

English for Success



Teacher's Guide



Version 2.2

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Introduction

Welcome to *English For Success*, a multimedia course designed especially for ages 11-17. It prepares students to use English in school and in school subject areas like math, science, and history. Animated characters Tina, Alex, and their friends help make the course interesting and practical as they interact with each other and go to class.

In addition to providing vocabulary and structures of a general nature, *English For Success* meets two additional needs. First is the need for students to communicate with each other about their lives at school, including their schedules, classes, teachers, homework assignments and activities. Second is the need for students to understand the explanations and questions related to specific subjects. The course covers subject-area topics such as: numbers and operations, fractions, basic geometrical shapes, the states of matter, motion, forces, gravitation, world geography, quantitative comparisons, and the lives of historical figures.



English For Success assumes a basic knowledge in the student's own language of the relevant school subjects. Utilizing that knowledge, the course presents and develops the English syntax and vocabulary necessary to participate in classes in each subject.

Visual and glossary support throughout helps make the language comprehensible, and interactive tasks and quizzes help students acquire the target language in a natural but accelerated mode of learning. *Speech Recognition* tasks and *Mastery Tests* help motivate students and provide useful gauges to teachers who can easily monitor student activity and progress through the use of DynEd's award-winning *Records Manager*.

Each unit of the course is built around listening comprehension activities based on short presentations and comprehension questions in context, followed up by a variety of exercises that focus on grammar, oral fluency development, and written reinforcement. DynEd's unique interactive program enables students to work at their own pace, with instant access to repetition and learning aids such as voice-recording and playback, multilingual glossary support, on-screen text, translation (for some languages) and Mastery Tests.

The interactive multimedia material in this course represents a significant advance over traditional language laboratory materials. As with any new set of tools, however, teachers and students alike need to develop techniques and strategies for using it most effectively. This *Instructor's Guide* contains suggestions for classroom use as well as guidelines for directing self-study.

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Level

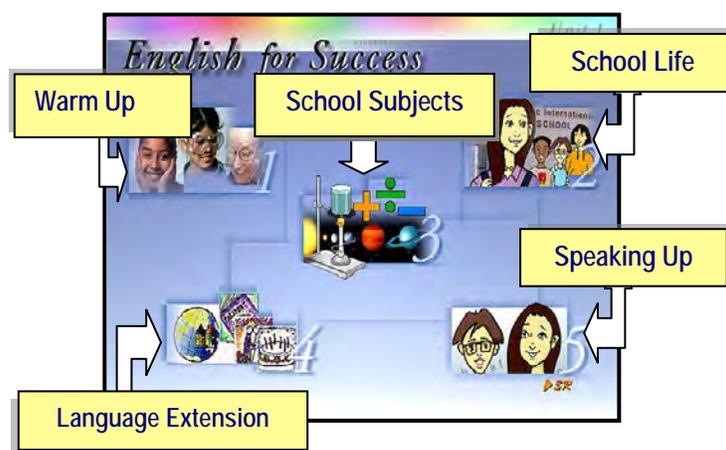
English For Success is divided into 20 units. Part 1 consists of the first 10 units, with the language level moving from basic through lower-intermediate. In Part 2 of the course, Units 11-20, the level moves from lower-intermediate to intermediate. The lessons are organized around concepts and themes that give context to the language and add to its comprehensibility. The language content develops in a spiral fashion, with new language being introduced while familiar language is being practiced and reviewed.

To help determine a student's level, DynEd's *Placement Test* is recommended. The *Mastery Tests* within the course help assess student progress and gauge when students are ready to move on. Students whose Placement Level puts them midway should start by reviewing the first half of the course, passing the appropriate Mastery Tests, and then proceeding to the final half of the course.

Once the program is underway, the *Records Manager* will monitor and evaluate the progress of each student. The *Records Manager* also allows teachers to control student learning paths by locking or unlocking specific lessons and *Mastery Tests*. Please see the *Records Manager Guide* for detailed information.

Lesson Organization

Depending on the learner's level and native language, each unit requires eight to twelve hours of study over a period of at least one week or more, with frequent review being a key to success. Each unit has 5 lessons, each with a different focus:

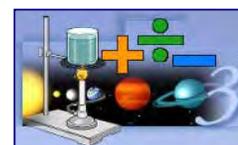


1. **Warm-Up** lessons use pictures to present and extend the grammar and vocabulary of daily life. Sample topics include the seasons of the year, weather, transportation, occupations, and descriptions of people and things. The *Grammar Focus* section of the lesson gives students practice with key structures used within the lesson. The content of these lessons will expand as a student's *shuffler level* increases.

2. **School-Life** lessons focus on conversational English in and around school. The main characters are a girl, Tina, age 16, and her brother, Alex, age 13. The setting is at an International School, with students from a variety of backgrounds. In addition, the first few lessons have special topics, such as a school lunch menu, a school map, and class schedules. The later lessons have a *Grammar Focus* section.



3. **School-Subject** lessons rotate through various subject areas, including math, science, geography, world history, and English. Key vocabulary and grammar are developed and recycled in the context of each subject area. Students learn to understand the language of explanation, comparison, classification, giving examples, and question formation of the types used in homework and tests. These lessons are divided into several sections, including a Quiz that tests overall comprehension.



4. **Language Extension** (*World Talk Cards* or *Language Topic*) lessons present general topics such as preferences, weather, occupations, and places of business. The *World Talk Cards* lessons present the language in a game-like format and are followed up with both comprehension questions and *Grammar Focus* exercises. The *Language Topic* lessons vary according to the topic and language focus.

5. **Speaking-Up** lessons give students the chance to take advantage of *Speech Recognition* technology to practice their speaking and improve their oral fluency. These motivating exercises provide additional repetitions of key vocabulary, grammar, and phrases that have been introduced and practiced in the earlier lessons. The odd-numbered units review the *School Life* dialogs, and the even-numbered units review the *School Subject* lessons, with a focus on asking information questions.

The Shuffler™ Level and Completion Percentage

A unique feature of DynEd courseware is the *Shuffler*. As a student answers questions and completes activities, the "Shuffler Level" (from 0.0 to 3.0) rises or falls, and the computer adjusts the depth or difficulty of the lesson accordingly. In *English For Success*, this takes the form of additional sentences and comprehension questions at higher shuffler levels in some lessons. A lesson is fully open when the shuffler level reaches a level of 2.0 or higher.

The **Completion Percentage** is shown in the *Student Records*. It is also shown by *meter icons*  that show under the unit buttons when the mouse moves over the Student Records meter icon on the main menu screen. This indicates how effectively the student has studied and practiced each lesson. For more detailed information, please see the *Records Manager Guide*. In general, students should attain an 80-85% *Completion Percentage* in each lesson. This will ensure that they are going through each lesson several times, repeating and recording sentences, and moving from comprehension and practice to mastery. These steps lead to acquisition and long-term learning.

Many students feel ready to stop an activity when they ‘understand’ it. However, the learning of a language should be approached as a skill to be acquired, and not merely an ‘understanding’ of grammar rules and vocabulary. This is especially true for listening and speaking skills where there isn’t time to search one’s memory in the midst of a conversation or lecture. The development of communicative competence requires considerable focused practice through a cycle of preview, comprehension, practice, and review – and this over an extended period of time.

To assist students in reaching the goal of communicative competence, the **Completion Percentage** sets completion goals based on the following study activities: sentence repetitions, sentence recording attempts, speech recognition attempts, use of the glossary, shuffler level, and the number of questions which are answered correctly.

Scope and Sequence

The following pages present the scope and sequence for each unit of the course. The language is presented in an incremental, spiral fashion, with each unit introducing new language while reinforcing earlier language. The language content is both conceptual and functional, with grammar and vocabulary always presented in phrases and sentences, and in a rich context that helps students understand the meaning. In each lesson, repetition plays a key role, with key grammar patterns recurring throughout so that the meaning of the language becomes clear. Language concepts that are difficult to teach are repeated more often and are gradually developed so that students have a chance to learn them.

The scope and sequence for each unit gives the important structures and topics from the lessons in the unit. Example sentences or phrases are provided to give an idea of the level and context of the presentation.

Scope and Sequence: *English For Success* – Units 1 & 2

Unit	Main Learning Points	Topics & Sample Sentences
1	<ul style="list-style-type: none"> • Demonstratives (<i>this, these, here</i>) • Present simple: <i>is, have, like, go, live, dance, add, multiply, subtract, divide, etc.</i> • Present progressive, be+V(ing): <i>I'm going to my math class, are sitting, is doing his homework, is brushing, are getting married, is looking out the window.</i> • Prepositions of location and direction (<i>in, at, on, under, inside, around, to, from</i>) • Adjectives (<i>red, top, bottom, open, beautiful, same, different, new, equal</i>) <i>red dress... is open</i> • Relative location (<i>here, left, right, inside, under the tree, on the left, in the middle, with their parents</i>) • Pronouns (nominative, possessive) <i>he, his, she, her, it, they, their, you, your, I, my</i> • be, do, Contractions, Negation: <i>They're, He's, His, It's, She's, You're, I'm, doesn't have, isn't a good teacher...</i> • Subject-verb agreement: <i>has/have, am/is/are, etc.</i> • Explanation: <i>It means + infinitive</i> • Designation/Reference: <i>one, another, the third, the girl on the left, the bottom number</i> • Yes/No & Wh-questions: <i>Is she, Does he have, What's her name? Which fraction is equal to one half? Who is getting married? What are they doing?</i> 	<ul style="list-style-type: none"> • Describing people & things <i>He has short black hair. His backpack is red. His book is open. Which girl has red hair? He's thirteen years old.</i> • Introductions & Greetings at school <i>"Hi, are you a new student here?" "See you later."</i> • Ability & Likes <i>He's good at art, and he likes sports. She can play the violin.</i> • Math 1: Numbers, Operations, Fractions, Geometrical shapes <i>This is the plus sign. It means to add. A triangle has three sides. What is ten minus five? Zero point five. One half times five.</i> • Information questions <i>How many sides does a triangle have? How old is Tina? Which one is round? What is open? Where are they?</i> • Family relations <i>His sister is Tina. She has a brother. The three children are with their parents.</i>
2	<ul style="list-style-type: none"> • Present simple: <i>work, study, sell, have, have got, get, build, last, take, start, finish, begin, end, give, take up, count, change, heat, cool, need, happen, etc.</i> • Present progressive, be+V(ing): <i>He's looking at... They are working on a problem. She's selling...</i> • Adjectives (<i>large, small, round, square, opposite, hot, cold, heavy, light, next, same, different, dangerous, etc.</i>) • Adverbs of frequency: <i>always, usually, often, sometimes...</i> • Quantification: <i>some, any, all, a lot, no</i> • Subject Verb Object: <i>she teaches math, he helps sick people, she is selling something, we need energy...</i> • Classification: <i>like, such as, another example, a form of... What kind of... One kind of energy is light.</i> • Time clauses/phrases: <i>for an hour, after he gets up, until 1:50, just before lunch, when you heat water</i> • Wh-questions: <i>What does he do? What is he doing? Who has a dangerous job? Where do they study? When does she have lunch? How long does it last?</i> 	<ul style="list-style-type: none"> • Describing occupations <i>He works in a hospital. She sells things to people.</i> • Schedule & Sequence <i>Her first class starts at... Her third class is math. Her last class is science. "What's your next class?" "My first class is..." He wakes up at 7:00 every morning. His English class is after lunch, until 1:50.</i> • Time & Duration <i>It starts at 8:00. It lasts for 50 minutes. How long does it last?</i> • Science 1: Matter, States of Matter, Energy <i>Matter can be any size, large or small. It has length and width. Solids have shape. Plants get energy from the Sun.</i> • Ability, Potential, & Needs <i>It can be round, like a ball. We need energy...</i> • Information questions <i>What shape is this ball? What happens when you heat... How do you change a liquid into...</i>

Scope and Sequence: *English For Success* – Units 3 & 4

Unit	Main Learning Points	Topics & Sample Sentences
3	<ul style="list-style-type: none"> • Present simple: <i>come, watch, play, work, see, hear, need, do, have, sit, eat, go, get, turn, spell, mean, take, rotate, turn, travel, come up, go down, etc.</i> • Present progressive, <i>be</i>+V(<i>ing</i>): <i>They are watching...They are going to the same place. She is painting the sunset. I'm going there too.</i> • <i>can, can't</i>: <i>You can see very far...You can hear beautiful music...You can't play outdoor sports...</i> • Duration & Length: <i>It takes 24 hours...it's about 25,000 miles long...How long does it? How long is it?</i> • Purpose & Reason: <i>It's for concerts. It's because the Earth rotates. Why is there a time difference?</i> • Directions & Motion: <i>north, south, left, right, west is the opposite of east... down the hall, turn left, through the sky, from east to west, etc.</i> • <i>Such as, like</i>: <i>sports such as baseball, a place like this</i> • <i>there</i>: existential(<i>there are seven continents, there isn't a time difference...</i>) • Time clauses/phrases: <i>on Sunday, when it's daytime, when it's night, at the same time in the evening</i> • Wh-questions: <i>What is this kind of building called? What kind of sports...How tall is this building? What do you need to see a concert?</i> 	<ul style="list-style-type: none"> • Classification & Grouping of Objects & Places <i>Many schools have a building like this one. You can hear music in a place like this. This is one of the tallest buildings in the world.</i> • Locations & Asking for Directions at School <i>"Excuse me, but where is room 3B?" "It's on the 3rd floor." "Which way is it?" "How do I get to the third floor?" "Go to the end of the hallway..." The cafeteria is south of the main building.</i> • Geography 1: Earth, Directions, Time Zones <i>The equator divides the Earth into two hemispheres. There are seven continents. Europe is to the west of Asia. The Sun goes down in the West. When it's morning in New York, it's night in...</i> • Information questions <i>What does this mean? How do I get there? How does she spell her name? How long is the equator? How many continents are there? How long is a day? What is the time difference between Paris and New York?</i> • Occupations & Activities <i>A travel agent sells airline tickets. A dentist checks teeth.</i>
4	<ul style="list-style-type: none"> • Present progressive: <i>He's waiting, it's raining, he's riding, he's holding on to, they are looking up at, they are wearing warm clothes, she is trying to stay dry, she's carrying, a storm is coming, she's walking</i> • Present simple: <i>like, need, live, have, stay, travel, work, look at, include, express, have got, etc.</i> • Adjectives (<i>warm, cold, hot, clear, cloudy, sunny, nice, windy, beautiful, wet, dry, heavy, white, blue, good, etc.</i>) • <i>because, so</i>: <i>it's cold, so they are...they are wearing warm clothes because it's cold...the sky is clear so they...</i> • Prepositions of place, time & direction: <i>on sunny days, in cold weather, behind the clouds, near the park, at the stars, to school, etc.</i> • <i>there</i>: existential: <i>there are many clouds in the sky, there are many types of...</i> • <i>it</i> + condition or state: <i>it's cold, it's cloudy, it's fall</i> • Yes/No and Wh-questions: <i>Does he have any brothers? What are they carrying? What kind of weather is it? Which way is the school from the shopping center? How are her classes?</i> 	<ul style="list-style-type: none"> • Describing the Weather <i>It's cloudy. It's raining very hard. It's very cold. It isn't too cold. The sky is blue. The Sun is shining.</i> • Location & Map language <i>on the corner, near the park, several blocks south, on the other side of, across the street from</i> • Frequency & Duration <i>several times a year, a lot, during the week, takes about twenty minutes, on weekends...</i> • English 1: Nouns, Pronouns, & Verbs <i>One type of word is a noun. A noun can be a person or an animal. Verbs are another type of word. How many nouns are in this sentence?</i> • Information questions <i>Which of these words is not a noun? In this sentence, what does the pronoun 'it' mean? What type of words are these words?</i> • Family relations <i>Her parents are no longer married. She stays with her mother during the week. Her father is an artist.</i>

Scope and Sequence: *English For Success* – Units 5 & 6

Unit	Main Learning Points	Topics & Sample Sentences
5	<ul style="list-style-type: none"> • Future: <i>be going to</i>: <i>They are going to meet... they are going to have lunch... Where are they going to meet?</i> • Comparative/Superlative: <i>less than, more than, smaller than, smallest, the biggest, the second smallest, more expensive, costs more than, costs the most, etc.</i> • Countable/Uncountable Quantities: <i>How much does it cost? How many are there? These numbers are even.</i> • Present progressive: <i>This plane is arriving... they are getting on a bus... It's carrying many passengers... she's sitting alone... she's working on a math problem</i> • Present simple: <i>travel, take, carry, give directions, tell, hold, know, buy, spend, prefer, think, ask, need, etc.</i> • can, can't: <i>They can give you directions. Many people can travel on a bus. Large airplanes can carry...</i> • Adjectives (<i>expensive, long, fast, big, important, large, negative, positive, even, odd, equal, unequal, etc.</i>) • Frequency: <i>always, often, usually, sometimes, on some days, etc.</i> • there: existential: <i>there are many types of trains... there is a coffee shop on the corner</i> • Wh-questions: <i>Are any of these numbers negative numbers? What is across the street from the library? What is east of the park? Where can you catch a bus? What kind of math problem is she working on?</i> 	<ul style="list-style-type: none"> • Transportation and Means <i>Many people take a bus to school. Some people like to travel by train. Taxis are an expensive way to travel.</i> • Prices and Food <i>A sandwich is \$2.00. A slice of pizza and an apple cost \$1.50.</i> • Making a Suggestion/Asking for Help <i>"Let's have lunch together, okay?" "Can you help me?" "Why don't you ask her?"</i> • Math 2: Number Types, Comparing Numbers, and Prices <i>Even numbers are numbers like 2, 4, and 6. These numbers are all multiples of two. Numbers greater than zero are positive numbers. 5 is less than 7. It's the smaller of the two numbers. The largest number is 4 more than the smallest number. The pizza costs the most. It costs \$2.00.</i> • Information questions <i>How much does she usually spend for lunch? How many of these numbers are negative numbers? Which is the larger number? How much more is seven than five? Which costs more, the apple or the orange? How much more does it cost?</i> • Locations of places of business <i>There's a coffee shop on the corner. There is a movie theater across the street from the library. The subway entrance is across the street...</i>
6	<ul style="list-style-type: none"> • Future: <i>They are going to read it to the class... She is going shopping tomorrow... They are going to work together tonight. She'll be right here.</i> • Present progressive: <i>They are reading... they are studying... they are sitting... they are writing... one boy is using a pencil... the other boy is watching him... they are doing an experiment... they are being very careful</i> • Modal: will (certainty): <i>Without a force, an object's speed will stay the same. It will never slow down. They will fall at the same speed. She'll be right here.</i> • Conditional: <i>If you move them closer, the force gets stronger. If you drop them, they will fall at the same speed.</i> • Manner & Ability: <i>She can dance very well. Most people know how to play volleyball. She's good at...</i> • enjoy + gerund: <i>They enjoy watching movies. He enjoys reading books.</i> • Yes/No and Wh-questions: <i>Who can dance well? Who knows how to play the violin? What is the opposite of fast? What happens if you drop them? Why does the Moon move in a circle? Why do objects fall to Earth?</i> 	<ul style="list-style-type: none"> • Activities at school <i>They are studying for a history test. They are writing a story for their English class. These students are being very careful.</i> • Schedule and Days of the Week <i>On Tuesday afternoons they have a music lesson. On Saturdays she has a judo class. She has a music lesson once a week.</i> • Telephone Expressions <i>"May I speak to Tina please?" "May I ask who is calling?" "Just a minute. She'll be right here."</i> • Making a Suggestion <i>"Let's do our homework together." "How about tomorrow?" "Maybe on Thursday, okay?"</i> • Science: Force, Motion, Gravity, Atoms <i>An object in motion has speed. A force can change the speed of an object. The Moon goes around the Earth. Gravity is one type of force. It depends on distance. The blue ball is heavier than the white ball. If you drop them, they will fall at the same speed. Opposite charges attract.</i>

Scope and Sequence: *English For Success* – Units 7 & 8

Unit	Main Learning Points	Topics & Sample Sentences
7	<ul style="list-style-type: none"> • Past: <i>She left her lunch at home... She offered to loan her some money... She borrowed two dollars.</i> • Present Perfect: <i>She has offered to loan some money to... She hasn't bought anything because she left her money at home.</i> • Future: <i>She's going to buy some... He's going to pay him back... "I'll pay you back tomorrow, okay?"</i> • Infinitives: <i>not enough to buy lunch, a good time to walk, go outside to look at the Moon, offer to loan money</i> • get+ adjective: <i>It gets cooler in autumn.</i> • Expressing Change and Degree: <i>In spring the weather changes from cold to warm. It gets warmer. It isn't too hot. It's the coldest time of the year.</i> • Passives: <i>Mountains are formed by forces...Most of the Earth's surface is covered by water.</i> • that clauses: <i>the only continent that contains just one country, the air that we breathe, water that flows</i> • could, would: <i>Without an atmosphere, we could not live, the sky would always be black</i> • Direct/Indirect Object: <i>Alex loaned him a dollar. He'll pay him back. She offered to loan her some money.</i> • Wh-questions (past & future): <i>What did she leave at home? Why does Nick need to borrow a dollar? When is Nick going to pay him back?</i> 	<ul style="list-style-type: none"> • Seasons and Weather <i>In spring the weather gets warmer. Summer is the hottest time of the year. Autumn comes before winter and after summer.</i> • Requesting & Offering Help <i>"Can I borrow a dollar? I don't have enough to buy lunch." "Sure. Is a dollar enough?"</i> • Geography 2: Planet Earth, Land & Water, Locations <i>Water covers about 75 percent of the Earth's surface. The largest continent is Asia. It covers more land than any other continent. Most of the Earth's water is in the oceans. Rivers usually begin in mountains. Mountains are formed by forces within the Earth. Cities near the equator have a small angle of latitude. Lines of longitude are perpendicular to the equator, etc.</i> • Information questions <i>What is just above the Earth's surface? Which continent contains just one country? What is an example of a gas? What color is the sky? What is the world highest mountain? Which of these cities is the farthest north?</i> • Seasons & Activities <i>Spring is a good time to play baseball. Autumn is the season when leaves begin to fall.</i>
8	<ul style="list-style-type: none"> • Time clauses: <i>After she turns off her alarm clock... because the Sun comes up... before they order... when they are ready to order</i> • Future: <i>He may watch a movie...maybe he'll watch a movie... There's going to be a test...I'll go get one.</i> • Modals: will (certainty) may (possibility): <i>He may watch a movie, I'll do okay.</i> • Requests: can, could: <i>"Could you get one for me too? Can you help us plan the winter dance?"</i> • Direct/Indirect Object: <i>He's going to get him another hamburger. Could you get one for me?</i> • Wh- questions: <i>What are they going to do when they get home? Which does the woman prefer? What do they do before they order?</i> 	<ul style="list-style-type: none"> • Times of Day <i>In the evening the Sun goes down. Most people sleep at night. In the afternoon the Sun is...</i> • English 2: Adverbs, Adjectives, Prepositions & Conjunctions <i>Adjectives act on a noun or pronoun. Adverbs help us answer questions like 'how' and 'how often'. The adverb form of 'good' is 'well'. Conjunctions are words like 'and', 'but', and 'because'.</i> • Information questions <i>Are there any prepositions in this sentence? How many adverbs are in this sentence? Why are these words adjectives and not adverbs? Which two of these words are adjectives? What type of word describes a noun or pronoun?</i> • Likes and Preferences <i>The man prefers pasta to salad. She would rather have fish than beef or chicken. Her favorite drink is milk.</i>

Scope and Sequence: *English For Success* – Units 9 & 10

Unit	Main Learning Points	Topics & Sample Sentences
9	<ul style="list-style-type: none"> • Past: regular/irregular verbs: worked, didn't do, went, were, studied, became, taught, wrote, died, met, attacked, defeated, led, returned, started, got sick, took away, left, wanted, killed, fell in love, caused, first he bought a ticket, she prepared to fight, etc. • Present Perfect, have+V(n): <i>She has finished the outline... She hasn't finished her paper.</i> • Future: <i>He'll get a taxi. He's going to check in. He may take a tour. After he rents a car, he's planning to take a tour.</i> • Infinitives of purpose: <i>to teach the son, to govern his large empire, to fight her brother, went to be with Caesar</i> • Time clauses/phrases: <i>when life begins, when people get old, after becoming king, when he was thirteen, when he got to the hotel, after arriving...</i> • Dates and Duration: <i>345 BC, 2,000 years ago, 10 years later, during the next two years, for more than 80 years...</i> • Direct/Indirect Object: <i>Alex loaned him a dollar. He'll pay him back. She offered to loan her some money.</i> • Wh-questions (past & future): <i>Who fell in love with Cleopatra? What did he do after the plane landed? What is he going to do after the plane lands? What will he do when he gets to the hotel? Why did Cleopatra fight against her brother?</i> 	<ul style="list-style-type: none"> • Times of Life <i>When people are adults, they often get married. Many adults have jobs to support their families.</i> • Asking about Past & Future <i>"How did you do on your math test?" "How are you going to study for the biology test?"</i> • History: Aristotle, Alexander, Cleopatra, Ramses the Great <i>Aristotle was born in 345 BC. His father was a doctor. He studied at a famous school. He wrote many books. When Alexander was 33 years old, he got sick with a fever. He died about a week later. When Caesar met Cleopatra, he fell in love with her. She was just 39 years old when she died. Ramses lived a very long life. He lived for more than 80 years. He was king for 67 years.</i> • Information questions: (past & future) <i>How old was Aristotle when he died? Who taught Alexander? How did Alexander die? Who took power away from Cleopatra? Who was Julius Caesar?</i> • Past & Future Sequence <i>First he bought an airplane ticket. First he's going to buy an airplane ticket.</i>
10	<ul style="list-style-type: none"> • Passives: <i>A scale is used for...is measured... What is used to measure weight?</i> • Future: <i>We'll run in the gym. We're going to run around the track. I may go shopping.</i> • Modals: will (certainty) may (possibility): <i>She may go shopping, but she might not. Maybe it'll rain. It will finish at 10:45. In thirty seconds, it will go 500 meters.</i> • Purpose: for, to: <i>for measuring, to weigh, to multiply, for finding, to get information, to measure speed, etc.</i> • Conditional: <i>If it rains, they'll run in the gym. If it doesn't rain, they'll run around the track. If the time is 10:05, what time will it be in an hour?</i> • Clauses/Phrases of purpose or function: <i>where you can buy stamps, a good place to read or study...</i> • Wh-questions: <i>What is used to measure time? How is a scale used? What is important to know about computer? Where will they run if it rains? Where do people go to buy tickets for a show? What is a good place to read and study?</i> 	<ul style="list-style-type: none"> • Instrument and Use <i>A clock is used to measure time. To measure speed, we use units for Calculators are useful for doing math.</i> • Math 3: Time Units, Temperature Units, Units of Weight & Distance <i>Time is measured in units of seconds. In degrees Celsius, water boils at 100 degrees. A kilogram is approximately 2.2 pounds. A foot is about the length of a person's foot. To measure speed, we use units for both time and distance.</i> • Information questions <i>How many seconds are there in 3 minutes? If the time is 10:05, what time was it an hour ago? Which is longer, 5 inches or 10 centimeters? How hot is it on the Sun's surface?</i> • Describing Places with Function or Purpose <i>A post office is where you can buy stamps and mail things. A library is a good place for students to read and study.</i>

Scope and Sequence: *English For Success* – Units 11 & 12

Unit	Main Learning Points	Topics & Sample Sentences
11	<ul style="list-style-type: none"> • Past and Present Progressives: <i>They were sleeping; is telling him to drive more carefully; are wearing pajamas; has been waiting, etc.</i> • Present Perfect, have+V(n): <i>The police officer has stopped the driver...have become; has brought...because sound waves have traveled through the air.</i> • Passives: <i>Nobody has been hurt; has been injured; is being helped; is considered desert; which is found; is produced by vibrations; Australia is surrounded, etc.</i> • Compulsion, have to/need to: <i>He'll probably have to pay a fine. They need to get him to a hospital, etc.</i> • Time clauses/phrases: <i>Refraction occurs when a wave passes from one substance into another. Once inside the new substance, its speed and wavelength change; when a fire started, etc.</i> • Conditionals: <i>If it rains, they'll run in the gym. If you drop a rock into a pool, you'll see waves. If you know the frequency of a wave, you can calculate the period by... Without the air, you wouldn't hear anything. If the frequency changed, the color of light would change, etc.</i> • Wh-questions: <i>If you know the frequency of a wave, how do you calculate...? How does temperature affect the speed of sound? In which type of medium does sound travel the fastest? What happens to the speed of light if you change colors? Why does light bend when it passes from...</i> 	<ul style="list-style-type: none"> • Continents <i>Australia is surrounded by the Indian and Pacific oceans. Africa is considered by many scientists to be where humans originated.</i> • Causal Relations: <i>The volume of a sound is determined by the amplitude of the sound wave. The color of light depends on its wavelength. The speed of light is the same regardless of color...</i> • Suggestion <i>Why don't you ask her? Let's play basketball after school, ok?</i> • Science 4: Waves, Sound, Light <i>A vibrating string is an example of a transverse wave. It's a transverse wave because the string's motion is perpendicular to the direction that the wave moves. If we look at waves, we see a pattern. When sound waves reach your ear, your eardrum vibrates. These vibrations are translated into sounds by the brain.</i> • Means – how <i>...by dividing one by the frequency; can be refracted, or bent, by passing through the object.</i> • Information questions: (perfect & passives) <i>What has happened to the driver? What is created if you drop a rock into a pool of water? How has light been described?</i>
12	<ul style="list-style-type: none"> • Passives: <i>was completed; was once used as; were designed to; which are bound to the Sun by...</i> • Degrees of Certainty: <i>it may become part of a stream. This may cause serious problems for humanity. Very loud sounds can damage your ears, etc.</i> • Purpose: for, to: <i>was built to help defend the country; eyes make tears to protect themselves; the nose is used for breathing and to smell things, etc.</i> • Conditionals: <i>If I don't do better, she's going to; if you change your mind, we'll be there; if the ocean levels rise, the lives many people will be affected; if the Earth stopped rotating, the length of a day would be one year.</i> • Time clauses/phrases: <i>When this happens, it can cause; as it travels around the Sun; when the northern hemisphere is tilted away from; as it evaporate, etc.</i> • Instrument & Use: Process <i>The tongue helps you eat by moving food around your mouth while you chew; due to melting polar icecaps.</i> • Wh-questions: <i>What do scientists think caused the extinction...? Besides planets and moons what is another type of object...? What season is it when the northern hemisphere is tilted away from the Sun? How long would a day be if the Earth stopped rotating?</i> 	<ul style="list-style-type: none"> • Anatomy: Head <i>Your brain is located inside your head and is connected to the rest of your body through the spine. Ears are sensory organs located on either side of the head. etc.</i> • Earth Science: Earth Motion; Earth Structure; Water Cycle <i>The Earth tilts to one side as it travels around the Sun. This tilt causes the seasons. Below the atmosphere is the Earth itself. The Earth's outermost layer is the crust. As warm air rises, it cools. As it cools, condensation occurs and clouds are formed. etc.</i> • Causal Relations <i>More carbon dioxide in the atmosphere causes the Earth to heat up; changes in its physical features are caused by; Changes in the features of our planet affect human life; Despite the high temperatures, the pressure is so strong that a liquid cannot form...Another consequence of global warming will be a rise in ocean levels due to melting polar icecaps.</i>

Scope and Sequence: *English For Success* – Units 13 & 14

Unit	Main Learning Points	Topics & Sample Sentences
13	<ul style="list-style-type: none"> • Past Events, Processes and States: The Stone Age began; ice sheets covered; land bridges existed; as the glaciers melted, the land bridges disappeared; Nomads didn't have permanent homes; they followed; Irrigation was needed to; the Greeks <i>became</i> great sailors, etc. • Modals – could, may: People <i>could</i> stay warm; players <i>may</i> use their heads or feet to pass, etc. • Conditionals: <i>If she forgets to water them, they'll die very quickly. If you make good posters, it'll make it easier. If you put shelters near a river, a flood may destroy them. If they were caught stealing, they were punished,</i> etc. • Purpose – for, to: The object of the game is <i>to use</i> as few strokes as possible <i>to get</i> a ball; <i>for</i> work and school; they had to steal food to survive, etc. • Instrument & Use - Process Players <i>use a bat</i> to try to hit; score points <i>by shooting</i> a ball through; move the ball <i>by dribbling</i> it or throwing it. <i>Learning how</i> to control fire changed, etc. • Wh-questions: <i>What did early civilizations need to learn how to do? Why have the early land bridges disappeared? How did early humans and animals move from one continent to another during the ice ages? What happened to the level of the oceans during the ice ages? Why did people have to live as nomads? What discovery allowed people to survive in colder areas?</i> 	<ul style="list-style-type: none"> • Sports <i>Baseball and cricket are team sports where a ball and bat are used. Golf is an individual sport where a player tries to hit a small ball into a hole, etc.</i> • Needs Expressing and explaining needs: <i>Like all animals, bears need food to survive.</i> • History: Ancient History; Early Cities; Early Greece <i>Many forms of life existed before humans. During the ice ages, the level of the oceans was lower. Land bridges existed. These land bridges allowed early humans and animals to cross; Another key for early civilizations was irrigation. Irrigation was needed to channel water away from the river. This allowed agriculture to expand. Unlike earlier civilizations that grew up around rivers, the Greek civilization grew up around the Aegean Sea. If you look at a map, you will see that Greece is made up of many small peninsulas.</i> • Duration & Sequence During some periods of history; At one time; As the water level went down, soil was left behind. <i>This rich soil made it easier to; This led to a larger supply of food; With the expanding work force, etc.</i>
14	<ul style="list-style-type: none"> • Present Perfect: The sky <i>has become</i> crowded. She <i>has found</i>... the distance an object <i>has fallen depends on</i>... a chart that <i>has been divided</i> into sectors, etc. • Instrument & Use: The heart is responsible <i>for supplying</i> the body; the lungs expand when inhaling air and contract when; contains strong acids which help to digest; uses acids to digest food before <i>passing</i> it to... • Modals: Maybe I <i>will</i> run. You <i>should</i> run. Brian says he <i>will</i> run if I don't. We <i>can</i> calculate how far an object <i>will</i> fall in 4 seconds. In a linear equation, the slope <i>will</i> always be. This line <i>must</i> be perpendicular to, etc. • Conditionals and Suppositions: the coordinates <i>would</i> be; to give the location of a point inside the Earth, we <i>would</i> also need; <i>In that case, the coordinates would be</i> 3 numbers; If you put in the units, the equation is... • Place Clauses/Phrases: in the upper chest area, near the heart; where solid waste materials are excreted. • Wh-questions: Which axis on the graph gives: When did the amount of shoplifting begin to; What does this graph show? How was shoplifting changing before the system was installed? What happens to the speed of sound if...? If you double the time, how much more is; What is the y intercept in this equation? 	<ul style="list-style-type: none"> • Anatomy 2: Internal Organs <i>The heart is in the chest, between the lungs and above the stomach. The heart is a muscular organ that pumps blood throughout the body.</i> • Math 4: Graphs; Coordinates; Linear Equation <i>A bar graph uses bar lengths to show comparisons. Sometimes they have bars that are vertical, and sometimes they...The length of each bar is proportional to the value it represents. Each point on the line has two coordinates. It has an x coordinate and a y coordinate. Notice that the slope of a line is a constant. It doesn't change.</i> • Instructions <i>To solve for x, divide both sides of the equation by; To calculate this, take the difference between the y coordinates; To find the slope, take the change in speed in a period of time, and divide it by...</i> • Recommendations and Decisions <i>I think you should...He is trying to decide which airplane should land next; I think you'd be a better president; It's either the battery or something worse, etc.</i>

Scope and Sequence: *English For Success* – Units 15 & 16

Unit	Main Learning Points	Topics & Sample Sentences
15	<ul style="list-style-type: none"> • Present Perfect and Perfect Progressives: I've <i>been doing</i> it for a long time. He <i>has been</i> a great teacher. It's been my dream for a long time. She <i>has been working</i> on an essay; has been trying to teach himself; has been studying microscopic organisms, etc. • Past Perfect: They <i>had set off</i> early in the morning; The cat <i>had moved in</i> to their neighborhood; several mice had been caught by the cat and eaten; Why hadn't anyone thought of it before? The horse was wishing that the donkey <i>hadn't died</i>. • Conditionals: <i>Unless</i> he works hard, his future isn't very bright; if I lose my scholarship, my parents will... if only I had shared some of the donkey's load; if we knew where it was, we could easily escape; it <i>would</i> no longer be dangerous; if the man had put some of the donkey's load onto the horse, etc. • Reason & Purpose – for, to: to complete a class assignment; for work and school; to slow down the pace; It would be easier <i>for them to escape</i>. • Time clauses/phrases:...since they were very young; During her school days; After a while; As they moved along the road; By now the donkey was, etc. • Wh-questions: Why did the horse ignore the donkey's request? What should the horse have done? What would make it easier for the mice to escape? 	<ul style="list-style-type: none"> • Literature: 2 Aesop's Stories The focus is on storytelling and analysis. Students should practice telling each story, paying particular attention to sequencing and reported speech. • Reported Speech The old man said that the horse <i>would have to</i> carry the load. The horse was probably thinking that he had been foolish not to help the donkey. • English 3: Subjects and Objects; Verb Tenses; Modals This unit helps students talk about and explain aspects of English grammar, such as direct and indirect objects, verb tenses and the difference between the modals. In the <i>Quiz</i>, students practice answering questions that will help them better understand English nuances. • Talking about English Which modal expresses something that is expected but isn't certain or necessary? Which sentence shows the highest degree of confidence? Which of these verbs is irregular? • Modals – Scales of Certainty & Expectation If he <i>can</i> come, if he <i>could</i> come, he <i>may</i> come, he <i>will</i> come, he <i>must</i> come, he <i>should</i> come, he <i>might</i> come; <i>should</i> have helped the donkey, etc.
16	<ul style="list-style-type: none"> • Passives: Cells <i>are made</i> from only a small number of elements; <i>are surrounded</i> by; Bacteria <i>can be found</i> in; The process of photosynthesis <i>can be shown</i>; molecules of oxygen <i>are given off</i>; ATP <i>is produced</i> during; <i>are absorbed</i>; <i>may be related</i> to health problems, etc. • Adjective and Noun clauses: that is used for; that are identical to; needed to maintain life; which carry out different processes; which are complex carbohydrates; which the body breaks down; which are absorbed, etc. • Modals – Scales of Certainty & Expectation: Any fluid that you drink <i>will</i> contain water; <i>may</i> be related to; may get infected; people should learn; must be copied; must divide; must be carried out, etc. • Conditional: If he doesn't wear a mask, he could spread; If bees don't do their work; Without plants and bees, our lives would be; If this mosquito is carrying malaria, this man may get infected; If you need any data about fossil fuels and carbon gases, let me know, etc. • Wh-questions: What's an example of a form of life that has just one cell? What happens if the necessary conditions are not maintained? Besides providing energy, what else does photosynthesis provide? Until photosynthesis evolved, what was missing in the Earth's atmosphere? 	<ul style="list-style-type: none"> • Food and Nutrition A healthy diet must provide energy and nutrients for the body. Here are some nutrients that the body needs to survive: carbohydrates; protein, vitamins, minerals, fats, and water. • Science: Biology: Cells; Photosynthesis; Mitosis The focus is on how to present and explain basic biological processes such as growth, development and reproduction. Topics include DNA, the genetic code, and chemical equations: <i>Sunlight plus 6 molecules of carbon dioxide and 6 molecules of water are used to make 1 molecule of glucose.</i> Goal: Students should be able to present and explain basic chemical processes. • Sentence Ordering and Pronoun Reference <i>This</i> process must be carried out accurately. <i>It</i> is a separate process to weigh; Other structures convert; <i>Still other</i> parts of the cells; Some bacteria are... <i>Other</i> bacteria are harmful, etc. • Cause, Effect & Dependence <i>Some plants depend on the wind or insects such as bees to spread their pollen etc.</i>

Scope and Sequence: *English For Success* – Units 17 & 18

Unit	Main Learning Points	Topics & Sample Sentences
17	<ul style="list-style-type: none"> • Passives & Perfects: <i>have been built; has been reduced; have been preserved; are now being used; has become; was being used; was controlled by; was elected; had taken control; had captured; he had to be taken; can't be digested; is broken down, etc.</i> • Adjective and Noun clauses: which included British and French forces; that the traditional Muslim way of organizing; who destroyed lands and people; who had the largest empire the world has ever seen; that can't be digested; who controlled the north; that the body requires for growth, etc. • Infinitives & Gerunds: to have fewer classes; being modern; organizing the country; stealing animals; to keep their own religion; to create a new, unified government; arriving in Beijing; to see the country unified; excreting invasive threats, etc. • Adverb clauses/phrases: when he said how much he liked; when he was a boy in 1888; when he replaced religious schools with; in a period of just 25 years; when he heard about the successful rebellion, etc. • Wh-questions (past & future): <i>How long did it take Genghis Khan to conquer an area larger than the Roman Empire? What's one reason the Mongols could ride their horses so fast? How is a secular government different from other governments? Which system goes on the attack if an infection or disease invades the body?</i> 	<ul style="list-style-type: none"> • Anatomy 3: Body Systems This lesson focuses on the important biological systems at work within the human body: nervous, circulatory, respiratory, immune, reproductive, and digestive. Goal: to be able to explain the functions, processes and relationships between systems. • Temporal Sequence Until 1930; Today it has become; A year later, in 1910; By 1915; As a result, in 1919; From here; Following these changes; While exiled in Japan • History: Genghis Khan; Ataturk; Sun Yat Sen Along with the past tense the focus is on the language and vocabulary of history: <i>overthrow, revolution, rebellion, ruler, exile, law, society, etc.</i> In the <i>Quiz</i>, students practice answering questions that will help them with the language of biographies and historical contexts. • Purpose <i>...built to honor important people; for many purposes; to force the emperor to abdicate; he travelled north to meet with warlords to discuss unification; to eliminate waste carbon dioxide, etc.</i> • Expressing Opinions <i>I think, I agree, I don't agree, I really liked it when, that would be great, etc.</i>
18	<ul style="list-style-type: none"> • Passives: <i>can be treated; is being taught how; could get seriously injured; can be formed; is known as; is supposed to be shared by; evidence is presented, etc.</i> • Adjective and Noun clauses: <i>that we need to; that has control over; which has only one ruler; who loved his people; once ruled by foreign governments; who serve in Congress; where legal issues are decided, etc.</i> • Infinitives & Gerunds: the right to tax; refuses to pay; paying taxes; to develop and spread; to find out; making a decision; hearing the songs, etc. • Conditionals: <i>If she doesn't see a doctor, she could get worse. If a member country were attacked, then the combined forces of the alliance would help. If the person is found guilty, the court determines the punishment, etc.</i> • Adverb Clauses/Phrases: <i>when a colony becomes self-governing; when making a decision; when there is no government with the power to govern, etc.</i> • Wh-questions: <i>Besides countries, what else do these maps usually show? In a state of anarchy, who makes political decisions and enforces the laws? If someone is charged with breaking a law, who decides if the person is guilty or innocent? How are representatives chosen in a representative democracy?</i> 	<ul style="list-style-type: none"> • Literature: War Story This thoughtful story is based on events from World War 1. This story stimulates discussion and provides material for essays and creative writing tasks. Goal: to be able to discuss history, human nature and the role of governments and leaders. • History/Political Science: Political Units; Types of Government; Government Roles Develops the language and vocabulary of history and politics: <i>boundaries, territory, autocracy, democracy, monarchy, dictatorship, civil war, power struggle, colony, revolution, corruption, anarchy, representatives, parliament, etc.</i> In the <i>Quiz</i>, students answer questions that will help them with the language of politics and news reports. • Causal Sequences <i>If too many of our forests are cut down, it will create problems for the environment. Without enough trees, many animals will lose their homes or be in danger.</i>

Scope and Sequence: *English For Success* – Units 19 & 20

Unit	Main Learning Points	Topics & Sample Sentences
19	<ul style="list-style-type: none"> • Passives & Perfects: <i>I've been waiting for; first time she has ever driven; are provided for you; has been taking place; you may not be charged interest; the costs will not be covered; who have proven they can pay, etc.</i> • Adjective and Noun clauses: that are nice, but not necessary; how goods and services are distributed; that can be traded for food; that the owner of a good or service will accept in exchange for; who have proven they can pay; who can manage money, etc. • Modals: to satisfy this need, many countries <i>must</i> trade; <i>will</i> accept in exchange; you <i>may</i> not be charged interest; the interest charges <i>can</i> become quite large; they may decide to create; the price <i>should</i> be high, etc. • Instrument, Use & Means: providing on the job training; <i>by convincing consumers</i> that their products satisfy a need; increase demand <i>through advertising</i>; helping others to succeed, etc. • Conditional – Causal Relations: <i>If she fails her class, she might not; even a good government may have difficulty if the country doesn't have; if the interest rate is high, the cost of credit can be very expensive, etc.</i> • Wh-questions: <i>What do advertisers do to increase the demand? What is needed to create a skilled workforce? What does an economy need to meet the basic needs of its population? What allows for the exchange of goods? What is used as a medium of exchange for; What happens to people who have a poor credit history?</i> 	<ul style="list-style-type: none"> • Academic Fluency & Vocabulary Useful language for economics, planning, jobs, and explaining emotions is developed. Students should practice <i>presenting, summarizing and explaining</i> the information in longer sentences. • Job Categories The focus is on describing jobs and qualification: the arts, education & training, financial, government, health, law enforcement, science & technology, tourist industry and trades & services. • Economics: Goods and Services; Credit; Supply and Demand The focus is on the language and vocabulary of economics, government, finance and trade: <i>advertising, interest rate, profit, value, payment, borrower, credit cards, penalty, assets, debts, etc.</i> <i>Credit allows people to buy things even if they don't have money when they make the purchase. Instead of paying with money, the buyer makes a promise to pay with money at a later date.</i> • Related Changes -- as <i>as</i> trade became more important and popular, money evolved <i>as</i>; <i>as</i> the price of something rises, the demand for it will fall, etc. • Explaining Emotions <i>She's very nervous because... She's worried that she might get into an accident, etc.</i>
20	<ul style="list-style-type: none"> • Passives & Perfects: <i>emissions have been and continue to be; are related to dirty water; has more than doubled; it has become possible to study the brain, etc.</i> • Infinitives & Gerunds: to cause severe; arising from air pollution; processing and decision making, etc. • Instrument, Use & Means: by simply changing the stimuli; through practice and repetition, etc. • Conditional – Causal Relations: If you'd rather learn French, then, if I were you, I'd take French; even if the class is bad, it'll give you; What would happen if she broke something? Even if you remember all the items on the list, you will begin to forget; memories will fade <i>unless</i> you come back to study; If accepted, the signal passes over a gap called a synapse and the neurons, etc. • Adjective and Noun clauses: that they may have been created; what classes I should take; how we learn and why we forget, etc. • Wh-questions: What is an example of a learning disability? According to Freud, what is the cause of many behavioral problems? Why did the dogs salivate when they heard the bell? How are new memories encoded in the long-term memory? 	<ul style="list-style-type: none"> • Global Issues This lesson prepares students to discuss: climate change; health issues; energy shortage; fresh water; population growth; and pollution. Goal: to be able to engage in discussions about issues that impact our lives and future. • Psychology: Modern History; Memory and Learning; Brain Systems The focus is on the language and vocabulary of psychology and brain science: <i>plasticity, behavior, addiction, unconscious, inherited, stimulus, response, senses, memory, conditioning, attention, awareness, neural connections, etc.</i> In the <i>Quiz</i>, students practice with questions that will help them with the social sciences and brain science. • Related Changes -- as <i>As</i> the demand for energy increases, energy prices will continue to rise; <i>As</i> greenhouse gases build up in the atmosphere, the Earth gets warmer, etc.

General Orientation

English For Success can be used in a variety of classroom and self-study situations. It is best to use the program in frequent but fairly short (25-30 minutes) sessions. If possible, these individual study sessions should be reinforced, reviewed and extended through classroom activities. The guidance and encouragement of a teacher is highly recommended, even if only once or twice per week.

When a student uses the course individually, the program keeps detailed study records that track everything the student does. It tracks the number of times the student uses the voice record and repeat buttons, for example, which helps to assess whether a student is using the course effectively. This detailed information is available to the teacher through the **Records Manager**.

Individual study gives students the listening and speaking practice not possible in a classroom. It also allows less confident students to practice in a private, stress-free environment.

In many teaching situations, it isn't possible for all students to work individually on computers at the same time. One option is to divide the class into groups. While one group uses the computers for 20~25 minutes, another group works with the teacher, and a third group does written work, such as a lesson summary or the **Written Exercises** from this manual. This approach allows the teacher to work with smaller groups and allows students to use computers even when there aren't enough computers for each student in the class. It also allows teachers to group students by level.

The multimedia lessons of *English For Success* also provide exciting opportunities for whole-group activities. By using a large-screen monitor or projector and speakers to present the images, the teacher can use the program as a teaching assistant, for example, to model the language in a way that some teachers may not be able to if they are not fluent in English. Using one computer with the whole class can add an element of speaking and listening to the lesson and can be a lively activity involving all the students. For example, after a group of sentences, students can work in pairs or small groups to review or summarize the language.

Orienting Students

Before students begin to use the program, explain the function and purpose of each button on the **Control Bar**. It is important that students know how to use the program to *practice* listening and speaking. This means they should use the repeat button, the voice-record button, the playback button, and the text buttons appropriately and in every study session. Their use of each button is monitored in the **Records Manager** and reflected in their **Completion Percentage** which they can see in their **Student Records**.

As students go through a lesson, comprehension questions check their understanding. The questions may change in response to student level. This helps to maintain student interest and involvement. See **Student Practice Guidelines**.

Mastery Tests

To see the **Mastery Test** menu, click on the yellow button just above the Unit 10 button on the main menu. Each **Mastery Test** covers 2-3 units. A **Mastery Test** should be taken after students have studied and reviewed all lessons in the covered units. A good indicator of this is when students have an **80%** or more **Completion Percentage** in the lessons to be tested. At this point, students should be confident that they can understand and use the language of the lessons, and they should pass the **Mastery Test** with ease. For grading purposes, the following is recommended as a guide:

- 96-100 A Excellent
- 90-95 B Good
- 84-89 C Adequate
- 80-83 D Poor
- 0—79 F Fail

In order for students to take a **Mastery Test**, the teacher must use the **Records Manager** to unlock the test. Once a **Mastery Test** is taken, it will automatically lock again to prevent students from retaking it. In general, students should score *at least* 80% to pass. The tests are not designed to be tricky or to test unimportant details. Rather they check to see that students have mastered the key points of the units and are ready to go on. Students who score less than 80-85% should review the lessons and try again. If this is done, the students will take great strides in acquiring the target language as opposed to short-term memorization, which quickly fades. Language acquisition means

mastery, not momentary ‘understanding’ or short-term memorization.

Records Manager

DynEd’s *Records Manager* is a tool for teachers and administrators that keeps and manages student and class records. It is required for *Mastery Tests*, for locking and unlocking lessons, and for assessing detailed study activities. For detailed information on installing and using the *Records Manager*, please refer to the *Records Manager Guide*.

General Classroom Guidelines

English For Success is most effective when used with at least some classroom and teacher support. Classroom activities allow the student to practice using and extending the language presented in the course, and provide motivation for more effective self-study when not in class.

Multimedia Role

Successful language learning requires frequent and effective practice. This multimedia program provides a variety of activities that encourage and facilitate intensive practice not possible in a classroom (see [Student Practice Guidelines](#)). In addition, the language content of the program is presented and sequenced so that language learning is accelerated and acquired as a skill, not just in short-term memory.

The program addresses all four language skills: *listening*, *speaking*, *reading* and *writing*. Lessons should begin with a listening focus, then speaking, then with text support, and finally with written exercises and follow-up assignments. We call this the “*Four Skills Path*.”

Classroom Role

Classroom and teacher support give the language learner advantages not possible with multimedia alone. Some of these include:

- Group support and a social context for learning.
- Opportunities for small and large group preview and review activities.
- Opportunities for individual students to make *short* oral presentations.
- Opportunities to personalize and localize the content.

- Opportunities for language explanation and extension by the teacher, including the assignment of supplementary readings and programs.

For schools that provide at least some classroom support, the following sections give teaching suggestions for each type of lesson: *Warm-Up*, *School Life*, *School Subjects*, *Language Extension*, and *Speaking Up*. Depending on how much time is available, teachers can spend 3-5 minutes for each lesson type per class session over a period of several classes or focus on only one lesson-type per class. In general however, it is more effective to vary the focus of a class session and not spend too much time on a single activity.

Teaching Activities: Warm-Up



Each unit begins with a *Warm-Up* lesson built around a series of four pictures and a theme such as *Transportation*. For each picture there are several descriptive sentences and comprehension questions. As the student goes through the lesson several times, the number of sentences increases, and the questions change as the student’s *shuffler level* increases.

The pictures introduce or review important language patterns, such as the use of the preposition *by* and the verb *take* to express the means of doing something, as in “They *take* a bus to school.”

First, encourage the students to go through the lesson on their own. Then, in class, the following activities are a useful way to check comprehension, to see if the students have practiced effectively, and to personalize and extend the vocabulary:

- **Speaking:** Practice saying one or two of the sentences for each picture, either as a class, as groups, or as individuals. Pay attention to the pronunciation, stress and intonation.
- **Grammar:** Put one or two key sentences on the blackboard and review or discuss the grammar.
- **Dictation:** For each picture, dictate two sentences. Then have the students work in pairs to correct each other.
- **Extension:** Ask the students to add one or two new sentences for each picture. This can be done in pairs or small groups.

- **Extension:** Find new pictures that fit the same theme and extend the language by adding new vocabulary.
- **Written Exercises:** Have students complete the Written Exercise A sheet from this guide for the unit, either in class, or as homework.

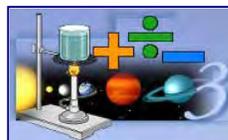
Teaching Activities: *School Life*



The second lesson in each unit is built around animated dialogs. Students should learn and practice these dialogs in several study sessions until they are memorized. In class, the following activities are useful:

- **Speaking:** Check to see that students can repeat each of the sentences clearly.
- **Role-Play:** Have students practice role-playing the scene in pairs. Then choose one or two pairs of students to role-play the scene in front of the class.
- **Phrase & Grammar Focus:** Make a list of important vocabulary and phrases from each dialog and have students practice using this language in new ways. For example, if Tina is talking about her weekly schedule, your students should talk about their weekly schedules.
- **Personalization:** Have students vary the dialogs so that the dialogs express their own personal situation. For example, if Tina's father is a pilot, then the students should say what their parents do. If a student doesn't know how to say it, provide them with the language necessary to do so.
- **Written Exercises:** Have students complete the Written Exercises B & C from this guide, either in class, or as homework. These worksheets can be corrected and discussed in class.

Teaching Activities: *School Subjects*



The third lesson in each unit is built around a subject like math or science. It is divided into several sections plus a Quiz. Each section, such as

Geometry, introduces new vocabulary and language patterns. These lessons are generally the most difficult in a unit, so each section should be done separately and in different class sessions.

First, encourage the students to go through the section on their own. Then, in class, the following activities are a useful way to check comprehension, to see if the students have practiced effectively, and to extend or vary the vocabulary:

- **Speaking:** Check to see that students can repeat or summarize the information in the section.
- **Oral Presentation:** Have students practice summarizing the section. First have them work in pairs. Then choose individual students to present portions of the section to the class.
- **Vocabulary & Grammar Focus:** List important vocabulary and grammar structures on the blackboard and provide explanations and additional examples as needed.
- **Dictations:** Once all sections have been studied, dictate 2 or 3 sentences from each section to the class. Then have the students work in pairs to correct them.
- **Extension & Variation:** Present additional or alternative ways to say things. For example, in some countries, $\frac{3}{5}$ is read as "three over five" rather than "three fifths". Similarly, in numbers, the comma and decimal point are used in different ways in different countries. Where British, Australian or some other variety of English is used, provide the alternative vocabulary and spellings as appropriate.
- **Written Exercises:** Have students complete the Written Exercises D&E from this guide, either in class, or as homework.
- **Reading Extension:** For higher-level students, and in later units of the course, have students read short selections from real textbooks. In the history lessons, for example, students can read short biographies or biographical sketches of additional historical figures.

- **Writing Assignments:** For higher-level students, and in later units of the course, have students practice writing short summaries of the subject material.

Teaching Activities: *World Talk Cards/ Language Topics / Language Extension*



The fourth lesson in each unit varies. In the first 10 units, *except* for Unit 5, the lessons are built around [World Talk Cards](#). These

lessons present the language in a game format, where students match the language with a colored sketch on a card. These innovative cards are used to review and extend general vocabulary and grammar based around common themes such as *sequence* and *preferences*.

In the *Language Topic and Language Extension* lessons, such as *Locations* in Unit 5, the lesson presents a topic or story suitable for this age group, such as Population Growth, Famous Lives, or A Fable. In the later units, the vocabulary and structures become more difficult and provide content for both discussion and language extension purposes.

As with the other lessons, encourage students to go through the lesson on their own. Then, in class, the following activities may be useful:

- **Speaking:** Check to see that students can repeat or summarize the information in the section and for each *World Talk Card*. This can also be done in pairs or small groups.
- **Vocabulary & Grammar Focus:** List important vocabulary and grammar structures on the blackboard and provide explanations and additional examples as needed.
- **Dictations:** Dictate key sentences and have the students work in pairs to correct them.
- **Extension & Variation:** Present alternative ways to say things. In the case of *World Talk Cards*, invite students to come up with new descriptions for each card. Then have other students guess which card goes with the new description. In lessons where the focus is on *schedules, preferences, or hobbies*, have the students practice talking about their own schedules, preferences or hobbies. *In general, take every opportunity to have students transfer*

and apply the language of the course to their own situation.

- **Written Exercises:** Have students complete the appropriate *Written Exercises* from this guide, either in class, or as homework.
- **Reading Extension:** For higher-level students, and in later units of the course, have students read short selections about the Language Topic, such as *world population growth* and make a list of important new vocabulary and example sentences from the reading.
- **Writing Assignments:** For higher level students, and in later units of the course, have students practice writing short summaries of the lesson content.

Teaching Activities: *Speaking Up*

The fifth lesson of each unit varies. In *odd* units, the lesson reviews dialogs from the *School Life* lessons. In the *even* units, the lesson focuses on the key skill of asking information questions. In both types of lessons, students should go through the lesson frequently, until the language is *mastered*, just as music students practice the scales each day - as a part of every practice session.

In class, confirm that the students have mastered the language in the lesson and can say the phrases or questions with no hesitation and with clear pronunciation. Here are two activities that can be useful and fun.

- **Hot Seat:** Choose or have the class choose a student to be in the *hot seat*. This student should then model the phrases or questions for the class. The teacher may evaluate and score each hot seat student.
- **Scrambled Words:** Divide the class into teams, and make cards that have 5 or 10 of the questions or dialog phrases in scrambled form (e.g. name/your/is/What/?). Shuffle the cards and put them face down on a desk. Then have one member of each team come to the desk. The teacher turns over the card. When one of the students thinks they know what the question or phrase is, they can pick up the card. Then they have five seconds to say the phrase or question clearly and correctly. If they make a mistake, the other student can try. A mistake results in a loss of one point. A success results in a one-point gain. The team with the most

points wins the game. At the end of the term, the winning team gets a trophy.

Classroom Follow-up

Follow-up tasks may be oral or written. They may involve the whole class, small groups, pairs or individual students.

After students have spent time in a lesson, the teacher might ask a lower-level class to repeat some of the basic sentences from the lesson and answer simple comprehension questions. At a higher level, teachers can ask students to summarize a scene or paraphrase some of the more complex sentences. The *Lesson Scripts* in this manual can be used to help develop questions about the material. Whatever the assignment, keep it short, focused, and well within the ability of the students.

