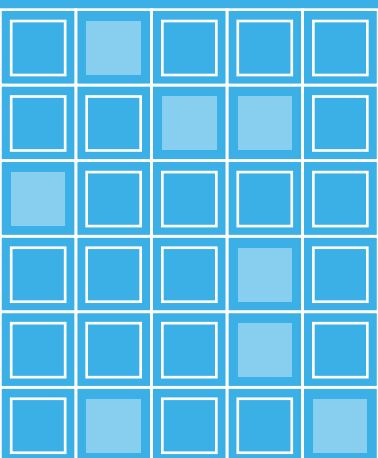
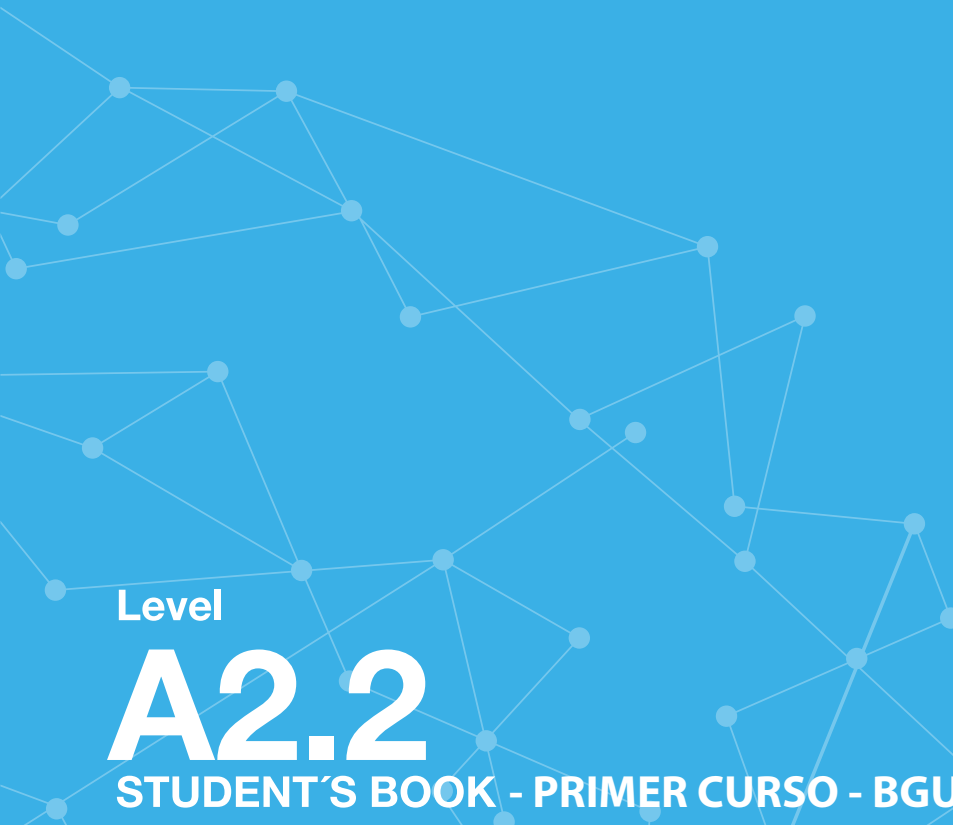
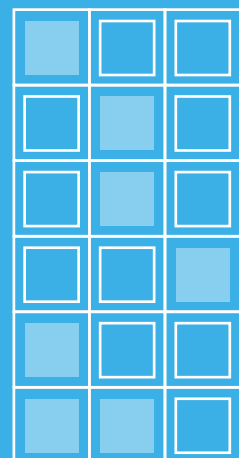




Bachillerato General Unificado



# ENGLISH



Level

# A2.2

STUDENT'S BOOK - PRIMER CURSO - BGU

FREE COPY  
NOT FOR SALE

MINISTERIO  
DE EDUCACIÓN



EL  
GOBIERNO  
DE TODOS

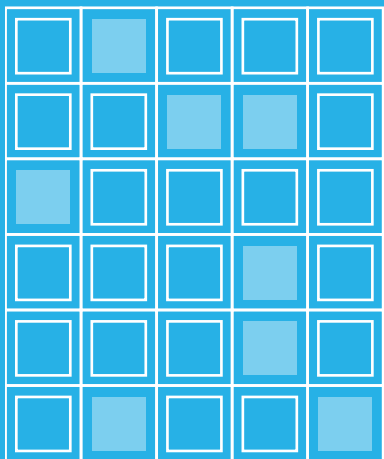




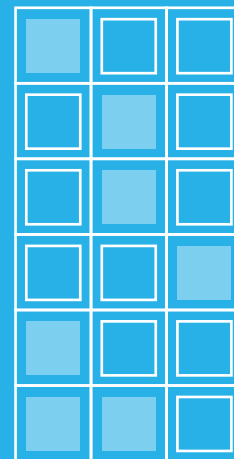




Bachillerato General Unificado



# ENGLISH



Level

# A2.2

STUDENT'S BOOK

Norma



**PRESIDENTE DE LA REPÚBLICA**  
Lenín Moreno Garcés

**MINISTRO DE EDUCACIÓN**  
Fander Falconí Benítez

**Viceministro de Educación**  
Álvaro Sáenz Andrade

**Viceministra de Gestión Educativa**  
Mónica Reinoso Paredes

**Subsecretaria de Fundamentos Educativos**  
Ruthy Intriago Armijos

**Subsecretaria de Administración Escolar**  
Mónica García Echeverría

**Directora Nacional de Currículo**  
María Cristina Espinosa Salas

**Director Nacional de Operaciones y Logística**  
Germán Lynch Álvarez

Primera impresión: agosto 2016  
Quinta impresión: junio 2018  
Impreso por: Medios Públicos EP

© Ministerio de Educación del Ecuador, 2018  
Av. Amazonas N34-451 y Atahualpa  
Quito, Ecuador  
www.educacion.gob.ec

La reproducción parcial o total de esta publicación, en cualquier forma y por cualquier medio mecánico o electrónico, está permitida siempre y cuando sea autorizada por los editores y se cite correctamente la fuente.

DISTRIBUCIÓN GRATUITA - PROHIBIDA SU VENTA

**English A2.2,  
Student's Book**

**Author**  
Mariluz Murcia Sierra

**Editor-in-Chief**  
Javier Andrés Tibaquirá Pinto

**Editors**  
Carlos Sanabria Páez,  
Miguel Ignacio Rodríguez

**Proofreader**  
Andrea Peña

**Consulting Reviewer**  
Randall Barfield

**Audio Producer**  
Juan Carlos Jaramillo

**Art Director**  
Gloria Esperanza Vásquez

**Designers**  
Leonardo Rivas, Alexandra Romero,  
Nohora Betancourt

**Illustrators**  
Carmelo Vergara, Luisa Uribe, Germán Gutiérrez,  
Nelson Hernández, John Joven, Andrés Prieto,  
andra González

**Photography**  
Shutterstock®

© Grupo Editorial Norma SA  
Avenida Isaac Albéniz E3-154, Wolfgang Mozart  
Quito, Ecuador

MINISTERIO  
DE EDUCACIÓN



EL  
GOBIERNO  
DE TODOS



**Promovemos la conciencia ambiental en la comunidad educativa.**

Hemos impreso el 8% de ejemplares con certificado de responsabilidad ambiental.

**ADVERTENCIA**

Un objetivo manifiesto del Ministerio de Educación es combatir el sexismo y la discriminación de género en la sociedad ecuatoriana y promover, a través del sistema educativo, la equidad entre mujeres y hombres. Para alcanzar este objetivo, promovemos el uso de un lenguaje que no reproduzca esquemas sexistas, y de conformidad con esta práctica preferimos emplear en nuestros documentos oficiales palabras neutras, tales como las personas (en lugar de los hombres) o el profesorado (en lugar de los profesores), etc. Sólo en los casos en que tales expresiones no existan, se usará la forma masculina como genérica para hacer referencia tanto a las personas del sexo femenino como masculino. Esta práctica comunicativa, que es recomendada por la Real Academia Española en su Diccionario Panhispánico de Dudas, obedece a dos razones: (a) en español es posible <referirse a colectivos mixtos a través del género gramatical masculino>, y (b) es preferible aplicar <la ley lingüística de la economía expresiva> para así evitar el abultamiento gráfico y la consiguiente ilegibilidad que ocurriría en el caso de utilizar expresiones como las y los, os/as y otras fórmulas que buscan visibilizar la presencia de ambos sexos.



## 2018: The value of respect

---

The beginning of a new school year always gives us hope. All the children and adolescents get prepared, not only to study and learn, but also to meet their classmates. Sometimes we come across new faces in class, and that is a good sign, because we see that other students are joining our institution. This also means that it is a good opportunity to interact with people other than those we already knew and thus make new friends.

We know that the school is a good place to grow and share many positive things, and from time to time also to face problems. Being supportive and supporting those who need help is an advice we should follow at home, at school and in the community.

The new school year opens as an experience that challenges us and at the same time gratifies us. We are part of the educational community, teachers, parents, legal representatives and relatives. We are all responsible for accompanying them in the improvement of their education, in improving the quality of their knowledge and in the experience of studying and learning to grow as better human beings and citizens.

A new school year means a job dedicated to expanding positive relationships, which we call respect. No one can be left out of this everyday practice at school and in the community. This value of life is radically opposed to contempt and expulsion. If we want a fair education, in which we can all participate, Respect for others means accepting their own ways of being, their individual, social, physical and cultural characteristics; their way of thinking and appreciating the world; their customs and traditions; their skills and abilities. This is the best proposal that the Ministry of Education can make at the beginning of the new school year.

Respect for others means respect for each and every one of us. Respect does not accept any aggression, be it physical, psychological or sexual. It implies recognizing ourselves in the people around us. Teachers, students and partners, we are all human beings who have the same rights. That means the right to have our own point of view, the right to change our minds, to make mistakes, the right to create a world of our own in which to live.

This 2018 - year of respect - is inspired by the principles of zero tolerance to abuse and violence, to any type of discrimination. We promote gender equality (equality between men and women), social justice, solidarity, a culture of peace, coexistence between different cultures and traditions, and the care of the environment. All these are values that we must spread and live fully every day in the educational community.

This is a year to defend the rights of students with a lot of determination and commitment. Our program "More united, more protected" was created to prevent violence within the educational system. We see education as an integrated whole; we work to improve our environment with important curricular innovations such as the methodology of the land of children and young people of good living. The incorporation of ancestral knowledge to education, the development of the arts, good reading manners and an ambitious digital agenda are part of our proposal at the beginning of the new school year.

This is the integral action that we now promote, in which children and adolescents participate as a decisive force within the educational community. Let's continue walking with good step and with respect in this 2018.

**Fander Falconí**  
**Minister of Education**



## UNIT

1



## UNIT

2



## UNIT

3



## CLIL

- Personality Types and Attitudes
- Inspirational People
- Facebook

- Learning Experiences
- Cultural Literacy

- Mysteries
- Greek Myths
- Fairy Tales
- Fantasy

## Goals

- You will learn how to
- talk about goals, obstacles, important decisions and achievements.
  - describe inspirational people's lifestyles.
  - talk about a person's experiences.

- You will learn how to
- ask and answer questions about experiences.
  - talk about the length of experiences.
  - recommend cultural activities like reading and going to museums.

- You will learn how to
- narrate stories and events in the past.
  - convey attitudes related to the events of a story.
  - talk about imaginary situations.
  - react to a story in different ways.

## Grammar

- Verb patterns in present, future and past
- Verbs related to starting, continuing and finishing
- Time Expressions

- Present Perfect tense in affirmative, negative and interrogative forms
- Since / For
- Yes / no-questions and wh-questions in the Present Perfect tense

- First and Second Conditional sentences
- Past Perfect tense

## Skills and Strategies

**Vocabulary:** using suffixes to create adjectives and nouns  
**Grammar:** identifying principal verbs in verb patterns  
**Reading:** previewing a text  
**Writing:** signposting the chronological sequence of events  
**Listening:**

- getting familiar with the topic and the kind of activity
- listening for specific information

**Speaking:** using "I mean" to clarify ideas

**Vocabulary:** grouping verbs  
**Grammar:** using wh-questions to get details and yes/no-questions to approach a topic  
**Reading:**

- focusing on familiar words
- understanding key ideas

**Writing:** connecting similar and contrasting ideas  
**Listening:** paying attention to key words to identify relevant details  
**Speaking:** explaining and giving more information with "that is"

**Vocabulary:**

- using adverbs to convey attitude
- associating vocabulary with pictures

**Reading:** reading literary texts: skimming, predicting and analyzing story elements  
**Writing:** summarizing a story  
**Listening:** identifying important elements of a story  
**Speaking:** reacting to a story

## Project

A Web Profile

A Learning Campaign

A Storytelling Show

UNIT

4



UNIT

5



UNIT

6



CLIL

- Types of Travelers
- Going Green
- A Tour of Brasilia
- Finding Your Way in a Campsite

- The Weather
- Crazy News
- Disasters

- Digital Lives
- Technology
- TV vs. YouTube
- Tech Gadgets and Toys

Goals

- You will learn how to
- give and ask for directions and information in a polite way.
  - ask people if they agree with you.
  - give emphasis to descriptions and comparisons.

- You will learn how to
- tell and react to news.
  - describe natural disasters and extreme weather.
  - talk about inventors, inventions, artists and artwork.

- You will learn how to
- talk about Internet habits and wishes.
  - give instructions to use technology.
  - give opinions about technology.

Grammar

- Tag Questions
- Indirect Questions
- Placing Emphasis with *much* and *very*

- Passive Voice
- Yes / no-questions and wh-questions in the Passive Voice
- Past and Past Participle forms of verbs

- Wishes
- Phrasal Verbs

Skills and Strategies

- Vocabulary:** classifying words
- Reading:**
- reading a map
  - identifying informed opinions
- Writing:** using facts and reasons to support opinions
- Listening:**
- listening for repetition
  - using visuals
- Speaking:**
- asking for directions politely
  - addressing people politely

- Reading:** inferring
- Writing:**
- generating ideas
  - writing an information report or news
- Listening:** understanding numbers
- Speaking:**
- reacting to news
  - introducing a piece of news

- Vocabulary:** understanding prepositions
- Grammar:** visualizing phrasal verbs
- Reading:** drawing conclusions
- Writing:**
- writing a "how to" article
  - explaining cause and effect
- Listening:** taking notes
- Speaking:** checking instructions and clarifying

Project

A Brochure

A News Broadcast

A Web Survey





# Review

1. Complete and classify the questions. Then spin a pencil and play.

- a. What is your family like?
- b. What kind of inventions \_\_\_\_\_ you like?
- c. Who \_\_\_\_\_ you admire? Why?
- d. What \_\_\_\_\_ your city like?
- e. What qualities should a friend \_\_\_\_\_?
- f. What \_\_\_\_\_ you and your best friends have in common?
- g. How many cousin \_\_\_\_\_ you have?
- h. What \_\_\_\_\_ your favorite invention? Why?
- i. What \_\_\_\_\_ your plans for the future?
- j. What \_\_\_\_\_ your favorite place to live?
- k. Who \_\_\_\_\_ been an important person in your life?
- l. What kind of friends \_\_\_\_\_ you have?
- m. What \_\_\_\_\_ your most memorable vacation?
- n. What kind of places \_\_\_\_\_ you like to visit?
- o. What hobbies \_\_\_\_\_ you have?
- p. \_\_\_\_\_ you and your family get along well?
- q. What career \_\_\_\_\_ you like to study?
- r. Where \_\_\_\_\_ you study that career?
- s. What \_\_\_\_\_ you do in your leisure time?
- t. \_\_\_\_\_ you ever won a medal?

The Wheel of Truth

Inventors  
Inventions

Great  
People

Places and  
Traveling

Career  
Choices



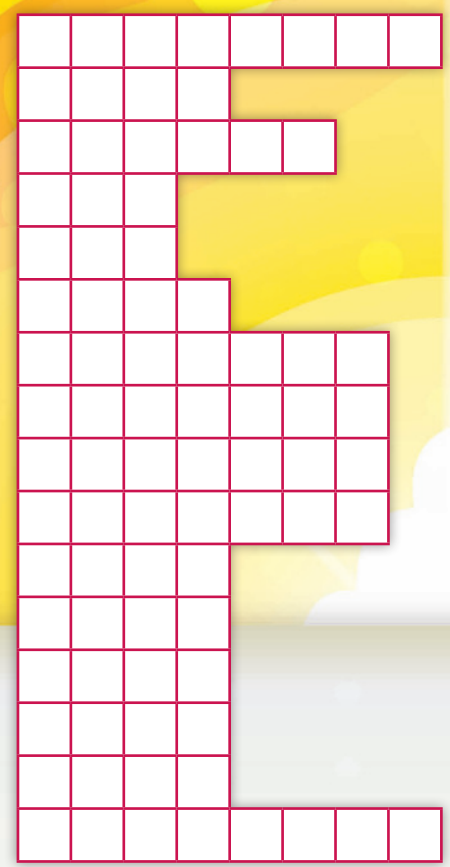




2. Read the story. Then complete it by using the words below. Unscramble them.

One day, I was walking down the street when something strange (a) happened to me. A strange man (b) \_\_\_\_\_ me a wizard's wand. A hole in the ground (c) \_\_\_\_\_ right in front of me and I (d) \_\_\_\_\_ an alien coming out of a spaceship. Luckily, I (e) \_\_\_\_\_ a phone, so I called my friend and I (f) \_\_\_\_\_ him the story. As expected, he (g) \_\_\_\_\_ that I was crazy. He (h) \_\_\_\_\_ and didn't believe me. He (i) \_\_\_\_\_ to help me but was not sure how. So, I (j) \_\_\_\_\_ to look inside the hole, use the wand and take pictures of the alien. When I (k) \_\_\_\_\_ closer to take the picture, I (l) \_\_\_\_\_ down the hole, I (m) \_\_\_\_\_ the magic words "Abra Kadabra," and I (n) \_\_\_\_\_ very different, as if I were floating. I began to (o) \_\_\_\_\_ voices in my mind and to (p) \_\_\_\_\_ things from my past. At that moment, I woke up and rushed to go to school because I was really late.

- a. peedahnp
- b. vgea
- c. poened
- d. was
- e. dah
- f. dolt
- g. gutothh
- h. helguda
- i. foederf
- j. ceedidd
- k. ecma
- l. netw
- m. dais
- n. elft
- o. raeh
- p. mebremre





3. Choose your answer. Then listen and check.

Welcome to the show where we'll see how much you know about the world.

# Trivia Show

## Geography

Which planet is closer to the sun?

- a. Jupiter
- b. Neptune
- c. Venus

Which country is the largest?

- a. Canada
- b. Russia
- c. Brazil

Which ocean is the deepest?

- a. The Atlantic
- b. The Arctic
- c. The Pacific

Which is the highest mountain?

- a. Everest
- b. Aconcagua
- c. The Snowy Mountains

Who invented the printing press?

- a. Thomas Edison
- b. Johannes Gutenberg
- c. Louis Braille

Who invented the lighting system?

- a. Tim Berner Lee
- b. Graham Bell
- c. Thomas Edison

Who invented the motor car?

- a. Karl Benz
- b. Thomas Edison
- c. Graham Bell

Who invented the WWW?

- a. Joseph Marie Jacquard
- b. Tim Berner Lee
- c. Steve Jobs



4. Go around the class and interview your partners.

## Find Someone Who...

### Name

*Sarah*



has learned to play the guitar.



went out of the city on his / her last vacation.



has practiced karate.



has learned French.



will study architecture in the future.



has visited an interesting city.



has a pet.



has met someone famous.



has been on TV.



is sociable and outgoing.

### Extra Information

*She learnt last year.*





# Inspirational People



## ▶ General Objective

You will be able to talk about lifestyles, personality types, preferences and interests.

## ▶ Communication Goals

You will learn how to

- ask for and give personal information about goals, obstacles, important decisions and achievements.
- describe inspirational people's lifestyles.
- talk about a person's experiences.

## ▶ CLIL

- Personality Types and Attitudes
- Inspirational People
- Facebook

### Vocabulary

- Vocabulary related to teens' lifestyles
- Verbs related to starting, continuing and finishing processes

### Grammar

- Verb patterns, Time expressions, Adverbs of sequence

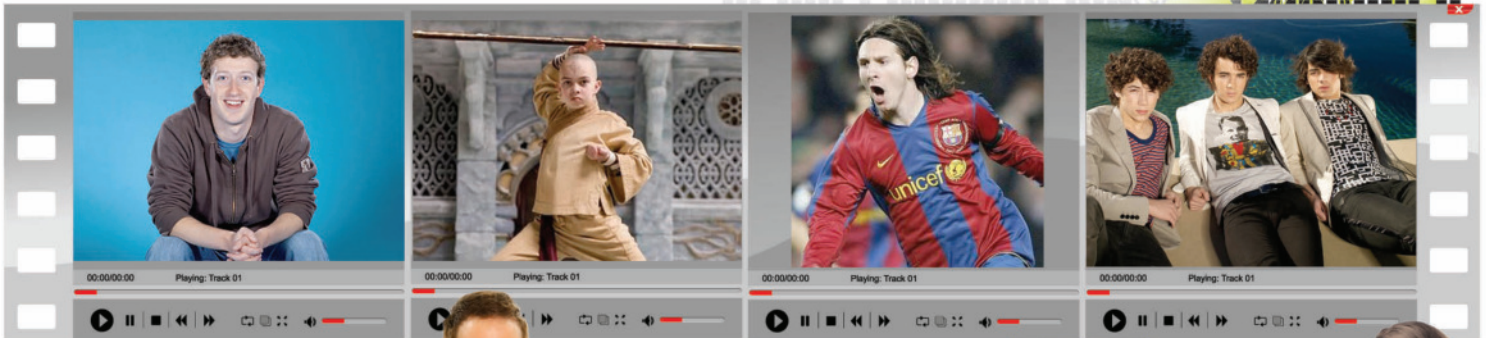
## ▶ Idioms and Colloquial Expressions

- *To be worlds apart*
- *To do it for kicks*
- *To facebook*
- *To have the knack*
- *For one thing*
- *Go for it*

## ▶ Project

A Web Profile

You will work in groups to create a web profile and make a visual presentation of an inspirational person in your life.



### Discuss:

- What types of teenagers are there?
- Do any of these people represent you?
- Do you think any of these characters have any inspirational characteristics?







# Lesson 1

# Teens of Today!



1. Read and complete each list. Use the Word Bank.

## Teens'lives.com

Groups for everyone! For one thing, you'll make friends and discover your passions for successful future jobs! Join now!

### Word Bank

- competitive
- artistic
- brainy
- spiritual
- tech-savvy
- eco-friendly
- stylish
- adventurous

Are you a tech-head? You'll enjoy using our online community with new apps every day!

Or a nature lover interested in protecting the environment? Find your causes here!

How about trend-setters? You like to express yourself in artistic ways. Find a way here!

Or maybe you're the go-getter? Well, you like to take risks and compete to go after your dreams. Register now!



- a. brainy
- b. \_\_\_\_\_



- c. spiritual
- d. \_\_\_\_\_



- e. \_\_\_\_\_
- f. \_\_\_\_\_



- g. \_\_\_\_\_
- h. adventurous

2. Find more adjectives and identify the suffixes.

- a. adventur ous
- b. success \_\_\_\_\_
- c. styl \_\_\_\_\_
- d. spiritu \_\_\_\_\_

### Vocabulary Strategy

Pay attention to suffixes to identify adjectives. Some common suffixes are **ous / ful / y / ish / ive / al**.

3. Complete the sentences about the different teen types. Use the adjectives above.

- a. \_\_\_\_\_ people care about the spirit. They're inspired by nature.
- b. Trend-setters are very \_\_\_\_\_. They have a lot of talent and imagination.
- c. Jane knows what she likes. She will probably be \_\_\_\_\_ in finding a career.
- d. Go-getters feel \_\_\_\_\_ most of the time. They think life is an adventure.

4. Read and practice. Replace the personality type.

What are **nature lovers** like?

**Key Expressions**  
For one thing: the first of many examples

Well, for one thing, they're **eco-friendly** and **spiritual**.



5. What type of future occupation suits you best according to your personality? Take this test. Then complete the grammar chart below.



**Take this test and discover what occupation suits you best.**

- a. When you have free time, do you **enjoy**...
  - 1. being indoors, searching the web?
  - 2. going out, maybe camping or trekking?
  - 3. looking at fashion and music magazines?
  - 4. recycling paper and participating in social activities?
- b. When you have money to spend, do you **like**...
  - 1. to buy new cell or computer gadgets?
  - 2. to meet new people or learn new things?
  - 3. to go shopping for clothes or go to the beauty salon?
  - 4. to buy food to feed stray dogs?
- c. You **like** having friends that are...
  - 1. online when you need them.
  - 2. risk takers and adventurous.
  - 3. stylish and have a good sense of color and design.
  - 4. eco-friendly and care about the environment.
- d. When you think about the future, **are** you **interested in**...
  - 1. getting to know about tech-advancements?
  - 2. traveling the world?
  - 3. being the creator of new trends?
  - 4. being an environmental activist?

**Reflect on Grammar**

When you're using more than one verb in a sentence, there are some special combinations you need to do.

Only Gerunds

I **enjoy** being indoors.

Gerund and Infinitives

I  to buy new cell or computer gadgets.  
I  having friends that are online when I need them.

Gerund after Prepositions

I'm interested in  the world and  a creator.

**Grammar Strategy**

Pay attention to the principal verb (the first one in these sentences) to identify the combinations.

**6. Complete. Then listen and check.**

**Results**

4+ You're a nature lover. You'll probably be interested in working as a marine biolog ist or an ecolog ist.  
 3+ You're a   . You'll enjoy working as a media communicat or a fashion design.  
 2+ You're a   . You'll probably love to be a manag or a political lead.  
 1+ You're a   . You'll be successful as a computer programm or a web special.

**Vocabulary Strategy**

Use suffixes **-or** and **-er** to transform verbs into nouns, and **-ist** to change nouns or adjectives into nouns.

**7. Complete the questions and answers.**

- A: What does she enjoy    (a) in her free time?
- B: She is interested in    (b) to all kinds of music.
- A: Does she like    (c), too?
- B: Of course, she loves samba!

**Project Stage 1**

- Write some sentences about a person you admire.
- Get in groups and talk about your persons to discover things in common.  
E.g. *Our fathers love to watch sports on TV.*







## Lesson 2

# Great People Inspiring Teens!



1. Listen, read and correct the false statements. Then complete the grammar chart below.



### Key Expressions

Go for it: You can do it

**Anne:** That was an excellent match!

**Bill:** Thanks, our team **needed to win**.

**Anne:** Congratulations! **Keep working** hard and you'll **probably be** the best.

By the way, do you **plan to become** a pro soccer player when you **finish studying**?

**Bill:** Yes, I **want to** play for the best teams in the world. You know, just like Messi. And what **would you like to be**?

**Anne:** Well, I **want to** take drama classes next semester.

**Bill:** Drama? But you just **began taking** martial arts!

**Anne:** Yeah, I know. But just like Noah Ringer, the actor in *Avatar*, I'm into acting. Maybe I'll **be** a great taekwondo actress!

**Bill:** Taekwondo actress? I **won't miss** any of your movies.

**Anne:** I've **decided** to take up taekwondo and continue doing drama.

**Bill:** Well, then **go for it!**

- a. Bill's team lost the game.
- b. Anne enjoyed watching the game.
- c. Bill inspires Messi to be a great soccer player.
- d. Bill will probably be a pro soccer player.
- e. Anne is going to take taekwondo classes.

*Bill's team won the game.*

### Reflect on Grammar

#### Ways to express future

- I **will be** a great taekwondo actress!
- You **will** be the best.
- Do you **plan** to become a pro soccer player?

#### Use **will** after these verbs.

He **keeps practicing** sports.  
 He **enjoyed taking** sports classes.  
 He'll **finish studying** soon.

#### Notice:

I'll **start** chess.  
 I'll **begin** practicing  
 I'll **continue** to practice

#### Ways to express desire, necessity and decision

- Our team **needed to win**. (necessity)
- I **would like** to take drama classes. (desire)
- I **decided** to take up taekwondo and continue doing drama. (decision)

#### Use **would like** after these verbs.

I **wanted** to be an actress.  
 She **planned** to be an actress.  
 You **would like** to be an actress.  
 She **is going** to be an actress.



2. Fill in the blanks with the correct verb form. Use the verb in parentheses.

Noah Ringer is the actor who plays the leading role of Aang in the movie *The Last Airbender*. He began **practicing** (a. practice) taekwondo when he was 10. At the age of 12, he obtained his black belt. Noah kept **training** (b. train) and **learning** (c. learn). The following year he won the Texas State Taekwondo Championship. He became an actor because of his great

resemblance to the character of the television series *Avatar*, and, of course, for his excellent taekwondo skills. For the future he would like **to teach** (d. teach) taekwondo to other kids and teens, but for sure he's going **to continue** (e. continue) **acting** (f. act) in many more movies. Good luck, Noah!





3. Answer the questions and compare with a partner. Then complete the grammar chart below.

File Edit View Window Help

# Lionel Messi Trivia

You think you know a lot about your favorite soccer star? Answer these questions.



1. What's Messi's full name?

- a. Leonardo Messi
- b. Lionel Andres Messi
- c. Lionel Nicolas Messi

2. Where was he born?

- a. Buenos Aires
- b. Mendoza
- c. Rosario

3. How old was Messi when he began to play professionally?

- a. 12
- b. 17
- c. 16

4. What is Messi's position?

- a. defender
- b. forward
- c. midfielder

### Listening Strategy

Before listening, get familiar with the topic and type of activity.



### Reflect on Grammar

How old was Messi when he began to play professionally? \_\_\_\_\_ you plan to become a pro soccer player when you finish studying? What \_\_\_\_\_ you going to do after that?

**Notice** "Who" questions do not have an auxiliary verb, e.g. **Who** inspired you?



4. Unscramble. Then listen, check the questions and tick the correct answers.

### Listening Strategy

Listen for specific information that answers wh-questions.

a. inspired / who / to become / you / a soccer player?

*Who inspired you to become a soccer player?*

- 1. My father
- 2. My mother
- 3. My grandmother

b. do / what / in the future / plan / you / to / do ?

- 1. Keep playing and traveling around the world.
- 2. Keep playing and helping sick children through UNICEF.
- 3. Become a soccer coach.

c. an important obstacle / be / what / you / had / to face?

- 1. My family was very poor.
- 2. I suffered from a hormone deficiency.
- 3. I was not fast enough at the beginning.

d. be / your / most / what / achievement / important?

- 1. My first goal in the Barcelona soccer club.
- 2. Obtaining a gold medal at the Beijing 2008 Olympics.
- 3. The Under 20 Soccer World Cup.

### Pronunciation

Some sounds are shortened with reductions:

I'm **going to** / gona / be a pro-soccer player.

Some other sounds are shortened with contractions:

I'll / ail / be a taekwondo actress.

I'd / aid / like to become a scientist.



### Project Stage 2

- In groups, select an inspirational person and the aspects of his/her life you want to talk about.
- Write questions about this person and assign responsibilities to investigate the answers to those questions.

E.g. *Who inspired Justin Bieber to...?*



## Lesson 3

# The Creator and His Creation

### 1. Read the text quickly to answer the following questions.

What type of text is this?

- a. a blog
- b. a wiki
- c. an article in a magazine

What's the topic of the text?

- a. The Facebook community
- b. Social networks
- c. The creator of Facebook



### Reading Strategy

To get familiar with the topic of a text, take a quick look at the vocabulary it contains.

### 2. Look at the text below and look for the words in bold type corresponding to these definitions.

- a. to give people control over a situation
- b. a set of computers connected to each other to share information
- c. people with the same occupation or work as you
- d. to get unauthorized access to manipulate information
- e. a computer system through which programs run

1. *empower*

2.

3.

4.

5.



### 3. Read the text below and identify the heading for each section of the contents.



### Reading Strategy

Read quickly looking for words to find the topic of each paragraph.

### Contents

- Achievements
- Future goals
- Origins
- Obstacles and controversy
- Mission

## Achievements ①

In 2004, Mark Zuckerberg surprised the world when he and other **colleagues** co-built one of the most recognized and used social networks of today. 3 years later Facebook was chosen by most media experts as "the website of the decade" with more than 500 million users all around the world.

Mark was born on May 14th, 1984, in Dobbs Ferry, New York. At an early age, he created Synapse Media Player, an early **operative system** version of an Mp3 and an instant messaging application for his father's business. He even designed computer games for his friends. When Mark was at Harvard, he developed a university social **network** based

on the need to join different communities of the university.

In a short time, Mark opened his own company and became very rich, successful and famous. But it wasn't easy. At the beginning, Harvard University accused him of violating individual privacy and **hacking** their internal system.

Behind Facebook's tech essence there is a social phenomenon that has revolutionized people's lives. Mark sees his company as the platform to **empower** people to share openly and communicate online in rich and varied ways.



5

Facebook's creator is now focused on the future of Facebook. He and his team of collaborators are interested in improving the social experience of users by giving them more and better options to interact over the net.

4. Read again more carefully and answer the questions.

a. What did Mark do at an early age?

*He created Synapse Media Player.*

b. What happened in the year 2004?

c. What did Mark do when he was at Harvard?

d. What happened in the year 2007?

e. What will happen to Facebook in the future?

5. Read again and decide in which paragraph to put these sentences.

- 5 This means that in the years to come the way people search for information, connect and share online will be different.
- Quickly, it worked so well that Mark decided to drop out of the university to dedicate himself completely to the development of his company.
- Recently, in 2010 the famous Time magazine chose Mark as Person of the Year.
- More recently Mark had to face hard critics on privacy issues and the policies of his company.

**Reading Strategy**  
Use context clues to discover what comes after or before these sentences.

**Writing Strategy**  
Use these expressions to attach ideas smoothly and to signpost the chronological sequence of events.  
At an early age, Mark showed great talent for computers.  
In the year 2007, Facebook became the leading social network.  
When he started / finished...  
Recently, currently, eventually...  
Before / after...  
Finally...

6. Read and choose the correct expression.

In a short time / Soon / Currently the social network I use is Facebook. I enjoy facebooking. Before / When / At the beginning I have free time, I see pics of my friends and write quick messages on their walls and, of course, I play games. Two years ago / In the years to come / Now, my favorite social network was My Space because all my friends had their accounts there. At an early age / Recently / When I started to have problems logging in and I got bored. So I signed up with Twitter but I don't use it much. I think I'll keep facebooking!

7. Write a paragraph about a website or social network you use. Explain past, present and future interests, motivations, obstacles or joys using it.

---

---

---

---

---

---

---



**Project Stage 3**

- Organize chronologically the information about the person you chose.
  - Create a visual presentation for this information.
- E.g. At an early age, Justin Bieber began to play the piano. In the year...



## Lesson 4

# I Have the Knack!

1. Complete with the expressions below by listening to the dialogs.

### Speaking Strategy

Use "I mean" to clarify your ideas.

### Word Bank

- do it for kicks
- live wire
- Facebook
- have the knack
- worlds apart

#### Conversation 1

**Bonny:** Look at this picture I took!

**Alan:** It's great! I mean, \_\_\_\_\_ (a). Why don't you \_\_\_\_\_ (b) it?

**Bonny:** No, it's not really good.

**Alan:** Come on! It's great. Just \_\_\_\_\_ (c). Everybody is going to enjoy it.

**Bonny:** All right!

#### Conversation 2

**Ted:** Let's invite the new guy to be part of our team. He's a real \_\_\_\_\_ (d).

**Lynn:** What do you mean?

**Ted:** I mean he's enthusiastic and very energetic.

**Lynn:** Yeah, but we don't have anything in common. We're \_\_\_\_\_ (e).

**Ted:** Come on, give him a chance.



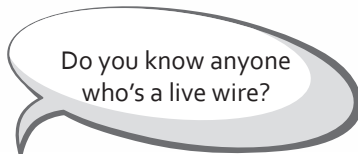
### 2. Match these idioms with their meanings.

- |                              |                         |  |
|------------------------------|-------------------------|--|
| a. to be worlds apart        | <input type="radio"/> c | 1. to do something for excitement or fun         |
| b. to facebook               | <input type="radio"/>   | 2. to have a talent to do things easily          |
| c. to do something for kicks | <input type="radio"/>   | 3. to be an energetic and enthusiastic person    |
| d. to be a live wire         | <input type="radio"/>   | 4. to post something on Facebook                 |
| e. to have the knack         | <input type="radio"/>   | 5. to have different ideas, tastes and interests |

### 3. Complete with information about you.

- |   |        |
|---|--------|
| • Things I like to do for kicks           | Reason |
| _____                                     | _____  |
| • People I know that are live wires       | Reason |
| _____                                     | _____  |
| • Things I or friends do when facebooking | Reason |
| _____                                     | _____  |
| • People I know that are worlds apart     | Reason |
| _____                                     | _____  |

### 4. Share with a partner.



### Speaking Strategy

Integrate idiomatic expressions into your daily communication.

### Reflect on Values

	Always	Sometimes	Never
■ I have role models that nourish my life.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
■ I choose the people I admire.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
■ I respect my friends the way they are.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

### Gap Activity

Student A goes to page 87.  
Student B goes to page 89.



# Share Your Project

## 1. Discuss your experience.

a. What do you find inspiring in your classmates?

 their looks  
 their personalities

 their talents  
 their clothes

 their achievements  
 other: \_\_\_\_\_

b. According to your experience, identify and rank (5 - most; 1 - least) how important these personality types are when working in groups.

 the leader  
 the brainy one

 the joker  
 the eco-friendly person

 the rebel  
 other: \_\_\_\_\_

c. Check what you learned (L) or need to learn (NL).

 to accept my partners just as they are  
 to look for creative ways to solve problems  
 to share ideas

 to help my partners  
 to take the initiative

d. Evaluate your process.

- I contributed interesting and relevant information.
- I had a positive attitude about the activity.

Always

Sometimes

Never



## 2. Read and answer.

Understanding personality and people's preferences is an important issue for many different professionals. Psychologists, teachers, researchers, marketers, etc. use labels to fit people into certain descriptors such as *tech-heads*, *rebels*, *nature lovers*, etc. These descriptors are used for example to target a product (a book or piece of clothing) or to discover the important characteristics of outstanding people who have made a difference in the world. Unfortunately, sometimes people label others to place them in boxes and limit their growth. For instance, when a characteristic of an individual is over-generalized and projected into a group, e.g. "all tech-heads are addicted to the net." In short, even when individuals are easily identified and labeled, everybody is unique.

- What's the reason that people are labeled?
- Why do you think labeling limits people's growth?
- Why do people pay attention to the lives of others?

I love  
technology.

## Give your Presentation

- Give a basic introduction of the person you chose and his / her personality.
- Talk about the different aspects you investigated.
- Explain clearly why you chose that person as someone who inspires you.
- Give biographical information to illustrate those aspects.

## Useful Expressions

- To introduce the group: Good morning, this is my group ... I'm ... and this is...
- To introduce the topic: We're going to talk about...
- To list one of the many qualities of the person: We admire this person because for one thing,...
- To give reasons: He's our VIP (very inspiring person) because...

I love  
nature.







# Becoming Your Dream!



## Listen and read.

1. One day, Gina discovered her passion was music! She loves listening to music and going to concerts.

I want to become a great singer!

I need to look trendy!

2. In class Gina daydreams too much.

This is my opportunity!

3. That day, Gina is not satisfied with her image. It took time.

Look! The Trendy Rockers are looking for a guitar player.

4. When she arrived at the club, the audition was already over. They found someone else.

You need to achieve your dreams by working hard. That's what really counts!

5. Gina's dream is over...

6. But Gina's not alone. She still needs another opportunity.

7. Gina starts to practice and practice...

8. Finally, she's going to be a great singer!

# Quiz Time



1. Listen, read and check the correct boxes.

	Kevin	Joe	Nick
a. He enjoys wearing trendy clothes.			
b. He likes nature and loves being outdoors.			
c. He's a tech-head.			
d. He will write a book about his life.			
e. He'll go solo or create his own band.			
f. He'll travel around the world.			



2. Choose the best option.

- a. Mike is really \_\_\_\_\_ . He dances and sings beautifully.  
 1. artistic  
 2. brainy  
 3. stylish
- b. At an early age, Natalie showed her energetic personality. She's a real \_\_\_\_\_ .  
 1. eco-friendly teen  
 2. stylish girl  
 3. live wire
- c. Go-getters tend to be \_\_\_\_\_ . They love to compete and win.  
 1. competition  
 2. competing  
 3. competitive
- d. \_\_\_\_\_ teens are very committed to animal and conservation causes. They always help animals in need.  
 1. Trend-setters  
 2. Eco-friendly  
 3. Brainy

3. Complete this paragraph with the correct verb combination.

What's my brother like? Well, for one thing, he's extravagant and the typical rebel. Rebels \_\_\_\_\_ *are* (a. be) freedom lovers. He likes \_\_\_\_\_ (b. look) different. He's very smart, though. He's interested in \_\_\_\_\_ (c. know) all the different views, but he enjoys \_\_\_\_\_ (d. create) controversy. Recently he decided \_\_\_\_\_ (e. be) more relaxed and friendly.

He plans \_\_\_\_\_ (f. study) ecology at the university. My parents think he'll \_\_\_\_\_ (g. become) a great professional.

4. Complete the questions with the correct auxiliary verb. Then, match with the questions.

- a. What \_\_\_\_\_ *do* you enjoy doing?
- b. How old \_\_\_\_\_ you when you began to practice taekwondo?
- c. What \_\_\_\_\_ you do next year?
- d. What \_\_\_\_\_ you interested in learning?
- e. Why \_\_\_\_\_ you decide to become a vet?
1. I was 8 years old.
2. I enjoy surfing the web and chatting with friends online.
3. I'm interested in learning languages.
4. Well, for one thing, I love animals.
5. I will keep studying drawing. It's my thing.

## Self-Evaluation

### Now I can...

- talk about styles, personality types, preferences and interests.
- describe inspirational people's lives.

Very Well

OK

A Little





# Glossary

## A – E

**achieve: v.** to obtain the desired objective or result (syn. get). *We achieved our goals easily.*

**app: n.** short for application program. *Visit the website for more information on new apps for cell phones.*

**become: v.** to turn or develop into something different. *First she was an assistant, then she became the boss.*

**cause: n.** a reason for adopting a particular position and attitude that you feel is worth supporting.



**challenge: n.** a test that verifies the skill or knowledge in an interesting way.

**character: n.** a person in the narrative of a book, play or movie.

**coach: n.** a person who trains others. A trainer. *Most soccer players become coaches.*



**committed: adj.** a person engaged in a cause and willing to support it (syn. dedicated, loyal).

**competitive: adj.** a characteristics of people who enjoy competition or regard it as a very important aspect.

**defender: n.** the player who prevents the opposition from scoring while playing near a goal.



## F – N

**forward: n.** a player who attacks in search of scoring goals.

**goal: n.** an objective you hope to reach (syn. aim).

**goal: n.** the space between the two posts where the ball should score (in soccer, hockey, etc.).



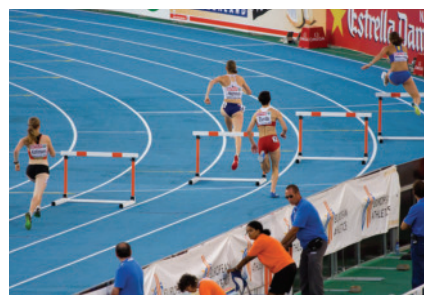
**hormone: n.** a chemical substance produced by glands in the body to help in processes such as growth or metabolism.

**interactive: adj.** to have the ability to make contact with others.

**keep: v.** to carry on / to continue doing an action. *Keep writing.*

## O – T

**obstacle: n.** something that makes a goal difficult to achieve (syn. obstruction).



**policies: n.** the activities / regulations of people who have the power in a group or a company.

**quit: v.** to stop doing something, to withdraw from participation. *He quit out of the university.*

**resemblance: n.** similarity.

**risk: n.** a potentially dangerous or difficult situation.

**successful: adj.** having achieved goals.

**treatment: n.** a set of actions and medicine given to recover a patient's health.

**trekking: n.** an activity in which people go on adventurous walks.



## U – Z

**wiki: n.** a website with software that allows many web pages to be interlinked and gives people in general the possibility to edit the entries.

### Colloquial Expressions

**For one thing:** the first of many possibilities.

**Go for it:** you can do it.

**To be a live wire:** to be an energetic and enthusiastic person.

**To be worlds apart:** to have different ideas, tastes and interests.

**To do it for kicks:** to do something for excitement or fun.

**To facebook:** to post something on Facebook.

**To have the knack:** to have the talent to do things easily.



# 2 Experience Culture!



## ► General Objective

You will be able to talk about your most significant learning experiences in the context of cultural literacy.

## ► Communication Goals

You will learn how to

- ask and answer questions about experiences.
- talk about the length of experiences.
- recommend cultural activities like reading and going to museums.

## ► CLIL

- Learning Experiences: traveling, languages, sports, camps and hobbies.
- Cultural Literacy: going to museums, attending lectures, learning dances, reading books, seeing art films and going to concerts.

