

U.S. DEPARTMENT OF STATE

TRACE EFFECTS



TEACHER'S MANUAL

**PART TWO: CHAPTER-BY-CHAPTER
GAME PLAY**

Trace Effects *Teachers' Manual* Chapter One: Helping Chef Mark

Table of Contents

| | |
|--|-----------|
| Introduction to Chapter One | 3 |
| Chapter Themes..... | 3 |
| Chapter Location | 3 |
| Chapter Summary | 3 |
| Chapter Main Characters..... | 3 |
| Chapter One Objectives and Tasks..... | 4 |
| Action Words to Collect In-Game | 4 |
| Items to Collect In-Game | 4 |
| Maps in Chapter One..... | 4 |
| Tasks that Trace Needs to Complete | 7 |
| Grammar in Chapter One | 8 |
| Vocabulary in Chapter One | 9 |
| Chapter One Task Descriptions..... | 11 |
| Task 1: Meet Eddie and follow him outside | 11 |
| Task 2: Talk to the student worker in the Welcome Booth | 12 |
| Task 3: Get a new student ID in Student Services Checkpoint | 13 |
| Task 4: Look for Kit | 15 |
| Task 5: Enter the Library | 16 |
| Task 6: Find Eddie and Kit in Library Checkpoint | 17 |
| Task 7: Meet Chef Mark in the sandwich shop and agree to help him Checkpoint | 18 |
| Task 8: Help Chef Mark deliver his sandwiches Checkpoint | 19 |
| Task 9: Find the key for the parking lot, unlock the gate, and find Chef Mark..... | 21 |
| Completing Chapter One | 23 |
| Script for Chapter One..... | 25 |
| Links for Chapter One..... | 31 |

Introduction to Chapter One

Chapter Themes

- American university campus life
- American university services
- Diversity of American people and groups

Chapter Location

- Great Plains University, Kansas, U.S.A.

Chapter Summary

1. After the Chapter One video, Chapter One game play begins. During this chapter, Trace's main goal is to find Chef Mark and make it to the farmers' market so that he can find Emma Fields.
2. As he looks for Chef Mark, he must complete other tasks, such as getting a new student ID, delivering sandwiches, and finding the right car in the parking lot.
3. All of these tasks will require Trace to use problem-solving skills and follow directions. Students will need to pay close attention to the directions Trace is given, and they will need to understand specific direction words.

Chapter Main Characters

In addition to Trace, Professor Peterson, Eddie, and Kit, there are two other main characters in Chapter One: Chef Mark and Ava.



Chef Mark
helps Trace in Chapter One by taking him to the farmers' market.



Ava Summersby
is the Student President for her university and helps Trace find Emma Fields in Chapter Two.

Chapter One Objectives and Tasks

Action Words to Collect In-Game

Show: This word is located at the bottom of the steps when Trace first leaves the university. Students should get this word before they go to the Welcome Booth.

Give: This word is located next to the Student Union. Students should get this word before they enter the Student Union and get a new Student ID card.

Unlock: This word is located on the way to the parking lot as Trace leaves the university campus. Students should get this word before going to the parking lot.

Items to Collect In-Game

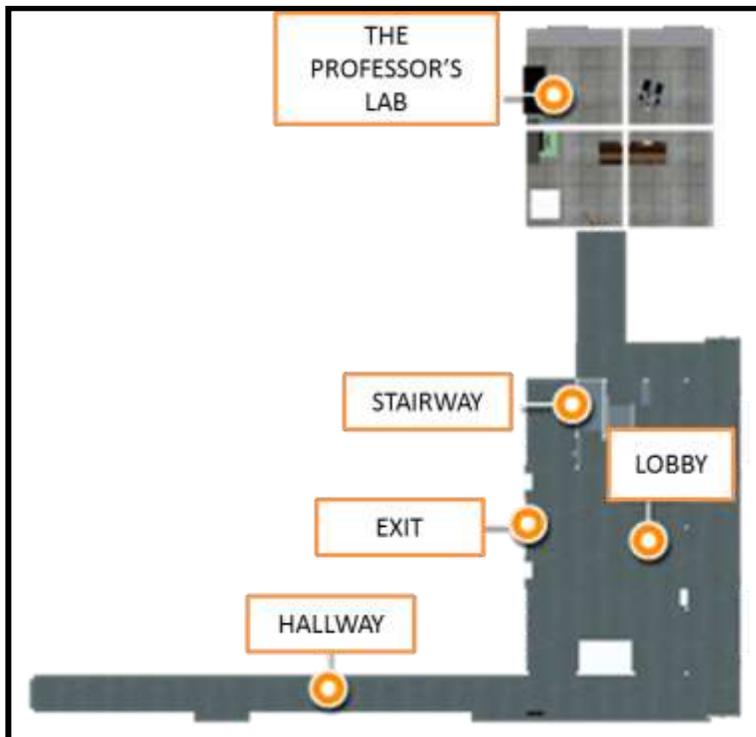
Student ID card: Trace will need to get this item at Student Services in the Student Union.

Sandwiches: Trace will get sandwiches from Chef Mark and will need to deliver them to three characters located on campus in the quad (the central area).

Key: Trace will need to get the key from under the flower pot by the parking lot.

Maps in Chapter One

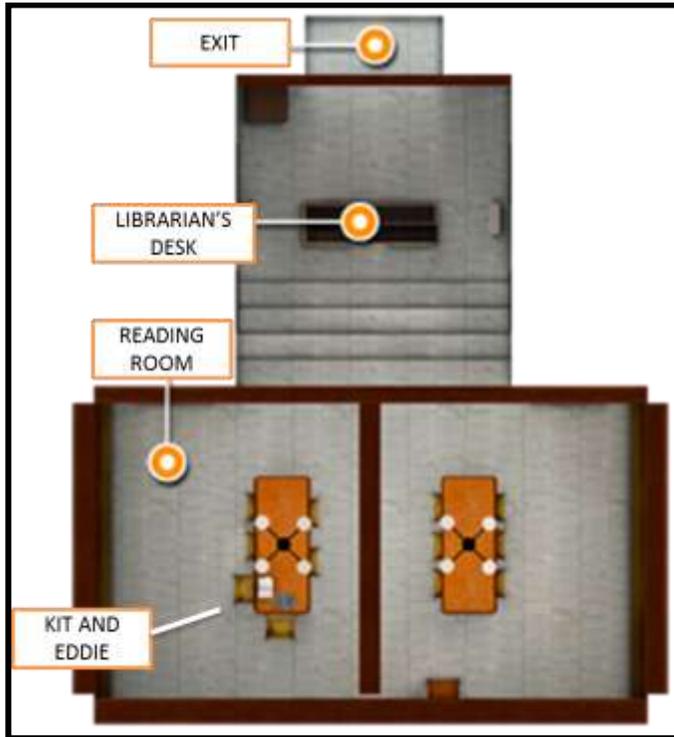
The Science Building:



