

# 1

# Welcome BACK!



BE CURIOUS



Anuj's First Day



How do you spell your name?



Jin Yang:  
A Gymnast

1. How many people are in the photo?

2. Who are they?

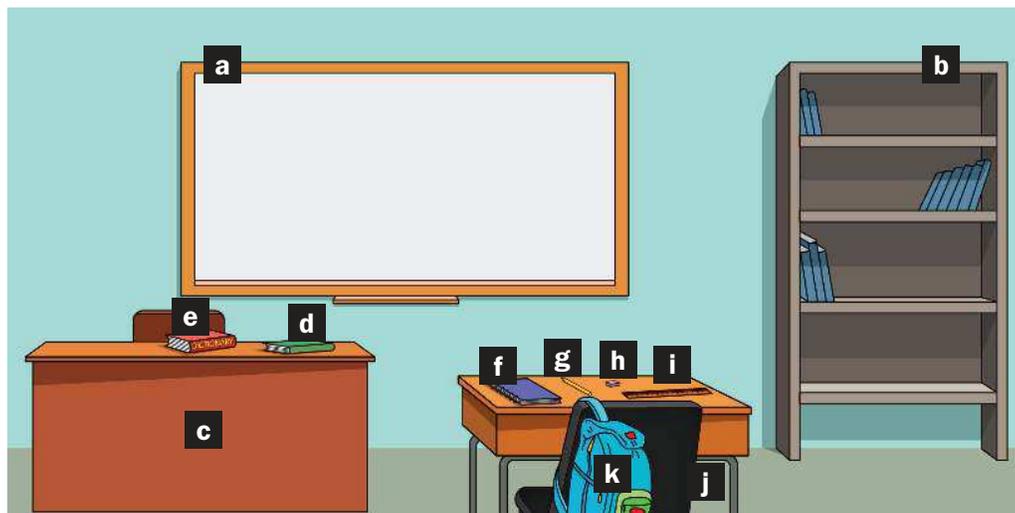
3. Where are they?

## UNIT CONTENTS

- Vocabulary** Classroom objects and colors; instructions
- Grammar** Simple present of *be* and subject pronouns; imperatives
- Listening** Important announcements

### Vocabulary: Classroom objects and colors

1. Match the words with the correct items.



1.   k   a backpack
2.    a board
3.    a book
4.    a bookshelf
5.    a chair
6.    a desk
7.    a dictionary
8.    a notebook
9.    a pencil
10.    a ruler
11.    an eraser



2. Listen, check, and repeat.

3. Look at the picture in Exercise 1. Write the colors of the classroom objects.

- |                             |                           |
|-----------------------------|---------------------------|
| 1. a <u>  black  </u> chair | 7. a <u>  </u> dictionary |
| 2. a <u>  </u> bookshelf    | 8. a <u>  </u> board      |
| 3. a <u>  </u> desk         | 9. a <u>  </u> backpack   |
| 4. a <u>  </u> book         | 10. a <u>  </u> pencil    |
| 5. a <u>  </u> eraser       | 11. an <u>  </u> ruler    |
| 6. a <u>  </u> notebook     |                           |

#### NOTICE IT

Use **a** before a word that starts with a consonant. Use **an** before a word that starts with a vowel or vowel sound.

**a** chair    **an** eraser  
**a** ruler    **an** orange ruler



4. Listen, check, and repeat.

### Speaking: My classroom objects

5. Check (✓) the items that are in your desk or your backpack.

Add another item.

- |                                    |                                       |                                       |
|------------------------------------|---------------------------------------|---------------------------------------|
| <input type="checkbox"/> a laptop  | <input type="checkbox"/> a notebook   | <input type="checkbox"/> a ruler      |
| <input type="checkbox"/> a book    | <input type="checkbox"/> a dictionary | <input type="checkbox"/> Other: _____ |
| <input type="checkbox"/> an eraser | <input type="checkbox"/> a pencil     |                                       |

6. **YOUR TURN** Work with a partner. Say the items in your desk or backpack and their colors.

A yellow and gray book, an orange eraser, . . .

