

CAMBRIDGE



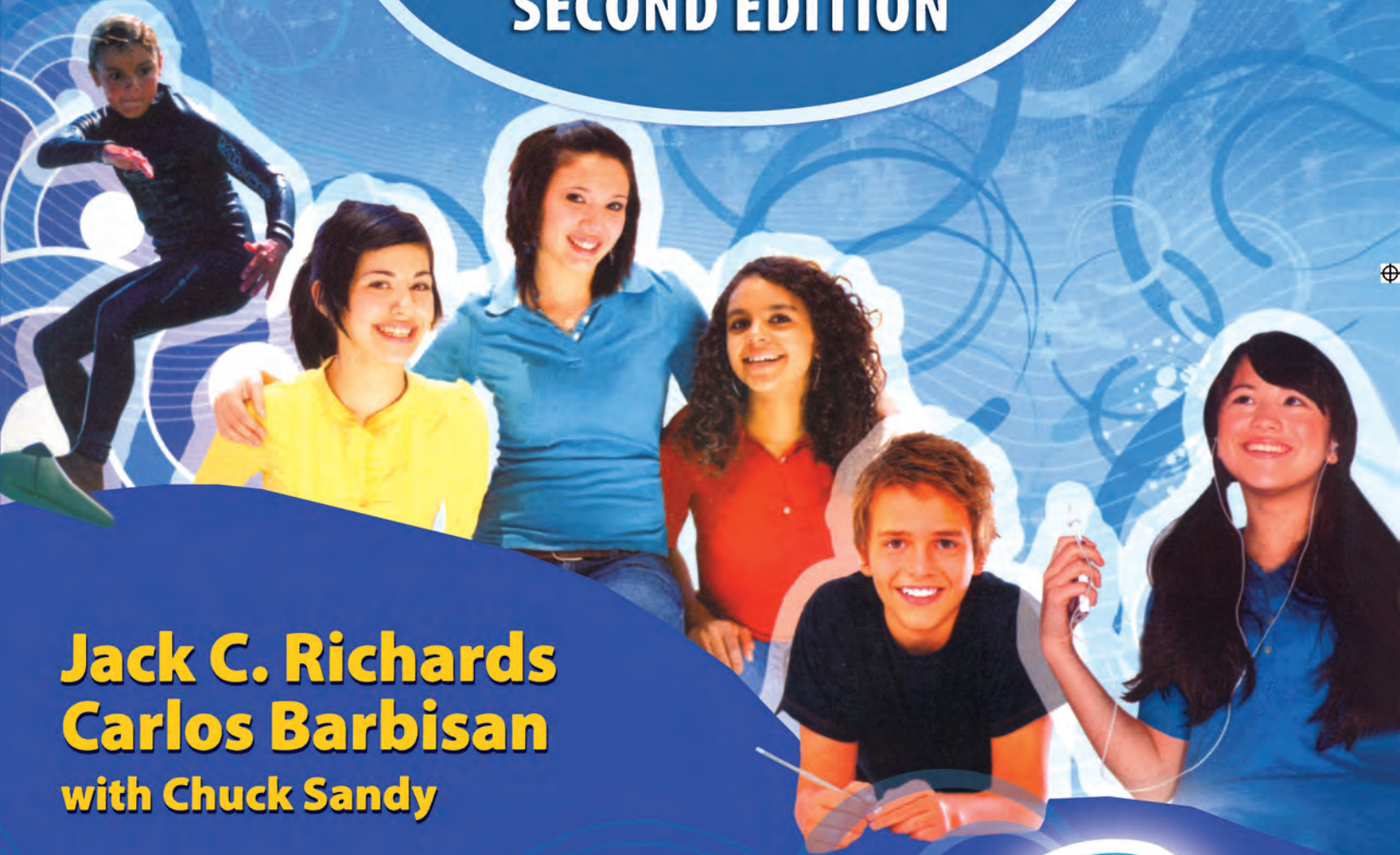
RAHNAMA
P R E S S

@RAHNAMAPRESS
WWW.RAHNAMAPRESS.COM

WITH SELF-STUDY AUDIO

Connect

SECOND EDITION



Jack C. Richards
Carlos Barbisan
with Chuck Sandy

Student's Book

2

Table of Contents

| | |
|-----------------------|----|
| Syllabus | iv |
|-----------------------|----|

