

Joan Saslow • Allen Ascher

Pippa Mayfield

# Teen & Teen

## One

Teacher's Edition 1

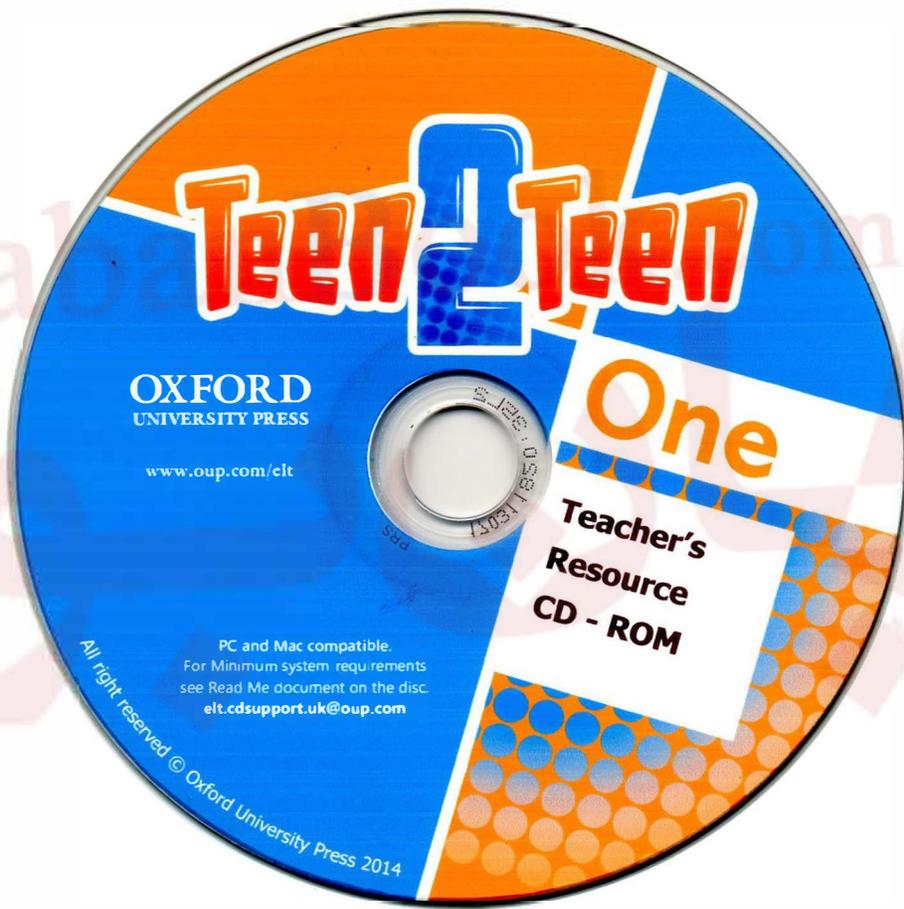


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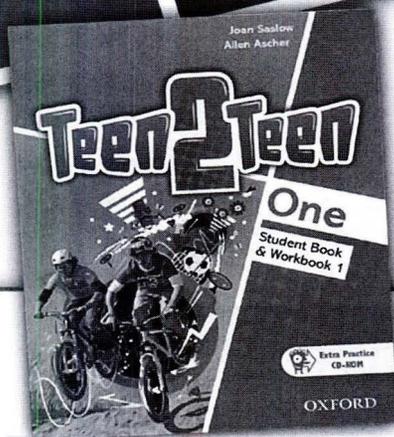
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# Teen2Teen To the Teacher



**Teen2Teen** is an original four-level course for teenagers in lower secondary. **Teen2Teen One** begins at absolute beginner level and requires no prior knowledge of English grammar or vocabulary. Each level of **Teen2Teen** is designed for 40–60 hours of classroom instruction.

**Teen2Teen** covers levels A1 through B1 in the Common European Framework for Reference (CEFR).

## Key instructional features

### Student support

- A carefully-paced grammar syllabus that students of all ability levels can master
- Explicit, illustrated vocabulary presentations with audio – for study, review, and test preparation
- Easy-to-understand exercise directions that don't require teacher translation
- Listening comprehension activities that help students cope with real spoken language
- Extensive pronunciation exercises that model correct speech
- Controlled, comprehensible readings and exercises that help prepare students for authentic texts and standardized tests
- A bound-in Workbook and a ready-to-use interactive Extra Practice CD-ROM to extend practice outside of the classroom
- **Exclusive for Teen2Teen Plus** Users of **Teen2Teen Plus** have access to exclusive Online Practice on an easy-to-use learning management system, with more than 250 activities. See page xiii for more information.

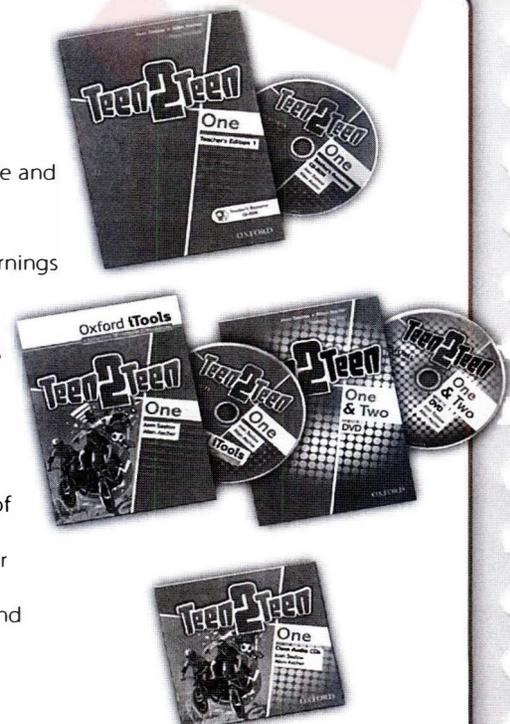


### Student appeal

- “Teen2Teen Friends” – a fictional online social network with a cast of international characters who use English to communicate with each other – just as people do in the real world
- An emphasis on up-to-date conversational social language that appeals to teens’ social nature
- A contemporary teen perspective that addresses teens’ reality and interests

### Teacher support

- Step-by-step Teaching Notes, with at-a-glance answer keys for easy lesson planning
- Picture-dictionary-style captioned vocabulary illustrations for memorable and effective presentations
- Concise grammar charts with simple explanations, clear examples, and warnings about common errors
- A flexible methodology for teachers with a variety of teaching approaches
- Course components:
  - **Student Book** and **Workbook** with **Extra Practice CD-ROM**
  - **Teacher’s Edition** with **Teacher’s Resource CD-ROM**, with a variety of *Worksheets* for further support, *Interactive Grammar Presentations* for classroom presentation, extensive photocopiable and editable *Tests*, and printable *Vocabulary Flashcards*.



### you should visit Brazil!



# Approach and methodology

The **Teen2Teen Student Book** was written specifically for teenagers learning English outside of the English-speaking world, where exposure to English and opportunity to practice take place almost entirely in the setting of a classroom. This **Teacher's Edition** was written specifically for you, the teacher in the foreign language setting, who is the most important model of English for students and their guide in becoming English speakers.

In order to help students notice, remember, and use English, the 12 units in the **Teen2Teen Student Book** integrate and recombine target language in all parts of the unit. Following is a description of the parts of a unit and general teaching suggestions for maximizing their value in the classroom setting. In addition to the general suggestions in this section, you will find specific step-by-step teaching procedures for each page of **Teen2Teen One** in the Teaching Notes section (pages 6–103) of this **Teacher's Edition**.

## Topic Snapshot

All units contain a *Topic Snapshot*, in which students read and listen to an illustrated natural conversation. *Topic Snapshots* introduce the topic of the unit and include one or more examples of target vocabulary, grammar, and social language. Pictures aid comprehension of any new language that appears in the conversation. *Topic Snapshots* also familiarize students with the language of the unit, and whet their appetites for the teen-relevant topic. It is not a model of productive language so there is no direction for students to repeat it. The audio recording of the *Topic Snapshot* promotes comprehension of real spoken English by providing a listening model of natural rhythm and intonation.

## General teaching suggestions

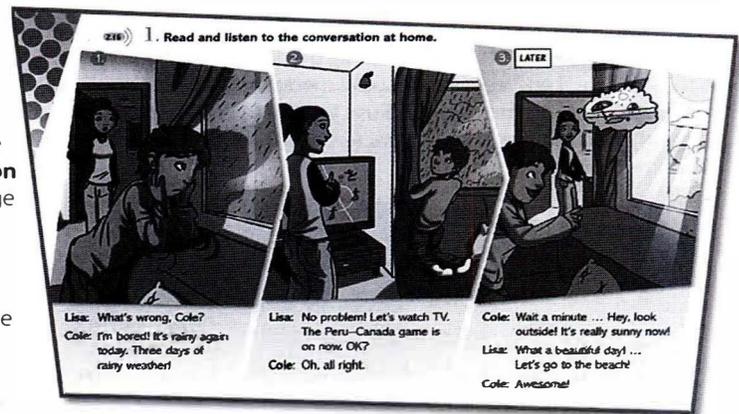
**Note:** The suggestions in this Approach and Methodology section are general. Specific teaching procedures are suggested for every exercise in the Teaching Notes section of this **Teacher's Edition**.

