

## Trace Effects Teacher’s Manual Chapter Two: The Farmers’ Market and Emma Fields

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## Introduction to Chapter Two

### Chapter Themes

- Health and nutrition
- Democracy
- Negotiation and working together
- Journalism and sharing information

### Chapter Location

- A small town in Kansas, U.S.A.



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### Chapter Summary

1. The introductory video shows Trace, Chef Mark, and friends all arriving at the farmer's market. Chef Mark leaves to buy vegetables, and the others split up to find Emma Fields. Trace goes to the booths.
2. Trace meets Emma Fields. He must help her win the school election before she will help Trace. Chef Mark has the idea to make and distribute a delicious and healthy vegetable soup to give to students. The soup will help convince them that vegetables taste good and should be on the school menu.
3. Trace buys ingredients and helps prepare the soup.
4. Trace distributes the soup to leaders of the school and tries to persuade them to vote for Emma.
5. Emma wins the election, and Trace gives an interview to a school newspaper reporter in which he sums up the events of the chapter.

### Chapter Main Characters

Chef Mark continues to be a main character in Chapter Two, and a new character is introduced: Emma Fields.



#### **Emma Fields**

is in the farmer's market and will help Trace if he will help her win the election.



#### **Chef Mark**

helps Emma Fields win the election by showing students how good healthy food can taste.



**Isabella**  
is the thespian,  
or actress, who  
is in the theater.



**Madison**  
is the sports  
team captain,  
found in the  
gym with Jaden.



**Jaden**  
is the healthy  
athlete, found in  
the gym with  
Madison.

**Alexis**  
is the mathlete,  
meaning she is  
very good at  
math.



**Tyler**  
is the cool guy  
at school, found  
in the hallway.

**Robert Adamsky**  
is the reporter.



## Chapter Two Objectives and Tasks

### Action Words to Collect In-game

#### *Farmers' Market Area*

**Add:** This word is located behind the potato booth. Students should get this word before they begin cooking with Chef Mark.

**Chop:** This word is located by the cooking station at the end of the farmers' market booths. Students should get this word before they begin cooking with Chef Mark.

**Cut:** This word is located in front of the pumpkin booth. Students should get this word before they begin cooking with Chef Mark.

**Slice:** This word is located in front of the cooking station at the end of the farmer's market booths. Students should get this word before they begin cooking with Chef Mark.

#### *School Area*

**Show:** This word is located to the right of the school entrance. Students should get this word before they begin passing out the soup and brochure.

**Give:** This word is located to the left of the school entrance. Students should get this word before they begin passing out the soup and brochure.

**Loan:** This word is located in the auditorium. Students should get this word before they begin talking with Isabella on the stage in the auditorium.

### Items to Collect In-game

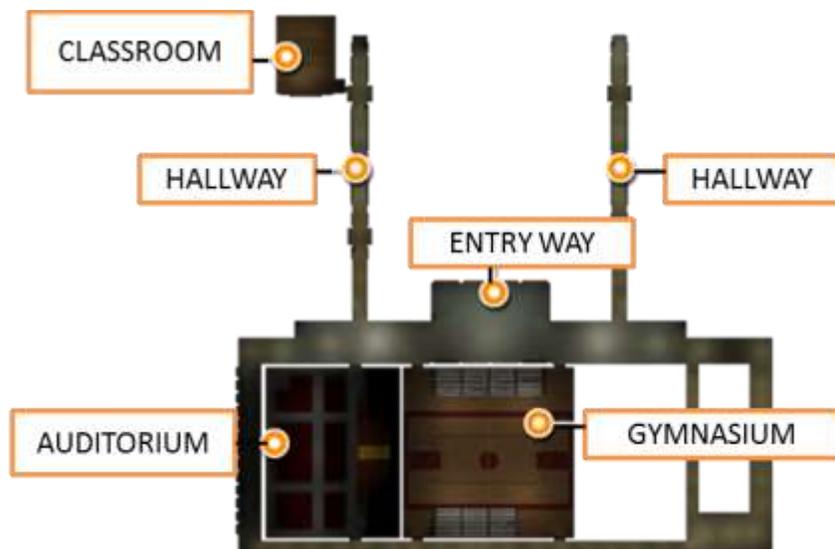
**Chef Mark's basket:** This item is located next to Emma Fields, but it only appears and becomes available to pick up after Trace has talked to her first.

**Vegetable soup:** Trace needs to complete Tasks 1-3 to get this item.

**Brochure:** Trace receives this item from Emma Fields at the beginning of the school section of Chapter Two after completing Tasks 1-3.

## Map in Chapter Two

Emma's School:



### Tasks that Trace Needs to Complete

1. Find Emma Fields in the farmer's market
2. Purchase the ingredients for Chef Mark's soup
3. Help Chef Mark make the soup
4. Prepare for the campaign
5. Find and convince Madison, the sports team captain, to try some soup
6. Find and convince Alexis, the mathlete, to try some soup
7. Find and convince Isabella, the thespian, to try some soup
8. Find and try to convince Tyler, the "cool" guy, to try some soup
9. Answer the school reporter Robert Adamsky's questions

Note that Tasks 5-8 can be completed in any order.

## Grammar in Chapter Two

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

Trace's Task	Grammar Point	Proficiency Level
<b>Find Emma Fields</b>	<ul style="list-style-type: none"> <li>• Yes/No questions</li> <li>• Modals: <i>need</i> and <i>want</i></li> </ul>	Beginner
<b>Purchase Ingredients</b>	<ul style="list-style-type: none"> <li>• Yes/No questions</li> </ul>	Beginner
<b>Make Soup</b>	<ul style="list-style-type: none"> <li>• Simple present tense</li> <li>• Modals: <i>have</i></li> </ul>	Beginner
<b>Prepare for Campaign</b>	<ul style="list-style-type: none"> <li>• Conditionals</li> <li>• Transitive verbs</li> </ul>	Intermediate to Advanced
<b>Convince Madison</b>	<ul style="list-style-type: none"> <li>• Simple present tense</li> <li>• Present progressive tense</li> <li>• Future actions</li> <li>• Infinitives</li> <li>• Yes/No questions</li> <li>• Coordinating and subordinating conjunctions</li> </ul>	Intermediate
<b>Convince Alexis</b>	<ul style="list-style-type: none"> <li>• Modals: <i>would</i></li> <li>• Yes/No questions</li> <li>• Future actions</li> <li>• Simple present tense</li> </ul>	Intermediate
<b>Convince Isabella</b>	<ul style="list-style-type: none"> <li>• Asking for clarification</li> <li>• Simple present tense</li> <li>• Transitive verbs</li> <li>• Conditionals</li> </ul>	Intermediate to Advanced
<b>Convince Tyler</b>	<ul style="list-style-type: none"> <li>• Yes/No questions</li> <li>• Present progressive tense</li> <li>• Expressing disinterest</li> </ul>	Beginner
<b>Answer Reporter's Questions</b>	<ul style="list-style-type: none"> <li>• Present perfect tense</li> <li>• Future actions</li> <li>• Answering questions</li> </ul>	Intermediate