Unit 1 All About You and Me

| | |
|------------------------------|----|
| Lesson 1 New friends | 2 |
| Lesson 2 Neighborhoods | 4 |
| Mini-review | 6 |
| Lesson 3 Talents | 8 |
| Lesson 4 Our pets | 10 |
| Get Connected | 12 |
| Review | 14 |

Unit 2 Our Lives and Routines

| | |
|--------------------------------|----|
| Lesson 5 School days | 16 |
| Lesson 6 Free time | 18 |
| Mini-review | 20 |
| Lesson 7 People I admire | 22 |
| Lesson 8 The weekend | 24 |
| Get Connected | 26 |
| Review | 28 |

Unit 3 Sports and Activities

| | |
|----------------------------------|----|
| Lesson 9 Sports fun | 30 |
| Lesson 10 Sports equipment | 32 |
| Mini-review | 34 |
| Lesson 11 Off to camp | 36 |
| Lesson 12 At camp | 38 |
| Get Connected | 40 |
| Review | 42 |

Unit 4 My Interests

| | |
|--------------------------------------|----|
| Lesson 13 I like music | 44 |
| Lesson 14 Let's look online | 46 |
| Mini-review | 48 |
| Lesson 15 Our interests | 50 |
| Lesson 16 In and out of school | 52 |
| Get Connected | 54 |
| Review | 56 |

Unit 5 Favorite Activities

| | |
|----------------------------------|----|
| Lesson 17 In San Francisco | 58 |
| Lesson 18 At the park | 60 |
| Mini-review | 62 |
| Lesson 19 At the beach | 64 |
| Lesson 20 At the store | 66 |
| Get Connected | 68 |
| Review | 70 |

Unit 6 Entertainment

| | |
|---------------------------------------|----|
| Lesson 21 Where are you going? | 72 |
| Lesson 22 Birthday parties | 74 |
| Mini-review | 76 |
| Lesson 23 Let's see a movie | 78 |
| Lesson 24 In line at the movies | 80 |
| Get Connected | 82 |
| Review | 84 |

Unit 7 What We Eat

| | |
|------------------------------|----|
| Lesson 25 I'm hungry! | 86 |
| Lesson 26 Picnic plans | 88 |
| Mini-review | 90 |
| Lesson 27 A snack | 92 |
| Lesson 28 On the menu | 94 |
| Get Connected | 96 |
| Review | 98 |

Unit 8 The Natural World

| | |
|-----------------------------------|-----|
| Lesson 29 World weather | 100 |
| Lesson 30 Natural wonders | 102 |
| Mini-review | 104 |
| Lesson 31 World of friends | 106 |
| Lesson 32 International Day | 108 |
| Get Connected | 110 |
| Review | 112 |

| | |
|--------------------|-----|
| Games | 114 |
|--------------------|-----|

| | |
|--|-----|
| Get Connected Vocabulary Practice | 122 |
|--|-----|

| | |
|-----------------------------|-----|
| Theme Projects | 126 |
|-----------------------------|-----|

| | |
|------------------------|-----|
| Word List | 134 |
|------------------------|-----|

Syllabus

Connect Student's Book 2

| Unit 1 All About You and Me | Lesson | Function | Grammar | Vocabulary |
|-----------------------------------|----------------------------------|--|--|---|
| | Lesson 1 New friends | Asking about others | Negative statements / Questions with the verb <i>be</i> | Names |
| | Lesson 2 Neighborhoods | Describing your neighborhood | <i>There is / There are ...</i> <i>Is there a / Are there any ...?</i> | Recreational, commercial, and public places |
| | Lesson 3 Talents | Describing someone's talents | <i>be good at</i> | Talents |
| | Lesson 4 Our pets | Talking about likes and dislikes | <i>like + a lot / very much / a little</i> <i>don't like + very much / at all</i> | Animals and adjectives to describe them |
| | Get Connected | Reading Listening Writing | | |
| | Theme Project | Make a poster about things you like and things you're good at. | | |

