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
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| • Personality Types and Attitudes  
• Inspirational People  
• Facebook | You will learn how to  
• talk about goals, obstacles, important decisions and achievements.  
• describe inspirational people’s lifestyles.  
• talk about a person’s experiences. | • Verb patterns in present, future and past  
• Verbs related to starting, continuing and finishing  
• Time Expressions |
| **Vocabulary:** using suffixes to create adjectives and nouns  
**Grammar:** identifying principal verbs in verb patterns  
**Reading:** previewing a text  
**Writing:** signposting the chronological sequence of events  
**Listening:**  
• getting familiar with the topic and the kind of activity  
• listening for specific information  
**Speaking:** using “I mean” to clarify ideas | You will learn how to  
• ask and answer questions about experiences.  
• talk about the length of experiences.  
• recommend cultural activities like reading and going to museums. | • Present Perfect tense in affirmative, negative and interrogative forms  
• Since / For  
• Yes / no-questions and wh-questions in the Present Perfect tense |
| **Vocabulary:** grouping verbs  
**Grammar:** using wh-questions to get details and yes/no-questions to approach a topic  
**Reading:**  
• focusing on familiar words  
• understanding key ideas  
**Writing:** connecting similar and contrasting ideas  
**Listening:** paying attention to key words to identify relevant details  
**Speaking:** explaining and giving more information with “that is” | You will learn how to  
• narrate stories and events in the past.  
• convey attitudes related to the events of a story.  
• talk about imaginary situations.  
• react to a story in different ways. | **Vocabulary:**  
• using adverbs to convey attitude  
• associating vocabulary with pictures  
**Reading:** reading literary texts: skimming, predicting and analyzing story elements  
**Writing:** summarizing a story  
**Listening:** identifying important elements of a story  
**Speaking:** reacting to a story |

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

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

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

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

### Grammar
- Tag Questions
- Indirect Questions
- Placing Emphasis with *much* and *very*
- Passive Voice
- Yes / no-questions and wh-questions in the Passive Voice
- Past and Past Participle forms of verbs
- Wishes
- Phrasal Verbs

### Vocabulary: classifying words
**Reading:**
- reading a map
- identifying informed opinions

**Writing:**
- using facts and reasons to support opinions

**Listening:**
- listening for repetition
- using visuals

**Speaking:**
- asking for directions politely
- addressing people politely

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

### Skills and Strategies
**Vocabulary:**
- underlining

**Reading:**
- drawing conclusions

**Writing:**
- generating ideas
- writing an information report or news

**Listening:**
- understanding numbers

**Speaking:**
- reacting to news
- introducing a piece of news

**Vocabulary:**
- understanding prepositions

**Grammar:**
- visualizing phrasal verbs

**Reading:**
- drawing conclusions

**Writing:**
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### Skills and Strategies
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### Project
- A Brochure
- A News Broadcast
- A Web Survey
1. Complete and classify the questions. Then spin a pencil and play.

a. What **is** your family like?

b. What kind of inventions **do you like**?

c. Who **admire you** admire? Why?

d. What **like your city**?

e. What qualities should a friend **have**?

f. What **have you and your best friends in common**?

g. How many cousin **you have**?

h. What **is your favorite invention? Why?**

i. What **are your plans for the future?**

j. What **is your favorite place to live?**

k. Who **has been an important person in your life?**

l. What kind of **friends do you have?**

m. What **is your most memorable vacation?**

n. What kind of places **do you like to visit?**

o. What hobbies **do you have?**

p. **Do you and your family get along well?**

q. What career **do you like to study?**

r. Where **will you study that career?**

s. What **do you do in your leisure time?**

t. **Have you ever won a medal?**
2. Read the story. Then complete it by using the words below. Unscramble them.

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

a. peedahnp
b. vgea
c. poened
d. was
e. dah
f. dolt
g. gutothh
h. helguda
i. foederf
j. ceedidd
k. ecma
l. netw
m. dais
n. elft
o. raeh
p. mebremre
3. Choose your answer. Then listen and check.

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

Geography

Which planet is closer to the sun?
- a. Jupiter
- b. Neptune
- c. Venus

Which country is the largest?
- a. Canada
- b. Russia
- c. Brazil

Which ocean is the deepest?
- a. The Atlantic
- b. The Artic
- c. The Pacific

Which is the highest mountain?
- a. Everest
- b. Aconcagua
- c. The Snowy Mountains

Who invented the printing press?
- a. Thomas Edison
- b. Johannes Gutenberg
- c. Louis Braille

Who invented the lighting system?
- a. Tim Berner Lee
- b. Graham Bell
- c. Thomas Edison

Who invented the motor car?
- a. Karl Benz
- b. Thomas Edison
- c. Graham Bell

Who invented the WWW?
- a. Joseph Marie Jacquard
- b. Tim Berner Lee
- c. Steve Jobs

4. Go around the class and interview your partners.

Find Someone Who...