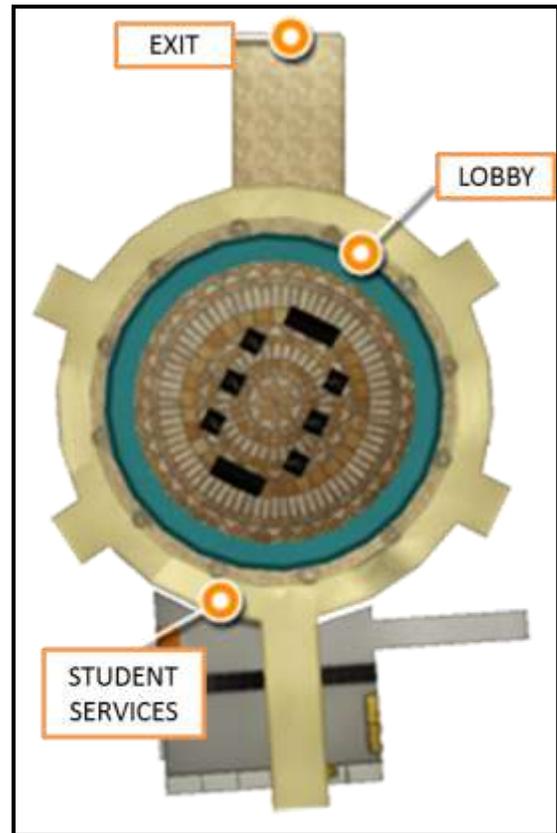
The Quad:



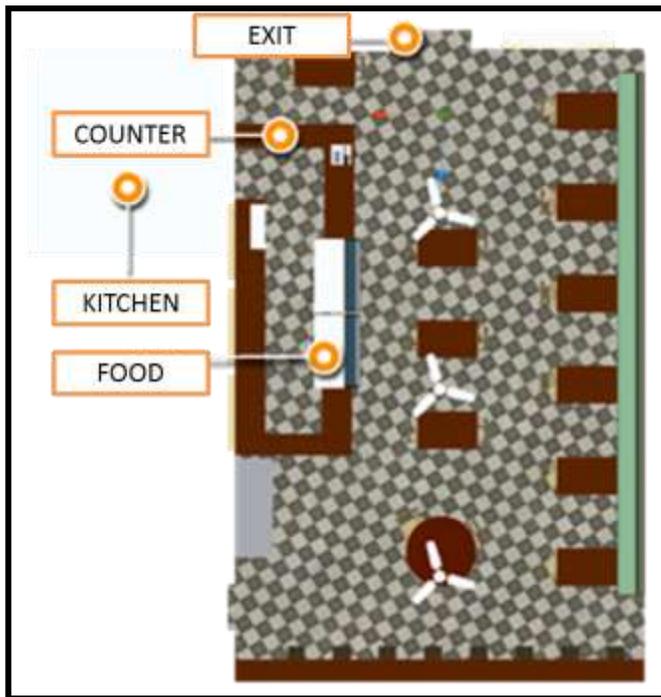
The Library:



The Student Union:



Chef Mark's Restaurant:



Tasks that Trace Needs to Complete

There are nine tasks that Trace needs to complete in this chapter:

1. Meet Eddie and follow him outside
2. Talk to the student worker in the Welcome Booth
3. Get a new student ID in Student Services
4. Look for Kit
5. Enter the Library
6. Find Eddie and Kit in Library
7. Meet Chef Mark in the sandwich shop and agree to help him
8. Help Chef Mark deliver his sandwiches
9. Find the key for the parking lot, unlock the gate, and find Chef Mark

Grammar in Chapter One

This table shows the main grammar points learned or reviewed in Chapter One. See the *Teachers' Manual* introduction for ideas on teaching grammar within Trace Effects.

| Trace's Task | Grammar Point | Proficiency Level |
|---|---|------------------------------|
| Meet Eddie | <ul style="list-style-type: none"> • Prepositions of movement | Beginner |
| Welcome Booth | <ul style="list-style-type: none"> • Simple present <i>he</i> • Prepositions of location • Future actions | Beginner |
| Student Services | <ul style="list-style-type: none"> • Making requests • Future actions • Modals: <i>can</i> and <i>will</i> | Beginner to Low-Intermediate |
| Look for Eddie and Kit | <ul style="list-style-type: none"> • Simple present <i>he</i> • Prepositions of location | Beginner |
| Find Eddie and Kit | <ul style="list-style-type: none"> • Location phrases • Prepositions of location and time • Infinitives • Simple past tense • Simple present <i>he</i> | Beginner |
| Meet Chef Mark | <ul style="list-style-type: none"> • Polite questions • Infinitives • Simple present tense • Informal questions • Prepositions of location • Descriptive adjectives and phrases | Beginner to Low-Intermediate |
| Deliver Sandwiches | <ul style="list-style-type: none"> • Offering an item • Simple present and past tense • Prepositions of location • Descriptive adjectives and phrases • Future actions | Beginner to Low-Intermediate |
| Find the Key and Unlock the Gate | <ul style="list-style-type: none"> • Present progressive tense • Infinitives • Prepositions of location • Future actions | Beginner to Low-Intermediate |

Vocabulary in Chapter One

Following are some words that your students might not know. These are all useful words for your students to learn, memorize, and review if they do not know these words. If you are teaching or reviewing these words, see the *Teacher's Manual* introduction for ideas on pre-teaching new words and helping students figure out new words while they play the game.

