ENGLISH A1.2 (Teenagers) STUDENT’S BOOK - NOVENO GRADO - EGB
FREE COPY NOT FOR SALE
To Our Students

The textbook that you have in your hands is a very important tool that will help you learn in the best way possible. A textbook should not be your only source of study and discovery; however, it will always be a good friend that will allow you to discover for yourself the wonder of learning.

The Ministry of Education has made a curricular adjustment with the goal of providing better opportunities for all students in the country as part of a project that promotes full personal development and integration into a society that is guided by the principles of Good Living, democratic participation and harmonious coexistence.

To accompany the launching of this educational initiative, we have prepared several resources according to age and years of schooling. Children in first grade will receive a textbook that integrates stories and activities appropriate for their age and that will help to develop the holistic curriculum designed for this Subnivel de Educación General Básica. Teachers will receive a CD with songs in order to use music to familiarize students with their first words in English as a complementary material. From then on, until they complete the Bachillerato General Unificado, students will receive textbooks, audio CDs and extra resources that will contribute to the development of their learning in the areas of Science, Social Sciences, Language and Literature, Mathematics and Foreign Language-English.

It is also important to know that teachers will receive teaching guides (teacher’s books) that will enhance the teaching-learning approach of the student book, thereby allowing teachers to develop students’ research and learning outside the classroom.

This resource should be considered a support for the teaching-learning approach that must be guided by teachers and carried out by students in order to achieve its goal.

We hope that this adventure of knowledge will be the path to achieving Good Living.

Ministry of Education
2016
<table>
<thead>
<tr>
<th>UNIT 1</th>
<th>UNIT 2</th>
<th>UNIT 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>CLIL</td>
<td>Greetings</td>
<td>Multiple Intelligences</td>
</tr>
<tr>
<td>• Personal Information</td>
<td>• Food</td>
<td>• Talented People</td>
</tr>
<tr>
<td>• Routines</td>
<td>• Clothing</td>
<td></td>
</tr>
<tr>
<td>• Free Time Activities</td>
<td>• Celebrations and Holidays</td>
<td></td>
</tr>
<tr>
<td>Goals</td>
<td>You will learn how to</td>
<td>You will learn how to</td>
</tr>
<tr>
<td>• describe people's personality.</td>
<td>• talk about customs of other cultures.</td>
<td>• talk about abilities.</td>
</tr>
<tr>
<td>• talk about lifestyles and free time activities.</td>
<td>• talk about celebrations in other countries.</td>
<td>• compare people's attributes and abilities.</td>
</tr>
<tr>
<td>• express likes and dislikes.</td>
<td></td>
<td>• express opinions.</td>
</tr>
<tr>
<td>Grammar</td>
<td>• Simple Present tense with the verbs To Be, Love, Like and Prefer</td>
<td>• Modal verb Can</td>
</tr>
<tr>
<td>• Simple Present tense with Adverbs of Frequency</td>
<td>• Comparative and Superlative Adjectives</td>
<td></td>
</tr>
<tr>
<td>• Present Progressive tense</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Skills and strategies</td>
<td>Vocabulary: making word combinations to remember new expressions</td>
<td>Vocabulary: using mind maps to learn new words</td>
</tr>
<tr>
<td>• using antonyms to remember words</td>
<td>Grammar: paying attention to time expressions to choose the right form of the verb</td>
<td>Reading: reading a text several times to look for details</td>
</tr>
<tr>
<td>Grammar: paying attention to different colors to analyze grammar</td>
<td>Writing: using pictures to predict the content of a text</td>
<td>Writing: using because to give reasons and answer the question why?</td>
</tr>
<tr>
<td>Reading: scanning a text to find specific information</td>
<td>Speaking: using Really? to show interest in a conversation</td>
<td>Listening:</td>
</tr>
<tr>
<td>Writing: using and to give additional information and but to introduce an opposite idea</td>
<td></td>
<td>• focusing on specific information and ignoring the rest</td>
</tr>
<tr>
<td>Listening: paying attention to background sounds to understand the context of the speakers</td>
<td>Speaking: using Extra information to expand conversations</td>
<td>• using specific information to make inferences</td>
</tr>
<tr>
<td>Speaking: using How about you? to encourage someone to talk</td>
<td></td>
<td>Speaking:</td>
</tr>
<tr>
<td>Project</td>
<td>A Collage</td>
<td>A Talent Show</td>
</tr>
<tr>
<td>A Slide Show Presentation</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Skills and strategies: |
<table>
<thead>
<tr>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Vocabulary: using antonyms to remember words</td>
</tr>
<tr>
<td>Grammar: paying attention to different colors to analyze grammar</td>
</tr>
<tr>
<td>Reading: scanning a text to find specific information</td>
</tr>
<tr>
<td>Writing: using and to give additional information and but to introduce an opposite idea</td>
</tr>
<tr>
<td>Listening: paying attention to background sounds to understand the context of the speakers</td>
</tr>
<tr>
<td>Speaking: using How about you? to encourage someone to talk</td>
</tr>
</tbody>
</table>

Reading: |
<table>
<thead>
<tr>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Vocabulary: making word combinations to remember new expressions</td>
</tr>
<tr>
<td>Grammar: paying attention to time expressions to choose the right form of the verb</td>
</tr>
<tr>
<td>Reading: using pictures to predict the content of a text</td>
</tr>
<tr>
<td>Writing: using fixed expressions to write a text</td>
</tr>
</tbody>
</table>

Writing: |
<table>
<thead>
<tr>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Vocabulary: using mind maps to learn new words</td>
</tr>
<tr>
<td>Reading: reading a text several times to look for details</td>
</tr>
<tr>
<td>Writing: using because to give reasons and answer the question why?</td>
</tr>
</tbody>
</table>

Listening: |
<table>
<thead>
<tr>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Vocabulary: using mind maps to learn new words</td>
</tr>
<tr>
<td>Reading: reading a text several times to look for details</td>
</tr>
<tr>
<td>Writing: using because to give reasons and answer the question why?</td>
</tr>
</tbody>
</table>

Speaking: |
<table>
<thead>
<tr>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Vocabulary: using mind maps to learn new words</td>
</tr>
<tr>
<td>Reading: reading a text several times to look for details</td>
</tr>
<tr>
<td>Writing: using because to give reasons and answer the question why?</td>
</tr>
</tbody>
</table>

Listening: |
<table>
<thead>
<tr>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Vocabulary: using mind maps to learn new words</td>
</tr>
<tr>
<td>Reading: reading a text several times to look for details</td>
</tr>
<tr>
<td>Writing: using because to give reasons and answer the question why?</td>
</tr>
</tbody>
</table>

Speaking: |
<table>
<thead>
<tr>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Vocabulary: using mind maps to learn new words</td>
</tr>
<tr>
<td>Reading: reading a text several times to look for details</td>
</tr>
<tr>
<td>Writing: using because to give reasons and answer the question why?</td>
</tr>
</tbody>
</table>

Listening: |
<table>
<thead>
<tr>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Vocabulary: using mind maps to learn new words</td>
</tr>
<tr>
<td>Reading: reading a text several times to look for details</td>
</tr>
<tr>
<td>Writing: using because to give reasons and answer the question why?</td>
</tr>
</tbody>
</table>

Speaking: |
<table>
<thead>
<tr>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Vocabulary: using mind maps to learn new words</td>
</tr>
<tr>
<td>Reading: reading a text several times to look for details</td>
</tr>
<tr>
<td>Writing: using because to give reasons and answer the question why?</td>
</tr>
</tbody>
</table>

Listening: |
<table>
<thead>
<tr>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Vocabulary: using mind maps to learn new words</td>
</tr>
<tr>
<td>Reading: reading a text several times to look for details</td>
</tr>
<tr>
<td>Writing: using because to give reasons and answer the question why?</td>
</tr>
</tbody>
</table>

Speaking: |
<table>
<thead>
<tr>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Vocabulary: using mind maps to learn new words</td>
</tr>
<tr>
<td>Reading: reading a text several times to look for details</td>
</tr>
<tr>
<td>Writing: using because to give reasons and answer the question why?</td>
</tr>
</tbody>
</table>

Listening: |
<table>
<thead>
<tr>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Vocabulary: using mind maps to learn new words</td>
</tr>
<tr>
<td>Reading: reading a text several times to look for details</td>
</tr>
<tr>
<td>Writing: using because to give reasons and answer the question why?</td>
</tr>
</tbody>
</table>

Speaking: |
<table>
<thead>
<tr>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Vocabulary: using mind maps to learn new words</td>
</tr>
<tr>
<td>Reading: reading a text several times to look for details</td>
</tr>
<tr>
<td>Writing: using because to give reasons and answer the question why?</td>
</tr>
</tbody>
</table>

Listening: |
<table>
<thead>
<tr>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Vocabulary: using mind maps to learn new words</td>
</tr>
<tr>
<td>Reading: reading a text several times to look for details</td>
</tr>
<tr>
<td>Writing: using because to give reasons and answer the question why?</td>
</tr>
</tbody>
</table>

Speaking: |
<table>
<thead>
<tr>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Skills and strategies</td>
</tr>
<tr>
<td>-----------------------</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>A Healthy Food Fair</td>
</tr>
<tr>
<td>Reading: using charts to extract and organize the main ideas in texts</td>
</tr>
<tr>
<td>Writing: using first, next, after that, then and finally to sequence actions</td>
</tr>
<tr>
<td>Listening:</td>
</tr>
<tr>
<td>Speaking: using me too or me either to express things in common</td>
</tr>
<tr>
<td>Speaking: using sorry and wh-questions at the end of sentences to ask for repetition</td>
</tr>
<tr>
<td>Vocabulary: looking for the past form of the verbs in a dictionary to improve vocabulary</td>
</tr>
<tr>
<td>Speaking: using the verb to be to give more details in a conversation</td>
</tr>
</tbody>
</table>
1. Complete the conversations with the verb to be.

Hi, I ______ (a) Sarah. What ______ (b) your name?
My name ______ (c) Peter. Nice to meet you.
Where ______ (d) you from?
We ______ (e) you Brazil.

2. Write the nationality under the corresponding flag. Use the Word Bank.

<table>
<thead>
<tr>
<th>a. __________________</th>
<th>b. __________________</th>
</tr>
</thead>
<tbody>
<tr>
<td>c. __________________</td>
<td>d. __________________</td>
</tr>
<tr>
<td>e. __________________</td>
<td>f. __________________</td>
</tr>
<tr>
<td>g. __________________</td>
<td>h. __________________</td>
</tr>
</tbody>
</table>

Word Bank
- French
- American
- Japanese
- Greek
- English
- Mexican
- Brazilian
- Peruvian

3. Listen to three conversations and write the corresponding nationality.

a. Sarah is _______________.
   b. Peter is _______________.
   c. Sandra is from _____________.
   d. Andreza and Renata are from _____________.
   e. Ms. Onishi is from _____________.
   f. Carlos and Pablo are _____________.
4. Complete the student’s physical description. Use possessive adjectives and the Word Bank.

- tall • curly • thin • short • chubby

Word Bank

Remember
Subject Pronouns Possessive Adjectives
I My
You Your
He His
She Her
It Its
We Our
You Your
They Their

a. Martha is 1.70 m tall. She’s very ________. _______ sister is Tina.

b. Tina’s hair is _____________.

c. Pablo and Carlos are brothers. _____________ eyes are brown.

d. Tom weighs 32 kg. He’s very _____________.

e. Myriam’s hair is _____________. She’s a little _____________.

5. Circle the right possessive adjective.

a. Myriam: Martha, his / her / your green eyes are very beautiful.
Are his / her / your sister’s eyes green too?
Martha: No, they’re not. Their / Your / Her eyes are brown.

b. Tina: I like Carlos. Their / His / Her hair is really cool.
Martha: Really? I prefer Pablo. His / Her / Their curly hair is neat.
Tina: They are handsome. My / Your / Their smiles are really nice.

c. Carlos: I like his / her / our new teacher Hiromi Onishi. She’s talkative.
Pablo: Yes, she is. But his / her / my favorite teacher is Scott. I love his class. He’s funny.

6. Look at the picture and write what they are doing. Use the Word Bank.

a. Martha and Tina ____ are surfing ____ the Internet.

b. Sandra and Paula _____________ at some photos on the phone.

c. Jenny _____________ with a friend.

d. Kathy _____________ her homework.

e. They _____________ on the school’s stairs
7. Use the Simple Present tense to write sentences according to the pictures. Use the Word Bank.

a. They ______________ with a ball.
b. She _________________.
c. He _______________ on the phone.
d. He ______________ the newspaper.
e. He ______________ goes to school.
f. He ______________ the Internet.
g. She _______________ a bike.
h. They ______________ dinner.
i. He _________________.

Remember
Simple Present tense
I/you/we/they play/don't play soccer.
He/she/it plays/doesn't play soccer.
Use do or does to ask questions.
Do you/we/they play soccer?
Does he/she/it play soccer?

8. Complete the sentences according to the chart.

<table>
<thead>
<tr>
<th></th>
<th>watch TV</th>
<th>play video games</th>
<th>walk the dog</th>
<th>skate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Peter</td>
<td>✔</td>
<td>✔</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Andreza</td>
<td>❌</td>
<td>❌</td>
<td>❌</td>
<td>❌</td>
</tr>
<tr>
<td>Tom</td>
<td>❌</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
</tr>
</tbody>
</table>

On Saturday mornings...

a. Peter watches TV and ______________ video games.
b. Andreza ______________ the dog but she ______________ video games.
c. Andreza and Peter _______________._______________.
d. Andreza and Tom _______________ _______________ TV.
e. Tom ________________, but he _________________.
f. Peter and Tom ________________ but they _________________.

9. Circle the correct option do/does and answer the questions. Then, interview a partner.

<table>
<thead>
<tr>
<th></th>
<th>Me</th>
<th>Partner</th>
</tr>
</thead>
<tbody>
<tr>
<td>a.</td>
<td>Do/Does you have cereal for breakfast?</td>
<td></td>
</tr>
<tr>
<td>b.</td>
<td>Do/Does your mom work?</td>
<td></td>
</tr>
<tr>
<td>c.</td>
<td>Do/Does you play video games every day?</td>
<td></td>
</tr>
<tr>
<td>d.</td>
<td>Do/Does your best friend talk a lot on the phone?</td>
<td></td>
</tr>
<tr>
<td>e.</td>
<td>Do/Does your dad usually surf the Internet?</td>
<td></td>
</tr>
</tbody>
</table>
General Objective
You will be able to describe your family members and yourself.

Communication Goals
You will learn how to
• describe people’s personality.
• talk about lifestyles and free time activities.
• express likes and dislikes.

CLIL
• Personal Information
• Routines
• Free Time Activities

Vocabulary
• Words related to personality and free time activities

Grammar
• Simple Present tense with the verbs to be, love, like and prefer

Idioms and Colloquial Expressions
• A busy bee
• A couch potato
• An early bird
• A night owl
• No way
• Take care
• Take it easy
• Work out

Project
Collage
You will create a collage to describe your family members and present their routines and free time activities.

Discuss:
Look at the pictures.
• Who are the people in them?
• What are they doing?
Hello everybody. I'm Jane. I'm 13 and this is my family. My mom's name is Emma. She's from France. It's a big country in Europe. She is **sporty** and **quiet** (a). She has many friends because she's very **shy** (b).

My dad's name is Pete. He isn't French. He's American. He's a chef. I love his food. He's **serious** but **relaxed** (c). He tells jokes all the time. He isn't a **sporty** person.

Useful Expressions
- He is fun. (Place adjectives after the verb to be.)
- He is a fun person. (Place adjectives before nouns.)

Hello everybody. I'm Jane. I'm 13 and this is my family. My mom's name is Emma. She's from France. It's a big country in Europe. She is **sporty** and **quiet** (a). She has many friends because she's very **shy** (b).

My dad's name is Pete. He isn't French. He's American. He's a chef. I love his food. He's **serious** but **relaxed** (c). He tells jokes all the time. He isn't a **sporty** person.
3. Listen and check [T (true)] or [F (false)].
   Then, write a sentence that describes the person.
   Use the Word Bank.

   a. Angie’s mother doesn’t have many friends.
   b. Angie’s father exercises in his free time.
   c. Angie’s brother wakes up early on Saturdays.
   d. Angie’s sister tells jokes all the time.
   e. Angie’s sister doesn’t get nervous in front of boys.

4. Complete the following sentences with the correct form of the verbs in parentheses.

   I __________ (a. live) with my mom, my uncle and my cousin Pete. My mom and uncle __________ (b. work) from Monday to Saturday, but they __________ (c. not go) to the office on Sundays. On Sundays, my uncle __________ (d. exercise) and my mom __________ (e. play) basketball with my cousin and me. Pete is like my brother. He __________ (f. not like) to play with me, but he __________ (g. take care) of me.

5. Complete the following questions with do or does. Then, interview a partner.
   a. __________ you wake up early in the mornings?
   b. __________ you have brothers and sisters?
   c. What __________ you do on weekends?
   d. __________ your mother/ father exercise on Sundays?

   a. __________
b. __________
c. __________
d. __________

   Project Stage 1
   • Write down the personal information of your family members. E.g. My dad’s name is Franco. He is 45 years old.
   • Describe the personality of your family members. E.g. My dad is sporty and cool.
   • Write the daily activities your family does during the week. E.g. My dad works from Monday to Friday.
Lesson 2

Free Time Activities

1. Listen to the sounds and number the activities according to the order you hear. Then, check [✓] the activities you like to do.

- play video games
- chat with friends
- play sports
- play a musical instrument
- hang out with friends
- go to the movies
- read
- listen to music

2. Listen and complete with the words you hear.

Ted: Wow! You’re pretty good. I see you like to ___ play ___ video games!

John: Ha, ha. But I like to do other things too. I like to ___ (a) ___ with my friends. We love to ___ (b) ___ soccer in the park.

Amy: Hey, guys!

John / Ted: Hi, Amy.

John: Amy doesn’t like to talk much. She is very shy and serious.

Ted: Well, she prefers to ___ (c) ___ music in her bedroom.

John: Does she like to ___ (d) ___ to the movies? I can invite her out one day.

Ted: Yes, she does. Hmm, I see you like my sister.

John: Well, I’m an outgoing person. I think we can be good friends.

Listening Strategy
Pay attention to background sounds to understand the context of the speakers.

Key Expressions
Hang out: to spend time with friends
Invite out: to invite to go to a place

Reflect on Grammar
Use like / love / prefer to talk about likes, dislikes and preferences.

<table>
<thead>
<tr>
<th>Affirmative Sentences</th>
<th>Negative Sentences</th>
<th>Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>I love to play video games.</td>
<td>I don’t like to play video games.</td>
<td>Do you like to play video games? What do you like to do in your free time?</td>
</tr>
<tr>
<td>I like to play video games.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I prefer to play video games.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>She loves to listen to music in her room.</td>
<td>She doesn’t like to talk much.</td>
<td>Does she like to go to the movies? What does she like to do in her free time?</td>
</tr>
<tr>
<td>She prefers to listen to music.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>She likes to</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

12
3. Complete the survey with the verbs in the Word Bank. Then, answer it by selecting one option.

**What Kind of Hobbyist Are You?**

---

**Word Bank**
- relax
- read
- exercise
- sleep
- play
- sing
- write
- watch
- take

---

**a.** When it’s Sunday morning, do you prefer...
1. _____________ late?
2. _____________ TV?
3. _____________ a book?

**b.** When you meet your friends, do you like...
1. _____________ to hang out with them and go to places?
2. _____________ soccer or basketball?
3. _____________ at a karaoke club?

**c.** When you go on a vacation trip, do you prefer...
1. _____________ all day at the hotel?
2. _____________ to enjoy all the attractions the place offers?
3. _____________ photographs of the city?

**d.** When you feel stressed, do you like...
1. _____________ a shower?
2. _____________ in a park?
3. _____________ a poem?

**Points:** _____________

1 - 4 points: You’re a quiet hobbyist. You like to take it easy!
5 - 8 points: You’re an energetic hobbyist. You love to get your body moving!
9 - 12 points: You’re an artistic hobbyist. You like to express yourself through art.

---

4. Talk to a partner about your free time activities using the information in exercise 3. Add extra information.

---

**Project Stage 2**

- Make a list of your family’s free time activities.
- Get cutouts from magazines to represent your family’s typical routines and free time activities.
- Get objects that have some relation to the activities.

**E.g.** *My mom likes to read books. My dad exercises on Sundays.*
Lesson 3
Meet Celebrity Families

1. Look at the picture and guess the answer to the questions.
   a. Who are they? ________________ They're the Jonas Brothers.
   b. What's their profession? ________________
   c. Where are they from? ________________
   d. What do they like to do in their free time? ________________

2. Read and confirm your guesses.

Meet the Jonas Family!

a. The Jonas Brothers is an American pop music band. The members of this band are the three brothers Kevin, Joe and Nick Jonas. They are special artists because they spend time with their family and have a foundation to help children. Let’s take a look at the Jonas family members.

b. Her name is Denise Jonas. She’s a loving mother, but she’s strict, too. She goes with her sons to all concerts and interviews.

c. This is Mr. Kevin Jonas, the father. He is a public figure, but he doesn’t like to be on camera. He’s the manager of his sons’ band.

d. Kevin Jonas is 29 years old. In the band, he plays the guitar and sings. He is romantic. He likes to practice pole vaulting, but he doesn’t have a lot of time to practice it now. He supports many causes as a volunteer and contributor.

e. Joe Jonas is 27 years old. He is the lead singer in the band. He’s the fun and sporty brother. He loves to work out and play soccer in his free time. He supports Special Olympic organizations in their foundation.

f. Nick Jonas is 24 years old. He is quiet and sensitive. He doesn’t talk a lot, but he is a good songwriter. He plays the drums. He supports children who suffer from diabetes. He likes to write songs and play baseball in his free time.
3. Work with a partner. Read the questions and complete the table as fast as possible.

<table>
<thead>
<tr>
<th>Questions</th>
<th>Answers</th>
<th>Paragraphs</th>
<th>Who finds the answers first?</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Why are the Jonas brothers special artists?</td>
<td>Because they spend time with their family and help children.</td>
<td>a</td>
<td>Me</td>
</tr>
<tr>
<td>b. What is Kevin like?</td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>c. Who is loving but strict?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>d. What does Nick like to do in his free time?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>e. Who likes to work out?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>f. What does Mr. Kevin Jonas do?</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

5. Write about yourself.

I’m...

(name - age)

(personality - daily activities)

(free time activities - activities you don’t like to do)

4. Complete the following paragraph with and or but.

Meet the Jonas’ little brother. His real name is Frankie, but people call him Bonus Jonas. He’s 16 years old. He’s short but a little chubby. He’s fun but outgoing. He likes to sing, but he doesn’t play in his brothers’ band. In his free time, he loves to play basketball but video games. He always does his homework, but he doesn’t like to do household chores.

5. Write about yourself.

I’m...

(name - age)

(personality - daily activities)

(free time activities - activities you don’t like to do)

- Check that your magazine cutouts represent all the activities your family participates in.
- Get the materials you need to make your collage. E.g. cardboard, glue, markers, scissors, etc.
- Make your collage.
Lesson 4

What Kind of Person Are You?

1. Listen to the following descriptions. Write the activities you hear.

   - Charles: watches TV
   - Cynthia: does homework
   - Mathew: talks on the phone
   - Kate: watches late movies

2. Listen again and identify the expressions below to complete the sentences.

   - couch potato
   - busy bee
   - early bird
   - night owl

   a. Charles is a ___________________. He likes to sit all day in front of the TV. He’s sedentary.
   b. Cynthia is an ___________________. She’s a morning person. She likes to do everything in the morning.
   c. Mathew is a ___________________. He does a lot of activities at work.
   d. Kate is a ___________________. She’s an evening person. She likes to stay up late at night.

3. Complete the conversations. Use the expressions from the previous exercise.

   a. - Hey Mark! Do you want to go to the park?
     - No way! I prefer to stay inside and watch TV.
     - Come on! Your body needs some exercise.
     - It’s very cold outside.
     - You’re a ___________________.

   b. - Do you go to bed late?
     - No, I don’t. I go to sleep early because I like to exercise in the morning.
     - What time do you get up?
     - At 5:00 AM.
     - Wow, you’re an ___________________.

Reflect on Values

- I respect people’s lifestyles.
- I value free time activities.
- I spend quality time with my family.

Key Expressions

No way! absolutely not

Gap Activity

Student A goes to page 87.
Student B goes to page 89.
1. Discuss your experience.
Check ✓ the options that are true for you.

a. I think this project is...
   - interesting.
   - boring.

b. The stages of the project are...
   - clear.
   - confusing.

2. Listen and read.

A collage (a French word that means “glue”) is a style of art. People paste together pieces of colored paper, magazine cutouts, photographs or small objects on a piece of paper.

Check out these steps to make your collage more attractive:

1. Choose a nice base for your collage. Use colored cardboard or paint your base.
2. Use different materials. Paste magazine cutouts, photographs, cloth, toys, and use different kinds of paper.
3. Play with shapes. The cutouts don’t have to be only squares. Cut them in fun shapes: circles, triangles or strips.
4. Let your imagination fly! A collage is a free-style technique.

3. Answer.

a. What is a collage?

b. What materials do people use in a collage?

Give your Presentation

- Introduce yourself and the members of your family.
- Describe their personalities, routines and free time activities.
- Use the pictures and objects you pasted to guide your oral presentation. Don’t read!
- Answer your partners’ questions about your family. Add more details.

Useful Expressions

- Hello everyone. My name is...
- This is my brother. His name is...
- He is a sporty ...
- Every day my brother wakes...
- In his free time he likes to ..., but he doesn’t like to...
- He prefers to ...
I have a mysterious friend.

He is sporty. He likes to do sit ups in the morning.

He doesn't take a bus to the university. He prefers to jump over buildings.

He studies science. He has a great memory.

He's very intelligent, but he's very shy with girls.

After school, he works for a newspaper. He is a photographer.

At the end of the day, he likes to help people in trouble.

Who is my friend? Take a guess!
1. Fill in the blanks with the right word. Use the Word Bank.
   a. My father gets nervous in front of people.
      He's a __________ person.
   b. My sister exercises from Monday to Sunday.
      She is __________.
   c. My brother prefers to sleep late on weekends. He doesn't like to exercise.
      He is __________.
   d. My mother has many friends because she is sociable.
      She is an __________ person.
   e. My cousin doesn't hang out with noisy people. He doesn't talk a lot.
      He is a __________ person.

2. Complete the following information with the correct form of the verbs in parentheses.
   My sister Kate (a. be) a secretary. She (b. have) a part-time job.
   She (c. work) in the mornings, and (d. study) in the afternoons.
   She (e. not work) on weekends. She (f. not be) lazy, but she (g. like) to wake up late on weekends.
   In her free time, she (h. hang out) with her friends. She also (i. go) to the park with me and plays basketball, but she (j. not play) very well.
   She (k. be) a great person.

3. Listen to the description and order the actions from 1 to 9 as you hear them.
   **A Typical Day in My Son's Life**
   1. He has breakfast.
   2. He goes to bed at 11:00 PM.
   3. He hangs out with his friends at noon.
   4. He does homework.
   5. He goes to work at a music store.
   6. He wakes up very early, like around 6:00 AM.
   7. He goes to university.
   8. He arrives home at 6:00 PM.
   9. He exercises.

4. Circle the correct word that completes the sentences.
   a. Jenny likes to sing, play the guitar and / but dance.
   b. My brother is a little short and / but he's a good basketball player.
   c. I like to play video games and / but I don't play all day. Only 1 hour.
   d. Jennifer listens to music and / but reads books in her free time.
   e. My brothers love to listen to rock music and / but I don't like it. I prefer reggae.

---

**Self-Evaluation**

Now I can...
- describe my family.
- express likes and dislikes.
- connect sentences with and and but.
Glossary

A-E
artistic: adj. inclined toward the arts. My friend is an artsy boy. He likes painting, music and literature.

develop: v. to progress gradually.
drums: n. a group of musical instruments that includes metal and plastic pieces. Nick Jonas plays the drums in his band.

background: n. sounds that surround a situation. Electronic music is the background music of the film.
cardboard: n. a kind of thin paper.
couch: n. a sofa.
cousin: n. the son of one’s uncle or aunt.
chat: v. to talk to a person on the Internet.
cutouts: n. pieces of paper from magazines or newspapers.

energetic: adj. full of energy. (syn. active)

F-P
figure: n. an important or famous person. The Jonas Brothers are music figures.
free: adj. not busy. On weekends I am free. I don’t have to go to school.
fun: adj. humorous or comical. Comedians are fun people.
household chores: n. activities a person does to clean the house.
hobbyist: n. a person who practices a specific activity in his free time.
joke: n. a funny story that makes someone laugh.
lazy: adj. someone who is inactive or doesn’t like to work. (ant. active – energetic)
lead singer: n. the main singer in a band.
loving: adj. demonstrating affection for others. Denise Jonas is a loving mother.
nervous: adj. someone who feels anxious or tense. (ant. relaxed) I feel nervous when I speak in front of the class.
noisy: adj. that makes a lot of high volume sounds. (ant. quiet)
outgoing: adj. someone who is sociable and extroverted. (syn. friendly)
paste: v. to attach something with glue.

pole vaulting: n. a sport where people jump over a high crossbar.

quiet: adj. calm, serene. (syn. relaxed)
sensitive: adj. someone who is susceptible to others’ feelings or circumstances.
serious: adj. a person who doesn’t have an expression of happiness.
shape: n. form e.g. triangle, circle, square.
shop: v. to buy.
shy: adj. timid.
sit ups: n. abdominal exercises.
sporty: adj. someone who loves to practice sports.
stage: n. a phase of a project.
talkative: adj. someone who speaks a lot.
wake up: v. to stop sleeping.

Q-Z

Colloquial Expressions
A busy bee: a very busy person.
A couch potato: someone who sits and watches TV all day.
An early bird: a person who wakes up early in the morning.
A night owl: a person who stays up late at night.
Hang out: to spend time with friends.
Invite out: to invite to go to a place.
No way! absolutely not.
Take it easy: to relax.
Work out: to exercise.
UNIT 2

Cultures Around the World

➤ General Objective
You will be able to describe customs and celebrations around the world.

➤ Communication Goals
You will learn how to
• talk about customs of other cultures.
• talk about celebrations in other countries.

➤ CLIL
• Greetings
• Food
• Clothing
• Celebrations and Holidays

Vocabulary
• Words related to customs and celebrations

Grammar
• Simple Present tense with adverbs of frequency
• Present Progressive tense

➤ Idioms and Colloquial Expressions
• I’m feasting my eyes on
• Out of this world
• The place is packed
• Hope you’re doing well
• Take place

➤ Project
Slide Show Presentation
You will prepare a slide show presentation on a specific culture.

Discuss:
• Where are these people from?
• What are they wearing?
• What are they doing?
1. Complete the text with the corresponding country. Use the Word Bank. Then, listen and check.

In _Thailand_ (a) people always _greet_ with a bow to express respect.

In China and ___________ (b) people usually _use_ chopsticks to eat with.

In ___________ (c) women never _wear_ skirts. They wear veils and long dresses.

In ___________ (d) people _pray_ in churches. They often go to church on Sundays.

In ___________ (e) people usually _give_ Christmas presents on January 6th.

In ___________ (f) people sometimes _celebrate_ their New Year at the end of January.

2. Complete the box using the Word Bank.

<table>
<thead>
<tr>
<th>Word Bank</th>
</tr>
</thead>
<tbody>
<tr>
<td>greet with</td>
</tr>
<tr>
<td>celebrate</td>
</tr>
<tr>
<td>give</td>
</tr>
<tr>
<td>wear</td>
</tr>
<tr>
<td>pray</td>
</tr>
<tr>
<td>a bow</td>
</tr>
<tr>
<td>a kiss</td>
</tr>
<tr>
<td>the New Year</td>
</tr>
<tr>
<td>presents</td>
</tr>
<tr>
<td>skirts</td>
</tr>
<tr>
<td>in a church</td>
</tr>
</tbody>
</table>

3. Complete the sentences with the verbs in exercise 2 and guess the nationality.

Cultural Trivia Quiz

a. _Indian / Greek / Arabian_ women usually _wear_ veils every day.

b. _Americans / the Chinese / Venezuelans_ sometimes _give_ a kiss, but only close family members.

c. _Australians / Colombians / Canadians_ always _celebrate_ Labor Day in September.

d. _Italians / Arabs / Russians_ are very religious. They often _pray_ five times a day.
4. Complete the sentences using frequency adverbs. Use the words in parentheses.

(a) The French (always greet with a kiss) on both cheeks.

(b) Indian people (use their left hand) to eat with.

(c) Americans (give a present) to their new neighbors.

(d) Chinese people (eat fast food)

5. Answer the questions and add one more. Then, interview a partner.

<table>
<thead>
<tr>
<th>How often do you...</th>
<th>Me</th>
<th>Partner</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. eat fast food?</td>
<td>usually</td>
<td></td>
</tr>
<tr>
<td>b. pray in a temple?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>c. eat with chopsticks?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>d. greet your neighbors?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>e. __________________</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Speaking Strategy

Use Really? to show interest in a conversation.

How often do you eat fast food?

Really?

I usually eat hamburgers on weekends.

Yeah.

Project Stage 1

- Get in groups of 3 and choose a country you are interested in.
- Look for information about greetings, eating habits and clothing.
- Get 3 pictures that represent the information you find.

E.g. We like China.
Lesson 2
Celebrating Diversity

1. Listen and fill in the blanks with the verbs you hear.

Reporter: Welcome to another Globetrotters show. Today we’re in Sevilla, Spain. People are ________ the Sevilla’s fair and watching the parades. Some others are riding horses, ________ (a) flamenco songs or ________ (b) Spanish food. Let’s ask the locals and learn more about this celebration. Hola! Excuse me, what are you wearing? It’s a beautiful dress.

Woman: I’m ________ (c) a traditional flamenco dress. I always wear it during the celebrations. Look! The flamenco dancers are ________ (d) now. Sorry, I need to go.

Reporter: Hola! Excuse me, what are you eating?

Man: I’m ________ (e) tapas.

Reporter: Tapas?

Man: Yeah, they’re snacks. I love bread and ham tapas. They’re so delicious. Here, try this one.

Reporter: Hmm, it’s really good.

2. Fill in the blanks with the right form of the verbs in the Present Progressive tense.

a. What ________ you ________ (do)? I ________ (1) decorate) some eggs for Easter.

b. What ________ your husband ________ (2) do)? He ________ (3) hide) the eggs in the garden.

c. What ________ your children ________ (4) play)? They ________ (5) look) for the Easter eggs right now.
3. Match the pictures with their corresponding descriptions.

a. I’m from Saudi Arabia. Today I’m wearing traditional Arabian clothes. This morning I’m fasting because we’re celebrating Ramadan. During Ramadan, we never eat until sunset.

b. I’m Irish. I’m wearing green clothes today because we’re celebrating St Patrick’s Day. It is great. Right now people are dancing and singing traditional Irish songs. I always watch the parade in the street.

