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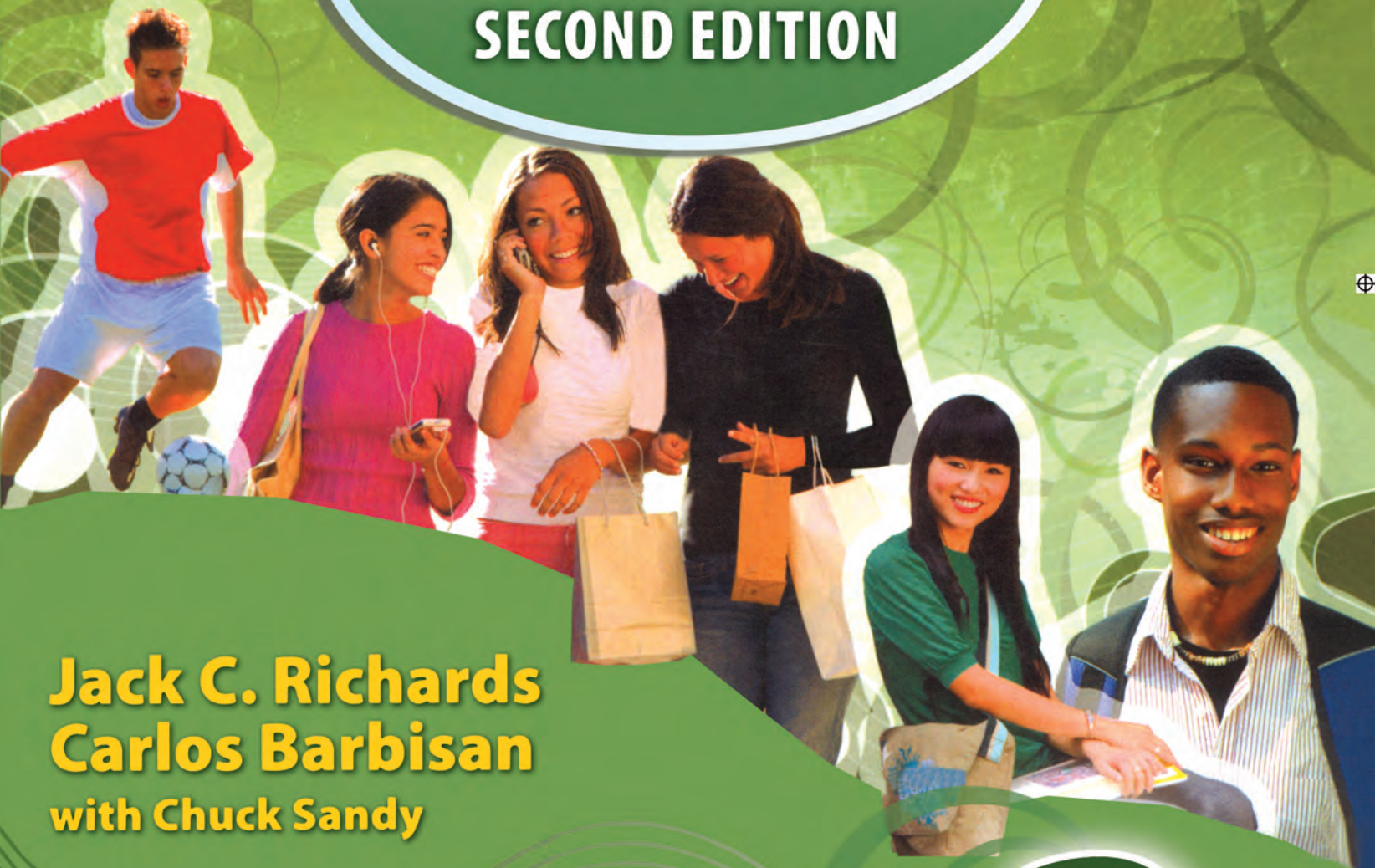
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WITH SELF-STUDY A

