

U.S. DEPARTMENT OF STATE

TRACE EFFECTS



TEACHER'S MANUAL

PART ONE: GAMING IN EDUCATION

Trace Effects Teacher's Manual Part I: Gaming in Education

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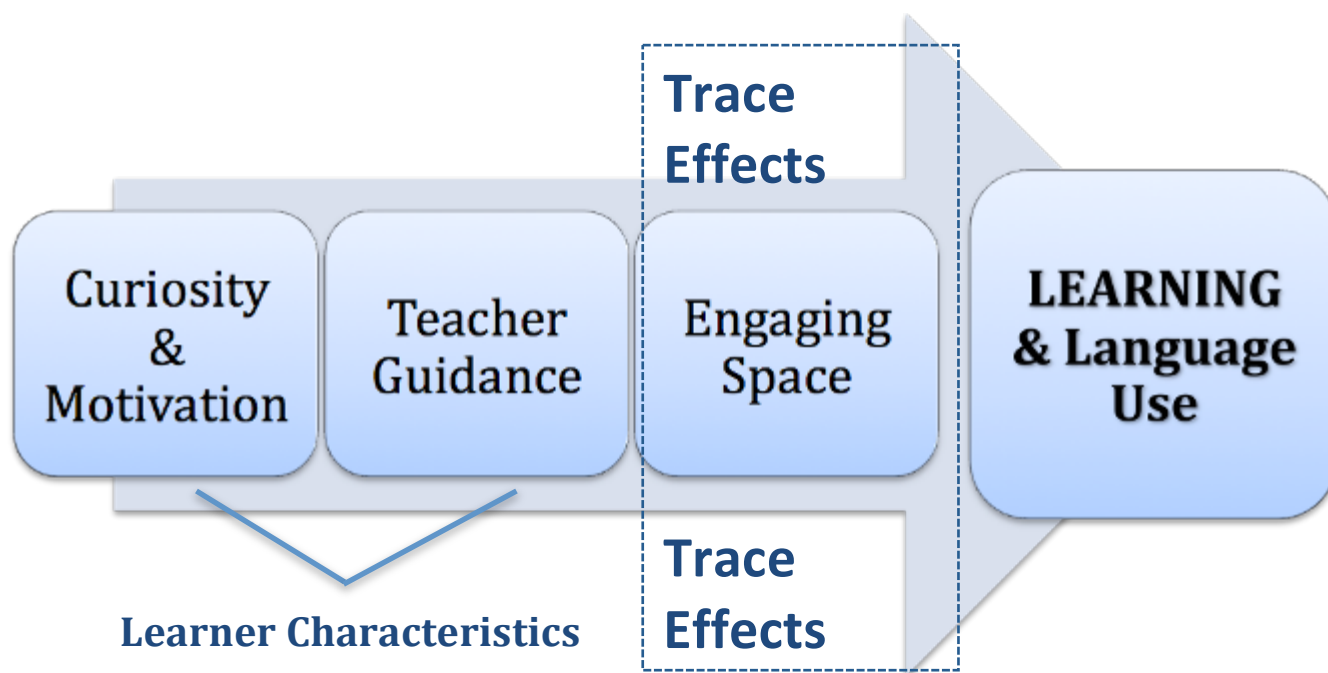
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Teachers, Welcome to Trace Effects!

The Department of State welcomes you to this immersive, game-based innovative learning experience we have created and called Trace Effects.

Trace Effects combines key elements to help young people learn English in a virtual reality game environment. We invite you to use this manual to develop ways to help your students learn English and apply it to their lives. Teaching with Trace Effects will take planning and creativity. We hope you and your students will enjoy the process of discovery it allows.



Students will develop their language in:

- Listening
- Speaking
- Reading
- Writing
- Grammar

Students will explore these themes:

- Environmental Conservation
- Empowering Women
- Science and Technology
- Community Activism
- Entrepreneurship
- Conflict Resolution

Trace Effects and Teaching and Learning

Trace Effects is an exciting, collaborative English language learning gaming experience for students ages 12-16 and all those young at heart. It is an immersive exploration of American culture; gamers interact and solve puzzles in a vibrant virtual world filled with a diverse cast of English-speaking characters. There are many adventures in this game. In each adventure, students earn points by helping and collaborating with other characters. Students will play the role of Trace, an accidental time traveler from the future who must use American English—and his wits—to find his way home. The player will undergo a dynamic journey through the United States, traveling across the country to Kansas, New Orleans, the Grand Canyon, New York City, San Francisco, and Washington, D.C., to solve problems in places such as a university, a farmers' market, a museum, and a high school.

We encourage you to use this *Teacher's Manual* together with the *User's Manual*, which shows how the game works (e.g., installation, navigation, story background, chapter objectives, and troubleshooting). There are also online language practice activities, graphic novels, and an online multi-player game. Be sure to explore them all!

As your students play and learn through Trace Effects, be sure to allow extended trial-and-error discovery time. Students are learning as they try to figure out the game and the language. Giving them solutions will limit this rich, immersive learning experience.

This *Teacher's Manual* will provide information on:

- Teaching using online games (Introduction)
- Lists of resources (Introduction and Chs. 1-7)
- Chapter topics and language goals (Chs. 1-7)
- Extension activities for practicing the language learned (Chs. 1-7)

To play through Trace Effects might take students anywhere from 15 to 30 hours, but there are potentially hundreds of hours of learning material. We hope that this teacher's manual will show you not only how to help students get through the levels of the game, but also how to use Trace Effects the way you might use a textbook, a novel, or a film—as a resource, a jumping-off point for additional learning.

We look forward to hearing how you can utilize your students' curiosity and motivation as you teach with Trace Effects. Your creativity, enthusiasm, and direction will help each student, who, like Trace, can change the world. Please visit us for further collaboration and communication at www.traceeffects.ning.com.



We hope you and your students enjoy playing Trace Effects!



Dear Students,

Hi, I'm Trace! Welcome to my game!

I am from the future and I need your help. My time machine has broken, and I cannot return to my own time until I complete seven missions.

You can help me complete my missions and have adventures all over the United States. In each chapter of the game, we travel to a new place. Together, we go to Kansas, New Orleans, the Grand Canyon, San Francisco, New York City, and Washington, D.C. I am really excited to go to all those places and learn about the United States. We will learn about things like different foods, the environment, music, and science. I am also excited for you to meet my friends so that we can work together.

When I first come from the future, I meet Professor Peterson, Eddie, and Kit. They help me throughout the whole game. They tell me where to go for my missions and they help me get to each new place.

Professor Peterson also tries to fix my time machine so that I can go back home. In each chapter I meet many other friends as well.

I need your help in the game, too. I need your help to decide what to say to all the people I meet. Please pay attention to the actions and missions I have to complete and notice whom I should talk to. Then you can help me choose things to say that are polite and will help me complete all my objectives. You will find things to help you in the game, so be sure to explore around and to talk to as many people as possible.

Thanks for helping me so I can return to the future. I am excited about working together! Maybe you can write me a note to tell me about your adventures in Trace Effects.

Sincerely,

Trace



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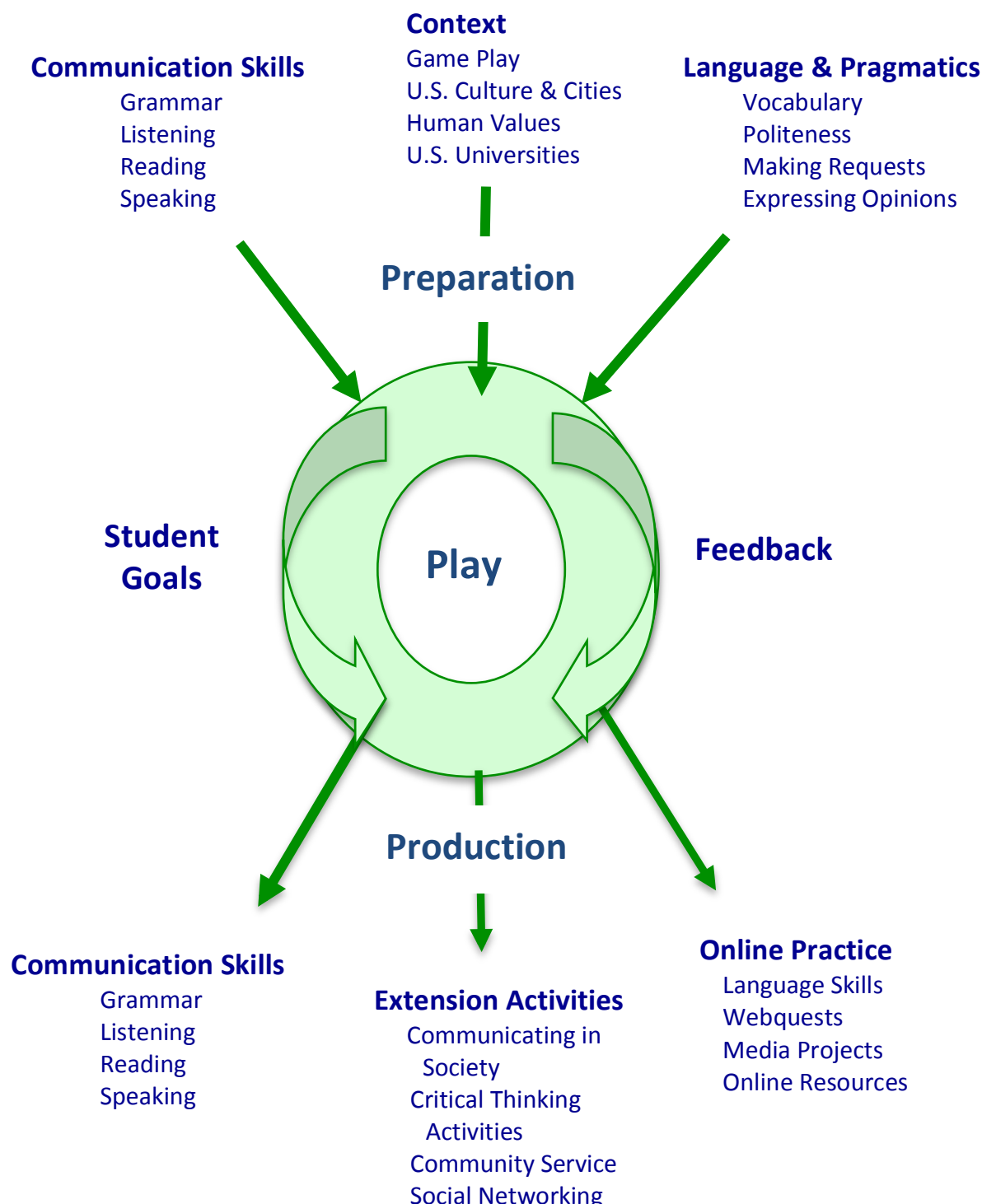
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Teaching with Games

The following diagram outlines the process for teaching with games.

There are three crucial steps to teaching with a game: Prepare, Play, Produce.

1. **Prepare** for the game to maximize language learning.
2. **Play** the game. Students should think about their goals and character feedback.
3. **Produce** language after the game.



Students' Roles

Video games are enormously popular today. One reason is that the player is the center of the action. Students will benefit most if the teacher allows them this central role. Students must be allowed to explore, to try out various responses in the dialogues, even to lead Trace in the wrong direction. They will eventually—with help from one another—work out the solutions themselves.

Students as interactive learners

Encourage students to collaborate as they play the game. They can try some of these ideas:

- Play the game in groups and discuss game options before choosing one.
- Ask each other for tips on learning that takes place inside the game.
- Use the vocabulary and grammar they learn in the game as they discuss game choices.
- Practice their speaking, possibly in pairs, by repeating lines along with characters.
- Interact with the game content by keeping a paper and writing down directions from characters in the game. (Note: Students must finish game conversations before they can use the Notes feature.)
- Summarize what they have learned in each checkpoint in a learning log. Have students compare what they have seen and what their favorite adventures were.
- Visit the game resources, such as the in-game help features, the Resources links, the Language Practice Exercises, or the Trace Effects Facebook page.



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Teachers' Roles

Teachers can help students learn in many ways, from fitting the game meaningfully into the curriculum, to helping students with the actual technology, to facilitating learning. The following guidelines are important.

Fit game play meaningfully into the context

Since you have many pedagogical needs to address, the goals for how Trace Effects can meet students' learning needs within the whole curriculum needs to be considered.

This will vary on teaching context, but you will likely need to consider:

- How best to convince students, parents, and other groups (e.g., a Ministry of Education) that meaningful learning can occur within an online video game;
- Which overall curricular goals Trace Effects can address and in which ways;



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- How many computers you have and how to position students in groups or around the computer to ensure effective interaction;
- How and when Trace Effects can be used instead of, or in conjunction with, a book;
- The best way to manage time using Trace Effects within the allotted class hour(s)—ensuring that students are prepared for game learning, that they have time to play Trace Effects, and that they have time for extension activities; and
- How to ensure that learning that occurs within Trace Effects is accurately reflected in any required testing or assessment.

Ensure smooth and safe game play

While you should refrain from giving students any solutions in the game, you may certainly help students with any technical frustrations.

Technological Concerns

Regarding technology, teachers should:

- Learn how to load Trace Effects on computers for the first time and how to start Trace Effects for when students play;
- Have Trace Effects loaded and ready for students before they come to class (the game can take time to load in some contexts);
- Prepare task sheets for students to refer to when using Trace in the classroom;
- Learn ways to fix a computer that has frozen up or crashed and have back-up activities prepared;
- Learn how to re-start Trace Effects if the game has frozen;
- Apply any necessary security or privacy settings to classroom computers; and
- Identify potential student difficulties and how you will address them.

Student Concerns

You can help students in the following ways:

- Train students how to use the game effectively (e.g., how to move Trace, how to use all the in-game tools, how to make Trace talk with other characters, how to decide what Trace should say to other characters). Students can also teach one another these skills or one student can take the role of “teacher” or “monitor” for the class session.
- Give students ideas on what to do if they get confused during the game (e.g., use the log sheet to write down questions, ask a friend for help, look up information in a book or website).
- Help and monitor students during game play (e.g., walk around the room, ask them questions, answer questions, look at their game choices and ensure they are trying and learning). Ensure that students are staying on task.
- Maximize comfort when playing.
- Make sure students feel accountable for learning in the game by showing them the learning objectives. This way, they take the learning experience seriously. (Task sheets can also be helpful for this.)

- Instruct students in safe computer behavior. They should not connect to internet sites without permission. They should not download material. They should not connect online with people they do not know. Assign some students rotating roles as “Trace Experts” to help other students when problems arise.
- Give students time limits in Trace Effects.

Facilitate learning

Other ways you can help students is with the learning space. For example:

- Provide a friendly, supportive, and flexible learning environment that also provides sufficient structure and direction.
- Encourage students to take language learning risks and to explore.
- Remember that students will need time to orient themselves in Trace as they learn.
- Speak to students at an appropriate level of English based on their proficiency level.
- Answer questions before, during, and after game play and encourage students to help one another.
- Provide scaffolding, which means organizing activities so that they move from more structured (teacher-driven) to less structured (allowing for more student variation).
- Create opportunities for students to learn both independently and together.
- Help students notice and reflect upon their learning—stop in the game and discuss where they are and what they are doing.
- Provide activities that allow for critical thinking and problem solving and that are related to students’ contexts.
- Choose activities that allow for different learning styles.
- Make the game more challenging for higher-level students. For example, have students play the game with background noise (such as music or talking) to build their listening skills. Advanced students can also write their own adventures for Trace.
- Create a game play log for students to help them be active learners. For example:



Date	Trace’s Tasks Accomplished	Things Student Wants to Remember	Questions Student Has
date	Trace gets his new Student ID.	I want to remember that “allowed” means that it’s OK to do something.	What is the difference between “give” and “show”?

Integrate language learned into students’ lives

Learning will be maximized if students practice the English they learn in Trace Effects in their daily lives. You can encourage students to do this in the following ways:

- Watch English broadcasts not only of international news but of their local news as well. Discuss news topics in English with their friends, classmates, and families. Focus on news topics such as the environment, small businesses, or education, as in Trace Effects.
- Use English as they shop in town, if possible, such as when buying food or music.
- Use English in local clubs or organizations, if possible, such as youth leadership groups.
- Have students bring in pictures of their contexts or families to class for discussions or activities. For example, when discussing Eddie and Kit's family, students can bring in pictures of their families and describe them as well.
- Have students find videos of food or recipes online of meals they enjoy making or sharing with their family.
- Prepare to have Trace as a guest in their town. What should he do? Whom should he meet? What food should he eat?
- Invite students to identify many other ways they can use English in their everyday lives and have them share their ideas with each other.
- Have students take part in key exchanges with other students or classes learning with Trace Effects through social networking or other technology tools.

As can be seen, teaching with video games requires great planning, but it offers many exciting opportunities and allows for creativity by both students and teachers.

Playing Trace Effects

Introduction to the Game

Trace Effects begins with a video. Trace is a student in the year 2045 and is on a tour of a high-technology lab in the United States. The lab is making a time machine so that scientists can go back in time and fix some of the problems that people are having in the future. Trace touches the time machine and accidentally sends himself backwards in time. He wakes up on a university campus and realizes he has to get back to the future. First, however, he must complete missions for the lab scientists. He will need their help from the future. In each chapter, Trace meets new people and completes missions in different places. Trace enjoys traveling through the United States—and we hope that you and your students will enjoy it as well!

Characters

There are four main characters throughout the seven chapters: Trace, Professor Peterson, Eddie, and Kit.



Trace

is the main character and the one that the students control. The different people Trace meets and the places he goes can be good conversation topics for students.



Professor Peterson

helps Trace communicate with the future to figure out what he needs to do to get home.



Eddie

helps Trace throughout the game by helping him figure out where he needs to go to complete the missions.



Kit

is Eddie's sister and also helps Trace complete his missions so that he can return to the future.

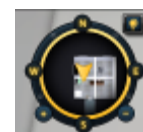
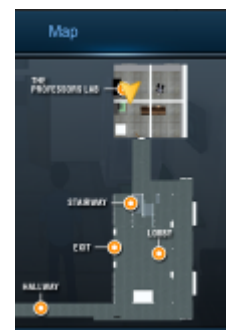
Chapter Title, Themes, and Locations

Chapter	Title	Themes/Topics	Location
Chapter 1	Helping Chef Mark	<ul style="list-style-type: none"> American university campus life American university services Diversity of American people and groups 	Great Plains University, Kansas, U.S.A.
Chapter 2	The Farmers' Market and Emma Fields	<ul style="list-style-type: none"> Health and nutrition Democracy Negotiation and collaboration Journalism 	A small town in Kansas, U.S.A.
Chapter 3	Saving Music in New Orleans	<ul style="list-style-type: none"> Community activism Fundraising 	New Orleans, Louisiana, U.S.A.
Chapter 4	The Environment	<ul style="list-style-type: none"> Environmental activism Community activism 	The Grand Canyon National Park, Arizona, U.S.A.
Chapter 5	The Big Apple Adventure	<ul style="list-style-type: none"> Entrepreneurship Identifying and working toward goals American holiday: Thanksgiving 	New York City, New York, U.S.A.
Chapter 6	Collaborating in California	<ul style="list-style-type: none"> Teamwork Science and innovation 	San Francisco, California, U.S.A.
Chapter 7	Capital Challenges	<ul style="list-style-type: none"> Non-violent communication Mutual understanding and cooperation Diplomacy Leadership 	Washington, D.C., U.S.A.

Game Resources

There are 11 main resources in Trace Effects that can help students while they play.

1. **Map:** Students can press the “M” key in order to access a map. . The yellow arrow shows where Trace is and which direction he is pointed in.
2. **Compass:** Along with the map, the compass in the upper right side of the screen can help students figure out where they are in the game and where to go.
3. **Objective Box:** The objective box on the right of the screen is always there and it tells the student what their immediate goal is. .
4. **Game Statistics:** Students can click on the Statistics icon on the left to see information on how well they are doing with game points and language objectives.
5. **Inventory Box:** The Inventory box on the left shows students what words or items they have collected, such as Trace’s student ID or words such as “Give” or “Show.”
6. **Dialogue History:** Students can click on the Dialogue History box on the left of the screen to see what the characters have said already in the game. This is particularly useful for parts where Trace needs to follow specific directions or if students have a difficult time understanding.
7. **Notes Feature:** Students can use the Notes feature on the left of the screen to type notes to remember for later. For example, they can write what Trace needs to do in order to complete his mission.
8. **Dictionary:** Students can click on the Dictionary icon on the left to look up words. They can also then copy and paste the words into the Notes feature so that they can study them later.
9. **Points:** Students can look at the points they receive in order to determine how well they are doing in the game. Polite responses and polite questions receive the most points. Asking off-topic questions, walking away from someone without speaking, or not being polite can result in a loss of points. When students choose a preferred response and receive points, the game makes a *success* sound.
10. **Character Involvement and Emotion:** Students can look at the lower left corner in order to see which character is speaking and how that character feels. Possible emotions are happy, suspicious, curious, confused, sad, etc. The Emotion Box can help students decide what Trace should say.



11. **Character Feedback:** Characters provide feedback to Trace. If Trace is not polite, the character he is talking with will answer in an impolite way. If Trace does not say the preferred response, players will not hear the *success* sound or receive maximum points.

Game Time Management

Each chapter of Trace Effects has a number of Learning Objectives. Sometimes a player will need to end game play and return later. When the player logs back in, he or she will be taken to the beginning of the Learning Objective that was not yet completed. Teachers can then follow the Prepare, Play, Produce model (shown previously) so that class time includes not just gameplay but also preparation and extension activities.

Action Words and Items to Collect In-Game

When Trace walks up to an Action Word or Item, it will rise in the air, as is shown in the picture below. The word or item will then be placed in Trace's inventory for him to use in language later. If Trace does not have the necessary Action Words or Items, he will be unable to complete certain tasks.



Game Points and Progression

Points

Students can keep track of points by looking in the upper right corner for their score. When points are scored, students should hear a *success* chime. When points are lost, students should hear a negative *buzz* sound. Students can earn or lose points in the following ways:

Trace says something rude or walks away without interaction	-1
Trace does not advance the conversation with his comment	0

Trace gives additional useful information or completes an objective	+2
Trace is polite and provides sufficient and relevant information	+3 to +5
Trace completes a minor objective	+15
Trace completes a major objective	+25

In some conversations, more than one of Trace’s responses can be appropriate and polite. These will earn an equal amount of points. This reflects real life conversations where many exchanges are possible and appropriate. Teachers can encourage students to share their answers, character reactions, and points with a partner.

Game progression

Players will need to perform certain actions or gather certain Action Words or Items in order to “unlock” future conversations or moves. Encourage students to explore. If a student cannot find something or cannot have a certain conversation with a character, they should make sure that they have:

- Completed all previous conversations and not just walked away,
- Collected all necessary Action Words or Action Items, and
- Talked with other characters in the area—they may need additional information.

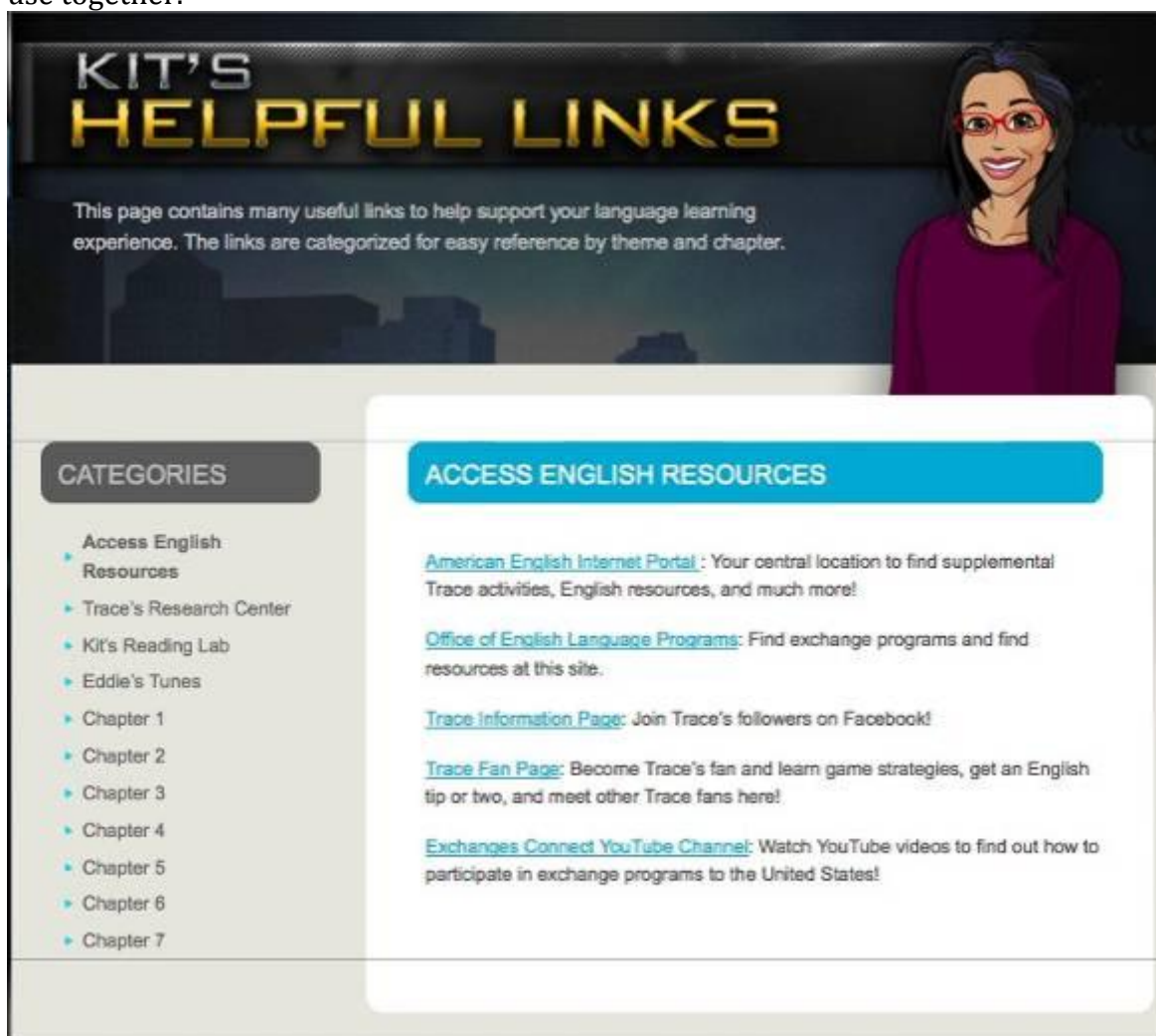
Leaderboard

Students can access the Leaderboard from the Chapter Completion screen or Home screen. Students can check their status after play each day. In classrooms where it would be appropriate and beneficial, acknowledgement or prizes can be given to the students with the highest points in varying parts of the game.



Kit's Helpful Links

The Helpful Links page can be accessed from the top or bottom of the Home page or Chapter Completion page. It contains links on English resources in general, American universities, and music resources, as well as links specific to each chapter. Be sure to encourage students to come back frequently to this very useful resource. As a class, you could also have your students create their own list of useful links that they can share and use together.



Extending Beyond the Game

In each chapter of the Teacher’s Manual you will find many Extension Activities. These are easy interactive tasks that teachers can conduct in their classrooms any time, before or after Trace Effects gameplay. Extension Activities require few if any materials. They are designed to reinforce the vocabulary and topics in Trace Effects, but also to allow students to express their own opinions. There are no “wrong answers” here. The idea is to provide opportunity for students to practice English and to build confidence in communicating. Teachers should feel free to adjust the content of these Extension Activities so that they suit their own class, environment, and teaching style.

On this DVD you will find additional Extension Activities in the Teacher Resources folder.

After students finish a chapter, they see this screen, which summarizes what students accomplished, offers more language learning opportunities, and provides the opportunity to go on with the game.



From the screen, students can do the following:

- See their scores.
- Review Trace’s activities.
- See what is next.
- Go to the Language Practice Exercises.
- Download the graphic novel of the chapter.
- Play the chapter again.
- Move to the next chapter.
- Print a “Level Complete” Certificate for the chapter.

Other Trace Effects resources

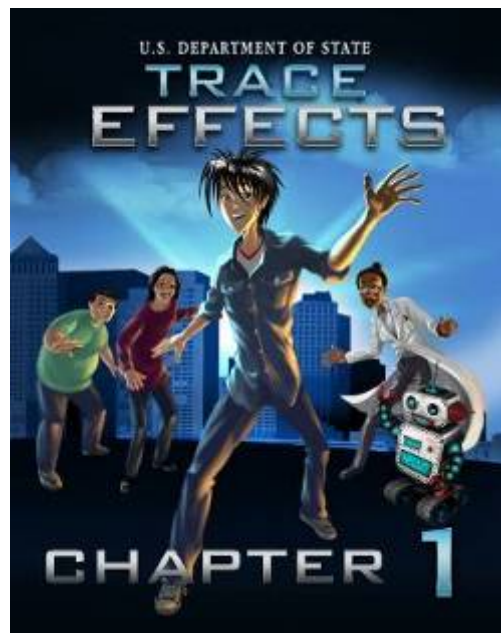
- Trace Effects Information Page on Facebook
- Trace Effects Fan Page on Facebook
- Trace Effects Online Exercises
- Trace Effects Multi-Player Challenges

Graphic Novels

Each chapter of Trace Effects has its own graphic novel, which can be accessed after the chapter is completed. You can use these novels for learning in a number of ways:

Writing Different Endings to the Graphic Novels

Students can work individually or in groups to write new endings. For example, students might write a new ending, one where Trace returns to the future. What happens there? Students may want to making their own graphic novels, either creating further adventures for Trace and his friends or writing about their own lives. (For more on this, see the article “Student Storytelling Through Sequential Art” in the Forum Articles folder on this DVD.) Be sure to allow students to share their stories with the class. If possible, post these comics on the walls of the classroom.



Role Play Scenes

Students can choose a scene from one of the graphic novels and work in groups to act it out. They can memorize the lines or read from the novel. A third option would be for students to act out the scene but use their own lines. If students want, simple costumes could be used for the scenes as well: for example, a white lab coat for Professor Peterson and a blue shirt and jeans for Trace. During any of the role plays, students should be encouraged to use the language and vocabulary that they have learned. Classmates listening to the role plays can offer feedback on what the actors did well and things they may still want to work on, related to class language goals.

Charades

Students can choose a scene from one of the seven graphic novels and act it out, but without telling classmates which scene it is. After classmates listen to the scene, they can guess which chapter it is from, who the characters are, and which scene it is. Students may need help choosing a scene that will work well for this activity. In order for classmates to guess the scene, it will be necessary for the actors to speak clearly, so they should be given

the opportunity to practice their scene before they perform it, and receive feedback from the teacher on their speaking and pronunciation.

Dictation Practice

You can dictate lines from the graphic novels, with students writing down what you say. You will want to choose passages that have specific language goals, for example, certain vocabulary, grammar structures, intonation patterns, or pronunciation. First students can listen for main words, then for detail words during the second reading, and then to check what they have in the third reading. They can work in pairs or individually. After the activity, you can point out what students have learned or practiced so that they can apply their listening skills to other contexts.

Trace Effects Video Walkthrough

The Video Walkthrough is a separate DVD included in this package. It can be played on any television or computer with a DVD player. The Walkthrough is a video screen-capture of someone playing all seven chapters of Trace Effects. Students cannot actually play the game, but an entire class can observe the action together.

This is a great an opportunity for producing language. If students have just finished playing a section of Trace, they will be eager to review and compare how they played with what they see in the Walkthrough. Teachers can elicit all sorts of language while the video plays: What is Trace doing now? Where are they going? What will happen next? What else could Trace say in this situation?

Several articles on using videos in language learning have been included here, in the Forum Articles folder, inside Teacher Resources.

Bug's Language Practice Exercises

Be sure to direct students to the Language Practice Exercises for each chapter after they play the game. These exercises are for different proficiency levels and involve the different language skills. Keep these points in mind:

- Language Practice Exercises can be accessed from the Chapter Completion screen, from a link on the top of the initial Trace Effects opening game page, or from a link on the bottom of the screen that says “Language Practice.”
- Exercises include practice with listening, reading, plot recollection, and writing.
- All questions are based on characters and events in the chapters.
- Correct answers are not given in the online Language Practice Exercises. This way, students can try the exercises again.
- Students will have only one chance to identify the correct answer. This means they will need to choose their answer after thinking carefully and reading all options.
- If students want to try an exercise again, they can reload the page in their browser.
- The Language Practice Exercises can be accessed any time after a chapter is complete; that is, a student can practice exercises from a previous chapter for review.
- Be sure to remind the students to read the directions carefully for each exercise.



Practice topics

Following is a list of the Language Practice Exercises with their topics and language points.

Chapter and Exercises	Topic of Chapter Language Practice Exercise	Skills Practiced
Chapter 1	Helping Chef Mark	
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 – student review events from the chapter	Reading
Exercise 4	Ordering of events activity – students practice chronologically ordering events of the story	Listening
Chapter 2	The Farmers' Market and Emma Fields	
Exercise 1	Fill in the blank matching activity - students practice verbs, based on events from the chapter	Vocabulary Reading
Exercise 2	Multiple choice sentence completion of the song "Localvore" by Zach Ladin – students practice prepositions, verbs, nouns, determiners	Listening Reading
Exercise 3	Multiple choice listening activity – students listen to audio from the game and identifying the most polite request form	Listening Reading
Exercise 4	Multiple choice sentence completion – students practice prepositions of locations	Reading
Chapter 3	Saving Music in New Orleans	
Exercise 1	Multiple choice sentence completion of the song "Good Morning New Orleans" by Kermit Ruffins —students practice prepositions, verbs, nouns, and determiners	Listening Reading
Exercise 2	Matching verbs and linking words sentence completion – students practice conjunctions, prepositional phrases, and transition words	Vocabulary Reading
Exercise 3	Fill in the blank conjunction exercise — students practice using the conjunctions "so," "but," or "because"	Reading Writing
Exercise 4	Sentence completion listening activity — students practice	Listening

	verbs, nouns, and pronouns	Writing
Chapter 4	The Environment - Arizona	
Exercise 1	Order of events activity – students practice chronologically ordering events of the story	Reading
Exercise 2	Multiple choice chapter review – students review events of the chapter via questions, sentence completion, and true/false	Reading
Exercise 3	Matching activity chapter review – students practice conditional clauses	Reading
Exercise 4	Multiple choice sentence completion – students practice verbs, prepositions, and determiners	Reading
Chapter 5	The Big Apple Adventure- Thanksgiving	
Exercise 1	Matching activity character review – students match lines of dialogue to the correct character	Listening
Exercise 2	Multiple choice matching activity – students practice matching a character’s voice to a question on the screen about family relationships in the chapter.	Listening Reading
Exercise 3	Fill in the blank listening activity – students practice adverbs, prepositions, and conjunctions	Listening Reading Writing
Exercise 4	Fill in the blank — students practice auxiliary verbs	Listening Reading Writing
Chapter 6	Collaborating in California- Science and Technology	
Exercise 1	Matching activity dialogue review – students review dialogue and characters from the chapter	Listening
Exercise 2	Multiple choice listening activity – students practice identifying polite form	Listening Reading
Exercise 3	Ordering of events activity – students practice chronologically ordering events from the story based on audio clips from characters	Listening
Exercise 4	Matching activity sentence completion – students practice matching clauses and sentence structure and meaning	Reading

Chapter 7	Capital Challenges- Mutual Understanding	
Exercise 1	Matching activity – students review people and places found in the chapter	Reading
Exercise 2	Multiple choice listening activity – students practice identifying the most polite or formal form	Listening Reading
Exercise 3	Fill in the blank sentence completion – students practice listening and verbs	Listening Reading Writing
Exercise 4	Matching activity – students review all the chapters of the game Trace Effects	Reading

Teacher's Manual: Chapters 1 - 7

On this DVD you will find a separate PDF file for each chapter of Trace Effects. Each chapter provides overviews, helpful hints, scripts, vocabulary, and extension activities.

We hope that you and your students enjoy learning English with Trace Effects.

Office of English Language Programs Publications

- **Activate: Games for Learning American English:** a portable kit that includes language learning board games, playing cards, and other gaming resources that teachers can easily reproduce. A manual with teaching ideas is included
- **American Themes: An Anthology of Young Adult Literature:** an anthology of contemporary teen literature discussing themes such as identity, friends, challenges, and future goals with supporting activities and a teacher's guide
- **Create to Communicate: Art Activities for EFL:** a teacher's reference with step-by-step lesson plans for teaching through mixed media art projects; ideal for young learners
- **Sing Out Loud: Using Music in the Classroom:** a teacher's guide that highlights the value of music in the EFL classroom; includes activities for use with the *Sing Out Loud* CD series
- **Sing Out Loud: American Rhythms:** the third CD in the *Sing Out Loud* series showcases a variety of popular genres and features culturally and linguistically interesting lyrics
- **Celebrate! Holidays in the USA:** a revised cultural guide to American holiday celebrations and traditions

Look for these publications and more at americanenglish.state.gov

Resources for Best Practices in Teaching English

For further information on teaching with the communicative language teaching, see the following resources.

