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A Letter for You

Dear friend,

Are you ready to be a Teen Investigator? Are you ready for eight fascinating themes to investigate?

Each theme has four questions to investigate and a statement to debate with your friends.

- The first question focuses on **Culture**. You will answer questions about different customs and traditions in various communities around the world, and learn about how people's lives and surroundings are different and how they are similar.
- The second question focuses on **Language Arts**. You will answer the question by investigating different types of writing and how we can transmit information in different ways.
- The third question focuses on **Citizenship**. You will investigate aspects of how we live our lives in a community of people, how we interact with each other, and how we have responsibilities for others and our environment.
- The fourth question focuses on **STEM**. You will answer questions about Science, Technology, Engineering, or Math.
- **The Debate** presents a statement related to the theme. You will prepare arguments for or against the statement and debate the issues in class.

Have fun and enjoy your investigations!

Best wishes,
Susan and Katharine

Complete the Investigator's badge with your name.

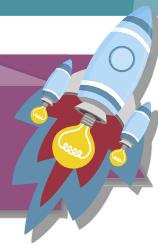
Teen Investigator ID

Name: _____

ID Number: _____



Scope and Sequence



Units	Culture	Language Arts
1 Identity	How do you describe yourself?	What are your friends like?
2 City Centers	What buildings are in city centers?	What sounds can you hear in the city?
Challenge 1		
3 Food for Life	What do people have for breakfast?	How do we turn food into dishes?
4 A New Home	Why do people move?	What's your ideal home like?
Challenge 2		
5 It's electric!	How did electricity change people's lives?	What do inventors do?
6 Ocean Life	What did early maps of the ocean look like?	What are the features of an underwater fantasy story?
Challenge 3		
7 Outer Space	What are some ancient ideas about space?	How do people use the stars for predictions?
8 Free Time	What's the ideal amount of free time?	How do we choose free-time activities?
Challenge 4		

Citizenship

STEM

The Debate

Are you who you say you are?

What's unique about you?

Nationality is the most important part of identity.

How do we use public spaces in a city?

How can we make cities accessible for everybody?

The city center should be for pedestrians.

Find out about ... a famous person.

Is a healthy diet the same for everybody?

What's in our food?

We should ban junk food at school.

How can you make friends in a new place?

How many people are on the move?

There are more advantages than disadvantages to moving.

Find out about ... life at the extremes.

How can we save electricity?

How do appliances work?

We can't survive without electricity.

Why is plastic a problem for the ocean?

What can we use ocean water for?

We should stop using ocean resources.

Find out about ... how water machines work.

If there are aliens, how will we treat them?

How do we know about outer space?

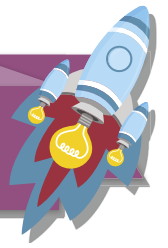
We shouldn't spend money on space exploration.

How can we use free time to help others?

How do we measure time?

Teens should be in control of their free time.

Find out about ... space and rules on a different planet.



Get ready to be an investigator!

In every unit, you will investigate the answers to four questions and have a debate about the theme of the unit.

1. Investigate your book and write the page number.
2. Think about your English skills and answer the questions with a friend.

Unit 1

How do you describe yourself?

See page _____



- How many nationalities can you name?
- What are the months of the year?



Unit 2

What sounds can you hear in the city?

See page _____



- What vehicles can you hear in a city?
- What is the loudest noise in a city?

Unit 3

Is a healthy diet the same for everybody?