Workbook, p. 2

**Reading** It's a New School Year; Computer Club Rules; Picture It!

**Conversation** Learning a new language

**Writing** A poster with classroom rules

# It's a **NEW SCHOOL YEAR!**



## Reading: Notices on a bulletin board

1. Look at the pictures. What is the calendar about?



2. Read and listen to the notices. Circle the best title.

- a. People at Clinton Middle School!
- b. This Week at Clinton Middle School!
- c. Football Is Now for Boys and Girls!

3. Read the notices again. Complete the chart with the times and places.

Event	Time	Place
1. ice cream party	<i>after lunch</i>	
2. NexGen Inventors' Club meeting		
3. girls' football team tryouts		
4. school website meeting		
5. rock band contest		

4. **YOUR TURN** Work with a partner. Make a list of activities at your school. Then say your favorite activities.

*Boys and girls soccer, a science club, a dance group, . . .*

## Grammar: Simple present of *be* and subject pronouns

### 5. Complete the chart.

Use the simple present of *be* to identify people and give locations and dates. Subject pronouns can replace the names of the people or things that the sentences are about.

Affirmative		Negative	
I <b>am</b> a photographer. Laura _____ 12 years old. Tryouts <b>are</b> on the football field.		I <b>am not</b> a musician. <b>She is not</b> 13 years old. <b>They</b> _____ in the gym.	
Yes/No questions		Short answers	
Are you a photographer? _____ Laura 12 years old? Are tryouts on the football field?		Yes, I _____. No, I'm not. Yes, <b>she is</b> . No, <b>she isn't</b> . Yes, <b>they</b> _____. No, <b>they aren't</b> .	
Subject pronoun	I                    you   he   she	it   we   they	
Simple present of <i>be</i>	_____   are   is	_____   is   are	_____

**Get it RIGHT!**

Use the singular form of **be** for nouns that represent groups of people.  
 The band **is** good.  
 NOT: ~~The band are~~ good.  
 The team **is** all girls.  
 NOT: ~~The team are~~ all girls.

Check your answers: Grammar reference, p. 106

### 6. Complete the sentences with the simple present forms of *be*.

- The ruler is gray.
- Kyle and Leila \_\_\_\_\_ photographers.
- You \_\_\_\_\_ in my class.
- I \_\_\_\_\_ a football player.
- The band \_\_\_\_\_ new.
- The meetings \_\_\_\_\_ on Thursdays.

### 7. Make the sentences in Exercise 6 negative. Use contractions.

- The ruler isn't yellow.
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

### 8. Write yes/no questions with the simple present forms of *be*.

- you / 12 years old Are you 12 years old?
- you / a teacher \_\_\_\_\_
- your friends / in a band \_\_\_\_\_
- your school / big \_\_\_\_\_

## Speaking: It's not true!

### 9. YOUR TURN Write three false sentences about you or people in your school.

- I'm 15 years old
- Mrs. King is an English teacher.
- Tim is in a band.

### 10. Work with a partner. Share your sentences. Ask and answer questions to correct them.

OK. You aren't 15 years old.  
Are you 12 years old?

Are you 11?

No, I'm not.

Yes, I am.

Workbook, pp. 2-3



**Say it RIGHT!**

The voice rises in yes/no questions. Listen and repeat the questions in Exercise 8.

Are you 12 years old?

Ask and answer the questions in Exercise 8 with a partner. Make sure your voice rises when you ask the questions.

**BE CURIOUS** Find out about Anuj and his school. Why is it a special day? (Workbook p. 72)

**Discovery EDUCATION**

1.1 ANUJ'S FIRST DAY



# Listen CAREFULLY!

## Listening: Important announcements

1. Look at photo 1. When are announcements at your school?



2. Listen to the club announcements. Check (✓) the club activities.

- |                                       |                                 |  |
|---------------------------------------|---------------------------------|--|
| <input type="checkbox"/> art projects | <input type="checkbox"/> chess  | <input type="checkbox"/> cooking classes |
| <input type="checkbox"/> nature walks | <input type="checkbox"/> sports |  |



3. Listen again. Circle the correct answers.

- The name of the club is \_\_\_\_\_.  
 a. The Sports Club      b. Club Go      c. The Food Club
- The activities are \_\_\_\_\_ after school.  
 a. on Mondays and Wednesdays      b. on Tuesdays and Thursdays      c. every day
- The sports activities are \_\_\_\_\_.  
 a. in the park      b. on the soccer field      c. in the cafeteria
- Diego is \_\_\_\_\_.  
 a. a club member      b. the club leader      c. a soccer coach