Reflect on Grammar

Simple Present Tense
Use it to describe habitual actions and routines.

I always watch the parade in the street.
Arabs never eat on Ramadan until sunset.

Time expressions: always, usually, every year, once a day

Present Progressive Tense
Use it to describe temporary actions, actions happening at the moment of speaking or to describe a scene.

The children are looking for the Easter eggs right now.
Now people are singing traditional Irish songs.
Today Arabs are fasting because they are celebrating Ramadan.

Time expressions: now, right now, these days, today, at the moment

4. Circle the appropriate form of the verb. Then, listen and check.

At the moment I am practicing / practice a traditional dance for the “Virgen del Carmen” festival at my school. Peruvians are celebrating / celebrate (a) this religious holiday event every year in July. These days many people are cleaning / clean (b) and decorating / decorate (c) the streets for the procession of our Mother Mary. On this day, people usually are dancing / dance (d), are playing / play (e) Peruvian folk music and go to church.

Grammar Strategy
Pay attention to time expressions to choose the right form of the verb.

5. Think of a celebration in your country and describe what people usually do.

Andres: Look! This is my dad celebrating the Day of the Dead in Mexico.
Nicole: When do people celebrate it?
Andres: The 1st and 2nd of November.
Nicole: What is he doing?
Andres: He is praying at my ancestors’ graves.

• Find a celebration that occurs in the country you are working on in this project.
• Get specific information about the celebration (date, activities, food and clothing).
• Get four pictures that represent the information about the celebration.
Enjoying a New Culture

Lesson 3

1. Look at the pictures and complete the sentences. Then, check your guesses in the text.

   a. This celebration takes place in...
      [ ] Japan.
      [ ] China.
      [ ] Korea.

   b. These people are celebrating...
      [ ] New Year.
      [ ] Dragon Boat Festival.

2. Read the following email. Then, identify the parts of the text. Use the Word Bank.

   To: Marth@haooy.com
   Subject: Chinese New Year

   Hello Martha,

   I hope you’re doing well. How is school going? These days I’m visiting and enjoying the magnificent capital of China. I’m having a great time in Beijing. Actually, I’m writing this email in the street.

   Today, Chinese people are celebrating the Chinese New Year. It usually takes place at the end of January or the beginning of February. On this day, people don’t go to work. They usually go outside to watch the parade, eat a lot of food and watch fireworks at night. This parade is great! There are dragons. People are wearing red clothes. They’re singing and playing traditional Chinese music. Some people are giving red envelopes to each other. They say these envelopes bring good luck.

   I have to go now. Please say hello to mom and dad. I miss you very much.

   Talk to you soon,

   Roger

   Word Bank

   a. Take place: to happen, to occur
   b. Hope you’re doing well: I expect you are OK

   Key Expressions

   a. This celebration takes place in...
   b. These people are celebrating...

   Reading Strategy

   Use pictures to predict the content of a text.
3. Answer the questions based on the reading.
   a. Where is Roger? ________________
   b. What city is Roger visiting? ________________
   c. Where is Roger writing the email? ________________
   d. What do people usually wear for the celebration? ________________
   e. What are people doing right now? ________________

4. Identify the expressions on the left in the text in exercise 2. Then, match them with their function.

<table>
<thead>
<tr>
<th>Expressions</th>
<th>Functions</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Hello...</td>
<td>1. Ask for general information</td>
</tr>
<tr>
<td>b. I hope you're doing well.</td>
<td>2. Send greetings to other people</td>
</tr>
<tr>
<td>c. How is school going?</td>
<td>3. Say goodbye</td>
</tr>
<tr>
<td>d. Please say hello to...</td>
<td>4. Express your good intentions</td>
</tr>
<tr>
<td>e. Talk to you soon,</td>
<td>5. Greet your partner</td>
</tr>
</tbody>
</table>

5. Use the prompts to complete the email.

**Writing Strategy**
Use fixed expressions to write a text. Hello, I hope..., Talk to you soon...

**To:** Takh@conect.jp

**Subject:** Celebrating in the USA

---

**Hello** Takahiro,

I hope __________________________________________

Today we’re celebrating __________________________________________

People __________________________________________

My friends are calling me, I have to go now.

Please say __________________________________________

Teruko

---

**Introduction**
- Express your good intentions.
- Ask for general information.
- Say where you are.

**Body**
- Say the name of the holiday.
- Say what people are doing and wearing.

**Ending**
- Send greetings to other people.
- Say goodbye.

---

**Project Stage 3**
- Describe the pictures of stages 1 and 2. Use simple sentences.
- Check the spelling of the words you use.
- Paste and type in the information on different slides.

E.g. *In this picture Japanese people are wearing kimonos.*
1. Listen and complete the conversation with the idioms in the box.

Mother: Hi, darling! Oh, it’s really noisy! Where are you?
Tina: I’m on the street. We are celebrating the Whites and Blacks Carnival. There are about 500 people around.
Mother: Really? How is it going?
Tina: This celebration is spectacular and incredible. People usually paint their faces or wear masks. Ah, there are floats.

Mother: Floats? What are they?
Tina: They are special cars with big figures of people or animals. Right now, a float that has a big parrot. It looks very real. Its colors are intense.

Mother: Wow! I see you’re having a good time in Colombia. I’ll call you later. Take care, I love you.
Tina: OK, mom. Talk to you soon. I love you, too.

2. Write the idioms under the corresponding picture.

3. Match the idioms with their meaning.
   a. The place is packed
   b. I’m feasting my eyes on
   c. It’s out of this world

4. Answer the questions below and share with a partner.
   a. What do you think is out of this world?
   b. What places are usually packed in your town?
   c. What do you feast your eyes on?

Reflect on Values

- I learn about other cultures.
- I respect different customs.
- I value my own culture.
1. Discuss your experience.
   a. Check the aspect you completely like about your presentation.
      - greetings
      - food
      - clothing
      - celebrations
   b. What do you think about the stages of the project?

<table>
<thead>
<tr>
<th>stages</th>
<th>easy</th>
<th>difficult</th>
</tr>
</thead>
<tbody>
<tr>
<td>Finding the information is...</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Writing the sentences is...</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Finding the images is...</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Preparing the slides is...</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2. Read and discuss.

A slide show presentation is a series of pictures that people use to give a presentation at school or work. People use computer programs such as PowerPoint or Quick Slide Show to organize the pictures. A slide show is interesting because images are always the best way to explain a topic. Here are some tips to prepare an excellent slide show presentation:

- Find information about the topic and decide what you want to present.
- Choose clear and interesting images to support your ideas.
- Don’t write a lot of text. Use only key words.
- Check that the texts are easy to read. Don’t use too much color or animation.

a. What is a slide show presentation?
b. What tips do presenters follow to make their presentations?

Give your Presentation

- Greet your audience.
- Mention the country.
- Mention the topics of the presentation.
- During the presentation, show each slide one by one. Stop and describe it.
- Look at your audience always.
- Check if your audience has any questions and answer them.
- Thank your audience.

Useful Expressions

- Good morning everybody.
- My presentation is about... (country’s name).
- The topics of this presentation are greetings, food...
- In this slide people are eating / wearing / greeting / giving...
- Do you have any questions?
- Thanks for your attention.
Get in pairs.

1. Look at picture A and share what you see with your partner.
2. Look at picture B for two minutes. Then, write down a list of 10 differences you find on a piece of paper.
   E.g. *In picture A, a man is watching the time. In picture B, he is drinking water.*
   The one who finds the most differences is the winner.
1. Read the charts. Then, associate the colors and write complete sentences.

<table>
<thead>
<tr>
<th>Custom</th>
<th>Nationality</th>
</tr>
</thead>
<tbody>
<tr>
<td>have soup for breakfast, lunch and dinner</td>
<td>The Vietnamese</td>
</tr>
<tr>
<td>use their left hand to eat with</td>
<td>People in India</td>
</tr>
<tr>
<td>give chocolates at Easter</td>
<td>Americans</td>
</tr>
<tr>
<td>wear a veil</td>
<td>Saudi Arabian women</td>
</tr>
<tr>
<td>wear kimonos on special occasions</td>
<td>The Japanese</td>
</tr>
</tbody>
</table>

Always
Usually
Often
Sometimes
Never

a. _________________________________________________________.
b. _________________________________________________________.
c. _________________________________________________________.
d. _________________________________________________________.
e. _________________________________________________________.

2. Complete the following sentences using the Word Bank. Use the Simple Present or the Present Progressive tense.

**Word Bank**
- celebrate
- pray
- wear
- give
- watch

a. Mark always ____________ his mom flowers on Mother’s Day.
b. These days people ____________ the Carnival in Rio de Janeiro.
c. People are very quiet in church. Right now they ____________ for their families.
d. I usually ____________ the fireworks with my family on Independence Day.
e. Look! People ____________ big hats. They’re out of this world!

3. Complete the message. Use the expressions in the box.

a. ________________ Pete,
b. ________________
c. ________________
   I’m having a great time here in Puebla, Mexico. Right now I’m eating delicious “quesadillas.” Today is my roommate’s birthday so we’re having a piñata party. Everybody is really happy. We’re dancing and singing “rancheras.” It’s fun.
d. ________________ our mom. Tell her I’m fine.
e. ________________ Jane

**Self-Evaluation**
**Now I can...**
- talk about customs and habits in different countries.
- describe what people are doing.
- use fixed expressions to write informal messages.

<table>
<thead>
<tr>
<th></th>
<th>Very Well</th>
<th>OK</th>
<th>A Little</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Glossary

A - F
bow: n. the act of bending one’s body to greet.
cheek: n. the side of the face under the eyes.
chopsticks: n. long pieces of wood used for eating.
church: n. a place where people go to pray. (syn. temple)
costume: n. a style of dress including accessories, make-up, or hairstyle that is characteristic of a community, event or celebration.
custom: n. special practices or actions a specific community has.
Easter: n. the most important celebration in the Christian religion.
envelope: n. a rectangular container usually used for putting letters inside.
fair: n. a kind of bazaar where people meet, show products or get entertained. It takes place at a certain site and time of the year.
fast: v. to not eat food especially during religious celebrations.
fireworks: n. exploding objects that are used for entertainment or celebrations.
float: n. a platform mounted on a trailer with flowers, inflated figures that are presented in a parade.
folk music: n. traditional music that identifies a community. “Cumbia” is a kind of folk music in South American countries.
G - Z
greet: v. to say hello to someone.
holiday: n. a day of special importance to a community when people celebrate or remember an important event.
hide: v. to cover something so people cannot see it.
kiss: n. the act of touching with the lips.
local: n. a person who lives in and represents a particular community. The locals are telling the tourists about the best restaurants in their city.
miss: v. to feel sad because the people you love are not with you.
once: adv. on one occasion. (syn. one time)
parade: n. a public procession that includes floats and bands.
pray: v. to speak to God.
present: n. an object you give someone on a special occasion. (syn. gift)
Ramadan: n. a religious celebration of the Islamic religion. During this time people don’t eat food until the sun goes down.
ride: v. to sit and travel on the back of an animal such as a horse or a camel.
slide: n. a transparency that is placed in a projector for formal presentations at school or work.
twice: adv. on two occasions. (syn. two times)
veil: n. a piece of cloth that covers the face.

Colloquial Expressions
Here, try this one: take, eat this.
Hope you’re doing well: I expect you’re OK.
I’m feasting my eyes on: to enjoy what you see.
It’s out of this world: spectacular, extraordinary.
The place is packed: the place is full of people.
Take place: to occur, to happen.
Listening

Listen to five conversations twice.

For questions 1-5, check the correct answer in the answer box.

Example:

0. What is Mike like?

1. What's your sister like?

2. What does her brother do on Saturday mornings?

3. What's Dave's hobby?

4. What's Jenny doing now?

5. What are the boys celebrating?

Speaking

Use the information in the card and the picture to describe the celebration. Then, tell your partner about it.

Candidate A

Saint Lucy's Day

Saint Lucy is a common celebration in Sweden. People celebrate it on December 13th. People usually go to processions and pray in a church. They usually wear white clothes. Girls wear long dresses and roses in their hair. People often eat a special kind of bread.
For questions 6 - 10, mark the correct letter in the answer box.

Example:

Tom: Hi, Kate. How are you?
Kate: Oh, yes, I know him. He's a fun person.
Tom: I'm listening to music. Where are you? It's very noisy.
Kate: I'm fine. And you?

Speaking

Use the information in the card and the picture to describe the celebration. Then, tell your partner about it.

Writing

Read the description of people's personalities. What's the word for each description? The first letter is already there. Write the complete word in the answer box.

Example:

I have many friends.

Answer

outgoing

Maskara Festival

Masskara Festival is a common celebration in the Philippines. People celebrate it on October 19th. They usually wear smiling masks and colorful costumes. People often participate in games and competitions.
General Objective
You will be able to describe and compare people’s abilities.

Communication Goals
You will learn how to
• talk about abilities.
• compare people’s attributes and abilities.
• express opinions.

CLIL
• Multiple Intelligences
• Talented People

Vocabulary
• Words related to multiple intelligences
• Adjectives related to physical description

Grammar
• Modal verb Can
• Comparative and Superlative Adjectives

Idioms and Colloquial Expressions
• Get out of here
• It’s a piece of cake
• It’s mind-blowing
• Know by heart

Project
Talent Show
You will organize and participate in a talent show to demonstrate your abilities.

Discuss:
• What do they do?
• What are their abilities?
Multiple Intelligences

1. Listen and complete with the verbs in the Word Bank.

**Logical-Mathematical Intelligence**
These people are good with numbers. They can do calculations **quickly**. They can ______ solve _______ problems using logic.

**Interpersonal Intelligence**
These people can interact with others **easily**. They can understand other people's emotions. They can _______ _______ in public.

**Musical Intelligence**
These people are good at music. They can _______ _______ and play musical instruments. They can learn using songs and melodies.

**Visual-Spatial Intelligence**
These people are good with images. They can _______ _______ and draw impressive paintings. They can design useful objects.

**Verbal Intelligence**
These people are good with words. They can write beautiful poems. They can _______ _______ languages **easily**.

They can tell funny stories.

**Kinesthetic Intelligence**
These people can interact with their bodies **very well**. They can act and dance. They can be good athletes.

---

**Vocabulary Strategy**
Use mind maps to learn new words.

**Useful Expressions**
- Use quickly, easily and very well to describe actions.

2. Listen and complete Katie's and Peter's abilities. Then, guess what their intelligences are.

<table>
<thead>
<tr>
<th>Abilities</th>
<th>Intelligences</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. She can count quickly.</td>
<td>She has _______ _______ and _______ _______ intelligences.</td>
</tr>
<tr>
<td>b. He can write poems.</td>
<td>He has _______ _______ and _______ _______ intelligences.</td>
</tr>
</tbody>
</table>

---

**Listening Strategy I**
Focus on specific information and ignore the rest.

**Listening Strategy II**
Use specific information to make inferences.
Speaking Strategy
Give extra information to expand your conversations.

Pronunciation

<table>
<thead>
<tr>
<th>Can</th>
<th>Can’t</th>
</tr>
</thead>
<tbody>
<tr>
<td>/kæn/</td>
<td>/kænt/</td>
</tr>
</tbody>
</table>

Listen and complete with can or can’t.
She ______ sing.
We ______ dance.
They ______ play soccer.
I ______ jump high.

Reflect on Grammar

Modal Verb Can
Use can to express ability.

<table>
<thead>
<tr>
<th>Affirmative</th>
<th>Negative</th>
<th>Interrogative</th>
</tr>
</thead>
<tbody>
<tr>
<td>I can dance.</td>
<td>cannot dance.</td>
<td>Can dance?</td>
</tr>
<tr>
<td>You can dance.</td>
<td>you cannot dance.</td>
<td>You can dance?</td>
</tr>
<tr>
<td>He can dance.</td>
<td>he cannot dance.</td>
<td>He can dance?</td>
</tr>
<tr>
<td>She can dance.</td>
<td>she cannot dance.</td>
<td>She can dance?</td>
</tr>
<tr>
<td>It can dance.</td>
<td>it cannot dance.</td>
<td>It can dance?</td>
</tr>
<tr>
<td>We can dance.</td>
<td>we cannot dance.</td>
<td>We can dance?</td>
</tr>
<tr>
<td>You can dance.</td>
<td>you cannot dance.</td>
<td>You can dance?</td>
</tr>
<tr>
<td>They can dance.</td>
<td>they cannot dance.</td>
<td>They can dance?</td>
</tr>
</tbody>
</table>

Grammar and Vocabulary

write stories
speak in public
play a musical instrument
dance salsa
paint impressive paintings
solve math problems

Daniel

<table>
<thead>
<tr>
<th>write stories</th>
<th>speak in public</th>
<th>play a musical instrument</th>
<th>dance salsa</th>
<th>paint impressive paintings</th>
<th>solve math problems</th>
</tr>
</thead>
<tbody>
<tr>
<td>✔️</td>
<td>✔️</td>
<td>×</td>
<td>✔️</td>
<td>×</td>
<td>✔️</td>
</tr>
</tbody>
</table>

Mary

<table>
<thead>
<tr>
<th>write stories</th>
<th>speak in public</th>
<th>play a musical instrument</th>
<th>dance salsa</th>
<th>paint impressive paintings</th>
<th>solve math problems</th>
</tr>
</thead>
<tbody>
<tr>
<td>×</td>
<td>✔️</td>
<td>×</td>
<td>✔️</td>
<td>×</td>
<td>×</td>
</tr>
</tbody>
</table>

Me

<table>
<thead>
<tr>
<th>write stories</th>
<th>speak in public</th>
<th>play a musical instrument</th>
<th>dance salsa</th>
<th>paint impressive paintings</th>
<th>solve math problems</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

3. Read about Daniel’s and Mary’s abilities. Then, complete the chart with your own information and make sentences.

Daniel can speak in public and dance, but he can’t paint or play a musical instrument.

a. Daniel can ______ speak in public and dance, but he can’t paint or play a musical instrument.
b. Mary can’t ______
c. Daniel and Mary ______
d. I can ______
e. I can’t ______

4. Complete the sentences with can or can’t. Then, interview a partner.

a. I ______ dance.
b. I ______ solve Sudoku puzzles.
c. I ______ make friends easily.
d. I ______ play a musical instrument.
e. I ______ solve math problems quickly.
f. I ______ act in theater plays.

Can you play a musical instrument?
Yes, I can.
I can play the violin.
Can you dance?
Yes, I can.
I can dance tango.

E.g. I can sing.

Project Stage 1

• Form groups of four students.
• Write down a list of your abilities.
• Compare lists with your partners.
1. Complete the profiles with the numbers you hear.

The Fastest Men on Earth

Ussain Bolt
Age: _____ Height: 1.95 m.
Weight: _____ kg.
Best record: 100 meters in 9.58 secs.

Tyson Gay
Age: _____ Height: 1.80 m.
Weight: _____ kg.
Best record: 100 meters in 9.69 secs.

Asafa Powell
Age: _____ Height: _____ m.
Weight: 85 kg.
Best record: 100 meters in 9.72 secs.

2. Match the antonyms.

a. thin
b. young
c. short
d. fast

1. tall
2. slow
3. old
4. fat

3. Listen and circle the word you hear.

Jack: You’re always faster / taller than me.
Mark: Well, I want to be the fastest / the tallest runner in the world like Asafa Powell.
Jack: No, wait a minute! I think that Tyson Gay is faster / slower than Asafa Powell.
Mark: Let’s check. Mr. Parker, who is faster / slower Tyson Gay or Asafa Powell?
Coach: Well, Asafa Powell can run 100 meters in 9.72 seconds, but Tyson Gay does it in 9.69 seconds.
Jack: You see? Tyson Gay is shorter / faster than Asafa Powell.
Coach: But Ussain Bolt is the fastest / the heaviest man of the three. He can run 100 meters in 9.58 seconds.

4. Based on exercise 1, complete the comparisons with the correct form of the adjectives.

a. Asafa is heavier than Tyson, but Ussain is the heaviest of the three. (heavy)
b. Asafa is ________ than Ussain, but Tyson is ________ of the three. (short)
c. Tyson is ________ than Ussain, but Asafa is ________ runner of the three. (slow)
d. Asafa and Tyson are the same age, but Ussain is ________ of the three. (young)
5. Listen and fill in the blanks using the Word Bank. Then, listen again and check the person who says the statements.

The Most Famous Artists

a. Justin Bieber the most _________ artist.
b. I think Justin is more _________ than Rob.
c. To my mind Rob is more _________ than Justin.
d. I think that Selena is more _________ than Dakota.
e. To my mind Dakota is more _________ than Selena.
f. Selena is the most _________ artist.

Word Bank
- beautiful
- talented
- popular
- attractive
- interesting
- generous

Useful Expressions
- Use I think / To my mind to express opinions.

a. I think... superlative (popular)
b. ____________________________ comparative (talented)
c. ____________________________ superlative (young)
d. ____________________________ comparative (good)

Reflect on Grammar

Comparative form of long adjectives
Use more before long adjectives + than.
Justin Bieber is more popular than Rob Pattinson.

Superlative form of long adjectives
Use the most before long adjectives.
Justin Bieber is the most popular artist.

Questions
- Who is more talented, Selena Gomez or Dakota Fanning?
- Who is the most talented artist at the moment?

6. Express your opinion about these artists. Use the comparative and superlative form of the adjectives in parentheses.

Avril Lavigne
Zac Efron
Rafael Nadal
Shakira

Project Stage 2
- As a class, decide on categories for competition. E.g. Arts, math, English, sports...
- Choose the best representative of your team to compete in each category.
- Decide on the criteria to evaluate the competitors. E.g. Arts (the most interesting painting/the best singer)...
Lesson 3

Outstanding People

1. Classify the expressions of the Word Bank.

<table>
<thead>
<tr>
<th>Mental Activities</th>
<th>Physical activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>climb mountains</td>
<td>• memorize numbers</td>
</tr>
<tr>
<td>swim in the sea</td>
<td>• run a marathon</td>
</tr>
<tr>
<td>practice meditation</td>
<td>• learn languages</td>
</tr>
</tbody>
</table>

2. Read and identify the title for the texts below. Use the expressions in the box.

**a.** Jorge Fernandez Gates is one of the most popular guys at the moment in Peru because he has an amazing ability: he can speak, read and write in 11 different languages including English, German, Chinese and Italian. Jorge can learn faster than other people because he compares languages and finds similarities between words. For example, the Spanish word “música” is similar to the French word “musique.” His dream is to get into the Guinness World Records as the youngest polyglot in the world.

**b.** People call Wim Hof “Iceman” because he can resist the coldest temperatures. He can run a marathon in the Arctic Circle without shoes, or swim in extremely cold water (2 ºC). Today he holds the Guinness Record for the longest ice bath. Cold environments don’t affect Wim Hof because he can control the temperature of his body. Thanks to meditation, he feels relaxed and comfortable in ice. For example, these days he wants to climb, wearing shorts, Mount Everest, the highest mountain in the world.

**c.** Daniel Tammet has an incredible mathematical ability, so he can count and memorize big numbers easily. For example, he can recite the number π (π), one of the longest numbers, by heart. But there is more. People think he is an extraordinary genius because he can describe the processes of his mind. He explains that he can memorize big numbers or solve difficult math operations because he sees numbers with colors, attributes or sounds in his mind. For example, he thinks that number 333 is more attractive than 259. For him, π is the most beautiful of all numbers.
3. Read the sentences and check T (true), F (false) or NI (no information), based on the reading.

<table>
<thead>
<tr>
<th></th>
<th>T</th>
<th>F</th>
<th>NI</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Jorge Fernandez can only speak and write in 3 different languages.</td>
<td></td>
<td></td>
<td>✔</td>
</tr>
<tr>
<td>b. Jorge Fernandez compares languages to learn faster.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>c. Wim Hof can’t resist hot temperatures.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>d. Wim Hof doesn’t hold a Guinness Record.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>e. Daniel Tammet can’t count big numbers.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>f. Daniel Tammet can paint colorful paintings.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

4. Go back to the text and answer the following questions.

a. Why can Jorge Fernandez learn faster than other people? **Because he compares languages.**
b. Why is Jorge Fernandez a popular guy in Peru? **Because he has verbal and kinesthetic intelligences.**
c. Why do cold environments not affect Wim Hof? **Because he’s interested in 3D movies.**
d. Why do people call Wim Hof “Iceman”? **Because he resists hot temperatures.**
e. Why does Daniel Tammet solve difficult math operations easily? **Because he has spatial intelligence.**
f. Why is Daniel Tammet an extraordinary genius? **Because he’s the youngest movie director at the moment.**

5. Read and match the correct statements.

a. 15-year-old Kishan Shrikanth is an exceptional kid...

1. He has verbal and kinesthetic intelligences.
2. He wants to be the best director of the world.
3. He’s interested in 3D movies.
4. He is the youngest movie director at the moment.
5. They present inspirational stories about love and courage.

b. He can act, write, and direct movies...

c. People like his movies...

d. He’s studying computer design now...

e. He is also working hard and writing new movies...

Project Stage 3

- Present your talents according to the categories selected.
- Evaluate your partners according to the criteria selected.
- Explain your choices using *because*.

E.g. Jenny’s painting is the best because it’s the most colorful and interesting one.
Lesson 4

It’s a Piece of Cake!

1. Check ☑ the options that apply to you. Can you...

- hold your breath for a long time?
- paint impressive paintings?
- make origami figures?

2. Listen to the conversations and complete the chart. Use the idioms in the Word Bank.

<table>
<thead>
<tr>
<th>ability</th>
<th>comment about his/her ability</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ian can...</td>
<td>“No way! 38 seconds! __________ I don’t believe it. I can’t do that.”</td>
</tr>
<tr>
<td>Janeth ________</td>
<td>“Wow! ______________________ It’s absolutely beautiful.”</td>
</tr>
<tr>
<td>Kate _________</td>
<td>“…here is your dragon. __________ It’s not difficult at all.”</td>
</tr>
</tbody>
</table>

3. Complete the definitions with the idioms in the Word Bank.
   a. Use __________ to express that something is really easy.
   b. Use __________ when you talk about something that is wonderful!
   c. Use __________ to express that you can’t believe something.

4. Find someone who has the following abilities. Use the idioms above.

   - can solve Sudoku puzzles.
   - can do tricks like an acrobat.
   - can do something funny with his/her body.
   - can make a beautiful drawing.
   - can imitate someone.
   - can hold his/her breath for a long time.

**Word Bank**
- It’s a piece of cake!
- Get out of here!
- It’s mind-blowing!

**Speaking Strategy**
Recycle expressions and use them in new situations.

**Reflect on Values**

<table>
<thead>
<tr>
<th>I practice to develop my talents.</th>
<th>Always</th>
<th>Sometimes</th>
<th>Never</th>
</tr>
</thead>
<tbody>
<tr>
<td>I learn new abilities.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I am a good competitor.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Gap Activity**
Student A goes to page 88
Student B goes to page 91
1. Discuss your experience.
Read and check the option that best expresses your feelings.

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>So-so</th>
<th>Not Really</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. I like working with my partners.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. This project helps me show my talents.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>c. This project helps me practice my English.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>d. I think the project is interesting.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2. Read.
Talent shows are very popular at schools because they integrate the school community and give students the opportunity to show off their abilities. Many of the shows include singing, acting, doing magic tricks, playing an instrument or dancing. Everybody has a special talent so don't miss the opportunity to show people what you can do! Check out the following tips to organize your talent show better:

- **Plan the event.** As a class, choose a date and time for the talent show.
- **Assign roles.** A person has to be the host. Other students have to be the judges.
- **Practice.** Find moments to meet your team members and rehearse the presentations, but don’t let these practices interfere with your study time.
- **Relax.** Sleep well before the show, drink a lot of water, and tell yourself: “I can do it.” “I’m the best.”
- **Enjoy it!** You do things better when you’re motivated and comfortable. Don’t let anxiety affect your performance. Have fun!

3. Answer.
   a. Why are talent shows popular at schools?
   b. What do you need to do before a talent show?

---

**Give your Presentation**

**Host**
- Greet the audience.
- Mention the different categories.
- Announce the candidates in order.

**Performer**
- Tell them what your presentation is about.
- Concentrate and give your best act to the audience.

**Judges**
- Get together and choose the best candidates.
- Give the results in an envelope to the host.

---

**Useful Expressions**

**Host**
- Good morning, everybody.
- The categories for this talent show are... (sports...)
- Our first performer is (name).

**Performer**
- My presentation is about...
- I can...

**Judge**
- We think (name) is better because...
Listen and read.

Tom is looking for his father's treasure.

Climb the tallest tree and find the next clues.

Tom finds the next clue.

Tom is faster than the crocodiles.

The youngest musician is the guide to the treasure.

Do you know this place?

Yes. It’s on the mountain.

But the treasure contains a note:

The youngest musician...

The treasure is yours, but happiness is the most important thing.

Tom discovers that happiness is sharing.

Let’s do it!

It’s mind-blowing!

Thank you dad!

The treasure is yours, but happiness is the most important thing.
1. Complete the sentences with words from the Word Bank.

**Word Bank**
- run
- do
- play
- speak
- draw

a. Jane has visual intelligence. She can ____________ beautiful designs.

b. Matt has mathematical intelligence. He can ______________ calculations really fast.

c. I have interpersonal intelligence. I can ________________ in public.

d. Ussain Bolt can ________________ 100 meters really fast. He has kinesthetic intelligence.

e. Oscar can ________________ the piano very well. He has musical intelligence.

2. Complete the following conversations with can or can’t.

   a. - _________ (1) you speak French?
      - Yes, I _________ (2). I _________ (3) understand when people speak, but I _________ (4) write it. It’s really difficult.

   b. Check out my new electric guitar.
      - _________ (1) you play rock songs?
      - Actually, I _________ (2), but I’m taking guitar lessons. Listen, I _________ (3) play this easy melody.
      - Oh! I know that’s the melody of one of my favorite rock songs.

3. Listen to the two conversations. Check ✓ what Alex and Sussie can do.

<table>
<thead>
<tr>
<th></th>
<th>swim</th>
<th>do origami</th>
<th>paint</th>
<th>play an instrument</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sussie can...</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Alex can...</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

4. Read the chart and complete the sentences with the comparative or superlative form of the adjectives in parentheses.

<table>
<thead>
<tr>
<th>Falcao</th>
<th>Messi</th>
<th>Kaka</th>
</tr>
</thead>
<tbody>
<tr>
<td>Height: 1.78 m.</td>
<td>Height: 1.69 m.</td>
<td>Height: 1.86 m.</td>
</tr>
<tr>
<td>Age: 30</td>
<td>Age: 28</td>
<td>Age: 33</td>
</tr>
<tr>
<td>Weight: 73 kg.</td>
<td>Weight: 67 Kg.</td>
<td>Weight: 73 kg.</td>
</tr>
</tbody>
</table>

a. Falcao is ____________ (tall) Messi.
b. Messi is ____________ (young) of the three.
c. Kaka is ____________ (old) of the three.
d. Messi is ____________ (short) Falcao.
e. Falcao is ____________ (heavy) Messi.
f. Messi is ____________ (popular) Falcao.
g. Kaka is ____________ (attractive) of the three.
h. Messi is ____________ (good) player of the three.

---

**Self-Evaluation**

Now I can...
- talk about abilities.
- compare physical attributes.
Amazing: adj. incredible. (syn. fantastic)

Attribute: n. a special quality or characteristic of a person.

Breath: n. air you inhale and exhale.

Climb: v. to scale a mountain.

Coach: n. a sports instructor.

Courage: n. the ability to confront difficult situations. (syn. determination)

Design: v. to plan and complete the first drawings of the structure of an object.

Draw: v. to create images with pencil or pen.

easily: adv. in an easy manner. (ant. with difficulty)

Daniel Tammet can do calculations easily.

Enjoy: v. to get pleasure from something. (syn. like, love) I enjoy soccer.

Impressive: adj. extraordinary. (syn. admirable)

Interpersonal: adj. related to the relationships between people.

Kinesthetic: adj. related to movement.

Mind: n. the intellectual capacity of a person.

Multiple: adj. having different parts or elements.

Performer: n. someone who acts, sings or does tricks in public.

Polyglot: n. someone who speaks many languages. Jorge Fernandez speaks Spanish, English, French, German, Russian and Chinese.

Puzzle: n. a game that requires mental abilities to be solved. Sudoku is a kind of puzzle.

Quickly: adv. in a fast manner. (ant. slowly)

Record: n. the best performance in a sport. Usain Bolt holds the record for the fastest athlete.

Road: n. a way or a route to a place.

Runner: n. someone who runs.

Slow: adj. moving with little speed. (ant. fast)

Solve: v. to find a solution to a problem.

Show: v. to demonstrate.

Strong: adj. quality of having muscular power.

Talented: adj. someone who has a natural ability to do a thing well.

Treasure: n. a box containing valuables like gold and diamonds.

Verbal: adj. related to words.

Village: n. a small community in a rural area or out of the city.

Weight: n. a measurement that determines how heavy an object is.

Well: adv. in a good or satisfactory manner. (ant. badly)

Wonderful: adj. marvelous. (syn. amazing)
General Objective
You will be able to talk about food and describe how to make healthy recipes.

Communication Goals
You will learn how to
• talk about food preferences.
• express agreement.
• ask and answer questions about food quantities.

CLIL
• The Food Pyramid
• Healthy Recipes

Vocabulary
• Words related to food, ways of cooking, and units of measurement

Grammar
• Countable and Uncountable Nouns
• Some and Any
• How much and How Many
• Imperatives

Idioms and Colloquial Expressions
• It’s finger-licking good.
• It’s not my cup of tea.
• It makes one’s mouth water.
• Yummy!
• Hold on a second.

Project
Healthy Food Fair
You will organize a food fair to describe and sample healthy dishes.

Discuss:
• Do you like these foods?
• Are they good for your health?
Lesson 1

The Food Pyramid

1. Label the food. Then, listen to the presentation and confirm.

Vocabulary Strategy
Classify words according to categories or groups to remember vocabulary.

Word Bank
a. pear  m. pasta
b. cheese  n. yogurt
c. beans  o. lettuce
d. rice  p. oatmeal
e. apple  q. butter
f. chicken  r. oil
g. carrot  s. potato
h. bread  t. beef
i. fish  u. orange
j. milk  v. spinach
k. banana
l. tomato

2. Complete the sentences with words from exercise 1. Then, compare with a partner.

   a. I like to eat _____________________________ for breakfast.
   b. I usually eat _____________________________ for lunch.
   c. I have _____________________________ for dinner.
   d. I don't like to drink _____________________________.

