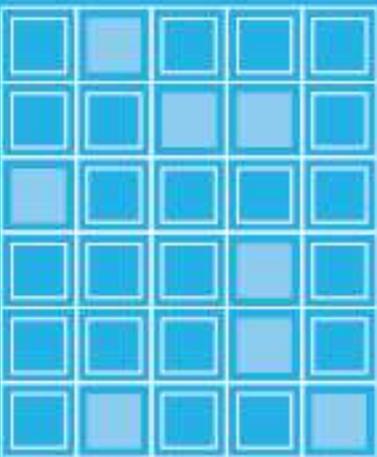




Bachillerato General Unificado



ENGLISH



Level

B1.2

STUDENT'S BOOK - TERCER CURSO - BGU

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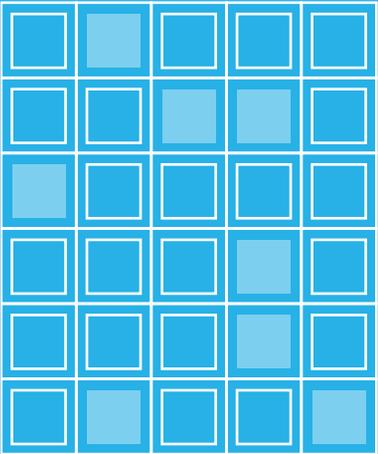


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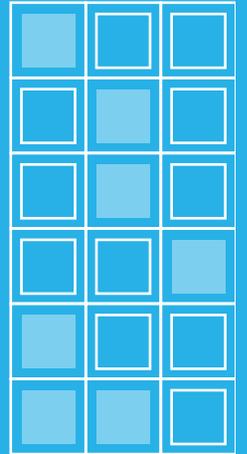




Bachillerato General Unificado



ENGLISH



Level

B1.2

STUDENT'S BOOK

Norma



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Student's Book**

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Promovemos la conciencia ambiental en la comunidad educativa.

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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.

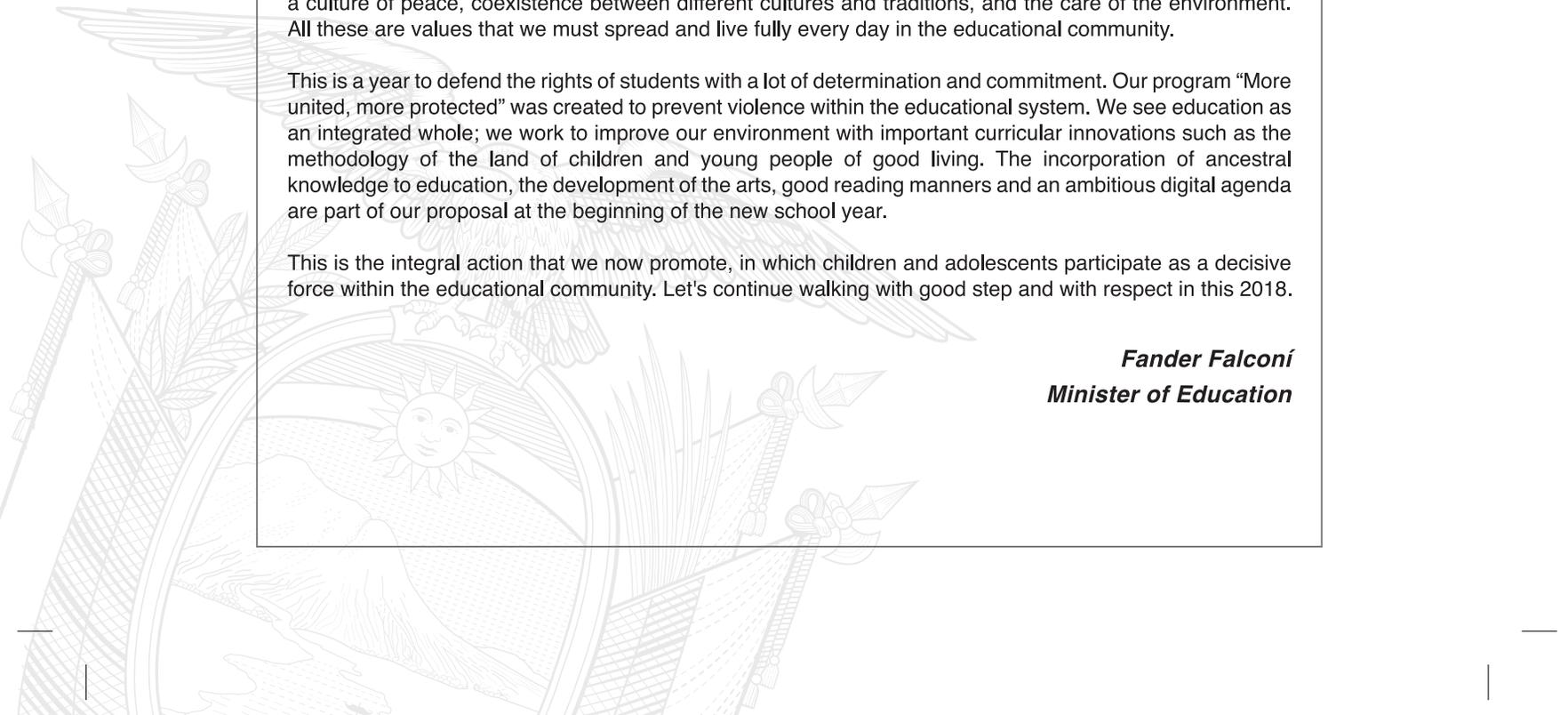
Respect for others means respect for each and every one of us. Respect does not accept any aggression, be it physical, psychological or sexual. It implies recognizing ourselves in the people around us. Teachers, students and partners, we are all human beings who have the same rights. That means the right 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

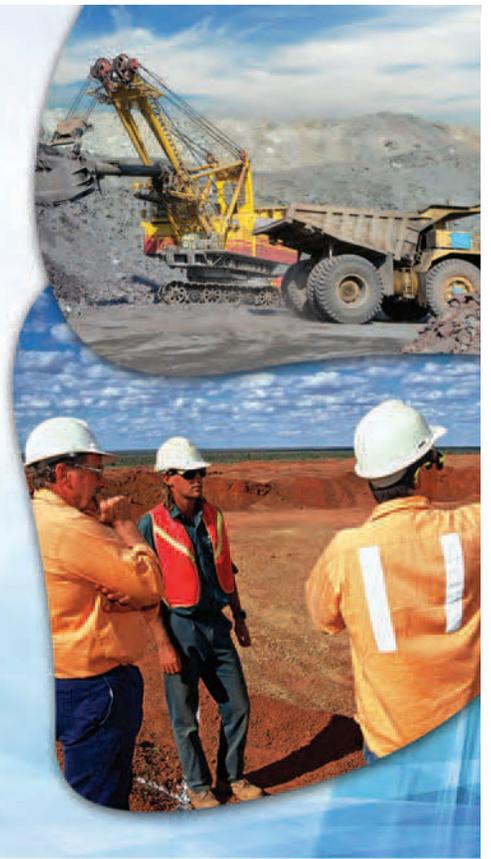


	UNIT 1 	UNIT 2 	UNIT 3 
CLIL	<ul style="list-style-type: none"> • Movie Genres • Film Reviews • Mini Biographies 	<ul style="list-style-type: none"> • Personality Types • Professions • University Degrees 	<ul style="list-style-type: none"> • Environmental Issues • Green Products
Goals	<p>You will learn how to</p> <ul style="list-style-type: none"> • describe and differentiate movie genres. • talk about movies you have seen. • ask and answer questions about movies. • make inferences. • write a film review and a mini biography. 	<p>You will learn how to</p> <ul style="list-style-type: none"> • describe and differentiate professions. • ask and answer questions about different personality types, professions and university degrees. • write a text comparing two professions. 	<p>You will learn how to</p> <ul style="list-style-type: none"> • describe the effects of global warming. • describe different green products and talk about their advantages and disadvantages. • talk about the impact of green and non-green products on the environment.
Grammar	<ul style="list-style-type: none"> • Simple Past tense • Past Progressive tense • Present Perfect tense • Past Perfect tense • Time clauses 	<ul style="list-style-type: none"> • Gerunds and infinitives • Verbs and adjectives followed by prepositions • Connectors of contrast 	<ul style="list-style-type: none"> • Passive voice • Prefixes, suffixes and roots • Relative clauses
Skills and Strategies	<p>Vocabulary: using knowledge of Spanish to associate words</p> <p>Reading:</p> <ul style="list-style-type: none"> • paying attention to time expressions to follow the sequence of events • using facts given to make good guesses about things not directly stated <p>Writing: using verb tenses and time expressions to follow the sequence of events</p> <p>Listening:</p> <ul style="list-style-type: none"> • using pictures to predict content order before listening • using context to help understand idioms <p>Speaking: using idioms when talking to help conversations flow and sound more natural</p>	<p>Vocabulary: classifying words according to their endings to help remember vocabulary</p> <p>Grammar: understanding the structure of sentences that make use of connectors</p> <p>Reading: identifying connectors of contrast to establish relationships between ideas</p> <p>Writing: using connectors of contrast to combine contrasting sentences and make comparisons</p> <p>Listening: looking at questions before listening to know what information to listen for</p>	<p>Vocabulary:</p> <ul style="list-style-type: none"> • remembering collocations to learn word pairs • making new words from root words <p>Grammar: using passive voice when the focus is on the action</p> <p>Reading: identifying topic sentences</p> <p>Writing:</p> <ul style="list-style-type: none"> • writing topic sentences to state the main points of paragraphs • including supporting sentences to give details and specific examples
Project	A Film Review	A University Careers Fair	A Seminar

	UNIT 4 	UNIT 5 	UNIT 6 
CLIL	<ul style="list-style-type: none"> • Imaginary Situations • Expressing Wishes • Breaking Bad Habits 	<ul style="list-style-type: none"> • Written News • Spoken News 	<ul style="list-style-type: none"> • Pivotal Inventions • Important Historical Events
Goals	<p>You will learn how to</p> <ul style="list-style-type: none"> • describe imaginary situations. • express wishes. 	<p>You will learn how to</p> <ul style="list-style-type: none"> • report what was stated. • report what was requested. • understand meaning from context. 	<p>You will learn how to</p> <ul style="list-style-type: none"> • give basic details about inventions and important events from the past. • speculate about what would have happened if things had been different in the past.
Grammar	<ul style="list-style-type: none"> • Second conditional 	<ul style="list-style-type: none"> • Reported speech – statements and requests 	<ul style="list-style-type: none"> • Phrasal verbs • Third conditional
Skills and Strategies	<p>Vocabulary:</p> <ul style="list-style-type: none"> • identifying synonyms by paying attention to the conjunction <i>or</i> • looking for synonymous words or other context clues to discover word meaning <p>Reading:</p> <ul style="list-style-type: none"> • identifying if a text is informative or persuasive • identifying the audience a text is written for <p>Writing:</p> <ul style="list-style-type: none"> • deciding on the audience and the type of text • ordering a text into introductory, supporting and concluding paragraphs • giving arguments, stating facts and opinions to support ideas 	<p>Vocabulary:</p> <ul style="list-style-type: none"> • looking at the text around new words to predict the meaning of unfamiliar words • using pictures to predict the meaning of unfamiliar words <p>Reading:</p> <ul style="list-style-type: none"> • using context clues in a text to make predictions about an unknown word • using information provided in the text to figure out the meaning of a word <p>Writing: using context clues to help readers understand difficult words and complex sentences while reading</p>	<p>Vocabulary: using synonyms to understand the meaning of unfamiliar words</p> <p>Reading: looking for chronological order or concept repetitions to establish a sequence of events</p> <p>Writing: paying attention to a text's organization</p> <p>Listening: reading questions before listening to know what specific information to listen for</p> <p>Speaking:</p> <ul style="list-style-type: none"> • using <i>you mean that...</i> to show understanding of what a person is saying • using idioms in conversations to sound more natural
Project	A Survey	A News Report	A PowerPoint Presentation



Review



1. Use an appropriate relative pronoun *who/where/that* to join the following sentences.

- a. Geologists are people. They study the Earth's natural resources.
Geologists are people who study the Earth's natural resources.
- b. Geology is a profession. It includes the studying of natural resources.

- c. Mining sites are places. Geologists work there.

- d. Miners work in mines. There are many natural resources in mines.

- e. Environmentalists are activists. They believe our environment should be protected.

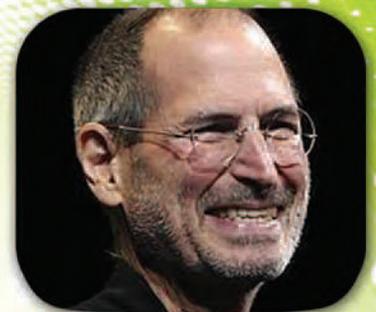
2. Circle the correct verb form to complete the text below. Select *both* when either the gerund or the infinitive forms can be used.

The world we live in is made up of many different types of people with different personalities and ways of expressing their emotions and feelings. Some people are reserved and avoid meeting (to meet / meeting / both) new people, while others may be more sociable and prefer _____ (a. to be / being / both) surrounded by people.

I have always been interested in _____ (b. to investigate / investigating / both) the way that people interact with each other. In fact I even considered _____ (c. to study / studying / both) psychology, but finally I decided _____ (d. to take / taking / both) a year off and travel the world before I enter university. I am really excited about _____ (e. to travel / traveling / both) and I intend _____ (f. to see / seeing / both) as much of the world as I can.

3. Based on the first sentences, complete the second ones in passive voice with the correct form of the verbs in parentheses.

- a. In the 50's, Nelson Mandela denounces inequality in South Africa.
Inequality is denounced (denounce) by Nelson Mandela in South Africa.
- b. Many people from all over the world have heard Anne Frank's story.
Anne Frank's story _____ (hear) by many people from all over the world.
- c. Martin Luther King, Jr. won the Nobel Peace Prize in 1964.
The 1964 Nobel Peace Prize _____ (win) by Martin Luther King, Jr.
- d. Steve Jobs considered the iPad his most important invention.
The iPad _____ (consider) to be his most important invention by Steve Jobs.
- e. Nelson Mandela changed many people's lives in South Africa.
In South Africa many people's lives _____ (change) by Nelson Mandela.



4. Complete each question with a tag and match it with its corresponding answer.

Questions	Answers
a. He is catching a bus to the coast, <u>isn't he</u> ?	<input type="checkbox"/> 1. Yes, unfortunately she can't find it.
b. They will travel to India, _____?	<input type="checkbox"/> 2. Yes, of course. I have seen all the exhibitions.
c. You have visited the Gold Museum, _____?	<input checked="" type="checkbox"/> 3. No, actually he is going to go by plane.
d. We aren't climbing the mountain today, _____?	<input type="checkbox"/> 4. No, he will be sleeping at my house.
e. She hasn't lost her backpack, _____?	<input type="checkbox"/> 5. Yes, they really want to see the country.
f. He won't be staying in a hotel, _____?	<input type="checkbox"/> 6. No, we will do that tomorrow.



5. Read and listen to the interview and then use reported speech to answer the questions.

Reporter: So tell us Josh, what is your favorite sport?

Josh: I love scuba diving.

Reporter: Really! Why scuba diving?

Josh: Because you feel like you are floating in space when you're under water. It's an amazing feeling!

Reporter: And the aquatic life must be spectacular to see, am I right?

Josh: You sure are. It's a completely different world down there!

a. What did Josh say he loved?

He said he loved scuba diving.

b. Why did Josh say he loved scuba diving?

c. What did Josh say about life under the water?



6. Now listen to the rest of the interview and answer the following questions using reported speech.

a. What is the second sport that Josh enjoys?

b. When will Josh be participating in a competition?

c. When did he start training?



7. Read Barack Obama's mini-biography and fill in the gaps with the expression *used to* plus the verbs in parentheses.



Barack Obama was born on August 4th, 1961, in Honolulu, Hawaii. His mother was from the USA and his father from Kenya, but they separated shortly after Obama was born. As a child, Obama didn't use to live (not live) with his father; instead, between the ages of 6 and 10 he _____ (a. live) in Indonesia with his mother and stepfather. He attended public schools. However, at age 10, he moved back to Honolulu where he _____ (b. have) a scholarship to study at a prestigious private school.

Obama has stated that after graduating from high school in 1979, he _____ (c. spend) a great deal of time reconciling social perceptions about his multicultural heritage. He said that people _____ (d. not understand) he was also American, even though his father was from Kenya.

Obama soon moved to New York where he _____ (e. study) political science, specializing in international relations. On graduating in 1983, Obama entered the business world and soon after that started his political career, opening the door for him to become the first black President of the United States of America.

8. Circle the word that best completes each sentence.

- a. If my older brother keeps bullying me, I will / would tell my parents.
- b. If I were you, I will / would study hard for the exam.
- c. There would be less violence if people have / had more tolerance.
- d. Teens will / would have more time to do other things if they worried less about their image.
- e. If I get up earlier in the mornings, I won't / wouldn't be late for school.
- f. If they pressure / pressured her too much, she won't do well at school.

9. Answer the questions using the third conditional and then write 2 more questions to ask a partner. Record his/her answers using the third conditional.

- a. What would you have done if you hadn't come to school today?

- b. If you had won a million dollars last year, what would you have bought?

- c. Where would you have gone last vacation if you had had enough money?

- d. Which time period would you have liked to live in if you had been able to choose?

- e. Question 1: _____
Partner's answer: _____
- f. Question 2: _____
Partner's answer: _____

Let's Talk Movies

▶ General Objective

You will be able to talk about different types of movies and describe a sequence of events in chronological order.

▶ Communication Goals

You will learn how to

- describe and differentiate between movie genres.
- talk about movies you have seen.
- ask and answer questions about different movies.
- make inferences.
- write a film review and a mini biography.

▶ CLIL

- Movie Genres
- Film Reviews
- Mini Biographies

Vocabulary

- Words related to movie production and the people involved

Grammar

- Simple Past tense, Past Progressive tense, Present Perfect tense and Past Perfect tense
- Time clauses

▶ Idioms and Colloquial Expressions

- *To pull off*
- *By heart*
- *To come up with*
- *In a nutshell*
- *Few and far between*
- *To go overboard*
- *It's worth it*
- *A must see*

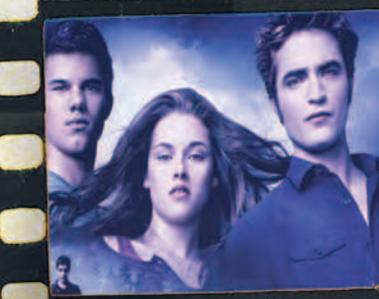
▶ Project

A Film Review

You will work in groups to make a PowerPoint presentation of a film review and a mini biography.

Discuss:

- What are the different types of movies?
- What are your favorite types of movies?
- Do you know the name of any famous movie directors?
- Why do people like to watch movies?





Lesson 1

It Was Terrifying!

1. Label the pictures. Use the Word Bank.

Word Bank

• horror • ~~comedy~~ • adventure • western



a. comedy



b. _____



c. _____



d. _____

2. Match the words in column A with those in column B. Then, match B with C.

A - Nouns	B - Adjectives	C - Descriptions
1. energy	<input type="checkbox"/> a. humorous	<input checked="" type="checkbox"/> 1. very active
2. history	<input type="checkbox"/> b. terrifying	<input type="checkbox"/> 2. from or connected to the past
3. humor	<input checked="" type="checkbox"/> c. energetic	<input type="checkbox"/> 3. comical or funny
4. terror	<input type="checkbox"/> d. historical	<input type="checkbox"/> 4. very scary or frightening

Vocabulary Strategy

Use your knowledge of Spanish to associate words.

3. Read and complete with the adjectives above. Then, match columns A, B and C. Listen to confirm.

Reading Strategy To associate words and paragraphs, look for synonyms or words that express similar ideas.

A - Genre Description	B - Genre	C - Example
a. These <u>historical</u> movies often have guns, horses, cowboys and Indians and show how difficult life was in the second half of the 19th century.	<input type="checkbox"/> 1. horror	<input checked="" type="checkbox"/> 2 a. Buffalo Bill's Wild West
b. These _____ movies are action-filled. Characters go through travels, conquests, explorations and troubles.	<input checked="" type="checkbox"/> 2. western	<input type="checkbox"/> b. Dracula
c. These movies contain _____ plots to make you laugh by exaggerating situations, language, actions, relationships and characters.	<input type="checkbox"/> 3. adventure	<input type="checkbox"/> c. American Pie
d. Designed to scare us and give us nightmares, often with a _____ finale, this type of movie has sub-genres such as teen terror, serial killers and so forth.	<input type="checkbox"/> 4. comedy	<input type="checkbox"/> d. Pirates of the Caribbean

4. Write W (Will Smith) or M (Michelle Rodriguez) to label the statements below. After that, listen and put them in order. Then, complete the grammar chart on page 11.

- a Another popular movie which was also historical is the comical western, *Wild Wild West*.
- b She was reported to have said that she couldn't believe it.
- c Before winning a part in the very imaginative *Avatar*, Michelle Rodriguez had finished the terrifying film *Resident Evil*.
- d Will Smith has starred in several movies. Many of the films he has made are energetic and amusing.
- e An example of this is when he acted in the hit movie *Men in Black* in 1997.
- f While she was filming the movie in 2002, *Maxim Magazine* voted her one of the world's 100 most beautiful women.

Will Smith

Michelle Rodriguez

Reflect on Grammar

The Simple Past tense describes acts that have already concluded in the past. The time of occurrence is usually known.

He	acted	in the hit movie <i>Men in Black</i> in 1997.
	didn't <u>act</u>	
_____	he	in the hit movie <i>Men in Black</i> in 1997?

The Past Progressive tense describes events that were in process of occurring when a new event happened (at a certain moment in the past).

She	was filming	the movie when <i>Maximum Magazine</i> voted her one of the world's 100 most beautiful women.
	_____ filming	
_____	she	the movie when <i>Maximum Magazine</i> voted her...?

The Present Perfect tense describes actions that started in the past and haven't finished (or are relevant) in the present.

He	has _____	in several movies.
	hasn't _____	
_____	he	in several movies?

The Past Perfect tense describes events that occurred in the past before another past event.

She	_____ finished	the terrifying film <i>Resident Evil</i> when she won a part in <i>Avatar</i> .

_____	she	the terrifying film <i>Resident Evil</i> when she won a part in <i>Avatar</i> ?

NOTE: In interrogative and negative sentences, use the auxiliary verbs *be*, *have* or *do*.



5. Complete with the appropriate form of the verb or an adjective from exercise 2. Listen to confirm.



Alex: I was watching (**watch**) television when I _____ (**a. see**) the trailer for the animation comedy, *Megamind*. I thought it looked _____ (**b.**) and I love to laugh, so I _____ (**c. go**) with my girlfriend to see it. However, I was disappointed. The story of the bad guy who becomes the good guy and wins the girl is very typical and not very imaginative.



Betty: I thought Natalie Portman _____ (**d. be**) excellent as a ballet dancer in the mystery thriller *Black Swan*. She _____ (**e. train**) for many months before they _____ (**f. start**) to film the movie. I _____ (**g. recommend**) this movie to many friends.



Tony: The 2010 movie, *True Grit*, with Jeff Bridges and Matt Damon _____ (**h. be**) a _____ (**i.**) western. I _____ (**j. not imagine**) Matt Damon in a western before seeing this movie, but he and Jeff Bridges really pulled it off.



Project Stage 1

- In groups of 3 or 4, decide on a movie to watch at home.
- Take notes about its genre, setting, plot, characters, etc.
- Make a short summary of the plot.

E.g. Name: True Grit; Cast: Jeff Bridges, Matt Damon, etc.; Setting: American Old West.

Main events: A girl was looking for a man who had murdered her father...

Key Expressions

Pull off: to succeed in something despite difficulties



Lesson 2

By the Time...



1. Answer the following questions.

a. Who is Tim Burton?

- an actor
- a film director
- a graphic designer

b. Where is he from?

- England
- Italy
- The United States

c. What did he study?

- character animation
- acting
- business administration

2. Discuss in groups what you know about the following movies (director, actors, main events).

Alice in Wonderland

Batman

Planet of the Apes

Charlie and the Chocolate Factory

3. Read the text and underline the correct ending for sentences a to e. Then, complete the grammar chart.

Tim Burton is an American **film director**, **producer** and **writer** who studied character animation at the California Institute of the Arts. By the time Burton started his most famous movie, *Batman*, in 1989, he had already made *Beetlejuice* a year earlier and *Frankenweenie* 4 years before. 3 years after making *Batman* he directed its sequel, *Batman Returns*. Since the success of *Batman Returns*, he has directed and produced other imaginative movies including *Planet of the Apes* in 2001 and *Charlie and the Chocolate Factory* 4 years later. While filming the latter, he also produced *Corpse Bride*. Finally, he didn't make the creative remake of *Alice in Wonderland* until 2010. The **cast** of actors for Burton's movies often includes his wife, Helen Bonham Carter, and his long-time friend, Johnny Depp. The **soundtracks** to his movies have nearly all been produced by another friend, Danny Elfman.

Reading Strategy

Pay attention to the time expressions used in order to follow the sequence of events in biographies and stories.

- a. A film director is someone who **acts in a movie / controls the artistic parts of a movie**.
- b. The writer is **the author / an actor**.
- c. The cast is **the director and producer of a movie / the group of actors in a movie**.
- d. A soundtrack is **the name of a movie / the music from a movie**.
- e. A film producer **writes the movie / provides the money for the movie**.

Reflect on Grammar

Time Clauses	Time Expressions	Definition
3 years <u>after</u> making <i>Batman</i> he directed its sequel, <i>Batman Returns</i> .	a. while	1. <input checked="" type="checkbox"/> following a certain point in time
Finally, he didn't make the creative remake of <i>Alice in Wonderland</i> _____ 2010.	b. since	2. <input type="checkbox"/> before a certain (expected) time
_____ filming the latter, he also produced <i>Corpse Bride</i> .	c. after	3. <input type="checkbox"/> during a period of time
_____ Burton started his most famous movie, <i>Batman</i> , in 1989, he had already made <i>Beetlejuice</i> and <i>Frankenweenie</i> .	d. by the time	4. <input type="checkbox"/> from a particular time to now
_____ the success of <i>Batman Returns</i> , he has directed and produced other imaginative movies...	e. already	5. <input type="checkbox"/> before another event begins or finishes
... in 1989, he had _____ made <i>Beetlejuice</i> ...	f. until	6. <input type="checkbox"/> up to a time

4. Read the text again and complete Tim Burton's filmography timeline.

5. Based on the timeline, correct the following statements by using an appropriate time expression.



- a. Tim Burton directed *Batman* before he made *Beetlejuice*.
Tim Burton directed *Batman* after he had made *Beetlejuice*.
- b. By the time Tim Burton produced *Corpse Bride*, he had already finished making *Charlie and the Chocolate Factory*.
By the time Tim Burton produced *Corpse Bride*, he had already finished making *Charlie and the Chocolate Factory*.
- c. Tim Burton didn't make *Batman Returns* until he had made *Planet of the Apes* and *Charlie and the Chocolate Factory*.
Tim Burton didn't make *Batman Returns* until he had made *Planet of the Apes* and *Charlie and the Chocolate Factory*.
- d. Since producing *Charlie and the Chocolate Factory* he has made *Planet of the Apes* and *Alice in Wonderland*.
Since producing *Charlie and the Chocolate Factory* he has made *Planet of the Apes* and *Alice in Wonderland*.



6. Listen and complete. Then, make a similar conversation about movies you have seen.

Conversation 1

- A: Hey, have you heard the soundtrack of *Thor*?
- B: Actually, I have it at home. I _____ (a.) it after I _____ (b.) the movie.
- A: Did you like the movie?
- B: Yeah. I _____ (c.) it had a great cast. I really love Anthony Hopkins. He is such a talented actor.

Conversation 2

- C: _____ (a.) any movies by Martin Scorsese?
- D: Of course, I love his movies. He is really imaginative. He _____ (b.) *The Departed*.
- C: That movie _____ (c.) an amazing cast. With Matt Damon, Leonardo DiCaprio and Jack Nicholson, it was guaranteed to be a success.
- D: He is also the producer of *Shutter Island*.
- C: I _____ (d.) that movie. By the time I _____ (e.) the money to go to the cinema, it _____ (f.) already _____ (g.) playing.
- D: You should definitely watch it on DVD. It's worth it!

Project Stage 2

- In your group, investigate the film director of the movie you saw in Stage 1. Take notes using the new time expressions.
- E.g. *After directing *Batman*, he directed *Planet of the Apes*, and *Batman Returns*.*

Key Expressions
 It's worth it: It is rewarding!



Lesson 3

Reading Between the Lines

1. Answer the following questions.



Reading Strategy

To make inferences and understand a story, use the facts given to make good guesses about other things that are not directly stated.

a. Look at the picture from the movie *Rio*. What type of movie do you think it is?

- 1. horror
- 2. animation
- 3. western
- 4. I don't know.

b. Blue Macaws are:

- 1. snakes
- 2. birds
- 3. cats
- 4. I don't know.

c. Can Blue Macaws fly?

- 1. Yes, they can.
- 2. No, they can't.
- 3. I don't know.

d. Blue Macaws are from:

- 1. South America
- 2. Europe
- 3. Asia
- 4. I don't know.

e. Are Blue Macaws an endangered species?

- 1. Yes, they are.
- 2. No, they aren't.
- 3. I don't know.

2. Read the following movie review. Then, answer the questions below.

Blu lived a comfortable life with his owner and best friend, Linda, so he never had to worry about learning normal "bird" activities like flying or finding food. After learning that Blu wasn't the last bird from his species, they began a long journey to the distant and exotic land of Brazil to find Jewel, a female version of Blu, who lived in Rio de Janeiro. There was hope of saving the Blue Macaw species after all!

But not long after they had arrived in Rio, their plans changed when Blu and Jewel were kidnapped. To

escape, Blu had to find the courage to learn how to use his wings and to rely on the help of the bird of his dreams, Jewel, and a group of amusing city birds.

The extremely imaginative script is excellent, with colorful characters, funny jokes and beautiful animation; it is for both adults and children. This exciting and energetic movie will leave you wanting more. A must see!

a. Why hadn't Blu learned how to find food?

- 1. Because he lived next to a supermarket.
- 2. Because Jewel flies and finds food for Blu.
- 3. Because he was a domesticated bird.

b. Why did Blu and Linda travel to Brazil?

- 1. To find Jewel.
- 2. To find a new home.
- 3. To learn to fly.

c. When did Linda and Blu travel to Brazil?

- 1. Before learning Blu was not the last Blue Macaw.
- 2. After learning Blu was not the last Blue Macaw.
- 3. Until learning Blu was not the last Blue Macaw.

d. How did Blu escape after being kidnapped?

- 1. Linda helped him.
- 2. He walked away.
- 3. He had to learn how to use his wings to fly.

e. What did Blu have to do in order to escape?

- 1. Travel to Brazil.
- 2. Find Jewel.
- 3. Learn how to fly and trust others.

Key Expressions

A must see: a movie that you should really watch

3. Make inferences to answer the questions below by finding clues in the text.

a. Was Blu a typical Blue Macaw?

Clues (facts): *1. domesticated Macaw; 2. lived a comfortable life; 3. never had to worry about learning normal "bird" activities like flying or finding food*

Answer: *No*

b. Why hadn't Blu learned to fly before he went to Brazil?

Clues (facts): _____

Answer: _____

c. Why did Blu learn to fly while in Brazil?

Clues (facts): _____

Answer: _____

d. Why did Linda want Blu to meet Jewel?

Clues (facts): _____

Answer: _____

Reading Strategy

To make inferences, choose the most probable explanation from the facts (and clues) given in the text.



4. Look at the pictures below, make inferences about the scenes and the sequence. Then, listen and put them in order.

Listening Strategy

Use pictures to predict content and order before listening.

5. Imagine the story above is a movie. Give it a name and invent the following information. Then, write a movie review.

Name of movie: _____

Movie genre: _____

Stars (leading roles): _____

Cast: _____

Director: _____

Adjectives to describe movie: _____

Opinion: _____

Project Stage 3

- Write a film review about the movie you watched and a mini biography of the director.
- Prepare it in the form of a PowerPoint presentation with photos.
- Remember to pay attention to connectors of sequence, time expressions and verbs in all tenses.

Writing Strategy

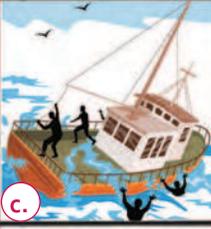
Remember to use verb tenses and time expressions correctly to help readers follow the sequence of events.



Lesson 4

In a Nutshell!

1. Label the pictures. Use the Word Bank.

				
a.	b.	c.	d.	e.
<i>come up with</i>				

Word Bank

- go overboard
- ~~come up with~~
- in a nutshell
- few and far between
- by heart

2. Listen and complete with the phrases in the Word Bank.

- A:** Wow! What do you think of the movie?
B: Well, in a nutshell, I really liked it. I don't know how the writers _____ (a.) such imaginative stories.
A: I know, I could never create a story like that. In fact, movies with really good storylines are _____ (b.).
B: Actually, I think the same about actors. There aren't many really good actors.
A: It must be difficult to be an actor. You have to learn all your lines _____ (c.). You can't just invent the words you are going to say.
B: What do you think about the special effects?
A: Personally, I think they were great.
B: I don't agree. I think they _____ (d.) with them. The movie was energetic enough without so many special effects.

Listening Strategy

Use context (words or sentences which surround unfamiliar phrases) to help understand idioms. Watch out for synonyms, antonyms and explanations.

3. Check the correct definition.

- | | | |
|---|---|--|
| a. go overboard: <input checked="" type="checkbox"/> 1. do or have too much | <input type="checkbox"/> 2. not do or have enough | <input type="checkbox"/> 3. don't care |
| b. in a nutshell: <input type="checkbox"/> 1. the long version | <input type="checkbox"/> 2. the short version | <input type="checkbox"/> 3. the detailed version |
| c. few and far between: <input type="checkbox"/> 1. easy to find | <input type="checkbox"/> 2. very common | <input type="checkbox"/> 3. not very common |
| d. by heart: <input type="checkbox"/> 1. by memory | <input type="checkbox"/> 2. not by memory | <input type="checkbox"/> 3. written |
| e. come up with: <input type="checkbox"/> 1. copy | <input type="checkbox"/> 2. invent | <input type="checkbox"/> 3. duplicate |

4. In pairs create a dialog using the idioms learned.

No actor learns all their lines by heart.

I am sure actors come up with diverse memory techniques.

Speaking Strategy

Using idioms when talking will help your conversations flow and sound more natural.

Reflect on Values

- | | Always | Sometimes | Never |
|--|-----------------------|-----------------------|-----------------------|
| ■ I can read a movie review critically. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| ■ I respect others' opinions about movies. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| ■ I state my opinion respectfully. | <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.

Check what you learned while working on the project.

- | | |
|---|---|
| <input type="checkbox"/> To respect different opinions about the same movie. | <input type="checkbox"/> Working in a group is fun and easier than working alone. |
| <input type="checkbox"/> To consider different interpretations of the same movie. | <input type="checkbox"/> Working in a group is difficult. It is easier to work alone. |



2. Read and listen to the following article and answer the questions below.

Traditionally, people have used movie reviews to decide which movies to watch. In recent times, the impact of reviews on a movie's popularity has become a matter of debate. Many people think that today, good movie criticism is not easily found and that only movies with expensive marketing campaigns are in the public eye. They argue that most of the discussion about movies is focused on the amount of money they make, not on their artistic credibility.

On the other hand, some people say that low budget and independent movies such as *The Hurt Locker* have become successful thanks to positive reviews. There are those who believe that many critics prefer art house movies rather than commercial blockbusters.

- Why do people read movie reviews?
 - To decide where to watch a movie
 - To decide which movies to watch
 - To decide when to watch a movie
- Why do some people believe that good movie reviews are hard to find today?
 - Because nobody writes reviews anymore.
 - Because artistic credibility is considered more important than how much money a movie makes.
 - Because how much money a movie makes is considered more important than artistic credibility.



Give your Presentation

- Introduce the name of the movie your group decided to watch and why you decided to watch that particular movie.
- Talk about the genre or genres that the movie fits into, giving a brief explanation.
- Display your PowerPoint presentation to the class with your movie review and mini biography of the movie director.
- Mention if you enjoyed the movie and whether you are interested in watching other movies by the same director.

Useful Expressions

Introduction

- Good morning/afternoon, today we are going to tell you about the movie... and the director...

State your opinion of movie with reasons

- We all agreed that the movie was... because...
- Some of us thought the movie was... and others thought it was... because...

Conclusion

- We (don't) recommend you see this movie...



Comic

Going to the Movies



Read and listen.

Paul and his friends are on vacation. One evening, after an afternoon at the beach, they return home.



What a great vacation. Why don't we go back to the hotel and relax a bit?

Or we could go to the movies.

But suddenly,...



Where are we?

They have lost the trail.

We have lost the trail!



Let's go back.

And now they are facing difficulties...



Shhhh! Be quiet. Follow me.

Look at that crocodile. It's going to attack us!



Don't move.

Gosh! Is that a panther over there?

Let's go that way!



We're lost.

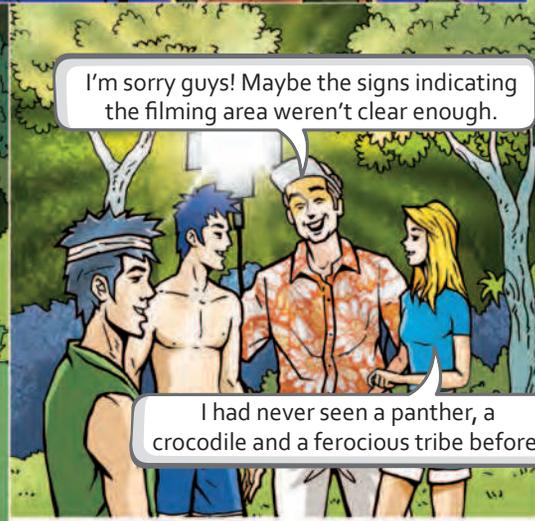
Please, don't hurt us!

But they didn't know that...



Oh, thank God! I thought we were going to die.

Cut! Perfect! Let's now work on scene 3, take one.



I'm sorry guys! Maybe the signs indicating the filming area weren't clear enough.

I had never seen a panther, a crocodile and a ferocious tribe before.

Quiz Time

1. Match the movie genres with their descriptions.

- | | |
|---|---------------------------------------|
| a. Many people describe this type of movie as terrifying and frightening. | <input type="checkbox"/> 1. comedy |
| b. You will be rolling on the floor with laughter when you watch these funny and amusing movies. | <input type="checkbox"/> 2. western |
| c. These movies are very energetic and often take you on conquests and travels. | <input type="checkbox"/> 3. horror |
| d. These old fashioned movies allow you to appreciate how hard life was in the American Old West. | <input type="checkbox"/> 4. adventure |



2. Listen and check the correct boxes.

- ... loves adventure movies.
- ... watched *Scream 2* with his/her little sister.
- ... called *Inception* an imaginative movie.
- ... 's favorite movie is *Indiana Jones*.
- ... doesn't like horror movies.
- ... thought the special effects were fantastic.

Jason	Mia	Kylie
<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"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3. Choose the best option.

- | | |
|---|---|
| a. Angelina Jolie had finished filming <i>Mr. & Mrs. Smith</i> before she _____ filming <i>The Good Shepherd</i> .
<input type="checkbox"/> 1. had started <input type="checkbox"/> 2. has started
<input type="checkbox"/> 3. started <input type="checkbox"/> 4. was starting | c. Heath Ledger _____ <i>The Imaginarium of Doctor Parnassus</i> when he died in 2008.
<input type="checkbox"/> 1. filmed <input type="checkbox"/> 2. was filming
<input type="checkbox"/> 3. has filmed <input type="checkbox"/> 4. films |
| b. Steven Spielberg _____ many films over the last 40 years.
<input type="checkbox"/> 1. produced <input type="checkbox"/> 2. was producing
<input type="checkbox"/> 3. had produced <input type="checkbox"/> 4. has produced | d. When Burton started <i>Batman</i> in 1989, he _____ already _____ <i>Beetlejuice</i> .
<input type="checkbox"/> 1. did / make <input type="checkbox"/> 2. has / made
<input type="checkbox"/> 3. had / make <input type="checkbox"/> 4. had / made |

4. Read the text and complete it with the correct time expressions.

Vin Diesel was only 7 when he started acting in theatre. Throughout his primary and secondary education he acted in various theatre shows. _____ (a. **After / Since / Already**) high school, Diesel went to college, but _____ (b. **by the time / until / while**) he was studying, he realized that his dream was to become a Hollywood actor. _____ (c. **By the time / Already / Until**) he was 28, he had managed to

write and produce his first short film called *Multi-Facial*. It was accepted for the 1995 Cannes Film Festival. But it wasn't _____ (d. **since / until / while**) Steven Spielberg cast him in his blockbuster movie, *Saving Private Ryan*, in 1998, that Diesel started to become well known. _____ (e. **Already / While / Since**) then, Diesel has acted in other very famous action movies including *The Fast and The Furious* and *A Man Apart*.

Self-Evaluation

Now I can...

- talk about and describe different movies and their genres.
- make inferences from the information given.
- use time expressions and verb tenses to help organize sequences of events.
- use idioms to talk about movies.

Very Well	OK	A Little
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Glossary

A-E

actor/actress: **n.** someone who acts or performs in a movie or play. *Johnny Depp is a famous actor.*



blockbuster: **n.** a hugely successful movie or book. *Avatar was a huge blockbuster movie.*

box office: **n.** place where admission tickets are sold.



budget: **n.** a financial plan; the amount of money needed or available to make a movie. *The Harry Potter movies are big-budget films.*

cast: **n.** the team of actors in a movie. (syn. actors, performers)

celebrity: **n.** a famous person.



crew: **n.** the group of people working together to produce a movie. (syn. team, group)



director: **n.** a person who manages the actors and crew in the making of a movie. *Tim Burton is a famous movie director.*

documentary: **n.** informative movie about true events. *The Cove is a documentary about dolphin abuse.*

F-J

genre: **n.** a style or category of movies. *Toy Story is from the animation genre.*

K-P

plot: **n.** the main sequence of events or story in a play, novel, or movie. (syn. storyline, story)

producer: **n.** person who finances or supervises the production of a movie.

profit: **n.** earnings, financial gain. (ant. loss)

Q-U

set: **n.** filming location; stage and scenery for a movie or television program.



soundtrack: **n.** the music and songs used in a movie. *I listen to the Slumdog Millionaire soundtrack every day.*

star: **n.** an actor who plays a leading role in a movie. *Leonardo DiCaprio is the star of the movie Inception.*

ticket: **n.** printed paper which indicates that the holder can enter a movie. (syn. entry pass)



trailer: **n.** a preview of a movie or film.

V-Z

western: **n.** movie genre which tells stories about cowboys and Indians; mainly set in the late 19th century in the American Old West. *Unforgiven is a famous western film.*



writer: **n.** person who writes a movie. (syn. author, scriptwriter)

Colloquial Expressions

A must see: a movie that you really should watch. It normally means that the movie is excellent.

By heart: to learn something by memory.

Few and far between: not many, only a few.

In a nutshell: in short, in summary.

It's worth it: it is rewarding or beneficial.

To come up with: to think of or invent an idea.

To go overboard: to do something in an extreme way or too much.

To pull off: to succeed or accomplish something despite difficulties.

Professions! 2



Discuss:

- What different personality types are there?
- What are you interested in studying at university?
- What professions are you curious about?
- What are you good at?



► **General Objective**

You will be able to talk about different professions, personality types and university degrees.

► **Communication Goals**

You will learn how to

- describe and differentiate professions.
- ask and answer questions about different personality types, professions and university degrees.
- write a text comparing two professions.

► **CLIL**

- Personality Types
- Professions
- University Degrees

Vocabulary

- Words related to personality types, professions and university degrees

Grammar

- Gerunds and infinitives
- Verbs and adjectives followed by prepositions
- Connectors of contrast

► **Idioms and Colloquial Expressions**

- *Cut out for*
- *Go on*
- *Drop out*
- *Fall behind*
- *Pass with flying colors*
- *Suit (someone/something)*
- *Take advantage of*

► **Project**

A University Careers Fair
You will prepare a presentation on 3 professions and present it at a university careers fair in the form of a university prospectus.



Lesson 1

Personality Types



1. Read and listen to the following conversation. Answer the questions below.

- A:** Hello, I want to investigate my career options and find out which professions best suit me.
B: Actually, that depends on your personality type. You might be artistic, realistic, investigative, conventional or social. Everybody is different!
A: Hmmm, and I guess it also depends on what I'm interested in and what my abilities are.
B: Well, you're at the right place!

Vocabulary Strategy

Associate words with similar meanings to increase your vocabulary.

Key Expressions

To suit (someone /something): to fit

- a. Do you know about any of these personality types?
 b. Do you think it is possible to fit into more than one personality type?



2. Listen and complete. Use the Word Bank. Then, match the descriptions with the pictures.

Personality Types

a. Realistic people...

- are practical.
- like to use their hands.
- are _____ working with animals, tools and machines.

b. Investigative people...

- are _____ and inquisitive.
- are interested in learning, analyzing and _____ problems.

c. Artistic people...