| Unit 2 Our Lives and Routines | Lesson | Function | Grammar | Vocabulary |
|--|------------------------------------|---|--|----------------------|
| | Lesson 5 School days | Describing daily routines | Simple present statements with <i>I</i> | Daily routines |
| | Lesson 6 Free time | Asking about free-time activities | <i>Do you + (verb) ...?</i> | Free-time activities |
| | Lesson 7 People I admire | Talking about people's lives | Simple present statements with <i>I / he / she</i> | Activities |
| | Lesson 8 The weekend | Talking about weekend activities | <i>doesn't</i> | Weekend activities |
| | Get Connected | Reading Listening Writing | | |
| | Theme Project | Make a booklet about teachers in your school. | | |

| Unit 3 Sports and Activities | Lesson | Function | Grammar | Vocabulary |
|------------------------------------|--------------------------------------|--------------------------------------|--|------------------|
| | Lesson 9 Sports fun | Asking what sports someone does | <i>Does he / she ...?</i> | Sports verbs |
| | Lesson 10 Sports equipment | Talking about sports equipment | <i>They + verb: statements</i> <i>Do they + verb: questions</i> | Sports equipment |
| | Lesson 11 Off to camp | Talking about rules | Imperatives | Camp supplies |
| | Lesson 12 At camp | Talking about when activities happen | <i>What time / When ...?</i> | Camp activities |
| | Get Connected | Reading Listening Writing | | |
| | Theme Project | Make a sports card. | | |

| Unit 4 My Interests | Lesson | Function | Grammar | Vocabulary |
|---------------------------|--|------------------------------------|--------------------------------------|------------------------------------|
| | Lesson 13 I like music. | Talking about music preferences | <i>her / him / it / them</i> | Types of music |
| | Lesson 14 Let's look online. | Asking about prices | <i>How much is / are ...?</i> | Items in a natural science catalog |
| | Lesson 15 Our interests | Talking about free-time activities | <i>like / don't like + to (verb)</i> | Free-time activities and interests |
| | Lesson 16 In and out of school | Talking about habits and routines | Adverbs of frequency | Habits and daily activities |
| | Get Connected | Reading Listening Writing | | |
| | Theme Project | Make a booklet of advertisements. | | |

Unit 5
Favorite
Activities

| | | | |
|--------------------------------------|---|---|---------------------|
| Lesson 17 In San Francisco | Describing vacation activities | Present continuous affirmative statements | Vacation activities |
| Lesson 18 At the park | Describing how someone is not following rules | Present continuous negative statements | Rules at a park |
| Lesson 19 At the beach | Asking what someone is doing | Present continuous Yes / No questions | Beach activities |
| Lesson 20 At the store | Asking what someone is doing | Present continuous What questions | Store items |
| Get Connected | Reading Listening Writing | | |
| Theme Project | Make a city guide for tourists. | | |

Unit 6
Entertainment

| Lesson | Function | Grammar | Vocabulary |
|---|--------------------------------------|---------------------------------------|--|
| Lesson 21 Where are you going? | Asking where someone is going | Where + (be) ... going? | Entertainment events and adjectives to describe them |
| Lesson 22 Birthday parties | Talking about special events | Simple present vs. present continuous | Favorite birthday activities |
| Lesson 23 Let's see a movie. | Talking about types of movies to see | want / don't want + to (verb) | Types of movies |
| Lesson 24 In line at the movies | Asking what someone looks like | What questions about people | Adjectives to describe appearance |
| Get Connected | Reading Listening Writing | | |
| Theme Project | Make a weekend activity poster. | | |

Unit 7
What We Eat

| Lesson | Function | Grammar | Vocabulary |
|----------------------------------|---------------------------|---------------------------------|---------------------------|
| Lesson 25 I'm hungry! | Talking about food | Countable and uncountable nouns | Food |
| Lesson 26 Picnic plans | Asking about quantities | How much / How many...? | Picnic foods and utensils |
| Lesson 27 A snack | Planning menus | some / any | Condiments |
| Lesson 28 On the menu | Ordering from a menu | would like | Menu items |
| Get Connected | Reading Listening Writing | | |
| Theme Project | Make a group menu. | | |