Connect

SECOND EDITION



Jack C. Richards
Carlos Barbisan
with Chuck Sandy

Student's Book

3

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

Unit 2 Fun Times	Lesson	Function	Grammar	Vocabulary
	Lesson 5 Summer fun	Describing a vacation	Simple past statements: regular verbs	Vacation activities
	Lesson 6 Our trip to Peru	Describing a vacation	Simple past statements: irregular verbs	Vacation activities
	Lesson 7 School festival	Asking about weekend activities	Simple past <i>Yes / No</i> questions	School festivals
	Lesson 8 Weekend fun	Talking about weekend activities	Simple past statements: negative	Weekend activities
	Get Connected	Reading • Listening • Writing		
	Theme Project	Make a group photo album.		

Unit 3 Going Places	Lesson	Function	Grammar	Vocabulary
	Lesson 9 A homestay	Talking about feelings	<i>was / were</i> statements	Feelings
	Lesson 10 Getting away	Talking about past travel experiences	<i>Was / Were . . . ?</i>	Popular travel activities and destinations
	Lesson 11 Explorers	Asking about school projects	<i>Wh-</i> questions with <i>did</i>	Research and exploration
	Lesson 12 Up and away	Asking about explorers' lives	<i>Wh-</i> questions with <i>was / were</i> vs. with <i>did</i>	Biographical information
	Get Connected	Reading • Listening • Writing		
	Theme Project	Make a bookmark about an interesting person.		


Unit 4 Comparisons	Lesson	Function	Grammar	Vocabulary
	Lesson 13 Fun facts	Making comparisons	Comparative adjectives	Descriptive words
	Lesson 14 My opinion	Making comparisons	Comparative adjectives: <i>more . . . than</i>	Descriptive words
	Lesson 15 World trivia	Describing things with superlatives	Superlative adjectives: <i>-est</i>	Descriptive words for animals, places, and cities
	Lesson 16 The most	Expressing opinions with superlatives	Superlative adjectives: <i>the most</i>	Descriptive words
	Get Connected	Reading • Listening • Writing		
	Theme Project	Make fact cards.		

Unit 5 Your Health	Lesson	Function	Grammar	Vocabulary
	Lesson 17 Yoga class	Describing how to do exercises	Adverbs of manner	Parts of the body
	Lesson 18 I don't feel well.	Talking about remedies for illnesses	Clauses with <i>when</i>	Common illnesses
	Lesson 19 Are you healthy?	Talking about how often someone does healthy activities	<i>How often ... ?</i>	Healthy activities
	Lesson 20 Teen health tips	Giving advice about healthy habits	<i>should / shouldn't</i>	Advice about healthy activities
	Get Connected	Reading • Listening • Writing		
	Theme Project	Make a booklet of home remedies for illnesses.		
Unit 6 Special Events	Lesson	Function	Grammar	Vocabulary
	Lesson 21 School fund-raiser	Talking about plans for a fund-raiser	<i>be going to</i>	Fund-raiser activities
	Lesson 22 A farewell party	Talking about party plans	<i>Wh-</i> questions with <i>be going to</i>	Parties
	Lesson 23 Dance clothes	Describing what people are wearing	<i>Which one / Which ones ... ?</i>	Adjectives to describe clothing
	Lesson 24 After the dance	Asking who something belongs to	<i>Whose ... ?</i> Possessive pronouns	Party items
	Get Connected	Reading • Listening • Writing		
	Theme Project	Make a poster of things to put in a time capsule.		
Unit 7 Our Stories	Lesson	Function	Grammar	Vocabulary
	Lesson 25 The blackout	Describing experiences	Past continuous statements	Past events and actions
	Lesson 26 Scary experiences	Describing experiences	Past continuous + <i>when</i>	Past events and actions
	Lesson 27 Close calls	Asking about past experiences	Past continuous questions	Past events and actions
	Lesson 28 Sharing stories	Sharing opinions about books	Past continuous vs. simple past	Words to describe books
	Get Connected	Reading • Listening • Writing		
	Theme Project	Finish a story to make a book.		
Unit 8 In the City	Lesson	Function	Grammar	Vocabulary
	Lesson 29 How do I get there?	Giving directions to places; describing the location of places	Directions; locations	Locations in a downtown area
	Lesson 30 Street fair	Talking about a street fair	<i>There was a / There were some; There wasn't any / There weren't any; Was there a / Were there any ... ?</i>	Items found at a street fair
	Lesson 31 Things to do	Making suggestions for activities; expressing preferences about activities	<i>Why don't we / We could</i> for suggestions; <i>I'd rather</i> for preferences	Popular tourist activities
	Lesson 32 We didn't go ...	Describing the reasons someone did or didn't do something	Clauses with <i>because</i>	Tourist activities
	Get Connected	Reading • Listening • Writing		
	Theme Project	Make a map for an ideal neighborhood.		

