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Happy Earth

American English

1

Teacher's Book

OXFORD

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UNIT
1

My world

	Topics	Key vocabulary	Main language
Stage 1	In class Ss read and solve a puzzle about students from 7th Grade Highland Park School. They listen to a song about hobbies.	<i>curly, cute, dark, good-looking, light, long, plump, short, slim, straight, tall, ugly</i>	Simple present and present continuous
Stage 2	Families Ss read about Haley's family and complete a family tree. They discuss chores in the home.	<i> aunt, cousin, daughter, grandparents, husband, nephew, niece, parents, son, uncle, wife</i>	Possessive 's
Stage 3	Hobbies Ss read about some webpals and discuss their own hobbies.	<i>acting, hiking, listening to music, making models, painting, photography, playing computer games, playing the guitar, reading, sewing, writing e-mails</i>	Verb patterns verbs + -ing, verbs + to + infinitive
Stage 4	Action File My friend puzzle	Guided writing Spelling rules: simple present 3rd person singular Writing: informal e-mail	Say this! Sounds: the sounds /i/ /e/ /s/ /l/
Stage 5	Story Earthmail Café Todd and Kim at the cybercafé	Unit 1 TEST Vocabulary and grammar	

UNIT
2

Lifestyles

	Topics	Key vocabulary	Main language
Stage 1	Schooldays Ss discuss school subjects, listen to a song, and learn a message writing code.	<i>art, English, geography, history, math, music, phys. ed., Science, Spanish</i>	going to – future intentions
Stage 2	At home Ss discuss different styles of homes. Ss play "Treasure Hunt."	<i>bookcase, bunkbeds, closet, couch, desk, dresser, fireplace, fridge, lamp, shower, stairs, toilet</i>	Giving directions
Stage 3	What we eat Ss learn about healthy eating, listen to a rap about fast food, and consider typical diets in different countries.	<i>beef, butter, cauliflower, cheese, chocolate, flour, ice cream, milkshake, octopus, orange, oyster, pineapple, salmon, sausage, seafood, sugar, tuna, yogurt</i>	Countable and uncountable nouns
Stage 4	Action File My bird's-eye bedroom	Guided writing Spelling rules: noun plurals Writing: a summary of a factual article	Say this! Sounds: syllables and word stress
Stage 5	Story Earthmail Café Todd and Kim visit virtual Venice	Unit 2 TEST Vocabulary and grammar	

Read all about it!
Life in the United States

Do you remember? 1
Units 1–2
Ss review the main language from Units 1 and 2 in class activities and games.

REVIEW TEST 1
Skills-based progress test

UNIT 3

Time off

	Topics	Key vocabulary	Main language
Stage 1	Out shopping Ss study a shopping mall floor plan and listen to some shopping dialogs.	<i>card store, department store, clothing store, drugstore, electronics store, grocery store, jewelry store, music store, newsstand, pet store, shoe store, snack bar, sporting goods store, supermarket, toy store</i>	Requests and offers
Stage 2	On vacation Ss label camping equipment in a picture then read about a variety of summer camps.	<i>band-aid, camping stove, compass, cup, flashlight, fork, insect repellent, map, matches, pan, plate, pocket knife, rain jacket, sleeping bag, spoon, sunscreen, tent, toothbrush, toothpaste, water bottle</i>	Verb patterns 2: <i>like + -ing & would like to + infinitive</i>
Stage 3	Sports Ss group different sports and listen to a sports rap. They read about an unusual sumo wrestler.	<i>baseball, basketball, climbing, football, gymnastics, horseback riding, hockey, jogging, judo, kayaking, skiing, snowboarding, soccer, track and field</i>	<i>Have to / don't have to</i>
Stage 4	Action File My sports star card	Guided writing Spelling rules: present participle Writing: a postcard	Say this! Sounds: plural and present tense "s" endings: the sounds /s/, /z/ and /ɪz/
Stage 5	Story Earthmail Café Todd and Kim visit virtual South Korea		Unit 3 TEST Vocabulary and grammar

UNIT 4

Adventure

	Topics	Key vocabulary	Main language
Stage 1	Story time Ss read about and summarize the story <i>Huckleberry Finn</i> .	<i>Irregular verbs: become - became, begin - began, break - broke, can - could, come - came, drink - drank, feel - felt, find - found, go - went, have - had, hear - heard, hit - hit, leave - left, meet - met, run - ran, say - said, sell - sold, take - took, teach - taught, throw - threw</i>	Simple past
Stage 2	Around the world Ss learn about a number of different countries. They listen to a rap about travel and read about the great Irish traveller, Dervla Murphy.	<i>Canada, China, El Salvador, Egypt, France, Greenland, Honduras, India, Ireland, Mali, Mexico, Nepal, Nicaragua, Peru</i>	Simple past questions
Stage 3	Myths & legends Ss learn about some creatures from Greek mythology, read about the Loch Ness Monster, and write about a creature of their choice.	<i>claws, fur, hoof / hooves, horns, tail, wings cruel, frightening, lazy, fierce, greedy, rude, friendly, kind, smart, wise</i>	Comparatives and superlatives
Stage 4	Action File D-I-Y story	Guided writing Spelling rules: simple past; regular & irregular verbs Writing: narrating a story	Say this! Sounds: regular past tense and adjectives ending in "-ed"
Stage 5	Story Earthmail Café Todd and Kim visit virtual Jamaica		Unit 4 TEST Vocabulary and grammar

Read all about it!
Child heroes

Do you remember? 2
Units 3-4
Ss review the main language from Units 3 and 4 in class activities and games.