As a warm-up, ask students to study the pictures. Depending on the ability and level of your class, you can ask questions about one or more of the pictures, or ask students to summarize what they see. This helps to build students' expectations and thereby aid their comprehension when they begin to read and listen to the conversation. In some classes, and particularly at the earlier levels of instruction, you may wish to ask students to summarize what they see in the pictures in their first language.

Next, have students read and listen to the entire conversation from the audio. (As an alternative, you can read the conversation aloud.) Don't pause the audio (or stop), but rather let students get the "main idea" of the conversation as they follow the pictures and words. Ask them if they would like to read and listen again. Playing the audio a second time permits students to pay attention to parts they may not have fully understood the first time. If there are questions about the meaning of unknown words, check to see if the picture contains clues to meaning. The illustrations were especially drawn to support meaning of new words. Look at the following example of how embedded pictures define the meaning of words and expressions:

In the first picture, rainy weather is defined by the weather outside the window. In the second picture, Lisa points to the TV, helping students understand *Let's watch TV*. In the third picture, Lisa's thought balloon depicts the meaning of *sunny* and *the beach*.

In this way, translation of new language can be kept to a minimum, decreasing the need for students' first language in the English class and increasing exposure to English, which is so important for learners in the foreign language setting. Using the picture and gestures within it helps build the skill of understanding meaning from context, a key reading strategy.



After the initial presentation via reading and listening, you may wish to play the audio and permit students to listen again, either with books open or closed. Listening again helps accustom students to the rhythm and intonation of natural spoken English.

If you choose to ask comprehension questions, avoid giving the impression that the questions are a "test." Rather, permit students to keep their books open to search in the text for answers. Interacting with the text in this way increases students' exposure to, and familiarity with, the new language and helps build their confidence in approaching a text with some unknown language. Provide encouragement, always reminding students that they do not need to know or understand every word in order to get the gist of what they hear. Specific suggestions for each *Topic Snapshot* can be found in the Teaching Notes.

## To present with a "listening first" focus

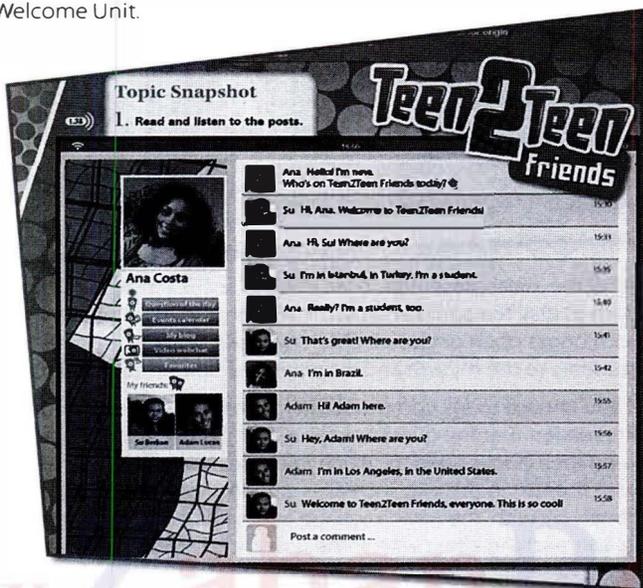
Sometimes, you may wish to vary procedures and present the *Topic Snapshot* initially with books closed, while students listen to the audio. A "listening-first" presentation is substantially more challenging, so it is suggested that students have a few moments to become familiar with the pictures before listening to the audio. Discourage reading of the conversation at this time, however. Students will need to listen several times. Again, if you ask comprehension questions, avoid giving the impression that your questions are a "test." Avoid detail questions, concentrating only on the main idea of the "story." If appropriate, you can let students listen again to confirm their understanding. (Note: Every unit of **Teen2Teen** includes carefully-written *Listening comprehension* activities that are designed to build students' listening skills. It is not necessary to use the *Topic Snapshot* as a *Listening comprehension* activity. However, if you prefer to do so, these are some ideas. A full discussion of methodology of *Listening comprehension* can be found on pages xi–xii.)

Learners almost always want to translate every word they hear or read, believing that not "knowing" the translation of each word into their own language means that they have not "understood." One of the most important listening skills grows out of knowing that understanding and translating are two separate things, and that one can get meaning from hearing or reading in a foreign language without being able to translate all the details.

As a follow-up to the procedures described above, students can complete the comprehension exercise that follows. Since the goal of the *Topic Snapshot* is exposure and comprehension, not active production of language, exercises only check comprehension. Exercises come in a variety of formats: multiple choice; true / false; true / false / no information; matching; classifying; and the like. Answers to all *Topic Snapshot* exercises in the unit can be found in the Teaching Notes.

### In Teen2Teen Friends units

In every third unit (Units 3, 6, 9, and 12), the *Topic Snapshots* are set in the fictional *Teen2Teen Friends* social media website. Continuing characters from around the world use English to communicate with each other on the site. These characters are all introduced in the Welcome Unit.



### Vocabulary

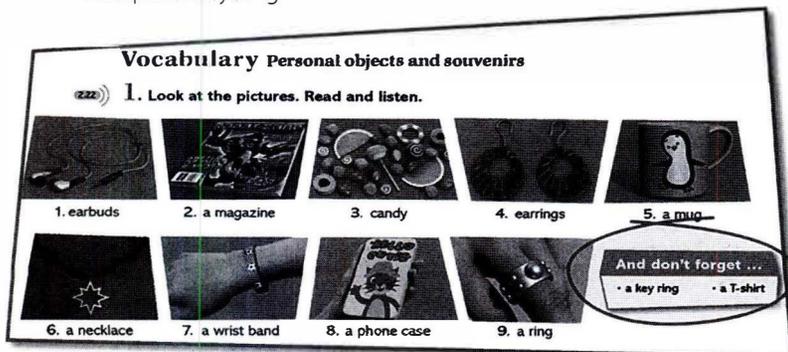
Each unit's vocabulary contains key words and phrases for the unit's topic. *Teen2Teen's* approach is to teach vocabulary explicitly: each new word or phrase is illustrated and captioned to ensure students recognize meaning, and the pronunciation is modeled on the audio. This approach is especially effective for students learning English in the foreign language setting, where students have few opportunities to learn vocabulary outside of an English class.

Because no prior knowledge of vocabulary is expected, students are not asked to match the new vocabulary with pictures. Rather, the explicit presentation of meaning and pronunciation described above precedes any practice of vocabulary. Teaching always precedes "testing."

The vocabulary pictures and audio serve several purposes:

1. They make it unnecessary for teachers to translate new words into students' first language or to search for pictures to present vocabulary on their own;
2. They help students achieve accurate pronunciation and avoid confusion about English spelling;
3. They remain in the book for students to review and use to prepare for exams. Vocabulary sections contain a variety of exercises.

As students' vocabularies grow, a feature called *And don't forget...* reminds them of previously-learned related vocabulary, ensuring adequate recycling:



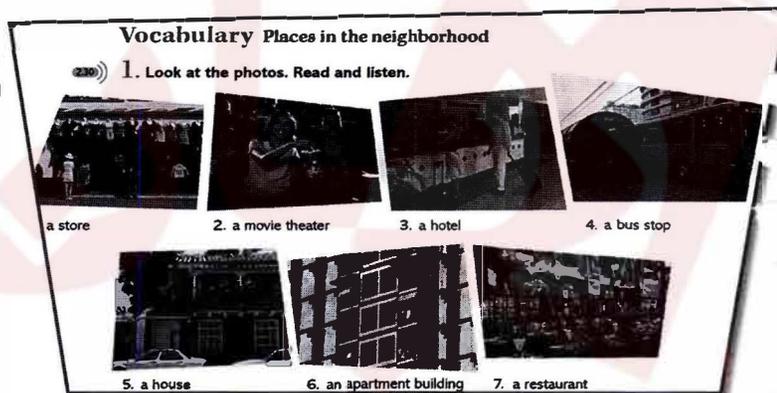
### General teaching suggestions

#### Understanding meaning

An essential step in the learning of new vocabulary is hearing it, especially while seeing it in print as well. In each vocabulary section, students are first directed to *Look at the pictures. Read and listen.* Focus students' attention on the pictures and the captions. Make sure students understand what is being shown. Ask them if they understand the meaning of each word. Because the illustrations have been carefully designed to "define" each word or phrase, there should be few doubts. If any occasionally exist, you can use a gesture, mime meaning, or provide an example relating to people or objects in the classroom to help confirm meaning of the new word or phrase. Suggestions are included in the Teaching Notes.

