

Joan Saslow  
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# Teen & Teen

## One

Student Book  
& Workbook 1



Extra Practice  
CD-ROM

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One

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### Real ...

Read and listen to everyday language.

#### Topic Snapshot

1.68 1. Read and listen to the conversation.



Lucas: Wow! Marcos, who's the new girl?  
 Marcos: The tall girl?  
 Lucas: Mm-hmm. She's pretty. What's her name?

### 12 You should visit Brazil!

**Grammar** should for advice, statements and yes/no questions • should information questions  
**Vocabulary** Reasons to visit a place  
**Social language** Describe your country

**Topic Snapshot**  
 1. Read and listen to the video webchat.

**Video webchat**

Ana: Hello, Daniel?  
 Daniel: Are you there?  
 Ana: I'm here, Ana. How are you?  
 Daniel: Actually, I'm great! Daniel, guess what?  
 Ana: What?  
 Daniel: Julie Duclos is here with her family. From Canada! She's here in my apartment now.  
 Julie: Hi, Daniel! It's true. We're here in Brazil for a week.  
 Daniel: Hi, Julie! Lucky you!  
 Julie: Yeah, Brazil is fantastic!  
 Ana: Daniel, you should visit Brazil, too!  
 Daniel: I should! That's an awesome idea. But what's Brazil like?  
 Ana: Well, it's a really big country. The people are very nice. The weather is great. The restaurants are fantastic. And the beaches are awesome!  
 Daniel: Hey, Julie! You should upload some photos of Brazil to Teen2Teen Friends. OK?  
 Julie: Great idea!  
 Ana: See you later, Daniel!  
 Daniel: Bye, guys!

2. Circle the correct name.

Meet friends from around the world on the Teen2Teen Friends social networking "website."

### 10 Give and accept compliments

2.46 1. Read and listen to the conversation.

A That sweater is so cool!  
 B This sweater?  
 A Yeah. It's great. And those red shoes are awesome!  
 B Thanks!  
 A You're welcome.

Positive adjectives  
 awesome! .....  
 cool!  
 great!  
 nice!

Learn authentic, social language that reflects your reality.

### Realistic ...

### 6 Vocabulary Entertainment events

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

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

1.80 2. Pronunciation Listen and repeat.

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

- Cool! David's birthday party is at 8:00!
- Awesome! King Kong is my favorite \_\_\_\_\_.
- Hey! What time is the volleyball \_\_\_\_\_?
- The Lady Gaga \_\_\_\_\_ is at the Metro Theater on Saturday.

Study and learn new words from clear illustrations and photos. Pronounce them and use them right away.

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

1. Study the grammar.

Where are you? I'm in Salvador!

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

**Language tips**

- Where is = Where's
- Where are NOT Where're

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

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

Simple and clear examples aid understanding and use.



# For your reality ...

**Today's International Five-Day Weather Forecast** Tuesday, February 4

**Favorite places**  
London: 8°C, Lima, Peru: 12°C, New York: 4°C

**North America**  
Vancouver, Canada: Tue 8°C, Wed 14°C, Thu 14°C, Fri 8°C, Sat 8°C  
Fortaleza, Brazil: Tue 31°C, Wed 32°C, Thu 31°C, Fri 31°C, Sat 24°C  
Santiago, Chile: Tue 12°C, Wed 8°C, Thu 8°C, Fri 2°C, Sat 12°C

**South America**  
Santiago, Chile: Tue 12°C, Wed 8°C, Thu 8°C, Fri 2°C, Sat 12°C

**Yes, they can! Meet four awesome athletes**

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

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

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

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

About you!



Use English to express your ideas and talk about your own life.



Talk to your classmates about subjects that interest you.

Read interesting articles written at a level you can understand and explore a variety of authentic text types.

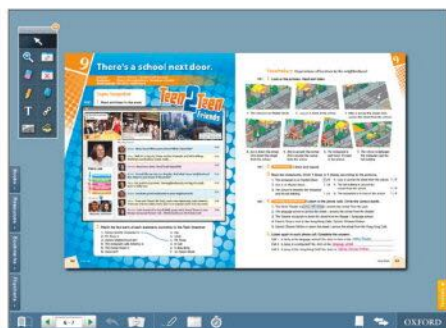
4. **Listening comprehension** Listen to the conversations. Then listen again and complete each statement, according to the conversations.
- The green pants are / aren't great. The brown ones are / aren't so nice.
  - The gray sweater is / isn't cool, but it is / isn't very expensive.
  - The jacket is new / old. It's nice / not nice.
  - His favorite color is / isn't orange. Her favorite color is / isn't orange.
  - The shoes are / aren't good-looking. They're black / blue.
5. Listen again and check your answers.

## Extend your learning

Use the activities in the Workbook and on the CD-ROM for extra practice.



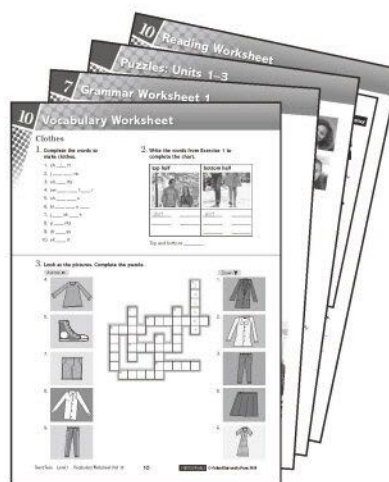
## Extra support from your teacher



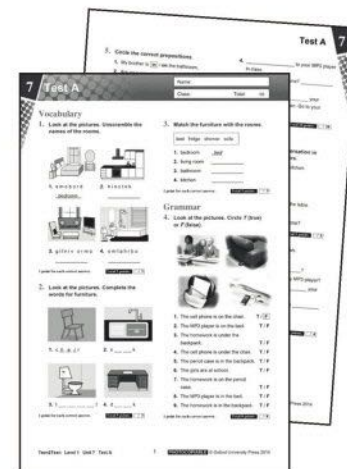
Digital resources to help bring language to life in the classroom.



Interactive Grammar Presentations to help with learning.



Additional worksheets to consolidate and extend your learning.



Tests to record your progress.





# Learning Objectives



	Grammar	Vocabulary	Social language	Reading and Writing
<b>Welcome to Teen 2 Teen</b> page 6				
<b>1. Welcome to English class.</b> page 10	<ul style="list-style-type: none"> <li>Verb <i>be</i>: affirmative and negative</li> <li>Subject pronouns</li> </ul>	<ul style="list-style-type: none"> <li>Greetings: hellos and goodbyes</li> </ul>	<ul style="list-style-type: none"> <li>Greet your classmates</li> <li>Apologize for a mistake</li> </ul>	<b>Reading</b> <ul style="list-style-type: none"> <li>Conversations and captions</li> </ul> <b>Writing</b> page 90 <ul style="list-style-type: none"> <li>Writing a sentence: subjects and verbs</li> </ul>
<b>2. Is she your mom?</b> page 16	<ul style="list-style-type: none"> <li>Possessive adjectives</li> <li>Possessive 's and s'</li> <li>Verb <i>be</i>: <i>yes / no</i> questions and short answers</li> <li>Verb <i>be</i>: questions with <i>Who</i> and <i>What</i></li> </ul>	<ul style="list-style-type: none"> <li>The family</li> </ul>	<ul style="list-style-type: none"> <li>Talk about your family</li> </ul>	<b>Reading</b> <ul style="list-style-type: none"> <li>A picture story</li> </ul> <b>Writing</b> page 90 <ul style="list-style-type: none"> <li>Using periods and question marks</li> </ul>
<b>3. Teen 2 Teen Friends</b> <b>Where are you from?</b> page 22	<ul style="list-style-type: none"> <li>Verb <i>be</i>: questions with <i>Where</i></li> <li><i>be in</i> for location</li> <li><i>be from</i> for origin</li> </ul>	<ul style="list-style-type: none"> <li>Countries, nationalities, and hometowns</li> </ul>	<ul style="list-style-type: none"> <li>Discuss nationalities</li> </ul>	<b>Reading</b> <ul style="list-style-type: none"> <li>An online message board</li> <li><b>Skill / strategy:</b> Find supporting details</li> </ul> <b>Writing</b> page 91 <ul style="list-style-type: none"> <li>Capitalization</li> </ul>
<b>Review: Units 1–3</b> pages 28–29 <b>All About You</b> <b>Progress Check</b>		<b>Cross-curricular Reading: Geography</b> page 96		<b>Teen 2 Teen Friends Magazine 1</b> page 100
<b>4. Are we late?</b> page 30	<ul style="list-style-type: none"> <li>Prepositions <i>on</i> and <i>at</i></li> <li>Verb <i>be</i>: information questions with <i>What time</i>, <i>When</i>, and <i>What day</i></li> </ul>	<ul style="list-style-type: none"> <li>Clock times</li> <li>School subjects</li> <li>Days of the week</li> <li>Expressions of punctuality</li> </ul>	<ul style="list-style-type: none"> <li>Confirm the time of a class</li> </ul>	<b>Reading</b> <ul style="list-style-type: none"> <li>Profiles from a teen magazine</li> <li><b>Skill / strategy:</b> Classify information</li> </ul> <b>Writing</b> page 91 <ul style="list-style-type: none"> <li>More rules about capitalization</li> </ul>
<b>5. The new girl is very cute!</b> page 36	<ul style="list-style-type: none"> <li>Use of adjectives</li> <li>Intensifier <i>very</i></li> <li>Verb <i>be</i>: information questions with <i>What color</i></li> <li>Questions with <i>or</i></li> </ul>	<ul style="list-style-type: none"> <li>Adjectives to describe people</li> <li>Adjectives to describe eyes and hair</li> </ul>	<ul style="list-style-type: none"> <li>Describe a person</li> </ul>	<b>Reading</b> <ul style="list-style-type: none"> <li>On-the-street interviews</li> <li><b>Skill / strategy:</b> Find supporting details</li> </ul> <b>Writing</b> page 92 <ul style="list-style-type: none"> <li>Capitalization of sentences</li> </ul>
<b>6. Teen 2 Teen Friends</b> <b>Today's my birthday!</b> page 42	<ul style="list-style-type: none"> <li>Verb <i>be</i>: questions with <i>How old</i></li> <li>Preposition <i>in</i> for months</li> <li>Preposition <i>on</i> for dates</li> </ul>	<ul style="list-style-type: none"> <li>Entertainment events</li> <li>Months of the year</li> <li>Ordinal numbers 1st–31st</li> </ul>	<ul style="list-style-type: none"> <li>Confirm the date of an event</li> </ul>	<b>Reading</b> <ul style="list-style-type: none"> <li>An events calendar</li> <li><b>Skill / strategy:</b> Scan for information</li> </ul> <b>Writing</b> page 92 <ul style="list-style-type: none"> <li>Capitalization</li> </ul>
<b>Review: Units 4–6</b> pages 48–49 <b>All About You</b> <b>Progress Check</b>		<b>Cross-curricular Reading: Art</b> page 97		<b>Teen 2 Teen Friends Magazine 2</b> page 101



	Grammar	Vocabulary	Social language	Reading and Writing
<b>7.</b> <b>Here. Use my phone.</b> <i>page 50</i>	<ul style="list-style-type: none"> <li>Prepositions and expressions of position and location</li> <li>The imperative</li> </ul>	<ul style="list-style-type: none"> <li>Rooms and furniture at home</li> </ul>	<ul style="list-style-type: none"> <li>Help someone find something</li> </ul>	<b>Reading</b> <ul style="list-style-type: none"> <li>A dos and don'ts list for English class</li> <li><b>Skill / strategy:</b> Apply information</li> </ul> <b>Writing page 93</b> <ul style="list-style-type: none"> <li>Using exclamation points</li> </ul>
<b>8.</b> <b>It's really sunny now!</b> <i>page 56</i>	<ul style="list-style-type: none"> <li><i>Let's / Let's not</i></li> </ul>	<ul style="list-style-type: none"> <li>Good weather and bad weather</li> <li>Free-time activities</li> </ul>	<ul style="list-style-type: none"> <li>Talk about the weather</li> <li>Suggest activities</li> </ul>	<b>Reading</b> <ul style="list-style-type: none"> <li>Weather forecasts</li> <li><b>Skill / strategy:</b> Interpret visual symbols</li> </ul> <b>Writing page 93</b> <ul style="list-style-type: none"> <li>Using apostrophes</li> </ul>
<b>9. Teen 2 Teen Friends</b> <b>There's a school next door.</b> <i>page 62</i>	<ul style="list-style-type: none"> <li><i>there is / there are</i></li> <li>Questions with <i>How many</i></li> </ul>	<ul style="list-style-type: none"> <li>Expressions of location in the neighborhood</li> <li>Places in the neighborhood</li> </ul>	<ul style="list-style-type: none"> <li>Ask about a neighborhood</li> </ul>	<b>Reading</b> <ul style="list-style-type: none"> <li>A blog about your neighborhood</li> <li><b>Skill / strategy:</b> Find supporting details</li> </ul> <b>Writing page 94</b> <ul style="list-style-type: none"> <li>Connecting words with commas and <i>and</i></li> </ul>
<b>Review: Units 7–9 pages 68–69</b> <b>All About You Progress Check</b>		<b>Cross-curricular Reading: Earth Science page 98</b>		<b>Teen 2 Teen Friends Magazine 3 page 102</b>
<b>10.</b> <b>Look at those black jeans!</b> <i>page 70</i>	<ul style="list-style-type: none"> <li>Questions with <i>Which</i></li> <li>Answers with <i>one / ones</i></li> <li><i>this / that / these / those</i></li> <li>Intensifier <i>too</i></li> </ul>	<ul style="list-style-type: none"> <li>Clothes</li> <li>Colors</li> </ul>	<ul style="list-style-type: none"> <li>Give and accept compliments</li> </ul>	<b>Reading</b> <ul style="list-style-type: none"> <li>An online clothes store</li> <li><b>Skill / strategy:</b> Apply prior knowledge</li> </ul> <b>Writing page 94</b> <ul style="list-style-type: none"> <li>Combining two sentences with <i>and</i></li> </ul>
<b>11.</b> <b>I can do that!</b> <i>page 76</i>	<ul style="list-style-type: none"> <li><i>can / can't</i> for ability: statements and <i>yes / no</i> questions</li> <li>Degrees of ability</li> </ul>	<ul style="list-style-type: none"> <li>Abilities</li> </ul>	<ul style="list-style-type: none"> <li>Discuss your abilities</li> </ul>	<b>Reading</b> <ul style="list-style-type: none"> <li>Profiles of international athletes</li> <li><b>Skill / strategy:</b> Classify information</li> </ul> <b>Writing page 95</b> <ul style="list-style-type: none"> <li>Combining sentences with <i>but</i></li> </ul>
<b>12. Teen 2 Teen Friends</b> <b>You should visit Brazil!</b> <i>page 82</i>	<ul style="list-style-type: none"> <li><i>should</i> for advice: statements and <i>yes / no</i> questions</li> <li><i>should</i>: information questions</li> </ul>	<ul style="list-style-type: none"> <li>Reasons to visit a place</li> </ul>	<ul style="list-style-type: none"> <li>Describe your country</li> </ul>	<b>Reading</b> <ul style="list-style-type: none"> <li>An online travel article</li> <li><b>Skill / strategy:</b> Find supporting details</li> </ul> <b>Writing page 95</b> <ul style="list-style-type: none"> <li>Combining ideas with <i>or</i></li> </ul>
<b>Review: Units 10–12 pages 88–89</b> <b>All About You Progress Check</b>		<b>Cross-curricular Reading: Life Science page 99</b>		<b>Teen 2 Teen Friends Magazine 4 page 103</b>
<b>Reference pages 104–106</b>				
<b>Workbook pages W1–W37</b>				



## Classroom directions

1.02)) 1. Read and listen.



1. read



2. listen



3. repeat



4. write



5. look

1.03)) 2. **Pronunciation** Listen and repeat.

## The alphabet

1.04)) 1. Read and listen.



1.05)) 2. **Pronunciation** Listen and repeat.

About you!



Spell your name.

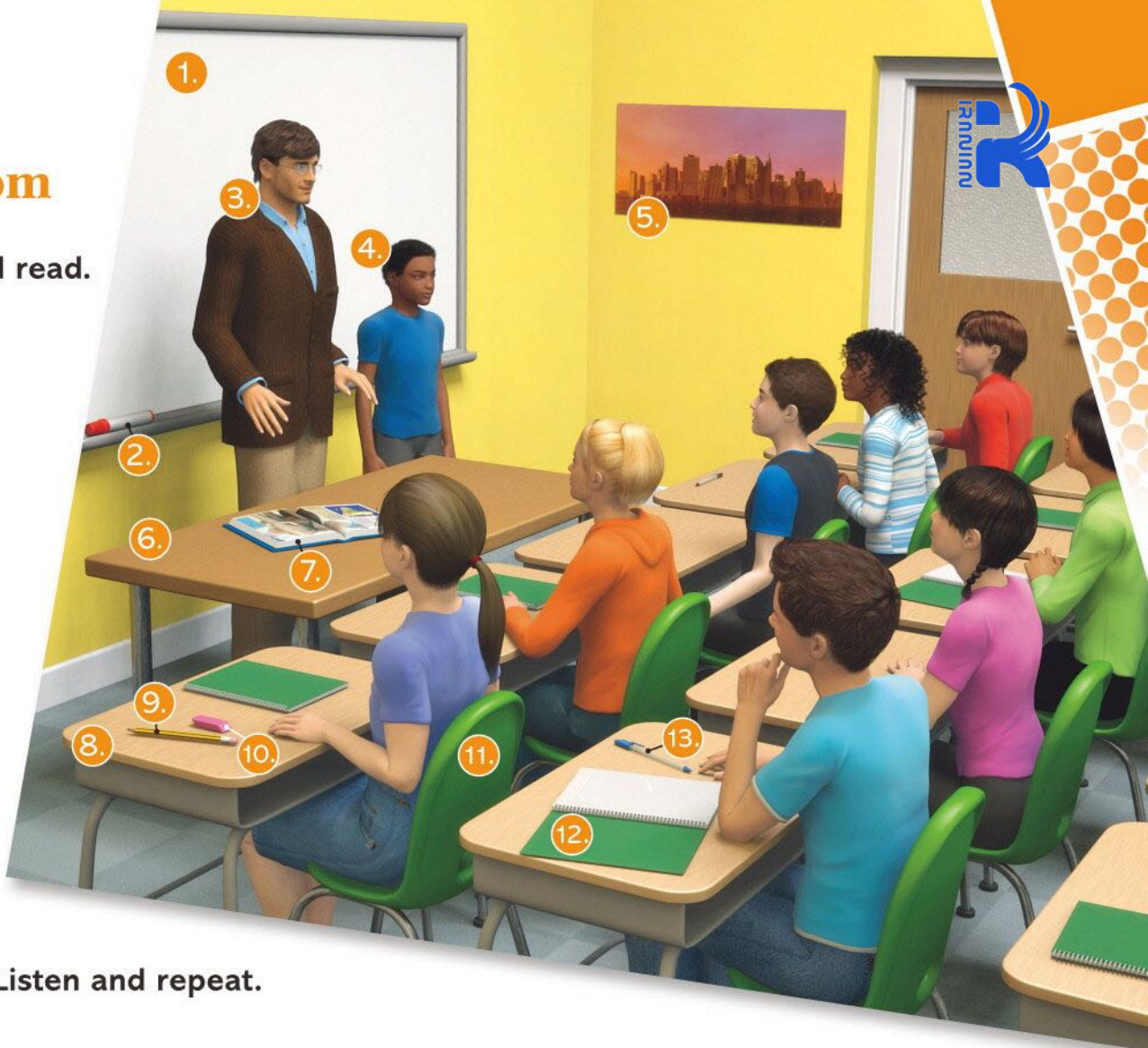
K-A-T-E



# The classroom

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

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



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

## Numbers 0-10

1.08) **1. Read and listen.**

- |          |          |          |          |          |          |          |          |          |          |           |
|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|-----------|
| <b>0</b> | <b>1</b> | <b>2</b> | <b>3</b> | <b>4</b> | <b>5</b> | <b>6</b> | <b>7</b> | <b>8</b> | <b>9</b> | <b>10</b> |
| zero     | one      | two      | three    | four     | five     | six      | seven    | eight    | nine     | ten       |

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

**3. Look at the pictures. Write the numbers.**

a. <u>three</u> notebooks	b. _____ erasers	c. _____ teachers	d. _____ chairs	e. _____ pens
f. _____ markers	g. _____ student	h. _____ books	i. _____ desks	j. _____ pictures



## Numbers 11–20

1.10) 1. Read and listen.



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

3. Write the numbers.

- a. 15 fifteen      c. 18 \_\_\_\_\_      e. 16 \_\_\_\_\_      g. 12 \_\_\_\_\_      i. 17 \_\_\_\_\_  
 b. 19 \_\_\_\_\_      d. 14 \_\_\_\_\_      f. 20 \_\_\_\_\_      h. 13 \_\_\_\_\_      j. 11 \_\_\_\_\_

## Numbers 21–100

1.12) 1. Read and listen.



1.13) 2. **Pronunciation** Listen and repeat.

3. Write the numbers.

- a. 31 thirty-one      e. 86 \_\_\_\_\_      i. 58 \_\_\_\_\_      m. 82 \_\_\_\_\_  
 b. 63 \_\_\_\_\_      f. 94 \_\_\_\_\_      j. 37 \_\_\_\_\_      n. 75 \_\_\_\_\_  
 c. 42 \_\_\_\_\_      g. 77 \_\_\_\_\_      k. 41 \_\_\_\_\_      o. 68 \_\_\_\_\_  
 d. 55 \_\_\_\_\_      h. 49 \_\_\_\_\_      l. 99 \_\_\_\_\_      p. 60 \_\_\_\_\_



# Teen2Teen Friends



16:00

1.14 Connecting Teens Around the World!

Hi! I'm Julie Duclos.



Hey! Bruno Klein here.



Hello! I'm Gan Yu.



Adam Lucas, here. Hi!

I'm Daniel Campos. Hello!



Hi! I'm Su Berkan.



Hello! I'm Sandra Pacheco.

And I'm Ana Costa. Hi!



I'm Hana Lee. Hi!  
Nice to meet you!



Meet the Teen2Teen Friends in Units 3, 6, 9, and 12,  
and in the Teen2Teen Friends Magazine.



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

## Vocabulary Greetings: hellos and goodbyes

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



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



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



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



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



5. Dad: Goodbye.  
 Kids: Goodbye.



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

1.16)) **2. Pronunciation Listen and repeat.**

**3. Circle the correct greeting.**

- 1. 18:30 Good morning. / Good evening.
- 2. 10:00 Good morning. / Good evening.

- 3. 14:00 Good morning. / Good afternoon.
- 4. 22:00 Good night. / Good afternoon.

**4. Write the correct greeting.**



1. You Hi! / Hello!



2. You \_\_\_\_\_



3. You \_\_\_\_\_



4. You \_\_\_\_\_



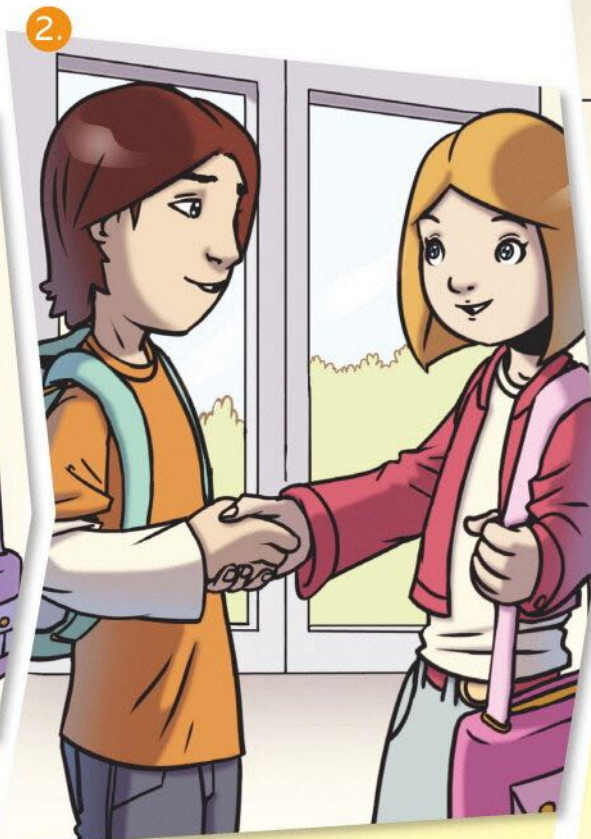
## Topic Snapshot

1.17) 1. Read and listen to the conversation.



Sam: Good morning! I'm Sam.

Lucy: Hello! I'm Lucy.



Sam: Nice to meet you, Lucy.

Lucy: Nice to meet you, too, Sam.



Teacher: Good morning. I'm Ms. Lane. Welcome to English class.

Sam and

Lucy: Good morning, Ms. Lane.

2. Choose the correct greeting.

- I'm Claire.
  - Nice to meet you, Claire.
  - Goodbye.
- I'm Dave.
  - Hello, Dave. I'm Ellen.
  - Good night.
- Nice to meet you.
  - Good night.
  - Nice to meet you, too.
- I'm Ms. Jones.
  - Nice to meet you, too.
  - Hello, Ms. Jones.

1.18) 3. Now listen and check your answers.

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

- A: Hello \_\_\_\_\_! I'm Max.  
B: Hello, Max. I'm Sara.
- A: Hi, Patrick. I'm Alex.  
B: \_\_\_\_\_, Alex.
- A: Hello. I'm Gabriel.  
B: \_\_\_\_\_, Gabriel. I'm Mr. Smith. I'm the teacher.
- A: Good morning, Mr. Smith. Nice to meet you.  
B: \_\_\_\_\_ to English class.








## Grammar Verb *be*: affirmative; Subject pronouns

### 1. Study the grammar.

subject pronoun      verb *be*  
I                              am      Dan.

I'm Dan.

Singular subject pronouns	Singular affirmative statements	Contractions
 I	<b>I am</b> Paula.	<b>I'm</b> Paula.
 you	<b>You are</b> Dennis.	<b>You're</b> Dennis.
 he	<b>He is</b> a student.	<b>He's</b> a student.
 she	<b>She is</b> a teacher.	<b>She's</b> a teacher.
 it	<b>It is</b> a pencil.	<b>It's</b> a pencil.