| Word | Example from Trace Effects | Meaning of Word in Context |
|-----------------|---|--|
| (To) Allow | “No food is allowed in the library!” | When it is okay to do something (verb) |
| Buddy | “Not so fast, buddy . What are you doing?!” | A word that means “friend” or “guy” (noun) |
| Customer | “The customer called.” | Someone who buys something (noun) |
| (To) Deliver | “I need someone to deliver sandwiches.” | To carry something to someone (verb) |
| (To) Enter | “You can’t enter without your student ID” | To walk into a building (verb) |
| Farmers’ market | “Can you take me to the farmer’s market ?” | A market where farmers bring fresh fruit and vegetables to sell (noun) |
| (To) Finish | “I can’t drive you to the farmer’s market until we finish .” | To stop doing something or to complete something (verb) |
| Flower pot | “The key is under the flower pot .” | What a flower sits in (noun) |
| Future | “You want to go home to the future , right?” | The time period after the present; has not happened yet (noun) |
| Gate | “Unlock the gate with the key.” | A door-like structure in a fence that can swing open to allow someone to pass through (noun) |
| (To) Give | Trace gives his ID to the worker in Student Services | To place what a person has in someone else’s hands—this is more than showing (verb) |
| Key | “The key is under the flower pot.” | An object used to open a house or car door (noun) |
| Kind | “What kind is it?” | A type of something, like a type of sandwich or a type of rice dish (noun) |
| (To) Leave | “ Leave the key under the flower pot” | To put something down for another person to pick up later (verb) |
| Let’s go | “ Let’s go and get out of here.” | A way to say it is time to leave |



| | | |
|---------------------|--|---|
| Map | “Did you find the food map ?” | A picture showing where things are (noun)  |
| No, thank you | “ No, thank you , but thank you for asking.” | A polite thing to say if the person does not want something |
| Parking lot | “You go to the parking lot .” | A place to put a car when not driving it (noun)  |
| Pleased to meet you | “ Pleased to meet you .” | A polite way to say you are happy to meet a person |
| Quad | “Pat’s in the quad . She’s wearing blue jeans and a red shirt.” | An open area in the middle of a university campus that looks like a park (noun)  |
| Research | “I did some research .” | Studying or learning about something (noun) |
| See you! | “ See you! ” | A way to say “goodbye” to a friend |
| (To) Show | Trace shows his ID to the librarian | To let someone see something but not to give it to them (verb) |
| So long! | “ So long! See you later.” | A way to say “goodbye” to a friend |
| Sounds great! | “Yes, sounds great! ” | An excited way to say “yes” |
| Student ID | “You can’t enter without your student ID ” | A card that shows that someone is a student (noun) |
| Student Services | “Go to Student Services .” | An office that helps students (noun) |
| (To) Unlock | “ Unlock the gate with the key.” | To open a door or gate with a key (verb) |
| (To) Vote | “Don’t forget to vote next time!” | When a person chooses whom they want in government (verb) |
| Wrong | “You gave the sandwich to the wrong person,” and “Someone put the wrong date.” | Something that is not correct, not right (adjective) |
| Yuck! | “ Yuck! ” | Something someone says if a food does not taste good |

Images © Shutterstock.com

Chapter One Task Descriptions

Task 1: Meet Eddie and follow him outside

| Trace's Actions | Student Learning Objectives | Helpful Gameplay Tips | | | | |
|---|---|---|---|-----------------------------|--|--|
| 1. Find Eddie in the lab. 2. Introduce himself to Eddie. 3. Follow Eddie's directions to go to the Welcome Booth. | Students can follow instructions, especially when people use gestures. Students can understand short, simple descriptions, especially if there are pictures or graphs of people, places, things, things learned. | Students might have trouble locating buildings. Remind students to use the game map ("M") to find their way around. | | | | |
| Extension Activities a. Time Machine. Talk about the idea of a time machine. Ask students if they would prefer to go into the past or the future. Divide learners into PAST groups and FUTURE groups. In each group, one person will be designated the writer. Students will brainstorm reasons for traveling to either the past or the future as well as specific things they would like to see. The writer will catalog these ideas in a chart like this: <table border="1" style="margin-left: 20px; margin-top: 10px;"> <thead> <tr> <th style="border: 1px dashed black;">Reasons for wanting to go to the past or future</th> <th style="border: 1px solid black;">Things we would like to see</th> </tr> </thead> <tbody> <tr> <td style="border: 1px dashed black; height: 30px;"></td> <td style="border: 1px solid black; height: 30px;"></td> </tr> </tbody> </table> | | | Reasons for wanting to go to the past or future | Things we would like to see | | |
| Reasons for wanting to go to the past or future | Things we would like to see | | | | | |
| | | | | | | |

Below is how students can earn the most points in the *Meet Eddie* task:

| Trace's comment or action (student chooses) | Eddie's response | Points |
|---|---------------------|--------|
| Hi, Eddie | Hi. | 2 |
| Let's go. | Okay, come with me. | 2 |

Task 2: Talk to the student worker in the Welcome Booth

| Trace's Actions | Student Learning Objectives | Helpful Gameplay Tips |
|---|--|---|
| 1. Say hello to the Welcome Booth worker. 2. "Show" worker his Student ID. | Students can ask simple questions and give simple responses on familiar topics using words, phrases, and memorized expressions such as what they are doing and where they are going. | Students can Trace say several different things to the Welcome Booth worker. However maximum points in Trace Effects are given for the most logical and polite exchanges. |
| Extension Activities <p>a. Can I See Your Student ID? Ask students to work in pairs to decide what information is probably contained on a student ID. Then they will create their own on a card or a small piece of paper. They can draw a picture of their face or use a photo if you give them advance notice.</p> <p>Trace had the wrong year written on his student ID. For additional interaction in your class, try asking students to write one piece of <i>wrong</i> information on their student IDs. They might write the wrong year, name, school, date of issue, etc. All students will then move around the room asking one another "Can I see your student ID?" and searching for what is wrong. See which students can identify the most wrong information in five minutes.</p> | | |