It is tempting for teachers to "check comprehension" of the vocabulary words by asking students to state the meaning of each new word in the students' first language. Indeed, students themselves often expect such a translation of each new word from the teacher. Although it is not harmful to occasionally translate words, observation has shown that when every new word is automatically translated into students' first language, learners listen for that rather than the new English word. If students do not pay attention to the new English word, the impact and memorability of the vocabulary presentation suffers.

The following example of a *Teen2Teen Vocabulary* presentation demonstrates why translation of vocabulary is not necessary or helpful. Each captioned picture clarifies meaning effectively, leaving no doubts. Translation into first language would only divert students' attention away from the English words or phrases they are learning.



You may wish to vary your presentation of *Vocabulary*. On occasion, you can have students cover the captions with a piece of notebook paper, looking at the illustrations or photographs while they listen to the audio or to you read the words. Another way to make vocabulary memorable is to have students make their own flashcards, drawing their own pictures or using their own photographs or ones from the Internet or magazines similar to the ones in the *Teen2Teen Student Book*. Students can use their flashcards to quiz each other, further reinforcing the language. Alternatively, student-made flashcards can be posted on the walls of the class as a "word wall" to continually remind students of meaning.

#### Pronouncing the vocabulary

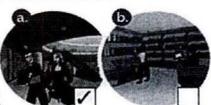
After students understand the meaning of each new word and phrase, a *Pronunciation* exercise directs students to *Listen and repeat*. Learners in the foreign language setting, unlike learners in an English-speaking environment, need an opportunity to say the new words. The value of repetition cannot be exaggerated: for its ability to cement meaning; enable accurate pronunciation; and memorialize the sound of a word without the confusion of English spelling. The *Pronunciation* exercise should never be skipped. *Pronunciation* can be done easily as whole-class choral repetition

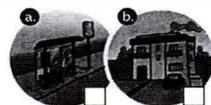
because each *Vocabulary* item is short and there is a pause on the audio in which students can repeat.

### Practicing the vocabulary

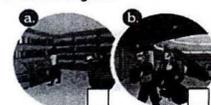
A variety of exercises permits practice of the new words and phrases. Often these include a *Listening comprehension* exercise. In the following example, students listen to a series of conversations using the Places in the neighborhood Vocabulary. They then (in Exercise 3 below) complete statements to demonstrate understanding by choosing the correct word.

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

1. She's at the ...  


2. The ... is around the corner.  


3. The big building is a ...  


4. The ... is great.  


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


Vocabulary exercises are graded in difficulty and include a variety of receptive and productive responses. This grading builds students' confidence and mastery of new words and phrases. In the exercise below (Exercise 4), students demonstrate that they can use the Vocabulary by completing a statement using a new word. There are specific teaching suggestions for each Vocabulary exercise in the Teaching Notes.

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

1. She's at the mall.  
 2. The restaurant is around the corner.  
 3. The big building is a building.  
 4. The building is great.  
 5. Charlie's building is on Main Street.

### Printable Vocabulary Flashcards

You'll find printable *Vocabulary Flashcards* on the **Teacher's Resource CD-ROM**, in this **Teacher's Edition**. Use these as a tool to present, practice, and test the key vocabulary items in *Teen2Teen*.



At least one time in each unit, following Vocabulary or Grammar, an exercise called *About you!* appears. It is important for students to have opportunities to personalize what they have learned. In the following *About you!* exercise, students use the *Vocabulary* they have just learned to make personal statements.

**About you!** Complete the statement about your neighborhood.  
 In my neighborhood, there \_\_\_\_\_

### General teaching suggestions

Students should complete *About you!* activities individually. If you feel it is appropriate for your class, you can invite individual students to share what they wrote with the whole class. Each time you do this, you can ask different students to speak so that all students get an opportunity to express themselves in English throughout the school year.

### Grammar

Although other English course books commonly present grammar solely with examples and paradigms in a chart, students often have questions about the grammar being taught: when to use it, what its purpose is, how it differs from other grammar points. When grammar presentations do not explain the grammar, but merely list examples of it, teachers often find it necessary to conduct grammar lessons entirely in the students' first language. Though there is no harm in clarifying rules in the first language when questions exist, it is the goal of *Teen2Teen* to provide understandable rules in English in order to reduce the necessity for first language instruction – so as to increase students' exposure to English, which is so important in the foreign language setting.

Every new grammar point is presented with a chart containing examples of the grammar as well as, when appropriate and necessary, simple clear rules that students can understand. Target grammar is color highlighted to focus students' attention on each relevant structure.

In the following example, the grammar rule explains at a level understandable to students when to use *there is* and when to use *there are*. *There is* and *there are* are color highlighted within the examples.

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

1. Study the grammar.  
 Use *there is* with singular nouns. Use *there are* with plural nouns.

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

**Language tip**

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

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

Also in this example, a Language tip warns students of a common learner error of agreement.

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

1. Study the grammar.

<i>What color are</i> your eyes? They're brown. OR Brown.	<b>Language tip</b> • Always use <i>is</i> with hair, not <i>are</i> . <i>His hair is brown</i> . NOT <del>His hair are brown</del>
<i>What color is</i> his hair? It's red. OR Red.	
<i>Is your hair black or brown?</i> It's black. OR Black.	

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

As you can see, the clarity and simplicity of explanations makes translation of the grammar lesson into students' first language unnecessary. An added benefit to providing grammar explanations in the Student Book is that students have a ready reference at their fingertips for review and test preparation.

Furthermore, throughout *Teen2Teen*, whenever students may need to recall previously learned grammar, a *Reminder* brings that back for them. In this example, students learn a new use of *can*. The *Reminder* contrasts the new use with what they learned previously.

**Grammar Can for permission**

1. Study the grammar.

Use *Can* and a base form to request permission. To give permission, use a short answer with *can*, or use other expressions of affirmation.

Can I borrow your charger?	(Yes, you can.)
Can we play with your game console?	(Sure. No problem.)
Can my brother use your phone?	(OK)

**Language tip** Use *please* to be polite. Place *please* before the base form.  
Can I please borrow your charger?

**Reminder** You can also use *Can* to ask about ability.  
Can you play the piano?

2. Pronunciation Listen to the grammar examples. Repeat.

### General teaching suggestions

Focus students' attention on the grammar chart. If it contains an illustration or photo showing the grammar in a conversational context, read the conversation aloud so students can see a "living" example of the grammar. Read any grammar rules aloud. Before explaining further, have students look at the examples in the chart, circling the forms that are color highlighted in the examples in the chart, to be sure students visualize the grammar being presented. All learners benefit from visual presentations, so using colored markers can be an effective way to focus attention on the main forms you are pointing out. (For example, you could write the sentence in black, but write the verbs in blue or red.) You may wish to add your own examples and invite students to come to the board to circle the target forms. In stronger groups, students can come to the board and create additional examples of their own that exhibit the grammar point. Specific suggestions are made in the Teaching Notes.

So that students will have a permanent grammar reference in their **Student Book** from which to study and review grammar, the grammar charts follow a deductive approach: a grammar rule is explicitly presented and then followed by clear examples that illustrate the "rule." If you prefer an inductive approach, you can easily vary the order of how you present the material by pointing out the examples first and then asking questions in English or the students' first language to encourage them to infer a "rule."

Noticing activities: *Topic Snapshots* at the beginning of each unit always contain at least one example of the unit's grammar point. One helpful noticing activity is to ask students to return to the *Topic Snapshot* near the beginning of the unit and find one or more examples of the grammar within the conversation.

For example, here is the grammar presentation of the demonstratives *this / that / these / those*.

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

1. Study the grammar.

 this jacket	 that jacket	 these shoes	 those shoes
-----------------	-----------------	-----------------	-----------------

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

2. Pronunciation Listen to the grammar examples. Repeat.

After presenting this grammar, you can ask students to revisit the *Topic Snapshot* from the beginning of the unit to find examples of the grammar in the context of the conversation:

**Topic Snapshot**

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

Mom, look at these great jeans!  
Which jeans?  
The black ones. Look! Next to the jackets. Are they awesome, or what?  
Let me see.  
Charlotte's jeans are nice. But they're too expensive.  
Oh, Mom!  
No, really, Charlotte. Look at the price!

What about this blue skirt, Mom?  
It's really cool. It's perfect for school. And it's not so expensive.  
That's true. And it's pretty. OK. Let's buy the skirt!  
Thanks, Mom. You're the best!

Identifying the target grammar in the context of the *Topic Snapshot* conversation provides more exposure to the grammar, helping to make it memorable and providing a model of the use of the grammar in real communication. Many specific teaching suggestions accompany the grammar charts in the Teaching Notes.