- are _____.
- love to _____ themselves by creating art.

d. Social people...

- are _____ and sociable.
- enjoy helping or _____ others.

e. Conventional people...

- are _____ and attentive.
- like to _____ routines and keep track of details.



Word Bank

- follow
- solving
- efficient
- practical
- creative
- express
- training
- friendly
- careful
- curious

3. Read and complete. Use some of the words in the Word Bank.

I am a very realistic person and I like using my hands to build things. I am interested in becoming a carpenter because I am a very _____ (a.) person. My sister, however, is completely different to me. She studies accounting. Ever since I can remember she likes saving her money and calculating how much she has.

She is a person who is very _____ (b.) with money. My mom is a very social primary school teacher. To be a teacher you have to be _____ (c.) and enjoy helping others. My dad is a musician. He has a very _____ (d.) personality and loves creating art. I admire my family.

4. Read and complete. Use the Word Bank.

Word Bank

- Law
- Medicine
- Programming

a. _____

If you *want to study* this, you must be an investigative person who *likes to analyze* and solve problems. You must also *like helping* sick people.

b. _____

If you are thinking about studying this, we strongly *suggest developing* an interest in technology. It is advisable that you *enjoy working* with computers.

c. _____

Most people who study this are extroverted and *love persuading* others. They also *love to be* leaders, which is an essential quality if you *hope to be* successful.

Reflect on Grammar

Some verbs are always followed by infinitives (to + verb)

If you want to study medicine, ...
... if you _____ successful.

Some verbs are always followed by gerunds (verb + ing)

... we strongly _____ an interest in technology.
... it is advisable that you _____ with computers.

Some verbs can be followed by both gerunds or infinitives

... who _____ and solve problems.
You must also _____ sick people.

They also _____ leaders...
... who _____ people...

Verbs followed by infinitives (to + verb)

agree, decide, have, hope, manage, need, plan, refuse, seem, want

Verbs followed by gerunds (verb + ing)

avoid, dislike, enjoy, finish, keep, miss, can't stand, suggest

Verbs followed by gerunds or infinitives

begin, continue, hate, intend, like, love, prefer, propose, start, try

5. Find the mistakes in the following sentences and correct them.

- a. My secretary promised finishing the report this afternoon. *promised to finish*
- b. My best friend always avoids to talk to conventional people.
- c. Farmers enjoy to work with animals.
- d. Actors keep to express themselves creatively.
- e. My brother wants studying business administration.

6. Complete the following sentences. Use the patterns studied above.

- a. Psychologists like _____
- b. Nurses suggest _____
- c. Engineers enjoy _____
- d. Policemen try _____

7. Make your own profile. Complete the sentences.

- a. I like _____ so I normally _____.
- b. I enjoy _____ so I have a _____ personality.
- c. I love _____.
- d. I am a _____ person.
- e. I hope _____.
- f. I want _____.



Project Stage 1

- In groups of 3, each student decides what personality type he/she has and then each person chooses a career which they are curious about.
E.g. I have a 'social' personality so I am interested in becoming a social worker.



Lesson 2

I'm Interested in...

1. Add the suffixes *-er*, *-or*, *-ist*, or *-ian* to form the names of the professions. Then, write the words in the chart. Finally, add one more example to each column.

Vocabulary Strategy

Classify words according to word endings (suffixes) to remember vocabulary.

politic*ian* _____

journal _____

engine _____

veterinar _____

invent _____

lawy _____

aerobics instruct _____

psycolog _____

-er

-or

-ist

-ian

Listening Strategy

Look at the questions before listening to know what information to listen for.

2. Listen to 2 students talk about what they want to study at university and answer the questions.



- a. What is journalism?

1. the presentation of a movie at the cinema.
 2. the presentation of news through the media.

- b. Who wants to study journalism?

1. Paul 2. Ingrid

- c. What is Paul not good at?

1. writing 2. design

3. Now listen to the conversation again and complete with the prepositions you hear. Then, complete the grammar chart.

Paul: Have you *decided* on what to study at university?

Ingrid: Yeah, I am *interested* (a.) studying journalism. I've always wanted to be a journalist.

Paul: That would be great. You are very *good* (b.) writing.

Ingrid: What about you? What degrees *appeal* (c.) you?

Paul: I *applied* (d.) Columbia University to study environmental engineering.

Ingrid: Well, you are very *serious* (e.) protecting our environment.

Paul: I was *curious* (f.) civil engineering, but I am *terrible* (g.) design, so I decided to study something that I am *familiar* (h.).

Ingrid: Good idea. That way you can *specialize* (i.) reforestation.

Reflect on Grammar

Some verbs are normally followed by certain prepositions.

apply _____	decide <u>on</u>
appeal _____	specialize _____

Some adjectives are normally followed by certain prepositions.

curious _____	interested _____
familiar _____	serious _____
good _____	terrible _____

When the preposition is followed by a verb, the gerund (-ing) form must be used.

interested in _____	good at _____
---------------------	---------------

4. Complete the e-mail with the correct prepositions.



To: steven@VP.com

Subject: Michigan Uni

Dear Steven,

I know you are really serious about (with/on/about) studying education and have applied to (a. to/on/about) Michigan University, so I thought you would be curious about (b. with/in/about) their open day last weekend.

Actually, after hearing the head of the education faculty talk, I am also interested in (c. in/on/at) studying education.

If you want to study secondary education you have to specialize in (d. in/on/at) a specific subject, like economics or history. Personally, I would be terrible at (e. in/on/at) working with older kids. Primary school level appeals to (f. to/on/at) me more.

Maybe we will study together at university!

Take care,
Julie

5. Complete the sentences with information about what you want to study.

- a. I am curious _____.
- b. I want to apply _____.
- c. I am not good _____.
- d. I am familiar _____.



6. Listen to the dialog and complete it. Then, follow the model to have a conversation with your partner.

Have you decided on what to study at university?

I applied to _____ (b.). I want to study _____ (c.).

Yes, I am. And I'm familiar with computers, too.

I am interested in _____ (a.). What about you?

Are you good at math?

Great! A computer programming _____ (d.) will let you...

Project Stage 2

- In your group, investigate 3 careers. Include a job profile, skills, personality and the education level required. E.g. A nurse must be social and good at working with patients and their families. The education level required varies depending on what they specialize in.



Lesson 3

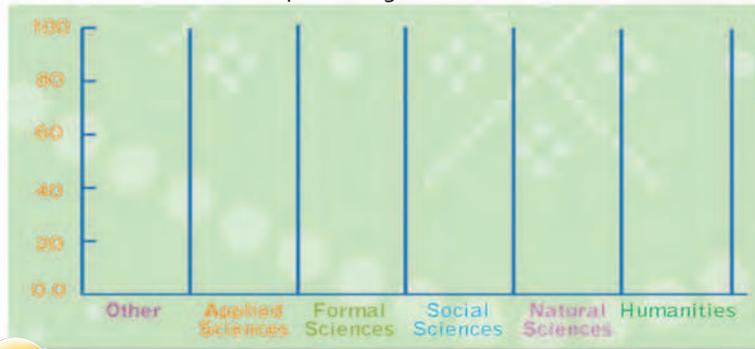
On The Other Hand!

1. Answer the following questions.

a. Which profession would you prefer? Why?

1. architect 2. psychologist 3. lawyer

b. Make a list of all the different occupations of your classmates' parents. Then, show the results as percentages on the chart.



Reading Strategy

Identify connectors of contrast such as *on the other hand*, *although*, *but* and *however* to establish relationships between ideas.



2. Read the following passage and fill out the table on the right.

A

If you are a leader who is very persuasive and outgoing, then you should consider studying law. A lawyer is licensed to represent and advise his or her clients on legal matters. Lawyers need to have excellent oral and written communication skills, as well as strong analytical skills and work ethics. In the USA, lawyers complete a minimum of seven years post-high school education and are also required to pass a bar and ethics exam; *however*, each country has different requirements to become a lawyer.

B

In contrast, to become a general psychologist in the USA you have to complete a 4-year undergraduate degree, but if you want to go on with a specialization, you must complete an additional 3-year doctorate degree. Psychologists study the human mind and behavior. Generally, psychologists are social people who like helping others and are good at working with people.

C

On the other hand, another field which is extremely popular is architecture. *Although* architects primarily design buildings and decide on the way they look, they also make sure buildings are functional and safe. An architect must be very analytical, but at the same time creative and practical. It's good to be familiar with the history of architecture. To be a licensed architect in the USA you need to study a degree in architecture, complete a period of practical training, and pass an architect registration examination.



✓	Sociable
	Analytical
	Creative
	Minimum 7 years of studies required
	Minimum 4 years of studies required

- PSYCHOLOGY
- LAW
- ARCHITECTURE

3. Match each photo with its corresponding paragraph.

1. _____



2. _____



3. _____



Key Expressions

go on: to continue

4. Mark the following sentences as true or false. Correct the false ones.

- a. The requirements to become a lawyer are the same in every country. T / (F)
Each country has different requirements to become a lawyer.
- b. Psychologists are social, so they like working with people. T / F
- c. Architects must have excellent oral and written communication. T / F

5. Join the following sentences to make one using the connectors in parentheses.

- a. In the USA, lawyers study 7 years post-high school studies. Each country has different requirements. (however)
- b. Architects primarily design buildings. They also make sure buildings are functional and safe. (although)
- c. Lawyers study 7 years post-high school studies. Psychologists only study 4 years. (in contrast)

6. Complete the following sentences to make comparisons among different professions.

- a. Psychologists should be social people; however, _____.
- b. A general psychologist must have completed a minimum 4-year undergraduate degree; although, _____.
- c. Creativity is important for architects, but _____.
- d. Lawyers and architects must be analytical; on the other hand, _____.

7. Decide on two different professions which you are interested in and compare them following the model below.

Names of professions: _____

Job descriptions: _____ . On the other hand, _____

Skills needed: _____

However, _____

Education required: _____

In contrast, _____

Your likes and dislikes about the professions: _____
_____ although _____

Grammar Strategy

The common structure for sentences with connectors is:

sentence pattern 1; + connector, + sentence pattern 2.

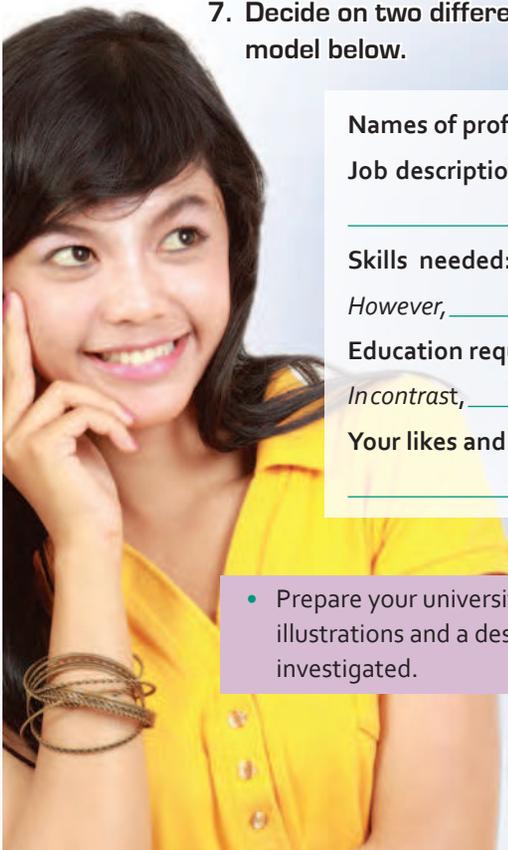
E.g. In the USA, lawyers study 7 years post-high school studies; however, each country has different requirements.

Writing Strategy

Use connectors of contrast to combine contrasting sentences and make comparisons.

Project Stage 3

- Prepare your university prospectus with illustrations and a description of each career investigated. E.g. Teachers must be friendly and enjoy helping others.





Lesson 4

I Passed with Flying Colors!



1. Listen to an opening speech at a careers fair and complete it. Use the Word Bank.

Good morning. When deciding what to study, two important factors to consider are what you are interested in and what you are **cut out for**. For example, you might be interested in animal welfare; however, if you feel sick when you see blood, you aren't cut out for being a veterinarian, or you don't have the natural ability required for it.

I remember one student in particular who originally wanted to become a lawyer, but after only 1 year at law school, he _____ (a.) and decided not to continue studying. He was always the last student to finish his work and he often handed in his assignments late, making him _____ (b.). This same student is currently following his real passion and studying graphic design; a field completely different from law, but he is absolutely happy and doing very well. In fact, I'm pleased to say he _____ (c.) his first year _____ (d.)!

It is important to remember to choose something that you are interested in and cut out for.

Word Bank

- fall behind
- pass with flying colors
- drop out
- ~~cut out for~~

2. Match the expressions with their definition.

Expression	Definition
<input type="checkbox"/> a. cut out for	1. to not be as advanced as the others
<input type="checkbox"/> b. drop out	2. to have the natural ability for something
<input type="checkbox"/> c. fall behind	3. to do very well (in an exam)
<input type="checkbox"/> d. pass with flying colors	4. to quit school, leave

3. Complete with one of the phrases in the Word Bank above.

- Students sometimes _____ of or quit university.
- When a student is less advanced than other students, he _____.
- I did really well on my exams. I _____.
- I don't have the natural ability to be assertive. I am not _____ being a police officer.

4. Complete with your own information. Then, use it to make a dialog with a partner.

- I am cut out for _____
- I will fall behind in school if I _____
- I will pass my exams with flying colors if _____

I am cut out to be a doctor.

Not me, I don't know anything about medicine. I'd fall behind in class.

Reflect on Values

	Always	Sometimes	Never
■ Happiness is more important to me than money.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
■ I respect people's choices.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
■ I am interested in studying a profession that fits my personality and abilities.	<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.

Read the following ideas about working collaboratively. Check what you learned while working on the project. Grade them in order of importance, from 1, the most important, to 4, the least. Be ready to support your answers.

- a. To respect different personality types.
- b. To respect people's preferences.
- c. When working in groups, everyone contributes equally.
- d. When working in groups, not everyone contributes equally.

Key Expressions

Take advantage of: to utilize, exploit, use to one's benefit

2. Read the following article about personality types and university life. Then, complete the items below.

Knowing and understanding your personality type can improve every aspect of your university life, from your academic performance to your social experience. How you interact with fellow students, professors and college staff will be maximized, allowing you to really take advantage of and promote success in your university experience.

Your personality type determines your learning style and how you make decisions about what you have to learn. Consider the following: an extroverted person learns best by studying with others while an introverted individual learns best studying alone. A thinker learns best with logic, while a feeler normally learns best through personal values. If you are not aware of your personality type, you may be limiting not only your academic performance, but also your social experience.

A. Understanding your personality type:

- 1. will improve your academic performance.
- 2. will improve your social interaction.
- 3. both 1 and 2.

B. Your learning style:

- 1. is determined by your personality type.
- 2. is determined by your academic performance.
- 3. Neither 1 nor 2.

Useful Expressions

Introduction

- *Good morning/afternoon, my name is... and my partners are... and.... We have... personality types; therefore we were interested in investigating...*

Description of personality type

- *John is a very creative and artistic person; however, Kathy is curious and has an investigative personality type...*

Career description

- *Doctors provide medical treatment to others. They are generally curious people who like analyzing and solving problems...*

Conclusion

- *I'm (not) interested in studying medicine because...*

Give your Presentation

- Present the members of your group and their personality types. Also introduce the names of the different careers you have researched.
- Use adjectives to describe each member's personality type and give a brief description of each career.
- Give your presentation using your university careers prospectus.
- Mention if after investigating the different careers, any of you are interested in studying the corresponding degree.

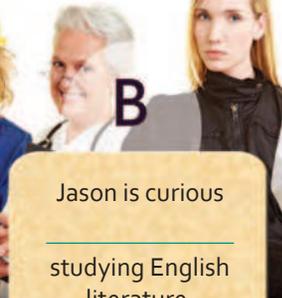
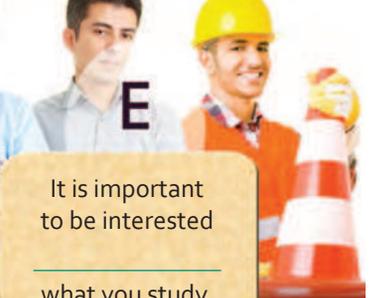




Game

The Professions Trivia Challenge

Play in pairs. Throw two dice, one at a time. The first throw indicates the number of the row and the second the letter of the column. If you answer the questions correctly, you collect the money. If you roll a 6, you miss a turn. Fill in the blanks or correct the sentences for most of the squares. The winner is the person with the most money at the end of the game.

 <p>A</p>	 <p>B</p>	 <p>C</p>	 <p>D</p>	 <p>E</p>	
1	<p>Someone who is curious and loves to analyze things is _____</p> <p>\$30</p>	<p>Jason is curious _____ studying English literature.</p> <p>\$20</p>	<p>The expression _____ means to do very well on an exam.</p>  <p>\$30</p>	<p>Pay a \$5 fine or miss a turn.</p> <p>\$20</p>	<p>It is important to be interested _____ what you study.</p> <p>\$20</p>
2	<p><i>Correct the sentence:</i> I am a pediatrician. I specialize about child health.</p>  <p>\$20</p>	<p>Pay a \$10 fine or miss a turn.</p>	<p>You can't be terrible _____ math if you want to be an engineer.</p> <p>\$20</p>	<p>Mary dislikes _____ (work) in the rain.</p> <p>\$25</p>	 <p>\$15</p> <p>A _____ writes computer software.</p>
3	<p>I can't stand _____ (wake up) early.</p> <p>\$25</p>	 <p>\$30</p> <p>The expression _____ means to quit.</p>	 <p>\$15</p> <p>A _____ gives medical treatment to animals.</p>	<p>Pay a \$10 fine or miss a turn.</p>	<p>Careful people have a _____ personality type.</p> <p>\$40</p>
4	<p>Pay a \$5 fine or miss a turn.</p>	<p><i>Correct the sentence:</i> I am serious on my work.</p> <p>\$20</p>	 <p>\$35</p> <p>A _____ studies the human mind and behavior.</p>	<p>The expression _____ means to have natural ability for something.</p> <p>\$30</p>	<p><i>Correct the sentence:</i> I am good at to build houses.</p> <p>\$20</p>
5	<p>Some who is practical and likes to use his/her hands is _____</p> <p>\$40</p>	<p>A _____ represents people in a court of law or advises them on legal matters.</p>  <p>\$10</p>	<p><i>Correct the sentence:</i> I decided studying modern languages.</p> <p>\$20</p>	<p>In general, teachers have _____ personality types.</p>  <p>\$30</p>	<p>Pay a \$5 fine or miss a turn.</p>

Quiz Time

1. Match the personality types with a descriptive adjective.

Personality Type	Adjective
<input type="checkbox"/> a. investigative	1. practical
<input type="checkbox"/> b. realistic	2. creative
<input type="checkbox"/> c. conventional	3. curious
<input type="checkbox"/> d. artistic	4. careful

2. Group the words in the Word Bank according to the preposition that normally follows them.

<i>in</i>	<i>at</i>	<i>about</i>

Word Bank

- curious
- terrible
- good
- interested
- serious
- specialize

3. Complete with the correct verb form.

My girlfriend is studying industrial design. She loves _____ (a. *to design/designing/both*) furniture and hopes _____ (b. *to start/starting/both*) her own business one day. She wants _____ (c. *to sell/selling/both*) what she makes. The only problem is that she really dislikes _____ (d. *to manage/managing/both*) her accounts so I suggested _____ (e. *to hire/hiring/both*) an accountant to help.

4. Listen to people talk about their personalities and match them with their corresponding photo.



5. Circle the best option.

- a. Remember that exam I was studying for? Well I ***fell behind / passed with flying colors.***
- b. Jenny is definitely ***cut out for / drop out*** being a social worker. She loves to help people.
- c. Going on vacations last week made me ***drop out / fall behind*** with all my work.
- d. Did you know that Shane ***dropped out / fell behind*** of university? He changed his mind and decided to become a chef.

Self-Evaluation

Now I can...

- talk about different personality types.
- talk about different professions.
- use the gerund or infinitive verb patterns.

Very Well	OK	A Little
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Glossary

A-E

accountant: **n.** someone who maintains financial records and does financial audits. *An accountant works with numbers.*

administrator: **n.** one who is in charge of managing something. (syn. manager, director)



career: **n.** profession; occupation.

computer programmer: **n.** someone who writes computer software. *A computer programmer designs software.*

degree: **n.** academic title received after completing a program of studies at a university or college. *Paul studied a science degree.*

dentist: **n.** a doctor who takes care of teeth. *The dentist cleaned my teeth.*



doctor: **n.** person who is licensed to practice medicine. *I go to the doctor when I am sick.*



engineer: **n.** person who designs and plans machinery and roads etc. *A mechanical engineer designed the latest Toyota car.*

F-J

faculty: **n.** department; teaching and administrative force of a university. (syn. division)

job: **n.** work, employment, occupation; a task within your profession. (syn. work, position, duty)

K-P

lawyer: **n.** someone who represents people in a court of law or advises them on legal matters. (syn. attorney)

lecture: **n.** dialog or speech given before an audience, normally educational. (syn. speech, discourse, lesson)



major: **n.** main subject of study chosen by a college or university student. *He majored in neurology.*

police officer: **n.** person devoted to maintaining law and order. (syn. constable, officer, cop)

profession: **n.** skilled occupation. (syn. career, occupation)

psychologist: **n.** someone who treats mental illnesses, or studies mental processes. *She sees a psychologist for her depression.*

Q-U

secretary: **n.** someone who performs administrative work in an office. (syn. assistant, office clerk)

specialization: **n.** a course of study or major at an academic institution; the field that a specialist practices in. *She took a specialization in forensics.*

V-Z

veterinarian (vet): **n.** expert in the medical treatment of animals; animal doctor. *I took my dog to the vet when he was sick.*



waiter/waitress: **n.** someone who serves tables at a restaurant or bar. *The waiter brought me extra water.*



Colloquial Expressions

Cut out for: to have natural ability for something.

Deal with: to take care of, manage.

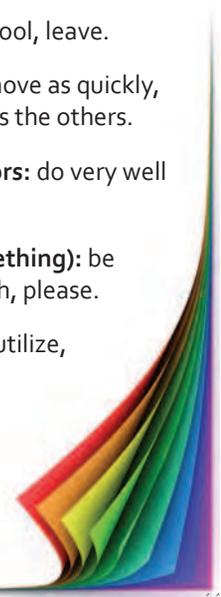
Drop out: to quit school, leave.

Fall behind: not to move as quickly, not be as advanced as the others.

Pass with flying colors: do very well (on an exam).

Suit (someone/something): be suitable for, fit, match, please.

Take advantage of: utilize, exploit, use to one's benefit.



▶ Test Training A

Listening

You will hear a short biography. For questions 1-5, check ✓ the correct answer in the answer box. You will listen to the recording twice.

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

0. Ben Affleck met his friend Matt Damon
- A. while he was taking drama classes.
 - B. after he took drama classes.
 - C. before he took drama classes.

1. Ben Affleck's characters in his first acting roles were
- A. terrifying.
 - B. adventurous.
 - C. humorous.

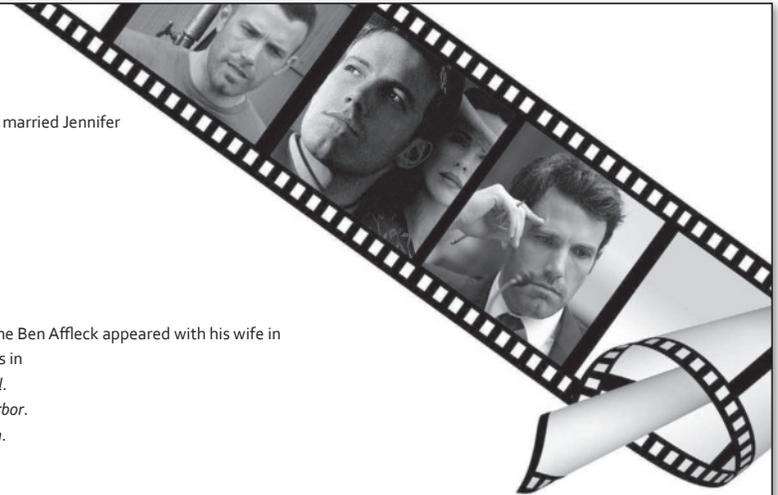
2. The first movie directed by Ben Affleck was
- A. *The Town*.
 - B. *Gone Baby Gone*.
 - C. *Chasing Amy*.

3. Ben Affleck was allowed to choose his role in the movie, *Good Will Hunting* because
- A. he was a famous actor.
 - B. he was a close friend of the producers.
 - C. he wrote the script for the movie.



4. Ben Affleck married Jennifer Garner in
- A. 2010.
 - B. 2009.
 - C. 2005.

5. The first time Ben Affleck appeared with his wife in a movie was in
- A. *Daredevil*.
 - B. *Pearl Harbor*.
 - C. *The Town*.



Speaking Candidate A

1. Use card 1 to answer your partner's questions about your likes and dislikes. He/She will then suggest a suitable career for you.
2. Use card 2 to ask your partner questions and card 3 to suggest a possible career depending on his/her answers.

Card no. 1

Likes

- investigating and analyzing things
- solving mysteries
- law

Dislikes

- building things
- using computers

Card no. 2

What are you interested in?

- curious about?
- good at?
- familiar with?

Card no. 3



teacher



veterinarian



musician



chef

Reading

Read the following text. For questions 6-15, choose the correct option. Mark the correct letter (A, B, C, or D) in the answer box.

Different Perspectives

I have always been curious (6) about what makes people laugh. Some people laugh at anything, and in contrast, other people don't laugh at all. Last weekend I had some friends over and we (6) _____ the comical movie, *American Pie*, when my parents came into the room and (7) _____ if they could watch it with us. My friends and I all agreed that the movie was very (8) _____ and funny, but my parents never laughed; not once! Five minutes later, they stopped (9) _____ the movie and went to bed. When I asked them if they (10) _____ the movie, they said that they didn't think it was funny. They thought that the humor was too rude. They said that the movie didn't appeal (11) _____ them and that they weren't interested in (12) _____ the end.

Obviously my parents have different personality types from my friends and I. They are both very conventional people who like (13) _____ the rules. They have a different sense of humor and I never see them watching comedy movies. On the other hand, I am a social person who is very (14) _____ and I love (15) _____. Actually, my friends are also very social people and like to laugh too. That's why we are all such good friends.

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

- | | | | | |
|-----|-----------------|----------------|----------------|-----------------|
| 6. | A with | B about | C on | D in |
| 7. | A were watching | B have watched | C had watched | D watched |
| 8. | A have asked | B was asking | C asked | D had asked |
| 9. | A humor | B humorous | C humorously | D humors |
| 10. | A watching | B have watched | C was watching | D watch |
| 11. | A enjoying | B enjoyed | C have enjoyed | D were enjoying |
| 12. | A on | B in | C to | D for |
| 13. | A watching | B to watch | C watched | D watch |
| 14. | A followed | B to follow | C to following | D follow |
| 15. | A careful | B efficient | C curious | D friendly |
| | A was laughing | B laugh | C to laugh | D laughed |

Writing

Write a review of your favorite movie.

- ▶ Include
 - Name of movie
 - Director and actors
 - Description of the plot
 - Your opinion of the movie
- ▶ Write between 30 and 45 words.

Speaking Candidate B

- Use card 2 to ask your partner questions about his/her likes and dislikes. Based on his/her answers, use card 3 to suggest a possible career.
- Use card 1 to answer your partner's questions about your likes and dislikes. He/She will also suggest a suitable career for you.

Card no. 1

Likes

- helping and training others
- being friendly and sociable
- education

Dislikes

- cooking
- animals

Card no. 2

What are you interested in?
 curious about?
 good at?
 familiar with?

Card no. 3

			
psychologist	detective	graphic designer	carpenter

3 Environmentally Friendly!

► **General Objective**

You will be able to talk about environmental issues such as global warming and renewable sources of energy.

► **Communication Goals**

- You will learn how to
- describe the effects of global warming.
 - describe different green products and talk about their advantages and disadvantages.
 - talk about the impact that green and non-green products on the environment.

► **CLIL**

- Environmental Issues
- Green Products

Vocabulary

- Words related to environmental issues such as global warming and ways of confronting these issues

Grammar

- Passive Voice
- Prefixes, suffixes and roots
- Relative clauses

► **Idioms and Colloquial Expressions**

- *Day in and day out*
- *In the long run*
- *Not believe one's eyes*
- *Pay through the nose*
- *Run out*
- *To handle*
- *Tune up*

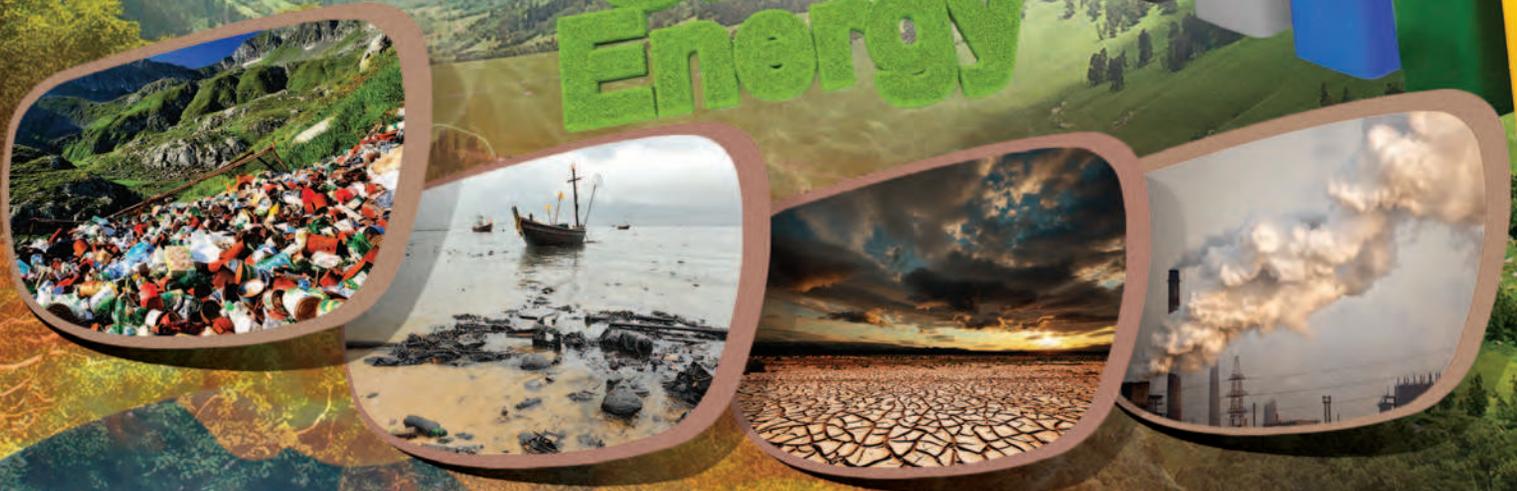
► **Project**

A Seminar
You will hold a seminar about renewable energy at a science fair.

Discuss:

- What are some of the main environmental issues we are facing today?
- What are the main causes of these environmental problems?
- What is your local government doing to confront these issues?
- What do you do to help confront these environmental issues?

Green Energy





Lesson 1

Renewable Energy



1. Listen to a radio commercial about environmental issues and match the words below to make new concepts.



- | | |
|--|----------------|
| <input type="checkbox"/> a. greenhouse | 1. development |
| <input type="checkbox"/> b. global | 2. energy |
| <input checked="" type="checkbox"/> c. sustainable | 3. species |
| <input type="checkbox"/> d. renewable | 4. gases |
| <input type="checkbox"/> e. endangered | 5. warming |

Vocabulary Strategy

Collocations are pairs (or groups) of words that always appear together.



2. Complete each definition by using one of the concepts above. Listen to correct.

- a. Global warming is the gradual increase of the average temperature of our planet.
- b. _____ is the method of planning city and economic growth in order to avoid the depletion of natural resources.
- c. _____ are substances in the Earth's atmosphere that prevent the release of heat into space, therefore maintaining heat retention in the atmosphere of the planet.
- d. _____ are plants and animals that are at risk of becoming extinct.
- e. _____ is power which comes from natural sources such as sunlight, wind or water.

3. Look back at exercises 1 and 2. Add a prefix and/or suffix to each root word to make a new word.

PREFIX	WORD ROOT	SUFFIX	NEW WORD
en-	danger	-ed	endangered
--	globe	-al	global
	warm		
	develop		
	sustain		
	new		
	grow		
	nature		

Vocabulary Strategy

Making New Words from Roots

Prefix - a word part that can be added to the beginning of a word to make a new word.

Suffix - a word part that can be added to the end of a word to make a new word.

Root - the word that is left over when prefixes and suffixes have been removed. (Remember: when a root finishes in "-e", drop the "-e" and add the suffix.)





4. Listen and complete the following explanation about different forms of renewable energy. Use the Word Bank. Then, complete the Reflect on Grammar chart.

Our planet's natural resources are being depleted by human _____ (a.). We can help protect our natural resources by using the following sources of renewable energy:



Wind Power is the _____ (b.) of the wind's forces into a useful form of energy. Mechanical power *is made* by _____ (c.) and electricity *is made* by wind turbines.



Solar Power is the conversion of sunlight into electricity. The sun's _____ (d.) are captured by _____ (e.) and converted into electricity.



Hydropower is the energy derived from the _____ (f.) of moving water. Before electricity, hydropower *was used* for land _____ (g.) and to operate machines.

Word Bank

- consumption
- rays
- conversion
- resources
- force
- solar panels
- irrigation
- windmills

Reflect on Grammar

Tense	Voice	Subject	Verb	Object
Simple Present	Active	Solar panels	capture	the sun's rays.
	Passive	The sun's rays		by solar panels.
Present Progressive	Active	Human consumption	is depleting	our planet's natural resources.
	Passive	Our planet's natural resources		by human consumption.
Simple Past	Active	They	used	hydropower for land irrigation and to operate machines.
	Passive	Hydropower		for land irrigation and to operate machines.

To form the **Passive Voice**, use: subject + auxiliary verb (be) + main verb (past participle) in the corresponding tense.

5. Complete the sentences with **Passive Voice**, or change them from **Active Voice** to **Passive Voice**.

- a. The Earth's atmosphere is heated (heat / simple present) by greenhouse gases.
- b. Windmills convert the wind's force into energy. The wind's force is converted into energy by windmills.
- c. Global warming _____ (cause / simple present) by an increase in greenhouse gasses.
- d. Many years ago, renewable energy _____ (consider / simple past) very expensive.
- e. Habitat loss causes endangered species. _____.
- f. The ice at the poles _____ (melt / present progressive) by the warming of the Earth.

Grammar Strategy

Use **Passive Voice** when the focus is on the action. It is not important or not known who or what is performing the action.

Project Stage 1

- In groups of 3 or 4, investigate the different forms of renewable energy available and choose one form to investigate more about. E.g. *Wind power, solar energy, hydropower, biofuel, geothermal energy, biomass.*



Lesson 2

Conserving the Environment

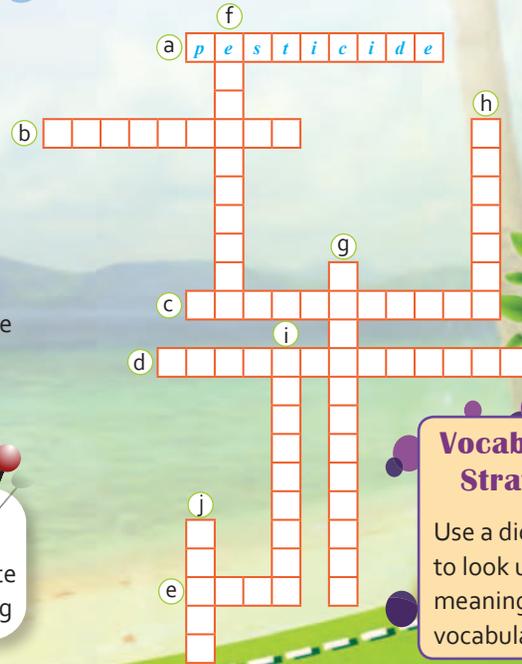
1. Use the Word Bank to solve the crossword puzzle.

Across

- a. chemical mixture used to kill pests and insects
- b. contamination of water, air or soil with harmful substances
- c. surroundings; conditions in which someone or something lives
- d. process of replanting trees; reestablishment of a forest
- e. mixture of smoke and fog

Down

- f. the process of dying out or having no living members in existence
- g. preservation, protection from decay and destruction
- h. decayed organic material used as a fertilizer for growing plants
- i. reprocessing of waste to recover reusable material
- j. unusable or unwanted material



Word Bank

- compost
- conservation
- environment
- extinction
- waste
- ~~pesticide~~
- pollution
- recycling
- reforestation
- smog

Vocabulary Strategy

Use a dictionary to look up the meaning of new vocabulary.



2. Listen to some facts about environmental issues and mark true or false. Correct the false statements. Then, complete the Reflect on Grammar chart.

True / False

F	The use of many environmental groups has been approved by organic pesticides. <i>The use of organic pesticides has been approved by many environmental groups.</i>
	Many Australian farmers had been killed by Tasmanian Tigers before they became extinct.
	Recycling has been used by many countries to lower human waste.
	Hopefully new laws and legislations will be protected by endangered species.
	Reforestation has been conserved through many animals' natural habitats.
	Sea levels will be increased by global warming.



Reflect on Grammar

Tense	Voice	Subject	Verb	Object
Future	Active	Global warming	will increase	sea levels.
	Passive	Sea levels		by global warming.
Present Perfect	Active	Many countries	have used	recycling.
	Passive	Recycling		by many countries.
Past Perfect	Active	Australian farmers	had killed	many Tasmanian Tigers.
	Passive	Many Tasmanian tigers		by Australian farmers.

To form the Passive Voice, use: subject + auxiliary verb (be) + main verb (past participle) in the corresponding tense.

3. Complete the text with the Passive Voice.

- a. Organic food has been grown (grow / present perfect) by many farmers.
 b. Hopefully endangered animals _____ (save / future) by conservation activists.
 c. A lot of smog _____ (produce / present perfect) by cars since their invention.
 d. By the year 2000, pesticides _____ (use / past perfect) for decades.

4. Use the words to make Passive Voice sentences in the tense indicated.

- a. (present perfect) car / cause / pollution
Pollution has been caused by cars.

 b. (future) reduce / waste material / recycling

 c. (past perfect) the Earth / dinosaurs / inhabit / for ages / by the time a big meteorite hit it

 d. (future) our planet / conservation activists / help



Remember: Relative Clauses give additional information about something without starting another sentence. Your texts will become more fluent and you can avoid repeating words if you use relative clauses.

Relative Pronoun	Use	Example
who / that	subject or object pronoun for people	Jason is a person <i>who/that</i> recycles.
which / that	subject or object pronoun for animals and things	Compost is a fertilizer <i>which/that</i> is organic.
whose	possession for people, animals and things	This is the lady <i>whose</i> house has solar panels.

5. Complete the following sentences with the correct relative pronoun.

- a. This is the paper which (*which / who / whose*) is to be recycled.
 b. My brother is the person _____ (*which / who / whose*) does all the recycling in our house.
 c. This is the man _____ (*which / that / whose*) only uses organic pesticides.
 d. She is the person _____ (*which / that / whose*) car is electric.

6. Re-write the sentences using a relative pronoun so they have the same meaning as the original ones.

- a. Sally is a teacher. Her car creates a lot of pollution.
Sally is a teacher whose car creates a lot of pollution.

 b. There are a lot of health problems due to pesticides. They aren't organic.

 c. Ingrid is a girl. She always recycles.

 d. Tim is an environmental scientist. His specialty is conservation.

Project Stage 2

- Investigate more about your group's selected form of renewable energy. Look for information about how it is made, what it is used for and what advantages and disadvantages it has.

E.g. *Solar Energy: The Sun's rays are captured and converted into electricity by solar panels. That energy is used for heating, lighting, etc.*

Lesson 3 Green Products



1. Discuss as a class and check ✓.

- | | | | |
|---|---|--|---|
| a. Today, most cars are powered by... | <input type="checkbox"/> 1. electricity | <input type="checkbox"/> 2. gasoline | <input type="checkbox"/> 3. I don't know. |
| b. Electric cars are... | <input type="checkbox"/> 1. a new invention | <input type="checkbox"/> 2. an old invention | <input type="checkbox"/> 3. I don't know. |
| c. It's better for the environment to have... | <input type="checkbox"/> 1. gasoline cars | <input type="checkbox"/> 2. electric cars | <input type="checkbox"/> 3. I don't know. |

The Electric Car

A thing of the future or a thing of the past?



2. Read the text quickly and match the following topic sentences with their corresponding paragraphs.

- Electric cars are mechanically simpler compared to gasoline cars.
- In recent years there has been a lot of discussion about the future of cars which use oil products as a means of energy.
- One of the main problems with electric cars is that they cannot go very far before they need to be recharged; something which currently takes between three to six hours.
- Electric cars are vehicles that are powered by an electric motor.
- Now it might appear that electric cars are the answer to all our environmental problems but that is far from the truth.



Reading Strategy

The most important sentence in a paragraph is the topic sentence. It clearly states the main idea of the paragraph and gives an overview of the sentences to follow. Usually, it is placed at the beginning of a paragraph.

In recent years there has been a lot of discussion about the future of cars which use oil products as a means of energy.

The discussion includes global warming, pollution and the dependency on non-renewable oil. The global car industry has already begun to show where the future of cars is going and right now it looks like the electric car is the answer.

They use electrical energy stored in batteries or another storage device. Although it might seem like science fiction, the electric car is already here. In fact, electric cars were popular in the late 19th century and early 20th century, until advances in technology led to the mass production of cheaper gasoline cars, hence the decline in the use of electric cars.

You don't have to worry about oil or air filter changes, transmission problems, tune ups or emission tests. As for the environmental advantages of electric cars, these include increased health for both people and nature. It has been proven that the use of oil products releases more pollution into the air than nature can handle, hence, increasing risks of both cancer and lung disease. The pollution which is produced by cars is one of the main causes of global warming. There are some people who say that by using electric cars we are not only helping nature, but we are also doing ourselves a favor.

Key Expressions **Tune up:** adjustment of the motor to make sure it is working properly
Handle: to deal with, manage

At the moment, the electric car simply can't give the driver the same sense of freedom that a standard car can.

Electric cars can be great for the environment and people's

health, but unfortunately most of the electricity needed to recharge electric cars is produced by coal plants which actually create more pollution than the average gasoline car. Another problem is that factories spend more energy to produce electric cars than regular cars and although this is a problem that will most likely be solved in the future, it is not a positive thing for today. So, although electric cars will probably be the vehicle of the future, they are not the vehicle of today.

3. Answer the following questions based on the text.

a. The electric car is...

- 1. a new invention.
- 2. an old invention.
- 3. still being designed.

b. Electric cars depend on _____ to run well.

- 1. oil products
- 2. gasoline
- 3. coal plants



c. The production of electricity used by electric cars causes...

- 1. more pollution than the average gasoline car.
- 2. less pollution than the average gasoline car.
- 3. the same pollution as the average gasoline car.

d. Electric cars can travel further than gasoline cars without being charged.

- 1. True
- 2. False
- 3. Not mentioned

4. Write a short descriptive article about an environmentally friendly product.

Paragraph 1 (*introduction of product*) _____

Paragraph 2 (*specific features of product: e.g. runs on electricity, not gasoline or oil products; recharges at home, mechanically simple, etc.*) _____

Paragraph 3 (*conclusion highlighting advantages & disadvantages of product: e.g. advantages = lower fuel costs, less contamination, no tune-ups; disadvantages = production uses a lot of electricity, lower traveling distances, etc.*) _____

Writing Strategy

To write a good paragraph include:

1. a topic sentence stating the main point of the paragraph.
2. supporting sentences with details and specific examples.
3. logical, coherent thoughts that are developed in order.
4. a concluding idea that summarizes the main point of the paragraph.



Project Stage 3

- In your group, use the information found to prepare a seminar for a science fair about the form of renewable energy chosen by your group.
E.g. *Solar energy is the conversion of the sun's rays, which are captured by solar panels, into electricity. It can be used for lighting, heating, horticulture, etc. The advantages are... and the disadvantages are ...*



Lesson 4

In the Long Run



1. Listen to the following conversation between friends and fill in the gaps with an expression in the Word Bank.

A: Did you hear that Peter bought a new electric car?

B: Really? I heard that they are really expensive. He must have paid through the nose for it.

A: Yeah, it was very expensive, but he says that _____ (a.) it will be cheaper.

B: I guess it is cheaper in the end because you don't have to spend money on gasoline or general maintenance.

A: And let's not forget the environmental benefits of an electric car. Every day there are traffic jams all over the city, that is, rows of gasoline cars puffing smoke into the air we breathe.

B: I know. _____ (b.) there are traffic jams. It's horrible. I could _____ (c.) when I saw all the smog and pollution over our city.

A: Society really needs to change or one day we will _____ (d.) of non-renewable natural resources like oil. There will be none left for us to depend on.

B: Then everyone will be driving electric cars!

