

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...</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.</i> <i>His backpack is red. His book is open.</i> <i>Which girl has red hair?</i> <i>He's thirteen years old.</i> • Introductions & Greetings at school <i>"Hi, are you a new student here?"</i> <i>"See you later."</i> • Ability & Likes <i>He's good at art, and he likes sports.</i> <i>She can play the violin.</i> • Math 1: Numbers, Operations, Fractions, Geometrical shapes <i>This is the plus sign. It means to add.</i> <i>A triangle has three sides.</i> <i>What is ten minus five?</i> <i>Zero point five. One half times five.</i> • Information questions <i>How many sides does a triangle have?</i> <i>How old is Tina?</i> <i>Which one is round? What is open?</i> <i>Where are they?</i> • Family relations <i>His sister is Tina. She has a brother.</i> <i>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, lasts, 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.</i> <i>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.</i> <i>How long does it last?</i> • Science 1: Matter, States of Matter, Energy <i>Matter can be any size, large or small..</i> <i>It has length and width.. Solids have shape.</i> <i>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+V(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 + condition or state</i>: <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 a, 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> • Passive: <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's going to buy an airplane ticket. First he bought an airplane ticket.</i>
10	<ul style="list-style-type: none"> • Passive: <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... etc.</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.</i> etc. • 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 it to</i>... • Modals: Maybe I <i>will</i> run. You <i>should</i> run. Brian says he will 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>I've 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"> • Passive: 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>; <i>ATP 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>

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 show 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 mans 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?

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.

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. **$\frac{3}{5} + \frac{1}{5}$** 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?

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).

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

2. Circle the correct word.

Example: I am busy for (on) school days.

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

3. Complete these sentences:

- After I get up, I usually _____.
- I usually leave for school _____.
- 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 3&2, 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... etc

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?

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: Twent-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).*

- The _____ is about 25,000 miles _____, or 40,000 kilometers.
- Twenty four hours is the _____ of one _____.
- It _____ 24 hours for the Earth to make a complete _____.
- The sun _____ through the sky because the Earth _____.
- 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?

- /there/ /how/ /continents/ /many/ /are/ ?*

- /is/ /the length/ /what/ /of/ /one day/ ?*

- /north/ /which/ /is/ /the opposite/ /direction/ /of/?*

- /divided/ /the Earth/ /is/ /why/ /time zones/ /into/ ?*

- /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 (l) things from people.

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

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... etc.

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?

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?

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.

Passive

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?

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?

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?

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.

1. Tina didn't get _____ sleep _____ night.
2. Nick isn't _____ for the biology test. He's going to study for it this _____ .
3. Alex _____ look at the notes and study the _____ .
4. Alex doesn't want _____ his parents for help, because they always _____ too much.
5. 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?

1. /didn't/ /Nick/ /do/ /on the test/ /well/ .

2. /on the test/ /better/ /who/ /did/ ?

3. /Tina/ /finished/ /what/ /has/ ?

4. /finished/ /she/ /the outline/ /has/ .

5. /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

Passive

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. A post office is where you can buy stamps and mail things.

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?

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: Science 4 - 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?

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?

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

3. Nick _____ play basketball because he _____ retake a test.
 4. If he _____ do better, his teacher _____ call his parents.
 5. After Nick _____ the test, _____ go home and study.
 6. Jane _____ a survey on teen _____ habits.
 7. Tina _____ a pizza for lunch today.
 8. 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.

1. 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.
2. 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?

1. /kind of/ /revolve/ /planets/ /what/ /around/ /objects/ ?

2. /stars/ /how/ /galaxy/ /in/ /many/ /our/ /are/ ?

3. /our/ /formed/ /when/ /planet/ /was/ ?

4. /cause/ /is/ /major/ /what/ /air/ /a/ /pollution/ /of/ ?

5. /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?

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

early

animals

eroded

bridges

food

canals

irrigation

civilizations

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!*]

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/ ?

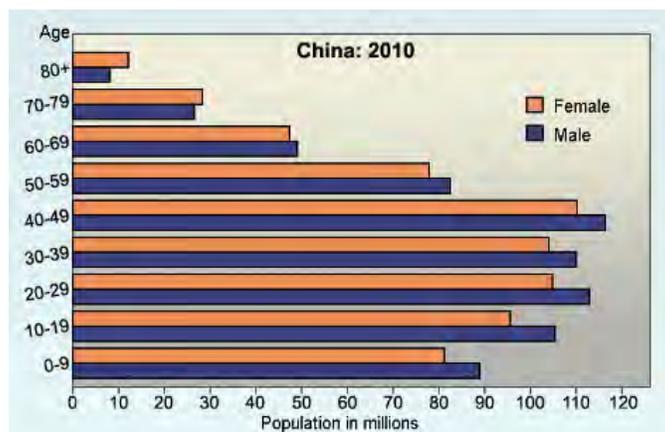
4. /decides/ /Michael/ /not/ /to run/ /will/ /if/ /who/ /run/ ?