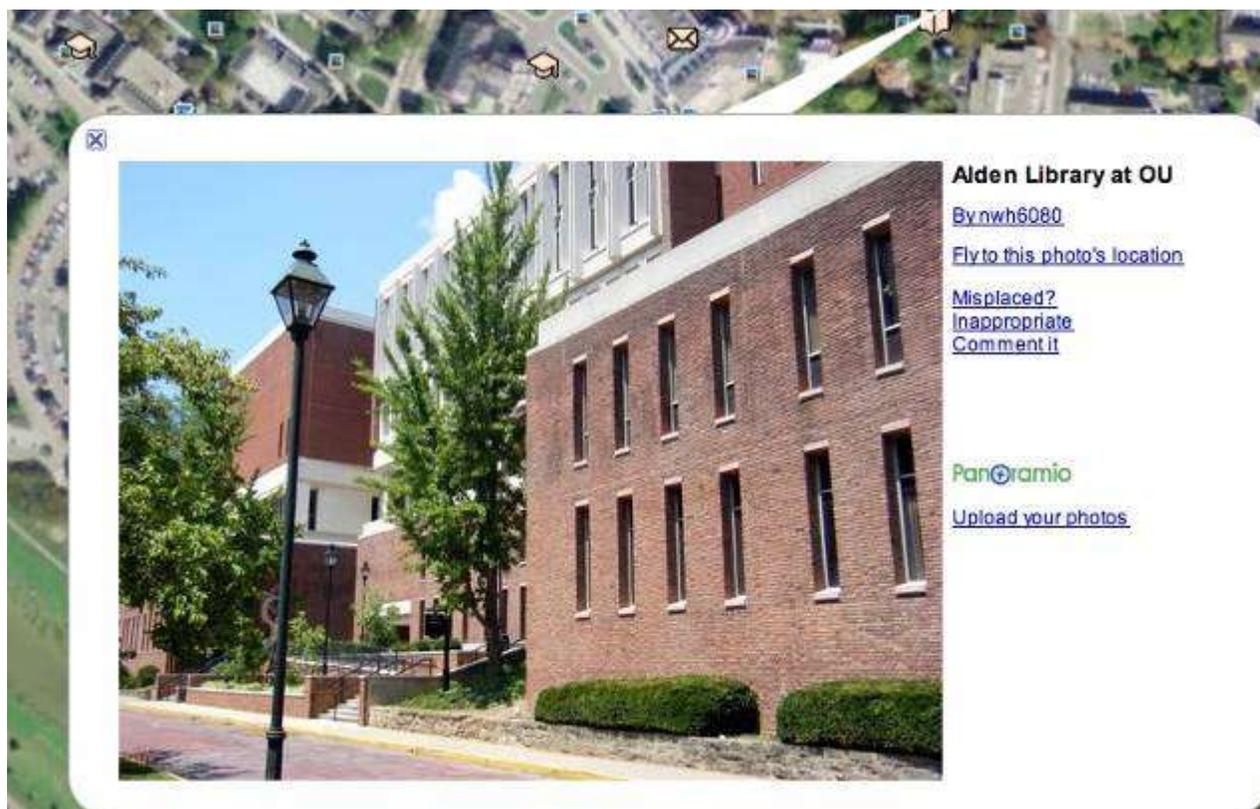
Below is how students can earn the most points in the *Welcome Booth* task:

| Trace's comment or action (student chooses) | Welcome Booth worker response | Points |
|---|--|--------|
| Hi. | Hi. Can I see your student ID? | 3 |
| Action: Show + Student ID | Great. But the date is wrong. Go to the Student Services Office in the Student Union. They'll make a new ID. | 15 |
| Thank you. I'll go to the Office. | Bye! Come back if you need more information. | 3 |
| Thanks for your help. | You're welcome. | 3 |

Task 3: Get a new student ID in Student Services – Chapter Checkpoint

| Trace's Actions | Student Learning Objectives | Helpful Gameplay Tips |
|--|---|--|
| 1. Combine "Show" with "Old Student ID." 2. Combine "Give" with "Old Student ID." 3. Trace needs to wait when student union worker says, "Please wait right here." 4. Trace needs to politely say goodbye in these situations. | Students can explain a problem using phrases and simple sentences. Students understand that an American university campus provides services such as welcome areas, clubs to help students, Student Services for ID cards, and a library. | Students may leave when the worker walks away instead of waiting. Students may not understand that "see you" means "goodbye." |
| <p>Extension Activities</p> <p>a. Compare Universities. If a computer is available, use Google Earth or a search engine such as Yahoo! Find a university in the United States. Students can work together to find Student Services, the Student Union, the quad, the library, the cafeteria, and so on. How does the U.S. university look similar or different to universities they have seen in their own country?</p> <p>b. Learn About Study in the U.S.A. Students can watch videos of U.S. colleges and universities at EducationUSA's YouTube site. These videos are specifically for international students who would like to come to the United States.</p> | | |

Google Earth image of a campus library:



Below is how students can earn the most points in the *Get a New Student ID* task:

| Trace's comment or action (student chooses) | Student Services worker response | Points |
|---|---|--------|
| Hi. I need a new student ID. | I can help you. Can I see your ID? | 1 |
| Action: Show + Student ID | Thank you. (Pause) Oh! Someone put the wrong date. I'll make a new one. Please wait here. Please give me your old ID | 5 |
| Action: Give + Student ID | Thanks. Here's your ID. | |
| Thanks for your help. | No problem. | 3 |
| See you. | Bye. | 1 |
| <i>When Trace leaves the Student Union a student asks him how to get an ID.</i> | | |
| | Excuse me, where can I get a student ID? | |
| At the Student Services Office. | Great. Do you know where the Student Services Office is? | |
| In the Student Union. | Great, thanks! | 15 |