REVIEW TEST 2
Skills-based progress test

UNIT
5

Living with nature

	Topics	Key vocabulary	Main language
Stage 1	From the sky Ss talk about a weather map of the United States. They read about some old beliefs about the weather, and listen to a modern song about the dangers of too much sun.	<i>cloud / cloudy, foggy, hurricane, lightning, rain / rainy, rainbow, snow / snowy, stormy, sun / sunny, thunder, wind / windy</i>	<i>will</i> – future decisions
Stage 2	In danger Ss read about three endangered animals then listen to a radio program about two others. They consider the effects of climate change on different habitats.	<i>bat, bird, camel, dolphin, elephant, lish, flamingo, fox, giraffe, gorilla, ostrich, panda, polar bear, rhino, seal, tiger, tortoise, whale</i>	<i>will</i> – predictions
Stage 3	What a waste! Ss solve a puzzle matching containers and their contents. They do a quiz about trash and the environment and consider what they can do to help solve the problem.	<i>bag, bottle, box, can, carton, jar, packet, tub, tube</i>	<i>should / should not</i>
Stage 4	Action File My endangered animal campaign	Guided writing Spelling rules: contracted forms Reading: product label Writing: a formal letter requesting information	Say this! Sounds: linking words (consonant + vowel)
Stage 5	Story Earthmail Café Todd and Kim visit virtual Panama		Unit 5 TEST Vocabulary and grammar

UNIT
6

Communicate

	Topics	Key vocabulary	Main language
Stage 1	Sounds good Ss identify the different musical instruments in a school orchestra and in some pieces of movie music. They read about the world famous percussionist, Evelyn Glennie.	<i>cello, clarinet, cymbals, double bass, drums, flute, piano, trumpet, violin, xylophone</i>	Adverbs of manner
Stage 2	Words Ss explore the differences between American and British English. They read about and consider the kinds of mistakes that learners of English make and the effect that they may have.	American & British words: <i>apartment = flat, assignment = homework, candy = sweets, closet = wardrobe, cookie = biscuit, downtown = in the town centre, drapes = curtains, dresser = chest of drawers, elevator = lift, eraser = rubber, fall = autumn, flashlight = torch, sidewalk = pavement, truck = lorry, restroom = toilet</i>	Simple past – regular and irregular verbs
Stage 3	Sending messages Ss consider different forms of communication and listen to a chant about communications. They take and leave phone messages and learn common text message abbreviations.	<i>Phrasal verbs: pick up, put down, put in, put out, turn down, turn off, turn on, turn up</i> <i>Text messages: 2moro, bfn, cu, gr8, hagd, kit, l8r, pls, ruOK?, thnq, w8 4me, wknd</i>	Present continuous: future & <i>will</i> – decisions
Stage 4	Action File My pop song poster	Guided writing Spelling rules: adverbs of manner Writing: using referential pronouns; description of a person	Say this! Sounds: irregular past verb forms; sound groupings
Stage 5	Story Earthmail Café Todd and Kim visit virtual New Zealand		Unit 6 TEST Vocabulary and grammar

Read all about it!
The ancient world

Do you remember? 3
Units 5–6
Ss review the main language from Units 5 and 6 in class activities and games.

REVIEW TEST 3
Skills-based progress test

UNIT
7

Mysteries

	Topics	Key vocabulary	Main language
Stage 1	Explain that! Ss learn about the mysteries surrounding Stonehenge, Bigfoot, and the Mary Celeste. They read about the Bermuda Triangle.	<i>bay, beach, coast, forest, hill, island, mountain, ocean, valley</i>	The passive – past
Stage 2	Ghosts Ss listen to and identify some mysterious noises. They listen to a ghost story in parts and about the haunted Lincoln Room in the White House.	<i>boring, enjoyable, funny, interesting, mysterious, sad, scary, strange, terrifying</i>	Past continuous
Stage 3	Whodunnit? Ss study a map of London in Sherlock Holmes's time and mark a tour route. They find out about teenage detective Nancy Drew's detective kit, and listen to a rap.	<i>bridge, market, opera house, park, police station, restaurant, river, subway station, theater</i>	Infinitive of purpose
Stage 4	Action File A movie scene	Guided writing Spelling rules: adjective formation – opposites Writing: writing a detective story	Say this! Sounds & spelling: homophones
Stage 5	Story Earthmall Café Todd and Kim visit virtual Morocco		Unit 7 TEST Vocabulary and grammar