Unit 8
The Natural
World

| Lesson | Function | Grammar | Vocabulary |
|---------------------------------------|---|--------------------------|------------------------------------|
| Lesson 29 World weather | Talking about the weather | What's the weather like? | Adjectives to describe the weather |
| Lesson 30 Natural wonders | Talking about outdoor activities | can (for possibility) | Water and land forms |
| Lesson 31 World of friends | Asking who does different activities | Who + (verb)...? | Languages and countries |
| Lesson 32 International Day | Asking about personal information | What + (noun)...? | Numbers 101 + |
| Get Connected | Reading Listening Writing | | |
| Theme Project | Make an informational poster about a country. | | |

Lesson
1

New friends

1 Vocabulary review

 **A** Read about the new students at Kent International School.
Then listen and practice.

New Students at Kent International School



I'm Zach. I'm from the U.S., and I'm 12. I like baseball and volleyball.



Hello. I'm from Puerto Rico. My name is Ana, and I'm 13. I like movies and concerts.



My name is Tommy. I'm from Australia. I like music and comic books. I'm 13.



Hi. I'm Kate. I'm 13. I'm from Canada. I like computers and math.



Hello there! My name is Claudia. I'm 13. I'm from Colombia. My favorite sports are Ping-Pong and tennis.



My name is Rafael. I'm from Brazil. I like soccer and video games. I'm 13.

B Complete the chart with information from Part A.

| Name | Age | Place | Likes |
|-------------------|-----------|--------------------|-----------------------------|
| 1. <u>Claudia</u> | <u>13</u> | <u>Colombia</u> | <u>Ping-Pong and tennis</u> |
| 2. _____ | _____ | <u>Brazil</u> | _____ |
| 3. _____ | _____ | <u>the U.S.</u> | _____ |
| 4. _____ | _____ | _____ | <u>computers and math</u> |
| 5. _____ | _____ | <u>Puerto Rico</u> | _____ |
| 6. _____ | <u>13</u> | _____ | _____ |

2 Language focus review

A Review the language in the chart.

Negative statements / Questions with the verb *be*

| | | |
|---|--|--|
| She's not my art teacher. | They're not my classmates. | My name's not Anita. |
| Who's she? She's my math teacher. | Who are they? They're my friends. | What's your name? My name's Ana. |
| It's not in July. | It's not in Brazil. | I'm not from São Paulo. |
| When's your birthday? It's in November. | Where's San Juan? It's in Puerto Rico. | Where are you from? I'm from San Juan. |
| He's not fourteen. | Is he nice? Yes, he is. No, he's not . | Are you in her class? Yes, I am. No, I'm not . |
| How old is he? He's thirteen. | | |

B Complete the conversation. Listen and check. Then practice.

Zach Hi. What's (What's / Where's) your name?

Ana My name's Ana. _____ (I'm / He's)
from San Juan.

Zach Hi, Ana. My name's Zach.

So, _____ (who's / where's) San Juan?
_____ (Is / Are) it in Brazil?

Ana No, _____ (it's / it's not). It's in Puerto Rico.

Zach Oh, right. How old _____ (is / are) you, Ana?

Ana I'm 13. My birthday is in May.
_____ (Where's / When's) your birthday?

Zach It's in June. Hey, _____ (who's / what's) she?

Ana _____ (They're / She's) my math teacher,
Mrs. Archer.

Zach _____ (Are / Is) you in Ms. Kelley's science class?

Ana No, _____ (she's not / I'm not). I'm in
Mr. Perez's class.

Zach _____ (Is / Are) he nice?

Ana Yes, he is. Actually, _____ (I'm / he's) my father.



3 Speaking

Think of a country, a hobby, or a school subject. Give clues. Your classmates guess.

You It's a country. It's not the U.S.

Classmate 2 Is it Canada?

Classmate 1 Is it Peru?

You Yes, it is!

You No, it's not.

