

Joan Saslow
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Teen & Teen

Three

Student Book
& Workbook 3



Extra Practice
CD-ROM

OXFORD

Joan Saslow
Allen Ascher

Teen **2** Teen

Three

Student Book
& Workbook 3

OXFORD
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Learning Objectives

Grammar

Vocabulary

Social language

Reading and Writing

Welcome to



page 4

1. We're going to have a party!

page 10

- *be going to* for the future

- Party activities and supplies

- Offer to help with a party

Reading

- A magazine article
- **Skills / strategies:** Identify the main idea; Classify information; Confirm a text's content

Writing page 90

- Joining independent clauses

2. How do I get to the gym?

page 16

- *be going to*: information questions

- Places at school
- Locations and directions in a building

- Ask for and give directions

Reading

- A school handbook
- **Skills / strategies:** Transfer information visually; Infer information

Writing page 90

- Phrases of location

3. Teen 2 Teen friends There are a few pretzels.

page 22

- Quantifiers: *a lot of, many, much, a few, a little*
- Superlative adjectives: usage and form

- Adjectives to describe snacks and other food

- Discuss what to eat

Reading

- A blog post
- **Skills / strategies:** Identify the main idea; Confirm a text's content; Recognize point of view

Writing page 91

- The paragraph

Review: Units 1–3 pages 28–29

All About You

Progress Check

Cross-curricular Reading:
Architecture page 96

Teen 2 Teen friends Magazine 1 page 100

4. They'll probably win the game!

page 30

- The future with *will*
- *will* for prediction
- Degrees of certainty

- Action verbs for sports

- Leave a message for someone

Reading

- An interview
- **Skills / strategies:** Identify the main idea; Confirm a text's content

Writing page 91

- Future time markers

5. I'll help you clean up.

page 36

- *will* for requests and offers to help
- Object pronouns after prepositions

- Ways to help at home

- Ask for and agree to do a favor

Reading

- A magazine article
- **Skills / strategies:** Identify the main idea; Confirm a text's content

Writing page 92

- Organizing information in a paragraph

6. Teen 2 Teen friends If you visit, you'll have fun!

page 42

- The real conditional

- Outdoor sports and equipment

- Make and accept an invitation

Reading

- A blog post
- **Skills / strategies:** Identify the main idea; Recognize point of view; Understand meaning from context

Writing page 92

- Organizing information to persuade

Review: Units 4–6 pages 48–49

All About You

Progress Check

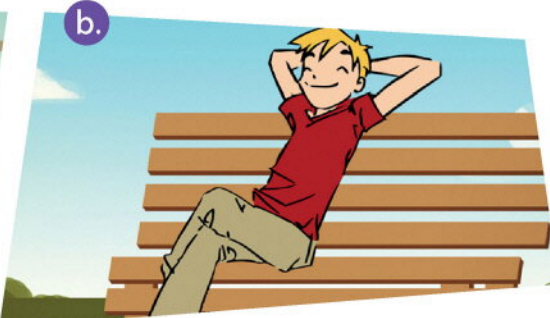
Cross-curricular Reading:
Earth Science page 97

Teen 2 Teen friends Magazine 2 page 101

| | Grammar | Vocabulary | Social language | Reading and Writing |
|---|---|---|---|--|
| 7. Were you at the movies? <i>page 50</i> | <ul style="list-style-type: none">The past tense of <i>be</i> | <ul style="list-style-type: none">Movie genresAdjectives to describe movies, books, and other media | <ul style="list-style-type: none">Describe a movie | Reading <ul style="list-style-type: none">A magazine articleSkills / strategies: Confirm a text's content; Understand meaning from context Writing <i>page 93</i> <ul style="list-style-type: none">Planning key details |
| 8. She hurt her shoulder. <i>page 56</i> | <ul style="list-style-type: none">The simple past tense | <ul style="list-style-type: none">Parts of the bodyInjuries | <ul style="list-style-type: none">Discuss an injuryExpress concern | Reading <ul style="list-style-type: none">Biographies of two athletesSkills / strategies: Identify the main idea; Find supporting details Writing <i>page 93</i> <ul style="list-style-type: none">Organizing information with past time markers |
| 9. Teen2Teen Friends Did you hear about the storm? <i>page 62</i> | <ul style="list-style-type: none">The simple past tense: questions | <ul style="list-style-type: none">Severe weather and weather-related eventsHow to prepare for severe weather | <ul style="list-style-type: none">Discuss a storm experience | Reading <ul style="list-style-type: none">An informational websiteSkills / strategies: Classify information; Scan for information Writing <i>page 94</i> <ul style="list-style-type: none">Using viewpoint adverbs |
| Review: Units 7–9 <i>pages 68–69</i> All About You Progress Check | | Cross-curricular Reading: Life Science <i>page 98</i> | | Teen2Teen Friends Magazine 3 <i>page 102</i> |
| 10. Were you wearing your seat belt? <i>page 70</i> | <ul style="list-style-type: none">The past continuousThe past continuous and the simple past tense | <ul style="list-style-type: none">Staying safe | <ul style="list-style-type: none">Introduce a new topicExpress concern | Reading <ul style="list-style-type: none">An essaySkills / strategies: Understand meaning from context; Recognize point of view Writing <i>page 94</i> <ul style="list-style-type: none">Organizing information with a title and headings |
| 11. Where were you going yesterday? <i>page 76</i> | <ul style="list-style-type: none">The past continuous: information questionsNegative <i>yes / no</i> questions | <ul style="list-style-type: none">Expressing musical tastes | <ul style="list-style-type: none">Compare musical tastes | Reading <ul style="list-style-type: none">A live TV interviewSkills / strategies: Identify the main idea; Scan for information Writing <i>page 95</i> <ul style="list-style-type: none">Providing specific supporting details |
| 12. Teen2Teen Friends Whose drawing is this? <i>page 82</i> | <ul style="list-style-type: none">Information questions with <i>Whose</i>Possessive pronouns | <ul style="list-style-type: none">Art | <ul style="list-style-type: none">Ask for an opinionGive a compliment | Reading <ul style="list-style-type: none">Profile of an artistSkills / strategies: Understand meaning from context; Scan for information Writing <i>page 95</i> <ul style="list-style-type: none">Comparisons and contrasts |
| Review: Units 10–12 <i>pages 88–89</i> All About You Progress Check | | Cross-curricular Reading: Media <i>page 99</i> | | Teen2Teen Friends Magazine 4 <i>page 103</i> |
| Reference <i>pages 104–106</i> | | | | |
| Workbook <i>pages W1–W37</i> | | | | |

Daily and other activities

1. Look at the pictures. Write the correct letter and complete each statement with a present participle.



1. He's playing with his dog. d
2. She's _____ her mom. _____
3. We're _____ dinner. _____
4. They're _____ dancing lessons. _____
5. I'm _____ in the school band. _____
6. He's _____ at the park. _____

The present continuous and the simple present; Frequency adverbs

2. Complete each conversation in the present continuous.

1. A: Is Dad cooking (cook) dinner right now?
B: Yes, _____.
2. A: _____ you _____ (read) that new fashion magazine?
B: Yes, _____.
3. A: _____ they _____ (eat) breakfast now?
B: Yes, _____.
4. A: Who _____ you _____ (call)?
B: My friend, Sara.
5. A: _____ your parents _____ (take) dancing lessons?
B: No, _____.
6. A: What _____ your brother _____ (do) tomorrow?
B: I don't know, actually.

3. Complete each statement. Use the correct simple present tense form of a verb below.

brush ~~drive~~ exercise get up hang out take

1. Louis drives his kids to school every day.
2. Alex _____ his teeth after breakfast.
3. Dave _____ before he goes to bed.
4. Paul _____ with his friends at the park.
5. Mary always _____ a train to work.
6. Jamie usually _____ late.

4. Complete each statement in the simple present tense.

1. He doesn't want soda. He wants water. (want)
2. They don't _____ volleyball. They _____ soccer. (like)
3. Ferris doesn't _____ new clothes. He _____ new shoes. (need)
4. We don't _____ in the morning. However, Martin always _____ in the morning. (exercise)
5. My sister _____ lots of friends, but she doesn't _____ a boyfriend. (have)

5. Write statements in the simple present tense. Use the frequency adverb and the correct form of each verb.

1. (always / Jake / his / twice a day. / teeth / brush)
Jake always brushes his teeth twice a day.
2. (usually / at 1:00. / eat / We / lunch)

3. (always / on Mondays. / Karl / late / for / class / be)

4. (at school. / often / Amy / tablet / her / use)

5. (sometimes / my / brother / little / on Sundays. / I / babysit)

6. (never / My parents / on weekdays. / at a restaurant / eat)

6. Complete the conversations. Circle the correct verb forms.

1. A: Do / Does your dad work / works in an office?
B: No, he do / doesn't.
2. A: What do / does you usually do / does on rainy weekends?
B: I stay / stays home, but I sometimes go / goes to the movies.
3. A: Do / Does your friends hang / hangs out at the mall a lot?
B: Yes, they do / does.
4. A: How often do / does you play / plays basketball?
B: About twice a week.