Student Practice Guidelines

Effective and frequent practice is the key to language learning. Short, frequent sessions are generally more effective than longer, infrequent sessions, because fatigue and other factors lead to inattention. More frequent study reduces the *total* time required to move from one language level to another. Ideally, students should use the program on a daily basis, in 25~45 minutes' sessions, and meet with a class and/or teacher once or twice per week. This model is similar to how students learn to play a musical instrument: Periodic meetings with a teacher or group, supported by daily practice sessions.

The amount of time and effort required to complete a particular lesson depends on level, language background, and whether the course is used as the main course or as a course supplement. Generally, each unit will require 8~12 hours of study over a period of at least one week. Students should go through each lesson in the following ways:

- (1) **Preview**, where they gain an overview of the lesson and general meaning *without* using the text;
- (2) **Comprehension**, where they understand the content in increasing detail and repeat each sentence as many times as is necessary;
- (3) **Language Focus**, where they check the text and glossary entries as needed. At this stage,

students focus on the grammar and structure of the sentences, as well as new vocabulary;

- (4) **Language Practice**, where they say or paraphrase each sentence, *record* it and *compare* it with the model;
- (5) **Review**, where they regularly go over the sentences that they have previously practiced;
- (6) **Intermittent Review**, where they periodically return to the lesson to confirm their mastery of the material.

In one study session, students should work on several lessons, (*Warm-Up, School Life, School Subjects: Geometry*) and *not* be restricted to just one lesson (see [Learning Path](#)). This is because it is better to work through a lesson in a series of shorter sessions spread out over several days, than spend a large amount of time in a single study session.

For intensive programs, where students work in a lab or on their own for more than 45 minutes at a time each day, an effective strategy is to use two courses in parallel, such as *English For Success* and *The Lost Secret*. This allows students to work in two 25-minute blocks, each with a different look and orientation. This keeps students actively engaged for a longer period of time without becoming bored. Another advantage of using these courses in parallel is that each provides review and extension of similar language but in different contexts. The resulting synergy reduces the total time that would be required if each course were used separately.

Note: To improve listening skills, students should *not* rely on text too early. When the text is visible, the listening process is completely different. Therefore, students should *not* look at the text until *after* they have listened to the language several times. If the material is too difficult to be used in this way, they should work with less advanced material or review previous units.

Instructor's Guide

This guide is designed to help teachers prepare lesson plans based on *English For Success*. For each unit, the guide contains:

- Goals and Main Learning Points for the Unit
- Lesson Scripts for the Unit
- Exercises for the Unit

Main Learning Points

The goals and main learning points for each unit are summarized and listed. To get an overview of the unit and for each lesson within the unit, begin here. It provides language examples that can be focused on and extended in class.

Lesson Scripts

These scripts give the key language for each lesson and for each section within each lesson. These scripts should *not* be given to students. They are for the use of the teacher only. Please note that in many cases the order of the sentences will not match what is presented in the course. This is because the course provides several alternative sentences and varies the presentation by choosing just one of them. The Lesson Scripts list all the alternatives, some of which may not be presented until the student reaches a higher shuffler level.

Written Exercises

The written *Exercises* in this guide *may* be copied and handed out to students who are using this course under a valid license, but may not be republished or *sold* without a separate licensing agreement with DynEd. These handouts are designed to serve as written reinforcement of the language presented in the units. They are short and simple to do, and should be done quickly, *after* the students have studied the lessons. They are not intended to be tests, though they can easily serve as sample test questions for 5-minute mini-quizzes that can be used as another means to follow-up each lesson. The *Exercises* can be assigned as follow-up activities for in-class work or as homework.

Students should also be encouraged to write their own exercises. Instead of asking *Wh-* questions about the characters in the courseware (Tina, Alex, etc.) for example, students may ask about each other or about people they know.

Unit 1

This first unit reviews and extends language that the students should already be familiar with.

Warm-Up: People & Things

Review how to use adjectives and the verbs *is* and *have* to describe people and things. The lesson also shows how to use relative location (*in the middle, on the right*) to refer to a person or thing.

School Life: Introductions

Students are introduced to the main characters, including age, family relationship, and ability. The dialogs focus on *Introductions, Greetings*, and going to class at school. Goal: to be able to name one's classes.

School Subjects: Math 1

This lesson has 4 *Sections* plus a *Quiz*. The four sections are: *Numbers, Operations, Fractions*, and *Geometry*. The focus is on the use of language to define, describe, and refer to basic operations, like addition, and objects, like circles. In the *Quiz*, students practice answering questions that reinforce the language from all four sections.

World Talk Cards: Activities

Reviews and extends basic vocabulary related to family relations and progressive actions such as sitting, meeting, and looking.

Speaking Up: Dialogs

Students use *Speech Recognition* to review and practice the dialogs from *Dialogs 1* and *2* of the *School Life* lesson.

Main Learning Points

Demonstratives

This boy... These girls...Here are...This is... This man and woman...The three children...Which number...

Present simple

She has red hair. His book is open. He takes violin lessons. She loves music. He goes to the same school. The students come from many countries. It means 'to add'. Let's take two apples. Many families live in this building.

Present progressive *be+V(ing)*

They are listening to... He is doing his homework. She's going to her English class. They are talking at...They are sitting together. He's brushing his teeth. He's introducing them. She's looking out the window. They are meeting for the first time.

Prepositions of location & direction

in, at, on, under, inside, around, to, from
in these buildings...on a train...at the party...at a desk...
in a classroom...on the right...to his math class...inside a square...around the circle

Adjectives

red, black, top, bottom, open, beautiful, same, different, new, equal: red dress, book is open, sunset is beautiful, long black hair, pink pencil, same class

Relative location

here, on the left, right, inside, under the tree, in the middle, with their parents

Pronouns, nominative & possessive

he, his, she, her, it, they, their, I, my, you, your

be, do, Contractions, Negation

What's...They're...He's...It's...She's...You're...I'm doesn't have, isn't a good teacher

Subject-verb agreement

She has...They have...I am...You are...Many families are...It means, etc.

Explanation

it means + infinitive: The plus sign means 'to add'. It means to divide the top number by the bottom number.

Designation/Reference

one, another, the third, the girl on the left, the bottom number The line 'ab' is one side. The line 'bc' is another side. And the line 'ca' is the third side.

Yes/No and Wh-questions

Is she... Does he have... What's her name? Which fraction is equal to one half? Who is getting married? What are they doing? How old is Tina? Where are they?

Lesson Scripts

Warm Up: People & Things

These two girls are in a classroom.
 These two girls are in a classroom in Africa.
 They both have pencils.
 The girl on the left has a pink pencil.
 They are sitting at a desk.

Here are two girls.
 The girl on the left has black hair.
 The girl on the left has long black hair.
 The girl on the right has red hair.
 The girl on the right has short red hair.
 These two girls are both laughing.

Here are three students, two girls and a boy.
 The girl on the right has a red skirt.
 The boy has short black hair.
 The boy is in the middle.
 He has short black hair.
 The girl on the left has blonde hair.

This boy is a student.
 He has blonde hair.
 He has a small red backpack.
 He has a pen and a book.
 His book is open.
 He is doing his homework.

School Life: Introductions

(Introduction)

This is Tina.
 She's a new student at Pacific International School.
 Tina is sixteen years old.
 She loves music, and she can play the violin.
 Tina has a brother, Alex. He goes to the same school.
 This is Alex. He's thirteen years old.
 He's good at art and he likes sports.
 He also takes violin lessons.
 The students at their school come from many countries.

(Dialog 1)

Michael: Hi. Are you a new student here?
 Tina: Yes. I'm new here. I'm Tina.
 Mi: I'm Michael. What classes are you taking?
 Ti: I'm taking Math, English, Science, and Music.
 Mi: Oh, me too. Which class are you going to now?
 Ti: I'm going to my English class.
 Mi: I'm going to my math class. See you later.
 Ti: See you later.

(Dialog 2)

Alex: Excuse me...Is this social studies class?
 Elmar: Yes, it is. This is Mr. Huffman's class. Are you new here?
 Al: Yes, it's my first day. I'm Alex.

El: Hi, I'm Elmar. You're lucky. Mr. Huffman is a good teacher.

School Subjects: Math 1

(Numbers)

Look at this number. [5,682] It has four digits.
 This digit is the ones digit. [2] It's in the ones place.
 This digit is the tens digit. [8] It's in the tens place.
 This digit is the hundreds digit. [6] It's in the hundreds place.
 This digit is the thousands digit. [5] It's in the thousands place. So 5,682 means 5 thousands, 6 hundreds, 8 tens, and 2 ones.

(Operations)

This is the plus sign. [+] It means to add.
 [5,280 + 50 = 5,330]
 This is the minus sign. [-] It means to subtract.
 [150 - 25 = 125]
 This is the multiplication sign. [x] It means to multiply.
 [10 x 15 = 150]
 This is the division sign. [÷] It means to divide.
 10 divided by 2 equals 5.

(Fractions)

This is a fraction. [1/2] What does it mean?
 It has a top number and a bottom number. It means to divide the top number by the bottom number.
 This fraction is one half. [1/2] It means to divide one by two.

Here is an apple. Let's cut it into two pieces.
 This is one half of the apple.
 Here is another example: This is the fraction 2/5.
 Here are five apples. Let's take two of them.
 Here are 2/5 of the five apples. Here are 3/5 of the five apples. 2/5 plus 3/5 equals all of the apples, or 5/5 of the apples.

This is a decimal fraction, zero point five. [0.5] It means five tenths. The 5 is in the tenths place.
 In this decimal fraction, [0.05] the 5 is in the hundredths place. It's five hundredths, or zero point zero five.

(Geometry)

This is a triangle. A triangle has three sides.
 The line 'ab' is one side. The line 'bc' is another side.
 And the line 'ca' is the third side.
 A triangle also has three angles. In fact, the word 'triangle' means 'three angles'.
 This triangle has three equal sides. The three angles are also equal.
 This is a rectangle. A rectangle has four sides.
 These two sides are equal, and these two sides are equal.
 This is a square. All four sides are equal.
 This is a circle. A circle is round. A circle has a radius and a diameter. The radius of this circle is **r**.
 The radius is the distance from the center of the circle to all the points on the circle.
 The diameter of this circle is **d**.

The diameter is the distance across the circle.
The diameter is equal to twice the radius, or $2 \times r$.
The distance around the circle is equal to $2 \pi r$.
Here we have a triangle inside a circle. Here we have a circle inside a triangle. Here we have a circle inside a square.

World Talk Cards: Activities

These two people are getting married.
This man and woman are getting married.
The three children are with their parents and grandparents.
This family has four adults and three children.
They have three kids, two daughters and a son.
The building in the middle is an apartment building.
Many families live in these buildings.
People are dancing to some music.
The girl in the red dress is dancing with her boyfriend.
This girl is riding on a train.
She's looking out the train window.
He's introducing them to each other.
They are meeting for the first time.
They are talking at a party.

They are having a good time at the party.
They are sitting together on a bench.
The sunset is beautiful.
He's brushing his teeth.
He's in the bathroom.

Speaking Up: Dialogs

Michael: Hi. Are you a new student here?
Tina: *Yes. I'm new here.* I'm Tina.
Mi: I'm Michael. What classes are you taking?
Ti: *I'm taking Math, English, Science, and Music.*
Mi: Oh, me too. Which class are you going to now?
Ti: *I'm going to my English class.* How about you?
Mi: I'm going to my math class. See you later.
Ti: *See you later.*

Elmar: Are you new here?
Al: *Yes, it's my first day.* I'm Alex.
El: Hi, I'm Elmar. You're lucky. Mr. Huffman is a good teacher.

EXERCISES

Exercise A

1. Fill in the following chart.

<i>Ex</i>	<i>She</i>	<i>has</i>	<i>a pencil.</i>
1.	<i>They both</i>		<i>pencils.</i>
2.	<i>She</i>		<i>black hair.</i>
3.	<i>They</i>		<i>in a classroom.</i>
4.	<i>The boy</i>		<i>in the middle.</i>
5.	<i>His book</i>		<i>open.</i>
6.	<i>He</i>		<i>blonde hair.</i>
7.	<i>They</i>		<i>students.</i>
8.	<i>His backpack</i>		<i>red.</i>
9.	<i>Here</i>		<i>two girls.</i>
10.	<i>This boy</i>		<i>a student.</i>

2. Circle the correct word.

Example: Both student / students are in class.

1. He has a pen and a *book* / *books* .
2. The boy is *in* / *on* the middle.
3. The girl *in* / *on* the right has a red skirt.
4. The two girls *are* / *is* laughing.
5. What *do* / *does* both of the girls have?

EXERCISES

Exercise B

1. Listen to the *Dialogs in School Life* and fill in the missing words.

Example: Hi. Are you a new student here?

Yes, I'm new here. I'm Tina.

1. I'm Michael. What classes _____?
2. _____ math, English, science, and music.
3. Oh, me too. Which class _____ now?
4. (a) _____ my English class. (b) _____?
5. I'm going (a) _____. (b) _____.

See you later.

2. Connect the two parts of each sentence.

1. Are you _____
2. Is this _____
3. Mr. Huffman is _____
4. It's my _____
5. Tina has a _____
6. She loves music and she _____
7. He's good _____
8. He goes _____
9. He's thirteen _____
10. He also takes _____

- a. first day.
- b. social studies class?
- c. brother, Alex.
- d. at art.
- e. years old.
- f. violin lessons.
- g. to the same school.
- h. a new student here?
- i. can play the violin.
- j. a good teacher.

3. Answer these questions.

1. Are you a student? _____
2. What classes are you taking? _____
3. Do you have a brother or a sister? _____

EXERCISES

Exercise C

1. Rewrite each sentence. Change “I” to “he” or “she” and “we” to “they”.

Example: I'm sixteen years old.

(She) She's sixteen years old.

1. I'm a new student here.

(She) _____

2. I love music, and I can play the violin.

(She) _____

3. I have a brother. We go to the same school.

(She) _____

4. I'm good at art, and I like sports.

(He) _____

5. We both take violin lessons.

(They) _____

2. Rewrite each sentence. Correct the information.

Example: Tina doesn't have a brother.

Tina has a brother.

1. Tina isn't a new student at the school.

2. Tina can't play the violin.

3. Tina and Alex go to different schools.

4. Alex doesn't like sports.

5. Alex doesn't take violin lessons.

EXERCISES

Exercise D

1. Fill in the correct answer.

a. add	b. bottom	c. digits	d. equal	e. fraction	f. has
g. means	h. minus	i. place	j. sides	k. sign	l. zero

Example: Five (h) three is two.

1. This number has five _____: 13,650. A _____ is in the ones _____.
2. The plus _____ means to _____. The _____ sign _____ to subtract.
3. A _____ has a top number and a _____ number.
4. A triangle _____ three _____.
5. In a square, all four sides are _____.

2. Write in the correct words.

1. **5,280** Five (a) _____ two (b) _____ (c) _____
2. **314** Three (a) _____ (b) _____
3. **0.35** Zero _____ three five
4. **0.35** Thirty five _____
5. **3/5+1/5** Three (a) _____ (b) _____ one (c) _____

3. Answer these questions.

1. How many sides does a rectangle have? A rectangle _____.
2. What is thirty divided by ten? Thirty _____.
3. Which decimal fraction is equal to one fourth? One fourth is _____.
4. One fifth is equal to what decimal fraction? One fifth is _____.
5. What is one fifth times fifteen? One fifth _____.

EXERCISES

Exercise E

1. Fill in the correct word.

a. by	b. circle	c. digit	d. distance	e. equal	f. minus
g. plus	h. radius	i. round	j. square	k. times	l. triangle

Example: Ten is a two (c) number.

1. A circle has a _____ and a diameter. A circle is _____.
2. The diameter is the _____ across the _____.
3. The diameter is two _____ the radius.
4. A _____ has four _____ sides.
5. Ten divided _____ five is two. Ten _____ five is fifteen. Ten _____ five is five.

2. Put the words into the correct order.

Example: /mean/ /does/ /what/ /it/

What does it mean?

1. /number/ /five/ /digits/ /has/ /which/?

2. /ten/ /is/ /times three/ /what/?

3. /what/ /the top/ /in/ /is/ /this fraction/ /number/?

4. /one half/ /to/ /equal/ /is/ /which/ /decimal fraction/?

5. /sides/ /does/ /have/ /how many/ /a triangle/?

EXERCISES

Exercise F

1. Fill in the correct answer.

a. getting	b. have	c. having	d. is	e. introducing	f. listening
g. lives	h. looking	i. meeting	j. riding	k. sit	l. talking

Example: The sunset (d) beautiful.

1. The man and woman are _____ married.
2. Their family _____ in an apartment building. They _____ three children.
3. The little girl is _____ out the window. She's _____ on a train.
4. The people are _____ to some music.
5. The two people are _____ for the first time. Their friend is _____ them.
6. They are _____ and _____ a good time.

2. Circle the correct word.

Example: The little children are to / with their grandparents.

1. They are sitting together *in / on* a bench.
2. The building *in / on* the middle is an apartment building.
3. He's brushing his teeth *in / on* the bathroom.
4. They are talking *at / in* a party.
5. He's introducing them *to / with* each other.

Unit 2

Key concepts in this unit are ability, frequency, duration, sequence, and classification.

Warm-Up: Occupations

This lesson focuses on *what people do* and where they do it. It also shows the difference between what someone does (*What do you do?*) and what someone is doing (*What are you doing?*).

School Life: Schedule

Tina's class schedule is presented, with the times and duration of each class. The dialogs focus on the class schedules of several students. Goal: to be able to present and answer questions about one's own class schedule.

School Subjects: Science 1

This lesson has 3 *Sections* plus a *Quiz*. The three sections are: *Matter*, *States of Matter*, and *Energy*. The focus is on how to describe, classify and group objects. The lesson also introduces basic vocabulary that is essential for general science classes. In the *Quiz*, students practice answering questions that reinforce the language from all three sections.

World Talk Cards: Schedule

This lesson focuses on the schedule and sequence of a typical school day. Goal: to be able to present and answer questions about one's daily schedule, from getting up in the morning to going to bed at night.

Speaking Up: Question Practice

Students use *Speech Recognition* to practice asking questions related to the Math and Science lessons of Units 1 and 2.

Main Learning Points

Present simple

He works in a hospital. They study in a classroom. He often works outside. She sells things to people. Her classes start at 8:00 and finish at 3:25. Her math class begins at 9:50 and ends at 10:40. Matter has size. It changes from a liquid. He gets up at... He takes a bus to... He brushes his teeth.

Present progressive *be+V(ing)*

He's looking at some pictures. She is selling some clothes. They are working on a problem. This construction worker is working on a building. She is taking seven classes.

Ability/Potential *w/can*

Matter can be any size. It can be large. It can be small. It can be any shape. It can be round, like a ball. Matter can change its state. "*Maybe we can work together.*"

Classification

such as buildings and schools...large like an elephant... round like a ball...solids, like ice... one kind of energy is... food such as fruits and vegetables... animals such as fish

Adverbs of Frequency

often works outside...sometimes his job is dangerous... matter always has mass...usually eats lunch in... on most days, he takes a bus...

Duration

from 9:50 to 10:40... from 2:00 until 2:50. It lasts for 50 minutes. How long does it last?

Sequence & Order

first...second...Her third class is math. Her last class is science. "*What's your next class?*" "*My first class is...*" after his bath... just before lunch...after school

Adjectives

a dangerous job... sick people... next class... same math teacher... third class... different teacher... large object... small object... any size... heavy... light... hot... round... square... opposite...the opposite of light is heavy, etc.

Quantification

some pictures, a problem, seven classes, a lot of work, any size, no shape, all states of matter

Subject Verb Object

He helps sick people. She teaches math. She sells things. She is selling something. She has science class... He gives a lot of work. You can count solids. Matter can change its state. We get light...We eat plants...We need energy.

Time clauses/phrases

for an hour... after he gets up...after getting up ...until 1:50... just before lunch...when you heat water...

Yes/No and Wh-questions

What does he do? What is she doing? Who has a dangerous job? Who is teaching math? Where do they study? When does she have lunch? How long does it last? What happens when you heat a liquid?

Lesson Scripts

Warm Up: Occupations

This man is a doctor. He works in a hospital.
He helps sick people.
He's looking at some pictures.

These three girls are students.
These three students are at a school in Japan.
They study in a classroom.
They are working on a problem.
They are good students and they study hard.

This man is a construction worker.
A construction worker builds things.
A construction worker builds things such as buildings
and schools.
He often works outside.
Sometimes his job is dangerous.
This construction worker is working on a building.

This woman is a salesperson.
She works in a department store.
She sells things to people.
She is selling something.
She is selling some clothes.
She is selling something to the girl.

School Life: Schedule

(Introduction)

This is Tina's class schedule. She's taking seven classes.
Her classes start at 8 o'clock and finish at 3:25.
Her first class is English.
Her English class starts at 8 and finishes at 8:50.
It lasts for 50 minutes.
Her second class is P.E., from 8:55 to 9:45.
Her third class is math.
Her math class begins at 9:50 and ends at 10:40.
She has lunch in the cafeteria from 11:40 to 12:30.
Her last class is science.
Her science class starts at 2:35 and finishes at 3:25.

(Dialog 1)

Maya: Hi Tina. How are you today?
Tina: I'm fine! How are you?
M: I'm okay. What's your first class?
T: My first class is English. How about you?
M: My first class is math.
T: Oh, who is your math teacher?
M: It's Mrs. Benning.
T: Oh, Mrs. Benning is my math teacher too! That's my
third class, at 9:50.
M: Who is your English teacher?
T: It's Mr. Adams. How about you?
M: I have a different English teacher, Mr. Gomez, at
12:35.
T: Well, it's time for class. See you later.

Ti: Yeah. See you later.

(Dialog 2)

Alex: What's your next class?
Elmar: Art. Miss Lee's class.
Al: Oh, me too. Is she a good teacher?
El: I don't know. She's new here. Who's your science
teacher?
Al: Mr. Crane.
El: Oh... That's too bad. He gives a lot of work. I've got
him too. Maybe we can work together.
Al: Sure, but I'm not very good at science.

School Subjects: Science 1

(Matter)

What is matter? Here are some examples of matter. [an
ant, an elephant, a glass, a plant].
Matter has size. Matter can be any size, large or small.
It can be a large object, like an elephant. It can be small
object, like an ant. Matter takes up space. This bus takes
up space. It has length and width. It has height.
Large objects take up a large space. Small objects take
up a small space.
Matter can be any size or shape. It can be round, like a
ball. It can be square, like this sign.
Matter also has mass. It can be heavy, like an elephant.
It can be light, like a balloon.

Water and air are matter. They have size and mass. Air
takes up space. Look at volleyball. The air inside a
volleyball takes up space. Look at a balloon when it fills
with air. Air takes up space, but it has no shape. It takes
the shape of its container. Water takes up space, but it
has no shape. It takes the shape of its container.

(States of Matter)

Matter has three states. Matter can be a solid, a liquid,
or a gas. For example, water can be a solid, ice. It can
be a liquid, water. And it can be a gas, steam.
Solids, like ice, have shape. You can count solids. Here
are two apples. Liquids, such as water, have no shape.
They take the shape of their container.
Gases take up space, but they have no shape. They take
the shape of their container.

Matter can change its state. For example, when you heat
ice, it melts. It changes from a solid to a liquid. When
you heat a liquid, it boils. It changes from a liquid to a
gas. The opposite is also true.
When you cool a gas, it changes from a gas to a liquid.
When you cool a liquid, it freezes. It changes from a
liquid to a solid.

(Energy)

What is energy? Light is an example of energy.
Light has no size or shape. It has no mass.
Another example of energy is heat. Heat has no size or
shape or mass. We get light and heat energy from the
Sun. The Sun is very hot. There are hot gases inside the
Sun. Without energy from the Sun, we cannot live. For

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example, we get energy from the Sun in our food. Plants get energy from the Sun. We eat plants. We also eat meat from animals, such as fish. These animals eat plants or other animals. Our food gives us energy to live. Without food we cannot live.

World Talk Cards: Schedule

This student has a busy schedule on school days. This is one student's daily schedule.

He wakes up at 7:00 every morning. He gets up at 7:00 every morning.

He takes a bath after he gets up. After waking up, he takes a bath.

He brushes his teeth after his bath. After taking a bath, he brushes his teeth.

He usually goes to school by bus. On most days, he takes a bus to school.

His math class starts at 11:10. His math class meets in the morning at 11:10. He has a math class in the morning just before lunch.

He usually eats lunch in the cafeteria. After math class he has lunch in the cafeteria.

His English class is after lunch, until 1:50.

He goes to his gym class at 2:00. His gym class starts at 2:00. His gym class meets from 2 until 2:50. He goes to his gym class at 2:00.

Sometimes, after school, he plays music with a friend. Sometimes he and a friend play music together after school.

He eats dinner at around 6 o'clock in the evening. In the evening, around 6:00, he eats dinner.

Speaking Up: Question Practice

Which number has five digits?

Which number has a five in the tens place?

What is ten minus five?

What is ten divided by five?

Which fraction is equal to $\frac{1}{2}$?

Which decimal fraction is equal to $\frac{1}{2}$?

Which object has a radius?

Which object has four equal sides?

How many sides does a triangle have?

What takes the shape of its container?

What is the opposite of heavy?

Does matter always have shape?

How many states does matter have?

How many states of matter are there?

What happens when you heat a liquid?

How do you change a liquid into a gas?

Which state of matter has mass?

What is one example of energy?

Where does the energy in our food come from?

Where do animals get their energy?

What kind of energy comes from the Sun?

EXERCISES

Exercise A

1. Look at the pictures in the *Warm-Up* lesson. Then answer these questions.

Example: Where are the girls? They're in a classroom.

1. What is the doctor doing? He's _____ pictures.
2. Who does the doctor help? He _____
3. What are the students doing? They are _____ a problem.
4. What is the salesperson doing? She's _____ something.
5. What is she selling? She's _____

2. Match the job with the description.

1. Doctors _____
2. Students _____
3. Teachers _____
4. Auto mechanics _____
5. Department store clerks _____
6. Taxi drivers _____
7. Scientists _____
8. Airline pilots _____
9. Musicians _____
10. Athletes _____

- a. take people around a city.
- b. fly airplanes.
- c. do experiments in a laboratory.
- d. study in a classroom.
- e. play music and give performances.
- f. teach in a school.
- g. repair cars in a garage.
- h. play sports such as baseball.
- i. help patients in a hospital or clinic.
- j. sell things like clothes.

EXERCISES

Exercise B

1. Fill in the correct answer.

a. cafeteria	b. finishes	c. first	d. last	e. lasts	f. lunch
g. minutes	h. second	i. starts	j. takes	k. taking	l. third

Example: Tina is (k) seven classes.

Her _____ class _____ at 8:00 and _____ at 8:50. It _____ for fifty _____.

Her _____ class is from 8:55 to 9:45, and her _____ class is from 9:50 to 10:40.

She has _____ in the _____ from 11:40 to 12:30. Her _____ class is science.

2. Listen to the *Dialogs in School Life* and fill in the missing words.

Example Hi Tina. How are you today?

1. My first class is English. How _____?

My first class is math.

2. I have a (a) _____ English teacher, Mr. Gomez, (b) _____.

Well, it's (c) _____. See you (d) _____.

3. Is she a good teacher?

I don't know. (a) She's _____. Who's (b) _____?

4. That's too bad. He (a) _____ of work. I've (b) _____ too.

Maybe we (c) _____.

3. Answer these questions.

1. How many classes are you taking? _____

2. What is your first class? _____

3. What is your last class? _____

EXERCISES

Exercise C

1. Contractions. Fill in the words for each contraction.

Example: *It's* *It is*

- | | |
|--------------------------|--|
| 1. <i>I'm</i> _____ | 2. <i>Who's</i> your teacher? _____ |
| 3. <i>You're</i> _____ | 4. <i>She's</i> eating lunch. _____ |
| 5. <i>They're</i> _____ | 6. <i>What's</i> your name? _____ |
| 7. <i>I've got</i> _____ | 8. <i>That's</i> my first class. _____ |

2. Connect the two parts of each sentence.

- | | |
|--------------------------------------|-------|
| 1. She's taking | _____ |
| 2. Her math class begins at 9:50 and | _____ |
| 3. Well, it's time | _____ |
| 4. The science teacher gives | _____ |
| 5. Her classes last | _____ |
| 6. They have the | _____ |
| 7. Alex isn't | _____ |
| 8. Mr. Crane | _____ |
| 9. Mrs. Benning is | _____ |
| 10. Tina's science class is | _____ |

- | |
|---|
| <p>a. a lot of work.</p> <p>b. same math teacher.</p> <p>c. very good at science.</p> <p>d. seven classes.</p> <p>e. teaches science.</p> <p>f. a math teacher.</p> <p>g. ends at 10:40.</p> <p>h. from 2:35 to 3:25.</p> <p>i. for class.</p> <p>j. for fifty minutes.</p> |
|---|

EXERCISES

Exercise D

1. Fill in the correct answer.

a. any	b. can	c. container	d. has	e. matter	f. object
g. shape	h. size	i. some	j. space	k. takes up	l. width

Example: Water and air are (e) .

1. Matter be , large or small. It can be a large , like an elephant.
2. Matter space. It has length and . Large objects take up a large .
3. Air no shape. It takes the of its .

2. Listen to *Matter* and write in the correct words.

1. An elephant is an (a) _____ of a large (b) _____.
2. The air (a) _____ a volleyball (b) _____ space.
3. Air and water take up (a) _____, but they have no (b) _____.
4. Matter always has (a) _____. It can be heavy, (b) _____ an elephant, or light, (c) _____ an ant.
5. The opposite of *small* is _____.

3. Answer these questions.

1. What is the shape of the Sun? The Sun is _____.
2. What is the shape of a doorway? A doorway has the shape of a _____.
3. What is an example of a round, light object? _____.

EXERCISES

Exercise E

1. Fill in the correct word.

a. changes	b. cool	c. energy	d. example	e. heat	f. hot
g. ice	h. liquid	i. live	j. solid	k. such as	l. Sun

Example: The Sun is very ____ (f) ____.

1. Solids, like _____, have shape. Liquids, _____ water, have no shape.
2. When you _____ ice, it melts. When you heat a _____, it boils.
3. When you _____ a gas, it _____ from a gas to a liquid.
4. Light is an example of _____. Another _____ of energy is heat.
5. Without energy from the _____, we cannot _____.

2. Put the words into the correct order.

Example: /there/ /states/ /are/ /how many/ /of matter/?

How many states of matter are there?

1. /states/ /does/ /have/ /how many/ /matter/?

2. /how/ /change/ /you/ /do/ /a liquid/ /into a gas/?

3. /in our food/ /the energy/ /does/ /where/ /come from/?

4. /energy/ /do/ /where/ /their/ /get/ /animals/?

5. /happens/ /when/ /what/ /a liquid/ /you heat/?

EXERCISES

Exercise F

1. Fill in the correct answer.

a. after	b. around	c. before	d. busy	e. by	f. gets up
g. meets	h. schedule	i. starts	j. until	k. usually	l. with

Example: This is his daily _____ (h) _____.

1. The student has a _____ schedule on school days.
2. He _____ at 7:00. He takes a bath _____ he gets up.
3. He _____ goes to school _____ bus.
4. His math class _____ in the morning just _____ lunch.
5. His English class is after lunch, _____ 1:50. His gym class _____ from 2:00 to 2:50.
6. In the evening, _____ 6:00, he eats dinner.

2. Circle the correct word.

Example: I am busy for / on school days.

1. I usually get up *around / between* 7:00 and 7:30.
2. After getting up, I always eat breakfast *until / with* my family.
3. *After / Then* I take a shower and get dressed for school.
4. I usually leave home *around / between* 8:15.
5. It takes about 30 minutes to get to school *by / on* bus.

3. Complete these sentences.

1. After I get up, I usually _____.
2. I usually leave for school _____.
3. How do you usually get to school? I usually _____.

Unit 3

Key concepts in this unit are classification, location, giving directions, and introducing the use of phrases to build longer sentences.

Warm-Up: Classification

In this lesson we describe 4 different kinds of buildings and what they are for. For example, a gym is *for* indoor sports *such as* basketball.

School Life: School Map

A map of Tina's school is presented, and the students ask for directions such as: *How do I get to the third floor?* Goals: Students learn to give the location and directions for places in their school. Also, students learn to give the spelling of their names.

School Subjects: Geography 1

This lesson has 3 *Sections* plus a *Quiz*. The three sections are: *Earth, Directions, and Time Zones*. This unit uses location and time phrases to build slightly longer sentences. The lesson also introduces and reinforces basic vocabulary that is essential for geography, science and math classes. In the *Quiz*, students practice answering questions that reinforce the language from all three sections.

World Talk Cards: Occupations

This lesson extends and reviews vocabulary related to occupations. It uses both present and present progressive tenses to describe what people do in an occupation. Goal: to learn the difference between the present and progressive tenses.

Speaking Up: Dialogs

Students use *Speech Recognition* to review and practice the dialogs from Units 2 and 3, which focus on giving directions and talking about one's class schedule.

Main Learning Points

Present simple

People come to buildings like this... You need a concert ticket... Students play sports... It means 'gym'. The equator divides the Earth... The Sun goes down... It rotates from east to west... It takes 24 hours...

Present progressive *be+V(ing)*

They are watching... They are going to the same place. She is painting the sunset... He is selling a ticket... He is delivering a pizza... "I'm going there too."

Classification: *such as, like*

Many schools have a building like this one. You can hear music in a place like this. Students play sports such as basketball... What kind of sports... some countries, such as China...

Locations and Asking for Directions at School

"Excuse me, but where is room 3B?" "It's on the 3rd floor." "How do I get to the third floor?" "Which way is it?" "Go to the end of the hallway." "Then turn left..." The cafeteria is south of the main building.

Directions & Motion

north, south, left, right, down the hall, turn left... west is the opposite of east. Australia is in the southern hemisphere. Australia is south of the equator. It travels through the sky, from east to west.

Duration & Length

It takes 24 hours... It's about 25,000 miles long... Twenty-four hours is the length of one day. How long does it take to...? How long is a day? How long is the equator?

Can & can't

You can see very far... You can hear beautiful music... You can't play outdoor sports... some parts of China can be dark, and other parts can be light...

Purpose & Reason

It's for concerts. It's because the Earth rotates. Why is there a time difference? There's a time difference because they are in different time zones.

there :existential

there are seven continents... there isn't a time difference... there's a six hour time difference between...

Time clauses/phrases

on Sunday... when it's daytime... when it's night... at the same time in the evening...

Yes/No and Wh-questions

What is this kind of building called? What kind of sports... How tall is this building? What do you need to see a concert? What does this mean? How do I get there? How does she spell her name? How long is the equator? How many continents are there? How long is a day? What is the time difference between Paris and New York?

Lesson Scripts

Warm Up: Classification

Many people are inside this building.
 More than 50,000 people are inside this building.
 They are watching a football game.
 People come to buildings like this to watch sports such as football.
 This building is round, and it has no roof.
 It's called a stadium.

Many schools have a building like this one.
 Students play sports such as basketball and volleyball in a building like this.
 You can't play outdoor sports such as baseball in a building like this.
 Here they are playing a game of basketball.
 This building is called a gym.

Many people work in buildings like this.
 This building is very tall.
 This is one of the tallest buildings in the world.
 It has more than 100 floors.
 Its height is 443 meters.
 You can see very far from the top of this building.
 The top of the building is in the clouds!

This is a concert hall in Russia.
 You can hear beautiful music in a place like this.
 This hall has many seats and a large stage.
 A piano is on the stage, and many people are in their seats.
 Unfortunately, concert tickets are often very expensive.
 You need a concert ticket to see a concert.

School Life: School Map

(School Map)

Here is a map of Alex and Tina's school. The main building is on the right, here. It has three floors.
 Most of the classrooms are in this building.
 To the left of the main building is the auditorium. It's for concerts and school assemblies.
 The gym is just south of the auditorium. It's for sports.
 The music and arts building is here, next to the gym.
 The cafeteria is here. Students eat their lunch in the cafeteria. The cafeteria is south of the main building.
 The auditorium is north of the gym.

(Dialog 1)

Alex: Excuse me. Where is room 3B?
 Mei: It's on the third floor.
 Al: How do I get to the third floor?
 Me: The stairs are down the hall, on the right.
 Al: Oh, thanks!
 Me: Wait! I'm going there too. We can go together.
 Al: Thanks. This is my first day here. My name's Alex.
 Me: Hi Alex. I'm Mei.

Alex: May? M-A-Y?
 Me: No. M-E-I. Let's go! We don't want to be late.

(Dialog 2)

Tina: Excuse me, but what does this mean?
 Tiara: Oh, the G? It means 'gym'. You have your p.e. class there, you know, sports -- like volleyball and basketball.
 Tina: Right.
 Tiara: The gym's not in this building. It's in another building.
 Tina: Which way is it?
 Tiara: Oh, how do I get there?
 Tiara: Go to the end of the hallway. Then turn left and go out the door.
 Tina: Okay.
 Tiara: The gym is the large building to the left of the auditorium.
 Tina: To the left of the Auditorium?
 Tiara: Yeah, the big room for concerts and assemblies.
 Tina: Oh, thanks.

School Subjects: Geography 1

(Earth)

This is our planet, the Earth. It has the shape of a sphere, or a ball.
 This line is the equator. The equator is about 25,000 miles long, or 40,000 kilometers. That is the distance around the Earth.
 The equator divides the Earth into two hemispheres. The word "hemisphere" means "half" sphere.
 This is the northern hemisphere. This is the southern hemisphere. Europe is in the northern hemisphere. Australia is in the southern hemisphere. Altogether, there are seven continents. [Europe, Asia, North America, South America, Africa, Australia and Antarctica.]

(Directions)

This is a compass. The four directions of the compass are North, South, East and West. South America is to the south of North America. Europe is to the west of Asia. Asia is to the east of Europe.

How do you know which direction is north, south, east or west? Look at the sunset. The Sun goes down in the West. The Sun comes up in the East. The Sun travels through the sky from east to west. This is because the Earth rotates, or turns. It rotates from west to east. It takes 24 hours to make a complete rotation. Twenty-four hours is the length of one day.

(Time Zones)

The Earth is divided into time zones. When it's daytime in Africa, Asia, and Europe, it's night in North and South America. For example, when it's 5:00 a.m. in Paris, it's 11:00 p.m. in New York. That means there's a six hour difference between Paris and New York.

When you travel from Tokyo, Japan to San Francisco, you cross seven time zones. That means when it's 11:00 a.m. on Monday in Tokyo, it's 6:00 p.m. in San Francisco on Sunday.

In some countries, such as China, the whole country uses the same time. At the same time in the evening, some parts of China can be dark, and other parts can be light.

World Talk Cards: Occupations

He is a math teacher. He's teaching math.

A mechanic fixes cars. He is working in a repair shop.

This artist is a painter. She is painting the sunset.

A dentist checks teeth. He's checking the patient's teeth.

A delivery person carries packages. He's delivering a pizza.

A doctor helps sick people. A patient is visiting the doctor.

A pharmacist sells medicine. She is working at a pharmacy.

A travel agent sells airline tickets. He is selling a ticket to the customer.

A thief steals things from people. The thief is stealing things from a home.

Speaking Up: Dialogs

Alex: Excuse me. Where is room 3B?

Mei: *It's on the third floor.*

Al: How do I get to the third floor?

Me: *The stairs are down the hall.*

Al: Oh, thanks!

Maya: Hi Tina. How are you today?

Tina: I'm fine! How are you?

Ma: I'm okay. What's your first class?

Ti: *My first class is English.* How about you?

Ti: My first class is Math.

Ma: Oh, who is your math teacher?

Ti: *It's Mrs. Benning.*

Ma: Oh, Mrs. Benning is my math teacher too!

Ti: *That's my third class.*

Ti: Well, it's time for class. See you later.

Ma: Yeah. See you later.

EXERCISES

Exercise A

1. Look at the pictures in the *Warm-Up* lesson. Then put the words into the correct order.

Example: /in/ /work/ /this/ /like/ /people/ /many/ /buildings/.

Many people work in buildings like this.

1. /buildings/ /like this/ /work/ /in/ /people/ /many/.

2. /like/ /schools/ /have/ /many/ /this one/ /a building/.

3. /play sports/ /a building/ /volleyball/ /students/ /such as/ /in/ /like this/.

4. /come to/ /buildings/ /people/ /sports/ /football/ /like this/ /to watch/ /such as/.

5. /music/ /you/ /can/ /a place/ /beautiful/ /hear/ /like this/ /in/.

2. Match the following buildings/places to the correct description.

- 1. A stadium _____
- 2. A cafeteria _____
- 3. A doctor's office _____
- 4. An airport _____
- 5. A department store _____
- 6. A concert hall _____
- 7. A bank _____
- 8. An office building _____
- 9. A library _____
- 10. A gym _____

- a. It's for indoor sports like basketball.
- b. You can hear beautiful music here.
- c. People come here to buy clothes.
- d. People come here to get books.
- e. This type of building is often very tall.
- f. People come here to catch their plane.
- g. We watch baseball or football here.
- h. Students eat their lunches here.
- i. People keep their money here.
- j. Sick people go here.

EXERCISES

Exercise B

1. Listen to the Dialogs in School Life and fill in the missing words.

Example: Excuse me, but what does this mean?

Oh, the G? It means gym.

1. Alex: Excuse me. _____ 3B?
2. Mei: It's on _____.
3. Alex: How do I _____?
4. Mei: The stairs _____, on the right.
Alex: Oh, thanks!
5. Mei: Wait! _____. We can go together.

2. Connect the two parts of each sentence. Choose the best answer.

1. Excuse me, but what _____
2. The gym's not _____
3. Which _____
4. The auditorium is north _____
5. Turn left, and _____
6. Yeah, it's the big room _____
7. The main building _____
8. It's in _____
9. Go to the _____
10. The gym is just _____

- a. has three floors.
- b. in this building.
- c. another building.
- d. way is it?
- e. does this mean?
- f. for concerts and assemblies.
- g. south of the auditorium.
- h. of the gym.
- i. end of the hallway.
- j. go out the door.

3. Answer these questions.

1. When is your P.E. class? _____
2. How do you get from your class to the cafeteria? _____

3. Which sports do you play? _____

EXERCISES

Exercise C

1. Rewrite each sentence. Change “he”, “she”, or “they” to “I” or “we”.

Example: He wants to go to the third floor.

I want to go to the third floor.

1. She’s going there too.

2. They can go together.

3. She doesn’t want to be late.

4. She spells her name, M-E-I.

5. How can he get to the third floor?

2. Rewrite each sentence. Correct the information.

Example: Tina doesn’t have a brother.

Tina has a brother.

1. Alex is looking for Room 3D.

2. She spells her name M-A-Y.

3. This isn’t Alex’s first day at school.

4. The students play volleyball or basketball in the auditorium.

5. They want to be late.

EXERCISES

Exercise D

1. Fill in the correct answer.

a. compass	b. directions	c. divides	d. half	e. into	f. line
g. part	h. shape	i. sphere	j. Sun	k. through	l. west

Example: This (f) is the equator.

1. The Earth has the _____ of a _____, or ball.
2. The equator _____ the Earth _____ two hemispheres.
3. The four _____ of the _____ are north, south, east and _____.
4. The _____ travels _____ the sky from east to west.
5. The word *hemisphere* means _____ sphere.

2. Circle the correct word.

Example: Twenty-four (hours) / minutes is the length of one day.

1. How many *continent* / *continents* are there?
2. The Earth is divided *into* / *in* time zones.
3. South America is west *of* / *to* Africa and across an ocean.
4. The Earth is a *planet* / *star*.
5. The Earth has the shape of a *sphere* / *square*.

3. Answer these questions.

1. How many hours are in one day? *There are* _____.
2. Is Australia north or south of the equator? *It is* _____.
3. The Sun comes up in what direction? *The Sun* _____.
4. What is the third planet from the Sun? *The* _____.
5. Which direction is South America from Africa? *South America is to* _____.

EXERCISES

Exercise E

1. Fill in the correct word.

a. day	b. difference	c. distance	d. east	e. equator	f. hour
g. length	h. long	i. rotates	j. rotation	k. takes	l. travels

Example: The Sun comes up in the ____ (d) ____.

1. The ____ is about 25,000 miles ____, or 40,000 kilometers.
2. Twenty-four hours is the ____ of one ____.
3. It ____ 24 hours for the Earth to make a complete ____.
4. The Sun ____ through the sky because the Earth ____.
5. There is a six ____ time ____ between Paris and New York.

2. Put the words into the correct order.

Example: /long/ /how/ /the equator/ /is/?

How long is the equator?

1. /there/ /how/ /continents/ /many/ /are/?

2. /is/ /the length/ /what/ /of/ /one day/?

3. /north/ /which/ /is/ /the opposite/ /direction/ /of/?

4. /divided/ /the Earth/ /is/ /why/ /time zones/ /into/?

5. /is/ /what/ /the time difference/ /between/ /New York/ /and Paris/?

EXERCISES

Exercise F

1. Fill in the correct answer.

a. airline	b. carries	c. customer	d. delivering	e. doctor	f. fixes
g. fixing	h. from	i. sells	j. selling	k. stealing	l. steals

Example: A thief (f) things from people.

1. A pharmacist _____ medicine.
2. A travel agent sells _____ tickets.
3. He is _____ a ticket to a _____.
4. The thief is _____ things _____ a home.
5. A delivery person _____ packages.
6. He's _____ a pizza.
7. A patient is visiting the _____.
8. A mechanic _____ cars.

2. Circle the correct word.

Example: A doctor (helps) / helping sick people.

1. He is working *in / on* a repair shop.
2. A dentist *checks / checking* teeth.
3. She is *painter / painting* the sunset.
4. A patient is *visiting / visit* the doctor.
5. She is working *at / on* a pharmacy.

Unit 4

This unit continues to develop the present tenses and basic phrases necessary to build and link longer sentences.

Warm-Up: Weather

This lesson focuses on *what people are doing* in various types of weather. It also shows the use of *it+ condition* to describe weather conditions, such as “*It’s sunny.*”

School Life: Map

A map showing the location of Alex’s house is presented, with street directions, etc. The first dialog focuses on where Alex lives and on family circumstances, including the living arrangements of a girl whose parents are divorced. In the second dialog, Tina is invited to have lunch with some friends, and they talk about their classes, teachers, and cafeteria food.

School Subjects: English 1

This lesson has 2 *Sections* plus a *Quiz*. The two sections are: *Nouns* and *Verbs*. The focus is on classifying and grouping objects, in this case, words. Students begin to learn how to talk about language and words. In the *Quiz*, students are asked to classify, count, and group words.

World Talk Cards: Weather

This lesson extends the language and vocabulary of weather and weather conditions. The use of prepositional phrases and the pattern *it+ adj+ infinitive* (*it’s fun to eat ice cream*) are included. Goal: to be able to present and answer questions about the weather and what one does in various weather conditions.

Speaking Up: Question Practice

Students use *Speech Recognition* to practice asking important information questions from the Geography and English lessons of Units 3 and 4.

Main Learning Points

Present progressive *be+ V(ing)*

A storm is coming. It’s raining. They are walking in the snow. She’s carrying an umbrella. She isn’t wearing a coat. She’s trying to stay dry. He’s waiting for a bus. He’s holding on to his hat.

Present simple

Alex lives on 18th Avenue. It takes about twenty minutes to walk to school. I don’t have any brothers. I stay with my mom... We travel a lot. I’ve got some good teachers.

Adjectives

warm clothes...it’s cold... the sky is blue... hot... clear... cloudy...sunny... nice... windy... beautiful... wet...dry... heavy... white... good... awful...fun

Prepositions of place, time, & direction

on sunny days, in cold weather, in autumn... behind the clouds, in the sky, on a mountain, on 18th Avenue, near the park, in the rain, at the bus stop, in the park... at the stars, to school, etc.

because, so

We can’t see the Sun because it’s behind the clouds. It’s cold, so they are...they are wearing warm clothes because it’s cold...the sky is clear, so they can see many stars.

there: existential

there are many clouds in the sky... there are many types of... there are two nouns... there aren’t any nouns...

it + condition or state

It’s raining...it’s cold... it’s cloudy... it’s fall... It’s nice to ride...it’s fun to eat ice cream...

Frequency &Duration

several times a year, a lot, during the week...it takes about twenty minutes...on weekends I stay with...

Location & Map language

Alex lives on 18th Avenue, near Pacific Park. His house is on the corner of... near the park... several blocks south of... on the other side of... across the street from

Yes/No and Wh-questions

Does he have any brothers? What are they carrying? What kind of weather is it? Which way is the school from the shopping center? How are her classes? Which of these words is not a noun? In this sentence, what does the pronoun ‘it’ mean? What type of words are these words?

Lesson Scripts

Warm Up: Weather

It's cloudy. There are many clouds in the sky.
 A storm is coming. The Sun is behind the clouds.
 We can't see the Sun because it's behind the clouds.
 A cloudy sky is sometimes beautiful.
 Cloudy days are usually cool, but sometimes they are not. There are many types of clouds.

It's raining very hard. She's walking in the rain.
 She's carrying a red umbrella and a paper bag.
 She's going home. She isn't wearing a coat.
 It's wet, but it isn't too cold.
 She's trying to stay dry.

It's very cold. They're on a mountain.
 They are walking in the snow.
 They are wearing warm clothes.
 You need warm clothes in cold weather.
 They are carrying heavy backpacks.

It's very hot. The Sun is shining and the water is clear.
 The sky is blue and the clouds are white.
 These people are in a boat. On sunny days they like to be outside.

School Life: Map

(Pacific Drive)

Alex lives on 18th Avenue, near Pacific Park.
 His house is on the corner of Pacific Drive and 18th Avenue. It's across the street from the park.
 On the other side of Pacific Drive is a shopping center.
 The school is several blocks south of the shopping center.
 It takes about twenty minutes to walk to school.
 Pacific Park is on the other side of 18th Avenue.
 Pacific Park is across the street from his house.
 His house is near Pacific Park.
 A shopping center is on the other side of Pacific Drive.

(Dialog 1)

Mei: Where do you live, Alex?
 Alex: I live on 18th Avenue, near the park.
 M: Do you have any brothers or sisters?
 A: Yes, I have an older sister.
 A: Her name's Tina.
 A: She's a student here. How about you?
 M: No, I don't have any brothers or sisters. My parents are divorced.
 A: Oh, really.
 A: Who do you live with?
 M: I stay with my mom during the week. On weekends I stay with my dad.
 A: What do they do?
 M: My dad's an artist. My mom is a teacher. How about your parents?

A: My dad's a pilot, and my mom works at the airport.
 M: Oh! Do you travel a lot?
 A: Yeah, we travel a lot, several times a year.
 M: Well, it's time to go to class. What's your next class?
 A: Science. How about you?
 M: English.
 A: See you later.

(Dialog 2)

Melanie: Hi Tina. Do you want to have lunch with us?
 Tina: Sure.
 M: How are your classes?
 T: They're okay! I've got some good teachers.
 M: Yeah, most of them are pretty good here. But the food in the cafeteria is awful!
 T: I know!

School Subjects: English 1

(Nouns)

We can divide words into different types of words. One type of word is a 'noun'. Here are some examples of nouns: [friend, cat, apple, job, school]
 A noun can be a person or an animal. The word 'friend' is a noun because a friend is a person. The word 'cat' is a noun because a cat is an animal. A noun can be a thing. The word 'job' is a thing, because people can have a 'job'. It's something.

A pronoun is a type of noun. It takes the place of a noun or noun phrase. Here are some examples of pronouns: [I, me, you, these, those]

Look at this sentence: "Tina is a student."
 Now look at the second sentence: "She (Tina) has many friends." In the second sentence, 'She' takes the place of 'Tina'.

Look at the sentence: "A bus takes up space." Now look at the second sentence: "It has length and width." In the second sentence, the pronoun 'it' takes the place of the noun phrase, 'a bus'.

(Verbs)

Verbs are another type of word. Here are some examples of verbs: [eat, drink, be, have, want]
 Some verbs express actions, such as these verbs: [eat, drink, walk, watch] Look at the sentence: "They eat in the cafeteria." In this sentence, the verb 'eat' expresses an action.

Some verbs don't express actions. These include verbs like 'be', 'have', 'want', and 'like'.

Look at the sentence: "Tina has many friends." In this sentence, the verb 'has' doesn't express an action. Here are some more examples: [be, have, need, own, understand] These verbs are not action verbs.

English For Success ~ Unit 4

World Talk Cards: Weather

He's waiting for a bus in the rain. He's waiting at the bus stop, and it's raining.

It's spring and she's planting flowers. It's nice outside, so she's planting flowers.

It's spring and he's riding his bicycle. In spring weather, it's nice to ride a bicycle.

It's hot and they are buying ice cream in the park. It's a hot summer day, so the kids want ice cream. In summer it's fun to eat ice cream.

It's hot and sunny, and they're playing volleyball. It's a hot summer day and they're at the beach.

It's windy and he's holding on to his hat. He's holding on to his hat because it's windy.

In autumn, many leaves fall from the trees. It's fall and many leaves are on the ground.

The sky is clear tonight. Let's look at the stars.

The sky is clear so they can see many stars. They are looking up at the stars.

It's cold outside and it's snowing.

They're wearing warm clothes because it's very cold.

It's cold, so they are wearing warm clothes.

Speaking Up: Question Practice

How long is the equator?

How many continents are there?

What is the length of one day?

Which direction is the opposite of north?

Why does the Sun travel through the sky?

Why isn't the time in Paris and New York the same?

How long does it take for the Earth to make a complete rotation?

Why is there a time difference between Paris and New York?

Why isn't there a time difference between San Francisco and Los Angeles?

Why isn't there a time difference between Berlin and Rome?

How many times zones do you cross when you travel from Tokyo to San Francisco?

Why is the Earth divided into time zones?

What time of the day is it in China when it's morning in New York?

What time of the day is it in Africa when it's afternoon in Europe?

How many nouns are in this sentence?

Which of these words is not a pronoun?

Which verb doesn't express an action?

Which verb expresses an action?

Which of these verbs is an action verb?

Are there any pronouns in this sentence?

EXERCISES

Exercise A

1. Look at the pictures in the *Warm-Up* lesson. Then answer these questions.

Example: Where is the Sun? The Sun is behind the clouds.

1. What is in the sky? There are _____ sky.
2. Why can't we see the Sun? We can't _____ clouds.
3. What is she carrying? She's _____ bag.
4. What are they wearing? They're _____
5. What's the weather like? It's wet, but _____

2. Connect the two parts of each sentence.

1. The Sun is _____
2. She's walking _____
3. You need warm _____
4. The Sun is shining and _____
5. Cloudy days are usually cool, but _____
6. There are many _____
7. The sky is blue _____
8. On sunny days, they _____
9. She's trying _____
10. A cloudy sky _____

- a. is sometimes beautiful.
- b. in the rain.
- c. to stay dry.
- d. like to be outside.
- e. the water is clear.
- f. behind the clouds.
- g. and the clouds are white.
- h. sometimes they are not.
- i. clothes in cold weather.
- j. clouds in the sky.

EXERCISES

Exercise B

1. Listen to the *Dialogs in School Life* and fill in the missing words.

Example: Where do you live Alex?

I live on 18th Avenue, near the park.

1. *Mei:* Do you have _____?
2. *Alex:* Yes, I have_____. Her name is Tina.
3. *Alex:* She’s a student here. _____?
4. *Mei:* _____ brothers or sisters.
5. *Mei:* My _____.

2. Connect the two parts of each sentence. Choose the best answer.

1. On weekends _____
2. Well, it’s time _____
3. My dad is _____
4. What’s your _____
5. Do you have any _____
6. I live on 18th Avenue, _____
7. My mom _____
8. I stay with my mom _____
9. Who do _____
10. Yeah, we travel a lot, _____

- a. to go to class.
- b. you live with?
- c. I stay with my dad.
- d. works at the airport.
- e. several times a year.
- f. next class?
- g. a pilot.
- h. brothers or sisters?
- i. near the park.
- j. during the week.

3. Answer these questions.

1. How often do you travel? Where do you go? _____
2. What do your parents do? _____
3. How many brothers or sisters do you have? I _____

EXERCISES

Exercise C

1. Listen to *Pacific Drive* and fill in the correct answer.

a. across	b. away	c. blocks	d. corner	e. minutes	f. near
g. of	h. on	i. other	j. side	k. street	l. takes

Example: Pacific Park is on the (i) side of 18th Avenue.

Alex lives (1) _____ 18th Avenue, (2) _____ Pacific Park. His house is on the (3) _____ of Pacific Drive and 18th Avenue. It's (4) _____ the (5) _____ from the park. On the other (6) _____ of Pacific Drive is a shopping center. The school is several (7) _____ south (8) _____ the shopping center. It (9) _____ about twenty (10) _____ to walk to school.

2. Listen to the *Dialogs in School Life* and fill in the missing words.

Example: Yeah, we travel a lot, several times a year.

1. *Melanie:* Hi Tina. _____?

Tina: Sure.

2. *Melanie:* How _____?

3. *Tina:* They're okay! _____ good teachers.

4. *Melanie:* Yeah, _____ pretty good here.

5. *Melanie:* But _____ is awful!

Tina: I know!

3. Answer these questions.

1. How is the food at your school? *The food* _____

2. Who is your favorite teacher? Why? *My favorite teacher* _____

3. What is near your house? *There is a* _____

4. Who do you eat lunch with? *I usually eat lunch* _____

EXERCISES

Exercise D

1. Fill in the correct answer.

a. another	b. because	c. can	d. divide	e. express	f. into
g. other	h. place	i. takes	j. type	k. types	l. word

Example: Some verbs (e) an action.

We can (1) _____ words (2) _____ different (3) _____ of words. One (4) _____ of (5) _____ is a noun.

A noun (6) _____ be a person, an animal, or a thing. The word *friend* is a noun (7) _____ a friend is a person. Pronouns are (8) _____ type of word. A pronoun (9) _____ the (10) _____ of a noun.

2. What types of words are these?

Example: elephant noun

- | | | |
|-------------------|------------------|-------------------|
| 1. equator _____ | 6. digits _____ | 11. country _____ |
| 2. compass _____ | 7. they _____ | 12. it _____ |
| 3. he _____ | 8. rotates _____ | 13. get _____ |
| 4. subtract _____ | 9. matter _____ | 14. have _____ |
| 5. we _____ | 10. divide _____ | 15. word _____ |

3. Put a circle around the nouns in these sentences.

Example: Most of the classrooms are in the main building.

1. The boy has a small red backpack.
2. The students at their school come from many countries.
3. Matter can change its state.
4. Light has no size or shape.
5. The equator divides the Earth into two hemispheres.

EXERCISES

Exercise E

1. Replace the pronouns with the correct answers.

Example: It divides the Earth into two hemispheres.

The equator divides the Earth into two hemispheres.

1. **It** has three states: gas, liquid, and solid.

2. **She** can play the violin.

3. We can't see **it**, because it's behind the clouds.

4. **It** means 'gym'.

5. **He** and his sister take music lessons.

2. Put the words into the correct order.

Example: /a pronoun/ /is/ /a type/ /noun/ /of/.

A pronoun is a type of noun.

1. /word/ /an/ /of/ /which/ /action/ /expresses/ /type/?

2. /verbs/ /actions/ /express/ /some/ /don't/.

3. /pronoun/ /what/ /do/ /does/ /a/?

4. /you/ /an/ /of/ /can/ /verb/ /think/ /action/?

5. /type/ /word/ /another/ /verbs/ /are/ /of/.

EXERCISES

Exercise F

1. Fill in the correct answers.

a. because	b. fall	c. holding	d. hot	e. it's	f. many
g. much	h. planting	i. see	j. so	k. waiting	l. wearing

Example: It's a (d) summer day, so the kids want ice cream.

1. He's _____ on to his hat _____ it's windy.
2. The sky is clear _____ they can _____ many stars.
3. He's _____ for a bus in the rain.
4. It's nice outside, so she's _____ flowers.
5. In autumn, _____ leaves _____ from the trees.
6. They are _____ warm clothes because _____ very cold.