Lesson
2

Neighborhoods

1 Language focus review

 What are Carson's and Johnny's neighborhoods like? Look at the pictures, and complete the sentences. Then listen and check.

There is / There are . . .

There's a park. / There's no park.

There are basketball courts. / There are no basketball courts.

Is there a / Are there any . . . ?

Is there a mall?

Yes, there is. / No, there isn't.

Are there any stores?

Yes, there are. / No, there aren't.



Carson's neighborhood



Johnny's neighborhood


Carson's neighborhood

1. There's a beautiful park.
2. tennis courts.
3. basketball courts.

Johnny's neighborhood

4. gym.
5. many stores.
6. big mall.

2 Listening

 What other places are in Johnny's neighborhood?
Listen and check (✓) the correct places.



☒ music store



☐ video arcade



☐ park



☐ basketball court



☐ swimming pool



☐ library



☐ school



☐ bookstore

3 Speaking

A Complete survey questions 1–6 with *Is there a* or *Are there any*.
Write questions 7 and 8 with your classmates.

B Complete the survey for yourself.
Then ask a classmate the questions.

| Neighborhood Survey | | You | | Your classmate | |
|---------------------|---------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| | | Yes | No | Yes | No |
| 1. | <i>Is there a</i> school? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. | _____ movie theaters? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. | _____ swimming pool? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. | _____ mall? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. | _____ restaurants? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. | _____ library? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. | _____ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 8. | _____ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Is there a school in your neighborhood?

Yes, there is.

C Tell your classmates about your neighborhood.
Use the words below or your own ideas.

big exciting **great** nice
boring fun interesting small

There's a big music store in my neighborhood. There are ...

1 Language check

A Read Kate's and Rafael's bulletin boards. Then write questions and answers.



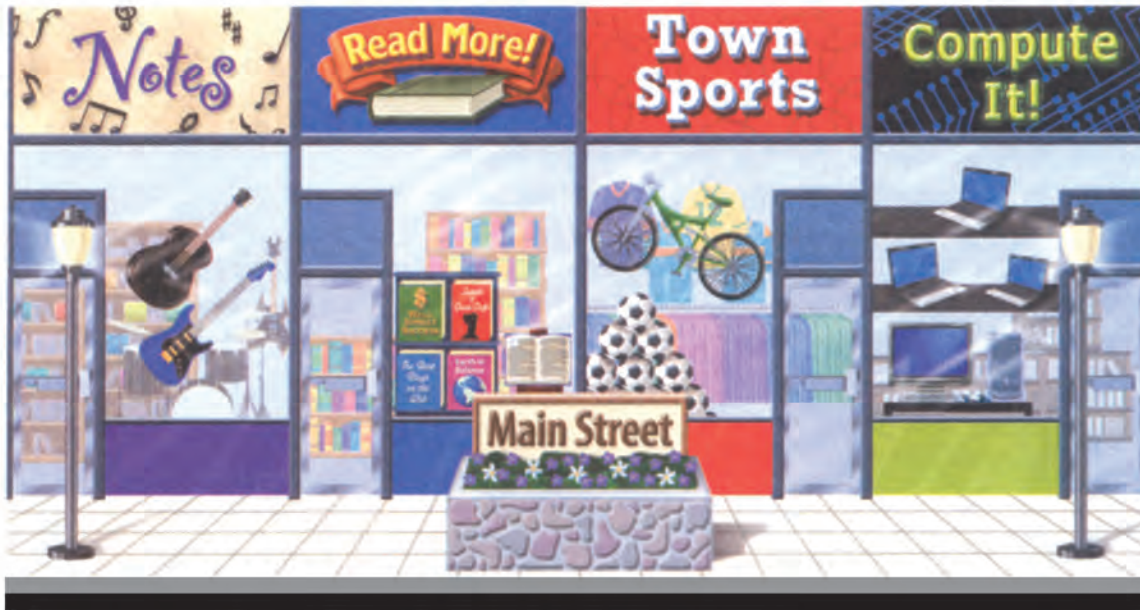
- | | |
|---------------------------------|---|
| 1. Q: <u>Where's Kate from?</u> | 5. Q: _____ |
| A: She's from Canada. | A: He's 13. |
| 2. Q: Is Rafael from Brazil? | 6. Q: Where's São Paulo? |
| A: _____ | A: _____ |
| 3. Q: _____ | 7. Q: Is Kate from Canada? |
| A: It's in Canada. | A: _____ |
| 4. Q: How old is Kate? | 8. Q: Are Rafael and Kate in the same French class? |
| A: _____ | A: _____ |

B Now ask and answer questions about Kate and Rafael.