2. Read the dialog again and match each expression with its meaning.

Expression	Definition
a. pay through the nose	<input type="checkbox"/> 1. eventually, in the end, ultimately
b. day in and day out	<input type="checkbox"/> 2. to think that what one sees is not real
c. in the long run	<input type="checkbox"/> 3. use up the supply; have no more left
d. not believe one's eyes	<input checked="" type="checkbox"/> 4. to pay a lot for something
e. run out	<input type="checkbox"/> 5. every day, daily, day after day

3. Complete with your own information, and then use it to make a dialog with a partner.

- I paid through the nose for _____.
- Day in and day out I _____.
- In the long run _____.
- I couldn't believe my eyes when _____.
- We will run out of _____ if _____.



Reflect on Values

	Always	Sometimes	Never
■ I am aware of our society's environmental issues.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
■ I use green products as often as possible.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
■ I recycle and compost as much as possible.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Word Bank

- day in and day out
- in the long run
- not believe one's eyes
- ~~pay through the nose~~
- run out



Gap Activity

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

Share Your Project

1. Discuss your experience.

Check what you learned while working on the project.

To respect nature and our planet.

To use green products.

Working in groups is better when people have similar ideas.

Working in groups is better when people have different ideas.



2. Read the following article on how to present a seminar. Then, answer the questions.

Holding a Seminar

A seminar is a lecture or presentation delivered to an audience on a particular topic that is educational in nature. There are generally activities and discussions running throughout the session which encourage interaction between the students and lecturer. It is usually held for groups of 10-50 individuals.

► Some helpful hints when preparing and presenting your seminar include:

1. Effective public speaking:

- speak loudly and clearly, but don't shout
- make eye contact with your audience
- be animated about your work and the topic

2. Structure of a seminar: A lecture must have a clear structure as follows

- introduction
- a question / hypothesis
- methods / strategies
- results
- summary / discussion

3. Slide presentation:

- choose an appropriate font and point size
- choose an appropriate text color
- don't put too much information on one slide

One of the most important things to remember is to rehearse your presentation many times before holding the seminar. Make sure you know about the topic you are discussing and know exactly what you want your audience to take away from the seminar. But be careful not to memorize the presentation word for word. This will be very boring for your audience!

Finally, it is important to know that there are many different styles of how to hold a seminar. What works for some people might not work for others. With practice, you will eventually develop your own style.

A. When practicing your presentation you shouldn't:

- 1. memorize it word for word
- 2. practice it many times and rephrase what you forget
- 3. make sure you know about the topic

B. During a seminar:

- 1. only the presenter speaks
- 2. there are open discussions between the presenter and audience
- 3. a video is played and nobody speaks

Give your Presentation

- Introduce the name of the renewable energy source your group chose and mention why you selected this particular type of product.
- Talk about *how it is made, what it is used for and what the advantages and disadvantages of this form of energy are.*
- Use visual aids in your presentation.
- Conclude by stating whether you think people should use this energy form or not.

Useful Expressions

Introduction

- Good morning/afternoon, today we are going to talk about a form of renewable energy called...

_____.

Description of the renewable energy

- _____ is _____. It can be used for _____.

Product advantages and disadvantages

- The advantages of this form of renewable energy are _____. However, there are some disadvantages too. These include _____.

Conclusion

- People should use renewable energy because _____.





Comic

Endangered Species



Read and listen.

Golden Lion Tamarins are an endangered species. There are only 50 left.

You guys have a hard job to do.

Yes, you have to help reestablish your species population.

A few months later...

Wow, you guys have a lot of babies.

Hopefully we will be able to release you soon.

A year later...

And with conservation we can make sure you have a good future.

Thanks to reforestation, you guys now have a new habitat to live in.

5 years later...

I know. We may have to find them some more land so they can all survive!

Wow! There are so many that they might run out of natural habitat.

10 years later...

LIVE

The once endangered Golden Lion Tamarin's population has grown to such a size that they no longer have enough natural habitat and are roaming city streets in packs, terrorizing the people.

The time for a change has come.

Golden Lion Tamarin (on TV)

LIVE

Attention all humans. We, the Golden Lion Tamarins are taking over. You are now under our control. You are now our slaves...

The Golden Lion Tamarins have taken over the world!

How can such cute little animals be so evil!

They tricked us with their cute little faces!

Quiz Time

1. Complete the following sentences with an appropriate collocation.

- a. Our planet's surface temperature has been increasing, which is called _____.
- b. Solar, wind and hydro power are forms of _____.
- c. When a species is in danger of becoming extinct it is considered to be an _____.
- d. My city is growing very quickly. _____ is a method to prevent the depletion of our natural resources.

2. Convert these sentences from the Active Voice into the Passive Voice.

- a. Solar panels turn the sun's rays into thermal energy.

- b. Habitat loss endangers many species.

- c. Many countries have used reforestation to combat habitat loss.

- d. The oil slick in the Gulf of Mexico killed many animals.



3. Listen to the following passage and mark (T) true or (F) false for the following sentences.

True / False	
F	Human consumption is been depleted by our natural resources.
	Renewable energy has been produced by windmills in many countries.
	Many people believe our environment will be conserved for the future by green products.
	Greenhouse gases are being produced by too much smog.

4. Re-write the sentences using *whose*, *who* or *which* so they have the same meaning as the original ones.

- a. Brittany is a girl. She doesn't recycle.

- b. Moscow is a city. It is one of the most polluted cities in the world.

- c. Peter is a veterinarian. His goal is to protect endangered species.

Self-Evaluation

Now I can...

	Very Well	OK	A Little
■ talk about environmental problems.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
■ understand and use compound nouns.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
■ use the Passive Voice.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
■ use relative pronouns.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



Glossary

A-F

acid rain: **n.** polluted rain that contains harmful chemicals which cause air pollution. *Acid rain has damaged many buildings in my city.*

carbon footprint: **n.** a measure of the effect that human activities have on the environment.

climate: **n.** weather conditions. *Cartagena has a tropical wet and dry climate.*

compost: **n.** decayed organic matter or dung used for fertilizing land.



conservation: **n.** protection from decay and destruction. (syn. preservation, protection)

deforestation: **n.** process of clearing forests of trees. *Many Brazilian forests have been affected by deforestation.*



environment: **n.** surroundings; conditions in which someone or something lives. *We live in a healthy environment.*

extinct: **n.** no longer existing; vanished. *Dinosaurs are extinct.*

fertilizer: **n.** organic or chemical substance added to soil to enrich it. *Fertilizers give the soil nutrients.*

G-P

global warming: **n.** the gradual increase of the average global temperature. *Global warming is a major problem in the 21st century.*

nuclear energy: **n.** energy produced by the process of nuclear reaction inside a nuclear reactor. *The use of nuclear energy is very controversial.*



oil slick: **n.** layer of oil floating on an area of water. *Oil slicks destroy our oceans.*



organic: **adj.** something which is developed naturally; produced without the use of chemicals. *We only buy organic fruits and vegetables.*

pesticide: **n.** chemical mixture used to kill pests and insects, often on trees or food crops.

pollution: **n.** the contamination of water, air or soil with harmful substances.

Q-Z

recycle: **v.** to reprocess waste to recover reusable material. *We recycle anything made of paper, glass or metal.*

reforestation: **n.** process of replanting trees, reestablishment of a forest.



renewable resources: **n.** materials that are replaced naturally at a faster rate than humans use them. *Wind, sunlight and rain are renewable resources.*

Colloquial Expressions

Day in and day out: every day, daily.

In the long run: eventually, in the end, ultimately.

Not believe one's eyes: to think that what one sees is not real.

Run out: use up a supply; have no more left.

To pay through the nose: to pay a lot of money for something.

To handle: deal with, manage, take care of.

Tune up: adjustment of a motor to make sure it is working properly.

UNIT

4 Imagine That!



► General Objective

You will be able to talk about bad habits, imaginary situations and wishes.

► Communication Goals

You will learn how to

- describe imaginary situations.
- express wishes.

► CLIL

- Imaginary Situations
- Expressing Wishes
- Breaking Bad Habits

Vocabulary

- Words associated with imaginary situations

Grammar

- Second conditional

► Idioms and Colloquial Expressions

- *Cold turkey*
- *Fed up*
- *Fidgeting*
- *For the time being*
- *Kick the habit*
- *Light at the end of the tunnel*
- *Do the trick*

► Project

A Survey

You will conduct a survey to find out what you would do in several imaginary situations.



Discuss:

- Do you like to *dream* while awake?
- Do you often imagine you are somewhere else?
- Is there anything you want to change about yourself?
- Do you have any bad habits?





Lesson 1

Daydreaming



1. Listen and number (1-5) each picture according to the order you hear. Then, complete the sentences below using the Word Bank.

a.

b.

c.

d.

e.

- Paul is daydreaming about swimming in the ocean.
- Sam is _____ Matthew.
- Tim is asleep and _____ about playing football.
- Sally is _____ about eating as much chocolate as she can.
- Linda is _____ because she doesn't like writing reports.

2. Based on the previous exercise, circle the best option that completes each sentence.

- If you delay or postpone doing something until later you daydream / imagine / procrastinate.
- To have thoughts and visions while sleeping is to distract / dream / daydream.
- If you prevent someone from concentrating, you fantasize / distract / procrastinate him/her.
- To think about something pleasant while awake is to procrastinate / distract / daydream.
- If you imagine something that is not likely to happen for real is to fantasize / distract / daydream.



3. Complete the text using words from the previous exercise. Then, listen and check.

I have an extremely lively imagination. This morning in math class I didn't hear a word my teacher was saying. Instead I was _____ (a) about what I *would do if money didn't exist*. Can you imagine if everything was free? I decided that *if money didn't exist, I would travel the world and stay in five star hotels. If the hotels were full, I would buy a house for the night*. I didn't let rational thoughts like *it wouldn't be possible to buy a house if money didn't exist* _____ (b) me from my fantasy. Actually, as my daydream continued I also started to _____ (c) about having no physical limits. *If I were able to fly, I wouldn't need to take planes, trains or cars. If I were able to live without sleeping, I could do and learn so much more*. Daydreaming can be a lot of fun. The only bad thing about being a daydreamer is that I am easily distracted, which makes me _____ (d) when I should be studying.

Word Bank

- distracting
- daydreaming
- dreaming
- fantasizing
- procrastinating

4. Go back to the previous exercise and complete the grammar chart.

Reflect on Grammar

Second Conditional

The combination **If... + would...** is used to talk about unreal conditions or fantasies.

Sentence Structure: the "if" clause takes the verb in Simple Past tense + the "would" clause takes the verb in present form.

If money *didn't exist*, I *would travel* the world.

Clause Order: clauses can be interchanged.

It possible to buy a house if money .

Verb "to be": Use **were** for all the pronouns.

If I able to fly, I *wouldn't need* to take planes, trains or cars.

Would can be changed for other modal verbs such as *could* and *might*.

If I *were* able to live without sleeping, I do and learn so much more.

Pronunciation

Listen and repeat.

- Would /wʊd/
- What would you do?
- I would buy a house.
- I would travel a lot.
- I'd /aɪd/
- I'd buy a house.
- I'd travel a lot.

5. Use the correct form of the verbs in parentheses to complete the dialogs.

a. **Sam:** If you won (*win*) a million dollars, what _____ you _____ (*a. buy*)?

Tom: Oh, that's easy! I _____ (*b. buy*) a big house next to the ocean.

b. **Ian:** What _____ you _____ (*c. do*) if you _____ (*d. have*) super powers?

Len: If I _____ (*e. have*) super powers, I _____ (*f. protect*) people from thieves.

c. **Ann:** If every day _____ (*g. have*) 25 hours, what _____ you _____ (*h. do*) in the extra hour?

Bob: If every day _____ (*i. have*) 25 hours, I _____ (*j. spend*) an extra hour playing basketball.



6. Unscramble the questions and answer them. Use the correct form of the verbs.

a. **Q:** *What would...*

if / find / a diamond ring / would / do / you / you / what / ?

A: *If I found a diamond ring...*

b. **Q:**

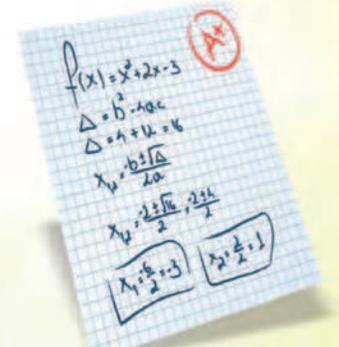
would / if / give / you / do / what / your teacher / an "A" by mistake / you / ?

A:

c. **Q:**

would / a trip around the world / go / you / where / if / win / you / ?

A:



7. In pairs ask and answer questions using the second conditional.

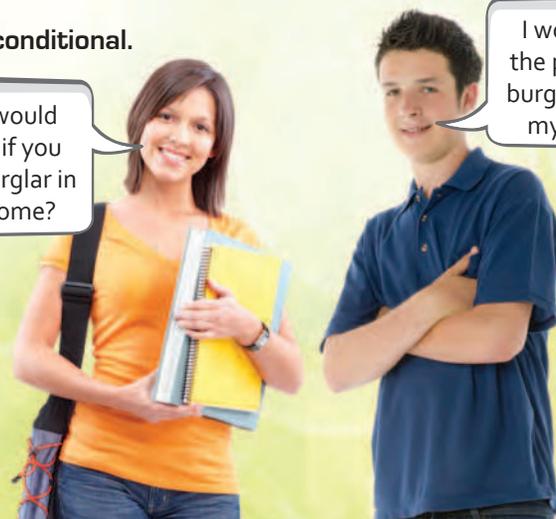
Project Stage 1

- In pairs create 5 imaginary situations and, using the second conditional, write questions about the situations.

E.g. *What would you do if you were lost in the forest at night with no food or shelter?*

What would you do if you saw a burglar in your home?

I would call the police if a burglar was in my home.



I Wish...



1. Read and find a synonym for each underlined word in the passage.

In general, people wish they could change many things about themselves and the world around them. Some people want to change their physical appearance or look to become more attractive, while others would like to change their personality or character to become funnier or more interesting. Many people believe that to have success or prosperity, one has to have wealth or a lot of money, but the truth is that often people with a lot of money suffer from greed or avarice and always want more. However, some wealthy people don't always have better health or fitness.

- a. look appearance c. fitness _____ e. prosperity _____
 b. avarice _____ d. character _____ f. lot of money _____

Vocabulary Strategy

Pay attention to the conjunction **or** to identify synonymous words.

2. Match the words with their definitions and with an appropriate wish. Then, complete the grammar chart.

Definition	Word	Wish
a. the character or disposition of a person	<input type="checkbox"/> wealth	<input type="checkbox"/> 1. He wishes he had all the money in the world.
b. the accomplishment of an aim or a goal	<input type="checkbox"/> greed	<input type="checkbox"/> 2. Sally wishes her boyfriend were more interesting.
c. an abundance of something desirable like money or information	<input checked="" type="checkbox"/> personality	<input type="checkbox"/> 3. She wishes she could achieve her goal this year.
d. an intense and selfish desire for money, power or food	<input type="checkbox"/> success	<input type="checkbox"/> 4. The teacher wishes her students knew more about politics.

Reflect on Grammar

To talk about situations in the present that we are not happy about but cannot change, use the verb **wish** followed by a verb in the past tense.

E.g. **Situation:** I don't have any money.

Wish: I wish I had some money.

We Use **could** to refer to ability.

E.g. **Situation:** She can't achieve her goal this year.

Wish: She wishes she _____ her goal this year.

When expressing a wish with the verb **to be**, use **were** for all personal pronouns.

E.g. He wishes he _____ the richest man in the world.

3. Match the two columns. Then, match each wish with a picture.

Situation	Wish
a. I am really tired.	<input type="checkbox"/> 1. I wish I had more time.
b. It's cold.	<input type="checkbox"/> 2. I wish I were older.
c. I am always late.	<input type="checkbox"/> 3. I wish I could sleep more.
d. I am too young to see that movie.	<input type="checkbox"/> 4. I wish the weather were warmer.



4. Find someone who...

- a. would like to be successful in sports.
- b. wants to travel to China.
- c. would like to improve their personality.
- d. wants to have wealth to share with people.
- e. would like to improve a bad health condition.
- f. wants to learn Chinese.
- g. would like to be a politician to help people.

Name



5. Use the information in exercise 4 and write your partners' wishes.

- a. _____
- b. _____
- c. _____
- d. _____
- e. _____
- f. _____
- g. _____



6. Read the list of common complaints and rewrite each sentence using *wish*.

- | | |
|---|---|
| <ul style="list-style-type: none"> a. Elderly people want to become healthier.
<u>They wish they were healthier.</u> b. Paul thinks there is too much greed in the world.
_____ c. Anna would like to live in another place.
_____ | <ul style="list-style-type: none"> d. We think wealth isn't evenly distributed in our society.
_____ e. Some people would like to change their appearance.
_____ f. That rock star feels he is not successful.
_____ |
|---|---|

7. Write two things you wish you could change to make the world a better place. Then, discuss with a partner.

- a. _____

- b. _____



Is there anything you wish you could change in the world?

Yeah, I wish rich countries were more generous. There is too much poverty in the world. What about you?

Well, I wish I could be a volunteer for the International Red Cross. I could help a lot of people.

Project Stage 2

- In your groups, use the imaginary situations to conduct a survey with the students from other groups.



Lesson 3

Breaking Bad Habits

1. Conduct a survey of your classmates to find out how many people have the following bad habits.

Bad Habit	biting your fingernails	spending more money than you should	procrastinating	having any other bad habit you want to change
Number of Classmates				



2. Read and determine if the *italicized* sentences are facts [F] or opinions [O]. Then, answer the questions.



How many times have you said or heard someone say, "I wish I could stop biting my nails", or "I wish I didn't procrastinate so much"? Bad habits are extremely common and people all around the world wish they could break their bad habits. So, what exactly is a habit? A *habit is something you do consistently, over and over again* [F]. It generally doesn't require thinking. A bad habit is simply a behavior pattern which is considered negative. Common examples include: procrastination, fidgeting, overspending, nail-biting, and so forth. According to some psychologists, *breaking bad habits should be one of your top priorities in life* [O]. At first, it may be challenging to break a bad habit. You will need a lot of self-discipline, but it will get easier. Here are 5 easy steps for changing bad habits:

Reading Strategy

Identifying text purpose

Is the text trying to inform or persuade you? The text type will help determine its purpose and content.

Informative texts try to provide as much factual information as possible and support its arguments.

Persuasive texts provide some information, but also try to convince the audience of something by stating opinions.

Identifying the audience

Determine who the text is written for. This influences how the content is expressed.

Awareness: *You must become aware of your habits* [O]. What is this habit exactly? How is this bad habit affecting you? How is it affecting others? For example, overspending might also have negative effects on your family.

Wanting to Change: You must decide that breaking the bad habit is a worthy goal. You must be convinced that a change is worth the effort involved.

Commitment: You must be determined to do whatever it takes to break the bad habit so that you can be in better control of your life. You have to make a decision that "no matter what" you will do what is required to change the habit.

Key Expressions

Cold turkey: the sudden and complete cessation of a bad habit

Fidgeting: small movements through nervousness or impatience

Do the trick: bring the desired results

Consistent Action: It is important to focus on changing just one habit at a time. Take consistent daily actions to break the bad habit. *Try doing the process one step at a time rather than trying to do it all at once* . However, it is important to note that *everyone is different and some people are able to change a habit by going cold turkey while others prefer a gradual change* .

Perseverance: Breaking bad habits is not easy. *There might be times when you question whether it is worth it* . You may say to yourself that breaking the bad habit is too difficult. You need to regularly visualize the rewards for

following through and the costs of not following through on breaking bad habits. Get support from others who also want to make changes in their lives and read about people who have been successful in breaking bad habits.

Now, you are armed with a 5-step process for breaking bad habits or other conditions that require changing. If you have an addiction to something such as video games, these steps alone may not be enough. You may require additional professional help or a support group, but for most cases this 5-step process will do the trick!

a. You need self-discipline to break a bad habit.

- true
 false
 doesn't mention

b. Bad habits are not very common.

- true
 false
 doesn't mention

c. Bad habits are more common than good habits.

- true
 false
 doesn't mention

3. Go over the reading strategy and answer the questions below.

a. What type of text is this? Give reasons for your answer.

- an informative text a persuasive text both

Why? _____

b. Who is the text written for? Give reasons for your answer.

- general public educators scientists

Why? _____

4. Think of a bad habit that you have and write a short text on how to break it.

Introduction

(What is the bad habit?) _____

Supporting paragraph 1

(Negative influences) _____

Supporting paragraph 2

(How to break the habit) _____

Conclusion

(Your commitment to breaking the bad habit) _____

Writing Strategy

Who is the text written for? Will it be persuasive or informative?

Order your text into an introductory paragraph, supporting paragraphs and a conclusion.

Remember to give arguments, stating facts and opinions to support your ideas.

Project Stage 3

- Analyze the answers collected in the survey, and represent them on a graph showing percentages. Organize the results for a PowerPoint presentation.

E.g. *65% of the people interviewed said they would build a shelter using trees and build a fire for warmth.*





Lesson 4

Kicking the Habit



1. Listen and replace the underlined words with an expression you hear from the Word Bank. Then, match each situation with a picture.

Word Bank

- kick the habit
- ~~for the time being~~
- fed up with
- light at the end of the tunnel

- a. I have been trying to stop eating chocolate for 6 months now, but I can't stop completely. I guess for now I am happy that I have reduced my consumption to only 3 pieces a day.
_____ *for the time being* _____
- b. I am really tired of having so many bad habits. I should try to break them.

- c. I was always hyperactive because I couldn't stop drinking so much soda. But now I only drink one can a day. Finally I can see a sign of hope.

- d. My best friend used to be a compulsive shopper. But finally she has stopped the bad habit.



2. Read the definitions and write the corresponding expression from the previous exercise.

- a. Not able to tolerate, irritated at: _____ *fed up with* _____
- b. The belief that a difficult situation will end soon: _____
- c. Temporarily, for the moment: _____
- d. Stop a bad habit: _____

3. Complete using your own information and discuss with a partner.

- a. For the time being _____
- b. I am fed up with _____
- c. To kick the habit I need _____
- d. _____ so there is light at the end of the tunnel.

I am really fed up with my sister drinking so much soda. She's always hyperactive.

I know what you mean. But don't worry. There is light at the end of the tunnel. In fact, my brother finally kicked the same habit last year.

Reflect on Values

	Always	Sometimes	Never
■ I respect people's personal wishes.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
■ I respect people's differing opinions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
■ I understand bad habits can be difficult to break.	<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.

Check what you learned while working on the project.

- Different people will react distinctly in different situations. Working in groups is a good experience.
- Different people have distinct wishes or desires. Working in groups is not a good experience.

2. Read and answer the questions a - b.

How to Conduct a Survey

A survey is a data collection tool used to gather information. A survey may focus on factual information about individuals, or it might aim at collecting the opinions of the survey takers.

Gathering information is an important way to help people make decisions about topics of interest. Surveys can help people decide what needs to be changed, where money should be spent, what products to purchase, what problems to confront. The best thing about surveys is that they can be used to answer any question about any topic.

Here are four steps to carry out a successful survey:

1. Create the questions – what questions do you want to ask?
2. Ask the questions – if it's a small group, you can ask everyone. If it's a large one, ask only a sample of the group (but be sure to choose the sample people randomly).
3. Tally the results – add up the results and analyze them.

4. Present the results – you can present your results in a table or a graph.

Remember to communicate your survey results effectively to your audience and organize your survey findings with background information, detailed data and results, conclusions and recommendations.

- a. A survey is...
 - a way of socializing and making friends.
 - a way of selling a product.
 - a way of gathering information and data.
- b. If the survey group is large you should...
 - interview everyone.
 - interview only a sample group.
 - not interview anyone.

Give your Presentation

- Introduce the members of your group and the 5 different imaginary situations you created.
- Talk about the results of your survey and express the answers in percentage form.
 - Use visual aids in your presentation.
 - Conclude by stating which responses were the most practical and which were not.



Useful Expressions

• Introduction

Good morning/afternoon, this is _____
(names of group members)
and the 5 different imaginary situations we created were _____.

• Results of survey

Our survey included the following 5 questions; _____
_____. For our first
imaginary situation, _____,
(percentage of the people who said they would)
however _____ etc.
(percentage of the people who said they would)

• Conclusion

We believe that the responses to the first imaginary situation were practical because _____,
however _____ wasn't practical
because _____.



Game

The Daydreamer's Game!

Follow the instructions in each square. Use a dice and a marker to move around. If you answer a question correctly, stay on that square until your next turn. If you answer incorrectly, move back one square and wait until your next turn. The winner is the first person to make it to "Cloud 9" (the feeling of floating in extreme happiness), a daydreamer's paradise.

Cloud 9



21

Tell your opponents what you like to daydream about.

20

You were caught daydreaming in class. Go back 3 spaces.

19

Create a question for this answer:
If I could live anywhere in the world, I would live in the Bahamas.

17

Create an imaginary situation and ask an opponent what he/she would do if faced with the situation.

18

Use the word **wish** to express something you want to change about your personality.

12

Your exam results were successful. Go ahead 1 space.

14

What does the word **procrastinate** mean?

15

The expression _____ means **for now or temporarily**.

16

You can see the light at the end of the tunnel. Go ahead 2 spaces.

11

The expression _____ means to be **annoyed at or unable to tolerate someone or something**.

10

Tell your opponents about 1 bad habit you have.

8

You were easily distracted during your math exam. Go back 1 space.

7

Create an imaginary situation and ask an opponent what he/she would do if faced with the situation.

6

You have become greedy. Go back 3 spaces.

1

What would you do if you won a million dollars?

2

Your health is too poor. Go back to Start.

3

Finish the question:
What would you do if _____?

4

You didn't procrastinate while doing your homework. Go ahead 3 spaces.

5

Use the word **wish** to express something you want to change about your school.

START

Quiz Time

1. Complete the dialogs with the correct form of the verbs in parentheses using the second conditional.

- a. **Ben:** What _____ you _____ (do) if you _____ (lose) your cell phone?
Will: I _____ (buy) a new one if I _____ (lose) my cell phone.
- b. **Amy:** If you _____ (see) an alien, what _____ you _____ (do)?
Tom: If I _____ (see) an alien, I think I _____ (invite) it for coffee.
- c. **Zack:** What _____ you _____ (buy) if you _____ (have) the money, a PlayStation or a Wii?
Jim: I _____ probably _____ a PlayStation if I _____ the money.

2. Write an appropriate question for the following answers.

- a. _____
 If I won a trip to anywhere in the world, I would travel to Mongolia.
- b. _____
 I would offer support to my friend if she broke up with her boyfriend.
- c. _____
 If he didn't like his birthday gift from his friend, he wouldn't say anything.

3. For each of the following situations, write an appropriate wish.

- a. My mother doesn't let me go to parties. _____
- b. I can't stay up late at night. _____
- c. I don't have enough time to finish my homework. _____
- d. Rebecca lives in a very small house. _____



4. Listen and write each person's wishes.

a. 

b. 

c. 

d. 

5. Circle the best option.

- a. Timmy finally *kicked the habit / fed up / for the time being* of biting his nails when he is anxious.
- b. I think all my problems will be over soon. I can finally see *fed up / light at the end of the tunnel / for the time being*.
- c. Jason is really *kick the habit / for the time being / fed up* with his girlfriend. She lies to him all the time.

Self-Evaluation

Now I can...

- talk about imaginary situations.
- talk about bad habits.
- express wishes.

Very Well OK A Little

Glossary

A-E

appearance: n. the way someone or something looks. *She wishes she could change her appearance.*

daydream: v. to have a series of pleasant thoughts that distract one's attention from the present. *I often daydream when I am bored.*

desire: n. a strong feeling of wanting to have something or wishing for something to happen. (syn. wish, aspiration)

distract: v. to divert one's attention; disturb. *Paul is easily distracted when we are talking about something he doesn't like.*



dream: v. to have thoughts and visions while sleeping; **n.** series of thoughts and visions which occur during sleep.

emotional: adj. full of feeling, passionate, sentimental. *She is so emotional that she cries all the time.*

F-J

fantasy: n. product of the imagination; illusion. *That isn't real. It's just a fantasy.*



feelings: n. emotional responses; strong emotion. *I have a bad feeling about this.*

goal: n. an aim or desired result. (syn. objective, intention)

happiness: n. a state of well-being and contentment. (syn. joy, pleasure, gladness)

health: n. good physical and mental well-being; freedom from disease. *The doctor told me I am in good health.*

imagination: n. ability of the mind to create mental images which do not literally exist. *You have a vivid imagination.*

K-P

nail-biting: v. to chew one's fingernails.



overspend: v. spend more time, energy or money than is available or practical. *I always overspend when I feel anxious.*

peace: n. freedom from disturbance; state of not being at war. (syn. tranquility, calm, quiet)



personality: n. the combination of characteristics or qualities that form an individual's distinctive character. *She has a creative personality.*

procrastinate: v. to postpone something you have to do. Put off until a later. *Procrastinating is one of my bad habits.*

Q-U

successful: adj. accomplishing an aim or purpose. *He is a successful actor.*

thought: n. an idea or opinion in the mind. *Do you have any thoughts on the matter?*

V-Z

wealth: n. an abundance of something desirable. *He had a wealth of knowledge on the subject.*



Colloquial Expressions

Cold turkey: the sudden and complete cessation of a bad habit.

Fed up: not able to tolerate; irritated or annoyed at.

Fidgeting: small movements through nervousness or impatience.

For the time being: temporarily; for the moment; for now.

Kick the habit: stop a bad habit.

Light at the end of the tunnel: the belief that a difficult situation will end soon; a sign of hope.



Test Training B
(Units 3-4)

Reading

The texts in the left column are blog entries about common teenage problems. In the right column there are eight titles. Decide which title would be most suitable for each blog entry. For questions 1-5, check the correct answer in the box. Note that 3 titles are not used.

- o. Why do today what I can do tomorrow? That was how I used to think, but I have realized that if I want to be successful, I must stop leaving my work until the last minute. Like many other students, I wish I weren't so easily distracted; that way I could finish all my work on time and improve my grades.
Posted by Julie on Feb 23rd

1. I really wish I could stop repeating my bad habits! Just last year I became conscious of them when I started to get a lot of pains in my stomach due to overeating when I am anxious about school exams. My doctor told me that if I didn't stop eating so much, it could lead to serious health problems.
Posted by Wally on Apr 18th

2. I am in my last year of high school and our teachers give us way too much homework. Sometimes I am still studying at 1 in the morning, but if I don't do my homework, I won't pass my final year. I wish that our teachers wouldn't give us so much homework. That way we would have more time to relax.
Posted by Sally on May 02nd

Answers	0	A	B	C	D	<input checked="" type="checkbox"/>	F	G	H	I
	1	A	B	C	D	E	F	G	H	I
	2	A	B	C	D	E	F	G	H	I
	3	A	B	C	D	E	F	G	H	I
	4	A	B	C	D	E	F	G	H	I
	5	A	B	C	D	E	F	G	H	I

- A. All Work and No Play!
- B. No Uniform Equals Better Grades
- C. Breaking Bad Habits – A Hard Thing to Do!
- D. Greed – Holding Students Back
- E. Procrastination – A Common Problem For Students

3. I like to be friends with students who are victims of bullying. I had one friend who was harassed every day for years. If I hadn't helped him, his school life would have continued to be miserable. I wish that bullies would have more empathy.
Posted by Paul on Jun 04th, 2012

4. My dad always tells me, "Derek, wake up! Stop daydreaming and pay attention to what's happening around you." Actually, if I didn't live in a daydream, I wouldn't have missed so many important dates like birthdays or special events, etc. I wish I could pay more attention to what is happening around me, but I don't seem to be able to.
Posted by Derek on Aug 20th

5. My school is way too strict. Just last week I got into trouble because I wasn't wearing the correct school shoes. I wish we didn't have to wear a school uniform. Personally, I think we have a right to wear what we want. If we could wear clothes that we like and feel comfortable in, we would be happier and do better at school.
Posted by Wendy on Oct 30th

F. Student Anger at Cost of Education

G. Teaching Empathy Helps Combat Bullying

H. The Wrong Place at the Wrong Time!

I. Wake Me Up From My Daydream!

Speaking Candidate A

- Tell candidate B that he/she is responsible for promoting the use of renewable energy in his/her community. Ask your partner what he/she can do to promote the use of it.
- Now Candidate B is going to tell you about a problem in your community. Use the following illustrations to answer your partner's questions.



Classifying waste



Involving authorities



Informing

Listening

Listen to an ecology lecture at a university.

Decide if sentences 6-10 are true or false.

If it is correct, put a check ✓ in the box **A** for *True*. If it is not correct, put a check ✓ in the box **B** for *False*.

You will listen to the recording twice.

Answers	6	✓	A	B
	7		A	B
	8		A	B
	9		A	B
	10		A	B

- o. Marine turtle numbers have been affected by humans, climate change and predators.
-
6. Turtle meat and eggs are being consumed by humans, therefore having a negative impact on turtle numbers.
7. The destruction of the turtles' natural habitat is caused by predators such as foxes, crabs and birds.
8. Female turtle numbers are being reduced by the unusually warm sea waters.
9. The amount of food available to the marine turtles has been reduced by larger predators such as foxes and marine animals.
10. Female turtles usually lay hundreds of eggs, but generally only a few babies survive.

Speaking Candidate B

1. Think about how you can promote the use of renewable energy in your community. Use the pictures below to get some ideas. Answer Candidate A's questions.



Sunlight



Wind



Informing



Involving authorities

2. Tell candidate A that he/she is responsible for promoting recycling in his/her community. Ask your partner what he/she can do to promote recycling programs in his/her community.

Writing

Here are some sentences about conserving the environment. For each question, complete the second sentence so that it means the same as the first.

- o. Hydropower energy is created by the force of moving water.

The force of moving water creates hydropower energy.

11. Reforestation programs will hopefully be implemented by many governments around the world.

Many governments _____

12. Some farmers have used compost to fertilize the ground for many years.

Compost has _____

13. The recycling of human waste is helping with the conservation of our environment.

The conservation of our environment _____

14. If we had more laws obligating sustainable development, global warming wouldn't be so threatening nowadays.

Environmentalists wish _____

15. Scientists say there would be less pollution if society used more renewable energy.

Scientists wish _____

16. Many people wish farmers would use only organic pesticides because our food has too many toxic chemicals.

If only organic pesticides _____

17. Native communities wish there were more natural habitats and less endangered species.

If there were more natural habitats _____

In the News 5

▶ General Objective

You will be able to report what was stated in newspapers, on the radio or television.

▶ Communication Goals

You will learn how to

- report what was stated.
- report what was requested.
- understand meaning from context.

▶ CLIL

- Written News
- Spoken News

Vocabulary

- Words related to world news, local news, business, sports, weather

Grammar

- Reported speech - statements and requests
- Making predictions

▶ Idioms and Colloquial Expressions

- *Barely scratch the surface*
- *Bottom line*
- *Go to great lengths*
- *Turn a blind eye*
- *To fire*

▶ Project

A News Report

You will investigate a current event or situation from around the world and develop a news report which you will present as a television news program to your classmates.

Discuss:

- How do you keep up-to-date with recent news from around the world?
- Do you read newspapers / listen to the news on the radio / watch news on TV?
- Do you prefer reading the news on the Internet or in paper form?
- How do your parents keep up-to-date with recent news from around the world?





Lesson 1

The Forecast



1. Listen and complete the extracts from a newspaper with words in the Word Banks. Then, write the section each extract belongs to.

Sections • Local News • Sports • Weather • Financial

Word Bank 1

• beating • *issued* • predicted • rocked

Word Bank 2

• earthquake • official statement
• forecast • recession



"The USA has *issued* a warning of a possible _____ (a) in Europe if the Euro doesn't stabilize."



"According to the _____, (b) temperatures should be rising to a high of 84°F next week. The forecast _____ (c) that it will be a very hot summer."



"The L.A. Lakers issued an _____ (d) to the media about their captain's back problems after _____ (e) Denver last night 88 – 84. It was a great game!"

Local News 

"In the early hours of the morning, the Chilean coast was _____ (f) by an _____ (g) measuring 8.8 on the Richter scale."

2. Replace the *italicized* words with a synonymous word or phrase from the above Word Banks.

- a. The car manufacturer, Ford, has given a *formal declaration*, confirming the closure of one of its factories. official statement
- b. Greece has entered a period of economic *decline*. _____
- c. The police *said in advance* that the thief was a woman. _____
- d. The local residents have been *shaken* by the number of cars stolen in town this week. _____
- e. The weather *prediction* shows heavy rain developing this afternoon. _____
- f. Spain *defeated* the Netherlands to win the World Cup. _____
- g. Local residents said they felt the *earth tremor* in the afternoon. _____
- h. The government has *announced* that it will give free textbooks to all students this year. _____

Vocabulary Strategy

Look at the text around new words to predict their meaning.



3. Listen to news presenters reading the early morning news. Match each logo with the news mentioned. Then, complete the grammar box on the next page.

- a. 
- b. 
- c. 
- d. 

- 1. ...said that the forecast predicted low temperatures and heavy rain the next day.
- 2. ...stated that Libya's new government would have a big job stabilizing the country.
- 3. ...said that firemen had rescued two tourists after they drove their car into a lake.
- 4. ...mentioned that an earthquake had rocked the northwest of China.

Reflect on Grammar

Reported Speech - Statements

When we quote what someone said in the past, we use **reported speech**.

Tense changes	Original statement	Reported statement
Simple Present to Simple Past	"The forecast predicts low temperatures and heavy rain tomorrow."	The Age said that the forecast _____ low temperatures and heavy rain the next day.
Simple Past to Past Perfect	"Firemen rescued two tourists after they drove their car into a lake."	The Guardian _____ firemen _____ two tourists after they drove their car into a lake.
Present Perfect to Past Perfect	"An earthquake has rocked the northwest of China."	USA Today _____ an earthquake _____ the northwest of China.
Future (will) to would	"Libya's new government will have a big job stabilizing the country."	The New York Times _____ Libya's new government _____ a big job stabilizing the country.

- Note how the main verb tense changes from the original statement to the reported statement.
- With reported speech, the word **that** is optional after **said**, **mentioned**, **stated** or **told**.

4. Rewrite the following comments in reported speech.

- Police officer:** "We have caught the thief."
The police officer said that they had caught the thief.
- President:** "My office will issue an official statement tomorrow."

- Sports presenter:** "Djokovic beat Nadal in an amazing final to the Australian Tennis Open."

- Witness:** "People are scared after the earthquake this morning."

- NASA:** "The spaceship will return to earth at 2 PM."

Grammar Strategy

Modify time expressions in reported speech.

Direct Speech	Reported Speech
now	then
tomorrow	the next day
yesterday	the day before
this (week)	that (week)
last (year)	the (year) before

5. Interview a partner and write his/her answers in reported speech.

- Do you prefer to read the newspaper or watch the news on TV?
He said that he preferred to...
- When did you last read or watch the news?

- What is something interesting you have heard in the news recently?

- Which section of the news do you prefer to read?

Project Stage 1

- In groups, agree on 1 or 2 sections of the television news (world news, local news, sports, business, weather).
- Investigate a recent event or situation that is taking place around the world or a piece of news that has made the headlines.
E.g. *Entertainment. New movie, Hunger Games made more than \$300 million USD in the first 3 weeks.*





Lesson 2

Making Headlines

Word Bank

- Clone
- Rescues
- Crashes
- Sentences
- Arrest
- Threatens



1. Listen and complete the newspaper headlines using the Word Bank. Then, match each headline with a picture.

<p>Police Dog Rescues Boy</p> <p>a</p> 	<p>d.</p>  <p>Climate Change Honey Bees' Survival</p>	<p>b.</p>  <p>Police Speeding Car Driver</p>
 <p>f.</p> <p>Airplane into River</p>	<p>c.</p>  <p>Judge Thief to 3 Years</p>	<p>a.</p>  <p>Scientists Sheep</p>

2. Circle the most appropriate word to complete the sentences.

- The lawyer asked the judge to sentence / clone / threaten the man to 10 years in jail.
- The Iranian army *rescued* / arrested / sentenced pirates along their coasts.
- Many scientists have warned against *crashing* / cloning / arresting animals.
- Bad floods continue to *clone* / sentence / threaten people in Thailand.
- There are many organizations which *arrest* / rescue / crash animals in danger.
- My brother warned me not to *crash* / clone / threaten his car.

Vocabulary Strategy

Use pictures to help predict the meaning of unfamiliar words.



3. Read and complete the text with some verbs in the Word Bank from exercise 1.



Key Expressions

To fire: dismiss a person from a job

It was my boss, Mr. Kent, who forced me to participate in the bank robbery. He threatened to fire me if I didn't follow his instructions. First, he told me to supervise the front of the bank while he entered through the back entrance. He ordered me to _____ (a) the security guard if he didn't give me the keys. Once I had the keys, he asked me to _____ (b) all the computer programs and information used by the bank. He was really nervous. As the police were getting closer, he warned me not to let them _____ (c) the hostages and reminded me that he would fire me if I didn't follow his orders. As we were leaving the bank, Mr. Kent ordered me to _____ (d) one of the cars into the patrol cars so they couldn't follow us. And that's when the police _____ (e) me. I hurt my leg when I crashed the car so I wasn't able to run away!

4. Complete the Reflect on Grammar chart based on the previous exercise.

Reflect on Grammar	
Reported Speech - Requests	
Original request	Reported request
"Supervise the front of the bank!"	... <u>he told me</u> to supervise the front of the bank...
"Threaten the security guard!"	... _____ to threaten the security guard...
"Clone the computer programs!"	... _____ to clone all the computer programs...
"Don't let them rescue the hostages!"	... _____ not to let them rescue the hostages...
"Crash into the patrol cars!"	Mr. Kent _____ to crash one of the cars into the patrol cars...

Remember
Other examples of forms of reported speech include:
he advised me...; he reminded me...; he encouraged me...; he suggested I had to / should...; he requested that I...; he asked that I...

5. Decide who might have said the requests below and rewrite them in reported speech. Use the verbs in parentheses and the Word Bank.

- a. "Don't clone animals!" The animal activists requested that we not clone animals.
(request)
- b. "Sentence him to 5 years." _____
(ask)
- c. "Stop or I will arrest you!" _____
(order)
- d. "Rescue anyone in trouble in the water." _____
(encourage)
- e. "Don't crash my car!" _____
(ask)

Word Bank

- parents
- ~~animal~~
- ~~activist~~
- lawyer
- police officer
- lifeguard

6. Write a piece of advice, a warning, and a request for a partner using the topics in parentheses. Then, exchange your sentences with your partner and write his/her requests in reported speech.

- a. (homework) _____
- b. (Internet use) _____
- c. (improve grades) _____
- d. (sports class) _____

Paul told me to talk louder because sometimes he can't hear me.

He also suggested that I study for next week's math exam.

Sergio advised me to be careful when typing my e-mail password in cybercafés.

And then he encouraged me not to vote for Stacy in the school elections.

Project Stage 2

- Share with your group the piece of news you investigated. The group decides on 1 or 2 pieces of news to present.
- Each student is assigned a role (news presenter, correspondent, weather person, etc.) which s/he will play in the news program.



Lesson 3

Finding Your Voice

1. Answer the following questions.

- a. What do you think it would be like to live with no money, food or shelter?
- b. Use the photo below as a clue to predict what you think the word **ragpicker** means in the article's headline.
- c. After identifying the meaning of **ragpicker**, predict what you think the article might be about.



2. Read the newspaper article and check your predictions.



Reading Strategy I

Predictions are not wild guesses. They are based on context clues within the text such as pictures, synonymous and antonymous words, and the plot or context of the surrounding sentences and words. Context clues can also come from readers' prior knowledge about the content.

India's Ragpickers Find Their Voice

Adapted from The New York Times (1/10/07)

After a hard day at work, Manorama Begum has problems not getting sick due to the horrible smell that sticks to her clothes.

Ms. Begum is one of 300,000 trash collectors in India's capital who perform the important role of **rifling** through the city's trash. While they search the trash, they recycle what they can and **dispose** of the rest.

More than 95 per cent of New Delhi has no formal system of house-to-house trash collection, so the city's ragpickers, one of India's poorest groups, provide this basic service.

They are not paid by the state, so they have to depend on donations from local people and on **meager** profits from the sale of discarded items. However, these profits are so small that it is almost impossible to survive on them. Now, finally, after centuries of submissive silence, the trash collectors are demanding respect.

Mr. Arora, a representative from the Delhi state government, says that the government has agreed to make a small but significant concession. It will supply about 6000 ragpickers with protective gloves and boots. According to Mr. Arora, this is an important step because it is the first time the government has recognized this group of essential workers.

But the waste collectors are not happy with the government's donation. Ms. Begum says that they don't want gloves. They want wages, pensions, healthcare, education, houses to live in and uniforms that they hope will stop police **harassment** (ragpickers are frequently bothered and beaten by the police).

Ragpicker: trash collector; term used to talk about the lower levels of Indian society, who literally "pick rags" from the community's trash.

India's waste disposal system is informal, but very organized. Its capacity to recycle is more efficient than most recycling programs in the West. In a society where millions live in poverty with no food, housing or education, everything has a value.

Ms. Begum, now 35, has been working as a ragpicker for 14 years. She says that the donations she receives from the local communities are not enough to support her family.

That's why she also collects the food she finds in the trash to give to farmers who feed it to their cows in exchange for milk to help fill her children's stomachs.