Task 4: Look for Kit

| Trace's Actions | Student Learning Objectives | Helpful Gameplay Tips |
|--|--|--|
| 1. Ask different people on campus where Kit is. | <p>Students can explain a problem using phrases and simple sentences.</p> <p>Students can ask yes/no and WH-questions with "Where," "What," "Who," or "How."</p> | You may want to remind students that Trace should give his student ID only when someone asks for it. |
| <p>Extension Activities</p> <p>a. Where is it? Ask each student to write three "where" questions. These should be questions that can be answered by any other student in the class. For instance, "Where's your mother?" "Where's your pen?" "Where is Trace right now?" Pair students with partners. Each person will ask questions and respond to his or her partner's questions. After one minute, ring a bell or otherwise signal a change of partners. Again, students will ask and answer questions with their partners. Repeat this process several times.</p> <p>If you and your students find the activity useful, you can try the same with "What," "Who," "How" or yes/no questions. Can you add some variations to make this task more fun or interesting?</p> | | |

Below is how students can earn the most points in the *Look for Kit* task:

| Trace's comment or action (student chooses) | Campus character response | Points |
|---|--|--------|
| Hi, I'm Trace. | Female: Hi, Trace. Male: Hi, I'm _____. How's it going? | 3 |
| I'm looking for Kit. Do you know her? | Yes, She's usually in the library. | 3 |
| Bye! | Female: See you./Bye./So long. Male: Nice to meet you. So long! | 3 |

Task 5: Enter the Library

| Trace's Actions | Student Learning Objectives | Helpful Gameplay Tips |
|--|------------------------------------|---|
| 1. Understand the librarian's request to show her his student ID. | Students can exchange information. | Trace needs a new student ID before he can accomplish his tasks at the library. |
| Extension Activities a. How's it Going?" Have students practice different ways to say "hello" in English, such as "Hey, how's it going?" or "What's up?" Make sure students know that these are informal, used with friends or peers. | | |

Below is how students can earn the most points in the *Enter the Library* task:

| Trace's comment or action (student chooses) | Librarian response | Points |
|---|----------------------------|--------|
| Hi, I'm Trace. | Hello, Trace. | 3 |
| Action: Show + Student ID | Thank you. Please come in. | 15 |

Task 6: Find Eddie and Kit in Library – Chapter Checkpoint

| Trace's Actions | Student Learning Objectives | Helpful Gameplay Tips |
|---|---|--|
| 1. Follow librarian's directions. 2. Follow Kit and Eddie's directions to use map to find Chef Mark. | Students can ask simple questions and give simple responses on familiar topics using words, phrases, and memorized expressions. | Using the Map feature ("M") will show players how to get to the library. |
| Extension Activities a. Show the class pictures of a farmer's market in the United States. Ask students to compare it with a market in their own country. | | |

Below is how students can earn the most points in the *Find Eddie and Kit in the Library* task:

| Trace's comment or action (student chooses) | Response | Character | Points |
|--|--|-----------|--------|
| I'm looking for Kit and Eddie. Do you know where they are? | Maybe in the Reading Room up the stairs. | Librarian | 3 |
| Thank you. | You're welcome. | Librarian | 3 |
| Hi, Eddie. | Hey, good to see you again. Here's Kit. Kit this is Trace. | Eddie | 2 |
| I'm Trace. | Nice to meet you, Trace. I did some research. We need to find Emma Fields to get you home. She's at the farmers' market. | Kit | 3 |
| | You need to find Chef Mark. He goes to the farmer's market every day. | Eddie | |
| How do I find Chef Mark? | Find the food map. He works in different places. | Eddie | 2 |
| Where is the food map? | It's near the librarian's desk. | Kit | 2 |
| Okay. Bye, Kit. Bye, Eddie. | Bye, Trace. Good luck! We're going to class now. | Kit | 3 |

Task 7: Meet Chef Mark in the sandwich shop and agree to help him – Chapter Checkpoint

| Trace's Actions | Student Learning Objectives | Helpful Gameplay Tips |
|---|--|---|
| 1. Politely meet Chef Mark. 2. Ask Chef Mark to take him to the farmers' market. 3. Agree to help Chef Mark deliver his sandwiches. | Students can understand some simple questions on familiar topics. Students can follow some simple directions or instructions, especially when people use gestures or there is repetition. | You might point out to students that less polite talk from Trace (such as "Take me to the farmer's market," or "I need to go to the farmer's market") will earn fewer points than polite responses. |
| Extension Activities a. Giving and Following Directions. Students write a list of four instructions. Then, in pairs they take turns giving and following these instructions. For example: "1. Walk to your classmate in the blue shirt and blue pants. 2. Give her this pen. 3. Politely ask if she knows what time it is. 4. Return to your desk." If all pairs are following instructions simultaneously in the classroom it will be chaotic—but fun English practice. b. Who's Wearing What? Ask five students to come to the front of the class. They will look closely at the rest of the class and try to remember what everyone is wearing. Then they will turn around so they cannot see their classmates. Members of the class will take turns asking the five players up front, "What is Carlos wearing?" "What is Sofia wearing?" and so on. You may keep track of successful responses and make a competition of it. Rotate new players to the front of the room after several minutes. c. Describing Trace and Friends. Have students choose a character from Trace and write a one-paragraph description. Students may describe what the character is wearing, and the color of his or her clothes and hair. | | |

Below is how students can earn the most points in the *Meet Chef Mark* task:

| Trace's comment or action (student chooses) | Chef Mark's response | Points |
|---|---|--------|
| Are you Chef Mark? | Yes, I am. Do I know you? | 1 |
| I'm Trace. I'm a student here. | Pleased to meet you. What can I do for you? | 3 |
| Could you take me to the farmers' market? | I'm too busy right now. I need someone to deliver sandwiches. Help me, and I can help you. | 3 |
| Can I help? | I need a delivery person. You help me, I help you, okay? | 2 |
| What do I need to do? | I'll make a sandwich. You give it to the right person. Here's a peanut butter and jelly sandwich. Deliver it to Pat. She's in the quad. She's wearing blue jeans and a red shirt. | 2 |

