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جواب کتابهای (معلم - دانش آموز - ورک بوک)

انواع

Connect

SECOND EDITION

Jack C. Richards
Carlos Barbisan
with Chuck Sandy

Teacher's Edition

2

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Unit 1 All About You and Me

Lesson	Function	Grammar	Vocabulary
Lesson 1 New friends	Asking about others	Negative statements / Questions with the verb <i>be</i>	Name, age, country of origin, likes
Lesson 2 Neighborhoods	Describing your neighborhood	<i>There is / There are... / Is there a / Are there any...?</i>	Recreational, commercial, and public places
Lesson 3 Talents	Describing someone's talents	<i>be good at</i>	Talents
Lesson 4 Our pets	Talking about likes and dislikes	<i>like + a lot / very much / a little don't like + very much / at all</i>	Animals and adjectives to describe them
Get Connected	Reading • Listening • Writing		
Theme Project	Make a poster about things you like and things you're good at.		

Unit 2 Our Lives and Routines

Lesson	Function	Grammar	Vocabulary
Lesson 5 School days	Describing daily routines	Simple present statements with <i>I</i>	Daily routines
Lesson 6 Free time	Asking about free-time activities	<i>Do you + (verb)...?</i>	Free-time activities
Lesson 7 People I admire	Talking about people's lives	Simple present statements with <i>I / he / she</i>	Activities
Lesson 8 The weekend	Talking about weekend activities	<i>doesn't</i>	Weekend activities
Get Connected	Reading • Listening • Writing		
Theme Project	Make a booklet about teachers in your school.		

Unit 3 Sports and Activities

Lesson	Function	Grammar	Vocabulary
Lesson 9 Sports fun	Asking what sports someone does	<i>Does he / she...?</i>	Sports verbs
Lesson 10 Sports equipment	Talking about sports equipment	<i>They + verb: statements / Do they + verb: questions</i>	Sports equipment
Lesson 11 Off to camp	Talking about rules	Imperatives	Camp supplies
Lesson 12 At camp	Talking about when activities happen	<i>What time / When...?</i>	Camp activities
Get Connected	Reading • Listening • Writing		
Theme Project	Make a sports card.		

Unit 4 My Interests

Lesson	Function	Grammar	Vocabulary
Lesson 13 I like music.	Talking about music preferences	<i>her / him / it / them</i>	Types of music
Lesson 14 Let's look online.	Asking about prices	<i>How much is / are...?</i>	Items in a natural science catalog
Lesson 15 Our interests	Talking about free-time activities	<i>like / don't like + to (verb)</i>	Free-time activities and interests
Lesson 16 In and out of school	Talking about habits and routines	Adverbs of frequency	Habits and daily activities
Get Connected	Reading • Listening • Writing		
Theme Project	Make a booklet of advertisements.		

Unit 5 Favorite Activities

Lesson	Function	Grammar	Vocabulary
Lesson 17 In San Francisco	Describing vacation activities	Present continuous affirmative statements	Vacation activities
Lesson 18 At the park	Describing how someone is not following rules	Present continuous negative statements	Rules at a park
Lesson 19 At the beach	Asking what someone is doing	Present continuous <i>Yes / No</i> questions	Beach activities
Lesson 20 At the store	Asking what someone is doing	Present continuous <i>What</i> questions	Store items
Get Connected	Reading • Listening • Writing		
Theme Project	Make a city guide for tourists.		

Unit 6 Entertainment

Lesson	Function	Grammar	Vocabulary
Lesson 21 Where are you going?	Asking where someone is going	<i>Where + (be) ... going?</i>	Entertainment events and adjectives to describe them
Lesson 22 Birthday parties	Talking about special events	Simple present vs. present continuous	Favorite birthday activities
Lesson 23 Let's see a movie.	Talking about types of movies to see	<i>want / don't want + to (verb)</i>	Types of movies
Lesson 24 In line at the movies	Asking what someone looks like	<i>What</i> questions about people	Adjectives to describe appearance
Get Connected	Reading • Listening • Writing		
Theme Project	Make a weekend activity poster.		

Unit 7 What We Eat

Lesson	Function	Grammar	Vocabulary
Lesson 25 I'm hungry!	Talking about food	Countable and uncountable nouns	Food
Lesson 26 Picnic plans	Asking about quantities	<i>How much / How many...?</i>	Picnic foods and utensils
Lesson 27 A snack	Planning menus	<i>some / any</i>	Condiments
Lesson 28 On the menu	Ordering from a menu	<i>would like</i>	Menu items
Get Connected	Reading • Listening • Writing		
Theme Project	Make a group menu.		

Unit 8 The Natural World

Lesson	Function	Grammar	Vocabulary
Lesson 29 World weather	Talking about the weather	<i>What's the weather like?</i>	Adjectives to describe the weather
Lesson 30 Natural wonders	Talking about outdoor activities	<i>can</i> (for possibility)	Water and land forms
Lesson 31 World of friends	Asking who does different activities	<i>Who + (verb)...?</i>	Languages and countries
Lesson 32 International Day	Asking about personal information	<i>What + (noun)...?</i>	Numbers 101 +
Get Connected	Reading • Listening • Writing		
Theme Project	Make an informational poster about a country.		

Connect

SECOND EDITION

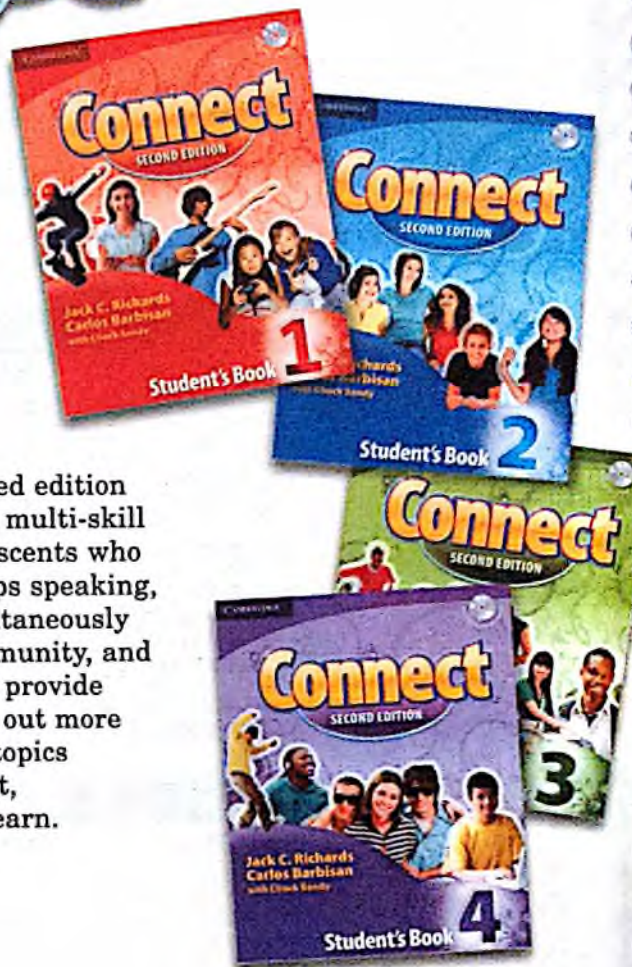
Course description

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

Course principles

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

Motivational strategies	Features
Generate and maintain interest	<ul style="list-style-type: none">• Units are built around contemporary, high-interest topics.• Students can relate all tasks to their own interests and experience.
Promote success	<ul style="list-style-type: none">• Students are provided with adequate preparation and support for tasks throughout the learning process.• Tests and quizzes assess only language that students know and do not assume that students know more.
Promote fun in learning	<ul style="list-style-type: none">• The tasks are varied.• A multitude of games and game-like activities make learning fun.
Provide opportunities for students to speak about themselves	<ul style="list-style-type: none">• The personalization activities provide opportunities for students to use target language to speak about themselves.



Components

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

Student's Book with Self-study Audio CD

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

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

Class Audio CDs

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

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

Workbook

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

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

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

Teacher's Edition

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

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

Teacher Support Site

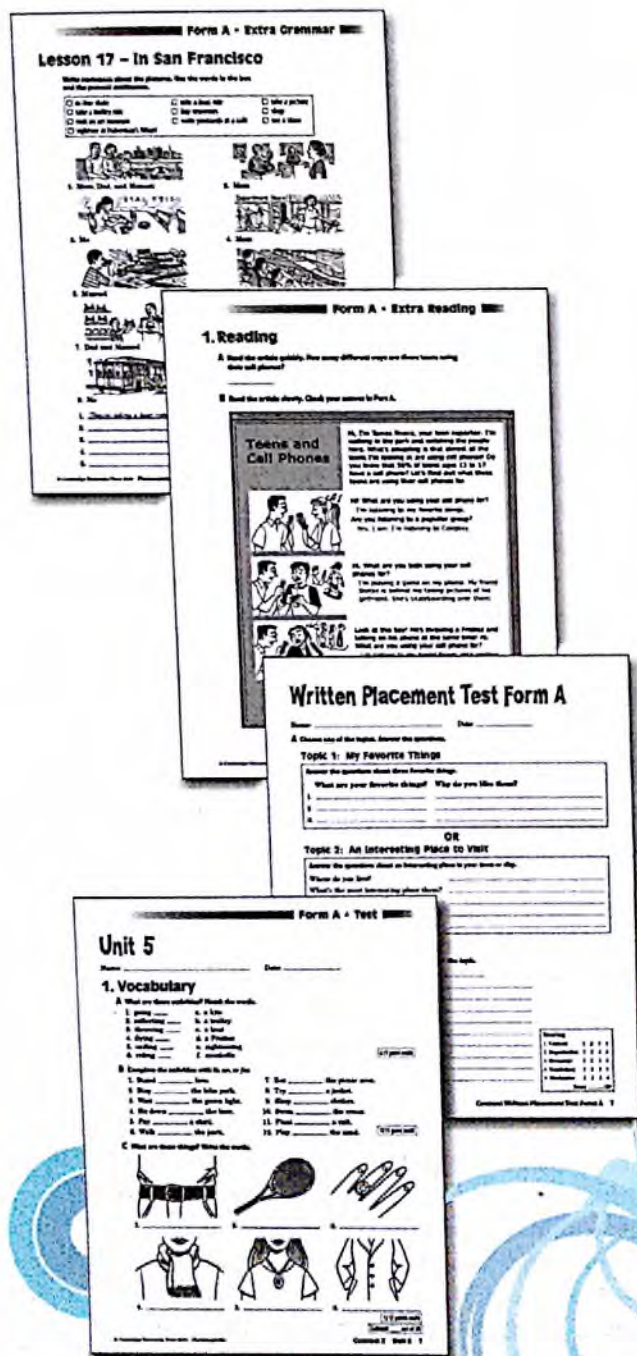
The Teacher Support Site contains a wealth of downloadable support material, including Extra Grammar worksheets, Extra Reading worksheets, Placement Tests, Unit Tests, Oral Quizzes, and Learning Logs.

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

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

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

The following material is found on the Teacher Support Site:



Extra Grammar worksheets

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

Extra Reading worksheets

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

Placement Tests

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

Unit Tests

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

Oral Quizzes

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

Learning Logs

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

Oral Quizzes
Tasks, Sample Answers, and Rating Form

Name _____ Date _____

Note: Multiple answers are awarded by a positive alternative answer as exemplified by a check (✓).

Sample Questions	Sample Answers	Rating	Comments
1. Imagine you're in this room. Pretending to talk with family tell me something you're doing right now. Tell me what a family member is doing. Are you having pictures, shopping for groceries?	1. I'm going shopping. My brother is making a message. The TV is on.	A ✓	
2. How often are you doing right now?	2. I'm doing it every day.	A ✓	
3. How often do you do it at the beach?	3. I go swimming. I don't go shopping.	A ✓	
4. Ask me about what I do at the beach.	4. What do you do at the beach?	A ✓	
5. When you look at people doing things at a park, are you doing anything? Tell me what you're doing.	5. Yes, they are. (She is) running.	A ✓	
6. Imagine you're at a store. Tell me something you're not doing.	6. I'm looking at something. I'm not buying anything.	A ✓	
7. Ask me about a book you're reading in the Student's Book. Ask me what you are not doing. What are you doing? What are you not doing?	7. I'm reading a book. I'm not buying anything.	A ✓	

Unit 5 My Learning Log

A Complete number 1. Then write present continuous sentences for numbers 2-6.

1. I'm _____ my homework right now. I'm not _____.

2. _____

3. _____

4. _____

5. _____

6. _____

B Complete number 1. Then write questions and answers for numbers 2-6.

2. Q: _____ year of studying is the right one? A: Yes, _____.

3. Q: _____ about _____? A: _____.

4. Q: _____ about _____? A: _____.

5. Q: _____ about _____? A: _____.

6. Q: _____ about _____? A: _____.

C Complete numbers 7 and 8. Then write questions and answers for numbers 9-6.

9. Q: What _____ you doing? A: I'm _____.

10. Q: _____ reading? A: Yes, _____.

11. Q: _____? A: _____.

12. Q: _____? A: _____.

13. Q: _____? A: _____.

D Write three words in the correct box. Then add one more word or phrase to each box.

a basket a hat off a basket clothes a teacher a chair

E Review your work in Unit 5. Complete the sentences.

1. There's some important information on Exercise _____ on page _____.

2. There's a funny conversation on Exercise _____ on page _____.

3. What do you think? Circle the words that are in 'learning' / 'difficult' / 'easy' / 'interesting' / 'fun' / 'boring' / 'important' / 'interesting'.

Web-Based Student Arcade Activities

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

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



See www.cambridge.org/connectarcade

Student's Book Unit Structure

• Two language lessons →

• Followed by a mini-review →

• Two more language lessons →

• Followed by Get Connected and a unit review →

At the back of the book

• Game

• Get Connected Vocabulary Practice

• Theme Project

Student's Book Unit Features

Language lessons

Lesson 18 At the park

1 Vocabulary

Ms. Nolan and Mr. Brown take their students to the park. Match the rules in the box to the correct signs in the picture. Then listen and practice.

1. Eat in the picnic area.

2. Sit down in the boat.

3. Throw trash in the trash can.

4. Stand in line.

5. Stay on the bike path.

6. Wait for the green light.



Look at Part A again. Read the sentences and check (✓) T (true) or F (false).

	T	F
1. They're waiting for the green light.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2. Molly and Peter are staying on the bike path.	<input type="checkbox"/>	<input type="checkbox"/>
3. The girls are eating in the picnic area.	<input type="checkbox"/>	<input type="checkbox"/>

2 Language focus

Present continuous: negative statements

I'm not paying attention. You aren't standing in line. He isn't standing in line. We aren't following the rules. They aren't staying on the bike path. aren't = are not isn't = is not

A The students aren't following the rules. Listen and practice.

Ms. Nolan Oh, no. The students aren't following the rules! Look at Dan. He isn't standing in line.

Mr. Brown Hey, Dan! You aren't standing in line!

Ms. Nolan And look at Molly and Peter. They aren't staying on the bike path.

Mr. Brown Molly! Peter! Please stay on the bike path.

Ms. Nolan Oh, no, wait! It's a red light. I'm not paying attention.

Mr. Brown You're right. Now we aren't following the rules!



B Look at the picture in Exercise 1A again. What are the students doing wrong? Complete the sentences. Then listen and check.

- Dan isn't standing in line.
- Molly and Peter _____.
- Fred _____.
- Brad and Jeff _____.
- Lisa _____.
- Nan _____.

3 Listening

How many of the students are doing wrong? Listen and match the two parts of each sentence.

- Nan and Lisa aren't sitting.
- Jeff isn't standing.
- Dan and Fred aren't standing.

- sitting down in the boat.
- eating in the picnic area.
- standing in line.

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





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

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

Lesson 20 At the store

1 Vocabulary

Ana, Clara, Rafael, Zach, and Tommy are at the store. Listen and practice.

1. Ana and Clara are shopping for jewelry. 2. Rafael is trying on a jacket. 3. Zach is paying for a baseball glove. 4. Tommy is looking at comic books.

Look at the items for sale at the store. Listen and practice.

1. a bracelet

2. a coat

3. a tennis racket

4. a surfboard

5. a ring

6. a scarf

7. a necklace

8. a belt

9. a baseball bat

Write the name of each item from Part B in the correct column.

Jewelry	Clothes	Sports equipment
1. bracelet		
2. coat		
3. tennis racket		
4. surfboard		
5. ring		
6. scarf		
7. necklace		
8. belt		
9. baseball bat		

2 Language focus

Present continuous: what questions

What are you doing? I'm looking at everything. What are you doing? We're shopping for jewelry. What's he trying on? He's trying on a jacket. What are they doing? They're looking at comic books.

A Ana sees Zach at the store. Listen and practice.

Zach Hi, Ana. What are you doing? Ana I'm here with Clara. We're shopping for jewelry. How about you? Zach Oh, I'm just looking at everything here. Ana Rafael and Tommy are here, too. Zach Really? What are they doing? Ana Well, Tommy's looking at comic books, and Rafael's trying on clothes. Zach Oh, what's he trying on? Ana He's trying on a jacket. It's red and black. It's really cool. Zach I have a red and black jacket, too. Hey, Rafael! That's my jacket!

B The friends continue to shop. Write questions. Listen and check. Then practice.

- Tommy What's he trying on? (Ana / try on)
- Rafael She's trying on a bracelet.
- Clara We're looking at some jewelry. (you / look at)
- Ana I'm shopping for a surfboard. (you / do)
- Zach I'm shopping for a belt. (Rafael / pay for)
- Clara They're looking at comic books. (Ana and Clara / try on)
- Tommy They're trying on some clothes.

3 Pronunciation

Stress

Listen. Notice the stress. Then listen again and practice.

What are you doing? What's he trying on?
What are you looking for? What's she buying?

4 Speaking

Work with a classmate. Name one of your family members. Then ask and answer questions about what they are doing now. Use the correct stress in the questions.

I have a sister. What's she doing now? She's studying.

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

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

Mini-review

Lessons 12 & 13

Mini-review

1 Language check

A Write the present continuous form of the verbs.

1. sit _____ 4. throw _____ 7. ride _____
 2. skate _____ 5. pay _____ 8. swim _____
 3. wait _____ 6. stay _____ 9. go _____

B Helena and her family are on vacation in New York City. Complete Helena's postcard to her friend Jane.

Dear Jane,

Hello from New York City! Right now, my sister Hannah and I are in Central Park. I _____ (m / am) writing to my friends. Hannah _____ (s / are) taking pictures with her new camera. Dad and my brother Marcos _____ (am / aren't) at the park. They _____ (s / are) visiting a museum. Mom _____ (am / aren't) visiting the museum. She _____ (s / are) buying souvenirs for our friends at home. New York is a great city! We _____ (s / are) having a lot of fun here.

See you soon!
 Helena



Jane Drown
 123 Front Street
 Miami, FL 33123



C Use the cues to write sentences: ✓ = yes, ✗ = no.

1. Joe / wait for the green light (✓)
Joe is waiting for the green light.
2. Alicia / sit down in the boat (✗)
3. Dmitri / stand in line (✗)
4. Ginny / eat in the picnic area (✓)
5. Laura / stay on the bike path (✗)
6. Tony / throw trash in the trash can (✗)

D Look at the photos. What's everyone doing? Correct the sentences.



7:00 a.m.

1. Kate's reading a book. *She isn't reading a book. She's doing her homework.*
2. Rafael's taking a boat ride. _____
3. Claudia's visiting a museum. _____
4. Zach's watching a video. _____

7:00 p.m.

5. Rafael's walking in the park. _____
6. Zach's taking pictures. _____
7. Kate's standing in line. _____
8. Claudia's eating lunch. _____

2 Listening

Kate is busy today. Where is she? Listen and number the sentences from 1 to 4.

- She's in the park. _____ She's at the movie theater. _____
 She's in a store. _____ She's in school. _____

Go to page 138 for the answer.

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

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

Get Connected

Get Connected UNIT 5

Read

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

- It's Paulo's third trip to Japan. _____
- Okayama is a really beautiful city. _____
- The apples in Okayama are delicious. _____

Our Trip So Far
 Dear Rodrigo,
 Today is my family's third day in Japan, and we're really enjoying our trip. Right now, I'm sitting in a park and writing about our trip so far. Today, we're in Okayama. There are many interesting things here - museums, a castle, parks, shops, and restaurants. It's a really beautiful city.

We're near the castle right now. My mother is looking at everything and taking pictures. Oh, and my father's buying souvenirs - some postcards and some books. My sister's with him. She's standing in line, but she isn't buying souvenirs. She's buying tickets for a show tonight - a traditional Japanese play. Cool!

In the shop next to me, people are buying Monchuro (Flash Dry) dolls. Monchuro is an important toy in some old Japanese stories. He's from Okayama. And the pastries in Okayama are famous. They're delicious. I'm eating one now. Talk to you later!

Dye-bya
 Paulo

B **Read the letter slowly. Check your answers in Part A.**

C Answer the questions.

- Is Paulo's family enjoying their trip? *Yes, they are.*
- What's Paulo doing? _____
- Is his mother taking pictures? _____
- Is his father buying tickets for a play? _____
- What's his sister doing? _____

Listen

I'm really bored.

A Listen. Luisa and Matt talk about a vacation. Listen and answer the questions.

- Is Matt enjoying the trip? *She is not.*
- What's Matt doing? _____
- Is Matt's father collecting seashells? _____
- Is Timmy swimming in the ocean? _____
- What are Matt's mom and sister buying? _____
- What are Matt's grandparents doing? _____

B What do you think? Answer the questions.

- Do you think family trips are fun? _____
- Do you think a beach trip is exciting? _____
- Do you think traditional shows are interesting? _____
- Do you think souvenirs are fun gifts? _____

Your turn

A Imagine you and your family are sightseeing on a trip. Answer the questions.

- Where are you? _____
- What's the place like? _____
- Where are you sitting and writing the postcard? _____
- What are your family members doing? _____
- Are you and your family enjoying the trip? _____

B Write a postcard to your friend about your trip. Use the answers in Part A to help you.

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

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

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

Review

Unit 5 Review

Language chart review

Present continuous statements	
Affirmative	Negative
I'm buying a bracelet.	I'm not looking at souvenirs.
You're standing in line.	You aren't eating lunch.
She's walking in the park.	She isn't sleeping.
We're having a picnic.	We aren't sitting at the beach.
They're visiting a museum.	They aren't taking a boat ride.

A Complete the stories. Be sure to use the correct forms of the verbs and verb phrases.

Story 1

Hi! I'm Rachel. am not going to school, I / not / go to school today. _____ I / hang out with my friend, Lissa, today. _____ we / go sightseeing in the city. Right now, _____ we / visit a museum. _____ (Lissa / buy) souvenirs, and _____ I / stand in line. I'm really thirsty, so _____ I / have a soda. _____ (Lissa / eat) an ice-cream cone while we wait to go into the museum.

Story 2

Some people _____ (see) a show, but one man _____ (not / listen) to the actors. He _____ (not / follow) the theater's rules. He _____ (not / throw) his trash in the trash can. Another man _____ (not / watch) the show. He's asleep!



Language chart review

Present continuous for / do and do not questions

Are you listening to music? Yes, I am. / No, I'm not.	What are you listening to? I'm listening to my new CD.
Is he walking in the park? Yes, he is. / No, he isn't.	What's he doing? He's walking in the park.
Are they trying on clothes? Yes, they are. / No, they aren't.	What are they trying on? They're trying on coats.

B Look again at Part A. Write questions and answers.

- Rachel and Lissa / visit a museum today
Q: Are Rachel and Lissa visiting a museum today? A: Yes, they are.
- Lissa / stand in line
Q: _____ A: _____
- Rachel / wear jeans
Q: _____ A: _____
- the people / see a show
Q: _____ A: _____
- the man / talk on the phone
Q: _____ A: _____

C Write questions to complete the conversations.

- A: What are your friends doing?
B: My friends? They're throwing a Frisbee in the yard.
- A: _____
B: No, we aren't eating. We're doing homework.
- A: _____
B: He's wearing jeans.
- A: _____
B: My mom's painting the kitchen.
- A: _____
B: I'm eating a sandwich. I'm hungry!
- A: _____
B: They're listening to rock music.

Go to page 180 for the

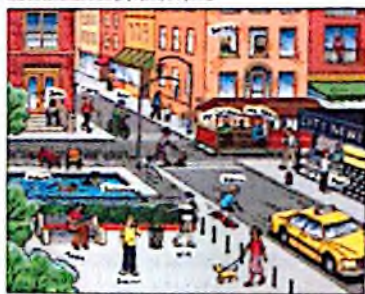
Language chart review Summarizes and provides further review and practice of the grammar introduced in the unit.

Review tasks Provides additional practice of the unit grammar and vocabulary.

At the back of the book

Unit 5 Game What are they doing?

A Look at the picture for one minute. Then cover the picture, and read the sentences. Check (✓) if true or F (false).



- Paul is buying a beautiful glass.
- Sarah is watching TV.
- Sam is wearing a hat.
- Ann is buying books.
- Mike is throwing trash at the beach.
- Mr. Lee and Mr. Carlson are taking pictures.
- Steve is talking on the phone.
- Adam and Suzanne are exercising.
- Karen is playing the violin.

B Mark with a checkmark. Cover your book. Turn the answer's book to open. How many things can you remember from the picture? Tell your classmates. Your classmates have Yes or No. Their partner rates.

✓ Mike is playing the violin. No, he isn't. He's listening to music.

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

Unit 5

- Circle the correct words to complete the sentences.
- My little sister has a lot of very cute (toy / perfect) _____.
 - We have plans to walk around in that old / play / center. It's very big.
 - I love this candy. It's traditional / delicious!
 - Buy two (ticket / bills) at the movie theater.
 - Let's dance to this (delicious / traditional) Mexican song.
 - The actors in that (music / play) are very good.
 - Apples, bananas, and candy (perfect) are healthy foods.

Unit 5

- Complete the sentences with the words in the box.
- better (s) visit (s) talk (s) push (s) enough (s) visit (s)
- That _____ is for Ken's new radio-controlled airplane.
 - I want to buy two _____ of pictures to make some photos called _____ give to my _____.
 - Do you like _____ on your papers?
 - My mother isn't heavy like only _____ 120 pounds.
 - My aunt and uncle live on a _____ They have lots of animals.

Get Connected Vocabulary Practice

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

Unit 5

Theme PROJECT Make a city guide for tourists.
Theme: Cityliving
GOAL: To create a brochure of your city or town for possible information for visitors.

At Home

Read about Julia's favorite places in New York.

Today, I am with my friends at South Street Seaport. There are many things to do here. There are people taking a boat ride. Over there, some people are watching some performance. Right now, we're visiting a museum. It's really interesting.



What are two of your favorite places in your city? Write their names. Then write three things you do in each place. Use your dictionary, if necessary.

Place	Things
1. _____	1. _____
2. _____	2. _____
3. _____	3. _____

Draw pictures or bring photos of the places and the activities to class.

In Class

Look at all the places. Choose two places.

Make a page for each place. Use the sample page as a model.

Choose a group leader. Present your places and activities to another group.

This is Central Park. There people are walking on a path. There people are _____.

Give your group's pages to the teacher. The teacher staples together the pages.

Pass around the guide. What are your favorite activities? Why?



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

Teaching Tips

A Teaching tips for the classroom

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

www.cambridge.org/connect2e/teacher

Giving, modeling, and checking task instructions

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

Error correction

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

Use of native language

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

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

B Tips for large class management

General tips

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

Tips for pair and group work

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

C Tips for multilevel class management

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

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

D Tips for establishing and maintaining discipline

Teacher's role

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

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

Tips for resolving discipline problems

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

New friends

1 Vocabulary review

A Read about the new students at Kent International School. Then listen and practice.

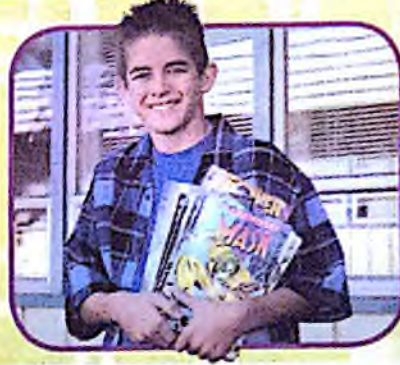
New Students at Kent International School



I'm Zach. I'm from the U.S., and I'm 12. I like baseball and volleyball.



Hello. I'm from Puerto Rico. My name is Ana, and I'm 13. I like movies and concerts.



My name is Tommy. I'm from Australia. I like music and comic books. I'm 13.



Hi. I'm Kate. I'm 13. I'm from Canada. I like computers and math.



Hello there! My name is Claudia. I'm 13. I'm from Colombia. My favorite sports are Ping-Pong and tennis.



My name is Rafael. I'm from Brazil. I like soccer and video games. I'm 13.

B Complete the chart with information from Part A.

Name	Age	Place	Likes
1. <u>Claudia</u>	<u>13</u>	<u>Colombia</u>	<u>Ping-Pong and tennis</u>
2. <u>Rafael</u>	<u>13</u>	<u>Brazil</u>	<u>soccer and video games</u>
3. <u>Zach</u>	<u>12</u>	<u>the U.S.</u>	<u>baseball and volleyball</u>
4. <u>Kate</u>	<u>13</u>	<u>Canada</u>	<u>computers and math</u>
5. <u>Ana</u>	<u>13</u>	<u>Puerto Rico</u>	<u>movies and concerts</u>
6. <u>Tommy</u>	<u>13</u>	<u>Australia</u>	<u>music and comic books</u>

This lesson reviews and practices vocabulary and expressions for introducing oneself, and asking and answering questions with the verb *be*.

1 Vocabulary review

This exercise reviews and practices vocabulary and expressions for introducing oneself.

A CD1, Track 2

- Have students quickly look through their Student's Book. Explain that, as in Student's Book 1, there are 8 units and that each unit contains 4 lessons. There is a mini-review in the middle of each unit, a "Get Connected" lesson (reading, listening, and writing practice), and a review at the end. Tell them that there are six new characters in this level. Encourage students to ask any questions they may have about *Connect*.
- Have students read the directions and the title and then look at the photos. Ask: *Who are the people in the photos?* (New students at Kent International School.)
- Have students read the captions. Then have them close their books. Say the characters' names, one by one, and ask students what they remember about each character.
- Play the recording. Students listen and read along.

Audio script

Same as the captions in the Student's Book.

- Play the recording again, or model the captions. Students listen and repeat.
- **Optional** Ask volunteers to stand and introduce themselves to the class. Ask them to limit their introductions to name, country of origin, age, and interests. Students may also do the introductions in pairs.

Teaching Tip

Conduct as much of your lesson in English as possible. Start using classroom commands on the first day of class. Tell students not to worry if they do not understand completely. Encourage them to guess by paying attention to the context of the language.

B

- Have students read the directions. Ask: *Where is the information for the blanks in the chart?* (In the captions in Part A.) Students work individually to complete the exercise. While they are doing this, copy the chart onto the board. Then circulate, monitoring and helping students fill in the chart.
- Check answers with the class. Invite volunteers to fill in one blank each in the chart on the board.
- **Optional** Invite a volunteer to stand and make an introductory statement – for example, *I'm from Japan*. Ask another student to stand. Tell the second student to convert the first student's sentence into the third person singular – for example, *He's from Japan*. Invite pairs of volunteers to continue the activity.

2 Language focus review

This exercise reviews and practices negative statements and questions with the verb *be*.

A

- **Language Chart** Have students study the examples in the language chart. Focus students' attention on the negative statements and the use of *not*.
- Focus students' attention on the question-and-answer patterns. Ask: *Where is the verb be in the question?* (At the beginning of the question in *Yes / No* questions, and after the question word in information questions.) *Where is it in the answer?* (After the pronoun.) Then focus their attention on the contractions. Call out the contractions, one by one: *she's, who's, they're, name's, what's, it's, when's, where's, I'm, he's*. Students respond with the full form.
- Focus students' attention on the words in bold. Write *Who, What, When, Where, and How old* on the board. Point to each question word and ask what kind of information it calls for. (*Who*: people; *What*: names, objects, colors, animals, etc.; *When*: time; *Where*: places; *How old*: ages.)
- Model the examples, pausing for students to repeat.
- **Optional** Invite three volunteers to come to the front of the room. Give each student a piece of chalk or a whiteboard marker. Tell the students to listen and write *Who, What, When, Where, or How old*. Say: *She's my mother*. The first student to write *Who* becomes the "teacher." Ask that student to invite three new students to the front to continue the activity.

B CD1, Track 3

- Focus students' attention on the conversation. Have them read the first two lines. Ask: *Are Zach and Ana meeting for the first time?* (Yes.)
- Remind students that in this type of exercise, they should pick the correct answer from the choices in parentheses.
- Explain *actually*.
- Have students read the conversation. Students work individually to complete the exercise.
- Have students check their answers in pairs.
- Play the recording. Students listen and verify their answers.

Audio script

Same as the conversation in the Student's Book.

- Check answers with the class. Invite volunteers to read aloud one sentence each.
- Play the recording again, or model the conversation. Students listen and repeat.
- **Optional** Have students practice in pairs.

3 Speaking

This exercise reviews Student's Book 1 vocabulary, and questions and answers with the verb *be*.

- Have students read the directions and the example conversation. Demonstrate the task with two volunteers.
- Invite three other volunteers to demonstrate the task for the class with a version of their own (other than the Student's Book example).
- Have students work in groups of three. Students do the task three times so that each student has a chance to ask and answer questions.
- Invite volunteers to tell the class the things they were thinking about.

Workbook

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

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

Extra Grammar

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

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

2 Language focus review

A Review the language in the chart.

Negative statements / Questions with the verb <i>be</i>		
She's not my art teacher.	They're not my classmates.	My name's not Anita.
Who's she? She's my math teacher.	Who are they? They're my friends.	What's your name? My name's Ana.
It's not in July.	It's not in Brazil.	I'm not from São Paulo.
When's your birthday? It's in November.	Where's San Juan? It's in Puerto Rico.	Where are you from? I'm from San Juan.
He's not fourteen.	Is he nice? Yes, he is. No, he's not .	Are you in her class? Yes, I am. No, I'm not .
How old is he? He's thirteen.		

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

Zach Hi. What's (What's / Where's) your name?

Ana My name's Ana. I'm (I'm / He's) from San Juan.

Zach Hi, Ana. My name's Zach.

So, where's (who's / where's) San Juan?
Is (Is / Are) it in Brazil?

Ana No, it's not (it's / it's not). It's in Puerto Rico.

Zach Oh, right. How old are (is / are) you, Ana?

Ana I'm 13. My birthday is in May.

When's (Where's / When's) your birthday?

Zach It's in June. Hey, who's (who's / what's) she?

Ana She's (They're / She's) my math teacher, Mrs. Archer.

Zach Are (Are / Is) you in Ms. Kelley's science class?

Ana No, I'm not (she's not / I'm not). I'm in Mr. Perez's class.

Zach Is (Is / Are) he nice?

Ana Yes, he is. Actually, he's (I'm / he's) my father.



3 Speaking

Think of a country, a hobby, or a school subject. Give clues. Your classmates guess.

You It's a country. It's not the U.S.

Classmate 2 Is it Canada?

Classmate 1 Is it Peru?

You Yes, it is!

You No, it's not.

1 Language focus review

What are Carson's and Johnny's neighborhoods like? Look at the pictures, and complete the sentences. Then listen and check.

There is / There are . . .

There's a park. / There's no park.

There are basketball courts. / There are no basketball courts.

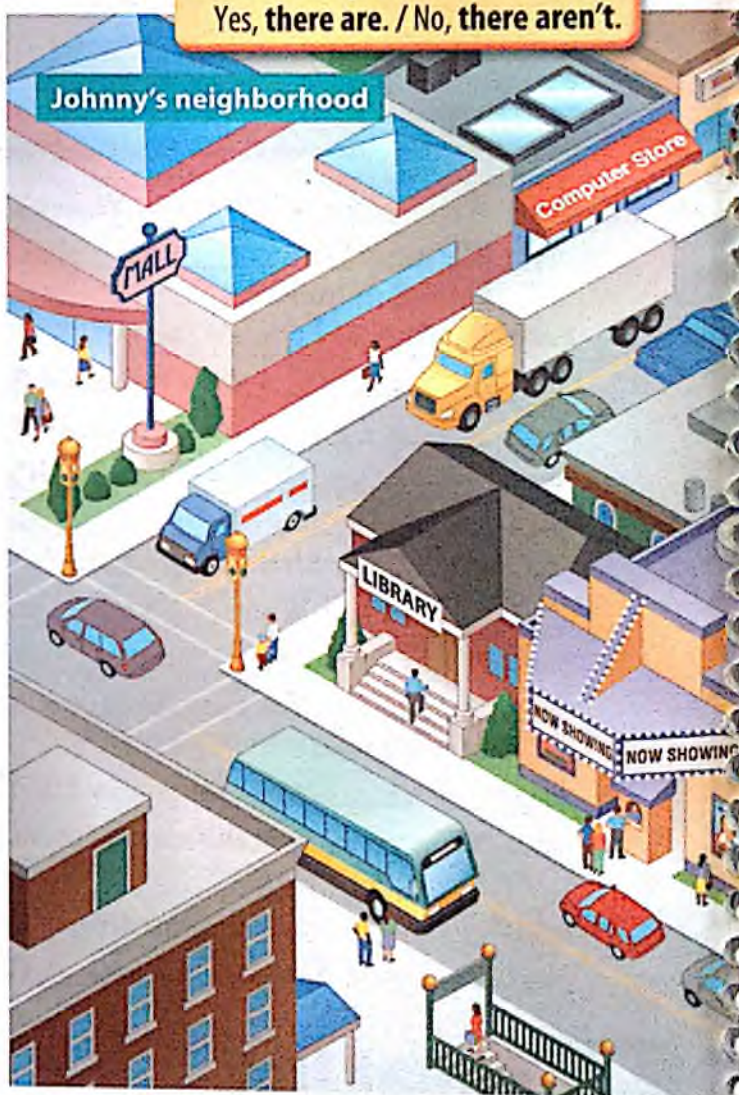
Is there a / Are there any . . . ?

Is there a mall?

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

Are there any stores?

Yes, there are. / No, there aren't.



Carson's neighborhood

1. There's a beautiful park.
2. There are two tennis courts.
3. There are no basketball courts.

Johnny's neighborhood

4. There's no gym.
5. There are many stores.
6. There's a big mall.

This lesson presents and practices the names of common recreational, commercial, and public places found in most American neighborhoods. It reviews *There is / There are . . .* and *Is there a / Are there any . . .*?

Review of Lesson 1

- Write four statements on the board: *I'm thirteen. It's in May. I'm from Puerto Rico. I like soccer.* Invite volunteers to make *Wh-* questions for the statements. Write them on the board. (How old are you? When's your birthday? Where are you from? What do you like?)
- Ask a volunteer, Classmate 1, to come to the front and face the board. Ask another volunteer, Classmate 2, to stand up at his or her desk. Classmate 1 guesses the identity of Classmate 2 by asking questions like the ones on the board. Classmate 2 may use a disguised voice when answering. Classmate 1 asks up to five questions and then guesses Classmate 2's identity. Play once more with two new volunteers.
- Invite a volunteer to introduce himself or herself to the class using four or five statements about name, age, country of origin, month of birth, and favorite activities. Make corrections by modeling the statement correctly.

1 Language focus review

This exercise practices and reviews *There is / There are . . .* and *Is there a / Are there any . . .* in combination with places in the neighborhood.

CD1, Track 4

- Focus students' attention on the pictures. Explain that many students in the U.S. live in either urban or suburban neighborhoods. Have students identify the places and facilities familiar to them in the two neighborhoods. Write the singular nouns in one column and the plural nouns in a second column on the board.
- Ask: *Is there a mall in Carson's neighborhood?* (No.) *Are there stores in Johnny's neighborhood?* (Yes.)
- **Language Chart** Have students study the examples in the language chart. Focus students' attention on the statements. Ask: *Why do some of the statements use is and some are?* (Singular nouns use the verb *is* and plural nouns use *are*.) Point out that the negative statements use *no* instead of *not* before the place or facility.
- Continue on to the question-and-answer pattern. Ask: *Where are is and are in questions?* (At the beginning, before *there*.) *Where are is and are in statements?* (They follow *There*.)
- Focus students' attention on the contractions in the negative responses. Ask: *What is the full form of isn't?* (Is not.) *How about aren't?* (Are not.)
- Model the examples, pausing for students to repeat.
- Focus students' attention on the activity at the bottom of the page. Copy the incomplete sentences on the board. Above the sentences on the board, write *There is* and *There are*. Explain to students that these are the words they should use to begin their answers.
- Have students work individually to fill in the blanks.
- Have students check their answers in pairs.
- Play the recording. Students listen and verify their answers.

Audio script

See page T-201.

- Check answers with the class. Invite volunteers to come to the board to write their answers.
- Ask: *Is your neighborhood like Carson's or Johnny's?* Invite one or two volunteers to make both a positive and a negative statement about their own neighborhoods using *There is / There are*.

2 Listening

In this exercise, students listen for the places and facilities in a neighborhood.

CD1, Track 5

- Have students read the directions. Ask students to say what you can buy or do at each of the eight places listed.
- Tell students that they will listen to a conversation between Carson and Johnny about other things found in Johnny's neighborhood. They should check the places that they hear.

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

- Play the recording once. Students only listen.

Audio script

See page T-201.

- Play the recording again. Students listen and check the places they hear.
- Play the recording once again. Students listen and verify their answers.
- Check answers with the class.

3 Speaking

This exercise practices *Is there a / Are there any ... ?*

A

- Focus students' attention on the chart in Part B. Write *Is there a ... ?* and *Are there any ... ?* on the board. Drill students by calling out a series of plural and singular nouns. Students respond with *Is there a* or *Are there any*.
- Have students work individually to complete questions 1 to 6. Invite volunteers to give ideas for questions 7 and 8.
- Check answers with the class. Invite volunteers to come to the board to write one question each.

B

- Have students answer the questions about themselves in the *You* column.
- Have students work in pairs to complete the survey about a classmate.

C

- Have students tell the class about their own neighborhoods using at least one singular and one plural statement. They may use either the positive or negative form. Encourage students to elaborate, making use of the adjectives provided.
- **Optional** Play "Gossip." Divide the class into four or five groups with an equal number of students in each. Whisper a lengthy statement to Classmate 1 in each group – for example, *There are T-shirts on the bed, socks in the drawer, and a lamp on the desk.* (Have the statements written down so that you can check them later.) Tell students that they are not allowed to write down the sentence. Classmate 1 whispers the statement to Classmate 2, Classmate 2 to Classmate 3, and so on. The last student in each group comes to the board and writes what he or she heard. Write the original statement on the board.

Workbook

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

Extra Grammar

Assign the exercises for the Extra Grammar, Lesson 2.

2 Listening

What other places are in Johnny's neighborhood?
Listen and check (✓) the correct places.



music store



video arcade



park



basketball court



swimming pool



library



school



bookstore

3 Speaking

A Complete survey questions 1-6 with *Is there a* or *Are there any*.
Write questions 7 and 8 with your classmates.

B Complete the survey for yourself.
Then ask a classmate the questions. (Answers to the questions will vary.)

Neighborhood Survey	You		Your classmate	
	Yes	No	Yes	No
1. <i>Is there a</i> school?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. <i>Are there any</i> movie theaters?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. <i>Is there a</i> swimming pool?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. <i>Is there a</i> mall?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. <i>Are there any</i> restaurants?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. <i>Is there a</i> library?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. (Answers will vary)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. (Answers will vary)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Is there a school in your neighborhood?

Yes, there is.

C Tell your classmates about your neighborhood.
Use the words below or your own ideas.

big exciting
boring fun interesting great nice
small

There's a big music store in my neighborhood. There are . . .

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

1 Language check

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

A

- Have students read the directions. Explain *bulletin board*.
- Have students study the items on Kate's and Rafael's bulletin boards. Ask: *Where's Kate from?* (Canada.) *What language do both Kate and Rafael study?* (French.)
- Say the following: *Lesson 1, Vancouver, Canada, pages 5 and 6, Happy 13th Birthday, Student of the Month.* As you say them, students point to them in their books.
- Read the statements below. Ask students to say *Yes* if the statement is true, *No* if the statement is false, and *I don't know* if the information is not provided.

Rafael is from Vancouver. (No.)

Kate is 13 years old. (Yes.)

Rafael is in seventh grade. (Yes.)

Kate and Rafael are in the same math class. (No.)

Kate likes soccer. (I don't know.)

- Have students review the Language chart on page 3 of their book. Remind them to use short answers for *Yes / No* questions. Students work individually to complete the exercise by filling in the appropriate questions and answers.
- Check answers with the class. Invite volunteers to come to the board to write one answer each.
- Have students ask and answer the questions in pairs.

B

- Invite two volunteers to demonstrate the task.
- Have students work in pairs to ask and answer questions. Encourage them to ask questions that vary from those in the activity above.

C

- Have students review the Language chart on page 4. Write two sentences on the board, and ask students to fill in the blanks: *There ___ a pencil on the desk* (is) and *There ___ desks in the classroom* (are). Elicit that we use *is* with singular nouns and *are* with plural ones.
 - Focus students' attention on the picture on page 7. Ask: *What's the name of the street?* (Main Street.) *Is there a bookstore on Main Street?* (Yes, there is.)
 - Elicit vocabulary for the kinds of stores in the picture (sports store, music store, computer store, bookstore).
- Invite a volunteer to read the directions and the example aloud.
 - Have students work individually to complete the questions and answers.
 - Have students check answers in pairs by reading the questions and answers aloud.
 - Check answers with the class. Invite several pairs to read the questions and answers aloud.
 - **Optional** Have students ask and answer questions about a street in their town or city.

2 Listening

In this exercise students listen for information about a school.

CD1, Track 6

- Tell students that they are going to listen to Monica talking about her new school.
- Have students read the directions and the statements in the chart. Explain that they should check *Yes* if a statement is true or *No* if it is false.
- Play the recording. Students only listen.

Audio script

See page T-201.

- Play the recording again. Students listen and check *Yes* or *No* for each statement.

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

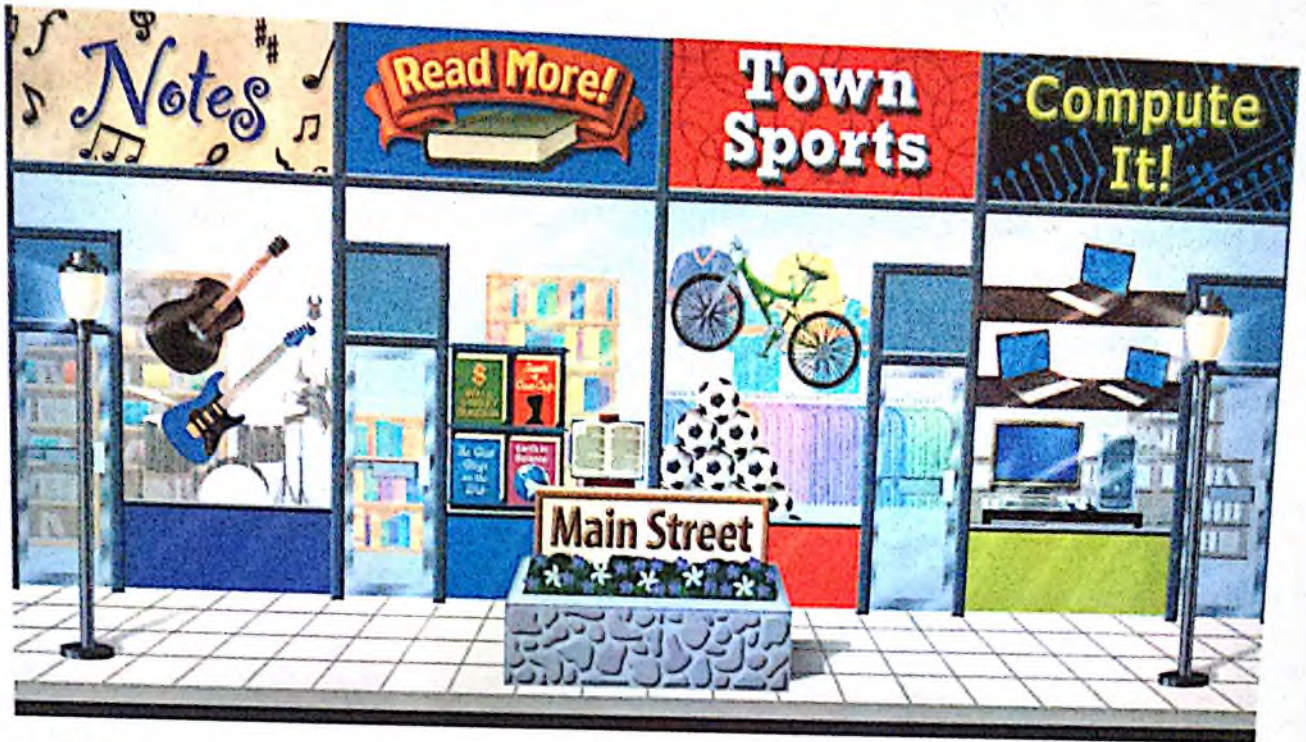
Workbook

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

Game

Assign the game on Student's Book page 114.

C What's in the stores on Main Street? Complete the questions and answers with *there is*, *there isn't*, *there are*, *there aren't*, *are there*, or *is there*.



- Is there* _____ a bookstore on Main Street?
Yes, *there is* _____. Read More! is a bookstore.
- Are there* _____ any comic books in the bookstore?
No, *there aren't* _____. *There are* _____ no comic books at the bookstore.
- Is there* _____ a bicycle at Town Sports?
Yes, *there is* _____. *There are* _____ soccer balls at the store, too.
- Is there* _____ a music store on Main Street?
Yes, *there is* _____. Notes is next to the bookstore.
- Are there* _____ any video games in the computer store?
No, *there aren't* _____. But, look, *there are* _____ some new laptops.

2 Listening

Monica describes her new school. Listen and check (✓) Yes or No.

	Yes	No
1. Is there a big library?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2. Is there a swimming pool?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3. Are there any basketball courts?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4. Are there any tennis courts?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
5. Is there a music room?	<input checked="" type="checkbox"/>	<input type="checkbox"/>



Go to page 114 for the Game.

1 Vocabulary

What are these students' talents? Write the sentences below the correct people. Then listen and practice.

- She's artistic. She's friendly. He's musical.
 She's athletic. He's funny. He's smart.



1. He can tell jokes.

He's funny.



2. She can make friends easily.

She's friendly.



3. He can speak three languages.

He's smart.



4. She can play a lot of sports.

She's athletic.



5. He can play a lot of instruments.

He's musical.



6. She can draw great pictures.

She's artistic.

2 Listening

What do you think these students can do? Listen and check (✓) the correct activities.

- | | | |
|------------|--|---|
| 1. Silvio: | <input checked="" type="checkbox"/> He can play basketball. | <input type="checkbox"/> He can play video games. |
| 2. Beth: | <input checked="" type="checkbox"/> She can play the guitar. | <input type="checkbox"/> She can play volleyball. |
| 3. Tony: | <input checked="" type="checkbox"/> He can speak a lot of languages. | <input type="checkbox"/> He can dance. |
| 4. Lina: | <input type="checkbox"/> She can play soccer. | <input checked="" type="checkbox"/> She can draw. |

Look at your answers to Part A. Write the word that describes each student.

1. athletic 2. musical 3. smart 4. artistic

Lesson 3

Talents

This lesson presents and practices adjectives for describing people, verbs for special abilities with *can*, and *be good at*.

Review of Lesson 2

Say: *There are books on the desk.* Classmate 1 repeats the sentence and adds a noun – for example, *There are books and a pen on the desk.* Classmate 2 repeats Classmate 1's sentence and adds a third noun, and so on. Tell students that they are not allowed to take notes. Continue until one student is unable to remember the complete sentence. That student is "out." Continue play until only one student is left. Some suggested starter sentences are: *There are basketball courts in my neighborhood.* *There are students in the classroom.* *There are apples in the supermarket.*

Note: For large classes, divide the class into four or five groups. Each group plays as above.

1 Vocabulary

This exercise presents and practices adjectives for describing people, and verbs for special abilities with *can*.

CD1, Track 7

- Have students read the directions. Ask them to suggest an equivalent for the word *talents*. (Things you are good at.)
- On the board, write the six vocabulary words in the box. Say: *Look at photo number 1. He's funny.* Say the name of a famous comedian. Ask: *Is he funny?* (Yes, he is.) Continue in this way until you have taught the meanings of all the vocabulary words.
- Mime the actions of someone who has one of the six talents. The first student to guess the talent correctly comes to the front and continues the activity.

- Have students work individually to write the sentences under the correct photos.
- Play the recording. Students listen and verify their answers.

Audio script

Same as the sentences in the Student's Book.

- Check answers with the class.
- Play the recording again, or model the sentences. Students listen and repeat.

2 Listening

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

A CD1, Track 8

- Have students read the directions and the sentences next to each name.
- Tell students that they will listen to four short conversations about what people are good at. They should decide which of the abilities fits each person.
- Play the recording. Students only listen.

Audio script

See page T-201.

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

B

- Have students read the directions.
- Have students look back at Part A and write the adjectives in the blanks.
- Check answers with the class.

3 Language focus

This exercise presents and practices *be good at*.

A CD1, Track 9

- Focus students' attention on the photo. Explain that the boys in the background are Tommy and Zach. The girls in the foreground are Claudia and Kate.
- Play the recording. Students listen and read along.

Audio script

Same as the conversation in the Student's Book.

- Ask: *Who's good at soccer?* (Claudia.) *Is Tommy good at soccer?* (No.) *How about Zach?* (He's pretty good at soccer.) Explain that *pretty good at* is not as good as *good at*, but it still has a positive meaning.
- Play the recording again, or model the conversation. Students listen and repeat.
- **Optional** Have students practice in pairs.
- **Language Chart** Have students study the top part of the language chart. Focus students' attention on the words in bold.
- Have students study the middle part of the chart.
- Model the examples, pausing for students to repeat.
- Have students study the bottom part of the chart.
- Ask: *What's the full form of Tommy's?* (Tommy is.)

B

- Have students read the directions and look at the words in the categories of *Subjects* and *Sports*. With the class, brainstorm other words that could be used with the phrases *good at*, *pretty good at*, and *not good at*. Write them on the board.
- Have students work individually to complete the task.
- Have students read their sentences in pairs.

C

- Have students read the directions and the example in the speech balloon.
- Give students several minutes to think about their classmates and some positive things they can say about their abilities.
- Invite volunteers to talk about what different students are good at.

4 Pronunciation Stress

In this exercise, students practice the pronunciation of stressed words.

CD1, Track 10

- Tell students that just as syllables within a word have different stress, the words within a sentence have different stress.
- Say: *I'm **good** at teaching English. I'm an **English** teacher. I'm **not** good at science. I'm **not** a science teacher.* Ask: *Where's the stress in each sentence?* (Good, English, not, not.)
- Focus students' attention on the sentences in the chart. Play the recording. Students listen, paying special attention to the stressed words.

Audio script

Same as the sentences in the Student's Book.

- Play the recording again. Students listen and repeat.

Workbook

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

Extra Grammar

Assign the exercises for the Extra Grammar, Lesson 3.

3 Language focus

A Who's good at soccer? Listen and practice.

Kate Hey, Claudia! You're good at soccer!
You're really athletic!

Claudia Thanks.

Kate Who's that?

Claudia That's Zach.

Kate He's pretty good at soccer.

Claudia Yeah.

Kate Oh, no! Who's that?

Claudia Uh, that's Tommy. He's not good at soccer.

Kate No. But he can play a lot of instruments. He's very musical.

B What are you good at? Write sentences.

Use the words below or your own ideas.

(Answers will vary.)

Subjects: English history

math science art

Sports: volleyball soccer

tennis basketball

(good at) I'm good at English.

1. (good at) _____

2. (pretty good at) _____

3. (not good at) _____

C What are different students in your class good at? Tell your classmates.

Heather's good at volleyball.

be good at

You're good at soccer.

He's pretty good at soccer.

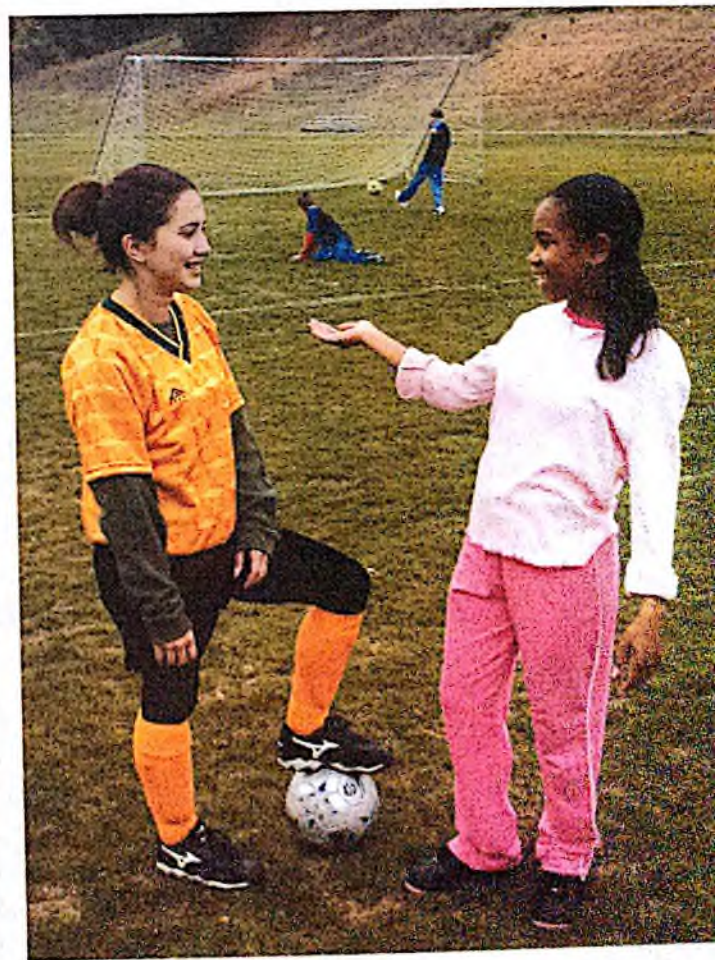
Tommy's not good at soccer.

👍👍 good at

👍👎 pretty good at

👎👎 not good at

Tommy's = Tommy is



4 Pronunciation Stress

Listen. Notice the stress in the sentences. Then listen again and practice.

I'm good at drawing. I'm artistic. I'm not good at drawing. I'm not artistic.

I'm good at sports. I'm athletic. I'm not good at sports. I'm not athletic.

He's good at the guitar. He's musical. He's not good at the guitar. He's not musical.

1 Vocabulary

A Students describe their pets at the school pet show. Match the students to the correct texts. Then listen and practice.



6 Binky and Cleo are boring. They're my brother's rabbits.

2 Hans and Terry are my two spiders. They're very interesting.

3 Daisy is my cat. She's my favorite pet. She's really cute.

1 Polly is my parrot. She can speak English. She's messy.

5 Max is my dog. He's very active. I love dogs.

4 I like my snake. His name is Ollie. He's not dangerous.

B Which pets in Part A do you think are great? Which pets are not so great? Complete the chart. Then tell your classmates. (Answers will vary.)

Great	Why	Not so great	Why
dogs	cute		

Dogs are great pets. They're cute.

Snakes are not so great. They're boring.

This lesson presents and practices the names of common and unusual pets, adjectives to describe them, like + a lot / very much / a little, and don't like + very much / at all.

Review of Lesson 3

- Ask two students to come to the front. Give each a piece of chalk or a whiteboard marker. Ask another student to stand and make a sentence using the *I'm good at . . .* pattern – for example, *I'm good at (science)*. Students at the board listen to the statement and write the appropriate adjective. (Smart.) The first student to do so correctly continues the activity with another student at the front.
- Have students work in pairs. Tell them to ask their partner several *Are you good at . . . ?* questions. Have two or three volunteers report their findings to the class. Encourage them to describe things their partners are *good at*, *pretty good at*, and *not good at*.

1 Vocabulary

This exercise presents and practices the names of common and unusual pets and adjectives to describe them.

Culture Note

More than 50 percent of U.S. households own a pet. Dogs, cats, birds, and horses are the most popular pets. The Labrador retriever is the most popular dog. Persians are the most popular cat. Sometimes owners give their pets silly names, like Fluffy and Spot, and sometimes they give them people's names, like Max and Samantha.

- Check answers with the class.
- Play the recording again, or model the sentences. Students listen and repeat.

B

A CD1, Track 11

- Focus students' attention on the picture. Explain that the students have brought their pets to school to show and talk about. Elicit any names students know for the animals shown.
- Ask students to raise their hand if they have a pet. Ask some of the students who own pets to tell the class the names of their pets.
- Have students read the text below each picture. On the board, draw simple illustrations of the six different animals. Elicit the names of the animals from students. Supply any names that they do not know. Ask students to suggest equivalents for the adjectives in the texts.
- Have students work individually to write the number of each student next to the corresponding text.
- Play the recording. Students listen and verify their answers.

- Write *Good* and *Bad* on the board. Have students look at the texts again and tell you the adjectives from Part A that describe good qualities in pets. Write them under the word *Good* on the board. (Cute, active, interesting, not dangerous.) Encourage students to think of other positive adjectives from previous lessons. Follow the same procedure for *Bad*. (Boring, messy, dangerous.)
- Ask students to read the directions and the example. Ask: *Do you agree with the example?* Explain that there are no correct or incorrect answers. Tell them that they may add the names of other animals, such as *fish*, *hamsters*, *lizards*, etc. Supply any additional vocabulary students may need.
- Have students work individually to complete the exercise.
- Write on the board: *Dogs are great pets. They're cute.* Tell students that when generalizing in English, we use the plural form of the noun.
- Ask volunteers to tell the class their "pet opinions" using the model on the board.

Audio script

Same as the sentences in the Student's Book.

Lesson 4

Our pets

This lesson presents and practices the names of common and unusual pets, adjectives to describe them, like + a lot / very much / a little, and don't like + very much / at all.

Review of Lesson 3

- Ask two students to come to the front. Give each a piece of chalk or a whiteboard marker. Ask another student to stand and make a sentence using the *I'm good at . . .* pattern – for example, *I'm good at (science)*. Students at the board listen to the statement and write the appropriate adjective. (Smart.) The first student to do so correctly continues the activity with another student at the front.
- Have students work in pairs. Tell them to ask their partner several *Are you good at . . . ?* questions. Have two or three volunteers report their findings to the class. Encourage them to describe things their partners are *good at*, *pretty good at*, and *not good at*.

1 Vocabulary

This exercise presents and practices the names of common and unusual pets and adjectives to describe them.

Culture Note

More than 50 percent of U.S. households own a pet. Dogs, cats, birds, and horses are the most popular pets. The Labrador retriever is the most popular dog. Persians are the most popular cat. Sometimes owners give their pets silly names, like Fluffy and Spot, and sometimes they give them people's names, like Max and Samantha.

A CD1, Track 11

- Focus students' attention on the picture. Explain that the students have brought their pets to school to show and talk about. Elicit any names students know for the animals shown.
- Ask students to raise their hand if they have a pet. Ask some of the students who own pets to tell the class the names of their pets.
- Have students read the text below each picture. On the board, draw simple illustrations of the six different animals. Elicit the names of the animals from students. Supply any names that they do not know. Ask students to suggest equivalents for the adjectives in the texts.
- Have students work individually to write the number of each student next to the corresponding text.
- Play the recording. Students listen and verify their answers.

Audio script

Same as the sentences in the Student's Book.

- Check answers with the class.
- Play the recording again, or model the sentences. Students listen and repeat.

B

- Write *Good* and *Bad* on the board. Have students look at the texts again and tell you the adjectives from Part A that describe good qualities in pets. Write them under the word *Good* on the board. (Cute, active, interesting, not dangerous.) Encourage students to think of other positive adjectives from previous lessons. Follow the same procedure for *Bad*. (Boring, messy, dangerous.)
- Ask students to read the directions and the example. Ask: *Do you agree with the example?* Explain that there are no correct or incorrect answers. Tell them that they may add the names of other animals, such as *fish*, *hamsters*, *lizards*, etc. Supply any additional vocabulary students may need.
- Have students work individually to complete the exercise.
- Write on the board: *Dogs are great pets. They're cute.* Tell students that when generalizing in English, we use the plural form of the noun.
- Ask volunteers to tell the class their "pet opinions" using the model on the board.

2 Language focus

This exercise presents and practices *like + a lot / very much / a little*, and *don't like + very much / at all*.

A CD1, Track 12

- Have students look at the picture. Ask: *Does Ned like cats? (No.) Does Dora like them? (Yes.)*
- Play the recording. Students listen and read along.

Audio script

Same as the conversation in the Student's Book.

- Write across the board: *like a lot, like very much, like a little, don't like very much, don't like at all*. Explain that these phrases express varying degrees of like and dislike. Draw faces below each phrase to show the expressions on a continuum from very positive to very negative. Have students copy the phrases and faces into their notebooks.
- Using appropriate facial expressions, tell the class some of your personal likes and dislikes. Use the above patterns. Say: *I like (pizza) a lot. I like (hamburgers) very much. I like (hot dogs) a little. I don't like (fish) very much. I don't like (candy) at all.*
- Invite volunteers to make several sentences using these patterns.
- Play the recording again, or model the conversation. Students listen and repeat.
- **Optional** Have students practice in pairs.
- **Language Chart** Have students study the examples in the language chart. Focus students' attention on the words in bold.
- Model the examples, pausing for students to repeat.