- **U.S. Department of State: American English**
americanenglish.state.gov
- **U.S. Department of State, Office of English Language Programs**
englishprograms.state.gov



United States Department of State
Office of English Language Programs
americanenglish.state.gov ∞ englishprograms.state.gov

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

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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

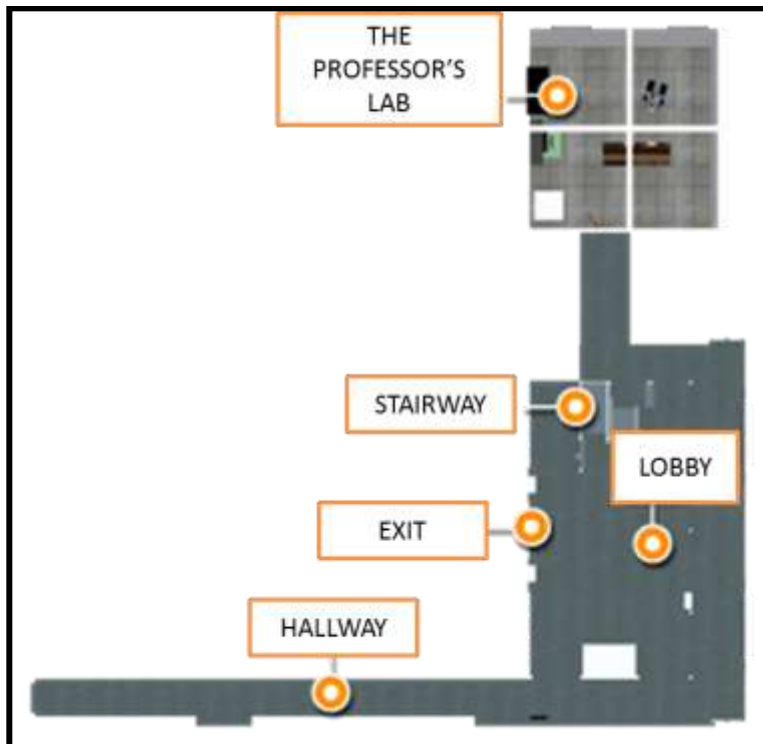
- Show:** This word is located at the bottom of the steps when Trace first leaves the university. Students should get this word before they go to the Welcome Booth.
- Give:** This word is located next to the Student Union. Students should get this word before they enter the Student Union and get a new 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

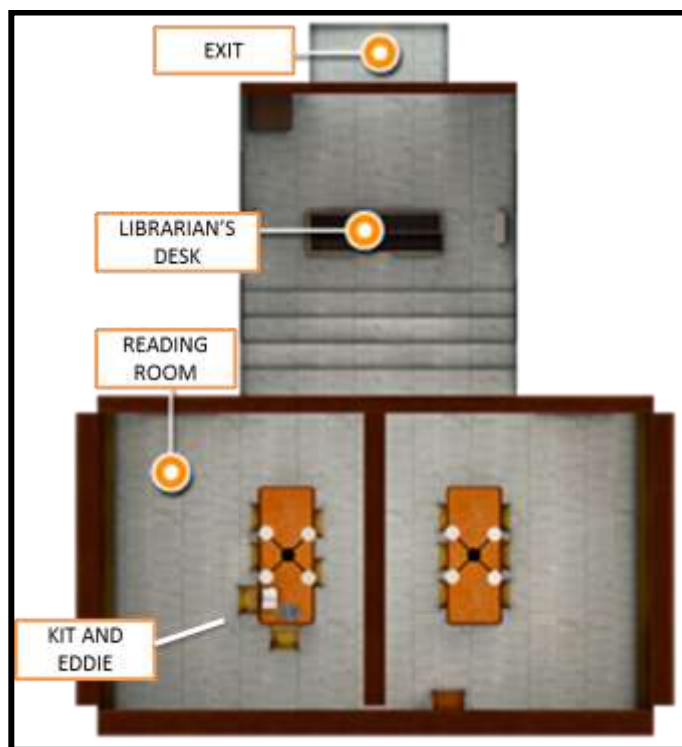
The Science Building:



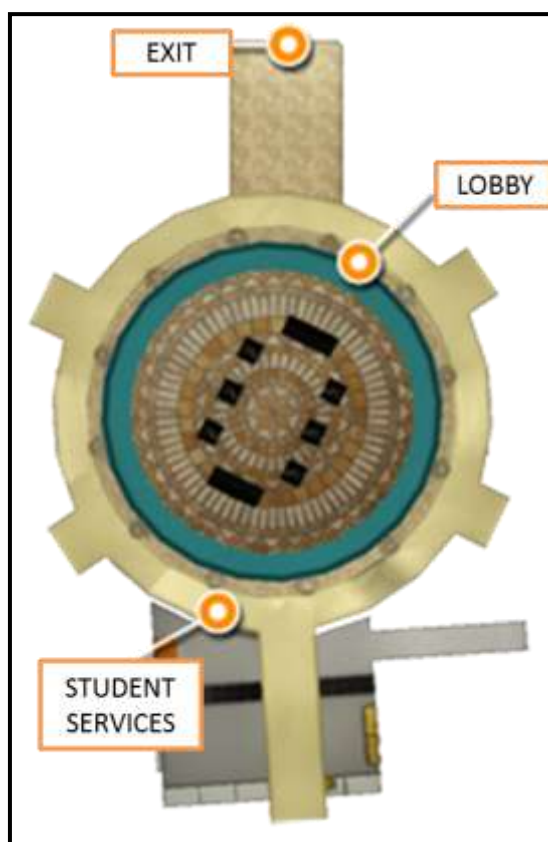
The Quad:



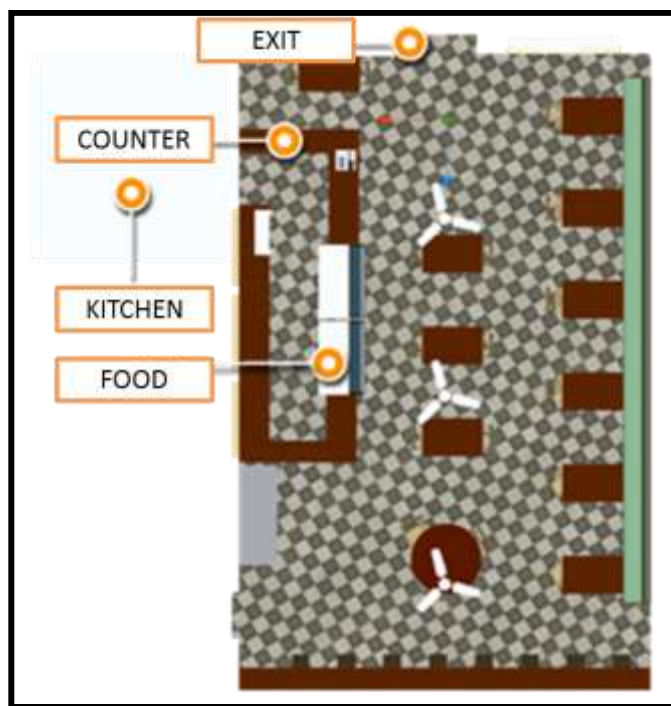
The Library:



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

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Chapter One Task Descriptions

Task 1: Meet Eddie and follow him outside

Trace's Actions	Student Learning Objectives	Helpful Gameplay Tips				
<div>1. Find Eddie in the lab.</div> <div>2. Introduce himself to Eddie.</div> <div>3. Follow Eddie's directions to go to the Welcome Booth.</div>	<div>Students can follow instructions, especially when people use gestures.</div> <div>Students can understand short, simple descriptions, especially if there are pictures or graphs of people, places, things, things learned.</div>	<div>Students might have trouble locating buildings. Remind students to use the game map ("M") to find their way around.</div>				
<div>Extension Activities</div> <div>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:</div> <table><tr><th>Reasons for wanting to go to the past or future</th><th>Things we would like to see</th></tr><tr><td></td><td></td></tr></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 thing to the Welcome Booth worker. However maximum points in Trace Effects are given for the most logical and polite exchanges.
Extension Activities 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. Trace had the wrong year written on his student ID. For additional interaction in your class, trying 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.		

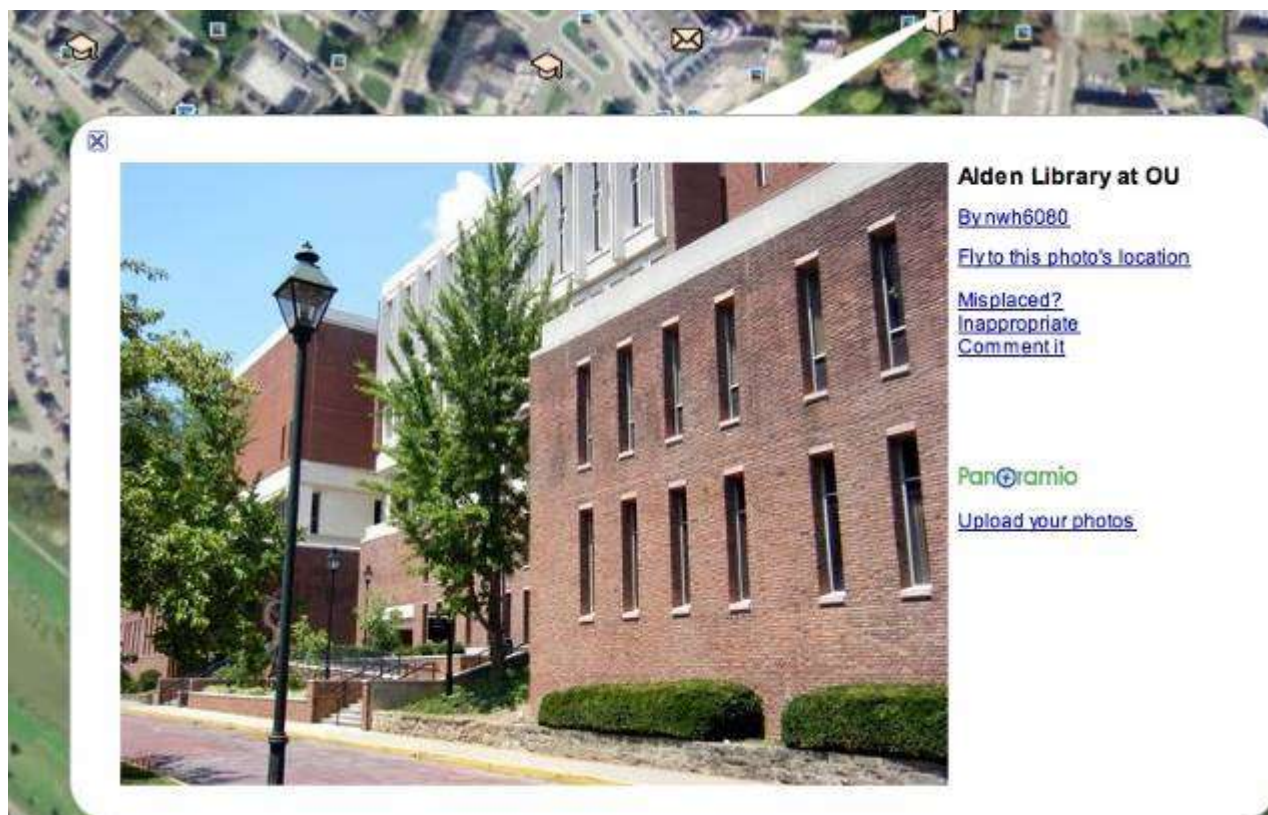
Below is how students can earn the most points in the *Welcome Booth* task:

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."
Extension Activities 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? 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.		

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.
Extension Activities <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						
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.	Students can understand names of objects in their immediate environment. Students can understand most directions or instructions in a familiar setting when expressed in short conversations.	Students may need to look under more than one flower pot to get the right one. Students may use "Give" or "Show" with "Key" instead of "Unlock."						
Extension Activities 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. 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.								
<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> 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 	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 						
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.

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

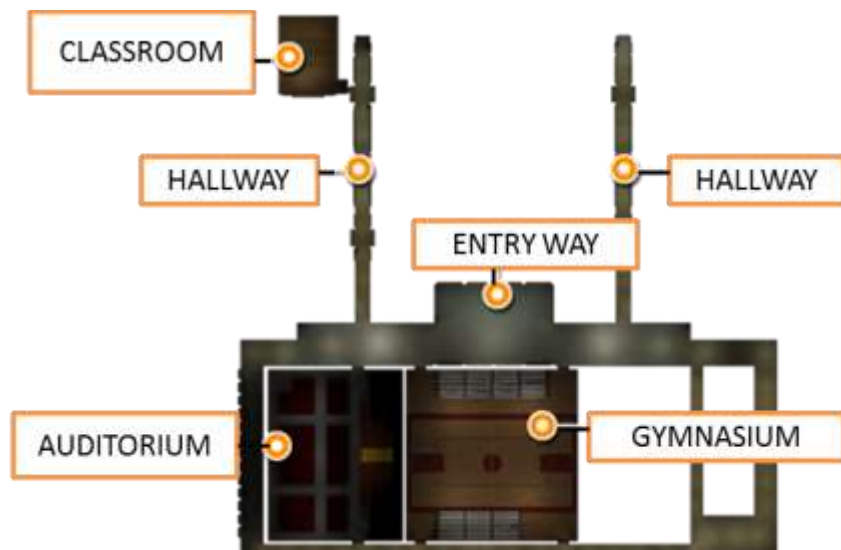
Chef Mark's basket: This item is located next to Emma Fields, but it only appears and becomes available to pick up after Trace has talked to her first.

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
Find Emma Fields	<ul style="list-style-type: none"> • Yes/No questions • Modals: <i>need</i> and <i>want</i> 	Beginner
Purchase Ingredients	<ul style="list-style-type: none"> • Yes/No questions 	Beginner
Make Soup	<ul style="list-style-type: none"> • Simple present tense • Modals: <i>have</i> 	Beginner
Prepare for Campaign	<ul style="list-style-type: none"> • Conditionals • Transitive verbs 	Intermediate to Advanced
Convince Madison	<ul style="list-style-type: none"> • Simple present tense • Present progressive tense • Future actions • Infinitives • Yes/No questions • Coordinating and subordinating conjunctions 	Intermediate
Convince Alexis	<ul style="list-style-type: none"> • Modals: <i>would</i> • Yes/No questions • Future actions • Simple present tense 	Intermediate
Convince Isabella	<ul style="list-style-type: none"> • Asking for clarification • Simple present tense • Transitive verbs • Conditionals 	Intermediate to Advanced
Convince Tyler	<ul style="list-style-type: none"> • Yes/No questions • Present progressive tense • Expressing disinterest 	Beginner
Answer Reporter's Questions	<ul style="list-style-type: none"> • Present perfect tense • Future actions • Answering questions 	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 account ."	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 actress . We need a basket for our play."	Female who plays a part on stage or in a movie (noun)
Adieu	" Adieu, adieu , 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	" Alas , 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 athlete ."	A person who plays sports (noun)
(To) Be as smooth as silk	"Oh my! That's incredible. It's as smooth as satiny silk , 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 are good for you ."	A way to say "healthy" or that the food makes your body strong (verb)
(To) Be in sore need	"We are in sore need of a basket for my character."	To really need something (verb)
Brochure	"I have a brochure , too. Would you like to see it?"	A small book giving information on something (noun)
Bunch	"One bunch ? Two bunches?"	A number of things tied or growing together (noun)
Captain	"I'm the sports team captain ."	A leader of a group or club (noun)
Carrot	"Do you sell carrots ?"	An orange root vegetable (noun)



Celery	“Do you have any celery ?”	A green vegetable with long stems (noun) 
Charge account	“Do you have a charge account ?”	When a person pays for items later, like a credit account (noun)
(To) Charge	“You can charge 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 convinced ! I'll try the soup.”	Feeling like something must be true (adjective)
(To) Convince	“I convinced student leaders to vote for me.”	To persuade; to make someone believe something (verb)
Cool	“Nah. It's not for me. Not cool .”	Fashionable, interesting, or attractive (adjective) Note: Informal speech
Drums	“I play the drums .”	A musical instrument that you play by hitting with hands or sticks (noun) 
Election	“She needs to win the election .”	The time when people vote to choose a leader (noun)
Energy drinks	“I don't like vegetables. I use energy drinks .”	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 feel about Emma winning the election.”	To have an opinion (verb)
Greetings	“ Greetings . 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 have a minute 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 healthy , too.”	Good for your body (adjective)
Impressive	“That's a very impressive brochure.”	Interesting and effective (adjective)
Incredible	“Oh my! That's incredible . It's as smooth as satiny silk, as pungent as an evening rose”	Great (adjective)
Indeed	“Greetings. I'm Isabella. It is indeed 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 information ?”	Facts or knowledge (noun)
Ingredients	“You get the ingredients from the market, Trace.”	Foods that are combined to make a dish (noun)

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

Pungent	“Oh my! That's incredible. It's as smooth as satiny silk, as pungent 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 return 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 rival ? 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. See you around. ”	A way to say “goodbye” to a friend
Southern	“It's a town in Louisiana, deep in the southern 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 succeed ?”	To win or do well (verb).
Sumptuous	“Alas, while it looks sumptuous , 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 suppose so. ”	A way to say “yes” when you do not want to do something
That's cool	“Hey, Trace, I'm Tyler. That's cool. ”	Another way to say “okay” or “all right”
Thespian	“I'm a thespian in the school play.”	An actor or actress who is in plays or movies (noun)
Time is of the essence	“Sadly, time is of the essence for me at this juncture.”	We need to hurry; there is no time to lose
Veggie	“Hi, Chef Mark! Here are the veggies! ”	Another word for vegetable (noun) Note: Informal speech
(To) Vow	“I vow that I will return the basket.”	To promise (verb) Note: Formal speech
Vitamins	“Vegetables have vitamins 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.	
Extension Activities a. "I'll Make a Great Vegetable Soup!" 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

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

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.
Extension Activities a. Class President. 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
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

Task 3: Help Chef Mark make the soup

Trace's Actions	Student Learning Objectives	Helpful Gameplay Tips
<ol style="list-style-type: none"> 1. Collect the words "Add," "Chop," "Cut," and "Slice." 2. Follow Chef Mark's instructions to make soup. 3. Chop the carrots. 4. Cut the celery. 5. Slice the pumpkin. 6. Add the ingredients. 	Students can follow multi-step instructions on how to complete a task.	If students are stuck, remind them that Chef Mark's cooking directions must be performed in the correct order.
Extension Activities <p>a. Cooking Words. 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. Mime the Words. 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>c. Find a Recipe. 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>d. Food idioms. The class can learn English idioms related to food, for example "to spill the beans" or "be in a stew." See Section Three of The Lighter Side of TEFL (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:

Trace's comment or action (student chooses)	Chef Mark's instructions	Points
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").
Extension Activities a. U.S Education. 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. Exchange Programs. Students can be directed to websites with information about youth exchange programs, such as Youth Leadership Programs , The Future Leaders Exchange (FLEX) Program , or Global Connections and Exchange . c. Voice of America. Students can watch a video about learning English, such as the Voice of America 2012 Special English Report, found on the VOA YouTube Channel , or they can connect with other language learners on the VOA Learning English Facebook Page .		

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
Okay! What should I do first?	Trace, nice job with the soup. Now we've got to get a majority of students to vote for me.	
Who are they?	Take the brochure. There are four leaders. Find them, give them the soup, and show them the brochure.	
Who do I talk to?	They lead the major clubs and groups. If we persuade them, they will get others to vote.	
	Madison, the sports team captain; Alexis, the athlete; 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
1. Find Madison and offer her soup. 2. Find and convince Jaden the athlete to try the soup and give Jaden the soup and the brochure. 3. Persuade Jaden to help convince Madison to try the soup. 4. Give Madison soup and show her brochure. 5. Ask Madison to vote for Emma.	Students can ask and answer questions on familiar topics to keep a conversation going. Students can ask for help, but not for exactly what they need.	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.

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:

Trace's comment or action (student chooses)	Response	Character	Points
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. 2. Show Alexis the brochure. 3. Give Alexis the soup.	Students can ask and answer questions on familiar topics to keep a conversation going. Students can exchange information about what they learned using texts, graphs, or pictures.	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").
Extension Activities a. What's a Mathlete? 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 b. Let's Start an English Club! 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.		

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
1. Find and greet Isabella, the thespian. 2. Discover Isabella's problem. 3. Loan Isabella the basket. 4. Give soup to Isabella. 5. Show the brochure to Isabella.	Students can express lack of understanding with individual words or memorized phrases.	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. Students will need to collect the Action Word "Loan" before talking to Isabella to complete this task.
Extension Activities a. Exploring Jargon. 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. b. Lending and Borrowing. 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." c. Say what? 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.		

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

Trace's comment or action (student chooses)	Isabella's response	Points
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.
Extension Activities a. Cool Slang. 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 VOA Learning English Facebook Page . b. Tyler is too cool. 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.		

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.	15
Action: Give + Soup	Nah. It's not for me. Not cool.	
What does "cool" mean?	People like me don't do it.	10
Please read this brochure. It tells how good veggies are for you.	No thanks. Not interested. See you around.	
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.
Extension Activities <p>a. Influencing the Future. 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. Interviews. 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

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	
Exercise 1	Fill in the blank matching activity: Students practice verbs based on events from the chapter	Vocabulary Reading
Exercise 2	Multiple choice sentence completion of the song "Localvore" by Zach Ladin: Students practice prepositions, verbs, nouns, and determiners	Listening Reading
Exercise 3	Multiple choice listening activity: Students listen to audio from the game and identify the most polite request form	Listening Reading
Exercise 4	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



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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	Eew. 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.

Trace Effects Teacher's Manual Chapter Three: Saving Music in New Orleans

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Introduction to Chapter Three

Chapter Themes

- Community activism
- Fundraising

Chapter Location

- New Orleans, Louisiana, the southern part of the United States and birthplace of jazz music



Chapter Summary

1. Trace must go to New Orleans, Louisiana, to help prevent the school music program from losing its funding. Kit and Eddie leave Trace to go to a band competition and tell Trace to find Andre Marshall.
2. Trace finds Andre Marshall in the park and Andre asks Trace to help him find his friends and band members and convince them to put on a fundraising concert to help raise money for the school's music program.
3. Trace needs to find the trombone player, trumpet player, and upright bass player. He also needs to help them with tasks they need, like fixing a bicycle or broken instrument.
4. Trace offers to play the drums for the group, but Jasmine comes and she plays. They have their benefit concert and raise money for the school music program.

Chapter Main Characters



Andre Marshall
is a jazz musician trying to help save music at LaMothe Elementary School.



Olivia
plays the trombone in Andre's band and works at the thrift store.



Louis
plays the
trumpet in
Andre's band.



Natalie
is a coffee shop
owner. Michael
works for Natalie
in the coffee shop.



Michael
plays the upright
bass in Andre's band.
He works in the
coffee shop with
Natalie.

Chapter Three Objectives and Tasks

Action Words to Collect In-game

Give: Located in the park by Andre Marshall.

Loan: Located near the river where Trace first appears in the game.

Items to Collect In-game

Trombone: Trace will need to get Olivia's trombone in the thrift shop, take it to Louis to fix, and bring it back to Olivia.

Bike: Trace will need to get a bike from Olivia in the thrift shop and take it to Louis.

Map in Chapter Three



Tasks that Trace Needs to Complete

1. Find Andre Marshall
2. Talk to Andre Marshall
3. Find and convince Olivia to play in the concert
4. Find and convince Louis to play in the concert
5. Find and convince Michael to play in the concert
6. Convince Natalie to allow Michael to play in the concert
7. Report back to Andre about the concert

Grammar in Chapter Three

Following are the grammatical structures students can learn or practice in Chapter Three. See the *Teacher's Manual* appendices for ideas on teaching grammar within Trace Effects.

Trace's Task	Grammar Point	Proficiency Level
Find Andre Marshall	<ul style="list-style-type: none"> Expressing ongoing past action with <i>used to</i> Imperatives Polite questions 	Beginner
Talk to Andre Marshall	<ul style="list-style-type: none"> Expressing a plan or desire with <i>need to</i> Infinitives and gerunds Expressing future action with <i>going to</i> Simple past tense Real conditionals Modals <i>can</i>, <i>could</i>, and <i>would</i> Prepositions of location 	Low-Intermediate
Find and Convince Olivia to Play in the Concert	<ul style="list-style-type: none"> Modals <i>would</i>, <i>might</i>, <i>could</i>, <i>can</i>, and <i>will</i> Expressing a need with <i>have to</i> Polite questions Present perfect tense 	Intermediate
Find and Convince Louis to Play in the Concert	<ul style="list-style-type: none"> Modals <i>can</i>, <i>could</i>, <i>will</i>, and <i>would</i> Polite questions 	Intermediate
Find and Convince Michael to Play in the Concert	<ul style="list-style-type: none"> Modals <i>can</i>, <i>could</i>, <i>might</i>, and <i>would</i> Simple present tense Simple past tense 	Intermediate
Convince Natalie to Allow Michael to Play in the Concert	<ul style="list-style-type: none"> Present progressive tense WH-Questions Gerunds 	Intermediate
Report Back to Andre	<ul style="list-style-type: none"> Expressing future action with <i>will</i> and <i>can</i> 	Intermediate

Vocabulary in Chapter Three

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* 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
Accident	"I had an accident . I couldn't fix my bike, so I can't get to practice."	When you are hurt or your bike or car is broken (noun)
Await	Well, let's go guys. Our fans await !	To be ready or waiting for someone or something (verb)
Band	"I used to play trombone in his band ."	A group that plays music together (noun)
Bass	"I played bass in his band."	A large musical instrument with strings like a violin; the player stands up to play (noun)
(To) Borrow	"Maybe Louis can fix your trombone. Then could he borrow that bike?"	To use something that belongs to another person (verb)
(To) Bring back	"I'll bring back the trombone when it's fixed."	To return a thing to someone (verb)
Broke	"I guess when my trombone broke , I lost the feel for it."	Past tense form of "to break"; when something stops working (verb)
Broken	"I can't fix the bike. It's really broken ."	When something is not working (adjective)
Concert	"You could do a concert !"	An event when a band plays their music for a group of people (noun)
Downtown	"Olivia is downtown ."	The center area of a town (noun)
Drummer	"Our drummer moved away."	A person who plays the musical instrument the drums (noun)
Drums	"I play drums !"	An instrument that you hit with your hand or a stick in order to make sound (noun)
Elementary school	"LaMothe Elementary School needs money to teach music." [LaMothe is the name of the school.]	School for children ages five to ten (noun)
(To) Fix	"I had an accident. I couldn't fix my bike, so I can't get to practice."	To repair or to make something work correctly (verb)

Fixed	"I'll bring back the trombone when it's fixed ."	Something that works and is not broken (adjective)
(To) Flourish	"Trace has done it! Music...taught in school. Music... flourishing everywhere!"	To be very successful; to do very well (verb)
(To) Get to	"I had an accident. I couldn't fix my bike, so I can't get to practice."	To be able to go somewhere (verb)
(To) Give something a try	"Let's give it a try ."	To try to do something, even if it might not work
I'm off!	"I'm off !"	A way to say that you are leaving, or to say goodbye with friends
Impossible	"It's impossible . I have to work."	When someone can't do something (adjective)
It's a deal	"It's a deal ! I'll tell Andre you both can play."	What you say when you agree on something
Later	" Later , man."	A way to say goodbye with friends
(To) Leave	"Why did you leave the band?"	To stop doing something (verb)
(To) Lend	"Maybe Olivia would lend it to you."	To allow a person to use something (verb)
Lent	"Olivia lent you the bike."	The past tense of "lend" (verb)
(To) Look for	"I'm looking for Michael."	To try to find something or someone (verb)
(To) Lose the feel for	"I guess when my trombone broke, I lost the feel for it."	To lose the ability to do something; to forget a skill (verb)
(To) Mind	"Michael, you stay here and mind the shop."	To watch something and take care of it (verb)
Musicians	"You can talk to the musicians . See if they want to play together."	People who play music (noun)
Nice to meet you	"Hi, I'm Andre. Nice to meet you ."	What you can say when you first meet someone. A polite way to say you are happy to meet them.
No worries	" No worries! "	A way to say "You're welcome, don't worry about it"
Practice	"I had an accident. I couldn't fix my bike, so I can't get to practice ."	The time when a band plays music together to make it sound better (noun)
(To) Raise	"We need to have a concert to raise money."	To get more of something, especially money (verb)

Ride	"I need a ride ."	A trip or excursion on or in a vehicle: e.g., a ride in a car.
See what I mean	"Do you see what I mean ? Andre is really good."	A way to ask someone if they agree or disagree with you
(To) Sell	"Do you sell bikes here?"	To get money for something; to exchange something for money (verb)
Sounds good to me	"That sounds good to me! "	A way to say "okay"
(To) Take a while	"It might take a while ."	To need a lot of time to do (verb)
(To) Take care of something	"I think I can take care of this ."	To fix something or make something work again (verb)
Thrift shop	"There was a bike at the thrift shop ."	A store that sells things that have been used by other people and are not new (noun)
Time off	"I couldn't get time off ."	Time when someone does not have to work, for example vacation days (noun)
Trombone	"I used to play trombone in his band."	A horn that is often used in jazz music. It has a U-shaped slide that the player moves in and out to change the pitch (noun)
Trumpet	"I used to play trumpet in his band."	A horn that is often used in jazz music. It is the length of a shoebox, about 150 cm (noun)
What's up?	"That's me. What's up? "	A way of asking "What do you need?" or "What are you doing?"
Wheels	"I don't have wheels ."	A bike, motorcycle, car, or truck (noun) Note: Informal language

Chapter Three Task Descriptions

Task 1: Find Andre Marshall – Chapter Checkpoint

Trace's Actions	Student Learning Objectives	Helpful Gameplay Tips
1. Find Andre by exploring the town.	Students can exchange information with other people about what to do.	There are multiple conversational options to choose from when Trace interacts with other characters. Allow students to explore these on their own.
Extension Activities a. "Can you tell me where...?" Trace needs to find a lot of people and things in his adventure. He does this by asking questions. This is a classroom game where students will find hidden objects by asking questions. <ol style="list-style-type: none"> Hide five random objects in the classroom, such as pictures of Trace Effects characters, small toys, or just different colored sheets of paper. Write the names of the five objects on the board. Select five students. Tell each of these where one—only one—of these objects is hidden. The rest of the class, with pen and note paper, will approach these five students in order to ask where the objects are hidden. They must ask politely, saying "excuse me," followed by a polite question. "Hey, where is the orange ball?" is not very polite. "Excuse me, can you tell me where the orange ball is?" is more polite. Students should write down the locations of the five hidden objects. They must not touch any of the hidden objects. Once a student has written down the location of each object, he or she can sit down. Afterwards, before actually showing the location of the objects, compare what students have written. 		

Below is how students can earn the most points in the *Find Andre* task. Conversations can be done in different orders, and not all conversations are necessary. Students will get more points, though, if they ask the characters of **Michael**, **Louis**, and **Olivia** about Andre.

Trace's comment or action (student chooses)	Response	Character	Points
Hi, I'm Trace.	Hi, I'm Michael.	Michael	3
Hello. Do you know Andre Marshall?	Yes, I played bass in his band.	Michael	1
Do you know where Andre is?	He's probably in the park over there.	Michael	0
Thanks a lot!	If you see him, say "Hi" from me!	Michael	1
Hello there. My name is Trace.	Hi. My name's Louis.	Louis	3
Do you know Andre Marshall?	I used to play trumpet in his band.	Louis	1
Do you know where Andre is?	I really don't know. Sorry!	Louis	0

OK, thanks anyway.	No problem. See you around.	Louis	3
Hi! I'm Trace.	Hi, I'm Olivia.	Olivia	3
Do you know Andre Marshall?	I used to play trombone in his band.	Olivia	1
Do you know where Andre might be?	He plays for the kids in the park. Try there.	Olivia	3
Bye	Bye	Olivia	0
Excuse me. Do you know where I can find Andre?	Sorry, I don't know.	Mason, Claire, Mary Beth	0

Task 2: Talk to Andre Marshall – Chapter Checkpoint

Trace's Actions	Student Learning Objectives	Helpful Gameplay Tips
1. Find Andre by walking through the row of buildings. You can hear his music. 2. Find out why his music is sad. 3. Offer to help Andre get his band together.	Students can express reactions and emotions to others. Students can exchange personal information using phrases and simple sentences.	Try letting students play Trace Effects in pairs or even small groups. They can work together to make decisions.
Extension Activities a. "I used to play..." Olivia used to play trombone in Andre's band. And Louis used to play trumpet. When they say "used to" they mean in the past they played in Andre's band, but they do not anymore. Write these verbs on the board: eat, play, drink, think, believe, want, go, have . They should think about themselves. How were they different a few years ago? What things did they used to do that they do not anymore? They can choose from this list of verbs. Examples: "I used to eat meat, but I don't anymore." "I used to have a bike, but I don't anymore." Or they can think of their own verbs: "I used to litter, but now I never do." Let students work in pairs. Have one student write down five sentences about his partner. Then share with the class, with one student reporting about his partner: "Jose used to like piano, but he quit." Stress that these sentences should be real; this is not grammar for the sake of grammar.		

Below is how students can earn the most points in the *Talk to Andre* task:

Trace's comment or action (student chooses)	Andre's response	Points
Hi, I'm Trace.	Hi, I'm Andre. Nice to meet you.	3
You're very good!	Thanks.	3
Why is the music sad?	I'm sad. They're going to stop teaching music in school.	2
Can they study music in school?	Not now. LaMothe Elementary School needs money to teach music.	2
Do you play by yourself?	I used to have a band.	
How many people were in your band?	There were five of us.	2
If you have a band, you can play for money.	Yes, but I need to get my band together.	5
Where are the musicians?	They still live here in New Orleans.	2
Can I help you get the band together? You could do a concert!	You can talk to the musicians. See if they want to play together.	5

Who is in the band?	Michael, the bass player; Olivia, the trombone player; and Louis, the trumpet player. Our drummer moved away.	5
Okay—Michael, Olivia, and Louis.	And we're missing a drummer.	2
I play drums!	That's great! I need a drummer.	5
Where can I find the musicians?	They work around here, mostly. Louis works on a boat. Olivia is downtown. Michael works in a coffee house near here.	3
So Louis is on a boat, Olivia is downtown, and Michael is nearby.	Right!	3
I hope I find them. Bye!	Don't worry! You will!	0

Task 3: Find and convince Olivia to play in the concert – Chapter Checkpoint

Trace's Actions	Student Learning Objectives	Helpful Gameplay Tips
1. Find Olivia at the thrift shop. 2. Ask Olivia to play in the band, but find out her trombone is broken. 3. Offer to help Olivia fix her trombone if she'll play in the concert. 4. Get Olivia's trombone fixed and return it to her. 5. Borrow a bike from the thrift shop for Louis.	Students can exchange information about something they have learned. Students can discuss and solve problems in uncomplicated situations.	If students are having trouble, remind them to check their Action Words and their Items. They may be stuck because they have forgotten a task.
Extension Activities a. Jazz. Play some jazz music for students. You can find some at Rhythm Road: American Music Abroad . Ask for reactions to the music, and write student responses on the board. Students might suggest “cool,” “soft,” “American.” Single words are fine, and no word is wrong. b. Picture it. Show students pictures of New Orleans, Louisiana. There are a few sample photos at the end of this chapter. Students can write a paragraph describing the city.		

Below is how students can earn the most points in the *Convince Olivia to Play* task:

Trace's comment or action (student chooses)	Olivia's response	Points
Hi, I'm Trace. I'm a friend of Andre.	Hi, Trace. I'm Olivia.	3
Would you play in the band again?	I don't know. I guess when my trombone broke, I lost the feel for it.	3
Andre would really like you to play in the band.	That's nice, but I don't know if I want to.	2
If Trace has not talked with Louis yet		
Maybe I could get your trombone fixed.	That's a start.	
I'll find someone to fix your trombone.	That sounds good. Here's my trombone.	3

Thanks, Olivia! I'll bring back the trombone when it's fixed.	Okay. I think I WILL play again!	3
Bye, Olivia. I'll be back soon.	Bye, Trace. See you soon.	0
<i>After Trace talks with Louis he returns to talk with Olivia</i>		
Louis fixed your trombone!	Wonderful!	3
Action: Give + Trombone	Thanks so much, Trace!	25
Do you sell bikes here?	We just have this old bike now.	1
Your trombone works now. Will you lend the bike to Louis?	Yes, certainly! Here you go.	3
Thank you again!	All right.	0
Okay, see you later. I'm off!	Thanks for your help, Trace. Bye!	1

If Trace talked to Louis first

Maybe Louis can fix your trombone. Then could he borrow that bike?	That sounds good to me! Here you go!	3
Thanks, Olivia! I'll bring back the trombone when it's fixed.	OK. I think I WILL play again!	0
Bye, Olivia. I'll be back soon.	Bye, Trace. See you soon!	0
<i>After Trace talks with Louis he returns to talk with Olivia</i>		
Louis fixed your trombone!	Wonderful!	3
Action: Give + Trombone	Thanks so much, Trace!	25
Thank you again!	All right.	0
Okay, see you later. I'm off!	Thanks for your help, Trace. Bye!	1

Task 4: Find and convince Louis to play in the concert – Chapter Checkpoint

Trace's Actions	Student Learning Objectives	Helpful Gameplay Tips
1. Find Louis by the boat. 2. Find out why Louis is not in the band. 3. Persuade Louis to fix Olivia's trombone if she will let him borrow a bike. 4. Get Olivia's trombone fixed. 5. Give Louis the bike from the thrift shop.	<p>Students can understand some short, simple messages and announcements on familiar topics.</p> <p>Students can understand the main idea and some details of what they hear in short conversations.</p> <p>Students can discuss familiar topics in other subject areas.</p>	If students are stuck, suggest that they try different Action Words. They may be using "Give" when they need "Lend."
Extension Activities a. Thrift Shop. People donate items that they no longer use to a thrift shop. For example, Trace finds a bike. Some people do not mind using items or wearing clothes that have been previously owned. For others, the idea is unpleasant. Give students a list of secondhand items they might find at a thrift store: bike, necktie, dress or pants, coat, earrings, knives and forks, undergarment, socks, soft toy (stuffed animal), book, toothbrush, coffee mug. Students should sort these into two sets: those they would avoid because they have been used by others, and those they would have no objection to buying. You may also make an in-between category, an "It depends" category. Make sure students explain their choices. Some interesting discussions will follow.		

Below is how students can earn the most points in the *Convince Louis to Play* task:

Trace's comment or action (student chooses)	Louis's response	Points
Hi! I'm Trace. I'm a friend of Andre.	Hey. I'm Louis. I know Andre.	3
Why did you leave the band?	I had an accident. I couldn't fix my bike, so I can't get to practice.	3
Could you fix the bike?	I can't. It's really broken.	3
Can I help you somehow?	I don't know. I need a ride.	3
If Trace has not talked to Olivia first.		
Maybe I can find a bike for you.	That's a good idea.	1
Thanks, Louis. I'll talk to you soon.	Okay, man. Bye, now.	1

After Trace talks with Olivia, he returns to talk with Louis

Here's the bike! Olivia lent it to you.	That's great, man.	1
Action: Loan + Bicycle	Thanks. This is great.	25
Olivia helped you. Will you help her?	I'll do what I can.	1
I have Olivia's trombone. It's broken. Can you fix it?	Maybe. It might take a while.	3
Action: Give + Trombone	Thanks.	0
I hope you can fix it. She wants to play it again.	Yes, I can fix it—just a minute. Here you go.	1
Bye, Louis. See you soon.	Later, man.	0

If Trace talks to Olivia first.