**Language tip** • *a* and *an*  
*a pencil / a marker / a student* **BUT** *an eraser*

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

### 3. Complete the sentences. Write the correct subject pronouns and a form of *be*. Use contractions.



1. He's Leo.



2. \_\_\_\_\_ Susan.



3. \_\_\_\_\_ a book.



4. \_\_\_\_\_ Mr. Soares.

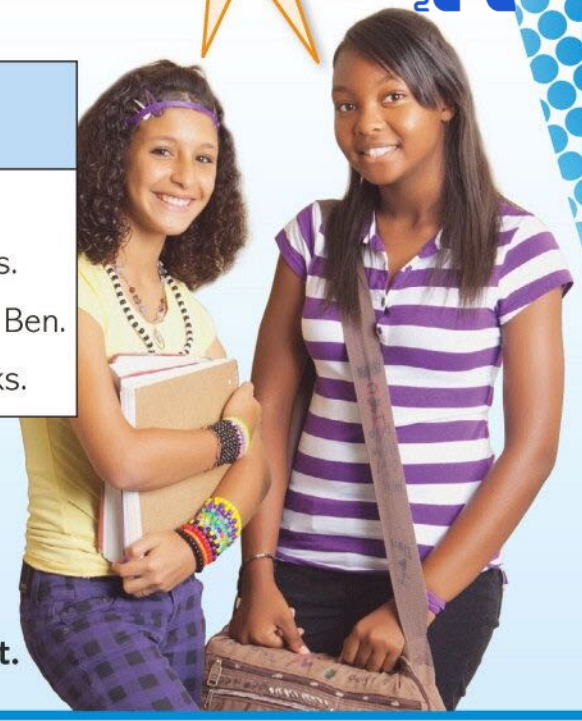


5. \_\_\_\_\_ Ms. Davis.  
\_\_\_\_\_ the teacher.

### 4. Now listen and check your answers.



We're classmates.



5. Study the grammar.

Plural subject pronouns	Singular affirmative statements	Contractions
<p>we</p> <p>you</p> <p>they</p>	<p><b>We are</b> students.</p> <p><b>You are</b> classmates.</p> <p><b>They are</b> Tom and Ben.</p> <p><b>They are</b> notebooks.</p>	<p><b>We're</b> students.</p> <p><b>You're</b> classmates.</p> <p><b>They're</b> Tom and Ben.</p> <p><b>They're</b> notebooks.</p>



Language tip

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

1.22

6. Pronunciation Listen to the grammar examples. Repeat.

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



1. They're students.



2. \_\_\_\_\_ pens.



3. \_\_\_\_\_ Melissa and Anne.

1.23

8. Now listen and check your answers.

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

- I'm Zara. I am Zara
- We're classmates. \_\_\_\_\_
- He's a teacher. \_\_\_\_\_
- They're markers. \_\_\_\_\_
- You're students. \_\_\_\_\_
- It's a book. \_\_\_\_\_

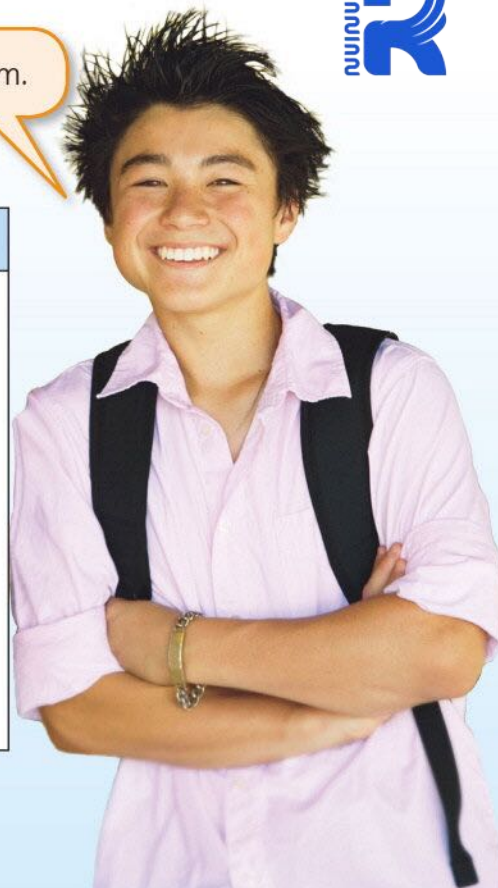


## Grammar Verb *be*: negative

I'm not Dan. I'm Tim.

### 1. Study the grammar.

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



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

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

1. We're \_\_\_\_\_ Lily and Elena.  
We're not \_\_\_\_\_ Julia and Kate.

2. Cathy?  
No. \_\_\_\_\_ Cathy.  
\_\_\_\_\_ Erica.

3. Steven?  
No. \_\_\_\_\_ Steven.  
\_\_\_\_\_ Steven.

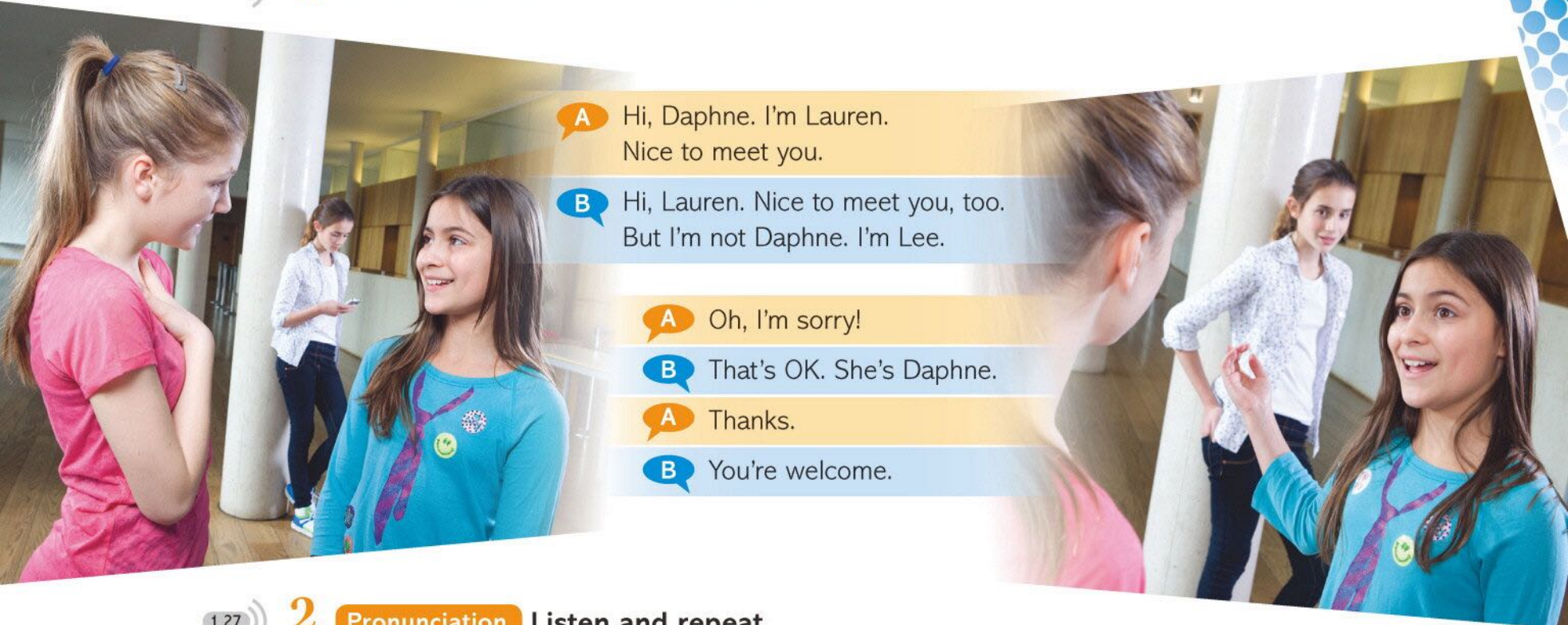
4. Laura?  
No. \_\_\_\_\_ Laura.  
\_\_\_\_\_ Lisa.  
\_\_\_\_\_ Laura.

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

- |                       |  |                      |   |
|-----------------------|--|----------------------|---|
| 1. She's Sarah.       | <input checked="" type="radio"/> T / <input type="radio"/> F | 4. She's Katie.      | <input type="radio"/> T / <input type="radio"/> F |
| 2. She's Kristen.     | <input type="radio"/> T / <input type="radio"/> F            | 5. He's Edward.      | <input type="radio"/> T / <input type="radio"/> F |
| 3. He's not Jonathan. | <input type="radio"/> T / <input type="radio"/> F            | 6. They're teachers. | <input type="radio"/> T / <input type="radio"/> F |



1.26)) **1. Read and listen to the conversation.**



**A** Hi, Daphne. I'm Lauren.  
Nice to meet you.

**B** Hi, Lauren. Nice to meet you, too.  
But I'm not Daphne. I'm Lee.

**A** Oh, I'm sorry!

**B** That's OK. She's Daphne.

**A** Thanks.

**B** You're welcome.

1.27)) **2. Pronunciation Listen and repeat.**

**3. Guided conversation** Write the names of four classmates on the notepad. Then create a NEW conversation. Use your name and the names of two classmates from your notepad.

**A** Hi, \_\_\_\_\_. I'm \_\_\_\_\_.  
Nice to meet you.

**B** Hi, \_\_\_\_\_. Nice to meet you, too.  
But I'm not \_\_\_\_\_. I'm \_\_\_\_\_.

**A** Oh, I'm sorry!

**B** That's OK. \_\_\_\_\_'s \_\_\_\_\_.

**A** Thanks.

**B** You're welcome.



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



**Grammar:** Possessives • Verb *be*: yes/no questions • Questions with *Who* and *What*  
**Vocabulary:** The family  
**Social language:** Talk about your family

## Topic Snapshot

1.28 1. Read and listen to the conversation.



Niki: Look, Gil. Here's a photo of my teacher.

Gil: Cool! What's her name?

Niki: Ms. Nelson. And here are my classmates, Ty and Wendy.



Gil: Who's he?

Niki: That's my friend, Bill.

Gil: Hey, am I your friend, too?

Niki: Of course!



Gil: Hi!

Niki: Is she your mom?

Gil: Yes, she is. And he's my little brother.

Niki: Oh! What's his name?

Gil: Gary.

2. Match the name with the relationship.

1. Gary
2. Gil and Niki
3. Ms. Nelson
4. Bill
5. Ty and Wendy

- a. teacher
- b. classmates
- c. friends
- d. friend
- e. brother



## Grammar Possessive adjectives; Possessive 's and s'

### 1. Study the grammar.

#### Possessive 's and s'

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

Subject pronouns	Possessive adjectives
I	<b>my</b>
you	<b>your</b>
he	<b>his</b>
she	<b>her</b>
it	<b>its</b>

Subject pronouns	Possessive adjectives
you	<b>your</b>
we	<b>our</b>
they	<b>their</b>

He's my brother.

Yeah. I'm his brother.



1.29

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

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

1.



Gary is his brother.

2.



Bill is \_\_\_\_\_ friend.

3.



Ms. Nelson is \_\_\_\_\_ teacher.

4.



Ms. Nelson is \_\_\_\_\_ teacher.

5.



Gil is \_\_\_\_\_ friend.

6.



So, Ms. Nelson is \_\_\_\_\_ teacher!

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

- Niki's \_\_\_\_\_ teacher is Ms. Nelson.
- Gary is Gil \_\_\_\_\_ brother.
- They're her two classmate \_\_\_\_\_ notebooks.
- Niki is Ty and Wendy \_\_\_\_\_ classmate.



## Grammar

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

#### 1. Study the grammar.

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

Is she your teacher?

Yes, she is.

1.30

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

#### 3. Complete the short answers.

- A: Is Niki a student?  
B: Yes, she is.
- A: Is Gary Niki's brother?  
B: No, \_\_\_\_\_.
- A: Is Ms. Nelson Gil's teacher?  
B: No, \_\_\_\_\_.
- A: Are Gil and Bill Niki's friends?  
B: Yes, \_\_\_\_\_.
- A: Are Ty and Wendy Gil's classmates?  
B: No, \_\_\_\_\_.
- A: Am I your classmate?  
B: Yes, \_\_\_\_\_.

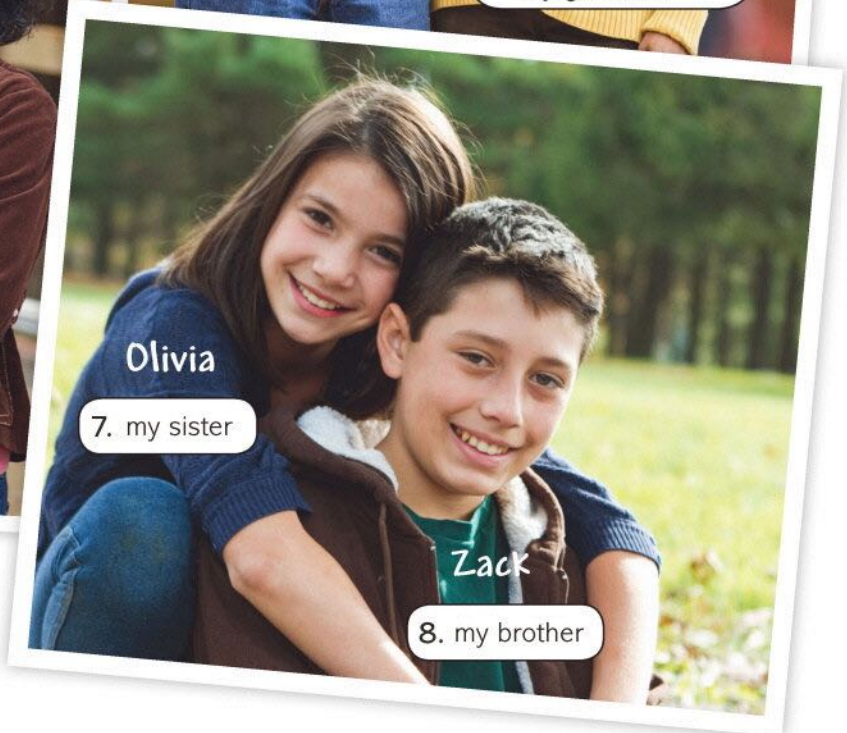
#### 4. Complete each conversation with a *yes / no* question.

- A: Is she our teacher \_\_\_\_\_? (she / our / teacher)  
B: Yes, she is.
- A: \_\_\_\_\_? (they / your / friends)  
B: Yes, they are.
- A: \_\_\_\_\_? (he / Gil's / brother)  
B: No, he isn't.
- A: \_\_\_\_\_? (we / your / classmates)  
B: No, you aren't.
- A: \_\_\_\_\_? (she / Bill and Gil's / friend)  
B: Yes, she is.
- A: \_\_\_\_\_? (I / your / teacher)  
B: Yes, you are.



## Vocabulary The family

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



1.32 **2. Pronunciation Listen and repeat.**

**3. Write the correct family relationships.**

- Joanne is Olivia's grandmother / grandma.
- Jerry and Joanne are Hope's \_\_\_\_\_.
- Tom and Jessica are Hope's \_\_\_\_\_.
- Olivia is Hope and Zack's \_\_\_\_\_.
- Jerry is Olivia's \_\_\_\_\_.

1.33 **4. Listening comprehension Look at the photos in Exercise 1 again. Then listen to the statements. Circle the correct names.**

- Jerry / Joanne
- Tom / Jerry
- Olivia and Zack / Jessica and Tom
- Olivia / Jessica
- Hope / Jessica



**Complete the statement about your family.**

My \_\_\_\_\_.



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

### 1. Study the grammar.

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



#### Personal information

#### 1.34 Listen and repeat.

family name  
phone number  
e-mail address  
nickname

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



#### Language tips

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

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

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

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

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

- (family name) What's your family name ? My family name is ...
- (nickname) \_\_\_\_\_ ? \_\_\_\_\_
- (friends' names) \_\_\_\_\_ ? \_\_\_\_\_
- (parents' names) \_\_\_\_\_ ? \_\_\_\_\_





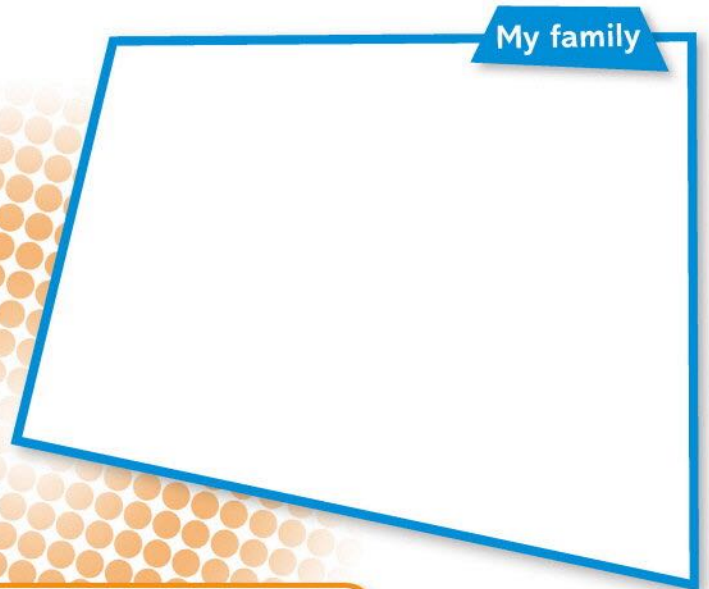
1.36)) **1. Read and listen to the conversation.**

- A** Look. Here's a picture of my family.
- B** Cool! Who's she?
- A** Oh, she's my sister.
- B** What's her name?
- A** Frances. But her nickname is Fran.
- B** And who are they? Are they your grandparents?
- A** Yes, they are.
- B** That's great!

1.37)) **2. Pronunciation Listen and repeat.**

**3. Guided conversation Create a NEW conversation.**

Draw a picture of your family, or bring photos to class.



**A** Look. Here's a picture of my family.

**B** Cool! Who's \_\_\_\_\_?

**A** Oh, \_\_\_\_\_'s my \_\_\_\_\_.

**B** What's \_\_\_\_\_?

**A** \_\_\_\_\_, But \_\_\_\_\_ nickname is \_\_\_\_\_.

**B** And who are they? Are they your \_\_\_\_\_?

**A** \_\_\_\_\_.

**B** That's great!



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



**Grammar:** Verb *be*: questions with *Where* • *be in* for location • *be from* for origin  
**Vocabulary:** Countries, nationalities, and hometowns  
**Social language:** Discuss nationalities

## Topic Snapshot

1.38

### 1. Read and listen to the posts.

# Teen2Teen Friends

The screenshot shows a chat interface with a profile card for Ana Costa on the left and a message history on the right. The profile card includes navigation buttons like 'Question of the day', 'Events calendar', 'My blog', 'Video webchat', and 'Favorites', along with a 'My friends' section showing Su Berkan and Adam Lucas. The chat messages are as follows:

Sender	Message	Time
Ana	Hello! I'm new. Who's on Teen2Teen Friends today? 😊	
Su	Hi, Ana. Welcome to Teen2Teen Friends!	15:30
Ana	Hi, Su! Where are you?	15:33
Su	I'm in Istanbul, in Turkey. I'm a student.	15:35
Ana	Really? I'm a student, too.	15:40
Su	That's great! Where are you?	15:41
Ana	I'm in Brazil.	15:42
Adam	Hi! Adam here.	15:55
Su	Hey, Adam! Where are you?	15:56
Adam	I'm in Los Angeles, in the United States.	15:57
Su	Welcome to Teen2Teen Friends, everyone. This is so cool!	15:58

At the bottom of the chat is a 'Post a comment ...' input field.

### 2. Complete each statement. Circle the correct words.

1. Ana / Su is in Brazil.
2. Ana / Su is in Turkey.
3. Ana's family name is Berkan / Costa.
4. Istanbul is in Brazil / Turkey.
5. Ana and Su are friends / classmates on Teen2Teen Friends.
6. Adam is in the United States / Brazil.



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

### 1. Study the grammar.

Where are you? I'm in Salvador!

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



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

### Reminder

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

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

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

- Where is Su? She's in Turkey.
- Where is Ana? \_\_\_\_\_
- Where is Adam? \_\_\_\_\_

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



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



Where are you? Complete the statement.

I'm \_\_\_\_\_



## Grammar *be from* for origin

### 1. Study the grammar.

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

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

She's in New York.  
But she's from Brazil.



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

### 3. Complete the conversations.

- A: Where are you from?  
B: I'm from Panama.
- A: Where are your grandparents from?  
B: \_\_\_\_\_ Egypt.
- A: \_\_\_\_\_ is Silvio \_\_\_\_\_?  
B: He's \_\_\_\_\_ Rome, Italy.
- A: Is your sister \_\_\_\_\_ Havana?  
B: Yes, she is. But she's in Miami now.

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

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

- Su (Turkey / ~~Brazil~~) Su's from Turkey. She's not from Brazil.
- Adam (~~Mexico~~ / the United States) \_\_\_\_\_
- Ana (Brazil / ~~Colombia~~) \_\_\_\_\_

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

Your questions

Where are your grandparents from?

\_\_\_\_\_

\_\_\_\_\_

Your partner's answers

They're from Fortaleza.

\_\_\_\_\_

\_\_\_\_\_



## Vocabulary Countries, nationalities, and hometowns



1.42) 1. First look at Julie's profile on Teen2Teen Friends. Then look at the other profiles. Read and listen.

**Julie Duclos**  
Country: Canada  
Nationality: Canadian  
Hometown: Montreal

**Bruno Klein**  
Germany  
German  
Munich

**Gan Yu**  
China  
Chinese  
Beijing

**Adam Lucas**  
the United States  
American  
Los Angeles

**Daniel Campos**  
Mexico  
Mexican  
Mexico City

**Su Berkan**  
Turkey  
Turkish  
Istanbul

**Sandra Pacheco**  
Colombia  
Colombian  
Cali

**Ana Costa**  
Brazil  
Brazilian  
Brasilia

**Hana Lee**  
South Korea  
Korean  
Seoul

1.43) 2. **Pronunciation** Listen and repeat: *country, nationality, and hometown.*

1.44) 3. **Pronunciation** Now listen and repeat the countries, nationalities, and hometowns in the profiles.

1.45) 4. **Listening comprehension** Listen to the conversations. Then listen again and complete the statements with *in* or *from*.

- |                                     |   |
|-------------------------------------|---|
| 1. Her brother is <u>in</u> Mexico. | 4. His grandparents are _____ China.    |
| 2. Lou is _____ Cali.               | 5. They're _____ Peru.                  |
| 3. She's _____ Canada.              | 6. Sean's teacher is _____ South Korea. |

1.46) 5. **Listening comprehension** Listen to the conversations. Then listen again and circle T (true) or F (false).

- |   |  |
|---|--|
| 1. Their teacher is Brazilian. <input checked="" type="radio"/> T / <input type="radio"/> F | 4. Her father is from Los Angeles. T / F |
| 2. Mary is from Germany. T / F  | 5. They're American. T / F               |
| 3. She's in Canada. T / F   |  |



## Reading An online message board

# Teen2Teen Friends

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

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

 <p><b>Adam Lucas:</b> It's Seven! He's a singer, an actor, and a dancer.</p>	 <p><b>Su Berkan:</b> My favorite celebrity is Selena Gomez.</p>	 <p><b>Ana Costa:</b> My absolute favorite celebrity is Alexandre Pato.</p>
<p>Seven's real name is Choi Dongwook, but his nickname is Se7en (Seven). Se7en is an interesting name! He's Korean, and his hometown is Seoul. He's totally awesome.</p>  <p>Write a comment ...</p>	<p>Selena Gomez is a singer and an actor from the United States. Selena's mother is an actor, too. She's American from an Italian family. Selena's father is from Mexico. My favorite Selena Gomez song is <i>Send it On</i>. Oh! My two other favorite singers are Demi Lovato and Miley Cyrus.</p>  <p>Write a comment ...</p>	<p>Alexandre is an athlete. He's a soccer player. He's from my country, Brazil. Alexandre's real family name is Rodrigues da Silva, but his nickname is Pato because he's from Pato Branco. Pato Branco is a city in the state of Parana.</p>  <p>Write a comment ...</p>

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

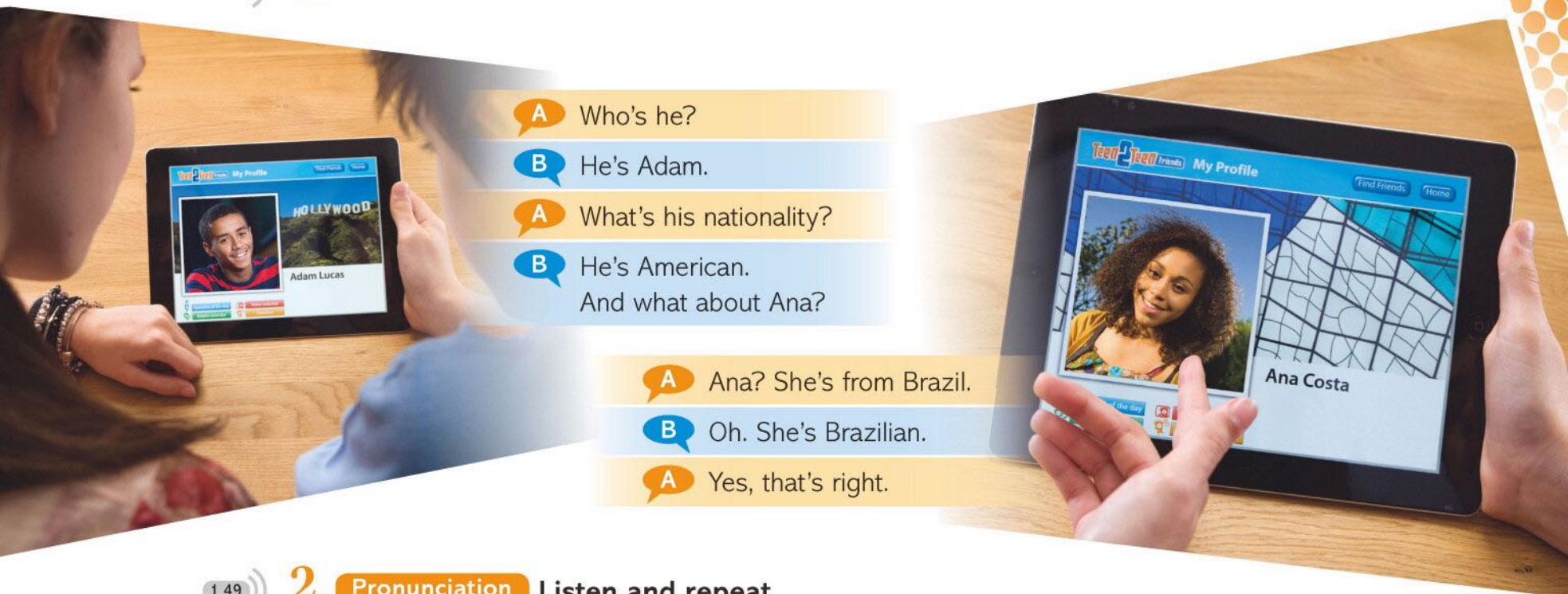
- Seven's name is Seoul, South Korea / Choi Dongwook.
- His nationality is South Korea / Korean.
- Su's favorite Selena Gomez song is Demi Lovato / *Send it On*.
- Miley Cyrus and Demi Lovato are Su's other favorite singers / Selena Gomez's friends.
- Selena Gomez's father is Mexican / Italian.
- Pato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

## 3. Complete the answer to each question.

- What is Choi Dongwook's nickname? It's Se7en / Seven.
- Where is he from? He's \_\_\_\_\_.
- Who are Su's favorite singers? They're \_\_\_\_\_.
- What is Selena's father's nationality? He's \_\_\_\_\_.
- What's the athlete's real family name? It's \_\_\_\_\_.
- Where is Alexandre Pato from? He's \_\_\_\_\_.



