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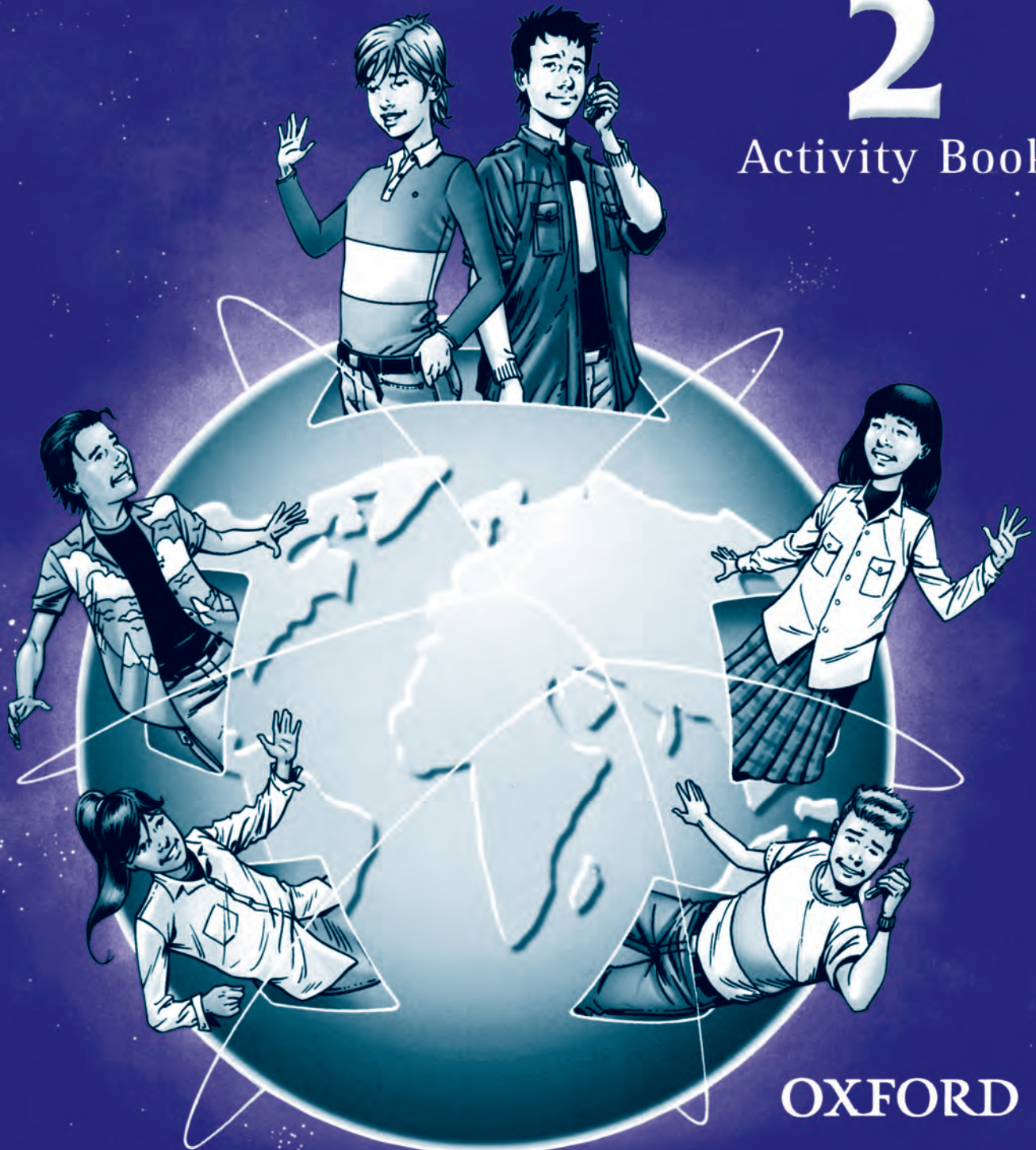
Bill Bowler and Sue Parminter

Happy Earth

American English

2

Activity Book



OXFORD

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Our bodies

- 1 Correct the misprints in the underlined body parts in these sentences.