UNIT
8

Truth and fiction

	Topics	Key vocabulary	Main language
Stage 1	Tall stories Ss read and listen to the true story of a hoaxer who sold famous monuments to tourists. They read and discuss a story maze about the problem of school bullies.	<i>angry, calm, confused, frightened, jealous, nervous, pleased, upset, worried</i>	Relative clauses
Stage 2	On screen Ss read about the history of action and adventure movies. They invent a movie sequence and find out about the work of Foley artists (movie sound effect makers).	<i>action movie, actor, actress, character, director, hero, movie star, screen, special effects, stunt</i>	Review: past tenses
Stage 3	For real Ss read about a radio show for and by teenagers and listen to the show rap. They read a number of newspaper articles.	<i>advice, furniture, information, pajamas, news, weather</i>	Review: questions
Stage 4	Action File An advertisement	Guided writing Spelling rules: apostrophes Writing: connecting ideas – because, so; writing a movie summary	Say this! Sounds: word stress, sentence stress, schwa, and rhythm
Stage 5	Story Earthmall Café Todd and Kim visit virtual Chile and finish the competition.		Unit 8 TEST Vocabulary and grammar

Read all about it!
Crime and mystery

Do you remember? 2
Units 7–8
Ss review the main language from Units 7 and 8 in class activities and games.

REVIEW TEST 4
Skills-based progress test

Introduction



Welcome to *Happy Earth*!

Happy Earth is a two-level topic-based course for older pre-teens or young teenagers who are ready to build on a solid base in their early learning and become more independent users of English. It is designed to extend the vocabulary and structures of the elementary years of English, continuing from *Happy World* or other courses for younger learners.

Happy Earth is a fun, colorful, and stimulating course. It is organized around topics close to students' daily lives, but developed in a way which increases their knowledge of the world. The course provides a bridge from earlier elementary English learning to an increasingly mature and more cognitively developed secondary approach. In addition, *Happy Earth* offers a wealth of "authentic-feel" reading and listening materials with a great variety of text types, different "make-and-do" activities with engaging written output, and catchy songs, raps, and chants that act as a motivating springboard for language work.

Course objectives

The main objectives of *Happy Earth* are:

- to review, reinforce, and build on the vocabulary and structures that students have had in their previous years of English.
- to provide a balanced, integrated, and task-based approach to listening, speaking, reading, and writing, as recommended in most modern language teaching programs.
- to provide a bank of materials that strongly motivate and inspire both teachers and students.
- to provide an on-going record of each student's learning and linguistic development by giving ready-made review, testing, and evaluation tools for the teacher to use as appropriate.

Course components

Each level of *Happy Earth* has the following components:

- Student Book
- Activity Book
- MultiROM
- Teacher's Book
- Two audio CDs

Student Book

This is an 88-page color book consisting of eight units.

Each unit is topic-based, and new structures and vocabulary are developed through a wide range of activities including listening and reading texts, dialogs, stories, songs, and raps.

After each pair of units there is:

Optional extended reading practice. Each of these *Read all about it!* sections contains two pages of authentic-style texts with world information and cross-curricular content to stimulate and challenge young readers.

A classroom-based review section. These *Do you remember?* sections review the main structures and vocabulary through puzzles, quizzes, and board games which can be played either by the whole class or in smaller groups.

The *Action Files* in each unit provide topic-based creative tasks with a productive skills focus. In *Happy Earth 1* these include making a word puzzle, designing a treasure hunt, writing about a sports star, planning an endangered animal campaign, creating a movie scene, and inventing a spoof realtor's advertisement for a famous building.

The story *Earthmail Café* at the end of each unit gives a flavor of different cultures and an opportunity for students to broaden their world knowledge. Students accompany the characters Todd and Kim on a virtual journey around the world and join interactively in the puzzle adventure in which the characters take part.

Also optional is the play, *The Mermaid*, at the back of the Student Book, which can be used as extra reading material or for acting out.

Activity Book

This is a 96-page write-in practice book which systematically reinforces the vocabulary and structures presented in the Student Book, as well as providing a full writing skills syllabus and pronunciation tasks. Most of the Activity Book tasks can be done at home if necessary.

There is a *Grammar Ticket* for each structure presented in the Student Book, giving clear grammar charts and introducing rules of both formation and usage.

A unique feature of the *Happy Earth* Activity Book is the systematic writing syllabus. Each unit contains two pages of *Guided writing* activities. The first page contains activities that present and practice spelling rules as well as basic sentence-level writing skills. The second page offers real-life, longer writing tasks. These tasks are carefully structured to support the students producing their own piece of writing.

In each unit of the Activity Book the *Say this!* page features a variety of pronunciation activities and chants focusing on different areas of pronunciation which are problematic for learners.

The unit ends with comprehension tasks for the *Earthmail Café* adventure story, as well as a self-assessment feature.

The *Key word list* on pages 83–86 of the Activity Book provides a unit-by-unit record of active vocabulary and is a valuable

study tool. In addition there is a checklist on page 87 of irregular verbs, giving simple past and past participle forms.