7. Complete each statement in the simple present tense or the present continuous. Use contractions if possible.

1. Will usually borrow my laptop on Fridays, but this Friday he 's borrowing Karen's laptop. (borrow)
2. Lana always _____ e-mails to her aunt, but today she _____ a letter. (send)
3. The kids in the school band _____ this morning, but they sometimes _____ in the afternoon. (practice)
4. We _____ geography today, but we usually _____ it on Tuesdays. (study)
5. We always _____ our team volleyball uniforms at practice, but next weekend we _____ One Direction T-shirts. (wear)

Foods and drinks; Count and non-count nouns

8. Look at the pictures. Write the container and the drink.



1. a glass
of milk



2. a _____
of _____



3. a _____
of _____

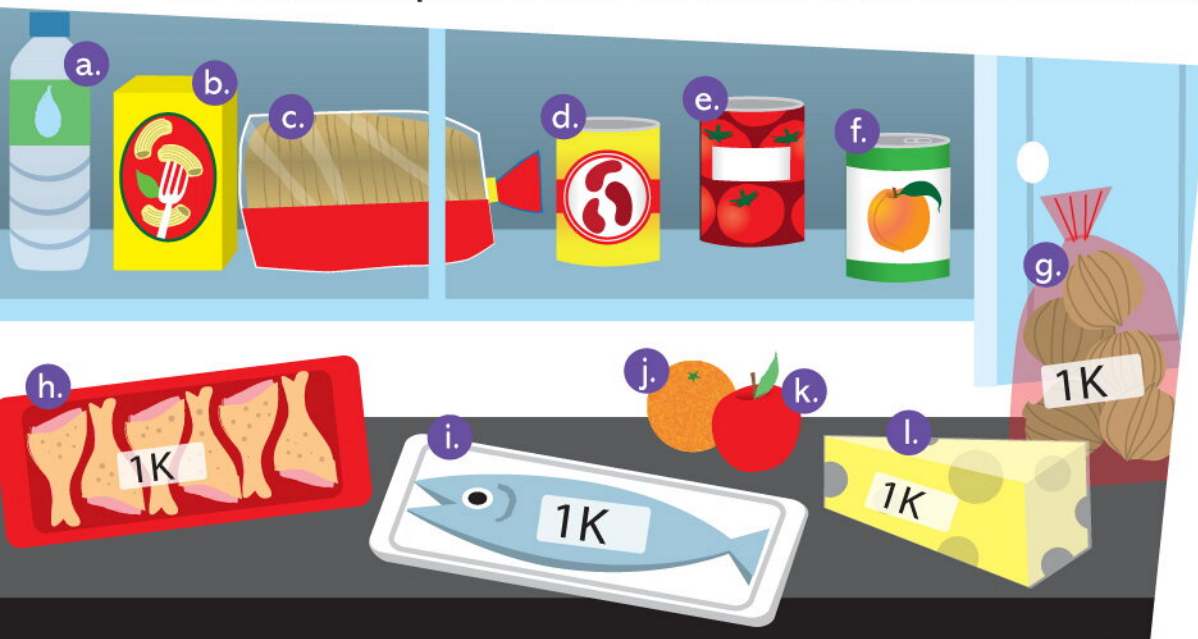


4. a _____
of _____



5. a _____
of _____

9. Look at the picture. Write the letters of the foods and drinks.



1. a can of beans d
2. a bottle of water _____
3. a kilo of fish _____
4. a box of pasta _____
5. a can of peaches _____
6. a loaf of bread _____
7. a can of tomatoes _____
8. a kilo of chicken _____
9. a kilo of onions _____
10. an apple _____
11. an orange _____
12. a kilo of cheese _____

10. Circle the correct words.

1. Pasta is / are delicious with tomato sauce.
2. Are there **some** / **any** potatoes in the cupboard?
3. Is / **Are** there two cans of soda on the table?
4. How **many** / **much** cheese is in this dish?
5. There's **some** / **any** milk in the fridge.
6. How **many** / **much** onions do you need?
7. Is there **some** / **any** bread on the table?
8. There **isn't** / **aren't** any Colombian coffee at the store.

Personal objects and electronic devices

11. Complete the statements. Use the words below.

candy ~~earbuds~~ charger magazine tablet wrist band

1. I have my MP3 player, but where are my earbuds?
2. I'm reading a cool soccer _____.
3. _____ isn't good for your teeth.
4. I don't need a laptop. I have a new _____.
5. When my phone's battery is dead, I use a _____.
6. Look at what I'm wearing – a _____ with the Canadian flag on it!

Adjectives to describe people

12. Choose the correct adjective to complete each description.

1. Marty isn't shy / talkative at all. He's very friendly. He talks to everyone.
2. Melinda exercises every day. She helps her mom shop for food and carries two huge bags of groceries. She's really **strong** / smart.
3. In Lucy's bedroom, her clothes are on the desk. Her laptop is on the floor. Her homework is on the bed and under the bed! She isn't very **neat** / messy.
4. Charlie is a lot of fun at parties. Sometimes he does some crazy things, and everyone has a good time. When they're with Charlie, they feel good. Charlie isn't a very **funny** / serious person.
5. Kyle is very nice, but he doesn't like to be with other people. He doesn't talk a lot. He isn't very shy / talkative.
6. Janice is very **smart** / strong. She's really good at math and science. Her classmates always ask her for help with their homework.

Comparative adjectives

13. Look at the pictures. Write statements. Use the correct comparative forms.



1. (fruits and vegetables / good for you / cake)
Fruits and vegetables are better for you than cake.



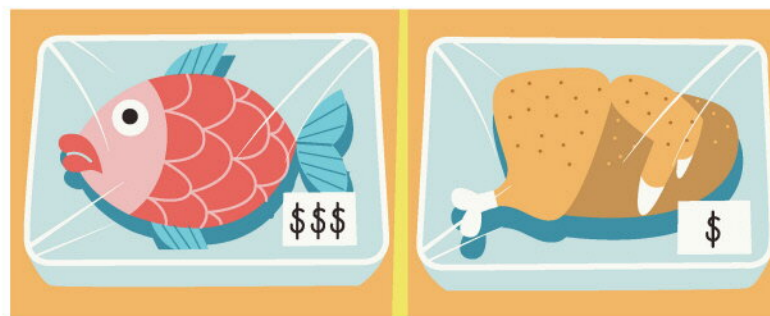
3. (Lance / strong / his brother, Seth)



5. (Miami / usually / hot / Boston)



2. (the hotel on the left / tall / the one on the right)



4. (that fish / expensive / the chicken)



6. (my little sister, Gail, / talkative / me)

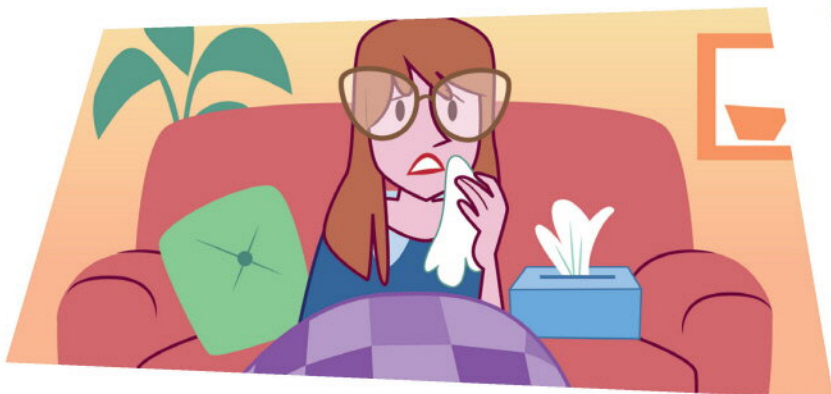
Object pronouns

14. Complete each conversation with an object pronoun.

- A: What's that? Is that your phone?
B: Yeah. My aunt's calling me.
- A: I love your dress!
B: Really? I like _____, too.
- A: Are you calling your brother?
B: No. I'm not calling _____. I'm calling a friend.
- A: How are you and your sister getting to the concert tomorrow?
B: My dad is driving _____.
- A: Do you like those key rings?
B: Are you kidding? I love _____!
- A: Hey, there's a Lady Gaga concert next week.
B: For real? I love _____!

