friend Krista gossiped about another girl.

About you! **Have you ever seen someone bully another person? What happened?**

A boy in my neighborhood threatened my friend. I told my parents.

Vocabulary

Aim

Practice phrases for bullying

Exercise 1 2•45

- Have students scan the pictures. Play the CD or read the phrases aloud while students follow.
- Clarify vocabulary as needed. Explain that *to tease* is to embarrass someone by laughing at them and making jokes. Point out that when it's done in an unkind way it would fall under the category of bullying. It is also possible to tease someone in a friendly way that isn't unpleasant for the person.
- Ask *Which of these things have you experienced? How did they make you feel?* Allow students to provide more examples if they want to share.

Usage

You can tell a lie *to* someone or *about* someone.

Extra extension activity (stronger classes)

- Ask *What can you do when you see these incidents of bullying?* (e.g., 1. *ignore gossip*; 2. *not believe everything people say or post*; 3. *make the person who is being ignored feel welcome*; 4, 5, and 6. *stand up for the person being teased, having a joke played on them, or being threatened*).

Exercise 2 2•46

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

Exercise 3

- Read the direction line and example aloud. Review the meaning of *threaten* to confirm that choice is not the correct answer (*to tell someone you will harm them if they don't do what you want*).
- Have students complete the statements referring to the Vocabulary as needed.
- Go over the answers as a class.

Exercise 4

- Read the direction line aloud.
- Give students a few minutes to reread the passages in Exercise 3 on page 70. Then have them complete the exercise individually.
- Have students compare answers in pairs. Circulate to help as necessary.
- Go over the answers as a class.

Extra extension activity (stronger classes)

- In pairs, have students summarize the dialogue in Exercise 1 on page 70, using the Vocabulary on page 71. (*Someone online told / posted lies about Bree. She doesn't know who did it. Sherry thinks she should ignore the posts*).

Suggestion

About you! can be done as a discussion activity in appropriate groups or you can ask students to report on what they wrote in their notebooks.

About you!

- Ask a volunteer to read the questions and sample answer.
- Have students write their own answers. Refer them to the Vocabulary as needed. Circulate to help as necessary.
- Bring the class together. Invite volunteers to share answers. For each incident, if students don't specify, ask *Did you tell any adults about the incident?* Finally, ask *Do you think it is important to inform adults of bullying problems? Or do you think it's better to figure out your problems on your own?*

ANSWERS

Students' own answers

Further support

Extra Practice CD-ROM

Grammar

Aim

Practice indefinite pronouns: *someone, no one,* and *anyone*

Grammar support
Interactive Grammar Presentation

Exercise 1

- Focus on the photo. Call on two volunteers to read the speech balloons. Ask *Who posted lies about the girl?* (*someone*) *What do you think the words "someone" and "anyone" refer to?* (*a person*).
- Read the first grammar rule and examples. Ask *In which example is the indefinite pronoun a subject?* (*in the first two examples*) *In which statement is the indefinite pronoun an object?* (*the third statement*).
- Focus on the second rule and examples. Ask *Which indefinite pronoun is a subject?* (*someone*) *an object?* (*anyone*).
- Focus on the third rule and examples. Once again identify subject and object positions (*example 1 is subject; example 2 is object*).
- Read the indefinite pronouns in the box. Then reread the example statements in the chart replacing *someone* and *anyone* with *a person*. On the board write *Someone is at the door* and then replace *Someone* with *A person*. Then write *No one is home* and replace *No one* with *No person*.
- Read the *Language tips*. Stress that you can't use two negatives in a statement. Write on the board:
  I didn't tell no one a lie.
  Ask students to correct the statement (*I didn't tell anyone a lie*).
- **Option:** Have students underline the example of indefinite pronouns in the conversation on page 70 (*Someone, Someone*).

Usage

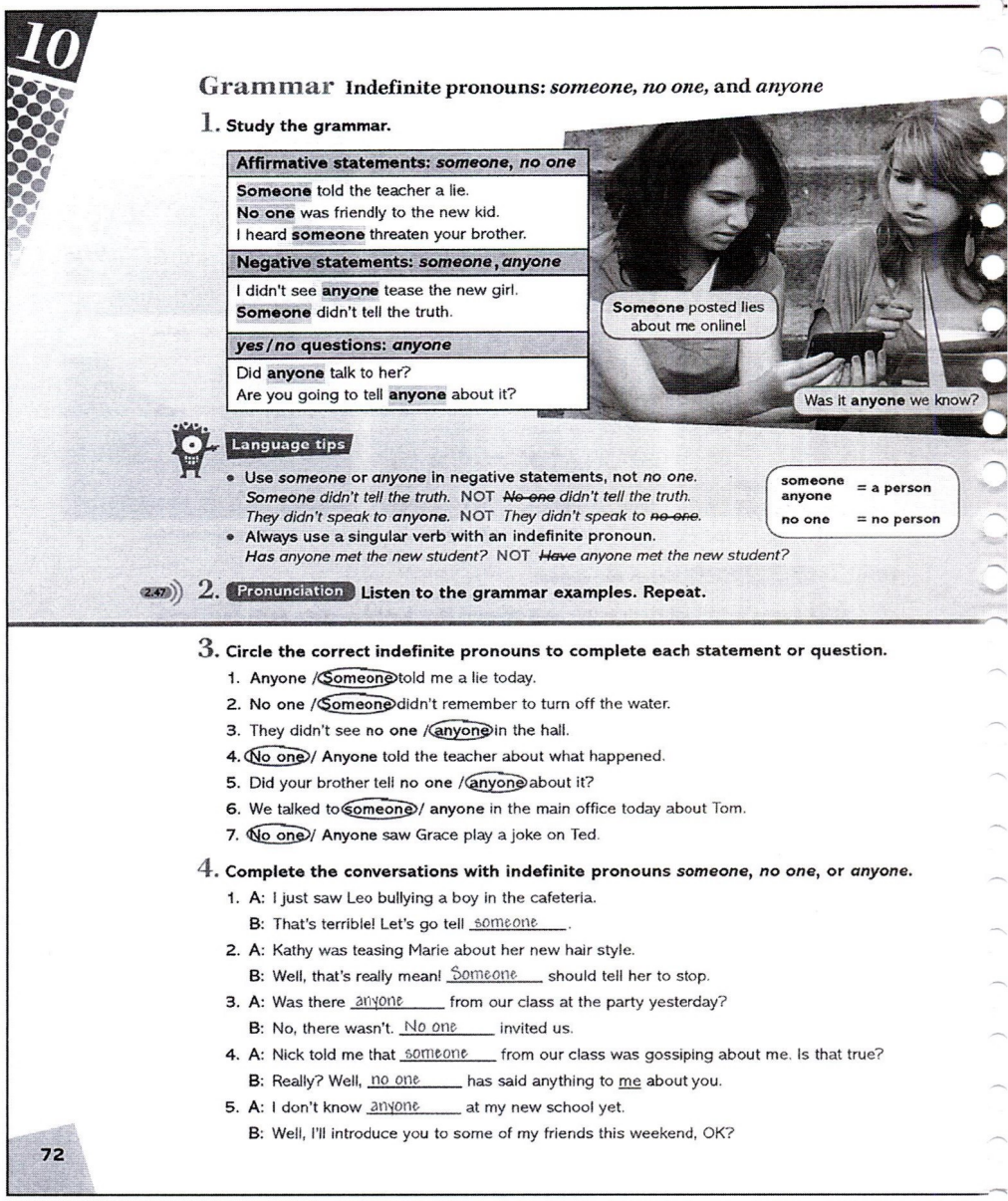
Someone can also be used in questions with a very subtle difference in meaning.

Exercise 2 2•47

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

AUDIOSCRIPT 2•47

Someone told the teacher a lie.
No one was friendly to the new kid.
I heard someone threaten your brother.
I didn't see anyone tease the new girl.
Someone didn't tell the truth.
Did anyone talk to her?
Are you going to tell anyone about it?



10

Grammar Indefinite pronouns: *someone, no one,* and *anyone*

1. **Study the grammar.**

Affirmative statements: *someone, no one*
Someone told the teacher a lie. **No one** was friendly to the new kid. I heard **someone** threaten your brother.
Negative statements: *someone, anyone*
I didn't see **anyone** tease the new girl. **Someone** didn't tell the truth.
yes/no* questions: *anyone
Did **anyone** talk to her? Are you going to tell **anyone** about it?

Language tips

- Use *someone* or *anyone* in negative statements, not *no one*.
  Someone didn't tell the truth. NOT ~~*No one didn't tell the truth.*~~
  They didn't speak to anyone. NOT *They didn't speak to ~~no one~~.*
- Always use a singular verb with an indefinite pronoun.
  Has anyone met the new student? NOT ~~*Have*~~ *anyone met the new student?*

someone / anyone = a person
no one = no person

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

3. **Circle the correct indefinite pronouns to complete each statement or question.**
   1. Anyone /(Someone) told me a lie today.
   2. No one /(Someone) didn't remember to turn off the water.
   3. They didn't see no one /(anyone) in the hall.
   4. (No one) / Anyone told the teacher about what happened.
   5. Did your brother tell no one /(anyone) about it?
   6. We talked to (someone) / anyone in the main office today about Tom.
   7. (No one) / Anyone saw Grace play a joke on Ted.

4. **Complete the conversations with indefinite pronouns *someone, no one,* or *anyone*.**
   1. A: I just saw Leo bullying a boy in the cafeteria.
      B: That's terrible! Let's go tell someone.
   2. A: Kathy was teasing Marie about her new hair style.
      B: Well, that's really mean! Someone should tell her to stop.
   3. A: Was there anyone from our class at the party yesterday?
      B: No, there wasn't. No one invited us.
   4. A: Nick told me that someone from our class was gossiping about me. Is that true?
      B: Really? Well, no one has said anything to me about you.
   5. A: I don't know anyone at my new school yet.
      B: Well, I'll introduce you to some of my friends this weekend, OK?

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Exercise 3

- Read the direction line aloud. Focus on item 1. Ask *Is this a statement or a question?* (*a statement*) *Is it affirmative or negative?* (*affirmative*). Point out that *Someone* is used in affirmative statements. *Anyone* is used in negative statements and questions.
- Tell students to skim the exercise items and see which are questions (item 5), which are affirmative statements (items 4, 6, and 7), and which are negative statements (items 2 and 3). Then have them do the exercise.
- Go over the answers as a class.

Exercise 4

- Read the direction line aloud. Call on volunteers to read the example conversation. Ask *Is it a question or a statement?* (*statement*) *affirmative or negative?* (*affirmative*).
- Have students do the exercise.
- Then bring the class together and go over the answers. If necessary, ask *Is it a question or a statement? affirmative or negative?*
- **Option:** Have students practice reading the conversations in pairs.

Further support
Extra Practice CD-ROM

10

Grammar Indefinite pronouns: *something, nothing,* and *anything*

1. Study the grammar.

Affirmative statements: *something, nothing*	
He put **something** in his backpack. There's **nothing** in this locker.	
Negative statements and *yes / no* questions: *anything*	
They didn't say **anything**. I'm not going to do **anything**.	Is there **anything** in the fridge? Are you going to say **anything**?

Language tip
- Don't use *nothing* in negative statements.
  I know nothing about that. NOT ~~*I don't know nothing about that.*~~

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

3. Circle the correct indefinite pronoun to complete each statement or question.

1. Jake put (something) / anything in your bag.
2. There isn't (anything) / nothing in the cupboard.
3. There's anything / (nothing) on the chair.
4. Did your friend say nothing / (anything) to that bully?
5. I'm going to say anything / (something) to Brian.
6. Don't eat (anything) / nothing before soccer practice.

4. Read the e-mail from a teacher to her students. Circle the correct indefinite pronouns.

Ms. Gilford

Dear students,

As you know, there will be a school play at the end of the month. Last year, we didn't ask (1) (anyone) / someone for their help. However, this year, if you have the time, we ask that you please do (2) (something) / nothing to help us prepare for this event.

First, we will definitely need (3) (someone) / anyone to sell tickets at the door. Secondly, can (4) (anyone) / anything play the piano? We still need a piano player!

After the play, we will have refreshments in the cafeteria. We need (5) anyone / (someone) to bring sandwiches and other snacks. If you are good at making sweet things like cake or cookies, please make (6) anything / (something) and bring it to the cafeteria. If you don't want to cook (7) nothing / (anything) you can help serve the food and drinks.

I know (8) someone / (no one) has a lot of free time, so we are very grateful for your help.

Thank you!

Ms. Gilford

2.49 **5. Listening comprehension** **Listen to the conversations. Complete the statements. Use *something, someone, anything, anyone, nothing,* or *no one*.**

1. Someone is going to be late today.
2. He didn't say anything to his friend.
3. She brought nothing for lunch today.
4. Someone was friendly to the new student.
5. He bought something for his sister.
6. No one is late for class today.

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Grammar

Aim

Practice indefinite pronouns: *something, nothing,* and *anything*

Grammar support
Interactive Grammar Presentation

Exercise 1

- To review, write these indefinite pronouns vertically on the board:
  someone, no one, anyone
  Ask *Do these pronouns refer to people or things?* (*people*). Then write *something, nothing, anything* vertically next to the corresponding pronouns. Ask *Do these pronouns refer to people as well?* (*no, they refer to things*). Point out the word *thing* in each pronoun.
- Read each rule and examples. Point out that *something,* like *someone,* is used in affirmative statements. *Anything* just like *anyone* is used in negative statements and questions.
- Read the *Language tip*. Review that you can't use two negatives in a statement. Write on the board:
  I didn't do nothing wrong.
  Elicit a correction (*I didn't do anything wrong*).
- **Option:** Have students underline the example of indefinite pronouns in the conversation on page 70 (*something, anything*).

Exercise 2 2·48

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

AUDIOSCRIPT 2·48

He put something in his backpack.
There's nothing in this locker.
They didn't say anything.
I'm not going to do anything.
Is there anything in the fridge?
Are you going to say anything?

Usage

Something can also be used in questions with a very subtle difference in meaning.

Exercise 3

- Read the direction line aloud. Focus on item 1. Ask *Is this a statement or a question?* (*a statement*). *Is it affirmative or negative?* (*affirmative*). Point out that *something* is used in affirmative statements. The indefinite pronoun *anything* is used in negative statements and questions.
- Tell students to skim the exercise items and see which are questions (item 4), which are affirmative statements (items 3 and 5), and which are negative statements (items 2 and 6). Then have them do the exercise.
- Go over the answers as a class.

Exercise 4

- Read the direction line aloud. Call on a volunteer to read the example. Ask *Is it a question or a statement?* (*statement*) *affirmative or negative?* (*negative*).
- Have students do the exercise.
- Go over the answers as a class.

Exercise 5 2·49

- Read the direction line aloud. Tell students that there is one statement for each conversation. Explain that they will hear each conversation twice, so they can check their answers.
- Students listen and then listen again and check their answers correcting as needed.
- Go over the answers as a class.

AUDIOSCRIPT 2·49 PAGE 107

Extra practice activity (all classes)

- Focus on conversation 2. Ask *Why is it difficult to take a stand with a friend?* Invite volunteers to share experiences.

Further support
Extra Practice CD-ROM

Reading

Aim

Develop reading skills: A teen magazine article

Warm-up

Ask a volunteer to read the title of the article. Ask *What does it mean to "Take a stand"? (to defend your point of view or beliefs)*. Elicit different ways to take a stand (e.g., *defend someone being bullied; defend your beliefs*). Write *cyberbullying* on the board and invite students to predict what it is. Write their answers on the board to refer to later.

Exercise 1 2•50

- Read the direction line and question aloud.
- Play the CD or read the article aloud while students follow.
- Write these adjectives on the board: *terrible, more terrible, ugly, uglier*. Have students find these words in the article. Review comparative forms.
- Clarify other vocabulary as needed. A *victim* is a person who is harmed as a result of some action. *Face-to-face* means something is done by someone directly in front of you. When someone does something *anonymously* this means without giving their name.
- Return to the question in the direction line. Look at answers on the board and compare with what was discussed in the article. Explain that the prefix *cyber* has to do with a computer.

ANSWER

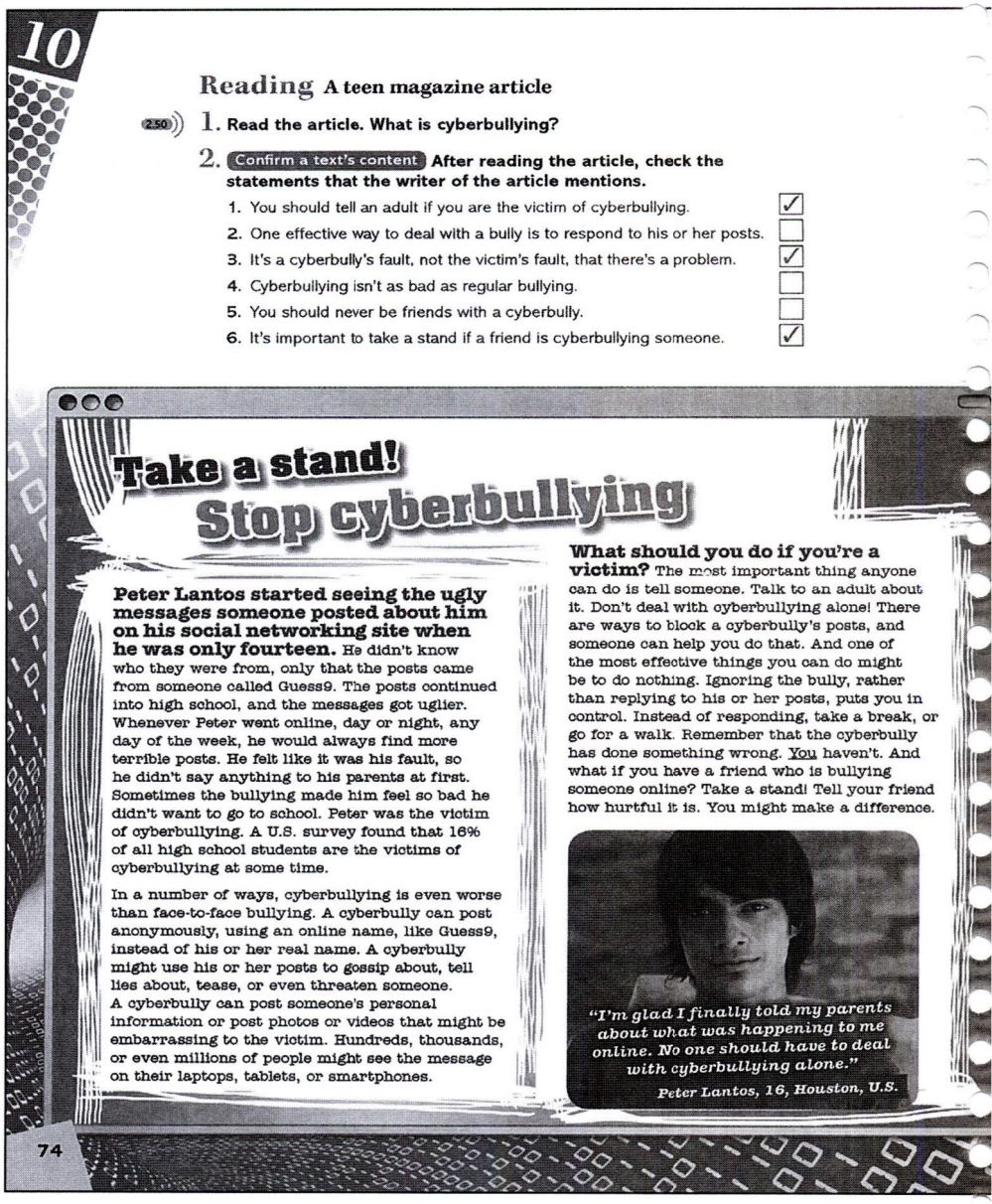
Cyberbullying is bullying that takes place in an online environment.

Extra practice activity (all classes)

- For grammar review, students can scan the article for examples of indefinite articles (In main text: line 2 *someone*, line 6 *someone*, line 11 *anything*, line 22 *someone*, line 23 *someone's*; In *What should you do ...*: line 2 *anyone*, line 6 *someone*, line 8 *nothing*, line 14 *someone*); In quote: *No one*).

Exercise 2

- **Skill / strategy:** *Confirm a text's content.* Explain that this strategy allows students to fully understand what a text is about.
- Read the direction line aloud. Have students work individually to check items that are mentioned by the writer of the article.
- Go over the answers as a class.
- **Option:** Share your own point of view, checking the items that you agree with. Ask *Do you have the same point of view as the author?* Compare points of view as a class.



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Reading A teen magazine article

2.50 1. **Read the article. What is cyberbullying?**

2. Confirm a text's content **After reading the article, check the statements that the writer of the article mentions.**

1. You should tell an adult if you are the victim of cyberbullying. ☑
2. One effective way to deal with a bully is to respond to his or her posts. ☐
3. It's a cyberbully's fault, not the victim's fault, that there's a problem. ☑
4. Cyberbullying isn't as bad as regular bullying. ☐
5. You should never be friends with a cyberbully. ☐
6. It's important to take a stand if a friend is cyberbullying someone. ☑

Take a stand!
Stop cyberbullying

Peter Lantos started seeing the ugly messages someone posted about him on his social networking site when he was only fourteen. He didn't know who they were from, only that the posts came from someone called Guess9. The posts continued into high school, and the messages got uglier. Whenever Peter went online, day or night, any day of the week, he would always find more terrible posts. He felt like it was his fault, so he didn't say anything to his parents at first. Sometimes the bullying made him feel so bad he didn't want to go to school. Peter was the victim of cyberbullying. A U.S. survey found that 16% of all high school students are the victims of cyberbullying at some time.

In a number of ways, cyberbullying is even worse than face-to-face bullying. A cyberbully can post anonymously, using an online name, like Guess9, instead of his or her real name. A cyberbully might use his or her posts to gossip about, tell lies about, tease, or even threaten someone. A cyberbully can post someone's personal information or post photos or videos that might be embarrassing to the victim. Hundreds, thousands, or even millions of people might see the message on their laptops, tablets, or smartphones.

What should you do if you're a victim? The most important thing anyone can do is tell someone. Talk to an adult about it. Don't deal with cyberbullying alone! There are ways to block a cyberbully's posts, and someone can help you do that. And one of the most effective things you can do might be to do nothing. Ignoring the bully, rather than replying to his or her posts, puts you in control. Instead of responding, take a break, or go for a walk. Remember that the cyberbully has done something wrong. You haven't. And what if you have a friend who is bullying someone online? Take a stand! Tell your friend how hurtful it is. You might make a difference.

"I'm glad I finally told my parents about what was happening to me online. No one should have to deal with cyberbullying alone."
Peter Lantos, 16, Houston, U.S.

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Exercise 3

- **Skill / strategy:** *Confirm a text's content.* Explain that this strategy allows students to fully understand what a text is about.
- Read the direction line aloud. Point out that a True or False exercise is a good way to confirm content since it makes you think about what you read.
- Have students do the exercise and then have pairs compare answers.
- Go over the answers as a class. (1. *He felt it was his fault, so he didn't say anything to his parents at first*; 2. *The posts continued into high school*; 3. *16% of high school students are victims of cyberbullying*; 4. *There is no mention of this information*; 5. *... cyberbullying is even worse than face-to-face bullying. A cyberbully can post anonymously*; 6. *There is no mention of this information*; 7. *Take a stand! Tell your friend how hurtful it is. You might make a difference*).

Suggestion

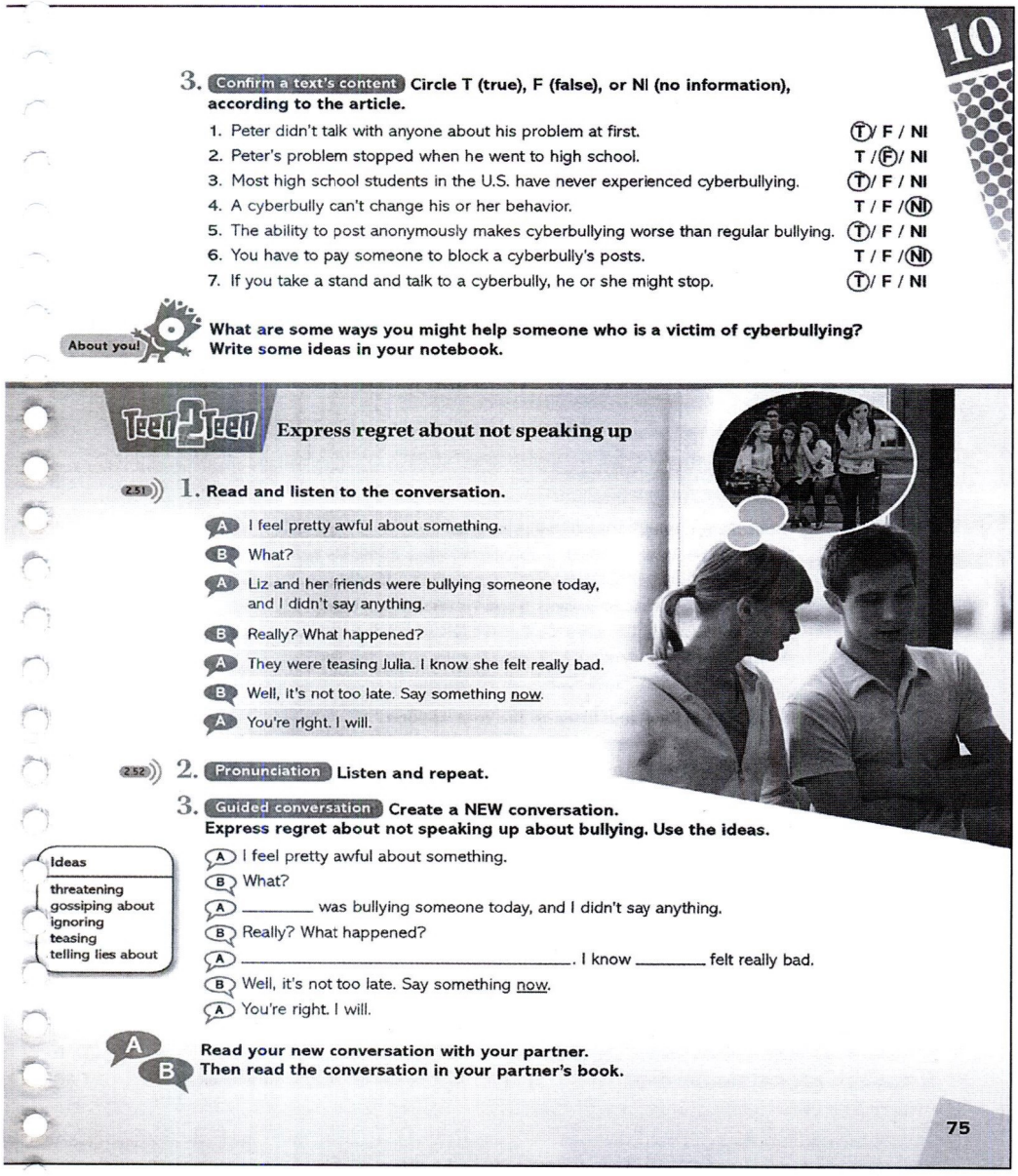
About you! can be done as a discussion activity in appropriate groups or you can ask students to report on what they wrote in their notebooks.

About you!

- Read the question aloud.
- Have students discuss with a partner. Circulate to help as necessary. If students have difficulty, direct them to the tips in the last section of the article for some ideas.
- Bring the class together and invite students to share ideas.

POSSIBLE ANSWERS:

– You can give the friend support; encourage him or her to ignore the cyberbully.
– If you know who the cyberbully is, you can take a stand and tell him or her to stop.
– Encourage the friend to tell an adult and try to block the cyberbully's posts.



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

1. Peter didn't talk with anyone about his problem at first. (T) / F / NI
2. Peter's problem stopped when he went to high school. T / (F) / NI
3. Most high school students in the U.S. have never experienced cyberbullying. (T) / F / NI
4. A cyberbully can't change his or her behavior. T / F / (NI)
5. The ability to post anonymously makes cyberbullying worse than regular bullying. (T) / F / NI
6. You have to pay someone to block a cyberbully's posts. T / F / (NI)
7. If you take a stand and talk to a cyberbully, he or she might stop. (T) / F / NI

About you! **What are some ways you might help someone who is a victim of cyberbullying? Write some ideas in your notebook.**

Teen2Teen **Express regret about not speaking up**

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

A I feel pretty awful about something.
B What?
A Liz and her friends were bullying someone today, and I didn't say anything.
B Really? What happened?
A They were teasing Julia. I know she felt really bad.
B Well, it's not too late. Say something now.
A You're right. I will.

2.52 2. Pronunciation **Listen and repeat.**

3. Guided conversation **Create a NEW conversation. Express regret about not speaking up about bullying. Use the ideas.**

Ideas
threatening
gossiping about
ignoring
teasing
telling lies about

A I feel pretty awful about something.
B What?
A _____ was bullying someone today, and I didn't say anything.
B Really? What happened?
A _____. I know _____ felt really bad.
B Well, it's not too late. Say something now.
A You're right. I will.

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

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Teen2Teen

Aim

Practice social language for expressing regret about not speaking up

Warm-up

Ask *What does it mean "to express regret"? (to feel sorry about something) Why might someone express regret about not speaking up?* (e.g., *because they realize they could have fixed a situation that was wrong*).

Exercise 1 2•51

- Play the CD or read the conversation aloud while students follow.
- Ask *How does the girl express regret? (she says "I feel pretty awful about something") How does she say that she didn't take a stand? ("... I didn't say anything").*
- **Option:** Draw students' attention to indefinite pronouns (*something, someone, anything, something*). Review which pronouns refer to people (*someone*) and which ones refer to things (*something, anything*).

Exercise 2 2•52

- Play the CD or read the conversation aloud line by line for students to repeat. Practice each line first with the whole class and then ask individual students to repeat.
- Review putting emphasis on *awful* in the first line to express feeling regret.
- Focus on appropriate falling intonation when expressing regret for not speaking up (lines 3–4). Stress the firm tone in line 7, encouraging someone to still speak up.

Exercise 3

- Read the direction line aloud.
- Invite a volunteer to read the *Ideas* box. Elicit other examples (e.g., *playing jokes, posting mean things online*).
- Establish that gap 1 needs the name of a bully; gap 2 describes what kind of bullying took place; gap 3 needs *he* or *she* depending on the name used in gap 2. Refer back to Exercise 1 if necessary.
- Ask students to complete the gaps.
- Circulate to help as necessary.

Chat

- Ask students to practice reading the new conversations with a partner.
- **Option:** Invite pairs to act out their conversation for the class. Have students listen and write down the bullying incident.

Extension

Writing page 94

Further support

Extra Practice CD-ROM
Workbook pages W29–W31
Grammar Worksheet
Vocabulary Worksheet
Reading Worksheet
Unit Tests A and B
Video: Teen Snapshot
Grammar Bank

Unit 11

Grammar

Relative clauses: *that* and *who*

Vocabulary

Verbs for crimes

Social language

Insist emphatically

Make a suggestion

Values and cross-curricular topics

Crime

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 Snapshots

Aim

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

Warm-up

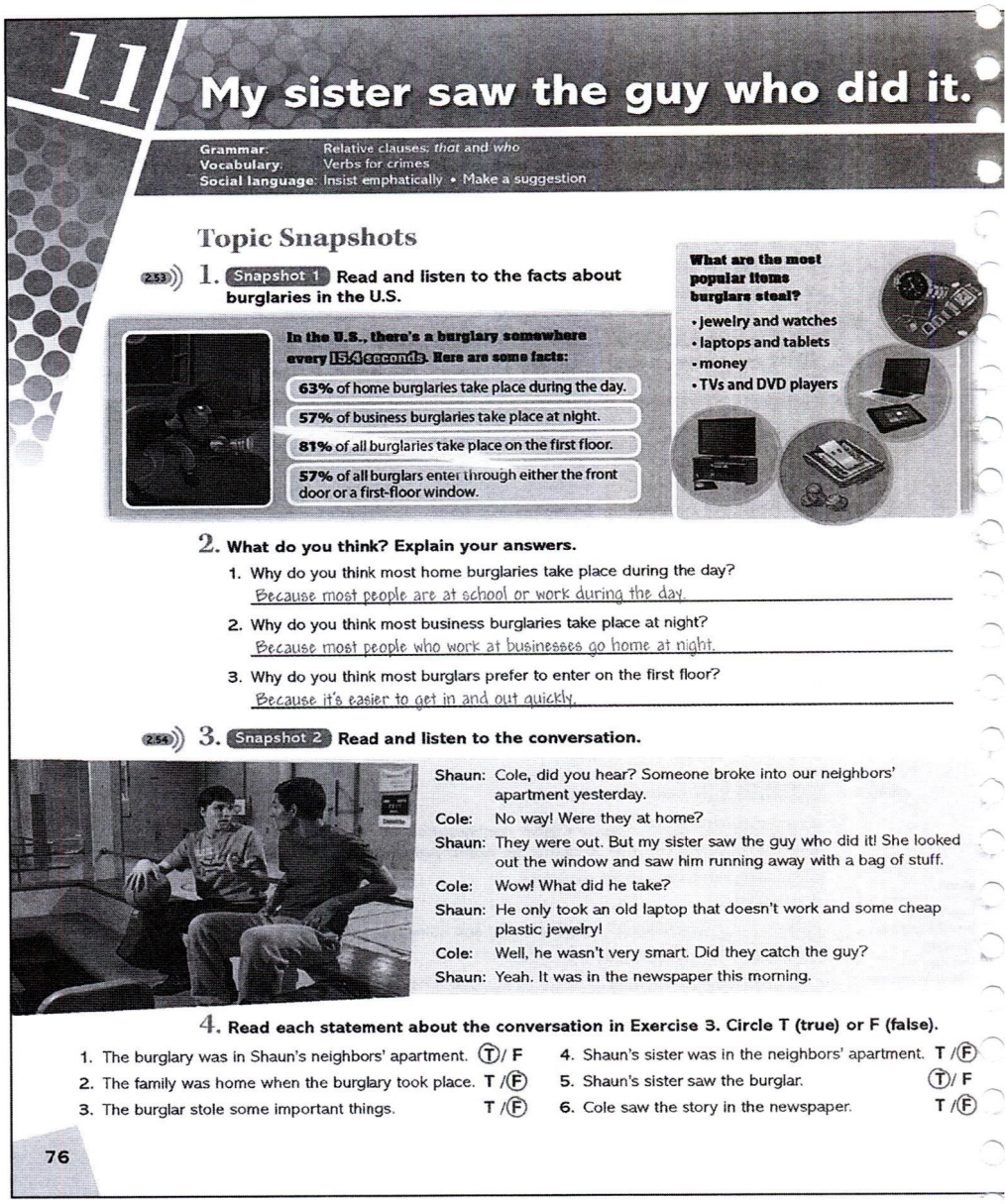
To warm up ask a volunteer to read the title of the unit. Ask *What do you think this statement refers to? (it probably refers to some sort of crime – someone doing something wrong)*.