- a Today we're going to look at the half and the peel. calf / heel
 b He banged his bottle when he sat down hard on the floor.
 c Ouch! I hurt my twist and my band playing tennis.
 d I have a bad chess. I'm coughing all the time.
 e Look at these pimples on my race.

- f He broke his art and can't carry things now.
 g She hit her heat by mistake on the open closet door.
 h Because of my heavy bag, my pack and my boulders were aching.
 i He cut his thump with a knife.



Talking about the future

We use the **present continuous** for definite future events (often with a specific future time).

| | | |
|-------------------|---------------|---------------------------------|
| I | 'm 'm not | playing basketball on Saturday. |
| He She It | 's isn't | swimming later today. |
| We You They | 're aren't | meeting at the gym tonight. |

We use **going to** for more general future intentions.

| | | | |
|-------------------|---------------|----------|-----------------------|
| I | 'm 'm not | going to | do weights every day. |
| He She It | 's isn't | | get fit. |
| We You They | 're aren't | | do aerobics. |



2 Look at the picture. What are they going to do this weekend?

- a Gary 's going to tidy clean up room.
b Alan _____
c Ben _____
d Cathy _____
e Debbie _____
f Ellen _____
g Frank _____

3 Underline the correct way to complete the sentences.

- a I'm going to study / studying to be a phys. ed. teacher some day.
b They're not going / going not to win the baseball tournament this year.
c We're going to join / join a gym in the fall.
d When is she go / going to learn to windsurf?
e She's rock-climbing / She rock-climbs this Saturday.
f I'm studying / I'm going to study yoga in India one day.
g He's / He's going to playing soccer on the weekend.
h Are you going to study / studying at college when you leave school?

4 Put the words in the correct order to make sentences. Use contractions where you can.

- a are / what / you / do / to / next year / going / sports / ?

What sports are you going to do next year?

- b are / they / a / entering / today / swimming race / .

- c going / he / visit / is / to / one / Indianapolis Speedway Stadium / day / the / .

- d are / going / you / to / that / ride / horse / ?





















- e not / I / buy / going / to / am / cycling shorts / green / .

- f soccer / we / watching / not / tonight / are / any / games / !

- g aerobics / doing / you / tonight / are / ?

1 Write the words from the box next to the pictures.

belt blouse ~~cap~~ coat hat
jacket jeans pants shirt
shoes shorts skirt sneakers
suspenders socks sweater
sweatpants top T-shirt vest

| | |
|---|------------------------------|
|  | a <u>c</u> <u>a</u> <u>p</u> |
|  | b _ _ _ |
|  | c _ _ _ _ _ |
|  | d _ _ _ |
|  | e _ _ _ _ |
|  | f _ _ _ _ |
|  | g _ _ _ _ _ |
|  | h _ _ _ _ |
|  | i _ _ _ _ |
|  | j _ _ _ _ |
|  | k _ _ _ _ |
|  | l _ _ _ _ |
|  | m _ _ _ _ |
|  | n _ _ _ _ |
|  | o _ _ _ _ |
|  | p _ _ _ _ _ |
|  | q _ _ _ _ |
|  | r _ _ _ _ |
|  | s _ _ _ _ |
|  | t _ _ _ _ |

2 Write the circled letters in order to reveal the secret item – by this Venezuelan designer – in the shopping bag.



Simple present or present continuous?

We use the **present continuous** for something happening **now**.

| | | |
|-------------------|---------------|-------------------------------|
| I | 'm 'm not | wearing designer label jeans. |
| He She It | 's isn't | carrying a bag. |
| We You They | 're aren't | watching a clothes show. |

We use the **simple present** for **habits**, **routines** and **general truths**.

