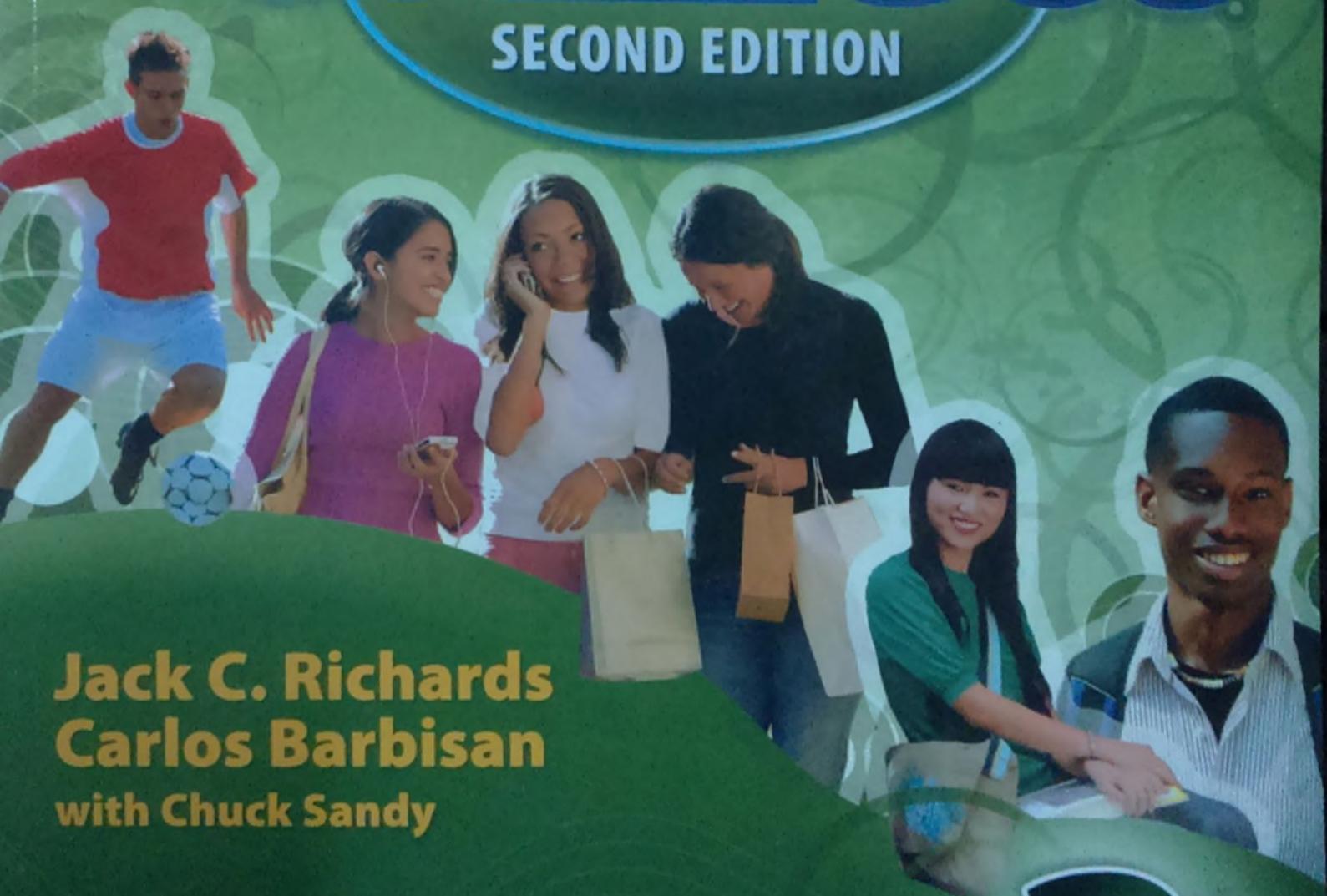


CAMBRIDGE

Connect

SECOND EDITION



Jack C. Richards
Carlos Barbisan
with Chuck Sandy

Student's Book **3**

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3



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Unit 1
Back to
School

Lesson	Function	Grammar	Vocabulary
Lesson 1 New friends	Introducing oneself	Simple present: <i>Yes / No</i> questions and short answers; <i>What, Who, and How</i> questions and answers	Name, age, country of origin, habits, likes
Lesson 2 School dinner	Describing what someone is doing; talking about habits	Present continuous and simple present	Common activities
Lesson 3 My new school	Talking about obligations and rules related to school	<i>have to / don't have to</i>	Common activities
Lesson 4 After school	Talking about preferences related to after-school clubs	<i>would like + to (verb)</i>	After-school clubs
Get Connected	Reading • Listening • Writing		
Theme Project	Make a brochure for a field trip.		

Unit 2
Fun Times

Lesson	Function	Grammar	Vocabulary
Lesson 5 Summer fun	Describing a vacation	Simple past statements: regular verbs	Vacation activities
Lesson 6 Our trip to Peru	Describing a vacation	Simple past statements: irregular verbs	Vacation activities
Lesson 7 School festival	Asking about weekend activities	Simple past <i>Yes / No</i> questions	School festivals
Lesson 8 Weekend fun	Talking about weekend activities	Simple past statements: negative	Weekend activities
Get Connected	Reading • Listening • Writing		
Theme Project	Make a group photo album.		

Unit 3
Going Places

Lesson	Function	Grammar	Vocabulary
Lesson 9 A homestay	Talking about feelings	<i>was / were</i> statements	Feelings
Lesson 10 Getting away	Talking about past travel experiences	<i>Was / Were ... ?</i>	Popular travel activities and destinations
Lesson 11 Explorers	Asking about school projects	<i>Wh-</i> questions with <i>did</i>	Research and exploration