<table>
<thead>
<tr>
<th>Name</th>
<th>Extra Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sarah</td>
<td>She learnt last year.</td>
</tr>
<tr>
<td></td>
<td>has learned to play the guitar.</td>
</tr>
<tr>
<td></td>
<td>went out of the city on his / her last vacation.</td>
</tr>
<tr>
<td></td>
<td>has practiced karate.</td>
</tr>
<tr>
<td></td>
<td>has learned French.</td>
</tr>
<tr>
<td></td>
<td>will study architecture in the future.</td>
</tr>
<tr>
<td></td>
<td>has visited an interesting city.</td>
</tr>
<tr>
<td></td>
<td>has a pet.</td>
</tr>
<tr>
<td></td>
<td>has met someone famous.</td>
</tr>
<tr>
<td></td>
<td>has been on TV.</td>
</tr>
<tr>
<td></td>
<td>is sociable and outgoing.</td>
</tr>
</tbody>
</table>
General Objective
You will be able to talk about lifestyles, personality types, preferences and interests.

Communication Goals
You will learn how to
• ask for and give personal information about goals, obstacles, important decisions and achievements.
• describe inspirational people’s lifestyles.
• talk about a person’s experiences.

CLIL
• Personality Types and Attitudes
• Inspirational People
• Facebook

Vocabulary
• Vocabulary related to teens’ lifestyles
• Verbs related to starting, continuing and finishing processes

Grammar
• Verb patterns, Time expressions, Adverbs of sequence

Idioms and Colloquial Expressions
• To be worlds apart
• To do it for kicks
• To facebook
• To have the knack
• For one thing
• Go for it

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

Discuss:
• What types of teenagers are there?
• Do any of these people represent you?
• Do you think any of these characters have any inspirational characteristics?
**Lesson 1**

### Teens of Today!

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

**Teens’lives.com**

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

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

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

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

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<table>
<thead>
<tr>
<th>a. brainy</th>
<th>b.</th>
<th>c. spiritual</th>
<th>d.</th>
<th>e.</th>
<th>f.</th>
<th>g.</th>
<th>h. adventurous</th>
</tr>
</thead>
</table>

2. Find more adjectives and identify the suffixes.

<table>
<thead>
<tr>
<th>a. adventur-ous</th>
<th>b. success-ful</th>
<th>c. styl-lish</th>
<th>d. spiritu-al</th>
</tr>
</thead>
</table>

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

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

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4. Read and practice. Replace the personality type.

**Vocabulary Strategy**

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

**Key Expressions**

*For one thing: the first of many examples*

What are **nature lovers** like?

Well, for one thing, they’re **eco-friendly and spiritual**.
5. What type of future occupation suits you best according to your personality?
Take this test. Then complete the grammar chart below.

Take this test and discover what occupation suits you best.

a. When you have free time, do you enjoy...
   1. being indoors, searching the web?
   2. going out, maybe camping or trekking?
   3. looking at fashion and music magazines?
   4. recycling paper and participating in social activities?

b. When you have money to spend, do you like...
   1. to buy new cell or computer gadgets?
   2. to meet new people or learn new things?
   3. to go shopping for clothes or go to the beauty salon?
   4. to buy food to feed stray dogs?

c. You like having friends that are...
   1. online when you need them.
   2. risk takers and adventurous.
   3. stylish and have a good sense of color and design.
   4. eco-friendly and care about the environment.

d. When you think about the future, are you interested in...
   1. getting to know about tech-advancements?
   2. traveling the world?
   3. being the creator of new trends?
   4. being an environmental activist?

6. Complete. Then listen and check.

Results
4+ You're a nature lover. You'll probably be interested in working as a marine biologist or an ecologist.
3+ You're a technology lover. You'll enjoy working as a media communicator or a fashion designer.
2+ You're a communication lover. You'll probably love to be a manager or a political leader.
1+ You're a technology lover. You'll be successful as a computer programmer or a web specialist.

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

• Write some sentences about a person you admire.
• Get in groups and talk about your persons to discover things in common.

E.g. Our fathers love to watch sports on TV.
Great People Inspiring Teens!