2. Circle the correct word.

Example: It's cold outside and / but it's snowing.

1. In spring weather, it's nice *ride* / *to ride* a bicycle.
2. He's holding on to his hat *because* / *so* it's windy.
3. He's waiting for a bus *in* / *on* the rain.
4. In autumn, many leaves fall *from* / *to* the trees.
5. In summer it's fun *eat* / *to eat* ice cream.

Unit 5

Key concepts in this unit are means, comparisons, quantities and prices, and giving locations.

Warm-Up: Transportation

Students learn to express how people travel, and the use of *by* to express *means*. For example, people go to work *by* train.

School Life: Food

A lunch menu is presented along with prices. Goal: students learn to ask about prices. In Dialog 1, a student makes a *suggestion* and they arrange where to meet for lunch. In Dialog 2, Tina and her friend, Jane, are having lunch together and Tina *asks for help* on a math problem. Jane *suggests* that she ask someone else for help.

School Subjects: Math 2

This very important lesson has 3 *Sections* plus a *Quiz*. The three sections are: *Number Types*, *Comparing Numbers*, and *Prices*. The unit focuses on comparisons, superlatives, and quantitative comparisons that are extremely important, especially for word problems. In the *Quiz*, students practice answering questions that reinforce the language from all three sections.

Language Topic: Locations

This lesson presents a map and several places of business, including a bank, a library, a movie theater, a department store, etc. Students learn to describe the locations by referring to street names and relative location.

Speaking Up: Dialogs

Students use *Speech Recognition* to review and practice the dialogs from the *School Life* lesson in this unit. Students arrange to meet at a location and ask for help on a homework problem.

Main Learning Points

Future: *be going to*

They are going to meet... they are going to have lunch together... Where are they going to meet?

Present progressive *be + V(ing)*

This plane is arriving... they are getting on a bus... It's carrying many passengers... she's sitting alone... she's working on a math problem...

Comparative/Superlative

less than, more than, smaller than, the smallest, the biggest, the second smallest, more expensive, costs more than, costs the most, the orange doesn't cost as much as the pizza, but it costs more than the apple, etc

Locations and places of business

There's a coffee shop on the corner. There is a movie theater across the street from the library. The police station is on the west side of 2nd Street, one block south of the library. The subway entrance is across the street...

Making a suggestion/Asking for help

"Let's have lunch together, okay?"

"Can you help me?" "Why don't you ask her?"

Adjectives

expensive, inexpensive, cheap, long, fast, big, important, difficult, large, safe, negative, positive, equal, unequal, even, odd, same, etc.

Frequency

always, often, usually, sometimes, on some days she has a slice of pizza... on other days she has noodles...

can & can't

They can give you directions. Many people can travel on a bus. Large airplanes can carry hundreds of passengers.

Means: *take, by, way + infinitive*

Many people take a bus to school. Some people like to travel by train. Taxis are an expensive way to travel.

there (existential)

there are many types of trains... there is a coffee shop on the corner

Countable/Uncountable quantities

How much does it cost? How many are there? These numbers are even. There are many types of trains. She has a slice of pizza. How much does she spend?

Information & Wh-questions

Are any of these numbers negative numbers? What is across the street from the library? What is east of the park? Where can you catch a bus? What kind of math problem is she working on? Which is the larger number? How much more is seven than five? How many of these numbers are negative numbers?

Lesson Scripts

Warm Up: Transportation

Some people like to travel by train. There are many types of trains.

This train is very fast. It's one of the fastest trains in the world. It's traveling to Tokyo, the capital of Japan.

In many countries, people take the train to work or school.

Many people take a bus to school or work.

Many people go to school or work by bus.

There are many types of buses.

These students are getting on a school bus.

Many people can travel on a bus. Buses are an important form of transportation. It's an inexpensive way to travel. It's often the cheapest way to travel a long distance.

People often travel to other countries by airplane.

This airplane is arriving at an airport in Europe.

It's carrying many passengers.

Large airplanes can carry hundreds of passengers.

This is the fastest way to travel a long distance.

Traveling by airplane is the fastest way to travel a long distance. Traveling by airplane is safe, but some people are afraid to fly.

In big cities, many people take a taxi.

This taxi is on a street in New York City.

There are many taxis in a big city like New York.

Sometimes taxi drivers can be very helpful. They can give you directions. They can tell you about the city.

Taxis are an expensive way to travel. Taxis aren't good for long trips because they are expensive.

Sometimes it is difficult to get a taxi.

School Life: Food

(Tina's Lunch)

Tina often buys her lunch in the cafeteria.

She usually spends between \$2 and \$4 for lunch.

On some days she has a slice of pizza or a sandwich.

On other days she has noodles.

She always has fruit, either an apple or a banana.

She also has something to drink, either milk or juice.

She prefers milk and juice to soft drinks.

She thinks soft drinks are too sweet.

Comprehension questions:

How much is a slice of pizza? How much is a sandwich? How much is a sandwich and fruit?

What does she prefer to soft drinks? How much does she usually spend for lunch?

(Dialog 1)

Jane: Hi Tina. What class are you going to next?

Tina: My next class is English.

Ja: Let's have lunch together, okay?

Ti: Sure. Where do you want to meet?

Ja: Let's meet in front of the gym.

Ti: Okay. In front of the gym.

Ja: Great.

Comprehension question:

Where are they going to meet?

They are going to meet in front of the gym.

(Dialog 2)

Jane: What are you doing, Tina?

Tina: I'm working on a math problem.

Ti: Can you help me?

Ja: What kind of problem is it?

Ti: It's a geometry problem.

Ja: Oh, geometry. Sorry. Why don't you ask Melanie? She's good at math. She always knows the answer.

Ti: Where is she?

Ja: Oh, I see her. She's sitting with her boyfriend, over there.

Ti: Really? Is that her boyfriend?

Ja: That's what everyone says.

Ti: He looks nice. Do you know him?

Ja: No, I don't. He's not in any of my classes.

Comprehension questions:

What is Tina working on? What kind of math problem is she working on? Who is good at math? Who isn't in any of her classes?

School Subjects: Math 2

(Number Types)

There are several different kinds of numbers. Whole numbers are numbers like 1, 2, and 3. They are not fractions, such as $\frac{2}{3}$, 1.5, or 0.6.

Even numbers are numbers like 2, 4, and 6. These numbers are all multiples of two. They have the form $n = 2 \times i$, where i is a whole number. For example, the number 8 is an even number. So $8 = 2 \times 4$. Eight is a multiple of 2 because it's 2 times 4.

Odd numbers are numbers like 1, 3, and 5. These numbers are not multiples of 2. They have the form n equals two times i plus 1. [$n = (2 \times i) + 1$] For example, the number 15 is an odd number. So $15 = (2 \times 7) + 1$. It isn't a multiple of 2.

Numbers greater than zero are positive numbers. Positive numbers are all numbers that are greater than zero. Numbers less than zero are negative numbers. Negative numbers are all numbers that are less than zero.

Some examples of negative numbers are: -1, -1/2, -1.2. Look at these two numbers: [4, 8] They are both multiples of two. Four is equal to 2×2 and 8 is equal to 2×4 . They are not multiples of three.

These numbers are multiples of three: [6, 36, 18, -12] They are multiples of three because they can be divided by three. For example, thirty-six divided by three is twelve.

(Comparing Numbers)

Here are two unequal numbers. [5, 7]The number on the left is smaller than the number on the right. Five is *less than* seven. It's the smaller of the two numbers. The number on the right is larger than the number on the left. Seven is *more than* five. It's the larger, or bigger, number.

To find the difference between two numbers, subtract the smaller number from the larger number. The difference between 7 and 5 is 2. This means that 7 is 2 more than 5.

Here are five numbers: [1,2,3,4,5]. Let's compare them. Five is the biggest number in the group. All the other numbers are *less than* 5. One is the smallest number in the group. All the other numbers are greater than 1. The largest number, 5, is 4 more than the smallest number, 1.

In this group of numbers [2,8,7,4,5], this number [7] is the second biggest. This number [4] is the second smallest.

Let's put the numbers in order from the smallest to the largest. [2,4,5,7,8]This number [2] is the smallest. This is the second smallest [4], and this is the third smallest [5].

(Prices)

Here are some prices. The orange costs one dollar. The apple costs 50 cents, or half a dollar. The orange is more expensive than the apple. It costs 50 cents more than the apple.

The pizza costs two dollars. It costs more than the orange and more than the apple. It's the most expensive of these three items. It costs the most.

The apple is the least expensive. It costs less than the orange and less than the pizza.

The orange doesn't cost as much as the pizza, but it costs more than the apple. It costs a dollar less than the pizza. It costs fifty cents more than the apple.

If you have \$2.00 you can buy the pizza, or you can buy both the orange and the apple. If you buy the orange and the apple, it will cost you \$1.50. If you pay with two one-dollar bills, you will get fifty cents in change.

If you pay for the pizza with a five-dollar bill, you will get three dollars back.

Language Topic: Locations

There's a coffee shop on the corner of English Avenue and 1st Street. There's a coffee shop on the corner of English Avenue, west of the subway entrance.

The subway entrance is across the street from the parking lot on English Avenue. There's a subway entrance on the north side of English Avenue, opposite the parking lot.

The library is on the northwest corner of English Avenue and 2nd Street. The library is near the park, at the intersection of English Avenue and 2nd Street.

There is a pharmacy on 1st Street, between the bank and the supermarket. The pharmacy is around the corner from the bank, on 1st Street.

There's a bank on the southeast corner of English Avenue and 1st Street. The bank is on the corner of English Avenue and 1st Street, opposite a coffee shop.

There is a movie theater across the street from the library. The movie theater is at the corner of English Avenue and 2nd Street, opposite the library.

There's a supermarket on 1st Street, one block south of English Avenue. The supermarket is on 1st Street, next to the pharmacy.

The department store is on English Avenue, across the street from the bus stop. There's a department store on the south side of English Avenue in the middle of the block.

There's a police station south of the theater on 2nd Street. The police station is on the west side of 2nd Street, one block south of the library.

There is a bus stop on English Avenue, across from the department store. The bus stop is on English Avenue, between 1st and 2nd streets.

There are public toilets near the entrance to the park on English Avenue. The public toilets are in the park, behind the bus stop.

Speaking Up: Dialogs

Jane: Hi Tina. What class are you going to next?

Tina: *My next class is English.*

J: Let's have lunch together, okay?

T: Sure. *Where do you want to meet?*

T: Sure.

T: Where do you want to meet?

J: Let's meet in front of the gym.

T: *Okay. In front of the gym.*

J: Great. See you.

Jane: What are you doing, Tina?

Tina: I'm working on a math problem.

Ti: *Can you help me?*

Ja: What kind of problem is it?

Ti: *It's a geometry problem.*

Ja: Oh, geometry. Sorry. Why don't you ask Melanie? She's sitting with her boyfriend, over there.

Ti: Really? *Is that her boyfriend?*

Ja: That's what everyone says.

Ti: He looks nice. *Do you know him?*

Ja: No, I don't. He's not in any of my classes.

EXERCISES

Exercise A

1. Look at the pictures in the Warm-Up lesson. Then complete the sentences with the correct phrases.

a. by bus	b. in Europe	c. in school	d. of buses
e. of transportation	f. to Europe	g. to school	h. to travel

Example: The airplane is arriving at an airport (b).

1. Many people go to work _____.
2. Many students take a bus _____.
3. Buses are an important form _____.
4. Taxis are an expensive way _____.
5. There are many types _____.

2. Fill in the correct answers.

a. about	b. cities	c. difficult	d. directions	e. drivers	f. helpful
g. know	h. say	i. take	j. tell	k. travel	l. well

In big (1) _____ many people (2) _____ a taxi. Sometimes taxi (3) _____ can be very (4) _____.

They (5) _____ the city (6) _____, so they can give (7) _____. They can also (8) _____ you

(9) _____ the city. However, sometimes it is (10) _____ to get a taxi.

3. Match the word with its *opposite*.

a. comfortable	b. dangerous	c. difficult	d. expensive	e. inexpensive
f. safe	g. short	h. slow	i. small	j. unimportant

1. fast _____
2. easy _____
3. long _____
4. safe _____
5. expensive _____
6. important _____
7. large _____
8. cheap _____
9. unsafe _____
10. uncomfortable _____

EXERCISES

Exercise B

1. Listen to the Dialogs in School Life and Fill in the missing words.

Example: Hi Tina. What class are you going to next?

1. *Tina:* My _____ is English.

2. *Jane:* _____ lunch together, okay?

3. *Tina:* Sure. Where _____?

4. *Jane:* _____ the gym.

5. *Tina:* Okay. _____.

2. Match the answers to the questions.

- | | |
|--------------------------------|-------|
| 1. They are too sweet. | _____ |
| 2. A geometry problem. | _____ |
| 3. She always has fruit. | _____ |
| 4. Between \$2.00 and \$4.00. | _____ |
| 5. Milk. | _____ |
| 6. In the cafeteria. | _____ |
| 7. An apple. | _____ |
| 8. One slice is \$1.00. | _____ |
| 9. She prefers juice and milk. | _____ |
| 10. In front of the gym. | _____ |

- a. Where does Tina buy her lunch?
- b. How much does she usually spend for lunch?
- c. What does she prefer to soft drinks?
- d. Why doesn't she like soft drinks?
- e. Where are Tina and Jane going to meet?
- f. How much is a slice of pizza?
- g. What is an example of a fruit?
- h. What is an example of something to drink?
- i. How often does Tina have fruit?
- j. What kind of problem is Tina working on at lunch?

EXERCISES

Exercise C

1. Fill in the correct answer.

a. ask	b. at	c. both	d. can't	e. don't	f. for
g. having	h. knows	i. one	j. problem	k. together	l. working on

Example: Jane is (i) of Tina's friends.

Tina and Jane are (1) _____ lunch (2) _____. Tina is (3) _____ a geometry (4) _____. She asks Jane (5) _____ help, but Jane (6) _____ help her. Jane says: "Why (7) _____ you (8) _____ Melanie? She's good (9) _____ math. She always (10) _____ the answer."

2. Listen to the Dialogs in School Life and fill in *all* of the missing words.

Example: I'm working on a math problem. Can you help me?

1. Jane: Oh, geometry. Sorry. _____ ?

2. Tina: Where is Melanie?

Jane: Oh, I see her. She's (a) _____ her boyfriend, (b) _____.

3. Tina: Is that her boyfriend?

Jane: That's what _____.

4. Tina: He looks nice. _____ ?

5. Jane: No, I don't. He's _____ classes.

3. Answer these questions.

1. Are you good at math? _____

2. What do you usually have for lunch? _____

3. How much do you usually spend for lunch? _____

4. Are any of your friends good at English? _____

EXERCISES

Exercise D

1. Listen to *Number Types* and fill in the correct words.

a. all	b. another	c. can	d. divided	e. equal	f. form
g. greater	h. kind	i. less	j. like	k. multiples	l. zero

Example: Whole numbers are numbers (j) 1, 2, and 3.

1. Whole numbers are one _____ of number. Fractions are _____ kind of number.
2. Even numbers are all _____ of two. They have the _____ $n = 2 \times i$.
3. Numbers _____ than _____ are positive numbers.
4. Negative numbers are _____ numbers that are _____ than zero.
5. Multiples of three _____ be _____ by three.

2. Listen to *Comparing Numbers* and write in the correct words.

1. The number 5 is less (a) _____ the number 7. Five is the (b) _____ number.
2. Seven is (a) _____ than five. It's the (b) _____, or bigger, number.
3. To find the (a) _____ between two numbers, subtract the (b) _____ number from the (c) _____ number.
4. In the group of numbers, [1,3,5,7], the number one is (a) _____ number. The number three is the (b) _____ smallest number.
5. The number seven is six _____ than the number one.

3. Answer these questions.

1. What number between 10 and 20 is a multiple of 9? _____.
2. What is the second largest even number less than 20? _____.
3. How many odd numbers are between three and seven? _____.

EXERCISES

Exercise E

1. Listen to *Prices* and fill in the correct words.

a. back	b. buy	c. change	d. costs	e. expensive	f. least
g. less	h. more	i. most	j. much	k. pay	l. the most

Example: You can (b) both the apple and the orange for \$1.50.

- The orange is more _____ than the apple. It _____ fifty cents_____.
- The pizza is the _____ expensive of the three items. It costs _____.
- The apple is the _____ expensive. It costs _____ than both the apple and the orange.
- The orange doesn't cost as _____ as the pizza.
- If you _____ for the pizza with a five-dollar bill, you will get three dollars in _____.

2. Put the words into the correct order.

Example: /an apple/ /need/ /to buy/ /how much/ /do you/?

How much do you need to buy an apple?

- /more/ /is seven/ /than/ /how much/ /five/?

- /number/ /largest/ /second/ /the/ /is/ /which/?

- /the apple/ /more/ /costs/ /which/ /or the orange/?

- /the orange/ /does/ /cost/ /more/ /than the apple/ /how much/?

- /apples/ /how many/ /for/ /buy/ /can you/ /one dollar/?

EXERCISES

Exercise F

1. Fill in the correct answer.

a. about	b. across	c. around	d. behind	e. corner	f. entrance
g. from	h. near	i. next	j. side	k. south	l. west

Example: The police station is on the west (j) of 2nd Street.

1. There's a coffee shop on the _____ of English Avenue, _____ of the subway _____.
2. The library is _____ the park, _____ the street from the movie theater.
3. The pharmacy is _____ the corner _____ the bank.
4. The supermarket is _____ to the pharmacy, one block _____ of English Avenue.
5. There are public toilets in the park, _____ the bus stop.

2. Put the words into the correct order.

Example: /a bus/ /catch/ /can/ /where/ /you/?

Where can you catch a bus?

1. /the library/ /the street/ /is/ /from/ /what/ /across/?

2. /behind/ /what/ /the park/ /is/?

3. /the park/ /east/ /is/ /of/ /what/?

4. /new clothes/ /you/ /where/ /buy/ /some/ /can/?

5. /there/ /is/ /near the park/ /a bus stop/?

Unit 6

Key concepts in this unit are the future with *going to*, the modal *will*, and simple conditionals.

Warm-Up: Activities

This lesson focuses on common activities in and around school, along with the reason or purpose for doing each action, such as *studying for a history test*.

School Life: Schedule

Tina's weekly schedule is presented, with the times, frequency and days of activities. The dialogs focus on arranging a time to work together, and a telephone call where Tina helps Jane with a math problem. Goals: to be able to present and answer questions about one's own weekly schedule, and to be able to handle a simple telephone call.

School Subjects: Science 2

This lesson has three *Sections* plus a *Quiz*. The three sections are: *Force & Motion*, *Gravity*, and *Atoms*. The focus is on simple dependency, causal relations, prediction, and conditionals such as: *If you drop them they will fall*. The lesson also introduces basic vocabulary that is essential for general science classes. In the *Quiz*, students practice answering questions that reinforce the language from all three sections.

World Talk Cards: Likes & Ability

This lesson focuses on what people enjoy doing and how well they do them. We show the use of the *gerund* with the verb *enjoy*.

Speaking Up: Question Practice

Students use *Speech Recognition* to practice asking questions related to the Math and Science lessons of Units 5 and 6.

Main Learning Points

Future

They are going to read it to the class... She is going shopping tomorrow... They are going to work together tonight. They're going to meet on Thursday. Maybe we can work together tonight. She'll be right here.

Present progressive *be+V(ing)*

They are reading... they are studying... they are sitting... they are writing... one boy is using a pencil... the other boy is watching him... they are doing an experiment... they are being very careful... they are practicing. I'm doing my math problems right now.

Certainty: *will*

Without a force, an object's speed will stay the same. It will never slow down. They will fall at the same speed. She'll be right here.

Conditional

If you move them closer, the force gets stronger. If you drop them, they will fall at the same speed. If something has a very large mass, it can become a black hole.

Manner & Ability

She can dance very well... is a good dancer. Most people know how to play volleyball. This person can play the violin very well. Science can be dangerous. They are being very careful. He can cook almost any type of food. She's good at drawing.

enjoy + gerund

They enjoy watching movies. He enjoys reading books. She enjoys working as an artist. Some people enjoy playing music.

Cause/Effect: *depend on*

the force depends on distance... it depends on mass...

Telephone Expressions

"May I speak to Tina please?" "May I ask who is calling?" "Just a minute. She'll be right here."

Making a Suggestion

"Let's do our homework together." "How about tomorrow?" "Maybe on Thursday, okay?"

Schedule: Days of the Week

On Tuesday afternoons they have a music lesson. On Saturdays she has a judo class. She has a music lesson once a week. Twice a week, on Wednesdays and Fridays, she goes swimming.

Yes/No and Wh-questions

Who can dance well? Who knows how to play the violin? What is the opposite of fast? What happens if you drop them? Why does the Moon move in a circle? Why do objects fall to Earth? What changes the speed of an object? Without a force, what will happen to an object? What is one type of force?

Lesson Scripts

Warm Up: Activities

These two girls are in a school library.
A library has many kinds of books.
Both of the girls are reading history books.
They are studying for a history test.
In their history class, they read many books.
They are sitting on the floor.
They often read books in the library.

The students in this class write something every day.
At this school in Thailand, the students write something every day.

These two boys are working together.
Today they are writing a story for their English class.
One boy is using a pencil.
The boy in the pink shirt is using a pencil.
The other boy is watching him.
The boy on his right is watching him.
After writing their story, they are going to read it to the class.

These two students are in a science class.
Today they are doing an experiment.
They are both smiling because they are having fun.
Sometimes science can be dangerous.
These students are being very careful.
They are wearing gloves on their hands and goggles over their eyes.

These students are in a music class.
They are playing the violin.
Today they are practicing a piece by Mozart.
It isn't easy, and it takes a lot of practice.
It's difficult to play the violin well.
They usually practice for about an hour a day.

School Life: Schedule

(Tina's Schedule)

This is Tina's weekly schedule.
On Tuesday afternoons she and her brother have a violin lesson. Her lesson is from 4:30 to 5:15 and her brother's lesson is from 5:15 to 6:00.
On other days, she practices the violin for about an hour a day. Twice a week, on Wednesdays and Fridays, she goes swimming at a pool near her house.
On Saturdays she has a judo class.

(Dialog 1)

Jane: What are you doing after school?
Tina: Why?
Ja: Let's do our homework together. We can go to my house.
Ti: Uh, it's Tuesday, right?
Ja: Yes, it's Tuesday.

Ti: I'd like to, but I can't. My brother and I are going to our music lesson. How about tomorrow?
Ja: Oh, tomorrow I can't. I'm going shopping with my mother.
Ti: Maybe on Thursday then, okay?
Ja: That's too late. I need help with some math problems.
Ti: Oh, maybe we can work together tonight. What's your telephone number?
Ja: It's 555-8526. Thanks. And what's your number?
Ti: It's 555-9162.

(Dialog 2)

Alex: Hello?
Jane: May I speak to Tina please?
Al: May I ask who is calling?
Ja: It's Jane.
Al: Just a minute. She'll be right here.
Tina: Oh, hi Jane.
Ja: Hi. Is now a good time?
Ti: Sure. I'm doing my math problems right now.
Ja: Oh, good. I don't understand the ones on page 57. Can you help?
Ti: I think so... In the first one, you need to find the length of the diagonal... A,D. Then it's easy.
Ja: Oh, I see. Thanks!

School Subjects: Science 2

(Motion & Force)

An object in motion has speed. The speed of an object can be fast or slow. A force can change the speed of an object. A force can *increase* its speed. A force can *decrease* its speed. Without a force, an object's speed will stay the same. It will never slow down. It will never speed up.

An object in motion has direction. An object can go up or down. It can go north, south, east or west. A force can change the direction of an object. Without a force, an object's direction will stay the same. It will continue to go in the same direction.

The Moon goes around the Earth. It moves in a circular orbit. It moves in a circular orbit because of a force. This force is the force of gravity between the Earth and the Moon. The speed of the Moon doesn't change, but its direction does. Its speed doesn't change because the force of gravity is perpendicular to its motion. This is why the Moon continues to revolve around the Earth.

(Gravity)

Gravity is one type of force. The force of gravity on an object is its weight. Objects fall to Earth because of the force of gravity.

The gravitational force between two objects depends on the distance between them. If you move them closer together, the force gets stronger. If you move them farther apart, the force gets weaker.

The gravitational force between two objects one meter apart is four times the force between the same two objects two meters apart.

The gravitational force also depends on mass. The gravitational force between two objects depends on their masses. The force on a large mass is stronger than the force on a small mass. The force between two heavy objects is stronger than the force between two light objects.

For example, the gravitational force on a two kilogram mass is two times the force on a one kilogram mass. The gravitational force between two, two kilogram objects is four times the force between two one kilogram objects.

This is Newton's equation for the gravitational force between two objects. $[F = G M_1 M_2 / r^2]$ In this equation M_1 and M_2 are the masses of each object. R is the distance between the centers of each object.

Here are two balls, a white one and a blue one. The blue ball is heavier than the white ball. The white ball has a mass of 1 kilogram. The blue ball has a mass of 2 kilograms. The gravitational force on the blue ball is greater than the force on the white one.

What happens if you drop them? If you drop them, they will fall at the same speed. The heavier one and the lighter one will fall at the same speed. The famous Italian scientist, Galileo showed this many years ago.

The force of gravity depends on mass. Energy, such as light, has no mass. Its mass is zero. Therefore, the gravitational force on light should be zero. However, this isn't correct. The force isn't zero.

According to Albert Einstein, gravity can change the direction of light. According to Albert Einstein, the gravity of large mass, such as the Sun, changes the shape of space. As a result, when light comes near the Sun, it will curve away from its straight line path.

For example, the Sun's gravity will bend the light from a distant star. This is because a large mass changes the shape of space.

If something has a very large mass, it can become a black hole. A black hole has a very large mass in a very small space. Light cannot escape from a black hole because the gravitational force is so strong. As a result, the space around a black hole is curved. It's like a hole in space. We cannot see black holes because no light can escape from them.

(Atoms)

Here is an atom. The center of an atom is its nucleus. The nucleus has a positive electric charge. Outside the nucleus are electrons. Electrons have a negative electric charge. The force between positive and negative charges is the electrical force. The electrical force holds an atom together.

Inside an atom, the electric force is very important. The electrical force holds an atom together. The gravitational force isn't important because the masses are very small.

The electric force holds an atom together because the nucleus and its electrons have a different charge. The nucleus has a positive charge and the electrons have a negative charge. Their charges are opposite.

Opposite charges attract. The electric force holds an atom together because the nucleus and its electrons have a different charge. The nucleus has a positive charge and the electrons have a negative charge.

The force between electrons is in the opposite direction. Instead of pulling them together, it pushes them apart. Their charges are the same. Objects with the same charge repel each other. Electrons repel each other because they have the same charge.

Like the gravitational force, the electric force depends on distance. If you move two charges closer together, the force gets stronger. If you move two charges away from each other, the force gets weaker. Therefore, electrons that are far away from the nucleus may escape from the atom.

World Talk Cards: Likes & Ability

The girl in the red dress is a very good dancer.

The girl in the red dress can dance very well.

This person loves to read. He enjoys reading books, especially novels.

Some people enjoy playing music. This person can play the violin very well.

This woman is good at drawing. She enjoys working as an artist.

This boy likes to ride his bicycle after school. He enjoys riding his bicycle on a country road.

This person is an excellent cook. He can cook almost any type of food, including Chinese and Italian.

This woman knows a lot about flowers. Her hobby is growing many types of flowers.

Some people go to the theater almost every week. They enjoy watching movies with their friends.

These children enjoy playing sports such as volleyball or football. Most people know how to play volleyball.

Speaking Up: Question Practice

Are any of these numbers negative numbers?

What is the difference between 7 and 5?

What is the difference between these two numbers?

Which two numbers are multiples of 3?

Which two numbers are multiples of 5?

Which number is a multiple of both 3 and 5?

How many of these numbers are less than 3?

How many apples can you buy for one dollar?

How much do you need to buy two pizzas and an orange?

How much do you need to buy two oranges and a pizza?

What changes the speed of an object?

What can change the direction of a moving object?

Why does the Moon move in a circle?

What is perpendicular to the motion of the Moon?

Why do objects fall to Earth?

What does the gravitational force between two objects depend on?

What happens to the gravitational force on an object if you increase its mass?

What happens to the light from distant stars when it comes near the Sun?

What electric charge do electrons have?

What electric charge does an atom's nucleus have?

What force holds an atom together?

What has a negative electric charge?

EXERCISES

Exercise A

1. Look at the pictures in the *Warm-Up* lesson. Then complete the sentences with the correct phrases.

a. are writing	b. be dangerous	c. do experiments	d. for a test
e. in chairs	f. kinds of books	g. on the floor	h. using a pencil

Example: The two boys (a) a story.

1. A library has many _____.
2. The two girls are studying _____.
3. The boy in the pink shirt is _____.
4. The two girls in the library are sitting _____.
5. Sometimes science can _____.

2. Fill in the correct answers.

a. both	b. class	c. does	d. going to	e. other	f. practice
g. practicing	h. takes	i. their	j. together	k. watching	l. writing

The two boys in Thailand are in an English (1) _____. They are working (2) _____. Today they are (3) _____ a story . One of the boys is writing, and the (4) _____ boy is (5) _____ him.

After writing (6) _____ story, they are (7) _____ read it to the class.

The music students are (8) _____ a difficult piece by Mozart. It (9) _____ a lot of (10) _____.

3. Look at the pictures in the lesson. Then answer these questions.

1. What are the two science students doing? They _____
2. What are they wearing on their hands? They _____
3. Why are they being careful? Sometimes _____

EXERCISES

Exercise B

1. Listen to *Dialog 1 in School Life* and fill in all the missing words.

Jane: What are you (a) _____ school?

Tina: Why?

Jane: (b) _____ do our (c) _____ together. We can go to my house.

Tina: It's Tuesday, right?

Jane: Yes, it's Tuesday.

Tina: (d) _____, but I (e) _____. My brother and I (f) _____
to our music lesson. How about (g) _____ ?

Jane: Oh, tomorrow I can't. I'm (h) _____ shopping with my mother.

Tina: (i) _____ on Thursday then, okay?

Jane: (j) _____. I need help with some math problems.

2. Connect the two parts of each sentence.

- 1. Tina has a violin lesson _____
- 2. She practices the violin _____
- 3. She goes swimming _____
- 4. Her violin lesson _____
- 5. Jane needs help _____
- 6. Thursday is too late, so _____
- 7. Tomorrow Jane is _____
- 8. Jane asks for _____
- 9. Jane is going to _____
- 10. Tina's telephone _____

- a. with some math problems.
- b. maybe they can work together tonight.
- c. on Tuesday afternoons.
- d. Tina's telephone number.
- e. for about an hour a day.
- f. number is 555-9162.
- g. telephone Tina.
- h. twice a week.
- i. is about 45 minutes long.
- j. going shopping with her mother.

EXERCISES

Exercise C

1. Listen to *Dialog 2 in School Life*, and fill in the missing words.

1. *Jane*: Hello? _____ *Tina*, please?
2. *Alex*: May I _____ calling? *Jane*: It's *Jane*.
3. *Alex*: Just a minute. _____.
4. *Tina*: Oh, Hi *Jane*. *Jane*: Hi. _____?
5. *Tina*: Sure. (a) _____. *Jane*: Oh, good. I don't understand the ones on page 57. (b) _____?

2. Put the words into the correct order.

Example: What /today/ /is/ /it/ /day/?

What day is it today?

1. Why /meet/ /her/ /Tina/ /after school/ /can't/?

2. What /this afternoon/ /do/ /going to/ /is/ /Tina/?

3. What /they/ /tonight/ /going to/ /work on/ /are/?

4. How much /the violin/ /does/ /practice/ /Tina/?

5. How often /have/ /she/ /does/ /violin lessons/?

3. Answer these questions.

1. What do you usually do after school? _____
2. How often do you go swimming? _____
3. How often do you talk on the telephone? _____

EXERCISES

Exercise D

1. Fill in the correct word.

a. around	b. because	c. but	d. change	e. continue	f. fast
g. force	h. motion	i. object	j. orbit	k. speed	l. stay

Example: An ___ (i) ___ in motion has speed.

1. The _____ of an object can be _____ or slow.
2. Without a _____, an object's speed will _____ the same.
3. An object in _____ has direction. Without a force an object will _____ to go in the same direction.
4. The Moon goes _____ the Earth _____ of the force of gravity.
5. The speed of the Moon doesn't _____, _____ its direction does.

2. Listen to *Gravity* and write in the correct words.

1. Gravity is one (a) _____ of force. The force of gravity on an object is its (b) _____.
2. The gravitational force (a) _____ two objects (b) _____ the distance between them.
3. If you (a) _____ them closer together, the force gets (b) _____.
4. If you move them (a) _____ apart, the force (b) _____ weaker.
5. The gravitational force also (a) _____ mass. The force between two (b) _____ objects is stronger than the force between two light objects (the same distance apart).

3. Match the word with its *opposite*.

a. slow	b. different	c. never	d. negative	e. farther
f. decrease	g. light	h. repel	i. large	j. weak

1. fast _____
2. heavy _____
3. strong _____
4. closer _____
5. small _____
6. same _____
7. increase _____
8. always _____
9. positive _____
10. attract _____

EXERCISES

Exercise E

1. Fill in the correct word.

a. attract	b. away	c. center	d. charge	e. depends on	f. different
g. holds	h. move	i. repel	j. same	k. together	l. toward

Example: The electric force (e) distance.

- The (a) _____ of an atom is its nucleus. It has a positive electric (b) _____.
- The electrical force (a) _____ an atom (b) _____.
- Opposite charges (a) _____. The electric force holds an atom together because the nucleus and its electrons have a (b) _____ charge.
- Objects with the (a) _____ charge (b) _____ each other.
- If you (a) _____ two charges (b) _____ from each other, the force gets weaker.

2. Put the words into the correct order.

Example: /does/ /the electric force/ /depend on/ /what/?

What does the electric force depend on?

- /an object/ /the speed/ /what/ /changes/ /of/?

- /the Moon/ /in/ /does/ /move/ /a circle/ /why/?

- /the motion/ /perpendicular/ /of the Moon/ /to/ /what is/?

- /see/ /we/ /black holes/ /can't/ /why/?

- /force/ /together/ /an atom/ /holds/ /what/?

EXERCISES

Exercise F

1. Fill in the correct answer.

a. any	b. can	c. enjoy	d. especially	e. every	f. good
g. including	h. know how	i. reading	j. some	k. such as	l. well

Example: They go to the movies almost (e) week.

1. She's a very (a) _____ dancer. She (b) _____ dance very (c) _____.
2. This person enjoys (a) _____ books, (b) _____ novels.
3. Some people (a) _____ playing music.
4. He can cook almost (a) _____ type of food, (b) _____ Chinese and Italian.
5. Most people (a) _____ to play sports (b) _____ volleyball and baseball.

2. Put the words into the correct order.

Example: /well/ /dance/ /can/ /who/?

Who can dance well?

1. /a bicycle/ /likes/ /who/ /to ride/?

2. /movies/ /watching/ /who/ /enjoys/?

3. /almost any/ /cook/ /can/ /type of/ /who/ /food/?

4. /knows/ /about flowers/ /who/ /a lot/?

5. /know how/ /do/ /sport/ /to play/ /most people/ /what/?

Unit 7

Key points introduced in this unit include the past tense, present perfect and passive forms of the verb.

Warm-Up: Seasons

This uses the seasons to develop the language of change, the superlative, the use of *get*+adjective, and other general vocabulary.

School Life

The dialogs introduce and contrast the past tense and present perfect. Tina's friend, Melanie, has left her lunch and money at home, so Tina *offers* to loan her some money. Similarly, Alex's friend, Nick, needs more money for lunch. Alex loans him a dollar and Nick *promises* to pay him back. The *Grammar Focus* section provides additional language related to the past tense and present perfect.

School Subjects: Geography 2

This lesson has 3 *Sections* plus a *Quiz*. The three sections are: *Planet Earth, Land & Water, and Latitude & Longitude*. Students are exposed to *that* clauses and the *passive*. Goal: to help develop receptive listening comprehension of more complex sentences. The lesson also extends and reinforces vocabulary from previous units, such as *equator, radius, diameter, gases* and *continents*, etc. In the *Quiz*, students practice answering questions that reinforce the language from all three sections.

World Talk Cards: Seasons

Extends and reviews vocabulary related to the seasons, including time phrases, time clauses, and use of the infinitive, as in "a good time to swim".

Speaking Up: Dialogs

Students use *Speech Recognition* to review and practice the *School Life* dialogs from this unit.

Main Learning Points

Past tense

I left my lunch...She left her lunch at home. She offered to loan her some money... She borrowed two dollars.

Present perfect, *have*+*V(n)*

She has offered to loan some money to... She hasn't bought anything because she left her money at home.

Future

She's going to buy some pizza. He's going to pay him back... "I'll pay you back tomorrow, okay?"

Infinitives

not enough to buy lunch, a good time to walk, go outside to look at the Moon... offer to loan money...best time to go skiing...best time to go to the beach

get + adjective

It gets cooler in autumn ...rivers slowly get bigger...

Expressing Change and Degree

In spring the weather changes from cold to warm. It gets warmer. In autumn, the trees begin to lose their leaves. It isn't too hot. It's the coldest time of the year. He doesn't have enough to buy lunch.

Passives

Mountains are formed by forces...Most of the Earth's surface is covered by water. The atmosphere is made up of...

that clauses

the only continent that contains just one country... the air that we breathe... water that flows

could, would

Without an atmosphere, we could not live... the sky would always be black

Direct/Indirect Object

Alex loaned *him* a dollar. He'll pay *him* back. She offered to loan *her* some money.

Requesting & Offering Help

"Can I borrow a dollar? I don't have enough to buy lunch." "Sure. Is a dollar enough?" "How about some pizza?"

Wh-questions (past, present& future)

What did she leave at home? Why does Nick need to borrow a dollar? When is Nick going to pay him back? What is the world's highest mountain? Which continent contains just one country?

Lesson Scripts

Warm Up: Seasons

Spring is the season of birth and growth.
 In spring, the weather changes from cold to warm.
 In spring, the weather gets warmer.
 These people are walking in a park.
 The cherry trees are in bloom.
 It isn't too hot and it isn't too cold.
 Spring comes before summer and after winter.
 Spring is the best time to see beautiful flowers.

Summer is the hottest time of the year.
 When it's hot, some people go swimming.
 These two boys are swimming in a lake.
 They are both wearing swimming goggles.
 Summer has the most daylight hours.
 In summer, the days are long and the nights are short.
 In some countries, there is no school during the summer.

Autumn is a time of change. It gets cooler in autumn.
 In autumn the weather gets cooler.
 In autumn, the leaves change color.
 He's showing a leaf to his sons.
 It's a bright, yellow leaf.
 Autumn comes after summer and before winter.
 Another name for autumn is fall.

Winter is the coldest time of the year.
 In winter, people wear warm clothes.
 Winter is the best time to go skiing.
 These people are skiing together.
 The Sun is low in the sky.
 The shortest day of the year is in winter.
 In winter, the nights are long and the days are short.

School Life

(Dialog 1)

Tina: Hi! Why aren't you eating lunch?
 Melanie: I left my lunch at home.
 Ti: Then why don't you buy something?
 Me: I don't have enough money. I left my *money* at home too.
 Ti: Oh.... Here... I'll loan you some. I think I've got enough.
 Me: That's okay. I'm not very hungry anyway.
 Ti: You've got to eat something. How about some pizza? You can get a big piece for only a dollar.
 Me: Oh, okay, thanks.
 Ti: Here's two dollars. You can pay me back tomorrow.
 Go on. I'll wait for you.
 Me: Thanks. I'll be right back.

(Dialog 2)

Nick: Hi Alex.
 Alex: Hi! What's up?

Ni: Can I borrow a dollar? I don't have enough to buy lunch.

Al: Sure. Is a dollar enough?

Ni: Yeah. I'll pay you back tomorrow, okay?

Al: Sure. No problem.

Ni: Thanks. I'll see you in class.

School Subjects: Geography 2

(Planet Earth)

The Earth is the third planet from the Sun. Its diameter is 12,756 kilometers. Its radius is half that, or 6,378 kilometers. The radius is the distance from the Earth's center to its surface. Just above the Earth's surface is the atmosphere. The atmosphere is about 500 kilometers thick. Outside the atmosphere is space.

Most of the Earth's surface is covered by water. Water covers about 75 percent of the Earth's surface. The water is in oceans and rivers. The rest of the Earth's surface is land. There are seven continents, including Australia, Europe and South America. There are also many islands, such as Hawaii, the Philippines, and New Zealand.

The largest continent is Asia. It covers more land than any other continent. It borders the Pacific Ocean on the east, the Indian Ocean on the south, and the Arctic Ocean on the north. The smallest continent is Australia. It is the only continent that contains just one country.

Just above the Earth's surface is the atmosphere. The atmosphere is made up of gases such as nitrogen and oxygen. These gases are the air that we breathe. Without an atmosphere, we could not live.

Without an atmosphere, the sky would always be black. The sky is blue because the atmosphere scatters light from the Sun. You can see this when you look at a rainbow. The sky looks blue because the blue light in sunlight scatters more than the other colors. You can learn more about this in your science class.

(Land and Water)

Most of the Earth's water is in the oceans. The largest ocean is the Pacific Ocean. It covers more area than all of the Earth's continents. The smallest ocean is the Arctic Ocean. There is also water in rivers. A river is water that flows from high ground to low ground.

Most rivers start small and slowly get bigger. Some rivers are very long. The longest river in the world is the Nile River in Africa. It's more than 4,000 miles long.

Rivers usually begin in mountains. Mountains are land forms such as these two. The world's highest mountain is Mount Everest, in the Himalayas. Mount Everest is more than 29,000 feet high. Mountains are formed by forces within the Earth. The Himalayas, for example, are formed because the southern part of Asia is moving northward. This movement causes the land to move upward.

(Locations)

Lines of latitude and longitude are very useful. They give us the location of places on the Earth. Lines of latitude and longitude help us locate places on the Earth. These are lines of latitude. All points on a line of latitude are the same distance from the equator. They are parallel to the equator. For example, all points on this line of latitude are 10 degrees north of the equator. A line of latitude tells us how far north or south a point is on the Earth's surface.

Cities near the equator have a small angle of latitude. Cities near the North Pole have a large angle of latitude. The North Pole is the point on the Earth 90 degrees north of the equator.

These are lines of longitude. Lines of longitude are perpendicular to the equator. They run through the north and south poles. This line of longitude is the most important. It is called the Prime Meridian. The Prime Meridian runs through Greenwich, England. It is at zero degrees longitude. A line of longitude tells us how far east or west of the prime meridian a point is.

Together, the latitude and longitude of a point give us its location on the Earth's surface. No two places on Earth have the same latitude and longitude. Let's look at the latitudes and longitudes of two cities: Beijing, China and Mexico City, Mexico. As you can see, Beijing is farther north than Mexico City. It's 20 degrees farther north.

World Talk Cards: Seasons

Some countries have four seasons in a year: spring, summer, autumn and winter.

In each season, people do different things.

Spring is a good time to play baseball. In spring, children like these enjoy playing baseball.

Spring is a good time to walk in the mountains. On warm spring days, this man often walks in the mountains.

Some countries have a rainy season between spring and summer. In some countries there's a rainy season when it rains almost every day.

A warm summer night is a good time to look at stars. On summer nights, this couple often goes outside to look at the Moon and stars.

A hot summer day is the best time to go to the beach. Summer is a good time to take a vacation by the sea.

After summer vacation, many students go back to school. When summer is over and autumn begins, many students return to school.

In autumn, the trees begin to lose their leaves. Autumn is the season when leaves begin to fall.

In the winter, children love to play in the snow.

Winter is the coldest season of the year and some places get lots of snow.

Many families like to get together during the winter holidays. During the winter holidays, many families enjoy getting together.

Speaking Up: Dialogs

Tina: Why aren't you eating lunch?

Melanie: *I left my lunch at home.*

Ti: Then why don't you buy something?

Me: *I don't have enough money. I left my money at home too.*

Ti: Oh.... Here... I'll loan you some. I think I've got enough.

Me: That's okay. *I'm not very hungry anyway.*

Ti: You've got to eat something. How about some pizza? You can get a big piece for only a dollar.

Nick: Hi Alex.

Alex: Hi! What's up?

Ni: Can I borrow a dollar? *I don't have enough to buy lunch.*

Al: Sure. Is a dollar enough?

Ni: Yeah. *I'll pay you back tomorrow, okay?*

Al: Sure. No problem.

EXERCISES

Exercise A

1. Look at the pictures in the *Warm-Up* lesson. Then answer these questions.

Example: How does the weather change in autumn? In autumn it gets cooler.

1. What does the weather do in the spring? In spring, _____
2. What is the man showing to his sons? He's _____
3. What do people wear in cold weather? In cold weather, _____
4. What do some people do when it's hot? When it's hot, _____
5. What happens to the leaves in autumn? In autumn, _____

2. Connect the two parts of each sentence.

1. Spring is the season _____
2. The cherry trees _____
3. Summer is the _____
4. It gets cooler _____
5. Summer has the most _____
6. They are both wearing _____
7. Autumn is a _____
8. Autumn comes after summer _____
9. Another name for autumn _____
10. When it's hot, _____

- a. hottest time of year.
- b. of birth and growth.
- c. and before winter.
- d. are in bloom.
- e. in autumn.
- f. some people go swimming.
- g. time of change.
- h. swimming goggles.
- i. daylight hours.
- j. is fall.

3. Answer these questions.

1. What months are the coldest months where you live?

2. What do you do when it's very hot?

3. What do you wear when it's very cold?

EXERCISES

Exercise B

1. Listen to the *Dialog 1 in School Life* and fill in the missing words.

Example: Tina: Why aren't you eating lunch?

1. Melanie: I _____ my lunch at home.
2. Tina: Then _____ something?
3. Melanie: I don't have (a) _____ money. I (b) _____ at home too.
4. Tina: Oh, here... I'll (a) _____. I think (b) _____ enough.
5. Melanie: That's okay. I'm _____.
6. Tina: _____ How about some pizza?
7. Tina: Here's two dollars. You can _____ tomorrow.
8. Tina: Go on. _____.

2. Connect the two parts of each sentence. Choose the best answer.

1. Can I _____
2. I don't have _____
3. I'm not very _____
4. I think I've _____
5. Is a _____
6. You can pay me _____
7. I'll pay you back _____
8. I left my money _____
9. You can get a big piece _____
10. Then why don't you _____

- a. at home too.
- b. buy something?
- c. hungry anyway.
- d. got enough.
- e. enough money to buy lunch.
- f. borrow a dollar?
- g. dollar enough?
- h. tomorrow, okay?
- i. back tomorrow.
- j. for only a dollar.

3. Answer these questions.

1. Have you ever left your lunch at home? _____
2. About how much do you spend for lunch? _____
3. Have you ever borrowed money for lunch? _____

EXERCISES

Exercise C

1. Listen to the *Dialog 2 in School Life* and fill in the missing words.

Nick: Hi Alex. *Alex:* Hi! What's up?

Nick: Can I (1) _____ a dollar? I don't have (2) _____ lunch.

Alex: Sure. Is (3) _____?

Nick: Yeah. (4) _____ tomorrow, okay?

Alex: Sure. (5) _____.

2. Put the words into the correct order.

Example: /got/ /something/ /eat/ /to/ /you've/.

You've got to eat something.

1. /you/ /why/ /eating/ /aren't/ /lunch/?

2. /pay/ /tomorrow/ /can/ /back/ /me/ /you/.

3. /piece/ /can/ /a big/ /get/ /you/ /only a dollar/ /for/.

4. /then/ /you/ /don't/ /buy/ /why/ /something/?

5. /offer/ /did/ /to do/ /Tina/ /what/?

3. Fill in the chart with the past V(d) and past participle V(n) forms of the verbs.

<i>V</i>	<i>V(d)</i>	<i>V(n)</i>
<i>show</i>	<i>showed</i>	<i>shown</i>
<i>take</i>	<i>took</i>	<i>taken</i>
<i>sell</i>	<i>sold</i>	<i>sold</i>
<i>borrow</i>		
<i>leave</i>		
<i>buy</i>		

EXERCISES

Exercise D

1. Listen to *Planet Earth* and fill in the correct answer.

a. another	b. any	c. contains	d. covered	e. covers	f. distance
g. land	h. made up	i. most	j. other	k. rest	l. surface

Example: The atmosphere is (h) of gases such as oxygen.

- The radius of the Earth is the (a) _____ from its center to its (b) _____.
- (a) _____ of the Earth's surface is (b) _____ by water.
- The (a) _____ of the Earth's surface is (b) _____.
- Asia (a) _____ more land than (b) _____ (c) _____ continent.
- The only continent that _____ just one country is Australia.

2. Listen to *Land and Water* and write in the correct words.

- The Pacific Ocean covers more _____ than all of the Earth's continents.
- There is also water in (a) _____. A river is water (b) _____ flows from high ground to (c) _____ ground. Most rivers (d) _____ small and (e) _____ get (f) _____.
- Rivers usually (a) _____ in mountains. Mountains are (b) _____ by forces (c) _____ the Earth.

3. Answer these questions.

- What is outside the Earth's atmosphere? Outside _____

- Where is most of the Earth's water? Most _____

- Where do rivers usually begin? Rivers _____

- How much of the Earth's surface is covered by water? About _____

EXERCISES

Exercise E

1. Fill in the correct word.

a. angle	b. distance	c. far	d. help	e. latitude	f. locate
g. longitude	h. near	i. parallel	j. places	k. same	l. zero

Example: Lines of latitude are (i) to the equator.

1. All points on a line of (a) _____ are the same (b) _____ from the equator.
2. Cities(a) _____ the equator have a small (b) _____ of latitude.
3. A line of (a) _____ tells us how (b) _____ east or west of the Prime Meridian a point is.
4. No two (a)_____ on Earth have the (b) _____ latitude and longitude.
5. Lines of latitude and longitude (a) _____ us (b) _____ places on the Earth's surface.

2. Put the words into the correct order.

Example: /continent/ /the/ /what/ /largest/ /is/?

What is the largest continent?

1. /high/ /from/ /flows/ /ground/ /what/ /ground/ /low/ / to/?

2. /an/ /without/ /color/ /atmosphere/ /would/ /what/ / the/ / be/ /sky/?

3. /longitude/ /important/ /is/ /most/ /what/ /the/ /line/ /of/ /called/?

4. /continent/ /one/ /just/ /country/ /contains/ /which/?

5. /formed/ /what/ /are/ /forces/ /by/ /Earth/ / the/ / within/?

EXERCISES

Exercise F

1. Match the word with the word closest to its opposite.

a. cool	b. end	c. hate	d. hottest	e. many	f. much
g. never	h. none	i. return	j. the same	k. usually	l. worst

1. begin _____ 2. best _____ 3. coldest _____ 4. different _____ 5. few _____
6. leave _____ 7. love _____ 8. often _____ 9. some _____ 10. warm _____

2. Fill in the correct answer.

a. almost	b. begins	c. coldest	d. during	e. enjoy	f. fall
g. get	h. lose	i. over	j. return	k. there's	l. when

Example: Trees begin to (h) their leaves in autumn.

1. In some countries (a) _____ a rainy season (b) _____ it rains (c) _____ every day.
2. Many students (a) _____ to school when summer is (b) _____ and autumn (c) _____.
3. Winter is the (a) _____ season of the year, and some places (b) _____ lots of snow.
4. Many families (a) _____ getting together (b) _____ the winter holidays.

3. Circle the correct word.

Example: Spring is a good time (to walk) / walking in the mountains.

1. In spring, children enjoy *playing* / *to play* baseball.
2. Summer is a good time *taking* / *to take* a vacation by the sea.
3. On summer nights, this couple often goes outside *looking at* / *to look at* the stars.
4. In the winter, children love *play* / *to play* in the snow.
5. On warm spring days, the man often *to walk* / *walks* in the mountains.

Unit 8

Key points in this unit are common time clauses, degrees of certainty, and preferences.

Warm-Up: Times of Day

The four pictures focus on what people do at different times of the day. Time clauses are used to indicate when something is going to happen.

School Life

Nick and Alex are at lunch and they are talking about what they are going to do tonight. Nick is tired of doing homework, so he may watch a movie. When Nick decides to get another hamburger, Alex asks him to get one for him too. In the second dialog, Tiara asks Tina to help plan the winter dance. Tina agrees to come to a meeting to find out more. There is also a *Grammar Focus* section.

School Subjects: English 2

This lesson has 3 *Sections* plus a *Quiz*. The sections are: *Adjectives & Adverbs*, *Prepositions*, and *Conjunctions*. It follows up *English 1* from *Unit 4*. The focus is on how to talk about and classify words within a sentence. In the *Quiz*, students practice answering questions and identifying the part of speech of specific words.

World Talk Cards: Preferences

This lesson focuses on food preferences when people go to a restaurant. The vocabulary includes: *prefer*, *would rather*, *instead of*, and categories of food such as *salad* and *dessert*. Goal: to be able to express preferences, not only about food, but in general.

Speaking Up: Question Practice

Students use *Speech Recognition* to practice asking questions related to the subjects in Units 7 and 8.

Main Learning Points

Time clauses

After she turns off her alarm clock... because the Sun comes up... when most people come home from work... before the word it describes...before they order... after they get home...when they are ready to order

Future

After she turns off her alarm clock, she's going to get up. He may watch a movie...maybe he'll watch a movie... There's going to be a test...I'll go get one. in about four minutes...after school tomorrow... You can find out about it then...I'll see you there.

Modals: *will* (Certainty), *may* (Possibility)

He may watch a movie...I'll do okay. Maybe I'll watch a movie...

Likes & Preferences

The man prefers pasta to salad. The woman loves fresh vegetables. She would rather have fish than beef or chicken. She prefers seafood to meat. Her favorite drink is milk. This is their favorite time of day.

Requests: *can*, *could*

"Could you get one for me too? Can you help us plan the winter dance?"

Direct/Indirect Object

He's going to get him another *hamburger*. "Could you get one for me?" They give *their order* to the waiter.

Information & Wh-questions

What are they going to do when they get home? Which does the woman prefer? What do they do before they order? Are there any prepositions in this sentence? How many adverbs are in this sentence? Why are these words adjectives and not adverbs? Which two of these words are adjectives? What type of word describes a noun or pronoun?

Lesson Scripts

Warm Up: Times of Day

In the morning, people wake up.
People wake up because it gets light in the morning.
It gets light in the morning because the Sun comes up.
This girl is turning off her alarm clock. After she turns off her alarm clock, she's going to get up. After she gets up, she's going to eat breakfast. She's looking forward to school today.

In the afternoon the Sun is high in the sky.
People are usually at work or at school in the afternoon.
These students are leaving school.
School is finished and some of them are going home.
They are laughing and having a good time.
This is their favorite time of day.

In the evening the Sun goes down. It's going to get dark soon. Most people come home from work in the evening. Evening is when most people return home from work. The people in these cars are driving home. After they get home, they are going to eat dinner. Unfortunately, the traffic is slow.
There are too many cars on the road.

At night, it's dark and most people are at home.
Most people sleep at night.
This boy is at home, but he isn't sleeping.
He's doing his homework.
Unfortunately, he has a lot of homework.
After he finishes his homework, he's going to bed.

School Life

(Dialog 1)

Nick: I'm tired of homework. Tonight I'm going to go to bed early. Or maybe I'll watch a movie on TV.

Alex: But what about tomorrow's math test?

Ni: No problem. I'll do okay. I'm good at math.

Al: Not me.

Ni: Hey, I'm still hungry. I'm going to get another hamburger. How about you?

Al: Sure. Could you get one for me too? Here's two dollars.

Ni: One hamburger, and here's your change.

Al: Thanks. Hey, where's the ketchup?

Ni: Oh, sorry. I'll go and get some.

Al: Wait! It's right here in the bag. Sorry.

(Dialog 2)

Tiara: Hey Tina, do you have a minute?

Tina: Oh, Hi. I'm on my way to orchestra.

Tia: Oh, right. You're in advanced orchestra. When does it start?

Tin: In about four minutes. What's up?

Tia: Can you help us plan the winter dance?

Tin: I don't know. Maybe.

Tia: We're having a meeting in the gym after school tomorrow. You can find out more about it then. It'll be fun!

Tin: Okay, I'll see you there.

School Subjects: English 2

(Adjectives & Adverbs)

Adjectives and adverbs both add meaning to other words. They are never things or actions.

Here are some adjectives. [tall, short, easy, hot, cold] Adjectives add to or change the meaning of a noun or pronoun. The word 'tall' is not a thing or action. It describes something, such as a building or person. Adjectives help to answer questions like: *What kind? Which one?* and *How many?* For example: a *tall* building, an *easy* problem, an *expensive* car. The *red* book, the *third* floor. *Five* meters, *three* dollars, a *few* minutes.

Adjectives act on a noun or pronoun. Sometimes an adjective comes before the word it describes. For example, in this sentence, the adjective *good* comes before the noun *teacher*. [Mr. Huffman is a *good* teacher.] In this sentence, the adjective 'good' comes before the noun 'teacher'. Sometimes the noun and adjective don't come together. In this sentence, the verb 'was' is between the noun, 'test', and the adjective, 'easy'. [The test was *easy*.] Here are some more examples of adjectives in sentences.

- Basketball players are often *tall*.
- *One* minute is a *short* time.
- Her hair is *short* and *black*.

Adverbs don't describe nouns or pronouns. Here are some adverbs: [slowly, well, carefully, very, fairly] The adverb 'slowly' isn't an action or a thing. It describes actions or changes such as these:

- eat *slowly*
- *slowly* walk
- *slowly* melted

Adverbs add meaning to verbs, adjectives, and other adverbs. Many adverbs end in 'ly'. Adverbs help us answer questions like *How? How often? How much? and When?*

Here are some more examples.

They are walking *slowly*. Please drive *carefully*.

Tina plays tennis *fairly well*. Her father plays tennis *very well*.

The adverb 'very' is stronger than the adverb 'fairly'. Someone who plays tennis *very* well plays better than someone who plays *fairly* well.

(Prepositions)

Prepositions are another type of word. Prepositions are words such as these: [around, in, of, at, under, etc.] They usually come before a noun or noun phrase.

Together, the preposition and noun phrase are called a prepositional phrase. Here are some examples of prepositional phrases.

- Class starts *at 10:00*.
- She is one *of my friends*.
- His textbook is *on the table*.
- She usually walks *to school*.
- He goes to work *by bus*.

(Conjunctions)

Conjunctions are another important type of word. Conjunctions are words like 'and', 'but', 'because', and 'so'. These words connect other words in different ways. Look how the meaning changes in the next four sentences.

- Her favorite colors are blue *and* green.
- We want to play tennis, *but* the weather is bad.
- She needs an umbrella *because* it's raining.
- It's going to rain, *so* she needs an umbrella.

World Talk Cards: Preferences

On weekends this man and woman eat at a restaurant. This couple often eats at a restaurant.

Before they order, they look at the restaurant's menu. They look at the menu before they order.

The man always has pasta instead of salad. The man prefers pasta to salad.

The woman loves fresh vegetables. The woman likes fresh vegetables more than fruit.

The man prefers meat to fish. The man would rather have meat, such as beef or chicken, than seafood.

The woman prefers seafood to meat. She would rather have fish than beef or chicken.

The woman's favorite drink is milk, especially chocolate milk. The man likes cheese but he doesn't like milk.

The man likes fresh fruit more than vegetables. The man prefers fresh fruit to vegetables.

For dessert, they both like cake and ice cream. They usually have dessert at the end of their meal. Sometimes they have some pie for dessert.

They give their order to the waiter.

When they are ready to order, they call the waiter.

Speaking Up: Question Practice

What covers most of the Earth's surface?

How much of the Earth's surface is covered by water?

Which continent covers more land than any other continent?

Which continent contains just one country?

What is the atmosphere made of?

What is more than 4,000 miles long?

Where do rivers usually begin?

What are formed by forces within the Earth?

Are there any prepositions in this sentence?

How many adjectives are in this sentence?