### Pronunciation

A *Pronunciation* exercise is included in grammar sections, permitting students to hear the pronunciation, rhythm, and intonation of the grammar examples from the grammar chart or from one of the grammar exercises that follow it. Hearing and repeating the examples of the grammar further reinforces the grammar itself and provides a memorable model of how that grammar is used in natural spoken English.

### Grading of exercises

*Grammar* exercises are carefully graded from easier to more challenging. They generally move, when appropriate, from ones requiring recognition to ones requiring production of the target grammar. For that reason, it is suggested that the exercises be done in order. All exercises require a written response. Many have a picture stimulus. Some exercises require listening. Whenever possible, the grammar exercises also integrate the unit's vocabulary for memorability and further reinforcement of meaning and use. Answers to all *Grammar* exercises are in the Teaching Notes.

Some *Grammar* exercises are presented through *Listening comprehension*. Students listen to conversations or monologues that use the target grammar, and they demonstrate understanding with a written response.

*Grammar* exercises can be done by students working individually, or, as an alternative, you may wish to do the exercises with the class as a whole, with students providing answers aloud. All *Grammar* exercises provide the first answer so students can understand what is expected. It is recommended that you complete the first item with or for the students to be sure they understand the task. Before completing the first item, be sure to focus students' attention on it in the book so they understand what you are demonstrating. It can even be helpful to copy the first item on the board and handwrite

the example answer for all students to see. In this way, you will reduce the need to explain the exercise as students work on it. Circulate around the room to provide help and answer questions that may nevertheless come up.

On occasion, in large classes where it is difficult to do oral work with students, you may wish to divide the class into two groups with one group completing the exercise independently while you do oral work with the other one. Then the two groups can change activities, giving the second group a chance to do the exercise while you do oral work with the first group. This procedure gives you an opportunity to provide more individual attention to each student and to evaluate oral progress more efficiently.

When the *Grammar* exercises are complete, you can review answers with the whole class, either checking answers as students read them out orally or having students write their answers on the board. If time is short, you can write the answers on the board as students check and correct their own work. For variety, students can exchange books and check their partners' work.

### Interactive Grammar Presentations

On the **Teacher's Resource CD-ROM** and **iTools**, there is one *Interactive Grammar Presentation* per grammar point in the **Student Book**. The presentations are organized by unit, and for each grammar point there are three sections. The first section is an exact copy of the grammar charts from the **Student Book**, with the *Pronunciation* audio where relevant. The second section is a controlled activity which practices the grammar, while the third section is a freer activity, often using visual prompts to elicit the grammar point. These last two sections are new material which is exclusive to the *Interactive Grammar Presentations*, and can be completed orally as an open class activity, or individually.

## Reading

The approach to reading in **Teen2Teen** meets several key needs for the effective development of reading skills and strategies. Students are exposed to a variety of authentic reading genres, representing both print and digital text types. *Reading* texts integrate and reinforce vocabulary and grammar from the unit and previous units. The texts engage student interest through topics appropriate to teens. Each *Reading* text includes illustrations or photos that support comprehension. The exercises that follow each text have been carefully designed so students apply key reading skills and strategies they will need for exams and understanding authentic texts.

### Level of language within Reading texts

In order for students to continuously improve their ability to read authentic texts in English, it is important that reading texts in course materials be neither too easy nor too challenging. If *Reading* texts are written strictly with known language, students do not develop the ability to guess new words from context or cope with unknown words. However, if *Reading* texts are written at a level higher than students can handle, that leads to frustration and over-dependence on translation. The *Reading* texts in **Teen2Teen** have been carefully written to be comprehensible to students, and to include a small amount of unknown language that is understandable from context.

Most of the *Reading* texts in **Teen2Teen** are on the **Class Audio CDs**, for several reasons:

1. Students get additional practice listening to natural spoken language, but in this case, in a narrative (rather than a conversational) format;
2. Hearing a reading text aloud increases awareness of how language is "chunked," so students become familiar with English collocations (words that normally go together);

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3. Although the use of the audio of the *Reading* is optional, reading while listening to the audio increases reading speed because students pace themselves to keep up with what they hear.

In the *Teen2Teen Friends* units (3, 6, 9, and 12), *Readings* are usually blog posts by the fictional **Teen2Teen** characters.

The directions that precede each *Reading* include a question that helps students focus their attention as they read. In the example below, they have to determine which athlete is from the U.K. The photos support comprehension, for example, in the first two sections, by defining *weightlifter*, *strong*,  *jumper*, and  *jump*. The reading integrates the unit grammar of *can* for abilities. Specific suggestions for pre-reading, reading, and post-reading, as well as answers to all the activities, are made in the Teaching Notes.

**Reading Profiles of international athletes**

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

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

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

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

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

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

A variety of activity types accompany each reading text across the units. These exercises are designed to focus students' attention and ensure comprehension as well as apply unit target language.

### Reading skills and strategies

One of the *Reading* exercises in each unit can optionally be used to develop a specific reading skill or strategy. All exercises can be used as traditional comprehension activities. However, if you wish to raise your students' awareness of these skills and strategies, there are specific teaching suggestions included in the Teaching Notes. All reading skills and strategies can be seen in the Learning Objectives on pages 4-5.

**9 Teen2Teen**

There's a school next door. page 62

- there is / there are
- Questions with How many
- Expressions of location in the neighborhood
- Places in the neighborhood
- Ask about a neighborhood

**Reading**

- Ask about your neighborhood
- Skill / strategy: Find supporting details

**Writing page 94**

- Connecting words with commas and and

Review: Units 7-9 pages 68-69  
All About You Progress Check

Cross-curricular Reading: Earth Science page 98

Teen2Teen Magazine 3 page 102

### General teaching suggestions

Before reading, ask students to notice the accompanying art or photos. For example, students should recognize any previously taught *Vocabulary*. Ask them to describe what they see in the pictures, and ask them specific questions to elicit *Vocabulary* or *Grammar*.

Read the direction line for the first activity aloud, including the "focus" question. Ask students to look for the answer to the question as they read the article the first time. Then follow up and ask them to confirm that they have been able to answer the question. Suggestions for follow-up questions for Exercise 1 are made in the Teaching Notes. Allow students to read the text more than once if necessary to answer further questions.

You may wish to vary your approach to introducing the *Reading* text. For example, instead of having students listen as they read, you can ask them to read without listening for the first time they read. Use the follow-up questions suggested in the Teaching Notes. Then ask them to read along with the audio for the second or third time they read.

Another approach, for a stronger class, would be to have students listen first with books closed. You can follow the listening with some general questions and then ask students to read along with the audio afterward to confirm their answers. And of course you can skip the audio altogether if you are more comfortable with silent reading only.

Reading exercises are designed to be completed individually. However, it is a good idea to vary your approach from unit to unit. Students can work in pairs afterwards to compare and discuss their answers, or they can work together from the beginning to complete the exercise. Another approach is to write the exercise items on the board and invite students to come individually to complete them. Or you can do an exercise as a whole class activity and ask the class to give you the answers to write on the board.

## Teen2Teen

Every unit concludes with a model conversation that provides a social application of the language in the unit, using appealing authentic language appropriate to “teen-to-teen” communication. Teens are very social beings, so it is important for them to be able to apply the language they have learned in a communicative context that has social relevance to them. Although some unit grammar and vocabulary is included in the conversation, the primary purpose of the conversation is not grammar, but social language. **Teen2Teen** conversation models are short and easy to remember. An example follows:

The screenshot shows a digital interface for a Teen2Teen audio CD. At the top, it says "Teen2Teen Confirm the time of a class". Below this, there are two main sections:

- 1. Read and listen to the conversation.** This section contains a dialogue between two people, A and B.
  - A: Hey, Andrew. What time is it?
  - B: It's 3:45.
  - A: 3:45? What time's math class?
  - B: It's at 4:00.
  - A: Are you sure?
  - B: Yes, I am. It's OK. You're early.
  - A: That's great!
- 2. Pronunciation Listen and repeat.** This section is partially visible at the bottom of the screenshot.

On the left side of the interface, there are "Responses" listed: "You're early." → "That's great!", "You're on time." → "That's great!", and "You're late." → "Oh, no! ...".

Although this conversation is from a unit that presents telling time (and includes a statement of time: “It’s 3:45.”) the conversation’s primary purpose is to model the following social language: greeting a friend; asking about the time; confirming information; asking for and providing reassurance; and expressing relief.

All actors on the **Teen2Teen Class Audio CDs** are native speakers of standard American English. The pace of the conversations is slow, yet natural and authentic, so students will be able to imitate the speakers comfortably, yet accurately.