See page _____



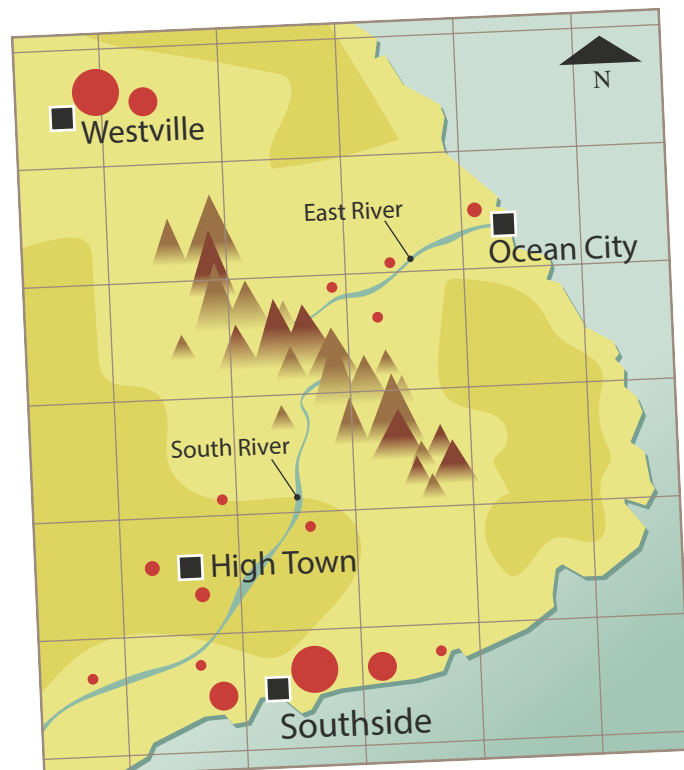
- What do you have for breakfast?
- Are you allergic to any food?



Unit 4

How many people are on the move?

See page _____



- Were all the people in your city born there?
- Where did the others come from?

Unit 5

**We can't survive
without electricity.**

See page _____



- How many household appliances can you name?
- What sources of energy can you name?



Unit 6

**Why is plastic a problem
for the ocean?**

See page _____



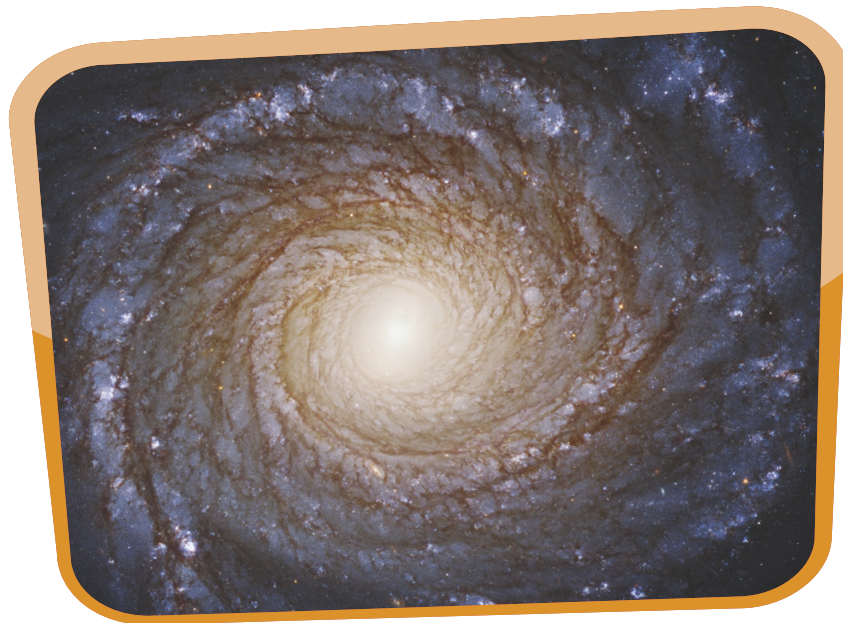
The Great Pacific Garbage Patch

- How many plastic objects do you use every day?
- What do you do with the objects after you use them?

Unit 7

How do we know about outer space?

See page _____



- What are the planets in our solar system?
- What inventions are important for learning about space?



Unit 8

How do we choose free time activities?

See page _____



You're ready to start
... investigating!

- Where did you spend your last vacation?
- What after school activities do you do?



Which English words come from other languages?

What patterns can you find in language?

What questions do you ask when you meet new people?