She usually **wears** jeans, and hardly ever **wears** dresses or skirts. (habit)

He **goes** to Paris three times a year to see the clothes shows there. (routine)

Some of the most exciting designs **come** from younger designers. (general truth)



3 Adriana Lima is an actress.
Underline the correct verb form to complete the sentences.

- a She 's *wearing* / *wears* casual clothes when she isn't working.
- b She 's *staying* / *stays* in Paris this week.
- c She 's *living* / *lives* in New York most of the time.
- d She 's *earning* / *earns* about \$4.5 million a year.
- e She *isn't smiling* / *doesn't smile* in photos.
- f She 's *giving* / *gives* lots of money to a Brazilian charity every year.

4 Put the verbs in brackets into the correct form of the present continuous or the simple present.

- a He usually wears (wear) Levi jeans.
- b She never _____ (buy) designer clothes.
- c _____ (you/look) at that clothes magazine?
- d Models sometimes _____ (have) health problems.
- e This week I _____ (write) an essay about a personality's life and work.
- f I (love) _____ Vera perfume.

5 Complete the dialog with the correct form the verbs in brackets.

Gemma Well, (a) do you think (you / think) I look good?

Grandma Your hair looks lovely, but I (b) _____ (not / understand) why you (c) _____ (wear) old jeans and a faded T-shirt to go out tonight.

Gemma It's a new style, Grandma. All my friends (d) _____ (wear) old jeans and faded T-shirts all the time.

Grandma Well, I don't know, Gemma. You know that I (e) _____ (like) that black dress of yours. Why don't you wear that?

Gemma No, Grandma. It's too smart. People (f) _____ (not / wear) dresses like that when they go out to the movies these days!

Grandma I guess not.

Gemma Well, it's time to go. What (g) _____ (Grandpa / do)?

Grandpa He (h) _____ (read) the paper in the living room, I guess.

Gemma Hey! Grandpa! I'm ready to go.

Grandpa OK. I (i) _____ (come)!

1 Unscramble the food and drink words.

- a chavonise anchovies
b bruccume _____
c mah _____
d bresh _____
e clettue _____
f scieps _____
g sloive _____
h elarnim etraw _____
i olewh hewat dabre _____

Offers and suggestions

To make offers we use **I/we + will + infinitive without to** in statements.

I'll make the salad. (I'll = I will)

We'll barbecue the meat for you. (We'll = we will)

To make suggestions we use **should + I/we + infinitive without to** in questions.

Should I cook lunch?

Should we get a take-out meal?

Grammar Ticket

2 Put the words in the correct order to make sentences. Use contractions where you can.

- a cake / will / make / we / .
We'll make a cake.
b pizza for lunch / we / make / should / ?

c will / the salad / prepare / I / .

d the cooking / we / do / will / .

e buy / will / I / some ice cream / .

f should / the cheese / get / I / ?

g something spicy / should / make / we / ?

h I / for dinner / get / should / what / ?

3 Complete the dialog using **will** or **sh** and the words in brackets. Use contractions where you can.

Victor Well; (a) should we make
(we / make) lunch then?

Steve Good idea. (b) _____
(I / see) what's in the cupboard.

Victor Right, and (c) _____
(I / check) the fridge.

Steve OK.

Steve looks in the cupboard and Victor looks in the fridge.

Victor We have lots of eggs.
(d) _____
(I / cook) an omelet?

Steve Great. And there's a can of corn and a can of beans in here.
(e) _____
(I / make) a salad?

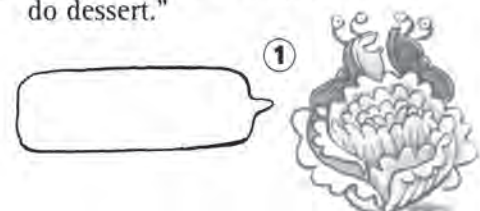
Victor All right, but (f) _____
(I / do) the salad dressing. You put too much salt in it last time, I remember. I was so thirsty.