Is Kate 13?


Yes, she is.

C What's in the stores on Main Street? Complete the questions and answers with *there is*, *there isn't*, *there are*, *there aren't*, *are there*, or *is there*.



- Is there a bookstore on Main Street?
Yes, there is. Read More! is a bookstore.
- _____ any comic books in the bookstore?
No, _____. _____ no comic books at the bookstore.
- _____ a bicycle at Town Sports?
Yes, _____. _____ soccer balls at the store, too.
- _____ a music store on Main Street?
Yes, _____. Notes is next to the bookstore.
- _____ any video games in the computer store?
No, _____. But, look, _____ some new laptops.

2 Listening

 **Monica describes her new school. Listen and check (✓) Yes or No.**

- Is there a big library?
- Is there a swimming pool?
- Are there any basketball courts?
- Are there any tennis courts?
- Is there a music room?

| Yes | No |
|-------------------------------------|--------------------------|
| <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> |



Go to page 114 for the Game.

Lesson
3

Talents

1 Vocabulary

 **What are these students' talents? Write the sentences below the correct people. Then listen and practice.**

- ☐ She's **artistic**. ☐ She's **friendly**. ☐ He's **musical**.
☐ She's **athletic**. ☒ He's **funny**. ☐ He's **smart**.



1. He can **tell jokes**.

He's funny.



2. She can **make friends** easily.



3. He can **speak** three **languages**.



4. She can **play** a lot of **sports**.



5. He can **play** a lot of **instruments**.



6. She can **draw** great **pictures**.

2 Listening

 **A What do you think these students can do? Listen and check (✓) the correct activities.**

- | | | |
|------------|---|---|
| 1. Silvio: | <input type="checkbox"/> He can play basketball. | <input type="checkbox"/> He can play video games. |
| 2. Beth: | <input type="checkbox"/> She can play the guitar. | <input type="checkbox"/> She can play volleyball. |
| 3. Tony: | <input type="checkbox"/> He can speak a lot of languages. | <input type="checkbox"/> He can dance. |
| 4. Lina: | <input type="checkbox"/> She can play soccer. | <input type="checkbox"/> She can draw. |

B Look at your answers to Part A. Write the word that describes each student.

1. athletic 2. _____ 3. _____ 4. _____

3 Language focus

A Who's good at soccer? Listen and practice.

Kate Hey, Claudia! You're good at soccer!
You're really athletic!

Claudia Thanks.

Kate Who's that?

Claudia That's Zach.

Kate He's pretty good at soccer.

Claudia Yeah.

Kate Oh, no! Who's that?

Claudia Uh, that's Tommy. He's not good at soccer.

Kate No. But he can play a lot of instruments. He's very musical.

B What are you good at? Write sentences.
Use the words below or your own ideas.

Subjects: English history

math science art

Sports: volleyball soccer

tennis basketball

(good at) *I'm good at English.*

1. (good at) _____

2. (pretty good at) _____


3. (not good at) _____

C What are different students in your class good at? Tell your classmates.

Heather's good at volleyball.

be good at

You're **good at** soccer.
He's **pretty good at** soccer.
Tommy's **not good at** soccer.

 *good at*
 *pretty good at*
 *not good at*

Tommy's = Tommy is



4 Pronunciation Stress

Listen. Notice the stress in the sentences. Then listen again and practice.

I'm **good** at drawing. I'm **artistic**. I'm **not** good at drawing. I'm **not** artistic.

I'm **good** at sports. I'm **athletic**. I'm **not** good at sports. I'm **not** athletic.

He's **good** at the guitar. He's **musical**. He's **not** good at the guitar. He's **not** musical.