Investigate English.

1. Listen to the podcast and complete the information about English.

Why is it important to learn English?

- A English is the official language in _____ countries.
- B People speak English as a second language in _____ countries.
- C Over _____ million people speak English as a first language.
- D More than _____ billion people speak English as a second language.
- E Around _____ billion people are learning English at this moment.
- F On the Internet, _____ of all websites are in English.

2. Read and find words from other languages. Check with a friend.

- a Wolof (West Africa) word for a sweet, yellow fruit
- an Arabic word for a sour, yellow fruit
- a French word for a type of dance
- a German word for a school for very young children
- a Spanish word for an outdoor area
- an Aztec word for sweet, brown candy
- a Caribbean Indian word for cooking over fire
- a Czech word for a machine
- a Quechua word for something you wear on the top half of your body
- a Mayan word for a very strong wind



3. In your notebook, brainstorm more words with a friend.



Which English words do you use in your language?

password jogging
 manager sandwich
 jeans gym Internet
 lunch show picnic

4. Read and write answers. Write more questions to ask new friends. Ask and answer with a friend.

- A How many students are there in your class? _____
- B How many classes do you have each day? _____
- C Which subjects do you do? _____
- D What time do you start classes? _____
- E _____
- F _____

5. Choose a special interest. Ask and answer questions with a friend.

dance fashion games music sports theater travel

- I love music. What type of music do you like best?
- I like rock. Who's your favorite singer?

6. Read the text about Kate. Work out the code. Complete the code key.

friendly is isn't kind no quiet
 she shy yes

A				.
B				.
C				? , .
D				? , .



My friend Kate is friendly and kind. She is 13 years old, and she lives in Lincoln Park. She's interested in computers, and she loves Math. Her favorite music is rock music.

7. Find out about a classmate and present him / her to the rest of the class.

Key

- = adjectives: _____ / _____ / _____ / _____ .
- = pronoun: _____
- = verb: _____ (affirmative / negative)
- = verb: _____ (affirmative / negative)
- = Yes
- = No

- Ask questions about:
- name
 - age
 - neighborhood
 - special interest
 - favorite school subject
 - favorite music
 - personality

Where are you from?

What do you look like?

What do your friends call you?

How do you describe yourself?

Learn how to explain your identity, introduce a friend, and describe appearance.



1. Listen and number the sentences.

I'm 12 years old. _____

I'm from Quito. _____

I'm Mexican and American. _____

I'm from Merida. _____



My name's Rowan. _____

My last name is Morales. _____

On October 17. _____

I'm Ana. _____

2. Complete the biodata. In your notebook, brainstorm more words for each category.

First name(s): _____
 Nationality: _____
 Date of birth: ____ / ____ / ____
 Last name: _____ *García* _____
 Home city: _____

First name(s): _____
 Nationality: _____ *Ecuadorian* _____
 Date of birth: *May* / *02* / _____
 Last name: _____
 Home city: _____

Complete the questions.

When's What's Where's

- _____ your name?
- _____ your home city?
- _____ your birthday?

3. Use the questions and ask a friend. Make notes.

4. Use your notes to write about your friend.

Include the answers to your questions and other interesting details.



Ana



Peter



Lucy



Leo



Rowan



Nora

5. Listen and circle the words you hear. Who is it?

big black blond broad curly
long short slender small straight tall

6. Classify the words in Activity 5. In your notebook, brainstorm more words.

Key

● = build ● = hair ● = both

Underline the words.

● = adjective ● = noun

- She has broad shoulders.
- He has a round face.

7. Choose a person from the pictures and complete the phrases for each category.

Color Adjectives

A _____ hair

B _____ eyes

Size Adjectives

C _____ legs

D _____ shoulders

E _____ eyes

Shape or Type Adjectives

F A _____ face

G _____ hair

8. Describe and guess people in the pictures. Start with the most common feature.

● This person has ...

● Is the person ...?

Over to you!