Lesson 12 Up and away	Asking about explorers' lives	<i>Wh-</i> questions with <i>was / were</i> vs. with <i>did</i>	Biographical information
Get Connected	Reading • Listening • Writing		
Theme Project	Make a bookmark about an interesting person.		

Unit 4
Comparisons

Lesson	Function	Grammar	Vocabulary
Lesson 13 Fun facts	Making comparisons	Comparative adjectives	Descriptive words
Lesson 14 My opinion	Making comparisons	Comparative adjectives: <i>more ... than</i>	Descriptive words
Lesson 15 World trivia	Describing things with superlatives	Superlative adjectives: <i>-est</i>	Descriptive words for animals, places, and cities
Lesson 16 The most	Expressing opinions with superlatives	Superlative adjectives: <i>the most</i>	Descriptive words
Get Connected	Reading • Listening • Writing		
Theme Project	Make fact cards.		

Unit 5 Your Health

Lesson	Function	Grammar	Vocabulary
Lesson 17 Yoga class	Describing how to do exercises	Adverbs of manner	Parts of the body
Lesson 18 I don't feel well.	Talking about remedies for illnesses	Clauses with <i>when</i>	Common illnesses
Lesson 19 Are you healthy?	Talking about how often someone does healthy activities	<i>How often ... ?</i>	Healthy activities
Lesson 20 Teen health tips	Giving advice about healthy habits	<i>should / shouldn't</i>	Advice about healthy activities
Get Connected	Reading • Listening • Writing		
Theme Project	Make a booklet of home remedies for illnesses.		

Unit 6 Special Events

Lesson	Function	Grammar	Vocabulary
Lesson 21 School fund-raiser	Talking about plans for a fund-raiser	<i>be going to</i>	Fund-raiser activities
Lesson 22 A farewell party	Talking about party plans	<i>Wh-</i> questions with <i>be going to</i>	Parties
Lesson 23 Dance clothes	Describing what people are wearing	<i>Which one / Which ones ... ?</i>	Adjectives to describe clothing
Lesson 24 After the dance	Asking who something belongs to	<i>Whose ... ?</i> Possessive pronouns	Party items
Get Connected	Reading • Listening • Writing		
Theme Project	Make a poster of things to put in a time capsule.		