Reflect on Grammar

Countable nouns
Food / Things we can count.
They have singular and plural forms.
Singular: a pear / an apple
Plural: two pears / three apples

Uncountable nouns
Food / Things that we cannot count.
They don't have a plural form.
milk - beef - spinach

Speaking Strategy
Use **me too** or **me either** to express things in common.
Use **me too** for affirmative statements.
Use **me either** for negative statements.
3. Classify the food items in exercise 1.

<table>
<thead>
<tr>
<th>Countable Nouns</th>
<th>Uncountable Nouns</th>
</tr>
</thead>
<tbody>
<tr>
<td>potato</td>
<td>beef</td>
</tr>
</tbody>
</table>

4. Listen and check the statements T[true] or F[false]. Then, complete the grammar chart.

- **Mother:** Let’s see... We have some tomatoes, potatoes, lettuce, and spinach... Oh! I need some carrots! Are there any carrots?
- **Peter:** Sorry, mom! There aren’t any carrots in the store.
- **Mother:** Well, we have enough veggies anyway. Now, we need some meat, son.
- **Peter:** Take this, mom, some chicken and fish.
- **Mother:** OK. Now, the dairy section. We need some milk. Is there any cheese at home?
- **Peter:** Yes, there is, mom! We don’t need any cheese now.
- **Mother:** I think that’s all. Let’s go.

<table>
<thead>
<tr>
<th>Some – Any</th>
<th>Affirmative Sentences</th>
<th>Negative Sentences</th>
<th>Questions</th>
</tr>
</thead>
</table>
| **Countable Nouns**
I need _____ carrots.
There aren’t any carrots.
Do we need any carrots?
Are there any carrots?
| **Uncountable Nouns**
There is some meat.
We don’t need any cheese.
Is there any cheese?
Do we need any cheese? |

5. Complete the following conversations with some or any.

- **a. Tim:** I’m hungry, mom. Are there _______ pears?
  **Mom:** No, there aren’t any.
  But there are _______ apples.

- **b. Amy:** Yummy! This soup is delicious. What's in it?
  **Mom:** There is _______ chicken, there is _______ spinach, and there are _______ potatoes.

- **c. Sam:** I’m very thirsty. Is there _______ water in the fridge?
  **Dan:** No, there isn’t any. But there is _______ orange juice.

**Key Expressions**

- **Yummy:** delicious

**Project Stage 1**

- Get into groups and talk about food preferences. E.g. *I like strawberries.*
- Choose a healthy dish and investigate how to prepare it. E.g. *We need some strawberries and some yogurt.*
- Write down the list of ingredients you need.
1. Listen and write down the quantities.

**Delicious Oatmeal Bars**

Oatmeal is good for our health because it helps reduce cholesterol in our body. It is also an important source of fiber. Check out a delicious recipe for a dozen oatmeal bars.

Ingredients:

- one cup of sugar
- ___ eggs
- ___ carton of yogurt
- ___ glass of water
- ___ teaspoons of oil
- ___ teaspoon of cinnamon
- ___ cups of flour
- ___ pinch of salt
- ___ cups of oats
- ___ serving of cranberries

2. Complete the dialog with the quantities in the previous exercise.

Nick: Let’s make some oatmeal bars. What do we need?
Ann: Hold on a second! How many bars are we making?
Nick: A dozen. I mean 12 bars.
Ann: OK. So, we need some sugar, yogurt, flour, eggs, cinnamon, cranberries, and oil.
Nick: How much sugar do we need? I think we have only a little.
Ann: Only ___ one cup ___.
Nick: That’s fine. How many eggs?
Ann: Just a few, _________ (a). We also need yogurt.

Nick: Yogurt? Hmm, how much yogurt? Do we need a lot?
Ann: Well, _________ (b).
Nick: That’s OK. I think we have everything we need. Let’s start. First the flour. How many cups of flour do I put in the bowl?
Ann: Put __________ (c). Then...

---

### Reflect on Grammar

**Quantities**

<table>
<thead>
<tr>
<th>Questions</th>
<th>Answers</th>
</tr>
</thead>
<tbody>
<tr>
<td>How much + uncountable nouns</td>
<td>• a lot</td>
</tr>
<tr>
<td></td>
<td>• some</td>
</tr>
<tr>
<td></td>
<td>• a little</td>
</tr>
<tr>
<td></td>
<td>• 2 cups</td>
</tr>
<tr>
<td>How many + countable nouns</td>
<td>• a lot</td>
</tr>
<tr>
<td></td>
<td>• some</td>
</tr>
<tr>
<td></td>
<td>• a few</td>
</tr>
<tr>
<td>How many eggs do we need?</td>
<td>• 2</td>
</tr>
</tbody>
</table>

**Measurement Words**

<table>
<thead>
<tr>
<th></th>
<th>pinch(es) of</th>
<th>salt</th>
</tr>
</thead>
<tbody>
<tr>
<td>loaf(ves)</td>
<td></td>
<td>bread</td>
</tr>
<tr>
<td>slice(s)</td>
<td></td>
<td>cheese</td>
</tr>
<tr>
<td>serving(s) of</td>
<td></td>
<td>fruit</td>
</tr>
<tr>
<td>tablespoon(s) of</td>
<td></td>
<td>fruit</td>
</tr>
<tr>
<td></td>
<td></td>
<td>sugar</td>
</tr>
</tbody>
</table>

**Containers**

<table>
<thead>
<tr>
<th></th>
<th>box(es) of</th>
<th>milk</th>
</tr>
</thead>
<tbody>
<tr>
<td>carton(s) of</td>
<td></td>
<td>water</td>
</tr>
<tr>
<td>cup(s) of</td>
<td></td>
<td>yogurt</td>
</tr>
<tr>
<td>glass(es) of</td>
<td></td>
<td>juice</td>
</tr>
<tr>
<td>jar(s) of</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
3. Complete the questions with how much or how many. Then, write the answers according to the picture.

a. Tom: _______ milk do we have?
   Liz: There are ___________.

b. Tom: _______ tomatoes are there?
   Liz: There are ___________ four tomatoes.

c. Tom: _______ yogurt do we have?
   Liz: There is ___________.

d. Tom: _______ eggs are there?
   Liz: There are ___________.

4. How to make oatmeal bars. Listen and number the instructions in the right order.

First, in a bowl put a glass of water and mix the sugar, yogurt, eggs, and oil.

Next, bake the mixture for 30 minutes. Don’t burn yourself.

Finally, cut into bars. Be careful! Don’t cut yourself. Ask for help.

Then, cool completely on a wire rack for 20 minutes.

After that, add the oats and the cranberries to the mixture.

Next, in a smaller bowl mix the flour, salt, and cinnamon. Then, add this to the yogurt mixture.

Reflect on Grammar

Imperatives
Use imperatives to give instructions or warnings.

Affirmative Statements
Add the sugar.
Mix the ingredients.

Negative Statements
Don’t cut yourself.
Don’t burn yourself.

Listening Strategy
Pay attention to connectors of sequence to guide your listening.

Project Stage 2

• Use the list of ingredients in stage 1 and talk about the quantities you need for your recipe.
• Write down the recipe.
• Follow the instructions in the recipe and prepare the dish. Get some help from an adult.

E.g. We need two cups of flour and a glass of water.
E.g. First, cut the vegetables. Next, mix the flour and water. Then...
Lesson 3

Eating Well

1. Check the right options and compare with a partner. Then, confirm your answers with the reading.

   a. is especially good for your immune system.

   b. is especially good for your skin.

   c. is especially good for your brain.

2. Read and mark the parts of a brochure with a letter. Use the Word Bank.

   Top Ways to Healthier Eating

   Good nutrition is essential for a better quality of life. The secret is to eat the appropriate amount of food from each group. Check out the following tips:

   Eat a lot of fruit: Eat a variety of fruit every day. For a recommended 2,000 calories, you need to eat 2 servings of fruit. Fruit provides vitamins and minerals that are good for your immune system.

   Vary your vegetables: Alternate green vegetables like spinach, celery, and orange vegetables like carrots. Veggies give nutrients to maintain healthy skin, eyes, and at the same time prevent heart problems.

   Get the benefits of milk: Have 3 glasses of milk or a slice of cheese to get the calcium that you need for stronger bones. Yogurt is also the best option for a better digestive system.

   Eat grains: You need a lot of energy so you can eat 3 servings of grains like cereals, bread or rice every day. One serving is equivalent to a slice of bread or ½ cup of rice.

   Vary your protein: Protein is an important component for every cell in your body. Get your protein from beans, fish and meat. Fish like salmon is especially good for your brain.

   Be careful with sugar and junk food

   Everybody likes candies, ice cream, hamburgers and hot dogs. However, too much sugar and junk food may provoke diabetes and obesity.

   Kids’ Health Association™, 2012
3. Complete the chart based on the reading.

<table>
<thead>
<tr>
<th>Food group</th>
<th>Recommended quantity</th>
<th>Examples</th>
<th>Benefits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fruits</td>
<td>2 servings of fruit</td>
<td></td>
<td>skin, heart, eyes</td>
</tr>
<tr>
<td>Vegetables</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dairy</td>
<td></td>
<td>yogurt</td>
<td></td>
</tr>
<tr>
<td>Grains</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Meat and Beans</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

4. Listen and complete the recipe.

**Top Yummy Healthy Recipes!**

**Orange Blueberry Muffins**

**Benefits**
This recipe is good for you because...
- it gives you energy.
- it's low in calories.
- the vitamin C in oranges stimulates your immune system.
- blueberries are a good source of fiber.

**Ingredients:**
- ½ cup of __________ oil
- 3 glasses of __________ orange juice
- __________ of blueberries
- __________
- 1/2 __________
- __________ cut into pieces

**Preparation**
- First, blend the orange pieces, orange juice, __________, and __________ in a bowl and mix.
- Next, __________ mixture into the bowl and mix all the __________.
- Next, __________ stir in __________ the blueberries.
- Then, pour the mixture into the muffin tins and bake it in the oven for 25 minutes.
- Finally, __________ and enjoy them warm or toasted.

**Project Stage 3**
- Write a short text describing the health benefits of your recipe.
- Write the preparation of your recipe including the ingredients and the instructions. Use connectors of sequence.
- Make a brochure. On one page put the benefits, and on the other page write the recipe.

**E.g.** First, mix the flour and the eggs. Next...
1. Check ☑ the foods that you like.

- a. papaya juice
- b. strawberry cake
- c. milkshake

2. Listen and fill in the blanks with food from above. Then, decide if the speakers like or dislike the food.

<table>
<thead>
<tr>
<th></th>
<th>Like</th>
<th>Dislike</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. [Blank]</td>
<td>☐</td>
<td>☑</td>
</tr>
<tr>
<td>b. Strawberry cake</td>
<td>☑</td>
<td>☐</td>
</tr>
<tr>
<td>c. [Blank]</td>
<td>☑</td>
<td>☐</td>
</tr>
</tbody>
</table>

3. Match the expressions with their meanings.

- a. It's finger-licking good.
- b. It's not my cup of tea.
- c. It makes my mouth water.

1. It's not my favorite.
2. It looks or smells really good.
3. It's very delicious.

4. Work with a partner and describe the food. Use the expressions above.

---

Reflect on Values

<table>
<thead>
<tr>
<th></th>
<th>Always</th>
<th>Sometimes</th>
<th>Never</th>
</tr>
</thead>
<tbody>
<tr>
<td>I eat a variety of fruit and vegetables and meat.</td>
<td>☐</td>
<td>☑</td>
<td>☑</td>
</tr>
<tr>
<td>I'm conscious of the benefits food has for my health.</td>
<td>☑</td>
<td>☑</td>
<td>☑</td>
</tr>
</tbody>
</table>

---

Gap Activity

Student A goes to page 88.
Student B goes to page 91.
1. Discuss your experience.

Give your opinion about the project. Read the value scale and circle a number.

a. In general the project is interesting. 4 3 2 1
b. I like working with my group members. 4 3 2 1
c. I practice my English with this project. 4 3 2 1
d. Preparing and doing this project is easy. 4 3 2 1

Value Scale
4. I completely agree.
3. I agree.
2. I more or less agree.
1. I don’t agree at all.

2. Read.

The Organic Food Festival is a popular event in Bristol, England, that takes place in September. This festival celebrates organic food or real food. In other words, there aren’t any artificial ingredients or preservatives in this type of food. People from all over Europe enjoy the food festival because they can eat and buy fresh food.

3. Answer the questions.

a. What’s organic food?
b. What do people do during the Organic Food Festival?

Give your Presentation

Presenters
- Describe the ingredients of your dish.
- Explain how to make your dish.
- Give samples to the visitors.
- Hand out the brochures.

Visitors
- Try the dishes.
- Ask questions about the dish.
- Vote for the most delicious and healthiest dishes.

Useful Expressions

Presenters
- Good morning / afternoon, everybody.
- Our dish is....
- There are some (...) / there is some (...).
- First, cut the (...), then...
- Please try...
- This dish is healthy because...

Visitors
- This dish is finger-licking good.
- What’s in it?
- It’s yummy, it smells really good, it tastes great!
Game

The Food Pyramid Game

- Play with a partner. You need a die and a counter.
- Throw the die and go to the square indicated.
- Follow the instructions. The winner is the person with the most points.

1. Start
2. Mention 4 foods in the fruit group.
3. Tell your partner about your favorite food.
4. Answer. What are the food groups in the pyramid?
5. You eat too many candies! Go back two spaces.
6. Answer. How much water do you drink per day?
7. Correct the mistake. There aren’t some pears.
9. Answer. What food is especially good for your digestive system?
10. Mention 4 foods in the veggies group.
11. Mention 3 foods in the meat group.
12. Correct the mistake. How much apples are there in the fridge?
14. Correct the mistake. Do you have some oranges?
15. Tell your partner about the food that you dislike.
16. Answer. What food is especially good for your immune system?
17. Answer. In what food group can we find pasta?
18. Answer. What food is especially good for your brain?
19. Correct the mistake. Apples, carrots, bread and oranges are countable foods.
20. Mention 3 products from the dairy group.
21. Tell your partner about the benefits of vegetables.
23. Answer. What is organic food?
24. Correct the mistake. We need any fish.
25. Finish You have a healthy life!
1. Label the foods below. Use the Word Bank.

**Word Bank**
- pear
- lettuce
- carrot
- potatoes
- butter
- eggs
- oil
- orange
- beef

2. Classify the foods in the previous exercise into countable and uncountable nouns.

<table>
<thead>
<tr>
<th>Countable</th>
<th>Uncountable</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
3. Read the dialogs and circle the right option.

a. - *How much / How many* eggs do we need for the pancakes?
   - We need 6 eggs.
   - Do we have *any / some* eggs?
   - Yes, there are *some / any* in the plastic bag.

b. - This cake is delicious. Does it have *some / any* carrots? It tastes like carrots.
   - Yes, it does. It also has *some / any* blackberries.
   - *How many / How much* flour do you need to make it?
   - Three cups.

4. Listen and complete the ingredients.

**Banana and Nut Cereal**
- 1 cup of water
- ____ of milk
- ____ small banana
- 2 tablespoons of oats
- ____ of salt
- ____ of nuts
- ____ of brown sugar

5. Listen and complete the recipe. Use the Word Bank.

**Word Bank**
- Put
- Add (x2)
- Stir
- Cool
- Cut

Instructions:
1. ____ the water, milk, and oats in a receptacle on the stove. Cook for 5 minutes.
2. ____ the banana into small pieces.
3. ____ the banana, the salt, and the cinnamon into the milk and oats mixture. Mix everything.
4. ____ frequently for 5 to 10 minutes.
5. ____ the mixture.
6. Finally, ____ the nuts and the brown sugar.

**Self-Evaluation**

Now I can...
- identify countable and uncountable nouns.
- ask and answer questions about food quantities.
- give instructions to make recipes.

<table>
<thead>
<tr>
<th>Very Well</th>
<th>OK</th>
<th>A Little</th>
</tr>
</thead>
<tbody>
<tr>
<td>✓</td>
<td>✓</td>
<td></td>
</tr>
</tbody>
</table>
A - F
amount: n. quantity.
add: v. to aggregate.
bake: v. to cook food in an oven.

beef: n. cow’s meat.
blend: v. to mix liquids or soft substances in a blender.
bowl: n. a round receptacle used for food.
bread: n. common food made from flour and water. It's usually baked.
brochure: n. a small book that contains information and pictures about a product or service.
butter: n. a yellow, creamy substance made from fat, water, milk, and salt that is used for cooking.
carton: n. container. A box used for packaging food.
cool: v. to make something less hot.
cup: n. a small open container with a handle used for drinking.
cut: v. to separate into parts with a knife.
dairy: adj. food made from milk.
dish: n. food prepared in a particular way.
Feijoada is a typical dish in Brazil.
fresh: adj. food recently obtained. Not preserved.
fridge: n. short form for refrigerator.
glass: n. a container made of a crystallized material.

H - R
hungry: adj. experiencing a need for food.
juice: n. liquid obtained from fruits.
lettuce: n. a cultivated plant that has green leaves.
little (a little): adv. small in quantity. (ant. a lot)
lot (a lot): adv. a great number or quantity of something. (ant. a little)
many: det. a great number of something.
mix: v. to combine elements.
mixture: n. a combination of different elements.
This mixture contains salt, eggs, flour, and a cup of milk.
oil: n. a viscous liquid obtained from vegetables or animal fat used for cooking.
orange: n. fruit that has an acid taste.
organic: adj. natural food with no artificial ingredients.
piece: n. unit of measurement. A part that is separated from an object that is bigger.
pinch: n. the amount of food you can hold with your thumb and forefinger.
put: v. to move something to a particular place. (syn. place)
recipe: n. a series of instructions to prepare a dish.
rice: n. a cereal.

S - Z
sample: n. a small portion of a product. They’re giving free samples of a new strawberry yogurt.
sample: v. to try food.
slice: n. a thin piece cut from a larger object. I eat two slices of bread for breakfast.

spinach: n. the leaves of a plant that people eat as a vegetable.
stir: v. to move your hand in circular movements to mix or combine elements.
tablespoon: n. a spoon used for serving food. Unit of measurement.
teaspoon: n. a small spoon used for serving food.
thirsty: adj. experiencing a desire to drink something.
veggies: n. short form for vegetables.

Colloquial Expressions
Hold on a second: wait a minute.
It’s finger-licking good: It’s delicious.
It makes one’s mouth water: It looks or tastes really good.
It’s not my cup of tea: It’s not my favorite.
Yummy: delicious.
Test Training B

Listening

Listen to Jimmy talking about his family. Listen to the conversation twice. For questions 1-5, mark A, B or C in the answer box.

Example:

Example: A B C

0. Kate can

A B C

1. Jimmy can

A B C

2. Mike can

A B C

3. Tanya can

A B C

4. Mom can

A B C

5. Dad can

A B C

Speaking

Candidate A

1. Tell candidate B about your recipe. Answer his/her questions.
2. Ask candidate B about his/her recipe. Use the questions on the right as a guide.

Your answers

Your questions

What’s the name of the recipe?

• Do we need any...?
• Is there any...? Are there any...?
• How much... do we need?
• What do we do first?
• What do we... next?

Carrot Cake

Ingredients

• 2 cups of flour
• 1 teaspoon of cinnamon
• 2 cups of sugar
• 1 cup of vegetable oil
• 3 eggs
• 1 serving of nuts
• 2 carrots
• 1 cup of coconut milk
• 1/2 cup of butter
• 1 glass of water

Preparation

1. In a bowl mix the sugar and oil.
2. Add the eggs one by one and mix well.
3. Mix the flour into the mixture.
4. Cut the carrots.
5. Add the carrots and the nuts to the flour mixture.
6. Put the mixture in the oven.
7. Bake for 45 minutes.
8. Cool completely.
9. Cut the cake into squares.
Speaking
1. Ask candidate A about the recipe he/she has. Use the questions on the left as a guide.
2. Tell candidate A about your recipe answering his/her questions.

Candidate B

Writing
Read the information about the benefits of nuts. Complete the fact file.

Go Nuts!
People don't really know how nuts contribute to a healthy diet. They are rich in protein, fiber, vitamin E and Omega 3, which helps prevent heart problems and diabetes. Nutritionists recommend eating nuts in moderation: about 20 nuts per day.

Nuts include almonds, peanuts, and pistachios. You can use them to make cakes, sauces or butter.

Nuts Fact File
Contribution (0): ☑
Examples (11): ☑
Good source of (12): ☑
Health benefits (13): ☑
Servings per day (14): ☑
Recipes with nuts (15): ☑

Fruit Cookies
Ingredients
- 2 servings of cranberries
- 1 tablespoon of lemon juice
- 1 serving of nuts
- 1 pinch of salt
- 1/2 cup of butter
- 1/2 cup of sugar
- 2 eggs
- 3 cups of flour

Preparation
1. In a bowl mix the cranberries, lemon juice, nuts and a pinch of salt.
2. In another bowl mix the butter, sugar, eggs and flour. Mix the ingredients well.
3. Add the fruit and nuts combination to the butter mixture.
4. Shape 20 round cookies.
5. Cool the cookies in the refrigerator for 3 hours.
6. Put the round cookies in the oven.
7. Bake for 15 to 20 minutes until brown. Delicious!

Your questions
- What's the name of the recipe?
- Do we need any..?
- Is there any../Are there any..?
- How much... do we need?
- What do we do first?
- What do we do next?

Your answers

Reading
Match the sentences (6-10) with the corresponding notice.
For questions 6-10, mark the correct letter A-G.

a. There is a concert tonight.

6. You can play football here on Sunday.
7. Don't eat here.
8. Don't talk in this area.
10. You can learn music here.

A. Silence!
B. Cheaper prices on fruits at Briton supermarket!
C. Today at 8:00 PM The Rock Masters Bobby and Luck Prince in concert.
D. No food in this room.
E. New sports center opens on the weekend.
F. Get the calcium you need
G. Do-Re-Mi School Lessons for all ages.
They Were Successful!

UNIT 5

General Objective
You will be able to talk about famous characters of the past.

Communication Goals
You will learn how to
• describe people's personalities and values.
• talk about people's lives in the past.
• talk about important events in history.

CLIL
• Famous Characters of The Past

Vocabulary
• Words related to personality and values
• Years and dates

Grammar
• Simple Past tense with the verb to be

Idioms and Colloquial Expressions
• Against all odds
• The sky is the limit
• A losing battle
• Look up to someone

Project
Party of Famous Characters
You will organize a party of famous characters of the past.

Discuss:
• Who were they?
• What were they famous for?
1. Read the following encyclopedia entries. Write the sections they belong to. Use the Word Bank.

Einstein, Albert (1879-1955)
He was born in Germany.
He was a successful physicist.
He wasn’t a philosopher, but he was respected and recognized for his ideas about physics and life. His most important work, the Theory of Relativity, was very popular and revolutionary.

Kahlo, Frida (1907-1954) and Rivera, Diego (1886-1957)
They were born in Mexico.
They were passionate painters.
They loved art and were interested in colors, figures and paintings all the time. They weren’t politicians but important ideologists.

Mother Theresa (1910-1997)
She was born in the Republic of Macedonia.
She was a compassionate nun.
She was a humanitarian and generous with poor and sick people. She was also a hardworking leader. Most of the time she was at work with people.

Philopator, Cleopatra VII (69-30 BC)
She was born in Egypt.
She was the Queen of Egypt when she was only 17 years old.
She was a courageous woman in a world governed by men. She was a brave woman. She wasn’t afraid of anything.

2. Check ✔️ the best definition for the red words in the previous exercise.

a. Hardworking is someone who...
   - ☑️ helps people in need.
   - ☑️ works very hard.
   - ■ loves a particular activity.

b. Successful is someone who...
   - ■ works very hard.
   - ■ gets recognition for his/her labor.
   - ☑️ shows love for others.

c. Brave is someone who...
   - ■ loves a particular activity.
   - ■ helps people in need.
   - ■ has great courage.

d. Passionate is someone who...
   - ■ helps people in need.
   - ■ loves a particular activity.
   - ■ has great courage.

e. Compassionate is someone who...
   - ■ helps people in need.
   - ■ has great courage.
   - ■ gets recognition for his/her labor.

Vocabulary Strategy
Use context clues to get the meaning of words. Pay attention to the words that are before and after.
Grammar and Vocabulary

3. Complete the following sentences with expressions from the previous exercise.
   a. Pablo Picasso was a Spanish painter. He was really ___________ because he and his work were admired and respected.
   b. Galileo Galilei was interested in the planets and the stars. He was a ___________ astronomer. Every night he was at his observatory.
   c. Martin Luther King was a black American politician. In his time it was difficult for black people to express their ideas, but he was ___________. He wasn’t afraid of prejudices.
   d. Princess Diana was very generous to poor children and sick people. She was the most ___________ member of the English royal family.

Reflect on Grammar
Simple Past Tense with the Verb To Be
Use it to talk about origin, age, identity, location and personality in the past.

<table>
<thead>
<tr>
<th>Affirmative</th>
<th>Negative</th>
</tr>
</thead>
<tbody>
<tr>
<td>I was 3 years old.</td>
<td>I was not in France.</td>
</tr>
<tr>
<td>He/She/It was Spanish.</td>
<td>He/She/It was not afraid.</td>
</tr>
<tr>
<td>You/We/They were leaders.</td>
<td>You/We/They were not politicians.</td>
</tr>
</tbody>
</table>

* Use *was* / *were* born to refer to place and date of birth.
I/He/She/It *was born* in England.
We/You/They *were born* in Mexico.

* Contracted forms
  - *was not* = *wasn’t*
  - *were not* = *weren’t*  

4. Listen and check T (true) or F (false).

   Name: Joan of Arc
   Date of birth: 1414
   Origin: France
   Occupation: Soldier
   Personality: Brave and passionate
   Death: 1461

5. Complete the following text with was/wasn’t/were/weren’t. Then, listen and check.

   Socrates (470-399 B.C.) He ____________ one of the greatest philosophers in history. He was more intelligent than other children, but his education ____________ (a) different from any other Athenian. His main subjects at school ____________ (b) arithmetic, geometry, astronomy and Greek poetry. His favorite activities ____________ (c) speaking in public and asking questions, but his questions ____________ (d) always easy. Sometimes they ____________ (e) confusing. For this reason, some people considered that his ideas ____________ (f) appropriate for young people.

Project Stage 1
- Choose a character you admire of the past.
- Do research on your character’s life.
- Write sentences describing your character’s place and date of birth, occupation and personality characteristics.

E.g. I admire Mother Theresa.
E.g. Mother Theresa was a nun.
1. Listen and read. Then, complete the chart.

Guide: We’re now in the Explorers section. These people were discoverers or founders of cities in South America. This is Hernan Cortes.

Suzy: Excuse me, Sir. **Was he** the conqueror of Mexico?

Guide: Yes, he was. He was born in Medellin, Spain, in 1485. He was very young, but he was very successful in his explorations in Mexico, Cuba and Haiti.

Peter: Excuse me, Sir. **Who was** Francisco Pizarro?

Guide: He was the founder of an important city in South America. **What was** this city? Do you know?

Suzy: He was the founder of Lima, the capital of Peru. Peru was the land of the Incas.

**Questions in the Simple Past tense**

<table>
<thead>
<tr>
<th><strong>Yes/No questions</strong></th>
<th><strong>Answers</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Was</strong> + I/he/she/it + complement</td>
<td><strong>Was he</strong> a Spanish explorer? Yes, <strong>he was</strong>. No, <strong>he wasn’t</strong>.</td>
</tr>
<tr>
<td><strong>Were</strong> + we/you/they + complement</td>
<td><strong>Were they</strong> indigenous people? Yes, <strong>they were</strong>. No, <strong>they weren’t</strong>.</td>
</tr>
<tr>
<td><strong>Wh-questions</strong></td>
<td><strong>He was</strong> an explorer. <strong>They were</strong> the first inhabitants of Peru.</td>
</tr>
<tr>
<td><strong>Wh-word + to be + subject + complement</strong></td>
<td><strong>He was</strong> born in Portugal. <strong>He was</strong> 19 years old. <strong>It was</strong> Lima.</td>
</tr>
</tbody>
</table>

**Reflect on Grammar**

**Guide:** Very good Suzy. He was born in Trujillo, Spain, in 1478.

Peter: **Who were** the Incas? **Were they** indigenous people?

Guide: Yes, they were. The Incas were the first inhabitants of Peru. Their empire was one of the biggest in Latin American history. Let’s see another explorer. He was the first person who navigated the Pacific Ocean.

Suzy: I know! Ferdinand Magellan, another Spanish explorer.

Guide: Actually, no. He wasn’t Spanish. **Where was** he born? Do you know?

Peter: He was born in Portugal.

Guide: Exactly! He was the first person to navigate all around the globe.

### Key Expressions

**Smart:** intelligent  
**Actually, no:** not really
2. Unscramble the questions and write the answers based on the text.

Christopher Columbus discovered America in 1492. He was born in 1451 in Genoa, Italy. He was a navigator and explorer. He lived most of his life in Spain. On one of his expeditions, he wanted to go to the East Indies. He traveled in the ships called the Pinta, Niña and Santa Maria. When he arrived, he believed that he was in India, but he was actually on the American continent. He was in San Salvador, a Caribbean island in the Bahamas.

a. Who was Christopher Columbus?
   Q: ____________________________
   A: ____________________________

b. He was Spanish?
   Q: ____________________________
   A: ____________________________

c. Born where?
   Q: ____________________________
   A: ____________________________

d. Were the names of the ships what?
   Q: ____________________________
   A: ____________________________

e. Was the discovery of America when?
   Q: ____________________________
   A: ____________________________

f. Was in India in 1492 he?
   Q: ____________________________
   A: ____________________________

3. Complete the questions and guess the answers. Then, compare with a partner.

Suzy: Christopher Columbus was born in 1451.

Peter: Sorry? He was born where?

**Questionnaire**

a. Where was the indigenous leader Tupac Amaru born?
   1. In Mexico
   2. In Peru
   3. In Ecuador

b. Simon Bolivar born?
   1. In 1713
   2. In 1730
   3. In 1783

c. The last Aztec governor?
   1. Tizoc
   2. Moctezuma
   3. Cuauhtemoc

d. Marco’s last name?
   1. da Gama
   2. San Martin
   3. Polo

e. Julius Caesar and Caesar Augustus?
   1. Emperors
   2. Navigators
   3. Explorers

f. The leader of the independence of Chile?
   1. Simon Bolivar
   2. Jose de San Martin
   3. Francisco Pizarro

4. Listen and confirm the questionnaire answers.

**Project Stage 2**

- Prepare a questionnaire to discover your partner’s characters.
- Find clothes to dress up as the character you are interested in.

E.g. Were you born in Greece?
Mohandas Gandhi was born in 1869 in Porbandar, India. He was an important political leader. India’s independence was possible thanks to his courage. At that time, Indian people were under British rule and were victims of racial discrimination. In 1888, Gandhi was a law student in London, England. He was only 19 years old. At the beginning, his life in London wasn’t easy. He was a victim of racial discrimination because he was colored. But this situation wasn’t an obstacle for him. He was brave and hardworking, so he finished his law studies. Two years later, he was a lawyer in his homeland, India. His objective was to find a job and help his people, but he wasn’t successful. For this reason, in 1893, he accepted a job as a legal adviser in South Africa. In this country, the Indian community was a victim of racism and was denied civil rights only because it was colored. This situation wasn’t acceptable and some years later Gandhi became a political leader. He was passionate about getting justice for his brothers. After 22 years in South Africa, he was back in India. During 1915, Gandhi visited different places of the country with the purpose of getting familiar with people’s living conditions and the injustice they experienced. In the many years to come, he was involved in political campaigns to protect the rights of everybody. His most important achievement was in 1930 when he became the leader of the “Civil Disobedience Campaign” to protest against the British government. This campaign wasn’t violent at all. Indians were simply not cooperative with the British laws. Thanks to this campaign India was set free in 1947. This was a great victory under Gandhi’s non-violence principles. Unfortunately, Gandhi died a year later when he was 78 years old. He was assassinated by a Hindu fanatic.
Eva Peron

Eva Peron was born in Los Toldos, Argentina, in 1919. She became one of the most influential people in her country.

In 1935, at the age of 15, she was in Buenos Aires. At that time / ten years later, her first job was in a theater company. She was the youngest actress in the group. In the many years to come / a year later, at the age of 22, Eva Peron was a successful actress in movies and on radio shows.

In 1945 / at that time, she was 24 and married to Juan Peron, a famous politician. At that time / 1 year later, in 1946, he was the president of Argentina and she was the first lady. In the many years to come / a year later she was involved in political and social work. She created a foundation to help poor people, schools and hospitals. Unfortunately, she died of cancer in 1952.

6. Write about a historical character.

_ (name) was born in_ (place) _in_ (date of birth). In _ (education/occupation) _in_ (main activities - achievements)
1. Listen and complete with the expressions in the box.

a. I look up to Jose de San Martin. He was the leader of the Independence of Chile. His campaign across the Andean Mountains was really difficult. Soldiers were hungry, cold, and the weather conditions were hard, but the Chilean army was victorious ________.

b. I admire Helen Keller. Apparently, communicating was ________ because seeing and listening were impossible for her. She was blind and deaf. But in the end, she was a successful writer and leader.

c. I look up to Leonardo da Vinci. He was a real genius. He was an architect, a painter, an engineer and a poet. For him, ________! He was very creative and his works were advanced for his time.

2. Match the expressions with their meaning.

a. Against all odds   1. An effort is destined to fail. You can’t do anything to win.

b. The sky is the limit  2. To be successful despite the difficulties.

c. A losing battle  3. You can do whatever you want.

3. Complete the text using two of the expressions above. Then, listen and check.

Thomas Alva Edison was a famous American inventor. He was the creator of the light bulb, the phonograph and the kinetoscope (the first video camera). ________ for him.

At the beginning, the creation of the light bulb was difficult. People say that about 1000 experiments were necessary to make it work. It was apparently ________. But in the end Edison was very persistent. Finally, his invention was successful.

Key Expressions

Look up to: admire

- the sky was the limit
- against all odds
- a losing battle
1. **Discuss your experience.**
   
   Circle the option that applies to you.
   
   a. The topic of the project was **interesting** / **boring**.
   
   b. In general, the project was **was** / **wasn’t** helpful for my learning process.
   
   c. Dressing up as the character was **was** / **wasn’t** fun.
   
   d. My favorite part of the project was the **oral presentation** / the **research**.

2. **Read.**

   The Renaissance Fair is a popular event in the United States that imitates a period in history called the Renaissance. The Renaissance was a cultural movement from the 15th to the 16th century. The main idea of the Renaissance Fair is to represent a typical village in England during the reign of Queen Elizabeth I. This period was important for the progress of the arts in England. Famous characters like the writer William Shakespeare and the explorer Sir Francis Drake were born around that time.