B CD1, Track 13

- Check students' understanding that *a lot* and *a little* are used in the positive form of the pattern, *at all* is used in the negative, and *very much* is used in both. Call them out one by one. Students respond with *like, don't like, or both like and don't like*.
- Have students read the directions and the example.
- Have students work individually to complete the exercise.
- Play the recording. Students listen and verify their answers.

Audio script

Same as the sentences in the Student's Book.

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

3 Speaking

This exercise practices talking about pet preferences.

- Tell students that they are going to talk about the kinds of pets they like and do not like. Use the sample conversation to model a conversation with a student. Then give another example using your own idea. Say: *I like _____ very much. How about you? The student answers with his or her own opinion.*
- Put students in groups of four. One student begins by saying to the group: *I like (spiders) very much. How about you?* Then each student responds with his or her own opinion. Students repeat this four times so that each student has a chance to start the conversation.
- **Optional** To conclude the activity, invite students to name the pets they like and do not like. Write the names of the pets on the board. Next to each pet, write the number of students who like it or do not like it. What's the class's favorite pet?

Workbook

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

Extra Grammar

Assign the exercises for the Extra Grammar, Lesson 4.

2 Language focus

like + a lot / very much / a little
don't like + very much / at all



I like cats a lot.
I like rabbits very much.
I like dogs a little.
I don't like spiders very much.
I don't like snakes at all.

A Dora shows Ned the animals at the pet show. Listen and practice.

Dora Hey, Ned. Look at the cute cat. I like cats a lot.

Ned You do? I don't like cats very much. They're boring.

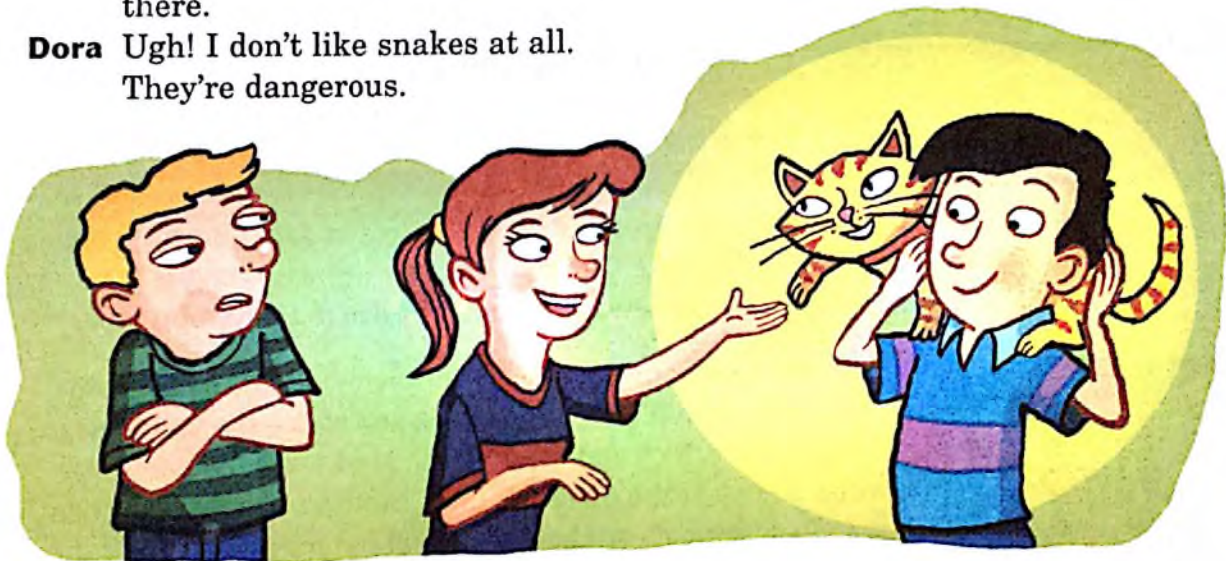
Dora But you like dogs, right?

Ned Yeah, they're really friendly.

Dora Well, I like dogs a little.

Ned Wow! Look at that snake over there.

Dora Ugh! I don't like snakes at all. They're dangerous.



B Complete these sentences with the correct words. Then listen and check.

1. Rabbits are boring. I don't like rabbits at all (a little / at all).
2. Parrots are OK. I like parrots a little (at all / a little).
3. Cats aren't very nice. I don't like cats very much (a little / very much).
4. Dogs are cute. I like dogs a lot (a lot / at all).
5. Snakes are very bad pets. I don't like snakes at all (a little / at all).
6. Spiders are interesting. I like spiders very much (at all / very much).

3 Speaking

Learn what animals four of your classmates like and don't like.

You I like dogs a lot. How about you?

Classmate 1 I don't like dogs at all. I like cats very much.

Classmate 2 Well, I don't like cats at all. I like snakes a lot.

Classmate 3 Really? I don't like snakes at all. I like spiders a little.

Classmate 4 Hmm. I don't like . . .

Get Connected

UNIT 1

Read

A Read the article quickly. Check (✓) the statements that are true.

- 1. The Jonas Brothers play in a band.
- 2. Jessica is a friend of the Jonas Brothers.
- 3. Kevin, Joe, and Nick all write songs.

The Jonas Brothers

Hi, I'm Jessica and this is my Jonas Brothers' fan Web site. The Jonas Brothers are a cool band. They're famous and I like their music a lot. They're not only a band, they're also brothers. They're from New Jersey, but they live in Hollywood now.




There are three brothers in the band: Kevin, Joe, and Nick. Kevin is the oldest brother. He's 21. Joe is 19, and Nick – the youngest in the band – is 16. Nick and Joe are both **lead** singers. Kevin sings **backup** and plays the guitar. All three brothers write songs. Their first song – "Mandy" – is about a **special** girl they know. Their other songs are about **typical** teenage things like friends.



All three brothers are good at acting, too. Sometimes, they're on TV or in a **Broadway musical**. They're amazing.

There's one more Jonas brother – Frankie. He plays the **drums**, but he's not in the band. He's only 8!

Go to page 122 for the Vocabulary Practice.

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

C Answer the questions.

1. What's the name of the band? The name of the band is The Jonas Brothers.
2. Where are they from? They're from New Jersey.
3. Are there four brothers in the band? No, there aren't.
4. Are the brothers good at acting? Yes, they are.
5. How old is Frankie? He's 8.

Unit 1

Get Connected

This lesson practices reading, listening, and writing skills.

Review of Lesson 4

- Play several rounds of "Charades." Divide the class into two or three teams. Ask one member from each team to come to the front. Hand each one a small slip of paper with the same sentence written on each slip – for example, *I like spiders a lot* or *I don't like snakes at all*. Students in the front act out the sentence for their group. The first group to guess the sentence wins a point for its team.
- Ask students to write down a sentence about an animal that they like or dislike. Tell them to walk around the classroom repeating their sentence until they find a classmate with the same sentence.

Read

This exercise practices reading for information about a famous band.

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

A

- Have students look at the title of the article and the photos. Ask: *What's the name of this band?* (The Jonas Brothers.) *Where are they from?* (The United States.) Invite students to tell the class about their favorite bands.
- Invite a volunteer to read the directions and the statements aloud. Tell students *read quickly* means they read quickly to find the true statements, and they should not read every word carefully.
- Have students work individually to read the article quickly and check the true statements. Do not check answers at this point.

B CD1, Track 14

- Invite a volunteer to read the directions aloud. Tell students *read slowly* means they read slowly and carefully, and concentrate on getting the meaning of the entire text.
- List the new vocabulary words on the board: *lead, backup, special, typical, Broadway musical, drums*. Explain their meaning. (Lead: the person or thing in front [here, *lead singer* is the singer who stands in front of the band on stage and sings most of the songs]; backup: the person or thing that helps [here, *backup singer* sings with the lead singer, sometimes standing behind or next to him or her]; special: someone or something that is important; typical: average or ordinary – not different from other people or things; Broadway musical: a show with singing and dancing to tell a story. [Broadway is a street with theaters that show musicals and plays in New York City – for example, *West Side Story* and *The Lion King* are famous Broadway musicals.]; drum: a round musical instrument that someone plays by beating on it.) As an alternative, have students use their dictionaries to find the meanings of the new vocabulary words.

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

Audio script

Same as the article in the Student's Book.

Get Connected Vocabulary

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

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

C

- Invite a volunteer to read the directions and the first question aloud.
- Ask: *What's the name of the band?* Elicit the answer. (The Jonas Brothers.)
- Have students work individually to answer the questions.
- Have students check their answers in pairs.
- Check answers with the class. Invite volunteers to read aloud one answer each.
- **Optional** Have students work in pairs to write two more questions about the article. As students do this, walk around and check their work. Invite a few students to write their questions on the board for everyone to answer.

Listen

In this exercise, students listen for information about singers and bands.

A CD1, Track 15

- Focus students' attention on the photo. Explain that this is a poster of the band, the Plain White T's.
- Tell students that they will listen to Alex and Ana talk about a band, the Plain White T's.
- Have students read the first question and the example answer.
- Explain that students should listen to the conversation and answer the questions.
- Play the recording. Students only listen.

Audio script

See page T-201.

- Play the recording again. Students listen and answer the questions.
- Play the recording once again. Students listen and verify their answers.
- Check answers with the class. Invite volunteers to read their answers aloud.

Teaching Tip

Tell students that the first time you play a recording, they should just listen but not write anything. Trying to write and listen at the same time often makes it difficult to concentrate. You might want to pause after the first listening to give students time to write answers lightly in pencil. Then they can write these answers when they listen the second time. They can then check their answers when they listen the third time.

B

- Have students read the directions and all the statements.
- Explain that *I agree* means you think something is right, *I disagree* means you think something is not right, and *I'm not sure* means you cannot say if you think it is right or not. Tell students that there are no right or wrong answers for this exercise – they are giving their opinions.
- Have students work individually to write whether they agree, disagree, or are not sure.
- Have students work in pairs to compare answers, or elicit opinions from volunteers.
- **Optional** Take a class poll. Read each statement and ask for a show of hands. Say: *Raise your hand if you agree. Now raise your hand if you disagree. Now raise your hand if you're not sure.* Record the results in a chart on the board.

Write

In this exercise, students answer questions and write an article about their favorite band.

A

- Invite a volunteer to read the directions and the questions aloud. Elicit the names of some of the bands students mentioned in Part A of the Reading activity and write them on the board. Add more band names, if possible.
- Have students work individually to answer the questions.
- **Optional** Have students ask and answer the questions in pairs.

B

- Invite a volunteer to read the directions aloud. Tell students that they will use their answers in Part A to help them write about their favorite band.
- Have students work individually to write an article for their fan Web site.
- **Optional** Have students work in groups of four and read each other's articles. Students should ask questions about anything they do not understand. They can also ask questions for more information about the bands.

Workbook

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

That's not very important!

Listen

A Alex and Anna talk about a band. Listen and answer the questions.

1. Is Anna on a science Web site? No, she isn't.
2. Are the Plain White T's Anna's favorite band? Yes, they are.
3. Are they from New York? No, they aren't.
4. What's the lead singer's first name? It's Tom.
5. Are Alex and Anna classmates? No, they aren't.

B What do you think? Write *I agree*, *I disagree*, or *I'm not sure*.

(Answers will vary.)

1. Fan Web sites are great. _____
2. The Plain White T's are a cool band. _____
3. Mariah Carey is a great singer. _____
4. Music Web sites are interesting. _____
5. Homework is fun. _____



Your turn

Write

A Answer the questions about your favorite band. *(Answers will vary.)*

1. What's the name of the band? _____
2. Where are they from? _____
3. Who are the members in the band? _____
4. How old are the band members? _____
5. What's your favorite song? _____

B Write an article for your fan Web site. Use the answers in Part A to help you. *(Answers will vary.)*

Hi, I'm _____ and this is my fan Web site for _____

Language chart review

The verb <i>be</i>			
Statements	Wh- and How questions	Yes/No questions	Short answers
I'm from Brazil. I'm not from Peru.	Where are you from?	Are you in my class?	Yes, I am. No, I'm not.
She's 12. She's not 13.	How old is she?	Is he from Australia?	Yes, he is. No, he's not.
We're at the mall. We're not at the park.	Where are you?	Are you brothers?	Yes, we are. No, we're not.
They're my friends. They're not my sisters.	Who are they?	Are they fun?	Yes, they are. No, they're not.
<i>is not = isn't / 's not</i>		<i>are not = aren't / 're not</i>	

be good at

You're good at sports. Jason's pretty good at music. We're not good at science.

Jason's = Jason is

A Tom, Alex, and Eliza are in a new TV show. Complete the sentences.

Meet the kids from City Middle School



My name's (name / name's) Tom Pond.
I'm (I'm / He's) on a cool, new television show
 on Teen TV. The show is called *City Middle School*. My friends and I
are (am / are) students at City Middle School. City Middle
 School is (is / are) in Lake City.

These are (This is / These are) my friends. This is Alex. Alex is
good at (good is / good at) art. He's (He's / She's)
 not good at math. We're (They're / We're) in the same math class.
 Our teacher isn't (isn't / aren't) happy with Alex.



Say hello to Eliza. She's (He's / She's) not from
 Lake City. She's (She's / We're) Alex's cousin from
 Brazil. She's (She / She's) pretty and very smart.
 Eliza's pretty good (pretty good / is pretty) at sports, too.

Unit 1 Review

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

Language chart review

These charts summarize the main grammar presented and practiced in Unit 1.

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

- Books closed. Write on the board:

I'm from Brazil. _____ ?

She's 12. _____ ?

We're at the mall. _____ ?

They're my friends. _____ ?

_____ *_____ in my class? Yes, I am.*

_____ *_____ from Australia? No, he's not.*

_____ *_____ brothers? Yes, we are.*

_____ *_____ fun? No, they're not.*

- Focus students' attention on the material on the board. For the first group, have them write appropriate questions for the answers, paying attention to the underlined words. Then have them fill in the blanks to complete the questions in the second group.
- Invite volunteers to come to the front to write their answers on the board.
- Books open. Have students check their answers against the examples in the top chart. Then ask them to check the answers on the board.
- Focus students' attention on the contractions at the bottom of the top chart. Invite volunteers to tell you the full forms of the contracted words.
- Focus students' attention on the bottom chart. Invite volunteers to make sentences with *good at*, *pretty good at*, and *not good at*.
- Answer any questions students may have.

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

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

Exercise A

- Have a volunteer read the directions aloud.
- Tell students to complete the sentences with the words in parentheses.
- Have students work individually to complete the sentences.
- Check answers with the class. Invite volunteers to read the completed sentences aloud.

Exercise B

- Have students read the directions. Explain that there are two parts to the task. First, students write questions with the correct forms of *be*. Then, they write answers to the questions.
- Have students work individually to write questions using the words given.
- Have students work individually to answer the questions.
- Check answers with the class.
- Have students ask and answer the questions in pairs.

Language chart review

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

- Have students study the examples in the charts.
- Remind students to use *There is* with singular nouns and *There are* with plural nouns.
- Remind students also that *a lot* and *a little* are used in the positive form of the pattern, *at all* in the negative, and *very much* in both.
- Answer any questions students may have.

Exercise C

- Have students read the directions and look at the picture.
- Have students work individually to complete the conversation.
- Have students check their answers in pairs.
- Check answers with the class. Invite pairs of volunteers to read the completed conversation aloud.

Exercise D

- Invite a volunteer to read the directions aloud.
- Tell students they should look at Part C to help them with Part D.
- Have students work individually to complete the exercise.
- Check answers with the class.

Optional Unit Wrap-Up

- If students did the Review exercises for homework, check answers with the class.
- Have students work in groups of three to role-play the TV show in Exercise A. One student reads the part of Tom from City Middle School.
- Have students in each group create and present a similar TV show with their own information.
- Write two column headings (*Subjects* and *Sports*) on the board with two words under each one: *Subjects: English, history. Sports: volleyball, soccer.* Elicit the names of more subjects and sports and add them.
- Elicit opinions from a few volunteers. Ask: *What do you think about volleyball?* Students answer with sentences such as *I like volleyball a lot, or I don't like volleyball at all.*

Theme Project

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

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

Workbook

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

Extra Practice Worksheets

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

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

Extra Speaking Practice Worksheet

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

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

Arcade Activities

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

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

Learning Log

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

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

Quiz

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

Test

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

... questions with the correct forms of *be*. Then look again at Part A, and answer the questions.

1. Tom's last name / Pond

Q: Is Tom's last name Pond?

A: Yes, it is.

2. where / City Middle School

Q: Where's City Middle School?

A: It's in Lake City.

3. who / Alex and Eliza

Q: Who are Alex and Eliza?

A: They're Tom's friends.

4. Eliza / good at sports

Q: Is Eliza good at sports?

A: Yes, she is.

Language chart review

There is / There are ...

There's a tennis court.

There's no basketball court.

Is there a mall?

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

There are restaurants.

There are no movie theaters.

Are there any music stores?

Yes, there are. / No, there aren't.

a lot / very much a little / not at all

I like science a lot.

I like geography a little.

I don't like math very much.

I don't like P.E. at all.

C Sam and Ann are at a pet store. Complete the conversation with *are*, *is*, *there's*, and *they're*.

Sam There are a lot of animals here!

Ann I know. Is there a parrot?

Sam Yes, there is. Look!

Ann Oh, it's beautiful! And there's a very cute cat.

Sam Cats aren't friendly.

Ann Oh, cats aren't bad. Look! There's a black spider.

Sam Ugh! I don't like spiders at all. Are there any dogs?

Ann Yes, there are. They're in front of you.



D What do you think Sam and Ann say? Look again at Part C. Then write sentences with *like* or *don't like*.

1. (parrots / a lot) Ann I like parrots a lot.
2. (cats / a little) Ann I like cats a little.
3. (cats / at all) Sam I don't like cats at all.
4. (dogs / a lot) Sam I like dogs a lot.

Go to page 126
for the
Theme Project.

1 Vocabulary

A Read about Marcia's day. Then listen and practice.



Every day, I get up at 6:00 in the morning.



I eat breakfast at home.



Then I go to school with my brother.



I eat lunch with my friends in the cafeteria.



At 4:00, I go home.



Then I do my homework.



At 7:30, I eat dinner with my family.



Then I watch TV.



I go to bed at 10:00.

B Imagine you are Marcia. Complete her sentences with the correct words from Part A.

- | | |
|---|-------------------------------------|
| 1. I <u>get up</u> at 6:00 a.m. | 5. I <u>eat lunch</u> at 12:30 p.m. |
| 2. I <u>watch TV</u> at 8:00 p.m. | 6. I <u>go to bed</u> at 10:00 p.m. |
| 3. I <u>eat breakfast</u> at 6:35 a.m. | 7. I <u>go home</u> at 4:00 p.m. |
| 4. I <u>do my homework</u> at 4:30 p.m. | 8. I <u>eat dinner</u> at 7:30 p.m. |

This lesson presents and practices the names of daily activities, time phrases, and simple present statements with I.

1 Vocabulary

This exercise presents and practices daily activities.

A CD1, Track 16

- Have students look at the pictures. Explain that this is a day in the life of a typical American student, Marcia. Ask students how their daily routines vary from Marcia's.
- Have students read the captions. Explain *every day* and *then*. Ask: *How many specific times are mentioned? (4.) What are they? (At 6:00 in the morning, at 4:00, at 7:30, at 10:00.) What word is used before specific times? (At.)*
- Play the recording. Students listen and read along.

Audio script

Same as the sentences in the Student's Book.

- Play the recording again, or model the captions. Students listen and repeat.
- Take the part of Marcia. Say: *I do my homework. What time is it? (It's 4:30.)* Ask the student who responds first to continue the activity. Continue until you have done all nine activities.

B

- Have students read the directions and the sentences. Ask: *Which words from Part A will go in the blanks? (The words in red.)*
- Have students work individually to complete the exercise.
- Check answers with the class. Invite volunteers to read aloud one sentence each.
- **Optional** Assign verb phrases to random students. Ask students to use the phrases in sentences describing their own daily routines.

Teaching Tip

Plan your lessons with extra activities and review practices so that you will have enough to do with the class. Have all of your materials ready beforehand: bingo grids, scrap paper, chalk or whiteboard markers, photocopiable activities, etc. Any unoccupied time for students during the lesson may lead to disruptive behavior on their part.

This unit introduces vocabulary and expressions for talking about schedules, routines, and free-time activities.

2 Language focus

This exercise presents and practices simple present statements with *I*.

A CD1, Track 17

- Focus students' attention on the photos of Roberto and Cindy. Explain that Roberto and Cindy have daily routines that are different from Marcia's.
- Play the recording. Students listen and read along.

Audio script

Same as the texts in the Student's Book.

- Say the following statements. Ask students to say *Yes* if a statement is true or *No* if it is false. *Cindy goes to school with her friends.* (Yes.) *Roberto goes home after school.* (No.) *Roberto watches TV after dinner.* (No.) *Cindy eats dinner at 6:00.* (Yes.) *Roberto does his homework after dinner.* (Yes.) *Cindy goes to school with her brother.* (No.)
- Play the recording again, or model the sentences. Students listen and repeat.
- **Language Chart** Have students study the examples in the language chart. Focus students' attention on the words in bold and the contracted form of *do not*. Ask: *Where is don't in negative sentences?* (Before the verb.)
- Model the examples, pausing for students to repeat.

B

- Have students read the directions and the example.
- Have students work individually to complete the exercise.
- Check answers with the class. Write *Same* and *Different* on the board. To the left and slightly below the words, write the numbers 1 to 4 in a column. Say: *Number 1. Same as Marcia, raise your hand.* Count the number of students raising their hands and write that number under the word *Same* in line with the number 1. Then ask one of those students to read his or her sentence. Then say: *Number 1. Different from Marcia, raise your hand.* Write the number of students raising their hands under the word *Different* in line with number 1. Ask a student to read his or her negative sentence. Follow the same procedure for numbers 2, 3, and 4. When you have finished the activity, tally up the *Same* and *Different* amounts to see how the students' activities compare and contrast with Marcia's.

C

- Invite volunteers to tell the class about their day, following the example.

3 Listening

In this exercise, students listen for details of daily activities.

CD1, Track 18

- Have students read the directions. Tell students that they will listen to Claudia describe her day and should check the information they hear. Be sure students understand that each item has two choices.
- Play the recording. Students only listen.

Audio script

See page T-202.

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

Workbook

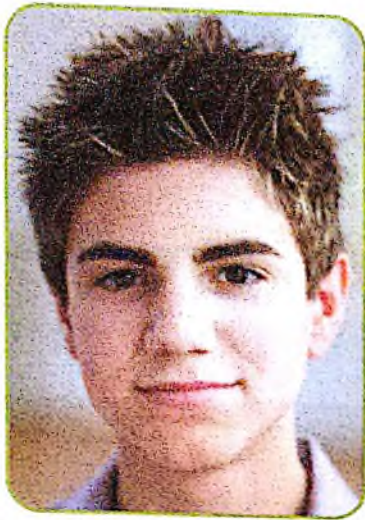
Assign the exercises on Workbook page 9. (Workbook answers begin on page T-190.)

Extra Grammar

Assign the exercises for the Extra Grammar, Lesson 5.

2 Language focus

A How are Roberto's and Cindy's days different from Marcia's? Listen and practice.



Roberto – Brazil

I don't go home after school.
I go home after my guitar lesson.
I don't watch TV after dinner.
I do my homework.

I don't go to school with my brother.
I go to school with my friends.
I don't eat dinner at 7:30.
I eat dinner at 6:00.



Cindy – Australia

Simple present statements with /

I go home after my guitar lesson.
I don't go home after school.

don't = do not

B How about you? Is your day like Marcia's day? Write sentences. (Answers will vary)

(get up at 6:00) I get up at 6:00, too. OR I don't get up at 6:00. I get up at 7:00.

1. (eat lunch with my friends) _____
2. (eat in the cafeteria) _____
3. (go home at 4:00) _____
4. (go to bed at 10:00) _____

C Now tell your classmates how your day is different from Marcia's day.

I don't get up at 6:00. I get up at 7:00.

3 Listening

Claudia talks about her day. What does she say? Listen and check (✓) the correct information.

- | | | |
|----------------------|---|---|
| 1. I get up at | <input checked="" type="checkbox"/> 7:00 a.m. | <input type="checkbox"/> 8:00 a.m. |
| 2. I go to school at | <input type="checkbox"/> 8:30 a.m. | <input checked="" type="checkbox"/> 9:00 a.m. |
| 3. I eat lunch at | <input checked="" type="checkbox"/> school. | <input type="checkbox"/> home. |
| 4. I go home at | <input type="checkbox"/> 2:30. | <input checked="" type="checkbox"/> 3:45. |
| 5. I watch TV with | <input checked="" type="checkbox"/> my brother. | <input type="checkbox"/> my sister. |

1 Vocabulary

A Who does these free-time activities? Write *K* (Kate), *R* (Rafael), or *A* (Ana). Then listen and practice.

I collect stamps. R

I listen to music. A

I take dance lessons. A

I hang out at the mall. K

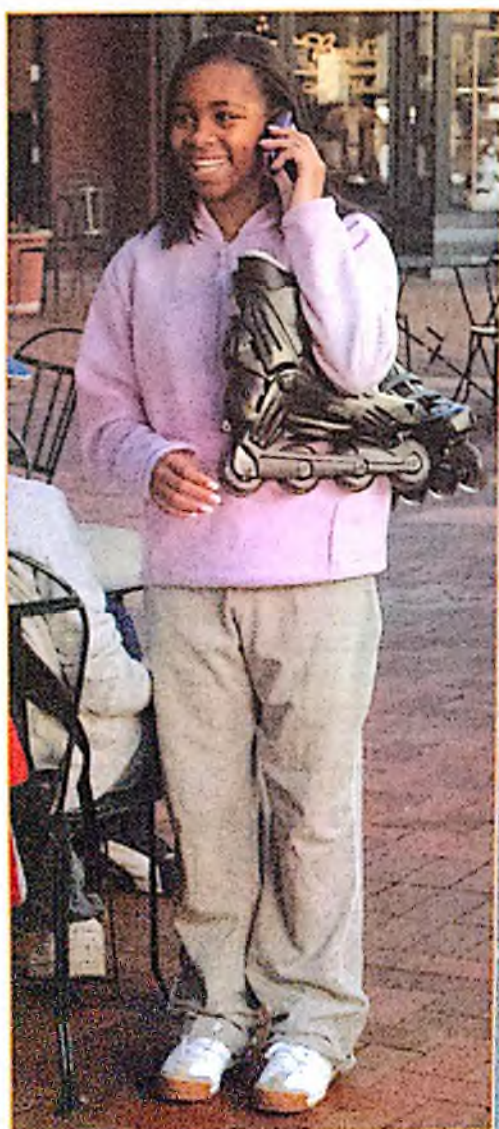
I play video games. R

I use the Internet. R

I in-line skate. K

I talk on the phone. K

I watch videos and DVDs. A



Kate



Rafael



Ana

B What do you do in your free time? Write two things you do and two things you don't do. (Answers will vary)

Things I do

I...

Things I don't do

I don't...

Lesson 6

Free time

This lesson presents and practices the names of free-time activities popular with teens and Do you + (verb) . . . ?

Review of Lesson 5

- Write on the board: *do, eat, get, go, and watch*. Point to the verbs. Ask students to complete with verb phrases.
- Play a round of "Tic-Tac-Toe." Draw a grid on the board. Fill in each of the nine squares with the following verb phrases: *do my homework, eat breakfast, eat dinner, eat lunch, get up, go home, go to bed, go to school, watch TV*. Divide the class into two teams, X and O. Students earn squares for their team by using the verb phrases in sentences. The first team with three squares in a row wins.
- Ask several students to make a sentence about a part of their daily routine.

1 Vocabulary

This exercise presents and practices the names of free-time activities popular with teens.

A CD1, Track 19

- Explain the title of the lesson, "Free time." (Time that is not spent working or studying.)
- Have students look at the photos of Kate, Rafael, and Ana. Ask students if they have similar free-time activities.
- Elicit as much language about the photos as possible.
- Have students read the sentences in the box above the photos. Students work individually to label the activities with the letters *K, R, or A*. Tell them to label *only* the sentences they are sure of.
- Play the recording. Students listen and verify their answers. They label any remaining sentences.

Audio script

See page T-202.

- Check answers with the class. Invite volunteers to read the sentences aloud. Tell the class to call out the appropriate letter, *K, R, or A*.
- Play the recording again, or model the sentences. Students listen and repeat.

B

- Have students read the directions and the sentence openers. Tell students they may choose from the activities in Part A or think of their own ideas.
- Have students work individually to complete the exercise.
- Check answers with the class. Invite volunteers to read aloud one positive and one negative sentence each. Write the activities on the board as students say them.
- Go through each activity and ask students to raise their hands if they do the activity. Tally the most and least popular free-time activities.

Culture Note

The most popular free-time activities for teens in 26 different countries are as follows: watching TV, being with friends, listening to music, listening to the radio, watching movies at home, going to the movies, going to parties, talking on the phone, and playing sports.

2 Language focus

This exercise presents and practices *Do you + (verb) ... ?*

CD1, Track 20

- Focus students' attention on the photo. Explain *survey*. Explain that Kate and Rafael take a survey about leisure activities. Ask students if they have ever completed a survey. Tell them that U.S. businesses use surveys to find out more about their customers.
- Have students read the conversation through once.
- **Language Chart** Have students study the examples in the language chart. Focus students' attention on the words in bold.
- Explain to students that *do* is a "helping" verb. It "helps" when we form a question and can take the place of the main verb in a short answer. Ask: *Where is do in the question? (At the beginning of the sentence.) What is the main verb in this question? (Collect.) Where is it? (After the pronoun you.)* Tell students that in the question form, the helping verb comes before the pronoun and the main verb comes after. Focus students' attention on the short answers. Ask: *Where is do in these two sentences? (After the pronoun I.)*
- Model the examples, pausing for students to repeat.
- Have students read the conversation again. Ask: *What words will go in the blanks? (Do, the simple form of verbs, and short answers.)* Tell students that some blanks will have two words in them – for example, *I do*.

- Have students work individually to complete the exercise.
- Play the recording. Students listen and verify their answers.

Audio script

Same as the conversation in the Student's Book.

- Check answers with the class. Invite volunteers to read aloud one sentence they completed.
- Have students practice the conversation in pairs.
- **Optional** Divide the class into two teams. Ask one student from each team to stand. Ask the first student to make a positive or negative statement about a free-time activity. Ask the other students to change that statement into a question. If the question is correct, give that student's team a point. Alternate turns. Give teams an equal number of turns.

3 Speaking

This exercise practices talking about free-time activities.

A

- Have students read the directions for Parts A and B and the survey in Part B. Invite volunteers to give ideas for questions 8 and 9. Have students write questions in the blanks.

B

- Have students complete the survey about themselves in the *You* column.
- Invite a volunteer to demonstrate the *Your classmate* portion of the task with you. Students then work in pairs to complete the exercise.

- **Optional** Play a guessing game. Invite a volunteer to come to the front. Tell the student to think of one of the free-time activities from the survey. Students take turns asking *Do you ... ?* to guess the activity. The student who guesses correctly replaces the volunteer and continues the activity.

Workbook

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

Extra Grammar

Assign the exercises for the Extra Grammar, Lesson 6.

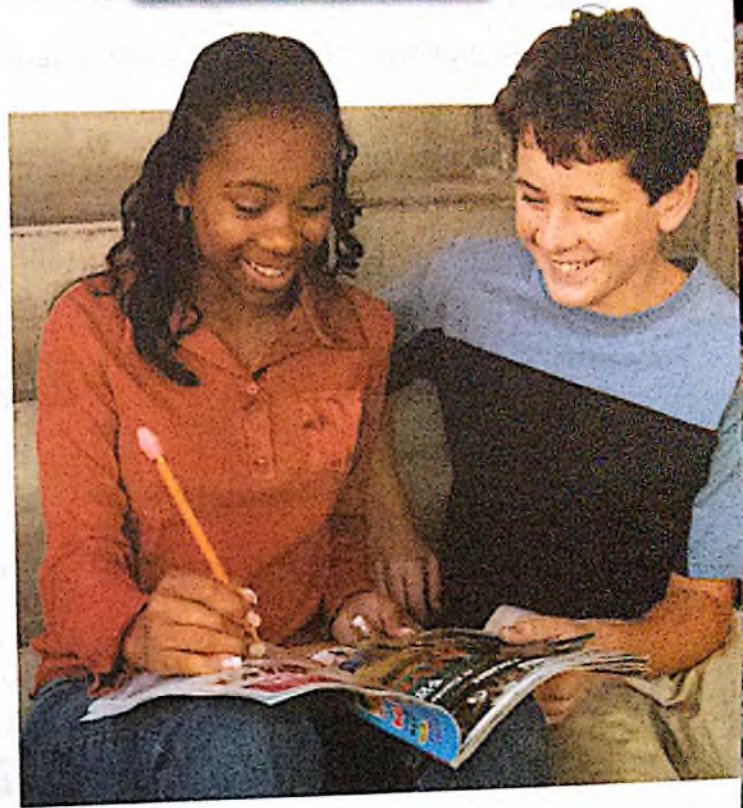
2 Language focus

Kate and Rafael take a survey. Complete the conversation. Listen and check. Then practice.

- Kate Oh, look! A survey!
- Rafael Cool. Let's take it.
- Kate Um, do you collect trading cards?
- Rafael Yes, I do.
- Kate OK . . . Do you take piano lessons?
- Rafael No, I don't.
- Kate Do you use the Internet?
- Rafael Yes, I do.
- Kate Do you watch TV?
- Rafael No, I don't. But I watch videos.
- Kate Do you listen to music?
- Rafael Yes, I do. My favorite singer is Jennifer Lopez.
- Kate Do you play video games?
- Rafael Yes, I do. I play video games every weekend.

Do you + (verb) . . . ?

Do you collect trading cards?
Yes, I do.
No, I don't.



3 Speaking

A Read the survey. Write questions 8 and 9 with your classmates. (Answers will vary.)

B Complete the survey for yourself. Then ask a classmate the questions. (Answers will vary.)

What do you do in your free time?	You		Your classmate	
	Yes	No	Yes	No
1. Do you use the Internet?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Do you collect stamps?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Do you listen to music?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Do you play video games?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Do you talk on the phone?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Do you hang out at the mall?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Do you collect trading cards?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Do you use the Internet?

No, I don't.

Mini-review

1 Language check

A Ricky writes about his day. What does he say? Write sentences.



I get up at 6:30 a.m.



I use the Internet at 7:00 a.m.



I go to school at 8:30 a.m.



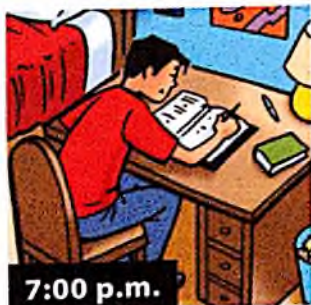
I eat lunch at 12:00 p.m.



I play basketball at 3:00 p.m.



I go home at 5:30 p.m.



I do my homework at 7:00 p.m.



I read comic books at 9:00 p.m.



I go to bed at 10:00 p.m.

B You are going to interview Ricky. Look at Part A, and write four questions you can ask. Then act out the interview with a classmate. (Answers will vary.)

1.	
2.	
3.	
4.	

You Do you get up at 6:30 a.m.?
Classmate Yes, I do.
You Do you play basketball at 7:00 p.m.?
Classmate No, I don't. I play basketball at 3:00 p.m.

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

1 Language check

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

A

- Have students look at the pictures. Elicit just the verb phrase to describe Ricky's activity in each picture.
- Say the times. Students respond with the corresponding verb phrases.
- Call out the verb phrases. Students respond with the corresponding times. (If further practice is necessary, drills may be continued with individual students. Conduct the drills first as a group so that students are confident and know what is expected.)
- Have students work individually to write what Ricky would say about each picture.
- Check answers with the class. Write the nine times on the board. Invite nine volunteers to come to the board to write one sentence each.
- **Optional** Draw two large faces on the board – one happy, one sad. Call two students to the front. Say: *I'm Ricky. I get up at 6:30 a.m.* If the statement is correct, the students touch the happy face. If it is not, they touch the sad face. The first student to touch the correct face gets a point. Do five sentences and then ask two other students to come up.

B

- Say: *I eat lunch at school. Ask me a Yes / No question.* (Do you eat lunch at school?) Continue with several more examples. Then ask random students to make statements for the class to convert into questions.
- Have students read the directions. Students work individually to write the questions.
- Check answers with the class. Invite volunteers to read their questions aloud.
- Have students ask and answer their questions in pairs, following the example.
- **Optional** Play a guessing game. Ask a volunteer to come to the front. The volunteer tells the class one aspect of his or her daily routine. Students try to guess the time of the activity, asking: *Do you _____ at _____?* The student who guesses correctly replaces the volunteer and continues the activity.

C

- Have students review the Language chart on page 19.
- Check that they understand the use of *do* in questions and short answers. Write these questions and answers on the board: (*Are / Do*) *you eat lunch at school?* *Yes, I (am / do).* (*Are / Do*) *you good at math?* *No, we (aren't / don't).* Invite two volunteers to come to the board and circle the correct words for each question and answer. Remind them that sentences with *be* as the main verb do not use *do* in the question or short answer.
- Have students read the conversation silently. Tell them not to write their answers at this time. Ask one or two comprehension questions: *Is Sally in the eighth grade?* (Yes.) *Does she play video games?* (No.)

- Have students work individually to complete the exercise.
- Check answers with the class. Invite two volunteers to read the conversation aloud.
- **Optional** Have students work in pairs to read the conversation.

Teaching Tip

When doing exercises based on texts such as conversations or paragraphs, it is a good idea to have students read the whole text before doing the exercise. This helps them focus on the meaning of the text as well as on the grammar.

2 Listening

In this exercise students listen for information about what teens do in their free time.

CD1, Track 21

- Tell students that they are going to listen to four teens talking about what they do in their free time.
- Have students read the directions and the items in the chart. Explain that they should listen and check the *Yes* or the *No* box for each person and activity.
- Play the recording. Students only listen.

Audio script

See page T-202.

- Play the recording again. Pause the recording after Sylvia says *In my free time, I read comic books*. Point out the check mark in the *Yes* box under Sylvia's name next to *Read comic books*.

- Continue playing the recording. Students listen and complete the exercise.
- Play the recording once again. Students listen and verify their answers.
- Check answers with the class. Invite volunteers to read their answers aloud.

Workbook

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

Game

Assign the game on Student's Book page 115.

C Circle the correct words to complete the conversation.

Carlos Hi, I'm Carlos.

Sally Hi, Carlos. My name's Sally.

Carlos Can I ask you questions for a survey?

Sally Uh, yeah.

Carlos (Are) / (Do) you in the 8th grade?

Sally Yes, I (am) / do).

Carlos (Are) / (Do) you collect things?

Sally Yes, I (do) / am). I collect stamps.

Carlos (Are) / (Do) you play video games after school?

Sally No, (I'm not) / (I don't). I listen to music.

Carlos Oh, who's your favorite singer?

Sally Well, I like Kylie Minogue, but (I'm not) / (I don't) like Clay Aiken.



2 Listening

Sylvia, Kenji, Adam, and Cindy talk about their free time. Listen and check (✓) Yes or No.



1.	Sylvia	
	Yes	No
Read comic books	<input checked="" type="checkbox"/>	<input type="checkbox"/>
In-line skate	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Hang out at the mall	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Take dance lessons	<input type="checkbox"/>	<input checked="" type="checkbox"/>

2.	Kenji	
	Yes	No
Play video games	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Collect stamps	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Collect trading cards	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Talk on the phone	<input type="checkbox"/>	<input checked="" type="checkbox"/>

3.	Adam	
	Yes	No
Take piano lessons	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Play soccer	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Hang out at the mall	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Read books	<input checked="" type="checkbox"/>	<input type="checkbox"/>

4.	Cindy	
	Yes	No
Use the Internet	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Watch DVDs	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Play tennis	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Talk on the phone	<input type="checkbox"/>	<input checked="" type="checkbox"/>

C Circle the correct words to complete the conversation.

Carlos Hi, I'm Carlos.

Sally Hi, Carlos. My name's Sally.

Carlos Can I ask you questions for a survey?

Sally Uh, yeah.

Carlos (Are / Do) you in the 8th grade?

Sally Yes, I (am) / do).

Carlos (Are / Do) you collect things?

Sally Yes, I (do) / am). I collect stamps.

Carlos (Are / Do) you play video games after school?

Sally No, (I'm not / I don't). I listen to music.

Carlos Oh, who's your favorite singer?

Sally Well, I like Kylie Minogue, but (I'm not / I don't) like Clay Aiken.



2 Listening

Sylvia, Kenji, Adam, and Cindy talk about their free time. Listen and check (✓) Yes or No.



1.	Sylvia	
	Yes	No
Read comic books	<input checked="" type="checkbox"/>	<input type="checkbox"/>
In-line skate	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Hang out at the mall	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Take dance lessons	<input type="checkbox"/>	<input checked="" type="checkbox"/>

2.	Kenji	
	Yes	No
Play video games	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Collect stamps	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Collect trading cards	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Talk on the phone	<input type="checkbox"/>	<input checked="" type="checkbox"/>

3.	Adam	
	Yes	No
Take piano lessons	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Play soccer	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Hang out at the mall	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Read books	<input checked="" type="checkbox"/>	<input type="checkbox"/>

4.	Cindy	
	Yes	No
Use the Internet	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Watch DVDs	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Play tennis	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Talk on the phone	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Go to page 115 for the Game.

People I admire

1 Vocabulary

Tommy admires his brother, Jordan. What does Jordan say about his life? Match the photos to the correct sentences. Then listen and practice.



1 I go to concerts every Saturday.

6 I have a piano, a bass, and an electric keyboard.

4 I live in an apartment.

3 I play in a jazz band.

4 I practice the piano every day.

2 I work at Bradley Music School.
I teach music to high school students.

2 Language focus

Read what Tommy says. Study the language chart. Then listen and practice.

My brother, Jordan, is great. He works at Bradley Music School. He teaches the piano to students from all over the world. Jordan has a piano in his apartment, and he practices every day. At night, he plays in jazz clubs. He really loves music!

Simple present statements with I/he/she

With *he* and *she*, add *-s* or *-es* to most verbs.

I live	I work	I teach	I do	I go	I have
he lives	he works	he teaches	he does	he goes	he has
she lives	she works	she teaches	she does	she goes	she has

Exception:

Lesson 7

People I admire

This lesson presents and practices some verbs commonly used in the simple present, and simple present statements with I / he / she.

Review of Lesson 6

- Write these sentence stems on the board in a column: *I play* __. *I watch* __. *I listen to* __. *I take* __ lessons. *I hang out at* __. *I collect* __.
- Have students work in pairs to write as many endings as they can for each stem, for example: *I play the guitar. I play soccer.* Encourage them to think of original ideas that are not in the book but that use vocabulary they know, such as *I take French lessons* or *I hang out at my friend's house.*
- For each stem, invite volunteers to read their endings aloud. Write them on the board.

1 Vocabulary

This exercise presents and practices some verbs commonly used in the simple present.

CD1, Track 22

- Explain the title of the lesson, "People I admire." Ask volunteers to tell the class whom they admire and why.
- Have students read the directions and look at the photos. Ask: *What subject does Jordan like a lot?* (Music.)
- Ask students to read the statements below the photos. Explain the meaning of any words that students are unsure of.
- Have students work individually to match the photos and the statements.
- Play the recording. Students listen and verify their answers.

Audio script

See page T-202.

- Check answers with the class.
- Play the recording again, or model the sentences. Students listen and repeat.

2 Language focus

This exercise presents and practices simple present statements with I / he / she.

A CD1, Track 23

- Have students read through the text once. Ask: *Who is Tommy talking about?* (His brother, Jordan.) *Does Tommy like his brother?* (Yes.) *What do you notice about the endings of the verbs?* (The verbs have -s or -es at the end.)
- Play the recording. Students listen and read along.

Audio script

Same as the text in the Student's Book.

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

- **Language Chart** Have students study the examples in the language chart. Explain that with *he* and *she*, we add -s or -es to the simple form of most verbs. (If a verb ends in s, x, z, sh, or ch, -es is added to the verb.) However, an exception is *have*, which becomes *has* with *he* and *she*.
- Model the examples, pausing for students to repeat.
- Say *work*. Students respond with *works*. Continue until you have practiced each verb at least once. Continue the drill with individual students if extra practice is needed.

B CD1, Track 24

- Have students read the directions and the text. Remind students that they will have to change the verbs in parentheses to go with *he*. Tell them that they may refer back to the language chart on page 22 to check spelling.
- Have students work individually to do the exercise.
- Play the recording. Students listen and verify their answers.

Audio script

Same as the text in the Student's Book.

- Check answers with the class. Ask two or three students to stand and read the passage aloud, alternating sentences.
- **Optional** Play "Fill in the Blanks." Write *goes, has, lives, teaches, and works* on the board. Say these sentences, pausing or saying *Blank* where students fill in the appropriate verb: *Ms. Mills _____ math. (Teaches.) His father _____ in a bank. (Works.) Maria _____ in a big apartment. (Lives.) Paul _____ a dog and a cat. (Has.) The student _____ to school very early. (Goes.)*
- For large classes, play this as a competition, dividing the class into teams and keeping score of correct answers.

3 Listening

In this exercise, students listen for information to determine whether statements are true or false.

CD1, Track 25

- Have students look at the photo. Ask: *Who is this?* (Caroline Zhang, a figure skater.)
- Elicit any facts students know about Caroline Zhang.
- Invite a volunteer to read the directions aloud.
- Play the recording. Students only listen.

Audio script

See page T-202.

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

- Check answers with the class. Invite volunteers to read the sentences and say whether they are true or false.

Teaching Tip

A common classroom problem is that students don't listen to each other. When you are correcting an exercise by calling on individual students, don't correct their answers immediately. First, ask another student. Say, for example: *Alex, do you agree with Maria's answer?* If the student says he or she did not hear the answer, do not repeat it yourself. Instead, say: *Maria, would you please repeat that?* Doing this will encourage your students to pay attention to each other as well as to you.

4 Pronunciation -s endings

In this exercise, students practice the pronunciation of -s endings.

A CD1, Track 26

- Focus students' attention on the words in the chart.
- Explain that an -s ending is pronounced differently depending on the ending sound of the word:
 - If the word ends in a *voiceless* consonant, the ending is pronounced /s/.
 - If it ends in a *voiced* consonant or a vowel, the ending is pronounced /z/. (Tell students that they will feel a buzzing feeling if they touch the front of their throats when saying *voiced* consonants or vowels. When saying *voiceless* consonants, there is no buzzing feeling.)
 - If a verb ends in *s, x, z, sh, or ch*, -es is added to the verb. The -es ending is pronounced /ɪz/.
- Play the recording. Have students listen, paying close attention to the pronunciation of the -s endings.

Audio script

Same as the verbs in the Student's Book.

- Play the recording again. Students listen and repeat.

B CD1, Track 27

- Tell students that they will hear six verbs. They should write the verbs in the chart according to the pronunciation of the -s ending. Play the recording. Students only listen.

Audio script

Same as the verbs in the Student's Book.

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

Workbook

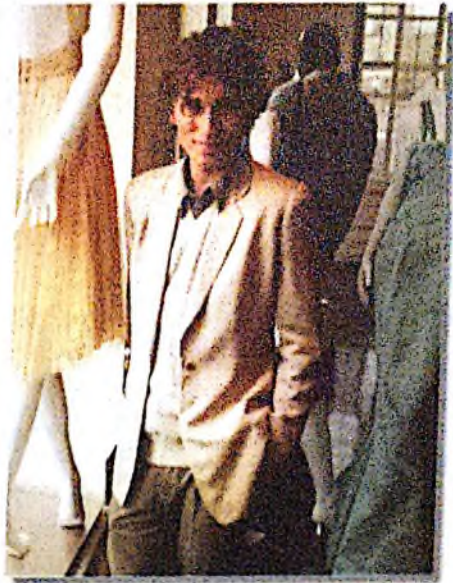
Assign the exercises on Workbook page 12. (Workbook answers begin on page T-190.)

Extra Grammar

Assign the exercises for the Extra Grammar, Lesson 7.

- B** Tommy also admires Esteban Cortazar. Complete Tommy's text with the correct forms of the verbs. Then listen and check.

I admire Esteban Cortazar. He's from Colombia, but he lives (live) in Miami. Esteban is a fashion designer. He's talented, and he works (work) hard. He makes (make) clothes for department stores. He goes (go) to fashion shows, and he sees his own clothing!



3 Listening

- A** Caroline Zhang is a famous skating star. Are these sentences true or false about her? Listen and write *T* (true) or *F* (false).

1. Caroline Zhang is American. T
2. She has a sister. T
3. She lives with her family in New York. F
4. She practices four days a week. F
5. She plays the piano and the violin. T
6. Her favorite singer is Jennifer Lopez. F

4 Pronunciation -s endings

- A** Listen. Notice the *-s* endings. Then listen again and practice.

<i>s = /s/</i>	<i>s = /z/</i>	<i>s = /vz/</i>
takes	plays	practices
collects	goes	guesses

- B** Listen. Write these verbs in the correct columns: *lives, works, teaches, eats, watches, and has*. (The order of the answers may vary.)

<i>s = /s/</i>	<i>s = /z/</i>	<i>s = /vz/</i>
<u>works</u>	<u>lives</u>	<u>teaches</u>
<u>eats</u>	<u>has</u>	<u>watches</u>

The weekend

1 Vocabulary

A What do you do on the weekend? Check (✓) the correct boxes. Then listen and practice. *(Answers will vary)*



1. I sleep late.
 I don't sleep late.



2. I eat out with my family.
 I don't eat out with my family.



3. I stay up late.
 I don't stay up late.



4. I go out on Friday night.
 I don't go out on Friday night.



5. I go to the movies.
 I don't go to the movies.



6. I stay home on Sunday.
 I don't stay home on Sunday.

B Tell your classmates about your weekend. Use sentences from Part A.

I sleep late. I eat out with my family. I don't . . .

2 Language focus

A Ana and her sister, Clara, do different things on the weekend. Listen and practice.



My sister and I are very different. On the weekend, I go out with my friends. I go to the movies, or I go to a concert. Clara doesn't go out at all. She stays home and watches videos. On Sunday, I don't sleep late. I get up at 7:30 a.m. Clara sleeps late. She gets up at 10:30 a.m.

doesn't

She **doesn't** go out on Friday night.
 Clara **doesn't** go out at all.

doesn't = does not

This lesson presents and practices the names of common weekend activities and doesn't.

Review of Lesson 7

- Write on the board: *go / goes, live / lives, have / has, play / plays, watch / watches, talk / talks*. Ask students for other examples. Write them on the board.
- Ask a random student (Classmate 1) to stand and choose Classmate 2. Classmate 1 makes a sentence about a daily or favorite activity using *I*: *I play soccer every Saturday*. Classmate 2 converts the statement into a sentence about Classmate 1: *(Ricardo) plays soccer every Saturday*. Repeat several times with different students.
- Erase the verbs from the board. Call two or three volunteers to the board. Give each student chalk or a whiteboard marker. Say one of the verbs with its *-s* ending. The first student to write the verb correctly gets a point. Say ten verbs. The student with the most points wins.

1 Vocabulary

This exercise presents and practices the names of common weekend activities.

A CD1, Track 28

- Ask: *Which days are considered the weekend?* (Friday night, Saturday, and Sunday.) Tell students that the other days, Monday morning to Friday afternoon, are called *weekdays*. Ask: *How are your routines different on the weekdays and the weekends?*
- Have students study the pictures and read the sentences.
- Ask students to check each sentence that describes *their own* weekend routine. Students work individually to complete the exercise.
- Have students compare their answers in pairs.
- Play the recording. Students listen and read along.

Audio script

Same as the sentences in the Student's Book.

- Play the recording again, or model the sentences. Students listen and repeat.
- **Optional** Read the sentences one by one. After each sentence, ask how many students checked it. Do a quick tally to find out which routines are the most popular in the class.

B

- Have students read the directions and the example. Invite volunteers to stand and tell the class about their weekends, using sentences from Part A and following the example.

2 Language focus

This exercise presents and practices *doesn't*.

A CD1, Track 29

- Ask students to raise their hands if they have brothers or sisters. Ask several students if they enjoy the same weekend activities as their siblings.
- Focus students' attention on the photo. Explain that it shows Ana and her sister, Clara. Tell students they will listen to Ana describing their weekend routines.
- Play the recording. Students listen and read along.

Audio script

Same as the text in the Student's Book.

- Ask: *Are Ana and her sister the same?* (No. They're different.) Say the following sentences. Students call out *Yes* if the sentence is correct and *No* if it is not.

Clara goes out every weekend. (No.)

Ana doesn't stay home. (Yes.)

Ana and Clara watch videos together. (No.)

Clara sleeps late, but Ana doesn't. (Yes.)

- Play the recording again, or model the sentences. Students listen and repeat.
- **Language Chart** Have students study the examples in the language chart. Focus students' attention on the contraction *doesn't*. Ask: *What is the full form of doesn't?* (Does not.) Point out that the verb after *does* and *doesn't* is the simple form (it has no *-s* ending). Also point out that we only use *does / doesn't* for the pronouns *he, she, and it*. Ask: *What do we use for I, you, we, and they?* (Do / don't.)
- Model the examples, pausing for students to repeat.

B

- Focus students' attention on the photos. Tell them that Rafael and Luis are brothers. Ask: *Do Rafael and Luis like the same activities?* (No.)
- Have students read the sentences. Answer any questions about the vocabulary.
- Have students work individually to decide if the sentences are true or false and to complete the exercise.
- Check answers with the class.

C CD1, Track 30

- Have students read the directions and the example.
- Have students work individually to correct the false sentences in Part B.
- Play the recording. Students listen and verify their answers.

Audio script

Same as the sentences in the Student's Book.

- Check answers with the class. Ask volunteers to come to the board to write one answer each.
- Play the recording again, or model the sentences. Students listen and repeat.

3 Speaking

This exercise practices *Do you . . . ?* and *doesn't*.

A

- Have students read the directions for Parts A and B and the survey in Part B. Invite volunteers to give ideas for questions 7 and 8. Have students write questions in the two blanks.

B

- Tell students that they will do the survey with a partner. Ask: *What are the two possible responses to each question?* (Yes, I do or No, I don't.) Students work in pairs asking each other the questions and checking either a *Yes* or a *No* box for each question, according to their partner's response.

C

- Invite volunteers to report their survey findings to the class, following the example.
- **Optional** Play verb-phrase "Bingo." Have students draw a bingo grid on a piece of paper. Write these 12 verb phrases on the board: *goes out, sleeps late, stays up late, stays home, teaches math, practices the piano, does homework, has a guitar, works at a bank, lives in the U.S., talks on the phone, plays video games.* Students choose nine phrases and write them in the nine spaces on their grids. Call out any nine of the verb phrases in random order. (Keep track of which phrases you have called. You will need to check answers later.) The first student with three in a row calls out *Bingo!* To check the student's answers, have the student read the three phrases that were in a row.

Workbook

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

Extra Grammar

Assign the exercises for the Extra Grammar, Lesson 8.

B Rafael and his brother, Luis, are different, too. Look at the photos. Are these sentences true or false? Write *T* (true) or *F* (false).

- Luis goes out with his parents. F
- Luis goes to concerts. F
- Rafael stays home. T
- Rafael goes to bed early. F
- Rafael watches videos in the living room. F
- Luis likes popcorn. T



C Correct the false sentences in Part B. Then listen and check.

- Luis doesn't go out with his parents.
He goes out with his friends.
- Luis doesn't go to concerts.
He goes to the movies.
- Rafael doesn't go to bed early.
He goes to bed late.
- Rafael doesn't watch videos in the living room.
He watches videos in his bedroom.



3 Speaking

A Read the survey. Write questions 7 and 8 with your classmates. (Answers will vary.)

B Ask a classmate the questions. (Answers to the questions will vary.)

What do you do on the weekend?	Your classmate	
	Yes	No
1. Do you sleep late?	<input type="checkbox"/>	<input type="checkbox"/>
2. Do you stay home?	<input type="checkbox"/>	<input type="checkbox"/>
3. Do you go to the movies?	<input type="checkbox"/>	<input type="checkbox"/>
4. Do you do your homework?	<input type="checkbox"/>	<input type="checkbox"/>
5. Do you go out with friends?	<input type="checkbox"/>	<input type="checkbox"/>
6. Do you play video games?	<input type="checkbox"/>	<input type="checkbox"/>
7. _____	<input type="checkbox"/>	<input type="checkbox"/>
8. _____	<input type="checkbox"/>	<input type="checkbox"/>

C Tell the class about your classmate's weekend activities.

Carla eats out. She doesn't sleep late. She . . .

Get Connected

UNIT 2

Read



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

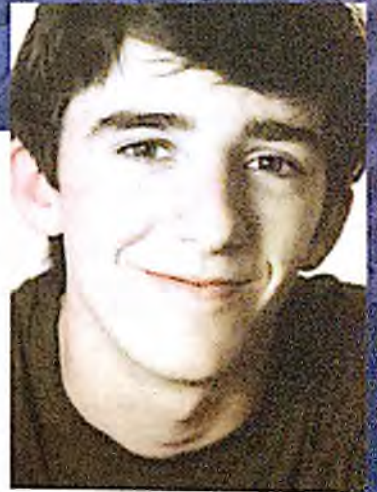
answers eats has helps lives lunch makes takes works

Quizlet

Do you have quizzes in school? Are they fun? If not, **check out** the quizzes on *Quizlet* – a cool Web site with lots of quizzes. *Quizlet* makes learning vocabulary words fun and exciting. And it's free!

The quizzes on *Quizlet* help students **review** languages (like Japanese, Spanish, and Korean) and school subjects (like history, biology, and math). The quizzes are like games, so they're fun to do. Many students use *Quizlet* – over 130,000 students in 14 months!

Andrew Sutherland is the **creator** of *Quizlet*. *Quizlet* is so popular now, Andrew has a **company**, too. Its name is Brainflare. It helps him with important things, like **marketing** and computer **software** questions about *Quizlet*. Andrew is really great – he answers all the Web site **messages** from hundreds of people every week. It takes a lot of time, but it's important to him.



Go to page 12 for the Vocabulary Practice.

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

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

1. *Quizlet* makes learning fun and exciting. True.
2. The quizzes on *Quizlet* are for languages only. False. They're for school subjects, too.
3. Many teachers use *Quizlet*. False. Many students use Quizlet.
4. Andrew has a company, too. True.
5. He answers 50 messages every week. False. He answers hundreds of messages each week.

Unit 2

Get Connected

This lesson practices reading, listening, and writing skills.

Review of Lesson 8

- Call out: *he, sleep late, Sunday morning*. Students respond with the complete negative statement: *He doesn't sleep late on Sunday morning*. Continue the activity several times using the verb phrases from Lesson 8. For extra practice, continue the activity on an individual basis.
- Say the following sentences: *He stays home on Sunday. She eats out with her family. My sister sleeps late. Her brother goes to the movies. The teacher goes out on Friday night*. Students convert each sentence into a negative statement.
- Ask random students to stand. Ask the students to tell the class something that they do not do on the weekend: *I don't ____*. The class converts the negative statement into the third person singular: *He / She / doesn't ____*. For extra practice, continue the activity on an individual basis.

Read

This exercise practices reading for information about a Web site or quizzes.

A

- Have students look at the photo. Explain that this young man created a Web site with a lot of quizzes to make learning fun for students and to help kids do homework.

Culture Note

Computers have become an important educational tool in and out of the classroom. In 2007, 87 percent of U.S. teens between the ages of 12 and 17 used the Internet. Of these, 51 percent went online every day. As a result, there are now many Web sites that offer students help with homework and research. Some of these sites just provide links to Web sites that have the information students need. Many, like the Web site in this article, provide practice exercises and tests in different subjects. Others actually provide live tutors to help students with homework in real time.

- Write the word *quiz* on the board and ask: *What is a quiz? (It's a short test.)* Then write *quizlet* on the board and say that a *quizlet* is a made-up word for a short quiz. Tell students that they are going to read an article about an unusual Web site with a lot of quizzes on it.
- Invite a volunteer to read aloud the directions and the words in the box. Remind students that they should read quickly to find the answers and that they should not read every word carefully.
- Have students work individually to read the article quickly and check the words. Do not check answers at this point.

B CD1, Track 31

- Invite a volunteer to read the directions aloud. Remind students that they should read slowly and carefully, and concentrate on getting the meaning of the entire text.

- List the new vocabulary words on the board: *check out, review (v.), creator, company, marketing, software, message*. Explain their meaning. (Check out: to find out about; review [v.]: to study, read, or look at again; creator: the first person to think of and make something new – for example, Walt Disney was the creator of Mickey Mouse; company: a business, usually with a boss and workers; marketing: part of a company or group that makes advertisements and thinks about how to sell things; software: the programs for a computer; message: a note – for example, a note sent over the Internet is an e-mail message.) As an alternative, have students use their dictionaries to find the meanings of the new vocabulary words.
- Have students read the article again.
- Have students check their answers in Part A in pairs. Elicit the answers from one pair.
- **Optional** Play the recording. Students listen and read along.

Audio script

Same as the article in the Student's Book.

Get Connected Vocabulary

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

C

- Invite a volunteer to read the directions, the first statement, and the example answer aloud.
- Have students work individually to write *True* or *False* and then correct the false statements.
- Check answers with the class. Invite volunteers to read aloud one answer each.

Listen

In this exercise, students listen for information about schedules.

A CD1, Track 32

- Focus students' attention on the photo. Ask: *Where are these teens?* (In the library.)
- Tell students that they will listen to two friends, Ben and Julia, talk about their schedules.
- Have students read the first statement and the checked answer.
- Explain that students should listen to the conversation and check the correct words.
- Play the recording. Students only listen.

Audio script

See page T-203.

- Play the recording again. Students listen and check the correct words.
- Play the recording once again. Students listen and verify their answers.
- Check answers with the class. Read the first part of each statement and invite a volunteer to say the correct answer.

B

- Have students read the directions and all the statements.
- Explain that *I agree* means you think something is right, *I disagree* means you think something is not right, and *I'm not sure* means you cannot say if you think it is right or not. Tell students that there are no right or wrong answers for this exercise – they are giving their opinions.
- Have students work individually to write whether they agree, disagree, or are not sure.
- Have students work in pairs to compare answers, or elicit opinions from volunteers.
- **Optional** Take a class poll. Read each statement and ask for a show of hands. Say: *Raise your hand if you agree. Now raise your hand if you disagree. Now raise your hand if you're not sure.* Record the results in a chart on the board.

Write

In this exercise students complete an organizational web and write about an interesting person.

A

- Focus students' attention on the words in the box. Review the words.
- Copy the web onto the board. Complete it for your own interesting person.
- Have students work individually to complete the word web.
- **Optional** Have students share their webs in pairs before they write their paragraphs.

B

- Invite a volunteer to read the directions aloud. Tell students that they will use the ideas in their web in Part A to help them write about an interesting person.
- Have students work individually to write their paragraph.
- Invite several volunteers to read their paragraphs to the class.
- **Optional** Have students work in pairs to exchange paragraphs. Tell them to help their partners think of two more sentences to add about their person.

Workbook

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

Listen

We can study together.

A Julia and Ben talk about their schedules. Listen and check (✓) the correct words.

- | | | |
|--------------------------------------|---|--|
| 1. Ben has a lot of | <input type="checkbox"/> homework. | <input checked="" type="checkbox"/> quizzes. |
| 2. Ben doesn't have | <input checked="" type="checkbox"/> a Spanish | <input type="checkbox"/> an English quiz on Wednesday. |
| 3. On Monday Julia has | <input type="checkbox"/> dance class. | <input checked="" type="checkbox"/> soccer practice. |
| 4. On Tuesday Julia doesn't have any | <input type="checkbox"/> homework. | <input checked="" type="checkbox"/> extra classes. |
| 5. Julia doesn't like | <input checked="" type="checkbox"/> math. | <input type="checkbox"/> English. |

B What do you think? Write *I agree, I disagree, or I'm not sure.* (Answers will vary)

- Quizzes are fun. _____
- It's good to use computers in class. _____
- It's good to study with classmates. _____
- Math is important. _____



Your turn

Write

A Think of a person who does interesting things. Use the words in the box or your own ideas to complete the web about one person. (Answers will vary)

collect eat go hang out have play read take use watch work write



B Write a paragraph about an interesting person. Use your ideas in Part A to help you. (Answers will vary)

_____ does a lot of interesting things. He _____

Language chart review

Simple present

Statements: I / He / She

Yes / No questions: Do you . . . ?

Short answers

I take piano lessons.
I don't take violin lessons.

Do you take piano lessons?

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

He lives in an apartment.
He doesn't live in a house.

She gets up late.
She doesn't get up early.

doesn't = does not

A Carly writes a fan letter to Enrique Iglesias. Complete Carly's letter and Enrique's reply. Use the verbs in the box.

do don't live have live
doesn't have has listens to sing

Dear Enrique,

How are you? This letter is from my grandmother and me. I have all your CDs. My grandmother doesn't have your CDs, but she has all of your father's music. Your father, Julio, is her favorite singer. She listens to his music every day. Can you please answer some questions?

Do you live in Spain? Do you have any brothers and sisters? Do you sing in English and in Spanish?

You're the best!

Love,
Carly

Dear Carly,

Hi! Here are pictures of my dad and me. No, I don't live in Spain. I live in the U.S. - in Miami, Florida. Yes, I have a big family. I have two brothers and three sisters! Yes, I sing in English and in Spanish.