## Vocabulary in Chapter Two

Following are some words that your students might not know. If you are teaching or reviewing these words, see the *Teacher's Manual* appendices 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
Account	"You can charge it - tell them to put it on my <b>account</b> ."	A place where someone's money is stored (either with cash or credit) (noun)  In small U.S. towns, people can pay for items "on credit" with merchants of independent stores. In more urban areas, many Americans use credit cards where they pay back the credit to the bank where the credit card is issued from.
Actress	"I'm an <b>actress</b> . We need a basket for our play."	Female who plays a part on stage or in a movie (noun)
Adieu	" <b>Adieu, adieu</b> , I must bid thee adieu!"	A way to say "goodbye"  Note: This phrase is used for game humor but it is not how people usually talk.
Alas	" <b>Alas</b> , while it looks sumptuous, I simply cannot."	Sadly or unfortunately (adverb)  Note: This phrase is used for game humor but it is not how people usually talk.
Athlete	"I know he's a good <b>athlete</b> ."	A person who plays sports (noun)
(To) Be as smooth as silk	"Oh my! That's incredible. It's <b>as smooth as satiny silk</b> , as pungent as an evening rose"	Here, to taste very good and creamy (verb)
(To) Be good for you	"Please read this brochure. It tells how veggies <b>are good for you</b> ."	A way to say "healthy" or that the food makes your body strong (verb)
(To) Be in sore need	"We <b>are in sore need</b> of a basket for my character."	To really need something (verb)
Brochure	"I have a <b>brochure</b> , too. Would you like to see it?"	A small book giving information on something (noun)
Bunch	"One <b>bunch</b> ? Two bunches?"	A number of things tied or growing together (noun)
Captain	"I'm the sports team <b>captain</b> ."	A leader of a group or club (noun)
Carrot	"Do you sell <b>carrots</b> ?"	An orange root vegetable (noun)



Celery	“Do you have any <b>celery</b> ?”	A green vegetable with long stems (noun) 
Charge account	“Do you have a <b>charge account</b> ?”	When a person pays for items later, like a credit account (noun)
(To) Charge	“You can <b>charge</b> it - tell them to put it on my account. “	To pay for something after you buy it, not when you buy it (verb)
Convinced	“I am <b>convinced</b> ! I'll try the soup.”	Feeling like something must be true (adjective)
(To) Convince	“I <b>convinced</b> student leaders to vote for me.”	To persuade; to make someone believe something (verb)
Cool	“Nah. It's not for me. Not <b>cool</b> .”	Fashionable, interesting, or attractive (adjective)  Note: Informal speech
Drums	“I play the <b>drums</b> .”	A musical instrument that you play by hitting with hands or sticks (noun) 
Election	“She needs to win the <b>election</b> .”	The time when people vote to choose a leader (noun)
Energy drinks	“I don't like vegetables. I use <b>energy drinks</b> .”	Drinks that are intended to boost energy. They often contain high levels of caffeine and sugar. (noun)
(To) Feel about something	“Tell us how you <b>feel about</b> Emma winning the election.”	To have an opinion (verb)
Greetings	“ <b>Greetings</b> . I'm Isabella. It is indeed a great pleasure.”	Another way to say “hello”  Note: This is not a common greeting.
(To) Have a minute	“Can I just <b>have a minute</b> of your time?”	A way to say that you have time to do something or talk with someone (verb)
Healthy	“You'll like vegetables. They're <b>healthy</b> , too.”	Good for your body (adjective)
Impressive	“That's a very <b>impressive</b> brochure.”	Interesting and effective (adjective)
Incredible	“Oh my! That's <b>incredible</b> . It's as smooth as satiny silk, as pungent as an evening rose”	Great (adjective)
Indeed	“Greetings. I'm Isabella. It is <b>indeed</b> a great pleasure.”	A way to say “very much” or “certainly” (adverb)  Note: This phrase is used for game humor but it is not how people usually talk.
Information	“Do you have any <b>information</b> ?”	Facts or knowledge (noun)
Ingredients	“You get the <b>ingredients</b> from the market, Trace.”	Foods that are combined to make a dish (noun)

It is a pleasure to meet you	“Greetings. I’m Isabella. <b>It is</b> indeed a great <b>pleasure.</b> ”	Another way to say “Nice to meet you.”  Note: This phrase is used for game humor but it is not how people usually talk.
It’s not for me	“Nah. <b>It's not for me.</b> Not cool.”	A way to say that you do not like something
Juncture	“Sadly, time is of the essence for me <b>at this juncture.</b> ”	Here, indicates now, at this moment (noun)  Note: This phrase is used for game humor but is not how most people talk.
Leader	“We’ve persuaded a majority of student <b>leaders.</b> ”	Someone who gets other people to do things; someone who organizes; someone who makes decisions (noun)
(To) Loan	“I’ll <b>loan</b> you Chef Mark’s basket if you try the soup.”	To allow someone to use something that you have (verb)
Majority	“We’ve persuaded a <b>majority</b> of student leaders.”	More than half (noun)
(To) Make something possible	“Kit, Eddie, and Chef Mark <b>made it all possible!</b> ”	To do things so that something could happen (verb)
Mathlete	“Hi, I’m Alex. I’m a <b>mathlete.</b> ”	Person who is very good at math and takes part in math competitions (noun)
Minerals	“OK. Vegetables have vitamins and <b>minerals</b> to make you strong.”	A chemical substance (such as iron or zinc) that occurs naturally in certain foods and that is important for good health
My pleasure	“ <b>My pleasure.</b> Good luck with the election.”	A way to say “you’re welcome”
Nice to see you!	“Yes, I know Jaden. <b>Nice to see you!</b> ”	Another way to say “hello” or “goodbye”
No problem!	“ <b>No problem!</b> See you.”	Another way to say “okay”  Note: Informal speech
Not cool	“No thanks. It’s like Mom says, ‘Eat your vegetables.’ <b>Not cool.</b> ”	An activity or thing that is not good or that some people do not like to do
Not interested	“No thanks. <b>Not interested.</b> See you around.”	A way to say that you do not want to do something  Note: Informal speech
Outstanding	“Wow! That’s <b>outstanding.</b> I love it!”	Great (adjective)
(To) Persuade	“I <b>persuaded</b> some student leaders to vote for you.”	To convince someone to do something (verb)
Play	“We need a basket for our <b>play.</b> ”	A drama where actors and actresses stand on stage and act out a story (noun)
President	“Riley wants to be school <b>president.</b> ”	An elected leader (noun)
Pumpkin	“Hi, do you have <b>pumpkins?</b> ”	A large, round, yellow-orange fruit (noun) 