   During the Renaissance Fair, people usually dress up as characters of the past like kings, pirates, or queens. They also enjoy musical events, eat typical medieval food and buy objects of ancient history. One of the best attractions is the group of actors that represents famous historical characters like Shakespeare, Henry VIII or Queen Elizabeth. People can interact with them and ask them questions about their lives. The Renaissance Fair is an interesting event where people have fun and at the same time learn more about the world’s history.

3. **Answer the questions.**

   a. What’s the Renaissance Fair?
   
   b. What do people do during the fair?
   
   c. What was the Renaissance period?

---

**Give your Presentation**

**Before the presentation**

- Get dressed in your character’s costume and accessories.
- Get some snacks.

**During the presentation**

- Interact at the party by acting as your character.
- Ask your partners questions about their characters and guess who they are.
- Answer your partners’ questions.
- Give extra information about your character’s life and achievements.

**Useful Expressions**

- At the beginning, I was... (occupation)
- When I was younger, I...
- Were you born in (year)?
- I remember I was...
- Nice talking to you.
Listen and read.

Let’s go my brave soldiers. Our love for independence is stronger than nature! We can do it!

Jose de San Martin was in a meeting to discuss the Independence of Chile.

San Martin was a brave leader. His army was confident and passionate about the freedom of Chile. It was January 19th, 1817.

How can we go to Chile and attack the enemies by surprise?

We can cross the Andean Mountains in secret!

Stand up! Your country needs you.

I’m freezing! I can’t do it.

Hey-army! Keep your march and follow your captain.

Soldiers were hungry and there was little food.

Some other days were sunnier so soldiers were happier and optimistic.

Days were long and extremely cold but San Martin’s words were supportive!

A month later, on February 13th, the army was finally in Chile. Their enemies were attacked by surprise.

That was a day of victory for San Martin and his army. It was the beginning of Chile’s independence.
1. Listen and complete the life facts. Use the Word Bank.

**Word Bank**

- passionate
- compassionate
- brave
- hardworking

**a.**

**Name:** Isaac Newton  
**Date of birth:**  
**Origin:**  
**Occupation:** mathematician, physicist, astronomer  
**Personality:**  
**Achievement:** his principles of physics

**b.**

**Name:** Martin Luther King Jr.  
**Date of birth:**  
**Origin:**  
**Occupation:** lawyer  
**Personality:**  
**Achievement:** Nobel Prize winner for his work against racial discrimination

2. Complete the following dialogs with the verb *to be* in the Simple Past tense.

**a.**

- **Hernan Cortes born in Mexico?**  
  - No, he **was**. He **was** born in Spain.

**b.**

- **Who **Marie and Pierre Curie?**  
  - They **were** scientists. They **were** the discoverers of radium.  
  - **They brother and sister?**  
  - No, they **weren't**. They **were** a couple.

3. Listen and complete the timeline.

- **In**  
  - (a): Simon Bolivar was born.  
  - **In 1799:** He **was** to complete his studies.  
  - **In 1802:** He **married** to Maria Teresa del Toro. She died a year later.  
  - **In**  
  - **In 1821:** He **was** of La Gran Colombia.  
  - **From 1821-1824:** He was the liberator of  
  - **In**  
  - **In**  
  - **In**  
  - **In**

- **In 1821:** He **was** of La Gran Colombia.

4. Based on the previous exercise choose the correct information.

**a.**  
**Simon Bolivar was a student in Europe when he was** years old.  
- **15**  
- **19**

**b.**  
**He was married for** year(s).  
- **2**  
- **1**

**c.**  
**He was the liberator of** nations.  
- **4**  
- **2**

**d.**  
**He was president for a period of** years.  
- **9**  
- **3**

**e.**  
**He was** years old when he died.  
- **60**  
- **47**

**Self-Evaluation**

**Now I can...**
- talk about people’s lives in the past.
- ask and answer questions with *was/were*.
- use a timeline to write a biography.
**Glossary**

**A-E**

**achievement:** n. a successful action or result. *The Theory of Relativity was Einstein’s most important achievement.*

**afraid:** adj. a feeling of fear. (ant. brave) *I’m afraid of snakes.*

**army:** n. the military force of a country.

**believe:** v. to think that something is true. *Gandhi believed in non-violence.*

**brave:** adj. someone who isn’t afraid. (ant. coward)

**campaign:** n. an operation of an organized group to obtain a common objective.

**character:** n. a notable or recognized person. (syn. personage)

**colored:** adj. having dark skin.

**compassionate:** adj. someone who feels sympathy for others. (ant. indifferent)

**conqueror:** n. a person who is victorious by the force of arms.

**courageous:** adj. not afraid. (syn. brave)

**die:** v. not to live anymore.

**dress up:** v. to wear a costume.

**emperor:** n. someone who governs an empire. *Napoleon Bonaparte was the emperor of France.*

**engineer:** n. someone who applies science and mathematics to operate or create something.

**explorer:** n. someone who goes to places that no one knows about. (syn. adventurer)

**failure:** n. an action that isn’t successful. (ant. success)

**freedom:** n. the right to do something without being controlled or restricted. (syn. liberty)

**hardworking:** adj. the quality of working very hard. (ant. lazy)

**humanitarian:** n. someone who promotes good conditions for humans.

**ideologist:** n. someone who promotes and defends a particular idea.

**lawyer:** n. someone who gives legal advice.

**leader:** n. someone who organizes and directs people.

**nun:** n. a woman that is a member of a religious community.

**passionate:** adj. someone who loves a particular activity.

**philosopher:** n. someone who studies philosophy.

**physicist:** n. someone who studies physics.

**politician:** n. someone who is interested in politics.

**poor:** adj. someone who doesn’t have enough money. (ant. rich)

**queen:** n. a woman governor.

**race:** n. discrimination based on race.

**recognition:** n. the acceptance of someone or something as true or important. (syn. acknowledgement)

**right:** n. a claim or principle that a person has by law or nature.

**successful:** adj. someone who gets recognition for his labor. (syn. triumphant)

**supportive:** adj. giving moral support.

**Colloquial Expressions**

**A losing battle:** an effort that is destined to fail.

**Against all odds:** to be successful despite the difficulties.

**Homeland:** the country where a person was born.

**Smart:** intelligent.

**The sky is the limit:** you can do whatever you want.
Discuss:
• What was your favorite vacation/birthday/special occasion?
• What do you remember about those events?

General Objective
You will be able to talk about moments in the past.

Communication Goals
You will learn how to
• talk about events in the past.
• ask and answer questions about the past.
• describe emotions.

CLIL
• Experiences and Anecdotes
• Vacations
• Memories
Vocabulary
• Words related to describing experiences
Grammar
• The Simple Past tense
• Regular and Irregular verbs

Idioms and Colloquial Expressions
• It felt like a million dollars
• It gave me the creeps
• I was down in the dumps

Project
Photo Album
You will create an album with photos of some important events in your life.
1. Match the photos with the corresponding description.

- **a.** This is a photo of Christmas two years ago. We **didn’t travel** but we **celebrated** at our grandparents’ home. We spent great moments with our family. We **exchanged** presents and my grandma **cooked** delicious cookies...
- **b.** Oh! A photo of me and my best friend at her sweet 16 party! She **invited** all our school friends. Her present was a concert given by our favorite band! They **played** all our favorite songs. We **danced** all night. We **didn’t stop**...
- **c.** I remember this photo! This is when I **tried** hang-gliding last year. When I **started**, I was afraid because I **didn’t want** to fly high. But I **trained** hard for two months. Then, it was great! I really **liked** this experience...
- **d.** I love this Halloween photo! Six months ago my brother **dressed up** as a pirate. I was a princess. He **looked** great! We **asked** for candies from house to house all night. I remember we **collected** like 200 candies...

2. Listen to the complete versions of the texts in exercise 1. Fill in the blanks using the Word Bank.

   - a. “...That Christmas with my grandparents was **unforgettable**! It’s a day I will always remember!”
   - b. “...That Halloween was a lot of _______________! We played with friends, enjoyed our candies and laughed. All a kid needs!”
   - c. “...When the band arrived, I was in shock. I’m serious! That party was _______________! Everybody liked it!”
   - d. “...I was nervous the first time. Flying higher and higher was _______________. You know, this sport is a little dangerous.”

3. Circle the right word.

   - a. A(n) **fun** / **unforgettable** experience is an event you never forget.
   - b. An **awesome** / **unforgettable** experience is fantastic, spectacular.
   - c. When an experience is **fun** / **unforgettable**, it is entertaining. You have a great time.
   - d. If something is **scary** / **awesome**, you feel very nervous.
4. Listen and write the final sound /t/, /d/ or /ed/ of the verbs.

Pronunciation

Regular Verbs
There are three ways of pronouncing the ed ending.
Listen and repeat.
/t/ /d/ /ed/
cooked traveled invited
stopped played celebrated

<table>
<thead>
<tr>
<th>liked</th>
<th>looked</th>
<th>danced</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>dressed</td>
<td>wanted</td>
<td>asked</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>tried</td>
<td>talked</td>
<td>exchanged</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>collected</td>
<td>trained</td>
<td>shared</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Reflect on Grammar

The Simple Past tense
Use it to talk about events in the past.

Affirmative
I
You
He collected 200 hundred candies.
She
It
danced all night.
We
You
They

Negative
I
You
He did not
She didn't travel that year.
It
We
You didn't stop.

5. Fill in the blanks with the correct form of the verbs.
I remember my birthday party when I was 10 years old.
I (celebrated) (a. play) and we (b. dance). There was a beautiful girl that I (c. like) but I (d. not talk) to her at first because I was too shy. One of my friends said, “Don’t be afraid, dance with her,” but I (e. not want) to do it. Finally, she (f. ask) me to dance. It was awesome!

6. Circle the options that are true for you. Then, compare with a partner.
I remember my birthday when I was___________________.
a. I shared / didn't share with my friends.
b. I celebrated /didn't celebrate with all my family.
c. I danced /didn't dance that day.
d. My mom cooked /didn't cook a special meal.

Speaking Strategy
Use the verb to be (was/were) to give more details in your conversation.

Project Stage 1
• Choose 3 unforgettable moments in your life.
• Get some pictures of those moments.
• Describe the pictures.

I celebrated with my family. My grandparents were there.
I invited my friends to a party. They were from school.
E.g. In this picture, I dressed up like a pirate.
Lesson 2

I Had Fun on My Trip

1. Listen and read the conversation. Look at the verbs in bold and complete the lists below.

Pete: This is one of my favorite moments, my graduation from the university. I had so much fun with my friends.

Lucy: Did you have a party?
Pete: No, I didn’t. I went on a trip with my friends to celebrate. Our parents paid for everything.

Lucy: Where did you go?
Pete: We went to Jamaica.

Lucy: What did you do there?

Pete: We ate great Jamaican food, swam in the sea every day and danced reggae on the beach at night. It was an unforgettable trip because I met a very special person on one of those reggae nights.

Lucy: Really? Who did you meet?
Pete: Guess who? My wife! When I saw her, I fell in love immediately.

Lucy: What a romantic story!

2. Look up the past form of the verbs below in your dictionary.

<table>
<thead>
<tr>
<th>Base form</th>
<th>Past tense</th>
<th>Base form</th>
<th>Past tense</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. have</td>
<td>had</td>
<td>e. meet</td>
<td></td>
</tr>
<tr>
<td>b. pay</td>
<td></td>
<td>f. swim</td>
<td></td>
</tr>
<tr>
<td>c. go</td>
<td></td>
<td>g. see</td>
<td></td>
</tr>
<tr>
<td>d. eat</td>
<td></td>
<td>h. fall</td>
<td></td>
</tr>
</tbody>
</table>

**Useful Expressions**

+ Use what + (an) + adj. + n. to give emphasis. E.g. What a romantic story!

**Key Expressions**

Fall in love: to feel romantic love for someone

**Vocabulary Strategy**

Check these aspects to find the past form of the verbs.

1. Check the words that come before the definition.
2. Find a list of irregular verbs in the middle or on the last pages of your dictionary.

**Make** post tense and past participle made
to produce something, for example, by putting the different parts of it together.

**Reflect on Grammar**

Questions in the Simple Past tense

Use the auxiliary verb did and the base form of the verb to ask questions in the Simple Past tense.

<table>
<thead>
<tr>
<th>Affirmative</th>
<th>Yes/No Questions</th>
<th>Wh- questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>I ate great Jamaican food.</td>
<td>You he</td>
<td>Where did you go?</td>
</tr>
<tr>
<td>Negative</td>
<td>Did she have a party?</td>
<td>Who did you meet?</td>
</tr>
<tr>
<td>I didn’t eat Jamaican food.</td>
<td>We you they</td>
<td></td>
</tr>
</tbody>
</table>
3. Complete with the correct form of the verbs in the Simple Past tense. Use the Word Bank.

My favorite trip was last year. My family and I _____ flew _____ to Rio de Janeiro. It was so exciting! On the first day, in the morning, we _____ went _____ to Christ the Redeemer, a very big statue. Then, by car we _____ drove _____ around the city and _____ took _____ a lot of pictures. In the afternoon, we _____ met _____ indigenous people. This dish has beans and meat. It was really good. At night, we _____ ate _____ the Carnival parade. It was awesome!

Alex.

4. Complete the dialog about the previous paragraph.

- When ______ Alex _____. (go) to Rio de Janeiro?
- He went to Rio ___ last year _____.
- Did you travel by plane on your last trip?
- Yes, _______ (a). It was exciting.
- What ______ they _____. (c. do) in the morning?
- They _______ ___ (d).
- Did you ______ a car?
- Yes, _______ (f).
- What ______ they _____ (g. eat) for lunch?
- They _______ (h).

5. Listen to Karl’s and Patty’s trip narrations and answer the questions.

<table>
<thead>
<tr>
<th>Where did s/he go?</th>
<th>Who did s/he go with?</th>
<th>What did s/he do there?</th>
<th>Why did s/he (not) like her/his trip?</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Karl</td>
<td></td>
<td>He walked in the forest, swam in the Amazon River, and met indigenous people.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>She didn’t like the trip because the village was boring.</td>
</tr>
<tr>
<td>b. Patty</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

6. Talk about your last trip with a partner.

<table>
<thead>
<tr>
<th>Action</th>
<th>Question</th>
<th>Name</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. traveled by plane/car</td>
<td>Did you travel by plane on your last trip?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. met someone</td>
<td>Did you...?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>c. ate exotic food</td>
<td>?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>d. saw monuments</td>
<td>?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Lesson 3

My Favorite Anecdote

1. What happened first? Put the pictures in order from 1-3. Then read and confirm.

2. Read and answer the questions.

A Close Encounter with a Bear

Last year I lived a scary but exciting experience. I went camping at Blue Lake with my school friends for a week. The first days were normal. We put up the tent, collected wood and swam in a river. We also played songs at night. We knew that there were some bears around the lake. They usually look for food, so we put our food outside the tents. We also kept our tents clean so we put the garbage far from them in safe places.

a. What did the author do the first few days?

I like exciting experiences so I actually wanted to see a bear. I know bears are dangerous, but they make the camping experience more exciting. I was a little sad because I didn’t see any bears during the first days. But, the last day, a Friday, we had a close encounter with a bear. We were in the tents when we heard strange noises. From our tents we saw an enormous brown bear! It broke into the bus looking for food. Probably there was some food inside the bus so the bear was attracted to it.

b. What happened when the author and his friends were inside the tent?

Our leader, Mark, had a lot of experience camping so he calmly took us out of the tents in small groups to a van for our safety. From the van we saw that the bear got out of the bus and moved to the tents to look for food.

We also laughed when the bear played with a soccer ball. It was funny. Finally, the bear didn’t find any food so it started moving away from the tents. At the last minute, it turned its head back towards the van and looked us in the eye. Its look was scary to everybody, but to me it was awesome!

c. What did the bear do when it moved away from the tents?

Key Expressions

Break into: to enter a place without permission
Put up: erect
Take out: to remove something
3. Match the pronouns with the words they refer to.

   a. On line 3 we refers to __1__ the brown bear
   b. On line 6 they refers to __2__ the author and his friends
   c. On line 16 it refers to __3__ Mark, the leader
   d. On line 18 it refers to __4__ the bus
   e. On line 20 he refers to __5__ the bear’s look
   f. On line 21 us refers to __6__ the author
   g. On line 35 me refers to __7__ the author and his friends
   h. On line 35 it refers to __8__ the bears

4. Complete the sentences with also/so based on the text.

   a. The first days, they collected food and went fishing.
      They ___________ swam in the river.
   b. Bears always look for food ___________ they put their food away from the tents.
   c. The author likes exciting experiences ___________ he expected to see a bear during his camping trip.
   d. The bear looked for food inside the tents. It ___________ played with a ball.
   e. There was no food in the tents ___________ the bear moved away from the camping site.

5. Complete the following details about your favorite anecdote.
   Then, use them to write a short paragraph.
   Use also and so when necessary.

   **Occasion**  The day I got lost in a big city!
   **Place**
   **Date**
   **Age**
   **People involved**
   **Activities**

   I remember when ____________________________________________
   ___________________________________________________________
   ___________________________________________________________
   ___________________________________________________________

   **Project Stage 3**

   • Think of an anecdote you experienced related to the events you chose in stages 1 and 2.
   • Rehearse the presentation of your photo album using the pictures’ descriptions.

   E.g. On that Halloween, I met an interesting person...
Lesson 4

I Felt Like a Million Dollars!

1. Listen and circle the right feeling according to the experiences.

His experience was... 
Her experience was... 
His experience was...

a. scary. / happy. / exciting.
b. happy. / sad. / scary.
c. exciting. / sad. / happy.

2. Listen again and complete with the expressions in the box.

a. "When I opened my eyes, the boy wasn’t there anymore. That boy ___________________________.”
b. "Then, he took off his mask and guess what? It was Brian! I ___________________________! I danced with him all night.”
c. "It was so depressing for me. I believe I ___________________________ for almost 6 months. My dog Spike is unforgettable.”

3. Match the expressions with the meaning they refer to.

a. It gave me the creeps. _____ 1. I was very sad.
b. I felt like a million dollars. _____ 2. I was very happy.
c. I was down in the dumps. _____ 3. I was very scared.

4. Complete the chart with information about your experiences. Then, discuss with a partner.

<table>
<thead>
<tr>
<th>What happened?</th>
<th>I felt like a million dollars!</th>
<th>It gave me the creeps!</th>
<th>I was down in the dumps.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Where? / When?</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Reflect on Values

- I treasure good moments in my life.
- I learn from difficult moments.
- I listen to other people’s stories.

Listening Strategy

Pay attention to the speakers’ tone of voice to get more clues about their emotions.

Gap Activity

Student A goes to page 90.
Student B goes to page 92.
Share Your Project

1. Discuss your experience.

Circle the option that applies to you.

a. I liked / didn't like choosing my photos.
b. I liked / didn't like writing the description of my pictures.
c. I liked / didn't like talking about my photos to my partners.
d. I liked / didn't like listening to my partners’ description.

2. Read.

Photo Albums

Photo albums are nice because they take us back to the past and help us remember great adventures, unforgettable moments and the emotions we felt when we lived different experiences in our lives. Photo albums are also an ideal way to record special events like birthdays, holidays, school plays and festivals. Show your nicest photos and share beautiful moments with your friends or family members like this kid:

Joe, 17 years old
Oh! How can I forget this great moment? This is when my brother and I played in the national soccer championship in high school 5 years ago. The final game was very hard but we won. We got a trophy and free tickets to see our favorite soccer team in the world: Barcelona! The experience was awesome!

3. Go back to Joe’s anecdote and complete the chart.

<table>
<thead>
<tr>
<th>Occasion</th>
<th>When</th>
<th>Place</th>
<th>Age</th>
<th>People involved</th>
<th>Activities</th>
</tr>
</thead>
</table>

Give your Presentation

Show your photos one by one and talk about...

• the occasion.
• when the occasion happened.
• your age.
• what you did.
• the people that you were with.
• how the experience was.

Useful Expressions

• This is my… (celebration/anecdote/party)
• It was… (2 years ago) when I was (10 years old…)
• That day I (went/sang/ate/celebrated…)
• I was with… (people)
• That experience was (unforgettable/scary/awesome) because…
**Game**

**Talk for a Minute About...**

**Instructions**
1. Play with a partner. Put your counters on start.
2. Toss a coin. If you get tails, move 1 square. If you get heads, move 2 squares.
3. Talk for a minute about the topic you land on. If you can’t talk for a minute, you lose a turn.
4. The winner is the one who finishes the game first.
Quiz Time

1. Fill in the gaps with the right adjective. Use the Word Bank.

Word Bank
• unforgettable
• awesome
• fun
• scary

In this photo, I played the final basketball game with my school friends. We didn’t win, but the game was a lot of _______ (a). Oh! My old friends, I usually think about them. That time was ____________ (b).

In this other photo, I jumped from a plane wearing a parachute. Looking down from the plane was very _______ (c), I was nervous, but then flying in the air was so ____________ (d)!
The sensation was great.

2. Complete the sentences based on the chart.

<table>
<thead>
<tr>
<th>Name</th>
<th>met a nice person</th>
<th>danced at a club</th>
<th>tried new food</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tania</td>
<td>✔</td>
<td>✔</td>
<td></td>
</tr>
<tr>
<td>Gina</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
</tr>
<tr>
<td>John</td>
<td>✗</td>
<td>✔</td>
<td>✗</td>
</tr>
</tbody>
</table>

Last vacation...

a. Tania _________________ but she _________________ at a club.

b. Gina _________________ and _________________.

c. John didn’t _________________ but he _________________.

d. Tania and John _________________.

e. Tania didn’t _________________ and Gina _________________.

3. Complete the conversation with the correct form of the verbs. Use the Simple Past tense.

A: What _______ you _________ (a. do) after your graduation?
B: I ____________ (b. travel) to Europe.

A: Where _______ you _________ (c. go)?
B: I _______ (d. go) to France, Spain and Germany.

A: _______ you _________ (e. go) with your family?
B: Yes, I ____________ We ____________ (f. visit) some friends in England.

A: _______ you _________ (g. like) your trip?
B: Yes, I ____________ I _________ (h. have) a great time. I ____________ (i. see) interesting places and ____________ (j. meet) nice people.

4. Listen and answer the questions.

a. What did Charles do on Christmas Day last year?

b. Did he like his experience?

5. Circle the correct word.

When I was a teenager, I liked theater so/also (a) I joined the Theater group at school. We usually performed plays at school. We so/also (b) traveled to other places to perform our plays. There was a girl I liked very much. Her name was Katy. She was very pretty and nice. She was so/also (c) a very good actress. One summer, we performed a play at our school. It was a very important event so/also (d) we practiced many times. I remember that she was very beautiful on the day of our presentation. I felt very nervous so/also (e) I forgot my lines when I saw her. I so/also (f) fell on the floor and people laughed at me.

It was very embarrassing!

Self-Evaluation

Now I can...

■ talk about experiences in the past.
■ ask and answer questions about the past.
■ use so/also to express consequence or add information.

<table>
<thead>
<tr>
<th></th>
<th>Very Well</th>
<th>OK</th>
<th>A Little</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
A - F

ask: v. to request something. We asked for candies on Halloween.
awesome: adj. extremely good, excellent. (syn. spectacular, fantastic)
bear: n. animal with thick fur that eats flesh, fruit, and insects.
break: v. to cause something to separate into pieces. I broke the window with the ball.
break into: v. to enter a place without permission.
cook: v. to prepare food.
dangerous: adj. something that can cause harm. (ant. safe)
drive: v. to operate or control a vehicle.
enjoy: v. take pleasure in doing a particular activity. I enjoy Christmastime with my family!
exchange: v. to give something and receive something in return.
far: adj. at a great distance (ant. near)
firewood: n. pieces of trees used to light a fire.
fly: v. to travel by plane.
fun: adj. something that is entertaining. (ant. boring)

G - S

garbage: n. anything that isn't needed anymore. (syn. trash)
hang gliding: n. it is an air sport in which a person flies an object called “hang glider.”
lake: n. an area of water surrounded by land.
meet: v. to encounter a person for the first time.
pay: v. to give money when you buy something.
see: v. to perceive with the eyes. (syn. look)
scary: adj. something that makes you feel nervous.
share: v. to participate in an activity and enjoy it with others.
stay: v. to be at a certain place.

T - Z

talk: v. to speak.
tent: n. a portable shelter supported by poles used for camping.
train: v. to practice a skill over a period of time.
travel: v. to go from one place to another by bus, car, plane. I travel by car to Mexico.
trip: n. a journey or excursion.
try: v. to taste food for the first time.
unforgettable: adj. something you will always remember.
win: v. to be successful or victorious in a competition. (ant. lose)

Colloquial Expressions

It gives you the creeps: It makes you very nervous.
Feel like a million dollars: to feel very happy.
Be down in the dumps: to feel very sad.
Fall in love: to begin to have feelings of love for someone.
Listening

Listen to Tom talking about a vacation with his friends. What did he do? For questions 1-5, check the correct answer in the answer box. Listen to the conversation twice.

Example:

1. Tom went on a trip with his friends in

   A. 1989
   B. 1998
   C. 1999

   Tom and his friends went to

   A. Spain
   B. France
   C. Germany

   In Germany, the place Tom liked the most was

   A. Street
   B. House
   C. Castle

   In Paris, Tom didn’t visit

   A. Eiffel Tower
   B. Notre Dame Cathedral
   C. Louvre Museum

4. Tom didn’t like

   A. Tapas
   B. Gazpacho
   C. Paella

5. For Tom, the experience in Pamplona was

   A. Tapas
   B. Gazpacho
   C. Paella

Speaking

Candidate A

Share information about two historical figures.

- First, find out some information about Alexander the Great. Unscramble the questions and ask candidate B for the information you need.

  Alexander the Great
  - Who?
  - Where/born?
  - Who/his tutor?
  - How old/he/when he became the king of Macedon?
  - What/he/like?

- Second, read the information you have about Miguel de Cervantes Saavedra and answer candidate B’s questions.

Miguel de Cervantes Saavedra (1547–1616) was a famous novelist and poet. He was born in 1547 in Spain. In 1570, he went to Italy. There, he was a soldier for the Spanish Naval Force. In 1575, he was a prisoner in Algiers for some years. He finally escaped in 1580. In 1584, he married Catalina de Palacios. His greatest achievement was the novel Don Quixote. He published the book in 1613. This book is one of the most important novels in Spanish literature. He died in 1616.
DETECTED PAGE 86

**Writing**
You’re telling a friend about an unforgettable moment you had. First, complete the chart to organize your ideas. Then, write a short paragraph.

<table>
<thead>
<tr>
<th>My Unforgettable Moment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Place</td>
</tr>
<tr>
<td>When</td>
</tr>
<tr>
<td>Age</td>
</tr>
<tr>
<td>People involved</td>
</tr>
<tr>
<td>Activities</td>
</tr>
</tbody>
</table>

**Reading**
Read the text about Stephen’s trip.
Choose the best word A, B, C for each space.
For questions 6-14, mark the words in the answer sheet.

One of my favorite memories is my trip to Margarita Island in Venezuela 2 years ago. I went there with my parents, my brother and grandma. I remember grandma was very happy because it was the first time she saw the sea, but traveling by plane was a very scary experience for her. She didn’t like it.

We stayed at a very luxurious hotel in front of the beach. It was awesome! I saw the sea through my window. My grandma was delighted because the rooms were comfortable and the food at the hotel was delicious. The hotel was great but we didn’t go there all day. We walked around the city and visited a variety of beaches.

We did a lot of interesting things. At “El Yaque” beach, I rode a horse for the first time! It was fun. My parents’ favorite beach was “Agua” beach. There, they had a relaxing time. They also bought a lot of things in the shops because they were cheap. My grandma liked the beaches too, but she loved visiting the churches. I was so happy that my grandma had a great time with us. I’m glad that we shared that great experience with her. Her smile is unforgettable.

**Speaking**
Candidate B
Share information about two historical figures.

• First, read the information you have about Alexander the Great and answer candidate A’s questions.

<table>
<thead>
<tr>
<th>Alexander the Great</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alexander the Great was a military leader. He was the king of Macedon. He was born in Macedon, Greece in 356 BC. His tutor was the philosopher Aristotle when he was 13 years old. Alexander became king of Macedon when he was only 20 years old. He was a brave, passionate and brilliant king. His greatest achievement was the conquest of the Persian Empire. He died in 323 BC.</td>
</tr>
</tbody>
</table>

• Second, find out some information about Miguel de Cervantes Saavedra. Unscramble the questions and ask candidate A for the information you need.

<table>
<thead>
<tr>
<th>Miguel de Cervantes Saavedra</th>
</tr>
</thead>
<tbody>
<tr>
<td>Miguel de Cervantes Saavedra</td>
</tr>
<tr>
<td>When/where/born?</td>
</tr>
<tr>
<td>What/occupation/England?</td>
</tr>
<tr>
<td>Who/other/relatives?</td>
</tr>
<tr>
<td>What/medals/awarded?</td>
</tr>
<tr>
<td>Who/publishes/Don Quixote?</td>
</tr>
</tbody>
</table>

**Answers**

| 0. | A. after | B. then | C. ago |
| 6. | A. took | B. had | C. went |
| 7. | A. exciting | B. scary | C. unforgettable |
| 8. | A. liked | B. stayed | C. asked |
| 9. | A. did | B. swim | C. saw |
| 10. | A. didn’t jump | B. didn’t go | C. didn’t stay |
| 11. | A. had | B. did | C. went |
| 12. | A. swim | B. rode | C. played |
| 13. | A. bought | B. gave | C. made |
| 14. | A. traveled | B. shared | C. walked |
STUDENT A

1. Complete the information about Josh Stanza. Use the clues below to ask appropriate questions.

a. Where / from?
b. How / old?
c. What’s / like?
d. What / like to do / free time?
e. What / do / on weekends?

Josh Stanza is from ______________________ (a). He is ______________________ (b) old and is an actor. Every day Jack gets up at 6:00 AM. He is a ______________________ (c) person. He goes to the gym and exercises for two hours. In the afternoon he works for 8 hours in the studio. In his free time he likes to ______________________ (d). On weekends, he loves to ______________________ (e).

2. Read the text about Amanda Ricardi and answer your partner’s questions.

Amanda Ricardi is from Buenos Aires, Argentina. She is 18 years old and is a student at the university. She gets up at 7:00 AM. She studies in the morning and does homework in the afternoon. She is an outgoing person. In her free time, she likes to talk on the phone and chat with her friends. On weekends, she loves to listen to music and hang out with her boyfriend.

STUDENT A

Use the clues below and ask questions to complete the chart.

► What is / are ____________ doing right now? What ____________ people usually ____________?
► When ____________ people celebrate ____________?

<table>
<thead>
<tr>
<th>Activities people are doing right now</th>
<th>Celebration</th>
<th>Date</th>
<th>Activities people usually do</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Alex and Julie</td>
<td>Winter Carnival in Canada</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>b. Tania</td>
<td>Inti Raymi festival in Peru</td>
<td>June 24th</td>
<td>- people pray for the new year&lt;br&gt;- people watch the parade</td>
</tr>
<tr>
<td>c. Inna</td>
<td>Children’s Day in Poland</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>d. Andres</td>
<td>Independence Day in Mexico</td>
<td>September 15th</td>
<td>- people decorate streets with white, green and red lights&lt;br&gt;- people make traditional Mexican food</td>
</tr>
</tbody>
</table>
STUDENT A
Ask your partner questions using the modal can to complete the chart.

<table>
<thead>
<tr>
<th></th>
<th>speak in public</th>
<th>play an instrument</th>
<th>dance tango</th>
<th>write stories</th>
<th>solve puzzles</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adam</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Charles</td>
<td>X</td>
<td>✓</td>
<td>✓</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Tim</td>
<td>✓</td>
<td>X</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Jim</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>✓</td>
</tr>
</tbody>
</table>

STUDENT A
Take turns asking and answering questions to complete the recipes. Use the clues on the right.

### Summer Fruit Salad

**a. Complete the list of ingredients.**
- *How much orange juice* do I need?
- *How many...*

**b. Complete the instructions to make the recipe.**
- *What’s next / after that?*

**Ingredients:**
- _____ of orange juice
- 1/2 cup of lemon juice
- ____ of water
- ____ of sugar
- 2 apples
- 3 kiwis
- ____ of bananas
- ____ of strawberries
- 2 oranges
- ____ of blueberries

**Directions**
- First, put the orange juice, the lemon juice, the sugar and the water into a bowl and mix the ingredients.
- Next, ____________________________ in the fridge.
- After that, cut all the fruit into small pieces.
- Next, put all the fruit into a big bowl.
- Then, ____________________________
- Finally, serve the salad and enjoy!
STUDENT B

1. Read the text about Josh Stanza and answer your partner’s questions.

Josh Stanza is from California, USA. He is 20 years old and is an actor. Every day Jack gets up at 6:00 AM. He is a sporty person. He goes to the gym and exercises for two hours. In the afternoon he works for 8 hours in the studio. In his free time he likes to play video games and play the piano. On weekends, he loves to sleep and read.

2. Complete the information about Amanda Ricardi. Use the clues below to ask appropriate questions.

Amanda Ricardi is from (a). She is (b) old and is a student at the university. She gets up at 7:00 AM. She studies in the morning and does homework in the afternoon. She is a (c) person. In her free time, she likes to (d). On weekends, she loves to (e).

STUDENT B

Use the clues below and ask questions to complete the chart.

- What is / are ________ doing right now? What ________ people usually __________?
- When ________ people celebrate ____________?

<table>
<thead>
<tr>
<th></th>
<th>Activities people are doing right now</th>
<th>Celebration</th>
<th>Date</th>
<th>Activities people usually do</th>
</tr>
</thead>
</table>
| a. Alex and Julie | playing with snow | Winter Carnival in Canada | January 26th | - people play in the snow
|   |                                       |                           |            | - people watch the parade                         |
| b. Tania       | -                                     | Inti Raymi festival in Peru | -          | -                                                  |
| c. Inna        | giving chocolate to children         | Children's Day in Poland  | June 1st   | - schools prepare special activities for children
|   |                                       |                           |            | - families give presents to their children        |
| d. Andres      | -                                     | Independence Day in Mexico | -          | -                                                  |
Unscramble the questions to complete Napoleon Bonaparte’s timeline.
Take turn asking and answering your partner’s questions.

a. 1769: He was born in ________________, (was/where/born/he?)
b. 1785: He was a graduate of the military school in France.
c. March 1796: He was married to ___________. (was/who-married to/he/?)
d. March 1796: He was in Italy in a battle against Austria.
e. 1799: He was the _______________ (his occupation/was/what/in 1799/?)
f. 1804: He was the emperor of France.
g. 1805: He was in the battle of Austerlitz. He_____________ successful. (was/he/successful in Austerlitz/?)
h. 1812: He was in Russia, but his campaign wasn’t successful.
i. 1814: He __________________ the emperor of France anymore. (he/was/the emperor of France/in 1814/?)
j. 1821: He was in Santa Elena. He died there.