Exercise 1 Snapshot 1 2•53

- Focus on the picture on the left. Ask volunteers to describe what is going on (*The man is going to steal things from the house*). Write the word *burglary* on the board. Then underline *burglar* in that word. Say *This man is a burglar*.
- Play the CD or read the facts aloud while students follow.
- Explain vocabulary as needed. *Every 15.4 seconds* means once per 15.4 seconds. Focus on the word *jewelry* and have students look at the pictures. Elicit the different kinds of jewelry (e.g., *necklaces, bracelets, rings, earrings, watches*, etc.).

Exercise 2

- Read the direction line aloud. Give students time to write their answers.
- Allow students to attempt to support their answers in this exercise whether or not their answers are correct. The focus should be on critical thinking. Students should use the context of the factoid to figure out, or infer, which answer makes the most sense.
- Go over the answers as a class.
- **Option:** Write the following choices on the board for each item:



11 My sister saw the guy who did it.

Grammar: Relative clauses: *that* and *who*
Vocabulary: Verbs for crimes
Social language: Insist emphatically • Make a suggestion

Topic Snapshots

2.53 1. Snapshot 1 Read and listen to the facts about burglaries in the U.S.

In the U.S., there's a burglary somewhere every 15.4 seconds. Here are some facts:

- 63% of home burglaries take place during the day.
- 57% of business burglaries take place at night.
- 81% of all burglaries take place on the first floor.
- 57% of all burglars enter through either the front door or a first-floor window.

What are the most popular items burglars steal?

- jewelry and watches
- laptops and tablets
- money
- TVs and DVD players

2. What do you think? Explain your answers.

1. Why do you think most home burglaries take place during the day?
Because most people are at school or work during the day.
2. Why do you think most business burglaries take place at night?
Because most people who work at businesses go home at night.
3. Why do you think most burglars prefer to enter on the first floor?
Because it's easier to get in and out quickly.

2.54 3. Snapshot 2 Read and listen to the conversation.

Shaun: Cole, did you hear? Someone broke into our neighbors' apartment yesterday.
Cole: No way! Were they at home?
Shaun: They were out. But my sister saw the guy who did it! She looked out the window and saw him running away with a bag of stuff.
Cole: Wow! What did he take?
Shaun: He only took an old laptop that doesn't work and some cheap plastic jewelry!
Cole: Well, he wasn't very smart. Did they catch the guy?
Shaun: Yeah. It was in the newspaper this morning.

4. Read each statement about the conversation in Exercise 3. Circle T (true) or F (false).

1. The burglary was in Shaun's neighbors' apartment. (T) / F
2. The family was home when the burglary took place. T / (F)
3. The burglar stole some important things. T / (F)
4. Shaun's sister was in the neighbors' apartment. T / (F)
5. Shaun's sister saw the burglar. (T) / F
6. Cole saw the story in the newspaper. T / (F)

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1. a. Because most people are at school or at work during the day; b. Because it's easier to see the things in the house or apartment; c. Because burglars don't like working at night
2. a. Because most people who work at businesses go home at night; b. Because burglars have to go to work during the day; c. Because burglars can just turn on the lights
3. a. Because it's easier to get in and out quickly; b. Because most people leave their first floor doors and windows open; c. Because all the valuable things are usually on the first floor

Exercise 3 Snapshot 2 2•54

- Play the CD or read the conversation aloud while students follow.
- Ask *Where have we seen the statement "My sister saw the guy who did it"? (in the title of the unit)*.

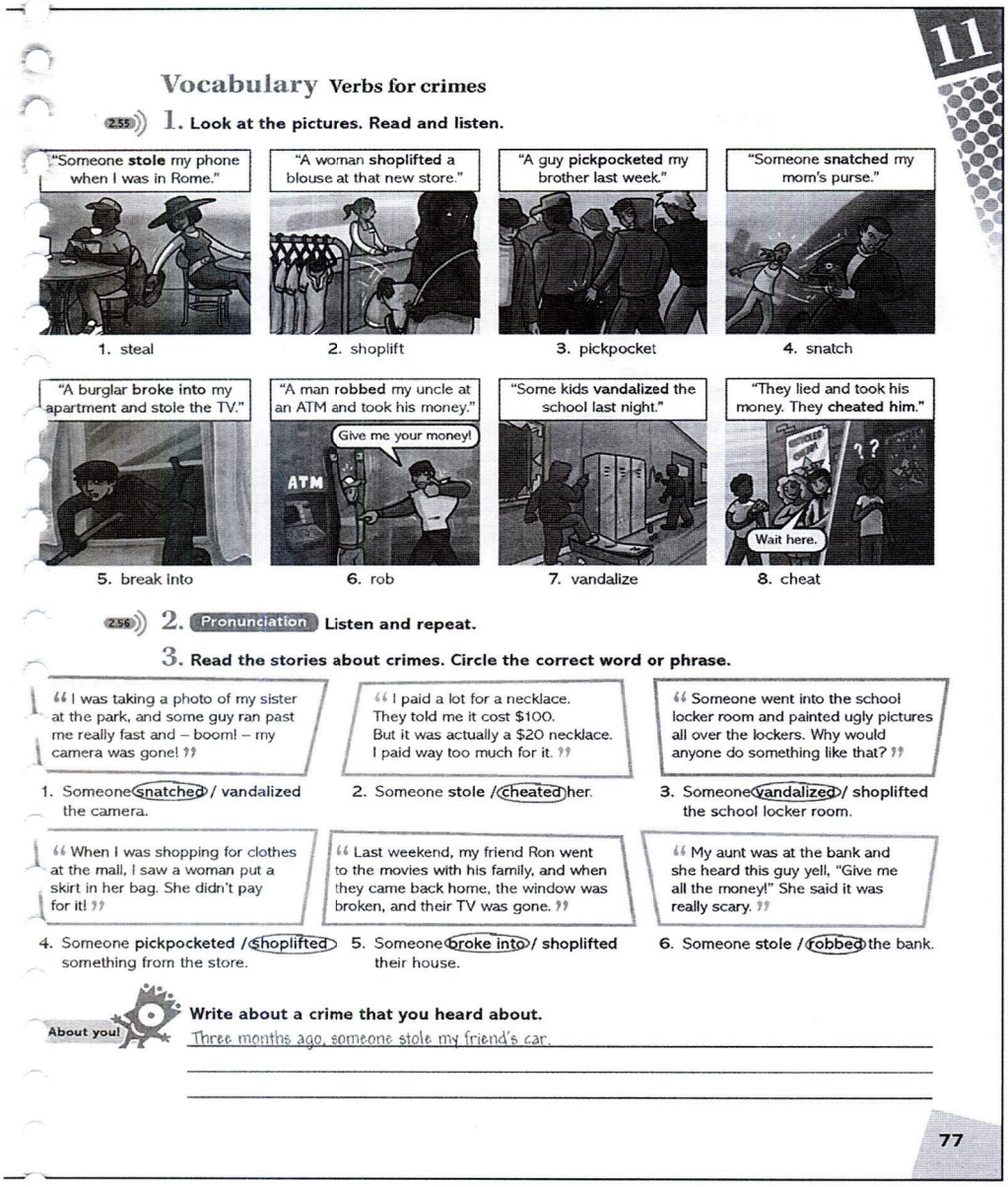
Usage

The use of *they* in *Did they catch the guy?* is a generic *they*. It is used here to refer to some authority such as the police.

The word *guy* is used in spoken language to mean man or male teenager.

Exercise 4

- Read the direction line and example.
- Then have students do the exercise. Tell them to refer back to the conversation for help if needed.
- Go over the answers as a class.



11

Vocabulary Verbs for crimes

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

"Someone **stole** my phone when I was in Rome."

1. steal

"A woman **shoplifted** a blouse at that new store."

2. shoplift

"A guy **pickpocketed** my brother last week."

3. pickpocket

"Someone **snatched** my mom's purse."

4. snatch

"A burglar **broke into** my apartment and stole the TV."

5. break into

"A man **robbed** my uncle at an ATM and took his money."

Give me your money!

ATM

6. rob

"Some kids **vandalized** the school last night."

7. vandalize

"They lied and took his money. They **cheated him.**"

?!

Wait here.

8. cheat

2.56 **2. Pronunciation Listen and repeat.**

3. Read the stories about crimes. Circle the correct word or phrase.

"I was taking a photo of my sister at the park, and some guy ran past me really fast and – boom! – my camera was gone!"

1. Someone snatched / vandalized the camera.

"I paid a lot for a necklace. They told me it cost $100. But it was actually a $20 necklace. I paid way too much for it."

2. Someone stole / cheated her.

"Someone went into the school locker room and painted ugly pictures all over the lockers. Why would anyone do something like that?"

3. Someone vandalized / shoplifted the school locker room.

"When I was shopping for clothes at the mall, I saw a woman put a skirt in her bag. She didn't pay for it!"

4. Someone pickpocketed / shoplifted something from the store.

"Last weekend, my friend Ron went to the movies with his family, and when they came back home, the window was broken, and their TV was gone."

5. Someone broke into / shoplifted their house.

"My aunt was at the bank and she heard this guy yell, "Give me all the money!" She said it was really scary."

6. Someone stole / robbed the bank.

About you! **Write about a crime that you heard about.**

Three months ago, someone stole my friend's car.

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Vocabulary

Aim

Practice verbs for crimes

Exercise 1 2•55

- Before students open their books ask them to brainstorm different verbs (actions words) related to crimes. Tell them to look back at page 76 to see if there are any such verbs in Snapshot 1 or Snapshot 2 (*steal, break into, run away, take*). Write student answers on the board.
- Then have students open their books and compare the list on the board with the verbs in Exercise 1.
- Play the CD or read the phrases aloud while students follow.
- Then focus on each verb one by one. Write it on the board (e.g., 1. *steal*) and then call on a volunteer to read the caption to the picture representing that verb. Focus on the past form of the bolded verb and write it next to the base form on the board (e.g., *stole*).
- You may wish to clarify *shoplift* (*to steal something from a store*) and *pickpocket* (*to steal something from someone's pocket / bag*). Demonstrate *snatch* by quickly grabbing something from someone. Discuss other details illustrated in the pictures as needed.

Usage

Stealing is the criminal act of taking something from someone. One breaks into a place either to steal something or vandalize the place. *Robbing* is usually the act of confronting someone to steal from them. You can rob a person or a place (rob a bank). Rob is also sometimes used simply to mean steal. A *burglary* is the act of entering a building to steal something.

Exercise 2 2•56

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

Exercise 3

- Read the direction line aloud. Ask a volunteer to read item 1. Discuss the answer. Review that *snatching* is the act of grabbing quickly. *Vandalizing* means to damage something on purpose, like public property.
- Have students work individually to complete the exercise. Circulate to help as necessary.
- Have students compare answers in pairs.
- Go over the answers as a class.

Extra practice activity (all classes)

- Invite students to work in pairs to create their own scenarios illustrating one of the vocabulary items from Exercise 1. Tell them to use the passages in Exercise 3 as models. Then bring the class together and have pairs share their passages for students to guess the crime being described.

Suggestion

About you! can be done as a discussion activity in appropriate groups or you can ask students to report on what they wrote in their notebooks.

About you!

- Read the direction line aloud.
- Give students a few minutes to write the crimes they have heard about. Tell students they can also write about crimes they may have experienced themselves. Remind them to look at the past forms in the quotes over the pictures if they need help.
- Bring the class together and call on students to share.

ANSWERS

Students' own answers

Further support

Extra Practice CD-ROM

Grammar

Aim

Practice relative clauses: *that* and *who*

Grammar support
Interactive Grammar Presentation

Exercise 1

- Read the first grammar rule. Then call on a volunteer to read the statement in the speech balloon. Ask *Which part of the statement gives more information about the MP3 player?* (*"that was in my backpack"*).
- Read the second grammar rule and examples. Write the first statement on the board. Circle *laptop* and underline the relative clause. Point out how *that was on my desk* adds information about *the laptop*. Focus students' attention on the second statement. Ask *Which word does the relative clause identify?* (*necklace*).
- Read the third rule and examples. Point out how for people, the relative pronoun *who* can be used interchangeably with *that*. To test understanding, write on the board: *There's the man that stole my phone.* Ask *Can I replace "that" with "who"?* (*yes*) *Why?* (*because it is possible to use relative pronouns "that" and "who" for people*).
- Read the *Language tip* and examples.
- **Option:** Have students underline the examples of relative clauses identifying a noun in the conversation in Exercise 3 on page 76 (*my sister saw the guy who did it; He only took an old laptop that doesn't work . . .*).

Extra practice activity (all classes)

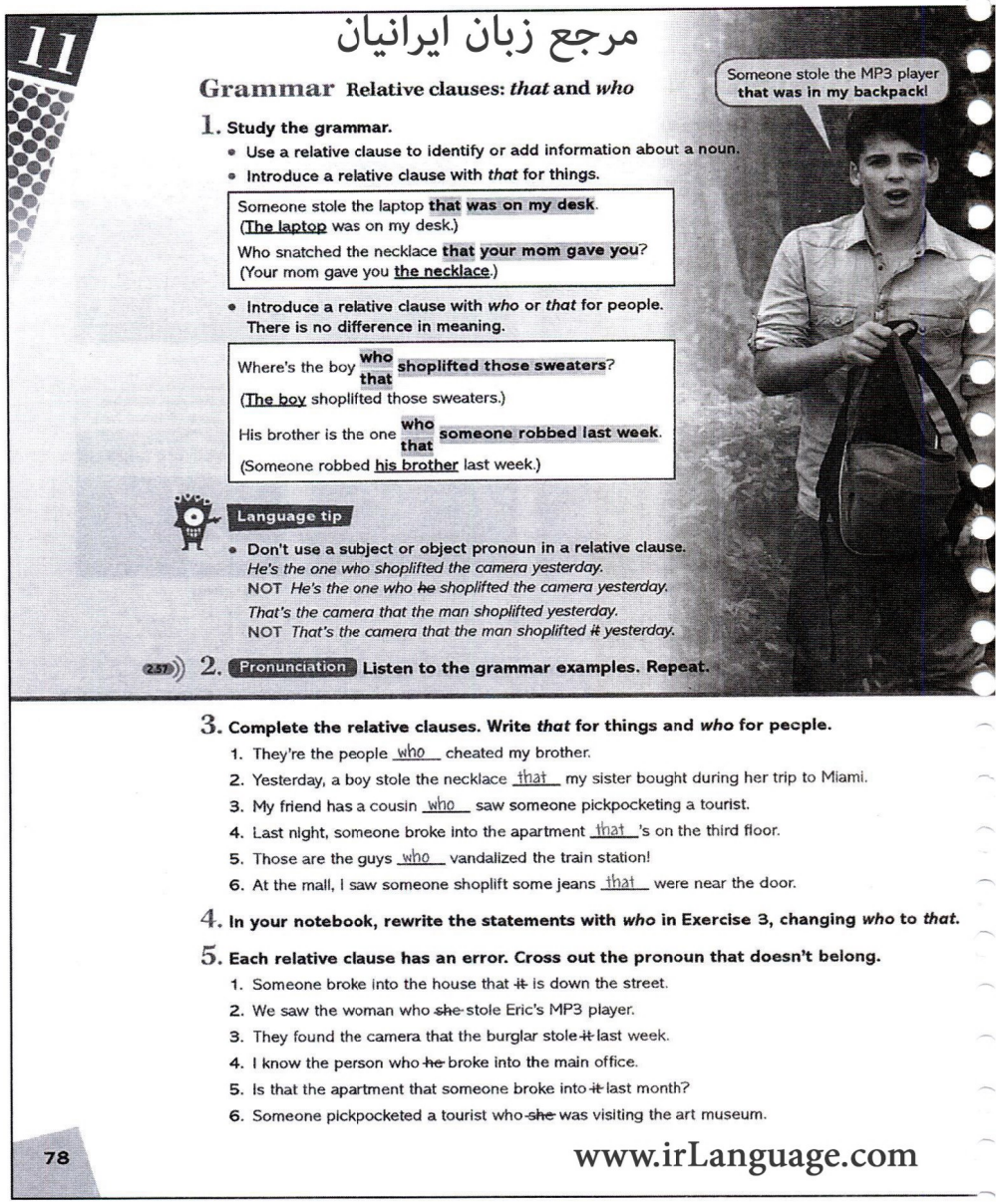
- Write the following sentences on the board:
  1. That's the woman . . . 2. Someone stole the bag . . . 3. Where is the car . . . ? 4. Do you know the student . . . ?
- Call on volunteers to add to them with relative clauses. Possible answers: 1. *who / that shoplifted a necklace*; 2. *that was on the table*; 3. *that the students vandalized?*; 4. *who / that broke into the computer system?*

Usage

The relative pronoun *whom* can be used to describe the object of a verb in a relative clause, but it is considered to be extremely formal, especially in speaking.

Exercise 2 2•57

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



11

مرجع زبان ایرانیان

Grammar Relative clauses: *that* and *who*

Someone stole the MP3 player **that was in my backpack!**

1. Study the grammar.

- Use a relative clause to identify or add information about a noun.
- Introduce a relative clause with *that* for things.

Someone stole the laptop **that was on my desk**.
(The laptop was on my desk.)

Who snatched the necklace **that your mom gave you**?
(Your mom gave you the necklace.)

- Introduce a relative clause with *who* or *that* for people. There is no difference in meaning.

Where's the boy **who / that shoplifted those sweaters**?
(The boy shoplifted those sweaters.)

His brother is the one **who / that someone robbed last week**.
(Someone robbed his brother last week.)

Language tip

- Don't use a subject or object pronoun in a relative clause.
  He's the one who shoplifted the camera yesterday.
  NOT *He's the one who ~~he~~ shoplifted the camera yesterday.*
  That's the camera that the man shoplifted yesterday.
  NOT *That's the camera that the man shoplifted ~~it~~ yesterday.*

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

3. Complete the relative clauses. Write *that* for things and *who* for people.

1. They're the people who cheated my brother.
2. Yesterday, a boy stole the necklace that my sister bought during her trip to Miami.
3. My friend has a cousin who saw someone pickpocketing a tourist.
4. Last night, someone broke into the apartment that's on the third floor.
5. Those are the guys who vandalized the train station!
6. At the mall, I saw someone shoplift some jeans that were near the door.

4. In your notebook, rewrite the statements with *who* in Exercise 3, changing *who* to *that*.

5. Each relative clause has an error. Cross out the pronoun that doesn't belong.

1. Someone broke into the house that ~~it~~ is down the street.
2. We saw the woman who ~~she~~ stole Eric's MP3 player.
3. They found the camera that the burglar stole ~~it~~ last week.
4. I know the person who ~~he~~ broke into the main office.
5. Is that the apartment that someone broke into ~~it~~ last month?
6. Someone pickpocketed a tourist who ~~she~~ was visiting the art museum.

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AUDIOSCRIPT 2•57

Someone stole the laptop that was on my desk.
Who snatched the necklace that your mom gave you?
Where's the boy who shoplifted those sweaters?
Where's the boy that shoplifted those sweaters?
His brother is the one who someone robbed last week.
His brother is the one that someone robbed last week.

Exercise 3

- Read the direction line and example aloud. Ask *What word does the relative clause describe?* (*people*). Point out that the direction line says to only write *that* for things and *who* for people.
- Have students do the exercise.
- Go over the answers as a class.

Exercise 4

- Read the direction line aloud.
- Ask *Which items need to be rewritten?* (*1, 3, 5*).
- Have students do the exercise.
- Have students compare answers.
- Go over the answers as a class.

Exercise 5

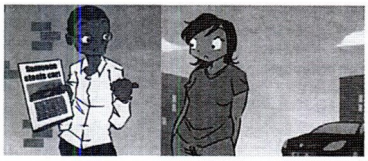
- Read the direction line aloud. Focus on the example. Have students reread the *Language tip*.
- Have students do the exercise.
- Go over the answers as a class.

Further support
Extra Practice CD-ROM

6. Write statements or questions, using a relative clause with *who* or *that*.

1. Someone robbed the old man / lives next door
   Someone robbed the old man who (OR that) lives next door.
2. Is that the person / stole your money
   Is that the person who (OR that) stole your money?
3. This is the laptop / they found in the burglar's car
   This is the laptop that they found in the burglar's car.
4. Someone broke into the apartment / is down the hall
   Someone broke into the apartment that is down the hall.
5. Where is the man / shoplifted the gold watch
   Where is the man who (OR that) shoplifted the gold watch?
6. Did you speak to the man / saw the burglary
   Did you speak to the man who (OR that) saw the burglary?

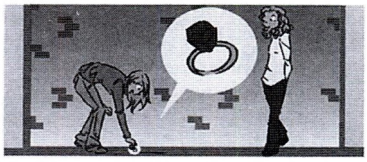
7. Look at the pictures. Complete the relative clauses. Use *who* for people.



1. (The car is in this photo.)
   Hey! That's the car that's in this photo !

2. (The woman shoplifted a sweater at the store yesterday.)
   Isn't she the woman who shoplifted a sweater at the store yesterday ?

3. (The man broke into our neighbor's apartment.)
   I saw the man who broke into our neighbor's apartment .



4. (Someone stole the ring from Grandma.)
   Isn't this the ring that someone stole from Grandma ?

2.58 **8. Listening comprehension Listen to the conversations. Complete the statements with relative clauses.**

1. He saw the man who (OR that) robbed a store.
2. She saw a boy who (OR that) shoplifted clothes at the mall.
3. He saw the car that someone stole a few days ago.
4. No one saw the person who (OR that) took his notebook.

Exercise 6

- Read the direction line aloud. Point out that more than one answer is possible. Focus on the example statement. Ask *What is the relative clause?* (*who / that lives next door*) *What noun does the clause describe?* (*the old man*).
- Have students preview the exercise and underline the nouns that the relative clauses will describe (2. *the person*; 3. *the laptop*; 4. *the apartment*; 5. *the man*; 6. *the man*). Then have them write the statements.
- Bring the class together and go over the answers.
- **Option:** Ask *Which items have more than one answer?* (*1, 2, 5, and 6*) *Why?* (*they describe people*).

Extra practice activity (all classes)

- On the board write: *She is the student who ...*, providing information about a student from the class (e.g., ... *who is from Chile*). Have students guess who the student is. Then have students write similar statements with relative clauses about classmates. Call on volunteers to read statements for students to guess.

Exercise 7

- Read the direction line aloud. Ask a volunteer to read the example. Review that the relative clause *that's in this photo* describes *the car*.
- Have students do the exercise. Circulate to help as necessary.
- Have students compare answers in pairs.
- Go over the answers as a class.

Exercise 8 2.58

- Read the direction line aloud. Explain that they will hear each conversation twice, so they can check their answers. Tell students that there is one statement for each conversation. Point out that more than one answer may be possible for some items.
- Clarify vocabulary as needed. The expressions *What about it?* is an informal way to respond to something someone shows you or says to you. *For real?* is an informal way to say *Really?*
- Have students listen and write the relative clauses. Then have students listen again and check their answers correcting as needed.
- Bring the class together and go over the answers.

AUDIOSCRIPT 2.58 PAGES 107–108

Extra extension activity (stronger classes)

- In pairs, have students make up conversations about crimes. Write possible topics on the board:
  - *someone stole a smartphone*
  - *someone vandalized a school building*
  - *someone robbed a bank*
  - *someone broke into a car*
  - *someone pickpocketed a person*
- Have students present the dialogues. Invite students to make comments with relative clauses (e.g., *That's the man / woman who stole / robbed / pickpocketed; That's the wallet that someone stole*).

Further support
Extra Practice CD-ROM

Reading

Aim

Develop reading skills: A crime-prevention flier

Warm-up

Read the title of the section: *A crime-prevention flier.* Write the word *flier* on the board. Ask *Do you know what this is? (a piece of paper advertising or offering information about something).* Then write the words *pamphlet* (which appeared in *Unit 5*) and *leaflet* (which appeared in *Unit 8*) on the board. Explain that all these items are similar. Clarify the meaning of *prevention (the act of stopping something bad from happening)* and elicit what information might be in this flier.

Exercise 1 2•59

- Ask a volunteer to read the title of the flier. Ask *What does it mean "to avoid"? (to prevent something bad from happening).* Make sure that students know that *a crime victim* is a person to whom a crime happens.
- Read the direction line and question aloud. Explain that students will answer it after reading the flier.
- Play the CD or read the flier aloud while students follow.
- Return to the question in the direction line. Call on a volunteer to answer it.

ANSWER

A visitor shouldn't: go to unsafe areas; be alone if possible; act like he / she is from out of town.

Extra practice activity (all classes)

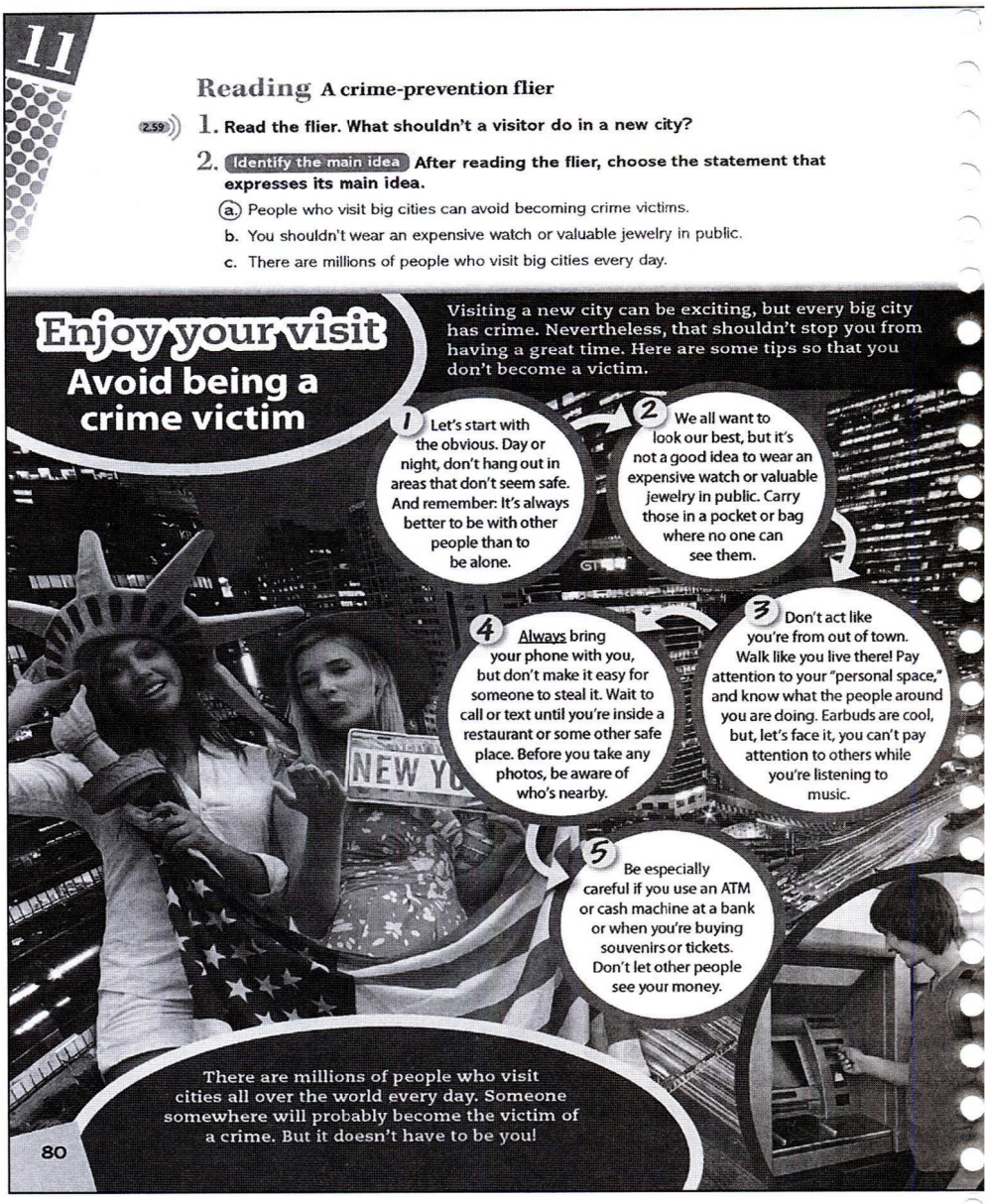
- In pairs, have students discuss which tips they practice to avoid being crime victims. Have them suggest additional tips (e.g., *be careful using or carrying a camera, so it doesn't get stolen*).

Extra extension activity (stronger classes)

- For grammar review, students can scan the flier for two examples of relative clauses – one with *that* and one with *who*. If necessary, hint to students that the examples appear in the first bubble and in the last section at the bottom of the flier (*Don't hang out in areas <u>that</u> don't seem safe; There are millions of people <u>who</u> visit cities all over the world every day*).

Exercise 2

- **Skill / strategy:** *Identify the main idea.* Explain that this strategy helps a reader understand the main message of an article and then focus on the supporting details.
- Read the direction line aloud. Tell students to think about the choices individually and decide which one expresses the main idea.
- Then have pairs compare answers.
- Bring the class together. Analyze all the choices: option b is one of the tips presented in the flier; option c is a statement made in the flier; option a best summarizes the main idea and is the best title.



Exercise 3

- **Skill / strategy:** *Confirm a text's content.* Explain that this reading strategy allows students to fully understand what a text is about
- Tell students to try to answer the questions without looking back at the flier. Then tell them to look back at the flier for any items they couldn't answer.
- Go over the answers as a class.

Suggestion

About you! can be done as a discussion activity in appropriate groups or you can ask students to report on what they wrote in their notebooks.

About you!

- Read the question aloud. Give students time to write down which suggestions they think are best and their reasons.
- Invite students to share their answers.

ANSWERS

Students' own answers

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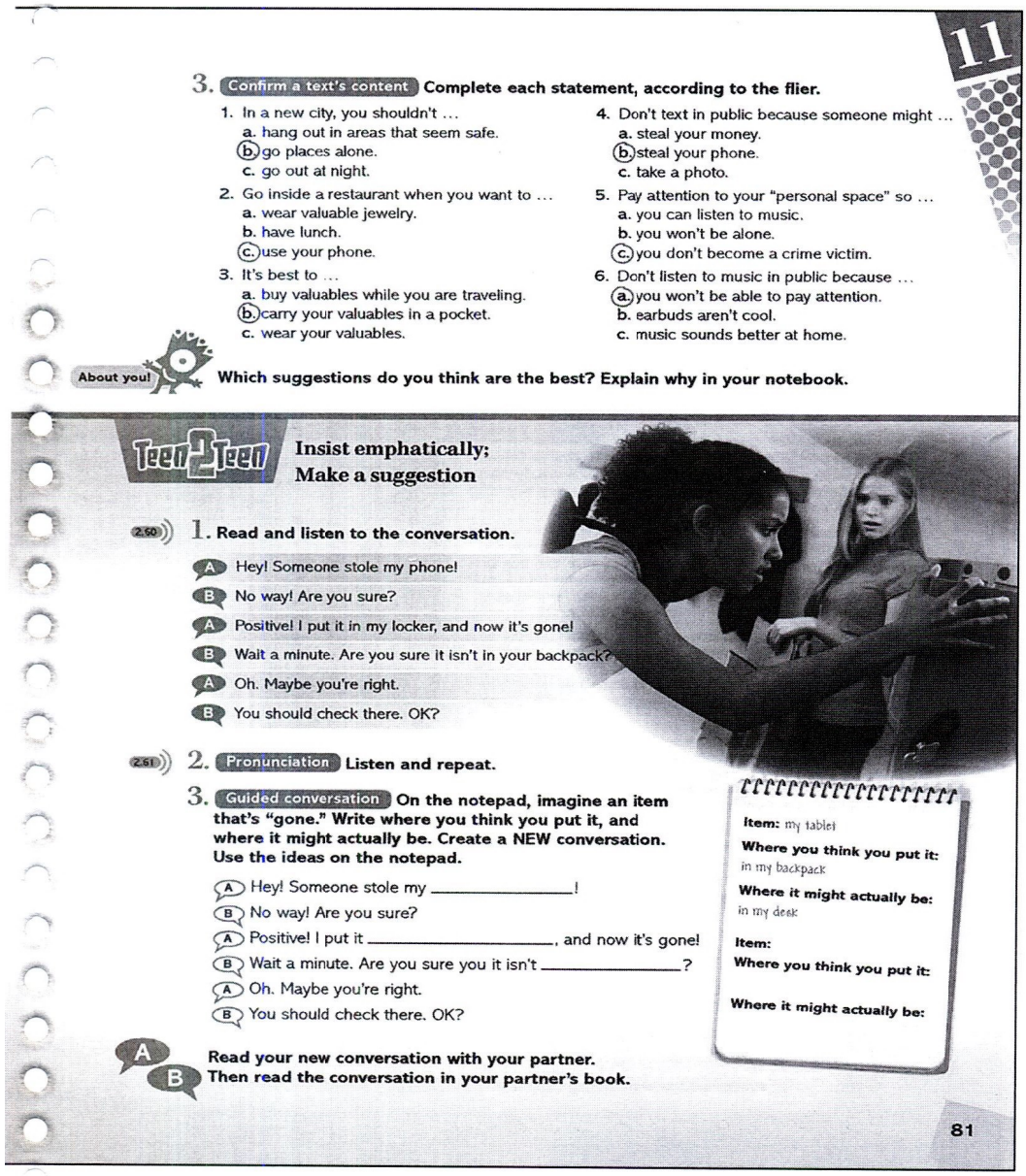

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3. Confirm a text's content **Complete each statement, according to the flier.**

1. In a new city, you shouldn't ...
   a. hang out in areas that seem safe.
   b. go places alone.
   c. go out at night.
2. Go inside a restaurant when you want to ...
   a. wear valuable jewelry.
   b. have lunch.
   c. use your phone.
3. It's best to ...
   a. buy valuables while you are traveling.
   b. carry your valuables in a pocket.
   c. wear your valuables.
4. Don't text in public because someone might ...
   a. steal your money.
   b. steal your phone.
   c. take a photo.
5. Pay attention to your "personal space" so ...
   a. you can listen to music.
   b. you won't be alone.
   c. you don't become a crime victim.
6. Don't listen to music in public because ...
   a. you won't be able to pay attention.
   b. earbuds aren't cool.
   c. music sounds better at home.