### Vocabulary

- Vocabulary related to different types of cultural activities and learning experiences

### Grammar

- Present Perfect tense in affirmative, negative and interrogative forms
- Since / for
- Yes/no questions and wh-questions in the Present Perfect tense

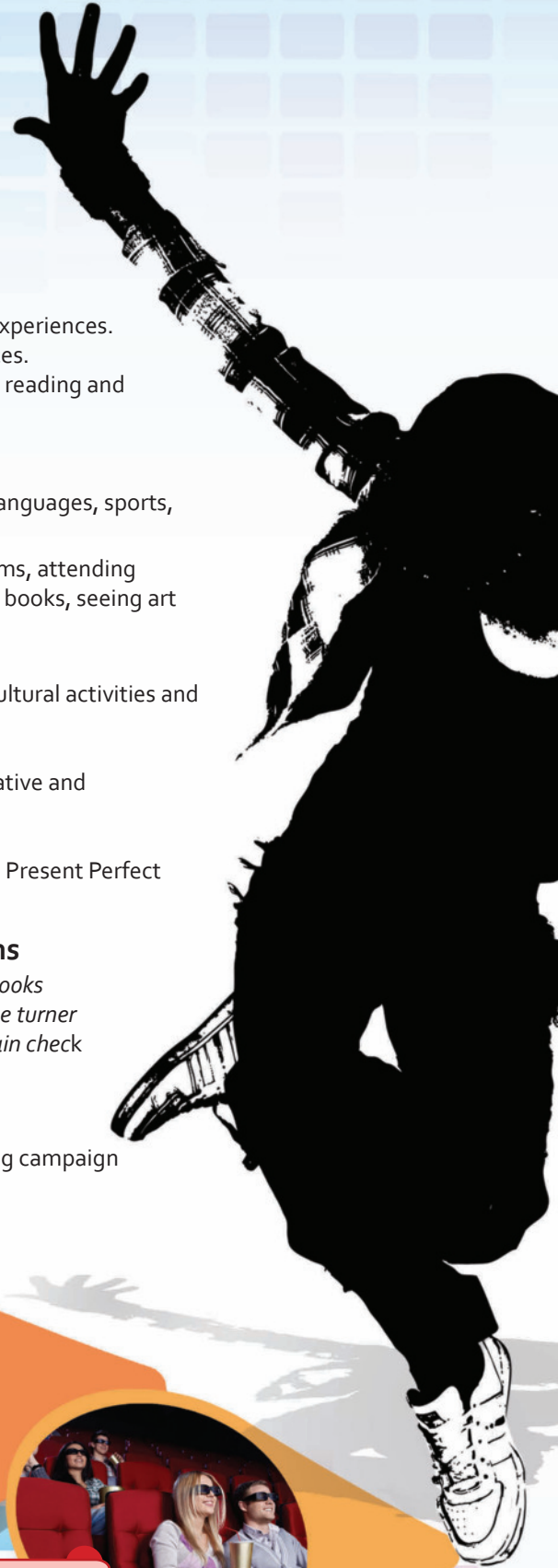
## ► Idioms and Colloquial Expressions

- *That is*
- *That's awesome*
- *To be in the same boat*
- *To hit the books*
- *To be a page turner*
- *To take a rain check*

## ► Project

A Learning Campaign

You will work in groups to carry out a learning campaign promoting cultural literacy.



### Discuss:

- Do you like going to museums, libraries or cultural centers? Why?
- How can these places contribute to a person's education?
- Do you know of free exhibits in your town?





# Lesson 1

## What Have You Done Lately?

1. Look and complete. Use the Word Bank.

### Word Bank

- taken up
- attended
- been (2)
- studied
- participated



a. She's  abroad for two weeks.



c. They've  a foreign language for two months.



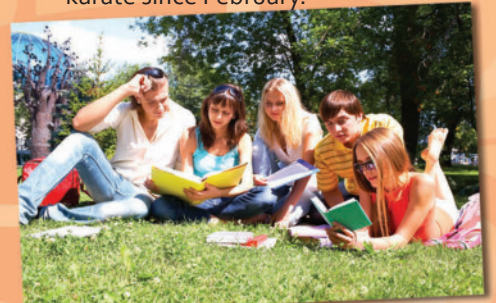
e. They've  karate since February.



b. I've  a workshop at the museum since December.



d. They've  members of a dance group for more than a year.



f. We've  in a reading campaign since January.

2. Complete the chart. Listen and check. Then complete the grammar chart.

	REGULAR VERBS			IRREGULAR VERBS		
<b>Present</b>	travel	support	study	take	go	be
<b>Past form</b>	<i>traveled</i>			<i>took</i>		___ / ___
<b>Past participle</b>	<i>traveled</i>			<i>taken</i>		

### Vocabulary Strategy

Identify the verbs that have the same form in the Simple Past tense and Past Participle form.

3. Listen and match each conversation with the situations in exercise 1.

- Conversation 1
- Conversation 2
- Conversation 3
- Conversation 4

### Reflect on Grammar

#### Present Perfect tense

I	<input type="text" value="have"/>		a member of this museum	for 2 weeks.
You	<input type="text"/>			
She	<input type="text"/>			

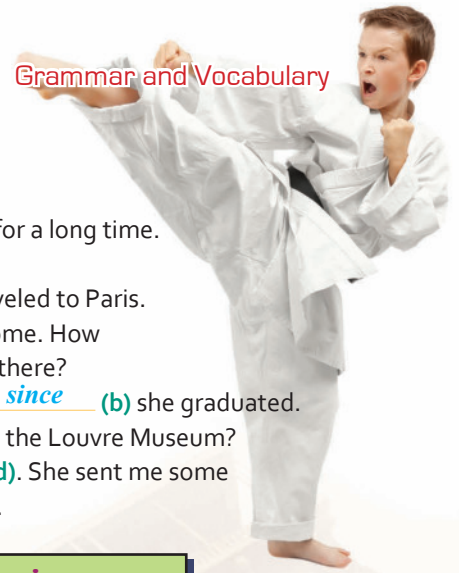
#### Use the Present Perfect tense for:

- a. completed actions (started in the past, finished in the past)
- b. uncompleted actions (started in the past, continue at present)

4. Circle an option to make these sentences true for you.

- a. I **have / haven't** taken up a sport or hobby.
- b. I **have / haven't** been abroad.
- c. My mother **has / hasn't** studied English.





5. Listen and fill in the blanks. Then complete the grammar chart.

Conversation 1

**Ann:** Hi! I'm new to this group.  
**Bob:** Welcome to the group! *Have* (a) you taken karate before?  
**Ann:** No, I \_\_\_\_\_ (b). I'm just curious. Have you \_\_\_\_\_ (c) a member for a long time?  
**Bob:** Yes, I *have* (d). I' *ve* (e) been in this group \_\_\_\_\_ (f) January last year! That is, \_\_\_\_\_ (g) 20 months or so.  
**Ann:** That's awesome!

Conversation 2

**Al:** I haven't seen your sister for a long time. Where is she?  
**Sarah:** She's abroad. She traveled to Paris.  
**Al:** To Paris? Oh, that's awesome. How \_\_\_\_\_ (a) has she been there?  
**Sarah:** She's been abroad *since* (b) she graduated.  
**Al:** \_\_\_\_\_ (c) she visited the Louvre Museum?  
**Sarah:** Yes, she \_\_\_\_\_ (d). She sent me some pictures. It's a great museum.

Key Expressions

That's awesome! It's great!



Pronunciation

**Contraction of *have* and *has***  
 I've been abroad.  
 She's been abroad.

**Reduction of *have***  
 How *long have* you been here?

Reflect on Grammar

Questions

*Have* you taken karate? Yes, I *have* . / No, I \_\_\_\_\_ .  
 \_\_\_\_\_ she visited the Louvre Museum? Yes, she \_\_\_\_\_ / No, \_\_\_\_\_ hasn't.

How \_\_\_\_\_ has she been there? Since \_\_\_\_\_  
 For two weeks.

Use *How* *long* to ask for the duration of the activity.

Use \_\_\_\_\_ to indicate a period of time.

Use \_\_\_\_\_ to indicate a point in time.

6. Unscramble the sentences and complete with your information.

A: long / have / you / How / studied English / ?

*How long have you studied English?* (a).

B: I have studied English for \_\_\_\_\_ (b).

That is, since \_\_\_\_\_ (c).

C: I've been in this dance group for \_\_\_\_\_ (d).

That is, since \_\_\_\_\_ (e) and you?  
 long / have / been / you / in / your group / How / ?

D: I've been in my group since \_\_\_\_\_ (g).

That is, for \_\_\_\_\_ (h).

E: Martha is my best friend.

F: Really? long / been / she / your friend / How / has / ?

\_\_\_\_\_ (i)

E: Since \_\_\_\_\_ (j).

7. Ask and answer the questions in exercise 6 with a partner.

How long have you studied English?

I've studied English for 2 years. That is, since I began to study here.

Speaking Strategy

Use "that is" to explain or give more detailed information.

Project Stage 1

- Get in groups and think about learning activities for teens.
- Investigate if students in your class have done these activities.

E.g. *Some students have practiced martial arts.*



# Cultural Literacy for Everyone



## 1. Read, listen and complete. Use the Word Bank.

Discover how culturally literate you are! How much knowledge have you acquired lately?

Name: Linda Diaz

Age: 14

### Word Bank

- attend
- take up
- meet
- see
- be



	Yes	No	If yes, which one?
a. <u>Have you read</u> a good book recently?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<u>Sophie's World</u>
b. <u>Have you tried</u> any new dish or food?	<input type="checkbox"/>	<input type="checkbox"/>	
c. _____ a new sport or hobby?	<input type="checkbox"/>	<input type="checkbox"/>	
d. _____ a good movie?	<input type="checkbox"/>	<input type="checkbox"/>	
e. _____ new people?	<input type="checkbox"/>	<input type="checkbox"/>	
f. _____ to museums or exhibits?	<input type="checkbox"/>	<input type="checkbox"/>	
g. _____ any special event?	<input type="checkbox"/>	<input type="checkbox"/>	

### Grammar Strategy

Use *yes/no* questions to approach a topic. Use *wh*-questions to go into details.



## 2. Listen again and fill in the blanks with time expressions and adverbs of frequency. Then complete the grammar chart.

- I read Sophie's World last year. It was very interesting. I haven't read any other book since then.
- I've \_\_\_\_\_ the same snacks. I'm picky when I eat. I eat only what I like.
- I' ve practiced spinning \_\_\_\_\_.
- Yeah. I saw an excellent movie \_\_\_\_\_. I can't remember its name, though.
- I have some friends at school and in the neighborhood. I haven't met anyone \_\_\_\_\_.
- Yes, I have. The school took the whole class to the Metropolitan Museum like \_\_\_\_\_.
- I' \_\_\_\_\_ to concerts \_\_\_\_\_. For example, my friends and I went to a great concert last month. We only go to reggaeton concerts.

### Reflect on Grammar

#### Present Perfect vs. Simple Past

##### Present Perfect

I've been to concerts many times.

##### Simple Past

I went to a great concert \_\_\_\_\_.

The \_\_\_\_\_ is used for actions that happened at an indefinite time in the past or actions that are repeated.

The \_\_\_\_\_ is used for actions that happened at a definite time in the past and are finished.

## 3. Take the test with a partner.

Take turns asking and answering the survey.





4. Match these comments with Linda's answers in exercise 2. Then complete the grammar chart.

Comments

## Dare to be different!

☰
☒
✕

**a. Webhelper** Monday 14th

Consider doing this activity more often. In a family reunion suggest going to museums and cultural events.

**b. Friendly surfer** Tuesday 15th

Avoid eating the same things. Make your own shopping list and give new things a try. Practice cooking new recipes.

**c. Charisma** Tuesday 15th

Dare to be different. Learn to listen to other kinds of music and dance expressions. Be sure to listen to diverse music.

**d. ArtMaster 678** Wednesday 16th

You need to interact with more people. You can start meeting more people by joining hobby groups like theater troupes. Why not? Give it a try!

### Reflect on Grammar

**Giving Tips!**

Be sure to listen to diverse music.  
Avoid \_\_\_\_\_ the same things.

Followed by gerunds	Followed by infinitives
<i>consider</i>	
	<i>need</i>

### Listening Strategy

Pay attention to key words to identify relevant details.



5. Listen to a phone call to the Youth Cultural Center and choose the corresponding poster.

a

Our cultural center is offering these workshops, conferences and classes.

---

- **Reading workshop**  
Saturdays at 5:00 PM.
- **Conference Study Abroad**  
Saturday at 8:00 AM.
- **Course Learning to Watch Movies**  
Mondays, Wednesdays and Saturdays at 4:00 PM.

b

Our cultural center is offering these workshops, conferences and classes.

---

- **Reading workshop**  
Thursdays and Fridays at 4:00 PM.
- **Conference Study Abroad**  
Saturday at 8:00 AM.
- **Course Learning to Watch Movies**  
Mondays, Wednesdays and Saturdays at 4:00 PM.

c

Our cultural center is offering these workshops, conferences and classes.

---

- **Reading workshop**  
Saturdays at 5:00 PM.
- **Conference Study Abroad**  
Saturday at 8:00 AM.
- **Course Learning to Watch Movies**  
Wednesdays and Saturdays at 4:00 PM.



6. Listen again and choose.

### Listening Strategy

Concentrate on the specific information by previewing the information you will need.

Activity	Objectives
Workshop	<ul style="list-style-type: none"> <li>• learn to _____</li> <li><input type="checkbox"/> a. read fast      <input type="checkbox"/> b. read difficult texts      <input checked="" type="checkbox"/> c. enjoy reading</li> </ul>
Conference	<ul style="list-style-type: none"> <li>• give information about _____</li> <li><input type="checkbox"/> a. traveling abroad      <input type="checkbox"/> b. working abroad      <input type="checkbox"/> c. studying in a foreign country</li> </ul>
Course	<ul style="list-style-type: none"> <li>• learn how to interpret _____</li> <li><input type="checkbox"/> a. movies      <input type="checkbox"/> b. history      <input type="checkbox"/> c. photographs</li> </ul>

### Project Stage 2

- Choose one learning activity per group to promote in a campaign.
- Prepare a set of recommendations for students to get involved in the activity your group is promoting. E.g. *Campaign: Learn to enjoy reading books.*



## Lesson 3

# Reading to Choose

### 1. Look at the texts below and label them.

- a. a book review
- b. a web-site review
- c. a workshop review
- d. a summer camp review
- e. a video game review

### 2. Read these reviews and answer the questions below.

#### Reading Strategy

Preview the topic by focusing on familiar words.

A.

This site is one of those websites you will find very useful and entertaining. It has very interesting articles with important advice for young people. You can find topics such as health, school, careers, family and the latest news to enlighten the world of teens. It also contains a school section with the links to educational sites that cover plenty of academic topics in depth and accurately. Additionally, these articles are written in very simple English so that anyone understands.

On the other hand, you can chat with students all over the world about your homework and your interests. Unlike wikis –or any other educational web-sites– MSAE offers the possibility to receive help online by a tutor that is highly qualified and who is ready to help clarify your doubts. I definitely recommend this website to all students who need guidance on their homework and projects.

#### Stop and think.

What's the author's opinion about the web-site?

- a. The author thinks it's a great site for students who can't do their homework.
- b. The author thinks it's important for students to chat about their homework with students in other countries.
- c. The author thinks the web-site offers interesting services to students with homework problems.

B.

*A book review*

I want to share with you a great book that has taught me incredible things. The book is called *Sophie's World*. Its author is Jostein Gaarder, who has written many books for children and young people. *Sophie's World* is a young girl's journey down through the history of philosophy. Through a series of mysteries and the help of a mentor, Albert Kong, Sophie discovers that philosophy is extremely important for people because we,

as humans, need to question the nature of our existence. On her journey she discovers the great philosophers and theories that have shaped human thought. *Who am I? Where do I come from? Where is God?* If you ever wonder about the same questions, you will probably discover some interesting answers and also enjoy reading the adventures that happened to Sophie and her friends while learning to think more critically and with a different perspective. I highly recommend this book because it is full of mysteries and knowledge.

#### Reading Strategy

##### Understanding Key Ideas

Key ideas are usually rephrased to make the reading more cohesive. Look at the beginning and end of paragraphs to identify rephrasing.

#### Stop and think.

What's the book about?

- a. The history of Sophie
- b. Sophie's journey while learning philosophy
- c. The history of philosophy



C.

Are you a music lover? Have you ever thought of going to a summer camp where you can meet other young people from different parts of the world and learn how to sing and dance? This is a camp that takes place every year at the Youth Country Center. There you will live with kids from different countries while learning about music and performing. In the camp you will learn popular songs and dances from other countries while you rehearse and prepare for a final performance. You will also take part in sports activities, games and small nature trips. I would like to recommend *Melody Summer Camp* because all these factors make it a perfect place for teens who want to learn music and have fun. It offers an unparalleled experience for young artists.



**Stop and think.**

What's the author's opinion of *Melody Summer Camp*?

- a. It's important to learn to sing and dance.
- b. Only young artists can enjoy this camp.
- c. It's a great experience for anyone who enjoys music and dance.

**3. Complete the expressions to recommend items, services and events.**

- a. I definitely recommend this book because of its original ending.
- b. I \_\_\_\_\_ like to \_\_\_\_\_ this movie to all jazz music fans.
- c. This website has an \_\_\_\_\_ collection of English exercises.
- d. It also \_\_\_\_\_ podcasts and videos to practice your English.

**4. Follow the models in the reading and organize these steps to write a review.**

- Give a conclusion restating why you recommend it.
- Give your opinion to introduce the topic by making a small comment or asking a question.
- Support your opinion by giving information about the service, product or item.

**5. Choose the correct connector.**

• also • additionally • unlike

Watching movies is a fun way to spend free time and learn lots of things. Be sure to watch movies with good reviews. I highly recommend going to see good indie movies. \_\_\_\_\_ commercial movies, indie movies usually offer different stories to help you see the world from different perspectives. You can \_\_\_\_\_ get familiar with foreign customs. \_\_\_\_\_, you will be able to enjoy different actors, actresses and directors.

**6. Write a review of a product or service.**

- a. Think about a book, movie or learning experience you wish to recommend.
- b. Think about the reasons to recommend it.

**Writing Strategy**

Reviews are opinions of a product or service.  
State your opinion clearly and support it strongly.

**Word Bank**

- would / recommend
- contains
- definitely
- interesting

**Writing Strategy**

Connecting similar and contrasting ideas.  
Use **also** and **in addition** to give extra similar information about an idea.  
Use **unlike** to contrast two nouns.

**Project Stage 3**

- Assign responsibilities e.g. designing flyers or posters, preparing speeches and slogans.
- Use a strategy to carry out the campaign.
- Rehearse your presentation.







## Lesson 4

# In The Same Boat

### 1. Look and match the pictures with the idioms.

1. a real page turner

2. take a rain check

3. in the same boat

4. hit the books



### 2. Listen and match the idioms with their meaning.

- a. To be in the same boat
- b. To hit the books
- c. To be a real page turner
- d. To take a rain check

- c 1. to be a very exciting novel or non-fiction work
- 2. to postpone an invitation or plan
- 3. to study hard
- 4. to be in the same situation

### 3. Read and complete the conversations with the correct idiom.

#### Conversation 1

A: What are you doing this afternoon? How about going out to a movie?

B: Sorry, I have  *to hit the books* (a). I have an exam tomorrow.

A: I promise we'll get home early. Have you ever seen *A Brilliant Mind*? It has great reviews.

B: Sounds like a good movie but I'd rather  (b).

#### Conversation 2

A: Have you read *The Chronicles of Narnia*?

B: No, I haven't. What's it like?

A: It's  (c). It's a fascinating story!

B: Well, I've seen the movie but I haven't read the book.

C: Me too! We're  (d).

A: OK! Some other time! No problem!

### 4. Complete. Then share with your partner.

I have taken a rain check many times. The last time I took a rain check was \_\_\_\_\_

I have hit the books... \_\_\_\_\_

### Reflect on Values

	Always	Sometimes	Never
■ I use my free time adequately.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
■ I am learning to learn.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
■ I am open to new things.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

### Gap Activity

Student A goes to page 87.  
Student B goes to page 89.

# Share Your Project

## 1. Discuss your experience.

Rank these out of class-learning activities according to their importance.  
(1 the most, 10 the least)

- going to museums or exhibits     hanging out with friends     attend conferences  
 going to the movies     listening to music     talking to parents  
 joining a hobby group     participating in campaigns     traveling  
 Other

Check what you think is true about your group work.

- |  |  |
|--|--|
| <input type="checkbox"/> There is a lot of creativity.                   | <input type="checkbox"/> There's not much creativity.                        |
| <input type="checkbox"/> There's respect for all members' ideas.         | <input type="checkbox"/> There's no respect for all members' ideas.          |
| <input type="checkbox"/> Information to carry out the project is enough. | <input type="checkbox"/> Information to carry out the project is not enough. |
| <input type="checkbox"/> We spent time appropriately.                    | <input type="checkbox"/> We didn't spend time appropriately.                 |
| <input type="checkbox"/> We collected information in a timely manner.    | <input type="checkbox"/> We didn't collect information in a timely manner.   |
| <input type="checkbox"/> Everybody collaborates.                         | <input type="checkbox"/> Not everybody collaborates.                         |
| <input type="checkbox"/> There is a lot of motivation.                   | <input type="checkbox"/> There is not much motivation.                       |



## 2. Read and answer.

**C**ampaigns are organized activities to achieve a goal. Campaigns are designed to bring people together and involve them in particular ways of thinking and doing things. Honest campaigns are powerful tools to make a big difference in the world. They can have a great educational impact and can also be a fun way to obtain important skills such as leadership and commitment. Interesting changes can be obtained when people work together to make something happen. The strategies or tactics you use will depend on the kind of message or idea you will be campaigning for. These strategies have to be different as not all people respond to the same thing. You can send messages, write posters, give talks or have discussions, or even create a slogan.

**Answer these questions:**

- What's a campaign?
- According to the author, why can campaigns make a difference in the world?
- In your opinion, what's the most important element in a campaign?

### Give your Presentation

- Describe the objective of your campaign.
- Talk about your motivations to carry it out.
- Present the tips you promoted in your campaign.
- Invite people to read all the reviews you created to recommend interesting learning experiences.

### Useful Expressions

- To introduce your campaign**  
We're running a campaign for/against...  
We have worked on a campaign...  
have created a campaign...  
have launched a campaign...
- To express the purpose of the campaign**  
The purpose of this campaign is...  
to create awareness...  
to change a habit...
- To engage students into the activity your group is promoting**  
We have learned... We have talked to...  
Invite your parents to...  
Consider doing... Start interacting with...  
To show the possibilities for learning...
- To give tips**  
We want to share with you these tips...





Game

# Time to Play

## 1. Think about experiences you have had.

- Get in pairs. Move around the board by tossing a coin. Move one or two spaces (Head = 1; Tails = 2).
- Ask and answer questions to be the first one to get to Rome.

# Start



Complete. 1

What \_\_\_\_\_  
you done lately?  
How \_\_\_\_\_  
have you \_\_\_\_\_  
English?

What an experience!

YOU'RE SAFE

Talk about it. 4

Recommend a good movie.

What an experience!

9

Transform these verbs into the past participle form: *take, be, see, study* and *read*.

8

Correct this sentence. 7

I have studied English since five years.

Answer. 6

When was the last time you hit the books? Why?

Ask a question. 5

I've been a member of this group for a short time.

Mention 5 verbs in their past participle form. 10

Mention as many cultural activities as possible. If you mention 6, you can advance 3 squares. 11

Make a question following this structure: Wh + Aux + subject + verb in past participle + preposition of time + years? 12

Wh + Aux + subject + verb in past participle + preposition of time + years?

Organize this sentence. 13

a camp you going thought to summer ever Have of?

What an experience!

14

Create 2 sentences for these time expressions. 19

last night  
lately

Ask *have you ever* questions to your partners using these verbs: *dance, travel, escape, cried, learn, travel* and *practice*. 18

What an experience!

17

Mention three books you consider real page turners. 16

Complete these sentences. 15

I \_\_\_\_\_  
abroad two times.  
I \_\_\_\_\_ to  
Canada in 1990 and  
in 2003.

YOU'RE SAFE

20

What an experience!

21

Complete these sentences. 22

I've been abroad \_\_\_\_\_ 2 years.  
She's \_\_\_\_\_ in a reading campaign.

Talk about it. 23

Recommend a book you've read recently.

24





# Quiz Time



## 1. Listen and choose the right answer.

- a. How long has she waited?
1. for a long time
2. She just arrived
3. for 10 minutes
- b. What has the girl done lately?
1. She has been to some countries.
2. She has gone to the library.
3. She's gone to the Great Waterfall.
- c. Who has traveled a lot?
1. the boy
2. the girl
3. both
- d. What does the boy think of the Great Waterfall?
1. He has never heard of it.
2. He thinks it's not a good place to visit.
3. It's a beautiful place to visit.

## 2. Complete with the Simple Past tense or the Present Perfect tense.

All my life I *'ve loved* (a. love) to travel.

When I (b. go) to New York in 2005, I (c. meet) wonderful people and I (d. learn) a lot of things. It was a great experience.

I've never *been* (e. be) to Europe but one day I'd like to go and travel by train and visit interesting places like Paris and Rome. I (f. hear) interesting things about these cities. My best friend (g. travel) with her family to Rome last summer and she (h. take) some great pictures of the Coliseum.



## 3. Complete. Use *since* or *for*.

- A: Have you been here *for* (a) a long time?
- B: Well, I've been here (b) you called me.
- A: How long has she been abroad?
- B: She's been abroad (c) 1995. She left one year after her brother. He's been in Italy (d) more than 20 years.

## 4. Complete with the correct word or expression.

- a. Learn ( ) advantage of your free time.
- to take
  - taking
  - take
- b. Gina suggested ( ) to an exhibit instead of staying home.
- to go
  - going
  - went
- c. Linda had to ( ) because she needed a better grade than the previous one.
- take a rain check
  - hit the books
  - get in the same boat
- d. Elkin and Teresa are ( ) because they haven't read the book.
- hit the books
  - in the same boat
  - a real page turner

## Self-Evaluation

### Now I can...

- talk about learning experiences.
- ask and describe the duration of some actions.
- give recommendations to improve one's learning skills.

Very Well

OK

A Little



# Glossary

## A – E

**abroad:** **adv.** out of the country (syn. overseas). *We've traveled abroad twice this year.*

**attend:** **v.** to go to an event, to be present at. *He has attended all the lectures at the conference.*

**campaign:** **n.** an operation, carried out by means of propaganda, to obtain some political, social or commercial goal. Actions taken in order to achieve a particular goal. *He's organizing a campaign.*



**custom:** **n.** tradition and knowledge from a place and its people. A conventional mode of acting. *The movie shows traditional customs from other countries.*

**enlighten:** **v.** to provide light, to give knowledge or truth, to explain (syn. edify, instruct). *This book will enlighten the world of teens.*

**entertaining:** **adj.** serving to entertain, agreeably diverting (syn. amusing, ant. boring). *It's an entertaining website.*

## F – N

**guidance:** **n.** help and careful instructions (syn. counseling). *This website provides guidance for homework.*

**journey:** **n.** a long overland trip, travel from one place to another (syn. expedition). *He took a journey to a distant place.*

**knowledge:** **n.** information and abilities acquired through experience (syn. awareness, understanding). *Reading will help you improve your knowledge of the world.*

**leadership:** **n.** the position of being a leader, the act of leading. *This course develops leadership skills.*

**Louvre:** **n.** a well-known museum in Paris.



## O – T

**picky:** **adj.** a person who is complicated. *He's a picky eater.*

**recipe:** **n.** instructions for preparing particular types of food. *I have a recipe for preparing a great sauce.*



**review:** **n.** a text that gives an opinion about an event or product like a movie or a book. *Movie reviews can help you decide what to see.*

**schedule:** **n.** a timely planning of events. *What's on schedule?*

**survey:** **n.** a method to collect information. *Please, fill out this survey!*



**take up:** **v.** start a sport or activity; become interested in the activity and spend time practicing it. *I took up chess last month.*

## U – Z

**useful:** **adj.** helpful to do what you want or need. *The books contains useful information on different jobs.*

**workshop:** **n.** an educational session for improving people's knowledge or skills. *I'm taking a workshop on art.*

## Colloquial Expressions

**That is:** it is to say.

**That's awesome!** It's great!

**To be a real page turner:** a great book to read fast; a very exciting novel or book.

**To hit the books:** to study hard.

**To be in the same boat:** to be in the same situation.

**To take a rain check:** to postpone an invitation or plan for another time.





Test Training A

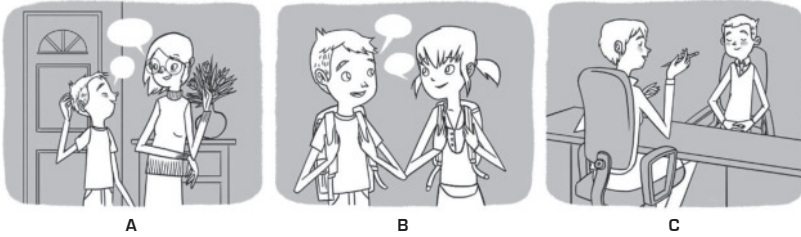
Listening

Listen to a short conversation twice. There are five questions. For questions 1-5 check (✓) the correct answer (A, B or C).

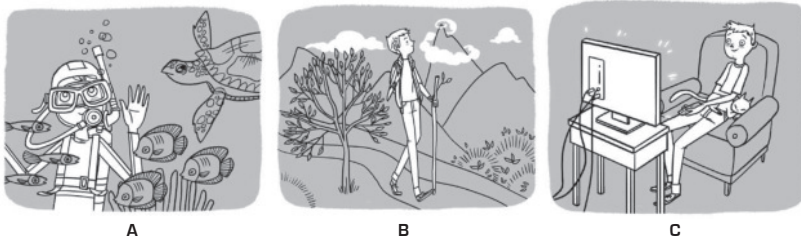
Answers	0	A	B	✓
	1	A	B	C
	2	A	B	C
	3	A	B	C
	4	A	B	C
	5	A	B	C

Example:

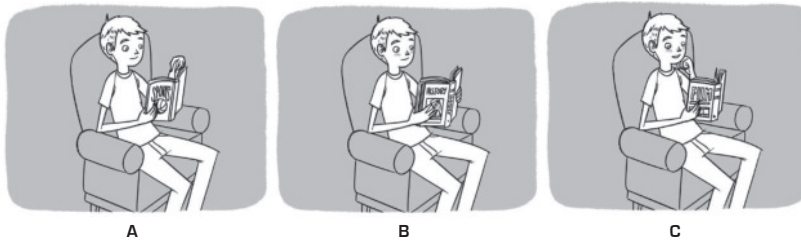
o. What's the situation?



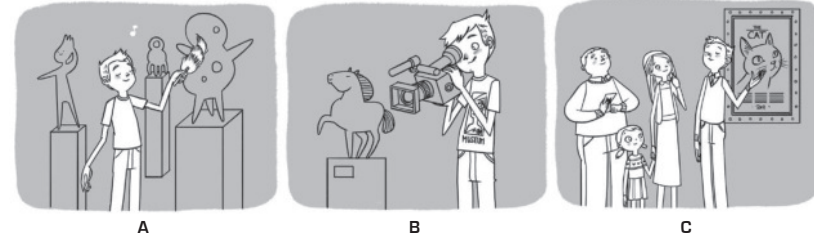
1. What does Pablo enjoy doing?



2. What type of books does Pablo enjoy reading?



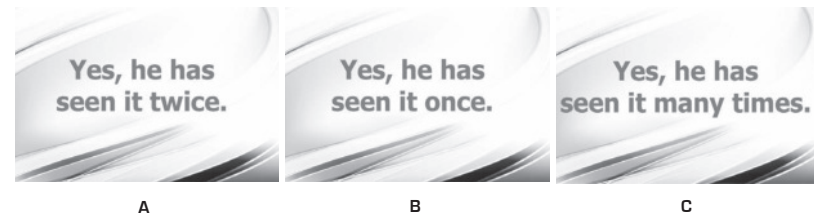
3. What will Pablo have to do?



4. Where is *The Cat* set?



5. Has Pablo seen "The Commander"?



Speaking

Candidate A

You're Craig. You're on a trip through Africa. You want to help people who live in remote areas to get a source of renewable energy. You have an interview with a News Channel.

Answer their questions. You are going to talk about personal information first and preferences. Then talk about experiences and, finally, about future plans.

Reading

Read the article. Are sentences 6-15 "Right" (A) or "Wrong" (B)? If there is not enough information to answer, choose "Doesn't say" (C).

**Cycling for a Cause!**

Craig has always loved sports, adventure and the outdoors. He has loved cycling all his life. When he was a kid, he got interested in sports like surfing and sailing but later he became interested in traveling the world in his bicycle. After he finished his university studies, he realized that he wanted to join a cause to help improve the living conditions of millions of people who live in extreme poverty. But how can a man with a bicycle help people? In time Craig discovered that there are many ways to help. Craig began to look for partners and sponsors for this project. He joined a campaign "The Solar System Aid" which made it possible for Craig to begin pedaling through Africa with the noble intention of collecting funds and raising awareness about the benefits of installing and using solar panels in schools, clinics and community centers. These solar panels can power their medical equipment, irrigation systems as well as their cell phones, radios and lamps, and impact greatly the lives of thousands of Africans who live in remote places and do not have electricity. For 3 months, he has cycled through Africa and has visited and gone through 5 countries and nearly 3000 kilometers. He will cycle another 2000 kilometers because he firmly believes that this is a great way to make a difference in the world and do what he enjoys doing the most: cycling and caring about others!

Example:

- 0. Craig has loved cycling all his life. A B C
- 6. He started helping the poor when he was at university. A B C
- 7. He got sponsorship from an African organization. A B C
- 8. Craig started pedaling through Africa with the intention of making people aware of the benefits of installing solar panels in their homes. A B C
- 9. Solar panels can serve as a source of power for cell phones. A B C
- 10. Craig's initiative can have positive consequences for people who live in rural areas. A B C
- 11. He has visited all the countries in Africa and five more countries. A B C
- 12. Craig thinks pedaling will help him enjoy cycling. A B C
- 13. Craig thinks cycling is the best outdoor activity in Africa. A B C
- 14. "The Solar System Aid" has helped Craig by selling him the solar panels for a very low price. A B C
- 15. Craig is a multimillionaire who enjoys helping poor people. A B C

Writing

You're interested in joining a cause similar to Craig's.

- ▶ Write
  - About your interests, preferences and future plans.
  - Write about a cause you would like to support and why.
  - Explain how you're planning to support the cause and the relevant experience you have.
- ▶ Write between 30 to 45 words.

---

---

---

---

---

---

---

---

---

---

Speaking

Candidate B

You're a reporter covering the epic trip of Craig through Africa. Ask him questions. Use the guidelines. You can ask about personal information first and preferences. Then ask about experiences and, finally, about future plans.

- a. How long have you...?
- b. Where did you...?
- c. When did you...?
- d. How many countries...?
- e. Why have you...?

Answers

0		B	C	
6		A	B	C
7		A	B	C
8		A	B	C
9		A	B	C
10		A	B	C
11		A	B	C
12		A	B	C
13		A	B	C
14		A	B	C
15		A	B	C





### ► General Objective

You will be able to tell stories and reflect on their messages.

### ► Communication Goals

You will learn how to:

- narrate stories and events in the past.
- convey attitudes related to the events of a story.
- talk about imaginary situations.
- react to a story in different ways.

### ► CLIL

- Mysteries
- Greek Myths
- Fairy Tales
- Fantasy

#### Vocabulary

- Words related to fantasy and mystery, adverbs

#### Grammar

- Past Perfect vs. Simple Past tense
- First and second conditional sentences

### ► Idioms and Colloquial Expressions

- *To give someone the creeps*
- *To draw a blank*
- *To have something on the tip of the tongue*
- *To be between a hard place and a rock*
- *To be all ears*
- *To sound creepy*
- *Not to take it*

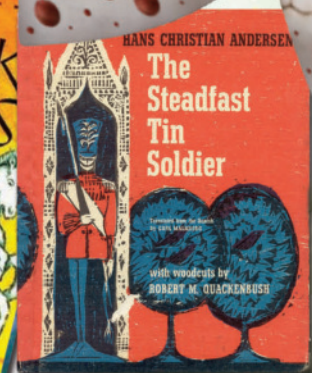
### ► Project

A Storytelling Show

You will work in groups to create or recreate a story and tell it in a storytelling show.

#### Discuss:

- What are your favorite stories? Why?
- Who are the main heroes in Roman and Greek mythology?
- Which are some of the main characters in fairy tales?
- Name some of the most famous fairy tales all over the world.
- Who is your favorite fantasy writer?
- Do you know of any ghost stories?







# Lesson 1

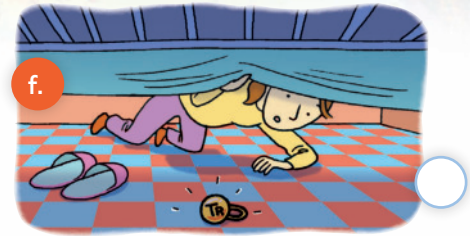
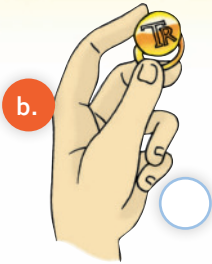
# Mysteries

## Word Bank

- strangely
- mysteriously
- immediately
- suddenly
- unfortunately



1. Listen to the story and match the pictures to the events by placing the corresponding capital letters in the circles. Then listen again and complete the texts. Use the Word Bank.



A. Immediately, she picked it up and examined it very carefully.

D. So she put it in her backpack and decided to take it home and show it to her parents.

B. \_\_\_\_\_, the ring had her initials marked on it.

E. \_\_\_\_\_ she found it again under her bed.

C. Tina had missed the school bus so she was walking in the park. \_\_\_\_\_ when she came close to a tree, she saw a shining object. It was a ring.

F. \_\_\_\_\_ when she was crossing a bridge on her way home, the ring fell out of her backpack and disappeared into the river.



2. Listen again and put the events in (capital letters) chronological order.

- |                                   |                         |                         |
|-----------------------------------|-------------------------|-------------------------|
| 1. <input type="text" value="C"/> | 3. <input type="text"/> | 5. <input type="text"/> |
| 2. <input type="text"/>           | 4. <input type="text"/> | 6. <input type="text"/> |

3. Match these adverbs to their meaning.

- a. When something is unexpected and quick, it happens suddenly.
- b. When something occurs in a complete manner, it is done \_\_\_\_\_.
- c. When something is unusual, it happens \_\_\_\_\_.
- d. When something occurs with surprise, it happens \_\_\_\_\_.
- e. When something occurs against good luck, it happens \_\_\_\_\_.
- f. When something is surrounded by mystery, it is said to happen \_\_\_\_\_.

## Vocabulary Strategy

To make adverbs, add **-ly** to adjectives. Adverbs of *manner* and *attitude* mysterious – ly careful – ly fortunate – ly surprising – ly Adverbs that describe manner and attitude towards an event usually go at the beginning of a sentence.

**Immediately**, she picked it up and examined it carefully.





4. Complete. Use the two Word Banks. Use either the Simple Past or Past Participle form of the verbs. Then listen, check and complete the grammar chart below.

**Word Bank**

- arrive
- see (2)
- walk
- pick
- belong
- lose

**Word Bank**

- strangely
- carefully
- unfortunately
- mysteriously

A: Listen to this story!

B: I'm all ears!

A: Well, that day Tina had missed the school bus, so she decided to go back home through the National Park. She had (a) walked for 20 minutes when she felt tired and stopped under a big tree. When she got close to the tree, she (b)            a shiny object. She (c)            it up and examined it (d)           . It was a ring.

B: Was it magical?

A: Shh! Let me finish! (e)           , it had her initials on it. She put it in her bag and continued her journey. (f)           , when she was crossing the bridge over a river, she tripped, the ring fell out of her backpack and disappeared into the river. She (g)            home very disappointed; but when she came into the living room, she noticed a painting she hadn't (h)            before. It was a painting of her grandmother wearing the same ring she had found in the park.

B: That's... unbelievable.

A: Oh, Lucas, why don't you just listen? Anyway, that night Tina went to bed very sad. (i)           , when she

**Key Expressions**

Sounds creepy: It's scary.



**Key Expressions**

I'm all ears: I'm paying attention.

was looking for her slippers under the bed...she found the ring again. It was the same ring.

B: Sounds creepy! How did it happen? She had (j)            the ring in the park. Why was it under her bed now?

A: Nobody knows. It's a mystery. Later, her mother told her the ring had (k)            to her great-grandmother who had the same name as Tina.

B: Uh huh. Yes, sure! Let me tell you something, you know, I don't buy it!

**Reflect on Grammar**

**Past Perfect**

She **missed** / **had missed** the school bus, so she **decided** / **had decided** to go back home.

She had missed the school bus.	She decided to go back home	now
X	X	X

The Past Perfect tense is used to show that one event happened **before** / **at the same time** another event in the past.

**Key Expressions**

I don't buy it: I don't believe it.

5. Write T (true) or F (false).

- a.  Tina had decided to go home before she missed the bus.
- b.  Before Tina arrived home, she had lost the ring.
- c.  Before that day, Tina hadn't seen a painting of her grandmother wearing the ring.
- d.  She had lost the ring in the river before she found it again under her bed.
- e.  Before she crossed the bridge over the river, she had lost her backpack.

6. Complete. Use Past Perfect or Simple Past.

- a. I had heard (hear) that story before you            (tell) it to me last night.
- b. Everyone            (think) the story was true, until they            (find) out it was just an urban legend.
- c. The children            (fall) asleep when he            (finish) telling the story.
- d. By the time Tina            (arrive) home she            (lose) the ring.

**Project Stage 1**

- Talk about the kinds of stories you like.
- Choose one story. Explain why!

*E.g. We like stories full of fantasy and magic. We think they're entertaining.*





## Lesson 2

# Fantasy!

1. Look up the words below in your dictionary. Then number them based on the picture.

- |   |                                     |
|---|-------------------------------------|
| <input type="checkbox"/> 11 a fairy       | <input type="checkbox"/> a princess |
| <input type="checkbox"/> a castle         | <input type="checkbox"/> a prince   |
| <input type="checkbox"/> a magical tree   | <input type="checkbox"/> 7 gold     |
| <input type="checkbox"/> a woodcutter     | <input type="checkbox"/> a dragon   |
| <input type="checkbox"/> a gnome          | <input type="checkbox"/> straw      |
| <input type="checkbox"/> an elf           | <input type="checkbox"/> a giant    |
| <input type="checkbox"/> 10 Puss in Boots | <input type="checkbox"/> 5 a knight |
| <input type="checkbox"/> a juicy sausage  |                                     |



2. Classify and complete the chart.

Magical or Mythical Characters	People	Wishes	Places
<i>a fairy</i>	<i>a woodcutter</i>	Turn <u>straw</u> into gold.	
		Have _____	
		for lunch.	
		Become a <b>strong</b>	
		_____	

3. Complete the sentences. Use the vocabulary above.

If I were a king, I'd live in a castle.

If a fairy granted me a wish, I'd ask for happiness.

If I were a fairy tale character, I'd be \_\_\_\_\_.

If I had a mythical creature, I'd have a \_\_\_\_\_.

If I wrote a fairy tale, I'd write about \_\_\_\_\_.

If I had magical powers, I'd turn \_\_\_\_\_ into \_\_\_\_\_.

4. Read and complete the story with some of the words in exercise 1.

Then complete the grammar chart on page 39.

## The Three Wishes

Once in a kingdom far, far away, there was a woodcutter and his wife. One day the man saw a (a) magical tree and he thought "If I cut down this tree, I'll make some good money. If I make good money, I'll get my wife a new dress."

But the man noticed that the tree was very thick so he doubted if he could cut it down. However, he kept thinking about the money "If I could chop it down, I wouldn't have to work for a long time."

Suddenly, a beautiful and tiny (b) \_\_\_\_\_ appeared and said "I wouldn't cut down that tree if I were you! It's a magical tree. I will grant you and your wife three (c) \_\_\_\_\_ if you don't cut it down." Happily, the man accepted, went to his house and told his wife about the fairy.

"If a fairy granted me a wish, I'd ask for a hot (d) \_\_\_\_\_, I'm so hungry," said the wife jokingly. Immediately, at the table, a big juicy sausage appeared.

"Oh, come on, you wished for a simple sausage and now we just have two wishes left! I wish the sausage would hang from your nose," said the (e) \_\_\_\_\_ angrily without thinking.

As soon as he spoke the words, the sausage hung from the woman's nose. "What did you do? Look at me," said the wife, who now had a sausage hanging from her nose. When the woodcutter saw his wife looking so sad, he knew what his next wish would be.





**Reflect on Grammar**

**Conditional Sentences**

■ Use **first conditional sentences** when you think a future situation is possible.  
If I **cut** this tree down, I \_\_\_\_\_ good money.

■ Use **second conditional sentences** when a situation is very unlikely (almost impossible) to happen or is contrary to reality.

If I \_\_\_\_\_ you, I \_\_\_\_\_ that tree.

If a fairy \_\_\_\_\_ me a wish, I \_\_\_\_\_ for a hot sausage.

■ In the second conditional,  
a. the if clause uses the **simple present / simple past**.

b. the result clause uses **would ('d) / simple past**.

Notice the form of the verb **be** in the conditional:  
*If I were you, I wouldn't cut that tree.*

**5. Match the if clauses with result clauses.**

- a. If I were you, d 1. I wouldn't have to work.
- b. If I cut down this tree,   2. I wouldn't cut down that tree.
- c. If a fairy granted me a wish,   3. I'd wish for a hot sausage.
- d. If I could chop it down,   4. I'll make some good money.

**6. Complete with the second conditional.**

- a. If I **saw** (see) a fairy, I \_\_\_\_\_ (wish) for richness.
- b. If I \_\_\_\_\_ (to be) rich, I \_\_\_\_\_ (live) in a castle.
- c. If I \_\_\_\_\_ (live) in a castle, I \_\_\_\_\_ (be) a king or queen.
- d. If I \_\_\_\_\_ (be) a king or queen, I'd have \_\_\_\_\_.
- e. If I had \_\_\_\_\_, I \_\_\_\_\_.
- f. \_\_\_\_\_.



**7. Use the vocabulary from exercise 1 and predict the story. Then listen and choose. Finally complete the sentence below.**

**Main Characters**

- a gnome and a baby
- a girl and a gnome
- a king and a servant

**Setting**

- a tower in a castle
- an enchanted forest
- a haunted house

**The Conflict**

- a lie and a promise
- a mystery and a murder
- a bad decision

If you were the character of the story, what would you do?

\_\_\_\_\_



**8. Listen to the second part of the story and answer the questions.**

a. What did the main character have to do to solve the problem?

\_\_\_\_\_

b. How did the story end?

\_\_\_\_\_

**9. Get into groups and play a game. Make a wish game.**

If I were \_\_\_\_\_, I'd \_\_\_\_\_ . If I \_\_\_\_\_,

I'd \_\_\_\_\_ . If I \_\_\_\_\_,

I'd \_\_\_\_\_ . If I... \_\_\_\_\_

**Listening to a story**

When listening to story, identify its most important elements: characters / setting / conflict / resolution.

**Pronunciation**

Notice how **would** is contracted.

- I'd wish for a sausage.
- She'd wish for a new dress.
- I wouldn't cut down that tree if I were you.



**Project Stage 2**

- Create a new version of the story you chose.
- Select two top endings and discuss the best possible results.

*E.g. If the queen didn't keep her promise, the gnome would do something bad.*





# Lesson 3

## Stories of All Kinds!

1. Look at the text quickly and choose the word cloud that best represents it.



2. Match the columns. Use your dictionary.

- a. challenge  to separate the head from the body
- b. fool  to make someone believe something that is not true
- c. draw  to be in a position that cannot be seen
- d. hide  not to move
- e. stand still  to test someone's abilities
- f. behead  to stop sleeping
- g. awaken  to pull an object gently

### Reading Strategy

#### Skimming

Look over the text quickly to find important words (characters and main actions).