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



- A Who's he?
- B He's Adam.
- A What's his nationality?
- B He's American.  
And what about Ana?

- A Ana? She's from Brazil.
- B Oh. She's Brazilian.
- A Yes, that's right.

1.49 **2. Pronunciation Listen and repeat.**

**3. Guided conversation Create a NEW conversation. Use the photos and the information.**



Hana, South Korea

A Who is \_\_\_\_\_?

Julie, Canada



B \_\_\_\_\_'s \_\_\_\_\_.



Su, Turkey

A What's \_\_\_\_\_ nationality?

Daniel, Mexico



B \_\_\_\_\_'s \_\_\_\_\_. And what about \_\_\_\_\_?

A \_\_\_\_\_? \_\_\_\_\_'s from \_\_\_\_\_.



Gan, China

B Oh. \_\_\_\_\_'s \_\_\_\_\_.

Sandra, Colombia



A Yes, that's right.



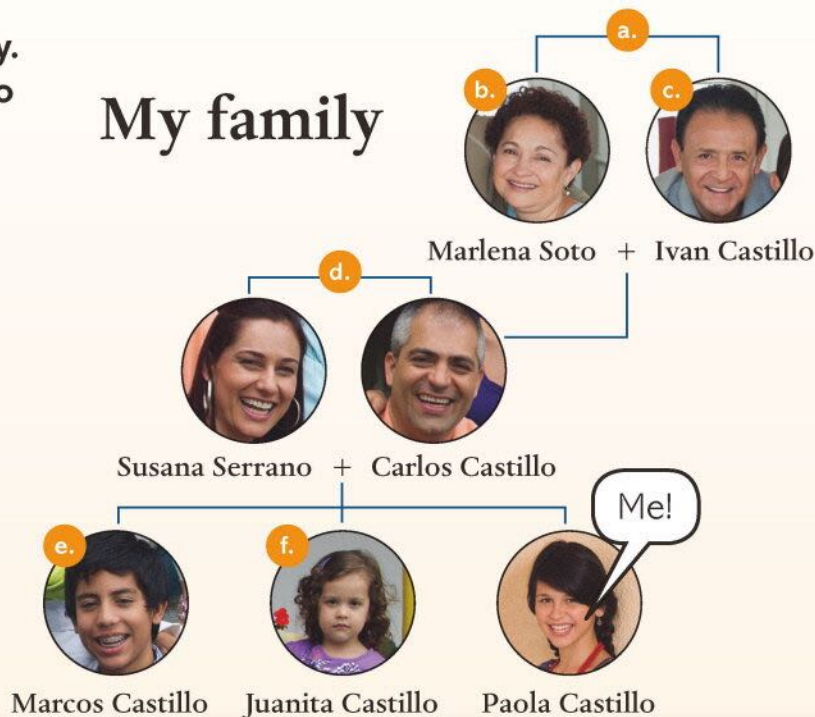
Read your new conversation with your partner.  
Then read the conversation in your partner's book.



# Review: Units 1–3

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

1. My sister f
2. My grandma \_\_\_\_\_
3. My parents \_\_\_\_\_
4. My brother \_\_\_\_\_
5. My grandpa \_\_\_\_\_
6. My grandparents \_\_\_\_\_



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

1. Are Paola's grandparents Susana Serrano and Carlos Castillo? No, they aren't.
2. Is Juanita Paola's brother? \_\_\_\_\_
3. Is Juanita Marcos's sister? \_\_\_\_\_
4. Is Marlena Susana's mother? \_\_\_\_\_
5. Is Carlos Susana's brother? \_\_\_\_\_
6. Are Paola's grandparents Marlena and Ivan? \_\_\_\_\_

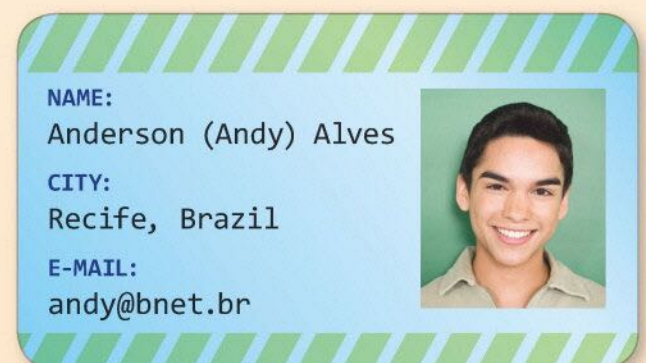
3. Change the underlined words and phrases to possessive adjectives.

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

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

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

Anderson's (1) nickname is Andy. His (2) \_\_\_\_\_ is Recife. His (3) \_\_\_\_\_ is Brazilian. His (4) \_\_\_\_\_ is Alves, and his (5) \_\_\_\_\_ is andy@bnet.br.





### 5. Read each conversation. Check the correct statement.

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

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

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

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

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

- Where is Amy? (the United States) Amy is in the United States.
- \_\_\_\_\_ is she from? (France) \_\_\_\_\_
- \_\_\_\_\_ is her sister? (Flora) \_\_\_\_\_
- \_\_\_\_\_ is James's family name? (Stevenson) \_\_\_\_\_
- \_\_\_\_\_ is your favorite teacher? (Mr. Alt) \_\_\_\_\_
- \_\_\_\_\_ is their hometown? (Beijing) \_\_\_\_\_

## All About You

### 1. Write your own response to each person.



You \_\_\_\_\_



You \_\_\_\_\_



You \_\_\_\_\_

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

My name is \_\_\_\_\_ . My country is \_\_\_\_\_ .  
My family name is \_\_\_\_\_ . My nationality is \_\_\_\_\_ .  
My nickname is \_\_\_\_\_ . My hometown is \_\_\_\_\_ .

## Progress Check

✓ Check what you can do.

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





**Grammar:** Prepositions *on* and *at* • Information questions with *What time*, *When*, *What day*  
**Vocabulary:** Clock times • School subjects • Days of the week • Expressions of punctuality  
**Social language:** Confirm the time of a class

## Vocabulary Clock times

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



1. It's three o'clock. 2. It's three thirty. 3. It's four fifteen. 4. It's four forty-five.



5. It's ten twenty. 6. It's one forty. 7. It's twelve twelve. 8. It's six oh eight.

### a.m. and p.m. / 24-hour clock

- 00:00–11:59 = **a.m.**
- 12:00–23:59 = **p.m.**
- 10:00 p.m. = 22:00

### Writing and telling the time

- Write: **5:07** Say: "five oh seven."
- It's one o'clock. It's one thirty.  
**NOT** It's one thirty o'clock.

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

**3. Look at the clocks. Write the time in numbers. Then write the time in words.**



1. It's two o'clock. 2. \_\_\_\_\_



3. \_\_\_\_\_ 4. \_\_\_\_\_



5. \_\_\_\_\_ 6. \_\_\_\_\_



7. \_\_\_\_\_ 8. \_\_\_\_\_

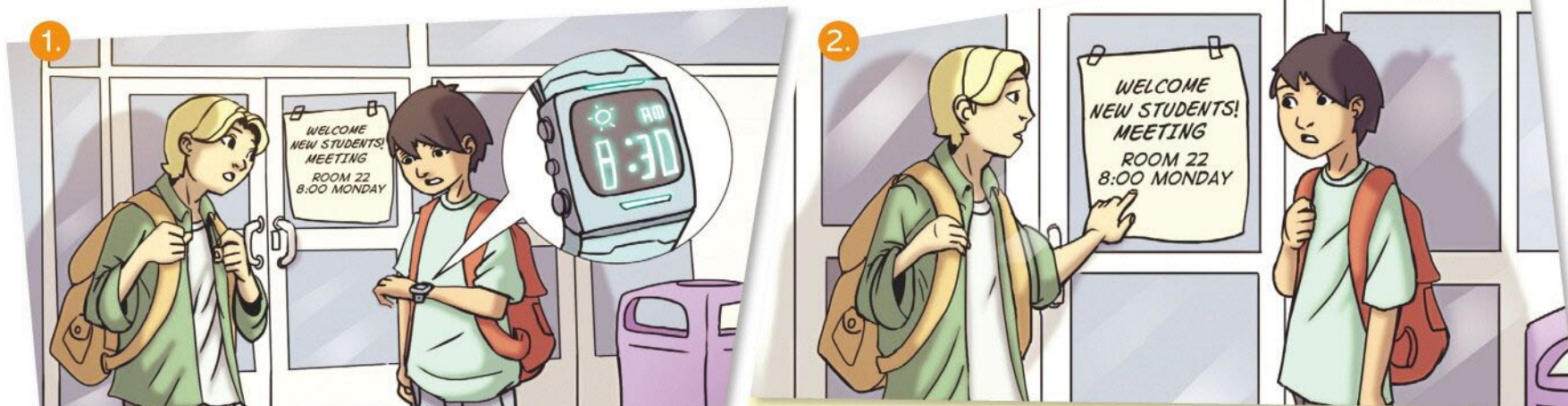
What time is it?





## Topic Snapshot

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



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

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

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

- Paul and Brad are / aren't new students.
- The meeting is / isn't for new students.
- It's in Room 22 / 8.
- It's 8:00 / 8:30 now.
- Today is / isn't Monday.
- The meeting is / isn't today.
- The meeting is / isn't at 8:30.
- The two students are / aren't late.

## Vocabulary School subjects

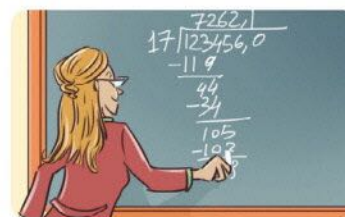
1.53 1. Look at the pictures. Read and listen.



1. English class



2. gym class



3. math class



4. geography class



5. science class



6. art class

1.54 2. Pronunciation Listen and repeat.



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

What time's art class?

It's at one o'clock.

### 1. Study the grammar.

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



#### Language tips

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

1.55

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

### 3. Match the questions and the answers.

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

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

Your questions

*What time is English class?*

Your partner's answers

*It's at 11:15.*

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

#### Days of the week

1.56 Listen and repeat.

Monday	Friday
Tuesday	Saturday
Wednesday	Sunday
Thursday	

### 1. Study the grammar.

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

1.57

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



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

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

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

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

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

About you!



**Answer the questions with true information.**

- What day is today? \_\_\_\_\_
- What time is your English class? \_\_\_\_\_
- When is your math class? \_\_\_\_\_

**Vocabulary Expressions of punctuality**

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



1. It's 8:00. They're on time.



2. It's 7:50. They're early.



3. It's 8:30. Brad and Paul are late.

**2. Pronunciation Listen and repeat.**

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

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



## Reading Profiles from a teen magazine

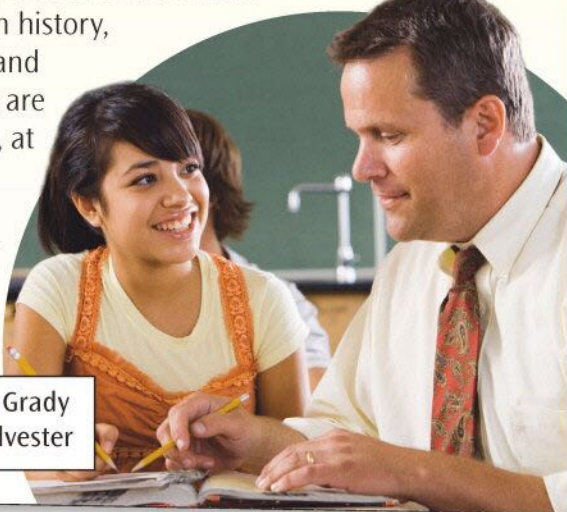
1.61 1. Read the magazine article. Where are the teens from?

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

by Samantha Lawrence

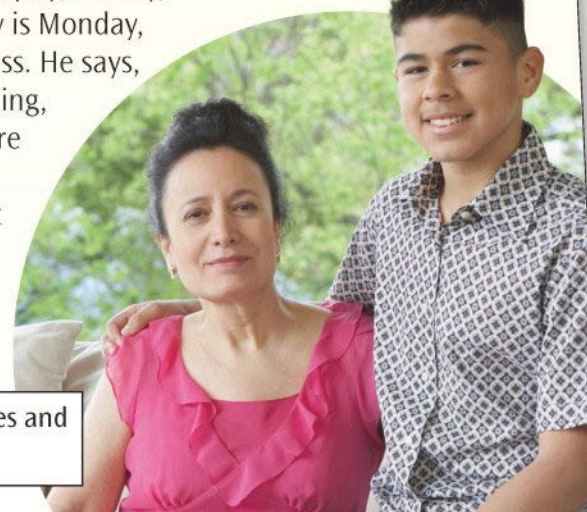


**Say hello** to Emily Grady, from the city of Miami in the United States. She's a student at Columbia Middle School. Her favorite subject is science. Her other classes are American history, math, Spanish, art, and gym. Science classes are early in the morning, at 7:00. But Emily is always on time for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



American student Emily Grady and her teacher, Stan Sylvester

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



Bauru natives Edson Tavares and his mother, Athina Tavares

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

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

3. Match each person with the correct information.

- |                  |  |                                    |
|------------------|--|------------------------------------|
| 1. Emily Grady   |  | a. is from Miami.                  |
| 2. Mr. Sylvester |  | b. is a teacher.                   |
| 3. Edson Tavares |  | c. is a director of a tour agency. |
| 4. Ms. Tavares   |  | d. is from Bauru.                  |
|                  |  | e. is a student.                   |

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

- Mr. Sylvester is a science teacher.
- Science classes are \_\_\_\_\_ in the morning, but Emily is always \_\_\_\_\_ for class.
- Edson's school is a \_\_\_\_\_ school.
- It's \_\_\_\_\_ today, and Edson is in English class.
- All Edson's \_\_\_\_\_ are interesting, but his \_\_\_\_\_ subjects are English and geography.



1.62) 1. Read and listen to the conversation.

A Hey, Andrew. What time is it?

B It's 3:45.

A 3:45? What time's math class?

B It's at 4:00.

A Are you sure?

B Yes, I am. It's OK. You're early.

A That's great!



1.63)

Responses

You're early.

You're on time.

You're late.

→ That's great!

→ Oh, no!

1.64) 2. Pronunciation Listen and repeat.

3. Guided conversation On the notepad, write your class schedule for today. Create a NEW conversation. Use real names. Use the real time now.

A Hey, \_\_\_\_\_. What time is it?

B It's \_\_\_\_\_.

A \_\_\_\_\_? What time's \_\_\_\_\_ class?

B It's at \_\_\_\_\_.

A Are you sure?

B Yes, I am. You're \_\_\_\_\_.

A \_\_\_\_\_!

Time	Class



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



**Grammar:** Uses of adjectives • Intensifier *very* • Information questions with *What color* • Questions with *or*  
**Vocabulary:** Adjectives to describe people • Descriptions of eyes and hair  
**Social language:** Describe a person

## Vocabulary Adjectives to describe people

1.65)) **1. Look at the photos. Read and listen.**



1. The man is tall.  
The woman is short.



2. She's young.  
He's old.



3. The girls are pretty.  
They're cute.



4. The boys are handsome.  
They're cute.

1.66)) **2. Pronunciation Listen and repeat.**

1.67)) **3. Listening comprehension Listen to the conversations.  
Number the pictures, according to the conversations.**





## Topic Snapshot

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



Lucas: Wow! Marcos, who's the new girl?  
 Marcos: The tall girl?  
 Lucas: Mm-hmm. She's pretty. What's her name?



Marcos: Milagros. But her nickname's Milly. She's from Peru.  
 Lucas: Really? She's very cute. Introduce me!  
 Marcos: OK!



Milly: Hi, guys! What's up?  
 Marcos: Milly, this is my friend Lucas. Lucas, Milly.  
 Milly: Hi, Lucas. Nice to meet you!



Lucas: Nice to meet you, too. Where are you from in Peru?  
 Milly: Me? From Cuzco.  
 Lucas: Cuzco? That's near Machu Picchu! How cool is that!

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

1. Who's the pretty new girl? She's Milagros.
2. What country is she from? \_\_\_\_\_
3. What's her nickname? \_\_\_\_\_
4. Who are the two boys? \_\_\_\_\_
5. What city is the girl from? \_\_\_\_\_
6. Is the girl tall or short? \_\_\_\_\_

### Reminder

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



## Grammar Uses of adjectives; Intensifier *very*

### 1. Study the grammar.

#### Irregular plurals

1.69 Listen and repeat.

one man • **two men**

a woman • **three women**

- Describe people with adjectives.

The **girls** are **tall**.

They're **tall girls**.

The **boy** is **cute**.

He's a **cute boy**.

The **women** aren't **young**.

They aren't **young women**.

Intensify an adjective with **very**.

Are your grandparents old? Yes. They're **very old**.

Is he a cute boy? Yes. He's **very cute**. He's a **very cute** boy.



#### Language tips

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

1.70

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

His girlfriend is very tall.

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



1. She is very short!



2. The man and the woman \_\_\_\_\_ very \_\_\_\_\_.



3. They \_\_\_\_\_ very \_\_\_\_\_.



4. The boy and the girl \_\_\_\_\_ very \_\_\_\_\_.

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

- Your boyfriend is cute! (boy) Your boyfriend is a cute boy!
- Betty is very tall. (girl) \_\_\_\_\_
- Their mother isn't old. (woman) \_\_\_\_\_
- Our teacher is young. (man) \_\_\_\_\_
- He's very handsome. (actor) \_\_\_\_\_
- Your brother isn't very tall. (boy) \_\_\_\_\_

#### Reminder

a young man **BUT** an old man

About you!



Complete the statement with an adjective.

I am \_\_\_\_\_.



## Vocabulary Adjectives to describe eyes and hair

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



1. brown eyes



2. blue eyes



3. green eyes



4. black hair



5. brown hair



6. red hair



7. blond hair



8. gray hair



9. straight hair



10. curly hair



11. wavy hair



12. short hair



13. long hair

1.72)) 2. Pronunciation Listen and repeat.

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

1. Study the grammar.

**What color are** your eyes? They're brown. OR Brown.

**What color is** his hair? It's red. OR Red.

Is your hair black **or** brown? It's black. OR Black.



### Language tip

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

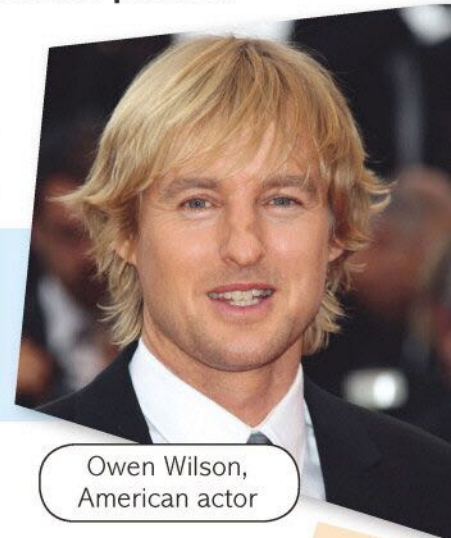
1.73)) 2. Pronunciation Listen to the grammar examples. Repeat.

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



Bruna Soares,  
Brazilian athlete

1. What /color/ eyes? What color are her eyes? They're brown.
2. What /color/ hair? \_\_\_\_\_
3. her /hair/ long /short? \_\_\_\_\_
4. his /eyes/ blue /brown? \_\_\_\_\_
5. What color /hair? \_\_\_\_\_
6. his hair /straight/ curly? \_\_\_\_\_



Owen Wilson,  
American actor



## Reading On-the-street interviews

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



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



**Hays:** Good morning. What's your name, young man?

**Gustavo:** I'm Gustavo.

**Hays:** And, Gustavo, where are you from?

**Gustavo:** From here, Oldtown! I'm a student at Albert Schweitzer School.

**Hays:** Great. Gustavo, who's a very important person to you in your life today?

**Gustavo:** Hmm. Well, it's probably my girlfriend and classmate, Isabela. She's very pretty.

**Hays:** That's nice.

**Gustavo:** And she's a really good friend, too. She's great.

**Hays:** Thanks, Gustavo.

**Hays:** And who are you?

**Isabela:** Actually, I'm Isabela, Gustavo's girlfriend!

**Hays:** No way! Now that is interesting. Isabela, who's very important to you in your life?

**Isabela:** Well, Gustavo, of course. But my family's very important, too. Here's a photo of my family.

**Hays:** Who are the people in the photo?

**Isabela:** Well, here's my dad – the tall man with the short hair. And here's my mom. And here's my brother, Victor. He's tall, just like my dad.

**Hays:** What a good-looking family! Thanks, Isabela.



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

- |   |                                       |                                       |     |
|---|---------------------------------------|---------------------------------------|-----|
| 1. Isabela is Gustavo's sister.                 | T/ <input checked="" type="radio"/> F | 5. Isabela's hair is long and brown.  | T/F |
| 2. She's a student at Albert Schweitzer School. | T/F                                   | 6. Isabela's dad's hair is short.     | T/F |
| 3. Gustavo's girlfriend isn't cute.             | T/F                                   | 7. He's a short man.                  | T/F |
| 4. Gustavo's hair is long and straight.         | T/F                                   | 8. Isabela's father's name is Victor. | T/F |
|   |                                       | 9. Victor is short.                   | T/F |

3. Choose the correct answer to each question.

- |  |  |
|--|--|
| 1. Where are the two teens classmates?<br>a. In <i>Oldtown Press</i> .<br><input checked="" type="radio"/> b. At the Albert Schweitzer School. | 4. What's Gustavo and Isabela's relationship?<br>a. They're family.<br>b. They're friends. |
| 2. Who is Isabela's boyfriend?<br>a. Gustavo.<br>b. Dan.   | 5. Who's in Isabela's photo?<br>a. Her family.<br>b. Gustavo.                              |
| 3. Where is the interview?<br>a. In Oldtown.<br>b. At the Albert Schweitzer School.  |  |





1.75) **1. Read and listen to a guessing game.**

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

1.76) **2. Pronunciation Listen and repeat.**

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

**A** Guess who! \_\_\_\_\_ very \_\_\_\_\_.

**B** OK. What color are \_\_\_\_\_ eyes?

**A** \_\_\_\_\_ eyes? They're \_\_\_\_\_.

**B** And what about \_\_\_\_\_ hair? Is it \_\_\_\_\_ or \_\_\_\_\_?

**A** It's \_\_\_\_\_. Who is it?

**B** Is it \_\_\_\_\_?

**A** \_\_\_\_\_. You're \_\_\_\_\_!

Name		
An adjective		
Eye color		
Hair color		



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



**Grammar:** Verb *be*: questions with *How old* • Preposition *in* for months • Preposition *on* for dates  
**Vocabulary:** Entertainment events • Months of the year • Ordinal numbers 1st–31st  
**Social language:** Confirm the date of an event

## Topic Snapshot

1.77

### 1. Read and listen to the posts.

# Teen & Teen Friends

19:25

**Bruno Klein**

Question of the day  
 Events calendar  
 My blog  
 Video webchat  
 Favorites

My friends:

Ana Costa Gan Yu  
 Daniel Campos New Friend

Bruno: Wow! I'm on Lady Gaga's website, and her World Tour concert's in Munich on May 24th!

Ana: Bruno, you're so lucky! She's my favorite singer. 19:03

Gan: Who's Lady Gaga? 19:08

Ana: Hahaha! That's a joke, right? 19:11

Gan: No, really. Who is she? 19:12

Daniel: Gan, she's a REALLY famous singer from New York. Look at her website! Her real name is Stefani Germanotta and ... Hey! She's in Mexico on August 1st! 19:15

Bruno: Cool! She's awesome! Gan, here's a photo from her website. How old is she, Daniel? 19:17

Daniel: I'm not sure, actually. But her birthday's in March. On the 28th. 19:18

Gan: Thanks for the info. But guess what! Today's MY birthday! 19:20

Ana: Hey! Happy birthday, Gan! 19:22

Post a comment ...

### 2. Match the questions with the answers.

- |                                       |                             |
|---------------------------------------|-----------------------------|
| 1. When's Gan's birthday?             | a. It's Stefani Germanotta. |
| 2. When's Lady Gaga's birthday?       | b. It's in Mexico City.     |
| 3. What's Lady Gaga's real name?      | c. It's on August 1st.      |
| 4. Where's the concert on May 24th?   | d. It's on March 28th.      |
| 5. When's the concert in Mexico City? | e. It's in Munich.          |
| 6. Where's the concert in August?     | f. It's today.              |



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

### 1. Study the grammar.

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



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

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

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



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

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



- A: How old is Adam's mom?  
B: His mom is thirty-six.
- A: How \_\_\_\_\_ Hana's sister?  
B: Her sister \_\_\_\_\_.