Can for permission; Ailments

15. Look at the pictures. Choose the ailment. Complete each request for permission with *Can*.



1. I have a cold / a headache.
Can I please have (please / have) some hot tea?



2. I feel dizzy / have the flu.
_____ (sit) over there?



3. I have a backache / a headache.
_____ (turn off) the TV?



4. Karl has a cold / a fever. I should call a doctor.
_____ (please / use) your phone?

Teen2Teen Friends

16:00

1.02 Connecting Teens Around the World!

Hi! Welcome to Teen2Teen Friends! I'm Charlotte Cook, and I'm from Anchorage, Alaska, in the United States. Alaska's fantastic! You should visit sometime!



I'm Vivian Lin, from the city of Taichung. I'm on Teen2Teen Friends every day. It's great! Let's have a video webchat together!



What's up? I'm Arturo Ortega. I'm from beautiful Santo Domingo, in the Dominican Republic. When are you coming to my country? Hey, we should chat by e-mail, OK?



Cooper Brown here, from Sydney, Australia. Do you know anything about Australia? It's really big. Hey, let's chat together on Teen2Teen Friends soon!



My name is Ana Maria Flores. I'm from Lima, the capital of Peru. In my country, we have some amazing tourist attractions. You should come to Peru!



Hey, nice to meet you! My name's Vitor Mota, and I'm from Salvador in Brazil. We call Salvador the "capital of happiness" because the people are friendly, the music is beautiful, and the food is delicious! Listen, I sometimes post on Teen2Teen Friends, so check it out!

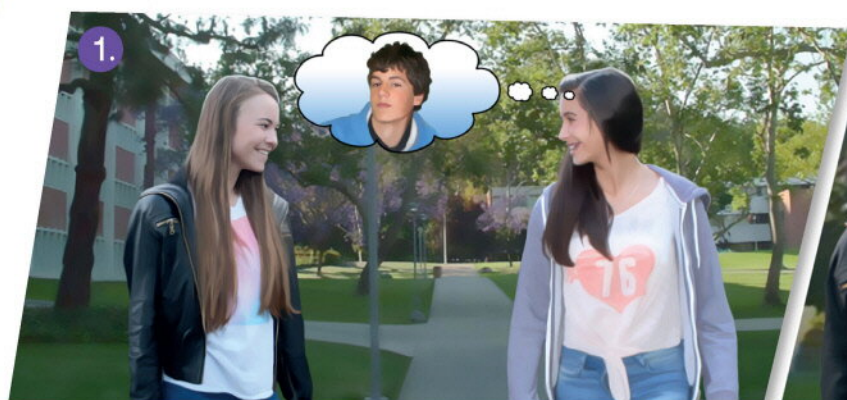
Meet the Teen2Teen Friends in Units 3, 6, 9, and 12, and in the Teen2Teen Friends Magazine.

We're going to have a party!

Grammar: *be going to* for the future
Vocabulary: Party activities and supplies
Social language: Offer to help with a party

Topic Snapshot

1. Read and listen to the conversation.



Hannah: Hey, Emma! We're going to have a surprise party for my cousin Peter on Saturday night at about 8:00. Can you come?
Emma: Your cousin Peter? The cute tall guy with the curly hair?



Hannah: That's right. Saturday's his sixteenth birthday.
Emma: I can definitely come! Is it going to be at your house?
Hannah: Yes, it is.
Emma: Great. What can I do to help? Are you going to have a cake?



Hannah: Mm-hmm. My mom and I are going to make one on Friday.
Emma: Well, I can get some paper plates and stuff.
Hannah: OK, thanks!
Emma: Great! I can bring them to your house on Saturday afternoon. What about balloons?



Hannah: We've got some balloons. Thanks for offering, Emma.
Emma: You're welcome! See you on Saturday.
Hannah: Great. And don't forget: it's a surprise. Don't tell Peter, OK?

2. Choose the person. Write the letter or letters.

1. This person is going to be sixteen on Saturday. b
2. This person is going to have a party at her house.
3. This person is going to bring paper plates for the party.
4. These people are going to make a cake for the party.
5. These people know there's going to be a party.
6. This person doesn't know there's going to be a party.

- a. Emma
- b. Peter
- c. Hannah
- d. Hannah's mom

Vocabulary Party activities and supplies

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

Activities



1. send out invitations



2. buy refreshments



3. put up decorations



4. make a cake

Supplies



5. a balloon

6. a spoon

7. a cup

9. a napkin

10. a plate

11. a fork

12. a knife

8. a tablecloth

1.05 2. Pronunciation Listen and repeat.

1.06 3. Listening comprehension Listen to the conversations. Complete each statement.
Circle *a* or *b*.

1. He's going to get some ...



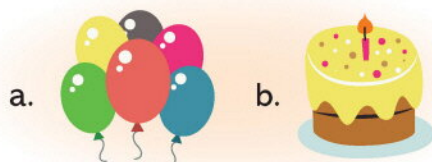
2. The girls are going to send out ...



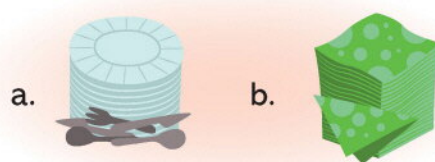
3. He has ... at home.



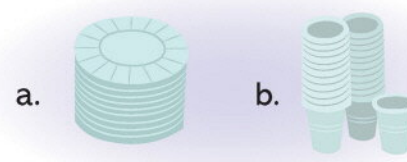
4. They're going to put up decorations and ...



5. They need ...



6. She's going to bring ...



Grammar *be going to* for the future

1. Study the grammar.

- Use *am / is / are going to* + a base form to express future actions, plans, or events.

| Affirmative statements | Negative statements |
|---|---|
| I'm You're He's She's going to make a cake. We're You're They're | I'm You're He's She's not going to make a cake. We're You're They're |
| yes / no questions | Short answers |
| Are your parents going to buy the decorations? Is Emma going to bring paper plates? Is the party going to be a surprise? Are you going to get the refreshments after school? | Yes, they are. No, they're not. OR No, they aren't. Yes, she is. No, she's not. OR No, she isn't. Yes, it is. No, it's not. OR No, it isn't. Yes, we are. No, we're not. OR No, we aren't. |

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

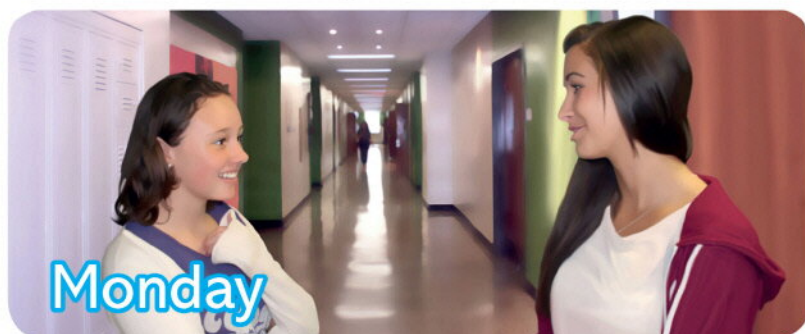
1.08 3. Listening comprehension Listen to the conversations about parties again. Write a short answer to each question, according to the conversations.

- Is Cecilia going to bring the refreshments? No, she isn't.
- Are the girls' parents going to make the invitations? _____
- Is he going to bring a tablecloth from home? _____
- Is Mark going to bring balloons to the party? _____
- Are they going to need napkins? _____
- Is she going to bring paper plates for the pizza? _____

4. Complete each statement about Emma's plans with an affirmative or negative form of *be going to*. Use contractions when possible.

- Emma 's going to go (go) to orchestra practice on Monday.
And then she _____ (call) her friends to invite them to Peter's party.
- She _____ (babysit) her little brother on Tuesday.
- On Wednesday, Emma _____ (take) the bus with Hannah because her mom can't drive her to school that day.
- There _____ (be) school on Thursday.
- Peter's party _____ (be) at 8:00 on Saturday.
Emma _____ (get) there early to help.
- On Sunday, she _____ (work) on her science project.
- Emma _____ (not / have) lunch at her aunt's house on Saturday.