3. Read.

A long time ago Perseus, a mortal son of Zeus, lived on the Greek island of Seriphos. One day he was challenged by Polydectes, King of Seriphos, to kill Medusa, a monster who had serpents as hair, and return with her head.

Medusa had been a beautiful lady and was turned into a Gorgon because she had offended the goddess Athena by being excessively proud of her beauty. So, she had to live with other Gorgons on a faraway island. If someone looked at her in the eye, she would turn them into stone and die.

Perseus went on this mission. He didn't know that he had been fooled by Polydectes, with the intention of getting married to Perseus' mother, Danae. Perseus traveled to a remote land but he got lost. However, he received help from the gods Hermes and Athena who gave him three magical objects, (1) winged sandals, a (2) shield and a (3) helmet.

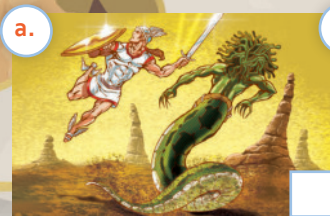
Stop and think. Look at the picture and number the magical objects Perseus received.



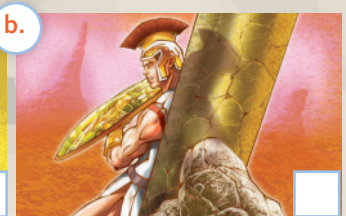
"Look for the Graeae, who are the only ones who know where to find Medusa," said Hermes. "Who are they?" asked Perseus. "The Graeae are Phorcys' daughters. They are three ladies who have only one glass eye. They can tell you where to find Medusa." Saying this, the gods took Perseus to a mysterious land where the Graeae lived. Taking them by surprise, Perseus took their precious eye and did not return it until they had told him how to find Medusa.

When Perseus arrived at the island where Medusa lived, he found all the Gorgons asleep. Silently, he drew his sword, hid and stood still. Suddenly, Medusa woke up as if she had smelled his presence and began to look for him.

Stop and think. If you were Perseus, how would you use the magical objects to kill Medusa? Choose.



Fly above her and use the sword to hit her in the head.



Hide and use the reflection of the shield to locate and kill her without looking at her.





Use the helmet to be invisible and get near to kill her.

Use the reflection of the shield to turn the Gorgon into stone.

Perseus remembered that if he looked into Medusa's eyes, he would turn into stone. So, he used the Medusa's reflection on the bronze shield to behead her before she had time to look at him. Medusa died at once. Immediately, her sisters awoke and saw Perseus, who quickly ran away with Medusa's head. Thanks to the invisibility helmet, Perseus escaped and with his winged sandals flew back to the island of Seriphos.

**4. Read again and answer the questions.**

1. Why did Perseus decide to go after Medusa's head?  
\_\_\_\_\_
2. Who helped him?  
\_\_\_\_\_
3. What elements did he need to fulfill his mission?  
\_\_\_\_\_
4. How did he find Medusa?  
\_\_\_\_\_
5. How did he kill her?  
\_\_\_\_\_

**5. Read again and complete the chart.**

Setting	
Characters	
Conflict	
Resolution	

**6. Summarize the story of Perseus and Medusa by using the map of the story.**

---



---



---



---



---

When he arrived he found out that Polydectes had turned his mother into a servant. Desperately, he entered the room where the evil king and his close friends were gathered. All of them turned to look at Perseus, not believing he had fulfilled his task.

"You fool, you think I believed your story?" said Polydectes as he turned around to look at Perseus.

When all the people in the room were looking, Perseus took out Medusa's head petrifying anyone who was looking at it. And this is how the brave Perseus saved his mother Danae and became one of the greatest heroes in Greek mythology.

**Stop and think. What do you think? What was Perseus' best quality?**

- a. braveness and intelligence
- b. braveness and strength
- c. braveness and impulsiveness

**Reading Strategy**

To understand a story better, identify its most important elements. Use a graphic organizer to visualize those elements clearly.

**Writing Strategy**

To summarize a story, identify the most basic and essential information so that you get the big picture.

**Project Stage 3**

1. Map your story.
2. Write a summary.





## Lesson 4

# He Gives Me the Creeps!



1. Match the expressions with their meaning. Then listen and check.

### Expressions

- a. to give someone the creeps
- b. to draw a blank
- c. to have something on the tip of the tongue
- d. to be between a hard place and a rock

### Meaning

- 1.  to be in a situation which offers two alternatives that are both difficult
- 2.  to make someone feel frightened
- 3.  to forget something
- 4.  to fail to find a word you know

2. Complete this anecdote with the expressions above. Make the corresponding changes in the verb tense.

It all happened one day when I arrived late at school. I was coming into the school and suddenly the principal jumped from behind the gate and scared me.

God, (a) *he gave me the creeps* ! I was so scared. "I'm sorry I'm late," I said, and continued walking to my classroom. Then the principal shouted, "Hold it right there. You can't pass," and he continued, "Well, I'll let you in if you answer my riddle."

I looked at him and said, "No problem... just ask!"

"What walks on four legs in the morning, two legs at noon and three legs in the evening?" asked the principal. "Come on, it's easy," I said.

"Then tell me the answer," said he.

I know the answer but I'm (b) \_\_\_\_\_.

Let me think. Oh yeah, I know... I (c) \_\_\_\_\_.

The principal waited patiently for one minute and then he said, "What happened? You would know the answer if..."

"Yeah, I know ..., the answer is ..." I was trying hard to figure out the answer, but I (d) \_\_\_\_\_, I didn't have any idea. All I could say was "Man... you got me!"

I hadn't finished all my sentence when he said, "You read the story of *Oedipus and the Sphinx*! Well done! You can pass.



3. Discuss.

- What situations *give you the creeps*?
- What do you do when you *draw a blank*?
- What situations make you *feel between a hard place and a rock*?

Scary stories about ghosts and spirits give me the creeps.

I was between a hard place and a rock when I got lost downtown and I didn't have any money with me.



### Reflect on Values

	Always	Sometimes	Never
■ I enjoy reading.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
■ I like to listen to stories.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
■ I understand the cultural value of stories.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

### Gap Activity

Student A goes to page 88..  
Student B goes to page 91..



# Share Your Project

## 1. Discuss your experience.

- Did all of you contribute equally to the project?
- Was it easy to stay on task?
- Did you help each other stay on task?

According to your experience, check the necessary elements for successful group task completion.

- negotiating everyone's tasks
- having an action plan
- helping partners learn
- assuming responsibilities
- discussing all ideas before doing them
- staying positive



## 2. Read and answer.

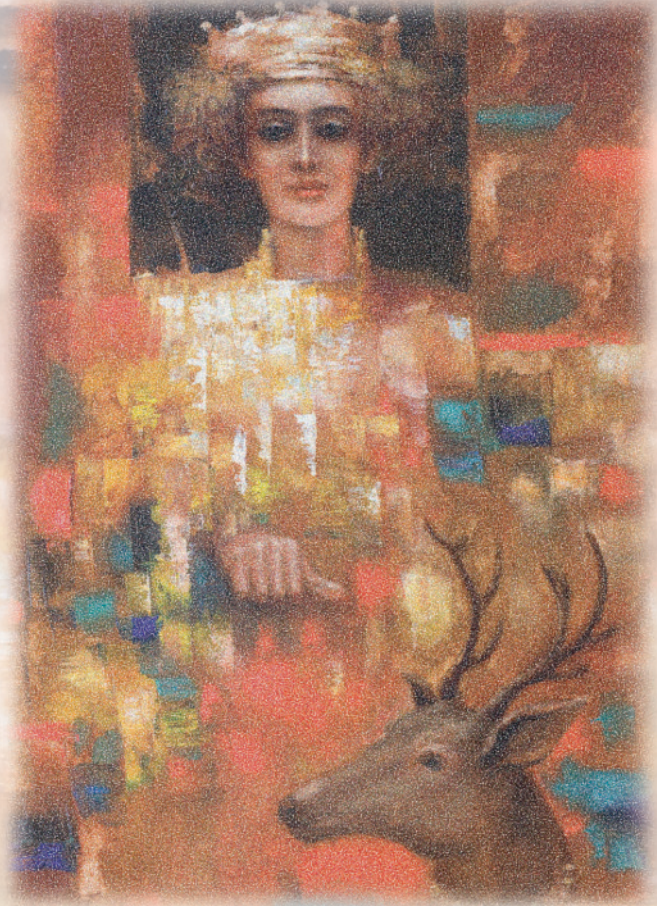
Story telling is at the heart of every culture. Human thought and knowledge have been shaped and told by stories. Even long ago, when the writing system hadn't been invented, stories were not only told orally but by means of drawings. According to their purpose and message and how they're delivered to an audience, stories have been classified as myths, legends, folk tales, epic tales, hymns, etc.

Despite the fact that every culture is different, legends and myths from all around the world share some typical elements: the hero, the villains, the gods, the reward and/or the punishment. Some stories are meant to teach a moral, some others are meant to explain a natural phenomenon, and others, just tell of the heroic acts and accounts of people and places of other times.

Nowadays, these stories are still a very important source of inspiration and learning. We find stories in books, movies, music, art and they still represent a powerful way to reshape and recreate culture.

Answer these questions:

- Why are stories at the heart of every culture?
- What are some typical elements of stories?
- Where do we find stories nowadays?



## Give your Presentation

- Tell the class the name of the story and some background information.
- Invite the class to predict what the story is about. Show your visuals.
- Tell the story. Create a lot of suspense by using a special tone of voice together with interesting body language.
- Invite people to talk about the message or just opinions about the story.

## Useful Expressions

- Introduce your story like this...  
Once upon a time...  
You won't believe this but...  
Here's what happened long ago... When Legend has it that ...
- To talk about the story...  
This story is about a woman who...  
This is based on...





Comic

# The End



Listen and read.

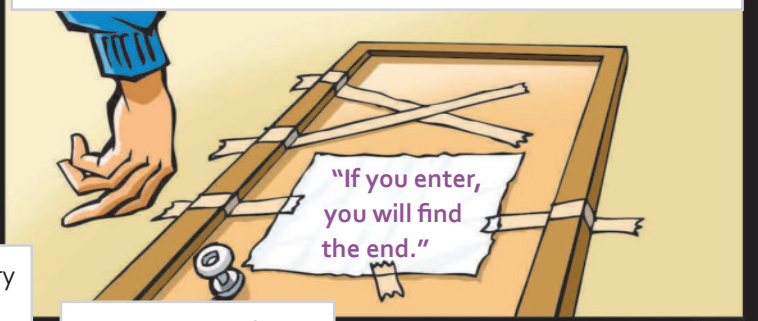
1. Ron went to live in a very old and mysterious house.



2. One day while he was checking the walls he discovered a secret room that had not been opened for generations.



3. The room was locked and there was an inscription that read:



4. One night he invited some friends over and told them the story of the locked room. His friends advised him different things.



5. Ron was confused but he kept thinking.



6. The next morning, he decided to go and check it out. He opened the door with difficulty. When he finally entered, he saw a wooden trunk.





# Quiz Time



1. Listen and put the events in the correct order.



2. Listen again and choose the correct option.

Quetzal was a (a) **bird / boy / river**. The wise man of the tribe told him that he (b) **would never die / would die soon / died would** if he had with him a hummingbird feather. Chiruma was (c) **the chief / the chief's brother / Quetzal's brother**. He wanted to be (d) **the chief / a hummingbird / a wise man**. The wise man gave Quetzal (e) **a feather / a humming bird / a rock** and Chiruma stole it because he thought that if Quetzal didn't have it, he would die. One day Chiruma killed Quetzal with an arrow and Quetzal turned into (f) **a bird / a feather / a chief**. As the wise man had predicted, Quetzal didn't die.

3. Complete with the Simple Past tense or the Past Perfect tense. Use the verbs in brackets.

I \_\_\_\_\_ never \_\_\_\_\_ (a. see) such a mysterious house until I \_\_\_\_\_ (b. visit) an old relative in a lonely and remote village. There I \_\_\_\_\_ (c. meet) a strange man. He \_\_\_\_\_ (d. look) familiar but I was sure we \_\_\_\_\_ (e. not talk) before. He \_\_\_\_\_ (f. invite) me to go horseback riding. Before that day I \_\_\_\_\_ (h. not go) horseback riding. I liked it a lot but since I \_\_\_\_\_ (i. not sleep) properly the night before I \_\_\_\_\_ (j. fall) asleep on the horse and I almost had an accident.

4. Choose the correct adverb.

- a. Once my classmates and I were studying at night in a friend's house. We had prepared a bunch of food. I felt hungry at midnight and went to the kitchen to eat something but \_\_\_\_\_ there was nothing in the pots. That was very strange!  
 1. carefully  2. mysteriously  3. suddenly
- b. Something strange happened to me today. I had lost my wallet on the way to school. \_\_\_\_\_ my best friend found it and gave it to me.  
 1. Fortunately  2. Suddenly  3. Mysteriously
- c. Long ago, when the mountains were young, there lived a king who was loving and generous. \_\_\_\_\_ he didn't have a queen.  
 1. Suddenly  2. Luckily  3. Sadly

5. Complete the sentences using the second conditional.

- a. If he \_\_\_\_\_ (be) a wizard, he \_\_\_\_\_ (turn) the teacher into a tree.
- b. If she \_\_\_\_\_ (remember) the story, she \_\_\_\_\_ (tell) it to us.
- c. If Tony \_\_\_\_\_ (study) movie making, he \_\_\_\_\_ (make) a film based on the story.
- d. If the story \_\_\_\_\_ (be) true, it \_\_\_\_\_ (be) very strange.
- e. If a fairy \_\_\_\_\_ (grant) me a wish, I \_\_\_\_\_ (ask) for happiness.

## Self-Evaluation

Now I can...

- tell a story in past.
- talk about imaginary situations in the present.
- use adverbs to convey attitudes.

Very Well

OK

A Little

# Glossary

## A – E

**arrow:** **n.** a thin, straight, generally pointed missile or weapon.



**beyond:** **prep.** outside the limits of. *The land is beyond this world.*

**brave:** **adj.** courageous (syn. admirable, intrepid, daring), *She was brave and wise.*

**chief:** **n.** a boss or person in charge of a group (syn. head, leader). *The chief of the tribe sent the warriors home.*

**evil:** **adj.** not good (syn. harmful, injurious). *The evil king sent Perseus on a dangerous trip.*

## F – L

**far:** **adj.** a long distance away. *In a far kingdom, there lived a princess.*

**find out:** **v.** to discover or confirm the truth of something (syn. detect, uncover).

**gnome:** **n.** (in folklore) diminutive old man that inhabits the interior of the earth and acts as guardian of its treasures, usually one of the characters of fairy tales.



**gorgon:** **n.** a mythical creature who had serpents as hair.

**grant:** **v.** to give something a person asks for (syn. award, concede) *The fairy granted the woodcutter 3 wishes.*

**hummingbird:** **n.** a colorful tropical bird that moves quickly.



## M – Q

**mill:** **n.** a person who owns a mill.



**pillar:** **n.** a thick and strong column that supports a building. *Perseus stood still against a pillar.*

**petrify:** **v.** to change into stone. *If you looked into Medusa's eyes, she would petrify you.*

**principal:** **n.** the person in charge of a school.

**quetzal:** **n.** a colorful bird that lives in Central America.



## R – Z

**reward:** **n.** something that is given in exchange for a good action (syn. prize, recompense) *The girls received a reward for their good action.*

**riddle:** **n.** a type of question whose answer is difficult to figure out. *Oedipus was the only one who answered the riddle of the Sphinx.*

**sphinx:** **n.** a mythical creature with a body of a lion and a head of a woman.

**straw:** **n.** threshed grain or grass used for feeding animals. *The gnome turned the straw into gold.*

**sword:** **n.** a long sharp metal blade with a handle used for war.



**trip:** **v.** lose balance when walking. *She tripped and fell to the ground.*

## Colloquial Expressions

**To give someone the creeps:** to scare.

**To draw a blank:** to forget.

**To have something on the tip of the tongue:** to fail to remember a word.

**To be between a hard place and a rock:** to be in a difficult situation.

**I'm all ears:** to be willing to pay attention.

**To sound creepy:** to sound scary.

**Not to buy it:** not to believe something.





# 4 Traveling the World



## ► General Objective

You will be able to describe, compare and give opinions about travelers and touristic activities.

## ► Communication Goals

You will learn how to

- give and ask for directions and information in a polite way.
- ask people to agree with you.
- place emphasis on descriptions and comparisons.

## ► CLIL

- Types of Travelers
- Going Green
- A Tour of Brasilia
- Finding Your Way

### Vocabulary

Vocabulary related to trips, travelers, travel activities and the environment

Collocations with "go"

### Grammar

- Tag questions
- Indirect questions
- Placing emphasis using *much* and *very*

## ► Idioms and Colloquial Expressions

- *Going green*
- *Spill the beans*
- *Shake a leg*
- *...and that kind of thing!*
- *Get out and about*
- *You can't miss It!*
- *Hit the road*

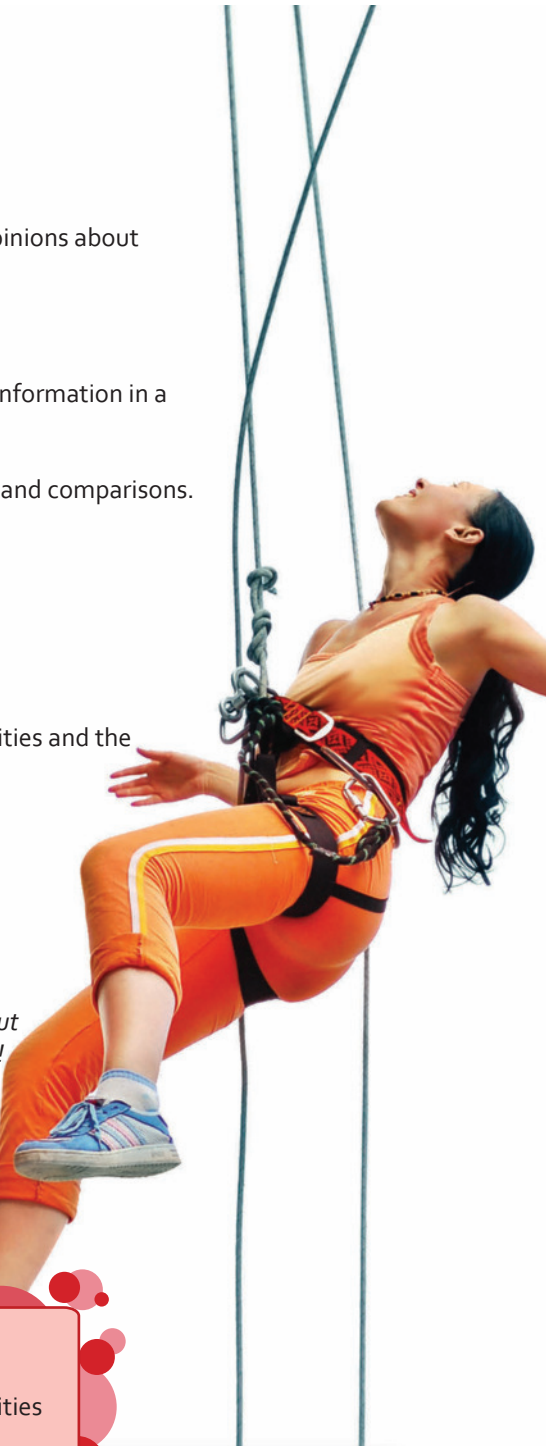
## ► Project

A Brochure

You will present tourist information on a place of your selection in a brochure.

### Discuss:

- What kind of traveler are you?
- Do you enjoy doing any of these activities when you travel?
- What's your dream trip?







# Lesson 1

# What Kind of Traveler Are You?

1. Number the pictures. Then classify them under the corresponding column.



### Word Bank

- 1. kayaking
- 2. a tent
- 3. hiking
- 4. a hotel
- 5. by plane
- 6. by canoe
- 7. on foot
- 8. a cabin
- 9. sightseeing
- 10. a campsite
- 11. a bicycle trip
- 12. a bus tour
- 13. a cruise

### Key Expressions

To go green: to be an eco-friendly person

### Vocabulary Strategy

Classify words to remember them better.

Activities	Accommodations	Transportation	Types of Trips

2. Listen and complete.



Neil

I like to travel by \_\_\_\_\_ (a). They're much faster than cars, aren't they? I like staying in \_\_\_\_\_ (b) with air conditioning and Internet, cable TV, etc. You know, it's very comfortable.

### Key Expressions

...and that kind of thing: similar things to the ones mentioned previously.

I love staying in \_\_\_\_\_ (c). It's much closer to nature. I prefer going \_\_\_\_\_ (d), \_\_\_\_\_ (e) and that kind of thing. I also love \_\_\_\_\_ (f). On my last trip, I slept in \_\_\_\_\_ (g). It's much harder but much more exciting. It's all ecological and healthy, isn't it?



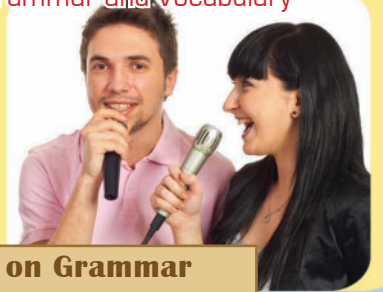
Oscar

My favorite activity is to go \_\_\_\_\_ (h). I love taking pictures of statues and churches so I prefer traveling by bus. It's more interesting. I also enjoy going green. On my last vacation, I stayed in \_\_\_\_\_ (i). It is much more eco-friendly.



Jane





### 3. Complete this conversation, listen and check. Then complete the grammar chart.

- A:** Let's compare these three travelers.
- B:** Well, they're very different travelers. Neil likes to travel by plane because they're  (a) faster than cars and trains.
- A:** Yeah, and Jane prefers to travel by bus, doesn't she?
- B:** Yes, she does, because it's   (b) interesting to her.
- A:** How about Oscar? He has traveled by bicycle, hasn't he?
- B:** Yeah, he has. He also loves going camping because he feels  (c) closer to nature. He thinks it's  (d) harder but  (e) exciting.
- A:** How about accommodations? Neil doesn't like to sleep in tents, does he?
- B:** No, he doesn't. He loves to stay in hotels with cable TV, Internet and that kind of thing. You know, hotels are   (f) comfortable than tents.
- A:** And Jane stayed in a cabin on her last vacation, didn't she?
- B:** Yes, she did. And Oscar...
- A:** I know... He loves going to campsites. We all know who's a  (g) greener traveler, don't we?
- B:** Yeah, Oscar is a  (h) green traveler, isn't he?

#### Reflect on Grammar Placing Emphasis

Use **very** / **much** with basic adjectives.

Use **very** / **much** with comparatives.

#### Pronunciation

Use **rising intonation** in tag questions when you don't know the answer.

*Neil doesn't like to sleep in tents, does he? ↗*

Use **falling intonation** when you are asking for confirmation or agreement.

*It's ecological and healthy, isn't it? ↘*

#### Reflect on Grammar

Jane prefers to travel by bus, *doesn't* she?  
 He has traveled by bicycle, \_\_\_\_\_ he?  
 Neil doesn't like to sleep in tents, \_\_\_\_\_ he?  
 Jane stayed in a cabin on her last vacation, \_\_\_\_\_ she?  
 We all know who's a much greener traveler, \_\_\_\_\_ we?  
 Oscar is a green traveler, \_\_\_\_\_ he?

- To make **tag questions**, use the \_\_\_\_\_ verb in the corresponding tense. You must make it negative if it is affirmative in the main clause, or make it affirmative if it's negative.

#### 4. Complete these questions.

- a. You are not going with us, \_\_\_\_\_?  
 b. The bus tour was terrible, \_\_\_\_\_?  
 c. It's much more ecological to travel by bus than by plane, \_\_\_\_\_?  
 d. They can't swim, \_\_\_\_\_?  
 e. Dory didn't go on a cruise, \_\_\_\_\_?

#### Project Stage 1

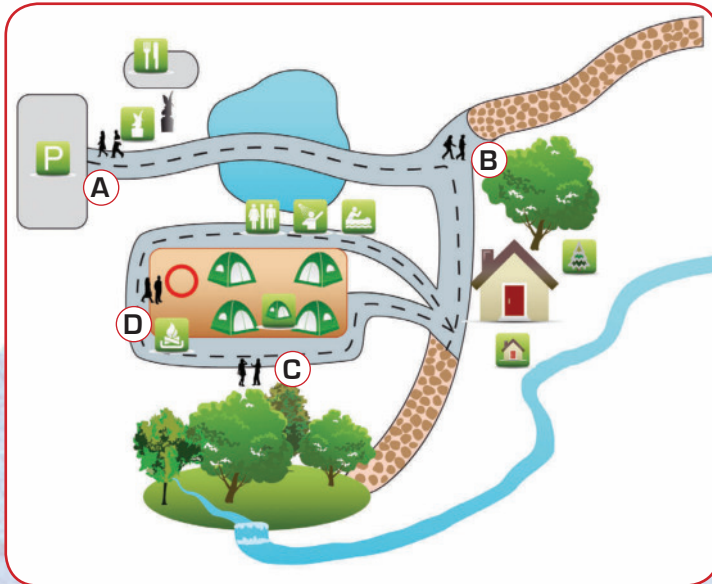
- Think about great places to go on vacation.
- Make a list of green activities to do. Check if the rest of the class agrees or not.

E.g. *Snorkeling is much greener than fishing, isn't it?*



# You Can't Miss It!

1. Look at the map to number the map legend. Use the Word Bank.



**Map Legend**

P				

**Word Bank**

1. restrooms	6. campsite
2. maple tree	7. fire ring
3. cabin	8. kayak rental office
4. parking lot	9. showers
5. cafeteria	10. statue

**Key Expressions**  
You can't miss it: It's easy to get there.



2. Read, listen and identify where the speakers are located on the map (A, B, C or D). Then complete the grammar chart below.

**Conversation 1**    A   B   C   D

**Lynn:** Excuse me, ma'am. Could you tell me where the hiking trail is?

**Guide:** Sure, go along the walking path, go over the lake and turn left. You can't miss it.

**Lynn:** Thanks so much!

**Conversation 2**    A   B   C   D

**Miguel:** Excuse me, ma'am. Do you know if we can swim in the lake?

**Guide:** No, it's forbidden. But you can go kayaking.

**Miguel:** Can you tell me where the kayak rental is?

**Guide:** Walk across the campsite. It is in front of the lake, next to the showers. You can't miss it.

**Miguel:** Thank you.



### Reflect on Grammar

#### Giving Directions

Go \_\_\_\_\_ the walking path, \_\_\_\_\_ the lake and \_\_\_\_\_ left.

Walk \_\_\_\_\_ the campsite.

#### Prepositions of Place

The statue is **in front of** the building.  
The building is **next to** the statue.  
The statue is **between** the building and the tree.  
The statue is **behind** the building.

3. Number the sentences (from 1 to 6 with different colors) to unscramble the two conversations (A-B; C-D).

- B: I think it's on the other side of the forest.
- A: That's OK.
- D: Yes, it's over there, behind the statue.
- D: It opens at 8:30 a.m.
- C: Can you tell me what time it opens?
- A: Excuse me, sir. Do you know if the waterfall is near?
- C: I see it, yes, thanks.
- C: Thank you, ma'am.
- D: But right now, it's closed.
- B: Sorry, I don't know.
- A: Do you know how to get there?
- C: Excuse me, ma'am, do you know if there's a cafeteria around here?





4. Listen and complete by looking at the map on page 50.

Conversation 1

- a. She's at \_\_\_\_\_.
- b. She's going to \_\_\_\_\_.

Conversation 2

- a. He's on \_\_\_\_\_.
- b. He's going to \_\_\_\_\_.



5. Listen, check your answers and complete the requests.

- a. Can \_\_\_\_\_ tell me where \_\_\_\_\_ are?
- b. Do you \_\_\_\_\_ which way the \_\_\_\_\_ is?

**Listening Strategy**  
Pay attention to repetition and notice how to ask for confirmation.

Reflect on Grammar

Indirect Questions

Indirect questions are questions inside other questions or statements.

Yes/no-question

Introduction

Do you know if

Question

- a. we can swim in the lake?
- b. can we swim in the lake?

Wh-question

Introduction

Could you tell me

Question

- a. where the hiking trail is?
- b. where is the hiking trail?

Introduction

Can you tell me what time

Question

- a. the cafeteria opens?
- b. does the cafeteria open?

Could you tell me \_\_\_\_\_ the waterfall is?

Do you know \_\_\_\_\_ we can swim in the lake?

Choose:

- For yes/no questions use **if / wh-words** to connect the introduction to the question.
- For wh-questions, use **wh-words / can** to connect the introduction with the question.

Word Bank

- can
- do (2)
- could

6. Complete. Use the Word Bank.

- a. \_\_\_\_\_ you tell me if I can camp here?
- b. \_\_\_\_\_ you tell me if there is a bike rental around?
- c. \_\_\_\_\_ you have any idea if there are any trash cans near?
- d. Excuse me, \_\_\_\_\_ you know what eco-tours are?

7. Circle the correct connector.

- a. Can you please tell me **how / when** I can get to the waterfall?
- b. Do you know **what / where** I can find any eco-friendly accommodations around here?
- c. Could you please tell me **what / where** I can go kayaking here?
- d. I'd like to know **if / where** the hotel is.

8. Change these direct questions into indirect.

- a. What kind of traveler are you? \_\_\_\_\_
- b. What time is it? \_\_\_\_\_
- c. Where's the swimming pool? \_\_\_\_\_

9. Role-play conversations about situations in the camping site.

- A: Excuse me, could you tell me if we can go hiking around here?
- B: Well, yes, there's a hiking trail.
- A: Do you know which way it is?

Project Stage 2

- Investigate interesting places in your city. (a historical neighborhood / a theme park, etc.).
- Draw a map and trace the route to explore the area. Give some directions.

E.g. *If you want to go from the lake to the soccer pitch, just take the walking path.*





## Lesson 3

# A City Like No Other

1. Label these landmarks.



### Word Bank

- TV Tower
- Lake Bridge
- City Cathedral
- City Park



2. Read this brochure and name the places on the map. Then complete the chart on page 53.

**B**rasilia is a unique city that was declared a World Heritage site by UNESCO because of its organization and great architecture. Most of its buildings were designed by the famous architect Oscar Niemeyer, known worldwide for his futuristic views.

The city has the shape of an airplane and is divided by a **Monumental Axis** (main road) into the northern and southern sectors. The arched roads that intersect the axis encompass the commercial and cultural area. There are sectors assigned for commerce, housing, hospitals and banking.

### Reading Strategy

**Reading a map**  
Identify the cardinal points.

Brasilia is very convenient. It offers a variety of experiences for all kinds of travelers. If you prefer the city, you'll love its architecture, monuments, cultural and entertaining centers. For example, on the southeast side of the axis, you'll find the **City Cathedral** with its impressive architecture as it looks like two hands put together moving towards the sky. Don't miss it. At one end, on the northeastern part of the axis you find the **Three Powers Square**. In this area of the city you can also find buildings like **the Congress** (two tall buildings), **the Presidential Palace** and the **Supreme Court**.

In the middle of the axis and the intersection, we can find the **TV Tower**, a spectacular place to see the whole city from. If you like adventure and eco-activities, you can visit the **City Park**, which is much larger than New York's Central Park. It is a perfect place to go jogging, cycling, or just having a picnic. It's located on the southwest side of the monumental axis.



1. Paranoá Lake
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_



Another green alternative is **Paranoá Lake**. It is all around the east part of the city. You can practice water sports and even swim. The **Paranoá Lake Bridge** is another excellent place to watch Brasilia's famous sunsets.

A very important thing about Brasilia is its transportation system. The bus system can take you anywhere inside

the city fast because the city was designed without the need of many traffic lights and this makes the traffic very smooth. Besides this, there is a subway system that connects important and far areas with the city center. Read more...

**Reading Strategy**

Look for reasons that support opinions. Opinions are just the impressions people have. Facts are pieces of information that can be confirmed.

Opinion	Support (Why is that?)
Brasilia is a unique city.	It is organized and has great architecture...
Brasilia is very convenient.	
The cathedral has impressive architecture.	

**3. Complete the sentences.**

- a. Tourists can see great sunsets in
- b. The monumental axis divides the city into
- c. You can practice water sports in
- d. If you don't have a car, you can go around the city of Brasilia by  and .

**4. Think about a place. Investigate and write.**

Place: \_\_\_\_\_

General description: \_\_\_\_\_

Give a general opinion about the place: \_\_\_\_\_

Give a reason: \_\_\_\_\_

Talk about the alternatives or things to do. (Include directions to get there) \_\_\_\_\_

Conclude (reaffirm your opinion about the city) \_\_\_\_\_

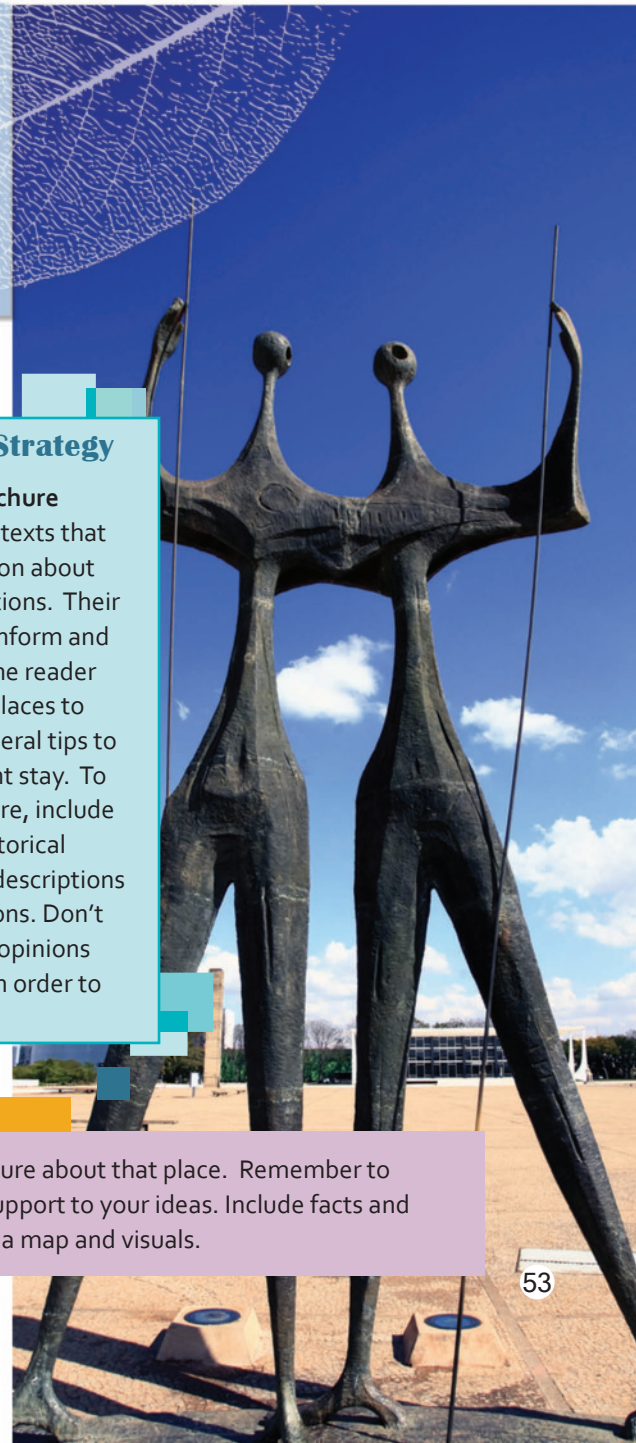
**Writing Strategy**

**Writing a Brochure**

Brochures are texts that give information about travel destinations. Their purpose is to inform and recommend the reader things to do, places to go to, and general tips to have a pleasant stay. To write a brochure, include some brief historical information, descriptions and comparisons. Don't forget to give opinions with reasons in order to support them.

**Project Stage 3**

- Investigate interesting information about the place you chose.
- Write a brochure about that place. Remember to give strong support to your ideas. Include facts and reasons. Use a map and visuals.





## Lesson 4

# Shake a Leg!



1. Listen and read these conversations. Then match each idiom with its meaning.

### Conversation 1

**Liz:** Guess what?

**Ted:** What?

**Liz:** Ali is going to India next month.

**Ted:** I know, but don't **spill the beans**.

**Liz:** I didn't know I couldn't tell anyone.

### Conversation 2

**Father:** Time to **hit the road**.

We need to get going now.

**Mother:** Wait! I can't find my purse.

**Father:** Come on. **Shake a leg**. It's 7:30.

**Mother:** We're not late, are we?



- a. to reveal a secret
- b. to start a trip
- c. to hurry
- d. to go places where you can meet people

### Conversation 3

**Myriam:** I'm tired of being home all weekends. We never do anything interesting.

**Glen:** What do you want to do?

**Myriam:** Let's just **get out and about**. I'm sure we'll find something to do.

**Glen:** Ok! Good idea. Joe and his friends are there for sure.

2. Read and use the correct idiom.

I had a terrible trip. As soon as we \_\_\_\_\_, I felt sick, so we had to stop a few times on the road.



I'm tired of waiting. \_\_\_\_\_ or we'll go without you.



Could you tell me who \_\_\_\_\_?  
Nobody was supposed to know.



I just prefer to stay home alone, sleeping and that kind of thing. I don't understand people who enjoy \_\_\_\_\_.



3. Make short dialogs using the idioms.

I remember when ...spilled the beans about...

...hit the road...

That's terrible. We just went out and about...

...shake a leg...

### Reflect on Values

	Always	Sometimes	Never
■ I care about the environment.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
■ I value contact with nature.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
■ I enjoy traveling.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

### Gap Activity

Student A goes to page 88.  
Student B goes to page 91.



# Share Your Project

## 1. Discuss your experience.

- a. Was it easy to agree on how to proceed in the different steps of the project in your group? Yes  No   
Why?
- b. How did the group negotiate ideas?  
 Listened to everyone's ideas and then chose the most interesting place.  
 Everybody had the same idea.  
 Couldn't negotiate; only one person made the decision.  
 Other
- c. Were you happy to be in the group? Yes  No  What was fun? What wasn't?  
Why?



## 2. Read and answer.

**G**oing outdoors is a great way to be close to nature and appreciate the natural world around. But being close to nature and appreciating it doesn't mean going green. Going green is about changing our old ways and reflecting on the kind of habits and attitudes we assume, not only when we travel but in most circumstances in our lives. Being green is not only about the environment. It is related to the economy of a community, its health, its culture and its spirituality. So it makes sense to think that if we make a contribution and make a change, it will impact positively the lives of others and our own lives. For example, refilling your water bottle rather than buying more plastic means less garbage for a community and more money for you, doesn't it?

### Remember these tips:

Camping can save money and protect the environment. Still, do not forget to dispose of your garbage properly and to be careful with the fires you light. We don't want to call the fire department, do we?

Hiking, kayaking, trekking and climbing are also excellent ways to protect the environment, but you need to follow certain rules.

Eating and drinking local things means your food travels less distance to get to you, producing less pollution in transport, plus you have a much more authentic experience while supporting local economy and that is the idea, isn't it?

- What is the real sense of being green?
- What aspects of our lives are connected to the caring of the environment? Why?
- Mention one green activity at school and how it relates to other aspects.

## Give your Presentation

- Make a little introduction of your place and ask your classmates how much they know about it.
- Show your visual aids and the different interesting sites within that place. Describe, compare and give opinions about your place.
- Talk about tourist activities and the facilities there are, and give green recommendations.

## Useful Expressions

- Our tour begins at...
- If you want to go sightseeing, you'll love to go to...
- There people can...
- There are many interesting monuments in...
- This is a convenient / great / exciting / eco-friendly place because...





# Let's Have Fun!



## 1. Find tag questions or indirect questions in this crossword puzzle. Use adjacent squares only.

Playing in pairs. Take turns to find tag questions or indirect questions. You can go in any directions and repeat words. Use capital letters as clues to start sentences.

★ can be any word the player wants. / You can use the same words (even if they start with a capital) but creating new sentences.

Example: The city isn't fun, is it?

★	station?	it? 6	city 2	Do	★	don't	staying in hotels	than	★
the	is 5	The 1	isn't 3	don't	You	love	going camping	it?	greener
way	to	fun 4	where	tell	traveling	Could	You	isn't	much
you	the	don't	bus	me	by	train	eco- friendly	more	is
is	like	you	by	like	don't	are	They	not?	Kayaking
this	Could	traveling	tell	They	know	you	are	ecological	Some
★	if	me	what	★	do	why	their	cars	★



# Quiz Time



1. Listen to the conversations and check the correct option.

## Conversation 1

1. What kind of reservation is the man making?

- a. hotel accommodations  
 b. city bus tour  
 c. safari

2. What activities make part of the tour?

- a. The City Bridge, the River and the City Museum  
 b. The City Tower, the Cathedral and the City Bridge  
 c. The City Bridge, the National Museum and the City Tower

3. Where is the National Cathedral?

- a. in the National Park  
 b. in the City  
 c. in front of the clock

## Conversation 2

1. Where is this conversation taking place?

- a. in a classroom  
 b. in a campsite  
 c. in a museum

2. What's rule #1?

- a. Tourist can't take pictures of wild animals.  
 b. Tourist can't walk on the trail.  
 c. Tourist can't feed the animals.

3. Where can the students swim?

- a. both in the river and the lake  
 b. in the lake  
 c. Tourist can't swim anywhere. It's dangerous.

2. Complete these tag questions.

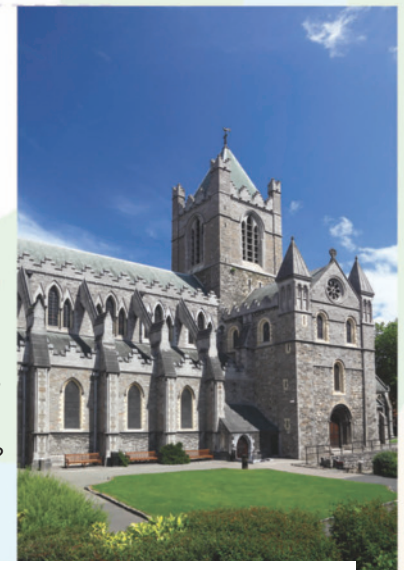
- a. The restrooms are next to the restaurant, \_\_\_\_\_?  
 b. You saw the monument on the tour, \_\_\_\_\_?  
 c. Rick is going camping this weekend, \_\_\_\_\_?  
 d. They don't like city tours, \_\_\_\_\_?  
 e. We can become greener, \_\_\_\_\_?

3. Complete these sentences with *much* and *very*.

- a. Bicycles are \_\_\_\_\_ more eco-friendly than cars.  
 b. Digital cameras are \_\_\_\_\_ convenient. You can decide which photos to print.  
 c. Feeding wild animals is \_\_\_\_\_ irresponsible.  
 d. Traveling by plane is \_\_\_\_\_ fast but it causes a lot of pollution.

4. Change these direct questions into indirect.

- Where is the cathedral? \_\_\_\_\_?  
 Do you know \_\_\_\_\_?  
 What time does the museum open? \_\_\_\_\_?  
 Can \_\_\_\_\_?  
 Where can I rent a bike? \_\_\_\_\_?  
 Could \_\_\_\_\_?



## Self-Evaluation

### Now I can...

- compare types of trips, travelers and traveling activities.
- ask for and give directions.
- ask for and confirm information with tag questions.

Very Well



OK



A Little



# Glossary

## A – E

**cabin:** **n.** a small rural house made of wood.

**convenient:** **adj.** useful in many ways, something that does not cause problems (syn. appropriate).

**cruise:** **n.** a holiday journey by boat.

**environment:** **n.** the living things around us, including air, water and land. *We need to protect the environment.*

**ecological:** **adj.** a caring attitude towards the environment (syn. eco-friendly, green).

## F – J

**forbidden:** **adj.** not permitted. (syn. prohibited, impermissible). *Swimming is strictly forbidden in this area.*

**garbage:** **n.** waste material that is thrown away. *Let's not make too much garbage.*



**heritage:** **n.** the cultural value of a place, thing or person.



**hiking:** **n.** an outdoor activity consisting of taking a walk in a mountain.

**impressive:** **adj.** to have a strong effect on the mind or emotions (syn. striking, remarkable; ant. unimpressive). *Shakira gave an impressive presentation in the concert last night.*

**jogging:** **n.** a form of running at a slow pace or rhythm.



## L – O

**kayaking:** **n.** an outdoor activity that uses a boat and paddles to move across water.

**landmarks:** **n.** places of interest for tourists because they have interesting physical characteristics or historical importance. *The Statue of Liberty is a famous landmark.*

**landscape:** **n.** an area of land with specific geographical characteristics. *I love traveling by bus so I can observe the landscape.*



**path:** **n.** a road made for a particular purpose; for instance: a bicycle path. *Bogota has great bicycle paths.*

**pollution:** **n.** contamination of the environment.

## S – Z

**sightseeing:** **n.** tourist activity consisting of visiting famous places.

**square:** **n.** open area in a surrounded by buildings.

**subway:** **n.** transportation system that runs under the ground.

**sunset:** **n.** the time of the day when the sun goes down and night begins. *I love watching sunsets on the beach.*



**trails:** **n.** road in dirt or stone used for traveling or walking in nature.

**traveler:** **n.** a person who travels frequently. *I'm a complicated traveler.*

**UNESCO:** **n.** United Nations Educational, Scientific, and Cultural Organization.

**waterfall:** **n.** a stream or river that falls over a cliff.



## Colloquial Expressions

**Going green:** to care for the environment, changing attitudes and actions.

**To spill the beans:** to reveal a secret.

**To shake a leg:** to hurry!

**To hit the road:** to start a trip.

**To get out and about:** go out to meet people.

**You can't miss it:** it's easy to find.

**...and that kind of thing:** similar things to the ones mentioned previously.





▶ Test Training B

Listening

Listen to five different conversations twice. There are five questions. For each question check (✓) the correct answers (A, B or C).

Answers

0	A	B	C
1	A	B	C
2	A	B	C
3	A	B	C
4	A	B	C
5	A	B	C

Example:

0. What are they talking about?



A



B



C

1. What was the dream about?



A



B



C

2. What would the boy do?



A

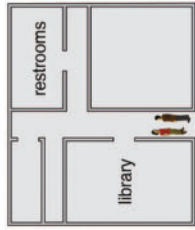


B



C

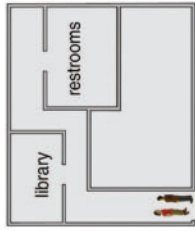
3. Where are the restrooms?