About you! **Which suggestions do you think are the best? Explain why in your notebook.**

Teen2Teen **Insist emphatically; Make a suggestion**

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

A Hey! Someone stole my phone!
B No way! Are you sure?
A Positive! I put it in my locker, and now it's gone!
B Wait a minute. Are you sure it isn't in your backpack?
A Oh. Maybe you're right.
B You should check there. OK?

2.61 2. Pronunciation **Listen and repeat.**

3. Guided conversation **On the notepad, imagine an item that's "gone." Write where you think you put it, and where it might actually be. Create a NEW conversation. Use the ideas on the notepad.**

A Hey! Someone stole my _____!
B No way! Are you sure?
A Positive! I put it _____, and now it's gone!
B Wait a minute. Are you sure you it isn't _____?
A Oh. Maybe you're right.
B You should check there. OK?

Item: my tablet
Where you think you put it: in my backpack
Where it might actually be: in my desk

Item:
Where you think you put it:
Where it might actually be:

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

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Teen2Teen

Aim

Practice social language for insisting emphatically and suggesting a course of action

Warm-up

To warm up focus on the title of the section. Ask *What does "to insist emphatically" mean? ("insist" means to firmly state that something is true; "emphatically" means in a strong way).* Offer examples of ways to insist something emphatically (e.g., *to say "Definitely!" or "Of course!" in response to something someone tells you*). Elicit other examples (e.g., *Absolutely! No!*).

Exercise 1 2•60

- Have students look at the photo and create scenarios for what is going on (e.g., *The girl is looking for something; maybe someone stole something from her or maybe she misplaced it*).
- Play the CD or read the conversation aloud while students follow.
- Ask *How does Speaker A insist emphatically? (she says "Positive", which is short for "I am positive").* Explain that this means that she is absolutely sure. Ask *How does Speaker B suggest a course of action? (She says "You should check there. OK?").*

Exercise 2 2•61

- Play the CD or read the conversation aloud line by line for students to repeat. Practice each line first with the whole class and then ask individual students to repeat.
- Point out the emphasis on the phrase *No way!* and the insistence on the word *Positive!*

Exercise 3

- Read the direction line aloud. Explain to students that they will now create their own conversations, using Exercise 1 as a model.
- Bring students' attention to sample answers on the notepad. Give students time to complete the notepad with an item they will use in their new conversation.
- Establish that they need the name of a lost item in gap 1. For gap 2 they need a location where they thought they put the item. For gap 3 they need a location where the item might actually be.
- Have students complete the gaps.
- Circulate to help as necessary.

Chat

- Ask students to practice reading the new conversations with a partner. Circulate to monitor correct emphasis on *No way!* and *Positive!*
- **Option:** Invite pairs to act out their conversation for the class. Have everyone listen and write down the name of the lost item.

Extension

Writing page 95

Further support

Extra Practice CD-ROM
Workbook pages W32–W34
Grammar Worksheet
Vocabulary Worksheet
Reading Worksheet
Unit Tests A and B
Video: Teen Snapshot
Grammar Bank

Unit 12

Grammar

Relative clauses: *where* and *when*

Reflexive pronouns; *each other*

Vocabulary

Ways to celebrate a holiday

Social language

Wish someone a happy holiday

Values and cross-curricular topics

Multiculturalism

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

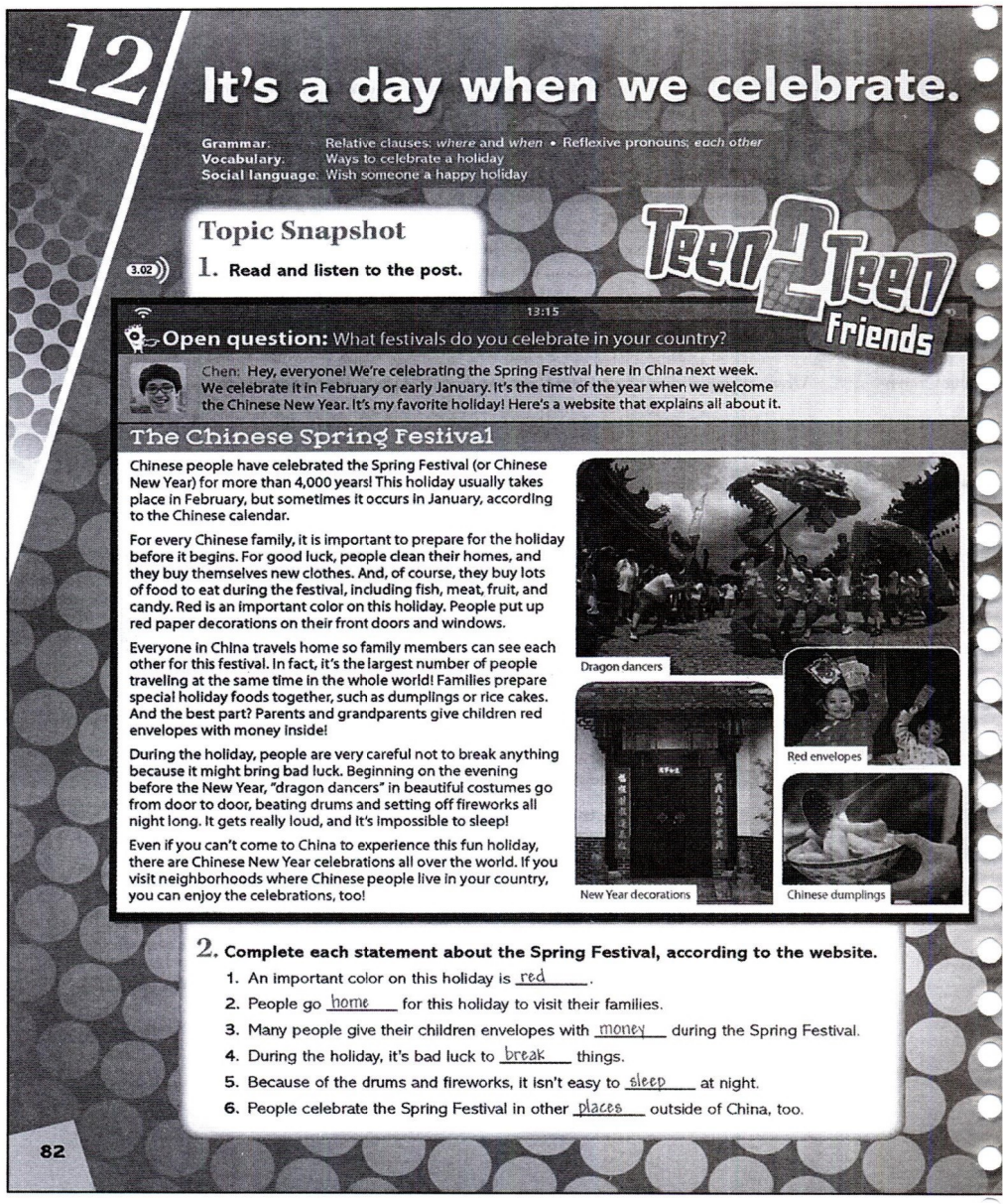
Ask a volunteer to read the title of the unit. Ask *What do you think the unit will be about?* (*celebrations, holidays*).

Exercise 1 3•02

- Ask students to look at the photos to see who is writing on *Teen2Teen Friends* today (*Chen*). Ask *Where is he from?* (*China*) *What celebration will he be talking about?* (*The Chinese Spring Festival*).
- Read the direction line and open question aloud.
- Invite students to look at the other photos. Ask *Have you ever seen New Year's decorations? dragon dancers? Have you ever tried Chinese dumplings?* Ask students to share if they know anything else about this holiday.
- Play the CD or read the post aloud while students follow.
- Focus on the second and third lines of the post. Ask *What is another way to say "takes place"?* Point out that this word appears in the very same line (*occurs*).
- Ask the question in the direction line.

ANSWERS

Students' own answers



Exercise 2

- Read the direction line aloud. Call on a volunteer to read the first item. Point out the last two sentences in paragraph 2 to support the answer.
- Have students do the exercise. Tell them to look for answers in the post if they need help.
- Go over the answers as a class.
- **Option:** Books closed, create True / False statements from the exercise for students to answer. E.g., 1. *People primarily visit friends on this holiday* (*F*); 2. *Adults give children blue envelopes with money* (*F*); 3. *During this holiday it's bad luck to travel* (*F*); 4. *It's difficult to sleep because of all the noise during the holiday* (*T*); 5. *Chinese people all over the world celebrate this holiday* (*T*).

Extra practice activity (all classes)

- On the board write:
  Good luck
  Books closed, have students write down what things people do for good luck during the Chinese Spring Festival (*clean their homes; buy new clothes; buy lots of food, including fish, meat, fruit, and candy; put up red paper decorations on their front doors and windows*).
- Have students compare in pairs and then look back at the post.

Extra extension activity (stronger classes)

- Have students work in pairs. Tell them to reread the third paragraph about families during the holiday. Have students discuss what similar family-oriented holidays they celebrate in their own cultures and what kinds of things families do together.

12

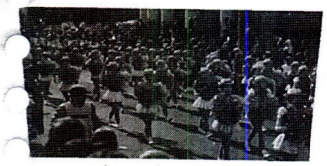
Vocabulary Ways to celebrate a holiday

3.03 **1. Look at the photos. Read and listen.**

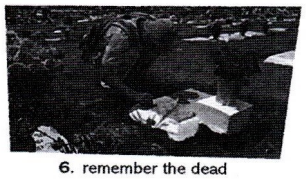
1. give a gift

2. send a card

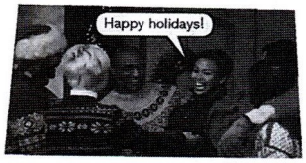
3. wear a costume


4. watch a parade

5. watch fireworks


6. remember the dead

7. take the day off



8. wish each other a happy holiday

3.04 **2. Pronunciation Listen and repeat.**

3.05 **3. Listening comprehension Listen to the radio interview about three holidays. Check the ways people celebrate each holiday, according to the descriptions.**

1. On Bastille Day, people in France ...	2. On Obon, people in Japan ...	3. On Halloween, people in the U.S. ...
☐ put up decorations	☑ remember the dead	☑ wear costumes
☑ watch parades	☐ have parties	☐ watch parades
☐ wish each other a happy holiday	☑ put up decorations	☑ have parties
☑ watch fireworks	☑ dance	☑ send cards
☑ wear costumes	☐ send cards	☐ give gifts
☐ remember the dead	☐ wear costumes	☐ take the day off

About you! **Write about holidays you know about. What do people do?**

On National Day, people watch parades and wear historical costumes.

Vocabulary

Aim

Practice phrases for ways to celebrate a holiday

Exercise 1 3•03

- Read the title *Ways to celebrate a holiday*. Have students scan the photos.
- Play the CD or read the phrases aloud while students follow.
- Ask *Which of these ways to celebrate a holiday did we see in the article on page 82? (give a gift; wear a costume; watch fireworks).*

Exercise 2 3•04

- Play the CD or read the phrases aloud for students to repeat.
- **Option:** Ask *Have you done any of these things to celebrate a holiday?* Have students discuss the question in pairs. Ask *Do you know other ways to celebrate holidays?* (e.g., *cook special foods; sing special songs; perform dances; gather with family; attend religious services;* etc.). Write these on the board and leave them there for reference.

Exercise 3 3•05

- Read the direction line aloud. Invite students to preview the three holidays. Ask *Have you ever heard of these holidays? Do you know what people do?* If yes, tell students to check in pencil what they think people do on these holidays. They will be able to confirm their answers after they listen. If students know nothing about the holidays, tell them not to guess, but just wait to listen to the interviews.
- Explain that they will hear about each holiday twice, so they can check their answers.
- Clarify vocabulary as needed.
- Go over the answers as a class.

AUDIOSCRIPT 3•05 PAGE 108

Extra practice activity (all classes)

- Ask students to create riddles about holidays, using vocabulary items from Exercise 1 as well as from the list from the board for other students to guess. They should refer to holidays most students in class may know about, e.g., *For this holiday people give gifts and send cards. They usually have a day off from work and they wish each other a happy holiday (Christmas).*

Suggestion

About you! can be done as a discussion activity in appropriate groups or you can ask students to report on what they wrote in their notebooks.

About you!

- Ask a volunteer to read the question. Give students a few minutes to write about the holiday(s) of their choice. Tell them to provide details from the Vocabulary in Exercise 1 and the additional items listed on the board.
- Have students discuss with a partner.
- Bring the class together and call on volunteers to share.
- **Option**: Ask *Do you practice the holiday you described? Is this your favorite holiday? If not, what is your favorite holiday?*

ANSWERS

Students' own answers

Extra extension activity (stronger classes)

- Invite students to work in pairs to create a dialogue about the holidays they wrote about.
  Model an example on the board:
  A *Do you know anything about Fourth of July in the United States?*
  B *Oh yes, it's Independence Day.*
  A *What do people do?*
  B *There are parades and fireworks.*
  A *Do people take the day off?*
  B *Actually, most people have a day off from work.*

Further support

Extra Practice CD-ROM

Grammar

Aim

Practice relative clauses: *where* and *when*

Grammar support
Interactive Grammar Presentation

Exercise 1

- Review relative clauses with *that* and *who*. Write on the board:
  Halloween is a holiday that all children love; Mary is the person who organized the parade.
  Have volunteers underline the relative pronouns (*that* and *who*). Remind students that a relative clause offers more information about, or identifies, the noun (*holiday* and *person* in the above examples).
- Explain that in this section they will learn about relative clauses introduced by *where* and *when*.
- Focus on the first rule and example. Ask *What noun does the relative clause describe?* (*place*). Provide additional examples, e.g., *Madrid is the city where I was born.* Ask *What noun does the relative clause describe?* (*city*).
- Focus on the second rule and example. Ask *What noun does the relative clause describe?* (*time*). Provide additional examples, e.g., *1997 was the year when I got married.*
- **Option:** Have students find two examples of relative clauses in the post on page 82. If students need help, hint that the first example is in the introduction (*It's the time of year when we welcome the Chinese New Year*) and in the last paragraph (*If you visit neighborhoods where Chinese people live . . .*).

Exercise 2 3•06

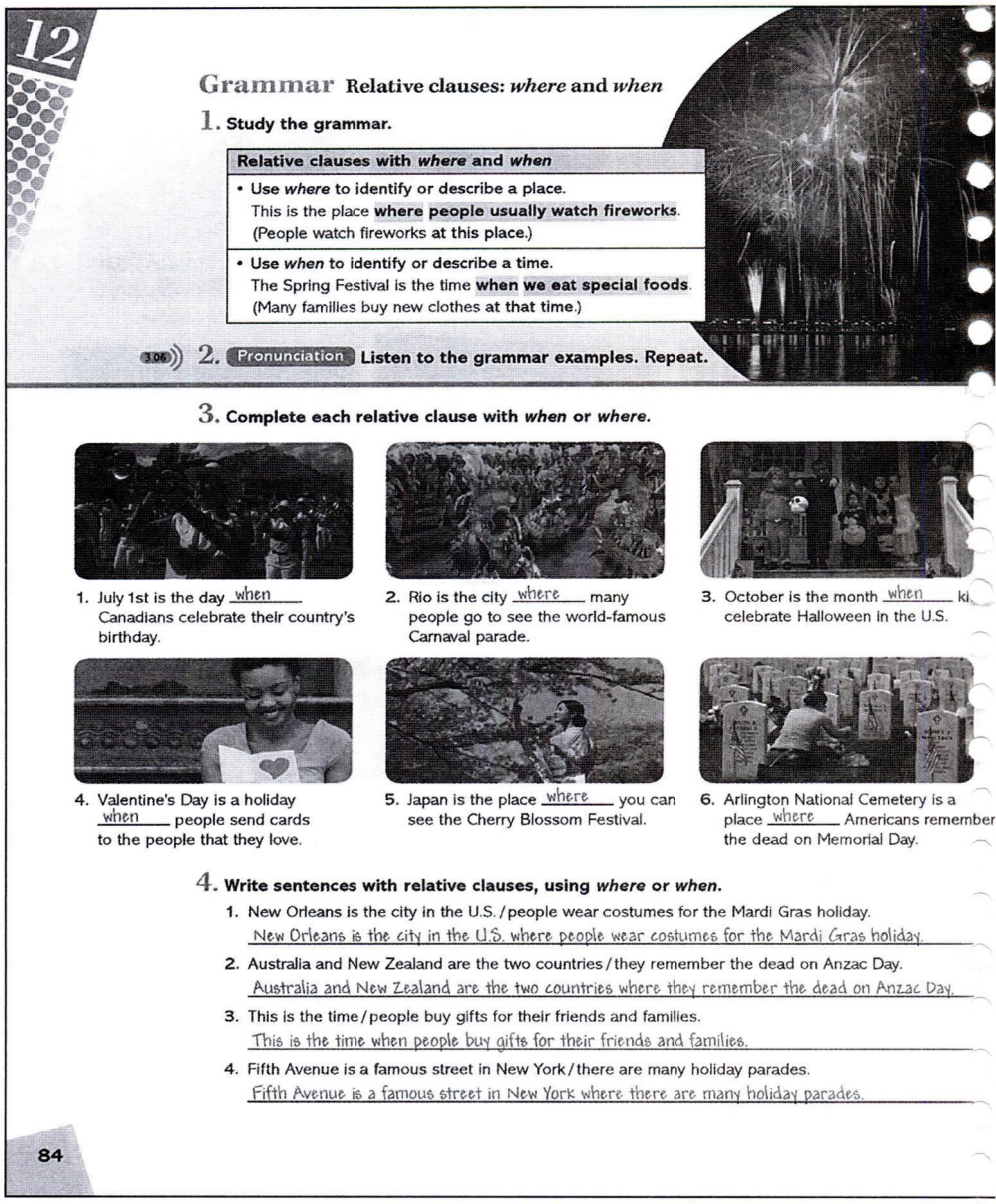
- Play the CD or read the grammar examples aloud for students to repeat.
- Then play or read each item again.

AUDIOSCRIPT 3-06

This is the place where people usually watch fireworks.
The Spring Festival is the time when we eat special foods.

Exercise 3

- Have students look at the photos. Ask *Do you know any of these holidays?*
- Read the direction line and example aloud. Have students underline the noun before each blank (1. *day*; 2. *city*; 3. *month*; 4. *holiday*; 5. *place*; 6. *place*). This will help them decide whether to use *when* or *where*.
- Have students do the exercise.
- Go over the answers as a class.



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Grammar Relative clauses: *where* and *when*

1. Study the grammar.

Relative clauses with *where* and *when*
• Use *where* to identify or describe a place. This is the place **where people usually watch fireworks**. (People watch fireworks **at this place**.)
• Use *when* to identify or describe a time. The Spring Festival is the time **when we eat special foods**. (Many families buy new clothes **at that time**.)

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

3. Complete each relative clause with *when* or *where*.

1. July 1st is the day when Canadians celebrate their country's birthday.

2. Rio is the city where many people go to see the world-famous Carnaval parade.

3. October is the month when ki celebrate Halloween in the U.S.

4. Valentine's Day is a holiday when people send cards to the people that they love.

5. Japan is the place where you can see the Cherry Blossom Festival.

6. Arlington National Cemetery is a place where Americans remember the dead on Memorial Day.

4. Write sentences with relative clauses, using *where* or *when*.

1. New Orleans is the city in the U.S. / people wear costumes for the Mardi Gras holiday.
   New Orleans is the city in the U.S. where people wear costumes for the Mardi Gras holiday.
2. Australia and New Zealand are the two countries / they remember the dead on Anzac Day.
   Australia and New Zealand are the two countries where they remember the dead on Anzac Day.
3. This is the time / people buy gifts for their friends and families.
   This is the time when people buy gifts for their friends and families.
4. Fifth Avenue is a famous street in New York / there are many holiday parades.
   Fifth Avenue is a famous street in New York where there are many holiday parades.

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Exercise 4

- Read the direction line aloud. Focus on the example. Ask *What noun does the relative clause "where people wear costumes for the Mardi Gras holiday" describe?* (*the city in the U.S.* – which is a place).
- Have students underline the noun that the relative clause will describe (2. *the two countries*; 3. *the time*; 4. *a famous street in New York*). This will help decide whether to use *when* or *where*.
- Have students do the exercise.
- Go over the answers as a class.

Extra extension activity (stronger classes)

- In pairs, have students use the content from Exercises 3 and 4 to create three True and False questions. Tell them to mix and match information for the false questions. E.g. *Rio is the city where you can see the Cherry Blossom Festival.* Call on pairs to write their statements on the board for students to answer True or False. Remind students to be careful of correct use of *when* and *where*.

Further support
Extra Practice CD-ROM

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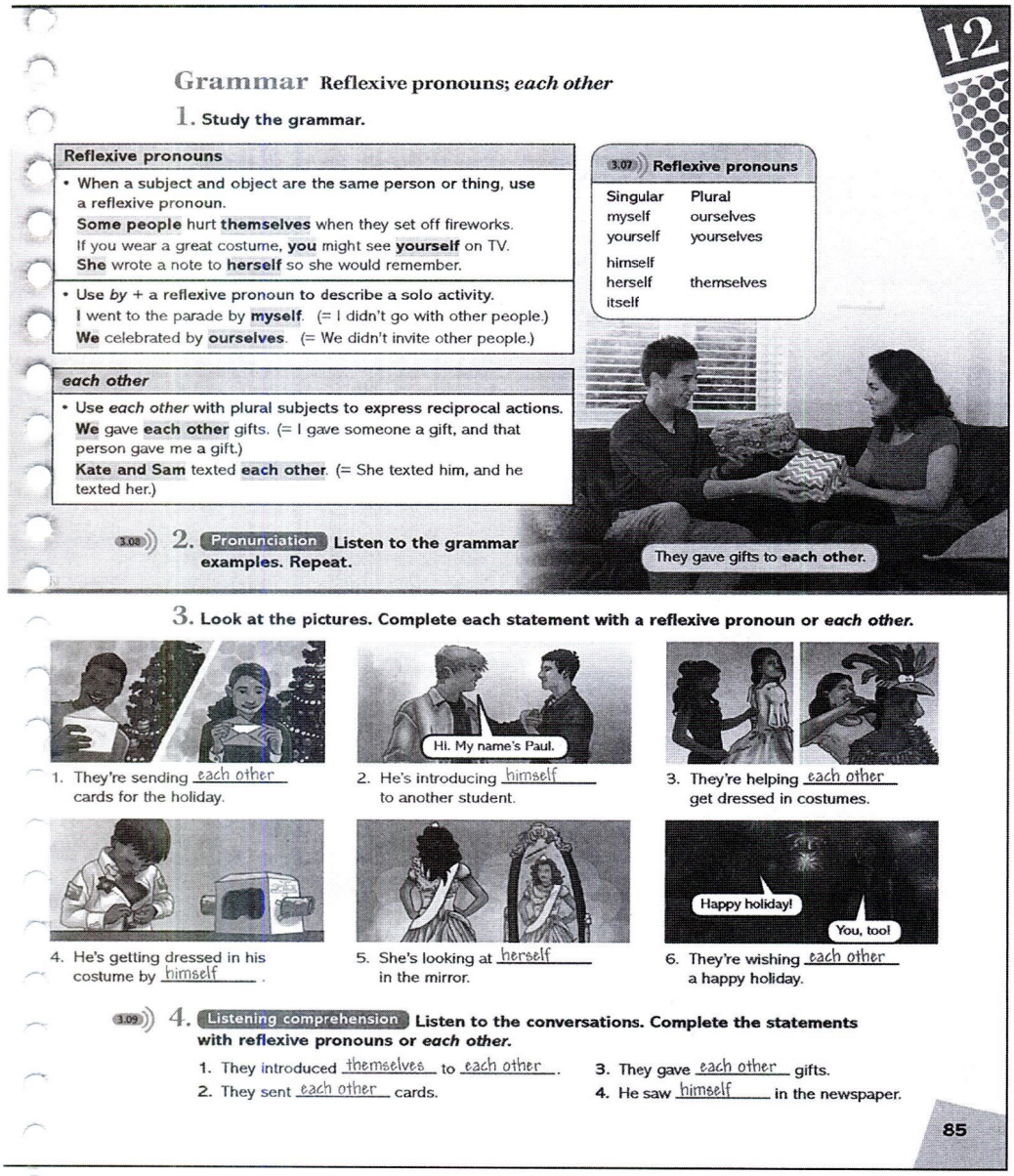

12

Grammar Reflexive pronouns; *each other*

1. Study the grammar.

Reflexive pronouns

- When a subject and object are the same person or thing, use a reflexive pronoun.
  Some people hurt **themselves** when they set off fireworks.
  If you wear a great costume, **you** might see **yourself** on TV.
  She wrote a note to **herself** so she would remember.
- Use *by* + a reflexive pronoun to describe a solo activity.
  I went to the parade by **myself**. (= I didn't go with other people.)
  We celebrated by **ourselves**. (= We didn't invite other people.)

3.07 Reflexive pronouns

Singular	Plural
myself	ourselves
yourself	yourselves
himself	
herself	themselves
itself	

each other

- Use *each other* with plural subjects to express reciprocal actions.
  We gave **each other** gifts. (= I gave someone a gift, and that person gave me a gift.)
  Kate and Sam texted **each other**. (= She texted him, and he texted her.)

They gave gifts to **each other**.

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

3. Look at the pictures. Complete each statement with a reflexive pronoun or *each other*.

1. They're sending each other cards for the holiday.
2. He's introducing himself to another student.
3. They're helping each other get dressed in costumes.
4. He's getting dressed in his costume by himself.
5. She's looking at herself in the mirror.
6. They're wishing each other a happy holiday.

3.09 4. Listening comprehension Listen to the conversations. Complete the statements with reflexive pronouns or *each other*.

1. They introduced themselves to each other.
2. They sent each other cards.
3. They gave each other gifts.
4. He saw himself in the newspaper.

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Grammar

Aim

Practice reflexive pronouns; *each other*

Grammar support
Interactive Grammar Presentation

Exercise 1 3•07

- Read the first grammar rule and example. Ask *What is the subject?* (*Some people*) *What is the object?* (*themselves*) *What does "themselves" refer to?* (*Some people*). Explain that the subject and object are the same person.
- Read the other two examples and elicit that *you* and *yourself* refer to the same person; *she* and *herself* refer to the same person.
- Then focus on the second grammar rule and examples.
- Play the CD or read the list of reflexive pronouns. Bring attention to the spelling of the plural pronouns (*-self* turns to *-selves* in the plural). Ask a student *Did you do your homework by yourself or did someone help you?* The student can answer. Point out that *by yourself* means no one helped you.

AUDIOSCRIPT 3•07

Singular: myself, yourself, himself, herself, itself
Plural: ourselves, yourselves, themselves

- Focus on *each other*. Read the grammar rule and examples. Write *On April Fool's Day, people play jokes on each other.* Elicit that this means a person plays a joke on someone, and that person reciprocates the action.
- **Option:** Have students find one example of a reflexive pronoun in the post on page 82 (... *and they buy themselves new clothes* ...) and one example of *each other* (*Everyone in China travels home so family members can see each other for this festival*).
- **Option:** Ask *What things do you do by yourself? What things do you never do by yourself?*

Exercise 2 3•08

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

AUDIOSCRIPT 3•08

Some people hurt themselves when they set off fireworks.
If you wear a great costume, you might see yourself on TV.
She wrote a note to herself so she would remember.
I went to the parade by myself.
We celebrated by ourselves.
We gave each other gifts.
Kate and Sam texted each other.

Exercise 3

- Read the direction line and example aloud. Ask *Would a reflexive pronoun make sense here?* (*no*).
- Have students do the exercise.
- Go over the answers as a class. Ask *In which item is the person doing something solo?* (*2, 4, and 5*) *Which exercise items include reciprocal actions?* (*1, 3, and 6*).

Exercise 4 3•09

- Read the direction line aloud. Explain that students will hear each conversation twice, so they can check their answers. Tell them that there is one statement for each conversation.
- Have students listen to the conversations and fill in the blanks. Clarify vocabulary as needed. *It was so nice of you to* ... is an expression used to show appreciation for something someone did. *It's nothing special* is a common way to play down a gift you give someone – even if it is something special.
- Bring the class together and go over the answers.

AUDIOSCRIPT 3•09 PAGE 108

Further support
Extra Practice CD-ROM

Reading

Aim

Develop reading skills: Online encyclopedia entries

Warm-up

Ask *Who is posting today? (Jose Luis and Abby) Where is Jose Luis from? (Ecuador) Abby? (The U.S.) What will the posts be about? (holidays in other countries).*

Exercise 1 3•10

- Read the direction line and question aloud. Explain that they will answer it after reading the posts.
- Ask students to look at the photos and ask volunteers to read the captions. Then tell students to scan the bloggers' introductions. Ask *Have you ever heard of the Day of the Dead or Holi?* If yes, ask *What do you know about the holiday?*
- Play the CD or read the posts aloud while students follow.
- Clarify vocabulary as needed. Explain that *a cemetery* is a piece of land where dead people are buried; *a grave* is the specific place in the ground where a dead body is buried; *a skull* is the bones of a head. If necessary, teach students the four seasons: *winter, spring, summer, fall. Winter* and *summer* were introduced in Unit 9.
- Return to the question in the direction line. Call on a volunteer to answer it.

ANSWER

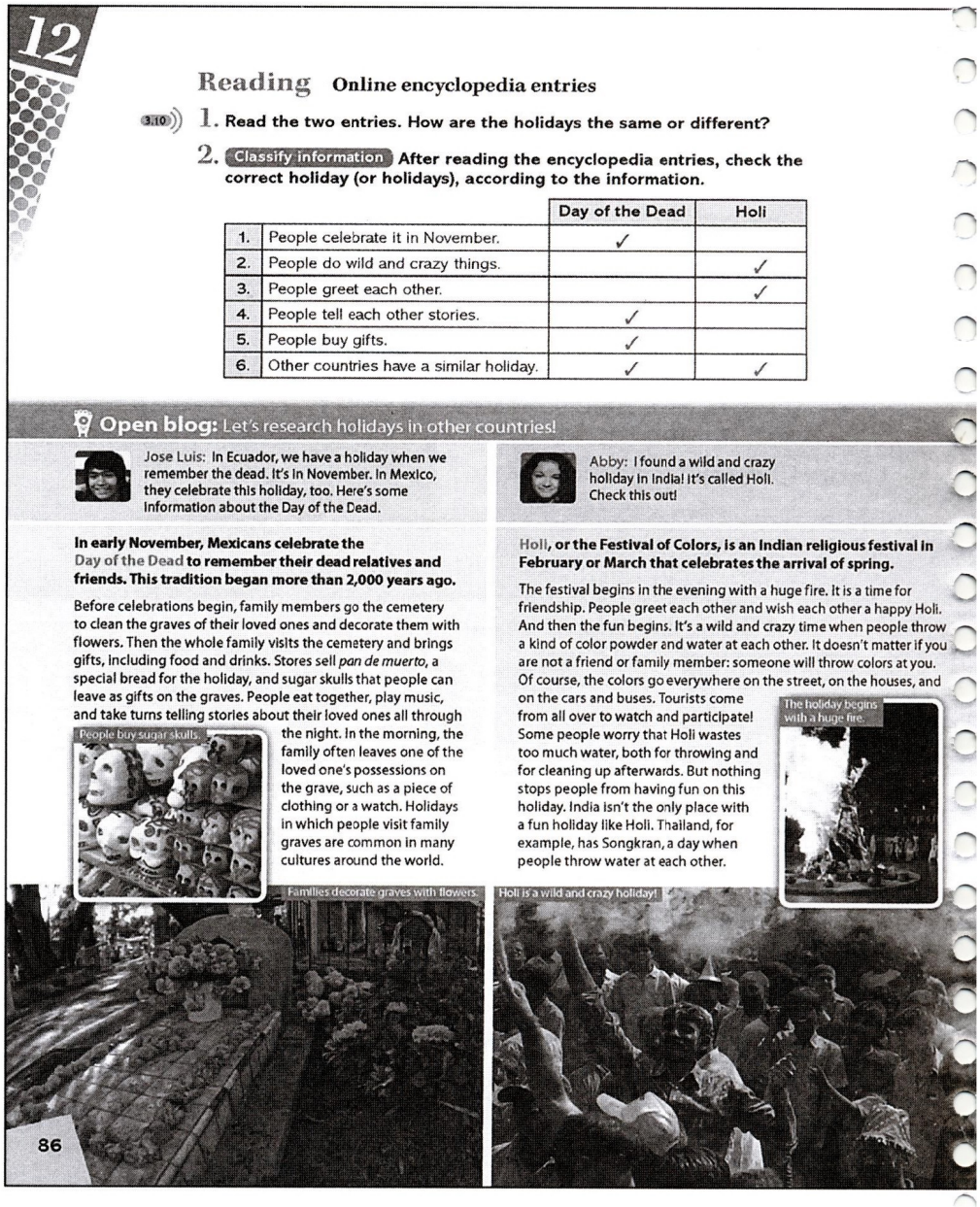
Same: During both holidays people spend time together; both holidays are celebrated in other parts of the world
Different: Day of the Dead celebrates dead friends and family members while Holi celebrates the arrival of spring; On the Day of the Dead people spend the day at the cemetery remembering relatives and friends whereas on Holi people dance in the streets and throw paint at each other.

Extra extension activity (stronger classes)

- Bring students' attention to the bottom of the article where a Thai holiday *Songkran* is mentioned. Invite students to learn more about this holiday and bring information and images to the class.

Exercise 2

- **Skill / strategy:** *Classify information.* If necessary, define *classify (to decide what group or category something belongs to).* Point out the classifying categories: *Day of the Dead* and *Holi.*
- Tell students to first try to do the exercise without looking back at the posts. Then tell them to look back at the posts for any items they couldn't answer.
- Students compare answers in pairs.
- Go over the answers as a class.



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Reading Online encyclopedia entries

3.10 1. Read the two entries. How are the holidays the same or different?

2. Classify information After reading the encyclopedia entries, check the correct holiday (or holidays), according to the information.

		Day of the Dead	Holi
1.	People celebrate it in November.	✓	
2.	People do wild and crazy things.		✓
3.	People greet each other.		✓
4.	People tell each other stories.	✓	
5.	People buy gifts.	✓	
6.	Other countries have a similar holiday.	✓	✓

Open blog: Let's research holidays in other countries!

Jose Luis: In Ecuador, we have a holiday when we remember the dead. It's in November. In Mexico, they celebrate this holiday, too. Here's some information about the Day of the Dead.

In early November, Mexicans celebrate the Day of the Dead to remember their dead relatives and friends. This tradition began more than 2,000 years ago.