In her home made from recycled trash, Ms. Begum expresses anger about her life and the government's donation. "It is the poverty that makes us do this work. If I had an alternative, I wouldn't be doing it. They are providing us with gloves and boots just so we don't get sick and stop working."

3. Go back to the text and find the words in red. Predict their meaning using context clues.

- a. **Rifling**: context clue: *rifling through the city's trash. While they search the trash...*
Prediction: *rifling means to search or look through something*
- b. **Dispose**: context clue: _____
Prediction: _____
- c. **Meager**: context clue: _____
Prediction: _____
- d. **Harassment**: context clue: _____
Prediction: _____
- e. **Poverty**: context clue: _____
Prediction: _____

Reading Strategy II

Use context clues in a text to make predictions about a sentence or unknown word before and during reading. Use information provided in the text and make logical conclusions to figure out the meaning of the word.

4. Answer the following questions using reported speech.

- a. According to Mr. Arora, what will the government give the state's ragpickers?
Mr. Arora mentioned that the state would supply 6000 ragpickers with protective gloves and boots.
- b. Why did Mr. Arora consider the government's concession an important step?

- c. What did Ms. Begum say that the ragpickers wanted?

- d. What did Ms. Begum say about the donations she receives from local communities?

- e. According to Ms. Begum, what makes her work as a trash collector?

5. Write a news article about an event or situation of interest.

Paragraph 1:

Summary of event or situation

Paragraphs 2&3:

Detailed description of event or situation

Paragraph 4:

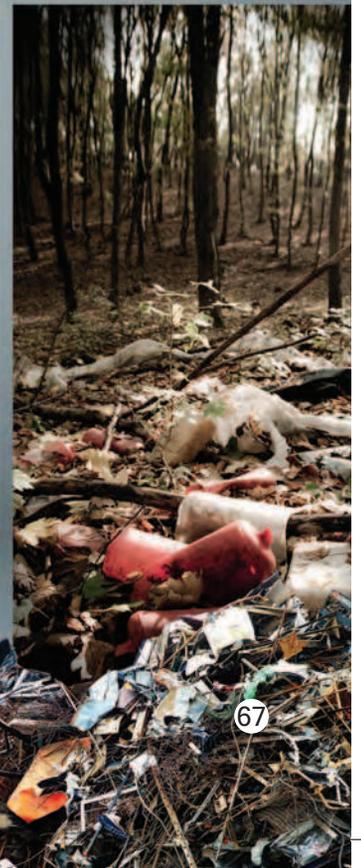
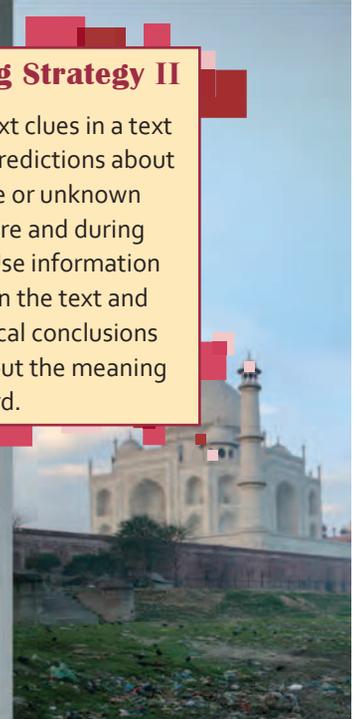
Conclusion – comments and action taken

Writing Strategy

Use context clues to help readers understand difficult words and complex sentences while reading.

Project Stage 3

- Write the scripts that each person will be responsible for.
E.g. *News Presenter: "And now we are going to pass to our Reuters' correspondent, Shelly Rowe, live in Syria."*





Lesson 4

The Bottom Line



1. Listen to the following excerpts from different newspapers and fill in the gaps with expressions from the Word Bank.

- a. In the end the bottom line is that we need more public education. Anyone who is interested in our children's future understands this.
- b. Some police officers seem to to the pirates working off the coast of Somalia. Last week a group of six suspected pirates were released without a trial.
- c. Many people to see the Dalai Lama when he speaks. One man traveled from Argentina to Japan and camped outside the auditorium for a week, just to get a seat in the front row.
- d. Investigations into crimes against humanity committed in Syria have . "It is very difficult to conduct a comprehensive investigation when the government closes its doors to foreign monitors", said a spokesperson for the United Nations.

Word Bank

- barely scratch the surface
- ~~the bottom line~~
- go to great lengths
- turn a blind eye

2. Read the excerpts again. Then, match the expressions with their corresponding meaning.

Expression	Meaning
a. go to great lengths	<input type="checkbox"/> 1. to only begin to explore or understand something
b. turn a blind eye	<input type="checkbox"/> 2. the main point or the conclusion
c. the bottom line	<input type="checkbox"/> 3. to consciously ignore something illegal or wrong without saying anything
d. barely scratch the surface	<input type="checkbox"/> 4. to do a lot to achieve a certain goal

3. Use your own information to write sentences with the expressions in the Word Bank. Then, share with a partner.

- a. barely scratch the surface: _____
- b. bottom line: _____
- c. go to great lengths: _____
- d. turn a blind eye: _____

The police investigations into the theft of the paintings have barely scratched the surface.

I know. Apparently the thieves went to great lengths not to leave any evidence.

Reflect on Values

	Always	Sometimes	Never
■ I often read or listen to the news.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
■ I like to be informed about what's going on in the world.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
■ I keep up-to-date with world news.	<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  what you learned while working on the project.

- Many people are involved in collecting and presenting the news. Being a news presenter would be interesting.
- News reports should be informative and unbiased. Being a news presenter would be frightening.



2. Read and answer the questions below.

Qualities of a Good News Report

Accuracy: The overall article must give an accurate portrayal of an event or situation; a poor selection or improper emphasis of details can distort the truth.

To ensure accuracy, check and double check every detail and question sources carefully. Remember, some sources may intentionally misinform, so reporters often need to check with more than one source.

Balance: Balance, closely related to accuracy, is the selection of significant details. Balance involves giving facts proper emphasis and linking to other facts. A balanced story is also a complete story where both sides of an issue are presented, particularly if it is controversial.

Objectivity: News is a factual report of an event, not a report as seen by a biased person or reporter. The reporter should be as impartial and honest as possible. In fact, if a reporter does have a prejudice, he or she should decline to cover the story, or try his or her best to make sure both sides are covered equally.

Clarity: The most important information should come first. Begin with an introduction that gives a brief overview of the whole story and helps the reporter to present the information in an easy-to-understand manner. Writing simply allows the average reader to understand, even if he or she has no background or previous knowledge of the subject.

Recent: Timeliness is very important in news coverage. Other factors being equal, an editor will choose one story over another because of its timeliness.

a. A news report should be...

1. a fictional report.
 2. a biased report.
 3. a factual report.

b. A brief overview of the whole story should be in the...

1. introduction.
 2. main body.
 3. conclusion.

Give your Presentation

News Presenter

- Greet your audience.
- Introduce your program and yourselves.
- Pass live to correspondents.

Correspondents

- Greet the news presenter.
- Deliver the news.
- Pass back to the studio.

News Presenter

- Concludes the news.
- Says good bye.

Key Expressions

Biased: having preconceptions or prejudices

Useful Expressions

News Presenter

- Good morning/afternoon/evening, I'm (your name) and this is (name of other presenter if there are 2) and we're here live with you at the (name of news studios) studios.
- We're going to pass (names of city and country) where our live correspondent (name of group member) is ...

Correspondent

- Hi (name of the presenter) I'm here with ...
- If you look over here ...
- It looks like ...
- What's more ...
- (name of the presenter), passing back, live to you in the studio.

News Presenter

- And that was (name of correspondent) live in (name of city / country).
- This is (name of the news program), bringing you the latest and most up-to-date news from around the world. Thank you and goodnight.



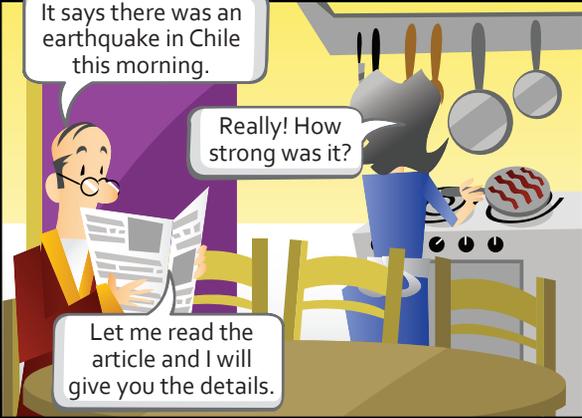
Comic

A News Struggle



Read and listen.

Saturday, 7 AM



It says there was an earthquake in Chile this morning.

Really! How strong was it?

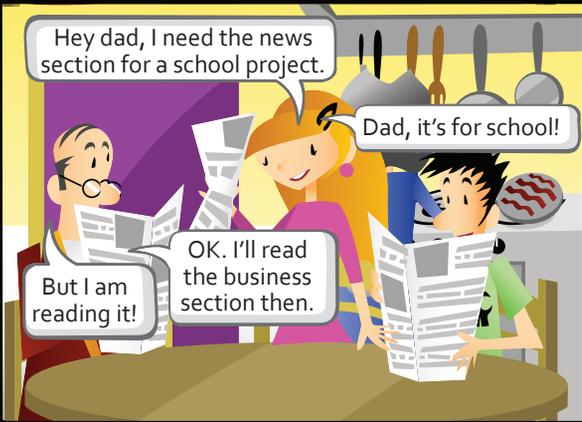
Let me read the article and I will give you the details.



Morning! Dad can I have the sports section?

Thanks.

Here you go.



Hey dad, I need the news section for a school project.

Dad, it's for school!

But I am reading it!

OK. I'll read the business section then.



And breakfast is served.

It looks delicious!

Thanks mom!

Thanks honey!



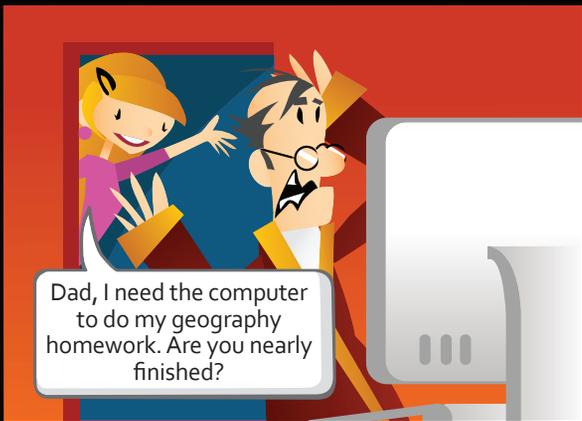
Honey, can I have the business section? I want to check my stocks.

Here, take it. I'll read the entertainment section.



Hey dad, what's on at the cinema?

Here, just take it all. I'll read the paper on the Internet, in peace!



Dad, I need the computer to do my geography homework. Are you nearly finished?

Quiz Time

1. Match the pictures with their corresponding newspaper headlines.



Haiti Rocked by Major Earthquake

Woman Arrested over Computer Theft

Barcelona Beats Real Madrid 2-1

Sunny Days Predicted for the Weekend



2. Listen to the following people talk about the news they heard. Match each person with their corresponding reported statements.

People	Reported Statement
a. Annie said	<input type="checkbox"/> police had warned Internet users to be careful when talking to strangers on the Net.
b. Pete said	<input type="checkbox"/> many European countries would be at risk of entering an economic recession.
c. Tim said	<input type="checkbox"/> the weather forecast had predicted a high of 90°F for that day.
d. Rosy said	<input type="checkbox"/> two mountain climbers had been rescued by the Royal Air Force in Scotland.

3. Rewrite the requests in reported speech.

a. "Don't drink the local water!" *The tour guide*

b. "Close the windows when you leave." *My dad*

c. "Open your textbooks to page 24." *The teacher*

d. "Be careful when you cross the road." *The police officer*

4. Check the word that best replaces the expressions in bold.

a. They found Tim Jackson **culpable**. The judge sentenced him to 3 years in jail.

innocent hiding guilty

b. A heavy **storm** rocked the city last night. Winds were so powerful that many trees fell over, destroying cars and houses.

bad weather good weather bomb

c. Many people were **injured** in the demonstration and taken to the hospital. Luckily, nobody was killed.

angry hurt happy

Self-Evaluation

Now I can...

- report what people have said.
- report what people have requested.
- use context clues to predict meaning.

Very Well OK A Little

Glossary

A-E

arrest: v. the act of capturing someone. (syn. detain, capture, catch)

bank robbery: n. the crime of stealing from a bank. *The bank robbery took place at 10 AM.*

beat: v. to defeat. *Liverpool beat Newcastle last night.*

biased: adj. having preconceptions or prejudices.

catch: v. to capture or seize. *The police caught the criminal.*



clone: v. to create identical copies of a living being; to copy someone else's information into a memory device. *The scientists cloned the sheep.*

crash: v. to collide into; to smash into.



distort: v. to twist out the true meaning or proportion. (syn. to falsify, deform, contort)

earthquake: n. trembling of the earth. *The earthquake destroyed the city.*

F-J

forecast: n. prediction of a future event or condition. *The weather forecast predicted heavy rain.*

healthcare: n. professional field concerned with the maintenance or restoration of good health. *Australia's healthcare system is very good.*

hostages: n. a person taken by force to secure the taker's demands. (syn. captive)

issue: v. to officially make something public. (syn. publish, distribute, circulate)

judge: n. one who presides over trials. *The judges sentenced the thief to 3 years in jail.*

K-R

lifeguard: n. person responsible for the safety of others in water.



meager: adj. lacking in the amount of quantity. (syn. small, poor, little, insufficient)

official statement: n. printed record or account of activity. (syn. declaration, official account)

poverty: n. the state of being poor or destitute. *The poverty in India is very obvious.*

profit: n. financial gain. (syn. earnings, gain, proceeds)

ragpicker: n. trash collector; term used to describe lower levels of Indian society who collect waste from the trash. *Indian ragpickers are harassed by the police.*

recession: n. slow economy. *The recession in Europe is affecting many countries.*

rescue: v. to save from harm or danger. *The firemen rescued the little girl from the tree.*



Richter Scale: n. rating system used to grade the intensity of earthquakes. *The earthquake measured 7.2 on the Richter Scale.*

rifle: v. to search frantically. (syn. look through, rummage)

rock: v. to move backwards and forwards. (syn. shock, sway)

S-Z

sentence: v. to impose a punishment. (syn. convict, penalize)

thief: n. a person who steals another person's property. (syn. robber, burglar,)

threaten: v. to say you will cause someone harm if they do not do what you want.

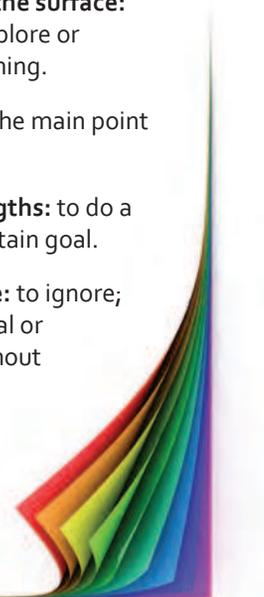
Colloquial Expressions

To barely scratch the surface: to only begin to explore or understand something.

The bottom line: the main point or the conclusion.

To go to great lengths: to do a lot to achieve a certain goal.

To turn a blind eye: to ignore; let something illegal or wrong happen without saying anything.



UNIT

6 Going Back in Time

► General Objective

You will be able to talk about important inventions and historic events from the 20th century.

► Communication Goals

You will learn how to

- give basic details about different inventions and important events from the past.
- speculate about what would have happened if things had been different in the past.

► CLIL

- Pivotal Inventions
- Important Historical Events

Vocabulary

- Words associated with historical events and inventions

Grammar

- Phrasal verbs
- Third conditional

► Idioms and Colloquial Expressions

- *To be fed up*
- *To iron out*
- *Pave the way*
- *Rest assured*
- *Rule of thumb*
- *See eye to eye*
- *Up-to-date*

► Project

A PowerPoint Presentation

You will research an important invention that has changed the way society functions and make a PowerPoint presentation.

Discuss:

- Can you name any important 20th century inventions which have changed society?
- How did they change society?
- Which historic events from the 20th century are you familiar with?





Lesson 1

20th Century Inventions

1. Match each invention with its corresponding picture and guess the year of its creation. Confirm your answers in exercise 2.

• 1901 • 1903 • 1909 • 1926 • ~~1938~~ • 1946 • 1974 • 1977

a. ballpoint pen

1938

e. cell phone

b. airplane

f. vacuum cleaner

c. television

g. disposable razor blade

d. microwave oven

h. Rubik's cube



2. Listen and complete with the verbs in the Word Bank. Then, complete the grammar chart.

Word Bank

- clean up
- came across
- ~~came up with~~
- relied on
- left behind
- give out
- work out
- take after

- a. King Camp Gillette, in 1909, came up with the invention of the first disposable razor blade. It replaced the original straight razor, which was like putting a knife to your throat.
- b. Percy Spencer invented the microwave oven in 1946. He the idea of using microwave energy to heat and cook food while working at Raytheon.
- c. The vacuum cleaner was invented by Hubert Cecil Booth in 1901. It was designed to dust and dirt by sucking them into a cylindrical container.
- d. The invention of the cell phone in 1977 by Bell Labs previous inventions of the telephone and radio to work efficiently.
- e. Hungarian inventor, Lazlo Biro, created the ballpoint pen in 1938. This invention the old styled fountain pen , making it obsolete.
- f. The Wright brothers invented the first working airplane in 1903. They designed it to a flying bird.
- g. The Rubik's cube, invented in 1974 by Erno Rubik, is a toy puzzle which is very difficult to solve. Many people spend hours trying to it .
- h. The first television set was created by John Logie Baird in 1926. He designed it to analog audio and video signals .

3. Use the definitions provided and the information from exercise 2 to complete the phrasal verbs.

a. l e a v e b e h i n d d

to become obsolete

e. r o

to solve or figure out

b. r n

to count or depend on

f. o e p i

to invent or create

c. l a p

to make neat and tidy

g. i e u

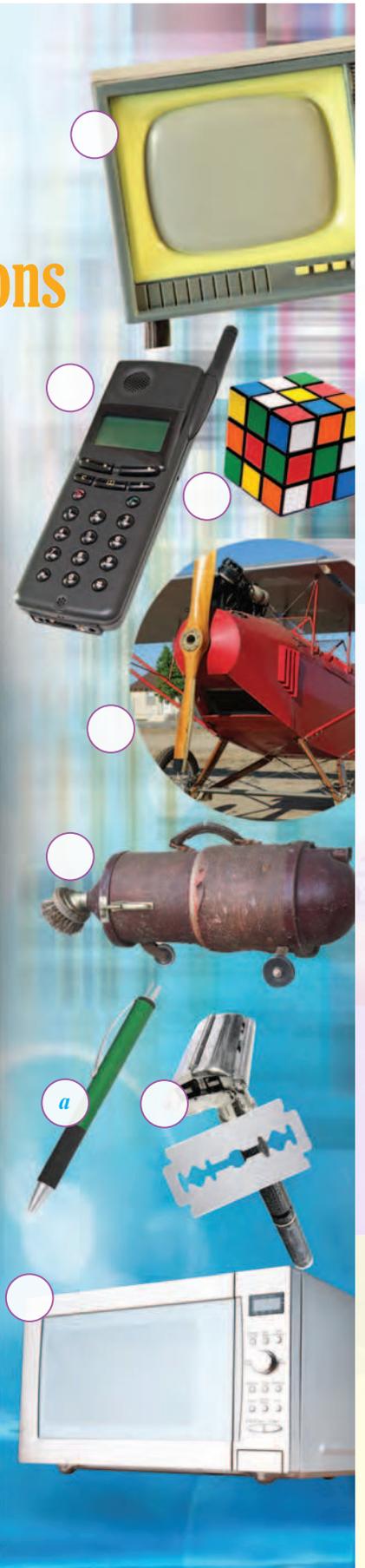
to emit or broadcast

d. k a t

to resemble; to look like

h. e c s

to find accidentally



Reflect on Grammar

Phrasal Verbs

Consist of a **verb** + a **preposition** or an **adverb** that modifies or changes the original verb's meaning. Phrasal verbs are either separable or non-separable.

Separable Phrasal Verbs

- Can be separated by their object. When the object is a noun, it can be placed between the verb and particle or after the particle.

He designed it to **give out** analog audio and video signals. (object: analog audio and video signals)

He designed it to analog audio and video signals _____.

- When the object is a pronoun, it must be placed between the verb and the particle.

Many people spend hours trying to _____ it _____ (it = the Rubik's cube)

Non-separable Phrasal Verbs

- The particle and verb cannot be separated by their object.

They designed it to _____ a flying bird. (object = a flying bird)

~~They designed it to take a flying bird after.~~

Note: There is no rule to tell which is which.

4. There are four mistakes in the use of phrasal verbs. Find and correct them based on exercise 2.

Today, new technology is rapidly replacing the old, outdated gadgets from the past. Even though some people still use outdated technologies like CDs or DVDs, rest assured that society is in the process of **leaving behind them**.

In fact, technology has advanced to such a point that nowadays we have computers that can work all sorts of problems out, including how to send a spaceship to the moon and back.

Looking at today's most up-to-date computerized systems and devices, it is hard to see how all this takes the original electronic computer after developed back in 1942. Since its appearance, the computer has been subject to unbelievable technological advancements, enabling companies to come up with mini cellular computers such as the Blackberry and the iPhone.

The Internet, another hi-tech achievement, uses the most up-to-date technology; in fact, one could say it counts it on. The Net has given people all over the world access to huge amounts of information. With just a simple click of your mouse you can come it across all.

Whether we are sending people to the moon or simply talking to a friend on our cell phone, I think we would all have to agree technology is advancing at such a fast rate that it's incredible to think what might be possible in the near future.

Key Expressions

Rest assured: no need to worry

Up-to-date: modern

a. _____ *leaving them behind* _____
b. _____

c. _____
d. _____



5. Listen to a presentation about inventions and answer the questions.

- a. What became obsolete when the disposable razor blade was invented?

The old shaving with a knife technique was left behind when the disposable razor blade was invented.

- b. Which invention imitates the fountain pen?

- c. Which invention facilitates the finding of information?

- d. What does the lecturer think about the Rubik's cube?

Listening Strategy

Read the questions before listening to know what specific information to listen for.

Project Stage 1

- In groups of 3 or 4, discuss and select various important inventions from the 20th century which have changed the way society functions.
- Agree on 1 invention to investigate further. E.g. *The airplane, the compact disc and the ballpoint pen, etc.*



Lesson 2

Groundbreaking Events



1. Listen to a debate about the 20th century and replace the underlined words with a synonym you hear. Use the Word Bank.

Vocabulary Strategy

Use synonyms to help understand the meaning of unfamiliar words.

Professor Jones: Well, technologically speaking and from a humanitarian point of view, I think that the moon landing was probably the most significant achievement **accomplishment** of the 20th century. As President Nixon said, "For one priceless moment in the history of man, all the people on this Earth are truly one." If the moon landing had never happened, humanity would never have had the experience of being one.

Professor Schmitz: I understand what you are saying, but I personally think that other events, like when the Berlin Wall was broken down in 1989 (a), were more important (b) for humanity. The Cold War wouldn't have ended when it did if the wall hadn't fallen. And that's not to mention that if the Berlin Wall hadn't fallen, Europe would have remained divided with a physical limit (c) between the Eastern communist states and the Western democratic states.

Professor Jones: I agree that the fall of the Berlin Wall was an important event from the 20th century, but its effects were limited to Europe, while the moon landing saw the whole human race feel united for the first time in history. It truly was a pioneering (d) event.

Professor Schmitz: That is if the moon landing actually happened! There are many people who believe that it was a conspiracy (e) and that man never walked on the moon.

Professor Jones: Well, if the moon landing had been a conspiracy, how could they have filmed the live coverage?

Word Bank

- ~~accomplishment~~
- hoax
- boundary
- groundbreaking
- pivotal
- toppled

2. Use the information from above to complete the grammar chart.

Reflect on Grammar

Third Conditional

Use it to speculate about unreal situations or conditions which are impossible to fulfill because they have already occurred in the past.

Condition:

If + the Past Perfect tense

Result:

would / could / might + the Present Perfect tense

If the moon landing **had** never happened, humanity **would** never the experience of being one.

Clause Order: clauses can be interchanged (result + condition). In this case, no comma is used.

The Cold War when it did if the wall .

Questions: (condition + question)

If the moon landing a conspiracy, how they the live coverage?

3. Based on the reading, decide if sentences 1 and 2 are T (true) or F (false).

- a. If the moon landing had never happened, humanity would never have had the experience of being one.
 T 1. The moon landing happened.
 2. Humanity has never experienced being one.
- b. The Cold War wouldn't have ended if the Berlin Wall hadn't fallen.
 1. The Cold War ended.
 2. The Berlin Wall didn't topple.
- c. If the Berlin Wall hadn't fallen, Europe would have remained divided between the East and the West.
 1. The Berlin Wall wasn't toppled.
 2. Europe didn't remain divided between the east and west.
- d. If the moon landing had been a conspiracy, how could they have filmed the live coverage?
 1. The moon landing was a hoax.
 2. The moon landing was filmed live.

4. Complete using the third conditional.

- a. If the Berlin Wall **hadn't toppled** (*not topple*), East Germany and West Germany (*remain*) two separate states.
- b. If the moon landing (*be*) a hoax, more people (*realize*) it was.
- c. There (*not be*) so much suffering if they (*build*) the Berlin Wall.
- d. If the moon landing (*be*) a failure, people (*react*) differently.

5. Speculate and discuss with a partner what would have happened if one of the events or inventions below hadn't taken place.

- a. September 11th b. Facebook c. Internet d. Human Genome Project

I think that if the Human Genome Project hadn't taken place, we wouldn't have been able to treat and cure so many health problems.

You mean that we have been able to treat many common health problems thanks to the Human Genome Project?

Project Stage 2

- In your groups, investigate the invention you chose to research further: who invented it, how and why it was invented, the positive and negative impacts and hypothetical situations about what would have happened if the invention hadn't occurred.

Speaking Strategy

Use *you mean that...* to show understanding of what a person is saying.

Pronunciation

Contractions

Listen and repeat.

- would have = would've - /wʊdəv/
- could have = could've - /kʊdəv/
- might have = might've - /maɪtəv/





Lesson 3

A Pivotal Accomplishment

1. Discuss the following questions as a class.

- When did man first walk on the moon?
- Who was the first man to walk on the moon?
- What are the differences between walking on the moon and walking on Earth?



2. Read the following article, match each section with a subtitle and put the sections in order. Then, listen and check.

THE FIRST MAN ON THE MOON

Five days after leaving Earth, Commander Neil Armstrong became the first man on the moon. His historic words, *"That's one small step for a man, one giant leap for mankind,"* were heard by people all over the world. A camera in the lander provided people back on Earth live television coverage as the event took place on July 16th, 1969.

To be able to walk on the moon's surface, the astronauts needed to wear a space suit with a life support system and also had to get used to the reduced gravity which allowed them to jump very high compared to jumping on Earth. The astronauts spent a total of two and a half hours on the moon's surface. While there, they performed a variety of experiments and collected lunar soil and rock samples to bring back to Earth.

Astronauts Neil Armstrong, Edwin "Buzz" Aldrin and Michael Collins left behind their friends and families as Apollo 11 launched from Kennedy Space Center in Florida on July 16th, 1969. Neil Armstrong was the commander of the mission and responsible for giving out the orders to his fellow astronauts. They were headed to the moon!

1. *Leading up to the Launch*

In 1961, U.S. President John F. Kennedy challenged NASA to land a man on the moon before the end of the decade (before 1970). The race to meet his goal would count on the greatest technological achievement the world has ever seen. The subsequent Apollo missions (spaceflights) were used as preparation for the first moon landing. Apollo 8 and Apollo 10 flew all the way to the moon, around it, and then back to Earth. Finally, everything was ready.

Reading Strategy

Look for chronological order or concept repetitions to establish a sequence.



Astronauts: Neil Armstrong, Michael Collins and Edwin Aldrin

Subtitles

- Walking on the moon
- The Launch
- Returning to Earth
- ~~Leading up to the Launch~~
- The moon Landing

After returning to the lander, they began the ascent stage back to the main spacecraft which was being controlled by astronaut Michael Collins as it orbited the moon.

The next step was to re-enter the Earth's atmosphere, and safely lower the spacecraft into the Pacific Ocean. The spacecraft returned to Earth on July 24th, 1969. Apollo 11 had successfully completed its mission and President Kennedy's objective to land men on the moon and return them safely to Earth had been accomplished.

After landing in the Ocean, the crew were retrieved by a helicopter and taken to the recovery ship, the USS Hornet. The crew and lunar samples were placed in quarantine until their health and safety were confirmed.

Once orbiting the moon, the lander separated from the main spacecraft, taking two of the astronauts, Armstrong and Aldrin, to the moon's surface. The lander had four legs, a storage area for experimental equipment, and a ladder for the crew to climb down onto the moon's surface.

Launch: the act of sending something out; the moment a spacecraft leaves the Earth

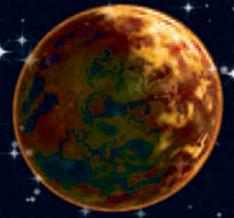
Lander: mini spacecraft which separates from the main spaceship and descends to and lands on the surface of an astronomical body

3. Each statement has a mistake. Find and correct it.

- a. U.S. President John F. Kennedy's challenge to NASA was fulfilled, but not before the end of the decade.
U.S. President John F. Kennedy's challenge to NASA was fulfilled by the end of the decade.
- b. The main spacecraft landed directly on the moon.

- c. There is more gravity on the moon than there is on Earth.

- d. While all three astronauts were on the moon, the main spacecraft was orbiting the moon on autopilot.



4. Use the third conditional to give possible answers to the following questions.

- a. Would NASA have landed a man on the moon before 1970 if President Kennedy hadn't challenged them in 1961?
If President Kennedy hadn't challenged NASA in 1961 to land a man on the moon, the first man might not have been on the moon until many years later.
- b. If the lander hadn't had a camera installed in it, what wouldn't people on Earth have been able to see?

- c. What wouldn't the astronauts have been able to do if they hadn't had space suits with life support systems?

- d. What might have happened if the astronauts and lunar samples hadn't been placed in quarantine after returning to Earth?



5. Write an informative article about an important historical event or invention from the 20th century.

Title: _____

Subtitle 1: _____

Paragraph 1 (introduction): _____

Subtitle 2: _____

Paragraph 2: _____

Subtitle 3: _____

Paragraph 3 (conclusion): _____

Writing Strategy

When writing an informative text, pay attention to the text's organization. E.g. Title, subtitles, numbers, italics, bold face or different fonts to emphasize important words or phrases. Try to make the title and subtitles as concise, yet as informative as possible. Also make sure dates, names and places are in chronological order.

Project Stage 3

- In your groups, organize the information you have researched about your selected invention into a PowerPoint presentation.
- Include information about the invention, its inventor(s), and the positive and negative impacts it has had. Also include pictures or any other visual material you consider relevant.



Lesson 4

Paving the Way Forward

1. Associate the pictures with the expressions in the Word Bank.

Word Bank

- fed up
- ~~iron out~~
- pave the way
- see eye to eye



2. Listen and complete with the expressions above.

Ann: I can't believe a wall was built to divide Europe just because two political powers didn't see eye to eye!

Tom: Neither, can I. Actually the Berlin Wall stood for almost thirty years before the East and West started to _____ (a) their problems. This later _____ (b) for the wall to be toppled.

Ann: Can you imagine how _____ (c) the people from both sides of the wall must have been after nearly 30 years of this physical boundary separating them from their friends and loved ones?

Tom: I know! It was a pivotal moment for humanity when the wall was toppled!

3. Match the definitions with the corresponding expressions from exercise 1.

- a. not able to tolerate anymore: 1. iron out
- b. make progress or development easier: 2. see eye to eye
- c. be in agreement or of the same opinion: 3. fed up
- d. solve a problem: 4. pave the way

4. Make sentences with the expressions and then use them to converse with a partner.

- a. Iron out: _____
- b. See eye to eye: _____
- c. Fed up: _____
- d. Pave the way: _____

Speaking Strategy

Use idioms in your conversations to sound more natural.

The wheel is one of the most important inventions of all. It paved the way for a lot of other inventions.

Yeah it did. But I'm sure there were many problems which had to be ironed out before the invention was successful.

Reflect on Values

	Always	Sometimes	Never
■ I appreciate how important inventions have changed society.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
■ I am informed about how important historical events have changed society.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
■ I can distinguish between the positive and negative impacts some inventions have had on society.	<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 what you learned while working on the project.

There are many inventions which have impacted society.

Inventions can have positive and / or negative impacts.

Working in groups facilitates the learning process.

Working in groups can be difficult.



2. Read and answer the questions below.

Discovery vs. Invention

In general, most people would consider the two words **invention** and **discovery** to be interchangeable. However, it is a mistake to believe that they are synonymous.

The rule of thumb is that a discovery happens when a person comes to realize something that has been present for a long time. One can only discover something that is already in existence; it's just that people did not know about it earlier. An example of this is when Isaac Newton discovered gravity. He didn't invent gravity because it already naturally existed before he discovered it. To discover means to detect something. Most importantly, discoveries usually apply to natural occurrences or entities such as gravity.

On the other hand, an invention is the creation of something completely distinct and new; something that didn't exist

Key Expressions

Rule of thumb: a generally accurate guide or principle based on experience rather than theory

before the invention took place. An example of this is when Samuel Morse invented the telegraph. Inventions are derived from materials that have been previously discovered and even from a collection and integration of earlier inventions. For instance, the wheel is an invention derived from wood, rubber or metal (materials that were discovered before the invention of the wheel). To invent is to plan and produce something to meet a specific purpose.

Therefore, we can conclude that inventions and discoveries are often related, yet they are completely distinct concepts. New discoveries help pave the way for new inventions, while new inventions make it possible for new discoveries and future inventions.

a. A discovery is the...

1. detection of a known natural occurrence.

2. detection of an unknown natural occurrence.

b. An invention is the...

1. detection of a previously unknown natural occurrence.

2. creation of something that didn't exist before.

Give your Presentation

- Introduce the members of your group and the invention you are going to present.
- Talk about when it was invented and by whom, why it was invented and the positive and negative impacts it has had on society, the planet and human beings.
- Use visual aids in your presentation.
- Conclude by stating whether you think the invention has been changed dramatically by new technology.

Useful Expressions

Introduction

- Good morning/afternoon, this is and we chose to research the invention of the .

Presenting the research

- The was invented in by who wanted .
- This invention has dramatically changed society by . It has also had negative impacts like .
- If the hadn't been invented, there would/might (not) .

Conclusion

- Today the has changed dramatically with new technology. As you can see in the pictures...

Game

The Game of Knowledge

Play in groups of two. Take turns rolling the dice. You must answer the question in the square you land on. If you answer correctly, move ahead one square and wait until your next turn to roll again. If you answer incorrectly, move back one square and wait until your next turn. The first one to reach the FINISH square is the winner.

START

1

2

Complete:
If President Kennedy _____ (*not challenge*) NASA, man might have walked on the moon in 1969.

Who invented the disposable razor blade?

3

You haven't ironed out all your problems with phrasal verbs. Miss a turn.

4

Which phrasal verb means to depend on?

5

10

Complete:
If the ballpoint pen _____ (*be*) invented, the old style fountain pen wouldn't have been replaced.

9

You didn't clean up your bedroom last week. Go back 2 spaces and answer question 7.

When was the vacuum cleaner invented?

8

7

Complete:
If the Berlin Wall hadn't been broken down, the Cold war might _____ (*not end*) when it did.

What does **pivotal** mean?

6

Which phrasal verb means to find accidentally?

11

12

Who invented the Rubik's Cube?

13

Something which is **groundbreaking** is

- pioneering.
- very old.
- none of the above.

14

What phrasal verbs means to resemble or to look like?

15

You came up with an important invention. Move ahead 2 spaces and answer question 17.

18

Who invented the first airplane?

17

Which idiomatic expression means to be in agreement or of the same opinion?

16

When was the Berlin Wall toppled?

19

Which idiomatic expression means to solve a problem?

20

You came across many problems concerning your invention. Miss a turn.

21

If something is a **hoax** it is...

- true.
- a conspiracy.
- none of the above.

Complete:
If Percy Spencer hadn't come across the idea of using microwave energy to heat and cook food, he _____ (*not invent*) the microwave.

22

23
FINISH

Quiz Time

Word Bank

- clean up
- come across
- come up with
- rely on
- give out
- leave behind
- take after
- work out

1. Complete the sentences using the correct form of the verbs in the Word Bank.

- a. Many new inventions today _____ earlier inventions.
- b. Microwave ovens _____ microwave energy to cook and heat food.
- c. While on the moon, the astronauts _____ lots of lunar rocks.
- d. Vacuum cleaners _____ dust and dirt from floors and furniture.
- e. The Rubik's Cube is a toy which is almost impossible to _____.
- f. The cell phone _____ the wireless telephone.
- g. When the astronauts went to the moon, they _____ their family.
- h. The German Democratic Republic _____ the idea to build the Berlin Wall.

2. Match the conditions with their consequences to form complete sentences.

Condition		Consequence
a. If the Berlin Wall had fallen earlier,	<input type="checkbox"/>	1. the space mission to the moon could have been a disaster.
b. If Rubik hadn't made the Rubik's Cube so difficult,	<input type="checkbox"/>	2. communism in Eastern Europe might have ended sooner.
c. If the astronauts hadn't had proper training,	<input type="checkbox"/>	3. more people would have worked it out.
d. If the cell phone hadn't been invented,	<input type="checkbox"/>	4. East and West Germany wouldn't have been divided for so many years.
e. If the Berlin Wall hadn't been built,	<input type="checkbox"/>	5. the way people do business wouldn't have changed so drastically.

3. Complete the following sentences using the third conditional.

- | | |
|---|---|
| <p>a. If the ballpoint pen hadn't been invented,
_____</p> <p>b. We couldn't have watched our favorite television programs if
_____</p> | <p>c. If the moon landing had been a hoax,
_____</p> <p>d. If the Wright Brothers hadn't spent time observing birds flying,
_____</p> |
|---|---|

4. Use the following idiomatic expressions in the correct form to complete the following paragraph.

- fed up • iron out • pave the way • see eye to eye

While inventing the airplane, the two Wright Brothers didn't always _____. In fact there were many times when they were _____ with each other, but they always managed to _____ their problems and _____ for the eventual invention of the first airplane.

Self-Evaluation

Now I can...

- give details about groundbreaking inventions.
- offer information about pivotal historical events.
- speculate about events in the past and present.

Very Well

OK

A Little

Glossary

A-E

accomplishment: **n.** the act of achieving a result gained by effort. *Inventing the light bulb was a great achievement.*

boundary: **n.** something that indicates or fixes a limit or extent. *The road marks the boundary of our property.*



clean up: **ph. v.** to make neat and tidy. *A vacuum cleaner is used to clean up dust and dirt.*

come across: **ph. v.** to find accidentally. *While cleaning my room I came across my sunglasses, which I had lost.*

come up with: **ph. v.** to invent; to create (an idea). *Samuel Morse came up with the idea of the telegraph.*

coverage: **n.** news reporting. (syn. reportage)



discovery: **n.** the detection of a previously unknown natural occurrence. *The discovery of the gravity was pivotal.*

F-J

give out: **ph. v.** to supply with or emit (as in light or heat). *The bulb gave out a lot of light.*

groundbreaking: **adj.** something which is pioneering or innovative. *He was honored for his groundbreaking work in physics.*

hoax: **n.** an act intended to deceive or trick. (syn. dupe)

invention: **n.** the creation of something completely new and distinct. (syn. innovation)

K-P

lander: **n.** the mini spacecraft which descends to and lands on the surface of an astronomical body.

launch: **v.** the act of sending something out; the moment a spacecraft leaves Earth.

leave behind: **ph. v.** to depart and not take with. *The astronauts left their families behind.*

NASA: **n.** (National Aeronautics and Space Administration). American agency dealing with space travel and research. *NASA launched its spacecraft.*

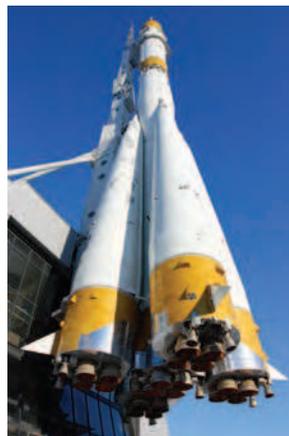
pivotal: **adj.** of great importance. (syn. fundamental, significant)

Q-Z

rely on: **ph. v.** to count on; depend on. *Hitler relied on his military.*

resistance: **n.** act of fighting against. (syn. opposition)

spacecraft: **n.** vehicle made to travel into outer space.



take after: **ph. v.** to resemble; to look like.

toppled: **adj.** torn down or removed. *The dictator was toppled by the people.*



work out: **ph. v.** to solve; to complete. *We worked out the problems and now everything works properly.*

Colloquial Expressions

Fed up: tired of; not able to tolerate anymore.

Iron out: to solve a problem.

Pave the way: make progress or development easier.

Rule of thumb: a generally accurate principle, based on experience rather than theory.

See eye to eye: be in agreement or of the same opinion.



Test Training C
(Units 5-6)

Reading

Read the text below and answer the following questions. For questions 1-5, choose the correct letter in the answer box.

An Unforgettable Day

September 11th, 2001, is a date that the world will never forget. It was the day when 2 airplanes crashed into the Twin Towers of the World Trade Center, completely toppling them. Another plane also crashed into the Pentagon in Arlington, Virginia, but luckily it didn't cause nearly as much damage.

News of the attacks shocked people all over the globe. Volunteers from various countries flew to New York to help with the rescue efforts and assist with the clean-up, but despite these efforts it has been calculated that among the Twin Towers, the Pentagon and the airplanes, nearly 3000 people died that day.

The attacks were widely seen to threaten the values of democracy and national security. One world leader stated that under no circumstances could we just turn a blind eye to such horrible attacks and let our democratic values be at risk. Other world leaders, like George W. Bush, responded by declaring "war on terror," something which has been widely criticized by many experts.

It has now been over 10 years since the tragic event and the effects which were left behind are still being felt all over the world today. The Western World as we knew it has been changed forever. In fact, a recent survey of people from different countries around the world showed that the majority of people interviewed say that the September 11th attacks are the reason for the increased security at airports and other public places. There seems to be a general consensus that, if the attacks had never happened, people wouldn't have to spend hours at security checkpoints when traveling. In fact, many people said that they have stopped traveling by air, not because they are scared of another terrorist attack, but because they don't want to waste their time waiting for hours in lines and then being subjected to intrusive questions and body searches.

Exactly how effective the tight security procedures and war on terror are has yet to be seen. Some experts say that governments are fighting a losing war to stop terrorism and that their efforts haven't seen any notable results, while others defend the strategies saying that they play an integral role in the security of the Western World.

0. The world will never forget the date September 11th, 2001, because it's the day when
- A. people had to wait for hours in lines at airports and security checkpoints.
 - B. the 3000 people who died in the attacks were buried.
 - C. a series of terrorist attacks took place in the USA.
 - D. a survey about national security was conducted.

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

1. According to the article, the war on terror is a result of
 - A. the September 11th attacks.
 - B. the growing differences between Eastern and Western values.
 - C. increased security at airports and public places.
 - D. an increase in the number of people traveling by air.
2. Since the September 11th attacks,
 - A. the Empire State building is the new symbol of world trade.
 - B. democracy no longer exists.
 - C. national security has increased.
 - D. nothing has changed.
3. The sentence, "If the attacks had never happened, people wouldn't have to spend hours at security checkpoints when traveling" means:
 - A. the attacks never happened, therefore people don't spend hours at security checkpoints.
 - B. the attacks never happened therefore people spend hours at security checkpoints.
 - C. the attacks happened but they're not the reason why people spend hours at security checkpoints.
 - D. the attacks happened and they're the reason why people have to spend hours at security checkpoints.
4. According to the survey, many people have stopped traveling by air because
 - A. they are scared of another terrorist attack.
 - B. they don't like to wait in lines and to be questioned and searched.
 - C. they prefer to travel by road.
 - D. there is not enough security at airports.
5. The author of the text
 - A. agrees with the increased national security.
 - B. disagrees with the increased national security.
 - C. is not sure if he/she agrees or disagrees with the increase in national security.
 - D. doesn't mention if he/she agrees or disagrees with the increased national security.

Speaking Candidate A

You are having a debate at school as to which invention has been the most important for humans. You believe that it was the printing press which was invented in 1440 by Johannes Gutenberg. Use the ideas below to argue your points of view with candidate B.

Printing Press

- mass production of books and other works
- lower costs of books
- circulation of information and ideas
- education
- knowledge
- self-expression



Gap Activity



Unit 1

STUDENT A

- Both you and student B have information about different movies. Student B is going to ask you some questions about the movie *Harry Potter and the Deathly Hallows: Part 2*. Answer them based on the following information.

Harry Potter and the Deathly Hallows: Part 2 is an adventure and fantasy film directed by David Yates. The stars are by Daniel Radcliffe, Emma Watson and Rupert Grint. It is the final chapter in the series. Harry, Ron and Hermione continue their quest to destroy the Dark Lord.