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

**Anne:** That was an excellent match!
**Bill:** Thanks, our team needed to win.
**Anne:** Congratulations! Keep working hard and you’ll probably be the best. By the way, do you plan to become a pro soccer player when you finish studying?
**Bill:** Yes, I want to play for the best teams in the world. You know, just like Messi. And what would you like to be?
**Anne:** Well, I want to take drama classes next semester.

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

**Bill:** Drama? But you just began taking martial arts!
**Anne:** Yeah, I know. But just like Noah Ringer, the actor in Avatar, I’m into acting. Maybe I’ll be a great taekwondo actress!
**Bill:** Taekwondo actress? I won’t miss any of your movies.
**Anne:** I’ve decided to take up taekwondo and continue doing drama.
**Bill:** Well, then go for it!

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

Noah Ringer is the actor who plays the leading role of Aang in the movie The Last Airbender. He began practicing (a. practice) taekwondo when he was 10. At the age of 12, he obtained his black belt. Noah kept (b. train) and (c. learn). The following year he won the Texas State Taekwondo Championship. He became an actor because of his great resemblance to the character of the television series Avatar, and, of course, for his excellent taekwondo skills. For the future he would like (d. teach) taekwondo to other kids and teens, but for sure he’s going (e. continue) acting (f. act) in many more movies. Good luck, Noah!
3. Answer the questions and compare with a partner. Then complete the grammar chart below.

Lionel Messi Trivia

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

1. What’s Messi’s full name?
   a. Leonardo Messi
   b. Lionel Andres Messi
   c. Lionel Nicolas Messi

2. Where was he born?
   a. Buenos Aires
   b. Mendoza
   c. Rosario

3. How old was Messi when he began to play professionally?
   a. 12
   b. 17
   c. 16

4. What is Messi’s position?
   a. defender
   b. forward
   c. midfielder

Reflect on Grammar

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

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

Listening Strategy

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

Listen for specific information that answers wh-questions.

Pronunciation

Some sounds are shortened with reductions:
I’m going to / gona / be a pro-soccer player.

Some other sounds are shortened with contractions:
I’ll / ail / be a taekwondo actress.
I’d / aid / like to become a scientist.

Listening Strategy

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

E.g. Who inspired Justin Bieber to…?
1. Read the text quickly to answer the following questions.

What type of text is this?
- a blog
- a wiki
- an article in a magazine

What’s the topic of the text?
- The Facebook community
- Social networks
- The creator of Facebook

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

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

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

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

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

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

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

Behind Facebook’s tech essence there is a social phenomenon that has revolutionized people’s lives. Mark sees his company as the platform to empower people to share openly and communicate online in rich and varied ways.
4. Read again more carefully and answer the questions.

a. What did Mark do at an early age?

He created Synapse Media Player.

d. What happened in the year 2007?

E. What will happen to Facebook in the future?

b. What happened in the year 2004?

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

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

This means that in the years to come the way people search for information, connect and share online will be different.

Quickly, it worked so well that Mark decided to drop out of the university to dedicate himself completely to the development of his company.

Recently, in 2010 the famous Time magazine chose Mark as Person of the Year.

More recently Mark had to face hard critics on privacy issues and the policies of his company.

6. Read and choose the correct expression.

In a short time / Soon / Currently the social network I use is Facebook.

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

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

Project Stage 3

- Organize chronologically the information about the person you chose.
- Create a visual presentation for this information.

E.g. At an early age, Justin Bieber began to play the piano. In the year...
Lesson 4
I Have the Knack!

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

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**Speaking Strategy**
Use "I mean" to clarify your ideas.

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**Conversation 1**
Bonny: Look at this picture I took!
Alan: It's great! I mean, ____________ (a). Why don’t you ____________ (b) it?
Bonny: No, it’s not really good.
Alan: Come on! It’s great. Just ____________ (c). Everybody is going to enjoy it.
Bonny: All right!

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**Conversation 2**
Ted: Let’s invite the new guy to be part of our team. He’s a real ____________ (d).
Lynn: What do you mean?
Ted: I mean he’s enthusiastic and very energetic.
Lynn: Yeah, but we don’t have anything in common. We’re ____________ (e).
Ted: Come on, give him a chance.

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2. Match these idioms with their meanings.