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.



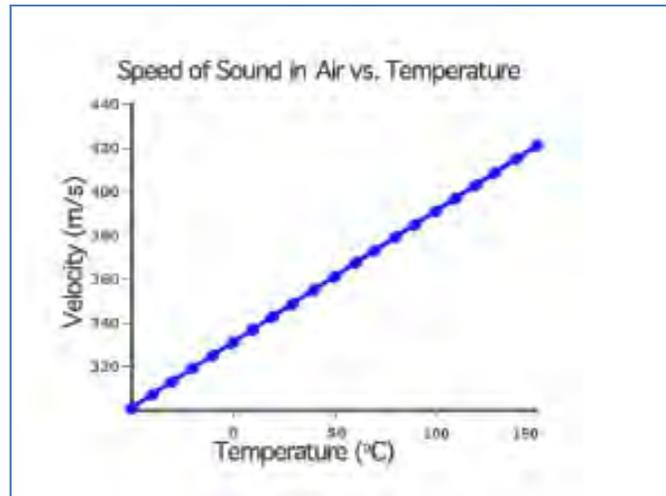
- | | | | | | |
|------------|---------|----------|---------------|----------|-------------|
| a. age | b. are | c. axis | d. except for | e. fewer | f. graph |
| g. lengths | h. more | i. range | j. shows | k. than | l. vertical |

- A bar graph uses bar _____ to show comparisons.
 - This chart _____ that there are _____ men than women in China.
 - At every _____ group, _____ the very old, there are more men than women.
 - It also shows that there _____ many more boys _____ girls in the under-20 age _____.
 - 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.



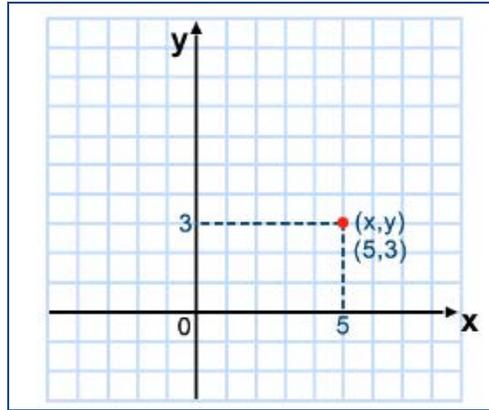
a. axis b. decreases c. depends d. faster e. higher f. temperature
 g. more h. shows i. sound j. speed k. increases l. varies

- This graph _____ how the speed of _____ waves _____ with air temperature.
- The _____ of sound _____ on the temperature of the medium.
- As the _____ rises, the speed of sound _____.
- At _____ temperatures air molecules move _____, collide _____ frequently, and transmit vibrations faster.

EXERCISES

Exercise E

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



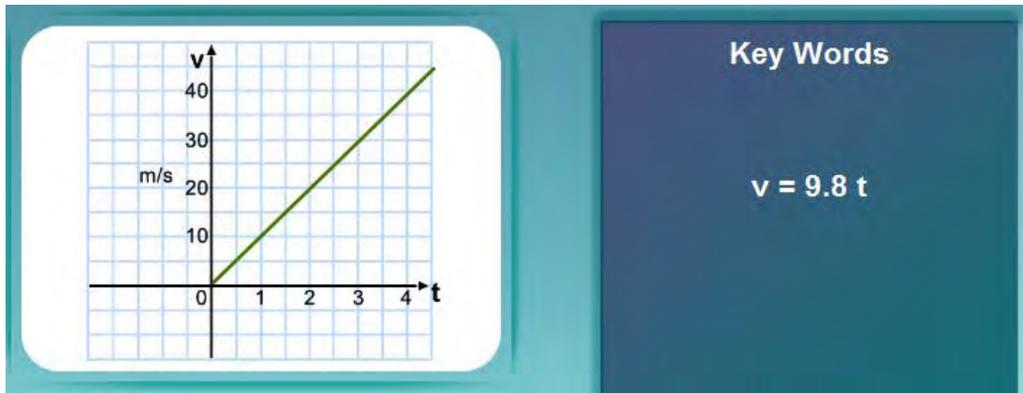
a. axis b. calculate c. coordinate d. distance e. draw f. from g. line h. point i. process j. speed k. to l. value

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.