Why are these words adjectives and not adverbs?

Which two of these words are adjectives?

Which three of these words are adjectives?

Which of these words is not an adjective?

How many adverbs are there in this sentence?

What type of word is the first word in this sentence?

What type of word is the last word in this sentence?

What did she leave at home?

What has Tina offered to do?

Why didn't she have enough money?

Why did he need to borrow a dollar?

What has a negative electric charge?

EXERCISES

Exercise A

1. Look at the pictures in the *Warm-Up* lesson. Then complete the sentences with the correct words or phrases.

a. are going to b. are leaving c. favorite d. finished e. finishes f. get home
g. going to h. it gets light i. return j. some of them k. wake up l. when

Example: After she gets up, she's (g) eat breakfast.

1. People (a) _____ because (b) _____ in the morning.
2. Evening is (a) _____ most people (b) _____ home from work.
3. After they (a) _____, they (b) _____ eat dinner.
4. School is (a) _____ so the students (b) _____.
5. This is their (a) _____ time of day, and (b) _____ are going home.

2. Look at the pictures in the *Warm-Up* lesson. Fill in the correct answers.

a. a lot of b. finishes c. going to d. isn't e. late
f. looking forward g. turning off h. turns it off i. to get up j. until

The girl is (1) _____ her alarm clock. After she (2) _____, she's going (3) _____.

She's (4) _____ to (5) _____ to school today.

It's (6) _____ at night, but the boy isn't sleeping. Unfortunately, he has (7) _____ homework.

He (8) _____ going to bed (9) _____ he (10) _____ it.

3. Match the word with the word closest to its *opposite*.

a. awake b. backward c. before d. dark e. fast f. go down
g. high h. small i. start j. tired k. turn on l. until

1. asleep _____ 2. slow _____ 3. light _____ 4. finish _____ 5. come up _____
6. low _____ 7. large _____ 8. after _____ 9. forward _____ 10. turn off _____

EXERCISES

Exercise B

1. Listen to *Dialog 1 in School Life* and fill in the missing words.

1. *Nick*: I'm _____.
2. *Nick*: Tonight I'm _____.
3. *Nick*: Or _____ a movie on TV.
4. *Alex*: But _____?
5. *Nick*: No problem. (a) _____. (b) _____.

2. Connect the two parts of each sentence. Choose the best answer.

1. I'm tired _____
2. Tonight Nick _____
3. Maybe Nick _____
4. But what about _____
5. Hey, I'm still _____
6. Could you get _____
7. Nick is going to get _____
8. Wait! It's right here _____
9. Hey, where _____
10. Nick didn't _____

- a. is the ketchup?
- b. him another hamburger.
- c. may go to bed early.
- d. of homework.
- e. will watch a movie on TV.
- f. forget to get the ketchup.
- g. in the bag.
- h. hungry.
- i. tomorrow's math test?
- j. one for me too?

3. Answer these questions.

1. What are you going to do tonight? _____

2. What is your favorite food for lunch? _____

3. How often do you eat a hamburger for lunch? _____

EXERCISES

Exercise C

1. Listen to *Dialog 2 in School Life* and fill in the spaces with the phrases from the box.

Tiara: (1) _____

Tina: Oh, Hi. I'm on my way to orchestra.

Tiara: (2) _____

Tina: In about four minutes. What's up?

Tiara: (3) _____

Tina: I don't know. Maybe.

Tiara: (4) _____ You can find out more about it then. (5) _____

Tina: Okay. I'll see you there.

- | |
|--|
| <p>a. Oh right. When does it start?</p> <p>b. We're having a meeting after school tomorrow.</p> <p>c. Can you help us plan the winter dance?</p> <p>d. Hey Tina, do you have minute?</p> <p>e. It'll be fun.</p> |
|--|

2. Fill in the correct answer.

- | | | | | | |
|------------|-----------|---------|------------|----------|---------|
| a. after | b. can | c. go | d. having | e. know | f. plan |
| g. see you | h. starts | i. sure | j. talking | k. to go | l. way |

Example: She isn't _____ (i) _____ if she can help.

Tina and Tiara are _____ before class. Tina is on her _____ to orchestra class. It _____ in about four minutes. Tiara asks her if she _____ help them _____ the winter dance. Tina doesn't _____ if she can help. Tiara tells Tina that they're _____ a meeting in the gym _____ school tomorrow. Tina agrees _____ to the meeting and says, "Okay, I'll _____ there."

3. Answer these questions.

1. What kind of events do students plan at your school? _____
2. How often do you go to meetings at school? _____
3. When is the next important event at your school? _____

EXERCISES

Exercise D

1. Fill in the correct letter(s) in each sentence.

a. add	b. add to	c. before	d. connect	e. describes	f. help
g. like	h. meaning	i. phrase	j. sentence	k. type	l. ways

Example: Adjectives and adverbs both (a) meaning to other words.

1. Adjectives (1) _____ or change the (2) _____ of a noun or pronoun.
2. Adjectives (3) _____ answer questions (4) _____ *what kind* and *which one*.
3. Sometimes an adjective comes (5) _____ the word it (6) _____.
4. Conjunctions (7) _____ other words in different (8) _____.
5. Prepositions are another (9) _____ of word. They usually come before a noun or noun (10) _____.

2. Listen to *Adjectives & Adverbs* and write in the correct words.

1. Adjectives and adverbs both (a) _____ to (b) _____.
2. They (a) _____ things or (b) _____.
3. Adjectives (a) _____ or (b) _____ of a noun or pronoun.
4. The word *tall* is not a (a) _____.
5. It (a) _____, such as a (b) _____ or person.

3. Answer these questions.

1. What type of word is *tall*? Why? *The word tall is*

2. Why is the word *and* a conjunction? *It's a conjunction*

3. In the sentence, 'The boy is *inside* the box.', *inside* is what type of word? *It's*

4. What type of word adds meaning to a verb? *An*

EXERCISES

Exercise E

1. Listen to *Adjectives & Adverbs* and put the words into the correct order.

Example: Adverbs /or/ /nouns/ /describe/ /don't/ /pronouns/.

Adverbs don't describe nouns or pronouns.

1. Adjectives and adverbs /both / /meaning/ /words/ /other/ /add/ /to/.

2. Adjectives /the meaning / /add to/ /or change/ /adjectives/ /a noun or pronoun/ /of/.

3. What /word/ /of/ /describes/ /or pronoun/ /type/ /a noun/?

4. An adjective /something / /describes/ /such as/ /a person/ /a thing/ /or/.

5. Adverbs /other adverbs/ /and/ /add meaning/ /adjectives/ /to verbs/.

2. What types of words are these?

noun (n); verb (v); adjective (adj); adverb (adv); preposition (prep); conjunction (conj)

Example: Elephants (*n*)

1. table _____ 6. attract _____ 11. colder _____

2. on _____ 7. positive _____ 12. length _____

3. slowly _____ 8. nucleus _____ 13. through _____

4. because _____ 9. by _____ 14. behind _____

5. sometimes _____ 10. depend on _____ 15. within _____

EXERCISES

Exercise F

1. Complete the sentences with the words from the lesson.

Example: This couple often eats at a restaurant.

1. _____, they look at the restaurant's menu.
2. When they are ready to order, _____.
3. The man (a)_____ has pasta (b)_____ salad.
4. The woman likes fresh vegetables _____ fruit.
5. The man (a) _____, such as chicken, (b) _____ seafood.
6. The woman (a)_____ seafood (b)_____ meat.
7. They usually have dessert _____ of their meal.

2. Put the words into the correct order.

1. What /order/ /before/ /do/ /they/ /do they/ ?

2. What /salad/ /does/ /of/ /the man/ /instead/ /have/ ?

3. What /the woman/ /to/ /does/ /prefer/ /meat/ ?

4. What /or vegetables/ /have/ /would/ /rather/ /the woman/ /fresh fruit/ ?

5. What /they are/ /to order/ /do/ /ready/ /when/ /do they/ ?

3. Answer these questions.

1. Do you prefer beef or chicken? *I* _____
2. What is your favorite type of vegetable? *My* _____
3. Would you rather have meat or fish? *I'd rather* _____

Unit 9

Key concepts in this unit include the past tense with regular and irregular verbs, and time clauses with present and past tenses.

Warm-Up: Times of Life

These 4 pictures show people at different times of their lives. The descriptions include time clauses such as *when we're children* and *after they marry*.

School Life

In these dialogs, the students use the past tense to talk about *what they did last night*, *how they did on a test*, and *what they plan to do*. In the *Grammar Focus* section, students use the past tense and present perfect. Goal: to be able to ask about the past and future, especially in school.

School Subjects: World History

This lesson has 4 *Sections* plus a *Quiz*. The focus is on the lives of historical figures *Aristotle*, *Alexander the Great*, *Cleopatra*, and *Ramses the Great*. Regular and irregular past tense verbs and time clauses are used and repeated extensively. The lesson also introduces and reinforces basic vocabulary that is essential for history and social studies classes. In the *Quiz*, students practice answering information questions that prepare students for homework and tests. Once this lesson is complete, teachers should assign students to write short summaries of each figure or about other historical figures.

World Talk Cards: Past & Future

This lesson contrasts future and past time expressions in the context of planning a trip and reporting on a past trip. Goal: to be able to summarize sequences of future and past actions.

Speaking Up: Dialogs

Students use *Speech Recognition* to review and practice the dialogs from the *School Life* lesson.

Main Learning Points

Past – regular/irregular

I worked on my paper until late. I didn't get much sleep...I got a 68... He didn't do well. She finished the outline. That was a hard test. He went to Athens...he studied at a famous school... he became the teacher of...he taught Alexander...he returned to... he started his own school... her brother took away... she prepared to fight... she wanted to become...first he bought a ticket... etc.

Present perfect—have + V(n)

She has finished the outline... She hasn't finished her paper...

Future

He'll get a taxi. He's going to check in. He may take a tour. After he rents a car, he's planning to take a tour. First he's going to buy a ticket.

Infinitives of purpose

to support their families... to teach the son... to govern his large empire... to fight her brother... went to be with Caesar...

Time clauses/phrases

when life begins... when people get old...after becoming king... when he was thirteen... when he died...after the plane landed...when he got to the hotel...after arriving...

Dates & Duration

345 B.C., 2,000 years ago, 10 years later, once again, during the next two years, for more than 80 years

Direct/Indirect Object

Alex loaned him a dollar. He'll pay him back. She offered to loan her some money.

Information questions – past & future

How old was Aristotle when he died? Who fell in love with Cleopatra? What did he do after the plane landed? What is he going to do after the plane lands? What will he do when he gets to the hotel?

Lesson Scripts

Warm Up: Times of Life

When life begins, everything is new. A baby learns new things every day. This is when we learn to walk and talk. This boy is learning how to walk.

He is holding his parents' hands. Soon he's going to walk without help.

Most babies learn to walk when they're about a year and a half old.

When we're children, we learn to read and write. Most children go to school. These boys are in a school in Africa. They are learning how to write. Students do a lot of reading and writing in school. A good education is important.

When people are adults, they often get married. After they marry, they often have children. These two adults have three children. They live in Katmandu, the capital of Nepal. Many adults have jobs to support their families. In most countries, adults work and their children go to school.

When people get old, they often stop working. Older people have time for reading and other activities. This man has gray hair and he's wearing glasses. He's reading a story to his granddaughter. He is teaching her how to read. Older people enjoy spending time with their family. Children can learn many things from their grandparents.

School Life

(Dialog 1)

Tiara: What's wrong?

Tina: Nothing. I'm just tired. I didn't get much sleep last night. I worked on my science paper until late.

Tia: Did you finish it?

Tin: Are you kidding? It's just the outline. Now I've got to write it.

Tia: I'm glad I don't have Mr. Gatton as a teacher.

Tin: Yeah, you're lucky. We never have enough time for our assignments.

(Dialog 2)

Alex: Hey Nick, how did you do on your math test?

Nick: Not so good. I got a 68.

Al: Oh... that's too bad.

Ni: How did you do?

Al: I did okay. I got an 85.

Ni: That's great! That was a hard test. I think the best score was 90.

Al: Are you ready for the biology test?

Ni: No, I'm not. I'm going to study for it this weekend. My dad is going to help me. How are you going to study for it?

Al: I'll look at the notes and study the textbook. I don't want to ask my parents. They always explain too much.

Ni: Right. Sometimes my dad gets angry if I don't understand.

School Subjects: World History

(Aristotle)

Aristotle was born in 384 B.C. in northern Greece. Aristotle was born in northern Greece more than two thousand years ago, in 384 B.C. His father was a doctor.

When Aristotle was seventeen, he went to Athens, Greece. In Athens he studied at a famous school. His teacher was the philosopher, Plato.

In 345 B.C., Aristotle went to the capital of Macedonia. In 345 B.C., Aristotle went to the capital of Macedonia, a country north of Greece. He became the teacher of the king's 13 year-old son, Alexander. He taught Alexander about Greek culture, science and philosophy. Ten years later, after Alexander became king, Aristotle returned to Athens. In 335 B.C., after Alexander became king, Aristotle returned to Athens.

In Athens, Aristotle started his own school. His school became very famous. He wrote many books and wrote about many subjects. Aristotle taught that the Earth was the center of the universe. He also taught that heavier objects fall faster than lighter ones. These ideas were wrong, but people believed them for hundreds of years. In 322 B.C., when he was 62 years old, Aristotle died.

(Alexander the Great)

Alexander the Great was born more than 2,000 years ago. He was born in 356 B.C. in southeastern Europe, in Macedonia. His father was the King of Macedonia, Philip II. After his father's death, Alexander became a great military leader.

Alexander was strong, handsome, and well-educated. When he was thirteen, Aristotle became his teacher. As a boy, he was a student of Aristotle, the Greek philosopher. Alexander studied Greek culture and philosophy. In 336 B.C., after the death of his father, Alexander became king. He was twenty years old when he became king.

After becoming king, Alexander led his army in many battles. In all those battles, his army never lost. As a general, Alexander was a brave leader. In 333 B.C., he attacked and defeated the Persian army. A year later, in 332 B.C., he went to Egypt. In Egypt, he founded the city of Alexandria. This city became a center of learning and culture.

From Egypt, he led his army northeast to Persia. Once again, in 331 B.C., he defeated the Persian army in a great battle. In 327 B.C., he led his army into India, where he won several battles. Two years later, after a long and difficult journey, he returned to Persia. During

the next two years he faced many problems. It was very difficult to govern his large empire. When Alexander was 33 years old, he got sick with a fever. He died about a week later. He died in 323 B.C. He was 33 years old when he died.

(Cleopatra)

Cleopatra is one of the most interesting women in history. She was born in 69 B.C. She was the daughter of the king of Egypt. When she was 17 years old, her father died. After her father's death, she and her younger brother shared the throne. However, three years later, her brother took away her power. He became king, and Cleopatra left Egypt. She prepared to fight against her brother. She wanted to become Queen.

Cleopatra soon returned to Egypt with an army. She also met a powerful and important man. This man was the Roman leader, Julius Caesar. When Caesar met Cleopatra, he fell in love with her. With Caesar's help, Cleopatra defeated her brother. Once again she became the Queen of Egypt. As a result, she became the Queen of Egypt once again.

In 46 B.C., Cleopatra went to Rome to be with Caesar. Caesar was the leader of the Roman Empire. Two years later, on March 15, 44 B.C., a group of men killed Caesar. On March 15, 44 B.C., a group of men killed Caesar. This event is very famous.

After Caesar's death, Cleopatra returned to Egypt. Soon after her return to Egypt, another powerful man fell in love with her. His name was Mark Antony. His relationship with Cleopatra caused many problems. As a result, in 31 B.C., the Roman Empire declared war on Egypt. In 31 B.C., the Roman Empire declared war on Egypt. The Roman army soon defeated the armies of Cleopatra and Mark Antony.

In 30 B.C., both Mark Antony and Cleopatra took their own lives. Cleopatra was just 39 years old when she died.

(Ramses the Great)

Ramses the Great was one of the most famous Egyptian kings. He was born more than 3,000 years ago, about 1303 B.C. Ramses lived a very long life. He lived for more than 80 years. He was king for sixty-seven years, from 1279 to 1212 B.C.

At that time, most people did not live very long. For many Egyptians, Ramses was the only king during their lifetime. As King, Ramses built many temples and monuments to himself. He had many wives and more than a hundred children. His chief wife was Nefertari. Her name means "the most beautiful one". Ramses built her one of the most beautiful tombs in Egypt.

Unfortunately for Ramses, many of his sons died before he did. When he finally died, one of his sons became king. However, the kingdom soon lost much of its strength and wealth.

World Talk Cards: Past & Future

(Listening Practice 1: Future)

This person is planning a trip. Next month this man is going on a trip.

First he's going to buy an airplane ticket. Before leaving, he'll buy an airplane ticket.

When he gets to the airport, he will wait in a long line. Before checking in at the airport, he will wait in a long line.

After he checks in, he'll show his ticket at the gate. After checking in, he'll show his ticket at the gate.

After he gets on the plane, it will take off. When everyone is on the airplane, it'll take off.

After take-off, he often looks out of the window. When the plane is in the air, he often looks out of the window.

After the plane lands, he'll get a taxi. After arriving, he'll get a taxi. After arriving, he's going to take a taxi to his hotel.

When he gets to the hotel, he's going to check in. After getting to the hotel, he's going to check in.

After he checks in, he'll rent a car. The morning after he arrives, he will rent a car. Early the next morning, he's going to rent a car.

After he rents a car, he's planning to take a tour. Later, in the afternoon, he may take a tour.

(Listening Practice 2: Past)

This person took a trip last month. Last month this man went on a trip.

First he bought an airplane ticket. Before leaving, he had to buy an airplane ticket. Before leaving, he bought an airplane ticket.

When he got to the airport, he waited in a long line. Before checking in at the airport, he stood in a long line.

After he checked in, he showed his ticket at the gate. After checking in, he showed his ticket at the gate.

After he got on the plane, it took off. When everyone was on the airplane, it took off.

After take-off, he looked out of the window. When the plane was in the air, he looked out of the window.

After the plane landed, he got a taxi. After arriving, he got a taxi. He took the taxi to his hotel.

When he got to the hotel, he checked in. After getting to the hotel, he checked in.

The morning after he arrived, he rented a car. Early the next morning, he rented a car.

Later, in the afternoon, he took a tour. After he rented a car, he took a tour.

Speaking Up: Dialogs

Tiara: What's wrong?

Tina: Nothing. *I didn't get much sleep last night. I worked on my science paper until late.*

Tia: Did you finish it?

Tin: Are you kidding? *It's just the outline.* Now I've got to write it.

Tia: I'm glad I don't have Mr. Gatton as a teacher.

Tin: Yeah, you're lucky. *We never have enough time for our assignments.*

Alex: Hey Nick, how did you do on your math test?

Nick: Not so good. I got a 68.

Al: Are you ready for the biology test?

Ni: No, I'm not. *I'm going to study for it this weekend.*

My dad is going to help me. *How are you going to study for it?*

Al: I'll look at the notes and study the textbook.

EXERCISES

Exercise A

1. Look at the pictures in the *Warm-Up* lesson. Then complete the sentences with the correct phrases.

a. after they marry	b. how to read	c. how to write	d. spending time
e. to spend time	f. supposed to	g. to support	h. when they

Example: The man is teaching his granddaughter (b).

1. The two boys are learning _____.
2. Many adults have jobs _____ their families.
3. Older people enjoy _____ with their families.
4. People often stop working _____ get old.
5. Adults often have children _____.

2. Fill in the correct words.

a. always	b. difficult	c. getting	d. good	e. finish	f. most
g. interested	h. interesting	i. next	j. often	k. to learn	l. when

People begin (1) _____ their first language (2) _____ they are very young. For the (3) _____ few years, they go to school. When they (4) _____ school, (5) _____ people get a job.

After (6) _____ a job, they (7) _____ get married and have a family. Without a (8) _____ job, it's (9) _____ to support a family. A good job can also be very (10) _____.

EXERCISES

Exercise B

1. Listen to *Dialog 1* in School Life and fill in the missing words.

1. *Tiara*: What's (a) _____?

Tina: Nothing. I'm (b) _____. I (c) _____ much sleep

(d) _____. I worked on my science paper (e) _____.

2. *Tiara*: Did you (a) _____? *Tina*: (b) _____ kidding?

It's (c) _____. Now (d) _____.

3. *Tiara*: I'm _____ Mr. Gatton as a teacher.

2. Listen to *Dialog 2* in School Life and fill in the missing words.

1. *Alex*: Hey Nick! How (a) _____ math test?

Nick: Not so good. I (b) _____.

Alex: Oh, (c) _____.

2. *Nick*: How (a) _____?

Alex: I did okay. I (b) _____.

Nick: That's great! That (c) _____.

I think (d) _____ 90.

3. *Alex*: Are you (a) _____ the biology test?

Nick: No, I'm not. I'm (b) _____ this weekend.

EXERCISES

Exercise C

1. Listen to the Dialogs. Then fill in the correct words.

a. angry	b. better	c. explain	d. last	e. much	f. next
g. ready	h. textbook	i. to ask	j. understand	k. weekend	l. will

Example: Alex did (b) than Nick did on the test.

- Tina didn't get _____ sleep _____ night.
- Nick isn't _____ for the biology test. He's going to study for it this _____ .
- Alex _____ look at the notes and study the _____ .
- Alex doesn't want _____ his parents for help, because they always _____ too much.
- Sometimes his dad gets _____ if he doesn't _____.

2. Put the words into the correct order.

Example: /tired/ /she/ /is/ /why/?

Why is she tired?

- /didn't/ /Nick/ /do/ /on the test/ /well/.

- /on the test/ /better/ /who/ /did/?

- /Tina/ /finished/ /what/ /has/?

- /finished/ /she/ /the outline/ /has/.

- /the paper/ /hasn't/ /she/ /finished/ /still/.

EXERCISES

Exercise D

1. Listen to *Aristotle* and fill in the correct words.

a. ago	b. became	c. famous	d. own	e. returned	f. started
g. studied	h. taught	i. was	j. went	k. were	l. wrote

Example: He was born more than two thousand years ____ (a) ____.

1. When Aristotle _____ seventeen, he _____ to Athens, Greece.
2. In Athens, he _____ at a _____ school.
3. In 335 B.C., after Alexander _____ king, Aristotle _____ to Athens.
4. In Athens, he _____ his _____ school.
5. He _____ many books and _____ many subjects.

2. Listen to *Alexander* and write in the correct words.

1. Alexander was (a) _____, handsome, and well-educated. When he was thirteen, Aristotle (b) _____ his teacher. In 336 B.C., after the (c) _____ of his father, Alexander (d) _____ king.
2. After (a) _____ king, Alexander (b) _____ his army in many battles. In all those battles, his army never (c) _____.
3. In 327 B.C., he (a) _____ his army into India, where he (b) _____ many battles. Two years (c) _____, after a long and difficult journey, he returned to Persia.

3. Write in the past tense form, *V(d)*, of each verb.

Example: lose lost

1. become _____
2. go _____
3. study _____
4. lead _____
5. return _____
6. start _____
7. is _____
8. teach _____
9. win _____
10. write _____

EXERCISES

Exercise E

1. Listen to *Cleopatra* and fill in the correct words.

a. became	b. caused	c. died	d. fell	e. interesting	f. left
g. met	h. old	i. result	j. took	k. war	l. went

Example: She is one of the most _____ (e) _____ women in history.

1. Her father _____ when she was seventeen years _____.
2. After her brother _____ away her power, he _____ king and she _____ Egypt.
3. When Caesar _____ her, he _____ in love with her.
4. Mark Antony's relationship with Cleopatra _____ many problems. As a _____, the Roman Empire declared _____ on Egypt.

2. Listen to *Ramses* and put the words into the correct order.

Example: He /born/ /was/ /3,000 years/ /more/ /ago/ /than/.

He was born more than 3,000 years ago.

1. He /long/ /lived/ /very/ /a/ /life/.

2. He /80 years/ /than/ /for/ /lived/ /more/.

3. Unfortunately, /his sons/ /died/ /of/ /he/ /did/ /before/ /many/.

4. For many Egyptians, Ramses /the only/ /lifetime/ /their/ /king/ /during/ /was/.

5. When he finally died, /king/ /of/ /became/ /sons/ /one/ /his/.

EXERCISES

Exercise F

1. Fill in the correct answer.

a. bought	b. buy	c. gets	d. going	e. got	f. leaving
g. line	h. stood	i. take	j. took	k. wait	l. went

Example: He's going to _____ (i) _____ a taxi to his hotel.

1. He _____ a trip last month. Before _____, he _____ an airplane ticket. When he _____ to the airport, he _____ in a long _____.
2. Next month he is _____ on a trip. Before leaving, he'll _____ an airplane ticket. When he _____ to the airport, he will _____ in a long line.

2. Put the sentences into the past tense, V(d).

1. I (buy) _____ my airplane ticket more than a month ago.
2. We (get) _____ to the airport late, so we (miss) _____ our flight.
3. We (have to) _____ wait two hours for the next flight.
4. We (are) _____ very tired when we finally (arrive) _____ at our hotel.
5. An hour after we (check in) _____ to the hotel, we (eat) _____ dinner.

3. Put in the correct form of the verb.

1. Next week she's (plan) _____ to travel to Australia.
2. After we get to the hotel, we may (rent) _____ a car.
3. If we don't rent a car, we'll (go) _____ by bus or train instead.
4. We (are) _____ all very tired when we finally (get) _____ home last night.
5. It (rain) _____ last night, so her mother (drive) _____ us home.

Unit 10

Key points are the passive, purpose, place clauses, conditionals, and units of measurement.

Warm-Up: Purpose & Use

This lesson focuses on what things are used for: *A scale is used for...* The pictures show people using instruments to measure things or solve problems.

School Life

In the first dialog, Nick and Alex talk about what they are going to do this weekend. Then Alex asks Nick what class he has next. Nick says P.E. Alex says: "Maybe it'll rain?" Nick says: "*If it rains*, we'll still run." In the second dialog, Tina asks Melanie what's she's going to do. Melanie answers: "I *may* go shopping with my mom, but I'm *not sure*." Goal: to be able to use *may* and *if* to talk about an uncertain but possible future.

School Subjects: Math 3

This lesson has 3 *Sections: Units of Time, Units of Temperature, and Units of Weight & Distance.* Along with the passive (*is used/measured*) the focus is on the language of problem solving: *to measure speed we use units; to solve this problem, first...If it's 7:00 what time will it be in an hour?* In the *Quiz*, students practice answering questions that will help them with the language of homework and test problems.

World Talk Cards: Places

The focus is on describing places in terms of purpose or function. Goal: to understand and use clauses such as *where you can buy* and phrases such as "a place *for students to study*" to describe places of daily business such as a bank or library.

Speaking Up: Question Practice

Students use *Speech Recognition* to practice asking information questions from Units 9 and 10: *Who lived for more than 80 years? What is used to measure temperature? Where will they run if it doesn't rain?*

Main Learning Points

Passives

A scale is used for...Our age is measured in years... What is used to measure weight?

Future

We'll run in the gym. We're going to run around the track. I may go shopping.

Modals – *will* (Certainty), *may* (Possibility)

She may go shopping, but she might not. Maybe it'll rain. It will finish at 10:45. In thirty seconds, it will go 500 meters.

Purpose – for, to

for work and school...for measuring...to weigh...to multiply...for finding answers...to get information, to measure speed, etc.

Instrument & Use

To measure speed, we use units for ... A clock is used to measure time. Calculators are useful for doing math.

Conditional

If it rains, they'll run in the gym. If it doesn't rain, they'll run around the track. If the time is 10:05, what time will it be in an hour?

Units of Time, Temperature, Weight, & Speed

Time is measured in units of seconds. In degrees Celsius, water boils at 100 degrees. A kilogram is approximately 2.2 pounds. A foot is about the length of a person's foot. To measure speed, we use units for both time and distance.

Place clauses/phrases to describe purpose or function

A post office is where you can buy stamps and mail things. A library is a good place for students to read and study.

Information and Wh-questions

What is used to measure time? How is a scale used? What is important to know about computer? Where will they run if it rains? Where do people go to buy tickets for a show? What is a good place to read and study? How many seconds are there in 3 minutes? If the time is 10:05, what time was it an hour ago? Which is longer, 5 inches or 10 centimeters? How hot is it on the Sun's surface?

Lesson Scripts

Warm Up: Purpose and Use

A scale is used for measuring weight.

These students are using a scale in their science class.

They are using the scale to weigh a white ball.

After they weigh it, they are going to record its weight in a notebook.

Without a scale, it's difficult to find an object's weight.

Knowing an object's weight is often very important.

A ruler is an important measuring tool. It's used for measuring length. A ruler is used for measuring length.

This girl is using a ruler to measure the length of some cloth. After she measures the cloth, she's going to cut it with some scissors. She needs to cut out a piece, 80cm long by 70cm wide. Without a ruler, it's difficult to measure length. Knowing an object's size is often very important.

Calculators are useful for doing math.

This girl is using a calculator to multiply some numbers.

Today she's taking an algebra test. After she gets the answer, she's going to write it down.

Calculators are good for finding answers quickly.

Getting the correct answer is often very important.

Computers are important and have many uses.

People use computers for school and work.

These students are doing a class project.

They are using a computer to get information from the Internet. After they get the information, they are going to write a paper.

Knowing how to use a computer is important.

Some people even use a computer to learn a new language.

School Life

(Dialog 1)

Nick: What are you and Elmar doing this weekend?

Alex: We're playing soccer. We've got a game on Saturday. How about you?

Ni: I can't do *anything* this weekend. My grandparents are coming to visit...but I've got a *great* new computer game.

Al: Yeah? What kind of game?

Ni: It's a computer programming game. You write simple programs to draw shapes and move them around.

Al: It sounds like *school*.

Ni: No, it's fun. And I can do it anytime I want.

Al: But it's just sitting inside. Don't you like sports?

Ni: Yeah, but I'm no good at sports. I'm too slow.

Al: You're not that slow, and you're big.

Ni: Ah, it doesn't matter. Sports is too much work. I *like* just sitting. P.E. is enough sports for me.

Al: Hey, it's almost time for class. What do you have next?

Ni: P.E.! We're going to run around the *track*!

Al: ...Maybe it'll rain?

Ni: If it rains, we'll *still* run. We'll run in the gym!

(Dialog 2)

Tina: What are you doing after school?

Melanie: I may go shopping with my mom, but I'm not sure. Why?

Ti: Some of us are going to the library. We're going to study together.

Me: Oh, for Friday's history test?

Ti: Yes. We can review our notes. There's a lot to learn.

Me: Let me call my mom, okay? I'm sure she'll say yes.

School Subjects: Math 3

(Units of Time)

A clock is used to measure time. Time is measured in units of seconds. A second is about the length of time between heartbeats.

A minute is sixty seconds, and an hour is sixty minutes. That means there are 60 times 60 seconds in an hour, or 3,600 seconds in an hour. A day is 24 hours, so a day is 24 x 60 x 60 seconds, which is 86,400 seconds. A week is seven days, so a week is 7 x 24 x 60 x 60 seconds. That's 7 days times 24 hours per day times 60 minutes per hour times 60 seconds per minute.

It's important to know how to change from one unit to another. To change from minutes into seconds, multiply by 60, because each minute is sixty seconds. For example 5 minutes is equal to 300 seconds. To change from seconds into minutes, we do the opposite. To change from seconds into minutes, divide by 60, because each second is 1/60th of a minute. For example, 90 seconds is equal to 1 1/2 minutes. Here are some other units of time.

If you measure a long length of time, you usually use a larger unit of measure, such as a year. Our age is measured in years, not seconds or minutes. If you measure a short time, you usually use a shorter unit of measure, such as a second. To measure how long it takes to run a hundred meters, we use seconds, not minutes or weeks.

When we read a clock, we usually use mixed units. For example, we say ten minutes after eight. If the time is 8:15, what time will it be an hour and a half later? To solve this problem, add minutes to minutes and hours to hours. First add the minutes. Fifteen minutes plus thirty minutes equals 45 minutes. Then add the hours. Eight hours plus one hour equals nine

hours. So the answer is nine hours and forty five minutes, or 9:45. To find the time an hour and a half earlier, we subtract. First subtract the minutes. However, fifteen minutes is less than thirty minutes, so we need to take an hour and change it into sixty minutes. So now we have seven hours and seventy five minutes. Seventy five minutes minus thirty minutes is forty five minutes. Seven hours minus one hour is six hours. So the answer is six hours and forty five minutes, or 6:45.

(Units of Temperature)

A thermometer is used to measure temperature. There are two temperature scales commonly used. These two units of measure are degrees Celsius and degrees Fahrenheit. In degrees Celsius, water freezes at 0 degrees. In degrees Fahrenheit, water freezes at 32 degrees. In degrees Celsius, water boils at 100 degrees. In degrees Fahrenheit, water boils at 212 degrees.

A comfortable room temperature is 20 to 25 degrees Celsius, which is around 70 degrees Fahrenheit. Normal human body temperature is 98.6 degrees Fahrenheit, which is 37 degrees Celsius. If someone's temperature is 40 degrees Celsius, they have a fairly high fever. The temperature on the surface of the Sun is around 6,000 degrees Celsius. Inside the Sun, the temperature may be as high as 15,000,000 degrees Celsius.

To convert degrees Celsius to degrees Fahrenheit, we can use these equations:

$$[C = 5/9 (F-32)] \text{ and } [F = 9/5 C+32]$$

An increase of one degree Celsius is the same as an increase of 9/5 degrees Fahrenheit. Therefore if the temperature in a room increases by one degree Celsius, it has increased by 9/5 degrees Fahrenheit. A change in temperature of one degree Celsius is more than a change in temperature of one degree Fahrenheit.

(Units of Weight and Distance)

A scale is used to measure weight. Two important units for measuring weight are the kilogram and the pound. A kilogram is approximately 2.2 pounds. An average person weighs about 60 kilograms, or 132 pounds. For small objects, we use *grams* as the unit of weight. One thousand grams is equal to a kilogram. This is easy to remember because *kilo* means one thousand.

A ruler is used to measure distance. Two units for measuring distance are the meter and the foot. One meter is about the width of a door. A meter is 100 centimeters. A *foot* is about the length of a person's foot. A foot is 12 inches. A meter is a bit longer than three feet. To convert from centimeters to inches, we can use this relationship. One inch is equal to about 2.54 centimeters.

To measure speed, we use units for both time and distance. If a car travels at a speed of 60 kilometers per hour, we can calculate how many meters it will travel in thirty seconds. To do this, convert 60 kilometers per hour to 60 kilometers per 60 minutes. That's 1 kilometer per minute. 1 kilometer per minute is equal to 1000 meters per minute. Therefore, in 30 seconds, the car will travel 500 meters.

World Talk Cards: Places

These people are standing in line to see a movie. A movie theater is where people go to see movies. Many people go to this theater to see movies, especially on the weekends.

People work in offices such as this one. This man is answering the telephone at his office.

This beach is a nice place to take a walk. This man often comes to the beach to relax and look at the ocean.

This person is changing money at a bank. Banks such as this one are where people can change money.

This supermarket is where many people go to buy food.

Supermarkets like this one have many different kinds of food.

A post office is where you can buy stamps and mail things. This person is at the post office to mail a package to a friend.

This department store sells many different kinds of clothes. People go to a department store to buy things like clothes.

A classroom is where students study subjects such as English and math. These students are taking an English test in their classroom. During school, students spend most of their time in a classroom.

Students can read and study in a school library. These students are at the library to study for an important test.

A library is a good place for students to read and study.

Speaking Up: Question Practice

How old was Aristotle when he went to Athens?

What famous person did Aristotle teach?

How old was Aristotle when he died?

Who was Alexander's famous teacher?

In what year did Alexander die?

Whose army fought the Persian army?

How did Alexander die?

Who took power away from Cleopatra?

Why did Cleopatra fight against her brother?

Who fell in love with Cleopatra?

Who wrote many books?

Who lived for more than 80 years?

What is used to measure temperature?

English For Success ~ Unit 10

What is used to measure weight?

What is used to measure distance?

How many seconds are there in 3 minutes?

How did Alex do on the test?

What did she do last night?

What has she finished?

What can he do anytime he wants?

Where will they run if it doesn't rain?

Why is Melanie going to call her mother?

EXERCISES

Exercise A

1. Look at the pictures in the *Warm-Up* lesson. Then complete the sentences with the correct phrases.

a. are using	b. for finding	c. is used	d. is using
e. many uses	f. to find	g. to weigh	h. useful

Example: Calculators are (h) *for doing math.*

1. Without a scale, it's difficult _____ an object's weight.
2. The two students are using the scale _____ a white ball.
3. A ruler _____ for measuring length.
4. Computers are important and have _____.
5. Calculators are good _____ answers quickly.

2. Fill in the correct words.

a. an object's	b. at	c. by	d. cut out	e. finding	f. length
g. measures	h. measuring	i. ruler	j. to measure	k. used	l. using

A ruler is an important (1) _____ tool. It's (2) _____ for measuring (3) _____. The girl is (4) _____ a ruler (5) _____ the length of some cloth. After she (6) _____ the cloth, she's going to (7) _____ a piece 80 centimeters long (8) _____ 70 centimeters wide. Without a (9) _____ it's difficult to measure length. It's often very important to know (10) _____ length.

EXERCISES

Exercise B

1. Listen to *Dialog 1* in School Life and fill in the missing words.

1. *Nick*: What are you and Elmar (a) _____?

Alex: We're playing soccer. (b) _____ on Saturday.

How about you?

Nick: I can't (c) _____ this weekend.

My grandparents (d) _____.

2. *Alex*: Don't you like sports?

Nick: Yeah, but (a) I'm _____ at sports. (b) _____.

Alex: You're not (c) _____, and (d) _____.

Nick: Ah, it (e) _____, Sports is (f) _____.

2. Listen to *Dialog 2* in School Life and fill in the missing words.

1. *Tina*: What are you doing (a) _____?

Melanie: I (b) _____ with my mother, but (c) _____.

Why?

Tina: (d) _____ to the library.

We're (e) _____

2. *Melanie*: Oh, for Friday's (a) _____?

Tina: Yes. We (b) _____.

(c) _____ learn.

Melanie: (d) _____, okay?

I'm (e) _____ 'yes'.

EXERCISES

Exercise C

1. Listen to the *Dialog 2*. Then fill in the correct words.

a. anything	b. anytime	c. ask	d. because	e. can	f. doesn't
g. it	h. rains	i. sure	j. there	k. to visit	l. will

Example: Melanie isn't _____ (i) _____ what she's going to do after school.

1. Nick can't do _____ this weekend _____ his grandparents are coming _____
2. Nick can play with his computer game _____ he wants.
3. If it _____, Nick's P.E. class _____ run in the gym.
4. Nick's P.E. class will run around the track if _____ _____ rain.
5. Melanie is going to _____ her mom if she _____ go to the library.

2. Put the words into the correct order.

Example: /on Saturday/ /is/ /do/ /going to/ /what/ /Alex/?

What is Alex going to do on Saturday?

1. /can't/ /Nick/ /anything/ /do/ /this Saturday/ /why/?

2. /anytime/ /can/ /what/ /do/ /he/ /he wants/?

3. /sports/ /good/ /he/ /why/ /isn't/ /at/?

4. /rains/ /it/ /where/ /if/ /they/ /will/ /run/?

5. /her mother/ /is/ /Melanie/ /going to/ /why/ /call/?

EXERCISES

Exercise D

1. Listen to *Units of Time* and fill in the correct words.

a. another	b. change	c. larger	d. length	e. know how	f. measure
g. measured	h. other	i. units	j. use	k. used	l. week

Example: A (l) is seven days.

1. A clock is _____ to _____ time. Time is _____ in _____ of seconds.
2. It's important to _____ to _____ from one unit to _____.
3. If you measure a long _____ of time, you usually _____ a _____ unit of measure.

2. Listen to *Units of Temperature* and write in the correct words.

1. A thermometer is used (a) _____ temperature. There are two temperature scales commonly (b) _____. These two (c) _____ of measure are (d) _____ Celsius and degrees Fahrenheit. In degrees Celsius, water (e) _____ at 0 degrees.
2. A (a) _____ room temperature is 20 to 25 degrees Celsius, (b) _____ is around 70 degrees Fahrenheit. Normal human (c) _____ temperature is 98.6 degrees, which is 37 degrees Celsius.
3. Inside the Sun, the temperature (a) _____ be as (b) _____ as 15,000,000 degrees Celsius.

3. Write in the *passive form, be+V(n)*, of each verb.

Example: change is changed

- | | | | |
|---------------|------------------|-------------------|---------------|
| 1. use _____ | 2. measure _____ | 3. increase _____ | 4. heat _____ |
| 5. cool _____ | 6. divide _____ | 7. weigh _____ | 8. drop _____ |

EXERCISES

Exercise E

1. Listen to *Units of Weight and Distance* and fill in the correct words.

a. approximately	b. as	c. at	d. average	e. calculate	f. in
g. measuring	h. longer	i. shorter	j. use	k. weighs	l. will

Example: Two units for _____ (g) _____ distance are the meter and the foot.

1. A kilogram is _____ 2.2 pounds. An _____ person _____ about 60 kilograms.
2. For small objects, we _____ grams _____ the unit of weight.
3. A meter is a bit _____ than three feet.
4. If a car travels _____ a speed of 60 kilometers per second, we can _____ how many meters it _____ travel _____ thirty seconds.

2. Put the words into the correct order.

Example: /a week/ /how many/ /there/ /are/ /days/ /in/?

How many days are there in a week?

1. /take/ /long/ /does/ /how/ /does/ /it/ /100 meters/ /to run/?

2. *If the time is 8:45, /it/ /what/ /was/ /ago/ /time/ /30 minutes/?*

3. *We use hours /how long/ /to measure/ /to fly/ /it takes/ /around the world/.*

4. /surface/ /on/ /the Sun's/ /how/ /hot/ /it/ /is/?

5. /the test/ /more/ /to finish/ /how much/ /have/ /do you/ /time/?

EXERCISES

Exercise F

1. Fill in the correct answer.

a. a lot	b. buy	c. mail	d. often	e. place	f. spend
g. standing	h. to buy	i. to read	j. to relax	k. to see	l. where

Example: Students (f) most of their time in a classroom.

1. The people are _____ in line _____ a movie.
2. You can _____ stamps and _____ things at a post office.
3. He _____ comes to the beach _____ and look at the ocean.
4. This supermarket is _____ many people go _____ food.
5. A library is a good _____ for students _____ and study.

2. Complete the sentences with the words from the lesson.

1. Supermarkets have many different _____ food.
2. A classroom is _____ most of their time during school.
3. Banks (a) _____ this one are (b) _____ can change money.
4. The beach is a (a) _____ to take (b) _____.
5. He's at the post office _____ to a friend.
6. The students are at the library _____ test.
7. Classrooms are (a) _____ subjects (b) _____ English and math.

Unit 11

Key points are the passive and perfect tenses, causal relationships, academic vocabulary, and linking events or processes into a sequence. Students should practice presenting the information.

Warm-Up: Reasons and Results

This lesson focuses on cause and effect; and the results or reasons for an action: *There has been an accident. An ambulance has arrived.* The pictures show the ends of sequences.

School Life

In dialog 1, Tina and Michael talk about Maya's dance schedule. She can't come to a party because her dance class doesn't finish until 6:00. Tina asks why she can't miss one class. Michael answers: "I don't know. Why don't you ask her?"

In dialog 2, Elmar suggests that he and Alex play basketball after school. But Alex can't because "I've got orchestra until 4:00." Then they agree to meet after 4:00. They'll meet behind the gym *if it doesn't rain. If it does rain, they'll meet in the gym.*

School Subjects: Science4 - Waves

This lesson has 3 sections: *Waves, Sound, and Light.* Along with the passive (*is called; is transferred; is produced by; is determined by*) the focus is on the language of explanation and problem solving: *the amount of bending depends on the angle that the light enters the substance; If the period is 0.5 seconds per cycle, then the frequency is 1 divided by 0.5, which is 2 cycles per second.* In the *Quiz*, students practice answering questions that will help with the language of science explanations, homework and test problems.

Language Extension: Continents

The focus is on describing and comparing the continents of the world: their location and features such as rivers, mountains, deserts, population and climate.

Speaking Up: Dialogs w/SR

Students use *Speech Recognition* to review and practice the conversations from the *School Life* lesson. Goal: to improve pronunciation and reinforce basic grammar.

Main Learning Points

Present Perfect

The police officer *has stopped* the driver...*have become; has brought*...because sound waves *have traveled* through the air.

Past and Present Progressives

They *were sleeping*...*is telling* him to drive more carefully...*are wearing* pajamas...*has been waiting*

Passives

Nobody *has been hurt; has been injured; is being helped; is considered* desert; which *is found; is produced* by vibrations; *are translated* into sounds by the brain.

Compulsion: have to/need to

He'll probably *have to* pay a fine. *They need to* get him to a hospital as soon as possible.

Causal Relations

The volume of a sound *is determined* by the amplitude of the sound wave. The color of light *depends on* its wavelength. The speed of light is the same *regardless of* color.

Conditionals

If it rains, they'll run in the gym. If it doesn't rain, they'll run around the track. If you drop a rock into a pool of water, you'll see waves. If you know the frequency of a wave, you can calculate the period by dividing one by the frequency. Without the air, you *wouldn't hear* anything at all. If the frequency *changed*, the color of light would change, etc.

Means – how

...*by dividing* one by the frequency; can be refracted, or bent, *by passing through* the object.

Suggestion

Why don't you ask her? *Let's play* basketball after school, ok?

Time clauses/phrases

Refraction occurs *when* a wave passes from one substance into another. *Once* inside the new substance, its speed and wavelength change; *when* a fire started

Information and Wh-questions

What has happened to the driver? What causes...? What is created if you drop a rock into a pool of water? If you know the frequency of a wave, how do you calculate the period? How does temperature affect the speed of sound? In which type of medium does sound travel the fastest? How has light been described? What happens to the speed of light if you change colors? Why does light bend when it passes from one substance into another? What stays the same when light passes from one substance into another?

Lesson Scripts

Warm up: Reasons and Results

The driver of this car was driving too fast.
 As a result, the police officer has stopped him.
 The police officer has stopped the driver.
 As a result, the police officer stopped him.
 The police officer has asked to see the man's driver's license.
 He is telling him to drive more carefully.
 The driver will probably have to pay a fine.
 Dangerous drivers have become a major cause of accidents around the world.
 Thousands of people die each year because of automobile accidents.

This mail carrier enjoys delivering the mail.
 He knows many people in the neighborhood.
 Today he has brought a letter to the girl.
 The mail carrier has brought a letter to the girl.
 She's happy that the letter has arrived.
 She has been waiting for her letter for a long time.
 She has been waiting for a letter from her friend.
 The letter is from her best friend, who lives in another country.

This family was sleeping when a fire started in their home.
 The fire department has come to fight the fire.
 This firefighter has rescued the little boy from the fire.
 He's returning the little boy to his father.
 The boy's father is happy to see that his son is safe.
 The mother is crying because her family is safe.
 The mother is crying because nobody has been hurt.
 They are not sure what caused the fire.
 We know that they were sleeping because they are wearing pajamas.

There has been an automobile accident.
 An ambulance has arrived.
 The medical workers are helping the driver of the car.
 The driver of the car is being helped by the medical workers.
 The driver of the car has been injured.
 After they help him, they will put him into the ambulance.
 They need to get him to a hospital as soon as possible.
 Medical workers like these help thousands of injured people every day.

School Life

(Dialog 1)

Tina: Why can't Maya come to the party?
 Michael: She's got dance class.
 T: Oh, that's too bad...
 T: When does it finish?
 M: It doesn't finish until 6:00 -- too late for the party.
 T: She's always at dance class.
 M: She has class six days a week!
 T: Six days a week?
 M: Yeah. She wants to be a dancer.
 T: Oh. What kind of dancer?
 M: Ballet! That's why her feet are so ugly.
 M: She dances on her toes.
 T: Why can't she miss one class?
 M: I don't know. Why don't you ASK her?

(Dialog 2)

Elmar: Hey Alex!
 Alex: Elmar! What's up?
 E: Let's play basketball after school today, okay?
 A: Sure, but I've got orchestra until 4:00.
 E: That's okay.
 E: Nick and I will be at the basketball court behind the gym.
 A: But what if it rains?
 E: Don't worry. It isn't going to rain.
 A: Yeah, but what if it *does*? Look outside!
 E: Oh...Well, if it *does* rain we can meet in the gym... Okay?
 A: Sure! I'll be there.

School Subjects: Science 4

Waves

In this lesson students learn to talk about waves. Waves are important, because they are all around us. Waves carry energy from one place to another. If you drop a rock into a pool of water, you'll see waves. The energy from the falling rock is transferred into waves. These waves carry the energy.

There are many different kinds of waves. One kind of wave is called a transverse wave. Another type of wave is called a longitudinal wave. A vibrating string is an example of a transverse wave. It's a transverse wave because the string's motion is perpendicular to the direction that the wave moves. If you push a spring, you'll create a longitudinal wave. Unlike a vibrating string, the motion of the

spring is in the same direction that the wave moves. In other words, the motion of the spring is parallel to the direction of the wave.

If we look at waves, we see a pattern. The highest point on a wave is called the crest. The lowest point is called the trough. The wave height is called the amplitude, and the distance from crest to crest is called the wavelength. The wavelength is the distance from one point on a wave to the point where the wave repeats itself. This distance, the wavelength, defines a cycle. The number of cycles that repeat in an interval of time is the frequency of the wave.

The amount of time required for a cycle to complete itself is called the period. If you know the frequency of the wave, you can calculate the period by dividing one by the frequency. The period and frequency of a wave are reciprocals of each other. If the frequency is 2 cycles per second, then the period is 1 divided by 2 cycles per second, which is 0.5 seconds per cycle.

Sound

Sound waves are produced by vibrations. A sound wave moves through a medium, such as air, from one place to another. Sound waves are longitudinal waves, not transverse waves.

When you hear a sound, it's because sound waves have traveled through the air to your ear. Without the air, you wouldn't hear anything at all. There would be no sound. Without the air, there would be no sound wave.

When sound waves reach your ear, your eardrum vibrates. These vibrations are translated into sounds by the brain. The ear then converts the energy of those vibrations into a nerve impulse. From the ear, the nerve impulse is transmitted to the brain, and you hear sound.

Another interesting thing about sound is that sound waves travel at different speeds in different substances. The substance, or medium, that the sound is traveling through determines the speed of sound. For example, sound travels faster in water than it does in air. Also, temperature affects the speed of sound. Sound waves travel faster through high-temperature mediums than through low-temperature mediums. That means sound travels faster on a hot day than when it's cold.

The rate of vibration, or frequency, of sound determines how high or low it is. A high pitched sound has a higher frequency than a low pitched sound. The volume of a sound is determined by the amplitude of the sound wave. If music is too loud, it can hurt your ears. When you turn up the volume of a sound, you are increasing the amplitude of the sound waves.

If a sound source moves away from you, the frequency decreases because the wavelength increases due to the motion of the sound source. If a sound source comes toward you, the frequency increases, or the sound gets higher. This is because the wavelength gets shorter. This effect is called the Doppler Effect.

Light

Scientists have been trying to describe light for thousands of years. Light has been described as both a wave and a particle. Sir Isaac Newton was certain that light was a particle, while other scientists did experiments that showed that light acted like a wave. Particle or wave? - that question is still debated.

In this lesson we will look at the wavelike properties of light. First, light has a wavelength and an amplitude. Light waves are electromagnetic waves.

The color of light depends on its wavelength. Each color is determined by its wavelength. Red light has a longer wavelength than blue light. However, the speed of light is the same regardless of color. The speed of light is the frequency times the wavelength. In a vacuum, this speed is always c .

Unlike sound, light moves in a vacuum, such as space. A vacuum is where there is no matter. The speed of light in a vacuum is approximately 3×10^8 meters/second [3×10^8]. According to Einstein nothing can move faster than the speed of light. However, the speed of light depends on the substance it is traveling through. Some materials slow light more than other materials. For example, water slows down light more than air. This is why light bends when it passes from air into water. This bending of light is called refraction.

Refraction occurs when a wave passes from one substance into another. This is because one part of the wave moves at a different speed than the other part. Once inside the new substance, its speed and

wavelength change. The frequency stays the same. If the frequency changed, the color of light would change, but this doesn't happen. [Good research topic]

Note that if a light wave is perpendicular to a substance, the light will not bend. This is because all parts of the wave change speed at the same time. The amount of bending depends on the angle that the light enters the substance. (This angle is called the angle of incidence.)

Light refracts, or bends, when the part of the wave inside the object slows down, but the part of the wave outside the object stays at the same speed. That difference causes the bend in the portion of the wave that is inside the object.

Language Extension: Continents

This lesson focuses on how the continents are described. Their location, physical features, and some historical information of each continent are presented. Here are some example sentences:

- Australia is surrounded by the Indian and Pacific Oceans.
- Australia is the smallest continent in the world.
- The first European settlers came to Australia toward the end of the 18th Century.
- In area, North America is the third largest continent.
- Human beings came to North America from Asia on a land bridge about 25,000 years ago.
- Asia covers more land than any other continent, more than 3 billion square miles.

EXERCISES

Exercise A

1. Look at the pictures in the *Warm-Up* lesson. Then complete the sentences with the correct words or phrases.

a. are	b. been	c. being	d. did
e. has	f. has been	g. is	h. is being

1. The mail carrier _____ brought a letter to the girl.
2. The medical workers _____ helping the driver of the car.
3. She _____ waiting for her letter for a long time.
4. The driver of the car _____ helped by the medical workers.
5. The mother _____ crying because nobody has been hurt.

2. Fill in the correct words or phrases.

a. because of	b. cause	c. each	d. has	e. have become
f. have to	g. of	h. result	i. was	j. will

Dangerous drivers (1) _____ a major (2) _____ of accidents around the world. Thousands of people die (3) _____ year (4) _____ automobile accidents. The driver (5) _____ this car (6) _____ driving too fast. As a (7) _____, the police officer (8) _____ stopped him. The driver (9) _____ probably (10) _____ pay a fine.

EXERCISES

Exercise B

1. Listen to *Dialog 1* in School Life and fill in the missing words.

1. *Tina:* (a) _____ Maya come to the party?

Michael: (b) _____ dance class.

Tina: Oh, that's too bad... When (c) _____ ?

Michael: It (d) _____ until 6:00 (e) _____ for the party.

2. *Michael:* She (a) _____ be a dancer.

Tina: Oh. What (b) _____ dancer?

Michael: Ballet (c) _____ her feet are so ugly. She dances on her toes.

Tina: (d) _____ she miss one class?

Michael: I don't know. (e) _____ you ask her?

2. Listen to *Dialog 2* in School Life and fill in the missing words.

1. *Elmar:* Hey Alex!

Alex: Elmar! (a) _____ ?

Elmar: (b) _____ basketball (c) _____ today, okay?

Alex: Sure, but (d) _____ orchestra (e) _____ at 4:00.

Elmar: That's okay.

2. *Elmar:* Nick and I (a) _____ at the basketball court behind the gym.

Alex: But (b) _____ it rains?

Elmar: Don't worry. It isn't (c) _____.

Alex: Yeah, but what if (d) _____ ? Look outside!

Elmar: Oh... Well, (e) _____ rain we can meet in the gym... Okay?

EXERCISES

Exercise C

1. Listen to the *Dialogs*. Then fill in the correct words and phrases.

- a.** because **b.** can't **c.** does rain **d.** finishes **e.** goes to
f. to be **g.** too late **h.** wants to **i.** will meet **j.** will rain

Example: Elmar (h) play basketball after school.

1. Maya _____ come to the party _____ she has dance class.
2. The class _____ at 6:00 - _____ for the party.
3. She _____ class six days a week because she wants _____ a dancer.
4. Elmar doesn't think it _____.
5. If it _____ the boys _____ in the gym.

2. Put the words into the correct order.

Example: /on Saturday/ /is/ /do/ /going to/ /what/ /Alex/?
What is Alex going to do on Saturday?

1. /Maya/ /party/ /can't/ /to/ /come / /why/ /the/?

2. /class/ /does/ /when/ /Maya's/ /finish/?

3. /does/ /dance/ /often/ /Maya/ /how/ /class/ /have/?

4. /join/ /time/ /Alex/ /what/ /can/ /friends/ /his/?

5. /if/ /will/ /play/ /where/ /it/ /they/ /rains/?

EXERCISES

Exercise D

1. Listen to *Waves* then fill in the correct words and phrases.

a. an example **b.** carry **c.** energy **d.** highest **e.** is called
f. slower **g.** transferred **h.** vibrating **i.** wavelength **j.** waves

1. If you drop a rock into a pool of water, you'll see _____. The _____ from the falling rock is _____ into waves. These waves _____ the energy.
2. A _____ string is _____ of a transverse wave.
3. The _____ point on a wave _____ the crest.
4. A wave with a longer _____ will have a _____ frequency.

2. Listen to *Sound* then fill in the correct words and phrases.

a. are translated **b.** brain **c.** converts **d.** energy **e.** instrument
f. is produced **g.** medium **h.** sound wave **i.** source **j.** vibrations

1. Sound is a wave that _____ by vibrations, such as a string on a violin. A _____ moves through a _____, such as air, from one place to another.
2. These sound waves carry the _____ from a sound _____, such as a human voice, or a musical _____.
3. These vibrations _____ into sounds by the _____. Another way to say it is that the human ear _____ sound waves in the air into _____ inside the ear.

EXERCISES

Exercise E

1. Listen to *Light* then fill in the correct words and phrases.

a. depends on b. described c. example d. experiments e. faster f. light
 g. materials h. particle i. slow j. slower k. substance l. wave

Example: The color of light _____ (a) _____ its wavelength.

1. Scientists have been trying to describe _____ for thousands of years. Light has been _____ as both a wave and a _____. Sir Isaac Newton was certain that light was a particle, while other scientists did _____ that showed that light acted like a _____.
2. According to Einstein nothing can move _____ than the speed of light. However, the speed of light depends on the _____ it is traveling through. Some materials _____ light more than other _____. For _____, water slows light more than air.

2. Write in the *passive form, be+V (n)*, of each verb.

Example: change is changed

- | | |
|-------------------|--------------------|
| 1. transfer _____ | 5. translate _____ |
| 2. call _____ | 6. convert _____ |
| 3. require _____ | 7. transmit _____ |
| 4. produce _____ | 8. determine _____ |

EXERCISES

Exercise F

1. Fill in the correct answer.

a. area **b.** bordered **c.** considered **d.** contains **e.** continent **f.** country
g. culture **h.** north **i.** only **j.** rainfall **k.** square **l.** surface

1. Asia covers more land than any other _____, more than 3 billion _____ miles.
2. Forty percent of Africa is _____ desert and receives little or no _____.
3. Europe is the world's second-smallest continent by surface _____, covering about 2% of the Earth's _____ and about 6.8% of its land area.
4. North America is _____ on the _____ by the Arctic Ocean.
5. Australia is the _____ continent that _____ just one country.

2. Complete the sentences with the words and phrases from the lesson.

a. around **b.** birthplace **c.** century **d.** civilization **e.** including **f.** largest countries
g. religions **h.** settlers **i.** tall **j.** taller **k.** the tallest **l.** smallest continent

1. Asia has _____ mountains in the world, _____ Mt. Everest in the Himalayas.
2. Australia is the _____ in the world.
3. The three _____ in North America are Canada, the United States, and Mexico.
4. The Inca _____ developed in the eastern part of South America _____ 800 years ago.
5. The first European _____ came to Australia toward the end of the 18th _____.
6. Asia is the _____ of most of the world's _____.

Unit 12

Key points are the past passive, purpose, time and location clauses, conditionals, and linking ideas and processes. Students should practice presenting the information.

Warm-Up: Purpose & Use in the Past

This lesson focuses on what things were used for: *It was used as a prison to hold prisoners such as...* The pictures show famous structures that were built long ago.

School Life

In the first dialog, Nick and Alex talk about why Nick has to stay after school. He has to retake an English test. After that, *he'd better go home* and study rather than play basketball.