<table>
<thead>
<tr>
<th>Idiom</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. to be worlds apart</td>
<td>1. to do something for excitement or fun</td>
</tr>
<tr>
<td>b. to facebook</td>
<td>2. to have a talent to do things easily</td>
</tr>
<tr>
<td>c. to do something for kicks</td>
<td>3. to be an energetic and enthusiastic person</td>
</tr>
<tr>
<td>d. to be a live wire</td>
<td>4. to post something on Facebook</td>
</tr>
<tr>
<td>e. to have the knack</td>
<td>5. to have different ideas, tastes and interests</td>
</tr>
</tbody>
</table>

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3. Complete with information about you.

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

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4. Share with a partner.

**Speaking Strategy**
Integrate idiomatic expressions into your daily communication.

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**Reflect on Values**

- I have role models that nourish my life.
- I choose the people I admire.
- I respect my friends the way they are.

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**Gap Activity**

- Student A goes to page 87.
- Student B goes to page 89.
1. Discuss your experience.
   a. What do you find inspiring in your classmates?
      - their looks
      - their personalities
      - their talents
      - their clothes
      - their achievements
      - other: ___________________________
   b. According to your experience, identify and rank (5 - most; 1 - least) how important these personality types are when working in groups.
      - the leader
      - the brainy one
      - the joker
      - the eco-friendly person
      - the rebel
      - other: ___________________________
   c. Check what you learned (L) or need to learn (NL).
      - to accept my partners just as they are
      - to look for creative ways to solve problems
      - to share ideas
      - to help my partners
      - to take the initiative
      - Always  Sometimes  Never
   d. Evaluate your process.
      - I contributed interesting and relevant information.
      - I had a positive attitude about the activity.

2. Read and answer.

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

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

Useful Expressions
   - To Introduce the group: Good morning, this is my group ... I’m ... and this is...
   - To introduce the topic: We’re going to talk about...
   - To list one of the many qualities of the person: We admire this person because for one thing,...
   - To give reasons: He’s our VIP (very inspiring person) because...
1. One day, Gina discovered her passion was music! She loves listening to music and going to concerts.

2. In class Gina daydreams too much.

3. That day, Gina is not satisfied with her image. It took time. I need to look trendy!

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

5. Gina’s dream is over...

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

7. Gina starts to practice and practice...

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

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

1. Listen, read and check the correct boxes.

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

2. Choose the best option.
   a. Mike is really ________. He dances and sings beautifully.
      1. artistic
      2. brainy
      3. stylish

   b. At an early age, Natalie showed her energetic personality. She’s a real ________.
      1. eco-friendly teen
      2. stylish girl
      3. live wire

   c. Go-getters tend to be _________. They love to compete and win.
      1. competition
      2. competing
      3. competitive

   d. ________ teens are very committed to animal and conservation causes. They always help animals in need.
      1. Trend-setters
      2. Eco-friendly
      3. Brainy

3. Complete this paragraph with the correct verb combination.

   What’s my brother like? Well, for one thing, he’s extravagant and the typical rebel. Rebels ________ (a. be) freedom lovers. He likes ________ (b. look) different. He’s very smart, though. He’s interested in ________ (c. know) all the different views, but he enjoys ________ (d. create) controversy. Recently he decided ________ (e. be) more relaxed and friendly. He plans ________ (f. study) ecology at the university. My parents think he’ll ________ (g. become) a great professional.

4. Complete the questions with the correct auxiliary verb. Then, match with the questions.
   a. What ________ do you enjoy doing? 1. I was 8 years old.
   b. How old ________ you when you began to train taekwondo? 2. I enjoy surfing the web and chatting with friends online.
   d. What ________ you interested in learning? 4. Well, for one thing, I love animals.
   e. Why ________ you decide to become a vet? 5. I will keep studying drawing. It’s my thing.

Self-Evaluation

Now I can...
- talk about styles, personality types, preferences and interests.
- describe inspirational people’s lives.

<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>
Glossary

A – E

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

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

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

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

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

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

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

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

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

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

F – N

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

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

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

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

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

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

O – T

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

Colloquial Expressions

For one thing: the first of many possibilities.

Go for it: you can do it.

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

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

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

To facebook: to post something on Facebook.

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

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

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

resemblance: n. similarity.

risk: n. a potentially dangerous or difficult situation.

successful: adj. having achieved goals.

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

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

U – Z

wiki: n. a website with software that allows many web pages to be interlinked and gives people in general the possibility to edit the entries.
General Objective
You will be able to talk about your most significant learning experiences in the context of cultural literacy.