There was a bike at the thrift shop. Maybe Olivia would lend it to you.	Wow—I hope so!	4
If Olivia lends you a bike, will you help her?	If she lends me a bike, I'll help her.	2
I have Olivia's trombone. It's broken. Could you fix it?	Maybe. It might take a while.	3
Action: Give + Trombone	Thanks.	0
I hope you can fix it. She wants to play it again.	Yes, I can fix it—just a minute... Here you go.	1
I'll bring the trombone to Olivia. I'll ask to borrow the bike.	Thanks so much. I want the band to play again!	4
Thanks, Louis. See you.	Later, man.	3

After Trace talks with Olivia, he returns to talk with Louis

Olivia is very happy about her trombone. Here's the bike. She's lending it to you.	Wonderful!	3
Action: Lend + Bike	Thanks. This is great!	25
It's a deal! I'll tell Andre you both can play.	That's great!	2
Thanks, Louis. See you!	Later, man.	3

Task 5: Find and convince Michael to play in the concert

Trace's Actions	Student Learning Objectives	Helpful Gameplay Tips
1. Find Michael in the coffee shop. 2. Ask him why he quit Andre's band. 3. Ask him if they should ask Natalie, Michael's boss, for time off.	Students can ask simple questions and give simple responses on familiar topics using words, phrases, and memorized expressions. Students can have a simple conversation on a limited number of familiar topics: hobbies and interests, school, or work.	Rather than give students solutions when they have a problem, point them to the Dialogue History ("C"), where they can review all that has been said.
Extension Activities a. "Getting a Band Together." Put them in groups of three to five students. They will create a band. Together they must agree on these three things: 1. the band's name; 2. what instrument each person will play (no real knowledge of the instrument is required); and 3. the names of the band's three most popular songs. If you have some students who enjoy drama or music, they may even perform a chorus of one of these songs.		

Below is how students can earn the most points in the *Convince Michael to Play* task:

Trace's comment or action (student chooses)	Michael's response	Points
Hi, I'm Trace. I'm a friend of Andre.	Hello. I'm Michael.	3
Why did you leave the band?	I had to work. I couldn't get time off.	2
It's to help the school. Let's ask your boss.	It might work. Let's give it a try.	3

Task 6: Convince Natalie to allow Michael to play in the concert

Trace's Actions	Student Learning Objectives	Helpful Gameplay Tips
1. Convince Natalie to let Michael have time off.	Students can explain a problem using phrases and simple sentences.	Natalie might be difficult to convince. Allow students to keep trying.
Extension Activities a. Pack Your Bags. If you were going on a bus trip, just like Trace does, what would you pack if you were going to be gone for just a few days? Ask students to write down 5-15 items. Some examples: toothbrush, toothpaste, map, trombone (Why not? Music is important to some people.), or books.		

Below is how students can earn the most points in the *Convince Natalie* task:

Trace's comment or action (student chooses)	Natalie's response	Points
Hi, I'm Trace. I'm a friend of Michael's.	Hi, Trace. Nice to meet you.	1
We're trying to get a band together.	Why do you want to do that?	0
We need to have a concert to raise money.	Why do you want to raise money?	0
We're going to help kids learn to play music.	How will you do that?	2
We will hold a concert and give the money to LaMothe Elementary School.	I went to LaMothe! They can't pay for the music program anymore!	2
Yes. We'll raise money for the school.	That's a good idea! And how do I know your band is any good?	2
Please come listen to Andre. He's playing for the kids in the park.	OK, it's a deal. Michael, you stay here and mind the shop.	3
<i>Trace and Natalie go to listen to Andre play music in the park</i>		
Do you see what I mean? Andre is really good!	I agree. This is wonderful. You could give the concert in my coffee house!	3
Thanks, Natalie. You're the best.	Okay. I'd better get back to work. Bye for now!	0

Task 7: Report back to Andre

Trace's Actions	Student Learning Objectives	Helpful Gameplay Tips
1. Tell Andre that the band will play together. 2. Tell Andre where the concert will be.	Students can understand short conversations or descriptions. Students can exchange information about what they learned.	Students who finish ahead of others can play the Language Practice Activities. Both of these can be accessed on the "Great Job!" screen at the end of the chapter.
Extension Activities a. There is Music! At the end of Chapter Three, the time machine reports: "There is music taught in all the schools. Art is flourishing everywhere." Let students discuss whether or not they think that music and art should be taught in their schools. Should there be more or less? Are math, science, business, physical education and English more or less important? Why? b. Community Service. Trace helps the community by getting Andre's band together in support of bring music back into the school system. There are many ways people are involved in community services. You can plant trees or flowers. You can pick up litter. You can set up a recycling program. You can collect food or clothing to give to less fortunate people. Which of these would most benefit your community?		

Below is how students can earn the most points in the *Report Back to Andre* task:

Trace's comment or action (student chooses)	Andre's response	Points
Andre, good news!	What is it?	1
Louis, Olivia, and Michael will all play with you. I can play drums.	That's good, but where will we play?	3
I talked to Michael's boss. We can use the coffee shop for a concert tonight.	Terrific! Let's go practice.	3

Final Chapter Three Video

In the final video for Chapter Three, Trace, Andre, and their band hold the benefit concert. Jasmine shows up unexpectedly to play drums, so Trace does not have to play. Trace discovers that his mission was successful—after he works to save music in LaMothe Elementary School, schools all over the United States teach music.

Completing Chapter Three

Congratulations! You have completed Chapter Three. Students will see a screen similar to the following:



From the screen, students can:

- See their chapter scores;
- Review Trace's activities;
- See what is next in the game;
- Go to the Language Practice Activities;
- Download the graphic novel of Chapter Three;
- Play Chapter Three again; and
- Print a Level Complete Certificate for Chapter Three.

Now that students have completed Chapter Three

1. Have students complete the following exercises in the Language Practice section of Trace Effects. Students can increase their points total by doing the Language Practice activities.

Chapter Three	Saving Music in New Orleans	Skills
Exercise 1	Multiple choice sentence completion of the song “Good Morning New Orleans” by Kermit Ruffins: Students practice prepositions, verbs, nouns, and determiners	Listening Reading
Exercise 2	Matching verbs and linking words sentence completion: Students practice conjunctions, prepositional phrases, and transition words	Vocabulary Reading
Exercise 3	Fill in the blank conjunction exercise: Students practice using the conjunctions “so,” “but,” or “because”	Reading Writing
Exercise 4	Sentence completion listening activity: Students practice verbs, nouns, and pronouns	Listening Writing

2. Since New Orleans is the birthplace of jazz, conclude this chapter with activities based on songs. Students can do a presentation about their favorite American music or do a presentation about any musical instruments they play.

3. Have the students read the Chapter Three graphic novel to remind them of the story line, new words, and new grammar points.

4. Students might also write their own comic in groups. For more information on comics and graphic stories, see “Student Storytelling Through Sequential Art” in the Forum Articles folder on this DVD.

Congratulations on Completing Chapter Three!

Pictures of New Orleans

The French Quarter, or old part of town



The Mississippi River



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Script for Chapter Three

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
Band Leader	Okay, everybody, listen up! We practice right now! Let's go!
Kit	Okay, Trace. I have to go to practice. You find Andre and meet us later.
Eddie	Trace, will you be okay?
Trace	Sure. I'll be fine. I think.
Band	Okay! Let's go! Yeah!
Trace	Hi, I'm Trace.
Andre	Hi, I'm Andre. Nice to meet you.
Trace	Why is the music sad?
Andre	I'm sad. They're going to stop teaching music in school.
Trace	Can you teach music?
Andre	I can't teach everyone by myself.
Trace	Can anyone help you?
Andre	I can't do it by myself. I need my band.
Trace	Why don't you have a band now?
Andre	Everyone has problems.
Trace	Can I help you get the band together? You could do a concert!
Andre	You can talk to the musicians. See if they want to play together.
Trace	Who is in the band?
Andre	Michael, the bass player; Olivia, the trombone player; and Louis, the trumpet player. Our drummer moved away.
Trace	Okay—Michael, Olivia, and Louis.

Character	Line
Andre	And we're missing a drummer.
Trace	I play drums!
Andre	That's great! I need a drummer.
Trace	Where can I find the musicians?
Andre	They work around here, mostly. Louis, the trumpet player, fixes boats. Olivia is downtown. Michael works in a coffee house near here.
Trace	So Louis is on a boat, Olivia is downtown, and Michael is nearby.
Andre	Right!
Trace	I hope I find them. Bye!
Andre	Don't worry! You will!
Trace	Hi, I'm Trace. I'm a friend of Andre.
Michael	Hello. I'm Michael.
Trace	Would you like to play in the band again?
Michael	Yeah, I would, but I can't. I have to work.
Trace	It's to help the school. Let's ask your boss.
Michael	It might work. Let's give it a try.
Trace	Hi, I'm Trace. I'm a friend of Michael's.
Natalie	Hi, Trace. Nice to meet you.
Trace	We are going to support LaMothe Elementary School with a concert.
Natalie	I went to LaMothe! They can't pay for the music program anymore!
Trace	Yes. We'll raise money for the school.
Natalie	That's a good idea! And how do I know your band is any good?
Trace	Please come listen to Andre. He's playing for the kids in the park.
Natalie	Okay, it's a deal. Michael, you stay here and mind the shop.

Character	Line
Trace	Isn't Andre terrific?
Natalie	I agree. This is wonderful. You could give the concert in my coffee house!
Trace	Thanks so much, Natalie. Now I have to find Louis and Olivia.
Natalie	Okay. I'd better get back to work. Bye for now!
Trace	Hi, I'm Trace. I'm a friend of Andre.
Olivia	Hi, Trace. I'm Olivia.
Trace	Would you play in the band again?
Olivia	I don't know. I guess when my trombone broke, I lost the feel for it.
Trace	If I got your trombone fixed, would you play?
Olivia	Maybe I would. I'd have to see how I'd feel.
Trace	I'll find someone to fix your trombone.
Olivia	That sounds good. Here's my trombone.
Trace	Thanks, Olivia! I'll bring back the trombone when it's fixed.
Olivia	Okay. I think I WILL play again!
Trace	Bye, Olivia.
Olivia	Bye, Trace. See you soon.
Trace	Hi, I'm Trace. I'm a friend of Andre.
Louis	Hey. I'm Louis. I know Andre.
Trace	Would you like to play in the band again?
Louis	Yeah, I would, but I can't. I don't have wheels. I had an accident. I couldn't fix my bike, so I can't get to practice.
Trace	Can I help you somehow?
Louis	I don't know. I need a ride.
Trace	There was a bike at the thrift shop. Maybe Olivia would lend it to you.

Character	Line
Louis	Wow—I hope so!
Trace	If Olivia lends you a bike, will you help her?
Louis	If she lends me a bike, I'll help her.
Trace	Olivia's trombone is broken. Can you fix it?
Louis	Maybe. Let me see it.
Trace (action)	Give the Trombone
Louis	Thanks.
Trace	I hope you can fix it. She wants to play it again.
Louis	Yes, I can fix it—just a minute...Here you go.
Trace	I'll take the trombone back to Olivia. I think she'll be happy!
Louis	Don't forget to ask about the bike!
Trace	Thanks, Louis. See you!
Louis	Later, man.
Trace	Louis fixed your trombone!
Olivia	Wonderful!
Trace (action)	Give the Trombone
Olivia	Thanks so much, Trace!
Trace	Louis fixed your trombone. Will you lend him that bike?
Olivia	Yes, sure!
Trace	Thank you again.
Olivia	All right!
Trace	I've got to run. Bye, Olivia.
Olivia	Thanks for your help, Trace. Bye!

Character	Line
Trace	Olivia is very happy about her trombone. Here's the bike. She's lending it to you.
Louis	Wonderful!
Trace (action)	Loan the Bike
Louis	Thanks. This is great!
Trace	Thanks, Louis. See you!
Louis	Later, man.
Trace	Louis, Olivia, and Michael will all play with you. I can play drums.
Andre	That's good, but where will we play?
Trace	I talked to Michael's boss. We can use the coffee shop for a concert tonight.
Andre	Terrific! Let's go practice!
Andre	Okay, guys. This is it. Trace is going to play with us. Are you ready, Trace?
Trace	Sure. I can do it!
Andre	I know you'll do your best.
Jasmine	Hi guys! You didn't think you could do this without me!!
Olivia	Wow! It's great to see you, Jas!
Andre	I guess you're off the hook, Trace. Do you mind if Jasmine plays?
Trace	I don't mind. The band should be together.
Jasmine	That's great of you, Trace.
Andre	Well, let's go guys. Our fans await!
Kit	Hello, Professor Peterson. We finished the concert. It was a big success!!
Professor Peterson	That's great, Kit. Trace has succeeded! The time machine reports there is music taught in all the schools. Art is flourishing everywhere.
Kit	What do we do now?

Character	Line
Professor Peterson	Come back to the university as soon as possible. There's another assignment for Trace! It's really important!
Kit	Okay! We're heading for the band bus right now!
Time Machine	Trace has done it! Music...taught in school. Music...flourishing everywhere! People...much happier...satisfied...with life! ...next mission...find George Runningwater...Grand Canyon!
Professor Peterson	Trace, you have to go to Arizona at once. The environment will be affected. This is important!
Trace	How will I get there?
Eddie	You know, the Green Club is taking a field trip to the Grand Canyon.
Trace	Will they take me?
Kit	I wonder...
Trace	Oh, please...
Kit	Let's go for it! The bus leaves tonight. Pack your bags. We're going to Arizona.

Links for Chapter Three

[Sing Out Loud—Traditional Songs](#)

Traditional popular traditional songs and lyrics available for download, produced by the Office of English Language Programs.

[Sing Out Loud—Children’s Songs](#)

Popular American children’s songs and lyrics available for download, produced by the Office of English Language Programs.

[Smithsonian Folkways](#)

Learn about American folk music through Smithsonian Museum’s Folkways website.

[PBS Jazz: Meet a Jazz Musician](#)

Learn about American Jazz, meet jazz musicians, and discover history when you visit this site.

[Rhythm Road: American Music Abroad](#)

Watch videos of American musicians touring abroad through U.S. Department of State programs. Have they visited your country recently?

[American Popular Music E-Journal](#)

Read this e-journal to learn more about American jazz, swing, musicals, rhythm and blues, country, rock and roll, music technology, and hip hop.

[National Institutes of Health Song Page](#)

Play music games here and listen to children’s songs, American favorites, patriotic tunes, popular movie themes, musicals, and holiday music.

[America’s Story: Louisiana](#)

Learn about Louisiana here.

[Musical Instruments at the Library of Congress](#)

Learn about musical instruments by looking at photos and watching videos.

[Fun with Music](#)

Learn about strings, woodwinds, brass, and percussion here.

Trace Effects Teacher's Manual Chapter Four: The Environment

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Introduction to Chapter Four

Chapter Themes

- Environmental activism
- Community activism

Chapter Location

- Grand Canyon National Park, Arizona, U.S.A.



Chapter Summary

1. The Chapter Four introduction video shows Trace and friends arriving in Arizona and being greeted by Park Ranger Jamie Henderson. Trace meets George Runningwater, whom he helps throughout the rest of the chapter to clean up river pollution.
2. Trace and George find three separate sources of pollution in the river: water bottles, plastic bags, and newspapers. Each source of pollution requires Trace and George to complete different tasks around town in order to stop the pollution.
3. Trace and George meet members of the community, learn how to recycle properly, teach others how to do so, and convince them to stop polluting the river.

Chapter Four Main Characters

In addition to Trace, Professor Peterson, Eddie, and Kit, there are three main characters in Chapter Four: George Runningwater, Jamie Henderson the park ranger, and Brooke.



George Runningwater works with Trace to clean up the river and stop pollution. He is of American Indian descent.



Jamie Henderson is a park ranger who helps Trace and George.



Brooke the Recycler shows Trace and George how to recycle properly.



Sierra the Local Artist designs a reusable bag for Sydney.



Sydney the Shopper uses plastic bags.



Zach the Newspaper Carrier convinces his boss to print fewer editions of the town newspaper.

Not pictured: The Walkers, who learn about recycling from Trace and George.

Chapter Four Objectives and Tasks

Action Words to Collect In-Game

- Separate:** This word is located in the street near the ranger station where Trace begins the chapter.
- Deliver:** This word is located in the middle of the main street in front of the bridge at the top of the map (north).
- Crush:** This word is located in the recycling area, which is on the north side of the town.
- Flatten:** This word is located in the middle of the dark gray street to the west of the main street
- Wash out:** This word is located at the end of the dark gray street in front of the Walker's house.
- Compost:** This word is located on the light gray road in front of the theater.

Items to Collect In-Game

- George's photos:** Trace receives these photographs from George after they arrive at George's house.
- Can:** Brooke gives this item to Trace to recycle first.
- Box:** Brooke gives this item to Trace to recycle after he recycles the can.
- Bottle:** Brooke gives this item to Trace to recycle after he recycles the box.
- Toy package:** Brooke gives this item to Trace to recycle after he recycles the bottle.
- Cardboard (toy):** Trace gets this item by *Separating the Toy Package*.
- Plastic (toy):** Trace gets this item after *Separating the Toy Package* and recycling the cardboard of the toy package.
- Food scraps:** Brooke gives this item to Trace to compost after he recycles the plastic toy package.
- Bin:** Brooke gives this item to Trace after he composts the food scraps.
- Bag:** Trace receives this item from Sydney in order to decorate it.
- Walkie-talkie:** Jamie the Park Ranger gives this item to Trace during Task 7.

Map in Chapter Four



Tasks that Trace Needs to Complete

1. Find George's house
2. Stop pollution from water bottles
3. Find Brooke and help recycle
4. Deliver recycling bin to the Walker family
5. Stop pollution from plastic bags
6. Stop pollution from newspapers
7. Get Jamie the park ranger's help
8. Deliver photographs to Zach and wish George luck



Grammar in Chapter Four


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

Trace's Task	Grammar Point	Proficiency Level
Find George's House	<ul style="list-style-type: none"> • Yes/No questions 	Beginner
Stop Pollution from Water Bottles	<ul style="list-style-type: none"> • Present progressive tense • Yes/No questions • Modals: <i>can</i> and <i>will</i> 	Beginner
Find and Greet Brooke	<ul style="list-style-type: none"> • Conditionals • Infinitives 	Intermediate
Help Brooke Recycle	<ul style="list-style-type: none"> • Reported speech • Present perfect tense • Statements with <i>need</i> + the infinitive 	Beginner to Intermediate
Deliver Recycling Bin to Walker Family	<ul style="list-style-type: none"> • Modals: <i>can</i> and <i>will</i> • Polite requests • Conditionals 	Beginner to Intermediate
Stop Pollution from Plastic Bags	<ul style="list-style-type: none"> • Yes/No questions • Present conditional tense • Present perfect tense • Polite requests 	Beginner to Intermediate
Stop Pollution from Newspapers	<ul style="list-style-type: none"> • Yes/No questions • Future actions • Polite requests 	Beginner to Intermediate
Get the Park Ranger's Help	<ul style="list-style-type: none"> • Directions • Prepositions of location • Prepositions of movement • Expressing thanks 	Beginner
Deliver Photographs	<ul style="list-style-type: none"> • Yes/No questions • Expressing thanks 	Beginner

Vocabulary in Chapter Four

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
Activist	"George Runningwater is a famous photographer and environmental activist ."	Someone who works hard to change something such as laws or ideas (noun)
Aluminum	"Here's a can. It goes into the aluminum bin."	Light-grey colored metal used to make cans (noun)
(To) Appreciate	"Yes, we really appreciate your help."	To be thankful; a polite way to say thank you (verb)
(To) Belong	"Wow, that doesn't belong in a river!"	To be in the right place, where it should be (verb)
Bin	"Here's a can. It goes into the aluminum bin ."	A container for trash or recyclables (noun) 
Boss	"Could you ask your boss about it?"	The person who gives you a job and is in charge of you at work (noun)
Boulder	"Find a huge boulder ."	A very large rock (noun)
Can	"I took all of my empty cans and bottles to the recycling center last week."	The metal container that holds prepared food or drinks (noun) 
Cardboard	"That's the first step! Here's the cardboard ."	Thick brown paper used for boxes (noun)
(To) Catch	"What did you catch ?"	Here, to use a pole or bait in the water to get something, usually fish (verb)
Certainly	"It certainly doesn't. It will kill the fish."	Definitely true or definitely not true (adverb)
Cliff	"I can guide you from up here on the cliff ."	A large area of rock or a mountain with a tall, straight side (noun)
(To) Compost	"You can only compost food."	To turn food, leaves, or other natural waste into rich soil (verb)
(To) Continue	" Continue from the mossy side."	To go further in the same direction (verb)

(To) Convince	"The pictures might convince him."	To make someone feel sure that something is true (verb)
(To) Crush	"Oops—don't crush that!"	To press something hard to make it small or damage it until it breaks (verb)
(To) Decorate	"Could you make a decorated bag for us now? We need to give it to someone."	To make something look better by putting something pretty on it (verb)
(To) Deliver	"Just deliver them all to me."	To take something to a certain person (verb)
Directions	"Follow the trail and I'll give you directions ."	Instructions on how to get from one place to another (noun)
Edge	"Go down to the river's edge ."	The part of something farthest away from the center or middle (noun)
Edition	"We print three editions a day."	A batch, or group, of newspapers or magazines (noun)
Enough	"That's enough for now, guys."	A sufficient amount (adjective)
Environment	"George loves the environment and takes good pictures."	The air, water, and land (noun)
(To) Find out	"Let's find out how it got there."	To learn or figure out (verb)
Fish	"The trash in the river harms the fish ."	An animal that lives in water and uses fins and a tail to move (noun)
Fishing pole	"It's my fishing pole ."	A long thin pole with string and a hook used to catch fish (noun) 
(To) Flatten	"You don't need to flatten the photos."	To make something flat by rolling it out or crushing it; to take away something's shape (verb)
(To) Follow	" Follow the trail."	To go after someone else or to go somewhere using someone's signs (verb)
Go for it!	" Go for it! Bye, guys."	A way to say "Good luck!" and "Keep trying!"
Green Club	"We're helping the Green Club ."	Organizations that work on helping the environment are called "green" in the United States. The Green Club would be a club that works on cleaning the environment.
(To) Guide	"I can guide you from up here on the cliff."	To show someone the right way (verb)

(To) Harm	"The trash in the river harms the fish."	To hurt or damage something so that it is not okay anymore (verb)
Heap	"Here are the pictures of the worst trash heap on the river."	A large pile of something (noun)
Hill	"Let's climb back up the hill ."	Like a mountain, but smaller (noun)
(To) Hurt	"They're hurting the fish."	To injure, damage, or harm someone or something (verb)
I'm with you!	I'm with you!	A way to say you agree with someone, like saying "Yes!" or "You're right!"
Litter	"Come to my house, and you'll see how I pick up litter !"	Items that have been thrown away and that are lying on the ground in a public place (noun)
Log	"Jump over the log behind the log pile."	A long, heavy section of a tree that has fallen or been cut down (noun)
Moss	"Find a huge boulder. It has moss on one side."	A very small green plant that grows on wet ground, trees, or rocks (noun)
Mossy	"Continue from the mossy side."	Describes ground, trees, or rocks that have moss growing on them (adjective)
Package	"Here's a package with plastic and cardboard."	A paper or plastic container that food or things are sold in (noun)
Park ranger	"I'm Jamie Henderson, the park ranger ."	Someone whose job is to take care of a forest or nature park (noun)
(To) Persuade	"We hope we can persuade the newspaper."	To make someone decide to do something, to convince someone (verb)
Photo	"We'll come back with more photos ."	Short for "photograph," a picture from a camera (noun)
Pile	"Jump over the log behind the log pile ."	A large amount of something collected together that looks like a hill; a heap (noun)
Plastic	"Here's a package with plastic and cardboard."	A light, strong material used to make many things, such as credit cards, bags, or toys (noun)
Pole	"Here's my pole !"	A long man-made stick made of wood, metal, or plastic (noun)



(To) Pollute	"If you recycle the bottles, they won't pollute the river."	To make air or water dangerously dirty so people cannot use it (verb)
Pollution	"I'm working to stop pollution ."	The stuff that makes air or water dirty so people cannot use it (noun)
(To) Print	"We print three editions a day."	To make a newspaper, book, or magazine (verb)
Recyclable	"Sort first, then put the recyclables in the right place."	Something that can be recycled (noun)
(To) Recycle	"They should recycle ."	To process used things so they can be used again (verb)
Reusable	"Maybe you could find a reusable bag."	Something you can use more than one time (adjective)
Scraps	"I've got some food scraps for you to compost."	Pieces of things, such as food, left over after you finish an activity (noun)
(To) Separate	"You need to prepare the recyclables first: crush the cans... and separate the toy package."	To divide or make something into different parts or different piles (verb)
Sequoia	"Find a really big tree. It's a sequoia . It's 600 years old."	A tree from the western United States that can grow to be very tall and very old; a redwood tree (noun) 
(To) Sort	" Sort first, and then put the recyclables in the right place."	To put things into different groups (verb)
Spot	"But it's very hard to get to the worst spot ."	A particular place or area (noun)
Trail	"Follow the trail . It's over there."	A rough path through a forest (noun) 
Trash	"We couldn't find the trash pile."	Things that you throw away, such as old food or empty bottles (noun)
Walkie-talkie	"Can I have the walkie-talkie back?"	One of a pair of radios you can carry and use to speak with the person who has the other radio (noun) 
(To) Wash out	"You can wash out bottles."	To clean the inside of something quickly; to rinse (verb)

Waste	"It does cost a lot of money to have so much waste ."	Something that you do not need or cannot use, like trash (noun)
(To) Wonder	"We wondered if you printed all the newspapers around here."	To think about something you do not know and guess the answer (verb)

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Chapter Four Activities and Task Descriptions

Pre-Game Activities

Consider doing some of the following activities to help students prepare for Chapter 4.

Vocabulary: Pollution

a. It is important that students know the word “pollution” and understand that Trace is at the Grand Canyon to clean up the river. Teach students the word “pollution.” Then show students pictures of pollution and ask them to talk in groups about what they already know about it—what it is, how it happens, who is responsible, how to prevent it, how to clean it up, and so forth. Encourage students to relate this to their own experience by sharing examples of pollution that they have seen or heard about. Students can write a letter to an editor of a newspaper about pollution in their town, design a poster promoting clean environments, or act out skits to show how to fight pollution.

b. Bring pictures to class, some of beautiful nature and others of polluted nature. Show the clean pictures first and have the students describe them (either with the whole class or in pairs). This is a good opportunity to practice descriptive vocabulary (for example, “clean,” “fresh,” and “refreshing”). Then move to the dirty and polluted pictures and have students describe them (for example, “dirty,” “filthy,” “waste,” and “harmful”). Finally, have them compare and contrast the dirty pictures with the clean pictures. You can practice comparison words; for example, “In the first pictures, nature looked cleaner than in the second pictures” or “Those pictures are dirtier than the other ones.”

Gameplay: Map Reading

Have students practice their reading skills by doing map activities. You can draw a map for students and distribute it on paper. Have students do a scanning activity where you say the location and they see who can find the location on the map first. Then tell students the route they will need to take and have them work in pairs to map it out.

Here is the route: George’s house by the river → the Walker’s house → Brooke by the recycling bin → the Walker’s house → Sydney outside her house → Sierra in her shop → Sydney outside her house → Zach by the newspaper building → Jamie by the ranger station → Trail to the trash pile by the river → Jamie at the ranger station → Zach by the newspaper building → George’s fishing spot

After this activity, have students explain how they get from place to place in their own towns.

U.S. Culture: Diversity

Chapter Four can help students understand the indigenous peoples of the United States, as George Runningwater is of American Indian descent. Students might be interested in American Indian tribes and cultures. Try going to [America’s Story at America’s Library](#) and search for terms such as “Native Americans” or “American Indians” or specific tribes. Try having students work in groups, reading these texts and doing poster sessions on what they learn. You can invite community members to hear the students’ presentations. Have students learn about nature, history, and culture at the Grand Canyon at [ASU’s Grand Canyon History](#) site as well.

Task 1: Find George's house and learn about the river pollution – Chapter Checkpoint

Trace's Actions	Student Learning Objectives	Helpful Gameplay Tips
<p>1. Follow George to his house and look at his photographs.</p> <p>2. Go fishing for trash with George.</p> <p>3. Learn from George about the river's pollution.</p>	<p>Students can give and seek personal views and options on topics such as the importance of recycling.</p>	<p>Students need to follow George at the beginning of the chapter; if they stop following him, they may not be able to find him again easily.</p> <p>The game animations are important to the plot. Students who do not pay attention carefully may miss what they should do next.</p> <p>Chapter Four features a large outdoor area, which includes a forest and a river. If students get lost exploring the environment they can check the Map ("M").</p> <p>Be sure that students know that after they complete this task they should look for the source of the water pollution. If they get stuck, you can tell to turn left from George's house and follow the river till they find people and water bottles all over the yard. This is near the action word "Wash Out."</p>
Extension Activities <p>a. Reduce, Reuse, Recycle. Introduce the class to this idea. Ask students if they can give a couple examples of each of the above words. For instance, we can reduce our use of water by taking shorter showers. We can reduce the amount of food we eat. We can reuse bags when we go to the store. We can reuse plastic bottles instead of throwing them away. We can recycle aluminum cans or bottles. Next, put students in groups and ask them to work together. Each group should produce a list with three columns: Reduce, Reuse, Recycle. Under each heading, they should make a list of possibilities. There are thousands of possibilities. Some overlap and can be written under two or more headings. For instance when you bring a cloth bag to the grocery store you are reducing waste, and you are reusing the bag. Creative ideas should be encouraged. Students may enjoy this task as a competition, making a winner of the teams with the most ideas in each column.</p>		

Below is how students can earn the most points in the *Find George's House* task:

Trace's comment or action (student chooses)	George's response	Points
Wow, these are really nice photographs.	Thanks a lot. I did them myself. Keep them. Here's my fishing pole.	1
What's that for?	You'll see, come on out to the river.	0
What are you doing?	I'm going to catch some trash. Just watch!	1

Trace follows George to the river

	You see that? There are very few fish in the river because of the pollution.	0
That's really bad! What can we do about it?	I don't know. Let's go see where this came from.	1
All right. Let's go up the river.	I'm with you!	2

Task 2: Stop pollution from water bottles

Trace's Actions	Student Learning Objectives	Helpful Gameplay Tips
1. Find the source of the river pollution (the Walker family). 2. Introduce yourself and George to the Walker family. 3. Ask Walkers to recycle.	Students can express their reactions and emotions to others. Students can give and seek personal views and options on topics such as the importance of recycling. Students can express and support opinions and make recommendations on a variety of topics in culturally appropriate ways.	Students may have trouble finding the Walker family. Remind them about their Map ("M") resource. After talking with the Walkers, Traces objective is to "Find the recycling bin." It may help students to look for Brooke, who is next to the bin.
Extension Activities a. "What's That For?" That is the question Trace asks about George's fishing pole. It is a very useful question. Bring to class a bag or box of 20 intriguing items. For instance, a toothbrush, a sock, a doll, a magnet, an apple. Put students in teams. Draw one item at a time from your bag or box, and show it to the class. Ask, "What's this for?" Students will answer: "That's for brushing your teeth." A competition can make things fun. The first student group to raise their hands or ring a bell earns the right to answer the question. You can keep students on their toes by occasionally asking "What is this not for?" In the case of the toothbrush, the answer might be "It's not for brushing your hair," or "It's not for eating soup." b. Introducing Yourself. Trace introduces himself many times during his adventures. Have all students stand up. Their goal will be to introduce themselves to every other student by moving around the classroom. First, solicit ideas from the class of what polite things can they say when introducing themselves.		

Below is how students can earn the most points in the *Stop Pollution from Water Bottles* task:

Trace's comment or action (student chooses)	Carlos and Connie Walker's responses	Points
Hello, I'm Trace. This is George. Could we talk with you for a minute?	Hi there. I'm Carlos Walker, and this is my wife Connie and the kids. We're just resting for a minute.	1
Can you tell me, are these your empty bottles?	Yes, they are. What about it?	0
If you recycle the bottles, they won't pollute the river.	We're too busy exercising to go to the recycling center!	1

Task 3: Find Brooke and help recycle

Trace's Actions	Student Learning Objectives	Helpful Gameplay Tips
<p>1. Greet Brooke at the recycling center and ask her about the Walkers.</p> <p>2. Ask for a recycling bin.</p> <p>3. Agree to help Brooke recycle and get instructions on how to recycle properly.</p> <p>4. Help Brooke recycle.</p> <p>5. Receive a recycling bin from Brooke for the Walkers.</p>	<p>Students can ask and answer questions on familiar topics to keep a conversation going.</p> <p>Students can follow multi-step instructions on how to complete a task, such as recycling.</p> <p>Students can give and seek personal views and options on the importance of recycling.</p>	<p>Brooke is at the recycling center on the north side of the town. Lost students should be directed to the Map feature.</p> <p>The directions for recycling are long and students may miss them. Remind them of their Dialogue History.</p> <p>Make sure students have all the Action Words needed to complete all parts of this task. If they do not, they will need to collect them.</p> <p>Students need to combine words and items at the appropriate recycling bin for the items; for example, they must “Crush” the can after interacting (pressing “E”) at the aluminum bin. Advise students to approach the bins to find out what they are.</p>
<p>Extension Activities</p> <p>a. Action Words. The action words for recycling could easily be used in class with a few readily available props (such as aluminum cans, cardboard boxes, and plastic bottles). Have students say and act out the correct verbs for each recycling item, for example, “crush” the can, “flatten” the cardboard box, and “wash out” the bottle. Of course, you don’t actually need props—you can imagine them. In this case, students mime the actions, pretending they are crushing cans, washing out bottles, and flattening boxes.</p> <p>b. Matching Cards. To help students associate the correct verb with the correct item, write the verbs and different words for recyclables (or use the actual items themselves) on small pieces of paper and mix them up. In groups, students then should turn over the cards and match the items with appropriate verbs. New combinations should be encouraged.</p> <p>c. Earth Day. For more advanced students, you can provide recycling instructions or a website about recycling in English at the EPA’s Earth Day website. Students can analyze the text or videos on the website for the verbs and words they learned from Chapter Four and notice any different uses as well.</p> <p>d. Make a sculpture. Many artists reuse discarded materials, even trash, and use them to make sculptures. A collection of paper, plastic, packing materials, foam, string, and the like will be useful and fun. With some tape and glue students can make objects or structures.</p>		

Below is how students can earn the most points in the *Find Brooke and Help Recycle* task:

Trace's comment or action (student chooses)	Brooke's response	Points
Hello! Are you cleaning up the river?	Hi! Yes! I'm working to stop pollution!	1
We're Trace and George. Hi.	Hi! I'm Brooke. I'm sorting trash we found by the river.	0
We met the Walkers. They like to exercise.	I've seen them. They throw bottles around.	1
They said they were too busy to recycle.	That's silly. It's not hard if you have a bin like this.	3
Maybe we could give them a recycling bin like you have.	Good idea! If you help me, I'll give you a bin for them.	0
I can help you.	Great. Sort first, then put the recyclables in the right place. You need to prepare the recyclables first: crush the cans, flatten the boxes, wash out the bottles, and separate the toy package. Put the food in the compost bin. Here's a can. It goes into the aluminum bin.	3
<i>Trace goes to green aluminum bin</i> Action: Crush + Can	Good job! Here's a box. Cardboard goes into the cardboard bin.	5
<i>Trace goes to blue cardboard bin</i> Action: Flatten + Box	Good job! Plastic bottles go into the plastics bin.	5
<i>Trace goes to yellow plastics bin</i> Action: Wash Out + Bottle	That's great! Here's a package with plastic and cardboard.	5
Action: Separate + Toy Package	That's the first step! Here's the cardboard.	5
<i>Trace goes to blue cardboard bin</i> Action: Flatten + Cardboard	Here's the plastic.	5
<i>Trace goes to yellow plastics bin</i> Action: Wash out + Plastic	I've got some food scraps for you to compost.	5
<i>Trace goes to red compost bin</i> Action: Compost + Food	Great! That's enough for now, guys. Here's the bin. I hope you can persuade the Walkers to recycle.	30
Don't worry, I'll persuade them. See you later, Brooke.	Go for it! Bye, guys. Good luck!	2

Task 4: Deliver recycling bin to the Walker family – Chapter Checkpoint

Trace's Actions	Student Learning Objectives	Helpful Gameplay Tips
1. Return to the Walkers and deliver the recycling bin. 2. Ask the Walkers again to recycle.	Students can start, maintain, and end a conversation on the topic of recycling. Students can give and seek personal views and opinions on the importance of recycling.	Students can lose points during this task if they combine the wrong Action Word with the wrong item from their inventory. They can pay attention to character reactions since characters will react negatively if Trace tries to do an action incorrectly.
Extension Activities a. Letter. After playing, invite students to write a letter to the Walker family about why their new recycling bin will save them time. For higher proficiency students, the letter can be a formal letter, while for lower proficiency students, the letter can be a list of reasons. b. Recycle Hunt. Let students engage in a recycling hunt in class. Get a bin or a box to hold the recyclables. Hide a certain number of items (plastics bottles, bottle caps, paper, etc.) around the class and allow students out of their desks to hunt for the items. When a student finds a recyclable item he or she can bring it to the bin. Afterwards, students will say where they found the item.		