A



B



C

4. Where are they going?



A

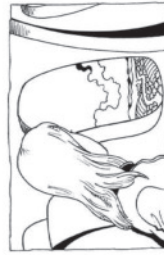


B



C

5. What kind of traveler is she?



A



B



C

Speaking

Candidate A

Bus City Tour

Look at this information. Answer your partner's questions about the tour. Introduce yourself to the customer.

Begin like this:

Hello, this is \_\_\_\_\_.

I'm your tour guide.

Starts	8:30 AM
Finishes	5:00 PM
Activities	Visit to the pyramids, the National Museum and the Street Market
Price	\$ 35 each person
Meals	Lunch included
Tickets	Entrance to the pyramids and the museum not included

Reading

Read and decide if the sentences from 6 to 9 are true or false. If the text does not have the information, choose "it doesn't say."

### The Sun and the Wind

Once the sun and the wind decided to prove their forces with a traveler who was walking down a road. The bet was to make the man take his cloak off. First came the wind. "I'm much stronger than you," the wind said to the sun as it began to blow. The wind blew and blew and blew as hard as he could. Surprisingly, the traveler did not take off his cloak. Instead, he held his cloak much tighter, and after some time the wind got very tired and stopped blowing. The traveler continued walking down the road with the cloak on. Then came the sun. Silently, it began to shine, brighter and brighter until it was very hot. The traveler had not walked much when he stopped to take off his cloak and all his clothes. Then he went for a swim in a river that ran along the road.



0	A	B	C
6	A	B	C
7	A	B	C
8	A	B	C
9	A	B	C
0	A	B	C
30	A	B	C
31	A	B	C
32	A	B	C
33	A	B	C

Answers

Example:

- 0. The traveler was going to his house. **A. Right**      **B. Wrong**      **C. Doesn't say**
- 6. When the wind blew, the traveler took off the cloak. **A. Right**      **B. Wrong**      **C. Doesn't say**
- 7. The bet was to make the man go for a swim. **A. Right**      **B. Wrong**      **C. Doesn't say**
- 8. The sun didn't say anything as he tried to make the man take off his cloak. **A. Right**      **B. Wrong**      **C. Doesn't say**
- 9. First the traveler took off his cloak, then the sun began to shine brighter and brighter. **A. Right**      **B. Wrong**      **C. Doesn't say**

Choose A, B or C to complete the sentences.

Example:

- 0. "I'm stronger than you," said **A. the traveler**  
**B. the sun**  
**C. the wind**
- 10. The sun proved to be **A. powerful.**  
**B. more powerful than the wind.**  
**C. much brighter than the wind.**
- 11. The traveler was wearing **A. a cloak.**  
**B. a hat.**  
**C. a swimming suit.**
- 12. When the sun shone, **A. the wind stopped.**  
**B. it became hot.**  
**C. the traveler continued his trip with the cloak on.**
- 13. What is the moral of the story?  
**A. The most powerful one wins.**  
**B. Use force to win your battles.**  
**C. Good reasons are more effective than force.**

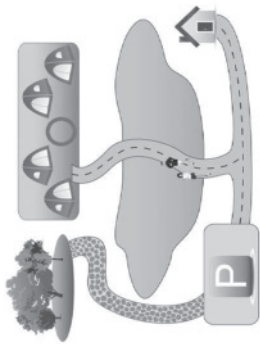
Writing

You are camping. Your father/mother is picking you up.

▶ Write a letter to tell them about the campsite.

- Include:
- a. General description of the campsite
  - b. Directions from the parking lot to your tent

Use the map.




---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

Speaking

Candidate B

You're interested in going on a bus tour around the Central City. Ask the receptionist questions about the tour. Be very polite.

Example:

Could you tell me what time the tour begins?

Ask about:

- a. The time the tour begins and finishes
- b. The activities offered by the tour
- c. The price
- d. If meals and the tickets are included
- e. Finally, decide if you're interested in the tour and make or don't make the reservation



# News Media 5



► **General Objective**

You will be able to report news about general interest topics and major disasters.

► **Communication Goals**

You will learn how to

- report on an event.
- react to different news.
- introduce and tell news stories.

► **CLIL**

- Local News
- Disasters
- School News

**Vocabulary**

- Vocabulary related to local news, disasters and emergencies

**Grammar**

- Passive Voice
- Wh- and yes/no-questions in the Passive Voice
- Past tense and past participle forms of regular and irregular verbs

► **Idioms and Colloquial Expressions**

- *At large*
- *Face the music*
- *Pull someone's leg*
- *Tie the knot*
- *No kidding*
- *What a shame*

► **Project**

A News Broadcast

You will present a news broadcast reporting on an interesting event at school.

**Discuss:**

- |                                      |                                      |
|--------------------------------------|--------------------------------------|
| • How do you prefer to get informed? | • What's your favorite kind of news? |
| • Why?                               | • Sports                             |
| • TV news                            | • Politics                           |
| • Newspapers                         | • Entertainment                      |
| • Internet                           | • Science                            |
| • Other                              | • Why?                               |







# Lesson 1

## Extra! Extra!

### Reading Strategy

Use pictures, titles and words you know to activate your previous knowledge.

1. Match the headlines to the photos and then the photos to the news.

- a. STRANGE DONUT ROBBERY
- b. PETS ADOPTION GOING WELL
- c. UFO SIGHTING AT STADIUM
- d. DANGEROUS SPACIAL DISCOVERY
- e. DRAMATIC DOG RESCUE



1.      



2.      



3.      



4.      



5.      

A.  According to NASA, the earth will be hit by an asteroid in about 350 years. This asteroid is made of rock and metals and it's not very big, but it can cause a catastrophe. Scientists made such a discovery with the help of the Hubble telescope.

B.  A pet named Ringo was trapped inside a car when some trees fell over it. The trees were cut into smaller sections to rescue the dog. Fortunately, the dog was not hurt.

C.  Eight beautiful kittens were left in a box in front of the local school. The kittens were found by some students who are looking for people to adopt them as pets. 1 kitten was adopted as mascot of the school soccer team.

D.  180 donuts were stolen from a bakery. Nobody has been captured but police officers are investigating who the robbers might have been.

E.  A UFO was seen by at least 10,000 people who attended a soccer match. "It flew over the stadium. It was a striking sight," said Steven Markle, a witness.

### Vocabulary Strategy

Associate words in families, to remember them more easily.

rob - robbery ; sight -  ;  
 discover -  ;  
 adopt -  ; rescue -

2. Complete. Use the Word Bank.

- a. The robbery happened in a bakery located on Main Street.
- b. The Hubble telescope was used to make the great .
- c. The soccer match was interrupted by the strange .
- d. The  was carried out by the fire department.
- e. The  campaign has been led by local students.

### Word Bank

- robbery
- discovery
- adoption
- rescue
- sighting



3. Go back to the news and fill in the blanks. Then complete the grammar chart below.

**Sara:** Did you hear about the UFO sighting at the stadium?  
**Peter:** Are you kidding me?  
**Sara:** Come on! The UFO was seen (a) by 10,000 people.  
**Peter:** Goodness! Hey, look! Here's another story.  
 180 donuts \_\_\_\_\_ (b) from a bakery.  
 Can you believe it?  
**Sara:** No kidding! Maybe Homer Simpson did it.  
**Peter:** Maybe!  
**Gina:** Oh, unbelievable! Listen to this news. The Earth will \_\_\_\_\_  
 \_\_\_\_\_ (c) by a dangerous asteroid.  
**Sara:** Yeah, but it might happen 350 years from now.  
**Peter:** Oh, thank goodness!



**Key Expressions**  
**Are you kidding me?:** You're joking!  
**No kidding:** I can't believe it!

Reflect on Grammar

Passive Voice

Use the Passive Voice to emphasize on actions or when the doer of the action is not known or not important.

**Present** Asteroids are made of rock and/or metals.

**Past** 180 donuts \_\_\_\_\_ stolen.

**Future** The earth \_\_\_\_\_ hit by an asteroid in 350 years.

Passive Voice sentences require auxiliary verb \_\_\_\_\_ and the \_\_\_\_\_ form of the main verb.

Use the Passive Voice to focus on the

- a. doer of the action
- b. the action itself

Use the preposition \_\_\_\_\_ to introduce the doer in the Passive Voice.

Irregular verbs: similar past and past participle forms

left: left found: \_\_\_\_\_  
 made: \_\_\_\_\_

Different present, past and past participle forms  
 steal, stole, \_\_\_\_\_ see, saw, \_\_\_\_\_

Regular verbs: similar past and past participle form

trapped: \_\_\_\_\_ adopted: \_\_\_\_\_  
 captured: \_\_\_\_\_

Similar present, past and past participle forms  
 cut, cut, \_\_\_\_\_ hurt, hurt, \_\_\_\_\_ hit, hit, \_\_\_\_\_

4. Change these sentences from Active to Passive Voice. Introduce the *doer* of the action only if it's important to know it.

a. Someone found a piece of an asteroid in a valley.

*A piece of an asteroid was found in a valley.*

b. A famous archeologist discovered the ruins of an ancient city.

\_\_\_\_\_

\_\_\_\_\_

c. A construction company will cut down the tallest tree in the tropical jungle.

\_\_\_\_\_

\_\_\_\_\_

d. A woman left a bag with \$300,000 in it in a taxi.

\_\_\_\_\_

\_\_\_\_\_

Project Stage 1

• Brainstorm situations or events you would like to report on. E.g. *The school needs new computers. The soccer pitch is damaged.*

• Select some situations and explain why they would make a great piece of news.



## Lesson 2

# Disasters and Consequences!

### 1. Match the pictures with the news.

1. "Hurricane Kim is expected to hit the coastal area of San Felipe. Schools and roads are closed and people are being evacuated."
2. Yesterday at 4:00 PM, the east coast was hit by a tsunami. The tsunami destroyed most houses around the beach and damaged important bridges and roads. Luckily, the tsunami was announced and people could leave the area before it arrived.
3. The small city of Gaia was shaken by a powerful **earthquake** early this morning. The earthquake destroyed a big part of the city. Luckily, just a few people were injured and most were rescued alive from buildings and houses. About 56 were taken to hospitals with minor injuries.
4. A huge tornado was detected by the National Emergency Center and people were taken to shelters before it happened. No one was injured but all houses were destroyed. "We're happy to be alive. Houses are ruined but they will be rebuilt and we'll move on," said an affected citizen.



a.



b.



c.



d.

### 2. Write verbs (actions) that apply to people, disasters and places.

**People** affected / rescued / evacuated / injured / taken to shelters or hospitals

**Disasters**

**Places**

### Vocabulary Strategy

Relate actions to subjects and agents, that is, associate or categorize words to remember them better.

### 3. Complete the sentences choosing words from the vocabulary in exercise 2.

#### Before the disaster

- If a disaster is **detected**, people have time to prepare.
- If a tornado is \_\_\_\_\_, people are **evacuated** or \_\_\_\_\_ to shelters.

#### During the disaster

- Houses are \_\_\_\_\_ or damaged.
- Cities are \_\_\_\_\_ by earthquakes or \_\_\_\_\_ by tsunamis.
- People are \_\_\_\_\_ or injured.

#### After the disaster

- Houses are \_\_\_\_\_.
- People who are trapped are \_\_\_\_\_.
- Cities will be \_\_\_\_\_.

### Pronunciation

Identify voiced sounds by placing your hand on your throat.



### 4. Listen and classify the verbs according to their /ed/ endings.

detected	caused	evacuated	ruined	closed
expected	injured	predicted	rescued	damaged
destroyed	produced	trapped	announced	

/d/ \_\_\_\_\_ **destroyed** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

/id/ \_\_\_\_\_ **detected** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

/t/ \_\_\_\_\_ **caused** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_





**5. Listen to the conversation and tick (True) or (False) below. Then, complete the grammar chart.**

- A:** Koichi, was your house destroyed or damaged by the earthquake in Japan?  
**B:** Well, Frank, yes, my house and my school were completely destroyed, so I've come to study in America for a year.  
**A:** Oh, what a shame! I heard it was the strongest quake ever. 9.0 on the Richter scale. wasn't it?  
**B:** Yeah and that's not all. After a strong seaquake, more destruction comes with tsunamis.  
**A:** Why? What is destroyed by a tsunami?  
**B:** All the nearest sea towns are destroyed and lots of people are killed by it.  
**A:** That's terrible! Will quakes be predicted one day?  
**B:** Well, I really hope so.

- |   |                                     |                          |
|---|-------------------------------------|--------------------------|
|   | <b>T</b>                            | <b>F</b>                 |
| a. Koichi's house was destroyed in the disaster.        | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| b. Koichi's in America on vacation.                     | <input type="checkbox"/>            | <input type="checkbox"/> |
| c. 9.0 on the Richter scale is said to be a low number. | <input type="checkbox"/>            | <input type="checkbox"/> |
| d. Tsunamis are produced by earthquakes.                | <input type="checkbox"/>            | <input type="checkbox"/> |
| e. Earthquakes are predicted nowadays.                  | <input type="checkbox"/>            | <input type="checkbox"/> |

**6. Unscramble the words to create a question in the Passive Voice.**

- a. earthquake / shaken / the city
- b. cut / electric service / tornado
- c. people / tsunami / injured
- d. announced / hurricane / on time



**7. Listen to the interviews and choose the correct answer.**

- |  |  |
|--|--|
| <p><b>1. A.</b> Where were the people taken?<br/> <input checked="" type="checkbox"/> a. to the hospital<br/> <input type="checkbox"/> b. to a shelter<br/> <input type="checkbox"/> c. to the police station</p> <p><b>B.</b> How many houses in total were damaged?<br/> <input type="checkbox"/> a. 1   <input type="checkbox"/> b. 3   <input type="checkbox"/> c. 4</p> <p><b>C.</b> When was the house built?<br/> <input type="checkbox"/> a. in 1993<br/> <input type="checkbox"/> b. in 1893<br/> <input type="checkbox"/> c. in 1883</p> | <p><b>2. A.</b> How many houses were damaged?<br/> <input type="checkbox"/> a. 12   <input type="checkbox"/> b. 5   <input type="checkbox"/> c. 2</p> <p><b>B.</b> How many houses were destroyed?<br/> <input type="checkbox"/> a. 12<br/> <input type="checkbox"/> b. 5<br/> <input type="checkbox"/> c. 24</p> <p><b>C.</b> How many people are staying in the refuge?<br/> <input type="checkbox"/> a. 512<br/> <input type="checkbox"/> b. 500<br/> <input type="checkbox"/> c. 524</p> |
|--|--|



**Reflect on Grammar**

**Questions**

**Past**

*was* your house **destroyed** by the quake? (Yes / no question)

**Present**

What  **destroyed** in a tsunami? (Wh-question)

**Future**

quakes  predicted one day? (Yes/no question)

- Questions in the Passive Voice use the auxiliary  and the  form of the verb.
- Auxiliary verb to be for different tenses:

Past	Present	Future

**Key Expressions**

What a shame!  
That's terrible!



**Listening Strategy**

Preview the questions and possible answers before you listen. Make predictions when possible. Say numbers out loud.



**Project Stage 2**

- Create questions to explore your piece of news.
- Investigate the answers to those questions: read, talk to people, interview people, etc.

E.g. *What's the problem? The soccer pitch is damaged. How much money is needed to repair the soccer pitch?*



## Lesson 3

# School News!

1. Look up the following words in a dictionary. Then, match them to their meaning and finally to their corresponding nouns.

- a. to ban
- b. to complain
- c. to cheat
- d. to steal
- e. to bully
- f. to prank

- 1. to take someone's property
- 2. to behave dishonestly
- 3. to frighten or hurt people who are weaker
- 4. to make fun of other people
- 5. to prohibit
- 6. to express dissatisfaction about something

- A. prank
- B. complaining
- C. bullying
- D. banning
- E. cheating
- F. stealing



2. Read and choose the best headline for this news article.

**Cell phones and Southlake Crime!**

**Cons and Pros of Using Cell Phones!**

**CELL PHONES BANNED AT SOUTHLAKE SCHOOL!**

Southlake educational community has been divided by the recent announcement by the principal of the school about the banning of cell phones. **A**

Principal Kaila Cramp has decided to ban the use of cell phones in our school as some teachers and parents complained about the inappropriate use of those devices. According to her announcement, as of May 23rd, students won't be able to use their phones inside the school building. **B**

When Mrs. Cramp was asked, she explained that there were many examples of cell phone abuse: unimportant calls are made in the middle of classes, distracting messages are received, pranks are played and some illegal activities like cheating, copying, stealing and bullying are being carried out. **C**

On the other hand, we have students who disagree with these reasons. They think some of the problems will continue even if students do not have cell phones in class. "We could not believe it when the principal made the announcement. A month ago, a cell phone survey, where around 1,000 students participated, showed clearly that only 15 % of students were using the cell phone in inappropriate and illegal ways," said Mark Cling, a 10<sup>th</sup> grade student.

The survey also showed that 78% of students used their phones for educational activities like searching the web for information, e-mailing assignments for classes, and taking pictures or making videos for class projects. Only 15 % accepted having used the cell phone inappropriately. **D**



Clearly, there are pros and cons about using a cell phone in class. As Margaret Hillon, a student counselor, puts it: "Students do not need prohibition; instead they should be taught how to use these technologies in a responsible way. After all, new technologies like cell phones are not only possessions. They represent the acquisition of new technological, social, and ethical skills." **E**







**3. Read the article again and identify its parts.**

- a.  **E** more facts or opinions to lead to a conclusion
- b.  summary of what the news article is about
- c.  all the important facts (answers to wh-questions)
- d.  one opinion (one side of the story)
- e.  the other side of the story

**4. Who would say it? Write S for students, P for principal or C for counselor.**

- a.  Cell phones are badly used at school.
- b.  Cell phones can be used to record important information in class.
- c.  Students forget to turn off their cell phones in class.
- d.  Schools are the perfect place for a student to learn to use cell phones in an ethical way.
- e.  Cell phones can't be turned off in clas. Sometimes our parents call us because of an emergency.

**5. Scan the text for signal words and match them to their function.**

- |                      |                          |   |
|----------------------|--------------------------|---|
| a. according to      | <input type="checkbox"/> | 1. to show a difference or alternative    |
| b. on the other hand | <input type="checkbox"/> | 2. to give obvious reasons and generalize |
| c. clearly           | <input type="checkbox"/> | 3. to identify a source of information    |
| d. Instead           | <input type="checkbox"/> | 4. to introduce a different opinion       |

**6. Complete these opinions with the correct signal word.**

- a. "  the statistics, people are spending a lot of money on cell phones."
- b. "Last month 150 cell phone thefts were reported at school. This month, the number has increased. , we need better school security."
- c. "The cell phone is not the problem. , it's how, where and when it is used."
- d. "The good thing about cell phones is that you can call your parents any moment you need them. , they sometimes ring and interrupt the classes."

**7. Write a news story based on a situation at school.**

---

---

---

---

---

---

---

---



**Reading Strategy**

**Inferring**

To infer, use context and personal knowledge to build connections between stated information and what is not expressed explicitly.

**Writing Strategy**

**Writing a News Report**

When writing a news story go straight to the point by giving all the important information explaining **who, what, where, when, how and why things happen.**

Don't forget to quote the source of your information. Provide opinions, facts and statistics that can help the reader reach a conclusion. Some news includes a lead-which is a small summary of the article.

**Project Stage 3**

- Write your news following the suggestions in the writing section. Look for photos that go with your article and adapt it for an oral presentation.



## Lesson 4

# You're Pulling My Leg!



1. Listen, read and choose the correct meaning.

Listen up! Brad and Jennifer are going to **tie the knot**. I bet it's going to be a wonderful wedding!

Police officers have identified some of the criminals but they're still **at large**. If you have any information, please, call.

I can't believe those criminals escaped. I hope they **face the music** soon.

Brad and Jennifer are getting married? They're **pulling people's legs**. They broke up long ago!



NEWS

To be at large means:

a. to be fugitives

b. to be in jail

c. to be innocent

To face the music means:

a. to go dancing

b. to escape from jail

c. to assume the consequences

To tie the knot means:

a. to be in a movie

b. to travel on vacation

c. to get married

To pull someone's leg means:

a. to fool people

b. to fight with someone

c. to hurt people's legs



2. Complete this conversation with the correct idiom. Then listen and check.

**A:** I just can't stop watching this TV series every afternoon. It's a great program.

**B:** The program about the bank robbery? I missed it last Saturday. What happened?

**A:** Well, the cops discovered the bad guys' hiding place.

**B:** Were they caught?

**A:** No, not yet. They're still \_\_\_\_\_ (a).

**B:** I heard this is based on a true story. Some innocent people made a mistake so they had to \_\_\_\_\_

\_\_\_\_\_ (b) because of their mistakes. Jimmy just told me what happens at the end.

**A:** Really?

**B:** They're captured and then in jail they \_\_\_\_\_ (c).

**B:** They get married in jail? \_\_\_\_\_ (d)

**A:** No, I'm not. It's true. I read it somewhere.

3. Discuss.

Name some situations in which people do something wrong and they have to face the music.

### Reflect on Values

	Always	Sometimes	Never
■ I read to inform myself.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
■ I am critical of the news I read.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

### Gap Activity

Student A goes to page 90.  
Student B goes to page 92.



# Share Your Project



## 1. Discuss your experience.

Grade from 1 to 5 the important learning experiences in this project.  
1 very poor, 5 enriching experience.

In this project, there was ...

- active participation of all members.
- respect for everyone's ideas.
- autonomy and commitment from all people in the group.
- the same amount of work for everyone.
- good time management to complete the task.
- happiness.

1	2	3	4	5
1	2	3	4	5
1	2	3	4	5
1	2	3	4	5
1	2	3	4	5
1	2	3	4	5

Decide if this is true or false of your group.

Decisions were easy to make.

There was a lot of cooperation.

Communication among group member was effective.

Everyone had a great attitude.

There was a great outcome

Yes	No
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>

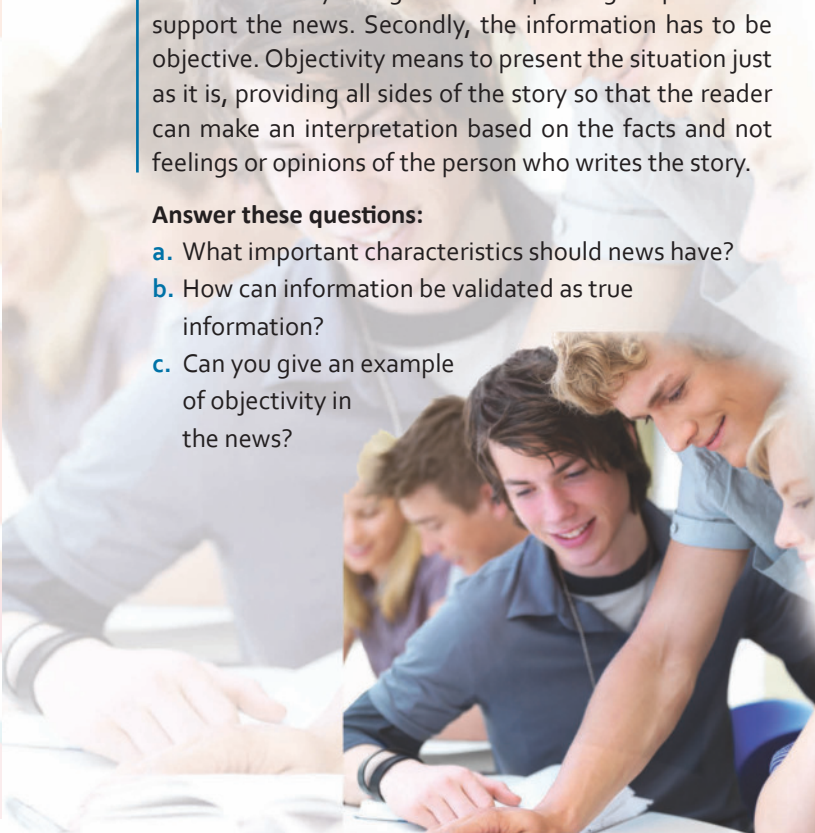


## 2. Read and answer the questions.

**W**hen writing a news story, journalists have to be careful about the information they are supplying. The news has to have two important characteristics. First, the information has to be true. It cannot be based on a rumor and it cannot be invented. The best way to validate the information is to obtain it from a reliable source and quote it. When you quote, you repeat what is said directly by the people involved. You can also use interviews. They're a great technique to get opinions to support the news. Secondly, the information has to be objective. Objectivity means to present the situation just as it is, providing all sides of the story so that the reader can make an interpretation based on the facts and not feelings or opinions of the person who writes the story.

### Answer these questions:

- What important characteristics should news have?
- How can information be validated as true information?
- Can you give an example of objectivity in the news?



## Give your Presentation

- Present the headline and the summary of the news.
- Continue with the extra information and the support you have for the news: statistics, interview, quotations or pictures.
- Give the conclusion of the news based on the different sides of the story.

## Useful Expressions

### To introduce yourself

This is \_\_\_\_\_ with the  
(your name)

\_\_\_\_\_ news.  
(kind of news)

### To quote a source

The police officer said / announced / commented:

"\_\_\_\_\_"  
(the direct quote)

### To introduce an interviewee

Mr. \_\_\_\_\_ is here with us to talk  
(name of the person)

about...

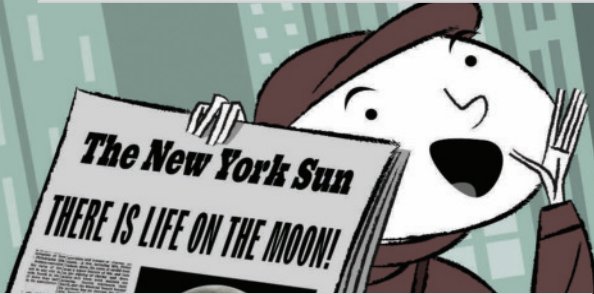


# The Great Moon Hoax!

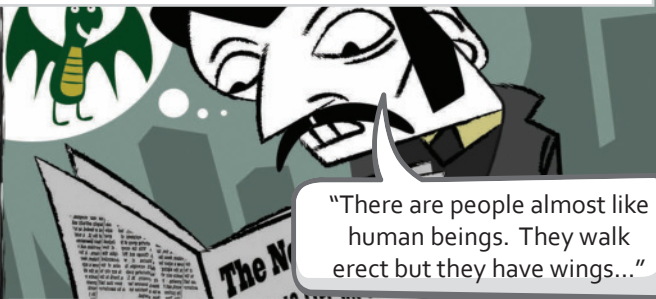


Read and listen.

1. In 1835, the New York Sun published an unbelievable story!



3. Soon the news was copied and published in most media. Everyday new information was added.



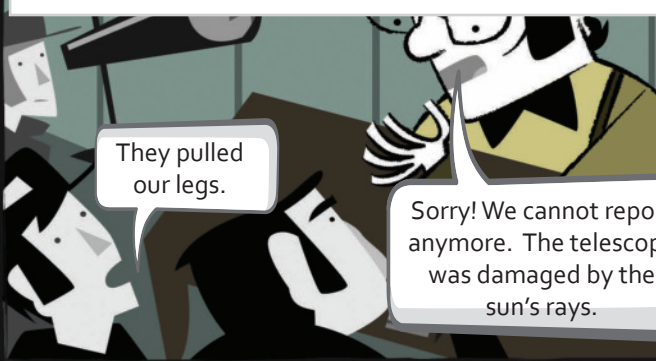
5. More stories were told and the newspaper became the biggest best seller ever.

Where do these people live? What are cities like on the moon?

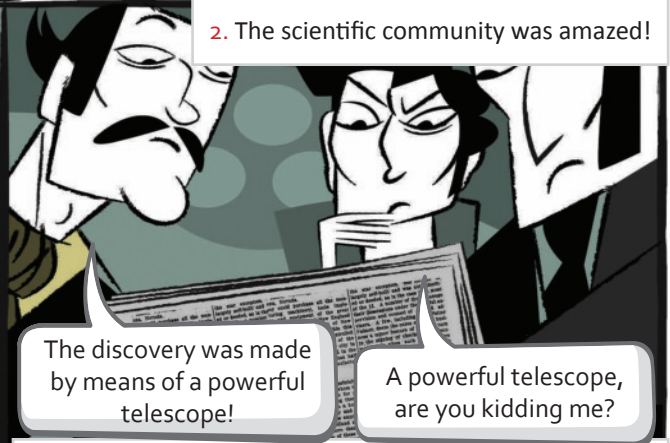
According to the newspaper, there are temples. They're made of precious stones like sapphires.



7. One day, an announcement was made. Some people were disappointed, others were very suspicious!



2. The scientific community was amazed!



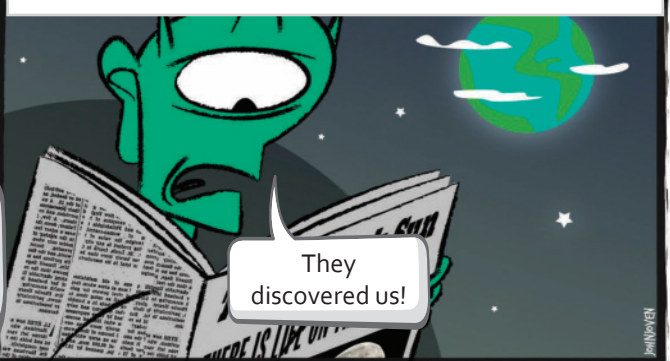
4. In a short time, the New York Sun reached a circulation of 15,000 daily printings.



6. Soon people demanded more and more information.



8. Many people thought it was a hoax. However, on the moon, somebody was reading a newspaper.





# Quiz Time



## 1. Listen and choose the right answer.

### News 1

What emergency is the report talking about?

- a. a tornado
- b. an earthquake
- c. a tsunami

### News 3

What happened?

- a. a dog was trapped in an elevator.
- b. a police officer was trapped in an old building.
- c. a man was trapped in an elevator.

### News 2

What time is the hurricane expected to hit?

- a. 4:30 PM
- b. 3:30 PM
- c. 5:30 PM

### News 4

How old is the discovery?

- a. 10,000
- b. 10,000,000
- c. 1,000



## 2. Complete this report in the Passive Voice. Use the Word Bank.

About 1,200 people \_\_\_\_\_ (a) yesterday when a tornado hit the city of Joplin. After the disaster, most people \_\_\_\_\_ (b) in the basement of the houses. The Fire Department and the National Department for Emergencies rescued them today in the morning. Some people \_\_\_\_\_ (c) to hospitals where they're recovering now. Some old buildings resisted the tornado but they \_\_\_\_\_ (d) so people living there \_\_\_\_\_ (e) today because they are in terrible condition and might collapse any minute. "These buildings \_\_\_\_\_ (f) to fall in any moment" said the national security officer.

## 4. Choose the correct idiom or expression.

### Conversation 1

**Adam:** I'm going out with Pat next Saturday.  
**Dana:** Really? I don't believe it. (a. *are you pulling my leg?* / b. *Are you going to tie the knot?* / c. *Are you at large?*)  
**Adam:** No, it's not a joke. It's true. I asked her out and she said "yes."  
**Dana:** (a. *Thank goodness!* / b. *What a shame!* / c. *No kidding!*) She has a boyfriend, and she doesn't like you. I know.

## 3. Change these sentences to the Passive.

- a. City planners will build a new stadium. \_\_\_\_\_
- b. Seaquakes produce tsunamis. \_\_\_\_\_
- c. Someone stole 100 cell phones. \_\_\_\_\_
- d. Some people saw a UFO near the western mountains. \_\_\_\_\_

### Word Bank

- damage
- evacuate
- trap
- injure
- expect
- take

### Conversation 2

**A:** Were you playing soccer in the living room?  
**B:** No, I wasn't. I was studying in my room. Why?  
**A:** Well, the window is broken!  
**B:** (a. *What a shame!* / b. *No, kidding!* / c. *Goodness!*) It's impossible.  
**A:** Whoever did it will (a. *tie the knot* / b. *face the music* / c. *be at large*).

## Self-Evaluation

### Now I can...

- report on an event.
- react to different news.
- Introduce and tell news stories.

Very Well

OK

A Little

# Glossary

## A – E

**bakery:** **n.** place to make or sell baked products like cakes, bread and cookies.

**to be on time:** **v.** to be punctual. *I like to be on time so people take me seriously.*

**to be trapped:** **v.** to be caught in a place where you cannot get out.

**bridge:** **n.** structure built over a depression or obstacle to permit transportation of products and people.

**car crash:** **n.** when cars collide or come together hard and noisily (syn. collision).



**citizen:** **n.** a person who inhabits or lives in a city or town.

**collide:** **v.** to come together in a solid impact.

**eager:** **n.** with the desire to do something.

## F – L

**headline:** **n.** title of a story or article printed in large type in a newspaper.



**hoax:** **n.** something used to trick or cheat (syn. fraud). *The 2012 Mayan predictions are just a hoax.*

**interview:** **n.** meeting in which a reporter asks questions to obtain answers from a person.



**inundated:** **adj.** a place covered in water (syn. flooded).



**kitten:** **n.** a baby or young cat.

## M – Q

**mascot:** **n.** a person, animal or object believed to bring good luck. *The university's mascot will start with a dance before the football match.*

**move on:** **v.** to move forward; metaphor for conquering any obstacle and continue one's life.

**quote:** **v. n.** to speak or write using a passage or words from another person recognizing they are his or her words. *When you quote someone else's words you should use quotation marks.*

## R – Z

**Richter scale:** **n.** a scale used to express the total quantity of energy liberated by an earthquake. Its values typically fall between 0 and 9.

**refuge:** **n.** a place providing protection or shelter.

**road:** **n.** open way for the passage of vehicles, people and animals.

**to shake:** **v.** to move with short and quick irregular vibrations.

**shelter:** **n.** a place where people go for protection (syn. refuge).



**source:** **n.** a person who gives information to a reporter. *For security reason I cannot reveal my source.*

**theft:** **n.** the illegal taking of other person's property (syn. robbery).

**witness:** **n.** a person who can testify about an incident because she was there to experience it.



## Colloquial Expressions

**To be at large:** to be a fugitive.

**To face the music:** to assume the consequences of one's actions.

**To pull someone's leg:** to fool someone.

**To tie the knot:** to get married.

**Are you kidding?:** You're joking!

**No kidding:** I don't believe it; be serious.

**What a shame:** That's terrible.





# A Tech-World 6

## ► General Objective

You will be able to describe tech habits and wishes.

## ► Communication Goals

You will learn how to

- express a wish.
- talk about tech habits.
- describe the kind of tech-user you are.

## ► CLIL

- Smartphones
- Phantom Energy

### Vocabulary

- Vocabulary related to computers and cell phones
- Compound nouns
- Antonyms and synonyms

### Grammar

- Making wishes
- Phrasal verbs

## ► Idioms and Colloquial Expressions

- Wait a sec
- To cost an arm and a leg
- To shape up or ship out
- To pull the plug
- 24/7

## ► Project

A Web Survey

You will carry out a survey on tech issues and present it with a graph.

### Vote and then discuss.

How is technology changing our lives?

- It's creating problems because people are socializing differently.
- It's making our lives easier and safer.
- It's a mix of advantages and disadvantages.



# 31



# Lesson 1

## I Wish I Had One



### 1. Match the features to the actions.

Introducing... Centauries XXZ new generation. It's not a regular cell phone, it's a smartphone! Don't you wish you had one?

#### Features

- a. Cell phone
- b. Music player
- c. Messenger
- d. Internet access
- e. Digital Camera

- 1. go online, browse the web, send e-mails, access your favorite social network; and find thousands of apps to download!
- 2. listen to music, record audio
- 3. send instant messages and chat
- 4. take pictures, make video calls, record video
- 5. send and receive calls, send text messages

### 2. Complete the chart. Use exercise one.

Adjective- Noun	Noun-Noun	Preposition- Noun
With space		
_____ message	<u>text</u> message	
_____ camera	_____ calls	
_____ mail	_____ phone	
	_____ player	
With no space		
_____ phone	_____ work	_____ line

### Vocabulary Strategy

A compound noun is a noun that can be modified by a preposition, adjective or another noun. To create or understand a compound noun, the second word (always a noun) is the most significant.

<b>web</b>	<b>page</b>
(gives information about the kind of page)	(principal idea)

### 3. Complete the questionnaire. Then listen and check.

Name: \_\_\_\_\_ Age: \_\_\_\_\_ Gender: \_\_\_\_\_

#### Are you satisfied with your cell phone? Check.

	Yes.	No, but I wish I could / did.	Don't need it.
Do you have <u>Internet</u> access?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Do you have a music _____ ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Can you access your e-mail and your social _____ ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Can you _____ apps?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Can you send _____ messages?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Can you make _____ calls?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Do you have a _____ camera?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>





4. Complete. Use the Word Bank. Then listen and check.

Joe: I sent (a) a text message an hour ago, did you \_\_\_\_\_ (b) it?

Francy: Sorry, I haven't checked. I wish I knew how to use this cell phone. Wait a sec! Oh, yeah, it's right here! Goodness! What are all those numbers and letters? I wish you could write normally.

Joe: Sorry! It's texting. It has to be short.

Francy: Anyway, I really hope you can make it today. I need your help.

Joe: I know, it's your new cell phone. Don't worry, I'll show you how to use it. It's a great phone. You can \_\_\_\_\_ (c) the web, \_\_\_\_\_ (d) video calls, \_\_\_\_\_

(e) pictures and \_\_\_\_\_ (f) instant messages. I wish I had one like that.

Francy: Really? Marcos is planning to give you one for your birthday.

Joe: Oh, I wish it were December already.

**Word Bank**

- sent
- browse
- make
- send
- receive
- take

**Key Expressions**

Wait a sec: wait a second

5. Complete each sentence about the conversation.

- a. Francy wishes she \_\_\_\_\_ how to use her cell phone.
- b. Joe wishes \_\_\_\_\_

6. Write sentences using "wish."

- a. Grandpa would love to send photos to his friends by e-mail, but he doesn't know how to do it.  
He wishes he knew how \_\_\_\_\_
- b. Mary wants to call Peter but she doesn't have his number.  
\_\_\_\_\_
- c. Paul doesn't have the money to buy a smartphone.  
\_\_\_\_\_
- d. Diana's boyfriend is away. She keeps sending text messages to him but she doesn't have any news from him.  
\_\_\_\_\_

**Reflect on Grammar**

**Wishes**

I wish I knew how to use this cell phone.

I wish you \_\_\_\_\_ write normally.

I wish it \_\_\_\_\_ December already.

**Choose:**

- 1. After "I wish" you need the verb in the
  - a. present
  - b. past tense.
- 2. The sentence "I wish it were December already." is
  - a. simple past tense
  - b. present tense



7. Listen to the conversation and tick [✓] yes or no.

- a. The people in the conversation are young. Yes  No
- b. They wish they could learn to text. Yes  No
- c. They plan to use "textese." Yes  No



8. Listen again and choose.

- a. Someone wishes you could wait, so he or she writes...
  - 1. U8
  - 2. W8
  - 3. WAT
- b. If you wish to say "I don't know" you can type...
  - 1. 4004
  - 2. 444
  - 3. 404
- c. *Laughing out loud* can be typed like...
  - 1. lol
  - 2. latl
  - 3. lgl
- d. As soon as possible is...
  - 1. ASSP
  - 2. ASAP
  - 3. ASSPO
- e. You wish you could send a kiss, so you write...
  - 1. KX
  - 2. KS
  - 3. X
- f. "OMG" means...
  - 1. Oh, my love!
  - 2. Oh, my God!
  - 3. Oh, my goodness!

**Listening Strategy**

Infer information by using the context and your own ideas about a situation.

**Project Stage 1**

- Think about popular tech devices and survey your classmates to find out which ones they have or wish they had. E.g. *Do you have a cell phone with Internet access?*
- Find out what they do with the devices and how they use them. E.g. *What activities do you do with your cell phone? What activities do you wish you could do?*



## Lesson 2

# Tech Users and Common Habits

SOCIAL NETWORK

1. Match the photos to the tech profiles.

## What kind of tech user are you?



a.



b.



c.



d.

**c.** I'm a computer geek. I love to go online and **stay up** all night, you know, to browse the web and do cool stuff.

**b.** I'm a music lover. As soon as I get up, I **plug in** to my iPod. I **put on** my headphones, **turn up** the volume and I just forget about the world.

**a.** I'm a texter. I love texting. I **sign in** to my social network, or use the messenger and text all day. I wish I could do it in class, too.

**d.** I'm a technophobe. I wish I didn't have to work with computers. When I get home, I **unplug**. You know, no TV, no computers. I just **take** my shoes **off**, sit down on the couch and read a book.

2. Look at the picture and complete the sentences. Use the Word Bank.

### Word Bank

- turn on / off
- plug in / unplug
- put on
- hook up
- turn up / down
- stay up
- take off
- sign in / out

### Key Expressions

**Computer geek:**  
a computer enthusiast

### Vocabulary Strategy

Use synonyms (words with similar meaning) and antonyms (words with opposite meaning) to remember new vocabulary. Use a thesaurus to find these relations.



a. Unplug the phone charger.

Don't waste energy.



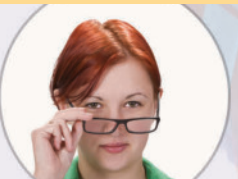
b. \_\_\_\_\_ the computer. I finished doing my task.



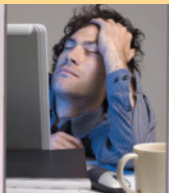
c. \_\_\_\_\_ the volume. I can't hear the music.



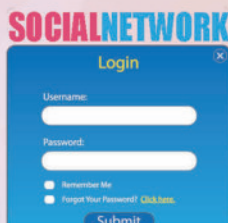
d. \_\_\_\_\_ your headphones. We need to talk.



e. I need to \_\_\_\_\_ my glasses. I can't see.



f. Don't \_\_\_\_\_ late. You have to get up early.



g. To \_\_\_\_\_ your social network, you need your password.



h. \_\_\_\_\_ the TV to the camcorder. I want to see the recording.

3. Match these words with their synonyms.

- |             |                          |               |
|-------------|--------------------------|---------------|
| a. unplug   | <input type="checkbox"/> | 1. enter      |
| b. turn on  | <input type="checkbox"/> | 2. switch on  |
| c. hook up  | <input type="checkbox"/> | 3. connect    |
| d. take off | <input type="checkbox"/> | 4. remove     |
| e. sign in  | <input type="checkbox"/> | 5. disconnect |

4. Match these words with their antonyms.

- |            |                          |              |
|------------|--------------------------|--------------|
| a. turn on | <input type="checkbox"/> | 1. turn down |
| b. put on  | <input type="checkbox"/> | 2. unplug    |
| c. turn up | <input type="checkbox"/> | 3. take off  |
| d. plug in | <input type="checkbox"/> | 4. turn off  |
| e. sign in | <input type="checkbox"/> | 5. sign out  |





5. Read and complete. Then listen and check.

**Father:** I don't understand. I can't \_\_\_\_\_ (a) the computer.

**Son:** Before you turn the computer on, you need to \_\_\_\_\_ (b) it in, and then you can \_\_\_\_\_ it \_\_\_\_\_ (c). See?

**Father:** Thanks, son. Oh yeah, of course! I just need to \_\_\_\_\_ (d) my glasses.

**Son:** What do you want to do?

**Father:** Let me think... I want to watch a music video.

**Son:** In that case, let's \_\_\_\_\_ (e) the speakers and the TV to the computer.

**Father:** I wish I knew how to hook them up.

**Son:** No problem. I'll show you. Now click on your favorite video, and \_\_\_\_\_ (f) the volume.

**Father:** There are thousands of videos. I could \_\_\_\_\_ (g) all night.



6. Look at the pictures and give an instruction. Write the three possibilities.



Plug in the cell phone charger.  
Plug the cell phone charger in.  
Plug it in.



Hook up \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



Put on \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



Turn down \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

7. Choose the correct form to complete each sentence.

a. I always \_\_\_\_\_ my earphones when I listen to music.

- 1. put on
- 2. put it on
- 3. put them on

b. I love to go online at night. I \_\_\_\_\_ late, you know.

- 1. sign out
- 2. stay it on
- 3. stay up

c. Help me with my e-mail account. I want to \_\_\_\_\_ in order to check my messages.

- 1. sign it in
- 2. sign in
- 3. sign out

Reflect on Grammar

Separable Phrasal Verbs

How do I **turn on** the computer?  
To **turn** \_\_\_\_\_ on, you need to plug it in.  
Then you can **turn** \_\_\_\_\_ on.

Notice:

Separable phrasal verbs take an object (**computer**).  
The object can be replaced by an object pronoun (it).

Choose:

The object pronoun position is **between the verb and the particle / after the particle**.

Inseparable Phrasal Verbs

I could \_\_\_\_\_ up all night.

Notice:

Inseparable phrasal verbs do not take objects.

Choose:

Verbs like **stay up, sign in / get up** do not take / take an object.

Pronunciation



Notice the linking of sounds!  
Turn it on. Plug it in.  
Hook them up!

Project Stage 2

- Brainstorm on the different technological habits people have when they entertain and communicate. E.g. *Some people spend too much time on the Internet.*

- Survey your friends' tech habits to confirm or refute your ideas. E.g. *Do you spend a lot of time online? How much?*



## Lesson 3

# Be a Smart Tech User!



### 1. Match each word with its definition.

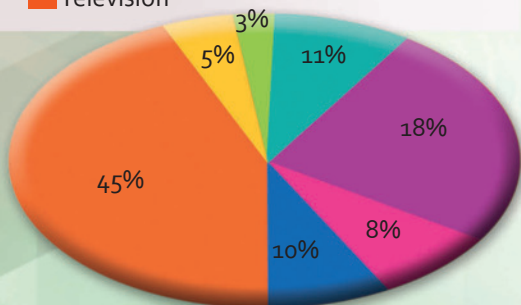
- a. appliance
- b. phantom
- c. power
- d. device

- 1. a smart machine that does a specific job
- 2. a piece of equipment used in people's homes, especially one that requires electricity to work.
- 3. ghost
- 4. electrical force

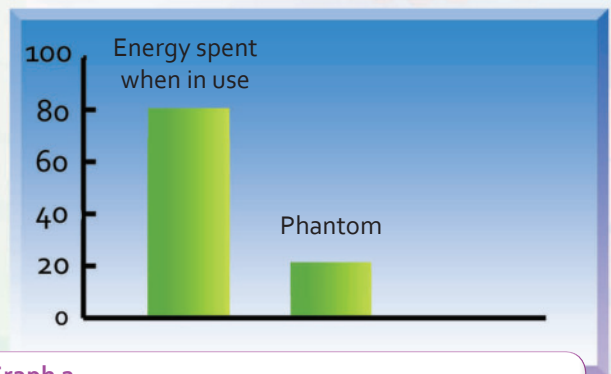
### 2. Match the title to the correct graph.