Task 8: Help Chef Mark deliver his sandwiches – Chapter Checkpoint

| Trace’s Actions | Student Learning Objectives | Helpful Gameplay Tips |
|--|---|---|
| <p>1. Identify the right person to give the sandwich to, based on the description provided by Chef Mark.</p> <p>2. Ask the person if he or she ordered a sandwich.</p> <p>3. Give the sandwich by combining “Give” with “Sandwich.”</p> | <p>Students can follow some simple directions or instructions, especially when people use gestures or there is repetition.</p> <p>Students can understand some short conversations or descriptions.</p> | <p>Students may find the wrong person named “Pat,” “Jess,” or “Sam.” There are two characters with each of these names, so students need to listen to Chef Mark’s directions to find the right character based on what he or she is wearing.</p> <p>Have students use the Note feature and type out Chef Mark’s instructions. Students will need to listen and record the keywords from Chef Mark, such as characters’ names, what characters are wearing, or where they are located.</p> |
| <p>Extension Activities</p> <p>a. Describing Trace and Friends. Choose a character from Trace and write a one-paragraph description. Students may describe what the character is wearing, and the color of his or her clothes and hair.</p> <p>b. Make a Sandwich. Chef Mark makes three different sandwiches that Trace delivers to people. A sandwich is typically made of two slices of bread with food items in between such as slices of meat, various veggies, and sauces or spreads like mustard or mayonnaise. Ask learners if they have similar foods in your area. Next, allow students to design their own sandwich. For example, your sandwich could have grilled chicken, basil leaves, mustard, and olives.</p> <p>c. Secret Sandwich. Once each student has a sandwich, another game can be played. In pairs, students will try to discover the ingredients of their partner’s sandwich by asking yes and no questions. The person who asks can ask broad questions first. For instance, “Does your sandwich have meat?” “Is it red meat?” “Is it meat from a bird?” “Does your sandwich have a veggie?” “Is the veggie a leaf?” Students will do much better in pairs if you first demonstrate this approach of narrowing down questions with the class.</p> | | |

Below you will find how students can earn the most points in the *Help Chef Mark* task:

| Trace's comment or action (student chooses) | Response | Character | Points |
|---|---|------------------|---------------|
| Did you order a sandwich? | Yes, I did. | Pat | 5 |
| Are you Pat? | Yes, that's me. | Pat | 5 |
| Action: Give + Sandwich | Thanks a lot! I love sandwiches! | Pat | 15 |
| Hi, Chef Mark. I delivered the sandwich. | Great! Here's the next one. This is a tomato and cheese sandwich. Deliver it to Jess. He's in the quad. He's wearing a yellow baseball cap and a blue t-shirt. | Chef Mark | |
| <i>When Trace exits the sandwich shop, a student asks him a question.</i> | | | |
| | Who makes the sandwiches? | Boy student | |
| Chef Mark. | Cool. Thanks. | Boy student | |
| Did you order a sandwich? | Yes, I did. | Jess | 5 |
| Are you Jess? | Yes, that's me. | Jess | 2 |
| Action: Give + Sandwich | Thanks a lot! I love sandwiches! | Jess | 15 |
| Hi, Chef Mark. I delivered the sandwich. | Great! Here's the last one. It's a turkey sandwich with cranberry sauce. Deliver it to Sam. She's in the quad. She's wearing a black shirt. | Chef Mark | |
| Did you order a sandwich? | Yes, I did. | Sam | 5 |
| Are you Sam? | Yes, that's me. | Sam | 5 |
| Action: Give + Sandwich | Thanks a lot! I love sandwiches! | Sam | 15 |
| Hi, Chef Mark. I finished all the deliveries. | Hi, Trace! Good job! Let's go to the farmer's market. I'll find Kit and Eddie. You go to the parking lot. The key is under the flower pot. Unlock the gate with the key. Then, please leave the key under the flower pot. | Chef Mark | 25 |
| Okay. I'll meet you in the parking lot. | Bye! | Chef Mark | 2 |

Task 9: Find the key for the parking lot, unlock the gate, and find Chef Mark

| Trace's Actions | Student Learning Objectives | Helpful Gameplay Tips | | | | | | |
|---|---|--|-------------------------|---|---|---|--|--|
| <ol style="list-style-type: none"> 1. Talk with Ava by the parking lot. 2. Look under the flower pot for the key. 3. Go to the parking lot and "Unlock" the gate with the "Key." 4. Walk to the flower pot and combine "Leave" with "Key." 5. Walk in the parking lot and find Chef Mark. | <p>Students can understand names of objects in their immediate environment.</p> <p>Students can understand most directions or instructions in a familiar setting when expressed in short conversations.</p> | <p>Students may need to look under more than one flower pot to get the right one.</p> <p>Students may use "Give" or "Show" with "Key" instead of "Unlock."</p> | | | | | | |
| <p>Extension Activities</p> <p>a. Predicting. Before Trace gets in Chef Mark's car and Chapter One is over, give the class a chance to predict what will happen in Chapter Two.</p> <p>b. Sounds like Fun! When Ava Summersby says, "Sounds like fun!" she means that she <i>thinks</i> something will be fun. Take a survey in class to see what sounds like fun to your students. Make a chart on the board like the one below. Some activities are listed, but you and your students can add your own. Take a class vote on each activity. "Does going to the dentist sound like fun to you?" Students will raise their hands and vote to determine if the activity sounds like fun or not. Record the results on your chart.</p> <table border="1"> <thead> <tr> <th>Does It Sound Like Fun?</th> <th>Sounds Like Fun </th> <th>Doesn't Sound Like Fun </th> </tr> </thead> <tbody> <tr> <td> <ol style="list-style-type: none"> 1. Going to the dentist 2. Traveling in time 3. Riding an elephant 4. Picking up litter 5. Going to the beach 6. Having English class on Saturday 7. Visiting a U.S. university </td> <td></td> <td></td> </tr> </tbody> </table> | | | Does It Sound Like Fun? | Sounds Like Fun  | Doesn't Sound Like Fun  | <ol style="list-style-type: none"> 1. Going to the dentist 2. Traveling in time 3. Riding an elephant 4. Picking up litter 5. Going to the beach 6. Having English class on Saturday 7. Visiting a U.S. university | | |
| Does It Sound Like Fun? | Sounds Like Fun  | Doesn't Sound Like Fun  | | | | | | |
| <ol style="list-style-type: none"> 1. Going to the dentist 2. Traveling in time 3. Riding an elephant 4. Picking up litter 5. Going to the beach 6. Having English class on Saturday 7. Visiting a U.S. university | | | | | | | | |

Below is how students can earn the most points in the *Enter the Parking Lot* task:

| Trace's comment or action (student chooses) | Ava's response | Points |
|--|---|--------|
| Hi. I'm Trace. I'm new here. | Hi, Trace. So nice to meet you. Why are you going into the parking lot? | 3 |

| | | |
|---|---------------------------------|----|
| I have to go to Chef Mark's car. | Why do you want to do that? | 1 |
| Chef Mark is taking me to find Emma Fields. | Sounds like fun! I'll come too! | 3 |
| Action: Unlock With + Key | | 15 |
| Action: Leave + Key | | 15 |

Final Chapter One Video

In the final video for Chapter One, Trace introduces Ava Somersby to Kit, Eddie, and Chef Mark. The team travels to the farmer's market to find Emma Fields so Trace can return home to the future.