Below is how students can earn the most points in the *Deliver Bin to Walker Family* task:

Trace's comment or action (student chooses)	Carlos and Connie Walker's responses	Points
Hello again!	Hello!	3
We have something for you.	What is it?	1
This is a recycling bin.	So what?	1
Action: Deliver + Recycling Bin	So how do we use this?	25
If you use this bin to recycle, you'll save a lot of time.	That's wonderful!	2
We hope you'll use the bin from now on.	We certainly will! It looks like good exercise, too.	3

Task 5: Stop pollution from plastic bags – Chapter Checkpoint

Trace's Actions	Student Learning Objectives	Helpful Gameplay Tips
<p>1. Find Sydney outside of the antiques shop on the main street and offer to get her a nice reusable bag.</p> <p>2. Find Sierra in her shop across from the recycling center and have her decorate the bag.</p> <p>3. Return to Sydney and give her the decorated bag.</p>	<p>Students can express their reactions and emotions to others.</p> <p>Students can follow some simple directions or instructions, especially when people use gestures or there is repetition.</p> <p>Students can discuss and solve problems in uncomplicated situations.</p> <p>Students can ask for help at school, at work, or in the community.</p> <p>Students can express appreciation and gratitude and respond appropriately to others.</p>	<p>At the beginning of this task, the Objectives box tells students to find the source of pollution. They will need to find Sydney in town. She's standing in front of a store—students can use the Map resource.</p>
Extension Activities <p>a. Why We Don't Recycle. In pairs, have the students think of all the reasons they (or their family and friends) do or do not recycle and reuse. There are many reasons why people do not recycle. What are they? As a follow-up, students might create posters or design a brochure to encourage family and friends to recycle.</p>		

Below is how students can earn the most points in the *Stop Pollution from Plastic Bags* task:

Trace's comment or action (student chooses)	Response	Character	Points
	You see? The fish can't live with that trash.	George	0
Wow, that doesn't belong in a river!	People just don't take care of the river.	George	0
That's really bad. What should we do?	Let's find who threw it in the river. We can ask around the village.	George	0
Okay. Let's look for whoever throws bags in the river.	Let's go.	George	3
<i>Trace walks around to find Sydney</i>			
Hello, I'm Trace. This is George. Could I talk with you for a minute?	Hello guys. I'm Sydney. That's spelled with a "y."	Sydney	1
Nice to meet you, Sydney. I noticed that you are carrying a plastic bag.	Yes, that's my bag.	Sydney	0

If you put bags in the river, they'll hurt the fish. Would you try a reusable bag?	I have one! Those ratty old things! If it's something to reuse, it has to look nice!	Sydney	5
Wait here, I'll bring you a nice reusable bag.	Well, it has to be better looking than this one. Here, take this. It's ugly.	Sydney	2
Okay, I'll do my best to get you a nicer bag. See you later!	Bye, Trace. Nice to meet you!	Sydney	2
<i>Trace finds Sierra in her shop</i>			
Hello, Sierra. I'm Trace. Nice to meet you. You have a beautiful shop.	Nice to meet you two. Welcome to my shop.	Sierra	3
George loves the environment and takes good pictures. Could you put George's photos on a reusable bag?	Oh, you're George Runningwater, the photographer! I've heard about you. Maybe. I'll give it a try. Give me the photos and let me see what I can do.	Sierra	5
Action: Deliver + Photos	Thanks! Those look like great photos.	Sierra	5
Could you make a decorated bag for us now? We need to give it to someone.	I could do that. You could show it around.	Sierra	3
	Here are the bag and photos. The bag looks pretty good!	Sierra	25
Thank you very much, Sierra. This is a big help.	Bye, Trace! Good luck with your clean-up!		3
<i>Trace goes back to Sydney</i>			
Sydney! Wait up! We have a new bag for you.	Let's see that.	Sydney	2
Action: Deliver + Bag	Wow! That's beautiful!	Sydney	25
Yes! It's yours to reuse.	Thanks so much, guys! I love it! I'll never use plastic again!	Sydney	1
You're welcome, Sydney. See you later!	See you! I'm going to tell all my friends about this bag!	Sydney	3

Task 6: Stop pollution from newspapers – Chapter Checkpoint

Trace's Actions	Student Learning Objectives	Helpful Gameplay Tips
<p>1. Find newspaper in the river with George at his fishing spot.</p> <p>2. Find and talk to Zach at the newspaper building and ask him to ask his boss to stop polluting the river.</p> <p>3. Leave to get more photographs of the polluted river.</p>	Students can ask for help at school, at work, or in the community.	<p>Zach is located at the entrance to the large grey newspaper building on the south end of town. Some students may skip over this building because it is somewhat set away from the rest of the small town.</p> <p>Trace needs to talk to Jamie before he can stop the newspaper pollution.</p>
Extension Activities <p>a. Picture This. If you have access to a camera, take pictures of your school, town, city, or parks. You might include nearby water, or even the sky. Put these on the wall for students to see. Ask them to identify pollution, if there is any in evidence. Where is there trash? Why is it there? Where are the clean areas? <i>Why are they clean?</i> What about your own school and surroundings? Is it clean? If not ask student groups to come up with ideas for cleaning up the area.</p>		

Below is how students can earn the most points in the *Stop Pollution from Newspapers* task:

Trace's comment or action (student chooses)	Responses	Character	Points
	This newspaper doesn't belong in the river. It will kill the fish. Let's find out how it got there.	George	0
Let's see if the polluters live in the village.	Yes, let's go find them.	George	1
<i>Trace finds Zach at the newspaper building</i>			
Hello. I'm Trace and this is George. Can we talk to you?	Okay, but it's pretty busy around here.	Zach	3
We wondered how the newspaper got in the river.	I don't know. I guess the boss has them stacked outside. Maybe they blew into the river.	Zach	2
Newspapers don't belong in the river. The river is being destroyed by pollution.	I never thought of it that way. I wonder what we can do? It's really a problem, but we have a lot of waste paper. We print three editions a day.	Zach	2
You could print one fewer edition and save a lot of money.	I don't know. It does cost a lot of money to have so much waste.	Zach	3

Could you ask your boss about it? Show your boss the pictures of the river. It might persuade him.	That's an idea. The pictures might convince him. Maybe. Let me talk to my boss. Give me the photos and let me see what I can do.	Zach	3
Action: Deliver + Photos	Wow! Those look good.	Zach	5
	He's not convinced. Maybe you should take pictures where the river is even more polluted.	Zach	0
We'll come back with more photos. Thanks for your help. See you later.	See you later!	Zach	4

Task 7: Get Jamie the Park Ranger's help

Trace's Actions	Student Learning Objectives	Helpful Gameplay Tips
<p>1. Find Jamie the park ranger by the ranger station and explain the need for pictures.</p> <p>2. Follow Jamie's directions to get to the trash heap and have George take pictures.</p> <p>3. Return to Jamie, deliver the walkie-talkie, and say goodbye.</p>	<p>Students can ask for help at school, at work, or in the community.</p> <p>Students can exchange information about what they learned using texts, graphs, or pictures.</p> <p>Students can exchange information with other people about what to do, where to go, and when to meet.</p>	<p>After receiving the walkie-talkie from Jamie, Trace needs to follow her directions to the trash heap on the river. The directions are given rather quickly and require students to pay attention. Also they reference items along a nature trail using vocabulary that students will likely not be familiar with (for example, "mossy," "boulder," and "sequoia").</p> <p>The trash heap is located in the northeast corner of the map, in case students do not follow directions or leave the trail. Remind students to use their map if they need to find their way back to town.</p>
Extension Activities <p>a. Getting Around. Have students do an activity on writing and giving directions. Students write directions from their home to the school or to any other place around town using landmarks as guides. For example, "Turn left at the library and go straight till you come to the post office." This activity is good practice for using the imperative form of verbs. Students can also practice giving directions in class in pairs. Student A: "Turn left at the chair, go straight, and then turn right at the desk." Student B follows Student A's commands, then they switch roles. If culturally appropriate, this activity can be extended by having students work in pairs, where one is blindfolded. The student not wearing a blindfold can dictate instructions and the blindfolded student will try to follow them.</p>		

Below is how students can earn the most points in the *Get Jamie's Help* task:

Trace's comment or action (student chooses)	Response	Character	Points
Hi again, Jamie! We need some help.	Hello, boys. What can I do for you?	Jamie	1
We need to get pictures of the worst pollution in the river and give them to the newspaper.	What do they want them for?	Jamie	3
The pictures will show people how bad pollution is.	I see. But it's very hard to get to the worst spot. I have to stay here to work, but I'll give you a walkie-talkie and help you find it.	Jamie	3
<i>Trace receives a walkie-talkie from Jamie</i>			
What is this?	It's a walkie-talkie. I'll talk to you with it. Follow the trail. It's over there.	Jamie	1
How does it work?	It's on already. You'll hear me. I can guide you	Jamie	2

	from up here on the cliff. Follow the trail. It's over there.		
Action: Follow direction 1	Find a really big tree. It's a sequoia. It's 600 years old.	Jamie	5
Action: Follow direction 2	Find a huge boulder. It has moss on one side. Continue from the mossy side.	Jamie	5
Action: Follow direction 3	Find a log pile. Go around the pile, and head down toward the river.	Jamie	5
Action: Follow direction 4	Jump over the log behind the log pile.	Jamie	5
Action: Follow direction 5			
Do you see the trash pile, George? Take some pictures, please.	There it is! I'll get some pictures.	George	28
	Okay, here are the photos. I'm ready to go. Which way is out?	George	0
Let's go... away from the river.	Okay. I'll follow you. Be careful!	George	3
<i>Trace and George return to Jamie at the ranger station</i>			
Hi again, Jamie! George got lots of photos.	That's good news. Thanks for doing the climb. Can I have the walkie-talkie back?	Jamie	2
Action: Deliver + Walkie-Talkie	Thanks, Trace.	Jamie	15
Thanks for helping us, Jamie. We hope we can persuade the newspaper.	No problem. But you'd better hurry. The bus is leaving soon!	Jamie	2

Task 8: Deliver photographs to Zach and wish George luck

Trace's Actions	Student Learning Objectives	Helpful Gameplay Tips
1. Return to Zach and deliver the photographs. 2. Ask how the newspaper will reduce pollution. 3. Wish George luck saving the river.	Students can answer questions about their preferences using one or more words or memorized phrases.	The wind is blowing the newspapers into the river, but this is not clearly stated during the chapter. Students may not understand this right away and may not understand some of the dialogue choices concerning newspapers blowing into the river.
Extension Activities a. Simple Solutions. In this chapter, Trace finds a simple solution for keeping newspapers out of the river. Some solutions <i>are</i> really simple—they just require action and commitment. Consider environmental problems you can discuss in class. For example, American consumers use 100 billion plastic bags per year. Do you have many plastic bags in your area? Many communities have reduced the number of bags simply by requiring stores to charge a small fee for them. Are plastic bags free at your local shops? Do you think it is a good idea to pay for them, or that it is better to get them for free? Have a class discussion, and then vote!		

Below is how students can earn the most points in the *Deliver Photographs to Zach* task:

Trace's comment or action (student chooses)	Response	Character	Points
Hi. Here are the pictures of the worst trash heap on the river.	Thanks a lot. I'll try to get the boss to use them. Give me the photos, and let me see what he thinks.	Zach	3
Action: Deliver + Photos	Wow! I'm sure he'll like these!	Zach	25
	Good news! He says he'll print the pictures with a special story on pollution.		
Did you move the newspapers so they won't blow in the river?	Yes! The boss said we can store them inside.	Zach	3
Did you persuade the boss to use less paper?	I talked to the boss, and he's going to print fewer editions. It'll save money, too.	Zach	3
Thanks for your help. I've got to go. My bus is leaving soon.	My pleasure. Have a good trip.	Zach	3
<i>Trace goes to the river with George</i>			
	Gee, I never thought I'd be a published photographer!	George	

I can see you love the outdoors,
George. Good luck on saving the river!

I think my pictures will help. Let's go back to my house to fish one last time. George

1

Final Chapter Four Video

In the final video for Chapter Four, George catches a fish in the river instead of a piece of trash. Kit tells Trace that George becomes a famous photographer and environmental activist who saves the river. Trace learns of his next mission from Prof. Peterson, which is to help Neela Desai in New York City. He decides to go to New York City with Kit and Eddie, who are going there to visit their family for Thanksgiving.

Completing Chapter Four

Congratulations! Chapter Four 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,
- Do the Chapter Four Language Practice exercises,
- Download the graphic novel of Chapter Four,
- Play again,
- Print a Level Complete Certificate for Chapter Four, and
- Go to the next chapter.

Now that students have completed Chapter Four:

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 given. Encourage students to write down their incorrect answers so that they can be answered in class or in pairs.

Chapter Four	The Environment - Arizona	Skills
Exercise 1	Order of events activity: Students practice chronologically ordering events of the story	Reading
Exercise 2	Multiple choice chapter review: Students review events of the chapter via questions, sentence completion, and true/false statements	Reading
Exercise 3	Matching activity chapter review: Students practice conditional clauses	Reading
Exercise 4	Multiple choice sentence completion: Students practice verbs, prepositions, and determiners	Reading

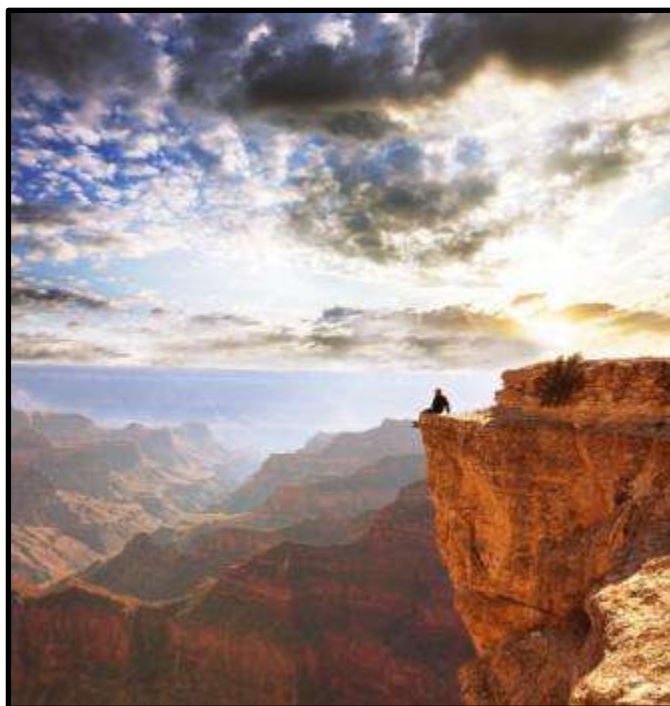
2. Have the students read the graphic novel to remind them of the storyline, new words, and new grammar points.

3. Does your community recycle? Do your students? If so, motivate your students to recycle more. Have students come up with ideas to help their community like Trace. Can they convince the school to recycle more? Can they help clean up pollution around town by convincing people to reuse bags? Can they collect evidence of pollution and show it to companies to persuade the companies to recycle more? Think of as many other ideas as possible to recycle or help clean up pollution. Then organize groups of students and community members and do an environmental project using skits, fliers, posters, or making videos to post on YouTube if resources are available. Remember: Reduce, Recycle, and Reuse.

4. Have students work in groups to think of any activists they know who are trying to save the environment. Students can invite some to class to speak about how they try to persuade people to save the environment. Students can prepare questions for the speakers before they give their presentations.

Congratulations on Completing Chapter Four!

Pictures of the Grand Canyon



Images © Shutterstock.com

Script for Chapter Four

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
Jamie Henderson	Hello everyone! I'm Jamie Henderson, the park ranger. We want our guests to work with local students. Let's see how much trash we can clean up! While you are picking up trash, think about how we can reduce, reuse, and recycle. We want to have less trash next year!
George Runningwater	Trace, I'm George. We're working together.
Trace	Nice to meet you!
George Runningwater	Come to my house, and you'll see how I pick up litter!
Trace	See you later!
George Runningwater	Come on, Trace.
George Runningwater	Let me show you some photographs.
Trace	Wow, these are really nice photographs.
George Runningwater	Thanks a lot. I did them myself. Keep them. Here's my fishing pole!
Trace	Why do you have a fishing pole?
George Runningwater	You'll see! Come on out to the river.
Trace	Are you going to catch a fish?
George Runningwater	Nope. This pole is for catching trash.
George Runningwater	You see that? There are very few fish in the river because of the pollution.
Trace	That's really bad! What can we do about it?
George Runningwater	I don't know. Let's see where this came from.
Trace	All right. Let's find the polluter!
George Runningwater	I'm with you!
Trace	Hello, I'm Trace. This is George. Could we talk with you for a minute?

Character	Line
Carlos Walker	Hi there. I'm Carlos Walker, and this is my wife Connie and the kids. We're just resting for a minute.
Trace	I wonder, are these your empty bottles?
Carlos Walker	Yes, it's important to drink plenty of water when exercising.
Trace	If you recycle the bottles, they won't pollute the river.
Connie Walker	We're too busy exercising to go to the recycling center!
Trace	We're Trace and George. Hi.
Brooke	Hi! I'm Brooke. I'm sorting trash we found by the river.
Trace	The Walkers run by the river.
Brooke	I've seen them. They throw bottles around.
Trace	They said they were too busy to recycle.
Brooke	That's silly. It's not hard if you have a bin like this.
Trace	Maybe we could give them a recycling bin like you have.
Brooke	Good idea! If you help me, I'll give you a bin for them.
Trace	Okay, let me help you.
Brooke	Great. Sort first, then put the recyclables in the right place. You need to prepare the recyclables: crush the cans, flatten the boxes, wash out the bottles, and separate the toy package. Put the food in the compost bin.
Brooke	Here's a can. It goes in the aluminum bin.
Trace (action)	Crush the Can
Brooke	Good job! Here's a box. Cardboard goes into the cardboard bin.
Trace (action)	Flatten the Box
Brooke	Good job! Plastic bottles go into the plastics bin.
Trace (action)	Wash Out the Bottle

Character	Line
Brooke	That's great! Here's a package with plastic and cardboard.
Trace (action)	Separate the Toy Package
Brooke	That's the first step! Here's the cardboard.
Trace (action)	Flatten the Cardboard from the toy package
Brooke	Here's the plastic.
Trace (action)	Wash Out the Plastic from the toy package
Brooke	I've got some food scraps for you to compost.
Trace (action)	Compost the Food
Brooke	Great! That's enough for now, guys. Here's the bin. I hope you can persuade the Walkers to recycle.
Trace	Don't worry, I'll persuade them. See you later, Brooke.
Brooke	Go for it! Bye, guys. Good luck!
Trace	Hello again!
Carlos Walker	Hello!
Trace	We have something for you.
Carlos Walker	What is it?
Trace	You can use a recycling bin to recycle easily.
Carlos Walker	Oh? How?
Connie Walker	May we have the bin?
Trace (action)	Deliver the Recycling Bin
Connie Walker	So how do we use this?
Trace	You can sort your recyclables with this bin.
Connie Walker	Okay. Kids, we can ALL do this!

Character	Line
Trace	We hope you'll use the bin from now on.
Connie Walker	We certainly will! It looks like good exercise, too.
George Runningwater	You see? The fish can't live with that trash!
Trace	Could we find who threw it in the river?
George Runningwater	Let's try. We can ask around the village.
Trace	Okay. Let's look for whoever throws bags in the river.
George Runningwater	Let's go.
Trace	Hello, I'm Trace. This is George. Could I talk with you for a minute?
Sydney	Hello, guys. I'm Sydney. That's spelled with a "y."
Trace	Nice to meet you, Sydney. I notice you are carrying a plastic bag.
Sydney	Yes, that's my bag.
Trace	I'm sorry, but if the plastic gets in the river, it hurts the fish. Maybe you could find a reusable bag.
Sydney	I have one! Those ratty old things! If it's something to reuse, it has to look nice!
Trace	Wait here. I'll bring you a nice reusable bag.
Sydney	Well, it has to be better looking than this one. Here, take this. It's ugly.
Trace	Okay, I'll be back soon.
Sierra	Bye, Trace. Nice to meet you!
Trace	Hello, Sierra. I'm Trace. We're helping the Green Club.
Sierra	Nice to meet you two. I really support recycling.
Trace	George loves the environment and takes good pictures. Could you put George's photos on a reusable bag?
Sierra	Oh, you're George Runningwater, the photographer! I've heard about you. Maybe. I'll give it a try. Give me the photos and let me see what I can do.

Character	Line
Trace (action)	Deliver the Photos
Sierra	Thanks! Those look like great photos.
Trace	Could you make a decorated bag for us now? We need to give it to someone.
Sierra	I could do that. You could show it around.
Sierra	Here are the bag and photos. The bag looks pretty good!
Trace	Thank you very much, Sierra. This is a big help.
Sierra	Bye, Trace! Good luck with your clean-up!
Trace	Sydney! Look what we got for you!
Sydney	Let's see that.
Trace	Deliver the Bag
Sydney	Wow! That's beautiful!
Trace	Yes! It's yours to reuse.
Sydney	Thanks so much, guys! I love it! I'll never use plastic again!
Trace	You're welcome, Sydney. See you later!
Sydney	See you! I'm going to tell all my friends about this bag!
George Runningwater	This newspaper doesn't belong in the river! It will kill the fish. Let's find out how it got there.
Trace	Let's see if the polluters live in the village.
George Runningwater	Yes, let's go find them.
Trace	Hello. I'm Trace and this is George. Can we talk to you?
Zach	Okay, but it's pretty busy around here.
Trace	We wondered how the newspaper got in the river.
Zach	I don't know. I guess the boss has them stacked outside. Maybe they blew into the river.

Character	Line
Trace	Newspapers don't belong in the river. The river is being destroyed by pollution.
Zach	I never thought of it that way. I wonder what we can do? It's really a problem, but we have a lot of waste paper. We print three editions a day.
Trace	You could print one fewer edition and save a lot of money.
Zach	I don't know. It does cost a lot of money to have so much waste.
Trace	Could you ask your boss about it? Show your boss the pictures of the river. It might persuade him.
Zach	That's an idea. The pictures might convince him. Maybe. Let me talk to my boss. Give me the photos and let me see what I can do.
Trace (action)	Deliver the Photos
Zach	Wow! Those look good.
Zach	He's not convinced. Maybe you should take pictures where the river is even more polluted.
Trace	We'll come back with more photos. Thanks for your help. See you later.
Zach	See you later!
Trace	Hi again, Jamie! We need some help.
Jamie Henderson	Hello, boys. What can I do for you?
Trace	We need to get pictures of the worst pollution in the river and give them to the newspaper.
Jamie Henderson	What do they want them for?
Trace	The pictures will show people how bad pollution is.
Jamie Henderson	I see. But it's very hard to get to the worst spot. I have to stay here to work, but I'll give you a walkie-talkie and help you find it.
Trace	Thanks!
Jamie Henderson	You'll hear me. I can guide you from up here on the cliff. Follow the trail. It's over there.

Character	Line
Trail Milestone 1: Beginning of Trail	Find a really big tree. It's a sequoia. It's 600 years old.
Trail Milestone 2: Big Sequoia	Find a huge boulder. It has moss on one side. Continue from the mossy side.
Trail Milestone 3: Mossy Boulder	Find a log pile. Go around the pile, and head down toward the river.
Trail Milestone 4: Downed Logs	Jump over the log behind the log pile.
Trail Milestone 5: River's Edge	Go down to the river's edge. Across the river is a very large pile of trash.
Trace	Do you see the trash pile, George? Take some pictures, please.
George Runningwater	There it is! I'll get some pictures.
George Runningwater	Okay. Here are the photos. I'm ready to go. Which way is out?
Trace	Let's go... away from the river.
George Runningwater	Okay. I'll follow you. Be careful!
Trace	Hi, Jamie! We got some good pictures of the trash.
Jamie Henderson	That's good news. Thanks for your hard work. Can I have the walkie-talkie back?
Trace (action)	Deliver the Walkie-Talkie
Jamie Henderson	Thanks, Trace.
Trace	Thanks for helping us, Jamie. We hope we can persuade the newspaper.
Jamie Henderson	No problem. But you'd better hurry. The bus is leaving soon!
Trace	Hi. George took pictures of the worst place on the river.
Zach	Thanks a lot. I'll try to get the boss to use them. Give me the photos and let me see what he thinks.
Trace (action)	Deliver the Photos
Zach	Wow! I'm sure he'll like these!

Character	Line
Zach	Good news! He says he'll print the pictures with a special story on pollution.
Trace	How will you stop the paper from going into the river?
Zach	The boss said we can store the old papers inside from now on.
Trace	Did you persuade the boss to use less paper?
Zach	I talked to the boss, and he's going to print fewer editions. It'll save money, too.
Trace	Thanks for your help. I've got to go. My bus is leaving soon.
Zach	My pleasure! Have a good trip!
George Runningwater	Gee, I never thought I'd be a published photographer!
Trace	I can see you love the outdoors, George. Good luck on saving the river!
George Runningwater	I think my pictures will help. Let's fish one last time.
George Runningwater	Now that's more like it!
Kit	We heard from Professor Peterson. She said that in the future George Runningwater is a famous photographer and environmental activist.
Trace	Wow! I guess he did save the river!
Professor Peterson	Welcome back! There's no time to lose. Your next mission will be to help Neela Desai in New York City.
Kit	New York? Our family lives there! Eddie and I were going to go home for Thanksgiving.
Eddie	Trace—you should join us! We're leaving tomorrow.
Trace	I would love to. I can't wait to see New York!

Links for Chapter Four

[Arizona State University: Grand Canyon History](#)

Explore nature, history, and culture at the Grand Canyon when you visit this site.

[EPA Student Center](#)

The Environmental Protection Agency provides information, games, videos, quizzes, and short films for students.

[U.S. Fish and Wildlife Service Kid's Page](#)

Learn about fish, wildlife, plants, and their habitats and how you can help conserve, protect, and enhance them.

[Smithsonian Student Science and Nature Page](#)

Online games and activities on science and nature, produced by the Smithsonian.

[The Water Cycle](#)

Learn about the water cycle here.

[America's Story: Arizona](#)

Learn about Arizona here!

[Kids Saving Energy](#)

Fun games and activities for kids who want to save energy.

[Recycle City](#)

Explore Recycle City and learn how to reduce, reuse, and recycle waste.

[A Student's Guide to Climate Change](#)

Learn about the importance of greenhouse gasses and how they trap energy from the sun in the atmosphere and warm the earth.

Trace Effects Teacher's Manual Chapter Five: The Big Apple Adventure

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Introduction to Chapter Five

Chapter Themes

- Female entrepreneurship
- Identifying and working toward goals
- American holiday: Thanksgiving

Chapter Location

- New York City, New York, U.S.A.



Chapter Summary

1. Trace arrives in New York City with Kit and Eddie. Eddie and Trace go out to run errands and also look for Neela.
2. Trace and Eddie need to buy flowers, buy a pumpkin pie, and pick up the dry cleaning. They need to take a taxi in order to go to the dry cleaner.
3. While Trace and Eddie are running errands, they see and can talk with many characters: a florist, businesswoman, baker, cabbie, dry cleaner, and violinist.
4. Trace finds Neela working in a newsstand. They discuss her goal of entering a fashion design contest. Neela tells him that her father, Pran Desai, does not want her to become a designer. Eddie invites Neela and her father to Thanksgiving dinner with his family.
5. During Thanksgiving dinner, Trace successfully convinces Neela's father to allow her to enter the design contest.

Chapter Main Characters

In addition to Trace, Eddie, Kit and their family, there are two main characters in Chapter Five: Neela Desai and her father, Pran.



Neela Desai
needs Trace's
help to enter a
fashion design
contest.



Pran Desai
is the father of Neela.
He is against the idea
of Neela becoming a
fashion designer.

Chapter Five Objectives and Tasks

It is a good idea to have students collect all the action words and items that they can find when Trace first arrives in New York City. Trace will then have what he needs to complete his tasks.

Action Words to Collect In-Game

- Decorate With:** Trace can find this word to the left of the bakery, across from Kit and Eddie's apartment.
- Examine:** This word is located near the dry cleaner. Trace takes a cab to get there.
- Fill:** This word is located on Kit and Eddie's street, near the school bus, to the right of Trace when he arrives in New York City in the game.
- Pass:** This word appears after Trace has completed his tasks of buying flowers, buying a pie, and going to the dry cleaner. It is located at the front door of Eddie's apartment building.
- Pick:** This word is directly in front of the florist's shop.
- Play:** This word is located near the violin player, on the street with the dry cleaner.
- Repair With:** Trace can find this word near the businesswoman and the florist. It is immediately to his left when he arrives in New York City in the game.
- Water With:** This word is located on Kit and Eddie's street, near the taxi, to the right of Trace when he arrives in New York City in the game.

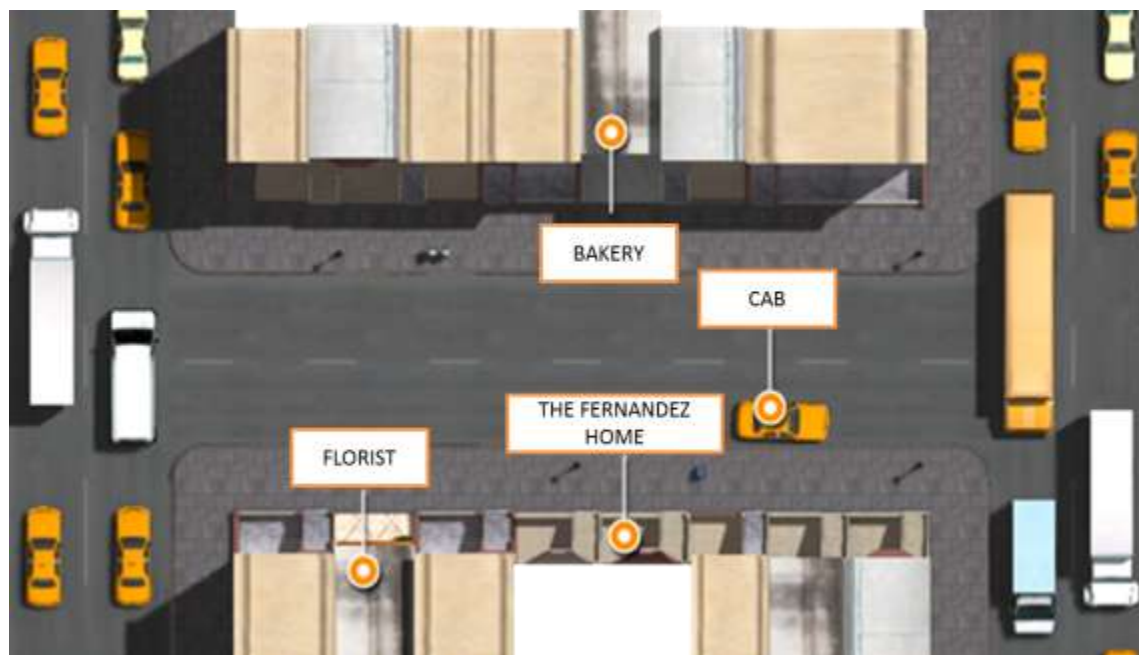
Items to Collect In-Game

- Candle:** This item is located in front of the bakery, across the street from Kit and Eddie's apartment.
- Flowers:** Trace gets this item by talking to the florist.
- Glue:** This item is located across the street from Kit and Eddie's apartment. Students might not know what it is, but they can look inside their Inventory to find out.
- Harmonica:** This item is located across the street from Neela Desai, just after Trace gets the Action Word "Examine With."
- Magnifying glass:** This item is located in the street corner near the dry cleaner.
- Photo:** Trace gets this item at the dry cleaner after he performs the action "Examine With" using the magnifying glass.
- Vase:** This is located outside of the florist's shop, behind Tess, the businesswoman.
- Watering can:** Trace can find this item in the street corner near the bakery.

Maps in Chapter Five

Below are the maps for the buildings Trace will need to find in Chapter Five.

Outside the Fernandez home:



After Trace takes a cab to the dry cleaner:



Tasks that Trace Needs to Complete

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

1. Collect the flowers
2. Help Tess the businesswoman
3. Collect the pumpkin pie
4. Meet Joe the cabbie
5. Meet Neela
6. Pick up the dry cleaning
7. Meet Connor the violinist
8. Return to the apartment for Thanksgiving dinner
9. Convince Pran Desai to allow Neela to participate in the design contest

Note: Tasks 1-7 can be done in many different orders. Dialogues will be slightly different depending on the order of the tasks.


Grammar in Chapter Five

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

Trace's Task	Grammar Point	Proficiency Level
Collect the flowers	<ul style="list-style-type: none"> Simple present WH-questions Expressing desires (<i>wish</i>) 	Beginner to Intermediate
Help Tess the businesswoman	<ul style="list-style-type: none"> Present perfect tense Clauses and embedding 	Advanced
Collect the pumpkin pie	<ul style="list-style-type: none"> Different grammatical functions of <i>that</i> (determiner, pronoun, relative pronoun) Clauses and embedding Politeness in questions and suggestions (<i>perhaps, how about...</i>, and thanking) 	Advanced
Meet Joe the cabbie	<ul style="list-style-type: none"> Prepositions <i>That</i> for noun clauses 	Intermediate to Advanced
Pick up the dry cleaning	<ul style="list-style-type: none"> Statements with past and present tense Infinitives Transitive and intransitive verbs 	Beginner to Intermediate
Meet Neela	<ul style="list-style-type: none"> Politeness in questions Infinitives Clauses and embedding 	Intermediate to Advanced
Meet Connor the violinist	<ul style="list-style-type: none"> Politeness in questions Clauses and embedding Transitive and intransitive verbs 	Intermediate to Advanced
Return to the apartment for Thanksgiving dinner	<ul style="list-style-type: none"> Politeness in introductions Possessives Different grammatical functions of <i>that</i> Conditionals 	Intermediate to Advanced
Convince Pran Dasai to allow Neela to participate in the design contest	<ul style="list-style-type: none"> Politeness in disagreeing with someone Politeness in questions Relative clauses and reduced relative clauses 	Advanced


Vocabulary in Chapter Five

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
Bakery	"We have to go to the dry cleaner, the florist, and the bakery ."	A place where a baker makes and sells bread and cakes (noun)
Baseball	"I love baseball !"	A popular outdoor game with two teams of nine players, who win by hitting a ball and running around four bases (noun) 
Big Apple	"I get to meet people from all over the world and show them the Big Apple !"	A nickname for New York City (noun)
Businesswoman	"Are you a businesswoman ?"	A woman who works in business (noun)
Cab	"There's a cab Trace."	A car that carries people to a place for money; the amount of money is usually based on the distance traveled (noun)
Cabbie	"Joe the cabbie "	A taxi or cab driver (noun)
(To) Celebrate	"Are you going to celebrate Thanksgiving after work?"	To show that an event or occasion is important by doing something special or enjoyable (verb)
CEO	"I'm a fashion designer and the CEO of a clothing company."	Chief Executive Officer, the highest leader or boss of a large company (noun)
Chance	"It's her only chance ."	A time or occasion you can use to do something that you want to do (noun)
Cheerful	"Sorry I'm not more cheerful today."	Happy (adjective)
(To) Collect	"Are you collecting money for playing?"	To get money for doing something (verb)
Contest	"When I was a girl, I won a contest with my designs and got a scholarship."	A competition in which two or more people try to win (noun)
(To) Convince	"At dinner, we have to convince her father to let her enter the contest."	To make someone feel certain that something is true (verb)
Creative	"It's boring. I want to do something creative instead."	Something that a person has thought of that is original and new (adjective)

(To) Design	“I want to design clothes instead.”	To make a drawing or plan for something to make or build later (verb)
Designer	“How would you become a fashion designer ?”	A person who makes plans for, or creates, things, such as buildings, cars, or clothes as a job (noun)
Dessert	“Please pick up the dry cleaning, pick up some flowers, and pick up the pumpkin pie for dessert .”	Sweet food you eat after the main part of a meal (noun)
Do you mind if...	“Hey, do you mind if I join in?”	A phrase to ask permission like “Is it okay if...”
Dry cleaning	“Please pick up the dry cleaning , pick up some flowers and pick up the pumpkin pie for dessert.”	A way to make clothes clean with chemicals instead of water (noun)
(To) Employ	“My company employs over 1,000 people!”	To pay someone to work for you (verb)
Errand	“Eddie, I need you to run some errands for me.”	A short job or trip to do something or take care of something (noun)
Familiar	“Excuse me, that face looks familiar .”	When someone or something you recognize or know (adjective)
Florist	“We have to go to the dry cleaner, the florist , and the bakery.”	Someone who works in a shop that sells flowers or plants for indoors (noun)
Former	“Did you know that this suit was made by a former seamstress of mine?”	Previous; happening before, but not now (adjective)
Glad	“I’m glad I could help.”	Happy about something (adjective)
Heel	“No, I’m fine, but the heel of my shoe is broken.”	The back part on the bottom of a shoe, often raised to make the person taller (noun)
Hitting streak	“Did you know that Joe DiMaggio had a 56-game hitting streak in 1941?”	In baseball, when you hit the ball for many games in a row (noun)
Hmm	“ Hmm ... Well I’ve never thought about it like that.”	A sound you make when you are thinking, similar to “ummm”
Holiday	“Why are you playing here on a holiday ?”	One or more days of rest from school or work (noun)
How about...	“ How about a candle?”	An expression for making a suggestion
(To) Mention	“That picture is the former seamstress I just mentioned . She was very talented.”	To talk about something briefly (verb)
Neighborhood	“I know everyone in this neighborhood !”	An area in a city with many houses close together (noun)

Newsstand	"I wish I weren't working here at the newsstand . I'd rather become a designer!"	A small shop on the street in a big city that sells newspapers and magazines (noun)	
Pumpkin pie	"Please pick up the dry cleaning, pick up some flowers, and pick up the pumpkin pie for dessert."	A dessert, a pie made out of pumpkin (noun)	
(To) Run errands	"Eddie, I need you to run some errands for me."	To make a trip or do a short job for someone (verb)	
(To) Rush around	"I've been rushing around all day."	To hurry and do many things; to be very busy (verb)	
Scholarship	"When I was a girl, I won a contest with my designs and got a scholarship ."	An award for a student to go to school for free or less money, often based on grades or test scores (noun)	
Seamstress	"Oh, I recognize this suit! It was made by a former seamstress of mine."	A woman who sews clothing for her job (noun)	
(To) Share	"I'm so glad that you and your daughter could share our holiday feast."	To divide something up and give it to other people (verb)	
(To) Show around	"Trace, you should come with me, and I'll show you around ."	To walk with someone and give them a tour of an area (verb)	
Silly	"I just think that being a 'fashion designer' is a little silly ."	Something that is not serious or not practical (adjective)	
(To) Succeed	"I need to enter the big design contest! The winner gets a full scholarship to study clothes design. I know I can succeed ."	To be able to do something, to win something (verb)	
Suit	"We're here to pick up my dad's suit ."	A piece of clothing that men wear. It has a matching jacket and dress pants and is usually worn with a shirt and necktie (noun)	
Symphony	"I usually play with the symphony , the New York Philharmonic."	An orchestra, a group of people playing instruments such as the violin, cello, and flute (noun)	
Talent	"Her daughter has the same talent ."	To be good at something, such as music, art, literature, or math (noun)	
Talented	"That's the former seamstress I just mentioned. She was very talented ."	Being good at something (adjective)	
Thanksgiving	"I'm spending Thanksgiving with Eddie and his family."	An American holiday celebrated on the fourth Thursday of November. Americans	

		relax, eat traditional meals, and appreciate their families and friends (noun)
Unrealistic	“My dad thinks it’s unrealistic to be a designer, but it’s my dream.”	When something is not practical or probably not possible; not a good idea (adjective)
Violinist	Connor the violinist	Someone who plays the violin. 
What’s up?	“Hey, what’s up? ”	An informal way to say hello.