- Afterwards, find out about Student B's movie. Ask appropriate questions to complete the paragraph below.

Movie Review

(Name of movie) _____ is a/an (genre) _____ film directed by _____ and the stars are _____.
The story is about _____



Unit 2

STUDENT A

- You are at a careers center looking for advice on professions of interest and what to study. Tell the careers advisor (student B) about your personality type and mention your likes and dislikes.

Hi! I am looking for some advice on different professions and what to study. I am _____ (personality type). I like _____. I don't like _____ etc.

- The roles have been reversed. You are the careers advisor. Listen to student B's likes and dislikes and personality description. Suggest the profession that corresponds to his/her personality type.

Personality Type	Suitable Profession	Description
Conventional	Customs Officer	careful; likes to follow rules and be calm and assertive
Investigative	Detective	curious and inquisitive; investigates crimes
Artistic	Actor	creative and imaginative; likes expressing him/herself through acting
Social	Social Worker	friendly; provides support to people who are experiencing a crisis
Realistic	Mechanic	practical; likes working with hands to fix things

If you are a/an _____ (personality type) person, you might be interested in being a/an _____ . They are _____ .

Gap Activity



Unit 3

STUDENT A

1. You work for "The Clean Green Bag Company." Student B will ask you questions about the differences between standard plastic bags and reusable bags. Use the information below to answer his/her questions.

Facts:

- Plastic bags never fully decompose.
- Sea animals are directly affected by plastic waste when they mistake the plastic for food, causing a slow death.
- Reusable bags only need to be used 11 times to have a lower environmental impact than using 11 different disposable plastic bags.
- The use of reusable bags over a 1 year period consumes only 9% of the energy consumed by the production of plastic bags and produces only 10% of the greenhouse emissions produced by standard plastic bags.



2. You are interested in buying a popular green product. Use the questions below to find out about student B's product.

Questions:

- Which light bulb lasts longer?
- Which light bulb uses less energy?
- Which light bulb produces more light?



Unit 4

STUDENT A

- I. Create two hypothetical situations with their corresponding answer choices (similar to questions 1 and 2). Leave option *d* open for a free answer.

What would you do...

- | | |
|--|--|
| <p>1. If you saw a thief stealing something from another person?</p> <p>a. do nothing.</p> <p>b. say something to the victim.</p> <p>c. approach the thief.</p> <p>d. _____</p> | <p>3. If... _____
_____?</p> <p>a. _____</p> <p>b. _____</p> <p>c. _____</p> <p>d. _____</p> |
| <p>2. If a friend gave you a large painting that was really ugly for your birthday present?</p> <p>a. say thank you and hang it on the wall.</p> <p>b. say something nice and put it in the closet later.</p> <p>c. tell your friend that you don't like it.</p> <p>d. _____</p> | <p>4. If... _____
_____?</p> <p>a. _____</p> <p>b. _____</p> <p>c. _____</p> <p>d. _____</p> |

- II. Tell student B what you would do in each situation he/she describes.

Gap Activity



Unit 1

STUDENT B

- Both you and student A have information about different movies. Find out about student A's movie. Ask appropriate questions to complete the paragraph below.

Movie Review

(Name of movie) _____ is a/an (genre) _____ film directed by _____ and the stars are _____.
The story is about _____

- Based on the following information, answer student A's questions.



Sherlock Holmes is an adventure and crime film directed by Guy Ritchie. Robert Downey Jr., Jude Law and Rachel McAdams star in it. Detective Sherlock Holmes and his partner Watson must solve a crime which is threatening all of England.



Unit 2

STUDENT B

- You are a careers advisor. Student A needs advice on professions. Listen to his/her likes and dislikes and personality description. Suggest the profession that corresponds to his/her personality type.

Personality Type	Suitable Profession	Description
Conventional	Accountant	careful; likes to follow rules and is good with numbers
Investigative	Doctor	curious and inquisitive; provides medical treatment to sick people
Artistic	Musician	creative and imaginative; likes expressing him/herself through music
Social	Teacher	friendly; likes helping and educating people
Realistic	Carpenter	practical; likes working with hands to build things

If you are a/an _____ (personality type) person, you might be interested in being a/an _____ . They are _____ .

- Now the roles have been reversed. You are the student looking for advice. Tell the careers advisor (student A) about your personality type and mention your likes and dislikes.

Hi! I am looking for some advice on different professions and what to study. I am _____ (personality type). I like _____ . I don't like _____
etc.

Gap Activity



Unit 5

STUDENT A

Student B was sick yesterday and didn't come to school so he missed the social studies class in which your teacher gave out the homework assignment and explained how to do it. Below are a list of requests and suggestions your teacher has made. Using reported speech, tell them to student B.

Teacher's requests:

- The assignment has to be in the form of a PowerPoint presentation.
- Use large font and dark colors which are easy to read.
- Do not copy other people's work.

Teacher's suggestions:

- Remember that the continents have been redefined politically and geographically.
- Take into account that many countries will work closely together to solve the problem independent of their geographic location.
- Don't forget that the U.S.S.R. was very powerful when it existed.



Unit 6

STUDENT A

You are a historian and you are going to have a debate with your colleague (student B) about which 20th century invention was the most pivotal for society. Use the arguments below to convince your colleague that it was the airplane.

- a. Airplanes allowed people to travel farther at much faster speeds than before.
- b. Facilitating travel paved the way for new discoveries.
- c. Aviation principles have been applied to space travel, helping man to walk on the Moon.
- d. Airplanes have changed the way wars are fought.
- e. Airplanes have provided fast and effective medical services to people in remote areas.

Prepare sentences in the third conditional to illustrate your arguments.

- a. *If airplanes hadn't been invented, people wouldn't have been able to travel farther and faster.*
- b. _____
- c. _____
- d. _____
- e. _____



Gap Activity



Unit 3

STUDENT B

1. You are interested in buying a popular green product. Use the following questions to find out about student A's product.

Questions:

- Why are plastic bags bad for the environment?
- How do plastic bags directly affect animals?
- Which type of bag has the lowest environmental impact?

2. You work for the Compact Fluorescent Light Bulb Company. Student A will ask you questions about the differences between standard incandescent light bulbs (SILs) and alternative compact fluorescent light bulbs (CFLs). Use the information below to answer his/her questions.

Facts:

- CFLs last up to 10 times longer than SILs.
- The annual energy cost is only \$6 for CFLs compared to \$25 for SILs.
- CFLs only use about one-fourth of the energy that SILs use.
- CFLs produce 90% less heat, while producing more light than the SILs.



Unit 4

STUDENT B

- I. Create two hypothetical situations with their corresponding answer choices (similar to questions 1 and 2). Leave option *d* open for a free answer.

What would you do...

1. If you saw a parent hitting a child?

- a. do nothing.
- b. yell at the parent.
- c. call the police.
- d. _____

3. If... _____
_____?

- a. _____
- b. _____
- c. _____
- d. _____

2. If you saw a friend's boyfriend or girlfriend on a date with someone other than your friend?

- a. do nothing.
- b. tell your friend.
- c. talk to your friend's boyfriend or girlfriend.
- d. _____

4. If... _____
_____?

- a. _____
- b. _____
- c. _____
- d. _____

- II. Tell student A what you would do in each situation he/she describes.

Gap Activity



Unit 5

STUDENT B

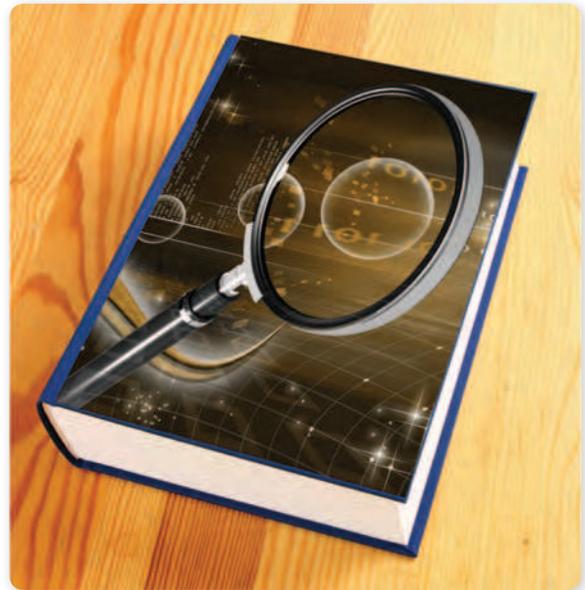
Student A was sick yesterday and didn't come to school so he missed the literature class in which your teacher gave out and explained how to do the book review. Below are a list of requests and suggestions your teacher has made. Using reported speech, tell them to student A.

Teacher's requests:

- The book report must be written in Word format.
- Don't write more than 2 pages.
- Bring the review to class next Friday.

Teacher's suggestions:

- Remember that the main suspect always wears the same clothes.
- Take into account that the same policeman has investigated all the murders.
- Don't forget that the square where the murders happened will be the main square for the next government elections.



Unit 6

STUDENT B

You are a historian and you are going to have a debate with your colleague (student A) about which 20th century invention was the most pivotal for society. Use the information below to convince your colleague that it was the cell phone.

- Cell phones facilitated people's mobility.
- People now conduct business from outside their office.
- Cell phones have allowed people to access advanced technology from all over the world.
- Cell phones have brought families and loved ones closer together despite physical distance.
- Carrying a cell phone provides an added sense of safety for people.

Prepare sentences in the third conditional to illustrate your arguments.

a. *If cell phones hadn't been invented, people's mobility wouldn't have been as easily facilitated.*

b. _____

c. _____

d. _____

e. _____





Unit 1

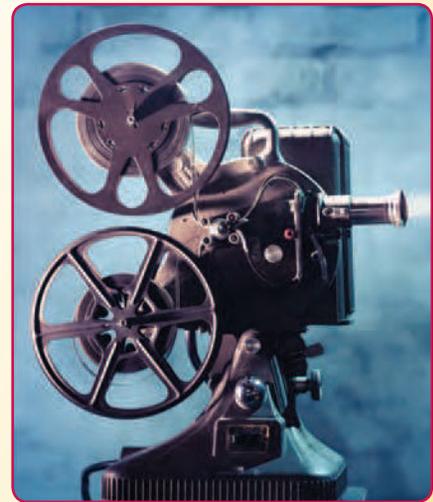
Glossary Activities

1. Unscramble the names of people who participate in making movies.

- a. itrodcre _____ d. troca _____
- b. tras _____ e. dcrerpou _____
- c. trriwe _____ f. ewrc _____

2. Match the words with their definitions.

- | | | |
|----------------|--------------------------|--|
| a. blockbuster | <input type="checkbox"/> | 1. paper which indicates that the holder can see a movie |
| b. cast | <input type="checkbox"/> | 2. the music and songs used in a movie |
| c. documentary | <input type="checkbox"/> | 3. a hugely successful movie |
| d. ticket | <input type="checkbox"/> | 4. informative movie about true events |
| e. soundtrack | <input type="checkbox"/> | 5. the amount of money available to make a movie |
| f. budget | <input type="checkbox"/> | 6. the team of actors in a movie |



3. Circle the word that best completes each sentence.

- a. The movie made a huge **genre / profit / documentary** of 1 billion dollars in 2009.
- b. We bought our movie tickets at the **crew / trailer / box office**.
- c. The film's main **plot / western / ticket** was scary.
- d. After seeing the **celebrity / trailer / profit** I really want to see the movie.
- e. Action, sci-fi and comedy are examples of movie **casts / soundtracks / genres**.
- f. Brad Pitt is the **cast / star / crew** of the movie, *The Tree of Life*.

4. Complete the conversations with the correct colloquial expression.

Ann: I haven't seen a really good movie lately!

Bob: Me neither. Actually, there are not many good movies these days. In fact, they are _____ (a).

Ann: I agree. Normally I like action movies, but lately they all seem to _____ (b) with the special effects.

Bob: The writers need to _____ (c) new ideas for movies. I am tired of the same old movie styles.

Ann: You're right. Have you seen the movie, *Life in a Day*? It has a different style. Actually, it is a _____ (d).

It's probably the best movie I have seen in a long time!

Bob: Ok, I'll check it out.



Unit 2

Glossary Activities

1. Use each suffix from the box to form words related to occupations.

-er -ist -ian -or -ant -ary

- a. account _____
- b. psycholog _____
- c. secret _____
- d. administrat _____
- e. engine _____
- f. veterinar _____

2. Use the words above to complete the text.

Sally is a  _____ (a). She has many patients who come to talk to her. One of her patients is an  _____ (b) who doesn't like his job because he spends all day at a desk working with numbers. On the other hand, another patient, Paul, is an  _____ (c) who really loves his job. He manages two different restaurants downtown.

Sally believes that different people are suited for different jobs. For example, people who are good at science and like animals might enjoy being  _____ (d), while people who are good at math and like designing things should think about becoming  _____ (e).

3. Replace the words in bold face with a synonymous word from the glossary.

- a. My biology professor gives some of the most amazing **lectures**.

- b. My company's **lawyer** looks over all my legal documents before I sign them.

- c. Her **job** includes answering the phone.

- d. The university is famous for its Law **Faculty**.

- e. My Dad is a **police officer**. He helps maintain law and order in our city.

- f. The new **administrator** has arrived.

4. Complete the sentences with the correct colloquial expressions.

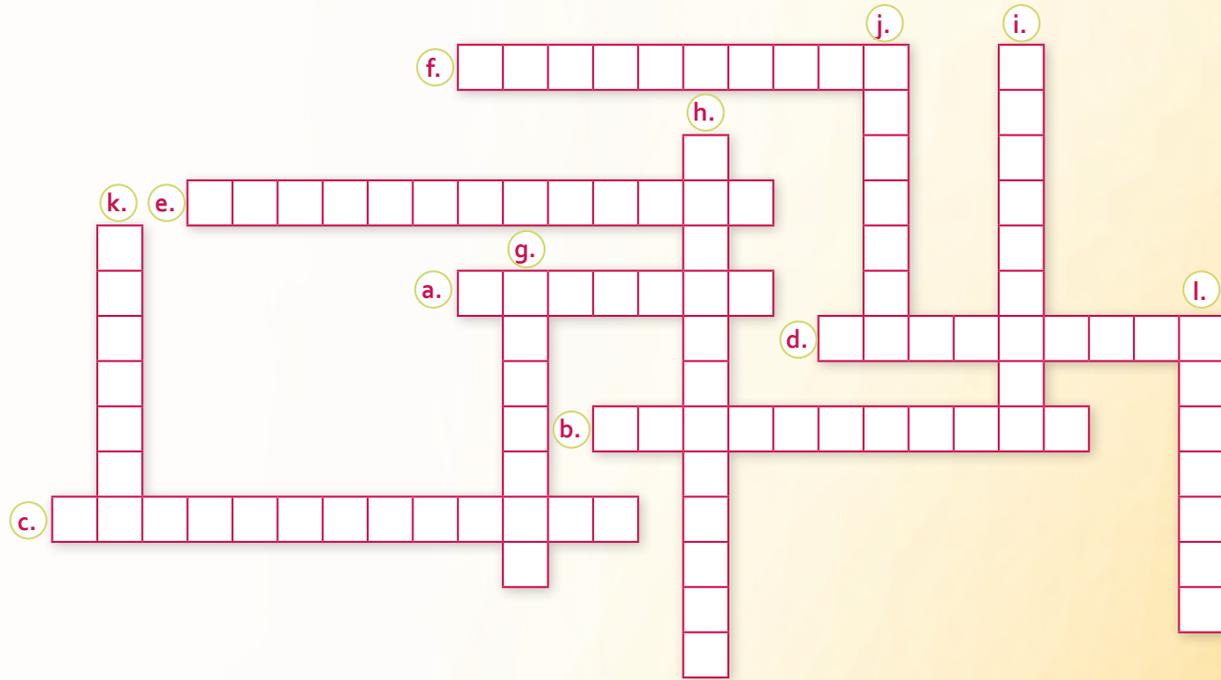
- a. When I was sick, I _____ at school.
- b. Paul is really happy because he did well on his exams. In fact, he _____.
- c. Ingrid has a lot of financial problems. I am afraid she has to stop studying and _____ of university.
- d. As a lawyer, I have to _____ some very complicated cases.
- e. My sister is good with people and she is really interested in human health problems. I think she is _____ studying medicine.
- f. My dad is an expert at computers. I often _____ his knowledge of computers when I have information technology homework.



Unit 3

Glossary Activities

1. Answer the crossword puzzle.



Across:

- a. decayed organic matter or dung used for fertilizing land
- b. conditions in which someone or something lives
- c. process of replanting trees; reestablishment of a forest
- d. chemical mixture used to kill pests and insects
- e. process of clearing forests of trees
- f. organic or chemical substance added to soil to enrich it

Down:

- g. something which is developed naturally without any chemicals
- h. protection from decay and destruction
- i. the contamination of water, air or soil with harmful substances
- j. to reprocess waste to recover reusable material
- k. weather conditions
- l. no longer existing

2. Use the words in the Word Bank to make different concepts.

- | | | | |
|-----------|-------|--------------|-------|
| a. oil | _____ | d. nuclear | _____ |
| b. carbon | _____ | e. acid | _____ |
| c. global | _____ | f. renewable | _____ |

Word Bank

- energy
- rain
- slick
- resource
- warming
- footprint

3. Use the concepts from exercise 2 and complete the sentences.

- a. Wind, sunlight and rain are all _____.
- b. _____ is a way of measuring the effect that human activities have on the climate.
- c. _____ is a major problem in the 21st century.
- d. Our oceans are destroyed by _____.
- e. _____ is polluted rain which damages many buildings and can be harmful to our health.
- f. _____ is a very controversial energy source.



Unit 4

Glossary Activities

1. Match column A with column B to complete the sentences.

A

- a. We use our *imagination* when...
- b. People's *feelings* can be hurt when...
- c. I *procrastinate* when...
- d. We *dream* when...
- e. People are *successful* when...
- f. I *distract* my friends when...

B

- 1. they have accomplished a goal.
- 2. I have work to do, but I do something else.
- 3. I talk in class.
- 4. we invent a story.
- 5. we are asleep in bed.
- 6. someone says mean things.

2. Unscramble the words. Then, use them to complete the conversation.

- a. uohtsght _____
- b. spspeinah _____
- c. yepsnoilrta _____
- d. ahehtl _____
- e. epepanraac _____
- f. hwatle _____
- g. iersde _____
- h. sfnaayt _____

Sally: When I meet someone for the first time, I like to get to know their character. A person's _____ (1) is more important than their physical _____ (2).

Adam: I agree. But there are some people who only _____ (3) to meet people with lots of money. They think that _____ (4) is the most important thing when they meet someone new.

Sally: Well, they are confused or living in a _____ (5) world because wealth and beauty don't bring you _____ (6). Actually, there are many rich and beautiful people who are aren't happy with their lives.

Adam: I guess everyone has different _____ (7) on this subject. Personally, I think the key to a happy life is to stay in good _____ (8).

Sally: Yeah, as always, you are right.

3. Match the colloquial expressions with their meanings.



a. It's OK for now!



b. There is hope!



c. I'm really nervous!



d. I've quit chocolate!



e. I'm tired of that!

- 1. Fed up
- 2. For the time being
- 3. Kick the habit
- 4. Light at the end of the tunnel
- 5. Fidgeting



Unit 5

Glossary Activities

1. Find the 11 verbs from the glossary in the word search.

E	E	C	M	F	J	T	C	Q	R	Z	F
X	L	U	A	U	R	I	A	E	T	F	M
O	W	N	S	O	M	E	T	L	K	G	U
B	B	M	T	S	I	C	C	F	A	J	K
S	F	S	I	M	I	N	H	I	C	A	E
S	I	X	U	P	W	E	W	R	V	U	K
D	C	J	R	G	O	T	C	R	A	S	H
R	F	U	V	C	Q	N	J	B	W	I	Z
E	I	R	E	L	R	E	E	A	W	F	T
S	P	M	T	O	A	S	J	T	V	E	I
C	X	I	E	N	T	R	A	Q	Z	Q	S
U	R	Y	D	E	U	E	P	U	I	L	S
E	T	Q	F	D	B	R	O	C	K	D	U
I	C	G	A	R	R	E	S	T	C	M	E

2. Complete the following newspaper headlines with verbs from the previous exercise.

a. Scientists to _____ Mammoth

e. President _____ Truth Opposition says

b. Spain _____ Netherlands to Win 2010 World Cup

f. Planes _____ into World Trade Center

c. Huge Wave _____ Cruise Ship

g. Police _____ man for Stealing Car

d. Chile _____ Earthquake Warning

h. Firefighters _____ Family from House Fire

3. Circle the correct words or phrases to complete the article.

The United Nations Development Program has issued an **official statement** / **bank robbery** which declares that one in five people lives in extreme **forecast** / **poverty** and survives on less than one dollar a day; while half of the world's population is trying to manage below the poverty level of two dollars a day.

Extreme poverty is classified as having no access to basic human needs like **recession** / **healthcare**, clean water, nutrition, education, clothing and shelter.

Unfortunately many experts consider that recent studies on poverty have only **barely scratched the surface** / **gone to great lengths** and that as the world economic **profit** / **recession** worsens, we will start to see an increase of poverty in developed countries.

In response to the recent studies, many socialist governments have called for higher taxes on people and companies which make huge **profits** / **hostages**. According to Susan Gilford of the World Poverty Association, these people and companies have a "social obligation" to help eradicate world poverty and homelessness. "They can no longer **bottom line** / **turn a blind eye** to an ever-increasing social problem which is affecting an ever-increasing percentage of the world's population."

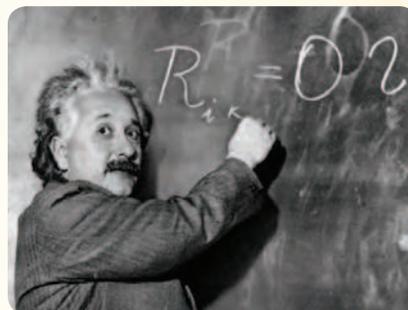
So, is it time for large multinational companies and the world's economic elite to pay higher taxes in order to combat world poverty? Let us know your thoughts by writing to www.worldnews.com.



Glossary Activities

1. Find phrasal verb synonyms in the glossary for the following words.

Synonym	Phrasal Verb
a. depend on	
b. emit	
c. find	
d. invent	
e. resemble	
f. solve	



2. Use the phrasal verbs above to complete the sentences.

- While I was organizing my room, I _____ my sunglasses which I lost last week.
- Albert Einstein _____ the special relativity theory.
- My cat always sits on the hood of my car because the engine _____ a lot of heat.
- I _____ my father; in fact, many people say my dad looked exactly like me when he was younger.
- My girlfriend and I have _____ our differences. I think now our relationship is stronger than ever.
- When we work in groups, we have to _____ all group members if we want the project to be successful.

3. Check the most appropriate word or expression to complete each sentence.

- a. If the _____ (1) of gravity hadn't happened, we would never have sent a _____ (2) to the moon.

1. discovery invention launch
 2. boundary spacecraft hoax

- b. The Berlin Wall wouldn't have _____ (3) when it did if there hadn't been so much international television _____ (4).

3. groundbreaking pivotal toppled
 4. invention coverage discovery

- c. If the moon landing was a _____ (5), the U.S government shouldn't have called it an _____ (6).

5. hoax resistance boundary
 6. invention accomplishment coverage

- d. If the opposition had _____ (7) with the president, they would not have put up so much _____ (8) to the new law.

7. fed up rule of thumb seen eye to eye
 8. resistance boundary lander



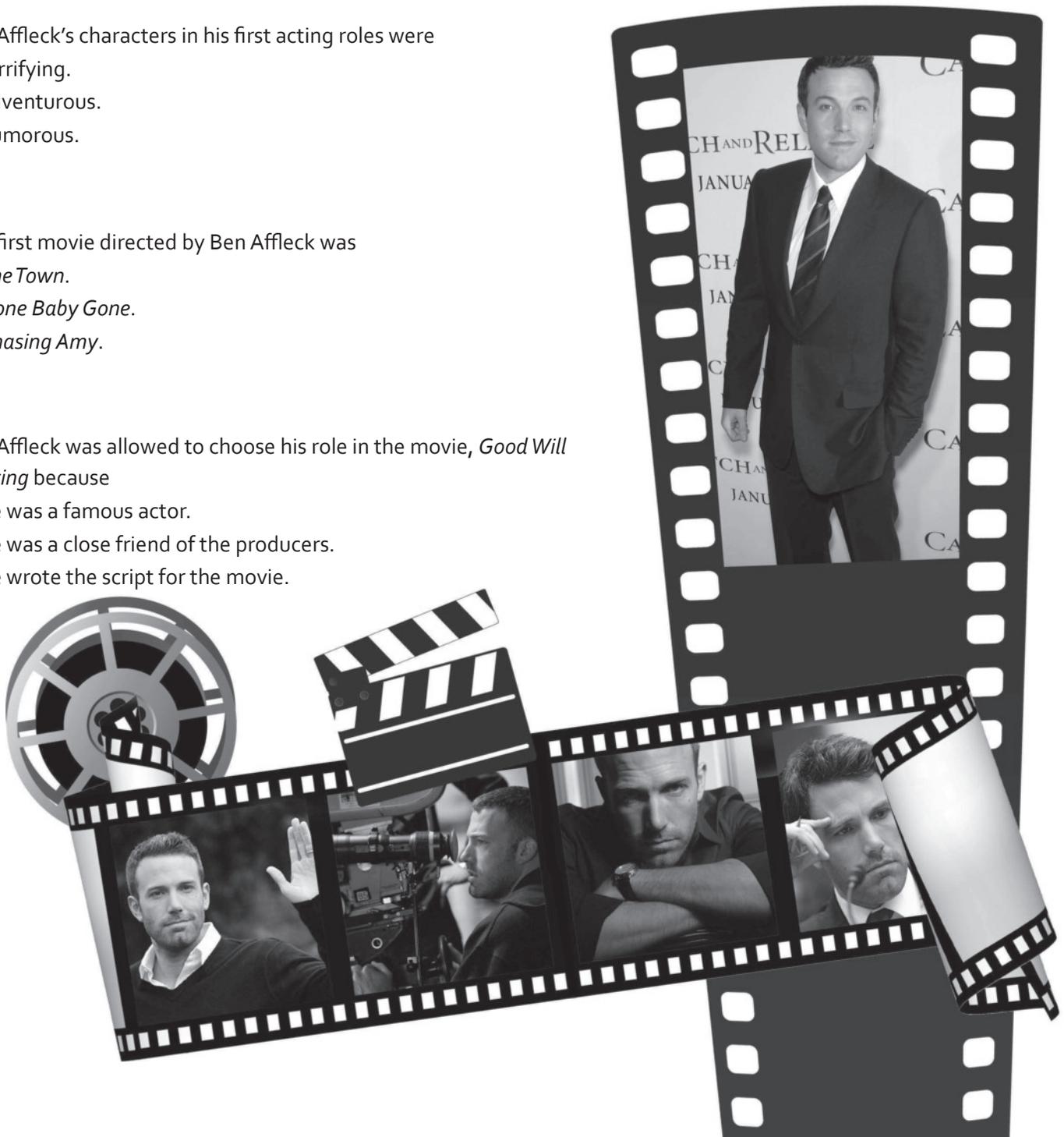
▶ **Test Training A**
(Units 1-2)

Listening

You will hear a short biography. For questions 1-5, check ✓ the correct answer in the answer box. You will listen to the recording 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	

- o. Ben Affleck met his friend Matt Damon
 - A. while he was taking drama classes.
 - B. after he took drama classes.
 - C. before he took drama classes.
-
- 1. Ben Affleck's characters in his first acting roles were
 - A. terrifying.
 - B. adventurous.
 - C. humorous.
 - 2. The first movie directed by Ben Affleck was
 - A. *The Town*.
 - B. *Gone Baby Gone*.
 - C. *Chasing Amy*.
 - 3. Ben Affleck was allowed to choose his role in the movie, *Good Will Hunting* because
 - A. he was a famous actor.
 - B. he was a close friend of the producers.
 - C. he wrote the script for the movie.





4. Ben Affleck married Jennifer Garner in
 - A. 2010.
 - B. 2009.
 - C. 2005.

5. The first time Ben Affleck appeared with his wife in a movie was in
 - A. *Daredevil*.
 - B. *Pearl Harbor*.
 - C. *The Town*.

Speaking Candidate A

1. Use card 1 to answer your partner's questions about your likes and dislikes. He/She will then suggest a suitable career for you.
2. Use card 2 to ask your partner questions and card 3 to suggest a possible career depending on his/her answers.

Card no. 1

Likes

- investigating and analyzing things
- solving mysteries
- law

Dislikes

- building things
- using computers

Card no. 2

What are you interested in?
 curious about?
 good at?
 familiar with?

Card no. 3



teacher



veterinarian



musician



chef

Reading

Read the following text. For questions 6-15, choose the correct option. Mark the correct letter (A, B, C, or D) in the answer box.

Different Perspectives

I have always been curious (0) about what makes people laugh. Some people laugh at anything, and in contrast, other people don't laugh at all. Last weekend I had some friends over and we (6) _____ the comical movie, *American Pie*, when my parents came into the room and (7) _____ if they could watch it with us. My friends and I all agreed that the movie was very (8) _____ and funny, but my parents never laughed; not once! Five minutes later, they stopped (9) _____ the movie and went to bed. When I asked them if they (10) _____ the movie, they said that they didn't think it was funny. They thought that the humor was too rude. They said that the movie didn't appeal (11) _____ them and that they weren't interested in (12) _____ the end.

Obviously my parents have different personality types from my friends and I. They are both very conventional people who like (13) _____ the rules. They have a different sense of humor and I never see them watching comedy movies. On the other hand, I am a social person who is very (14) _____ and I love (15) _____. Actually, my friends are also very social people and like to laugh too. That's why we are all such good friends.

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

0.	A with	B about	C on	D in
6.	A were watching	B have watched	C had watched	D watched
7.	A have asked	B was asking	C asked	D had asked
8.	A humor	B humorous	C humorously	D humors
9.	A watching	B have watched	C was watching	D watch
10.	A enjoying	B enjoyed	C have enjoyed	D were enjoying
11.	A on	B in	C to	D for
12.	A watching	B to watch	C watched	D watch
13.	A followed	B to follow	C to following	D follow
14.	A careful	B efficient	C curious	D friendly
15.	A was laughing	B laugh	C to laugh	D laughed

Writing

Write a review of your favorite movie.

▶ Include

- Name of movie
- Director and actors
- Description of the plot
- Your opinion of the movie

▶ Write between 30 and 45 words.

Speaking Candidate B

1. Use card 2 to ask your partner questions about his/her likes and dislikes. Based on his/her answers, use card 3 to suggest a possible career.
2. Use card 1 to answer your partner's questions about your likes and dislikes. He/She will also suggest a suitable career for you.

Card no. 1

Likes

- helping and training others
- being friendly and sociable
- education

Dislikes

- cooking
- animals

Card no. 2

What are you interested in?
curious about?
good at?
familiar with?

Card no. 3



psychologist



detective



graphic designer



carpenter

Test Training B
(Units 3-4)

Reading

The texts in the left column are blog entries about common teenage problems. In the right column there are eight titles. Decide which title would be most suitable for each blog entry. For questions 1-5, check ✓ the correct answer in the box. Note that 3 titles are not used.

- o. Why do today what I can do tomorrow? That was how I used to think, but I have realized that if I want to be successful, I must stop leaving my work until the last minute. Like many other students, I wish I weren't so easily distracted; that way I could finish all my work on time and improve my grades.

Posted by Julie on Feb 23rd

1. I really wish I could stop repeating my bad habits! Just last year I became conscious of them when I started to get a lot of pains in my stomach due to overeating when I am anxious about school exams. My doctor told me that if I didn't stop eating so much, it could lead to serious health problems.

Posted by Wally on Apr 18th

2. I am in my last year of high school and our teachers give us way too much homework. Sometimes I am still studying at 1 in the morning, but if I don't do my homework, I won't pass my final year. I wish that our teachers wouldn't give us so much homework. That way we would have more time to relax.

Posted by Sally on May 02nd

Answers	0	A	B	C	D	<input checked="" type="checkbox"/>	F	G	H	I
	1	A	B	C	D	E	F	G	H	I
	2	A	B	C	D	E	F	G	H	I
	3	A	B	C	D	E	F	G	H	I
	4	A	B	C	D	E	F	G	H	I
	5	A	B	C	D	E	F	G	H	I

- A. All Work and No Play!
- B. No Uniform Equals Better Grades
- C. Breaking Bad Habits – A Hard Thing to Do!
- D. Greed – Holding Students Back
- E. Procrastination – A Common Problem For Students

[Redacted]

- 3. I like to be friends with students who are victims of bullying. I had one friend who was harassed every day for years. If I hadn't helped him, his school life would have continued to be miserable. I wish that bullies would have more empathy.

Posted by Paul on Jun 04th, 2012

[Redacted]

- 4. My dad always tells me, "Derek, wake up! Stop daydreaming and pay attention to what's happening around you." Actually, if I didn't live in a daydream, I wouldn't have missed so many important dates like birthdays or special events, etc. I wish I could pay more attention to what is happening around me, but I don't seem to be able to.

Posted by Derek on Aug 20th

[Redacted]

- 5. My school is way too strict. Just last week I got into trouble because I wasn't wearing the correct school shoes. I wish we didn't have to wear a school uniform. Personally, I think we have a right to wear what we want. If we could wear clothes that we like and feel comfortable in, we would be happier and do better at school.

Posted by Wendy on Oct 30th

F. Student Anger at Cost of Education

G. Teaching Empathy Helps Combat Bullying

H. The Wrong Place at the Wrong Time!

I. Wake Me Up From My Daydream!

Speaking Candidate A

1. Tell candidate B that he/she is responsible for promoting the use of renewable energy in his/her community. Ask your partner what he/she can do to promote the use of it.
2. Now Candidate B is going to tell you about a problem in your community. Use the following illustrations to answer your partner's questions.



Classifying waste



Involving authorities



Informing

Listening

Listen to an ecology lecture at a university.

Decide if sentences 6-10 are true or false.

If it is correct, put a check ✓ in the box **A** for *True*. If it is not correct, put a check ✓ in the box **B** for *False*.

You will listen to the recording twice.

Answers	0	<input checked="" type="checkbox"/> A	<input type="checkbox"/> B
	6	<input type="checkbox"/> A	<input type="checkbox"/> B
	7	<input type="checkbox"/> A	<input type="checkbox"/> B
	8	<input type="checkbox"/> A	<input type="checkbox"/> B
	9	<input type="checkbox"/> A	<input type="checkbox"/> B
	10	<input type="checkbox"/> A	<input type="checkbox"/> B

- o. Marine turtle numbers have been affected by humans, climate change and predators.
-
6. Turtle meat and eggs are being consumed by humans, therefore having a negative impact on turtle numbers.
7. The destruction of the turtles' natural habitat is caused by predators such as foxes, crabs and birds.
8. Female turtle numbers are being reduced by the unusually warm sea waters.
9. The amount of food available to the marine turtles has been reduced by larger predators such as foxes and marine animals.
10. Female turtles usually lay hundreds of eggs, but generally only a few babies survive.

Speaking Candidate B

1. Think about how you can promote the use of renewable energy in your community. Use the pictures below to get some ideas. Answer Candidate A's questions.



Sunlight



Wind



Informing



Involving authorities

2. Tell candidate A that he/she is responsible for promoting recycling in his/her community. Ask your partner what he/she can do to promote recycling programs in his/her community.

Writing

Here are some sentences about conserving the environment. For each question, complete the second sentence so that it means the same as the first.

- o. Hydropower energy is created by the force of moving water.

The force of moving water creates hydropower energy.

11. Reforestation programs will hopefully be implemented by many governments around the world.

Many governments _____

12. Some farmers have used compost to fertilize the ground for many years.

Compost has _____

13. The recycling of human waste is helping with the conservation of our environment.

The conservation of our environment _____

14. If we had more laws obligating sustainable development, global warming wouldn't be so threatening nowadays.

Environmentalists wish _____

15. Scientists say there would be less pollution if society used more renewable energy.

Scientists wish _____

16. Many people wish farmers would use only organic pesticides because our food has too many toxic chemicals.

If only organic pesticides _____

17. Native communities wish there were more natural habitats and less endangered species.

If there were more natural habitats _____

Reading

Read the text below and answer the following questions. For questions 1-5, choose the correct letter in the answer box.

Answers	0	A	B	<input checked="" type="checkbox"/>	D
	1	A	B	C	D
	2	A	B	C	D
	3	A	B	C	D
	4	A	B	C	D
	5	A	B	C	D

An Unforgettable Day

September 11th, 2001, is a date that the world will never forget. It was the day when 2 airplanes crashed into the Twin Towers of the World Trade Center, completely toppling them. Another plane also crashed into the Pentagon in Arlington, Virginia, but luckily it didn't cause nearly as much damage.

News of the attacks shocked people all over the globe. Volunteers from various countries flew to New York to help with the rescue efforts and assist with the clean-up, but despite these efforts it has been calculated that among the Twin Towers, the Pentagon and the airplanes, nearly 3000 people died that day.

The attacks were widely seen to threaten the values of democracy and national security. One world leader stated that under no circumstances could we just turn a blind eye to such horrible attacks and let our democratic values be at risk. Other world leaders, like George W. Bush, responded by declaring "war on terror," something which has been widely criticized by many experts.

It has now been over 10 years since the tragic event and the effects which were left behind are still being felt all over the world today. The Western World as we knew it has been changed forever. In fact, a recent survey of people from different countries around the world showed that the majority of people interviewed say that the September 11th attacks are the reason for the increased security at airports and other public places. There seems to be a general consensus that, if the attacks had never happened, people wouldn't have to spend hours at security checkpoints when traveling. In fact, many people said that they have stopped traveling by air, not because they are scared of another terrorist attack, but because they don't want to waste their time waiting for hours in lines and then being subjected to intrusive questions and body searches.

Exactly how effective the tight security procedures and war on terror are has yet to be seen. Some experts say that governments are fighting a losing war to stop terrorism and that their efforts haven't seen any notable results, while others defend the strategies saying that they play an integral role in the security of the Western World.

- o. The world will never forget the date September 11th, 2001, because it's the day when
 - A. people had to wait for hours in lines at airports and security checkpoints.
 - B. the 3000 people who died in the attacks were buried.
 - C. a series of terrorist attacks took place in the USA.
 - D. a survey about national security was conducted.

1. According to the article, the war on terror is a result of
 - A. the September 11th attacks.
 - B. the growing differences between Eastern and Western values.
 - C. increased security at airports and public places.
 - D. an increase in the number of people traveling by air.
2. Since the September 11th attacks,
 - A. the Empire State building is the new symbol of world trade.
 - B. democracy no longer exists.
 - C. national security has increased.
 - D. nothing has changed.
3. The sentence, *"If the attacks had never happened, people wouldn't have to spend hours at security checkpoints when traveling"* means:
 - A. the attacks never happened, therefore people don't spend hours at security checkpoints.
 - B. the attacks never happened therefore people spend hours at security checkpoints.
 - C. the attacks happened but they're not the reason why people spend hours at security checkpoints.
 - D. the attacks happened and they're the reason why people have to spend hours at security checkpoints.
4. According to the survey, many people have stopped traveling by air because
 - A. they are scared of another terrorist attack.
 - B. they don't like to wait in lines and to be questioned and searched.
 - C. they prefer to travel by road.
 - D. there is not enough security at airports.
5. The author of the text
 - A. agrees with the increased national security.
 - B. disagrees with the increased national security.
 - C. is not sure if he/she agrees or disagrees with the increase in national security.
 - D. doesn't mention if he/she agrees or disagrees with the increased national security.

Speaking Candidate A

You are having a debate at school as to which invention has been the most important for humans. You believe that it was the printing press which was invented in 1440 by Johannes Gutenberg. Use the ideas below to argue your points of view with candidate B.

Printing Press

- mass production of books and other works
- lower costs of books
- circulation of information and ideas
- education
- knowledge
- self-expression



Listening

Listen to a news reporter read the breaking news of the day. Then look at his notes and put the missing information in the proper space. You will listen to the recording twice.

BREAKING NEWS

a.

- This morning, Apple (o) issued an official statement saying that the new iPhone will be available to the public before July 15th.
- Apple has (6) _____ to come up with their new iPhone.
- The iPhone counts on the latest (7) _____.
- Some technology experts say the iPhone is probably one of the most technologically advanced cell phones on the market today.

b.

- Dolly is the (8) _____ of an adult sheep cell.
- She has three mothers, each providing either the egg, the DNA or the surrogacy.
- Scientists have called the cloning of Dolly a (9) _____.
- Many people believe that the cloning of animals is paving the way for the cloning of humans.

c.

- The (10) _____ is having a huge impact on many European countries.
- The countries most negatively affected are Greece and Spain.
- Ironing out the two countries' economic problems has been controversial.
- Many countries don't (11) _____ on the problem.
- A complete recovery is predicted to be very slow and difficult.

Speaking Candidate B

You are having a debate at school as to which invention has been the most important for humans. You believe that it was the computer, whose technology has evolved since 1960. Use the information and ideas below to argue your points of view with candidate A.

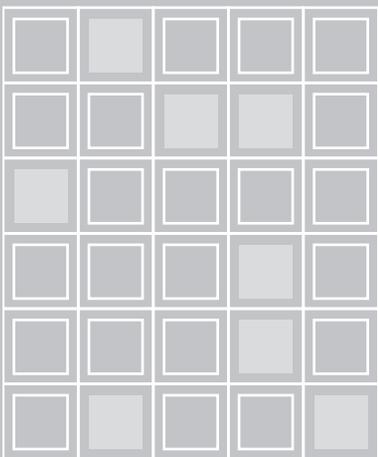
Computer

- access to information
- easy ways of communication
- increased efficiency and productivity
- facilitates technological development
- facilitates school projects

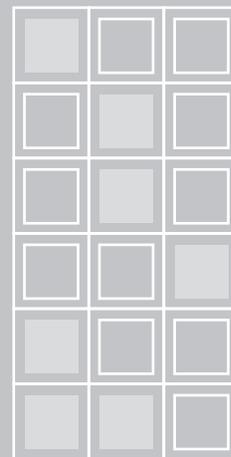




Bachillerato General Unificado



ENGLISH



Level

B1.2

WORKBOOK

Norma



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English B1.2,

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DISTRIBUCIÓN GRATUITA - PROHIBIDA SU VENTA

MINISTERIO
DE EDUCACIÓN



EL GOBIERNO
DE TODOS

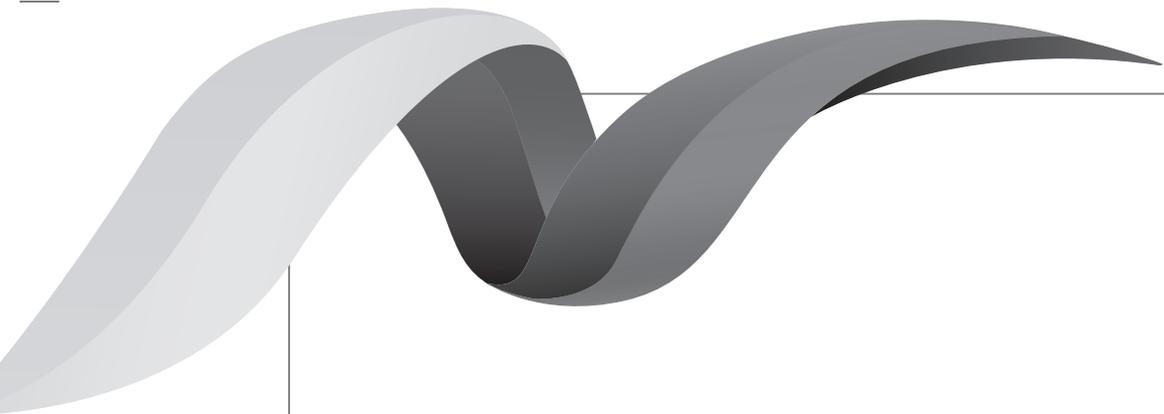


Promovemos la conciencia ambiental en la comunidad educativa.

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.