5. Complete Emma's conversations with the correct form of *be going to*.



1. Dani: Are you going to go (you / go) to orchestra practice this afternoon?

Emma: Yes, I am.

Dani: Me too! Let's go together.



2. Zach: _____ (we / hang out) at the park this afternoon. Can you come with us?

Emma: No, I'm sorry. I can't. _____ (I / babysit) my little brother.

Zach: Too bad!



3. Hannah: Hey, Emma. _____ (your mom / drive) you home today?

Emma: No, she isn't. _____ (I / take) the bus! Do you want to take the bus with me?

Hannah: Sure!



4. Sandy: _____ (you / have) lunch with Evan and me?

Emma: Yup. Then after lunch _____ (my dad / meet) me at the party store.

Sandy: _____ (you / get) the decorations?



5. Karen: So, Emma, what's the plan for after school today?

Emma: Today? _____ (I / buy) some paper plates and stuff for Peter's party.



6. Mom: Emma, _____ (you / do) your science project this weekend?

Emma: Yes, Mom. _____ (I / do) the project after lunch tomorrow.

Mom: Well, what about today?

Emma: But, tonight's the party. _____ (I / decorate) Hannah's living room with her.

About you!



Complete each statement with your plans for the week.

Tomorrow, I'm going to _____.

The day after tomorrow, _____.

Reading A magazine article

1.09

1. Read the article. How are the two birthdays different?
2. **Identify the main idea** After reading the article, circle the statement that expresses its main idea.
 - a. Youngsu and Adriana have the same birthday.
 - b. Youngsu and Adriana are both going to celebrate a special birthday.
 - c. Youngsu and Adriana are both going to wear special clothes at their parties.

Some birthdays are just special!

It's August 3. All over the world, today is someone's birthday. Here are two special traditional birthday parties in South Korea and Brazil.



Seoul, South Korea

Oh Mija and Si Yongjo are very happy because today is their son Youngsu's first birthday. The family is going to have a big party for Youngsu at a restaurant this afternoon. There are going to be lots of people there. Youngsu is going to wear a traditional Korean *hanbok*. There are going to be beautiful traditional rice cakes and lots of other delicious foods.

In Youngsu's family there's a tradition about presents. Youngsu's parents put presents on a table. Then they watch Youngsu to see which present he chooses first. If he chooses rice cakes, it means he's going to have a long life. If he chooses a pencil, paper, or a book, it means he's going to be a scholar.



Vitoria, Brazil

Adriana is very excited because today is her fifteenth birthday party, her *festa de quinze anos*. In Brazil and other countries, the fifteenth birthday is a special occasion. There are going to be lots of people at her party tonight, and there are going to be beautiful decorations.

Adriana's family and friends and her boyfriend, Cristiano, are all going to be at the restaurant. They're going to dance three times. Adriana can dance with her relatives and her boyfriend. There's going to be delicious food and a beautiful cake, also with decorations. Everyone is going to watch a video about Adriana's life. It's traditional for girls to wear a formal dress at this special party, and Adriana's dress is beautiful!

3. **Classify** Write **Y** for Youngsu's party, **A** for Adriana's party, or **Y and A** for both parties.

- | | |
|---|---|
| 1. Lots of people are going to come. <u>Y and A</u> | 4. There's going to be delicious food. _____ |
| 2. It's going to be at a restaurant. _____ | 5. They're going to wear special clothes. _____ |
| 3. The people are going to dance. _____ | 6. There's going to be a video. _____ |

4. **Confirm a text's content** Circle **T** (true), **F** (false), or **NI** (no information).

- | | |
|---|--|
| 1. Youngsu's party is going to be at home. T / (F) / NI | 4. Adriana is going to dance at her party. T / F / NI |
| 2. Youngsu is going to wear a <i>hanbok</i> . T / F / NI | 5. Cristiano is going to make a video. T / F / NI |
| 3. Youngsu is going to choose a present. T / F / NI | 6. Adriana's parents like Cristiano. T / F / NI |

About you!



What does your family do for birthday celebrations?



Offer to help with a party

1.10

1. Read and listen to the conversation.

- A** We're going to have a party at my house on Saturday. Can you come?
- B** Sure! Can I help?
- A** Well, my mom's going to make the food. And I'm going to buy soda.
- B** Do you need plates or napkins?
- A** No, but we need cups for the soda.
- B** I can bring those. Anything else?
- A** Not really, but thanks for offering!



1.11

2. **Pronunciation** Listen and repeat.

3. **Guided conversation** Create a NEW conversation. Change the date, the location, and the party supplies.

- A** We're going to have a party at _____ on _____. Can you come?
- B** Sure! Can I help?
- A** Well, _____ going to _____, and I'm going to _____.
- B** Do you need _____?
- A** No, but we need _____.
- B** I can bring _____. Anything else?
- A** Not really, but thanks for offering!

**A****B**

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

How do I get to the gym?

Grammar: *be going to*: information questions
Vocabulary: Places at school • Locations and directions in a building
Social language: Ask for and give directions

Vocabulary Places at school

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



1. the main office



2. the cafeteria



3. the auditorium



4. the gym



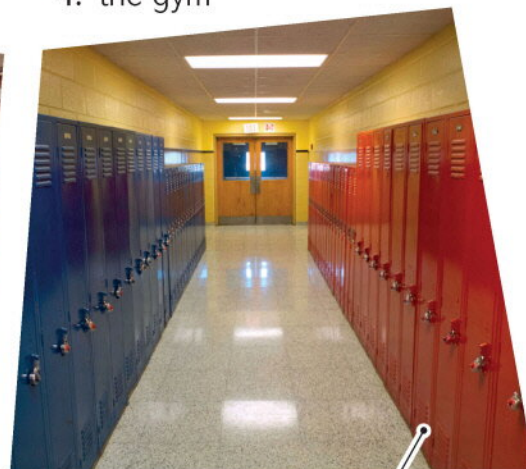
5. the computer lab



6. the science lab



7. the library



8. the hall

9. lockers

1.13 2. Pronunciation Listen and repeat.

3. Complete the statements with the Vocabulary.

- Olivia's class is doing research on the Internet in the computer lab.
- Martha is eating lunch in _____.
- Every morning when I get to school, I put my jacket in my _____.
- All the lockers in my school are in _____ near the main office.
- Paul needs a book for a project. He's in _____.
- Katie is playing basketball in _____.
- Ms. Pearson, the school director, is speaking to all the students in _____.
- Jorge is doing a science project in _____.
- New students should visit _____ before class.

Topic Snapshot

1.14

1. Read and listen to the conversation.

1.

Can I have your attention please? I'd like to introduce our new student, Amanda.

Welcome
Amanda!

2.

Later

Valerie: Hi, Amanda. I'm Valerie. You're going to love our class. Mr. Walder is a great teacher!

Amanda: Nice to meet you, Valerie. Mr. Walder seems very nice.

Valerie: Hey, there's going to be a band concert tomorrow afternoon at 4:00. You should come.

3.

4.

Amanda: That sounds great. Where's it going to be?

Valerie: In the auditorium.

Amanda: The auditorium? How do I get there?

Valerie: Oh, that's easy. It's next to the main office. Near the library.

Amanda: You mean across from the lockers?

Valerie: That's right. Let's go together, OK?

Amanda: Great! Thanks.

2. Complete the statements.

1. There's a new student in the class.
2. There's going to be a _____ tomorrow afternoon at 4:00.
3. A band is going to play in the _____.
4. Valerie and Amanda are going to go to the _____ together.
5. The _____ is across from the auditorium.
6. The _____ is next to the main office.

Grammar *be going to*: information questions

1. Study the grammar.

Information questions

| | |
|---|--------------------------------------|
| When is she going to go to the library? | (After school.) |
| How long is your brother going to study in Canada? | (For two years.) |
| What are you going to put in your locker? | (My team jacket.) |
| Where are your friends going to do their homework? | (In the cafeteria.) |
| How long are they going to stay in the science lab? | (For about an hour.) |
| Who are we going to meet this afternoon? | (We're going to meet a new student.) |
| BUT Who is going to visit us? | (Your cousin is going to visit us.) |

How long **are** you **going to be** here?

For about fifteen minutes.

1.15

2. Pronunciation Listen to the grammar examples. Repeat.

3. Unscramble the information questions with *be going to*.

- are / going to / you / When / have lunch?
When are you going to have lunch?
- your brother / do / What / going to / is / after soccer practice?