Completing Chapter One

Congratulations! Chapter One is complete. Students will see a screen similar to the following:



From the screen, students can:

- See their score,
- Review Trace's activities,
- See what is next,
- Do the Chapter One Language Practice Exercises,
- Download the graphic novel of Chapter One,
- Play Chapter One again,
- Print a Level Complete Certificate for Chapter One, and
- Go to the next chapter.

Now that students have completed Chapter One

1. Have students complete the following exercises in the Language Practice section of Trace Effects. Remember that for some of the exercises, the correct answers are not provided.

| Chapter One | Helping Chef Mark | Skills |
|-------------------|---|----------------------|
| Exercise 1 | Matching activity: Students practice colors and clothes vocabulary, matching listening descriptions with characters | Reading Listening |
| Exercise 2 | Matching activity: Students review phrases and vocabulary, characters, and actions | Reading |
| Exercise 3 | Multiple choice activity: Students review events from the chapter | Reading |
| Exercise 4 | Order of events activity: Students practice chronologically ordering events of the story | Listening |

2. Have the students read the graphic novel to remind them of the storyline, new words, and new grammar points.

3. Play “What’s the Question” to review vocabulary and the storyline from Chapter One. Break the class into two teams. For each team, students line up so that the first team member is at the front of the room and the rest of the members are behind him or her in a straight line. Place a bell or buzzer in front of each team line. The first members from Team 1 and Team 2 begin. The teacher then describes some event or person from the story. The player to ring the bell first gets to respond. That student must then form a *question* about whomever or whatever the teacher has described. For example, Teacher: “He is a student from the future.” Student who rings bell first: “Who is Trace?” Teacher, “These are friends of Trace and are brother and sister.” Student: “Who are Kit and Eddie?” After each answer and question, the students up at the bell go to the end of the line and the next students in line take their places. The team that earns the most points wins.

4. Explore diversity in the United States through musical traditions coming from different cultures. Have students listen to styles of music, such as those found on Smithsonian Folkways. (Go to [Smithsonian Folkways Soundscapes](#) and explore the page to find different types of music from the United States. Each page contains audio samples.) As students listen to different styles of music, they can write words to describe it. They can also scan the text for information about the cultural traditions of the groups that the music comes from and see pictures of active musicians in that culture.

Congratulations on Completing Chapter One!

Script for Chapter One

Following is the complete script for your reference. Please do NOT share this script with students. It is for teachers to use if needed.

| Character | Line |
|--------------------|---|
| Tour Guide | Welcome, first year students! Let's begin our tour of the university. Here is the science lab. Our team is working on time travel. Cool, huh? Now let's continue our tour... |
| Trace | Wow! A real time machine! |
| Professor Peterson | Hello, Eddie. Enjoying your lunch? |
| Eddie | Hi, Professor Peterson! Yes, I... |
| Professor Peterson | Good heavens! Quick, Eddie, help me. Let's carry this boy to my lab. He's hurt! |
| Eddie | He's waking up! |
| Professor Peterson | Trace? Can you hear me? Are you okay? |
| Trace | Huh? You know my name? |
| Professor Peterson | Yes, I know your name. We found your student ID. |
| Trace | What happened? |
| Eddie | Dude! You're from the future! You used a time machine! |
| Time Machine | ...Trace...are you...okay? Can you hear me? This is very important... You must... or you can't come home! I repeat... find Emma Fields... You have to so that you can come home... You must...or you'll have to stay in the past! Hello? Can you hear me? Find Emma Fields. Trace? Trace? |
| Professor Peterson | I have so many questions, but we have no time. Trace, you must find Emma Fields, or you won't return home to the future. Eddie, help Trace find Emma Fields. I'll stay here and fix the time machine. |
| Eddie | Okay, Professor Peterson. I'll ask Kit to help, too. She's my sister, and she's very smart. Come on, Trace. Let's go get my sister. She can help us find Emma Fields. |
| Trace | Hi, Eddie. |
| Eddie | Hi. |

| Character | Line |
|----------------------|--|
| Trace | Let's go. |
| Eddie | Okay, come with me. |
| Eddie | I'll go this way, and you go that way and look for Kit. Here's a picture of her. See you later. |
| Welcome Booth | Hello, and welcome to campus! Student Services can give you good information. How can I help? |
| Trace | Hi. Where's Kit? |
| Welcome Booth | I can help you. Can I see your ID first? |
| Trace (action) | Show the Student ID (Future) |
| Welcome Booth | Great. But the date is wrong. Go to the Student Services office in the Student Union. They'll make you a new ID. |
| Trace | Okay. But where is Kit? |
| Welcome Booth | Maybe at the library, but you need a new ID. Then you can go into the library. |
| Trace | Thank you. I'll go to the office. |
| Welcome Booth | Bye! Come back if you need more information. |
| Student Services Rep | Hello! Can I help you? |
| Trace | Hi. I need a new student ID. |
| Student Services Rep | I can help you. Can I see your ID? |
| Trace (action) | Show the Student ID (Future) |
| Student Services Rep | Thank you. Oh! Someone put the wrong date. I'll make a new one. Please wait here. |
| Student Services Rep | Please give me your old ID. |
| Trace (action) | Give the Student ID (Future) |
| Student Services Rep | Thanks. Here's your ID. |
| Trace | Thanks for your help. |