Unit 7 Our Stories

Lesson	Function	Grammar	Vocabulary
Lesson 25 The blackout	Describing experiences	Past continuous statements	Past events and actions
Lesson 26 Scary experiences	Describing experiences	Past continuous + <i>when</i>	Past events and actions
Lesson 27 Close calls	Asking about past experiences	Past continuous questions	Past events and actions
Lesson 28 Sharing stories	Sharing opinions about books	Past continuous vs. simple past	Words to describe books
Get Connected	Reading • Listening • Writing		
Theme Project	Finish a story to make a book.		

Unit 8 In the City

Lesson	Function	Grammar	Vocabulary
Lesson 29 How do I get there?	Giving directions to places; describing the location of places	Directions; locations	Locations in a downtown area
Lesson 30 Street fair	Talking about a street fair	<i>There was a / There were some; There wasn't any / There weren't any; Was there a / Were there any ... ?</i>	Items found at a street fair
Lesson 31 Things to do	Making suggestions for activities; expressing preferences about activities	<i>Why don't we / We could</i> for suggestions; <i>I'd rather</i> for preferences	Popular tourist activities
Lesson 32 We didn't go ...	Describing the reasons someone did or didn't do something	Clauses with <i>because</i>	Tourist activities
Get Connected	Reading • Listening • Writing		
Theme Project	Make a map for an ideal neighborhood.		

New friends

1 Talking about yourself

A Read about these students at Wells International School. Then listen and practice.

Hi! My name is Felipe Sanchez. I'm from Chile. I have three brothers and three sisters. I play volleyball. I like salsa music and rock.

I'm Andrea Soares. I'm from Brazil. I'm 13. I play volleyball and tennis. I like to go shopping, too. I have two brothers and one sister.

Hello. My name is Luigi Dante, and I'm 14. I'm from Italy. I usually go to bed late, so I don't like to get up in the morning. I get up at 6:30 for school. I like school, but I don't always like to study.

Hi. I'm Amy Hunt, and this is my brother, Josh. I'm 14 years old. Josh is 13. We're from the U.S. I love soccer and karate. Josh doesn't like sports. He plays video games and listens to music.

My name's Amanda Stone, but my nickname is Mandy. I'm 14, and I'm from England. In my free time, I hang out with my friends. I also skateboard a lot. I like rock music, too.

B Introduce yourself to the class. Use Part A to help you.

Hi. My name's Bonny. I'm 14 years old. I have one sister and two brothers. I like soccer and music. I don't like swimming. I take pictures for the school newspaper.

2 Language focus review

Study the chart and complete the questions. Answer them with information from Exercise 1A. Then listen and check.

Simple present		What, Who, and How questions and answers	
Yes / No questions and short answers			
Do you have any brothers?	Yes, I do.	What sport does she play?	She plays soccer.
Does she play a sport?	Yes, she does .	What time does he get up?	He gets up at 11:00.
Does he get up early?	No, he doesn't .	Who has a camera?	Carl does .
Do they like pizza?	No, they don't .	How many brothers do you have?	I have two brothers.
Do you want to go shopping ?	Yes, I do.	How old is Josh?	He's 13.

- Q: Does Mandy skateboard? A: Yes, she does.
- Q: _____ loves soccer and karate? A: _____
- Q: _____ brothers does Andrea have? A: _____
- Q: _____ does Luigi get up? A: _____
- Q: _____ is Andrea? A: _____
- Q: _____ Josh like sports? A: _____
- Q: _____ does Felipe play? A: _____
- Q: _____ Felipe and Mandy like
rock music? A: _____

3 Speaking

A Can you find someone who does these things? Write the questions. Then ask different classmates the questions. Write the names of classmates who answer *Yes, I do*.

Find someone who ...	Questions	Classmates who answer <i>Yes, I do</i> .
1. plays volleyball	<u>Do you play volleyball?</u>	_____
2. likes rock music	_____	_____
3. stays up late	_____	_____
4. has a nickname	_____	_____
5. has two brothers	_____	_____

B Ask your classmates about their surveys.

Who plays volleyball?

Jason does.

1 Language focus review

A It's Saturday afternoon before the school dinner.
Listen and practice.

Luigi Hey, Amy. It's Luigi. What are you doing?

Amy I'm making a cake.