Before celebrations begin, family members go the cemetery to clean the graves of their loved ones and decorate them with flowers. Then the whole family visits the cemetery and brings gifts, including food and drinks. Stores sell *pan de muerto*, a special bread for the holiday, and sugar skulls that people can leave as gifts on the graves. People eat together, play music, and take turns telling stories about their loved ones all through the night. In the morning, the family often leaves one of the loved one's possessions on the grave, such as a piece of clothing or a watch. Holidays in which people visit family graves are common in many cultures around the world.

People buy sugar skulls.

Families decorate graves with flowers.

Abby: I found a wild and crazy holiday in India! It's called Holi. Check this out!

Holi, or the Festival of Colors, is an Indian religious festival in February or March that celebrates the arrival of spring.

The festival begins in the evening with a huge fire. It is a time for friendship. People greet each other and wish each other a happy Holi. And then the fun begins. It's a wild and crazy time when people throw a kind of color powder and water at each other. It doesn't matter if you are not a friend or family member: someone will throw colors at you. Of course, the colors go everywhere on the street, on the houses, and on the cars and buses. Tourists come from all over to watch and participate! Some people worry that Holi wastes too much water, both for throwing and for cleaning up afterwards. But nothing stops people from having fun on this holiday. India isn't the only place with a fun holiday like Holi. Thailand, for example, has Songkran, a day when people throw water at each other.

The holiday begins with a huge fire.

Holi is a wild and crazy holiday!

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- In pairs, have students return to the text and *confirm* each item with the posts.
- Go over the answers as a class.

Suggestion

About you! can be done as a discussion activity in appropriate groups or you can ask students to report on what they wrote in their notebooks.

About you!

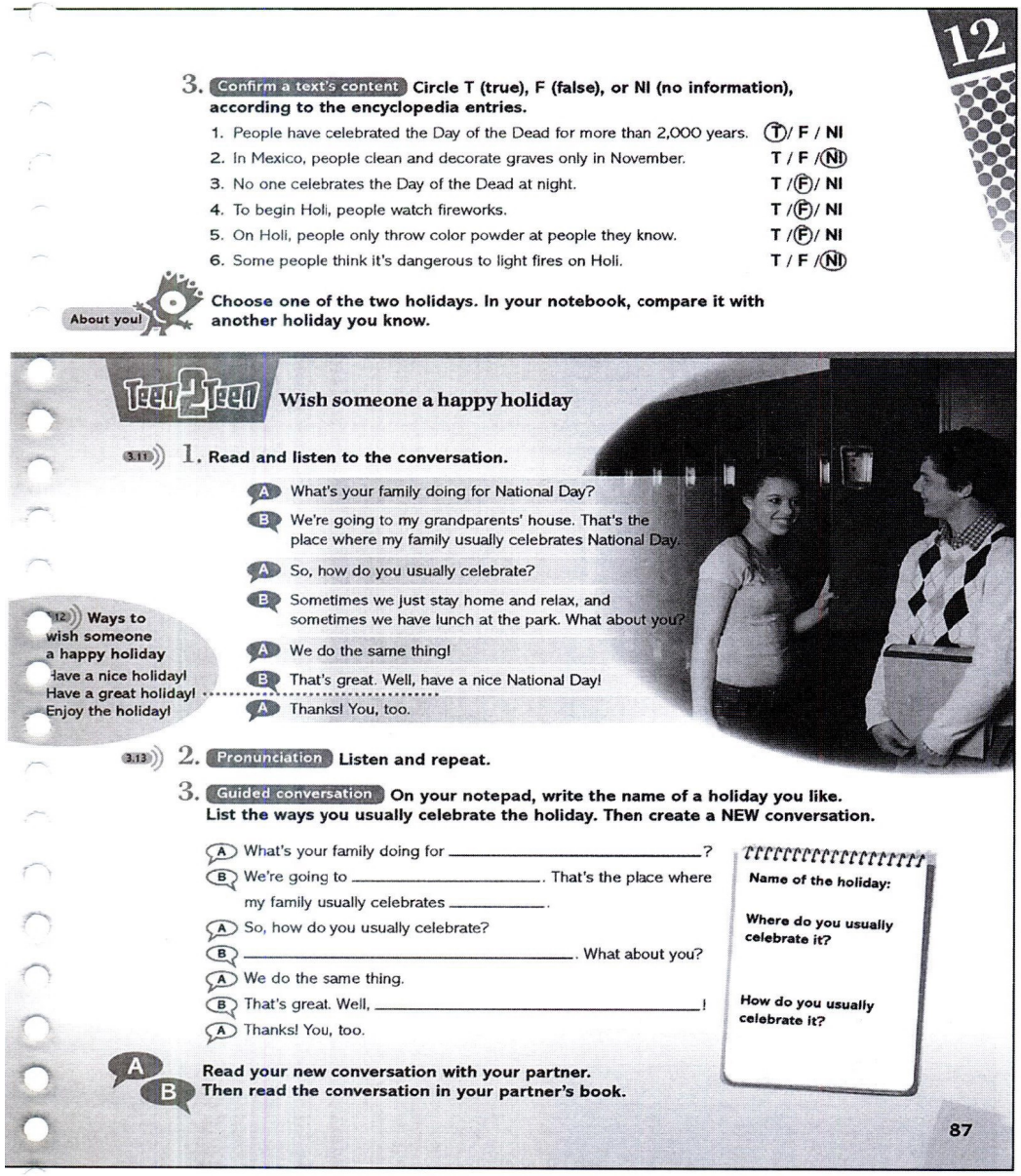
- Read the direction line aloud.
- Give students time to map out similarities and differences between either the Day of the Dead or Holi and another holiday they know.
- Have students discuss with a partner.
- Bring the class together and call on volunteers to share.

ANSWERS

Students' own answers

Exercise 3

- **Skill / strategy:** *Confirm a text's content.* Review that confirming a text's content allows students to fully understand what a text was about.
- Read the direction line aloud. Point out that a True or False exercise is a good way to confirm content since it makes you think about what you have read.
- Focus on the example. Tell students to scan the posts for the number *2,000 (in the bolded introduction for the Day of the Dead).* Ask *Does the post confirm that the holiday has been celebrated for over 2,000 years? (yes).*
- Have students do the exercise individually. Remind them to choose the answer *NI* if the information is not provided.



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3. Confirm a text's content **Circle T (true), F (false), or NI (no information), according to the encyclopedia entries.**

1. People have celebrated the Day of the Dead for more than 2,000 years. (T) / F / NI
2. In Mexico, people clean and decorate graves only in November. T / F / (NI)
3. No one celebrates the Day of the Dead at night. T / (F) / NI
4. To begin Holi, people watch fireworks. T / (F) / NI
5. On Holi, people only throw color powder at people they know. T / (F) / NI
6. Some people think it's dangerous to light fires on Holi. T / F / (NI)

About you! **Choose one of the two holidays. In your notebook, compare it with another holiday you know.**

Teen2Teen **Wish someone a happy holiday**

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

A What's your family doing for National Day?
B We're going to my grandparents' house. That's the place where my family usually celebrates National Day.
A So, how do you usually celebrate?
B Sometimes we just stay home and relax, and sometimes we have lunch at the park. What about you?
A We do the same thing!
B That's great. Well, have a nice National Day!
A Thanks! You, too.

3.12 **Ways to wish someone a happy holiday**
Have a nice holiday!
Have a great holiday!
Enjoy the holiday!

3.13 2. Pronunciation **Listen and repeat.**

3. Guided conversation **On your notepad, write the name of a holiday you like. List the ways you usually celebrate the holiday. Then create a NEW conversation.**

A What's your family doing for _____?
B We're going to _____. That's the place where my family usually celebrates _____.
A So, how do you usually celebrate?
B _____. What about you?
A We do the same thing.
B That's great. Well, _____!
A Thanks! You, too.

Name of the holiday:
Where do you usually celebrate it?
How do you usually celebrate it?

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

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Teen2Teen

Aim

Practice social language for wishing someone a happy holiday

Warm-up

Elicit different ways to wish someone a happy holiday, e.g., *Have a happy New Year, Merry Christmas, Happy Halloween, Happy Holi, Happy Birthday*, etc.

Exercise 1 3•11–3•12

- Play the CD or read the conversation aloud while students follow.
- **Option:** Ask students to find one example of a relative clause (*That's the place where my family usually celebrates National Day*). Ask *What is this place?* (*the boy's grandparents' house*).
- Play the CD or read the *Ways to wish someone a happy holiday* aloud.
- Then invite students to practice saying the wishes.

Usage
It's OK to use the name of the holiday or simply "a nice holiday."

Exercise 2 3•13

- Play the CD or read the conversation aloud line by line for students to repeat. Practice each line first with the whole class and then ask individual students to repeat.
- Point out how the last three lines have exclamation points and are more emphatic than the other part of the conversation which was more neutral.

Exercise 3

- Read the direction line aloud.
- Call on volunteers to read the information in the notepad on the right. Give students a few minutes to fill in their own information. Encourage students to use the Vocabulary from page 83 as they make notes on their notepads.
- Review with students that they will now create their own conversations, using Exercise 1 as a model.
- Establish that students need the name of a holiday for gaps 1 and 3, where they celebrate it for gap 2, how they celebrate it for gap 4. Finally, gap 5 needs a way to wish someone a happy holiday.
- Have students complete the gaps.
- Circulate to help as necessary.

Chat

- Ask students to practice reading the new conversations with a partner.
- **Option:** Invite pairs to act out their conversation for the class. Have everyone listen and write down the name of the holiday as well as where and how it is celebrated.

Extension
Writing page 95

Further support
Extra Practice CD-ROM
Workbook pages W35–W37
Grammar Worksheet
Vocabulary Worksheet
Reading Worksheet
Unit Tests A and B
Video: Teen Snapshot
Grammar Bank

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Review: Units 10–12

Aim

Review and personalize the language learned in Units 10–12 and evaluate progress toward specific goals

Suggestion

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

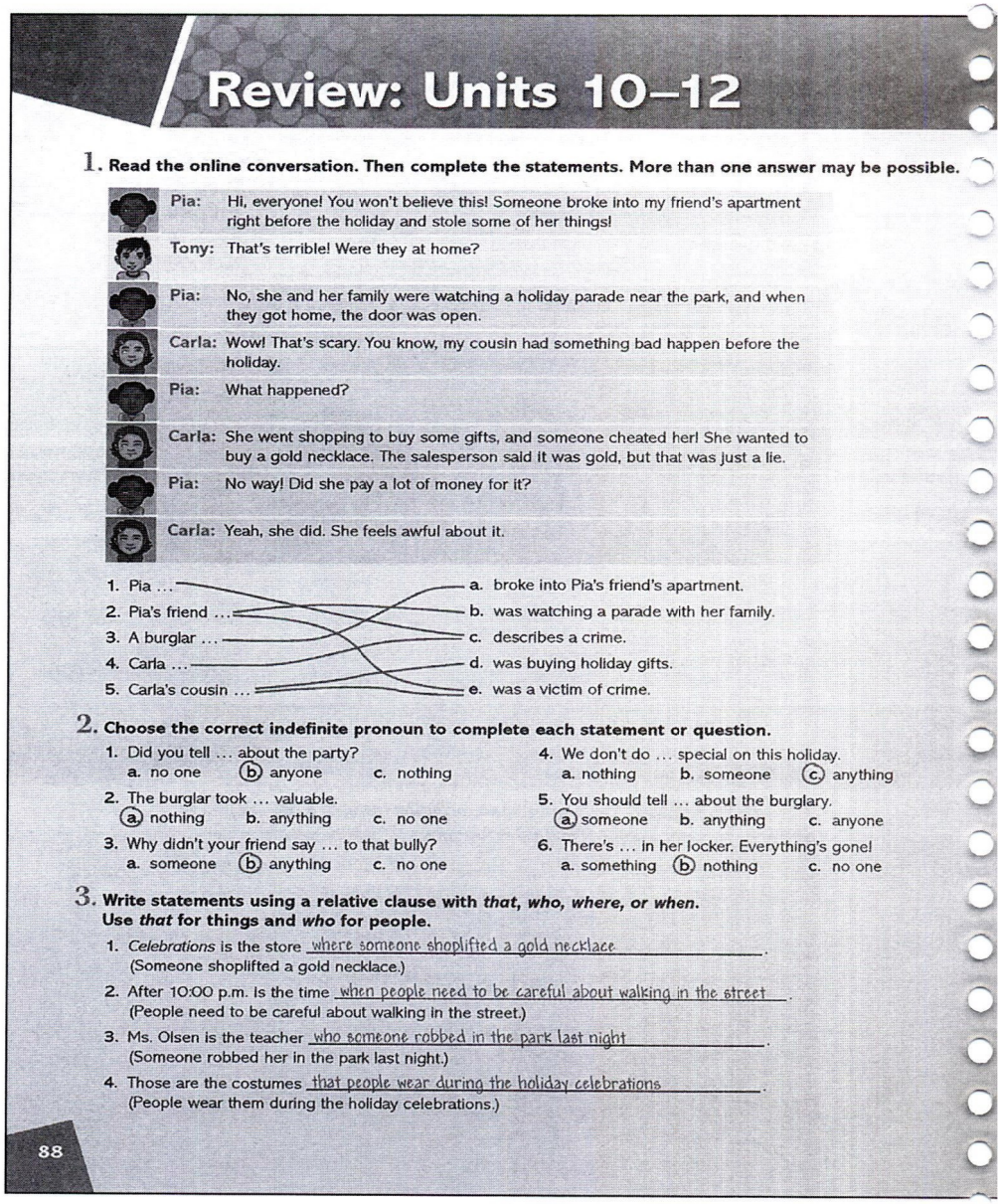
Explain that the notes that follow offer tips how to complete these review exercises in class. Suggest that another option can be for students to do the review exercises on their own. Teachers can then provide answers for students to check against.

Exercise 1

- Read the direction line aloud. Have students read the conversation individually, or ask two stronger students to read it for the class.
- Clarify vocabulary as needed. Explain that *my cousin had something bad happen* is another way to say *something bad happened to her.*
- Focus on the example. Point out that none of the other options create a true statement about Pia.
- Have students do the exercise. Tell them they will have to infer some of the answers from the content in the conversation. Encourage them to find where in the conversation they found the answers and underline them. Remind them that some of the items match to more than one sentence half.
- Go over the answers as a class. If someone has the wrong answer, help them find the correct answer in the conversation (2. *has two matches – infer both matches from Pia's first two posts*; 3. *infer from Pia's first post*; 4. *infer from Carla's second post*; 5. *has two matches – infer both matches from Carla's second post*).
- **Option:** To review content of units, ask *What indefinite pronouns are used in the conversation?* (*Someone, something, someone*) *What verbs for crimes are used in the conversation?* (*broke into; stole; cheated*)

Exercise 2

- Read the direction line and example aloud. If necessary to review, elicit *Which indefinite pronouns are used for people?* (*someone, no one,* and *anyone*) *Which indefinite pronouns are used for things?* (*something, nothing, anything*).



Review: Units 10–12

1. Read the online conversation. Then complete the statements. More than one answer may be possible.

Pia: Hi, everyone! You won't believe this! Someone broke into my friend's apartment right before the holiday and stole some of her things!

Tony: That's terrible! Were they at home?

Pia: No, she and her family were watching a holiday parade near the park, and when they got home, the door was open.

Carla: Wow! That's scary. You know, my cousin had something bad happen before the holiday.

Pia: What happened?

Carla: She went shopping to buy some gifts, and someone cheated her! She wanted to buy a gold necklace. The salesperson said it was gold, but that was just a lie.

Pia: No way! Did she pay a lot of money for it?

Carla: Yeah, she did. She feels awful about it.

1. Pia ... — a. broke into Pia's friend's apartment.
2. Pia's friend ... — b. was watching a parade with her family.
3. A burglar ... — c. describes a crime.
4. Carla ... — d. was buying holiday gifts.
5. Carla's cousin ... — e. was a victim of crime.

2. Choose the correct indefinite pronoun to complete each statement or question.

1. Did you tell ... about the party? a. no one (b) anyone c. nothing
2. The burglar took ... valuable. (a) nothing b. anything c. no one
3. Why didn't your friend say ... to that bully? a. someone (b) anything c. no one
4. We don't do ... special on this holiday. a. nothing b. someone (c) anything
5. You should tell ... about the burglary. (a) someone b. anything c. anyone
6. There's ... in her locker. Everything's gone! a. something (b) nothing c. no one

3. Write statements using a relative clause with *that, who, where, or when.* Use *that* for things and *who* for people.

1. *Celebrations* is the store where someone shoplifted a gold necklace. (Someone shoplifted a gold necklace.)
2. After 10:00 p.m. is the time when people need to be careful about walking in the street. (People need to be careful about walking in the street.)
3. Ms. Olsen is the teacher who someone robbed in the park last night. (Someone robbed her in the park last night.)
4. Those are the costumes that people wear during the holiday celebrations. (People wear them during the holiday celebrations.)

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- Have students do the exercise. Tell them to first think carefully if they need an indefinite pronoun for a person or thing and then decide whether to use an indefinite pronoun with *some-, no-,* or *any.*
- Bring the class together and go over the answers. (*items 2, 3, 4, and 6 need an indefinite pronoun for a thing; 5. needs an indefinite pronoun for a person*).

Exercise 3

- Read the direction line aloud. Stress that they should use *that* for things and *who* for people. Ask a student to read the example. Ask *What noun does the relative clause describe?* (*store*). Tell students that although *store* could be interpreted as a thing, in this sentence it has to be treated as a place. It wouldn't make sense to use the relative pronoun *that* in the sentence.
- Have students do the exercise.
- Go over the answers as a class. For each item ask *Which noun does the relative clause describe?* (2. *time*; 3. *teacher*; 4. *costumes*). Ask *Which of these items could have an alternate answer?* (*item 3 could also have the relative pronoun "that"*).

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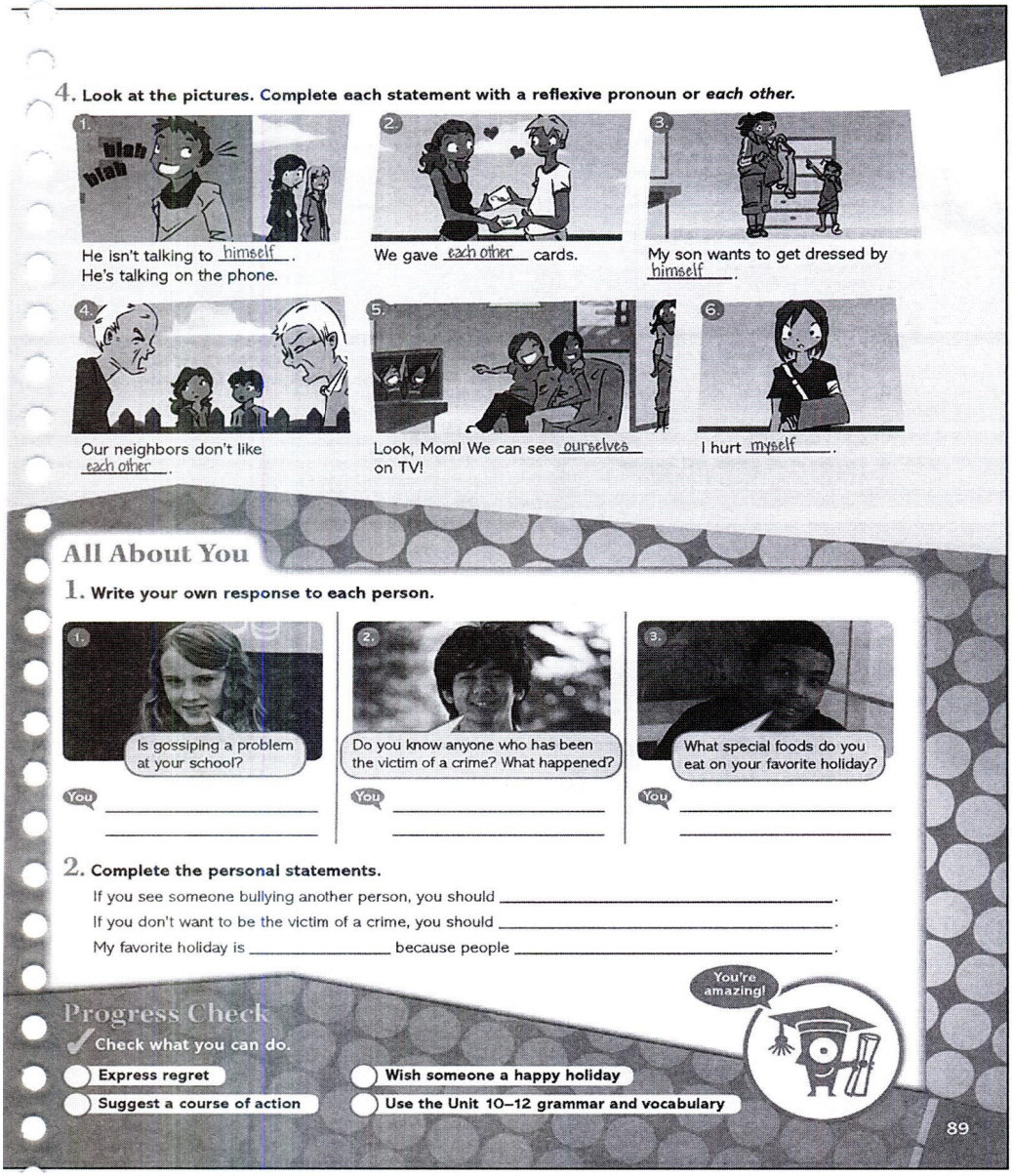


Exercise 4

- Read the direction line aloud. Review reflexive pronouns. Call on students to name them (*myself, yourself, himself, herself, itself, ourselves, yourselves, themselves*). Ask *How does spelling differ in plural reflexive pronouns?* (*"-self" becomes "-selves"*). Review *each other* and remind students that it is used to express reciprocal action (e.g., *She sent him a gift, and he sent her a gift. = They sent each other gifts*).
- Then have students do the exercise.
- Have students compare answers in pairs.
- Go over the answers as a class. Ask *In which item does a person want to do something solo?* (*3*).

All About You

Exercise 1

- Focus on the heading. Review that in this section students will have a chance to write their responses with information from their lives and use English to talk about themselves.
- Give students a few minutes to read the speech balloons and write their answers. If necessary, hint that item 1 is eliciting an example of bullying; item 2 is eliciting verbs for crimes; item 3 is eliciting a way to celebrate a holiday.
- Students can compare answers with a partner.
- Then go over the answers as a class. Ask *In which speech balloon is there an example of an indefinite pronoun?* (*2 – anyone*)

ANSWERS
Students' own answers

Extra extension activity (stronger classes)

- Invite students to choose one of the scenarios (1, 2, or 3) and continue the conversation for a few more exchanges. Model number 2 on the board:
  - **A** *Do you know anyone who has been a victim of crime?*
  - **B** *Yes, someone pickpocketed my brother last year.*
  - **A** *That's horrible. How did it happen?*
  - **B** *Well, he was traveling and some guy stole his wallet from his backpack.*

Exercise 2

- Tell students to look at the unfinished statements. If necessary, hint that the first and second items elicit suggesting a course of action; the third item elicits describing ways a holiday is celebrated.
- Have students do the exercise.
- Then bring the class together and call on volunteers to share answers.
- **Option:** Focus on the first exercise item. Take notes on the board of the courses of action proposed when you see someone bullying another person.

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, to make sure that everyone understands each term.
- Students put a check mark next to the things that they can do in English.

Suggestion

Teachers should remember not to correct students' self-evaluation, tempting as it may be. Instead, circulate while they are doing this activity and ask them, in a friendly way, to demonstrate that they can do everything that they have checked.

Extension
Cross-curricular Reading page 99
Teen2Teen Friends Magazine 4 page 103

Further support
Video: Report
Puzzles
Review Tests A and B
Listening Tests A and B
End-of-Year Tests A and B

Unit 1 Writing

Aim

Develop writing skills: A paragraph about your talents or hobbies

Exercise 1

- Read the writing rule and then write the following title on the board:
  Swimming is Fun.
  Ask *Do you think the text will be about many fun activities?* (*no, just swimming*).
- Ask a volunteer to read the title style.

Exercise 2

- Read the direction line aloud and have students do the exercise.
- Have pairs compare answers.
- Go over the answers as a class.

Exercise 3

- Read the direction line aloud. Give students a few minutes to read the paragraph and choose the best title.
- Go over the answers as a class. Explore the three titles. Although Title 1 comes directly from the paragraph, it doesn't express the main idea, which describes Joaquin's talent; Title 2 is too broad for the limited idea contained in the writing; Title 3 expresses the main idea of the writing and creates interest in finding the answer to the question.

Exercise 4

- Explain that students are going to write a paragraph about their talent or hobby like Joaquin's in Exercise 3.
- Remind students to include a title. Circulate to help as necessary. Check also for correct use of gerunds.

Check your work

- Have students refer to the checklist to go over their paragraphs.
- Invite pairs to exchange paragraphs and comment on the title and style.

ANSWER
Students' own answer

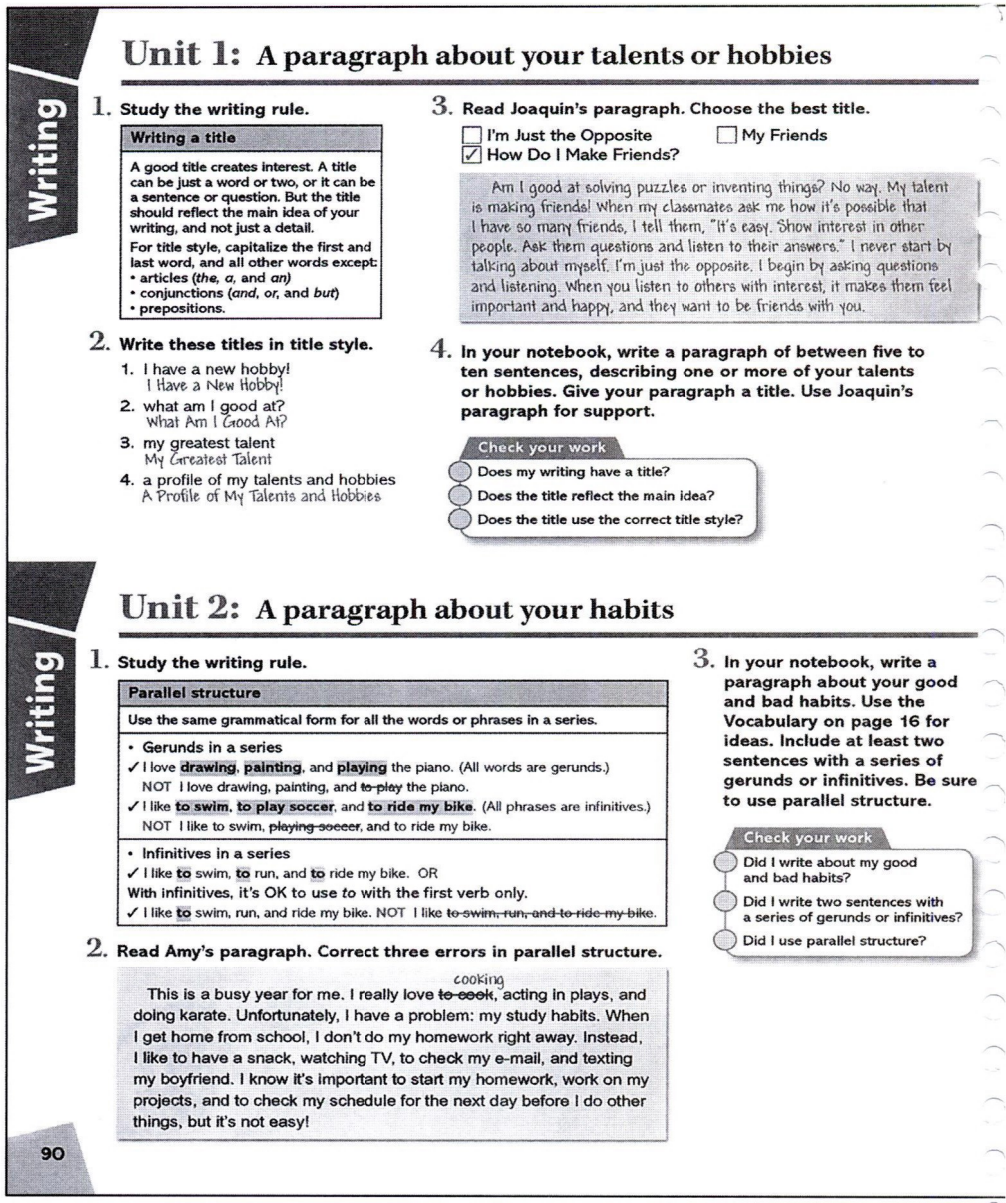
Unit 2 Writing

Aim

Develop writing skills: A paragraph about your habits

Exercise 1

- To warm up, write *I don't like writing, reading or to do math.* Ask *Is this correct?* (*no*). Underline the two gerunds and the infinitive. Point out that items in a list must match in form.



Writing

Unit 1: A paragraph about your talents or hobbies

1. Study the writing rule.

Writing a title

A good title creates interest. A title can be just a word or two, or it can be a sentence or question. But the title should reflect the main idea of your writing, and not just a detail.

For title style, capitalize the first and last word, and all other words except:
- **articles (*the, a,* and *an*)**
- **conjunctions (*and, or,* and *but*)**
- **prepositions.**

2. Write these titles in title style.

1. I have a new hobby!
   I Have a New Hobby!
2. what am I good at?
   What Am I Good At?
3. my greatest talent
   My Greatest Talent
4. a profile of my talents and hobbies
   A Profile of My Talents and Hobbies

3. Read Joaquin's paragraph. Choose the best title.

☐ I'm Just the Opposite ☐ My Friends
☑ How Do I Make Friends?

Am I good at solving puzzles or inventing things? No way. My talent is making friends! When my classmates ask me how it's possible that I have so many friends, I tell them, "It's easy. Show interest in other people. Ask them questions and listen to their answers." I never start by talking about myself. I'm just the opposite. I begin by asking questions and listening. When you listen to others with interest, it makes them feel important and happy, and they want to be friends with you.

4. In your notebook, write a paragraph of between five to ten sentences, describing one or more of your talents or hobbies. Give your paragraph a title. Use Joaquin's paragraph for support.

Check your work
- Does my writing have a title?
- Does the title reflect the main idea?
- Does the title use the correct title style?

Writing

Unit 2: A paragraph about your habits

1. Study the writing rule.

Parallel structure

Use the same grammatical form for all the words or phrases in a series.

- **Gerunds in a series**

✓ I love **drawing**, **painting**, and **playing** the piano. (All words are gerunds.)
NOT I love drawing, painting, and ~~to play~~ the piano.
✓ I like **to swim**, **to play soccer**, and **to ride my bike**. (All phrases are infinitives.)
NOT I like to swim, ~~playing soccer~~, and to ride my bike.

- **Infinitives in a series**

✓ I like **to** swim, **to** run, and **to** ride my bike. OR
With infinitives, it's OK to use *to* with the first verb only.
✓ I like **to** swim, run, and ride my bike. NOT I like ~~to swim, run, and to ride my bike~~.

2. Read Amy's paragraph. Correct three errors in parallel structure.

This is a busy year for me. I really love ~~to cook~~ cooking, acting in plays, and doing karate. Unfortunately, I have a problem: my study habits. When I get home from school, I don't do my homework right away. Instead, I like to have a snack, watching TV, to check my e-mail, and texting my boyfriend. I know it's important to start my homework, work on my projects, and to check my schedule for the next day before I do other things, but it's not easy!

3. In your notebook, write a paragraph about your good and bad habits. Use the Vocabulary on page 16 for ideas. Include at least two sentences with a series of gerunds or infinitives. Be sure to use parallel structure.

Check your work
- Did I write about my good and bad habits?
- Did I write two sentences with a series of gerunds or infinitives?
- Did I use parallel structure?

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- Discuss the writing rule and examples with the class. Then write another example for students to correct: *Marika can't stand to be late for class, forget her assignments, and to do poorly on tests.* Ask *What is the problem?* (*each infinitive needs "to", or all instances of "to" need to be removed*).

Exercise 2

- Read the direction line aloud. Tell students to first underline each item in a series in a statement, then analyze the items, and make any corrections.

POSSIBLE ANSWERS
Instead, I like to have a snack, to watch TV, to check my e-mail, and to text my boyfriend;
I know it's important to start my homework, work on my projects, and check my schedule for the next day before I do other things …

Exercise 3

- Read the direction line aloud. Explain that students are going to write a paragraph about their good / bad habits. Tell students they can also look back at the notepad on page 21 for more ideas.
- Remind students to include at least two statements with a series of gerunds or infinitives.

Check your work

- Have students refer to the checklist to go over their paragraphs.
- Invite pairs to exchange paragraphs and check for parallel structure.

ANSWER
Students' own answer

Unit 3: A comparison of life today and in the past

Writing

1. **Study the writing rule.**

Topic sentences

A *topic sentence* expresses the main idea of a paragraph. A topic sentence usually comes at the beginning of the paragraph, although not always. Other sentences in the paragraph support or provide details about the main idea.

2. **Read Audrey's paragraph about electronic devices. Find and underline the topic sentence.**

Today we can buy electronic devices that our grandparents couldn't even imagine when they were young. Back then, cell phones didn't exist, so people used public telephones on the street if they were late and wanted to call home. Very few people had computers or the Internet at home, so they used to go to the public library for information. Although they had TVs, there was no video on demand, so they watched programs at the same time as everyone else.

3. **In your notebook, write a paragraph comparing an aspect of life today with the past. Start your paragraph with a topic sentence. Use Audrey's paragraph for support.**

Some ideas:
- Your city or country in the past and now
- Activities your family did in the past and now
- The things you used to have or do and the things you have or do now
- Your tastes in food, clothes, music, or movies years ago and now

Check your work
- Does my writing compare the past and the present?
- Is there a topic sentence?
- Do the other sentences provide details about the topic?

Unit 4: A summary of a text

Writing

1. **Study the writing rule.**

Summarizing a text

A summary presents, in your own words, the main ideas of a text you have read. A summary is shorter than the original text. To write a good summary of a written text, take notes of the most important facts. Then use your notes to write sentences in a short paragraph.

2. **Read Abby's article about Chicago on page 22. Then look at Connor's notes and summary. Find two facts in Abby's article that Connor didn't include. Why didn't he include them?**

- big city in the U.S. – used to be 2nd largest city
- tourist attractions: park, with sculptures/Willis Tower
- on Lake Michigan
- cold, windy in winter / cool in summer

Summary

Chicago is a big city in the U.S. Chicago used to be the second largest city in the U.S., but it's not any more. However, Chicago is a wonderful city with great tourist attractions. There's a beautiful park with sculptures, and there's Willis Tower, the second tallest building in the U.S. Chicago is cold and windy in the winter because it's on Lake Michigan, but in the summer the weather is cool.