- you / are / study / going to / How long / for the test?

- is / in the cafeteria? / going to / Who / meet us

- they / Why / going to / are / stay / late at school?

- home today? / is / your mom / going to / Who / drive

4. Complete the information questions with *be going to*.

- A: When are they going to go _____ to the science lab?
B: They're going to go to the science lab tomorrow.
- A: How long _____ video games?
B: I'm going to play for about an hour.
- A: Who _____ your sister this afternoon?
B: Our neighbor, Olivia. She's going to babysit her.
- A: What _____ in Boston next week?
B: James? He's going to visit his cousins.
- A: Where _____ today?
B: The school director is going to speak in the auditorium.
- A: Why _____ home early?
B: She's going to go home early because she has the flu.
- A: Who _____ this afternoon?
B: This afternoon? I'm going to meet my teammates.

Vocabulary Locations and directions in a building

1.16

1. Look at the pictures. Read and listen.

Locations



1. It's on the first floor.



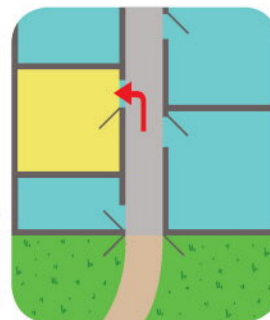
2. It's on the second floor.



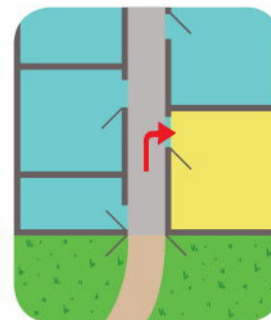
3. It's upstairs.



4. It's downstairs.



5. It's on the left.

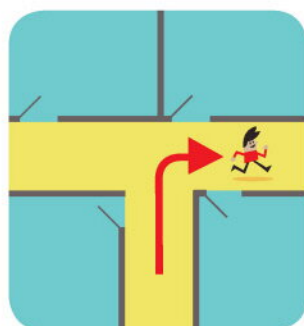


6. It's on the right.

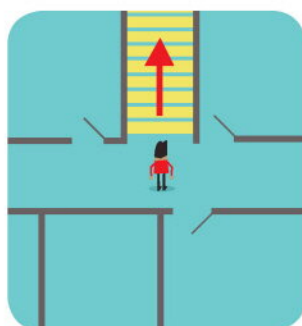
Directions



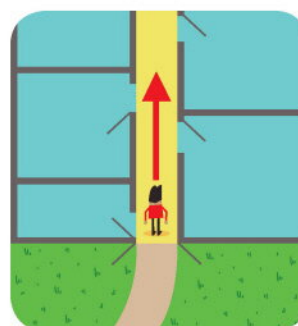
7. Turn left.



8. Turn right.



9. Take the stairs.



10. Go down the hall.

And don't forget ...

- It's across from the ...
- It's next to the ...
- It's in front of the ...

1.17

2. Pronunciation Listen and repeat.

1.18

3. Listening comprehension Listen to the conversations. Complete the locations for each conversation.

Conversation A The science lab is on the ...

- a. first floor. b. second floor. **c. third floor.**

Conversation B The computer lab is ...

- a. downstairs. b. upstairs. c. on the second floor.

Conversation C The auditorium is on the ...

- a. first floor. b. second floor. c. third floor.

Conversation D The library is ...

- a. downstairs. b. upstairs. c. on the first floor.

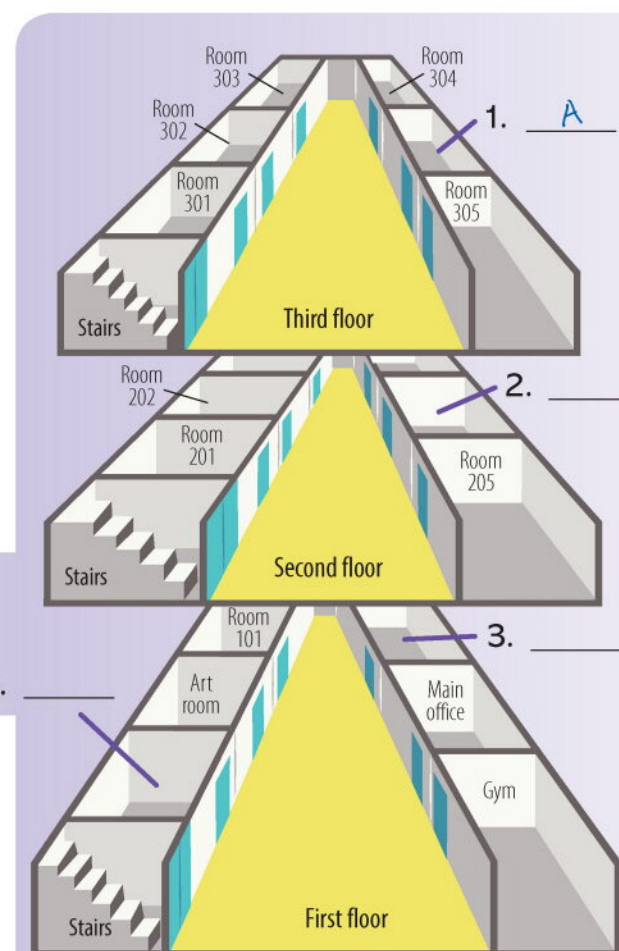
4. Look at the diagram. Listen again. Write the letter of the conversation in the correct location.

About you!



Write the locations of two places at your school.

The library is on the second floor. It's next to the cafeteria.



Reading A school handbook

1.19 1. Read the school handbook. Would you like to study at this school? Why or why not?

2. **Transfer information visually** After reading the handbook, find these places in the diagram. Write the numbers on the picture.

- | | | | |
|--------------------|---------------------|--------------------|-------------------|
| 1. the main office | 3. the gym | 5. the science lab | 7. the music room |
| 2. the cafeteria | 4. the computer lab | 6. the art room | |



Welcome to all our new students at the International School

Do you know that the International School is only a year old? Our science and computer labs are new, modern, and easy to use. We also have excellent facilities for art and music. Our cafeteria (we call it "The Restaurant"!) is better than the cafeterias in many other schools. It has delicious and healthy food. Our gym is huge so more students can use it. Here are directions to some important places around school.

Can't find it? We can help!

Use the school diagram on the right to remember these important locations.

1 THE MAIN OFFICE

When you enter the school, go down the hall. The main office is the last door on the left, across from the science lab.

2 "THE RESTAURANT"

Take the stairs to the second floor. Turn left. The cafeteria is the second door on the right.

3 THE GYM

Take the stairs to the third floor. Turn left. The gym is down the hall. It's the second door on the right.

4 THE COMPUTER LAB

The computer lab is next to the cafeteria and across from the stairs.

5 THE SCIENCE LAB

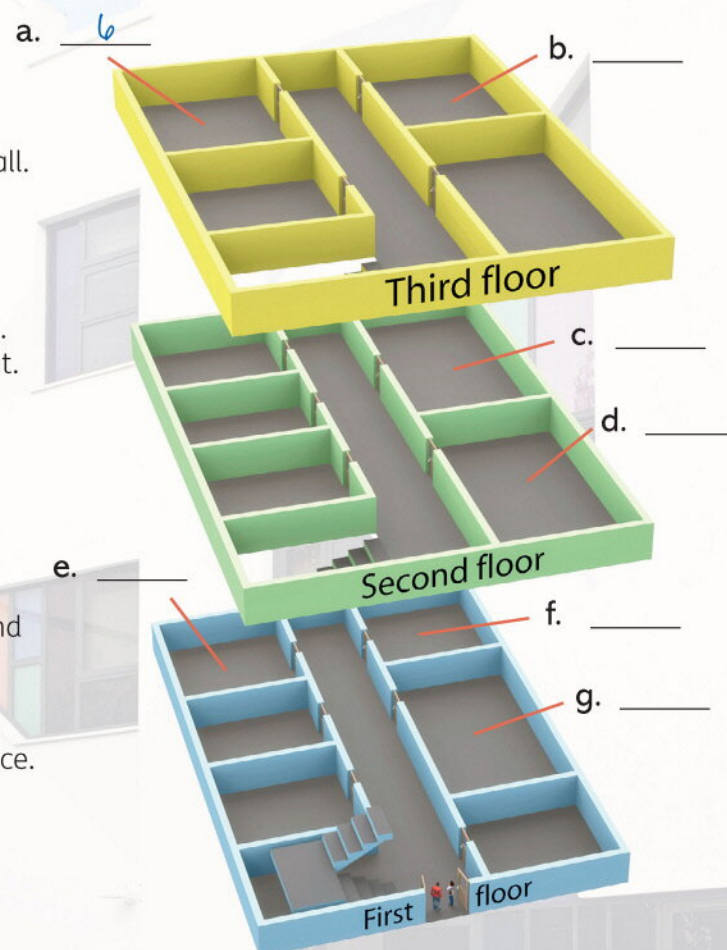
The science lab is across from the main office.