Luigi Oh, are you making a chocolate cake?
I love chocolate cake.

Amy Yes, I am. It's for the school dinner.

Luigi Oh, no! I forgot about the school dinner!
I need to make something, too. What can I make?

Amy How about pasta salad? Everyone likes pasta salad.

Luigi Good idea! Thanks, Amy.



B Study the chart. Complete the conversation with the correct forms of the verbs. Then listen and check.

Present continuous

Simple present

Is Amy making a cake?	Yes, she is. / No, she isn't.	She makes great cakes.
What's Amy doing ?	She's talking to Luigi.	She often talks to Luigi.

Note: Nonaction verbs do not usually take the continuous *-ing*.
Examples: *have, know, like, need, want*

Luigi Mom, what are you doing (do)?

Mom I'm _____ (cook) dinner.

Luigi Are you _____ (make) pasta salad, by any chance?

Mom Yes, I am. Why?

Luigi Well, I _____ (need) some pasta salad for the school dinner tonight.

Mom Oh, that's right – the school dinner!
But the *students* always _____ (make) the food for the dinner.

Luigi I know. But I don't _____ (have) time!

Mom OK. You can take this. Does everyone _____ (like) pasta salad?

Luigi Sure. Thanks, Mom!



C Josh is in his room before the school dinner. Look at the photo, and write sentences.

What is he doing now?

(phone) He's talking on the phone. (TV) _____

(pizza) _____ (bed) _____

What else does he do in his free time?

(magazines) He reads magazines. (CDs) _____

(guitar) _____ (trading cards) _____

Is Josh ready for the school dinner?



2 Listening

It's 30 minutes before the school dinner. Some students aren't there yet. What are they doing? Listen and check (✓) the correct sentences.

- | | |
|--|---|
| 1. <input type="checkbox"/> Joey is riding his bike to school. | 3. <input type="checkbox"/> Jake is getting ready. |
| <input type="checkbox"/> Joey is walking to school. | <input type="checkbox"/> Jake is playing video games. |
| 2. <input type="checkbox"/> Sally is walking the dog. | 4. <input type="checkbox"/> Buffy is buying drinks. |
| <input type="checkbox"/> Sally is feeding the dog. | <input type="checkbox"/> Buffy is buying candy. |

3 Speaking

Tell two classmates what you usually do for dinner.

I usually eat with my family. My mother usually cooks, and we eat at about 7:00. We sit at a table in the kitchen. We talk about school and other things.

1 Language check

A Complete the questions with *do*, *does*, *what*, *how*, or *who*. Then answer the questions.

- Does Kendra play basketball?
(yes) Yes, she does.
- _____ Bob and Robin like rap music?
(yes) _____
- _____ many sisters does Jorge have?
(three) _____
- _____ time _____ Mr. Travis go to work? _____
(8:30) _____
- _____ you want to go to the store?
(no) _____
- _____ old is Dana?
(17) _____
- _____ Kevin want to play soccer?
(no) _____
- _____ has an MP3 player?
(Tanya) _____

B Look at the picture. Then match the parts of the sentences.