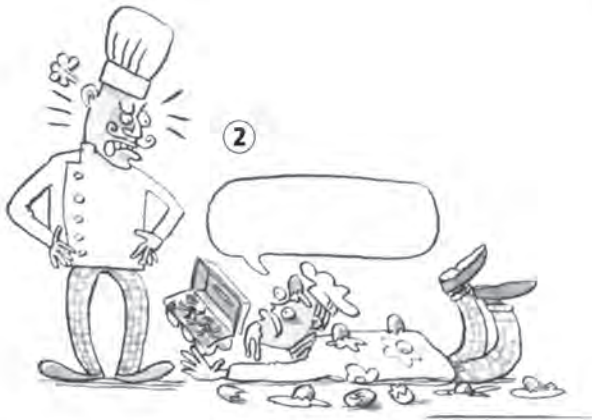
Steve Oh. That reminds me. What about drinks?
(g) _____
(we / have) juice or water?

Victor Umm. There's half a carton of apple juice left in the fridge.
(h) _____
(we / finish) that?

4 Match the sentences with the cartoons.

- a ☒ "I'll get you some ice."
b ☐ "I'll see how many people want steaks."
c ☐ "Should I make an omelet?"
d ☐ "Should we have salad for lunch?"
e ☐ "We'll cook today. Right, son?"
f ☐ "You get the fish ready, and I'll do dessert."





2



3



4



5



6

5 Label these pictures with the words from 1 box.

arrange ~~cut~~ grate slice
spread sprinkle



a Cut
the tomatoes in half.



b _____
the carrot.



c _____
some herbs on top
of the pizza.



d _____
the cucumber
around the fish.



e _____
the bread.



f _____
the butter on the
bread.

Guided writing

1 Rewrite these sentences with capital letters.

a my name's george.

My name's George.

b i work in saratoga springs in the us.

c my dad is african-american.

d lots of people ask me to cook french fried potatoes.

e thomas jefferson brought the idea back from france.

f the duke of york hotel is in yorktown, virginia.

2 Read the rules for using apostrophes.

Spell check

We use apostrophes in negatives and contracted forms:

we're don't I'm it's

and to show possession:

's = singular

the cook's idea NOT the idea of the cook

s' = plural

his customers' favorite NOT the favorite of his customers

3 Rewrite the underlined parts of the sentences with apostrophes.

a It is an interesting story.

It's

b What was the name of the difficult customer?

c I do not know.

d I am reading a book about fast food at the moment.

e The recipe comes from the cookbook of my grandmother.

f It is the favorite dish of my parents.

g We are waiting for some fries.

4 Read the punctuation rules.

Punctuation check

We use quotation marks when we are talking about a slang name, or a new name for something:

People called the first potato chips "Saratoga Chips."

George's new restaurant was called "Crum's Place."

5 Write out these sentences with capital letters and the correct punctuation.

a george crums mom was a native american

George Crum's mom was a Native American.

b he worked as a chef in a hotel called moon lake lodge in new england

c one day in 1853 george prepared a plate of fries for a hotel guest

d the guest wasn't happy because he thought george's fries were thick and horrible

e george made a second plate of thinner fries but the hotel guest still wasn't happy

f george felt very angry so he made a third plate of incredibly thin fries

g the hotel guest liked them and soon other customers wanted george's potato chips too

h in 1860 george opened the restaurant crum's place and his saratoga chips were popular there

i the first potato chips arrived in american stores in 1895

6 Rewrite "The history of the sandwich" with the correct punctuation.

john montagu was an eighteenth century english aristocrat he liked playing chess and in 1762 he played a game of chess for 24 hours he got hungry from time to time so his cook brought him snacks of meat and cheese between slices of bread that way montagu could hold his chessmen in one hand and his food in the other hand we call a snack of food between two slices of bread a sandwich because montagu's aristocratic title was the earl of sandwich nobody knows the name of montagu's cook but he or she certainly invented a tasty winner

John Montagu was an

7 Write a short history of your favorite food or use the notes below to write a history of popcorn. Use "The history of the sandwich" to help you.