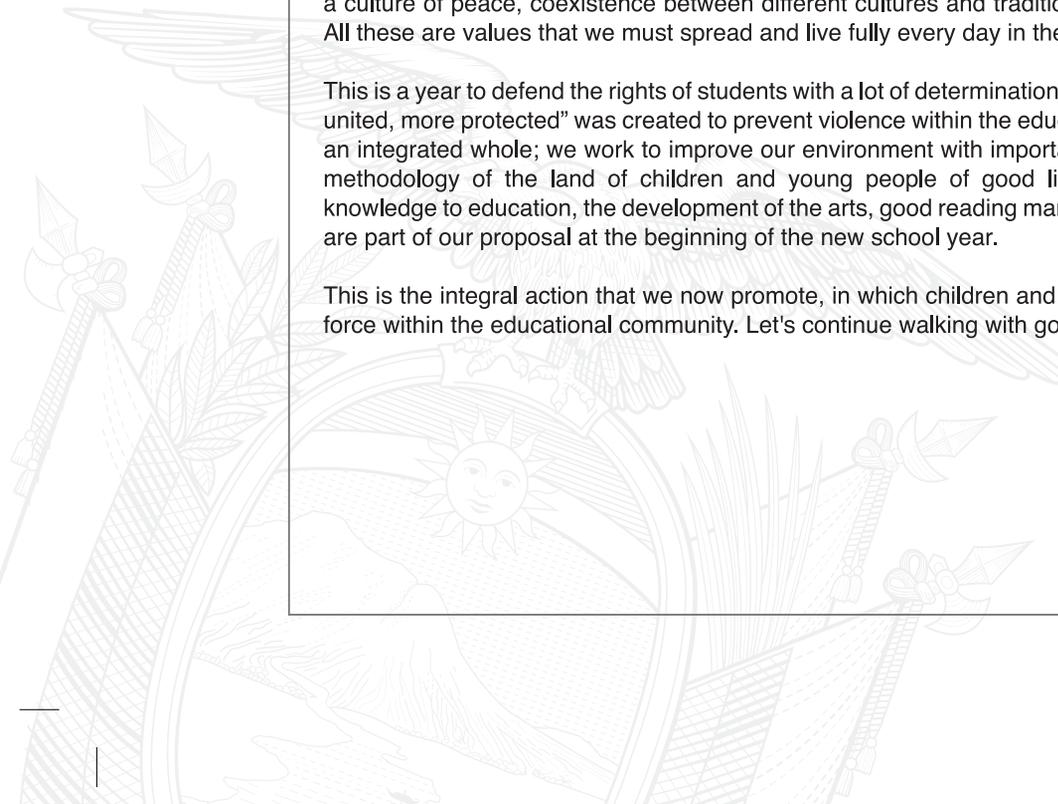
Respect for others means respect for each and every one of us. Respect does not accept any aggression, be it physical, psychological or sexual. It implies recognizing ourselves in the people around us. Teachers, students and partners, we are all human beings who have the same rights. That means the right 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	<ul style="list-style-type: none"> • Movie Genres • Film Reviews • Mini Biographies 	<ul style="list-style-type: none"> • Personality Types • Professions • University Degrees 	<ul style="list-style-type: none"> • Environmental Issues • Green Products
Goals	<p>You will learn how to</p> <ul style="list-style-type: none"> • describe and differentiate movie genres. • ask and answer questions about movies. • make inferences. • write a film review. 	<p>You will learn how to</p> <ul style="list-style-type: none"> • describe and differentiate professions. • ask and answer questions about different personality types, professions and university degrees. • write a text about work-life balance. 	<p>You will learn how to</p> <ul style="list-style-type: none"> • describe the effects of global warming. • describe different green products and talk about their advantages and disadvantages.
Grammar	<ul style="list-style-type: none"> • Simple Past tense • Past Progressive tense • Present Perfect tense • Past Perfect tense • Time clauses 	<ul style="list-style-type: none"> • Gerunds and infinitives • Verbs and adjectives followed by prepositions • Connectors of contrast 	<ul style="list-style-type: none"> • Passive Voice • Prefixes, suffixes and roots • Relative Clauses
Skills and Strategies	<p>Vocabulary: associating words and paragraphs to look for synonyms or words that express similar ideas</p> <p>Reading: using the facts given to make good guesses about other things that are not directly stated to make inferences and help understand a story</p> <p>Writing:</p> <ul style="list-style-type: none"> • using verb tenses and time expressions correctly to help readers follow the sequence of events • comprehending enough information or context clues, including synonyms, antonyms and explanations in order to help readers infer information which isn't directly stated 	<p>Vocabulary:</p> <ul style="list-style-type: none"> • associating words to help increase vocabulary • classifying words according to their endings (suffixes) to help remember vocabulary • using common <i>verb/adjective + preposition</i> combinations to help conversations flow and sound more natural <p>Reading:</p> <ul style="list-style-type: none"> • reading articles in sections to check for comprehension • identifying connectors of contrast to establish relationships between ideas and increase comprehension <p>Writing: using connectors of contrast to combine contrasting sentences and make comparisons</p>	<p>Vocabulary:</p> <ul style="list-style-type: none"> • understanding that sarcasm is the use of words that mean the opposite of what you really want to say, especially in order to show irritation or to be funny • using synonymous words and phrases to help work out how and when to use idioms <p>Grammar: using Passive Voice when it is neither important nor clear from context, the subject performing the action</p> <p>Reading: identifying topic sentences to summarize main ideas</p> <p>Writing: using outlines to organize your ideas before writing</p>

	UNIT 4 	UNIT 5 	UNIT 6 
CLIL	<ul style="list-style-type: none"> • Imaginary Situations • Expressing Wishes • Breaking Bad Habits 	<ul style="list-style-type: none"> • Written News • Spoken News 	<ul style="list-style-type: none"> • Pivotal Inventions • Important Historical Events
Goals	You will learn how to <ul style="list-style-type: none"> • describe imaginary situations. • express wishes. 	You will learn how to <ul style="list-style-type: none"> • report what was stated. • report what was requested. • understand meaning from context. 	You will learn how to <ul style="list-style-type: none"> • give basic details about inventions and important events from the past. • speculate about what would have happened if things had been different in the past.
Grammar	<ul style="list-style-type: none"> • Second Conditional 	<ul style="list-style-type: none"> • Reported Speech – statements and requests 	<ul style="list-style-type: none"> • Phrasal Verbs • Third Conditional
Skills and Strategies	<p>Vocabulary:</p> <ul style="list-style-type: none"> • looking for synonyms and/or definitions in order to match information • keeping an eye on context clues which may help understand the use of some idioms <p>Reading: identifying statements as facts or opinions to better understand if a text is persuasive or informative</p> <p>Writing:</p> <ul style="list-style-type: none"> • using <i>wish</i> to express a desire, regret or complaint • using mind maps to help gather and order ideas before writing a text • including a topic sentence, supporting sentences and logical, coherent thoughts in order to write a good text 	<p>Vocabulary: not being misled by the meaning of individual words when dealing with idioms.</p> <p>Grammar:</p> <ul style="list-style-type: none"> • looking at the words which are already given to predict information • paying attention to the verb tense changes when using Reported Speech • using Reported Speech to mention what someone has warned, requested or advised <p>Reading: using prior knowledge and context clues to infer the meaning of unknown vocabulary</p> <p>Writing: using context clues to help readers understand difficult words and complex sentences while reading</p>	<p>Vocabulary:</p> <ul style="list-style-type: none"> • learning which phrasal verbs are separable and which are non-separable to avoid confusion when expressing yourself • looking for context clues in a text to help associate words and events <p>Reading: paying close attention to the details given in each paragraph in order to paraphrase sentences</p> <p>Writing: paying attention to a text's organization</p>



3. Use the words to make sentences using the Passive Voice in the tense indicated. You will need to add the right form of the verb to be.

- a. *request / shopping / to accompany his mother / Trevor* (simple past)

- b. *ask / by Trevor / with her mom / Wendy / if she can go shopping* (simple present)

- c. *agree / will go shopping with her mom this time / it / Wendy* (present perfect)

- d. *tell / Wendy / he has to go shopping / Trevor / with his mother the next 3 times* (present perfect)

4. Read the following paragraph about what Trevor and Wendy's mom, Karla, did and didn't do when she was younger. Then, write 4 things that she used to and didn't use to do.

When our mom, Karla, was a teenager, she rode her bike to school every day. She was really good at science subjects like chemistry, biology and physics, but she wasn't good at music and social studies. Karla lived with her father in Melbourne, Australia, in a suburb called Ringwood. It was there that Karla got her first job after school. She worked at a local pizza restaurant where she was a waitress.

- a. *Karla used to ride her bike to school.* _____ (used to)
- b. _____ (used to)
- c. _____ (not use to)
- d. _____ (not use to)

5. Complete the sentences with the right form of the verb in parentheses, and then check the situation that best describes them.

- a. If Wendy _____ (*not agree*) to go shopping with her mom, Trevor would have had to go.
 1. Wendy didn't agree to go shopping with her mom.
 2. Trevor didn't go shopping with his mom.
- b. If Trevor hadn't had chemistry homework, he _____ (*go*) shopping with his mom.
 1. Trevor had chemistry homework.
 2. Trevor went shopping with his mom.
- c. Trevor and Wendy _____ (*not discuss*) going shopping with their mom, if their mom hadn't asked Trevor to accompany her.
 1. Trevor and Wendy discussed going shopping with their mom.
 2. Their mom didn't ask Trevor to accompany her.



6. Think about what your reaction would be in each situation. Use the first and second conditionals.

- a. _____
(to be bullied at school)
- b. _____
(to go on a diet)
- c. _____
(to find money on the street)



It Was Terrifying!

1. Read the following movie descriptions and use Word Banks 1 and 2 to complete the missing information.



Genre:

a. *3:10 to Yuma* stars two very famous actors, Russell Crowe and Christian Bale. This movie is set in the second half of the 19th century and contains cowboys on horses who have gun fights with the local Indians.

Description:

Genre:

b. The extremely funny, *Crazy, Stupid Love*, is a star-packed movie with actors like Steve Carell, Ryan Gosling and Emma Stone. The relationships and jokes in this movie will have you rolling on the floor with laughter.

Description:



Word Bank 1

- action
- comedy
- horror
- western

Word Bank 2

- energetic
- historical
- humorous
- terrifying

Genre:

c. The original *A Nightmare on Elm Street* was one of the most frightening movies ever. Recently, in 2010, the scary icon, Freddy Krueger, came back to life, provoking fear in local residents. Be careful not to watch this movie when you are home alone; who knows who is hiding in the corner!

Description:

Genre:

d. *The Bourne Legacy*, the latest in the Bourne series, is an action-packed movie starring Jeremy Renner. This movie is full of life-or-death experiences that will leave you wanting more.

Description:



Vocabulary Strategy

To associate words and paragraphs, look for synonyms or words that express similar ideas.

2. Complete the questions with the verbs in the Word Bank and then match them with their answers.

Word Bank

- had • did • has • was (2X)

- a. Has Brad Pitt won a Golden Globe award?
- b. _____ Vin Diesel cast in the Batman movie, *The Dark Night Rises*?
- c. _____ Sofia Vergara recording *The Smurfs* when she started to record *Happy Feet 2*?
- d. _____ Scarlet Johansson act in the movie, *American Pie*?
- e. _____ Leonardo DiCaprio finished filming *The Departed* when he started to film *Shutter Island*?

- Yes she was. She recorded them both at the same time
- No she didn't, but she did act in the movie, *Vicky Cristina Barcelona*.
- Yes he has. He won it for his performance in the movie, *12 Monkeys*.
- Yes he had. He had finished filming the first movie 4 years before starting the second one.
- No he wasn't. In fact, he has never acted in a Christopher Nolan movie.

3. Complete the mini biography using the correct form of the verbs in parentheses. Use the Simple Past, Past Progressive, Past Perfect and Present Perfect tenses.



Hugh Jackman, born October 12th 1968, is an Australian actor and producer who has acted (act) in many famous movies over the years including *Swordfish*, *X-Men*, *The Prestige*, *Flushed Away*, *Happy Feet*, and *Australia*. He _____ (a. become) famous for his role as Wolverine in the hugely popular *X-Men* film series.

In 2001, when Jackman _____ (b. start) filming *Swordfish*, alongside Halle Berry and John Travolta, he _____ already _____ (c. finish) recording the first *X-Men* film. The year 2006 was an extremely busy one for Jackman. While he _____ (d. provide) his voice for the animation movie, *Flushed Away*, he _____ also _____ (e. record) another animated film, *Happy Feet*.

Earlier that same year, Jackman _____ (f. complete) filming the box office hit, *The Prestige*. Next, in 2008, came *Australia*, a movie close to Jackman's heart, given that it is about his home country. Jackman truly is an accomplished actor who _____ (g. win) an Emmy Award, and _____ (h. be) also voted the sexiest man in the world in 2008 by People Magazine. If the rumors are true, we can expect to see more of Jackman on the movie screen in the near future.

4. Unscramble the words to make appropriate questions based on the responses given.

Interviewer: Good evening and welcome to our radio program, *Behind the Scenes*. Today we are talking with movie critic, Peter Gould. Peter, thank you for participating in our program!

Movie Critic: It's a pleasure to be here.

Interviewer: Tell us, Peter, _____

the new James Bond movie / have / Skyfall / seen / you / ?

Movie Critic: I sure have! I saw it before it came out on the big screen in the cinema. That's one of the advantages of my job. I get to watch the movies before they are officially released.

Interviewer: _____

movie / like / did / the / you / ?

Movie Critic: Yes I did. It's an adventure/action movie which is very energetic. A must see!

Interviewer: _____

James Bond movies / have / all / seen / the / you / ?

Movie Critic: Yes, I have seen all 23 films. I am a huge Bond fan.

Interviewer: _____

Daniel Craig / had / Skyfall / filming / starred in / James Bond movies / other / before / ?

Movie Critic: Yes, he had. In fact he played James Bond in *Casino Royale* in 2006 and in *Quantum of Solace* in 2008.

Interviewer: And for our last question this evening, _____

The Adventures of Tintin / to film / when he started / Daniel Craig / was / filming / Skyfall / ?

Movie Critic: No he wasn't. He had already finished filming *Tintin* when he started to film *Skyfall* in November of 2011.



Lesson 2

By the Time...



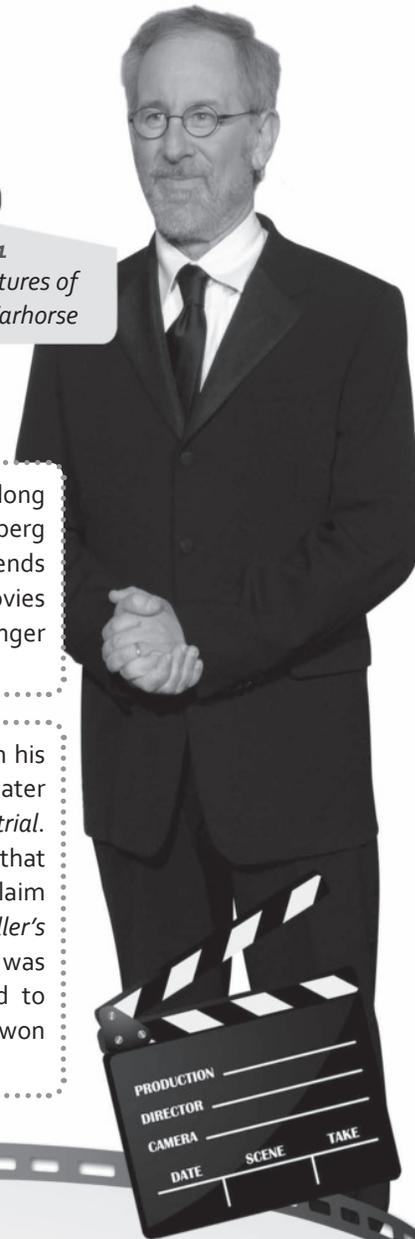
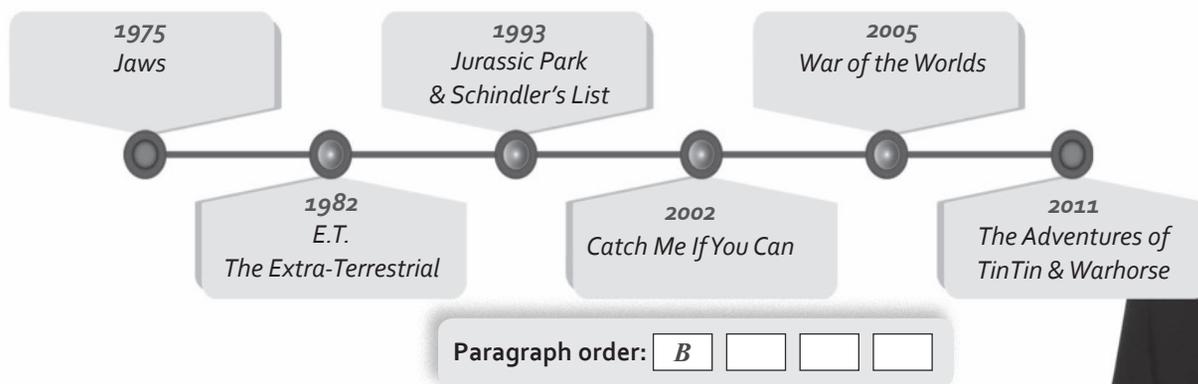
1. Read the life facts about Christian Bale. Then, decide which sentence is true (T).

- a. Christian Bale has been acting in movies **since** he was 12 years old.
1. He started acting when he was 12 and is still in the movie field.
2. He started acting in movies before he turned 12 years old.
- b. He started acting in movies **after** working with Rowan Atkinson in a comical theatre act.
1. First Christian started acting in movies, and then he worked with Rowan Atkinson.
2. First Christian worked with Rowan Atkinson, and then he started acting in movies.
- c. **By the time** Christian turned 18, he had already acted in six movies.
1. Christian had acted in six movies before he turned 18.
2. Christian acted in six movies after he turned 18.
- d. But it wasn't **until** he starred in the 2000 thriller, *American Psycho*, that he really achieved world-wide fame.
1. Christian was not famous world-wide before acting in the movie *American Psycho*.
2. Christian was famous world-wide before acting in the movie *American Psycho*.
- e. In 2005, having **already** completed his great role in the movie, *The Machinist*, Christian won the role of Batman, in *Batman Begins*.
1. First Christian won the role of Batman in *Batman Begins*, and then he completed his great role in *The Machinist*.
2. Once Christian finished his role in the movie *the Machinist*, he got the role of Batman.
- f. Initially, **while** filming *Batman Begins*, Christian said he felt ridiculous wearing the Batman costume.
1. Christian said he felt ridiculous wearing the Batman costume at the end of the filming of *Batman Begins*.
2. Christian said he felt ridiculous wearing the Batman costume during the filming of *Batman Begins*.

2. Choose the correct option to complete each sentence.

- a. Brad Pitt has acted in many movies _____ he became famous for his role in *Thelma & Louise*.
- since while by the time until
- b. When Kristen Stewart turned 22, she had _____ won various MTV Movie Awards.
- after until since already
- c. Directly _____ filming the movie, *Funny People*, Adam Sandler started to film *Grown Ups*.
- since by the time after while
- d. Brad Pitt and Angelina Jolie fell in love _____ they were filming the movie *Mr. & Mrs. Smith*.
- until while already by the time
- e. Stanley Kubrick didn't direct *A Clockwork Orange* _____ he had finished *2001: A Space Odyssey*.
- already until while since
- f. _____ Christopher Nolan wrote *The Dark Night Rises* in 2012, he had already written *The Dark Knight* in 2008 and *Batman Begins* in 2005.
- until after by the time since

3. Use the time expressions from the previous exercise and the timeline to complete the mini biography and then put the paragraphs in order.



A By the time the 21st century arrived, Spielberg had _____ (a) directed over 30 movies and had won various awards for his work. His fame continued into the 21st century, with box office hits like *Catch Me If You Can*, in 2002 and then *War of the Worlds* in 2005. _____ (b) *War of the Worlds*, Spielberg has directed *The Adventures of Tintin and Warhorse*.

B Steven Spielberg, born in Cincinnati, Ohio in 1946, is arguably one of the most famous and influential movie directors in Hollywood. He went to California State University, but shortly _____ (c) starting, he dropped out to pursue his entertainment career.

C Now, nearly 70 years of age and with a long list of very successful movies, Spielberg has been quoted as saying that he intends to continue directing and making movies _____ (d) he is no longer physically able to.

D Spielberg hit international stardom with his box office hit, *Jaws*, in 1975 and 7 years later came his next big hit, *E.T. The Extra-Terrestrial*. But, it wasn't _____ (e) 1993 that Spielberg once again received critical acclaim for the movies, *Jurassic Park and Schindler's List*. In fact, _____ (f) he was directing *Jurassic Park*, he also started to make *Schindler's List*, a film for which he won Best Director at the Oscars.

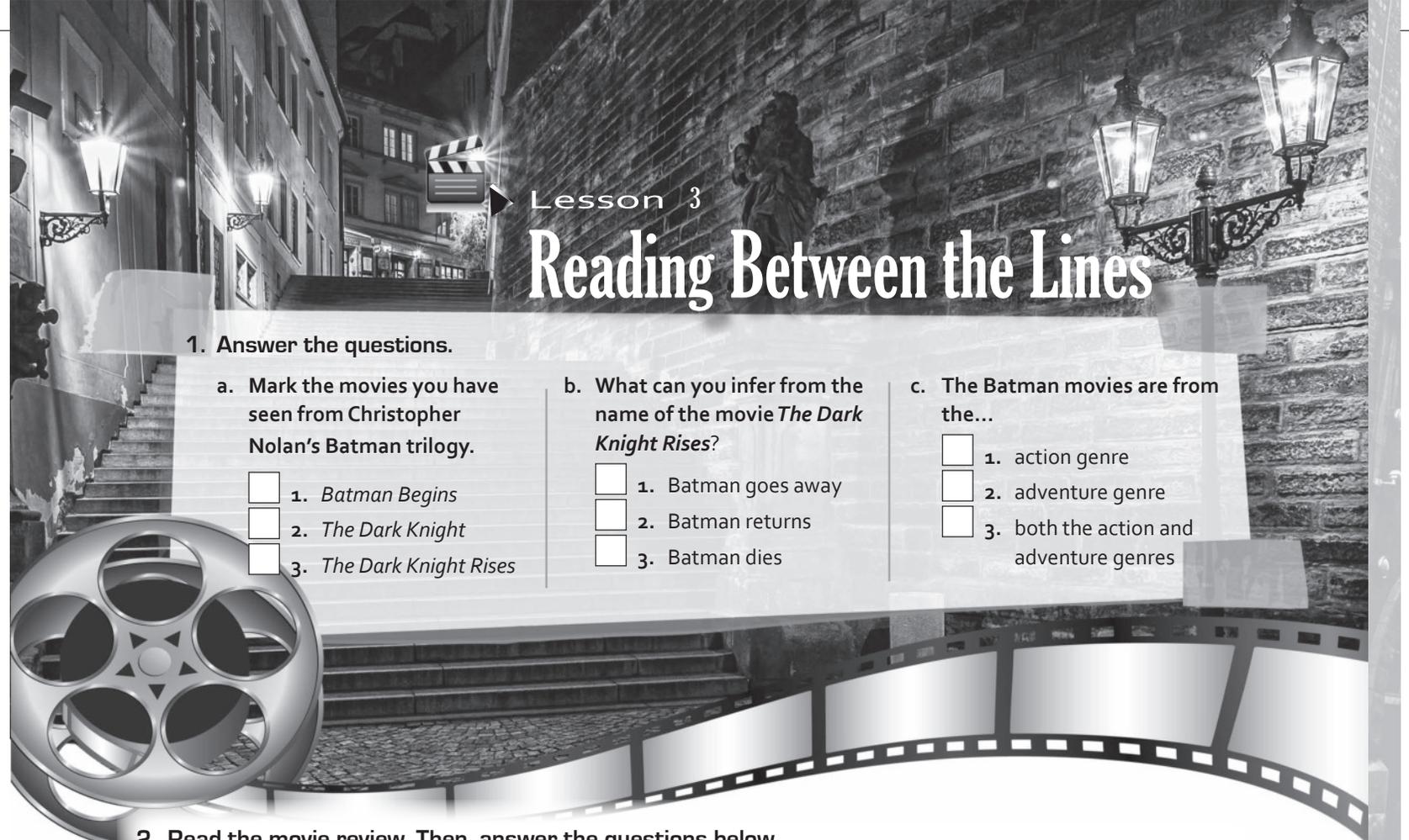
4. Use the phrases in the box to complete the text.

Martin Scorsese is widely considered one of the greatest film directors of all time and has been widely praised for . Not only does he direct movies, but he is also an important film producer, writer and actor. As a producer, Scorsese helps , and as a writer, he is . The cast of many of Scorsese's movies have included , while famous musicians like Bob Dylan and The Rolling Stones .

Phrases

- a. famous actors like Robert De Niro and Leonardo Di Caprio
- b. have collaborated on many of his movie's soundtracks
- c. finance movie projects
- d. creatively controlling the artistic aspects of the movies he makes
- e. the author of various screenplays





Lesson 3

Reading Between the Lines

1. Answer the questions.

a. Mark the movies you have seen from Christopher Nolan's Batman trilogy.

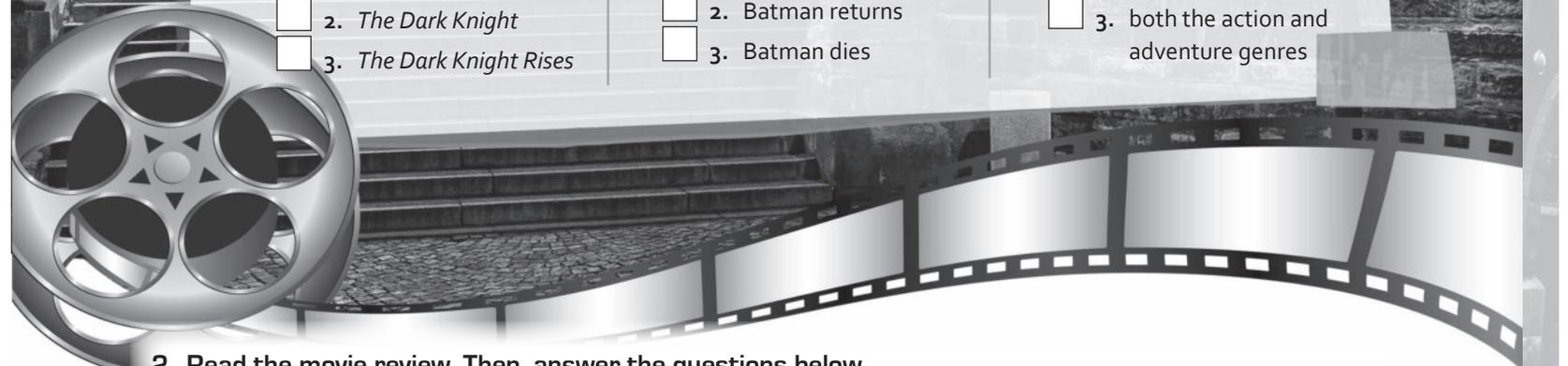
- 1. *Batman Begins*
- 2. *The Dark Knight*
- 3. *The Dark Knight Rises*

b. What can you infer from the name of the movie *The Dark Knight Rises*?

- 1. Batman goes away
- 2. Batman returns
- 3. Batman dies

c. The Batman movies are from the...

- 1. action genre
- 2. adventure genre
- 3. both the action and adventure genres



2. Read the movie review. Then, answer the questions below.

The action-packed adventure movie, *The Dark Knight Rises*, is the third and final installment of director, Christopher Nolan's Batman trilogy. Starring various accomplished actors like Christian Bale, Gary Oldman, Tom Hardy and Anne Hathaway, this energetic movie is guaranteed to captivate its audience.

After vanishing into the night 8 years ago and falsely accepting the blame for the crimes of then district attorney, Harvey Dent, Batman turned from hero to fugitive. Now, police commissioner James Gordon, the only man who knows of Batman's innocence, has nearly eradicated organized crime from the streets of Gotham city. But, everything is about to change with the arrival of the skillful cat burglar*, Selina, and the far more dangerous emergence of Bane, the masked terrorist who has ruthless plans for Gotham City.

Gordon is captured and severely beaten by Bane. After managing to escape, he is found by police detective, John Blake. Blake eventually deduces Batman's true identity, so he, along with Gordon encourage Batman to break his 8-year self-imposed exile and return to help defeat Bane before he fulfills his evil plan to destroy Gotham City.

After coming out of exile, Batman asks Selina to lead him to Bane in exchange for erasing her identity from every database in the world. However, Selina leads him into a trap because Bane had agreed to let her live if she brought Batman to him, because Bane had revealed that he knows

Batman's true identity and sends him to a foreign prison with a broken back. When Selina tricks Batman into meeting Bane, he breaks his back and sends him to a foreign prison.

Bane has also managed to trap most of Gotham's police underground and isolates the city from the rest of the world, preventing outside military help. He tells Gotham's citizens that he will detonate a nuclear weapon if anyone attempts to leave the city.

After months of recuperating, Bruce escapes from prison and enlists the help of Selina, Blake, Gordon, and Miranda Tate to liberate Gotham and stop the nuclear bomb. Batman almost defeats Bane. However, Tate comes to Bane's aid, revealing herself as the daughter of Ra's al Ghul, one of Batman's worst enemies from the past. She, like Bane, plans to complete her father's work by detonating the nuclear bomb and destroying Gotham City. Luckily, Gordon manages to block Tate from detonating the bomb, while Selina shoots Bane before he is able to kill Batman. Batman then uses the Bat aircraft to take the bomb out to sea where he is presumably killed detonating it. In turn he is praised as a hero.

* *cat burglar*: a thief who is skillful at entering and leaving the locations he targets without attracting any attention.

Reading

After Bruce's funeral, Blake wants to reveal Batman's true identity to the world, but Gordon disagrees, stating that the city is not ready for the truth. Some months later, Bruce's personal assistant, Alfred, witnesses Bruce and Selina together in Florence, making an interesting twist to the finale.

Even though it could be said that it might not be the greatest movie in Nolan's Batman trilogy, *The Dark Knight Rises* definitely solidifies this three-part tale of Batman as one of the best ever told and will leave you wanting more. A must see!

a. Why did Batman turn from hero to fugitive eight years ago?

- Because he was tired of fighting crime.
 Because he took responsibility for Dent's crimes.
 Because he was ordered to leave by Gotham City's police force.

b. Did Selina help Batman?

- Yes, she led him to Bane.
 Yes, she saved him from Bane.
 No, she led him into a trap.

c. Why didn't Batman defeat Bane when he almost had the chance?

- Because Tate came to Bane's rescue.
 Because Selina came to Bane's rescue.
 Because Bane was too strong.

d. Who is Tate revealed to be?

- Bane's daughter
 Ra's al Ghul's daughter
 Bruce's daughter

e. Why didn't Gordon want Blake to reveal the truth about Batman's identity to the city?

- Because he wants to protect Dent's legacy.
 Because Gotham city hates Batman.
 Because he doesn't think the city is ready to hear the truth.

Reading Strategy

To make inferences and understand a story, use the facts given to make good guesses about other things that are not directly stated.

3. Make inferences to answer the questions below by finding clues in the text.

- a. Why did Blake agree to help Gordon convince Batman, a fugitive, to come out of exile?

Facts: Eventually, Blake deduces Batman's true identity...

Answer: Because he had deduced Batman's true identity and realized that he wasn't a criminal.

- b. Did Selina want to lead Batman into a trap?

Facts: _____

Answer: _____

- c. Why did Bane tell Gotham's citizens that he would detonate a nuclear weapon if anyone attempts to leave the city?

Facts: _____

Answer: _____

- d. Why was Batman praised as a hero?

Facts: _____

Answer: _____

- e. Are Bane and Tate accomplices?

Facts: _____

Answer: _____



Lesson 4

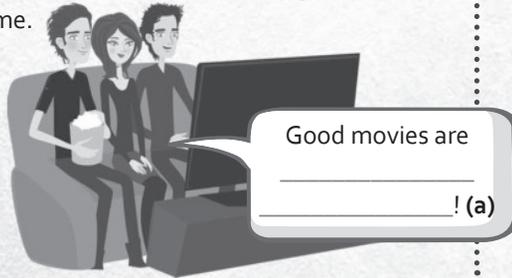
In a Nutshell!

1. Rearrange the words below to make idiomatic expressions and then match them with their definitions.

Jumbled Words	Idiomatic Expression	Definition
heart / by	a. _____ <i>by heart</i> _____	<i>b</i> 1. invent
with / come / up	b. _____	<i>d</i> 2. not very common
overboard / go	c. _____	<i>a</i> 3. by memory
and / far / between / few	d. _____	<i>e</i> 4. the short version
nutshell / a / in	e. _____	<i>c</i> 5. do or have too much

2. Read the comments, look at the pictures and complete the dialogs using the colloquial expressions.

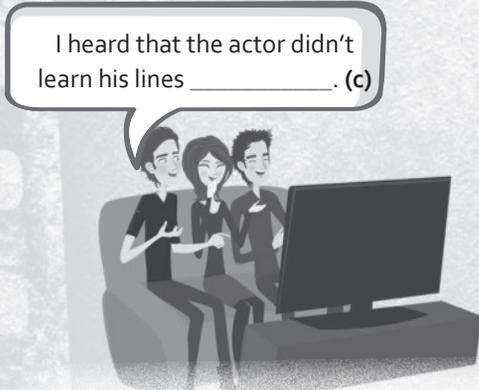
a. I was watching a movie at home with my friends. I didn't like it. In fact, I haven't seen a good movie in a long time.



b. After the movie, we talked about how there were too many silly jokes in it.



c. One friend told me that he had read that the main actor kept forgetting his lines.



d. My other friend said that she didn't like the plot of the movie.



e. To conclude, we decided never to watch another movie by the same director.



3. Use the idioms in bold face to answer the following questions with your personal information.

a. When was the last time you **went overboard** when doing something?

b. Do you know the words of any songs or poems **by heart**? If so, which ones?

c. Describe yourself **in a nutshell**.



Personality Types



1. Look at the personality types. Then, complete the questions with the adjectives from the Word Bank.

Word Bank

- careful
- curious
- creative
- practical
- friendly

Vocabulary Strategy

Associate words to increase your vocabulary.

Personality Types

- a. **artistic:** Are you _____ and do you like to express yourself through art?
- b. **conventional:** Are you attentive and _____ and do you like to follow routines?
- c. **investigative:** Are you _____ and interested in learning and solving problems?
- d. **realistic:** Are you _____ and like working with your hands?
- e. **social:** Are you a _____ person who likes helping others?

2. Classify the verbs in the Word Bank into 1 of the 3 groups (there are 5 verbs per group).

Word Bank

- can't stand
- hope
- plan
- suggest
- dislike
- like
- prefer
- try
- enjoy
- love
- seem
- want
- finish
- need
- start

Followed by Infinitives

- a. _____
- b. _____
- c. _____
- d. _____
- e. _____

Followed by Gerunds

- f. can't stand
- g. _____
- h. _____
- i. _____
- j. _____

Followed by Both

- k. _____
- l. _____
- m. _____
- n. _____
- o. _____

3. Use the information from exercise 2 to circle the correct option.

- a. People who are investigative and like to be (being) around animals might prefer to study / studying veterinarian science. Veterinarian science students can specialize in domestic animals, wild animals or farm animals, but the faculty suggests to keep / keeping your options open by taking various subjects from the different specializations available.
- b. Engineering is a diverse field. Students who plan to study / studying engineering should be good at math and love to analyze / analyzing things methodically. If you can't stand to study / studying math, then engineering probably isn't for you.
- c. Social people often enjoy to work / working in jobs like teaching or social work. In fact, social work seems to be / being the job of choice for many high school leavers today. Social workers generally try to help / helping people and communities overcome their problems and improve their standard of living.
- d. Musicians need to be / being musically talented as well as very creative. They are often passionate people who dislike work / working to normal office hours, and despite the amount of competition, many hope to become / becoming famous one day for their music.

4. Get into pairs and play the game. Follow the instructions of each square. The student with the highest score wins.

a. Choose the best option.

Investigative people are usually very _____ and like analyzing new things.

- a. friendly
 b. curious
 c. creative

10 POINTS

b. Write the correct verb form.

I need _____ (study) medicine if I want to be a doctor.

15 POINTS

c. Unscramble the sentence.

suggested / more / my / doctor / fruit / eating

25 POINTS

d. Complete with your own information.

I have a _____ personality type and I would like to be a _____.

20 POINTS

e. Correct the mistake.

I love to study history, but I dislike to study math.

20 POINTS

f. Unscramble the sentence.

people / nurses / enjoy / helping / often

25 POINTS

g. Choose the best option.

I have finally finished _____. Now I am a qualified architect.

- a. to study
 b. studying
 c. both

10 POINTS

h. Write the correct verb form.

If you are a social person, I suggest _____ (look) for a job where you can interact with people.

15 POINTS

i. Correct the mistake.

Conventional people are very creative. They enjoy following rules.

20 POINTS

j. Write the correct verb form.

I am a painter. I hope _____ (sell) my paintings at next week's art fair.

15 POINTS

k. Unscramble the sentence.

personalities / sociable / teachers / have /

20 POINTS

l. Choose the best option.

If you love _____ around animals, why not think about becoming a veterinarian.

- a. to be
 b. being
 c. both

10 POINTS

m. Write the correct verb form.

My sister is a famous musician who dislikes _____ (read) false information about herself in the media.

15 POINTS

n. Choose the best option.

People who are practical are generally considered to have a _____ personality type.

- a. social
 b. conventional
 c. realistic

10 POINTS

o. Correct the mistake.

Tim plans studying journalism, and Kathy hopes to study acting.

20 POINTS

p. Unscramble the sentence.

an accountant / don't want / with / to work / doctor / if you / numbers / don't become

25 POINTS



Lesson 2

I'm Interested in...

Vocabulary Strategy

Classify words according to word endings (suffixes) to help remember vocabulary.

1. Complete the chart with an appropriate suffix; -er, -or, -ist, or -ian.

Profession			
a. teach _____	d. veterinar _____	g. psycholog _____	j. doct _____
b. engine _____	e. electric _____	h. journal _____	k. invent _____
c. lawy _____	f. politic _____	i. dent _____	l. investigat _____

2. Read the ads and use the words from the previous exercise to write the corresponding professions according to the description. Then, write the correct preposition for the italicized words.

Career Opportunity

Leading British newspaper is looking for an honest and ethical *journalist* to be part of our young dynamic team.

Applicants must be social and investigative people who are *serious about* working in the field.

If interested, *apply to*:
editor@dailynews.com

Position Vacant

Job Title:

Electrical _____ (a)

Company: International Electronics Company

Requirements: Candidates should be specialized in the design, development and maintenance of electrical control systems.

Applicants *curious* _____ (b)

finding out more information should contact:

timharding@opecelectronics.com

Situation Vacant

Are you a qualified _____ (c)?

Are you *familiar* _____ (d)

farm animals? Does living and working in a country town *appeal* _____ (e) you?

Fast growing agriculture company is looking for the right applicant to manage the medical care of our animals.

Send CV to:

johnpierce@ecoanimals.com.au

CAREERS

Experienced _____ (f) Needed

Are you a leader?

Are you persuasive and outgoing?

Have you *decided* _____ (g) working for a large legal firm?

Based out of Houston, Texas, our firm represents and advises clients on a range of civil, penal and commercial legal matters.

Candidates must send their CV to:
applications@mullens&associates.com

Wanted _____ (h)

Small, new private detective company is *interested* _____ (i) hiring curious and inquisitive people to join our team.

Successful candidates will be *good* _____ (j) finding facts, and analyzing information. Ex-police officers are especially welcome.

Call: (02) 9870-3647

Urgently Required _____ (k)

Job Description:

Diagnose, prevent and treat teeth and mouth tissue problems.

Must be *specialized* _____ (l) public health care.

Send CV to:

calgaryhealthcare@hotmail.com

3. Complete the sentences in column A with a word from the Word Bank. Then, match both columns.

Word Bank

- apply
- decide
- appeal
- specialize
- curious
- interested
- familiar
- serious
- good
- terrible

Vocabulary Strategy

Use common *verb/adjective + preposition* combinations to help conversations flow and sound more natural.

A	B
a. Veterinarians have to be <u>serious</u> about their work	<input type="checkbox"/> because it is a major part of their work.
b. Teachers generally _____ in	<input type="checkbox"/> like penal, commercial or international law.
c. Engineers can't be _____ at math	<input type="checkbox"/> that make our lives easier.
d. If detective work _____ to you,	<input checked="" type="checkbox"/> because they're responsible for the medical treatment of animals.
e. Archaeologists are _____ about old bones	<input type="checkbox"/> creating financial statements.
f. Lawyers often _____ on a specific field to practice,	<input type="checkbox"/> preventing teeth and gum disease.
g. Dentists are _____ in	<input type="checkbox"/> maybe you could become an investigator.
h. Inventors are _____ at creating new things	<input type="checkbox"/> to study a specialization.
i. Doctors often _____ to different graduate schools	<input type="checkbox"/> and piecing together fragments of human and animal history.
j. Accountants are _____ with	<input type="checkbox"/> specific subjects and age groups.

4. Find 5 mistakes in the text below. Underline them and correct them.

Jason was having difficulties deciding what he wanted to do when he left high school. Most of his teachers were constantly talking about how important it was to apply to different universities so he could study the degree he was interested on.

This made Jason anxious, because he wasn't sure what he wanted; in fact, Jason wasn't even sure that he wanted to go to a university. Being outside and working with his hands appealed to Jason more than studying a degree at a university.

He began to consider the things he was good at and familiar for. After much contemplation, he realized that his

real passion was building things out of wood, so he decided on to apply to a local technical college where he specialized in colonial carpentry. Currently, Jason owns a small, but very successful construction company which specializes in building and renovating colonial style houses.

The moral of this story is that you should never study something just because somebody else wants you to. One of the most important things to consider when deciding at what to study, is what appeals to you and what you are good at. Being true to your own feelings when choosing a profession is the best way to ensure long-term happiness in your career.

Mistakes

- a. interested on – interested in _____ c. _____
 b. _____ d. _____

5. Answer and discuss the following questions. Then, write two more questions using the combinations given.

- a. Have you *decided* on what you want to study at university? _____
 b. What professions are you *curious about*? _____
 c. _____ (*good at*)
 d. _____ (*appeal to*)



Lesson 3

On the Other Hand!



Reading Strategy

Read articles in sections to check for comprehension.

1. Answer the following questions.

- What careers are you interested in?

- What is more important to you, money or happiness?

- What are the most important things to consider when choosing a career?

- Do you feel scared or anxious when thinking about choosing a career?



2. Read the text and answer questions a-h.

Choosing a Profession that Best Suits You

Everybody is different. We all have different skills, interests, experiences and expectations. So how do you choose the career that's best for you? Whether you're trying to decide on your first job or you're thinking about a possible career, the following is a list of questions you should consider when making this important decision.

What are you cut out for?

We all have natural talents that make certain tasks easy for us. Considering your natural talents is very important when choosing the right career. Of course we're capable of doing other things, *but* those other tasks usually feel more like an obligation. Think about what you really enjoy doing and how those skills can be applied to a job.

- What are your natural talents? _____

What's your work style?

Everyone has a preferred work style, even if we don't realize it. *However*, that particular style can sometimes conflict with a career choice. For example, a flexible work environment might allow you to deliver projects on various dates. *On the other hand*, a structured environment would require specific deadlines and strict guidelines. Which do you prefer? In which environment would you be the happiest?

- Would you prefer to work in a flexible or structured environment? _____

Where do you like to work?

What's your preferred work location? Would you prefer to work in a small or big office, at home, outside, in a hotel etc.? Some people enjoy traveling for work. *In contrast*, others need consistency and should avoid careers that require a lot of moving around.

- Where would you like to work? In an office, at home or outside? _____

Do you enjoy social interaction?

It is important to recognize your social needs, so you can choose a career that matches them. *Although* some people prefer to work behind the scenes (without the complications of interacting with colleagues and clients), others, who are more social, might be more productive working as part of a team.

- Do you prefer working in a team or alone? _____

How important to you is work-life balance?

Are you someone who values a short commute to and from work and likes to spend weekends with your family? If so, it is a good idea to pick a career that has regular hours and little to no requirements to work overtime or on weekends.

- Do you want a job with normal office hours, and are you willing to work overtime? _____

Are you looking to give back?

For some people, how much money they will make is the most important thing when choosing a career. *However*, others might place importance on knowing that their hard work makes a difference in the world. Some careers have a component of giving back, where the beneficiary of your hard work is not a corporation, *but* rather a sick child, an endangered species or the planet's air quality.

f. How important is earning a lot of money to you? _____

Do you deal well with stress?

Some of us flourish with the stress of having strict deadlines. Some others like being the glue that holds everything together. *On the other hand*, others prefer to work in a more relaxed and stress free atmosphere. If you thrive under pressure, you may do well in a high-stress career. *But*, if stress makes you want to run the other way, look for a more laid-back option.

g. Would you prefer to have strict deadlines or do you prefer a more relaxed atmosphere? _____

How much money do you want to make?

What are your present and future expectations for money? You might be single now, *but* maybe you hope to start a family in the near future, or maybe you're part of a successful two-income family and need to decide whether you're comfortable compromising certain career aspects, like work-life balance, in order to earn a better income. If money is the reward you're looking for, there are careers to match.

h. What are your present and future expectations for money? _____

Finally, if choosing a career feels like too much pressure, relax and try to choose a career that feels right today, knowing that you can always change your mind in the future. In today's workplace, choosing a career doesn't necessarily mean you have to stick with that line of work for your entire life. You can always re-evaluate your choice in the future based on your long-term objectives. Remember, as time moves on, people change. Your needs for money, freedom, balance, and recognition will all change too. *But* for now, ask yourself the questions listed above and you'll be well on your way to choosing a career that best suits you.

Reading Strategy

Identify connectors of contrast such as *on the other hand*, *although*, *but*, *in contrast* and *however* to establish relationships between ideas and increase comprehension.

3. Answer the following questions based on the text.

- a. Why is it important to consider your natural talents when choosing a career?

- b. What type of work environment has specific deadlines and strict guidelines?

- c. What are some types of different work locations?

- d. Does someone who works 7 days a week have a good work-life balance?

- e. Should someone who doesn't like stress work in a high-pressured job? Why or why not?