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

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

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

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

Idioms and Colloquial Expressions
- That is
- That’s awesome
- To be in the same boat
- To hit the books
- To be a page turner
- To take a rain check

Project
A Learning Campaign
You will work in groups to carry out a learning campaign promoting cultural literacy.

Discuss:
- Do you like going to museums, libraries or cultural centers? Why?
- How can these places contribute to a person’s education?
- Do you know of free exhibits in your town?
Lesson 1

What Have You Done Lately?

1. Look and complete. Use the Word Bank.

- She’s been abroad for two weeks.
- They’ve studied a foreign language for two months.
- They’ve participated in karate since February.
- They’ve attended members of a dance group for more than a year.
- We’ve been in a reading campaign since January.
- I’ve been a workshop at the museum since December.

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

<table>
<thead>
<tr>
<th>REGULAR VERBS</th>
<th>IRREGULAR VERBS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Present</td>
<td></td>
</tr>
<tr>
<td>travel</td>
<td>support</td>
</tr>
<tr>
<td>study</td>
<td></td>
</tr>
<tr>
<td>take</td>
<td>go</td>
</tr>
<tr>
<td>be</td>
<td></td>
</tr>
<tr>
<td>Past</td>
<td>Past</td>
</tr>
<tr>
<td>form</td>
<td>participle</td>
</tr>
<tr>
<td>traveled</td>
<td>taken</td>
</tr>
</tbody>
</table>

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

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

- **Conversation 1**: You have a member of this museum for 2 weeks.
- **Conversation 2**: She have/hasn’t studied English.
- **Conversation 3**: I have/haven’t been abroad.
- **Conversation 4**: a. completed actions (started in the past, finished in the past) 
  b. uncompleted actions (started in the past, continue at present)

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

- a. I have/haven’t taken up a sport or hobby.
- b. I have/haven’t been abroad.
- c. My mother has/hasn’t studied English.
5. Listen and fill in the blanks. Then complete the grammar chart.

**Conversations**

**Conversation 1**

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

**Conversation 2**

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

**Pronunciation**

**Contraction of have and has**

I’ve been abroad.
She’s been abroad.

**Reduction of have**

How long have you been here?

**Reflect on Grammar**

**Questions**

Have you taken karate? Yes, I (a) / No, I (b).

She visited the Louvre Museum? Yes, she (c) / No, she hasn’t.

**Grammar and Vocabulary**

6. Unscramble the sentences and complete with your information.

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

How long have you studied English? (a).

B: I have studied English for (b).

That is, since (c).

C: I’ve been in this dance group for (d).

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

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

**Speaking Strategy**

Use “that is” to explain or give more detailed information.

**Project Stage 1**

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

E.g. Some students have practiced martial arts.
Lesson 2

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

Discover how culturally literate you are!
How much knowledge have you acquired lately?
Name: Linda Diaz
Age: 14

| Yes | No | If yes, which one?
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Have you read a good book recently?</td>
<td></td>
<td>Sophie’s World</td>
</tr>
<tr>
<td>b. Have you tried any new dish or food?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>c. Have you tried a new sport or hobby?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>d. Have you seen a good movie?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>e. Have you met new people?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>f. Have you been to museums or exhibits?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>g. Have you participated in any special event?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

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

3. Take the test with a partner.

Take turns asking and answering the survey.
4. Match these comments with Linda’s answers in exercise 2. Then complete the grammar chart.

### Dare to be different!

<table>
<thead>
<tr>
<th>Comment</th>
<th>Date</th>
<th>Objective</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Webhelper</td>
<td>Monday 14th</td>
<td>Consider doing this activity more often. In a family reunion suggest going to museums and cultural events.</td>
</tr>
<tr>
<td>b. Friendly surfer</td>
<td>Tuesday 15th</td>
<td>Avoid eating the same things. Make your own shopping list and give new things a try. Practice cooking new recipes.</td>
</tr>
<tr>
<td>c. Charisma</td>
<td>Tuesday 15th</td>
<td>Dare to be different. Learn to listen to other kinds of music and dance expressions. Be sure to listen to diverse music.</td>
</tr>
<tr>
<td>d. ArtMaster 678</td>
<td>Wednesday 16th</td>
<td>You need to interact with more people. You can start meeting more people by joining hobby groups like theater troupes. Why not? Give it a try!</td>
</tr>
</tbody>
</table>

### Reflect on Grammar

**Giving Tips!**

- Be sure to listen to diverse music.
- Avoid the same things.