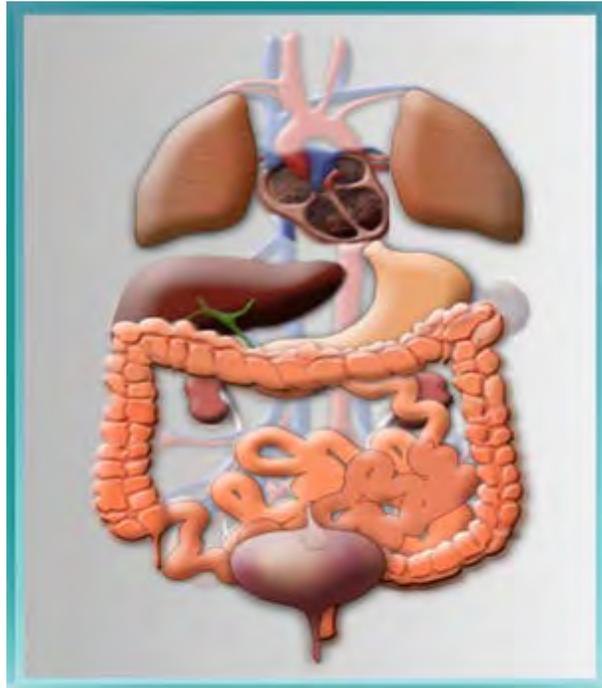


a. drop b. equation c. linearly d. line e. linear f. gives
g. object h. rectangular i. relationship j. speed k. straight l. type

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



1. 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?

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. unlikely 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 can 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. It doesn't give 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 | <u> g </u> |
| 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?

EXERCISES

Exercise A

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

a. bird b. flower c. harmful d. insects e. land f. may
 g. viruses h. people i. pollen j. should k. spread l. mosquito

1. Some _____ are _____ through the air when people sneeze or cough.
2. The bee is taking _____ from the _____ of a plant.
3. The bird eats _____ that _____ on the elephant's back.
4. If a _____ is carrying malaria, people _____ get infected with the disease.
5. People _____ learn to protect themselves from _____ insect bites.

2. Connect the two parts of each sentence.

- | | |
|---|-------------------------|
| 1. The man is wearing a mask | <u> g </u> |
| 2. If he doesn't wear a mask, | _____ |
| 3. Wearing a mask | _____ |
| 4. Due to international travel, | _____ |
| 5. Some plants depend on the wind | _____ |
| 6. Bees depend on plant pollen | _____ |
| 7. Without plants and bees, | _____ |
| 8. Many flowers, fruits, and vegetables | _____ |
| 9. This bird is using the elephant | _____ |
| 10. Sometimes chemicals are used | _____ |

- a. to reduce the number of mosquitoes.
- b. to spread their pollen.
- c. depend on bees for survival.
- d. can help stop the virus.
- e. our lives would be very different.
- f. viruses can spread worldwide.
- ~~g. because he is ill.~~
- h. he could spread his illness to other people.
- i. to help it find food.
- j. because it is their main source of food.

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/ ?

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.

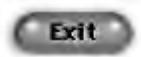


To see the spelling of a word or group of words, click on the **Text** button. If you click on a highlighted word, you will see a **Glossary** screen.



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.