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Chapter Five Activities and Task Descriptions

Pre-Game Activities

Consider doing some of the following activities to help students prepare for Chapter Five.

Vocabulary: The Language of Persuasion

Students can prepare for persuasive language by using paper strip activities. Create two piles of strips of paper. One pile is different situations. The other pile is persuasive language using modals. Students need to match the situation to the persuasive language. For example:

Situation pile (blue paper):

- Paper strip 1: "Jack wants to study in the United States, but he can't speak English at a high enough proficiency yet. What should he do?"
- Paper strip 2: "Marie wants to travel to another country, but she doesn't have enough money. What should she do?"
- Paper strip 3: "Jeff would love to get a job, but he doesn't have a car. What can he do?"
- Paper strip 4: "Amira wants to start her own business, but she doesn't know how to get it going. What does she need to consider?"
- Paper strip 5: "Abigail wants to become an artist, but she is afraid that she will fail. What can she do?"

Persuasive language pile (white paper):

- Paper strip 1: "He should take English classes."
- Paper strip 2: "She should think about getting a job and saving her money."
- Paper strip 3: "He could take public transportation such as a bus or train. Public transportation is good for the environment."
- Paper strip 4: "She should consider how much money she will need to buy things for the business"
- Paper strip 5: "She should try painting every day and take classes; she shouldn't give up."

Culture and Education: Identifying and Working toward Goals

In Chapter Five Trace will need to help Neela achieve her educational and career goals. Students can learn the language of goals and practice asking and answering questions. Try this activity:

1. Students interview their classmates, family members, or friends in English about their educational or career goals. All students can ask the same questions. Here are some possible questions: What do you want to do when you graduate? Where would you like to go to school after you graduate? What type of job would you like after you graduate? Where would you like to live?
2. Students keep notes of the answers they get in their interviews. If they interview enough people, they can keep a tally sheet of responses.
3. Students briefly present what they learned from the interviews to the class.
4. You or a student lead a discussion about the most common answers.
5. Students can discuss how answers are similar or different between different groups, and they can compare their own answers to answers from other people.

Task 1: Collect the Flowers – Chapter Checkpoint

Trace's Actions	Student Learning Objectives	Helpful Gameplay Tips
1. Introduce himself to Lily, the florist. 2. Help her arrange flowers. 3. Leave with flowers.	Students can express their reactions and emotions to others. Students can react to a statement using one or more words or memorized phrases. Students can follow multi-step instructions on how to complete a task.	Students need these Action Words and Items before they can complete the Flower Shop tasks: "Pick," "Fill," "Water With," Vase." And "Watering Can." Make sure students pay attention to what Lily says about the weather. They can check their Dialogue History if they think they might be missing key information.
Extension Activities a. Small Talk. Small talk is conversation about little things that are not so important. The weather, for instance. Students can watch a video about small talk (such as How to Make Small Talk in the United States to learn about common small talk topics or phrases. If students are watching an American movie, they can write down small talk phrases or conversations they hear so that they can learn these phrases later.		

Below is how students can earn the most points in the *Collect the Flowers* task:

Trace's comment or action (student chooses)	Response	Character	Points
	Hi, Lily! We're here to pick up the flowers!	Eddie	0
Hello. I'm Trace. I'm staying with Eddie for the holidays.	How nice to visit them. Eddie has a big family. Here's the flower selection.	Lily	3
Wow! These are beautiful! But why do you look so worried?	I'm late creating the other selections! I wish I had some help!	Lily	0
Can I make an arrangement for you?	That would be great! Please pick the flowers, then fill the vase with the flowers, and then water the flowers with the watering can.	Lily	0
Action: Pick + Flowers	Wow--that's a nice selection! Now, place the flowers in the vase.	Lily	15
Action: Fill + Vase	Thanks for the help with the vase! I've got to finish work and get these plants inside soon! Now, water the flowers.	Lily	15
Action: Water With + Watering Can	Good job, Trace... I can feel it in my bones. It's going to snow this evening!	Lily	15
I hope you get home before it snows! And Happy Thanksgiving!	You too, Trace. Bye now!	Lily	2

Task 2: Help Tess the Businesswoman

Trace's Actions	Student Learning Objectives	Helpful Gameplay Tips
1. Ask Tess if she is okay. 2. Help her fix her shoe. 3. Discuss her business with her. 4. Wish Tess Happy Thanksgiving.	Students can express their reactions and emotions to others. Students can discuss and solve problems in uncomplicated situations.	Remind students that if they don't have the Action Words or Items needed, they should Walk Away from the conversation, find the words or items that they need, and come back to the conversation. To earn the most points, Trace must ask questions or give answers that are most informative and appropriate.
Extension Activities a. Make a Business. Their task is to think of an idea for a business, whether a service or a product. Some possible businesses are a clothing company, a web site that offers ideas for reusing and recycling things, an English school, a sweet shop? (If you like the idea of a sweet shop, listen to the song "Breakfast, Lunch, and Dinner" by Kermit Ruffins from the <i>American Songbook</i> CD.) Begin by asking students to brainstorm ideas as a whole class. Then arrange them into groups. Together they will decide on an idea for a business and then design a brochure. The brochure can be simple, stating (a) the name of the business, (b) what the product or service is, and (c) where and how it is available. Artwork is welcome.		

Below is how students can earn the most points in the *Help Tess the businesswoman* task:

Trace's comment or action (student chooses)	Tess's response	Points
We saw you fall. That must have been painful. Are you okay?	I'm okay, but the heel of my shoe is broken. I'll have to buy some glue to fix it.	3
If Trace has collected the glue		
Maybe I can help. I have some glue with me.	Wow, that's very nice of you. I've been rushing around all day. It's tough running a business.	1
If Trace has not collected the glue		
Maybe if I find some glue I can help fix it.	That would be great.	0
<i>Trace leaves to find glue, then returns</i>		
I have glue. Can I fix your shoe for you?	Oh, that would be great. I've got a lot more to do today. It's tough running a business.	1
Action: Repair With + Glue	Wow! I think you've got it! I'm so grateful to you!	15
What kind of business do you have?	I'm the CEO of a clothing company that employs over	1

	1,000 people! I'm also a fashion designer.	
Really? How did you get started?	When I was a girl, I won a contest with my designs and got a scholarship. Then it was just a matter of hard work!	3
I'm glad I could help. I hope you have a good Thanksgiving!	And same to you! Thanks again!	1

Task 3: Collect the Pumpkin Pie – Chapter Checkpoint

Trace's Actions	Student Learning Objectives	Helpful Gameplay Tips
1. Introduce himself to Julia, the baker. 2. Help Julia decorate a cake. 3. Leave with the pie.	Students can understand most directions or instructions in a familiar setting when expressed in short conversations. Students can give and seek personal views and options on a variety of familiar topics. Students can respond appropriately to the emotions of others.	Students might not know where to find the bakery. If that is the case, they may use the Map feature ("M").
Extension Activities a. Run Some Errands. Trace often runs errands in this adventure. Running errands is when you go on a very short trip to do a task. For example, in this chapter Trace picks up flowers, picks up the dry cleaning, and picks up some pumpkin pie for dinner. Ask your students to make a list of the kind of errands they sometimes have to run.		

Below is how students can earn the most points in the *Collect the Pie* task:

Trace's comment or action (student chooses)	Response	Character	Points
	Hi, Julia! Is the pie ready?	Eddie	
That cake looks good!	Thank you. I'm sorry, but I have to finish decorating this cake before I can get your pie. I just can't figure out what it needs!	Julia	1
How about a candle?	Of course! How could I forget candles on a birthday cake? But I don't have any!	Julia	0
I have a candle. Perhaps you could use it to decorate your cake.	That would be great! Please place your candle on the cake.	Julia	0
Action: Decorate With + Candle	Perfect! Decorations make all the difference! People tell me my decorated cakes taste better than ones that are plain. Here's your pie! Thanks for waiting!	Julia	15
Thanks! Glad to help! Happy Thanksgiving!	Happy holiday to you, too!	Julia	3

Task 4: Meet Joe the Cabbie

Trace's Actions	Student Learning Objectives	Helpful Gameplay Tips
1. Meet Joe and find out his favorite thing about New York. 2. Ask Joe to take them to the dry cleaner.	Students can ask for help at school, at work, or in the community. Students can ask and answer a variety of questions about routine personal information in uncomplicated situations. Students can arrange for transportation, such as by train, bus, or taxi.	Students might not realize they need to take a cab to go to the dry cleaner. Students might find it difficult to understand Joe because of his New York accent and because he speaks quickly.
Extension Activities a. Reading Maps. Have students practice reading maps and finding locations on a map by looking at addresses. Students can use a map of New York City or a map of a different American city. Begin by having students find addresses that are on numbered streets, as they can find them more easily. With more practice, students can find street names in addition to numbered streets. This can be a scanning activity for reading, with students competing to find the locations in the shortest amount of time, or this can be a group project. Students could also look at the map to find museums or other points of interest to make a possible itinerary for their visit. b. Your Own Neighborhood. Students can use their map-reading skills to create a map of their own neighborhoods or other places nearby. Students can work in groups, speaking English as they decide which places to include on their maps. If addresses are available, they can be included. Students can share their maps with their classmates and describe the places on their maps. They could also do a jigsaw activity, where Student A has the map and describes a street to Student B, who draws a picture of the map the way it is described by Student A to show Trace or other visitors.		

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

Trace's comment or action (student chooses)	Response	Character	Points
Hi, I'm Trace.	Hi! I'm Joe. You look like you're new to the city! Can I help you?	Joe	0
What's your favorite thing about New York?	Baseball! Did you know that Joe DiMaggio had a 56-game hitting streak in 1941?	Joe	2
Can you please take us to the dry cleaner?	The dry cleaner is at 511 East 163rd Street.	Eddie	1
	Sure!	Joe	

Task 5: Meet Neela – Chapter Checkpoint

Trace's Actions	Student Learning Objectives	Helpful Gameplay Tips
1. Introduce himself to Neela. 2. Find out why Neela is upset 3. With Eddie, invite Neela to eat Thanksgiving dinner at Eddie and Kit's house.	Students can respond appropriately to the emotions of others. Students can understand the difference between a question and a statement.	Students might notice that sometimes, different comments can receive an equal number of points. If students ask, they can be reminded that in real communication, there are many polite ways to say things.
Extension Activities a. It's My Dream. In talking about becoming a fashion designer Neela says, "My dad thinks it's unrealistic, but it's my dream." Trace also encourages Connor to fulfill his dream. Ask students to write a few sentences about their own aspirations or dreams, no matter how unrealistic. In fact, they should begin by writing, "Some people say it's unrealistic, but..." Their task is to complete the sentence. They may have one dream or many. For example, "Some people say it's unrealistic, but I'd like to be an Olympic athlete some day. I'd also like to travel to 100 countries. And I'd like to be a famous writer."		

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

Trace's comment or action (student chooses)	Response	Character	Points
Hi, I'm Trace. I was wondering, do you know Neela?	Yes, I'm Neela.	Neela	3
I'm so glad to meet you. Professor Peterson said I should find you.	I don't know any Peterson, but welcome to the city. Sorry I'm not more cheerful today.	Neela	2
What's the matter, Neela? Can I help?	I wish I weren't working here at the newsstand. I'd rather become a fashion designer!	Neela	0
Why can't you become a fashion designer?	My dad thinks it's unrealistic, but it's my dream. This is his newsstand. He wants me to help him here instead.	Neela	2
What do you need to do to become a fashion designer?	I need to enter the big design contest! The winner gets a full scholarship to study fashion design. I know I can succeed.	Neela	1
How will you spend Thanksgiving? Do you have a big family, like my friend Eddie?	No, we don't. It's just my father and me. We usually don't do anything special for Thanksgiving.	Neela	1

	You and your father should have dinner with us! My family cooks plenty of food.	Eddie	0
	Mmm...That'd be great! Thanks so much!	Neela	0
	Terrific! We'd love to have you! Come at 6 pm to 385 East 158th Street. See you there!	Eddie	0
Bye, Neela!	Definitely! Bye!	Neely	0
	At dinner, we have to convince her father to let her enter the contest. It's her only chance!	Eddie	0
I agree!	Okay, let's go!	Eddie	1

Task 6: Pick up the dry cleaning – Chapter Checkpoint

Trace's Actions	Student Learning Objectives	Helpful Gameplay Tips
1. Meet Mr. Nam and discuss the seamstress who made Eddie's father's suit. 2. Get a photo of the seamstress from Mr. Nam and examine it with a magnifying glass. 3. Keep the photo to help Neela later.	Students can ask and answer a variety of questions about activities and plans. Students can exchange personal information using phrases and simple sentences. Students can understand some short conversations or descriptions.	Students might have difficulties understanding the dialogue in this chapter, as the sentences are becoming more complex. Students might not be aware of which comments are the most polite options.
Extension Activities a. What's the Question? Write out 10-20 questions that Trace asks in this chapter, along with the answers. In class, split the students into two teams. Assign one student (not on either team) to be the point recorder. Have one student from each team come up to the front of the room, and tell them an answer to one of the questions. The first student to provide the correct question gains a point. Students from both teams take turns coming up to the front of the room to try and ask the right question. The team with the most points at the end wins the game.		

Below is how students can earn the most points in the *Pick up the Dry Cleaning* task:

Trace's comment or action (student chooses)	Response	Character	Points
	Hi, Mr. Nam! This is my friend Trace. We're here to pick up my dad's suit.	Eddie	0
Hi, Mr. Nam. I'm spending Thanksgiving with Eddie and his family.	That's very good, Trace. I'll get the suit. Oh, I recognize this suit! It was made by a former seamstress of mine. You can see her picture on the wall.	Mr. Nam	3
Excuse me, that face looks familiar. Can I take a closer look at that photo?	Sure, if you want. That's the former seamstress I just mentioned. She was very talented. It's a small picture and hard to make out the details. You should use a magnifying glass to see it.	Mr. Nam	3
Action: Examine With + Magnifying Glass	That's her daughter with her. Her daughter has the same talent.	Mr. Nam	15
Could I please borrow this photo? I'd like to show it to someone.	Sure. Ask Mr. Fernandez to bring it back with his next order.	Mr. Nam	0
Thanks a lot, Mr. Nam. Happy Thanksgiving!	You're welcome, and you have a good one, too!	Mr. Nam	3

Task 7: Meet Connor the Violinist

Trace's Actions	Student Learning Objectives	Helpful Gameplay Tips
1. Hear someone playing the violin. 2. Introduce himself to Connor, the violinist. 3. Play music together. 4. Discuss why Connor chose to be a violinist for his career.	Students can interrupt politely. Students can answer questions about their preferences using one or more words or memorized phrases.	Students might not realize that they should try to talk to all the characters they find. They can learn useful information from everyone they talk to. The conversation with Connor continues to use more complicated grammatical structures.
Extension Activities a. Whisper Game. With the class, generate a list of musical instruments and write them on the board. Then break up the class into two teams. Assign one student to be the point-keeper. Next, have one person in each group come up. Whisper an instrument name to them. The two students must act out without speaking (or mime) the playing of that instrument. Their teammates will guess. The team who guesses first gets one point. You can add other words from Trace Effects, too, not just musical instruments. b. American Music Freewrite. Students can learn about other types of music and culture in the United States. Have them free write for five minutes on all the types of American music they know. For instance, they can use names of music, describe the music, or discuss groups or singers. Then students can compare what they know about many types of American music with a partner. After students have discussed types of American music, you can have them listen to other types of music in the United States by going to Smithsonian Folkways Soundscapes . For example, they can listen to Latino music from Chicago . Students can watch video clips, read and listen to interviews, and read information about the music and culture.		

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

Trace's comment or action (student chooses)	Connor's response	Points
Hi, I'm Trace. That's good music!	Thanks.	1
Hey, do you mind if I join in?	Do you know this song? If you do, you should join in.	2
Action: Play + Harmonica	Wow--not too many people know that song. I'm Connor.	25
Why are you playing here on a holiday?	I usually play with the symphony, the New York Philharmonic. When I play here, everyone can listen.	0
I see that you like playing music. Don't you ever want to make more money in business or something?	I have enough money to live on, but music and playing are my dream! I wouldn't do anything else.	2
I understand. You really love your work. Well, I've got to go. See you later!	Come by and we'll play again! See you later!	3

Task 8: Return to the apartment for Thanksgiving dinner

Trace's Actions	Student Learning Objectives	Helpful Gameplay Tips
1. Find Joe the Cabbie and have him take them back to Eddie's apartment. 2. Meet Eddie's family and eat Thanksgiving dinner. 3. Convince Neela's father to stay for awhile after dinner.	Students can discuss familiar topics in subject areas such as sports or the weather. Students can express appreciation and gratitude and respond appropriately to others.	Students might not realize how to exit the shopping area where Joe took Trace and Eddie. They might not realize that they will need to have Joe take them back.
Extension Activities. a. Many Types of English Speakers. Ask students if they notice Mr. Nam's and the Fernandez family's accents as they speak English. Discuss with the class different accents in speaking English and how there are many different groups of people living in the United States and speaking English. Students should not worry about having an accent; there are so many different voices of English. b. A Big Meal. Thanksgiving dinner is one of the biggest meals Americans eat. There are many different traditional dishes involved. Discuss with students meals eaten on holidays in their country. Which one is the biggest? Have students compare what they eat with others. Some families probably eat different dishes on holidays.		

Below is how students can earn the most points in the *Return to the Apartment* task:

Trace's comment or action (student chooses)	Response	Character	Points
Hi, Joe! Could you please take us back?	Sure thing! Get in!	Joe	0
	Welcome back, Trace and Eddie! Trace, I'd like you to meet Kit and Eddie's father, Roberto Fernandez.	Nina Fernandez	0
You have a nice home, Mr. Fernandez.	Why, thank you, Trace. And this is Kit and Eddie's uncle, Eduardo Fernandez.	Roberto Fernandez	3
So nice to meet you, Mr. Fernandez.	Nice to meet you too, Trace.	Eduardo Fernandez	3
	Trace, this is Aunt Caroline Salvador and her children, Haley and Luke.	Kit	0
Hi, everyone!	Hi, Trace.	Caroline Salvador	2
	And this is Roberto's and my mother, Blanca Fernandez.	Eduardo Fernandez	0
Happy Thanksgiving, Mrs. Fernandez!	Thanks for joining us, Trace! Now as soon as the Desais arrive, let's sit down and eat!	Blanca Fernandez	1
<i>After the Thanksgiving dinner</i>			
	I can't eat another bite! Mrs. Fernandez, thank you for sharing your delicious Thanksgiving dinner with me and my daughter.	Pran Desai	0
	You're welcome, Mr. Desai! I'm so glad you and your daughter could share our holiday feast.	Nina Fernandez	0
	Now if only it were still baseball season. Then I'd be in heaven.	Pran Desai	0
	Dad loves baseball...	Neela	0
Baseball is great! Did you know that Joe DiMaggio had a 56-game hitting streak in 1941?	I DID know that! Joe DiMaggio is my favorite player of all time! Wow, Neela, your friend really knows his stuff! I guess Neela and I should be going home. We've stayed long enough.	Pran Desai	25
Don't go...it's going to start snowing any minute.	Snowing? You're crazy! The weather forecast didn't call for...Well, look at that! It's snowing! I don't believe it! Trace, I'm impressed! We'd better stay a little while, Neela.	Pran Desai	25

Task 9: Convince Pran Desai to let Neela participate in the design contest

Trace's Actions	Student Learning Objectives	Helpful Gameplay Tips
<p>1. Tell Pran Desai examples of people who have successfully followed their dreams, based on information Trace discovered earlier in the game.</p> <p>2. Show Neela's father the picture of the seamstress and her daughter and discuss how talented she was.</p>	<p>Students can express and support their opinions and make recommendations on a variety of topics in culturally appropriate ways</p> <p>Students can give and seek personal views and options on a variety of familiar topics.</p> <p>Students can understand the main idea and some details from oral stories on familiar topics.</p> <p>Students can exchange information about familiar academic topics.</p>	<p>Students may have missed a few characters in the chapter. That means Trace might not need more information to convince Pran Desai to let Neela follow her dreams. Encourage students to explore more, to speak to each character they can find. Without the options of specific examples,</p>
Extension Activities <p>a. Explore Your Dreams. Students can be encouraged to explore their own dreams like Neela and Connor. They can go to the Bureau of Labor Statistics Career Information website, choose what they like to do (math, for example), and choose a career to read about. Students can also work in pairs. Both partners can choose a career, make notes of what workers in that job do, and write down advantages to the job. They should not show each other their career choices. Then, each partner can describe the job and list advantages, while the other partner tries to guess what the career is.</p> <p>b. Class Debate. Divide students into two teams, and designate three judges for a debate on a topic. As a whole class, everyone can choose a topic—for example, the best food. Team One can choose a food and, without sharing with the other team, list reasons for their choice. Team Two can choose a different food and list their reasons. Then, when they are ready, Team One can begin by stating their choice for the best food, and teammates can take turns discussing why they made that choice. When they are finished, Team Two can list their choice for the best food and why. The judges for the debate can then decide which case was the strongest and which team wins.</p>		

Below is how students can earn the most points in the *Convince Pran Desai* task:

Trace's comment or action (student chooses)	Response	Character	Points
	Dad, I wanted to ask you something. Can I please enter the fashion design contest?	Neela	0
	Neela, you know how I feel about that. It's a waste of time! You can't make a career out of designing clothing!	Pran Desai	0
Actually, I met a woman today who is a fashion designer. When she was a girl,	My goodness! I had no idea! But I still have my concerns. I just think that being a "fashion	Pran Desai	25

she won the contest that Neela wants to enter. Now, she is the CEO of a clothing company that employs over 1,000 people!

designer” is a little silly. Why do people care so much about how they look?

You know, I met a cake decorator today who said the decorations make her cakes taste better. Maybe wearing Neela’s clothes makes people FEEL better.

Very philosophical, Trace! I understand what you mean. Besides, starting your own business is tough! I know it’s not your dream, but you belong at the newsstand.

Pran Desai 25

I met a symphony musician today. He said playing music has always been his dream, and he wouldn’t be happy doing anything else.

Hmm...Well I’ve never thought about it like that. And I do want Neela to be happy...But still... Neela, I just don’t understand your interest in clothing. The newsstand is our family business!

Pran Desai 25

Mr. Nam, the dry cleaner, gave me a photo of someone that made a living with her work, and she did an excellent job, too.

Really? May I see the photo?

Pran Desai 0

Action: Pass + Photo

Where did you get this?! I haven’t seen this photo in years!

Pran Desai 25

I got it from Mr. Nam, the dry cleaner. He said that your wife was a very talented seamstress. Maybe Neela gets her talent from her mother.

Yes—she was so gifted! She made the most wonderful clothes. I guess I never realized that Neela has the same passion her mother had.

Pran Desai 3

Trace, you’re a very persuasive young man. And Neela, now I understand why you wanted to have Thanksgiving with the Fernandez family! Well, your plan worked; if it makes you happy, you can enter the fashion design contest.

Final Chapter Five Video

In the final video for Chapter Five, Neela thanks Trace for helping her convince her father to let her try the design contest and follow her dream. Kit and Eddie realize they need to finish schoolwork and leave early the next morning for the university, so everyone decides to go to sleep. Everyone agrees that they had a wonderful Thanksgiving together.

Completing Chapter Five

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



From the screen, students can:

- See their chapter scores;
- Review Trace's activities;
- See what is next in the game;
- Go to the Language Practice Activities;
- Download the graphic novel of Chapter Five;
- Play Chapter Five again; and
- Print a Level Complete Certificate for Chapter Five.

Now that Students Have Completed Chapter Five

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

Chapter Five	The Big Apple Adventure- Thanksgiving	Skills
Exercise 1	Matching activity character review: Students match lines of dialogue to the correct character	Listening
Exercise 2	Multiple choice matching activity: Students practice matching a character's voice to a question on the screen about family relationships in the chapter.	Listening Reading
Exercise 3	Fill in the blank listening activity: Students practice adverbs, prepositions, and conjunctions	Listening Reading Writing
Exercise 4	Fill in the blank: Students practice auxiliary verbs	Listening Reading Writing

2. Have students read the Thanksgiving section in "[Celebrate!](#)" Also, print out the reading on Thanksgiving to share with students.

3. Have students explore Thanksgiving by going to [Encyclopedia Smithsonian](#). At this website they can choose an artist's picture of the holiday and write a paragraph or give an oral presentation describing the picture and why they chose it. They can also read about Thanksgiving at [USA.gov](#) and use this information in their presentation or paragraph.

4. Have the students read the graphic novel to remind them of the storyline, new words, and new grammar points. Students can move beyond the graphic novel by working in groups and choosing a scene from the graphic novel to act out for the class. If there is sufficient time, they can create sets and costumes for their plays, and a small audience of friends and family can be invited.

5. Prepare a list of vocabulary words from this chapter. Write each word on two small pieces of paper, and place them into two stacks. In class, divide the class into two teams and distribute one stack to each team. Both teams will have the same words, and each student on a team should have a piece of paper with a word on it. Call out a word. The students from each team with that word should then run up to the blackboard and race to write a sentence using their word. The winner is the one with a correct and clearly written sentence.

Congratulations on Completing Chapter Five!

Pictures of New York City



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Script for Chapter Five

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
Nina Fernandez	Welcome to our home, Trace! And welcome home, Kit and Eddie!
Trace	Thank you. Nice to meet you, Mrs. Fernandez.
Kit	Can we help you get ready for dinner?
Nina Fernandez	That would be great! Kit, I need your help at home. Eddie, I need you to run some errands for me. Please pick up the dry cleaning, pick up some flowers, and pick up the pumpkin pie for dessert. You know where to go!
Eddie	Okay, mama!
Eddie	Ha—I know everyone in this neighborhood! Trace, you should come with me, and I'll show you around.
Trace	That sounds good to me! Are you still reading my comic book?
Eddie	I can't stop reading it. It is so good! I guess I'll leave it here. Remember, Trace, we have to find Neela while we run these errands. Keep your eyes and ears open!
Trace	That sounds great! Thank you guys!
Eddie	Hi, Lily! We're here to pick up the flowers!
Trace	Hi, Lily. I'm Trace. I'm visiting Eddie.
Lily	Hi, I'm Lily. Here are the flowers!
Trace	Wow! These are beautiful! But why do you look so worried?
Lily	I'm late creating the other selections! I wish I had some help!
Trace	Can I make an arrangement for you?
Lily	That would be great! Please pick the flowers, then fill the vase with the flowers, and then water the flowers with the watering can.
Trace (action)	Pick the Flowers
Lily	Wow—that's a nice selection! Now, place the flowers in the vase.

Character	Line
Trace (action)	Fill the Vase
Lily	Thanks for the help with the vase! I've got to finish work and get these plants inside soon! Now, water the flowers.
Trace (action)	Water With the Watering Can
Lily	Good job, Trace... I can feel it in my bones. It's going to snow this evening!
Trace	I hope you get home before it snows! And Happy Thanksgiving!
Lily	You too, Trace. Bye now!
Trace	We saw you fall. That must have been painful. Are you okay?
Tess	I'm okay, but the heel of my shoe is broken. I'll have to buy some glue to fix it.
Trace	Maybe I can help. I have some glue with me.
Tess	Wow, that's very nice of you. I've been rushing around all day. It's tough running a business.
Trace (action)	Repair With the Glue
Tess	Wow! I think you've got it! I'm so grateful to you!
Trace	What kind of business do you have?
Tess	I'm the CEO of a clothing company that employs over 1,000 people! I'm also a fashion designer.
Trace	Really? How did you get started?
Tess	When I was a girl, I won a contest with my designs and got a scholarship. Then it was just a matter of hard work!
Trace	I'm glad I could help. I hope you have a good Thanksgiving!
Tess	And same to you! Thanks again!
Eddie	Hi, Julia! Is the pie ready?
Trace	That cake looks good!
Julia	Thank you. I'm sorry, but I have to finish decorating this cake before I can get your pie. I just can't figure out what it needs!

Character	Line
Trace	How about a candle?
Julia	Of course! How could I forget candles on a birthday cake? But I don't have any!
Trace	I have a candle. Perhaps you could use it to decorate your cake.
Julia	That would be great! Please place your candle on the cake.
Trace (action)	Decorate With the Candle
Julia	Perfect! Decorations make all the difference! People tell me my decorated cakes taste better than ones that are plain.
Julia	Here's your pie! Thanks for waiting!
Trace	Thanks! Glad to help! Happy Thanksgiving!
Julia	Happy holiday to you, too!
Trace	Hi, I'm Trace.
Joe	Hi! I'm Joe. You look like you're new to the city! Can I help you?
Trace	What's your favorite thing about New York?
Joe	Baseball! Did you know that Joe DiMaggio had a 56-game hitting streak in 1941?
Trace	Can you please take us to the dry cleaner?
Eddie	The dry cleaner is at 511 East 163rd Street.
Joe	Sure!
Pran Desai	Neela, please take care of the stand. I'll be back soon.
Trace	Hi, I'm Trace. I was wondering, do you know Neela?
Neela	Yes, I'm Neela.
Trace	I'm so glad to meet you. Professor Peterson said I should find you.
Neela	I don't know any Peterson, but welcome to the city. Sorry I'm not more cheerful today.
Trace	What's the matter, Neela? Can I help?

Character	Line
Neela	I wish I weren't working here at the newsstand. I'd rather become a fashion designer!
Trace	Why can't you become a fashion designer?
Neela	My dad thinks it's unrealistic, but it's my dream. This is his newsstand. He wants me to help him here instead.
Trace	What do you need to do to become a fashion designer?
Neela	I need to enter the big design contest! The winner gets a full scholarship to study fashion design. I know I can succeed.
Trace	How will you spend Thanksgiving? Do you have a big family, like my friend Eddie?
Neela	No, we don't. It's just my father and me. We usually don't do anything special for Thanksgiving.
Eddie	You and your father should have dinner with us! My family cooks plenty of food.
Neela	Mmm...That'd be great! Thanks so much!
Eddie	Terrific! We'd love to have you! Come at 6 pm to 385 East 158th Street. See you there!
Trace	Bye, Neela!
Neela	Definitely! Bye!
Eddie	At dinner, we have to convince her father to let her enter the contest. It's her only chance!
Trace	I agree!
Eddie	Okay, let's go!
Eddie	Hi, Mr. Nam! This is my friend Trace. We're here to pick up my dad's suit.
Trace	Hi, Mr. Nam. I'm spending Thanksgiving with Eddie and his family.
Nam	That's very good, Trace. I'll get the suit. Oh, I recognize this suit! It was made by a former seamstress of mine. You can see her picture on the wall.
Trace	Excuse me, can I take a closer look at that photo?

Character	Line
Nam	Sure, if you want. That's the former seamstress I just mentioned. She was very talented. It's a small picture and hard to make out the details. You should use a magnifying glass to see it.
Trace (action)	Examine With the Magnifying Glass
Nam	That's her daughter with her. Her daughter has the same talent.
Trace	Could I please borrow this photo? I'd like to show it to someone.
Nam	Sure. Ask Mr. Fernandez to bring it back with his next order.
Trace	Thanks a lot, Mr. Nam. Happy Thanksgiving!
Nam	You're welcome, and you have a good one, too!
Trace	Hi, I'm Trace. That's good music!
Connor	Thanks.
Trace	Hey, do you mind if I join in?
Connor	Do you know this song? If you do, you should join in.
Trace (action)	Play the Harmonica
Connor	Wow—not too many people know that song. I'm Connor.
Trace	Why are you playing here on a holiday?
Connor	I usually play with the symphony, the New York Philharmonic. When I play here, everyone can listen.
Trace	I see that you like playing music. Don't you ever want to make more money in business or something?
Connor	I have enough money to live on, but music and playing are my dream! I wouldn't do anything else.
Trace	I understand. You really love your work. Well, I've got to go. See you later!
Connor	Come by and we'll play again! See you later!
Trace	Hi, Joe! Could you please take us back?
Joe	Sure thing! Get in!

Character	Line
Nina Fernandez	Welcome back, Trace and Eddie! Trace, I'd like you to meet Kit and Eddie's father, Roberto Fernandez.
Trace	You have a nice home, Mr. Fernandez.
Roberto Fernandez	And this is Kit and Eddie's uncle, Eduardo Fernandez.
Trace	So nice to meet you, Mr. Fernandez.
Eduardo Fernandez	Nice to meet you too, Trace.
Kit	Trace, this is Aunt Caroline Salvador and her children, Haley and Luke.
Trace	Hi, everyone!
Caroline Salvador	Hi, Trace.
Eduardo Fernandez	And this is Roberto's and my mother, Blanca Fernandez.
Trace	Happy Thanksgiving, Mrs. Fernandez!
Blanca Fernandez	Thanks for joining us, Trace! Now as soon as the Desais arrive, let's sit down and eat!
Pran Desai	I can't eat another bite! Mrs. Fernandez, thank you for sharing your delicious Thanksgiving dinner with me and my daughter.
Nina Fernandez	You're welcome, Mr. Desai! I'm so glad that you and your daughter could share our holiday feast.
Pran Desai	Now if only it were still baseball season. Then I'd be in heaven.
Neela	Dad loves baseball...
Trace	Baseball is great! Did you know that Joe DiMaggio had a 56-game hitting streak in 1941?
Pran Desai	I DID know that! Joe DiMaggio is my favorite player of all time! Wow, Neela, your friend really knows his stuff!
Pran Desai	I guess Neela and I should be going home. We've stayed long enough.
Trace	Don't go...it's going to start snowing any minute.

Character	Line
Pran Desai	Snowing? You're crazy! The weather forecast didn't call for...Well, look at that! It's snowing! I don't believe it! Trace, I'm impressed! We'd better stay a little while, Neela.
Neela	Dad, I wanted to ask you something. Can I please enter the fashion design contest?
Pran Desai	Neela, you know how I feel about that. It's a waste of time! You can't make a career out of designing clothing!
Trace	Actually, I met a woman today who is a fashion designer. When she was a girl, she won the contest that Neela wants to enter. Now, she is the CEO of a clothing company that employs over 1,000 people!
Pran Desai	My goodness! I had no idea! But I still have my concerns. I just think that being a "fashion designer" is a little silly. Why do people care so much about how they look?
Trace	You know, I met a cake decorator today who said the decorations make her cakes taste better. Maybe wearing Neela's clothes makes people FEEL better.
Pran Desai	Very philosophical, Trace! I understand what you mean. Besides, starting your own business is tough! I know it's not your dream, but you belong at the newsstand.
Trace	I met a symphony musician today. He said playing music has always been his dream, and he wouldn't be happy doing anything else.
Pran Desai	Hmm...Well I've never thought about it like that. And I do want Neela to be happy...But still... Neela, I just don't understand your interest in clothing. The newsstand is our family business!
Trace	Mr. Nam, the dry cleaner, gave me a photo of someone that made a living with her work, and she did an excellent job too.
Pran Desai	Really? May I see the photo?
Trace (action)	Pass the Photo
Pran Desai	Where did you get this?! I haven't seen this photo in years!
Trace	Do you know the woman in this photo? Mr. Nam said she was a very talented seamstress.
Pran Desai	She's my wife. She died a few years ago. Yes, she was very talented. Trace, you're a very persuasive young man. And Neela, now I understand why you wanted to have Thanksgiving with the Fernandez family! Well, your plan worked; if it makes you happy, you can enter the fashion design contest.

Character	Line
Neela	Thanks, Trace! I don't know what I would have done without your help! Hope to see you again someday!
Trace	No problem! I'm really glad you'll be able to follow your dream!
Eddie	This was the best Thanksgiving I can remember!
Kit	I agree! But we've got to head back to the university in the morning, so we better get some sleep, Trace.
Eddie	I guess you're right, Kit. We've got schoolwork, and Trace needs to find out his next mission.
Trace	After the dinner we had tonight, I don't think sleep will be any problem!
Trace	Goodnight, Kit! Goodnight, Eddie!
Kit and Eddie	Goodnight, Trace!

Links for Chapter Five

[Celebrate!: Thanksgiving](#)

Under November, click on the PDF for Thanksgiving to read about this federal holiday.

[PBS Kids: Big Apple History](#)

Learn about New York City and go on virtual tours here!

[EDSITEment: Arts and Culture](#)

Explore American art and culture when you visit this site provided by the National Endowment for the Humanities.

[You Are Here](#)

Play games to learn about critical thinking, writing, language arts, media literacy, business, civics, and social studies.

[Bureau of Labor Statistics Career Information](#)

Want to get into the fashion business like Tess or play in a symphony like Connor? Learn more here.

[Plimoth Plantation](#)

Discover the beginnings of the Thanksgiving holiday tradition.

[About Thanksgiving](#)

Learn about the history and heritage of Thanksgiving, travel tips, and food safety here.

[National Gallery of Art for Kids](#)

Have art adventures with these interactive activities.

[America's Story: New York](#)

Visit this site to learn more about the state of New York.

[Meet Me at Midnight](#)

After a field trip to the Smithsonian American Art Museum, you are magically taken to the galleries at night. To get back home, you have to solve mysteries and help your new friends find their artworks.

Trace Effects Teacher's Manual Chapter Six: Collaborating in California

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Introduction to Chapter Six

Chapter Themes

- Teamwork
- Science and innovation

Chapter Location

- San Francisco, California, U.S.A., at a national science fair, where students create innovative projects and compete to win in the fair. The best project wins.

Chapter Summary

1. The opening video shows Eddie telling Trace that Henry Tattle is publishing newspaper articles saying that Trace is an alien, but Trace and Eddie decide not to worry about Henry Tattle.
2. Professor Peterson tells Trace his next mission is to go to San Francisco, California, to help a girl named Annie. Trace will go with Professor Peterson.
3. Trace goes to a science fair with Professor Peterson. There, he meets Annie and discovers that she needs help in order to make her science project work. He offers to help, first by trying to get her batteries re-charged.
4. Trace spends the chapter helping Annie—he needs to get a power cord from Ryan in order to get the batteries re-charged by Ahmed.
5. Trace also helps Sophie at the science fair by buying her coffee beans for her project, and he helps Thomas by finding him a person who is sick so that he can try his new cure for the common cold.
6. In the end, Trace helps Annie realize that it is best to work together, and she agrees to work with Ahmed, her biggest rival. Together, they win the first prize at the science fair. Everyone realizes that they all needed to work together in order to complete their projects.
7. Trace goes back to the lab with Professor Peterson.