- A: How \_\_\_\_\_ Bruno's dad?  
B: His dad \_\_\_\_\_.
- A: \_\_\_\_\_ Daniel's brothers?  
B: Luis \_\_\_\_\_, and Pablo \_\_\_\_\_.

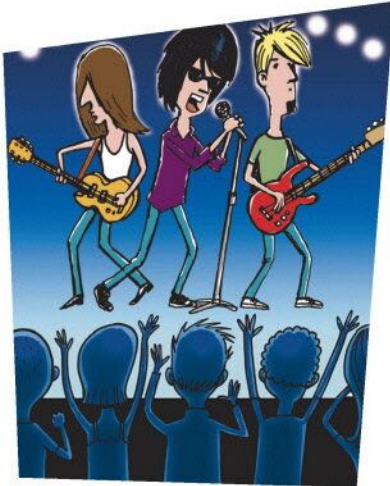
### 5. Write a question about the Teen2Teen Friends' families. Answer the question in your partner's book.

How old is Bruno's mom \_\_\_\_\_ ? She's forty-eight \_\_\_\_\_ .  
 \_\_\_\_\_ ? \_\_\_\_\_ .



## Vocabulary Entertainment events

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



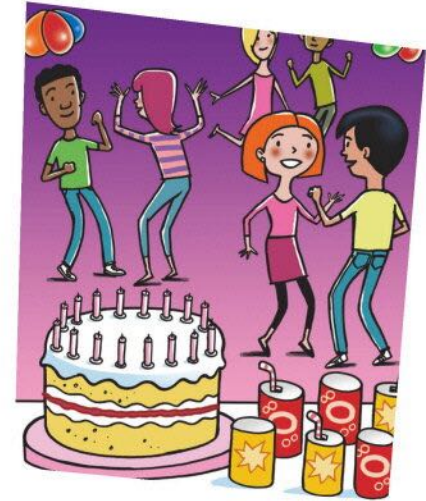
1. a concert



2. a game



3. a movie



4. a party

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

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

- Cool! David's birthday party is at 8:00!
- Awesome! *King Kong* is my favorite \_\_\_\_\_.
- Hey! What time is the volleyball \_\_\_\_\_?
- The Lady Gaga \_\_\_\_\_ is at the Metro Theater on Saturday.

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

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

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

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

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

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

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



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

### 1. Study the grammar.

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

#### How to write and say dates

- Write **June 1st** or **June 1**.
- Say "June first."

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



#### Language tip

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

1.85

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

#### Reminder

*on* Tuesday  
at nine o'clock

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

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

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

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

2.02

### 5. Now listen and check your answers.

2.03

### 6. Listening comprehension Listen to the conversations. Complete the chart.

	Type of event	Day	Date	Time
1.	party		May 24th	
2.		Saturday		6:30
3.		Thursday	January 23rd	
4.	game			8:30

About you!



#### Complete the statement about your birthday.

My birthday is \_\_\_\_\_.



## Reading An events calendar

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

# Teen2Teen Friends

Events calendar

**Daniel Campos**

Hey, everybody!  
Check out the events page.

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

**Online Events**

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

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

**Local Events**

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

**International Movie Festival**  
The California Arts Theater, Los Angeles

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

2. Complete the statements. Circle the correct information.

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

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

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

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

1. When is the movie *The Party*? It's on Monday, April 6 at 7:05.  
2. When is Gan's online birthday party? \_\_\_\_\_  
3. When is the movie *Sue's Notebook*? \_\_\_\_\_  
4. When is the Germany–Chile game? \_\_\_\_\_  
5. When is the Guess Who concert? \_\_\_\_\_

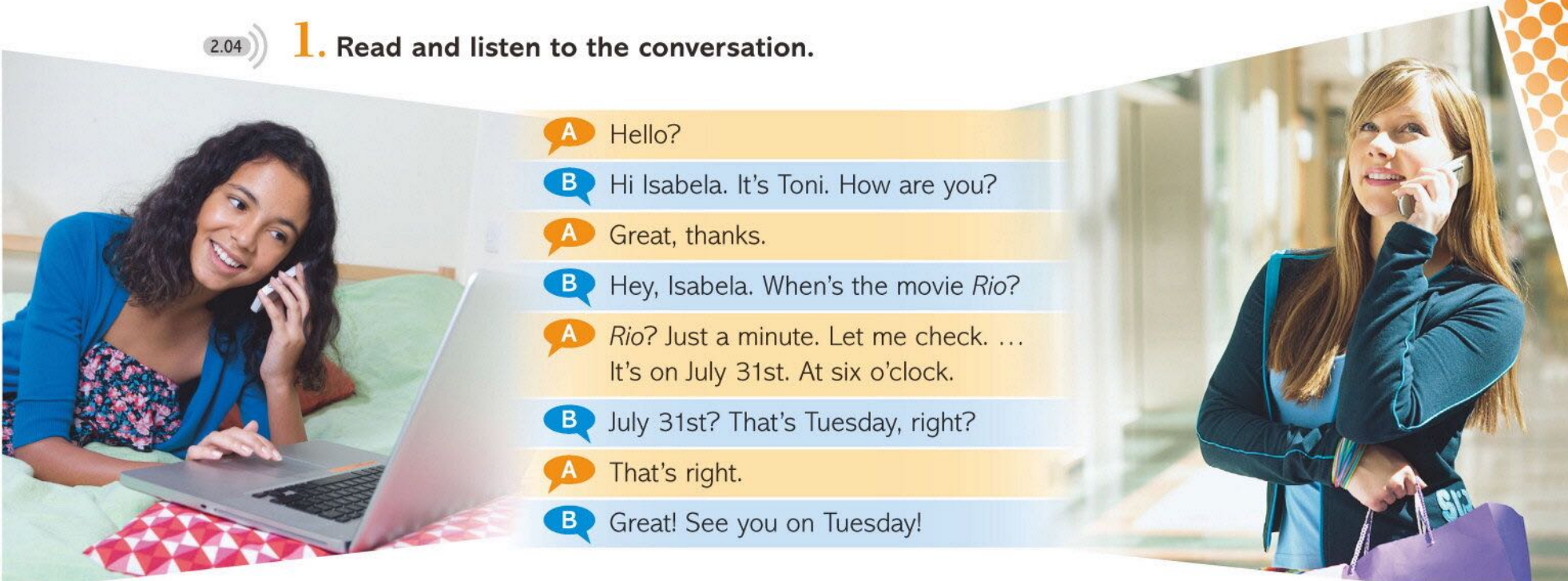
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forty-six

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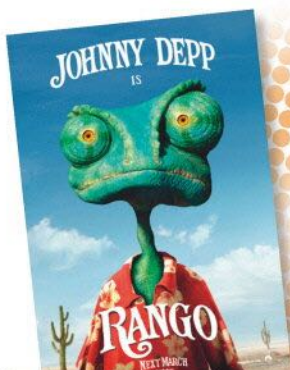
2.04 **1. Read and listen to the conversation.**



**A** Hello?  
**B** Hi Isabela. It's Toni. How are you?  
**A** Great, thanks.  
**B** Hey, Isabela. When's the movie *Rio*?  
**A** *Rio*? Just a minute. Let me check. ...  
 It's on July 31st. At six o'clock.  
**B** July 31st? That's Tuesday, right?  
**A** That's right.  
**B** Great! See you on Tuesday!

2.05 **2. Pronunciation Listen and repeat.**

**3. Guided conversation Create a NEW conversation.**  
 Use the pictures for ideas.



the movie *Rango*  
 Wednesday, March 6, 2:00



the Argentina–Korea game  
 Friday, June 17, 3:30



the One Direction concert  
 Thursday, December 18, 9:00



the "August Birthdays" party  
 Saturday, August 28, 8:00

**A** Hello?  
**B** Hi \_\_\_\_\_. It's \_\_\_\_\_.  
 How are you?  
**A** Great, thanks.  
**B** Hey, \_\_\_\_\_. When's \_\_\_\_\_?  
**A** \_\_\_\_\_? Just a minute. Let me check. ...  
 It's on \_\_\_\_\_. At \_\_\_\_\_.  
**B** \_\_\_\_\_? That's \_\_\_\_\_, right?  
**A** That's right.  
**B** Great! See you on \_\_\_\_\_!



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



# Review: Units 4–6



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

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

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

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



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

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

## 3. Ask questions about Jessica's schedule.

- class? / time / What / math / is What time is math class?
- on / is / class / Friday? / gym / When \_\_\_\_\_
- computer / day / is / science? / What \_\_\_\_\_



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

- |                                      |                             |
|--------------------------------------|-----------------------------|
| 1. A: <u>When is the concert?</u>    | 4. A: _____                 |
| B: The concert is on Sunday at 3:00. | B: I'm eleven.              |
| 2. A: _____                          | 5. A: _____                 |
| B: My mom's thirty-eight.            | B: My birthday? It's today! |
| 3. A: _____                          | 6. A: _____                 |
| B: My boyfriend's hair? It's red.    | B: My dad's eyes are blue.  |

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

- Juliana's hair / eyes is long / short and curly / straight. Her hair / eyes are brown.
- Wagner's eyes are blue / brown. His hair is / are curly and gray / red.



Juliana



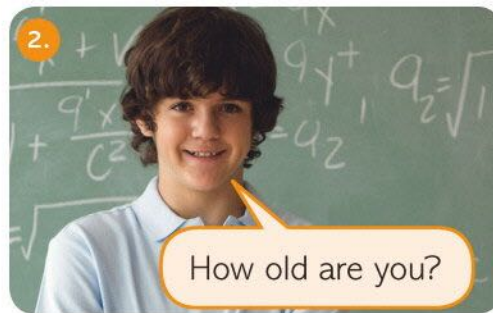
Wagner

**All About You**

**1. Write your own response to each person.**



You \_\_\_\_\_



You \_\_\_\_\_



You \_\_\_\_\_

**2. Complete the personal statements.**

My hair is \_\_\_\_\_, My favorite movie is \_\_\_\_\_.

My eyes are \_\_\_\_\_, My favorite athlete is \_\_\_\_\_.

Other adjectives about me: \_\_\_\_\_, My favorite school subject is \_\_\_\_\_.

\_\_\_\_\_, and \_\_\_\_\_.

**Progress Check**

✓ Check what you can do.

- Talk about school schedules
- Discuss dates of an event
- Tell the time
- Use the Unit 4-6 grammar and vocabulary
- Describe people



You're so cool!



**Grammar:** Prepositions and expressions of position and location • The imperative  
**Vocabulary:** Rooms and furniture at home • Personal objects  
**Social language:** Help someone find something

## Vocabulary Rooms and furniture at home

2.06)) **1. Look at the picture. Read and listen.**



**Language tip** • a fridge = a refrigerator

2.07)) **2. Pronunciation** Listen and repeat.

2.08)) **3. Listening comprehension** Listen to the conversations. Complete each statement with the correct rooms, furniture, and appliances.

- Marty's mom is in the bedroom.
- Sally's in the \_\_\_\_\_, in the \_\_\_\_\_ again!
- The notebook is in her mom and dad's \_\_\_\_\_, on her mom's \_\_\_\_\_.
- His English book is on the \_\_\_\_\_, in the \_\_\_\_\_.
- Her markers and pens are in the \_\_\_\_\_, on the \_\_\_\_\_.



## Topic Snapshot

2.09 1. Read and listen to a conversation between two classmates.



Sofia: Hey, Karen!  
Karen: Hey, Sofia! What's that?



Sofia: It's my geography homework.  
Karen: Geography homework? When is it due?  
Sofia: It's due today! Hello!



Karen: Oh, no! You're right! Today's Tuesday!  
Sofia: So, where's your homework?  
Karen: It's at home in my room. On my desk!



Sofia: Well, call your mom! Here. Use my phone.  
Karen: Thanks, but she's not at home. She's at work.



**Language tip** • my room = my bedroom

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

- |   |  |                                 |       |
|---|--|---------------------------------|-------|
| 1. Karen and Sofia are sisters.         | T / <input checked="" type="radio"/> F | 4. Karen's homework is at home. | T / F |
| 2. The geography homework is due today. | T / F                                  | 5. It's on her bed.             | T / F |
| 3. It's Tuesday.                        | T / F                                  | 6. Karen's mom is at work.      | T / F |

3. Correct the false statements in Exercise 2.

a. 1. Karen and Sofia are classmates.

b. \_\_\_\_\_



## Grammar Prepositions and expressions of position and location

### 1. Study the grammar.

#### Other uses of *in*

Use *in* with the names of rooms and appliances.

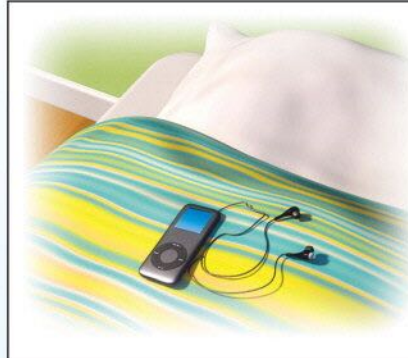
**in** the living room, bedroom, etc.

**in** the shower, sink, fridge, bathtub, etc.

#### Other uses of *on*

Use *on* with the names of furniture.

**on** the table, chair, desk, etc.



The MP3 player is **on** the bed.



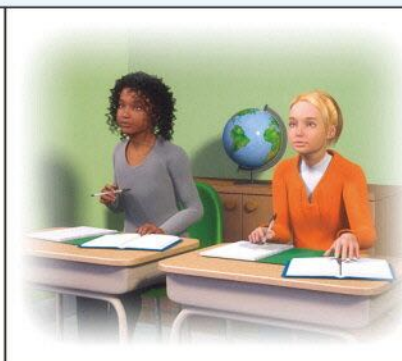
The phone is **under** the chair.



The pencil case and the homework are **in** the backpack.



Leah and James are **at** home.



Sarah and Marie are **at** school.



Mr. Gray is **at** work.

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

### 3. Complete the conversations. Circle the correct prepositions.

- A: Where's your homework?  
B: It's in / **at** home on / **in** my room.
- A: My phone is in / on the kitchen.  
B: Where?  
A: It's on / in the table.
- A: Are Betsy's parents at / in home now?  
B: No, they're in / at work.
- A: Is his MP3 player in / at the living room?  
B: Yes, it's under / in the sofa.
- A: Oh, no! Where's my English book?  
B: Here it is, in / on your backpack.
- A: Is your pencil case at / in your room?  
B: No, it isn't. It's on / in the sofa.

About you!



Answer the questions with the correct prepositions or expressions of position and location.

Where are you now? I'm at school.

Where are your classmates? \_\_\_\_\_

Where is your *Teen2Teen* Student Book? \_\_\_\_\_

Where is your pencil case? \_\_\_\_\_



## Grammar The imperative

### 1. Study the grammar.

Affirmative commands	Negative commands
<b>Listen</b> to the teacher now.	<b>Don't listen</b> to your MP3 player.
<b>Write</b> with a pen.	<b>Don't write</b> with a pencil.
<b>Look</b> in the kitchen.	<b>Don't look</b> in the living room.
<b>Do</b> your homework on your desk.	<b>Don't do</b> your homework on the bed.



#### Language tip

- Use *please* with the imperative to be polite.  
*Please call your sister.*  
*Please don't use your phone in class.*

2.11

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

### 3. Complete each statement with an affirmative command of one of the verbs.

call  
look  
read  
use

- Call your dad. He's at home now.
- \_\_\_\_\_ in the kitchen. Your phone is on the kitchen table.
- Don't write with your pen. \_\_\_\_\_ a marker.
- \_\_\_\_\_ the sign on the board. The homework is due today.

### 4. Complete each statement with a negative command of one of the verbs.

be  
listen  
use  
write

- Don't use your phone in class. It's not polite.
- \_\_\_\_\_ to your MP3 player now. We're in class!
- English class is at 7:00 today. \_\_\_\_\_ late.
- \_\_\_\_\_ in Portuguese. Write in English.

2.12

### 5. Listening comprehension Listen to the conversations. Circle the correct commands.

- |                             |                      |                        |
|-----------------------------|----------------------|------------------------|
| 1. <u>Call</u> / Don't call | 3. Read / Don't read | 5. Do / Don't do       |
| 2. Look / Don't look        | 4. Be / Don't be     | 6. Write / Don't write |

### 6. Read the statements. Then listen again. Circle T (true) or F (false).

- |                                  |                           |
|----------------------------------|---------------------------|
| 1. They're on time. T / <u>F</u> | 4. Today's Friday. T / F  |
| 2. They're in class. T / F       | 5. They're at home. T / F |
| 3. They're in math class. T / F  | 6. They're at work. T / F |

### 7. Correct the false statements in Exercise 6.

1. They're late.
- \_\_\_\_\_
- \_\_\_\_\_



## Reading A dos and don'ts list

2.13 1. Read the dos and don'ts list.

Welcome to English class!  
Read the rules for new students.



### Dos

- ✓ Speak English in class.
- ✓ Listen to your teacher.
- ✓ Use the new vocabulary.
- ✓ Do your homework on time.
- ✓ Be polite: Say "please" and "thank you."

### Don'ts

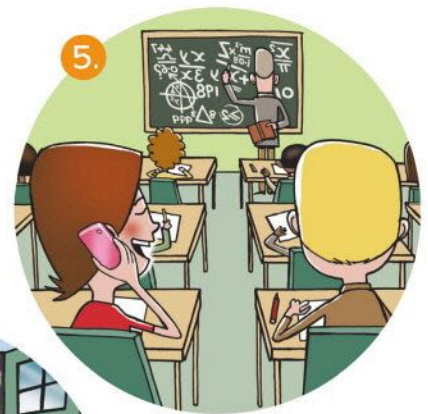
- ✗ Don't be late.
- ✗ Don't use your phone in class.
- ✗ Don't listen to your MP3 player in class.
- ✗ Don't write on your desk.
- ✗ Don't text your friends in class.

2. Look at the pictures. Write an affirmative or a negative command for each student, applying the rules in the dos and don'ts list.



1. Do your homework on time.

2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_





2.14)) **1. Read and listen to the conversation.**

- A** Oh, no!
- B** What's wrong?
- A** Where's my phone?
- B** Maybe it's in the living room. Look there.
- A** Great idea. ... Here it is, under the sofa.
- B** Oh, that's good.



2.15)) **2. Pronunciation Listen and repeat.**

**3. Guided conversation Create a NEW conversation.**  
Use the pictures for ideas.



**A** Oh, no!

**B** What's wrong?

**A** Where's my \_\_\_\_\_?

**B** Maybe it's \_\_\_\_\_. Look there.



**A** Great idea. ... Here it is, \_\_\_\_\_ the \_\_\_\_\_.

**B** Oh, that's good.



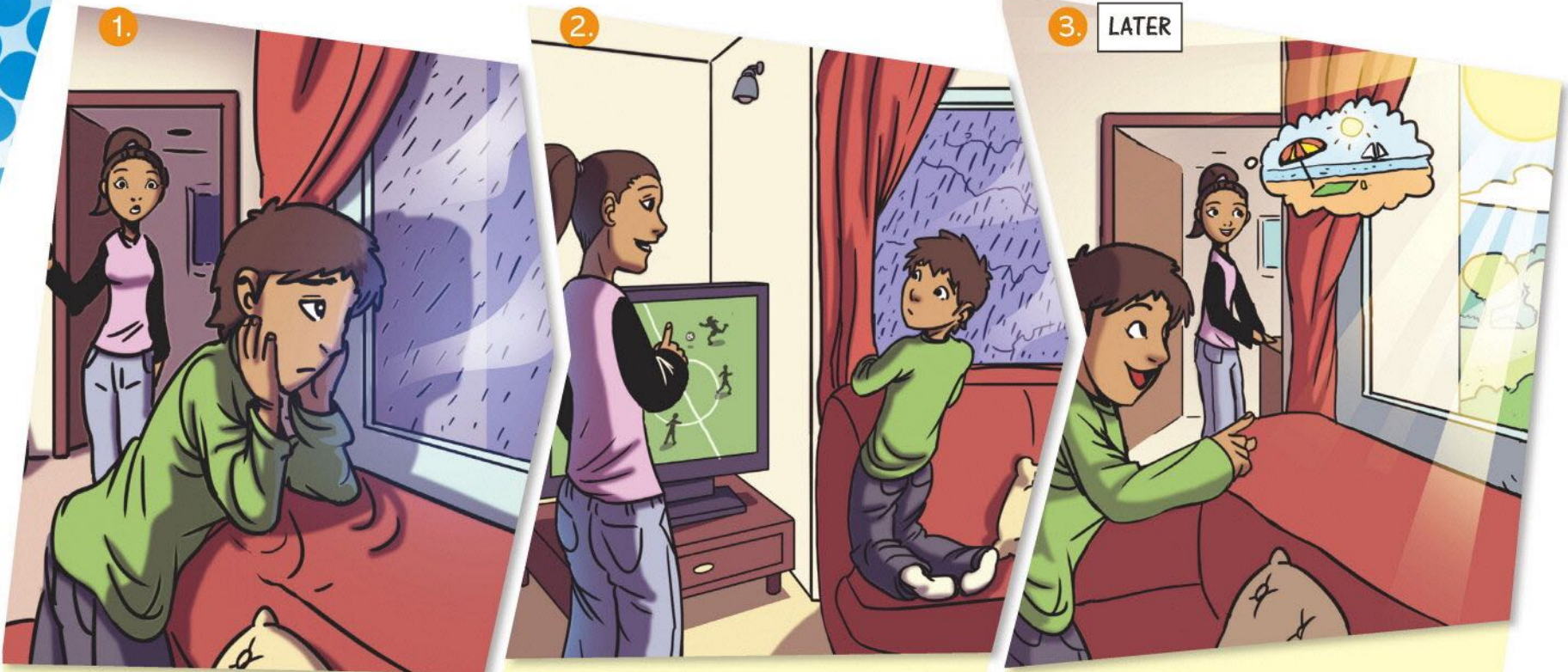
Read your new conversation with your partner.  
Then read the conversation in your partner's book.



**Grammar:** Let's / Let's not  
**Vocabulary:** Good weather and bad weather • Free-time activities  
**Social language:** Talk about the weather • Suggest activities

## Topic Snapshot

2.16 **1. Read and listen to the conversation at home.**



**1.**  
 Lisa: What's wrong, Cole?  
 Cole: I'm bored! It's rainy again today. Three days of rainy weather!



**2.**  
 Lisa: No problem! Let's watch TV. The Peru–Canada game is on now. OK?  
 Cole: Oh, all right.

**3. LATER**  
 Cole: Wait a minute ... Hey, look outside! It's really sunny now!  
 Lisa: What a beautiful day! ... Let's go to the beach!  
 Cole: Awesome!

**2. Choose a response for each statement.**

- |  |   |
|--|---|
| 1. What's wrong?<br>a. No problem! <b>b.</b> It's rainy again!   | 3. It's really sunny!<br>a. That's great!    b. No problem. Let's watch TV! |
| 2. Hey, let's go to the beach!<br>a. Good idea!    b. I'm bored. | 4. Let's watch TV.<br>a. Good idea!    b. What a beautiful day!             |

**3. Match each statement from the Topic Snapshot with  or .**

- |                                 |   |
|---------------------------------|---|
| 1. Awesome!                     |  |
| 2. I'm bored!                   |   |
| 3. Three days of rainy weather! |  |
| 4. No problem!                  |   |



## Vocabulary Good weather and bad weather

What's the weather like?

2.17)) **1. Look at the pictures. Read and listen.**



1. It's sunny.      2. It's rainy.      3. It's cloudy.      4. It's windy.      5. It's hot.      6. It's cold.

2.18)) **2. Pronunciation Listen and repeat.**

**3. Look at the pictures. Complete each conversation with the Vocabulary.**



1. A: Dad, what's the weather like there?  
B: Not great. It's rainy.
2. A: So, what's the weather like?  
B: Very good! It's \_\_\_\_\_ today.
3. A: Is it hot and sunny?  
B: No, it isn't. It's \_\_\_\_\_ and \_\_\_\_\_.
4. A: Is the weather nice?  
B: No. It's bad. It's very, very \_\_\_\_\_.

2.19)) **4. Listening comprehension Listen to the weather report. Check the weather in these cities.**

	hot	cold	cloudy	rainy	sunny	windy
1. Toronto	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2. Tegucigalpa	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Tehran	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Tokyo	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**5. Listen again and check your answers.**



## Vocabulary Free-time activities

2.20)) 1. Look at the pictures. Read and listen.



1. go to the beach



2. go to the park



3. go to the mall



4. stay home



5. watch TV



6. play video games

2.21)) 2. **Pronunciation** Listen and repeat.

3. Complete the statements. Use an affirmative or negative command with *go* or *stay*.

1. It's really cold. Don't go to the park. Stay home and watch TV.
2. It's hot today. \_\_\_\_\_ home and play video games.  
\_\_\_\_\_ to the beach!
3. It's cold and windy today. \_\_\_\_\_ to the beach!
4. It's very sunny today. \_\_\_\_\_ home and watch TV. \_\_\_\_\_ to the park!
5. It's cloudy and rainy today. \_\_\_\_\_ home and play video games.  
\_\_\_\_\_ to the park.

## Grammar *Let's / Let's not*

1. Study the grammar.

<p>Suggest activities for you and a friend with <b>Let's</b> and a verb.</p> <p>What a beautiful day! <b>Let's go</b> to the park.</p>	<p>Make negative suggestions with <b>Let's not</b> and a verb.</p> <p>It's windy and cloudy today! <b>Let's not go</b> to the park.</p>	<p>Reject a suggestion with <b>Let's not</b>. Don't use a verb.</p> <p>Let's play video games.</p> <p>Let's not. OK?</p>
--	---	--



2.22) **2. Listening comprehension** Listen to the people describe the weather. Check the appropriate suggestion.