The *Exam skills* practice tasks on pages 88-95 of the Activity Book provide students with a topic-based communicative skills test (listening, or reading and writing) for each unit. The tasks follow the format of the Cambridge Young Learners Tests, and give useful practice for students hoping to take the “Flyers” level test. With classes not preparing for CYL exams, these pages offer useful communicative language skills test materials for the teacher in addition to the more traditional structure and vocabulary-based unit tests supplied in the Teacher’s Book.

MultiROM

The *Happy Earth MultiROM*, packaged with the Student Book, offers motivating, interactive vocabulary revision and extension practice, together with further Young Learner’s test material, and audio clips of the *Happy Earth* songs – for home listening.

Teacher’s Book

The *Unit Overviews* at the beginning of the *Happy Earth* Teacher’s Book outline the unit theme, sub-topic development, and key language for each main stage. They also clearly highlight the writing and pronunciation syllabus in the Activity Book.

Within the teaching notes, a *Key language* box at the beginning of each main stage shows at a glance the grammar points and vocabulary that students will learn. Key language items are those that are practiced in the Activity Book and that are featured in the Unit Tests. All key vocabulary items are listed in the *Key word list* on pages 83–86 of the Activity Book. Other vocabulary items that students will need to use actively in the lesson are listed under the heading *Additional language*. These items are either review from previous learning or are clearly presented in context. They are not specifically practiced in the Activity Book or actively tested.

The teaching notes give comprehensive step-by-step guidance for each activity, together with answers and audio scripts. The corresponding page numbers in the Student Book and Activity Book are clearly shown.

The teaching notes also include notes on factual topics, cultural points, and idiomatic English, as well as website addresses that can be used to download authentic materials for topic-linked projects.

The *Extra* features (Activities, Games, and Pairwork) provide ideas for additional classroom tasks to reinforce the key language in the units in a motivating way. Some of these tasks use the Photocopy masters from the *Resource Bank* on pages 111–144. In these cases the page numbers are clearly shown.

The *Tests* section is on pages 84–99. There are eight photocopiable 1-page *Unit Tests* which test the key vocabulary and structures from each unit. There are also four photocopiable 2-page *Review Tests* which are designed to be completed after classes have finished each *Do you remember?* review section in the Student Book. These tests provide global skills-based evaluation with Listening and Reading and Writing components

(using task types in the style of those which appear in Cambridge Young Learners “Flyers” exams). Oral interview questions to allow for Speaking assessment are given in the Teacher’s Book at the end of the review section notes.

The Test key and audio scripts for the listening activities in the *Review Tests* are on pages 100–106.

The *Word list* is on pages 107–110. It provides a unit-by-unit list of all key vocabulary items and new words for active classroom use with a phonetic transcription of each word. Key vocabulary items are shown in bold.

The *Resource Bank* on pages 111–144 provides a wealth of extra photocopiable materials which reinforce the language in the units and give extra practice of key language. For every unit there is a photocopiable page of *Vocabulary Extension* activities for stronger students and a *Grammar Review* sheet which provides weaker students with additional practice in the key grammar points. Students are referred to these sheets depending on their answers in the self-assessment questionnaires at the end of each Activity Book unit.

Audio CDs

These provide recorded material of all the listening texts, dialogs, stories, songs, and raps in the Student Book, as well as material for the *Say this!* pronunciation tasks. Material for the listening part of the *Review Tests* is also included.

Unit structure

Each thematic unit in *Happy Earth* has five stages:

Stages 1–3: Language input and practice

Stages 1, 2, and 3 in every unit focus on different sub-topics of the main unit theme. *Happy Earth* takes into account the students’ growing maturity, increasing knowledge of language, and developing cognitive ability by providing a wide variety of contexts with clear visual support for the presentation and practice of new language.

Vocabulary

Key vocabulary is presented in context and highlighted as part of an activity or in a *Key word* box on the relevant Student Book page:

Key words			
curly	light	plump	straight
cute	good-looking	short	tall
dark	long	slim	ugly

All key vocabulary items are reinforced in the Activity Book and feature in the *Key word list* at the back of the Activity Book.

Grammar

Key structures are highlighted by the Ms. CD-ROM character on the relevant Student Book page in the *Looking at Language* boxes:

Looking at Language



Grammar Tickets in the Activity Book present the grammar point in a clear chart format and can be used for reference while students do the Activity Book exercises, as well as for teaching or review. The *Grammar Tickets* help to bridge the gap between elementary learning and the analytical approach to grammar that students are required to use in secondary learning. They foster growing student autonomy in terms of language awareness and cognitive organization of learning.

When a structure is reviewed later in *Happy Earth 1*, it is highlighted in the Student Book in a *Do you remember* box:

Do you remember?

These stages, together with the corresponding Activity Book practice material, provide the main language input in *Happy Earth*. If you have limited class time for English, you may wish to concentrate on these.