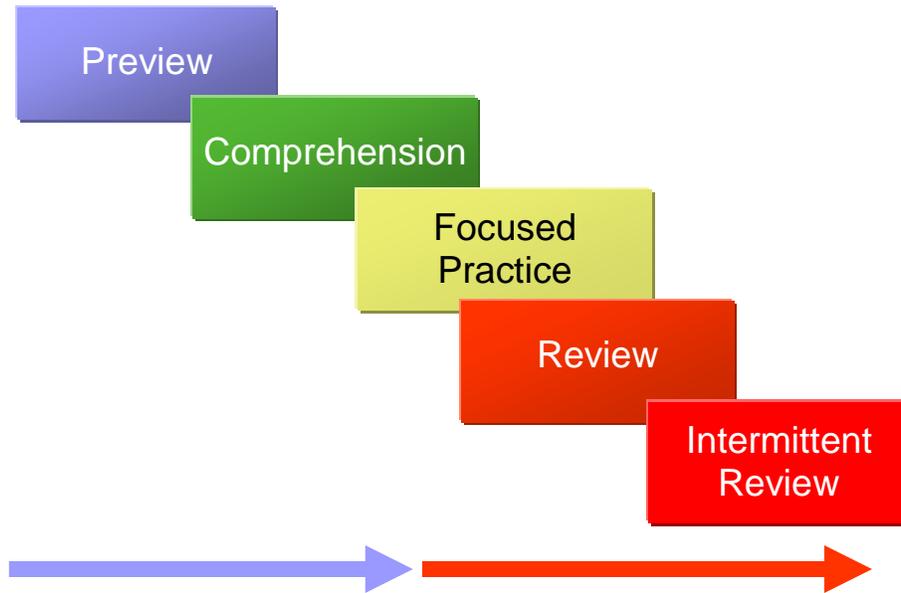
The same TALK® English 1, 2 & 3 series is also available for German, French, Spanish, Japanese, and Chinese.

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 5 40-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.

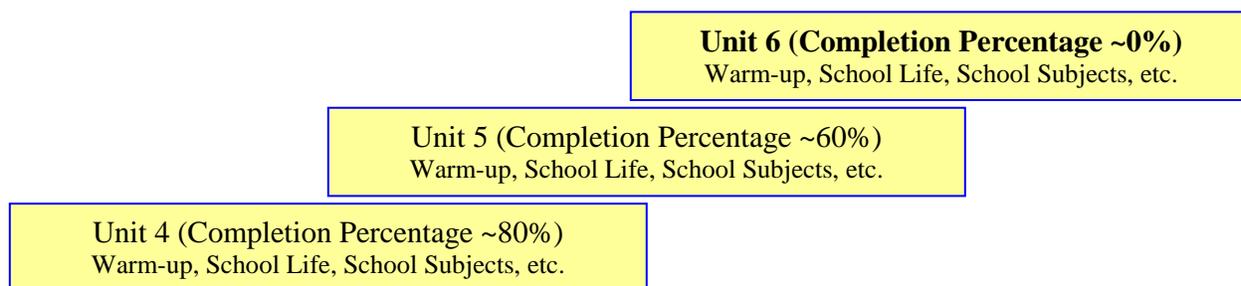
Step 1: Have the student preview *all* lessons in Unit 3 and *review* all lessons in Unit 2.

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

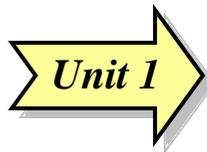
Mastery Test

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:	Speaking Focus				
Speaking Up: Question Practice w/SR	Speaking Focus		Speaking Focus		Speaking Focus
Mastery Test: Units 1 & 2					
Unit 3					
Warm Up: Listening	Speaking Focus	Speaking Focus	Speaking Focus	Speaking Focus	
Warm Up: Grammar Focus				Speaking Focus	Speaking Focus
School Life: School Map	Speaking Focus	Speaking Focus	Speaking Focus		
School Life: Dialog 1		Speaking Focus		Speaking Focus	Speaking Focus
School Life: Dialog 2			Speaking Focus	Speaking Focus	Speaking Focus
Geography: Earth	Speaking Focus	Speaking Focus			
Geography: Directions			Speaking Focus	Speaking Focus	
Geography: Time Zones				Speaking Focus	Speaking Focus
Geography: Quiz					Speaking 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



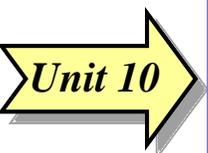
Warm-Up: Seasons; Grammar Focus
School Life: Dialogs 1 and 2; Grammar Focus
Geography 2: Planet Earth; Land & Water; Locations; Quiz
World Talk Cards: Seasons; Grammar Focus
Speaking-Up: Dialogs with Speech Recognition



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

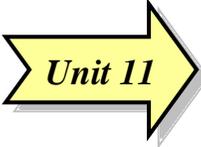


Warm-Up: Times of Life; Grammar Focus
School Life: Dialogs 1 and 2, Grammar Focus
History: Aristotle; Alexander; Cleopatra; Ramses; Quiz
World Talk Cards: Past; Future; Grammar Focus
Speaking-Up: Dialogs with Speech Recognition



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



Unit 11

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



Unit 12

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



Unit 13

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



Unit 14

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



Unit 15

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

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. (h), (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. (j)
2. (a)
3. (k)
4. (d)
5. (e)
6. (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.

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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*