**Followed by gerunds**

<table>
<thead>
<tr>
<th>Word</th>
<th>Gerund</th>
</tr>
</thead>
<tbody>
<tr>
<td>consider</td>
<td>learning</td>
</tr>
<tr>
<td>need</td>
<td>listening</td>
</tr>
</tbody>
</table>

### Listening Strategy

Pay attention to key words to identify relevant details.

### Activity

<table>
<thead>
<tr>
<th>Workshop</th>
<th>Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>a. read fast</td>
</tr>
<tr>
<td>Conference</td>
<td></td>
</tr>
<tr>
<td>Course</td>
<td></td>
</tr>
</tbody>
</table>

### Project Stage 2

Choose one learning activity per group to promote in a campaign.

- Prepare a set of recommendations for students to get involved in the activity your group is promoting.

E.g. Campaign: Learn to enjoy reading books.
Lesson 3

Reading to Choose

1. Look at the texts below and label them.
   a. a book review
   b. a web-site review
   c. a workshop review
   d. a summer camp review
   e. a video game review

2. Read these reviews and answer the questions below.

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

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

   B. I want to share with you a great book that has taught me incredible things. The book is called Sophie’s World. Its author is Jostein Gaarder, who has written many books for children and young people. Sophie’s World is a young girl’s journey down through the history of philosophy. Through a series of mysteries and the help of a mentor, Albert Kong, Sophie discovers that philosophy is extremely important for people because we, as humans, need to question the nature of our existence. On her journey she discovers the great philosophers and theories that have shaped human thought. Who am I? Where do I come from? Where is God? If you ever wonder about the same questions, you will probably discover some interesting answers and also enjoy reading the adventures that happened to Sophie and her friends while learning to think more critically and with a different perspective. I highly recommend this book because it is full of mysteries and knowledge.

   Stop and think.
   What’s the book about?
   a. The history of Sophie
   b. Sophie’s journey while learning philosophy
   c. The history of philosophy

Reading Strategy

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

Stop and think.

What's the author's opinion of *Melody Summer Camp*?
- a. It's important to learn to sing and dance.
- b. Only young artists can enjoy this camp.
- c. It's a great experience for anyone who enjoys music and dance.

3. Complete the expressions to recommend items, services and events.
   a. I **definitely** recommend this book because of its original ending.
   b. I **like to** this movie to all jazz music fans.
   c. This website has an **interesting** collection of English exercises.
   d. It also **podcasts and videos to practice your English.**

4. Follow the models in the reading and organize these steps to write a review.
   - Give a conclusion restating why you recommend it.
   - Give your opinion to introduce the topic by making a small comment or asking a question.
   - Support your opinion by giving information about the service, product or item.

5. Choose the correct connector.
   - also • additionally • unlike
   - **also** and **additionally** to give extra similar information about an idea.
   - **unlike** to contrast two nouns.

6. Write a review of a product or service.
   - a. Think about a book, movie or learning experience you wish to recommend.
   - b. Think about the reasons to recommend it.
Lesson 4
In The Same Boat

1. Look and match the pictures with the idioms.

1. a real page turner
2. take a rain check
3. in the same boat
4. hit the books

2. Listen and match the idioms with their meaning.

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

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

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

Conversation 1
A: What are you doing this afternoon? How about going out to a movie?
B: Sorry, I have ___ to hit the books ___
    I have an exam tomorrow.
A: I promise we’ll get home early. Have you ever seen A Brilliant Mind? It has great reviews.
B: Sounds like a good movie but I’d rather ___

Conversation 2
A: Have you read The Chronicles of Narnia?
B: No, I haven’t. What’s it like?
A: It’s ___
   It’s a fascinating story!
B: Well, I’ve seen the movie but I haven’t read the book.
C: Me too! We’re ___
   OK! Some other time! No problem!

4. Complete. Then share with your partner.

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

I have hit the books...

Reflect on Values

<table>
<thead>
<tr>
<th>I use my free time adequately.</th>
<th>Always</th>
<th>Sometimes</th>
<th>Never</th>
</tr>
</thead>
<tbody>
<tr>
<td>I am learning to learn.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I am open to new things.</td>
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<td></td>
<td></td>
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</tbody>
</table>

Gap Activity

Student A goes to page 87
Student B goes to page 89
1. Discuss your experience.

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

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

Check what you think is true about your group work.

☐ There is a lot of creativity.
☐ There’s respect for all members’ ideas.
☐ Information to carry out the project is enough.
☐ We spent time appropriately.
☐ We collected information in a timely manner.
☐ Everybody collaborates.
☐ There is a lot of motivation.
☐ There’s not much creativity.
☐ There’s no respect for all members’ ideas.
☐ Information to carry out the project is not enough.
☐ We didn’t spend time appropriately.
☐ We didn’t collect information in a timely manner.
☐ Not everybody collaborates.
☐ There is not much motivation.