Stage 4: Action File

The Stage 4 *Action Files* are step-by-step writing activities or projects reflecting the language and themes of the unit, each presented with a clear model to guide students' writing. Students can exhibit their *Action Files* in the school as a visible record of learning, and they should be encouraged to pay attention to their presentation as well as to the content.

At the top of each *Action File* there is a list of materials that students will need. These materials will usually be available in the classroom, but occasionally students may need to bring something from home. In these instances there is a note in the Teacher's Book.

The success of these creative activities depends on supported preparation. There are notes in the Teacher's Book to guide these activities in class. If the number of hours for English is limited, we suggest that you choose one Action File to do with the class each term instead of trying to complete them all.

Writing syllabus

The unique two-strand writing syllabus is Stage 4 in the Activity Book. The aims of each activity are in the Teacher's Book and on the Activity Book Contents page.

Pronunciation practice

Say this! in Stage 4 of the Activity Book features discrimination and practice puzzles and activities which increase students' awareness of key features of English pronunciation, and give them an enjoyable context in which to practice. In *Happy Earth 1* these activities focus on sound symbols, word stress, simple present and noun plural "s" endings, simple past and adjective "ed" endings, sentence stress, word linking, and speaking rhythmically. The *Say this!* activities all require the audio CD and should therefore be done in class.

Stage 5: Earthmail Café

The *Earthmail Café* story takes the class on a virtual voyage of discovery to different countries around the world with Todd and Kim. The illustrations, the known language, and the storyline require students to use a variety of strategies in order to understand and follow the plot. The story, with atmospheric sound effects and dramatic voice characterizations, is on the audio CD, and the dialog has been specifically designed for reading aloud.

Each episode of *Earthmail Café* ends with a question which students must answer before they proceed to the next unit.

At the end of the last episode of *Earthmail Café*, students use their answers to each unit puzzle, and do some additional tasks in the Activity Book, to work out the final solution to the story.

The story highlights sociocultural points from each country featured and the *Extra Activity* notes suggest project work and useful sites for Internet research for classes with more hours of English per week.

Stage 5 in the Activity Book provides activities to check comprehension of the story. New vocabulary from the story is not key language and is not tested.

Extended reading

There are four optional extended reading practice sections in the Student Book. They come after Units 2, 4, 6, and 8 of the Student Book. These *Read all about it!* sections provide topic-linked factual and fictional texts to stimulate and challenge students, as well as to increase their world knowledge. In *Happy Earth 1* the topics of the *Read all about it!* sections are *Life in the United States*, *Child heroes*, *the ancient world*, and *Crime stories*.

The *Read all about it!* sections are specifically designed for schools with more hours of English per week, and as they do not introduce any new key vocabulary or structures, they can be skipped in teaching situations where time is limited.

Review

There are four *Do you remember?* review sections in the Student Book. They come after Units 2, 4, 6, and 8. Each 2-page section reviews vocabulary and structures from the units through puzzles, game-like tasks, and pairwork activities. The second page in each *Do you remember?* section features a board game, giving fun oral practice of the key language from the previous two units. These activities are designed to be done with the whole class, allowing the teacher to assess progress informally, and to put emphasis on different language points according to the needs of the class.

Evaluation

At the end of each unit students look back over the Student Book, and their work in the Activity Book, to complete a self-assessment questionnaire titled *How did you do?* They express and compare their reactions to the unit, and assess their own progress.

To assess your students' learning at the end of each unit, you may wish to use the *Unit Tests* (pages 84–99). These provide controlled exercises testing the key vocabulary and grammar from each unit.

After the class has completed each *Do you remember?* review section in the Student Book, you may wish to use the corresponding *Review Test* (pages 84–99). The *Review Tests* in the Teacher's Book and the *Exam skills* in the Activity Book provide an opportunity for global skills-based evaluation in Listening and Reading and Writing, using task types in the style of those used in the Cambridge Young Learners "Flyers" Tests, but as they recycle language from *Happy Earth*, they are equally suitable for all classes. At the end of the teaching notes for each *Do you remember?* section, there are questions for an oral interview which can be used to evaluate Speaking.

Drama

It can be a challenge to encourage students to act in English, but the rewards in terms of motivation and fluency are well worth it. As a first step, we suggest that students should only be encouraged to read aloud sketches and dialogs which are specifically written with this purpose in mind, such as the episodes of *Earthmail Café*.

For drama in small groups, there is a play on pages 86–87 of the Student Book: *The Mermaid*. This is optional extension material which can be performed at any time during the school year.

Stage 1

In class

Key language

Grammar

Simple present + present continuous

Vocabulary

Physical descriptions: *curly, cute, dark, good-looking, light, long, plump, short, slim, straight, tall*

Additional language

ugly

cat, dog, ferret, hamster, rabbit, snake

collecting cards, doing puzzles, listening to music, making picture frames, painting, playing baseball, playing chess, playing computer games, sewing, watching movies

1

Vocabulary



- Say *Look at the photos. What does the girl in photo a look like?* Use the photos to review the key words.