Who invented it? Native Americans

When? in about 3000 BC

Extra details

Christopher Columbus and men bought popcorn from inhabitants of West Indies – but in form of necklaces

Hernando Cortes saw popcorn when invaded Mexico City because Aztecs wore popcorn jewelry at religious ceremonies

Indians from Wampanoag tribe brought bags of popcorn to first Thanksgiving meal in 1621 so European settlers in America soon discovered it was a tasty snack

Why do we call popcorn "popcorn?" because the word "pop" = "a small explosive sound" + that's the sound we hear when we cook popcorn

Write your history on a piece of paper. Give it to your teacher to correct.

Copy it out correctly. Keep the final text in a safe place.

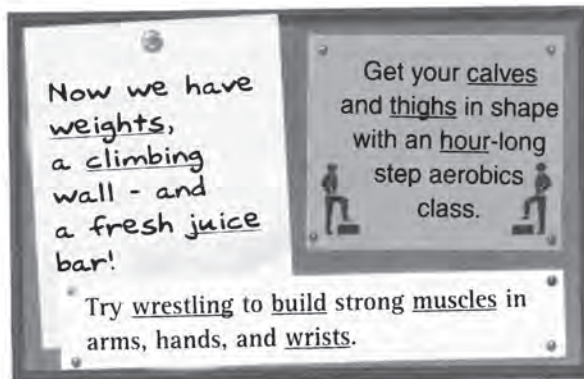
Say this!

SOUND CHECK

Silent letters

English spelling does not always help you know how to say a word. Many English words have silent letters in them. A dictionary can help you find the correct pronunciation.

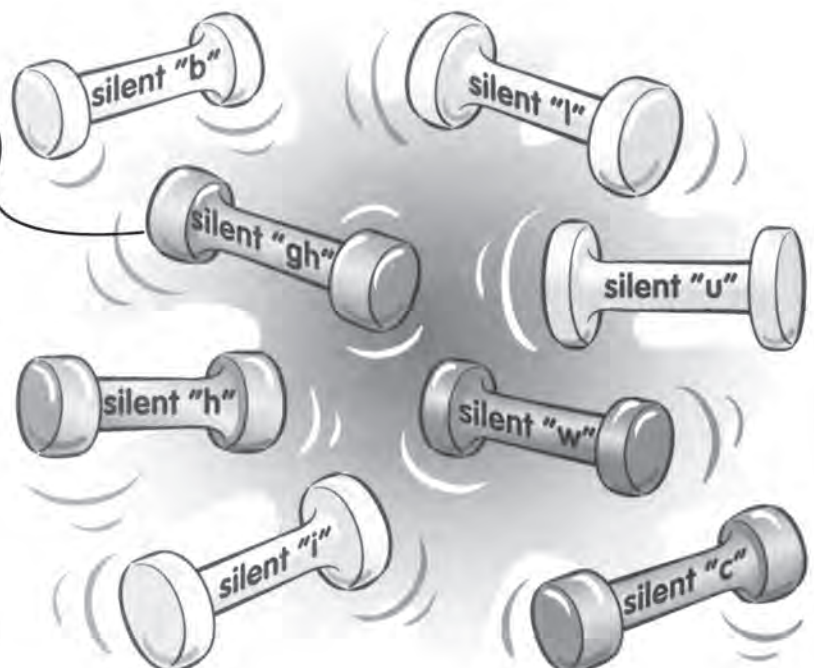
- 1 Listen. Which letters in the underlined words are silent? Cross them out.



- 2 Practice saying the sentences from exercise 1.