- a. Distribution of phantom energy per device or appliance.
- b. Distribution of energy used at home.

- |                |                                |
|----------------|--------------------------------|
| Gaming Console | Power tools (battery chargers) |
| Speakers       | Computer                       |
| Printer        | DVD player                     |
| Television     |                                |



Graph 1.



Graph 2.

### 3. Read the caption and choose its graph.

According to the U.S. Energy Information Administration, 20% of the energy used at home is phantom energy (wasted energy from devices that are not turned off, or unplugged while they are not performing their primary function). **Graph # \_\_\_\_\_**

### 4. Write *True* or *False*. Correct the false statements.

- a. Computers that are not turned off waste the most energy.

*True.*

- b. 18% of the computers at home waste energy.

- c. Phantom energy is the energy wasted when the appliance is not in use, but it is plugged in.

### Reading Strategy

#### Reading a Graph

To interpret a graph, ask yourself: "What is the purpose of the graph?" and explore its elements. Identify how the different labels, colors and numbers relate to the title. Finally, read the caption (the text near the picture) to find extra information.

- d. If you don't unplug the charger of your cell phone when the battery is charged, you will waste 3% of the total phantom energy you waste at home.

- e. 80% of the total energy used at home is not phantom energy.





**5. Read this report and label the sub sections. Use the Word Bank.**

This report describes the findings of some research made by The Civilian Group with 100 people living in High Cliff Apartments.

The residents of High Cliff Apartments answered a survey about their home habits and attitudes in relation to the consumption of energy of typical appliances and equipment like desktop and laptop computers, digital cameras, iPods, Mp3 players, cell phones, and small power tools (cell phone chargers, and battery chargers). The survey asked the residents to identify the state in which the device was left after using it.

The results showed that 30 people out of 100 were always careful about saving energy, while 25 other people reported caring but not being conscientious of that thought, and 45 people reported not knowing about phantom energy. It was also found that TVs and computers tend to be unattended for a long time on a daily basis. 67% of the people left the cell phone chargers plugged in overnight and 30 percent

**Writing Strategy**

**Writing a Report**

A report is an objective summary of data and findings collected with the purpose of informing and describing a situation.

Use an impersonal style to sound more reliable.

**6. Find in the report...**

a. An expression introducing the purpose of the report



b. Two expressions to introduce the methodology of the survey



c. Three expressions to introduce the findings of the survey




d. One expression for making a recommendation



**7. Write a report about the results of a survey on a tech issue.**

**Word Bank**

- Results
- Methodology
- Purpose
- Recommendations

of the people reported forgetting to unplug the cell phone charger right after the battery is charged. Furthermore 45% admitted they did not forget but simply felt lazy to unplug right away.

According to the findings in the survey, the tendency of the people living in High Cliff is to leave their devices plugged in when not in use, and the main reasons are laziness 67%, ignorance of phantom energy 15%, and 18% indifference.

The following are some recommendations for people interested in lowering their consumption of phantom energy:

- Unplug equipment and appliances that are not frequently used.
- Leave the charger plugged in for two hours maximum. Cell phone batteries do not need to be plugged in all night.
- Turn off the TV when nobody is watching and unplug it out when not in use. Among entertainment equipment, TVs are the biggest energy vampires.
- Buy a power strip through which you can turn off all equipment connected to it, at the same time.

Remember, we can be better every day! Let's not waste energy.

**Project Stage 3**

- Create a graph illustrating the findings of the survey.
- Analyze the results of the survey and write a report.



# Lesson 4

## Pull the Plug!

1. Read the expressions below and choose the option that best corresponds to its meaning.

- 24/7  a. all the time  b. 24 or 7  c. 24 divided by 7
- to cost an arm and a leg  a. very cheap  b. good price  c. very expensive
- to pull the plug  a. stop an activity  b. go to bed  c. change the game
- shape up or ship out  a. to turn off the cell phone  b. to behave or leave  c. to attend class



2. Complete the conversation and match it with a picture. Then listen and check.

### Conversation 1

**Tutor:** Well, when you sign up for the virtual English course, you get a personal tutor .

**Student:** Any time I want?

**Tutor:** Yes, any time.

### Conversation 3

**Mother:** You have been playing that online game all day. Don't you have something else to do? I think it's time to .

**Son:** No, mom, please! I'm about to win. Give me 5 minutes more.

**Mother:** OK, but that's all.



a.



### Conversation 2

**Abby:** Check out the new cell phone I want.

**Lynn:** Wow! It's awesome! But look at the price!

**Abby:** Yeah, it  . I don't think my parents can afford it.

b.



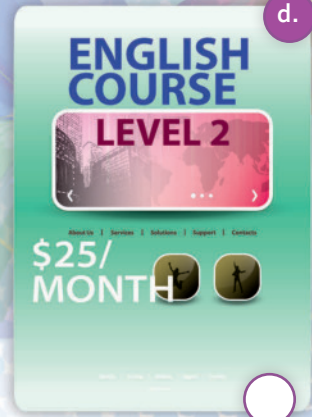
### Conversation 4

**Teacher:** Could you please turn off your cell phones and stop texting your friends? .

You know, here there are rules, if they're broken, there are consequences.

**Student:** Sorry!

d.



### Discuss

- What kind of services should be 24/7?
- Is there anything you would like to buy but it costs an arm and a leg?
- Name some circumstances when you have pulled the plug.

### Reflect on Values

	Always	Sometimes	Never
■ I control my online time.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
■ I am careful about saving energy.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

### Gap Activity

Student A goes to page 90.  
Student B goes to page 92.



# Share Your Project

## 1. Discuss your experience. Check where you are on the spectrum.

	50	0	50	
a. I enjoy working in groups.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	a. I prefer doing things by myself.
b. I develop excellent ideas when I'm alone.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	b. I develop excellent ideas when I'm working in groups.
c. I always get to do in a group what I do best.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	c. I can never do what I do best.
d. I'm learning a lot of things from my partners.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	d. It's difficult to learn when I'm in a group.
e. I wish we had more group activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	e. I wish I didn't have to work in groups.



## 2. Read and answer.

Surveys and polls are instruments to document data like attitudes, opinions, feelings and personal or factual information from a specific population. A poll is usually a single and simple question that can be answered by picking an option from a set of answers. Surveys are more complex because they include many types of questions and answer forms. Both surveys and polls have research purposes for fields like marketing, health, psychology, sociology, etc. Since surveys and polls use a sample of the population, it's crucial to select participants that reflect the characteristics that need to be measured or documented. This means that if we want to poll people about their cell phone habits, the participants will be the people who have cell phones and have used them for some time.

### Answer these questions:

- What's the purpose of surveys and polls?
- What's the difference between a survey and a poll?
- What kind of data are collected by surveys and polls?

## Give your Presentation

- Present the purpose of your report.
- Talk about how the information was collected.
- Talk about the significant information that was found.
- Show the graphics to illustrate your findings.
- Finish with some recommendations.

## Useful Expressions

### To start the presentation...

- We made a survey / poll because we wanted to research...

### To talk about how the information was collected...

- We made a survey about...
- ...participated in this survey...
- We chose people taking into account...

### To show the graphics to illustrate your findings...

- This graph shows...
- It can be concluded that...
- 34 out of 45 people...

### To finish with some recommendations...

- We think it's important to...



Game

# Time to Play

Race to the finish line. Take turns tossing a coin. Fulfill the tasks in each space.

## Start

1 Make 5 compound nouns with these words: video / call / online / message / phone / instant

2 Unscramble this sentence: glasses / on / put / my / / / need / to

3 What do these abbreviations mean?

OMG!   
LOL   
XX

4 What does she wish she could buy?

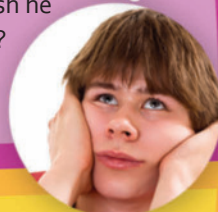


8 What features does this telephone have?



7 Go back 2 spaces.

6 What does he wish he knew?



5 Go forward 2 spaces.

9 Write the synonyms.

turn on  
wear  
remove  
connect  
go to bed late

10 Complete this sentence: If a person is an enthusiast of computers, he / she is a

11 Use this idiom in a sentence: *pull the plug*.

12 What does this man wish?



16 Go back 2 spaces.

15 Go forward 2 spaces.

14 What can people do when they want to save energy?

13 Go back 2 spaces.

17 Use *shape up* or *ship out* in a sentence.

18 What do you wish you could change about your life?

19 What does this mean? ...CU@4

20 Look at the picture and say what the problem is.



## Finish



# Quiz Time



## 1. Listen and choose the correct sentence.

### Conversation 1

The man can't hook up the computer to the TV because

- a. He doesn't understand the instructions.
- b. He can't find the computer or the TV.
- c. He can't read the instructions.

### Conversation 2

What's the girl's problem?

- a. She doesn't know how to turn off the computer.
- b. She doesn't know how to turn on the cell phone.
- c. She left the phone at home.

### Conversation 3

Why doesn't the man buy a cell phone with MP3 player?

- a. He doesn't have the money.
- b. He has one but it doesn't work.
- c. He already has an iPod.

### Conversation 4

What does they boy do when he crosses a street?

- a. He puts on his earphones.
- b. He takes them off.
- c. He turns the volume down.

## 2. Unscramble the words.

the printer / just / plug in / Let / me / \_\_\_\_\_

hook up / the computer / I'll / it / to / \_\_\_\_\_

turn off / before / you / leave / the house / the lights. \_\_\_\_\_

them / I / turn off / always \_\_\_\_\_



## 3. Look at the picture and write a wish.

**Sara:** I want to enter the photography contest but I need a new camera.

\_\_\_\_\_

**Tom:** Really? I have a new digital camera but I don't know how to take good pictures.

\_\_\_\_\_

Let's do this. I'll lend you my camera and you teach me how to take good pictures.

## 4. Choose the correct expression.

If you get 24/7 access to a website or service, it means...

- a. unlimited access.
- b. only the 24 of July.
- c. you have to pay \$24.7.

If you don't behave in class, the teacher will tell you to...

- a. pull the plug.
- b. wait a sec.
- c. shape up or ship out.

If you're afraid of technology or don't like it much, you're a...

- a. computer geek.
- b. technophobe.
- c. texter.

## 5. Match the synonyms with a line and antonyms with a double line.

turn down  
wear

put on  
turn up

remove  
turn off

turn on  
take off

## Self-Evaluation

### Now I can...

- make a wish in the present.
- talk about tech habits.
- describe the kind of tech-user you are

Very Well

OK

A Little

# Glossary

## A – E

**afford:** **v.** to have enough money to buy something. *I can't afford to buy a new cell phone.*

**behave:** **v.** to do something according to the norms of society.

**browse:** **v.** look for information superficially (syn. examine).

**charger:** **n.** a piece of equipment used to put energy into a battery. *Don't forget to unplug the charger.*



**contest:** **n.** a competition. *I entered a texting contest and I won.*



**couch:** **n.** a comfortable sofa.

**device:** **n.** a machine that does a specialized job. *Devices left plugged in waste energy.*

## F – N

**features:** **n.** characteristics. *Check the features of this new model.*

**full:** **adj.** complete or with the necessary amount of something (ant. empty).

**headphones:** **n.** an electrical device consisting of two earphones held in

position by a flexible metallic strap passing over the head.

## O – T

**overnight:** **adj.** all night.

**phantom:** **n.** a ghost or something that is difficult to perceive.



**perform:** **v.** to do a task.

**power strip:** **n.** a set of plugs all connected in a unit.



**pull:** **v.** to move something towards you. *Pull the door to open it.*

**put on:** **v.** wear something.

**reliable:** **adj.** a person, company or service that has a good reputation.

**residents:** **n.** people who live in a place like an apartment, house or neighborhood.

**sample:** **n.** a small part of a bigger thing that is analyzed to find something.

**sign in:** **v.** to enter a password to get access (syn. log in).

**social network:** **n.** online community in which people share their preferences.



**stuff:** **n.** informal for "things."

**texting:** **n.** the act of writing messages.

**thesaurus:** **n.** dictionary where you find synonyms and antonyms.

## U – Z

**unattended:** **adj.** without attention.

**wish:** **v.** a desire.

**waste:** **n.** the ineffective use of resources.



## Colloquial Expressions

**24/7:** all the time, twenty-four hours, seven days a week.

**To cost an arm and a leg:** to be very expensive.

**To pull the plug:** a to stop doing an activity.

**To shape up or ship out:** to behave properly or leave.



**Test Training C**

**Listening**

Listen to journalist Sarah Smith reporting on a disaster. For each item, choose the right answer (A, B or C). Listen to the report twice.

**Example:**

0. The disaster was a  
 A. a flood       B. a fire       C. an earthquake

1. Saint Marino will be hit by  
 A. an earthquake      B. a tornado      C. a hurricane
2. Saint Marino is  
 A. a country      B. an island      C. an airport
3. A \_\_\_\_\_ was discovered.  
 A. diamond      B. planet      C. spaceship
4. It's  
 A. four times bigger than the earth.  
 B. four times bigger than a regular diamond.  
 C. very small.
5. The money was found by  
 A. a garbage collector      B. a police officer      C. a train operator
6. The amount of money was  
 A. \$ 2,000      B. \$ 12,000      C. \$ 20,000

Answers

0	A	C
1	A	B
2	A	B
3	A	B
4	A	B
5	A	B
6	A	B

Listen to the following dialog and choose what each person (7 to 11) wants to buy (A to F). Listen to the dialog twice.

**Example:**

0. Justin
- 
7. Melissa
8. Luis
9. Rick
10. Martin
11. Sandra
- |   |                  |
|---|------------------|
| A | an e-reader      |
| B | a laptop         |
| C | a smartphone     |
| D | an iPod          |
| E | a TV             |
| F | a digital camera |

Answers

6	A	B	C	E	F	
7	A	B	C	D	E	F
8	A	B	C	D	E	F
9	A	B	C	D	E	F
10	A	B	C	D	E	F
11	A	B	C	D	E	F

**Speaking**

**Candidate A**

You're a journalist. You want to write an article about a new cell phone. You have the photo. Complete the questions and call the seller to interview him/her.



**Ask questions:**

Who / invent / it?

Who / invented / it?

What kind of energy / it / use?

How / it / connect to internet?

How / it / work ?

When / be / it / sell?

Have / new / functions?

When / be / sell?

Reading

Complete the following report about frequent accidents people are facing now. Choose the best word for each space (12-16)

Psychologists called it "ipod oblivion, divided attention and inattention blindness." These are all words that refer to a deficit of attention caused (12) the use of earphones plugged into high tech devices such as ipods, music players and cell phones. It happens when people (13) into their ears and turn (14) the volume while doing activities that demand their complete attention like driving, cycling and crossing streets. "Clearly this is causing not only ear problems but it's putting their lives at risk," says Jenny Perks, a police officer, who has witnessed this kind of accidents many times. People should know that earphones are (15) to block all external sounds and that is what makes them dangerous to use if you're walking, cycling or driving. According to national and world reports, a high number of accidents involving pedestrians and drivers (16) caused by the inappropriate use of electronic devices under such conditions.

Example:

- 12. A. by B. on C. for
13. A. turn B. put C. take
14. A. it B. out C. them
15. A. down B. on C. up
16. A. designing B. designed C. design
17. A. is B. have C. are

Choose the correct answer.

Example:

- 17. What kind of text is this?
A. a wiki
B. a news article
C. an anecdote

- 18. Who is involved?
A. police officers
B. high tech-users
C. people in general
19. Where does it happen?
A. at home
B. on streets
C. at offices
20. Why does it happen? Because users...
A. drink and drive at the same time
B. walk and text at the same time
C. use earphones inappropriately

Answers grid for Reading section with correct answers marked.

Answers grid for Reading section with correct answers marked.

Writing

Look at these pictures of a campaign to promote the intelligent use of technology. Then write a text giving recommendations to users to become smarter tech users.

Give an introduction, recommendations and a conclusion.



Blank lines for writing the text.

Speaking

You're a tech-store owner. You're showing a prototype phone of the future. Answer the journalist's questions.

Use this information:

- Inventor: Elizabeth Collin
Energy: Doesn't need to plug it in, it works with solar energy.
Connectivity: all social networks and websites 24/7
How it will work: people put it on their wrist and it will turn on automatically.
Features: connects to internet directly through a satellite
New functions: will give information about people's health.
Selling date: year 2018



Candidate B



# Gap Activity



Unit 1

## STUDENT A

1. Use this information to answer student B's questions about Gypsy Rocker.

**Interest:** music

**Goal:** to become a song writer and a rock singer

**Joys:** to be outdoors and write songs

**Likes:** to listen to all kinds of music

**Obstacle:** couldn't go to music school

**Achievement:** learned to play the guitar on her own

2. Then ask your partner questions and complete the information about Green Savvy.

- What's Green Savvy's plan for the future?
- What does he enjoy doing?
- What does he like to do in his free time?
- What obstacle did he have to face?
- What's his biggest achievement?



Unit 2

## STUDENT A

1. Your friend is on a trip in Australia for the first time. You phone him / her and ask her/him about his/her experiences as a tourist in that country. Use the pictures as clues.

E.g. **Student A:** Have you taken pictures of the Sidney Opera House?

**Student B:** Yes, I've taken some pictures. I visited the Opera House yesterday at 4:00 p.m.



take pictures of the Sidney Opera House?



see a kangaroo?



go snorkeling?



go on a tour of the Australian countryside?

2. You're on a trip in New York. Your friend calls you and asks you about your experiences. Check your list and answer your partner's questions saying what you have or haven't done and when you did it.

- go sightseeing to Times Square (yesterday midday)
- go to a Broadway show (last night)
- go to the top of the Empire State Building
- go to the Metropolitan Museum of Art (this morning)



**STUDENT A**

Look at the comic and ask questions to your partner to complete the story. Then tell the complete story between the two of you.

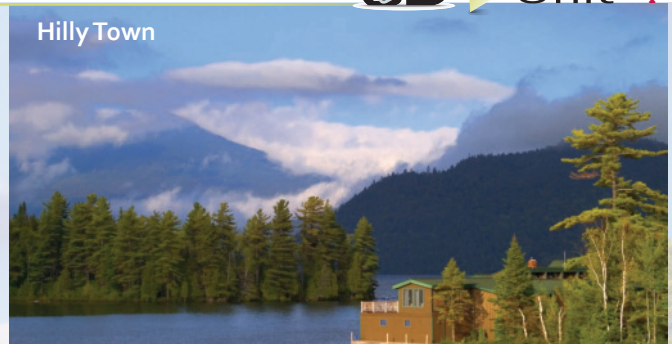


**STUDENT A**

Answer student B's questions about Hilly Town. Then ask him / her questions to complete the chart about Central Town.

Finally, compare the two places and decide where you two would like to go on vacation.

Use indirect questions and tag questions.



	Hilly Town	Central Town
Facilities	cabins, natural park, hiking trail, lake, colonial church, street market	
Weather	very hot	
Tourist activites	hiking , kayaking, fishing, swimming	
Landscape	small town in the mountains near a river	



# Gap Activity



## STUDENT B

1. Ask student A these questions about Gypsy Rocker.

- What's Gypsy Rocker's plan for the future?
- What does she enjoy doing?
- What does she like to do in her free time?
- What obstacle did she have to face?
- What's her biggest achievement?

2. Then use this information about Green Savvy to answer student A's questions.

- Goal:** to go around the world in a balloon
- Joys:** to go hiking and take pictures of eagles and condors
- Likes:** to watch movies and read
- Obstacle:** was afraid of heights
- Achievement:** designed and constructed his own balloon



Green Savvy



## STUDENT B

1. You're on a trip in Australia. A friend calls you and asks you about your experiences as a tourist. Look at the list and answer her/his questions by saying what you have or haven't done and when you did it.

E.g. *Student A:* Have you taken pictures of the Sidney Opera House?

*Student B:* Yes, I have. I visited the Opera House yesterday at 4:00 p.m.

- take pictures of the Sidney Opera House (yesterday at 4:00 P.M.)
- see a kangaroo
- go snorkeling (two days ago)
- go on a tour of the Australian countryside (on the weekend)

2. Your friend is on a trip in New York. You call him / her and ask him/her about his/her experiences as a tourist. Use the pictures as clues.



go sightseeing to Times Square?



go to a Broadway show?



go to the top of the Empire State Building?



go to the Metropolitan Museum of Art?



STUDENT A

Part A

You're writing a news report about a museum robbery. You do not have all the information, but fortunately, your partner had access to the security camera and has some images of the robbery. Ask and answer questions to solve the mystery.

Ask: what time / how many / which painting / who / how much....?

Yesterday at \_\_\_\_\_ AM, \_\_\_\_\_ men broke into the National Museum and stole the famous painting " \_\_\_\_\_ " by the great artist \_\_\_\_\_ .

The painting is valued at about \_\_\_\_\_ Euros. Fortunately, it was a copy. The museum had taken the original one to the vaults until some repairs were done in the exhibit room.

Part B

Now look at the pictures and give your partner information about these pictures.



A manuscript is found by Isabella Einstein, Albert Einstein's niece. It was written by Albert Einstein.



Reporters and experts are called to see the discovery.



They discovered that the manuscript is a cookbook.



STUDENT A

Complete the questions. Then answer them in your notebook by writing a wish for each square.

Possessions

What do you wish you could \_\_\_\_\_?

Friends

What do you wish you \_\_\_\_\_ change about your friends?

Family

How \_\_\_\_\_ you wish your family \_\_\_\_\_ different?

Talents

What do you wish you could \_\_\_\_\_?

School

What do you wish you could \_\_\_\_\_ about your school?

City

What changes do you wish you \_\_\_\_\_ make to your city?

Then, get together with student B, ask and answer each question and find things in common.

	Your Classmate's Wishes	Same / Different ?
Possessions		
Friends		
Family		
Talents		
School		
City		





STUDENT B

Look at the comic and ask questions to your partner to complete the story. Then tell the complete story between the two of you.



STUDENT B

Ask your partner questions to complete the chart about Hilly Town. Then answer his/her questions about Central Town.

Finally, compare the two places and decide where you two would like to go on vacation.

Use indirect questions and tag questions.



	Hilly Town	Central Town
Facilities		two airports, banking area, hotels, museums, cathedral, malls, beaches
Weather		hot
Tourist activities		sightseeing, shopping
Landscape		big city near the sea



STUDENT A

Part A

You are a private investigator. You're investigating a robbery at the National Museum. You had access to the recordings of the security camera, but the pictures do not make sense to you. Talk to the reporter and complete the case. Answer student A's questions based on the information below.



3 men breaking into the museum  
You can see a clock. It's 4 AM.



The men taking "Starry Night" by Vincent Van Gogh, which is priced at \$ 65,000,000.



The director of the museum and police officers laughing.

Part B

You are a private investigator. You're investigating the discovery of an old manuscript. You were the first one to go to the house and take pictures of the manuscript but you did not talk to anyone. Talk to the reporter and ask questions to complete the case. Ask: what/who, etc. to complete this text.

Last week, a very important \_\_\_\_\_ written by the famous \_\_\_\_\_ was discovered by his \_\_\_\_\_ when she was moving to a new house. Immediately, the woman called some experts and told the press the story of the discovery. When it was examined, it was found that the \_\_\_\_\_ was his valuable \_\_\_\_\_.



STUDENT B

Complete the questions. Then answer them in your notebook by writing a wish for each square.

Possessions

What do you wish you could \_\_\_\_\_?

Friends

What do you wish you \_\_\_\_\_ change about your friends?

Family

How \_\_\_\_\_ you wish your family \_\_\_\_\_ different?

Talents

What do you wish you could \_\_\_\_\_?

School

What do you wish you could \_\_\_\_\_ about your school?

City

What changes do you wish you \_\_\_\_\_ make to your city?

Then, get together with student A, ask and answer each question and find things in common.

	Your Classmate's Wishes	Same / Different ?
Possessions		
Friends		
Family		
Talents		
School		
City		





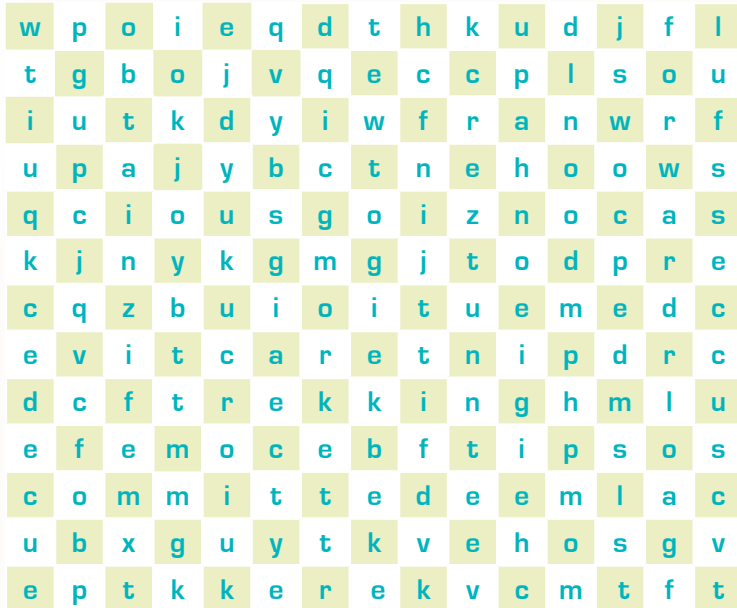
Unit 1

# Glossary Activities

1. Label the pictures.



2. Read the definitions in the box to find the corresponding words in the puzzle.



1. having achieved goals
2. to stop doing something
3. person engaged in a cause
4. person who enjoys competition
5. outdoor adventurous activity
6. person who attacks to score goals
7. to obtain a goal
8. person who defends in soccer
9. to carry on
10. to turn into something
11. able to establish contact
12. person who trains others

3. Classify the words above into nouns, adjectives and verbs.

NOUNS	VERBS	ADJECTIVES

4. Complete the sentences.

- a. Leonel Messi plays as f orward d.
- b. The c \_\_\_\_\_ h gave the players clear instructions to win the match.
- c. If you love outdoor activities and the mountains, you'll enjoy t \_\_\_\_\_ g.
- d. He was a s \_\_\_\_\_ l student. He got good grades in all subjects.
- e. If you don't succeed at first, k \_\_\_\_\_ p trying.
- f. People who play sports are usually very c \_\_\_\_\_ e. They love competition.



# Glossary Activities

1. Find these words in the crossword puzzle.

## Word Bank

- abroad
- attend
- take up
- leadership
- entertaining
- picky
- journey
- useful
- campaign

g	d	e	k	e	m	c	a	c	m	h	k	y	l	m
w	q	a	g	t	l	e	a	f	k	f	a	m	g	l
v	b	b	o	s	a	m	y	e	n	r	u	o	j	e
e	v	x	g	r	p	o	p	a	j	a	c	h	a	a
q	n	r	i	a	b	u	n	m	j	a	v	z	v	d
p	x	t	i	q	e	a	i	p	d	d	h	m	k	e
y	i	g	e	k	u	s	e	f	u	l	l	w	d	r
f	n	c	a	r	k	v	c	h	r	y	d	e	d	s
j	x	t	k	d	t	r	n	x	k	m	f	k	n	h
d	t	n	n	y	b	a	p	f	y	r	i	w	e	i
x	h	i	l	r	t	u	i	s	x	a	i	j	t	p
t	j	t	x	q	l	q	g	n	x	y	k	g	t	a
i	h	r	v	w	d	g	e	u	i	q	d	t	a	y
w	l	b	o	w	i	w	a	t	x	n	u	o	r	v
z	i	o	v	i	m	p	o	v	a	g	g	y	y	e

2. Complete with an idiom and then match it with the exercise above.

- a. \_\_\_\_\_  
Basketball is a great sport.
- b. Sorry I didn't go to class, either. I think we \_\_\_\_\_  
\_\_\_\_\_
- c. Sorry, \_\_\_\_\_  
I have a lot of things to do. Maybe we can do something next Friday.
- d. Some books like *Soul* can be \_\_\_\_\_  
\_\_\_\_\_

3. Find the synonym.

- a. instruct \_\_\_\_\_
- b. amusing \_\_\_\_\_
- c. expedition \_\_\_\_\_
- d. counseling \_\_\_\_\_

4. Write the numbers of the correct match next to each word.

- |  |                                     |             |
|--|-------------------------------------|-------------|
| a. <input type="checkbox"/> travel       | f. <input type="checkbox"/> picky   | 1. a sport  |
| b. <input type="checkbox"/> attend       | g. <input type="checkbox"/> sea     | 2. movie    |
| c. <input type="checkbox"/> take up      | h. <input type="checkbox"/> useful  | 3. class    |
| d. <input type="checkbox"/> leadership   | i. <input type="checkbox"/> reading | 4. campaign |
| e. <input type="checkbox"/> entertaining | j. <input type="checkbox"/> meet    | 5. idea     |
|  |                                     | 6. people   |
|  |                                     | 7. abroad   |
|  |                                     | 8. journey  |
|  |                                     | 9. eater    |
|  |                                     | 10. skills  |

5. Use the matched words in exercise 2 to complete the following sentences.

- a. I was sick yesterday. I couldn't \_\_\_\_\_ Did you tell the teacher?
- b. I have a lot of free time. I think I am going to \_\_\_\_\_ like basketball or tennis.
- c. They are going to \_\_\_\_\_ soon. They want to see the world.
- d. For this job, you need \_\_\_\_\_. It's important to take a leading role later.
- e. What a \_\_\_\_\_. Write it down so you don't forget. We can use it later.
- f. He enjoys going on a \_\_\_\_\_. He's quite a traveler.
- g. We are promoting a \_\_\_\_\_. We believe books are great teachers.
- h. He's a \_\_\_\_\_. He avoids eating vegetables and grains.
- i. Sit down and watch. It's an \_\_\_\_\_.





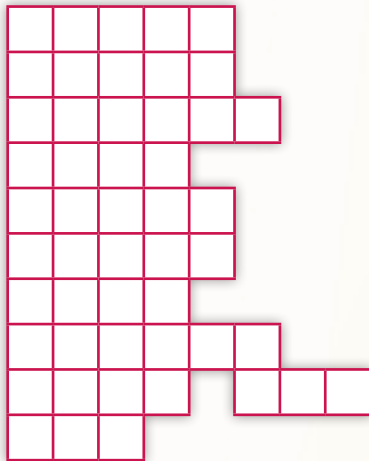
# Glossary Activities

## 1. Label the pictures.



## 2. Unscramble the words. Use the clues.

- a. rowra
- b. wodrs
- c. diedrl
- d. veli
- e. rabev
- f. tagrn
- g. pirt
- h. drwear
- i. dinf tou
- j. arf



- a. a thin pointed weapon
- b. a long sharp metal blade
- c. a question whose answer is difficult to figure out
- d. not good
- e. courageous and intrepid
- f. to give something to a person
- g. to lose balance when walking
- h. something that is given to someone as a result of his / her good action
- i. to discover or confirm the truth about something
- j. a long distance away

## 3. Classify the words and then complete the story.

NOUNS	VERBS	ADJECTIVES

## 4. Complete with the words in exercises 1 and 2.

Once upon a time, there lived a \_\_\_\_\_ (a) who had a \_\_\_\_\_ (b) son. One day the son found a fairy who \_\_\_\_\_ (c) him a wish. In return, he had to \_\_\_\_\_ (d) the way to turn an \_\_\_\_\_ (e) gorgon into a beautiful princess. The fairy gave him a \_\_\_\_\_ (f) to protect himself. When he arrived at the gorgon's place, she asked him a \_\_\_\_\_ (g). "What falls but never \_\_\_\_\_ (h), and never gets hurt? The son said "the rain." Immediately, the gorgon turned into a beautiful princess and they lived happily ever after.

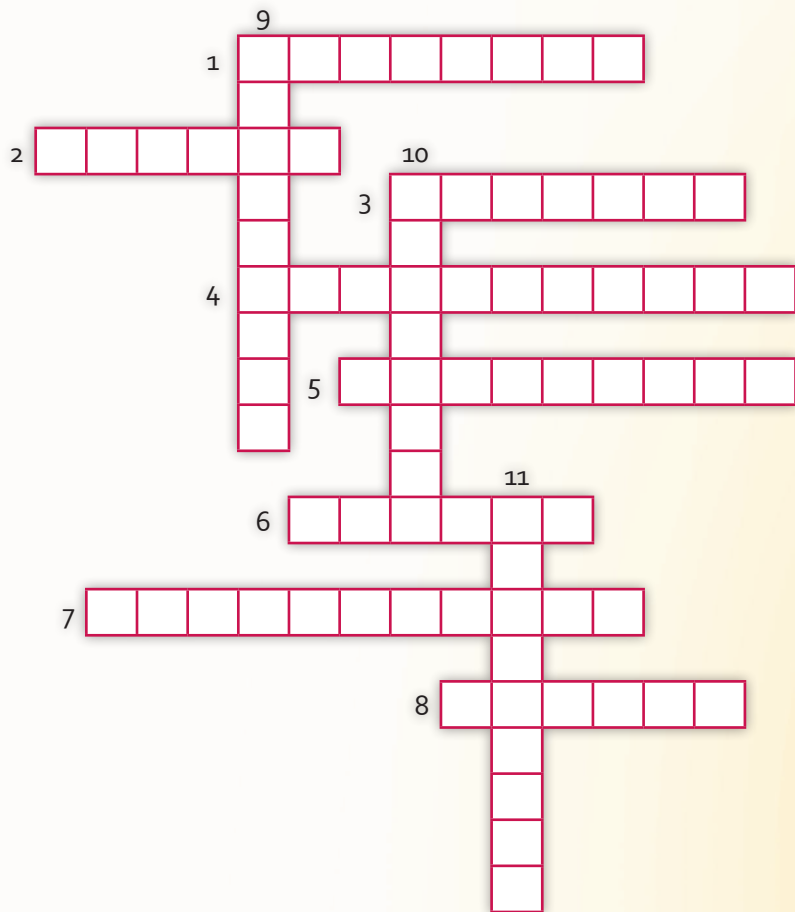


# Glossary Activities

## 1. Label the pictures.



## 2. Use the clues to discover the words in this puzzle.



### Across

1. place of interest for tourists
2. transportation system that runs underground
3. waste material that is thrown away
4. the living things around us including air, water and land
5. area of land with specific geographical characteristics
6. taking a walk in a mountain
7. activity consisting of visiting famous places
8. the time of the day when the sun goes down and evening begins

### Down

9. a stream or river that falls over a cliff (inv)
10. outdoor activity in which people use a boat and paddles to move across water (inv)
11. contamination of the environment (inv)

## 3. Match the synonyms.

- |               |                             |              |
|---------------|-----------------------------|--------------|
| a. convenient | 1. <input type="checkbox"/> | prohibited   |
| b. ecological | 2. <input type="checkbox"/> | influential  |
| c. forbidden  | 3. <input type="checkbox"/> | eco-friendly |
| d. impressive | 4. <input type="checkbox"/> | appropriate  |

## 4. Complete the sentence with a word from the glossary.

It's f\_\_\_\_\_n to throw g\_\_\_\_\_e on the street.  
 Let's all take care of the e\_\_\_\_\_t and let's all beautify the l\_\_\_\_\_e.  
 I practice j\_\_\_\_\_g on the beach from 5- 6 PM. because I love to see s\_\_\_\_\_s. They're b\_\_\_\_\_l.





# Glossary Activities

## 1. Unscramble the words.



RAC SACHR



VINWEERIT



SETLERH



DOOFLDE

## 2. Find the words below in the puzzle.

### Word Bank

- bakery
- bridge
- shelter
- headline
- hoax
- refuge
- shake
- inundated
- fooded
- kitten
- theft
- robbery
- move on
- collide



## 3. Classify the words and then complete the story.

move on	hoax	interview
inundated	flooded	collide
witness	shake	eager

NOUNS	VERBS	ADJECTIVES

## 4. Complete the sentences with the words above.

- a. After a tragedy people just have to m\_\_\_\_\_n.
- b. The i\_\_\_\_\_d areas were evacuated 2 hours before the hurricane.
- c. The sighting at the stadium was just a h\_\_\_\_\_x.
- d. It was confirmed that the asteroid will not c\_\_\_\_\_e with the planet.



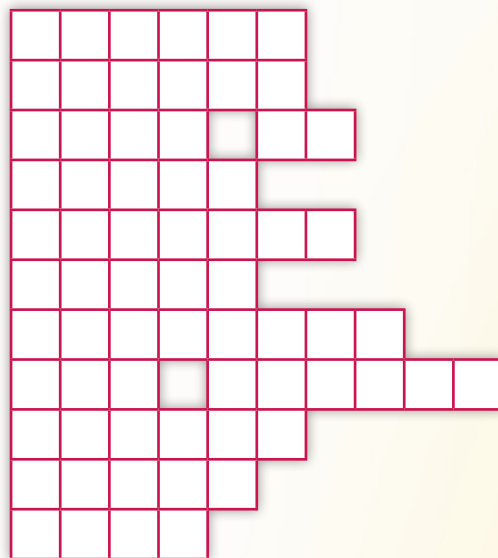
# Glossary Activities

## 1. Label the pictures.



## 2. Unscramble the words. Use the clues.

- a. faorfd
- b. veehab
- c. nisg ni
- d. tufsf
- e. merrofp
- f. waets
- g. rillaebe
- h. reposhena
- i. deivec
- j. chcou
- k. lufi



- a. to have enough money to buy something
- b. to do things according to the norms of society
- c. to register to get access
- d. informal for "things"
- e. to do a task
- f. the ineffective use of resources
- g. a person, company or service that has a good reputation
- h. device to listen to audio that is put in people's ears
- i. a machine that does a specialized job
- j. a comfortable sofa
- k. complete or with the necessary amount of something

## 3. Find synonyms and antonyms. Match synonyms with a line and antonyms with a double line.

- |            |            |
|------------|------------|
| a. sign in | 1. full    |
| b. browse  | 2. log in  |
| c. empty   | 3. examine |

## 4. Complete the sentence with a word from the glossary.

- a. I can't s\_\_\_\_\_n because I forgot my password.
- b. When the battery is f\_\_\_\_\_, unplug.
- c. B\_\_\_\_\_e the web and look for a new charger.
- d. I can a\_\_\_\_\_d to buy a new cell.
- e. These devices are r\_\_\_\_\_e.
- f. Unplug your devices in order not to w\_\_\_\_\_e energy.



**Listening**

Listen to a short conversation twice. There are five questions. For questions 1-5 check (✓) the correct answer (A, B or C).

Answers	0	A	B	✓
	1	A	B	C
	2	A	B	C
	3	A	B	C
	4	A	B	C
	5	A	B	C

Example:

0. What's the situation?



A

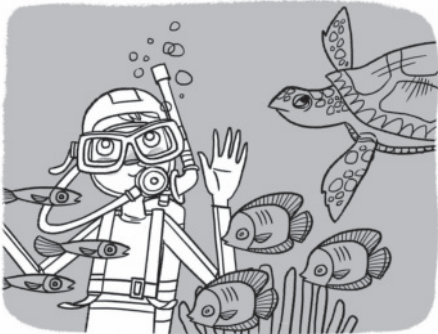


B



C

1. What does Pablo enjoy doing?



A



B



C

2. What type of books does Pablo enjoy reading?



A



B



C

3. What will Pablo have to do?



A



B



C

4. Where is *The Cat* set?



A



B



C

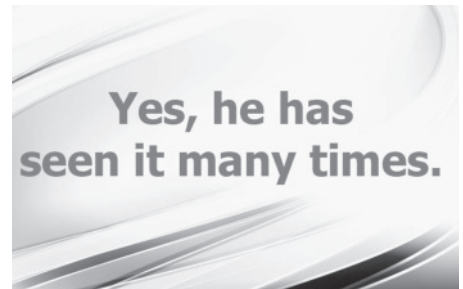
5. Has Pablo seen "The Commander"?



A



B



C

---

## Speaking

## Candidate A

You're Craig. You're on a trip through Africa. You want to help people who live in remote areas to get a source of renewable energy. You have an interview with a News Channel.

**Answer their questions. You are going to talk about personal information first and preferences. Then talk about experiences and, finally, about future plans.**



## Reading

Read the article. Are sentences 6-15 “Right” (A) or “Wrong” (B)? If there is not enough information to answer, choose “Doesn’t say” (C).

### Cycling for a Cause!

Craig has always loved sports, adventure and the outdoors. He has loved cycling all his life. When he was a kid, he got interested in sports like surfing and sailing but later he became interested in traveling the world in his bicycle. After he finished his university studies, he realized that he wanted to join a cause to help improve the living conditions of millions of people who live in extreme poverty. But how can a man with a bicycle help people? In time Craig discovered that there are many ways to help. Craig began to look for partners and sponsors for this project. He joined a campaign “The Solar System Aid” which made it possible for Craig to begin pedaling through Africa with the noble intention of collecting funds and raising awareness about the benefits of installing and using solar panels in schools, clinics and community centers. These solar panels can power their medical equipment, irrigation systems as well as their cell phones, radios and lamps, and impact greatly the lives of thousands of Africans who live in remote places and do not have electricity. For 3 months, he has cycled through Africa and has visited and gone through 5 countries and nearly 3000 kilometers. He will cycle another 2000 kilometers because he firmly believes that this is a great way to make a difference in the world and do what he enjoys doing the most: cycling and caring about others!

Answers	0	<input checked="" type="checkbox"/>	B	C
	6	A	B	C
	7	A	B	C
	8	A	B	C
	9	A	B	C
	10	A	B	C
	11	A	B	C
	12	A	B	C
	13	A	B	C
	14	A	B	C
	15	A	B	C

#### Example:

- |     |  |   |   |   |
|-----|--|---|---|---|
| 0.  | Craig has loved cycling all his life.  | A | B | C |
|     |  |   |   |   |
| 6.  | He started helping the poor when he was at university.   | A | B | C |
| 7.  | He got sponsorship from an African organization.   | A | B | C |
| 8.  | Craig started pedaling through Africa with the intention of making people aware of the benefits of installing solar panels in their homes. | A | B | C |
| 9.  | Solar panels can serve as a source of power for cell phones.   | A | B | C |
| 10. | Craig’s initiative can have positive consequences for people who live in rural areas.  | A | B | C |
| 11. | He has visited all the countries in Africa and five more countries.  | A | B | C |
| 12. | Craig thinks pedaling will help him enjoy cycling.   | A | B | C |
| 13. | Craig thinks cycling is the best outdoor activity in Africa.   | A | B | C |
| 14. | “The Solar System Aid” has helped Craig by selling him the solar panels for a very low price.  | A | B | C |
| 15. | Craig is a multimillionaire who enjoys helping poor people.  | A | B | C |





Listening

Listen to five different conversations twice. There are five questions. For each question check (✓) the correct answers (A, B or C).

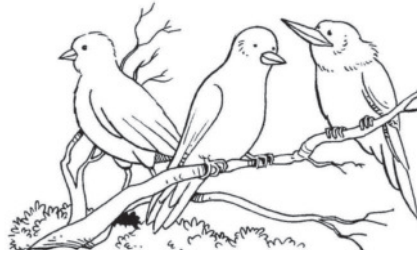
Answers	0	A	B	✓
	1	A	B	C
	2	A	B	C
	3	A	B	C
	4	A	B	C
	5	A	B	C

Example:

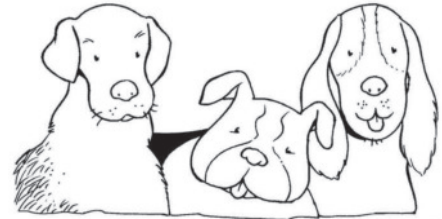
o. What are they talking about?



A



B



C

1. What was the dream about?



A



B



C

2. What would the boy do?



A

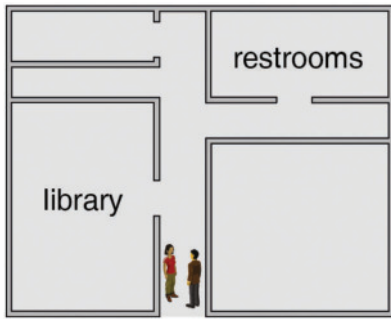


B

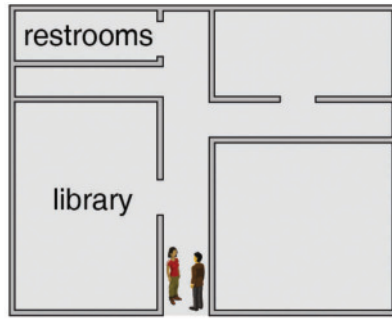


C

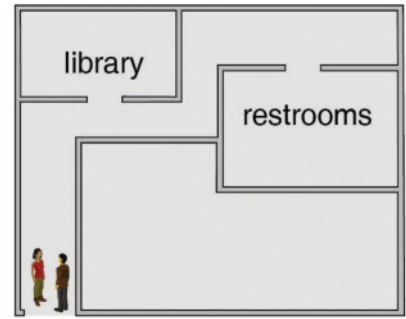
3. Where are the restrooms?



A



B



C

4. Where are they going?



A

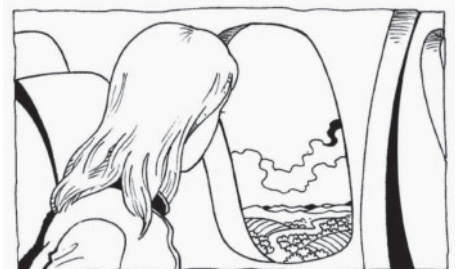


B



C

5. What kind of traveler is she?



A



B



C

Speaking

Candidate A

### Bus City Tour

Look at this information. Answer your partner's questions about the tour. Introduce yourself to the customer.

Begin like this:

Hello, this is \_\_\_\_\_.

I'm your tour guide.

Starts	8:30 AM
Finishes	5:00 PM
Activities	Visit to the pyramids, the National Museum and the Street Market
Price	\$ 35 each person
Meals	Lunch included
Tickets	Entrance to the pyramids and the museum not included









Listening

Listen to journalist Sarah Smith reporting on a disaster.  
For each item, choose the right answer (A, B or C).  
Listen to the report twice.