Pungent	“Oh my! That's incredible. It's as smooth as satiny silk, as <b>pungent</b> as an evening rose.”	Strong-smelling (adjective)  Note: This phrase is used for game humor but it is not how people usually talk.
(To) Return	“I vow that I will <b>return</b> the basket.”	To give something back to the person it belongs to after you borrow it (verb)
Rival	“What was the biggest problem with Emma's <b>rival</b> ? Why wasn't she a good choice?”	Competitor or challenger; the other person who wants to win (noun)
See you around	“No thanks. Not interested. <b>See you around.</b> ”	A way to say “goodbye” to a friend
Southern	“It's a town in Louisiana, deep in the <b>southern</b> United States.”	Located in the south (adjective)  Some southern U.S. states are Florida, Georgia, and Virginia.
(To) Succeed	“Was there anyone else who helped Emma <b>succeed</b> ?”	To win or do well (verb).
Sumptuous	“Alas, while it looks <b>sumptuous</b> , I simply cannot.”	Here, delicious or tasting good (adjective)  Note: This phrase is used for game humor but it is not how people usually talk.
Suppose so	“Oh, I <b>suppose so.</b> ”	A way to say “yes” when you do not want to do something
That's cool	“Hey, Trace, I'm Tyler. <b>That's cool.</b> ”	Another way to say “okay” or “all right”
Thespian	“I'm a <b>thespian</b> in the school play.”	An actor or actress who is in plays or movies (noun)
Time is of the essence	“Sadly, <b>time is of the essence</b> for me at this juncture.”	We need to hurry; there is no time to lose
Veggie	“Hi, Chef Mark! Here are the <b>veggies!</b> ”	Another word for vegetable (noun)  Note: Informal speech
(To) Vow	“I <b>vow</b> that I will return the basket.”	To promise (verb)  Note: Formal speech
Vitamins	“Vegetables have <b>vitamins</b> and minerals to make you strong.”	What is in foods that makes a person's body strong and healthy (noun)

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## Chapter Two Task Descriptions

### Task 1: Find Emma Fields in the farmers' markets – Chapter Checkpoint

Trace's Actions	Student Learning Objectives	Helpful Gameplay Tips
1. Find and talk to Emma Fields and discover her problem.	Students can understand the main idea and some details heard in short conversations and oral presentations.	There are many different ways Trace can go to find Emma Fields and many different vendors he can ask. Allow students to explore the game. Give them time.
2. Talk to Emma and Ava to think of a solution.	Students can exchange information about something learned using memorized words and phrases.	Remind students of the Dialogue History resource where they can look back over chapter interactions.
3. Tell Chef Mark the problem and offer to help.	Students can exchange information with other people about what to do, where to go, and when to meet.	
4. Get instructions from Chef Mark.	Students can express reactions and emotions to others.	
<b>Extension Activities</b> <b>a. "I'll Make a Great Vegetable Soup!"</b> You need lots of veggies for a great vegetable soup. Have students create vegetable flashcards. Use small pieces of papers or cards. On one side students will write the name of a veggie: pumpkin, tomato, celery, watermelon, carrot, potato, etc. Ask each student to make 3-5 flashcards. They can quiz each other. After a minute or two, ask each pair of students rotate their flashcards to a new pair of students. Do this every couple minutes. If the class works together, passing their flashcards along, they will get lots of language practice. And working together is a theme of this chapter!		

Following is how students can earn the most points in the *Find Emma Fields* task:

Trace's comment or action (student chooses)	Response	Character	Points
<i>Trace does not need to talk with all the vendors. It is the player's choice.</i>			
	Can I help you?	Pumpkin Booth Person	
Excuse me, I'm looking for someone.	Who are you looking for? Maybe I can help.	Pumpkin Booth Person	3
I'm looking for Emma Fields.	She's in the market. Ask at the celery booth. It has a big sign.	Pumpkin Booth Person	
	Can I help you?	Carrot Booth Person	
Hello. Could you help me find Emma Fields?	I don't know where she is. Ask at the celery booth. It has a big sign.	Carrot Booth Person	8

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Hi. I'm looking for Emma Fields. Are you Emma?	Hi. Yes, I'm Emma.	Emma	28
My name is Trace. I need your help.	I don't know...how can I help?	Emma	5
	Hi, Emma. I'm Ava.	Ava	
Hi, Ava. I'm asking Emma to help me.	Great!	Ava	5
Emma, I'm visiting from another place. I need to get home.	I'm really busy right now. I need to stop Riley. She wants to be class president. She wants to have NO vegetables on the school menu.	Emma	5
	Do what I did! I won the election for school president!	Ava	
Ava, how did you become class president?	I convinced student leaders to vote for me.	Ava	10
It sounds like a good idea.	If you help me, I can help you.	Emma	10
Hi, Chef Mark. Have you met Emma?	Sure. I know her father, too. How are you doing, Emma?	Chef Mark	
Emma needs our help. She needs to win the election. Students need to learn about veggies!	I'll make a great vegetable soup! When the students taste my soup, they'll LOVE veggies! They'll vote for Emma!	Chef Mark	10
How can I help?	You get the ingredients from the market, Trace. Meanwhile, I'll start the soup.	Chef Mark	
Please tell me what we need.	Here is what we need: 10 carrots, 1 bunch of celery, a small pumpkin. You can charge it - tell them to put it on my account. Bye, Trace!	Chef Mark	25

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## Task 2: Purchase the ingredients for Chef Mark’s soups – Chapter Checkpoint

Trace’s Actions	Student Learning Objectives	Helpful Gameplay Tips
1. Find Chef Mark’s basket (next to Emma). 2. Purchase ten carrots. 3. Purchase one bunch of celery. 4. Purchase one small pumpkin. 5. Bring the ingredients to Chef Mark.	Students can express reactions and emotions to others.  Students can understand and say numbers in simple situations.	Introduce students to the Note feature (“N”). Here they can type information they will need to remember, like Chef Mark’s instructions of what to buy.  You may also want to remind students that they will get more points if Trace asks for the soup ingredients <i>politely</i> .  The Dialogue History resource will help too. Pressing (“C”) allows students to review spoken exchanges.
<b>Extension Activities</b>  <b>a. Class President.</b> American schools and universities often have class presidents. They are usually the president of the entire student body, not just one classroom. Class presidents share student concerns with teachers and the school administration. Sometimes they organize fundraisers for school activities. They may try to make changes at school, though like real presidents they can’t make miracles; the changes must be realistic. Allow students to discuss the following questions in groups: What changes would they try to make to your English class if they were president? To your school? Are these changes realistic?		