## General teaching suggestions

### Warm up

*Teen2Teen* conversations are all accompanied by photographs that help set the scene for the conversation and give it a reality. The photos also serve an instructional purpose: they can be used to activate the language of the conversation. You can begin by directing students’ attention to the photos and asking questions. When formulating your own question, it is important to be realistic

about what students are able to produce in their answer. As students become more advanced, more questions can elicit fuller and more complex responses. For the conversation above, realistic questions such as *Are they at home or at school? Are they friends? What are they doing in the photo?* are appropriate because students have enough language to answer, based on the information in the photo. Specific questions for each *Teen2Teen* conversation are provided for you in the Teaching Notes.

As an alternative, you could ask students to formulate their own questions about the photos. In this way, students are building an awareness of what the conversation will be about and developing an interest in reading and listening to it.

Have students listen to the conversation as they read along in their books. As an alternative with stronger groups, you can vary and have students listen with books closed. An advantage of presenting the conversation with books closed is that students are not distracted by the written word and are therefore more attentive to the pronunciation, rhythm, and intonation of the language in the conversation. The closed-book presentation process also gives students additional practice in comprehending spoken language that integrates the vocabulary and grammar of the unit. It is a good idea to vary your initial presentation of the conversation, with an eye to keeping class sessions fresh and interesting.

As an optional noticing activity, ask students to find and circle the target grammar they learned in this unit within the *Teen2Teen* conversation model. In this way, students will see the social and communicative value of having learned the grammar, rather than seeing it just as random course content with no practical use.

### Pronunciation

All *Teen2Teen* conversations are followed by a *Pronunciation* activity. In this activity, students listen and repeat the conversation line by line. Tell students to listen carefully to and to imitate the pronunciation, rhythm, and intonation of the speakers on the audio.

When conducting *Pronunciation* exercises, it is important to keep the pace of the repetition lively and to vary the procedure, in order to keep the process from becoming boring and meaningless. Several alternative procedures are:

1. Have the whole class repeat each line after the audio;
2. Divide the class into two groups, with the group on one side of the class reading A’s lines and the group on the other side of the class reading B’s lines, and then reversing roles of the groups;
3. Divide the class into boys and girls, with the boys reading A’s lines and the girls reading B’s lines, and then reversing roles of the groups;
4. Having students read together in pairs as A and B and then reversing roles. The goal is to permit students several opportunities to repeat, which further builds their memory of the social language and increases the accuracy and comprehensibility of their pronunciation, rhythm, and intonation.

It is also important to pay attention to the effect students’ pronunciation has on the social nature and intent of these conversations. Make sure students use socially appropriate intonation and pitch with each line. For example, if one speaker is politely asking if the other is busy, students should not speak in a monotone. They should sound friendly and polite.

### Guided conversation

It is important to bridge the gap between simply repeating a conversation mechanically and expecting students to role-play freely using the language within it. Although we all want students to be able to engage in conversation, expecting students (especially teenagers) to be able to engage in free uncontrolled role-play in a large classroom is somewhat unrealistic. Students need time and a safe and confidence-building opportunity to

**4. Match each situation with a statement with *should*.**

- |   |  |
|---|--|
| 1. The music at the festival is fantastic.  | a. We should go to the beach.          |
| 2. The black jacket is very expensive.      | b. All our classmates should go there. |
| 3. Betty's Hometown Restaurant is great.    | c. They should go to that restaurant.  |
| 4. That beach is fantastic.                 | d. Your parents should swim there.     |
| 5. The people in New City aren't very nice. | e. She shouldn't go to that city.      |
| 6. The weather is very hot.                 | f. You should buy the white one.       |

**5. Circle the correct word.**

- What's the name of this (that) / these / those restaurant across the street?
- Is (this) / that / these / those restaurant French or Italian? The food is delicious!
- We should visit this / that / these / (those) mountains. They're so beautiful.
- Look at this / that / (these) / those photos of Quito in this book. Are they great or what?
- Which sweater is your favorite? Let's buy (this) / that / these / those blue one right here.

**All About You**

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

 1. Can you ride a bike? You _____	 2. What should I visit in your country? You _____	 3. What are your favorite clothes for school? You _____
--	---	---

**2. Complete the personal statements.**

My favorite color is \_\_\_\_\_ My hometown is \_\_\_\_\_  
 I can \_\_\_\_\_ In my hometown, you should \_\_\_\_\_

**Progress Check**

- ✓ Check what you can do.
- |  |  |
|--|--|
| <input type="checkbox"/> Discuss clothes and colors  | <input type="checkbox"/> Give and accept advice                    |
| <input type="checkbox"/> Give and accept compliments | <input type="checkbox"/> Use the Unit 10–12 grammar and vocabulary |
| <input type="checkbox"/> Describe my abilities       |  |



and *those*, asking the volunteers to vary their examples.

**Exercise 5**

- Ask a volunteer to explain what they have to do.
- Invite a different volunteer to read the example question and to explain why *that* is correct (because *restaurant* is singular, and it's across the street from the speaker).
- Students read the statements and questions and circle the correct form.
- To go over the answers, ask students to read the entire statements aloud.

**All About You**

**Exercise 1**

- Remind the class that this section of the *Review* is an extended opportunity to use English about themselves.
- Students look at the photos, read the speech balloons, and then write an appropriate response.

**ANSWERS**

Students' own answers

**Exercise 2**

- Ask students to look at the information that they need to complete the statements. Check that everyone understands. Students then complete the statements.

**ANSWERS**

Students' own answers

**Progress Check**

Discuss the goals with the class in the students' own language, looking back at the contents of Units 10–12 on pages 70, 76, and 82, and eliciting examples of language for each point.

Students put a check mark next to the things that they can do in English. Circulate while they are doing this and use language from the last three units to remind them, e.g., *What a cool (shirt)!* *Can you read this to me?* *You should write a color here.*

Ask them to demonstrate they can do everything that they have checked (✓).

**Further support**

- Video: Report
- Puzzles
- Review Tests A and B
- Listening Tests A and B
- End-of-Year Tests A and B

**Extension**

- Cross-curricular Reading Units 10–12 page 99
- Teen2Teen Friends Magazine 4 page 103

**Suggestion**

Review the use of *the one / the ones*. Hold up two markers (or pens) of different colors and then place one of them on a student's desk near you. Ask *Which (marker) is on (Name's) desk?* Elicit *The (blue) one*, helping as necessary. Hold up more markers (or pens), including two the same color, to practice the plural form *The (red) ones*.

If you don't have two markers or pens of the same color, you could either borrow from a student or draw two pairs of pants on the board in different colors (using black outline and filled with white if necessary). Give one pair very thin straight legs and the other very wide flared legs. Ask *Which pants should I buy?* and elicit the students' ideas with the plural form *The (white) ones*.

**Exercise 4**

- First, ask the students to read the six situations on the left. Then focus on the statements with *should* and explain that the students need to read carefully to find the best possible match.
- You may want to suggest that they use a pencil at first and then go over the lines in pen once they are sure of the best match in each case.
- Give students oral practice by asking twelve different students to read the situations aloud and correct matching statements.

**Suggestion**

Involve the students in reviewing demonstratives. Hold up a pen and say *This pen is (blue)*. Then ask for a volunteer to come and "teach" the class how to use *that*. If necessary, encourage the student who volunteers to place a pen on a student's desk, pointing and saying *That pen is on (Name's) desk*. Continue with these

# Cross-curricular Reading: Units 7–9

## Cross-curricular topic

Earth Science

Storms

### Aim

Use English to learn about storms

### Exercise 1 2-69

- Focus on the photos and invite the students to guess the topic (*storms*). Ask the class whether it's always rainy when there's a storm and elicit everyone's ideas.
- Play the CD or read the texts aloud while students follow and check their ideas. Point out that there are new words which they might be able to guess the meaning of, but also tell them to use the photos to help as well.
- After they have found the answer, ask the class which new words they think they were able to guess the meaning of. Check their ideas, e.g., *tornado*, *kilometers*, *approximately*, and *northern*, and they may also recognize *typhoon* from the photo.
- Use the photos to elicit the meaning of *hurricane*, *blizzard*, and *snow*.

### ANSWER

No, a blizzard isn't rainy. There's lots of snow.

### Usage

*Brrr!* is used in writing to represent the action of shivering from the cold. It is not said in spoken English because it's obvious from the physical action.

English uses a comma in big numbers (e.g., 1,200) and a period (or *decimal point*) to separate whole numbers from tenths (e.g., 1.6, see *Project*).

According to scientists, a *blizzard* is when the wind is stronger than 56 km/h. Otherwise, the word used is *snowstorm*.

- You could refer students to page 104 for big numbers and model these numbers for students to hear them in English:  
480 *four hundred eighty*  
/fɔː ˌhʌndrəd ˈeɪtɪ/  
1,200 *one thousand two hundred*  
/wʌn ˌθaʊznd ˌtu ˌhʌndrəd/  
120 *one hundred twenty*  
/twɛnti/  
(also often *one twenty* /wʌn ˈtwɛnti/).