What do you want people to know about you?

1. Choose five categories.

- name • last name • birthday • appearance • nationality
- neighborhood or city • age • hobbies

2. Make a presentation of yourself to your class.



What are your friends like?

Learn how to describe personality, analyze different opinions, and write about a friend's personality.

A _____

Teacher: Mrs. Simons Grade: 7

Name: **Lucy Hill**

General comments

Lucy is a friendly, active student, but she is very noisy. She is more helpful than other students, but she is the most careless child in my class.

B _____

For Lucy

You are the funniest and the smartest girl in class! Thanks for all the laughs!

And thanks for your help with my Math homework. You're kinder than my mom!

Ana

1. Label the texts.

a diary a list a message an advertisement
an email a school report a timetable

2. Read and analyze the texts with a friend.

- A** Which text is by ...
- a good friend?
 - a teacher?
 - a family friend?
 - not a good friend?
- B** What do people think about Lucy?
- good opinions
 - bad opinions
- C** Who has the best opinion?
- D** Who has the worst opinion?

3. Read and find opinions that ...

- A** only one person has.
- B** two or three people have.
- C** everybody has.

4. Read and classify the statements. Find evidence in the texts and tell a friend.

Key

T = True F = False ? = Maybe

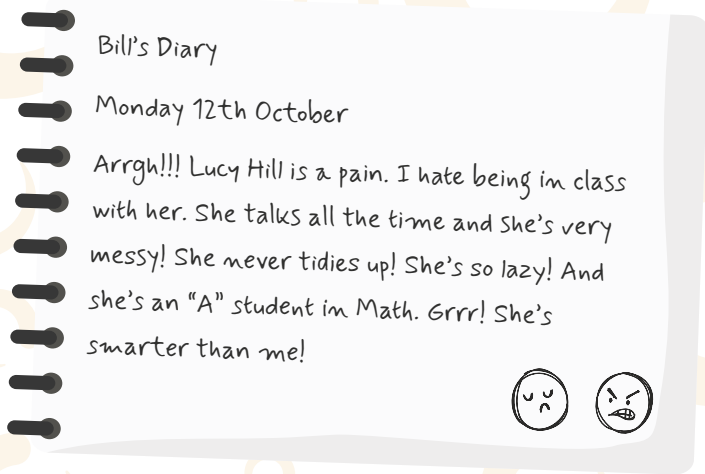
- A** Mary is Lucy's mother. _____
- B** Linda is Lucy's mother. _____
- C** Mary is Linda's sister. _____
- D** Lucy is a responsible student. _____
- E** Lucy is good at Math. _____
- F** Lucy likes group work. _____
- G** Lucy has a lot of friends. _____
- H** Everybody likes Lucy. _____
- I** Lucy likes telling jokes. _____

Classify the words for you.

✓ = a positive quality ✗ = a negative quality

- careless _____
- energetic _____
- friendly _____
- funny _____
- helpful _____
- lazy _____
- messy _____
- serious _____
- noisy _____
- smart _____
- talkative _____
- shy _____

C _____



D _____



5. Compare the opinions and complete the sentences.

- A Ana thinks Lucy is the _____ student in class.
- B Bill thinks Lucy is the _____ student in class.
- C Mrs. Simons thinks Lucy is the _____ student in class.
- D Ana thinks Lucy is _____ than her mom.
- E Mrs. Simons thinks Lucy is _____ than Bill.
- F Bill thinks Lucy is _____ than Ana.

Complete the table with the correct form of the adjectives.

	Comparative	Superlative
smart	_____	_____
kind	_____	_____
lazy	_____	_____
helpful	_____	_____
careless	_____	_____

Over to you!

Make a class friendship book.

1. Make a plan.
 - Think of a friend's personality and make a list of positive adjectives.
 - Think of examples or reasons to explain the personality.
2. Write a rough draft.
 - Describe and explain your friend's personality.
 - You can use Ana's message to Lucy as a model.
3. Check your spelling.
4. Make a clean copy. Add pictures if you want.
5. Publish your work.
 - Collect the messages. Tie them together and make a friendship book.