Activity Book



1 Vocabulary

Answers

b plump / slim **c** tall / short **d** dark / light **e** long / short
f curly / straight

2

Reading



- Read the first sentence aloud like this, to show Ss how to solve the puzzle:
The boy who has light hair ... which picture is it? ... Yes, picture b ... He isn't named Paul or Anwar ... what's his name then? ... Yes, Brandon ... What else do we know about him? ... He doesn't have a ferret ... note that down for picture b like this.
- Write on the board: *picture b - Brandon - X ferret*
- Check that Ss understand the rubric. Say *Read all the sentences first. Don't stop on one sentence if there is a problem. Come back to that sentence at the end.* Ss work individually, and then check answers in pairs.

MIXED ABILITY

- Write these clues on slips of paper and give them out one by one to the Ss who need help.
Lali has a cat.
Paul has short, dark hair.
Brandon has a rabbit.
Melinda's last name is Nicholls.

Answers

- a** Kate Martin has a hamster.
b Brandon McGrath has a rabbit.
c Anwar Cole has a snake.
d Lali Patel has a cat.
e Paul Lee has a ferret.
f Melinda Nicholls has a rabbit.

- Refer Ss to the *Key word list* on page 83 of their ABs. Tell them that these are the words they need to learn for each stage.

3

Song



L 1.1

- Write *Hobbies* on the board. Say *Look at the pictures on page 5. What are the hobbies?* Check that Ss know the hobby vocabulary: *collecting cards, doing puzzles, listening to music, making picture frames, painting, playing chess, playing computer games, sewing, watching movies.*
- Check that Ss understand the rubric. They listen to the song and match the names with the activities. They may need to listen to the song more than once.

Background note

Collecting cards is a popular hobby in the United States and Canada. The cards often show players of different sports and give their personal details. Some cards are worth hundreds of dollars. Originally the cards came with tea, cereal, cigarettes, chewing gum, magazines, etc., but they are now sold in packs by themselves.

4

Speaking



- Put Ss into pairs. They ask and answer questions about the children in the Hobby Club. Encourage them to use contractions when speaking.
- Check answers with the whole class like this. Say *Melinda's listening to music.*
- Elicit the correction *No, she isn't. She's playing computer games.*

- Read the sentences below. Ss correct them in the same way. Pay attention to the pronunciation of the contractions.

Scott's watching a video. No, he isn't. He's playing chess.
Haley's playing chess. No, she isn't. She's making picture frames.

Brandon's sewing. No, he isn't. He's trading cards.
Anwar's listening to music. No, he isn't. He's watching a movie.

Lali's playing a computer game. No, she isn't. She's listening to music.

Paul's doing a puzzle. No, he isn't. He's painting.

Kate's painting. No, she isn't. She's playing chess.

Answers

Anwar's watching a movie.	h
Kate's playing chess.	b
Haley's making picture frames.	d
Nikko's doing a puzzle.	i
Rupa's sewing.	e
Melinda's playing computer games.	c
Brandon's trading cards.	a
Lali's listening to music.	f
James is trading cards.	a
Paul's painting.	g
Scott's playing chess.	b

- Ss turn to page 84 and listen again. Encourage them to beat the rhythm using their hands or feet.
- Ss listen again and sing the song aloud. Ss who prefer not to sing can read along, keeping the rhythm.

5 Listening


L 1.2

- Say Look at the photo of Johnny and Angelina. They are new students in 7th Grade. You're going to hear them talking on their first day at school. What do you think they talk about?
- Ss listen to the dialogs and take notes to complete the chart. You may need to play the recording more than once for all Ss to hear the answers.
- Ss check their answers in pairs, asking and answering questions like this:
- Where's Johnny from? He's from ...
- Copy the chart onto the board and elicit the answers from the class.

Answers

Name	Johnny	Angelina
Where from?	Santa Rosa, New Mexico	New York
Address	5th Street	4th Street
Family	only child	one brother, one sister
Likes	reading, baseball	swimming
Age	11	13

AUDIO SCRIPT

Dialog 1

- Lali** Hi! I'm Lali. Are you new?
Johnny Yes, I'm Johnny, Johnny Lopez. I'm from Santa Rosa.
Lali Santa Rosa in New Mexico?
Johnny Yeah. We just moved here because my dad got a job in Dallas.
Lali Cool. Where do you live?
Johnny On Fifth Street, near the library.
Lali Oh sure. Do you have any brothers or sisters?
Johnny No, I don't. I'm an only child.
Lali Me too. What do you like doing?
Johnny Well ... I read a lot and I love baseball.
Lali OK. How old are you?
Johnny I'm eleven, and you?
Lali Me? I'm twelve.

Dialog 2

- Anwar** Hi, I'm Anwar. You're new here, aren't you?
Angelina Yep. I'm Angelina. I'm from New York. We just moved here last month. My mom got a new job here.
Anwar Where do you live?
Angelina On Fourth Street, near the park.
Anwar I live near there too. Do you have any brothers or sisters?
Angelina Yeah, I do. A kid brother and a kid sister. They're twins.
Anwar Oh! And what kind of things do you like?
Angelina Well, I'm into swimming. I was on the swim team at my old school. Is there one here?
Anwar Yeah, there is. How old are you?
Angelina Thirteen. And you?
Anwar I'm thirteen too.