Sarah went on a trip last year. She went to 2 cities.

Stage 1
Discover the first place Sarah visited.
Use the prompts to ask questions and discover the place.

a. When / travel? __________________________
b. What food/eat? __________________________
c. Who / meet? ____________________________
d. What souvenirs /buy? ______________________

Stage 2
Look at the pictures of the second place Sarah visited.
Answer your partner’s questions. Don’t tell him/her the name of the place.

a. 

b. sushi

c. 

kimono

d.
Gap Activity

STUDENT B
Ask your partner questions using the modal *can* to complete the chart.

<table>
<thead>
<tr>
<th></th>
<th>Speak in public</th>
<th>play an instrument</th>
<th>dance tango</th>
<th>write stories</th>
<th>solve puzzles</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adam</td>
<td>X</td>
<td></td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Charles</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tim</td>
<td></td>
<td></td>
<td>X</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Jim</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Can Charles play...?

a. Complete the list of ingredients.
   - *How much lemon juice* do I need?
   - *How many...*

b. Complete the instructions to make the recipe.
   - *What’s next / first / after that?*

Ingredients:
- 2 cups of orange juice
- _____ of lemon juice
- 1 glass of water
- 1 cup of sugar
- _____ apples
- 2 cups of strawberries
- _____ kiwis
- 2 bananas
- _____ oranges
- 2 cups of blueberries

Directions
- First, put the _____, _____, _____, _____, and _____ into a bowl and mix the ingredients.
- Next, cool this mixture in the fridge.
- After that, _____ into small pieces.
- Next, ______________________ into a big bowl.
- Then, add the cool juice to the fruit and mix everything.
- Finally, serve ______________________.
STUDENT B

• Unscramble the questions to complete Napoleon Bonaparte’s timeline.
• Take turns asking and answering your partner’s questions.

a. 1769: He was born in Corsica, a French island.
b. 1785: He was a graduate of the military school in ________________.
   (was/where/the military school/?)
c. March 1796: He was married to Josephine.
d. March 1796: He was in ________________ in a battle against Austria.
   (Napoleon/where/in 1796/?)
e. 1799: He was the First Consul of France.
f. 1804: He was ________________________
   (his occupation/was/what/in 1804/?)
g. 1805: He was in the battle of Austerlitz. He was successful.
h. 1812: He was in Russia, but his campaign ____________________ successful.
   (he/was/in Russia/successful/?)
i. 1814: He wasn’t the Emperor of France anymore.
j. 1821: He was in ________________. He died there. (was/he/in 1821/where/?)

STUDENT B

Sarah went on a trip last year. She went to 2 cities.

Stage 1

► Look at the pictures of the first place Sarah visited.
► Answer your partner’s questions. Don’t tell him/her the name of the place.

a. ______________________________

Stage 2

► Discover the second place Sarah visited.
► Use the prompts to ask questions and discover the place.

a. When / travel? ______________________________

b. What food / eat? ______________________________

c. Who / meet? ______________________________

d. What souvenirs / buy? ______________________________
1. Match the words with their antonyms.
   a. shy       1. lazy
   b. nervous   2. quiet
   c. noisy     3. outgoing
   d. sporty    4. relaxed

2. Complete the sentences using words from the previous exercise.
   a. My brother is really _______________________. He plays his heavy metal music all day.
   b. My father is an ________________________ person. He is very sociable and has many friends.
   c. Our new classmate is _________________________. She doesn’t talk to others. Her face goes red when you talk to her.
   d. Joe’s sister is _________________________. She doesn’t like noisy people and prefers to read in silent places.

3. Check ☑ the right option that completes the sentences.
   a. Pete likes to _______________________ at the gym every day.
      ☐ wake up
      ☑ work out
   b. I make my collage with _______________________ from magazines.
      ☐ sit ups
      ☐ cutouts
   c. Mary loves to _______________________ with her friends. They have a good time.
      ☐ invite out
      ☐ hang out
   d. Mark likes to exercise his abdomen. He does 50 _______________________ every day.
      ☐ sit ups
      ☐ cutouts

4. Label the pictures.

5. Complete the sentences with the correct colloquial expressions.
   a. I’m a _________________________. I study in the morning and I work in the afternoon. Then, I work out at the gym.
   b. Dan is a _________________________. He likes to watch TV and eat all day.
   c. My grandmother is an _________________________. She likes to wake up at 5:00 AM every day.
   d. Jane likes to do homework at night. She usually goes to bed at 11:00 PM. She’s a _________________________.

VPUnidad1 Glossary Activities.indd 93
3/10/16 12:30 PM
1. Complete the words.
   a. This word refers to bending your body when you say hello to someone. ____ o ____
   b. This action refers to talking to God. ___ r ___ ___
   c. This action refers to traveling on the back of a horse. ___ ___ d ___
   d. This word refers to a religious holiday for Christians. ___ s ___ ___ ___
   e. This word refers to traditional practices or actions of a specific society. ___ ___ ___ m ___

2. Do the crossword.
   a. exploding and luminous things people use in celebrations
   b. a piece of cloth that covers your face
   c. a public procession on the street
   d. not to eat food
   e. a special day for a community
   f. a place where people go to pray

3. Fill in the blanks with words from the previous exercise.
   a. It’s a custom for Arabian women to wear a ___________________ all the time.
   b. The 15th of September is a __________________ in Guatemala. People commemorate their Independence Day.
   c. I’m very religious. I __________________ once a month. I don’t eat anything.
   d. I love to watch the __________________ at night during the celebrations. They’re noisy: Boom! Boom! But they’re full of light and color.
   e. Some Christian people go to __________________. They prefer to pray in this place.

4. Label the pictures.
   a. __________
   b. __________
   c. __________
   d. __________
   e. __________
   f. __________
Glossary Activities

1. Circle the correct definition.
   a. To climb is...
      1. to find.
      2. to scale.
      3. to retain.
   b. To solve is...
      1. to demonstrate.
      2. to plan a structure.
      3. to find a solution.
   c. To enjoy is...
      1. to get pleasure.
      2. to retain.
      3. to make a picture.
   d. To design is...
      1. to make a picture.
      2. to show a talent.
      3. to plan a structure.
   e. To hold is...
      1. to retain.
      2. to draw.
      3. to demonstrate.

2. Complete the sentences with words from the previous exercise.
   a. Sultan Kosen __________ the record for the tallest man in the world. He’s 2.47 meters tall.
   b. An architect can __________ houses and buildings.
   c. We ____________ basketball. We love to play on weekends. We have a great time.
   d. The best athlete in the world likes to ____________ mountains.
   e. I can’t ____________ this Sudoku puzzle. It’s really difficult!

3. Complete the conversations with the corresponding colloquial expressions.
   a. – My parrot can speak English and French!
      – __________________________. I don’t believe you.
   b. – Dan __________________________ all the capital cities of Latin America.
      – His memory is really amazing.
   c. – The new circus show is __________________________.
      – You’re right, the presentations are fantastic!
   d. – Your math exams are always excellent!
      – Well, math is __________________________ for me.

4. Unscramble the following words.
   a. (retrsuea)
   b. (adro)
   c. (eic)
   d. (zpleuz)
   e. (chaco)
   f. (nnurer)
1. Complete the crossword with the names of the foods.

2. Classify the foods from the previous exercise.

<table>
<thead>
<tr>
<th>Group</th>
<th>Products</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grains</td>
<td></td>
</tr>
<tr>
<td>Vegetables</td>
<td></td>
</tr>
<tr>
<td>Fruit</td>
<td></td>
</tr>
<tr>
<td>Oil</td>
<td></td>
</tr>
<tr>
<td>Dairy</td>
<td></td>
</tr>
<tr>
<td>Meat and Beans</td>
<td></td>
</tr>
</tbody>
</table>

3. Circle the most appropriate unit of measurement.
   a. I drink a cup / carton / pinch of coffee in the morning.
   b. Add two teaspoons / jars / glasses of sugar to the recipe.
   c. There’s a carton / tablespoon / teaspoon of milk in the fridge.
   d. Add a jar / slice / pinch of salt to the mixture.

4. Label the actions to make a delicious drink. Use the Word Bank.

   a. _______ the fruit into pieces.
   b. _______ the fruit in the blender.
   c. _______ some milk and ice.
   d. _______ all the ingredients.
1. Match the words with their opposites.
   a. compassionate ___ 1. rich
   b. brave ___ 2. indifferent
   c. poor ___ 3. success
   d. failure ___ 4. coward
   e. hardworking ___ 5. lazy

2. Label the pictures. Use the Word Bank.

   Word Bank
   • emperor
   • physicist
   • nun
   • lawyer
   • engineer
   • philosopher

3. Find the words in the glossary.
   a. A person who navigates the sea.
      ___ n __ __ __ __ __ __ __
   b. A successful action or result.
      ___ a c h __ __ __ __ __ n ___
   c. Someone who gets recognition for his labor.
      ___ u __ __ __ s s __ __ __
   d. Someone who has dark skin.
      ___ l __ r __
   e. An operation of an organized group to obtain a common goal.
      c __ m __ i __ n

4. Complete the dialogs with the correct colloquial expression.
   a. Dr. Smith: I was at the laboratory working on my project every day for eight hours. But in the end it wasn’t successful.
      Dr. Wilde: I know. It was a ________________
   b. Bob: I was hungry and tired. It was raining. But in the end I was the first runner to reach the finish line.
      Nancy: You’re my hero. You were victorious ________________
   c. Sam: He was an engineer, a pilot, an architect, and an artist. There were not limits for him.
      Kate: Yeah, a real genius. ________________ for him.
   d. Teacher: His ________________ was Venezuela. He was born there in 1783. Who was he?
      Student: Simon Bolivar!
1. Complete the chart.

<table>
<thead>
<tr>
<th>Verb in base form</th>
<th>Verb in past form</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Cook</td>
<td>cooked</td>
<td>to prepare food</td>
</tr>
<tr>
<td>b. _______</td>
<td>_______</td>
<td>to give and receive something</td>
</tr>
<tr>
<td>c. _______</td>
<td>_______</td>
<td>to cause something to separate into pieces</td>
</tr>
<tr>
<td>d. _______</td>
<td>_______</td>
<td>to go from one place to another</td>
</tr>
<tr>
<td>e. _______</td>
<td>_______</td>
<td>to encounter a person for the first time</td>
</tr>
<tr>
<td>f. _______</td>
<td>_______</td>
<td>to perceive with the eyes</td>
</tr>
</tbody>
</table>

2. Fill in the blanks with verbs from the previous exercise.
   a. Last Christmas we _______ presents. I got a nice sweater.
   b. The first time I _______ by plane I was very nervous! I was 10 years old.
   c. My grandmother _______ my favorite food on my last birthday. It was delicious!
   d. Peter _______ his girlfriend in London. The first time he saw her, she was on a train.
   e. I _______ the window with my soccer ball. My mom was very angry.

3. Circle the word that is closest in meaning.
   a. An entertaining moment is... scary. / fun. / awesome.
   b. Something that makes you nervous is... fun. / unforgettable. / scary.
   c. A moment you never forget is... exciting. / awesome. / unforgettable.
   d. Another word for spectacular is... fun. / unforgettable. / awesome.

4. Label the pictures.

5. Complete the dialogs with the right colloquial expression.
   a. • How was the graduation ceremony? • It was great. Everybody was really happy. I _______.
   b. • You look __________. What’s the problem? • My brother is in the hospital. • Oh, that’s too bad. I’m sorry!
   c. • This was my first girlfriend, Alice. I _______ with her in high school. • She was very pretty!
   d. • I loved the horror stories when we went camping last weekend! • Oh, I didn’t. Those stories _______________!
Listening

Listen to five conversations twice. For questions 1-5, check the correct answer in the answer box.

Example:

0. What is Mike like?

A B C

1. What's your sister like?

A B C

2. What does her brother do on Saturday mornings?

A B C

3. What's Dave's hobby?

A B C
4. What's Jenny doing now?

A B C

5. What are the boys celebrating?

A B C

Speaking

Candidate A

Use the information in the card and the picture to describe the celebration. Then, tell your partner about it.

Saint Lucy's Day

Saint Lucy is a common celebration in Sweden. People celebrate it on December 13th. People usually go to processions and pray in a church. They usually wear white clothes. Girls wear long dresses and roses in their hair. People often eat a special kind of bread.
Complete the conversation about a celebration.
For questions 6 - 10, mark the correct letter in the answer box.

Example:

Tom: Hi, Kate. How are you?
Kate: 0...

Tom: I'm doing fine. Listen, what are you doing now?
Kate: 6...

Tom: I'm celebrating Mateo's birthday at his house. Mateo Sanchez is our classmate from Mexico.
Kate: 7...

Tom: Right. He always tells jokes. Listen, this is a special party. It's a piñata party.
Kate: 8...

Tom: A piñata is a figure of an animal that people make with paper-mache. They put candies in it. It's fun.
Kate: 9...

Tom: Of course. I'm eating burritos and quesadillas now. Come to the party. We're having a lot of fun.
Kate: 10...

Tom: His house is on Park Street. Across from the park.

A. Oh, yes. I know him. He's a fun person.
B. I'm listening to music. Where are you? It's very noisy.
C. Candies! I love candies. And the food? Are they serving Mexican food?
D. A piñata party? What's that?
E. Sure, I want to go. Where does Mateo live?
F. I'm fine. And you?
**Writing**

Read the description of people's personalities. What's the word for each description? The first letter is already there. Write the complete word in the answer box.

Example:

0. I have many friends.  

<table>
<thead>
<tr>
<th>0</th>
<th>11</th>
<th>12</th>
<th>13</th>
<th>14</th>
<th>15</th>
</tr>
</thead>
<tbody>
<tr>
<td>o</td>
<td>s</td>
<td>s</td>
<td>l</td>
<td>q</td>
<td>f</td>
</tr>
</tbody>
</table>

**Speaking**  
Candidate B

Use the information in the card and the picture to describe the celebration. Then, tell your partner about it.

**Masskarra Festival**
Masskarra Festival is a common celebration in the Philippines. People celebrate it on October 19th. They usually see float competitions, dance in the streets and sing karaoke. They usually wear smiling masks and colorful costumes. People often participate in games and competitions.
Listening

Listen to Jimmy talking about his family. 
Listen to the conversation twice. 
For questions 1-5, mark A, B or C in the answer box.

Example:

0. Kate can

1. Jimmy can

2. Mike can

3. Tanya can
4. Mom can

5. Dad can

---

**Speaking**

**Candidate A**

1. Tell candidate B about your recipe. Answer his/her questions.
2. Ask candidate B about his/her recipe. Use the questions on the right as a guide.

<table>
<thead>
<tr>
<th>Carrot Cake</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th><strong>Ingredients</strong></th>
<th><strong>Preparation</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>2 cups of flour</td>
<td>1. In a bowl mix the sugar and oil.</td>
</tr>
<tr>
<td>1 teaspoon of cinnamon</td>
<td>2. Add the eggs one by one and mix well.</td>
</tr>
<tr>
<td>2 cups of sugar</td>
<td>3. Mix the flour into the mixture.</td>
</tr>
<tr>
<td>1 cup of vegetable oil</td>
<td>4. Cut the carrots.</td>
</tr>
<tr>
<td>3 eggs</td>
<td>5. Add the carrots and the nuts to the flour mixture.</td>
</tr>
<tr>
<td>1 serving of nuts</td>
<td>6. Put the mixture in the oven.</td>
</tr>
<tr>
<td>2 carrots</td>
<td>7. Bake for 45 minutes.</td>
</tr>
<tr>
<td>1 cup of coconut milk</td>
<td>8. Cool completely.</td>
</tr>
<tr>
<td>1/2 cup of butter</td>
<td>9. Cut the cake into squares.</td>
</tr>
<tr>
<td>1 glass of water</td>
<td></td>
</tr>
</tbody>
</table>
Reading

Match the sentences (6-10) with the corresponding notice. For questions 6-10, mark the correct letter A-G.

0. There is a concert tonight.  
   
6. You can play football here on Sunday.  A  
7. Don't eat here.  B  
8. Don't talk in this area.  C  
9. Drink milk.  D  
10. You can learn music here.  E

---

A  Silence!
B  Cheaper prices on fruits at Briton supermarket!
C  Today at 8:00 PM The Rock Masters Bobby and Luck Prince in concert.
D  No food in this room.
E  New sports center opens on the weekend.
F  Get the calcium you need.
G  Do-Re-Mi School Lessons for all ages.
**Writing**

Read the information about the benefits of nuts. Complete the fact file.

**Go Nuts!**

People don’t really know how nuts contribute to a healthy diet. They are rich in protein, fiber, vitamin E and Omega 3, which helps prevent heart problems and diabetes. Nutritionists recommend eating nuts in moderation: about 20 nuts per day.

Nuts include almonds, peanuts, and pistachios. You can use them to make cakes, sauces or butter.

**Nuts Fact File**

<table>
<thead>
<tr>
<th>Contribution (0):</th>
<th>healthy diet</th>
</tr>
</thead>
<tbody>
<tr>
<td>Examples (11):</td>
<td></td>
</tr>
<tr>
<td>Good source of (12):</td>
<td></td>
</tr>
<tr>
<td>Health benefits (13):</td>
<td></td>
</tr>
<tr>
<td>Servings per day (14):</td>
<td></td>
</tr>
<tr>
<td>Recipes with nuts (15):</td>
<td></td>
</tr>
</tbody>
</table>

---

**Speaking**

1. Ask candidate A about the recipe he/she has. Use the questions on the left as a guide.
2. Tell candidate A about your recipe answering his/her questions.

### Candidate B

**Your questions**

- What’s the name of the recipe?
- Do we need any...?
- Is there any.../Are there any...?
- How much...do we need?
- What do we do first?
- What do we do next?

**Fruit Cookies**

**Ingredients**

- 2 servings of cranberries
- 1 tablespoon of lemon juice
- 1 serving of nuts
- 1 pinch of salt
- 1/2 cup of butter
- 1/2 cup of sugar
- 2 eggs
- 3 cups of flour

**Preparation**

1. In a bowl mix the cranberries, lemon juice, nuts and a pinch of salt.
2. In another bowl mix the butter, sugar, eggs and flour. Mix the ingredients well.
3. Add the fruit and nuts combination to the butter mixture.
4. Shape 20 round cookies.
5. Cool the cookies in the refrigerator for 3 hours.
6. Put the round cookies in the oven.
7. Bake for 15 to 20 minutes until brown. Delicious!
Listen to Tom talking about a vacation with his friends. What did he do? For questions 1-5, check the correct answer in the answer box. Listen to the conversation twice.

Example:

0. Tom went on a trip with his friends in

1. Tom and his friends went to

   - Spain
   - Italy
   - Germany

2. In Germany, the place Tom liked the most was

   - Bildergalerie
   - Paul-Bonatz-Haus
   - Kaiser-Wilhelm-Gedächtniskirche

3. In Paris, Tom didn’t visit

   - Eiffel Tower
   - Notre-Dame-de-Paris
   - Louvre Museum
4. Tom didn’t like

Speaking Candidate A

Share information about two historical figures.

• First, find out some information about Alexander the Great. Unscramble the questions and ask candidate B for the information you need.

  Alexander the Great
  • Alexander the Great/Who/?
  • When/where/born/?
  • Who/his tutor/?
  • How old/he/when he became the king of Macedon/?
  • What/he/like/?

• Second, read the information you have about Miguel de Cervantes Saavedra and answer candidate B’s questions.

  Miguel de Cervantes Saavedra
  Miguel de Cervantes Saavedra (1547-1616) was a famous novelist and poet. He was born in 1547 in Spain. In 1570 he went to Italy. There, he was a soldier for the Spanish Naval Force. In 1575, he was a prisoner in Algiers for some years. He finally escaped in 1580. In 1584 he married Catalina de Palacios.
  His greatest achievement was the novel Don Quixote. He published the book in 1613. This book is one of the most important novels in Spanish literature. He died in 1616.
One of my favorite memories is my trip to Margarita Island in Venezuela 2 years (0) ago. I (6) there with my parents, my brother and grandma. I remember grandma was very happy because it was the first time she saw the sea, but traveling by plane was a very (7) experience for her. She didn’t like it.

We (8) at a very luxurious hotel in front of the beach. It was awesome! I (9) the sea through my window. My grandma was delighted because the rooms were comfortable and the food at the hotel was delicious. The hotel was great but we (10) there all day. We walked around the city and visited a variety of beaches.

We (11) a lot of interesting things. At “El Yaque” beach, I (12) a horse for the first time! It was fun. My parents’ favorite beach was “Agua” beach. There, they had a relaxing time. They also (13) a lot of things in the shops because they were cheap. My grandma liked the beaches too, but she loved visiting the churches. I was so happy that my grandma had a great time with us. I’m glad that we (14) that great experience with her. Her smile is unforgettable.
**Writing**

You’re telling a friend about an unforgettable moment you had. First, complete the chart to organize your ideas. Then, write a short paragraph.

<table>
<thead>
<tr>
<th>Place</th>
<th>Date</th>
<th>Age</th>
<th>People involved</th>
<th>Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Speaking**

Share information about two historical figures.

- First, read the information you have about **Alexander the Great** and answer candidate A’s questions.
- Second, find out some information about **Miguel de Cervantes Saavedra**. Unscramble the questions and ask candidate A for the information you need.

**Alexander the Great**

Alexander the Great was a military leader. He was the king of Macedon. He was born in Macedon, Greece in 356 BC. His tutor was the philosopher Aristotle when he was 13 years old. Alexander became king of Macedon when he was only 20 years old. He was a brave, passionate and brilliant king. His greatest achievement was the conquest of the Persian Empire. He died in 323 BC.

**Miguel de Cervantes Saavedra**

- Miguel de Cervantes/Who?
- When/where/born?
- What/occupation/in Italy?
- Who/he/marry?
- What/his greatest achievement?
- When/publish Don Quixote/he?
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 tanto para hacer referencia 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 caso de utilizar expresiones como las y los, os/as y otras fórmulas que buscan visibilizar la presencia de ambos sexos.
To Our Students

The textbook that you have in your hands is a very important tool that will help you learn in the best way possible. A textbook should not be your only source of study and discovery; however, it will always be a good friend that will allow you to discover for yourself the wonder of learning.

The Ministry of Education has made a curricular adjustment with the goal of providing better opportunities for all students in the country as part of a project that promotes full personal development and integration into a society that is guided by the principles of Good Living, democratic participation and harmonious coexistence.

To accompany the launching of this educational initiative, we have prepared several resources according to age and years of schooling. Children in first grade will receive a textbook that integrates stories and activities appropriate for their age and that will help to develop the holistic curriculum designed for this Subnivel de Educación General Básica. Teachers will receive a CD with songs in order to use music to familiarize students with their first words in English as a complementary material. From then on, until they complete the Bachillerato General Unificado, students will receive textbooks, audio CDs and extra resources that will contribute to the development of their learning in the areas of Science, Social Sciences, Language and Literature, Mathematics and Foreign Language-English.

It is also important to know that teachers will receive teaching guides (teacher’s books) that will enhance the teaching-learning approach of the student book, thereby allowing teachers to develop students’ research and learning outside the classroom.

This resource should be considered a support for the teaching-learning approach that must be guided by teachers and carried out by students in order to achieve its goal.

We hope that this adventure of knowledge will be the path to achieving Good Living.

Ministry of Education
2016
<table>
<thead>
<tr>
<th>Unit 1</th>
<th>Unit 2</th>
<th>Unit 3</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CLIL</strong></td>
<td><strong>CLIL</strong></td>
<td><strong>CLIL</strong></td>
</tr>
<tr>
<td>• Personal Information</td>
<td>• Greetings</td>
<td>• Multiple Intelligences</td>
</tr>
<tr>
<td>• Routines</td>
<td>• Food</td>
<td>• Talented People</td>
</tr>
<tr>
<td>• Free Time Activities</td>
<td>• Clothing</td>
<td></td>
</tr>
<tr>
<td>• Family Life</td>
<td>• Celebrations, Traditions and Holidays</td>
<td></td>
</tr>
<tr>
<td><strong>Goals</strong></td>
<td><strong>Goals</strong></td>
<td><strong>Goals</strong></td>
</tr>
<tr>
<td>You will learn how to</td>
<td>You will learn how to</td>
<td>You will learn how to</td>
</tr>
<tr>
<td>• describe people’s personality.</td>
<td>• describe customs of other cultures.</td>
<td>• write about abilities and multiple intelligences.</td>
</tr>
<tr>
<td>• write about lifestyles and free time activities.</td>
<td>• give account of celebrations in other countries.</td>
<td>• compare people’s attributes and abilities.</td>
</tr>
<tr>
<td>• express likes and dislikes.</td>
<td></td>
<td>• express opinions.</td>
</tr>
<tr>
<td><strong>Grammar</strong></td>
<td><strong>Grammar</strong></td>
<td><strong>Grammar</strong></td>
</tr>
<tr>
<td>• Simple Present tense with the verbs To Be, Love, Like and Prefer</td>
<td>• Simple Present tense with Adverbs of Frequency</td>
<td>• Modal verb Can</td>
</tr>
<tr>
<td></td>
<td>• Present Progressive tense with Adverbs of Time</td>
<td>• Comparative and Superlative Adjectives</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Adverbs of Manner</td>
</tr>
<tr>
<td><strong>Vocabulary:</strong></td>
<td><strong>Vocabulary:</strong></td>
<td><strong>Vocabulary:</strong></td>
</tr>
<tr>
<td>• making lists of antonyms to remember words</td>
<td>• using verbs in new contexts to understand their meaning</td>
<td>• writing sentences in which you can apply the grammar rules you learn</td>
</tr>
<tr>
<td>• organizing words into categories</td>
<td>Grammar: paying attention to time expressions to choose the right form of the verb</td>
<td></td>
</tr>
<tr>
<td><strong>Grammar:</strong></td>
<td><strong>Reading:</strong></td>
<td><strong>Writing:</strong></td>
</tr>
<tr>
<td>• enriching descriptions by using adjectives</td>
<td>• reading a text several times to look for details</td>
<td>• using because to give reasons and answer the question why?</td>
</tr>
<tr>
<td>• paying attention to context clues to do fill in the blank exercises</td>
<td>• identifying reasons in a text</td>
<td>• using also to add information</td>
</tr>
<tr>
<td><strong>Reading:</strong></td>
<td><strong>Writing:</strong></td>
<td></td>
</tr>
<tr>
<td>• scanning a text to find specific information</td>
<td>• using fixed expressions to write a text</td>
<td></td>
</tr>
<tr>
<td>• predicting information</td>
<td>• identifying the layout of an email</td>
<td></td>
</tr>
<tr>
<td><strong>Writing:</strong></td>
<td>• organizing the ideas to write an effective informal email</td>
<td></td>
</tr>
<tr>
<td>• using and to give additional information and but to introduce an opposite idea</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• using punctuation with conjunctions correctly</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Unit 4</td>
<td>Unit 5</td>
<td>Unit 6</td>
</tr>
<tr>
<td>--------</td>
<td>--------</td>
<td>--------</td>
</tr>
<tr>
<td><strong>CLIL</strong></td>
<td><strong>CLIL</strong></td>
<td><strong>CLIL</strong></td>
</tr>
<tr>
<td>• The Food Pyramid</td>
<td>• Famous Characters of The Past</td>
<td>• Experiences and Anecdotes</td>
</tr>
<tr>
<td>• Healthy Recipes</td>
<td>• Inspirational Lives</td>
<td>• Vacations</td>
</tr>
<tr>
<td>• Kitchen Safety Tips</td>
<td></td>
<td>• Memories</td>
</tr>
<tr>
<td><strong>Goals</strong></td>
<td><strong>Goals</strong></td>
<td><strong>Goals</strong></td>
</tr>
<tr>
<td>You will learn how to</td>
<td>You will learn how to</td>
<td>You will learn how to</td>
</tr>
<tr>
<td>• give account of food preferences.</td>
<td>• describe people's personalities and values.</td>
<td>• write about events in the past.</td>
</tr>
<tr>
<td>• express agreement.</td>
<td>• write about people's lives in the past.</td>
<td>• ask and answer questions about the past.</td>
</tr>
<tr>
<td>• ask and answer questions about food quantities.</td>
<td>• give account of important events in history.</td>
<td>• describe emotions.</td>
</tr>
<tr>
<td><strong>Grammar</strong></td>
<td><strong>Grammar</strong></td>
<td><strong>Grammar</strong></td>
</tr>
<tr>
<td>• Countable and Uncountable Nouns</td>
<td>• Simple Past tense with verb To Be</td>
<td>• The Simple Past tense</td>
</tr>
<tr>
<td>• Some and Any</td>
<td>• Adjectives derived from Nouns</td>
<td>• Regular and Irregular Verbs</td>
</tr>
<tr>
<td>• How Much and How Many</td>
<td></td>
<td>• Time Expressions used with the Simple Past tense</td>
</tr>
<tr>
<td>• Imperatives</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Skills and Strategies</strong></td>
<td><strong>Skills and Strategies</strong></td>
<td><strong>Skills and Strategies</strong></td>
</tr>
<tr>
<td>Vocabulary:</td>
<td>Vocabulary:</td>
<td>Vocabulary:</td>
</tr>
<tr>
<td>• creating meaningful lists</td>
<td>• using suffixes to form adjectives</td>
<td>• using new words in different contexts</td>
</tr>
<tr>
<td>• matching words and pictures</td>
<td>Grammar: using context clues to choose the right form of the verb</td>
<td></td>
</tr>
<tr>
<td><strong>Grammar:</strong> choosing the appropriate quantifiers or measurement words by identifying countable and uncountable nouns</td>
<td>Reading:</td>
<td><strong>Grammar:</strong></td>
</tr>
<tr>
<td><strong>Reading:</strong></td>
<td>• identifying text clues to make interpretations</td>
<td>• following the spelling rules to write the -ed endings of regular verbs in the Simple Past tense</td>
</tr>
<tr>
<td>• using general culture to activate previous knowledge</td>
<td>• using a timeline to organize the sequence of events</td>
<td>• correcting spelling and verb tense mistakes to become aware of language structure and to practice basic proofreading skills</td>
</tr>
<tr>
<td>• using diagrams to summarize texts</td>
<td>• using graphic organizers to brainstorm ideas before writing</td>
<td><strong>Reading:</strong></td>
</tr>
<tr>
<td><strong>Writing:</strong> using first, next, after that, then and finally to sequence actions</td>
<td><strong>Writing:</strong> using time-related expressions to organize events</td>
<td>• identifying referents to understand detailed information</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• looking for new words in the dictionary before reading a text</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• reading aloud and stopping periodically to ask yourself questions</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Writing:</strong></td>
</tr>
<tr>
<td></td>
<td>• using also to give additional information</td>
<td>• using so to describe a result or consequence</td>
</tr>
</tbody>
</table>
1. Read the clues and solve the crossword by guessing the right nationality.

Across
1. His Imperial Majesty Emperor Akihito has this nationality, as well as some of the most famous video game companies such as Nintendo, Sony Computer Entertainment, and Sega, among others.
3. Famous western philosophers who have this nationality are from a country also known as the "Hellenic Republic." Its capital is Athens.
8. People who have this nationality are from the largest country in Latin America and the fifth largest country in the world.
9. To guess this nationality, think of a country that has the name of a traditional Ecuadorian hat. Also, this country has a Canal that connects the Pacific and the Atlantic oceans.

Down
2. People who have this nationality live in a country which is famous for a very old city in the Andes Mountains called Machu Picchu.
4. LeBron James and Tiger Woods, both of them well-known professional sports men, have this nationality.
5. This is the nationality of people native to a country where you find landmarks such as Stonehenge, St Paul's Cathedral, Westminster Abbey, among many others.
6. This word describes the culture of a country where people celebrate the Day of the Dead, Guadalupe Day, and where they make piñatas to celebrate children's birthdays.
7. Many big names in fashion design such as Coco Chanel, Yves Saint Laurent, and Christian Dior have this nationality.

2. Complete the text with the appropriate possessive adjectives.
Are you tired of listening to the same kind of music? If so, then we are your choice! ________, (a) name is Secret Voices. I'm the lead singer. ________ (b) name is Gregory. The guitarist and the bass player are sisters. ________ (c) names are Mischa and Danika. Mischa is short and has big blue eyes. ________ (d) hair is blond and short. Danika is tall. ________ (e) hair is long. Sometimes my cousin plays the drums with us. ________ (f) name is Matthew. He has his own band. ________ (g) name is Folk Friends. They don't play rock; instead, they play jazz and folklore.
3. According to the picture, match each description with a person.

a. _______ is tall and thin. He has a goatee and his eyes are black. His hair is short and straight.

b. _______ is short. Her eyes are big and green and her hair is light brown, long and straight.

c. _______ has small black eyes and a big nose. He’s short. His hair is not very short, curly and black.

d. _______ is tall. Her hair is long, straight and brown. Her nose and her brown eyes are small.

e. _______ is really tall. His hair is very short and curly. His nose is big.

4. Read the text and choose the most appropriate form of the verb; Simple Present or Present Progressive.

Angie is the first girl on the left. She plays / is playing (a) the guitar. She is smiling / smiles. (b)

Jane is talking / talks (c) on her cell phone. She has / is having (d) long hair.

Mina is playing / plays (e) the synthesizer. She wears / is wearing (f) pants.

Tony is / is being (g) bald. He wears / is wearing (h) a hat. He is not playing / does not play (i) the synthesizer at the moment.

Joe is at the back of the group. He is not looking / does not look (j) at the camera. He is wearing / wears (k) a scarf.

5. Answer these questions.

a. Where are you from? __________________________________________

b. What’s your nationality? _______________________________________

c. Who is a famous singer from your country? _______________________

d. What’s the typical dish in your country? __________________________

e. What colors does your country’s flag have? _______________________

f. Why do you love your country? Because __________________________

g. What does your mother look like? _______________________________

h. What’s your best friend doing at the moment? ____________________

i. Where do your grandparents live? ________________________________
1. Organize the adjectives in the chart.

Vocabulary Strategy
Make a list of antonyms to increase your vocabulary.

<table>
<thead>
<tr>
<th>Antonyms</th>
</tr>
</thead>
<tbody>
<tr>
<td>shy</td>
</tr>
<tr>
<td>outgoing</td>
</tr>
</tbody>
</table>

Word Bank

- serious
- quiet
- relaxed
- noisy
- nervous
- outgoing
- lazy
- sporty
- shy
- fun

2. Make affirmative and negative the sentences using the verb to be plus the adjectives above to describe the people in the pictures.