- 3 Listen and match these words with the silent letter weights.

- | | | | |
|---|----------|----------|----------|
| a | eight | night | light |
| b | lamb | thumb | comb |
| c | walk | talk | palm |
| d | wrote | two | answers |
| e | guessed | guard | guitar |
| f | ghosts | honestly | herbs |
| g | scissors | scene | science |
| h | fruit | cruise | swimsuit |



- 4 Listen and check your answers.

L1.9

- 5 Use a set of words from exercise 3 to complete each sentence.

- a It was eight at night when I saw a light.
- b We went for a long _____ and a quiet _____ among the tall _____ trees.
- c I _____ only _____ test _____ before my pen broke.
- d I ate tropical _____ on the _____ in my _____.
- e Most _____ and vampires _____ hate these _____.
- f No one _____ that the _____ played the _____.
- g We used _____ to cut out a _____ from a _____ -fiction comic book.

- 6 Listen and check your answers. Practice saying the sentences.

L1.10

Earthmail Cafe

1 Put these sentences in the order they happen in the story.
(1 = 1st, 9 = last)

- a Mrs. Honua welcomes Todd and Kim at the airport. ☐
- b Mrs. Honua says she is Ma Nature. ☐
- c Todd and Kimberly arrive at Honolulu airport. ☒
- d There is music at the party. ☐
- e Mrs. Honua tells the finalists about making presentations. ☐
- f The party begins for Todd, Kim, Hiapo, and the other finalists. ☐
- g Mrs. Honua introduces Hiapo to Todd and Kim. ☐
- h Mrs. Honua asks the finalists something about Hawaii. ☐
- i Hiapo makes his presentation. ☐

How did you do?

How well do you know the points from this unit?

Answer A, B or C.

A = very well

B = quite well

C = not yet

| | A | B | C |
|--|--------------------------|--------------------------|--------------------------|
| 1 body parts | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2 clothes | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3 food | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4 recipes | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5 talking about the future | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6 simple present or present continuous? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7 offers and suggestions: <i>will/should</i> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Discuss your answers with your teacher.

Help

Questions 1-4

If you answered B or C, learn the Unit 1 words in the Key word list. If you answered A, ask your teacher for a Unit 1 extension vocabulary tasksheet.

Questions 5-7

If you answered B or C, ask your teacher for a Unit 1 review grammar tasksheet. If you answered A, ask your teacher for an extra task from the Unit 1 Activity Pool.

Happy Earth

American English

Happy Earth is a topic-based course with a communicative emphasis that builds on previous language development. It is suitable for use after *Happy World*. By drawing on a wide range of factual information, it develops the children's language skills along with their general knowledge.

Combined with the preceding levels in the *Happy* series, it can complete an articulated six- to eight-level course.

Happy Earth 2 offers...

For the student:

- The Student Book features fascinating real-world material. It follows an integrated-skills approach with special emphasis on literacy skills. Every unit contains catchy songs, raps and chants, an *Action File* with a clear language focus, and an imaginative *Earthmail Café* puzzle story provides insights into different cultures and countries. A selection of information-rich texts at regular intervals helps to promote extended reading.
- Packaged with the Student Book, the MultiROM features vocabulary review and extension activities, songs and plays to perform at home, plus tasks formatted in the style of Young Learners' Exams.
- The Activity Book provides vocabulary and grammar practice activities, a step-by-step guided writing syllabus with real-life tasks, systematic pronunciation practice, regular self-assessment opportunities, and an Exam skills practice section.
- Website: www.oup.com/elt/happyamerican

For the teacher:

- The Teacher's Book provides detailed notes on topics and cultural background, clear teaching ideas, advice on classroom management, unit and review tests, plus extra photocopiable activities.
- 2 Class Audio CDs contain the complete listening program from the Student Book, including songs, chants and pronunciation rhymes, and the listening sections of the tests.

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