- |   |  |
|---|--|
| 1. <input type="checkbox"/> Let's stay home and watch TV.             | 3. <input type="checkbox"/> Let's go to the park.                  |
| <input checked="" type="checkbox"/> Let's not stay home and watch TV. | <input type="checkbox"/> Let's not go to the park.                 |
| 2. <input type="checkbox"/> Let's go to the beach.                    | 4. <input type="checkbox"/> Let's stay home and play video games.  |
| <input type="checkbox"/> Let's not go to the beach.                   | <input type="checkbox"/> Let's not stay home and play video games. |

2.23) **3. Pronunciation** Listen to the suggestions in Exercise 2. Repeat.

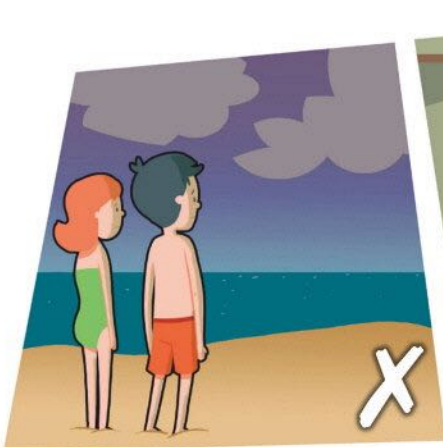
4. Look at the pictures. Complete the conversations with *Let's* or *Let's not* and an activity.



1. A: What a beautiful day!  
Let's not play video games.  
 B: Let's go to the beach.



2. A: It's really windy and cold today.  
 \_\_\_\_\_  
 B: \_\_\_\_\_



3. A: It's very cloudy today.  
 \_\_\_\_\_  
 B: \_\_\_\_\_



4. A: It's very hot outside today.  
 \_\_\_\_\_  
 B: \_\_\_\_\_



Write about the weather today. Then use *Let's* or *Let's not* to suggest an activity for you and a friend.

Today's weather

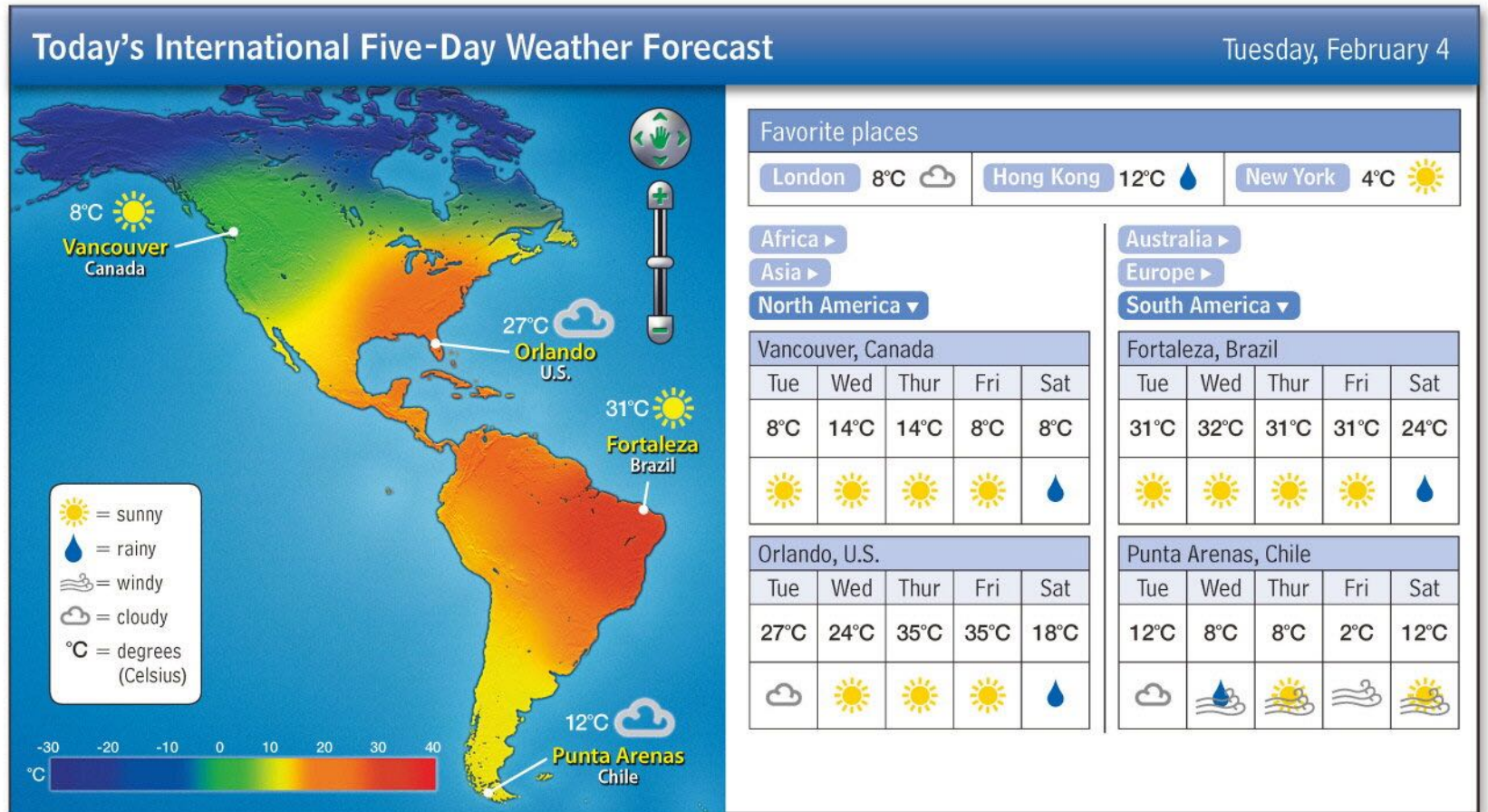
Your suggestion

\_\_\_\_\_



## Reading Weather forecasts

### 1. Read the weather forecasts. What days of the week are the forecasts for?



### 2. Correct each false statement.

- It's cold and windy in New York today. No. It's cold and sunny.
- It's rainy and cold in Vancouver today. \_\_\_\_\_
- It's sunny and hot in Orlando today. \_\_\_\_\_
- It's sunny and cold in London today. \_\_\_\_\_
- It's rainy in Punta Arenas today. \_\_\_\_\_

### 3. Suggest an activity for you and a friend. Use the pictures.

- (Fortaleza on Wednesday) It's really hot and sunny today!  
Let's not stay home / watch TV.
- (Hong Kong today) It's \_\_\_\_\_ today.  
Let's \_\_\_\_\_.
- (Punta Arenas on Friday) It's \_\_\_\_\_ and \_\_\_\_\_ today.  
Let's not \_\_\_\_\_.
- (Orlando on Thursday) It's a beautiful \_\_\_\_\_ day!  
Let's \_\_\_\_\_.
- (Fortaleza on Saturday) What a \_\_\_\_\_ day!  
Let's not \_\_\_\_\_.
- (Vancouver on Friday) It's sunny today, but it's \_\_\_\_\_.  
Let's \_\_\_\_\_.





2.24)) **1. Read and listen to the conversation.**

- A** What's wrong?
- B** I'm bored.
- A** Me too. Hey, let's go to the park. OK?
- B** Let's not. It's rainy and windy outside!
- A** Well, then, let's go to the mall.
- B** That's a good idea!



2.25)) **2. Pronunciation Listen and repeat.**

**3. Guided conversation Create a NEW conversation. Talk about the weather and suggest activities. Use the activities in the pictures.**

**A** What's wrong?

**B** I'm bored.

**A** Me too. Hey, \_\_\_\_\_ . OK?

**B** Let's not. It's \_\_\_\_\_ and \_\_\_\_\_ outside!

**A** Well, then, \_\_\_\_\_ .

**B** That's a good idea!

Free-time activities



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



**Grammar:** *there is / there are* • Questions with *How many*  
**Vocabulary:** Expressions of location in the neighborhood • Places in the neighborhood  
**Social language:** Ask about a neighborhood

## Topic Snapshot

2.26

### 1. Read and listen to the posts.

# Teen & Teen Friends

📶
15:48
🔋

My favorite restaurant, Mr. Pizza!

A street in my neighborhood, Insa-dong

Tall buildings and cars, cars, cars – lots of cars!

**My city, Seoul**

Adam: Wow, Hana! What great photos! What's Seoul like?

15:00

---

Hana: Well, it's a big city. There are lots of people and tall buildings. And there are theaters, hotels, malls ...

15:30

---

Sandra: Awesome, Hana. Seoul looks beautiful!

15:33

---

Adam: Sounds like my city, Los Angeles. And what's your neighborhood like, Hana? Is your house in the photo?

15:35

---

Hana: No, but it IS my street. The neighborhood's not big. It's small, but it's really nice.

15:40

---

Adam: Are there good restaurants in your neighborhood?

15:41

---

Hana: There are! There's Mr. Pizza, and a new restaurant, Latin America. There are only ten tables there, but it's so popular and it's on my street.

15:42

---

Sandra: Latin America? In Seoul? Well, guess what, Hana! There's a new Korean restaurant here in Cali – The Korea House. It's totally cool!

15:44

**Hana Lee**

Question of the day

Events calendar

My blog

Video webchat

Favorites

My friends:

Adam Lucas

Sandra Pacheco

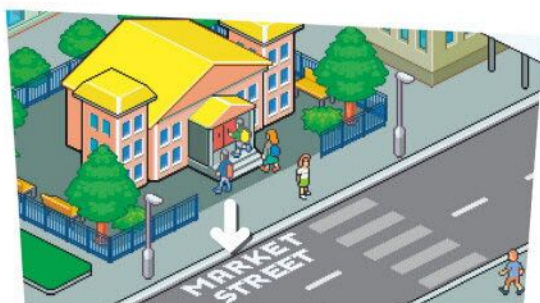
### 2. Match the two parts of each statement, according to the Topic Snapshot.

- |                                    |                      |
|------------------------------------|----------------------|
| 1. Hana's favorite restaurant is   | a. big.              |
| 2. Mr. Pizza is                    | b. small.            |
| 3. Hana's neighborhood isn't       | c. Mr. Pizza.        |
| 4. The restaurant Latin America is | d. in Cali.          |
| 5. The Korea House is              | e. in Insa-dong.     |
| 6. Seoul isn't                     | f. on Hana's street. |



## Vocabulary Expressions of location in the neighborhood

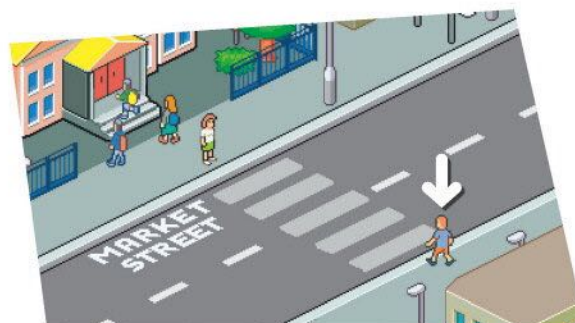
2.27)) **1. Look at the pictures. Read and listen.**



1. The school is on Market Street.



2. Lucy is in front of the school.



3. Mike is across the street. He's across the street from the school.



4. Joe is down the street. He's down the street from the school.



5. Ann is around the corner. She's around the corner from the school.



6. The restaurant is next door. It's next to the school.



7. The school is between the restaurant and the tall building.

2.28)) **2. Pronunciation Listen and repeat.**

**3. Read the statements. Circle T (true) or F (false), according to the pictures.**

- |  |  |  |       |
|--|--|--|-------|
| 1. The restaurant is on Market Street.                         | <input checked="" type="radio"/> T / F | 4. Lucy is across the street from the school.              | T / F |
| 2. Ann is on Market Street.                                    | T / F                                  | 5. The tall building is around the corner from the school. | T / F |
| 3. The school is between the restaurant and the tall building. | T / F                                  | 6. The restaurant is in front of the school.               | T / F |

2.29)) **4. Listening comprehension Listen to the phone calls. Circle the correct words.**

Call 1

1. The Metro Theater is across the street / around the corner from the park.  
2. The language school is across the street / around the corner from the theater.

Call 2

3. The Chinese restaurant is down the street from the theater / language school.

Call 3

4. Mario's Pizza is next to the Hong Kong Café / Sylvia's Chinese Kitchen.  
5. Sylvia's Chinese Kitchen is down the street / across the street from the Hong Kong Café.

**5. Listen again to each phone call. Complete the answers.**

Call 1. Is Vicky at the language school? No, she's in front of the Metro Theater.

Call 2. Is Janey at a restaurant? No, she's at the \_\_\_\_\_.

Call 3. Is Janey at the Hong Kong Café? No, she's at \_\_\_\_\_.



## Vocabulary Places in the neighborhood

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



1. a store



2. a movie theater



3. a hotel



4. a bus stop



5. a house



6. an apartment building



7. a restaurant

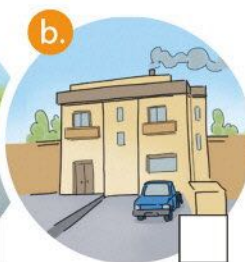
2.31 **2. Pronunciation** Listen and repeat.

2.32 **3. Listening comprehension** Listen to the conversations.  
Check the correct picture to complete the statements.

1. She's at the ...



2. The ... is around the corner.



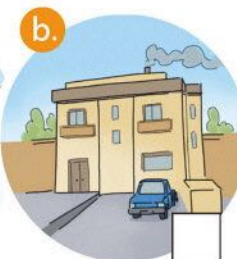
3. The big building is a ...



4. The ... is great.



5. Charlie's ... is on Main Street.



**4.** Complete the statements with the name of each place in Exercise 3.

1. She's at the mall.

4. The \_\_\_\_\_ is great.

2. The \_\_\_\_\_ is around the corner.

5. Charlie's \_\_\_\_\_ is on Main Street.

3. The big building is a \_\_\_\_\_.



## Grammar *there is / there are*; Questions with *How many*

### 1. Study the grammar.

- Use **there is** with singular nouns. Use **there are** with plural nouns.

Statements	Questions	Answers
<b>There is</b> a park in Hana's neighborhood.	<b>Is there</b> a Korean restaurant across the street?	Yes, there is. / No, there isn't.
<b>There are</b> two movie theaters in the mall.	<b>Are there</b> apartment buildings around the corner?	Yes, there are. / No, there aren't.
	<b>How many</b> houses <b>are there</b> on Atlantic Street?	There are two.



#### Language tips

- *there's* = *there is*
- Yes, *there is*. **NOT** ~~*Yes, there's.*~~
- *there are* **NOT** ~~*there're*~~

2.33

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

### 3. Choose the correct form of *there is / there are*.

1. There is / There are two stores in the neighborhood.
2. Is there / Are there an apartment building across the street?
3. Is there / Are there good hotels in the neighborhood?
4. How many movie theaters **is there / are there** in the mall?
5. Is there / Are there a house next to the restaurant?
6. There is / There are two small Mexican restaurants on Lane Street.

### 4. Complete each statement or question with a form of *there is / there are*.

1. There is a bus stop in front of the restaurant.
2. How many stores \_\_\_\_\_ on your street?
3. \_\_\_\_\_ a really nice park in my city.
4. How many parks \_\_\_\_\_ in your hometown?
5. \_\_\_\_\_ a language school in your neighborhood?
6. How many old neighborhoods \_\_\_\_\_ in the city?

### 5. Write a question for your partner with *How many*. Answer the question in your partner's book.

How many bus stops are there in your neighborhood? There are two.

About you!



#### Complete the statement about your neighborhood.

In my neighborhood, there \_\_\_\_\_



## Reading A blog

2.34

1. Read the Teen2Teen Friends blog posts.  
Are there beautiful buildings in the two cities?

# Teen2Teen Friends

**My blog** Tell the kids on Teen2Teen Friends about your neighborhood

**Julie Duclos**



I'm from Montreal. My favorite neighborhood is Old Montreal. Old Montreal is famous for its beautiful old buildings. There aren't lots of cars or buses in the neighborhood because the streets are so small. But there are lots of popular restaurants. They're great! There are also three history museums in the neighborhood. Here's a photo of a neighborhood street. Beautiful, right?



**Ana Costa**



My hometown is Brasilia. And my neighborhood is very cool. There are lots of really nice apartment buildings in my neighborhood. My family's apartment is in an awesome building. Our bus stop is in front of the building, so it's very convenient. And lucky me! There are two classmates from my school in my building. There's a special street in my neighborhood with lots of Brazilian and international restaurants. My favorite restaurant is Chinese. Brasilia is great. There are famous beautiful buildings in Brasilia. Here's a photo of our National Congress Building. Beautiful, right?



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

- |   |              |  |       |
|---|--------------|--|-------|
| 1. Old Montreal is the name of a city.                          | T / <b>F</b> | 5. Ana's neighborhood is in Brasilia.                                | T / F |
| 2. There are good restaurants in Julie's favorite neighborhood. | T / F        | 6. Ana's bus stop is down the street from her apartment building.    | T / F |
| 3. The old buildings of Old Montreal are beautiful.             | T / F        | 7. Ana is lucky because there are friends in her apartment building. | T / F |
| 4. The streets in Old Montreal are big.                         | T / F        | 8. There's a Chinese restaurant in Ana's neighborhood.               | T / F |

### 3. Correct the false statements in Exercise 2.

- a. 1. Old Montreal is the name of a neighborhood.
- b. \_\_\_\_\_
- c. \_\_\_\_\_

### 4. Complete the statements, according to the blog posts.

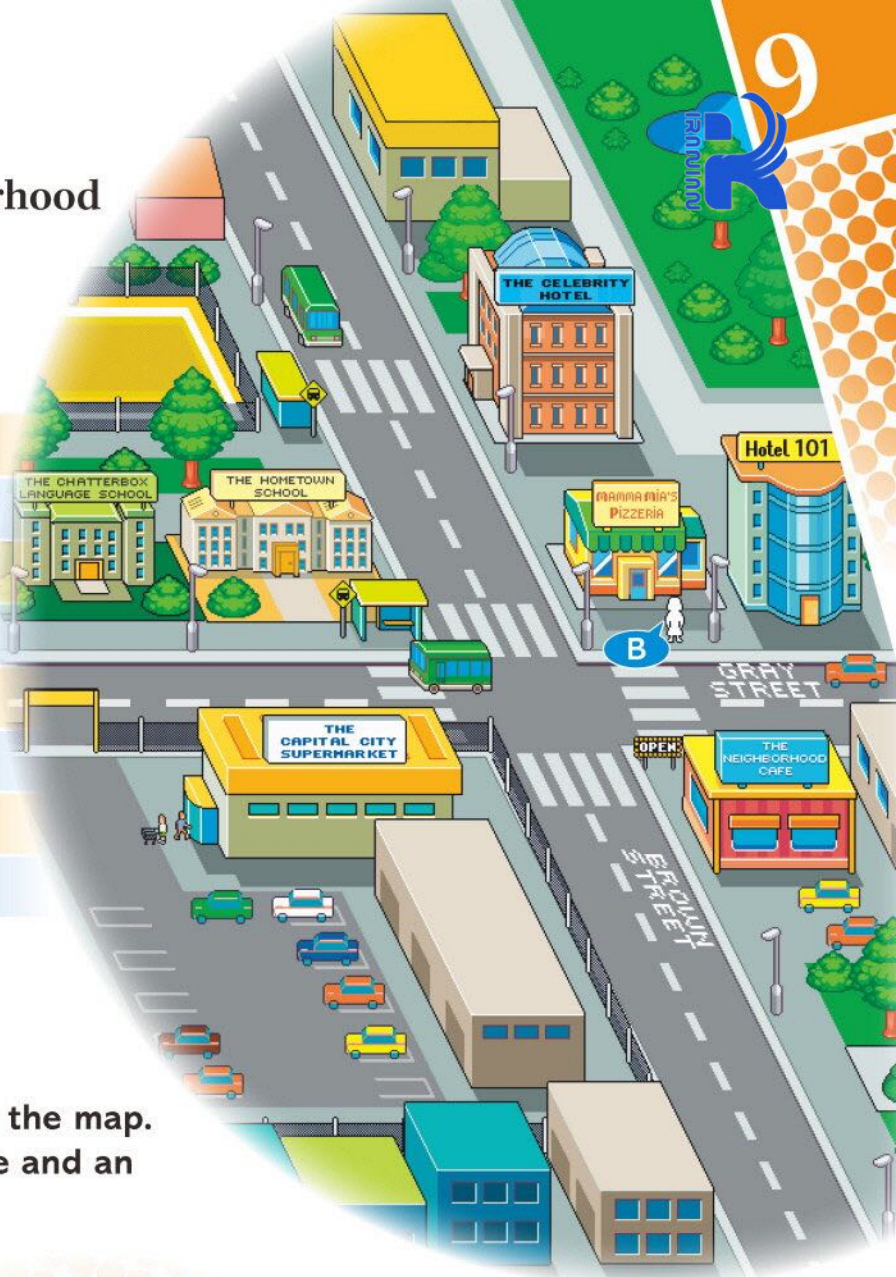
- Julie's favorite neighborhood is Old Montreal.
- There are beautiful old \_\_\_\_\_ in Old Montreal.
- There are three history \_\_\_\_\_ in Old Montreal.
- There are lots of popular \_\_\_\_\_ in Old Montreal.
- Ana is \_\_\_\_\_ Brasilia.
- Her \_\_\_\_\_ is in a great neighborhood.
- The \_\_\_\_\_ in front of her building is very convenient.
- There's a special \_\_\_\_\_ neighborhood with lots of restaurants.



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



- A** Where are you?
- B** Guess!
- A** OK. Is there a hotel next door?
- B** Yes, there is.
- A** Is there a school down the street?
- B** Yes, there is.
- A** I know! You're at Mamma Mia's Pizzeria!
- B** You're right!



2.36 **2. Pronunciation Listen and repeat.**

**3. Guided conversation** Choose a place on the map. Create a NEW conversation. Use a place and an expression of location.

**Reminder**

- ✓ You're right!
- ✗ You're wrong!

**A** Where are you?

**B** Guess!

**A** OK. Is there a \_\_\_\_\_ ?

**B** \_\_\_\_\_, there \_\_\_\_\_.

**A** Is there a \_\_\_\_\_ ?

**B** \_\_\_\_\_, there \_\_\_\_\_.

**A** I know! You're at \_\_\_\_\_ !

**B** You're \_\_\_\_\_ !

**Expressions of location**

- across the street
- around the corner
- in front of
- next door
- down the street



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



## 1. Read each conversation. Then complete the chart.

1. Ron: Hello, Mandy?  
 Mandy: Ron! Where are you?  
 Ron: I'm in Rio. And my hotel is across the street from the beach!  
 Mandy: Awesome! What's the weather like?  
 Ron: Well, it's not great. It's rainy and windy today.  
 Mandy: No way! In Rio?

2. Liza: Hello, Mom?  
 Mom: Liza, hello!  
 Liza: Guess what! I'm in London today!  
 Mom: Great! So what's London like?  
 Liza: It's really big. And the weather is great!  
 Mom: In London?  
 Liza: Yeah, it's sunny and hot!  
 Mom: What about your hotel? Is it nice?  
 Liza: Yes. And there's a French restaurant next door.

3. Brad: Hello! It's me!  
 Marty: Brad? Hi! Where are you?  
 Brad: We're in Chicago now!  
 Marty: Chicago? Wow! How's the weather?  
 Brad: It's really cold and windy!  
 Marty: Well, Chicago is famous for windy weather!  
 Brad: It's true. But it's OK. Our hotel is down the street from a great mall.

	1.	2.	3.
a. The weather is good.			
b. There's a beach in front of the hotel.	✓		
c. There's a restaurant next to the hotel.			
d. It's a windy city.			
e. There's a mall.			
f. It's a nice hotel.			
g. It's rainy.			
h. It isn't cold.			

## 2. Look at the picture. Complete the statements with *in*, *on*, *under*, *in front of*, or *between*.



1. His phone is on the fridge.
2. His notebook is \_\_\_\_\_ the fridge.
3. The fridge is \_\_\_\_\_ the kitchen.
4. His MP3 player is \_\_\_\_\_ the sofa.
5. His pencil case is \_\_\_\_\_ the bedroom. It's \_\_\_\_\_ his bed.
6. His book is \_\_\_\_\_ the bathroom. It's \_\_\_\_\_ the toilet and the sink.

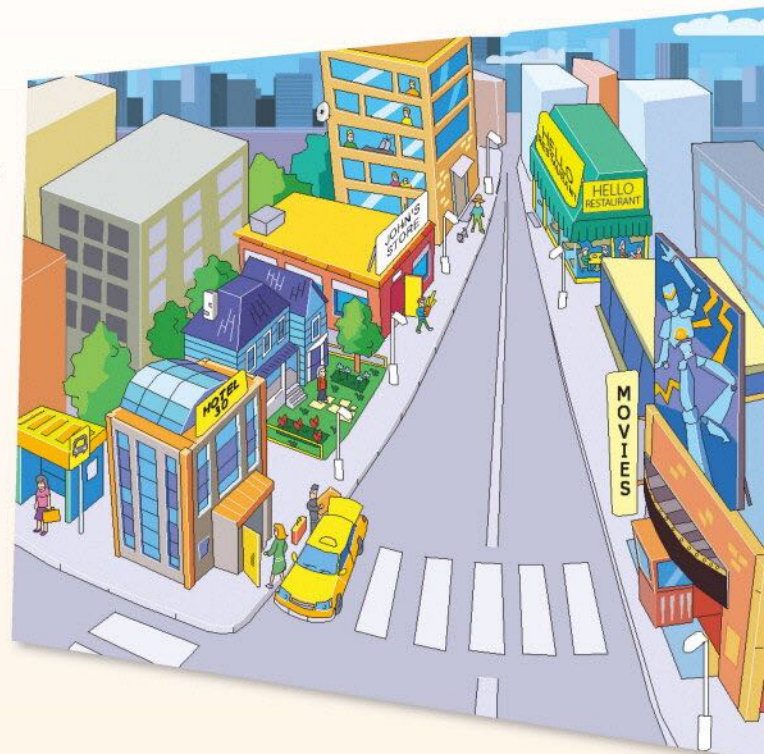
## 3. Change each command to a suggestion with *Let's* or *Let's not*.