Are you who you say you are?

Learn how to identify false information, keep safe online, and record a video about online safety.

1. Listen and number the names.



Username: wolfboy@kmail.com

Age: 12

From: Bogota

1



Username: ladybird@hitmoo.mx.com

Age: 25

From: Mexico

2



Mrs. Korsi ____



Username: tortoise_toes@pitmail.com

Age: 11

From: Quito

3



Bea Pastor ____



David Lago ____

2. Listen again and underline the false information in the user profiles.

3. Discuss the situations with a friend. Which request are you not going to accept? Why not?

Your brother plays soccer with me. Does he play Fantasy Soccer with you? He doesn't want to play online with me. Let's play together!
sally@schoolmail.com

Friend request. I live in Quito, too! Do you like movies? What's your cell phone number? Let's meet up!
funtime@hitmoo.com

Don't accept ...

Why not?

Because that person wants ...

Complete the sentences.

do don't does
doesn't He I

- _____ live in Guayaquil.
- _____ likes soccer.
- _____ you like soccer?
- _____ he play chess?
- I _____ like posting pictures.
- She _____ like posting pictures.

4. Continue the conversation.

change your age have friends post pictures
post your address share personal information
show your location use parental controls

Is it safe to **have friends** on social media?

I don't know. Maybe. Do you know them in real life?

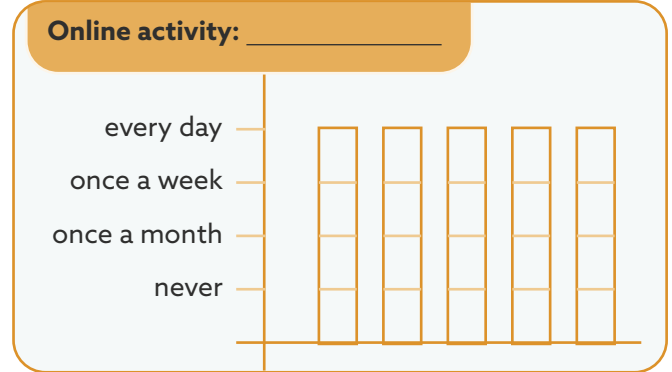
5. Read and check the true sentences for you. Tell a friend.

Personal Use of Social Media

- I never make new friends online. ____
- I sometimes share music online with my friends. ____
- I sometimes play games online with my friends. ____
- I never post personal pictures online. ____
- I always accept friend requests. ____
- I always use my real name. ____

6. Choose a type of online activity. Copy the chart in your notebook and ask five friends.

- | | |
|-------------------------------|----------------------------------|
| play online games | share videos |
| send messages to your friends | post information about your life |
| share music | do school work |



- How often do you ...?
- I ... every week.

7. Present the results.

● In my group, three friends ... One friend never ...

Draw an X to show the position of the frequency adverb in the sentence.

I ^{always} post ^{never} personal ^{sometimes} pictures.

Write the adverbs on the line.



Over to you!

Make a safety video.

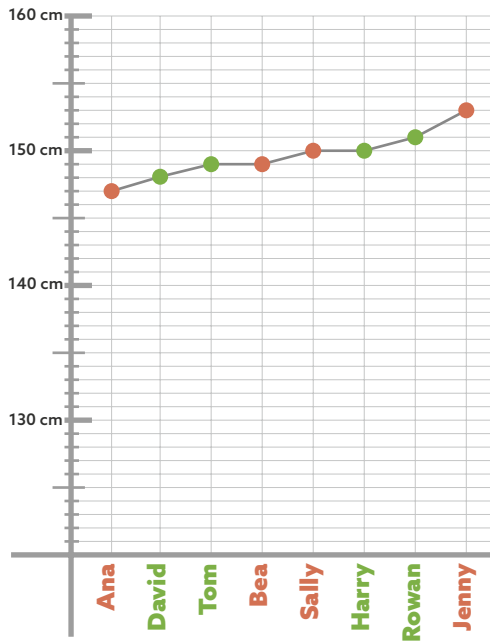
1. Think of safe and dangerous online behavior.
2. Complete the sentences and make a list of safety advice.
Never ... online. Always ... online.
3. Think of music for the video.
4. Put on the music and read the advice.
5. Record yourself and post the video on your school website.