3. **Read the interview with Soojin on page 34. Complete the notes, according to details in the interview, using Connor's summary for support.**
- from South Korea
- arrived at the school two weeks ago

_____

_____

_____

4. **In your notebook, write a summary of the interview, using your notes. Your summary should be between five and ten sentences.**

Check your work
- Is my summary shorter than the original text on page 34?
- Is the summary in my own words?
- Does my summary present the most important facts of the interview?

Unit 3 Writing

Aim

Develop writing skills: A comparison of life today and in the past

Exercise 1

- Discuss the writing rule with the class. Write the following example topic sentence on the board:
  Elena is outgoing, but she didn't use to be like that when she was younger.
  Ask *What will the paragraph be about?* (*about how Elena didn't use to be as outgoing as she is now*). Ask *What will the supporting sentences do?* (*give examples of Elena's shyness, comparing present and past*).

Exercise 2

- Read the direction line aloud. Give students time to read the paragraph and underline the topic sentence.
- Bring the class together and ask *What is the topic sentence?* (*sentence 1*) *What does it do?* (*it presents the main idea – that there are many great electronic devices that weren't available years ago*).
- Ask *What are the supporting sentences?* Analyze each one and show students how they compare the present with the past.

Exercise 3

- Read the direction line and ideas. Tell students they will write a paragraph comparing the present and past.
- Remind students to use *as ... as* and *used to* in their paragraph.

Check your work

- Have students refer to the checklist to go over their paragraphs.
- Invite pairs to exchange paragraphs and check for a good topic sentence.

ANSWER

Students' own answer

Unit 4 Writing

Aim

Develop writing skills: A summary of a text

Exercise 1

- Read the rule in the chart.
- Ask *When might summarizing be useful?* (e.g., *when studying for a test*).

Exercise 2

- Read the direction line aloud.
- Have students reread the text about Chicago on page 22 individually.
- In pairs, have them look at Connor's notes and then read the summary.
- Have students find the two facts that Connor didn't include in the summary and decide why he didn't.

POSSIBLE ANSWER

Chicago isn't as big as Los Angeles and Los Angeles is the new "number two". Connor probably didn't include this information because he wanted to focus the summary on Chicago.

Exercise 3

- Give students a few minutes to reread the interview with Soojin. Then have them write down notes individually.
- Have pairs compare answers and discuss which details are important.

POSSIBLE ANSWER

joined English club; first time outside of Korea; with her parents; brothers studying in Korea; not an extrovert; has made friends at new school

Exercise 4

- Have students write their own summaries using their notes.
- Circulate to help as necessary.

EXAMPLE SUMMARY

Soojin is from South Korea. She has been in Colombia for two weeks and has joined the English Club. This is Soojin's first time outside of South Korea, but she's with her parents. Her brothers are studying in South Korea. Soojin isn't an extrovert, but she has made some friends in her new school.

Check your work

- Have students refer to the checklist to go over their summaries.
- Invite pairs to exchange summaries.

ANSWER

Students' own answer

Unit 5 Writing

Aim

Develop writing skills: A paragraph giving advice

Exercise 1

- Read the head of the rule *Unity of content*. Explain that this means content (or subject matter) in a paragraph has to be united (or connected). Read the writing rule.
- Focus on the *Reminder* note.

Exercise 2

- Read the direction line aloud. Ask a volunteer to read the title and the first sentence. Ask *What is the writer's main idea? (she will give advice how to have healthy teeth.)*
- Have students do the exercise individually and then compare answers in pairs.
- Bring the class together and ask *Why do we need to cross out these two sentences? (because they have nothing to do with advice for healthy teeth).*

Exercise 3

- Read the direction line aloud. Ask a volunteer to read the *Ideas*. Tell students to look at the tips they wrote down in *About you!* on page 41.
- Remind students that the title and topic sentence should express the main idea. Circulate to help as necessary. Remind students to only include sentences related to the topic.

Check your work

- Have students refer to the checklist to go over their paragraphs.
- Invite pairs to exchange paragraphs and check if any sentences don't connect to the topic and need to be crossed out like in Exercise 2.

ANSWER

Students' own answer

Unit 6 Writing

Aim

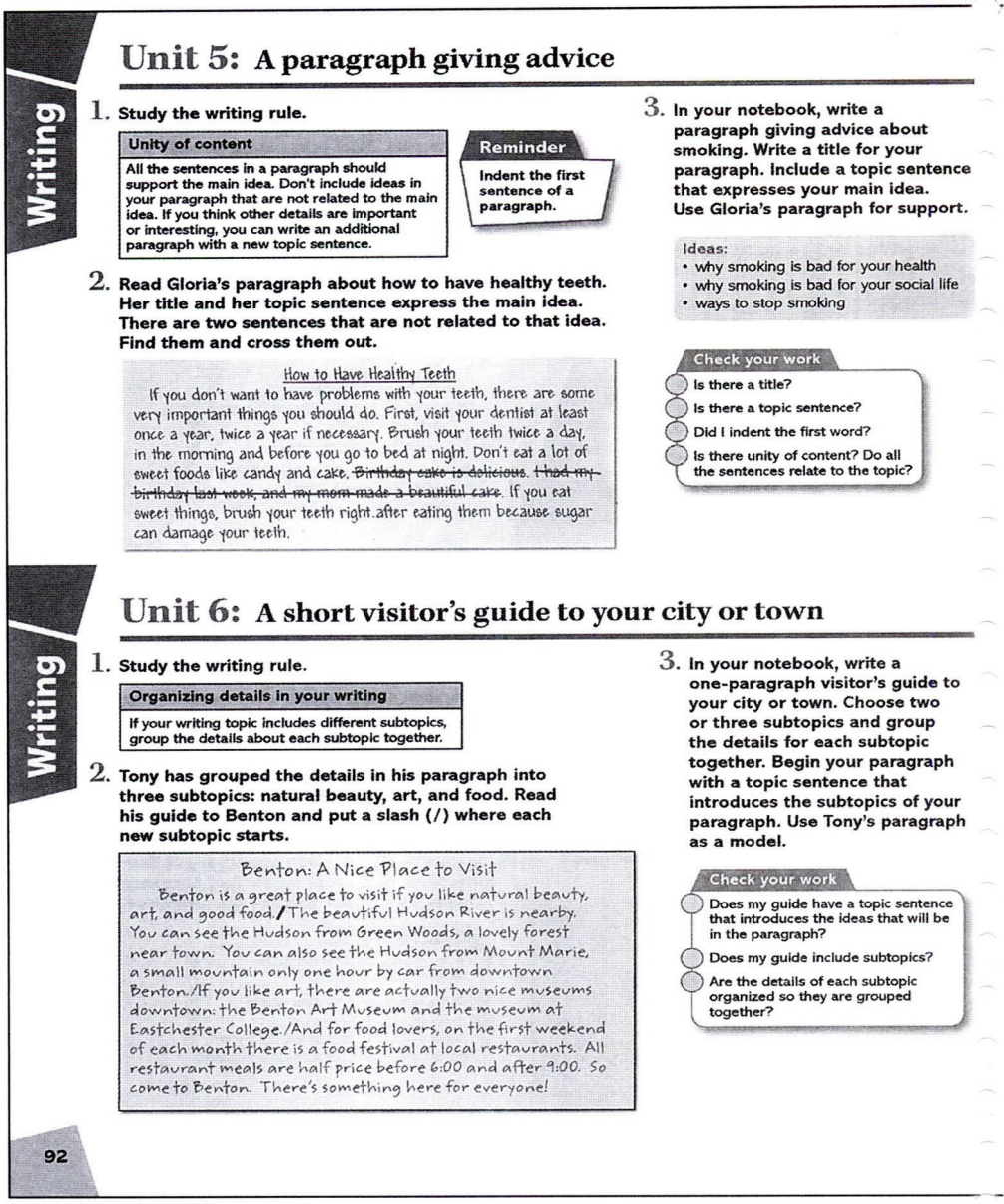
Develop writing skills: A short visitor's guide to your city or town

Exercise 1

- Read the writing rule to the class. Explain that *subtopics* are details about different aspects of your topic.

Exercise 2

- Ask a volunteer to read the title and topic statement. Ask *Does it introduce what the paragraph will be about? (yes, it introduces each subtopic)*. We can expect the rest of the paragraph to say more about each subtopic.



Writing

Unit 5: A paragraph giving advice

1. Study the writing rule.

Unity of content

All the sentences in a paragraph should support the main idea. Don't include ideas in your paragraph that are not related to the main idea. If you think other details are important or interesting, you can write an additional paragraph with a new topic sentence.

Reminder

Indent the first sentence of a paragraph.

2. Read Gloria's paragraph about how to have healthy teeth. Her title and her topic sentence express the main idea. There are two sentences that are not related to that idea. Find them and cross them out.

How to Have Healthy Teeth

If you don't want to have problems with your teeth, there are some very important things you should do. First, visit your dentist at least once a year, twice a year if necessary. Brush your teeth twice a day, in the morning and before you go to bed at night. Don't eat a lot of sweet foods like candy and cake. ~~Birthday cake is delicious. I had my birthday last week, and my mom made a beautiful cake.~~ If you eat sweet things, brush your teeth right after eating them because sugar can damage your teeth.

3. In your notebook, write a paragraph giving advice about smoking. Write a title for your paragraph. Include a topic sentence that expresses your main idea. Use Gloria's paragraph for support.

Ideas:
- why smoking is bad for your health
- why smoking is bad for your social life
- ways to stop smoking

Check your work

- Is there a title?
- Is there a topic sentence?
- Did I indent the first word?
- Is there unity of content? Do all the sentences relate to the topic?

Writing

Unit 6: A short visitor's guide to your city or town

1. Study the writing rule.

Organizing details in your writing

If your writing topic includes different subtopics, group the details about each subtopic together.

2. Tony has grouped the details in his paragraph into three subtopics: natural beauty, art, and food. Read his guide to Benton and put a slash (/) where each new subtopic starts.

Benton: A Nice Place to Visit

Benton is a great place to visit if you like natural beauty, art, and good food./The beautiful Hudson River is nearby. You can see the Hudson from Green Woods, a lovely forest near town. You can also see the Hudson from Mount Marie, a small mountain only one hour by car from downtown Benton./If you like art, there are actually two nice museums downtown: the Benton Art Museum and the museum at Eastchester College./And for food lovers, on the first weekend of each month there is a food festival at local restaurants. All restaurant meals are half price before 6:00 and after 9:00. So come to Benton. There's something here for everyone!

3. In your notebook, write a one-paragraph visitor's guide to your city or town. Choose two or three subtopics and group the details for each subtopic together. Begin your paragraph with a topic sentence that introduces the subtopics of your paragraph. Use Tony's paragraph as a model.

Check your work

- Does my guide have a topic sentence that introduces the ideas that will be in the paragraph?
- Does my guide include subtopics?
- Are the details of each subtopic organized so they are grouped together?

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- Read the direction line aloud. Tell students to first read the paragraph once. Then have them read again and put slashes where each new subtopic starts.

Exercise 3

- Invite students to write a topic statement introducing the subtopics, using Tony's paragraph as a model. Write on the board: *_____ is a great place to visit if you like _____, _____, and _____.*
- After students have written their topic statement, then have them develop each subtopic with a few more details. Remind students to group the details together. Circulate to help as necessary.

Check your work

- Have students refer to the checklist to go over their paragraphs.
- Invite pairs to exchange paragraphs and check if the subtopics are introduced in the topic statements and then the details organized, so they are grouped together.

ANSWER

Students' own answer

Unit 7: A paragraph about your favorite athlete

Writing

1. Study the writing rule.

Provide reasons to support an idea

When you express an idea or opinion, support your idea or opinion with reasons.

Kerri Walsh is one of the most exciting volleyball players in the history of the sport. **One reason is** she has helped her team win more games than any other player. **Another reason is** she has played in the Olympics four times and won three gold medals. **Furthermore**, she has her own radio show now and it's fantastic!

Other ways to provide reasons

The main reason is ...
For one thing, ...
For another, ...
Besides, ...

2. Read Jessica's description of a favorite athlete. Underline the reasons she provides to support her ideas.

My favorite athlete is the British soccer player David Beckham. He has stopped playing now, but I'm still a huge fan. The main reason is he helped make soccer more popular in the U.S. For another, he has had an interesting life. He married a famous singer and he is the father of four children. Furthermore, he's a huge celebrity.

3. Write a paragraph about your favorite athlete. Include specific reasons why he or she is your favorite. Use the description in Exercise 2 for support.

Check your work

- Does my paragraph have a topic sentence?
- Did I provide more than one reason to support my topic sentence?
- Did I use at least two of the ways to introduce reasons?

Unit 8: Suggest a course of action

Writing

1. Study the writing rule.

Conclusions

End a paragraph with a conclusion by restating your ideas. Introduce a conclusion with any one of the following expressions:

In short, ... In summary, ...
In conclusion, ...

2. Read Odette's paragraph. Underline the conclusion.

Protecting the environment is a big job, but there are a lot of things you can do to help. For one thing, you can make sure your family recycles bottles, cans, and paper every day. If someone forgets to turn off the water, you can talk to that person about it. You can also collect money to help organizations that work to protect the environment. In short, if we do little things to help protect the environment, we might make a huge difference.

3. In your notebook, write each statement below as a conclusion. Introduce each with a different expression.

1. If we work to help protect the environment, we might make a huge difference.
   In summary, if we work to help protect the environment, we might make a huge difference.
2. We shouldn't think there isn't anything we can do to help.
3. People can help protect the environment if they want to.

4. Write a paragraph to suggest a course of action. Choose a topic. Include a conclusion at the end of your paragraph. Use Odette's paragraph for support.

Topics
- protecting the environment
- keeping your neighborhood clean
- welcoming a new student to your school

Check your work

- Did I include a topic sentence?
- Did I include several suggestions?
- Did I include a conclusion?

Unit 7 Writing

Aim

Develop writing skills: A paragraph about your favorite athlete

Exercise 1

- Read the writing rule to the class. Explain that *reasons* are explanations for your opinions and ideas.
- Ask *What words does the writer use to introduce the reasons?* (*One reason ...; Another reason ...; Furthermore ...*) Read the *Other ways to provide reasons* box.

Exercise 2

- Read the direction line aloud. Tell students to first read the paragraph once. Then have them read again and underline the reasons Jessica uses to support her ideas. Focus on the words that introduce the reasons.
- **Option:** Invite students to experiment using different ways to introduce the ideas in the paragraph. For example, *One reason is ...; Another reason is ...; Besides ...*

Exercise 3

- Invite students to write a paragraph about their favorite athlete. Tell them to list at least three reasons explaining why he / she is their favorite athlete.
- Remind students to use words to introduce the reasons. Refer them to Exercise 2 if necessary.

Check your work

- Have students refer to the checklist to go over their paragraph.
- Invite pairs to exchange paragraphs and check if the paragraph provides reasons and uses words to introduce the reasons.

ANSWER

Students' own answer

Unit 8 Writing

Aim

Develop writing skills: Suggest a course of action

Exercise 1

- Read the writing rule to the class. Explain that *a conclusion* is an ending. The conclusion is the last statement of a paragraph.

Exercise 2

- Read the direction line aloud.
- Tell students to read the paragraph. Then have them read again and underline the conclusion.
- Ask *What phrase introduces the conclusion?* (*In short*).

Exercise 3

- Read the direction line aloud. Refer students to the expressions in the writing rule.
- After students have rewritten the statements, have them compare answers with a partner.
- Elicit some answers from the class.

POSSIBLE ANSWERS

2. In short, we shouldn't think there isn't anything we can do to help.
3. In conclusion, everyone can help protect the environment if they want to.

Exercise 4

- Read the direction line aloud and call on volunteers to read the *Suggest how to* items.
- Ask students to write a paragraph suggesting a course of action for one situation.
- Remind students to include a concluding statement. Refer to the sample paragraphs as necessary.

Check your work

- Have students refer to the checklist to go over their paragraphs.
- Invite pairs to exchange paragraphs and check if they include items from the editing checklist.

ANSWER

Students' own answer

Unit 9 Writing

Aim

Develop writing skills: A persuasive paragraph

Exercise 1

- Read the writing rule and clarify the meaning of *persuasion*. Focus on the two ways of persuading. Explain *benefits* means advantages. By *comparing your ideas with alternatives* you show how your ideas are the best.

Exercise 2

- Read the direction line aloud. Then have students read the paragraph and underline the three benefits and one comparison.
- Go over the answers as a class.

Exercise 3

- Read the direction line aloud. Then have students study the example. Ask *What is being described?* (*a smartphone*) *What is its benefit?* (*it looks really cool*) *What is it compared to?* (*a more expensive smartphone*).
- Then have students write statements about their products – one benefit and one comparison.

ANSWER
Students' own answer

Exercise 4

- Read the direction line aloud.
- Remind students to include benefits and comparisons.

Check your work

- Have students refer to the checklist to go over their paragraphs.
- Invite pairs to exchange paragraphs and check if it includes items in the editing checklist.

ANSWER
Students' own answer

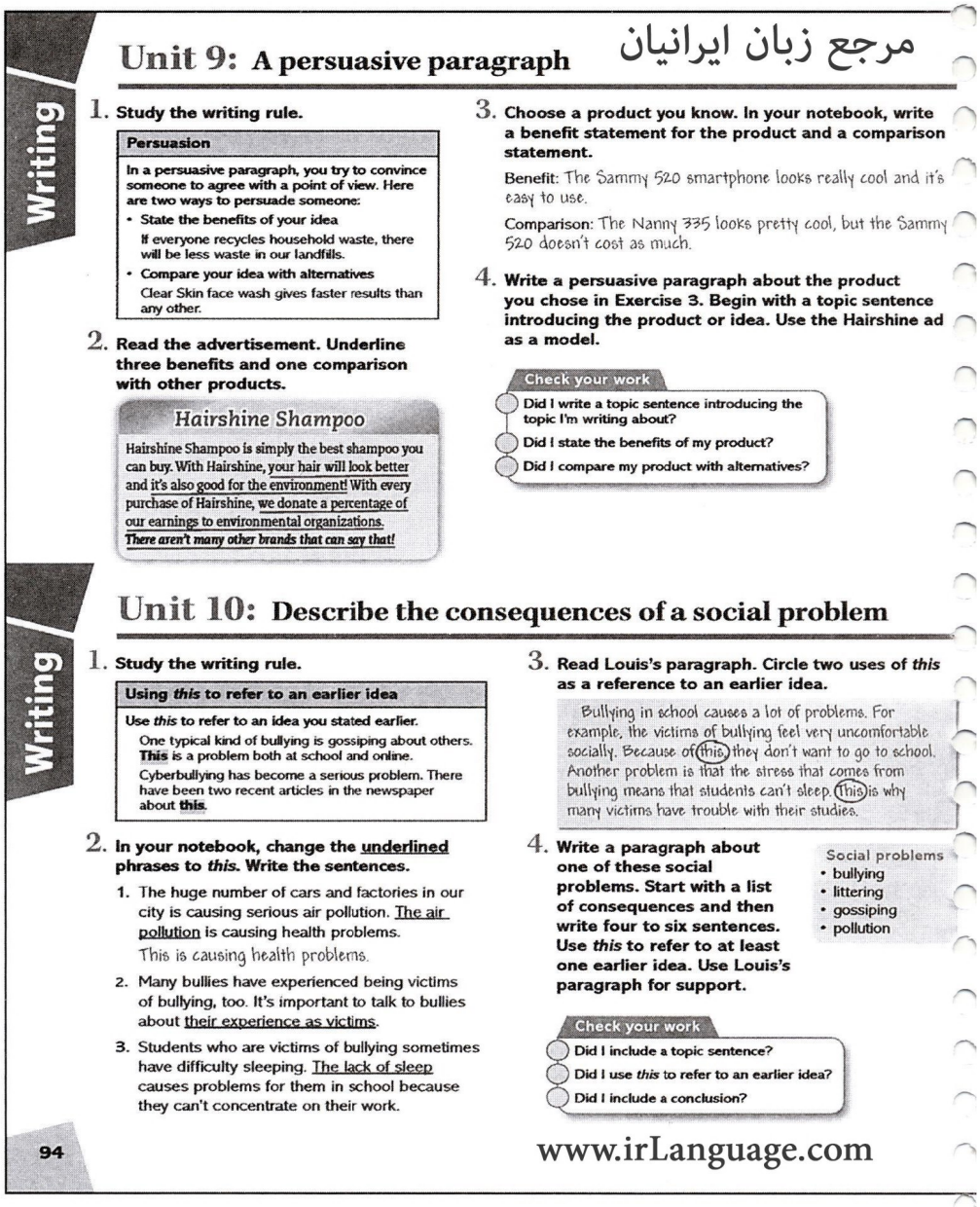
Unit 10 Writing

Aim

Develop writing skills: Describe the consequences of a social problem

Exercise 1

- Read the writing rule and then read the first paragraph. Ask *Which word does "this" in the second statement replace?* (*gossiping*) Read the paragraph again, not using *this* to replace *gossiping*. Point out that it is repetitive.



Writing

Unit 9: A persuasive paragraph

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1. Study the writing rule.

Persuasion

In a persuasive paragraph, you try to convince someone to agree with a point of view. Here are two ways to persuade someone:

- **State the benefits of your idea**
  If everyone recycles household waste, there will be less waste in our landfills.
- **Compare your idea with alternatives**
  Clear Skin face wash gives faster results than any other.

2. Read the advertisement. Underline three benefits and one comparison with other products.

Hairshine Shampoo

Hairshine Shampoo is simply the best shampoo you can buy. With Hairshine, your hair will look better and it's also good for the environment! With every purchase of Hairshine, we donate a percentage of our earnings to environmental organizations. *There aren't many other brands that can say that!*

3. Choose a product you know. In your notebook, write a benefit statement for the product and a comparison statement.

Benefit: The Sammy 520 smartphone looks really cool and it's easy to use.

Comparison: The Nanny 335 looks pretty cool, but the Sammy 520 doesn't cost as much.

4. Write a persuasive paragraph about the product you chose in Exercise 3. Begin with a topic sentence introducing the product or idea. Use the Hairshine ad as a model.

Check your work

- Did I write a topic sentence introducing the topic I'm writing about?
- Did I state the benefits of my product?
- Did I compare my product with alternatives?

Writing

Unit 10: Describe the consequences of a social problem

1. Study the writing rule.

Using *this* to refer to an earlier idea

Use *this* to refer to an idea you stated earlier.

One typical kind of bullying is gossiping about others. **This** is a problem both at school and online.

Cyberbullying has become a serious problem. There have been two recent articles in the newspaper about **this**.

2. In your notebook, change the underlined phrases to *this*. Write the sentences.

1. The huge number of cars and factories in our city is causing serious air pollution. The air pollution is causing health problems.
   This is causing health problems.
2. Many bullies have experienced being victims of bullying, too. It's important to talk to bullies about their experience as victims.
3. Students who are victims of bullying sometimes have difficulty sleeping. The lack of sleep causes problems for them in school because they can't concentrate on their work.

3. Read Louis's paragraph. Circle two uses of *this* as a reference to an earlier idea.

Bullying in school causes a lot of problems. For example, the victims of bullying feel very uncomfortable socially. Because of this, they don't want to go to school. Another problem is that the stress that comes from bullying means that students can't sleep. This is why many victims have trouble with their studies.

4. Write a paragraph about one of these social problems. Start with a list of consequences and then write four to six sentences. Use *this* to refer to at least one earlier idea. Use Louis's paragraph for support.

Social problems
- bullying
- littering
- gossiping
- pollution

Check your work

- Did I include a topic sentence?
- Did I use *this* to refer to an earlier idea?
- Did I include a conclusion?

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- Then read the second paragraph. Ask *Which word does "this" in the second statement replace?* (*cyberbullying*). Invite a volunteer to read the paragraph again, not using *this* to replace *cyberbullying* to show repetitiveness.
- **Option:** Ask *In which of the paragraphs is "this" an object?* (*paragraph 2*) *a subject?* (*paragraph 1*).

Exercise 2

- Read the direction line aloud and have students rewrite the statements.
- Go over the answers as a class.

Exercise 3

- Read the direction line aloud and have students do the exercise.
- Have pairs compare their answers.
- Go over the answers as a class.

Exercise 4

- Read the direction line aloud and the *Social problems*.
- Remind students to use *this* to refer to earlier ideas.

Check your work

- Have students refer to the checklist to go over their paragraphs.
- Invite pairs to exchange paragraphs and check each other's work.

ANSWER
Students' own answer

Unit 11: Provide advice

Writing

1. **Study the writing rule.**

Agreement in number

Be sure nouns and pronouns agree in number (singular or plural) with their *antecedents* – the earlier words or phrases they refer to.

Burglars often break into people's homes during the day because **they** know that people are not usually home.

NOT Burglars often break into people's homes during the day because ~~he~~ knows that people are not usually home.

2. **Read each pair of sentences. Circle the word or words that agree in number with their antecedent.**

1. Stores sometimes put video cameras where it /(they) can film people while they shop.
2. Burglars enter houses through first-floor windows because many people don't lock (them) / it.
3. Tourists want to visit interesting places in a city. Sometimes this place is /(these places are) in dangerous neighborhoods.
4. The boys from my school were the one /(the ones) who vandalized your school last year.

3. **Read Oliva's paragraph. Correct two errors with singular/plural agreement.**

You don't have to worry all the time about crime, but it's important to pay attention to ~~them.~~ it. Here's what I do to avoid being a victim of crime. When I go out, I never carry a lot of money with me. I only bring what I need. I always pay attention to other people to see if ~~he is~~ they are acting strangely. At night, I never go out alone. In short, if you are careful, you can relax and have a good time when you go out.

4. **In your notebook, write a list of suggestions for avoiding crime. Then write a paragraph about the topic. Use Oliva's paragraph for support.**

Check your work

- Did I include a topic sentence?
- Did I check for errors in agreement in number?

Unit 12: A description of a holiday

Writing

1. **Study the writing rule.**

Agreement in person

Be sure all pronouns agree "in person." Don't mix them.

These sentences do not agree in person.

✗ There are some things **you** can do to avoid becoming a victim of crime. For example, **you** should pay attention to the people around **us**.

You can correct them two ways.

✓ There are some things **you** can do to avoid becoming a victim of crime. For example, **you** should pay attention to the people around **you**. OR

✓ There are some things **we** can do to avoid becoming a victim of crime. For example, **we** should pay attention to the people around **us**.

2. **Choose the correct pronouns in the following sentences.**

1. We celebrate April Fool's Day on April 1st. It's a day when (we) / they play jokes on other people.
2. Songkran is a cool festival in Thailand. People celebrate them /(it) by throwing water at each other.
3. You should visit Canada's Balloon Festival in August. We /(You) can see hundreds of huge balloons there.

3. **Read Gretchen's paragraph. Correct two errors in pronoun agreement.**

My favorite holiday in my country, Sweden, is "Midsommar." During this holiday in June, we celebrate the longest day of the year. Early in the day, ~~your~~ we decorate our homes and cars with flowers. In the afternoon, we all meet at the park and we dance traditional dances. In the evening, we make delicious dishes with fish and potatoes, and ~~you~~ we eat strawberries.

4. **Write a description of your favorite holiday. Use Gretchen's corrected paragraph as a model.**

Check your work

- Did I include a topic sentence?
- Did I check that all pronouns agree in person?
- Did I check that all nouns and pronouns agree in number?

Unit 11 Writing

Aim

Develop writing skills: Provide advice

Exercise 1

- Read the head of the writing rule.
- Read the explanations and example statements as students follow. Ask *What does "singular" mean? (one) "plural"? (more than one).*

Exercise 2

- Read the direction line and example. Ask *Why is the answer "they"? What does it refer to? (video cameras).*
- Have students complete the exercise.
- Go over answers as a class. For each item ask what does the pronoun refer to? (2. *windows*; 3. *interesting places*; 4. *the boys*).

Exercise 3

- Read the direction line aloud and have students do the exercise.
- Circulate to help as necessary. Hint *Is "crime" in line 2 singular or plural? (singular, so the pronoun must agree and be singular, too – "it") Is "people" in line 6 singular or plural? (plural, so the pronoun must agree and be plural, too – "they").*

ANSWER

In lines 1 and 2, *crime~them*, should be *crime~it;* In line 6, *people~he* should be *people~they.*

Exercise 4

- Read the direction line aloud. Point out that like in Olivia's piece they should describe what they do to avoid being a victim of crime.

Check your work

- Have students refer to the checklist to go over their paragraphs.
- Invite pairs to exchange paragraphs and check each other's work.

ANSWER

Students' own answer

Unit 12 Writing

Aim

Develop writing skills: A description of a holiday

Exercise 1

- Read the writing rule. Explain that in the first example *(you, you, us)* there isn't agreement. The object pronoun *us* does not match with the subject pronoun *you.*
- Focus on the corrected example statements to illustrate agreement in person (*you, you, you*) and (*we, we, us*).

Exercise 2

- Read the direction line and example aloud. Ask *What does the answer "we" refer to? ("We" at the beginning of the first sentence).*
- Have students complete the exercise.
- Go over answers as a class. For each item ask *What does the pronoun refer to? (2. a festival; 3. "You" at the beginning of the first sentence).*

Exercise 3

- Read the direction line aloud and have students do the exercise. If students have difficulty, have them underline all the pronouns (*we, you, we, we, we, you*). Pronouns need to be consistently *we.*
- Bring the class together and call on volunteers for the answers.

ANSWER

Pronoun should consistently be *we.*

Exercise 4

- Read the direction line aloud. Point out that like in Gretchen's corrected piece, students should use one pronoun consistently in their piece.

Check your work

- Have students refer to the checklist to go over their paragraphs.
- Invite pairs to exchange paragraphs and check each other's work.

ANSWER

Students' own answer

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Cross-curricular Reading: Units 1–3

Cross-curricular topic

Science

Aim

Use English to learn about science

Warm-up

Ask *How much sleep do you usually get?* Compare responses. You may conclude that some people need less sleep than others. Focus on the diagram of the active brain during sleep. Have students speculate what is going on.

Exercise 1 3•14

- Read the direction line and question aloud. Ask *What is sleep deficiency? (lack of sleep).*
- Play the CD or read the article aloud.
- Clarify vocabulary as needed: *emotional health (good emotional health means feeling good about yourself and the people around you; you can handle emotions such as stress, anger, depression, etc. in healthy ways); to get along (to have good relationships with other people).*
- Return to the question in the direction line. Call on a volunteer to answer it using information from the article. Then ask students to share how sleep deficiency affects them in their lives.
- **Option:** Have students look at the chart *How much sleep is enough?* Ask *Do you get as much sleep as the chart suggests? Do you agree with the suggested sleep on the chart?*

ANSWER

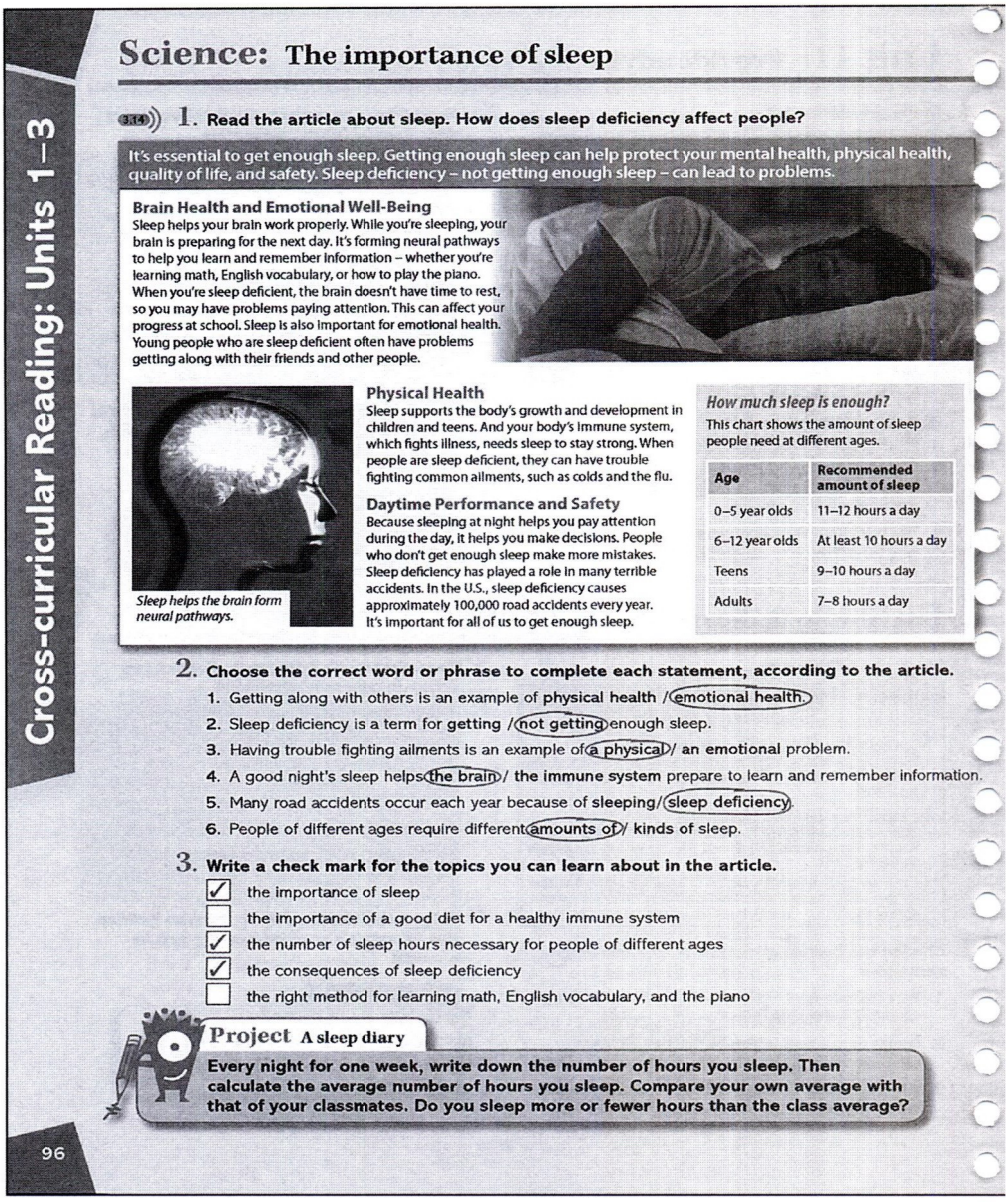
It affects people mentally and physically, so it affects the quality of their life and their safety. It affects their body's ability to fight illness. It can cause problems with schoolwork and with getting along with other people.