Answers	0	A	B	C
	1	A	B	C
	2	A	B	C
	3	A	B	C
	4	A	B	C
	5	A	B	C
	6	A	B	C

Example:

0. The disaster was a

A. a flood

B. a fire

C. an earthquake

1. Saint Marino will be hit by

A. an earthquake

B. a tornado

C. a hurricane

2. Saint Marino is

A. a country

B. an island

C. an airport

3. A \_\_\_\_\_ was discovered.

A. diamond

B. planet

C. spaceship

4. It's

A. four times bigger than the earth.

B. four times bigger than a regular diamond.

C. very small.

5. The money was found by

A. a garbage collector

B. a police officer

C. a train operator

6. The amount of money was

A. \$ 2,000

B. \$ 12,000

C. \$ 20,000

Listen to the following dialog and choose what each person (7 to 11) wants to buy (A to F). Listen to the dialog twice.

Example:

0. Justin

---

7. Melissa

8. Luis

9. Rick

10. Martin

11. Sandra

A	an e-reader
B	a laptop
C	a smartphone
D	an Ipod
E	a TV
F	a digital camera

Answers	0	A	B	C	<input checked="" type="checkbox"/>	E	F
	7	A	B	C	D	E	F
	8	A	B	C	D	E	F
	9	A	B	C	D	E	F
	10	A	B	C	D	E	F
	11	A	B	C	D	E	F

### Speaking

### Candidate A

You're a journalist. You want to write an article about a new cell phone. You have the photo. Complete the questions and call the seller to interview him/her.

**Ask questions:**

Who / invent / it ?

*Who invented it?*

---

What kind of energy / it / use?

---

How / it / connect to internet?

---

How / it / work ?

---

When / be / it / sell?

---

Have / new / functions?

---

When / be / sell?

---





## Reading

Complete the following report about frequent accidents people are facing now. Choose the best word for each space (12-16).

Psychologists called it "Ipod oblivion, divided attention and inattention blindness." These are all words that refer to a deficit of attention caused \_\_\_\_\_ (10) the use of earphones plugged into high tech devices such as Ipods, music players and cell phones. It happens when people \_\_\_\_\_ (12) on their earphones, plug \_\_\_\_\_ (13) into their ears and turn \_\_\_\_\_ (14) the volume while doing activities that demand their complete attention like driving, cycling and crossing streets. "Clearly this is causing not only ear problems but it's putting their lives at risk," says Jenny Perks, a police officer, who has witnessed this kind of accidents many times. People should know that earphones are \_\_\_\_\_ (15) to block all external sounds and that is what makes them dangerous to use if you're walking, cycling or driving. According to national and world reports, a high number of accidents involving pedestrians and drivers \_\_\_\_\_ (16) caused by the inappropriate use of electronic devices under such conditions.

Answers	0	A	B	C
	12	A	B	C
	13	A	B	C
	14	A	B	C
	15	A	B	C
	16	A	B	C

**Example:**

- |                  |             |           |
|------------------|-------------|-----------|
| 0. A. by         | B. on       | C. for    |
| 12. A. turn      | B. put      | C. take   |
| 13. A. it        | B. out      | C. them   |
| 14. A. down      | B. on       | C. up     |
| 15. A. designing | B. designed | C. design |
| 16. A. is        | B. have     | C. are    |

Choose the correct answer.

**Example:**

0. What kind of text is this?  
 A. a wiki  
 B. a news article  
 C. an anecdote

Answers	0	A	B	C
	17	A	B	C
	18	A	B	C
	19	A	B	C
	20	A	B	C

- |                           |  |
|---------------------------|--|
| 17. What is the problem ? | 19. Where does it happen?                |
| A. Attention deficit      | A. at home                               |
| B. Driving problems       | B. on streets                            |
| C. Ear problems           | C. at offices                            |
| 18. Who is involved?      | 20. Why does it happen? Because users... |
| A. police officers        | A. drink and drive at the same time      |
| B. high tech-users        | B. walk and text at the same time        |
| C. people in general      | C. use earphones inappropriately         |

## Writing

Look at these pictures of a campaign to promote the intelligent use of technology.

Then write a text giving recommendations to users to become smarter tech users.

- ▶ Give an introduction, recommendations and a conclusion.



---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

## Speaking

Candidate B

You're a tech-store owner. You're showing a prototype phone of the future.  
Answer the journalist's questions.

Use this information:

**Inventor:** Elizabeth Collin

**Energy:** Doesn't need to plug it in, it works with solar energy.

**Connectivity:** all social networks and websites 24/7

**How it will work:** people put it on their wrist and it will turn on automatically.

**Features:** connects to internet directly through a satellite

**New functions:** will give information about people's health.

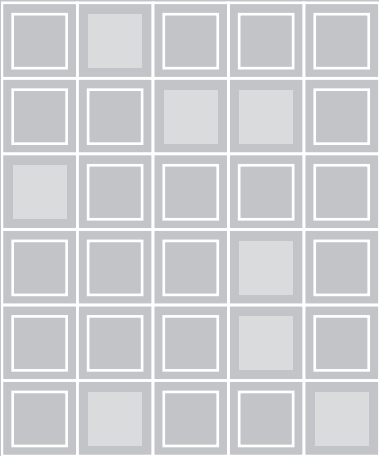
**Selling date:** year 2018



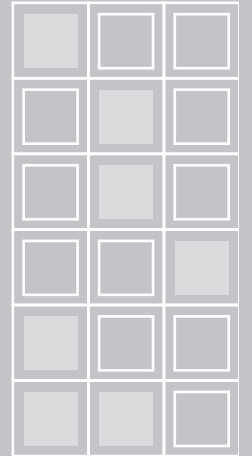




Bachillerato General Unificado



# ENGLISH



Level

**A2.2**  
WORKBOOK

**Norma**



**PRESIDENTE DE LA REPÚBLICA**  
Lenín Moreno Garcés

**MINISTRO DE EDUCACIÓN**  
Fander Falconí Benítez

**Viceministro de Educación**  
Álvaro Sáenz Andrade

**Viceministra de Gestión Educativa**  
Mónica Reinoso Paredes

**Subsecretaria de Fundamentos Educativos**  
Ruthy Intriago Armijos

**Subsecretaria de Administración Escolar**  
Mónica García Echeverría

**Directora Nacional de Currículo**  
María Cristina Espinosa Salas

**Director Nacional de Operaciones y Logística**  
Germán Lynch Álvarez

**English A2.2,  
Student's Book**

**Author**  
Mariluz Murcia Sierra

**Editor-in-Chief**  
Javier Andrés Tibaquirá Pinto

**Editors**  
Carlos Sanabria Páez,  
Miguel Ignacio Rodríguez

**Proofreader**  
Andrea Peña

**Consulting Reviewer**  
Randall Barfield

**Audio Producer**  
Juan Carlos Jaramillo

**Art Director**  
Gloria Esperanza Vásquez

**Designers**  
Leonardo Rivas, Alexandra Romero,  
Nohora Betancourt

**Illustrators**  
Carmelo Vergara, Luisa Uribe, Germán Gutiérrez,  
Nelson Hernández, John Joven, Andrés Prieto,  
andra González

**Photography**  
Shutterstock ®

© Grupo Editorial Norma SA  
Avenida Isaac Albéniz E3-154, Wolfgang Mozart  
Quito, Ecuador

ISBN: 978-9941-23-011-9  
Primera impresión: agosto 2016  
Quinta impresión: junio 2018  
Impreso por: Medios Públicos EP

© Ministerio de Educación del Ecuador, 2018  
Av. Amazonas N34-451 y Atahualpa  
Quito, Ecuador  
www.educacion.gob.ec

La reproducción parcial o total de esta publicación, en cualquier forma y por cualquier medio mecánico o electrónico, está permitida siempre y cuando sea autorizada por los editores y se cite correctamente la fuente.

DISTRIBUCIÓN GRATUITA - PROHIBIDA SU VENTA

MINISTERIO  
DE EDUCACIÓN



**Promovemos la conciencia ambiental en la comunidad educativa.**

Hemos impreso el 8% de ejemplares con certificado de responsabilidad ambiental.

#### ADVERTENCIA

Un objetivo manifiesto del Ministerio de Educación es combatir el sexismo y la discriminación de género en la sociedad ecuatoriana y promover, a través del sistema educativo, la equidad entre mujeres y hombres. Para alcanzar este objetivo, promovemos el uso de un lenguaje que no reproduzca esquemas sexistas, y de conformidad con esta práctica preferimos emplear en nuestros documentos oficiales palabras neutras, tales como las personas (en lugar de los hombres) o el profesorado (en lugar de los profesores), etc. Sólo en los casos en que tales expresiones no existan, se usará la forma masculina como genérica para hacer referencia tanto a las personas del sexo femenino como masculino. Esta práctica comunicativa, que es recomendada por la Real Academia Española en su Diccionario Panhispánico de Dudas, obedece a dos razones: (a) en español es posible <referirse a colectivos mixtos a través del género gramatical masculino>, y (b) es preferible aplicar <la ley lingüística de la economía expresiva> para así evitar el abultamiento gráfico y la consiguiente ilegibilidad que ocurriría en el caso de utilizar expresiones como las y los, os/as y otras fórmulas que buscan visibilizar la presencia de ambos sexos.





## 2018: The value of respect

---

The beginning of a new school year always gives us hope. All the children and adolescents get prepared, not only to study and learn, but also to meet their classmates. Sometimes we come across new faces in class, and that is a good sign, because we see that other students are joining our institution. This also means that it is a good opportunity to interact with people other than those we already knew and thus make new friends.

We know that the school is a good place to grow and share many positive things, and from time to time also to face problems. Being supportive and supporting those who need help is an advice we should follow at home, at school and in the community.

The new school year opens as an experience that challenges us and at the same time gratifies us. We are part of the educational community, teachers, parents, legal representatives and relatives. We are all responsible for accompanying them in the improvement of their education, in improving the quality of their knowledge and in the experience of studying and learning to grow as better human beings and citizens.

A new school year means a job dedicated to expanding positive relationships, which we call respect. No one can be left out of this everyday practice at school and in the community. This value of life is radically opposed to contempt and expulsion. If we want a fair education, in which we can all participate, Respect for others means accepting their own ways of being, their individual, social, physical and cultural characteristics; their way of thinking and appreciating the world; their customs and traditions; their skills and abilities. This is the best proposal that the Ministry of Education can make at the beginning of the new school year.

Respect for others means respect for each and every one of us. Respect does not accept any aggression, be it physical, psychological or sexual. It implies recognizing ourselves in the people around us. Teachers, students and partners, we are all human beings who have the same rights. That means the right to have our own point of view, the right to change our minds, to make mistakes, the right to create a world of our own in which to live.

This 2018 - year of respect - is inspired by the principles of zero tolerance to abuse and violence, to any type of discrimination. We promote gender equality (equality between men and women), social justice, solidarity, a culture of peace, coexistence between different cultures and traditions, and the care of the environment. All these are values that we must spread and live fully every day in the educational community.

This is a year to defend the rights of students with a lot of determination and commitment. Our program "More united, more protected" was created to prevent violence within the educational system. We see education as an integrated whole; we work to improve our environment with important curricular innovations such as the methodology of the land of children and young people of good living. The incorporation of ancestral knowledge to education, the development of the arts, good reading manners and an ambitious digital agenda are part of our proposal at the beginning of the new school year.

This is the integral action that we now promote, in which children and adolescents participate as a decisive force within the educational community. Let's continue walking with good step and with respect in this 2018.



**Fander Falconí**  
**Minister of Education**

# UNIT 1



# UNIT 2



# UNIT 3



## CLIL

- Personality Types and Attitudes
- Inspirational People

- Learning Experiences
- Cultural Literacy

- Mysteries
- Greek Myths
- Fairy Tales

## Goals

You will learn how to

- describe goals, obstacles, important decisions and achievements.
- describe inspirational people's lifestyles.
- describe a person's experiences.

You will learn how to

- ask and answer questions about experiences.
- describe the length of experiences.
- recommend cultural activities like reading and going to museums.

You will learn how to

- narrate stories and events in the past.
- convey attitudes related to the events of a story.
- describe imaginary situations.
- react to a story in different ways.

## Grammar

- Verb patterns in present, future and past
- Verbs related to processes
- Time Expressions

- Present Perfect tense in affirmative, negative and interrogative forms
- Since / For
- Yes / no-questions and wh-questions in the Present Perfect tense

- First and Second Conditional sentences
- Past Perfect tense

## Skills and Strategies

**Vocabulary:** using suffixes to create adjectives

**Grammar:** identifying the communicative function of grammar patterns

**Reading:** going over the text and pictures quickly to get a general sense of their content

**Writing:** using time expressions to sequence the organizational pattern of events

**Vocabulary:**

- associating verbs with their possible complement to remember new words
- identifying similar words in English and Spanish help you understand their meaning
- rephrasing an idea, with synonyms or different words

**Grammar:**

- using time lines to understand the difference between verb tenses
- paying attention to the time expressions when deciding what tense to use

**Reading:**

- identifying key words in a text to find the topic

**Writing:** using connectors to link similar nouns, to contrast two opposite ideas, and to add new information

**Vocabulary:** making adverbs from adjectives

**Reading:** using myths to explain the creation of natural phenomena

**Writing:**

- outlining the story and its principal elements
- using expressions to signal the transition of the events



UNIT 4



UNIT 5



UNIT 6



CLIL

- Types of Travelers
- Going Green
- Finding Your Way in a Campsite

- The Weather
- News
- Disasters

- Digital Lives
- Technology
- Tech Gadgets

Goals

- You will learn how to
- give and ask for directions and information in a polite way.
  - ask people if they agree with you.
  - give emphasis to descriptions and comparisons.

- You will learn how to
- tell and react to news.
  - describe natural disasters and extreme weather.
  - describe inventors, inventions, artists and artwork.

- You will learn how to
- describe Internet habits and wishes.
  - give instructions on how to use technology.
  - give opinions about technology.

Grammar

- Tag Questions
- Indirect Questions
- Placing Emphasis with *much* and *very*

- Passive Voice
- Yes / No-questions and wh-questions in the Passive Voice
- Past and Past Participle forms of verbs

- Wishes
- Phrasal Verbs

Skills and Strategies

**Vocabulary:**

- using pictures to discover missing words in texts
- inferring missing information by using visual and linguistic clues

**Reading:** checking the validity of opinions by looking for the reasons that support them

**Writing:** identifying what information to include depending on the purpose and audience of a brochure

**Vocabulary:** Associating words to help remember new vocabulary

**Grammar:** using **by** to mention the doer of the action when this extra information is important

**Reading:**

- identifying connectors to understand the author's thesis and arguments
- using the information provided and your background knowledge to infer and generalize about information which isn't clearly stated

**Writing:** following steps to help organize writing drafts

**Vocabulary:** creating a visual representation of prepositions to help remember their meaning

**Grammar:** visualizing phrasal verbs

**Reading:** paying attention to numbers, colors, size and labels to interpret a graph.

**Writing:**

- making observations, interviewing people and conducting surveys to get the facts of an ongoing investigation
- giving background information and explaining the purpose of the report in the introduction

# Review



## 1. Unscramble the questions from an interview with Johnny Depp.

- a. /you / were / you / what / a / like / were/ teenager /when /?  
What were you like when you were a teenager?
- b. you / a / student / good / school / were /at/?  
\_\_\_\_\_
- c. have / siblings / how / you / do / many /?  
\_\_\_\_\_
- d. the/you / ever / enjoyable / who/ have / played / been / has / character / most/?  
\_\_\_\_\_
- e. been / greatest / your / what / achievement /has /?  
\_\_\_\_\_
- f. actor / you / did / how / become /an/?  
\_\_\_\_\_

## 2. Read the answers and underline the correct form of the verbs. Then, match the questions from exercise 1 with the correct answer.

I wasn't / am not / weren't (a) a good student. I dropped out of school when I had / is / was (b) 13 years old. I wanted to join a rock band.

Well, I have been / has been / have be (g) nominated for 3 Oscar Awards and I win / won / wins (h) the Golden Globe once.

When I did live / was living / was live (c) in Los Angeles, my ex-wife met Nicolas Cage. He introduced me to a Hollywood agent. I begin / did begin / began (d) with small roles as a film extra. Then I took acting classes in Los Angeles.

I have two sisters and a brother. My older sister is a teacher. My younger sister work / working / works (i) with me. She's my personal assistant. My brother has helped / have helped / was helped (j) me in some movies.

The most enjoyable character I has / have / am (e) ever played was *Captain Jack Sparrow*. I had fun while I was working / working / work (f) on the three movies.

I was introverted. I didn't have / had / having (k) friends. I didn't like go out / going out / went out (l).

## 3. Now it is your turn to ask Johnny Depp questions. Write two for each topic.

- a. Famous people: Who do you admire? \_\_\_\_\_
- b. Hobbies: \_\_\_\_\_
- c. Family: \_\_\_\_\_
- d. Future goals: \_\_\_\_\_



4. Complete your profile.



I am...

a. \_\_\_\_\_ d. \_\_\_\_\_

b. \_\_\_\_\_ e. \_\_\_\_\_

c. \_\_\_\_\_ f. \_\_\_\_\_

I ... \_\_\_\_\_  
(a. name)

\_\_\_\_\_   
(b. age)

\_\_\_\_\_   
(c. place of birth)

I care about ...

a. \_\_\_\_\_

b. \_\_\_\_\_

c. \_\_\_\_\_



I like to...

a. \_\_\_\_\_

b. \_\_\_\_\_

c. \_\_\_\_\_

This year, I would like to...

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

5. Complete the statements with the superlative form of the adjectives in parentheses. Then, complete the sentences with information about yourself.

- a. The most interesting movie I have ever seen is \_\_\_\_\_. (interesting)
- b. My \_\_\_\_\_ friend's name is \_\_\_\_\_. (good)
- c. The \_\_\_\_\_ book I read was \_\_\_\_\_. (late)
- d. The \_\_\_\_\_ TV show I have ever seen is \_\_\_\_\_. (bad)
- e. The \_\_\_\_\_ person I know is \_\_\_\_\_. (friendly)
- f. The \_\_\_\_\_ problem I see in my country is \_\_\_\_\_. (big)
- g. The \_\_\_\_\_ place to visit in my country is \_\_\_\_\_. (spectacular)
- h. The \_\_\_\_\_ person in my city is \_\_\_\_\_. (important)
- i. The \_\_\_\_\_ activity in my neighborhood is \_\_\_\_\_. (popular)





# Teens of Today!

1. Unscramble the letters and label the pictures.

og-teretgs



a. go-getters

echt-daehs



c. tech-heads

nerdt - testers



b. trend-setters

teranu lervos



d. nature lovers

2. Use suffixes to complete the words below.

- a. tech-savv\_\_\_
- b. adventur\_\_\_
- c. eco-friend\_\_\_
- d. styl\_\_\_
- e. competit\_\_\_

3. Fill in the blanks with the words in exercises 1 and 2 to complete the descriptions below.

- a. Nature lovers have "save-nature" initiatives; they always invite people to use \_\_\_\_\_ products.
- b. \_\_\_\_\_ create and popularize their ideas, so they can make things look \_\_\_\_\_. They can be very artistic, thanks to their creativity.
- c. \_\_\_\_\_ are experts or fans of technology. As years go by, people are becoming more and more \_\_\_\_\_.
- d. \_\_\_\_\_ know what they want in life, so they are really \_\_\_\_\_ and have an appetite for risks. They are also very \_\_\_\_\_.

**Vocabulary Strategy**

Use suffixes to create adjectives.

4. Match the words in column A with the right suffix in column B. Then, choose the type of personality in column C.

A	B	C
a. ecolog	-er	<input type="checkbox"/> tech-head
b. fashion design	-or	<input type="checkbox"/> nature lover
c. manag	-ist	<input type="checkbox"/> go-getter
d. communicat		<input type="checkbox"/> trend-setter
e. web special		



5. Locate the verbs in the place that suits them best.

**Teens of today...**

a.

b.

c.

**Conclusion**

and  are always followed by gerunds.

can be followed by both gerunds and infinitives.

**Word Bank**

like  
enjoy  
be interested in

6. Circle the word that completes each sentence correctly.

- a. Trendy people are interested in **creating** – **to create** new styles and tendencies.
- b. Tom is a tech-savvy person, so he enjoys **to surf** – **surfing** the web.
- c. You will be a go-getter if you are interested in **to take** – **taking** risks.
- d. We like **having** – **to have** friends who care about the environment.
- e. I enjoy **to spend** – **spending** my free time hiking.

7. Put the words in order to make sentences.

- a. watching / TV fashion shows / sister / My / enjoys  
\_\_\_\_\_
- b. taking / Our teacher / of nature / interested in / care / is  
\_\_\_\_\_
- c. computer gadgets / like / I / buy / to  
\_\_\_\_\_
- d. Mom / having / things / control / likes / under  
\_\_\_\_\_
- e. adventurous / Nature lovers / sharing / experiences / enjoy  
\_\_\_\_\_



8. Describe your personality using the vocabulary studied.

I consider myself a(n) \_\_\_\_\_ (a) because I enjoy \_\_\_\_\_ (b).  
 I like \_\_\_\_\_ (c) and I am interested in \_\_\_\_\_ (d). In the future  
 I want to \_\_\_\_\_ (e).



## Lesson 2

# Great People Inspiring Teens!

### 1. Classify the verbs in the Word Bank.

Followed by gerunds  
or infinitives

*start*

Followed only by gerunds

Followed only by  
infinitives

### Word Bank

- keep
- want
- finish
- enjoy
- need
- start
- plan
- begin
- continue
- be going
- would like

### 2. Complete Lio's information using gerunds and infinitives.

I'm Lionel Andres Messi, but people called me Lio, "La Pulga." I'm an Argentinian soccer player. I started \_\_\_\_\_ (a. *play*) soccer when I was very little.

At the age of 11, I needed \_\_\_\_\_ (b. *move*) to Barcelona to treat a growth hormone deficiency I used to have.

I planned \_\_\_\_\_ (c. *train*) every day and kept \_\_\_\_\_ (d. *practice*) soccer. I began \_\_\_\_\_ (e. *play*) with the FC BARCELONA and made my official debut on November 16th, 2003. I was only 16.

In the future, I want \_\_\_\_\_ (f. *win*) as many titles as possible, and I will continue \_\_\_\_\_ (g. *work*) on my foundation: "La fundación Leo Messi." I'm going \_\_\_\_\_ (h. *try*) to make children's lives happier. I would like \_\_\_\_\_ (i. *support*) children to get an education, so they can have a chance in life.

I really enjoy \_\_\_\_\_ (j. *play*) soccer and \_\_\_\_\_ (k. *help*) children. There's nothing more satisfying than seeing a happy and smiling child.



### 3. There is a mistake in each sentence. Underline the mistake, correct it and rewrite the sentences.

- Lio really enjoys to help children. \_\_\_\_\_
- I wanted to being a biologist. \_\_\_\_\_
- You will probably are a pro soccer player. \_\_\_\_\_
- Lio Messi would like winning many titles. \_\_\_\_\_
- My sister wanted giving me her designs. \_\_\_\_\_



4. Write sentences that express the indicated function. Use the words in parentheses.



- (be/goalkeeper)  
- (become/famous soccer player)

a. *I'd like to be a great goalkeeper.*

b. \_\_\_\_\_  
\_\_\_\_\_

Express desire



- (score/a goal)  
- (win/the match)

c. \_\_\_\_\_

d. \_\_\_\_\_  
\_\_\_\_\_

Express necessity



- (train/every day)  
- (help/my team)

e. \_\_\_\_\_

f. \_\_\_\_\_  
\_\_\_\_\_

Express decision

**Grammar Strategy**

Identify the communicative function of grammar patterns.

5. Complete the questions and place them in the correct space. Use the Word Bank.

- What \_\_\_\_\_ your most important achievement?
- Who \_\_\_\_\_ you to become a martial arts practitioner?
- How \_\_\_\_\_ you get the leading role in the movie, *The Last Airbender*?
- What \_\_\_\_\_ you plan to do in the future?

**Reporter:** Welcome to the show. Today, Noah Ringer, film star and taekwondo black belt, is going to tell us about himself. \_\_\_\_\_?

**Noah:** Well, my taekwondo teacher advised me to send a DVD to Paramount pictures. It was a homemade video.

**Reporter:** \_\_\_\_\_?

**Noah:** My father inspired me to begin practicing taekwondo.

**Reporter:** \_\_\_\_\_?

**Noah:** Well, I achieved black belt category when I was 10 years old.

**Reporter:** \_\_\_\_\_?

**Noah:** I think I'll make a couple of movies and then I'm going to help other teens become great martial arts practitioners.

**Word Bank**

- did
- do
- inspired
- is

6. Answer these questions with personal information.

a. What do you enjoy doing?

\_\_\_\_\_

b. Who inspires you?

\_\_\_\_\_

c. What is your biggest achievement?

\_\_\_\_\_

d. What do you plan to do in the future?

\_\_\_\_\_



## Lesson 3

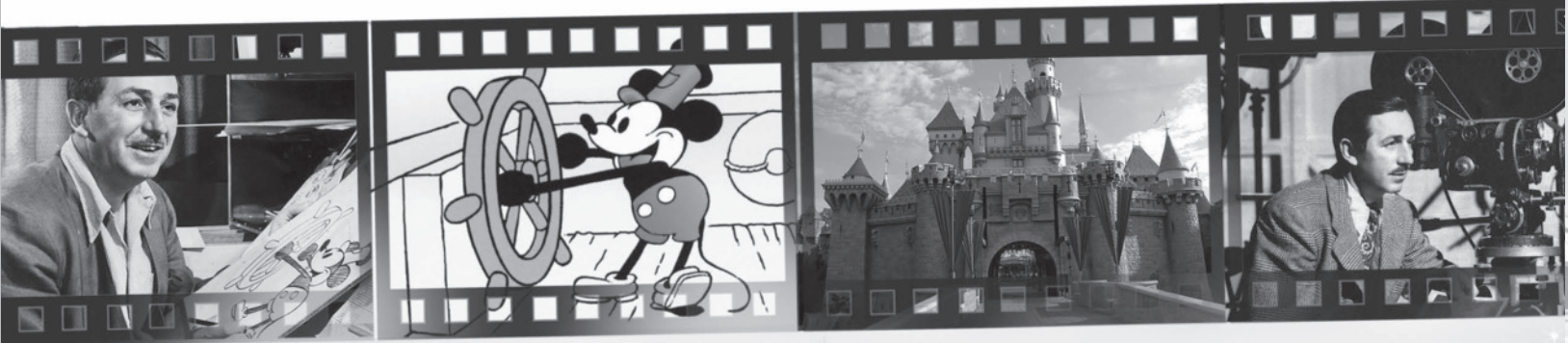
# The Creator and His Creation

### 1. Preview the text and answer these questions.

- a. What kind of text is this?
- a biography
- a story
- a profile
- b. What's the topic of the text?
- Mickey Mouse
- Walt Disney
- Disney Corporation

### Reading Strategy

Go over the text and pictures quickly to get a general sense of their content.



### 2. Read and label each paragraph. Use the Word Bank.

#### Word Bank

- The legend
- The artist
- The producer
- The achiever
- The innovator
- The entrepreneur

a.

Walt Disney is one of the most recognized icons of American popular culture for his influence and contribution to the development of the motion picture and the entertainment industry. His creations revolutionized movies and television, and inspired the theme park industry of today.

b.

He was born in Chicago, Illinois, on December 5th, 1901. As a child, Walt Disney lived on a farm in Missouri where he enjoyed **doodling**. He also made a lot of detailed drawings of animals and flowers. He took long distance cartoon classes and went to night school to study art. Back in Chicago, he studied art and photography at The Academy of Fine Arts. In his younger years, he worked at different jobs such as a cartoonist for a school newspaper and for small commercial art studios.

c.  *The producer*

At the beginning of 1920, *Alice in Wonderland* was Walt Disney's first production. It mixed a real actress interacting with animated characters. In 1922, he created his first animation company, Laugh-o-Gram. A few years later, the company went bankrupt but he did not give up. Instead, he decided to continue trying and went straight to the movie industry in Hollywood. Soon he **set up** a cartoon studio with his brother. They called it the Disney Brothers Studio.

d.

In the early 30's, a big success came with the creation of his most famous character, Mickey Mouse. Although Walt Disney created and drew many more characters, it was Mickey Mouse that **embodied** the unique vision and essence of his creator. Walt Disney used his voice for this character. In 1932, he received his first special Academy Award for the creation of Mickey Mouse.





e.   
 Following the success of animated cartoon shorts, the Disney studio expanded and incorporated new technology. It produced full-length films such as *Snow White*, *Pinocchio*, *Fantasy*, and *Bamby*. These were films that combined not only **pioneering** technological advancements, but also heartwarming stories that brought Walt worldwide recognition.

f.   
 In the following years, the studio also diversified into other media. Walt Disney created his own music division called, Disney Records, and consolidated his companies in the film industry. He did not stop there. He kept **envisioning** and developing new kinds of live entertainment: Theme Parks. In 1955, Disneyland opened. It was based on successful Disney characters and films. Later came Disney World, in Orlando Florida.

Walt Disney died on December 15th, 1966, but he left a heritage that keeps growing and evolving into new kinds of media and entertainment.



3. Go back to the text and identify the words in bold that match the following definitions.

- |   |                         |
|---|-------------------------|
| a. to introduce or use something new for the first time | 1. <input type="text"/> |
| b. to imagine an idea that might happen in the future   | 2. <input type="text"/> |
| c. to represent an idea or quality                      | 3. <input type="text"/> |
| d. to draw patterns and figures unconsciously           | 4. <input type="text"/> |
| e. to establish   | 5. <input type="text"/> |

4. Answer the following questions based on the text.

- a. Where and when was Walt Disney born?  
 \_\_\_\_\_
- b. What happened to his first animation company?  
 \_\_\_\_\_
- c. What brought him fame and recognition?  
 \_\_\_\_\_  
 \_\_\_\_\_
- d. Why was he an entrepreneur?  
 \_\_\_\_\_  
 \_\_\_\_\_
- e. What do you think of Walt Disney's creations?  
 \_\_\_\_\_  
 \_\_\_\_\_

1. Match the expressions to their meaning.

- |                |                          |                                   |
|----------------|--------------------------|-----------------------------------|
| a. As a child  | <input type="checkbox"/> | 1. At an unspecified later time   |
| b. Once        | <input type="checkbox"/> | 2. Before a certain point in time |
| c. By the time | <input type="checkbox"/> | 3. On one particular occasion     |
| d. Eventually  | <input type="checkbox"/> | 4. When I was a child             |

**Writing Strategy**

Use time expressions to sequence the organizational pattern of events.

2. Read and complete this excerpt from Walt Disney's autobiography. Use the timeline and the Word Bank.



- 1901 - Walt Disney was born in Chicago.
- 1910 - His family moved to Kansas City.
- 1917 - His family moved back to Chicago.
- 1920 - He started his career.
- 1924 - He opened his own animation company.

**Word Bank**

- By the time
- In those days
- Eventually
- When I was
- In 1910
- As a child
- Once

\_\_\_\_\_ (a), I lived on a farm in Missouri. I was interested in all kinds of animals. I used to sit under a big plum tree near my house just to watch the squirrels and other wild animals and to sketch them. \_\_\_\_\_ (b), my family decided to go to the city so we went to Kansas City. \_\_\_\_\_ *In those days* \_\_\_\_\_, I did not go to school. Instead, I took long distance art classes. \_\_\_\_\_ (c) 16, we went back to Chicago and I wanted to join the army, but I got rejected for being too young. Then, I decided to join the Red Cross and traveled to France where I drove an ambulance. \_\_\_\_\_ (d) I had nothing to do, so I sat inside the ambulance and I covered it with all my drawings. \_\_\_\_\_ (e) I was 19, I had decided to start my career as an advertising cartoonist. I began to experiment with different cartoons and stories. \_\_\_\_\_ (f), I opened my own animation studio.

3. Write a short autobiography. Use the expressions above to organize your ideas chronologically.

\_\_\_\_\_

(place / date of birth)

\_\_\_\_\_

\_\_\_\_\_

(significant people/moments/places in childhood)

\_\_\_\_\_

\_\_\_\_\_

(significant people/moments in elementary school)

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

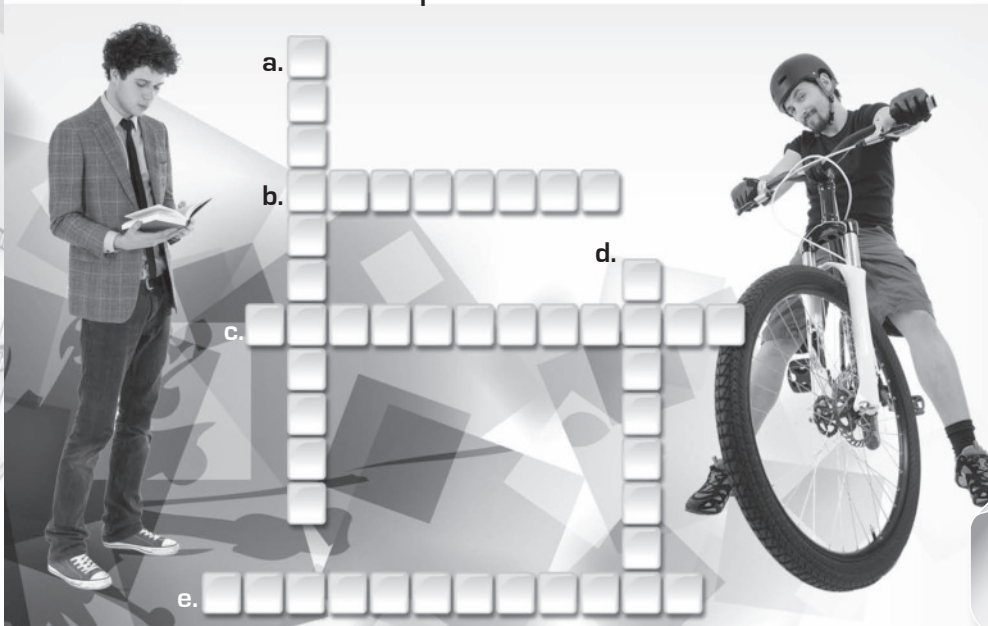




Lesson 4

# I Have the Knack!

1. Solve the crossword puzzle. Use the Word Bank.



**Clues**

**Down**  
 a. to have different ideas  
 d. to post something on facebook

**Across**  
 b. to be energetic  
 c. to have talent  
 e. to do something for excitement

**Word Bank**

- worlds apart
- live wire
- do it for kicks
- have the knack
- facebook

2. Complete the sentences using some of the idiomatic expressions.

- a. From Monday to Friday, Susan gets up at 5:30 AM, exercises for an hour, goes to school, works at a music store, does homework and watches TV. She is a \_\_\_\_\_.
- b. Bob and Jack are \_\_\_\_\_. Bob likes to play video games, surf the Internet and read a lot. On the contrary, Jack enjoys playing basketball in the park, hanging out with his friends, and going to the movies.
- c. Paul is good at math. He does difficult calculations really fast. He solves complex trigonometry problems easily. In physics, he remembers lots of the principles and equations. He \_\_\_\_\_ for numbers.

3. Use the idioms above to complete the conversation.



**Lila:** I heard your brother is coming to see you.  
**Pat:** Yes, he is.  
**Lila:** Do you have a lot in common?  
**Pat:** Not really! On the contrary, we're \_\_\_\_\_ (a).  
**Lila:** What do you mean?  
**Pat:** I mean, he's a very talented musician. He \_\_\_\_\_ (b), and I'm not musical at all.  
**Lila:** Do you spend time together?  
**Pat:** Actually, we don't. In his free time he prefers to \_\_\_\_\_ (c) pictures and videos of his presentations on the web.  
**Lila:** Well, why don't we invite him to our party? I heard he's a \_\_\_\_\_ (d).  
**Pat:** Yes, he's very enthusiastic and energetic. But I don't know...  
**Lila:** Come on! Let's \_\_\_\_\_ (e).





# What Have You Done Lately?

1. Match the verbs with their complements.

- |                |                                |                     |
|----------------|--------------------------------|---------------------|
| a. travel      | <input type="text" value="c"/> | 1. in a contest     |
| b. take up     | <input type="text"/>           | 2. class            |
| c. participate | <input type="text"/>           | 3. a sport or hobby |
| d. attend      | <input type="text"/>           | 4. abroad           |

**Vocabulary Strategy**

Associate verbs with their possible complement to remember new words.

2. Read the clues and complete the crossword puzzle. Use the verbs above.

**Clues**

**Down**

a. to go to an event.

**Across**

b. to take part in an event.

c. to go on a trip out of the country.

d. to start practicing a sport or hobby.



3. Complete the sentences with the Simple Past or the Present Perfect form of the verbs from the exercises above. Then, match each sentence with its explanation.

- a. Jenny is now 15 years old. When she was 5, she  ballet. Since then, she's dedicated a lot of her free time to her passion, dancing.
- b. She  in several dance competitions.
- c. She  to represent her city in important contests three times.
- d. She's been busy with trips and presentations, so she (not)  class lately.

- She's not attending class. She's been absent for several days.
- It's been ten years since she started to practice ballet.
- She has been in different countries three times.
- It's not the first time she's participating in a dance competition.





4. Complete the conversation between Ann and Bob with the correct form of the Present Perfect tense.

Ann: Where have you been (be) lately? I                      (a. call) you many times and you haven't answered (not answer).

Ann:                      you                      (d. talk) to Diego, I                      (e. not be able to) reach him.

Bob: I lost my cell phone. Didn't you know? I                      (b. be) without my phone since last week.

Bob:                      you                     ? (f. not hear) He                                           (g. be) abroad with his father since March. He had to attend a meeting in San Francisco and they went together.

Ann: Oh, gosh! That's terrible.

Ann: He's in San Francisco? That's awesome!

Bob: Well, actually, it                      (c. not be) so bad. It's good to take a break.

Bob: Yeah!

5. Look at Matt's agenda. Complete the questions and answer them. Use *since* and *for*.

Activity	Jan.	Feb.	Mar.	Apr.	May.
E.g. play tennis	✓	✓	✓	✓	✓
a. be abroad					
b. attend a music workshop					
c. study Italian					

**Grammar Strategy**

Use time lines to help understand the difference in verb tenses.

E.g. *How long has he played tennis?*

*He has played tennis since January or He has played tennis for five months.*

a. How long \_\_\_\_\_?

or \_\_\_\_\_.

b. How long \_\_\_\_\_?

or \_\_\_\_\_.

c. How long \_\_\_\_\_?

or \_\_\_\_\_.

6. Here are some questions you need to answer to become a member of a high school cultural festival. Unscramble the questions. Then, answer them based on your experience.

a. in / have / been / long / school / you / How / high?  
 \_\_\_\_\_?

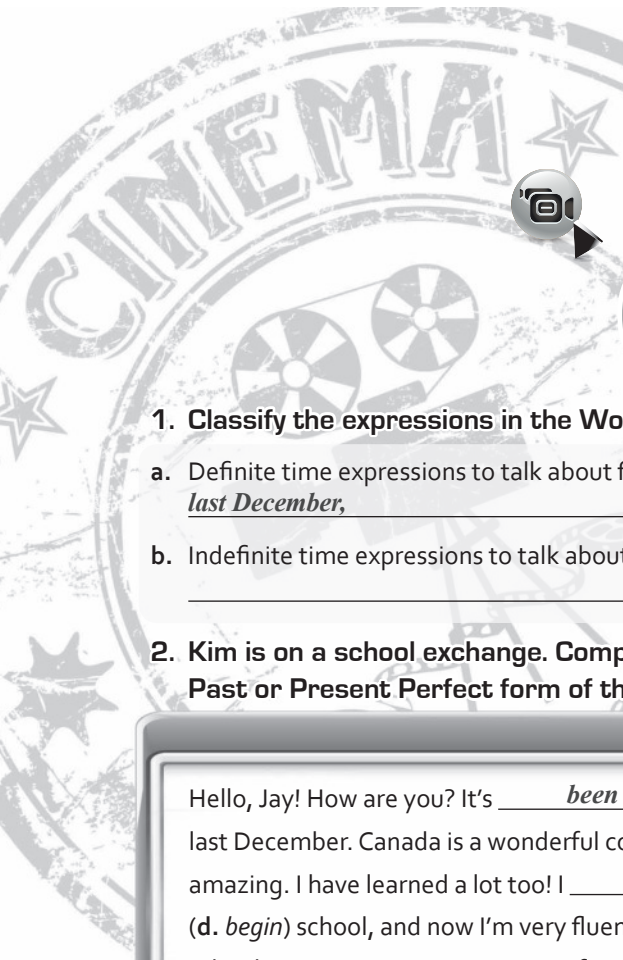
b. festival / before / participated / you / in / Have / cultural / a?  
 \_\_\_\_\_?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



## Lesson 2

# Cultural Literacy for Everyone!

1. Classify the expressions in the Word Bank according to the two categories.

a. Definite time expressions to talk about finished actions:

last December,

b. Indefinite time expressions to talk about unfinished or repeated actions:

\_\_\_\_\_

2. Kim is on a school exchange. Complete her e-mail with the Simple Past or Present Perfect form of the verbs in parentheses.

### Word Bank

- recently
- last December
- since February
- four months ago
- lately
- when I began school
- before
- last Christmas

Hello, Jay! How are you? It's been (be) a wonderful year abroad. I \_\_\_\_\_ (a. arrive) in Quebec last December. Canada is a wonderful country. Four months ago, I \_\_\_\_\_ (b. go) to Niagara Falls. It was amazing. I have learned a lot too! I \_\_\_\_\_ (c. attend) French class since February when I \_\_\_\_\_ (d. begin) school, and now I'm very fluent. I also \_\_\_\_\_ (e. take up) basketball last January. Now I'm in the school team. We \_\_\_\_\_ (f. win) 5 matches since the championship started. Lately, it \_\_\_\_\_ (g. be) wonderful. I have traveled with the team to many cities here in Canada. What about you? I \_\_\_\_\_ (h. not hear) from you recently. What \_\_\_\_\_ you \_\_\_\_\_ (i. do) last Christmas? Love, Kim.

SEND

REPLY

**Grammar Strategy** Pay attention to the time expressions when deciding what tense to use.

3. Ben's a movie club director. Identify the question he asks Sue. Use the Questions Box.

### Questions Box

- How many times have you seen it?
- Have you read it?
- What movies have you seen recently?
- What's it about?

**Ben:** So you want to participate in the movie club?

**Sue:** Yeah, I've always loved movies.

**Ben:** What movies have you seen recently ?

**Sue:** I saw "The Red Rose" last Friday. It's wonderful.

**Ben:** Really? \_\_\_\_\_ ? (a)

**Sue:** It's about a musician's life.

**Ben:** I think that movie is based on a book.

\_\_\_\_\_ ? (b)

**Sue:** Well, not really! But I've seen the movie many times.

**Ben:** Wow! \_\_\_\_\_ ? (c)

**Sue:** I've seen it three times.

**Ben:** Well, you must love it.

4. Ben asks you these questions to make you part of his club.

a. What book have you read recently? \_\_\_\_\_ .

b. What was it about? \_\_\_\_\_ .

c. Have you seen a good movie lately? \_\_\_\_\_ .

d. What's it about? \_\_\_\_\_ .



5. Read the Cultural Test. Then, label each answer with the question letter.

Adam

- a. Yes, two months ago I took up origami, but I've lost interest.
- b. I've eaten food from other countries once or twice.
- c. I participated in a theater play a long time ago.
- d. I've been once. I went to an art exhibit when I was a child.



Jonathan

- a. Not really! I only like soccer.
- b. No, I don't like to participate in those activities.
- c. I've never been to a place like that.
- d. I've always eaten local food.



Claire

- a. I'm taking karate. It's been a great experience.
- b. I've taken part in some events. Last month I participated in a dance contest.
- c. I love going to museums whenever time I can.
- d. I've eaten a lot of different types of food.



**How culturally literate are you?**  
Take this test to find out!

- a. How many times have you been to a museum?
- b. Have you participated in any cultural event like traditional dance contests or theater plays?
- c. Have you taken up any new hobby or sport lately?
- d. Have you eaten food from other countries or regions?

6. Circle the correct form of the verbs to give these teens some suggestions.

Jonathan:

You need **to open up / opening up** (a) to new possibilities. Learn **to appreciate / appreciating** (b) culture and knowledge. Start **going / to go** (c) museums and concerts. Consider **to read / reading** (d) more. It will help you open up your mind.

Claire:

Congrats! You enjoy **experiencing / to experience** (e) culture. You're not afraid of the unknown. You dare **to be / being** (f) a global citizen. You want **to learn / learning** (g) new things! We suggest **sharing / to share** (h) your experiences with others.

Adam:

You've had some good experiences. Dare **to experiencing / to experience** (i) new things. Don't avoid **going out / to go out**. (j) You'll learn great things. Be sure **to discover / discovering** (k) new ways to learn.

7. Read the comments some teens say in their study group, and give them some suggestions.



I'm traveling abroad. I'd like some advice! I'm a little nervous.

You need \_\_\_\_\_  
\_\_\_\_\_



When I meet new people I feel shy because I don't know what to say.

Learn \_\_\_\_\_  
\_\_\_\_\_



My teacher says I should read more, but books are boring.

Be sure \_\_\_\_\_  
\_\_\_\_\_





## Lesson 3

## Reading to Choose!

1. Scan the two texts and choose a heading for each review.

## Headings Box

- Movie Review
- Book Review
- Website Review
- Video Game Review

2. Read the reviews and underline the key idea.

1 Are you tired of trying to find the right book for you? Just like when you buy new  
2 clothes, and you try them on; wouldn't it be **convenient** to make sure you like  
3 a book before buying it? You can do this on *Readingfun.com*. You'll enjoy using  
4 this practical and **innovative** website with plenty of services. Unlike other online  
5 bookstores, you can browse the first pages of a book in the website's book list.  
6 Book lovers will get familiar with literature by reading book reviews written by  
7 experts. In addition, you can find a large number of e-books in diverse formats. For  
8 members, there is a big discount on all books. I think this website is very **useful**  
9 because it offers the possibility to preview and get familiar with a book before  
10 buying it. I highly recommend it!



Stop and think. Which of the sentences below best expresses the key idea?

- a. The author thinks it's better to read reviews and not the complete books.
- b. The author thinks it's better to know something about a books and its author before buying it.
- c. The author thinks it's better to read a book online.

1 In my opinion, *Wall-E* is an **inspiring** animated production that **captivates** children,  
2 as well as adults, through a wonderful story told in an **unusual** way. It's the story  
3 of two robots that keep humans' hope of returning to their homeland alive. Unlike  
4 other Pixar productions, it has long silent scenes and cultural references that might  
5 not be **suitable** for some kids. Still, the story manages to touch most viewers  
6 as it is very clever, and fun. In addition, it brings up a very important ecological  
7 message. I strongly recommend it!