1. Listen to this song.  
Let's listen to this song.
2. Write statements in English.  
 \_\_\_\_\_
3. Look in the fridge.  
 \_\_\_\_\_
4. Call Manny now.  
 \_\_\_\_\_
5. Don't go to the mall today.  
 \_\_\_\_\_



#### 4. Look at the picture. Complete the statements.

- The house is next to \_\_\_\_\_ the hotel.
- The \_\_\_\_\_ is around the corner from the hotel.
- The movie theater is across the street from the \_\_\_\_\_.
- The \_\_\_\_\_ is between the house and the apartment building.
- The apartment building is \_\_\_\_\_ the store.
- The hotel is \_\_\_\_\_ the movie theater.
- The \_\_\_\_\_ is between the store and the hotel.
- The restaurant is \_\_\_\_\_ the movie theater.
- The apartment building is across the street from the \_\_\_\_\_.

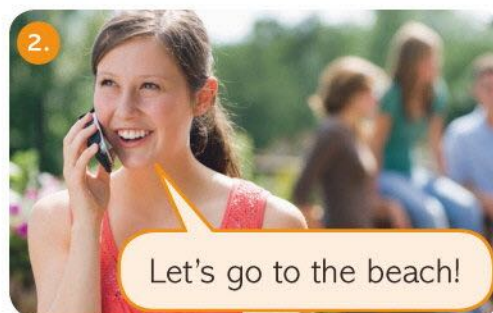


### All About You

#### 1. Write your own response to each person.



You \_\_\_\_\_



You \_\_\_\_\_



You \_\_\_\_\_

#### 2. Complete the personal statements about your house or apartment, and your neighborhood.

My house or apartment

In my bedroom, there's \_\_\_\_\_.

In my living room, there's \_\_\_\_\_.

In my kitchen, there's \_\_\_\_\_.

My neighborhood

Next door, there's \_\_\_\_\_.

Down the street, there's \_\_\_\_\_.

Across the street, there's \_\_\_\_\_.

Around the corner, there's \_\_\_\_\_.

### Progress Check

✓ Check what you can do.

- Discuss the location of objects
- Describe my neighborhood
- Talk about the weather
- Use the Unit 7-9 grammar and vocabulary
- Suggest activities





**Grammar:** Questions with *Which* • Answers with *one / ones* • *this / that / these / those* • Intensifier *too*  
**Vocabulary:** Clothes • Colors  
**Social language:** Give and accept compliments

## Vocabulary Clothes

2.37) **1. Look at the pictures. Read and listen.**



1. a shirt



2. a T-shirt



3. a jacket



4. a skirt



5. a sweater



6. a blouse



7. a dress



8. a shoe



9. shoes



10. pants



11. shorts



12. jeans

2.38) **2. Pronunciation** Listen and repeat.

2.39) **3. Pronunciation** Listen and repeat each group of words.

/s/	/z/	/ɪz/
a shirt / shirts	a shoe / shoes	a dress / dresses
a skirt / skirts	a sweater / sweaters	a blouse / blouses
pants	jeans	

2.40) **4. Listening comprehension** Listen and circle the clothing in each statement.

1.



2.



3.





## Topic Snapshot

2.41 1. Read and listen to the conversation in a clothes store.



2. Complete each statement, according to the Topic Snapshot. Circle the letter.

- |                      |                        |                     |                      |                     |
|----------------------|------------------------|---------------------|----------------------|---------------------|
| 1. The jeans are ... | 2. They're ...         | 3. The skirt is ... | 4. It's not very ... | 5. It's ...         |
| a. not expensive.    | a. expensive.          | a. very expensive.  | a. cool.             | a. good for school. |
| <b>b. nice.</b>      | b. perfect for school. | b. cool.            | b. expensive.        | b. not very pretty. |



## Grammar Questions with *Which*; Answers with *one / ones*

### 1. Study the grammar.

#### Colors

2.42 Listen and repeat.



#### Singular

A: **Which shirt is** your favorite?

B: The blue **one**.

#### Plural

A: **Which shoes are** expensive?

B: The black **ones**.

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

### 3. Complete the questions with the correct word. Complete the answers with *one* or *ones*.

- A: Which sweater / sweaters is good for cold weather?  
B: The red one.
- A: Which skirt / skirts is right for a birthday party?  
B: The \_\_\_\_\_.
- A: Which jacket / jackets are not expensive?  
B: The \_\_\_\_\_, next to the sweaters.
- A: Which shirt / shirts is cool?  
B: The \_\_\_\_\_ and \_\_\_\_\_, of course!

2.44 **4. Listening comprehension** Listen to the conversations. Then listen again and complete each statement, according to the conversations.

- The green pants are / aren't great. The brown ones are / aren't so nice.
- The gray sweater is / isn't cool, but it is / isn't very expensive.
- The jacket is new / old. It's nice / not nice.
- His favorite color is / isn't orange. Her favorite color is / isn't orange.
- The shoes are / aren't good-looking. They're black / blue.

### 5. Listen again and check your answers.

About you!



Look at the pictures of the clothes in the Vocabulary and Topic Snapshot on page 71. Complete the statement.

My two favorite things are the \_\_\_\_\_ and the \_\_\_\_\_.



## Grammar *this / that / these / those*; Intensifier *too*

### 1. Study the grammar.

			
<b>this</b> jacket	<b>that</b> jacket	<b>these</b> shoes	<b>those</b> shoes

That skirt is **too short**.

The adverb **too** intensifies an adjective and gives it a negative meaning.  
 This dress is **too big**.  
 These shoes are **too small**.  
 Those sweaters are **too expensive**.

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

### 3. Look at the pictures. Complete the statements. Circle the correct words.



1. This / These shoes are great.



2. Are these / those red shoes new?



3. Is that / this jacket your dad's jacket?



4. This / These blouse isn't good for school.

### 4. Look at the pictures. Complete the conversations with *this, that, these, or those* and an adjective with *too*.

big ~~expensive~~ short small



1. A: What's wrong with this blouse?  
 B: Are you serious? It's too expensive!



2. A: \_\_\_\_\_ shoes are awesome!  
 B: Maybe. But they're \_\_\_\_\_.



3. A: \_\_\_\_\_ gray pants are great.  
 B: No way! They're \_\_\_\_\_.



4. A: Hey! \_\_\_\_\_ orange dress is so nice!  
 B: That's true. But it's \_\_\_\_\_.



## Reading An online clothes store

1. Look at the online clothes store. Which clothes are for rainy weather?

Perfect for You

[Home](#) | [Catalog](#) | [Shopping cart](#) | [Contact us](#)

Great prices!  
This week only

Skirts and dresses



Perfect for a party or school

Pants and jeans



Styles for boys and styles for girls

Shirts and blouses



For every occasion

Boys' and girls' jackets and sweaters



For cold weather and every day

Rain jackets and boots



For all kinds of really bad weather!

Shoes



For parties!



For school!



For sports and games!

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

- |  |              |   |       |
|--|--------------|---|-------|
| 1. The name of this store is Great Prices!     | T / <b>F</b> | 4. There are party shoes and school shoes.          | T / F |
| 2. There are good prices this week.            | T / F        | 5. The rain jackets and boots are for good weather. | T / F |
| 3. There are pants for boys but not for girls. | T / F        |   |       |

3. Answer the questions about the pictures of the clothes. Use *one* and *ones*.

1. Which shoes are for girls? The blue ones.
2. Which shoes are for boys or girls? \_\_\_\_\_
3. Which shoes are for boys? \_\_\_\_\_
4. Which sweater is for very cold weather? \_\_\_\_\_
5. Which shirt is for boys or girls? \_\_\_\_\_
6. Which boys' shoes are perfect for parties? \_\_\_\_\_



2.46)) **1. Read and listen to the conversation.**

- A** That sweater is so cool!
- B** This sweater?
- A** Yeah. It's great. And those red shoes are awesome!
- B** Thanks!
- A** You're welcome.



2.47))

**Positive adjectives**  
 awesome! .....  
 cool!  
 great!  
 nice!

2.48)) **2. Pronunciation Listen and repeat.**

**3. Guided conversation Create a NEW conversation.**  
 Change the clothes, the colors, and the positive adjectives.

**A** That \_\_\_\_\_ is so cool!

**B** This \_\_\_\_\_?

**A** Yeah. It's \_\_\_\_\_. And those \_\_\_\_\_ are \_\_\_\_\_!

**B** Thanks!

**A** You're welcome.



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



**Grammar:** can / can't for ability • Degrees of ability  
**Vocabulary:** Abilities  
**Social language:** Discuss your abilities

## Topic Snapshot

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



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

- |  |                                      |
|--|--------------------------------------|
| 1. Frank can play the drums well. T / <b>F</b> | 4. Frank can teach Teresa. T / F     |
| 2. Teresa can play the drums well. T / F       | 5. Teresa says, "This is fun!" T / F |
| 3. Teresa can teach Frank. T / F               | 6. Frank says, "Be careful!" T / F   |

**3. Which words and phrases are positive 😊? Which ones are negative ☹️?**

Be careful! Cool! Of course! Oops! This is fun! ~~That's easy!~~ You're pretty good!

😊	☹️
That's easy!	



## Vocabulary Abilities

2.50)) **1. Look at the pictures. Read and listen.**



1. sing



2. dance



4. draw



6. swim



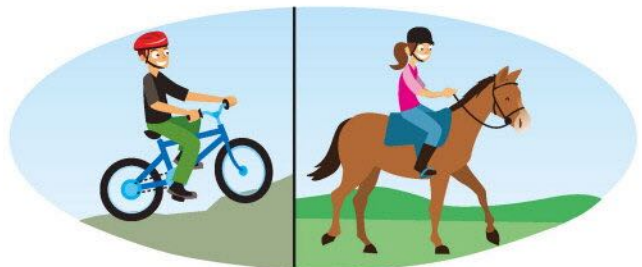
7. cook



3. play the guitar / the piano / the drums



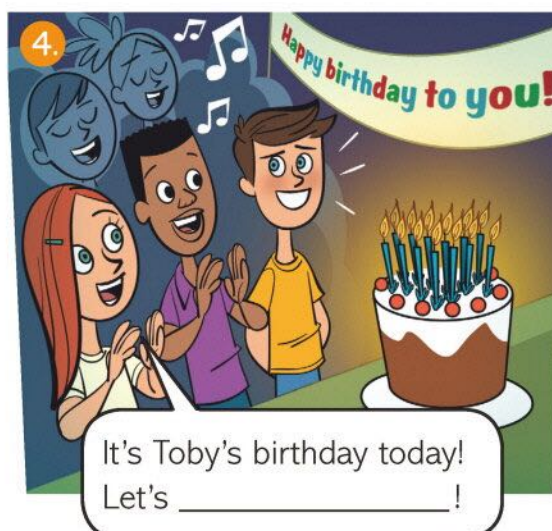
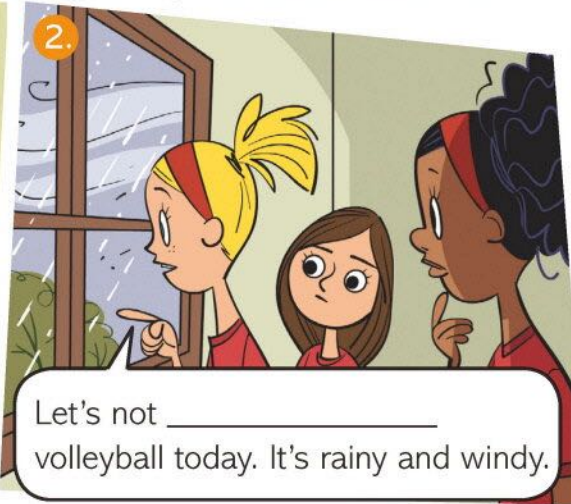
5. play soccer / volleyball / basketball



8. ride a bike / a horse

2.51)) **2. Pronunciation Listen and repeat.**

**3. Look at the pictures. Complete each statement with the Vocabulary.**





# Grammar *can* and *can't* for ability; Degrees of ability

你好

## 1. Study the grammar.

I'm sorry. I **can't speak** Chinese. **Can you speak** English?



**Degrees of ability**

- ☺☺ I can speak English **very well / really well.**
- ☺ I can speak English **well.**
- ☹ I can't speak English **well / very well.**
- ☹☹ I can't speak English **at all.**

Affirmative statements		
I / You / We	<b>can</b>	<b>speak</b> English.
He / She / They		
Negative statements		
I / You / We	<b>can't</b>	<b>speak</b> Chinese.
He / She / They		

yes / no questions				Short answers	
<b>Can</b>	I	<b>ride</b>	a horse?	Yes, I can. / No, I can't.	
	you			Yes, you can. / No, you can't.	
	she			Yes, she can. / No, she can't.	
	he			Yes, he can. / No, he can't.	
	we			Yes, we can. / No, we can't.	
	they			Yes, they can. / No, they can't.	

**Language tip** • *can't* = *can not*

## 2. Look at the pictures. Complete each statement. Circle *can* or *can't*.



1. We can / can't speak German!



2. He can / can't sing really well.



3. They can / can't play basketball very well.



4. She can / can't play the piano well.



3. Look at the pictures. Write questions with *can* and short answers.



1. she / ride a horse (Yes)  
 Can she ride a horse?  
 Yes, she can.



2. he / swim well (Yes)



3. they / speak Turkish (No)



4. he / play the guitar (No)



5. they / play basketball well (Yes)



6. she / sing well (No)

2.52) 4. **Listening comprehension** Listen to the conversations. Then listen again and check the correct statements.

- |   |   |
|---|---|
| 1. She can ride a horse. <input type="checkbox"/> | She can't ride a horse. <input checked="" type="checkbox"/> |
| 2. He can swim. <input type="checkbox"/>          | He can't swim. <input type="checkbox"/>                     |
| 3. She can dance well. <input type="checkbox"/>   | She can't dance well. <input type="checkbox"/>              |
| 4. Yaya can sing well. <input type="checkbox"/>   | Yaya can't sing well. <input type="checkbox"/>              |

2.53) 5. **Pronunciation** Listen to the statements from Exercise 4. Repeat.

About you!



Answer the personal questions. Write short answers.

- Can you ride a horse? \_\_\_\_\_
- Can your mom speak German? \_\_\_\_\_
- Can you swim? \_\_\_\_\_
- Can your dad play the guitar? \_\_\_\_\_
- Can you draw well? \_\_\_\_\_
- Can you sing well? \_\_\_\_\_



## Reading Profiles of international athletes

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

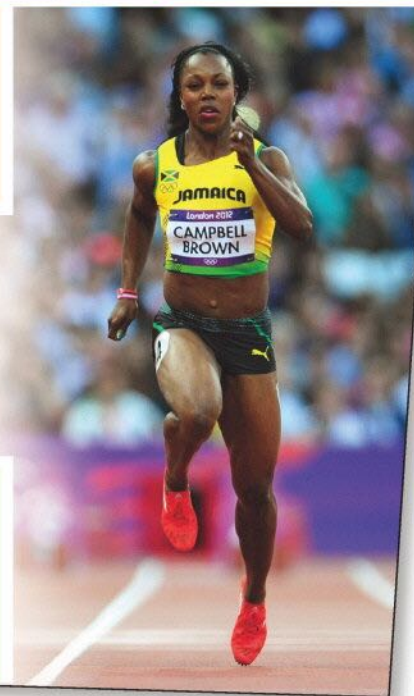
### Yes, they can! Meet four awesome athletes



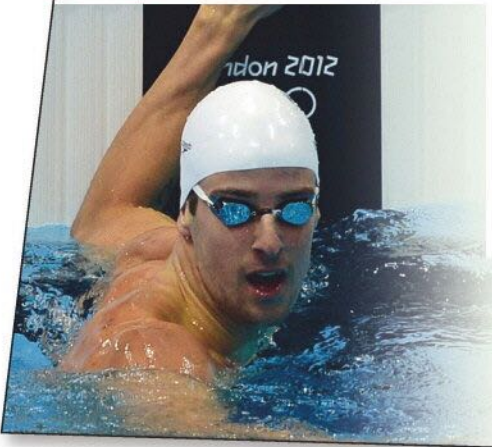
Meet Chinese weightlifter **Cao Lei**. She is from Hebei Province in China. Ms. Cao is very strong. She can lift 158 kilograms! Wow!



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



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



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

2. Match the people and the descriptions. Write the numbers.

- |                                |                               |                                 |
|--------------------------------|-------------------------------|---------------------------------|
| 1. Cao Lei ...                 | a. can run fast. ____         | f. is very strong. <u>1</u>     |
| 2. J.J. Jegede ...             | b. can swim fast. ____        | g. is from Clarks Town. ____    |
| 3. Veronica Campbell-Brown ... | c. can jump really well. ____ | h. is from Hebei Province. ____ |
| 4. James Magnussen ...         | d. is lots of fun. ____       | i. is from Australia. ____      |
|                                | e. is from East London. ____  | j. is from a big family. ____   |

3. Correct each false statement.

- Cao Lei is a swimmer. Cao Lei is a weightlifter.
- People say, "James Magnussen is very tall." \_\_\_\_\_
- J.J. Jegede's friends say, "J.J., you're strong!" \_\_\_\_\_
- Cao Lei's husband is an athlete. \_\_\_\_\_
- Veronica Campbell-Brown can lift 158 kilograms. \_\_\_\_\_



2.55) 1. Read and listen to the conversation.



2.56) Positive responses  
 Oh, that's cool!  
 Oh, that's awesome!  
 Oh, that's great!

- A Hey, Sylvia. Can you swim?
- B Yes, I can. I can swim very well.
- A Oh, that's cool!
- B What about you? Can you swim?
- A Me? I can't swim at all.
- B No problem. I can teach you!
- A Really? Thanks so much!

2.57) 2. Pronunciation Listen and repeat.

3. Guided conversation Create a NEW conversation with new abilities and responses. Use the pictures.



A Hey, \_\_\_\_\_. Can you \_\_\_\_\_?

B Yes, I can. I can \_\_\_\_\_ very well.

A Oh, that's \_\_\_\_\_!

B What about you? Can you \_\_\_\_\_?

A Me? I can't \_\_\_\_\_ at all.

B No problem. I can teach you!

A Really? Thanks so much!



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



**Grammar:** *should* for advice: statements and *yes / no* questions • *should*: information questions  
**Vocabulary:** Reasons to visit a place  
**Social language:** Describe your country

## Topic Snapshot

2.58

### 1. Read and listen to the video webchat.



# Teen2Teen Friends

Ana: Hello, Daniel?  
Are you there?  
 Daniel: I'm here, Ana. How are you?  
 Ana: Actually, I'm great! Daniel, guess what!  
 Daniel: What?  
 Ana: Julie Duclos is here with her family. From Canada! She's here in my apartment now.  
 Julie: Hi, Daniel! It's true. We're here in Brazil for a week.  
 Daniel: Hi, Julie! Lucky you!  
 Julie: Yeah, Brazil is fantastic!

Ana: Daniel, you should visit Brazil, too!  
 Daniel: I should! That's an awesome idea. But what's Brazil like?  
 Ana: Well, it's a really big country. The people are very nice. The weather is great. The restaurants are fantastic. And the beaches are awesome!  
 Daniel: Hey, Julie! You should upload some photos of Brazil to Teen2Teen Friends, OK?  
 Julie: Great idea!  
 Ana: See you later, Daniel!  
 Daniel: Bye, guys!

### 2. Circle the correct name or names.

1. Who is in Brazil? Ana Daniel Julie      4. Who is from Brazil?      Ana Daniel Julie  
 2. Who isn't in Brazil?      Ana Daniel Julie      5. Who should come to Brazil? Ana Daniel Julie  
 3. Who is from Canada? Ana Daniel Julie      6. Who should upload photos? Ana Daniel Julie

### 3. According to Ana's description, what's Brazil like? Write a check mark.

1. There are nice people.       4. There are good restaurants.   
 2. There are fantastic malls.       5. There is great weather.   
 3. There are awesome buildings.       6. There are nice beaches.





## Grammar *should* for advice

### 1. Study the grammar.

- Give a person advice with **should** + a verb.

You **should visit** Rio.  
The beaches are awesome!



Affirmative statements			Negative statements		
I / You / We	<b>should</b>	<b>visit</b> Brazil.	I / You / We	<b>shouldn't</b>	<b>stay</b> home.
He / She / They			He / She / They		

yes / no questions		Short answers	
<b>Should</b>	I	<b>stay</b> home?	Yes, I should. / No, I shouldn't.
	you		Yes, you should. / No, you shouldn't.
	she		Yes, she should. / No, she shouldn't.
	he		Yes, he should. / No, he shouldn't.
	we		Yes, we should. / No, we shouldn't.
	they		Yes, they should. / No, they shouldn't.

### 2. Complete each conversation. Circle the appropriate short answers.

- A: Should I go to China?  
B: Yes, you should. / No, you shouldn't.  
It's fantastic.
- A: Should my dad call your dad in Italy?  
B: Yes, he should. / No, he shouldn't.  
It's 3:00 in the morning in Italy now!
- A: Should my friends go to a Korean restaurant?  
B: Yes, they should. / No, they shouldn't.  
Korean restaurants are cool.
- A: Should we buy these T-shirts?  
B: Yes, we should. / No, we shouldn't.  
They're too expensive.

### 3. Complete the statements of advice with *should* or *shouldn't* and the verb.

- You should go (go) to Canada in October. It's so pretty then!
- Your little brother \_\_\_\_\_ (play) video games now. It's 8:45, and his class is at 9:00!
- We \_\_\_\_\_ (listen) to this Beyoncé song. It's really good!
- Your grandparents \_\_\_\_\_ (swim) at that beach. It isn't very nice.
- You \_\_\_\_\_ (go) to a restaurant in Mexico City. The restaurants are awesome.

### 2.59 4. Listening comprehension Listen to the conversations. Then listen again and complete each statement with *should* or *shouldn't* and the verbs *go* or *call*.

- He should go to the beach.
- They \_\_\_\_\_ their parents now.
- They \_\_\_\_\_ to the mall.
- She \_\_\_\_\_ to Japan in January.
- He \_\_\_\_\_ to Shanghai in August.
- She \_\_\_\_\_ again at three o'clock.

### 2.60 5. Pronunciation Listen to the statements from Exercise 4. Repeat.

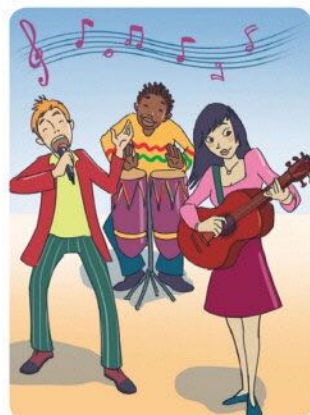


# Vocabulary Reasons to visit a place

2.61)) 1. Look at the pictures. Read and listen.



1. The food is great!



2. The music is fantastic!



3. The tourist attractions are cool!



4. The mountains are beautiful!



5. The souvenirs are really nice!



### Language tip

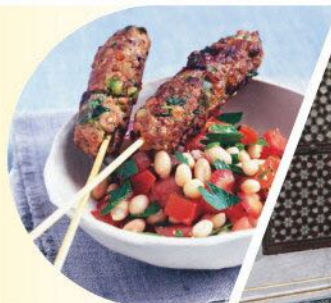
• Use *is*, not *are*, with *food* and *music*.  
The food *is* great. **NOT** The food *are* great.

2.62)) 2. Pronunciation Listen and repeat.

3. Look at the photos. Complete the conversations with reasons for visiting each country.



Su, what's Turkey like?



Turkey is fantastic. The (1) food is really great! And the (2) \_\_\_\_\_ are awesome!



Bruno, what's Germany like?



Germany is really great. The (3) \_\_\_\_\_ in Bavaria are beautiful. And the (4) \_\_\_\_\_ in Berlin is really cool!



Gan, what's China like?



China is beautiful. The (5) \_\_\_\_\_ are fantastic, and you can buy great (6) \_\_\_\_\_.

About you!



Complete the statements with your country and a reason to visit.

You should visit \_\_\_\_\_ . The \_\_\_\_\_ !



What **should** I **do** in New York?



You should visit the museums. They're great!

## Grammar *should*: information questions

### 1. Study the grammar.

What <b>should</b> I <b>do</b> in Rio?	You should go to the beach.
Where <b>should</b> he <b>go</b> in Italy?	He should go to Rome and Venice.
When <b>should</b> they <b>visit</b> China?	They should visit in September.
Who <b>should</b> Kaye <b>call</b> in Miami?	She should call my friend Vicky.
Why <b>should</b> we <b>go</b> to Paris?	Because Paris is so beautiful!

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

### 3. Complete the conversations with information questions with *should*.



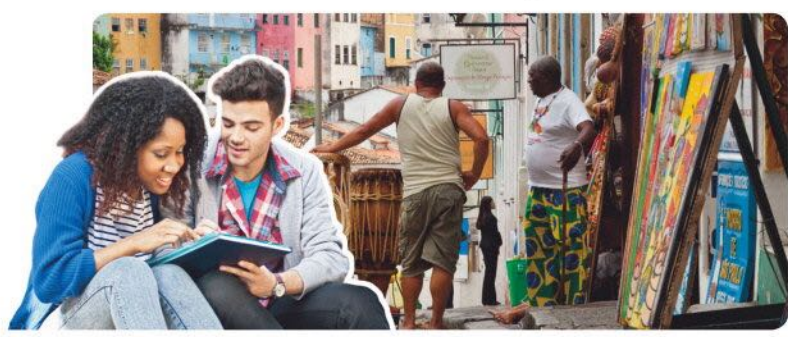
1. A: (What / I / do)  
What should I do in Istanbul?  
 B: You should go take a boat tour.



2. A: (Where / my brother / go)  
 \_\_\_\_\_ in Germany?  
 B: He should visit the Bavarian Alps.



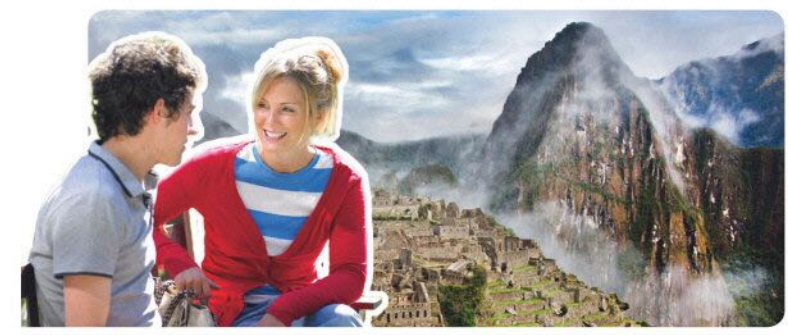
3. A: (When / Donna / come)  
 \_\_\_\_\_ to Japan?  
 B: She should come in October. The weather is fantastic then.