- Grandma Carol: Grandma is a fun person. I have a good time when I am with her.
- Grandpa Joe: Grandma is a funny person. She makes me laugh.
- Aunty Patty: Aunty Patty is shy. She isn’t outgoing.
- Uncle Frank: Grandma is a fun person. I have a good time when I am with her.
- Grandma is a funny person. She makes me laugh.

3. Choose two members of your family and complete the chart.

<table>
<thead>
<tr>
<th>Family member</th>
<th>Personality</th>
<th>Place of birth Age</th>
<th>Occupation</th>
<th>Activities he/she does</th>
<th>Activities he/she doesn’t do</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

4. Make questions about one of the people in the chart above. Then answer them.

a. What __________ do your __________ do? She is a/an _________________.
   Answer: She is a/an _________________.

b. What ________ he/she like?
   Answer: ________ he/she like?

c. ________ he/she play any sports?
   Answer: ________ he/she play any sports?

d. How old ________ he/she?
   Answer: How old ________ he/she?

e. Where ________ he/she come from?
   Answer: Where ________ he/she come from?

f. What ________ he/she do on weekends?
   Answer: What ________ he/she do on weekends?
5. Describe two members of your family. Use the information from the previous chart.

Grammar Strategy
To enrich descriptions, use verb to be + adjectives to refer to someone’s qualities. Use other verbs in the Simple Present tense to talk about actions.

a. My ___________ is a very special person.
   She / He ____________________________________________
   __________________________________________________

b. My ___________ is a very special person too.
   She / He ____________________________________________
   __________________________________________________

6. Complete the following text about your grandparents.

My grandma’s name ___________ (a. be) ________________ (b. name). She ________________ (c. come)
from ________________ (d. country’s name). It __________ (e. be) a big country in ________________
(f. continent’s name). She’s like my ________________ (g. mention one of your relatives) because
she ________________ (h. similarities between your grandma and the relative you mentioned before).
She takes care of ________________ (i. a person, an animal). She likes to ________________ and
______________ (j. activities). On Sundays, she ________________ (k. wake up) at
______________ (l. time). My grandpa’s name ________________ (m. be) ________________
(n. name). He doesn’t like to ________________ (o. activity). From Mondays to Fridays, he
______________ and ________________ (p. activities)

7. Describe yourself. Use negative and affirmative sentences with the verb to be and other verbs in the Simple Present tense.

Hello! Let me tell you about myself. I’m a ________________
person and I’m ________________ too. I’m not ________________
_____________________________________________________
_____________________________________________________
_____________________________________________________
_____________________________________________________
_____________________________________________________
_____________________________________________________
Lesson 2

Free Time Activities

1. Use the Word Bank to complete the diagram. Write complete sentences.

My teacher doesn't like

We (my family and I) prefer

My friend likes

Other activities

•

•

•

My classmates love

Other activities

•

•

•

Free time activities

2. Use the clues given to write about yourself. Use the verbs like, love and prefer.

😊 = Affirmative sentence: I like to watch movies.

😢 = Negative sentence: I don’t like to watch movies.

a. 😊 On Sunday afternoons, ________________________________

b. 😊 When I arrive home, ________________________________

c. 😊 At night, ________________________________

d. 😊 When I go on vacation, ________________________________

e. 😊 On Friday nights, ________________________________

3. Select the right adjective to complete the sentences.

a. My brother loves to play in the park. He plays sports for hours! He’s a very (quiet / energetic / relaxed) person.

b. When I go to the cinema, I prefer to be (quiet / outgoing / fun) so that I can concentrate on the film.

c. Mr. Smith doesn't teach mathematics. He teaches dancing and his choreographies are great. He’s a very (serious / nervous / artistic) teacher.
4. Complete the dialog using affirmative and negative statements, and questions.

Richard: Listen, I have a message for Diane. Is she here with you?

Naomi: No, she’s not. Maybe she’s at the library. She loves to read books in her free time.

Richard: At the library? What books do you like (a.)?

Naomi: I think she prefers (b.) romantic novels.

Richard: I like romantic stories too, but... at the cinema! I don’t like (c.) books because I prefer to go to the movies.

Naomi: In my case, I love (d.) my guitar in my free time. I prefer to play (e.) movies.

Richard: Have you played (f.) video games? I have a new game at home and it’s great! Would you like to play (g.) with me?

Naomi: Yeah, I love (h.) car racing video games. I accept your invitation. And Diane? Is the message important?

Richard: Don’t worry! We can go to the library and invite her too. Have you played (i.) video games too?

Naomi: I’m not sure. Let’s go to the library and invite her.

Richard: OK. I have another idea. We can invite Peter and Edward too. They are really good at playing video games! And they are very outgoing. I think you can be good friends.

Naomi: Great idea. Oh, how do you hang out with friends (j.)? It’s so cool!

Richard: Me too! Let’s go.

Naomi: Wait a second, please. I need to pack my bag!

5. Choose the best option to make the following text true about you.

I am very nervous / relaxed (a). I often feel stressed / take it easy (b). On weekends, I like to sleep late / to play soccer (c). On Saturday afternoons, I love to hang out with friends / to relax at home (d). I like / don’t really like karaoke clubs. I think they are fun / boring (e). In the afternoons, after I do homework, I prefer to write poems / to watch a movie / to play video games (f). I think I am a / an quiet / energetic / artistic (g). hobbyist.
1. Complete the diagram by predicting information about Madonna.

**Reading Strategy**
Predict information about a text by exploring previous knowledge.

**Place of birth / Concert tours**

**Family**

**Type of music**

**Favorite activities**

**Famous songs**

---

2. Read the text and check (√) your predictions. Answer the questions at the end.

**MADONNA’S FAMILY**

Madonna Louise Ciccone is one of the most famous American singers in history. She is from Michigan, USA. She’s extremely famous for her pop and rock style and her successful concert tours around the world. She loves to create new sounds and to turn them into popular songs; for example, *La Isla Bonita, Express Yourself, Music*, and *American Life* are some of her famous hits. Madonna is an outgoing and serious person. She’s not lazy or quiet. She likes to work hard, but she likes to spend time with her family too. She has two biological children; Lourdes and Rocco, and two adopted children; David and Mercy. She prefers to have a healthy balance between her professional and personal life. Also, she dedicates some of her free time to humanitarian work, and she loves to participate in programs to help children from Africa and Asia. As you can see, her life is very busy but balanced!
Madonna’s oldest daughter, Lourdes Maria, likes to be part of a famous family, but she prefers to have a normal life. She likes to go to school and do her homework as a regular teenager. Her favorite subjects are arts, math and design! She doesn’t like to work out, but she likes to go with her mother to the studio and participate in her videos. Lourdes is very shy and quiet, so she doesn’t like to be photographed by reporters.

Rocco is totally different from Lourdes. He’s very outgoing and sporty. He likes to work out, practice different sports and participate in competitions. He loves to go to concerts with his mother and he’s very fond of her music. He doesn’t like to stay at home, but he likes to watch TV, especially music videos. He likes animals, but he doesn’t have a pet. In Madonna’s house, animals are prohibited. She loves to watch animals, but only in the zoo. Rocco is a very famous boy, and he really enjoys being with other people. He loves to dance because he is really energetic!

3. Answer T (true), F (false) or NM (not mentioned). Support your answers.

<table>
<thead>
<tr>
<th>Statement</th>
<th>T</th>
<th>F</th>
<th>NM</th>
<th>Why?</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Madonna prefers to work all day.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. Rocco is a very active boy.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>c. Lourdes is outgoing.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>d. Madonna doesn’t do any humanitarian work.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>e. David and Mercy are shy.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>f. Lourdes doesn’t like math.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
1. Complete the following paragraph with and or but.

This is a famous Colombian family. The father’s full name is Juan Pablo Montoya Roldán, ________ (a.) he’s usually called Montoya. He’s married to Connie Freydel, ________ (b.) they have three children named Sebastián, Paulina, and Mariana. Sebastián and Paulina go to school, ________ (c.) Mariana stays at home because she is a little baby. Sebastian is like his father, so he is interested in cars and mechanics, ________ (d.) Paulina and Mariana prefer to play with their dolls. Their mother, Connie, loves to go shopping ________ (e.) read novels. Juan Pablo prefers to go to the gym ________ (f.) watch TV. Both of them like to help poor children ________ (g.) coordinate charity events.

2. Describe your family. Use and or but to connect the sentences.

________________________
________________________
________________________
________________________
________________________

Writing Strategy
Use a comma before but. Use a comma before and if it joins two independent clauses. Do not use a comma before and when it joins short clauses.

3. Write a paragraph about a famous person you admire. Use the ideas in the box.

__________ (name)

This is _________________. She / He is ______ years old. ________________

________________________
________________________
________________________
________________________
________________________

Word Bank
Idea to include
- age
- occupation
- family
- favorite activities
- hobbies
- likes and dislikes
- personality
Lesson 4
What Kind of Person Are You?

1. Match each person with the correct expression.
   a. It’s a new beautiful day!
   b. Uff! It’s a lot, but I can finish it all today.
   c. I am more productive at this time
   d. What’s the next show?

2. Write verbs and adjectives to describe the expressions below.

   Couch potato
   Busy bee
   Early bird
   Night owl

3. Describe yourself and a member of your family using the expressions above. Support your ideas.

   I’m a / an __________________ because ________________________
   ________________________
   ________________________
   ________________________

   My __________________ is a / an __________________ because he/she ________________________
   ________________________
   ________________________
1. Unscramble the letters to make verbs.
   
a. RYAP _______ pray _______  
b. BRECALETE _______    
c. VIGE _______    
d. RETEG _______    
e. WARE _______    
f. SEU _______    

2. Select the appropriate verb to complete the sentences.
   
a. Asian people traditionally (wear / use / give) chopsticks to eat. I can’t. It’s too difficult!

b. Labor day is an international holiday many countries (celebrate / pray / use) to honor the workers’ achievements.

c. In Japan, it’s very common to (give / greet / wear) a kimono on special occasions. They’re really colorful, beautiful and expensive.

d. In Russia, people never (use / celebrate / give) knives or scissors as gifts because they can cause bad luck.

e. In some Mediterranean countries, men and women (greet / wear / pray) each other with two kisses on the cheek. I always (celebrate / give / use) just one kiss to my mother when I say ‘Hello’ to her!

f. In Muslim countries, people go to a temple called a Mosque to (use / pray / greet). In some of these countries it is obligatory to (celebrate / greet / pray) at least five times a day!

3. Use the words in the boxes to complete each text.
   
a. I’m from Calcutta, India. We always _______ celebrate _______ Diwali, the festival of lights, at the end of September or the start of October. Diwali represents the beginning of the Indian New Year, so we usually _______ new clothes and _______ thanks for the good things we have. We often _______ presents and _______ dried fruit.

b. I come from Lhasa, the capital of Tibet, which is a very spiritual region. We _______ in a special way: we _______ mantras to create good vibrations. We _______ New Year’s Eve in February. On that day, people prepare special food. We often _______ chopsticks, but sometimes we _______ our hands to eat too.

c. In Indonesia, we always greet each other with a _______. Sometimes we greet with a _______ too. We never greet with a _______. When we give _______, we offer them with our right _______.

   hand handshake kiss bow presents

d. In Sweden, people _______ Saint Lucy’s Day on December 13th. Girls always _______ white clothes to represent the purity of their hearts. At schools, teachers usually _______ candies or chocolate to students and they sing together.

   wear give celebrate
4. Check (✓) your answer in the chart. Write complete sentences below.

<table>
<thead>
<tr>
<th>Do you...</th>
<th>Frequency</th>
<th>always</th>
<th>usually</th>
<th>often</th>
<th>sometimes</th>
<th>never</th>
</tr>
</thead>
<tbody>
<tr>
<td>greet your friends with a handshake?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>eat with chopsticks?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>wear traditional costumes?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>pray in a temple?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>kiss your friends on the cheek?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

a. I ______________ greet my friends with a handshake because ________________________.
b. I ______________ because ________________________.
c. I ______________ because ________________________.
d. ________________ because ________________________.
e. ________________ because ________________________.

5. Replace the words in bold with other expressions of frequency to write about some Japanese traditions and customs.

a. Japanese families eat out **once a week**. We love **sushi** because it's delicious!
b. **Karaoke** is a Japanese invention. We go to karaoke bars **on Fridays and Saturdays**.
c. Japan's national sport is called **sumo**. There are **six sumo tournaments during the year**.
d. Every neighborhood has a public bath house, **sento**, where people go to relax **day after day**.
e. **Kimonos**, Japan's traditional garment, are very expensive. So, we wear them **only on special occasions**:
   - weddings and tea ceremonies.
f. **Every day**, we use chopsticks to eat everything; from salad to **pasta**!

6. Answer these questions with personal information.
   a. How often do you eat with chopsticks?
      ________________
   b. How do you celebrate Christmas?
      ________________
   c. Do you celebrate birthdays? How do you celebrate them?
      ________________
   d. How do you greet girls? How about boys?
      ________________
Lesson 2
Celebrating Diversity

1. Find the differences between picture A and B. Write affirmative and negative sentences.

In picture A, Flavia is dancing samba, but in picture B she isn’t in Brazil. She’s walking on stilts and holding lanterns in China.

2. Answer some questions about the pictures above.
   a. What’s Jim doing in picture A?
   b. Is Paul buying lanterns in picture A?
   c. What are Sam, Tom, and Jim doing in picture B?
   d. Where are Jules and Jane in picture B? What are they celebrating?

3. Complete the conversations using the Present Progressive form of the verbs in parentheses.
   a. Kim: Hi, Olong! How are you? What _________________ you _________________ (do)?
      Olong: _________________ (read) a Korean history book. I love it!
      Kim: I don’t understand. Why _________________ (study)? It’s Friday! We _________________ (go)
           to the movies. Join us!
      Olong: Sorry, I can’t. I _________________ (review) some lessons for the history exam on Monday.
   b. Sara: Oh no, Julian! What _________________ (eat)? It looks terrible!
      Julian: They’re chapulines. Try one, they’re delicious!
      Sara: No, thanks. I’m not hungry now. _________________ (eat) chapulines?
      Julian: Because they are a traditional snack in my country, Mexico. Are you sure you don’t want some?
      Sara: OK, I’ll try just one…. Hmm, it’s really good! Can I have some more?
      Julian: Here, finish the packet, I can’t finish it. I have to go now because I _________________ (meet) my
cousin to go to the cinema.
4. Use the Word Bank to complete the sentences below.

**Word Bank**
- every day
- today
- never
- right now
- at the moment
- nowadays
- usually
- twice a day

a. Mr. Smith teaches mathematics ____________, but today is Easter. He’s hiding some Easter eggs in his garden _____________.
b. Even though Nicolas is drinking tea ____________, he doesn’t really like it. He’s Greek, so he _____________.
c. Chinese students do exercise at school ____________. However, ____________, they aren’t because they are acting in a theater play at a cultural event.
d. Hindu people _____________. eat pork. However, _____________. times are changing and some families are including meat in their meals.

5. Select the correct form of the verb.

We’re Maori people and we’re from New Zealand, an island in the Southwestern Pacific Ocean. In New Zealand we usually _____________. (play / are playing) a rugby, a sport that can _____________. (be / being) aggressive sometimes. We always _____________. (do / are doing) the Haka dance before starting a match. This traditional war dance makes us feel powerful before playing. When we dance the Haka, we usually _____________. (hit / are hitting) the floor with our feet, _____________. (are singing / singing) verses of ancient Maori chants and _____________. (are painting / paint) our faces to represent the strength of our men. Today we _____________. (rehearse / are rehearsing) for a show, so we have to repeat the steps many times. Other New Zealand teams also _____________. (perform / are performing) the Haka. Our ancestors’ dance is quite popular nowadays!

6. Complete the interview with the correct form of the verb.

**CARNIVAL DE NEGROS Y BLANCOS**

**Grammar Strategy**
When contrasting the Present Simple and the Present Progressive tenses, pay attention to details that refer to habits or temporary actions.

**Grammar and Vocabulary**
- every day
- today
- never
- right now
- at the moment
- nowadays
- usually
- twice a day
- every day
- today
- never
- right now
- at the moment
- nowadays
- usually
- twice a day

**Use the Word Bank to complete the sentences below.**

a. Mr. Smith teaches mathematics ____________, but today is Easter. He’s hiding some Easter eggs in his garden _____________.
b. Even though Nicolas is drinking tea ____________, he doesn’t really like it. He’s Greek, so he _____________.
c. Chinese students do exercise at school ____________. However, ____________, they aren’t because they are acting in a theater play at a cultural event.
d. Hindu people _____________. eat pork. However, _____________. times are changing and some families are including meat in their meals.

**Grammar Strategy**
When contrasting the Present Simple and the Present Progressive tenses, pay attention to details that refer to habits or temporary actions.

6. Complete the interview with the correct form of the verb.

**Grammar Strategy**
When contrasting the Present Simple and the Present Progressive tenses, pay attention to details that refer to habits or temporary actions.

**Grammar and Vocabulary**
- every day
- today
- never
- right now
- at the moment
- nowadays
- usually
- twice a day

**Use the Word Bank to complete the sentences below.**

a. Mr. Smith teaches mathematics ____________, but today is Easter. He’s hiding some Easter eggs in his garden _____________.
b. Even though Nicolas is drinking tea ____________, he doesn’t really like it. He’s Greek, so he _____________.
c. Chinese students do exercise at school ____________. However, ____________, they aren’t because they are acting in a theater play at a cultural event.
d. Hindu people _____________. eat pork. However, _____________. times are changing and some families are including meat in their meals.

**Grammar Strategy**
When contrasting the Present Simple and the Present Progressive tenses, pay attention to details that refer to habits or temporary actions.

6. Complete the interview with the correct form of the verb.

**Grammar Strategy**
When contrasting the Present Simple and the Present Progressive tenses, pay attention to details that refer to habits or temporary actions.

6. Complete the interview with the correct form of the verb.

**Grammar Strategy**
When contrasting the Present Simple and the Present Progressive tenses, pay attention to details that refer to habits or temporary actions.

6. Complete the interview with the correct form of the verb.

**Grammar Strategy**
When contrasting the Present Simple and the Present Progressive tenses, pay attention to details that refer to habits or temporary actions.

6. Complete the interview with the correct form of the verb.

**Grammar Strategy**
When contrasting the Present Simple and the Present Progressive tenses, pay attention to details that refer to habits or temporary actions.

6. Complete the interview with the correct form of the verb.

**Grammar Strategy**
When contrasting the Present Simple and the Present Progressive tenses, pay attention to details that refer to habits or temporary actions.

6. Complete the interview with the correct form of the verb.

**Grammar Strategy**
When contrasting the Present Simple and the Present Progressive tenses, pay attention to details that refer to habits or temporary actions.

6. Complete the interview with the correct form of the verb.

**Grammar Strategy**
When contrasting the Present Simple and the Present Progressive tenses, pay attention to details that refer to habits or temporary actions.

6. Complete the interview with the correct form of the verb.

**Grammar Strategy**
When contrasting the Present Simple and the Present Progressive tenses, pay attention to details that refer to habits or temporary actions.

6. Complete the interview with the correct form of the verb.

**Grammar Strategy**
When contrasting the Present Simple and the Present Progressive tenses, pay attention to details that refer to habits or temporary actions.

6. Complete the interview with the correct form of the verb.

**Grammar Strategy**
When contrasting the Present Simple and the Present Progressive tenses, pay attention to details that refer to habits or temporary actions.

6. Complete the interview with the correct form of the verb.

**Grammar Strategy**
When contrasting the Present Simple and the Present Progressive tenses, pay attention to details that refer to habits or temporary actions.

6. Complete the interview with the correct form of the verb.

**Grammar Strategy**
When contrasting the Present Simple and the Present Progressive tenses, pay attention to details that refer to habits or temporary actions.

6. Complete the interview with the correct form of the verb.

**Grammar Strategy**
When contrasting the Present Simple and the Present Progressive tenses, pay attention to details that refer to habits or temporary actions.

6. Complete the interview with the correct form of the verb.

**Grammar Strategy**
When contrasting the Present Simple and the Present Progressive tenses, pay attention to details that refer to habits or temporary actions.

6. Complete the interview with the correct form of the verb.

**Grammar Strategy**
When contrasting the Present Simple and the Present Progressive tenses, pay attention to details that refer to habits or temporary actions.

6. Complete the interview with the correct form of the verb.

**Grammar Strategy**
When contrasting the Present Simple and the Present Progressive tenses, pay attention to details that refer to habits or temporary actions.

6. Complete the interview with the correct form of the verb.

**Grammar Strategy**
When contrasting the Present Simple and the Present Progressive tenses, pay attention to details that refer to habits or temporary actions.

6. Complete the interview with the correct form of the verb.

**Grammar Strategy**
When contrasting the Present Simple and the Present Progressive tenses, pay attention to details that refer to habits or temporary actions.

6. Complete the interview with the correct form of the verb.

**Grammar Strategy**
When contrasting the Present Simple and the Present Progressive tenses, pay attention to details that refer to habits or temporary actions.

6. Complete the interview with the correct form of the verb.

**Grammar Strategy**
When contrasting the Present Simple and the Present Progressive tenses, pay attention to details that refer to habits or temporary actions.

6. Complete the interview with the correct form of the verb.

**Grammar Strategy**
When contrasting the Present Simple and the Present Progressive tenses, pay attention to details that refer to habits or temporary actions.
Hello Susana,

How are you these days? I hope you’re doing well. My vacation trip around the Arctic Circle is going great, and I’m learning lots of things about the beautiful people here. They call themselves Inuit, which is a plural word to indicate the families that are part of the Eskimo culture. Eskimos live in the northern part of Canada, Russia and the island of Greenland. Today I’m visiting Iqaluit, the capital of Nunavut, an Eskimo reservation with amazing landscapes. From my window I can see a frozen lake and such majestic mountains. The landscape is absolutely amazing. I’m writing this letter while Aguta, the mother of the Haktanooch family, is getting ready to celebrate Christmas. Usually families eat together and sing traditional Inuit songs. The food is completely different because they love raw meat (it’s not cooked!). They usually eat caribou (similar to an antelope), seal and char (a type of fish from the Arctic zone).

Christmas takes place on December 25th, as in Peru, but it’s celebrated slightly differently. Amak, the grandfather of the family, is teaching me how to eat with my hands and cut the pieces of meat. I enjoy the taste of raw meat, but I prefer traditional Peruvian food. Right now, Aguta’s children are singing and their uncles are playing tambourine-like drums.

Inuit people love nature and live in harmony with it. For example, they don’t use cars or buses for transportation as we do. They use sleds, which are pulled by dogs. They are an effective means of transportation. I’ll take lots of photos to show you when I come back. Please say hello to Pedrito, Ramón and Clara. I miss you all so much!

Lots of love,

Alicia
3. Answer the questions based on the text.
   a. What type of text is it?

   b. Where is Alicia while she’s writing the letter?

   c. What’s Aguta doing?

   d. Is the family getting ready to celebrate New Year’s Eve? What are they doing?

   e. Do you think sleds are an effective means of transportation?

4. Choose the correct answer based on the text.

   a. Nunavut is a place where
      (I) people sing and dance.
      (II) Inuit communities live.
      (III) Alicia lives.

   b. Christmas for Inuit people
      (I) always takes place on December 25th.
      (II) is not important.
      (III) takes place only in Canada.

   c. The word char means
      (I) raw meat.
      (II) antelope.
      (III) a type of fish.

   d. Inuit people
      (I) celebrate Christmas in January.
      (II) love to eat raw meat.
      (III) like tambourines.

   e. The word sled means
      (I) a vehicle used for transportation.
      (II) a traditional Inuit celebration.
      (III) a type of dog.

   f. The Inuit live in harmony with
      (I) tourists.
      (II) nature.
      (III) dogs.

5. Compare Christmas in Nunavut to Christmas in your country.
1. Match the parts of an email with their description.

<table>
<thead>
<tr>
<th>Parts of an email</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. From</td>
<td>a word or a phrase that summarizes the content of the email</td>
</tr>
<tr>
<td>b. Subject</td>
<td>day, month, and year</td>
</tr>
<tr>
<td>c. Date</td>
<td>the development of the information in an email</td>
</tr>
<tr>
<td>d. To</td>
<td>the one who writes the email (the sender)</td>
</tr>
<tr>
<td>e. Signature</td>
<td>the name of the person who writes the email</td>
</tr>
<tr>
<td>f. Message body</td>
<td>the expression to say hello and start an email</td>
</tr>
<tr>
<td>g. Greeting</td>
<td>the one who receives the email (the recipient)</td>
</tr>
</tbody>
</table>

2. Complete the table with the appropriate expressions.

**Writing Strategy**
Pay attention to the organization of a text to use the correct expressions.

<table>
<thead>
<tr>
<th>Parts of the message</th>
<th>Common Expressions</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Introduction</strong></td>
<td>• I hope you’re doing well.</td>
</tr>
<tr>
<td></td>
<td>• Please say hello to…</td>
</tr>
<tr>
<td></td>
<td>•</td>
</tr>
<tr>
<td></td>
<td>•</td>
</tr>
<tr>
<td></td>
<td>•</td>
</tr>
<tr>
<td></td>
<td>•</td>
</tr>
<tr>
<td></td>
<td>•</td>
</tr>
</tbody>
</table>

3. Organize the email.

1. a. I’m having a wonderful time in Scotland. It’s 11:30 pm and today we’re celebrating Hogmanay, that is, New Year’s Eve. Everybody is on the streets watching fireworks and singing ‘Auld Lang Syne’, a traditional Scottish song whose lyrics are a little difficult. I’m still practicing! People visit friends and give them fruit cake or chocolates.

2. b. Sorry mom, but I have to go and celebrate the last minutes of this year. Please say hello to dad and Mary. I love you! See you soon.

3. c. Hi mom! How are you doing? I hope you’re doing fine.

4. Write an email about a typical celebration in your country.

<table>
<thead>
<tr>
<th>Header</th>
<th>To: __________________________________</th>
<th>From: __________________________________</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Subject: _____________________________</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Hello ________________________________</td>
<td></td>
</tr>
<tr>
<td></td>
<td>How are you? I hope you’re ___________</td>
<td></td>
</tr>
<tr>
<td></td>
<td>I want to tell you about a special celebration in my country.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Ending</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Sorry, but I have to go.</td>
<td></td>
</tr>
</tbody>
</table>
1. Match each situation with the appropriate expression.

- You’re watching the Chinese dragon dance. There is a group of dancers under an amazing dragon costume dancing to live traditional music. Cymbals, gongs and drums create an emotional atmosphere. The coordination of acrobatic moves is simply perfect. You are speechless!

- You’re in a carnival. There are people riding horses, a large orchestra is playing cheerful music, a big group of children and some groups of adults are dancing. You have to stop and try to find a way to move through the crowd of people.

- There is a gigantic carnival float. It carries luxurious paper mache statues made by famous artists, living sculptures, a brass orchestra and a dozen gorgeous Brazilian samba dancers who are wearing beautiful and colorful costumes. You are delighted with the view.

2. Complete the notes with information about your country.

- Holidays in my country
- Special celebrations, traditions or customs
- Places where people celebrate

3. Describe a traditional celebration in your country. Use the idioms studied in this unit.

A traditional celebration in __________________________ (your country) is __________________________. People usually __________________________.

I’m watching the show on TV this year, so __________________________ (idiom) the spectacular costumes and decorations people use to celebrate. There are lots of people, so definitely __________________________ (idiom). Tourists love all our cultural traditions. For example, __________________________. They say it is amazing; simply __________________________ (idiom).

I think one of the most beautiful aspects about this celebration is __________________________ because __________________________.
1. According to the pictures, complete the texts below. Use can plus the verbs given. Then, deduce the kind of intelligences they have.

**Lesson 1**  
**Multiple Intelligences**

**UNIT 3**

- **Felipe** (a.) very well. He (b.) aircraft replicas easily. He (c.) tennis too.
- Felipe has ___________ intelligences.

**Grammar Strategy**

Use adverbs of manner such as very well, quickly and easily to say how actions happen.

<table>
<thead>
<tr>
<th>Name: Arturo Diaz</th>
</tr>
</thead>
<tbody>
<tr>
<td>Can you...</td>
</tr>
<tr>
<td>speak German?</td>
</tr>
<tr>
<td>solve polynomial equations?</td>
</tr>
<tr>
<td>dance samba?</td>
</tr>
<tr>
<td>memorize phone numbers?</td>
</tr>
</tbody>
</table>

- Arturo can’t dance samba easily.
- ________
- ________
- ________
- Types of intelligence he needs to develop: ________

2. Write negative sentences based on the questionnaire below. Use easily, very well and quickly.

- Teresa (a.) sudokus quickly. She (a.) the violin very well. She (b.) stories and (c.) beautiful pictures easily.
- Teresa has ___________ intelligences.

**Grammar Strategy**

Follow models to make correct sentences.

3. In your notebook, write affirmative and negative sentences using can and the Present Simple tense. Follow the examples given below.

- My sister has verbal intelligence because she can speak two languages easily.
- My aunt doesn’t have kinesthetic intelligence because she can’t dance to any music easily.
4. Use the graph to make questions with *can*. Use *quickly*, *easily* and *very well* in the answers.

<table>
<thead>
<tr>
<th>Can</th>
<th>Satoko</th>
<th>Sing karaoke</th>
<th>Francis</th>
<th>Make new friends</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>10</td>
<td>8</td>
<td>6</td>
<td>4</td>
</tr>
<tr>
<td>8</td>
<td>6</td>
<td>4</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>6</td>
<td>4</td>
<td>2</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>4</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>2</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

a. **Can Satoko sing karaoke?**
   **Yes, she can sing karaoke very well.**

b. **Can Johnny calculate quickly?**
   **Yes, he can.**

c. **Can Francis draw?**
   **Yes, he can.**

d. **Can Manolo dance salsa?**
   **Yes, he can.**

e. **Can Satoko make new friends?**
   **Yes, she can.**

f. **Can Johnny sing karaoke?**
   **Yes, he can.**

5. Answer the following questions.

a. Can you play a musical instrument? _______________ **Yes, I can.**
   **I can do it very well.**

b. Can your father dance rock? _______________

c. Can your friends solve problems quickly? _______________

d. Can your teacher act? _______________

6. Complete the graph with real information about you, a relative and a friend. Then, report the results in the space below. Use *quickly*, *easily*, and *very well*.

<table>
<thead>
<tr>
<th>Can</th>
<th>Me</th>
<th>My</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>0</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

(a relative) (a friend)

**Vocabulary Strategy**

Use **and** to add ideas. Use **but** to introduce opposite ideas.

I can make new friends easily, but Sergio can’t. He can solve math problems quickly and so can I.
1. Complete the chart with the comparative and superlative form of the adjectives.

<table>
<thead>
<tr>
<th>Adjective</th>
<th>Comparative</th>
<th>Superlative</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. slow</td>
<td>slower than...</td>
<td>the slowest</td>
</tr>
<tr>
<td>b. fat</td>
<td></td>
<td></td>
</tr>
<tr>
<td>c. strong</td>
<td></td>
<td></td>
</tr>
<tr>
<td>d. funny</td>
<td></td>
<td></td>
</tr>
<tr>
<td>e. heavy</td>
<td></td>
<td></td>
</tr>
<tr>
<td>f. talented</td>
<td></td>
<td></td>
</tr>
<tr>
<td>g. popular</td>
<td></td>
<td></td>
</tr>
<tr>
<td>h. attractive</td>
<td></td>
<td></td>
</tr>
<tr>
<td>i. bad</td>
<td></td>
<td></td>
</tr>
<tr>
<td>j. good</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2. Write comparative sentences using some of the adjectives above.

<table>
<thead>
<tr>
<th>Choose two...</th>
<th>Comparative sentence</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. wild animals</td>
<td>Tigers are stronger than lions.</td>
</tr>
<tr>
<td>b. songs</td>
<td></td>
</tr>
<tr>
<td>c. relatives</td>
<td></td>
</tr>
<tr>
<td>d. celebrities</td>
<td></td>
</tr>
<tr>
<td>e. TV programs</td>
<td></td>
</tr>
</tbody>
</table>

3. Based on the information below, compare the different characters. Use comparative and superlative adjectives.

**Usher**
- *37 years old*
- *1.73 meters tall*
- *87 kilos*
- *Singer, songwriter, and dancer*
- *Divorced with 2 children*
- *19 albums and movies*

**Yelena Isinbayeva**
- *33 years old*
- *1.74 meters tall*
- *70 kilos*
- *Olympic pole vaulting champion*
- *Single with no children*
- *54 gold medals in competitions*

**Tony Hawk**
- *47 years old*
- *1.91 meters tall*
- *81 kilos*
- *Professional skateboarder and actor*
- *Divorced with 3 children*
- *9 gold medals in competitions*

**Evgenia Kanaeva**
- *26 years old*
- *1.70 meters tall*
- *81 kilos*
- *Olympic rhythmic gymnastics champion*
- *Single with no children*
- *81 gold medals in competitions*

a. Usher is heavier than Tony Hawk, and Evgenia Kanaeva is the lightest of them all.

b. __________________________

c. __________________________

d. __________________________

e. __________________________

f. __________________________
4. Answer the questions with real information.

a. Who do you think is the most talented sportswoman in your country?

b. Are you taller than your mother? How tall are you?

c. What do you think is the most boring sport to watch on TV?

d. Is your ........................................ more talented than you at manual activities?

(e. relative: sister, brother, aunt, etc.)

e. Who’s the youngest member of your family? How old is he/she?

5. Complete the conversation with the comparative or superlative form of the adjectives in parentheses.

Irina: What are you reading, Vasiliv? Who’s that guy? He looks very athletic and handsome!

Vasiliv: It’s an article about the most extraordinary (extraordinary) athletes in the Olympic Games. And this ‘guy’ is Michael Phelps; one of ___________________________ (a. recognized) swimmers in the world.

Irina: Michael who? I don’t know him. Is he _________________________________ (b. famous) my Portuguese idol, Cristiano Ronaldo?

Vasiliv: Yes, he is. Michael Phelps is considered ________________________ (c. good) swimmer in history. He has won twenty-two medals in the modern Olympic Games. Isn’t that great?

Irina: Gosh! That’s a lot! Definitely, he is ___________________________ (d. talented) many other swimmers.

Vasiliv: Well, on average, he is 1.25 seconds ___________________________ (e. fast) his competitors and time is _______________________________ (f. important) aspect in sports like swimming.

Irina: You’re right. I love watching those competitions in which a few seconds make the difference between winning and losing. I think swimming and athletics are two of _______________________________ (g. interesting) sports in the Olympics.

Vasiliv: I agree! And I really admire Michael Phelps!

6. Compare yourself with some members of your family. Use the Word Bank.

In my family, I’m taller than my ___________________________. However, the tallest person is my ___________________________.