Following is how students can earn the most points in the *Purchase the Ingredients* task:

Trace’s comment or action (student chooses)	Vegetable vendor’s response	Character	Points
Hi. Can I please buy some carrots?	Sure thing. How many?	Carrot Booth Person	
I’ll take ten, please.	Sure, here they are. That will be \$2.00.	Carrot Booth Person	3
Chef Mark said to charge it.	Okay, no problem.	Carrot Booth Person	
Thanks! Bye.	Thanks for your business. Bye!	Carrot Booth Person	15
Do you have any celery?	Yes, I do. How much do you need?	Celery Booth Person	
One bunch, please.	Sure, here it is.	Celery Booth Person	

It's on Chef Mark's account.	Okay, I'll write it up.	Carrot Booth Person	
Thanks a lot!	No problem. Bye.	Celery Booth Person	15
<hr/>			
Excuse me. Do you have pumpkins?	Yes, I do. What size do you want?	Pumpkin Booth Person	3
Just a small one, thanks.	Sure thing. That'll be \$1.50.	Pumpkin Booth Person	3
Chef Mark said to charge it.	Okay, I'll write it down.	Pumpkin Booth Person	
Thanks a lot!	Have a nice day!	Pumpkin Booth Person	15
<hr/>			

### Task 3: Help Chef Mark make the soup

Trace's Actions	Student Learning Objectives	Helpful Gameplay Tips
<ol style="list-style-type: none"> <li>1. Collect the words "Add," "Chop," "Cut," and "Slice."</li> <li>2. Follow Chef Mark's instructions to make soup.</li> <li>3. Chop the carrots.</li> <li>4. Cut the celery.</li> <li>5. Slice the pumpkin.</li> <li>6. Add the ingredients.</li> </ol>	<p>Students can follow multi-step instructions on how to complete a task.</p>	<p>If students are stuck, remind them that Chef Mark's cooking directions must be performed in the correct order.</p>
<p><b>Extension Activities</b></p> <p><b>a. Cooking Words.</b> Before play, introduce cooking-related verbs (such as "stir," "fry," "simmer," "boil," "bake," "melt," "mix," "shake," or "chill") and have students write or explain their own family or favorite recipes.</p> <p><b>b. Mime the Words.</b> Make a list of these cooking verbs and write them on the board. Divide the class into groups. One group member will choose a cooking verb, without revealing it to any member of her group. She will then act out, or mime, the action until the rest of the group can guess the word. Take turns.</p> <p><b>c. Find a Recipe.</b> After play, students can find a recipe online or you can provide one. Students can circle new cooking vocabulary and you can help learners decide which words to remember in English.</p> <p><b>d. Food idioms.</b> The class can learn English idioms related to food, for example "to spill the beans" or "be in a stew." See Section Three of <a href="#">The Lighter Side of TEFL</a> (pg122) for a list of food-related idioms. You can have pairs of students learn what a food idiom means and present the food idiom to the class with a role play. For example, Student A: "Oh, don't be so angry, John. You don't have to be in a stew all the time. Just try to relax." Student B: "I'm sorry, Amy, I know I should relax, thanks for reminding me." Then the class can guess what the idiom means.</p>		

Following is how students can earn the most points in the *Help Chef Mark* task:

<b>Trace's comment or action (student chooses)</b>	<b>Chef Mark's instructions</b>	<b>Points</b>
Hi, Chef Mark! Here are the veggies!	Thanks, Trace. Let's get to work.	
What should I do?	Chop the carrots. Cut the celery in pieces. Slice the pumpkin. Then add carrots, celery, and pumpkin to the kettle. Pumpkin is the secret ingredient.	10
Action: Chop + Carrots	Great!	15
Action: Cut + Celery	Good job!	15
Action: Slice + Pumpkin	Nice work! Now we're ready to go! Please add all the veggies into the kettle.	15
Action: Add + Carrots	Great!	15
Action: Add + Celery	Good job!	15
Action: Add + Pumpkin	Good job, Trace! Now we'll cook the soup and put it in these paper cups.	15

## Task 4: Prepare for the Campaigns – Chapter Checkpoint

Trace's Actions	Student Learning Objectives	Helpful Gameplay Tips
1. Get brochures from Emma Fields. 2. Learn about student leaders. 3. Identify student leaders.	Students can exchange information with other people about what to do.	If students do not remember who Trace needs to talk to, they can check the Dialogue History resource ("C").
<b>Extension Activities</b> <b>a. U.S Education.</b> Chapter Two is an excellent introduction to public secondary education in the United States. Students may have questions about school life, customs, and culture in America. Provide students with a reading on the education system in the United States, and have them compare U.S. schools with their own school. <b>b. Exchange Programs.</b> Students can be directed to websites with information about youth exchange programs, such as <a href="#">Youth Leadership Programs</a> , <a href="#">The Future Leaders Exchange (FLEX) Program</a> , or <a href="#">Global Connections and Exchange</a> . <b>c. Voice of America.</b> Students can watch a video about learning English, such as the Voice of America 2012 Special English Report, found on the <a href="#">VOA YouTube Channel</a> , or they can connect with other language learners on the <a href="#">VOA Learning English Facebook Page</a> .		

Following is how students can earn the most points in the *Prepare for the Campaign* task:

Trace's comment or action (student chooses)	Emma's response	Points
	Trace, nice job with the soup. Now we've got to get a majority of students to vote for me.	
Okay! What should I do first?	Take the brochure. There are four leaders. Find them, give them the soup, and show them the brochure.	
Who are they?	They lead the major clubs and groups. If we persuade them, they will get others to vote.	
Who do I talk to?	Madison, the sports team captain; Alexis, the mathlete; Isabella, the actress; and Tyler, the coolest guy at school. Good luck!	15

## Task 5: Find Madison, the sports team captain, and convince her to eat some soup – Chapter Checkpoint

Trace's Actions	Student Learning Objectives	Helpful Gameplay Tips
<ol style="list-style-type: none"> <li>1. Find Madison and offer her soup.</li> <li>2. Find and convince Jaden the athlete to try the soup and give Jaden the soup and the brochure.</li> <li>3. Persuade Jaden to help convince Madison to try the soup.</li> <li>4. Give Madison soup and show her brochure.</li> <li>5. Ask Madison to vote for Emma.</li> </ol>	<p>Students can ask and answer questions on familiar topics to keep a conversation going.</p> <p>Students can ask for help, but not for exactly what they need.</p>	<p>In order to persuade Madison to try the soup, Jaden needs to eat some first. Once he does, Jaden can help Trace try to convince Madison.</p>

### Extension Activities

**a. It's good for you.** When something is good for you it means it is healthful. Some things that can be good for you are various foods, drinks, exercise, sleep and meditation. Make a list of healthful foods, activities, and habits with your students. Then ask students in groups to put them in categories and discuss. For some things, classification may depend on several factors. Discuss these. The chart below lists foods and activities, but these may not be the most applicable to your students in your part of the world. You should feel free to change these; add items that will be of interest to you and your students.