Lesson

4

Our pets

1 Vocabulary


A Students describe their pets at the school pet show. Match the students to the correct texts. Then listen and practice.



- | | | |
|---|---|--|
| <input type="checkbox"/> Binky and Cleo are boring . They're my brother's rabbits . | <input type="checkbox"/> Daisy is my cat . She's my favorite pet. She's really cute . | <input type="checkbox"/> Max is my dog . He's very active . I love dogs. |
| <input type="checkbox"/> Hans and Terry are my two spiders . They're very interesting . | <input checked="" type="checkbox"/> Polly is my parrot . She can speak English. She's messy . | <input type="checkbox"/> I like my snake . His name is Ollie. He's not dangerous . |

B Which pets in Part A do you think are great? Which pets are not so great? Complete the chart. Then tell your classmates.

| Great | Why | Not so great | Why |
|-------------|-------------|--------------|-----|
| <i>dogs</i> | <i>cute</i> | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |

Dogs are great pets.
 They're cute.

Snakes are not so great.
 They're boring.

2 Language focus

A Dora shows Ned the animals at the pet show. Listen and practice.

Dora Hey, Ned. Look at the cute cat. I like cats a lot.

Ned You do? I don't like cats very much. They're boring.

Dora But you like dogs, right?

Ned Yeah, they're really friendly.

Dora Well, I like dogs a little.

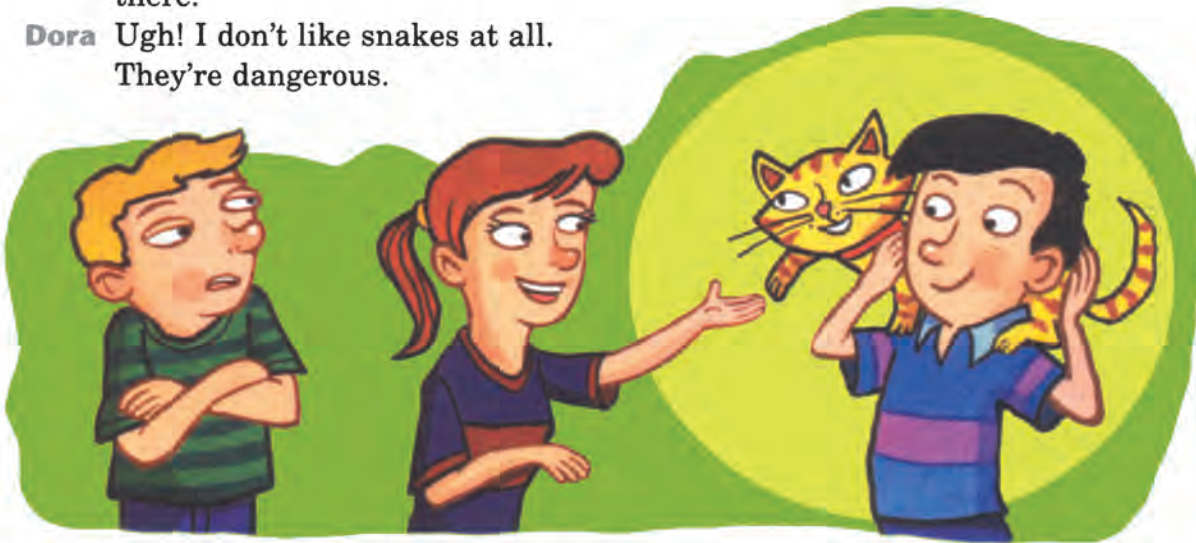
Ned Wow! Look at that snake over there.

Dora Ugh! I don't like snakes at all. They're dangerous.

like + a lot / very much / a little
don't like + very much / at all



I like cats a lot.
 I like rabbits very much.
 I like dogs a little.
 I don't like spiders very much.
 I don't like snakes at all.



B Complete these sentences with the correct words. Then listen and check.