## Vocabulary: Instructions



4. Look at the pictures. Complete the labels with the correct verbs. Then listen, check, and repeat.

- |       |        |       |      |       |
|-------|--------|-------|------|-------|
| be    | come   | open  | read | stand |
| close | listen | raise | sit  | turn  |

- \_\_\_\_\_ to the announcements.
- \_\_\_\_\_ the door.
- \_\_\_\_\_ your book.
- \_\_\_\_\_ to page 15.
- \_\_\_\_\_ the article.
- \_\_\_\_\_ down.
- \_\_\_\_\_ up.
- \_\_\_\_\_ here.
- \_\_\_\_\_ quiet!
- \_\_\_\_\_ your hand.

5. Work with a partner. Where do you hear the instructions in Exercise 4? Make lists.

- In a . . . library    gym    cafeteria    (your own idea)

*Library: be quiet, sit down, listen to . . .*

## Grammar: Imperatives

### 6. Complete the chart.

Use imperatives to give commands or instructions.

Affirmative	Negative
Close the door. Turn to page 7. _____ on the soccer field.	Don't close the door. _____ turn to page 8. Don't meet in the gym.
Contraction	do not = _____

▶ Check your answers: Grammar reference, p. 106

### 7. Match the phrases.

- |                    |                                     |
|--------------------|-------------------------------------|
| 1. Be              | a. for help.                        |
| 2. Please turn     | b. at the answers.                  |
| 3. Write           | c. your name on your paper, please. |
| 4. Don't look      | d. to music on your phone.          |
| 5. Don't listen    | e. on time for class, please.       |
| 6. Ask the teacher | f. to page 6 in your book.          |

### NOTICE IT

Use **please** to make a command softer. It can go at the beginning or end of a sentence. Use a comma before **please** when it goes at the end of a sentence.  
**Please** listen carefully.  
 Listen carefully, **please**.  
**Please** don't open your books.  
 Don't open your books, **please**.

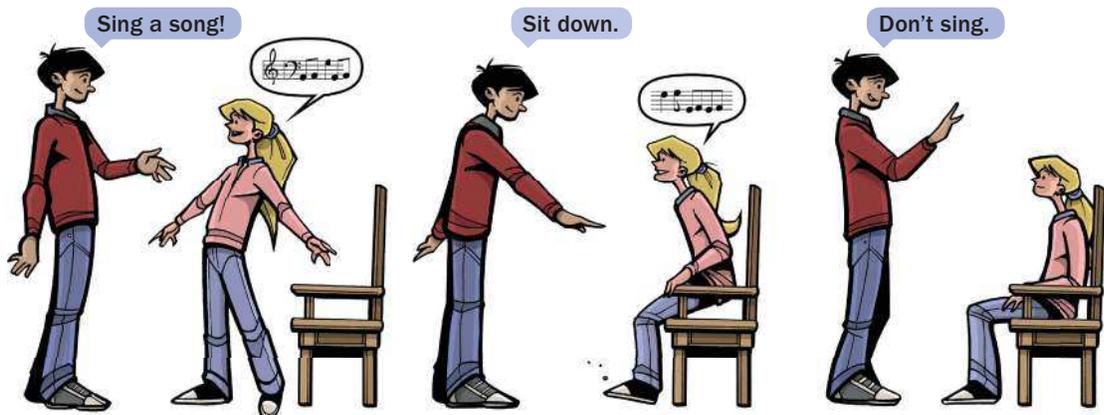
### 8. Look at the classroom rules. Write imperative sentences with please.

CLASSROOM RULES	
DO	DON'T
1. read the rules	4. run in the classroom
2. raise your hand	5. talk on the phone
3. listen carefully	6. sit on your desk

- Please read the rules.* \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

## Speaking: Do it! Don't do it!

### 9. YOUR TURN Work with a partner. Give instructions. Your partner does the actions. Take turns.



▶ Workbook, pp. 4–5



**REAL TALK**

1.2 HOW DO YOU SPELL YOUR NAME?



# What does rule **MEAN?**

## Conversation: That's my name!



1. **REAL TALK** Watch or listen to the teenagers. Complete their names with the correct letters.