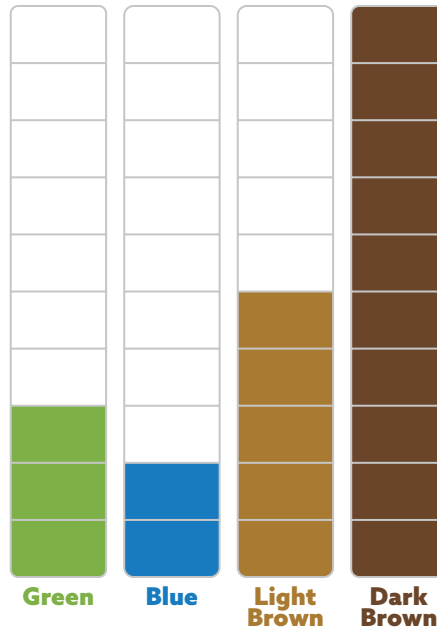
What's unique about you?

Learn how to identify mistakes in a Math text, collect information, and use a graph to present information.

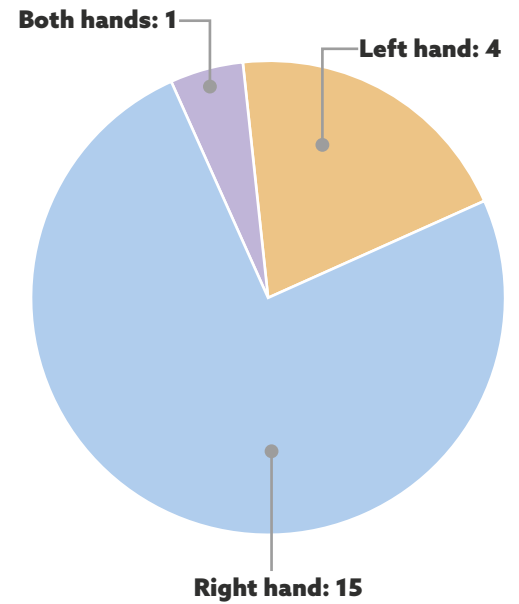
1 Height of Students



2 Color of Eyes



3 Left Hand / Right Hand



1. Read and number the texts.

___ 65% of the students in this group are right-handed. 15% are left-handed. That is more than the students who use both hands.

___ The average height of the girls is 149.75 and for the boys, it's 159.5. So, the average height of the girls is less than the average height of the boys.

___ More than half the class has dark brown eyes, and a quarter of the class has blue eyes.

2. Read and underline two Math mistakes in each text.

3. Complete with information from the graphs.

- The tallest student is _____.
- The shortest student is _____.
- The most common eye color is _____.
- The most unusual eye color is _____.

Match the symbols to the words.

%	half
$\frac{1}{2}$	percent
$\frac{1}{4}$	a quarter
<	point
>	less than
.	more than

Complete the sentences.

and but so

- Dark brown _____ light brown eyes are the most common in our class.
- Boys have larger shoes sizes, _____ girls have longer legs.
- 80% of people in class have brown eyes _____ less than $\frac{1}{4}$ have blue or green eyes.

4. Choose the best way of presenting the information about classmates.

- shoe size ____
- length of arms / legs ____
- size of hands / feet ____
- color of hair ____
- house or apartment ____
- gender ____

Key

- 1 = bar chart
- 2 = line graph
- 3 = pie diagram

5. Complete the information for yourself and a friend.

• name	_____	_____
• length of arms	_____	_____
• length of legs	_____	_____
• shoe size	_____	_____
• color of hair	_____	_____
• house or apartment	_____	_____

• How long are your arms?