Exercise 2

- Read the direction line and example. Ask *What phrase in the statement would we scan for to determine the answer? (getting along).* Tell students to underline in the article where they found the answer to each item.
- Go over the answers as a class.

Exercise 3

- Read the direction line aloud.
- Have students do the exercise. Encourage them to first try to check the items without looking back at the article. Then have them check any items they were not sure about against the article and photos.
- Go over the answers as a class.



Cross-curricular Reading: Units 1–3

Science: The importance of sleep

3.14 **1. Read the article about sleep. How does sleep deficiency affect people?**

It's essential to get enough sleep. Getting enough sleep can help protect your mental health, physical health, quality of life, and safety. Sleep deficiency – not getting enough sleep – can lead to problems.

Brain Health and Emotional Well-Being

Sleep helps your brain work properly. While you're sleeping, your brain is preparing for the next day. It's forming neural pathways to help you learn and remember information – whether you're learning math, English vocabulary, or how to play the piano. When you're sleep deficient, the brain doesn't have time to rest, so you may have problems paying attention. This can affect your progress at school. Sleep is also important for emotional health. Young people who are sleep deficient often have problems getting along with their friends and other people.

Physical Health

Sleep supports the body's growth and development in children and teens. And your body's immune system, which fights illness, needs sleep to stay strong. When people are sleep deficient, they can have trouble fighting common ailments, such as colds and the flu.

Daytime Performance and Safety

Because sleeping at night helps you pay attention during the day, it helps you make decisions. People who don't get enough sleep make more mistakes. Sleep deficiency has played a role in many terrible accidents. In the U.S., sleep deficiency causes approximately 100,000 road accidents every year. It's important for all of us to get enough sleep.

How much sleep is enough?

This chart shows the amount of sleep people need at different ages.

Age	Recommended amount of sleep
0–5 year olds	11–12 hours a day
6–12 year olds	At least 10 hours a day
Teens	9–10 hours a day
Adults	7–8 hours a day

2. Choose the correct word or phrase to complete each statement, according to the article.

1. Getting along with others is an example of **physical health** / **emotional health**.
2. Sleep deficiency is a term for **getting** / **not getting** enough sleep.
3. Having trouble fighting ailments is an example of **a physical** / **an emotional** problem.
4. A good night's sleep helps **the brain** / **the immune system** prepare to learn and remember information.
5. Many road accidents occur each year because of **sleeping** / **sleep deficiency**.
6. People of different ages require different **amounts of** / **kinds of** sleep.

3. Write a check mark for the topics you can learn about in the article.

- [x] the importance of sleep
- [ ] the importance of a good diet for a healthy immune system
- [x] the number of sleep hours necessary for people of different ages
- [x] the consequences of sleep deficiency
- [ ] the right method for learning math, English vocabulary, and the piano

Project A sleep diary

Every night for one week, write down the number of hours you sleep. Then calculate the average number of hours you sleep. Compare your own average with that of your classmates. Do you sleep more or fewer hours than the class average?

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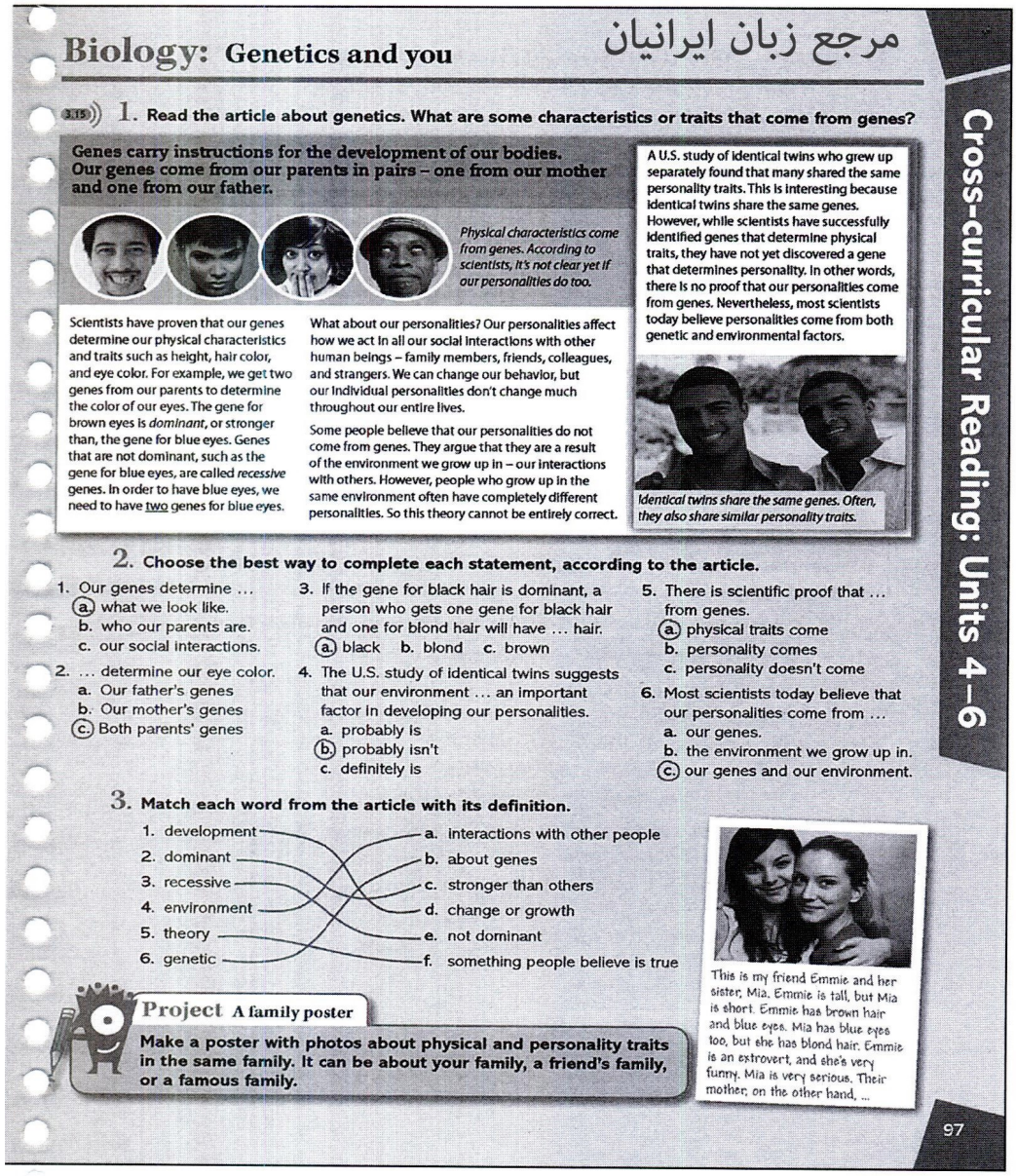
Project: A sleep diary

- Read the title of the project. Make sure students know that a diary is a book in which you write down what happens to you each day. Read the direction line to the class.
- Model a sleep calendar on the board:
  Day Hours of sleep
  Monday
  Tuesday
  Wednesday
  Thursday
  Friday
  Saturday
  Sunday
- Ask *How will you find the average? (add together the hours of sleep on each day and divide by seven).*
- Check in with students on the project in a week's time. Remind them during the week to be writing down the sleep hours.
- Once everyone has completed their sleep diaries, divide the class into groups and have students compare their findings.
- Then bring the class together. Ask individual students to share their sleep average, and then add up all the numbers and come up with an average for the class. Write the number on the board.
- Ask *Do you sleep more or fewer hours than the class average?*



Biology: Genetics and you

مرجع زبان ایرانیان

Cross-curricular Reading: Units 4–6

3.15 **1. Read the article about genetics. What are some characteristics or traits that come from genes?**

Genes carry instructions for the development of our bodies. Our genes come from our parents in pairs – one from our mother and one from our father.

Physical characteristics come from genes. According to scientists, it's not clear yet if our personalities do too.

Scientists have proven that our genes determine our physical characteristics and traits such as height, hair color, and eye color. For example, we get two genes from our parents to determine the color of our eyes. The gene for brown eyes is *dominant*, or stronger than, the gene for blue eyes. Genes that are not dominant, such as the gene for blue eyes, are called *recessive* genes. In order to have blue eyes, we need to have two genes for blue eyes.

What about our personalities? Our personalities affect how we act in all our social interactions with other human beings – family members, friends, colleagues, and strangers. We can change our behavior, but our individual personalities don't change much throughout our entire lives.

Some people believe that our personalities do not come from genes. They argue that they are a result of the environment we grow up in – our interactions with others. However, people who grow up in the same environment often have completely different personalities. So this theory cannot be entirely correct.

A U.S. study of identical twins who grew up separately found that many shared the same personality traits. This is interesting because identical twins share the same genes. However, while scientists have successfully identified genes that determine physical traits, they have not yet discovered a gene that determines personality. In other words, there is no proof that our personalities come from genes. Nevertheless, most scientists today believe personalities come from both genetic and environmental factors.

Identical twins share the same genes. Often, they also share similar personality traits.

2. Choose the best way to complete each statement, according to the article.

1. Our genes determine ...
   (a.) what we look like.
   b. who our parents are.
   c. our social interactions.
2. ... determine our eye color.
   a. Our father's genes
   b. Our mother's genes
   (c.) Both parents' genes
3. If the gene for black hair is dominant, a person who gets one gene for black hair and one for blond hair will have ... hair.
   (a.) black b. blond c. brown
4. The U.S. study of identical twins suggests that our environment ... an important factor in developing our personalities.
   a. probably is
   (b.) probably isn't
   c. definitely is
5. There is scientific proof that ... from genes.
   (a.) physical traits come
   b. personality comes
   c. personality doesn't come
6. Most scientists today believe that our personalities come from ...
   a. our genes.
   b. the environment we grow up in.
   (c.) our genes and our environment.

3. Match each word from the article with its definition.

1. development	a. interactions with other people
2. dominant	b. about genes
3. recessive	c. stronger than others
4. environment	d. change or growth
5. theory	e. not dominant
6. genetic	f. something people believe is true

This is my friend Emmie and her sister, Mia. Emmie is tall, but Mia is short. Emmie has brown hair and blue eyes. Mia has blue eyes too, but she has blond hair. Emmie is an extrovert, and she's very funny. Mia is very serious. Their mother, on the other hand, ...

Project A family poster

Make a poster with photos about physical and personality traits in the same family. It can be about your family, a friend's family, or a famous family.

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Cross-curricular Reading: Units 4–6

Cross-curricular topic

Biology

Aim

Use English to learn about biology

Exercise 1 3•15

- Focus on the title and captions. Then write on the board:
  gene, genetic, genetics
  Clarify the meaning of *gene* (*one of the parts of a cell of a living thing which decide its development*). Ask *Which word is an adjective?* (*genetic*) *What does it mean?* (*relating to genes*) *What about the word "genetics" in the title? Is it a noun or an adjective?* (*a noun*) *What does it mean?* (*it's the study of how qualities are passed on in genes*). Point out the /dʒ/ sound at the beginning of all three words and the stress on *genetic(s)*.
- Read the direction line and question. Have students predict answers.
- Play the CD or read the article aloud.
- Return to the question in the direction line and elicit answers. Then ask *Do you think personalities come from genes, too? Or does an environment inform a person's personality? Or both?*
- **Option:** Ask volunteers *Is your personality similar to either of your parents' personalities? What about your siblings?*

ANSWER

height, hair color, and eye color

Extra practice activity (all classes)

- Look around the class for students with blue eyes. Have those students share if both their parents have blue eyes. Then invite other students (e.g., with brown eyes) to share what color eyes their parents have. See if the class observations agree with the information in the article.

Exercise 2

- Read the direction line aloud. Give students time to do the exercise. Encourage them to test their comprehension by doing the exercise without looking back at the article.
- Have students compare answers in pairs and then look back at the article for answers they don't agree on.
- Bring the class together and discuss any problems students may have had.

Exercise 3

- For quick scanning practice, give students time to scan the article for the words and underline them.
- Then tell students to match them to the definitions. Tell them to look at the words in context for definitions they don't know to try to determine the meanings.
- Go over the answers as a class.

Project: A family poster

- Read the project instructions aloud. Tell students they will work individually. Ask a volunteer to read about Emmie and Mia in the sample. Tell students they will write up similar observations about a family.
- Have students decide if they will do a poster about their own family, a friend's family, or a famous family.
- At home, have students gather photos and information about the members of the family they will study. Then have them create a poster with pictures and write up a paragraph about physical traits and personality traits.
- Have students bring their posters to class and share with a partner. Encourage partners to ask questions and give feedback.
- Then students will present posters to the class.
- Finally, ask *What interesting observations have we made from these posters? Do personality traits come from genes? environment? both?*

Cross-curricular Reading: Units 7–9

Cross-curricular topic

History / Sports

Aim

Use English to learn about History / Sports

Warm-up

Invite students to preview the map and the look at the photos. Ask *Are you familiar with the sporting events in the photos?* Ask a volunteer to read the captions. Ask *Are either of these two sports still in the Olympics? (the discus).*

Exercise 1 3•16

- Have students open their books and ask the question in the direction line. Invite students to make predictions.
- Play the CD or read the article aloud while students follow.
- Finally, ask the question in the direction line.

ANSWER

Men and boys who spoke Greek.

- **Option:** Draw two columns, one labeled *men* and the other *women*. Invite students to fill in the columns with rules for men and women in the Ancient Olympics (e.g., *Men: had to speak Greek; didn't wear clothes; Women: could not compete; could be spectators if not married; death penalty if married woman entered stadium*).

Extra practice activity (all classes)

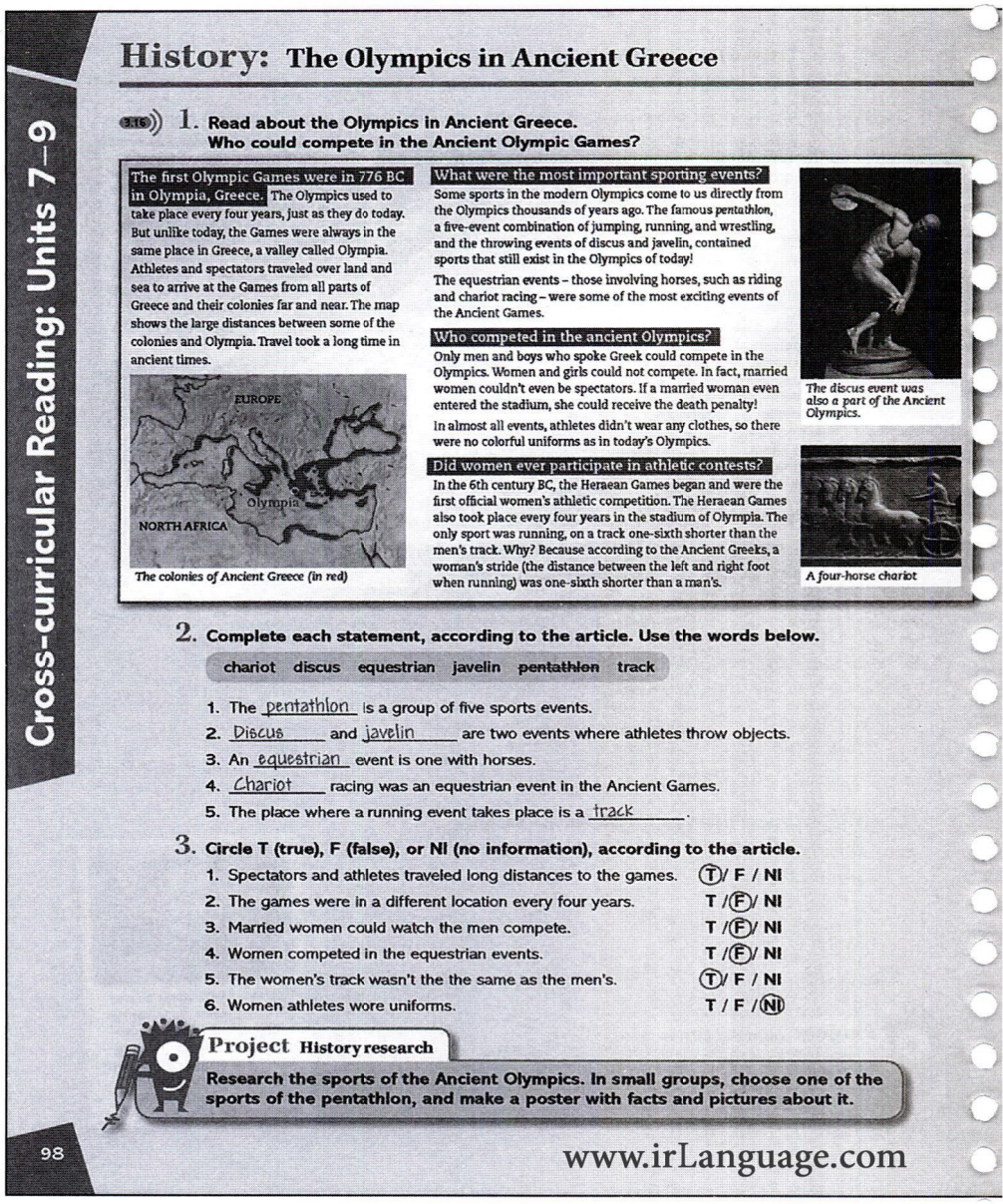
- Divide the class into small groups of three or four. Have students speculate why only unmarried women were allowed to watch the Olympic Games (e.g., because the men competed naked).
- Bring the class together and discuss. Then ask *Why do you think men competed naked?* Elicit or describe that ancient Greek clothing consisted of togas and robes in which it would be difficult to compete athletically.

Exercise 2

- Read the direction line aloud.
- Have students do the exercise. Encourage them to scan the article for the words if they have problems with definitions.
- Go over the answers as a class.

Exercise 3

- Read the direction line aloud and have students do the exercise. They should be able to do it without looking at the article.
- Go over the answers as a class.



Cross-curricular Reading: Units 7–9

History: The Olympics in Ancient Greece

3.16 **1. Read about the Olympics in Ancient Greece. Who could compete in the Ancient Olympic Games?**

The first Olympic Games were in 776 BC in Olympia, Greece. The Olympics used to take place every four years, just as they do today. But unlike today, the Games were always in the same place in Greece, a valley called Olympia. Athletes and spectators traveled over land and sea to arrive at the Games from all parts of Greece and their colonies far and near. The map shows the large distances between some of the colonies and Olympia. Travel took a long time in ancient times.

The colonies of Ancient Greece (in red)

What were the most important sporting events?

Some sports in the modern Olympics come to us directly from the Olympics thousands of years ago. The famous *pentathlon*, a five-event combination of jumping, running, and wrestling, and the throwing events of discus and javelin, contained sports that still exist in the Olympics of today!

The equestrian events – those involving horses, such as riding and chariot racing – were some of the most exciting events of the Ancient Games.

Who competed in the ancient Olympics?

Only men and boys who spoke Greek could compete in the Olympics. Women and girls could not compete. In fact, married women couldn't even be spectators. If a married woman even entered the stadium, she could receive the death penalty!

In almost all events, athletes didn't wear any clothes, so there were no colorful uniforms as in today's Olympics.

Did women ever participate in athletic contests?

In the 6th century BC, the Heraean Games began and were the first official women's athletic competition. The Heraean Games also took place every four years in the stadium of Olympia. The only sport was running, on a track one-sixth shorter than the men's track. Why? Because according to the Ancient Greeks, a woman's stride (the distance between the left and right foot when running) was one-sixth shorter than a man's.

The discus event was also a part of the Ancient Olympics.

A four-horse chariot

2. Complete each statement, according to the article. Use the words below.

chariot discus equestrian javelin ~~pentathlon~~ track

1. The pentathlon is a group of five sports events.
2. Discus and javelin are two events where athletes throw objects.
3. An equestrian event is one with horses.
4. Chariot racing was an equestrian event in the Ancient Games.
5. The place where a running event takes place is a track.

3. Circle T (true), F (false), or NI (no information), according to the article.

1. Spectators and athletes traveled long distances to the games. (T) / F / NI
2. The games were in a different location every four years. T / (F) / NI
3. Married women could watch the men compete. T / (F) / NI
4. Women competed in the equestrian events. T / (F) / NI
5. The women's track wasn't the the same as the men's. (T) / F / NI
6. Women athletes wore uniforms. T / F / (NI)

Project History research

Research the sports of the Ancient Olympics. In small groups, choose one of the sports of the pentathlon, and make a poster with facts and pictures about it.

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- **Option:** In pairs, have students make the F and NI statements true. If necessary, have them find the section in the text that proves the statement is false (2. *The games were always in the same place in Greece, a valley called Olympia*; 3. *Unmarried women could watch the men compete*; 4. *The only sport in the Heraean Games the women competed in was running*; 6. *Men athletes didn't wear uniforms*).

Project: History research

- Read the instructions aloud. Elicit the sports of the pentathlon and write these on the board (*jumping, running, wrestling, throwing discus, throwing javelin*). Divide the class into five groups and assign a sport to each.
- Give students time to discuss their sport and look up information online if there are computers in class.
- For homework students should gather more information and print up interesting pictures.
- Give students time in class to create their posters.
- Invite groups to present their posters, Encourage other groups to ask questions and compare to information they found about their sports.
- Finally, take a poll: *Which was the most interesting sport of the pentathlon?*

Astronomy: Solstices and the phases of the moon

3.17 **1. Read the article. Why did people in ancient times celebrate the sun and moon?**

Throughout history, people have paid special attention to astronomical events, such as the position of the sun in the sky and the phases of the moon.

One of these events, a solstice, occurs twice a year – in December and June – as the earth rotates around the sun. December 21st is the year's shortest day in the Northern Hemisphere, and it's the longest day in the Southern Hemisphere. June 21st is the opposite: it's the longest day in the Northern Hemisphere and the shortest in the Southern Hemisphere.

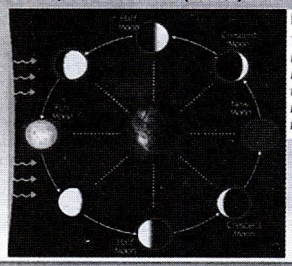
Many cultures around the world have always celebrated the solstices for many years. In ancient times, people recognized that the sun was necessary for life. It provided light during the day and helped food grow. The solstices marked the time of year when the days began to become shorter or longer.

There are many holidays today that began as celebrations of a solstice. For example, in Sweden, people celebrate Midsummer's Eve on or around the June solstice.

The solstices

Ancient people also paid special attention to another important set of astronomical events – the phases of the moon. Every month, as the moon rotates around the earth, the sun's light moves across the moon. A new moon – the phase when we don't see the moon – occurs when the moon is between the sun and the earth.

In the past, people used the shape of the moon to decide when to plant their food. Some used the moon to organize their calendars. Many holidays today, such as China's Moon Festival in September or October, are based on a lunar (or moon) calendar.



Phases of the moon
The light on the moon changes as it rotates around the earth. A full moon is farthest from the sun.

2. Choose the correct way to complete each statement, according to the article.

1. A solstice occurs …
   a. once a year.
   (b.) in December and June.
   c. every month.
2. A solstice is … day of the year.
   a. the shortest
   b. the longest
   (c.) the shortest or the longest
3. The moon changes from new moon to full moon …
   a. once a year.
   b. twice a year.
   (c.) every month.
4. A … moon occurs when the moon is closest to the sun.
   (a.) full b. new c. half
5. Ancient people thought both the solstice and the phases of the moon were important for …
   a. studying the night sky.
   (b.) growing their food.
   c. having lots of light.

3. Circle the correct word or phrase to complete each statement.

1. The earth rotates around the (sun) / moon / hemisphere.
2. The moon rotates around the sun / (earth) / solstice.
3. The Chinese Moon Festival is based on a solstice / (a lunar calendar) / the light.
4. When it is the longest day of the year in North America, it is the (shortest) / longest / warmest day in South America.
5. The moon appears smallest when it is a full / half / (crescent) moon.

Project Phases of the moon poster

At the beginning of the next month, keep track of the phases of the moon for the whole month. Create a poster with pictures showing the changing phases of the moon and the dates they occur.

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Cross-curricular Reading: Units 10–12

Cross-curricular Reading: Units 10–12

Cross-curricular topic

Astronomy

Aim

Use English to learn about astronomy

Exercise 1 3•17

- Write *Solstices and the phases of the moon* on the board. Explain or elicit that *solstice* refers to the time when the sun is the furthest north or south of the equator. Then have students look at the image on the right to understand *phases of the moon*. Ask a volunteer to read the caption. Make sure students understand that *to rotate* means to turn on a circular motion around a central point.
- Read the direction line and question. Ask *What do you think it means that people celebrated the sun and moon?* (e.g., *they had special holidays and traditions depending on the time of year it was*). Invite students to make predictions. Write these on the board to refer to later.
- Play the CD or read the article aloud.
- Return to the question in the direction line. Elicit reasons in the article and compare to the predictions made on the board.

ANSWER

They celebrated the sun because they recognized that the sun was necessary for life – it provided light and helped food grow.
They celebrated the moon because it, too, was important – it helped people organize their calendars and decide when to plant their food.

Extra extension activity (stronger classes)

- List the holidays mentioned in the article (*Midsummer's Eve in Sweden in June; Moon Festival in China in September / October*). Students can look up more information about one of these holidays or other moon or sun celebrations in other cultures to then report to the class.

Exercise 2

- Read the direction line aloud. Tell students they will be scanning the article and captions for specific information. Have a student read the example. Ask *Which word will you be looking for?* (*solstice*).
- Have students work individually.
- Go over the answers as a class.

Exercise 3

- Read the direction line and example. Encourage students to first try to do the exercise without looking back at the text. Then have them look back to check any answers.
- Go over the answers as a class.

Project: Phases of the moon poster

- Read the project instructions aloud. Tell each student to download a blank calendar from the Internet and then draw an identical circle representing the moon for each day. Explain that they will draw a picture of what the moon looks like every day, or as many days as they are able or remember to look at the moon at night. Invite students to do an Internet search for *keeping track of the phases of the moon* for an example of what their calendar might look like.
- Divide the class into groups of three or four. Students conduct research individually; however, they can bring in their calendars regularly to compare with findings of their classmates. If there are inconsistencies, encourage students to look at the majority of images and determine who may have drawn their findings incorrectly.
- Once the research is complete all students combine their research and create one calendar.
- Each group presents their information to the class. Place all posters side by side to see if findings are similar.

Teen2Teen Friends Magazine 1

Aim

Extend reading skills through texts written from the perspective of the characters

Warm-up

Before students open their books, write *telephone* on the board. Ask *Who invented the telephone? (Alexander Graham Bell) When? (1876).* Tell students they will learn about the beginnings of the telephone.

Exercise 1 3•18

- Books open, focus students' attention on Carmela. Ask *Where is Carmela from? (Rome, Italy).* Ask a volunteer to read the speech balloon. Ask *What trends in the past did Abby post about in Unit 3? (trends in fashion and technology).*
- Read the direction line and question aloud. Explain that students will answer it after reading the post.
- Play the CD or read the post aloud while students follow. Clarify vocabulary as needed, e.g. *origin (beginning); transmit (to send out). To illustrate "dial" draw a circle on the board with numbered holes. Explain that to make a call you would stick your finger in the hole with the number you wanted to dial and turn it around. Point out that dialing several numbers took much longer than touching buttons as we do now.*
- Ask the question in the direction line. Then read the question at the end of the post and have students speculate.

ANSWER

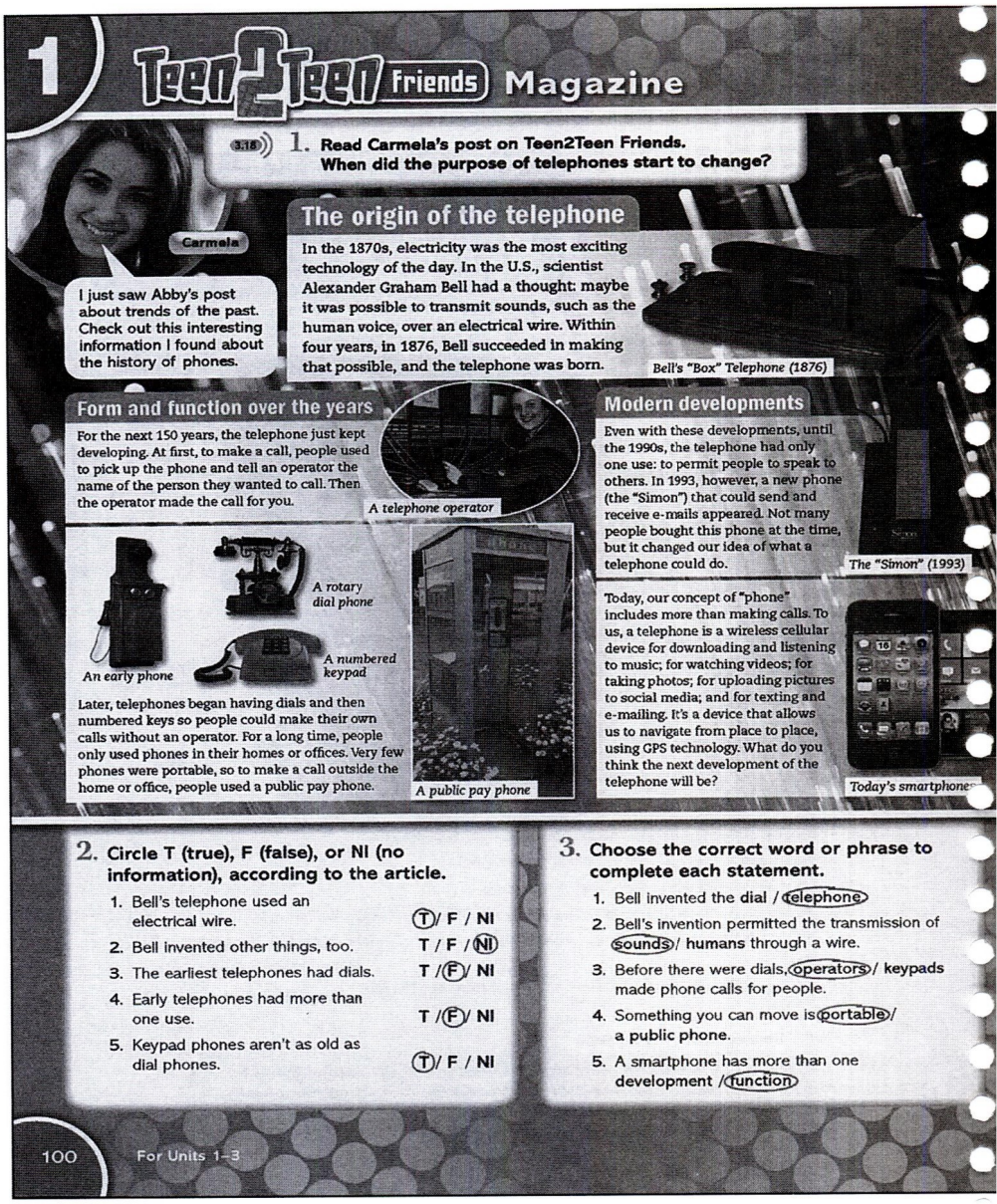
The purpose of telephones started to change in 1993 when a new phone that could send and receive e-mails was invented.

Extra practice activity (all classes)

- Ask students to scan the images. Ask *Which of the phones have you seen?* (e.g., *at home when I was little, at my grandmother's, in a museum,* etc.).

Extra extension activity (stronger classes)

- On the board write *2050.* Tell students to imagine it is the year 2050. In pairs, have them talk about what life was like in 2014 (e.g., *Phones in 2014 weren't as thin as they are now. People used to take photos . . .*).



Exercise 2

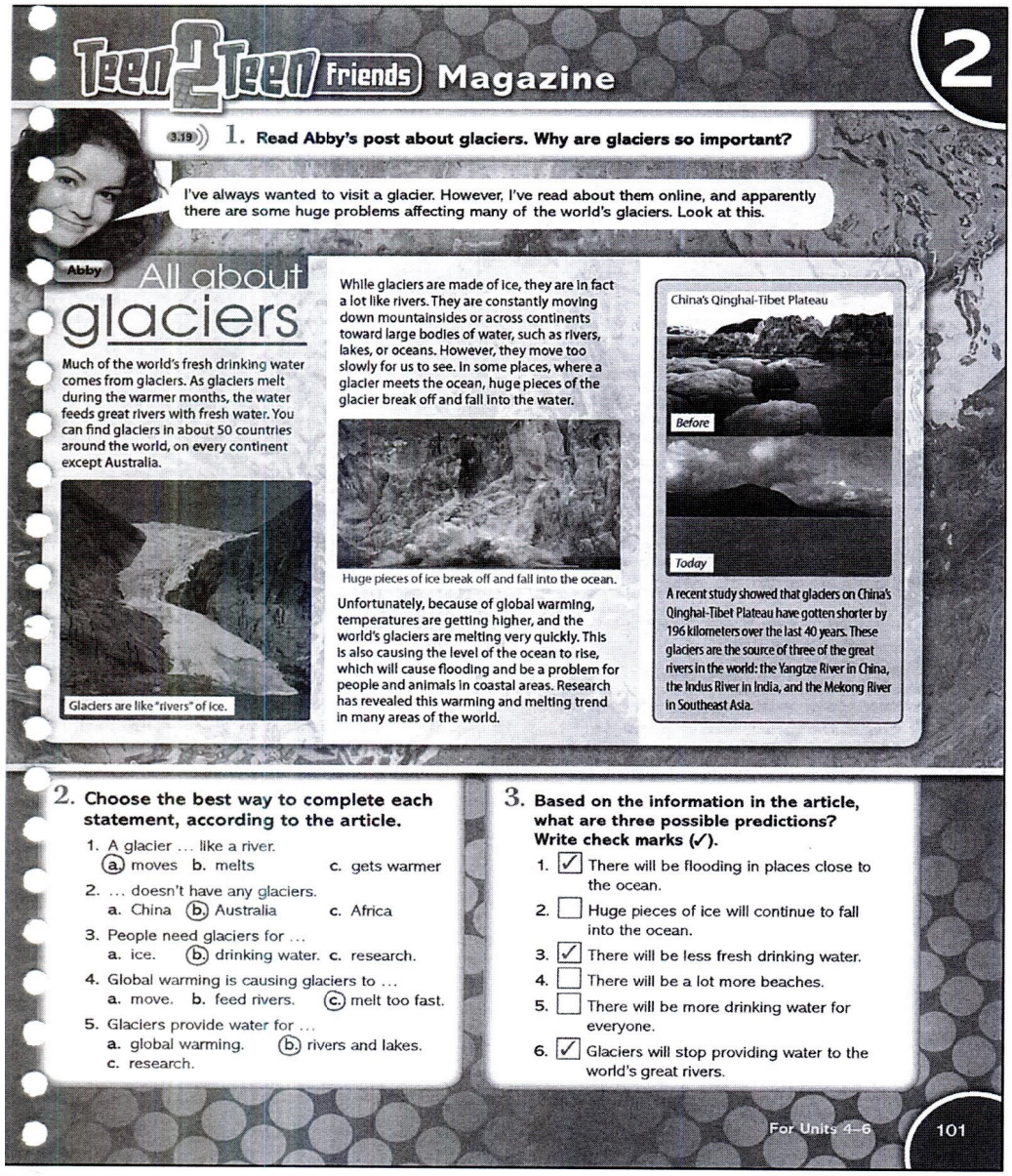
- Read the direction line aloud. Make sure students understand that *No information* means that the article does not discuss that topic.
- Tell students to do the exercise first without looking back at the article. Then they can look back for any items they are not sure about.
- **Option:** Students can check their own answers by underlining information in the text that supports it, e.g., item 1: *Alexander Graham Bell had a thought: maybe it was possible to transmit sounds, such as the human voice, over an electrical wire. Within four years, in 1876, Bell succeeded in making that possible . . .)*

Exercise 3

- Read the direction line aloud. Tell students to first try doing the exercise without looking back at the article.
- Go over the answers as a class.