Chapter Main Characters

In addition to Trace, Professor Peterson, Eddie, and Kit, the other characters in Chapter Six are Annie, Ahmed, Sophie, Ryan, and Thomas.



Annie
is a student competing in the science fair. Trace's mission is to find and help Annie.



Ahmed
is a student in the science fair. He decides to work with Annie and they both win.



Thomas
is a student who is trying to cure the common cold.



Ryan
is a student in the science fair who has a power cord that Trace can use.



Sophie
is a student in the science fair who is trying to make the world's best coffee.

Chapter Six Objectives and Tasks

Action Words to Collect In-Game

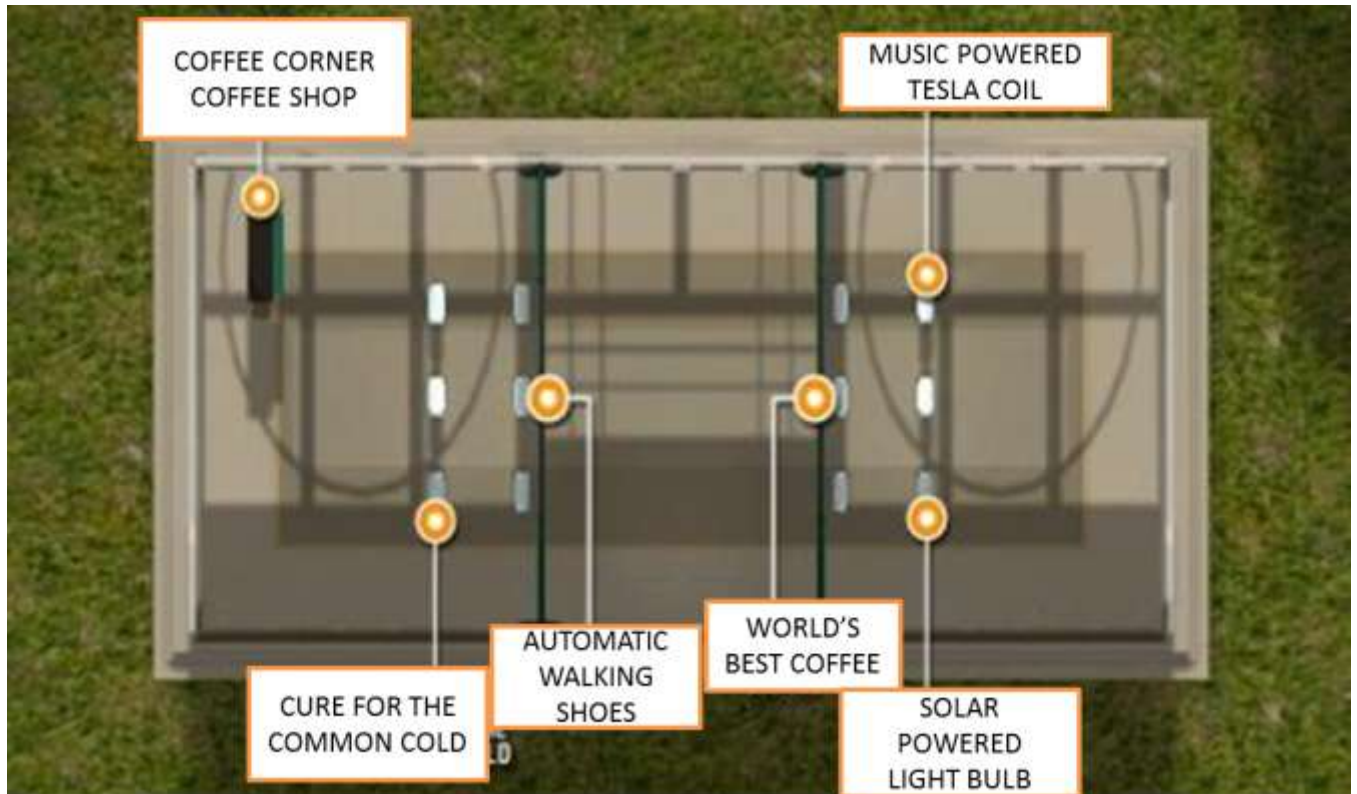
- Deliver:*** This word is in front of Trace when he first enters the game in Chapter Six.
- Loan:*** This word is on the side of the room, opposite from where “Pay With” is located.
- Pay With:*** This word is located straight ahead from Annie, under the sign that says “Welcome to the National Science Fair.”

Items to Collect In-Game

- Tissue box:*** Tissues are located to the left of Annie and will only appear when they are needed in the game.
- Batteries:*** Annie gives Trace batteries because she needs to have them re-charged. Trace gets Ahmed to re-charge them and then returns them to Annie.
- Cash:*** Sophie gives Trace cash to buy coffee beans for her science project. He uses the cash at the coffee booth.
- Coffee beans:*** Trace buys coffee beans from the coffee booth for Sophie. He delivers the beans to Sophie.
- Cup of coffee:*** Sophie gives Trace a cup of coffee when she is finished with her project. Trace gives the coffee to Ryan so that he can wake up.
- Power cord:*** Ryan gives Trace a power cord, and Trace gives it to Ahmed so that he can re-charge batteries for Annie.
- Mortar and pestle:*** Thomas gives Trace a mortar and pestle (used for grinding medicine or pills). Trace gives the mortar and pestle to Sophie so that she can grind the coffee beans.

Map in Chapter Six

The Science Fair Building:



Tasks that Trace Needs to Complete

In Chapter Six the tasks Trace needs to complete can be done in a variety of orders. Below is a common path through these tasks.

1. Find Annie
2. Recharge Annie's batteries
3. Borrow a power cord from Ryan
4. Buy Sophie coffee beans
5. Help Kayla
6. Help Thomas
7. Help Annie finish her project


Grammar in Chapter Six


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

Trace's Task	Grammar Point	Proficiency Level
Find Annie	<ul style="list-style-type: none"> • <i>Have</i> as a main verb vs. <i>have</i> as a helping verb in present perfect • Refusing without saying “no” • Polite requests 	Advanced
Get Annie's batteries charged from Ahmed	<ul style="list-style-type: none"> • Transitive verbs • Polite requests • Polite compliments 	Intermediate
Borrow a power cord from Ryan	<ul style="list-style-type: none"> • Informal speech and grammar • Expressing appreciation 	Intermediate
Buy Sophie coffee beans	<ul style="list-style-type: none"> • Relative clauses • Prepositional phrases • <i>To</i> infinitive vs. <i>to</i> preposition 	Advanced
Help Kayla	<ul style="list-style-type: none"> • Polite introductions • Polite requests with <i>would</i> 	Intermediate
Help Thomas	<ul style="list-style-type: none"> • Conditionals • Present and present perfect tenses 	Intermediate
Help Annie finish her project	<ul style="list-style-type: none"> • <i>Had better</i> to express a warning • <i>Guess</i> to express opinions • Complex sentences 	High-Intermediate to Advanced

Vocabulary in Chapter Six

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* 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
Alien	"Trace, your picture is all over the campus. Henry Tattle is saying you are an alien ."	A creature from space, not from Earth (noun)
(To) Appreciate	"I really appreciate your help, Ahmed."	To be grateful about something; to thank someone (verb)
Automatic	"I've invented automatic walking shoes! Walk as far as you want and never get tired!"	Mechanical, something that works by itself (adjective)
Batteries	"Sorry, they run on batteries , and the batteries are dead."	A power source that can be placed into devices such as electronics equipment (noun) 
(To) Borrow	"That reminds me, may I please borrow your comic book again?"	To use something that belongs to another person (verb)
(To) Brew	"Just wait a minute while the coffee brews ."	To make or prepare coffee to drink (verb)
Brewed	"Could I please have a cup of your coffee after it's brewed ?"	Coffee that is prepared and ready to drink (adjective)
(To) Charge	"Sorry, they run on batteries, and the batteries are dead. I have to find a way to charge them, but I can't leave my booth."	To put energy back into a battery after it has been used and no longer has power (verb)
(To) Check in with	"Let's check in with the Professor and Kit."	To talk with someone and discuss plans (verb)
Chemistry	"I study chemistry , and I've invented a process that creates the world's best coffee!"	The scientific study of chemicals and how they work together (noun)
Coffee grinder	"Well, actually, while you were gone, I realized that I don't have a coffee grinder either."	A piece of equipment used to take whole coffee beans and cut them into very little pieces (noun)
Common cold	"I study medicine, and I've invented a cure for the common cold !"	A common illness that infects a person's nose and throat; the sick person sneezes and coughs a lot (noun)
(To) Cure	"You look like you have a cold! If you were part of my demonstration, I could cure you."	To make someone well and not sick (verb)
Cured	"I'm cured ! I feel great!"	To be well and not sick (adjective)

(To) Deliver	Trace delivers the coffee beans to Sophie.	To give something to someone (verb)
(To) Demonstrate	“Unfortunately, I need a sick person to demonstrate the cure.”	To show how something works (verb)
Demonstration	“Can I see a demonstration ?”	Showing how something works (noun)
(To) Forget	“Unfortunately, I forgot to buy coffee beans.”	To not remember to do something (verb)
(To) Grind	“I don’t have anything to grind beans.”	To take something that is big and whole (such as coffee beans) and pound it into very little pieces (verb)
Happy to help	“Sure! Happy to help! ”	An informal way to say “You’re welcome”
(To) Invent	“I’ve invented automatic walking shoes!”	To create something; to make something new (verb)
(To) Judge	“I’m going there to judge a science fair competition, so you can come with me.”	To decide who the winner is in a competition (verb)
(To) Keep your eye out	“I’ll keep my eye out for someone!”	To look for someone or something (verb)
Mortar and pestle	“Take my mortar and pestle !”	<p>Mortar: A bowl to crush something in with the pestle</p> <p>Pestle: An object for pounding and crushing something, usually spices or medicine</p> 
Pal	“Thanks! You’re a pal !”	An informal way of saying “friend” (noun)
Pound	“I need one pound of coffee beans, please.”	A measurement; a unit of weight that is 16 ounces, roughly the weight of a loaf of bread (noun)
(To) Power	“I study renewable energy, and I’ve invented a way to power this light bulb through the sun’s rays.”	To make something work or to provide energy for something (verb)
Power cord	“Sure, I’ve got free solar power! But I’ll need a power cord .”	The electrical cable that goes from a power source to a device, such as from a phone to the charger (noun)
Process	“I study chemistry, and I’ve invented a process that creates the world’s best coffee!”	A series of actions; a procedure; how something is done (noun)
(To) Realize	“Well, actually, while you were gone, I realized that I don’t have a coffee grinder either.”	To suddenly think of something (verb)

Renewable energy	“I study renewable energy , and I’ve invented a way to power this light bulb through the sun’s rays.”	Energy that is unlimited, that will probably not run out or go away, such as energy from the wind or the sun (noun)
Rival	“Wait! It was Annie I was helping? She’s my biggest rival !”	A competitor or opponent; someone you are competing with (noun)
Solar power	“Sure, I’ve got free solar power ! But I’ll need a power cord.”	Energy from the sun (noun)
Tissue	“I can’t talk now! (sneeze) I really need a (sneeze) tissue !”	A piece of paper that people use to cover their mouth or nose when sneezing or coughing (noun)

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Chapter Six Task Descriptions

Task 1: Find Annie

Trace's Actions	Student Learning Objectives	Helpful Gameplay Tips
1. Walk around the science fair until finding Annie.	Students can exchange detailed information related to areas of mutual interest.	Remind students to have Trace walk around, explore things, and talk with characters when he first arrives at the science fair.
2. Offer to help Annie.	Students can give and seek personal views and options on a variety of familiar topics.	Students might not realize that Annie is saying "no" to Trace's request to try her invention. She says "Sorry," but not "no" directly.
3. Begin to help Annie.	Students can discuss and solve problems in uncomplicated situations.	
Extension Activities a. Personality Types. With the whole class, brainstorm adjectives to describe types of personalities. Trace, for instance can be described as "helpful," "kind," and "nice." Write these on the board. Think of other characters and describe them. When you have lots of words on the board, have each student choose five of them to describe himself or herself.		

Below is how students can earn the most points in the *Find Annie* task:

Trace's comment or action (student chooses)	Annie's response	Points
	Hi! I'm Annie! I've invented automatic walking shoes! Walk as far as you want and never get tired!	0
Hi, Annie. I'm Trace. Would you let me try them out?	Sorry, they run on batteries, and the batteries are dead. I have to find a way to charge them, but I can't leave my booth.	3
I'd like to help. I'll take the batteries and find someone to charge them for you.	I don't think that's a good idea. I want to work on my own.	2
You'd still be doing the project yourself. You've done all the work. I'll just help with the batteries.	I guess that's okay. Here you go	2
I'll do my best! See you later!	Bye!	0

Task 2: Get Annie's batteries charged from Ahmed

Trace's Actions	Student Learning Objectives	Helpful Gameplay Tips
<p>1. Introduce himself to Ahmed and ask for a demonstration.</p> <p>2. Find out that Ahmed needs a power cord to charge the batteries for Annie.</p> <p>3. Walk around and then borrow a power cord from Ryan and bring it back to Ahmed.</p>	<p>Students can follow multi-step instructions on how to complete a task.</p> <p>Students can complete a complicated task that requires multiple steps.</p>	<p>Students might not know where to find Ahmed. They also might be automatically stopped by other characters who cannot get the batteries charged as they walk by Ahmed. If Trace has talked to other characters when he talks to Ahmed, he will have more conversation choices. Students will need to be careful to choose the right task for the right character, based on the character's science project.</p> <p>Remind students that their Objectives box will list what they are looking for.</p>
Extension Activities <p>a. Solar Energy. Go to this United States Energy Information Administration website. Help students practice skimming by giving them a time limit (for example, one minute). Be sure to not let students read the website carefully and slowly—instead have them move their eyes quickly over and look at the title, headings, bullet points, and pictures. Then ask them questions like the following: 1. What is this website about? (Answer: Solar energy, its benefits and limitations, where solar energy is located, and how solar energy works.) 2. Who would want to use this website? (Possible answer: Students or people interested in energy.)</p> <p>b. Scanning practice. Have students then practice scanning using the same website. Ask a question and have them search for that specific information. Students can work in groups, with the fastest group winning. For example, 1. What can solar energy be used for? 2. Where is solar energy found? 3. Where is the world's biggest solar power plant? When scanning, they cannot take time to read carefully but should rather just look for the information and call out the answer.</p>		

Below is how students can earn the most points in the *Get Annie's Batteries Charged* task:

Trace's comment or action (student chooses)	Ahmed's response	Points
	Hi! I'm Ahmed! I study renewable energy, and I've invented a way to power this light bulb through the sun's rays.	0
I'm Trace. Can I see a demonstration?	Sure. Watch this!	2
Very impressive! Thanks!	Thanks, Trace!	2
Could you please charge these batteries?	Sure, I've got free solar power! But I'll need a power cord.	0
Okay, thanks. I'll try to find one.	Great!	0
Wait for me here and I'll see you soon.	Will do. See you later.	1
<i>After Trace has found a power cord (from Ryan)</i>		
I found a power cord!	Great! I just need to borrow it for a few minutes.	0
Action: Loan + Power Cord	Here you are—fully charged batteries.	25
That's great! Now I can help my friend.	No problem! See you around!	2

Task 3: Borrow a power cord from Ryan

Trace's Actions	Student Learning Objectives	Helpful Gameplay Tips
1. Meet Ryan and find out he needs a cup of coffee because he is tired. 2. Walk around and find coffee for Ryan and bring it back to him. 3. Borrow a power cord from Ryan.	Students can express their reactions and emotions to others. Students can ask and answer a variety of questions about routine personal information in uncomplicated situations. Students can ask for help at school, at work, or in the community.	Students might not notice the ways characters express agreement or appreciation without saying "Yes" or "Thank you."
Extension Activities a. Teamwork Skits. Students can work in groups to write skits about teamwork and helping each other. For example, one team could write about a high school student, Louis, who needs a ride to school. In order to get a ride from his friend, Louis has to help his friend clean the house. Then Louis has to ask his friend's mother if they can borrow the car, and maybe then Louis has to ask his father for money for gas. Finally, Louis gets a ride to school, but he needs to politely ask for help from many different people. Students can practice the polite phrases and words they have been learning in Trace Effects. b. Agreement. Have students list the expressions characters use to express agreement, such as "Absolutely" or "I've got plenty," express appreciation, such as with "This helps a lot" as well as "Thank you," and respond to expressions of appreciation, such as with "Happy to help" and "You're welcome." Students can discuss other ways to say many common expressions as well, such as different ways to say hello or goodbye.		

Below is how students can earn the most points in the *Borrow a Power Cord from Ryan* task:

Trace's comment or action (student chooses)	Ryan's response	Points
Hi, my name's Trace. What's your project about?	What? ...Too... sleepy... Need... Coffee...	3
Thanks, anyway! Hope you get coffee soon.	Ohhh... too sleepy... need coffee...	3
<i>After Trace has found Ryan a cup of coffee (from Sophie)</i>		
I have some coffee for you.	May I have it?	
Action: Deliver + Coffee	Wow, I feel so much better now. Thank you!	2
You're welcome! Can I borrow a power cord?	Absolutely! I've got plenty.	0
This helps a lot. Bye!	Happy to help!	0

Task 4: Buy Sophie coffee beans – Chapter Checkpoint

Trace's Actions	Student Learning Objectives	Helpful Gameplay Tips
1. Meet Sophie and offer to buy her coffee beans. 2. Get cash from Sophie and buy coffee beans from the coffee shop. 3. Bring the coffee beans back to Sophie but find out that she needs a way to grind the beans. 4. Find Sophie a mortar and pestle and bring them back to her.	Students can express their reactions and emotions to others. Students can express satisfaction or dissatisfaction and respond appropriately to the emotions of others. Students can ask and answer a variety of questions about activities and plans.	Students might become confused about how to help Sophie, since they have to go different places and come back. Students might be confused by what a “mortar and pestle” is.

Extension Activities

a. Relative Clause Game. On a blackboard or computer screen, make the following grid:

Noun + “to be”	General Category of Noun	+ That	Description of Noun
	furniture	that	you sit on.
	music	that	came from rock and roll.
	food	that	is healthy to eat.

For students at intermediate or advanced proficiency, put them in two teams and have them fill in the grid as above. *They should choose the subject (noun) but not write it in.* Team One reads a sentence first, omitting the subject. For example, “(Blank) is a type of food that is very popular in America and is a large round crust with cheese and toppings.” Team Two can guess what food this is (pizza). Then it is Team Two’s turn to read their sentence and allow Team One to guess the answer.

Below is how students can earn the most points in the *Buy Sophie Coffee* task:

Trace's comment or action (student chooses)	Sophie's response	Character	Points
	Hi! I'm Sophie! I study chemistry, and I've invented a process that creates the world's best coffee!	Sophie	0
Hi, Sophie. Nice to meet you. Can I try some coffee?	I'm afraid not. Unfortunately, I forgot to buy coffee beans. And I don't have time to go to a coffee shop and buy some more.	Sophie	2
I could run over there for you.	Really? That would be fantastic! Here's some cash.	Sophie	0
Great! I'll buy the coffee and bring it to you as soon as I can.	Thanks so much! You're a pal!	Sophie	1
<i>Trace goes to the coffee stand to buy coffee beans</i>			
	Hey! What can I get you today?	Coffee Attendant	0
Can I have a pound of coffee beans, please?	Sure! That'll be \$10, please.	Coffee Attendant	2
Action: Pay With + Cash	Thanks! Have a great day!	Coffee Attendant	25
Thanks. Have a nice day.	Bye! Come back soon.	Coffee Attendant	2
<i>Trace returns to Sophie</i>			
I bought the coffee beans!	Wonderful! Please let me have them.	Sophie	0
Action: Deliver + Coffee beans	Thanks!	Sophie	25
Could I please have a cup of your coffee after it's brewed?	Well, actually, while you were gone, I realized that I don't have a coffee grinder either. Do you have something I can use to grind the coffee beans?	Sophie	0
Sorry, Sophie. I don't have anything to grind beans. I'll look for something.	That would be very helpful. Thanks!	Sophie	2
<i>After Trace finds the mortar and pestle for Sophie (from Thomas)</i>			
I found something to grind the coffee beans with!	Wonderful! Please let me have it.	Sophie	0
Action: Deliver + Mortar and Pestle	Thanks! These will really help.	Sophie	25
Could I please have a cup of coffee to take away? I know someone who needs it.	Sure thing! Just wait a minute while it brews.	Sophie	3
Thank you! My friend will really appreciate it!	No problem. See you later!	Sophie	3

Task 5: Help Kayla – Chapter Checkpoint

Trace's Actions	Student Learning Objectives	Helpful Gameplay Tips
1. Offer Kayla a tissue and then deliver one to her. 2. Ask Kayla if she'd like to be in a science project that will cure the common cold. 3. Take Kayla to meet Thomas.	Students can discuss familiar topics in other subject areas, such as medicine. Students can discuss and solve problems in uncomplicated situations.	The tissue box will appear after Trace talks to Kayla, so students might not see the tissues. Students might not know how or where to find a sick student. They should be encouraged to talk with as many characters as possible.
Extension Activities a. "Would you be interested in...." Organize pairs of students to practice polite requests. For example, Student A: "Would you be interested in studying together this weekend?" Student B: "Sure, sounds like a great idea." Have each pair think of ten separate questions which they can take to another pair of students in order to ask.		

Below is how students can earn the most points in the *Help Kayla* task:

Trace's comment or action (student chooses)	Kayla's response	Points
Hi, I'm Trace.	I can't talk now! (sneeze) I really need a (sneeze) tissue!	1
<i>Trace finds a box of tissues and returns to Kayla</i>		
I found you a tissue.	That's great. Thank you so much!	0
Action: Deliver + Tissue	Oh, thank you! I really needed one. I owe you!	0
You're very welcome! Would you be interested in trying something? The medical project over there says they can cure your cold! *	(sneeze) Sure! Sounds like a great idea! (sneeze)	1
Great! Follow me!	Okay!	2

* If this reply is not a choice, students need to meet Thomas then come back to Kayla.

Task 6: Help Thomas

Trace's Actions	Student Learning Objectives	Helpful Gameplay Tips
1. Find out about Thomas's project. 2. Offer to help Thomas find someone with a cold. 3. Bring Kayla to Thomas.	Students can give and seek personal views and options on a variety of familiar topics. Students can explain a problem using phrases and simple sentences.	Students might be confused about the use of present perfect when Thomas says, " <i>I've invented</i> a cure for the common cold." Students might not know what a mortar and pestle is. Showing them a picture before play might be helpful.
Extension Activities a. Helping Out. Trace helps a lot of people in this chapter. Give students a moment to think about the last time that they helped someone else <i>voluntarily</i> —not when they were asked by someone for help, but when it was their own idea. They can share their help stories. If a student cannot think of a time he or she has helped someone, ask the student to say how he or she might help someone in the future: giving up a seat on the bus, helping someone carry a heavy object, etc.		

Below is how students can earn the most points in the *Help Thomas* task:

Trace's comment or action (student chooses)	Response	Character	Points
	Hi! I'm Thomas! I study medicine, and I've invented a cure for the common cold!	Thomas	0
I'm Trace. Can I see a demonstration?	Unfortunately, I need a sick person to demonstrate the cure.	Thomas	2
I'll keep my eye out for someone!	Thanks! That would be great!	Thomas	2
<i>Trace brings Kayla to Thomas</i>			
	Hi! You look like you have a cold! If you were part of my demonstration, I could cure you.	Thomas	0
	That would be wonderful! I'm in!	Kayla	0
	Try this!	Thomas	0
	Why... I'm cured! I feel great!	Kayla	25
I found Kayla for you. Do you have something that I could grind coffee beans with?	Sure! Take my mortar and pestle!	Thomas	2
That's great. I'll return the mortar and pestle in a little bit.	Sure thing. See you later!	Thomas	0
	Thanks again, Trace!	Kayla	0

Task 7: Help Annie finish her project

Trace's Actions	Student Learning Objectives	Helpful Gameplay Tips
1. Deliver the charged batteries to Annie. 2. Remind Annie that she needed to work with many people to complete her project. 3. Convince Annie that it is good to work together.	Students can express appreciation and gratitude, and respond appropriately to others. Students can express and support opinions and make recommendations on a variety of topics in culturally appropriate ways.	Students might not realize that they should deliver the batteries to Annie when she says "This had better work" because they might not understand the meaning of that phrase.
Extension Activities a. Teamwork Discussion. Have students plan and lead a discussion on teamwork—its benefits and challenges. One student can be the discussion leader. The discussion leader should prepare several interesting questions about teamwork, including classmates' positive and negative experiences, ways they learned how to improve in teamwork, how much experience they have with teamwork, etc. The discussion leader can show instructors questions before the discussion. Classmates should prepare for the discussion by making lists of their experiences with teamwork and how they feel about working in teams. Useful vocabulary could be "negotiation," "collaboration," "limitations," "difficulties," "challenges," "appreciate," and "higher quality." Students can also practice useful expressions such as "Excuse me, what I meant was," or "I think that is a good point, but..." During the discussion, the leader should ask questions and all classmates should participate. If the class is large, consider having two groups with two discussion leaders. You can give feedback on how well students could explain their ideas, use new vocabulary, and be fluent in their speaking. b. Air Quality. Students can practice their reading and comprehension by going to the U.S. Environmental Agency's website . After reading about clean and dirty air and the Air Quality Index (AQI), they can play games that check comprehension in addition to informing students of important information about the environment.		

Below is how students can earn the most points in the *Help Annie Finish her Project* task:

Trace's comment or action (student chooses)	Annie's response	Points
I charged the batteries!	Well, this had better work...	0
Action: Deliver + Batteries	Thank you, Trace! I think this works!	25
A lot of people helped you with this. Ahmed charged the batteries, but I had to get the power cord from Ryan.	Hmmm. I guess it's good to work together. It really takes teamwork for a good project.	0
I'm glad I could help!		2

Final Chapter Six Video

In the final video for Chapter Six, Trace tries Annie's automatic shoes, but the batteries lose their charge. When Ahmed offers to re-charge the batteries again, he realizes that he had been helping Annie, his biggest rival. Trace persuades them to work together in the contest, and they win first prize. Professor Peterson then tells Trace that she has thought of a way to fix his time machine and that they will return to her lab.

Completing Chapter Six

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



From the screen, students can:

- See their chapter scores;
- Review Trace's activities;
- See what is next in the game;
- Go to the Language Practice Activities;
- Download the graphic novel of Chapter Six;
- Play Chapter Six again; and
- Print a Level Complete Certificate for Chapter Six.

Now that students have completed Chapter Six

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

Chapter Six	Collaborating in California- Science and Technology	Skills
Exercise 1	Matching activity dialogue review: Students review dialogue and characters from the chapter	Listening
Exercise 2	Multiple choice listening activity: Students practice identifying polite form	Listening Reading
Exercise 3	Order of events activity: Students practice chronologically ordering events from the story based on audio clips from characters	Listening
Exercise 4	Matching activity sentence completion: Students practice matching clauses and sentence structure and meaning	Reading

2. Show students a short video such as “Fragile Planet” from the [California Academy of Sciences](#), and have them write a short description of what they see in the video and then why they think the video has that particular title (“Fragile Planet”). Students can practice new vocabulary they have learned about the environment, discuss issues that are relevant to them, and explore some of the new science they may have learned in this chapter. Students could write individually or in groups.

3. Have students practice their listening and review the story line and listening by doing Chapter Six Language Practice Exercises 1 and 3.

4. Students can create a class science fair. They can work individually or in groups to invent and create a new idea in science or technology and then display their inventions or create posters to explain the process. If students work in groups, they can use English to plan and create their invention. Friends and family, particularly English speaking, can visit the science fair. During the fair, students should explain their invention to visitors, and visitors should be encouraged to ask questions. Students can also write a short paper about their invention, how it works, why they created it, what it looks like, and so on, for writing practice.

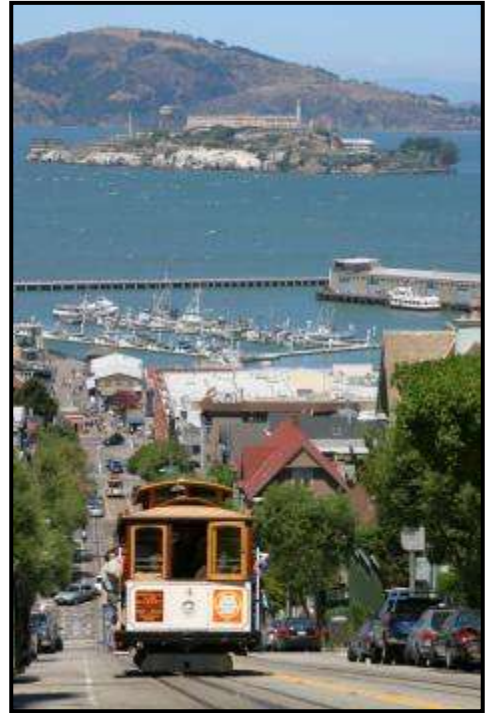
5. Have the students read the graphic novel to remind them of the storyline, new words, and new grammar points. They can use the graphic novel to help them keep a list of words they want to learn and then go back and re-read the story to help them memorize the new vocabulary.

Congratulations on Completing Chapter Six!

Pictures of San Francisco



The Golden Gate Bridge



A Cable Car



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Script for Chapter Six

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	Trace, your picture is all over the campus. Henry Tattle is saying you are an alien.
Trace	It seems like everyone is looking at me.
Eddie	Don't worry about them Trace. It's just Henry's silly paper. No one really reads that silly stuff. Oh! That reminds me, may I please borrow your comic book again?
Trace	Of course you can. I'd be happy to let you borrow it. Let's check in with the professor and Kit.
Professor Peterson	I've almost fixed the time machine, Trace. In the meantime, your next mission is in San Francisco. You're going to help a girl named Annie. I'm going there to judge a science fair competition, so you can come with me.
Trace	Thanks, Professor Peterson! Are you going with us, Kit and Eddie?
Kit	Eddie and I should stay here. We need a little time to focus on our schoolwork.
Trace	Okay, we'll see you later then!
Professor Peterson	Trace, you go look for Annie. I have to go judge the science fair! I will find you later.
Annie	Hi! I'm Annie! I've invented automatic walking shoes! Walk as far as you want and never get tired!
Trace	Hi, Annie. I'm Trace. Would you let me try them out?
Annie	Sorry, they run on batteries, and the batteries are dead. I have to find a way to charge them, but I can't leave my booth.
Trace	I'd like to help. I'll take the batteries and find someone to charge them for you.
Annie	I don't think that's a good idea. I want to work on my own.
Trace	You'd still be doing the project yourself. You've done all the work. I'll just help with the batteries.
Annie	I guess that's okay. Here you go.
Trace	I'll do my best! See you later!

Character	Line
Annie	Bye!
Ahmed	Hi! I'm Ahmed! I study renewable energy, and I've invented a way to power this light bulb through the sun's rays.
Trace	I'm Trace. Can I see a demonstration?
Ahmed	Sure. Watch this!
Trace	Very impressive! Thanks!
Ahmed	Thanks, Trace!
Trace	Could you please charge these batteries?
Ahmed	Sure, I've got free solar power! But I'll need a power cord.
Trace	Okay, thanks. I'll try to find one.
Ahmed	Great!
Trace	Hi, my name's Trace. What's your project about?
Ryan	What? ...Too... sleepy... Need... Coffee...
Trace	Thanks, anyway! Hope you get coffee soon.
Ryan	Ohhh... too sleepy... need coffee...
Sophie	Hi! I'm Sophie! I study chemistry, and I've invented a process that creates the world's best coffee!
Trace	Hi, Sophie. Nice to meet you. Can I try some coffee?
Sophie	I'm afraid not. Unfortunately, I forgot to buy coffee beans. And I don't have time to go to a coffee shop and buy some more.
Trace	I could run over there for you.
Sophie	Really? That would be fantastic! Here's some cash.
Trace	Great! I'll buy the coffee and bring it to you as soon as I can.
Sophie	Thanks so much! You're a pal!
Coffee Shop Attendant	Hey! What can I get you today?

Character	Line
Trace	Can I have a pound of coffee beans, please?
Coffee Shop Attendant	Sure! That'll be \$10, please.
Trace (action)	Pay With the Cash
Coffee Shop Attendant	Thanks! Have a great day!
Trace	Thanks. Have a nice day.
Coffee Shop Attendant	Bye! Come back soon.
Trace	I bought the coffee beans!
Sophie	Wonderful! Please let me have them.
Trace (action)	Deliver the Coffee Beans
Sophie	Thanks!
Trace	Could I please have a cup of your coffee after it's brewed?
Sophie	Well, actually, while you were gone, I realized that I don't have a coffee grinder either. Do you have something I can use to grind the coffee beans?
Trace	Sorry, Sophie. I don't have anything to grind beans. I'll look for something.
Sophie	That would be very helpful. Thanks!
Thomas	Hi! I'm Thomas! I study medicine, and I've invented a cure for the common cold!
Trace	I'm Trace. Can I see a demonstration?
Thomas	Unfortunately, I need a sick person to demonstrate the cure.
Trace	I'll keep my eye out for someone!
Thomas	Thanks! That would be great!
Trace	Hi, I'm Trace.
Kayla	I can't talk now! (sneeze) I really need a (sneeze) tissue!
Trace	I found you a tissue.

Character	Line
Kayla	That's great. Thank you so much!
Trace (action)	Deliver the Tissue
Kayla	Oh, thank you! I really needed one. I owe you!
Trace	You're very welcome! Would you be interested in trying something? The medical project over there says they can cure your cold!
Kayla	(sneeze) Sure! Sounds like a great idea! (sneeze)
Trace	Great! Follow me!
Kayla	Okay!
Thomas	Hi! You look like you have a cold! If you were part of my demonstration, I could cure you.
Kayla	That would be wonderful! I'm in!
Thomas	Try this!
Kayla	Why... I'm cured! I feel great!
Trace	I found Kayla for you. Do you have something that I could grind coffee beans with?
Thomas	Sure! Take my mortar and pestle!
Trace	Thanks!
Thomas	No problem. See you later!
Kayla	Thanks again, Trace!
Trace	I found something to grind the coffee beans with!
Sophie	Wonderful! Please let me have it.
Trace (action)	Deliver the Mortar and Pestle
Sophie	Thanks! These will really help.
Trace	Could I please have a cup of coffee to take away? I know someone who needs it.
Sophie	Sure thing! Just wait a minute while it brews.

Character	Line
Trace	Thank you! My friend will really appreciate it!
Sophie	No problem. See you later!
Trace	I have some coffee for you.
Ryan	May I have it?
Trace (action)	Deliver the Coffee
Ryan	Wow, I feel so much better now. Thank you!
Trace	You're welcome! Can I borrow a power cord?
Ryan	Absolutely! I've got plenty.
Trace	This helps a lot. Bye!
Ryan	Happy to help!
Trace	I found a power cord!
Ahmed	Great! I just need to borrow it for a few minutes.
Trace (action)	Loan the Power Cord
Ahmed	Here you are—fully charged batteries.
Trace	That's great! Now I can help my friend.
Ahmed	No problem! See you around!
Trace	I charged the batteries!
Annie	Well, this had better work...
Trace (action)	Deliver the Batteries
Annie	Thank you, Trace! I think this works!
Trace	A lot of people helped you with this. Ahmed charged the batteries, but I had to get the power cord from Ryan.
Annie	Hmmm. I guess it's good to work together. It really takes teamwork for a good project.

Character	Line
Trace	I'm glad I could help!
Annie	Trace, will you do me the honor of trying out the shoes?
Trace	Sure! I'd love to!
Annie	Oh no! The batteries died again!
Ahmed	Hey, Trace. Need another charge? ...Wait! It was Annie I was helping? She's my biggest rival!
Annie	I really appreciate your help, Ahmed.
Trace	Maybe you guys should work together! You wouldn't have to worry about charging the batteries, Annie. And Ahmed, your project would be even more impressive if they powered Annie's shoes!
Annie	What do you say? I couldn't have done it without you!
Ahmed	I... guess that could work. It's a deal!
Professor Peterson	The first prize goes to Annie Wang and Ahmed Al Jaber!
Professor Peterson	Trace, you did great work in there. I have some good news. While I was here, I got some new ideas for how to fix the time machine! Let's get back to the lab as soon as possible so we can get you home.

Links for Chapter Six

[City of San Francisco Visitors Information](#)

Follow Trace to San Francisco by visiting this website!

[America's Story: California](#)

Learn about California here!

[America's Story: Famous Americans](#)

Discover the inventors, politicians, performers, activists, and other everyday people who made this country what it is today.

[The Science Page](#)

Learn about science and technology at this site from the New York Public Library.

[Natural and Cultural Resources in the U.S.A.](#)

This site by the Department of the Interior provides resources for teachers and kids.

[Environmental Protection Agency Student Center](#)

Environmental information, games, videos, quizzes, and short films are located here.

[United States Fish and Wildlife Service Kid's Page](#)

Learn about fish, wildlife, plants, and their habitats and how you can help conserve, protect, and enhance them.

[The Natural Inquirer](#)

Find scientific research conducted by scientists in the U.S.D.A. Forest Service about nature, trees, wildlife, and more.

[American Memory Project: Technology and Industry](#)

Explore these collections of papers, sound, and film about historical technological and industrial events in America.

[Energy Kids](#)

Energy facts, history, and games. Check it out!

Trace Effects Teacher's Manual Chapter Seven: Capital Challenges

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Introduction to Chapter Seven

Chapter Themes

- Peace
- Mutual understanding and cooperation
- Diplomacy
- Leadership

Chapter Location

- Washington, D.C., U.S.A.



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Chapter Summary

1. The opening video begins with Trace attempting to return to the future on the time machine, but in fact it is not fixed yet and Trace must stay. He finds out that his next mission is to travel to Washington, D.C., to help an international student, Paulo, study in the United States.
2. Trace travels to Washington, D.C., and finds Paulo. He talks with Paulo and realizes that Paulo is sad because he wants to stay in the United States. They decide they will try to find Rachel Rothman, who might be able to help Paulo stay in the country.
3. They find out where Rachel will be by listening to her voicemail message.
4. Trace and Paulo begin looking for Rachel all over Washington, D.C.
5. They find Rachel at a party, and she explains how Paulo can study in the United States.