________________________________________

________________________________________

________________________________________

________________________________________

Word Bank

- thin
- good
- tall
- generous
- talented
- fast
- short
- young
- talkative
- fat
Lesson 3

Outstanding People

1. Complete the survey with real information about you.

<table>
<thead>
<tr>
<th></th>
<th>Sure, I can.</th>
<th>It depends on the situation.</th>
<th>Never! I can’t do that!</th>
</tr>
</thead>
<tbody>
<tr>
<td>I can tolerate the presence of insects and bugs around me.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I can solve mathematical problems and calculate quickly.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I can solve puzzles easily.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I can resist extremely hot or cold temperatures.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I can run fast.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I can write poems easily.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2. Scan the texts and select the best answer to complete the following sentences.

Feliks Zemdegs is not an ordinary teenager. He is quite famous in Australia because he’s the youngest Rubik’s cube champion in the world. The average person takes longer than a minute to solve it, but Zemdegs does it faster because he knows all the moves by heart. But his amazing abilities don’t stop there. He’s also famous for solving Rubik’s cubes blindfolded and for solving cubes bigger than the standard one (e.g. the one that has nine squares on each face). According to him, breaking records is more exciting than watching TV or playing video games because he loves challenges.

Christina Ripp is a North American paralympian. The amazing wheelchair basketball star also likes road racing because it requires discipline and self-control. However, she prefers basketball because it makes you stronger, quicker and more coordinated. Among her accomplishments, we can mention winning two gold medals in wheelchair basketball at the 2004 and 2008 Paralympics, and a bronze medal in wheelchair racing at the 2006 World Championships. Besides all this, Christina co-founded the first women’s wheelchair basketball team in Denver. She is certainly an outstanding woman whose physical disability has not prevented her from being successful and enjoying life!

Dario Hernando Gutiérrez is a Colombian biologist who loves spiders. He lives with more than 120 spiders in his house. He feeds them and takes care of them. Dario wants to teach people to respect spiders because they need to be preserved. They can protect humans from diseases such as malaria and chagas (both tropical diseases). Some people are afraid of spiders because they think they are dangerous, but they ignore an important fact: among the 45,000 spider species that exist, only four can cause death. In fact, he can let a tarantula walk all over his face and arms. He’s definitely the real... Spider-Man!
5. Compare some of your personal aspects to those of the people in the text.

I’m famous in my school, but Feliks Zemdegs is more famous than I am.
1. Use personal information to fill in the diagram.

- **Things I can do very well on my own**
  - take photographs

- **Things I can easily do with the help of others**

- **My strengths and weaknesses**

2. Complete and answer the questions based on exercise 1.

   a. Why can you **take photographs** very well?
      - **Because** I practice every day and I really enjoy taking pictures!

   b. Why can you very well?
      - **Because**

   c. Why do you very well?
      - **Because**

   d. Why can’t you easily?
      - **Because**

   e. Why can’t you quickly?
      - **Because**

3. Write a text describing the abilities that make you a unique and outstanding person.

   **I’m a unique and outstanding person because**
   -
   -
   -

   **Also,**
   -
   -
   -

   **Finally, I can**
   -
   -
   -

**Writing Strategy**

*Use *also* at the beginning of a sentence to add information about the previous clause.*
Lesson 4

It’s a Piece of Cake

Word Bank

mind-blowing  get out of here  a piece of cake

1. Use an appropriate expression from the Word Bank to answer to the following statements.
   a. Joe: My Uncle George can speak, write and read in Russian, French and Spanish very well.
      You: That’s __________________! I hope I will be able to do that someday. I love languages.
   b. Chris: Ava plays chess very well! What about you?
      You: Chess is __________________! I find the game really interesting and I’m good at it. I love to
      participate in chess tournaments, and I usually win.
   c. Alan: I taught myself how to do magic tricks. Tonight I’m performing a show at my cousin’s party.
      You: __________________! I can’t believe it! You know you’re really special, don’t you?
   d. Lucy: Can you draw manga characters? I want to learn.
      You: Sure! It’s __________________! Whenever you want, I can teach you!

2. Complete the conversation using the expressions in the Word Bank above.
   Marla: Look at this Alina! I can draw a manga character in only 10 seconds.
   Alina: __________________! That’s not possible. You need more than
      10 second to do it well. Prove it!
   Marla: Ok. Here goes...You see?
   Alina: Wow! Congratulations! You are very talented.
   Marla: Thanks. Hey, do you like rhythmic gymnastics? I love it.
   Alina: So do I! It’s amazing how flexible and beautiful those girls are.
   Marla: I know! I think that rhythmic gymnastics is definitely __________________.
   Alina: Yes, it is simply wonderful.
   Marla: Hey, can you make origami figures?
   Alina: Yes, I can. In fact, it’s pretty easy! I think origami is __________________.
      What about you?
   Marla: No, I can’t. I find it really difficult. I can’t even understand the instructions. Can you teach
      me? I want to learn too.
   Alina: Sure!

3. Answer the questions.
   a. What’s something you consider mind-blowing? Why?
      ________________________________
   b. Is swimming a piece of cake for you? What’s a piece of cake for you?
      ________________________________
   c. Think of a situation in which you can use the expression, get out of here, and describe it.
      ________________________________
Lesson 1
The Food Pyramid

1. Use the conventions in the box to indicate how often you consume the food items in the list below. Then write six sentences; one with each frequency expression.

<table>
<thead>
<tr>
<th>Countable Nouns</th>
<th>Uncountable Nouns</th>
</tr>
</thead>
<tbody>
<tr>
<td>bananas</td>
<td>oranges</td>
</tr>
<tr>
<td>ice cream</td>
<td>milkshake</td>
</tr>
<tr>
<td>juice</td>
<td>water</td>
</tr>
<tr>
<td>cake</td>
<td>eggs</td>
</tr>
<tr>
<td>a potato</td>
<td>cheese</td>
</tr>
<tr>
<td>a carrot</td>
<td>yogurt</td>
</tr>
<tr>
<td>some tomatoes</td>
<td>spinach</td>
</tr>
<tr>
<td>a potato</td>
<td>tomatoes</td>
</tr>
<tr>
<td>a carrot</td>
<td>chicken</td>
</tr>
<tr>
<td>a carrot</td>
<td>rice</td>
</tr>
<tr>
<td>some eggs</td>
<td>fish</td>
</tr>
<tr>
<td>some eggs</td>
<td>sushi</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Conventions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Once a day</td>
</tr>
<tr>
<td>Twice a day</td>
</tr>
<tr>
<td>Three times a week</td>
</tr>
<tr>
<td>Once a month</td>
</tr>
<tr>
<td>Rarely</td>
</tr>
<tr>
<td>Never</td>
</tr>
</tbody>
</table>

a. ___________ I drink water once a day. ___________
d. ___________

b. ___________  

c. ___________  

d. ___________  

e. ___________  

2. Write the appropriate nouns in the following chart.

<table>
<thead>
<tr>
<th>Countable Nouns</th>
<th>Uncountable Nouns</th>
</tr>
</thead>
<tbody>
<tr>
<td>an apple</td>
<td>some apples, ________, ________</td>
</tr>
<tr>
<td>some tomatoes</td>
<td>Kinds of meat: beef, ________, ________</td>
</tr>
<tr>
<td>a potato</td>
<td>Dairy products: milk, ________, ________</td>
</tr>
<tr>
<td>a carrot</td>
<td>Grains: rice, ________, ________, ________</td>
</tr>
<tr>
<td>some eggs</td>
<td>Fats: butter, ________, ________</td>
</tr>
</tbody>
</table>

| Beverages: water, ________, ________ |
| Kinds of meat: beef, ________, ________ |
| Dairy products: milk, ________, ________ |
| Grains: rice, ________, ________, ________ |
| Fats: butter, ________, ________ |

3. Complete the sentences below. Use a, an or [-] if no article is necessary.

a. My sister’s only 2 years old and her breakfast is really simple: she usually has ___ milk, ___ egg and ___ apple.

b. My mom always prepares salad for lunch; she puts ___ tomato, ___ onion, ___ avocado, ___ carrot, and ___ lettuce in it.

c. For breakfast, dad usually eats ___ oatmeal, ___ banana and ___ orange.

d. Grandpa usually eats ___ chicken and ___ spinach for lunch. Then, he has ___ pear or ___ piece of cheese.

4. Unscramble the following sentences.

a. like / I / to / veggies / eat / rice / beef / for / and / lunch. I like to eat veggies, rice, and beef for lunch.

b. doesn’t / My / like / and / eat / spinach / aunt / to / carrots.

c. breakfast / like / to / eat / butter / bread / with / don’t / for / I.

d. are / Grains / health / your / good / for.

e. every / My / have/ dairy / day / products / cousins

f. Frank / breakfast / for / usually / oatmeal / has.
5. Correct the sentences according to the pictures.

a. Do we need any oranges? Yes, we do. There aren’t any. No, we don’t. There are some.

b. Is there any pasta? Yes, I think there is some. There isn’t any.

c. There is some butter, but there isn’t any cheese. There isn’t any cheese.

d. There is some rice, so we don’t need any. There isn’t any rice.

e. Do we need any tomatoes? No, we don’t. There are some.

f. Is there any oil? Yes, there is some.

6. Based on the pictures above, fill in the blanks with some or any. Then, organize the conversation.

___ Jim: Sounds like music to my ears!

___ Pam: No, there isn’t (a), but there is (b) chicken.

___ Pam: Me too! Talking about food makes me feel hungry! Let’s do this: I’ll go to the supermarket to buy (c) oil, and you can start cutting the veggies, OK?

___ Pam: Yes, we have (d) carrots and (e) spinach, but there aren’t (f) tomatoes.

___ Jim: No tomatoes… well, let’s use (c) cheese instead. I love cheese!

___ Jim: Never mind. I’ll buy (c) oil at the supermarket. And is there (a) beef?

___ Jim: Let’s have chicken instead of beef then. And let’s add (d) veggies! I love them! Are there (e) veggies?

___ Pam: Yes, there are (d), but there isn’t (a) oil left.

7. Write a, any, or some. Then, answer these questions with personal information.

a. Are there ______ carrots in your fridge?

b. Describe ______ traditional Sunday lunch with your family:

c. If you need to buy ______ meat, where do you usually go?

d. Fruit is ______ healthy snack. Which is your favorite fruit?

e. Is there ______ kind of soda that you don’t like? Which one?
1. Match both columns and then label the pictures.

<table>
<thead>
<tr>
<th>Containers and measurement words</th>
<th>Food</th>
</tr>
</thead>
<tbody>
<tr>
<td>Two servings of</td>
<td>a. pizza</td>
</tr>
<tr>
<td>A glass of</td>
<td>b. honey</td>
</tr>
<tr>
<td>A pinch of</td>
<td>c. eggs</td>
</tr>
<tr>
<td>A jar of</td>
<td>d. ice cream</td>
</tr>
<tr>
<td>Two slices of</td>
<td>e. tea</td>
</tr>
<tr>
<td>A box of</td>
<td>f. bread</td>
</tr>
<tr>
<td>A tablespoon of</td>
<td>g. candies</td>
</tr>
<tr>
<td>Three cups of</td>
<td>h. juice</td>
</tr>
<tr>
<td>A loaf of</td>
<td>i. salt</td>
</tr>
<tr>
<td>A carton of</td>
<td>j. olive oil</td>
</tr>
</tbody>
</table>

Vocabulary Strategy
Match words and pictures to retain concepts.

2. Fill in the blanks using the expressions in the Word Bank.

Lucia: I’m making a vegetable pie. Do you want to help me?
Gino: Sure. I want to learn. What do we need?

Lucia: First of all, we need butter and milk.
Gino: How much butter do we need? And how much milk?

Lucia: We need a ____________________ of butter, two cups of flour and a ____________________ of milk.
Gino: Here you are. What else do we need?

Lucia: We also need ____________________ tomatoes and carrots.
Gino: ____________________ tomatoes?

Lucia: Hold on a second... I think _____________ tomatoes are enough.
Gino: _____________ carrots?

Lucia: We only need _____________.
Gino: Do we need any salt?

Lucia: Yes, we do. We need two _____________ salt and we also need _____________ cheese.
Gino: And to drink?

Lucia: There are ____________ juice in the refrigerator.
Gino: OK. Do we need anything else?

Lucia: Yes, we do. We need a _____________ of baking powder. We can start now. First...
Kitchen Safety Tips

Follow these simple rules to make cooking a safe and enjoyable experience.

Don’t start cooking before you wash your hands. _________(a) antibacterial liquid soap. _________(b) any jewelry such as rings or bracelets. _________(c) accidents with knives. _________(d) them in a safe drawer and away from children. _________(e) hot pots near you. _________(f) until they are cold enough to touch them. _________(g) with your hair down. _________(h) your hair up or _________(i) a hat. _________(j) to have all the ingredients on hand.

3. Complete the questions with How much or How many. Then, answer them.

a. _________ salt do you put on your eggs at breakfast?

b. _________ slices of pizza can you eat for lunch?

c. _________ bread do you eat on Sundays?

d. _________ servings of fruit do you eat during the week?

e. _________ cartons of milk do you drink per week?

f. _________ cups of coffee does your teacher drink per day?

g. _________ tablespoons of sugar do you put to your lemonade?

h. _________ loaves of bread does your mom buy per week?

4. Read the following tips and use imperatives to make affirmative and negative sentences.

Word Bank

• not put
• wear
• keep
• not cook
• follow
• use
• avoid
• not start
• not wear
• wait
• not forget
• put

Grammar Strategy

Use connectors of sequence to indicate the order of actions in a process.

Cheese Omelet

Ingredients
• 2 fresh eggs
• fine herbs
• 2 slices of mozzarella cheese
• 2 tablespoons of oil
• a pinch of salt

_____ (a), mix the eggs and add a pinch of salt. _____ (b), cut the cheese into very small pieces. _____ (c), put the oil in a pan and heat it. _____ (d), add the cheese to the egg mixture. _____ , (e) cook the mixture for 30 seconds. _____ (f), add some fine herbs and cook for other 30 seconds. _____ (g), fold the omelet into a semicircle and serve hot. Accompany it with some bread.

5. Write the appropriate connectors in the recipe below.

Word Bank

• after • next • after that • finally • first • then • second

6. Write your favorite recipe. Use imperatives, quantifiers and connectors of sequence.
1. Circle the right answers.

   a. Which one is not a Mediterranean country?
      - Greece
      - Italy
      - Dakar

   b. The Mediterranean sea is between the continents of:
      - Africa, Asia and Europe
      - Africa, Antarctica and Australia
      - Africa, America and Oceania

   c. Mediterranean means:
      - Mare Nostrum
      - Between lands
      - In the earth

   d. One of the following ancient civilizations is not related to the Mediterranean sea:
      - Mesopotamian
      - Indian
      - Roman

2. Match the pictures with their descriptions.

   - Nuts, seeds
     - They are sources of protein and fiber. They add flavor to the dishes.
   - Herbs, spices
     - They are essential to the Mediterranean diet. Their oil is the main source of dietary fat.
   - Olives
     - They are rich in antioxidants. They add aroma to the dishes.
   - Cheese
     - It is a source of calcium which is good for your bones.

3. Choose from the list (a-g) the most appropriate sentence for each gap in the text. There is one extra sentence that you do not need to use.

   The Mediterranean (or Med) diet is very famous, not only because it is an intangible cultural heritage from countries such as Morocco and Italy, but also because of its positive health benefits. It reduces the risk of heart diseases and helps prevent certain kinds of cancer. What makes this diet so special and effective for people’s health?

First, since Mediterranean people like to buy fresh natural products at local markets. They select a variety of fruits like apples, peaches, melons, and watermelons. Similarly, they also include grains and dairy products, but everything in moderation. Second, they use olive oil for baking and cooking because it has a lot of nutrients and it does not affect the digestive system as other types of oil do. Also, to keep their bodies hydrated regularly. They like to accompany their meals with some red wine because of its antioxidant properties, but they always drink moderately.

In general, the ‘rule of thumb’ of the Mediterranean diet is pretty simple: eat what you want, but in a moderate way, and always enjoy the company of those who share the table with you! Keeping a balance between the quantity and the quality of food is essential to have a healthy lifestyle. So what are you waiting for? and see the benefits!

You can contact our health center:

http://www.livehealthygomed.com
a. You do not have to travel far to eat a Med diet, as it includes a lot of vegetables, fruits, and grains.

b. If you feel satisfied, stop eating.

c. It is low in fat and high in fiber.

d. For more information on Mediterranean diets.

e. They drink a lot of water.

f. They eat vegetables - such as eggplants, tomatoes, and lettuce - regularly.

g. The main idea of the text is:

4. Use your own words to complete the diagram.

The main idea of the text is:

Arguments to support the main idea:

Examples of Med food:

Conclusion:

5. Answer T (true), F (false) or NM (not mentioned). Support your answers.

<table>
<thead>
<tr>
<th>Statement</th>
<th>T</th>
<th>F</th>
<th>NM</th>
<th>Why?</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. The Mediterranean diet is famous only because of its historical tradition.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. Mediterranean people's &quot;rule of thumb&quot; is: &quot;Eat all you can and as much as you can.&quot;</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>c. The Mediterranean diet is based on dairy products.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>d. Although the Med diet includes wine, Muslims in North Africa avoid it.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>e. Mediterranean people consume large amounts of canola oil.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>f. In Mediterranean countries, eating is a social activity.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

6. Answer with your own personal information.

Do you want to go Med? Why?

Reading Strategy

Use relevant examples and explanations to support your ideas.
Writing

1. Use the text and your own ideas to complete the graphic organizer.

Mediterranean dietary habits and food

Common aspects between both of them

Dietary habits and food in my country

2. Complete the recipes with connectors of sequence and imperatives.

Fruit Salad with Yogurt
To make a delicious Med fruit salad, follow these steps:

✧ __________, ________ some tangerines, strawberries, blueberries and oranges.
✧ Then, __________ the fruits in a bowl.
✧ Next, __________ a pinch of honey.
✧ After that, __________ some mint leaves in very little pieces. __________, all the fruits, the honey and the mint.
✧ Finally, __________ a small cup of yogurt.

Colombian Milky Rice
To make a traditional Colombian dessert, follow these steps:

✧ First, __________ 3 cups of rice in hot water. __________ for 20 minutes.
✧ __________, heat 3 cups of milk.
✧ Then, __________ 5 spoonfuls of sugar to the milk. __________ careful.
✧ __________, mix the rice and the milk.
✧ Finally, __________ the mixture in a baking dish for 20 minutes. __________ some cinnamon.

3. Compare the recipes above. Use the vocabulary studied in the unit and the Word Bank.

Healthier or Sweeter? What do you prefer?

If I have to choose between __________ and __________, I prefer __________ because it is definitely __________.

First, __________

Word Bank
• healthy
• balanced
• fresh
• yummy
• calories
• nutrients
• antioxidant-rich
• source of calcium

Writing Strategy
Use first, second, also, additionally, and finally to present reasons or explanations.
Lesson 4
It's Finger-Licking Good!

1. Tick (✓) the reaction you identify most with.

<table>
<thead>
<tr>
<th>Item</th>
<th>Mmm... Yummy, I love it!</th>
<th>Hmm... It's OK.</th>
<th>Yuck! I don't like it.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pasta with oregano, garlic and parmesan cheese</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Strawberry milkshake</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Black coffee without sugar</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Green salad (lettuce, cucumber and spinach)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fried eggs</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2. Replace the pictures with words to discover the idioms.

a. It's + + + + ING = ____________________________

b. It's NOT MY + + OF + + = ____________________________

c. It makes my + + + + = ____________________________

3. Complete the conversation with the correct idiom.

Yuck! Linda... You're eating spinach pie! I can't stand it. Honestly speaking, it's too "green" for me. So, ____________________________

What's the problem Danny? Spinach is natural, delicious and nutritious. It's definitely ____________________________

Linda is right, Danny. And the combination of spinach pie and iced tea, ____________________________

4. Answer the questions. Use the interjections in the Word Bank and the previous idioms.

Do you like...

lasagna? ____________________________

chili beans? ____________________________

blue cheese? ____________________________

Word Bank

• Yummy!
• Yuck!
• Hmm!
Lesson 1

Famous Characters

1. Use the nouns in parentheses to form the right adjective in the following sentences.

a. Florence Nightingale was a _______ (compassion) nurse. She was exceptionally ____________ (courage) during the Crimean War.

b. Charles Darwin’s research was secret until he was _____________ (bravery) enough to publish it.

c. Enrico Caruso was a _______________ (success) 21st century opera singer. He was a really _____________ (passion) performer on stage.

d. Michael Jackson, the king of pop, was quite ________________ (popularity) not only because of his music, but also because he was a _______________ (generosity) man.

2. Circle the correct adjective or noun to make each sentence coherent.

a. León de Greiff, a Colombian poet, always worked with (passionate / passion / compassion). He achieved literary (successful / succeed / success) at the end of his life.

b. Vlad Tepes, the Voivode of Wallachia, wasn’t (humanitarian / human / humanity) with his enemies at all. His cruel methods gained him (popular / anti-popular / popularity).

c. Rosa Parks was a (courageous / courage / uncourageous) Afro American woman in the 1950s. She was famous for her (revolution / revolutionary / anti-revolutionary) ideas of equality and peace.

3. Complete the text using was / were / wasn’t / weren’t.

Anne, Emily and Charlotte Brontë _________ (a.) three 19th century famous sisters and writers from England. They _________ (b.) afraid of social prejudices; on the contrary, they _________ (c.) brave enough to make their own decisions. Their literary works _________ (d.) equally popular. For example, Jane Eyre _________ (e.) an immediate best-seller, but Wuthering Heights _________ (f.) very successful when it was published the first time.
4. Choose the correct form of the verb to be in the Simple Past tense.

1. At the beginning of her career, Eva Perón was / wasn’t / were (a.) a political activist; she wasn’t / were / was (b.) an actress. She and her husband, military Colonel Domingo Perón, was / were / weren’t (c.) both respected by many people. Workers were / was / weren’t (d.) in favor of them, but the high society weren’t / was / wasn’t (e.)

2. Thomas Alva Edison wasn’t / was / weren’t (a.) only a prolific inventor; he wasn’t / was / were (b.) also a scientist and a businessman. He were / wasn’t / was (c.) friends with other important American men such as Henry Ford and Alexander Graham Bell. He worked 24 hours a day, so he was / wasn’t / were (d.) a lazy person. One of his most relevant creations was / were / wasn’t (e.) the electric light bulb. Before its creation, people used gas or oil lamps but they were / weren’t / was (f.) very safe.

5. Find the wrong facts and correct them. Use the information in parentheses plus the negative and affirmative form of the verb to be in the Simple Past tense.

a. Indira Gandhi was born in 1930. She was the British Prime Minister, and she was a Protestant. She was a lazy leader. (1917 / Indian / Hindu / hard-working)

Indira Gahdhi wasn’t born in 1930. She was born in 1917. She wasn’t a lazy leader.

b. Moctezuma and Atahualpa were the rulers of the Maya and Egyptian empires. They were afraid in the battlefield. Hernando and Francisco Pizarro were French conquerors. They were only interested in the American culture. In fact, Moctezuma and Atahualpa were executed by them. (Aztec / Inca / brave / Spanish / gold)

Moctezuma and Atahualpa weren’t the rulers of the Maya and Egyptian empires. They were afraid in the battlefield. Hernando and Francisco Pizarro were friends with Moctezuma and Atahualpa. They were executed by them.

6. Unscramble the words to make sentences; then add personal information.


I wasn’t born on December 24th, 1990. I was born on 24th December, 1990.

b. 1977 / 12th / father / on / born / my / June / wasn’t / in.

My father wasn’t born on 12th June, 1977. My father was born on 12th June, 1977.

c. popular / weren’t / I / The Beatles / when / was / child / a.

The Beatles wasn’t popular when I was a child. The Beatles were popular when I was a child.

d. wasn’t / I / a / soccer / when / child / I / was / player / successful / a.

I wasn’t a successful soccer player when I was a child. I was a successful soccer player when I was a child.
Lesson 2
World History

1. **Underline** the correct form of the verb. Then, **circle** the right answer according to the clues.

**Guess Who!**

**Molly:** *(Was / Wasn’t)* he a successful Roman politician?
  Jude: No, he *(a. was / wasn’t)*.
**Molly:** *(Were / Was)* he a philosopher?
  Jude: No, he *(b. weren’t / wasn’t)*.
**Molly:** *(c. Was / Wasn’t)* he courageous?
  Jude: Yes, he *(d. were / was)*.

**Molly:** *(e. Was / Were)* he famous for his conquests?
  Jude: Yes, he *(f. wasn’t / was)*.
**Molly:** I know! He *(g. were / was)*
  a. Julius Caesar.
  b. Alexander Magnus.
  c. Pythagoras.

**Meg:** *(a. Were / Weren’t)* they humanitarian politicians?
  Dave: No, they *(b. were / weren’t)*.
**Meg:** *(Weren’t / Were)* they compassionate?
  Dave: No, they *(c. wasn’t / weren’t)*.
**Meg:** *(d. Were / Weren’t)* they brave military geniuses?
  Dave: Yes, they *(e. was / were)*.
**Meg:** *(f. Were / Weren’t)* they the liberators of Spanish South America?
  Dave: No, they *(g. weren’t / were)*.
**Meg:** OK! They *(h. were / was)*
  a. Attila the Hun and Genghis Khan.
  b. Simón Bolívar and José de San Martín.

2. **Complete the conversation with was / were / wasn’t / weren’t.**

**Teacher:** How important __________ women in ancient history? Who __________ a woman that changed the world?

**Pierre:** I know a very special one: Hatshepsut.
**Claire:** Wow, Pierre! __________ she Greek?
**Pierre:** No, she __________. She __________ a female pharaoh from Ancient Egypt.
**Teacher:** You’re right. When __________ she born?
**Pierre:** I’m not sure, but I think in 1508 BC. She __________ a common woman for her time!
**Teacher:** That’s correct. Most of the pharaohs ________ men.
**Claire:** I want to mention a more recent example, Rosa Parks. She __________ one of the first women who fought for the rights of the Afro American people in the US.

**Pierre:** Where __________ she from? When ________ she famous?
**Claire:** She ________ from Alabama where the Afro Americans ________ treated as equally as free white citizens. This ________ back in the fifties.
**Pierre:** What about women in times of war? ________ there women who played relevant roles?
**Teacher:** Of course, actually there ________ a lot. Since men ________ off to war, wives and mothers assumed their husbands’ role at home. So, they ________ only housewives, they ________ also factory workers, plumbers, ambulance drivers, nurses, Air Force pilots, etc.
**Pierre:** In fact, by the end of World War 2, many pilots in the Soviet Air Force ________ women!
3. Based on the information below, write and answer questions about these characters.

**Queen Victoria**

**Full name:** Alexandrina Victoria.

**Date/Place of birth:** May 24th, 1819, London, England.

**Father:** Prince Edward, Duke of Kent and Strathearn.

**Historic role:** Queen of England for 63 years and seven months.

**Q:** What ________ (a) full name?
**A:** It was ________ (b).

**Q:** ________ (c) her father?
**A:** He ________ (d).

**Q:** ________ (e) important?
**A:** Because ________ (f).

**Q:** How long ________ (g) on the Throne?
**A:** ________ (h).

**Date/Place of birth:**
March 14th, 1804, Vienna, Austria.
October 25th, 1825, Vienna, Austria.

**Historic role:** They made waltz music popular. Both composed famous waltzes like *The Blue Danube*, *Queen Victoria Waltz*, and *The Bat*, among others.

**Johan Strauss I and Johan Strauss II**

**Date/Place of birth:**
March 14th, 1804, Vienna, Austria.
October 25th, 1825, Vienna, Austria.

**Historic role:** They made waltz music popular. Both composed famous waltzes like *The Blue Danube*, *Queen Victoria Waltz*, and *The Bat*, among others.

**Miguel Hidalgo**

**Date/Place of birth:** May 8th, 1753, Guanajuato, Mexico.

**Historic role:** Leader of the Mexican War of Independence. Author of the famous speech *Cry of Dolores* — an open invitation to revolt against the Spanish rule.

**Q:** Who ________ (a) Miguel Hidalgo?
**A:** He ________ (b).

**Q:** ________ (c) he born?
**A:** He ________ (d) in Guanajuato, Mexico.

**Q:** ________ (e) the author of a famous song?
**A:** No, ________ (f).

**Q:** ________ (g) important for the Mexican independence?
**A:** Because ________ (h).

---

4. Describe an important person in your country.

An important person in my country was ________ (a). He/She ________ born in ________ on ________ (b). He/She was important because ________ (c).
Lesson 3

Inspirational Lives

1. Based on the pictures, choose the correct answer.
   a. The suffragettes were
      • women who played sports.
      • nurses during the World War.
      • women who voted in elections.
   b. They were originally from
      • Spain.
      • England.
      • Argentina.
   c. They were famous for
      • making women’s vote a reality.
      • making cars for women.
      • wearing elegant dresses.

2. Read the text, check your answers in exercise 1 and answer the questions.

The suffragettes were a group of women who devoted their lives to defending their right to vote in political elections. The original movement was born in England in the 19th century, but the philosophy and beliefs of the group were rapidly spread across other European, American and Asian countries. The word ‘suffrage’ was associated with the women’s movement to have the right to vote.

At that time, voting rights were exclusively for men. Women were not considered smart enough to make important decisions, so they were relegated to more ‘appropriate’ roles for them: taking care of children, cleaning the house, cooking, and so on. However, a group of women started to fight for their right to participate as equal citizens.

a. Why is the word appropriate in quotation marks in line 7?

The most remarkable member of the Suffrage Movement was Emmeline Pankhurst. She was born on July 15th, 1858 in Moss Side, Manchester, England. Her maiden name was Emmeline Goulden. The Gouldens were social activists and supported the women’s suffrage, but they wanted her to marry young because she was ‘only’ a woman. However, Emmeline attended the École Normale de Neuilly in Paris.

b. Why is the word only in quotation marks in line 13?

In 1878, when she was 20 years old, she married Richard Pankhurst who supported her political activities. In the many years to come, she was involved in political campaigns that looked to change the rigid and extremely conservative Victorian society. In 1913, she was arrested...

Reading Strategy
Identify text clues (bold face / italicized words, “quotation marks”, etc.) because authors use them to emphasize certain ideas in the text.
several times, so she and the other suffragettes stopped eating to protest. As a result, the government passed the 'Cat and Mouse' Act; prisoners were released until they recovered from health problems, and then, they were re-arrested.

Emmeline Pankhurst died on June 14, 1928 shortly after women had the right to vote. Two years later, a statue in her honor was inaugurated in the Victorian Tower Gardens. Now, more than a hundred years later, we still remember the suffragettes for having demonstrated how brave, hard-working and passionate women are.

c. Why was the 'Cat and Mouse' Act called as such?

3. Organize the events into the correct order according to the text. Then, complete the spaces with expressions from the Word Bank.

**Word Bank**

- in the 19th century
- two years later...
- in 1928
- at that time...
- after more than a hundred years...

(_____) ____________________________, voting was only possible for men.

(_____) ____________________________, Emmeline Pankhurst died.

(_____) ____________________________, the Suffragettes are still a symbol of how brave, hard-working and passionate women can be.

(_____) The Suffrage Movement was born ___________.

(_____) ____________________________, a statue was made on her honor.

4. Choose the right answer using the information in the text.

a. In paragraph 2, the expression "At that time" refers to:
   - The time Emmeline died
   - The time women had the right to vote
   - The Victorian Era

b. In paragraph 4, the expression "In the many years to come" refers to:
   - When Emmeline was a child
   - The time after the Victorian Era
   - When Emmeline died

c. In paragraph 5, the expression "Two years later" refers to:
   - 1928
   - 1930
   - 1929

d. In paragraph 5, the expression "More than a hundred years later" refers to:
   - The 19th century
   - The 20th century
   - The 21st century
1. Complete the chart with information about a historical character you admire.

<table>
<thead>
<tr>
<th>He / She was born</th>
<th>(date) on ____________________________</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>(place) in ____________________________</td>
</tr>
<tr>
<td>That epoch was</td>
<td>(name of the epoch) ____________________</td>
</tr>
<tr>
<td></td>
<td>(adjectives to describe the epoch) ______</td>
</tr>
<tr>
<td>He / She was</td>
<td>(describe his/her personality and values)</td>
</tr>
<tr>
<td></td>
<td>________________________________________</td>
</tr>
<tr>
<td>Achievements</td>
<td>(important actions) ____________________</td>
</tr>
<tr>
<td></td>
<td>________________________________________</td>
</tr>
<tr>
<td>He / She died</td>
<td>(date) on ____________________________</td>
</tr>
<tr>
<td></td>
<td>(place) in ____________________________</td>
</tr>
</tbody>
</table>

2. Use the expressions in the Word Bank to write a short biography about the character you chose.

**Writing Strategy**
Use key words and a graphic organizer to brainstorm your ideas before writing.

---

**Word Bank**
- At that time
- ___ years later
- After ___ years
- In the many years to come
- A year later
- Finally

---

---
1. Read each description and match it with the corresponding picture. Then, complete the sentences with the expressions in the box below.

a. Hypatia of Alexandria was a Greek mathematician who contributed greatly to astronomy and science. She was a rebel, not a typical girl from her time; she liked to wear a philosopher's cloak, not dresses, and she had a chariot. She demonstrated that women were equally able to study and teach.

b. Vincent Van Gogh, the Dutch painter, was not afraid of failure. He was a passionate hard-working artist, but he was poor and only sold one painting, *The Red Vineyard*, during his lifetime. Because he was not successful, many people considered he was fighting a losing battle. However, he was convinced that art was his only means to be happy.

c. Robert Peary was the first man to conquer the geographic North Pole in 1909. At that time, radars and GPS did not exist. However, Peary was very creative and he was well-prepared to explore the pole. He was an expert at building igloos, driving dog sleds, and making clothing out of animal skins.

- the sky was the limit
- a losing battle
- against all odds

a. For many people, Van Gogh was fighting ______________. However, his passion was strong and he was not afraid of poverty.

b. For Robert Peary, ______________. He was not afraid of exploring places that were a mystery to the rest of the world.

c. ______________Hypatia was a successful philosopher, astronomer and mathematician.

2. Answer the questions. Support your ideas.

a. Do you think Hypatia fought a losing battle?

b. Was Van Gogh a successful painter against all odds?

 c. Can you mention another explorer for whom ‘the sky was the limit’? Why?