▶ Lesson 4

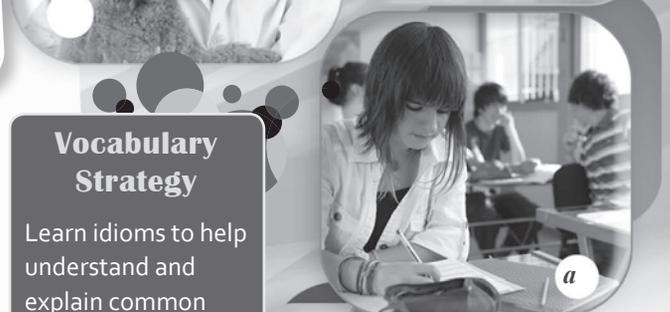
I Passed with Flying Colors!

1. Read the situations described, match them with a picture and then with an appropriate expression in the Word Bank.

Word Bank

- ___ I passed with flying colors! *a.* Oh no, I've fallen behind!
 ___ I dropped out of that degree ___ I am definitely cut out for this!

- a. You have been sick for the past week and haven't attended classes. You have just returned to school and found out that you are not up-to-date with all your work.
- b. You are very happy with yourself because, not only did you pass all your subjects at school, but you did extremely well on your end of year exams.
- c. After completing the first year, you have just realized that Chemical Engineering is not what you are interested in. You decide to stop studying that degree and begin studying Environmental Science.
- d. Even though it has taken you a long time to choose a profession, you have finally learned that you have a natural ability with animals and want to become a veterinarian.



Vocabulary Strategy

Learn idioms to help understand and explain common everyday situations.

Key Expressions

Get you down: to make you feel sad.

2. Complete the conversation with the correct expressions.

Rachel: Hey Terry, have you got the results of your exams yet?

Terry: I sure have and I am pleased to say that I _____ everything _____ (a)!
 What about you? How did you go?

R: Well, I went really well in the subjects that I am interested in. But, I had difficulties with chemistry and physics. I'm simply not _____ (b) those.

T: Have you ever thought about getting an after-school tutor to help you with the subjects you're having difficulties with?

R: I have. In fact, I am starting classes next week with a new tutor. Hopefully he will help me get up-to-date. I was in Spain with my dad for the last 2 weeks and now I have really _____ (c).

T: Spain, that's great! But be careful. We are in our final year of high school, so we have to get the best grades possible. Our future depends on it!

R: Wow that scares me! Sometimes when things are really hard, I feel like _____ (d).

T: That's normal. Everyone feels like that at some stage. The important thing is not to let those feelings take over. Don't let one bad exam result *get you down!*

R: You're right! I'll study harder and pay more attention in class. Thanks Terry!

T: Hey, no problem. That's what friends are for!



Renewable Energy

1. Use the appropriate prefixes or suffixes in the Word Bank to complete the concepts on the left.

Word Bank

Suffixes	Prefixes
• -able (2x)	• en-
• -ing	• re-
• -al	
• -ment	
• -ed	

- a. ____danger____ species
- b. sustain____develop____
- c. glob____ warm____
- d. ____new____ energy

2. Read the text from an environmental organization and match the concepts in the Word Bank with the corresponding lines from the paragraphs.

Word Bank

- a. global warming
- b. endangered species
- c. sustainable development
- d. renewable resources
- e. greenhouse gases

Currently, the amount of substances in the Earth's atmosphere that prevent the release of heat into space is on the rise. This rise is one of the main causes of the gradual increase in the average temperature of our planet. In order to combat this environmental problem, the growth of cities should be planned in such a way as to avoid the depletion of natural resources. One way of doing this is to use power which comes from natural sources such as sunlight and wind.

If we all take responsibility for our planet: the air we breathe, the land we walk on, and the water we drink from, not only will we live in a cleaner planet with less contamination, but the number of plants and animals that are at risk of becoming extinct will begin to decrease.

3. Complete the renewable energy organization information. Use the Passive Voice and the verb tense indicated.

Currently, there are many different forms of renewable energy available. First, we have solar power, where the sun's rays are converted (a. convert – simple present) into electricity. This is probably the most well-known form of renewable energy. However, it is not the most widely used. Actually, hydropower accounts for 16% of the world's electricity consumption. In fact, nowadays, hydropower _____ (b. produce – present progressive) by 150 countries worldwide, with the largest producer being China. Another renewable energy form, wind power, uses little land and is very clean; absolutely no greenhouse gas emissions _____ (c. emit – present simple) during the process. Wind power accounts for 2.5% of the total worldwide electricity usage, with 83 countries using it. In the past, only nonrenewable forms of energy _____ (d. consume – simple past) by the world's largest cities, but with education and research, this is slowly changing. In 2008, renewable energy _____ (e. use – simple past) to generate 10% of the world's electricity consumption, with the forecast being that by 2035, renewable sources will account for nearly 23% of the world's total electricity generation.

4. Change the Active Voice sentences into the Passive Voice.

- a. Windmills capture the wind's force and convert it into wind power.

- b. Humankind consumed much less energy 50 years ago.

- c. Many countries are promoting the usage of renewable energy.

- d. Irrigation provides water to naturally dry land.

- e. The Egyptian Pharaohs used wind and hydro power to sail their sailboats up and down the River Nile.

Grammar Strategy

Use Passive Voice when it is neither important nor clear from context, the subject performing the action.

5. Unscramble the words. Use the words given to write about the process of making compost. Use the verbs in parentheses in the Passive Voice and in the correct tense.

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How to Make a Compost

- a. appropriate / an / compost bin / (choose - present)
An appropriate compost bin is chosen.
- b. of bins / composting / for / many types / (use - present)

- c. to store / a level and well-drained / your compost / site / (select - present)

- d. over soil / compost bins / concrete / rather than / (place - present)

- e. leaves, vegetable scraps and plant cuttings / materials / like / (collect - present)

- f. by humans / vegetable scraps are / which / vegetable parts / (not consume - past)

- g. in compost mixtures / dairy products and meats / materials like / (not include - present)

- h. are those / from milk / dairy products / (produce - present)

- i. to the compost / moistened with water / and / collected materials / (add - present)

- j. every / the compost / 7 to 10 days / (turn - present)

- k. the ingredients / in the compost bin / (decompose - present continuous)

- l. to fertilize / in the garden / the soil / finally / the compost / (use - present)





Lesson 2

Conserving the Environment

1. Complete the following sarcastic comics.
Use words from the Word Bank.

Vocabulary Strategy

Look at the comics and remember that sarcasm is the use of words that mean the opposite of what you really want to say, especially in order to show irritation or to be funny.

Word Bank

- compost
- conservation
- environment
- extinction
- pesticides
- recycle
- smog

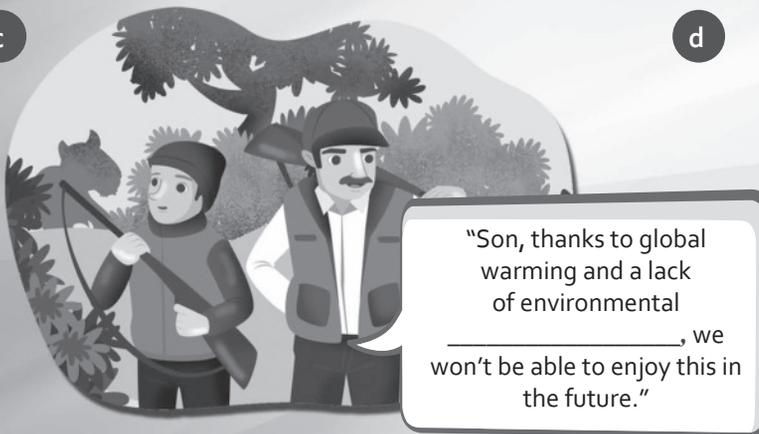
a



b



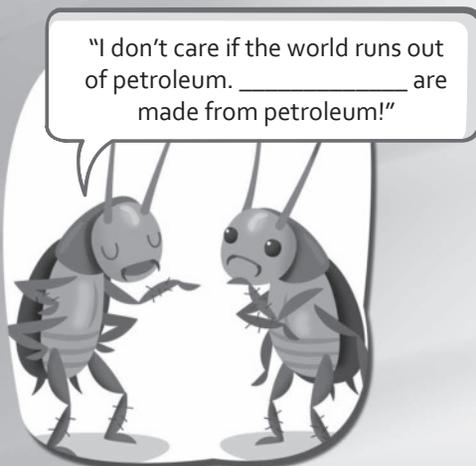
c



d



e



f



2. Each statement below elaborates on the corresponding comic above. Check (✓) the best answer to complete the statements.

- | | |
|--|--|
| <p>a. Smog levels <i>won't be</i> reduced if we all simply move out of the cities. Instead, we urgently need to reduce our society's contamination levels.</p> <p><input type="checkbox"/> have been <input type="checkbox"/> had been <input type="checkbox"/> won't be</p> | <p>d. Hopefully, in the future, chemical fertilizers and pesticides <i>will be</i> replaced by organic products like compost.</p> <p><input type="checkbox"/> have been <input type="checkbox"/> had been <input type="checkbox"/> will be</p> |
| <p>b. If, in the past, environmental education <i>had been</i> focused on a variety of topics, like car type and size, as well as recycling, we would have cleaner air to breathe.</p> <p><input type="checkbox"/> has been <input type="checkbox"/> had been <input type="checkbox"/> will be</p> | <p>e. Petroleum <i>has been</i> used to make a number of products like pesticides over the years; most of them pollute our environment and are toxic to living things.</p> <p><input type="checkbox"/> has been <input type="checkbox"/> had been <input type="checkbox"/> will be</p> |
| <p>c. Many types of conservation programs <i>have been</i> implemented around the world, but unfortunately hunters are still killing endangered species.</p> <p><input type="checkbox"/> have been <input type="checkbox"/> had been <input type="checkbox"/> will be</p> | <p>f. The extinction of many animal species <i>has been</i> caused by man's destruction of our wildlife's natural habitat.</p> <p><input type="checkbox"/> has been <input type="checkbox"/> had been <input type="checkbox"/> will be</p> |

3. Rewrite the sentences in order to make just one. Use a relative pronoun (*who, which, that or whose*).

E.g. This is 100% organic compost. It is used to fertilize my garden.

This is 100% organic compost which/that is used to fertilize my garden.

a. Craig is a 17-year-old nature lover. He is being taught how to make compost by his friend, Melisa.

b. I hate breathing in all the smog in the air. It is caused by our cars and factories.

c. They are the orphaned tiger cubs. Their mother was killed by hunters.

4. Read the following health warning and complete it with the appropriate relative pronouns and, when indicated, the verb in Passive Voice.

Caution: Toxic Pesticides Poisoning Humans

Pesticides are substances which are used (a. use – present) to kill pests and insects that (b) eat different types of vegetation, in particular, the food crops sell (c. sell – present) in supermarkets for people to eat. The pests and insects are gone, but the toxic chemicals spray (d. spray – past) on the fruit are not.

The World Health Organization, an organization whose (e) purpose is to create international guidelines for food safety, has unfortunately approved the use of seven of the most toxic chemicals compounds known (f. know – present) to man for the production of pesticides. The highly toxic pesticides applied (g. apply

– present) to the crops are ingested by people poisoned (h. poison – pres. cont.) by the products in the supermarkets, and by animals that graze on the land. These animals and/or their byproducts are consumed by humans intoxicated (i. intoxicate – present) with the chemicals once again.

Another problem is the contamination of our rivers, lakes and oceans caused (j. cause – pres. cont.) by these toxic pesticides. This means that we humans are consuming fish intoxicated (k. intoxicate – pres. perfect) with these poisonous chemicals, and that the water we drink and use to water our crops is polluted as well, creating a vicious cycle which will not be broken if left unchecked.



Lesson 3

Green Products

1. Check (✓) your knowledge about Iceland.

a. The country Iceland is located in...

- Southern Europe.
- Northern Europe.
- Central Europe.

b. Geothermal energy is...

- the heat from the sun.
- the heat from hydrogen.
- the heat from the earth.

c. Iceland is one of the world's most...

- densely populated countries
- sparsely populated countries
- don't know

Reading Strategy

The topic sentence summarizes the ideas of the paragraph.

2. Read the text and match the following topic sentences with their corresponding paragraphs.

- a. Back in 1999 the Icelandic Conservation of Nature Act was established as a set of ecological guidelines for the country to follow.
- b. Known to be one of the world's most volcanically active countries, Iceland has unlimited access to natural sources of geothermal energy.
- c. Situated at the top of the world, in the North Atlantic Ocean, between Europe and North America, Iceland is an amazingly beautiful mountainous island nation which is like no other.
- d. With 84% of the country's energy coming from renewable energy sources and world class nature conservation laws, it is easy to see why Iceland is the most sustainable country in the world.
- e. Iceland is the first country in the world to create an economy generated through industries which obtain their energy needs through renewable sources like hydropower.
- f. In 2012, Iceland was given the title of the most sustainable country in the world, ahead of other prominent countries like Switzerland, Costa Rica and Norway.
- g. The use of hydrogen to fuel cars and fishing boats is just one of many ongoing alternative fuel projects in Iceland.

Iceland: No. 1 for Sustainability and Conservation

^c It possesses many of the ideal components of sustainability including a government and citizens who are eco-friendly, vast and amazing landscapes, abundant renewable energy sources, pure and unpolluted water sources, exceptional wildlife, and an **overall commitment** to the conservation of nature. Just recently, Iceland claimed that preserving the country's natural wealth through conservation is one of its highest priorities.

This effectively means that Iceland is the cleanest energy consuming country in the world, which is easy to understand when we consider the low levels of environmental disease, low air pollution, high water quality,

unpolluted forests, effective management of timber reserves, and the effective climate change policy which Iceland has become famous for. In fact, in 2010, Iceland was also labeled the world leader in pollution control, natural resource management, environmental public health, greenhouse gas emissions, and reforestation.

The country is considered a pioneer and world leader in the use of this form of renewable energy for heating, and in recent years the amount of electricity generated from geothermal energy has also increased significantly. Geothermal energy facilities currently generate 66% of the country's total energy production.



It is estimated that 18% of Iceland's total energy usage comes from hydro energy, with 75% of the country's general electricity harnessed through hydropower. Recent environmental impact assessments have suggested that Iceland has the potential to increase its hydropower production by up to 30% without any detrimental effects to the environment.

The country provides an ideal location to test the viability of hydrogen as an alternative fuel source for the future, since it is a country of only 320,000 people, with over 60% living in the capital, Reykjavik. The small scale of the infrastructure makes the country's transition from oil to hydrogen much easier. There is also a plentiful supply of natural energy that can be harnessed to produce hydrogen in a renewable way, making it perfect for hydrogen production. However, these factors also make Iceland an advantageous market for electric vehicles, and given that electric vehicles are four times more efficient,

and less expensive than hydrogen vehicles, the country may switch to electric vehicles in the future.

The purpose of this Act is to direct the interaction of man with his environment so as to minimize any harm caused to the planet, including air, land, sea and fresh water pollution, and plant and animal conservation, among others. Various environmental goals and timeframes have been set out in the Act, including the country's goal of becoming the first country in the world to be completely carbon and oil free by the year 2050, meaning that the country will be 100% reliant upon renewable energy.

Not only is the country a visual delight of landscapes and scenery, but it is also a breathtaking example of an environment where man has learned to live peacefully with nature, respecting its laws and minimizing its destruction.

3. Answer the following questions based on the text.

a. Environmentally, Iceland is

- 1. very different from other countries.
- 2. very similar to other countries.
- 3. text doesn't mention.

b. In 2012, Iceland was given the title of the world leader in...

- 1. pollution control.
- 2. sustainability.
- 3. greenhouse gas emission control.

c. Iceland's main type of energy production comes from...

- 1. hydro energy.
- 2. hydrogen energy.
- 3. geothermal energy.

d. Iceland's electricity predominantly comes from...

- 1. hydro energy.
- 2. hydrogen energy.
- 3. geothermal energy.

e. Which car is considered more environmentally friendly?

- 1. hydrogen cars
- 2. electric cars
- 3. both types of cars have the same benefits

f. Iceland's Conservation of Nature Act sets out

- 1. short-term environmental goals.
- 2. long-term environmental goals.
- 3. text doesn't mention.

g. Iceland was voted the most sustainable country in the world because...

- 1. a large percentage of its energy comes from renewable sources.
- 2. it has excellent nature conservation laws.
- 3. both 1 & 2.



Writing

1. Decide on an environmental problem which affects your city or country and answer the questions. Then, use this issue to create the outline of two paragraphs.

- a. What is the problem? _____

- b. What are the causes of this problem? _____

- c. What are the consequences of the problem? _____

- d. What are the solutions? _____

Paragraph 1	Paragraph 2
Main topic (problem):	Main topic (solution):
Secondary ideas (causes):	Secondary ideas (consequences):
Topic sentence:	Topic sentence:

2. Use the information from exercise 1 to write the first two paragraphs of your article.

(Title)

Writing Strategy

Use outlines to organize your ideas before writing.

Paragraph 1

Topic sentence: _____

Secondary ideas: _____

Paragraph 2

Topic sentence: _____

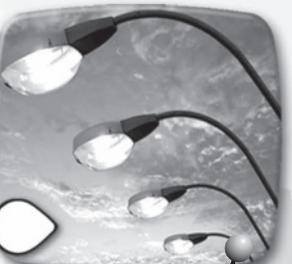
Secondary ideas: _____



Lesson 4

In the Long Run

1. Match each sentence below with a picture. Then, change the underlined words for an expression on the right from the Word Bank.



- a. One day, the planet's oil reserves might become exhausted.
- b. People use electricity every day.
- c. Ultimately, sustainable development is the only way to go!
- d. You have to pay a lot for electronic cars.
- e. At first, I did not think what I was seeing was real. There was so much smog.

Word Bank

- 1. in the long run
- a* 2. ~~run out~~
- 3. pay through the nose
- 4. not believe one's eye
- 5. day in and day out

2. Use the appropriate expression from the Word Bank to complete the following text.

_____ (a) in Singapore, neon lights light up the skyline. Some say that the view is so beautiful that they _____ (b), while others remark how this artificial lighting is visual pollution. Singapore is impressively urbanized with very few natural ecosystems left. In fact, a major problem facing Singapore is the amount of water available. The country is quickly running out (c) of its supplies and will have to consider alternative water sources which will be the only solution _____ (d). Unfortunately, the water shortage means that people _____ (e) for this basic necessity.

Vocabulary Strategy

Use synonymous words and phrases to help work out how and when to use idioms.

3. Use the expressions to write what you would say in each situation below.

- a. You want to tell someone you paid a lot for your ecologically friendly house.
I paid through the nose for my ecologically friendly house.
- b. Mention that you couldn't believe it when you saw the price.

- c. State that if people don't start thinking green, soon we won't have any non-renewable resources left.

- d. Tell the person that buying the house was worth it because in the future it will work out cheaper.

- e. Say that by using solar power every day, you will also help our planet.





Daydreaming



1. Read the tweets each person has made on their Twitter account and complete the replies with the correct form of the verbs from the Word Bank.

Vocabulary Strategy

Look for synonyms and/or definitions in order to match information.

Word Bank

- daydream
- dream
- distract
- fantasize
- procrastinate



Megan: My teachers are always telling me off because I often think about pleasant things, like what I am going to do after school, while I am in class. *Posted Mar 14*

Reply: If you learned to prioritize tasks, you wouldn't _____ *daydream* _____ so much.



Toby: I always leave my homework to the last minute because there are so many other things that I enjoy doing first, like watching T.V. or talking on the phone. *Posted Jun 08*

Reply: If you broke your work down into smaller tasks, you would _____ (a) less.



Shaun: Yesterday the teacher told my friend off because he wasn't paying attention in class. Then she told me off for preventing him from concentrating. *Posted Aug 28*

Reply: You wouldn't feel the need to _____ (b) your friends in class if you paid more attention to your teacher.



Tanya: Last week my friends and I were imagining that we were famous actors. We know it's not real, but we enjoy pretending to be famous. *Posted Sept 01*

Reply: _____ (c) can be a lot of fun and is healthy, but if you do it too much, you might lose touch with reality.



Nelly: Last night while I was asleep, I had the most amazing visions. I got an "A" for all my subjects at school! I was so excited, but then I woke up and realized it wasn't true. *Posted Nov 17*

Reply: Did you know that _____ (d) is connected to your subconscious. Maybe it means that you will do very well in your exams this year!

2. Write complete sentences in the Second Conditional, according to the conditions (C) and results (R) given.

- a. R We (not need) cars, trains or planes
 C humans (fly)

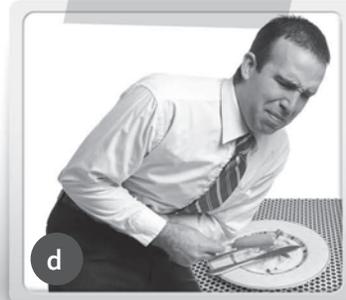
If humans could fly, we wouldn't need cars, trains or planes

- b. everyone (spread) peace and love
 there (not be) so many wars in the world
-

- c. we (like) them more
 teachers (give) us less homework
-

- d. my parents (be) so strict
 I (have) more parties at home
-

3. Look at the following pictures and use the words in parentheses to write sentences in the Second Conditional.



- a. If I had a telescope, I would look at the stars. _____ (have / look) (telescope / stars)
- b. If she _____ (not tell the truth / be) (boyfriend / angry)
- c. If I _____ (finish / go) (high school / university)
- d. If he _____ (eat / feel) (that dish / sick)

4. Read and complete the conversation with the appropriate form of the verb in parentheses and match each question with an answer from the box.

Beatrice: Hi Matthew, I have a mini-survey that I need to complete for my English class. Do you have five minutes to answer some questions?

Matthew: Sure. Ask away!

Beatrice: Ok, thanks. First question: If you had (have) the money, would you buy the new Xbox 720?

Matthew:

Beatrice: What _____ you _____ (a. do) if you saw some kids bullying another kid after school?

Matthew: 1

Beatrice: If you _____ (b. were) older, would you smoke cigarettes?

Matthew:

Beatrice: And for the last question: If you procrastinated when you had to write an assignment for school, _____ you _____ (c. be able) to finish it on time?

Matthew:

Beatrice: Thanks Matthew. You really helped me out.

Matthew: No problem. Anytime!

Answer Box

1. I would tell them to stop.
2. No I wouldn't. We need to use our time efficiently.
3. Of course I would. It is much more technologically advanced than the older version.
4. Never! It's a disgusting habit.

5. Look at the picture and write an appropriate question. Then ask a friend the questions and record his/her answers.

Question: _____

Answer: _____





Lesson 2

I Wish...

1. Complete the sentences with words from the Word Bank.

- Mr. Henderson is a very sick man. His family wishes he had better health.
- Aika applied for a new job but she didn't get it. She really wishes her application had been a _____.
- Nasif wants to change how he looks, but his parents wish he were happier with his _____.
- Many nations have an intense and selfish desire for lots of money and power. My friends and I wish that there weren't such _____ in the world.
- Susana is writing an essay on architecture from the 1700s, but she doesn't know much about the topic. She wishes she had a _____ of knowledge on the topic.
- My boss is extremely arrogant. I really wish he change his _____.

Word Bank

- appearance
- greed
- health
- personality
- success
- wealth

2. Look at the pictures and match them with a sentence in Column A. Then, complete the wishes in Column B.



Column A - Second Conditional	Column B - Wishes
_____ 1. I wouldn't feel so worried if I had revised my notebooks.	She wishes she _____ (<i>study</i>) last night.
<u>a</u> 2. It would be so much nicer if she didn't yell.	We wish she _____ <i>spoke</i> (<i>speak</i>) quietly.
_____ 3. If I looked differently, I might feel better.	He wishes he _____ (<i>change</i>) his appearance.
_____ 4. He might share his money if he weren't so greedy.	They wish he _____ (<i>not be</i>) so greedy.

3. Use the words in the Word Bank to complete the story.

My brother and I aren't allowed to eat chocolate. We wish we were, but sadly we are allergic to it. However, yesterday my brother had some chocolate. He became sick and wished he _____ (a). My parents couldn't help him. They wished they _____ (b), but unfortunately they had to take him to the hospital. The doctors were all really busy. We wished they _____ (c), but my brother had to wait. My mother complained, but she didn't have any success; even though she wished she _____ (d). Then, when a doctor attended my brother, he didn't want to have the injection. We all wished he _____ (e). But, in the end everything worked out well. After finally convincing him to have the injection, my brother began to feel a lot better. In fact, now when he thinks about how silly he was for rejecting the injection, he wishes he _____ (f).

Word Bank

- could
- did
- didn't
- had
- hadn't
- were
- weren't

4. Read the apology letters. Then, write what these people wish to change about the situations.

a. "Sarah, you know I love you. If you considered forgiving me, I would make things better."

Sarah's boyfriend _____
wishes she would forgive him.

Internet
 To: _____
 Subject: _____
 Font 12 N K S

b. "We regret announcing that all concert dates have to be changed due to administration problems..."
 The rock band _____

Internet
 To: _____
 Subject: _____
 Font 12 N K S

c. "We are sorry to inform you that the water supply will be turned off for 24 hours, starting at midnight tonight..."
 The Water company _____

Internet
 To: _____
 Subject: _____
 Font 12 N K S

d. "We would like to take the opportunity to apologize for losing your order and we would like to resend you the products..."
 The on-line retailer _____

e. "I really wanted to see the start of your presentation, but I was stuck in a traffic jam..."
 The father _____

Writing Strategy

Use *wish* to express a desire, regret or complaint.

5. Write 3 things you wish you could change about your parents. Then, ask a partner the same question and write his/her answers.

You

- a. _____
- b. _____
- c. _____

Partner

- a. _____
- b. _____
- c. _____

"Jimmy, it's time to turn the Xbox off and start your homework."

"I wish my parents wouldn't annoy me all the time."



Lesson 3

Breaking Bad Habits

1. Answer the questions individually and then discuss as a class.

- What is procrastination? _____
- Do you procrastinate? _____
- Why do you think people procrastinate? _____
- Is procrastination a problem among students at your school? _____

2. Decide if the following statements are facts (F) or opinions (O).

- F** a. "A procrastinator is someone who habitually and consistently delays tasks; that's about 20% of the population",
- b. "I perform better under pressure",
- c. It is important to remind yourself that procrastination is simply a bad habit which needs breaking.
- d. People who struggle with procrastination find that their subconscious starts suggesting alternative activities while they are working on the task at hand.
- e. Perfectionists are people who don't like any errors in their work, no matter how small,
- f. Set a single goal for the first day and then 2 for the next and so on,
- g. Studies have proven that stress relief helps people feel more motivated and less likely to postpone important tasks and goals.
- h. Take small steps.
- O** i. There are many ways to avoid success in life, but one of the surest is procrastination!
- j. Word association experiments have shown that our minds have been conditioned from birth to react with a sense of urgency to these words.



Reading Strategy

Identify statements as facts or opinions to better understand if a text is persuasive or informative.

Fact: A statement that can be proven or measured.

Opinion: A statement based on one's beliefs or feelings.

3. Read the article and insert the statements a - j from exercise 2 into the appropriate places in the text.

Procrastination – A Real Time Consumer

i Procrastination is the habit of replacing high-priority actions with tasks of lower priority, or choosing to do something from which one gets enjoyment whilst leaving important tasks to a later time. This negative habit, if left unchecked, can become a major problem at school or in your career, as well as in your personal life, with side effects including missed opportunities, crazed work hours, stress, resentment, and guilt.

So why do people procrastinate if it can have such disastrous effects on their lives? Well, according to Dr. Joseph Ferrari, Associate Professor of Psychology at De Paul University in Chicago, everybody procrastinates at some time in their lives, but not everyone is a procrastinator. he explains. The reasons why people's procrastination range from a fear

of failure to a lack of self-control or maybe even the false belief that one performs better under pressure. Other causes can include simply feeling tired and lazy, being a perfectionist or feeling depressed.

Below, we have detailed a list of tips and ways to stop procrastinating. So, the next time you find yourself asking, "how can I stop procrastinating?" refer to this list and choose 2 or 3 ideas that suit you. Do not allow past failures and habits to control you any longer. Remember, "the choices we make, not the chances we take, determine our destiny."

1. Never say "I must" or "I should": The use of this kind of language when thinking about a task or goal can create unnecessary pressure. Try changing the words "must" or

"should" for "wish". Instead of saying, "I must write the essay today", say "I wish to write the essay today". This way you will reduce the sense of urgency and feel more psychologically prepared to start the task.

2. Set realistic goals and time limits: Be definite about how you intend to achieve your goal. For example, goals like "I want to become healthy" often fail, whereas plans like "I will jog 3 times a week at 7 a.m." are more achievable. Also remember to give yourself more than enough time to get the goal or task done and if you find that you have completed all the set goals for the day, only then should you think about adding another to your list; perhaps a goal that you had planned for tomorrow.

3. Reward yourself with scheduled time off: Set a goal or task and then put all your energy into completing it. Listen to your subconscious, but instead of letting yourself get distracted, make a deal with yourself. Tell yourself, first I will complete my goal or task and then as a reward, I will let myself procrastinate a little with some "time-off".

4. Don't believe myths: Myths such as are exactly that, myths which cannot be substantiated. Set up a schedule

that includes short, medium, and long-term goals to avoid leaving everything to the last minute.

5. Be Selective: They need to realize that often there isn't enough time in the day to complete everything perfectly. Only do your absolute best when it really matters. For example, not all the emails you send need to be perfectly composed. However, something like an essay or a book report should be.

6. Please yourself first: Make sure that you do something, like a hobby, that you really enjoy as a way of creating a feeling of self-worth in areas different to those in which you procrastinate.

7. Seek professional help: If you feel that you are a chronic procrastinator and this is having negative consequences on your school, work or social life, contacting a therapist who practices cognitive behavioral therapy can be effective.

Finally, as Dr. Joseph Ferrari said, Rome wasn't built in a day, so . Be aware of when you procrastinate and slowly put a stop to it. In time, you will begin to see a difference and setting goals and achieving them will become a fun endeavor instead of an obligation.

4. Taking into consideration the Reading Strategy on the previous page, decide if the text you have just read is persuasive, informative or both. State your reasons why.

Type of text: _____

Reasons: _____

5. Based on the above text, choose the most appropriate answer for the following questions.

a. Reasons why people procrastinate include

- fear of failure
- lack of self-control
- feeling depressed
- all of the above

b. The words "must and "should" create a feeling of

- happiness
- pressure
- tranquility
- all of the above

c. Which of the following goals is more likely to be accomplished?

- I want to become fitter
- I will become healthier
- I will exercise 4 evenings a week
- all of the above

d. The article recommends

- being a perfectionist
- having hobbies
- stopping procrastinating in one day
- all of the above

1. Write 4 things you wish you could change about your personality, appearance or health.

Example Wish
I wish I were taller.

Things I wish to change about myself

Wish 2

Writing Strategy
Use mind maps to help gather and order ideas before writing a text.

2. Considering the question “why do I wish to change my personality, appearance or health”? write sentences using the second conditional to answer the question for each wish you listed above.

Example wish: *If I were taller, I would be a better basketball player.*
Wish 1: _____
Wish 2: _____

3. Now, considering your wishes write a topic sentence for each wish that explains why your wish is important.

Sample topic sentence: *I wish I were taller because height is a major factor for basketball players.*
Topic sentence : _____

Topic sentence : _____

4. Using your wishes and the topic sentences you wrote in exercise 3, write a two paragraph text about what you wish to change in your personality, appearance and/or health.

Writing Strategy

To write a good text, each paragraph should include:

1. a topic sentence stating the main point of the paragraph.
2. supporting sentences /secondary ideas with details and specific examples.
3. logical, coherent thoughts that are developed in order.



▶ Lesson 4

Kicking the Habit

1. Read the text about the problems between Owen and his family and then complete sentences a - d with idioms from the Word Bank.

Owen is a very messy 15-year-old boy who has to share a bedroom with his twin brother Jake. His parents are really tired of having to clean up after him all the time, not to mention how tired they are of hearing Jake complain about sharing a bedroom with Owen. What Jake really wants is his own bedroom, but for now that isn't possible. He has to wait until his older sister, Tahlia, moves out of the state to go to university. As for Tahlia, she doesn't like all the arguments between her two younger brothers, but she refuses to let them annoy her. After all, she can see a sign of hope as next year she is moving to Chicago.



- a. For the time being, Jake and Owen can't have their own bedrooms.
- b. Tahlia knows there is _____, that's why she is relaxed.
- c. Owen's parents are _____ with his messiness.
- d. Owen really needs to _____ of being messy.

Word Bank

- fed up with
- for the time being
- kick the habit
- light at the end of the tunnel

2. Look back at the previous text and write a definition for each idiom.

- a. fed up: _____
- b. for the time being: _____ *for now* _____
- c. kick the habit: _____
- d. light at the end of the tunnel: _____

Vocabulary Strategy

Keep an eye on context clues which may help you understand the use of some idioms.

3. Answer the following questions using the idioms in italics and then discuss with a partner.

- a. Describe a situation when you felt *fed up* with someone or something.

- b. Mention something you would like to change, which *for the time being*, isn't possible.

- c. Write about when you or someone you know managed to *kick a habit*.

- d. Discuss a situation where you thought there was no solution to a problem and then, suddenly you could see light at the end of the tunnel.



The Forecast

1. Use the clues to complete the crossword puzzle with words from the Word Bank.

Clues

Across

- a. formal declaration
- d. to foretell or say in advance
- e. to shake or shock
- f. to give or make available
- g. earth tremor

Down

- b. economic decline
- c. prediction
- h. to defeat

Word Bank

- beat
- earthquake
- forecast
- issue
- official statement
- predict
- recession
- rock

2. Complete the headlines with words from the Word Bank, making changes if necessary. Then, match them with the statements below.

<p>FINANCIAL</p> <p>Portuguese Economy</p> <p><i>Rocked</i></p> <hr/> <p>by</p> <hr/> <p><i>Recession</i> (a)</p>	<p>ENTERTAINMENT</p> <p>NBC Universal's Annual Viewing</p> <hr/> <p>(b)</p> <p>Rise in Viewers for 2013</p>
<p>WORLD NEWS</p> <p>HAITIAN GOVERNMENT</p> <hr/> <p>CRITICIZES UNITED NATIONS</p> <p>AFTER 2010</p> <hr/> <p>(c)</p>	<p>SPORTS</p> <p>BOCA JUNIORS _____</p> <p>COMMEMORATIVE FLAG AFTER</p> <hr/> <p>(d)</p> <p>RIVER PLATE, 4-0</p>

Grammar Strategy

Look at the words which are already given to help predict the words that complete the headlines.

- 1. It said that they had won the game very easily.
- 2. It stated that the number of people who watched the channel would increase.
- 3. It mentioned that people marched against the budget cuts imposed by the government.
- 4. It said that the international community had failed the victims of the natural disaster.

3. Read the Breaking News captions from different newspaper websites and then complete the sentences reporting what they say.

Breaking News Captions

The Washington Post

The Washington Post: Kenya's main opposition party's official statement denounces that not everyone had a chance to vote in the elections.

It said the official statement _____ (a) that not everyone _____ (b) the chance to vote in the elections.

The Sun

The Sun: Meteorologists predicted the torrential storms which have rocked the east coast.

It said meteorologists _____ (c) the torrential storms which _____ (d) the east coast.

The Morning Herald

The Morning Herald: French government issues a warning not to drink the local water.

It mentioned that the French government _____ (e) a warning not to drink the local water.

Grammar Strategy

Pay attention to the verb tense changes when using Reported Speech.

4. Read the following conversation and then use Reported Speech to mention what Steven said.

Steven: Hey Matt, listen to this. It says here in the BBC website that last night they found a monkey running around a shopping mall parking lot in America!

Matt: Really, whose monkey was it?

Steven: They don't know. Apparently, animal rescue officers caught the monkey and have taken it to an animal sanctuary.

Matt: Poor little thing. People shouldn't keep monkeys as pets. They are wild animals!

Steven: Wow! Did you know that they have invented a motorcycle that is almost impossible to tip over?

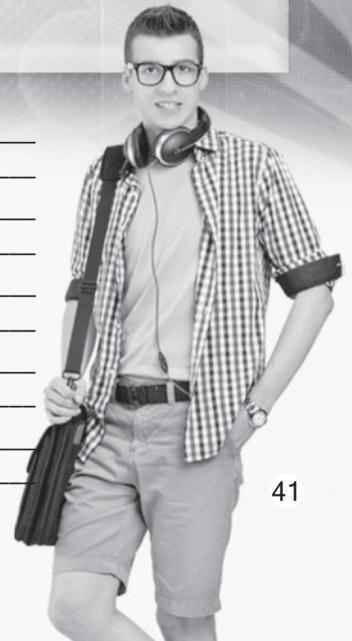
Matt: You're joking right? That's impossible!

Steven: Well according to what I am reading, it uses technology used on the International Space Station, so it must be really hi-tech.

Matt: Cool!

Steven: Well, if it's true, it will make riding motorcycles much safer...

- First, Steven said that the night before they had found a monkey running around a parking lot in America.
- He also mentioned that _____
- Then, Steven stated that _____
- Next, he mentioned that _____
- Finally, he said that _____





Lesson 2

Making Headlines

1. Use the pictures to complete the requests, warnings or pieces of advice with words from the Word Bank.

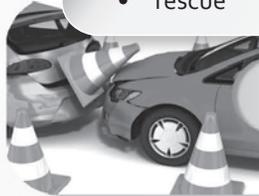
Word Bank

- arrest
- clone
- crash
- rescue
- sentence
- threaten

Police Chief: Officers, _____ (a) anyone who looks like the thief.



Best friend: Peter, do not _____ (d) my car.



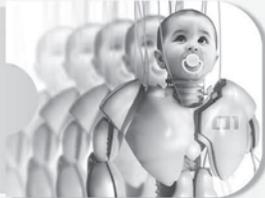
Lawyer: Judge, please _____ (b) the criminal to 3 years in jail.



Guide: (on the phone) Emergency services? Please _____ (e) us; we are lost in the mountains.



Scientists: Please do not _____ (c) human beings, colleagues.



Environmental Activist: High mercury levels in oceans _____ (f) global health.



2. Now write each request, warning or piece of advice from exercise 1 in reported speech.

- The police chief told his officers to arrest anyone who looked like the thief.
- The lawyer _____
- Many scientists _____
- Peter's best friend _____
- Our guide called the emergency services and _____
- The local council _____

Grammar Strategy

Use Reported Speech to mention what someone has warned, requested or advised.

3. Think of a piece of advice, a warning or a request that each of the following people might make. Then, write it in reported speech.

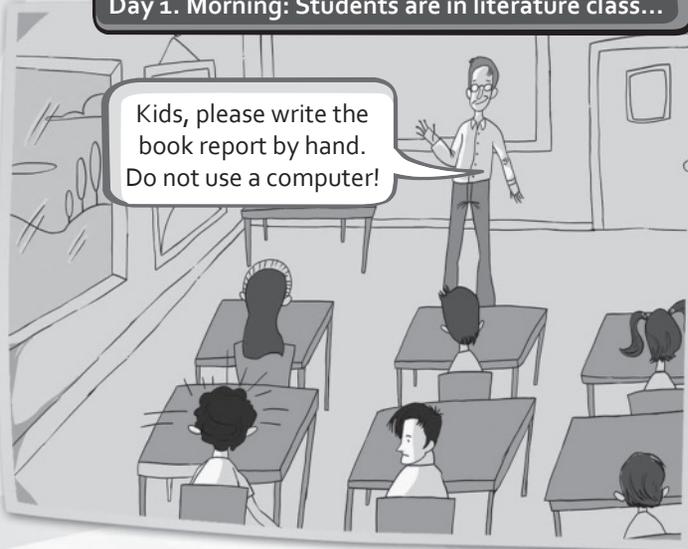
E.g. **Parents to children:** "Don't talk with your mouth full."
My parents told me not to talk with my mouth full.

a. **Brother to sister or sister to brother:**

b. **Teacher to students:**

4. Read and complete the comic using Reported Speech.

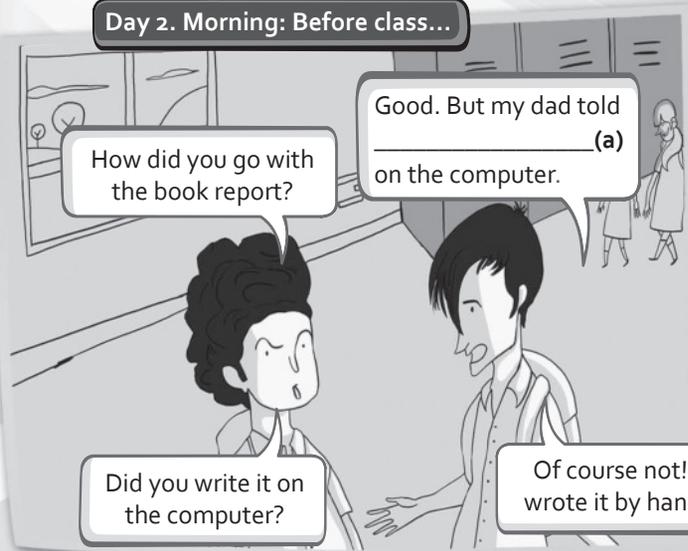
Day 1. Morning: Students are in literature class...



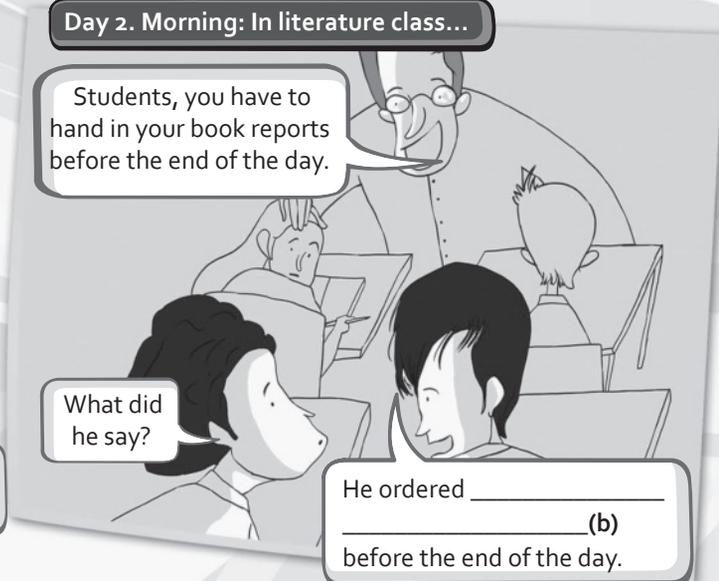
Day 1. Afternoon: At home...



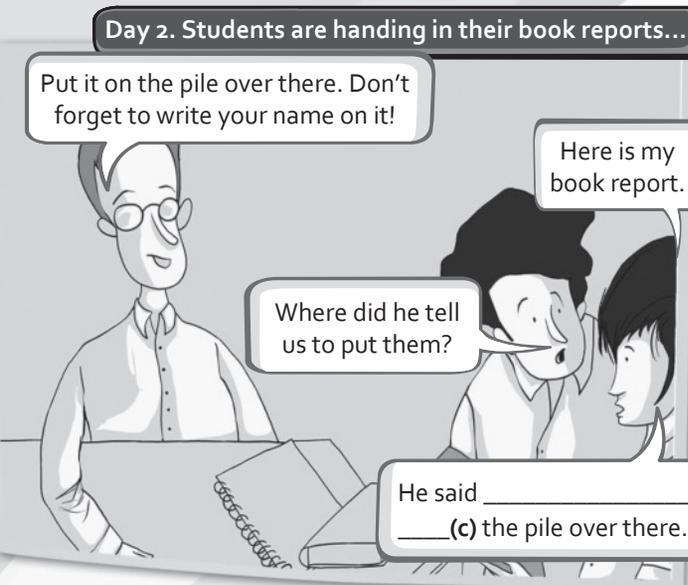
Day 2. Morning: Before class...



Day 2. Morning: In literature class...



Day 2. Students are handing in their book reports...



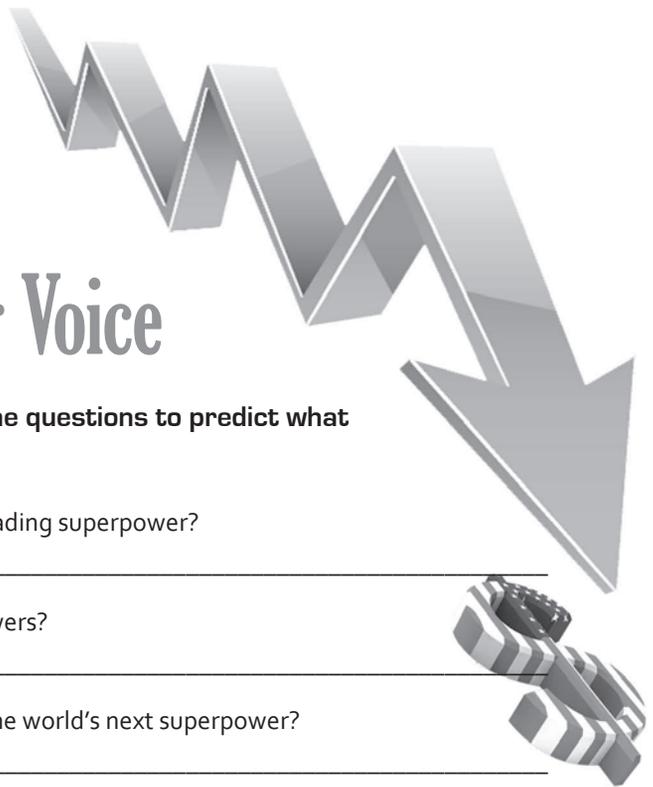
Day 2. Afternoon: After school...