In the second dialog, Jane asks Tina about her eating habits. "*I'm doing a survey about teen eating habits.*"

School Subjects: Geography

This lesson has 3 sections: *Earth Motion*, *Earth Structure* and *Water Cycle*. Along with passives and other intermediate level verb structures, the focus is on the language of explanation and linking ideas and processes. Key concepts include purpose, causal relations and simple conditional relations (*If the Earth gets too hot, human beings will not be able to survive.*) In the *Quiz*, students practice answering questions that will help them with the language of homework and test problems.

Language Extension: Anatomy - Head

The focus is on describing the functions and locations of the brain, spine, ears, eyes, nose, mouth, teeth, tongue and throat. Goal: to use the passive to express location and purpose, such as "*are used for chewing food.*"

Speaking Up: Sentence Repetition w/SR

Students use *Speech Recognition* to practice repeating key sentences from Units 11 and 12. Goal: to improve language chunking ability, oral fluency and pronunciation.

Main Learning Points

Passives

...were built; were constructed; was started; will get coated; was completed; was once used as... is being used; were designed to carry water; which are bound to the Sun by... has been used; are caused by movements

Causal Relations

More carbon dioxide in the atmosphere causes the Earth to heat up... changes in its physical features are caused by properties of the planet; Changes in the physical features of our planet *affect* human life; *Despite* the high temperatures in the inner core, the pressure is so strong that a liquid *cannot* form. Another *consequence* of global warming will be a rise in ocean levels *due to* melting polar icecaps.

Conditionals

If I don't do better, she's going to call my parents. If you change your mind, we'll be there. If the ocean levels rise, the lives of many people will be affected. If it doesn't rain, they'll run around the track. If the Earth stopped rotating, the length of a day would be one year. If you put a cold glass of water in a warm room, the outside of the glass will get coated with water.

Degrees of Certainty

...it *may* become part of a stream; this *may* cause serious problems for humanity. Very loud sounds *can* damage your ears.

Purpose – for, to

...was built *to help defend* the country; eyes make tears *to protect* themselves; the nose is used *for breathing* and *to smell* things; the mouth is used *to make* facial expressions such as a smile; has been used *to shower*...

Instrument & Use - Process

The tongue helps you eat *by moving food* around your mouth while you chew; due to *melting polar icecaps*.

Time clauses/phrases

When this happens, it can cause; as it travels around the Sun; when the northern hemisphere is tilted away from the Sun; when water evaporates it changes. *As it evaporates*, it turns into water vapor and enters the atmosphere; when the droplets in the clouds get heavy enough; after you finish chewing, etc.

Information and Wh-questions

What do scientists think caused the extinction of the dinosaurs? Besides planets and moons what is another type of object in the solar system? What season is it when the northern hemisphere is tilted away from the Sun? How long would a day be if the Earth stopped rotating? What is an example of a physical feature of the Earth? What's one reason for building a dam? What will happen if more energy is reflected from the Earth than is absorbed?

Lesson Scripts

Warm up: Purpose and Use in the Past

The pyramids were built over four thousand years ago in ancient Egypt.

People still aren't sure how the pyramids were constructed.

The ancient leaders of Egypt were called Pharaohs.

The largest pyramid on the left was built for the Pharaoh Menkaure.

Its construction was begun sometime around 2500 B.C.

However, the pyramid wasn't completed when Menkaure died.

It was later completed by the Pharaoh's son.

The Tower of London was built to protect and control the city of London.

Its construction was begun in 1078.

Construction of the Tower of London was started in 1078.

It was completed almost twenty years later, in 1097.

The Tower of London was completed in 1097.

It was once used as a prison to hold prisoners such as Anne Boleyn.

Anne Boleyn was one of the wives of King Henry the Eighth.

She was held in the Tower until her execution.

Today the Tower of London is being used as a museum.

This aqueduct is in Spain, but it was built by the Romans.

It was built around 50 A.D., and is still being used today.

Aqueducts were important because they brought clean drinking water into the cities.

The water was carried into the city from nearby mountains.

Some aqueducts were designed to carry water for hundreds of miles.

The Great Wall of China was built to help defend the country from invasion.

It is one of the largest structures ever built.

The Great Wall is more than one thousand two hundred miles long.

Construction of the wall was begun over two thousand years ago, around 221 B.C.

Building the wall was dangerous, and many people died during its construction.

As a result, the wall is sometimes called the "Long Graveyard".

It is sometimes called the "Long Graveyard" because many people died during its construction.

School Life

(Dialog 1)

Nick: Hey Alex! I can't play basketball after school today.

Alex: Why not? Did something happen?

N: Mrs. Young is making me stay after school.

N: I have to retake the English test.

A: Retake it? Why do you have to retake it?

N: If I don't do better, she's going to call my parents.

A: That's too bad. How badly did you do on the test?

N: I thought I did okay, but I made a lot of stupid mistakes.

N: And I forgot to put my name on my paper. She gave me a D minus!

A: Why don't you come to the gym after the test?

N: I don't know... Maybe I'd better go home and study.

A: Well if you change your mind, we'll be there until around 5:00.

N: Okay...Maybe I'll see you.

(Dialog 2)

Jane: Hey Tina! Can I ask you some questions?

Tina: Sure. What about?

J: I'm doing a survey about teen eating habits.

T: Oh! Eating habits! Okay!

J: I see you're eating a pizza.

J: What else are you having for lunch today?

T: I'm also having an apple and some yogurt.

J: And what about breakfast? Do you usually have breakfast?

T: Yes. I always have breakfast.

J: Do you think your meals are well balanced?

T: Yes, they are...Both of my parents are good cooks.

J: So you get enough calcium and protein.

T: Yes, I do! And sometimes I take vitamins, too.

J: Thanks...

T: You're welcome. Good luck with your survey.

School Subjects: Geography

Earth Motion

Our planet, Earth, is a member of our solar system. Our solar system is centered around the Sun, which is one of billions of stars in our galaxy, the Milky Way. The solar system includes all objects which are bound to the Sun by its gravity. This includes planets, such as the Earth, which revolve around the Sun. Our solar system also includes moons, such as our moon, which revolve around planets.

There are also other objects in the solar system, such as asteroids. Sometimes these objects cross the path of a planet. When this happens, it can cause a huge explosion. Scientists believe that a large asteroid crashed into the Earth millions of years ago. This asteroid was large enough to kill off many forms of life on Earth, including the dinosaurs.

The planets revolve around the Sun in elliptical orbits. It takes the Earth one year to make one complete revolution around the Sun. The Earth tilts to one side as it travels around the Sun. This tilt causes the seasons. When the northern hemisphere is tilted toward the Sun, it's summer in the north and winter in the south.

Another way the Earth moves is called rotation. Rotation means spinning. The Earth rotates about its axis. It takes about 24 hours to rotate 360 degrees, or once around, or all the way around.

Earth Structure

Geography is the study of our planet, its people, and its physical features, such as the oceans, mountain ranges, and the continents. Though our planet was formed about 4.5 billion years ago, it is still changing.

Many changes in its physical features are caused by properties of the planet.

Mountain ranges and earthquakes, for example, are caused by movements in the Earth's surface.

Changes in the physical features of our planet affect human life. For example, if the ocean levels rise, the lives of many people will be affected.

Some changes are due to human activity. We dig deep holes to get coal for energy, and we dam rivers to make lakes and to generate electricity. Burning fossil fuels causes air pollution, which is a major health problem in many parts of the world.

The Earth's atmosphere is very important for our comfort and survival. Clouds and particles in the atmosphere reflect the Sun's energy. Gases in the atmosphere, such as carbon dioxide, help warm the Earth. The balance between reflected and absorbed heat determines whether the Earth cools down or warms up. If the Earth gets too hot, human beings will not be able to survive.

Below the atmosphere is the Earth itself. The Earth's outermost layer is the crust. The innermost layer of Earth's interior is the core. The core is

under intense pressure and is very hot. The temperatures in the core are estimated to range from 2,200 degrees Celsius and may exceed 6,700 degrees Celsius.

There are two distinct layers to the core: the outer core and the inner core.

The outer core is liquid; the inner core is a solid sphere. Despite the high temperatures in the inner core, the pressure is so strong that a liquid cannot form. The atoms inside are packed too closely together.

Water Cycle

Water exists in three different states: solid, liquid, and gas. When water falls from a rain cloud, it is in a liquid form. When water is in the form of an ice cube, it is in solid form. When water evaporates from a boiling pot, it is in vapor, or gaseous, form.

If you leave a glass of water sitting outside for a few days, you'll notice that the water level goes down. That's because the liquid water is slowly turning into gas. This process is called evaporation.

The process also goes in the other direction. If you put a cold glass of water in a warm room, the outside of the glass will get coated with water. This happens because water vapor in the air has turned back into a liquid. This process is called condensation.

These two processes, evaporation and condensation, are part of the water cycle. Water exists in liquid form in oceans, rivers, lakes, and many other places. All of this water is very slowly evaporating. As it evaporates, it turns into water vapor and enters the atmosphere. As warm air rises, it cools. As it cools, condensation occurs and clouds are formed. The clouds in the sky are made of condensed water vapor. When the droplets in the clouds get heavy enough, they fall, causing precipitation. Different types of precipitation include rain, snow, and hail. When the precipitation falls to the ground, it may become part of a stream, an ocean, or snow on top of a mountain.

All water on Earth exists within the water cycle. The water cycle is the Earth's amazing system for reusing, or recycling water. The water we have today is the same water our earliest ancestors had. Whether in a raindrop, an ocean, or a cloud, it's all the same water that was on Earth four billion years ago!

Language Extension: Anatomy - Head

This lesson focuses on the anatomy of the human head. The focus is on the functions, structure, and location of the parts of the head and their connection with other parts of the body.

Here are some example sentences:

- The human brain monitors and regulates the other parts and functions of the body.
- The spine is a column of bones connected by joints that allow movement between them.
- Your throat is used to carry food and air from your mouth to your stomach and lungs.
- Your eyes make tears to protect themselves and to keep from drying out.
- Ears are sensory organs located on either side of the head.
- When you have a cold, your nose often becomes runny.

EXERCISES

Exercise A

1. Look at the pictures in the *Warm-Up* lesson. Then complete the sentences with the correct words.

a. begin	b. bring	c. build	d. was
e. begun	f. brought	g. built	h. were

1. The pyramids were _____ over four thousand years ago in ancient Egypt.
2. The ancient leaders of Egypt _____ called Pharaohs.
3. The Great Wall of China _____ built to help defend the country from invasion.
4. Construction of the wall was _____ over two thousand years ago.
5. Aqueducts were important because they _____ clean drinking water into the cities.

2. Fill in the correct words or phrases.

a. ago	b. built	c. completed	d. held	e. hold	f. in
g. is	h. later	i. was begun	j. was built	k. used	l. until

The Tower of London (1) _____ to protect and control the City of London. Its construction (2) _____ in 1078. It was (3) _____ almost twenty years (4) _____, (5) _____ 1097. It was once (6) _____ as a prison to (7) _____ prisoners such as Anne Boleyn. She was (8) _____ in the Tower (9) _____ her execution. Today the Tower of London (10) _____ being used as a museum.

EXERCISES

Exercise B

1. Listen to *Dialog 1* in School Life and fill in the missing words.

1. *Nick*: Hey Alex! I (a) _____ basketball after school today.

Alex: Why not? Did something happen?

Nick: Mrs. Young is (b) _____ stay after school. I (c) _____ retake the English test.

Alex: Retake it? Why (d) _____ retake it?

Nick: If I don't do better, she's (e) _____ call my parents.

2. *Alex*: How badly (a) _____ on the test?

Nick: I thought I did okay, but I made (b) _____ stupid mistakes.

And I forgot (c) _____ on my paper. She gave me a D minus!

Alex: (d) _____ come to the gym after the test?

Nick: I don't know... Maybe (e) _____ go home and study.

2. Listen to *Dialog 2* in School Life and fill in the missing words.

1. *Jane*: Hey Tina! (a) _____ ask you some questions?

Tina: Sure. What about?

Jane: (b) _____ survey about teen eating habits.

Tina: Oh! Eating habits! Okay!

Jane: I see (c) _____ a pizza. What else (d) _____ for lunch today?

Tina: I'm (e) _____ an apple and some yogurt.

2. *Jane*: And what about breakfast? (a) _____ have breakfast?

Tina: Yes. I always (b) _____.

Jane: Do you think your meals are well balanced?

Tina: Yes, they are... (c) _____ parents are good cooks.

EXERCISES

Exercise C

1. Listen to the *Dialogs*. Then fill in the correct words and phrases.

a. can't **b.** doesn't **c.** eating **d.** eats **e.** has to **f.** having
g. he'd better **h.** is doing **i.** is going to **j.** is having **k.** takes **l.** will take

1. Nick _____ play basketball because he _____ retake a test.
2. If he _____ do better, his teacher _____ call his parents.
3. After Nick _____ the test, _____go home and study.
4. Jane _____ a survey on teen _____ habits.
5. Tina _____ a pizza for lunch today.
6. She always _____ a well-balanced breakfast.

2. Put the words into the correct order.

Example: /on Saturday/ /is/ /do/ /going to/ /what/ /Alex/?

What is Alex going to do on Saturday?

1. /Nick/ /do/ /so/ /on/ /the test/ /why/ /did/ /badly/?

2. /forget/ /to/ /did/ /do/ /what/ /Nick/?

3. /grade/ /on/ /what/ /Nick/ /the test/ /did/ /get/?

4. /Jane/ /to talk/ /to/ /about/ /Tina/ /does/ /what/ /want/?

5. /is/ /lunch/ /Tina/ /what/ /having / /lunch/ /today/ /for/?

EXERCISES

Exercise D

1. Listen to *Earth Motion* then fill in the correct words.

a. causes **b.** day **c.** hemisphere **d.** orbit **e.** revolution **f.** revolve
g. Sun **h.** takes **i.** tilted **j.** tilts **k.** travels **l.** year

1. The planets _____ around the _____ in elliptical orbits.
2. It _____ the Earth one _____ to make one complete _____ around the Sun.
3. The Earth _____ to one side as it _____ around the Sun. This tilt _____ the seasons.
4. When the northern _____ is _____ away from the Sun, it's winter in the north and summer in the south.

2. Listen to *Structure* then fill in the correct words and phrases.

a. are caused **b.** cause **c.** causes **d.** changes **e.** climate **f.** Earth's
g. major **h.** reflect **i.** so **j.** Sun's **k.** too **l.** will not

1. Mountain ranges and earthquakes _____ by movements in the _____ surface.
2. Human activity _____ the planet's _____ and weather.
3. Burning fossil fuels _____ air pollution, which is a _____ health problem in many parts of the world.
4. Clouds and particles in the atmosphere _____ the _____ energy.
5. If the Earth gets _____ hot, human beings _____ be able to survive.

3. Write in the noun form of each verb.

Example: evaporate evaporation

Construct _____

Execute _____

Move _____

Protect _____

Revolve _____

Rotate _____

EXERCISES

Exercise E

1. Listen to *Water Cycle* then fill in the correct words and phrases.

a. are caused by	b. causing	c. clouds	d. condensed	e. cools	f. water
g. include	h. liquid	i. occurs	j. evaporating	k. turns into	l. solid

Example: When water is in the form of an ice cube, it is in _____ (l) _____ form.

- Water exists in _____ form in oceans, rivers, lakes, and many other places. All of this _____ is very slowly _____. As it evaporates, it _____ water vapor and enters the atmosphere.
- As warm air rises, it cools. As it _____, condensation _____ and clouds are formed. The _____ in the sky are made of _____ water vapor. When the droplets in the clouds get heavy enough, they fall, _____ precipitation. Different types of precipitation _____ rain, snow, and hail.

2. Put the words into the correct order.

Example: /does/ /pollution/ /cause/ /air/ /what/?

What does air pollution cause?

- /kind of/ /revolve/ /planets/ /what/ /around/ /objects/?

- /stars/ /how/ /galaxy/ /in/ /many/ /our/ /are/?

- /our/ /formed/ /when/ /planet/ /was/?

- /cause/ /is/ /major/ /what/ /air/ /a/ /pollution/ /of/?

- /warm/ /when/ /what/ /air/ /rises/ /happens/?

EXERCISES

Exercise F

1. Fill in the correct answer.

a.to b. cause c. complex d. connect e. carries f. from
 g. nerve h. primary i. related j. through k. connected l. when

Example: Your spine runs upward from your hips (a) your head

1. The human brain is very _____, with billions of _____ cells called neurons.
2. The brain is _____ to other parts of the body _____ a system of nerves.
3. The spine _____ nerve signals to and _____ the brain through the spinal cord.
4. We hear sounds _____ sound waves enter our ears and _____ our eardrums to vibrate.
5. The nose is the _____ organ of smell and is also _____ to the sense of taste

2. Complete the sentences with the words from the lesson.

1. We have two ears, one on _____ of the head.
2. _____ to hearing, your ears also help you keep _____.
3. Your two eyes _____ above your nose and _____ your forehead.
4. Your eyes make tears to protect _____ and to keep from drying out.
5. The nose is _____ breathing and to _____ things.
6. The tongue helps you _____ by moving _____ around your mouth while you chew.

Unit 13

Key points are the passive, purpose, place clauses, conditionals, and units of measurement. Students should practice presenting the information.

Warm-Up: Needs

This lesson focuses on expressing and explaining needs. *Like all animals, bears need food to survive.* The pictures show animals and people satisfying their needs.

School Life

Alex and Mei need to prepare for a social studies project that is due next week. Alex hasn't started yet. Mei suggests that they meet in the library after school and work together. Mei will do the writing, and Alex will make the posters. *"I'm better at art than writing."* Sue will look for more information, and they can all meet at Sue's house this weekend. Goal: to be able to make plans.

School Subjects: History

This lesson has 3 sections: *Ancient History; Early Cities and Early Greece.* Along with the past tense, (*covered, moved, existed, allowed, grew up, etc.*) the focus is on sequence: *at one time; later; these; as; as a result.* Goal: Students should be able to give both an oral and a written summary of each section. Pay attention to how the ideas and events are linked together.

Language Extension: Sports

The focus is on describing and comparing different types of sports: basketball, baseball/cricket, golf, net sports (volleyball, Ping-Pong), football/soccer, rugby, track and field, water sports, and winter sports. Goal: Students should learn how to describe games and give the basic rules.

Speaking Up: Dialogs w/SR

Students use *Speech Recognition* to review and practice the conversations from the *School Life* lesson. Goal: To improve pronunciation and reinforce basic grammar.

Main Learning Points

Past Events, Processes and States

The Stone Age began...Huge ice sheets covered...they moved across...land bridges existed...as the glaciers melted, the land bridges disappeared...Nomads didn't have permanent homes ...they followed...Irrigation was needed to... the Greeks became great sailors...They had to steal food to survive.

Duration & Sequence

During some periods of history; At one time; Many forms of life existed before humans. As the water level went down, soil was left behind. *This* rich soil made it easier to...*This* led to a larger supply of food. With *the* expanding work force, larger, more complex cities developed. As the Earth slowly warmed, people discovered they could grow food. *This* meant they could stay in one place for a longer time. In the wild, they sleep as much as twenty hours a day; somewhere between 10,000 and 3,500 BC. *As a result*, food was more plentiful in these areas.

Modals – could, may

People could stay warm; farmers could make animals work for them; they could be eaten...players may use their heads or feet to pass the ball; if you put shelters near a river, a flood *may* destroy them

Instrument & Use - Process

Players use a bat to try to hit a fast-moving ball; score points *by shooting* a ball through a hoop; move the ball by dribbling it or throwing it; *learning how* to control fire changed the way people lived; *with fire* they could cook their food.

Purpose – for, to

Players use a bat to try to hit a fast-moving ball. The object of this game is to use as few strokes as possible to get a ball into a hole. ...try to get the other side to mishandle the ball...for work and school, etc.

Conditionals

A ball which is passed backwards is live even if it is not caught. If she forgets to water them, they'll die very quickly. If you make good posters, it'll make it easier. If you put shelters near a river, a flood may destroy them. If they were caught stealing, they were punished.

Information and Wh-questions

Why have the early land bridges between continents disappeared? How did early humans and animals move from one continent to another during the ice ages? What happened to the level of the oceans during the ice ages? Why did people have to live as nomads during the Stone Age? What discovery allowed people to survive in colder areas? What did these early civilizations need to learn how to do? What was used to carry water from rivers to where crops were being grown?

Lesson Scripts

Warm up

This woman needs some flowers for her garden.
She is asking the young man how much water each plant needs.
He is very helpful, and he knows a lot about plants.
In order for these flowers to live, she'll have to water them every other day.
If she forgets to water them, they'll die very quickly.

Like all animals, bears need food to survive.
This brown bear is catching a fish from a river.
A bear can eat eighty to ninety pounds of food each day.
They have to eat a lot during the summer so that they can survive through the cold winter months.
Unlike lions, bears eat mostly vegetables and plants.
In fact, their diet consists of about 75% vegetable matter.

Love is important for both people and animals.
This old woman and her cat need each other.
She takes care of her cat, and her cat takes care of her.
She looks forward to holding her cat every day.
Over the years, they have become good friends.
People are healthier when they have love in their life.

Like human beings, lions need to sleep.
These two lions are resting after eating a large meal.
Most lions hunt at night and sleep during the day.
In the wild, they sleep as much as twenty hours a day.
Without enough sleep, they don't have the energy to hunt for food.
Sleep gives the body rest and a chance to repair itself.

School Life

(Dialog 1)

Mei: Our social studies project is due next week.
Alex: I know! I haven't even started yet.
M: Let's meet in the library after school, okay?
A: Okay...Sure!
M: You're a good artist, right?
A: Well I'm better at art than writing...
M: Then you can make the posters and charts.
M: I'll do the writing.
A: What about Sue? What's she going to do?
M: She's looking for more information and data.
M: She'll help us both.

(Dialog 2)

A: Who's going to give the presentation in class?
M: We can take turns...
M: If you make good posters, it'll make it easier.
A: What about this weekend?
A: Are we going to work on it this weekend too?
M: Yeah. Sue says we can work at her house.
M: Can you come Sunday afternoon?
A: Sure! I think so.
M: Great! See you after school.

School Subjects: History

Ancient History

During some periods of history, the Earth was very cold. Huge sheets of ice, called glaciers, covered most of the Earth. During the ice ages, the level of the oceans was lower. Land bridges allowed early humans and animals to cross from one continent to another. Later, as the glaciers melted, the land bridges disappeared.

The Stone Age began over two million years ago. It is called the Stone Age because stone was the main material used for making tools and weapons. The Stone Age ended about 10,000 years ago so most of human history is in the Stone Age. During the Stone Age, most people were probably nomads. Nomads didn't have permanent homes. They followed the animals they could catch and eat.

An important discovery was the use of fire. Because of fire, people could stay warm and survive in colder areas. As the Earth slowly warmed, people discovered they could grow food. This meant they could stay in one place for a longer time. Villages of 150 to 200 people developed.

Another important change was the domestication of animals. Farmers could make animals work for them. Domesticated animals could be eaten without being hunted. With the domestication of animals and the ability to grow food, communities continued to grow.

Early Cities

Many early civilizations developed along rivers. During periods of heavy rain, these rivers flooded the land. The flooding rivers carried eroded soil from the land above the valley. As the water level went down, soil was left behind. This rich soil made

it easier to grow crops. As a result, food was more plentiful in these areas.

Another key for the early civilizations was irrigation. Irrigation was needed to channel water away from the river. This allowed for more fields to grow crops and led to a larger supply of food. A larger supply of food could support a larger population.

With a larger population, there were more people to do work. This expanding work force was used for building more irrigation canals and public buildings. Larger, more complex cities developed. As cities grew, civilizations began to organize. Governments began to form. This was an important time in human history.

Early Greece

Unlike earlier civilizations that grew up around rivers, the Greek civilization grew up around the Aegean Sea. Because of their close proximity to the sea, the Greeks became great sailors. They developed trade with the rest of the world. Trade allowed them to import many products that they couldn't produce for themselves. With their growing sea power, the Greeks also became skillful at war. With their military power, they expanded and took control of other areas.

Sparta was a great Greek military power. At birth, Spartan babies were examined to determine if they were healthy. Babies that were not healthy were not cared for and were allowed to die. At age seven, boys were sent to a military camp for training.

Spartan men were not allowed to establish a home. They could marry, but they had to stay in military barracks. They remained in the military until they were sixty and could retire.

Spartans were famous for their bravery in battle and for their unusual way of life. Even today, the term Spartan means a strict, simple environment without comfort or luxury.

Language Extension: Sports

This lesson focuses on the rules, equipment, scoring, and team organization of some of the world's most popular sports, including basketball, baseball/cricket, golf, net sports (volleyball, Ping-Pong), football/rugby, soccer, track and field, water sports, and winter sports.

Here are some example sentences:

- Water sports include swimming, diving, rowing, surfing, and water polo.
- Basketball is a team sport in which two teams of five score points by shooting a ball through a hoop.
- Each opposing side has 11 players and each player has a turn at batting the ball.
- In these sports, players use a racquet or paddle to strike a ball or birdie.
- Except for the goalkeeper, players may not deliberately handle the ball with their arms or hands.
- One difference between rugby and American football is that the players in rugby play on both offense and defense.

EXERCISES

Exercise A

1. Look at the pictures in the *Warm-Up* lesson. Then complete the sentences with the correct words.

a. another	b. food	c. important	d. need
e. needs	f. other	g. sleep	h. to sleep

1. The woman _____ some flowers for her garden.
2. Like all animals, bears _____ food to survive.
3. The old woman and her cat need each _____.
4. Most lions hunt at night and _____ during the day.
5. Love is _____ for both people and animals.

2. Fill in the correct words.

a. about	b. asking	c. every	d. for	e. forgets	f. have to
g. how much	h. need	i. needs	j. to	k. very	l. water

The woman is (1) _____ the young man (2) _____ water each plant (3) _____. He is very helpful, and he knows a lot (4) _____ plants. In order (5) _____ these flowers (6) _____ live, she'll (7) _____ water them (8) _____ other day. If she (9) _____ to water them, they'll die (10) _____ quickly.

EXERCISES

Exercise B

1. Listen to the first part of the Dialog in School Life and fill in the missing words.

Mei: (a) _____ a good artist, right?

Alex: Well I'm (b) _____ art (c) _____ writing...

Mei: Then you (d) _____ the posters and charts. I'll (e) _____ the writing.

Alex: (f) _____ Sue? What's she (g) _____?

Mei: She's (h) _____ more information and data. (i) _____ help us (j) _____.

2. Listen to the second part of the *Dialog* in School Life and fill in the missing words.

Alex: Who's (a) _____ give the presentation in class?

Mei: We can (b) _____. If you make (c) _____, it'll make it (d) _____.

Alex: What about (e) _____? Are we going to (f) _____ this weekend too?

Mei: Yeah. Sue says we (g) _____ at her house. (h) _____ come Sunday afternoon?

Alex: Sure! I think so.

Mei: Great! (i) _____ after school.

EXERCISES

Exercise C

1. Listen to the *Dialog*. Then fill in the correct words and phrases.

a. after	b. for	c. has	d. hasn't	e. look for	f. make
g. meet	h. need	i. need to	j. next week	k. this	l. will do

Alex and Mei (1) _____ prepare (2) _____ a social studies project that is due (3) _____. Alex (4) _____ started yet. Mei suggests that they (5) _____ in the library (6) _____ school and work together. Mei (7) _____ the writing and Alex will (8) _____ the posters. Sue will (9) _____ more information, and they can all meet at Sue's house (10) _____ weekend.

2. Put the words into the correct order.

Example: /they/ /when/ /are/ /going/ /meet/ /to/?

When are they going to meet?

1. /project/ /working/ /on/ /kind of/ /what/ /are/ /they/?

2. /do/ /who/ /writing/ /the/ /will/?

3. /Sue/ /what/ /to/ /going/ /do/ /is/?

4. /the presentation/ /going/ /who/ /give/ /in class/ /is/ /to/?

5. /their/ /for/ /what/ /weekend/ /are/ /plans/ /the/?

EXERCISES

Exercise D

1. Listen to *Ancient History* then fill in the correct words and phrases.

a. always **b.** animal **c.** could stay **d.** created **e.** discovered **f.** longer time
g. more time **h.** most people **i.** never **j.** probably **k.** the animals **l.** warmed

1. During the Stone Age _____ were _____ nomads.
2. They followed _____ they could catch and eat.
3. As the Earth slowly _____, people _____ they could grow food.
4. This meant they _____ in one place for a _____.
5. Because they were not _____ moving around, people had _____ for other activities.
6. They _____ pottery and jewelry.

2. Listen to *Early Cities* then fill in the correct words and phrases.

a. began to **b.** decrease **c.** grew **d.** increase **e.** more complex **f.** led to
g. less **h.** more **i.** larger **j.** more people **k.** resulted from **l.** work force

1. Irrigation allowed for _____ fields to grow crops, which _____ a larger supply of food.
2. The _____ in food production that _____ irrigation encouraged population growth.
3. With a _____ population, there were _____ to do work.
4. With the expanding _____, larger, _____ cities developed.
5. As cities _____, civilizations _____ organize.

EXERCISES

Exercise E

1. Listen to *Early Greece* and fill in the correct words and phrases.

a. allowed to b. cared for c. caught d. given e. were punished f. to determine
 g. to survive h. were i. steal j. were not k. were healthy l. were sent

Example: Spartan men (h) not allowed to establish a home.

Sparta was a great Greek military power. At birth, Spartan babies were examined (1) _____ if they were healthy. Babies that (2) _____ healthy were not (3) _____ and were (4) _____ die. At age seven, boys (5) _____ to a military camp for training. They were (6) _____ very little food. They had to (7) _____ food (8) _____. If they were (9) _____ stealing, they (10) _____.

2. Connect the words to make important phrases from this unit.

Example: early civilizations

domesticated	age
<i>early</i>	animals
eroded	bridges
food	canals
irrigation	<i>civilizations</i>
land	soil
river	supply
stone	valleys

EXERCISES

Exercise F

1. Fill in the correct answer.

a. a player b. area c. consist d. in which e. individual f. involve
 g. is called h. players i. score points j. teams k. where l. who

Example: In volleyball, opposing ___(j)___ try to get the other side to mishandle the ball.

1. Basketball is a team sport _____ two teams of five _____ by shooting a ball through a hoop.
2. The player _____ throws the ball to the player at bat _____ a pitcher in baseball and a bowler in cricket.
3. Golf is an _____ sport where _____ tries to hit a small ball into a hole.
4. Net sports all _____ trying to hit something over a net and within a specified _____.
5. Water polo is a team sport where teams _____ of six _____ and a goal keeper.

2. Complete the sentences with the words from the lesson.

In most countries, the world's (1) _____ popular sport (2) _____ called (3) _____, but in some countries it (4) _____ soccer. Unlike American football and rugby, it is (5) _____ with a spherical (6) _____. The only (7) _____ who can hold the ball with the hands (8) _____ the goalkeeper. Other players may (9) _____ their heads or (10) _____ to pass the ball.

Unit 14

Key points are the modals, suppositions, and the language of problem solving. Students should practice *presenting* the information.

Warm-Up: Making Decisions

This lesson focuses on explaining what and why a decision must be made, such as: *He is trying to decide which airplane should land next.* The pictures show people who have to make a choice.

School Life

Michael is trying to decide if he should run for class president. Tina recommends that he decide to run. *“I think you should run.”* Another candidate, Hillary, has already put up posters. Michael says he’ll run if Tina helps him with his campaign. M: *If I do, will you help me?* T: *Sure... I’ll do what I can.* M: *Can you get some of your friends to help?* There’s a lot to do, and they don’t have much time. The election is in two weeks. Tina will talk to her friends at lunch. They’ll talk again after class. Goal: To be able to make recommendations and requests in order to make a decision.

School Subjects: Math 4

This lesson has 3 sections: *Graphs, Coordinates, and Linear Equations.* This lesson builds on the language introduced in Units 10 and 11. The focus is on how to present and explain graphical and mathematical information, including the language of problem solving: *to solve for x, divide; to find the slope, take the...* In the *Quiz*, students practice answering questions that will help them with homework, test problems, and mathematical explanations. Goal: Students should be able to present graphs and explain how to solve problems.

Language Extension: Anatomy – Internal Organs

The focus is on describing the functions and locations of the heart, lungs, stomach, liver, kidneys, intestines, and bladder. Goal: to be able to describe the relative location and function of things that are related to each other like the internal organs.

Speaking Up: Sentence Repetition w/SR

Students use *Speech Recognition* to practice repeating key sentences from Units 13 and 14. Goal: to improve language chunking ability, oral fluency and pronunciation.

Main Learning Points

Present Perfect

The sky has become crowded. She has found...the distance an object has fallen depends on...a chart that has been divided into sectors...

Recommendations

I think you should...I think you’d be a better president. You should run.

Instructions

To solve for x, divide both sides of the equation by...To calculate this, take the difference between the y coordinates ...To find the slope, take the change in speed in a period of time, and divide it by...

Modals – will, may, can, should, must

Maybe I will run. You should run. Brian says he will run if I don’t. The repair truck *won’t* be there for at least an hour. We *can* calculate how far an object *will* fall in 4 seconds. In a linear equation, the slope *will* always be...This line *must* be perpendicular to the x axis.

Instrument & Use – Process and Function

The heart is responsible *for supplying* the body with... The lungs expand when inhaling air and contract when...contains strong acids which help to digest ... uses acids to digest food before *passing* it to...

Conditionals and Suppositions

...the coordinates *would* be...to give the location of a point inside the Earth, we *would* also need... *In that case, the coordinates would be 3 numbers...* If you put in the units, the equation is...

Place clauses/phrases

Humans have two lungs in the upper chest area, near the heart. The stomach is a muscular organ below the heart and to the left of the liver. The large intestine is where solid waste materials are excreted.

Information and Wh-questions

Which axis on the graph gives the population? When did the amount of shoplifting begin to go down? What does this graph show? How was shoplifting changing before the new system was installed? What happens to the speed of sound if the temperature rises? If you double the time, how much more is the distance travelled? What is the acceleration due to gravity? What is the point where the x and y axes intersect? What is the y intercept in this equation? [*If the teacher doesn’t know, have the students explain and discuss it!*]

Lesson Scripts

Warm up: Making Decisions

An increase in air traffic has caused the sky to become crowded.

With the increase in air traffic, the sky has become crowded.

This man works as an air traffic controller.

His job is to keep airplanes at a safe distance from each other.

He is trying to decide which airplane should land next.

Many people depend on him to make important decisions.

It's easy to get lost in a big city like Shanghai. These two people are hungry and would like to find a restaurant. They are looking at a street map for directions. The girl has found a nice restaurant, but it's a few blocks away. The boy has found a restaurant nearby but the food isn't so good. Even though they can't decide, they are having a good time. Things don't always work the way they are supposed to.

This man is calling for help because his car won't start.

He's trying to figure out what happened.

It's either the battery or something worse.

Unfortunately, he's going to be late for an important meeting.

The repair truck won't be there for at least an hour. Sometimes if the worst can happen, it does.

Some decisions are made by groups of people.

This is a meeting at the United Nations.

Each of these people represents a different country.

They are voting on an important matter.

They are voting to support the people of Afghanistan.

They are voting to support the people of a very poor country.

In this case, they all agree.

Sometimes people disagree with each other.

Groups such as this are useful because they can represent different points of view.

School Life

(Dialog 1)

Tina: Hi Michael.

Tina: Are you really going to run for class president?

Michael: Oh, I don't know... I'm thinking about it.

T: Oh, I think you should.

M: Why do you think so?

M: Hillary is running, and she has a lot of friends.

M: She'd be good.

T: Hillary is running?

M: Yeah, and she's already putting up posters.

M: Haven't you seen them?

T: Oh! I guess I didn't notice.

(Dialog 2)

T: Is anyone else running?

M: Brian says he will if I don't. So I've got to decide today.

T: Well, I like Hillary...but I think you'd be a better president.

T: I think you should run.

M: If I do, will you help me?

T: Sure...I'll do what I can.

M: Can you get some of your friends to help?

M: There's a lot to do, and we don't have much time.

M: The election is in two weeks.

T: I'll talk to Melanie and Jane at lunch.

T: I'm sure they'll help. It'll be fun.

M: Okay. Maybe I will run. But I hate making speeches.

T: You're a good speaker! It'll be great.

M: Okay. Let's talk again after class.

School Subjects: Math

Graphs

Graphs are used to organize and present information visually. In this lesson we will focus on three types of graphs: bar graphs, line graphs, and pie graphs.

A bar graph uses bar lengths to show comparisons. Sometimes these graphs have bars that are vertical, and sometimes they have bars that are horizontal. In this lesson, we'll look at a bar graph that shows the male and female population in China across different age ranges. The lesson examines the meaning of the bar lengths and of the horizontal and vertical axes. The lesson also presents a bar graph that shows the range of sound frequencies that humans and other animals can hear.

A line graph connects data points together with lines. This makes it easier to see trends or patterns, usually over a period of time. This lesson presents a line graph that demonstrates how the speed of sound waves varies with temperature. As the temperature rises, the speed of sound increases. For

example, sound waves travel through air faster at higher temperatures.

You can calculate the speed of sound in air according to this equation:

$$v = 331 + [(0.60 \times T)]$$

Another example of a line graph shows how fast the object falls and demonstrates how the distance traveled depends on time. The equation for this graph is:

$$d = 1/2 \cdot 9.8 \cdot t^2$$

where: d = distance
 9.8 m/s sq. = the acceleration due to gravity
 t = time

In an equation like this, the distance (d) is called the dependent variable.

In other words, the distance an object has fallen depends on the time since it was dropped. The time (t) is called the independent variable.

Using the equation $d = 1/2 \cdot 9.8 \cdot t^2$ we can calculate how far an object will fall in 4 seconds. If $t = 4$ seconds

$$d = 1/2 \cdot 9.8 \cdot t^2$$

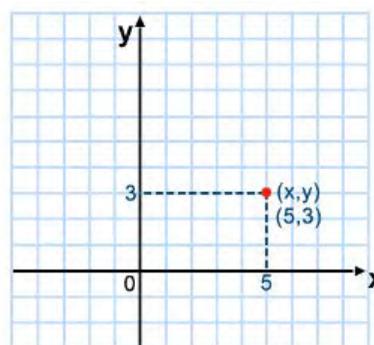
$$d = 1/2 \cdot 9.8 \cdot (4)^2$$

$$d = 1/2 \cdot 9.8 \cdot 16 = 78.4 \text{ meters}$$

A pie graph is a circular chart that has been divided into sectors. The size of each sector is proportional to the quantity or category it represents. In the first example, we compare copper production of the top five copper-producing countries in the world. The graph shows the percentage of that amount that each country produces.

The second pie chart shows the population of different regions of the world in 2001, while the third example shows the relative numbers of native English speakers in the major English-speaking countries of the world.

Coordinates



In mathematics we need to know how to describe relationships. One type of relationship is a linear relationship. On a graph, a linear relationship is always a straight line. If we use rectangular coordinates, we plot each point onto the graph using a y axis and an x axis.

Each point on the line has two coordinates -- an x coordinate and a y coordinate. Together, the x and y coordinates give the location of the point in relation to the origin. The location of a point is shown as (x, y), where x is the value of the x coordinate and y is the value of the y coordinate.

There are also other ways to give the location of a point. For example, we can use circular coordinates. If we use circular coordinates, we use the distance from the origin (0, 0) and the angle from the horizontal axis.

In case of the Earth's surface, we use spherical coordinates. The latitude and longitude give the angular location from the equator and the prime meridian.

Linear Equations

In rectangular coordinates the equation for a straight line has the form: $y = ax + b$. When $x = 0$, $y = b$. The point (0, b) is called the y intercept. This is where the line crosses the y axis. To find the x intercept, we need to find the x where $y = 0$. To do this, we set $y = 0$ and solve for x. If we subtract b from both sides of the equation, we get $ax = -b$. To solve for x, we divide both sides of the equation by a.

$$ax \text{ divided by } a \text{ is } x$$

$$x = -b \text{ divided by } a.$$

To keep the equation balanced, whatever we do to one side of the equation, we have to do to the other side.

Notice that the slope of a line is a constant. It doesn't change. The slope is the angle that the line makes with the x axis. To calculate this, take the difference between the y coordinates of any two points on the line and divide it by the difference in their x coordinates. We can write this as $(y_1 - y_2)$ over $(x_1 - x_2)$. In a linear equation like $y = ax + b$, the slope will always be a. See if you can demonstrate this.

This equation, $v = 9.8 t$, is a linear equation. If you drop an object, it gives the speed of the object, v at time t. In other words, the speed increases linearly. The speed after 2 seconds is twice the speed after one second. If you put in the units, the equation is: v meters per second = 9.8 meters per second squared times t seconds.

$$[v \text{ (m/s)} = 9.8 \text{ (m/s}^2) * t \text{ (s)}]$$

The slope of this line is its angle relative to the horizontal axis. To find the slope, take the change in speed in a period of time, and divide it by the period of time. For example, the difference in speed from one second to the next is always 9.8 m/s, so the slope is 9.8 m/s.

$$\text{Slope} = 9.8(t+1) - 9.8 t = \cancel{9.8 t} + 9.8 - \cancel{9.8 t} = 9.8 \text{ (m/s)}$$

Language Extension: Anatomy – Internal Organs

The focus of this lesson is on describing the functions and locations of the heart, lungs, stomach, liver, kidneys, intestines, and bladder. Goal: to be able to describe the relative location and function of things that are related to each other like the internal organs.

Here are some example sentences:

- The heart is a muscular organ that pumps blood throughout the body.
- The kidneys are two small organs, one just below the liver and the other just below the spleen.
- The liver is reddish brown in color and weighs about 1.4 kilograms.
- The large intestine is divided into several parts, including the colon and rectum.
- The heart pumps blood to and from the lungs and then to the rest of the body.
- The main function of the lungs is to exchange oxygen from the air with carbon dioxide from the blood stream.

EXERCISES

Exercise A

1. Look at the pictures in the *Warm-Up* lesson. Then complete the sentences with the correct words and phrases.

a. because b. decide c. so d. figure out
e. is trying f. try g. to keep h. decisions

1. The air traffic controller _____ to decide which airplane should land next.
2. His job is _____ airplanes at a safe distance from each other.
3. The man is calling for help _____ his car won't start.
4. He's trying to _____ what happened.
5. Some _____ are made by groups of people.

2. Fill in the correct words.

a. are trying b. away c. between d. decide e. has found f. having
g. is h. isn't i. nearby j. so k. though l. to find

The boy and the girl are hungry and would like (1) _____ a restaurant. They (2) _____ to choose (3) _____ two different restaurants. The girl (4) _____ a nice restaurant, but it's a few blocks (5) _____. The boy has found a restaurant (6) _____ but the food (7) _____ so good. Even (8) _____ they can't (9) _____, they are (10) _____ a good time.

EXERCISES

Exercise B

1. Listen to the first part of the *Dialog in School Life* and fill in the missing words.

Tina: Hi Michael. Are you really going (a) _____ for class president?

Michael: Oh, I don't know... I'm (b) _____ about it.

Tina: Oh, I think (c) _____.

Michael: Why (d) _____ so? Hillary is (e) _____

and she has (f) _____ friends. She'd be (g) _____.

Tina: Hillary is running?

Michael: Yeah, and she's (h) _____ putting up posters. (i) _____
_____ seen them?

Tina: Oh! I guess I (j) _____ notice.

2. Listen to the second part of the *Dialog in School Life* and fill in the missing words.

Tina: Is (a) _____ else running?

Michael: Brian says he will if I (b) _____. So I've (c) _____
_____ decide today.

Tina: Well, I like Hillary, but I think (d) _____ a better president.

I think (e) _____ run.

Michael: If I do (f) _____ help me?

Tina: Sure... I'll do (g) _____ can.

Michael: (h) _____ get some of your friends to help? There's a (i) _____
_____ and we (j) _____ much time.

EXERCISES

Exercise C

1. Listen to the *Dialog*. Then fill in the correct words.

a. decide b. did c. for d. has e. if f. recommends
 g. is trying h. much i. in j. to k. to do l. to decide

Michael (1) _____ (2) _____ if he should run (3) _____ class president.

Tina (4) _____ that he decide (5) _____ run. Another candidate, Hillary,

(6) _____ already put up posters. Michael says he'll run (7) _____ Tina helps

him with his campaign. There's a lot (8) _____ and they don't have (9) _____

time. The election is (10) _____ two weeks.

2. Put the words into the correct order.

Example: /is/ /the/ /when/ /election/?

When is the election?

1. /decided/ /to run/ /for/ /has/ /class/ /Michael/ /president/?

2. /should/ /Tina/ /does/ /what/ /do/ /think/ / Michael/?

3. /class/ /running/ /else/ /who/ /is/ /for/ /president/?

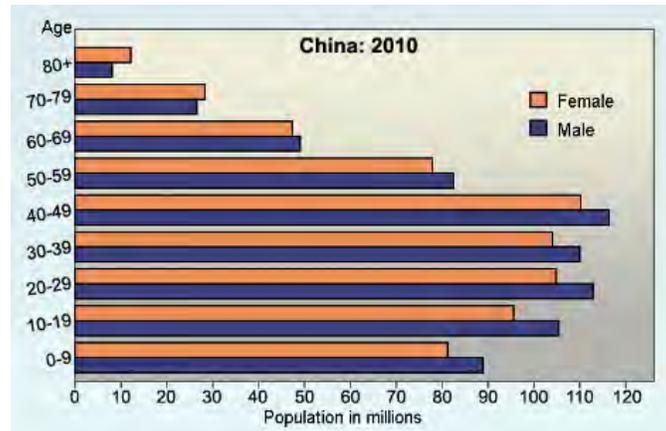
4. /decides/ /Michael/ /not/ /to run/ /will/ /if/ /who/ /run/?

5. /Tina/ /for/ /class president/ /should/ /think/ /does/ /who/ /run/?

EXERCISES

Exercise D

1. Listen to the first part of *Graphs [Bar Graphs]* and fill in the correct words.



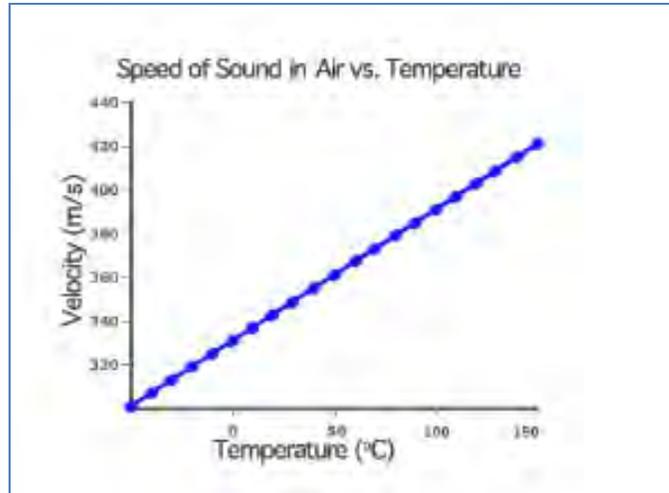
a. age	b. are	c. axis	d. except for	e. fewer	f. graph
g. lengths	h. more	i. range	j. shows	k. than	l. vertical

1. A bar graph uses bar _____ to show comparisons.
2. This chart _____ that there are _____ men than women in China.
3. At every _____ group, _____ the very old, there are more men than women.
4. It also shows that there _____ many more boys _____ girls in the under-20 age _____.
5. The vertical axis in this _____ gives the age. The horizontal _____ gives the population.

EXERCISES

Exercise D [continued]

2. Listen to *Graphs [Line Graphs]* and write in the correct words.



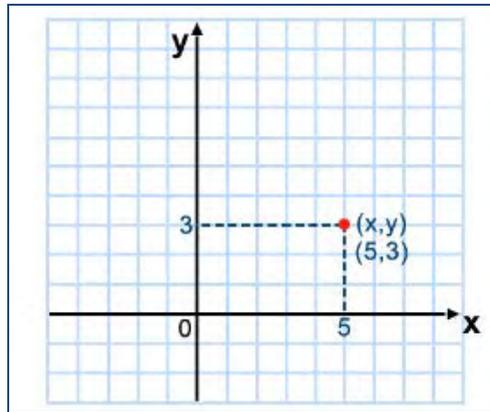
a. axis	b. decreases	c. depends	d. faster	e. higher	f. temperature
g. more	h. shows	i. sound	j. speed	k. increases	l. varies

1. This graph _____ how the speed of _____ waves _____ with air temperature.
2. The _____ of sound _____ on the temperature of the medium.
3. As the _____ rises, the speed of sound _____.
4. At _____ temperatures air molecules move _____, collide _____ frequently,
and transmit vibrations faster.

EXERCISES

Exercise E

1. Listen to *Coordinates* and fill in the correct words.



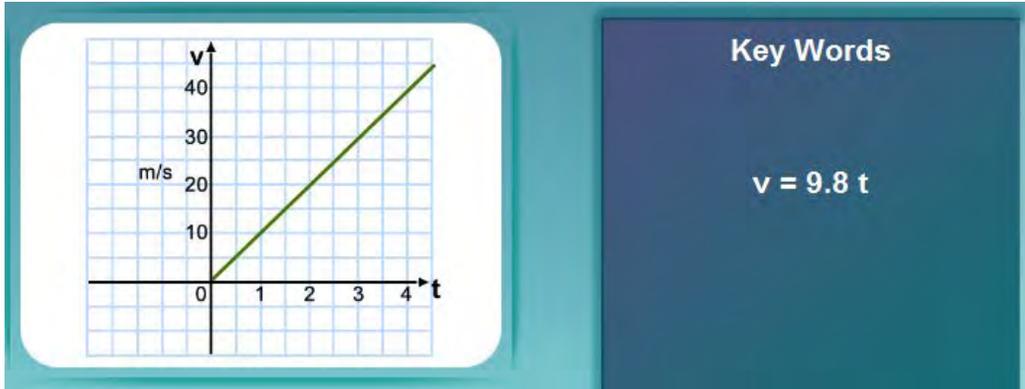
a. axis	b. calculate	c. coordinate	d. distance	e. draw	f. from
g. line	h. point	i. process	j. speed	k. to	l. value

1. To find the **x** coordinate of a point, _____ a line from the _____ to the **x** axis.
2. This _____ must be perpendicular _____ the **x** axis.
3. The **x** coordinate is the _____ of **x** where this line crosses the **x** _____.
4. This is the _____ on the **x** axis _____ the origin.
5. To find the **y** _____, repeat the _____.

EXERCISES

Exercise E [continued]

2. Listen to *Linear Equations* and fill in the correct words.

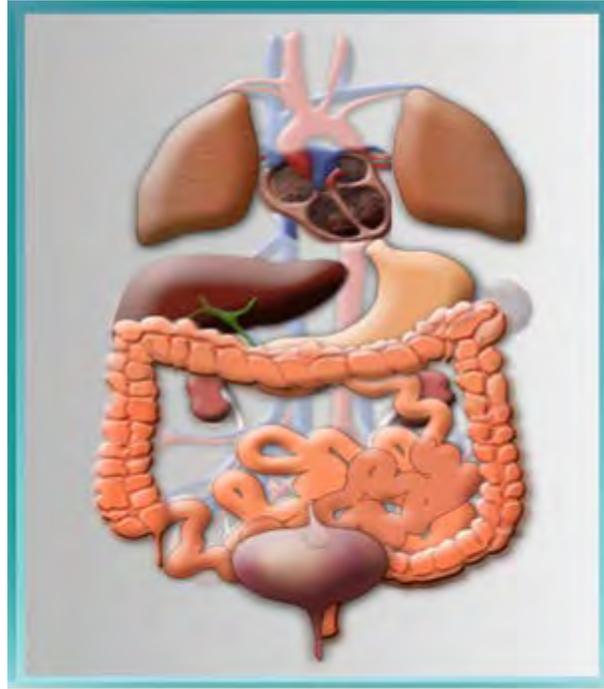


a. drop b. equation c. linearly d. line e. linear f. gives
g. object h. rectangular i. relationship j. speed k. straight l. type

1. One _____ of relationship is a linear _____.
2. On a graph, a _____ relationship is always a _____ line.
3. This _____ [$v = 9.8 t$] is a linear equation.
4. If you _____ an object, this equation _____ the speed (v) of the _____
at a particular time (t).
5. The _____ increases _____.

EXERCISES

Exercise F



Fill in the correct answer.

a. blood	b. organ	c. divided	d. food	e. function	f. carbon dioxide
g. oxygen	h. part	i. primary	j. sections	k. system	l. the body

Example: Inside the lungs _____ (f) _____ from the blood is exchanged for oxygen.

1. The heart is a muscular _____ that pumps blood throughout _____.
2. The _____ function of the stomach is to digest the _____ that we eat.
3. The main _____ of the lungs is to exchange _____ from the air with carbon dioxide from the _____ stream.
4. The intestines are _____ into two main _____: the small intestine and the large intestine.
5. The liver's main job is to filter blood coming from the digestive _____ before passing it to the rest of the body.

Unit 15

Key points are the language of English grammar, storytelling and analysis, conditionals and the perfect tenses. Students should practice *presenting* and *summarizing* the information.

Warm-Up: Reason, Purpose & Means

This lesson focuses on preparing for the future: “*Manual labor doesn’t require much education.*” “*He has been trying to teach himself for more than a year.*” The pictures show people at work or preparing for a future career by studying.

School Life

Maya talks about her dream to be a dancer and all the work she’s putting in to it. She’d like to go to a going-away party for Mr. Andrews, but she can’t: “*I wish I could come, but I’ve got ballet class.*”

T: Do you really want to become a dancer? M: Yeah, it’s been my dream for a long time. What about you? Isn’t there something you really want to do? T: No, not really. I keep changing my mind. There are so many interesting things. It’s hard to decide.

School Subjects: English 3

This lesson has 3 sections: *Subjects and Objects*, *Verb Tenses*, and *Modals*. This unit helps students talk about and explain aspects of English grammar, such as direct and indirect objects, verb tenses and the difference between the modals (will, may, can, must, should, etc.). In the *Quiz*, students practice answering questions that will help them better understand the nuances of English.

Language Extension: 2 Aesop’s Stories

The focus is on storytelling and analysis. This unit should be followed up by having students read other short stories, for example in e-Lective. Students should practice telling each story, paying particular attention to sequencing and reported speech. For discussion, students should explain the purpose of the stories. What do they teach? For example: Thinking only of oneself can lead to a hard and lonely future. Goal: Students should learn how to describe and discuss the main points of a story.

Speaking Up: Dialogs w/SR

Students use *Speech Recognition* to review and practice the conversations from the *School Life* lesson. Goal: To improve pronunciation and reinforce basic grammar.

Main Learning Points

Present Perfect and Perfect Progressives

I’ve been doing it for a long time. He *has been* a great teacher. It’s been my dream for a long time. She *has been working* on an essay; ... has been trying to teach himself; ...has been studying microscopic organisms; I’ve been thinking about this etc.

Modals – Scales of Certainty and Expectation

If he *can* come, if he *could* come, he *may* come, he *will* come, he *must* come, he *should* come, he *might* come, The horse *should* have helped the donkey, but he didn’t.

Purpose – for, to

...to complete a class assignment...for work and school... to slow down the pace... It would be easier *for them to escape*.

Conditionals

Unless he works hard, his future isn’t very bright. If I lose my scholarship, my parents will...If only I had shared some of the donkey’s load; If we knew where it was, we could easily escape; It would no longer be dangerous; If the man had put some of the donkey’s load onto the horse, the point of the story would have been lost; It would be easier for them to escape if they always knew where it was, etc.

Past Perfect

They had set off early in the morning. The cat had moved in to their neighborhood. Several mice had been caught by the cat and eaten. Why hadn’t anyone thought of it before? The horse was wishing that the donkey hadn’t died. The horse was probably thinking that he had been foolish not to help the donkey.

Time clauses/phrases

...since they were very young...During her school days... After a while...As they moved along the road... By now the donkey was...when the horse pictured himself carrying the load...after only a few more steps...

Reported Speech

The old man said that the horse *would have to* carry the load. The horse was probably thinking that he had been foolish not to help the donkey.

Means - Process

...by picking tea leaves...using a microscope to look at... from *carrying* his heavy load

Information and Wh-questions

Which modal expresses something that is expected but isn’t certain or necessary? Which sentence shows the highest degree of confidence? Which of these verbs is irregular? Why did the horse ignore the donkey’s request? What should the horse have done? What would make it easier for the mice to escape?

Lesson Scripts

Warm up: Reason, Purpose & Means

In developed countries, most people can get a good education.

A good education can lead to a good job which pays well.

This girl is using a computer to complete a class assignment.

She has been working on an essay for about a week.

Good writing is difficult, so she has to write and rewrite it many times.

It's easy to make changes on a computer, so computers can save time.

But knowing how to use a computer isn't enough.

It's still important to know how to think and write clearly.

In some countries there are many poor people.

Children like this boy have no home, and life is very difficult.

This boy doesn't go to school, but he is learning how to read and write.

He has been trying to teach himself for more than a year.

Although he doesn't go to school, he wants to get an education.

Unfortunately, he can't buy books because he doesn't have much money.

Many of the books he reads come from the garbage. Unless he works very hard, his future isn't very bright.

Jobs in science and technology require a lot of education.

This woman is a scientist in a research laboratory.

During her school days she studied chemistry and biology.

She's using a microscope to look at some bacteria.

She is trying to understand how it lives, grows and reproduces.

She has been studying microscopic organisms for a long time.

She likes to solve problems and improve the quality of life.

Scientists like her help millions of people to stay healthy.

This type of work is interesting, important and well-paid.

Most manual labor doesn't require much education.

These girls are working in a tea field.

They earn a living by picking tea leaves in the hot Sun.

They have been doing this type of work since they were very young.

This kind of job is hard and the pay is usually very low.

Without an education, it will be difficult for them to find a better job.

School Life

(Dialog 1)

Tina: Hi Maya. You know about the party, right?

Maya: You mean the going-away party for Mr. Andrews?

T: Right.

M: Yeah, I wish I could come, but I've got ballet class.

T: I know, but you should come to the party.

T: Mr. Andrews has been a great teacher.

M: I'd like to, but I don't want to miss class.

M: I have a scholarship, and attendance is important.

M: If I lose my scholarship, my parents will make me quit.

(Dialog 2)

T: Don't you ever get tired of it?

M: Sure, sometimes.

M: But I've been doing it for eight years now, and my teachers are really good.

T: I don't know much about ballet. But it looks really difficult.

M: You're right. I'm always sore and class is really hard.

M: But being on stage is great. I love performing.

T: Do you really want to become a dancer?

M: Yeah, it's been my dream for a long time.

M: How about you? Isn't there something you really want to do?

T: No, not really. I keep changing my mind.

T: There are so many interesting things. It's hard to decide.

School Subjects: English

Subjects and Objects

In English grammar, we often talk about subjects and objects in a sentence. In the sentence *I like them*, "I" is the subject of the sentence, and "them" is the object. In this sentence - *He is shutting the door* - "he" is the subject and "the door" is the object.

<u>Nominative Pronouns</u>	<u>Object Pronouns</u>
I	me
you	you
he, she, it	him, her, it
you	you
they	them

The pronouns in the first column are the nominative pronouns. These pronouns are used as subjects. The pronouns in the second column are the object pronouns.

In some sentences, there is one subject and two objects. For example: *She is teaching him English.* "She" is the subject, and "him" and "English" are both objects. "English" is called the direct object and "him" is called the indirect object. We can say this sentence another way: *She is teaching English to him.*

Note that the subject of a sentence may or may not be the actor of an action. For example: *She was asked to give a speech.* Somebody else asked her to give a speech. She was the object of the action.

In this sentence - *He was given a prize for his great speech* - the subject "he" is the beneficiary of the action. "He" isn't the object of the action. The object of the action is the prize. The prize was given to him. Somebody gave him a prize.

Tenses Summary

There are two types of verbs in the English verb system: regular and irregular.