### Suggestion

Once the class know the meaning of the words for storms, it is useful for students to practice them for use in this lesson:

*tornado* /tɔːˈneɪdɔːl/

*hurricane* /ˈhʌrəkən/

## Earth Science: Storms

### 1. Read about storms. Is the weather rainy in all storms?

In a storm, the weather is very bad, with strong winds. Sometimes there is rain, and sometimes there isn't. Here are three types of bad storms.

#### Tornadoes



It's very hot and cloudy, and now there's a tornado! Lots of tornadoes are small, but the winds in a tornado are strong. Some big tornadoes are three kilometers across with 480-kilometer-per-hour winds! There are lots of tornadoes in the United States, approximately 1200 each year.

#### Hurricanes or Typhoons



Here is a hurricane in the Caribbean. In Asia, the name for a hurricane is a "typhoon." Hurricanes are big storms, with lots of wind and rain. The weather in the eye, or middle, of the hurricane is sunny and nice. But outside the eye, the winds are strong, sometimes 120 kilometers per hour. There are lots of hurricanes and typhoons between the months of June and November.

#### Blizzards



Brrr! It's really cold outside! From November to March, there are blizzards in Canada, the United States and northern Europe. There are strong winds and lots of snow. When there's a blizzard, stay home!

### 2. Check the storms for each description.

1. There is lots of wind.

- tornadoes  
 hurricanes  
 blizzards

2. There is lots of rain.

- tornadoes  
 hurricanes  
 blizzards

3. There is lots of snow.

- tornadoes  
 hurricanes  
 blizzards

4. There are lots of small ones.

- tornadoes  
 hurricanes  
 blizzards

5. There is cold weather.

- tornadoes  
 hurricanes  
 blizzards

6. There is hot and cloudy weather.

- tornadoes  
 hurricanes  
 blizzards

### 3. Choose the correct answer.

1. Another name for a hurricane is ...

- a. a tornado.  b. a typhoon. c. a blizzard.

2. All three storms have lots of ...

- a. rain. b. snow.  c. wind.

3. The wind in some big tornadoes is ... kilometers per hour.

- a. 120 b. 1200  c. 480

4. There are lots of tornadoes in ...

- a. the U.S. b. Asia. c. Northern Europe.

5. Canada has ...

- a. blizzards. b. hurricanes. c. typhoons.

6. The weather in the eye of a hurricane is ...

- a. rainy. b. snowy.  c. sunny.



### Project Storm research

Research news about a storm in your country or another place in the world. Write a description with photos or drawings and information like this:

Place: Joplin, Missouri (the U.S.)

Date: May 22, 2011 (at 5:34 p.m.)

Kind of storm: tornado

Description: Joplin's third tornado, 1.6 kilometers across, very strong winds

98 ninety-eight

*typhoon* /taɪˈfuːn/  
*blizzard* /ˈblɪzəd/

### Exercise 2

- Students read the descriptions and check the appropriate boxes.
- If the students have practiced the pronunciation of the key words, they can use them to give answers orally. If not, students can compare answers in pairs before you model the words.
- Option:** *Classify information*  
To reinforce the strategy, write *tornadoes*, *hurricanes*, and *blizzards* as column headings on the board. Write the numbers 1–6 vertically to the left of the first column, review each item from the exercise, and write a check mark in the appropriate column.

### Exercise 3

- Students refer back to the texts and circle the correct letters.
- To check, students call out the letters. Read them the statement to confirm.

### Project: Storm research

- Students will need time to research at home. In class, focus on the example, pointing out the decimal point in 1.6.
- Ask them to prepare a rough draft and check it for capital letters, the date, and the correct use of decimal points (not commas) in any measurements.
- Encourage students to print off photos or maps from the Internet, or to draw maps themselves, to show where the storm started and traveled.

# Life Science: Biodiversity

## 1. Read the article about animals. In your opinion, which animals are cute?

There are lots of kinds of animals in the world. Some animals live in hot regions. Other animals live in cold regions. Some are very big, and others are very small.

### Elephants and cheetahs



Elephants are land animals, but they can swim too.

Cheetahs can run really, really fast!

Elephants and cheetahs live in regions where it is hot. African elephants are very big, with very large ears. Some are four meters tall and weigh 6,000 kilograms. Cheetahs aren't big, but they can run approximately 115 kilometers per hour!

### Polar bears and penguins

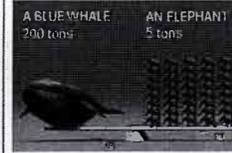


Polar bears are big. That water looks so cold!

Penguins are so cute!

Polar bears live in cold regions in the north, like Canada. They are white (like snow) and beautiful. They can swim in very cold water. Penguins live in cold places in the south, like Argentina and Chile. Penguins can't fly at all, but they can run and swim very fast.

### Whales



A BLUE WHALE 200 tons

AN ELEPHANT 5 tons

Elephants, cheetahs, polar bears, and penguins live on land. But some animals, like whales, swim in oceans all over the world, in both hot and cold regions. Some whales, like the blue whale, are very large. Next to a whale, an elephant looks very small.

Every continent has different kinds of animals. The name for differences in animals is biodiversity. Biodiversity is beautiful!

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

- The article is about different animals.  T  F
- Elephants and polar bears live in the water.  T  F
- Elephants and whales can swim.  T  F
- Polar bears live in hot regions.  T  F
- Penguins live in cold regions.  T  F
- Whales are very big.  T  F

## 3. Classify the animals, according to the information in the article.

Write check marks (✓) in the chart.

	elephants	cheetahs	polar bears	penguins	whales
1. live on land	✓	✓	✓	✓	
2. live in the water					✓
3. live in hot regions	✓	✓			✓
4. live in cold regions			✓	✓	✓
5. can swim	✓		✓	✓	✓
6. can run		✓		✓	

## Project Animal posters

Make a poster of your favorite animal with a photo or a drawing. Describe the animal and its abilities. Put the posters on the wall in your classroom.

- think that cheetahs are *cute*; others may think elephants' trunks are *cute*.)
- Discuss in the students' own language the meaning of *biodiversity* /baɪəʊdə'vɜːsəti/ and use the concept to explain the meaning of *kind* as a noun. Ask them to guess the meaning of *region*, too.
- Say *We live in (name of country). Our hometown is (name of hometown). We live in (name of hometown)*. Ask students to guess the meaning of the verb *live*. Then teach the meaning of *water* and *land*.
- Ask *Can penguins swim?* (Yes, they can.) Add *But they can't fly* and shake your head. Ask *Can elephants fly?* (No, they can't) and make sure that everyone understands the new word.
- Explain the meaning of *look*, using the students' own language, near the end of the text.
- Read the last line aloud: *Every ... beautiful*. Congratulate the class that they are studying science in English.

## ANSWERS

### Students' own answers

### Exercise 2

- Tell them to circle *T* or *F* based on the text, not just on the photos.
- Students compare answers in pairs.

### Exercise 3

- Focus on the example and establish that this information is in the article. Then say *Elephants live in the water. Yes or no?* (No). Tell them to continue, only checking the phrases that apply to each animal.
- Students compare answers in pairs.
- Option:** *Classify information*  
To reinforce this strategy after Exercise 3, write these key words across the board as six headings: *land water hot cold swim run*. Assign an animal to each of five volunteers and invite them out in turn to write the animal names in the relevant columns. The class watch and check.

### Project: Animal posters

- If you want to display the posters in the classroom, establish the size before students begin their work.
- Students will need time to find a photo at home unless they want to draw their animal.
- They use information from the article, and other language that they know, referring to the animals in the plural to avoid the simple present -s.

## Cross-curricular Reading: Units 10-12

### Cross-curricular topic

Life Science

Biodiversity

### Aim

Use English to learn about biodiversity

### Option

Ask students to name their favorite wild animals in their own language. Explain that they will find in today's class that some animal names in English may be very similar to the names in their own language.

### BACKGROUND INFORMATION

The United Nations declared 2010-2020 as the decade for biodiversity, with many annual events already established internationally.

### Note

Students study the simple present in *Teen2Teen Two*, Unit 5. At this stage, they only need to know the meaning of the new verbs in the article.

### Exercise 1 2-70

- Play the CD or read the article aloud while students follow.
- Ask them to look at the photos, thinking about which of these animals are *cute*.
- Practice the pronunciation of the plural animal names in the article, pointing out differences between the words in English and their own language:  
*elephants* /'ɛləfənts/  
*cheetahs* /'tʃiːtəz/  
*polar bears* /'pəʊlə, bɜːz/  
*penguins* /'pɛŋgwɪnz/  
*whales* /weɪlz/
- Then ask *Which of these animals are cute?* (Some students may like cats and

# Teen2Teen Friends Magazine 1

## Aim

Extend reading skills through texts written from the perspective of the *Teen2Teen Friends*

## Warm-up

Ask students to leave their books closed. Write *Su*, *Adam*, and *Ana* on the board. Point to the name *Su* and ask *Where's she from?* (Turkey). Invite volunteers to form the questions about Adam (*Where's he from?*) and Ana (*Where's she from?*) for their classmates to answer (*the U.S. and Brasilia*).