Extra practice activity (all classes)

- Have students read the last paragraph of the article. On the board write: *It's a device for:* and elicit all the gerunds describing what phones do today, e.g.,
  - downloading and listening to music
  - watching videos
  - taking photos
  - uploading photos to social media
  - texting
  - e-mailing
- Call on volunteers to share what they use their phones for, adding to the list.



Teen2Teen Friends Magazine 2

Aim

Extend reading skills through texts written from the perspective of the characters

Warm-up

Before students open their books, ask them to recall from Unit 6 what a glacier is (*a large mass of ice*).

Exercise 1 3•19

- Have students open their books. Call on a volunteer to read the message from Abby. Ask *Does anyone know what the problems are affecting many of the world's glaciers?*
- Invite students to look at the photos. Ask volunteers to read the captions.
- Play the CD or read the post aloud while students follow. Clarify vocabulary as needed. When the article says "... *the water feeds great rivers*" it means rivers get water from the melting glaciers; *the coast* is the area where land meets the ocean; *global warming* refers to the rise in temperatures in the world, caused by higher amounts of carbon dioxide around the Earth; in the article "*These glaciers are the source of three of the great rivers ...*" means the water to these rivers comes from glaciers.
- Ask the question in the direction line.

ANSWER

Much of the world's drinking water comes from glaciers and they are a source of some major rivers.

Exercise 2

- Read the direction line aloud. Tell students they can scan the article for answers they are not sure about. For example in item 1, they should scan the article for *river* and will find in the second column that *glaciers ... are in fact a lot like rivers. They are constantly moving ...* and get the answer. Tell students to mark in the text where they found their answers.
- Go over the answers as a class. Call on volunteers to specify what part of the article supports their answer (2. *end of paragraph 1*; 3. *first statement of article*; 4. *paragraph 3*; 5. *first and third paragraphs*).

Exercise 3

- Read the direction line aloud. Instruct students to first read through the statements in the exercise and then check which predictions are true. Then have them look back at the article to find support for the predictions.
- Remind students to just scan for information. For example, for item 1, tell students to scan the article for *flooding* (paragraph 3). Point out to students that for some items they will have to infer or form an opinion based on information presented. Have students do the exercise.
- Go over the answers as a class. For item 3, point out that the article never directly says there will be less fresh drinking water, but we can infer by reading the first statement of the article that glaciers are a source of fresh drinking water. If there is flooding and glaciers are melting quickly, the water will probably not be fresh and there will indeed be less drinking water. For item 4, the article says flooding will cause problems for coastal areas – we can infer this means beaches will be affected; there definitely won't be *more* beaches. For item 5, if there is less fresh drinking water as determined in item 3, there will definitely *not* be more drinking water for everyone. For item 6, as illustrated by the example of China's Qinghai-Tibet Plateau in the last paragraph, glaciers are getting shorter. We can infer that means glaciers could potentially stop providing water to the world's great rivers.

Teen2Teen Friends Magazine 3

Aim

Extend reading skills through texts written from the perspective of the characters

Warm-up

Ask students to look at the photos. Ask a volunteer to read the captions and clarify vocabulary as needed.

Exercise 1 3•20

- Read the direction line aloud. Then call on a volunteer to read the message from Chen. Ask *Do you know possible causes and treatments for acne?* Write student ideas on the board.
- Play the CD or read the post aloud while students follow. Clarify vocabulary as needed. Write *severe*, *moderate*, and *mild* vertically on the board. Explain that *moderate* means some acne; *severe* means a lot, and *mild* means a little acne.
- Ask the question in the direction line and write on the board: *conventional and Chinese medicine* Elicit the difference when it comes to acne treatment.
- Compare student answers to their ideas from the warm-up.

ANSWER

Conventional medicine includes lotions, washes, antibiotics, and other medications.
Chinese medicine includes acupuncture and washes made from herbs or flowers.

Exercise 2

- Read the direction line aloud. Tell students they can scan the article for answers they are not sure about. For example in item 1, they would scan the article for *pimples and blackheads* (*sentence 1 of the article*). Tell students to mark in the text where they found all their answers.
- Bring the class together and go over the answers. Call on volunteers to specify what part of the article supports their answer (2. *sentence 2*; 3. *end of paragraph 3*; 4. *end of paragraph 2*; 5. *last paragraph*; 6. *paragraph 1*).

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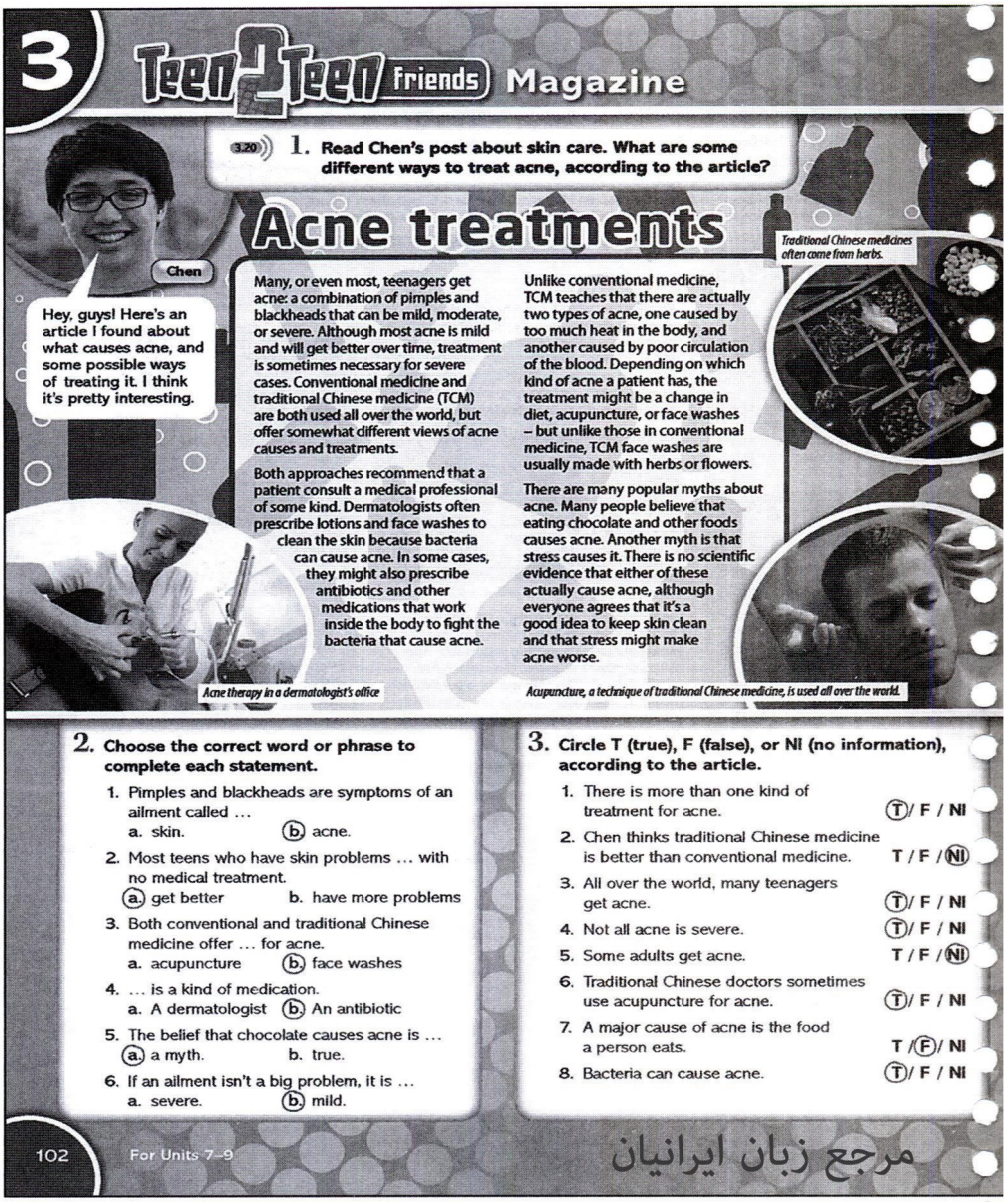

3

Teen2Teen friends Magazine

Chen

Hey, guys! Here's an article I found about what causes acne, and some possible ways of treating it. I think it's pretty interesting.

3.20 **1. Read Chen's post about skin care. What are some different ways to treat acne, according to the article?**

Acne treatments

Many, or even most, teenagers get acne: a combination of pimples and blackheads that can be mild, moderate, or severe. Although most acne is mild and will get better over time, treatment is sometimes necessary for severe cases. Conventional medicine and traditional Chinese medicine (TCM) are both used all over the world, but offer somewhat different views of acne causes and treatments.

Both approaches recommend that a patient consult a medical professional of some kind. Dermatologists often prescribe lotions and face washes to clean the skin because bacteria can cause acne. In some cases, they might also prescribe antibiotics and other medications that work inside the body to fight the bacteria that cause acne.

Unlike conventional medicine, TCM teaches that there are actually two types of acne, one caused by too much heat in the body, and another caused by poor circulation of the blood. Depending on which kind of acne a patient has, the treatment might be a change in diet, acupuncture, or face washes – but unlike those in conventional medicine, TCM face washes are usually made with herbs or flowers.

There are many popular myths about acne. Many people believe that eating chocolate and other foods causes acne. Another myth is that stress causes it. There is no scientific evidence that either of these actually cause acne, although everyone agrees that it's a good idea to keep skin clean and that stress might make acne worse.

Traditional Chinese medicines often come from herbs.

Acne therapy in a dermatologist's office

Acupuncture, a technique of traditional Chinese medicine, is used all over the world.

2. Choose the correct word or phrase to complete each statement.

1. Pimples and blackheads are symptoms of an ailment called ...
   a. skin. (b.) acne.
2. Most teens who have skin problems ... with no medical treatment.
   (a.) get better b. have more problems
3. Both conventional and traditional Chinese medicine offer ... for acne.
   a. acupuncture (b.) face washes
4. ... is a kind of medication.
   a. A dermatologist (b.) An antibiotic
5. The belief that chocolate causes acne is ...
   (a.) a myth. b. true.
6. If an ailment isn't a big problem, it is ...
   a. severe. (b.) mild.

3. Circle T (true), F (false), or NI (no information), according to the article.

1. There is more than one kind of treatment for acne. (T) / F / NI
2. Chen thinks traditional Chinese medicine is better than conventional medicine. T / F / (NI)
3. All over the world, many teenagers get acne. (T) / F / NI
4. Not all acne is severe. (T) / F / NI
5. Some adults get acne. T / F / (NI)
6. Traditional Chinese doctors sometimes use acupuncture for acne. (T) / F / NI
7. A major cause of acne is the food a person eats. T / (F) / NI
8. Bacteria can cause acne. (T) / F / NI

102 For Units 7–9

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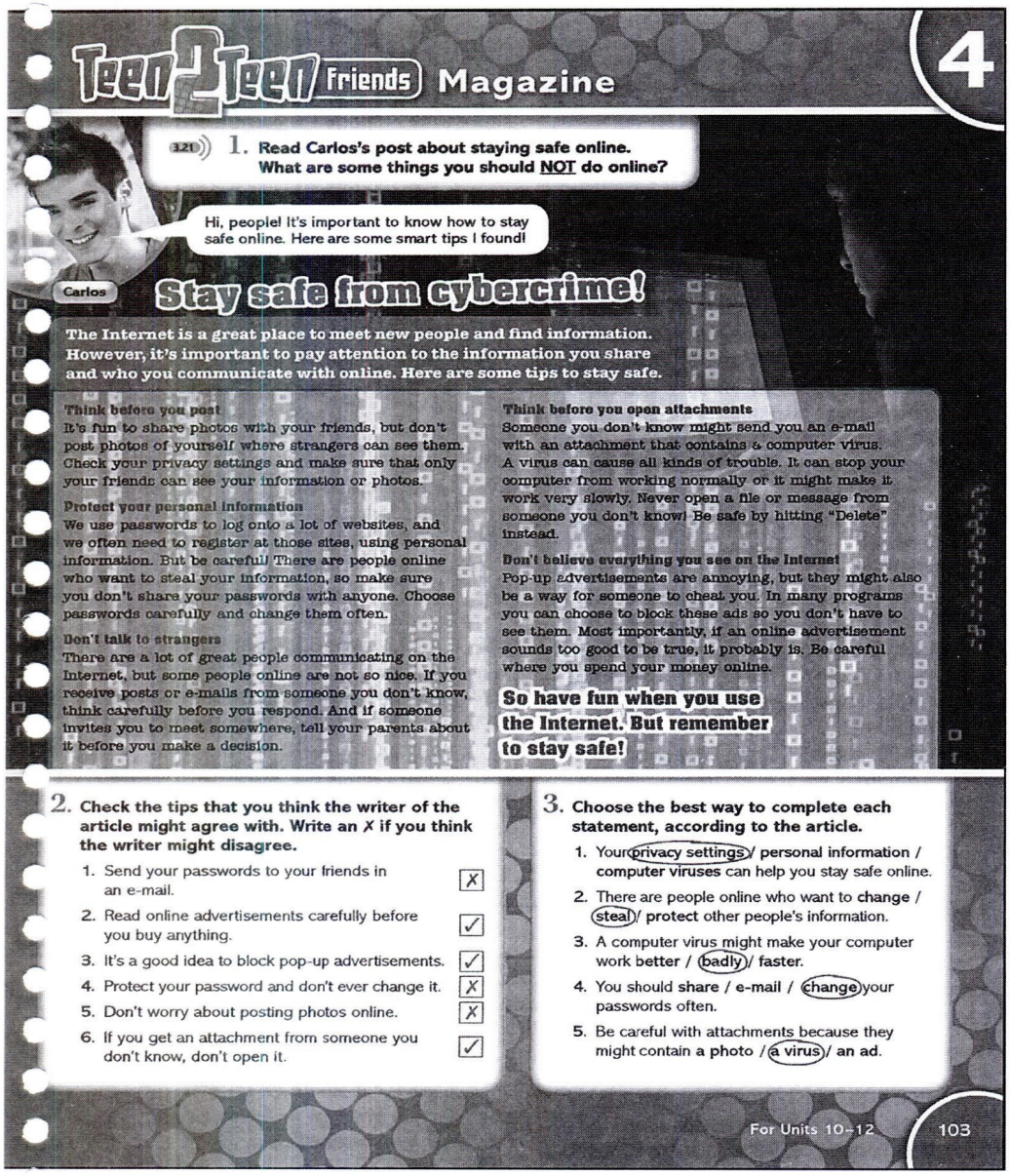
Exercise 3

- Read the direction line aloud. First have students try to do the exercise without looking back at the article. Then have them look back to check any answers.
- Bring the class together and go over the answers. For item 2, point out that Chen never states his preference for conventional or Chinese medicine. For item 5 point out that there is no mention of adults and acne in the article. Then focus on item 7. Ask *Why is this statement false? (because while the article talks about food and acne, it states that it is a myth that, for example, chocolate can cause acne. There is no scientific evidence.)*

Extra practice activity (all classes)

- Tell students they will debate conventional vs Chinese medicine. First, take a poll to see who is in favor of which type of medicine. If there is an even split, divide the class into two teams. If there isn't, just assign people the medicine they will defend.
- Have the two groups meet and create arguments in favour of the type of medicine they were assigned. Tell each group to have a person recording ideas, examples, etc. Tell students they don't have to limit their arguments to acne. They can talk about other conditions and medications.
- Then allow the class to debate the topic. Oversee the debate and determine which team makes the stronger case and wins the debate.



Teen2Teen Friends Magazine 4

Aim

Extend reading skills through texts chosen by the *Teen2Teen* characters for their blog readers

Warm-up

Before students open their books, write on the board: *cybercrime*
Invite students to brainstorm what they think this term refers to (e.g., *stealing personal information; identity theft; stealing credit card numbers*).

Exercise 1 3•21

- Ask *Who is posting today on Teen2Teen Friends Magazine? (Carlos) Where is he from? (Argentina)* Focus on the speech balloon where he says *Hi, people! . . .* Point out that this is an informal way to address his friends or people he knows.
- Read the direction line and question aloud. Explain that they will answer it after reading the post.
- Play the CD or read the post aloud while students follow.
- Return to the question in the direction line. Call on volunteers for an answer. Encourage students to try not to look back at the post.

ANSWER

You should not: post photos where strangers can see them; share passwords; talk to strangers; open files or messages from people you don't know; believe everything you see on the Internet.

Extra practice activity (all classes)

- Have students work in pairs. Tell them to create T / F questions about Internet safety, using the content of the post.
- Combine pairs into groups of four and have pairs exchange questions and answer them.

Exercise 2

- Read the direction line aloud. Tell students to first try to do the exercise without looking back at the post.
- Then tell them to look back at the post for any items they weren't sure about. Hint to students that they don't need to reread the whole post, they just need to look for specific information. For example, for item 1, students would scan the post for the word *passwords*. Make sure they underline where in the post they found the information supporting their answers (*passwords* is in paragraph 2).
- Students compare answers in pairs.
- Go over the answers as a class.
- **Option:** Ask students if they ever do those things listed in the exercise. Ask *Do you stay safe from cybercrime? What could you do better? (e.g., change password more frequently).*

Exercise 3

- Read the direction line aloud. Ask a volunteer to read the example. Point out how the other two options do not make sense in the exercise. Tell students to think carefully about meaning.
- Have students complete the exercise.
- Bring the class together and go over the answers.

Extra extension activity (stronger classes)

- Write *cybercrime* on the board and elicit verbs for crimes from Unit 11 (*steal, shoplift, pickpocket, snatch, break into, rob, vandalize, cheat*).
- Ask *Which of these things can be done online?* (e.g., *steal identity, rob a bank, cheat someone on a site like eBay*) Ask *Is it possible to shoplift online? (no) Does cybercrime have the same consequences as regular crime?*

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Class Audio CDs – Track List

CD1

1.01 Title
1.02 Welcome, page 9, Teen2Teen Friends
1.03 Unit 1, page 10, Topic Snapshot, exercise 1
1.04 Unit 1, page 10, Topic Snapshot, exercise 3
1.05 Unit 1, page 11, Vocabulary, exercise 1
1.06 Unit 1, page 11, Vocabulary, exercise 2
1.07 Unit 1, page 11, Vocabulary, exercise 3
1.08 Unit 1, page 12, Grammar, exercise 2
1.09 Unit 1, page 14, Reading, exercise 1
1.10 Unit 1, page 15, Teen2Teen, exercise 1
1.11 Unit 1, page 15, Teen2Teen, exercise 2
1.12 Unit 2, page 16, Vocabulary, exercise 1
1.13 Unit 2, page 16, Vocabulary, exercise 2
1.14 Unit 2, page 16, Vocabulary, exercise 3
1.15 Unit 2, page 17, Topic Snapshot, exercise 1
1.16 Unit 2, page 18, Grammar, exercise 2
1.17 Unit 2, page 19, Grammar, exercise 7
1.18 Unit 2, page 20, Reading, exercise 1
1.19 Unit 2, page 21, Teen2Teen, exercise 1
1.20 Unit 2, page 21, Teen2Teen, exercise 2
1.21 Unit 3, page 22, Teen2Teen Friends, Topic Snapshot, exercise 1
1.22 Unit 3, page 23, Grammar, exercise 2
1.23 Unit 3, page 24, Grammar, exercise 2
1.24 Unit 3, page 25, Vocabulary, exercise 1
1.25 Unit 3, page 25, Vocabulary, exercise 2
1.26 Unit 3, page 25, Vocabulary, exercise 3
1.27 Unit 3, page 26, Reading, exercise 1
1.28 Unit 3, page 27, Teen2Teen, exercise 1
1.29 Unit 3, page 27, Teen2Teen, exercise 2
1.30 Unit 4, page 30, Vocabulary, exercise 1
1.31 Unit 4, page 30, Vocabulary, exercise 2
1.32 Unit 4, page 30, Vocabulary, exercise 3
1.33 Unit 4, page 31, Topic Snapshot, exercise 1
1.34 Unit 4, page 32, Grammar, Irregular verbs past participles
1.35 Unit 4, page 32, Grammar, Contractions
1.36 Unit 4, page 32, Grammar, exercise 2
1.37 Unit 4, page 33, Grammar, exercise 3
1.38 Unit 4, page 34, Reading, exercise 1
1.39 Unit 4, page 35, Teen2Teen, exercise 1
1.40 Unit 4, page 35, Teen2Teen, exercise 2
1.41 Unit 5, page 36, Vocabulary, exercise 1
1.42 Unit 5, page 36, Vocabulary, exercise 2
1.43 Unit 5, page 36, Vocabulary, exercise 3
1.44 Unit 5, page 37, Topic Snapshot, exercise 3
1.45 Unit 5, page 38, Grammar, exercise 2
1.46 Unit 5, page 39, Grammar, exercise 6
1.47 Unit 5, page 39, Grammar, exercise 2
1.48 Unit 5, page 40, Reading, exercise 1
1.49 Unit 5, page 41, Teen2Teen, exercise 1
1.50 Unit 5, page 41, Teen2Teen, Show concern
1.51 Unit 5, page 41, Teen2Teen, exercise 2

CD2

2.01 Title
2.02 Unit 6, page 42, Teen2Teen Friends, Topic Snapshot, exercise 1
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2.04 Unit 6, page 43, Vocabulary, exercise 2
2.05 Unit 6, page 43, Vocabulary, exercise 5
2.06 Unit 6, page 44, Grammar, exercise 2
2.07 Unit 6, page 46, Reading, exercise 1
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2.10 Unit 7, page 50, Vocabulary, exercise 1
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2.13 Unit 7, page 50, Vocabulary, exercise 4
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2.16 Unit 7, page 52, Grammar, exercise 2
2.17 Unit 7, page 53, Grammar, exercise 2
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2.19 Unit 7, page 55, Teen2Teen, exercise 1
2.20 Unit 7, page 55, Teen2Teen, exercise 2
2.21 Unit 8, page 56, Topic Snapshot, exercise 1
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2.23 Unit 8, page 57, Vocabulary, exercise 1
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2.31 Unit 8, page 61, Teen2Teen, Ways to reassure
2.32 Unit 8, page 61, Teen2Teen, exercise 2
2.33 Unit 9, page 62, Teen2Teen Friends, Topic Snapshot, exercise 1
2.34 Unit 9, page 63, Vocabulary, exercise 1
2.35 Unit 9, page 63, Vocabulary, exercise 2
2.36 Unit 9, page 63, Vocabulary, exercise 4
2.37 Unit 9, page 64, Grammar, exercise 2
2.38 Unit 9, page 65, Grammar, exercise 2
2.39 Unit 9, page 66, Reading, exercise 1
2.40 Unit 9, page 67, Teen2Teen, exercise 1
2.41 Unit 9, page 67, Teen2Teen, Ways to express disbelief
2.42 Unit 9, page 67, Teen2Teen, exercise 2
2.43 Unit 10, page 70, Topic Snapshot, exercise 1
2.44 Unit 10, page 70, Topic Snapshot, exercise 3
2.45 Unit 10, page 71, Vocabulary, exercise 1
2.46 Unit 10, page 71, Vocabulary, exercise 2
2.47 Unit 10, page 72, Grammar, exercise 2
2.48 Unit 10, page 73, Grammar, exercise 2
2.49 Unit 10, page 73, Grammar, exercise 5
2.50 Unit 10, page 74, Reading, exercise 1
2.51 Unit 10, page 75, Teen2Teen, exercise 1
2.52 Unit 10, page 75, Teen2Teen, exercise 2
2.53 Unit 11, page 76, Topic Snapshot, exercise 1
2.54 Unit 11, page 76, Topic Snapshot, exercise 3
2.55 Unit 11, page 77, Vocabulary, exercise 1
2.56 Unit 11, page 77, Vocabulary, exercise 2
2.57 Unit 11, page 78, Grammar, exercise 2
2.58 Unit 11, page 79, Grammar, exercise 8
2.59 Unit 11, page 80, Reading, exercise 1
2.60 Unit 11, page 81, Teen2Teen, exercise 1
2.61 Unit 11, page 81, Teen2Teen, exercise 2

CD3

3.01 Title
3.02 Unit 12, page 82, Teen2Teen Friends, Topic Snapshot, exercise 1
3.03 Unit 12, page 83, Vocabulary, exercise 1
3.04 Unit 12, page 83, Vocabulary, exercise 2
3.05 Unit 12, page 83, Vocabulary, exercise 3
3.06 Unit 12, page 84, Grammar, exercise 2
3.07 Unit 12, page 85, Grammar, Reflexive pronouns
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3.10 Unit 12, page 86, Reading, exercise 1
3.11 Unit 12, page 87, Teen2Teen, exercise 1
3.12 Unit 12, page 87, Teen2Teen, Ways to wish someone a happy holiday
3.13 Unit 12, page 87, Teen2Teen, exercise 2
3.14 Cross-curricular Reading: Units 1–3, page 96, Science, exercise 1
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3.16 Cross-curricular Reading: Units 7–9, page 98, History, exercise 1
3.17 Cross-curricular Reading: Units 10–12, page 99, Astronomy, exercise 1
3.18 Teen2Teen Friends Magazine 1, page 100, exercise 1
3.19 Teen2Teen Friends Magazine 2, page 101, exercise 1
3.20 Teen2Teen Friends Magazine 3, page 102, exercise 1
3.21 Teen2Teen Friends Magazine 4, page 103, exercise 1

Audioscript

Page 11, Exercise 3 1•07

1. I'm Arielle Novak. I'm 15. My hobby is solving hard puzzles, especially number puzzles. That's not surprising because at school my favorite subject is math. I also invent my own puzzles. My puzzles are in the school magazine every month. How did I get started in that? Well, I love puzzles and after so many years of doing them, it was natural for me to start creating them, too.
2. My name is Lee Brody. I'm pretty good at putting things together, especially things that have complicated instructions. I don't know why I'm good at that, but I can just look at a picture of the thing and read the instructions and understand how it all fits together. Last week, my dad bought a new desk, but there were so many pieces. So Dad brought the desk to me and I helped him put it together. It was ready to use in an hour. At school, my best class is Spanish. I love learning new languages.
3. I'm Celina Martinez. I like to take old things and use them to invent new things. My best invention is the "phone sweater." The phone sweater is a little case with two sections – one for my MP3 player, and the other for my phone. I call it the phone sweater because I made it from an old sweater. In school, my favorite subject is art. Last week, I showed the phone sweater to my art teacher, and he said it was really good looking. And all my friends liked it, too. Now I'm making phone sweaters for my friends, and they're buying them! How cool is that?
4. Kate Arnold here! I'm very friendly, so I guess my talent's meeting new people. At a party, I have no problem talking to everyone there. People ask me how I do that, and I always say, "Just be friendly. Introduce yourself. And ask questions so other people feel interesting." That's the best way to make new friends. My favorite subject at school is geography. I enjoy traveling and learning about places and people around the world.
5. I'm Sean Benson. This year, we're studying the history and culture of West Africa in my French class. French is my favorite subject. Next week, we're going to have a French movie festival, and my teacher asked me to present one of the movies. In French, of course! People ask me if I'm afraid of speaking in front of all the students, but I say no. Hey, I'm not shy, and I like speaking to large groups of people.

Page 16, Exercise 3 1•14

1. I never leave things until the last minute. I mean, that would be crazy! If I know the due date for an assignment, I try to finish it early. I think having good study habits is really important.
2. My parents say it's good for me to learn how to manage my money, so every Monday they give me a little spending money for the week. For snacks, a movie, a magazine – that kind of thing. But it's so hard for me. I like going out and spending money. That's what it's for, right? Well, by Tuesday or Wednesday the money's always all gone. So I just ask my parents for more.
3. I think eating healthy food is pretty important. I mean, who wants to eat junk food all the time? But I really don't like exercising. What's wrong with watching TV? And playing video games is a lot of fun! Who needs exercise? Actually, I think eating well is more important than exercising.
4. Sorry. I stayed up pretty late last night. I was texting my girlfriend. Oh, and my friend Kyle asked me to upload some photos. So I went to bed at around one o'clock in the morning. Actually, I never go to bed early. I'm really a night person. But I'm so tired. Wait a minute! Is there a test this morning? Uh-oh. I forgot.

Page 19, Exercise 7 1•17

1. **A:** So, what are you doing this weekend?
   B: This weekend? I'm going to visit my grandparents in Boston.
   A: Do you visit them often?
   B: No, I don't. So I'm pretty excited.
2. **A:** Hey, Zoe. Do you want to go shopping at the mall today?
   B: Not really. I just don't want to spend a lot of money on things I don't need right now.
   A: Are you OK? You always want to go to the mall!
   B: I just think it's a bad habit. I need to start saving money, and not spending it.
   A: Sounds like a good move.
3. **A:** I think I watch too much TV.
   B: Really? Is that a problem?
   A: I think it is. For one thing, I'm not getting enough exercise. I just sit in front of the TV all day. And the worst thing is that I'm not finishing my homework on time.
   B: I see what you mean.
4. **A:** Did I tell you? I'm exercising every day now.
   B: Cool! When did you start?
   A: Three weeks ago. It feels really great. And it's fun! I love it.
5. **A:** I'm so tired.
   B: You were tired yesterday, too. Are you OK?
   A: Yeah. It's just that I stay up way too late every night. I really need to get more sleep.

Page 25, Exercise 3 1•26

1. **A:** Grandpa, what was life like in the old days?
   B: Well, you know, in the old days, everything was different. People wore different clothes … And our hair was different …
   A: What kind of music did you like?
   B: Well, when I was your age, there was this new music called "rock and roll". We were crazy about it.
   A: You're kidding! You liked rock music back then?
2. **A:** Hey, Trish. Katy and I are going to hang out at the mall this afternoon. Want to join us?
   B: Sorry, I can't. I have volleyball practice this afternoon.
   A: Wow. You're always so busy.
   B: I know. Before I started playing on the volleyball team, I had a lot more free time.
   A: Well, I think it's great you're on the team. We'll get together some other time.
   B: Sure thing.
3. **A:** Hey, Greg. Thanks for babysitting Eric today. I'll be back in about three hours.
   B: OK, Mrs. Smith. Maybe Eric and I'll draw some pictures together.
   A: Great. Take care, you two!
   C: Draw pictures? Actually, I don't like drawing very much.
   B: Well, when I was little, I used to hate drawing, too. But now I love it.
   C: Really?
4. **A:** Mom, what were streets like in the old days, before there were cars or buses?
   B: Tina, I'm not that old!
   A: I don't mean that, Mom! I just want to know what it was like in the old days.
   B: Well, about a hundred years ago, people got everywhere by walking or with horses, instead of cars. The sounds on the street were probably very different from today, with all our cars and buses.
   A: Yeah, you're probably right.
5. **A:** What's this photo?
   B: Let me see … Oh, that's Center Street. That's where the Green Mall is now.
   A: No way! This is the same place?
   B: Yeah, it is. This photo is probably from around 1990. There used to be an old hotel there. But it isn't there anymore.
   A: It sure looks different now.
   B: It does.

Page 30, Exercise 3 1•32

1. **A:** Hey! Let's go to Alaska. We can go camping and hiking there.
   B: Are you kidding? There are too many grizzly bears there.
   A: But that's a good thing! I'd love to see those bears!
   B: Not me! Let's go somewhere else.
2. **A:** Look at this traffic. We're definitely going to be late for the movie. This bus just isn't moving at all!

B: Don't worry. The movie never starts on time. We have plenty of time to get there.
A: Are you kidding? With all this traffic, we're going to be an hour late!
B: Chill out. I've taken this bus lots of times. The traffic's only bad right here in the center. A little closer to the movie theater, there won't be much traffic.
A: I hate traffic. I hate being late!

3. A: Look at Lauren. I just don't know how she does it. She can come into a room full of people and just start a conversation with anyone!
B: You can do that too, Emily!
A: No, that's not true. I think it's hard to start a conversation with someone I don't know. I'm no good at meeting new people.
4. A: The big mountain race is tomorrow. But I'm worried about the weather. They say if it rains, there won't be a race. It's too dangerous.
B: Well, the weather will probably be OK. It hasn't rained in May in the last three or four years. That's why they schedule the race in May. I'm sure it'll be fine.
A: I don't know. Just look at those clouds. Usually that means it's going to rain. I'm just sure it'll rain and we won't have the race.
B: Harry! A few clouds in the sky doesn't mean it'll rain. Take it easy! I'm sure everything'll be OK.

Page 36, Exercise 3 1•43

1. A: Good morning.
B: Hello. I'm Naomi Jones. I have a 3:00 appointment with Dr. Cline.
A: ... Oh, yes! Naomi Jones. For a check-up, right?
B: Yes, that's right.
A: Great. Well, just have a seat and fill out this form. The doctor will see you in a few minutes.
2. A: Good morning. Can I help you?
B: Hi. I'm Ellis Anderson. My mom called to make an appointment. I have a bad cough.
A: Oh, yes! Please have a seat and fill out this form. The doctor will see you in a few minutes. Is your mother with you?
B: Yes. She's in the car. She'll be right here.
3. A: Hi, sweetie. What's wrong?
B: Dad, look at my arms. I've got these red spots all over.
A: Let me see. ... Wow. That's pretty bad. When did that start?
B: I'm not sure. I saw it when I got up. It's the worst rash I've ever seen!
A: Well, let's call the doctor. Maybe he can see you this morning. I can drive you there.
4. A: Hello, Clare. Are you here for your vaccination?
B: Yes. How many shots are there?
A: Just one today. Don't worry. It won't hurt.
B: I hate having shots!
5. A: Is my arm broken?
B: According to the X-ray, no. It looks like you hurt it, but didn't break it.
6. A: Mom, I don't think I should go to school today.
B: Why not? What's wrong?
A: It's my throat. It's really sore.
B: I'm so sorry. Let's see if you have a fever, too.