1. E-\_\_\_\_-I-\_\_\_\_-Y
2. P-E-\_\_\_\_-\_\_\_\_-A
3. \_\_\_\_-A-\_\_\_\_-H-E-L \_\_\_\_-A-N-\_\_\_\_
4. \_\_\_\_-O-\_\_\_\_-\_\_\_\_-T-\_\_\_\_-E-\_\_\_\_
5. E-\_\_\_\_-\_\_\_\_-N
6. \_\_\_\_-\_\_\_\_-N-N-\_\_\_\_
7. \_\_\_\_-\_\_\_\_-E-\_\_\_\_-E-N
8. \_\_\_\_-R-E-D-D-\_\_\_\_-\_\_\_\_

2. **YOUR TURN** How do you spell *your* name? Tell your partner.



3. Listen to Cesar and Leah. Complete the conversation.

**USEFUL LANGUAGE: Learning a new language**

Can you repeat that

How do you say

I don't understand

What does . . . mean

**Leah:** Hi, **Cesar**.

**Cesar:** Hey, **Leah**. Look at this cool notebook. It's for new English words.

**Leah:** Nice.

**Cesar:** <sup>1</sup> \_\_\_\_\_ **regla** in English?

**Leah:** Ruler.

**Cesar:** I'm sorry. <sup>2</sup> \_\_\_\_\_. How do you spell it?

**Leah:** **R-U-L-E-R**.

**Cesar:** <sup>3</sup> \_\_\_\_\_, please?

**Leah:** Sure, it's **R-U-L-E-R**.

**Cesar:** Oh, **ruler**. Thanks. Here's a new word for me, too . . . rule.

<sup>4</sup> \_\_\_\_\_ **rule** \_\_\_\_\_?

**Leah:** Rules are things you can and can't do . . . you know, like *listen to the teacher* and *don't use your phone in class!*

**Cesar:** I see. Thanks!

4. Practice the conversation with a partner.

5. **YOUR TURN** Repeat the conversation in Exercise 3, but change the words in **purple**. Use your own names, the items below, and the words for them in your first language.



a marker



a pen



a calculator



a map



(your own idea)

# Computer Club Rules

- 1 Be on time! Club meetings are at 4:00 on Mondays.
- 2 Be careful with the laptops. They are new.
- 3 Please be quiet in the lab. Use headphones.
- 4 Don't eat or drink in the computer lab.
- 5 Please take turns.
- 6 Don't sit on the desks!
- 7 Don't use phones in the lab.
- 8 Turn off the computers at the end of the day.

**Reading to write: A poster with classroom rules**

6. Look at the title and pictures on the poster. What do you think some of the rules are? Read the poster to check.

**Focus on CONTENT**

A list of rules can include examples of things to *do* and things *not* to do.

7. Read each rule below. Write the number of the rule in the poster that means the same thing.

1. Don't be late. \_\_\_\_\_
2. Don't talk loudly in the lab. \_\_\_\_\_
3. Sit on the chairs. \_\_\_\_\_
4. Turn your phones off. \_\_\_\_\_
5. Don't leave the computers on. \_\_\_\_\_

**Focus on LANGUAGE**

**Exclamation points**

Use an exclamation point to show something is:  
 - very important: *Listen carefully!*  
 - dangerous: *Don't sit on the table!* (It might break.)  
 Don't use too many exclamation points.

8. Find the rules in the poster with exclamation points. Which one shows something is very important? Which one shows something is dangerous?

9. Add missing periods or exclamation points to the sentences.

1. Don't talk in the library\_\_\_\_ It's very important.
2. Help me with my homework, please\_\_\_\_
3. Don't run in the hallway\_\_\_\_ You might fall.
4. The English class is at 10:00\_\_\_\_



**Writing: Classroom rules**

**PLAN**

Make a chart with ideas for classroom rules. Then number your ideas in the order of importance.

Do	Don't

**WRITE**

Now write your rules. Use the best ideas in your chart. Write at least eight rules.

**CHECK**

Check your writing. Can you answer "yes" to these questions?

- Do you include things to *do* and things *not* to do?
- Do you use exclamation points correctly?

# PICTURE IT!



**NYC SALT** is an after-school photography program in New York City. The students are 13 to 19 years old. The teens' photos are about their interests and cultures. The classes are one day a week.