6 THE ART ROOM

The art room is across from the gym.

7 THE MUSIC ROOM

The music room is next to the science lab.



You're going to have a lot of fun at your new school! And you're going to learn a lot.

3. Infer information Match each activity with its location. Write the letters.

- | | | |
|--|----------|--------------------------------------|
| 1. Your class is going to paint posters. | <u>d</u> | a. It's across from the art room. |
| 2. Your class is going to watch a basketball game. | _____ | b. It's next to the cafeteria. |
| 3. Your class is going to practice English grammar online. | _____ | c. It's across from the science lab. |
| 4. Your class is going to learn about air and water. | _____ | d. It's across from the gym. |
| 5. Your teammates are going to meet for lunch. | _____ | e. It's next to the computer lab. |
| 6. You are going to go to orchestra practice. | _____ | f. It's next to the science lab. |
| 7. You are going to speak to the school director. | _____ | g. It's next to the music room. |

About you!



What's your opinion? Answer the question.

How is the International School like your school? How is it different?



Ask for and give directions

1.20

1. Read and listen to the conversation.

- A** Are you a new student?
- B** Yes, I am. And I think I'm lost.
- A** I can help you. I'm Mason.
- B** Nice to meet you, Mason. I'm Devin. How do I get to the science lab?
- A** Oh, that's easy. Take the stairs to the second floor. It's on the right. Room 212. You can't miss it.
- B** Great. Thanks!

1.21

2. Pronunciation Listen and repeat.

3. Guided conversation Create a NEW conversation, describing the locations of places in your school. Use the pictures for ideas.

- A** Are you a new student?
- B** Yes, I am. And I think I'm lost.
- A** I can help you. I'm _____.
- B** Nice to meet you, _____. I'm _____.
How do I get to the _____?
- A** Oh, that's easy. _____.
You can't miss it.
- B** Great. Thanks!



A

B

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

There are a few pretzels.

Grammar: Quantifiers: *a lot of, many, much, a few, a little* • Superlative adjectives: usage and form
Vocabulary: Adjectives to describe snacks and other foods
Social language: Discuss what to eat

Topic Snapshot

1.22

1. Read and listen to the posts.

Teen2Teen Friends



Open question: What's Peruvian food like?



Vitor Mota

My school band is going to Arequipa, Peru for music camp. We're going to stay with families there for a whole week! I hear Peruvian food is very different from Brazilian food. Can someone tell me about it?



Ana Maria Flores

Hey, Vitor. I think Peruvian food is the most interesting and delicious food in the world – but maybe that's because I'm Peruvian! There are a lot of special dishes in Peru, so it's hard to choose one to describe, but here are a few.

First, our food is pretty regional. In Lima, the capital of Peru, there's great fish because Lima is on the Pacific coast. The most famous fish dish is *ceviche*.

In some parts of the country, especially in the north near the city of Chiclayo, there are many dishes with rice and meat. The most popular is with duck.

But you're going to Arequipa, and a regional specialty there is a dish with rocoto peppers, but it's very spicy!

In Peru, a lot of dishes have potatoes. There are more than 3,000 varieties of potato in Peru! You can find lots of recipes online for these famous dishes. This is making me hungry! So bye for now!



Ceviche: Pacific ocean fish with corn, red onions, sweet or white potatoes, hot red pepper, and a lot of lemon juice.



Rice with duck.



Stuffed rocoto peppers: a spicy hot red pepper with meat and cheese.



Causa: cold potatoes with fish (or chicken), avocado, and eggs.



Potatoes Huancayo style: cold potatoes, eggs, and olives with a spicy yellow pepper and cheese sauce.

2. Circle *a* or *b*, according to the Topic Snapshot.

- Vitor is going to stay with a family in ...
 a. Arequipa. b. Brazil.
- ... is from Peru.
 a. Ana Maria b. Vitor
- Peruvian food has regional ...
 a. fish. b. dishes.
- ... is on the Pacific coast.
 a. Lima b. Arequipa
- One great Peruvian ... dish is *ceviche*.
 a. fish b. rice and meat
- A famous dish from ... is a hot red pepper with meat.
 a. Arequipa b. Chiclayo
- In Chiclayo, a popular dish is ... with rice.
 a. duck b. fish
- Chiclayo is a ... in the north of Peru.
 a. dish b. city

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

1. Study the grammar.

a lot of = lots of



Large quantities and amounts

a lot of: Use with all nouns in affirmative and negative statements and in questions.

We have **a lot of soda and crackers**, but we don't have **a lot of chips**.

Do we have **a lot of coffee and milk**?

many: Use with count nouns in affirmative and negative statements and in questions.

There were **many brands** of coffee, but there weren't **many kinds** of tea.

Are there **many eggs** in the fridge?

much: Use with non-count nouns in negative statements and in questions.

We don't have **much orange juice** for breakfast. Do we have **much bread**?

Small quantities and amounts

a few: Use with count nouns in affirmative statements and in questions.

There are **a few apples** in the fridge. Are there **a few bananas**, too?

a little: Use with non-count nouns in affirmative statements and in questions.

I need **a little sugar** for my tea. Do you want **a little sugar**, too?



Language tip

- Don't use *much* in affirmative statements. Use *a lot of*.
There's *a lot of* milk in the fridge. **NOT** There's ~~much~~ milk in the fridge.

1.23

2. Pronunciation Listen to the grammar examples. Repeat.

3. Complete the statements with *much* or *many*.

- Some countries have many regional dishes.
- My mom doesn't like _____ milk in her tea.
- Do you eat _____ rice?
- We don't eat _____ potatoes.
- There isn't _____ coffee in the kitchen.
- In many countries, there isn't _____ fish, so people eat a lot of meat.

4. Complete the statements with *a few* or *a little*.

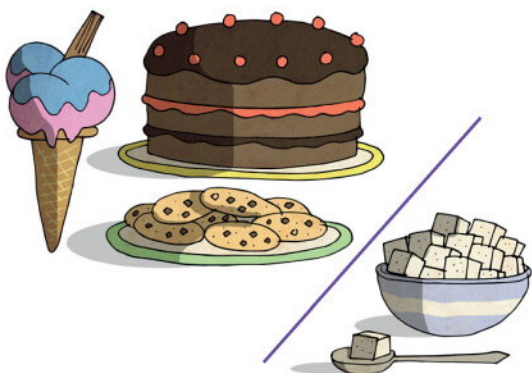
- I only need a few eggs for this dish.
- There's only _____ soda in the fridge.
- We're buying _____ loaves of bread.
- We're eating _____ pasta with tomato sauce.
- There are _____ mangoes in the fridge.

5. Complete the conversations. Circle the correct quantifiers.

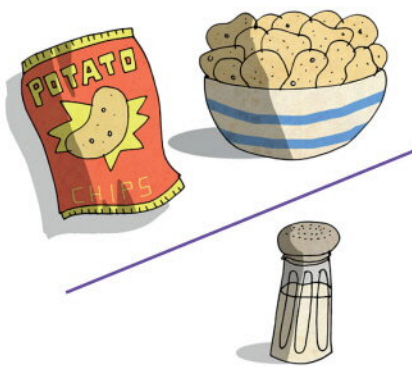
- A: What kind of juice is this? It's delicious.
B: It has two kinds of fruit. There's a few / a little orange juice in it, and there's much / a lot of mango juice.
- A: Is there much / many pasta on the menu?
B: No, but there's much / a lot of meat.
- A: Can I make a sandwich?
B: Sure, but there isn't much / many bread.
A: What about cheese?
B: You're in luck. There's much / a lot of cheese.
- A: How do you make this salad?
B: It's easy. I use a few / a little cold potatoes, eggs, and a few / a little chicken.