Stop and think. Which of the sentences below best expresses the key idea?

- a. The author thinks this movie has an interesting message for very young children.
- b. The author thinks this movie is unusual and captivating.
- c. The author thinks this movie is inspiring because it contains a beautiful ecological message.

## Reading Strategy

To find the topic, pass your eyes quickly over the text and identify key words.

## Reading Strategy

The key idea in a review is the main point usually stated as an opinion.





3. There are five features that characterize a review. Identify the lines where you find them.

Characteristics	<input type="text"/> Review	<input type="text"/> Review
a. Differences with other products	Lines <input type="text"/>	Lines <input type="text"/>
b. An opinion about the product	Lines <input type="text"/>	Lines <input type="text"/>
c. Rephrasing opinion	Lines <input type="text"/>	Lines <input type="text"/>
d. Description of the product's characteristics	Lines <input type="text"/>	Lines <input type="text"/>
e. Introducing the topic	Lines <input type="text"/>	Lines <input type="text"/>

4. Go back to the reviews and match the word with the definition.

- |   |                          |               |
|---|--------------------------|---------------|
| a. a better, different or new way of doing things | <input type="checkbox"/> | 1. captivate  |
| b. better, helpful                                | <input type="checkbox"/> | 2. innovative |
| c. helpful and practical                          | <input type="checkbox"/> | 3. useful     |
| d. a feeling of excitement about doing something  | <input type="checkbox"/> | 4. inspiring  |
| e. to attract and be interesting                  | <input type="checkbox"/> | 5. convenient |
| f. the right qualities for a particular purpose   | <input type="checkbox"/> | 6. unusual    |
| g. strange and exceptional                        | <input type="checkbox"/> | 7. suitable   |

**Vocabulary Strategy**

Identifying similar words in English and Spanish help you to get their meaning.

5. Restate the following opinions using the synonyms or definitions from exercise 4.

Eg. You'll enjoy using this **innovative** website with plenty of **useful** services.  
 The website offers a lot of different, new and practical services you'll love.

a. Wouldn't it be **convenient** to make sure you like a book before buying it?

---



---



---

b. Wall-E might not be **suitable** for some kids.

---



---



---

c. I highly recommend this movie because it's **inspiring** and very clever.

---



---



---

**Vocabulary Strategy**

When you rephrase an idea, you express the idea with synonyms or different words.



1. Read this chart and complete the review with the appropriate connector.

SKYUP is a fresh social network with a useful cultural schedule where you can connect with friends, family and people around the world. \_\_\_\_\_ (a) most social networks, you can upload photos and videos, chat, post comments and make video calls. It *also* \_\_\_\_\_ (b) customizes your profile with a great look. \_\_\_\_\_ (c), SKYUP has security settings to protect your information. \_\_\_\_\_ (d) many social networks, SKYUP is unique because it is educational and advertisement free. You can have access to your own educational feeds. I recommend it as it has limitless possibilities for you to keep in touch and manage your cultural agenda.

**Word Bank**

- like
- unlike
- also
- in addition

**Writing Strategy**

- To connect similar ideas and nouns, use **like** or **and**.
- To contrast two opposing ideas use **unlike**.
- To add new information use **also** or **in addition**.

2. You're writing a review for the school magazine. Plan your review. Follow the steps.

a. Choose a topic: an event or product you recommend (use your background knowledge)

\_\_\_\_\_

b. Write your key idea.

\_\_\_\_\_

c. Support the idea: give a description or mention some characteristics of your product or event.

\_\_\_\_\_

d. Compare and find similarities with or differences from other products or events of the same kind.

\_\_\_\_\_

e. Rephrase the main idea in a conclusion.

\_\_\_\_\_

3. Based on the steps, write your review.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_





## Lesson 4

## In the Same Boat

## Word Bank

- turner
- rain
- hit
- boat

1. Complete the colloquial expressions with the correct word. Then, match them with their definition.

- |                            |                          |   |
|----------------------------|--------------------------|---|
| a. to be in the same _____ | <input type="checkbox"/> | 1. to be a very exciting book             |
| b. to _____ the books      | <input type="checkbox"/> | 2. to reschedule an invitation or plan    |
| c. to take a _____ check   | <input type="checkbox"/> | 3. to study hard                          |
| d. to be a real page _____ | <input type="checkbox"/> | 4. to be in the same unpleasant situation |

2. Circle the correct idiom in each conversation.

## Conversation 1

**Mom:** Stop playing now. It's raining.

**Kid:** But mom, we are having so much fun.

**Mom:** Yeah, but don't you have to **take a rain check / hit the books?** (a)

**Kid:** Ok mom, you are right.

## Conversation 2

**Ann:** Why don't we go and see a movie?

**Ben:** I haven't seen the new Pixar movie. They say it's awesome, but I don't have money.

**Ann:** I haven't either. **We're in the same boat. / It's a real page turner.** (b)

## Conversation 3

**Ben:** Let's go.

**Kim:** There's a new cafe on Bleeker Street. Let's try it.

**Jessie:** Yeah, the atmosphere is great.

**Alexis:** I'd love to go, but not now. **I'll take a rain check. / I'll hit the books.** (c) I'm reading a book and I haven't finished. I have an exam tomorrow.

**Jessie:** Poor thing! What's it about?

**Alexis:** Well, it's about the influence of music on our society. Actually, **it's a real page turner. / it's a rain check.** (d) I love it.

3. Read the conversations. Cross out the mistakes and correct if necessary.

a. **Kim:** This is a <sup>wonderful</sup> ~~boring~~ book.

**Alexis:** Yeah I know! It's real page turner.

b. **Kid:** I don't need to hit books if I want to pass the exam.

**Mom:** Yeah! Do it.

c. **Jessie:** John invited me to go to the soccer game with him.

**Kim:** Did you accept?

**Jessie:** Yes, I had to take a rain check. I have to attend my reading club.

d. **Ann:** Have you been to the new library?

**Ben:** No I haven't. I've been too busy. I have had too much work.

**Ann:** We're not in the same boat. I also have almost no free time.



# Mysteries

1. Write the adverbs for the corresponding adjective in the chart below.

### Vocabulary Strategy

- Make adverbs from adjectives
- add "ly" at the end of an adjective.
  - If the adjective finishes in "y", replace it with an "i" and add "ly".

#### Adjective

- lucky
- surprising
- a. mysterious
- b. angry
- c. quick
- d. suspicious

#### Adverb

- luckily
- surprisingly
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

2. Read the comic. Then, look at Raj's face and write the correct adverb. Use the words above.

### The Impostor

It all happened one night when Raj arrived home late.  
\_\_\_\_\_ (a), someone had eaten his dinner.



\_\_\_\_\_ (b), he went upstairs and noticed that someone had been in his room.



\_\_\_\_\_ (c), he ran to ask his mother about these unusual things. What she told him was very, very strange.



\_\_\_\_\_ (d), he went back to his bedroom and began to look for the person who had done all those things. He thought that it must have been an impostor.



The next day, when he arrived at school, his class had already finished. \_\_\_\_\_ (e), someone had already taken an exam for him. It wasn't him.



Raj felt really scared. \_\_\_\_\_ (f), his best friend, Carl, knew exactly what was happening.



To be continued





### Grammar Strategy

The Past Perfect shows the action in past that happened first.

### 3. Look at Raj's bedroom. Complete the sentences using the Past Perfect.

By the time Raj went to his bedroom, someone had signed into his e-mail account. Someone \_\_\_\_\_ (a. *check*) his chemistry files. Someone \_\_\_\_\_ (b. *play*) his guitar. Someone \_\_\_\_\_ (c. *call*) his friends. Someone \_\_\_\_\_ (d. *leave*) the room through the window. Luckily, that person \_\_\_\_\_ (e. *not / wear*) his pajamas.

### 4. The comic continues... Complete it with the Simple Past or Past Perfect tense.

Raj showed (*show*) his friend Carl what had happened (*happen*) in his bedroom. Carl was worried about him, so he \_\_\_\_\_ (a. *explain*) to Raj that some days ago, at the chemistry lab, he \_\_\_\_\_ (b. *fall*) down and \_\_\_\_\_ (c. *hit*) his head badly. Raj immediately remembered the incident, but he also \_\_\_\_\_ (d. *remember*) that something strange \_\_\_\_\_ (e. *happen*) before to him. A strange guy \_\_\_\_\_ (f. *follow*) him. Raj \_\_\_\_\_ (g. *realized*) he \_\_\_\_\_ (h. *not fall*); down as he remembered someone \_\_\_\_\_ (i. *hit*) him from behind. Suddenly, everything was clear to Raj. Before the incident \_\_\_\_\_ (j. *happen*), he \_\_\_\_\_ (k. *create*) a formula to become invisible. Unfortunately, someone was trying to steal it. Raj ran to his computer and searched for his files. There was no record of his experiment. Mysteriously, all ran files were gone. The impostor \_\_\_\_\_ already \_\_\_\_\_ (l. *take*) them.

### 5. Complete the narration. Use the Word Bank.

**Ash:** Hey Beth! Listen to this story my chemistry teacher told me.

**Beth:** \_\_\_\_\_ (a).

**Ash:** Once, a student was working on a formula at the chemistry lab. After he had completed it, strange things happened to him.

**Beth:** \_\_\_\_\_ (b) What happened?

**Ash:** Well, he began to forget the things he had done. Instead he thought there was an impostor doing all his things.

**Beth:** Really? What happened after that?

**Ash:** He went crazy and had to go to a mental hospital. That is why the lab had to close.

**Beth:** \_\_\_\_\_ (c). It's just an urban legend people tell.

**Ash:** Maybe it is...

### Word Bank

- I don't buy it.
- Sounds creepy!
- I'm all ears.

## Lesson 2

# Fantasy

1. Find these words in the word puzzle.

### Word Bank

castle	knight
dragon	miller
elf	<del>prince</del>
fairy	princess
giant	sausage
gnome	straw
gold	woodcutter

F A I D G D R A G O N P K  
 G A P R I N C E S S M R N  
 O L I T V A O Z L U K I I  
 L M O R S S I M M F T N G  
 D D G A Y A P O E U I C H  
 W O O D C U T T E R A E T  
 D N I R P S B K D L H A T  
 J I S T R A W L F T F I L  
 M I L L Y G I A N T Y K I  
 C A S T L E M I L L E R O

2. Complete the story with some of the words above. Use the words in bold as clues.

### The Prince and his Quest

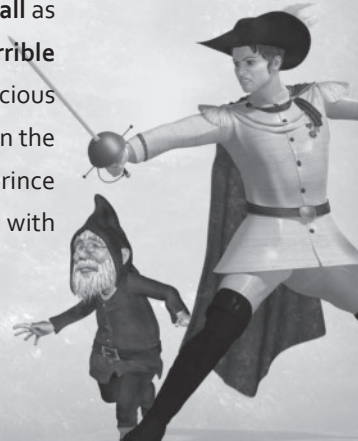
Once upon a time, there was a prince who lived in a big, old \_\_\_\_\_  
 (a). One night, the prince felt really sad, so he thought: "If I had a princess, I'd be a happy prince."

The next day, he decided to start a romantic quest. On the road, he found three different **men**, a \_\_\_\_\_ (b), with his **ax** in his hand, a \_\_\_\_\_ (c) in a **shining armor**, and a \_\_\_\_\_ (d) by his **mill**. The prince asked each one about a place to find a princess but he always got the same reply from them: "If I knew that, I'd tell you. But I don't so I won't."

One morning, the prince saw a \_\_\_\_\_ (e) counting all his **golden coins**. He told the prince, "If I told you where she lives, what would you give me?"

The prince offered him something he can turn **into gold**. "If you tell me, I'll give you a **some** \_\_\_\_\_." (f) The gnome did not like the offer so he left hurriedly. The prince continued walking. In the afternoon, he came to a beautiful tree and he said to himself, "If I found a **beautiful** \_\_\_\_\_ (g) it would surely tell me where to find the princess."

Instead, an \_\_\_\_\_ (h) with **pointed ears** appeared and told him about a girl who was a prisoner in the cave of a \_\_\_\_\_ (i) as **tall** as a mountain. Quickly, the prince went to the cave. On his way, he found a **terrible winged creature**. It was a \_\_\_\_\_ (j). The prince gave it a delicious \_\_\_\_\_ (k), and they became friends. The dragon was taller than the giant. With its size and the prince's abilities, they rescued the princess. The prince and the princess met and went back to the castle to live happily ever after with their big pet!





3. Based on the story, match the condition with its result.

- a. If the prince had a princess,
- b. If the dragon didn't like the sausage,
- c. If the prince gave money to the gnome,
- d. If the woodcutter knew where to find the princess,
- e. If the giant weren't so tall,

- \_\_\_\_\_ 1. he'd tell the prince about it.
- \_\_\_\_\_ 2. it'd be easy to rescue the princess
- a   3. he wouldn't be so sad.
- \_\_\_\_\_ 4. he'd help him find the princess.
- \_\_\_\_\_ 5. he wouldn't be friendly.

4. Unscramble the words to write conditionals about famous fairy tale stories.

- a. elves/ if / were/ we / tiny/ live/ in/ we'd /tree/ a

If we were elves, we'd live in a tiny tree.

- b. dragon /If/ my/ brother/ had /a/ as/ a/ mom /wouldn't/ like/ my /pet / it

\_\_\_\_\_

- c. If / were/ a/ knight/ he'd /kingdom/have/ to/ defend/ the /king/ his

\_\_\_\_\_

- d. If /I/ fairy/ a / in/ I'd /my/ ask/ saw /her /garden/ to /me /a / wish/ grant

\_\_\_\_\_

- e. had /If/ I/ turn/ powers/ I'd /magical/ straw /gold/ into

\_\_\_\_\_

**Grammar Strategy**

**Notice:**

If I saw a fairy, I'd be surprised.

Or

I'd be surprised if I saw a fairy.

5. Look at the pictures and complete the conditionals with your ideas.



If I *were (be)* a prince or a princess, **I would live (live)** in a castle. If I **lived (live)** in a castle, **I'd have (have)** a big yard. If I **had (have)** a big yard, **I'd plant (plant)** a magic tree. If I **planted (plant)** a magic tree, I \_\_\_\_\_ (a. climb) to the sky. If I climbed to the sky, I \_\_\_\_\_  
If \_\_\_\_\_

If my pet \_\_\_\_\_ (b. be) a dragon, we \_\_\_\_\_ (c. fly) to school. If we \_\_\_\_\_ (d. fly) to school, we \_\_\_\_\_ (e. have) a lot of friends. If we \_\_\_\_\_ (f. have) a lot of friends, we \_\_\_\_\_

If \_\_\_\_\_  
If \_\_\_\_\_







## Lesson 3

# Stories of all Kinds

### 1. Preview the text and match the gods to their powers. Check after reading.

- |            |       |   |
|------------|-------|---|
| a. Demeter | _____ | 1. the god of love                                |
| b. Eros    | _____ | 2. the god of the underworld, where the dead live |
| c. Hades   | _____ | 3. the messenger of the gods                      |
| d. Hermes  | _____ | 4. the king of the gods and god of the sky        |
| e. Zeus    | _____ | 5. the goddess of harvest and fertility           |

### Reading Strategy

A myth explains the creation of a natural phenomenon.

### 2. Read the myth.

#### The Rescue of Persephone

Long ago, in the mountainous island of Sicily, there lived a goddess called Demeter, the goddess of **harvest** and fertility. She allowed people to collect fruits, vegetables, and animals to eat. She and her beautiful daughter, Persephone, lived happily, but one day this changed.

It all started when Hades, the god of the underworld, wandered into Persephone's garden. All of a sudden, he was shot by an arrow sent by Eros, the god of love, who made him fall in love with Persephone. Sometime later, when this girl was picking some flowers, she magically **vanished** from the earth. Zeus, the king of gods, witnessed everything.

Demeter looked for her daughter angrily and worriedly, but she could not find her. She felt so sad that she stopped **blessing** the earth. Plants stopped growing, seeds didn't sprout, so animals died.

Soon, Zeus realized the terrible consequences of these happenings. So, he told Demeter that Hades had **kidnapped** Persephone and had taken her as a prisoner in his **realm**. Zeus asked Hermes, the messenger of the gods, to look for Persephone in the underworld. But, Zeus warned Demeter, "I can only bring her back if she has not eaten any food from the underworld."

Meanwhile, Persephone was tempted to eat some fruits, but she knew she couldn't, "If I eat them, I will never get out of this place." She thought. Unfortunately, the underworld gardener tricked her, "It won't do you any harm to smell their fragrance." She thought. Persephone took the fruits. They reminded her of the outside world, so she ate them thoughtlessly. Sadly, by the time Hermes arrived, Persephone had already eaten the fruits. "She cannot leave, she just ate some fruits, now she's my wife," said Hades to Hermes.

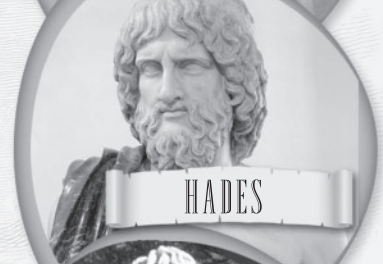
When Demeter found out about her daughter's **fate**, she begged Zeus to change her terrible destiny. "If you don't help her, I won't fertilize the soil anymore and all people will die." Zeus, almighty, decided that Persephone could stay with her mother for two-thirds of the year. She had to stay with her husband in the underworld for the other third.

In the end, Demeter accepted the conditions. Every time Persephone came out of the underworld, the warm touch of Demeter was felt all over the earth for eight months. Seeds grew and blossomed. Once Persephone had to go back to the underworld to stay with her husband, for the next 4 months, Demeter's sadness made the earth sterile. This happened year after year.

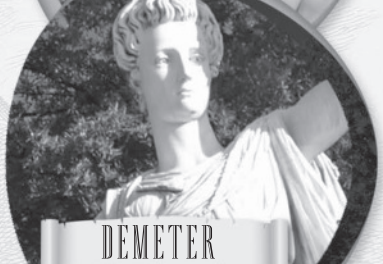
PERSEPHONE



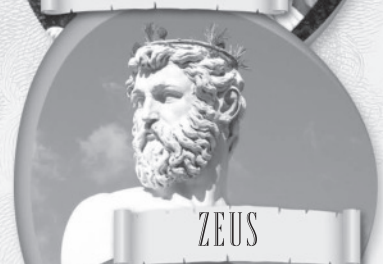
HADES



DEMETER



ZEUS



EROS





**3. Read again. Identify the characters, the settings, the conflict and the resolution of the myth.**

a. Characters

*Persephone,*

\_\_\_\_\_

b. Settings

*The island of Sicily.*

\_\_\_\_\_

\_\_\_\_\_

c. Conflict

*Persephone vanishes from the earth.*

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

d. Resolution

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**4. Go back to the reading and match the words with the definitions. Use context clues.**

- |            |              |  |
|------------|--------------|--|
| a. bless   | _____        | 1. a kingdom                               |
| b. fate    | _____        | 2. part of a plant that produces a new one |
| c. harvest | _____        | 3. to take and keep someone illegally      |
| d. kidnap  | _____        | 4. destiny                                 |
| e. realm   | _____        | 5. to disappear                            |
| f. vanish  | _____        | 6. process of collecting food crops        |
| g. seed    | <u>  a  </u> | 7. to provide something good or desirable  |
| h. sprout  | _____        | 8. to grow                                 |

**5. Answer these questions.**

a. Why couldn't Demeter find Persephone when she went around the world looking for her?

\_\_\_\_\_

b. What would the consequences be if plants stopped growing and seeds didn't sprout?

\_\_\_\_\_

c. What natural phenomenon does this myth explain? Why?

\_\_\_\_\_

1. Write your own story. Outline the following aspects.

<p><b>Main characters</b></p> <p>_____</p> <p>_____</p> <p>_____</p>	<p><b>Conflict</b></p> <p>_____</p> <p>_____</p> <p>_____</p>
<p><b>Secondary characters</b></p> <p>_____</p> <p>_____</p> <p>_____</p>	<p><b>Resolution</b></p> <p>_____</p> <p>_____</p> <p>_____</p>

2. Go back to the story "The Rescue of Persephone" and find expressions to complete the chart.

Expressions		
to begin a story	to introduce the main events	to indicate the ending
Once upon a time	Suddenly	Finally
Initially, _____	Unfortunately _____	Eventually
_____	_____	_____
_____	_____	_____
_____	_____	_____

**Writing Strategy**

Outline the story and its principal elements. Use expressions to signal the transition of the events.

3. Write your story. Use the expressions from the exercise above.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_





▶ Lesson 4

# He Gives Me the Creeps

1. Label the pictures with the colloquial expressions in the Word Bank.



### Word Bank

- a. To draw a blank
- b. To give someone the creeps
- c. To have something on the tip of the tongue
- d. To be between a rock and a hard place

2. Use the colloquial expressions to rewrite the sentence.

- a. I had a dilemma. I didn't know what decision to make. I was between a rock and a hard place. I didn't know what decision to make.
- b. He had no idea. Nothing came to his mind. \_\_\_\_\_.
- c. I was horrified when I saw the spider. I just ran. \_\_\_\_\_.
- d. I hate it when I can't remember a word I know. \_\_\_\_\_.

3. Complete the conversations with some colloquial expressions.

**Anne:** Have you heard of the story of Odysseus?

**Bob:** Yeah, he killed... Umm what was the monster called?

**Anne:** He killed a couple of monsters, which one?

**Bob:** It was a six-headed sea monster. What's it called? I know it. I \_\_\_\_\_ (a.).

**Anne:** Medussa?

**Bob:** No... It was Scylla. That monster \_\_\_\_\_ (b.). It's really scary.

**Anne:** Yeah, anyway, last week I had a quiz on Greek myths.

**Bob:** How did it go?

**Anne:** It was terrible. The quiz was about The Odyssey. I hadn't read the book.

**Bob:** I know the story. Odysseus returns home after the Troy war, but it takes him a long time to get home. Most of the time, he \_\_\_\_\_ (c.). He had to face monsters and dangers.

**Anne:** Why didn't I talk to you before the quiz?





# What Kind of Traveler Are You?

1. Look at the pictures to complete the sentences. Use the Word Bank. Then, choose which option (A, B or C) best describes you.



**Word Bank**

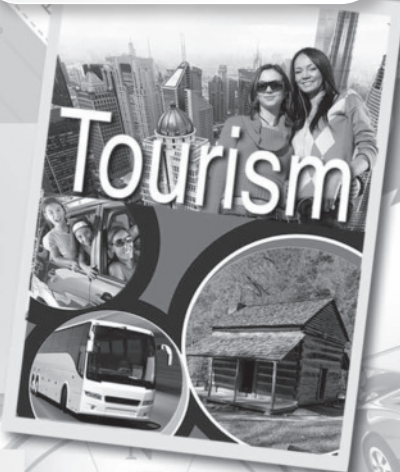
- bicycle trips
- bus
- bus tours
- cabin
- canoe
- car
- cruise
- foot
- hiking
- hotel
- kayaking
- plane
- sightseeing
- tent

## Are you a green traveler?

**A**  
 You prefer to stay in a luxurious \_\_\_\_\_ (a) and travel by \_\_\_\_\_ (b). It's quick and comfortable. You enjoy going on a \_\_\_\_\_ (c) to do relaxing activities like sun bathing.

**B**  
 You prefer to stay in a peaceful \_\_\_\_\_ (d) and to travel by \_\_\_\_\_ (e) or by \_\_\_\_\_ (f). You love to enjoy the landscape. You enjoy going on a \_\_\_\_\_ (g) and going \_\_\_\_\_ (h) around the woods, towns and cities.

**C**  
 You prefer to stay in a \_\_\_\_\_ (i) and to travel by \_\_\_\_\_ (j) or on \_\_\_\_\_. (k) You enjoy going on \_\_\_\_\_ (l) and practicing activities like \_\_\_\_\_ (m) and \_\_\_\_\_ (n).



**Vocabulary Strategy**  
 Use pictures to discover missing words in texts.

2. Complete with *much* or *very*. Then, find out what kind of traveler you are depending on the option you chose above.

If your answer is A, you prefer to feel more comfortable than ecological. Remember that if you make much smarter choices, it will benefit you and also the environment, the people and destination you visit. You might need to be very careful when searching or planning your activities to become \_\_\_\_\_ (a) greener.

If your answer is B, you're \_\_\_\_\_ (b) more conscious and eco-friendly. You're \_\_\_\_\_ (c) practical and responsible. Remember to choose places, travel agencies, and tours that also show responsible attitudes towards the environment and the local culture.

If your answer is C, congratulations! You're a \_\_\_\_\_ (d) green traveler. You're helping the environment to be \_\_\_\_\_ (e) cleaner and healthier. Pass on your tips!



**3. Write sentences to defend a greener position. Use the clues.**

E.g. Water skiing is **very** exciting.

*Well, kayaking is **much** eco-friendly.*

a. Planes are **very** convenient.

bicycles / ecological / cars.

\_\_\_\_\_

\_\_\_\_\_

b. Hotels are **very** comfortable.

When camping / you / close to nature

\_\_\_\_\_

\_\_\_\_\_

c. Crocodile leather hats are **very** exotic.

Crafts made with other materials / green.

\_\_\_\_\_

\_\_\_\_\_

**4. Underline the correct tag question. Then, match it with an answer.**

a. You love traveling by plane, don't you? / aren't you?

b. The landscape is lovely, don't you? / isn't it?

c. Train tickets cost less than plane tickets, doesn't it? / don't they?

d. You bought these crafts in Mexico, don't they? / didn't you?

e. She's been kayaking before, hasn't she? / doesn't it?

1. Yes, they do. They're on sale.

2. Actually, I bought them in Japan.

3. Yes, I do. It's comfortable.

4. No, she hasn't.

5. Yes, it is. I love it.

**5. Read and complete with a tag question.**

Mr. Coe: Hello class, I have good news! We're going out of town. It will be fun, \_\_\_\_\_ (a)?

Lynn: Oh no! We're sleeping in a hotel, \_\_\_\_\_ (b)?

Mr. Coe: No, we're not. We're going green!

Tom: We don't have to wear green clothes, \_\_\_\_\_ (c)?

Mr. Coe: Actually, to be green is helping to protect the environment. We're going camping near Lake Season to appreciate nature.

Meg: We went there last year, \_\_\_\_\_ (d)?

Mr. Coe: No, we didn't. We went to Lake Superior. By the way, you love water sports, \_\_\_\_\_ (e)?

Meg: Of course!



**6. You're going camping. Look at these signs and ask about the rules. Use tag questions.**

E.g. We can go kayaking, can't we?

a. \_\_\_\_\_

a. \_\_\_\_\_

b. \_\_\_\_\_

c. \_\_\_\_\_

d. \_\_\_\_\_

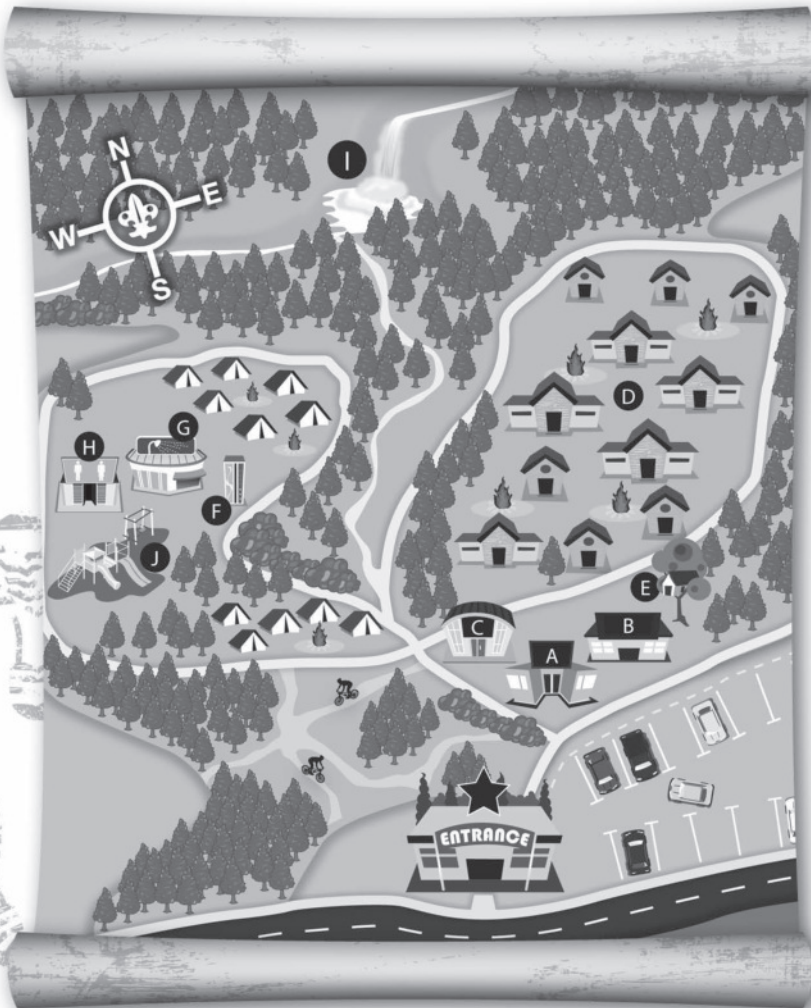




## Lesson 2

# You Can't Miss It!

1. Look at the campsite's map. Use the clues to complete the missing places.



### Clues

- The cafeteria is **between** the bike rental office and the information office.
- The cabins are **in front** of the tree house, the information office, and the bike rental.
- The showers are **between** the restrooms and the vending machine in the camp site.
- The playground is **in front** of the restrooms.
- The tree house is **behind** the information office.

### Map Legend

a.	<i>the cafeteria</i>	f.	
b.		g.	
c.		h.	<i>restrooms</i>
d.		i.	<i>waterfall</i>
e.		j.	

### Vocabulary Strategy

Infer missing information using the visual and linguistic clues

2. Look at the map and follow the directions. Find the right place.

#### At the entrance

Bill: Excuse me, ma'am, could you tell me where the \_\_\_\_\_ (a) is?

Guide: Sure! Just go straight ahead, and take the road on the left. Keep walking and go past the cafeteria and the bike rental office. Then cross the intersection and you'll see three roads. Take the road in the middle. Go along the trail until you get there. You can't miss it!

#### At the vending machine

Ann: Excuse me, Can you tell me where the \_\_\_\_\_ (b) is?

Sam: I think it's on the other side of the campsite. Just walk across the campsite and go south along the bike path, walk down until you get to the cafeteria, then turn left. It's just behind the information office.

Ann: Along the bike path until the cafeteria, and left at the corner. Thanks!



3. You're at the cafeteria. Give directions to get to the playground. Use the map and the Word Bank.

### Word Bank

- walk across the campsite
- go straight ahead
- it's in front of the restrooms.
- take the road on your left.

Todd: Could you tell me where the playground is?

You: Go straight ahead (a) and

\_\_\_\_\_ (b)

Then, \_\_\_\_\_ (c)

\_\_\_\_\_ (d) You

can't miss it!

4. Complete the request and match it with an answer. Use the Word Bank

- Do you know \_\_\_\_\_ swimming is forbidden?
- Do you know \_\_\_\_\_ there is a pool in the camp ground?
- Could you tell me \_\_\_\_\_ I can get something to eat?
- Could you tell me \_\_\_\_\_ the river is near?
- Do you have any idea \_\_\_\_\_ the information office opens?
- Can you tell me \_\_\_\_\_ I can rent bikes here?

### Word Bank

- where
- what time
- if (x3)
- why

1. No, there isn't.
2. Sure you can. The bike rental is next to the cafeteria.
3. Actually, it's kind of far. You need to walk for about 45 minutes.
4. I think it's because there are some dangerous animals in the river.
5. It opens at 7:30.
6. There is a vending machine is next to the showers.

5. You're camping and you need some information about the campsite. Ask polite questions about these things.

- a. The money you need to spend to stay in a cabin.

Could you tell me how much money I need to spend to stay in a cabin for a night?

- b. The time the bike rental office opens.

\_\_\_\_\_

- c. A place where you can get a bottle of water.

\_\_\_\_\_

- d. Dangerous animals around.

\_\_\_\_\_

- e. Other:

\_\_\_\_\_



## Lesson 3

# A City Like No Other

1. How much do you know about London? Circle the right option.



- a. London is a **small / medium / big** city.
- b. London has a river that runs **through the city / around the city / in the north of city**.
- c. The last time London hosted the Olympics was in **2012 / 2010 / 2011**.
- d. London **doesn't have / has good cycling facilities**.

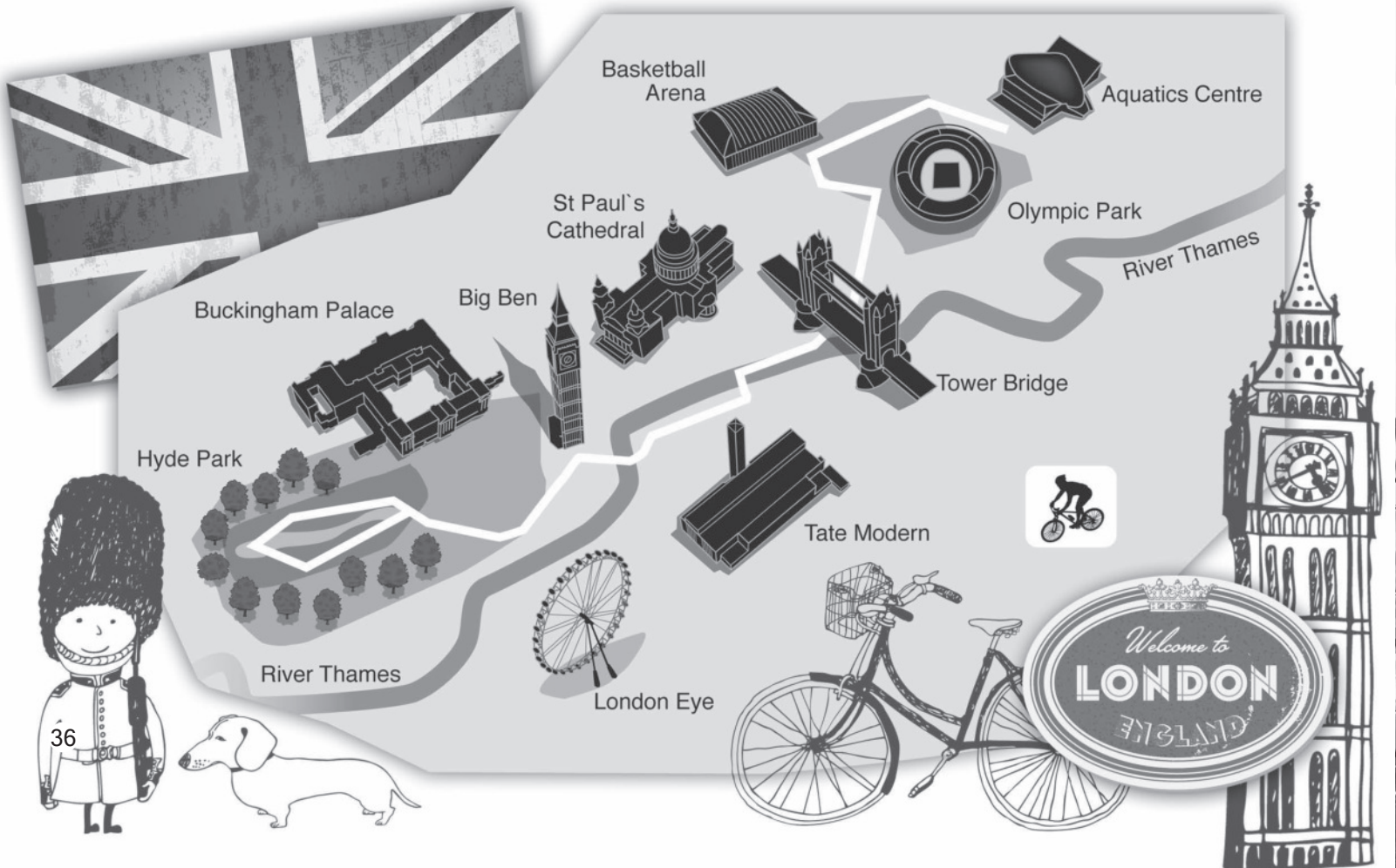
### Word Bank

- around
- ~~along~~
- through
- across
- eastward

2. Read. Analyze the map, and use the Word Bank to complete the text.

### Cycling Around London

When you live or visit a city like London, getting around can be a bit complicated because it has the biggest population in the UK and Europe (more than 7 million inhabitants) and the number of tourists who visit every year (almost 1 million visitors a year) is extremely high. That is why cycling has become the preferred means of transportation for a lot of Londoners as well as tourists. Join the bike revolution and discover this magnificent city, full of history and modernity, in as green a way as possible. Our tour includes a visit to famous landmarks, and some of the most recognized Olympic **venues**. Pedal your way along bicycle **paths**, cycle canals and roadsides, and enjoy all the cycling facilities London has to offer. There's something exciting for everyone. Why not checking it?





### Hyde Park Cycling Route

Our tour starts at the greenest and most relaxing place in the middle of London: Hyde Park. It has a wide **range** of amenities like restrooms, restaurants, and cafes, as well as sporting facilities like tennis courts, boat rides, children's playgrounds and different monuments. There are various cycling possibilities within the park, but we recommend going \_\_\_\_\_ (a) the Serpentine Lake and visiting a very important monument along the route: Diana's Fountain, a memorial built to pay tribute to the late Princess Diana of Wales. Hyde Park is also **well known** for its vibrant sporting and cultural activities like concerts, festivals, horse riding, and exhibitions. Don't worry about your bike if you want to take part in these activities. There are docking stations to keep your bike safe.

### River Thames Route

This route includes a visit to Buckingham palace. Then, it goes \_\_\_\_\_ (b) the River Thames and \_\_\_\_\_ (c) its **banks**. It will take you past **must-see** places like Big Ben, the House of Parliament, the London Eye, The Tate modern, St. Paul's Cathedral and the famous, **iconic** Tower Bridge. Enjoy its impressive construction and **witness** years of history that have made this bridge one of the most visited tourist attractions. To get there, cycle \_\_\_\_\_ (d) along the north bank for a great view of the river.

### Olympic Venues Route

London has been an Olympic city on three occasions: in 1908, 1948, and 2012. Visit the Olympic venues and admire the legacy of these world events with our tour. After the Tower Bridge, the tour makes its way \_\_\_\_\_ (e) the Olympic Park to the Olympic Stadium where the opening and closing ceremony of the 2012 Olympics took place. Then it goes \_\_\_\_\_ (f) the Olympic Park where you can see other interesting Olympic venues, such as the Basketball Arena and the incredible Velopark Aquatics Center where some of the most important competitions took place.

#### 4. Match the words in bold with their definition.

#### Reading Strategy

To check the validity of opinions, look for the reasons that support them.

- |               |                          |   |
|---------------|--------------------------|---|
| a. must-see   | <input type="checkbox"/> | 1. popular  |
| b. iconic     | <input type="checkbox"/> | 2. a highly recommended attraction or place             |
| c. path       | <input type="checkbox"/> | 3. land along the side of a river or a lake             |
| d. bank       | <input type="checkbox"/> | 4. to be present and see when something happens         |
| e. venues     | <input type="checkbox"/> | 5. a location for an organized event                    |
| f. witness    | <input type="checkbox"/> | 6. variety  |
| g. range      | <input type="checkbox"/> | 7. a place or a person that represent an important idea |
| h. well-known | <input type="checkbox"/> | 8. a small road   |

#### 5. Answer the questions according to the text.

a. Why is cycling a popular activity in London?

---



---

b. Why is Hyde Park a well-known place?

---



---

c. Why is London a city attractive for tourists?

---



---

Writing

1. Design a brochure about a place you choose. Then, select your purpose for making it. Next, complete the outline using specific information.

- |  |   |
|--|---|
| <p><b>Places</b></p> <p><input type="checkbox"/> a school or university</p> <p><input type="checkbox"/> a city or town</p> <p><input type="checkbox"/> a store</p> | <p><b>Purpose</b></p> <p><input type="checkbox"/> to choose a place to study</p> <p><input type="checkbox"/> to select a tour</p> <p><input type="checkbox"/> to get information about an iconic place</p> <p><input type="checkbox"/> to promote a product</p> |
|--|---|

**Writing Strategy**

The information you include in a brochure depends on its purpose and audience.

2. Investigate the necessary information to complete this outline according to the place you chose.

<p><b>Characteristics of the place</b></p> <p>_____</p> <p>_____</p> <p>_____</p>	<p><b>Activities</b></p> <p>_____</p> <p>_____</p> <p>_____</p>
<p><b>Historical or interesting information</b></p> <p>_____</p> <p>_____</p> <p>_____</p>	<p><b>Other important information</b></p> <p>_____</p> <p>_____</p> <p>_____</p>

3. Follow these steps to organize your brochure.

- a. Write an introduction that attracts attention to the place.
- b. Include background information about the city or place you chose.
- c. Describe your opinion about the place, its facilities, and its advantages.  
Remember to support your opinions with good reasons.

<p>a. Welcome to _____</p> <p>(name of the place)</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>b. _____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>c. _____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>
---	---	---





Lesson 4

# Shake a Leg

## Word Bank

- spill the beans
- hit the road
- shake a leg
- go out and about

1. Read the story, look at the pictures and complete the dialogs. Use the Word Bank.

One day, I almost missed the school bus back home. I had to hurry.



\_\_\_\_\_ (a)

When I got on the bus, I realized that a friend was driving. We started our journey.



Let's \_\_\_\_\_ (b)

But we didn't go home. We went all around the city, sightseeing. We were all very excited.



Let's \_\_\_\_\_ (c)



When we finally got home, everyone in the bus agreed not to reveal the secret.

We won't \_\_\_\_\_ (d)

2. Complete the crossword puzzle with the right colloquial expressions.

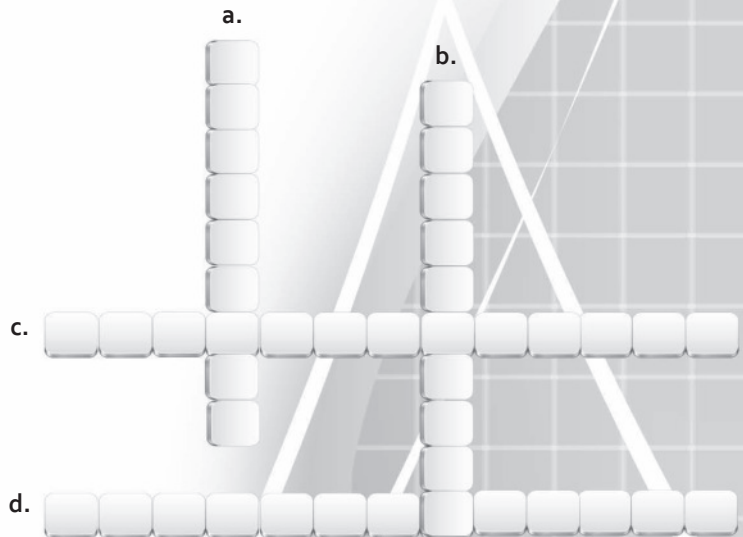
**Clues**

**Down**

- a. when someone is late for something you say...
- b. when you start a trip, you say...

**Across**

- c. when you reveal a secret, you...
- d. When you go out to public places to meet people, you...



3. Answer the questions with personal information.

a. Do you remember the last time you spilled the beans? What happened?

\_\_\_\_\_

\_\_\_\_\_

b. When was the last time you hit the road? Where did you go?

\_\_\_\_\_

\_\_\_\_\_



Lesson 1  
**Extra Extra!**

1. Complete the conversation with the correct form of the auxiliary to be. Use the Word Bank.

**Word Bank**

- weren't
- won't
- is-
- isn't
- have
- were
- will

**IN THE NEWSROOM**

Ann: What news do we have for today?

Ben: Well, my story is about the discovery of an ancient city that is located in an ancient underwater cave in Marino lake. Mummies dating back as far as 5000 years ago \_\_\_\_\_ (a) been found at the site.

Ann: Sounds interesting! Listen to my news! The Kingdom Tower, the tallest building in the world, \_\_\_\_\_ (b) be finished in 2017. It'll be 1007 meters tall; that is more than 1 kilometer high.

Carl: Yeah, but it \_\_\_\_\_ (c) expected to be the tallest building for a long time. There are plans to build an even higher building called, the Azerbaijan Tower. It'll be 1050 meters tall.

Ann: Yeah, but the Azerbaijan project \_\_\_\_\_ (d) be approved because of design problems. It's too tall. Anyway, how about your story Carl?

Carl: I have a story about a robbery that ended up being a rescue. The thieves \_\_\_\_\_ (e) trapped inside the bank's vault.

Ben: So the police didn't catch the thieves; instead they rescued them?

Carl: That's right! And they \_\_\_\_\_ (f) taken to jail but to a hospital. The vault was a real trap.



2. Write the noun form of each verb. Use the conversation above.

3. Complete the chart.

Verb	Noun
rob	<u>robbery</u>
locate	_____ (a)
rescue	_____ (b)
discover	_____ (c)
trap	_____ (d)

Verb Tense	Auxiliaries	
	Affirmative	Negative
Present	_____ are	_____ (a) aren't
Past	was / _____ (b)	wasn't / _____ (c)
Future	_____ (d)	_____ (e)
Present Perfect	has been _____ (f)	_____ (g) haven't been



4. Complete the headline with the words from the Word Bank. Then, underline the correct form of the verb.

**Word Bank**

- location
- discovery
- robbery



**Unlucky** \_\_\_\_\_ (1)

Two robbers **trapped / were trapped (a)** in a bank's safety vault. Police **had to rescue / had to be rescued (b)** them when the criminals **were called / called (c)** for help. Authorities **took / were taken (d)** the men to the city hospital as they had spent a lot of time inside the vault.



**Tallest Skyscraper**  
\_\_\_\_\_ (2) **revealed**

The tallest building in the world **finished / will be finished (e)** by the year 2017. It **will build / will be built (f)** in the city of Jeddah, Saudi Arabia and it will be 1 kilometer high. It **has been designed / designed (g)** by architect Adrian Smith. The tower **will be divided / will divide (h)** into a hotel, observatory, condominium and offices.



**Scientists Amazed by Ancient City** \_\_\_\_\_ (3)

Archeologist, Dave Franco, **was discovered / discovered (i)** one of the most important ancient ruins of a city that **has been covered / has covered (j)** by water for almost 5000 years. Its exact location **has not been revealed / has not revealed yet (k)**, but its discovery **confirmed / was confirmed (l)** by local experts.