- Rabbits are boring. I don't like rabbits at all (a little / at all).
- Parrots are OK. I like parrots _____ (at all / a little).
- Cats aren't very nice. I don't like cats _____ (a little / very much).
- Dogs are cute. I like dogs _____ (a lot / at all).
- Snakes are very bad pets. I don't like snakes _____ (a little / at all).
- Spiders are interesting. I like spiders _____ (at all / very much).

3 Speaking

Learn what animals four of your classmates like and don't like.

You I like dogs a lot. How about you?

Classmate 1 I don't like dogs at all. I like cats very much.

Classmate 2 Well, I don't like cats at all. I like snakes a lot.

Classmate 3 Really? I don't like snakes at all. I like spiders a little.

Classmate 4 Hmm. I don't like . . .

Get Connected

UNIT 1

Read



A Read the article quickly. Check (✓) the statements that are true.

- ☐ 1. The Jonas Brothers play in a band.
- ☐ 2. Jessica is a friend of the Jonas Brothers.
- ☐ 3. Kevin, Joe, and Nick all write songs.

The Jonas Brothers

Hi, I'm Jessica and this is my Jonas Brothers' fan Web site. The Jonas Brothers are a cool band. They're famous and I like their music a lot. They're not only a band, they're also brothers. They're from New Jersey, but they live in Hollywood now.




There are three brothers in the band: Kevin, Joe, and Nick. Kevin is the oldest brother. He's 21. Joe is 19, and Nick – the youngest in the band – is 16. Nick and Joe are both **lead** singers. Kevin sings **backup** and plays the guitar. All three brothers write songs. Their first song – "Mandy" – is about a **special** girl they know. Their other songs are about **typical** teenage things like friends.



All three brothers are good at acting, too. Sometimes, they're on TV or in a **Broadway musical**. They're amazing.

There's one more Jonas brother – Frankie. He plays the **drums**, but he's not in the band. He's only 8!

Go to page 122 for the Vocabulary Practice.

B  Read the article slowly. Check your answers in Part A.

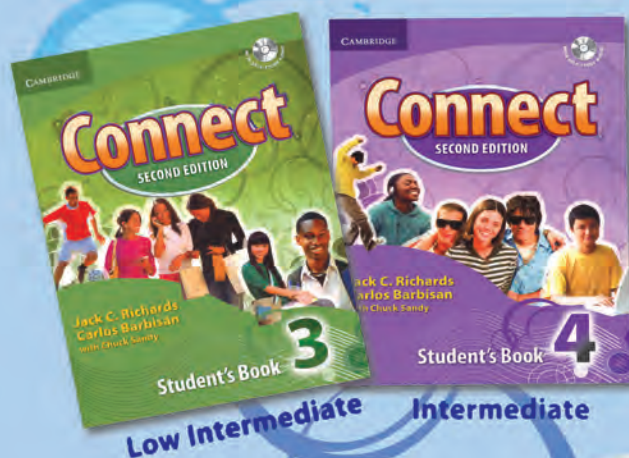
C Answer the questions.

1. What's the name of the band? The name of the band is The Jonas Brothers.
2. Where are they from? _____
3. Are there four brothers in the band? _____
4. Are the brothers good at acting? _____
5. How old is Frankie? _____

Connect

SECOND EDITION

A four-level, four-skills
American English course
for young adolescents



Connect encourages students to connect to English through:

- Contemporary high-interest topics and contexts
- Fun dialogs and games
- Point-by-point grammar presentations
- Clear vocabulary presentations, practice, and recycling
- A multi-skills, graded syllabus

Connect, Second Edition features:

- New Get Connected lessons with fresh, appealing readings
- Updated Theme Projects
- New and expanded Mini-review material
- Updated and expanded Connect Arcade
- Expanded Teacher Support Site

Each level of *Connect, Second Edition* consists of a Student's Book with Self-study Audio CD, a Workbook, Class Audio, and a Teacher's Edition. The *Connect Arcade* and the Teacher Support Site are available online.

Self-study Audio CD included!

Contains self-study audio for each Vocabulary section, Language Focus (Part A) section, and Get Connected reading.



CAMBRIDGE
UNIVERSITY PRESS
www.cambridge.org

ISBN 978-0-521-73703-6



9 780521 737036 >