Thanks for your letter! And thanks to your grandmother, too!

Enrique



Unit 2

Review

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

Language chart review

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

- Books closed. Write on the board:

	<i>get up early</i>	<i>not get up late</i>
<i>I</i>		
<i>She</i>		
<i>He</i>		
<i>Do you get up early? — Do you get up late? —</i>		

- Focus students' attention on the chart on the board. Have students make an affirmative and a negative sentence for each pronoun using the verb phrases at the top of the chart. Then have students answer the questions at the bottom of the chart with short answers.
- Invite volunteers to come to the board to write their sentences and short answers.
- Books open. Have students check their sentences against the sentences in the language chart review.
- Invite volunteers to make simple present statements about their daily routines or habits.
- Answer any questions students may have.

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

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

Exercise A

- Have students read the directions and look at the photos.
- Focus students' attention on the words in the box.
- Have students work individually to complete their letters.
- Check answers with the class. Invite volunteers to read their letters aloud.

Exercise B

- Have students read the directions. Explain that there are two parts to the task. First, students write *Do you* questions using the words in parentheses. Then, they write short answers to the questions.
- Have students work individually to write sentences using the words in parentheses.
- Have students work individually to write short answers to the questions using their own information.
- Check answers with the class.
- Have students ask and answer the questions in pairs.

Exercise C

- Have students read the directions.
- Tell students to read the paragraph and then correct the sentences.
- Have students work individually to complete the exercise.
- Have students check their answers in pairs.
- Check answers with the class. Invite volunteers to read aloud one corrected sentence each.

Optional Unit Wrap-Up

- If students did the Review exercises for homework, check answers with the class.
- Have students work in pairs. Classmate 1 thinks of a famous person to pretend to be. Classmate 2 asks the questions in Exercise B to Classmate 1 and tries to guess who Classmate 1 is, based on his / her answers.
- Have students work individually to write five sentences about themselves similar to those in the paragraph about Antonio Burgos in Exercise C. Three sentences should be false and two sentences should be true. Students should write the sentences on a single piece of paper and put their name at the top of the paper.
- Collect the papers and then redistribute them around the class. Students mark the sentences on their papers as *T* (true) or *F* (false) and correct the false sentences. (If they are not sure, they should guess.)
- Have students return the papers to the original writers. Those students then tell them if their guesses are right or wrong.

Theme Project

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

Workbook

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

Extra Practice Worksheets

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

Extra Speaking Practice Worksheet

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

Arcade Activities

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

Learning Log

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

Quiz

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

Test

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

B Write *Do you* questions. Use Part A to help you. Then write short answers using your own information.

1. (live / Spain)

Q: Do you live in Spain?

A: Yes, I do. OR No, I don't.

2. (listen / CDs)

Q: Do you listen to CDs?

A: (Answers will vary.)

3. (have / brothers and sisters)

Q: Do you have any brothers and sisters?

A: (Answers will vary.)

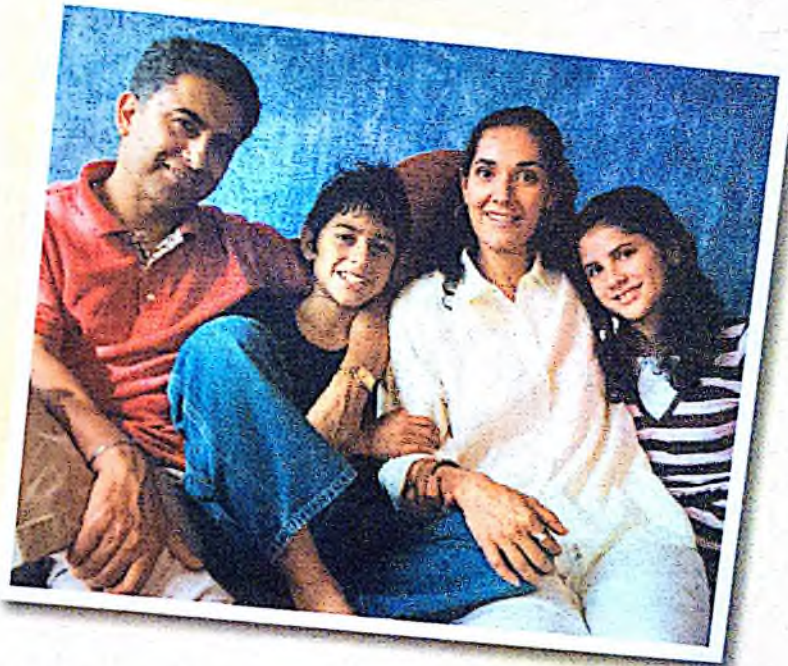
4. (sing / songs in English)

Q: Do you sing songs in English?

A: (Answers will vary.)

C Read about Antonio. Then correct the sentences.

I'm Antonio Burgos. I live in Buenos Aires, Argentina, with my parents and my little sister, Monica. I go to a small school in the city. My first language is Spanish, but I speak English, too. In my free time, I play video games and listen to music. I don't like rap music very much, but I love rock. On weekends, I hang out at the park with my friends, but I eat dinner with my family.



1. Antonio lives in the United States.

Antonio doesn't live in the United States. He lives in Argentina.

2. He has a little brother.

He doesn't have a little brother. He has a little sister.

3. He speaks French and Portuguese.

He doesn't speak French and Portuguese. He speaks Spanish and English.

4. Antonio plays soccer and watches TV.

Antonio doesn't play soccer and watch TV. He plays video games and listens to music.

5. He likes rap music.

He doesn't like rap music very much. He loves rock music.

6. He hangs out at the mall on weekends.

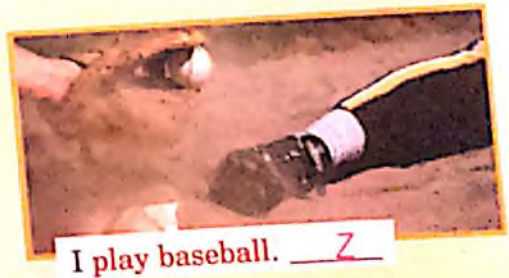
He doesn't hang out at the mall on weekends. He hangs out at the park with his friends.

Go to page 127 for the Theme Project.

Sports fun

1 Vocabulary

A Who does these sports, Claudia or Zach? Listen and write C (Claudia) or Z (Zach).



B Listen and practice.

C What sports do you do? What sports don't you do? Write sentences.
(Answers will vary.)

Sports I do

I skateboard.

Sports I don't do

I don't ski.

This lesson presents and practices the names of sports popular with teens and Does he / she . . . ?

1 Vocabulary

This exercise presents and practices the names of sports popular with teens.

A CD1, Track 33

- Focus students' attention on the photos. Explain that these are some of the sports American teens like to do. Ask students to raise their hands if they do any of these sports.
- Write *surf, karate, skateboard, biking, water-ski, baseball, swim, and ski* on the board. Model the new words. Students listen and repeat.
- Number the words on the board from 1 to 8. Call out the words. Students respond with the corresponding numbers.
- Tell students that Claudia and Zach are athletic and both enjoy sports. Explain that they will listen to a conversation between Claudia and Zach about the sports they like. Students should listen and decide who likes each sport.
- Play the recording. Students only listen.

Audio script

See page T-203.

- Play the recording again. Students listen and write the appropriate initial (C for Claudia or Z for Zach) in the spaces provided.
- Play the recording once again. Students listen and verify their answers.

- Check answers with the class. Invite volunteers to read their answers aloud. Write their answers next to the corresponding sport on the board.

B CD1, Track 34

- Play the recording. Students listen and repeat.

Audio script

See page T-203.

C

- Have students read the directions and the examples. Students write three sentences about sports they do and three sentences about sports they do not do. Remind students that *karate, biking, and baseball* are not verbs and will need the verbs *do, go, and play* to precede them.
- Have students compare their answers in pairs.
- Invite several students to share their sentences with the class.

Culture Note

In the U.S., the most popular sports for teenagers between the ages of 12 and 17 are bicycle riding, swimming, basketball, camping, football, bowling, fishing, volleyball, baseball, and softball.

2 Language focus

This exercise presents and practices *Does he / she ... ?*

A CD1, Track 35

- Focus students' attention on the top photo. Explain that Claudia and Zach are talking about a new student in school.
- Play the recording. Students listen and read along.

Audio script

Same as the conversation in the Student's Book.

- Ask: *What's the new student's name?* (Chris.) *Does Chris like sports?* (No.) *Can he use a computer?* (Yes.)
- Play the recording again, or model the conversation. Students listen and repeat.
- **Optional** Have students practice in pairs.
- **Language Chart** Have students study the examples in the language chart. Focus students' attention on the words in bold. Explain to students that *do* is a "helping" verb. *Do* has no meaning when it is used as a helping verb without a main verb. We cannot make a question with the helping verb alone. Ask: *Where is does in the question?* (At the beginning of the question, before the pronoun *he*.) *How about in the short answer form?* (After the pronoun.) *Do we repeat the main verb in a short answer?* (No, we don't.)
- Model the examples, pausing for students to repeat.

B CD1, Track 36

- Focus students' attention on the bottom photo. Ask: *Who is in the picture?* (Chris, Zach, and Claudia.) *What sport is Claudia playing?* (Basketball.) *Is she good at basketball?* (Yes.)
- Have students work individually to complete the conversation.
- Play the recording. Students listen and verify their answers.

Audio script

Same as the conversation in the Student's Book.

- Check answers with the class. Invite volunteers to read one of the completed sentences they wrote.
- Have students practice the conversation in pairs.

3 Pronunciation Intonation

In this exercise, students practice the rising intonation of *Yes / No* questions.

CD1, Track 37

- Explain the concept of rising intonation. Explain that in English, *Yes / No* questions have rising intonation but *Wh-* questions do not. Focus students' attention on the questions and the arrows.
- Play the recording. Students listen. Tell them to pay special attention to the rising intonation at the end of each question.

Audio script

Same as the questions in the Student's Book.

- Play the recording again. Students listen and repeat.
- Ask volunteers to give more examples of *Yes / No* questions with rising intonation.

4 Speaking

This exercise practices *Yes / No* questions and short answers.

- Have students read the directions and the example questions and answers.
- Model the activity by telling students that you are thinking of a sports star. Students ask you questions as in the examples and try to guess the star.
- Continue by inviting a volunteer to think of a sports star. Students ask *Yes / No* questions until someone guesses the star. Continue until students have guessed three or four sports stars.
- **Optional** Set a limit of ten questions (or fewer) for each star. If classmates do not guess in ten questions, the student tells them the name. This will keep the activity moving more quickly.

Note: For large classes, divide the class into small groups.

Teaching Tip

When playing games in class, keep the activity short and make sure it moves quickly. This keeps interest high.

Workbook

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

Extra Grammar

Assign the exercises for the Extra Grammar, Lesson 9.

2 Language focus

- A** Claudia and Zach talk about a new student. Listen and practice.

Claudia Hey, that guy's new. Who is he?
Zach That's Chris.
Claudia Does he like sports?
Zach Well, . . .
Claudia Does he do karate?
Zach No, he doesn't.
Claudia Does he play baseball?
Zach No, he doesn't.
Claudia Does he surf?
Zach Uh . . . yes, he does. He surfs the Internet!

Does he / she . . . ?

Does he do karate?
 Yes, he does.
 No, he doesn't.



- B** Chris and Zach talk about Claudia. Complete the conversation. Listen and check. Then practice.

Chris Wow! Your friend Claudia is good at basketball.
Does she play other sports?
Zach Yes, she does. She's very athletic.
Chris Does she play soccer?
Zach Yes, she does. She likes it very much.
Chris Does she have a gym partner?
Zach No, she doesn't.
Chris Hey, maybe she can be my partner!
 She can help me!



3 Pronunciation Intonation

- Listen. Notice the rising intonation in Yes / No questions. Then listen again and practice.

Does he swim? Does he surf? Does she do karate? Does she play soccer?

4 Speaking

Think of a sports star. Give clues. Your classmates guess. Use the correct intonation.

Classmate 1 Does he ski?	You No, he doesn't.
Classmate 2 Does he skateboard?	You Yes, he does.
Classmate 3 Is he American?	You Yes, he is.
Classmate 4 Is he Ryan Scheckler?	You Yes, he is!

Sports equipment

1 Vocabulary

A Where does Claudia wear this sports equipment? Write the correct word next to each body part. Then listen and practice.

1. head helmet

2. eye(s) goggles

3. hand(s) glove(s)

4. knee(s) knee pad(s)

5. foot / feet ski boot(s)

glove(s)

goggles

ski boot(s)

knee pad(s)

helmet

B What sports equipment do these athletes wear? Make guesses and complete the chart. (Answers may vary.)

A skateboarder	A skier	A cyclist
<u>helmet</u>	<u>ski boots</u>	<u>helmet</u>
<u>knee pads</u>	<u>goggles</u>	
	<u>gloves</u>	

This lesson presents and practices the names of parts of the body, sports equipment, and They + verb statements and Do they + verb questions.

Review of Lesson 9

Play a guessing game. Write the eight sports verbs and verb phrases from Lesson 9 on the board. Include additional sports that students play, such as soccer, basketball, etc. Ask students to raise their hands if they play any of the sports listed on the board. Ask two of these students to come to the front. Tell Classmate 1 to whisper to Classmate 2 one of the sports he or she does. Students try to guess the sport by asking: *Does he / she (play soccer)?* Classmate 2 answers *Yes, he / she does* or *No, he / she doesn't*. The student who guesses correctly replaces Classmate 2 and chooses a classmate to replace Classmate 1.

1 Vocabulary

This exercise presents and practices the names of parts of the body and sports equipment.

A CD1, Track 38

- Explain the title of the lesson, "Sports equipment." Ask: *Which sports require you to use special equipment?*
- Focus students' attention on the photo. Go over the words for body parts with students.
- Point to your head, knees, feet, and eyes, and hold up your hands. Students respond with the correct word. Supply any words they do not know.
- Focus students' attention on the words and pictures at the right. Mime the actions of putting on each piece of sports equipment. Model the words. Students listen and repeat.
- Have students work individually to write the correct sports equipment next to each body part.
- Play the recording. Students listen and verify their answers.

Audio script

See page T-203.

- Check answers with the class. Ask volunteers to read their answers aloud.
- Play the recording again, or model the sentences. Students listen and repeat.

B

- Have students read the directions. Focus students' attention on the chart. Explain that when you add *-er* or *-ist* to some sports, the word then describes the person who does the sport.
- Tell students that they will write three pieces of equipment under each heading. Students work individually to complete the exercise. While students are working, copy the chart onto the board.
- Check answers with the class. Have volunteers come to the board to write their answers.

2 Language focus

This exercise presents and practices **They + verb statements** and **Do they + verb questions**.

A CD1, Track 39

- Focus students' attention on the photo of Claudia and her little brother, Oscar. Explain that Oscar is trying to help Claudia with some sports equipment. *Does Claudia look happy?* (No.) Ask students to guess why.
- Play the recording. Students listen and read along.

Audio script

Same as the conversation in the Student's Book.

- Say the sentences below one by one. Students respond *Yes* or *No*.
Swimmers wear knee pads. (No.)
Swimmers wear goggles. (Yes.)
Swimmers don't wear gloves. (Yes.)
Swimmers don't wear helmets. (Yes.)
- Play the recording again, or model the conversation. Students listen and repeat.
- **Optional** Have students practice in pairs.
- **Language Chart** Have students study the examples in the language chart. Focus students' attention on the words in bold.

- Tell students that after the pronoun *They*, the verb does not take an *-s* ending. Ask: *Where is don't in negative statements?* (Before the verb.) *In the short answer?* (At the end.)
- Model the examples, pausing for students to repeat.

B CD1, Track 40

- Have volunteers read aloud the directions and the example question and answer.
- Have students work individually to complete the exercise.
- Play the recording. Students listen and verify their answers.

Audio script

Same as the questions and answers in the Student's Book.

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

3 Listening

In this exercise, students listen and match athletes with the equipment they use.

CD1, Track 41

- Have students read the directions and look at the photos.
- Tell students they will hear Claudia playing a guessing game with Oscar about different athletes. Students should listen and number the photos.
- Play the recording. Students only listen.

Audio script

See page T-203.

- Play the recording again. Students listen and number the photos.
- Play the recording once again. Students listen and verify their answers.
- Check answers with the class. Say each number. Students respond with the correct athlete.

Workbook

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

Extra Grammar

Assign the exercises for the Extra Grammar, Lesson 10.

2 Language focus

A Claudia's little brother, Oscar, helps get the sports equipment. Listen and practice.

Claudia Oscar, can you help me, please?
I need the sports equipment for the swim team.

Oscar Sure! Here is the helmet . . .

Claudia Huh? Swimmers don't wear helmets.

Oscar Um, do they wear gloves?

Claudia No, they don't. They wear goggles.

Oscar Oh! Um, do swimmers wear knee pads?

Claudia No, they don't. They don't wear knee pads!

Oscar Sorry. I don't know a lot about sports.

Claudia No kidding!

They + (verb): statements

They wear goggles.

They don't wear helmets.

Do they + (verb): questions

Do they wear gloves?

Yes, they do.

No, they don't.

B How much do you know about sports? Answer the questions. Listen and check. Then practice.

1. Q: Do skiers wear sneakers?

A: No, they don't. They wear ski boots.

2. Q: Do soccer players have uniforms?

A: Yes, they do.

3. Q: Do baseball players play on a court?

A: No, they don't. They play on a baseball field.

4. Q: Do cyclists wear hats?

A: No, they don't. They wear helmets.

5. Q: Do skateboarders use knee pads?

A: Yes, they do.

6. Q: Do basketball players play on a field?

A: No, they don't. They play on a basketball court.



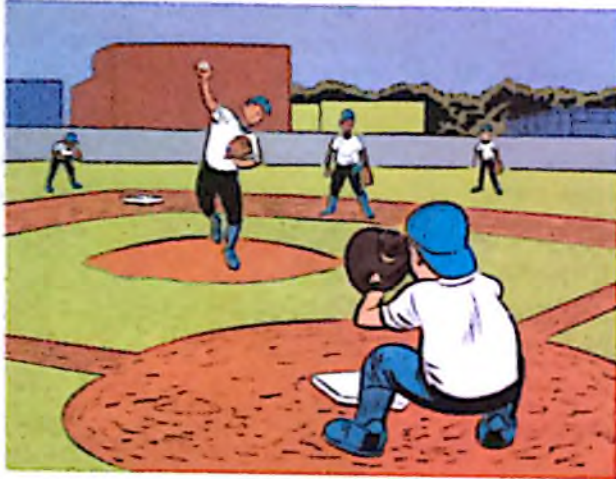
3 Listening

A Claudia plays a game with Oscar. What athletes do they talk about? Listen and number the pictures.

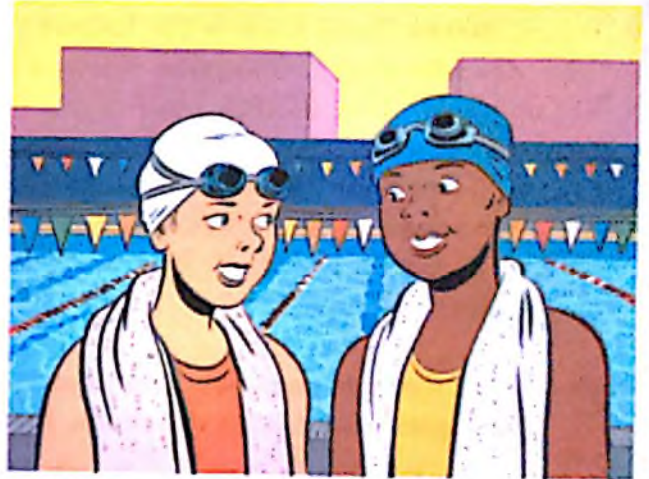


1 Language check

A Look at the pictures. Write sentences with *wear* or *don't wear*.



1. They wear baseball gloves. (glove)
They don't wear boots. (boots)



2. They don't wear knee pads. (knee pads)
They wear goggles. (goggles)



3. They don't wear hats. (hats)
They wear uniforms. (uniforms)



4. They wear helmets. (helmets)
They don't wear goggles. (goggles)

B Complete the sentences with the words in the box.

eyes feet hands head knees

- Cyclists wear gloves on their hands.
- Swimmers wear goggles over their eyes.
- Skateboarders wear pads on their knees.
- Skiers wear boots on their feet.
- You wear a helmet on your head.

Mini-review

The student answers the questions presented and presents a 10-minute report.

1 Language check

The student answers the questions presented and reports to the class.

- | | |
|--|--|
| <p>A</p> <ul style="list-style-type: none"> 1. How do you feel about the project you are working on? 2. How do you feel about the results of the project? 3. How do you feel about the progress of the project? 4. How do you feel about the team you are working with? 5. How do you feel about the time you have spent on the project? | <p>B</p> <ul style="list-style-type: none"> 1. How do you feel about the results of the project? 2. How do you feel about the progress of the project? 3. How do you feel about the team you are working with? 4. How do you feel about the time you have spent on the project? |
|--|--|

C

- Have students read the directions and look at the photo and the caption. Explain *champion*. (Winner of a competition or contest.) Ask: *What sport does Angela do?* (She skateboards.)
- Review the usage of *do* and *does*. Write *do / don't* at the top left side of the board and *does / doesn't* at the top right side. Ask students which pronouns should be written under *do / don't* (*I, you, we, they*) and which pronouns should be written under *does / doesn't* (*he, she, it*).

- Call out a variety of nouns and pronouns: *Claudia, you, Claudia and Zach, the student, the teachers, they, my sister*, etc. Students respond with *do* or *does*. Repeat this for *don't* and *doesn't*.
- Explain that the text is an interview with Angela for a magazine. Students work individually to complete the interview.
- Check answers with the class.
- Have students practice the conversation in pairs.

2 Listening

In this exercise, students listen to questions and decide on the correct responses.

A CD1, Track 42

- Tell students that they will listen to more of the interviewer's questions. They should choose the correct response for each question.
- Play the recording. Students only listen.

Audio script

See page T-204.

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

B CD1, Track 43

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

Audio script

See page T-204.

- Check answers with the class.

Workbook

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

Game

Assign the game on Student's Book page 116.

C Complete the interview with Angela Moya, a champion skateboarder. Use *do*, *does*, *don't*, and *doesn't*.

SPORTS FOR KIDS

Interviewer Hi, Angela. Nice to meet you.

Angela Hi!

Interviewer Angela, we know you love sports. Do your parents like sports, too?

Angela Yes, they do. My dad likes outdoor sports.

Interviewer Does he go biking?

Yes, he does. He goes biking every day, actually.

Interviewer And your mother? Does she go biking, too?

Angela No, she doesn't. She swims and water-skis.

Interviewer And your sisters? Do they skateboard?

Angela No, they don't. They like team sports, like soccer and basketball.

Interviewer What about you? Do you play team sports?

Angela No, I don't. I skateboard, of course. And I run every day, too.



Champion Skateboarder
Angela Moya, 13 – Denver, Colorado

2 Listening

A Listen to more of the interviewer's questions from Exercise 1C. Check (✓) the correct responses.

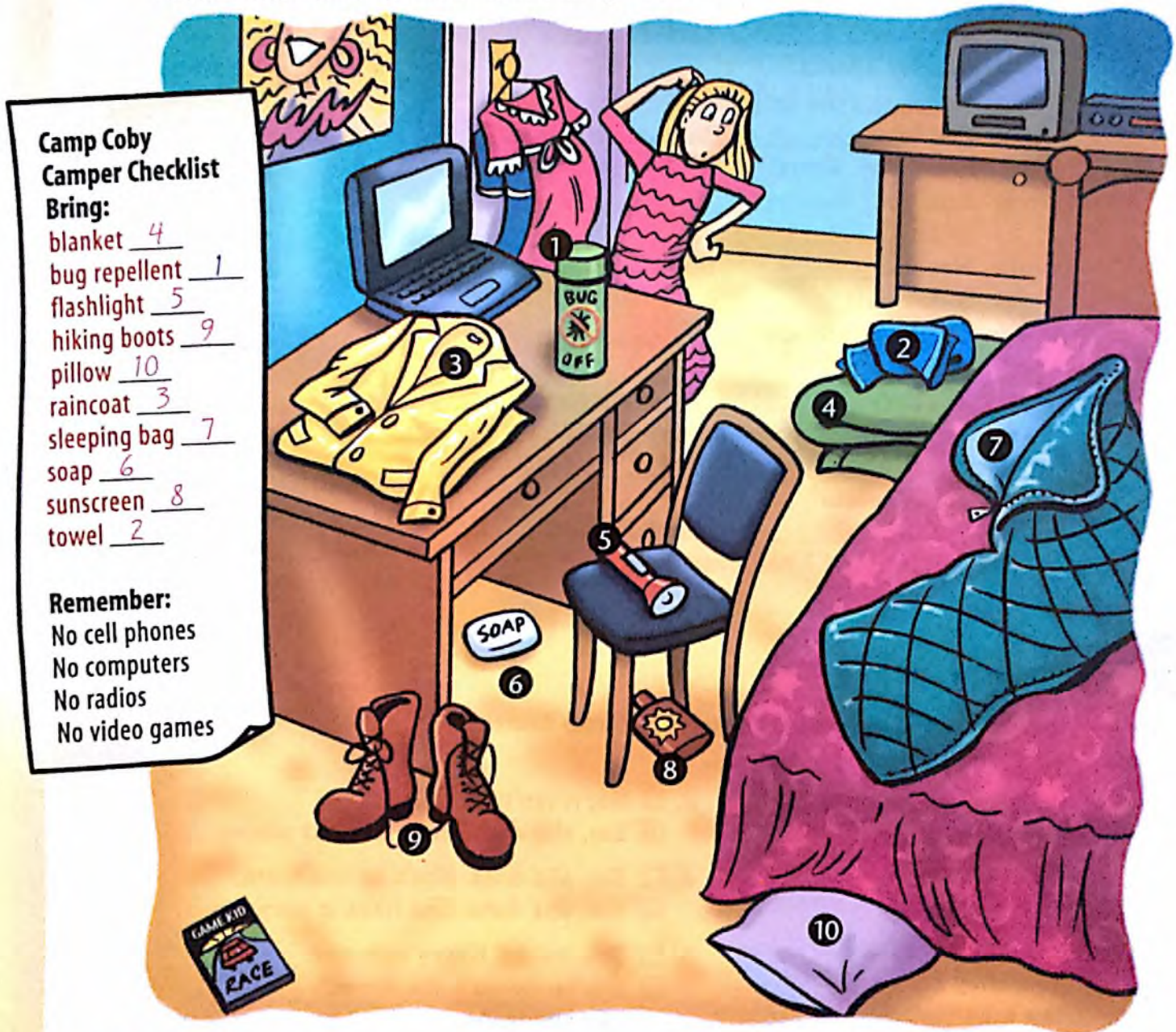
- No, they don't. They don't like water sports.
 Yes, they do. They play every weekend.
- Yes, I do. It's fun.
 Yes, they do. They love the mountains.
- No, it isn't.
 Yes, she does. She's a great player.
- Yes, she does. She's on the team.
 Yes, she does. She likes it very much.
- Yes, we do. Every summer.
 No, he doesn't. He doesn't like the water.

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

Go to page 116
for the
Game.

1 Vocabulary

A Megan packs to go to camp. Match the items in Megan's room to the correct items on the checklist. Then listen and practice.

Camp Coby
Camper Checklist

Bring:

- blanket 4
 bug repellent 1
 flashlight 5
 hiking boots 9
 pillow 10
 raincoat 3
 sleeping bag 7
 soap 6
 sunscreen 8
 towel 2

Remember:

- No cell phones
 No computers
 No radios
 No video games

B Complete the sentences with the words in Part A.

- The bug repellent is on the desk.
- The soap is under the desk.
- The raincoat is on the desk.
- The towel is on top of the blanket.
- The blanket is next to the bed.
- The sleeping bag is on the bed.
- The pillow is under the bed.
- The sunscreen is under the chair.
- The flashlight is on the chair.
- The hiking boots are next to the desk.

This lesson presents and practices the names of common items taken to summer camp and imperatives.

Review of Lesson 10

- Write on the board:

gloves, goggles, ski boots, knee pads, helmets

Do people wear _____ ?

- Play a guessing game. Tell students that you are thinking of a particular sport. Students ask about the equipment used in order to guess the sport. The student who guesses correctly replaces you and continues the activity.
- Divide the class into groups of four or five students. Ask groups to try to think of the sport that requires the most equipment. Have the group spokesperson report to the class: _____s wear the most equipment. They wear _____, _____, _____, and _____.

1 Vocabulary

This exercise presents and practices the names of common items for campers.

A CD1, Track 44

- Explain the title, "Off to camp." (Going away to summer camp.)
- Focus students' attention on the picture. Tell them that Megan is getting ready for camp. Ask students to raise their hands if they have ever gone to camp. Ask them what items are appropriate for camp and what items are not. Ask them what type of clothing should be worn.
- Explain to students that the list shows the items that Megan is supposed to take with her to camp. Tell them the name of the camp is "Camp Coby." Explain *checklist*. (A list of items that you check off.)
- Ask volunteers to come to the board to draw simple illustrations of any of the vocabulary words in the checklist that they are familiar with. Ask them to point to the illustration and identify the object. Draw any remaining objects and ask students to look at the checklist and guess what the objects are.
- Have students work individually to match the number of the items in the picture to the correct items in the checklist.
- Play the recording. Students listen and verify their answers.

Audio script

Same as the items in the Student's Book.

- Check answers with the class. Write the items in the checklist on the board. Leave a space next to each item for students to write the number of the item in the picture. Invite volunteers to come to the board to write one answer each.
- Play the recording again, or model the words. Students listen and repeat.

B

- Have a volunteer read the directions and the example aloud. Explain that they will use the words on the checklist in Part A to fill in the blanks.
- Have students work individually to complete the exercise.
- Check answers with the class.
- **Optional** Ask two students to stand (three or four for large classes). Call out *Under the desk*. Students respond with *The soap*. The first one with the correct answer gets a point. Continue for three items and then change students.

Culture Note

Every summer, many children and teenagers in the U.S. go to summer camp. Some camps are *day camps*, where the children spend the day but return home in the late afternoon. Other camps are *sleepaway camps*, where children can stay for a number of weeks or even the entire summer. Camps emphasize different activities. Some focus on sports in general or on one sport in particular – for example, tennis or gymnastics. There are acting camps, art camps, and computer camps. There are also camps for children with special needs and physical challenges.

2 Language focus

This exercise presents and practices imperatives.

A CD1, Track 45

- Ask students to look at the picture of Megan and her mother. Ask: *Are Megan's clothes good for camp?* (No.) *Is Megan's mother happy?* (No.)
- Ask students to read the directions. Tell them they will listen to a conversation between Megan and her mother.
- Play the recording. Students listen and read along.

Audio script

Same as the conversation in the Student's Book.

- Ask: *Can Megan bring her computer?* (No, she can't.) *What does her mother say?* (Leave your computer at home, please.) *Does Megan's mother want her to wear a dress?* (No.) *What does she say?* (Don't wear a dress. Wear something comfortable.)
- Say: *Megan's mother asks her to do three things. What are they?* (Wear something comfortable. Read the checklist again. Leave your computer at home.)
- Say: *Megan's mother asks her NOT to do two things. What are they?* (Don't wear a dress. Don't stay up late.) Ask: *Does Megan tell her mother to do anything?* (Hurry up. Please stop.)
- Play the recording again, or model the conversation. Students listen and repeat.
- **Optional** Have students practice in pairs.

- **Language Chart** Have students study the examples in the language chart. Focus students' attention on the words in bold. Explain that in these types of statements the simple form of the verb is used. Ask: *What word is added if the statement is a negative one?* (Don't.) *Where is it in the statement?* (At the beginning.)
- Model the examples, pausing for students to repeat.
- Ask students to find the other imperative statements in the conversation and underline them. (Hurry up; Don't wear a dress; Wear something comfortable; Read the checklist again; Leave your computer at home, please; Don't stay up late; please stop.)

B CD1, Track 46

- Explain *rules*. Have students read the directions.
- Have students work individually to complete the Camp Coby rules with imperatives.
- Play the recording. Students listen and verify their answers.

Audio script

Same as the rules in the Student's Book.

- Check answers with the class. Invite volunteers to read aloud one answer each.
- **Optional** Have students work in small groups. They should write down five or six rules at home and at school. Invite volunteers to share their rules with the class.

3 Speaking

This exercise practices imperatives.

- Ask students to read the directions. Make sure that students understand that their rules should be funny.
- Have students work individually to complete the exercise.
- Ask students to share their rules with the class. Vote on the craziest rules.

Note: For large classes, divide the class into groups of five or six students and have them vote on the two craziest rules in their group. Ask them to share the results with the class. Vote as a class on the two craziest rules.

Workbook

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

Extra Grammar

Assign the exercises for the Extra Grammar, Lesson 11.

2 Language focus

A Megan's mother helps Megan pack for camp. Listen and practice.

Megan Let's go. Hurry up, Mom.

Mom Just a minute, Megan. Don't wear a dress. Wear something comfortable.

Megan But this *is* comfortable, Mom.

Mom Fine, Megan, but read the checklist again. It says "No computers." Leave your computer at home, please.

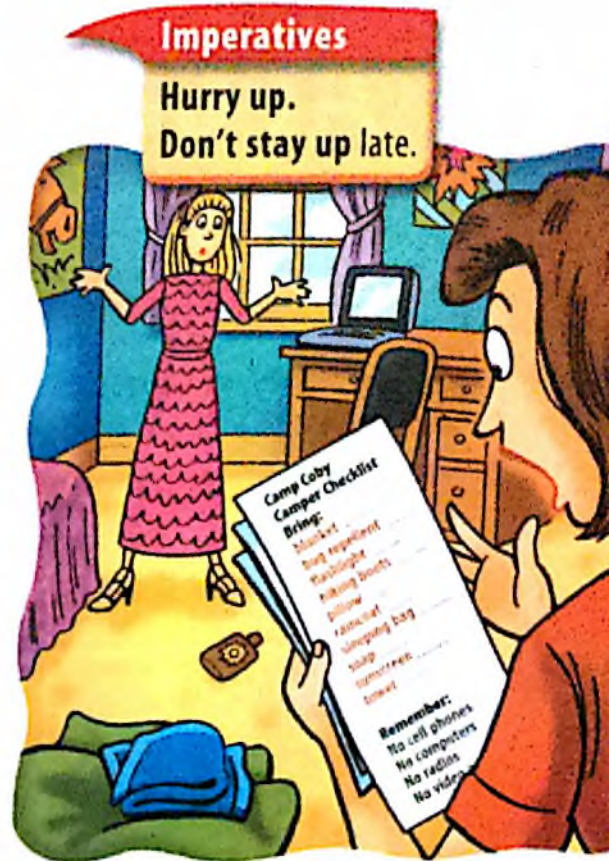
Megan But I use my computer at night, Mom.

Mom I know, but there are camp activities at night.

Megan Oh, good! I can stay up until midnight.

Mom No, Megan! It's camp. Don't stay up late.

Megan Mom, please stop. Camp is supposed to be fun!



B Look at the checklist in Exercise 1A. Can you guess the Camp Coby rules? Complete the rules. Then listen and check.

Camp Coby Rules

1. Don't play video games. (play / don't play)
2. Wear hiking boots. (wear / don't wear)
3. Don't listen to the radio. (listen / don't listen)
4. Don't bring cell phones. (bring / don't bring)
5. Don't use computers. (use / don't use)
6. Bring a flashlight. (bring / don't bring)
7. Use sunscreen. (use / don't use)

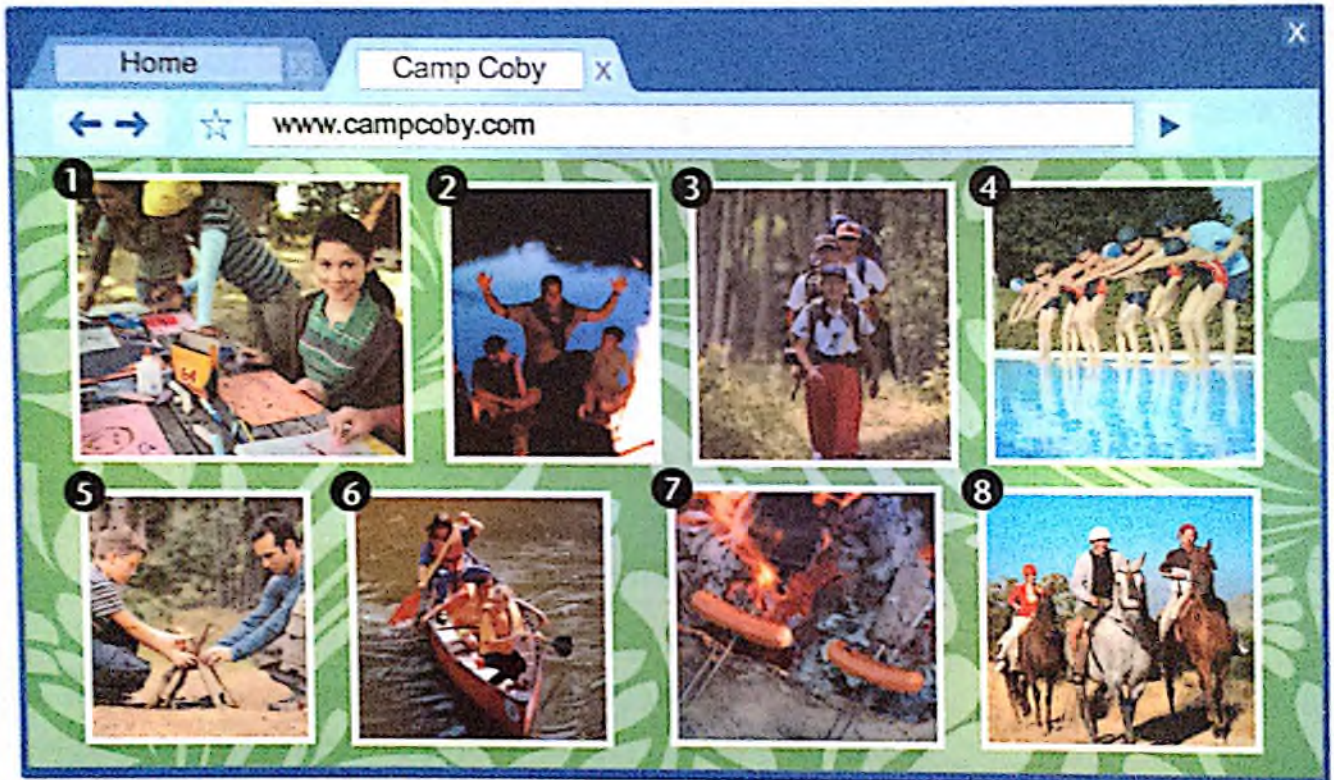
3 Speaking

Write four crazy rules for Camp Coby. Close your book and tell your rules to your classmates. Who has the craziest rules? (Answers will vary.)

Get up at 11:00 every day.

1 Vocabulary

A Look at the Camp Coby Web site. Match the photos to the correct activities. Then listen and practice.



Campers ...

7

cook hot dogs.

6

go canoeing.

3

go hiking.

4

take swimming lessons.

1

do arts and crafts.

8

go horseback riding.

5

make a campfire.

2

tell stories.

B What do campers do at Camp Coby? Listen and write an activity for each time.

8:00 a.m. They go horseback riding.

10:00 a.m. They take swimming lessons.

1:15 p.m. They go canoeing.

3:30 p.m. They go hiking.

4:45 p.m. They do arts and crafts.

8:15 p.m. They make a campfire.

8:30 p.m. They cook hot dogs.

9:00 p.m. They tell stories.

This lesson presents and practices the names of camping activities and What time / When . . . ?

Review of Lesson 11

- Have students tell you some of the imperative statements (both positive and negative) they learned in Lesson 11. Write them on the board.
- Play "Toss the Ball." Throw a ball to one of the students. Say: *Listen to the radio*. The student responds with *Don't listen to the radio* and then throws the ball to another student, saying a new command.

Note: For large classes, divide the class into two or three teams. Toss the ball to one of the teams. Say: *Listen to the radio*. Any of the students on that team can respond with *Don't listen to the radio*. If the student does so correctly, the team gets a point. That student then tosses the ball to the next team and continues the activity.

1 Vocabulary

This exercise presents the names of common camping activities.

A CD1, Track 47

- Have students look at the photos. Explain that these pictures are a part of Camp Coby's Web site. Ask students if they have ever visited a camping or travel Web site.
- Focus students' attention on the verb phrases below the photos. Model the phrases, one by one. As you do so, invite volunteers to mime any of the activities that they are familiar with. Mime any of the activities that students are not familiar with.
- Tell students that they should write the number of the photo next to the correct verb phrase.
- Have students work individually to complete the exercise.
- Play the recording. Students listen and verify their answers.

Audio script

Same as the sentences in the Student's Book.

- Check answers with the class. Write the activities on the board. Leave a space for students to write the numbers of the corresponding photos. Invite volunteers to come to the board to write their answers.
- Play the recording again, or model the sentences. Students listen and repeat.

B CD1, Track 48

- Explain that this is a Camp Coby daily schedule with missing information. Tell students they will listen to the schedule and will write the correct activity for each time.
- Play the recording. Students only listen.

Audio script

See page T-204.

- Play the recording again. Students listen and complete the schedule.
- Play the recording once again. Students listen and verify their answers.
- Check answers with the class. Write the times on the board. Invite volunteers to come to the board to write an activity for each time.

2 Language focus

This exercise presents *What time / When ... ?*

A CD1, Track 49

- Focus students' attention on the picture. Ask: *What are Megan's parents reading?* (A letter from Megan.)
- Tell students that they will listen to a conversation between Megan's mom and dad.
- Play the recording. Students listen and read along.

Audio script

Same as the conversation in the Student's Book.

- Ask: *What time does Megan get up?* (At 6:30.) *When do the campers go hiking?* (In the afternoon.)
- Play the recording again, or model the conversation. Students listen and repeat.
- **Optional** Have students practice in pairs.
- **Language Chart** Have students study the top part of the language chart. Focus students' attention on the words in bold. Point out that there is more than one answer to each question. Ask: *How many answers are there for the first question?* (Two.) *How are they different?* (The first answer is a complete answer and the second is a short answer.) *How about the second question?* (Three answers.) Explain that *What time* is answered with specific times whereas *When* can be answered with either a specific time or any type of time phrase.

- Focus students' attention on the time equivalents in the bottom part of the chart.
- Model the examples, pausing for students to repeat.
- **Optional** Call out random times. Students respond with the appropriate time of day.

B CD1, Track 50

- Have students read the directions and look at the schedule in Exercise 1B on page 38.
- Have students work individually to write questions with *When* or *What time*.
- Play the recording. Students listen and verify their answers.

Audio script

Same as the questions and answers in the Student's Book.

- Check answers with the class. Have volunteers write one answer each on the board.
- Have students practice the questions and answers in pairs.
- **Optional** Invite volunteers to ask classmates questions with *What time* and *When* about Megan's camp routine.

3 Listening

In this exercise, students listen for the times of activities at another camp.

CD1, Track 51

- Ask students to read the directions and the chart. Tell students they will listen to people talking about activities at another camp and will check the correct times of the day when campers do these activities.
- Play the recording. Students only listen.

Audio script

See page T-204.

- Play the recording again. Students listen and complete the exercise.
- Play the recording once again. Students listen and verify their answers.
- Check answers with the class. Ask volunteers to read their answers in complete sentences – for example, *Campers go hiking in the morning.*

Workbook

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

Extra Grammar

Assign the exercises for the Extra Grammar, Lesson 12.

2 Language focus

A Megan's parents read her letter.
Listen and practice.

Mom Wow! Megan is very busy at Camp Coby!

Dad Great! What time does she get up?

Mom She gets up at 6:30.

Dad Wow. Campers get up early.
What do they do every day?

Mom Let's see. They do arts and crafts,
they go canoeing, they go hiking . . .

Dad When do they go hiking?

Mom They go hiking in the afternoon.

Dad It sounds like fun! Can parents go to camp, too?

B Look at the schedule in Exercise 1B. Write questions about Megan. Use *When* or *What time*. Listen and check.
Then practice.

1. Q: When does Megan take swimming lessons? OR
What time does Megan take swimming lessons?

A: She takes swimming lessons at 10:00.

2. Q: When does Megan go canoeing?

A: She goes canoeing in the afternoon.
When does Megan do arts and crafts? /

3. Q: What time does Megan do arts and crafts?

A: At 4:45.

4. Q: When does Megan make a campfire? /
What time does Megan make a campfire?

A: At 8:15.

5. Q: When does Megan tell stories?

A: She tells stories in the evening.

What time / When . . . ?

What time does Megan get up?

She gets up at 6:30.

At 6:30.

When do they go hiking?

They go hiking **in the afternoon.**

They go hiking **at 2:00.**

At 2:00.

in the morning = about 5 a.m. to 12 p.m.

in the afternoon = about 12 p.m. to 6 p.m.

in the evening = about 6 p.m. to 10 p.m.

at night = about 10 p.m. to 5 a.m.



3 Listening

Listen to the activities at another camp - Camp Oakley. When do campers do these activities? Check (✓) the correct times of the day.

	In the morning	In the afternoon	In the evening	At night
1. go hiking	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. go horseback riding	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. do arts and crafts	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. take swimming lessons	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
5. tell stories	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Get Connected

UNIT 3

Read



A Read the article quickly. Check (✓) the main idea.

- 1. Apolo Anton Ohno is a famous speed skater.
- 2. Apolo Anton Ohno doesn't have a big family.
- 3. Apolo Anton Ohno is a talented speed skater and a dancer, too.

Apolo Anton Ohno

Meet the very talented Apolo Anton Ohno! Apolo is a **world champion speed skater**. He has five Olympic medals. Apolo is from Seattle, Washington, but now he lives in Colorado. His father is Japanese. He has an older **half brother**, but he doesn't have any sisters.

Apolo loves speed skating, and he practices two or three hours every day. Speed skating is a dangerous sport, so he always wears a helmet. But Apolo doesn't only like skating. He likes other things, too.

Apolo likes dancing. He's an awesome dancer. He's the May 2007 champion of the American TV show, *Dancing with the Stars*. People love him – he's handsome and friendly.

Apolo is really famous. He's a TV star, a sports star, and an **author**. His book, *A Journey*, is about his life. He's a cool guy! So, what do you think? Do you like him?



Go to page 11 for the Vocabulary Practice.

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

C Answer the questions.

1. Does Apolo like speed skating? Yes, he does.
2. Does he have a sister? No, he doesn't.
3. Does he practice speed skating every day? Yes, he does.
4. Does he wear any special sports equipment? Yes, he does.
5. Does he sing? No, he doesn't.

Unit 3

Get Connected

This lesson practices reading, listening, and writing skills.

Review of Lesson 12

- Review the question-and-answer patterns *What time / When do / does . . . ?* with the class. Ask Classmate 1: *What time do you get up?* Classmate 1 replies: *I get up at ____*. Then ask the class: *What time does (Classmate 1) get up?* The class replies: *He / she gets up at ____*. Repeat several times with both *What time . . . ?* and *When . . . ?*
- Write these questions and answers on four slips of paper (one question and answer per slip): *What time does Joe hike? He hikes at 8:30. When does Susan cook hot dogs? She cooks hot dogs in the evening. What time does Ellen do arts and crafts? She does arts and crafts at 3:15. When does Tim take swimming lessons? He takes swimming lessons in the morning.* Write the following times on the board: *7:15, 8:30, 11:00, 2:45, 3:15, 4:10, 5:00, morning, afternoon, evening, night*. Call a volunteer to the front. Give the volunteer one of the slips of paper. Ask the student to read the question on it to the class. Students guess the answer, choosing from the times on the board. The student who guesses correctly replaces the volunteer and continues the activity.
- Divide the class into three or four groups. Students take turns asking their group *What time / When . . . ?* questions about daily routines. Have each group report its most unusual finding.

Read

This exercise practices reading for information about a person.

A

- Have students look at the photos. Ask: *Who is the man in the pictures?* (Apolo Anton Ohno.)
- Invite a volunteer to read the directions and the statements aloud. Remind students that they should read quickly to find the answer and that they should not read every word carefully.
- Have students work individually to read the article quickly and check the main idea. Do not check answers at this point.

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

Audio script

Same as the article in the Student's Book.

Get Connected Vocabulary

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

B CD1, Track 52

- Invite a volunteer to read the directions aloud. Remind students that they should read slowly and carefully, and concentrate on getting the meaning of the entire text.
- List the new vocabulary words on the board: *world champion, speed skater, medal, half brother, author*. Explain their meaning. (World champion: the winner of a contest in which people from all over the world compete [ask students for examples of world champion men's and women's tennis players, etc.]; speed skater: someone who competes in timed skating on an ice track – for example, speed skaters compete in the Olympic Games; medal: usually, a round piece of metal, often of gold, silver, or bronze, that the winner of a competition receives; half brother: your brother related to you through your mother or your father only, not through both of your parents; author: the writer of a book, story, etc. [ask students for examples of authors of books they have read].) As an alternative, have students use their dictionaries to find the meanings of the new vocabulary words.

C

- Invite a volunteer to read the directions and the first question aloud.
- Ask: *Does Apolo like speed skating?* Elicit the answer. (Yes, he does.)
- Have students work individually to answer the questions.
- Have students check their answers in pairs.
- Check answers with the class. Invite volunteers to read one answer each.
- **Optional** Have students work in pairs to take turns reading the first two paragraphs of the article to each other. As one student reads, the other listens with book closed. If that student does not understand something, he or she can say: *I don't understand. Please, repeat that.*

Listen

In this exercise, students listen for information about a sports star who is good at two different things.

Culture Note

Serena Williams and her older sister, Venus, are professional tennis players. They have both been ranked as number one players worldwide. They have won just about every major professional competition during their careers as well as gold medals in Olympic competitions. They are known for the power of their games and their dedication to the sport.

A CD1, Track 53

- Focus student's attention on the photos. Ask: *Who is the person in the photos?* (Serena Williams.) Ask students what she is doing in the top photo. (She's playing tennis.)
- Tell students that they will listen to two friends, Sam and Amy, talk about Serena Williams's talents.
- Have students read the first question and the example answer.
- Play the recording. Students only listen.

Audio script

See page T-205.

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

B

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

Write

In this exercise, students answer questions and write a paragraph about a person who is good at two things.

A

- Invite a volunteer to read the directions and the questions aloud.
- Answer the questions for a person you know who is good at two things.
- Have students work individually to answer the questions.
- **Optional** Have students ask and answer the questions in pairs.

B

- Invite a volunteer to read the directions aloud. Tell students that they will use their answers in Part A to help them write about their person who is good at two things.
- Have students work individually to write their paragraph.
- Invite several volunteers to read their paragraphs to the class.
- **Optional** Have students work in groups of four and read each other's paragraphs. Students can vote for the person they think is the best at doing two things, and the writer can read the paragraph to the class.

Teaching Tip

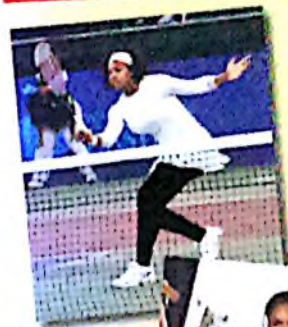
When students work in groups, try to give students different roles in the group, as appropriate for the activity. For example, one student could be the leader, another the secretary, and others reporters. The reporters give information about the group's activity to the rest of the class. This ensures that all students participate in the activity.

Workbook

Assign the exercises on Workbook page 21. (Workbook answers begin on page T-190.)

She's good at two different things.

Listen



A  Sam and Amy talk about Serena Williams. Listen and answer the questions.

1. Does Serena have a sister? Yes, she does.
2. Does Venus design clothes? No, she doesn't.
3. Does Serena have a company? Yes, she does.
4. Does her company have offices in Paris? No, it doesn't.
5. Is Amy at Sam's house? No, she isn't.

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

1. Do you think tennis matches on TV are interesting? _____
2. Do you think it's easy to be athletic? _____
3. Do you think fashion design is a cool subject? _____
4. Do you think it's important to be good at two things? _____

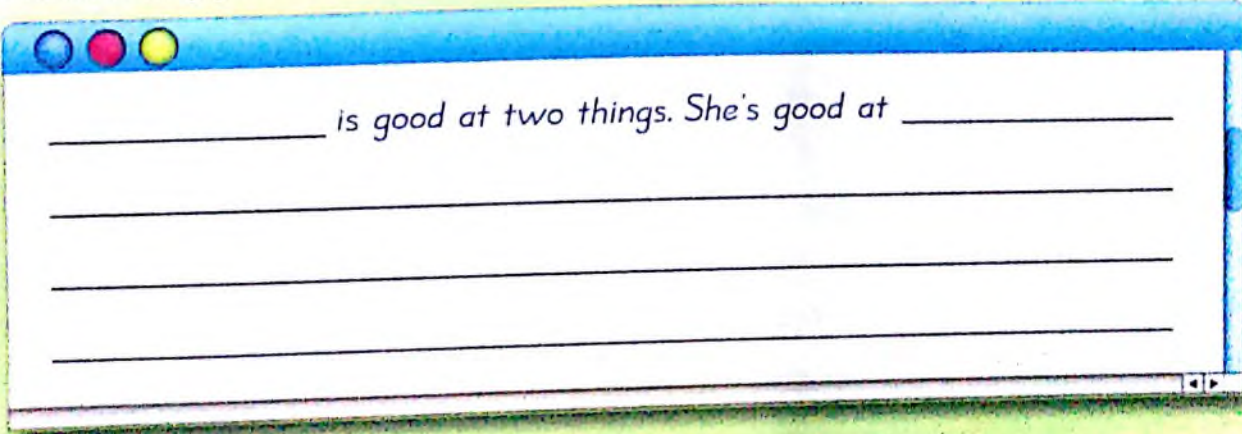
Your turn

A Think about a person who is good at two things. Answer the questions.

1. What's his / her name? _____
2. Who is he / she? A friend? A family member? A classmate? A teacher? _____
3. What does he / she do? _____
4. What other special thing can he / she do? _____
5. What's he / she like? _____

(Answers will vary.)

B Write a paragraph about a person who's good at two things. Use the answers in Part A to help you. *(Answers will vary.)*



_____ is good at two things. She's good at _____

Language chart review

Simple present		
They + (verb): statements	Yes / No questions: he / she / they	Short answers
Skateboarders wear helmets. They don't wear goggles.	Does he swim? Does she do karate? Do they like sports?	Yes, he does. No, he doesn't. Yes, she does. No, she doesn't. Yes, they do. No, they don't.

A The basketball team at Ryder School is very unusual. Look at the picture. Write **Do** or **Does** questions about the team. Use the correct forms of the verbs. Then answer the questions.



1. the players / play in the gym

Q: Do the players play in the gym?

A: No, they don't. They play in the cafeteria.

2. the players / wear sneakers

Q: Do the players wear sneakers?

A: No, they don't. They wear hiking boots.

3. the coach / wear goggles

Q: Does the coach wear goggles?

A: Yes, she does.

4. player 2 / have a basketball

Q: Does player 2 have a basketball?

A: No, he doesn't. He has a parrot.

5. players 4 and 5 / listen to music

Q: Do players 4 and 5 listen to music?

A: Yes, they do.

Unit 3 Review

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

Language chart review

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

- Books closed. Write on the board:
1. *Do* 2. *Does*
- Focus students' attention on the words on the board. Read aloud the statements below. Have students turn the statements into questions. They should first respond collectively with the appropriate heading. Then invite a volunteer to tell you the complete question.
He does karate after school. (Does: Does he do karate after school?)
I have a basketball. (Do: Do you have a basketball?)
She wears sneakers in the gym. (Does: Does she wear sneakers in the gym?)
They like sports very much. (Do: Do they like sports?)
- Read the statements one more time. This time, ask students to turn the affirmative statements into negative ones. (He doesn't do karate after school. I don't have a basketball. She doesn't wear sneakers in the gym. They don't like sports very much.)
- Books open. Focus students' attention on the Language chart review and on the contractions *don't* and *doesn't*. Ask volunteers to give you the full form of these two contractions. (Do not, does not.)
- Answer any questions students may have.

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

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

Exercise A

- Have students read the directions and look at the picture.
- Explain that there are two parts to the task. First, students write *Do* or *Does* questions about the team. Then, they write answers to the questions.
- Have students work individually to write questions using the words given.
- Have students work individually to write answers to the questions.
- Check answers with the class.
- Have students ask and answer the questions in pairs.

Language chart review

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

- Have students study the examples in the chart.
- Remind students to use the simple present form of the verb in imperative statements.
- Remind students also that *What time* is answered with specific times whereas *When* can be answered with either a specific time or any type of time phrase.
- Answer any questions students may have.

Exercise B

- Have students read the directions and look at the pictures. Focus students' attention on the verb phrases in the box.
- Tell students to write an imperative sentence under each picture using one of the verb phrases in the box.
- Have students work individually to write the imperative sentences.
- Check answers with the class. Invite volunteers to read aloud one sentence each.

Exercise C

- Have a volunteer read the directions aloud.
- Tell students to complete the conversations by writing the letters of the questions in the box.
- Have students work individually to complete the exercise.
- Check answers with the class.

Optional Unit Wrap-Up

- If students did the Review exercises for homework, check answers with the class.
- Write the name of a sport on the board. Invite a volunteer to ask a *Yes/No* question, as in Exercise A, about basketball – for example, *Do basketball players wear goggles?* Another student answers with a short answer and the correct information. (No, they don't. They wear sneakers.) Continue the activity with other sports. Do this activity as a whole class or put students into groups of three or four.
- Have students look at the pictures in Exercise B. Ask: *Where are these people?* (On the school bus, at the zoo, at the swimming pool, at home.) Elicit rules for each place, using imperatives.
- Ask students: *What do you do every day?* Make a list of activities on the board. Have students ask and answer questions with *When* and *What time*, as in Exercise C.

Theme Project

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

Workbook

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

Extra Practice Worksheets

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

Extra Speaking Practice Worksheet

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

Arcade Activities

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

Learning Log

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

Quiz

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

Test

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

Language chart review

Imperatives	What time ...?	When ...?
Read a book. Don't play video games.	What time does he go hiking? He goes hiking at 5:00. At 5:00.	When do they use their computers? They use their computers at night. They use their computers at 7:30. At 7:30.

B Write imperatives with the verb phrases in the box.

- go to bed early swim there talk on your cell phone use sunscreen



1. Don't talk on your cell phone.



2. Don't swim there.



3. Use sunscreen.



4. Go to bed early.

C Two swimming coaches are talking about their teams. Complete the conversation with the sentences in the box.

- a. What time do they eat breakfast? d. Does Maggie Ferre swim on your team?
 b. So, when do your swimmers practice? e. What about her brother, Joe? Does he swim, too?
 c. What time do they swim?

Coach Sala d
 Coach Hanes Yes, she does.
 Coach Sala e
 Coach Hanes No, he doesn't.
 He's on the baseball team.
 Coach Sala b

Coach Hanes They practice in the morning.
 Coach Sala c
 Coach Hanes Very early. At 6:30.
 Coach Sala a
 Coach Hanes After they practice. At 8:00.

Go to page 128 for the Theme Project.

I like music

1 Vocabulary

A Listen to these kinds of music and practice.

classical country hip-hop jazz pop reggae rock

B Work with your classmates. Look at the photos, and complete the labels with words from Part A. Then listen and practice.

Music Magazine Top Musicians of the Year

1. hip-hop singer

2. classical musician

3. reggae singer

4. pop singer

5. rock singer

6. country group

7. jazz musician

C Learn what kinds of music four of your classmates like and don't like.

You Yumi, what's your favorite kind of music?

Classmate 1 My favorite kind of music is jazz.

You What's your favorite kind of music, Leah?

Classmate 2 My favorite kind of music is . . .

Lesson 13

I like music.

This lesson presents and practices the names of different types of music and the object pronouns her / him / it / them.

1 Vocabulary

This exercise presents and practices the names of different types of music.

A CD1, Track 54

- Have students read the words in the banner. Ask: *Which of these types of music are familiar to you?*
- Play the recording. Students listen.

Audio script

Same as the words in the Student's Book.

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

B CD1, Track 55

- Focus students' attention on the photos. Ask students to raise their hands if they recognize any of the musicians. Ask them to say the musicians' names.
- Model the names of the musicians. Students listen and repeat.
- Have students read the directions. Students work in pairs or small groups to complete the labels under the photos.
- Play the recording again. Students listen and verify their answers.

Audio script

See page T-205.

- Check answers with the class. Have volunteers come to the board to write one answer each.
- Play the recording again, or model the sentences. Students listen and repeat.

C

- Have volunteers read the directions and the example conversations aloud.
- Have students walk around the room and ask four different classmates the question, *What's your favorite kind of music?* They should make notes with the names of the students and their answers.
- Invite volunteers to report some of the answers to the class.
- **Optional** On the board, write the words for the different kinds of music. Have students vote on their favorite. Write the number of votes next to each one. (Tell students they can vote only once.) What kind of music is the class favorite?

Teaching Tip

When doing activities like this with the whole class, your students will enjoy it more if you participate as well. Walk around, ask a few students the question, and allow them to ask you. This also allows you to listen more closely to what your students are saying.

This unit introduces vocabulary and expressions for talking about music, shopping, other free-time activities, and study habits.

2 Language focus

This exercise presents and practices *her / him / it / them*.

A CD1, Track 56

- Focus students' attention on the photo. Explain that Ana is being interviewed for *Music Magazine*. Ask students to raise their hands if they read magazine interviews of their favorite stars.
- Tell students they will listen to Ana being asked about her favorite kinds of music.
- Play the recording. Students listen and read along.

Audio script

Same as the conversation in the Student's Book.

- Ask: *Does Ana like jazz?* (No.) *Does she like Pink?* (Yes, she does.)
- Say the sentences below. Ask students to substitute the last word in each sentence with *her, him, it, or them*.
Ana likes the Dixie Chicks. (Ana likes them.)
Ana doesn't like jazz. (Ana doesn't like it.)
Ana likes Wynton Marsalis. (Ana likes him.)
Ana loves Pink. (Ana loves her.)
- Play the recording again, or model the conversation. Students listen and repeat.
- **Optional** Have students practice in pairs.

- **Language Chart** Have students study the examples in the language chart. Focus students' attention on the pronouns in bold. Explain that these pronouns are called *object pronouns*. Object pronouns come after the verb. *She, he, it, and they* are *subject pronouns*. Subject pronouns come before the verb. Point out that *it* is both a subject and an object pronoun.
- Model the examples, pausing for students to repeat.

B CD1, Track 57

- Ask students to read the directions and the example. Ask: *In the example, why is it the correct answer?* (Because *it* takes the place of *pop music*.) Have students circle *pop music*. Then ask them to circle the words in items 2 through 6 that determine which pronoun to write. (The Dixie Chicks, Kanye West, classical music, Pink, Sean Paul.)
- Have students work individually to complete the exercise.
- Play the recording. Students listen and verify their answers.

Audio script

Same as the sentences in the Student's Book.

- Check answers with the class. Write the sentences on the board, leaving blanks for the object pronouns. Ask volunteers to come to the board to write their answers. They should also circle the word(s) to which each object pronoun refers.

3 Speaking

This exercise practices *Do you like . . . ?*

- Have students read the directions and look at the chart.
- Have students complete items 6, 7, and 8. Explain that they should think of specific examples of the words in parentheses to write in the blanks.
- Demonstrate the task with a volunteer, following the example in the speech balloons. Have students work in pairs to complete the exercise.
- Students ask each other the *Do you like . . . ?* questions and check the *A lot, A little, or the Not at all* box for each question, according to their partner's response.
- Invite volunteers to share their results with the class.
- **Optional** Ask: *Do you and your partner like the same music?* Ask pairs to tally the number of same and different answers and report their findings to the class.

Workbook

Assign the exercises on Workbook page 23. (Workbook answers begin on page T-190.)

Extra Grammar

Assign the exercises for the Extra Grammar, Lesson 13.

2 Language focus

A Daisy Fines of *Music Magazine* interviews Ana. Listen and practice.

Daisy So, Ana, what's your favorite kind of music?

Ana Well, I think country is cool. The Dixie Chicks are great. I really like them.

Daisy I do, too! They're a *great* country group! How about other kinds of music? Do you like jazz?

Ana No, I don't like it at all.

Daisy Really? What about Wynton Marsalis? A lot of people like him.

Ana Well, yeah, I guess he's OK. But I don't listen to much jazz. I like country, pop, and rock.

Daisy Do you listen to Pink?

Ana Yes! I love her! She's my favorite pop singer.

B What do other teens tell Daisy? Complete their sentences with *her*, *him*, *it*, or *them*. Then listen and check.

- Pop music isn't interesting. I don't like it.
- The Dixie Chicks are cool. I like them a lot.
- Kanye West is my favorite hip-hop singer. I love him.
- Classical music is boring. I don't like it at all.
- Pink is an interesting singer. I like her.
- Sean Paul is great. I love him.

her / him / it / them

She's great. I like **her** a lot. He's my favorite. I like **him** a lot.

Hip-hop is cool. I like **it**. They're boring. I don't like **them** at all.



3 Speaking

Complete questions 6, 7, and 8. Then ask a classmate the questions. (Answers will vary)

Do you like . . . ?	A lot	A little	Not at all
1. jazz	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. country	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. rock	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. hip-hop	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. reggae	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. _____ (male singer)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. _____ (female singer)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. _____ (group)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Peter, do you like jazz?