Chapter Main Characters

In addition to Trace, Professor Peterson, Eddie, and Kit, there are five other main characters in Chapter Seven: Rachel Rothman, Paulo, Abigail, Louisa, and Daniel.



Rachel Rothman

is an international student adviser who helps international students study in the United States.

Paulo

is a tourist from Brazil who is interested in studying in an American university.





Abigail
is a docent, or
educator, who
works at the
Lincoln
Memorial.

Louisa
is a librarian at
the Library of
Congress.



Daniel
is a security
guard at the Air
and Space
Museum.



Chapter Seven Objectives and Tasks

Action Words to Collect In-Game

Put On: This word is located in the Lincoln Memorial to the left of the statue of Lincoln.

Hand Over: This word is located in the Library of Congress near one of the doors.

Sign With: This word is located at the Lincoln Memorial to the right of the statue of Lincoln.

Items to Collect In-Game

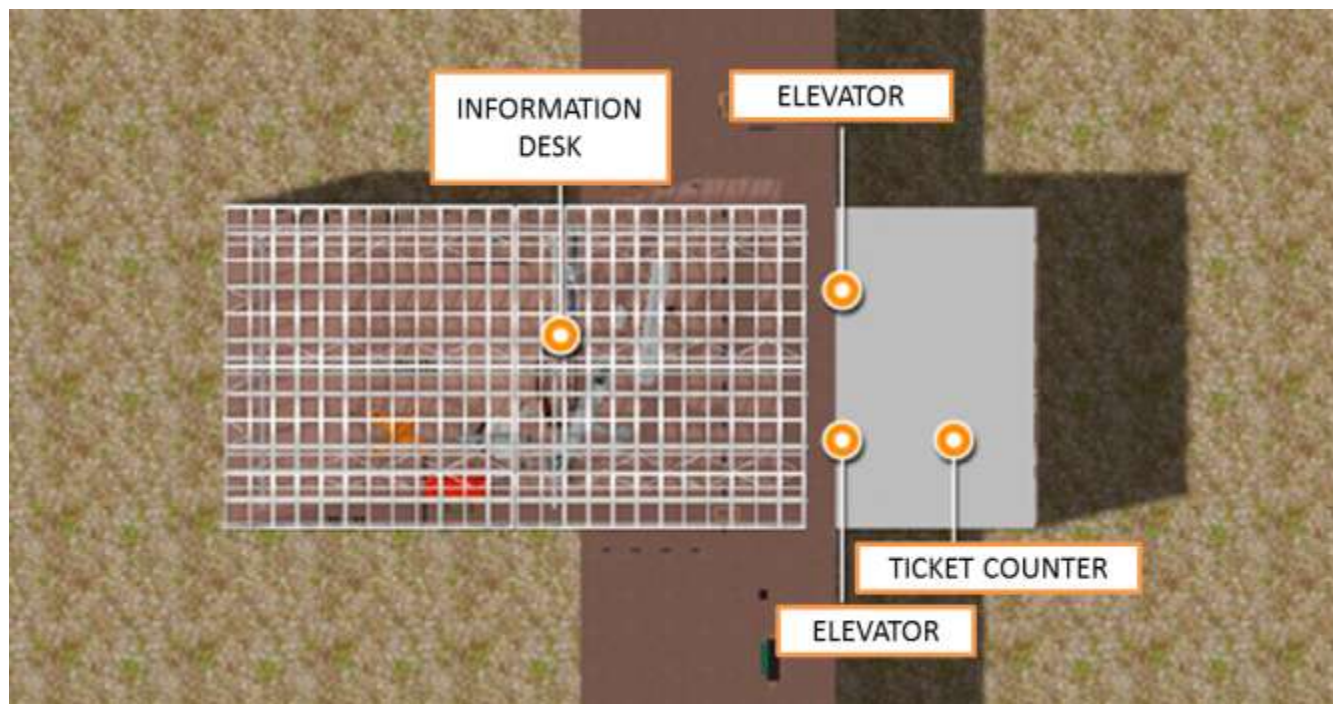
Ticket: This item is given to Trace by the librarian, Louisa.

Pen: This item is located at the party for the Center for Conflict Resolution, where Rachel is.

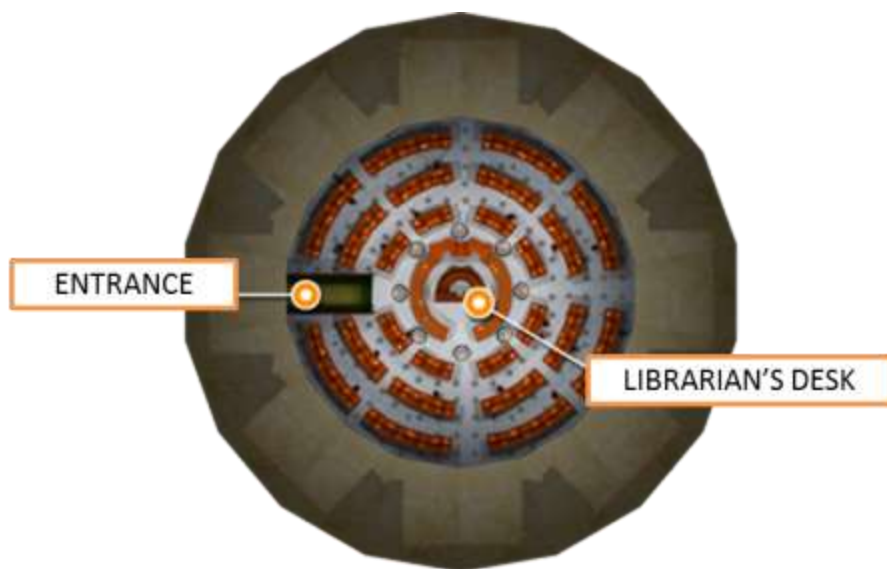
Necktie: This item is located in the Library of Congress in between rows of chairs.

Maps in Chapter Seven

The Air and Space Museum:



The Library of Congress:



The Lincoln Memorial:



The Rooftop:



Tasks that Trace Needs to Complete

1. Look for Rachel in the Air and Space Museum
2. Look for Rachel at the Library of Congress
3. Look for Rachel at the Lincoln Memorial
4. Look for Rachel at the party
5. Talk to Rachel

Grammar in Chapter Seven

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


Trace's Task	Grammar Point	Proficiency Level
Look for Rachel in the Air and Space Museum	<ul style="list-style-type: none"> Politely asking questions Conditionals <i>Let's</i> for expressing future intentions 	High-Intermediate to Advanced
Look for Rachel at the Library of Congress	<ul style="list-style-type: none"> Coordinating conjunctions WH-questions Future time 	High-Intermediate to Advanced
Look for Rachel at the Lincoln Memorial	<ul style="list-style-type: none"> Infinitives Present vs. future time <i>Ought to</i> for discussing obligation 	High-Intermediate to Advanced
Look for Rachel at the Party	<ul style="list-style-type: none"> <i>Had better</i> for stating advice 	High-Intermediate to Advanced
Talk with Rachel	<ul style="list-style-type: none"> Infinitives Transitive verbs 	High-Intermediate to Advanced

Vocabulary in Chapter Seven

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) Accept	"Could you accept that they're both equally important for different reasons?"	To agree with something (verb)
Accomplishment	"Air travel was a big accomplishment . Astronauts were airplane pilots first, remember."	A great success, something very difficult and good (noun)
Activist	"I would have never considered myself an activist before, but now I want to make a difference in any way I can."	A person who uses or supports strong actions (such as public protests) to help make changes in politics or society (noun)
Air travel	" Air travel was definitely the bigger accomplishment!"	Flying in an airplane (noun)
Anytime!	" Anytime! "	Another way to say "You're welcome"
(To) Apply for admission	"The next step is to apply for admission . After you're admitted, the university will send you documents."	To send paperwork to a school with official information about yourself, such as your test scores and grades, in order to go to that school (verb)
Astronauts	" Astronauts were airplane pilots first, remember."	People who fly and live in space (noun)
(To) Calm someone down	"Yes, but I have to calm these two down before I can talk!"	To talk with a person to make him or her relax and not be angry (verb)
(To) Catch	"Too bad we didn't catch Rachel."	To find someone when you are looking for him or her (verb)
Center for Conflict Resolution	"She'll be at the 5th anniversary party of the Center for Conflict Resolution ."	An organization that helps groups get along and work together without fighting
(To) Contemplate	"I agree they're beautiful. That's why I'd like to contemplate them in peace!"	To think about something (verb)
Conversation	"I'm right in the middle of a conversation now."	When two or more people are talking together (noun)
Copies	"Excuse me, Matt, but do you need both copies ?"	Two of the same thing; for example, two books that are the exact same (noun)
Cowards	"To sin by silence when they should protest"	When people act weak and not strong

	makes cowards of men."	(noun)
(To) Decide	"Sure thing! The first step is to decide where you'd like to study."	To choose (verb)
Device	"Do you use some sort of light device to reveal it?"	An object, machine, or piece of equipment that has been made for some special purpose (noun)
Docent	"You ought to ask the docent . She's around here somewhere."	Educators who teach museum visitors about cultural and historical collections in the museum (noun)
Documents	"After you're admitted, the university will send you documents ."	Official papers (noun)
Entrepreneurial	"Trace helped me convince my father to let me chase my entrepreneurial dreams."	Wanting to start a business and willing to risk loss in order to make money (adjective)
Equally	"Could you accept that they're both equally important for different reasons?"	The same amount (adverb)
(To) Explore	"We choose to explore space."	To look at something in a careful way to learn more about it; to study or analyze something (verb)
Eyes turned skyward	"Once you have tasted flight, you will walk the earth with your eyes turned skyward , for there you have been and there you will long to return."	Looking up into the sky
Fool	"It is better to remain silent and be thought a fool than to open one's mouth and remove all doubt."	A person who is not acting in a smart way, who is not being intelligent (noun)
Formal	"You have to wear a tie. This is a formal event."	Requiring or using serious and proper clothes and manners (adjective)
Free speech	"I have a right to free speech !"	The ability to say publicly what you are thinking about (noun)
Generous	"That's really generous of you!"	A person who is really thoughtful, kind, and giving (adjective)
Guest book	"Please sign the guest book , and you can go in."	The book people sign to say that they came to a party or event (noun)
(To) Have value	"I guess silence has value , too."	To be important in some way (verb)
Hypothesis	"We had tested this hypothesis successfully numerous times. I was sure we had the theory we needed."	An idea or theory that is not proven but that leads to further study or discussion (noun)
I appreciate your help	" I appreciate your help ."	Another way to say "Thank you"

Illustrated	“No, just the illustrated one.”	Having pictures in or on it (adjective)
(To) Introduce	“It's our last chance to introduce you to Rachel!”	To help two people meet each other (verb)
(To) Invent	“We wouldn't even have space travel if it wasn't for air travel being invented !”	To create something or make something up for the first time (verb)
Library of Congress	“Too bad we didn't catch Rachel. Let's see if she's at the Library of Congress .”	A U.S. government building that holds all the important U.S. history books and papers 
(To) Lift	“Exploring space improves our lives and lifts our national spirit.”	To increase or make stronger (verb)
(To) Long	“Once you have tasted flight, you will walk the earth with your eyes turned skyward, for there you have been and there you will long to return.”	To want very much to do something (verb)
Mask	“Are you wearing a mask to hide your [true identity]”	A covering for your face or for part of your face, often used to hide or disguise your face (noun)
Misunderstanding	“Yes. These stories are true. I believe that Trace is a good person and that there has just been a misunderstanding .”	A usually minor argument or disagreement (noun)
Mock	“What on earth? That is preposterous. How dare you mock our questions with this nonsense.”	To criticize and laugh at someone or something for being bad, worthless, or unimportant (verb)
Module	“Your diagram is just missing the 7th module . This needs to be a seven-point star to create the proper space-time momentum field.”	One of a set of parts that can be connected or combined to build or complete something (noun)
National spirit	“Exploring space improves our lives and lifts our national spirit .”	The way people feel when they think about their country's good qualities (noun)
Nonsense	“What on earth? That is preposterous. How dare you mock our questions with this nonsense .”	Words or ideas that are foolish or untrue (noun)
Nope!	“ Nope , sorry!”	An informal way to say “No”
Peace	“I agree they're beautiful. That's why I'd like to contemplate them in peace !”	A state in which a person is not bothered by thoughts or feelings of doubt, guilt, worry, or anger (noun)
Peace studies	“Paulo wants to come back to study. He's interested in American history and peace ”	A subject you can study to learn about ways that people can communicate without

	studies. ”	fighting (noun)
Petty	“Trace showed me that teamwork is more important than petty rivalries.”	Not very important or serious (adjective)
Pilot	“Air travel was a big accomplishment. Astronauts were airplane pilots first, remember.”	A person who flies an airplane or helicopter (noun)
Point	“That’s a good point ! I never thought about it like that!”	An idea in a discussion (noun)
Possibilities	“But space travel brings so many more possibilities. ”	Things that you maybe can do (noun)
Preposterous	“What on earth? That is preposterous. How dare you mock our questions with this nonsense.”	Very foolish or silly (adjective)
(To) Protest	“To sin by silence when they should protest makes cowards of men.”	To say publicly that you do not like something, usually with the government (verb)
Reveal	“Do you use some sort of light device to reveal it?”	To show something plainly or clearly. To make something that was hidden able to be seen (verb)
Rivalries	“Trace showed me that teamwork is more important than petty rivalries. ”	A state or situation in which people or groups are competing with each other (noun)
Role	“I guess they both had their role in history.”	An important job (noun)
Sanity	“I have a right to my sanity! ”	Feeling healthy in your brain and mind, feeling calm (noun)
Sign	“Thank you. Please sign the guest book, and you can go in.”	To write your name on something, especially to show that you accept, agree with, or will be responsible for something (verb)
Silent	“The words are too beautiful to be kept silent! ”	With no sound, no speaking (adjective)
Silence	“To sin by silence when they should protest makes cowards of men.”	When there is no speaking or sound (noun)
(To) Sin	“ To sin by silence when they should protest makes cowards of men.”	To do something that is not right (verb)
(To) Sneak	Well, Trace from space... we’ve finally caught you, sneaking back to your spaceship, I’m sure.	To move quietly and secretly in order to avoid being noticed (verb)

Sorry to bother you.	“ Sorry to bother you. ”	A way to say “Excuse me”
Sorry to interrupt	“ Sorry to interrupt. I'd like to find Rachel Rothman. Do you know where she is?”	A way to say “Excuse me”
Space travel	“ Space travel brings so many more possibilities.”	Going to space in a space shuttle
Speech	“It's a speech! It was meant to be said aloud!”	A presentation, when someone says something to a group of people (noun)
Student adviser	“I am an international student adviser. I hope I can help.”	Someone who helps students find the right schools and classes (noun)
Sure thing	“ Sure thing! The first step is to decide where you'd like to study.”	An informal way to say “Yes”
(To) Taste	“Once you have tasted flight, you will walk the earth with your eyes turned skyward, for there you have been and there you will long to return.”	To try something, to get a sense of something (verb)
Text	“I just need the text! ”	The words in a book (noun)
That's a good point!	“ That's a good point! I never thought about it like that!”	A way to say “Great idea! You're right!”
That's quite all right	“ That's quite all right. ”	Another way to say “You're welcome”
Theory	“We had tested this hypothesis successfully numerous times. I was sure we had the theory we needed.”	An idea or set of ideas intended to explain facts or events (noun)
Ticket	“Do you have tickets? ”	A piece of paper that allows you to enter a place or a party (noun)
Tie	“You have to wear a tie. This is a formal event.”	A piece of clothing that a man wears around his neck (noun)
U.S. Embassy	“You take those to the U.S. Embassy in your country to apply for a visa.”	The building in a country where U.S. government employees work (noun)
Visa	“You take those to the U.S. Embassy in your country to apply for a visa. ”	An official mark or stamp on a passport that allows someone to enter or leave a country, usually for a particular reason

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Quotes in Chapter Seven

Chapter Seven includes quotes that Trace can use to help characters cooperate and work toward a mutual goal. Here is information about the quotes.

Michael Collins

Former U.S. Astronaut



*“It’s **human** nature to stretch, to go, to see, to understand. **Exploration** is not a choice, really; it’s an imperative.”*

MEANING

People will always explore space because of the way we are. We love to see and understand things.

BACKGROUND

Michael Collins was a U.S. astronaut and test pilot. He flew in space two times and even flew around the moon.

Space Fast Facts

- We live in the Milky Way galaxy, but there are billions of galaxies in space.
- In a space suit, there is oxygen that goes around in the helmet to keep the helmet clean and clear.
- Inside a space suit there is a middle layer that blows up like a balloon—the pressure keeps the astronaut’s body safe against the pressure outside in space.
- Space suit gloves have rubber fingertips so that the astronaut can feel things.

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Emily Dickinson

Famous American Poet (1830-1886)

*“Saying **nothing**...
sometimes says the
most.”*



*The robin is the one
That interrupts the morn
With hurried, few, express reports
When March is scarcely on.*

*The robin is the one
That overflows the noon
With her cherubic quantity
An April but begun.*

*The robin is the one
That speechless from her nest
Submits that home and certainty
And sanctity are best.*

--E. Dickinson

MEANING

We do not always have to speak in order to tell others our opinions. Sometimes not speaking is the best way to show how we feel.

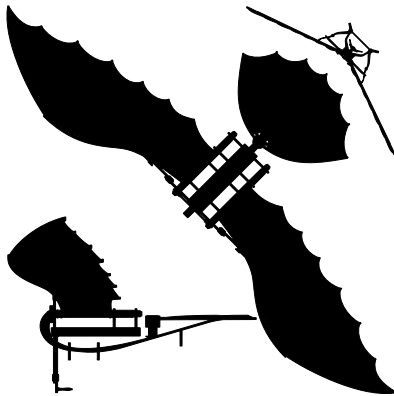
BACKGROUND

Emily Dickinson is one of the most famous American poets. She wrote short poems that did not rhyme. She was a very quiet and private person.



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*"Once you have **tasted flight**,
you will walk the earth with your
eyes turned skyward, for there
you have been and there you will
long to return."*



Leonardo da Vinci

People think that Leonardo da Vinci, the Italian artist and inventor, said this quote. But no one is exactly sure.



Images ©Shutterstock.com

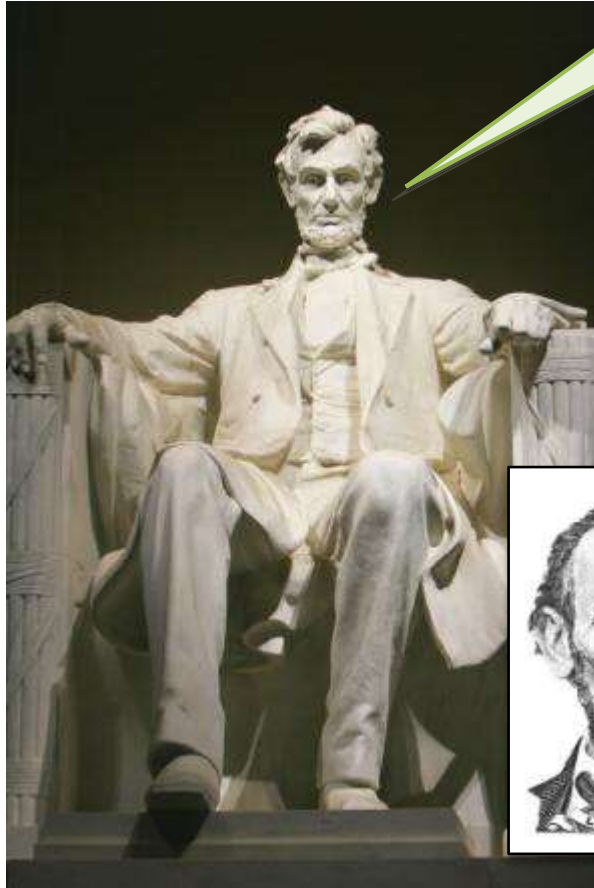
MEANING

This means that once a person has been in an airplane or has ever been flying, he or she will always want to go fly again.

This quote can also mean that once you have done something special in general, you will always want to do things that are special and different.

President Abraham Lincoln

U.S. President, 1861-1865



*"To **sin by silence** when they should protest makes **cowards** of men."*

MEANING

People should say something when they do not agree with what the government, an organization, or another person is doing.

BACKGROUND

Lincoln repeated the words of his friend the Reverend James Smith. Rev. Smith said this during a speech.



Image ©Shutterstock.com

Gettysburg Address

The Gettysburg Address was a speech given by President Lincoln during the American Civil War after the Battle of Gettysburg in 1863. It talks about human equality and how the government should be for the people. It is considered one of the most important speeches in American history, but it was only about two minutes long.

Here is the beginning of the speech:

"Four score and seven years ago [87 years ago] our fathers brought forth on this continent, a new nation, conceived in Liberty, and dedicated to the proposition [idea] that all men are created equal..."

The speech goes on to say how important it is to remember the people who died and the ideas they died for. He concludes by reminding everyone that the United States needed to be one whole country and to stop fighting the Civil War.

Chapter Seven Task Descriptions

Task 1: Look for Rachel in the Air and Space Museum – Chapter Checkpoint

Trace's Actions	Student Learning Objectives	Helpful Gameplay Tips
1. Talk to the visitors on the floor to find the security guard. 2. Ask the security guard where Rachel is. 3. Help the people arguing stop their argument by seeing both sides. 4. Find out that Rachel will be at the party of the Center for Conflict Resolution.	Students can understand the main idea and some details in messages and announcements on familiar topics. Students can understand the main idea and some details when reading unfamiliar vocabulary. Student can start, maintain, and end a conversation on a variety of familiar topics.	Students might not realize how polite Trace is being when he asks questions all through this chapter of the game. Students might not know where to begin asking characters about Rachel Rothman. If they ask enough characters, one of them will suggest that he talk to the guard.
Extension Activities a. "Let's go." Trace and friends making lots of suggestions in this chapter: "Let's see if she's at the Library of Congress." "Let's keep an eye out for neckties." With students in pairs, ask them to come up with a list of such suggestions they would like to do over the weekend. For instance, "Let's play basketball," or "Let's get ice cream." For extra fun, give students a time limit. Find out which pair can come up with the most suggestions in, for example, three minutes. b. Air and Space Travel. Prepare students to participate in a discussion on air travel and space travel, including the necessary vocabulary (see the <i>Vocabulary for Chapter Seven</i> section). Show pictures of space shuttles and airplanes (inside and outside), and have students discuss what they know about air and space travel. Students can write a list of the advantages and disadvantages of air and space travel. After playing, have students compare their lists with a partner and then compare again with a different partner, writing down any new ideas from their partners. See who can make a list with the most advantages and disadvantages of both air and space travel.		

Below is how students can earn the most points in the *Look for Rachel in the Air and Space Museum* task:

Trace's comment or action (student chooses)	Response	Character	Points
<i>Trace may talk to other visitors before finding the security guard</i>			
Excuse me, but do you know where I	I don't know who she is. Sorry!	Visitor	3

can find Rachel Rothman?

Excuse me, but do you know where I can find Rachel Rothman?	Nope, sorry! You should ask the guard over there.	Visitor	3
Excuse me, but do you know where I can find Rachel Rothman?	Yes, but I have to calm these two down before I can talk!	Daniel	3
	Air travel is the bigger accomplishment!	Ben	
	No way! Space travel was more important!	Will	
	We wouldn't even have space travel if it wasn't for air travel being invented!	Ben	
	But space travel brings so many more possibilities. You can't travel to another planet in an airplane. Think about the future!	Will	
Michael Collins, the American astronaut, said, "It's human nature to stretch, to go, to see, to understand. Exploration is not a choice, really; it's an imperative."	That's a good point! I never thought of it like that!	Ben	0
Someone said, "Once you have tasted flight, you will walk the earth with your eyes turned skyward, for there you have been and there you will long to return."	That's a good point! I never thought about it like that!	Will	0
Could you accept that they're both equally important for different reasons?	Hmm. I think you may be right.	Ben	3
	Yeah, I guess they both had their role in history.	Will	
	Thanks for your help! Now what was it you were asking?	Daniel	
Glad I could help. Now, can you tell me where to find Rachel Rothman?	Oh, right! She's not here, but I know where she'll be tonight. She'll be at the 5th anniversary party of the Center for Conflict Resolution.	Daniel	3
Is the party at the Center for Conflict Resolution?	I don't know where it is. I do know you'll need a tie to get in. It's a formal event.	Daniel	3
Okay! I appreciate your help	Anytime!	Daniel	3
Too bad we didn't catch Rachel. Let's see if she's at the Library of Congress. She's supposed to go there next.	Sounds like a plan. And let's keep our eye out for neckties!	Paulo	2

Task 2: Look for Rachel at the Library of Congress – Chapter Checkpoint

Trace's Actions	Student Learning Objectives	Helpful Gameplay Tips
1. Politely ask visitors where Rachel is. 2. Help resolve Matt and Megan's argument about the book they both want to borrow. 3. Ask the librarian where Rachel is and get tickets from her for the party where Rachel will be.	Students can start, maintain, and end a conversation on a variety of familiar topics. Students can discuss and solve problems in uncomplicated situations. Students can understand the main idea and some details in messages and announcements on familiar topic. Students can express appreciation and gratitude and respond appropriately to others.	Trace will not be able to interact with any characters until he finds the Action Word "Hand Over" and the Action Item "Necktie."
Extension Activities a. "Exploration is an Imperative." So says American astronaut Michael Collins. First, ask the class for opinions on what Collins means. Write two ideas on the board: "Exploration is often good," and "Exploration is often bad." Ask for examples of each. What have been some positive results of exploration? What have been some negative results of exploration? It might be worthwhile to set up a debate. Break students into groups now, and let them choose to support one side of the argument in a debate. Give the groups time to think of true examples that support their claim.		

Below is how students can earn the most points in the *Look for Rachel at the Library* task:

Trace's comment or action (student chooses)	Response	Character	Points
<i>Trace talks to other visitors to find Rachel</i>			
Hi. Do you know where I could find Rachel Rothman?	Sorry. I never heard of her. Try the librarian at the desk.	Visitor	3
Excuse me, but do you know where I can find Rachel Rothman?	Nope, sorry. But you could ask the librarian.	Visitor	3
Excuse me, but do you know where I can find Rachel Rothman?	Yes, but I have to help these two students before I can talk.	Louisa	3
<i>Megan and Matt are fighting</i>			
	I was here first!	Megan	
	Hey, Megan, I was here first!	Matt	
	But, Matt, I can't finish my paper without it!	Megan	
	Well, I can't finish my art project without the illustrations!	Matt	

	But you already have a copy of the book!	Megan	
	Yeah, but it's not illustrated!	Matt	
Excuse me, Matt, but do you need both copies?	No, just the illustrated one.	Matt	2
Excuse me, Megan, why do you want the illustrated book?	I don't care if it's illustrated. I just need the text!	Megan	3
If Megan is okay with the text-only version, Matt, you could have the illustrated copy.	Oh, I guess that makes sense. Megan, is that okay with you?	Matt	3
	Mmm. I think that would work for me.	Megan	
	Let's do it!	Matt	
	Thanks for your help! Now what was it you were asking?	Louisa	
Sorry to bother you. I wonder if you could tell me where Rachel Rothman is.	Oh, yes. She's just left, but she'll be at the party for the Center for Conflict Resolution tonight. Why don't you meet her there? Do you have tickets?	Louisa	3
No, we don't have tickets. Do you know where the party is?	Hmm. I don't know. But take my tickets. I won't be able to attend tonight.	Louisa	0
That's really generous of you! We appreciate your help!	That's quite all right. Have a good time!	Louisa	3
We don't want to wait until tonight. Let's go to the Lincoln Memorial.	Yes, let's give it a try. Let's go there right away.	Paulo	3

Task 3: Look for Rachel at the Lincoln Memorial – Chapter Checkpoint

Trace's Actions	Student Learning Objectives	Helpful Gameplay Tips
<p>1. Politely ask visitors where Rachel is.</p> <p>2. Help resolve Nicholas and Abigail's argument about if Nicholas should be speaking publicly at the monument.</p> <p>3. Ask the docent, Abigail, where Rachel is, and find out from her where the party will be.</p>	<p>Students can discuss and solve problems in uncomplicated situations</p> <p>Students can express satisfaction or dissatisfaction and respond appropriately to the emotions of others.</p>	<p>Students may not understand that Nicholas and Abigail are arguing about if Nicholas should speak the Gettysburg Address at the Lincoln Memorial or if he should be quiet so that other people there can think quietly about how important President Lincoln was and what he said. Nicholas wants to say the speech out loud and Abigail wants him to be silent.</p> <p>Students will probably not be familiar with the Gettysburg Address.</p> <p>Students might not understand the meanings of the quotes that Trace cites. See the <i>Quotes in Chapter Seven</i> section for the meaning of the quotes. You can also print the worksheets to use in your classroom as aids.</p>
Extension Activities <p>a. Compromise. Show students a picture of President Lincoln and of the Gettysburg Address and explain to the students what the situation of the United States was when President Lincoln gave this speech. See the Library of Congress website for more information. Lincoln gave this speech in 1863 after the U.S. Civil War Battle of Gettysburg, when many lives were lost. Lincoln wanted to emphasize how important it was at that time for the United States to stop the Civil War, to treat all people in the country equally, and for the North and South to become one country again. Go to the Voice of America News for an audio file and text about the speech. Then lead a class discussion about how Lincoln used language to bring people together, by focusing on their past common purpose of being a united country, the goals they were founded on, and their future as a united country that will not fight. After playing, students can discuss times in their lives when they have helped their friends, family, or neighbors compromise and get along.</p>		

Below is how students can earn the most points in the *Look for Rachel at the Lincoln Memorial* task:

Trace's comment or action (student chooses)	Response	Character	Points
<i>Trace looks for Rachel Rothman</i>			
Excuse me. I'm looking for Rachel Rothman. Do you know her?	Sorry. I don't know her. Why don't you ask around?	Visitor	3
Excuse me, but do you know where I can find Rachel Rothman?	Nope, sorry! Why not ask the docent? She's over there.	Visitor	3
Excuse me, but do you know where I can find Rachel Rothman?	Yes, but I'm right in the middle of a conversation now.	Abigail (docent)	3
	It's a speech! It was meant to be said aloud!	Nicholas	
	It WAS said aloud! There's no need for you to do it, too!	Abigail	
	The words are too beautiful to be kept silent!	Nicholas	
	I agree they're beautiful. That's why I'd like to contemplate them in peace!	Abigail	
	I have a right to free speech!	Nicholas	
	I have a right to my sanity!	Abigail	
Didn't Lincoln say, "To sin by silence when they should protest makes cowards of men."	Hmm. That is a good point.	Abigail	0
Emily Dickinson said, "Saying nothing... sometimes says the most."	I guess silence has value, too.	Nicholas	0
How about if we let Nicholas perform the speech first, and then we can be silent for contemplation?	That sounds like a good idea.	Abigail	3
	I agree to that suggestion, too.	Nicholas	
	Why don't you go ahead, Nicholas?	Abigail	
	Thanks for your help! Now what was it you were asking?	Abigail	
I'm looking for Rachel Rothman. Do you know her?	Certainly, I do. She's just left the grounds, but she'll be at the party for the Center for Conflict Resolution tonight.	Abigail	0
Do you happen to know where the party is being held?	I don't know the name of the hotel, but I have the address. It's over near the White House.	Abigail	3
We appreciate your help. See you!	Good luck finding Rachel!	Abigail	3
We'd better go to that party! It's our last chance to introduce you to Rachel!	We'd better get there quickly! It's getting late!	Paulo	0

Task 4: Look for Rachel at the Party

Trace's Actions	Student Learning Objectives	Helpful Gameplay Tips
1. Put on tie. 2. Enter the party. 3. Ask party guests if they know where Rachel is.	Students can have a simple conversation on a limited number of familiar topics.	Students may have difficulty with hearing the perfect tense, since the auxiliary verb (<i>have, has, had</i>) is pronounced as a contraction: "You' <u>d</u> better ask around."
Extension Activities a. "We'd better get there quickly. It's getting late." That's what Paulo advises. "We'd better" means that he and Trace should or really need to do something. Students might also want to know the full form (e.g. "I had better go to bed") or an even shorter form (e.g. "I better call my mom"). Give students a few minutes to think of things they had better do today. They can work in pairs and write down their ideas. Tell students the information should be real—the truth about them. When you solicit examples from students, make sure to ask follow-up questions. Example 1: "I had better buy a horse today." Follow-up: "Really? Why do you need a horse?" In this case the student is using correct vocabulary and structure only for the sake of using the structure—not for real communication about himself or herself. Example 2: "I better visit my grandfather." "Really? Why?" The student may well have a real need or obligation to visit a grandparent. Find out what that could be. This task lets students understand that they are learning English for real communication purposes, not only to practice grammar.		

Below is how students can earn the most points in the *Look for Rachel at the Party* task:

Trace's comment or action (student chooses)	Response	Character	Points
	Welcome. Uh-oh. Do you have a tie?	Security Guard	
Action: Put On + Tie	Great! May I please have your tickets?	Security Guard	15
Action: Hand Over + Ticket	Thank you. Please sign the guest book, and you can go in.	Security Guard	15
Action: Sign With + Pen	Have a great evening!	Security Guard	15
Excuse me, but do you know where Rachel Rothman is?	Nope, sorry! You'd better ask around if you think she's here.	Party Guest	1
Excuse me, do you know Rachel Rothman?	Sure. She's over there.	Party Guest	1

Task 5: Talk to Rachel

Trace's Actions	Student Learning Objectives	Helpful Gameplay Tips
<p>1. Find Rachel and ask her if she can help Paulo study in the United States.</p> <p>2. Listen to Rachel's explanation of how to study at an American university and thank her for her help.</p>	<p>Students can exchange personal information using phrases and simple sentences.</p> <p>Students can discuss and solve problems in uncomplicated situations.</p> <p>Students can interact with others using simple language in everyday situations.</p>	<p>Students might find it difficult to understand Rachel's instructions to Paulo to study in the United States.</p> <p>The closing video might be difficult for some students to understand.</p>
Extension Activities <p>a. Study in the U.S. Students can discuss Rachel's suggestions to Paulo and how they would complete each of her four steps: 1. Choose U.S. universities to apply to. 2. Apply to the universities. 3. Receive a university's acceptance information. 4. Apply for a visa. Teachers can help students understand the many steps inside each of these four general steps.</p> <p>b. Should He Stay or Should He Go? Students can write letters to Trace about what he <i>could</i> do and <i>should</i> do. Students can use "could" to list options or possibilities, and they can use "should" for their own recommendations: what it would be a good idea for Trace to do. Do you think that Trace should stay in the present time or return to the future? Why or why not?</p>		

Below is how students can earn the most points in the *Talk to Rachel* task:

Trace's comment or action (student chooses)	Response	Character	Points
Excuse me. Would you happen to know Rachel Rothman?	That's me. Why are you looking for me?	Rachel Rothman	3
Paulo is visiting from Brazil. My friend Kit says you might be able to help him.	Well, I am an international student adviser. I hope I can help.	Rachel Rothman	3
Paulo wants to come back to study. He's interested in American history and peace studies.	That's great! There are many excellent universities, and international students are welcome.	Rachel Rothman	3
Could you please help him get started?	Sure thing! The first step is to decide where you'd like to study. The next step is to apply for admission. After you're admitted, the university will send you documents. You take those to the U.S. Embassy in your country to apply for a visa.	Rachel Rothman	3
Thank you for all your help! I have to leave now. Good luck, Paulo!	Bye, Trace! You've been great. Let me know if you ever come to Brazil!	Paulo	3

Final Chapter Seven Video

In the final video for Chapter Seven and the game, Trace calls Professor Peterson to confirm that he has completed his final mission. He discovers that the time machine is fixed and he should come back immediately. On campus, Trace is confronted with students who think that he is an alien because of Henry Tattle. A campus official wants to take Trace to the authorities.

Kit and Eddie arrive, bringing with them the people Trace helped in previous chapters. Emma notes that Trace helped her stand up for what she believes in; Andre recalled that Trace helped him realize that you can do anything if you try; George Runningwater noted that Trace helped him clean the environment and educate his community about reducing and recycling waste; Neela tells about how Trace helped her convince her father to allow her to follow her dreams; Annie talks about how Trace taught her the value of teamwork; and Paulo thanks Trace for helping him study in the United States. The university official believes Trace's friends and takes Henry away, while Trace thanks all of his friends.

Trace prepares to travel back to the future, but he jumps off the time machine at the last second, letting the machine return to the future. Trace explains that he did not want to leave his new friends, so he stays in the past. Now, together they can continue to have adventures.

Completing Chapter Seven

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



From the screen, students can:

- See their scores;
- Review Trace's activities;
- Go to the Language Practice Activities;
- Download the graphic novel of Chapter Seven;
- Play Chapter Seven again; and
- Print a Level Complete Certificate for Chapter Seven.

Now that students have completed Chapter Seven

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

Chapter Seven	Capital Challenges – Mutual Understanding	Skills
Exercise 1	Matching activity: Students review people and places found in the chapter	Reading
Exercise 2	Multiple choice listening activity: Students practice identifying the most polite or formal form	Listening Reading
Exercise 3	Fill in the blank sentence completion: Students practice listening and verbs	Listening Reading Writing
Exercise 4	Matching activity: Students review all the chapters of the game	Reading

2. Students can use the information they have learned in Chapter Seven to plan a week-long trip to Washington, D.C. They can use the [District of Columbia website](#) to find places they would like to visit, read about what they can do there, and decide how long they will stay in each place. They can write their dream trip up in a paper or present their trip to the class and then answer classmates' questions. Encourage them to use the new vocabulary and grammar they have learned as well as information they learned about the United States in this chapter and the other chapters and to include pictures in their paper or presentation.

3. Lead a class discussion on the whole Trace story and what everyone in class would do if they went back in time.

- What did Trace accomplish when he went back in time? (Answer: He helped Americans realize how important healthy food is; he helped save music and arts in the schools; he helped save the environment; he helped encourage women's education and entrepreneurship; and he helped the country realize the importance of science and teamwork.)
- What would students do if they could go back in time, and how long would they be gone?
 - Try to fix a social problem, such as poverty?
 - Help everyone go to school?
 - Talk with important leaders in their country or the world?
 - Learn as much as they could about their country and people?
- Trace was successful in his trip back in time because the world became a better place after his time travels. How would students know if they were successful in their trip back in time?
- Grammar note: This discussion is an opportunity for students to practice the new vocabulary they learned and the grammar structures from the game, particularly the conditional tense. Before leading the discussion, remind students of different ways to make conditional sentences and what they mean. For example, "If I went back in time, I would visit...."