Lesson 3

Finding Your Voice



1. Look at the title of the article. Answer the questions to predict what you think the article is about.

a. Who is currently considered the world's leading superpower?

b. How do countries become world superpowers?

c. Which country do you think will become the world's next superpower?

Reading Strategy

Use prior knowledge and context clues such as pictures, synonymous and antonymous words, and the context of the surrounding sentences and words to infer the meaning of unknown vocabulary.

2. Read the newspaper article. Infer the meaning of the words in bold face and underline the "clues" that help you with the definition.

The World's New Superpower

In the past, the superpowers of the world have always been defined according to their political and military **strength**, or power. Even the **struggle** between the United States and the USSR to become the biggest superpower after the Cold War was resolved because the US was politically superior. It became the sole superpower of the world as it was more technologically advanced and more powerful militarily than any other in the world, but above all it had the best political strategy-making techniques and that is why it has remained a superpower for such a long time.

a. **strength**: a very great or violent effort in order to do something

b. **struggle**: the quality of being strong

However, today the scenario is quickly changing. It is becoming clear that the fight to become the next superpower cannot be won on the basis of politics and force alone. The fact of the matter is that it is no longer about who is more powerful. Rather the fight is now about which country is more sustainable. The country which can sustain itself better than

others and can exceed others in terms of economic stability will probably be the new superpower.

According to a new American intelligence forecast issued earlier this week by the Director of National Intelligence, the world will look very different by the year 2030 and the United States will no longer be the superpower that it is today. In fact, it predicts that no single nation will have that kind of influence, with power instead being redirected to **coalitions** or alliances between countries.

The intelligence forecast also states that Asia's economic power is predicted to rise substantially over the coming years. It suggests that the economy in Asia will become larger than that of North America and Europe combined, with China **overtaking** the United States to have the largest economy in the world.

c. **coalition**: _____

d. **overtake**: _____

Although, there are some experts who say that there are a couple of obstacles in China's way and some critical steps need to be taken before it can be **bestowed** with the honor of the title of the world's biggest economy. Patrick Chovanec from Beijing's Tsinghua University's School of Economics and Management believes that there are several factors which could affect China's rapid economic growth. He cites the fact that China is extremely resource dependent and that today, those resources are much **scarcer** than before. In particular he mentions water shortages in northern China, which along with other resource constraints, might limit China's prospects of moving forward.

e. **bestow:** _____

f. **scarce:** _____

The latest forecast by the American Intelligence Department also points out that, in the future, the world economy will be much more dependent on the health of developing countries, instead of the West. It mentions that there will be a much

higher and more exhaustive demand on natural resources as the world's population expands from 7.1 billion today to eight billion people over the next two decades. It is predicted that nearly half of the world's population will live in areas that suffer from extremely limited water resources and farmland, in turn, increasing the **risk** or threat of conflict in parts of Africa, the Middle East and South Asia.

g. **risk:** _____

Finally, the forecast has also suggested that the United States may become more active in **settling** international disputes in the future. As a mediator, America could work towards preventing what the forecast calls violence created from insecurity in Southeast Asia and the Middle East, adding that if the United States and China work together to lead and set the path for international cooperation, a brighter and more peaceful future can be shared by all.

h. **settle:** _____

3. Go back to your answers from the exercise 1 and decide if your predictions were right.

4. Use reported speech to answer the following questions.

a. According to the article, how have superpowers been defined in the past?

b. What characteristics does the author predict new superpowers will have?

c. According to the new American intelligence forecast, who will become the next superpower?

d. By the year 2030 who will have the world's largest economy?

e. What obstacle does Patrick Chovanec believe to be in China's way of being bestowed with the title of the largest economy in the world?

f. What does the forecast say needs to happen to ensure the best possible future for everyone?



1. Read the fact cards about China and Brazil and use Reported Speech to write what was stated on each card.



CHINA

- a. Population: over 1.3 billion people.
- b. Identified as rising economic and military superpower.
- c. Has increased economic power through massive trade and investment with Latin America and Africa.
- d. Principal industries are automobiles, shipbuilding, textiles, electronics and information technology.
- e. Last 30 years = rapid economic growth.

CHINA

The fact card mentioned that... _____

It also stated that... _____

Finally... _____

Writing Strategy

Use Reported Speech to talk about what has been said or stated.



BRAZIL

- a. Population: over 193 million people.
- b. Considered a potential superpower of the 21st century.
- c. Has largest economy in Latin America and 6th largest in the world.
- d. Main industries include textiles, tobacco, automobiles, ship & airplane building, food and tourism.
- e. Doubled its national income between 1960 and 1980.

BRAZIL

The fact card stated that... _____

It also mentions that... _____

Finally... _____

Writing Strategy

Use context clues to help readers understand difficult words and complex sentences while reading.

2. Using the facts from above, write a brief magazine article about the way China or Brazil may become the world's next superpower.

Paragraph 1 (introduction):

Two rising superpowers of the 21st century, China and Brazil, are... _____

Paragraph 2 (main body):

Brazil is/has... _____

However, China is/has... _____

Paragraph 3 (conclusion):

Taking the above reasons into account, I believe that... _____



Lesson 4

The Bottom Line

1. Unscramble the idioms.

- a. *surface/the/scratch/barely*: *barely scratch the surface*
- b. *lengths/go/to/great*: _____
- c. *bottom/the/line*: _____
- d. *eye/a/blind/turn*: _____

Vocabulary Strategy

Don't be misled by the meaning of individual words when dealing with idioms.

2. Read the questions asked to the chief editor at the local newspaper and complete his answer with the idioms you unscrambled.

Journalist: Tell us, is it possible to predict when and where an earthquake is going to take place before it happens?

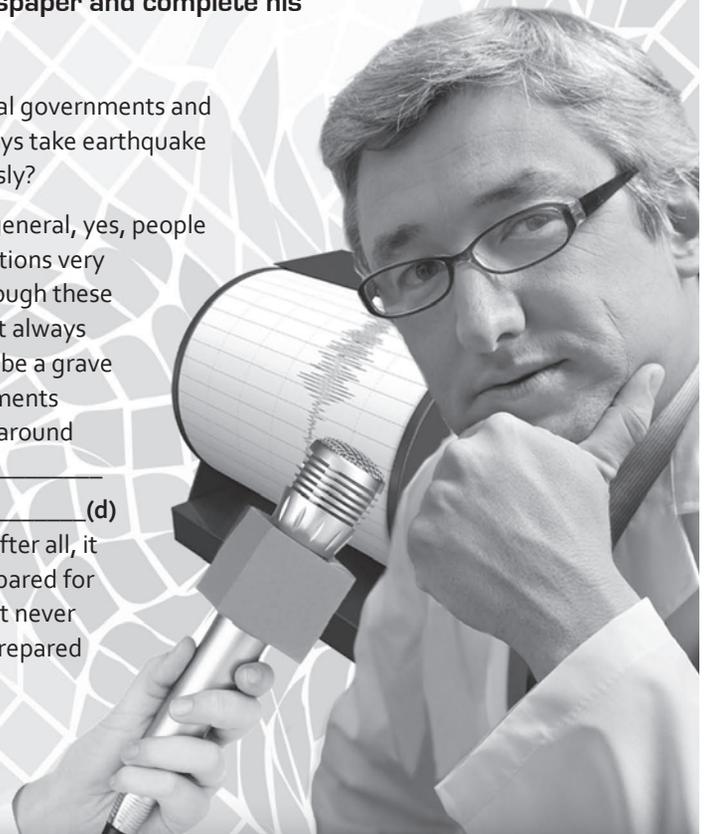
Seismologist: Well, as scientists we definitely

_____ (a) to understand earthquake activity, but unfortunately, even though over the years there has been extensive research into the topic, we have to accept that in reality, our studies have *barely scratched the surface* (b) when it comes to understanding earthquakes and seismology. Now, to answer your question, _____ (c) is, no, we cannot predict exactly when and where an earthquake is going to happen; however, we are able to make educated guesses by looking at the history of earthquakes in a certain region and understanding the movement of the Earth's plates.

Journalist: Do local governments and communities always take earthquake predictions seriously?

Seismologist: In general, yes, people do take our predictions very seriously. Even though these predictions are not always accurate, it would be a grave mistake if governments and communities around the world were to _____

_____ (d) to our forecasts. After all, it is better to be prepared for an earthquake that never happens than unprepared for an earthquake that catches us by surprise...



3. Use the idioms in parentheses to write a sentence about the topic listed.

- a. You really want to do well on your Math exam next week.
_____ (go to great lengths)
- b. You realize that the information you have already found for your project only covers a small percentage of it.
_____ (barely scratch the surface)
- c. While researching a specific topic, you realize that previous investigators have ignored essential information.
_____ (turn a blind eye)
- d. You want to state that the main point of your argument is that daily exercise is important for our health'.
_____ (the bottom line)



20th Century Inventions

1. Complete each phrasal verb with the correct particle from the Word Bank.

Word Bank

- across
- behind
- up
- after
- on
- up with
- out (2X)



- | | |
|------------------------------|----------------|
| a. clean _____ | e. leave _____ |
| b. come _____ | f. rely _____ |
| c. come <u>up with</u> _____ | g. take _____ |
| d. give _____ | h. work _____ |



2. Read the history competition. Then, match the phrasal verbs in italics with their definitions.

- | | |
|---------------------------------|--|
| a. _____: to make obsolete | e. <u>come up with</u> : to invent or create |
| b. _____: to count or depend on | f. _____: to make neat and tidy |
| c. _____: to emit or broadcast | g. _____: to resemble; to look like |
| d. _____: to find accidentally | h. _____: to solve or figure out |

Teacher: OK class, we are going to have a competition to see who can name and provide a little information about the 20th century inventions we talked about yesterday! OK, invention number one was invented in 1968 for fun and today we *rely on* or need the most up-to-date technology available for high definition games.

Team 1: The video games console!

T: Great! Well, talking about technology, this useful thing was invented in 1980 in a collaboration between Phillips and Sony and *left behind* the old cassette tapes which are no longer used.

Team 2: The Compact Disc.

T: Very good guys. Now for our third invention! This is something that was invented back in 1960 by Theodore H. Maiman. It's used to read CDs and DVDs among other things and *gives out* or emits light which is only one color and travels in a straight line.

Team 2: It's the laser.

T: Excellent team 2! Invention number 4 was invented in 1913 and was the first of its type to be used by the military. The design *took after* the original idea from the 15th century. In fact, this original design was used as a model.

Team 2: The parachute!

T: You're right. Come on team 1, keep up! This next one was developed more recently, in 1993. It helps people *work out* or locate where they are and how to get to different places.

Team 1: The Global Positioning System or the GPS.

T: Excellent guys! The scores are, 2 points for Team 1 and 3 points for Team 2. There are 3 more inventions left.

Professor Leonard Klienrock originally thought of or *came up with* the idea of this sixth invention in the early 1960s, but it wasn't presented to the public until 1969.

Team 2: That's easy. The Internet!

T: Ok, number 7 is something that was invented by William Howard Livens back in 1924. I'm sure most of you use one to wash or *clean up* the dirty dishes at home.

Team 1: The first domestic dishwasher!

T: And the lucky last was invented in 1945 by Richard James, an engineer who by chance found or *came across* the idea when he observed a spring fall off a table. It is probably one of the simplest; yet, best toys ever invented. Can anyone guess what it is?

Team 1: We know; it's the slinky!

T: Well done guys! Both teams have 4 points each, so it's a draw. Both teams win! Well done!

3. Decide if each phrasal verb is separable or non-separable and check the correct answer.

a. Clean up

- I used a vacuum cleaner to help clean up all the mess.
- I used a vacuum cleaner to help clean all the mess up.
- both

b. Give out

- Global Positioning Systems give out information regarding one's physical location.
- Global Positioning Systems give information out regarding one's physical location.
- both

c. Rely on

- Parachutes work by relying on the law of gravity and air resistance.
- Parachutes work by relying the law of gravity and air resistance on.
- both

d. Come across

- Percy Spencer came across the idea of using microwave energy to heat and cook food while working at Raytheon.
- Percy Spencer came the idea of using microwave energy to heat and cook food across while working at Raytheon.
- both

e. Come up with

- Phillips and Sony came the idea of working together up with to invent the Compact Disc.
- Phillips and Sony came up with the idea of working together to invent the Compact Disc.
- both

f. Leave behind

- The invention of the ballpoint pen left behind the old-styled fountain pen.
- The invention of the ballpoint pen left the old-styled fountain pen behind.
- both

g. Work out

- While inventing video game consoles, inventors had to work out many problems.
- While inventing video game consoles, inventors had to work many problems out.
- both

h. Take after

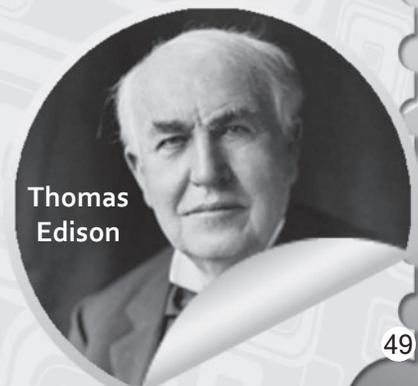
- The first domestic dishwasher took the industrial dishwashers after which were invented back in the 19th century.
- The first domestic dishwasher took after the industrial dishwashers which were invented back in the 19th century.
- both

4. Change the objects in boldface for an object pronoun (*him, her, it, or them*) and depending on the phrasal verb used, place the pronoun in the correct position in the sentence.

- a. Oh no, I have made a mess. Can you clean up **the mess** please? Can you _____ *clean it up please?*
- b. Paul looks exactly like his dad. He definitely takes after **his dad**. He definitely _____
- c. New technology has seen old-style video game consoles become obsolete. The new consoles have left behind **old style video game consoles**. The new consoles _____
- d. That's an amazing idea. How did you come up with **the idea**? How did you _____
- e. There are too many problems with the design. You need to work out **the problems** and then show me the final result. You need to _____
- f. Thomas Edison's wife frequently complained because he worked so hard and often forgot to eat and rest. In fact, he relied on **his wife** to tell him when to stop working. In fact, he _____

Vocabulary Strategy

Learn which phrasal verbs are separable and which are non-separable to avoid confusion when expressing yourself.





Lesson 2

Groundbreaking Events

1. Use the Word Bank to complete the following sentences.

- Something which is vitally important or fundamental is considered to be _____.
- When something or someone is brought down or overthrown it or he / she / it is _____.
- Something that indicates a limit or a border is called a _____.
- An act which is intended to deceive or trick is known as a _____.
- If something is described as _____, it means that it is pioneering or very innovative.
- An _____ is something that has been achieved or a successful result.

Word Bank

- boundary
- groundbreaking
- hoax
- pivotal
- toppled
- accomplishment

Vocabulary Strategy

Look for context clues in a text to help associate words and events.

2. Match the 20th century events in the box with their corresponding description. Then, complete the gaps with the words from the Word Bank above.

Word Bank

20th Century Events

- Civil Rights Act of 1964
- Discovery of Penicillin
- Fall of the Berlin Wall
- The Moon Landing
- Women's Suffrage
- World War II

- Women's Suffrage: This movement actually began in the late 19th century and fought for the right of women around the world to vote and run for office. When countries around the world began recognizing women's rights to vote and run for office, the movement was considered a huge worldwide accomplishment.
- _____: This _____ discovery by Alexander Fleming in 1928 happened by chance. The mold from a previous experiment that had become contaminated turned out to contain a powerful antibiotic. While Fleming originally discovered the antibiotic, it wasn't until a decade later that it was turned into the miracle drug of the 20th century.
- _____: This horrific 20th century event took place between 1939 and 1945 and involved a large number of countries from around the world. It is by far the deadliest conflict in human history with over 60 million deaths. The end of the event saw the _____ of many Eastern European countries redrawn.

- _____: This legislation changed the laws in the United States, making discrimination against racial, ethnic, religious minorities and women illegal. It _____ previous laws which permitted deplorable behavior such as racial segregation in schools, and workplace, and as well as at facilities that served the general public, like restaurants and toilets.
- _____: This event took place in 1969 and was the first time that man walked on the moon. Over the years, many people have suggested that it was in fact a _____, and that it never happened, but no concrete evidence has ever been found to prove this theory.
- _____: This 1989 event was extremely _____, not only because it opened up a divided city, but it also marked the end of the Cold War which had devastated parts of Europe for nearly 45 years. It was originally built in 1961.



3. Considering exercise 2, match the conditions with the results to make Third Conditional sentences.

Condition clause	Result clause
a. If World War II hadn't taken place,	_____ 1. Many more people might have died from diseases.
b. If penicillin hadn't been discovered,	_____ 2. women wouldn't have won the right to vote and run in elections.
c. If the Berlin Wall hadn't fallen,	<u>a</u> 3. millions of lives would have been saved.
d. If the moon landing hadn't really happened,	_____ 4. the rights of minorities in the United States wouldn't have been protected.
e. If the Civil Rights Act hadn't been approved,	_____ 5. some concrete evidence would have been found.
f. If Women's Suffrage hadn't taken place,	_____ 6. the Cold War might not have ended when it did.

4. Use the Third Conditional to complete the interview about World War II.

Interviewer: If Japan hadn't invaded (*not invade*) China in 1937 and Germany and the Soviet Union _____ (*a. not invade*) Poland in 1939, could World War II have been avoided?

Historian: I don't believe that the war would have been avoided if China and Poland hadn't been invaded, because the world was suffering the effects of the Great Depression in the 1930's and there were still a lot of nationalistic tensions resulting from the First World War.

I: _____ the United States _____ (*b. become*) directly involved in the war if Japan hadn't attacked Pearl Harbor?

H: I think the United States would have eventually entered the war, even if Japan _____ (*c. not attack*) Pearl Harbor. We have to remember that Germany had also declared war on the United States because it was supplying money, weapons and aid to the allied forces.

I: If the United States hadn't dropped the atomic bomb on Hiroshima in Japan, _____ World War II _____ (*d. end*) when it did?

H: This question has been debated ever since the war finished. Many scholars believe that if the United States _____ (*e. not drop*) the bomb on Hiroshima, the war would still have ended given that Japan's situation was catastrophically hopeless and they were ready to surrender. The bomb simply advanced the war's end by a few months.

5. Unscramble the questions and then answer them using the third conditional to say what you think.

a. had been directly involved / a neutral country / would they have been considered / if Switzerland / in the war / ? /

Question: If Switzerland had been directly involved in the war, would they have been considered a neutral country?

Answer:

b. hadn't taken place / would the boundaries / if World War II / have been redrawn / of many Eastern European countries / ? /

Question: Would the boundaries of many Eastern European countries have been redrawn if World War II hadn't taken place?

Answer:



Lesson 3

A Pivotal Accomplishment

1. Read the quotation from scientist Alexander Fleming and answer the questions.

“One sometimes finds what one is not looking for.”

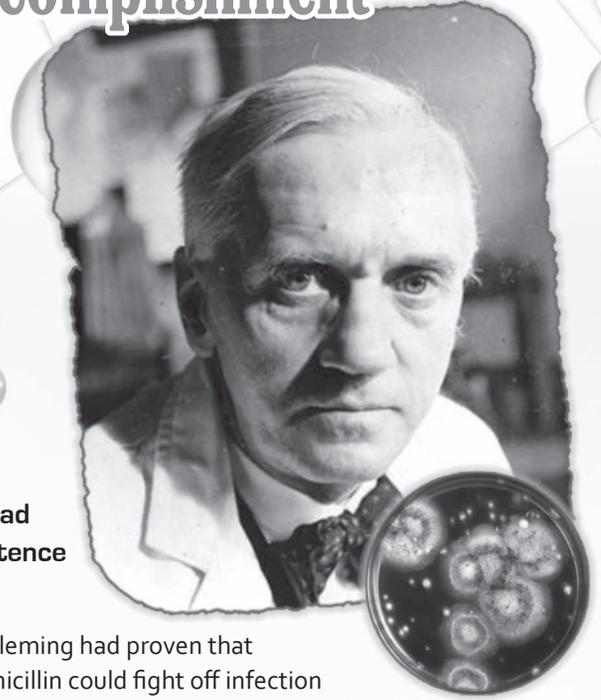
- What is the quotation talking about?
- What type of person do you think Fleming was?

Reading Strategy

Pay close attention to the details given in each paragraph in order to match them with Third Conditional sentences.

2. Read the Third Conditional sentences below (a-h) and then read the article about the discovery of penicillin. Decide which sentence best summarizes each paragraph.

- If Fleming hadn't conducted various tests, he wouldn't have discovered that penicillin is nontoxic and that penicillin is both nontoxic and kills a large number of harmful bacteria.
- If there hadn't been a need for a drug that fights off infection, Florey and Chain might not have begun working with penicillin.
- If Fleming hadn't been working on a vaccine for influenza, he might not have discovered penicillin.
- If Fleming, Florey and Chain hadn't all taken part in the discovery of penicillin as an antibiotic, they wouldn't have been awarded the 1945 Nobel Prize in Physiology or Medicine.
- If Fleming had proven that penicillin could fight off infection in people, the medical community would have reacted differently.
- If Fleming hadn't discovered that nasal mucus helps fight germs, he wouldn't have realized that it was possible to find a substance that kills bacteria without harming the body.
- If Fleming hadn't gone on vacation with his family, he wouldn't have found the contaminated Petri dishes.
- If penicillin hadn't been available in World War II, many more lives could have been lost.



A Chance Discovery

The Man Behind the Discovery

Alexander Fleming, a Scottish bacteriologist who worked at St. Mary's Hospital in London is credited with accidentally discovering the drug, penicillin. Much of his work was focused on the search for a cure or vaccine that could fight off the virus that causes influenza. His research in this field led him to accidentally discover the 20th century “wonder drug”, penicillin.

Before the Discovery

Although the concept that bacteria causes diseases had been around since the late 19th century, no one had yet been able to find a chemical that would kill **harmful** bacteria, but not harm the human body. That is, until 1922, when Alexander Fleming made an important discovery. He

discovered a natural substance found in tears and nasal mucus that helps the body fight germs. It was at this point in time that Fleming began to realize the possibility of finding a substance that could kill bacteria, but not adversely affect the human body.

How the Discovery Happened

Six years later, on a September morning in 1928, Alexander Fleming sat at his work table at St. Mary's Hospital after having just returned from vacation with his family. Before he had left for vacation, Fleming had put some **Petri dishes** on his table. While he was sorting through the dishes, he discovered that many of them had been contaminated with a blue-green **mold** and that there was a bacteria-free ring around this unusual looking mold.

What Had He Found?

Fleming spent several weeks growing more mold and trying to determine the particular substance in it that killed the bacteria. After further testing and discussing the mold with different experts, Fleming realized that it was a *Penicillium* mold; hence, he gave it the name, penicillin. Fleming continued to run numerous experiments to determine the effect of the mold on other harmful bacteria. Surprisingly, the mold killed a large number of them, encouraging Fleming to conduct more tests to see if the mold was toxic, which it wasn't.

Medical Community's Reaction

At the time, the importance of Alexander Fleming's discovery was not understood and, in fact, the medical community reacted coldly to this new discovery. They did not believe that this was the "wonder drug" that they had been looking for. Fleming did however see some potential, but since he was not a chemist he was having problems isolating the active antibacterial element, penicillin, and could not keep the element active long enough to be used in humans.

More Than a Decade Later

It was not until 1940, the second year of World War II, that Oxford scientists, Dr. Howard Florey from Australia and Dr. Ernst Chain from Germany, began researching projects in bacteriology that could possibly be enhanced or continued with chemistry. As the war with Germany continued, the number of **casualties** kept rising, in turn, increasing the need for a drug that could fight off infection. Using new chemical techniques, Florey and Chain began working with penicillin

and were able to produce a brown powder that kept its antibacterial properties for longer than a few days. They experimented with the powder and found it to be safe to be used on humans.

Mass Production

Needing the new drug immediately on the war front, mass production started quickly. The availability of penicillin during World War II saved many lives that otherwise would have been lost due to bacterial infections in even minor **wounds**. Today, despite the fact that many bacteria have become resistant to penicillin, it is still widely used to treat many common diseases in human beings as well as prevent infections that, in the past, might have caused serious illnesses or even death.

Recognition

After initially reacting coldly to Fleming's discovery of penicillin back in 1928, the medical community, upon realizing the antibiotic's medical importance, soon changed its point of view. Although Fleming is credited with discovering penicillin, it was Florey and Chain who made it a usable medical product; hence, in 1945, all three of them (Fleming, Florey and Chain) were awarded the 1945 Nobel Prize in Physiology or Medicine.

casualties: people killed or injured in a war

Petri dishes: round glass used in laboratory experiments

harmful: something that causes damage or injury

wounds: injuries to the body

mold: a fungus that grows in dark and wet places

3. Check the most appropriate answer for the following questions.

a. Alexander Fleming's discovery of Penicillin was considered a chance discovery because

- he was looking for a wonder drug.
 he was looking for an influenza vaccine.

b. What was the significance of Fleming being on vacation before discovering penicillin?

- While he was on vacation the bacteria had time to kill the influenza virus.
 While he was on vacation, the mold had time to grow.

c. Why did the medical community react coldly to Fleming's discovery of penicillin?

- because they were jealous of his discovery.
 because they didn't understand the importance of the discovery.

d. When Florey and Chain began experimenting further with penicillin, why was there urgency for their work?

- the number of casualties in the war was rising.
 the competition for the development of a 'wonder drug' was growing.

e. Why did penicillin save the lives of many people during the war?

- because it decreased the pain felt when wounded.
 because it fought off bacterial infections in the wounded.

f. Why were Florey and Chain also awarded the 1945 Nobel Prize if Fleming is credited with discovering penicillin?

- because they worked on Fleming's experiment while he was on vacation with his family.
 because they are credited with making penicillin a usable medical drug.

Writing

1. You are a famous inventor who made an important invention in the 20th century. You have now been invited to write an article for a scientific magazine about how you came up with the invention. Before writing the article, complete the graphic organizer below.

Introduction
Who are you and what is the invention?

Discovery / Invention

Conclusion
Summary of your opinion of the invention.

Paragraph 1
Why was the invention needed?

Paragraph 2
How and when did the invention take place?

Paragraph 3
What effects (positive & negative) has it had on society?

Writing Strategy
When writing an informative text, pay attention to the text's organization. Consider how, titles, subtitles, numbers, italics, and the use of bold face or different fonts to emphasize important words or phrases can help you to organize your writing. Try to make the title and subtitles as concise, yet as informative as possible. Also make sure dates, names and places are in chronological order.

2. Taking the article on penicillin and the notes you wrote in the graphic organizer above into consideration, write your article for a scientific magazine.

Introduction: It was the year _____ and I was in my workshop, looking for / working on _____ when

Paragraph 1: At the time, there was no other invention like the _____. It was a much needed invention because _____

Paragraph 2: I originally came up with the idea of inventing the _____ back in _____. I was _____

Paragraph 3: This invention has had many effects on society: both positive and negative. It _____

Conclusion: It can be concluded that the _____ is / has been _____



▶ Lesson 4

Paving the Way Forward



1. Read the situations described and match each one with a sentence from the box.

- a. Computers are one of the most amazing inventions. They have facilitated the development of gadgets like the cell phone, the Internet, and of course video game consoles!
- b. Deciding who actually invented the computer has been a topic of discussion for many years with various scholars disagreeing on who should be credited with the invention.
- c. The original computers were very big and heavy; not to mention slow to use. People quickly became tired of these disadvantages and soon, faster and more compact computers were developed.
- d. The invention of the computer hasn't been without its problems. However, as technology has advanced, these have gradually been solved and today computers can be found in most homes around the world.

Sentences

- They were *fed up* with the original computer.
- They don't *see eye to eye*.
- They *ironed out* the problems.
- a* They *paved the way* for future creations.

2. Look at the following pictures and use an idiom to complete the descriptions below.



- a. The powers that ruled East Germany did not _____ with the powers that ruled West Germany and therefore the Berlin Wall was built.
- b. People from both sides of the wall became _____ with being separated from their friends and family.
- c. The ruling parties from both sides began to _____ their problems.
- d. Negotiations _____ for the Berlin Wall to finally be toppled in 1989.

3. Answer the questions using the idioms in italics.

- a. What has the invention of the Internet *paved the way* for? _____
- b. Why would people have become *fed up* with the original computers? _____
- c. Are there any little grammar mistakes you keep making which you need to *iron out*? _____
- d. What famous political figures would the leaders of the Women's Suffrage movement have seen *eye to eye* with? _____

Suggested Online Resources

Unit 1

- * Biography of Tim Burton
<http://www.biography.com/people/tim-burton-9542431#early-films>
- * Watching Movies at Home or Going to the Theater
<http://theeverygirl.com/this-or-that-going-to-the-movies-or-watching-movies-at-home>

Unit 2

- * What Are You Into?
<https://bigfuture.collegeboard.org/explore-careers>
- * The Choice that Challenges Us All
<http://liveyourlegend.net/avoid-the-wrong-path/>

Unit 3

- * Documentary: Home
<https://www.youtube.com/watch?v=jqxENMKaeCU>
- * The Story of Bottled Water
<http://storyofstuff.org/movies/story-of-bottled-water/>
- * Documentary: Earthflight
<https://www.youtube.com/watch?v=62-F5PyEEck>

Unit 4

- * Why Do We Daydream?
<http://www.abc.net.au/health/features/stories/2014/05/06/3998712.htm>
- * The Importance of Imagination
<http://operationmeditation.com/discover/the-importance-of-imagination/>
- * Ways to Break Bad Habits
<http://lifehacker.com/top-10-ways-to-break-bad-habits-1694247761>

Unit 5

- * What Is Journalism?
<http://www.robertniles.com/journalism/>
- * Why Journalism Matters
http://www.scilogs.com/communication_breakdown/why-journalism-matters/
- * The Importance of Student Writing
<http://www.contributoria.com/issue/2014-03/52d1a80f86b560a448000034/>

Unit 6

- * Top 10 Inventions of the 20th Century
[http://www.toptenz.net/top-10-inventions-of-the-20th-century.php?utm_source=feedburner&utm_medium=email&utm_campaign=Feed:+toptenzlist+\(Top+10+Lists+-+TopTenz.net\)](http://www.toptenz.net/top-10-inventions-of-the-20th-century.php?utm_source=feedburner&utm_medium=email&utm_campaign=Feed:+toptenzlist+(Top+10+Lists+-+TopTenz.net))
- * Great Inventions
<http://www.scientificamerican.com/article/inventions-what-are-the-10-greatest-of-our-time/>



Unit 1

Grammar Chart

TIME CLAUSES

A clause is a group of related words that contains a subject and a verb.

When a clause begins with time expressions like *while*, *when*, *before*, *after*, *until*, it is called a time clause.

Simple Past tense – Past Progressive tense

- **Simple Past tense:** Describes actions that concluded in the past.
- **Past Progressive:** Describes events that were in process of occurring when a new event happened.

Time Expression	Definition	Statements	Reduction of time clauses
while	during a certain period of time	a. While I was watching TV, I heard a noise. b. Tim was listening while she was speaking.	a. While watching TV, I heard a noise. b. (not possible)
before	prior to a particular point in time	a. Before he left the office, he was working hard. b. I took the bus before Lisa left the office.	a. Before leaving the office, he was working hard. b. (not possible)
after	following a certain point in time	a. After they had lunch, they went home. b. John ate the soup after you left.	a. After having lunch, They went home. b. (not possible)
until	up to a certain point in time	a. I was reading a book until I fell asleep. b. We were running until it started to rain.	a. I was reading a book until falling asleep. b. (not possible)
when	at a particular point in time	a. When I was walking home, I saw the thief. b. The dog ran away when his owner was talking.	a. When walking home, I saw the thief. b. (not possible)

- Note:**
- Reduction of time clauses is possible when the subject of the two clauses is the same. Use commas when the time clause goes first.
 - No coma is required when the time clause comes in the second place.

Present Perfect tense

- Describes actions that started in the past and haven't ended (or are relevant in the present).

Time Expression	Definition	Statements
since	from a particular point in time up to now	Mario Vargas Llosa has written many books since the 60's.
for	a period of time	He has been a famous writer for many years now.
already	before a certain (expected) time	I have already finished my homework.
yet	until now, thus far	Have you finished your homework yet? I haven't finished my homework yet.

- Note:**
- Already is used for affirmative sentences. It comes after the auxiliaries *have* or *has* and before the *main verb*.
 - Yet is only used for negative sentences and questions. It usually comes at the end of sentences.

Past Perfect tense

- Describes events that occurred in the past before another action.

Time Expression	Definition	Statements
by the time	before another event begins or ends	By the time she turned 40, she had acted in many movies.

- Note:** By the time introduces a clause in which the end-point of an activity is the time at which another activity is ongoing or completed.



Unit 2

Grammar Chart

GERUNDS AND INFINITIVES

Both gerunds and infinitives can replace a noun as the object of a verb. Whether you use a gerund or an infinitive depends on the main verb in a sentence.

Verbs followed by infinitives (verb + to + verb)	Verbs followed by gerunds (verb + verb-ing)
agree, claim, decide, hope, manage, need, offer, plan, pretend, promise, refuse, seem, wait, want, wish,...	admit, advise, avoid, suggest, consider, delay, deny, discuss, enjoy, miss, mention, postpone, recommend, risk, complete,...
We could not wait to hear the outcome. When did he decide to withdraw the money? Do we need to find new subjects? She refused to cooperate any longer. Something seems to be wrong with your design. The professors agreed to disagree with the opinion.	They admitted falsifying the data. He avoided answering my question. She risks losing her viewing time. I suggest repeating the experiment. They denied copying the information. The kids enjoy playing in the park.

Verbs followed by either gerunds or infinitives - Equal Meaning	Verbs followed by either gerunds or infinitives - Different Meaning
begin, continue, hate, intend, like, love, neglect, prefer, propose, can't stand, start,...	forget, remember, stop, try,...
I began to enjoy / enjoying nature when I was older. He likes to play / playing soccer. We can't stand to listen / listening to music at midnight.	<ul style="list-style-type: none"> I stopped to exercise. (I stop another activity in order to exercise.) I stopped exercising. (I don't exercise anymore.)
Note: The meaning of the sentences remains the same when using either the infinitive or the gerund.	Note: The meaning of the sentences changes when using either the infinitive or the gerund.

PREPOSITIONAL VERBS AND ADJECTIVES

Prepositional Verbs	Prepositional Adjectives
Some verbs and prepositions commonly appear together. agree on, agree with, ask about, ask for, believe in, comment on, concentrate on, count on, decide on, depend on, discuss with, graduate from, participate in, take care of, wait for,...	Some adjectives and prepositions commonly appear together. afraid of, attached to, aware of, capable of, different from, excited about, keen on, guilty of, interested in, opposed to, related to, pleased with, proud of, similar to, suspicious of, used to, serious about,...
The team agreed on a captain. I can count on my teacher to help me. She graduated from Princeton University. Please be quiet! I need to concentrate on my work.	He is afraid of the dark. I am excited about going on vacation. My parents are proud of me. She is similar to her mother.

CONNECTORS OF CONTRAST

Use connectors of contrast to combine contrasting sentences and make comparisons.

Some of the most used connectors are: although, but, by comparison, compared to, however, in contrast, meanwhile, nevertheless, on the contrary, on the other hand, whereas, yet,...

Common structure: sentence 1; + connector, + sentence 2.

I like mango juice, but she likes apple juice.

Jason is an adult; in contrast, Paul is still a child.

Colombia is in South America; whereas, France is in Europe.



Unit 3

Grammar Chart

PASSIVE VOICE

Use the passive voice when the focus is on the action instead of the person or thing that performs the action.

Tense	Active Voice			Passive Voice			
	subject	verb	complement	subject	Auxiliary verb to be	V (past participle)	Complement
Simple Present	Toby	recycles	paper.	Paper	is	recycled	by Toby.
Simple Past	Toby	recycled	paper.	Paper	was	recycled	by Toby.
Present Progressive	Toby	is recycling	paper.	Paper	is being	recycled	by Toby.
Future (will)	Toby	will recycle	paper.	Paper	will be	recycled	by Toby.
Present Perfect	Toby	has recycled	paper.	Paper	has been	recycled	by Toby.
Past Perfect	Toby	had recycled	paper.	Paper	had been	recycled	by Toby.

PREFIXES AND SUFFIXES

Some words can consist of three parts: root, prefix, and suffix. The **root** is the part of the word that contains the basic definition of the word. The **prefix** is placed in front of the root to change the word's meaning or to make a new word. The **suffix** is placed after the root, changing the word's meaning as well as its function.

Common Prefixes

Prefix	Meaning	Statements
pre-	before	They will show a quick preview of the movie.
un-	not	The restaurant will be unavailable tomorrow morning.
dis-	not	Mark disagreed with John's philosophy.
re-	again	Are you going to renew your newspaper subscription?
mis-	not	He has mismanaged the company.
im-	not	With hard work and determination nothing is impossible.
bi-	two	Tim is going to ride his bicycle.
de-	not	Deforestation is a major concern for ecologists.

Common Suffixes

Suffix	Meaning	Statements
-er	doer	I work as a computer programmer.
-able	able	These glass bottles are recyclable.
-ous	full of	Driving on the freeway can be dangerous.
-ness	state of being	At night, the earth is covered in darkness.
-ful	full of	The witness gave an honest and truthful testimony.
-ly or -y	like	James sang happily on his way home from school.
-ment	state of	Mary smiled with contentment.

Spelling rules for suffixes

- When you add a suffix to a word which ends in a consonant followed by a 'y', change the 'y' to an 'i'.
E.g. happy + ness = happiness
- When you add a 'y' or a suffix which starts with a vowel to a word which ends in a silent 'e', drop the silent 'e'.
E.g. noise + y = noisy



Unit 4

Grammar Chart

SECOND CONDITIONAL

Use it to talk about unreal, imagined or impossible conditions and their results.

Statements

If clause				Result clause			
If	Subject	Verb (Simple Past)	Complement	Subject	would/could/might	Verb (Base form)	Complement
If	I	had	her address,	I	would	send	her an invitation.

(I would like to send an invitation to a friend. I have looked everywhere for her address, but I cannot find it. So now I think it is unlikely that I will eventually find her address.)

- Note:**
- The "Result clause" can come before the "If clause". No comma is used.
I would send her an invitation if I had her address.
 - The word "would" can be changed for other modal verbs like *could* or *might*.
If I were faster, I could be a professional athlete.
 - When making negative sentences, either a clause or both clauses can be negative.
If I didn't drink the water, I wouldn't get sick. / I wouldn't get sick if I didn't drink the water.

Questions

If clause				Question clause			
If	subject	Verb (Simple Past)	Complement	Would	subject	Verb (Base form)	Complement
If	you	had	the money,	would	you	buy	a car?

Note: The "question clause" can come before the "if clause". No comma is used.
Would you buy a car if you had the money?

Verb to be

Were is used for all the pronouns.

If I were you, I would study really hard for my math exam.

Wish

Wish is used to talk about things and situations you want to be true in the present, but they are not.

Wish		Clause		
Subject	wish	Subject	Verb (Simple Past)	Complement
Tim	wishes	he	had	more money.
Tim	wishes	he	were	rich.

At the present moment, Tim doesn't have enough money. He is not rich.

- Note 1:** Use *could* to refer to ability.
- Real situation: I can't play a musical instrument.
Desirable situation: I wish I could play a musical instrument.



Unit 5

Grammar Chart

REPORTED SPEECH

Also known as *Indirect Speech*: Use it to report or rephrase what someone has said, asked or requested.

Reported Statements

Direct Speech	Reported Speech	Direct Speech (original statement)	Reported Speech (indirect speech)
Simple Present	→ Simple Past	USA Today: "The forecast predicts low temperatures and heavy rain tomorrow."	USA Today <i>mentioned that</i> the forecast predicted low temperatures and heavy rain the next day.
Simple Past	→ Past Perfect	The Guardian: "Firemen rescued two tourists after they drove their car into a lake."	The Guardian said that firemen had rescued two tourists after they drove their car into a lake.
Present Perfect	→ Past Perfect	The Age: "An earthquake has hit the northwest of China."	The Age said that an earthquake had hit the northwest of China.
Future (will)	→ would	The New York Times: "Libya's new government will have a big job stabilizing the country."	The New York Times stated that Libya's new government would have a big job stabilizing the country.

Note: If reporting a general truth the present tense can be retained. E.g. *The teacher said that Bogota has cold weather.*

Pronouns

Change the pronouns to match the subject of the sentence.

Direct Speech	Reported Speech
Lina: "I <i>want</i> to bring my children."	Lina said she <i>wanted</i> to bring her children.
Jack: "My wife <i>went</i> with me to the show."	Jack said his wife <i>had gone</i> with him to the show.

Time Expressions

Direct Speech	Reported Speech
now	then
tomorrow	the next day
yesterday	the day before
this (week)	that (week)
last (year)	the (year) before

Time Expressions

Direct Speech	Reported Speech
Nancy: "I want to go home tomorrow."	She said she wanted to go home the next day.
Pete: "My wife went to the show yesterday."	Pete said his wife had gone to the show the day before.

Requests

When reporting requests, orders or commands, use the verb in its base or imperative form.

Direct Speech	Indirect Speech
Sara: "Please, sit down and be quiet".	She requested me to sit down and be quiet.
Teacher: "Finish your homework!"	He asked me to finish my homework.

Note: Other examples of reporting verbs include:

he advised me...; he reminded me...; he encouraged me...; he requested me...; he asked me...;

He advised me to be careful. They encouraged me to do my best. She reminded her to act responsibly.

Reported Questions

When reporting questions, it is important to pay attention to sentence order.

Yes-No Questions: When reporting yes/no questions, connect the reported question using 'if'.

WH-Questions: When reporting questions, use question words (why, where, when, etc.)

Direct Question	Indirect Question	Direct Question	Indirect Question
Amy: "Do you want to come with me?"	She asked me if I wanted to go with her.	Where did you go last weekend?	Dave asked me where I had gone the previous weekend.



Unit 6

Grammar Chart

PHRASAL VERBS

Phrasal Verbs consist of a verb plus a preposition or an adverb that modifies or changes the original verb's meaning. The prepositions or adverbs in phrasal verbs are known as particles.

Separable and Inseparable Phrasal Verbs

Separable Phrasal Verbs

Can be separated by their object. When the object is a noun, it is usually optional whether the object is placed between the verb and particle or after the particle.

Subject	Verb	Object	Complement	Subject	Verb	Object	Particle	Complement
I	picked up	my son	from school.	I	picked	my son	up	from school.

However, when the object is a pronoun, it must be placed between the verb and the particle.

Subject	Verb	Pronoun	Particle	Complement
I	picked	him	up	from school.

Incorrect: ~~I picked up him from school.~~

Non-separable Phrasal Verbs

The particle and verb cannot be separated by their object.

Subject	Verb	Object	Complement
I	ran into	Peter	at the supermarket.

Incorrect: ~~I ran Peter into at the supermarket.~~

THIRD CONDITIONAL

The third conditional is used to talk about unreal situations or conditions which are impossible to fulfill because they occurred in the past. We just imagine what would have happened if the situation had been different. It is often used to express criticism or regret.

If clause				Result clause			
If	Subject	Verb (past perfect)	Complement	Subject	would/could/might	Verb (present perfect)	Complement
If	my sister	had studied	hard,	she	would	have graduated	with honors.

Meaning: *(My sister didn't graduate with honors because she didn't study hard.)*

If	I	hadn't eaten	too much,	I	wouldn't	have been	sick.
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Meaning: *(I was sick because I ate too much.)*

Clause Order

When the if clause and the result clause are interchanged, no comma is used.

My sister would have graduated with honors if she had studied hard.

I wouldn't have been sick if I hadn't eaten too much.

Would / Could / Might

The modal auxiliary **would** can be changed for other modal auxiliaries such as **could**, **might** and **should**.

If my sister hadn't studied so hard, she couldn't have graduated with honors.

I might have been sick if I had eaten too much.

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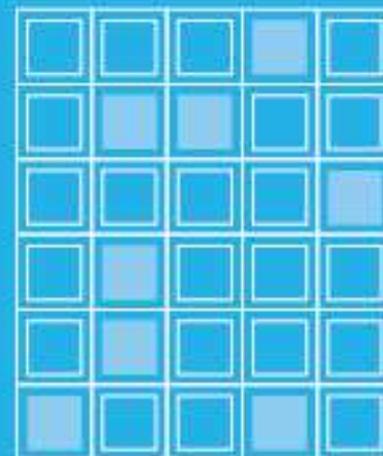
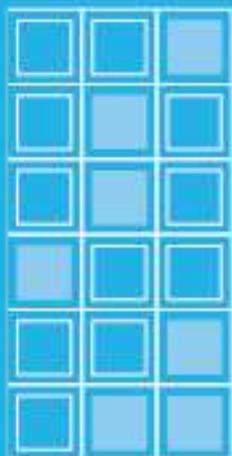
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