No, I don't like it at all.

Let's look online.

1 Vocabulary

A Look at some items in the *Discover Your World* online catalog. Then listen and practice.

The screenshot shows a web browser window titled "Discover Your World". The page has a header with "ONLINE STORE" and a search bar. Below the header, the main title "Discover Your World" is displayed. Eight items are listed in a grid, each with a numbered label, an image, and a price in a red oval:

- 1 star map: \$17.50
- 2 telescope: \$49.95
- 3 radio-controlled airplane: \$96.99
- 4 travel vest: \$52.06
- 5 nature puzzles: \$9.89 each
- 6 adventure DVDs: \$34.79 each
- 7 science kit: \$60.00
- 8 wall calendars: \$16.00 each

B Look at the items and prices in Part A. Then listen and practice.

C Practice saying the items and prices with a classmate.

The travel vest.

It's fifty-two-oh-six. OR
It's fifty-two dollars and
six cents.

The nature puzzles.

They're nine eighty-nine each.
OR They're nine dollars and
eighty-nine cents.

The wall calendars.

They're sixteen dollars each.

Lesson 14

Let's look online.

This lesson presents and practices the names of items found in a natural science catalog and the language for asking about prices with *How much is / are . . . ?*

Review of Lesson 13

- Write on the board:
A: Do you like (Christina Aguilera)?
B: Yes, I do. I like (her). OR No, I don't. I don't like (her).
- Divide the class into two groups. Ask the students in Group 1 to write the name of a singer, musician, or group on a small piece of paper. Tell them that they have to find someone in Group 2 who likes the same singer, musician, or group. Tell students they should talk about the singer, musician, or group using the conversation on the board.

1 Vocabulary

This exercise presents and practices the names of items commonly found in a natural science catalog.

A CD1, Track 58

- Focus students' attention on the photos and the labels. Explain the names of any items you think students may not be familiar with.
- Play the recording. Students listen.

Audio script

See page T-205.

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

B CD1, Track 59

- Ask students to look at the price tags in Part A.
- Play the recording. Students listen.

Audio script

See page T-205.

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

Culture Note

In the U.S., the most commonly used bills come in amounts of 1, 5, 10, 20, 50, and 100 dollars. The most commonly used coins are the penny (one cent), the nickel (five cents), the dime (ten cents), and the quarter (twenty-five cents).

C

- Have students read the directions and the sentences.
- Tell students that the prices of two of the items can be said in two ways.
- Have students work in pairs to practice saying the items and prices.

2 Language focus

This exercise presents and practices *How much is / are ... ?*

A CD1, Track 60

- Ask students to look at the photo. Ask: *What's Ben looking at?* (An online science catalog.) *And Tina?* (A science catalog in printed form.)
- Play the recording. Students listen and read along.

Audio script

Same as the conversation in the Student's Book.

- Ask: *How much is the radio-controlled airplane?* (It's \$96.99.) *Who likes the nature puzzles?* (Ben does.) *How much are the nature puzzles?* (They're \$9.89 each.)
- Play the recording again, or model the conversation. Students listen and repeat.
- **Optional** Have students practice in pairs.
- **Language Chart** Have students study the examples in the language chart. Focus students' attention on the words in bold. Ask: *Why is is used in the first example and are in the second?* (Because *it* is singular and the word *puzzles* is plural.) Ask: *What else is different in the examples because of it and puzzles?* (The answers to the questions. The first answer uses *It's* and the second uses *They're*.)
- Model the examples, pausing for students to repeat.

B CD1, Track 61

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

Audio script

Same as the conversation in the Student's Book.

- Check answers with the class. Invite volunteers to read one of the sentences they completed.
- Have students practice the conversation in pairs.

3 Listening

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

CD1, Track 62

- Focus students' attention on the chart. Copy it onto the board.
- Explain that students will listen to a conversation between Ben and Tina as they compare prices for five different items. Students should listen and write the prices in the chart.
- Play the recording. Students only listen.

Audio script

See page T-205.

- Play the recording again. Students listen and complete the chart.
- Play the recording once again. Students listen and verify their answers.

- Check answers with the class. Have volunteers come to the board to write the prices in the chart.
- **Optional** Ask a volunteer to come to the front and bring a personal item. The volunteer asks the class: *How much is this (notebook)?* The student who guesses the price within 25 cents replaces the volunteer and continues the activity.

Workbook

Assign the exercises on Workbook page 24. (Workbook answers begin on page T-190.)

Extra Grammar

Assign the exercises for the Extra Grammar, Lesson 14.

2 Language focus

How much is / are ... ?

How much is it?

It's \$96.99.

How much are the puzzles?

They're \$9.89 each.

A Ben talks to Tina about things in the online catalog. Listen and practice.

Ben Hey! This is a great Web site!
All these things are cool.
There's a great radio-controlled airplane.

Tina Really? Radio controlled? How much is it?

Ben It's \$96.99.

Tina That's almost a hundred dollars!

Ben I know. I like these nature puzzles, too.

Tina How much are they?

Ben They're \$9.89 each.

Tina Hmm. That's not very expensive.

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

Ben Wow. I like this telescope.

Tina How much is it?

Ben It's \$49.95. And there's an interesting star map, too. I can study the stars!

Tina How much is the star map?

Ben It's \$17.50. And these adventure DVDs are exciting.

Tina And how much are the adventure DVDs, Ben?

Ben Well, they're \$34.79 each.

Tina You like a lot of things, Ben.
Too bad you don't have a lot of money!



3 Listening

A Ben and Tina compare prices in their catalogs. Listen and write the prices in the chart.

	Watch	T-shirts	Camera	Hiking boots	Backpack
Ben's online catalog	\$39.99	\$19.89	\$89.99	\$68.00	\$10.00
Tina's catalog	\$29.99	\$10.50	\$99.99	\$68.00	\$40.00

1 Language check

A Bryan and Ashley shop for a birthday present for their friend, Matt. Complete the conversation with the correct words. Then practice.

Bryan It's Matt's birthday on Sunday. What can we get him (her / him)?

Ashley How about a CD? Does he like reggae?

Bryan No, he doesn't like it (it / them) at all.

Ashley Well, what about pop? Does he like pop?

Bryan Yes. Actually, he loves it (it / them). His favorite singer is Pink.

Ashley Really? I like her (him / her), too.

Bryan Oh, look. Here's a CD by the Dixie Chicks.

Ashley Does Matt like the Dixie Chicks?

Bryan Yes, he loves them (it / them).

Ashley Great. How much is (is / are) the CD?

Bryan It's (It's / They're) \$13.95.

Ashley OK. Let's buy it (it / them).



B Bryan asks Ashley about the prices of other things in the music store. Write their questions and answers.



electric guitar
\$98.99



DVDs \$32.99



T-shirt \$8.99



posters \$10.99 each

- Bryan** How much is the electric guitar?

Ashley It's ninety-eight ninety-nine. OR It's ninety-eight dollars and ninety-nine cents.
- Bryan** How much are the DVDs?

Ashley They're thirty-two ninety-nine. / They're thirty-two dollars and ninety-nine cents.
- Bryan** How much is the T-shirt?

Ashley It's eight ninety-nine. / It's eight dollars and ninety-nine cents.
- Bryan** How much are the posters?

Ashley They're ten ninety-nine each. / They're ten dollars and ninety-nine cents each.

This lesson reviews the language presented and practiced in Lessons 13 and 14.

1 Language check

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

A

- Have students look at the photo and read the conversation quickly.
- Ask: *What are Bryan and Ashley shopping for? (A birthday present for Matt.) Does Matt like reggae? (No.) Does he like pop music? (Yes.) What do they buy for Matt? (A CD by the Dixie Chicks.)*
- Have students work individually to complete the conversation.
- Check answers with the class.
- Have students practice the conversation in pairs.
- **Optional** Divide the class into four groups. Assign each group one of the four object pronouns – *her, him, it, and them*. Tell groups that they will substitute pronouns for nouns. Say: *I like Ashley. Students in the her group should stand.* Continue until each group has had a turn.

B

- Focus students' attention on the items in the photos. Elicit the names of the items. (A guitar, DVDs, a T-shirt, and posters.) Ask: *Why is the word each written next to one item and not the others? (The posters have the word each written next to the price so that we know that the price is a per-item price.)*
- Ask students to read the directions and the example. Make sure that students understand they will be writing both the questions and the answers. Tell them to write the questions and answers in the same order as the items appear in the photos.
- Have students work individually to complete the exercise.
- Check answers with the class. Have volunteers come to the board to write a question and an answer each.
- **Optional** Have students practice the questions and answers in pairs.

C

- Have volunteers read the directions and the example aloud.
- Have students read the sentences. Point out that Numbers 2 and 5 have two blanks each.

- Have students work individually to complete the exercise.
- Check answers with the class. Invite volunteers to read their answers aloud.

2 Listening

CD1, Track 63

- Tell students that they are going to listen to Rick and Beverly talk about music.
- Have students read the directions and the statements with the choices.
- Play the recording. Students only listen.

Audio script

See page T-206.

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

Culture Note

Different cultures have different customs about gift-giving. In the U.S., when you receive a present (or gift), you are usually expected to open it immediately in the presence of the giver. Then, of course, you should say both "Thank you" and something nice about the gift. This is true even if the gift is something you do not really like or want. Nowadays, people sometimes "re-gift" presents they do not want. But this can cause problems if the original giver asks about the gift later – for example, "Let's listen to the CD I gave you." Or sometimes people have accidentally "re-gifted" a present to the person who gave it to them!

Workbook

Assign the exercises on Workbook page 25. (Workbook answers begin on page T-190.)

Game


Assign the game on Student's Book page 117.

C Complete the sentences with the words in the box.

- are him is it's them
 her how it much they're

1. Country music is boring. I don't like it at all.
2. How much are the wall calendars?
3. Rihanna's my favorite singer. I like her a lot.
4. The science kits are very expensive. They're \$89.99 each!
5. How much is the star map?
6. The Jonas Brothers are great. I really like them !
7. Rob Thomas is my favorite singer. I like him a lot.
8. This puzzle is cool. And it's only \$12.99.

2 Listening

 **Rick and Beverly talk about music at Beverly's birthday party. Listen and check (✓) the correct answers.**

1. Beverly's favorite kind of music is _____ .
 hip-hop pop
2. Rick thinks Carrie Underwood _____ .
 isn't interesting is great
3. Beverly _____ country music.
 likes doesn't like
4. Yo-Yo Ma is a _____ musician.
 jazz classical
5. Rick and Beverly buy a lot of music _____ .
 at the mall online
6. On the Internet, one song is _____ .
 \$0.99 \$99.00



Go to page 117
for the
Game.

Our interests

1 Vocabulary

A These students sign up for a summer exchange program. Read about their free-time activities. Then listen and practice.



I go camping.



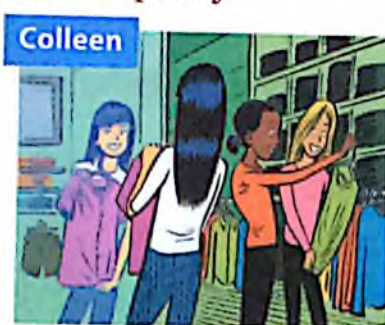
I write poetry.



I go dancing a lot.



I spend time at the beach.



I go shopping with my friends.



I do crossword puzzles.

B Match two students in Part A to the host student below with similar interests. Then write their names. *(The order of the answers may vary.)*

I love the outdoors. I'm a very active person.



Celso, Brazil

Lucas

Fred

I stay home a lot. I like quiet activities.



Kelly, Canada

Dana

Kim

I go out, and I do a lot of things with my friends.



Marta, Puerto Rico

Karen

Colleen

C You want to be a host student. How do you describe yourself? Tell your classmates. Use words from Part A or your own ideas.

I like sports. I play tennis a lot. I spend time with my friends. I...

Lesson 15

Our interests

This lesson presents and practices the names of free-time activities and like / don't like + to (verb).

Review of Lesson 14

- Play a round of price "Bingo." Ask students to draw bingo grids on a piece of paper. Write eleven prices with dollar-and-cent amounts on the board – for example, \$16.95 and \$9.79. Students choose nine of these prices and write them on their grids. Randomly read nine of the prices and keep track of which ones you have read. The first three students to get bingo are the winners.
- Choose one of your personal belongings and place it somewhere where the class can see it. Write the price of the object on the board, along with three or four similar prices. Ask: *How much is this (ruler)?* The first student who guesses correctly comes to the front and continues the activity.

1 Vocabulary

This exercise presents and practices the names of free-time activities.

A CD1, Track 64

- Explain the title of the lesson, "Our interests." (What students are interested in or like to do.)
- Have students read the directions. Focus students' attention on the pictures and have them raise their hands if they do any of these activities.
- Have students focus on the captions.
- Play the recording. Students listen and read along.

Audio script

Same as the captions in the Student's Book.

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

B

- Have students read the directions. Explain *host student*. (A student at whose home an exchange student lives.)
- Have students look at the pictures and read the text in the speech balloons. Explain *outdoors* and *active*. (Outdoors: out under the sky; active: having a lot of energy, and doing many things.)
- Explain that Celso, Kelly, and Marta want to invite students to their homes for the summer. Students have to pick which of the students from Part A have similar interests. They should write two names under each picture.
- Have students work individually to complete the exercise.
- While students are completing the exercise, write *Celso*, *Kelly*, and *Marta* on the board. Draw two blanks under each name.
- Check answers with the class. Invite volunteers to come to the board to write their answers.

C

- Have students read the directions. Give students a few minutes to think about how they describe themselves – the things they like and how they spend their time.
- Ask students to tell their classmates three or four of their free-time activities, following the example. Encourage students to use vocabulary from previous lessons.
- **Optional** Play "Toss the Ball." Throw the ball to one of the students. Say: *I go shopping*. That student responds with *(She) goes shopping*, and *I go dancing* and then tosses the ball to another student, who adds another part.

Note: For large classes, have the students play in groups of six to eight.

Culture Note

Many students participate in exchange programs all over the world. American Field Service, or AFS, has been one of the largest organizations of this type in the U.S. since 1947. Their offices can be found in 52 countries. Students who participate in AFS exchange programs are 15 to 18 years old. They live abroad with a host family in a foreign community for a year, a semester, or

2 Language focus

This exercise presents and practices *like / don't like + to (verb)*.

A CD1, Track 65

- Ask students to read the directions and the application form. Explain *application form*.
- Play the recording. Students listen and read along.

Audio script

Same as the form in the Student's Book.

- Ask: *How old is Daniela?* (Sixteen.) *Where's she from?* (Brazil.) *Can she swim?* (Yes, she can.)
- Play the recording again, or model the statements in number 4 on the application form. Students listen and repeat.
- **Language Chart** Have students study the examples in the language chart. Focus students' attention on the words in bold. Explain that if a verb follows the word *like*, the word *to* goes between *like* and the verb. Write on the board: *I like soccer. I like to play soccer.* Ask: *How are these two sentences different?* (The sentence with *play* has *to* after the word *like*.) Do the same for a negative statement. Write: *I don't like baseball. I don't like to play baseball.* Ask students to compare the sentences once again.
- Model the examples, pausing for students to repeat.

B

- Have students work individually to complete the form with their own information. While students are working, write the form on the board.
- Check answers with the class. Ask a student to come to the board to fill in his or her information.

C

- Ask students to share their information with the class, following the example.
- **Optional** Play a round of "Gossip." Whisper a long sentence with *like to* or *don't like to* to the first student in each group. Include at least three verb phrases. Demonstrate the Gossip game in the usual way (see Exercise 3C on page T-5).

3 Listening

In this exercise, students listen to what two people like to do in their free time.

CD1, Track 66

- Copy the chart onto the board.
- Tell students that they will listen to Marta tell her friend Eve about Karen, the new exchange student. Students should check the correct name(s) for each activity.
- Play the recording. Students only listen.

Audio script

See page T-206.

- Ask: *What free-time activities did you hear?* (Go dancing, go to the mall, go shopping, play tennis, go to the movies, and watch DVDs.)
- Play the recording again. Students listen and check the correct boxes.

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

Workbook

Assign the exercises on Workbook page 26. (Workbook answers begin on page T-190.)

Extra Grammar

Assign the exercises for the Extra Grammar, Lesson 15.

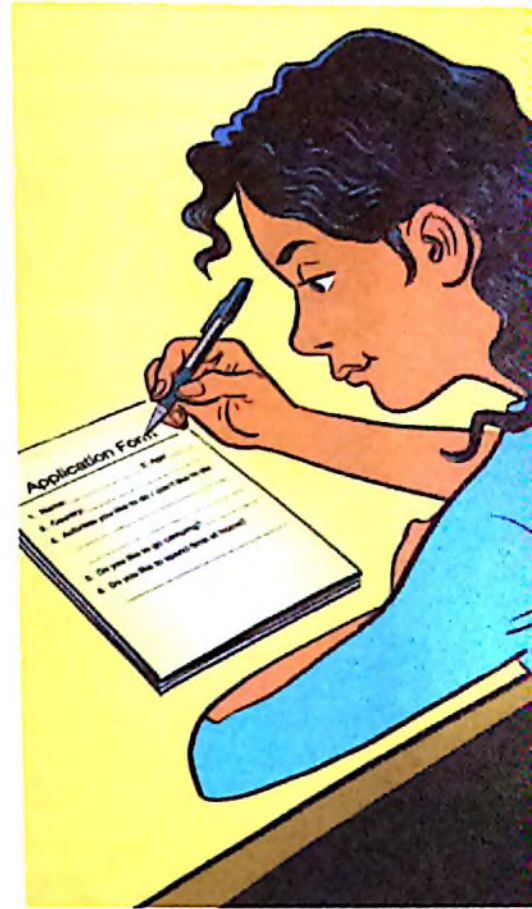
2 Language focus

- A** Daniela applies to an exchange program. Read her application form. Then listen and practice.

1. Name: Daniela da Costa 2. Age: 16
3. Country: Brazil
4. Activities you like to do / don't like to do:
I like to go swimming. I also like to go shopping. I don't like to watch TV.
5. Do you like to go camping? No, I don't.
6. Do you like to spend time at home?
Yes, I do.

like / don't like + to (verb)

I like to go shopping.
I like to play video games.
I don't like to practice the piano.



- B** Complete the form with your own information. (Answers will vary.)

1. Name: _____ 2. Age: _____
3. Country: _____
4. Activities you like to do / don't like to do:

5. Do you like to go camping? _____
6. Do you like to spend time at home?

- C** Tell your classmates things you like and don't like to do. Use Exercise 1A or your own information.

I like to listen to music. I don't like to go camping. I ...

3 Listening

An exchange student, Karen, is staying with Marta's family. Marta is talking to her friend Eve about the experience. Who likes to do these activities? Listen and check (✓) the correct boxes.

	Karen	Marta	Karen and Marta
1. go dancing	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
2. go shopping	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. play tennis	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. go to the movies	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

1 Language focus

A Take the survey. Circle a letter to complete each sentence. (Answers will vary.)

Adverbs of frequency

- 100% I **always** do my homework.
I **usually** come to class on time.
 { **Sometimes** I talk in class.
I **sometimes** talk in class.
I **hardly ever** sleep in class.
0% I **never** throw paper airplanes.

SURVEY

What Kind of Student Are You?

1. I usually do my homework.

- a. always
- b. usually
- c. sometimes
- d. hardly ever
- e. never



2. I always come to class on time.

- a. always
- b. usually
- c. sometimes
- d. hardly ever
- e. never



3. I usually listen to the teacher.

- a. always
- b. usually
- c. sometimes
- d. hardly ever
- e. never



4. Sometimes answer a lot of the teacher's questions.

- a. always
- b. usually
- c. sometimes
- d. hardly ever
- e. never



5. I never listen to music on my headphones in class.

- a. always
- b. usually
- c. sometimes
- d. hardly ever
- e. never



6. I sometimes get good grades.

- a. always
- b. usually
- c. sometimes
- d. hardly ever
- e. never



7. I hardly ever sleep in class.

- a. always
- b. usually
- c. sometimes
- d. hardly ever
- e. never



8. I hardly ever throw paper airplanes in class.

- a. always
- b. usually
- c. sometimes
- d. hardly ever
- e. never



B Zach completes the survey in Part A. Listen and write his answers on the lines. Then practice.

C Talk to four of your classmates. Find out their responses to the survey items.

You I always do my homework. How about you, Mario?

Classmate 1 I usually do my homework.

You I hardly ever sleep in class. How about you, Jen?

Classmate 2 I always answer a lot of the teacher's questions. How about you, . . . ?

Lesson 16

In and out of school

This lesson presents and practices adverbs of frequency.

Review of Lesson 15

- Play a round of "Tic-Tac-Toe." Fill in the grid with nine free-time activities. Students make sentences using *like / don't like to . . .* in conjunction with the verb phrases to earn squares for their teams.
- Play "Something in Common." In pairs, students make *like / don't like to . . .* sentences to find one activity they both like and one activity they both dislike. Invite volunteers to share their findings with the class. Ask students to say *We like / don't like to . . .*

1 Language focus

This exercise presents and practices adverbs of frequency.

A

- Focus students' attention on the pictures. Ask random students to identify in English as many of the activities in the illustrations as they can.
- **Language Chart** Have students study the examples in the language chart. Explain to students that when we use these adverbs we are usually describing our habits or those of others. Explain the adverbs of frequency in terms of percentage (always = 100%, usually = about 80%, sometimes = 50%, hardly ever = 20%, never = 0%). Point out that *sometimes* can come before or after the subject. The other adverbs come between the subject and the verb.
- Assign a frequency adverb to five students. Ask them to tell the class something about their routines using the assigned word. Write the sentence on the board with the appropriate percentage for added reinforcement.
- Model the examples, pausing for students to repeat.
- Focus students' attention on the survey. Explain *survey*. Ask students to read the directions. Make sure students understand that they should complete the survey with their own personal information by circling the appropriate letter for each item. They should *not* fill in the blanks.
- Have students work individually to complete the survey.
- Have students compare their answers in pairs.

B CD1, Track 67

- Ask students to read the directions. Tell them that they will listen to Zach talk about his school habits. They should complete the sentences in Part A with the adverbs they hear.
- Play the recording. Students only listen.

Audio script

See page T-206.

- Play the recording again. Students listen and complete the sentences.
- Play the recording once again. Students listen and verify their answers.
- Check answers with the class. Invite volunteers to read the completed sentences.

C

- Have students read the directions and the example.
- Put students in groups of five. Students take turns saying sentences and asking *How about you?* until all the survey items have been answered.
- Have one student in the group act as the secretary and record the group's responses.
- Invite each group's secretary to share some of the group's responses with the class. For example, *Alberto sometimes sleeps in class. The students in our group never throw paper airplanes.*

2 Listening

In this exercise, students listen for the frequency of Ana's and Charlie's weekend activities.

A CD1, Track 68

- Tell students that they will listen to a conversation between Ana and her friend, Charlie, about their weekend activities.
- Copy the chart on the board while students read the directions.
- Elicit how to do the activity. (Students should write *A* for Ana in the chart under the correct frequency adverb for each activity.)
- Play the recording. Students only listen.

Audio script

See page T-206.

- Play the recording again. Students listen and write *A* under the correct adverbs in the chart.
- Play the recording once again. Students listen and verify their answers.
- Check answers with the class. Invite volunteers to come to the board to complete the chart. When you are finished, do not erase the chart from the board.

B CD1, Track 69

- Tell students that they will listen to the conversation again and should write *C* for Charlie in the chart under the correct frequency adverb for each activity.
- Play the recording from Part A again. Students listen and complete the exercise.

Audio script

Same as the script for Part A above.

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

3 Speaking

This exercise practices using frequency adverbs to describe everyday activities.

A

- Have students read the directions and the activities in the box. Tell students that they can also use activities from previous lessons.
- Have students work individually to write sentences using the frequency adverbs in parentheses.

B

- Have students read their sentences in pairs.
- Ask students to tell the class two of their partner's activities, following the example.

- **Optional** On the board, write the five frequency adverbs side by side. Divide the class into two or three teams. Ask one student from each team to come to the front. Say an activity (*go dancing*). The first student to say an adverb must use that adverb and activity in a sentence. (*I always go dancing on Saturday.*) If the sentence is correct, the student's team earns a point. The first team to earn ten points wins.

Workbook

Assign the exercises on Workbook page 27. (Workbook answers begin on page T-190.)

Extra Grammar

Assign the exercises for the Extra Grammar, Lesson 16.

2 Listening

A Ana talks about her weekend activities. How often does she do these things? Listen and write A (Ana) in the correct columns.

Weekend activities	Always	Usually	Sometimes	Hardly ever	Never
1. go dancing			A		C
2. go shopping	A			C	
3. sleep late		C		A	
4. read books	C				A
5. go bowling			A C		

B How often does Charlie do the things in Part A? Listen again and write C (Charlie) in the correct columns in Part A.



3 Speaking

A What do you do after school? Write sentences.

Use the activities in the box or your own ideas. (Answers will vary.)

do my homework go shopping play the guitar use the Internet watch TV

(always) I always watch TV after school.

1. (always) _____

2. (usually) _____

3. (sometimes) _____

4. (hardly ever) _____

5. (never) _____

B Work with a classmate. Read your sentences from Part A to each other. Then tell the class two things about your classmate.

... for school. She hardly ever goes shopping.

Get Connected

UNIT 4

Read

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

- | | | |
|------------------------------------|--|--|
| <input type="checkbox"/> 1. boring | <input type="checkbox"/> 3. exciting | <input type="checkbox"/> 5. interesting |
| <input type="checkbox"/> 2. cool | <input checked="" type="checkbox"/> 4. fun | <input checked="" type="checkbox"/> 6. popular |

Check Out the iTunes Store!

American teens like to listen to music. They usually listen to music on their MP3 players and spend 30 minutes a day **downloading** songs. Where do they download songs from? From the iTunes Store. This store is the number one music store in the U.S., and it's all on the Internet. And it's not only popular in the U.S. People from many countries now buy and download songs from this store.




The iTunes Store is amazing. It has more than six **million** songs – from rock to classical to rap to country. And it also **sells** TV shows, movies, iPod games, and **audio books**. How much are songs? One song is usually \$0.99 and an **album** is about \$9.99. TV shows are around \$1.99, and you can **rent** a new movie for \$3.99.



You don't need to go to a music store or a bookstore. Check out the iTunes Store. It's really **convenient** . . . and it's fun.

Go to page 12 for the Vocabulary Practice.

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

C Answer the questions.

1. Do American teens like to listen to music? Yes, they do.
2. Do American teens usually spend 30 minutes a day downloading songs? Yes, they do.
3. How many songs does iTunes have? It has more than six million songs.
4. How much is one song? One song is usually \$0.99.
5. How much are new movies? New movies are \$3.99.

Unit 4

Get Connected

This lesson practices reading, listening, and writing skills.

Review of Lesson 16

- Write the five adverbs *always, usually, sometimes, hardly ever, and never* on five separate index cards. Place them face down on a desk in front of the room. Say: *I _____ go shopping on Saturday.* Pick up the card with the adverb that describes how often you do that particular activity, but keep it hidden from view. Students guess the adverb you have chosen by saying *You (usually) go shopping on Saturday,* filling in the adverb of their choice. The first student who guesses correctly comes to the front and continues the activity.

Note: For large classes, you can do this activity with one row of students at a time.

- Students work in pairs to find something that both of them *always, sometimes, and never* do. Ask volunteers to share their results with the class.

Read

This exercise practices reading for information about a music Web site.

A

- Have students look at the photos. Ask: *What do you see in the pictures?* (Students downloading and listening to music.)

Culture Note

The current trend of getting music online has led to a lot of changes in the music industry. When it started, people were downloading music online for free. This was illegal, because it meant that musicians and producers were not getting paid for their work. Now, with the arrival of online music stores like iTunes, people can buy music online legally. When people buy music online, they can load it directly onto an MP3 player. There is no need for a CD. Because of this, the sales of traditional CDs are declining and many "real world" music stores are closing. Some people are not happy about this situation. For one thing, they say that the quality of the downloaded music files is not as good as a CD.

- Invite a volunteer to read the directions and the six words aloud. Remind students that they should read quickly to find the words and that they should not read every word carefully.
- Have students work individually to read the article quickly and check the words they find. Do not check answers at this point.

B CD1, Track 70

- Invite a volunteer to read the directions aloud. Remind students that they should read slowly and carefully, and concentrate on getting the meaning of the entire text.
- List the new vocabulary words on the board: *downloading, million, sell, audio book, album, rent (v.), convenient.* Explain their meaning. (Downloading [songs]: taking songs from the Internet or an online music store and listening to them on CDs, your

computer, or an MP3 player; million: 1,000,000 – for example, a million dollars is a lot of money; sell: to give something to someone and get money in return for it [demonstrate by pretending to sell something to a student]; audio book: a book that you can listen to; album: one or more CDs that come in the same case and usually have songs by the same singer, musician, or group; rent [v.]: to pay money to borrow something – for example, you can rent a DVD for a few dollars and keep it for a few days before you have to return it; convenient: easy to use or get to – for example, if your school is easy for you to get to, then it is convenient for you.) As an alternative, have students use their dictionaries to find the meanings of the new vocabulary words.

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

Audio script

Same as the article in the Student's Book.

Get Connected Vocabulary

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

C

- Invite a volunteer to read the directions and the first question aloud.
- Ask: *Do American teens like to listen to music?* Elicit the answer. (Yes, they do.)
- Have students work individually to answer the questions.
- Check answers with the class. Invite volunteers to read aloud one answer each.

Listen

In this exercise, students listen for information about two people.

A CD1, Track 71

- Focus students' attention on the album cover. Ask: *What's the name of this band?* (The Dixie Chicks.) Ask for a show of hands of students who listen to the Dixie Chicks.
- Tell students they will listen to two friends, Yuki and Carlos, talk about music.
- Have students read the first question and the example answer.
- Explain that students should listen to the conversation and answer the questions.
- Play the recording. Students only listen.

Audio script

See page T-207.

- Play the recording again. Students listen and answer the questions.
- Play the recording once again. Students listen and verify their answers.
- Check answers with the class. Invite volunteers to read one answer each. When the answer to a question is *No*, have the student give the correct information.

B

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

Write

In this exercise, students answer questions and write about their musical habits.

A

- Invite a volunteer to read the directions aloud. Explain that a *habit* is something you do regularly. Elicit examples of good and bad habits. (Good habit: cleaning your room; bad habit: biting your nails.)
- Have students work individually to answer the questions.
- **Optional** Have students ask and answer the questions in pairs.

B

- Invite a volunteer to read the directions aloud.
- Tell students that they will use their answers in Part A to help them write about their musical habits.
- Have students work individually to write their paragraphs.
- Invite several volunteers to read their paragraphs to the class.

- **Optional** Have students work in groups to read each other's paragraphs. Students can ask about anything that was not clear or about which they would like to have more details. Write these questions on the board for students to discuss in their groups: *How are your musical habits the same? How are they different?*

Teaching Tip

When students work in groups, circulate and listen to their conversations but do not correct mistakes at this time. Take some notes and discuss common problems as a follow-up to the activity.

Workbook

Assign the exercises on Workbook page 28. (Workbook answers begin on page T-190.)

I always listen to country.

Listen



A  Yuki and Carlos talk about music. Listen and answer the questions.

1. Does Carlos often go to music stores? No, he doesn't.
2. Does Yuki have an MP3 player? No, she doesn't.
3. Does Carlos like to listen to country music? Yes, he does.
4. Does Yuki like to listen to country music? No, she doesn't.
5. Does Yuki often go to music stores on Mondays? No, she doesn't.



B What do you think? Write *I agree*, *I disagree*, or *I'm not sure*.

(Answers will vary)

1. It's fun to listen to music on MP3 players. _____
2. Downloading music online is easy. _____
3. Music stores (not online) are convenient. _____
4. Country music is cool. _____
5. Rock music is exciting. _____



Your turn

Write



A Think about your musical habits. Answer the questions. *(Answers will vary.)*

1. What kind of music do you like? _____
2. Do you usually listen to CDs? _____
3. Do you listen to music online? _____
4. Do you have an MP3 player? _____
5. How much time do you usually spend downloading songs?

B Write about your musical habits. Use the answers in Part A to help you. *(Answers will vary.)*

I like _____ music a lot, and I like _____ music, too.

Language chart review

<i>her / him / it / them</i>	<i>like / don't like + to (verb)</i>
She's cool. I like her .	I like to hang out with friends.
He's a pop singer. I like him a lot.	I don't like to stay home.
Jazz is boring. I don't like it .	
These CDs are great. I like them .	

A Read these sentences. Then write sentences with *like* or *don't like*.

1. My new neighbors are great!

I like them.

2. That book is boring.

I don't like it.

3. She's my best friend.

I like her.

4. My baby brother is really cute.

I like him.

5. Snakes are dangerous.

I don't like them.

6. I think rock is cool.

I like it.



B Josh writes an e-mail message to you. Read Josh's message. Then complete your message to him. Tell him about your free-time activities. (*Answers will vary*)

Hi!

My name's Josh. Here are some of the things I like to do: listen to music, go camping, spend time with my family, and play the piano.

But I don't dance. I don't play basketball or soccer. I'm musical, but I'm not athletic! How about you? What are your interests?

Your friend,
Josh

Dear Josh,

Hi! My name's _____.

Here are some of the things I like to do:

Here are some of the things I don't like to do:

Please write again soon.

Your friend, _____

Unit 4

Review

This lesson reviews the grammar and vocabulary introduced in Unit 4.

Language chart review

This chart summarizes the main grammar presented and practiced in Unit 4.

- Books closed. Write on the board:

She's nice. I like _____.

He's a jazz musician. I like _____ a lot.

Classical music is boring. I don't like _____.

These shoes are great. I like _____.

like

like to

I like poetry.

_____ (*write*)

I don't like basketball.

_____ (*play*)

- Focus students' attention on the information on the board. Have them complete the top sentences with the correct object pronouns. Then have them rewrite the bottom sentences using *like to* and the verbs in parentheses.
- Invite volunteers to write the answers on the board.
- Books open. Have students check their answers and those on the board against the examples in the Language chart review.
- Invite volunteers either to make sentences with an object pronoun or to share with the class something they like to do.
- Answer any questions students may have.

Exercises A through D (pages T-56 to T-57)

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

Exercise A

- Have a volunteer read the directions and the example aloud.
- Tell students to write sentences with *like* or *don't like* and the correct object pronoun.
- Have students work individually to write the sentences.
- Check answers with the class.

Exercise B

- Have students read the directions and Josh's e-mail message.
- Ask: *What does Josh do in his free time?* (Listen to music; go camping; spend time with his family; play the piano.)
- Have students work individually to complete their e-mail message to Josh.
- Invite three or four students to read their e-mail messages to the class.

Language chart review

This chart summarizes further grammar presented and practiced in Unit 4.

- Have students study the examples in the chart.
- Remind students to use *How much is . . . ?* with singular nouns and *How much are . . . ?* with plural nouns. Remind students also that for answers, the singular will use *It's*, and the plural will use *They're*.
- Remind students also that they can use adverbs of frequency to describe their routines.
- Answer any questions students may have.

Exercise C

- Have students read the directions and the example.
- Focus students' attention on the pictures and the prices.
- Have students work individually to complete the questions and answers.
- Have students check their answers in pairs.
- Check answers with the class. Invite several pairs of volunteers to read the completed questions and answers aloud.

Exercise D

- Have a volunteer read the directions and the example aloud.
- Focus students' attention on Sam's schedule and the example. Ask: *Does Sam do homework every night?* (Yes, he does.) Explain that this is why the example sentence uses the word *always*.
- Have students work individually to complete the exercise.
- Have students compare answers in pairs.
- Check answers with the class. Invite volunteers to read aloud one sentence each.

Optional Unit Wrap-Up

- If students did the Review exercises for homework, check answers with the class.
- Review the use of object pronouns, as in Exercise A. With students, make a list on the board of singers, musical groups, kinds of music, popular CDs, etc. Have students ask and answer questions about the items on the list. One student asks, *Do you like . . . ?* Another student answers with the correct object pronoun. For example, Classmate 1: *Do you like the Jonas Brothers?* Classmate 2: *Yes, I like them a lot.*
- Have students form pairs. Have students write an e-mail message to their partner about things they like to do in their free time, as in Exercise B. Have partners read each other's messages.
- Ask students to think about some popular stores in their community. Ask what they can usually buy in these stores. Have students ask and answer questions, as in Exercise C, about the prices of common items using *How much is / are . . . ?*

Theme Project

- Assign the *At Home* section of the Unit 4 Theme Project on Student's Book page 129.

Workbook

- Assign the Unit 4 Check Yourself on Workbook page 29. (Workbook answers begin on page T-190.)

Extra Practice Worksheets

- Assign the Unit 4 Extra Practice worksheets starting on page T-145.

Extra Speaking Practice Worksheet

- Assign the Unit 4 Extra Speaking Practice worksheet on page T-168.

Arcade Activities

- Assign the Unit 4 Arcade activities found at: www.cambridge.org/connectarcade

Learning Log

- Assign the Unit 4 Learning Log. These can be downloaded from the Teacher Support Site at: www.cambridge.org/connect2e/teacher

Quiz

- Give the Unit 4 Quiz on page T-179.

Test

- Give the Unit 4 Test (Form A and / or Form B). These can be downloaded from the Teacher Support Site at: www.cambridge.org/connect2e/teacher

Language chart review

How much is / are ... ?

Adverbs of frequency

How much is this DVD?
It's \$29.99.

How much are those boots?
They're \$60.00.

100% I **always** get good grades.

I **usually** get up early.

Sometimes I / I **sometimes** hang out with friends.

I **hardly ever** go to bed early.

0% I **never** stay home on Friday night.

C Complete the questions with *How much is* or *How much are*. Then look at the photos, and answer the questions.



1. Q: *How much are* _____ those puzzles?

A: *They're six ninety-five each.*

2. Q: *How much is* _____ the skateboard?

A: *It's eighty-nine dollars.*

3. Q: *How much is* _____ that science kit?

A: *It's forty-nine ninety-five.*

4. Q: *How much are* _____ those cameras?

A: *They're nine seventy-nine each.*

D How often does Sam do these things? Look at his schedule. Then write sentences with *always, usually, sometimes, hardly ever, or never*.

WEEKLY SCHEDULE							MONTHLY
SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	NOTES
P.M. _____ <i>Sleep late</i>	A.M. _____ <i>Practice piano</i>	P.M. _____ <i>Do homework</i>	A.M. _____ <i>Practice piano</i>	A.M. _____ <i>Practice piano</i>	A.M. _____ <i>Practice piano</i>	P.M. _____ <i>Sleep late</i>	
P.M. _____ <i>Practice piano</i>	P.M. _____ <i>Do homework</i>		P.M. _____ <i>Do homework</i>	P.M. _____ <i>Do homework</i>	P.M. _____ <i>Do homework</i>	P.M. _____ <i>Do homework</i>	

1. (do homework at night)

I always do my homework at night.

2. (sleep late)

I sometimes sleep late.

3. (practice the piano in the morning)

I usually practice the piano in the morning.

4. (practice the piano in the afternoon)

I hardly ever practice the piano in the afternoon.

5. (go bowling)

I never go bowling.

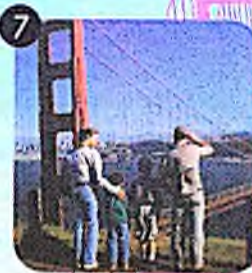
Go to page 129
for the
Theme Project.

In San Francisco

1 Vocabulary

A Claudia and her family are on vacation in San Francisco. What do they do there? Match the photos to the correct activities. Then listen and practice.

Visit San Francisco



In San Francisco, they ...

- 5 buy souvenirs.
 8 ride a trolley.
 2 take a boat ride.
 1 visit a museum.
- 7 go sightseeing.
 4 see a show.
 6 take pictures.
 3 walk in the park.

B What can people do in your town or city? Write the activities. Use Part A or your own ideas. (Answers will vary.)

1. Take a boat ride.
2. _____
3. _____
4. _____
5. _____
6. _____

Lesson 17

In San Francisco

This lesson presents and practices the names of vacation activities and present continuous affirmative statements.

1 Vocabulary

This exercise presents and practices the names of common vacation activities.

Culture Note

San Francisco is a city located in the state of California. It was originally called *Yerba Buena* and was renamed San Francisco in 1847. Today about 750,000 people live there, but almost 16 million people visit each year! Some popular tourist attractions include: Chinatown, the Golden Gate Bridge, Fisherman's Wharf – the famous historic waterfront that offers tourists shopping, food, and incredible views of San Francisco Bay – and Alcatraz, the “escape-proof” prison.

A CD2, Track 2

- Have students look at the photos. Elicit as much information as possible about what the people in the photos are doing.
- Write the eight verb phrases on the board and elicit the meaning of any words students know.
- Have students write the number of each photo in the box of the corresponding verb phrase.
- Play the recording. Students listen and verify their answers.

Audio script

Same as the activities in the Student's Book.

- Check answers with the class. Say the number of each photo, and have volunteers respond with the correct verb phrase.
- Play the recording again, or model the verb phrases. Students listen and repeat.
- **Optional** Ask: *What do you like to do on vacation?* Students respond with *I like to _____*, completing the sentence with the verb phrase of their choice.

B

- Ask students to read the directions and the example. Make sure they understand that the sentences should be about where they live. Tell them they can refer to the phrases in Part A or use verb phrases from previous lessons.
- Have students work individually to complete the exercise.
- Have students work in pairs to compare their sentences.
- Check answers with the class. Invite several volunteers to share their sentences with the class.
- **Optional** Have students work in groups of four or five to decide on the four best activities. Invite two students from each group to come to the board to write the activities.

2 Language focus

This exercise presents and practices present continuous affirmative statements.

A CD2, Track 3

- Focus students' attention on the photos. Explain that they all show Claudia and her family on a trip to San Francisco.
- Elicit as much information as possible about what the people in the photos are doing.
- Play the recording. Students listen and read along.

Audio script

Same as the text in the Student's Book.

- Ask: *Who is in San Francisco with Claudia?* (Her parents; her cousin Ruben; and her brother, Oscar.) *Where are they now?* (At Fisherman's Wharf.) Write the following on the board:

Claudia is ___ the trip. They are ___ Fisherman's Wharf. Her mom and dad are ___ souvenirs. Ruben is ___ lunch. Oscar is ___ pictures.

- Play the recording again. Students listen and fill in the blanks.
- Invite volunteers to read the sentences aloud, filling in the correct *-ing* verbs.
- Model the sentences on the board. Students listen and repeat.
- **Language Chart** Have students study the examples in the language chart. Focus students' attention on the words in bold. Elicit the full forms of *I'm*, *She's*, *We're*, *You're*, and *They're*. Then focus students' attention on the *-ing* endings. Ask: *Which verb is different after adding -ing? How is it different?* (Take. The final *-e* is dropped when *-ing* is added.) Explain that adding *-ing* to a verb means that the action is currently taking place.

Note: Tell students that if a verb ends in a short vowel sound and a single consonant, the consonant is doubled before adding *-ing*. Write the following verbs as examples on the board:

put - putting stop - stopping
run - running swim - swimming
shop - shopping

- Model the examples, pausing for students to repeat.
Note: A little extra drilling may be necessary for students to feel comfortable pronouncing the verbs in this form.
- **Optional** Elicit previously learned verbs from students. Ask the class to say the verb using an *-ing* ending.

B CD2, Track 4

- Ask students to read the directions and the example.
- Have students work individually to complete the exercise.
- Play the recording. Students listen and verify their answers.

Audio script

Same as the sentences in the Student's Book.

- Check answers with the class. Invite volunteers to come to the board to write their sentences.
- **Optional** Ask students to point to any picture or photo in their Student's Book and use the present continuous to describe what the people are doing.

3 Speaking

This exercise practices present continuous affirmative statements.

A

- Have students read the directions and the example.
- Explain that students are taking imaginary vacations, and give your own example: *I'm in (Madrid. I'm visiting a museum.)* Invite two or three volunteers to say where they are for their imaginary vacation.
- Have students work in groups of three. Students tell one another where they are and what they are doing. They can give more than one activity.

B

- Have volunteers read the directions and the example aloud.
- Invite volunteers to tell the class about one of the students in their group.

Workbook

Assign the exercises on Workbook page 30. (Workbook answers begin on page T-190.)

Extra Grammar

Assign the exercises for the Extra Grammar, Lesson 17.

2 Language focus

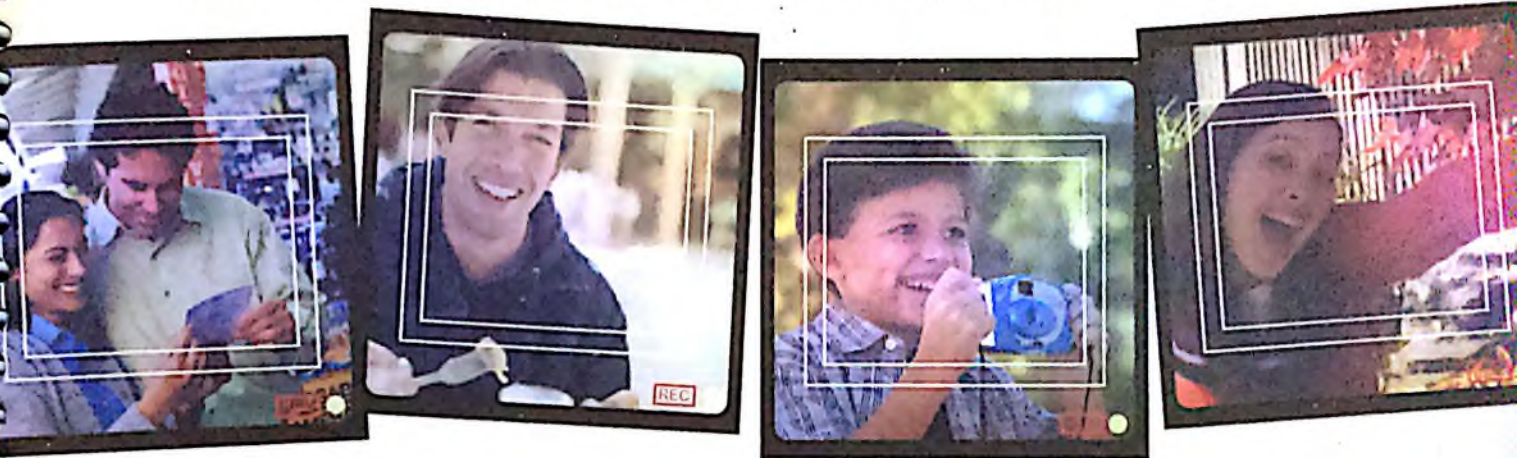
A Claudia is videotaping her trip to San Francisco. Listen and practice.

Today is our first day in San Francisco. I'm videotaping our trip. Right now, we're visiting Fisherman's Wharf. Let's see . . . There are Mom and Dad. They're buying souvenirs. My cousin, Ruben, is eating lunch over there. My brother, Oscar, is taking pictures with his new camera. And now you see me. You can do so much in San Francisco. It's a great city!

Present continuous: affirmative statements

I'm **videotaping** our trip.
She's **taking** pictures.
We're **visiting** Fisherman's Wharf.
You're **skateboarding**.
They're **buying** souvenirs.

buying = buy + ing
taking = take + ing



B Everybody's doing different things now. Write the sentences with the correct forms of the verbs. Then listen and check.

1. (Ruben / go sightseeing) He's going sightseeing.
2. (Mom and Dad / see a show) They're seeing a show.
3. (Oscar / take pictures) He's taking pictures.
4. (Oscar and I / take a boat ride) We're taking a boat ride.

3 Speaking

A Work with two classmates. Imagine you are on vacation right now. Where are you? What are you doing?

You I'm in San Francisco. I'm visiting a museum.

Classmate 1 I'm at the beach. I'm swimming.

Classmate 2 I'm in Puerto Rico. I'm taking pictures.

B Tell the class about your classmates.

You Mario is at the beach. He's swimming.

Tori is in Puerto Rico. She's taking pictures.






1 Vocabulary

A Ms. Nolan and Mr. Brown take their students to the park. Match the rules in the box to the correct signs in the picture. Then listen and practice.

- | | | |
|---------------------------|--------------------------|---------------------------------|
| 1 Eat in the picnic area. | 3 Stand in line. | 5 Throw trash in the trash can. |
| 2 Sit down in the boat. | 4 Stay on the bike path. | 6 Wait for the green light. |



B Look at Part A again. Read the sentences and check (✓) T (true) or F (false).

- | | T | F |
|--|-------------------------------------|-------------------------------------|
| 1.  They're waiting for the green light. | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 2.  Molly and Peter are staying on the bike path. | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| 3.  The girls are eating in the picnic area. | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 4.  Dan is standing in line. | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| 5.  He's throwing trash in the trash can. | <input checked="" type="checkbox"/> | <input type="checkbox"/> |

Lesson 18

At the park

This lesson presents and practices common rules and regulations at recreational facilities and present continuous negative statements.

Review of Lesson 17

- Write on the board:

buying *souvenirs*
riding a *our trip*
taking *trolley*
videotaping *in the park*
visiting *pictures*
walking *a museum*

- Have the class match the verbs on the left to the nouns or phrases on the right.
- Ask the class to think of other nouns or phrases that could be used in combination with these verbs.
- Call out these nouns, one by one. Students respond with an appropriate present continuous verb. *TV* (watching), *lunch* (eating), *soccer* (playing), *milk* (drinking), *songs* (singing), *a book* (reading), *English* (speaking).

1 Vocabulary

This exercise presents and practices the words for common rules and regulations at recreational facilities.

A CD2, Track 5

- Focus students' attention on the picture. Ask: *What is this?* (A park.) Ask students to describe what they see in the picture.
- Have students read the directions. Explain *rules* and *correct signs*.
- Ask students to look at the rules in the box and identify the words they know. Remind students that the rules are imperatives.
- Have students work individually to number the signs correctly.
- Play the recording. Students listen and verify their answers.

Audio script

Same as the rules in the Student's Book.

- Check answers with the class.
- Play the recording again, or model the rules. Students listen and repeat.

B

- Ask students to read the directions. Explain to students that they are to look at the picture in Part A to decide whether the statements are true or false. Students check T (true) or F (false) in the boxes.
- Have students work individually to complete the exercise.
- Check answers with the class.
- **Optional** Have students form groups of five or six. Ask a volunteer in each group to point to a picture in the Student's Book of a character doing an activity. The student then makes a positive present continuous statement about the picture, which may be either true or false. The rest of the group members call out *True* or *False*.

2 Language focus

This exercise presents and practices present continuous negative statements.

A CD2, Track 6

- Focus students' attention on the picture. Ask: *Where are they?* (In the park.) *Are Ms. Nolan and Mr. Brown happy?* (No, they aren't.) Explain *following the rules*. (Obeying the laws or regulations.)
- Play the recording. Students listen and read along.

Audio script

Same as the conversation in the Student's Book.

- Ask: *Are Peter and Molly on the bike path?* (No, they aren't.) *What color is the light?* (It's red.) Say the following incomplete sentences. Students respond by completing them.
Ms. Nolan isn't ___ (paying attention). *Dan isn't* ___ (standing in line). *Ms. Nolan and Mr. Brown* ___ (aren't following the rules). *Peter and Molly* ___ (aren't staying on the bike path).
- Play the recording again, or model the conversation. Students listen and repeat.
- **Optional** Have students practice in pairs.
- **Language Chart** Have students study the examples in the language chart. Focus students' attention on the words in bold. Point out that *not* comes between the verb *be* and the main verb + *-ing*.

- Focus students' attention on the negative contractions. Drill for pronunciation. Write *aren't* and *isn't* on the board. Call out the following words: *You, you and I, the teacher, the students, the book, Peter and Molly, Mr. Brown*. Students respond with *aren't* or *isn't*.
- Model the examples, pausing for students to repeat.

B CD2, Track 7

- Have students read the directions.
- Have students work individually to complete the sentences.
- Play the recording. Students listen and verify their answers.

Audio script

Same as the sentences in the Student's Book.

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

3 Listening

In this exercise, students listen for what people are doing wrong.

CD2, Track 8

- Tell students that they will listen to Ms. Nolan and Mr. Brown telling the students how they are breaking the rules. Students should write the letters in the blanks to match the two parts of the sentences.
- Play the recording. Students only listen.

Audio script

See page T-207.

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

Workbook

Assign the exercises on Workbook page 31. (Workbook answers begin on page T-190.)

Extra Grammar

Assign the exercises for the Extra Grammar, Lesson 18.

2 Language focus

Present continuous: negative statements

I'm **not** paying attention.
You **aren't** standing in line.
He **isn't** standing in line.
We **aren't** following the rules.
They **aren't** staying on the bike path.

aren't = are not isn't = is not

- A** The students aren't following the rules.
Listen and practice.

Ms. Nolan Oh, no. The students aren't following the rules! Look at Dan. He isn't standing in line.

Mr. Brown Hey, Dan! You aren't standing in line!

Ms. Nolan And look at Molly and Peter. They aren't staying on the bike path.







Mr. Brown Molly! Peter! Please stay on the bike path.

Ms. Nolan Oh, no, wait! It's a red light. I'm not paying attention.

Mr. Brown You're right. Now *we* aren't following the rules!



- B** Look at the picture in Exercise 1A again. What are the students doing wrong?
Complete the sentences. Then listen and check.

- | | | | | |
|---|---|--|---|---|
| 1 |  | 1. Dan <u>isn't standing in line</u> _____. | 2 |  |
| | | 2. Molly and Peter <u>aren't staying on the bike path</u> _____. | | |
| 3 |  | 3. Fred <u>isn't waiting for the green light</u> _____. | 4 |  |
| | | 4. Brad and Jeff <u>aren't eating in the picnic area</u> _____. | | |
| 5 |  | 5. Lisa <u>isn't sitting down in the boat</u> _____. | 6 |  |
| | | 6. Nan <u>isn't throwing trash in the trash can</u> _____. | | |

3 Listening

- Now what are the students doing wrong? Listen and match the two parts of each sentence.

1. Nan and Lisa aren't b
2. Jeff isn't d
3. Dan and Fred aren't e
4. Brad isn't a
5. Molly isn't c

- a. sitting down in the boat.
b. eating in the picnic area.
c. standing in line.
d. staying on the bike path.
e. throwing trash in the trash can.

1 Language check

A Write the present continuous form of the verbs.

- | | | |
|-------------------------|--------------------------|-------------------------|
| 1. sit <u>sitting</u> | 4. throw <u>throwing</u> | 7. ride <u>riding</u> |
| 2. skate <u>skating</u> | 5. pay <u>paying</u> | 8. swim <u>swimming</u> |
| 3. wait <u>waiting</u> | 6. stay <u>staying</u> | 9. go <u>going</u> |

B Helena and her family are on vacation in New York City. Complete Helena's postcard to her friend Jane.

Dear Jane,
Hello from New York City. Right now, my sister Hannah and I are in Central Park. I 'm ('m / is) writing to my friends. Hannah is (is / are) taking pictures with her new camera. Dad and my brother Marcos aren't (isn't / aren't) at the park. They re (is / 're) visiting a museum. Mom isn't (isn't / aren't) visiting the museum. She 's ('s / are) buying souvenirs for our friends at home. New York is a great city! We re (is / 're) having a lot of fun here.
See you soon!
Helena



Jane Brown
123 Front Street
Miami, FL 33123

C Use the cues to write sentences: ✓ = yes, X = no.

- Joe / wait for the green light (✓)
Joe is waiting for the green light.
- Alicia / sit down in the boat (X)
Alicia isn't sitting down in the boat.
- Dmitri / stand in line (X)
Dmitri isn't standing in line.
- Ginny / eat in the picnic area (✓)
Ginny is eating in the picnic area.
- Laura / stay on the bike path (X)
Laura isn't staying on the bike path.
- Tony / throw trash in the trash can (X)
Tony isn't throwing trash in the trash can.



This lesson reviews the language presented and practiced in Lessons 17 and 18.

1 Language check

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

A

- Have students read the directions and the example.
- Focus students' attention on the spelling of *sitting*. Remind them to double the final consonant in words with a single short vowel sound followed by a single consonant.
- Have students work individually to complete the exercise.
- Have students check answers in pairs. Ask: *Is there another word like sit → sitting on the list?* (Swim → swimming.)
- Check answers with the class. Write the base form of the verbs on the board, and invite volunteers to come to the board to write the *-ing* form.

Note: Students may ask: *Why don't we double the final w or y in throw and stay?* Explain that the letters *w* and *y* do not follow the rule.

B

- Invite a volunteer to read the directions aloud.
- Have students read the postcard. Tell them not to write the answers yet.
- Ask: *Who is Jane?* (Helena's friend.) *Where are Helena and Hannah?* (In Central Park in New York City.)
- Have students work individually to complete the postcard.
- Check answers with the class. Invite volunteers to read aloud one sentence each.

C

- Invite a volunteer to read the directions and the example aloud.
- Focus students' attention on the cues (✓) = *yes* and (X) = *no* in the directions and at the end of each line.
- Use the example to explain that students will use the words given to write a present continuous affirmative sentence when (✓) is at the end of the line. Ask: *What kind of sentence will you write when an (X) is at the end of the line?* (A present continuous negative sentence.)
- Have students work individually to complete the exercise.
- Check answers with the class. Invite volunteers to read aloud one sentence each.

D

- Ask students to look at the photos. Ask: *When is 7 a.m. – in the morning or the evening? (In the morning.) When is 7 p.m.? (In the evening.)*
- Invite volunteers to make present continuous affirmative and negative statements about Rafael, Claudia, Kate, and Zach. Write them on the board.
- Explain to students that they will look at the photos and correct the statements. Have students read the example.
- Write *Is Kate reading a book?* on the board. Elicit the answer from students. (No.) Write *No* on the board. Then ask: *Do we use he or she?* (She.) Write *she* on the board next to *No*. Ask: *Do we use is or isn't?* (Isn't.) Write *isn't* and then the complete sentence – *No, she isn't reading a book* – on the board.
- Then ask: *What is Kate doing?* Elicit the answer from students. (She's doing her homework.) Ask: *Which pronoun would we use if the questions were asked about Rafael?* (He.)
- Have students work individually to complete the exercise.
- Check answers with the class.
- **Optional** Have students work in pairs to say and correct additional present continuous statements about the photos.

2 Listening

In this exercise, students listen and identify where someone is.

CD2, Track 9

- Tell students that they will listen to four separate conversations between Kate and various people. They should decide where Kate is in each one.
- Play the recording. Students only listen.

Audio script

See page T-208.

- Play the recording again. Students listen and number the sentences from 1 to 4.
- Play the recording once again. Students listen and verify their answers. While students are listening, write the sentences on the board.
- Check answers with the class. Invite volunteers to come to the board to write their answers.

Workbook

Assign the exercises on Workbook page 32. (Workbook answers begin on page T-190.)

Game

Assign the game on Student's Book page 118.

D Look at the photos. What's everyone doing? Correct the sentences.




7:00 a.m.

1. Kate's reading a book. She isn't reading a book. She's doing her homework.
2. Rafael's taking a boat ride. He isn't taking a boat ride. He's sleeping.
3. Claudia's visiting a museum. She isn't visiting a museum. She's going biking.
4. Zach's watching a video. He isn't watching a video. He's walking in the park.

7:00 p.m.

5. Rafael's walking in the park. He isn't walking in the park. He's playing a video game.
6. Zach's taking pictures. He isn't taking pictures. He's playing baseball.
7. Kate's standing in line. She isn't standing in line. She's drawing.
8. Claudia's eating lunch. She isn't eating lunch. She's doing karate.

2 Listening

 Kate is busy today. Where is she? Listen and number the sentences from 1 to 4.

She's in the park. 3

She's at the movie theater. 1

She's in a store. 4

She's in school. 2

Go to page 118 for the Game.

At the beach

1 Vocabulary

A What are these people doing at the beach? Match the two parts of each sentence. Then listen and practice.

- | | |
|---------------------------|---------------------------|
| 1. Two boys are <u>h</u> | a. collecting seashells. |
| 2. A baby is <u>e</u> | b. floating on a raft. |
| 3. Two girls are <u>a</u> | c. flying a kite. |
| 4. A family is <u>d</u> | d. having a picnic. |
| 5. A dog is <u>g</u> | e. playing in the sand. |
| 6. A man is <u>f</u> | f. sailing a boat. |
| 7. A boy is <u>c</u> | g. swimming in the ocean. |
| 8. A girl is <u>b</u> | h. throwing a Frisbee. |



B What do you do at the beach? Write sentences about two things you do and two things you don't do. (Answers will vary)

Things I do at the beach	Things I don't do at the beach
<u>I swim in the ocean.</u>	<u>I don't collect seashells.</u>
_____	_____
_____	_____

Lesson 19

At the beach

This lesson presents and practices the names of common beach activities and present continuous Yes / No questions.

Review of Lesson 18

- Say a series of present continuous affirmative statements. Students convert them to the negative.
- Play a round of "Tic-Tac-Toe." Draw a grid on the board. Fill in each of the nine squares with nine verbs with *-ing* endings. Divide the class into two teams, X and O. Students earn squares for their team by using the verbs to make negative present continuous statements about their classmates – for example, *(John) isn't watching TV*. The first team with three squares in a row wins.

1 Vocabulary

This exercise presents and practices the names of common beach activities.

A CD2, Track 10

- Focus students' attention on the picture. Ask: *Where is this?* (At the beach.) Elicit as much information as possible about what the people in the picture are doing.
- Write the eight verb phrases on the board and elicit the meaning of any of the activities students know.
- Mime any of the activities that students were not able to identify. Ask students to guess which activity you are miming.
- Have students work individually to match the two parts of each sentence.
- Check answers with the class. Say each sentence number and invite volunteers to say the letter of the correct ending.

- Play the recording or model the sentences. Students listen and repeat.

Audio script

Same as the sentences in the Student's Book.

- **Optional** Call out the simple form of the verb – for example, *collect*. Students respond with the *-ing* form of the verb. (Collecting.) Continue until you have practiced all eight verbs. Then reverse the drill.

B

- Have volunteers read aloud the directions and the examples in the chart.
- Have students work individually to complete the exercise.
- Check answers with the class. Invite volunteers to share what they wrote with their classmates.

2 Language focus

This exercise presents and practices present continuous Yes / No questions.

A CD2, Track 11

- Focus students' attention on the picture of Marty and Ella at the beach. Ask: *What are Marty and Ella doing?* (Talking on cell phones.) Ask: *Can they see each other?* (No, they can't.)
- Explain *lifeguard*. (A person whose job it is to protect swimmers.)
- Play the recording. Students listen and read along.

Audio script

Same as the conversation in the Student's Book.

- Ask: *Are Ella and Marty talking on cell phones?* (Yes, they are.) *Is Ella sitting near a boat?* (No, she isn't.) *Is the little girl playing in the water?* (No, she isn't.) *Is she collecting seashells?* (Yes, she is.) *Are Marty and Ella looking at the same little girl?* (No, they aren't.)
- Play the recording again, or model the conversation. Students listen and repeat.
- **Optional** Have students practice in pairs.
- **Language Chart** Have students study the examples in the language chart. Focus students' attention on the first question and short answers.
- Ask: *Where is the verb in the question?* (At the beginning of the sentence.) *Where is the verb in the short answer?* (At the end, after *she*.) Elicit the full form of *isn't*. (Is not.) Ask: *Where is isn't in the short answer?* (After *she*.)
- Model the examples, pausing for students to repeat.

B CD2, Track 12

- Have students read the directions. Tell students that this is a continuation of the conversation in Part A.
- Have students work individually to complete the exercise.
- Play the recording. Students listen and verify their answers.

Audio script

Same as the conversation in the Student's Book.

- Check answers with the class. Have volunteers read aloud one sentence each.
- Have students practice the conversation in pairs.
- **Optional** Play "Toss the Ball." Say: *They are swimming in the ocean.* Toss the ball to Classmate 1. Classmate 1 stands and says: *Are they swimming in the ocean?* Classmate 1 then says another present continuous affirmative statement and tosses the ball to Classmate 2. Classmate 2 responds by converting the statement to a question, and so on.

3 Listening

In this exercise, students listen to a phone conversation and decide if statements are true or false.

CD2, Track 13

- Tell students that they will listen to a phone conversation between Lee and Hannah. They should listen and decide whether the statements are true or false.
- Have students read the statements.
- Play the recording. Students only listen.

Audio script

See page T-208.

- Play the recording again. Students listen and check T (true) or F (false).

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

Workbook

Assign the exercises on Workbook page 33. (Workbook answers begin on page T-190.)

Extra Grammar

Assign the exercises for the Extra Grammar, Lesson 19.

2 Language focus

Present continuous:
Yes / No questions

Is she **playing** in the sand?

Yes, she is.

No, she isn't.

Are they **throwing** a Frisbee?

Yes, they are.

No, they aren't.



A Marty and Ella look for each other at the beach. Listen and practice.

Ella Hi, Marty. It's Ella. I'm at the beach. Where are you?

Marty Hi, Ella. I'm at the beach, too.

Ella Really? I'm sitting near a lifeguard chair.

Marty Hmm. Me, too. I don't see you, but I see a little girl in a red bathing suit.

Ella Me, too. Is she playing in the sand?

Marty No, she isn't. She's collecting seashells.

Ella Seashells? I guess there are a lot of girls in red bathing suits here today!

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

Ella OK, are you sitting near two boys?

Marty Yes, I am.