4. A: (Where / we / meet)  
 \_\_\_\_\_ in Salvador?  
 B: Let's meet at the market next to Pelourinho. OK?



5. A: (Who / my parents / call)  
 \_\_\_\_\_ in Lisbon?  
 B: They should call my parents. They're lots of fun!



6. A: (Why / I / visit)  
 \_\_\_\_\_ Machu Picchu?  
 B: Because it's a beautiful tourist attraction.



**Reading** An online travel article

- 2.64 1. Read the online travel article.  
What's the weather like in Canada in January?

**Teen & Teen Friends**

**My favorite website**

Julie Duclos  
Here's a link to an article about my country.

**Teen Trekker Magazine**

Should you visit Canada in January? **Yes!**

Some people say, "Don't go to Canada in January. It's too cold!" Well, it's true. It's very, very cold. But in the province of Quebec, it's usually sunny, and it's fun! You should visit the city of Montreal. "Mount Royal" is a small mountain in a park in the city. It's very pretty in the snow. In Montreal, there are lots of nice restaurants, and the food is fantastic. And you should go to Snow Village. There are restaurants, hotels, theaters, and other buildings, all made of snow! Of course, Canada is famous for hockey, so you should go to a Canadiens game. They're everyone's favorite hockey team. Go Canadiens! But you can also play hockey, and other games too, at Montreal's Winter Festival. So visit Canada in January! Canada in January is awesome!

Lots of snow on Mount Royal

The Canadiens play hockey in Montreal.

2. Match the places with the things you can do in Canada in January.

- |                               |                            |
|-------------------------------|----------------------------|
| 1. You can watch hockey       | a. at the Winter Festival. |
| 2. You can go to a restaurant | b. at the Snow Village.    |
| 3. You can play hockey        | c. at a Canadiens game.    |

3. Circle the words that describe Canada in January.

fun
windy
awesome
pretty

rainy
sunny
hot
cold
old

4. According to the website, in Canada you should ...

- |  |  |
|--|--|
| <input checked="" type="checkbox"/> go to a hockey game. | <input type="checkbox"/> go to a mall. |
| <input type="checkbox"/> go to a beach.                  | <input type="checkbox"/> buy clothes.  |
| <input type="checkbox"/> go to a restaurant.             | <input type="checkbox"/> play hockey.  |
| <input type="checkbox"/> look at the snow.               | <input type="checkbox"/> go to a park. |
| <input type="checkbox"/> go to a mountain.               | <input type="checkbox"/> ride a horse. |



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

**A** Hi, Eva. Are you in Miami right now?

**B** Hi, Carlo. Yes. Where are you?

**A** At home. In Rome.

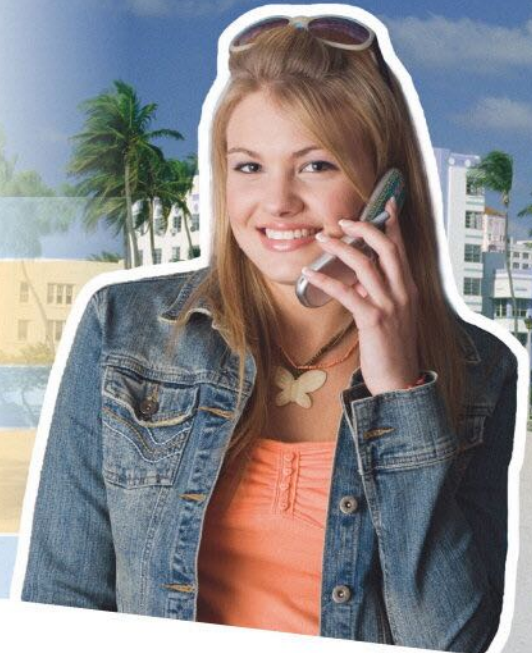
**B** So, what's Italy like?

**A** Well, it's really nice. The food is great, and the tourist attractions are fantastic.

**B** And what about the weather?

**A** It's always beautiful in Rome. You should visit Italy sometime!

**B** Good advice. Thanks!



2.66 **2. Pronunciation Listen and repeat.**

**3. Guided conversation Create a NEW conversation. Choose Bruno or Hana for speaker B. Describe your city. Use the ideas.**



Hana,  
Seoul,  
South Korea



Bruno,  
Munich,  
Germany

**A** Hi, \_\_\_\_\_. Are you in \_\_\_\_\_ right now?

**B** Hi, \_\_\_\_\_. Yes. Where are you?

**A** At \_\_\_\_\_. In \_\_\_\_\_.

**B** So, what's \_\_\_\_\_ like?

**A** Well, it's really nice. The \_\_\_\_\_ is \_\_\_\_\_, and the \_\_\_\_\_ are \_\_\_\_\_.

**B** And what about the weather?

**A** It's \_\_\_\_\_. You should visit \_\_\_\_\_ sometime!

**B** Good advice. Thanks!

the food

the music

the people

the beaches

the restaurants

the mountains

the buildings

the weather

the souvenirs

the stores

the tourist attractions



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



# Review: Units 10–12

## 1. Read each conversation. Check the topics in the chart.

1. Arielle: Hi Tony. I'm in Cartagena, Colombia!  
 Tony: No way! What's the weather like?  
 Arielle: It's great, and the beach is beautiful.  
 Tony: And what about the food and the people?  
 Arielle: The food? It's great! And the people are so nice.
2. Josh: So what's Mexico City like?  
 Raquel: Well, it's very big, and the people are really nice.  
 Josh: What about the beaches?  
 Raquel: Actually, there are no beaches in Mexico City.
3. Jill: So what's Tokyo like, Fusae?  
 Fusae: It's very nice. The food is great. The people are nice. There are lots of tall buildings. And Mount Fuji is right next door. It's a beautiful mountain.  
 Jill: Can you see Mount Fuji from Tokyo?  
 Fusae: Well, in cloudy weather, you can't see the mountain. But on a sunny day, it's fantastic!

	1.	2.	3.
a. good food	✓		
b. cloudy weather			
c. great beaches			
d. tall buildings			
e. nice people			
f. a beautiful mountain			

## 2. Complete the conversations with *can*, *can't*, and the correct verb.

1. A: Can he swim well?  
 B: No, he \_\_\_\_\_. He \_\_\_\_\_ swim at all.
2. A: \_\_\_\_\_ you \_\_\_\_\_?  
 B: Yes, I \_\_\_\_\_. I \_\_\_\_\_ sing very well.
3. A: \_\_\_\_\_ your parents \_\_\_\_\_?  
 B: No way! They \_\_\_\_\_ dance at all.
4. A: \_\_\_\_\_ your little sister \_\_\_\_\_ a bike?  
 B: Yes, she \_\_\_\_\_. She \_\_\_\_\_ ride well.

## 3. Look at the pictures. Complete the conversations. Use *too* and an adjective from the list.

big early expensive hot small



1. A: What's wrong with this sweater \_\_\_\_\_?  
 B: It's too small \_\_\_\_\_.



2. A: Let's play \_\_\_\_\_.  
 B: No way! It's \_\_\_\_\_ today.



3. A: Should I buy those \_\_\_\_\_?  
 B: Are you serious? They're \_\_\_\_\_.



4. A: Let's go to this \_\_\_\_\_.  
 B: We can't. It's \_\_\_\_\_.



5. A: Let's not buy these \_\_\_\_\_.  
 B: You're right. They're \_\_\_\_\_.



#### 4. Match each situation with a statement with *should*.

- |   |  |
|---|--|
| 1. The music at the festival is fantastic.  | a. We should go to the beach.          |
| 2. The black jacket is very expensive.      | b. All our classmates should go there. |
| 3. Betty's Hometown Restaurant is great.    | c. They should go to that restaurant.  |
| 4. That beach is fantastic.                 | d. Your parents should swim there.     |
| 5. The people in New City aren't very nice. | e. She shouldn't go to that city.      |
| 6. The weather is very hot.                 | f. You should buy the white one.       |

#### 5. Circle the correct word.

1. What's the name of this / **that** / these / those restaurant across the street?
2. Is this / that / these / those restaurant French or Italian? The food is delicious!
3. We should visit this / that / these / those mountains. They're so beautiful.
4. Look at this / that / these / those photos of Quito in this book. Are they great or what?
5. Which sweater is your favorite? Let's buy this / that / these / those blue one right here.

### All About You

#### 1. Write your own response to each person.



You \_\_\_\_\_



You \_\_\_\_\_



You \_\_\_\_\_

#### 2. Complete the personal statements.

My favorite color is \_\_\_\_\_ . My hometown is \_\_\_\_\_ .  
 I can \_\_\_\_\_ . In my hometown, you should \_\_\_\_\_ .

### Progress Check

✓ Check what you can do.

- Discuss clothes and colors
- Give and accept compliments
- Describe my abilities
- Give and accept advice
- Use the Unit 10-12 grammar and vocabulary





# Unit 1: Photo captions

## 1. Study the writing rule.

### Writing a sentence: subjects and verbs

When you write a sentence, always use a subject and a verb.

subject

verb

Mr. Locke	is	a teacher.
I	'm	a student.
We	are	classmates.

## 2. Write a 😊 for the statements with a subject and a verb. Write a ☹️ for the statements without a subject and a verb.

- |                                  |                             |
|----------------------------------|-----------------------------|
| 1. He is a student. 😊            | 6. The books not here. ____ |
| 2. Mr. Mason a teacher. ____     | 7. Is not a notebook. ____  |
| 3. Ms. Rose is the teacher. ____ | 8. We're students. ____     |
| 4. English class great! ____     | 9. He Carl. ____            |
| 5. Is John. ____                 | 10. She's not Fran. ____    |

## 3. In your notebook, correct the six incorrect statements from Exercise 2.

2. Mr. Mason is a teacher.

## 4. Circle the subjects and verbs in the photo captions.



She's Joanne. She's a student.



They're Ben and Joe. They're not classmates.

## 5. Choose a photo. Write a caption for your photo. Use Exercise 4 for support.

He's Rick. Rick's a student.

# Unit 2: Questions and answers

## 1. Study the writing rule.

### Periods and question marks

A period = .

A question mark = ?

### Using periods and question marks

When you write a statement, always use a period.

Statements *Joe is my brother. She's my teacher.*

When you write a question, always use a question mark.

Questions *Is Joe your brother? Who is Joe?*

## 2. Read the conversation. Write periods and question marks.



A: Who are they? \_\_\_\_\_

B: They're my parents \_\_\_\_\_ He's my brother \_\_\_\_\_

A: What's his name \_\_\_\_\_

B: His name is Evan \_\_\_\_\_

A: Who is she \_\_\_\_\_

B: She's my brother's girlfriend \_\_\_\_\_ Her name is Alicia \_\_\_\_\_



## Unit 3: A celebrity profile

### 1. Study the writing rule.

Capitalization		
Always use a capital letter for names of people.		
names	<i>Mary Alice Jones</i>	
Always use a capital letter for the names of cities, countries, and nationalities.		
city	country	nationality
<i>Bogota</i>	<i>Colombia</i>	<i>Colombian</i>

### 2. Correct the errors in capitalization.

P  
peter gene hernandez is the real name  
of bruno mars. He is an american  
singer from the city of honolulu in the  
united states.

### 3. Read the profile of a celebrity. Circle the capital letters that begin the names of people, cities, countries, and nationalities.



Sofia Mulanovich is a famous Peruvian athlete. She's a surfer from Punta Hermosa, a city near Lima, Peru. Sofia's first name is Peruvian, but her family name isn't Peruvian. Sofia's mom and dad are Ines and Herbert Mulanovich. Sofia's parents are originally from Croatia. Now the whole Mulanovich family is in Peru.

### 4. Write a profile of your favorite celebrity. Use Sofia's profile for support. Remember to use periods and question marks.

**Ideas:**

first / family name	city
nickname	country
family	nationality

## Unit 4: A description of your class schedule

### 1. Study the writing rule.

More rules about capitalization
Always use a capital letter for the names of days of the week. <i>Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday</i>
Use a capital letter for the names of languages. <i>English, Spanish</i>
Don't use a capital letter for the names of school subjects. <i>math, geography class, computer science</i>

### 2. Correct the errors in capitalization.

This week, <sup>m</sup>Math class is on monday and friday.  
On monday, Art class is at 9:00, but on friday,  
it's at 11:20. On tuesday and thursday, english  
is early: at 8:00.

### 3. In the notebook, make a schedule of your classes for one week. Then write about your schedule. Use Exercise 2 for support. Start like this:

This week, ...

Monday	
Tuesday	
Wednesday	
Thursday	
Friday	



# Unit 5: A description of you and your family



## 1. Study the writing rule.

### Capitalization of sentences

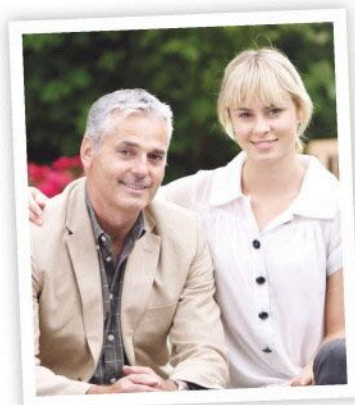
Always use a capital letter for the first word in a sentence.

*My family is very important in my life.*

### Reminder

Also capitalize the first letter of names of people, cities, countries, and nationalities.

## 2. Read about Sarah's family. Circle the capital letters at the beginning of each sentence.



I'm Sarah Breyer. I'm American, and my hometown is Boston. Here's a photo of me with my dad. My dad and I are very different. My dad's hair is gray now. My hair is blond. My mom's not in the photo. She's very pretty. She's very tall, and her hair is short, blond, and wavy. We're a good-looking family.

## 3. Complete the chart about you and two other people in your family.

	you	person 1	person 2
who?	me!		
hair color			
eye color			
other adjectives			

## 4. Write about you and the two people in your family. Use photos or draw pictures. Use your chart and Sarah's description for support. Start like this:

*Here's a photo of me and my ...*

# Unit 6: An events announcement

## 1. Study the writing rule.

### Capitalization

Always capitalize the first letter of months and days.

*It's on Monday, July 2nd.*

Capitalize the first letter in each word of an event's title or name.

*The movie The Young Girl is great!*

*The Lady Gaga World Tour concert is in Munich in May.*

## 2. Read the special events announcements. Capitalize the first letters of titles, days, countries, and months.

## 3. Write an announcement for your own events. Include movies, concerts, games, and parties.



### Special Events!

June 1st – June 5th



#### The International Games

Tuesday, June 1st

Very cool! The Brazil–Colombia game is at 9:00 and the Mexico–Japan game is at 11:30.



#### The Movie Festival

Awesome! On Wednesday, June 2nd, the movie *Toy Story* is at 6:00. On Thursday, June 3rd, don't be late for *Black Beauty* at 4:30 and *Harry Potter* at 7:00.



#### The "It's Everyone's Birthday" party!

It's a party! Great! Don't be late! See you on Saturday, June 5th at 7:30!



## Unit 7: A text message to a friend

### 1. Study the writing rule.

#### Using exclamation points

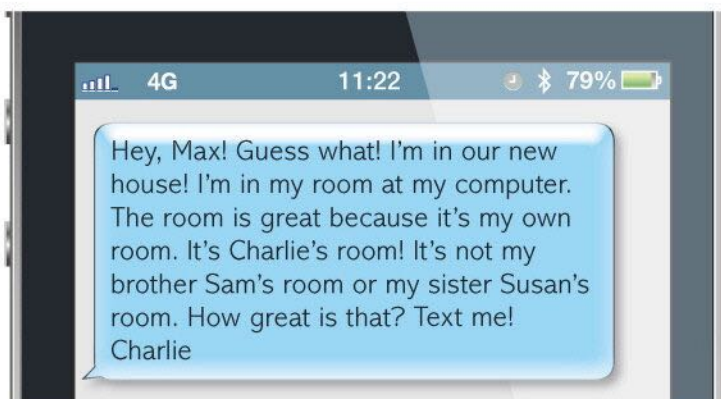
Use an exclamation point (!) with emphatic statements and strong commands.

*Wow!*

*That's great!*

*Don't use your phone in class!*

### 2. Read Charlie's text message to his friend Max. Notice the use of exclamation points for emphatic statements and commands.



### 3. Write an exclamation point for the emphatic statements and commands. Use a question mark for questions. Use a period for the statements that are not emphatic.

1. What day is today?\_\_\_
2. It's Monday\_\_\_
3. Oh, no\_\_\_ My phone is at home\_\_\_  
And I'm late\_\_\_
4. He has long wavy hair\_\_\_
5. Students: Don't use a pen on the board\_\_\_
6. My backpack is on my bed\_\_\_
7. The homework is due today. Oh no\_\_\_
8. It's 1:30 in Bogota\_\_\_
9. It's 7:00? No way\_\_\_
10. Wow\_\_\_ Who is she\_\_\_

### 4. Write a short text message to a friend about a place at home or at school. Use Charlie's text for support. Use periods, question marks, and exclamation points in your text message.

## Unit 8: A weather report

### 1. Study the writing rule.

#### Using apostrophes

Use an apostrophe for:

- contractions of the verb *be*  
*I'm* from Punta Arenas. *She's* a teacher. *They're* bored. *What's* his name?
- contractions of *not*  
*He isn't* late. *We aren't* on time. *Don't* open your book.
- possessives *'s* and *s'*  
*Bob's* family name is Smith. *Our friends'* teacher is Ms. Martin.

#### Reminder

The words *o'clock* and *Let's* use an apostrophe, too.

### 2. Correct the errors. Use apostrophes.

1. My sisters birthdays in May. My sister's birthday's in May.
2. Its ten oclock. \_\_\_\_\_
3. Whos your teacher? \_\_\_\_\_
4. Whats the weather like? \_\_\_\_\_
5. Its sunny in Porto Alegre. \_\_\_\_\_
6. Dont go to the mall today. \_\_\_\_\_
7. Lets stay home and watch TV. \_\_\_\_\_
8. It isnt hot today. \_\_\_\_\_

### 3. Read the weather report. Notice the use of apostrophes.

#### Weather report

What's the weather like today?

Today	
31°C	

It's sunny and hot. It isn't rainy, and it isn't cold.

Suggestions: Don't stay home and watch TV. Don't go to the mall. Go to the park. It's a beautiful day.

### 4. Write today's weather report. Make suggestions with imperatives. Use apostrophes in your weather report and your suggestions. Use the weather report in Exercise 3 for support.



## Unit 9: A description of your neighborhood



### 1. Study the writing rule.

#### Connecting words with commas and *and*

Use *and* to connect two words.

*There are schools **and** houses on my street.*

Use a comma (,) to connect three or more words in a series.

Use *and* before the last word.

*There are restaurants, hotels, **and** schools on my street.*

**Language tip** • Don't use a comma to connect two words. Only use *and*.

*There are boys and girls in my class.*

**NOT** ~~*There are boys, and girls in my class.*~~

### 2. In your notebook, write commas in the sentences.

1. The weather in my city is rainy windy and hot.

*The weather in my city is rainy, windy, and hot.*

2. My classes today are English geography gym and math.

3. How many restaurants hotels and stores are there?

### 3. Read Daniel Campos's description of his neighborhood. Notice his use of *and* and commas.

*My neighborhood in Mexico City is beautiful and historic. On my street there are houses, apartment buildings, and hotels. There are always lots of cars on the street in front of the buildings. There's a good language school in the neighborhood down the street from my house. There are students from all over the world. And there are three great restaurants in my neighborhood: the Casa Colonial, the Brazil Grill, and the Thai Palace Restaurant. The Thai Palace is great!*

### 4. Write a description of your neighborhood. Connect words in lists with *and* and commas as necessary. Use Daniel's description for support.

## Unit 10: A description of your favorite outfit

### 1. Study the writing rule.

#### Combining two sentences with *and*

Use a comma and the word *and* to combine two sentences.

*These shoes are nice. They are not expensive.*

*These shoes are nice, **and** they are not expensive.*

**Language tip** • Don't combine two sentences only with a comma. Always use *and*.

*These shoes are nice, and they are not expensive.*

**NOT** ~~*These shoes are nice, they are not expensive.*~~

### 2. In your notebook, combine the sentences with a comma and *and*.

1. The yellow shirt is awesome. It's not too expensive.

*The yellow shirt is awesome, and it's not too expensive.*

2. This black jacket is my brother's jacket. It's not too big.

3. Our dresses are perfect for the party. They're so cool.

4. These old shoes are great. They're my favorite color.

### 3. In your notebook, correct the errors.

1. Her skirt is new, it's her favorite one.

*Her skirt is new, and it's her favorite one.*

2. These yellow boots are popular, they're perfect for rainy weather.

3. Your mom's blouse is cool, it's a great color.

### 4. Read Erica's description of her favorite clothes and shoes.

*For school, on hot and sunny days, my favorite outfit is my blue skirt and yellow blouse. But in cold or rainy weather, my favorite outfit is my big blue sweater, or my gray rain jacket and black jeans. My favorite shoes in hot or cold weather are my white gym shoes, and they're great for parties, too.*

### 5. In your notebook, write about your favorite clothes and shoes. Use Erica's description for support. Use a comma and *and* to combine sentences.



# Unit 11: A description of a friend or classmate

## 1. Study the writing rule.

### Combining sentences with *but*

Use a comma and the word *but* to combine two sentences with contrasting ideas.

*I can sing well. I can't dance at all.*

*I can sing well, but I can't dance at all.*

## 2. Combine the sentences with a comma and *but*.

1. She can't play volleyball. She can play basketball.  
*She can't play volleyball, but she can play basketball.*
2. They are from Rio. They are in Sao Paulo today.  
\_\_\_\_\_
3. The living room is big. The bedrooms are small.  
\_\_\_\_\_
4. Her mom is very tall. Her dad is very short.  
\_\_\_\_\_
5. His brother isn't an athlete. He can dance very well.  
\_\_\_\_\_
6. We can't swim very fast. We can run very fast.  
\_\_\_\_\_

## 3. Read a description of a friend. Notice the sentences with *but*.

My friend Carl isn't very tall, but he's very handsome. His hair is brown, and his eyes are green. His clothes are always nice. There are five people in his family. His mom and dad are very good-looking, too. His sister is sixteen years old, and his brother is twenty. Carl can speak Portuguese and English. He can play volleyball and soccer very well, but he can't play basketball at all. He can play the guitar, but he can't play the piano.

## 4. Write about a person you know. Describe this person's abilities. Use the description of a friend in Exercise 3 for support. Use a comma and *but* to combine sentences.

# Unit 12: A text message to confirm a meeting

## 1. Study the writing rule.

### Combining ideas with *or*

Use a comma and the word *or* to combine sentences to offer an alternative.

*It's rainy. You should stay home, or you should go to the mall.*

*Should I stay home, or should I go to the mall?*

## 2. In your notebook, combine the sentences with *or*.

1. You can play basketball. You can play volleyball.  
*You can play basketball, or you can play volleyball.*
2. Should we watch TV? Should we go to the park?
3. You can go to Bogota. You can go to Cali.
4. He should listen to music. He should read a book.
5. In April, it's rainy. It's windy.
6. You should call your mom. You should call your dad.
7. Is today Tuesday? Is today Wednesday?
8. Are you from the U.S.? Are you from Canada?

## 3. Read the text messages. Circle the three uses of *or*.



## 4. Imagine you are in another city. In your notebook, write a text message exchange. Use the text messages in Exercise 3 for support. Use a comma and *or* to combine sentences.



# Geography: Continents, Countries, and Capitals



2.67

## 1. Look at the maps. What are the capitals of the countries?

### Populations around the world

How many people are in ...

Tokyo? 32 million people

Seoul? 21 million people

Sao Paulo? 19 million people

Mexico City? 21 million people

New York City? 20 million people



Mexico, Canada, and the United States are on the continent of North America. Mexico City, the capital of Mexico, is a very big city. The capitals of Canada and the U.S., Ottawa and Washington, D.C., are small cities.



On the continent of Europe there are forty-four countries, including Germany and the United Kingdom. Turkey is on two continents: Europe and Asia!



Colombia, Brazil, and Peru are on the continent of South America. Sao Paulo, a very big city, is not the capital of Brazil. Brasilia is the capital.



China, South Korea, and Japan are on the continent of Asia. Beijing is the capital of China, Seoul is the capital of South Korea, and Tokyo is the capital of Japan.

## 2. Complete each statement. Circle the correct answer.

1. Berlin / Bogota is in Europe.
2. Washington, D.C. / Los Angeles isn't the capital of the U.S.
3. London is in Asia / Europe.
4. Colombia isn't in North America / South America.
5. Seoul is in China / South Korea.
6. Tokyo isn't the capital of Japan / China.
7. Washington, D.C. isn't a big / small city.
8. Ottawa is in Turkey / Canada.

## 3. Rank the populations of these cities from big to small. Write 1, 2, 3, and 4.

Mexico City     New York City     1 Tokyo     Sao Paulo



### Project A country map

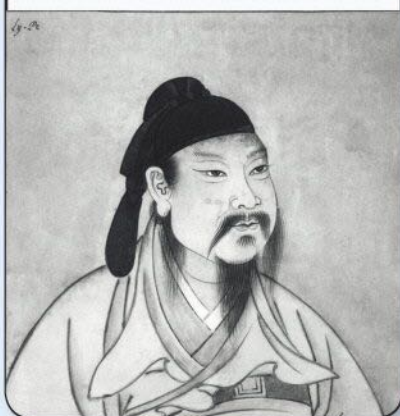
Choose a country. Draw a map with the capital and other cities. Write the English names of the continent, the country, and the countries next door.



2.68 **1. Read about the pictures. Which is your favorite picture?**

A portrait is a "picture" of a person or persons. Read about old and new portraits from artists all over the world.