6 Speaking



- Direct a class discussion using the questions, encouraging as many Ss as possible to speak.

Looking at Language



Simple present and present continuous

- Read the sentences with the class and ask Ss to say which tense each one is.
- Ss work in pairs to translate the sentences into L1. Check answers with the class, comparing translations and choosing the best versions.

Answers

1 b 2 a

Activity Book



Grammar Ticket

Simple present and present continuous

- Use the Grammar Ticket to check that Ss remember how to form, and when to use, each tense.

Grammar practice exercises 2–5

- Do the grammar exercises in class or assign them for homework as necessary.

Exercise 2 Simple present

Answers

b lives **c** work **d** doesn't work **e** goes **f** don't share

Exercise 3 Present continuous

Answers

b He's playing baseball.
c She's playing the piano.
d He's playing chess.
e He's playing a computer game.
f She's driving a car.

Exercise 4 Simple present or present continuous?

Answers

b work **c** are relaxing **d** doesn't drink **e** are wearing
f is holding **g** is reading

Exercise 5 Simple present and present continuous

Answers

Individual answers

EXTRA ACTIVITY

Who is it?



- 1 Write these questions on the board:
 - a How many of them are boys?
 - b How many of them have light hair?
 - c How many of them have long hair?
 - d How many of them have curly hair?
 - e How many of them have glasses?
- 2 Put Ss into pairs. Give each pair a set of people cards from Photocopy master 1, face down. Say *I want you to look at the cards and answer the questions. Don't look until I say "Go!"*
- 3 Check / teach *glasses*. Say *Ready ... Steady ... Go!* Ss turn over the cards and find the answers. The first pair to finish writes down the answers and brings them to you. If they are right, shout *Stop!*
- 4 Check answers with the whole class.

Answers

a 10 **b** 8 **c** 8 **d** 11 **e** 7

- 1 Choose a strong student. Say *Choose a card. I have to guess who it is.* Ask the student questions, e.g. *Is it a boy? Does he have light hair?*, etc. Encourage him / her to answer *Yes, it is. No, it isn't. Yes, he does. No, he doesn't.* etc.
- 2 When you have guessed the student's card say *Now I choose a card. Ask me questions.* The whole class asks questions.
- 3 Put Ss into pairs. Say *Play "Who is it?"* Ss take turns to choose a person.

Stage 2

Families

Key language

Grammar

Possessive 's

Vocabulary

Family words: *aunt, cousin, daughter, father, grandfather, grandmother, husband, mother, nephew, niece, parents, son, twins, uncle, wife*

Additional language

the cleaning, the cleaning up, the cooking, the dishes, the ironing, the laundry, the shopping

1

Lead-in



- 1 Tell Ss to draw two columns in their notebooks titled GIRLS and BOYS.
- 2 Read the names from the list as a spelling dictation: *Meg M - E - G.* Ss write the names in the column they think they belong in.

Answers

Girls: Meg, Liz, Jenny, Kellie, Amy, Ashley

Boys: David, Dan, Mike, Matthew, Jeff, Ashley, Eric
(Ashley can be both a girl's and a boy's name.)

2

Reading



- 1 Check that Ss understand the rubric. Do the first sentence with the whole class so that Ss understand the activity.
- 2 As Ss finish, put them into pairs to check answers.

Answers

Meg and David, and Liz and Eric are Haley's grandparents.

Jeff and Ashley are Haley's parents.

Matthew and Amy are Haley's brother and sister.

Mike and Kellie and Jenny are Haley's aunts and uncle.

Dan is Haley's cousin.

3

Speaking



- 1 Ss work in pairs to talk about their families.
- 2 Monitor to make sure that Ss are using the new language correctly and to check the use of possessive 's.

Activity Book

1 Vocabulary
Answers

b aunt **c** cousin **d** niece **e** granddaughter
f grandmother **g** daughter **h** parents

Looking at Language

Possessive 's

- Read the sentences with the class and write the possessive on the board:

Juani's children's parents'

- Ss complete the matching activity and compare answers with a partner. Check answers with the class:

a 2 **b** 1 **c** 3

Activity Book

Grammar Ticket
Possessive 's

- Read the rules with the class, checking that they understand when to use 's and when to use s'.

Grammar practice exercises 2-4

- Do the grammar exercises in class or assign them for homework as necessary.

Exercise 2
Answers

b They're Haley's sneakers.
c It's Haley's pen.
d They're Haley's DVDs.
e They're Brandon's sunglasses.
f It's Brandon's gum.
g It's Brandon's soccer ball.
h They're Haley's cards.
i It's Haley's shampoo.
j They're Brandon's CDs.

Exercise 3
Answers

c Zinc's father's name is Zack.
d Zack's wife's name is Zoe.
e Zoe's grandson's name is Zot.
f Zot's sister's name is Zita.
g Zita's grandmother's name is Zibar.
h Zibar's daughter's name is Zala.
i Zala's brother's name is Zor.