3. Complete with personal information.

Describe a situation in which “the sky was the limit” for you. Describe something you did “against all odds.” Describe a situation in which you “fought a losing battle.” Were you successful in the end?
Memories of the Past

1. Choose the right definition for the underlined word in the statements below.

a. My first day at school was scary. Fortunately, I met Sam who was really kind to me!
   - frightening  calm  safe  chilly

b. Going to my grandparents’ farm was fun because we played with all the animals there!
   - ridiculous  boring  amusing  comical

c. The first time I traveled by plane was unforgettable! My sister and I were nervous and excited!
   - redundant  inevitable  essential  memorable

d. Sharon invited us to an awesome pajama party at her place. We watched films and talked a lot!
   - powerful  spectacular  confusing  fearful

2. Complete with personal information.

   a. Last vacation I visited ________________ which was awesome because ____________

   b. My friend ________________ is unforgettable because __________________

   c. I think the scariest extreme sport is ________________ because __________________

   d. Costume parties are fun because __________________

3. Read the rules and fill in the chart below.

<table>
<thead>
<tr>
<th>Rule</th>
<th>Base form</th>
<th>Simple Past Tense</th>
</tr>
</thead>
<tbody>
<tr>
<td>Add “ed” to the simple form of the verb.</td>
<td>play  enjoy  dress</td>
<td>played  enjoyed  dressed</td>
</tr>
<tr>
<td>Add “d” if the verb ends in “e.”</td>
<td>dance  invite  celebrate</td>
<td>danced  invited  celebrated</td>
</tr>
<tr>
<td>When there is a “y” after a consonant, change it to an “i” and add “ed.”</td>
<td>try  cry  copy</td>
<td>tried  cried  copied</td>
</tr>
<tr>
<td>For one-syllable verbs ending in consonant + vowel + consonant, double the final consonant.</td>
<td>stop  hop  rub</td>
<td>stopped  hopped  rubbed</td>
</tr>
<tr>
<td>If the verb ends in “c,” add a “k” before adding “ed.”</td>
<td>mimic  panic  picnic</td>
<td>mimicked  panicked  picnicked</td>
</tr>
</tbody>
</table>

Vocabulary Strategy
Use new words in different contexts.

Grammar Strategy
The Simple Past tense of regular verbs is the same for all persons, but you have to follow the spelling rules to write the -ed endings.
4. Read the sentences and write the verbs in the Simple Past tense.
   a. An awesome experience for me was when I ________ (try) paragliding. It was so cool!
   b. Last Christmas, we __________ (exchange) presents at midnight.
   c. Pat __________ (plan) the Halloween party three months in advance!
   d. I almost __________ (panic) in the Monster Roller Coaster.
   e. Janis __________ (cry) when she watched WALL-E because some scenes are very sad.
   f. Yesterday my sister __________ (help) an old person to cross the street. It was very nice of her!

5. Make the affirmative statements negative.
   Jane danced with a nice guy last Friday. She talked to him because she wanted to get to know him better. They shared their opinions about music. At the end, they exchanged cell phone numbers. It was an unforgettable party!

   Jane didn’t dance with a nice guy last Friday.

6. Complete the text with the correct form of the verbs in parentheses.
   Yesterday, we __________ (a. visit) a fairground, and we __________ (b. enjoy) it very much. When we __________ (c. enter) the horror castle, my sister __________ (d. be) really nervous, but I __________ (e. not / be).
   Actually, I __________ (f. not like) it very much because it was too artificial. Later, I __________ (g. play) soccer with other boys. I __________ (h. not / score) a goal, so I __________ (i. not celebrate) any victory.
   My sister __________ (j. participate) in a dance competition, and she __________ (k. dress) up as a clown.
   Finally, we played darts, but we __________ (l. not collect) any prize! When we __________ (m. arrive) home, we __________ (n. be) so tired that we __________ (o. not watch) TV. We __________ (p. not want) to eat anything either!

7. Write about yourself. 😊 = affirmative sentence 😞 = negative sentence
   a. 😊 (travel) Last year, I traveled to a village on the coast.
   b. 😞 (like) When I was 5, ________________________________
   c. 😊 (visit) The last time I ________________________________
   d. 😞 (cook) Last night, I ________________________________
   e. 😊 (try) A month ago, I ________________________________
Lesson 2

I Had Fun on My Trip

1. Use the prompts to complete the story in the Simple Past tense.

A year ago, my cousin and I __________ to Hawaii. We __________ (a) 6 hours, but it was a comfortable trip. When we arrived there, we __________ (b) with the landscape and the spectacular beaches. We __________ (c) a Brazilian guy, Denis, and we spoke with him because my cousin knew a little Portuguese. He __________ (d) two lovely bracelets and gave them to us. Some days later, he __________ (e) me an email and invited me to visit him in Brazil. What a lovely guy!

2. Circle the spelling and verb tense mistakes and correct them.

My Trip to Russia

The metro station was really crowded, and we took the wrong train! took
My father broken a vase in the hotel with his bags. What an embarrassing moment!
We wined tickets to go to the Bolshoi Theater to see a ballet performance.
My cousins swam in thermal waters. It was amazing because the waters were hot and relaxing.
When I forget my wallet at the hotel, my sister get really mad at me.
We rode snowmobiles. The speed in the snow was incredible. What an amazing experience!

3. Answer the survey with complete sentences.

The last time you went on vacation, did

you fly or drive to your destination?
you eat exotic food?
your mother travel with you?
your father pay for everything?
your grandparents take care of your pet?
5. Complete the conversation with the correct form of the verbs in the Simple Past tense.

Rose: Where did you go on vacation last year?
Bart: My family and I went to Shikoku Island in the south of Japan.
Rose: What did you do there?
Bart: We visited Takamatsu castle, walked around the Ritsurin-koen Garden, and we drove to a nearby town called Uwajima! The local people were great! I felt at home.
Rose: Sounds awesome!
Bart: Sure! For example, there was one where they served colorful noodles with octopus balls, and another one where we ate huge Japanese omelets. My sister didn’t like them because of the spices.
Rose: What about the beaches?
Bart: No, we didn’t go to the beach because it was winter and the water was freezing. So, we didn’t swim either.
Rose: How about getting there?
Bart: Well, first we flew from Osaka to Takamatsu. Then, we took a train from Takamatsu to Matsuyama. It was a very long trip.
Rose: I’m sure it was! When did you come back?
Bart: We came back at the end of January.

6. Describe what you did on your last vacation.

On my last vacation, I did a lot of things. Also, I because . I didn’t . What a special time!
Lesson 3

My Favorite Anecdote

1. Look for the following words in a dictionary and fill in the chart below.

<table>
<thead>
<tr>
<th>Type of word</th>
<th>Definition</th>
<th>stain</th>
<th>spill</th>
<th>bucket</th>
<th>mop</th>
<th>embarrassed</th>
<th>trip over</th>
</tr>
</thead>
<tbody>
<tr>
<td>Noun</td>
<td>A spot difficult to remove</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2. Read the diary entry and answer the questions.

My unforgettable first day at work!

May 22nd

Today started badly, but it got better as the day continued. I went through an embarrassing situation. I started my new job as a waiter in a fancy restaurant. I was very happy because the job was a piece of cake and well-paid. I had to serve coffee and take the food to the tables. My boss trained me in restaurant service. I tried to do my best. At lunch time, a very beautiful girl entered the restaurant and sat down at a table alone. I wanted to be polite, so I offered her some coffee; she accepted, but then, unintentionally, I spilled the coffee on her jacket and the floor! I almost broke into tears! I asked her to give me her jacket so that I could take out the stain. However, she kept calm and told me not to worry.

a. Why did the incident happen?

b. How did his boss react?

Then, I brought a bucket and a mop to clean the floor. At that moment, another person entered the restaurant and said hello to the girl. When she stood up, she tripped over the mop’s stick, which I had forgotten, and fell over. I was so embarrassed that I didn’t realize that the other person was my boss, Mrs Bell! She kindly asked me to find a stain-remover to clean her daughter’s jacket. I told her I would give it back to her as soon as possible.

c. What happened when he told them how he felt?

Reading Strategy

Read a text aloud and stop periodically to ask yourself questions and clarify meaning.
3. Based on the text, complete the sentences with the words the pronouns refer to.

a. On line 1 it refers to ________________________________

b. On line 11 her refers to ________________________________

c. On line 23 she refers to ________________________________

d. On line 28 it refers to ________________________________

e. On line 29 them refers to ________________________________

f. On line 30 us refers to ________________________________

4. Underline the correct answer.

a. At the beginning of the anecdote, the waiter felt ___________.
   • nervous
   • embarrassed
   • relaxed

b. After he spilled the coffee, he felt ________________.
   • sad and horrified
   • embarrassed and stressed
   • tolerant and forgiving

c. The boss and her daughter’s reaction was ___________.
   • intolerant
   • forgiving
   • embarrassing

d. At the end of the story, the waiter felt ___________. He felt his boss and her daughter were ________________.
   • embarrassed / scary
   • mad / forgiving
   • tranquil / understanding

5. Read the diary entry and complete it with Subject and Object pronouns.

May 23rd

Today, _______ bought a box of candies for Mrs. Bell and Ally, her daughter. I gave _______ to _______ when I arrived at the restaurant. Later, Ally had lunch with her mother and _______. _______ put her hair up in a bun and looked awesome! I apologized once more about the situation, but she said _______ was OK. However, she had some bruises on her arm from the fall, so we advised _______ to put some ointment on them. Ally told _______ (her mother and me) about her theater classes, and gave us tickets to attend a play after work. We accepted _______ invitation, and I asked them if they wanted _______ to drive them to the venue. She thanked me and said it wasn’t necessary because her boyfriend had a car. “Oh, are you going with _______?” I asked. “Of course, I invited him this morning,” she said. “Well, at least I’ve got a job, a nice boss, and a new friend,” I thought.

6. Use your own words to write about the lesson you learned from the anecdote above.

_The lesson I learned from this anecdote_

______________________________________________________________
______________________________________________________________

Reading Strategy

Read the text more than once to help form an opinion about it.
1. Classify the following situations in the chart.
   a. tripping over and falling in the street
   b. spilling coffee over somebody
   c. forgetting a special friend’s birthday
   d. having a close encounter with a shark
   e. calling someone by the wrong name
   f. wearing informal clothes at an elegant party
   g. spilling food over your new dress
   h. panicking during an oral presentation
   i. forgetting an important school report at home
   j. swimming in the ocean for the first time
   k. getting lost in a supermarket
   l. meeting a famous person

<table>
<thead>
<tr>
<th>Funny</th>
<th>Embarrassing</th>
<th>Terrifying</th>
<th>Unimportant</th>
<th>Unforgettable</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2. Complete the sentences with also or so.

   a. I saw a shark in the sea and ________ lots of dolphins.
   b. Not only did I send my boss the wrong email, but I ________ sent it full of spelling mistakes.
   c. I had too many things in my hands, ________ I spilled the soda on my bed.
   d. Peter was extremely nervous and distracted during the presentation, ________ he didn’t give it very well.
   e. I forgot my homework at home, ________ I returned to pick it up.
   f. I didn’t see the chair in front of me, ________ I fell over it when I entered the office.

Writing Strategy
Use a comma after also when it starts a sentence. Use a comma before so when it separates independent clauses.

3. Choose one of the situations from exercise 1 to write an anecdote about. Use Simple Past tense, also and so.

   I want to tell you an unforgettable anecdote. It happened ________
   I remember I was with ________ in / on / at ________.
   ________ (when)
   ________ (who)
   ________ (where)
   I learned that
   ________
   ________
   ________
   ________
Lesson 4

I Felt Like a Million Dollars!

1. Unscramble the letters to make sentences according to the pictures.

a. Poor Alex! He looks so ____________
   (d a s e r c)

b. Ana looks pretty sad. I guess she is ____________
   (p e s r d e s e d)

c. Wow! Laurie and William look great. It’s evident they’re ____________
   (p y h p a)

2. Organize the words and complete the sentences about the previous pictures.

a. Alex saw something that (creeps / gave / him / the) ____________

b. Ana is really (dumps / down / the / in) ____________

c. Laurie and William feel (a / dollars / like / million) ____________

3. Read the texts and write the appropriate idiom.

After many months of applying for different jobs, Andrea got her dream job as a tour guide in Hawaii.

a. Andrea ____________

I had a cat for almost 10 years. Last year, he went wandering on the roof, but he didn’t return. In fact, he never came back! Now I don’t have any pets because that cat was unique.

b. After that, I ____________

My father was driving at night when he saw a shadow in front of the car. He stopped and got out, but there was nothing there. However, there was blood on the street. He didn’t know what happened.

c. My father returned home, but that situation ____________

4. Describe briefly each of the situations below.

The last time I felt like a million dollars was when ______

The last time I was down in the dumps was when ______

The last time a situation gave me the creeps was when ______
<table>
<thead>
<tr>
<th>A - D</th>
<th>M - P</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>E - H</th>
<th>Q - T</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>I - L</th>
<th>U - Z</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Unit 1
* Families of the World
  http://www.familiesoftheworld.com/
* Social Skills
  http://www.skillsyouneed.com/ips/social-skills.html

Unit 2
* World Culture Encyclopedia
  http://www.everyculture.com/
* Christmas Around the World
  http://www.whychristmas.com/cultures/

Unit 3
* How Fast is Usain Bolt?
* Outstanding Young Persons of the World

Unit 4
* What You Should Eat To Be Healthy
  http://ecowatch.com/2015/12/30/pollan-in-defense-of-food/
* Jamie Oliver - Teach Every Child About Food
  https://www.youtube.com/watch?v=VHAqsmOc2Bg
* What to Eat
  https://www.youtube.com/watch?v=PiI2DBB8Z
* Story of Stuff
  http://storyofstuff.org/movies/story-of-stuff/

Unit 5
* Inspirational People
  http://www.biographyonline.net/people/inspirational.html
* 5 Motivational and Inspiring Short Stories
  http://www.livin3.com/5-motivational-and-inspiring-short-stories

Unit 6
* Are You Taking Too Many Pictures?
* Photographs and Memories
* Tell a Tale
  https://www.tell-a-tale.com/storytelling-can-benefit-teenagers/
**Unit 1**

**Grammar Chart**

### SIMPLE PRESENT TENSE WITH THE VERB TO BE
Use the verb to be to give personal information about age, occupation, personality and origin.

<table>
<thead>
<tr>
<th>Affirmative</th>
<th>Negative</th>
<th>Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>I am</td>
<td>I am not</td>
<td>Am I a chef?</td>
</tr>
<tr>
<td>He is</td>
<td>He is not</td>
<td>Is he an early bird?</td>
</tr>
<tr>
<td>She is 13 years old</td>
<td>She is not 13 years old</td>
<td>How old is she?</td>
</tr>
<tr>
<td>It from Europe</td>
<td>It from Europe</td>
<td>Where is it from?</td>
</tr>
<tr>
<td>We are students</td>
<td>We are teachers</td>
<td>Are we teachers?</td>
</tr>
<tr>
<td>You are from China</td>
<td>You are not from China</td>
<td>Where are you from?</td>
</tr>
<tr>
<td>They are noisy</td>
<td>They are quiet</td>
<td>What are they like?</td>
</tr>
</tbody>
</table>

### SIMPLE PRESENT TENSE WITH OTHER VERBS
Use the simple present tense to talk about routines.

<table>
<thead>
<tr>
<th>Affirmative</th>
<th>Negative</th>
<th>Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>I play video games</td>
<td>I do not play video games</td>
<td>Do I play video games?</td>
</tr>
<tr>
<td>He plays video games</td>
<td>He does not play video games</td>
<td>Does he play basketball?</td>
</tr>
<tr>
<td>She plays video games</td>
<td>She does not play video games</td>
<td>What does she do on Mondays?</td>
</tr>
<tr>
<td>It plays video games</td>
<td>It does not play video games</td>
<td>Does it rain a lot here?</td>
</tr>
<tr>
<td>We play video games</td>
<td>We do not play video games</td>
<td>What time do we play video games?</td>
</tr>
<tr>
<td>You play video games</td>
<td>You do not play video games</td>
<td>What do you do in the mornings?</td>
</tr>
<tr>
<td>They play video games</td>
<td>They do not play video games</td>
<td>Where do they study?</td>
</tr>
</tbody>
</table>

### PREFER - LOVE - LIKE
Use prefer / love / like to talk about preferences, likes and dislikes.

<table>
<thead>
<tr>
<th>Affirmative Sentences</th>
<th>Negative Sentences</th>
</tr>
</thead>
<tbody>
<tr>
<td>I prefer love like to play sports</td>
<td>I do not prefer love like to play sports</td>
</tr>
<tr>
<td>You prefer love like to play sports</td>
<td>You do not prefer love like to play sports</td>
</tr>
<tr>
<td>We prefer love like to play sports</td>
<td>We do not prefer love like to play sports</td>
</tr>
<tr>
<td>They prefer love like to play sports</td>
<td>They do not prefer love like to play sports</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Yes/No Questions</th>
<th>Information Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Do</td>
<td>What</td>
</tr>
<tr>
<td>I you we they prefer love like to play sports</td>
<td>I you we they prefer love like to do?</td>
</tr>
<tr>
<td>Does he she it prefer love like to hang out with friends</td>
<td>Does he she it prefer love like to do?</td>
</tr>
</tbody>
</table>
Unit 2
Grammar Chart

ADVERBS OF FREQUENCY
Use adverbs of frequency to indicate the frequency of actions.

<table>
<thead>
<tr>
<th>Adverbs of Frequency</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Every day</td>
<td>100%</td>
</tr>
<tr>
<td>Every week</td>
<td>80%</td>
</tr>
<tr>
<td>Every morning</td>
<td>60%</td>
</tr>
<tr>
<td>Every month</td>
<td>40%</td>
</tr>
<tr>
<td>Every year</td>
<td>20%</td>
</tr>
<tr>
<td>Once</td>
<td>5%</td>
</tr>
<tr>
<td>Twice</td>
<td>0%</td>
</tr>
<tr>
<td>Three times</td>
<td>0%</td>
</tr>
<tr>
<td>Four times</td>
<td>0%</td>
</tr>
</tbody>
</table>

Expressions of Frequency

Every day
Every week
Every morning
Every month
Every year
Once
Twice
Three times
Four times

a. Adverbs of frequency usually...
*come before the main verb.
- Peter sometimes eats hamburgers.
- They usually greet with a kiss.
*come after the verb to be.
- He is always happy.
- We are often noisy.

b. Never has a negative meaning.
Don't use the auxiliary verb in negative form when using never.
- They never wear skirts. (Correct)
- She never eats fast food. (Correct)
- He doesn't never greet. (Incorrect)

c. Use How often to ask questions about the frequency.
- How often do you greet your neighbors?

PRESENT PROGRESSIVE TENSE
Use the present progressive tense to talk about actions happening at the moment of speaking.

<table>
<thead>
<tr>
<th>Affirmative</th>
<th>Negative</th>
<th>Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>I am singing a song.</td>
<td>I am not singing a song.</td>
<td>Am I singing a song?</td>
</tr>
<tr>
<td>He/She/It is wearing a hat.</td>
<td>He/She/It is not wearing a hat.</td>
<td>Is he/she/it wearing a hat?</td>
</tr>
<tr>
<td>We/You/They are celebrating Christmas.</td>
<td>We/You/They are not celebrating Christmas.</td>
<td>Are we/you/they celebrating Christmas?</td>
</tr>
</tbody>
</table>

THE SIMPLE PRESENT TENSE VS. THE PRESENT PROGRESSIVE TENSE
Use the simple present tense to describe habits or daily routines.
Use the present progressive tense to describe actions happening at the moment of speaking or to describe a scene.

- He studies at school every day. (Routine)
- They always celebrate their anniversary in June. (Habit)
- At the moment I am studying English.
- People are decorating the streets these days.

Time expressions:
- Adverbs of frequency: always, usually,...
- Expressions of frequency: every year, once a day,...

Time expressions:
Now, right now, these days, today, at the moment,...
### Unit 3

**Grammar Chart**

#### COMPARATIVES AND SUPERLATIVES

**COMPARATIVES**
Use it to compare two people or things.

<table>
<thead>
<tr>
<th>Sentences</th>
<th>Subject</th>
<th>To be</th>
<th>Comparative</th>
<th>Than</th>
<th>Complement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Juan is taller than Marco.</td>
<td>Juan</td>
<td>is</td>
<td>taller</td>
<td>than</td>
<td>Marco.</td>
</tr>
<tr>
<td>Justin is more talented than Rob.</td>
<td>Justin</td>
<td>is</td>
<td>more talented</td>
<td>than</td>
<td>Rob.</td>
</tr>
</tbody>
</table>

**Questions**
- Who is taller, Juan or Marco?
- Who is more talented, Justin or Rob?

<table>
<thead>
<tr>
<th>Comparative Formation</th>
<th>one syllable adjectives</th>
<th>two syllables + y</th>
<th>two or more syllables</th>
<th>irregular adjectives</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>short</td>
<td>big</td>
<td>happy</td>
<td>talented</td>
</tr>
<tr>
<td></td>
<td>shorter than</td>
<td>bigger than</td>
<td>happier than</td>
<td>more talented than</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>good</td>
<td>better than</td>
<td>bad</td>
<td>worse than</td>
</tr>
</tbody>
</table>

#### SUPERLATIVES
Use it to compare three or more people or things.

<table>
<thead>
<tr>
<th>Sentences</th>
<th>Subject</th>
<th>To be</th>
<th>The</th>
<th>Superlative</th>
<th>Complement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Juan is the tallest in the classroom.</td>
<td>Juan</td>
<td>is</td>
<td>the</td>
<td>tallest</td>
<td>in the classroom.</td>
</tr>
<tr>
<td>Justin is the most talented artist.</td>
<td>Justin</td>
<td>is</td>
<td>the</td>
<td>most talented</td>
<td>artist.</td>
</tr>
</tbody>
</table>

**Questions**
- Who is the tallest person in the classroom?
- Who is the most talented player in your class?

<table>
<thead>
<tr>
<th>Superlative Formation</th>
<th>one syllable adjectives</th>
<th>two syllables + y</th>
<th>two or more syllables</th>
<th>irregular adjectives</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>tall</td>
<td>hot</td>
<td>popular</td>
<td>good</td>
</tr>
<tr>
<td></td>
<td>the tallest</td>
<td>the hottest</td>
<td>the most popular</td>
<td>the best</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>bad</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>the worst</td>
</tr>
</tbody>
</table>

#### MODAL VERB CAN
Use can to express ability.

<table>
<thead>
<tr>
<th>Affirmative</th>
<th>Negative</th>
</tr>
</thead>
<tbody>
<tr>
<td>I can speak Chinese.</td>
<td>I cannot speak Chinese.</td>
</tr>
<tr>
<td>You can speak Chinese.</td>
<td>You cannot speak Chinese.</td>
</tr>
<tr>
<td>He can speak Chinese.</td>
<td>He cannot speak Chinese.</td>
</tr>
<tr>
<td>She can speak Chinese.</td>
<td>She cannot speak Chinese.</td>
</tr>
<tr>
<td>It can speak Chinese.</td>
<td>It cannot speak Chinese.</td>
</tr>
<tr>
<td>We can speak Chinese.</td>
<td>We cannot speak Chinese.</td>
</tr>
<tr>
<td>You can speak Chinese.</td>
<td>You cannot speak Chinese.</td>
</tr>
<tr>
<td>They can speak Chinese.</td>
<td>They cannot speak Chinese.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Yes / No Questions</th>
<th>Short Answers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes, I can.</td>
<td>No, I can’t.</td>
</tr>
<tr>
<td>Yes, you can.</td>
<td>No, you can’t.</td>
</tr>
<tr>
<td>Yes, he can.</td>
<td>No, he can’t.</td>
</tr>
<tr>
<td>Yes, she can.</td>
<td>No, she can’t.</td>
</tr>
<tr>
<td>Yes, it can.</td>
<td>No, it can’t.</td>
</tr>
<tr>
<td>Yes, we can.</td>
<td>No, we can’t.</td>
</tr>
<tr>
<td>Yes, you can.</td>
<td>No, you can’t.</td>
</tr>
<tr>
<td>Yes, they can.</td>
<td>No, they can’t.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Comparative Formation</th>
<th>one syllable adjectives</th>
<th>two syllables + y</th>
<th>two or more syllables</th>
<th>irregular adjectives</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>short</td>
<td>big</td>
<td>happy</td>
<td>talented</td>
</tr>
<tr>
<td></td>
<td>shorter than</td>
<td>bigger than</td>
<td>happier than</td>
<td>more talented than</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>good</td>
<td>better than</td>
<td>bad</td>
<td>worse than</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Superlative Formation</th>
<th>one syllable adjectives</th>
<th>two syllables + y</th>
<th>two or more syllables</th>
<th>irregular adjectives</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>tall</td>
<td>hot</td>
<td>popular</td>
<td>good</td>
</tr>
<tr>
<td></td>
<td>the tallest</td>
<td>the hottest</td>
<td>the most popular</td>
<td>the best</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>bad</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>the worst</td>
</tr>
</tbody>
</table>
# Grammar Chart

## Countable and Uncountable Nouns

### Countable Nouns
Things we can count. They have singular and plural forms.

- Use *a* / *an* before singular nouns.
- There is *an* apple on the table.
- It is *a* potato.
- Use **How many**...? to ask questions with countable nouns.
- **How many** bananas are there in the kitchen?

### Uncountable Nouns
Things that we cannot count. They don't have any plural forms.

- Use **How much**...? to ask questions with uncountable nouns.
- **How much** rice do you need?

### Measurement Words
Use measurement words to indicate the quantity of uncountable nouns (they have plural forms).

<table>
<thead>
<tr>
<th>a / two / three</th>
<th>pinch(es)</th>
<th>of</th>
<th>salt</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>loaf(ves)</td>
<td>of</td>
<td>bread</td>
</tr>
<tr>
<td></td>
<td>slice(s)</td>
<td>of</td>
<td>cheese</td>
</tr>
<tr>
<td></td>
<td>serving(s)</td>
<td>of</td>
<td>fruit</td>
</tr>
<tr>
<td></td>
<td>tablespoon(s)</td>
<td>of</td>
<td>sugar</td>
</tr>
<tr>
<td>a / two / three</td>
<td>box(es)</td>
<td>of</td>
<td>milk</td>
</tr>
<tr>
<td></td>
<td>carton(s)</td>
<td>of</td>
<td>juice</td>
</tr>
<tr>
<td></td>
<td>cup(s)</td>
<td>of</td>
<td>coffee</td>
</tr>
<tr>
<td></td>
<td>glass(es)</td>
<td>of</td>
<td>water</td>
</tr>
<tr>
<td></td>
<td>jar(s)</td>
<td>of</td>
<td>lemonade</td>
</tr>
</tbody>
</table>

### Containers
Use containers to indicate the quantity of liquids (they have plural forms).

- rice
- bread
- milk
- yogurt
- butter
- chicken
- fish
- pasta
- oatmeal
- oil

## SOME - ANY
Use *some* and *any* to talk about undetermined quantities.

### Affirmative Sentences

<table>
<thead>
<tr>
<th>Countable Nouns</th>
<th>Uncountable Nouns</th>
</tr>
</thead>
<tbody>
<tr>
<td>- We have <em>some</em> tomatoes.</td>
<td>- We need <em>some</em> meet.</td>
</tr>
<tr>
<td>- There are <em>some</em> apples in the fridge.</td>
<td>- There is <em>some</em> water in the fridge.</td>
</tr>
</tbody>
</table>

### Negative Sentences

<table>
<thead>
<tr>
<th>Countable Nouns</th>
<th>Uncountable Nouns</th>
</tr>
</thead>
<tbody>
<tr>
<td>- We don’t have <em>any</em> tomatoes.</td>
<td>- We don’t need <em>any</em> cheese now.</td>
</tr>
<tr>
<td>- There aren’t <em>any</em> carrots in the store.</td>
<td>- There isn’t <em>any</em> water in the fridge.</td>
</tr>
</tbody>
</table>

### Questions

<table>
<thead>
<tr>
<th>Countable Nouns</th>
<th>Uncountable Nouns</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Do we have <em>any</em> tomatoes?</td>
<td>- Do we need <em>any</em> yogurt?</td>
</tr>
<tr>
<td>- Are there <em>any</em> pears?</td>
<td>- Is there <em>any</em> water?</td>
</tr>
</tbody>
</table>

## Imperatives
Use imperatives to give instructions. Use negative imperatives to give warnings or express prohibition.

<table>
<thead>
<tr>
<th>Countable Nouns</th>
<th>Uncountable Nouns</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Put</strong> some yogurt into a bowl.</td>
<td><strong>Don’t cut</strong> yourself.</td>
</tr>
<tr>
<td><strong>Cut</strong> the bread into slices.</td>
<td><strong>Don’t eat</strong> fast food.</td>
</tr>
</tbody>
</table>

---

*VP2 tablas gramaticales.indd 173*

3/11/16 10:46 AM
### Unit 5

**Grammar Chart**

**SIMPLE PAST TENSE WITH THE VERB TO BE**

Use it to talk about origin, age, identity, location and personality in the past.

<table>
<thead>
<tr>
<th>Affirmative</th>
<th>Negative</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Subject</strong></td>
<td><strong>To be</strong></td>
</tr>
<tr>
<td>I</td>
<td>was</td>
</tr>
<tr>
<td>He</td>
<td>was</td>
</tr>
<tr>
<td>She</td>
<td>was</td>
</tr>
<tr>
<td>It</td>
<td>were</td>
</tr>
<tr>
<td>We</td>
<td>were</td>
</tr>
<tr>
<td>You</td>
<td></td>
</tr>
<tr>
<td>They</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Yes / No Questions</th>
<th>Short Answers</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>To be</strong></td>
<td><strong>Subject</strong></td>
</tr>
<tr>
<td>Was</td>
<td>I</td>
</tr>
<tr>
<td>Was</td>
<td>he</td>
</tr>
<tr>
<td>Were</td>
<td>we you they</td>
</tr>
</tbody>
</table>

**Position of adjectives**

- Use adjectives after the verb to be.
  - Albert Einstein was intelligent.
  - Frida Kahlo and Diego Rivera were successful.
- Use adjectives before nouns.
  - Albert Einstein was an intelligent physicist.
  - Frida Kahlo and Diego Rivera were successful painters.

**Wh-questions**

<table>
<thead>
<tr>
<th>Wh- word</th>
<th><strong>To be</strong></th>
<th><strong>Subject</strong></th>
<th><strong>Complement</strong></th>
<th><strong>Answers</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Who</td>
<td>was</td>
<td>Christopher Columbus?</td>
<td>He was a navigator and explorer.</td>
<td></td>
</tr>
<tr>
<td>Who</td>
<td>were</td>
<td>the Aztecs?</td>
<td>They were an ethnic group.</td>
<td></td>
</tr>
<tr>
<td>Where</td>
<td>was</td>
<td>Frida Khalo</td>
<td>born?</td>
<td>She was born in Mexico.</td>
</tr>
<tr>
<td>When</td>
<td>was</td>
<td>Albert Einstein</td>
<td>born?</td>
<td>He was born in 1879.</td>
</tr>
<tr>
<td>How old</td>
<td>were</td>
<td>you</td>
<td>in 2009?</td>
<td>I was 11 years old.</td>
</tr>
<tr>
<td>What</td>
<td>was</td>
<td>Mother Theresa</td>
<td>like?</td>
<td>She was compassionate and hardworking.</td>
</tr>
</tbody>
</table>
# Unit 6

## Grammar Chart

### SIMPLE PAST TENSE

Use it to talk about actions and situations in the past.

<table>
<thead>
<tr>
<th>Subject</th>
<th>Verb in past form</th>
<th>Complement</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Affirmative</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I</td>
<td>traveled</td>
<td>to Paris last year.</td>
</tr>
<tr>
<td>You/He/She/It</td>
<td>ate</td>
<td>Japanese food last night.</td>
</tr>
<tr>
<td>We/You</td>
<td></td>
<td></td>
</tr>
<tr>
<td>They</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Subject</th>
<th>Auxiliary verb</th>
<th>Verb in base form</th>
<th>Complement</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Negative</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I</td>
<td>didn’t</td>
<td>travel</td>
<td>to New York two weeks ago.</td>
</tr>
<tr>
<td>You/He/She/It</td>
<td>eat</td>
<td>French food yesterday.</td>
<td></td>
</tr>
<tr>
<td>We/You</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>They</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Yes/No Questions

<table>
<thead>
<tr>
<th>Auxiliary verb</th>
<th>Subject</th>
<th>Verb in base form</th>
<th>Complement</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Did</strong></td>
<td>I</td>
<td>travel</td>
<td>last year?</td>
</tr>
<tr>
<td></td>
<td>you</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>he</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>she</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>it</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>we</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>you</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>they</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Did</strong></td>
<td>I</td>
<td>eat</td>
<td>last night?</td>
</tr>
<tr>
<td></td>
<td>you</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>he</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>she</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>it</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>we</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>you</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>they</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Wh-questions

<table>
<thead>
<tr>
<th>Wh-word</th>
<th>Auxiliary verb</th>
<th>Subject</th>
<th>Verb in base form</th>
<th>Complement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Where</td>
<td>did</td>
<td>I</td>
<td>travel</td>
<td>with your friends?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>you</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>he</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>she</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>it</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>we</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>you</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>they</td>
<td></td>
<td></td>
</tr>
<tr>
<td>When</td>
<td>did</td>
<td>I</td>
<td>eat</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>you</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>he</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>she</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>it</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>we</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>you</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>they</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Spelling rules for regular verbs

- **Add **d:** Double the last consonant of verbs ending in a single consonant sound. Examples: asked, celebrated.
- **Change y and add **ied:** Change the y to i and add -ied for verbs ending in y. Examples: try – tried, cry – cried, study – studied.

### Time expressions

- **Yesterday**
- Two years
two weeks ago.
- Last year
last month
last week
last night.

### When I was 6...

<table>
<thead>
<tr>
<th>Object pronouns</th>
<th>Personal pronouns</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td><strong>Me</strong></td>
</tr>
<tr>
<td>You</td>
<td><strong>You</strong></td>
</tr>
<tr>
<td>He</td>
<td><strong>Him</strong></td>
</tr>
<tr>
<td>She</td>
<td><strong>Her</strong></td>
</tr>
<tr>
<td>It</td>
<td><strong>It</strong></td>
</tr>
<tr>
<td>We</td>
<td><strong>Us</strong></td>
</tr>
<tr>
<td>You</td>
<td><strong>You</strong></td>
</tr>
<tr>
<td>They</td>
<td><strong>Them</strong></td>
</tr>
</tbody>
</table>
Most texts included in these books are the result of the authors' creativity and academic background. In specific cases, the texts were based on the following online sources:

**STUDENT’S BOOK**

**Unit 1**

**Unit 2**

**Unit 3**
  Daniel Tammet: Retrieved from: http://www.danieltammet.net/about.php

**Unit 4**

**Unit 5**


**WORKBOOK**

**Unit 1**

**Unit 2**

**Unit 3**
  Yevgeniya Kanayeva. Retrieved from: http://es.wikipedia.org/wiki/Yevg%C3%BCniya_Kan%C3%A9yaev

**Unit 4**

**Unit 5**