2. Read and answer.

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

Answer these questions:

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

Give your Presentation

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

Useful Expressions

- To introduce your campaign
  - We’re running a campaign for/against...
  - We have worked on a campaign...
  - have created a campaign...
  - have launched a campaign...

- To express the purpose of the campaign
  - The purpose of this campaign is...
  - to create awareness...
  - to change a habit...

- To engage students into the activity your group is promoting
  - We have learned... We have talked to...
  - Invite your parents to...
  - Consider doing... Start interacting with...
  - To show the possibilities for learning...

- To give tips
  - We want to share with you these tips...
1. Think about experiences you have had.
   - Get in pairs. Move around the board by tossing a coin. Move one or two spaces (Head = 1; Tails = 2).
   - Ask and answer questions to be the first one to get to Rome.

   **Game**
   **Time to Play**

   **Start**
   What you done lately?
   How have you English?

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

   **Correct this sentence.**
   I have studied English since five years.

   **Correct this sentence.**
   When was the last time you hit the books? Why?

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

   **Correct this sentence.**
   Recommend a good movie.

   **Correct this sentence.**
   Talk about it.

   **Correct this sentence.**
   Ask a question.

   **Correct this sentence.**
   Organize this sentence.

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

   **Correct this sentence.**
   a camp you going thought to summer ever Have of?

   **Correct this sentence.**
   Create 2 sentences for these time expressions.
   last night lately

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

   **Correct this sentence.**
   Mention three books you consider real page turners.

   **Correct this sentence.**
   Complete these sentences.
   I abroad two times.
   I Canada in 1990 and in 2003.

   **Correct this sentence.**
   Complete these sentences.
   I been abroad 2 years.
   She's in a reading campaign.

   **Correct this sentence.**
   Talk about it.

   **Correct this sentence.**
   Recommend a book you've read recently.
2. Complete with the Simple Past tense or the Present Perfect tense.

All my life I **love** to travel. When I **go** to New York in 2005, I **meet** wonderful people and I **learn** a lot of things. It was a great experience.

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

Self-Evaluation

Now I can...

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

abroad: adv. out of the country (syn. overseas). We’ve traveled abroad twice this year.
attend: v. to go to an event, to be present at. He has attended all the lectures at the conference.
campaign: n. an operation, carried out by means of propaganda, to obtain some political, social or commercial goal. Actions taken in order to achieve a particular goal. He’s organizing a campaign.

knowledge: n. information and abilities acquired through experience (syn. awareness, understanding). Reading will help you improve your knowledge of the world.
leadership: n. the position of being a leader, the act of leading. This course develops leadership skills.
Louvre: n. a well-known museum in Paris.

review: n. a text that gives an opinion about an event or product like a movie or a book. Movie reviews can help you decide what to see.
schedule: n. a timely planning of events. What’s on schedule?
survey: n. a method to collect information. Please, fill out this survey!
take up: v. start a sport or activity; become interested in the activity and spend time practicing it. I took up chess last month.

O – T

picky: adj. a person who is complicated. He’s a picky eater.
recipe: n. instructions for preparing particular types of food. I have a recipe for preparing a great sauce.

U – Z

useful: adj. helpful to do what you want or need. The books contains useful information on different jobs.
workshop: n. an educational session for improving people’s knowledge or skills. I’m taking a workshop on art.

Colloquial Expressions

That is: it is to say.
That’s awesome! It’s great!
To be a real page turner: a great book to read fast; a very exciting novel or book.
To hit the books: to study hard.
To be in the same boat: to be in the same situation.
To take a rain check: to postpone an invitation or plan for another time.
Speaking
You’re Craig. You’re on a trip through Africa. You want to help people who live in remote areas to get a source of renewable energy. You have an interview with a News Channel. Answer their questions. You are going to talk about personal information first and preferences. Then talk about experiences and, finally, about future plans.

Answer the questions. You are going to talk about personal information, first and preferences. Then talk about experience and, finally, about future plans.
Reading

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

Cycling for a Cause!