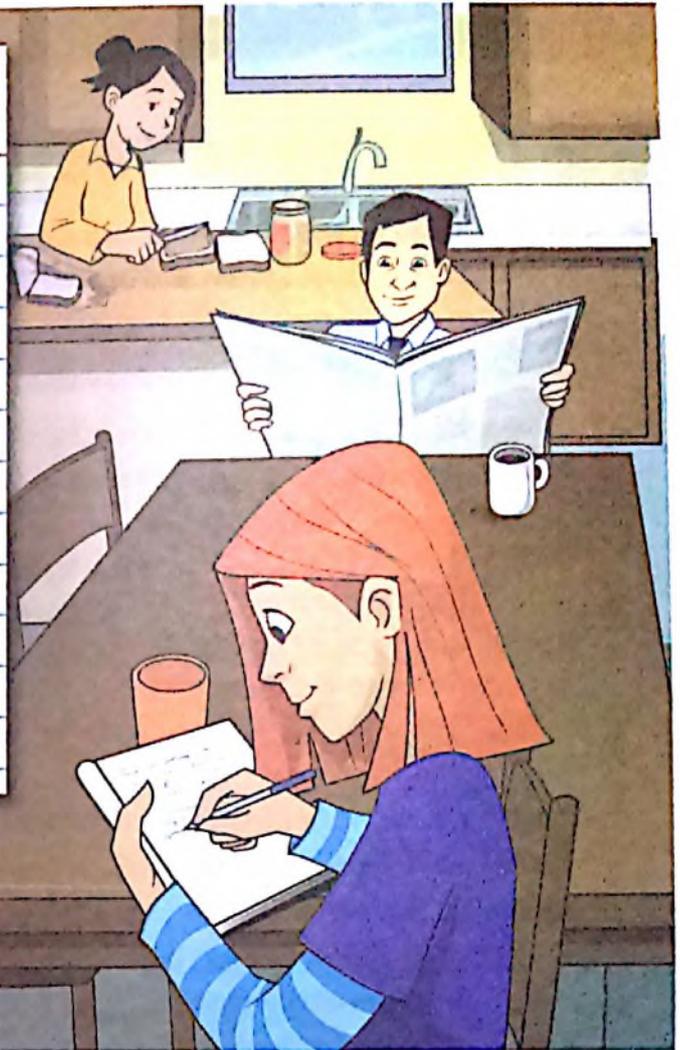
- | | |
|---------------------------|---------------------------------|
| 1. Mr. Clark <u>e</u> | a. is drinking. |
| 2. Mrs. Clark _____ | b. are talking on their phones. |
| 3. Jasmine and Mark _____ | c. is talking to Mr. Clark. |
| 4. Miranda _____ | d. are playing guitars. |
| 5. The musicians _____ | e. is eating. |

C Complete Francesca's diary entry with the correct forms of the verbs.

August 29th

Dear Diary,

Today is the first day of school this year, and I'm really excited. I'm ready to go now, but my mom is still making (make) my lunch. She always (make) great lunches. I really (like) her sandwiches. Right now, my dad is (sit) at the table. He's (read) the newspaper. He usually (go) to work at 7:00, but this morning he's (wait) for me. He (want) to drive me to school today. More later!



2 Listening

A Francesca is at school now. A student interviews her. How will she answer the questions? Listen and check (✓) the correct responses.

- | | |
|--|--|
| 1. <input checked="" type="checkbox"/> Yes, I do.
<input type="checkbox"/> Yes, I am. | 5. <input type="checkbox"/> Yes, I am.
<input type="checkbox"/> Yes, I do. |
| 2. <input type="checkbox"/> No, I don't.
<input type="checkbox"/> I play tennis and soccer. | 6. <input type="checkbox"/> Yes, I do.
<input type="checkbox"/> Yes, I have. |
| 3. <input type="checkbox"/> My father is.
<input type="checkbox"/> My father does. | 7. <input type="checkbox"/> I'm from the United States.
<input type="checkbox"/> I speak English and Spanish. |
| 4. <input type="checkbox"/> I don't have any brothers or sisters.
<input type="checkbox"/> No, I don't. | 8. <input type="checkbox"/> Yes, I am. I'm Fran.
<input type="checkbox"/> Yes, I do. It's Fran. |

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

Go to page 114
for the
Game.

1 Language focus

A Mandy chats on the Internet with Ken, a friend in England. Listen and practice.

Ken: Hi, Mandy. How's your new school?

Mandy: It's great, but I have to take the bus every morning.

Ken: Well, at least you don't have to take the train anymore!

Mandy: But the bus comes at 6:30 a.m.! 😞
I have to get up at 5:45, or I miss it.

Ken: Wow, that's early! What about clothes? Do students have to wear uniforms?

Mandy: No. We don't have to wear uniforms.

Ken: You're lucky! 😊 What about lunch?

Mandy: We have to buy lunch in the cafeteria.

Ken: Yuck! Cafeteria food! 🤢
I hate cafeteria food.

Mandy: Actually, I like school lunch. It's good.

have to / don't have to

I **have to** take the bus.

I **don't have to** take the bus.

Do you **have to** take the bus?