What?	Good For You	Bad For You	It Depends
1. Red meat			
2. Carrots			
3. Yoga			
4. Candy			
5. Bread			
6. Laughing			
7. Smoking			
8. Junk food			
9. Rice			
10. Coffee			

Following is how students can earn the most points in the *Find the Sports Team Captain* task:

<b>Trace's comment or action (student chooses)</b>	<b>Response</b>	<b>Character</b>	<b>Points</b>
Excuse me, I'm Trace. I'm helping Emma.	Hi! I'm Jaden. I play soccer. What's in the cups?	Jaden	10
This is delicious vegetable soup. Please try some.	Okay. Vegetables have vitamins and minerals to make you strong.	Jaden	
Action: Give + Soup	That tastes good!	Jaden	15
I have a brochure about vegetables and nutrition.	How interesting! Can you show me the brochure?	Jaden	
Action: Show + Brochure	That's great! The soup tastes good and meets U.S. food guidelines, too!	Jaden	15
Be sure to vote for Emma! She wants vegetables on the school menu.	Okay, Trace. I'll vote for her. See you later, Trace. Good luck!	Jaden	15
Hi, I'm Trace. I want Emma to win the election. She will put vegetables on the lunch menu.	Hi, Trace. I'm Madison. I'm captain of the sports team.	Madison	10
Would you like some soup? It's made from vegetables.	Eeew. I don't like vegetables. I use energy drinks.	Madison	3
<i>Trace leaves Madison and goes to Jaden</i>			
Hi, Jaden. Please help me.	Sure. What can I do?	Jaden	3
Madison, the soccer captain, drinks only energy drinks.	Yuck - that's not healthy! What can we do?	Jaden	10
Please come with me. Maybe you can persuade Madison to try our vegetable soup.	I'll try.	Jaden	10
<i>Trace and Jaden return to Madison</i>			
Hi, Madison, do you know Jaden?	Yes, I know Jaden. Nice to see you!	Madison	3
Jaden is a good athlete. He likes veggies because they are good for you.	Maybe, but I don't like veggies.	Madison	10
You'll like vegetables. They're healthy, too.	Really?	Madison	
Action: Give + Soup	Wow! That's great. I really, really like it!	Madison	15
And veggies make you strong! Look at this brochure.	Let's see it.	Madison	
Action: Show + Brochure	Wow! Veggies will make me a better athlete.	Madison	15
You can help Emma get elected, and get veggies on the menu. Please vote for Emma. Tell your friends, too.	No problem. See you.	Madison	10
Thanks a lot, Jaden. See you!	My pleasure! Bye, Trace!	Jaden	3

## Task 6: Find Alexis, the mathlete, and convince her to eat some soups – Chapter Checkpoint

Trace's Actions	Student Learning Objectives	Helpful Gameplay Tips
1. Find and talk to Alexis the mathlete.	Students can ask and answer questions on familiar topics to keep a conversation going.	Alexis is in the classroom at the end of the hallway to the right (east) of the school entrance. Remind students that they can use the map ("M").
2. Show Alexis the brochure.	Students can exchange information about what they learned using texts, graphs, or pictures.	
3. Give Alexis the soup.		
<b>Extension Activities</b> <p><b>a. What's a Mathlete?</b> Ask students about the meaning of the word "mathlete." Can they guess its meaning? You may help them by writing these words on the board: "math" and "athlete." The term refers to students who love math and who take part in mathematics competitions</p> <p><b>b. Let's Start an English Club!</b> Ask students to brainstorm ideas on what they think an English Club should do, have, or be like. If they want to, students can start an English club. If a club already exists, ask students to think of other things the club can do and how the club should be organized. The club can do activities together, like cooking, environmental projects (such as recycling campaigns), community projects (such as teaching English classes for younger students or community members), or making videos or staging plays. The focus can be on using English in the club for doing things that they enjoy.</p>		

Following is how students can earn the most points in the *Find the Mathlete* task:

Trace's comment or action (student chooses)	Alexis's response	Points
Hi. My name is Trace. I'm helping Emma get elected.	Hi, I'm Alexis. I'm a mathlete.	10
This is fantastic soup made from vegetables.	That's nice. But vegetables are too much trouble. I wouldn't like it.	
Vegetables are brain food! You need vitamins and minerals for thinking.	Really? Do you have any information? A brochure?	10
Action: Show + Brochure	Interesting. That's a very impressive brochure. I am convinced! I'll try the soup.	15
Action: Give + Soup	Wow! That's outstanding. I love it! I'll give Emma my vote! I'll get my friends to vote, too.	15
That's great! Thanks so much!	My pleasure. Good luck with the election.	3

## Task 7: Find Isabella, the thespian, and convince her to eat some soup s – Chapter Checkpoint

Trace’s Actions	Student Learning Objectives	Helpful Gameplay Tips
<ol style="list-style-type: none"> <li>1. Find and greet Isabella, the thespian.</li> <li>2. Discover Isabella’s problem.</li> <li>3. Loan Isabella the basket.</li> <li>4. Give soup to Isabella.</li> <li>5. Show the brochure to Isabella.</li> </ol>	<p>Students can express lack of understanding with individual words or memorized phrases.</p>	<p>Students may wonder about Isabella’s language—why is it difficult to understand? Because Isabella is a thespian, an actor, her language is dramatic and poetic.</p> <p>Students will need to collect the Action Word “Loan” before talking to Isabella to complete this task.</p>
<p><b>Extension Activities</b></p> <p><b>a. Exploring Jargon.</b> Discuss with the students how in all cultures and languages, we use different vocabulary with different groups of people (friends, teachers, parents) and in different situations (in the mall, in a school play, in class). This type of language is called jargon. Have students find the words and phrases that Isabella uses because she is an actress. Then have them choose which words they want to remember for the future (such as “pleasure”). They can notice that Trace does not understand all the words Isabella uses, but he still understands the overall meaning of what she is asking for and he is able to still talk with her. Encourage students to use the same strategy of focusing on meaning in their conversations in English when they do not understand all words or if they are in an unfamiliar situation.</p> <p><b>b. Lending and Borrowing.</b> Have students practice lending each other things. For example, in pairs, Student A can ask for an item: “Hey, do you think you can loan me your car for tonight?” Student B: “No, I really don’t think I can—I need to use it. Maybe you can ride your bike instead?” Or A: “I’m so excited about this holiday coming up! Can I borrow your dress/tie?” B: “Sure, of course you can! I’ll be happy to loan it to you. I can’t wait to see you at the party.”</p> <p><b>c. Say what?</b> Have students practice clarifying and finding meaning like Trace uses in his conversation with Isabella. Students can play a telephone game. Everyone sits in a circle and the first person whispers a sentence to the next person. If that person does not understand, he or she can ask, “I’m sorry, what did you say?” or “Oh, I didn’t catch that. Can you say it again?” Then that student whispers the sentence to the next student in the circle. Any student who does not understand can ask the clarification sentences. The last student in the circle should say what he or she thinks the original sentence was that the first student whispered. Students can see if the sentence is correct or if some words were not understood.</p>		

Following is how students can earn the most points in the *Find the Thespian* task:

<b>Trace's comment or action (student chooses)</b>	<b>Isabella's response</b>	<b>Points</b>
Hi. I'm Trace. I'm helping Emma.	Greetings. I'm Isabella. It is indeed a great pleasure. Sadly, time is of the essence for me at this juncture.	3
Sorry, what do you mean?	I said I'm busy right now.	
Would you like to try some soup?	Alas, while it looks sumptuous, I simply cannot. I have no time.	3
What do you mean to say?	I have no time!	
What's the matter, Isabella? You look worried.	I'm a thespian in the school play. We are in sore need of a basket for my character.	
What did you say?	I'm an actress. We need a basket for our play.	
I'll loan you Chef Mark's basket if you try the soup. OK?	Oh, I suppose so.	
Action: Loan + Basket	Great! Thank you so much! Now I shall taste the soup!	15
Action: Give + Soup	Oh my! That's incredible. It's as smooth as satiny silk, as pungent as an evening rose, as...	15
Read this brochure. And give the basket back to Chef Mark.	Please show me the brochure. I vow that I will return the basket.	10
Action: Show + Brochure	How very interesting!	15
Thanks for your vote, Isabella! Bye!	Adieu, adieu, I must bid thee adieu!	

## Task 8: Find Tyler, the “cool guy,” and convince him to eat some soup – Chapter Checkpoint

Trace’s Actions	Student Learning Objectives	Helpful Gameplay Tips
1. Find and greet Tyler the “cool guy.” 2. Offer Tyler soup. 3. Ask Tyler to read the brochure.	Students can understand the difference between a question and a statement.	It is NOT possible to convince this character to try the soup or read the brochure.
<b>Extension Activities</b> <p><b>a. Cool Slang.</b> Before playing you may want to ask students if they know any American English slang. Playing a video or song that demonstrates a particular informal English usage (like “cool”) may motivate students and encourage them to learn outside of the classroom. You can look for American English slang on the <a href="#">VOA Learning English Facebook Page</a>.</p> <p><b>b. Tyler is too cool.</b> Ask students to provide examples of famous celebrities, singers, actors, and others that they think are “cool.” Ask them to try to guess in groups or as a class what it means to be “cool” and why Tyler refused to try the vegetable soup and read the brochure.</p>		

Following is how students can earn the most points in the *Find the Cool Guy* task:

Trace’s comment or action (student chooses)	Tyler’s response	Points
Hello. My name is Trace. I’m helping Emma with the election.	Hey, Trace, I’m Tyler. That’s cool.	8
Do you want to try some delicious vegetable soup?	No thanks. It’s like Mom says, “Eat your vegetables.” Not cool.	
Action: Give + Soup	Nah. It’s not for me. Not cool.	15
What does “cool” mean?	People like me don’t do it.	
Please read this brochure. It tells how good veggies are for you.	No thanks. Not interested. See you around.	10
Action: Show + Brochure	No thanks. Not interested. See you around.	15

## Task 9: Find Emma and answer the school reporter's questions

Trace's Actions	Student Learning Objectives	Helpful Gameplay Tips
1. Answer the reporter's five questions.	<p>Students can have a simple conversation on a limited number of familiar topics.</p> <p>Students can ask and answer questions about routine personal information in uncomplicated situations.</p> <p>Students can ask and answer questions on familiar topics to keep a conversation going.</p> <p>Students can give and seek personal views and options on a variety of familiar topics.</p>	Students may think it is funny to select the wrong answer, but there is no second chance to answer questions.
<p><b>Extension Activities</b></p> <p><b>a. Influencing the Future.</b> Professor Peterson tells Trace: "I have learned that your actions in the present can influence the future." Tell students to think what they can do in the present that may influence their personal future, the future of the environment, or the future of their country. You may put them in pairs or groups and see if they can come up with five things.</p> <p><b>b. Interviews.</b> After playing, students can create their own news interview questions for classmates, friends, or relatives about a recent event and interview that person. Students can come back to class and give a brief presentation about what they learned.</p>		

Following is how students can earn the most points in the *Answer the Reporter's Questions* task:

Trace's comment or action (student chooses)	Response	Character	Points
	Hey! Trace! How did it go?	Emma	
I gave out lots of soup and showed everyone the brochure.	So did we!	Emma	5
I persuaded some student leaders to vote for you.	We've persuaded a majority of student leaders. They and their friends will vote for me. And veggies!	Emma	10
	Excuse me. I'm Robert Adamsky with the high school paper. Can I just have a minute of your time?	Robert Adamsky	
Sure thing!	Tell us how you feel about Emma winning the	Robert	10

	election.	Adamsky	
I'm happy that Emma won.	Great! Next question...Was there anyone else who helped Emma succeed?	Robert Adamsky	10
Kit, Eddie, and Chef Mark made it all possible!	That's great. What was the biggest problem with Emma's rival? Why wasn't she a good choice?	Robert Adamsky	10
She was going to put junk food on the menu.	And what do you think will happen in school this year?	Robert Adamsky	10
Emma will be a great school president!	I think so, too. Can you tell us what was the secret ingredient in the soup?	Robert Adamsky	10
Sure. It was the pumpkin.	Very interesting! Thanks very much for your help.	Robert Adamsky	10

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### Final Chapter Two Video

In the final video for Chapter Two, Emma thanks Trace for helping her win the election for student body president. Trace, Kit, and Eddie return to Professor Peterson's office where they receive a message from the time machine. The team learns that if Trace does something now, it changes the future. Trace then learns he must go to New Orleans to find Andre Marshall.

## Completing Chapter Two

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



From the screen, students can:

- See their scores,
- Review Trace's activities,
- See what is next,
- Go to the Language Practice Exercises,
- Download the graphic novel of Chapter Two,
- Print a Level Complete Certificate for Chapter Two,
- Play Chapter Two again, and
- Move on to Chapter Three.

*Now that students have completed Chapter Two*

1. Have students complete the following exercises in the Language Practice section of Trace Effects.

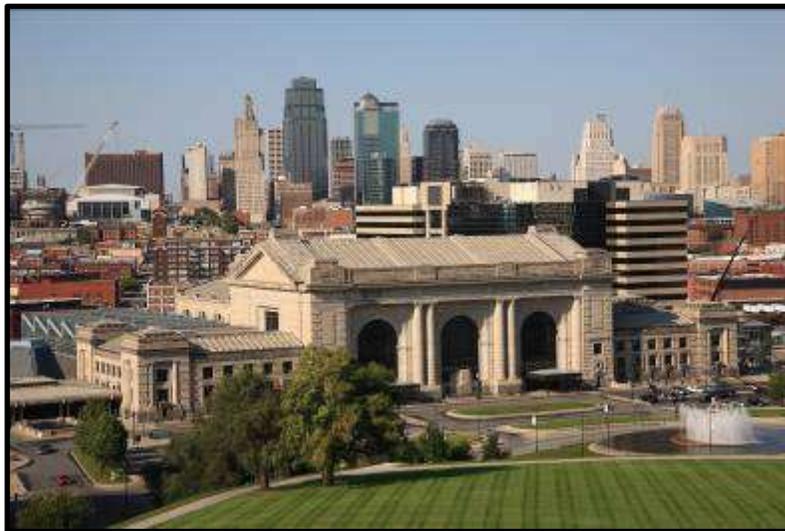
Chapter Two	The Farmer's Market and Emma Fields	
<b>Exercise 1</b>	Fill in the blank matching activity: Students practice verbs based on events from the chapter	Vocabulary Reading
<b>Exercise 2</b>	Multiple choice sentence completion of the song "Localvore" by Zach Ladin: Students practice prepositions, verbs, nouns, and determiners	Listening Reading
<b>Exercise 3</b>	Multiple choice listening activity: Students listen to audio from the game and identify the most polite request form	Listening Reading
<b>Exercise 4</b>	Multiple choice sentence completion: Students practice prepositions of locations	Reading