• Thirty-five centimeters. What's your shoe size?

• Twenty-three.

Over to you!

Create a graph and write a description.

1. Get into groups.
2. Choose a different category each from Activity 4.
3. Use the information in your group and draw a graph.
4. Write about the information in the graph.

Nationality is the most important part of identity.

Learn how to choose arguments for and against, give reasons for arguments, and express your opinion.



1. Which sentences do you agree with? Discuss with a friend.

Nationality is defined by ...

- where you were born. _____
- where your parents were born. _____
- where you live. _____
- what it says on your passport. _____
- what you think you are. _____
- what other people think you are. _____

2. Classify the arguments: for (✓) or against (X).

- Nationality is the most important part of our identity because everybody has one. ____
- Nationality isn't the most important part of our identity because some people have more than one nationality. ____

3. Work with a friend and think of arguments for and against.

Match the phrases to the meanings.

- | | |
|------------------------|---------------------------------|
| In my opinion, ... | That's my opinion, too. |
| I don't agree ... | This is what I think. |
| I agree ... | Here is a contrasting argument. |
| On the other hand, ... | That isn't my opinion. |

4. In your notebook, copy and complete the chart with your opinions.

Strongest	Arguments for ...	Arguments against ...	Strongest
↗			↘
Weakest			Weakest

5 Listen and repeat the word.
Underline the words with the same sound at the end.
Listen again and check.

again	million	region
coin	opinion	religion
join	penguin	station
mannequin	onion	train

5. Number the ideas in order of importance for you.

People identify with different groups or factors, like ...

- sports team ____
- school ____
- neighborhood ____
- religion ____
- region or city ____
- continent ____
- family ____
- language ____

6. In your notebook, copy the chart to organize your ideas.

1. Work in groups.
2. Copy the chart and choose *For* or *Against*.
3. Complete the chart with your ideas and reasons.

Nationality is the most important part of identity.		
For / Against	Ideas to Defend Your Position	Reasons
1		

Over to you!

Have a class debate and vote for the most convincing ideas.

1. Make two groups, *For* and *Against*.
2. In your groups, discuss your ideas and reasons.
3. Choose the three best ideas to defend your position.
4. Choose three people to defend your ideas.
5. Take turns to explain your ideas and reasons to the other side.
6. Vote on the most convincing ideas.

Review

1. Make a code and classify the sentences. Look at the model and code the verbs in the other sentences.

Code = affirmative = negative = interrogative

- | | |
|--|--|
| A Ana <u>doesn't</u> see her friends at the weekends. <input type="checkbox"/> | D Does Ana play video games at over the weekends? <input type="checkbox"/> |
| B Ana Morales <u>comes</u> from Mexico. <input type="checkbox"/> | E Her friends all go to the same school. <input type="checkbox"/> |
| C <u>Do</u> Ana's friends <u>like</u> video games? <input type="checkbox"/> | F Her friends don't study on Saturdays. <input type="checkbox"/> |

2. Read and circle *T* (true) or *F* (false). Correct the false sentences.

- A An interrogative sentence is a question. **T / F**
 B *Do* and *does* are auxiliary verbs. **T / F**
 C We use auxiliary verbs for negative and interrogative sentences. **T / F**
 D *Play* and *study* are main verbs. **T / F**
 E In interrogative and negative sentences, the auxiliary verb is after the main verb. **T / F**

3. Grammar game: Choose and write words for each shape.

Ana does doesn't like likes video games

- Copy one of each shape. Fill in the shape with the words in the word box.
- Cut out the shapes.
- Mix up the shapes with your friends.
- Take turns to turn over shapes and make sentences using the codes.