Yes, I do.

Yes. I **have to** take the bus.

No, I don't.

No. I **don't have to** take the bus.

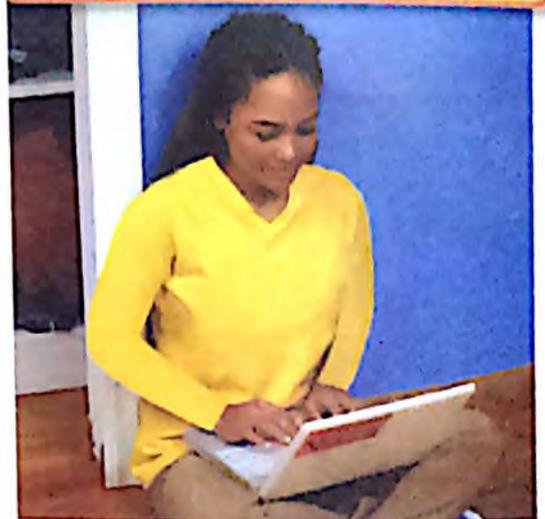
Does Mandy **have to** wear a uniform?

Yes, she does.

Yes. She **has to** wear a uniform.

No, she doesn't.

No. She doesn't **have to** wear a uniform.



B Write sentences about Mandy. Use **has to** or **doesn't have to**. Then listen and check.

1. (get up at 5:45) She has to get up at 5:45.

2. (bus) _____

3. (train) _____

4. (uniform) _____

5. (lunch) _____

C Take turns asking your classmates questions. Ask about the activities in Part B, or use your own ideas.

Do you have to take the bus to school?

Yes, I do.

Do you have to eat in the cafeteria?

No. I don't have to eat in the cafeteria. I usually go home for lunch.

2 Word power

A Find two words or phrases that are usually paired with each verb. Then write them next to the verbs.

- a math class at school early my classroom on time for class special gym clothes
 an instrument a uniform my room soccer the bus

1. be at school early _____
2. play _____
3. wear _____
4. take _____
5. clean _____

B Write three things you have to do and three things you don't have to do. Use words and verb phrases from Part A. Then tell a partner.

I have to ...

I don't have to ...

I have to I don't have to

3 Listening

A Keiko is an exchange student at Wells International School. Mandy talks to her about her school in Japan. Listen and check (✓) four things she says students have to do there.

- wear uniforms
- bring lunch
- eat in the cafeteria
- stay in classrooms after lunch
- clean the school
- attend school baseball and basketball games
- go to club activities on weekends



B Look at Part A. Tell a classmate what students have to do and don't have to do at Keiko's school.

Students have to ...

They don't have to ...

After school

1 Word power

A Match each verb phrase to its meaning. Then listen and practice.

- | | |
|------------------------------------|---|
| 1. have fun <u>e</u> | a. meet new people |
| 2. join a club _____ | b. do your homework |
| 3. make new friends _____ | c. decide what things to do |
| 4. plan activities _____ | d. become a member of a special group |
| 5. share ideas _____ | e. have a good time |
| 6. work on class assignments _____ | f. talk about your thoughts with other people |

B Read about after-school activities at Wells International School. Then imagine you are a student at the school. Write sentences with the verb phrases.



Chess Club: Chess games for all levels. Have fun and make new friends. Open to students in grades 5-8. Mondays 2:30-3:30



Computer Club: Learn new programs and work on class assignments. Beginners are welcome. Tuesdays 2:30-3:30



Student Council: Become a member of the student council. Share ideas about school life, and plan school activities. Thursdays 2:30-3:30



Drama Club: Perform alone or in groups. Sing, dance, or play an instrument. Mondays and Fridays 2:30-3:30



Volleyball Club: Learn the basic rules of volleyball. Have fun and get some exercise. Join the club today! Tuesdays 2:30-3:30



Student Magazine Club: Work with other students on the school magazine. Talk about stories and poems for the magazine. Wednesdays 2:30-3:30

1. have fun I can have fun in the volleyball club.
2. sing songs _____
3. talk about stories and poems _____
4. work on class assignments _____
5. make new friends _____