2. Try celebrating with your students by doing an activity with a song. Use [Sing Out Loud: Children's Songs](#) or [Sing Out Loud: Traditional Songs](#) or find a video on the [Voice of America YouTube Music site](#) to find music that your students can enjoy listening to while learning about American culture. Try having students choose a musician they like and write down three reasons why. They can then share their ideas with a partner and can also write a paragraph of their reasons.

3. Have the students read the graphic novel of Chapter Two to remind them of the storyline, new words, and new grammar points. They can also make their own graphic novel and share it with the class.

## Congratulations on Completing Chapter Two!

## Pictures of Kansas



Images © Shutterstock.com

## Script for Chapter Two

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
Eddie	Man, Trace. This comic book is amazing. Thank you for letting me borrow it.
Chef Mark	We have arrived at the farmers' market! Okay, kids, I have to shop. I need to buy vegetables. You go find Emma. If you find my basket, pick it up.
Kit	Let's split up. Eddie, go that way. Ava, go over there. Trace, look through the booths. I'll go this way.
All	Okay! Let's go! Yeah!
Trace	Hi. I'm looking for Emma Fields. Are you Emma?
Emma Fields	Hi. Yes, I'm Emma.
Trace	My name is Trace. I need your help.
Emma Fields	I don't know...how can I help?
Ava Summersby	Hi, Emma! I'm Ava!
Trace	Hi, Ava. I'm asking Emma to help me.
Ava Summersby	Great!
Trace	Emma, I'm visiting from another place. I need to get home.
Emma Fields	I'm really busy right now. I need to stop Riley. She wants to be class president. She wants to have NO vegetables on the school menu.
Ava Summersby	Do what I did! I won the election for school president!
Trace	Ava, how did you become class president?
Ava Summersby	I convinced student leaders to vote for me.
Trace	It sounds like a good idea.
Emma Fields	If you help me, I can help you.
Chef Mark	Hi, Trace! Hello, Ava!

Character	Line
Trace	Hi! Chef Mark! Have you met Emma?
Chef Mark	Sure. I know her father, too. How are you doing, Emma?
Trace	Emma needs our help. She needs to win the election. Students need to learn about veggies!
Chef Mark	I'll make a great vegetable soup! When the students taste my soup, they'll LOVE veggies! They'll vote for Emma!
Trace	How can I help?
Chef Mark	You get the ingredients from the market, Trace. Meanwhile, I'll start the soup.
Trace	Please tell me what we need.
Chef Mark	Here is what we need: 10 carrots, 1 bunch of celery, and a small pumpkin. You can charge it - tell them to put it on my account. Bye, Trace!
Carrot Booth Person	Can I help you?
Trace	Hi. Can I please buy some carrots?
Carrot Booth Person	Sure thing. How many?
Trace	I'll take ten, please.
Carrot Booth Person	Sure, here they are. That will be \$2.00.
Trace	It's on Chef Mark's account.
Carrot Booth Person	Okay, I'll write it up.
Trace	Thanks! Bye.
Carrot Booth Person	Thanks for your business. Bye!
Pumpkin Booth Person	Can I help you?
Trace	Excuse me. Do you have pumpkins?
Pumpkin Booth Person	Yes, I do. What size do you want?
Trace	Just a small one, thanks.

Character	Line
Pumpkin Booth Person	Sure thing. That'll be \$1.50.
Trace	Chef Mark said to charge it.
Pumpkin Booth Person	Okay, I'll write it down.
Trace	Thanks a lot!
Pumpkin Booth Person	Have a nice day!
Celery Booth Person	Can I help you?
Trace	Do you have any celery?
Celery Booth Person	Yes, I do. How much do you need?
Trace	One bunch, please.
Celery Booth Person	Sure, here it is.
Trace	Chef Mark said to charge it.
Celery Booth Person	Okay, I'll write it down.
Trace	Thanks a lot!
Celery Booth Person	No problem. Bye.
Trace	Hi, Chef Mark! Here are the veggies!
Chef Mark	Thanks, Trace. Let's get to work.
Trace	What should I do?
Chef Mark	Chop the carrots. Cut the celery in pieces. Slice the pumpkin. Then add carrots, celery, and pumpkin to the kettle. Pumpkin is the secret ingredient.
Trace (action)	Chop the Carrots
Chef Mark	Great!
Trace (action)	Cut the Celery
Chef Mark	Good job!

Character	Line
Trace (action)	Slice the Pumpkin
Chef Mark	Nice work! Now we're ready to go! Please add all the veggies into the kettle.
Trace (action)	Add the Carrots (chopped)
Chef Mark	Great!
Trace (action)	Add the Celery (cut)
Chef Mark	Good job!
Trace (action)	Add the Pumpkin (sliced)
Chef Mark	Good job, Trace! Now we'll cook the soup and put it in these paper cups.
Emma Fields	Trace, nice job with the soup. Now we've got to get a majority of students to vote for me.
Trace	Okay! What should I do first?
Emma Fields	Take the brochure. There are four leaders. Find them, give them the soup, and show them the brochure.
Trace	Why are they important?
Emma Fields	They lead the major clubs and groups. If we persuade them, they will get others to vote.
Trace	Who do I talk to?
Emma Fields	Find Madison, the sports team captain; Alexis, the mathlete; Isabella, the actress; and Tyler, the coolest guy at school. Good luck!
Trace	Excuse me, I'm Trace. I'm working for Emma's election.
Madison	Hi, Trace. I'm Madison. I'm captain of the sports team.
Trace	Would you like some soup? It's made from vegetables.
Madison	Eeew. I don't like vegetables. I use energy drinks.
Trace	Excuse me, I'm Trace. I'm helping Emma.
Jaden	Hi! I'm Jaden. I play soccer. What's in the cups?
Trace	This is delicious vegetable soup. Please try some.