Here are three forms of the regular verbs *arrive* and *learn*:

V	V(d)	V(n)
arrive(s)	arrived	arrived
learn(s)	learned	learned

Many of the most common verbs in English are irregular verbs. Here are three forms of some irregular verbs:

V	V(d)	V(n)
eat(s)	ate	eaten
drink(s)	drank	drunk
write(s)	wrote	written

When we talk about events in the present or future, we can use this form of the verb – V – as in *His*

plane arrives tomorrow morning. When we talk about events that occurred at a specific point in the past, we use this form – V (d) – as in *His plane arrived yesterday.*

We also use V (d) form of the verb to express something that is imaginary or unlikely.

I wish I had a new car.

If we waited another day, we could save money.

When we talk about experience or results in the present, we use the V (n) form. The V (n) form - called the participle - often follows "have" as in *They have arrived.* The form *have + V (n)* is called the present perfect.

When we use the present perfect, the focus is on the subject, not the action or event:

- Present perfect: "*He has arrived*" describes him.
- Past: "*He arrived*" expresses the event - arrived.
- Present perfect: "*He has read many books*" describes him. It gives his experience.
- Past: "*He read many books when he was a student*" focuses on what he did. It doesn't give his experience.
- Present perfect: "*How many books has he read?*" The focus is on his experience.
- Past: "*How many books did he read?*" The focus is on what he did at some point or period of time.

Modals

Modals can express either degrees of certainty or degrees of expectation.

The modals *will*, *shall*, *may*, and *can* express degrees of certainty. They are used to express how certain we are about an event.

- The modal *will* expresses certainty, as in: "*He will be here soon.*"
- The modal *may* expresses possibility, as in "*He may not come.*"
- The modal *can* expresses potentiality, as in "*He can come, but he may decide not to.*"

Note that these modals can be weakened by the use of their past tense form.

The modal *might* expresses less possibility than *may*. The modal *could* expresses less potential than *can*. We often use these modals in conditional sentences, as in "*If he could come, we would all be*

happier." This sentence expresses the feeling that, in fact, he can't come.

The modals *must*, *had better*, *should*, and *ought to* express degrees of logical or social expectation. They are important for making predictions, planning, and relating one idea to another.

- The modal *must* indicates necessity. It expresses the strongest logical or social force.
- The modals *should* and *ought to* express that something is probable or expected, but not certain.
- The modal *had better* expresses advisability. '*Had better*' has the feeling of a threat, as in "*You had better be there.*" This is not the same as "*You should be there,*" which means you are expected to be there.

One interesting rule is that no more than one modal may be used with any verb.

We cannot say: "*He will must be there.*" To avoid breaking this rule, we have other words that have the same meaning but are not modals. In the case of *must*, we use '*have to*' or '*have got to*.' So we say "*He will have to be there.*" Similarly, we cannot say "*He may can come.*" Instead, we say "*He may be able to come.*"

Language Extension: Aesop's Stories

The Horse and the Donkey

Many years ago a horse and a donkey were traveling together on a long journey with their owner, an old man. The donkey was carrying a heavy load of packages, and the horse carried the old man. After a while, the donkey began to slow because his load was so heavy, so the old man got off the horse and walked.

The donkey became more and more tired, and he asked the horse to help him carry some of the load, but the proud horse refused. So the donkey had to continue to carry his heavy load. The donkey became weaker and weaker. Finally he fell to the ground and died.

When the old man saw what had happened, he took the packages from the dead donkey and put them on the back of the horse, along with the skin of the donkey. The horse began to groan and cry in self-pity. "Oh, how foolish I am. If only I had shared some of the donkey's load!"

Moral: Refusing to share a load now may mean a much heavier load later.

Belling the Cat

A group of mice were living in terror of a large cat who had caught and eaten several of the mice. One day, the leader of the mice called a meeting to find a way to deal with the cat. One young mouse made a proposal, saying: "The cat is dangerous because it can sneak up on us and catch us by surprise. Let's put a bell around its neck! Then we will always know where it is."

The mice all thought this was a brilliant idea, and they all voted in favor of the proposal. Then an old mouse stood up and said: "I agree that this is a wonderful proposal. With a bell around its neck, the cat won't bother us anymore. That's true! However, I have a question. Who is going to put the bell around its neck?"

Moral: Making a proposal is not the same as carrying it out.

EXERCISES

Exercise A

1. Look at the pictures in the *Warm-Up* lesson. Then complete the sentences with the correct words and phrases.

a. are b. can c. doing d. has e. has been f. is g. studied h. study

1. A good education _____ lead to a good job which pays well.
2. The student _____ working on an essay for about a week.
3. During her school days, the scientist _____ chemistry and biology.
4. The young girls _____ working in a tea field.
5. They have been _____ this kind of work since they were very young.

2. Fill in the correct words.

a. can't buy b. doesn't c. is d. for e. go to f. has
g. has been h. doesn't have i. isn't j. since k. wants l. works

1. The young boy _____ go to school, but he _____ learning how to read and write.
2. He _____ trying to teach himself _____ more than a year.
3. Although he doesn't _____ school, he _____ to get an education.
4. Unfortunately, he _____ books because he _____ much money.
5. Unless he _____ very hard, his future _____ very bright.

EXERCISES

Exercise B

1. Listen to the first part of the *Dialog in School Life* and fill in the missing words.

a. got b. has been c. have d. is e. I could f. like to
g. lose h. should come i. want to j. will k. will come l. will make

Tina: Hi Maya. You know about the party, right?

Maya: You mean the going-away party for Mr. Andrews?

Tina: Right.

Maya: Yeah, I wish (1) _____ come, but I've (2) _____ ballet class.

Tina: I know, but you (3) _____ to the party. Mr. Andrews (4) _____ been a great teacher.

Maya: I'd (5) _____, but I don't (6) _____ miss class. I (7) _____ a scholarship and attendance (8) _____ important. If I (9) _____ my scholarship, my parents (10) _____ me quit.

2. Listen to the second part of the *Dialog in School Life* and fill in the missing words.

Tina: Don't you ever (a) _____ of it?

Maya: Sure, sometimes. But (b) _____ doing it (c) _____ eight years now, and my teachers are really good.

Tina: I (d) _____ know much about ballet but (e) _____ really difficult.

Maya: You're right. (f) _____ always sore, and class is really hard but being on stage (g) _____. I love (h) _____.

Tina: Do you really (i) _____ become a dancer?

Maya: Yeah, _____ my dream for a long time.

EXERCISES

Exercise C

1. Listen to the *Dialog*. Then fill in the correct words.

a. has b. has been c. he d. her e. is going f. is having
g. loses h. should go i. she j. parents k. will lose l. would like

The school (1) _____ a going-away party for Mr. Andrews. He (2) _____ a great teacher and Maya (3) _____ to go to the party, but she (4) _____ a ballet class. Tina (5) _____ to the party and she thinks that Maya (6) _____ too. Maya explains that (7) _____ has a scholarship and can't miss class. If she (8) _____ her scholarship, her (9) _____ will make (10) _____ quit ballet class.

2. Put the words into the correct order.

Example: /is/ /it/ /kind/ /of/ /party/ /what/?

What kind of party is it?

1. /been/ /what/ /kind of/ /Mr. Andrews/ /teacher/ /has/?

2. /can't/ /why/ /Maya/ /party/ /the/ /to/ /go/?

3. /happen/ /her/ /will/ /loses/ / scholarship/ / she/ /what/ /if/?

4. /a ballet/ /why/ /dancer/ /does/ /Maya/ /to/ /want/ / be/?

5. /about/ / been/ /dreaming/ /what/ /has/ /a long/ /Maya/ /time/ /for/?

EXERCISES

Exercise D

1. Listen to the *Subjects and Objects* then fill in the correct words.

a. direct b. example c. he d. him e. indirect f. object
 g. pronouns h. sentence i. she j. to k. they l. subject

1. In the _____ “*He is shutting the door.*” _____ is the subject and the door is the _____.
2. Nominative _____ such as *I, he, she* and _____ are used as the _____ of a sentence.
3. In the sentence “*She is teaching him English.*” *English* is the _____ object and *him* is the indirect object.
4. We can say this sentence another way: “*She is teaching English _____ him.*”
5. Another _____ of an indirect object is “*They are paying _____ a lot of money.*”

2. Listen to *Tenses* and write in the correct word.

a. did b. event c. experience d. express e. focus f. focuses
 g. wish h. past i. present time j. regular k. unlike l. irregular

1. *Eat, run,* and *speak* are examples of _____ verbs.
2. The sentence “*His plane arrived yesterday*” describes an _____ that occurred at a specific point in the _____.
3. “*I _____ I had a new car*” and “*If we waited another day, we could save money*” are examples of sentences that _____ something that is imaginary or _____.
4. In the sentence “*Simon has read many books,*” the _____ is on Simon and his personal _____.
5. “*He read many books when he was a student*” _____ on what Simon _____ in the past. The focus is more on the events during that period than his experience.

EXERCISES

Exercise E

1. Listen to *Modals* and fill in the correct words.

a. certain b. if c. less d. may e. modals f. present tense
g. past tense h. might i. weakened j. will k. will be l. would

1. These _____ – *will, may, and can* – are used to express how _____ we are about an event.
2. The modal _____ expresses certainty, as in: “*He _____ here soon.*”
3. Note that these modals can be _____ by the use of their past tense form.
4. The modal ‘*might*’ expresses _____ possibility than its present tense form ‘_____’.
5. We often use _____ modals in conditional sentences, as in: “_____ *he could come, we _____ all be happier.*”

2. Put the words into the correct order.

Example: /many / /read/ /he/ /has/ /books/.

He has read many books.

1. /at/ /arrive/ /morning/ /plane/ /his/ /will/ /tomorrow/ /9:30/.

2. /for/ /lived/ /the/ /he/ /city/ /years/ /has/ /in/ /fifteen/.

3. /from/ /Sweden/ /lived/ /1995/ /he/ /2003/ /to/ /in/.

4. /a ticket/ /her/ /too fast/ /the police officer/ /because/ /was driving/ /gave/ /she/.

5. /swimming/ /go/ /unless/ /she/ /it/ /may/ /weekend/ /rains/ /this/.

EXERCISES

Exercise F

- 1. Listen to the fable of *Horse and the Donkey*. Put the events of the story in the correct order.**

_____ After a while, the donkey slowed down because of his heavy load.

1 _____ An old man was traveling on a long journey with his horse and his donkey.

_____ Even though he wasn't carrying anything, the horse refused to help the donkey.

_____ The donkey was carrying a heavy load of packages.

_____ The horse was sorry that he hadn't helped the donkey.

_____ The old donkey became so tired that he fell down and died.

_____ The old man put all the packages on the back of the horse.

_____ When the donkey slowed down, the man got off the horse and walked.

- 2. Listen to the fable of *Belling the Cat*. Connect the two parts of each sentence.**

- | | |
|--|-------------|
| 1. Several mice had been caught | _____g_____ |
| 2. The mice moved in groups | _____ |
| 3. The leader of the mice | _____ |
| 4. The purpose of the meeting | _____ |
| 5. I know how we can | _____ |
| 6. The leader asked everyone to be quiet | _____ |
| 7. The cat is very dangerous | _____ |
| 8. If we knew where it was | _____ |
| 9. If we put a bell around its neck | _____ |
| 10. Who is going to | _____ |

- a. was to find a way to deal with the cat.
- b. so that they could hear the proposal.
- c. deal with the cat.
- d. we could easily escape.
- e. we will always know where it is.
- f. put the bell around its neck?
- ~~g. by the cat and eaten.~~
- h. because it can sneak up on us and catch us by surprise.
- i. so that they could look out for the cat.
- j. called a meeting.

Unit 16

Key points are dependence relations and causal sequences. Useful vocabulary for biology is also presented. Students should practice *presenting* and *summarizing* the information.

Warm-Up: Cause, Effect & Dependence

This lesson focuses on how things are connected and depend on each other. *Some plants depend on the wind or insects such as bees to spread their pollen.* The pictures show how the actions of animals or people connect to others and affect the environment.

School Life

Michael and Tina are talking about their science project. Michael's project is about global warming and Tina's project is about energy sources. Her problem is that her topic is too big, so she needs to focus on something. Michael suggests: *Why don't you focus on nuclear energy? People are really divided on whether or not we need more nuclear power plants. There are good arguments on both sides.* Tina replies that she's also thinking about focusing on the importance of conservation.

School Subjects: Science 5: Biology

This lesson has 3 sections: *Cells, Photosynthesis and Mitosis (cell division)*. The focus is on how to present and explain basic biological processes such as growth, development and reproduction. Topics include DNA, the genetic code, and chemical equations such as for photosynthesis: *Sunlight plus 6 molecules of carbon dioxide and 6 molecules of water are used to make 1 molecule of glucose.* In the *Quiz*, students practice answering questions that will help them understand and explain processes, step by step. Goal: students should be able to present and explain basic chemical processes.

Language Extension: Food & Nutrition

A healthy diet must provide energy and nutrients for the body. Here are some nutrients that the body needs to survive: carbohydrates, protein, vitamins, minerals, fats, and water. Goal: to be able to talk about nutrition and how it affects the human body.

Speaking Up: Sentence Repetition w/SR

Students use *Speech Recognition* to practice repeating key sentences from Units 15 and 16. Goal: to improve language chunking ability, oral fluency and pronunciation.

Main Learning Points

Passives

Cells *are made* from only a small number of elements. They *are surrounded* by a structure called the cell membrane. Bacteria *can be found* in ... The overall process of photosynthesis *can be shown* ... Energy *is required* for all...Six molecules of oxygen *are given off* as a waste product. ATP *is produced* during cellular respiration...*are absorbed* into the blood stream... *may be related* to health problems such as...

Adjective and Noun clauses

...that is used for reproduction... that are identical to the parent... that you see around you each day... that can live... needed to maintain life... which carry out different processes...which are complex carbohydrates ...which the body breaks down into simple sugars...that contain a lot of simple sugars... which are absorbed into the bloodstream.

Modals – Scales of Certainty & Expectation

Any fluid that you drink *will* contain water; *may* be related to; *may* get infected; people *should* learn; *must* be copied; *must* divide; *must* be carried out; *would* be different; it *can* eat; it *can* carry out the processes; *can* cause disease, etc.

Sentence Ordering and Pronoun Reference

This process *must* be carried out accurately. *It* is a separate process to weigh... *Other* structures convert... *Still other* parts of the cells...Some bacteria are... *Other* bacteria are harmful...

Conditionals

If he doesn't wear a mask, he could spread; if bees don't do their work; without plants and bees, our lives would be very different. If this mosquito is carrying malaria, this man may get infected with the disease. If you need any data about fossil fuels and carbon gases, let me know, etc.

Information and Wh-questions

What's an example of a form of life that has just one cell? What can plants do that animals can't? What type of cells are the basis for all multi-cell organisms? What happens if the necessary conditions for life are not maintained? Besides providing energy for food, what else does photosynthesis provide? Until photosynthesis evolved, what was missing in the Earth's atmosphere? How many molecules of carbon dioxide are needed to make 1 molecule of glucose? What contains the genetic code that is used for reproduction? How do the chromosomes on the opposite sides of the cell compare? What can cause the blood sugar level to rise quickly? What do dairy products such as milk and yogurt supply to the body?

Lesson Scripts

Warm up: Cause, Effect & Dependence

People can help stop the spread of diseases.

This man is wearing a mask because he is ill.

If he doesn't wear a mask, he could spread his illness to other people.

Some viruses are spread through the air when people sneeze or cough.

Wearing a mask can help stop the virus before it enters the air.

Due to international travel, viruses can spread worldwide and cause many deaths.

Plants reproduce in different ways.

Some plants depend on the wind or insects, such as bees, to spread their pollen.

This bee is taking pollen from the flower of a plant.

If bees don't do their work, the plant can't reproduce.

Both the bee and the plant benefit from this relationship.

Bees depend on plant pollen, because it is their main source of food.

Without plants and bees our lives would be very different.

Many flowers, fruits, and vegetables depend on bees for survival.

Insects had better be careful if they land on this elephant.

This bird is using the elephant to help it find food.

It eats insects that land on the elephant's back.

If the bird is fast, it can eat hundreds of insects each day.

It also eats frogs and other animals that live near the water.

The elephant probably doesn't mind that the bird takes a ride on its back.

Some flying insects are more harmful than helpful.

Mosquitoes carry dangerous diseases such as malaria.

Malaria kills about one million people each year.

If this mosquito is carrying malaria, this man may get infected with the disease.

Sometimes chemicals are used to reduce the number of mosquitoes.

However, if these chemicals aren't used carefully they could kill other insects such as bees.

Unlike bees, mosquitoes don't have a relationship with plants or animals.

People should learn to protect themselves from harmful insect bites.

School Life

(Dialog 1)

Michael: Hey Tina! Have you finished your science project?

Tina: No, not yet. Have you? Have you finished your science project?

M: Almost. I've still got to make some graphs and print them out.

T: What IS your project?

M: Global warming and carbon gases.

T: Oh! That sounds interesting.

M: Yeah. I've learned a lot.

M: But it's a bit scary because it's getting worse.

M: The Earth is really heating up.

T: Yeah, I know.

(Dialog 2)

T: My project is about energy sources.

M: Energy sources! That's a big topic.

T: That's my problem. There's so much to cover.

T: So I've got to focus on something.

M: Why don't you focus on nuclear energy?

M: People are really divided on whether or not we need more nuclear power plants.

M: There are good arguments on both sides.

T: Yeah, right. But I'm also thinking about the importance of conservation.

T: That's something we can all do right now.

M: Good point. Let me read your paper when you're finished, okay?

M: If you need any data about fossil fuels and carbon gases, let me know.

School Subjects: Science

Cells

The basic unit of life is the cell. The forms of life that you see around you each day are made of billions of cells. Other forms of life, like bacteria, are made up of only one cell. The cell is the smallest structure that can live. It can carry out the processes needed to maintain life. Cells grow and develop, reproduce, and respond to the environment. They carry out chemical reactions to gather and use energy.

Inside cells there are many different types of structures. These structures carry out important roles. Structures inside a plant cell, for example,

capture the Sun's energy. Other structures convert this sunlight into chemical energy.

Cells are made from only a small number of elements. Carbon, oxygen, hydrogen, and nitrogen are the four basic elements in most cells. All cells have the same general layout, or design. They are surrounded by a structure called the cell membrane. Inside the cell are organelles, which carry out different processes for the cell.

Some cells contain a nucleus, which contains genetic material. Cells that contain a nucleus are the basis for all multi-cell organisms. Some cells have no nucleus. Cells without a nucleus are small and simple, such as bacteria. Though bacteria have a simple, single-cell structure, they are very important. Bacteria are around us in our environment, and inside us. Some bacteria are beneficial and can help us digest our food. Other bacteria are harmful and can cause disease. The study of bacteria is called bacteriology.

Living organisms maintain a constant set of conditions inside their bodies. Maintaining body temperature, for example, is a necessary condition for life. Within an organism, different types of cells help maintain the right conditions. Blood cells, for example, transport food and oxygen throughout our bodies. Other cells build and repair organs such as our lungs and stomachs.

Photosynthesis

Most of life on Earth gets its energy from the Sun. Plants and a few other organisms can capture and use light energy from the Sun. They convert this light energy, along with carbon dioxide and water, into chemical energy. This chemical energy supports life. It provides the energy needed to build molecules and carry on the chemical reactions in living cells.

The process of converting light energy into chemical energy is called photosynthesis. Nearly all life depends on it as their source of energy. Plants depend on it directly, and animals depend on it indirectly. For animals, light is the source of the energy in their food.

"Photo" means light, and "synthesis" means to bring things together to make something new. Photosynthesis brings light together with other things to make glucose. Many living things use glucose as their source of energy.

Photosynthesis is vital for life on Earth. In addition to providing energy for life, it helps to maintain the normal level of oxygen in the atmosphere. Until photosynthesis evolved, there was no oxygen in the Earth's atmosphere. With photosynthesis, plants evolved and slowly increased the oxygen level in the atmosphere.

The overall process of photosynthesis can be shown in this chemical equation:



The equation shows that the things on the left side of the arrow are used to make the things on the right side of the arrow. The letters represent atoms of different elements: C for carbon, O for oxygen, and H for hydrogen. These atoms are grouped into molecules, such as CO₂. Notice that there are two types of numbers in the equation: regular numbers and subscript numbers.

The number on the left of a molecule tells you how many of that molecule are used. So, 6H₂O means 6 molecules of water. (If there is no number, assume that there is 1 molecule.) The subscript numbers tell you how many atoms of that element are in a molecule. For example, in a water molecule (H₂O), there are 2 atoms of hydrogen and 1 atom of oxygen. (If there is no number, assume that there is 1 atom of that element.)

In photosynthesis, sunlight plus 6 molecules of carbon dioxide and 6 molecules of water are used to make 1 molecule of glucose (C₆H₁₂O₆). Six molecules of oxygen (6O₂) are given off as a waste product.

Energy is required for all life's processes, from growth and development to maintenance of the body's structures. This energy is in the form of ATP (Adenosine triphosphate). ATP is produced during cellular respiration. Glucose is the beginning molecule in this process. Without a consistent supply of glucose, living things cannot survive. And of course glucose is produced by photosynthesis.

The chemical equation for cellular respiration is:

$$\text{C}_6\text{H}_{12}\text{O}_6 + 6\text{O}_2 \longrightarrow 6\text{CO}_2 + 6\text{H}_2\text{O} + \text{ATP}$$
 Notice that it is basically the opposite of the equation for photosynthesis. The only differences are that photosynthesis uses sunlight as a form of

energy and cellular respiration produces energy in the form of ATP.

Mitosis

Organisms grow, develop, and reproduce. These processes occur on a cellular level and involve chromosomes. Chromosomes contain the genetic code that is used for reproduction.

Cells of living things each have their own mini life cycles. They grow, develop, and reproduce. The entire organism goes through these phases during its life. At the center of these processes is DNA. DNA contains the genetic code that is used for reproduction and all cellular activities. DNA is organized into chromosomes, and these chromosomes are organized into genes. For cells to reproduce these chromosomes must be copied and the cell must divide. In this way, one cell becomes two.

The first part of the cell division process is called mitosis. In mitosis, the nucleus divides into two identical nuclei. The process begins in the cell's nucleus. Before a cell can divide, the DNA inside the nucleus must copy itself. Once the DNA copies itself, it condenses into chromosomes. There are now two copies of each chromosome. These two copies, called chromatids, are identical DNA copies of each other. Once formed, these chromatids are joined together.

The next step in mitosis organizes the chromatids. A special organelle, called a centrosome, produces and organizes important proteins called spindle fibers. These spindle fibers separate the chromatids from each other and pull them to opposite sides of the cell. At the end of this process, an identical set of chromosomes are on opposite sides of the cell.

Mitosis is now nearly complete. Remember, the two sets of chromosomes are identical to each other, because before mitosis began, the original DNA was copied. Once the two sets of chromosomes are on opposite sides of the cell, nuclear envelopes form around them. The chromosomes in each set begin to unwind and lose their condensed shape. The spindle fibers dissolve.

Once mitosis is complete, the remainder of the cell divides. This process is called cytokinesis. It is a separate process from mitosis. It is often described as a pinching-in of the cell membrane near both sides of the cell's equator. When the pinching-in is

complete, two separate cells exist, each with its own nucleus.

All living things and their cells reproduce to make new organisms and new cells. Reproduction of organisms can be sexual or asexual. Asexual reproduction produces copies that are identical to the parent. Sexual reproduction involves two parents and produces copies that are genetically different from their parents. In sexual reproduction, the result of reproduction is a combination of genetic information from the parents.

Each species has a specific number of chromosomes. For humans, there are 46 chromosomes, 23 from the mother and 23 from the father. A chromosome is a single long strand of DNA tightly wound around certain proteins. A gene is a segment of DNA that tells a cell what to do, such as to make a specific protein.

Language Extension: Food and Nutrition

A healthy diet must provide energy and nutrients for the body. This lesson focuses on some nutrients that the body needs to survive: carbohydrates, protein, vitamins, minerals, fats, and water.

Here are some example sentences:

- Minerals are inorganic elements needed by the body to perform its normal functions.
- Most foods contain carbohydrates, which the body breaks down into simple sugars - the major source of energy for the body.
- The body uses protein to make hemoglobin, which is the part of red blood cells that carries oxygen.
- There are two types of vitamins: fat soluble and water soluble.
- Starches, which are complex carbohydrates, include grain products, such as bread, pasta, and rice.
- You need water to digest your food and get rid of waste.

EXERCISES

Exercise B

1. Listen to the first part of the *Dialog* in *School Life* then fill in the missing words.

Michael: Hey Tina! (a) _____ finished your science project?

Tina: No, (b) _____. Have you?

Michael: Almost. (c) _____ still (d) _____ make some graphs and print (e) _____ out.

Tina: (f) _____ your project?

Michael: (g) _____ warming and carbon gases.

Tina: Oh! That sounds interesting.

Michael: Yeah. (h) _____ learned a lot. But it's a bit scary because (i) _____ worse. The (j) _____ is really heating up.

Tina: Yeah, I know.

2. Listen to the second part of the *Dialog* in *School Life* then fill in the correct letter for the missing words.

a. about **b.** are **c.** can **d.** data **e.** whether **f.** if
g. how **h.** on **i.** why **j.** you **k.** you're **l.** your

Michael: (1) _____ don't you focus on nuclear energy? People (2) _____ really divided on (3) _____ or not we need more nuclear power plants. There are good arguments (4) _____ both sides.

Tina: Yeah, right. But I'm also thinking (5) _____ the importance of conservation. That's something we (6) _____ all do right now.

Michael: Good point. Let me read (7) _____ paper when (8) _____ finished, okay? (9) _____ you need any (10) _____ about fossil fuels and carbon gases, let me know.

EXERCISES

Exercise C

1. Listen to the *Dialog*. Write down the words that Michael or Tina says.

Example: Michael says that he still has got to make some graphs.

Michael: I've still got to make some graphs.

1. Michael asks Tina if she has finished her science project.

Michael: _____.

2. Michael says that he has learned a lot.

Michael: _____.

3. Tina says that her project is about energy sources.

Tina: _____.

4. Michael suggests that Tina focus on nuclear energy.

Michael: Why don't _____?

5. Michael asks Tina to let him read her paper when she's finished.

Michael: _____.

2. Put the words into the correct order.

Example: /is/ /Michael's/ /about/ /project/ /what/?

What is Michael's project about?

1. /are/ /projects/ /kind/ /working/ /what/ /of/ /on/ /they/?

2. /learned/ /has/ /Michael/ /what/ /Earth/ /about/ /the/?

3. /done/ /Michael/ /what/ /yet/ /hasn't/?

4. /Michael/ /does/ /Tina/ /suggest/ /to/ /what/?

5. /offer/ /help/ /does/ /how/ /Tina/ /with/ /project/ /Michael/ /her/ /to/?

EXERCISES

Exercise D

1. Listen to the *Cells* then fill in the correct letter for missing words and phrases.

a. carry out	b. chemical	c. convert	d. elements	e. energy	f. made
g. maintain	h. nucleus	i. organism	j. reactions	k. structure	l. surrounded

1. A cell can _____ the processes needed to _____ life.
2. Cells carry out chemical _____ to gather and use _____.
3. Structures inside a plant cell _____ the Sun's energy into _____ energy.
4. Cells are _____ from only a small number of _____.
5. All cells are _____ by a _____ called the cell membrane.

2. Listen to *Photosynthesis* then fill in the correct letter for missing words.

a. convert	b. converting	c. depends	d. providing	e. level	f. photosynthesis
g. living	h. processes	i. provides	j. required	k. is	l. source

1. Photosynthesis _____ the energy that is needed to carry on the chemical reactions in _____ cells.
2. The process of _____ light energy into chemical energy is called _____.
3. Nearly all life _____ on photosynthesis as their _____ of energy.
4. Energy is _____ for all life's _____.
5. In addition to _____ energy for life, photosynthesis helps to maintain the normal _____ of oxygen in the atmosphere.

EXERCISES

Exercise E

1. Listen to *Mitosis* then fill in the correct letter for missing words and phrases.

- a. chromosome b. chromosomes c. copied d. copy e. divide f. genes
 g. organized h. reproduce i. genetic j. must k. should l. used for

1. DNA contains the _____ code that _____ for reproduction and all cellular activities.
2. DNA is _____ into chromosomes, and these _____ are organized into _____.
3. For cells to _____ the chromosomes must be _____ and the cell _____ divide.
4. Before a cell can _____ the DNA inside the nucleus must _____ itself.

2. Write the correct form of the word (noun or adjective) into the chart.

Example: *environment*

environmental

<u>NOUN</u>	<u>ADJECTIVE</u>
benefit _____	_____ cellular
Sex _____	_____ genetic
Harm _____	_____ molecular
nerve _____	_____ nuclear
organ _____	_____ structural

EXERCISES

Exercise F

1. Fill in each sentence with the correct word.

a. carbohydrates b. fat c. minerals d. protein e. vitamins f. water

1. People cannot survive for more than a few days without _____.
2. Good sources of _____ include lean meats, fish, and heart-healthy oils.
3. _____ are inorganic elements needed by the body to perform its normal functions.
4. Most foods contain _____ which the body breaks down into simple sugars - the major source of energy for the body.
5. _____ builds up, maintains, and replaces body parts such as your organs and muscles.
6. There are two types of _____: fat soluble and water soluble.

2. Put the words into the correct order.

Example: /any/ /you/ /is/ /what/ /in/ /fluid/ /drink/ ?

What is in any fluid that you drink?

1. /major/ /is/ /the body/ /the/ /source/ /for/ /what/ /energy/ /of/?

2. /amino acids/ /needed/ /make/ /is/ /what/ /to/?

3. /and/ /fuels/ /what/ /absorb/ /some/ /the body/ /helps/ /vitamins/?

4. /heart/ /what/ /increase/ /can/ /of/ /disease/ /the/ /risk/?

5. /half/ /makes up/ /body weight/ /more/ /of/ /what/ /than/ /your/?

Unit 17

Key points are passives, time sequence, and linking words and phrases. Useful vocabulary for history, biographies and anatomical systems is also developed. Students should practice *presenting* and *summarizing* the information.

Warm-Up: Series of Events

This lesson focuses on past events and the resulting states: *It was built more than two thousand years ago. Parts of the original road have been preserved and are now being used by cars.* The pictures show famous landmarks and give a brief explanation about their origin and present state.

School Life

Tina and Tiara discuss Michael's speech. "*I really liked it when he said how much he liked the food in the cafeteria!*" They agree that his speech was better than Hillary's. Tiara: *Hillary's speech wasn't as good as his. What do you think?* Tina: *Yeah, I agree. She didn't really say anything.* Then they discuss what student representatives can do. For example, they could recommend changes in the class schedule. "*It would be nice to have fewer classes each day.*" Goal: to be able to express opinions with expressions such as: *I think, I agree, I don't agree, I really liked it when, that would be great, etc.*

School Subjects: History 3

This lesson has 3 sections, each focusing on a different historical figure: *Ataturk, Genghis Khan, and Sun Yat-sen.* Along with the past tense the focus is on the language and vocabulary of history: *overthrow, revolution, rebellion, ruler, exile, law, society, etc.* In the *Quiz*, students practice answering questions that will help them with the language of biographies and historical contexts.

Language Extension: Body Systems

This lesson focuses on the important biological systems at work within the human body: nervous, circulatory, respiratory, immune, reproductive, and digestive. Goal: to be able to talk about the functions, processes and relationships between systems.

Speaking Up: Dialogs w/SR

Students use *Speech Recognition* to review and practice the conversations from the *School Life* lesson. Goal: to improve pronunciation and reinforce basic grammar.

Main Learning Points

Passives & Perfects

...have been built; has been reduced; have been preserved; are now being used; has become; was being used; was controlled by; was elected; had taken control; had captured; he had to be taken; can't be digested; is broken down

Temporal Sequence

Until 1930; Today it has become; A year later, in 1910; By 1915; As a result, in 1919; From here; Following these changes; While in Hawaii; While exiled in Japan

Adjective and Noun clauses

...which included British and French forces; that the traditional Muslim way of organizing the country was old-fashioned; who destroyed lands and people; who had the largest empire the world has ever seen; that developed in one family in Mongolia; who controlled the north of the country; that he had liver cancer; that the body requires for growth and repair; that can't be digested; which is genetic material from the male, etc.

Infinitives & Gerunds

to have fewer classes; decision to surrender; organizing the country; being modern; making changes; told to wear; to get married; stealing animals; to keep their own religion; to create a new, unified government; arriving in Beijing; trying to make China strong; to see the country unified; to break down and absorb food; excreting invasive threats, etc.

Purpose

...built to honor important people; come to visit; for many purposes; in order to establish; to force the emperor to abdicate; he travelled north to meet with warlords to discuss unification; to eliminate waste carbon dioxide, etc.

Adverb clauses/phrases

... when he said how much he liked the food in the cafeteria; when he was a boy in 1888; when he replaced religious schools with; when they heard about his death; in a period of just 25 years; when he heard about the successful rebellion against the Chinese emperor ...

Information and Wh-questions

How long did it take Genghis Khan to conquer an area larger than the Roman Empire? Why isn't the exact year of his birth known? What's one reason the Mongols could ride their horses so fast? What Mongol tradition was made illegal? Who did Genghis Khan trust the most? From where did he organize an army to fight for independence? How is a secular government different from other governments? Which system goes on the attack if an infection or disease invades the body? Which system sometimes uses white blood cells and antibodies to attack an infection?

Lesson Scripts

Warm up: Series of Events

Statues such as this one have been built to honor important people.

Abraham Lincoln was the sixteenth president of the United States.

As president, he stopped the spread of slavery.

He also led the country through the Civil War and was a brave leader.

He became one of the greatest presidents in America.

Every year millions of people come to visit Lincoln's statue.

This unusual building is called the Leaning Tower of Pisa.

The tower gradually started to lean during its construction.

It continued to lean because the soil under it was too soft.

Engineers removed soil from the north side of the tower.

The tower's lean has been reduced from thirteen feet to eleven feet.

People still don't know why the tower didn't fall.

Now, it's one of the great wonders of the world.

The Appian Way is the first and most famous Roman road ever built.

It was built more than two thousand years ago, around 300 B.C.

Parts of the original road have been preserved and are now being used by cars.

The Appian Way was the main highway from Rome to Greece and the East.

Over fifty thousand miles of roads were built by the ancient Romans.

It was very important to the Romans for their roads to be straight.

They believed that a straight line was the fastest way from one point to another.

The Eiffel Tower was completed in 1889.

Until 1930, it was one of the tallest structures in the world.

Today it has become one of the world's most famous landmarks.

It is visited by millions of people every year and is one of the most popular tourist spots in Paris.

People have used the Eiffel Tower for many purposes.

In 1909, it was almost destroyed, but it survived because of its large antenna.

A year later, in 1910, the antenna was being used by a radio station.

In 1923 a journalist rode a bicycle down from the first level.

Some people say he rode down the stairs, but others say he rode down one of the tower's legs.

School Life

(Dialog 1)

Tina: What did you think of Michael's speech?

Tiara: I thought it was great! I really liked it when he said how much he liked the food in the cafeteria!

Tina: Yeah, that was funny... Do you think he'll win the election?

Tiara: I think he's got a good chance. Hillary's speech wasn't as good as his. Do you think he'll win the election? What do you think?

Tina: Yeah, I agree. She didn't really say anything. For her it's just a popularity contest.

Tiara: Right. But I don't think it really matters who wins, do you? Nobody really cares.

Tina: No, I don't agree. We need someone to represent us to the administration.

Tiara: Sure, but what can our representatives do?

They can't change anything. They just plan dances!

Tina: Well they can also express our views. For example, they could recommend to change the class schedule.

Tiara: Yeah, that would be great. It would be nice to have fewer classes each day.

Tina: Right! Math and science every other day!

School Subjects: History (also see e-Lective)

Ataturk

Mustafa Kemal Atatürk was the founder and first President of the Turkish Republic. Originally named Mustafa Kemal, the Turkish government named him Ataturk in 1934. The name Ataturk means 'father of Turkey.'

Mustafa Kemal was born in 1881. During the First World War, he was a brave soldier and a brilliant military leader. By 1915, he was a national hero, and by the age of 35, he had become a general.

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After the war, most of Turkey was controlled by foreign armies. Mustafa opposed the Turkish government's decision to surrender and give up parts of the country to foreign control. Mustafa organized an army and started the War of Independence. The War took three years, and by the end of 1922, the Turkish army had won and the country was free.

After winning the War of Independence, Ataturk and his supporters abolished the monarchy and replaced it with a republic. The Republic was formed in 1923 with Ataturk as President.

In his fifteen years as President, Ataturk made some important changes to his country. He believed that the traditional Muslim way of organizing the country was old-fashioned. He wanted to make Turkey more modern. For him, being modern meant being Western.

Ataturk started making changes in 1924 when he replaced religious schools with public, non-religious schools. He also believed education for adults was important, so he opened learning centers called 'People's Houses'. In 1925, the Western calendar replaced the Islamic calendar. People were also told to wear Western clothes. In 1926, Ataturk started a new legal system, which replaced Islamic law with European laws.

At this time, the language in Turkey was a mix of Arabic, Persian and Turkish. It was difficult and took a long time to learn. As a result, 90% of the population was unable to read and write. In 1928, the written Turkish language was changed from Arabic script to Latin script. This change made it easier for more people to learn to read and write.

Following these changes, Turkey became a secular country, which meant that Islam was no longer the state religion. There was a separation between religion and government. In 1934, women were given the right to vote, as Ataturk believed that women were equal to men.

On November 10th, 1938, after an illness, the Father of modern Turkey died. Millions of people across the country cried when they heard about his death. During his time, and still today, there are different opinions in Turkey about secular and

religious ideas for the country. However, Ataturk is still loved by many Turkish people and many of the changes he made are still there.

Genghis Khan

Genghis Khan was the official title of a 13th century Mongol warrior named Temujin. He created and led an empire that included parts of China, Central Asia, the Middle East and Europe. In a period of just 25 years, Genghis Khan and his army conquered a larger area and greater population than the Romans did in four centuries.

Temujin's father was the chief of a tribe of nomadic Mongols. When Temujin was nine years old, his father was killed by enemies. At that time, Temujin did not become leader of the tribe because the tribe thought he was too young. Several years later, he became a prisoner of an enemy tribe. One night he escaped, and his reputation as a brave warrior began to grow.

Temujin became a powerful leader of his tribe, and by 1206 he had unified rival tribes and taken the title Genghis Khan (or Chinggis Khan), meaning "universal ruler". Genghis Khan had made the Mongol tribes into efficient warriors. His army was well-trained, well-disciplined and had good equipment.

Genghis Khan also introduced a new system of laws. Up to this time, kidnapping and selling women for marriage was a Mongol tradition. It caused a lot of fighting, but this was now outlawed. Stealing animals was also a problem in Mongol society. This was also made illegal. He also created a system of paper money and a postal service.

From 1207 to 1210 Genghis Khan led his army into a series of battles. By the following year he had taken control of Northern China. By 1215 he had taken control of Beijing.

After taking control of a country, Genghis Khan made sure that the local people had food, security, and a local government. He permitted them to keep their own religion. In this way, he was able to keep control of his growing empire.

By 1219, his empire stretched from northern China to the Afghan border and from Siberia to the border

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of Tibet. That same year, he sought a trade alliance with a middle-Eastern leader, Sultan Muhammad II, who controlled much of Central Asia. The Sultan agreed, but then murdered the first Mongol trade convoy of 450 merchants, and stole their goods. Before the end of that year, Khan had captured every major city in the region, adding lands from Turkey to Russia to his empire.

Genghis Khan died in 1227, but his empire lasted more than 150 years after his death. For some people, he was a brutal ruler who destroyed lands and people. For others, he is still a hero who had the largest empire the world has ever seen. Within Mongolia, Genghis Khan revolutionized the social structure and reformed traditional law. In his society, even a slave could rise to be an army commander if he showed skill or bravery.

A 2003 DNA study revealed that about 16 million men in the former Mongol Empire carry a genetic marker that developed in one family in Mongolia about 1,000 years ago. The only likely explanation is that all of them are descended from Genghis Khan or his brothers.

Sun Yat-sen

Sun Yat-sen was a Chinese leader born in 1866 in southern China. Sun played an important role in the overthrow of the Qing Dynasty, the last imperial dynasty of China.

Sun was the son of a farmer. When he was thirteen he moved to Hawaii to live with his older brother who was working there. Unable to speak English at first, he picked up the language so quickly that he received a prize for outstanding achievement.

From Hawaii, Sun went to Hong Kong and studied medicine. After graduating in 1892 he practiced medicine, and he soon became active in politics. He took part in a rebellion against the emperor. The rebellion failed, and for the next sixteen years Sun lived as an exile.

While exiled in Japan, Sun joined a Chinese group and became their leader. He eventually left Japan and was in the US when he heard about the successful rebellion against the Chinese emperor. He immediately returned to China to take part. In December of 1911, Sun was elected president of the

Republic of China. He then formed the Kuomintang, the National People's Party.

As president, Sun asked the leaders of the provinces to send representatives in order to establish the National Assembly of the country. Sun's government wanted to organize a revolution to force the emperor to abdicate. Sun asked for help from Yuan Shikai, an army general who controlled the north of the country. Yuan helped in the revolt but soon took power for himself. In 1913 Sun tried to lead a rebellion against Yuan, but it failed. Sun was forced into exile in Japan, where he founded the Chinese Revolutionary Party.

While in Japan Sun married Soong Ching-ling. Some 26 years younger than her husband, Soong had an American college degree, and she came from a wealthy family.

At this time China was still divided and controlled by different military leaders. It had no central government and there was a lot of corruption. Sun and his wife returned to China in 1917 to unify the country.

Once in China, Sun unified warlords in the south and started a military government. In 1919, he reorganized the Chinese Revolutionary Party into the Kuomintang. In 1921, he succeeded in changing the military government, and Sun was elected President of the National Government.

Two years later, he made a speech about his plans for the future of China. In this speech he introduced 'The Three Principles of the People'. He said that these principles came from the ideas of the great American president, Abraham Lincoln:

- i. Minzu - nationalism, government of the people
- ii. Minquan - democracy, government by the people
- iii. Minsheng - socialism, government for the people

Unfortunately, Sun did not live to see his party unify the country. In November he travelled north to meet with warlords to discuss unification. Arriving in Beijing, Sun was so weak and tired that he had to be taken to his guest house by ambulance. Doctors quickly found that he had liver cancer. He died in Beijing in March 1925 at the age of fifty-nine.

English For Success ~ Unit 17

Though he didn't live long enough to see the country unified, Sun is remembered as a great leader and Chinese nationalist.

Language Extension: Body Systems

This lesson focuses on the important biological systems at work within the human body: nervous, circulatory, respiratory, immune, reproductive and digestive.

Here are some example sentences: The respiratory system brings air into the body and removes carbon dioxide.

- The respiratory system brings air into the body and removes carbon dioxide.
- The nervous system is made up of the brain, the spinal cord, and nerves.
- The blood vessels that carry oxygen-rich blood to your body cells are called arteries.
- Food enters the digestive system through the mouth, where it is chewed and swallowed.
- One way the immune system works is by excreting invasive threats from the body.
- If other immune responses fail, the immune system uses white blood cells and antibodies to attack infection.

EXERCISES

Exercise A

1. Listen to the sentences in the *Warm-Up* lesson. Circle the correct word.

1. Many statues *have been built / have built* to honor important people.
2. Abraham Lincoln *was led / led* the country through the Civil War.
3. Every year millions of people *come / came* to visit Lincoln's statue.
4. The tower gradually *started / has started* to lean during its construction.
5. The Appian Way *is / has been* the first and most famous Roman road ever built.
6. The Appian Way *was built / has been built* more than two thousand years ago.
7. The Appian Way *has been / was* the main highway from Rome to Greece.
8. The Eiffel Tower *completed / was completed* in 1889.
9. Until 1930 it *has been / was* one of the tallest structures in the world.
10. The Eiffel Tower *visited / is visited* by millions of people every year.

2. Fill in the correct letters for the missing words.

a. ancient	b. are	c. around	d. being	e. built	f. have
g. highway	h. Rome	i. Romans	j. was	k. were	l. will

1. The Appian Way _____ the main _____ from _____ to Greece and the East.
2. It was _____ more than two thousand years ago, _____ 300 B.C.
3. Over fifty thousand miles of roads _____ built by the _____ Romans.
4. Parts of the original road _____ been preserved and _____ now _____ used by cars.

EXERCISES

Exercise B

1. Listen to the first part of the *Dialog in School Life* then fill in the missing words.

Tina: (a) _____ of Michael's speech?

Tiara: I thought (b) _____! I really liked it (c) _____

how much he liked the food (d) _____!

Tina: Yeah, that was funny...Do you (e) _____?

Tiara: I think (f) _____. Hillary's speech wasn't

(g) _____. What do you think?

Tina: Yeah, (h) _____. She didn't really say anything (i) anything _____
_____ it's just a popularity contest.

Tiara: Right.

2. Listen to the second part of the *Dialog in School Life*. How does each person respond to the other's opinion?

1. Tiara: But I don't think it really matters who wins, do you? Nobody really cares.

Tina: _____.

2. Tina: We need someone to represent us to the administration.

Tiara: Sure, but _____?

3. Tiara: They can't change anything. They just plan dances!

Tina: Well they can _____.

4. Tina: For example, they could recommend to change the class schedule.

Tiara: _____.

5. Tiara: It would be nice to have fewer classes each day.

Tina: (a) _____! Math and science (b) _____!

EXERCISES

Exercise C

1. Listen to the *Dialog*. Tiara and Tina use modals to express their opinions. Underline the modals in each sentence.

Example: Do you think he will win the election?

Do you think he will win the election?

Tina: We need someone to represent us to the administration.

1. *Tiara:* Sure, but what can our representatives do? They can't change anything. They just plan dances!
2. *Tina:* Well, they can also express our views. For example, they could recommend to change the class schedule.
3. *Tiara:* Yeah, that would be great. It would be nice to have fewer classes each day.
4. *Tina:* Right! Math and science every *other* day!

2. Put the words into the correct order.

Example: /is/ /Michael's/ /about/ /project/ /what/?

How was Hillary's speech?

1. /speech/ /what/ /Michael's/ /did/ /Tiara/ /of/ /think/?

2. /think/ /does/ /the/ /will/ /election/ /win/ /who/ /Tiara/?

3. /about/ /Tiara/ /student/ /does/ /government/ /what/ /think/?

4. /would/ /kind/ /what/ /of/ /changes/ /Tina/ /like/?

5. /Tina/ /class schedule/ /the/ /would/ /change/ /to/ /like/ /how/?

EXERCISES

Exercise D

1. Listen to *Ataturk*. Match each sentence with the sentence that comes before.

- a. During the First World War, he was a brave soldier and a brilliant military leader.
- b. Turkey became a secular country, which meant that Islam was no longer the state religion.
- c. He believed that the traditional Muslim way of organizing the country was old-fashioned.
- d. Ataturk was born in 1881 in Salonika, (now called Thessaloniki).
- e. In 1928, the written Turkish language was changed from Arabic script to Latin script.
- f. Mustafa opposed the Turkish government's decision to surrender and give up parts of the country to foreign control.
- g. On November 10th, 1938, after an illness, the Father of modern Turkey died.
- h. The War took three years, and by the end of 1922, the Turkish army had won and the country was free.

Example: d. Ataturk was born in 1881 in Salonika, (now called Thessaloniki). His father died when he was a boy in 1881.

1. d His father died when he was a boy in 1888.
2. By 1915, he was a national hero, and by the age of 35, he had become a general.
3. As a result, in 1919 he started the Turkish Nationalist Republican party.
4. After winning the War of Independence, Ataturk and his supporters abolished the monarchy and replaced it with a Republic.
5. He wanted to make Turkey more modern.
6. This change made it easier for more people to learn to read and write.
7. There was a separation between religion and government.
8. Millions of people across the country cried when they heard about his death.

2. Listen to the first part of *Genghis Khan*. Put these sentences into the correct order.

- They gave him some poisoned food, and he died.
- His father took him to the family of his future wife.
- However, the tribe did not accept Temujin as their leader because they thought he was too young.
- On the way home, Temujin's father met some enemies of the Mongols.
- 1 When he was only nine years old his father arranged for him to get married.
- When Temujin heard about his father's death he returned home to take his father's place as leader of their tribe.

EXERCISES

Exercise E

1. Listen to *Sun Yat-sen*. Choose the correct form of the verb. Then put the sentences into the correct order.

- _____ After *graduate / graduating* in 1892, he practiced medicine, and he soon became active in politics.
- _____ From Hawaii, Sun went to Hong Kong and *to study / studied* medicine.
- _____ He eventually left Japan and was in the US when he *has heard / heard* about the successful rebellion against the Chinese emperor.
- _____ He immediately *returned / has returned* to China to take part.
- _____ In 1894 Sun started the Revive China Society with the goal of *to make / making* China a better country.
- _____ The rebellion failed, and for the next sixteen years Sun *had lived / lived* as an exile in the United States, Japan and Britain.
- _____ 1 When Sun was thirteen, he moved to Hawaii to live with his older brother who has *been working / was working* there.
- _____ While *exile / exiled* in Japan, Sun joined a Chinese group and became their leader.

2. Write each word into the chart in the correct category.

- | | | |
|-----------|-----------------|----------|
| assembly | dynasty | republic |
| battle | general | ruler |
| chief | leader | soldier |
| commander | military | war |
| congress | monarchy | warrior |
| democracy | representatives | |

Army	Government	Both

EXERCISES

Exercise F

1. Put the words into the correct order.

*Example: The central nervous system/ /the brain/ /consists/ /and/ /spinal cord/ /of/ .
The central nervous system consists of the brain and spinal cord.*

1. /the heart/ /includes/ /the circulatory/ /vessels/ /and/ / blood/.

2. /excess food that is digested/ /fat/ /stored/ /in your body/ /turned/ /is/ /into/ /and/.

3. /the immune system is/ /defense/ /infections/ /the body's/ /system/ /and diseases/ /against/.

4. /control/ /impulses/ /your/ /and organs/ /nerve/ /muscles/.

5. /the reproductive/ /humans/ /children/ /allows/ /system/ /to produce/.

2. Connect the two parts of each sentence.

1. ___ The heart pumps blood to and from the lungs...
2. ___ One function of the digestive system...
3. ___ The digestive system supplies the energy...
4. ___ Food that can't be digested...
5. ___ After food is chewed and swallowed...
6. ___ One way the immune system works...
7. ___ Sneezing, runny noses, and fever...
8. ___ If an infection or disease invades the body...
9. ___ i One part of the nervous system...
10. ___ The respiratory system...

- a. it goes down to the stomach.
- b. is by excreting invasive threats from the body.
- c. is to break down and absorb food into the body.
- d. that the body requires for growth and repair.
- e. are examples of the immune system at work.
- f. brings air into the body and removes carbon dioxide.
- g. to eliminate waste carbon dioxide and to pick up oxygen.
- h. the immune system goes on the attack.
- ~~i. is the central nervous system.~~
- j. is turned into waste and is eliminated from the body.

Unit 18

Useful vocabulary for history, politics and literature are developed. Students should practice *presenting* and *summarizing* the information.

Warm-Up: Causal Sequence

This lesson focuses on the results or consequences of our actions. The pictures show people doing things that have future consequences: “*If too many of our forests are cut, it will...*”

School Life

In Dialog 1, Tiara tells Tina that even though Michael won the election, he won't be president. Tina: *What do you mean?* Tiara: *His family is moving. He just found out.* Then they discuss what will happen to the election. Who will be president?

In Dialog 2, Alex tells Nick: “*I was supposed to turn in my English paper today, but I forgot all about it!*” Alex doesn't want his parents to find out. His teacher will let him turn it in late, but will lower his grade, one grade for each day it's late. Goal: to be able to discuss plans, possibilities and consequences.

School Subjects: History 4 - Politics

This lesson has 3 sections: *Political Units, Types of Governments* and *Roles of Government*. The focus is on the language and vocabulary of history and politics: *boundaries, territory, population, border, alliance, autocracy, democracy, monarchy, dictatorship, civil war, oligarchy, power struggle, colony, revolution, corruption, anarchy, head of state, representatives, parliament, etc.* In the *Quiz*, students practice answering questions that will help them with the language of politics and news reports.

Language Extension: Christmas 1914 – A Story

This thought provoking story is based on true events that happened during World War 1. Use this story to stimulate discussion and provide material for essays and creative writing tasks. Additional stories should also be assigned for reading. Goal: to be able to discuss history, human nature and the role of governments and national leaders.

Speaking Up: Sentence Repetition w/SR

Students use Speech Recognition to practice repeating key sentences from Units 17 and 18. Goal: to improve language chunking ability, oral fluency and pronunciation.

Main Learning Points

Passives

...can be treated; is being treated; is being taught how; could get seriously injured; is being cut down; can be formed; is known as; power is held by; was defeated; is supposed to be shared by; evidence is presented; governments were overthrown, etc.

Adjective and Noun clauses

...that we need to breathe and live; that divide countries; that has control over that territory and people; that all countries have in common; which has only one ruler; who loved his people; once ruled by foreign governments; who serve in Congress; where legal issues are decided; that defines how the government is set up; that every citizen above the age of 18 has the right to vote; which is the institution ruling the land; who had emerged from the other side, etc.

Infinitives & Gerunds

the right to tax; refuses to pay; paying taxes; to develop and spread; to find out; to handle dangerous chemicals; to mix these chemicals; to become a famous artist; making a decision; hearing the songs, etc.

Conditional

If she doesn't see a doctor soon, she could get worse. If the amount he pours is incorrect, the experiment could fail. If we aren't careful, we could destroy. If a member country were attacked, then the combined forces of all of the countries within its alliance would help in its defense. If a citizen refuses to pay taxes, he will be breaking the law. If the person is found guilty, the court determines the punishment, etc.

Adverb clauses/phrases

... when a colony becomes self-governing; when making a decision; when there is no government with the power to govern; when a ball appeared from the German side

Information and Wh-questions

Besides countries, what else do political maps usually show? What defines the territory of a country? What do groups of countries often form for defense or economic purposes? What type of government is controlled by a small group of people? What type of government used to be quite rare but is quite common today? In a state of anarchy, who makes political decisions and enforces the laws? Which branch of government makes laws and raises money through taxes? How are representatives chosen in a representative democracy? If someone is charged with breaking a law, who decides if the person is guilty or innocent? What did the soldiers do after the truce ended?

Lesson Scripts

Warm up: Causal Sequence

Many illnesses can be treated early, before they become serious.
 The girl on this hospital bed is in a lot of pain. She is being treated for a serious illness.
 The hospital staff is taking her upstairs to the emergency room.
 They are feeding her liquids because she's unable to eat regular foods.
 If she doesn't see a doctor soon, she could get worse. Luckily she was able to get to the hospital before it was too late.

Science class can be interesting during a science experiment.
 However, the students in this class must always be very careful.
 This boy is being taught how to handle dangerous chemicals.
 In order to prevent injury, he's wearing protection over his eyes.
 Without the right protection, he could get seriously injured.
 His teacher is showing him the correct way to mix these chemicals together.
 He needs to pour the correct amount of liquid into the container.
 If the amount he pours is incorrect, the experiment could fail.

This girl is taking an advanced drawing class at her school.
 Her dream is to become a famous artist someday. Today she is being shown the correct way to hold the chalk.
 Technique is important, especially in art.
 Since she goes to class often, she's learning new things each day.
 Her instructor is highly skilled, and she can learn a lot from him.
 It's important for her to listen and follow his instructions.
 If she keeps practicing, she will reach her goal very soon.

People have been cutting down trees for many years now.
 In some areas, our forests are quickly disappearing. A large part of this forest is being cut down for its wood.

The wood is then sold for paper, furniture and other purposes.
 If too many of our forests are cut, it will create problems for the environment.
 Without enough trees, many animals will lose their homes or be in danger.
 Trees also provide the oxygen that we need to breathe and live.
 If we aren't careful, we could destroy the Earth's natural balance.

School Life

(Dialog 1)

Tina: Who won the election? Do you know yet?
 Tiara: Listen! I've got some real news!
 Tina: What is it?
 Tiara: Michael won the election, but he won't be president.
 Tina: Are you joking?
 Tiara: No, I'm serious!
 Tina: Explain. What do you mean?
 Tiara: His family is moving. He just found out.
 Tina: Moving? Where to?
 Tiara: London! Can you believe it?
 Tina: What a shock! What does he think?
 Tiara: I don't know. I haven't had a chance to talk to him.
 Tina: When is he leaving?
 Tiara: I'm not sure, but probably at the end of this school year.
 Tina: That's only two months from now!
 Tiara: Yeah...I'm going to miss him. He's really nice.
 Tina: What about the election? Will Hillary be president or will there be another election?
 Tiara: This has never happened before, so I don't know what's going to happen.
 Tiara: Why don't you run?
 Tina: Me? No thanks! I'm not interested in being president.

(Dialog 2)

Nick: What's wrong Alex?
 Alex: I was supposed to turn in my English paper today, but I forgot all about it.
 A: I thought it wasn't due until next week.
 N: What are you going to do?
 A: I don't know. But I don't want my parents to find out.
 N: Did you talk to Mr. Huffman?
 X: Yeah...and he wants to talk to me after school.
 N: Well, you're lucky it's Mr. Huffman...

N: Hey Alex! What did Mr. Huffman say?
A: He said I can turn it in late.
N: Really? That's great!
A: Yeah, but he's going to lower my grade, one grade for each day I'm late.
N: Oh...So you'd better finish it right away then.
A: That's why I'm going to the library. Do you want to come?
N: No thanks. I hate libraries.
N: I think I'll go home and get something to eat.

School Subjects: History & Politics

Political Units

The Earth is divided into political units called countries, or nations. Political maps show the boundaries that divide countries. They also show the location of capitals. Capitals are cities where the government is located.

A country is more accurately called a nation-state. A nation-state is a group of people within a territory ruled by a government that has control over that territory. Almost all of the land on Earth has been divided into nation-states, or countries. And most countries are divided into smaller units, such as provinces, prefectures, states, or regions.

There are four characteristics that all countries have in common. They include a group of people, known as the *population*. They include a defined *territory*, which is land enclosed by borders. They have a *government*, which is the institution ruling the land and the people. They have *sovereignty*, which is to have exclusive control over the political, economic, and social systems within the territory.

The states that make up the United States - like California or Texas - have only limited sovereignty. Together, the 50 states of the United States form a single nation-state, or country.

The central government of the United States has sovereignty over the entire country, including each state.

In addition to countries, groups of countries often form alliances. Alliances can be formed for many reasons, such as for defense or for economic cooperation. After World War II, for example, the North Atlantic Treaty Organization, or NATO, and the Warsaw Pact were opposing military alliances. These alliances were formed to defend each of the member countries within the alliance. If a member

country were attacked, then the combined forces of all of the countries within its alliance would help in its defense.

Another type of alliance is a union of countries to form a larger unit. The European Union, for example, is an economic and political union of member states, which are located primarily in Europe. The advantages of such a union include fewer controls on travel and trade between the member countries. The disadvantages of such a union may include a potential loss of national and cultural identity.

Types of Governments

The simplest form of government is one which has only one ruler. This type of government is known as an *autocracy*. In an autocracy, all the government's power is held by a single person, known as the autocrat. The autocrat is the absolute ruler of the country.

Autocrats don't have to argue or consult with others when making a decision. An autocrat simply commands. This type of government includes both monarchies and dictatorships. Autocracy has been a common form of government throughout human history.

Another common form of government is an *oligarchy*. In an oligarchy, a small group of people controls the government. Membership in the group may be hereditary, or based on wealth or military power. Another form of oligarchy exists in countries with single-party rule. In a single-party country, only members of the one official party can hold political power.

The next type of government is a *democracy*. In a democracy, political power is supposed to be shared by everyone in the country. The term democracy means "rule of the people". Even though the world today includes many forms of government, democracy is the most common form.