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

Congratulations on Completing Chapter Seven and the Trace Effects Game!

Pictures of Washington, D.C.



The U.S. Capitol Building



The Washington Monument



The National Mall



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Script for Chapter Seven

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
Professor Peterson	I believe I have finally fixed the time machine! I'll turn it on.
Trace	Wow! You did it! I guess this is goodbye. Thanks for all your help, Professor Peterson, Kit, and Eddie! I'll miss you!
Kit	Our pleasure, Trace!
Eddie	Come back and visit sometime!
Professor Peterson	Hmm. I don't know what went wrong! Kit, I was sure we had this equation figured out...
Kit	We had tested this hypothesis successfully numerous times. I was sure we had the theory we needed.
Eddie	Your diagram is just missing the 7th module. This needs to be a seven-point star to create the proper space-time momentum field.
Professor Peterson	What?
Kit	How on earth?
Eddie	This looks just like the diagram in Trace's comic book. See? Right here where the time wizard discovers the League of Time Keeper's secret laboratory.
Kit	Eddie! Don't be ridiculous. This is serious scientific research...
Professor Peterson	Kit, don't speak so soon! I actually think Eddie is right!
Time Machine	Trace, I am so glad we were able to reach you! I see that the time machine has almost been fixed. However, there is one more critical mission to complete before you can return to the future! You must find Paulo at the National Mall in Washington, D.C., and help him study in the United States!
Kit	I know someone in Washington, D.C., that may be able to help! I'll give you her phone number, Trace. And the International Student Society is head to Washington, D.C., tomorrow! I'm not going on this trip. I need to stay and help the Professor. I'll ask if you can go in my place!

Character	Line
Trace	Thanks, everyone! I'll be back soon!
Trace	Hi, I'm Trace. I'm a student from Kansas. What brings you to Washington, D.C.?
Paulo	I'm a student, too. I'm visiting with some friends.
Trace	You look upset—what's the matter?
Paulo	I love D.C.! There's so much to see and so much to learn! I just don't want to leave. I wish I could come study here. I want to know more about President Lincoln and Dr. Martin Luther King!
Trace	You know, I think I know someone who can help you do that. My friend Kit told me to find Rachel Rothman.
Paulo	Really? If you find her, can you introduce me?
Trace	Sure! Let's call her. Do you have a phone?
Paulo	I sure do. Here!
Rachel Rothman	Hi. You've reached Rachel Rothman. I won't be in the office today, but if you need me, I'll be at the Air & Space Museum this morning, the Library of Congress at lunchtime, the Lincoln Memorial during the afternoon, and the party this evening.
Trace	Well, I didn't reach her, but I know where she's going to be today! We should go find her!
Paulo	Sounds great! Lead the way!
Trace	Excuse me, but do you know where I can find Rachel Rothman?
Daniel	Yes, but I have to calm these two down before I can talk!
Ben	Air travel is the bigger accomplishment!
Will	No way! Space travel is more important!
Ben	We wouldn't even have space travel if it wasn't for air travel being invented!
Will	But space travel brings so many more possibilities. You can't travel to another planet in an airplane. Think about the future!

Character	Line
Trace	Michael Collins, the American astronaut, said, “It’s human nature to stretch, to go, to see, to understand. Exploration is not a choice, really; it’s an imperative.”
Ben	That’s a good point! I never thought of it like that!
Trace	Someone said, “Once you have tasted flight you will walk the earth with your eyes turned skyward, for there you have been and there you will long to return.”
Will	That’s a good point! I never thought about it like that!
Trace	Could you accept that they’re both equally important for different reasons?
Ben	Hmm. I think you may be right.
Will	Yeah, I guess they both had their role in history.
Daniel	Thanks for your help! Now, what was it you were asking?
Trace	You’re welcome! I was looking for Rachel Rothman.
Daniel	Oh, right! She’s not here, but I know where she’ll be tonight. She’ll be at the 5th anniversary party of the Center for Conflict Resolution.
Trace	Do you know where the party is?
Daniel	No, but I do know you’ll need a tie to get in. It’s a formal event.
Trace	Thanks for helping me. See you later!
Daniel	No problem. Bye!
Trace	Too bad we didn’t catch Rachel. Let’s see if she’s at the Library of Congress. She’s supposed to go there next.
Paulo	Sounds like a plan. And let’s keep our eye out for neckties!
Trace	Excuse me, but do you know where I can find Rachel Rothman?
Louisa	Yes, but I have to help these two students before I can talk.
Megan	I was here first!

Character	Line
Matt	Hey, Megan, I was here first!
Megan	But, Matt, I can't finish my paper without it!
Matt	Well I can't finish my art project without the illustrations!
Megan	But you already have a copy of the book!
Matt	Yeah, but it's not illustrated!
Trace	Sorry to interrupt. Do you need both copies, Matt?
Matt	No, just the illustrated one.
Trace	Do you need the illustrated book, Megan?
Megan	No, I don't care at all about the illustrations.
Trace	She doesn't need the illustrated copy, so why don't you give her the copy you already have?
Matt	Oh, that makes sense. Let's do that.
Megan	Mmm. I think that would work for me.
Matt	Let's do it!
Louisa	Thanks for your help! Now what was it you were asking?
Trace	Sorry to bother you. I wonder if you could tell me where Rachel Rothman is.
Louisa	Oh, yes. She's just left, but she'll be at the party for the Center for Conflict Resolution tonight. Why don't you meet her there? Do you have tickets?
Trace	No, we don't have tickets. Do you know where the party is?
Louisa	Hmm. I don't know. But take my tickets. I won't be able to attend tonight.
Trace	That's really generous of you! We appreciate your help!
Louisa	That's quite all right. Have a good time!
Trace	Let's try at the Lincoln Memorial. Rachel was going there next.

Character	Line
Paulo	Okay. Maybe we can catch her there.
Trace	Excuse me, do you know Rachel Rothman?
Abigail	Yes, I know her, but I'm right in the middle of a conversation now.
Nicholas	It's a speech! It was meant to be said aloud!
Abigail	It WAS said aloud! There's no need for you to do it, too!
Nicholas	The words are too beautiful to be kept silent!
Abigail	I agree they're beautiful. That's why I'd like to contemplate them in peace!
Nicholas	I have a right to free speech!
Abigail	I have a right to my sanity!
Trace	Didn't Lincoln say, "To sin by silence when they should protest makes cowards of men."
Abigail	Hmm. That's a good point.
Trace	Emily Dickinson said, "Saying nothing... sometimes says the most."
Nicholas	I guess silence has value, too.
Trace	How about if we let Nicholas perform the speech first, and then we can be silent for contemplation?
Abigail	That sounds like a good idea.
Nicholas	I agree to that suggestion, too.
Abigail	Why don't you go ahead, Nicholas?
Abigail	Thanks for your help! Now what was it you were asking?
Trace	We really need to find Rachel Rothman. Could you help us find her?
Abigail	Certainly. She's just left the grounds, but she'll be at the party for the Center for Conflict Resolution tonight.

Character	Line
Trace	Do you happen to know where the party is being held?
Abigail	I don't know the name of the hotel, but I have the address. It is over near the White House.
Trace	Thanks very much. See you!
Abigail	Good luck finding Rachel!
Trace	We'd better go to that party! It's our last chance to introduce you to Rachel!
Paulo	We'd better get there quickly! It's getting late!
Security Guard	Welcome! Uh-oh. Do you have a tie?
Trace	Oh, we forgot to put them on!
Security Guard	You have to wear a tie. This is a formal event.
Trace (action)	Put On the Tie
Security Guard	Great! May I please have your tickets?
Trace (action)	Hand Over the Tickets
Security Guard	Thank you. Please sign the guest book, and you can go in.
Trace (action)	Sign With the Pen
Security Guard	Have a great evening!
Trace	Excuse me. Would you happen to know Rachel Rothman?
Rachel Rothman	That's me. Why are you looking for me?
Trace	Paulo is visiting from Brazil. My friend Kit says you might be able to help him.
Rachel Rothman	Well, I am an international student adviser. I hope I can help.
Trace	Paulo wants to come back to study. He's interested in American history and peace studies.
Rachel Rothman	That's great! There are many excellent universities, and international students are welcome.

Character	Line
Trace	Could you please help him get started?
Rachel Rothman	Sure thing! The first step is to decide where you're like to study. The next step is to apply for admission. After you're admitted, the university will send you documents. You take those to the U.S. Embassy in your country to apply for a visa.
Trace	Thank you for all your help! I have to leave now. Good luck, Paulo!
Paulo	Bye, Trace! You've been great! Let me know if you ever come to Brazil!
Trace	Hello, Professor. I have completed the last mission! Is the time machine fixed? Should I head back to the university campus?
Professor Peterson	Yes, Trace! Hurry back. Kit, Eddie, and I have fixed the time machine. It confirms that you have been successful and that all missions have been completed! The time machine just alerted us that it is ready to take you home to the future. Come to the lab immediately. We'll see you soon.
Trace	The time machine is ready to take me home... I guess my adventure is coming to an end...
Dean	Excuse me, young man, are you Trace?
Trace	Yes, sir. I am Trace.
Dean	It seems that your presence here has concerned this group of students. Henry Tattle has informed me that he has proof that you are an alien from space.
Henry Tattle	Well, Trace from space... we've finally caught you, sneaking back to your spaceship, I'm sure. Where is it? Is it invisible? Do you use some sort of light device to reveal it? Are you wearing a mask to hide your...
Dean	Now, I am not one to believe crazy stories, but the photos Henry has presented to me are quite convincing. Quite convincing, indeed. These students are also suspicious of you. It seems you have had a false student ID, have traveled with student groups you are not officially a member of, and have also influenced students and staff to take you places all over the United States. What do you have to say in your defense?

Character	Line
Trace	Sir, I am sorry for the confusion. I am not from space. I promise. The truth is that I traveled here from the future in a time machine. I am just trying to get home.
Dean	What on earth? That is preposterous. How dare you mock our questions with this nonsense. I am afraid I am going to have to trust my students and take you to the authorities to get to the bottom of this!
Eddie	Wait! Please, sir. Let us help explain. We are friends of Trace.
Kit	We have also gathered several people that Trace has helped while he has been visiting. Hopefully they can convince you that Trace is not a bad person.
Dean	Very well. I will listen to their stories.
Emma Fields	Trace helped me learn to stand up for what I believe in and make a difference locally. Now hundreds of students are discovering good nutrition!
Andre Marshall	Trace helped me, too. He made me realize that anything can be achieved if you put your mind to it. He helped my band organize a concert that raised money for our school music program. Now the program is funded! I would have never considered myself an activist before, but now I want to make a difference in any way I can.
George Runningwater	Trace helped the environment, too. Together we helped my town learn the value behind reducing waste, recycling, and reusing valuable natural resources. Plus, he was a great friend to me.
Neela Desai	I have a story, too. Trace helped me convince my father to let me chase my entrepreneurial dreams. My father let me enter a contest that I won! Now I have the chance to share my ideas with the world and be an instrument for change.
Annie Wang	My story is simple. Trace showed me that teamwork is more important than petty rivalries. I needed to open my eyes to the people around me and never be afraid to ask for help. My biggest competitor is now my greatest ally.

Character	Line
Paulo Silva	Trace helped me fulfill my dreams of going to school in the United States. His friendship and guidance gave me the confidence to achieve great things. Trace showed me the importance of seeing both sides. Trace is not a bad person—Trace is a great person! Please hear our stories. Please see both sides.
Dean	I indeed see both sides. These are very convincing stories. More convincing I must say than aliens and time machines. Professor Peterson, I see you are here to support Trace. Can you verify these stories as true?
Professor Peterson	Yes. These stories are true. I believe that Trace is a good person and that there has just been a misunderstanding.
Dean	Yes. Henry, I would like to see you in my office, please. We need to talk about this.
Trace	Thank you! Thank you, everyone. It was great of you to travel all this way just to help me.
Paulo Silva	Trace, it is our pleasure. You helped all of us out, so helping you is the least we could do. Have a safe journey home.
Professor Peterson	Let's go, Trace. We have to get back to the lab so you can finally go home!
Professor Peterson	All right, Trace. Please stand on the time machine, and I will activate the sequence.
Time Machine	Trace, our instruments inform us that you have completed the time machine's mission successfully. It also looks as if the time machine has been completely repaired. Video feed is now available.
Time Machine	Hello, Trace. Nice to see you in person. We are ready to bring you home. You are a hero here, and everyone is excited to meet you. Your life will never be the same.
Professor Peterson	Kit! Is that you?
Time Machine	Yes. Hello, Professor. It is great to see you again. I have so many things that I would like to say to you, but we have no time. Thank you for everything you taught me. And Eddie, keep reading those comic books. They really do come in handy.

Character	Line
Time Machine	Initiating time travel pairing sequence EDE-2112...pairing complete. Time travel in 5... 4... 3... 2...1...
Eddie	Trace! Why did you jump off the time machine? How will you get home?
Kit	Trace, do you realize that now you will never be able to travel back to your time? Now you will be stuck here with us?
Trace	If I went home, how would we go on more adventures together?
Professor Peterson	Well, it looks like we have a good deal of planning to do together, don't we, team?
Trace	We sure do.

Links for Chapter Seven

[America's Story: Washington, D.C.](#)

Explore Washington, D.C.!

[Information on American Universities](#)

An official U.S. government website designed for prospective international college students and their families.

[The White House 101 for Kids](#)

Presidents, facts, and pets are some of the features on this website.

[U.S. Citizen and Immigration Center](#)

A comprehensive U.S. Citizenship guide, study materials, and welcome kit for those wishing to become American citizens.

[Smithsonian IdeaLabs](#)

Online student tutorials that bring the museums to life, featuring American history, science, and culture.

[American Memory Project](#)

Documents the American experience based on art and song, produced by the Library of Congress.

[Ben's Guide to U.S. Government for Kids](#)

For kindergarten through high school students, this site by the U.S. Government Printing Office will help you learn about the U.S. Government.

[Smithsonian History and Culture](#)

Lesson plans and resources for teaching and learning about American culture, art, and history.

[iCivics](#)

Learn more about conflict resolution with these games and activities.

[N.A.S.A. Rocket Science 101](#)

Create your own science project by building a rocket for space exploration.

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Technology and Learning

Why Teach English with Technology?

Many researchers have noted the benefits of using technology for language instruction, a field often called Computer Assisted Language Learning, or CALL. Within CALL environments, instructors need to consider the roles of the computer, the learner, and the learning objectives, as they are all central to language learning. Students are able to interact with each other, the teacher, and other materials (Levy & Hubbard, 2005). They can also develop their autonomy as collaborative language learners (Kessler & Bikowski, 2010). Not surprisingly, as technology evolves, our pedagogy in language teaching has the opportunity to evolve as well (Kessler, Bikowski, & Boggs, 2012).

Teaching with technology is best approached by designing lessons based on second language acquisition research findings (Kessler & Bikowski, 2011). With that in mind, researchers have noted that CALL offers the following benefits:

- It integrates theories of language acquisition (Egbert, Hanson-Smith, & Chao, 2007).
- It offers opportunities for learners to notice language and experience enhanced input within a supportive environment (Chapelle, 2003).
- It is a flexible learning environment where students can build confidence and a sense of ownership over their learning (Kessler & Bikowski, 2010).
- It provides an environment where students can build relationships (Belz, 2003; Bikowski, 2008).
- It can help students develop their ability to learn languages autonomously within a collaborative learning environment (Kessler & Bikowski, 2010).
- It can help with differentiated learning (Chun, 2006).
- It helps students develop electronic literacy (Warschauer, Shetzer, & Meloni, 2000).
- It results in improved motivation (Bloch, 2008; Warschauer, 1996).
- It can lead to improved learning outcomes (Brandl, 2002).

Naturally, teachers must be intentional and well-prepared in their use of technology for language learning to keep students engaged in the learning process. Teachers play a crucial role in helping students maximize learning. Instructors can help students see the importance of reflective learning, link their learning to their daily lives, and engage in project-based and service learning. For more information on challenges teachers may face with teaching with CALL, refer to Kessler and Bikowski (2011).

Constructing a successful class environment with technology

As you plan lessons in a technology environment, the following conditions are considered optimal for learning to occur (Egbert, Hanson-Smith, & Chao, 2007). Students should be able to:

- Negotiate meaning and interact in the target language,
- Be involved in authentic tasks,
- Be exposed to and provide varied types of language,

- Receive feedback and notice their learning process,
- Learn in an environment with an appropriate level of stress, and
- Develop their skills in learning autonomously.

It is also important to have a back-up plan in case the technology doesn't work as planned. For example, if the electricity is not working, instead of playing Trace Effects, students can do one of the interactive Helping Students Learn activities included for each chapter. You can also lead game-related discussions for the class or have students look up information in a book instead of online.

Students' use of technology for learning ties in with their use of technology for their leisure activities. Many learners enjoy media by reading novels or fan fiction online or on mobile phones or playing large multi-player online games. Due to educational theories, as well as students' familiarity with technology, teaching language with technology is now focusing increasingly on learning that can occur within virtual reality video games. Games that are specifically created for language learning are of particular interest and can offer great success.

Teaching with Virtual Reality Video Games

Although research on online gaming environments for educational purposes is relatively new, many researchers are interested in learning more. As Peterson (2010) notes, online games involving simulations provide "valuable opportunities for effective language learning" (p. 72). Some games better allow for educational outcomes by combining the advantages of online gaming inside simulated environments that involve interaction, such as Quest and educational areas of Second Life (Sykes, 2008).

Learning inside video games has been found to have a variety of benefits, such as helping students focus on meaning, helping with socialization into the target language, helping with more sophisticated communication, allowing for the exploration of creative expression (Thorne, Black, & Sykes, 2009), providing defined goals and rules for the language learning play experience (Squire, 2006), allowing students to play and relax in their learning (Blake, 2011), giving students a greater sense of ownership over their learning (Gee, 2007), and helping learners feel that the environment is similar to the real world (Mikropoulos & Natsis, 2011). These activities are particularly helpful when they allow for learner collaboration on specific tasks and when they aid in the understanding of appropriate pragmatic language use (Zheng, Young, & Wagner, 2009).

For these reasons, researchers and educators call for more use of these and other means of "digitally mediated expression" into educational environments in order to help students take their in-class learning into their daily lives (Thorne et al., 2009, p. 803). As teachers put these ideas into practice into the classroom, both the students and teachers have a role.

Internet-Based Activities

americanenglish.state.gov

Supplemental Trace Effects teaching and learning tools, worksheets, lesson plans, and Web 2.0 activities will be located on the new Office of English Language Programs *American English* web portal. This site connects teachers and students of the English language and American culture to a wealth of resources. As it grows, *American English* will house a library of webinars, host professional and educational forums, and link users to English education social media.

[Webquests of American universities](#)

Have students visit American university websites to find and practice words they learned. You can look up U.S. universities and information on applications on the EducationUSA website (www.educationusa.info/5_steps_to_study). Depending on the proficiency level of the students, you might find two or three university websites and have the students search those for specific information (e.g., application requirements or possible majors of study). Students at a higher English proficiency level can find the universities themselves and then search for the information you specify. Students may benefit from having a grid they complete with the information, or they may want to choose the university they would want to attend based on their research and present their reasons to the class.

[Readings and “Thinkquests” on different topics](#)

Have high-English proficiency students explore a “Language and Life Science Unit” from the U.S. Department of State (eca.state.gov/forum/journal/future.htm). Students can read about a topic (such as Drugs of the Future) and learn new vocabulary with the glossary provided. They can then do a number of interactive and exploratory projects based on the plans provided under Classroom Applications. Students can be led through “Thinkquests,” where they explore content and language as well as think critically in a structured online environment, such as at Thinkquest.org.

[Videos](#)

Find movies that have similar themes to the chapters so that students can listen to and then use the terms and ideas in discussions or in a short paper. The Exchanges Connect YouTube Channel (www.youtube.com/user/exchangessvideo) has a number of videos on different topics, ranked according to popularity. Either you or your students can choose a video, following a process such as the ones below:

- Be sure that students have and know their language goal for watching the video (e.g., understanding the usage of modals).
- Have students listen to the video first for main points, then for details, and finally for overall clarification of points.
- Have students complete some type of grid or tally sheet (e.g., tally the number of times a modal is used, and which one) while watching the video.
- Allow class time to discuss the language point as well as the video’s content.

Online collaborative writing projects

Students can use a variety of online tools, such as the ones below, in order to write texts collaboratively in groups, depending on access and project type.

Wikis: With wikis, students can work at the same or different times on the same document. Possible project ideas are to plan a trip to the United States, write a volunteer plan or service learning project for their community, or write descriptive paragraphs using vocabulary learned in class.

Blogs: With blogs, one student can post a main content entry while other members or classmates post comments. A project can be a student posting a different ending to Trace Effects and other students leaving comments.

Discussion Boards: With discussion boards, students write a text (some support audio or video) and other students reply to the posting. It is never in real-time. In these spaces, students have more time to think about the language they want to post, which increases many students' confidence and accuracy. A project idea would be for you to post a concern that Trace has (for example, asking for advice on how to get Henry Tattle to like him) and students to have an online discussion making recommendations to Trace.

Social Media Connections: Have your class create a Facebook group about Trace and use the Trace Facebook page to find other fans worldwide to invite to the group. Assign specific short writing tasks to group members; for example, you could have students predict what will happen to Trace at the end of the game, or what will happen to Trace after the game is finished.

Online Activities: A Closing Thought

These are only some ideas for online activities. As technology becomes more advanced and more mobile devices are available and used for learning, you can explore ways that these devices can help students learn as well.

Using English in the Community

Trace Effects can help students not only with their English, but with many values and professional skills that they can take into their community and also apply to their personal lives. Volunteerism and professional development are two main ways that students can take their English into their communities.

Volunteerism

Trace demonstrates volunteerism in different ways, such as when he volunteers to help with recycling at the Grand Canyon in Chapter Four or when he organizes community members to raise money for the school music program in Chapter Three in New Orleans. Classes can add volunteerism to their curriculum as well, particularly through service learning and community development.

Service Learning

Service learning is one way students can volunteer for their community, practice their English, and learn at the same time. With service learning, students work on a community project that applies to a class theme. For example, there may be places where students can help organize a youth activity or sports program for their community. If there is a program for the elderly population in the community, they can work with them, such as helping people get around or get needed items such as food. Projects centered on the environment would also be appropriate and match Trace Effects content.

While they are volunteering their time, students should be learning about the group and the context they are working with (for example, what are some effective ways to encourage young people to be involved in sports, or what are the barriers to young people being involved). A service learning project could be created for each chapter of Trace Effects.

After their projects, students can do in-class work in English such as presentations; writing stories, papers, or poems about what they have learned; making videos in English about their projects; or doing poster presentations for the community or their classmates.

Community Development

Students can also use their English and skills to develop their community. For example, they can teach English to younger members of their community. They can have an after-school English program or an English program for adults in the community. The topics of the lessons and the activities would be decided by the needs of the learners. As a class, the students can decide how best to help the learners they work with.

Another possible activity for community development centers on youth leadership. Students can organize local community leaders to speak to their class or to other groups of young people about identifying and achieving goals and finding creative solutions to real problems. Leaders' personal experiences can be very inspirational for young people.

Professional Development

There are many ways students can use their English and knowledge gained from Trace Effects to develop themselves professionally. These are just some of many possible ideas.

Filling Out a Job Application

Students can also practice finding job openings and filling out job applications. Applications often have specific wording, which gives students the opportunity to learn more English vocabulary. Students can share their applications with each other and you. They can then write applications, for example, for Trace to apply for a job at Chef Mark's, and have classmates complete the applications they write. If class time allows, students can interview each other for the jobs they write.

- **Worksmart California: Tips for completing applications**
www.worksmart.ca.gov/tips_application.html
- **Worksmart California: Finding job advertisements**
www.worksmart.ca.gov/find_job_menu.html
- **U.S. Bureau of Labor Statistics: Finding job types**
www.bls.gov/k12

Writing a Resume and Cover Letter

Have students write a resume and cover letter for a job advertisement. You can make or find an advertisement, students can make advertisements for each other, or students can find advertisements on their own.

- **Worksmart California: Writing a resume**
www.worksmart.ca.gov/tips_resume.html
- **Worksmart California: Writing a cover letter**
www.worksmart.ca.gov/tips_resume_cover_letter.html

Writing a Personal Statement

Students applying for admission to an American university will need a resume, cover letter, and a personal statement. Students can practice writing a personal statement in class and share them with each other as well as get feedback from the instructor.

- **Gear Up! Washington State: Writing a personal statement**
www.gearup.wa.gov/resource/writing-personal-statement

Around Town Career Project

Students can interview (in English if possible) local business leaders in their community and find out what they look for in job applicants, how they conduct interviews, what types of jobs they hire for, and so on. Then students can give a presentation to the class in English about their findings and recommendations for classmates. This can be a group or individual project.

Students could also identify local or international leadership organizations. For example, they can go to the websites for the Model U.N. (www.unausa.org/global-classrooms-model-un) or iEARN (www.iearn.org), the International Education and Resource Network. From these or similar sites, students can analyze their mission statements, goals, and projects. In addition to reading and discussing projects in English, students can identify which parts of these other organizations might be applied to class projects they create or to their personal statements, as discussed above.

Communicative Language Teaching

Historical Overview of Language Teaching

Best practices in language teaching have moved away from being teacher-centered where instructors tell students the language they need to memorize, students memorize the material and then take a written test on the content, and then the teacher moves to a new language point. In this system, only grammar was taught and students had difficulty actually using the language in real communication. Language learning has moved toward constructivism, which emphasizes that learning is a social activity based on real communication.

Communicative Language Teaching

Language teaching best practices are now seen as being student-centered, where the teacher serves as a coach and facilitator in the learning process. The teacher is essential, but the role is different. Teachers identify a language goal (sometimes with input from the students) and design and lead activities that help learners move from needing more help to use the language to being able to use the language on their own with a reasonable level of comprehensibility for the reader or listener.

Communicative language teaching exhibits the following aspects:

- Instruction is done in the target language.
- The focus of instruction and the learning is on the *meaning* of the language.
- Listening, speaking, reading, and writing all receive attention, not just grammar.
- Students are not expected to produce perfect language. Especially at lower proficiency levels, comprehensibility and fluency, not perfection, are important.
- Activities move from being more structured to less structured.
- Activities move beyond worksheet and textbook work and incorporate authentic language whenever possible.
- Activities are interactive and allow students to use and produce the language in context.
- Language points are recycled so that students continue to practice them.
- Students have opportunities to struggle with the language, particularly in speaking.
- Instruction can be discovery-based, where students notice a language point and experience it in an authentic context before the teacher explains it directly.

Grammar in Trace Effects

Teachers have several ways to help students improve their grammar through Trace Effects. This section will discuss ways to help students learn grammar in an interactive and communicative way and also provide resources to look up grammar points. Also, remember that many of the Language Practice Exercises provide opportunities for students to work on specific grammar points. Additionally, every chapter in the *Teacher's Manual* includes a grammar points section.

The three approaches explained here to helping students with their grammar acquisition are 1) pre-teaching and noticing grammar, 2) noticing and reviewing grammar, and 3) emerging grammar.

Strategies for Teaching and Reviewing Grammar in the Game

Pre-teaching and noticing grammar

This technique works best with new grammar points.

- Before playing, teach a five- or ten-minute mini-lesson over a specific grammar point matching the grammar objectives for the chapter.
- During play, have activities for students to notice the grammar point and to pay attention to the usage and context of the grammar point (e.g., grids, matching activities, lists, notes, tallying occurrences).
- After playing, have students discuss as a group or in pairs what they learned about the grammar point and go over any questions. As a group go over answers for activities (e.g., the grids, matching activities, lists, notes, tallying occurrences).
- Follow up with extension activities for the students to practice the grammar point. First, move from more structured tasks to open tasks where students practice the grammar point in more authentic communication.

Noticing and reviewing grammar

This technique works best when reviewing grammar points in context.

- Before playing, ask students to look for and write down usage of a specific grammar point. Tell them you will be discussing this point after game play.
- After playing, have students discuss as a group or in pairs what they learned about the grammar point. Be sure the class covers your objectives about the grammar point, and go over any questions.
- If necessary, follow up with extension activities for the students to practice the grammar point. Begin with more structured tasks, but be sure to plan open tasks where students practice the grammar point in more authentic communication.
- If possible, have the students practice the grammar point in their lives or community. Possible ideas include conducting interviews, making videos or recordings to share with the class, or using the language in English-language businesses.

Emerging grammar

This technique works best when explanations might be overly confusing before students experience a grammar point.

- Before play, identify a grammar point that you want the students to better understand after playing the game.
- During play, mention the grammar point while circulating the room.
- After play, ask students to do a structured activity that uses the grammar point; for example, a matching, listing, or completion exercise. If students seem to understand the point, have them do a less structured activity, such as a role play with roles assigned to each student in the group.
- Have students first write down what they learned about the grammar point. Then have them share their ideas with a partner. Lead a class discussion about the grammar point, answer any questions, and give more examples.
- If possible, have the students practice the grammar point in their lives or community. Possible ideas include conducting interviews, making videos or recordings to share with the class, or using the language in English-language businesses.

Resources for Grammar Review and Assistance

The following resources can be used to better understand a grammar point or find an example:

- **English Grammar and Technical Writing**
exchanges.state.gov/englishteaching/resources-et.html
- **Reference Guide to English**
exchanges.state.gov/englishteaching/resources-et.html
- **Exchanges Connect Grammar Help**
connect.state.gov/group/english/forum/topics/english-language-and-grammar

Vocabulary in Trace Effects

In order to understand a text, learners need to know most—in fact, up to 90%—of the words (Nation, 2006). The most frequent words should be particularly emphasized for learners. Learners also benefit from learning American English idioms and phrasal verbs. The main idea with vocabulary learning is exposure: students need many varied experiences with their new words in order to remember them in the future.

Following are some tips for helping learners with vocabulary.

Strategies for Teaching and Reviewing Vocabulary in the Game

Every chapter in the *Teacher's Manual* includes a Vocabulary section with words that your students might not know. These are all useful words for your students to learn, memorize, and review. If you are teaching or reviewing these words, consider some of the following strategies.

Teaching vocabulary before the game

Have students keep a vocabulary journal

Have students keep a collection of the words they learn in Trace Effects. You can assign words for them to keep in their journal, they can find the words themselves, or you can do both: assign some words and also have them collect their own. In their journals, they can include the word, its meaning, synonyms in English, the translation from their own language, and a sentence using the word. Some students like to draw or take pictures of the new words as well. Definitions can be found in online dictionaries and thesauri if available. Students can review the words on their own and during class (for example, with flash card games). Students can also be quizzed on their own words periodically.

Pre-teach or review words and their definitions

- Pre-teach words with their definitions or example sentences from the game. Choose a limited number of words so that students are not overwhelmed. Choose words that will be useful to students to memorize.
- Teach students how to use online and paper-based dictionaries.
- Show students how important spelling and pronunciation are in the process of learning new words.
- Use the native language if it is helpful to explain a new word, but try to focus on using English.
- For review, give students the words and have them match the word to a picture showing the meaning of that word.
- Have students draw pictures of the words they are learning, individually or in pairs. They can then share the pictures with the class and the class can try to guess the meaning of the words the students drew.
- Have students record words in their vocabulary notebook and refer to them during the game.

Teaching vocabulary during the game

There are a number of ways you can help students learn and review new words while they are playing the game. Following are some examples of strategies that students can use.

Unknown words

- Add new words or new usages of words to their vocabulary journals.
- Try to figure out the words from the context and write down their best guess for the meaning of the word.
- Talk with each other about the meaning of the word.
- Check an answer key or with the teacher to make sure that they understand the word.

Reviewing words

- Have students review their new words at the beginning or end of each class.
- Structure activities so that students have multiple exposures to new words.
- As they play, have students group new words in a grid. For example, they can put nouns in Column A, adjectives in Column B, and so on, or put all the words that are related to the service industry in Column A, the environment in Column B, etc.

Teaching vocabulary after the game

- Create a word wall of new words learned in the game. Students can refer to this as they engage in language activities.
- Help students make flashcards of new words to quiz each other in class, or have them use an online program such as Quizlet (quizlet.com) to create online flashcards.
- Have students group their new words in some way, such as by topic or by feeling, and then have them review the words in groups or pairs.
- Help students notice where words occur: words that surround the target vocabulary, different situations the vocabulary word is found, etc.
- Focus on word families; when students learn a new word, be sure they also know the related forms such as nouns, verbs, adjectives, and adverbs.
- Encourage students to read on their own, reading whatever material interests them. Extensive reading is one of the best ways to expand vocabulary.

Resources for Teaching, Looking Up, and Reviewing Vocabulary

The following resources may be useful as you help students with vocabulary:

- **Merriam Webster Dictionary and Thesaurus**
www.merriam-webster.com
- **In the Loop for American Idioms**
americanenglish.state.gov

Student Outcomes and Evaluation of Learning

Teachers are continuously evaluating their students. Sometimes it is a formal evaluation, and sometimes it is informal. It can be a summative evaluation that shows final progress, or it can be a formative evaluation used to help students improve in a certain area before a summative evaluation. You can also evaluate when you are teaching with online video games like Trace Effects. As always, you will choose the type of assessment depending on your purpose.

With informal assessment, you will check student performance in an informal way after one session, then offer suggestions for improvement in the next session. You should make sure that students know how they will be assessed, whether the assessment is formal or informal.

Students will generally use Trace Effects over several sessions. This provides an opportunity for you to use different types of assessment. You may want to look at how the students are playing the game—for example, seeing if the students are working together effectively when they are playing Trace Effects as a group. You can assess whether they are using collaboration language, such as “Good idea,” “Why do you think so?”, “I have another idea,” and “Let’s try....” It is best to give them a list of phrases to use, and perhaps have one person assigned to make a check mark on the list when someone uses a target phrase.

You can create rubrics using the Grammar or Vocabulary tables found in each of the chapter sections of this Teacher’s Manual. It is helpful to give students a checklist of grammar or vocabulary items to look for and use during Trace Effects. Student portfolios are another approach to assessment. They can include student writing on chapter events, perhaps that feature grammar and vocabulary from each chapter, or perhaps that connect the events in the chapter to their own experience. Chapter completion certificates are another good addition to student portfolios. You may want to have students chart their scores as they play the game, putting the date and score into a portfolio as well. The practice activities of Trace Effects can also be used for summative assessment of student performance with grammar and vocabulary in the game.

Group Participation Rubric

The teacher will mark the appropriate elements.

Name:

	Superior	Okay	Needs improvement
Role (Typist, Decider, Note-taker, etc.)	Plays an active role in the group, and consistently does what is needed.	Plays an active role in the group, but occasionally does not do what he or she should.	Does not play an active role in the group. Waits for others to do most things.
Respect	Always speaks respectfully to other members of the group. Listen to ideas of other people. Encourages others to participate actively.	Usually speaks respectfully. May listen to other people, but does not encourage others to participate.	Does not speak respectfully or does not listen to others. Does not encourage others to participate.
Vocabulary (Be specific – use a list or checklist)	Uses target vocabulary regularly. Encourages others to use target vocabulary. Explains any new words to others.	Uses some target vocabulary. Rarely encourages others to use target vocabulary. Does not add new words or explain them to others.	Rarely or never uses target vocabulary. Does not add new words. Does not explain words to others.

Comments:

Below is information on institutional standardized assessments, final course teacher-created summative assessments, and ongoing teacher-created formative assessments.

Institutional Standardized Assessments A final test given to all students at the level and created by the school or a Ministry of Education, not the classroom teacher.	
Things to Consider	Educational Solutions
<ul style="list-style-type: none"> • Students may not be familiar with the test type due to their experiences learning within the virtual reality online game. • Students may feel increased anxiety about taking the test. • Students may be concerned that learning within Trace Effects will not prepare them for their standardized assessment. 	<ul style="list-style-type: none"> • Remind students to identify their learning goals and keep a record of their progress. • Have students periodically discuss and reflect on their learning. • Remind students to practice English in their daily lives in creative ways. • Give students a limited number of practice tests that are similar to the standardized test in order to reduce test anxiety or unfamiliarity. • Remind students how the test reflects the learning they experience in Trace Effects. • Have students use their English in meaningful communication in order to show them the progress they have made.
Final Course Teacher-Created Summative Assessments An assessment created by the instructor and occurring at the end of a course to reflect final course learning. It is usually used to determine a major portion of a final course grade.	
Things to Consider	Educational Solutions
<ul style="list-style-type: none"> • Students may be concerned that learning within Trace Effects will not prepare them for their course assessment. • Students will likely perform best on assessments that are closely related to their in-class learning activities. 	<ul style="list-style-type: none"> • Provide clear guidelines for students on language points that will be assessed and ensure that the material matches the learning objectives and language points from the course's use of Trace Effects. • Give students practice tests in the format of the final course assessment in order to allow the students to be familiar with the test type. • Make test items reflect the real language practiced and learned within Trace Effects, for example, testing pragmatics (politeness, making suggestions, etc.), listening comprehension, and cultural knowledge. • Consider using alternative forms of assessment such as final course portfolios, group or individual presentations, individual or collaborative writing projects, role plays or skit writing, or oral proficiency assessment based on conversational abilities on Trace Effects-related topics. Use lesson activities as models for assessment ideas. • Regardless of the type of assessment, give students the

	guidelines of how the assessment will be graded, such as a rubric or clear point sheet.
Ongoing Teacher-Created Formative Assessments Assessments created by the teacher and occurring during the course to guide future instruction.	
Things to Consider	Educational Solutions
<ul style="list-style-type: none"> • Teachers may choose to perform formative assessments without informing students and without recording grades or scores. The assessment would be used only to guide instruction. • These formative assessments can occur at different times: with a more traditional paper-based test or quiz, during game play, or during a pre- or post-game activity. 	<ul style="list-style-type: none"> • If grades will be recorded for a formative assessment, be sure to inform students that grades will be taken, what will be included on the assessment, and the criteria that will be used to score the assessment. • If grades will not be recorded for the formative assessment, be sure as a teacher that you establish clear criteria on what would constitute a learning objective being met or one needing more class work. Be sure that the assessment covers a variety of students and not just the most vocal or confident students, for example. • Be sure to keep at least informal notes regarding class performance on the informal formative assessment if it is not being graded, so that you have a clear idea of how to use the assessment information in future instruction.

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