Lesson
1

New friends

1 Talking about yourself

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

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

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

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




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

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

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

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

2 Language focus review

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

Simple present

Yes / No questions and short answers

Do you **have** any brothers? **Yes, I do.**
Does she **play** a sport? **Yes, she does.**
Does he **get up** early? **No, he doesn't.**
Do they **like** pizza? **No, they don't.**
Do you **want to go shopping**? **Yes, I do.**

What, Who, and How questions and answers

What **sport** does she play? She **plays** soccer.
What **time** does he get up? He **gets** up at 11:00.
Who has a camera? Carl **does**.
How **many** brothers do you have? I **have** two brothers.
How **old** is Josh? He's 13.

1. Q: Does Mandy skateboard? A: Yes, she does.
2. Q: _____ loves soccer and karate? A: _____
3. Q: _____ brothers does Andrea have? A: _____
4. Q: _____ does Luigi get up? A: _____
5. Q: _____ is Andrea? A: _____
6. Q: _____ Josh like sports? A: _____
7. Q: _____ does Felipe play? A: _____
8. Q: _____ Felipe and Mandy like
rock music? A: _____

3 Speaking

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

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

B Ask your classmates about their surveys.

Who plays volleyball?

Jason does.

Lesson
2

School dinner

1 Language focus review

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

Luigi Hey, Amy. It's Luigi. What are you doing?
Amy I'm making a cake.
Luigi Oh, are you making a chocolate cake?
I love chocolate cake.
Amy Yes, I am. It's for the school dinner.
Luigi Oh, no! I forgot about the school dinner!
I need to make something, too. What can I make?
Amy How about pasta salad? Everyone likes pasta salad.
Luigi Good idea! Thanks, Amy.



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

Present continuous		Simple present
Is Amy making a cake?	Yes, she is. / No, she isn't.	She makes great cakes.
What's Amy doing ?	She's talking to Luigi.	She often talks to Luigi.
Note: Nonaction verbs do not usually take the continuous <i>-ing</i> . Examples: <i>have, know, like, need, want</i>		

Luigi Mom, what are you doing (do)?
Mom I'm _____ (cook) dinner.
Luigi Are you _____ (make) pasta salad, by any chance?
Mom Yes, I am. Why?
Luigi Well, I _____ (need) some pasta salad for the school dinner tonight.
Mom Oh, that's right – the school dinner!
But the *students* always _____ (make) the food for the dinner.
Luigi I know. But I don't _____ (have) time!
Mom OK. You can take this. Does everyone _____ (like) pasta salad?
Luigi Sure. Thanks, Mom!



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

What is he doing now?

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

(pizza) _____ (bed) _____

What else does he do in his free time?


(magazines) He reads magazines. (CDs) _____

(guitar) _____ (trading cards) _____

Is Josh ready for the school dinner?



2 Listening

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

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

3 Speaking

Tell two classmates what you usually do for dinner.