**Here's a list of things you do at NYC SALT:**

- Learn about your camera.
- Learn from professional photographers.
- Use your camera on photo shoots.
- Show your photos in the SALT gallery.
- Make videos.
- Become an artist!



Some teens are part of group projects. For example, *Life in Washington Heights* is a collection of photos about a neighborhood in New York City. The photos are on the streets and in the parks in Washington Heights. The photos are also in the photographers' homes, on subways, and in supermarkets. Some photos are black and white, and others are in color.

**Are you a photographer? Is there an after-school program in your city?**

- YES**  *Join today!*
- NO**  *Start your own photography club!*

## Culture: Student photographers

1. Look at the title and pictures. What is the article about? Check (✓) your guess.

- professional photographers in New York City
- a photography program in New York City
- teens in New York City



2. Read and listen to the article. Check your answer in Exercise 1.

3. Read the article again. Circle the correct answers.

1. The **teachers** / **students** at NYC SALT are teens.
2. The students' photos are about their **interests and cultures** / **schools and teachers**.
3. The classes are **one** / **five** day(s) a week.
4. Students learn how to use **cameras** / **computers** in the program.
5. *Life in Washington Heights* is a **photography** / **video** project.

4. **YOUR TURN** Work with a partner. Talk about a club that you are in or a club that you know about.

Are you in a club?

Yes, I am. I'm in a music club. It's on Mondays, and it's in the band room. It's fun. It . . .

## DID YOU KNOW...?

- First black and white photo: 1826
- First color photo: 1861
- First digital camera: 1975



Find out about Jin Yang, a gymnast. Where is her school? (Workbook, p. 73)



1.3 JIN YANG: A GYMNAST

**UNIT 1 REVIEW**

**Vocabulary**

1. Write *a/an*, the color, and the classroom object.

1.  \_\_\_\_\_

2. \_\_\_\_\_ 

3.  \_\_\_\_\_

4. \_\_\_\_\_ 

2. Put the sentences in the most logical order.

- \_\_\_\_\_ Close your book.
- \_\_\_\_\_ Open your book.
- 1 Sit down in your chair.
- \_\_\_\_\_ Read the article.
- \_\_\_\_\_ Turn to page 13.

**Grammar**

3. Write sentences with the simple present forms of *be*. Use subject pronouns for names and objects. Use contractions.

- 1. Amy / not 17 / .  
*She's not 17. / She isn't 17.* \_\_\_\_\_
- 2. Paula and Rico / in an English club / .  
 \_\_\_\_\_
- 3. the chair / not / green / .  
 \_\_\_\_\_
- 4. the rulers / yellow / ?  
 \_\_\_\_\_

4. Write the negative form of the imperative sentences.

- 1. Run in the gym.  
 \_\_\_\_\_
- 2. Come here.  
 \_\_\_\_\_
- 3. Please ask questions.  
 \_\_\_\_\_
- 4. Raise your hand.  
 \_\_\_\_\_
- 5. Stand up now.  
 \_\_\_\_\_
- 6. Talk to your classmates.  
 \_\_\_\_\_

**Useful language**

5. Circle the correct answers.

- Hiro:** Hello, Mika.  
**Mika:** Morning, Hiro.  
**Hiro:** (1) **How** / **What** do you say *sensei* in English?  
**Mika:** Teacher.  
**Hiro:** I don't (2) **mean** / **understand**. How do you spell it?  
**Mika:** **T-E-A-C-H-E-R**.  
**Hiro:** Can you (3) **repeat** / **say** that, please?  
**Mika:** Sure. T-E-A-C-H-E-R.  
**Hiro:** Oh, teacher. Thanks.  
**Mika:** Hey, Hiro. What does *dictionary* (4) **say** / **mean**?  
**Hiro:** Oh, I know that word. It's a book with words in it.  
**Mika:** Yes! Buy a dictionary, please!

**PROGRESS CHECK: Now I can . . .**

- |   |   |
|---|---|
| <input type="checkbox"/> identify classroom objects and colors. | <input type="checkbox"/> ask for help learning English. |
| <input type="checkbox"/> identify people in my school.          | <input type="checkbox"/> write a list of rules.         |
| <input type="checkbox"/> give and follow instructions.          | <input type="checkbox"/> talk about a school club.      |