Page 39, Exercise 6 1•46

1. A: Oh my goodness! Look at this rash!
B: What's that from?
A: I'm not sure. I was at the beach in the sun all morning.
B: Have you called the doctor?
A: No, not yet.
2. A: Hey, hi, Nicole! Where are you going?
B: I'm going home. My mom's waiting for me in the car.
A: Is something wrong? School starts in a half hour.
B: Nothing serious. I have a little sore throat and I don't feel great.
A: Maybe you should see the doctor.
B: Actually, I just have. He said I should rest and stay home from school for a day or two.
A: Well, feel better!
3. A: I feel just awful.
B: What's wrong?
A: I have a bad headache and a cough.
B: That doesn't sound good. Have you taken any medicine?
A: No, not yet. But I will. My dad's getting me something at the drugstore now.
4. A: Hello?
B: Hello, Jackie. It's Miles.
A: Miles! Weren't you going to have your check-up today?
B: Right. I've just gotten back from the doctor's. Do you want to hang out?
5. A: I think my dad broke his arm.
B: Oh, no! When did that happen?
A: This afternoon. At the basketball game.
B: Has he had an X-ray yet?
A: No. He called a few minutes ago. He's still waiting at the hospital.

Page 43, Exercise 5 2•05

1. A: Welcome ladies and gentlemen. Today, we're going to visit one of the most beautiful places on earth. It usually rains a lot here, and it's been hot and rainy for five days, so be sure to wear light clothes and boots. If you're quiet, you'll see amazing animals, like tarantulas or snakes.
B: I'm not really crazy about tarantulas and snakes. But I guess I won't need this sweater.
C: You're right.
2. A: Today we can't visit Muna Muna because it's too dangerous. It's possible there'll be an eruption this week or next. So, instead of Muna Muna, we're going to take a trip to the beach. The ocean's very calm today and the weather's beautiful and we can see Muna Muna in the distance.
B: Wow! An eruption? That's pretty scary. It's good we're not going!
3. A: Ladies and gentlemen, more water comes down from this mountain in one minute than all the rain that falls in a year.
B: Wow! Is that beautiful or what?
C: Amazing.
4. A: This place has existed for millions of years.
B: And is that a river way down there?
A: Yes. Millions of years ago, that same river began to cut through these rocks. It formed this beautiful place. Enjoy the view!
5. A: When you're ready, just get into your kayaks and enjoy the trip. We'll meet you in about an hour two kilometers from here.
B: This is going to be fun!
C: Yeah!

Page 50, Exercise 3 2•12

1. Ladies and gentlemen. Please take your seats. Today's judo event will feature Russian Marlena Gravonski and Brazilian Mariana Ferreira.
2. Good morning. Today's final event will be the long jump for the gold medal. Competing for the United States is Eliot Damrosch and for Jamaica, Chad Johnston, Jr.
3. Hello, hello, hello. The exciting final race in women's hurdles will begin in just a moment. We're expecting a world record this morning, so get ready for an exciting competition. Mia Kanazawa of Japan, last time's gold medalist is heavily favored to win.
4. We've just seen a new world record everyone! I've never seen anyone jump that high before! And now here comes the next competitor. There are lots of people this year rooting for the popular Brazilian jumper, Nelson Nasraui.
5. Today's 100-meter run will be very fast. The two fastest runners in the world are competing in this morning's event. Both are from Jamaica and are former medal winners: former gold medalist Joseph Mutai, and David Campbell, who took the silver last time. Get ready for an exciting race!

Page 50, Exercise 4 2•13

1. A: Wow! What a great dive!
B: Totally. And from so high up!
A: You know they say if you hit the water wrong, you can hurt your back.
2. A: Wow! I can't believe she lifted that thing. How much did it weigh?
B: 187 kilos. I can't believe it either!
A: I think that's a record.
3. A: What country is the guy on the left from? He's terrific! So fast!

B: China! You can tell by the red and yellow uniform.
A: Hey! Did you see that?
B: That was a great serve!
A: Unbelievable. When they serve the ball so fast, it's amazing the other guy can hit it back!

4. **A:** Wow. That boat's fast!
B: Not as fast as the American boat! Look at it go!
A: You just think so because you're American!
B: And you? You just like the British boat because you're British.
A: Well, let's see who wins!
5. **A:** What a match!
B: Did you see that? She hit her again!
A: No way! Brad, she hit her in the stomach! She can't do that!
B: You're right. Look. They're stopping the match.

Page 57, Exercise 3 2•25

1. **A:** Boy, it's hot. It's a good thing we brought these bottles of water. Do we need to buy more?
B: Probably, but I don't think buying more plastic bottles of water is good for the environment.
A: You're right. We can just reuse these bottles. OK?
B: I think that's a good idea.
2. **A:** What are you doing after school today?
B: Me? No plans. Why?
A: Well, June and I are picking up litter in front of the school. Do you want to help us?
B: Sure! That sounds like a good idea.
3. **A:** Did you finish reading that magazine I gave you?
B: *Best Car Magazine*? Yeah. It was great. What about you? Did you finish *Sport World*?
A: Yeah. Do you want it back?
B: No. Let's put them in the recycling bin. OK?
A: Good idea.
4. **A:** Who left all these lights on?
B: Sorry. I forgot. Hey, are you still using the computer?
A: No.
B: Then let's turn off the computer, too. We shouldn't use so much electricity.

Page 58, Exercise 3 2•27

1. **A:** Marci?
B: Oh, hi, Dad.
A: Marci, Grandma's coming at six thirty. Can you please be home before six?
B: Sure, Dad. No problem.
2. **A:** That movie was great.
B: Yeah! Hey, who are you calling?
A: Mom. Remember? She said, "Call me after the movie."
B: Oh, right.
3. **A:** Ahem. Excuse me. Young man? What are you eating?
B: Oh this? It's just a snack. Is that OK?
A: No, it isn't. There's no eating in the library.
B: Oh, sorry. I didn't know. Is there a garbage can nearby?
A: Right over there. Thank you.
4. **A:** See you guys tomorrow!
B: Take care. Don't forget your T-shirt tomorrow!
A: Uh ... what T-shirt?
B: Hello! Tomorrow's Recycling Day!
A: Oh, of course! Our teacher asked us to wear our Recycling Day T-shirts.
B: Exactly.
A: I won't forget!
5. **A:** Excuse me, Jake. What are you doing?
B: I'm sorry, Ms. Jenkins. My friend just texted me.
A: Jake, you know the rules. No texting in class.
B: Sorry, Ms. Jenkins. It won't happen again.

Page 63, Exercise 4 2•36

1. **A:** Do you spend hours styling your hair with a hairdryer? If you want to hold that style, even on a wet and windy day, use Beautiful Hair Hollywood hair spray and look like a Hollywood star all day.
2. **A:** Have you seen Lisa's hair?
B: I have! It's gorgeous, isn't it? How did she get it so shiny and beautiful?
A: She said she started using Sunshine every day when she takes a shower.
B: Wow! I'm going to get some, too!
A: Use Sunshine and see the difference. In only three days, your hair will look beautiful and healthy, too.
3. **A:** Oh, no! An ugly pimple on my nose! And I've got a big date tonight!
B: Don't worry! Wash with My Skin Wow! this afternoon, and that ugly pimple will be gone in time for your date tonight. It only takes one wash to clear even the worst pimples. See before and after photos of teens just like you at myskinwow.com. And get My Skin Wow! today.
4. **A:** Do you drink a lot of coffee or tea? Drinking these kinds of beverages can stain your teeth and make them yellow. How would you like beautiful white teeth? Use Snow White twice a day and get the bright, white teeth you want. In only one week, you'll see the difference.
5. **A:** Oh, no, Mom! Look at my skin!
B: That's some sunburn, Gina. How long were you at the beach?
A: About two or three hours.
B: Gina! You know you need to protect your skin from the sun.
A: Don't take chances with your skin. Just apply Fun in the Sun every two hours, and stay out all day. You'll never get burned!
6. **A:** Wouldn't you like to have the most exciting nails in your class? Today only, buy one large bottle of Awesome Nails and get four small bottles for FREE. Think about it. You can paint every nail on your hand a different color! So, starting tomorrow, have the most exciting nails in your class. Ask for Awesome Nails today!

Page 73, Exercise 5 2•49

1. **A:** Good morning, class.
B: Good morning, Mr. Newbar.
A: OK, everyone. Let's open our books to page 57 ... James, where's Nita today?
C: Oh, she said she needed to go to the main office this morning. She's going to be a little late.
2. **A:** You know, Dan is a real bully. He was threatening that new kid in the cafeteria today!
B: But, Steven, Dan is your friend. Why didn't you say anything?
A: I don't know. I didn't want him to think I don't like him.
B: Well, next time you should.
3. **A:** Hey, Lauren. Come sit with us, OK?
B: In a minute. I need to get something from the café.
A: Didn't you bring anything for lunch?
B: No, actually I forgot my sandwich at home.
4. **A:** Have you met the new student yet?
B: No. Is he nice?
A: Yeah, I think he's cool. One of the guys on the volleyball team invited him to come play with us later.
B: Oh, that's great!
5. **A:** Look what I just bought.
B: Hey, that's nice. Who's it for?
A: My sister. It's her birthday tomorrow.
6. **A:** Mark Miller?
B: Here.
A: Stacey Pike?
C: Here.
A: OK. That's everyone. We're all here on time today. Let's open our books to page 68 ...?

Page 79, Exercise 8 2.58

1. **A:** Hey, look at this photo in the newspaper.
B: What about it?
A: Well, that's the guy! He robbed a jewelry store last week.
B: So?
A: Well, I saw him this morning in the park!
2. **A:** You won't believe what I saw yesterday!
B: What?
A: Well, I was at the mall, and I was shopping at Hello Cutie. And I saw this boy shoplift some clothes!
B: No way. For real? Did you tell anyone?
A: Well, I wasn't the only one who saw him. The store manager did, too. He stopped him and called his parents.
3. **A:** Remember that car that someone stole a few days ago?
B: From in front of our school?
A: Yeah. Well, I saw it around the corner from Uncle Pete's Restaurant.

B: No way!

4. A: Hey, someone took my notebook!
B: Are you sure, Matt?
A: Yeah! It was in my backpack, but it isn't there anymore! Did you see anyone take it?
B: No, I didn't. Ask Jordan.
A: Jordan, did you see anyone take my notebook?
C: Someone took your notebook? No, I didn't see anything.

Page 83, Exercise 3 3•05

A: Welcome to *My Holiday*. Today I'm talking to kids from around the world who are going to tell me about some of the holidays in their countries. And first we have Alain Vigneau from Paris, France. Welcome Alain.
B: Thank you.
A: Alain, tell us about Bastille Day.
B: Bastille Day? That's our national holiday in France.
A: So, what do people in France do on Bastille Day?
B: Well, during the day there are usually parades. Everyone wants to see a parade. Some people wear costumes – they dress like people from the past. And in the evening, people watch fireworks. The fireworks are really beautiful.
A: Sounds nice. Thank you, Alain! And now we're going to chat with Kumiko Oinuma from Tokyo, Japan. Kumiko, tell us about a holiday from your country.
C: Oh, I love the holiday Obon. It's a day when we remember the dead.
A: OK. And how do you do that?
C: Well, we travel to our hometowns and put up special decorations on our homes. And in the evening, people play drums and dance.
A: Wow! That sounds like an interesting holiday. And finally, let's chat with Helen Trux from San Francisco, in the United States. Helen, why don't you tell us a bit about Halloween?
D: Halloween? That's a fun holiday! Kids wear costumes and go from house to house asking for candy.
A: Are there any other traditions on Halloween?
D: Many people have Halloween parties. Even adults wear costumes at those.
A: Does everyone take the day off?
D: On Halloween? No way. They don't celebrate until after work or school. They usually celebrate Halloween in the evening.
A: Does anyone give gifts on Halloween?
D: No, not really. But a lot of people send Halloween cards to their friends.

Page 85, Exercise 4 3.09

1. A: Hi. My name's Ella. You're a new student, aren't you?
B: Yeah, I am. Nice to meet you, Ella. I'm Drew.
A: Nice to meet you, Drew.

2. A: Hello, Eileen?
B: Jasper! I just got your card. It was so nice of you to send it!
A: Well, I was just calling to thank you for the one you sent me. It's beautiful.

3. A: Hi, Tracy. I have something for you.
B: For me?
A: Yeah. It's nothing special.
B: Oh, it's great! Thank you! Well, I have something for you, too.
A: For me? Thanks so much!

4. A: Hey, have you guys seen the newspaper yet?
B: No, why?
A: I'm in it!
C: No way! Where?
A: Really?
A: Look! Right here, in this photo!
B: Wow! That's you at the parade!
C: That's great!

Workbook Answer Key

Unit 1

Page W2

Exercise 2
2. meeting new people 3. Solving puzzles 4. public speaking

Exercise 3
1. about 2. of 3. about 4. at 5. about

Exercise 4
2. b 3. b 4. a 5. b

Page W3

Exercise 5
Across: 1. drawing 4. shopping
Down: 1. doing 2. going 3. cooking 4. studying 5. playing

Exercise 6
2. helping; setting 3. camping; sleeping 4. riding; wearing 5. meeting 6. watching 7. putting 8. speaking

Exercise 7
Hey, Bella!
We're going to the beach. I love ~~sit~~ sitting on the beach in the sun, but I'm not crazy about ~~swim~~ swimming in the ocean. I'm afraid of seeing a shark! I like ~~bring~~ bringing my puzzle books and ~~solve~~ solving all the easy puzzles. I hate ~~do~~ doing hard ones while I'm sitting in the sun!

Exercise 8
2. eating 3. Running 4. ✗ 5. catching 6. playing 7. ✗ 8. speaking

Page W4

Exercise 9
2. B 3. B, C 4. A

Exercise 10
2. Hi, Mark. Nice to meet you.
3. Same here. This is your first time at soccer practice, right?
4. Yeah. It sounds like fun. I love playing soccer.
5. Me, too. ... So, what other things do you like doing in your free time?
6. Well, on weekends I like hanging out with my friends at the beach.
7. Hey! Why don't we all go to the beach together this weekend?
8. Awesome idea!

Exercise 11
2. b 3. b 4. a 5. b 6. a

Unit 2

Page W5

Exercise 2
2. spends 3. has good study habits 4. stays up too late

Exercise 3
2. c 3. b 4. f 5. a 6. d

Exercise 4
2. eating junk food 3. saving money 4. get enough sleep; doing plenty of exercise

Page W6

Exercise 5
2. It's hard to change a bad habit.
3. It's a lot of fun to exercise with friends.
4. It's a bad idea to eat junk food all the time.
5. It's good to eat a lot of healthy food.

Exercise 6
2. want to be 3. 'm planning to start 4. choose to play 5. would like to make 6. decided to study 7. need to take

Exercise 7
2. a 3. b 4. b 5. b 6. a 7. a 8. b

Exercise 8
1. 'd like to clean 2. want to hang out; suggest calling; 'd like to meet 3. do you enjoy doing; to go bike riding 4. to get; to ask; walking; feeding

Page W7

Exercise 9
2. My dad says he really needs to get enough sleep. He doesn't like feeling tired in the morning.
3. My doctor told me I need to get plenty of exercise, but I can't stand going to the gym.
4. We all should stop eating so much junk food. It's OK to eat it sometimes, but not always.

Exercise 10
2. T 3. T 4. F 5. F

Exercise 11
1. b 2. b 3. a 4. b 5. a 6. a

Unit 3

Page W8

Exercise 2
2. Before my mom and dad met, my mom was studying to be a nurse.
3. When my sister and brother were little, we got our first computer.
4. Twenty years ago, we got all our news from newspapers. 5. When my grandparents were children, TV images were in black and white. 6. My sister and I left everything until the last minute when we were younger. 7. People didn't have cars before the 20th century.

Exercise 3
2. than 3. than 4. as 5. as 6. than

Exercise 4
2. are as hungry as; isn't as early as
4. was as good as 5. aren't as friendly as

Page W9

Exercise 5
1. is as tall as 2. isn't as old as
3. isn't as big as 4. is as long as
5. isn't as cute as 6. aren't as hard as

Exercise 6
2. didn't use to 3. didn't use to
4. used to 5. didn't use to
6. didn't use to 7. used to 8. used to

Page W10

Exercise 7
2. I didn't use to have many friends. I used to have a dog. 3. We used to live in a house, not an apartment. 4. Our family used to have a wall phone. We didn't use to have cell phones.

Exercise 8
2. silly 3. serious 4. kind of boring 5. interesting

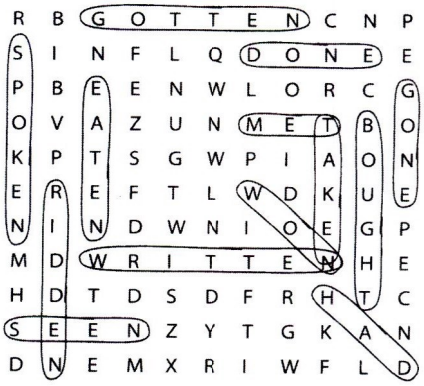
Exercise 9
2. b 3. a 4. a

Unit 4

Page W11

Exercise 2
Across: 1. brave 7. introvert 8. optimist
Down: 2. calm 3. pessimist 4. extrovert 5. cautious 6. nervous

Exercise 3
2. bought 3. done 4. eaten 5. gotten 6. gone 7. had 8. met 9. ridden 10. seen 11. spoken 12. taken 13. won 14. written



Page W12

Exercise 4
2. has been 3. haven't drunk 4. has had 5. Has; ridden 6. have gone

Exercise 5
2. have gone; went 3. sent; has sent
4. have visited; went 5. have eaten; ate

Exercise 6
2. Has Will Smith ever been; he has; 's been
3. Has your teacher ever met; he never has
4. Have your teammates ever practiced; they never have
5. Have you ever made; I have

Page W13

Exercise 7
2. F 3. NI 4. NI 5. T

Exercise 8
2. Yes, I have. 3. What was it? **4.** I sang in a contest on TV. 5. No way! 6. No, really! I sang two songs. **7.** Wow! That's amazing. You're such an extrovert! 8. You think so? 9. Totally!

Exercise 9
2. b 3. a 4. a 5. a 6. b

Unit 5

Page W14

Exercise 2
2. take medicine 3. have a cough
4. have a rash 5. get braces
6. get a filling

Exercise 3
2. the funniest; 've ever seen
3. the nicest; 've ever met
4. the worst; 've ever eaten
5. the juiciest; 's ever bought
6. the most beautiful; 's ever painted

Page W15

Exercise 4
1. just 2. already 3. yet; already
4. yet; just 5. already; already; yet.

Exercise 5
1. already 2. already; yet 3. already; yet. 4. yet; already

Exercise 6
1. They've already met three times.
2. Have you already finished the homework for math class?; I've just started it.
3. Has your dad left the office yet?; He's just texted me.

Page W16

Exercise 7
2. b 3. a 4. b 5. a

Exercise 8
2. rash I've ever had 3. I'm sorry
4. a check-up 5. have a sore throat
6. sore throat I've ever had 7. bad
8. a vaccination

Exercise 9
2. b 3. a 4. a

Unit 6

Page W17

Exercise 2
2. Canyon 3. Valley 4. Forest
5. Waterfall 6. Volcano 7. Glacier
8. River 9. Jungle 10. Desert

Exercise 3
2. visited 3. have been 4. Did you go
5. has been 6. have had 7. has been
8. decided

Page W18

Exercise 4
2. For; in 3. in; for; since

Exercise 5
2. We haven't gone scuba diving for three years.
3. Machu Picchu has been a World Heritage Site since 1983.
4. The Great Pyramids of Egypt have been there for thousands of years.
5. Brasilia has been the capital of Brazil since April 21st, 1960.

Exercise 6
2. How long has Ryan had his new tablet?
3. How long has your sister played on the team?
4. How long has your family lived in your apartment?

Page W19

Exercise 7
2. a, c 3. f, g 4. b 5. d

Exercise 8
2. Only for about 20 minutes. What happened?
3. I'm really sorry! My mom drove me here, but there was a lot of traffic.
4. Don't worry. No problem.
5. Have we missed the tour? I really wanted to see this place!
6. Well, we missed the 10:00 tour. But it's OK. The next one's at 11:30.
7. Oh, that's perfect! Let's get tickets.

Exercise 9
2. b 3. a 4. b 5. a

Unit 7

Page W20

Exercise 2
2. diving 3. hurdles 4. weightlifting
5. judo 6. sailing 7. high jump
Mystery statement: I love the Olympics

Exercise 3
2. has to 3. Do; have to 4. doesn't have to 5. does; have to 6. has to
7. don't have to 8. Does; have to

Page W21

Exercise 4
2. has to go 3. has to call 4. doesn't have to make 5. has to shop
6. doesn't have to practice 7. has to be

Exercise 5
2. Where do we have to go for boxing practice today?
3. What number do I have to call?
4. But do we have to get the tickets so early?

Exercise 6
2. c 3. b 4. c 5. a

Page W22

Exercise 7
2. We don't have to be in school tomorrow morning.
3. Elaine doesn't have to go to work today. She can stay home.
4. Do you have to get up early on weekdays?
5. If you want to see the game, you must have a ticket.

Exercise 8
2. F 3. F 4. F 5. T

Exercise 9
2. Are you sure?
3. Definitely. It says, "Campers must bring their own tent. No rentals."
4. Well, what are we going to do?
5. We'll just have to go hiking instead of camping.
6. OK. That sounds like a plan!

Exercise 10
2. a 3. b 4. a

Unit 8

Page W23

Exercise 2
2. pick up litter 3. recycle bottles
4. reuse shopping bags

Page W24

Exercise 3
2. In our school, students are supposed to pick up litter.
3. At home, we're supposed to use less water and electricity.
4. In our school, we aren't supposed to eat snacks in class.

Exercise 4
2. a 3. b 4. a 5. a

Exercise 5
2. might buy 3. might make 4. might not ride 5. might go 6. might not take

Page W25

Exercise 6
2. NI 3. T 4. F 5. T 6. T

Exercise 7
2. Not much. Hey, Chris, did you throw your soda can in the garbage?

3. Oops. I guess I did. I was talking on the phone, and I forgot.
4. Don't worry. Sometimes I forget, too.
5. Well, thanks for reminding me. I know we're supposed to recycle cans.
6. Actually, it might be a good idea to put up a note.

Exercise 8
2. a 3. b 4. b 5. a

Unit 9

Page W26

Exercise 2
on my skin: deodorant, face wash, makeup, shaving cream, soap, sunscreen
on my hair: hair gel, hair spray, shampoo
on my hands and feet: nail polish, sunscreen
on my teeth: toothpaste

Exercise 3
Down: 1. nail polish 2. deodorant 4. face wash 5. makeup
Across: 3. soap 6. toothpaste 7. hair spray 8. shampoo

Page W27

Exercise 4
2. b 3. c 4. c 5. a 6. b

Exercise 5
2. didn't they? 3. aren't there? 4. doesn't she? 5. wasn't it? 6. weren't we?

Exercise 6
2. f 3. e 4. a 5. d 6. c 7. g

Page W28

Exercise 7
1. isn't it 2. wasn't it; was it 3. didn't you 4. weren't they

Exercise 8
2. perfect skin 3. That's crazy. 4. Peter 5. They say it's guaranteed.

Exercise 9
2. b 3. a 4. b

Unit 10

Page W29

Exercise 2
2. tease 3. bully 4. gossip 5. ignore 6. tell a lie

Exercise 3
2. a 3. a 4. a 5. b 6. a

Page W30

Exercise 4
2. anything 3. something 4. nothing 5. something 6. anything

Exercise 5
1. something 2. something; something 3. someone; Someone 4. Someone; anything 5. anyone; anything

Page W31

Exercise 6
2. a 3. b 4. d

Exercise 7
2. What?
3. Mark and his friends were bullying Victor after school today, and no one said anything.
4. Really? What happened?
5. Mark told Victor to give him some money. But when Victor said no, Mark and his friends threatened him.
6. That's terrible! Well, it's not too late. You should tell someone.
7. You're right. I will.

Exercise 8
2. a 3. b 4. a

Unit 11

Page W32

Exercise 2
Down: 1. shoplifted 2. robbed 3. pickpocketed
Across: 4. broke 5. cheated 6. stole 7. vandalized 8. snatched

Exercise 3
2. is pickpocketing 3. is breaking into 4. is robbing 5. is vandalizing 6. is snatching

Page W33

Exercise 4
2. Hey! That's ~~that~~ the laptop that someone stole ~~it~~ yesterday!
3. Isn't this the earring that you lost ~~it~~ a year ago?
4. Are those the two friends who you were telling me about ~~them~~ this morning?
5. Hey, that's the waterfall that we visited ~~it~~ last April.
6. These are the cameras that we saw ~~them~~ on TV.

Exercise 5
2. that is down the street
3. who took my backpack
4. who threatened their friend
5. that someone stole yesterday

Exercise 6
2. Is that the dress that you bought online?
3. Is Max the friend who you called this morning?
4. Is she the actor who's in that new action movie?
5. Who is the doctor who took your X-rays?

Page W34

Exercise 7
2. b 3. a 4. b 5. a

Exercise 8
2. Are you sure someone took it?
3. Positive! It was in my backpack, and now it's gone!
4. Wait a minute. Didn't Jan borrow it this morning?
5. Oh, you're right. I forgot.
6. You should call Jan now and make sure. OK?
7. OK. I will.

Exercise 9
2. a 3. b 4. a 5. a 6. b

Unit 12

Page W35

Exercise 2
2. remember; dead 3. take; day off 4. send cards 5. watch; parade; watch fireworks 6. give; gift 7. wears; costume

Exercise 3
2. when people celebrate by flying giant kites
3. where people throw tomatoes at each other
4. when people watch fireworks and parades

Page W36

Exercise 4
2. This is the place where the school soccer team practices.
3. Canada and the U.S. are the two countries where you can see Niagara Falls.
4. 2010 was the year when the World Cup was in South Africa.
5. Australia is the only place where you can see kangaroos that aren't in a zoo.
6. March, April, and May are the months when most tornadoes occur in the U.S.

Exercise 5
2. each other 3. herself 4. each other 5. ourselves 6. each other

Page W37

Exercise 6
2. They go to the beach.
3. They always eat a lot and relax.
4. They sometimes play volleyball or sing songs.
5. They usually watch fireworks.

Exercise 7
2. Nothing special. My mom has the flu, so we're going to stay home this year.
3. Oh, that's too bad. How do you usually celebrate the holiday?
4. Well, we usually go into the city and watch the parade. After that, we eat at a restaurant. What about your family?
5. My family? We do almost the same thing.
6. That's great. Well, have a happy holiday!
7. Thanks! You, too.

Exercise 8
2. b 3. b 4. a 5. b

Word List

A

a couple of
a little
a lot
about
accidental
according to
acting
active
ad
addiction
adventurous
advertisers
advertising
affect
afraid
age group
ago
air pollution
airport
all the time
alligator
already
aluminum
animal
anonymously
appear
appearance
appointment
areas
around the world
arrive
as a matter of fact
as well
assignments
at the same time
athletics
ATM
attractive
avoid
aware

B

back
backache
backpack
bad
bad at
bad luck
bag
bathing suit
be home
be supposed to
beard
beat
behavior
believe
bell-bottom pants
black belt
block
blogging
bobsledding
body lotion
boring
borrow
boxing
braces
brand
brave
break in
buddy
bully
bullying
burglar
burglary
burn
by hand
by the way

C

called
can
canyon
capital
carbon dioxide
careful
cell phone
cemetery
certain
chat
cheap
cheat
check out
check-up
chemical
cigarette
circulatory system
claim
cleaning
clear
clear up
clearly
clinic
coach
coffee grounds
cold
college
colorful
comfortable
comment
common
communicate
compost bin
confirm
consulate
container
contest
continue
contribute
cosmetics
costume
cough
crash
crazy about
crime
crime prevention
crossword puzzle
cultural
cupboard
currently
cut down
cyberbullying

D

daily
deal with
decade
decision
deep
dentist
deodorant
desert
design
desk
develop
diet
different
difficult
digital
disability
disbelief
disco music
disease
distraction
divide
diving
dizzy
do the dishes
document
door
downtown
dragon
drama
drums
dry
due
due date
dumplings
DVD player

E

easily
effective
egg shell
electronic products
embarrassing
empty
encourage
encyclopedia
end up
energy
enough
entertainment
entire
entry
envelope
environmentalist
erupt
especially
even if
every
everyone else
everything
exam
excellent
exercise
expect
expedition
expensive
extrovert

F

face wash
factors
factory
facts
fall down
falls
fashion
fashionable
fast
fat
fault
feature
feel better
festival
fever
filling
find
fine
finish
firecracker
fireworks
flash drive
flat-screen TV
flier
flight
flower
flu
fly
flying
food court
forest
forget
fork
fortunately
fridge
front door
fun
funny
future

G

garbage
get to know
get together
gift
glass
go for a walk
go from door to door
go out
go running
golf
gone
good
good at
good luck
gossip
grateful
grave
guaranteed
gullible
guy

H

habits
hair care

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hair gel
hair spray
hair style
half hour
hall
hang out with
hardly ever
harm
have a look
have a snack
have something in common
have to
health
healthy
heart
Hello!
help
hide
high jump
hike
historical
hit
hobby
holiday
hoodie
horse
humidity
hurdles
hurtful
hygiene

I

I guess
ice
ice skating
idea
ignore
illogical
impossible
in a day or two
In addition,
in control
in front of
in general
in order to
in public
in the old days
in their teens
in town
insect
inside
instead
instructions
interests
interview
introduce
introvert
invent
irritate
island

J

jewelry
judo
jump
jungle
junk food
just plain

K

kayaking
keep
keep track of
kind of
know

L

lake
landfill
laugh
lazy
leave
leave something on
leftover
let
Let's face it.
letter
lie
life
light
lights
limits
liquids
litter
little
locker room
lonely
long
long jump
look for
lose
lose interest
lose weight
loud
lower
lungs

M

make a mistake
make friends
make it
makeup
manage
material
maybe
meal
mean
medicine
member
messy
metal
methane gas
might
miracle
mirror
mixture
modern
money
motivate
motorcycle
mountain
move
mp3 player
multiply
muscles
museum
must
mustache

N

nail polish
natural
nature
nauseous
near
need to
negative impact
nervous
nevertheless
newspaper
next time
nickname
no good at
not necessarily
not that good
not work
not yet
note

O

ocean
older
on average
on behalf of
on my way home
once in a while
online
Oops!
Open wide
optimist
organized
out
outdoor
outside of
overweight

P

pamphlet
paper
paper bag
parade
participate
passenger
pay attention
personal care
personal information
pessimist
pet
photographer
photography
pick on
pickpocket
pieces
pimple
plan
plastic
plate
platform shoes
play
play a joke on someone
player
plenty
pollute
pop-ups
popular
possession
possible
post
powder
practice
prefer
prepare for
presentation
printer
probably
produce
product
product placement
program
project
promise
promote
protect
public health
public speaking
push
put
put things together
put up
puzzle

Q

quietly
quit

R

race
rafting
rain
rarely
rash
rat
rather than
realistic
reason
recently
recognize
recommendation
recyclable
recycle
recycling bin
reduce
refreshments
regular
regularly
remember
remind
reply
report
respond
restaurant
rested
reusable
reuse
rice cakes
ride
rob
root for
run
run away
runner

S

sad
sailing
salt
Same here.
save money
savvy
scare
scary
scientific
second
secondly
section
see a doctor
send
sensitive
separate

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set off
several
several times a week
shampoo
share
shave
shaving cream
shocked
shoplift
shopping bag
shot
side
sign
since
site
skeptical
skiing
skin
skin care
skip
skull
skyscraper
sled
sleep late
smartphone
smell like
smoke
smoker
smoking
snatch
soap
social life
social media sites
socialize
soil
solve
sore throat
space
speak up
spectacular
spend
spread
stadium
stand up
start a conversation
state
stay up
steal
strange
stretch
stuff
subtropical
succeed
success
such as
sugar
suggest
summarize
summer
sunscreen protetor
sure
surprising
survey
sweet
symbol
symptoms

T

table tennis
take a break
take a stand
take a walk
take away
take forever
take medicine
take notes
take off
take part in
take pictures
take place
talkative
tarantula
tea bag
tease
technique
technology
teenaged
teenagers
tell a lie
temperature
textbook
the baby
the dead
the last minute
thin
threaten
ticket office
tickets
tie
time of year
timeline
times
tips
tired
together
tomato sauce
tons of
too good to be true
too late
too much
toothache
toothpaste
touch
tour
tourist attraction
train
train set
travel agent
trend
try
turn off
type

U

uncomfortable
underarm
underdog
underground
understand
understandable
unfortunately
unhealthy
uniform
until
untrue
upload
upper

V

vaccination
valley
valuable
vandalize
victim
visitors
volcano

W

waste
waste of
watch
waterfall
way
weightlifting
What if...?
whole
wild
willing
wind
windy
winter
wish
wonderful
world famous
worried
worry
worst
would like

X

X-ray

Y

years ago
yell
yet
yoga
youths

Z

zoo

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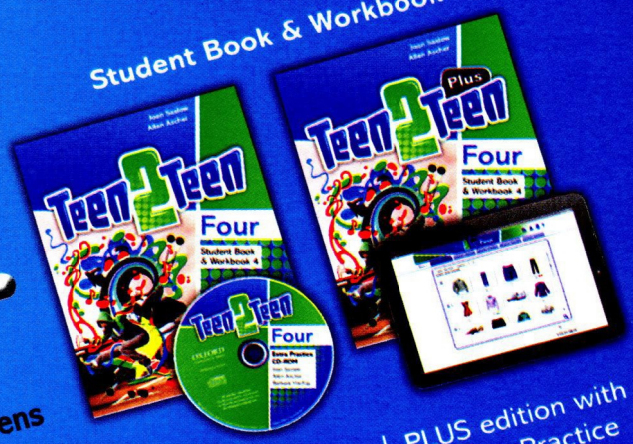

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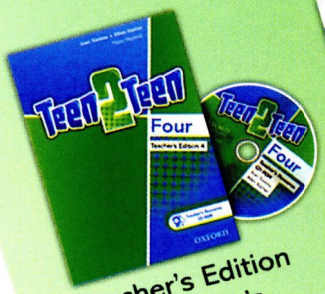

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