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

1 Language check

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

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

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



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

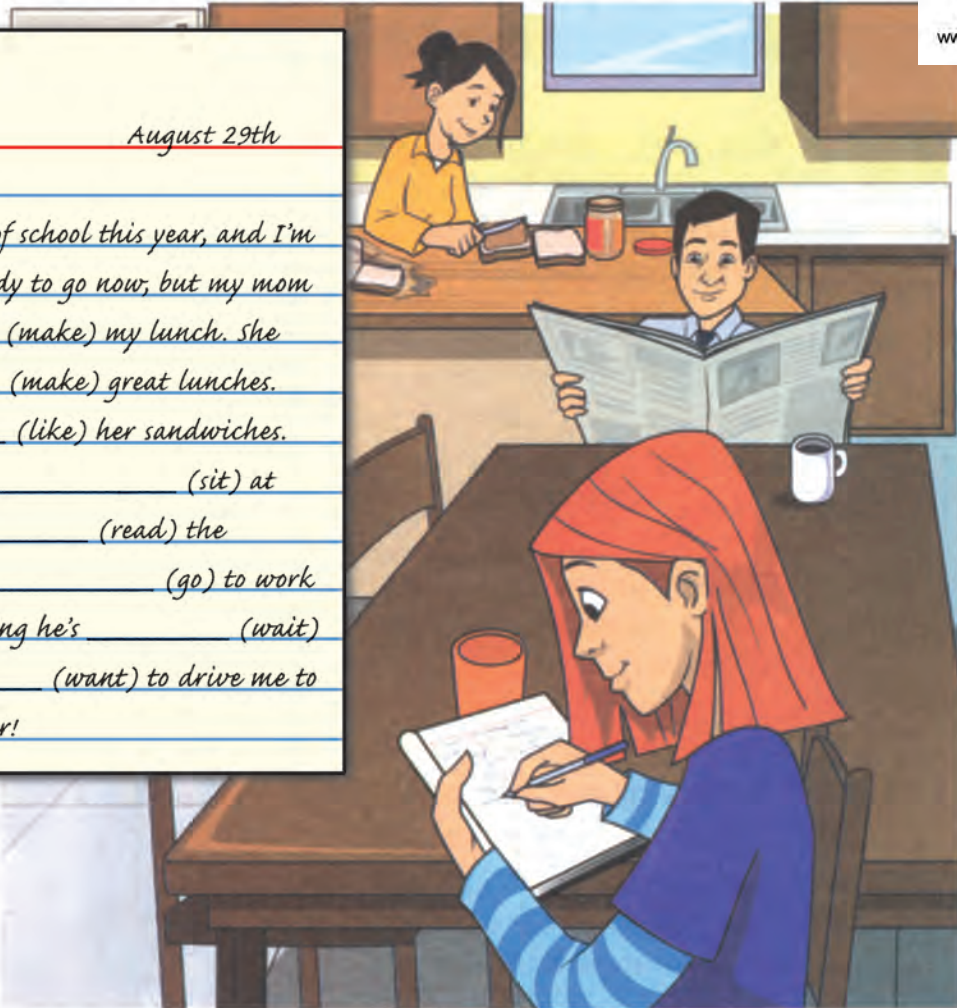
C Complete Francesca's diary entry with the correct forms of the verbs.

August 29th

Dear Diary,

Today is the first day of school this year, and I'm really excited. I'm ready to go now, but my mom is still making (make) my lunch. she always (make) great lunches. I really (like) her sandwiches.

Right now, my dad is (sit) at the table. He's (read) the newspaper. He usually (go) to work at 7:00, but this morning he's (wait) for me. He (want) to drive me to school today. More later!



2 Listening

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

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

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

Go to page 114
for the
Game.



Lesson

3

My new school

1 Language focus


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

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

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

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

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

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


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

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

Mandy: We have to buy lunch in the cafeteria.

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


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



have to / don't have to

I **have to** take the bus.
 I **don't have to** take the bus.
 Do you **have to** take the bus?
 Yes, I do.
 Yes. I **have to** take the bus.
 No, I don't.
 No. I **don't have to** take the bus.
 Does Mandy **have to** wear a uniform?
 Yes, she does.
 Yes. She **has to** wear a uniform.
 No, she doesn't.
 No. She doesn't **have to** wear a uniform.