Ella Are they throwing a Frisbee?

Marty No, they aren't. They're eating lunch on the beach.

Ella Hmm. Is a boy flying a kite?

Marty Um, no. Do you see two girls near the ocean?

Ella Yes, I do.

Marty Are they collecting seashells?

Ella No, they aren't. They're having a picnic. Hey! Are we talking about the same beach?

3 Listening

Lee calls Hannah from the beach. Are these sentences true or false? Listen and check (✓) T (true) or F (false).

	T	F
1. Naomi is swimming in the ocean.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2. Tom and Ken are playing ball.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
3. Dave is sailing a boat.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4. Megan is floating on a raft.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
5. Lee is taking a boat ride.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
6. Hannah is doing homework now.	<input checked="" type="checkbox"/>	<input type="checkbox"/>

1 Vocabulary

A Ana, Clara, Rafael, Zach, and Tommy are at the store. Listen and practice.



1. Ana and Clara are shopping for jewelry.



2. Rafael is trying on a jacket.



3. Zach is paying for a baseball glove.



4. Tommy is looking at comic books.

B Look at the items for sale at the store. Listen and practice.



1. a bracelet



2. a coat



3. a tennis racket



4. a surfboard



5. a ring



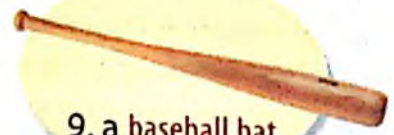
6. a scarf



7. a necklace



8. a belt



9. a baseball bat

C Write the name of each item from Part B in the correct column. (The order of the answers may vary.)

Jewelry	Clothes	Sports equipment
<u>bracelet</u>	<u>coat</u>	<u>tennis racket</u>
<u>ring</u>	<u>scarf</u>	<u>surfboard</u>
<u>necklace</u>	<u>belt</u>	<u>baseball bat</u>

Lesson 20

At the store

This lesson presents and practices verb phrases connected with shopping; the names of clothing, jewelry, and sports equipment; and present continuous What . . . ? questions.

Review of Lesson 19

- Write the eight *-ing* verb phrases from Lesson 19 (and any verb phrases from Lessons 17 and 18) on the board in random order. Students read the phrases aloud as you point to them.
- Invite three or four students to the front. Say one of the verb phrases. The first student to mime the verb phrase appropriately becomes the “teacher” and continues the activity. Ask the student to continue miming the activity long enough for a volunteer to describe what that student is doing.

1 Vocabulary

This exercise presents and practices verb phrases connected with shopping and the names of clothing, jewelry, and sports equipment.

A CD2, Track 14

- Have students look at the photos. Elicit the names of as many of the items as possible.
- Say: *Look at number 1. Look at Ana and Clara. Are they swimming? (No, they aren't.) Are they sailing? (No, they aren't.) Are they shopping? (Yes, they are.)* If students do not understand *shopping*, answer the question yourself, nodding your head as you do so. Follow the same procedure for numbers 2, 3, and 4, using verbs familiar to the students at first.
- Focus students' attention on the sentence under each of the photos.
- Play the recording. Students listen and read along.

Audio script

Same as the sentences in the Student's Book.

- Play the recording again, or model the sentences. Students listen and repeat.
- Invite several volunteers to ask their classmates present continuous *Yes / No* questions about the photos.

B CD2, Track 15

- Focus students' attention on the items for sale at the store. Elicit the names of any items students know.
- Play the recording. Students listen and read along.

Audio script

Same as the items in the Student's Book.

- Play the recording again, or model the words. Students listen and repeat.
- **Optional** Play “Tic-Tac-Toe.” Draw a grid with the nine vocabulary items from Part B in the spaces. Above the grid, write *shopping for*, *trying on*, *paying for*, and *looking at*. Divide the class into two teams. Teams take turns making sentences by combining the verb phrases with the items to earn squares for their teams. The first team with three squares in a row wins.

C

- Tell students that they are going to write the names of the items from Part B in the correct columns in Part C. Do one or two with the class as examples.
- Have students work individually to complete the exercise. While they are working, copy the chart onto the board.
- Check answers with the class. Invite volunteers to write their answers on the board.
- **Optional** Have students work in small groups to think of additional items to add to the chart.

2 Language focus

This exercise presents and practices present continuous **What . . . ?** questions.

A CD2, Track 16

- Focus students' attention on the photo. Elicit sentences in the present continuous from students about what they see. (Rafael's trying on a jacket.)
- Tell students that they will listen to Zach and Ana talk about what they are doing at the store.
- Play the recording. Students listen and read along.

Audio script

Same as the conversation in the Student's Book.

- Ask: *What are Ana and Clara doing?* (They're shopping.) *What are they shopping for?* (Jewelry.) *What's Tommy looking at?* (Comic books.) *What's Rafael trying on?* (A red-and-black jacket.)
- Play the recording again, or model the conversation. Students listen and repeat.
- **Optional** Have students practice in pairs.
- **Language Chart** Have students study the examples in the language chart. Write on the board: *What are you doing?* Underline *are you*. Ask: *What words do we change to ask this question about a girl?* (Change *are you* to *is she*.) *And about a boy?* (Change to *is he*.) *About a boy and a girl?* (Change to *are they*.)
- Focus students' attention on the first two examples. Ask: *Which word is the same but has a different meaning in the first two questions?* (You.) Ask: *How do you know?* (It's answered with *I* in the first question and *We* in the second.) Tell students that the only way to know if *you* is

referring to one or more than one person is from the context.

- Have students read the third question. Ask: *How is this question different from the others?* (In this question, the verb is the same as in the answer; in the other three questions, the answers use different verbs.)
- Model the examples, pausing for students to repeat.
- **Optional** Elicit additional questions of this type from students. If necessary, prompt with *-ing* verbs such as *eating, playing, reading, drawing, throwing*.

B CD2, Track 17

- Have students read the directions and the example. Ask: *What will be the first word in the questions you write?* (What.) Tell them that they should include the words in parentheses in the questions they write. Ask: *What ending will the verbs have?* (*-ing*.)
- Have students work individually to complete the exercise.
- Play the recording. Students listen and verify their answers.

Audio script

Same as the conversations in the Student's Book.

- Check answers with the class. Invite volunteers to come to the front and write the questions on the board.
- Have students practice the conversations in pairs.

3 Pronunciation Stress

This exercise introduces the concept of stressed words in present continuous **What . . . ?** questions.

CD2, Track 18

- Explain the concept of stressed words in a sentence or a question. Say a sentence and ask students to tell you which word(s) are stressed.
- Focus students' attention on the questions.

- Tell students to listen for the stressed words in the questions. Play the recording. Students listen.

Audio script

Same as the questions in the Student's Book.

- Play the recording again. Students listen and repeat.

4 Speaking

This exercise practices talking about what people are doing right now.

- Have students read the directions and the sample conversation. Demonstrate the task with a volunteer.
- Invite two other volunteers to demonstrate the task, using different vocabulary.
- Have students practice in pairs.
- Ask several students to share their findings with the class.

Workbook

Assign the exercises on Workbook page 34. (Workbook answers begin on page T-190.)

Extra Grammar

Assign the exercises for the Extra Grammar, Lesson 20.

2 Language focus

A Ana sees Zach at the store.
Listen and practice.

Zach Hi, Ana. What are you doing?

Ana I'm here with Clara. We're shopping for jewelry. How about you?

Zach Oh, I'm just looking at everything here.

Ana Rafael and Tommy are here, too.

Zach Really? What are they doing?

Ana Well, Tommy's looking at comic books, and Rafael's trying on clothes.

Zach Oh. What's he trying on?

Ana He's trying on a jacket. It's red and black. It's really cool.

Zach I have a red and black jacket, too.
Hey, Rafael! That's my jacket!

B The friends continue to shop. Write questions.
Listen and check. Then practice.

- Tommy** What's Ana trying on? (Ana / try on)
Rafael She's trying on a bracelet.
- Rafael** What are you looking at? (you / look at)
Ana We're looking at some jewelry.
- Ana** What are you doing? (you / do)
Zach I'm shopping for a surfboard.
- Clara** What's Rafael paying for? (Rafael / pay for)
Tommy He's paying for a belt.
- Zach** What are Ana and Clara trying on? (Ana and Clara / try on)
Tommy They're trying on some clothes.

Present continuous:
What questions

What are you doing?

I'm looking at everything.

What are you doing?

We're shopping for jewelry.

What's he trying on?

He's trying on a jacket.

What are they doing?

They're looking at comic books.



3 Pronunciation Stress

Listen. Notice the stress. Then listen again and practice.

What are you doing?

What's he trying on?

What are you looking for?

What's she buying?

4 Speaking

Work with a classmate. Name two of your family members. Then ask and answer questions about what they are doing now. Use the correct stress in the questions.

I have a sister.

What's she doing now?

She's studying.

Get Connected

UNIT 5

Read



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

1. It's Paulo's third trip to Japan. False
2. Okayama is a really beautiful city. True
3. The apples in Okayama are delicious. False

Our Trip So Far

Dear Rodrigo,

Today is my family's third day in Japan, and we're really enjoying our trip. Right now, I'm sitting in a park and writing about our trip so far. Today, we're in Okayama. There are many interesting things here - museums, a castle, parks, shops, and restaurants. It's a really beautiful city.

We're near the castle right now. My mother is looking at everything and taking pictures. Oh, and my father's buying souvenirs - some postcards and some books. My sister's with him. She's standing in line, but she isn't buying souvenirs. She's buying tickets for a show tonight - a traditional Japanese play. Cool!

In the shop next to me, people are buying Momotaro ("Peach Boy") dolls. Momotaro is an important boy in some old Japanese stories. He's from Okayama. And the peaches in Okayama are famous. They're delicious. I'm eating one now. Talk to you later!

Bye-bye,

Paulo



Go to page 124
for the
Vocabulary
Practice.

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

C Answer the questions.

1. Is Paulo's family enjoying their trip? Yes, they are.
2. What's Paulo doing? He's sitting in a park.
3. Is his mother taking pictures? Yes, she is.
4. Is his father buying tickets for a play? No, he isn't.
5. What's his sister doing? She's buying tickets for a show tonight.

Unit 5

Get Connected

This lesson practices reading, listening, and writing skills.

Review of Lesson 20

- Write *Jewelry*, *Clothes*, and *Sports equipment* on the board. Call out an item – for example, *bracelet*, *coat*, *baseball bat*. Students respond with the appropriate category. This activity may be conducted as a competition between two or three students. The first student to respond correctly calls out the item for the next pair or group of students.
- Have students work in pairs to ask each other present continuous *What . . . ?* questions about any of the pictures in the Student's Book.

Read

This exercise practices reading for information about vacation activities.

A

- Have students look at the photo. Ask: *Where do you think this is?* Do not give the correct answer at this time. Focus students' attention on the building and ask: *What do you think this is?* If possible, elicit the word *castle*.

Culture Note

Okayama is a city in southern Japan.

Its population is about 700,000 people. It is famous for the Korakuen Garden, one of the three great gardens of Japan, and the black Okayama Castle, which is next to the garden. The castle was originally built between 1346 and 1369. It was destroyed during World War II, and a replica was built in 1966. It is unique because it is the only castle in Japan that is painted black on the outside. On the inside, there is now a museum about the history of the castle.

Momotaro is a character in Japanese folklore. *Momo* means "peach" in Japanese. For this reason, the name is translated as "Peach Boy." In the legend, a boy, Momotaro, comes to Earth from heaven in a giant peach. The peach is found by an old childless couple who have always wanted a son. When they go to eat the peach, Momotaro comes out and tells them that he was sent from heaven to be their son.

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

B CD2, Track 19

- Invite a volunteer to read the directions aloud. Remind students that they should read slowly and carefully, and concentrate on getting the meaning of the entire text.
- List the new vocabulary words on the board: *castle*, *ticket*, *traditional*, *play* (n.), *peach*, *doll*, *delicious*. Explain their meaning. (Castle: a large, strong building or group of buildings where kings, queens, and emperors

used to live to keep safe from enemies [point to the picture to clarify]; ticket: a slip of paper that you buy to see a movie or show; traditional: something, like beliefs or customs, that a culture or country has had for a long time [point to the kimono for an example of traditional Japanese clothing]; play [n.]: a work of literature that is acted out by actors on stage [ask students for examples of plays they have seen or read]; peach: a sweet, juicy, yellowish-pink fruit with fuzzy skin; doll: a toy that usually looks like a baby or child; delicious: tasting very good, like a delicious peach.) As an alternative, have students use their dictionaries to find the meanings of the new vocabulary words.

Note: Remind students that they have learned other meanings of the word *play* as a verb – *to play a sport* or *play a musical instrument*.

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

Audio script

Same as the letter in the Student's Book.

Get Connected Vocabulary

Have students do the exercise on Student's Book page 124 in class or for homework. (Get Connected Vocabulary answers are on page T-124.)

C

- Invite a volunteer to read the directions and the first question aloud.
- Ask: *Is Paulo's family enjoying their trip?* Elicit the answer. (Yes, they are.)
- Have students work individually to answer the questions.
- Have students check their answers in pairs.
- Check answers with the class. Invite several pairs to read aloud one question and answer each.

Listen

In this exercise, students listen for information about family members and their vacation activities.

A CD2, Track 20

- Focus students' attention on the photos. Tell students that Matt is on vacation in Miami, Florida, with his family and that he is calling Luisa to chat.
- Tell students that they will listen to Matt and his friend Luisa talk about Matt's vacation.
- Have students read the first question and the example answer.
- Explain that students should listen to the conversation and answer the questions.
- Play the recording. Students only listen.

Audio script

See page T-208.

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

B

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

Write

In this exercise, students answer questions and write a postcard about a trip.

A

- Have a volunteer read the directions and the questions aloud. Invite two or three students to say where they might go on their imaginary trip.
- Have students work individually to answer the questions.
- **Optional** Have students ask and answer the questions in pairs.

B

- Invite a volunteer to read the directions aloud. Tell students that they will use their answers in Part A to help them write a postcard about their trip.
- Have students work individually to write their postcard.
- Invite several volunteers to read their postcards to the class.
- **Optional** Have students work in groups of four and read each other's postcards. Students should discuss the trips and decide which trip is the most interesting. Each group tells the class about the group's most interesting trip.

Workbook

Assign the exercises on Workbook page 35. (Workbook answers begin on page T-190.)

I'm really bored.

Listen

A  Luisa and Matt talk about a vacation. Listen and answer the questions.

1. Is Matt enjoying the trip? No, he isn't.
2. What's Matt doing? He's sitting in the hotel.
3. Is Matt's father collecting seashells? No, he isn't.
4. Is Timmy swimming in the ocean? No, he isn't.
5. What are Matt's mom and sister buying? They're buying souvenirs.
6. What are Matt's grandparents doing? They're sightseeing.

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

1. Do you think family trips are fun? _____
2. Do you think a beach trip is exciting? _____
3. Do you think traditional shows are interesting? _____
4. Do you think souvenirs are fun gifts? _____



Your turn

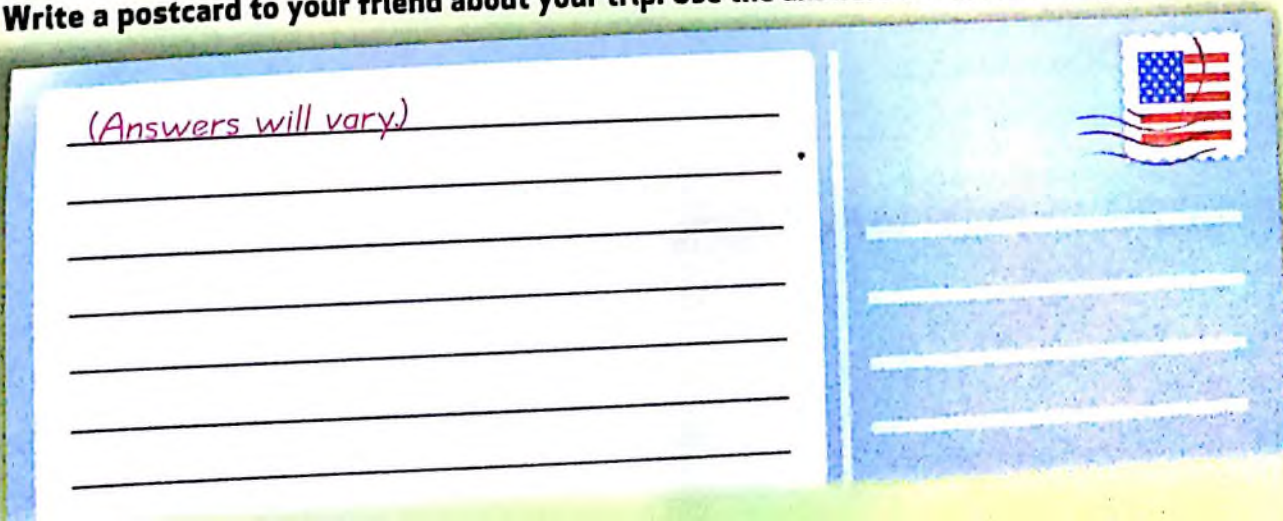
Write

A Imagine you and your family are sightseeing on a trip. Answer the questions.

1. Where are you? _____
2. What's the place like? _____
3. Where are you sitting and writing the postcard? _____
4. What are your family members doing? _____
5. Are you and your family enjoying the trip? _____

B Write a postcard to your friend about your trip. Use the answers in Part A to help you.

(Answers will vary.)



Language chart review

Present continuous statements

Affirmative

I'm **buying** a bracelet.
 You're **standing** in line.
 She's **walking** in the park.
 We're **having** a picnic.
 They're **visiting** a museum.

Negative

I'm **not looking** at souvenirs.
 You **aren't eating** lunch.
 She **isn't sleeping**.
 We **aren't sitting** at the beach.
 They **aren't taking** a boat ride.

A Complete the stories. Be sure to use the correct forms of the verbs and verb phrases.

Story 1

Hi! I'm Rachel. I'm not going to school (I / not / go to school) today. I'm hanging out (I / hang out) with my friend, Lissa, today. We're going sightseeing (we / go sightseeing) in the city. Right now, we're visiting (we / visit) a museum. Lissa's buying (Lissa / buy) souvenirs, and I'm standing (I / stand) in line. I'm really thirsty, so I'm having (I / have) a soda. Lissa's eating (Lissa / eat) an ice-cream cone while we wait to go into the museum.



Story 2

Some people are seeing (see) a show, but one man isn't listening (not / listen) to the actors. He isn't following (not / follow) the theater's rules. He isn't throwing (not / throw) his trash in the trash can. Another man isn't watching (not / watch) the show. He's asleep!



Unit 5

Review

This lesson reviews the grammar and vocabulary introduced in Unit 5.

Language chart review

This chart summarizes the main grammar presented and practiced in Unit 5.

- Books closed. Write on the board:

<i>Simple form</i>	<i>Present continuous</i>	<i>Simple form</i>	<i>Present continuous</i>
<i>buy</i>		<i>eat</i>	
<i>have</i>		<i>look</i>	
<i>stand</i>		<i>sit</i>	
<i>visit</i>		<i>sleep</i>	
<i>walk</i>		<i>take</i>	

<i>Full form</i>	<i>Contracted form</i>	<i>Full form</i>	<i>Contracted form</i>
<i>I am</i>		<i>he is</i>	
<i>you are</i>		<i>she is</i>	
<i>they are</i>		<i>we are</i>	
<i>is not</i>		<i>are not</i>	

- Elicit when to use the present continuous form of a verb. (When the action is currently taking place.)
- Have students copy the chart and work in pairs to complete the *Present continuous* and *Contracted form* portions of the chart.
- Books open. Have students study the Language chart review and compare it to their charts. Have them correct any errors. While they are doing so, ask random students to the front to fill in the chart on the board. Check answers with the class.
- Answer any questions students may have.

Exercises A through C (pages T-70 to T-71)

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

Exercise A

- Have a volunteer read the directions.
- Tell students to complete the stories with the correct form of the verbs and verb phrases in parentheses. Focus students' attention on the example in Story 1.
- Have students work individually to complete the stories.
- Check answers with the class. Invite volunteers to read the completed stories aloud.

Language chart review

This chart summarizes further grammar presented and practiced in Unit 5.

- Have students study the examples in the chart.
- Remind students to use *Are* and *Is* at the beginning of present continuous *Yes / No* questions.
- Remind students also that in *What . . . ?* questions, the verb may or may not be the same as in the answer.
- Answer any questions students may have.

Exercise B

- Have students read the directions and the example.
- Have students work individually to write the questions and answers.
- Check answers with the class.
- Have students practice the questions and answers in pairs.

Exercise C

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

Optional Unit Wrap-Up

- If students did the Review exercises for homework, check answers with the class.
- Play "Charades" to practice present continuous statements, as in Exercise A. Write some short phrases with verbs in the present continuous on small slips of paper – for example: *standing in line*, *sitting in a boat*, *having a picnic*, etc. Invite a pair of students (one from each team) to come to the front of the classroom and act out the phrase. As the students are doing this, ask the question *What are they doing?* The first team to guess the phrase and say it correctly in a sentence gets a point. For example, students answer: *They're standing in line*. If the guess is wrong, the students who are acting it out say: *We aren't standing in line*.
- Play a question-and-answer game to practice questions, as in Exercises B and C. Have all the students think about a friend their classmates will know or someone in their family and write down what they think the person is doing at the moment. One student stands in front of the class and says: *I'm thinking about (name of person). What is he / she doing now?* Classmates guess by asking *Yes / No* questions. Set a limit of about ten questions for each turn. If students do not guess after the tenth question, the student tells them the answer.

Theme Project

- Assign the *At Home* section of the Unit 5 Theme Project on Student's Book page 130.

Workbook

- Assign the Unit 5 Check Yourself on Workbook page 36. (Workbook answers begin on page T-190.)

Extra Practice Worksheets

- Assign the Unit 5 Extra Practice worksheets starting on page T-149.

Extra Speaking Practice Worksheet

- Assign the Unit 5 Extra Speaking Practice worksheet on page T-169.

Arcade Activities

- Assign the Unit 5 Arcade activities found at: www.cambridge.org/connectarcade

Learning Log

- Assign the Unit 5 Learning Log. These can be downloaded from the Teacher Support Site at: www.cambridge.org/connect2e/teacher

Quiz

- Give the Unit 5 Quiz on page T-180.

Test

- Give the Unit 5 Test (Form A and / or Form B). These can be downloaded from the Teacher Support Site at: www.cambridge.org/connect2e/teacher

Language chart review

Present continuous Yes / No and What questions

Are you listening to music?

Yes, I am. / No, I'm not.

What are you listening to?

I'm listening to my new CD.

Is he walking in the park?

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

What's he doing?

He's walking in the park.

Are they trying on clothes?

Yes, they are. / No, they aren't.

What are they trying on?

They're trying on coats.

B Look again at Part A. Write questions and answers.

1. Rachel and Lissa / visit a museum today

Q: Are Rachel and Lissa visiting a museum today?

A: Yes, they are.

2. Lissa / stand in line

Q: Is Lissa standing in line?

A: No, she isn't.

3. Rachel / wear jeans

Q: Is Rachel wearing jeans?

A: Yes, she is.

4. the people / see a show

Q: Are the people seeing a show?

A: Yes, they are.

5. the man / talk on the phone

Q: Is the man talking on the phone?

A: Yes, he is.

C Write questions to complete the conversations.

1. A What are your friends doing?

B My friends? They're throwing a Frisbee in the yard.

2. A Are you eating?

B No, we aren't eating. We're doing homework.

3. A What's he wearing?

B He's wearing jeans.

4. A What's your mom doing?

B My mom's painting the kitchen.

5. A What are you doing?

B I'm eating a sandwich. I'm hungry!

6. A What are they listening to?

B They're listening to rock music.

Where are you going?

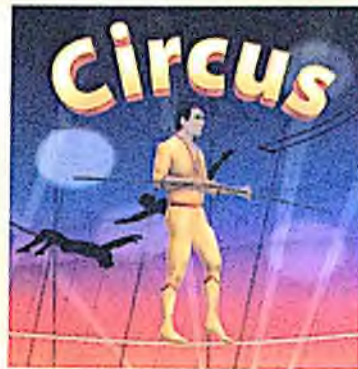
1 Vocabulary

A Look at these events. Complete the sentences with the words in the box. Then listen and practice.

- | | | |
|--|--|--|
| <input checked="" type="checkbox"/> amazing robots | <input type="checkbox"/> fascinating animals | <input type="checkbox"/> popular movies |
| <input type="checkbox"/> awesome musicians | <input type="checkbox"/> incredible teams | <input type="checkbox"/> thrilling shows |



1. Amazing robots walk and talk!



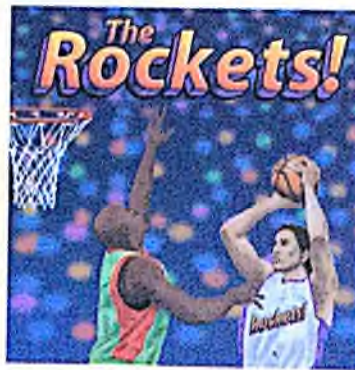
2. These thrilling shows are fun for children and adults!



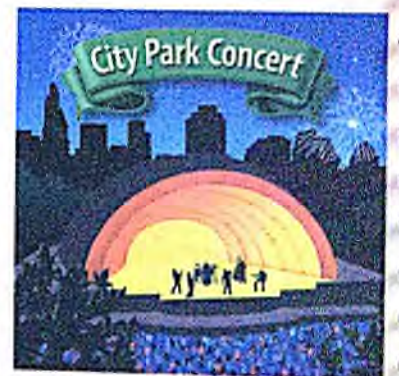
3. Learn about these fascinating animals.



4. See six popular movies for only \$18.00.



5. Two incredible teams play on Saturday.



6. Awesome musicians play rock and country music!

B Complete the sentences with your opinions. Then tell a classmate.
(Answers will vary.)

- Roberto Carlos is an incredible athlete.
- _____ is a thrilling movie.
- _____ are amazing animals.
- _____ is an awesome singer.
- _____ is a fascinating class.
- _____ is a popular song.

Roberto Carlos is an incredible athlete.

**Lesson
21**

Where are you going?

This lesson presents and practices the names of common entertainment events and Where + (be) . . . going?

1 Vocabulary

This exercise presents and practices the names of common entertainment events.

A CD2, Track 21

- Focus students' attention on the pictures. Explain that they show things to do on the weekend.
- Elicit information from students about the events. Say: *Look at number 1. What things can you see at a science exhibit?* (Robots, computers, telescopes, etc.) *Number 2. What can you see at a circus?* (Tightrope walkers, acrobats, animal acts, clowns, etc.) *Number 3. This is a bat exhibit. What other kinds of exhibits are there?* (Insect, butterfly, bird, etc.) *Number 4. What are some current popular movies?* *Number 5. This is a basketball game. Name some popular sports teams.* *Number 6. This is a concert. What kinds of music can you hear at a concert?* (Rock, jazz, pop, reggae, classical, etc.) Ask students to look at the words in red in the word box. Model the words for students, one by one.
- Tell students that they should complete the sentences under the pictures with the words in the box. Have students work individually to complete the exercise.
- Play the recording. Students listen and verify their answers.

Audio script

Same as the sentences in the Student's Book.

- Check answers with the class. Invite volunteers to come to the board to write their answers.
- Play the recording again, or model the sentences. Students listen and repeat.
- **Optional** Write on the board: *I like the (Science Exhibit) the best.* Invite volunteers to tell the class which event they like the best. Remind students to add the word *game* if they choose basketball.

B

- Ask students to read the directions and the sentences. Explain that they should write their own opinions.
- Have students work individually to complete the exercise.
- Have students work in pairs to compare their opinions. Ask pairs to share with the class one opinion that was the same.
- **Optional** Ask students to complete the exercise once again, but this time they should write their opinions in the negative. As an example, write on the board: *I. (My little brother) is not an incredible athlete.* Have students write the negative statements on a separate sheet of paper and then work in pairs to compare their opinions.

This unit introduces vocabulary and expressions for weekend events and leisure activities.

2 Language focus

This exercise presents and practices *Where + (be) ... going?*

A CD2, Track 22

- Focus students' attention on the photo.
- Ask students to read the directions. Tell students that they will hear a conversation among Rafael, Claudia, and Oscar.
- Play the recording. Students listen and read along.

Audio script

Same as the conversation in the Student's Book.

- Ask: *How many times was "Where are you going?" asked in the conversation? (Two times.) Then ask: Where's Rafael going? (To the basketball game.) Where are Claudia and Oscar going? (To the Nature Center.)*
- Explain *What a surprise!*, *you two*, *fascinating*, and *hate*. Ask: *What's the opposite of hate? (Love.)*
- Play the recording again, or model the conversation. Students listen and repeat.
- **Optional** Have students practice in groups of three.
- **Language Chart** Have students study the examples in the language chart. Remind students that questions with *you* as the subject can be answered in two different ways, with *I'm* or *We're*, depending on the context. Ask: *What's the question when the subject is they? (Where are they going?)*
- Model the examples, pausing for students to repeat.

B CD2, Track 23

- Have students read the directions and the example. Elicit the names of the places in the pictures.
- Have students work individually to complete the exercise.
- Play the recording. Students listen and verify their answers.

Audio script

Same as the questions and answers in the Student's Book.

- Check answers with the class. Invite volunteers to read one of the questions and answers they wrote.
- Have students practice the questions and answers in pairs.
- **Optional** Write *Where — — going?* on the board three times. Ask three students to come to the board. Give each a piece of chalk or a whiteboard marker. Say: *Claudia's going to the circus.* Students fill in the blanks of the question with *is she*. The first student to complete the question correctly continues the activity.

3 Listening

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

CD2, Track 24

- Have students read the directions. Explain to students that they will listen to four short conversations and should decide where the people are going.
- Play the recording. Students only listen.

Audio script

See page T-209.

- Play the recording again. Students listen and check the correct destinations in the boxes.
- Play the recording once again. Students listen and verify their answers.
- Check answers with the class. While students are listening to the recording, write *Joanne*, *Jerome*, *Cynthia*, and *Ruben* on the board. Ask four volunteers to come to the front to write their answers on the board.

Workbook

Assign the exercises on Workbook page 37. (Workbook pages begin on page T-190.)

Extra Grammar

Assign the exercises for the Extra Grammar, Lesson 21.

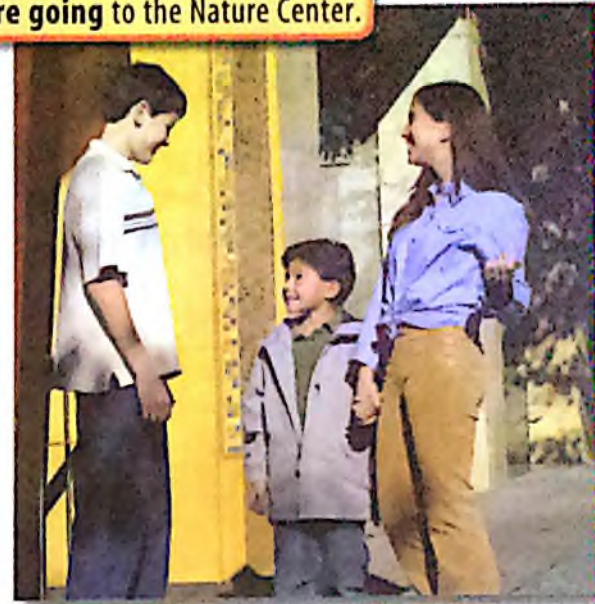
2 Language focus

Where + (be) ... going?

Where are you going?

I'm going to the basketball game.

We're going to the Nature Center.



- A** Claudia and her little brother, Oscar, meet Rafael. They talk about where they're going. Listen and practice.

Rafael Claudia! Oscar!

Claudia Rafael? What a surprise!
Where are you going?

Rafael I'm going to the basketball game. I want to see the Rockets. They're an incredible team!

Claudia Yeah, I know! They're awesome!

Rafael How about you two? Where are you going?

Claudia We're going to the Nature Center.

Oscar There's a bat exhibit today!

Rafael Really? Do you like bats?

Claudia I hate bats, but Oscar thinks they're fascinating.

- B** Where are these people going? Write questions and answers. Listen and check. Then practice.



1. Q: Where's he going?

A: He's going to the movies.



2. Q: Where are they going?

A: They're going to the mall.



3. Q: Where are they going?

A: They're going to the circus.



4. Q: Where's she going?

A: She's going to the park.



5. Q: Where's she going?

A: She's going to the gym.



6. Q: Where's he going?

A: He's going to the library.

3 Listening

- Where are these people going? Listen and check (✓) the correct information.

- | | | |
|------------|---|--|
| 1. Joanne | <input checked="" type="checkbox"/> to a concert | <input type="checkbox"/> to her piano lesson |
| 2. Jerome | <input type="checkbox"/> home | <input checked="" type="checkbox"/> to soccer practice |
| 3. Cynthia | <input type="checkbox"/> to the library | <input checked="" type="checkbox"/> to Sarah's house |
| 4. Ruben | <input checked="" type="checkbox"/> to the circus | <input type="checkbox"/> to the beach |

1 Vocabulary

A What do these people like to do on their birthdays?
Complete the sentences with the verb phrases in the box.
Then listen and practice.

- | | | | |
|--|--|---|--|
| <input type="checkbox"/> celebrate at a restaurant | <input type="checkbox"/> have a barbecue | <input type="checkbox"/> play cards | <input type="checkbox"/> relax at home |
| <input checked="" type="checkbox"/> eat cake | <input type="checkbox"/> open presents | <input type="checkbox"/> play party games | <input type="checkbox"/> sing songs |



1. Sarah likes to
eat cake.



2. Tim likes to
celebrate at a restaurant.



3. Diana likes to
sing songs.



4. Greg likes to
relax at home.



5. Paul likes to
play party games.



6. Jack likes to
open presents.



7. Rita likes to
have a barbecue.



8. Hilary likes to
play cards.

B Work with two classmates. Talk about what you like to do on your birthdays.

You What do you like to do on your birthday, Nellie?

Classmate 1 I like to open my presents! How about you?

Classmate 2 I like to . . .

Lesson 22

Birthday parties

This lesson presents and practices the names of activities people like to do on their birthdays and simple present vs. present continuous.

Review of Lesson 21

- Write the six weekend events from Lesson 21 on the board. Review the words with students. Elicit other recreational destinations from previous lessons. (Soccer game, picnic, park, etc.)
- Play a guessing game. Ask students to work in pairs. Tell them to write a recreational destination on a slip of paper. Ask one pair of students to come to the front. The spokesperson of the pair asks the class: *Where's he / she going?* while pointing to his or her partner. The class tries to guess the destination using *Is he / she going to ___?* The student who guesses correctly comes to the front with his or her partner.
- Divide the class in half. Ask one half of the class to write a weekend event or destination on a slip of paper. Collect the papers and redistribute them to the other half of the class. The students holding the papers find their owners by walking around asking classmates: *Where are you going?* The first three students to find their owners are the winners.

1 Vocabulary

This exercise presents and practices birthday activities.

A CD2, Track 25

- Focus students' attention on the pictures of the teens celebrating their birthdays. Elicit as many words about the pictures as possible. Say: *Number 1. What's she eating?* (Cake.) *Number 2. Where are they?* (At a restaurant.) *Number 3. What's that?* (A guitar.) *What's she doing?* (Singing.) *Number 4. Where is he?* (At home.) *Number 5. Are they playing games?* (Yes, they are.) *Number 6. What's he opening?* (A present.) *Number 7. What are they barbecuing?* (Hot dogs.) *Number 8. Are they playing cards?* (Yes, they are.) Tell students to guess the answers if they are not sure. If they do not respond, answer the questions for them.
- Have students work individually to complete the sentences with the phrases from the box. Ask them to do only those sentences that they are sure of.
- Play the recording. Ask students to listen and verify their answers, finishing any incomplete sentences.

Audio script

Same as the sentences in the Student's Book.

- Check answers with the class. Invite volunteers to come to the board to write one answer each.
- Play the recording again, or model the sentences. Students listen and repeat.
- **Optional** Books closed. Ask students to close their eyes. Erase one of the verb phrases from the board. Ask students to open their eyes. Students call out the missing phrase.

B

- Tell students that they are going to talk about what they like to do on their birthdays.
- Have a student read the directions and the example.
- Have students work in groups of three and take turns asking and answering the question.
- Invite volunteers to tell the class about one of the students in their group.

2 Language focus

This exercise presents and practices simple present vs. present continuous.

A CD2, Track 26

- Focus students' attention on the picture. Tell them that they will listen to Rita talk about how she celebrates her birthday.
- Play the recording. Students listen and read along.

Audio script

Same as the text in the Student's Book.

- Write on the board: *Usually Today / Now*. Elicit the three simple present statements about what Rita's family *usually* does. Write them on the board under the word *Usually*. Do the same for the present continuous statements about what they are doing *today* and *now*. Ask: *Are they eating at 6:00 today?* (No.) *Do they usually eat at 7:30?* (No.) Check students' understanding of the two forms in this way for the other pairs of sentences.
- Model the sentences on the board. Students listen and repeat.
- **Language Chart** Have students study the examples in the language chart. Ask: *What form of the verb do you see in the first sentence?* (The simple form.) *What about the second sentence?* (The *-ing* form.) *What's the difference in the meaning of the two sentences?* (The first sentence describes a routine habit, while the second sentence describes an activity that is taking place now.)
- Model the examples, pausing for students to repeat.

B CD2, Track 27

- Have students read the directions and the example. Ask: *Which picture shows what the Cooksons are doing now?* (The picture on the left.) *Which picture shows what the Cooksons usually do?* (The picture on the right.) Elicit the verbs in their simple form (*read, talk, watch, do, play, eat, practice, sing*) and write them on the board. Tell students that they should write two statements for each family member, one in the present continuous and one in the simple present.
- Have students work individually to complete the exercise.
- Play the recording. Students listen and verify their answers.

Audio script

Same as the sentences in the Student's Book.

- Check answers with the class.

3 Listening

In this exercise, students listen for whether activities usually happen or are happening now.

CD2, Track 28

- Tell students that they will be listening to a phone conversation between Tommy and his aunt about his family's activities. Students should write a check under *usually* if the activities are things Tommy's family usually does. They should write a check under *now* if the activities are taking place at the time Tommy is speaking to his aunt.
- To check understanding, say these sentences and ask students to respond with *usually* or *now*. *I'm teaching my students English.* (Now.) *I eat dinner at 6:30.* (Usually.)
- Play the recording. Students only listen.

Audio script

See page T-209.

- Play the recording again. Students listen and write checks in the correct column.
- Play the recording once again. Students listen and verify their answers.
- Check answers with the class.

Workbook

Assign the exercises on Workbook page 38. (Workbook pages begin on page T-190.)

Extra Grammar

Assign the exercises for the Extra Grammar, Lesson 22.

2 Language focus

- A** It's Rita's birthday. How is her family celebrating? Listen and practice.

We usually eat in the kitchen, but not today. My mom usually cooks. But my dad is cooking hot dogs now. He always cooks on my birthday.

We usually eat at 6:00. But it's 7:30 now, and we're still waiting for our dinner. My dad is a good cook. But he's very slow!

Simple present vs. present continuous

My mom usually **cooks**.
My dad **is cooking** hot dogs now.



- B** Rita's family is relaxing after the barbecue. What are they doing now? What do they usually do after dinner? Write sentences. Then listen and check.



1. Rita is playing cards . She usually practices the violin.
2. Mr. Cookson is eating cake . He usually reads the newspaper.
3. Mrs. Cookson is playing the piano . She usually talks on the phone.
4. Peter is taking pictures . He usually watches TV.
5. Lucy is playing cards . She usually does homework.

3 Listening

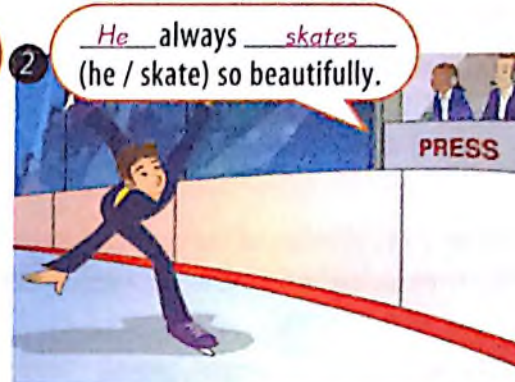
- A** Tommy's aunt calls on his birthday. Does Tommy talk about what people in his family usually do or about what they are doing now? Listen and check (✓) the correct column.

	Usually	Now
1. Tommy's brother	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2. Tommy's little sister	<input type="checkbox"/>	<input checked="" type="checkbox"/>
3. Tommy's mother	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4. Tommy's father	<input type="checkbox"/>	<input checked="" type="checkbox"/>



1 Language check

A The sports announcers are at an ice-skating event. Complete their sentences with the correct forms of the verbs.



B The competition is finished. What are these people doing now? What do they usually do at night? Write sentences.

- The announcers: They're eating dinner at a restaurant. They usually stay home.
(eat dinner at a restaurant) (stay home)
- Terry: He's talking to fans. He usually watches TV.
(talk to fans) (watch TV)
- Diana, the coach: She's sleeping. She usually reads sports magazines.
(sleep) (read sports magazines)

This lesson reviews the language presented and practiced in Lessons 21 and 22.

1 Language check

These exercises review the structures presented so far in this unit.

A

- Ask students to read the directions. Explain *sports announcer*. (A person on radio or TV who talks about a sports event while it is happening.)
- Have students study the pictures. Ask: *What's the man doing?* (He's ice-skating.) Explain that the text in the speech balloons is what the announcers are saying about the skater's performance.
- Explain that students should complete the sentences with the correct form of the verbs in parentheses. They have to use either the present continuous or the simple present. Ask students to read the example in the first speech balloon. Ask: *Which words help us decide that the answer is He's skating?* (Look! Here's Terry.) Point out that when you tell someone to look at something, it is happening at that moment. Ask students which words are clues to indicate the present continuous. (Look, now.) Then ask which words indicate the simple present. (Always, usually, every day.)

- Have students work individually to complete the exercise.
- Check answers with the class.
- **Optional** Have students role-play the parts of the two announcers.
- **Optional** Ask students to work in groups of three. They choose a verb and make two statements, one in the simple present and one in the present continuous. Ask each group to choose a representative from the group to share the group's sentences with the class.

B

- Have students read the directions and the example.
- Have students work individually to write sentences in the present continuous on the left and in the simple present on the right.
- Check answers with the class. Invite volunteers to read aloud one answer each.

C

- Invite a volunteer to read the directions and the example aloud.
 - Have students read the first conversation. Tell them not to write the answers yet.
 - Have students work individually to complete the exercise.
-

2 Listening

In this exercise, students listen for whether activities usually happen or are happening now.

CD2, Track 29

- Explain that it is Mariah's birthday and she is having a party.
 - Have students read the items in the chart. Focus their attention on the example answer.
 - Tell students they will listen to Mariah talk about what she usually does at her birthday parties and what she is doing now. They should listen and check *usually* or *now*.
 - Play the recording. Students only listen.
- Check answers with the class. Invite volunteers to answer with complete sentences using *usually* or *now*. (She is having a party at home now. She usually celebrates at a restaurant.)
 - **Optional** Have students write complete sentences in their notebooks for each item. They can also write negative sentences. (She is not celebrating at a restaurant now. She is having a party at home.)

Audio script

See page T-209.

- Play the recording again. Students listen and write checkmarks in the correct columns.
- Play the recording once again. Students listen and verify their answers.

Workbook

Assign the exercises on Workbook page 39. (Workbook pages begin on page T-190.)

Game

Assign the game on Student's Book page 119.

C Choose the correct words to complete the conversations.

1. **Jack** Hi, Sarah. Where (What / Where) are you?

Sarah I'm (I'm / She's) on the bus.

Jack On the bus? Where are (is / are) you going?

Sarah I'm with Joanna. We're (He's / We're) going to the mall.

Jack But today's Monday. What about school?

Sarah Well, we usually go (go / are going) to school on Monday, but today's a holiday.

Jack Oh, yeah, that's right. Well, have fun!

2. **Greg** Hi, Paul. Where are (are / is) you going today?

Paul I'm (I'm / She's) going to the park.

Greg Really? You usually work (work / is working) on Saturday.

Paul I know, but there's a concert today.

Greg Cool! Well, have a good time.

Paul Thanks. Oh . . . the concert is starting (starts / is starting) now. Talk to you later.

2 Listening

👉 **Mariah is talking about her birthday party. What does she usually do? What's she doing now? Listen and check (✓) Usually or Now.**



	Usually	Now
1. have a party at home	<input type="checkbox"/>	<input checked="" type="checkbox"/>
2. celebrate at a restaurant	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3. eat cake at a restaurant	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4. relax at home	<input checked="" type="checkbox"/>	<input type="checkbox"/>
5. have a barbecue	<input type="checkbox"/>	<input checked="" type="checkbox"/>
6. sing songs	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Go to page 119 for the Game.

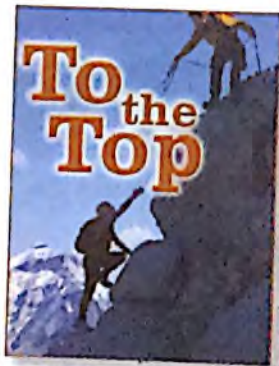
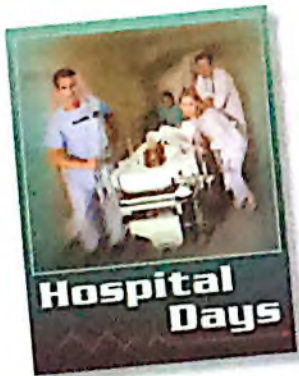
1 Vocabulary

A Label the movies with the words in the box. Then listen and practice.

- an action movie a comedy a drama
 an animated movie a documentary a horror movie



1. This is a comedy. 2. This is an animated movie. 3. This is an action movie.



4. This is a drama. 5. This is a documentary. 6. This is a horror movie.

B Write the plural form of each kind of movie. Then write your opinion using like or don't like.

Singular	Plural	Your opinion
1. a comedy	<u>comedies</u>	<u>I like comedies.</u>
2. a horror movie	<u>horror movies</u>	<u>(Answers will vary.)</u>
3. an action movie	<u>action movies</u>	<u>(Answers will vary.)</u>
4. a drama	<u>dramas</u>	<u>(Answers will vary.)</u>
5. a documentary	<u>documentaries</u>	<u>(Answers will vary.)</u>
6. an animated movie	<u>animated movies</u>	<u>(Answers will vary.)</u>

Lesson 23

Let's see a movie.

This lesson presents and practices types of movies and *want / don't want + to (verb)*.

Review of Lesson 22

- Write the eight birthday activities from Lesson 22 on the board. Review them with students.
- Ask a student to stand and say *I like to _____*, filling in the blank with one of the verb phrases from the board. Ask a second student to stand and say *(Luis), you like to _____ . I like to _____*. A third student stands, repeats the first two statements, and adds *I like to _____*. Continue until all eight verb phrases have been used or a student is unable to remember what the other students have said.
- Play a round of "Bingo." Have students draw a bingo grid on a piece of paper. Choose four verbs from Lesson 22 – for example, *celebrate, open, relax, sing* – and write them on the board. Have students fill in the nine squares of their grids with those verbs in the following three forms: simple, *-s / -es*, or *-ing*. Point out that there are twelve variations, but they should only choose nine. You should also choose nine random verbs, making a note of which ones you have chosen. Call them out one by one or use them in incomplete sentences to increase the level of difficulty. The first three students to get bingo are the winners.

1 Vocabulary

This exercise presents and practices the names of different types of movies.

A CD2, Track 30

- Have students look at the posters. Explain to them that the posters show different types of movies. Tell them that the words in the posters are the movie titles.
- Ask students to read the words for types of movies in the box at the top of the page. Think of some current movies and say: _____ *is an action movie*, filling in the blank with the title of a current action movie. Then ask: *What's another action movie?* Students respond with other current popular titles. Follow the same procedure for the other five types of movies.
- Have students work individually to complete the sentences with the words in the box.
- Play the recording. Students listen and verify their answers.

Audio script

Same as the sentences in the Student's Book.

- Check answers with the class.
- Play the recording again, or model the sentences. Students listen and repeat.
- **Optional** Call out one of the movie titles (or current movies, if you prefer). Students respond with the corresponding movie type.

B

- Ask students to read the directions and the example. Explain *singular, plural, and opinion*. Remind students that if a word ends in a consonant and a *y*, the *y* changes to *i* and *-es* is added – for example, *comedy* → *comedies*.
- Have students work individually to complete the exercise.
- Check answers with the class. Invite volunteers to write the plural form on the board.
- Have students work in small groups to share their opinions. Have one student write how many students like each type of movie. Then have each group share with the class the most and least popular movie types in their group.
- **Optional** Write the six types of movies on six separate slips of paper. Tell students these are "movie tickets." Ask a volunteer to come to the front and choose one of the "tickets." Students try to guess which word is on the ticket by asking: *Is it a ticket to an (action movie)?* The student who guesses correctly replaces the volunteer and continues the activity.

2 Language focus

This exercise presents and practices *want / don't want + to (verb)*.

A CD2, Track 31

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

Audio script

Same as the conversation in the Student's Book.

- Ask students to find the two questions in the conversation. (Do you want to come? Well, what do you want to see?)
- Play the recording again, or model the conversation. Students listen and repeat.
- **Optional** Have students practice in pairs.

Language Chart Have students study the first two examples in the language chart. Then write on the board: *I want a sandwich. I want to eat a sandwich.* Ask: *What's different about these two sentences? (When a verb follows want, to must be added.)*

- Ask students to look at the first question. Ask: *Which word is at the beginning of the question? (Do.)*

- Then have students look at the second question. Ask: *Where is do in this question? (After What.) Can this question be answered with yes or no? (No.)*
- Model the examples, pausing for students to repeat.

B CD2, Track 32

- Ask a volunteer to read the directions and the example aloud.
- Have students work individually to complete the sentences in the conversation.
- Play the recording. Students listen and verify their answers.

Audio script

Same as the conversation in the Student's Book.

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

3 Pronunciation Reduction

This exercise introduces the reduction of *want to* in everyday conversation.

CD2, Track 33

- Explain that in spoken English, some words are reduced. Write on the board: *want to = wanna.*
- Have students read the sentences.
- Play the recording. Students only listen.

Audio script

Same as the sentences in the Student's Book.

- Play the recording again. Students listen and repeat.

4 Listening

In this exercise, students listen for the type of movie each person wants to see.

CD2, Track 34

- Tell students that they will listen to four people talking about movies. Students should check the type of movie that each person wants to see.
- Play the recording. Students only listen.

Audio script

See page T-209.

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

Workbook

Assign the exercises on Workbook page 40. (Workbook pages begin on page T-190.)

Extra Grammar

Assign the exercises for the Extra Grammar, Lesson 23.

2 Language focus

A Rafael invites Ana to a movie.
Listen and practice.

Rafael I want to go to the movies tonight.
Do you want to come?

Ana Well, what do you want to see?

Rafael I want to see a horror movie –
Late at Night. It's a new movie.
It's very popular. Julia James
is in it. She's awesome!

Ana Well, thanks, but I don't want to see a horror
movie. I want to stay home and watch TV.

B Now Rafael invites Kate. Complete the conversation.
Listen and check. Then practice.

Rafael Do you want to go to
the movies?

Kate No. I don't want to go to the movies.

Rafael Are you sure? I want to see *Late at Night*.

Kate Sorry. I really don't want to go.

Rafael OK. Do you want to watch
a drama on TV?

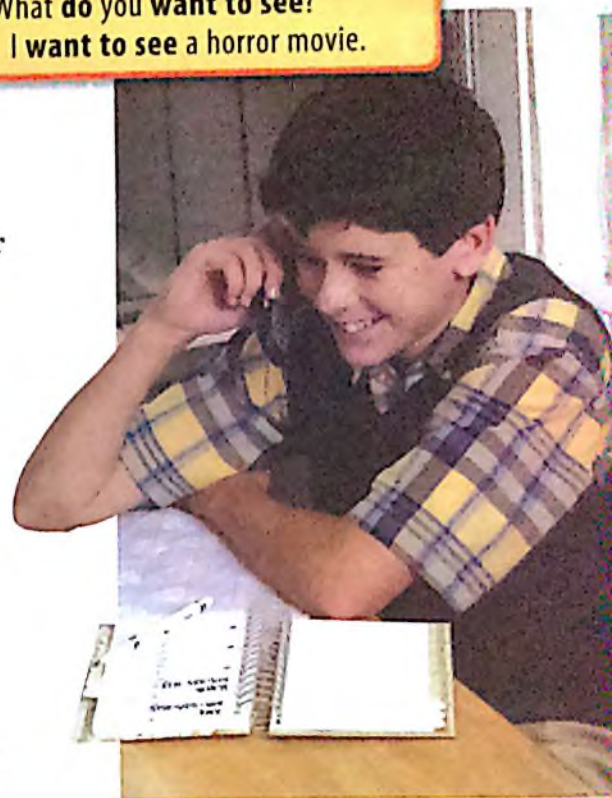
Kate No. I don't like dramas.

Rafael Well, what do you want to do?

Kate I want to stay home and sleep.

want / don't want + to (verb)

I **want to go** to the movies tonight.
I **don't want to see** a horror movie.
Do you **want to come**?
Yes, I **do**. / No, I **don't**.
What **do you want to see**?
I **want to see** a horror movie.



3 Pronunciation Reduction

Listen. Notice how *want to* is reduced in conversation. Then listen again and practice.

I **wanna** see an action movie.

They **wanna** go to the concert.

We **wanna** have a picnic.

I **wanna** play video games.

4 Listening

What does each person want to see? Listen and check (✓) the correct kind of movie.

	A comedy	A horror movie	An action movie	A drama	A documentary	An animated movie
1. Ted	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Joe	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Maggie	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4. Connie	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

1 Vocabulary

A Read the descriptions and look at the people waiting in line at the movies. Match the people to the correct sentences. Then listen and practice.

Carlos is **tall** and **slim**. He has **wavy**, **black** hair. 6

Carolyn is **short** and **heavy**. She has **short**, **straight**, **red** hair. 3

David is **short** and **slim**. He has **curly**, **black** hair and **blue** eyes. 4

Kevin is **average** height. He has **short**, **brown** hair. 5

Marci is **average** height. She has **medium-length** hair and **brown** eyes. 2

Sandra is **tall** and **slim**. She has **long**, **blond** hair. 1



B Complete the chart. Use the words from Part A. (The order of the answers may vary.)

Height	Body type	Hair length	Hairstyle	Hair color	Eye color
<u>tall</u>	<u>slim</u>	<u>long</u>	<u>curly</u>	<u>blond</u>	<u>blue</u>
<u>short</u>	<u>heavy</u>	<u>short</u>	<u>wavy</u>	<u>black</u>	<u>brown</u>
<u>average</u>		<u>medium-length</u>	<u>straight</u>	<u>brown</u>	
		<u>length</u>		<u>red</u>	

Lesson 24

In line at the movies

This lesson presents and practices words that describe physical characteristics and What questions about people.

Review of Lesson 23

- Write the six types of movies introduced in Lesson 23 on the board. Review with students. Call out the singular form. Students respond with the plural.
- Play a round of "Memory Game." Say: *I like (dramas)*. Ask a student to stand and say: *The teacher likes (dramas)*. *I like (horror movies)*. Another student stands, repeats the first two statements, and adds another. Continue until all the words have been reviewed or a student is unable to remember what the other students have said.
- Ask students to write on a piece of scrap paper: *I want to see a (comedy)*. *Do you want to come?* Ask students to walk around the room repeating their sentence to classmates until they find someone with the same sentence.

1 Vocabulary

This exercise presents and practices words that describe physical characteristics.

A CD2, Track 35

- Have students look at the picture. Ask them to look at the differences in the physical characteristics of the people standing in line.
- Ask students to look at the words in red and read the sentences.
- Show the meaning of the vocabulary by saying the name of famous people who have each characteristic. Draw illustrations on the board if you prefer.
- Have students work individually to match the names and the people.
- Play the recording. Students listen and verify their answers.

Audio script

Same as the sentences in the Student's Book.

- Check answers with the class.
- Play the recording again, or model the sentences. Students listen and repeat.

B

- Ask students to read the directions and the examples.
- Have students work individually to complete the chart. While students are working, copy the chart onto the board.
- Check answers with the class. Ask volunteers to fill in the words in the chart.
- **Optional** Play "Odd Man Out." Ask three students to stand. Say a group of three words like these: *short*, *heavy*, *slim*. The first student to call out the word that does not belong (here, *short*) becomes the teacher for the next round.

2 Language focus

This exercise presents and practices *What* questions about people.

A CD2, Track 36

- Explain that Marci and Sandra are waiting for Sandra's friend, John. Marci has never seen him, and Sandra is describing him to her.
- Play the recording. Students listen and read along.

Audio script

Same as the conversation in the Student's Book.

- Ask: *What does John look like?* (He's tall and slim.) *What color is his hair?* (It's blond.) *What does the girl look like?* (She has long, brown hair, and she's wearing a yellow blouse. She's cute.)
- Explain *end of the line*, *cute*, and *guess*. (End of the line: at the back of a line of people; cute: pretty or handsome; guess: think or suppose.)
- Play the recording again, or model the conversation. Students listen and repeat.
- **Optional** Have students practice in pairs.
- **Language Chart** Have students study the examples in the language chart. Tell students that there can be more than one answer to the first type of question, *What does John look like?*
- Ask: *How is the first question different from the other three?* (The first question uses *does* and the other questions use *is / are*.)
- Ask: *Why is it "What color is his hair" but "What color are his eyes?"* (Hair is singular, but the word eyes is plural.)
- Ask: *How would we change the last two questions if we were asking about a woman or a girl?* (What color is her hair? What color are her eyes?)
- Model the examples, pausing for students to repeat.

B CD2, Track 37

- Have students read the directions and the example. Explain that all four questions are about Carolyn.
- Have students work individually to write questions for the answers given.
- Play the recording. Students listen and verify their answers.

Audio script

Same as the questions and answers in the Student's Book.

- Check answers with the class.

C

- Explain to students that they are going to complete the questions about their classmates and then answer the questions. Tell them if *boy* is in parentheses, they should use a boy's name. If it is *girl*, they should use a girl's name.
- Have students work individually to complete the exercise.
- Check answers with the class. Invite volunteers to read their questions and answers aloud.
- **Optional** Have students practice their questions and answers in pairs.

3 Speaking

This exercise practices describing people.

- Play a guessing game. Ask students to read the directions and the example.
 - Demonstrate the game, using the example. Ask four volunteers to stand. They play the parts of Classmates 1, 2, 3, and 4. You play the part of "You."
 - Ask a volunteer to come to the front and take your place to continue the activity. Play several rounds.
- Note:* The game can also be played in pairs.

Workbook

Assign the exercises on Workbook page 41. (Workbook answers begin on page T-190.)

Extra Grammar

Assign the exercises for the Extra Grammar, Lesson 24.

2 Language focus

A Marci and Sandra are still in line at the movies. They're waiting for Sandra's friend, John. Listen and practice.

Sandra Where's John? I don't see him.
The movie starts at 2:20!

Marci What does John look like?

Sandra He's tall and slim.

Marci What color is his hair?

Sandra It's blond. He has short, curly hair.

Marci I think I see him. He's near the end of the line. He's talking to a girl.

Sandra What does the girl look like?

Marci She has long, brown hair, and she's wearing a yellow blouse. Do you see her? She's cute.

Sandra Yes, I see her. I see John, too! He's not looking for *us*. I guess he's too busy!

What questions about people

What does John look like?

He's tall and slim.

He has short, curly hair.

He has brown eyes.

What's his hair like?

It's short and curly.

What color is his hair?

It's blond.

What color are his eyes?

They're blue.



B Look at the picture of Carolyn in Exercise 1A. Write a question for each answer. Then listen and check.

- What does she look like? She's short and heavy.
- What's her hair like? It's short and straight.
- What color is her hair? It's red.
- What color are her eyes? They're brown.

C Complete the questions with names of your classmates. Then write answers. (Answers will vary.)

- (boy) What does _____ look like? _____
- (boy) What color is _____'s hair? _____
- (girl) What's _____'s hair like? _____
- (girl) What color are _____'s eyes? _____

3 Speaking

Play a game. Think of a teacher in your school. Your classmates ask questions and guess.

Classmate 1 Is it a man or a woman?

You It's a man.

Classmate 2 What color is his hair?

You It's blond.

Classmate 3 Is it curly?

You No. It's short and straight.

Classmate 4 Is it Mr. Santos?

You Yes, it is!

Get Connected

UNIT 6

Read



A Read the article quickly. Check (✓) the things you can do at the fair.

- | | | |
|--|---|--|
| <input checked="" type="checkbox"/> eat great food | <input checked="" type="checkbox"/> listen to music | <input type="checkbox"/> see a movie |
| <input type="checkbox"/> have a barbecue | <input type="checkbox"/> play party games | <input checked="" type="checkbox"/> see thrilling talent shows |

Come to the Fair!

It's August in Des Moines, Iowa. What are people doing? They're going to the famous Iowa State Fair. Every year in August, people from around the world go to this fair. For 11 days, people eat great food, listen to incredible music, and see thrilling talent shows and fascinating **farm** animals. But there's one thing that *everyone* wants to see at the fair: the **butter cow**!

The butter cow is a very popular exhibit. Every year someone – these days, Sarah Pratt – makes the butter cow. She uses a lot of butter and **wire**. It usually takes about 24 hours to make it. The cow is tall and very big. It **weighs 600 pounds**. And, of course, it's yellow! Both young and old people love to watch Sarah make it. You can't eat the butter cow, but it's amazing to look at it!



Go to page 12 for the Vocabulary Practice.

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

C Answer the questions.

1. Where do people come from to go to the Iowa State Fair?

They come from around the world.

2. What do people usually do at the fair? Write two things. (Answers will vary.)

People usually eat great food / listen to incredible music / see thrilling talent shows / see fascinating farm animals.

3. What does everyone at the fair want to see?

Everyone at the fair wants to see the butter cow.

4. Who makes the butter cow these days?

Sarah Pratt makes the butter cow these days.

5. What's the butter cow like?

The butter cow is tall and very big.

Unit 6

Get Connected

This lesson practices reading, listening, and writing skills.

Review of Lesson 24

- Write on the board: *average height, blond, brown, curly, heavy, long, medium-length, slim, short, straight, tall, thin, wavy*. Review with students.
- Invite volunteers to describe family members to their classmates using the vocabulary and patterns from Lesson 24.
- Say the sentences below. Invite volunteers to tell you appropriate questions for the statements.

She's short and heavy. (What does she look like?)

They're brown. (What color are his / her eyes?)

It's brown. (What color is his / her hair?)

His hair is brown, and his eyes are brown, too. (What does he look like?)

Read

This exercise practices reading for information about a famous state fair in the United States.

A

- Have students look at the photos. Tell students that the photos show a famous *fair* in the U.S. Write the word *fair* on the board. Explain that a fair is a big event with many different activities. Ask if students have similar events in their city or town.

Culture Note

Most states in the U.S. have a "state fair" once a year. The Iowa State Fair is one of the most famous. It started in 1854 and has been held almost every year since then. It is a traditional fair that celebrates the state's best achievements in industry, agriculture, and entertainment. There are exhibits and contests for the best farm animals and the best fruits and vegetables grown in the area. There is also a famous talent show, a lot of home-cooked food, free musical events, and amusement park rides.

- Invite a volunteer to read aloud the directions and the activities in the box. Remind students that they should read quickly to find the answers and that they should not read every word carefully.
- Have students work individually to read the article quickly and check the things they can do at the fair. Do not check answers at this point.

B CD2, Track 38

- Invite a volunteer to read the directions aloud. Remind students that they should read slowly and carefully, and concentrate on getting the meaning of the entire text.
- List the new vocabulary words on the board: *farm, butter cow, wire (n), weigh, pound (n)*. Explain their meaning. (Farm: land for raising fruits and vegetables and animals, like cows and chickens; butter cow: a sculpture of a cow made out of butter [point to the

picture to clarify]; wire [n.]: a thin piece of metal; weigh: to measure how many pounds [kilograms] something or someone is; pound [n.]: a unit of weight used in the U.S. that is equal to 2.2 kilograms.) As an alternative, have students use their dictionaries to find the meanings of the new vocabulary words.

- Have students read the article again.
- Have students check their answers in Part A in pairs. Elicit the answers from one pair.
- Check answers with the class. Invite volunteers to read the words they checked.
- **Optional** Play the recording. Students listen and read along.

Audio script

Same as the article in the Student's Book.

Get Connected Vocabulary

Have students do the exercise on Student's Book page 124 in class or for homework. (Get Connected Vocabulary answers are on page T-124.)

C

- Invite a volunteer to read the directions and the first question aloud.
- Ask: *Where do people come from to go to the Iowa State Fair?* Elicit the answer. (They come from around the world.)
- Have students work individually to answer the questions.
- Check answers with the class. Invite volunteers to read aloud one answer each.
- **Optional** Have students work in pairs to take turns reading the two paragraphs of the article. One student reads while the other listens with book closed.

Listen

In this exercise, students listen for information about a town fair.

A CD2, Track 39

- Focus students' attention on the photo. Ask: *What are the boy and girl doing? (They're walking.) Are they happy? (Yes, they are.)*
- Tell students they will listen to two friends, Chris and Jean, talk about the town fair.
- Have students read the first question and the example answer.
- Explain that students should listen to the conversation and answer the questions.
- Play the recording. Students only listen.