Character	Line
Jaden	Okay. Vegetables have vitamins and minerals to make you strong.
Trace (action)	Give the Soup
Jaden	That tastes good!
Trace	I have a brochure about vegetables and nutrition.
Jaden	How interesting! Can you show me the brochure?
Trace (action)	Show the Brochure
Jaden	That's great! The soup tastes good and meets U.S. food guidelines, too!
Trace	Please help me.
Jaden	Sure. What can I do?
Trace	Madison, the sports team captain, won't eat veggies.
Jaden	That's too bad.
Trace	Please come with me. Maybe you can persuade Madison to try our vegetable soup.
Jaden	I'll try.
Trace	Hi, Madison, do you know Jaden?
Madison	Yes, I know Jaden. Nice to see you!
Trace	Jaden is a good athlete. He likes veggies because they are good for you.
Madison	Maybe, but I don't like veggies.
Trace	Please try some vegetable soup.
Madison	Okay, I'll try it.
Trace (action)	Give the Soup
Madison	Wow! That's great. I really, really like it!
Trace	And veggies make you strong! Look at this brochure.
Madison	Let's see it.

Character	Line
Trace (action)	Show the Brochure
Madison	Wow! Veggies will make me a better athlete.
Trace	You can help Emma get elected, and get veggies on the menu. Please vote for Emma. Tell your friends, too.
Madison	No problem. See you.
Trace	Thanks a lot, Jaden. See you!
Jaden	My pleasure! Bye, Trace!
Trace	Hi. I'm Trace. I'm helping Emma.
Isabella	Greetings. I'm Isabella. It is indeed a great pleasure. Sadly, time is of the essence for me at this juncture.
Trace	Would you like to try some soup?
Isabella	Alas, while it looks sumptuous, I simply cannot. I have no time.
Trace	Can I help you?
Isabella	I'm a thespian in the school play. We are in sore need of a basket for my character.
Trace	I'll loan you Chef Mark's basket if you try the soup. OK?
Isabella	Oh, I suppose so.
Trace (action)	Loan the Basket
Isabella	Great! Thank you so much! Now I shall taste the soup!
Trace (action)	Give the Soup
Isabella	Oh my! That's incredible. It's as smooth as satiny silk, as pungent as an evening rose, as...
Trace	Read this brochure. And give the basket back to Chef Mark.
Isabella	Please show me the brochure. I vow that I will return the basket.
Trace (action)	Show the Brochure
Isabella	How very interesting!

Character	Line
Trace	Thanks for your vote, Isabella! Bye!
Isabella	Adieu, adieu, I must bid thee adieu!
Trace	Hi. My name is Trace. I'm helping Emma get elected.
Alexis	Hi, I'm Alexis. I'm a mathlete.
Trace	This is fantastic soup made from vegetables.
Alexis	That's nice. But vegetables are too much trouble. I wouldn't like it.
Trace	Vegetables are brain food! You need vitamins and minerals for thinking.
Alexis	Really? Do you have any information? A brochure?
Trace (action)	Show the Brochure
Alexis	Interesting. That's a very impressive brochure. I am convinced! I'll try the soup.
Trace (action)	Give the Soup
Alexis	Wow! That's outstanding. I love it! I'll give Emma my vote! I'll get my friends to vote, too.
Trace	That's great! Thanks so much!
Alexis	My pleasure. Good luck with the election.
Trace	Hello. My name is Trace. I'm helping Emma with the election.
Tyler	Hey, Trace. I'm Tyler. That's cool.
Trace	Do you want to try some delicious vegetable soup?
Tyler	No, thanks. It's like mom says, "Eat your vegetables." Not cool.
Trace	Please read this brochure. It tells how good veggies are for you.
Tyler	No thanks. Not interested. See you around.
Emma Fields	Hey! Trace! How did it go?
Trace	I persuaded some student leaders to vote for you.

Character	Line
Emma Fields	We've persuaded a majority of student leaders. They and their friends will vote for me. And veggies!
Loudspeaker	And the winner of the school election, our new class president, is Emma Fields!
Robert	Excuse me. I'm Robert Adamsky with the high school paper. Can I just have a minute of your time?
Trace	Sure thing!
Robert	Tell us how you feel about Emma winning the election.
Trace	I'm happy that Emma won.
Robert	Great! Next question...Was there anyone else who helped Emma succeed?
Trace	Kit, Eddie, Ava and Chef mark made it all possible!
Robert	That's great. What was the biggest problem with Emma's rival? Why wasn't she a good choice?
Trace	She was going to put junk food on the menu.
Robert	And what do you think will happen in school this year?
Trace	Emma will be a great school president!
Robert	I think so, too. Can you tell us what was the secret ingredient in the soup?
Trace	Sure. It was the pumpkin.
Robert	Thanks very much for your help. Are you a student here?
Chef Mark	Come on, Trace, Eddie, Kit—we have to go!
Emma Fields	Thanks so much for your help, guys! Bye!
Eddie	Bye! See you!
Trace	We helped Emma Fields. How do we fix the time machine?
Time Machine	Trace has...succeeded! Fruits and vegetables are grown and used everywhere...people living longer...healthier! ...next mission...go to New Orleans and find Andre...Andre Marshall and...
Professor Peterson	Trace, I have learned that your actions in the present can influence the future.

Character	Line
Trace	Wow! I do something now, and it changes the future.
Professor Peterson	That's right! You must go to New Orleans!
Trace	Where is New Orleans?
Professor Peterson	It's a city in Louisiana, deep in the southern United States.
Kit	The band is going to New Orleans for a music competition.
Trace	Will they take me?
Kit	Maybe. Can you play an instrument?
Trace	I play the drums.
Kit	That's great! Come on! Let's talk to the band director.

## **Links for Chapter Two**

### **[United States Department of Agriculture Kid's Zone](#)**

Learn about food and farms and go on virtual tours here.

### **[United States Department of Agriculture Teen Scene](#)**

Learn about agricultural issues and farm facts, explore careers, and engage in edutainment when visiting this gateway site.

### **[Let's Move](#)**

Learn about healthy eating when you visit this site. What would Trace's friends think?

### **[University of Maryland's Eat Smart](#)**

Play healthy eating games and do activities here.

### **[Farm Service Agency Kids](#)**

Learn fun farm facts, meet youth farmers, and learn about conservation and the environment at this site.

### **[Food Safety Mobile Game](#)**

Play a game from the United States Department of Agriculture and learn about food safety!

### **[Body and Mind Activity Cards](#)**

Is there an activity you want to know more about? Not sure of how to play or what gear you will need? This site will help you make these decisions.

### **[Getting Started and Staying Active](#)**

You do not have to be an athlete or be involved in an organized sport to be fit. Find tips on leading an active lifestyle.

### **[The Energy Equation Game](#)**

Food + Sleep + Physical Activity = Energy. Play these games to learn more.

### **[Food and Nutrition Fun](#)**

Learn more about healthy food and find recipes for and quick, easy, tasty, and healthy treats. You can also play games on making good eating decisions.