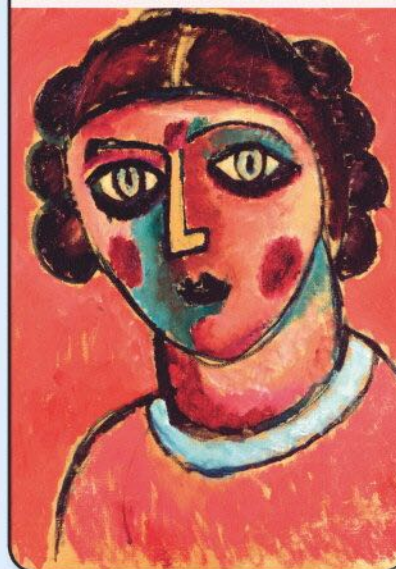
**A.** This portrait is by a Chinese artist. We're not sure of his name. The portrait is of a famous Chinese poet, Li Po. The drawing is in black and white, not in color. It's very old, but we're not sure of its exact date.



**B.** This portrait isn't a drawing. It's a painting. And it's in color. The artist is Michelangelo Merisi da Caravaggio, an Italian painter. The painting is more than 400 years old! Caravaggio is a wonderful painter with a realistic style.



**C.** This portrait is about 100 years old. The painter is Russian. His name is Alexej von Jawlensky. This portrait is not realistic like Caravaggio's painting. Look at the colors. What color is very important in this portrait?



**D.** And this color portrait is by French artist Auguste Renoir. This painting is about 100 years old, too. In your opinion, is it realistic? What colors are in the portrait? Are the women pretty?



**2. Match the parts of the statements.**

- |                            |                        |
|----------------------------|------------------------|
| 1. Alexej von Jawlensky is | a. a French painter.   |
| 2. Caravaggio is           | b. a Chinese poet.     |
| 3. Renoir is               | c. a Russian painter.  |
| 4. Li Po is                | d. an Italian painter. |

**3. Circle the letter of the portrait or portraits.**

- |                                   |                    |                              |             |
|-----------------------------------|--------------------|------------------------------|-------------|
| 1. It's a portrait of two people. | a. b. c. <b>d.</b> | 5. It's a painting.          | a. b. c. d. |
| 2. It's a drawing.                | a. b. c. d.        | 6. It's a portrait.          | a. b. c. d. |
| 3. It's more than 400 years old.  | a. b. c. d.        | 7. It's in color.            | a. b. c. d. |
| 4. It's in black and white.       | a. b. c. d.        | 8. It's about 100 years old. | a. b. c. d. |



**Project** Classmate portraits

Draw or paint a portrait of a classmate. Write a statement with adjectives about that person. Make a class book with all the portraits.



2.69 **1. Read about storms. Is the weather rainy in all storms?**

In a storm, the weather is very bad, with strong winds. Sometimes there is rain, and sometimes there isn't. Here are three types of bad storms.

### Tornadoes



It's very hot and cloudy, and now there's a tornado! Lots of tornadoes are small, but the winds in a tornado are strong. Some big tornadoes are three kilometers across with 480-kilometer-per-hour winds! There are lots of tornadoes in the United States, approximately 1200 each year.

### Hurricanes or Typhoons



Here is a hurricane in the Caribbean. In Asia, the name for a hurricane is a "typhoon." Hurricanes are big storms, with lots of wind and rain. The weather in the eye, or middle, of the hurricane is sunny and nice. But outside the eye, the winds are strong, sometimes 120 kilometers per hour. There are lots of hurricanes and typhoons between the months of June and November.

### Blizzards



Brrr! It's really cold outside! From November to March, there are blizzards in Canada, the United States, and northern Europe. There are strong winds and lots of snow. When there's a blizzard, stay home!

## 2. Check the storms for each description.

1. There is lots of wind.

- tornadoes  
 hurricanes  
 blizzards

3. There is lots of snow.

- tornadoes  
 hurricanes  
 blizzards

5. There is cold weather.

- tornadoes  
 hurricanes  
 blizzards

2. There is lots of rain.

- tornadoes  
 hurricanes  
 blizzards

4. There are lots of small ones.

- tornadoes  
 hurricanes  
 blizzards

6. There is hot and cloudy weather.

- tornadoes  
 hurricanes  
 blizzards

## 3. Choose the correct answer.

1. Another name for a hurricane is ...

- a. a tornado. **b. a typhoon.** c. a blizzard.

4. There are lots of tornadoes in ...

- a. the U.S. b. Asia. c. Northern Europe.

2. All three storms have lots of ...

- a. rain. b. snow. c. wind.

5. Canada has ...

- a. blizzards. b. hurricanes. c. typhoons.

3. The wind in some big tornadoes is ... kilometers per hour.

- a. 120 b. 1200 c. 480

6. The weather in the eye of a hurricane is ...

- a. rainy. b. snowy. c. sunny.



### Project Storm research

Research news about a storm in your country or another place in the world. Write a description with photos or drawings and information like this:

Place: Joplin, Missouri (the U.S.)  
 Date: May 22, 2011 (at 5:34 p.m.)  
 Kind of storm: tornado  
 Description: Joplin's third tornado, 1.6 kilometers across, very strong winds



2.70)) **1. Read the article about animals. In your opinion, which animals are cute?**

There are lots of kinds of animals in the world. Some animals live in hot regions. Other animals live in cold regions. Some are very big, and others are very small.

### Elephants and cheetahs



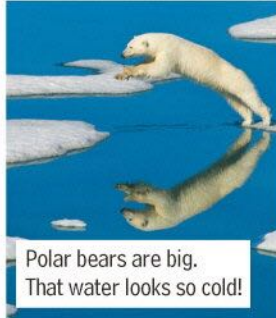
Elephants are land animals, but they can swim too.



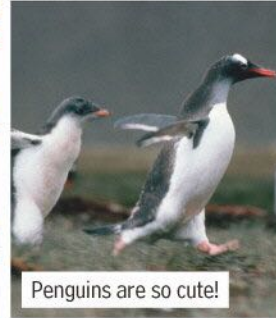
Cheetahs can run really, really fast!

Elephants and cheetahs live in regions where it is hot. African elephants are very big, with very large ears. Some are four meters tall and weigh 6,000 kilograms. Cheetahs aren't big, but they can run approximately 115 kilometers per hour!

### Polar bears and penguins



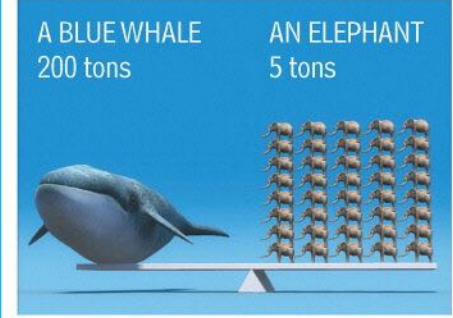
Polar bears are big. That water looks so cold!



Penguins are so cute!

Polar bears live in cold regions in the north, like Canada. They are white (like snow) and beautiful! They can swim in very cold water. Penguins live in cold places in the south, like Argentina and Chile. Penguins can't fly at all, but they can run and swim very fast.

### Whales



A BLUE WHALE  
200 tons

AN ELEPHANT  
5 tons

Elephants, cheetahs, polar bears, and penguins live on land. But some animals, like whales, swim in oceans all over the world, in both hot and cold regions. Some whales, like the blue whale, are very large. Next to a whale, an elephant looks very small.

Every continent has different kinds of animals. The name for differences in animals is biodiversity. Biodiversity is beautiful!

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

- |   |  |                                     |       |
|---|--|-------------------------------------|-------|
| 1. The article is about different animals.      | <input checked="" type="radio"/> T / <input type="radio"/> F | 4. Polar bears live in hot regions. | T / F |
| 2. Elephants and polar bears live in the water. | T / F  | 5. Penguins live in cold regions.   | T / F |
| 3. Elephants and whales can swim.               | T / F  | 6. Whales are very big.             | T / F |

**3. Classify the animals, according to the information in the article. Write check marks (✓) in the chart.**

	elephants	cheetahs	polar bears	penguins	whales
1. live on land	✓				
2. live in the water					
3. live in hot regions					
4. live in cold regions					
5. can swim					
6. can run					



### Project Animal posters

Make a poster of your favorite animal with a photo or a drawing. Describe the animal and its abilities. Put the posters on the wall in your classroom.



2.71 1. Read about the Teen2Teen friends. What cities are they from?



Hello. I'm Su, and I'm from Istanbul in Turkey. This is my big sister, Asli. Our family name is Berkan. My sister isn't a student. She's a teacher! She isn't on Teen2Teen Friends, but I am!



Hi, I'm Adam Lucas. I'm from Los Angeles in the U.S. This is my little brother. His name is Anthony, but I always say, "Hey, Tony!" Tony is his nickname. He's really cool! We're both students. I'm on Teen2Teen Friends. Are you?



I'm Ana Costa, and I'm from Brazil. This is my mom and dad. Brasilia's my hometown. Look at the picture! It's the famous JK Bridge! It's really awesome.

2. Match the questions and the answers, according to the magazine.

- a. Asli Berkan
- b. Tony Lucas
- c. Mr. and Mrs. Costa
- d. The JK Bridge

1.  Who is from Brasilia?
2.  Who is a teacher?
3.  What is famous?
4.  Who is a big sister?
5.  What's in Ana's photo?
6.  Who is Anthony?
7.  Who is cool?
8.  Who is a student?

3. Complete each statement with an affirmative or negative form of the verb *be*.

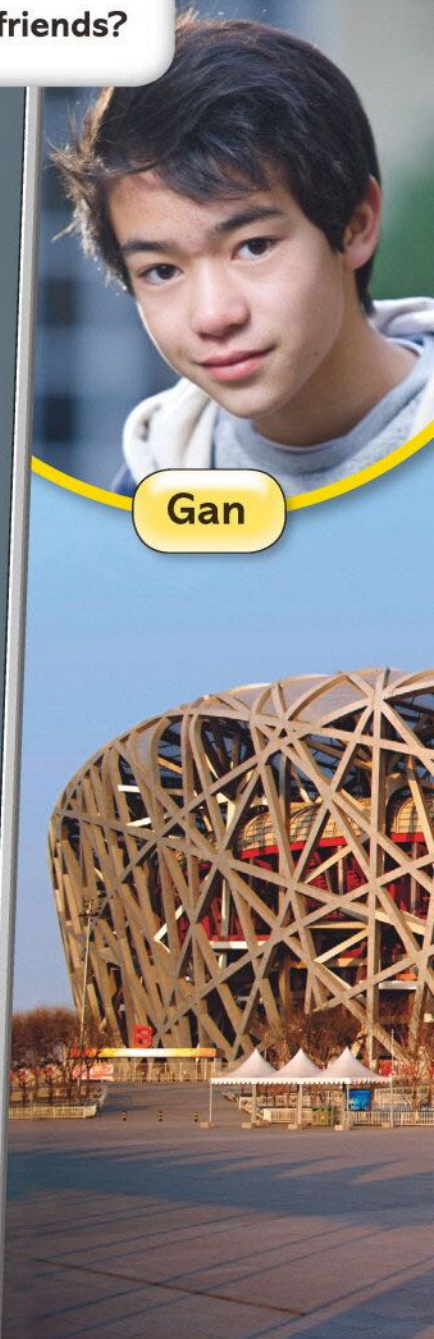
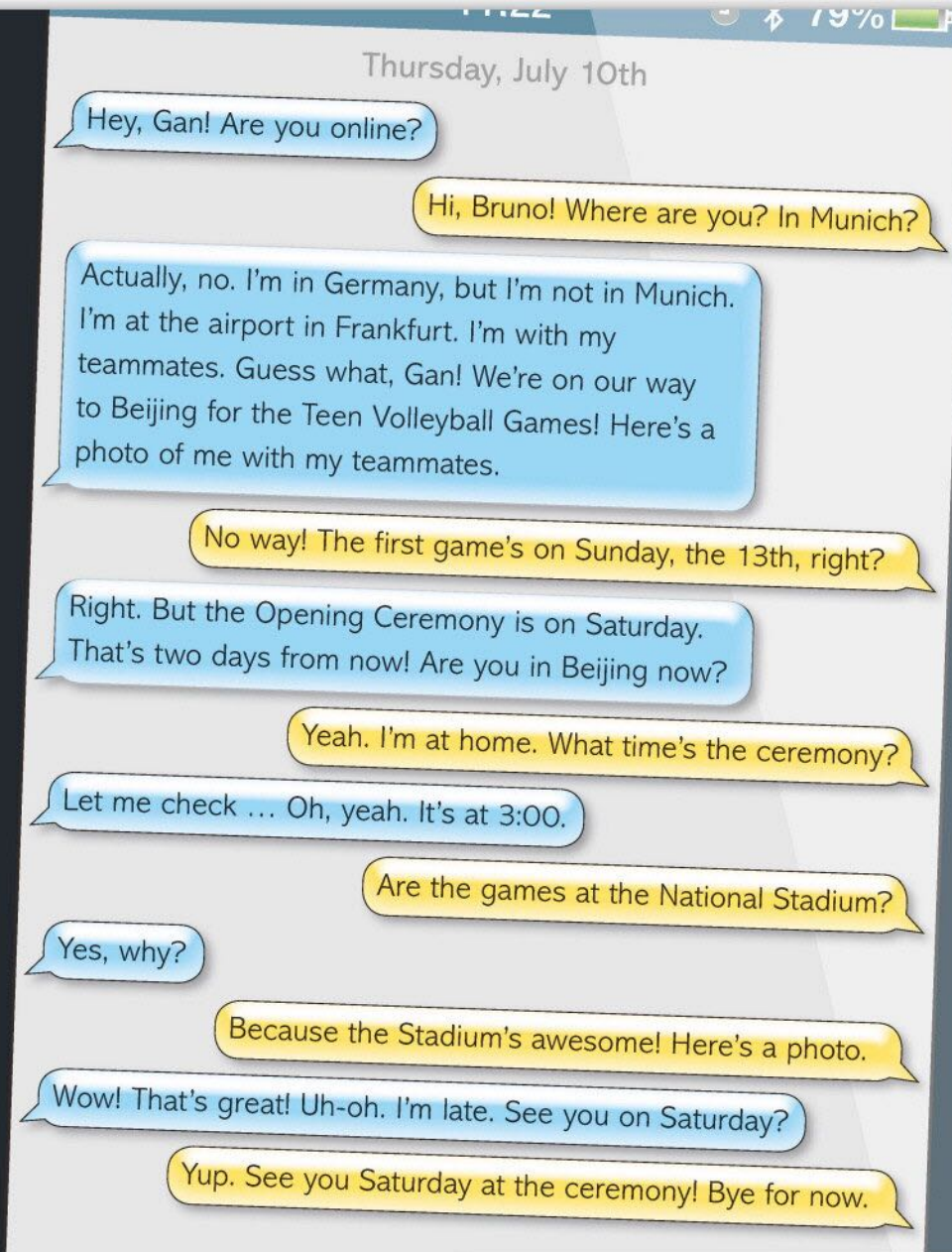
1. Su Berkan isn't from the United States. She is from Turkey.
2. The JK Bridge \_\_\_\_\_ in Los Angeles. It \_\_\_\_\_ in Brasilia.
3. Tony \_\_\_\_\_ Ana's little brother. He \_\_\_\_\_ Adam's little brother.
4. Asli \_\_\_\_\_ on Teen2Teen Friends. Su \_\_\_\_\_ on Teen2Teen Friends.
5. Ana \_\_\_\_\_ from Istanbul. She \_\_\_\_\_ from Brasilia.
6. Tony \_\_\_\_\_ Anthony's nickname. It \_\_\_\_\_ Adam's nickname.
7. Su \_\_\_\_\_ a teacher. Her sister, Asli, \_\_\_\_\_ a teacher.
8. Brasilia \_\_\_\_\_ Adam's hometown. It \_\_\_\_\_ Ana's hometown.
9. Ana and her parents \_\_\_\_\_ in Istanbul. They \_\_\_\_\_ in Brasilia.



2.72 1. Read the text messages between Gan and Bruno. Where are the two friends?



**Bruno**



**Gan**

2. Read quickly for days, dates, and times. Complete each statement, according to the messages. Use ordinal numbers for dates. Use words for clock times.

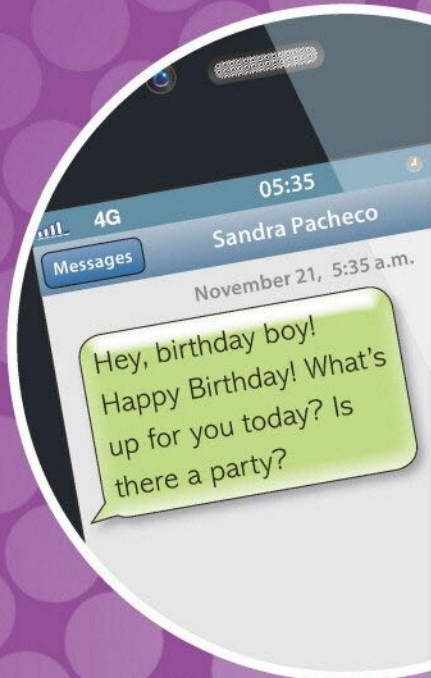
- Today is Thursday, July 10th.
- The date of the Opening Ceremony is July \_\_\_\_\_.
- The first game is on Sunday, July \_\_\_\_\_.
- The Opening Ceremony is at \_\_\_\_\_ o'clock on \_\_\_\_\_.

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

- Gan is in his hometown.  T /  F
- Frankfurt isn't in Germany.  T /  F
- Gan is with his teammates at the airport.  T /  F
- Bruno's team is a volleyball team.  T /  F
- The Teen Volleyball Games are in Beijing.  T /  F
- Gan is on the team.  T /  F
- The first game is on Saturday.  T /  F
- The Opening Ceremony is in the afternoon.  T /  F
- The Games are at the National Stadium.  T /  F



- 2.73 1. It's November 21st, Adam's fourteenth birthday. Read Sandra's text message and Adam's e-mail. Where is Adam?



teen2teen/messenger

To: Sandra Pacheco  
Subject: Wow, Sandra, you're up early! November 21, 8:00 a.m.

Guess what! I'm not at home in L.A. today. I'm in San Francisco! I'm with my parents. My grandparents are from San Francisco, so we're at their house, not at a hotel. Their house is in North Beach, an awesome neighborhood. There's a cable car stop right in front of their house! There are lots of Italian families in North Beach and of course lots of great Italian restaurants! North Beach's nickname is "Little Italy."

Right around the corner from my grandparents' house there's a famous old bookstore – City Lights. (See my pic). The books are great, but it's my favorite place to watch people! Tonight there's a small family party for me in a restaurant in Chinatown, the neighborhood right next to North Beach – and then a movie.

Thanks for the birthday greetings, Sandra! 😊

Adam

Chinatown – right next door to North Beach

A North Beach cable car

Lots and lots of books

## 2. Read the questions. Circle the correct answer.

- Who is the text message from?  
 a. From Sandra.                      b. From Adam.
- Where is Adam?  
 a. At a hotel.                              b. At his grandparents' house.
- What is North Beach?  
 a. A beach.                                b. A neighborhood.
- Where is Adam's party?  
 a. In North Beach.                      b. In Chinatown.
- Where is Chinatown?  
 a. Next to North Beach.              b. Around the corner from North Beach.

## 3. Look for the following information in the text message and e-mail. Then check T (true), F (false), or NI (no information).

	T	F	NI
1. Sandra is in Cali.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
2. It's November 21st.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Adam is at home today.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Adam's grandparents are Italian.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. City Lights is a new bookstore.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. The party is for Adam.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



2.74 1. Read the article. Where are there beautiful beaches?

14:31
83%

### My favorite website



**Daniel Campos**  
Hey! Read about my country, Mexico!

## Beautiful Mexico

Mexico is an awesome country next to the United States. You really should visit Mexico sometime!



Mexico City is the capital of Mexico. It's a big city with lots of great museums and excellent restaurants. Near Mexico City (only thirty minutes by car) you can go to one of Mexico's many fantastic tourist attractions: the Pyramid of the Sun.



Pyramid of the Sun

You should go to Yucatan with its sunny weather and white beaches. You can swim in its blue water. The water is always beautiful. There are also fantastic tourist attractions like the pyramid at Tulum.



Tulum

There are no beaches in Oaxaca, but it is a beautiful old historical city with nice friendly people. And the food in Oaxaca is excellent! You can also buy really great souvenirs there.



2. Write the topics the article discusses for each place in the chart.

good food    good weather  
museums    nice beaches  
souvenirs    tourist attractions

Mexico City	Yucatan	Oaxaca
museums		

3. Correct these false statements, according to the article.

1. The Pyramid of the Sun is in Yucatan.  
The Pyramid of the Sun is near Mexico City
2. The pyramid at Tulum is near Mexico City.  
\_\_\_\_\_
3. The weather is windy in Yucatan.  
\_\_\_\_\_
4. You can't buy souvenirs in Oaxaca.  
\_\_\_\_\_
5. Oaxaca is the capital of Mexico.  
\_\_\_\_\_



## Useful Words

### Countries and nationalities

Argentina	Argentinean	Guatemala	Guatemalan	Poland	Polish
Australia	Australian	Holland	Dutch	Portugal	Portuguese
Belgium	Belgian	Honduras	Honduran	Russia	Russian
Bolivia	Bolivian	Hungary	Hungarian	Saudi Arabia	Saudi
Brazil	Brazilian	India	Indian	South Korea	Korean
Canada	Canadian	Indonesia	Indonesian	Spain	Spanish
Chile	Chilean	Ireland	Irish	Sweden	Swedish
China	Chinese	Italy	Italian	Switzerland	Swiss
Colombia	Colombian	Japan	Japanese	Thailand	Thai
Costa Rica	Costa Rican	Lebanon	Lebanese	Turkey	Turkish
Ecuador	Ecuadorean	Malaysia	Malaysian	(the) United Kingdom	British
Egypt	Egyptian	Mexico	Mexican	(the) United States	American
El Salvador	Salvadoran	Nicaragua	Nicaraguan	Uruguay	Uruguayan
France	French	Panama	Panamanian	Venezuela	Venezuelan
Germany	German	Paraguay	Paraguayan		
Greece	Greek	Peru	Peruvian		

### Days of the week

Monday  
Tuesday  
Wednesday  
Thursday  
Friday  
Saturday  
Sunday

### Months of the year

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

### Cardinal numbers and ordinal numbers

1	one	first	16	sixteen	sixteenth
2	two	second	17	seventeen	seventeenth
3	three	third	18	eighteen	eighteenth
4	four	fourth	19	nineteen	nineteenth
5	five	fifth	20	twenty	twentieth
6	six	sixth	21	twenty-one	twenty-first
7	seven	seventh	22	twenty-two	twenty-second
8	eight	eighth	30	thirty	thirtieth
9	nine	ninth	40	forty	fortieth
10	ten	tenth	50	fifty	fiftieth
11	eleven	eleventh	60	sixty	sixtieth
12	twelve	twelfth	70	seventy	seventieth
13	thirteen	thirteenth	80	eighty	eightieth
14	fourteen	fourteenth	90	ninety	ninetieth
15	fifteen	fifteenth	100	one hundred	one hundredth

### Large cardinal numbers

100	one hundred	10,000	ten thousand
101	one hundred one	1,000,000	one million
200	two hundred	1,000,000,000	one billion
1,000	one thousand		



Read the social language from the conversations in Teen2Teen.

## Unit 1

- A** Hi, Daphne. I'm Lauren. Nice to meet you.
- B** Hi, Lauren. Nice to meet you, too. But I'm not Daphne. I'm Lee.
- A** Oh, I'm sorry!
- B** That's OK. She's Daphne.
- A** Thanks.
- B** You're welcome.

## Unit 2

- A** Look. Here's a picture of my family.
- B** Cool! Who's she?
- A** Oh, she's my sister.
- B** What's her name?
- A** Frances. But her nickname is Fran.
- B** And who are they? Are they your grandparents?
- A** Yes, they are.
- B** That's great!

## Unit 3

- A** Who's he?
- B** He's Adam.
- A** What's his nationality?
- B** He's American. And what about Ana?
- A** Ana? She's from Brazil.
- B** Oh. She's Brazilian.
- A** Yes, that's right.

## Unit 4

- A** Hey, Andrew. What time is it?
- B** It's 3:45.
- A** 3:45? What time's math class?
- B** It's at 4:00.
- A** Are you sure?
- B** Yes, I am. It's OK. You're early.
- A** That's great!

## Unit 5

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

## Unit 6

- A** Hello?
- B** Hi, Isabela. It's Toni. How are you?
- A** Great, thanks.
- B** Hey, Isabela. When's the movie *Rio*?
- A** *Rio*? Just a minute. Let me check. ... It's on July 31st. At six o'clock.
- B** July 31st? That's Tuesday, right?
- A** That's right.
- B** Great! See you on Tuesday!



### Unit 7

- A** Oh, no!
- B** What's wrong?
- A** Where's my phone?
- B** Maybe it's in the living room. Look there.
- A** Great idea. ... Here it is, under the sofa.
- B** Oh, that's good.

### Unit 8

- A** What's wrong?
- B** I'm bored.
- A** Me, too. Hey, let's go to the park, OK?
- B** Let's not. It's rainy and windy outside!
- A** Well, then, let's go to the mall.
- B** That's a good idea!

### Unit 9

- A** Where are you?
- B** Guess!
- A** OK. Is there a hotel next door?
- B** Yes, there is.
- A** Is there a school down the street?
- B** Yes, there is.
- A** I know! You're at Mamma Mia's Pizzeria!
- B** You're right!

### Unit 10

- A** That sweater is so cool!
- B** This sweater?
- A** Yeah. It's great. And those red shoes are awesome!
- B** Thanks!
- A** You're welcome.

### Unit 11

- A** Hey, Sylvia. Can you swim?
- B** Yes, I can. I can swim very well.
- A** Oh, that's cool!
- B** What about you? Can you swim?
- A** Me? I can't swim at all.
- B** No problem. I can teach you!
- A** Really? Thanks so much!

### Unit 12

- A** Hi, Eva. Are you in Miami right now?
- B** Hi, Carlo. Yes. Where are you?
- A** At home. In Rome.
- B** So, what's Italy like?
- A** Well, it's really nice. The food is great and the tourist attractions are fantastic.
- B** And what about the weather?
- A** It's always beautiful in Rome. You should visit Italy sometime!
- B** Good advice. Thanks!