Audio script

See page T-210.

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

B

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

Write

In this exercise, students answer questions and write a paragraph about an ideal fair or festival.

A

- Invite a volunteer to read the directions and the questions aloud. Tell students that they should make up their answers because this is an imaginary fair or festival. Invite two or three students to say an ideal fair or festival they might write about.
- Have students work individually to answer the questions.
- **Optional** Have students ask and answer the questions in pairs.

B

- Invite a volunteer to read the directions aloud. Tell students that they will use their answers in Part A to help them write about their ideal fair or festival.
- Have students work individually to write their paragraph.
- Invite several volunteers to read their paragraphs to the class.
- **Optional** Have students work in groups of four and read each other's paragraphs. Students in each group can vote on the group's most interesting fair or festival.

Workbook

Assign the exercises on Workbook page 42. (Workbook answers begin on page T-190.)

Forget the bookstore!

Listen

A  Jean and Chris are talking about the town fair. Listen and answer the questions.

1. Where's Chris going? He's going to the bookstore.
2. Where's Jean going? She's going to the town fair.
3. What's the fair like? It's a lot of fun.
4. Are the bands at the fair famous? No, they aren't.
5. Does Chris want to go to the fair? Yes, he does.



B What do you think? Write *I agree, I disagree, or I'm not sure.*

- (Answers will vary.)*
1. Fairs are fun. _____
 2. Free concerts are a good idea. _____
 3. The music of every famous band is great. _____
 4. It's good to do things with friends. _____

Your turn

Write

A Imagine your ideal fair or festival. Answer the questions. *(Answers will vary.)*

1. What's the name of the fair or festival? _____
2. When is it? _____
3. Where is it? _____
4. What fun things are there to do? _____
5. What can you eat there? _____
6. Who do you want to go with? _____

B Write about your ideal fair or festival. Use the answers in Part A to help you. *(Answers will vary.)*

I'm going to the _____ Fair. _____

Language chart review

Where + (be) ... going?

want / don't want + to (verb)

Where are you going?
I'm going to the circus.
We're going home.

Do you want to come to my house?
Yes, I do. / No, I don't.

Where's Sarah going?
She's going to the concert.

What do you want to do?
I want to stay home tonight.
I don't want to go out.

A Blake Winters from *Connect! TV News* talks to people for a report called "Where Are You Going?" Complete the conversations with the correct forms of the verbs.

1. **Blake** Hi! *Where are you going?*
(where / you / go?)

Hugo *I'm going to my karate class.*
(I / go / to my karate class.)

Blake *Where is your friend going?*
(where / your friend / go?)

Hugo *She's going to the mall.*
(she / go / to the mall.)

May Yeah, I want to find some new sneakers.

Blake Awesome!

2. **Blake** And *where are you going?*
(where / you / go?)

Lori *We're going to the movies.*
(we / go / to the movies.)

Blake *What do you want to see?*
(what / you / want / to see?)

Lori We want to see the new James Bond movie.
Hey, Blake! *Do you want to come with us?*
(you / want / to come / with us?)

Blake No, thanks. But have fun!



Unit 6 Review

This lesson reviews the grammar and vocabulary introduced in Unit 6.

Language chart review

This chart summarizes the main grammar presented and practiced in Unit 6.

- Books closed. Write on the board:

1. *Where + (be)* _____ *going?*

2. *Do* _____ *want to ... ?*

3. *What* _____ *want to ... ?*

- Focus students' attention on the incomplete questions on the board. Tell them that you will give them prompts, along with the number of the type of question you want them to make. They should say the complete questions. The prompts are as follows:

You / stay home 2 (Do you want to stay home?)

She 1 (Where is she going?)

You / do 3 (What do you want to do?)

You 1 (Where are you going?)

You / see 3 (What do you want to see?)

- Books open. Have students study the Language chart review.
- Invite volunteers to ask a classmate one of the three types of questions.

Note: Students may want to use the Student's Book pictures as prompts for *Where + (be)* _____ *going?* questions.

- Answer any questions students may have.

Exercises A through C (pages T-84 to T-85)

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

Exercise A

- Have a volunteer read the directions aloud.
- Tell students to complete the conversations with the correct form of the verbs.
- Have students work individually to complete the conversations.
- Check answers with the class.
- Have students practice the conversations in pairs.

Language chart review

This chart summarizes further grammar presented and practiced in Unit 6.

- Have students study the examples in the chart.
- Remind students to use the simple present for routine activities and the present continuous for activities that are currently taking place.
- Remind students also that there can be more than one answer to the first type of question, *What does (someone) look like?*
- Answer any questions students may have.

Exercise B

- Have students read the directions and the examples.
- Have students work individually to complete the sentences with the correct forms of the words in the box.
- Check answers with the class.

Exercise C

- Have students read the directions.
- Focus students' attention on the examples in the first conversation. Explain that students will be using different kinds of words to complete the conversations. Complete Joe's second line with the whole class to make sure students understand.
- Have students work individually to complete the conversations.
- Have students check their answers in pairs.
- Check answers with the class. Invite volunteers to read the completed conversations aloud.

Optional Unit Wrap-Up

- If students did the Review exercises for homework, check answers with the class.
- To practice the material in Exercise A, have students ask four different classmates the question: *Where are you going after class?* Students stand up and walk around the room asking the question. They should make notes of the answers. As a follow-up, invite volunteers to report some of the answers.
- Practice the simple present and the present continuous, as in Exercise B. Ask students *What do we usually do in class?* Make notes of their replies on the board. Then ask: *What are we doing today?* Focus students' attention on the things that are different. Have students write pairs of sentences in the simple present and present continuous – for example, *We usually learn new vocabulary in class. Today we're reviewing vocabulary.*
- To practice the language for descriptions in Exercise C, have students write three or four sentences describing themselves on a separate piece of paper. Tell them not to put their name on the paper. Collect the papers and pass them around the class. Students read the descriptions and try to guess who is being described.

Theme Project

- Assign the *At Home* section of the Unit 6 Theme Project on Student's Book page 131.

Workbook

- Assign the Unit 6 Check Yourself on Workbook page 43. (Workbook answers begin on page T-190.)

Extra Practice Worksheets

- Assign the Unit 6 Extra Practice worksheets starting on page T-150.

Extra Speaking Practice Worksheet

- Assign the Unit 6 Extra Speaking Practice worksheet on page T-170.

Arcade Activities

- Assign the Unit 6 Arcade activities found at: www.cambridge.org/connectarcade

Learning Log

- Assign the Unit 6 Learning Log. These can be downloaded from the Teacher Support Site at: www.cambridge.org/connect2e/teacher

Quiz

- Give the Unit 6 Quiz on page T-181.

Test

- Give the Unit 6 Test (Form A and / or Form B). These can be downloaded from the Teacher Support Site at: www.cambridge.org/connect2e/teacher

Language chart review

Simple present vs. present continuous What questions about people

I usually **practice** the piano after school.
 Today, I'm **reading** a book.
 We usually **sing** songs in music class.
 Today, we're **listening** to CDs.

What does Claire look like? **What color is her hair?**
She's short and slim. **It's** black.

She has long, brown hair.

What's her hair like? **What color are her eyes?**
It's long and straight. **They're** brown.

B Complete the sentences. Use the correct forms of the words in the box.

eat play talk wear

- My name's Eddie. I usually wear jeans, but today I'm wearing nice clothes. I always wear nice clothes on my birthday.
- Ramon is usually very shy. He hardly ever talks in class, but today he's talking a lot.
- I'm Grace, and this is my family. We usually eat dinner at home, but today is special. We're eating in a restaurant. The cake at this restaurant is great!
- Paula is playing cards with Tony right now. They usually play cards on Sunday, but this week they're playing on Saturday.

C Complete the conversations.

- Joe** My cousin wants to visit me. She wants to come in December.
Lee Cool! What does she look like?
Joe She's pretty. She's tall and slim. She has short, red hair.
Lee What color are her eyes?
Joe They're blue.
- Cara** There's a new boy in my class.
Dora Really? What does he look like?
Cara He's cute. He's short and heavy.
Dora What's his hair like?
Cara He has curly, brown hair. Oh, and his eyes are brown.
- Val** I think my brother is in your English class.
Dina Really? What does he look like?
Val He's tall and slim.
Dina A lot of boys in the class are tall and slim!
Val He has black hair, and his eyes are brown.
Dina Oh, I know him!

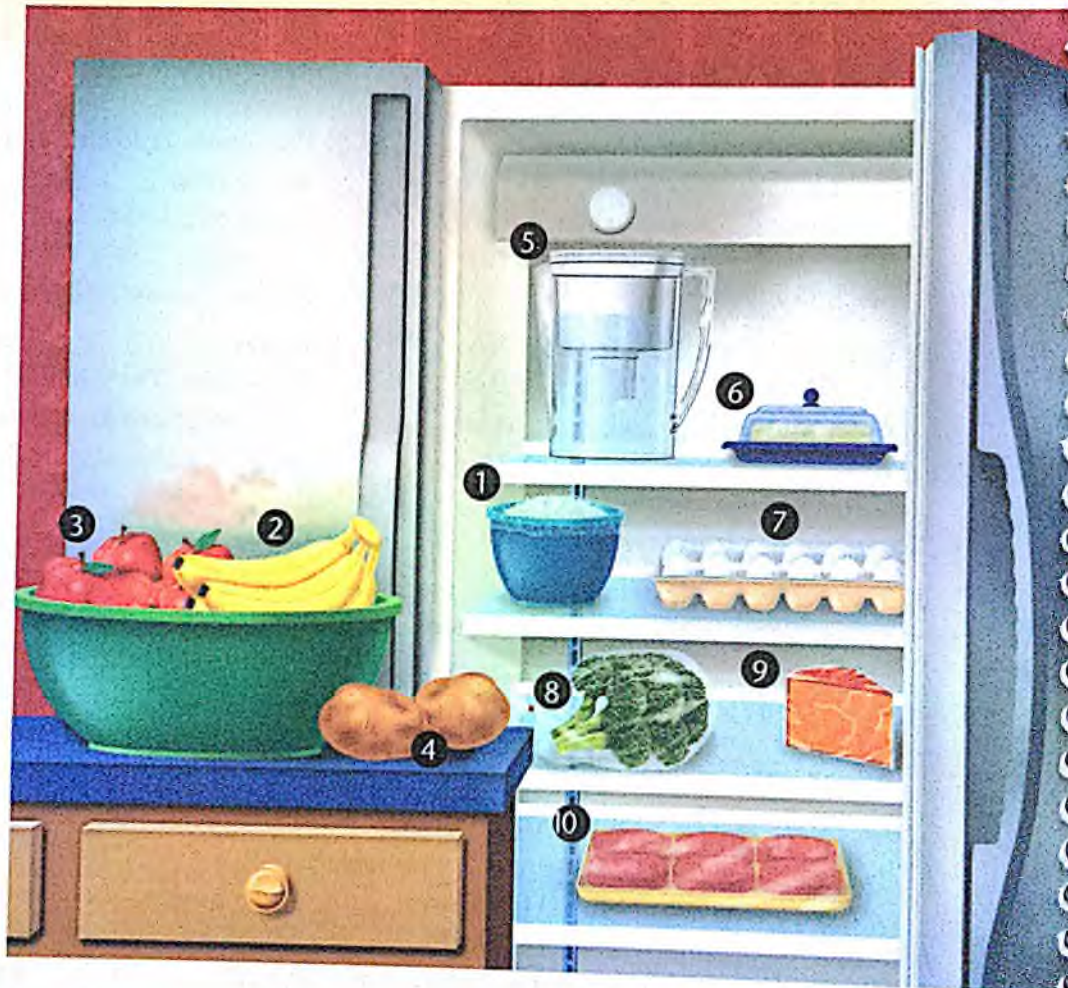
Go to page 131 for the Theme Project.

I'm hungry!

1 Vocabulary

A Match the items in the kitchen to the correct words.
Then listen and practice.

apples 3 broccoli 8 cheese 9 meat 10 rice 1
bananas 2 butter 6 eggs 7 potatoes 4 water 5



B How often do you eat or drink the items in Part A at lunchtime?
Write the items in the correct columns. Then tell your classmates.
(Answers will vary.)

Always	Sometimes	Never
	rice	

I sometimes eat rice.

Lesson 25

I'm hungry!

This lesson presents and practices the names of common foods and countable and uncountable nouns.

1 Vocabulary

This exercise presents and practices the names of common foods.

A CD2, Track 40

- Focus students' attention on the picture. Elicit the names of any foods students know.
- On the board, write the ten food items from the box. Invite ten volunteers to come to the board and draw a picture of each food next to the word.
- Model the words. Students listen and repeat.
- Tell students that they will match the numbers of the items in the picture to the correct words in the box.
- Have students work individually to fill in the blanks in the box.
- Play the recording. Students listen and verify their answers.

Audio script

Same as the words in the Student's Book.

- Check answers with the class.
- Play the recording again, or model the words. Students listen and repeat.
- **Optional** Erase the words from the board but not the pictures. Ask students to close their eyes. Erase one of the pictures. Ask students to open their eyes. Students call out the missing food item. Play three or four times.

B

- Ask students to read the directions. Review the words in the chart by writing them on the board along with their percentages: *always* - 100%, *sometimes* - 50% and *never* - 0%.
- Have students work individually to fill in the chart, writing the items in the correct columns.
- Invite several volunteers to report to the class, following the example.
- **Optional** Divide the class into groups of four or five students. Write on the board: *We sometimes eat rice.* Using the information in their charts, students report those habits that are the same for everyone in the group, following the example.

This unit introduces vocabulary and expressions for talking about foods, menus, and eating utensils.

2 Language focus

This exercise presents and practices countable and uncountable nouns.

A CD2, Track 41

- Have students look at the photo. Ask: *Where are Zach and his mom? (In the kitchen.)*
- Tell students that they are going to listen to a conversation between Zach and his mom.
- Play the recording. Students listen and read along.

Audio script

Same as the conversation in the Student's Book.

- Explain *yuck*, *healthy food*, and *for a change*.
- Ask: *Which food items have an -s ending? (Bananas, apples, eggs.) Which items do not? (Cheese, ice cream, egg sandwich, hot dog, cookie.)*
- Play the recording again, or model the conversation. Students listen and repeat.
- **Language Chart** Explain *countable* and *uncountable*. Have students study the top half of the language chart. Ask: *Can countable nouns have singular and plural forms? (Yes, they can.)*
- Ask students to read the two examples next to the words *Specific* and *General*. Explain that in the first example, you are talking about a specific amount. In the second example, you are stating that you like eggs in general. Then focus students' attention on the singular and plural forms of the countable noun examples.
- Have students study the bottom half of the chart. Ask: *Can uncountable nouns have singular and plural forms? (No, they can't.) What form can they have? (Singular only.) Is it wrong to say two bottles of water? (No, it isn't.) Why not? (Because you're counting the bottles, not the water.)*

- Ask students to read the specific and general examples for uncountable nouns.
- Model the examples, pausing for students to repeat.

B CD2, Track 42

- Ask students to read the directions. Tell them that they should use items from Exercise 1A on page 86.
- Have students work individually to write the items in the correct columns.
- Play the recording. Students listen and verify their answers.

Audio script

Same as the chart in the Student's Book.

- Check answers with the class. Write the headings *Countable* and *Uncountable* on the board. Invite volunteers to come to the board to write one word each under the correct heading.
- **Optional** Read the following list of words one by one. Ask students if the word is countable. Students call out *Yes* if the word is countable (C) and *No* if it is uncountable (U). *Juice* (U), *homework* (U), *key* (C), *notebook* (C), *paper* (C / U), *computer* (C), *money* (U).
- Play "Odd Man Out." Read four words at a time. Three words should be countable and one uncountable or vice versa. Students call out the word that does not belong.

3 Speaking

This exercise practices using countable and uncountable nouns in general statements.

- Tell students they are going to talk about foods they like and do not like. Have students read the directions and the example.
- Give another example with your own idea. Say: *I like (apples), but I don't like (bananas). How about you (student name)?* The student replies as in the example.

Note: Students' replies can be two separate sentences or two sentences joined by the conjunction *but*.

- Have students work in groups of five and continue talking about foods they like or do not like.
- Have volunteers report some of the answers to the class.
- **Optional** Write the words for the different kinds of foods on the board. Have students vote for their favorite food. Write the number of votes next to each kind of food. What kind of food is the class favorite?

Teaching Tip

Try the following techniques to control group noise without having to raise your voice. Before you begin a group activity, tell students that you will give a signal when there is too much noise. For example, raise your hand high in the air. As soon as any students see this signal, they should also raise their hands and stop talking. Another option is to turn the lights on and off as the "quiet" signal.

Workbook

Assign the exercises on Workbook page 44. (Workbook answers begin on page T-190.)

Extra Grammar

Assign the exercises for the Extra Grammar, Lesson 25.

2 Language focus

Countable and uncountable nouns

Countable nouns (things you can count)
 Specific: There's **an egg** in the refrigerator.
 General: I like **eggs**.

Uncountable nouns (things you cannot count)
 Specific: There's **cheese** in the refrigerator.
 General: I don't like **cheese**.

A Zach is hungry. Listen and practice.

- Zach** Hey, Mom! I'm hungry, but there's nothing to eat.
Mom Nothing to eat? Look in the refrigerator. There's cheese . . .
Zach Yuck! I don't like cheese. Do we have ice cream?
Mom No, but we have bananas and apples, and . . .
Zach Mom, you know I don't like bananas!
Mom What about eggs? There's an egg. You can make an egg sandwich.
Zach No, thanks. I want a hot dog or a cookie.
Mom Oh, Zach. How about some healthy food for a change?



B Look at the items in the kitchen in Exercise 1A. Write the items in the correct columns.

Then listen and check. *(The order of the answers may vary)*

Countable nouns	Uncountable nouns
<u>apples</u>	<u>rice</u>
<u>bananas</u>	<u>water</u>
<u>potatoes</u>	<u>butter</u>
<u>eggs</u>	<u>broccoli</u>
	<u>cheese</u>
	<u>meat</u>

3 Speaking

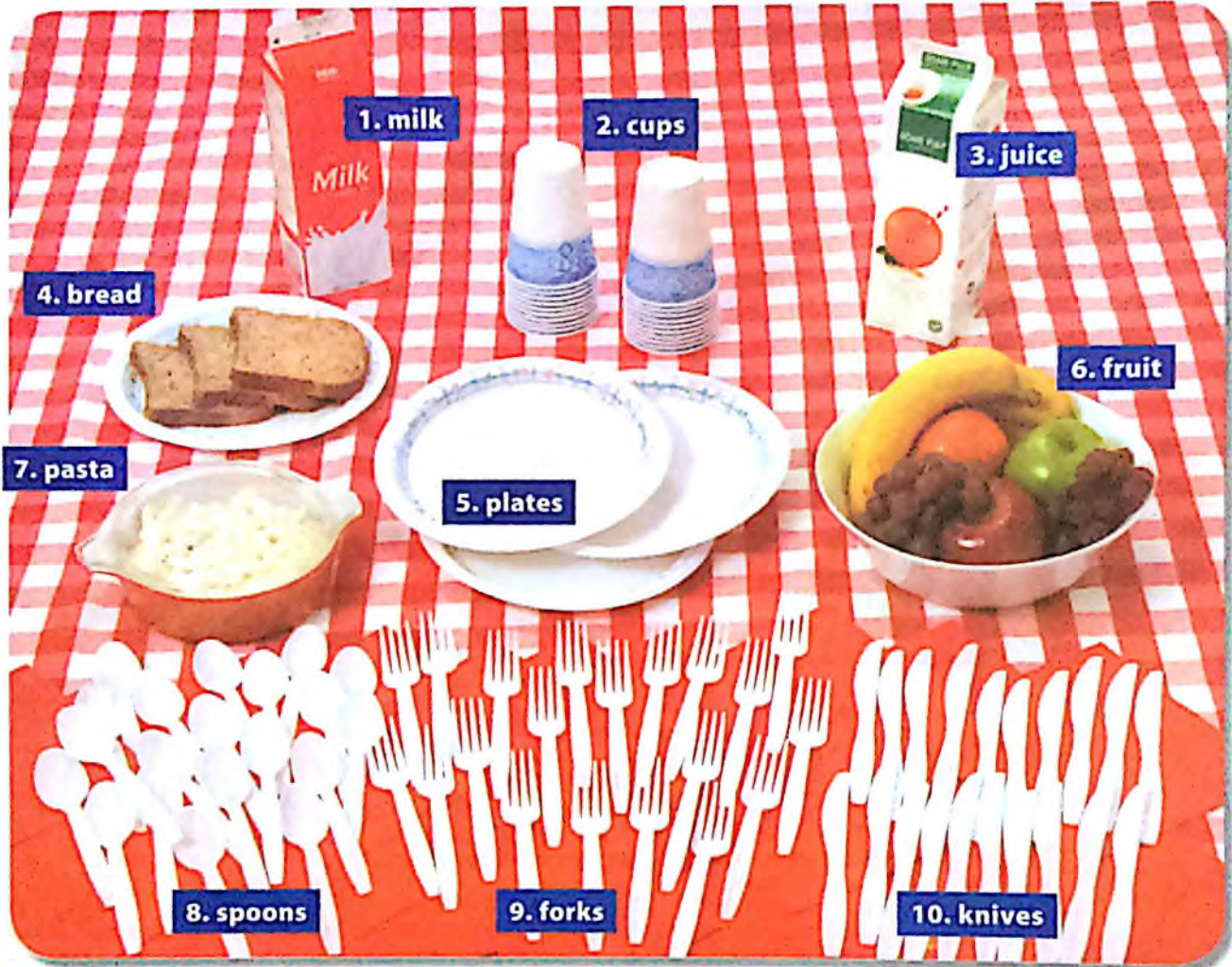
Learn what foods four of your classmates like and don't like.

- You** I like carrots. I don't like broccoli. How about you, Kim?
Classmate 1 Well, I like pizza. I don't like meat. How about you, Freddie?
Classmate 2 Hmm. I like apples. I don't like eggs.
Classmate 3 Well, I like rice. I don't like bananas. How about you, Luis?
Classmate 4 I like cheese. I don't like . . .

Picnic plans

1 Vocabulary

A Ana and Rafael plan a picnic. Listen and practice.



B Where do the items in Part A belong? Write the items in the correct columns.

(The order of the answers may vary.)

Food	Drinks	Supplies
bread	milk	cups
fruit	juice	plates
pasta		spoons
		forks
		knives

Lesson 26

Picnic plans

This lesson presents and practices the names of some common picnic items and How much / How many . . . ?

Review of Lesson 25

- Write the ten food items from Lesson 25 on the board. Review with students.
- Erase the words from the board (or leave them if they are difficult for students). Scramble the letters of one of the words. Say *A-E-M-T*. Students say *Meat: M-E-A-T*, responding with the word and the spelling of the word. Play several times.
- Tell students that you are going to say a series of food items. If the item is countable, students should raise their right hand. If it is uncountable, students should raise their left hand.
- Ask random students to make two *I like . . .* statements, one with a countable noun and one with an uncountable noun.

1 Vocabulary

This exercise presents and practices the names of some common picnic items.

A CD2, Track 43

- Explain that Ana and Rafael are planning a picnic. Have students study the photo of the picnic table. Ask students if they use similar items when they have picnics.
- Have students read the ten picnic items.
- Play the recording. Students listen and read along.

Audio script

See page T-210.

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

Note: Point out that the singular form of the word *knives* is *knife*. Tell students that most singular words that end in *-fe* end in *-ves* in the plural form.

- Write the words on the board. Pointing to each word, ask: *Is this a countable or an uncountable noun?*
- **Optional** Books closed. Divide the class into two teams. Tell students to try to remember the photo. Teams alternate making *There is / There are _____ on the table* statements to win points for their teams.
- **Optional** Play a few rounds of "Lip Reading." Say one of the vocabulary words without making a sound. Students look at the shape of your lips and call out the word.

B

- Ask students to read the directions. Explain the category headings.
- Tell students that they are going to write the items from Part A in the correct columns.
- Have students work individually to write the words in the correct columns. While students are writing, copy the chart onto the board.
- Check answers with the class. Invite volunteers to come to the board to write their answers.
- **Optional** Randomly call out one of the items from Part A. Students respond with the appropriate category: *Food, Drinks, or Supplies*. To increase the level of difficulty, ask students to close their books.
- **Optional** Ask the students in one half of the class to each write one of the categories (*Food, Drinks, or Supplies*) on a scrap of paper. Ask the students in the other half of the class to each choose one of the picnic items and write it on a piece of scrap paper. Students walk around the room, looking for an appropriate item or category, asking: *What do you have? I have _____.*

2 Language focus

This exercise presents and practices *How much / How many . . . ?*

A CD2, Track 44

- Ask students to read the directions and look at the photo. Explain *decide*. (To choose or make a decision.)
- Explain to students that Ana and Rafael are making a list of things to buy for their picnic.
- Play the recording. Students listen and read along.

Audio script

Same as the conversation in the Student's Book.

- Ask: *How many cups do they have?* (About 20.) *How many plates do they have?* (Only three.) *How much pasta is there?* (A little.) *How much milk do they need?* (A lot.)
- Explain *What else?* (What other things do we need?)
- Ask: *Does Rafael know how much pasta there is?* (No, he doesn't.) *What does he ask?* (How much pasta is there?) *Does he know how many cups there are?* (No, he doesn't.) *What does he ask?* (Um, how many cups do we have?)
- Play the recording again, or model the conversation. Students listen and repeat.
- **Optional** Have students practice in pairs.
- **Language Chart** Have students study the top part of the language chart. Ask: *Do we use how much or how many with countable nouns?* (How many.)
- Explain to students that they may answer this type of question with a specific (20) or an unspecific (a lot of) amount.

- Ask students to look at the examples in the middle of the chart. Again, statements can use specific (3) or unspecific (a few) amounts.
- Have students study the bottom part of the chart. Ask: *What do we ask to find out the amount of uncountable nouns?* (How much . . . ?)
- Demonstrate the meanings of *a lot of* and *a little* with some paper. Holding up one or two sheets, say *a little paper*. Holding up a thick stack, say *a lot of paper*.
- Model the examples, pausing for students to repeat.

B CD2, Track 45

- Focus students' attention on the photos of food items and supplies.
- Have students read the directions and the sample question.
- Have students work individually to write questions for the answers given.
- Play the recording. Students listen and verify their answers.

Audio script

Same as the questions and answers in the Student's Book.

- Check answers with the class. Invite volunteers to read aloud one question each.
- Have students practice the questions and answers in pairs.

3 Listening

In this exercise, students listen for quantities of items.

CD2, Track 46

- Tell students that they will listen to a boy and a girl making a shopping list of food to buy for a picnic. Students should listen for the amounts mentioned for each item.
- Play the recording. Students only listen.

Audio script

See page T-210.

- Play the recording again. Students listen and write a number or a check in the correct column.
- Play the recording once again. Students listen and verify their answers.
- Check answers with the class. Copy the chart onto the board. Invite volunteers to write their answers.

Workbook

Assign the exercises on Workbook page 45. (Workbook answers begin on page T-190.)

Extra Grammar

Assign the exercises for the Extra Grammar, Lesson 26.

2 Language focus

- A** The friends decide what they need for their picnic. Listen and practice.

Rafael OK, what do we need for the picnic?
Um, how many cups do we have?

Ana Let's see. We have about 20 cups.
But there are only 3 plates.
We need plates.

Rafael OK. What about food? How much pasta is there?

Ana Um, there's a little pasta. We need pasta and a lot of milk. There's a little bread, but let's buy bread, too.

Rafael What else? How much juice do we have?

Ana I think we have a lot of juice.

Rafael Wait! Look at Zach! We need juice *now*!

How much / How many ...?

Countable nouns

How many cups do we have?

We have **20** cups.

We have **a lot of** cups.

There are **3** plates.

There are **a few** plates.

Uncountable nouns

How much pasta is there?

There's **a lot of** pasta.

There's **a little** pasta.



- B** Look at the photos. Complete the questions and answers. Listen and check. Then practice.

1. Q: How many spoons are there?

A: There are 4 spoons.

4. Q: How much fruit is there?

A: There's a lot of fruit.

2. Q: How much juice is there?

A: There's a little juice.

5. Q: How many knives are there?

A: There are 4 knives.

3. Q: How many cups are there?

A: There are 3 cups.

6. Q: How much bread is there?

A: There's a lot of bread.



3 Listening

- A** Another group plans a picnic. How much or how many of each thing do they need? Write the number or check (✓) the correct column.

	Number	A few	A little	A lot
1. hot dogs	25	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. fruit	_____	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
3. cheese	_____	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4. pasta	_____	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
5. cups	_____	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. cookies	60	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Mini-review

1 Language check

A Choose the correct words to complete the conversation.

- Doctor** Do you eat healthy food?
Michiko Well, yeah. I eat a lot of _____ (a lot of / a few) fruit.
Doctor How much _____ (many / much) fruit do you eat in a week?
Michiko Well, I have a banana for breakfast every day, and I usually eat a few _____ (a few / a little) apples each week, too.
Doctor That's good. How much _____ (many / much) soda do you drink?
Michiko I only drink a little _____ (a few / a little) soda. I know it's not good for me.
Doctor Great. How many _____ (many / much) hot dogs do you eat in a week?
Michiko Oh, maybe about eight. I eat a lot of _____ (a lot of / a little) hot dogs.
Doctor Yes, you do! How about cookies?
Michiko Well, I don't like cookies, but I eat a little _____ (a few / a little) ice cream on Sundays.



B Check (✓) four things you eat or drink. Put an X next to four things you don't eat or drink. Then write sentences. (Answers will vary.)

I eat eggs.
I don't eat meat.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____

- | | |
|--|--|
| <input type="checkbox"/> apples | <input type="checkbox"/> ice cream |
| <input type="checkbox"/> bananas | <input type="checkbox"/> juice |
| <input type="checkbox"/> bread | <input checked="" type="checkbox"/> meat |
| <input type="checkbox"/> broccoli | <input type="checkbox"/> milk |
| <input type="checkbox"/> butter | <input type="checkbox"/> pasta |
| <input checked="" type="checkbox"/> eggs | <input type="checkbox"/> potatoes |
| <input type="checkbox"/> hamburgers | <input type="checkbox"/> rice |
| <input type="checkbox"/> hot dogs | <input type="checkbox"/> water |

This lesson reviews the language presented and practiced in Lessons 25 and 26.

1 Language check

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

A

- Invite a volunteer to read the directions. Focus students' attention on the example.
- Have students read the conversation. Tell them not to write the answers at this time.
- Have students work individually to complete the exercise.
- Check answers with the class. Invite volunteers to read aloud one answer each.

B

- Have students read the directions and the example sentences in the chart.
- Tell students that they will be making sentences about the foods they eat and do not eat and the beverages they drink and do not drink. Ask them to write the sentences under the correct heading in the chart.
- Have students work individually to write sentences.
- Invite volunteers to share their sentences with the class.
- **Optional** Have students share their sentences in small groups of four or five.


C

- Ask students to read the directions and the example.
- Tell them that they should answer the questions with their own information. Remind students that questions with countable nouns can be answered with either specific or unspecific amounts.
- Have students work individually to answer the questions.

- Check answers with the class. Invite volunteers to share their answers.
- **Optional** Have students ask and answer the questions in pairs.
- **Optional** Call out any of the food or drink items from Part A on page 90. Students respond with *How much . . . ?* or *How many . . . ?*

2 Listening

This exercise reviews the names of common foods.

 CD2, Track 47

- Tell students that they will listen to two students, Minnie and Amanda, talking about a class party.
- Have students read the directions and the statements and choices.
- Play the recording. Students only listen.

Audio script

See page T-210.

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

Workbook

Assign the exercises on Workbook page 46. (Workbook answers begin on page T-190.)

Game

Assign the game on Student's Book page 120.

C Answer these questions about yourself. Write a number or use a lot, a little, or a few. (Answers will vary.)

1. How much rice do you eat in a week?

I eat a lot of rice.

2. How many books do you have in your bag?

3. How much homework do you do every day?

4. How many T-shirts do you have?

5. How many magazines do you read in a month?

6. How much TV do you watch in a week?

7. How many DVDs do you have?

8. How much water do you drink every day?

2 Listening

1 Minnie and Amanda talk about what they need for a class party. Listen and check (✓) the correct answers.

1. There are _____ plates.

a lot of a few

2. Minnie and Amanda have _____ students in their class.

25 20

3. There's _____ juice.

a few a little

4. Minnie and Amanda need some _____.

cookies bananas and apples

5. _____ is Amanda's favorite food.

Fruit Ice cream



Go to page 120 for the Game.

Vocabulary

A Look at the messy kitchen. Match the two parts of each sentence. Then listen and practice.

1. The chicken^g is e
 2. The jelly is h
 3. The ketchup is d
 4. The lettuce is a
 5. The mayonnaise is b
 6. The mustard is f
 7. The pepper is c
 8. The salt is g
- a. next to the salt.
 - b. next to the jelly.
 - c. behind the chicken.
 - d. in the cabinet.
 - e. in front of the ketchup.
 - f. next to the pepper.
 - g. next to the mustard.
 - h. on a plate.



B What do people put on the food items below? Write two things for each item. Use words from Part A or your own ideas. *(Answers will vary.)*

1. sandwich: mustard, lettuce
2. eggs: _____
3. hamburger: _____
4. hot dog: _____
5. meat: _____

Lesson 27

A snack

This lesson presents and practices the names of common foods and condiments and statements with some / any.

Review of Lesson 26

- Write *much* and *many* on the board as headings. Elicit food items and supplies to write under the two headings. (Items may be from Lessons 25, 26, or previous lessons.) Review with students.
- Say: *How ___ pasta is there?* or *How ___ cups do we have?* Students listen and fill in *much* or *many*.
- Continue the activity as a competition with groups of three or four students at a time.

1 Vocabulary

This exercise presents and practices the names of some common foods and condiments.

A CD2, Track 48

- Have students look at the picture. Ask: *Is this kitchen clean or messy?* (Messy.) Ask them to identify any foods or condiments that they know.
- Have students read the labels in the picture.
- Model the new words. Students listen and repeat.
- Explain that students should match the two parts of each sentence according to the location of the food item.
- Have students work individually to match the two parts of the sentences.
- Play the recording. Students listen and verify their answers.

Audio script

Same as the sentences in the Student's Book.

- Check answers with the class. Have volunteers write the numbers and letters of the answers on the board.
- Play the recording again, or model the sentences. Students listen and repeat.

B

- Have students read the directions and the example.
- Have students write appropriate foods and condiments on the lines provided. Students should use the words from Part A or their own ideas.
- Check answers with the class.
- **Optional** Call out a condiment, such as mayonnaise. A volunteer responds with a food (appropriate or inappropriate) for the condiment. The class responds to the combination with *Yum!* or *Yuck!*

ask students look at the picture. Ask: *What does Wendy want?* (She wants a sandwich.) *Does the sandwich look good?* (Yes, it does. / No, it doesn't.)

ask students read the directions.

play the recording. Students listen and read along.

Audio script

Same as the conversation in the Student's Book.

ask students that there are four things that Wendy will put on her sandwich. Call out the following incomplete sentences. Students complete the sentences in the order they appear in the conversation:

There's (some chicken).

There's (some mustard).

There's (some pepper).

There are (some bananas).

then tell students that there are two things Wendy and Luke do not have. Again, ask students to complete the sentences you call out with the appropriate items in the order they appear in the conversation:

There isn't (any mayonnaise).

There aren't (any potatoes).

ask: *Does Luke want to eat the sandwich?* (No, he doesn't.) *Do you?* (Yes, I do. / No, I don't.)

• **Optional** Have students practice in pairs.

• **Language Chart** Have students study the examples in the language chart. Ask: *Which word do we use with positive statements?* (Some.) *Which word do we use with negative statements?* (Any.)

• Ask: *When do we use There is . . . ?* (With uncountable or singular nouns.) *How about There are . . . ?* (With plural nouns.)

• Then ask: *Do we use some and any with countable or uncountable nouns?* (Both.)

• Model the examples, pausing for students to repeat.

B CD2, Track 50

• Have students read the directions and the example.

• Have students work individually to write seven more statements about the photos.

• Have students check their answers in pairs.

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

Audio script

Same as the sentences in the Student's Book.

• Check answers with the class.

3 Speaking

ask students exercise practices talking about food items in the kitchen.

ask students to read the directions and the sample conversation. Then ask them to look at the words on the right. Explain that these words are suggestions and that students may use other food items from previous lessons.

have students work in pairs to complete the exercise.

check answers with the class. Write *There is / are some*

_____ in _____'s refrigerator. There isn't / aren't

any _____ in _____'s refrigerator. Ask students to

report one finding about their partner's refrigerator,

following this example.

Workbook

Assign the exercises on Workbook page 47. (Workbook answers begin on page T-190.)

Extra Grammar

Assign the exercises for the Extra Grammar, Lesson 27.

2 Language focus

A Wendy makes a sandwich. Listen and practice.

- Wendy I'm hungry. Let's make a sandwich!
 Luke Good idea. I'm hungry, too.
 Wendy Um, there's some chicken here.
 Luke Good! I like chicken sandwiches.
 Wendy There's some mustard, but there isn't any mayonnaise.
 Luke That's OK. Mustard is fine.
 Wendy There's some pepper. Oh, no! There aren't any potatoes!
 Luke What? Potatoes on a sandwich?
 Wendy Sure! Oh, look! There are some bananas . . .
 Luke What kind of sandwich is that?
 Wendy It's my favorite! Do you want one?
 Luke No, thanks. I'm not hungry now.

some / any

Countable nouns


There are **some** bananas.
 There aren't **any** potatoes.


Uncountable nouns


There's **some** mustard.
 There isn't **any** mayonnaise.





B Look at the photos. Write sentences with *some* or *any*. Then listen and check.


1.  There isn't any salt.
(salt)


5.  There aren't any apples.
(apples)

2.  There's some mustard.
(mustard)

6.  There are some cups.
(cups)

3.  There aren't any eggs.
(eggs)

7.  There aren't any bananas.
(bananas)

4.  There's some chicken.
(chicken)

8.  There isn't any ketchup.
(ketchup)

3 Speaking

Think of your refrigerator. Tell a classmate what is and what isn't in it. Use the words in the box or your own ideas.

There's some juice. There isn't any water.

There's some ice cream. There isn't any mustard.

juice milk ice cream
 eggs ketchup mustard
 meat apples chicken water

1 Vocabulary

A Look at the restaurant menu. Write the names of the items in the correct places on the menu. Then listen and practice.



Bob's DINER

Lunch Menu

Appetizers

- salad \$3.00
- black bean soup \$2.50
- vegetable soup \$2.50

Main Dishes

- hamburger \$4.50
- cheeseburger \$5.00
- steak sandwich \$5.00
- chicken sandwich \$6.00
- today's fish \$4.50
- rice and beans with meat \$6.50

Side Orders

- French fries \$2.00
- baked potato \$1.50

Desserts

- ice cream \$1.50
- cookies \$1.00
- chocolate cake \$2.00
- carrot cake \$2.00
- pie \$2.00

Drinks

- soda \$1.50
- iced tea \$2.00
- milk \$1.00
- milk shake \$2.00



baked potato



black bean soup



cheeseburger



steak sandwich



vegetable soup



carrot cake



chocolate cake



iced tea



milk shake



pie

B What are some of your favorite foods in a restaurant? Complete the chart. Then compare with your classmates. (Answers will vary.)

Favorite appetizer	_____
Favorite main dish	_____
Favorite side order	_____
Favorite dessert	_____
Favorite drink	_____

What's your favorite appetizer?

My favorite appetizer is ...

Lesson 28

On the menu

This lesson presents and practices some common food items and categories and would like.

Review of Lesson 27

- Write the eight food items from Lesson 27 on the board. Write each word slowly, letter by letter. As you write, stop after each letter and ask students to guess which word it is.
- Divide the class into two teams. Erase the eight food items from the board. Start the game by saying: *There's some chicken on my sandwich.* A student on the first team repeats the sentence and adds an item. *There's some chicken with mustard on my sandwich.* A student on the second team repeats the sentence and adds another item. Teams alternate adding different items to the sentence until one team makes a mistake, or until all eight items have been used.
- Call out the following sentences: *I want some jelly. There is some mayonnaise. He has some lettuce. They're eating some chicken.* Students convert the sentences to the negative, using *any*.

1 Vocabulary

This exercise presents and practices some common food names and food categories.

A CD2, Track 51

- Have students look at the menu. Say: *This is a menu.* Ask students to repeat. Ask: *Where do we find menus?* (At restaurants.)
- Ask students to look at the food category headings on the menu. Model the headings. Students listen and repeat. Ask students to give examples of foods that fit the food categories.
- Ask: *Are potatoes a dessert?* (No.) *Is a sandwich an appetizer?* (No.) *Is it a main dish?* (Yes.) *Is juice a drink?* (Yes.)
- Have students look at the photos and read the labels.
- Model the new words. Students listen and repeat.
- Tell students they should write the food items in the blanks under the appropriate headings.
- Have students work individually to fill in the menu.
- Check answers with the class. Write the headings on the board. Invite volunteers to write the food items under the correct headings.
- Play the recording. Students listen and repeat.

Audio script

See page T-211.

- **Optional** Call out a food. Students respond with an appropriate heading.

B

- Have students read the directions. Explain that their answers should be based on their own personal preferences. They can write items from Part A or any food items from previous lessons.
- Have students work individually to complete the chart.
- Ask students to read the sample conversation.
- Have students ask and answer the questions (starting with the appetizer) in small groups of four or five.
- **Optional** Ask groups to report on one finding for each group member.

2 Language focus

This exercise presents and practices *would like*.

A CD2, Track 52

- Have students read the directions and look at the photo. Explain *order* (v.) and *server*. (Order: to tell a worker in a restaurant what you want to eat; server: a worker in a restaurant who brings your food.)
- Play the recording. Students listen and read along.

Audio script

Same as the conversation in the Student's Book.

- Ask: *What words does the server use to ask Tommy what he wants? (Would you like.) What does Tommy say in his answers? (I'd like.)*
- Play the recording again, or model the conversation. Students listen and repeat.
- **Optional** Have students practice in pairs.
- **Language Chart** Have students study the examples in the language chart. Explain that *Would you like . . . ?* is a polite way to ask if someone wants something. Contrast this with: *Do you like soup?*

- Focus students' attention on the contracted form *I'd*.
- Model the examples, pausing for students to repeat.

B CD2, Track 53

- Ask students to read the directions and the example.
- Have students work individually to fill in the blanks.
- Play the recording. Students listen and verify their answers.

Audio script

Same as the conversation in the Student's Book.

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

3 Pronunciation Intonation

In this exercise, students practice the intonation of questions with *would like*.

CD2, Track 54

- Have students read the directions and the questions. Explain *intonation*. (When your voice rises or falls.)
- Play the recording. Students listen.

Audio script

Same as the questions in the Student's Book.

- Ask: *What kind of questions are these? (Yes / No questions.) Does the intonation rise or fall? (It rises.)*
- Play the recording again. Students listen and repeat.

4 Listening

In this exercise, students listen for the speakers' lunch orders.

CD2, Track 55

- Tell students that they will listen to Ana, Kate, Rafael, and Zach order lunch in a restaurant. Students should label the pictures with A, K, R, or Z.
- Play the recording. Students only listen.

Audio script

See page T-211.

- Play the recording again. Students listen and write the letters of the names in the boxes.
- Play the recording once again. Students listen and verify their answers.
- Check answers with the class.

Workbook

Assign the exercises on Workbook page 48. (Workbook answers begin on page T-190.)

Extra Grammar

Assign the exercises for the Extra Grammar, Lesson 28.

2 Language focus

A Tommy orders lunch. Listen and practice.

Server Hi. Are you ready to order?
 Tommy Yes, I am.
 Server OK. Would you like an appetizer?
 Tommy Yes. I'd like vegetable soup, please.
 Server OK. What else?
 Tommy I'd like a chicken sandwich, please.
 Server And would you like a side order?
 Tommy No, thanks.
 Server Would you like a drink?
 Tommy Yes, please. I'd like a milk shake
 and some water. I'm really thirsty!

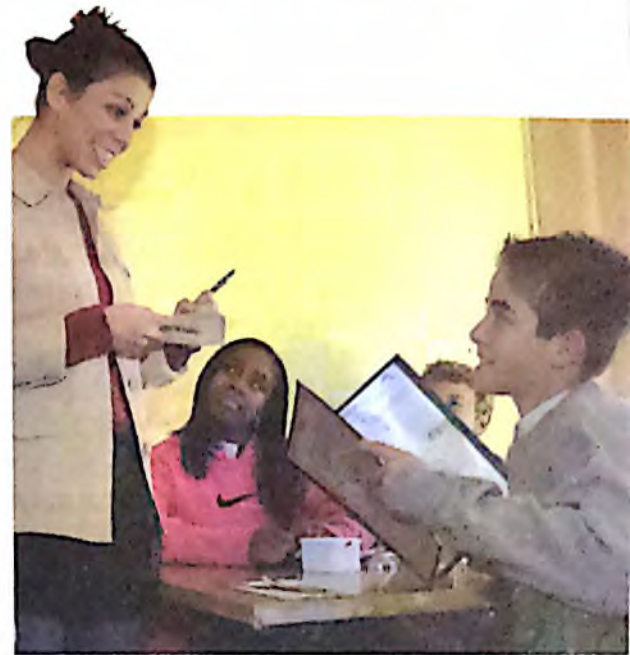
would like

I'd like vegetable soup, please.
 Would you like a drink?
 Yes, please. I'd like some water.
 No, thanks.

I'd = I would

B Tommy orders dessert. Complete the conversation. Listen and check. Then practice.

Server Would you like anything else?
 Tommy Yes. I'd like some cake.
 Server What kind of cake would you like?
 Tommy I'd like chocolate cake.
 And I'd like some ice cream,
 too, please.
 Server OK.
 Tommy Oh! I'd like some cookies, too.
 Server Wow! That's a lot of dessert!



3 Pronunciation Intonation

Listen. Notice the intonation. Listen again and practice.

Would you like an appetizer?

Would you like a drink?

Would you like a side order?

Would you like anything else?

4 Listening

What do Ana, Kate, Rafael, and Zach order? Listen and write A (Ana), K (Kate), R (Rafael), or Z (Zach).



Get Connected

UNIT 7

Read

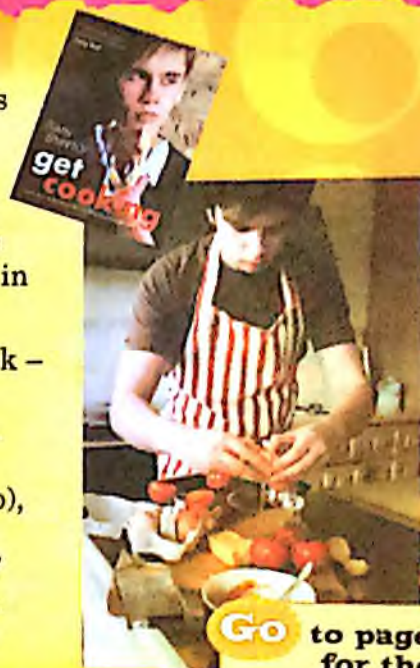
A Read the Web site quickly. Write the names of five foods in *Get Cooking*. (Answers will vary)

1. tomatoes 2. cheese 3. pasta 4. vegetables/
meat 5. potatoes/
chocolate

Get Cooking with Sam Stern

Sam Stern is from Yorkshire, England. He's only 17, and he's already a cooking star. He has three cookbooks and a cool Web site. He also writes a column – "Sam's Super Kids" – for *First News*, a British newspaper for teens. Sam doesn't only like cooking, though. He also likes hanging out with his friends. So he put the two things (food and friends) together in his third cookbook, *Get Cooking*.

In *Get Cooking*, there aren't the usual sections in a cookbook – appetizers, main dishes, desserts. Instead, there are eight sections – one for each of his seven friends, and one for Sam. Each section has some special recipes using his friends' favorite foods – tomatoes (Jess), cheese (Henry), pasta (Ariyo), vegetables (Joe), meat (Andy), potatoes (Liv), and desserts (Vez). In the eighth section, there are some recipes for one of Sam's favorite foods – chocolate. There are also a lot of great cooking and nutrition tips in *Get Cooking*. Check it out the next time you cook.



Go to page 125 for the Vocabulary Practice.

B  Read the Web site slowly. Check your answers in Part A.

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

1. Sam Stern has one cookbook and a Web site.

False. He has three cookbooks, a Web site, and a column.

2. There's one recipe for each of his seven friends' favorite foods.

False. There are some recipes for each of his seven friends' favorite foods.

3. Henry's favorite food is pasta.

False. Henry's favorite food is cheese.

4. There are chocolate recipes in the last section.

True.

5. There aren't any cooking or nutrition tips.

False. There are a lot of cooking and nutrition tips.

Unit 7

Get Connected

This lesson practices reading, listening, and writing skills.

Review of Lesson 28

- Write on the board: *Appetizers, Main Dishes, Side Orders, Desserts, and Drinks*. Elicit several food items for each category and write them on the board under the appropriate category.
- Divide the class in half. Ask one half to be “servers” and the other half to be “customers.” Write on the board: *Would you like a (dessert)?* and *What kind of (dessert) would you like?* Tell the servers to take orders from the customers, using the menu and the examples on the board. Tell them to write down the orders.
- After three minutes, ask students to return to their seats. Invite random servers to share what was ordered with the class. Do a quick tally of the most popular items.

Read

This exercise practices reading for information about food and cooking.

A

- Have students look at the photos. Ask: *What does Sam like to do? (Cook.) Do you and your friends like to cook?* If some students answer “yes,” ask more questions.

Culture Note

A common perception is that American teenagers have bad eating habits and eat nothing but junk food. This may be true for some, but there is a growing interest in cooking and eating healthier food among young people. According to one source, TV cooking programs are now more popular with teenagers than with adults. All over the U.S., companies like Kids Cooking Company of Dallas, Texas, offer after-school cooking classes and other cooking programs for teens and children as young as three. Kids learn basic cooking skills and also learn to appreciate new kinds of food. For older teens, these classes often start them on their way to a career as a chef. There are also summer camp programs in cooking. These are often sponsored by culinary institutes and attract famous chefs, like Emeril Lagasse, as teachers.

- Invite a volunteer to read the directions aloud. Remind students that they should read quickly to find the answers and that they should not read every word carefully.
- Have students work individually to read the Web site quickly and write the names of the five foods they find. Do not check answers at this point.

B CD2, Track 56

- Invite a volunteer to read the directions aloud. Remind students that they should read slowly and carefully, and concentrate on getting the meaning of the entire text.

- List the new vocabulary words on the board: *cookbook, column, newspaper, section, recipe, nutrition*. Explain their meaning. (Cookbook: a book that tells you how to make certain kinds of food; column: an article that appears regularly in a newspaper or magazine, usually written by the same person; newspaper: printed sheets of folded paper with news, columns, advertising, and so on that you may read every day; section: a part of a newspaper with articles about the same topic, like sports, entertainment, and international news; recipe: instructions for how to make a certain kind of food – for example, a cookbook has many recipes in it; nutrition: healthy eating.) As an alternative, have students use their dictionaries to find the meanings of the new vocabulary words.
- Have students read the Web site again.
- Have students check their answers in Part A in pairs. Elicit the answers from one pair.
- **Optional** Play the recording. Students listen and read along.

Audio script

Same as the Web site in the Student's Book.

Get Connected Vocabulary

Have students do the exercise on Student's Book page 125 in class or for homework. (Get Connected Vocabulary answers are on page T-125.)

C

- Invite a volunteer to read the directions aloud.
- Read the first statement: *Sam Stern has one cookbook and a Web site.* Ask: *So is the statement true or false?* Elicit the answer. (False.)
- Have students read the example corrected statement.
- Have students work individually to write *True* or *False*, and then correct the false statements.
- Check answers with the class. Invite volunteers to read aloud one answer each.

Listen

In this exercise, students listen to two teens talk about cooking.

A CD2, Track 57

- Focus students' attention on the photo. Ask: *Where is this teen? (In the kitchen.) What do you think she's doing? (Looking for a snack, cooking something.)*
- Tell students that they will listen to two friends, Nick and Rachel, talk about the food they want to cook and the things they need for cooking.
- Have students read the first question and the example answer.
- Explain that students should listen to the conversation and answer the questions.
- Play the recording. Students only listen.

Audio script

See page T-211.

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

B

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

Write

In this exercise, students complete a chart and write a paragraph about a dish they like to make.

A

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

B

- Invite a volunteer to read the directions aloud. Tell students that they will use the information that they wrote in the chart in Part A to help them write a paragraph about making a dish they like.
- Have students work individually to write their paragraph.
- Invite several volunteers to read their paragraphs to the class.
- **Optional** Have students work in groups of four and read each other's paragraphs. Write these questions on the board for students to discuss: *Are any of the paragraphs about the same dish? Are the recipes the same or different? Which dishes would you like to eat?*

Workbook

Assign the exercises on Workbook page 49. (Workbook answers begin on page T-190.)

It's only pasta!

Listen



A Nick and Rachel talk about cooking. Listen and answer the questions.

1. What do Nick and Rachel want to make?

They want to make some pasta.

2. How many tomatoes do they have? *They have four tomatoes.*

3. How much cheese is there? *There's a lot of cheese.*

4. How much pasta is there? *There isn't any pasta.*

5. How many cans of soup are there? *There are a few cans of soup.*

B What do you think? Answer the questions. Give reasons.

(Answers will vary.)

1. Do you think cooking with friends is fun? _____

2. Do you think cooking is easy or difficult? _____

3. Do you think it's a good idea to use a cookbook? _____

4. Would you like to be a good cook? _____

Your turn

Write

A Think about a dish you like to make. Complete the chart.

(Answers will vary.)

Name of the dish	
Things you need to make it	
How much you need	

B Write about making a dish. Use the answers in Part A to help you.

(Answers will vary.)

I can make _____ . It's really delicious! You need

Language chart review

Countable and uncountable nouns

Countable

Specific: There are **two** apples.
General: I love apples.

Uncountable

There's **broccoli** on the table.
I don't like **broccoli**.

some / any

Countable nouns

There **are** **some** cups.
There **aren't** **any** plates.

How much / How many...?

With countable

How many apples do we need?
We need **a few** apples.
We need **three** apples.

With uncountable

How much bread do we have?
We have **a little** bread.
We have **a lot of** bread.

Uncountable nouns

There's **some** salt.
There **isn't** **any** rice.

Betty and Jacob make breakfast for their family.
Complete the conversation.

Let's make breakfast.

Good idea. How about eggs? We all like
eggs (eggs / ten eggs).

OK. How many (How much / How many)
eggs do we need?

Well, I think we need eight eggs. And
we need a little (a little / a few) cheese, too.

We don't have any (some / any) cheese.

Oh. So let's put a few (a little / a few)
potatoes in the eggs.

But Mom doesn't like potatoes (potatoes / the potatoes)
in her eggs.

That's true. How about a little (a little / a lot)
chicken? There's some (some / any) chicken in
the refrigerator.

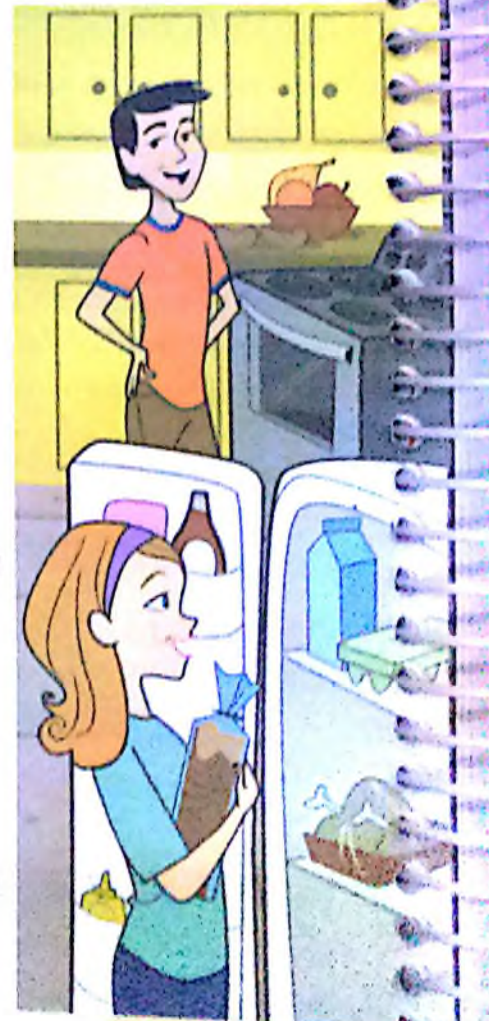
Yes! And let's put some (some / any) milk
in the eggs, too. How much (How much / How many)
milk do we need?

We just need a little (a little / a few) milk.

Do we want bread, too?

Yes, we do. And there's a lot of (a lot / a lot of)
bread here.

OK! Let's cook!



Unit 7 Review

This lesson reviews the grammar and vocabulary introduced in Unit 7.

Language chart review

These charts summarize the main grammar presented and practiced in Unit 7.

- Books closed. Write on the board:

Countable

There are ____.

I love / don't like ____.

How many ____?

some / any

a few

a lot of

Uncountable

There is ____.

I love / don't like ____.

How much ____?

some / any

a little

a lot of

- Elicit examples of countable nouns (*eggs, sandwiches, forks, etc.*) and uncountable nouns (*milk, cheese, mustard, etc.*) and write them on the board in two columns.
- Focus students' attention on the headings on the board.
- Call out a countable noun (*plate*) and point to *There are ____* under the *Countable* heading. Invite a volunteer to use the countable noun in combination with *There are ____* to make a sentence. Continue, calling on different volunteers, until you have practiced all of the words under both headings.
- Books open. Have students study the Language chart review.
- Remind students once again that *some* is used in positive sentences and *any* is used in questions and negative statements. Also remind students that numbers can be used with countable nouns only.
- Answer any questions students may have.

Exercises A through C (pages T-98 to T-99)

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

Exercise A

- Have a volunteer read the directions aloud.
- Tell students to complete the conversation with the correct word in parentheses.
- Have students work individually to complete the conversation.
- Check answers with the class.
- Have students practice the conversation in pairs.

Exercise B

- Have students read the directions and the examples.
- Explain that there are two parts to the task. First, students write questions with *How much* or *How many*, using the words given. Then, they write answers to the questions, using the picture in Part A on page 98.
- Have students work individually to complete the exercise.
- Check answers with the class.

Language chart review

This chart summarizes further grammar presented and practiced in Unit 7.

- Have students study the examples in the chart.
- Remind students that *would like* is a polite way to express *want*.
- Answer any questions students may have.

Exercise C

- Have students read the directions.
- Tell students to complete the conversation with the sentences in the box.
- Have students work individually to complete the conversation.
- Have students check their answers in pairs.
- Check answers with the class. Invite volunteers to read the completed conversation aloud.

Optional Unit Wrap-Up

- If students did the Review exercises for homework, check answers with the class.
- Have students work in pairs and choose a dish from the Writing activity on page 97. Students create a conversation with information about their dish. They should use the conversation in Exercise A and the questions in Exercise B as models. Invite one or two pairs to act out their conversation for the class.
- Have students work in groups of three or four. Each group creates a menu. Students then use the menu to create a conversation like the one in Exercise C. One student plays the role of the server. The others are customers and order foods from the menu.

Theme Project

- Assign the *At Home* section of the Unit 7 Theme Project on Student's Book page 132.

Workbook

- Assign the Unit 7 Check Yourself on Workbook page 50. (Workbook answers begin on page T-190.)

Extra Practice Worksheets

- Assign the Unit 7 Extra Practice worksheets starting on page T-154.

Extra Speaking Practice Worksheet

- Assign the Unit 7 Extra Speaking Practice worksheet on page T-171.

Arcade Activities

- Assign the Unit 7 Arcade activities found at: www.cambridge.org/connectarcade

Learning Log

- Assign the Unit 7 Learning Log. These can be downloaded from the Teacher Support Site at: www.cambridge.org/connect2e/teacher

Quiz

- Give the Unit 7 Quiz on page T-182.

Test

- Give the Unit 7 Test (Form A and / or Form B). These can be downloaded from the Teacher Support Site at: www.cambridge.org/connect2e/teacher

B Write questions about Betty and Jacob with *How much* or *How many*. Then look again at the picture in Part A, and answer the questions. Use *a few*, *a little*, or *a lot of*.

1. milk

Q: How much milk do they have?

A: They have a little milk.

4. fruit

Q: How much fruit do they have?

A: They have a little fruit.

2. potatoes

Q: How many potatoes do they have?

A: They have a few potatoes.

5. bread

Q: How much bread do they have?

A: They have a lot of bread.

3. chicken

Q: How much chicken do they have?

A: They have a lot of chicken.

6. eggs

Q: How many eggs do they have?

A: They have a lot of eggs.

Language chart review

would like

I'd like a sandwich.

Would you like a side order?

Yes, please. I'd like french fries.

No, thanks.

C Molly orders lunch. Complete the questions. Then write answers. Use the sentences in the box.

I'd like a chicken sandwich.

I'd like chocolate ice cream.

No, thanks.

Yes. I'd like a sandwich.

Yes. I'd like some ice cream.

Yes, please. I'd like apple juice.

Server Hi. Are you ready to order?

Molly Yes. I'd like a sandwich.

Server What kind of sandwich would you like ?

Molly I'd like a chicken sandwich.

Server Would you like a side dish? Maybe some french fries?

Molly No, thanks.

Server Would you like a drink?

Molly Yes, please. I'd like apple juice.

Server Would you like dessert?

Molly Yes. I'd like some ice cream.

Server What kind of ice cream would you like ?

Molly I'd like chocolate ice cream.








Go to page 132 for the Theme Project.

World weather





1 Vocabulary

A Match the symbols to the sentences describing weather and temperature. Then listen and practice.

Weather

1.  d a. It's cloudy.
2.  e b. It's rainy.
3.  c c. It's snowy.
4.  a d. It's sunny.
5.  b e. It's windy.

Temperature

6.  h f. It's cold.
7.  i g. It's cool.
8.  g h. It's hot.
9.  f i. It's warm.

B It's December. Look at the weather map, and complete the sentences with words from Part A. Then listen and practice.



1. It's cold and snowy in Moscow.
2. It's cold and windy in Chicago.
3. It's cool and rainy in Tokyo.
4. It's hot and sunny in Rio de Janeiro.
5. It's warm and cloudy in Cape Town.

C What kind of weather do you like?
What kind of weather don't you like?
Tell your classmates.

I like hot, sunny weather. I don't like ...

This lesson presents and practices words that describe weather conditions and What's the weather like?

1 Vocabulary

This exercise presents and practices words that describe weather conditions.

A CD2, Track 58

- Focus students' attention on the weather terms in red. Model the terms. As you say the words, ask students to call out the number of the appropriate weather icon or symbol.
- Write the weather terms on the board. Invite volunteers to draw the simple weather symbols next to the appropriate terms.
- Ask students to read the directions, look at the exercise, and read the example. Students work individually to complete the matching exercise.
- Play the recording. Students listen and verify their answers.

Audio script

Same as the sentences in the Student's Book.

- Check answers with the class.
- Play the recording again, or model the sentences. Students listen and repeat.

B CD2, Track 59

- Have students read the directions, the example, and the incomplete sentences.
- Give students several minutes to study the map. Ask: *Where is Tokyo on the map? Where is Rio de Janeiro? Where is Cape Town?* Students point to the cities.
- Have students work individually to complete the sentences with the appropriate weather terms.
- Play the recording. Students listen and verify their answers.

Audio script

Same as the sentences in the Student's Book.

- Check answers with the class. Invite volunteers to read their completed sentences aloud.
- Play the recording again, or model the sentences. Students listen and repeat.

C

- Ask students to read the directions and the example sentences.
- Write on the board: *What kind of weather do / don't you like?* Model the two sentences for students. Have each student ask four classmates these questions and take notes on their responses.
- Invite volunteers to share their classmates' responses with the class.
- **Optional** Play a round of "Tic-Tac-Toe." Draw a grid on the board. Fill in the nine squares with the nine weather terms from Part A. Divide the class into two teams, X and O. Teams take turns reading the terms in the squares of their choice and using them in appropriate sentences to earn squares for their teams. For example: *It's cloudy today. It's usually hot in July.* The first team with three squares in a row wins.

This unit introduces vocabulary and expressions for talking about weather conditions, bodies of water and landforms, countries and nationalities, and numbers.

This exercise presents and practices *What's the weather like?*

A CD2, Track 60

- Have students read the directions and study the photo. Ask: *What's Tommy doing?* (Chatting online.)
- Tell students that they will listen to a conversation between Tommy and his e-pal Josie about weather around the world.
- Play the recording. Students listen and read along.

Audio script

Same as the conversation in the Student's Book.

- Ask: *What kind of information does Tommy need?* (April weather around the world.) *Where does Josie live?* (In Santiago, Chile.)
- Ask: *What's the weather usually like in Santiago in April?* (Warm.) *What's the weather like today?* (Hot and sunny.) *Where is Josie going later?* (The park.)
- Play the recording again, or model the conversation. Students listen and repeat.
- **Optional** Have students practice in pairs.
- **Language Chart** Have students study the examples in the language chart. Tell students that the two question forms are slight variations of *What's the weather like?* Ask: *What words were added in the first question?* (In April.) *What word was added in the second question?* (Today.)
- Ask students what other types of words could be added to the question. (In Chile, in May, in the spring, etc.)
- Model the examples, pausing for students to repeat.