Democracy has spread far and fast in recent decades. One factor in the spread of democracy is decolonization. In the 1950s and 1960s, European countries granted independence to their colonies. However, decolonization resulted in only limited democratization. The number of independent states in the world doubled during this time, but many former colonies became autocracies instead of democracies.

The collapse of the Soviet Union might be the most important reason for the spread of democracy. When the Soviet Union's Communist government collapsed, the Communist governments of surrounding countries also collapsed. Most of these countries became democracies.

Throughout history people have opposed autocracies and oligarchies. When a government becomes corrupt and the population suffers, revolution can lead to a new government. But revolution can also lead to anarchy. *Anarchy* exists when there is no government with the power to govern. Without laws or law enforcement economies cannot function efficiently, and the population suffers. Anarchies that last for too long can lead a country into poverty and dangerous conditions where nobody is safe. Unfortunately, there are anarchies that exist today. So, it is important for people to work for and support good governments.

Government Services

Not everyone agrees about the role that government should play. In some countries, the people have control over the land and means of production. This is true for countries such as the United States, Japan, and the United Kingdom. The role of these governments is limited. In other countries, such as China, the government has more control of the land and means of production. This type of government has the power to decide how best to use the land and means of production.

In many countries the government is run by elected representatives of the people. In a representative democracy, for example, elections are held, and the citizens vote for their representatives. It is these representatives who run the government.

Representative democracies can be organized in a variety of ways, but there are two main types. In a parliamentary democracy, a prime minister is chosen by the elected representatives in the parliament. The United Kingdom and Japan, for example, are both parliamentary democracies. Parliamentary systems usually have a separate head of state, such as a president or monarch. In a parliamentary democracy, the head of state usually has limited powers in comparison to the prime minister.

In a presidential democracy, such as the United States, the president is elected directly by the people. The president is elected for term of office,

such as four or six years. The president directs the executive branch of the government and is also head of state. As head of state, the president represents the country in relations with other countries.

Most governments are organized into different branches, with each branch having different roles to play. One role of government is to make laws and set policy for the country. Another role is to raise money through taxes. These roles are generally the responsibility of the *legislative* branch. In the United States, for example, the legislative branch is called the Congress.

The *executive* branch of a government carries out the laws and policies of the country. The executive branch also proposes new laws and policies. Together, the executive and legislative branches set up health care, defense, and public welfare systems for the country.

Another branch of government is the *judicial* branch. It oversees the country's court system, where legal issues are decided. The judicial branch also decides whether the laws and policies of the country follow the rules of the country's constitution. The constitution is a document that defines how the government is set up, what the role of the government is, and what rights and protections the citizens have.

In every country, the court system is very important. If someone is charged with breaking a law, for example, the courts are where the person is tried. During a trial, evidence is presented to show the guilt or innocence of the person on trial. If the person is found guilty, the court determines the punishment, such as going to jail or paying a fine.

Language Extension Summary: Christmas 1914 – A Story

This lesson presents a thought-provoking story based on true events that happened during World War 1. Here is a brief summary:

In December 1914, two armies faced each other across a frozen battlefield. German soldiers were on one side and British and French soldiers were on the other. Shortly after dark, the French and British soldiers heard the sound of Christmas songs coming from the German trenches. The French and British soldiers joined in the singing. Then one German

soldier stepped out of the trenches and began walking towards the enemy lines. He stopped and smoked a cigarette. Soon several British soldiers joined him.

The two armies agreed not to fight on Christmas Day. Instead, they talked and drank and sang together and exchanged gifts. They even played a game of soccer. But when the truce was over, the soldiers returned to their trenches and the killing began again. The moment of peace was over.

EXERCISES

Exercise A

1. Look at the pictures in the *Warm-Up* lesson and listen to the sentences.

Then complete the sentences with the correct phrases.

1. The girl _____ (*treat*) for a serious illness.
2. People _____ (*cut down*) trees for many years now.
3. In order to prevent injury, the boy _____ (*wear*) protection over his eyes.
4. This girl _____ (*take*) an advanced drawing class at her school.
5. A large part of this forest _____ (*cut down*) for its wood.

2. Answer these questions.

1. The girl in the picture is in the hospital with a serious illness. What could happen if she doesn't see a doctor soon?

_____ .

2. The science teacher is showing the boy how to conduct an experiment. What might be the result if the boy doesn't pour in the correct amount of liquid?

_____ .

3. The girl is being shown the correct way to hold the chalk by her art instructor. What do you think will happen if the girl keeps practicing?

_____ .

4. Many forests are being cut down all over the world today. What could happen if we continue to cut down so many trees?

_____ .

EXERCISES

Exercise B

1. Listen to *Dialog 1* in School Life and fill in the correct words.

Tiara tells Tina that Michael has won the election but that he won't be president.

Tiara: His family (a) _____ . He just found out.

Tina: Moving? Where to?

Tiara: London! Can you believe it?

Tina: What a shock! What (b) _____ ?

Tiara: I don't know. I (c) _____ to talk to him.

Tina: When (d) _____ ?

Tiara: I'm not sure, but probably at the end of this school year.

Tina: That's only two months (e) _____ !

Tiara: Yeah... (f) _____ miss him. He's really nice.

Tina: (g) _____ the election? Will Hillary be president

or (h) _____ another election?

Tiara: This (i) _____ before, so I don't know

(j) _____ .

2. Listen to *Dialog 2* in School Life and fill in the missing words.

a. did b. don't c. forgot d. going e. have f. supposed
g. today h. want i. wants j. was k. wasn't l. will be

Nick: What's wrong, Alex?

Alex: I (a) _____ to turn in my English paper (b) _____ ,

but I (c) _____ all about it. I thought it (d) _____ due until next week.

Nick: What are you (e) _____ to do?

Alex: I don't know but I (f) _____ my parents to find out.

Nick: (g) _____ you talk to Mr. Huffman?

Alex: Yeah... and he (h) _____ to talk to me after school.

EXERCISES

Exercise C

1. Put the words into the correct order.

Example: /happened/ /never/ /this/ /has/ /before/.

This has never happened before.

1. /chance/ /to talk/ /him/ /I/ /haven't/ /a/ /had/ /to/.

2. /turn/ /late/ /he/ /it/ /in/ /said/ /can/ /I/.

3. /interested/ /I'm/ /president/ /not/ /in/ /being/.

4. /due/ /thought/ /until/ /I/ /wasn't/ /next/ /it/ /week/.

5. /better/ /it/ /right/ /you'd/ /away/ /finish/.

2. Listen to the *Dialogs*. Answer these questions.

1. Why won't Michael be class president?

2. Will Hillary become president?

3. Why didn't Alex turn in his English paper?

4. Why does it matter how soon Alex turns in his paper?

5. What will happen if Alex's parents find out about the late paper?

EXERCISES

Exercise D

1. Listen to the *Political Units* then fill in the correct letters for the missing words.

a. alliances b. borders c. capital d. characteristics e. control f. countries
g. population h. institution i. political j. government k. systems l. territory

There are four (1) _____ that all (2) _____ have in common. They include a group of people, known as the (3) _____. They include a defined (4) _____, which is land enclosed by (5) _____. They have a (6) _____, which is the (7) _____ ruling the land and the people. They have sovereignty, which is to have exclusive (8) _____ over the (9) _____, economic, and social (10) _____ within the territory.

2. Listen to *Types of Government*. Write the correct form of government: autocracy, oligarchy, democracy, or anarchy.

1. A small group of people controls the government. _____
2. In a single-party country, only members of the one official party can hold political power. _____
3. Political power is supposed to be shared by everyone in the country. _____
4. The legendary King Arthur, for example, is a king who loved his people. _____
5. The name of this form of government means "rule of the people." _____
6. The simplest form of government is one which has only one ruler. _____
7. There is nobody to make political decisions or enforce laws. _____
8. This is the most common form of government in the world today. _____
9. This type of government includes both monarchies and dictatorships. _____
10. Without laws or law enforcement, economies cannot function efficiently, and the population suffers. _____

EXERCISES

Exercise E

1. Listen to *Government Services*. Connect the two parts of each sentence.

- 1. In many countries the government is run g
- 2. The United States is _____
- 3. Representative democracies _____
- 4. The prime minister _____
- 5. The president _____
- 6. One role of government _____
- 7. The executive branch of a government _____
- 8. The judicial branch _____
- 9. The constitution _____
- 10. If citizens refuse to pay taxes, _____

- a. they will be breaking the law.
- b. is to make laws and set policy for the country.
- c. an example of a representative democracy.
- d. is a document that defines how the government is set up.
- e. is elected directly by the people.
- f. is chosen by the elected representatives in the parliament.
- g. ~~by elected representatives of the people~~
- h. can be organized in a variety of ways.
- i. carries out the laws and policies of the country.
- j. oversees the country's court system.

2. Write in the correct letters of the missing words that connect the two sentences.

- a. also
- b. another
- c. as a result
- d. but
- e. for example
- f. then
- g. these
- h. instead
- i. it
- j. this is true

- 1. Political maps show the boundaries that divide countries. They ___ show the location of capitals.
- 2. Capitals are cities where the government is located. The capital of Vietnam, ____, is Hanoi.
- 3. In the 1950s and 1960s, European countries granted independence to their colonies. The colonies _____ formed local governments.
- 4. Famous revolutionaries include George Washington, Vladimir Lenin, and Sun Yat-sen. _____ leaders wanted to improve conditions for their countries.
- 5. Without laws or law enforcement economies cannot function efficiently, and the population suffers. _____, most anarchies don't last very long.
- 6. In some countries, the people have control over the land and means of production. _____ for countries such as the United States, Japan, and the United Kingdom.
- 7. In a parliamentary democracy, there is no president. _____, there is a prime minister.
- 8. One role of government is to make laws and set policy for the country. _____ role is to raise money through taxes.

EXERCISES

Exercise F

1. Fill in the correct word or phrase.

a. both b. each other c. had d. has e. neither f. singing
 g. won't h. trenches i. will j. were k. truce l. the other

1. The war _____ been fought for a few months but _____ side was winning.
2. The _____ had been dug deep into rocky ground, and the soldiers _____ covered with mud.
3. Soon both sides were _____, sometimes their singing received by _____ side with applause or calls for an encore.
4. Somebody proposed a _____ for Christmas day: "We _____ shoot if you don't."
5. At the agreed time, soldiers from _____ sides climbed to the top of their trenches and saluted _____.

2. Listen to the story of *Christmas 1914*. Mark each sentence True (T) or False (F).

Change the false sentences to make them true.

1. ____ The story takes place in France in December 1914.
2. ____ The battlefield was cold and muddy.
3. ____ Germany was winning the war.
4. ____ On Christmas Eve, the German soldiers began singing traditional Christmas songs.
5. ____ The first soldier to leave the trenches was British.
6. ____ The soldier was carrying a gun.
7. ____ The two sides agreed not to fight on Christmas Day.
8. ____ The soldiers could not communicate with each other.
9. ____ The soldiers exchanged gifts and drinks and played a game of soccer.
10. ____ The soldiers agreed never to fight again.

Unit 19

Useful language for economics, planning, jobs, and explaining emotions are developed. Students should practice *presenting*, *summarizing* and *explaining* the information in longer sentences.

Warm-Up: Emotions and the Future

This lesson focuses on explaining emotions: *She's very nervous because...* The pictures show people and their emotions as they head into the future.

School Life

In the first dialog, Tina and Alex are waiting for the train. T: *Where have you been?* A: *Oh, sorry. How long have you been waiting?* T: *I've been waiting for almost fifteen minutes!* Alex is late because he was working on a project with Mei.

In the second dialog, Tina and Michael talk about his move to London: T: *Are you looking forward to living there?* M: *No, not really. I'm tired of moving around. I'd rather stay here.*

Then they talk about their history test: T: *I'm still reviewing my notes.* Goal: to be able to discuss future plans, hopes, wishes and preferences.

School Subjects: Economics

This lesson has 3 sections: *Goods and Services*; *Credit*, and *Supply and Demand*. The focus is on the language and vocabulary of economics, government, finance and trade: *advertising*, *interest rate*, *profit*, *value*, *payment*, *borrower*, *credit cards*, *penalty*, *assets*, *debts*, etc. In the *Quiz*, students practice answering questions that will help them with the language of economics, finance, news reports, and daily life.

Language Extension: Jobs

This lesson focuses on describing job categories: arts, education & training, financial, government, health, law enforcement, science & technology, tourist industry and trades & services. Goal: to be able to discuss various types of careers.

Speaking Up: Dialogs w/SR

Students use *Speech Recognition* to review and practice the conversations from the *School Life* lesson. Goal: to improve pronunciation and reinforce basic grammar.

Main Learning Points

Passives & Perfects

I've been waiting for; first time she has ever driven; are provided for you; has been taking place; you may not be charged interest; the costs will not be covered; can be traded for; about to be released; who have proven they can pay, etc.

Adjective and Noun clauses

that are nice, but not necessary; that they really need something; how goods and services are distributed; that can be traded for food; that is measured by its price; that the owner of a good or service will accept in exchange for; who have proven they can pay; who wish to purchase it; who can afford it; who can manage money and investments, etc.

Modals

In order to satisfy this need, many countries must trade; will accept in exchange; you may not be charged interest; the interest charges can become large; they may decide to create a shortage; the price should be high; one must first become educated, etc.

Instrument, Use & Means

Another way to increase demand is through advertising; by convincing consumers that their products satisfy a need; by controlling the supply; providing training; helping others to succeed, etc.

Conditional – Causal Relations

If she fails her class, she might not; If she doesn't pass, her grade could; even a good government may have difficulty if the country doesn't have the resources necessary to support its economy; If you want to increase your price, you have to increase the value of your service; if the interest rate is high, the cost of credit can be expensive; if the price is too low, producers will not want to supply, etc.

Related Changes – as...

As communication and transportation has improved, trade has grown; as trade became more important and popular, money evolved as... as the price of something rises, the demand for it will fall; As demand falls, there will be an excess supply, etc.

Information and Wh-questions

What do advertisers do to increase the demand for their product? What is needed to create a skilled workforce? What does an economy need to meet the basic needs of its population? What is the exchange of goods and services between countries? What is used as a medium of exchange for goods and services? Why do banks charge interest? What happens to people who have a poor credit history? If you owe \$100 and you pay back \$50, how much is still due? How does a price increase affect demand?

Lesson Scripts

Warm up: Emotions and the Future

Learning how to drive can be both fun and little scary.

This girl is taking driving lessons for the first time.

She has to pass a driving test in order to get a driver's license.

Her driving instructor is giving her some good advice.

She hasn't driven before, so she's very nervous. She's worried that she might get into an accident. Although driving is scary at first, most people relax over time.

Although driving can be scary at first, most people relax over time.

This is the first time this girl has ever driven. She's very nervous because this is the first time she has ever driven.

Not being prepared can cause a lot of stress.

This young man has a paper that's due early tomorrow morning.

He has to finish reading his books in order to write his paper.

Unfortunately he has a lot to read and he hasn't started yet.

He's getting worried because he's running out of time.

If he's smart, he'll start his next paper on time.

Maybe he'll start his next paper on time.

He probably won't get much sleep tonight because he has to finish the paper.

If he's smart, the next time he has a paper to write he won't wait until the last minute.

In order to receive a passing grade, he needs to work very late.

If he's smart, he'll start his next paper on time.

Graduation day is a time for celebration.

These two friends are giving each other a hug.

They have just graduated from high school.

They studied and worked very hard so that they could get ahead.

After graduating, they are going to go on to college.

They want to go to good colleges, so they got good grades.

They have made many friends during their time in school.

They are happy that they have finished, but they will miss their friends.

They have studied and worked hard, so now they're graduating.

After graduating, many of these students will go on to college.

They got good grades because they want to go to good colleges.

They have shared many experiences together and they hope to stay in touch.

Sometimes school life can be difficult.

This girl has just finished taking a history exam. Unfortunately, she doesn't think she did very well.

History isn't her favorite subject, so she didn't study very hard.

She needs a good grade so that she can pass the class.

She has to pass this exam in order to get a good grade in her class.

If she doesn't pass, her grade could go down.

If she fails her class, she might not get to graduate.

History isn't her favorite subject, so she doesn't study it very often.

School Life

(Dialog 1)

Tina: Where have you been?

Alex: Oh, sorry. How long have you been waiting?

Tina: I've been waiting for almost fifteen minutes!

A: Did you call mom?

T: Yeah, I told her we'll be late. She'll meet us at the station.

T: How could you forget that our music lessons are today!

A: I said I was sorry.

T: Sometimes you're so irresponsible. What were you doing?

A: I was working on my project in the library. It's due tomorrow!

T: Oh...with Mei?

A: What's that mean? (What does that mean? or what's that supposed to mean?)

T: You're spending a lot of time with her lately.

A: That's because we're working on the same project.

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A: She's great to work with. She's so organized.
T: Well good. I hope you get to be more organized.
A: Oh, here comes the train! At least it's on time today.
T: Lucky for you. I don't like to be late.

(Dialog 2)

Tina: Hi Michael. When are you leaving for London?
Michael: I'm not sure yet. My dad is already there.
M: He's looking for a place for us to live. Then we'll decide.
T: Are you looking forward to living there?
M: No, not really. I'm tired of moving around. I'd rather stay here.
T: I know what you mean. We've moved a lot too.
M: Are you ready for the history test tomorrow?
T: No, not yet. I'm still reviewing my notes. We've covered so much!
M: I wish Mr. Adams would slow down. It's making me hate history.
T: He says it'll be an easy test.
M: Sure! I'll believe that when I see it.

School Subjects: Economics

Goods and Services

Economics deals with the goods and services in a country. *Goods* are things you can see and touch. *Services* are provided for you by others, such as doctors and cooks.

Goods and services supply what people need or want. *Needs* include food, water, clothing, shelter and healthcare. *Wants* include goods or services that are nice, but not necessary. For example, people need clothes, but they may not need the latest fashions.

An important part of a country's economy is how goods and services are distributed. In some countries, there isn't enough food or clean water. As a result, many people suffer from hunger or illness. To avoid this, a good government tries to supply its population with the most basic needs.

However, even a good government may have difficulty if the country doesn't have the

resources necessary to support its economy. These resources include natural resources such as fresh water supplies or sufficient rain for agriculture. Human resources, such as a skilled workforce, are also necessary to support an economy. A skilled workforce can provide goods and services that can be traded for food and other basic goods and services.

Trade between towns and countries has been taking place since ancient times. Trade allows for the exchange of goods and services between different people. *Exports* are goods and services that are sold from one country to another. *Imports* are bought by one country from another country. For example, Saudi Arabia exports oil to many other countries. Without importing oil these importing countries cannot satisfy their needs for energy.

Money is used in the trade of one thing for another. Rather than buy a car by trading it for oil supplies, money is used. Oil has a value that is measured by its price. Similarly, a car has a value that is measured by its price. The price is the amount of money that the owner of a good or service will accept in exchange for the good or service.

In ancient times, people used such objects as cattle for their medium of exchange. This was obviously very clumsy and difficult. So, as trade became more important and popular, money evolved as a convenient medium of exchange.

Credit

In an economy, the availability of credit is important. Credit allows people to buy things even if they don't have money when they make the purchase. Instead of paying with money, the buyer makes a promise to pay with money at a later date. A credit card, for example, allows people to buy goods or services in return for future payments. The company providing the credit is providing a service. It is lending money to the borrower. To pay for this service, the bank or credit card company charges interest. Interest is payment to the credit provider for lending money to the borrower. If the interest rate is high, the cost of credit can be very expensive. It's also important to make payments

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on time, or the interest rate may increase. Credit card companies and banks monitor the credit histories of borrowers. Those with good credit can get future credit at a lower interest rate than those who have a poor credit history.

Here is an example of how some credit cards work. Let's suppose you use your credit card to purchase something for \$100. Several weeks later you receive a statement from the credit card company. It states that you charged \$100 to make a purchase. It tells you the minimum amount you must pay, such as \$10. If you pay the whole amount right away, you may not be charged interest. However, there will be an interest fee charged on whatever you don't pay right away. If you pay the minimum amount due, then you will be charged interest on the remaining \$90. If you continue to pay the minimum amount due each month, the interest charges can become quite large. And if you fail to pay the minimum amount, you will need to pay a penalty, in addition to the interest. Therefore, it's important to pay off the entire amount as soon as possible.

Not everyone can get a credit card. Credit cards are usually issued to people who have proven they can pay. When you are given a credit card, you are given a line of credit. A line of credit shows how much money you can borrow.

Supply and Demand

The laws of supply and demand help us to understand why the prices of goods and services rise or fall. The *supply* of something is the amount that is available for purchase. The *demand* for something is the number of buyers who wish to purchase it. The law of demand states that as the price of something rises, the demand for it will fall. This is because fewer people can afford it. The law of supply states that as the price of something increases, its producers will increase the supply. If the price is too low, producers will not want to supply the product.

However, there comes a point when the price gets too high, and demand falls. As demand falls, there will be an excess supply. If the supply is greater than the demand, the price will fall. At a

certain price, supply and demand are in balance. This price is called the equilibrium price.

If the supply of something is limited, such as the global supply of oil, demand can exceed supply. As the demand for something increases, its price will tend to rise. For example, as the supply of oil runs out, and the demand for it grows, its price will increase. However, as the price of oil increases, other energy sources, such as solar or wind power, will become more competitive. This is because they will become less expensive in comparison to oil.

One way for a company to increase the price of its products is to increase demand for it. A good design or even nice packaging can help to increase demand. Another way to increase demand is through advertisements. Companies and advertisers work hard to increase demand by convincing consumers that their products satisfy a need.

Let's suppose that a new video game is about to be released. First, the game makers must decide how many of the games to make. They may decide to create a shortage. If the demand is greater than the supply, then buyers may be willing to pay a higher price.

If the product is a really good one, there may be a high demand. If it is well advertised, more people will know about it and want to buy it. In the case of video games, if a better game comes on the market, demand for the current game will drop. As the demand drops, the price will have to fall in order to sell it.

The price of a product must be high enough to cover the costs of creating the product, as well as the costs of advertising and shipping. If the costs are not covered, the company will lose money, even if the game sells very well. On the other hand, if the price is too high, there won't be enough people who can afford it.

Language Extension: Jobs

This lesson focuses on describing job categories: arts, education & training, financial, government, health, law enforcement, science & technology, tourist industry and trades & services.

Here are some example sentences:

- Jobs in education include teaching, tutoring or coaching, and school administration.
- This sector is good for people who enjoy working with money and investments.
- Doctors and nurses provide treatment to sick and injured people.
- People in the tourist industry usually have to have good communication skills.
- In these jobs, work experience is generally more important than formal education.
- If you want to find ways to provide clean energy you can become a scientist or engineer.

EXERCISES

Exercise A

- 1. Look at the pictures in the *Warm-Up* lesson. Then listen to the sentences. Then complete the sentences with the correct phrases.**

1. _____ can be both fun and little scary.
2. The girl _____ driving lessons for the first time.
3. She _____ a driving test in order to get a driver's license.
4. She _____ before, so she's very nervous.
5. She's _____ that she might get into an accident.

- 2. Fill in the correct words.**

a. will b. fails c. needs to d. will e. needs f. might not
g. has h. pass i. passing j. have k. to pass l. to write

1. The boy _____ to finish reading his books in order _____ his paper.
2. In order to receive a _____ grade, he _____ work very late.
3. The two friends are happy that they _____ finished, but they _____ miss their friends.
4. The girl _____ a good grade so that she can _____ the class.
5. If she _____ her class, she _____ get to graduate.
6. The boy _____ to finish reading his books in order _____ his paper.
7. In order to receive a _____ grade, he _____ work very late.
8. The two friends are happy that they _____ finished, but they _____ miss their friends.
9. The girl _____ a good grade so that she can _____ the class.
10. If she _____ her class, she _____ get to graduate.

EXERCISES

Exercise B

1. Listen to *Dialog 1* in School Life then fill in the correct words.

Tina has been waiting for Alex.

Tina: Where _____?

Alex: Oh, sorry. How long _____?

Tina: I've been waiting _____!

Alex: Did you call mom?

Tina: Yeah, I told her _____. She'll meet us _____

_____ that our music lessons
are today!

Alex: I said _____.

Tina: Sometimes you're _____.

2. Listen to the *Dialog 2* in School Life then fill in the missing words.

a. already b. are you c. are you leaving d. still e. yet f. I'd rather
g. really h. will you i. are you looking j. there k. here l. are you ready

1. *Tina:* Hi Michael. When _____ for London?

2. *Michael:* I'm not sure _____. My dad is _____ there.

3. *Tina:* _____ forward to living _____?

4. *Michael:* No, not _____. I'm tired of moving around. _____ stay _____.

5. *Michael:* _____ for the history test tomorrow?

6. *Tina:* No, not yet. I'm _____ reviewing my notes.

EXERCISES

Exercise C

1. Put the words into the correct order.

Example: /meet/ /is/ /who/ /them/ /going/ /to/?

Who is going to meet them?

1. /Alex/ /long/ /been/ /for/ /Tina/ /waiting/ /how/ /has/?

2. /mother/ /why/ /Tina/ /did/ /call/ /their/?

3. /father/ /in/ /what/ /now/ /is/ /London/ /doing/ /Michael's/?

4. /London/ /does/ /feel/ /to/ /how/ /moving/ /about/ /Michael/?

5. /prepare/ /Tina/ /test/ /is/ /doing/ /the/ /for/ /to/ /what/?

2. Listen to the *Dialogs*. Answer these questions.

1. Why is Tina upset?

2. Why was Alex late?

3. Will Alex and Tina be late for their music lessons?

4. When will Michael leave for London?

5. Is the history test going to be easy?

EXERCISES

Exercise D

1. Listen to the *Goods and Services* then fill in the correct words.

a. can be b. consumers c. distributed e. economy f. government g. needs
 h. support i. population j. workforce k. resources l. may have m. price

1. An important part of a country's _____ is how goods and services are _____.
2. A good _____ tries to supply its _____ with the most basic _____.
3. Even a good government _____ difficulty if the country doesn't have the _____ necessary to _____ its economy.
4. A skilled _____ can provide goods and services that _____ traded for food and other basic goods and services.

2. Listen to *Credit*. Fill in the blanks with words or phrases from the previous sentence.

Example: This service has a value. To pay for this _____, the bank or credit card company charges interest.

Answer: *This service has a value. To pay for this **service**, the bank or credit card company charges interest.*

1. In an economy, the availability of credit is important. _____ allows people to buy things even if they don't have money when they make the purchase.
2. Interest is payment to the credit provider for lending money to the borrower. The borrowed _____ allows the borrower to pay for something.
3. It's also important to make payments on time, or the interest rate may increase. If a borrower fails to _____, it will become more expensive to get credit in the future.
4. Credit card companies and banks monitor the credit histories of borrowers _____ with good credit can get future credit at a lower interest rate than those who have a poor credit history.
5. When you are given a credit card, you are given a line of credit. A _____ shows how much you can borrow.

EXERCISES

Exercise E

1. Listen to *Supply and Demand* then fill in the missing words.

a. decrease b. rise c. fall d. fewer e. higher f. increase
 g. lower h. low i. more j. prices k. demand l. supplies

The laws of supply and demand help us to understand why the (1) _____ of goods and services (2) _____ or fall. The law of (3) _____ states that as the price of something rises, the demand for it will (4) _____. This is because (5) _____ people can afford it. The law of supply states that (6) _____ of a product will increase at a (7) _____ price. This is because producers of the product will want to (8) _____ production. Selling (9) _____ at a higher price increases profits. If the price is too (10)_____, producers will not want to supply the product.

2. Circle the word or phrase in each sentence to complete the sentence with the correct meaning.

1. *Needs / Wants* include goods or services that are nice, but not necessary.
2. *Imports / Exports* are bought by one country from another country.
3. Saudi Arabia *exports / imports* oil to many other countries.
4. If you want to increase your price, you have to increase the *cost/ value* of your service.
5. The company providing credit is *lending / borrowing* money to the borrower.
6. As the demand for something increases, its price will tend to *fall / rise*.
7. One way for a company to increase the price of its products is to *increase/ decrease* demand for it.
8. As the demand drops, the price will have to *rise / fall* in order to sell it.
9. The price must be *high / low* enough to cover the costs of creating the product.
10. If the price of a product is too *high / low*, there won't be enough people who can afford it.

EXERCISES

Exercise F

1. Fill in the correct word or phrase.

- a. belong to b. become c. animals d. educate e. educational f. jobs
 g. is required h. include i. people j. practice k. provide l. requires

1. _____ institutions _____ schools, universities and vocational colleges.
2. To be a successful artist usually _____ many years of _____.
3. To _____ others, one must first _____ educated.
4. Veterinarians _____ healthcare to _____.
5. In some countries, workers in these _____ often _____ a trade union.

2. Put each word into the correct job category.

- | | | | |
|-------------|-------------|------------|--------------|
| accountant | election | mayor | politician |
| banks | electrician | nurse | prison guard |
| beautician | engineer | orchestra | scientist |
| college | hospital | painter | teacher |
| criminal | hotel | pharmacist | tourist |
| cruise ship | investment | plumber | tutor |
| dancer | judge | poet | university |
| diplomat | loan | police | |

The Arts	Education and Training	Financial
Government	Health	Law Enforcement
Science and Technology	Tourism	Trades and Services

Unit 20

This unit continues to develop academic vocabulary and grammar in preparation for advanced academic studies. Students should be asked to use longer sentences to clearly *present*, *summarize* and *explain* the information in this and previous units.

Warm-Up: Beliefs & Theories

This lesson focuses on mysterious facts and objects. *There are many theories about how Stonehenge was once used.* The pictures show objects or examples of behavior that still haven't been explained.

School Life

In Dialog 1, Maya and Tina discuss what classes they should take next year. Tina advises Maya to take French even though the teacher isn't good: *Even if the class is bad, it'll give you time to study French. You can always do more than the teacher asks, if you want to.*

In Dialog 2, Tiara invites Tina to a sleepover at her house. Tina replies: *I think so, but let me check with my parents. I'll call you tonight and let you know. Who else is coming?* Goal: to be able to reply appropriately to offers and invitations.

School Subjects: Science 6: Psychology

This lesson has 3 sections: *Modern History; Memory and Learning* and *The Brain*. The focus is on the language and vocabulary of psychology and brain science: *plasticity, behavior, addiction, unconscious, inherited, stimulus, senses, memory, response, attention, conditioning, awareness, neural connections, etc.* In the *Quiz*, students practice answering questions that are helpful with the language of the social sciences and brain science.

Language Extension: Global Issues

This lesson prepares students to discuss global issues: climate change; health issues; energy shortage; fresh water; population growth; and pollution. Goal: to be able to engage in discussions about issues that impact our lives and future.

Speaking Up: Sentence Repetition w/SR

Students use *Speech Recognition* to practice repeating key sentences from Units 19 and 20. Goal: to improve language chunking ability, oral fluency and pronunciation.

Main Learning Points

Passives & Perfects

...emissions have been and continue to be; are related to dirty water; has more than doubled; it has become possible to study the brain, etc.

Adjective and Noun clauses

that they may have been created; what classes I should take; how we learn and why we forget; that a person is not aware of; that will affect the future of life; that 60 percent of all infant deaths are related to dirty water; which are the nerve cells in your brain, etc.

Adverb clauses/phrases

before alternative sources of energy will produce significant amounts of energy; when birth and death rates are the same; when neurons fire together; when this happens; when developing a skill, etc.

Infinitives & Gerunds

to cause severe health problems; arising from air pollution; processing and decision making; to study the brain; developing a new skill; to develop it; creating a new pattern, etc.

Instrument, Use & Means

by simply changing the stimuli and reinforcements; through practice and repetition; by making new connections in the brain, etc.

Conditional – Causal Relations

If you'd rather learn French, then, if I were you, I'd take French; even if the class is bad, it'll give you time to study... What would happen if she broke something? If she decides not to skate, maybe she can... if he could control the development of a child from infancy, he could produce... Even if you remember all the items on the list, you will begin to forget them; memories will fade away unless you come back to study several more times; You may remember more if you are really paying attention; So if you need to remember a phone number, you had better repeat it a few times; If accepted, the signal passes over a gap called a synapse and the neurons fire together; etc.

Related Changes – as...

As the demand for energy increases, energy prices will continue to rise; As greenhouse gases build up in the atmosphere, the Earth gets warmer; etc.

Information and Wh-questions

What is an example of a learning disability? According to Freud, what is the cause of many behavioral problems? What did Freud tell his patients to do when he spoke a word? Why did the dogs salivate when they heard the bell? Which sense involves sound? About how long does sensory memory hold information? Why are you aware of what your left hand is doing? How are new memories encoded in the long-term memory? What happens when you practice a new skill?

Lesson Scripts

Warm up: Beliefs & Theories

Crop circles have appeared in almost every country around the world.

This crop circle was formed in a large farm field in England.

Usually, they form unusual patterns that are difficult to reproduce.

There are many theories about how they are created.

Some people believe that they are created by man, as a hoax.

Others believe that they may have been created by energy within the Earth.

However they are created, they are often interesting and unique.

The mystery of crop circles has yet to be solved.

Some animals have more difficult lives than others.

Salmon spend most of their lives at sea but return to fresh water to lay eggs.

They often travel hundreds of miles upstream in order to reproduce.

Salmon are born in freshwater, but migrate to the ocean to live.

Somehow, salmon return to the same stream where they were born.

Some scientists believe that salmon follow their sense of smell to find the stream.

Eventually they build their nest in gravel and lay their eggs.

It is a very difficult journey for the salmon and most die.

Much of these birds' life is spent traveling.

Like salmon, birds can travel long distances.

These birds can travel more than 500 miles per day while migrating.

They travel together and take the shape of a "V" during flight.

They usually migrate to areas with more food and a better climate.

One bird is a leader, and is always in the front.

They follow the leader to save energy.

It is a mystery how the leader is chosen.

They can travel thousands of miles without directions.

People still aren't sure how they know where they are going.

Stonehenge is one of the most mysterious places in the world.

It is made up of several large stones that form a circle.

Some of the larger stones weigh 25 tons, and were brought from more than 18 miles away.

There are many theories about how Stonehenge was once used.

Some archaeologists believe that it was used to observe the movement of the Moon and Sun.

Others believe it was used for religious purposes.

Some evidence suggests that Stonehenge was once a place to bury the dead.

The true purpose of Stonehenge might remain a mystery.

School Life

(Dialog 1)

Maya: I'm trying to decide what classes I should take next year.

Tina: Yeah, me too.

Maya: I'm supposed to take another foreign language, but the French teacher isn't good.

T: That's what I've heard. His class is a waste of time.

M: You're taking Spanish, right?

T: Yes and my teacher is really good. We're learning a lot.

M: I'd rather learn French... because of ballet...

M: But now I'm thinking about Spanish instead. What do you think?

T: I don't know... You need at least two years of a language, for college.

T: If you'd rather learn French, then, if I were you, I'd take French.

M: But the class is a waste of time, right?

T: Well... yes and no...

T: But even if the class is bad, it'll give you time to study French.

T: You can always do more than the teacher asks, if you want to.

M: Yeah, maybe I will. That's good advice.

T: Here, would you like part of a sandwich?

M: Oh, that's okay. I've had enough already.

(Dialog 2)

Tiara: I'm having a sleepover at my house on Saturday. Can you come?

Tina: I think so, but let me check with my parents.

Tina: I'll call you tonight and let you know. Who else is coming?

Tiara: Jane and Melanie will be there, and Maya says she'll try.
Tina: What are we supposed to bring?
Tiara: Just bring a sleeping bag and some warm clothes.
Tiara: We may go ice skating.
Tina: Ice skating! That sounds fun.
Tina: But what about Maya? She's not supposed to do things like that. Right?
Tiara: What do you mean?
Tina: What would happen if she broke something or sprained an ankle?
Tina: She'd be in trouble at her dance school.
Tiara: Oh, that's right.
Tiara: Well... if she decides not to skate, maybe she can do some homework while we skate.
Tina: Okay, I'll call you tonight. Thanks for inviting me.

School Subjects: Psychology

Psychology: Modern History

Psychology is the study of the human mind and human behavior, including social behavior.

One of the most important figures in the history of psychology is the 19th century physician, Sigmund Freud. Freud was interested in an area of the mind he called the "unconscious." The unconscious mind includes thoughts and feelings that a person is NOT aware of. Freud believed that the unconscious mind has a major influence on a person's behavior.

One method Freud used to treat behavioral problems was 'free association'. In this method, his patients were told to relax and say whatever came into their minds in response to words spoken by Freud. Freud believed that word associations were related to unconscious thoughts and problems. He also believed that exploring the unconscious this way helped patients better understand the source of their behavioral problems.

During the 1860s, scientist and mathematician Sir Francis Galton studied human behavior. He was an expert in using testing and statistics to do research, and his work led to the development of psychological testing. In his studies, Galton saw that achievement and success appeared to run in families. He

concluded that personality traits such as intelligence are inherited.

Ivan Pavlov, a Russian scientist, was famous for his experiments on the behavior of dogs. In one experiment, he used a bell to call dogs to their food. After a few repetitions, the dogs would associate the sound of a bell with their food. As a result, the dogs would start to salivate in response to the bell. The bell was the *stimulus* and increased salivation was the *response*. In other words, he had taught the dogs to salivate in response to the bell.

This kind of stimulus-response learning is called conditioning. For his discovery, Pavlov is sometimes called the founder of behaviorism. This theory states that all behavior occurs for a reason, and all behavior is observable. Unlike Freud, behaviorism does not focus on the unconscious.

B.F. Skinner continued to develop behaviorism. He believed that if he could control the development of a child from infancy, he could produce any type of individual, simply by changing the stimuli and reinforcements in the child's environment. Skinner was very interested in how people learn new behaviors. He believed that one obstacle to learning is a fear of failure. Therefore, it's important to give learners positive reinforcement. Another obstacle is that a learning task is too big or difficult. Therefore, tasks should be designed in small steps and should move from the simplest tasks to more complex tasks.

Memory and Learning

All learning involves memory, and this learning process takes place within the brain. One of the most important discoveries about the brain is that we can change it. When we learn something, for example, we change our brain. In this unit we focus on different types of memory and how they work together to support learning.

In order to understand and explain memory, psychologists have developed models of memory. One of the best known models of memory is the three-box model. In this model, memory is divided into 3 types: sensory memory, short-term memory, and long-term memory.

Sensory memory involves our senses, which include vision, hearing, taste, touch and smell. Each sense focuses on a specific type of information and holds that information in its sensory memory.

Sensory memory holds information for a very short time, usually around one second. During this short time, the brain decides what to do with the information. The brain can discard it, or the brain can transfer the information to the short-term memory. The brain makes this decision through selective attention. If you pay attention to something, the sensory information gets transferred to short-term memory. Otherwise the information is ignored and forgotten.

Short-term memory receives information from your sensory memories, stores it, and lets you process it. Then it either transfers the information to long-term memory or lets it go. It's important to note that short term memory is limited. If you look at a list of words or objects, for example, there is a limit to how many you will remember. Even if you remember all the items on the list, you will begin to forget them. The memories will fade away unless you come back to study the list several more times.

Frequent repetition is a good way to remember something and transfer it to long-term memory. Repeating something helps to encode the memory. Encoding occurs when your brain sends memories from your short-term memory to your long-term memory. This is done by making new connections in the brain.

Long-term memory is where your permanent memories are stored. These include the memories of your childhood and your general knowledge of the world. It also includes your skills, such as how to speak a language.

Long-term memory contains an enormous amount of information. This information is organized into different categories. Memories of events are one type of memory. Skills are another type of memory. And memories of general knowledge are still another type. Some memories are conscious and others are unconscious. Habits and skills, for example, are unconscious memories. These memories are developed through practice and repetition.

One very important idea is that the brain is constantly changing. This is called *brain plasticity*. When you learn something, you are changing your brain. You are changing connections between neurons, which are the nerve cells in your brain. A memory is a stored pattern of neural connections.

If you switch on a memory, nerve impulses move along the pattern of neural connections for that memory. When you learn something new, new neural connections are formed, creating a new pattern. With many repetitions, these neural connections become strong, and you don't forget. With only a few repetitions, memories fade and are forgotten because the neural pathways disappear. When developing a skill, for example, frequent repetition is often the best way to develop it. So if you want to learn a new language, it's important to practice using it as often as you can.

The Brain

The brain is an amazing organ. Scientists are interested in how it works, especially to help people learn and to overcome injuries. The brain has several distinct structures. These structures work together, but they also have different functions.

The outer layer of the brain is called the cerebral cortex. It is responsible for information processing, sensation, and voluntary muscle movement. Sensory input is received in specialized parts of the cortex, such as the visual cortex. The visual cortex processes visual information from your eyes. The right side of your visual cortex processes information from your left eye. The left side processes information from the right eye. The auditory cortex processes sensory information from your ears. The auditory cortex plays an important part in language processing.

The prefrontal cortex gets information from other parts of the brain. It combines the information and keeps it available for processing and decision making. The hippocampus is important in the formation of short-term memories. When the hippocampus is damaged, short-term memory is affected.

The brain consists of neurons, a type of nerve cell. Neurons use chemical signals to communicate with each other. Each signal

travels along branches of a neuron and passes to the branches of other neurons that accept the signal. If accepted, the signal passes over a gap called a synapse and the neurons fire together. Neuroscientists think that if one neuron fires with another one repeatedly, the connection between them becomes stronger.

Each neuron in the human brain makes an average of 1,000 connections with other neurons. Memories are networks of these neural connections. So in this way, when we learn something we are creating a network of neural connections. One famous neuroscientist came up with the expression: "When neurons fire together, they wire together."

Language Extension: Global Issues

This lesson prepares students to discuss global issues: climate change, health issues, energy shortage, fresh water, population growth, and pollution.

Here are some example sentences:

- Leading global health problems include high blood pressure, tobacco use, physical inactivity, and overweight.
- Air pollution can cause severe health problems, such as asthma, bronchitis, and even possible cancer.
- Some changes in climate are due to human activities such as the use of fossil fuels.
- As the demand for energy increases, energy prices will continue to rise.
- A major pandemic could cause severe damage to economies, in part because travel would be restricted.
- The world needs to find new sources of energy, since oil and coal supplies will eventually run out.

EXERCISES

Exercise A

- 1. Look at the pictures in the *Warm-Up* lesson and listen to the sentences. Then complete the sentences with the correct phrases.**

1. There are many theories about how crop circles _____.
2. Some people believe that they _____ by energy within the Earth.
3. The mystery of crop circles _____.
4. Stonehenge _____ several large stones that form a circle.
5. There are many theories about how Stonehenge _____.

- 2. Fill in the correct words.**

a. are b. but c. how d. if e. that f. is
g. never h. often i. once j. still k. where l. in order to

1. Salmon _____ born in freshwater, _____ migrate to the ocean to live.
2. They _____ travel hundreds of miles upstream _____ reproduce.
3. Some evidence suggests _____ Stonehenge was _____ a place to bury the dead.
4. People _____ aren't sure how the birds know _____ they are going.
5. It is a mystery _____ the leader _____ chosen.

EXERCISES

Exercise B

1. Listen to *Dialog 1* in *School Life* then fill in the correct words.

Maya is trying to decide which foreign language to take next year.

Maya: I'd rather learn French... because of ballet. But now (a) _____
 _____ Spanish instead. What (b) _____?

Tina: I don't know... You need (c) _____ of a language, for college.

If you'd rather learn French, then, (d) _____, I'd take French.

Maya: But the class is (e) _____, right?

Tina: Well... yes and no... But (f) _____ the class is bad, it'll give
 you time (g) _____. You can always (h) _____
 _____ the teacher asks, if you want to.

2. Listen to the *Dialog 2* in *School Life* then fill in the missing words.

a. bring b. come c. to bring d. she is e. I have f. go
 g. let me h. let you i. I'm having j. she'll k. coming l. will

Tiara: (1) _____ a sleepover at my house on Saturday. Can you (2) _____?

Tina: I think so, but (3) _____ check with my parents. I'll call you tonight and (4) _____
 know. Who else is (5) _____?

Tiara: Jane and Melanie (6) _____ be there, and Maya says (7) _____ try.

Tina: What are we supposed (8) _____?

Tiara: Just (9) _____ a sleeping bag and some warm clothes. We may (10) _____ ice
 skating.

Tina: Ice skating! That sounds fun.

EXERCISES

Exercise C

1. Put the words into the correct order.

Example: /foreign/ /what/ /is/ /taking/ /Tina/ /language/ ?

Question: _____

Answer: She's taking Spanish.

Question: What foreign language is Tina taking?

Answer: She's taking Spanish.

1. /Maya/ /would/ /study/ /prefer/ /language/ /to/?

Question: _____

Answer: Maya would rather study French.

2. /advice/ /Tina/ /does/ /to Maya/ /what/ /give/?

Question: _____

Answer: She advises her to take French even if the teacher isn't good.

3. /accept/ /right/ /why/ /doesn't/ /away/ /Tina/ /invitation/ /the/?

Question: _____

Answer: She wants to check with her parents first.

4. /supposed/ /what/ /are/ /to bring/ /they/ /to/ /the sleepover/?

Question: _____

Answer: They are supposed to bring sleeping bags and some warm clothes.

5. /instead/ /Maya/ /can/ /not/ /to skate/ /if/ /decides/ /what/ /she/ /do/?

Question: _____

Answer: If she decides not to skate, she can do her homework.

2. Listen to the Dialogs. Answer these questions.

1. If you were Maya, would you take Spanish or French next year? _____

2. If you were Maya, would you go to Tiara's party? _____

EXERCISES

Exercise D

1. Listen to the *Goods and Services* then fill in the correct words and phrases.

a. famous for b. believed c. data d. behavior e. in using f. influence
 g. interested in h. learn i. occurs j. research k. states that l. the use of

1. Freud _____ that the unconscious mind has a major _____ on a person's behavior.
2. Galton was an expert _____ testing and statistics to do _____.
3. He introduced _____ questionnaires and surveys to collect _____.
4. Ivan Pavlov was _____ his experiments on the _____ of dogs.
5. Pavlov's theory _____ all behavior _____ for a reason.
6. Skinner was very _____ how people _____ new behaviors.

2. Read this excerpt from *Memory and Learning*. Then read the paraphrases below and fill in the number of the sentence in the paragraph that has the same meaning.

(1) When you learn something, you are changing your brain. (2) If you switch on a memory, nerve impulses move along the pattern of neural connections for that memory. (3) When you learn something new, new neural connections are formed, creating a new pattern. (4) With many repetitions, these neural connections become strong, and you don't forget. (5) With only a few repetitions, memories fade and are forgotten because the neural pathways disappear. (6) When developing a skill, for example, frequent repetition is often the best way to develop it. (7) So if you want to learn a new language, it's important to practice using it as often as you can.

- _____ Efficient skill development is the result of frequent repetition.
- _____ Multiple repetitions strengthen neural connections.
- _____ New patterns of neural connections result from learning something new.
- 1 Your brain changes as the result of learning something new.
- _____ Practice is critical in learning a new language.
- _____ Recalling a memory causes nerve impulses to travel along neural connections.
- _____ When neural pathways disappear, memories fade.

EXERCISES

Exercise E

1. Listen to *Brain Systems* then fill in the missing words.

- a. voluntary b. responsible c. brain d. eyes e. input f. specialized
 g. processes h. processing i. cortex j. ears k. visual l. layer

The outer (1) _____ of the (2) _____ is called the cerebral cortex. It is (3) _____ for information (4) _____, sensation, and (5) _____ muscle movement. Sensory (6) _____ is received in (7) _____ parts of the cortex, such as the (8) _____ cortex. The visual cortex (9) _____ visual information from your (10) _____.

2. Connect the two parts of each sentence.

- | | |
|---------------------------------|--------------|
| 1. Galton conclude | — <u>g</u> — |
| 2. A memory | _____ |
| 3. Repeating something | _____ |
| 4. Long-term memory | _____ |
| 5. Unconscious memories | _____ |
| 6. When you learn something, | _____ |
| 7. Short-term memory | _____ |
| 8. Neurons | _____ |
| 9. The brain | _____ |
| 10. When neurons fire together, | _____ |

- a. they wire together.
- b. consists of neurons, a type of nerve cell.
- c. helps to encode the memory.
- d. are developed through practice and repetition.
- e. is a stored pattern of neural connections.
- f. use chemical signals to communicate with each other.
- ~~g. that personality traits such as intelligence are inherited~~
- h. receives information from your sensory memories.
- i. is where your permanent memories are stored.
- j. you are changing your brain.

EXERCISES

Exercise F

1. Read each sentence. What is the cause (C)? What is the effect (E)?

Example: Air pollution can cause severe health problems.

 C air pollution
 E health problems

1. Human activities are having an effect on the Earth's climate.
 human activities
 climate change
2. As greenhouse gases build up in the atmosphere, the Earth gets warmer.
 increase in greenhouse gases
 global warming
3. In many parts of the world, people are dying because of diseases such as malaria.
 people dying
 diseases
4. The emergence of antibiotic resistant bacteria could lead to a deadly pandemic.
 rise of antibiotic resistant bacteria
 deadly pandemic
5. The world needs to find new sources of energy, since oil and coal supplies will eventually run out.
 need for new sources of energy
 decrease in supplies of oil and coal
6. As populations increase, freshwater shortages become more of a concern.
 increases in population
 shortages of freshwater
7. The main reason the world's population continues to grow is that people are living longer.
 world population growth
 people live longer
8. Waste products from industry often pollute rivers and lakes.
 waste products
 pollution
9. Some changes in climate are due to natural cycles.
 changes in climate
 natural cycles
10. Motor vehicle emissions are one of the major causes of air pollution.
 vehicle emissions
 air pollution

EXERCISES

Exercise F (continued)

2. Put the words into the correct order to make questions.

Example: /growing/ /do/ /require/ /economies/ /what/?

Question: _____

Answer: Growing economies need energy.

/growing/ /do/ /require/ /economies/ /what/?

Question: What do growing economies require?

Answer: Growing economies need energy.

1. /to/ /levels/ /is/ /what/ /ocean/ /rise/ /causing/?

Question: _____

Answer: Melting ice caps due to climate change are causing ocean levels to rise.

2. /energy/ /will/ /new/ /happen/ /without/ /what/ /sources/ /of/?

Question: _____

Answer: Without new sources of energy, the world will face an energy crisis.

3. /disease/ /cause/ /is/ /what/ /a major/ /infant deaths/ /and/ /of/?

Question: _____

Answer: Sixty percent of all infant deaths are related to dirty water.

4. /living/ /result/ /what/ /longer/ /is/ /of/ /people/ /one/?

Question: _____

Answer: One of the main reasons the world's population continues to grow is that people are living longer.

5. /industrial/ /is/ /what/ /waste/ /products/ /caused/ /by/?

Question: _____

Answer: Industrial waste products can cause health problems and can damage the environment.

Appendix A: Using the Software

DynEd's courseware has been designed for ease of use by students and teachers. Nevertheless, before students begin to study on their own, it is important to introduce the basic functions of the program and to give suggestions about how best to study. For additional information, please consult the *User's Guide*.

The DynEd Control Bar



The **Control Bar** appears at the bottom of the screen in each lesson and allows students to:

- Exit from a lesson
- Pause the program
- Record and playback their voices
- Repeat individual words and sentences
- See the written text and access the Glossary.

Learners use the **Control Bar** to control the pace and focus of their learning experience. When students first use the program, encourage them to click the buttons and explore their functions. Here is a description of the function of each of the buttons:



When you want to hear something again, click on the **Repeat** button. You can listen to each sentence or question as many times as you'd like.



Click on the **Pause/Play** button whenever you want to stop for a short time or if you need time to answer a question. When the **Pause/Play** button is flashing green, the program is paused and will not move on to the next sentence. Click the **Pause/Play** button again in order to continue.



Whenever you click on any **Control Bar** button, the **Pause/Play** button will begin to flash and the program will pause until you click on the **Play** button again.

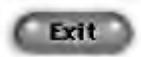


To see the spelling of a word or group of words, click on the **Text** button. If you click on a highlighted word, you will see a **Glossary** screen.



The **Voice Record** button lets students to record themselves. Click it to start recording and *again* to stop the recording. Then click on the **Voice Playback** button to listen to the recording. Students can then compare their voices with the model by using the **Repeat** button. This important feature helps students improve their pronunciation, intonation, and fluency.

Use the **Exit** button to leave a lesson at any time. You can then choose another lesson or quit the program completely.



The **Rewind** button allows students to go back in the program one frame at a time, for example to hear a previous sentence



The **Fast-Forward** button allows students to move ahead in the program one frame at a time. Students cannot fast forward through an exercise or comprehension question. The program will pause until the question is answered.



When it is your turn to make a choice or to speak, the **Timer** will begin to time down.



If you don't understand an English sentence, click on the **Translation** button (if available). You will see the same sentence translated into your own language.



Pull Down Menus

The DynEd pull-down menus are at the top of your screen: **Options**, **Speech Recognition**, and **Help**.

Use the **Options** menu to:

- View Student Records
- Access the Glossary
- Adjust the volume on your computer
- Increase or decrease the pause between sentences

Student Records

The Student Records show the time spent in each lesson, the number of study sessions, the Completion Percentage ([Completion Percentage](#)), Quiz and Test scores, and the Shuffler Levels ([Shuffler Level](#)). Teachers can access the Student Records through the **Records Manager**.

Glossary

This provides alphabetical access to the Glossary screens for this course. The Glossary can also be accessed through the highlighted text whenever it occurs in a lesson.

Levels

This allows the user to set or view the levels of the following controls:

Volume: The Volume settings enable the user to control the volume of the audio, as well as for sound recorded using the *Voice Record* feature.

Pause Length: The language of the courseware is natural language spoken at a normal pace. Students can, however, adjust the amount of time between each sentence. A longer pause gives students more time to process the sounds they have just heard and to access comprehension aids (repeat, translation, text on) if necessary. A shorter pause more closely approximates natural speech and provides more of a listening challenge.

Speech Recognition

Help screens for Speech Recognition are available through the Speech Recognition pull-down menu at the top of the screen. Detailed instructions are also available in the Study Guides.

Help Screens

The Help screens can be accessed through the Help pull-down menu at the top of the screen. For bilingual versions, the Help screens are available with native language support.

Appendix B: Verb Markers

The verb markers referred to in the course glossaries and study guides are the following:

1. **V(d)** lived, ate, came, was, had, went
2. **modal** will, shall, may, can, must, had better, should, ought
3. **have+V(n)** has lived, has eaten, has been
4. **be+V(ing)** is living, is eating, is going
5. **be+V(n)** is eaten, is sold, is converted

Each marker has a specific meaning or a range of meanings that are determined by the other words around it and by the context. For example, *V(d)* indicates past or unreal (It *rained* yesterday; He wishes he *had* a new car.); *be+V(ing)* indicates an ongoing process in time (She *is living* in London this year.); and *be+V(n)* indicates the passive voice (It *is converted* into electricity.). The following chart gives examples of the notations which are used throughout the course and in the Glossary:

V	V(d)	V(ing)	V(n)
be	was/were	being	been
work	worked	working	worked
speak	spoke	speaking	spoken
eat	ate	eating	eaten

Verb markers can be used individually, or they can be used together to make new verb forms. For example, if we apply marker 1, *V(d)*, to the verb *eat*, we get: He *ate* dinner. If we apply marker 4, *be+V(ing)*, we get: He *is eating* dinner. If we use markers 1 and 4, *V(d) + be+V(ing)*, we get: He *was eating* dinner. If no marker at all is used, we have the simple present tense: He *eats* dinner at 6:00.

When markers are used together, the marker with the lower number comes before the marker with the higher number. For example, if marker 3: *have+V(n)* and marker 5: *be+V(n)* are used together with the verb *sell*, marker 3: *have+V(n)* comes before marker 5: *be+V(n)*.

3+5 *have+V(n)-->be+V(n)* has been sold (correct)

5+3 *be+V(n)-->have+V(n)* be had sold (incorrect)

It is also incorrect to use a marker more than once in the same predicate. For example:

1+2+3 *V(d)-->modal-->have+V(n)* would have made (correct)

1+2+1+3 *V(d)-->modal-->V(d)-->have+V(n)* would had made (incorrect)

Appendix B: Verb Markers

Many of the most important verb structures in English can be understood with these markers. Some examples using combinations of verb markers are:

1+2	V(d)-->modal	could go, might come, would sell
1+3	V(d)-->have+V(n)	had gone, had come, had sold
1+4	V(d)-->be+V(ing)	was going, was coming, were selling
1+5	V(d)-->be+V(n)	was made, was eaten, were sold
3+4	have+V(n)-->be+V(ing)	have been living, has been selling
3+5	have+V(n)-->be+V(n)	have been eaten, have been sold
2+3+5	modal-->have+V(n)-->be+V(n)	must have been given, may have been sold
1+2+3+5	V(d)-->modal+have+V(n)-->be+V(n)	might have been given
1+3+4	V(d)-->have+V(n)-->be+V(ing)	had been waiting
1+3+5	V(d)-->have+V(n)-->be+V(n)	had been given
1+4+5	V(d)-->be+V(ing)-->be+V(n)	was being given
3+4+5	have+V(n)-->be+V(ing)-->be+V(n)	has been being watched

Appendix C: World Talk Cards

The *World TALK Cards* were created and developed for language learners by Johann Junge, Director of Creative Services International. For more information about them, please go to:

www.journeytoenglishmastery.org/index.html

The World TALK Cards are based on the TALK Learning System®

The TALK Learning System® is a tool to help students at any age become comfortable communicating in another language - English, for example. TALK is a way of helping people to learn another language. TALK mimics life: What people do all the time outside class they also do in class: they talk with each other. TALK is an effective way to assist learners in developing their own learning skills and techniques.

What are the World TALK Cards?

The World TALK Cards: Classic 1 consist of 60 colorful Cards, a User's Guide, FREE Electronic Files on the Internet, printed materials and audio tapes and CDs.

The cards represent a virtual world in the form of 60 drawings organized into 15 topics. It's a resource that can be used for learning and teaching any language at any level at any age anywhere at any time.

The Classic 1 set can be used as your main learning or teaching material or as a supplement to any other textbook.

Currently on the Internet we have FREE downloadable files for learning English, French, Spanish, German, Japanese, and Chinese.

The World TALK Cards are a 'textbook' that 'grows' with you and your students over time. When you need more study materials, simply download them from the Internet. The cards are a handy and endlessly flexible resource that will NEVER have to be thrown away.

*TALK® English 1 * a tool for self-study*

TALK® English 1 is a systematic & integrated English course for beginners based on the World TALK Cards: Classic 1.

TALK® English 1 is a tool for self-study. Whoever has got a TALK-Set and a partner, can start right away practicing speaking English. That's the main reason why TALK is ideally suited for large classes. It is impossible for the teacher to be everywhere at the same time. While you are helping a group of students all the other learners continue doing their own thing.

You can continue learning English with TALK® English 2 & TALK® English 3.

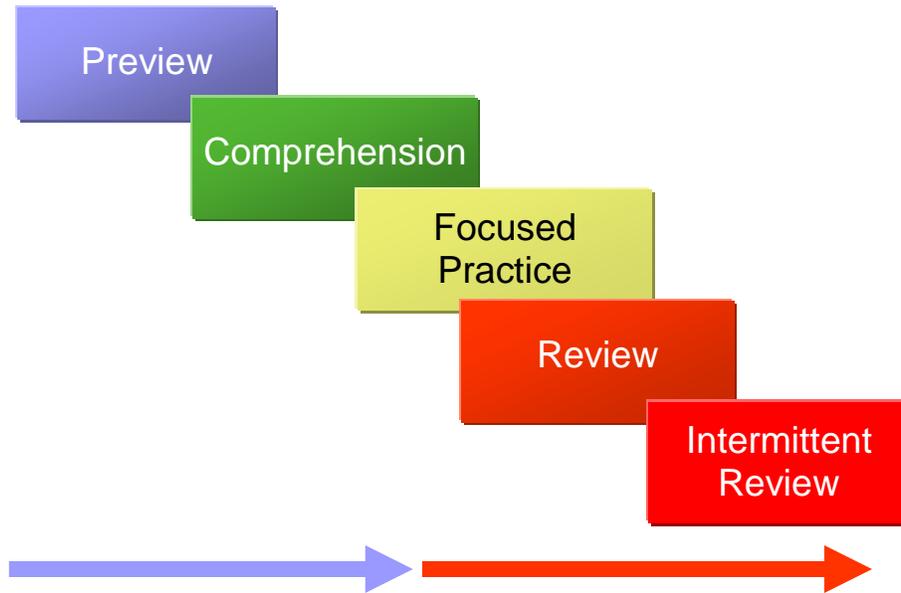
The same TALK® English 1, 2 & 3 series is also available for German, French, Spanish, Japanese, and Chinese.