Vocabulary Adjectives to describe snacks and other foods

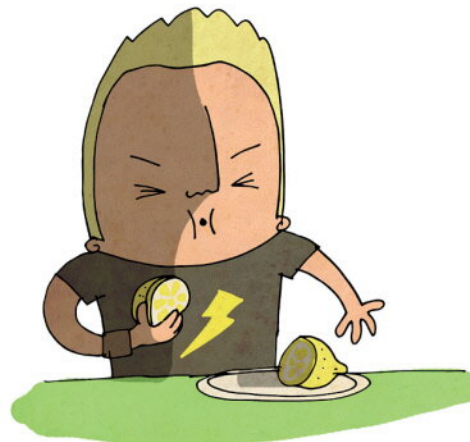
1.24) 1. Look at the pictures. Read and listen.



1. Ice cream, cake, and cookies are **sweet**.



2. Chips are **salty**.



3. Lemons are **sour**.



4. Hot peppers are **spicy**.



5. Pretzels, nuts, and crackers are **crunchy**.



6. Mangoes and oranges are **juicy**.

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

3. Complete each statement with the correct adjective.

- | | |
|---|---|
| 1. Bananas are <u>sweet</u> / sour. | 5. Good peaches are juicy / spicy. |
| 2. Carrots are crunchy / salty. | 6. Pretzels are usually sweet / salty. |
| 3. Peaches and mangoes are spicy / sweet. | 7. Cookies are salty / sweet. |
| 4. Lemons are always sweet / sour. | 8. Some peppers are salty / spicy and some are not. |

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

- | | | | |
|---------------------------------------|--------------|---|-------|
| 1. They're both going to have cake. | T / <u>F</u> | 5. He doesn't like peaches. | T / F |
| 2. He's going to have chips. | T / F | 6. The pretzels are too salty for Ron. | T / F |
| 3. Kate would like ice cream. | T / F | 7. They don't like the nuts in the salad. | T / F |
| 4. The peppers are too spicy for her. | T / F | 8. He likes sweet mangoes. | T / F |

About you!



Complete the statements about your tastes.

My favorite crunchy snack is _____.

My favorite sweet foods are _____.

Grammar Superlative adjectives: usage and form

1. Study the grammar.

- Use *the* + a superlative adjective with the verb *be* to compare three or more people, places, or things.
The chips are **the saltiest** snack at this party, and they're **the most delicious** one, too!

Formation

If an adjective has one syllable and ends in a consonant, add *-est*.
sweet → **the sweetest**

If an adjective has one syllable and ends in a consonant + *e*, add *-st*.
nice → **the nicest**

If an adjective has two syllables and ends in *-y* drop *-y*, and add *-iest*.
crun•chy → **the crunchiest**

If an adjective has one syllable and consonant – vowel – consonant, double the consonant and add *-est*.
hot → **the hottest**

If an adjective has two, three, or four syllables, but doesn't end in *-y*, use *the most* before the adjective.
de•li•cious → **the most** delicious

This is **the biggest** sandwich in the cafeteria!

Irregular forms

good → **the best** bad → **the worst**

2. Pronunciation Listen to the grammar examples. Repeat.

3. Write the superlative form of the following adjectives.

- | | | | |
|--------------|--------------------|--------------|-------|
| 1. big | <u>the biggest</u> | 7. messy | _____ |
| 2. spicy | _____ | 8. funny | _____ |
| 3. large | _____ | 9. beautiful | _____ |
| 4. salty | _____ | 10. neat | _____ |
| 5. cute | _____ | 11. late | _____ |
| 6. fantastic | _____ | 12. early | _____ |

4. Complete the statements and questions, using the superlative form of the adjectives.

- These chips are the crunchiest (crunchy) ones. Let's get them.
- Let's get _____ (good) ice cream for Mom's birthday party. She loves ice cream.
- We only use _____ (hot) peppers when we make this sauce.
- No way! I'm not going to buy that cheese. It's _____ (expensive) cheese in the store! Let's get something else.
- In my opinion, _____ (important) things at a birthday party are the presents and the cake.
- I really don't like Happy Cola. I think it's _____ (bad) soda there is.
- _____ (delicious) dish from my country is *feijoada*.

Reading A blog post

1.28 1. Read Charlotte's answer to the open question on Teen2Teen Friends. What's Charlotte's favorite lunch?

2. **Identify the main idea** After reading Charlotte's answer, circle the number of the statement that expresses its main idea.

1. Claire doesn't like peanut butter.
2. Peanuts and peanut butter are very popular in the U.S.
3. French bread is the best bread in the world.



Open question: What's the most popular food in your country?



Charlotte:

Some people think we're crazy, but we Americans love peanut butter, especially in peanut butter and jelly sandwiches. For me, the totally best lunch is a peanut butter and jelly sandwich on white bread with a glass of milk. Yum!

My cousin Claire is from France. She likes some of our typical dishes, especially hot dogs and hamburgers. But Claire thinks many American foods are terrible. She thinks our worst food is peanut butter and jelly sandwiches. She says, "No offense, but I don't think sweet foods and salty foods go together. And I don't really like American white bread either. Come to France if you want to taste the best bread in the world!"

Well, I do go to France sometimes and Claire is right about the bread. French bread is delicious. But a few of the things they eat in France are (to me) a little gross, like snails!!

Americans love peanuts, peanut products, and peanut butter. Here's something I found on a website about peanuts in American food:



In the U.S., more than 90% of all families eat peanut butter. More than 40% of American candy bars have peanuts or peanut butter in them. And the average American eats more than 2.5 kilos of peanuts and peanut butter a year.

That's a lot of peanuts and peanut butter!



3. Confirm a text's content Circle T (true), F (false), or NI (no information).

- | | |
|--|---|
| 1. Charlotte and Claire are from the United States. T / F / NI | 4. Claire doesn't like sweet and salty foods together. T / F / NI |
| 2. Americans like peanuts and peanut butter. T / F / NI | 5. Charlotte doesn't like any French foods. T / F / NI |
| 3. Hot dogs and hamburgers are more popular than peanut butter. T / F / NI | 6. Claire likes snails. T / F / NI |

4. Recognize point of view Cross out the statements that don't represent Claire's opinions.

- | | |
|---|---|
| 1. Some American food is good. | 3. French bread is the best bread in the world. |
| 2. Peanut butter and jelly sandwiches are good. | 4. American white bread is great. |

About you!



What's your opinion? Complete the statements.

In my opinion, the best dishes in my country are _____.

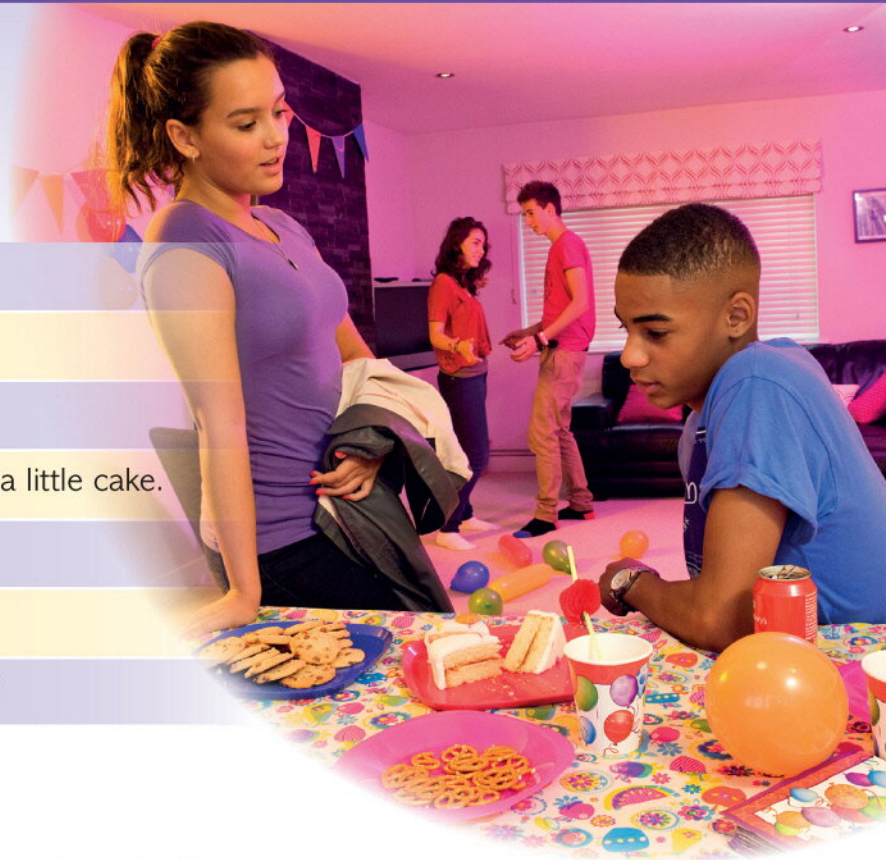
The worst dishes in my country are _____.