B CD2, Track 61

- Ask students to read the directions and the example. Tell students that they may refer back to Exercise 1A on page 100 to review the weather icons.
- Have students work individually to complete the questions and answers.
- Play the recording. Students listen and verify their answers.

Audio script

Same as the questions and answers in the Student's Book.

- Check answers with the class. Invite volunteers to read aloud one question and one answer each.
- Have students practice the conversations in pairs.

3 Speaking

This exercise practices asking about weather conditions.

- Ask students to read the directions aloud.
- Ask two volunteers to read the example conversation. Then ask two other volunteers to model the conversation, substituting a different month.
- Have students practice the conversation in pairs, asking and answering at least five questions.
- Ask students to share their results with the class. Ask random pairs to stand and act out their conversation. Students should not repeat any months. Continue until you have covered each of the twelve months. Ask the class if they agree with the answers.

- **Optional** Play a few rounds of a guessing game. Say: *It's (hot and sunny).* Students guess which month you have in mind by asking *What's the weather usually like in _____?* The first student who guesses correctly comes to the front and continues the activity.

Workbook

Assign the exercises on Workbook page 51. (Workbook answers begin on page T-190.)

Extra Grammar

Assign the exercises for the Extra Grammar, Lesson 29.

2 Language focus

A It's Sunday afternoon. Tommy is in an online chat room. Listen and practice.

What's the weather like?

What's the weather like in April?
It's usually rainy.

What's the weather like today?
It's warm and sunny today.

International Chat

Tommy: Hi, everyone! I'm doing my science homework. I need information about April weather around the world.

Josie: Hi, Tommy! I can help you.

Tommy: Great! Where do you live, Josie?

Josie: In Santiago, Chile.

Tommy: What's the weather like in Santiago in April?

Josie: It's usually warm. But it's not warm today.

Tommy: What's the weather like today?

Josie: It's hot and sunny. I want to go to the park later.

Tommy: That sounds fun! Thanks for your help! Sofia, can you help me, too? Where do you live?

Now in chat room:

- Tommy
- Sofia
- Lynn
- Garth
- Josie



B Complete more of Tommy's questions and answers from the chat. Listen and check. Then practice.

1. **Tommy** What's the weather like in Chicago in April?

Sofia It's usually warm and rainy.



2. **Tommy** What's the weather like in New York in April?

Lynn It's usually cool and cloudy.



3. **Tommy** What's the weather like in New York today?

Lynn It's cool and rainy today.



4. **Tommy** What's the weather like in Winnipeg in April?

Garth It's usually cold and snowy.



5. **Garth** What's the weather like in Darwin in April?

Tommy It's usually hot and sunny, but it's cool and cloudy now.



3 Speaking

Work with a classmate. Ask and answer questions about the weather in your town or city in different months.

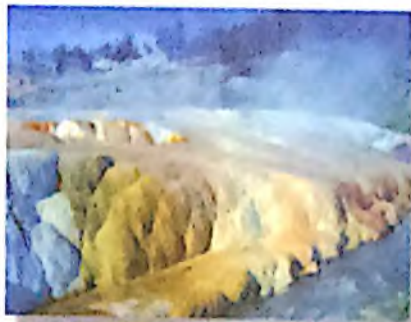
What's the weather like in Rio in February?

It's usually hot and sunny.

1 Vocabulary

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

- the Andes Mountains the Galápagos Islands Mammoth Hot Springs
 El Yunque Rain Forest the Jenolan Caves the Mississippi River



1. Mammoth Hot Springs are in Yellowstone National Park in the United States.



2. Some people live on houseboats on the Mississippi River.



3. The Galápagos Islands are in the Pacific Ocean.



4. The Jenolan Caves are in Australia.



5. El Yunque Rain Forest is in Puerto Rico.



6. People ski in the Andes Mountains.

B Kate loves the outdoors. Complete her sentences with the words in the box.

- cave hot spring island mountain rain forest river

- I want to go canoeing on a river.
- I want to climb a really big mountain.
- I want to take a boat ride around an island in the sea.
- I want to take pictures of birds and other animals in a rain forest.
- I want to see the inside of a big, underground cave.
- I want to sit and relax in a hot spring.

Lesson 30

Natural wonders

This lesson presents and practices the names of bodies of water and landforms and can (for possibility).

Review of Lesson 29

- Write the nine weather terms from Lesson 29 on the board. Review the words with students.
- Say the words in random order, without making any sound. Students “lip read” and call out the appropriate word.
- Write the following conversation on the board:
A: *What's the weather like today?*
B: *It's cloudy and cool.*
A: *Oh, I don't like cool weather.*
B: *Really? What kind of weather do you like?*
A: *Hot and sunny!*
- Have students practice the conversation in pairs, using their own information.
- Ask random students to report their partner's weather preferences – for example, *Billy likes hot and sunny weather.*

1 Vocabulary

This exercise presents and practices the names of some bodies of water and landforms.

A CD2, Track 62

- Focus students' attention on the words in red. Explain any words they are unsure of.
- Model the new words. Students listen and repeat.
- Ask students to look at the photos of the six scenic spots. Give students several minutes to study the photos and the incomplete sentences.
- Have students work individually to complete the sentences.
- Play the recording. Students listen and verify their answers.

Audio script

Same as the captions in the Student's Book.

- Check answers with the class. Invite volunteers to read the completed sentences.
- Play the recording again, or model the sentences. Students listen and repeat.
- **Optional** Call out the *Andes*. Students respond with *Mountains*. Continue until you have called out each word in the box. Continue the activity by reversing the order if desired.

Note: Explain to students that *the* is used with many names of geographical places. A few of the rules are as follows:

1. Use *the* with proper names of areas of water with the exception of lakes: *the Pacific Ocean, the Suez Canal, the Gulf of Mexico.*

2. Use *the* with countries whose names include words like *republic, states, or kingdom*: *the People's Republic of China, the United States, the United Kingdom.*
3. Use *the* with countries that have plural names: *the Philippines, the Netherlands.* Do not use *the* with countries that have singular names.
4. Use *the* with groups of islands and mountain ranges: *the Bahamas, the Himalayas.*
5. Do not use *the* with continents, cities, streets, or addresses.

B

- Ask students to read the directions. Then focus their attention on the words in the box and on the example sentence.
- Have students work individually to complete the sentences.
- Check answers with the class. Invite volunteers to come to the front to write their answers on the board.
- **Optional** Have students choose three of the activities in the sentences that they would like to do without telling anyone their choices. Have students work in pairs to guess what their partners would like to do, using the example below:

A: *You want to go canoeing on a river.*

B: *No, I don't.*

A: *You want to sit and relax in a hot spring.*

B: *Yes, I do.*

2 Language focus

This exercise presents and practices **can** (for possibility).

A CD2, Track 63

- Have students read the directions and look at the photo. Ask: *Where's Kate?* (Yellowstone National Park.) *What's she doing?* (Talking with a guide.)
- Explain *guide*. (A park worker who takes or directs tourists to places.)
- Play the recording. Students listen and read along.

Audio script

Same as the conversation in the Student's Book.

- Ask: *What three questions with can does Kate ask?* (What can you see on this trail? Can you see any animals? Can you buy any food around here?)
- Repeat the questions and ask random students to answer them. *What can you see on this trail?* (Mountains, hot springs, and rivers.) *Can you see any animals?* (Yes, you can.) *Can you buy any food around here?* (No, you can't.)
- Ask: *Who does you refer to in these questions?* (People in general.)
- Talk about the two uses of *can*. In the sentence *I can swim*, the ability to swim is expressed by *can*. In the sentence *You can swim in the river*, the fact that it is possible for people to swim in the river is expressed by *can*.
- Play the recording again, or model the conversation. Students listen and repeat.

- **Optional** Have students practice in pairs.
- **Language Chart** Focus students' attention on the first statement in the language chart. Ask: *How many You can . . . sentences are there in the conversation?* (Six.)
- Have students look at the two types of questions. Ask: *Which type takes a Yes / No answer, the first or the second?* (The second.) Have students find all the questions in the conversation that start with *Can you . . .*. Focus students' attention on the short answers to those questions.
- Model the examples, pausing for students to repeat.

B CD2, Track 64

- Ask students to read the directions, look at the chart, and read the example.
- Have students work individually to complete the exercise.
- Play the recording. Students listen and verify their answers.

Audio script

Same as the sentences in the Student's Book.

- Check answers with the class. Invite volunteers to read aloud one answer each.

3 Listening

In this exercise, students listen for different activities.

CD2, Track 65

- Ask students to read the directions and the activities in the chart.
- Tell students that they will listen to a conversation between Kate and a friend. Students should listen for the activities that exist near Kate's hometown.
- Play the recording. Students only listen.

Audio script

See page T-212.

- Play the recording again. Students listen and check the Yes or No box next to each activity.
- Play the recording once again. Students listen and verify their answers.
- Check answers with the class.

Workbook

Assign the exercises on Workbook page 52. (Workbook answers begin on page T-190.)

Extra Grammar

Assign the exercises for the Extra Grammar, Lesson 30.

2 Language focus

A Kate visits Yellowstone National Park. She's talking with a guide. Listen and practice.

Guide You can see a lot of amazing things in this park.

Kate So, what can you see on this trail?

Guide You can see some incredible mountains, hot springs, rivers . . .

Kate Can you see any animals?

Guide Yes, you can. You can see snakes and wolves. And sometimes you can see bears.

Kate I don't want to see any bears right now!

Guide And they don't want to see you!

Kate I'm hungry. Can you buy any food around here?

Guide No, you can't. You can buy food at hotels and at the souvenir shops. You were supposed to bring lunch!

Kate Oh, no! I forgot!

can (for possibility)

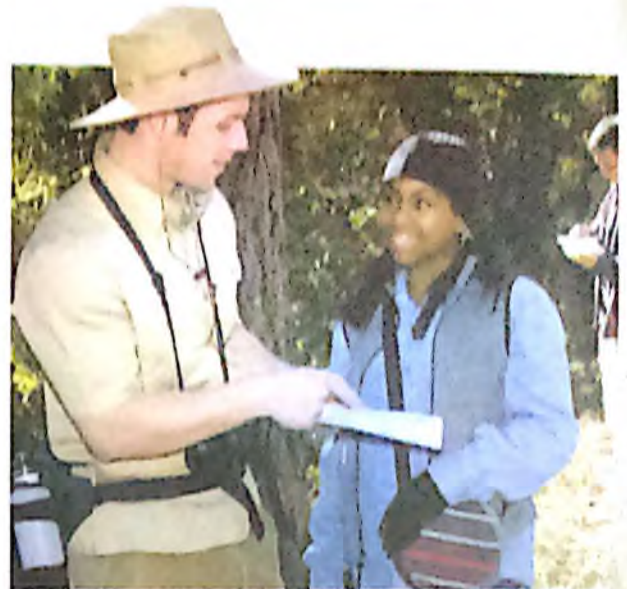
You can see a lot of amazing things. What can you see on this trail?

You can see some incredible mountains.




Can you buy any food around here?

Yes, you can.

No, you can't.



B What can you do at these parks? Look at the chart, and write sentences. Then listen and check.

Park Facilities and Activities					
Kent Park	✓		✓	✓	
Ranch Park		✓	✓		
Thunder Park	✓			✓	✓

- (Kent Park) You can go canoeing. You can go camping. You can see birds.
- (Ranch Park) You can go horseback riding. You can go camping.
- (Thunder Park) You can go canoeing. You can see birds. You can go swimming.

3 Listening

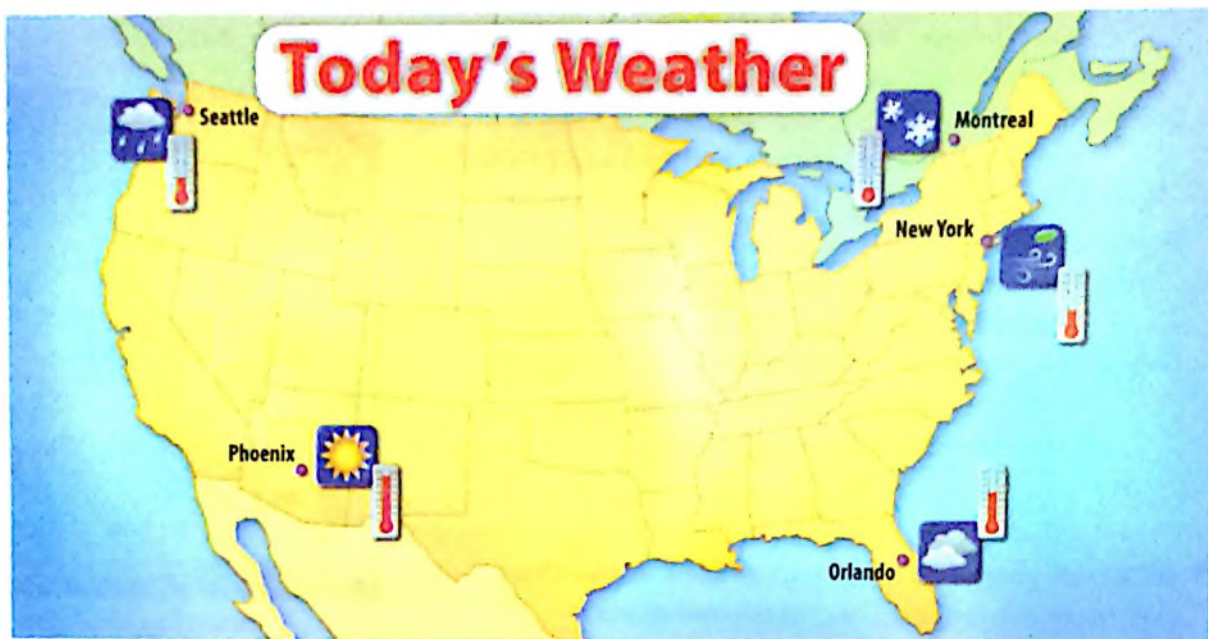
Can people do these activities near Kate's hometown? Listen and check (✓) Yes or No.

	Yes	No
1. go canoeing	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2. climb mountains	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3. visit caves	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4. go to hot springs	<input type="checkbox"/>	<input checked="" type="checkbox"/>
5. go dancing	<input checked="" type="checkbox"/>	<input type="checkbox"/>



1 Language check

A Look at the weather map for the United States and Canada. Write questions and answers about the weather in the cities.



- (Montreal) What's the weather like in Montreal?
It's cold and snowy.
- (Orlando) What's the weather like in Orlando?
It's warm and cloudy.
- (New York) What's the weather like in New York?
It's cool and windy.
- (Seattle) What's the weather like in Seattle?
It's cool and rainy.
- (Phoenix) What's the weather like in Phoenix?
It's hot and sunny.

B Match the words to complete the sentences.

- | | |
|---|---------------|
| 1. You can sit and relax in that <u>c</u> . | a. caves |
| 2. You can go canoeing on that <u>e</u> . | b. beach |
| 3. You can climb that <u>d</u> . | c. hot spring |
| 4. You can go underground in those <u>a</u> . | d. mountain |
| 5. You can go dancing in <u>f</u> . | e. river |
| 6. You can go swimming at the <u>b</u> . | f. town |

This lesson reviews the language presented and practiced in Lessons 29 and 30.

1 Language check

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

A

- Focus students' attention on the weather map. Ask a few questions about the location of the cities on the map – for example, *Is Montreal in Canada or in the United States? (It's in Canada.)*
- Invite a volunteer to read the directions and the example question and answer.
- Students work individually to write the questions and answers.
- Check answers with the class. Invite pairs of students to read the questions and answers aloud.
- **Optional** Have students work in pairs to read all the questions and answers. Have each pair create one original question and answer about the weather in a city in their country.

B

- Invite a volunteer to read the directions and the example aloud.
- Have students work individually to complete the exercise.
- Check answers with the class. Invite volunteers to read aloud the two parts of each sentence.

C

- Have students read the directions, look at the pictures, and then read the conversation.
- Explain *vacation plans*. (Where people will go on vacation and what they will do there.)
- Say the sentences below. Ask students to say *True* if the sentences are correct and *False* if they are incorrect.
 1. *Jesse thinks the park sounds really interesting.* (False.)
 2. *You can see bats in the caves at the park.* (True.)

3. *You can swim at the beach.* (True.)
4. *You can't see an island.* (False.)
5. *Jesse wants to go.* (True.)

- Have students work individually to complete the conversation.
- Check answers with the class.
- Have students practice the conversation in pairs.

2 Listening

In this exercise, students listen for the order of five places.

CD2, Track 66

- Have students look at the photo and read the directions and the list of places.
- Explain to students that they will listen to a TV show that features a guide in Japan talking about her adventures during a tour. Students should listen for the order of the places the guide talks about.
- Play the recording. Students only listen.

Audio script

See page T-212.

- Play the recording again. Students listen and number the places in the order the guide talks about them.
- Play the recording once again. Students listen and verify their answers.
- Check answers with the class. Write the words on the board. Invite volunteers to come to the board to write their answers.

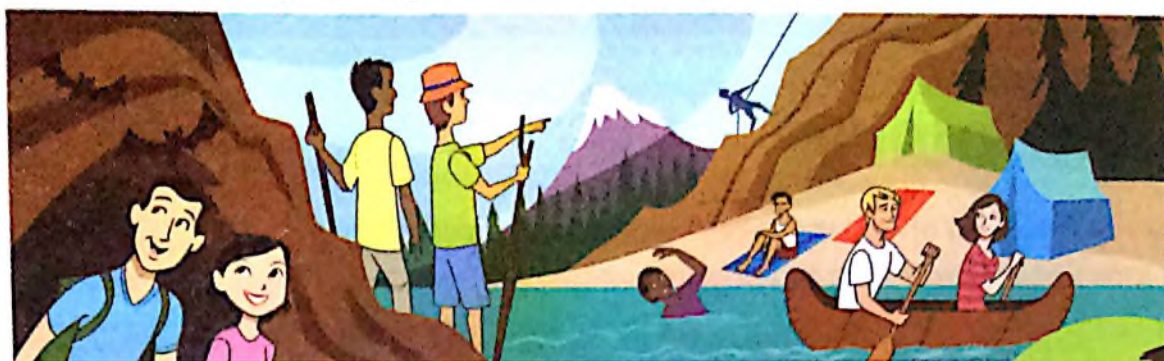
Workbook

Assign the exercises on Workbook page 53. (Workbook answers begin on page T-190.)

Game

Assign the game on Student's Book page 121.

C Jesse and his father talk about vacation plans. Complete their conversation with *you can*, *you can't*, *what can you*, and *can you*.



Jesse I don't know, Dad. The park sounds a little boring.

Mr. Willis Boring? The park sounds really interesting!

Jesse But what can you do there?

Mr. Willis You can do a lot of things.

You can hike and camp . . .

Jesse You can hike and camp here in our town!

Mr. Willis Yes, you can. But can you climb mountains in our town? Can you see caves in our town?

Jesse No, you can't. Maybe the park is OK. Can you see bats in the caves?

Mr. Willis Yes, and you can see them fly out of the caves at night. There's also a great beach.

Jesse What can you do at the beach? _____

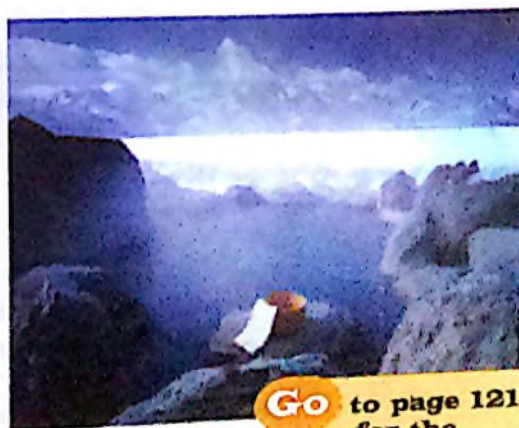
Mr. Willis You can go swimming. Or you can take a boat ride to an island.

Jesse OK. I want to go. Let's tell Mom we have a plan!

2 Listening

Jesse and his father watch *Adventure Vacations* on TV. This week's show is in northern Japan. Listen and number the places in the correct order.

- 5 cave
- 3 hot spring
- 4 island
- 1 mountain
- 2 river



Go to page 121 for the Game.

1 Vocabulary

A Can you say "hello" in other languages? Match the languages to the correct greetings. Then listen and practice.

- | | | | |
|--------------------|------------------------|-----------------|------------------|
| 1. Arabic <u>c</u> | 4. Italian <u>a</u> | a. Buon giorno! | d. Geia sou! |
| 2. German <u>f</u> | 5. Portuguese <u>b</u> | b. Olá! | e. Zdravstvuite! |
| 3. Greek <u>d</u> | 6. Russian <u>e</u> | c. Ahalan! | f. Guten Tag! |

B Tommy meets a lot of friends online. Where are they from? Complete their sentences with the words in the box. Then listen and practice.

Germany Greece Italy Morocco Portugal Russia



1. My name is Khalil.
I live in Morocco.
"Ahalan!"



2. I'm Karl. I live in Germany.
"Guten Tag!"



3. "Buon giorno!"
I'm Carlotta. I live in Italy.



4. "Geia sou!" I'm
Christina. I live in Greece.



5. I'm Ivan. I live in Russia.
"Zdravstvuite!"



6. I'm Emilia. I live in Portugal. "Olá!"

C Work with a classmate. Look at Part B. Ask and answer questions about where Tommy's friends are from and what languages they speak.

Is Ivan from Russia?

Yes, he is.

Does Emilia speak Italian?

No, she doesn't. She speaks Portuguese.

**Lesson
31**

World of friends

This lesson presents and practices the names of several countries and nationalities and Who + (verb) . . . ?

Review of Lesson 30

- Write the six vocabulary words from Lesson 30 on the board. Review with students.
- Write on the board: *I want to go to a / an _____.* Ask students to complete and write this sentence on a slip of paper. Then ask them to walk around the room, repeating this sentence until they find a classmate with the same sentence. Ask random students to share their results with the class: _____ and *I want to go to a / an _____.*
- Divide the class into two teams or into three or four smaller groups. Read the words below. Teams compete to unscramble the words into statements or questions. Each team elects a representative to write the answer on the board. The first team to do so correctly wins a point for the team.

Note: Before reading the words, tell students if it is a statement or a question.

Statement: *hike, rain, can, forest, in, a, you* (You can hike in a rain forest.)

Question: *do, island, can, an, you, on, what* (What can you do on an island?)

Question: *you, bears, a, can, see, cave, in* (Can you see bears in a cave?)

Question: *bats, can, night, you, at, see* (Can you see bats at night?)

1 Vocabulary

This exercise presents and practices the names of several countries and nationalities.

A CD2, Track 67

- Ask students to read the directions.
- Model the names of the languages for the students.
- Have students work individually to match the languages to the correct greetings. Tell them to leave blank any of those that they are unable to do.
- Play the recording. Students listen and verify their answers, matching any remaining items.

Audio script

Same as the words in the Student's Book.

- Check answers with the class. Ask pairs of students to stand and say the language and the greeting.
- Play the recording again, or model the languages. Students listen and repeat.

B CD2, Track 68

- Ask students to read the directions and the words in red in the box. Read the names of the countries. Ask students to call out the corresponding nationalities.
- Focus students' attention on the photos and the incomplete sentences.
- Have students work individually to complete the sentences with the words in the box.
- Play the recording. Students listen and verify their answers.

Audio script

Same as the sentences in the Student's Book.

- Check answers with the class.
- Play the recording again, or model the sentences. Students listen and repeat.
- **Optional** Ask random students to stand and read the sentences.

C

- Ask students to read the directions.
- Model the example conversation with a volunteer. Then ask two other volunteers to model the conversation, using questions of their own.
- Have students ask and answer questions in pairs.

2 Language focus

This exercise presents and practices **Who + (verb) ... ?**

A CD2, Track 69

- Ask students to read the directions and look at the photo. Ask students if they or any of their friends have e-pals. Tell students they will listen to Claudia ask Tommy about his online friends.
- Play the recording. Students listen and read along.

Audio script

Same as the conversation in the Student's Book.

- Ask: *Who wants some new e-pals?* (Claudia.) *Who plays soccer?* (Karl and Emilia.) *Who lives in Germany?* (Karl.)
- Play the recording again, or model the conversation. Students listen and repeat.
- **Optional** Have students practice in pairs.
- **Language Chart** Have students study the examples in the language chart. Explain that if *Who* is followed by a verb, the verb will have an *-s* ending.
- Tell students to focus on the answers to the two questions. Ask: *Do we use do or does in the answer?* (It depends on the subject in the answer.) Review the usage of *do* and *does*. Call out the following pronouns: *you, he, we, she, it, they*. Students respond with *do* or *does*.
- Model the examples, pausing for students to repeat.

B CD2, Track 70

- Focus students' attention on the directions and the e-mail messages. Ask: *Who is the first e-mail from?* (Khalil.) *How about the second?* (Christina.)
- Tell students that they should read the e-mail messages again and complete the questions and answers.
- Have students work individually to complete the exercise.
- Play the recording. Students listen and verify their answers.

Audio script

Same as the questions and answers in the Student's Book.

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

3 Listening

In this exercise, students listen for the names of e-pals and their hobbies.

CD2, Track 71

- Tell students that they will listen to Tommy and Rafael talk about Tommy's e-pals' hobbies. Students should listen for who does which hobby.
- Play the recording. Students only listen.

Audio script

See page T-212.

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

Workbook

Assign the exercises on Workbook page 54. (Workbook answers begin on page T-190.)

Extra Grammar

Assign the exercises for the Extra Grammar, Lesson 31.

2 Language focus

A Claudia wants new e-pals. She asks Tommy about his online friends. Listen and practice.

Claudia Can you help me find some new e-pals?

Tommy Well, maybe you can write to my e-pals. Karl, Emilia, Ivan, and Carlotta are really interesting.

Claudia Do they like sports?

Tommy Sure. One of them plays tennis, two of them play soccer, and . . .

Claudia Who plays soccer?

Tommy Karl and Emilia do. Karl lives in Germany. The others live in Greece, Morocco, Italy . . .

Claudia Oh! Who lives in Italy?

Tommy Carlotta does.

Claudia Great! I'll write to Karl and Carlotta. I love soccer, and I want to learn German and Italian.

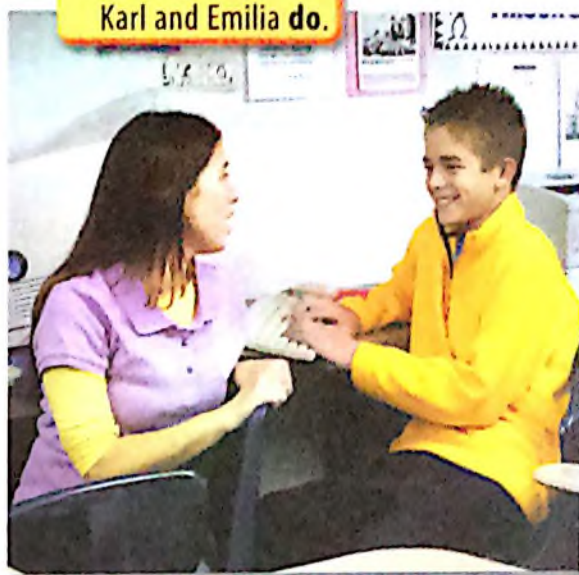
Who + (verb) . . . ?

Who lives in Italy?

Carlotta does.

Who plays soccer?

Karl and Emilia do.



B Read these messages from Tommy's newest e-pals. Write questions and answers. Listen and check. Then practice.

From: Khalil

I like music, and I watch a lot of American movies. I go camping a lot. Do you like to go camping?

From: Christina

I live near beautiful islands. You can swim and relax on the beach. I like music. I play the guitar and the piano.

- Who lives near beautiful islands?
- Who watches movies?
- Who plays the guitar?
- Who goes camping?
- Who likes music?

Christina does.

Khalil does.

Christina does.

Khalil does.

Both Christina and Khalil do.

3 Listening

Tommy talks about his e-pals, Ivan, Emilia, and Christina. Who does these things? Listen and check (✓) the correct name or names.

	Ivan	Emilia	Christina
1. take photographs	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2. speak four languages	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. swim every day	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
4. play the guitar	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

1 Vocabulary

A Listen and practice.

100 one hundred
1,000 one thousand
10,000 ten thousand
100,000 one hundred thousand

167 one hundred and sixty-seven
2,412 two thousand, four hundred and twelve
85,000 eighty-five thousand
960,102 nine hundred sixty thousand,
one hundred and two

B Listen and practice.

154 17,000 20,000 25,000 90,000 100,000

C This Sunday is International Day at school. Students are giving presentations. Listen and complete their sentences with the correct numbers from the box in Part B.



Australia

1. Every year, 25,000 people run from Sydney to Bondi Beach in the Fun Run.



Colombia

2. There are 17,000 kinds of birds in my country.



Puerto Rico

3. There are 100,000 people in the city of Guaynabo.



Brazil

4. 90,000 people can watch a soccer game in Maracanã Stadium.



U.S.A.

5. There are 154 national forests in the United States.



Canada

6. There are 20,000 "Mounties" – a special group of police officers – in Canada.

Lesson 32

International Day

This lesson presents and practices numbers higher than 101 and What + (noun) . . . ?

Review of Lesson 31

- Call out the foreign language greetings from Lesson 31. Students respond with the name of the language. Then call out the languages one by one. Students respond with the appropriate country.
- On the board, write: *Karl lives in Germany. Christina plays the guitar. Carlotta speaks Italian. Khalil likes music.*
- Ask students to make questions using *Who + (verb) . . . ?* for the answers on the board without looking back at Lesson 31.
- Invite volunteers to write one answer each on the board.

1 Vocabulary

This exercise presents and practices numbers higher than 101.

A CD2, Track 72

- Focus students' attention on the numbers.
- Play the recording. Students listen.

Audio script

Same as the numbers in the Student's Book.

- Play the recording again. Students listen and repeat.
- Write the eight numbers on the board. Point to them randomly, one by one. Students respond chorally with the correct number. Conduct the activity individually for extra practice if desired.

Note: Explain to students that the numbers can be read with or without the word *and* inserted before the last one or two digits. If the first of the last two digits is zero, the *and* comes before the last digit – for example, *one hundred and two*. If it is not, the *and* comes before the last two digits; for example, *four hundred twelve* may also be read as *four hundred and twelve*.

B CD2, Track 73

- Focus students' attention on the numbers in red in the box.
- Play the recording. Students only listen.

Audio script

Same as the numbers in the Student's Book.

- Play the recording again. Students listen and repeat.
- Write the number 154 on the board.
- Have a volunteer read the number in two ways. (One hundred and fifty-four and one hundred fifty-four.)

C CD2, Track 74

- Ask students to read the directions. Explain *presentations*. (Oral reports.) Then focus students' attention on the photos.
- Tell students that they will listen to the presentations and should fill in the blanks with the correct numbers from the box in Part B.
- Play the recording. Students only listen.

Audio script

Same as the sentences in the Student's Book.

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

2 Language focus

This exercise presents and practices *What + (noun) ... ?*

A CD2, Track 75

- Ask students to read the directions and look at the photo. Ask: *Who is talking in the conversation?* (Claudia and Mr. Baker.) *Who is Mr. Baker?* (Zach's father.)
- Play the recording. Students listen and read along.

Audio script

Same as the conversation in the Student's Book.

- Write four times on the board: *What ___ do ___ ?* Say: *Mr. Baker asked Claudia four of these kinds of questions. What were they?* (What school subjects do you like? What sports do you play? What sports does he like? What sports do they play?)
- Invite volunteers to come to the board to complete the questions.
- Ask: *What other What ... ? questions do you know?* (What's your name? What are you doing? What color is it? What time is it?)
- Play the recording again, or model the conversation. Students listen and repeat.
- **Optional** Have students practice in pairs.
- **Language Chart** Have students study the three examples in the language chart. Ask: *What are the nouns in each question?* (Subjects, sports.) *How about the verbs?* (Like, play.)
- Ask: *Which pronouns take do?* (I, you, we, they.) *Which pronouns take does?* (He, she.) *Which pronouns do you see in the answers?* (I, he, they.)
- Model the examples, pausing for students to repeat.

B CD2, Track 76

- Have volunteers read the directions and the example aloud.
- Fill in the second blank together as a class.
- Have students work individually to complete the conversation.
- Play the recording. Students listen and verify their answers.

Audio script

Same as the conversation in the Student's Book.

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

3 Speaking

This exercise practices talking about personal preferences.

- Focus students' attention on the directions and the words in the box. Tell students they may use the words in the box or their own ideas.
- Ask students to give one example for each word in the box.
- Invite a volunteer to model the conversation with you, following the example.
- Have students work in pairs to ask and answer questions. Encourage them to ask about as many topics as possible.

Workbook

Assign the exercises on Workbook page 55. (Workbook answers begin on page T-190.)

Extra Grammar

Assign the exercises for the Extra Grammar, Lesson 32.

2 Language focus

A Zach's father, Mr. Baker, asks Claudia some questions. Listen and practice.

Mr. Baker Great presentation, Claudia! Are there really 17,000 species of birds in the Colombian rain forest?

Claudia At least! Some scientists think there are 20,000. And there are 130,000 species of plants.

Mr. Baker You know a lot, Claudia! What school subjects do you like?

Claudia I like math and science.

Mr. Baker And Zach says you're athletic. What sports do you play?

Claudia Well, I play soccer, Ping-Pong, basketball, tennis . . .

Mr. Baker Wow! And your brother? What sports does he like?

Claudia He doesn't like sports.

Mr. Baker What about your parents? What sports do they play?

Claudia Well, they play tennis and golf. My father plays golf 365 days a year!

What + (noun) . . . ?

What subjects do you like?
I like math and science.

What sports does he like?
He doesn't like sports.

What sports do they play?
They play all sports.



B Now Mr. Baker talks with Rafael. Complete their conversation. Listen and check. Then practice.

Mr. Baker What sports do you like, Rafael?

Rafael I like soccer, tennis, and basketball. How about you?

What sports do you like, Mr. Baker?

Mr. Baker Oh, I like all sports, especially baseball.

Rafael I want to introduce you to my father, but his English isn't very good.

Mr. Baker What language does he speak? Portuguese?

Rafael Yes. He speaks Portuguese and some Spanish.

Mr. Baker Great! I speak a little Spanish, too. Let's find him!

3 Speaking

Ask your classmates questions. Use the words in the box or your own ideas.

colors music groups **subjects** video games
foods sports **TV shows**

What sports do you like?

I like basketball.

Get Connected

UNIT 8

Read



A Read the article quickly. Check (✓) the main idea.

- 1. The air is dirty and the oceans are rising.
- 2. Global warming is a big problem, but everyone can help.
- 3. It's hotter these days and many animals are dying.

Global Warming

Look around you. What's the weather like these days? In many places like Antarctica and Greenland it's usually cold, but now it's hotter. The ice in these cold places is **melting**, and the water in the oceans is **rising**. The air is **dirty**. Many species of plants and animals are **dying**. This is a serious problem and it has a name – *global warming*.

Can we stop global warming? Yes, we can. Scientists think there's still time to **save** our incredible planet. So, what can we do? Here are some ideas:

- Use less water, paper, and electricity.
- Walk, bike, or take the bus – don't drive.
- **Recycle** paper and **plastic** items.
- Ask your classmates, friends, and family for ideas.

And don't forget . . . our actions can save the world for many years to come. Let's start today.



Go to page 125 for the Vocabulary Practice.

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

C Answer the questions.

1. What's the weather usually like in Greenland? It's usually cold.
2. What's the ice doing in cold places? It's melting.
3. What's the air like around the world? It's dirty.
4. Can we stop global warming? Yes, we can.
5. What can you do to help? Name one thing. (Answers will vary.) Use less water, paper, and electricity. / Walk, bike, or take the bus – don't drive. / Recycle paper and plastic items.

Unit 8

Get Connected

This lesson practices reading, listening, and writing skills.

Review of Lesson 32

- Write any 20 numbers between 100 and 999,999 in random order on the board. Ask three or four students to come to the board. Give each student a piece of chalk or a whiteboard marker. Call out one of the numbers. The first student to circle the correct number continues with the next group of students.
- Divide the class into four groups. Assign each group one of the following categories: *foods, sports, subjects, colors*. Write on the board: *What _____ do you like?* Have students use the model question to find a classmate who shares a common preference.

Read

This exercise practices reading for information about weather and the environment.

A

- Have students look at the photos. Ask: *What do you see in the photos?* (A place with a lot of ice and a person on a bicycle in a city.)
- Focus students' attention on the title of the article. Write the term *global warming* on the board. Ask: *Do you know what global warming means?* Elicit that it refers to the idea that Earth's atmosphere is getting warmer and that the weather is changing as a result.

Culture Note

Greenland is at the center of the problem of global warming. It is the fastest warming place on our planet. The average temperature in Greenland has risen 4 degrees in the last ten years. Compare this with a 1.4-degree increase in temperatures worldwide since 1880. If all of Greenland's ice melted, sea levels would rise by 20 feet. This means that as many as 100 million people around the world who live in coastal areas could lose their homes. More than a million different species of animals are in danger of extinction because of the changes to their habitat caused by global warming.

into water]; rise: to move from a lower to a higher place; dirty: not clean; die: not to live anymore; save: to rescue from harm; recycle: to reuse [or use again] for a different purpose – for example, tires are recycled and made into shoes; plastic: an artificially made material that people can make into many different objects – for example, plates, utensils, raincoats, bottles, and toys are all made of plastic.)

As an alternative, have students use their dictionaries to find the meanings of the new vocabulary words.

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

Audio script

Same as the article in the Student's Book.

Get Connected Vocabulary

Have students do the exercise on Student's Book page 125 in class or for homework. (Get Connected Vocabulary answers are on page T-125.)

C

- Invite a volunteer to read the directions and the first question aloud.
- Ask: *What's the weather usually like in Greenland?* Elicit the answer. (It's usually cold.)
- Have students work individually to answer the questions.
- Have students check their answers in pairs.
- Check answers with the class. Invite volunteers to read aloud one answer each.
- **Optional** Elicit several different answers for question 5 with different suggestions for controlling global warming. List the ideas on the board. Ask students: *Which of these things are you doing now?* Check the things that students are already doing.

- Invite a volunteer to read the directions and the statements aloud. Remind students that they should read quickly to find the main idea and that they should not read every word carefully.
- Have students work individually to read the article quickly and check the main idea. Do not check answers at this point.

B CD2, Track 77

- Invite a volunteer to read the directions aloud. Remind students that they should read slowly and carefully, and concentrate on getting the meaning of the entire text.
- List the new vocabulary words on the board: *melt, rise, dirty, die, save, recycle, plastic*. Explain their meaning. (Melt: to turn from a solid into a liquid [point to the picture for an example of ice melting and turning

Listen

In this exercise, students listen for information about projects for a science fair.

A CD2, Track 78

- Focus students' attention on the photo. Ask: *Where are these students? (Probably in a classroom.) What are they doing? (A project or homework.)*
- Tell students they will listen to two friends, Isabel and Jeff, talk about their science projects.
- Have students read the first question and the example answer.
- Play the recording. Students only listen.

Audio script

See page T-213.

- Play the recording again. Students listen and answer the questions.

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

B

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

Write

In this exercise, students answer questions and write a paragraph about global warming and the things they can do to help our planet.

A

- Invite a volunteer to read the directions and the questions aloud.
- Tell students you will give them 30 seconds to think of one thing they can do to help our planet. Then have each student tell a student sitting nearby his or her idea.
- Have students work individually to answer the questions.
- **Optional** Have students ask and answer the questions in pairs.

Teaching Tip

When possible, give students very precise time limits for tasks and then keep track of the time. Stop them as soon as the time is up. This helps students focus on the task and get to work quickly. A class that moves at a brisk pace is more interesting and easier to control.

B


- Invite a volunteer to read the directions aloud. Tell students that they will use their answers in Part A to help them write about global warming and the things they can do to help our planet.
- Have students work individually to write their paragraph.
- Invite several volunteers to read their paragraphs to the class.
- **Optional** Have students work in groups of four and read each other's paragraphs. Write these questions on the board for students to answer: *How many different ideas does your group have for helping our planet? How many people in your group think we can save our planet?*

Workbook

Assign the exercises on Workbook page 56. (Workbook answers begin on page T-190).

That's a really serious problem.

Listen

A  Jeff and Isabel talk about their projects. Listen and answer the questions.

1. What's Isabel making? She's making a poster.
2. Who's doing a project for the science fair? Isabel is.
3. Who can enter the recycling contest? Everyone can enter.
4. What can the winners of the contest do? They can go see the TV show Save the Planet.
5. Who wants to enter the contest? Isabel does.



B What do you think? Answer the questions. Give reasons.

(Answers will vary.)

1. Do you think global warming is a serious problem? _____
2. Is recycling a good idea? _____
3. Do you think students can help save the planet? _____
4. Would you like to enter a recycling contest? _____
5. Do you think TV shows about our planet are interesting? _____

Your turn

Write

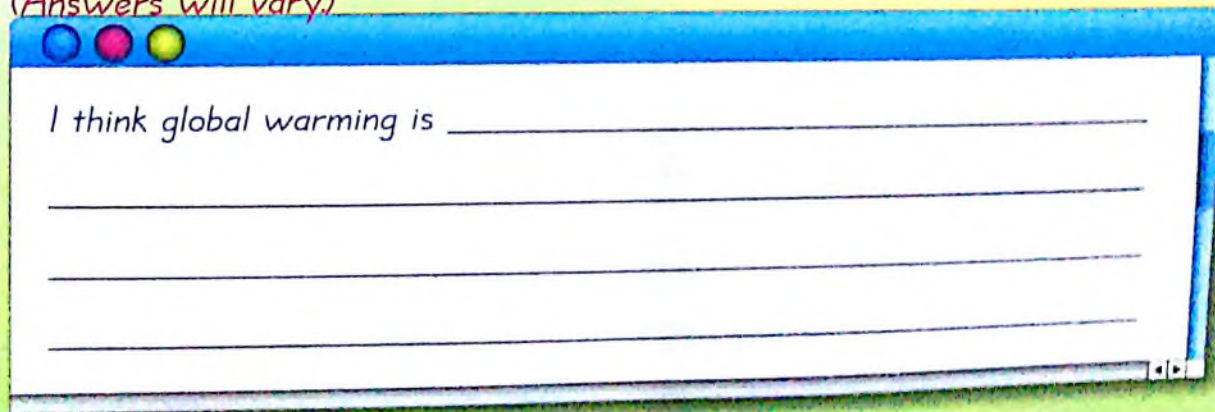
A Think about some things you can do to help our planet. Answer the questions.

(Answers will vary.)

1. What do you think about global warming? _____
2. What's one thing you can do to help? _____
3. What's one thing your family can do to help? _____
4. What can you and your classmates do to help? _____
5. Do you think there's still time to save our planet? _____

B Write about your plans to help the planet. Use the answers in Part A to help you.

(Answers will vary.)



I think global warming is _____

Language chart review

Who + (verb) ... ?

Who goes camping a lot?
I do.
Pablo does.
Sarah and Tim do.

What + (noun) ... ?

What colors do you like?
I like blue and yellow.
What languages does he speak?
He speaks French and Italian.

A Look at the pictures. Write questions and answers about the people.



Ken



Vicky



Sonya and Miguel



Marc



Kwan and Dave



Betsy

1. speak Italian

Q: Who speaks Italian?

A: Ken does.

2. have a pet parrot

Q: Who has a pet parrot?

A: Marc does.

3. eat a lot of ice cream

Q: Who eats a lot of ice cream?

A: Betsy does.

4. live on a houseboat

Q: Who lives on a houseboat?

A: Sonya and Miguel do.

5. like to play soccer

Q: Who likes to play soccer?

A: Vicky does.

6. collect comic books

Q: Who likes to collect comic books?

A: Kwan and Dave do.

Unit 8 Review

This lesson reviews the grammar and vocabulary introduced in Unit 8.

Language chart review

These charts summarize the main grammar presented and practiced in Unit 8.

- Books closed. Write on the board:

Who + (verb)...?

What + (noun)...?

- Focus students' attention on the two types of questions on the board. Elicit several examples of nouns and verbs.

- Tell students you will say a series of questions with the first word missing. Have students listen and tell you whether to use *Who* or *What* to start each question. Then have them identify the verb or the noun that helped them decide which word to use and whether that word is a verb or a noun.

_____ *collects T-shirts?* (Who collects T-shirts? verb)

_____ *sports does he play?* (What sports does he play? noun)

_____ *eats a lot of ice cream?* (Who eats a lot of ice cream? verb)

_____ *foods do you like?* (What foods do you like? noun)

- Books open. Have students study the examples in the Language chart review.
- Invite volunteers to ask a classmate one of the two types of questions featured in the charts.
- Answer any questions students may have.

Exercises A through C (pages T-112 to T-113)

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

Exercise A

- Have a student read the directions and look at the pictures and the captions.
- Have students work individually to write questions and answers about the people in the pictures.
- Check answers with the class. Invite volunteers to read aloud one question and answer each.

Exercise B

- Have a volunteer read the directions and the example question and answer.
- Explain that there are two parts to the task. First, students look again at Part A on page 112 and write *What . . . ?* questions with the words given. Then, they write answers to the questions.
- Have students work individually to write *What . . . ?* questions using the words given.
- Have students work individually to write answers to the questions.
- Check answers with the class.
- Have students ask and answer the questions in pairs.

Language chart review

These charts summarize further grammar presented and practiced in Unit 8.

- Have students study the examples in the charts.
- Remind students that to ask about the weather in a particular month in a particular place, they use *in . . . in . . .* (What's the weather like in May in New York?)
- Remind students also that both the question and answer in the *Can . . . ?* pattern use the pronoun *you* because *you* refers to both a person or to people in general.
- Answer any questions students may have.

Exercise C

- Have students read the directions.
- Tell students that they should look at the language charts to help them.
- Have students work individually to complete the conversation.
- Have students check their answers in pairs.
- Check answers with the class. Invite volunteers to read the conversation aloud.

Optional Unit Wrap-Up

- If students did the Review exercises for homework, check answers with the class.
- Assign each student one phrase from Exercise A – for example: *speak Italian, have a pet parrot, etc.* Students make a *Yes / No* question with the phrase: *Do you speak Italian? Do you have a pet parrot?, etc.* They walk around the room and ask other students their question. Set a time limit for the activity. When the time is up, ask students questions with *Who*. (*Who has a pet parrot?*) Students answer with the classmates' names and *do or does*.
- Have students work individually to write questions such as the ones in Exercise B, using their classmates' names. Students ask the questions and classmates answer.

Theme Project

- Assign the *At Home* section of the Unit 8 Theme Project on Student's Book page 133.

Workbook

- Assign the Unit 8 Check Yourself on Workbook page 57. (Workbook answers begin on page T-190.)

Extra Practice Worksheets

- Assign the Unit 8 Extra Practice worksheets starting on page T-155.

Extra Speaking Practice Worksheet

- Assign the Unit 8 Extra Speaking Practice worksheet on page T-172.

Arcade Activities

- Assign the Unit 8 Arcade activities found at: www.cambridge.org/connectarcade

Learning Log

- Assign the Unit 8 Learning Log. These can be downloaded from the Teacher Support Site at: www.cambridge.org/connect2e/teacher

Quiz

- Give the Unit 8 Quiz on page T-183.

Test

- Give the Unit 8 Test (Form A and / or Form B). These can be downloaded from the Teacher Support Site at: www.cambridge.org/connect2e/teacher

B Look again at Part A. Write *What* questions with the words. Then answer the questions.

1. dessert / Betsy / like

Q: *What dessert does Betsy like?*

A: *She likes ice cream.*

2. instrument / Marc / play

Q: *What instrument does Marc play?*

A: *He plays the guitar.*

3. game / Sonya and Miguel / like

Q: *What game do Sonya and Miguel like?*

A: *They like cards.*

4. languages / Ken / speak

Q: *What languages does Ken speak?*

A: *He speaks English and Italian.*

5. sport / Vicky / play

Q: *What sport does Vicky play?*

A: *She plays soccer.*

6. color / Kwan and Dave / like

Q: *What color do Kwan and Dave like?*

A: *They like orange.*

Language chart review

What's the weather like?

What's the weather like?

It's usually sunny.

What's the weather like?

It's cool and rainy.

can (for possibility)

What can you do here?

You can go hiking.

Can you see any animals?

Yes, you can. / No, you can't.

C Betsy asks Sonya about life on a houseboat. Look again at the language charts. Then complete the conversation.

Do you like living on a houseboat in Florida, Sonya?

Well, yes, I do. It's a lot of fun.

What's it like? What can you do on a houseboat?

A lot of things! You can go swimming,

and you can go canoeing.

What's the weather like in Florida?

Is it always warm?

Yes, it's usually warm. Actually, today it's very hot!

Wow! What can you do in Florida?

Well, you can visit Miami. It's a great city.

What can you do there?

You can go to the Miami Aquarium. It's an interesting place.

What can you see there?

You can see a lot of fish and learn about the ocean.

Wow! That's fascinating. I want to go to Florida.

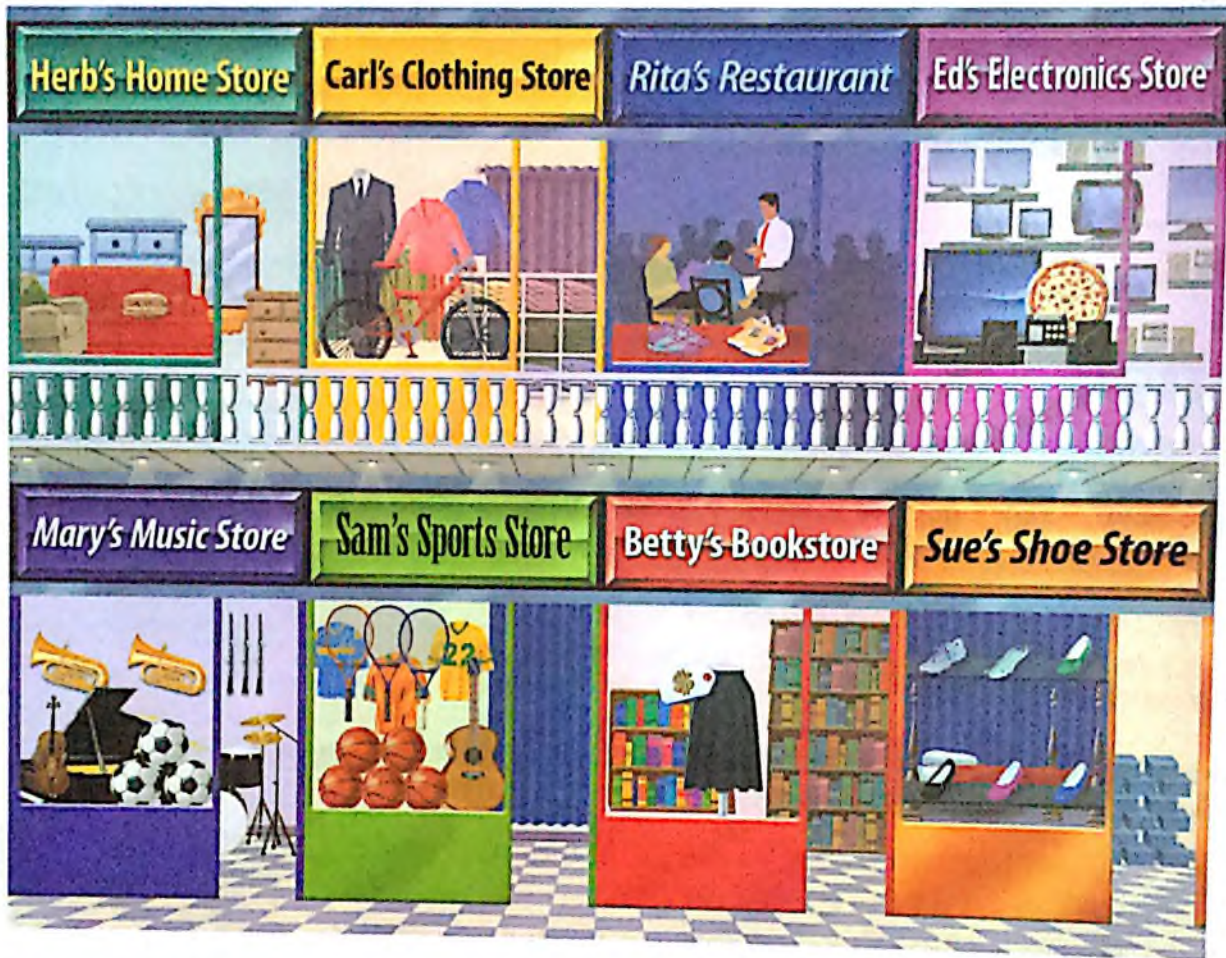


Go to page 133
for the
Theme Project.

Unit 1

Game What's wrong?

Work with a classmate. What's wrong with the picture? Write sentences with the words in the box. The pair that finishes first is the winner.



- | | | | |
|----------------------------------|---------------------------------|--|---------------------------------------|
| <input type="checkbox"/> bed | <input type="checkbox"/> guitar | <input checked="" type="checkbox"/> sandwich | <input type="checkbox"/> sneakers |
| <input type="checkbox"/> bicycle | <input type="checkbox"/> pizza | <input type="checkbox"/> skirt | <input type="checkbox"/> soccer balls |

1. There's a sandwich in the home store.
2. There's a bicycle in the clothing store.
3. There are shoes in the restaurant.
4. There's a pizza in the electronics store.
5. There are soccer balls in the music store.
6. There's a guitar in the sports store.
7. There's a skirt in the bookstore.
8. There's a bed in the shoe store.

Unit 1

Game What's wrong?

This game reviews *There is / There are . . .*

- Have students study the picture. Ask them to read the directions, the words in the box, and the example sentence.
- Elicit how to play the game:
 - The eight objects in the box are in the wrong stores in the mall. Students work with a classmate to write a sentence about the location of each object. The pair that finishes first is the winner.
- Have students work in pairs to write the sentences.
- Check answers with the class. Invite volunteers to come to the board to write their answers.
- **Optional** Play a round of "Tic-Tac-Toe." On the board, fill in the nine squares of a tic-tac-toe grid with the following nine words: *pencils, cat, hamburger, bicycles, flower, computer, swimming pool, elephants, T-shirt*. Divide the class into two teams. One team is X, the other is O. Teams earn points by using the word of the chosen square in a true sentence beginning with *There is* or *There are*. (Examples: *There are pencils on my desk* or *There's no swimming pool in the library*.) If they do so correctly, the word is erased and an X or an O is written in the square. The first team to earn three squares in a row (across, down, or diagonally) wins.

- As an alternative for a more silly game, you may want to ask students to use the words to make "weird" sentences. (Examples: *There are pencils in Tommy's ears* or *There's a swimming pool in the library*.) The game is played in the same way.

Teaching Tip

When playing games with the class, stop at the peak of enjoyment. In this way, you will avoid having an overly excited class and students will look forward to playing the next time. Always set rules and divide the class into teams of equal ability. Do not tolerate bad sportsmanship.

Unit 2

Game Who is it?

This game reviews the names of leisure activities popular with teens.

- Focus students' attention on the picture. Ask students to read the characters' names and what they say.
- Call out *Watch DVDs*. The class responds with the names of the characters who watch DVDs. (Felix and Eric.) Continue with *Use the Internet*, *Take guitar lessons*, and *Listen to music*, but ask individual students to respond.
- Use the sample conversation to demonstrate the task with a student. You are Classmate 1, and the student is Classmate 2. Then invite two new volunteers to demonstrate the task once again.
- Have students play the game in pairs. Students should play at least four times.

Teaching Tip

When drilling with the class for pronunciation or grammar, always drill first as a group before moving on to individual drill. In this way, you will be able to correct any problems without singling out students. Students will feel more competent and confident using the language.

Game Who is it?

Read what these students do in their free time. Then play a game with a classmate.

Classmate 1 Choose a person in the picture. Don't tell your classmate. Answer Classmate 2's questions.

Classmate 2 Classmate 1 is thinking of a person in the picture. Ask Classmate 1 questions. Guess the person.

Classmate 2 Do you watch DVDs?

Classmate 1 Yes, I do.

Classmate 2 Are you Miyoko?

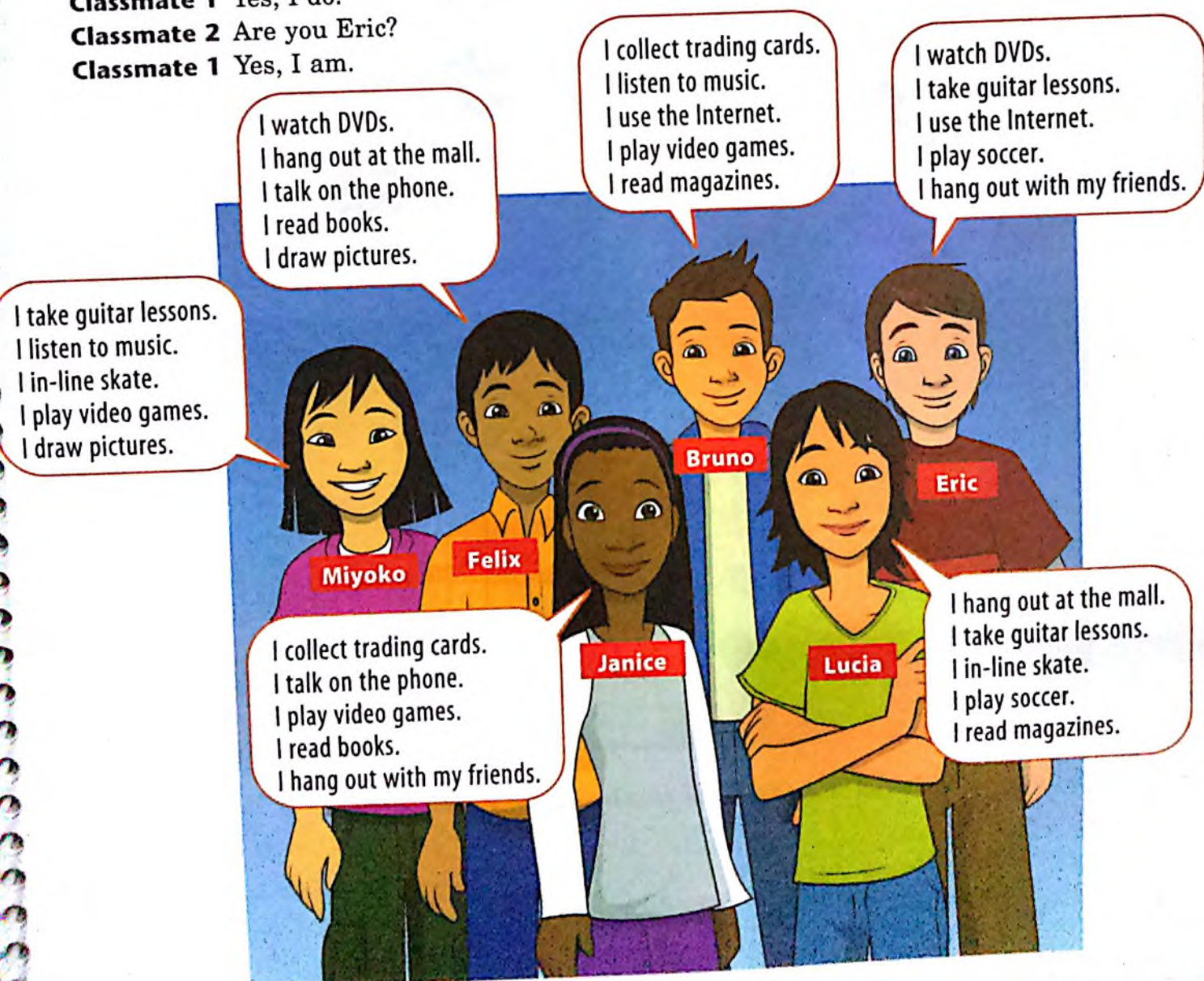
Classmate 1 No, I'm not.

Classmate 2 Do you take guitar lessons?

Classmate 1 Yes, I do.

Classmate 2 Are you Eric?


Classmate 1 Yes, I am.




Unit 3


Game Play ball!


A Work with a classmate. Read the clues. Then write the correct words on the ball. The pair that finishes first is the winner.

a. A biker wears a  on his or her head.


g. A baseball player has a  .


b. A lot of people do  in Asia.

h. Each player wears a  with a number.


c. Skateboarders wear knee  .

i.  is a fun sport.


d. Tennis players wear  on their feet.

j.  teams play on a field.

e. People  at the beach.

k. People  in a pool or at the beach.

f. You can  in a park.

l. People wear gloves on their  .



B Write each numbered letter from the puzzle. Then write the answer.

Q: W h a t i s y o u r
 1 2 3 4 5 6 7 8 9 10
f a v o r i t e s p o r t ?
 11 12 13 14 15 16 17 18 19 20 21 22 23

A: (Answers will vary)

Unit 3

Game Play ball!

This game reviews the names of sports and sports equipment.

A

- Focus students' attention on the crossword puzzle. Ask: *What's unusual about this crossword puzzle? (It's in the shape of a soccer ball.)*
- Elicit how to play the game:
 - The sentences and icons labeled *a* through *l* give clues for the words students should put in the spaces in the crossword puzzle.
- Have students work with a classmate to complete the puzzle.
- Check answers with the pair that finished first. If the puzzle is correct, that pair is the winner. If not, check the puzzle of the next pair.

B

- Have students read the directions. Elicit how to discover the question.
 - Students fill in the blanks with numbered letters from the crossword puzzle in Part A.
- Have students work individually to write the secret question and then answer it.
- Check answers with the class.

Teaching Tip

Try to follow up vocabulary, grammar points, or conversations with an activity or a game. An EFL (English as a Foreign Language) or ESL (English as a Second Language) classroom is an artificial environment, so games and activities not only enable students to have fun but also give them a reason to use the language. If students are able to use the language, they will remember it better.

Note: For more games and activities, see page T-186.