| Character | Line |
|----------------------|--|
| Student Services Rep | No problem. |
| Trace | See you. |
| Student Services Rep | Bye. |
| Girl Student | Excuse me, where can I get a student ID? |
| Trace | At the Student Services office. |
| Girl Student | Great. Do you know where the Student Services office is? |
| Trace | In the Student Union. |
| Girl Student | Great, thanks! |
| Librarian | Hello, young man. Where is your student ID? |
| Trace (action) | Show the Student ID (Present) |
| Librarian | Thank you. Please come in. |
| Trace | I'm looking for Kit and Eddie. Do you know where they are? |
| Librarian | Maybe in the Reading Room up the stairs. |
| Trace | Thank you. |
| Librarian | You're welcome. |
| Trace | Hi, Eddie. |
| Eddie | Hey, good to see you again. Here's Kit. Kit, this is Trace. |
| Trace | Hi. |
| Kit | Nice to meet you, Trace. I did some research. We need to find Emma Fields to get you home. She's at the farmers' market. |
| Eddie | You need to find Chef Mark. He goes to the farmers' market every day. |
| Trace | How do I find Chef Mark? |
| Kit | Find the food map. He works in different food places. |
| Trace | Where is the food map? |

| Character | Line |
|----------------|---|
| Kit | It's near the librarian's desk. |
| Trace | Okay. Bye, Kit. Bye, Eddie. |
| Kit | Bye, Trace. Good luck! We're going to class now. |
| Trace | Are you Chef Mark? |
| Chef Mark | Yes, I am. Do I know you? |
| Trace | I'm Trace. I'm a student here. |
| Chef Mark | Pleased to meet you. What can I do for you? |
| Trace | Can you take me to the farmers' market? |
| Chef Mark | I'm too busy right now. I need someone to deliver sandwiches. Help me, and I can help you. |
| Trace | What do you need? |
| Chef Mark | I need a delivery person. You help me, I help you, okay? |
| Trace | What do I need to do? |
| Chef Mark | I'll make a sandwich. You give it to the right person. Here's a peanut butter and jelly sandwich. Deliver it to Pat. She's in the quad. She's wearing blue jeans and a red shirt. |
| Trace | Did you order a sandwich? |
| Pat | Yes, I did. |
| Trace | Are you Pat? |
| Pat | Yes, that's me. |
| Trace (action) | Give the Sandwich |
| Pat | Thanks a lot! I love sandwiches! |
| Trace | Hi, Chef Mark. I delivered the sandwich. |
| Chef Mark | Great! Here's the next one. This is a tomato and cheese sandwich. Deliver it to Jess. He's in the quad. He's wearing a yellow baseball cap and a blue t-shirt. |

| Character | Line |
|----------------|---|
| Boy Student | Who makes the sandwiches? |
| Trace | Chef Mark. |
| Boy Student | Cool. Thanks. |
| Trace | Did you order a sandwich? |
| Jess | Yes, I did. |
| Trace | Are you Jess? |
| Jess | Yes, that's me. |
| Trace (action) | Give the Sandwich |
| Jess | Thanks a lot! I love sandwiches! |
| Trace | Hi, Chef Mark. I delivered the sandwich. |
| Chef Mark | Great! Here's the last one. It's a turkey sandwich with cranberry sauce. Deliver it to Sam. She's in the quad. She's wearing a black shirt. |
| Trace | Did you order a sandwich? |
| Sam | Yes, I did. |
| Trace | Are you Sam? |
| Sam | Yes, that's me. |
| Trace (action) | Give the Sandwich |
| Sam | Thanks a lot! I love sandwiches! |
| Trace | Hi, Chef Mark. I finished all the deliveries. |
| Chef Mark | Hi, Trace! Good job! Let's go to the farmers' market. I'll find Kit and Eddie. You go to the parking lot. The key is under the flower pot. Unlock the gate with the key. Then, please leave the key under the flower pot. |
| Trace | Okay. I'll meet you in the parking lot. |
| Chef Mark | Bye! |
| Ava Summersby | I'm Ava Summersby. I'm the new student body president. |

| Character | Line |
|------------------|--|
| Trace | Hi. I'm Trace. I'm new here. |
| Ava Summersby | Hi Trace. So nice to meet you. Why are you going into the parking lot? |
| Trace | I have to go to Chef Mark's car. |
| Ava Summersby | Why do you want to do that? |
| Trace | Chef Mark is taking me to find Emma Fields. |
| Ava Summersby | Sounds like fun! I'll come too! |
| Trace (action) | Look under the flower pot. |
| Flower Pot | You find a key! |
| Trace (action) | Unlock With the Key |
| Parking Lot Gate | The gate is unlocked! |
| Trace (action) | Leave the Key |
| Flower Pot | The key is returned. |
| Chef Mark | Come on! Get inside! |
| Trace | Eddie, Kit, and Chef Mark, this is Ava. She is the student body president. She would like to come with us to the farmers' market to help find Emma Fields. |
| Chef Mark | Sure. That sounds like a great idea. The more the merrier! |
| Ava Summersby | Thank you for letting me come with you. |
| Chef Mark | We are happy you could come with us. Next stop, the farmers' market! |

Links for Chapter One

[Bureau of Educational and Cultural Affairs Exchanges for Secondary Students](#)

Find an exchange program for secondary students here.

[Education U.S.A. YouTube Channel](#)

Watch YouTube videos from Education U.S.A. to learn more about American colleges and universities.

[Education U.S.A. Facebook Site](#)

Find accurate, comprehensive, and current information about educational institutions in the United States and find advisers near you.

[University of Kansas Interactive Map](#)

American universities can be BIG, and can even be like small cities. Can you find the library? How about the Student Union?

[Federal Resources for Educational Excellence: Midwest History](#)

Learn about the Midwest of the United States here.

[America's Story: Kansas](#)

Learn more about Kansas and the other states Trace visits.

[Kids' Zone College Search](#)

Use this map to get information on the nearly 7000 colleges and universities across the United States.

[Short-Term Study in the U.S.A.](#)

Learn how you can apply to study in the United States for a short period of time.

[Kansas Historical Society Information Page](#)

Learn about Kansas here. Where would Trace like to go?

[Kansas Kids](#)

Have fun and learn interesting things about Kansas here.