Exercise 4
Answers

b Eric's sisters' names are Sarah and Jane.
c The children's new hamsters are behind the chair.
d My cousins' last name is Parker.
e Our pet cat's name is Dolly.
f Jess' / Jess's brothers are at college.
g James' / James's fiancée is from Mexico.
h Amy's brother's leg is broken.

4 Vocabulary


- Ss work in pairs to match the pictures and the chores.
Ss make sentences about who does which chores in their homes.

Answers

a the laundry **b** the shopping **c** the cleaning **d** the dishes
e the cooking **f** the ironing **g** the cleaning up

5 Listening


- Ss listen to a conversation between Brandon and his dad and note down the chores in the chart.

Answers

Brandon: cleaning up, doing the dishes

Brandon's dad: cleaning, cooking

Brandon's brother: shopping

AUDIO SCRIPT

Brandon What are we doing this afternoon?

Dad Well, I have to clean the house and your brother's going shopping. Why don't you go with him?

Brandon The shopping is his chore, not mine.

Dad Well, don't go then, help me with the cleaning.

Brandon Hey, the cleaning is your job.

Dad OK, why don't you do some of your chores then? How about cleaning up the living room?

Brandon No way!

Dad You know the rules. You clean up the house or no allowance!

Brandon OK. OK. I'll do it later. Are you cooking anything special for dinner tonight?

Dad Why? What do you want to eat?

Brandon Well, how about pizza?

Dad Pizza, again! I know why you like pizza so much! When we order take-out, there are no dishes to do. ... And doing the dishes is your job!

Brandon Hey ... how did you guess?

6 Writing


- Ss read the example rules. Ask *Are they real?* (No.) Ask Ss to say some more new rules.
In class or for homework, Ss work on their own to write a list of new rules.
Exhibit the rules lists in the classroom. Ss read them and decide on their favorite five dream rules.

Key language

Grammar

Verb patterns: verbs + *-ing*, verbs + *to* + infinitive

Vocabulary

Hobbies: *acting, hiking, listening to music, making models, photography, painting, playing computer games, playing the guitar, reading, sewing, writing e-mails*

Additional language

bungee jumping, model making, plane spotting, power kiting, boring, dangerous, fun, interesting, relaxing, useless

1

Lead-in



- ⊖ Say *You're going to look quickly at a website. What kind of site is it? Shout "Stop!" when you have the answer.*
- ⊖ Ss open their books to page 8 and look at the website. Discuss the questions with the whole class. If any of the Ss have used a similar website, ask them follow-up questions about the people they met there.

2

Reading



- ⊖ Check that Ss understand the questions.
- ⊖ Say *This is a race. You have to answer the questions as quickly as possible. When you finish, bring your answers to me. The first to finish brings the answers to you. If they are right, shout Stop!*
- ⊖ Ss check their answers in pairs.

Answers

a four **b** four **c** Eloise **d** Jim **e** Chris
f two (Kyrisha and Sophie) **g** three (Caroline, Chris, and Jim)
h Jim **i** Eloise **j** Jim

3

Speaking



- ⊖ Put Ss into small groups. They discuss the questions in their groups, giving reasons as in the example.
- ⊖ Write the names of the different webpals on the board. Ss vote for the most popular webpal.

Looking at Language



Verb patterns

- ⊖ Ss work on their own to complete the rules.

Answers

the *-ing* form
the *-ing* form



Grammar Ticket

Verb patterns

- ⊖ Read the rules and examples with the class, checking that they understand.

Grammar practice exercises 1–2

- ⊖ Do the grammar exercises in class or assign them for homework as necessary.

Exercise 1

Answers

- b** He likes drawing / to draw pictures of dinosaurs.
- c** He loves reading / to read comic books.
- d** He hates watching / to watch TV.
- e** He enjoys going to the park.
- f** He doesn't mind playing sports.
- g** He loves listening / to listen to music.

Exercise 2

Answers

Individual answers

4

Speaking



- ⊖ Ask *What do you remember about Kate?* (Possible answers: Her last name is Martin. / She has a hamster. / She has long, straight hair. / She likes playing chess.)
- ⊖ Ss look at Kate's hobby badge and make sentences about her from the pictures on the hobby badge.

Answers

She likes playing chess. / She enjoys reading magazines. / She loves watching TV. / She likes reading magazines.

5

Speaking



- ⊖ In class or for homework, Ss draw their own hobby badges.
- ⊖ Collect in the badges. Give them out to different Ss.
- ⊖ Choose a strong student to demonstrate the activity. The student describes the person whose badge they have, following the example in the SB. Say to the whole class *When you know who it is, put your hand up. You can't guess your own badge!*
- ⊖ The student who guesses the identity of the badge maker is the next to speak.

6

Speaking



- ⊖ Ss discuss the hobbies in the pictures using the adjectives listed.



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ISBN 978-0-19-473244-4



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