The World Talk Cards were created and developed for language teachers and learners by Johann Junge, Director of Creative Services International

Appendix D: Student Learning Path

Many students feel ready to stop an activity when they *understand* it. However, that is when real language learning begins. Language skills such as listening and speaking need to be *mastered through practice*.

To help students practice effectively, teachers should instruct and coach the students about how to go through the lessons in *English For Success*, not once or twice, but multiple times. The following learning sequence is recommended:



1. **Preview**, where they gain an overview of the lesson and general meaning *without* using the text;
2. **Comprehension**, where they understand the content in increasing detail and repeat each sentence as many times as is necessary;
3. **Language Focus**, where they check the text and glossary entries as needed. At this stage, students focus on the grammar and structure of the sentences, as well as new vocabulary;
4. **Language Practice**, where they say or paraphrase each sentence, *record* it and *compare* it with the model;
5. **Review**, where they regularly go over the sentences that they have previously practiced;
6. **Intermittent Review**, where they periodically return to the lesson to confirm their mastery of the material.

In addition to effective practice, students need to use their study time so that they are fully engaged. This means breaking up the time into shorter time segments, generally 4-6 minutes long, and varying the kind of activities they are working on in a study session. Students should not, for example, spend 30 minutes previewing one day and then 30 minutes reviewing another day. The activities need to *alternate* in each study session. In addition, students needn't spend the entire study period on one lesson, but should do several lessons in parallel. For example, in a 40~50-minute session, students can do the *Warm-Up*, *School Life*, and a section from *School Subjects* from Unit 3 and review the *World Talk Card* and *Speaking Up* lessons from Unit 2. Here is a sample study schedule for 540-minute study sessions:

Sample Learning Path for a Unit

There are 20 units in *English For Success*. To determine which unit to begin with, students should take the Placement Test. If a student places in Unit 5, begin with Unit 5 and *also review Units 1~4*, including the Mastery Tests. Review is an important element of language learning and should be a part of every study session. It is also important to meet with a teacher at least once a week to keep up motivation and also to help the student transfer the language of the course into their own life and circumstances.

There are 5 Lessons in a unit. Let's assume the student is beginning to study Unit 3.

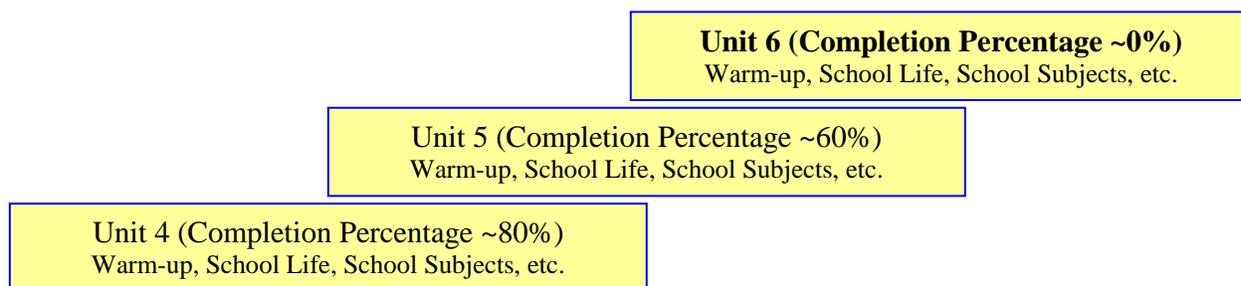
Step 1: Have the student preview *all* lessons in Unit 3 and *review* all lessons in Unit 2.

Step 2: Study all lessons of Unit 3 in each study session until the Completion Percentage for those lessons is 50~70%. *While studying Unit 3*, review the lessons in Units 1 & 2 for a portion of each study session, and take the Mastery Test for Units 1 & 2 as a check to confirm student level. Students should score *at least 85 points* on the tests if they have been placed properly and are studying efficiently.

Step 3: When the Completion Percentage for the lessons in Unit 3 is 50~70%, begin Unit 4 while continuing to study and *practice* Unit 3: a combination of study and review.

Step 4: When the Completion Percentage for the lessons in Unit 4 is 50~70%, begin Unit 5 while continuing to study Unit 4. By now the Completion Percentage for the lessons in Unit 3 should be 70~90% or higher.

Step 5: When the Completion Percentage for the lessons in Unit 5 is 50~70%, begin Unit 6 while continuing to study Unit 5. By now the Completion Percentage for the lessons in Unit 4 should be 70~90%. *This diagram shows the situation when starting Unit 6.*



Step 6: When the Completion Percentage for the lessons in Unit 6 is 50~70%, begin Unit 7 while continuing to study Unit 6. At this point the students should take the Mastery Test for Units 3, 4 and 5.

Note: Most students should score at least 90% on the Mastery Test. If not, Completion Percentage needs to be adjusted so that students spend more time in the lessons before taking the Mastery Tests. The teacher can do this by using the DynEd's Records Manager.

Students should study several times in a week, generally 30~50 minutes per study session. In each study session, students should go through all lessons in a unit and also review lessons from a previous unit. In this way, the Completion Percentage will serve to guide the students and indicates when to take a Mastery Test.

Look at the chart on the next page to see how students should distribute their study time in each study session. Each column represents one study session. Note that the students shift from one lesson to another every few minutes. This keeps their minds alert and engaged, and allows for more frequent repetitions over a longer period of time.

Sample Study Plan

40~50 minutes per session

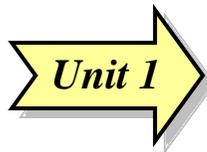
Listening Focus Speaking Focus Review Mastery Test

Lessons	Session 1	Session 2	Session 3	Session 4	Session 5
Unit 2					
Warm Up: Listening	Review				
Warm Up: Grammar Focus			Review		
School Life: Class Schedule		Review			
School Life: Dialog 1			Review		
School Life: Dialog 2				Review	
Science: Matter					
Science: States of Matter					Review
Science: Energy					
Science: Quiz	Review	Review		Review	
World Talk Cards:	Listening Focus	Listening Focus	Speaking Focus	Speaking Focus	Listening Focus
Speaking Up: Question Practice w/SR	Speaking Focus		Speaking Focus		Speaking Focus
Mastery Test: Units 1 & 2					
Unit 3					
Warm Up: Listening	Listening Focus	Listening Focus	Speaking Focus	Speaking Focus	
Warm Up: Grammar Focus				Listening Focus	Listening Focus
School Life: School Map	Listening Focus	Listening Focus	Speaking Focus		
School Life: Dialog 1		Listening Focus		Speaking Focus	Listening Focus
School Life: Dialog 2			Listening Focus	Listening Focus	Speaking Focus
Geography: Earth	Listening Focus	Listening Focus			
Geography: Directions			Listening Focus	Speaking Focus	
Geography: Time Zones				Listening Focus	Speaking Focus
Geography: Quiz					Listening Focus
World Talk Cards:					
Speaking Up: Dialog w/SR					

In the lessons marked *listening*, the student will preview and then move on to comprehension. In the lessons marked *speaking*, the student will listen and then *record* several sentences and use the *playback* button to listen to their speaking in comparison with the model voice. The *Speaking Up* lessons with **Speech Recognition (SR)** should be done on a regular basis, with the student paying attention to developing fluency and confidence. In these **SR** lessons, the student's voice is automatically recorded, so students should use the *playback* button to listen to what they said. The teacher should show and periodically confirm that students know how to use the *record*, *playback*, and *Speech Recognition* features of this program. The teacher should use the **Records Manager** to check that students are using these features as instructed. The **Records Manager** keeps track of every time a student uses each button, so it is easy to monitor student practice sessions. This allows the teacher to give specific, constructive feedback to students about how to improve their study sessions. For detailed instructions, please see the **Records Manager Guide**.

Appendix E: Unit Menus

Units 1~5



Warm-Up: People and Things; Grammar Focus
School Life: Introductions; Dialogs 1 and 2
Math 1: Numbers; Operations; Fractions; Geometry; Quiz
World Talk Cards: Activities; Grammar Focus
Speaking-Up: Dialogs with Speech Recognition



Warm-Up: Occupations; Grammar Focus
School Life: Class Schedule; Dialogs 1 and 2
Science 1: Matter; States of Matter; Energy; Quiz
World Talk Cards: Schedule; Grammar Focus
Speaking-Up: Question Practice with Speech Recognition



Warm-Up: Classification; Grammar Focus
School Life: School Map; Dialogs 1 and 2
Geography 1: Earth; Directions; Time Zones; Quiz
World Talk Cards: Occupations; Grammar Focus
Speaking-Up: Dialogs with Speech Recognition

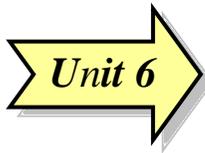


Warm-Up: Weather; Grammar Focus
School Life: Map; Dialogs 1 and 2
English 1: Nouns; Pronouns; Verbs; Quiz
World Talk Cards: Weather; Grammar Focus
Speaking-Up: Question Practice with Speech Recognition



Warm-Up: Transportation; Grammar Focus
School Life: Food; Dialogs 1 and 2
Math 2: Number Types; Comparisons; Prices; Quiz
Locations: Map; Grammar Focus
Speaking-Up: Dialogs with Speech Recognition

Units 6~10



Warm-Up: Activities; Grammar Focus
School Life: Tina's Schedule; Dialogs 1 and 2
Science 2: Motion & Force; Gravity; Atoms; Quiz
World Talk Cards: Likes and Abilities; Grammar Focus
Speaking-Up: Question Practice with Speech Recognition



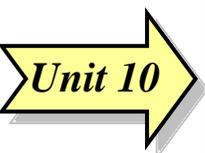
Warm-Up: Seasons; Grammar Focus
School Life: Dialogs 1 and 2; Grammar Focus
Geography 2: Planet Earth; Land & Water; Locations; Quiz
World Talk Cards: Seasons; Grammar Focus
Speaking-Up: Dialogs with Speech Recognition



Warm-Up: Times of Day; Grammar Focus
School Life: Dialogs 1 and 2; Grammar Focus
English 2: Adjectives/Adverbs; Prepositions; Conjunctions; Quiz
World Talk Cards: Preferences; Grammar Focus
Speaking-Up: Question Practice with Speech Recognition



Warm-Up: Times of Life; Grammar Focus
School Life: Dialogs 1 and 2, Grammar Focus
History: Aristotle; Alexander; Cleopatra; Ramses; Quiz
World Talk Cards: Past; Future; Grammar Focus
Speaking-Up: Dialogs with Speech Recognition

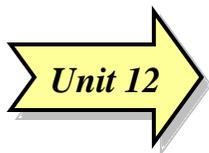


Warm-Up: Purpose and Use; Grammar Focus
School Life: Dialogs 1 and 2; Grammar Focus
Math 3: Time Units; Temperature Units; Units of Weight & Distance; Quiz
Locations: Places and Purpose; Grammar Focus
Speaking-Up: Question Practice with Speech Recognition

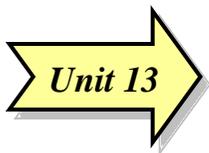
Units 11-15



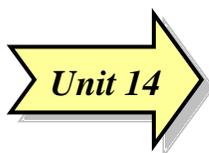
Warm-Up: Reasons & Results; Grammar Focus
School Life: Dialog 1 and 2; Grammar Focus
Science 3: Waves; Sound; Light
Language Extension: Continents
Speaking-Up: Dialogs with Speech Recognition



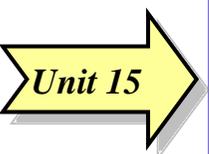
Warm-Up: Past Purpose & Use; Grammar Focus
School Life: Dialogs 1 and 2; Grammar Focus
Earth Science: Earth Motion; Earth Structure; Water Cycle
Language Extension: Seasons; Grammar Focus
Speaking-Up: Sentence Repetition with Speech Recognition



Warm-Up: Needs; Grammar Focus
School Life: Dialogs 1 and 2; Grammar Focus
World History 2: Ancient History; Early Cities; Early Greece
Language Extension: Occupations
Speaking-Up: Dialogs with Speech Recognition

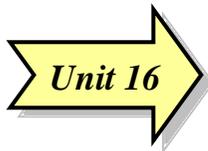


Warm-Up: Decisions; Grammar Focus
School Life: Dialogs 1 and 2; Grammar Focus
Math 4: Graphs; Coordinates; Linear Equations
Language Extension: Anatomy - Organs
Speaking-Up: Sentence Repetition with Speech Recognition

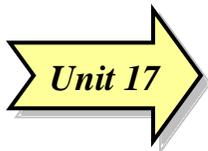


Warm-Up: Reason, Purpose & Means; Grammar Focus
School Life: Dialogs 1 and 2; Grammar Focus
English 3: Subjects & Objects; Verb Tenses; Modals
Language Extension: Aesop Stories
Speaking-Up: Dialogs with Speech Recognition

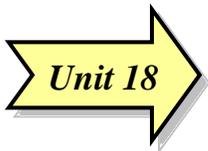
Units 16-20



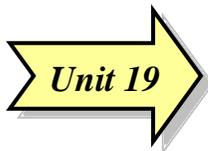
Warm-Up: Cause, Effect; Grammar Focus
School Life: Dialog 1 and 2; Grammar Focus
Science 4 - Biology: Cells; Photosynthesis; Mitosis
Language Extension: Food & Nutrition
Speaking-Up: Sentence Repetition with Speech Recognition



Warm-Up: Series of Events; Grammar Focus
School Life: Dialog; Grammar Focus
History 2: Genghis Khan; Ataturk; Sun Yat Sen
Language Extension: Body Systems
Speaking-Up: Dialogs with Speech Recognition



Warm-Up: Causal Sequence; Grammar Focus
School Life: Dialogs 1 and 2; Grammar Focus
History 3: Political Units; Types of Government; Government Services
Language Extension: Story
Speaking-Up: Sentence Repetition with Speech Recognition



Warm-Up: Emotions & the Future; Grammar Focus
School Life: Dialogs 1 and 2; Grammar Focus
Economics: Goods & Services; Credit; Supply & Demand
Language Extension: Jobs
Speaking-Up: Dialogs with Speech Recognition



Warm-Up: Beliefs & Theories; Grammar Focus
School Life: Dialogs 1 and 2; Grammar Focus
Psychology: Modern History, Memory & Learning; Brain Systems
Language Extension: Global Issues
Speaking-Up: Sentence Repetition with Speech Recognition

Answer Key for Written Exercises

Unit 1

Exercise A

Part 1

1. They both *have* pencils.
2. She *has* black hair.
3. They *are* in a classroom.
4. The boy *is* in the middle.
5. His book *is* open.
6. He *has* blonde hair.
7. They *are* students.
8. His backpack *is* red.
9. Here *are* two girls.
10. This boy *is* a student.

Part 2

1. He has a pen and a *book*.
2. The boy is *in* the middle.
3. The girls *on* the right has a red skirt.
4. The two girls *are* laughing.
5. What *do* both of the girls have?

Exercise B

Part 1

1. are you taking?
2. I'm taking...
3. are you going to...
4. (a) I'm going to... (b) How about you?
5. (a) to my math class. (b) See you later.

Part 2

- | | |
|--------|---------|
| 1. (h) | 6. (i) |
| 2. (b) | 7. (d) |
| 3. (j) | 8. (g) |
| 4. (a) | 9. (e) |
| 5. (c) | 10. (f) |

Part 3

Example answers:

1. Yes, I am. / Yes. I'm a student. Etc.
2. I'm taking....
3. Yes/No, I have/don't have etc...

Exercise C

Part 1

1. She's a new student here.
2. She loves music, and she can play the violin.
3. She has a brother. They go to the same school.
4. He's good at art, and he likes sports.
5. They both take violin lessons.

Part 2

1. Tina is a new student at the school.
2. Tina can play the violin.
3. Tina and Alex go to the same school. *or* Tina and Alex don't go to different schools.
4. Alex likes sports.
5. Alex takes violin lessons.

Unit 1

Exercise D

Part 1

1. (c), (l), (i)
2. (k), (a), (h), (g)
3. (e), (b)
4. (f), (j)
5. (d)

Part 2

1. (a) thousand (b) hundred (c) eighty
2. (a) hundred (b) fourteen
3. point
4. hundredths
5. (a) fifths (b) plus (c) fifth

Part 3

1. A rectangle has four sides.
2. Thirty divided by ten is three.
3. One fourth is zero point two five. (0.25)
4. One fifth is equal to zero point two. (0.2)
5. One fifth times fifteen is three.

Exercise E

Part 1

1. (h), (i)
2. (d), (b)
3. (k)
4. (j), (e)
5. (a), (g), (f)

Part 2

1. Which number has five digits?
2. What is ten times three?
3. What is the top number in this fraction?
4. Which decimal fraction is equal to one half?
5. How many sides does a triangle have?

Exercise F

Part 1

1. (a)
2. (g), (b)
3. (h), (j)
4. (f)
5. (i), (e)
6. (l), (c)

Part 2

1. They are sitting together *on* a bench.
2. The building *in* the middle is an apartment building.
3. He's brushing his teeth *in* the bathroom.
4. They are talking *at* a party.
5. He's introducing them *to* each other.

Unit 2

Exercise A

Part 1

1. He's looking at some pictures.
2. He helps sick people.
3. They are working on a problem.
4. She's selling something.
5. She's selling some clothes.

Part 2

- | | |
|--------|---------|
| 1. (i) | 6. (a) |
| 2. (d) | 7. (c) |
| 3. (f) | 8. (b) |
| 4. (g) | 9. (e) |
| 5. (j) | 10. (h) |

Exercise B

Part 1

1. (c), (i), (b), (e), (g), (h), (l), (f), (a), (d)

Part 2

1. How about you?
2. (a) different English teacher (b) at 12:35 (c) ..time for class (d) later
3. (a) new here (b) ..your science teacher?
4. (a) ..gives a lot of work (b) ..got him (c) ..can work together

Part 3

Example answers:

1. I'm taking six classes. etc
2. My first class is English.
3. My last class is biology.

Exercise C

Part 1

1. I am
2. Who is
3. You are
4. She is
5. They are
6. What is
7. I have got
8. That is

Part 2

1. (d)
2. (g)
3. (i)
4. (a)
5. (j)
6. (b)
7. (c)
8. (e)
9. (f)
10. (h)

Exercise D

Part 1

1. (b), (a), (h), (f)
2. (k), (l), (j)
3. (d), (g), (c)

Part 2

1. (a) example (b) object
2. (a) inside (b) takes up
3. (a) space (b) shape
4. (a) mass/weight (b) like (c) like
5. large/big

Part 3

1. The Sun is round.
2. A doorway has the shape of a rectangle.
3. A balloon. etc....

Exercise E

Part 1

1. (g), (k)
2. (e), (h)
3. (b), (a)
4. (c), (d)
5. (l), (i)

Part 2

1. How many states does matter have?
2. How do you change a liquid into a gas?
3. Where does the energy in our food come from?
4. Where do animals get their energy?
5. What happens when you heat a liquid?

Exercise F

Part 1

1. (d)
2. (f), (a)
3. (k), (e)
4. (i), (c)
5. (j), (g)
6. (b)

Part 2

1. between
2. with
3. Then
4. around
5. by

Part 3

Example answers:

1. ...eat breakfast with my family.
2. ...around 7:30
3. ...walk to school/ take a bus to school, etc...

Unit 3

Exercise A

Part 1

1. Many people work in buildings like this.
2. Many schools have a building like this one.
3. Students play sports such as volleyball in a building like this.
4. People come to buildings like this to watch sports such as football.
5. You can beautiful music in a place like this.

Part 2

1. (g)
2. (h)
3. (j)
4. (f)
5. (c)
6. (b)
7. (i)
8. (e)
9. (d)
10. (a)

Exercise B

Part 1

1. Where is room...
2. ...the third floor.
3. ...get to the third floor?
4. ...are down the hall
5. I'm going there too.

Part 2

1. (e)
2. (b)
3. (d)
4. (h)
5. (j)
6. (f)
7. (a)
8. (c)
9. (i)
10. (g)

Part 3

Example answers:

1. My P.E. class is at 8:30 every morning. etc
2. I go out my classroom door, turn right, and the cafeteria is down the hall.
3. I play soccer and basketball.

Exercise C

Part 1

1. I'm going there too.
2. We can go together.
3. They don't want to be late.
4. I spell my name, M-E-I.
5. How can I get to the third floor?

Part 2

1. Alex is looking for room 3B. / Alex isn't looking for room 3D.
2. She spells her name, M-E-I. / She doesn't spell her name M-E-I.
3. This is Alex's first day at school.
4. The students play volleyball or basketball in the gym. / The students don't play volleyball or basketball in the auditorium.
5. They don't want to be late.

Exercise D

Part 1

1. (h), (j)
2. (c), (e)
3. (b), (a), (l)
4. (j), (k)
5. (d)

Part 2

1. continents
2. into
3. of
4. planet
5. sphere

Part 3

Example answers:

1. There are twenty-four hours in one day.. etc
2. It is south of the equator.
3. The Sun comes up in the east.
4. The Earth is the third planet from the Sun.
5. South America is to west of Africa.

Exercise E

Part 1

1. (e), (h)
2. (g), (a)
3. (k), (j)
4. (l), (i)
5. (f), (b)

Part 2

1. How many continents are there?
2. What is the length of one day?
3. Which direction is the opposite of north?
4. Why is the Earth divided into time zones?
5. What is the time difference between New York and Paris?

Exercise F

Part 1

1. (i) 2. (a) 3. (j), (c)
4. (k), (h) 5. (b) 6. (d)
7. (e) 8. (f)

Part 2

1. in
2. checks
3. painting
4. visiting
5. at

Unit 4

Exercise A

Part 1

Example answers:

1. There are many clouds in the sky. etc
2. We can't see the Sun because it's behind the clouds.
3. She's carrying a red umbrella and a paper bag.
4. They're wearing warm clothes.
5. It's wet, but it isn't too cold.

Part 2

1. (f) 2. (b) 3. (i) 4. (e) 5. (h) 6. (j) 7. (g) 8. (d)
9. (c) 10. (a)

Exercise B

Part 1

1. ...any brothers or sisters?
2. ...an older sister.
3. How about you?
4. No, I don't have any brothers or sisters.
5. ...parents are divorced.

Part 2

1. (c) 2. (a) 3. (g) 4. (f) 5. (h) 6. (i) 7. (d) 8. (j)
9. (b) 10. (e)

Part 3

Example answers:

1. We travel several times a year. Usually we travel to cities near our home. etc
2. My father is a doctor and my mother is a piano teacher.
3. I have an older brother.

Exercise C

Part 1

1. (h) 2. (f) 3. (d) 4. (a) 5. (k) 6. (j) 7. (c) 8. (g)
9. (l) 10. (e)

Part 2

1. Do you want to have lunch with us?
2. ...are your classes?
3. I've got some...
4. ...most of them are...
5. ...the food in the cafeteria...

Part 3

Example answers:

1. The food at my school is pretty good. etc
2. My favorite teacher is Mr. Gannon because he helps me with my homework.
3. There is a fire station near my house.
4. I usually eat lunch with my best friend, Jenna.

Exercise D

Part 1

1. (d)
2. (f)
3. (k)
4. (j)
5. (l)
6. (c)
7. (b)
8. (a)
9. (i)
10. (h)

Part 2

1. noun
2. noun
3. pronoun
4. verb
5. pronoun
6. noun
7. pronoun
8. verb
9. noun
10. noun
11. noun
12. pronoun
13. verb
14. verb
15. noun

Part 3

1. boy, backpack
2. students, school, countries
3. matter, state
4. light, size, shape
5. equator, Earth, hemispheres

Exercise E

Part 1

1. Matter
2. Tina.
3. the Sun
4. The "G"
5. Alex

Part 2

1. Which type of word expresses an action?
2. Some verbs don't express actions.
3. What does a pronoun do?
4. Can you think of an action verb?
5. Verbs are another type of word.

Exercise F

Part 1

1. (c), (a) 4. (h)
2. (j), (i) 5. (f), (b)
3. (k) 6. (l), (e)

Part 2

1. to ride
2. because
3. in
4. from
5. to eat

Unit 5

Exercise A

Part 1

1. (a)
2. (g)
3. (e)
4. (h)
5. (d)

Part 2

1. (b)
2. (i)
3. (e)
4. (f)
5. (g)
6. (l)
7. (d)
8. (j)
9. (a)
10. (c)

Part 3

1. (h)
2. (c)
3. (g)
4. (b)
5. (e)
6. (j)
7. (i)
8. (d)
9. (f)
10. (a)

Exercise B

Part 1

1. ...next class...
2. Let's have...
3. ...do you want to meet?
4. Let's meet in front of...
5. In front of the gym.

Part 2

1. (d)
2. (j)
3. (i)
4. (b)
5. (h)
6. (a)
7. (g)
8. (f)
9. (c)
10. (e)

Exercise C

Part 1

1. (g)
2. (k)
3. (l)
4. (j)
5. (f)
6. (d)
7. (e)
8. (a)
9. (b)
10. (h)

Part 2

1. Why don't you ask Melanie?
2. (a)...sitting with...(b)...over there.
3. ...everyone says.
4. Do you know him?
5. ...not in any of my...

Part 3

Example answers:

1. I am very good at math. etc
2. Usually I have a sandwich and fruit for lunch.
3. I usually spend between \$2.00 and \$5.00 for lunch.
4. Yes, one of my friends is good at English.

Exercise D

Part 1

1. (h), (b)
2. (k), (f)
3. (g), (l)
4. (a), (i)
5. (c), (d)

Part 2

1. (a) than (b) smaller
2. (a) more (b) larger
3. (a) difference (b) smaller (c) larger
4. (a) the smallest (b) second
5. more

Part 3

1. 18
2. 16
3. 1

Exercise E

Part 1

1. (e), (d), (h)
2. (i), (l)
3. (f), (g)
4. (j)
5. (k), (c)

Part 2

1. How much more is seven than five?
2. Which number is the second largest?
3. Which costs more, the apple or the orange?
4. How much more does the orange cost than the apple?
5. How many apples can you buy for one dollar?

Exercise F

Part 1

1. (e), (l), (f)
2. (h), (b)
3. (c), (g)
4. (i), (k)
5. (d)

Part 2

1. What is across the street from the library?
2. What is behind the park?
3. What is east of the park?
4. Where can you buy some new clothes?
5. Is there a bus stop near the park?

Unit 6

Exercise A

Part 1

1. (f)
2. (d)
3. (h)
4. (g)
5. (b)

Part 2

1. (b) 2. (j) 3. (l) 4. (e) 5. (k) 6. (i) 7. (d) 8. (g) 9. (h) 10. (f)

Part 3

Example answers:

1. They are doing an experiment. etc
2. They are wearing gloves on their hands.
3. Sometimes, science can be dangerous.

Exercise B

Part 1

(a) doing after (b) Let's (c) homework (d) I'd like to (e) can't (f) are going (g) tomorrow (h) going (i) Maybe (j) That's too late.

Part 2

1. (c) 2. (e) 3. (h) 4. (i) 5. (a) 6. (b) 7. (j) 8. (d) 9. (g) 10. (f)

Exercise C

Part 1

1. May I speak to...
2. ...ask who is...
3. She'll be right here.
4. Is now a good time?
5. (a) I'm doing my math problems right now. (b) Can you help?

Part 2

1. Why can't Tina meet her after school?
2. What is Tina going to do this afternoon?
3. What are they going to work on tonight?
4. How much does Tina practice the violin?
5. How often does she have violin lessons?

Part 3

Example answers:

1. After school, I usually go to soccer practice. etc
2. I go swimming twice a week, during the summer.
3. I talk on the telephone every night.

Exercise D

Part 1

1. (k), (f)
2. (g), (l)
3. (h), (e)
4. (a), (b)
5. (d), (c)

Part 2

1. (a)type (b)weight
2. (a)between (b)depends on
3. (a) move (b)stronger
4. (a)farther (b)gets
5. (a)depends on (b)light

Part 3

1. (a) 2. (g) 3. (j) 4. (e) 5. (i) 6. (b) 7. (f) 8. (c) 9. (d) 10. (h)

Exercise E

Part 1

1. a. (c) b. (d)
2. a. (g) b. (k)
3. a. (a) b. (f)
4. a. (j) b. (i)
5. a. (h) b. (b)

Part 2

1. What changes the speed of an object?
2. Why does the Moon move in a circle?
3. What is perpendicular to the motion of the Moon?
4. Why can't we see black holes?
5. What force holds an atom together?

Exercise F

Part 1

1. a. (f) b. (b) c. (l)
2. a. (i) b. (d)
3. a. (c)
4. a. (a) b. (d)
5. a. (h) b. (k)

Part 2

1. Who likes to ride a bicycle?
2. Who enjoys watching movies?
3. Who can cook almost any type of food?
4. Who knows a lot about flowers?
5. What do most people know how to play?

Unit 7

Exercise A

Part 1

Example answers:

1. In spring, the weather changes from cold to warm. etc.
2. He's showing a leaf to his sons.
3. In cold weather, people wear warm clothes.
4. When it's hot, some people go swimming.
5. In autumn, the leaves change color.

Part 2

1. (b) 2. (d) 3. (a) 4. (e) 5. (i) 6. (h) 7. (g) 8. (c) 9. (j) 10. (f)

Part 3

Example answers:

1. The coldest months where I live are October through December. etc
2. When it's very hot, I eat ice cream.
3. When it's very cold, I wear warm clothes.

Exercise B

Part 1

(1) left (2) why don't you buy (3) enough, left my money (4) loan you some (5) I've got (6) You've got to eat something. (7) pay me back (8) I'll wait for you.

Part 2

1. (f) 2. (e) 3. (c) 4. (d) 5. (g) 6. (i) 7. (h) 8. (a) 9. (j) 10. (b)

Part 3

Example answers:

1. I've left my lunch at home many times. etc
2. I usually spend between \$2.00 and \$3.00 for lunch.
3. I have never borrowed money for lunch.

Exercise C

Part 1

1. borrow
2. enough to buy
3. a dollar enough?
4. I'll pay you back
5. No problem.

Part 2

1. Why aren't you eating lunch?
2. You can pay me back tomorrow.
3. You can get a big piece for only a dollar.
4. Then why don't you buy something?
5. What did Tina offer to do?

Part 3

1. borrow, borrowed, borrowed
2. leave, left, left
3. buy, bought, bought

Exercise D

Part 1

1. (f), (l)
2. (i), (d)
3. (k), (g)
4. (e), (b), (i)
5. (c)

Part 2

1. (a) area
2. (a) rivers, (b) that, (c) low, (d) start, (e) slowly, (f) bigger
3. (a) begin, (b) formed, (c) within

Part 3

Example answers:

1. Outside the Earth's atmosphere is space.
2. Most of the Earth's water is in the oceans.
3. Rivers usually begin in mountains.
4. About 75 percent of the Earth's surface is covered by water.

Exercise E

Part 1

1. (e), (b)
2. (h), (a)
3. (g), (c)
4. (j), (k)
5. (d), (f)

Part 2

1. What flows from high ground to low ground?
2. Without an atmosphere, what color would the sky be?
3. What is the most important line of longitude called?
4. Which country contains just one continent?
5. What are formed by forces within the Earth?

Exercise F

Part 1

1. (b) 2. (l) 3. (d) 4. (j) 5. (e) 6. (i) 7. (c) 8. (g) 9. (h) 10. (a)

Part 2

1. (k), (l), (a)
2. (j), (i), (b)
3. (c), (g)
4. (e), (d)

Part 3

1. playing
2. to take
3. to look at
4. to play
5. walks

Unit 8

Exercise A

Part 1

1. (k), (h) 4. (d), (b)
2. (l), (i) 5. (c), (j)
3. (f), (a)

Part 2

1. (d) 2. (h) 3. (i) 4. (f) 5. (c) 6. (e) 7. (a) 8. (d) 9. (i) 10. (b)

Part 3

1. (a) 2. (e) 3. (d) 4. (i) 5. (f) 6. (g) 7. (h) 8. (c) 9. (b) 10. (k)

Exercise B

Part 1

(1) tired of homework (2) going to go to bed early (3) maybe I'll watch (4) what about tomorrow's math test? (5) I'll do okay. I'm good at math.

Part 2

1. (f) 2. (e) 3. (c) 4. (d) 5. (g) 6. (i) 7. (h) 8. (a) 9. (j) 10. (b)

Part 3

Example answers:

1. I'm going to stay home and do homework. etc
2. My favorite food for lunch is pizza.
3. I eat a hamburger for lunch once a week.

Exercise C

Part 1

1. (d) 2. (a) 3. (c) 4. (b) 5. (e)

Part 2

1. (j) 2. (l) 3. (h) 4. (b) 5. (f) 6. (e) 7. (d) 8. (a) 9. (k) 10. (g)

Part 3

1. At my school, students usually plan dances and sports activities.

- I never go to meetings at school.
- The next important event at my school is the big football game.

Exercise D

Part 1

- (b), (h) 4. (d), (l)
- (f), (g) 5. (k), (i)
- (c), (e)

Part 2

- (a) add meaning (b) other words
- (a) are never (b) actions
- (a) add to (b) change the meaning
- (a) thing or action
- (a) describes something (b) building or person

Part 3

Example answers:

- The word tall is an adjective.
- It's a conjunction because it connects two other words.
- It's a preposition.
- An adverb adds meaning to a verb.

Exercise E

Part 1

- Adjectives and adverbs both add meaning to other words.
- Adjectives add to or change the meaning of a noun or pronoun.
- What type of word describes a noun or pronoun?
- An adjective describes something such as a person or thing.
- Adverbs add meaning to verbs and other adverbs.

Part 2

- (n) 2. (prep) 3. (adv) 4. (conj) 5. (adv) 6. (v) 7. (adj) 8. (n) 9. (prep) 10. (v) 11. (adj) 12. (n) 13. (prep) 14. (prep) 15. (prep)

Exercise F

Part 1

- Before they order...
- ...they call the waiter.
- (a) always (b) instead
- ...more than
- (a) would rather have meat (b) than
- (a) prefers (b) to
- at the end

Part 2

- What do they do before they order?
- What does the man have instead of salad?
- What does the woman prefer to meat?
- What would the woman rather have fresh fruit or vegetables?
- What do they do when they are ready to order?

Part 3

- I prefer chicken. etc.
- My favorite type of vegetable is corn.
- I'd rather have fish than meat.

Unit 9

Exercise A

Part 1

- (c) 2. (g) 3. (d) 4. (h) 5. (a)

Part 2

- (k) 2. (l) 3. (i) 4. (e) 5. (f) 6. (c) 7. (j) 8. (d) 9. (b) 10. (h)

Exercise B

Part 1

- (a) wrong? (b) just tired. (c) didn't get (d) last night (e) until late
- (a) finish it? (b) Are you (c) just the outline (d) I've got to write it. (e) glad I don't have

Part 2

- (a) did you do on your (b) got a 68. (c) that's too bad.
- (a) did you do? (b) got an 85. (c) was a hard test. (d) the best score was
- (a) ready for (b) going to study for it

Exercise C

Part 1

- (e), (d) 4. (i), (c)
- (g), (k) 5. (a), (j)
- (l), (h)

Part 2

- Nick didn't do well on the test.
- Who did better on the test?
- What has Tina finished?
- She has finished the outline.
- She still hasn't finished the paper.

Exercise D

Part 1

- (i), (j)
- (g), (c)
- (b), (e)
- (f), (d)
- (l), (j)

Part 2

- (a) strong (b) became (c) death (d) became
- (a) becoming (b) led (c) lost
- (a) led (b) won (c) later

Part 3

- become 2. went 3. studied 4. led 5. returned 6. started 7. was 8. taught 9. won 10. wrote

Exercise E

Part 1

- (c), (h)
- (j), (a), (f)
- (g), (d)
- (b), (i), (k)

Part 2

- He lived a very long life.
- He lived for more than 80 years.
- Unfortunately, many of his sons died before he did.
- For many Egyptians, Ramses was the only king during their lifetime.
- When he finally died, one of his sons became king.

Exercise F

Part 1

1. (j), (f), (a), (e), (h), (g)
2. (d), (b), (c), (k)

Part 2

1. bought
2. got, missed
3. had to
4. were, arrived
5. checked-in, ate

Part 3

1. planning
2. rent
3. go
4. were, got
5. rained, drove

Unit 10

Exercise A

Part 1

1. (f)
2. (g)
3. (c)
4. (e)
5. (b)

Part 2

1. (h)
2. (k)
3. (f)
4. (l)
5. (j)
6. (g)
7. (d)
8. (c)
9. (i)
10. (a)

Exercise B

Part 1

1. (a) doing this weekend? (b) We've got a game (c) do anything (d) are coming to visit
2. (a) not good (b) I'm too slow. (c) that slow (d) you're big (e) doesn't matter (f) too much work.

Part 2

1. (a) after school? (b) may go shopping (c) I'm not sure. (d) Some of us are going (e) going to study together.
2. (a) history test? (b) can review our notes (c) There's a lot to (d) Let me call my mom (e) sure she'll say

Exercise C

Part 1

1. (a), (d), (k)
2. (b)
3. (h), (l)
4. (g), (f)
5. (c), (e)

Part 2

1. Why can't Nick do anything this Saturday?
2. What can he do anytime he wants?
3. Why isn't he good at sports?
4. Where will they run if it rains?
5. Why is Melanie going to call her mother?

Exercise D

Part 1

1. (k), (f), (g), (i)
2. (e), (b), (a)
3. (d), (i), (c)

Part 2

1. (a) to measure (b) used (c) units (d) degrees (e) freezes
2. (a) comfortable (b) which (c) body
3. (a) may (b) high

Part 3

1. is used
2. is measured
3. is increased
4. is heated
5. is cooled.
6. is divided
7. is weighed
8. is dropped

Exercise E

Part 1

1. (a), (d), (k)
2. (i), (b)
3. (h)
4. (c), (e), (l), (f)

Part 2

1. How long does it take to run 100 meters?
2. If the time is 8:45, what time was it 30 minutes ago?
3. We use hours to measure how long it takes to fly around the world.
4. How hot is it on the Sun's surface?
5. How much more time do you have to finish the test?

Exercise F

Part 1

1. (g), (k)
2. (b), (c)
3. (d), (i)
4. (l), (h)
5. (e), (i)

Part 2

1. kinds of
2. where students spend
3. (a) such as (b) where people
4. (a) nice place (b) a walk
5. to mail a package
6. to study for an important
7. (a) where students study (b) such as

Unit 11

Exercise A

Part 1

1. (e)
2. (a)
3. (f)
4. (h)
5. (g)

Part 2

1. (e)
2. (b)
3. (c)
4. (a)
5. (g)
6. (i)
7. (h)
8. (d)
9. (j)
10. (f)

Exercise B

Part 1

1. (a) Why can't (b) She's got (c) does it finish? (d) doesn't finish (e) too late
2. (a) wants to (b) kind of (c) That's why (d) Why can't (e) Why don't

Part 2

1. (a) What's up? (b) Let's play (c) after school (d) I've got (e) until
2. (a) will be (b) what if (c) going to rain (d) it does? (e) if it does

Exercise C

Part 1

1. (b), (a)
2. (d), (g)
3. (e), (f)
4. (j)
5. (c), (i)

Part 2

1. Why can't Maya go to the party?
2. When does Maya's class finish?

English For Success ~ Answer Key

- How often does Maya have dance class?
- What time can Alex join his friends?
- Where will they play if it rains?

Exercise D

Part 1

- (j), (c), (g), (b)
- (h), (a)
- (d), (e)
- (i), (f)

Part 2

- (f), (h), (g)
- (d), (i), (e)
- (a), (b), (c), (j)

Exercise E

Part 1

- (f), (b), (h), (d), (l)
- (e), (k), (i), (g), (c)

Part 2

- transferred 2. called 3. required 4. produced
- translated 6. converted 7. transmitted
- determined

Exercise F

Part 1

- (e), (k)
- (c), (j) 4. (b), (h)
- (a), (l) 5. (i), (d)

Part 2

- (k), (e)
- (l)
- (f)
- (d), (a)
- (h), (c)
- (b), (g)

Unit 12

Exercise A

Part 1

- (g) 2. (h) 3. (d) 4. (e) 5. (f)

Part 2

- (j) 2. (i) 3. (c) 4. (h) 5. (f) 6. (k) 7. (e) 8. (d) 9. (l)
- (g)

Exercise B

Part 1

- (a) can't play (b) making me (c) have to (d) do you have to (e) going to
- (a) did you do (b) a lot of (c) to put my name (d) Why don't you (e) I'd better

Part 2

- (a) Can I (b) I'm doing a (c) you're eating (d) are you having (e) also having
- (a) Do you usually (b) have breakfast (c) Both of my (d) you get enough (e) sometimes

Exercise C

Part 1

- (a), (e) 4. (j)
- (b), (i) 5. (d)
- (k), (g)

Part 2

- Why did Nick do so badly on the test?
- What did Nick forget to do?
- What grade did Nick get on the test?
- What does Jane want to talk to Tina about?
- What is Tina having for lunch today?

Exercise D

Part 1

- (f), (g)
- (h), (l), (e)
- (j), (k), (a)
- (c), (i)

Part 2

- (a), (f) 4. (h), (j)
- (d), (e) 5. (k), (l)
- (c), (g)

Part 3

- construction 2. protection 3. execution
- revolution 5. rotation 6. movement
- pollution 8. reflection

Exercise E

Part 1

- (h), (f), (j), (k)
- (e), (i), (c), (d), (b), (g)

Part 2

- What kind of objects revolve around planets?
- How many stars are in our galaxy?
- When was our planet formed?
- What is a major cause of air pollution?
- What happens when warm air rises?

Exercise F

Part 1

- (c), (g) 4. (l), (b)
- (k), (j) 5. (h), (i)
- (e), (f)

Part 2

- either side 2. in addition, your balance
- are located, below
- themselves
- used for, smell
- eat, food

Unit 13

Exercise A

Part 1

- (e) 2. (d) 3. (f) 4. (g) 5. (c)

Part 2

- (b), 2. (g), 3. (i) 4. (a), 5. (d), 6. (j), 7. (f), 8. (c), 9. (e), 10. (k)

Exercise B

Part 1

- (a) You're (b) better at (c) than (d) can make (e) do (f) What about (g) going to do? (h) looking for (i) She'll (j) both

Part 2

- (a) going to (b) take turns (c) good posters

English For Success ~ Unit Menus

(d) easier (e) this weekend? (f) work on it
(g) can work (h) Can you (i) See you

Exercise C

Part 1

1. (i), 2. (b), 3. (j), 4. (d), 5. (g), 6. (a), 7.(l)
8. (f), 9.(e), 10. (k)

Part 2

1. What kind of project are they working on?
2. Who will do the writing?
3. What is Sue going to do?
4. Who is going to give the presentation in class?
5. What are their plans for the weekend?

Exercise D

Part 1

1. (h), (j) 4. (c), (f)
2. (k) 5. (a), (g)
3. (l), (e) 6. (d)

Part 2

1. (h), (f) 4. (l), (e)
2. (d), (k) 5. (c), (a)
3. (i), (j)

Exercise E

Part 1

1. (f), 2. (j), 3. (b), 4. (a), 5. (l), 6.(d), 7.(i), 8.(g),
9. (c), 10.(e)

Part 2

domesticated **animals**, *early civilizations*
eroded **soil**, food **supply**
irrigation **canals**, land **bridges**
river **valleys**, stone **age**

Exercise F

Part 1

1. (d), (i)
2. (l), (g)
3. (e), (a)
4. (f) (b)
5. (c), (h)

Part 2

1. most 2. is 3. football 4. is called 5. played 6. ball 7.
player 8. is 9. use 10. feet

Unit 14

Exercise A

Part 1

1. (e) 2. (g) 3. (a) 4. (d) 5. (h)

Part 2

1. (l), 2 (a), 3. (c), 4. (e), 5. (b), 6. (i), 7. (h), 8. (k), 9. (d),
10. (f)

Exercise B

Part 1

1.(a) to run (b) thinking (c) you should (d) do you think
(e) running (f) lots of (g) good (h)already (i) haven't you
(j) didn't

Part 2

(a) anyone (b) don't (c) got to (d) you'd be

(e) you should (f) will you (g) what I (h) Can you (i) a
lot to do (j) don't have

Exercise C

Part 1

1. (g), 2. (l), 3. (c), 4.(f), 5. (j), 6. (d), 7. (e), 8. (k), 9.
(h), 10. (i)

Part 2

1. Has Michael decided to run for class president?
2. What does Tina think Michael should do?
3. Who else is running for class president?
4. Who will run if Michael decides not to run?
5. Who does Tina think should run for class president?

Exercise D

Part 1

1. (g) 4. (b), (k), (i)
2. (j), (h) 5. (f), (c)
3. (a), (d)

Part 2

1. (h), (i), (l)
2. (j), (c)
3. (f), (k)
4. (e), (d), (g)

Exercise E

Part 1

1. (e), (h)
2. (g), (k)
3. (l), (a)
4. (d), (f)
5. (c), (i)

Part 2

1. (l), (i)
2. (e), (k)
3. (b)
4. (a), (f), (g)
5. (j), (c)

Exercise F

1.(b), (l)
2. (i), (d)
3. (e), (g), (a)
4. (c), (j)
5. (k)

Unit 15

Exercise A

Part 1

1. (b), 2. (e), 3. (g), 4. (a), 5. (c)

Part 2

1. (b), (c) 4. (a), (h)
2. (g), (d) 5. (l), (i)
3. (e), (k)

Exercise B

Part 1

1.(e), 2. (a), 3.(c), 4.(d), 5.(e), 6. (f), 7. (g), 8. (h), 9. (i),
10. (j)

Part 2

English For Success ~ Answer Key

(a) get tired (b) I've been (c) for (d) don't (e) it looks (f) I'm (g) is great (h) performing (i) want to (j) it's been

Exercise C

Part 1

1. (f), 2. (b), 3. (l), 4. (a), 5. (e), 6. (h), 7. (i), 8. (g), 9. (j), 10. (d)

Part 2

1. What kind of teacher has Mr Andrews been?
2. Why can't Maya go to the party?
3. What will happen if she loses her scholarship?
4. Why does Maya want to be a ballet dancer?
5. What has Maya been dreaming about for a long time?

Exercise D

Part 1

1. (h), (c), (f)
2. (g), (k), (l)
3. (a)
4. (j)
5. (b), (d)

Part 2

1. (l)
2. (b), (h)
3. (g), (d), (k)
4. (e), (c)
5. (f), (a)

Exercise E

Part 1

1. (e), (a)
2. (j), (k)
3. (i)
4. (c), (d)
5. (g), (b), (l)

Part 2

1. His plane will arrive tomorrow morning at 9:30.
2. He has lived in the city for fifteen years.
3. He lived in Sweden from 1995 to 2003.
4. The police officer gave her a ticket because she was driving too fast.
5. She may go swimming this weekend, unless it rains.

Exercise F

Part 1

1. *An old man was traveling on a long journey with his horse and his donkey.*
2. The donkey was carrying a heavy load of packages
3. After a while, the donkey slowed down because of his heavy load.
4. When the donkey slowed down, the man got off the horse and walked.
5. Even though he wasn't carrying anything, the horse refused to help the donkey.
6. The old donkey became so tired that he fell down and died.
7. The old man put all the packages on the back of the horse.
8. The horse was sorry that he hadn't helped the donkey.

Part 2

1. (g), 2. (i), 3. (j), 4. (a), 5. (c), 6. (b), 7. (h), 8. (f), 9. (e), 10. (f)

Unit 16

Exercise A

Part 1

1. (g), (k) 4. (l), (f)
2. (i), (b) 5. (j), (c)
3. (d), (e)

Part 2

1. (g), 2. (h), 3. (d), 4. (f), 5. (b), 6. (j), 7. (e), 8. (c), 9. (i), 10. (a)

Exercise B

Part 1

(a) Have you (b) not yet (c) I've (d) got to (e) them (f) What is (g) Global (h) I've (i) it's getting (j) Earth

Part 2

1. (i), 2. (b), 3. (e), 4. (h), 5. (a), 6. (c), 7. (l), 8. (k), 9. (f), 10. (d)

Exercise C

Part 1

1. Michael: Have you finished your science project?
2. Michael: I've learned a lot.
3. Tina: My project is about energy sources.
4. Michael: Why don't you focus on nuclear energy?
5. Michael: Let me read your paper when you're finished okay?

Part 2

1. What kind of projects are they working on?
2. What has Michael learned about the Earth?
3. What hasn't Michael done yet?
4. What does Michael suggest to Tina?
5. How does Michael offer to help Tina with her project?

Exercise D

Part 1

1. (a), (g) 4. (d), (d)
2. (j), (e) 5. (l), (k)
3. (c), (b)

Part 2

1. (i), (g) 4. (j), (h)
2. (b), (f) 5. (d), (e)
3. (c), (l)

Exercise E

Part 1

1. (i), (l)
2. (g), (b), (f)
3. (h), (c), (j)
4. (e), (d)

Part 2

benefit *beneficial*
cell *cellular*
sex *sexual*
gene *genetic*

harm *harmful*
 molecule *molecular*
 nerve *nervous*
 nucleus *nuclear*
 organ *organic*

Exercise F

Part 1

1. (f), 2. (a), 3. (b), 4. (b), 5. (c) 6. (a), 7(d), 8.(c)
9. (e), 10. (e), 11. (f), 12. (d)

Part 2

1. What is the major source of energy for the body?
2. What is needed to make amino acids?
3. What fuels the body and helps absorb some vitamins?
4. What can increase the risk of heart disease?
5. What makes up more than half of your body weight?

Unit 17

Exercise A

Part 1

1. have been built 2. led 3. come 4. started 5. is
6. was built 7. was 8. was completed 9. was
10. is visited

Part 2

1. (j), (g)
2. (e), (c)
3. (k), (a)
4. (f), (b), (d)

Exercise B

Part 1

- (a) What did you think (b) it was great (c) when he said (d) in the cafeteria (e) he'll win the election? (f) he's got a good chance (g) as good as his (h) I agree (i) For her

Part 2

1. No, I don't agree 2. what can our representatives do? 3. also express our views 4. Yeah, that would be great 5a. Right! 5b. every OTHER day!

Exercise C

Part 1

1. We **need** someone to represent us to the administration.
2. Sure, but what **can** our representatives do? They **can't** change anything. They just plan dances!
3. Well they **can** also express our views. For example, they **could** recommend to change the class schedule.
4. Yeah, that **would** be great. It **would** be nice to have fewer classes each day.
5. Right! Math and science every *other* day!

Part 2

1. What did Tiara think of Michael's speech?
2. Who does Tiara think will win the election?
3. What does Tiara think about student government?
4. What kind of changes would Tina like?
5. How would Tina like to change the class schedule?

Exercise D

Part 1

1. **Ataturk was born in 1881 in Salonika, (now called Thessaloniki).**
2. During the First World War, he was a brave soldier and a brilliant military leader.
3. Mustafa opposed the Turkish government's decision to surrender and give up parts of the country to foreign control.
4. The War took three years, and by the end of 1922, the Turkish army had won and the country was free.
5. He believed that the traditional Muslim way of organizing the country was old-fashioned
6. In 1928, the written Turkish language was changed from Arabic script to Latin script.
7. Following these changes, Turkey became a secular country, which meant that Islam was no longer the state religion.
8. On November 10th, 1938, after an illness, the Father of modern Turkey died.

Part 2

1. **When he was only nine years old his father arranged for him to get married.**
2. His father took him to the family of his future wife.
3. On the way home, Temujin's father met some enemies of the Mongols.
4. They gave him some poisoned food, and he died.
5. When Temujin heard about his father's death he returned home to take his father's place as leader of their tribe.
6. However, the tribe did not accept Temujin as their leader because they thought he was too young.

Part 3

1. (a), (b)
2. (i), (c)
3. (e), (d)
4. (k)
5. (f), (j), (h)

Exercise E

Part 1

1. was working 2. studied 3. graduating
4. making 5. took part 6. lived 7. exiled
8. heard 9. returned

Part 2

Army: army, battle, commander, general, military, soldier, war, warrior
Government: assembly, congress, democracy, dynasty, government, monarchy, representatives, republic, ruler
Both: chief, leader

Exercise F

Part 1

1. The circulatory system includes the heart and blood vessels.

2. Excess food that is digested is turned into fat and stored in your body.
3. The immune system is the body's defense system against infections and diseases.
4. Nerve impulses control your muscles and organs.
5. The reproductive system allows humans to produce children

Part 2

1. (g), 2. (c), 3. (d), 4. (j), 5. (a), 6. (b), 7. (e), 8. (h), 9. (i), 10. (f)

Unit 18

Exercise A

Part 1

1. is
being treated 2. have been cutting down 3. is wearing 4. is taking 5. is being cut down

Part 2 (Possible answers)

1. If she doesn't see a doctor soon, she could get worse.
2. If the amount he pours is incorrect, the experiment could fail.
3. If she keeps practicing, she will reach her goal very soon.
4. If too many of our forests are cut, it will create problems for the environment. Without enough trees, many animals will lose their homes or be in danger. If we aren't careful, we could destroy the Earth's natural balance

Exercise B

Part 1

- (a) is moving (b) does he think? (c) haven't had a chance (d) is he leaving? (e) from now (f) going to (g) What about (h) will there be (i) has never happened (j) what's going on

Part 2

- (a) was supposed (b) today (c) forgot (d) wasn't (e) going (f) don't want (g) Did (h) wants

Exercise C

Part 1

1. I haven't had a chance to talk to him.
2. He said I can turn it in late.
3. I'm not interested in being president.
4. I thought it wasn't due until next week
5. You'd better finish it right away

Part 2 (Possible answers)

1. Alex's family is moving
2. This has never happened before so Tiara doesn't know
3. Alex forgot
4. Alex doesn't want his parents to find out
5. Alex will be in trouble with his parents

Exercise D

Part 1

1. (d), 2. (f), 3. (g), 4. (l), 5. (b), 6. (j), 7. (h), 8. (e), 9. (i), 10. (k)

Part 2

1. oligarchy 2. oligarchy 3. democracy 4. autocracy 5. democracy 6. autocracy 7. anarchy 8. democracy 9. autocracy 10. anarchy

Exercise E

Part 1

1. g 2. c, 3. h, 4. f, 5. e, 6. b, 7.i, 8. j, 9.d, 10.a

Part 2

1. a, 2.e, 3.f, 4. g, 5. d, 6. c, 7. I, 8. j, 9. h, 10. b

Exercise F

Part 1

1. (c), (e) 4. (k), (g)
2. (h), (j) 5. (a), (b)
3. ((f), (l)

Unit 19

Exercise A

Part 1

1. Learning how to drive 2. is taking 3. has to pass 4. hasn't driven 5. worried

Part 2

1. (g), (l) 4. (e), (h)
2. (i), (c) 5. (b), (f)
3. (j), (a)

Exercise B

Part 1

- Tina:* have you been?
Alex: have you been waiting?
Tina: for almost fifteen minutes!
Tina: we'll be late, at the station.
Tina: How could you forget
Alex: I was sorry.
Tina: irresponsible.

Part 2

1. (c), (e), (a)
2. (i), (j), (g), (f)
3. (l), (d)

Exercise C

Part 1

1. How long has Tina been waiting for Alex?
2. Why did Tina call their mother?
3. What is Michael's father doing in London now?
4. How does Michael feel about moving to London?
5. What is Tina doing to prepare for the test?

Part 2 (Possible answers)

1. She's upset because she has been waiting 15 minutes for Alex to show up. She doesn't want to be late for their music lessons.
2. He was working with Mei on his project that is due tomorrow. He likes working with Mei.
3. Probably not because their mom is meeting them at the station.
4. He's not sure. It depends on when his father can find them a place to live. His father is in London now.
5. Mr. Adams has said that it would be easy, but Michael isn't sure. He'll believe that when he sees the test.

Exercise D

Part 1

1. (e), (c)
2. (f), (i), (g)
3. (l), (k), (h)
4. (j), (a)

Part 2

1. credit 2. money 3. make payments on time
4. borrowers 5. line of credit

Exercise E

Part 1

1. (j), 2. (b), 3. (k), 4. (c), 5. (d), 6. (l) 7. (e) 8. (f), 9. (i), 10. (h)

Part 2

1. wants 2. imports 3. exports 4. value 5. lending
6. rise 7. increase 8. fall 9. high 10. high

Exercise F

Part 1

1. (e), (h) 4. (k), (c)
2. (l), (j) 5. (f), (a)
3. (d), (b)

Part 2

- Arts:** dancer, orchestra, painter, poet
Education & Training: college, teacher, tutor, university
Financial: accountant, bank, investment, loan
Government: diplomat, election, mayor, politician
Health: hospital, nurse, pharmacist, veterinarian
Law Enforcement: criminal, judge, police, prison guard
Science & Technology: applied research, engineer, scientist
Tourism: cruise ship, hotel, tourist
Trades & Services: beautician, electrician, plumber

Unit 20

Exercise A

Part 1

1. are created 2. may have been created 3. has yet to be solved 4. is made up of 5. was once used

Part 2

- 1.(g), 2. (e), 3. (c), 4. (i), 5. (d), 6. (j), 7. (h), 8. (f) 9. (b), 10. (a)

Exercise B

Part 1

- (a) I'm thinking about (b) do you think? (c) at least two years (d) if I were you (e) waste of time (f) even if (g) to study French (h) do more than

Part 2

1. (i), 2. (b), 3. (e), 4. (h), 5. (k), 6. (l), 7. (j), 8. (c), 9. (a), 10. (f)

Exercise C

Part 1

1. What foreign language would Maya prefer to study?
2. What advice does Tina give to Maya?
3. Why doesn't Tina accept the invitation right away?
4. What are they supposed to bring to the sleepover?
5. What can Maya do instead if she decides not to skate?

Part 2 (Possible answers)

(1a). I would take Spanish because the teacher is good and I would learn a lot. The French class would be a waste of time.

(1b). I would take French because of my interest in ballet. Even though the teacher isn't good, it would give me time to study French.

(2a). Yes, I would go. It would be fun to be with my friends, even if I don't go ice skating.

(2b). No, I wouldn't. I'm not supposed to ice-skate or do anything that might injure my legs or feet. I wouldn't want to go to a party where I couldn't participate in fun activities. I wouldn't want to do homework while the others were ice skating.

Exercise D

Part 1

1. (b), (f) 4. (a), (d)
2. (e), (j) 5. (k), (i)
3. (l), (c) 6. (g), (h)

Part 2

1. Your brain changes as the result of learning something new.
2. Recalling a memory causes nerve impulses to move along a pattern of neural connections.
3. New patterns of neural connections result from learning something new.
4. Multiple repetitions strengthen neural connections.
5. When neural pathways disappear, memories fade.
6. Efficient skill development is the result of frequent repetition.
7. Practice is critical in learning a new language.

Exercise E

Part 1

1. (l), 2. (c), 3. (b), 4. (h), 5. (a), 6. (e), 7. (f), 8. (k) 9. (g), 10. (d)

Part 2

- 1.g, 2.e, 3.c, 4. i, 5. ? 6. j, 7. ? 8. f, 9. h, 10. a

Exercise F

Part 1

1. C, E 6. C, E
2. C, E 7. E, C
3. E, C 8. C, E
4. C, E 9. E, C
5. E, C 10. C, E

Part 2

1. What is causing ocean levels to rise?
2. What will happen without new sources of energy?
3. What is a major cause of disease and infant deaths?
4. What is one result of people living longer?
5. What is caused by industrial waste products?