5. How is a TV news bulletin made? Change the sentences (a-f) into Passive Voice.

**Grammar Strategy** Use "by" to mention the doer of the action only if this extra information is important.

- Well, it's all group work.
- a. First, we hold a meeting to plan the bulletin.
- b. The editing committee selects and edits the best stories.
- c. Then, someone writes the script.
- d. Some others select the video images.
- e. Next, the producer makes the bulletin.
- f. Finally, the anchor reports the news in front of the camera.

- Well, it's all group work.
- a. A meeting is held to plan the bulletin .
- b. \_\_\_\_\_
- c. \_\_\_\_\_
- d. \_\_\_\_\_
- e. \_\_\_\_\_
- f. \_\_\_\_\_





## Lesson 2

# Disasters and Consequences!

1. Label the pictures.



a. hurricane



c. \_\_\_\_\_



b. \_\_\_\_\_

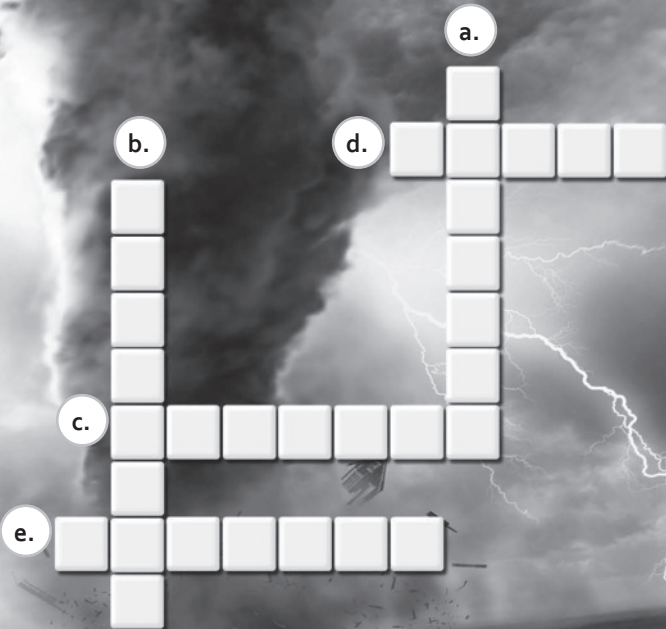


d. \_\_\_\_\_

### Word Bank

- hurricane
- tornado
- tsunami
- earthquake

2. Identify synonyms to complete this puzzle. Use the words in bold as clues.



### Vocabulary Strategy

Associations help you remember new words.

### Clues

#### Down

- a. When a town is hit by a tsunami, buildings are **destroyed** by the waves.
- b. When a house is destroyed, it needs to be **fixed**.

#### Across

- c. When someone is **hurt** in a disaster, he or she needs medical assistance.
- d. When people are evacuated, they're **guided** to a safe place.
- e. When people are trapped after an earthquake, they must be **saved**.

3. Match column A with column B to complete the questions. Then, find the answer in column C.

A	B	C
a. Were people	<input type="checkbox"/> 1. been damaged by the earthquake?	<input type="checkbox"/> 1. No it wasn't. Everyone was surprised.
b. Will the coastal area	<input checked="" type="checkbox"/> 2. injured by the disaster?	<input type="checkbox"/> 2. Yes, they have. Check before you hit the road.
c. Was the hurricane	<input type="checkbox"/> 3. be hit by huge waves?	<input checked="" type="checkbox"/> 3. Yes, some people were hurt.
d. Have the main roads	<input type="checkbox"/> 4. expected?	<input type="checkbox"/> 4. Yes it will. Go to a shelter.



**4. Journalists are interviewing experts. Write the questions. Use the answers as clues.**

**Journalist:** Thanks for being with us today. We'd like to ask you a few questions about some natural disasters. The first question is about earthquakes. \_\_\_\_\_ (a)

**Mr. Gomez:** No, they **cannot be predicted**. The only thing we can do is measure them when they happen.

**Journalist:** How \_\_\_\_\_ (b)

**Mr. Gomez:** They're **measured** with a device called, seismograph.

**Journalist:** What about tornados? How \_\_\_\_\_ (c)

**Mr. Gomez:** Well, this phenomenon is not fully understood yet, but they **are produced** when two masses of air with different temperatures and conditions create atmospheric instability.



**5. Choose the correct option from the box to complete the questions.**

a. **Journalist:** How \_\_\_\_\_ a tornado's strength determined?

**Mr. Gomez:** Its strength is determined by the damage it causes.

b. **Journalist:** How \_\_\_\_\_ we \_\_\_\_\_ prepared for a disaster?

**Mr. Gomez:** It's important to create a plan and prepare an emergency kit.

c. **Journalist:** \_\_\_\_\_ the Japanese tsunami caused by the earthquake in 2010?

**Mr. Gomez:** Yes, it was. An earthquake caused the tsunami.

d. **Journalist:** When \_\_\_\_\_ the people in the affected area be helped and rescued?

**Mr. Gomez:** As soon as the storm stops, a group of local volunteers are sent to the area.

- a. 1. be  
2. is  
3. were
- b. 1. can - be  
2. is - be  
3. can - is
- c. 1. Was  
2. Be  
3. Will
- d. 1. were  
2. are  
3. will

**6. You're being interviewed. Answer the questions according to your personal experiences.**

a. Have you ever been injured in a disaster? If not, do you know someone who has?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

b. In your opinion, what kind of disaster is the worst? Why?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

c. How can we be prepared for a disaster?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



 Lesson 3

## School News

1. Rank the following students' problems from 1 to 6, with 1 being the most critical and 6 the least critical.

- |  |                                       |  |
|--|---------------------------------------|--|
| <input type="checkbox"/> School absenteeism    | <input type="checkbox"/> Name calling | <input type="checkbox"/> Disrespect for teachers |
| <input type="checkbox"/> Lack of parental care | <input type="checkbox"/> Bullying     | <input type="checkbox"/> Student apathy          |

2. Read and complete with the correct expression. Use the Word Bank.

**Reading Strategy**

Identify connectors to understand the author's thesis and arguments.

**Word Bank**

- instead
- ~~according to~~
- on the other hand
- although
- on one hand



BULLYING  
STOPS  
HERE!

IF YOU NEED HELP,  
PLEASE DON'T  
BE AFRAID TO  
TELL SOMEONE!

Saint Joseph school has joined the anti-bullying campaign that aims to eradicate bullying from schools across the nation. "The central idea of the campaign is to help students find ways to resolve conflict in healthy ways", said Miriam Tellez, an educational specialist who is behind the campaign.

According to Mrs. Tellez, when attacking this problem, we have to pay attention to all the people involved. The consequences of this aggressive behavior affect both the victims and the aggressors.

\_\_\_\_\_ (a), the **victims** suffer from social **isolation**, suicidal tendencies, school **absenteeism**, poor school performance, depression, anxiety and lack of self-esteem. \_\_\_\_\_ (b), the aggressors are very likely to behave in a hostile way in most situations in their lives. Consequently, the whole community is affected in the long run.

The evidence suggests that an alarming number of school shootings, suicides and teen crimes are caused by the **despair** and feelings of **isolation** that bullying produces.

\_\_\_\_\_ (c) bullying is not a new problem, it has definitely turned into a big issue. A recent national survey of schools showed that almost 35% of students are bullied or have been bullied.

Bullying is the hostile **behavior** toward

peers and it can take the form of verbal, physical or relational abuse, like when students are the center of pranks, called names, or excluded from activities in a way that hurts their feelings.

The good news is that now there are strict school policies that demand parents, teachers, and school officials to take a stand against bullying. "We're glad to say that, now, bullying is not seen as a personal problem. \_\_\_\_\_, (d) it is a social problem that must be stopped," said Claire Rodriguez, a 10th grade student at South Lake High School who has been victimized by bullies in her school.



BULLYING



3. Read the text again and choose the most appropriate headline for the news story.

- Techniques to stop bullying at Saint Joseph!
- Saint Joseph School problems!
- Saint Joseph School joins Anti-bullying Campaign!
- Celebrate Anti-bullying Day at Saint Joseph!
- Cyber-bullying penalized!

4. Go back to the text and answer the questions.

- a. What is bullying?  
\_\_\_\_\_
- b. What are the effects of bullying in schools?  
\_\_\_\_\_
- c. What's the purpose of the campaign at Saint Joseph School?  
\_\_\_\_\_

5. Match the words from column A with their definitions in column B. Then, go back to the text to find the noun form of the words and write them in column C. Use the clues from the context.

A	B	C
a. to be absent	<input type="checkbox"/> 1. to separate oneself from others	<input type="checkbox"/> 1. _____
b. to victimize	<input type="checkbox"/> 2. to act in a certain way	<input type="checkbox"/> 2. _____
c. to behave	<input type="checkbox"/> 3. to lose control of one's emotions	<input type="checkbox"/> 3. _____
d. to despair	<input checked="" type="checkbox"/> 4. to not to be present	<input checked="" type="checkbox"/> 4. <i>absenteeism</i>
e. to isolate	<input type="checkbox"/> 5. to discriminate against	<input type="checkbox"/> 5. _____

6. Make an inference from what is stated in the text.

**Reading Strategy** When inferring, use the information provided and your background knowledge to generalize about information which isn't clearly stated.

Statement	Inference
a. Saint Joseph school has joined the anti-bullying campaign that aims to eradicate bullying from schools across the nation.	_____ _____ _____
b. We're glad to see that, now, bullying is not seen as a personal problem.	_____ _____ _____
c. The central idea of the campaign is to help students to resolve conflict in healthy ways.	_____ _____ _____



**Writing Strategy**

Following steps helps you organize writing drafts.

**1. Number the steps to write a newspaper article.**

- Gather the facts. Identify who, what, why, how, where, and when.
- Identify a situation to write about.
- Write the article and add helpful details like testimonies or experts' views.
- Write the headline.

**2. Read the events and organize them to write your story.**

- a. Lila Markle was taken to the hospital in an ambulance.
- b. The snake was fake. Someone put the snake on the desk.
- c. The central hospital has revealed that she was in shock when she arrived, but now she's recovering in her house.
- d. Ms. Markle found a snake on her desk.
- e. There was an emergency at Lincoln High School in the afternoon.
- f. "She got so scared that she couldn't breathe" said Marge Smith, a student from her class.
- g. "We will investigate who is responsible for this prank." said Ray Gomez, the principal of Lincoln High School.

**2. Use the information (sentences a-g) to write your newspaper article. Follow the four steps.**

- a. Identify the situation.
  - A teacher is in shock.
  - A snake was on a teacher's desk.
  - A snake prank caused an emergency.
- b. Complete the chart to identify the important facts and the elements.

Wh-Question	Information
1. Who	
2. What	
3. Where	
4. When	
5. How	

- c. Write your story. Use your own words.
- d. Choose a headline for the story!

**Snake Prank!**  
**Prank Turned into Emergency!**  
**Snake on the Loose!**







▶ Lesson 4

# Pull the Plug

**1. Match the idioms with their definitions.**

- |                          |                          |   |
|--------------------------|--------------------------|---|
| a. to pull someone's leg | <input type="checkbox"/> | 1. to be a fugitive                           |
| b. to face the music     | <input type="checkbox"/> | 2. to fool people                             |
| c. to be at large        | <input type="checkbox"/> | 3. to accept responsibility for one's actions |
| d. to tie the knot       | <input type="checkbox"/> | 4. to get married                             |

**Vocabulary Strategy**

Great headlines are short and meaningful. Use only content words like nouns, verbs, adjectives and adverbs.

**2. Read this dialog and match each news Ann and Ted talk about to their headlines. Then, complete the headlines with an idiom.**

- a. **Ted:** What are you doing?  
**Ann:** I'm reading the news. Did you know there was a robbery at the museum?  
**Ted:** Yeah, the criminals escaped and the police are chasing them.
- b. **Ann:** There's another story about an Indian princess and prince who are just 12 years old, but they will get married soon.  
**Ted:** Yeah, that's normal in their culture.
- c. **Ted:** Did you know that the principal discovered who brought the fake snake to school.  
**Ann:** Poor thing, he or she will have to pay.
- d. **Ted:** Talking about pranks and school, did you know that the school newspaper fooled us when they published the story about a ghost in the restaurant's kitchen?  
**Ann:** Yeah, they just did it to keep students away from the kitchen. It was not true.



**Lincoln High School Student to \_\_\_\_\_ for Snake Prank!**

**Museum Thieves \_\_\_\_\_**

**Royal Youngsters' will \_\_\_\_\_**

**School Newspaper \_\_\_\_\_ with ghost story!**



# I Wish I Had One

1. Read the definitions and match the words from the word clouds to make the compound noun that best fits each of them.


- a. instant message A message that is sent in real time over the internet.
- b. \_\_\_\_\_ A phone characterized by the latest technology.
- c. \_\_\_\_\_ A camera that takes digital images.
- d. \_\_\_\_\_ A short written message sent via mobile devices.
- e. \_\_\_\_\_ A call that uses video images.
- f. \_\_\_\_\_ A group of people sharing information on the web.
- g. \_\_\_\_\_ A mail sent electronically.
- h. \_\_\_\_\_ A device for playing music.





2. Look at the smartphone icons. Complete the instructions with words from the Word Bank.


**Word Bank**

- take
- record
- send (2x)
- browse
- make (2x)
- listen

 a. Tap it to \_\_\_\_\_ a phone call.

 b. Tap it to \_\_\_\_\_ a picture.


 c. Select it to \_\_\_\_\_ a text message.

 d. Touch it to \_\_\_\_\_ a video call.

 e. Touch it to \_\_\_\_\_ the web.

 f. Tap it to \_\_\_\_\_ a video.

 g. Touch it to \_\_\_\_\_ to music.

 h. Tap it to \_\_\_\_\_ e-mails.

3. Complete the description. Choose some of the compound nouns and verbs from exercise 1 and 2.

The new Sun XY cell phone incorporates a \_\_\_\_\_ (a) that analyzes human emotions to \_\_\_\_\_ (b) the best pictures. With the new SunXY, you can make HD \_\_\_\_\_ (c), \_\_\_\_\_ (d) the web easily and get immediate access to your \_\_\_\_\_ (e) like Facebook and Twitter. Sun XY allows you to receive and send \_\_\_\_\_ (f) from different accounts. Text your friends faster than ever with an abbreviated keyboard and improved autocorrect function. Don't you wish you could have one now?





**4. Read this TV show about new gadgets. Complete the dialog with the correct form of the verbs to express wishes. Use the Word Bank.**

**Jeff:** Welcome to our technology show. Rose is here to talk about the latest innovative gadgets.  
**Rose:** There are definitely cool things going on! For example, don't you wish you  operate the TV set without the remote control?  
**Jeff:** Yeah, I usually spend a lot of time looking for it. I wish remote controls  (a) easier to find.  
**Rose:** Well, now a new brand of high-end TV sets incorporates voice recognition, so you just tell your TV the channel you want!  
**Jeff:** Wow, pretty cool!  
**Rose:** And, don't you wish your cell phone battery  (b) longer? Smartphone batteries consume a lot of energy. Check out this power bag!  
**Jeff:** Wait a sec! A power bag?  
**Rose:** Yeah, you can use it to carry your cell phone and any other electronic items and it will charge their batteries for you!  
**Jeff:** Wow, I wish I  (c) one of those.

**Word Bank**

- be
- last
- have
- can



**5. Read the conversation again. Write T (true) or F (false). Write a wish for each statement.**

- E.g.  Jeff doesn't have any problems with remote controls.  
*He wishes he didn't spend so much time looking for the remote control.*
- a.  Jeff's cell phone battery lasts for a long time.  
 \_\_\_\_\_
- b.  Jeff doesn't have a power bag.  
 \_\_\_\_\_

**Grammar Strategy**

Use the Simple Past form after the verb *to wish*.

**6. Angela is trying to convince her father to buy a tablet. Analyze her problems and write her wishes. Then, write yours.**



Dad, look at this tablet. It has voice recognition! I'm tired of typing my homework. It takes so much time. It also lets us download all our textbooks so that we don't have to carry them to school. They're so heavy!

**Angela's wishes**  
 E.g. *Angie wishes she had a tablet.*  
 a. She wishes she \_\_\_\_\_  
 b. She wishes she \_\_\_\_\_

I just saw a \_\_\_\_\_ (gadget)  
 I want to have it because...  
 \_\_\_\_\_  
 \_\_\_\_\_

**Your wishes**  
 I wish I \_\_\_\_\_  
 I wish I \_\_\_\_\_  
 I wish \_\_\_\_\_



## Lesson 2

# Tech Users and Common Habits

### 1. Read the definition and match with the correct phrasal verb.

- a. To get dressed with clothes or accessories.
- b. To remove clothes or accessories from one's body.
- c. To not go to bed.
- d. To connect a device to an electricity supply.
- e. To stop a device or machine from working.
- f. To make a connection between components of a system.
- g. To enter a computer program or internet account that requires a password.
- h. To decrease the volume.

- 1. to sign in
- 2. to stay up
- 3. to turn down
- 4. to plug in
- 5. to turn off
- 6. to put on
- 7. to hook up
- 8. to take off

### 2. Be a smart tech user! Complete the recommendation with the correct preposition. Use the Word Bank.

#### Word Bank

- off
- down
- out (2x)
- in (2x)
- up

#### Vocabulary Strategy

Create a visual representation of the prepositions to help you remember their meaning.



Turn off (a) the computer when you're not using it.



Plug in (b) your cell phone charger.



Take off (c) the earplugs or turn the volume down (d) when you're crossing a busy street. It's dangerous.



Never follow a link to sign in (e) to your accounts. Type the URL directly into your browser's address bar.



Sign out (f) of your accounts properly.



Go to bed early. Don't stay up (g) all night.



3. Complete the sentences below. Use the Word Bank. Then, underline all the phrasal verbs.

- a. I love to put my headphones on and listen to my favorite tracks.
- b. I'm always connected to my friends. As soon as I get up, I turn my \_\_\_\_\_ on and sign in to check my e-mail and my social network messages. I also use my cell phone to text my friends. I sign out at night just before I go to bed.
- c. Could you help me hook the \_\_\_\_\_ up to the computer? I can't do it. It's so difficult. I hate computers.
- d. I'll stay up late until I finish downloading this new software. I'm sorry, I won't be able to turn the \_\_\_\_\_ off until I finish.

**Word Bank**

- printer
- lights
- headphones
- computer

4. Classify the verbs you underlined in the exercise above into separable and inseparable.

Separable	Inseparable
a. _____	d. _____
b. _____	e. _____
c. _____	f. _____
	g. _____

5. Write the answers using an object pronoun *it* or *them*.

Turn down the volume. I'm trying to read.



a. I'll turn \_\_\_\_\_ down in a minute.

Who plugged in the cell charger?



b. I didn't plug \_\_\_\_\_ in.

I need to hook up the speakers to the computer.



c. Let me help you hook \_\_\_\_\_ up.

Put on your headphones. It's your favorite song on the radio!



d. I can't put \_\_\_\_\_ on. I can't find them.



## Lesson 3

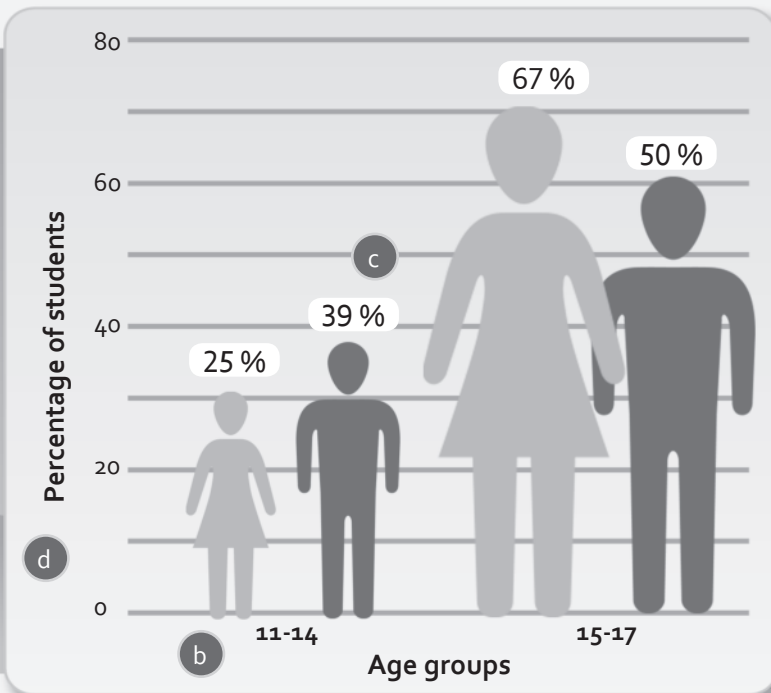
# Be a Smart Tech-User!

1. Look at the graph. Match the parts (a-d) to the correct explanation.

- a. title  1. They display the data.  
 b. scale  2. They give information about the data displayed by the bars.  
 c. bars  3. It shows the units of measurement of the data.  
 d. labels  4. It describes what the graph is about.

2. Identify the elements from the exercise above in the graph. Some of them are used twice.

a *Percentage of Colorado School students concerned about their digital footprint according to age and gender*



### Reading Strategy

To interpret a graph, pay attention to numbers, colors, size and labels. They all show different aspects of the information given in the chart.



FEMALES



MALES

3. While you read, complete the results of the report according to the data shown in the graph.

## Your Digital Footprint Matters!

### I. Introduction

The term 'digital footprint' refers to all tech activities that leave a digital record of who you are, what you look like, what you think, where you live, who your friends are and what you like and do not like. This includes posting photos, uploading videos, commenting on another person's status, blogging, chatting, downloading and anything that you put up or upload onto the net which creates a digital record or **gives away** aspects of your personality. Unlike a paper that can be destroyed, your digital information is permanent.

### II. Methodology

The principal objective of this report is to **find out** the number of students at Colorado School that care about their digital footprint. For this purpose, 400 students between 11 and 17 years old were surveyed. These participants identified themselves as constant internet users. Two groups were made, age and gender, in order to find the most vulnerable population.





**III. Results**

The survey results have shown that, regarding age, there is a clear difference in students' awareness of their digital footprint. Older students care more about their online profile than the younger ones.

Analyzing the results by gender, females between \_\_\_\_\_ (a) years old are the most vulnerable group as only \_\_\_\_\_ (b) of the females surveyed admitted they were concerned about their online behavior.

However, \_\_\_\_\_ (c) of older females between \_\_\_\_\_ (d) years old admitted they were worried about their online safety and reputation. This suggests that females go through a process where they become more cautious about their online actions.

By contrast, \_\_\_\_\_ (e) of the younger males, between 11 and 14, seem to be more concerned and knowledgeable about the topic, but as they **grow up** and become older, they tend to be less concerned than females. Only \_\_\_\_\_ (f) of the older males said they cared about digital footprint.

**IV. Conclusions**

Comparing the percentages of older females and males with those of the younger ones, the results show a very low level of awareness in young people. It's necessary to help younger students understand the importance of a positive and responsible digital footprint from the moment they start using the internet. Young people have limited experience to figure out the consequences of their actions or to understand the outcomes of activities that seem to be "just for fun."

**V. Advice**

It is advisable that parents, teachers and older siblings should be involved in guiding young students in their use of new technologies. As an internet user, you should learn to use privacy tools that help you protect your personal information. It is important to know that no one is anonymous when using the Internet. Anyone using a computer can be identified. Remember that the safe and responsible use of the internet depends on all of us.

**4. Match the phrasal verb to its definition.**

- |                  |                          |                                 |
|------------------|--------------------------|---------------------------------|
| a. to give away  | <input type="checkbox"/> | 1. to post on any digital space |
| b. to put up     | <input type="checkbox"/> | 2. to become older              |
| c. to grow up    | <input type="checkbox"/> | 3. to understand                |
| d. to figure out | <input type="checkbox"/> | 4. to make a present of         |
| e. to find out   | <input type="checkbox"/> | 5. to discover                  |

**5. Go back to the text and answer these questions.**

- a. What is the main purpose of the report?  
\_\_\_\_\_
- b. What is a digital footprint?  
\_\_\_\_\_
- c. How is a digital footprint formed?  
\_\_\_\_\_
- d. Based on the study, why do you think it is important to have a positive digital footprint?  
\_\_\_\_\_

**6. Go back to the text and find the expression used to convey the structured information from the report.**

- a. Introducing the purpose: \_\_\_\_\_
- b. Introducing results: \_\_\_\_\_
- c. To interpret the results: \_\_\_\_\_
- d. To compare results: \_\_\_\_\_
- e. To introduce advice it: \_\_\_\_\_



### Writing Strategy

A report presents the result of an investigation about a problem or situation. To get facts, researchers make observations, interview people and conduct surveys. Give background information and explain the purpose of the report in the introduction.

1. Match the issue with a question to conduct a survey. Then, choose one to write a report.

a. Calls or text messages

b. Dangerous tech activities

Have you ever chatted to strangers online?

What do you prefer: texting or to calling?

2. Choose an issue (a or b) from exercise 1 and ask 5 classmates the corresponding question. Tally the answers in the chart below.

Name	Age	Gender		Issue A		Issue B	
		F	M	Text message	Call	Yes	No

3. Write an introduction to a report on one of the issues above.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

4. Complete the sentences to explain how you collected the data.

I surveyed  friends.  (a) were females and  (b) males. Their ages are between  (c) and  (d) years old.

5. Make a graph for the results. Give a title to the graph and label the sides.

\_\_\_\_\_ (title)

\_\_\_\_\_

6. Summarize the findings.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

7. Based on the findings provide recommendations.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_





## Lesson 4

# Pull the Plug!

Real Communication



1. Match the phrases with the pictures. Then, complete the sentences with the correct colloquial expression. Use the Word Bank.

### Word Bank

- to pull the plug
- 24/7
- to cost an arm and a leg
- to shape up or ship out

- a. The drugstore in my neighborhood is open \_\_\_\_\_
- b. I'm not happy with my job, I need \_\_\_\_\_
- c. Wow, this device is expensive. \_\_\_\_\_
- d. We haven't finish the project yet, you should \_\_\_\_\_

2. Read the definitions and check the correct idiom.

a. When services are available **all the time**, they are open...

- 7/7     7/24     24/7

b. When someone needs to **stop doing an activity** that's been going on for a long time, you say...

- pull the plug     put the plug     plug the pull.

c. When someone that is part of a group, an activity or a class is **not behaving**, you say ...

- shape up or shape out     shape up or ship out     ship up or ship out.

d. When something is very **expensive**, you say...

- it costs an eye.     it costs an arm and a leg     it costs a leg and an eye.

### Vocabulary Strategy

Remember to conjugate verbs according to the context of the phrase.

3. Complete the conversations with the correct colloquial expression.

Ann: Hey Guys, what's up?

Greg and Sam: SHHH!

Ted: Check out this new video game I bought.

Ann: Wow! I bet it

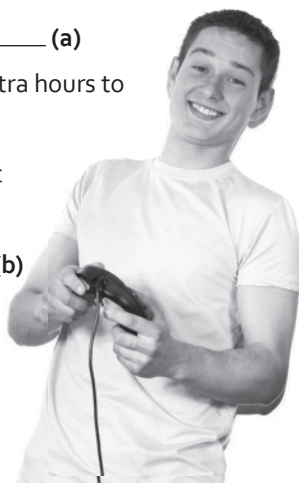
\_\_\_\_\_ (a)

Ted: Yeah. But I worked extra hours to pay for it.

Greg: Hey, I'm playing. Let me focus on the game.

\_\_\_\_\_ (b)

Two hours later



Ann: I can't believe it. You're still playing. Don't you think it's time \_\_\_\_\_ . (c) Come on let's go out and do something exciting.

Greg and Sam: Uhhh like what?

Ann: Let's go out for a bike ride.

Ted: Yeah, let's ride to the tech shop, I want to buy a new game.

Ann: It's already closed!

Sam: No! They are open \_\_\_\_\_ (d)

Greg and Ted: Yeah let's go!

Ann: Boring!

# Dictionary

A-D


M-P


E-H


Q-T


I-L


U-Z




# Suggested Online Resources

## Unit 1

- \* Inspirational Musicians  
<http://www.thefamouspeople.com/profiles/vanessa-mae-6164.php>
- \* Mark Zuckerberg  
[http://content.time.com/time/video/player/0,32068,711047870001\\_2037225,00.html](http://content.time.com/time/video/player/0,32068,711047870001_2037225,00.html)

## Unit 2

- \* The Importance of Cultural Awareness  
<https://www.internations.org/magazine/cultural-awareness-15426>
- \* Story Star  
[http://www.storystar.com/php/list.php?sub\\_category\\_id=2](http://www.storystar.com/php/list.php?sub_category_id=2)

## Unit 3

- \* Tell a Tale  
<https://www.tell-a-tale.com/storytelling-can-benefit-teenagers/>
- \* Audio Stories  
[http://www.agendaweb.org/listening/intermediate\\_advanced.html](http://www.agendaweb.org/listening/intermediate_advanced.html)

## Unit 4

- \* English for Travelers  
<http://www.fluentu.com/english/blog/english-for-travelers/>
- \* English Around the World  
<http://www.5minuteenglish.com/mar24.htm>

## Unit 5

- \* English Conversation  
<http://www.englishwithjo.com/english-conversation-news-media/>
- \* The English We Speak  
<http://www.bbc.co.uk/learningenglish/english/features/the-english-we-speak/ep-160308>

## Unit 6

- \* Experience English  
<https://www.experienceenglish.com/social-english/articles/10-reasons-learn-english>
- \* Using the Simpsons in EFL classes  
[http://americanenglish.state.gov/files/ae/resource\\_files/49\\_1\\_3\\_rucynski.pdf](http://americanenglish.state.gov/files/ae/resource_files/49_1_3_rucynski.pdf)



## Unit 1

# Grammar Chart

VERB COMBINATIONS					
Some verbs are only followed by gerunds:		Some verbs can be followed by either infinitive or gerund:		Some verbs are only followed by infinitives:	
keep mention mind miss postpone practice recommend resume risk suggest tolerate finish	admit anticipate appreciate avoid can't help complete consider deny discuss dislike enjoy imagine	begin hate like love prefer start	continue	know how learn manage offer plan prepare pretend promise refuse seem tend wait want wish would like	agree appear arrange ask care choose claim decide demand deserve expect fail get hesitate
I enjoy being outdoors. Keep working.		I like to buy new cell phone or computer gadgets. I like having friends that are online when I need them.		Our team needed to win. Do you plan to become a professional soccer player?	

VERB USES IN DIFFERENT TENSES			
To talk about permanent or repetitive actions in the present.	To talk about actions in the past.	To talk about future activities.	
Simple Present	Simple past	WILL (not sure)	BE GOING TO (sure)
He keeps practicing sports. I want to take drama classes.	I played the best I could. It was a great match.	You'll probably be the best.	I'm going to be like Messi.
Do you want to become a pro soccer player?	Where did you learn to play? Who was your inspiration? Who helped you?	What will you do when you finish working in the movie?	What are you going to do after that?

**Notice:** To ask questions in different tenses, you need different auxiliary verbs. But, questions with "who" (When you are asking about the subject of an action) do not have an auxiliary: Who inspired you?





## Unit 2

# Grammar Chart

### PRESENT PERFECT / SINCE AND FOR

Use the Present Perfect to	Time Expressions and adverbs frequently used with the Present Perfect
<p>a. talk about actions that began in the past and continue to the present (unfinished actions). <i>I've lived here since December.</i> <i>She's studied languages for 3 years.</i></p> <p>b. talk about actions that happened in an indefinite time in the past. <i>I've traveled abroad.</i> <i>She's been there.</i></p>	<p>lately                      recently</p> <p>before                     yet</p> <p>already                    still</p> <p>so                            far</p> <p>never                       always</p> <p>for                            since</p>

### QUESTION FORM

Have	you we they	been here long?	Yes,	I you we they	have.	Use <b>How long</b> to ask about the duration of the activity. <i>How long have you been here?</i>
			No,		haven't.	Use <b>"for"</b> to indicate a period of time. <i>I've been here for 10 minutes.</i> Use <b>"since"</b> to indicate a point in time. <i>She's been here since September.</i>
Has	she he	been here long?	Yes,	he she	has.	<p style="text-align: center;">Past                      Present</p> <p style="text-align: center;"><i>since last week</i></p> <p style="text-align: center;"><i>for a week</i></p>
			No,		hasn't.	

### PARTICIPLE FORMS

Regular verbs have the same past and participle forms.		Some irregular verbs have different past and participle forms.				Some irregular verbs have similar past and participle forms.			
traveled	traveled	was / were	been	took	taken	had	had	kept	kept
heard	heard	saw	seen	did	done	brought	brought	left	left
tried	tried	went	gone	swam	swum	bought	bought	lost	lost
worked	worked	rode	ridden	wore	worn	thought	thought	made	made
cleaned	cleaned	ran	run	sang	sung	felt	felt	said	said
practiced	practiced	rang	rung	stole	stolen	found	found	met	met
completed	completed	forgot	forgotten	throw	thrown	lent	lent	read	read
missed	missed	spoke	spoken	wrote	written	taught	taught	won	won
asked	asked	showed	shown	became	become	told	told	sat	sat
wanted	wanted	began	begun	got	gotten	built	built	sent	sent
stopped	stopped	broke	broken	knew	known	cost	cost	stood	stood
decided	decided	ate	eaten	fell	fallen	heard	heard	slept	slept



## Unit 3

# Grammar Chart

### PAST PERFECT

The past perfect is used to show that one event happened **before** another event in the past.

*I had heard that story before you told it to me last night.*

Use the auxiliary **had** for all subjects and the participle of the verbs. Use **hadn't** for negative sentences.

*When I / you / she / we saw the movie, I / you / she / we had **already read** the book.*

*Jerry **hadn't heard** the story before, so when I told it, he thought it was a true story.*

Use the following time expressions with the past perfect.

<b>before</b>	<i>They <b>had never seen</b> a fairy <b>before</b>. After they had asked for the wish, they realized it was a silly wish.</i>
<b>until</b>	<i>Everyone <b>had believed the</b> story was true <b>until</b> they found out it was just an urban legend.</i>
<b>already</b>	<i>We <b>had already finished</b> reading the book when we returned it.</i>
<b>by the time</b>	<i>By the time the three bears arrived home, Goldilocks <b>had fallen</b> asleep.</i>

In conversation, the auxiliary **had** is contracted to "d."

*I'd read that book many times by the time the movie came out.*

### SECOND CONDITIONAL

The second conditional is also called "unreal conditional" because it refers to a situation that is not believed to be possible or real.

*If I were a gnome, I'd grant you a wish.*

**It has two parts: the "if clause" and the result clause.**

If clause: "If I were a gnome,"

Result clause "I'd grant you a wish."

The if clause

PAST TENSE

If they **knew** the way home,

The result clause

WOULD + BASE FORM OF A VERB

they **wouldn't be** lost.

**Notice:**

In American English, it's common to use the verb "to be" as "were" for the singular and the plural. This happens only in the conditional forms.

If she **were** a fairy, she'd have magical powers.

If I **were** you, I **wouldn't** cut down that tree.

The second conditional can also be used with "could" or "might." These modal auxiliaries reflect the degree of certainty about the result.

	you <b>would</b> (100 % sure)	
If you <b>went</b> inside that room,	you <b>could</b> (60 % not so sure)	find a hidden treasure.
	you <b>might</b> (30% a little possibility)	





## Unit 4

# Grammar Chart

### TAG QUESTIONS

Tag Questions are used for asking or checking information. They are formed by adding an auxiliary and a subject, at the end of a negative or positive statement.

Positive statement / Negative state	Negative Tag / Positive tag
<i>You're lost,</i> <i>He doesn't like traveling,</i>	<i>aren't you?</i> <i>does he?</i>

**Notice:** They use the auxiliary corresponding to the tense in the statement.

Tense	Statement	Tag
Verb be	<i>You're late,</i>	<i>aren't you?</i>
Simple present	<i>She doesn't like camping,</i>	<i>does she?</i>
Simple past	<i>They took the wrong trail,</i>	<i>didn't they?</i>

Tag questions can have different intonation depending on the intention of the speaker.

		Intonation	Meaning
You know where the lake is ,	don't you?	rising	the answer is needed
She's quite a traveler,	isn't she?	falling	the answer is not needed

### INDIRECT QUESTIONS

Indirect questions are questions that are inside another question or statement. They are used for requesting information in a polite way. For Yes / No questions, use **if** to connect the introduction to the question. For Wh-questions, use the **Wh-word** to connect the introduction to the question.

Direct Question	Introduction	Connector	Question
Where <b>are</b> the restrooms?	Could you tell me	where	the restrooms are?
<b>Can</b> we go kayaking here?	Do you know	if	we can go kayaking here?
Direct Question	Indirect Question		
Where <b>are</b> the restrooms?	Could you tell me where the restrooms <b>are</b> ?		
What time <b>does</b> the park open? Where <b>did</b> they go?	Do you know <b>what time</b> the park opens? Can you tell me <b>where</b> they went?		



# Grammar Chart

## PASSIVE VOICE

There are two voices in English, **active** and **passive** voice. In active voice the important information gives emphasis to the subject that does the action. In the passive voice, the object of the verb is the most important information. When the subject of an active voice is not important, it's not included in the passive.

<b>Active</b>	A woman found \$ 10,000 in a garbage can.	The woman is the central focus of the sentence.
<b>Passive</b>	\$10,000 were found in a garbage can.	The word woman is not mentioned and the receiver of the action is the focus.

In other cases, if the subject is important, it is introduced in the passive voice with the preposition **by**:

<b>Active</b>	A brave fire fighter rescued a dog from a house on fire.
<b>Passive</b>	A dog was rescued from a house on fire by a brave fire fighter.

To form the Passive Voice , you need to use the verb **be** as auxiliary + the past participle form of a verb.

Subject	Auxiliary	Verb	Complement
A dog	<b>was</b>	<b>rescued</b>	from a house on fire.
Earthquakes	<b>can't be</b>	<b>predicted.</b>	
A new planet	<b>is</b>	<b>found</b>	every 24 hours.

You can use any tense to make a passive sentence.

Tense	Active	Passive
Present	He <b>writes</b> a news report.	A news report <b>is written</b> by him.
Past	He <b>wrote</b> a news report.	A news report <b>was written</b> by him.
Future	He <b>will write</b> a news report.	A news report <b>will be written</b> by him.
Present perfect	He <b>has written</b> a news report.	A news report <b>has been written</b> by him.

Only transitive verbs take objects (direct and indirect complements of verbs).

<table border="1"> <thead> <tr> <th>Subject</th> <th>verb</th> <th>object of the verb</th> </tr> </thead> <tbody> <tr> <td>He</td> <td>rescued</td> <td>the dog.</td> </tr> </tbody> </table>	Subject	verb	object of the verb	He	rescued	the dog.	<p><b>Notice:</b>  <b>He will arrive tomorrow.</b>            This sentence cannot be transformed into Passive Voice because the verb does not have an object (<i>Tomorrow</i> is the time expression, not the object).</p>
Subject	verb	object of the verb					
He	rescued	the dog.					

If you ask a **what-** question , you find some options.

- find:** a job, an object, a person
- rescue:** an animal, a person
- write:** a document, an e-mail
- produce:** a movie, a product
- send:** a letter, a package

**Intransitive verbs do not have objects.**

- live*
- work*
- arrive*
- die*
- sit*

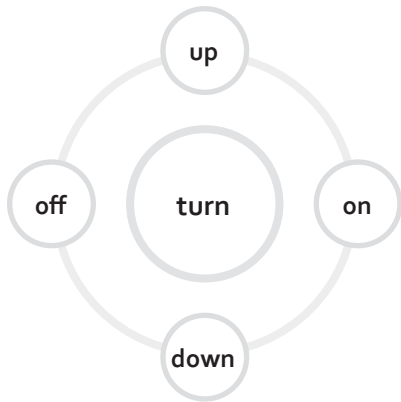




# Grammar Chart

## PHRASAL VERBS

Phrasal verbs are composed of a verb and a participle. The particle can be a preposition or sometimes an adverb. Some phrasal verbs have a lot of combinations but these combinations have different meanings from the original.



Some phrasal verbs can take objects and therefore can be separated.

<b>Separable</b>	<i>Turn up the volume.</i> <i>Turn the volume up.</i>
<b>Inseparable</b>	<i>Why don't you sit down?</i> <i>I'm going to stay up all night.</i>

When the object of the separable verb is replaced by a pronoun, the pronoun can only be placed between the verb and the particle.

Take your shoes off, please.	Take them off, please.
Put on your earphones.	Put them on.

### Some separable phrasal verbs

**look up:** find a word in the dictionary  
**call off:** to cancel  
**set up:** establish

*If you don't know the word, **look it up** in the dictionary.*  
*The meeting was called off. **They called it off.***  
***Set up** a password for safety. **Set it up.***

### Some inseparable phrasal verbs

**break down:** to stop working  
**run out:** to be without something

*The computer **broke down.***  
*The battery **ran out** of energy.*

Sometimes a phrasal verb can have more than one meaning. It can be both separable and inseparable.

<b>Take off:</b> remove (separable) <i>Take your glasses off.</i>	<b>Take off:</b> start to fly (inseparable) <i>The plane is going to <b>take off</b> soon.</i>
--	---

## WISH

Use wish to express a desire about something you want to change. *I wish I had a microphone. (You don't have one at this moment.)*

When you wish for a situation to be different in the present, you use the past tense.

Real situation	Wish
<i>I don't know how to turn the gaming console on. He doesn't have enough money to buy an iPod.</i>	<i>I wish I knew how to turn it on. He wishes he had the money to buy it.</i>
<b>You can ask questions using the simple present.</b>	<b>Use negative questions to persuade your listener about the wish.</b>
<i>Do you wish you had a computer?</i>	<i>Don't you wish you had a new computer?</i>

# References

Most texts included in these books are the result of the authors' creativity and academic background. In specific cases, the texts were based on the following online sources:

## STUDENT'S BOOK

### Unit 1

- \* Mark Zuckerberg. Retrieved from: <http://www.biography.com/people/mark-zuckerberg-507402>
- \* Lionel Messi. Retrieved from: [https://es.wikipedia.org/wiki/Lionel\\_Messi](https://es.wikipedia.org/wiki/Lionel_Messi)
- \* Emma Watson. Retrieved from: <http://www.lifetimetv.co.uk/biography/biography-emma-watson>

### Unit 3

- \* Rock in Rio. Retrieved from: [https://en.wikipedia.org/wiki/Rock\\_in\\_Rio](https://en.wikipedia.org/wiki/Rock_in_Rio)
- \* Cannes Film Festival. Retrieved from: <http://www.festival-cannes.fr/en/about/aboutFestivalHistory.html>
- \* Rock al parque. Retrieved from: <http://www.rockalparque.gov.co/>
- \* Theater Festival. Retrieved from: <http://festivaldeteatro.com.co/>
- \* World Tango Festival. Retrieved from: <http://www.festivales.gob.ar/es/tango>

### Unit 4

- \* Prague. Retrieved from: <http://www.prague.eu/en>
- \* Tokyo. Retrieved from: <http://www.japan-guide.com/e/e2164.html>
- \* Barcelona. Retrieved from: <http://www.barcelona-tourist-guide.com/es/barrio/el-raval-barrio.html>
- \* Rio de Janeiro. Retrieved from: [https://es.wikipedia.org/wiki/R%C3%ADo\\_de\\_Janeiro](https://es.wikipedia.org/wiki/R%C3%ADo_de_Janeiro)

### Unit 5

- \* Dubai. Retrieved from: <http://www.visitdubai.com/#heritage-and-culture>

### Unit 6

- \* Cesar Millan. Retrieved from: <http://www.cesarsway.com/cesar>
- \* Glossary adapted from Weheimer S., McIntosh C., Turnbull J. (2005) Oxford Advanced Learner's
- \* Dictionary of Current English. Oxford: Oxford University Press.

## WORKBOOK

### Unit 1

- \* David Villa. Retrieved from: <http://www.davidvilla7.es/biografia/>
- \* Jack Dorsey. Retrieved from: <http://www.biography.com/people/jack-dorsey-578280>
- \* Keira Knightley. Retrieved from: [https://en.wikipedia.org/wiki/Keira\\_Knightley](https://en.wikipedia.org/wiki/Keira_Knightley)

### Unit 3

- \* Famous Book Fairs around the World. Retrieved from: <http://www.mapsofworld.com/around-the-world/book-fairs.html>

### Unit 4

- \* Puyehue National Park. Retrieved from: <https://www.gochile.cl/en/puyehue-national-park/>
- \* Cartagena de Indias. Retrieved from: <http://www.colombia.travel/en/where-to-go/caribe/cartagena-de-indias>

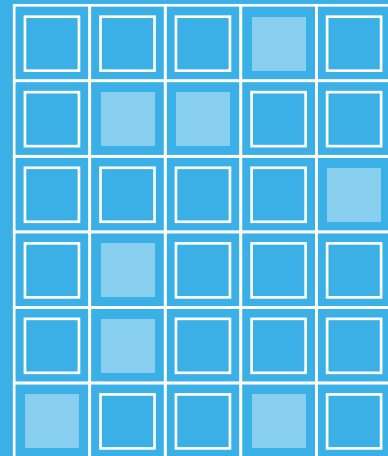
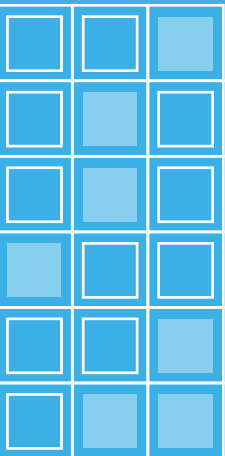
### Unit 5

- \* Tokyo Metropolitan Government. Retrieved from: <http://www.metro.tokyo.jp/ENGLISH/>
- \* Barcelona. Retrieved from: <http://www.barcelona-tourist-guide.com/en/attractions/barcelonatourist-attractions.html>
- \* Sydney. Retrieved from: <http://www.cityofsydney.nsw.gov.au/>

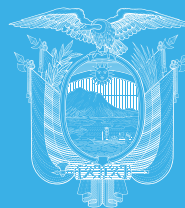
### Unit 6

- \* The Obama Family. Retrieved from: <http://www.huffingtonpost.com/news/obama-family/>








MINISTERIO  
DE EDUCACIÓN




EL  
GOBIERNO  
DE TODOS

 @MinisterioEducacionEcuador

 @Educacion\_EC

 /MinEducacionEcuador

 /Educacionecuador

[www.educacion.gob.ec](http://www.educacion.gob.ec)

Información: 1800 EDUCACIÓN (338222) o [info@educacion.gob.ec](mailto:info@educacion.gob.ec)