## Exercise 1

- Ask students to look at the magazine to find what cities they are from.
- Play the CD or read the texts aloud while students follow.
- Focus on the phrase *This is* to introduce someone. Demonstrate by pretending to introduce one student to another, e.g., (*Name*), *this is (Name)*.
- Explain the meaning of *I always say*. (Students will study adverbs of frequency with the *simple present* in *Teen2Teen Two*, Unit 6.)
- **Option:** If you chose not to present the form *Mrs.* (for a married woman) on page 11, you may want to explain here that when referring to a married couple, people usually say *Mr. and Mrs.*

## ANSWERS

*Su* is from Istanbul. *Adam* is from Los Angeles. *Ana* is from Brasilia.

## Exercise 2

- Establish that the students have to write the correct letter for each question. Explain that they should use each letter as many times as they need.
- When you go over the answers, make sure students pronounce the letters *a*, *b*, *c*, *d* correctly in English.

## Exercise 3

- Use the example to explain that students need to use one affirmative and one negative form of the verb *be*, in either order, to make the statements true. Tell them to check whether they need singular or plural forms.
- It is useful practice for students to read out the whole statements for everyone to check their answers, as they cover much of the core language. You may need to remind the student reading number 2 of the pronunciation of *the JK Bridge* /ðə ,dʒeɪ ,keɪ 'brɪdʒ/.
- Make sure that no one has used *'re not* in the first statement in number 9. If necessary, write the incorrect phrase on the board and cross it out: ~~*Are*~~

**1** **Teen2Teen Friends Magazine**

1. Read about the Teen2Teen friends. What cities are they from?

**Hello. I'm Su, and I'm from Istanbul in Turkey. This is my big sister, Asli. Our family name is Berkan. My sister isn't a student. She's a teacher! She isn't on Teen2Teen Friends, but I am!**

**Hi, I'm Adam Lucas. I'm from Los Angeles in the U.S. This is my little brother. His name is Anthony, but I always say, "Hey, Tony!" Tony is his nickname. He's really cool! We're both students. I'm on Teen2Teen Friends. Are you?**

**I'm Ana Costa, and I'm from Brazil. This is my mom and dad. Brasilia's my hometown. Look at the picture! It's the famous JK Bridge! It's really awesome.**

**2. Match the questions and the answers, according to the magazine.**

a. Asli Berkan  
b. Tony Lucas  
c. Mr. and Mrs. Costa  
d. The JK Bridge

- Who is from Brasilia?
- Who is a teacher?
- What is famous?
- Who is a big sister?
- What's in Ana's photo?
- Who is Anthony?
- Who is cool?
- Who is a student?

**3. Complete each statement with an affirmative or negative form of the verb be.**

- Su Berkan* isn't from the United States. She is from Turkey.
- The JK Bridge isn't in Los Angeles. It is in Brasilia.
- Tony isn't Ana's little brother. He is Adam's little brother.
- Asli isn't on Teen2Teen Friends. Su is on Teen2Teen Friends.
- Ana isn't from Istanbul. She is from Brasilia.
- Tony is Anthony's nickname. It isn't Adam's nickname.
- Su isn't a teacher. Her sister, Asli, is a teacher.
- Brasilia isn't Adam's hometown. It is Ana's hometown.
- Ana and her parents aren't in Istanbul. They are in Brasilia.

100

one hundred

For Units

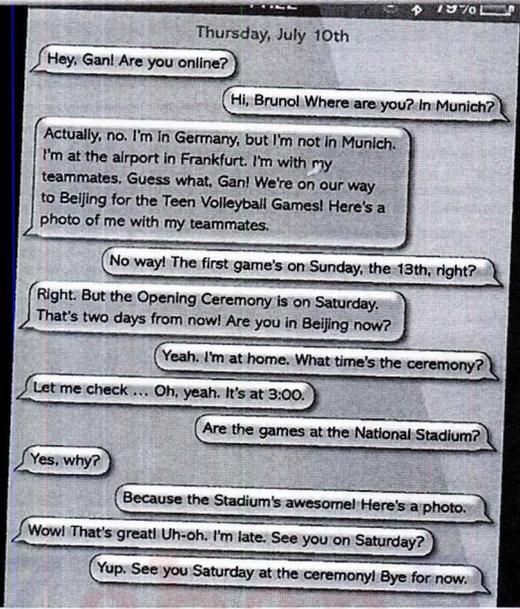
~~*and her parents're not*~~, and stress that this contraction is only used after a pronoun: *you're not / we're not / they're not*.

- **Option: Confirming facts**  
Students will know some of the answers from what they have learned about the characters earlier in *Teen2Teen*, but ask them to find information in the text to confirm the facts, e.g., Adam says *I'm from Los Angeles*, but Ana states *Brasilia's my hometown*.

## ALTERNATIVE ANSWERS

- is not ... It's
- 's not / is not ... He's
- 's not / is not ... Su's
- 's not / is not ... She's
- 's ... 's not / is not
- 's not / is not ... She's
- 's not / is not ... It's
- 's not / is not ... It's
- are not ... 're

## 1. Read the text messages between Gan and Bruno. Where are the two friends?



## 2. Read quickly for days, dates, and times. Complete each statement, according to the messages. Use ordinal numbers for dates. Use words for clock times.

- Today is Thursday, July 10th.
- The date of the Opening Ceremony is July 12th.
- The first game is on Sunday, July 13th.
- The Opening Ceremony is at three o'clock on Saturday.

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

- Gan is in his hometown.  T /  F
- Frankfurt isn't in Germany.  T /  F
- Gan is with his teammates at the airport.  T /  F
- Bruno's team is a volleyball team.  T /  F
- The Teen Volleyball Games are in Beijing.  T /  F
- Gan is on the team.  T /  F
- The first game is on Saturday.  T /  F
- The Opening Ceremony is in the afternoon.  T /  F
- The Games are at the National Stadium.  T /  F

### Usage

The expression *be on (our) way* can be used in any tense and with any possessive adjective, e.g., *I was on my way to the game when I saw my friend.* *Yup* is an informal way of saying *Yes* used in spoken English and in informal immediate forms of written communication such as text messages, instant messaging, or online chat.

### ANSWER

Gan's in Beijing, China and Bruno's in Frankfurt, Germany.

### Exercise 2

- Explain that students will need to work out some of the answers from more than one piece of information in the text messages.
- If relevant, focus on the preposition nearest each gap first to ask them whether they are looking for a day, a date, or a time.
- Copy the statements onto the board while students are working and then ask volunteers to complete them for everyone to check. Make sure that the students used the ordinal abbreviation *th* correctly in questions 2 and 3, and that they all used a capital letter for *Saturday*, exactly as modeled in the text messages.

**Option: Scan for information**  
To reinforce the strategy, use the direction line to demonstrate that a scanning task asks the students to find certain information. Tell the students to write down all the days, dates, numbers, and times from the text as quickly as they can and to raise their hand when they finish. They should find *Sunday, 13th, Saturday, two,* and *3:00.* Tell them to apply this information to work out the answers to Exercise 2.

### Exercise 3

- Students read the text messages again more thoroughly to decide whether the statements are true or false.

### Usage

*on* is the preposition used to say that someone is part of a team: *I'm on the school team.*

## Teen2Teen Friends Magazine 2

### Aim

Extend reading skills through texts written from the perspective of the characters

### Warm-up

If you are from a different city than the one where you now teach, write these statements on the board and ask students to explain the difference:

*I'm from (Hometown).*  
*I'm in (City) now.*

Alternately, you can ask the class to name a soccer player or other athlete who's currently playing for a team in a different country. Write two statements on the board, gapping *from* and *in* for students to supply the words:

(Name) is \_\_\_ (Country).  
He's / She's \_\_\_ (Country) now.

### Exercise 1 2-72

- Ask students to listen and follow the text messages to find out where the two friends are. Refer to the *Warm-up* to remind them to focus on the boys' current location and ask them to find the city, not just the country.
- Play the CD or read the text messages aloud while students follow.
- Ask students to guess the meaning of *teammates*. To help them with *ceremony*, ask them to think of a similar word in their own language. Then refer to the Olympics and ask what two big ceremonies there are. Hold up your book and open and close it a few times, saying *Opening ... Closing*. Point out that Bruno is flying out to Beijing and is referring to the Opening Ceremony.

# Teen2Teen Friends Magazine 3

## Aim

Extend reading skills through texts written from the perspective of the *Teen2Teen Friends*

## Warm-up

Discuss how students celebrate their birthdays, both with their friends and their families. Talk about other family birthdays, such as their parents' or grandparents' birthdays. Encourage students to use as much English as they can, e.g., family words and the words for places such as *party*, *movie theater*, and *restaurant*.