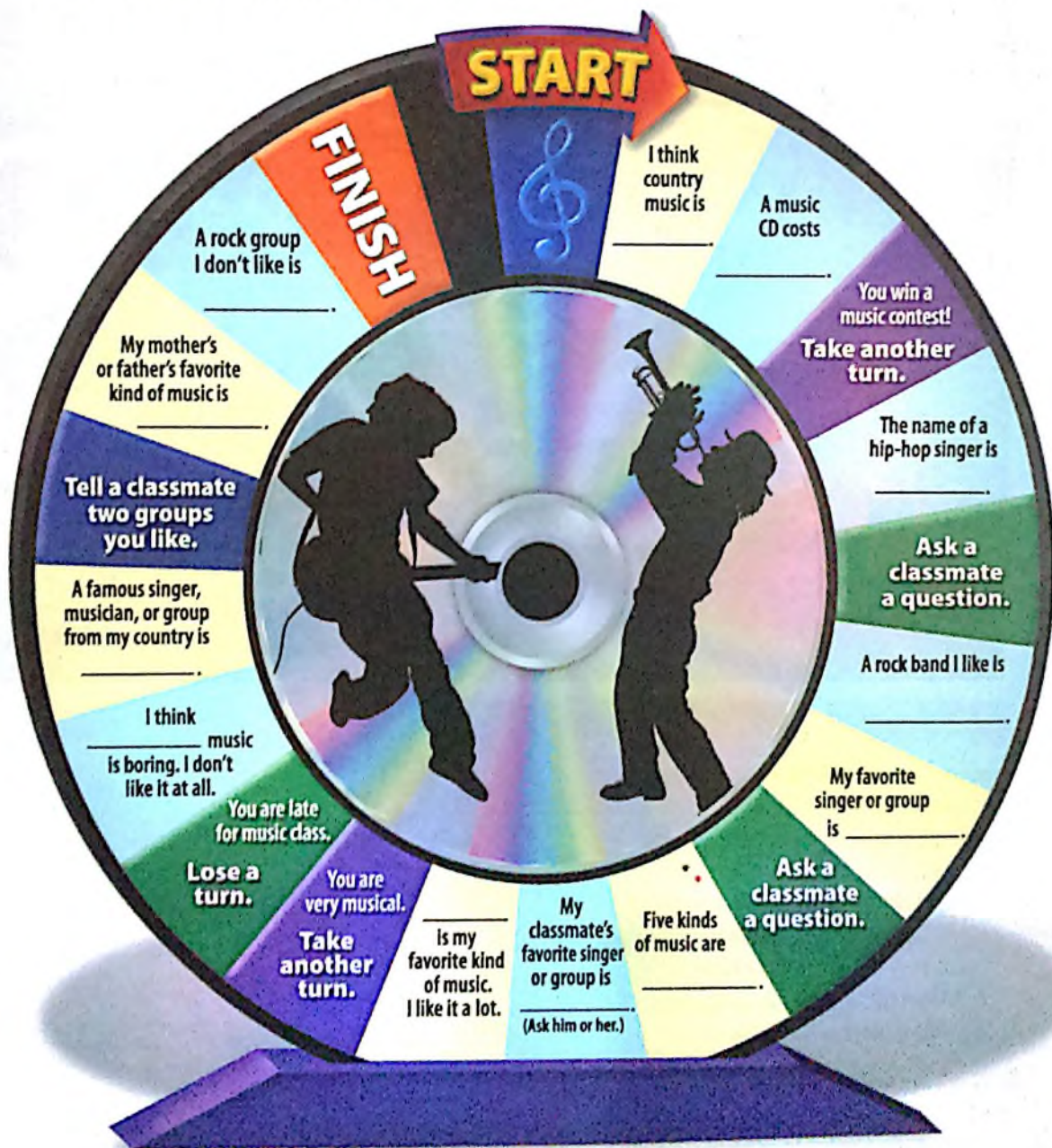
Unit 4

Game All about music

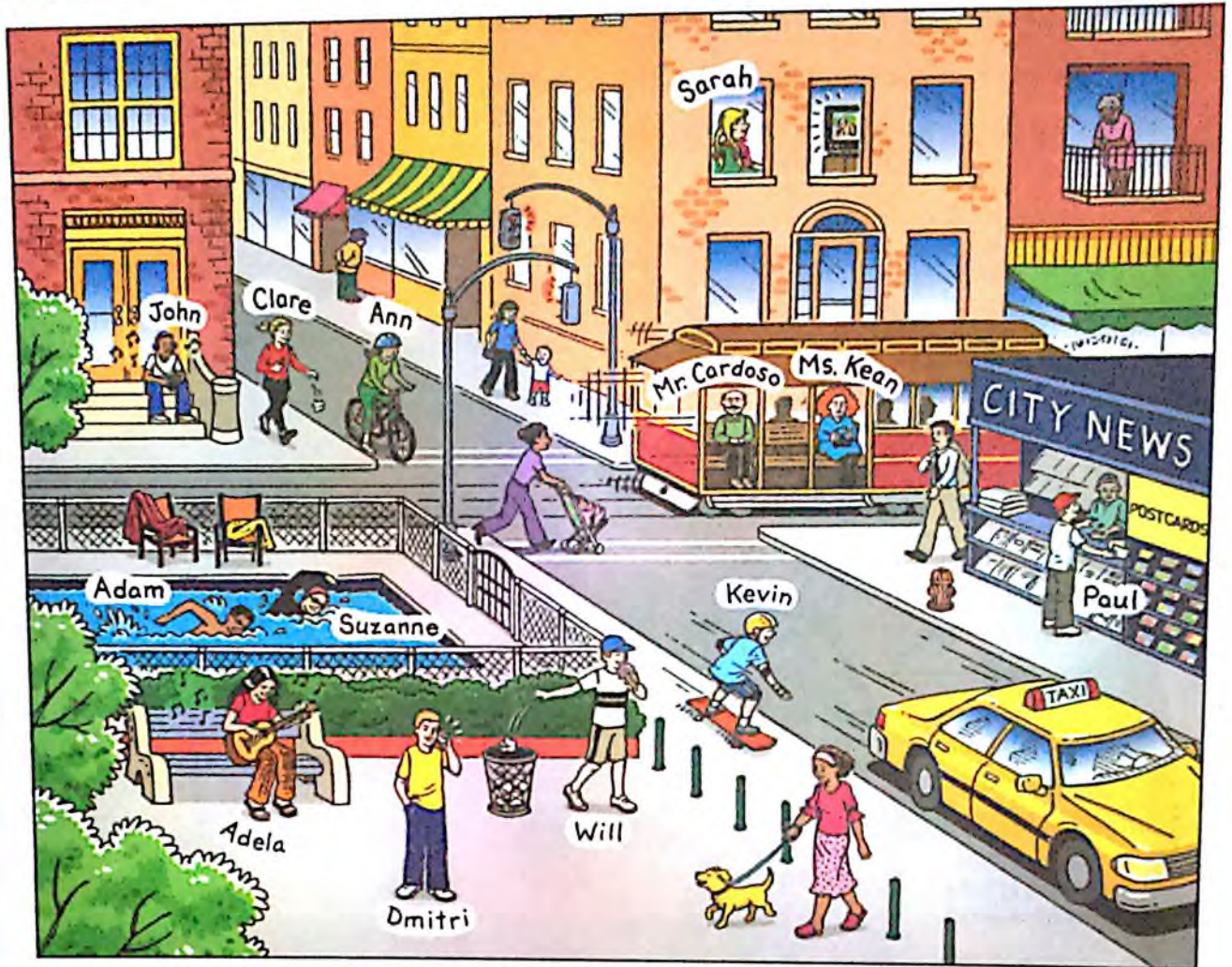
Play the game with a classmate. Use things in your bag as game markers.

Use a coin to find out how many spaces to move. Heads = 1, Tails = 2. *(Answers will vary)*

- Take turns. Flip a coin and move your marker to the correct space.
- Complete the sentence or follow the directions.
- The person who gets to FINISH first, wins.



A Look at the picture for one minute. Then cover the picture, and read the sentences. Check (✓) T (true) or F (false).



1. Paul is buying a baseball glove.
2. Sarah is watching TV.
3. Kevin is wearing a helmet.
4. Ann is doing karate.
5. Will is throwing trash in the trash can.
6. Ms. Kean and Mr. Cardoso are taking pictures.
7. Dmitri is talking on the phone.
8. Adam and Suzanne are swimming.
9. Adela is playing the violin.

T	F
<input type="checkbox"/>	<input checked="" type="checkbox"/>
<input checked="" type="checkbox"/>	<input type="checkbox"/>
<input checked="" type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input checked="" type="checkbox"/>
<input checked="" type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input checked="" type="checkbox"/>
<input checked="" type="checkbox"/>	<input type="checkbox"/>
<input checked="" type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input checked="" type="checkbox"/>

B Work with a classmate. Close your book. Your classmate's book is open. How many things can you remember from the picture? Tell your classmate. Your classmate says Yes or No. Then switch roles.

John is reading a book.

No, he isn't. He's listening to music.

Unit 5

Game what are they doing?

The game is for groups of students. It is suitable for use in the classroom.

- 1. Prepare: "What are they doing?" This is a game for use in the classroom. Prepare your students.
- 2. What are they doing?
Students are divided into two groups. One group is given a list of activities. The other group is given a list of activities. The students are to match the activities.
- 3. The teacher is to give the students a list of activities to do. The students are to do the activities.
- 4. The students are to do the activities. The teacher is to give the students a list of activities to do. The students are to do the activities.
- 5. The students are to do the activities. The teacher is to give the students a list of activities to do. The students are to do the activities.

- 6. The students are to do the activities. The teacher is to give the students a list of activities to do. The students are to do the activities.
- 7. The students are to do the activities. The teacher is to give the students a list of activities to do. The students are to do the activities.

Notes: The students are to do the activities. The teacher is to give the students a list of activities to do. The students are to do the activities.

Unit 6

Game X and O

This game reviews *Where + (be) . . . going?*

A

- Ask students to read the directions and study the pictures. While they are doing this, draw a simplified version of the game on the board. (You may write numbers to represent the pictures in the Student's Book.)
- Invite a volunteer to come to the front of the room and demonstrate the game with you. Say: *I'm X and you're O.* Point to a picture – for example, picture 11. Ask: *Where is she going?* The student answers, using the picture in the book as a cue: *She's going to the bank.* (Prompt the student if necessary.) Have the student mark picture 11 on the board with an *O*. Explain that this is now his or her picture because the sentence was correct. Then have the student point to a picture and ask you the question using the pronoun in the book. Pretend to give an incorrect answer. Explain that you cannot mark the picture with an *X* because the answer was not correct. Make sure students understand that once a picture is marked *X* or *O*, it cannot be used again.
- Have students play the game in pairs using the game in their books and marking the pictures *X* or *O*. Explain that if they are not sure if an answer is correct, they should verify it with you. The student who has the most marked pictures wins the game.
- **Optional** Play the game again with the class divided into two teams, *X* and *O*. Use the game you drew on the board. Students from each team take turns coming to the board, pointing to a picture, and asking the question for the other team to answer.

B

- Ask students to read the directions. Ask: *How do you complete this exercise?* (Complete the sentences with the correct information based on the pictures.)
- Have students work individually to complete the exercise.
- Check answers with the class. Have volunteers write one sentence each on the board.
- **Optional** Have students make appropriate questions for the statements in Part B – for example, 1. *Where's Bill going?*

Teaching Tip

Give students frequent opportunities to ask as well as answer questions. To help students develop their skills at forming questions, have them ask each other general questions about the pictures in the Student's Book. Use this activity as a warm-up or a wrap-up to any one of your lessons. If your class is a large one, select a few students each class meeting to participate. Choose students according to birth dates, alphabetical order of first or last names, or seating arrangements in the classroom.

Game X and O

A Play the game with a classmate. Take turns.

One person is X and one person is O. X starts.

Classmate X Point to a picture. Ask *Where's / Where are _____ going?*

Classmate O Answer the question.

- ▶ Is the answer correct? Mark the picture with an O.
- ▶ Not correct? Do not mark the picture.

Now Classmate O points to a picture and asks a question. Classmate X answers. Continue playing until all the pictures are marked X or O. The player with the most marks wins.



1 he	2 she	3 they	4 she
5 he	6 you	7 he	8 they
9 you	10 he	11 she	12 you

B These people are all on a bus. Where are they going?
Complete the sentences.

1. Bill is going to the circus _____ .
2. Jed and Mindy are going to a restaurant _____ .
3. Henry is going to the mall _____ .
4. Carl is going to the soccer game _____ .
5. Pierre and Paulette are going to the beach _____ .



Unit 7

Game Food puzzle

Work with a partner. Look at the photos. Guess the names of the items, and label the photos. Then write the names of the food items to complete the puzzle. The pair that finishes first is the winner.

ACROSS



butter



potatoes



milk



apple

DOWN



fruit



broccoli



rice

1 F
R
U
I
T

2 B U T T E R 3 R
I
C
E

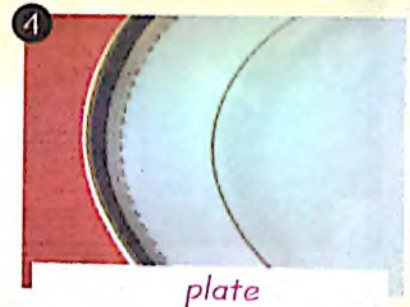
4 P
L
A
T
E

5 P O T A T O E S

A E L

6 M I L K

7 A P P L E 8 E
G
G



plate



pasta



egg

Unit 7

Game Food puzzle

This exercise reviews the names of common foods.

- Have students read the directions. Elicit how to play the game:
 - Students work with a classmate. They look at each photo and write the name of the item under it. Then they write the words in the crossword puzzle. The pair that finishes first is the winner.
- Ask students to look at the example. Then have them do 2 across. Ask: *What's the word?* (Butter.) Ask: *What letter does it share with fruit?* (T.)
- Have students work with a classmate to complete the crossword puzzle.
- Check answers with the class.
- **Optional** Ask students to choose one of the words in the puzzle and use it in a sentence.
- **Optional** Play a guessing game. Ask a volunteer to come to the front and choose a food or drink item that he or she likes. Have the volunteer write it on a scrap of paper. Students try to guess the item by asking *Do you like to eat (drink) _____?* The student who guesses correctly replaces the volunteer and continues the activity.

Teaching Tip

The Teacher's Edition offers a variety of games and activities. Your class will have its own particular favorites. If students have worked hard and time permits, let them choose an activity. Some ideas:

- Let the winners of pair competitions take your place and lead the next round of the game.
- Ask students to choose a popular English song and teach it to them.
- If time permits and if the equipment is available, let the class choose an age-appropriate video or DVD in English to watch as a special treat.

Unit 8

Game What's the weather like?

What's the weather like in your country?

My country is in the south of the country. It's very hot in summer and very cold in winter. The weather is very good. I like it very much. I like to go to the beach in summer and to the mountains in winter. I like to go to the mountains in winter.

The weather is very good in my country. It's very hot in summer and very cold in winter.

My country is in the north of the country. It's very cold in winter and very hot in summer. The weather is very good. I like it very much. I like to go to the mountains in winter and to the beach in summer. I like to go to the mountains in winter.

The weather is very good in my country. It's very hot in summer and very cold in winter.



Unit 8

Game What's the weather like?

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

- Take turns. Flip a coin and move your marker to the correct space.

Classmate 1 Ask a question about the weather, using the words in the space.

Classmate 2 Answer the question.

June. What's the weather like in June?

It's usually warm and rainy.

- The person who gets to FINISH first, wins.



Get Connected Vocabulary Practice

Unit 1

Complete the sentences with the words in the box.

backup (n.) Broadway musical (n.) drums (n.) lead (adj.) special (adj.) typical (adj.)

1. My friend is the main singer in the band. She's the lead singer.
2. My cousin isn't the lead singer in the band. He sings backup.
3. Many people have dogs and cats. They're typical pets.
4. Brian plays the drums in our school band.
5. We like our English teacher a lot. She's a very kind and special person to us.
6. *Lion King* is a great ^{Broadway} musical. The actors sing, dance, and act.

Unit 2

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

1. That company has a lot of good review (v.) ideas. marketing
2. There's a quiz tomorrow. Can you help me marketing (n.)? review
3. That's a great creator (n.). They make very good computer games. company
4. Do you answer all of your e-mail company (n.) every day? messages
5. This computer check out (v.) helps me study math. software
6. That man is the messages (n.) of a really cool video game. creator
7. Software (n.) this cool video game. Look! You can play it online. Check out

Get Connected Vocabulary Practice

Unit 1

This exercise provides practice of the new vocabulary items in the Unit 1 Get Connected reading on Student's Book page 12.

- Tell students that this exercise will help them remember the new vocabulary items that appear in boldface in the article.
- Have students read the directions and the example sentence.
- Focus students' attention on the items in the box. Model each vocabulary item. Students listen and repeat.
- Invite volunteers to try to explain the meaning of each vocabulary item. If they cannot do this, have them turn to the article on Student's Book page 12. Have them read the sentences in which the vocabulary items appear, and try to guess the meanings again.
- Have students work individually to complete the other sentences.
- Have students work in pairs to check their answers.
- Check answers with the class. Invite volunteers to read the completed sentences aloud.
- **Optional** Assign the vocabulary practice exercise as homework.

Unit 2

This exercise provides practice of the new vocabulary items in the Unit 2 Get Connected reading on Student's Book page 26.

- Tell students that this exercise will help them remember the new vocabulary items that appear in boldface in the article.
- Have students read the directions and the example sentence.
- Focus students' attention on the underlined word or words in each sentence. Model each vocabulary item. Students listen and repeat.
- Invite volunteers to try to explain the meaning of each vocabulary item. If they cannot do this, have them turn to the article on Student's Book page 26. Have them read the sentences in which the vocabulary items appear, and try to guess the meanings again.
- Have students work individually to write the words in the sentences in which they belong.
- Have students work in pairs to check their answers.
- Check answers with the class. Invite volunteers to read the completed sentences aloud.
- **Optional** Assign the vocabulary practice exercise as homework.

Unit 3

This exercise provides practice of the new vocabulary items in the Unit 3 Get Connected reading on Student's Book page 40.

- Tell students that this exercise will help them remember the new vocabulary items that appear in boldface in the article.
- Have students read the directions and the example sentence.
- Focus students' attention on the items in the box. Model each vocabulary item. Students listen and repeat.
- Invite volunteers to try to explain the meaning of each vocabulary item. If they cannot do this, have them turn to the article on Student's Book page 40. Have them read the sentences in which the vocabulary items appear, and try to guess the meanings again.
- Have students work individually to complete the other sentences.
- Have students work in pairs to check their answers.
- Check answers with the class. Invite volunteers to read the completed sentences aloud.
- **Optional** Assign the vocabulary practice exercise as homework.

Unit 4

This exercise provides practice of the new vocabulary items in the Unit 4 Get Connected reading on Student's Book page 54.

- Tell students that this exercise will help them remember the new vocabulary items that appear in boldface in the article.
- Have students read the directions and the example sentence.
- Focus students' attention on the items in the box. Model each vocabulary item. Students listen and repeat.
- Invite volunteers to try to explain the meaning of each vocabulary item. If they cannot do this, have them turn to the article on Student's Book page 54. Have them read the sentences in which the vocabulary items appear, and try to guess the meanings again.
- Have students work individually to complete the other sentences in the advertisement.
- Have students work in pairs to check their answers.
- Check answers with the class. Invite volunteers to read the completed sentences aloud.
- **Optional** Assign the vocabulary practice exercise as homework.

Unit 3

Complete the sentences with the words in the box.

1. Speed skaters skate fast, so they wear helmets.
2. You can win medals at our school's Sports Day.
3. Henry is my half brother. We have the same father.
4. He's a great author. His books are really famous.
5. She's the 2008 world champion skateboarder.

- author (n.)
- half brother (n.)
- medals (n.)
- speed skaters (n.)
- world champion (adj.)



Unit 4

Complete the advertisement with the words in the box.

- album (n.)
- convenient (adj.)
- million (n.)
- sell (v.)
- audio books (n.)
- download (v.)
- rent (v.)

ROXY'S

Rock, Pop, and More!



Visit the new Roxy's Rock, Pop, and More Web site! You can download songs, and it's cheap! We have over one million new rock and pop hits. Buy a song or an album. But wait, there's more! We rent TV shows and audio books, too. Or you can download a movie for \$2.99. So visit our Web site - it's easy and convenient!

Unit 5

Circle the correct words to complete the sentences.

1. My little sister has a lot of very cute (dolls) / peaches).
2. We have tickets to walk around in that old (play / castle). It's very big.
3. I love this candy. It's (traditional / delicious)!
4. Buy two (tickets / dolls) at the movie theater.
5. Let's dance to this (delicious / traditional) Mexican song.
6. The actors in that (castle / play) are very good.
7. Apples, bananas, and (candy / peaches) are healthy foods.

Unit 6

Complete the sentences with the words in the box.

butter (n.) cows (n.) farm (n.) pounds (n.) weighs (v.) wire (n.)

1. That wire is for Ken's new radio-controlled airplane.
2. I want to buy two pounds of potatoes to make some potato salad.
3. Cows give us milk.
4. Do you like butter on your popcorn?
5. My mother isn't heavy. She only weighs 120 pounds.
6. My aunt and uncle live on a farm. They have lots of animals.

Unit 5

This exercise provides practice of the new vocabulary items in the Unit 5 Get Connected reading on Student's Book page 68.

- Tell students that this exercise will help them remember the new vocabulary items that appear in boldface in the letter.
- Have students read the directions and the example sentence.
- Focus students' attention on the items in parentheses in each sentence. Model each vocabulary item. Students listen and repeat.
- Invite volunteers to try to explain the meaning of each vocabulary item. If they cannot do this, have them turn to the letter on Student's Book page 68. Have them read the sentences in which the vocabulary items appear, and try to guess the meanings again.
- Have students work individually to complete the other sentences.
- Have students work in pairs to check their answers.
- Check answers with the class. Invite volunteers to read the completed sentences aloud.
- **Optional** Assign the vocabulary practice exercise as homework.

Unit 6

This exercise provides practice of the new vocabulary items in the Unit 6 Get Connected reading on Student's Book page 82.

- Tell students that this exercise will help them remember the new vocabulary items that appear in boldface in the article.
- Have students read the directions and the example sentence.
- Focus students' attention on the items in the box. Model each vocabulary item. Students listen and repeat.
- Invite volunteers to try to explain the meaning of each vocabulary item. If they cannot do this, have them turn to the article on Student's Book page 82. Have them read the sentences in which the vocabulary items appear, and try to guess the meanings again.
- Have students work individually to complete the other sentences.
- Have students work in pairs to check their answers.
- Check answers with the class. Invite volunteers to read the completed sentences aloud.
- **Optional** Assign the vocabulary practice exercise as homework.

Unit 7

This exercise provides practice of the new vocabulary items in the Unit 7 Got Connected reading on Student's Book page 96.

- Tell students that this exercise will help them remember the new vocabulary items that appear in boldface on the Web site.
- Have students read the directions and the example sentence.
- Focus students' attention on the items in the box. Model each vocabulary item. Students listen and repeat.
- Invite volunteers to try to explain the meaning of each vocabulary item. If they cannot do this, have them turn to the Web site on Student's Book page 96. Have them read the sentences in which the vocabulary items appear, and try to guess the meanings again.
- Have students work individually to complete the other sentences.
- Have students work in pairs to check their answers.
- Check answers with the class. Invite volunteers to read the completed sentences aloud.
- **Optional** Assign the vocabulary practice exercise as homework.

Unit 8

This exercise provides practice of the new vocabulary items in the Unit 8 Got Connected reading on Student's Book page 110.

- Tell students that this exercise will help them remember the new vocabulary items that appear in boldface in the article.
- Have students read the directions and the example sentence.
- Focus students' attention on the words in bold in each sentence on the right. Model each vocabulary item. Students listen and repeat.
- Invite volunteers to try to explain the meaning of each vocabulary item. If they cannot do this, have them turn to the article on Student's Book page 110. Have them read the sentences in which the vocabulary items appear, and try to guess the meanings again.
- Have students work individually to complete the other sentences.
- Have students work in pairs to check their answers.
- Check answers with the class. Invite volunteers to read the completed sentences aloud.
- **Optional** Assign the vocabulary practice exercise as homework.

Unit 7

Complete the sentences with the words in the box.

- column (n.) newspaper (n.) recipe (n.)
 cookbook (n.) nutrition (n.) sections (n.)

1. Some people think it's important to know world news. They read a newspaper every day.
2. He's a great cook. His new cookbook has a lot of great dishes in it.
3. There's a lot of sugar in candy and soda. They aren't very healthy. There isn't much nutrition in them.
4. Our Sunday newspaper is big. There are ten sections in it.
5. That cookbook has an amazing recipe for chocolate cake. I want to make it.
6. She writes a column for her high school newspaper. She writes about teen fashion.

Unit 8

What sentence is next? Match the sentences on the left with the sentences on the right.

1. Clean up your room. f
 2. You have a lot of paper. g
 3. It's hot today. Hurry up and eat your ice cream. e
 4. There's more water in the oceans these days. c
 5. The neighbor's pet snake is very sick. d
 6. The soda is in the refrigerator. a
 7. Give those plants water! b
- a. It's in that **plastic** (adj.) bottle.
 - b. They're **dying** (v.)!
 - c. The water is **rising** (v.).
 - d. Can someone **save** (v.) it?
 - e. It's **melting** (v.).
 - f. It's really **dirty** (adj.).
 - g. **Recycle** (v.) it!

Unit 1

Theme Project: Make a poster about things you like and things you're good at.

Theme: Citizenship

Goal: To create stronger relationships in your classroom community

At Home

Read about Valeria.

Hi! I'm Valeria Dias, and I'm 14. I'm athletic. I'm pretty good at soccer and volleyball. I'm also good at dancing. I like sports very much. I like gym a lot, too.



Complete the chart. Use your dictionary, if necessary. (Answers will vary)

Things I'm good at	Things I like
1.	1.
2.	2.
3.	3.

Draw pictures or bring photos of the things you are good at and the things you like to class.




In Class

- 1. Make a poster. Use the sample poster as a model.
- 2. Tell your group about the things you are good at and the things you like.


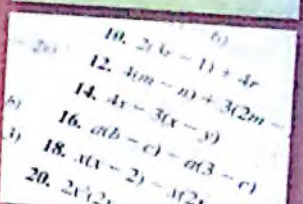

I'm musical. I'm good at the piano and the violin. I'm pretty good at English, too. I like . . .

- 3. Display the posters in your classroom. Walk around and look at all of them. Who likes the same things you like? Who's good at the same things you're good at?

Things I'm good at

Things I like

I'm musical. I'm good at the piano and the violin. I'm pretty good at English, too. I like cats. I like math a lot. I like basketball, too.

(name) _____

Sample poster

Unit 1

Theme Project

Project preparation

- The class before the project, have students read the *Theme Project*, *Theme*, and *Goal* information. Explain that this project will help them create stronger relationships in their classroom community.
- Focus students' attention on the sample poster in the book. Say: *Look at the sample poster. You will make a poster like this one about things you are good at and things you like.*
- Focus students' attention on the *At Home* section. Explain that they will do this section for homework.
- Have students read the directions and check that they understand what they should do. At home, students should read the text about Valeria and complete the chart about things they are good at and things they like. Remind students that they can use their dictionaries to find the meanings of words they do not know. They should then find photos of things they are good at and things they like to bring to the next class. Tell students that if they cannot find photos, they can draw pictures.
- To finish, invite volunteers to name things they are good at and things they like, and write the things on the board.

Day of the project

Materials needed

Poster board or large paper for each student, tape or glue or paste, markers

- Explain to students that they will work individually to make a poster about things they are good at and things they like, using the sample poster as a model.
- Distribute materials. Have each student make an individual poster. Make sure students do not write their names on their posters yet.
- Have students form groups and present their posters to their group, using the language in the speech balloon as a cue.
- Display the posters in your classroom. Have students walk around and look at all of them.
- To finish, ask students to name classmates who like the same things they do and classmates who are good at the same things they are.

Option

Have students use information from the posters to play a game. Write the name of one student on a slip of paper, but do not show it to the student's classmates. Have them ask *Yes / No* questions to guess the student. For example:

Q: *Is it a boy?*

A: *Yes.*

Q: *Is he athletic?*

A: *No.*

Q: *Is he good at the piano?*

A: *Yes.*

Q: *Is it Rodrigo?*

A: *Yes.*

Have the student who guesses correctly write the name of a different student on a slip of paper, and play the game again.

Future use of posters

Keep these posters to practice *Does he / she . . . ?* in Unit 2 and *Who + (verb) . . . ?* in Unit 8. For example:

A: *Does Erica play the piano?*

B: *Yes, she does.*

OR

A: *Who plays basketball?*

B: *John does.*

Culture Note

In the U.S., mothers and fathers who spend a lot of their free time driving their school-age children around to activities after school and on weekends are called Soccer Moms and Dads. Public transportation systems in most parts of the U.S. are not as good as in many other countries, and often the locations of various activities students attend are spread out. Some students are engaged in so many after-school and weekend activities (such as classes, sports, and lessons) that both mothers and fathers are constantly busy taking them from activity to activity.

Unit 2

Theme Project

Project preparation

- The class before the project, have students read the *Theme Project*, *Theme*, and *Goal* information. Explain that this project will help them learn more about the teachers in their school and become better acquainted with their school community.
- Focus students' attention on the sample booklet page in the book. Say: *Look at this sample booklet page. You and your group will make two pages like this one about two teachers in your school.*
- Focus students' attention on the *At Home* section. Explain that they will do this section for homework.
- Have students read the directions and check that they understand what they should do. At home, students should read the text about Mr. Ramos.
- Have students look at the *Before Class* section. Explain that they should interview a teacher about what he or she does in the morning, in the afternoon, in the evening, and in his or her free time to complete the chart. Remind students that they can use their dictionaries to find the meanings of words they do not know. They should then find or take a photo of the teacher to bring to the next class. Tell students that if they cannot find or take a photo, they can draw a suitable picture of the teacher.
- To finish, invite volunteers to give you sample questions they could ask teachers about morning, afternoon, evening, and free-time activities. Write their questions on the board.

Day of the project

Materials needed

Plain firm paper for each group, tape or glue or paste, markers, stapler

- Have students work in small groups. Remind students that each group will make two pages for a booklet about teachers in their school, using the sample booklet page as a model.
- Distribute materials. Have each group look at all the charts and photos or drawings and choose two teachers. Each group then makes a booklet page for each of the two teachers.

- Have each group choose a leader and then join another group. Have the group leader present the information in the group's two booklet pages to the other group, using the language in the speech balloon as a cue.
- Gather all the booklet pages and staple them together into one booklet. Have students pass around the booklet for all groups to look at.
- To finish, ask volunteers to name which teachers they would like to know more about.

Option

Make statements about the teachers in the booklet. For example: *She's from Tokyo.* Then invite volunteers to guess which teacher the statement is about. Invite other volunteers to make statements about teachers in the booklet and have students guess the teachers.

Future use of the booklet

Keep this booklet to practice the *What time / When . . . ?* questions in Unit 3. For example:

- A: *What time / When does Mr. Rojas go to school?*
B: *At 7:30.*

Culture Note

In the U.S., many teachers coach sports or act as advisors for clubs after school. Teachers take on coaching and acting as advisors for many reasons. Some teachers enjoy being involved in a particular sport. Other teachers take on coaching or advising to earn some extra money. Sports teams usually meet every day during the sports season. Clubs and other activities like math league or chorus meet once or twice a week after school.

Theme Project: Make a booklet about teachers in your school.

Theme: Citizenship

Goal: To become better acquainted with your school community

At Home

Read about Mr. Ramos.

This is Mr. Ramos. He teaches science. He gets up at 6:30 a.m. He eats breakfast at home. Then he goes to school. He doesn't go home at 2:30 p.m. – he coaches soccer after school. He eats dinner with his family at 6:30 p.m. He plays with his son in the evening. He reads in his free time.



Mr. Ramos

Before Class

- i** Talk to a teacher at your school. Ask questions and complete the chart. Use your dictionary, if necessary. *(Answers will vary.)*

	Name	Subject	Morning	Afternoon	Evening	Free time
Questions:			<i>Do you eat breakfast at school?</i>			
Answers:						

Draw a picture or bring a photo of the teacher to class.

In Class

- 1** Look at all the charts. Choose two teachers.
- 2** Make a page for each teacher. Use the sample page as a model.
- 3** Choose a group leader. Present your teachers to another group.

This is Mrs. White. She teaches art class. She eats . . .

- 4** Pass around the booklet. Which teacher do you want to know more about?

This is Mrs. White. She teaches art class. She eats breakfast at home. She goes to school at 7:30 am. She goes home at 4:00 pm. She eats dinner at 7:00 pm. Then she helps her children with their homework. She goes to the movies in her free time.

Sample booklet page

- 5** Give your group's pages to the teacher. The teacher staples together the pages.

Unit 3

Theme Project: Make a sports card.

Theme: Cultural diversity

Goal: To learn about sports in different countries

At Home

Read about ice hockey in Canada.

Ice hockey is very popular in Canada. Canadians like it a lot. Ice hockey is exciting. Teams play on a skating rink. Players wear helmets and kneepads. They use hockey sticks and a puck.



Complete the chart. Use your dictionary and the Internet, if necessary. (Answers will vary.)

Country	Popular sport	Information

Draw pictures or bring photos of the sport to class.

In Class

1 Make a sports card. Use the sample sports card as a model.

2 Tell your group about your sport.

Baseball is very popular in Japan. Teams play on a field. They use a . . .

3 Don't show your card to the group. Say the name of your country. The other group members ask questions, and guess the sport.

Japan

Do they wear uniforms?

Yes, they do.

Is it baseball?

Yes, it is.

4 Display the sports cards in your classroom. Walk around and look at all of them. Vote on the most interesting sport.



Baseball is a popular sport in Japan. Teams play on a field. They use a ball and a glove. They wear uniforms and helmets.

Sample sports card

Unit 3

Theme Project

Project preparation

- The class before the project, have students read the *Theme Project*, *Theme*, and *Goal* information. Explain that this project will help them learn more about sports in different countries.
- Focus students' attention on the sample sports card in the book. Say: *Look at the sample sports card. You will make a card like this one about a sport in another country.*
- Focus students' attention on the *At Home* section. Explain that they will do this section for homework.
- Have students read the directions and check that they understand what they should do. At home, students should read the text about ice hockey in Canada and complete the chart about a popular sport in a different country. Remind students that they can use their dictionaries to find the meanings of words they do not know. They should then find photos of the sport to bring to the next class. Tell students that if they cannot find photos, they can draw pictures.
- To finish, invite volunteers to name sports that are popular in different countries. For example: *American football is popular in the United States.*

Day of the project

Materials needed

Plain or colored paper for each student, tape or glue or paste, markers

- Explain to students that they will work individually to make a sports card, using the sample sports card as a model.
- Distribute materials. Have each student make an individual sports card.
- Have students form groups and present their sports cards to their group, using the language in the speech balloon as a cue.
- Have each group join another group. Have each student say the name of the country where his or her sport is popular. Remind students not to show their cards to the other group. The other group members ask questions to try to guess the sport, using the language in the speech balloons as cues.
- Display the sports cards in your classroom. Have students walk around and look at all of them.
- To finish, ask students to vote on the most interesting sport.

Option

Have students play another game with the sports cards. Shuffle the cards and give one to each student. Explain that students should not show other students their cards. Have one student stand up and say, *Please ask me questions.* Classmates should ask at least three questions, and then guess the sport on the student's card. For example:

Q: *Do the players use balls?*

A: *Yes.*

Q: *Do the players use bats?*

A: *No.*

Q: *Do the players use rackets?*

A: *Yes.*

Q: *Is the sport tennis?*

A: *Yes.*

Note: If your class is too large for every student to have a turn answering questions, play the game in small groups.

Future use of sports cards

Keep these sports cards to practice *What + (noun) . . . ?* questions in Unit 8. For example:

Q: *What equipment do baseball players use?*

A: *They use balls, bats, and gloves.*

Culture Note

In the U.S., different school sports are played in different seasons. Spring sports include track and field, baseball, golf, and tennis. Track and field and tennis are traditionally sports for both boys and girls, but schools often have girls' softball teams instead of baseball teams. The big fall sport in the U.S. is American football. It is traditionally a boys' sport. There is not a corresponding girls' sport, but some girls may join cheerleading squads during the American football season. Soccer is another fall sport that is played by both boys and girls. Winter sports include basketball and volleyball, which are played by both girls and boys. Other winter sports include wrestling for boys and bowling for boys and girls.

Unit 4

Theme Project

Project preparation

- The class before the project, have students read the *Theme Project*, *Theme*, and *Goal* information. Explain that this project will help them learn more about the price of common items in dollars and will help them share interests with their classmates.
- Focus students' attention on the sample advertisement in the book. Say: *Look at the sample advertisement. You will make an advertisement like this one for a store you choose.*
- Focus students' attention on the *At Home* section. Explain that they will do this section for homework.
- Have students read the directions and check that they understand what they should do. At home, students should read the advertisement and the text, choose an activity, and list four things they need for their activity and the prices of the four things. Tell them to use the Internet if necessary. Remind students that they can use their dictionaries to find the meanings of words they do not know. They should then find photos of the items to bring to the next class. Tell students that if they cannot find photos, they can draw pictures.
- To finish, invite volunteers to tell you some activities and the items they need in order to do them. Write the activities and the items on the board. Ask students how much they think the items cost, and let volunteers guess the prices. Write the guesses next to the items.

Day of the project

Materials needed

Plain or colored paper for each student, tape or glue or paste, markers, stapler

Explain to students that they will work individually to make an advertisement for their store, using the sample advertisement as a model.

- Distribute materials. Have each student make an individual store advertisement.
- Have students form groups and present their advertisements to their group, using the language in the speech balloon as a cue.
- Gather all the advertisements and staple them together into a booklet of store advertisements. Have students pass around the booklet of advertisements for all groups to look at.
- Display the booklet in the classroom.
- To finish, ask volunteers which activities and equipment are the coolest, and why.

Option

Have students use information from the ads in the booklet to review *How much is / are _____ ?* from this unit. For example:

A: *How much are the brushes?*

B: *They're nine ninety-nine.*

Future use of the booklet

Keep the booklet to practice *I want / don't want + to (verb)* in Unit 6. For example:

A: *I don't want to buy a glove. I want to buy a bat.*

Culture Note

Many popular movies and TV shows made in the U.S. often feature product placement. Product placement helps companies advertise their products and get maximum exposure. These companies know that people, especially teens, like watching movies and TV. They also know that moviegoers will be more likely to buy the products they see movie characters using, driving, eating, or drinking in movies. For example, a snack food company might pay a fee to the producers of a movie to feature a particular kind of potato chip. When a teen moviegoer sees a movie character eating this kind of potato chip, he or she might be more inclined to buy the product because it is "cool" to eat the same kind of snack that a popular movie character eats.

Unit 4

Theme Project: Make a booklet of advertisements.
Theme: Consumer awareness; cultural diversity
Goal: To learn the price of common items in dollars; to share interests

At Home

Read the advertisement.

Hi! I'm Lydia. In my free time, I paint pictures. I need special things for painting. Look at this advertisement from my favorite art store.

Martin's Art Store

Art Supply Sale

- Canvas \$25.25
- Brushes \$9.99
- Paints \$18.70 (each tube)
- Easel \$129.99

Choose an activity. My activity is (Answers will vary)

What do you need for your activity? Write four items and their prices. Use your dictionary or the Internet, if necessary. (Answers will vary)

- _____
- _____
- _____
- _____

Draw pictures or bring photos of the items above to class.

In Class

i Choose a name for your store. Make an advertisement for your store. Use the sample advertisement as a model.

👥 Tell your group about the items in your store.

I like skiing. Skis are \$600.00. Boots are \$350.00. A jacket is . . .

👥 Give your group's pages to the teacher. The teacher staples together the pages.

🔄 Pass around the booklet. What equipment and activities are the coolest? Why?

Diego's Ski Store

- Skis \$600.00
- Boots \$350.00
- Jacket \$220.00
- Goggles \$50.00

Sample advertisement

Unit 5

Theme Project: Make a city guide for tourists.

Theme: Citizenship

Goal: To create awareness of your city or town; to provide information for visitors

At Home

Read about Julie's favorite place in New York.

Today, I am with my friends at South Street Seaport. There are many things to do here. There are people taking a boat ride. Over there, some people are watching street performers. Right now, we're visiting a museum. It's really interesting.



What are two of your favorite places in your city? Write their names. Then write three things you do in each place. Use your dictionary, if necessary. *(Answers will vary.)*

Place 1: <input type="text"/>	Place 2: <input type="text"/>
1.	1.
2.	2.
3.	3.

Draw pictures or bring photos of the places and the activities to class.

In Class

Look at all the places. Choose two places.

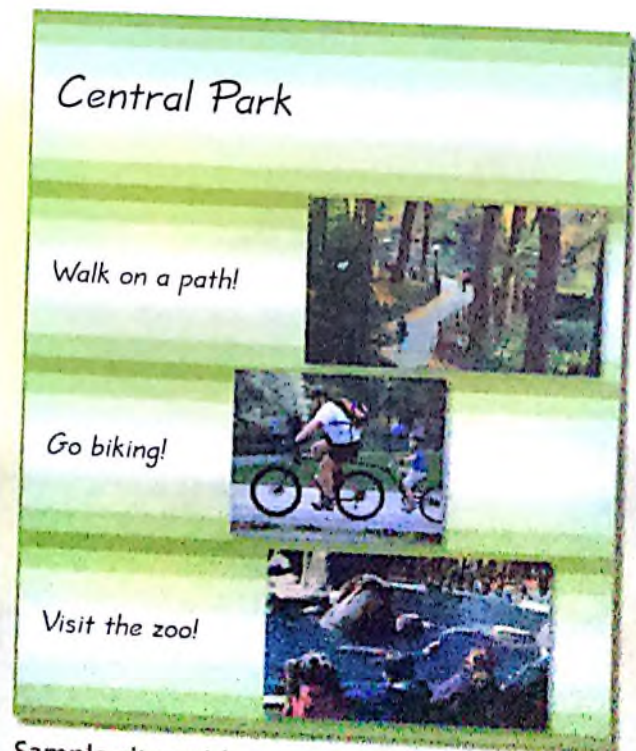
Make a page for each place. Use the sample page as a model.

Choose a group leader. Present your places and activities to another group.

This is Central Park. These people are walking on a path. These people are . . .

Give your group's pages to the teacher. The teacher staples together the pages.

Pass around the guide. What are your favorite activities? Why?



Sample city guide page

Unit 5

Theme Project

Project preparation

- The class before the project, have students read the *Theme Project*, *Theme*, and *Goal* information. Explain that this project will help them learn more about their city or town and provide information for visitors.
- Focus students' attention on the sample city guide page in the book. Say: *Look at the sample city guide page. You and your group will make two city guide pages like this one about your city or town.*
- Focus students' attention on the *At Home* section. Explain that they will do this section for homework.
- Have students read the directions and check that they understand what they should do. At home, students should read the text about Julie's favorite place in New York and complete the chart about two of their favorite places in their city or town. Tell students that they can use their dictionaries to find the meanings of words they do not know. They should then find photos of the two places and the things they can do in each place to bring to the next class. Tell students that if they cannot find photos, they can draw pictures.
- To finish, invite volunteers to name some interesting places in the city or town where they live. Write the places across the top of the board. Then have volunteers tell you things people can do in each place. List the activities under the places.

Day of the project

Materials needed

Plain firm paper for each group, tape or glue or paste, markers, stapler

- Have students work in small groups. Remind students that they will make two city guide pages, using the sample page as a model.

- Distribute materials. Have each group look at all the charts and the photos or pictures and choose two of their favorite places in their city or town to visit. Each group then makes a page for each of the two places.
- Have each group choose a leader and then join another group. Have the group leader present the information in the group's two city guide pages to the other group, using the language in the speech balloon as a cue.
- Gather all the pages and staple them together to make a city guide. Have students pass around the city guide for all groups to look at.
- To finish, ask volunteers which activities in the places are their favorites, and why.

Option

Have students use information from the city guide to review the present continuous. Practice questions and answers. For example:

A: *What are you doing?*

B: *I'm visiting the zoo.*

Future use of the city guide

Keep this city guide to practice *Where + (be) . . . going?* questions and answers in Unit 6. For example:

A: *Where are you going?*

B: *I'm going to the library.*

Culture Note

In the U.S., many activities for people of all ages are offered through public libraries. For example, in the summer, young children can enter a library program and win small prizes for reading a specific number of books. Children can also go to Story Hour at the library to listen to someone read a picture book. There are drama and writing workshops for teens at many libraries. For adults there are often free book clubs, lectures, concerts, computer training, movies, and other events. There are also usually many volunteer opportunities at public libraries.

Unit 6

Theme Project

Project preparation

- The class before the project, have students read the *Theme Project*, *Theme*, and *Goal* information. Explain that this project will help them create stronger relationships in their classroom community.
- Focus students' attention on the sample poster in the book. Say: *Look at the sample poster. You and your group will make a poster like this one about things you want to do this weekend.*
- Focus students' attention on the *At Home* section. Explain that they will do this section for homework.
- Have students read the directions and check that they understand what they should do. At home, students should read the text about Hyun's weekend activities and write a list of four things they would like to do this weekend. Remind students that they can use their dictionaries to find the meanings of words they do not know. They should then find photos of the activities to bring to the next class. Tell students that if they cannot find photos, they can draw pictures.
- To finish, invite volunteers to tell you some things they would like to do this weekend.

Day of the project

Materials needed

Poster board or large paper for each group, tape or glue or paste, markers

- Have students work in small groups. Remind students that they will make a poster of weekend activities, using the sample poster as a model.
- Distribute materials. Have each group look at all the lists and the photos or pictures, and choose one weekend activity for each member of the group. Each group then makes a poster.
- Have each group choose a leader and then join another group. Have the group leader present the information on the group's poster to the other group, using the language in the speech balloon as a cue.

- Display the posters in your classroom. Have students walk around and look at all of them.
- To finish, ask volunteers which activities from the posters do they want to do this weekend.

Option

Play a memory game with the posters. Turn the posters around or cover them so that the students cannot see them. Divide the class into two teams. Ask a volunteer to say the name of a classmate. A student from the other team should give a sentence about what the named student wants to do over the weekend. For example:

A: *Claudia*

B: *She wants to see a horror movie.*

If the sentence is accurate and correct, the team gets a point.

Future use of posters

Keep these posters to practice *would like* in Unit 7. For example:

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

B: *No, thanks. I'd like to go to the baseball game.*

Culture Note

Many school-age teens in the U.S. are allowed to stay out later on weekend nights than on school nights. These nights are often filled with social activities rather than with clubs, classes, and so on. Many teens have curfews – times by which they have to be in at night. In most cases, the weekend curfew is later than the school week curfew. For example, a student might have to be home by 9:30 or 10:00 during the week, but he or she can stay out until 11:00 or 12:00 on weekend nights. Teens are expected to call their parents if they will be later – and when they miss their curfews, they often are “grounded.” This means that they are not allowed to go out or socialize with friends, or they lose a privilege, such as the use of a car, for a specific period of time.

Unit 6

Theme Project: Make a weekend activity poster.

Theme: Relationships; citizenship

Goal: To create stronger relationships in your classroom community

At Home

Read about Hyun's weekend activities.

I usually relax at home on weekends, but I like to do other things, too. This Saturday, I want to see the new horror movie. I love horror movies. On Sunday, I want to go to a concert with my friends. I want to eat at a restaurant before the concert. Weekends are great!



Write four activities you want to do this weekend. Use your dictionary, if necessary. (Answers will vary.)

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

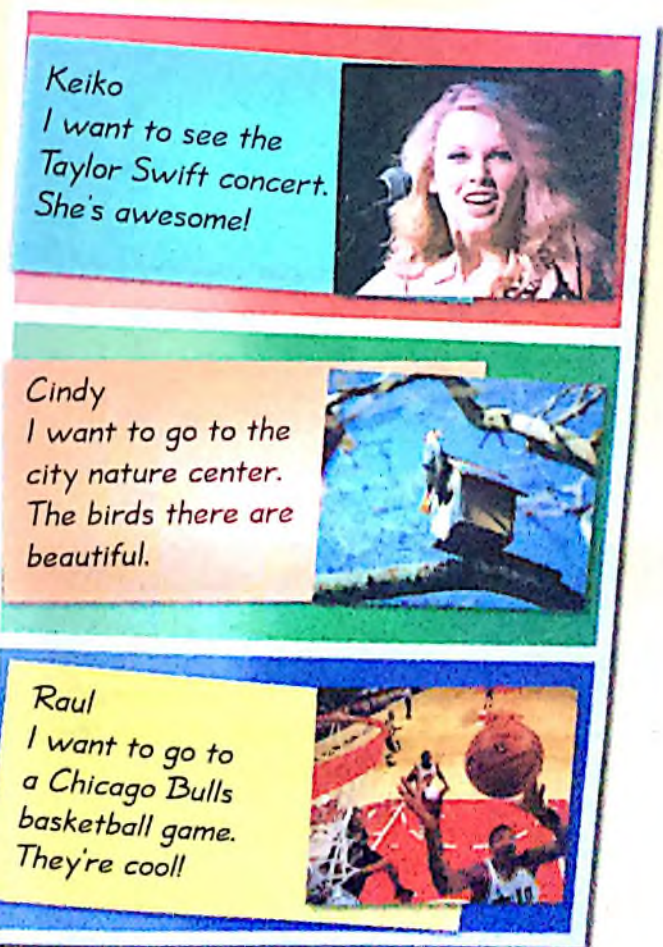
Draw pictures or bring photos of the activities to class.

In Class

- Look at all the activities. Choose one activity for each person.
- Make a poster. Use the sample poster as a model.
- Choose a group leader. Present your poster to another group.

Keiko likes to go to concerts. This weekend, she wants to see the Taylor Swift concert. She's awesome!

- Display the posters in your classroom. Walk around and look at all of them. What do you want to do this weekend?



Sample poster

Unit 7

Theme Project: Make a group menu.

Theme: Healthy food

Goal: To share information about healthy foods

At Home

Read about Home Cooking Restaurant's menu. *(Answers will vary.)*

Welcome to our restaurant! On today's menu, we have two healthy dishes for lunch. Try our vegetable soup or our chicken sandwich. There are carrots, peas, beans, and onions in the soup. There isn't any mayonnaise on the sandwich — there's only chicken, lettuce, and tomato on it. Both dishes are delicious!





Complete the chart. Use your dictionary, if necessary.

Healthy dish	What's in it?
1.	1.
2.	2.


Draw pictures or bring photos of the foods to class.

In Class


 Look at all the healthy dishes. Choose four dishes. Make a menu. Use the sample menu as a model.


 Choose a group leader. Present your menu to another group.


On our menu, we have pasta with sauce. There are tomatoes, onions, and meat in the sauce. We also have a salad. There are carrots, cheese, and lettuce in it. We also have . . .


 Display the menus in your classroom. Walk around and look at all of them. Vote on the healthiest dish.

Menu

Pasta with sauce:
Pasta, tomatoes, onions,
and meat 

Salad:
Carrots, cheese,
and lettuce 

Fruit salad:
Bananas, apples,
oranges, and grapes 

Chicken and vegetable soup:
Chicken, carrots, beans,
celery, and onions 

Project preparation

- The class before the project, have students read the *Theme Project*, *Theme*, and *Goal* information. Explain that this project will help them share information about healthy foods.
- Focus students' attention on the sample menu in the book. Say: *Look at the sample menu. You and your group will make a healthy menu like this one.*
- Focus students' attention on the *At Home* section. Explain that they will do this section for homework.
- Have students read the directions and check that they understand what they should do. At home, students should read the "Home Cooking Restaurant" text and the menu in it and complete the chart with their own ideas for healthy dishes and the ingredients in them. Remind students that they can use their dictionaries to find the meanings of words they do not know. They should then find photos of two healthy dishes to bring to the next class. Tell students that if they cannot find photos, they can draw pictures.
- To finish, invite volunteers to tell you some of their favorite dishes. Have their classmates say whether the dish is healthy or unhealthy.

Day of the project

Materials needed

Plain or colored paper for each group, tape or glue or paste, markers

- Have students work in small groups. Remind students that they will make a menu, using the sample menu as a model.
- Distribute materials. Have each group look at all the healthy dishes in the charts and the photos or pictures, and choose four dishes. Each group then makes a menu.

- Have each group choose a leader and then join another group. Have the group leader present the group's menu to the other group, using the language in the speech balloon as a cue.
- Display the menus in your classroom. Have students walk around and look at all of them.
- To finish, have students vote on the healthiest dish.

Option

Have pairs write and then role-play short restaurant conversations. For example:

Server: Are you ready to order?

Customer: Yes, I'd like the pasta, please.

Server: Anything else?

Customer: Iced tea.

Server: OK. That's pasta and iced tea. Thank you.

Future use of menus

Keep these menus to review *What + (noun) . . . ?* in Unit 8. For example:

A: What desserts do you like?

B: I like ice cream and chocolate cake.

Culture Note

In the U.S., some very popular restaurants do not have menus. These are "all-you-can-eat" buffets. For one price, people can take many different foods from a cafeteria-style counter, and they can go back for more as many times as they like. Many buffets include salads, main dishes, and desserts. Because waste is such a problem at buffets, a lot of buffets have signs that say things like, "Take what you want, but eat all you take." And while most restaurants will give you a "doggie bag" – a container for you to take home the food you did not finish – you cannot usually take food home from a buffet.

Unit 8

Theme Project

Project preparation

- The class before the project, have students read the *Theme Project*, *Theme*, and *Goal* information. Explain that this project will help them learn more about different countries around the world.
- Focus students' attention on the sample poster in the book. Say: *Look at the sample poster. You will make a poster like this one about a different country.*
- Focus students' attention on the *At Home* section. Explain that they will do this section for homework.
- Have students read the directions and check that they understand what they should do. At home, students should read the text about Peru and complete the chart with information about a different country. Tell them to use the library or the Internet if necessary. Remind students that they can use their dictionaries to find the meanings of words they do not know. They should then find three photos of the things in their chart to bring to the next class. Tell students that if they cannot find photos, they can draw three pictures.
- To finish, have the class brainstorm as many country names as possible in English. Write the countries on the board. Have volunteers name important cities and famous places in the countries.

Day of the project

Materials needed

Poster board or large paper for each student, tape or glue or paste, markers

- Explain to students that they will work individually to make a poster about a country, using the sample poster as a model.
- Distribute materials. Have each student make an individual poster. Make sure students do not write the names of their countries on their posters yet.
- Have students form groups and present their posters to their group, using the language in the speech balloons as cues. The other group members try to guess the country on each poster.

- Have each group choose a leader and then join another group. Have the group leader present the information on the group's posters to the other group, using the language in the speech balloons as cues. Students from the other group try to guess the country on each poster. Students write the name of the country on the poster when it has been correctly identified.
- Display the posters in your classroom. Have students walk around and look at all of them.
- To finish, have students vote on the most interesting place.

Option

Use the posters to play a trivia memory game. Turn the posters around or cover them so that students can't see them. Divide the class into teams of four or five. Give the class three minutes to write as many facts as they can remember from the posters. At the end of five minutes, the group with the most facts wins.

Future use of posters

Keep these posters to practice *would like to* in Student's Book 4, Unit 1. For example:

A: *Are you going to go to Spain?*

B: *I'd like to, but I can't speak Spanish.*

Culture Note

Ecotourism and volunteer tourism are becoming increasingly popular with people in the U.S. An ecotourism vacation is one that respects the local environment and culture of the place people visit. Ecotourists try not to destroy plants and animals or disrupt the local way of living. They go to places where development is limited, and where there are environmentally friendly hostels and inns. Volunteer tourists spend their vacations going somewhere to help with something. For example, they might work at a place where injured wildlife is rehabilitated, or they might help count the number of birds or fish for a scientific organization.

Unit 8

Theme Project: Make an informational poster about a country.

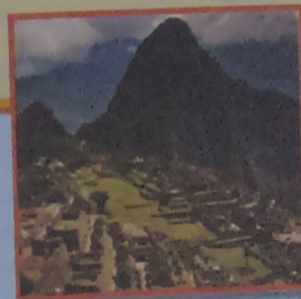
Theme: Cultural diversity

Goal: To learn about different countries around the world

At Home

Read about Peru.

Visit Peru in South America. Go to Lima, an important city in Peru. It's sometimes sunny and cool there. You can go to Machu Picchu from Lima. It's a famous place in the mountains. It's very old and beautiful. You can also see the rain forest in Peru. So, check out Peru. It's a really fun place to visit.



Machu Picchu

Write the information. Use your dictionary, if necessary. *(Answers will vary.)*

Country: _____

Things you can do: _____

Important city: _____

Continent: _____

Famous place: _____

Weather in that city: _____

Draw three pictures or bring three photos of the things in your chart to class.

In Class

i Make a poster. Use the sample poster as a model.

👥 Read the information on your poster. The other group members guess the country.

This country is in Central America.
Cancun is . . .

Is it Costa Rica?

👥 Choose a group leader. Present your places to another group. Try to guess the country on each poster. Finally, write the correct countries on the posters.

👤 Display the posters in your classroom. Walk around and look at all of them. Vote on the most interesting place.

This country is in Central America.
Cancun is an important city there.
It's hot and sunny there.

You can visit Chichen-Itza.

You can go to beautiful beaches.

You can listen to mariachi music.

(country)

Sample poster

Word List

This list includes the key words and phrases in *Connect Second Edition Student's Book 2*. The numbers next to each word are the page numbers on which the words first appear.

Key Vocabulary

Aa

action movie (78) _____
active (10) _____
activities (37) _____
actually (3) _____
admire (22) _____
adult (72) _____
adventure DVDs (46) _____
afternoon [in the . . .] (39) _____
again (37) _____
age (51) _____
air (110) _____
album (54) _____
all [at all] (11) _____
almost (47) _____
amazing (72) _____
animated movie (78) _____
answer (52) _____
anything (95) _____
appetizer (94) _____
apple (86) _____
Arabic (106) _____
artistic (8) _____
arts and crafts (38) _____
asleep (70) _____
At least! (109) _____
at night (37) _____
athlete (72) _____
athletic (8) _____
attention (61) _____
audio (54) _____
average (80) _____
awesome (72) _____

Bb

baby (64) _____
backup (12) _____
baked potato (94) _____
ball (65) _____
banana (86) _____
barbecue (74) _____
baseball bat (66) _____
baseball player (33) _____
basketball court (5) _____
bass (22) _____
bat [animal] (72) _____
bathing suit (65) _____
beans (94) _____
bear (103) _____
beautifully (76) _____

belt (66) _____
bike path (60) _____
biking (30) _____
bird (102) _____
black bean soup (94) _____
blanket (36) _____
blond (80) _____
boat (60) _____
boat ride (58) _____
body (type) (80) _____
bowling (53) _____
bracelet (66) _____
bread (88) _____
breakfast (16) _____
bring (36) _____
broccoli (86) _____
bug repellent (36) _____
busy (39) _____
butter (86) _____
butter cow (82) _____

Cc

cake (74) _____
camp (36) _____
campers (39) _____
campfire (38) _____
camping (50) _____
canoeing (38) _____
cards (74) _____
carrot cake (94) _____
castle (68) _____
cat (10) _____
catalog (47) _____
cave (102) _____
CD (28) _____
celebrate (74) _____
cents (46) _____
champion (40) _____
checklist (36) _____
check out (26) _____
cheese (86) _____
cheeseburger (94) _____
chicken (92) _____
chicken sandwich (94) _____
chocolate cake (94) _____
circus (72) _____
climb (102) _____
clothes (23) _____
clothing (23) _____
cloudy (100) _____

coat (66) _____
cold (100) _____
collect (18) _____
column (96) _____
come (52) _____
comedy (78) _____
comfortable (37) _____
company (26) _____
convenient (54) _____
cook [noun] (75) _____
cook [verb] (38) _____
cookbook (96) _____
cookie (87) _____
cool (100) _____
country (music) (44) _____
creator (26) _____
crossword puzzles (50) _____
cup (88) _____
curly (80) _____
cyclist (33) _____

Dd

dance lessons (18) _____
dancing (50) _____
dangerous (10) _____
delicious (68) _____
dessert (94) _____
die (110) _____
diner (94) _____
dinner (16) _____
dirty (110) _____
discover (46) _____
documentary (78) _____
dog (10) _____
doll (68) _____
dollars (46) _____
download (54) _____
drama (78) _____
dress (37) _____
drinks [noun] (88) _____
drums (12) _____
DVD (18) _____

Ee

each (46) _____
early (25) _____
easily (8) _____
eat (16) _____
eat out (24) _____
egg (86) _____

egg sandwich (87) _____
electric keyboard (22) _____
else (89) _____
end (81) _____
especially (109) _____
evening [in the . . .] (39) _____
everyone (101) _____
everything (67) _____
exhibit (72) _____
expensive (47) _____
eye (32) _____

Ff

farm (82) _____
fascinating (72) _____
fashion designer (23) _____
feet (32) _____
fence (40) _____
festival (72) _____
few [a few] (89) _____
find (107) _____
fish (94) _____
flashlight (36) _____
float (64) _____
fly (64) _____
follow (61) _____
foot (32) _____
for a change (87) _____
forget (103) _____
fork (88) _____
free time (18) _____
french fries (94) _____
Frisbee (64) _____
fruit (88) _____

Gg

German (106) _____
Germany (106) _____
get up (16) _____
glove(s) (32) _____
goggles (32) _____
golf (109) _____
Good! (93) _____
good (at something) (9) _____
go out (24) _____
grade (eighth grade) (21) _____
grades (52) _____
Greece (106) _____
Greek (106) _____
group (44) _____
guess (23) _____
guitar lesson (17) _____
guy (31) _____

Hh

hair (80) _____
hairstyle (80) _____
hand (32) _____
hang out (18) _____
hard [work hard] (23) _____
hardly ever (52) _____
hate (73) _____

head (32) _____
headphones (52) _____
healthy (87) _____
heavy (80) _____
height (80) _____
helmet (32) _____
help [noun] (101) _____
help [verb] (31) _____
high school [adjective] (22) _____
hike (38) _____
hiking boots (36) _____
hip-hop (music) (44) _____
horror movie (78) _____
horseback riding (38) _____
hotel (103) _____
hot spring (102) _____
houseboat (102) _____
how [How old is he?] (3) _____

Ii

ice cream (70) _____
iced tea (94) _____
idea (93) _____
incredible (72) _____
information (101) _____
in-line (skate) (18) _____
instrument (8) _____
interests (50) _____
island (102) _____
Italy (106) _____

Jj

jazz (44) _____
jazz band (22) _____
jazz club (22) _____
jelly (92) _____
jewelry (67) _____
jokes (8) _____
juice (88) _____
just a minute (37) _____

Kk

karate (30) _____
ketchup (92) _____
kind [what kind of] (45) _____
kite (64) _____
knee (32) _____
knee pad(s) (32) _____
knives [*sing.* knife] (88) _____

Ll

language (8) _____
lead (12) _____
learn (72) _____
leave (37) _____
lesson (17) _____
lettuce (92) _____
lifeguard chair (65) _____
light (60) _____
line [in line] (60) _____
listen (18) _____
lives (16) _____

long (80) _____
look (like) (81) _____

Mm

main dish (94) _____
make (8) _____
man (64) _____
many [how many] (89) _____
marketing (26) _____
maybe (31) _____
mayonnaise (92) _____
meat (86) _____
medium-length (80) _____
melt (110) _____
menu (94) _____
messages (26) _____
messy (10) _____
midnight (37) _____
milk (88) _____
milk shake (94) _____
million (54) _____
morning [in the . . .] (16) _____
Morocco (106) _____
mountain (102) _____
much [adjective] (45) _____
much [how much] (47) _____
much [very much] (11) _____
musical [adjective] (8) _____
musical [noun] (12) _____
musician (44) _____
mustard (92) _____

Nn

national forest (108) _____
Nature Center (73) _____
nature puzzles (46) _____
near (65) _____
necklace (66) _____
need (33) _____
never (52) _____
newspaper (96) _____
No kidding! (33) _____
nothing (87) _____
nutrition (96) _____

Oo

ocean (64) _____
off (to) (36) _____
one hundred thousand (108) _____
one thousand (108) _____
on time (52) _____
open (74) _____
or (17) _____
order (95) _____
outdoors (50) _____
over (11) _____
own [his own] (23) _____

Pp

paper airplanes (52) _____
parrot (10) _____
party game (74) _____

pasta (88) _____
pay (attention) (61) _____
pay for (66) _____
peach (68) _____
pepper (92) _____
person (50) _____
pet (10) _____
phone (18) _____
photograph (107) _____
piano (22) _____
piano lesson (19) _____
picnic area (60) _____
picture (8) _____
pie (94) _____
pillow (36) _____
plan [noun] (88) _____
plant [noun] (109) _____
plastic (110) _____
plate (88) _____
play [noun] (68) _____
poetry (50) _____
police officer (108) _____
pop (music) (44) _____
popcorn (25) _____
Portuguese (106) _____
potato (86) _____
pounds (82) _____
practice (22) _____
present [noun] (74) _____
presentation (109) _____
pretty (good at) (9) _____

Qq

question (21) _____

Rr

rabbit (10) _____
race car driver (36) _____
radio (36) _____
radio-controlled airplane (46) _____
raft (64) _____
raincoat (36) _____
rain forest (102) _____
rainy (100) _____
read (37) _____
recipe (96) _____
recycle (110) _____
refrigerator (87) _____
reggae (music) (44) _____
relax (74) _____
remember (36) _____
rent (54) _____
review (26) _____
rice (86) _____
ride (58) _____
ring (66) _____
rise (110) _____
river (102) _____
robot (72) _____
routine (16) _____
rules (61) _____
run (108) _____

Russia (106) _____
Russian (106) _____

Ss

sail (64) _____
salad (94) _____
salt (92) _____
sand (64) _____
save (110) _____
say (37) _____
scarf (66) _____
science kit (46) _____
scientist (109) _____
score (76) _____
sea (102) _____
seashells (64) _____
section (96) _____
sell (54) _____
shop for (66) _____
shopping (50) _____
side order (94) _____
sightseeing (58) _____
skate (18) _____
skateboarder (33) _____
skating [adjective] (23) _____
ski (30) _____
ski boot(s) (32) _____
skier (33) _____
sleep (24) _____
sleeping bag (36) _____
slim (80) _____
slow (75) _____
snack (92) _____
snake (10) _____
snowy (100) _____
soap (36) _____
soccer (2) _____
soccer practice (53) _____
soda (94) _____
software (26) _____
something (37) _____
song (49) _____
sound (101) _____
sound (like) (39) _____
souvenir (58) _____
souvenir shop (103) _____
special (12) _____
species (109) _____
spend (time) (50) _____
spider (10) _____
spoon (88) _____
sports equipment (32) _____
stadium (108) _____
stamps (18) _____
stand (60) _____
star map (46) _____
start (77) _____
stay (home) (24) _____
stay on (60) _____
stay up (24) _____
steak sandwich (94) _____

stop (37) _____
stories (38) _____
straight (80) _____
student (22) _____
study (47) _____
sunny (100) _____
sunscreen (36) _____
supplies (88) _____
supposed (to be) (37) _____
sure (79) _____
Sure! (33) _____
surf (30) _____
surfboard (66) _____
surprise (73) _____
survey (19) _____
swim (30) _____
swimmer (33) _____
swimming (51) _____
swimming lessons (38) _____
swim team (33) _____

Tt

take (18) _____
talented (23) _____
talk (18) _____
teach (22) _____
telescope (46) _____
temperature (100) _____
tennis (2) _____
tennis racket (66) _____
ten thousand (108) _____
theater (70) _____
then (16) _____
there [Hello there!] (2) _____
thrilling (72) _____
throw (52) _____
ticket (68) _____
today's [adjective] (94) _____
tonight (79) _____
too bad (47) _____
towel (36) _____
traditional (68) _____
trail (103) _____
trash (60) _____
trash can (60) _____
travel vest (46) _____
trip (59) _____
trolley (58) _____
trophy (40) _____
try on (66) _____
twenty-five thousand (108) _____
two thousand (108) _____
typical (12) _____

Uu

underground (102) _____
until (37) _____
us (81) _____
use (18) _____

Vv

- vegetable soup (94) _____
- video (18) _____
- videotape [verb] (59) _____
- violin (23) _____

Ww

- wait (for) (60) _____
- walk (58) _____
- wall calendar (46) _____
- want (79) _____

- warm (100) _____
- watch [verb] (16) _____
- water (86) _____
- water-ski (30) _____
- wavy (80) _____
- wear (32) _____
- weather (100) _____
- Web site (12) _____
- week (23) _____
- weekend (19) _____

- weigh (82) _____
- win (40) _____
- windy (100) _____
- wire (82) _____
- wolves [*sing. wolf*] (103) _____
- woman (81) _____
- work (22) _____
- would (95) _____