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

1. (get up at 5:45) She has to get up at 5:45.
2. (bus) _____
3. (train) _____
4. (uniform) _____
5. (lunch) _____

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

Do you have to take the bus to school?

Yes, I do.

Do you have to eat in the cafeteria?

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

2 Word power

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

- | | | | | |
|--|---|---------------------------------------|--|--|
| <input type="checkbox"/> a math class | <input checked="" type="checkbox"/> at school early | <input type="checkbox"/> my classroom | <input type="checkbox"/> on time for class | <input type="checkbox"/> special gym clothes |
| <input type="checkbox"/> an instrument | <input type="checkbox"/> a uniform | <input type="checkbox"/> my room | <input type="checkbox"/> soccer | <input type="checkbox"/> the bus |

- be at school early
- play _____
- wear _____
- take _____
- clean _____

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

<u>I have to ...</u>	<u>I don't have to ...</u>

I have to I don't have to

3 Listening

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

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



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

Students have to ...

They don't have to ...

1 Word power


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

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

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



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



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




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



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



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



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

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

2 Language focus

would like + to (verb)

I'd like to join the volleyball club.
 Would you like to join the drama club?
 Yes, I would.
 No, I wouldn't.

I'd = I would



A Felipe and Andrea are reading about the after-school activities. Listen and practice.

Felipe Hey, Andrea, look at all these after-school activities!

Andrea Yeah. I'd like to join the volleyball club. I want to exercise and have fun. Would you like to join the club with me?

Felipe Gee, I'd like to, but I can't. I go to the computer club on Tuesdays. How about the drama club? That sounds like fun, and it meets on Mondays. Would you like to join?

Andrea No, I wouldn't! I don't like drama. I like sports. Too bad there isn't a soccer club.

Felipe You can start one! Ask your friends. I'm sure they'd like to join.

Andrea That's a good idea. Would you like to join?

Felipe Yes, I would. In fact, I'd like to be the president!

B Look at the clubs in Exercise 1B. Which club would each student like to join? Write sentences. Then listen and check.

1. **Nick** I want to perform in plays.

I'd like to join the drama club.

2. **Nina** I like to read and write.

3. **Rachel** I want to learn how to make a Web site.

4. **Sam** I want to talk about our school and school life.

5. **Emily** I want to get some exercise and have fun, too.

3 Speaking

What clubs in Exercise 1B would you like to join? Ask and answer questions with a classmate.

Would you like to join the volleyball club?

No, I wouldn't. I'd like to join the student council.

Get Connected

UNIT 1

Read

A Read the blog quickly. Are these statements true or false? Write *True* or *False*.

1. The students learn a lot about the waters around New York City. _____
2. A very big, old boat is one of the classrooms at the Urban Assembly New York Harbor School. _____
3. The students don't learn important life skills. _____

School on the Water


The students at Urban Assembly New York Harbor School in New York City don't have to sit in a classroom all day. So, what do they do? They spend a lot of time on the **waters** around New York City studying its history, fish, and **ecology**.

One of their classrooms is the *Lettie G. Howard*, a very large 125-year-old boat. Students learn how to swim, **row** a boat, and even **navigate** a boat up and down a river. And as part of their schoolwork, they have to eat an **oyster**!

What other things do students learn? They learn important life skills, like **overcoming fear**. This helps them feel more sure of themselves. Jennifer Mendez, **afraid of** the water before Harbor School, writes in her school journal, "I feel as if I can do anything." She'd like to study marine biology after high school. And another student, Jennifer Charles, 14, says "I love the *Lettie*. She's like an actual person. She's like our grandmother." So, what do you think? Would you like to go to this school?



Go to page 122
 for the
**Vocabulary
 Practice.**

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

C Answer the questions.

1. Do the students at the school have to sit in a classroom all day? No, they don't.
2. Where do the students spend a lot of time? _____
3. What do the students learn how to do? _____
4. Would Jennifer Mendez like to study marine biology? _____
5. Does Jennifer Charles like the *Lettie G. Howard*? _____

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