4. Listen and check the correct information for Oscar. Check with a friend.

Chile	Peru	Argentina	tall	short
curly, brown hair	straight, blond hair	dark brown eyes	green eyes	friendly
energetic	noisy	talkative	careless	messy
12	13	14	left-handed	right-handed

Where is Oscar from?

5. Read and answer the questions.



Oscar has two sisters. Oscar's twin sister, Eva, is taller than him. She has straighter hair and lighter eyes than the other two. Caroline is the shortest of the three. Oscar has darker eyes than Caroline but lighter hair.

- Who is the tallest? _____
- Who has the darkest eyes? _____
- Who is younger than Oscar and Eva? _____
- Who is shorter than Oscar? _____

6. Write about your online activities.

1. Complete the planning chart and talk to a friend.
2. Use the notes and write about yourself.

Planning: Online Activity	
never	once a month
once a week	every day

- How often do you ... ?
- I never ... I don't like ...

I do that...
What about you?

7. Work with a friend. Choose a question and discuss what you know now.

- How do you describe yourself?
- What are your friends like?
- Are you who you say you are?
- What is unique about you?
- Is nationality an important part of identity?

What cities can you name?

What type of buildings are in a city center?

Are they old or modern buildings?

What buildings are in city centers?

Learn how to name buildings in a city, describe actions on a street, and describe a favorite building.



___ Metropolitan Museum of Art



___ Times Square

1. Look at the photos and answer the questions with a friend.

- A What's the name of the city?
- B What type of buildings can you see?
- C Do we have these types of buildings in our capital city?
- D What are the buildings called?

4. Choose a picture. Describe and guess with a friend.

- I'm standing on a street. I'm looking at some steps.
- Are you in front of the Metropolitan Museum?
- Yes, I am.

7 2. Listen and number the photos. Listen again and underline the words you hear.

advertisements apartment blocks bridge
 buses cabs cathedral food stalls
 grass lake library monument
 movie theaters museum overpass
 pedestrians restaurants school
 skyscrapers steps stores trains trees

3. Read the texts and find the picture. Answer the question and check the text.

Which description is correct?

I'm looking at the entrance to the building. People are walking under the overpass, and they are shopping in the stores on the first floor of the building. A man is waiting to cross the street. He's wearing shorts. ___

I'm looking at the entrance to the building. Cars are driving on the overpass and people are going into the building. Yellow cabs and buses are going down the street. A motorbike is crossing the street by the stoplight. ___

Read the messages in Activity 3 again. Underline the *-ing* verbs. Then complete the sentences.

- He ___ wearing shorts. He ___ wearing a coat. ___ he wearing a cap?
- Cars ___ driving down the street.
- They ___ driving over the bridge.
- ___ people crossing the road?



___ Grand Central Station



___ St. Patrick's Cathedral

5. Read and find the buildings. Write the picture number.

- A This building has three floors. There are some large windows at the front. ___
- B There are some beautiful, tall steeples on the roof of this building. ___
- C There's an old clock on the front of this building. ___
- D There aren't any crosswalks near these buildings. ___
- E There are four pairs of columns on the front of the building. ___
- F There are some small, round windows at the top of the building. ___

6. Choose one of the photos. Ask and answer questions with a friend.

- Are there any buses?
- No, there aren't.

7. Work with a friend. Choose a building you know and describe it.

beautiful colorful interesting modern
old popular unusual useful

- I think the National Museum is beautiful. It has interesting windows.
- I think North Train Station is unusual. The roof is very colorful.

Look at picture 3 and complete with *is, isn't, are, or aren't*.

- There _____ steps at the front of the Metropolitan Museum of Art.
- There _____ a stoplight opposite the building.
- There _____ an elevator outside the building.
- There _____ any advertisements on the building.
- _____ there a bus stop near the museum?
- _____ there any stores?

Over to you!

Present your favorite building.

1. Find a picture of the building.
2. Make notes about:
 - what it is.
 - where it is.
 - the parts of the building.
 - why it is your favorite.
3. Show your picture to the class and present your favorite building.