Discuss what to eat

1. Read and listen to the conversation.

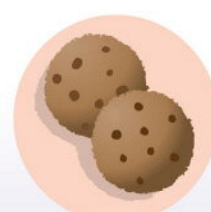
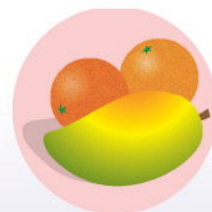
- A** Hey, Jeff. Sorry I'm late! I'm starving!
- B** Me too. Let's have something to eat.
- A** OK! What is there?
- B** Well, there are lots of cookies, and there's a little cake.
- A** What about pretzels?
- B** Oh, yeah. There are a few pretzels.
- A** Great. I'm in the mood for something salty!



2. Pronunciation Listen and repeat.

3. Guided conversation Make a list of foods and drinks for a party. Write an adjective from the Vocabulary on page 24 for each food. Then create a NEW conversation at a party, using your notes.

- A** Hey, _____. Sorry I'm late! I'm starving!
- B** Me too. Let's have something to eat.
- A** OK! What is there?
- B** Well, there are lots of _____, and there's a little _____.
- A** What about _____?
- B** Oh, yeah. There are a few _____.
- A** Great. I'm in the mood for something _____!



A

B

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

Review: Units 1–3

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

Grace: We're going to have a surprise party for Sylvie after school on Friday.

Jared: Great! Where's it going to be?

Grace: At the Downtown Mall. They have a special party room. Is that cool or what?

Jared: Where is it?

Grace: It's down the hall from Monster Burger. On the second floor.

Jared: OK. What can I bring? I have cookies and chips at home.

Grace: Thanks for offering, but we have everything. Can you bring Sylvie?

You can say you need advice for a present for your mom, OK?

Jared: That's a great idea! I can do that.

Grace: Remember: the party's a surprise. Don't say anything to Sylvie!

Jared: Don't worry!

- Who is the party for?
 - Jared
 - Sylvie**
- When is the party?
 - It's Sylvie's birthday.
 - After school on Friday.
- Where is it going to be?
 - At Monster Burger.
 - At the Downtown Mall.
- Where's the special party room?
 - Down the hall from Monster Burger.
 - In the hall on the second floor.
- What does Grace ask Jared to do?
 - Bring Sylvie.
 - Bring food.
- What is Jared going to tell Sylvie?
 - "Please help me buy a present for my mom."
 - "There's going to be a party for you."

2. Complete the conversation with the correct form of *be going to*.

A: Hey, Melissa! I am going to bring (bring) two classmates here to work on a project.

B: Who _____ (bring)?

A: Bart and Carter. Their parents _____ (not be) home for dinner.
They _____ (bring) a pizza for us. Do me a favor?

B: Sure, what?

A: Please tell Mom not to make dinner for me, OK?

B: OK. How _____ Bart and Carter _____ (get) home?

A: Bart _____ (call) his dad, and his dad can drive
both of them home.

3. Look at the diagram of the school. Complete the conversation with directions and locations.

Nick: Excuse me. Where's the science lab?

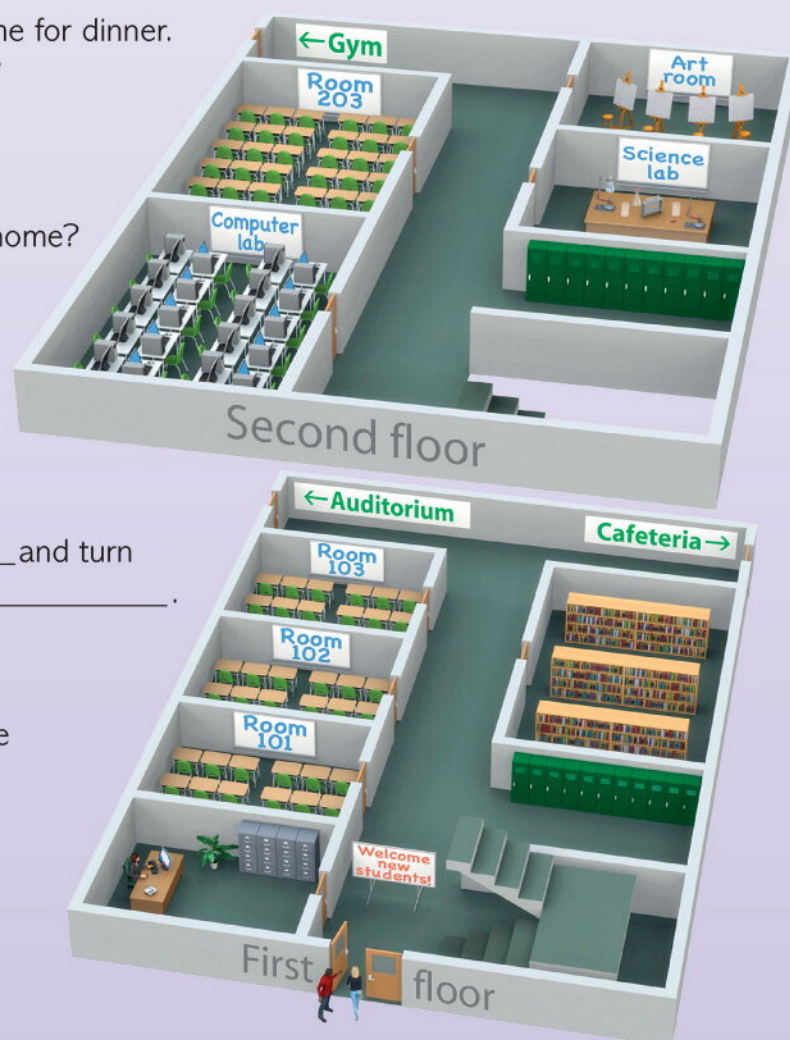
Lily: It's on the (1) second floor. Take the (2) _____ and turn
(3) _____. It's the first door on the (4) _____.
It's (5) _____ the art room.

Nick: Thanks. And where's the library?

Lily: The library? That's on the (6) _____, down the
(7) _____.

Nick: Is it on the left?

Lily: No, it's the first door on the (8) _____.
It's (9) _____ Room 103.



4. Complete the paragraph with the correct quantifiers.

(1) Much / Many schools have a cafeteria. In the cafeteria, you can eat (2) a lot of / much dishes that are good for you. You can't buy (3) many / much snacks like chips or pretzels. In our school, there are (4) a few / a little sweet things like ice cream and cookies, but in (5) a lot of / much schools they don't sell sweet things at all. Personally, I think (6) a few / a little cake or ice cream is OK, but not too (7) much / many.

5. Complete the statements with superlative forms of the adjectives.

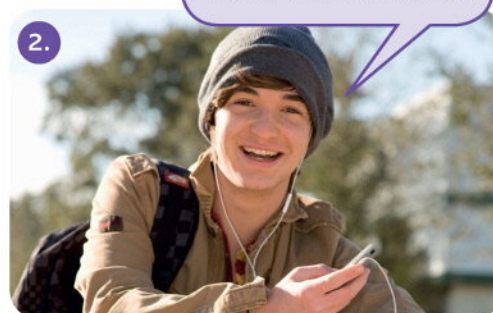
1. I love spicy food. Which of these peppers are the spiciest (spicy)?
2. The weather here is awful every day. But today's weather is _____ (bad). Today is definitely the _____ (cold) and _____ (wet) day of the year.
3. There are lots of good kinds of ice cream, but this one is really good. I think it's _____ (good). It's _____ (delicious) ice cream you can buy.
4. I don't want to buy that cake with all the decorations. It's _____ (expensive) one. Which one is _____ (cheap)?
5. What kind of chips do I like? _____ (salty) and _____ (crunchy) ones, of course.

All About You

1. Write your own response to each person.



You _____



You _____



You _____

2. Complete the personal statement and two descriptions of locations in your school.

Today after school, I'm _____.

In my school, the library is _____.

My English classroom is _____.

Progress Check

✓ Check what you can do.

☐ Offer to help with a party

☐ Ask for and give directions in a building

☐ Describe foods and discuss what to eat

☐ Use the Unit 1–3 grammar and vocabulary

