

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

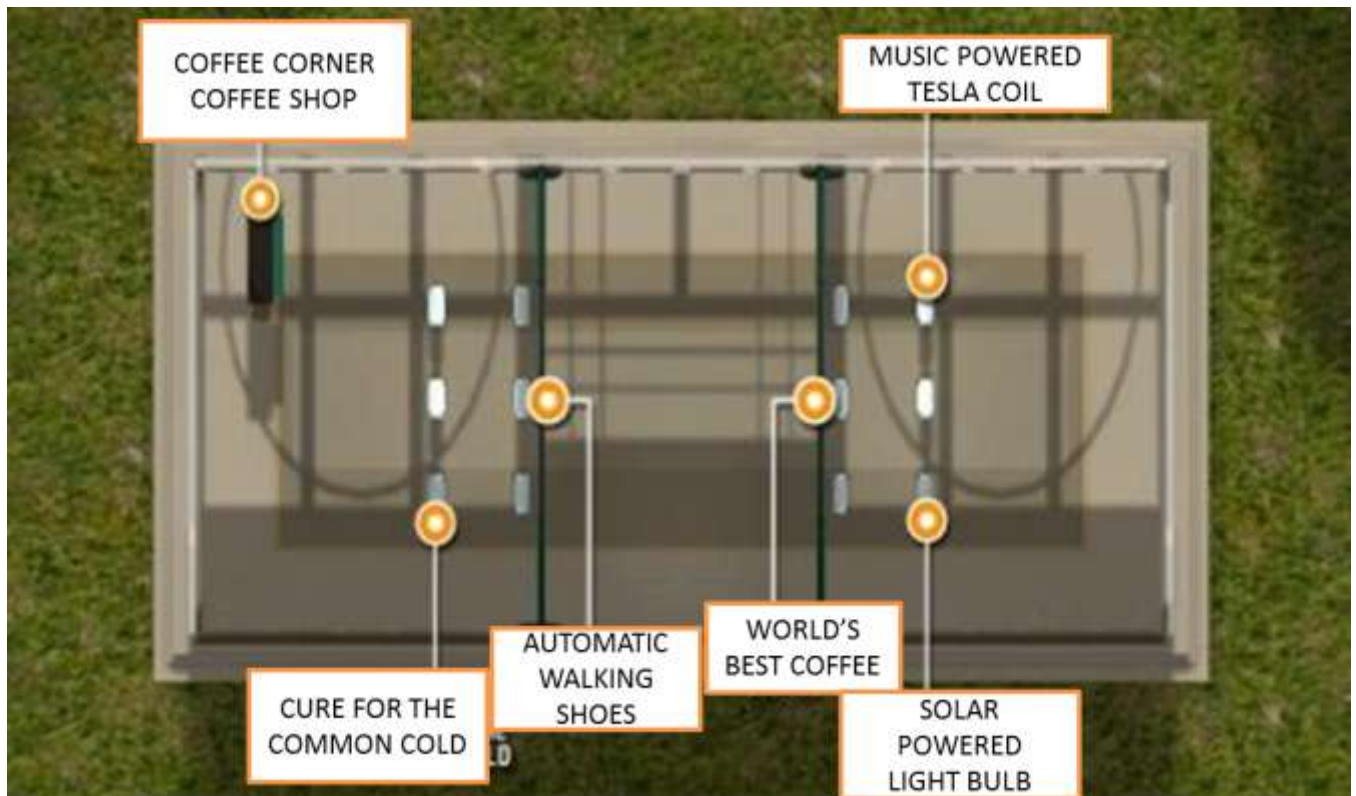
- Deliver:** This word is in front of Trace when he first enters the game in Chapter Six.
- Loan:** This word is on the side of the room, opposite from where “Pay With” is located.
- Pay With:** This word is located straight ahead from Annie, under the sign that says “Welcome to the National Science 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! ”	Mortar: A bowl to crush something in with the pestle Pestle: An object for pounding and crushing something, usually spices or medicine
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>
<p>Extension Activities</p> <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've <i>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.

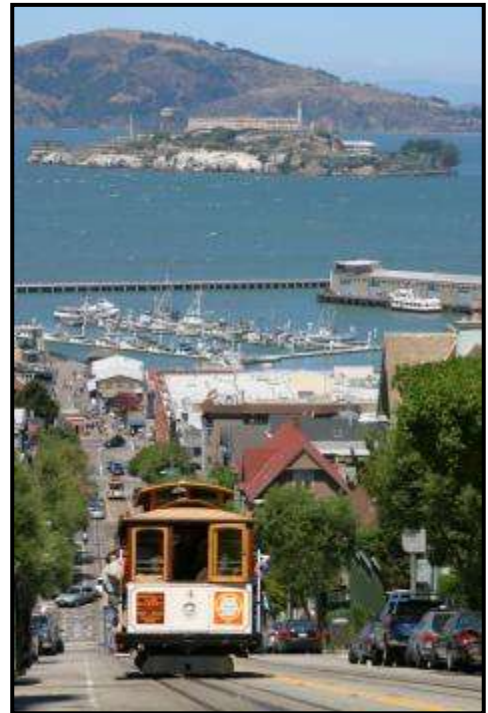
5. Have the students read the graphic novel to remind them of the storyline, new words, and new grammar points. They can use the graphic novel to help them keep a list of words they want to learn and then go back and re-read the story to help them memorize the new vocabulary.

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!