Students know the meaning of *go to the (beach)*, so even though they aren't themselves yet using the simple present, you can allow them to contribute in their own language and then re-phrase, e.g., *Ah, you go to a Italian restaurant for your parents' birthday. That's great! / What a nice idea! And where's the restaurant? Is it down your street?*, etc.

## Exercise 1 2-73

- Review where the friends are from. Ask *Where's Sandra from? Where's Adam from?* (Sandra's from Colombia and Adam's from the United States). Establish that Sandra has written a text and that Adam has replied by e-mail.
- Ask the students to read both messages to find out where Adam is.
- Play the CD or read the text message and e-mail aloud while students follow.
- Ask the students to work out the meaning of *bookstore* and use the photo to confirm this. Check if students know the meaning of *cable car* and refer to the photo.
- Explain that many different people from all over the world, including celebrities, visit City Lights looking for a wide range of books. Adam likes watching them all and finds it fascinating. Ask students if they know a place anywhere like this.
- Help students to understand *tonight*.

## ANSWER

He's in San Francisco.

# 3 Teen2Teen Friends Magazine

**1. It's November 21st, Adam's fourteenth birthday. Read Sandra's text message and Adam's e-mail. Where is Adam?**

05:35  
Messages  
November 21, 5:35 a.m.  
Sandra Pacheco  
Hey, birthday boy! Happy Birthday! What's up for you today? Is there a party?

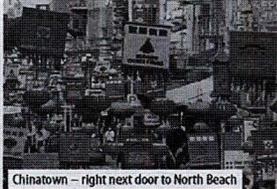
teen2teen/messenger

To: Sandra Pacheco  
Subject: Wow, Sandra, you're up early!  
November 21, 8:00 a.m.

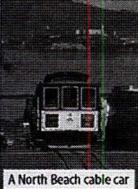
Guess what! I'm not at home in L.A. today. I'm in San Francisco! I'm with my parents. My grandparents are from San Francisco, so we're at their house, not at a hotel. Their house is in North Beach, an awesome neighborhood. There's a cable car stop right in front of their house! There are lots of Italian families in North Beach and of course lots of great Italian restaurants! North Beach's nickname is "Little Italy."

Right around the corner from my grandparents' house there's a famous old bookstore – City Lights. (See my pic). The books are great, but it's my favorite place to watch people! Tonight there's a small family party for me in a restaurant in Chinatown, the neighborhood right next to North Beach – and then a movie.

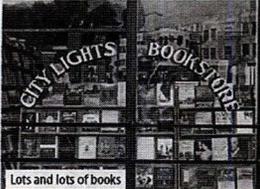
Thanks for the birthday greetings, Sandra! 😊  
Adam



Chinatown – right next door to North Beach



A North Beach cable car



Lots and lots of books

**2. Read the questions. Circle the correct answer.**

- Who is the text message from?
  - From Sandra.
  - From Adam.
- Where is Adam?
  - At a hotel.
  - At his grandparents' house.
- What is North Beach?
  - A beach.
  - A neighborhood.
- Where is Adam's party?
  - In North Beach.
  - In Chinatown.
- Where is Chinatown?
  - Next to North Beach.
  - Around the corner from North Beach.

**3. Look for the following information in the text message and e-mail. Then check T (true), F (false), or NI (no information).**

	T	F	NI
1. Sandra is in Cali.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
2. It's November 21st.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Adam is at home today.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4. Adam's grandparents are Italian.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
5. City Lights is a new bookstore.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6. The party is for Adam.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## Usage

*Birthday boy / girl* is used informally to refer to someone of any age, even an adult, on their birthday.

*Pic* (instead of *photo*) is common in e-correspondence, but it is not used in spoken English or in formal writing.

*Right* is used with locations, to stress the exactness of a place, e.g., *right outside*, *right down the street*, *right around the corner*, *right next door*.

L.A. /eɪ 'leɪ/ is a very common nickname for Los Angeles.

## Exercise 2

- Students circle the correct letter.
- For feedback, the students can ask and answer across the class in "open pairs".

## Exercise 3

- Explain that there are three options, *True*, *False*, and *No information*, and demonstrate with the example. Point

out that although they know that Sandra is from Cali, her text message doesn't say where she is, so the check mark is in the box in the NI column.

- Option: Scan for information**  
To reinforce this strategy, ask students to identify the key words in each statement and to scan the text for information about them, e.g., *Cali*: not mentioned = NI  
*November 21st*: at the top = T  
*at home today*: in *L.A. today* = F  
*grandparents / Italian*: nationality not mentioned, *Italian* only mentioned in connection with restaurants = NI  
*new bookstore*: *old bookstore* = F  
*Adam and his family*: *family party* = T
- Students can answer *T*, *F*, or *NI* to practice the alphabet, or you can model the pronunciation: /tɹu/, /fəʊls/, /noʊ ɪnfər'meɪʃn/.

## A

a  
absolute  
according to  
across the street  
actor  
actually  
advice  
all  
also  
always  
am  
an  
and  
answer  
apartment building  
apologize  
are  
around the corner  
art  
article  
at  
at all  
at home  
at school  
at work  
athlete  
awesome

## B

backpack  
bad  
bathroom  
bathtub  
be  
be careful!  
beach  
beautiful  
because  
bed  
bedroom  
between  
big  
birthday  
black  
blog  
blond  
blouse  
blue  
board  
book  
boot  
bored  
boy

boyfriend  
brother  
brown  
building  
bus  
bus stop  
but  
buy

## C

calendar  
call  
can  
can't  
car  
celebrity  
chair  
check out  
choose  
circle  
city  
class  
classmate  
clock  
clothes  
cloudy  
cold  
color  
come  
complete  
computer science  
concert  
confirm  
convenient  
conversation  
cook  
cool  
correct  
country  
curly  
cute

## D

dad  
dance  
dancer  
dates  
day  
describe  
desk  
different  
do  
don't  
down the street

draw  
dress  
due

## E

e-mail address  
each  
early  
easy  
English  
eraser  
event  
everyone  
example  
expensive  
eyes

## F

false  
family  
family name  
famous  
fantastic  
fast  
father  
favorite  
festival  
first  
food  
forecast  
forget  
Friday  
fridge  
friend  
from  
front  
fun  
furniture

## G

game  
geography  
girl  
girlfriend  
go  
good  
good afternoon  
good evening  
good morning  
good night  
good-bye  
good-looking  
grandfather  
grandma  
grandmother

**S**

Saturday  
say  
schedule  
school  
science  
second  
see you later!  
she  
shirt  
shoe  
short  
shorts  
should  
show  
shower  
showtime  
sign  
sing  
singer  
sink  
sister  
skirt  
small  
so  
sofa  
some  
sometime  
sorry  
souvenir  
speak  
special  
spell  
sports  
state  
statement  
stay home  
straight  
street  
strong  
student  
style  
subject  
suggest  
Sunday  
sunny  
sure  
sweater  
swim

**T**

T-shirt  
table  
tall  
talk  
talk about  
teach  
teacher

teen  
tell  
text  
thanks  
that  
the time  
theater  
their  
there  
there are  
there is  
these  
they  
this  
those  
Thursday  
to  
today  
toilet  
too  
totally  
tourism  
tourist agency  
tourist attraction  
true  
Tuesday

**U**

under  
unscramble  
upload  
use

**V**

very  
video games  
visit

**W**

watch TV  
wavy  
we  
weather  
webchat  
website  
Wednesday  
weight lifter  
welcome  
well  
what  
what color  
what day  
what time  
when  
where  
which  
why  
white  
who  
windy

with  
word  
woman  
wow!  
write

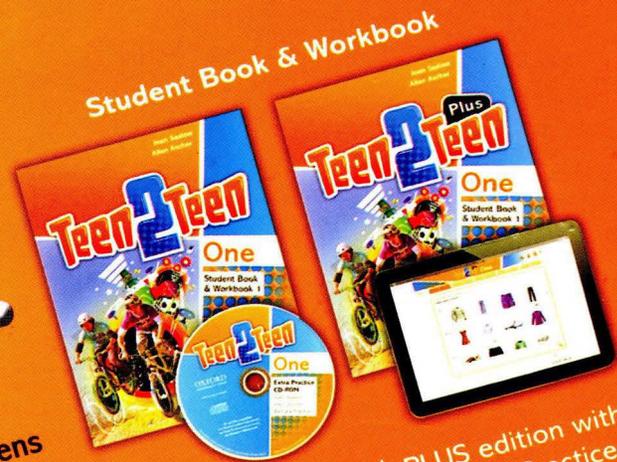
**Y**

years  
yellow  
you  
young  
you're the best!  
your

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ISBN 978-0-19-403412-8  
  
 9 780194 034128