Craig has always loved sports, adventure, and the outdoors. He has loved cycling all his life. When he was a kid, he got interested in sports like surfing and sailing but later he became interested in traveling the world in his bicycle. After he finished his university studies, he realized that he wanted to join a cause to help improve the living conditions of millions of people who live in extreme poverty. But how can a man with a bicycle help people? In time Craig discovered that there are many ways to help. Craig began to look for partners and sponsors for this project. He joined a campaign “The Solar System Aid” which made it possible for Craig to begin pedaling through Africa with the noble intention of collecting funds and raising awareness about the benefits of installing and using solar panels in schools, clinics and community centers. These solar panels can power their medical equipment, irrigation systems as well as their cell phones, radios and lamps, and impact greatly the lives of thousands of Africans who live in remote places and do not have electricity. For 3 months, he has cycled through Africa and has visited and gone through 5 countries and nearly 5000 kilometers. He will cycle another 2000 kilometers because he firmly believes that this is a great way to make a difference in the world and do what he enjoys doing the most: cycling and caring about others!

Example:

6. Craig has loved cycling all his life.

A B C

7. He started helping the poor when he was at university.

A B C

8. Craig started pedaling through Africa with the intention of making people aware of the benefits of installing solar panels in their homes.

A B C

9. Solar panels can serve as a source of power for cell phones.

A B C

10. Craig’s initiative can have positive consequences for people who live in rural areas.

A B C

11. He has visited all the countries in Africa and five more countries.

A B C

12. Craig thinks pedaling will help him enjoy cycling.

A B C

13. Craig thinks cycling is the best outdoor activity in Africa.

A B C

14. “The Solar System Aid” has helped Craig by selling him the solar panels for a very low price.

A B C

15. Craig is a multi millionaire who enjoys helping poor people.

A B C

Writing

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

- Write about your interests, preferences and future plans.
- Write about a cause you would like to support and why.
- Explain how you’re planning to support the cause and the relevant experience you have.

Write between 30 to 45 words.

Speaking

Candidate B

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

a. How long have you been cycling?

b. Where did you visit?

c. When did you visit?

d. How many countries did you visit?

e. Why have you been cycling?
General Objective
You will be able to tell stories and reflect on their messages.

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

CLIL
• Mysteries
• Greek Myths
• Fairy Tales
• Fantasy

Vocabulary
• Words related to fantasy and mystery, adverbs

Grammar
• Past Perfect vs. Simple Past tense
• First and second conditional sentences

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

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

Discuss:
• What are your favorite stories? Why?
• Who are the main heroes in Roman and Greek mythology?
• Which are some of the main characters in fairy tales?
• Name some of the most famous fairy tales all over the world.
• Who is your favorite fantasy writer?
• Do you know of any ghost stories?
Lesson 1
Mysteries

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

   A. **Immediately**, she picked it up and examined it very carefully.
   
   B. **strangely**, the ring had her initials marked on it.
   
   C. Tina had missed the school bus so she was walking in the park. **Suddenly** when she came close to a tree, she saw a shining object. It was a ring.
   
   D. So she put it in her backpack and decided to take it home and show it to her parents.
   
   E. She found it again under her bed.
   
   F. When she was crossing a bridge on her way home, the ring fell out of her backpack and disappeared into the river.

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

   1. C
   2. D
   3. E
   4. F
   5. A
   6. B

3. Match these adverbs to their meaning.

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

Vocabulary Strategy

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

Immediately, she picked it up and examined it carefully.
4. Complete. Use the two Word Banks. Use either the Simple Past or Past Participle form of the verbs. Then listen, check and complete the grammar chart below.

**Word Bank**
- arrive
- pick
- walk
- lose

**Word Bank**
- strangely
- carefully
- mysteriously
- unfortunately

**Key Expressions**
- I'm all ears: I’m paying attention.
- Sounds creepy: It’s scary.
- I don’t buy it: I don’t believe it.

---

**Key Expressions**
- Sounds creepy: It's scary.
- I don’t buy it: I don’t believe it.

---

A: Listen to this story!
B: I'm all ears!
A: Well, that day Tina had missed the school bus, so she decided to go back home through the National Park. She had (a) walked for 20 minutes when she felt tired and stopped under a big tree. When she got close to the tree, she (b) picked up a shiny object. She (c) examined it and found it was a ring.

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

B: That's... unbelievable.
A: Oh, Lucas, why don’t you just listen? Anyway, that night Tina went to bed very sad. (f) was looking for her slippers under the bed... she found the ring again. It was the same ring.

B: Sounds creepy! How did it happen? She had (g) lost the ring in the park. Why was it under her bed now?
A: Nobody knows. It's a mystery. Later, her mother told her the ring had (h) belonged to her great-grandmother who had the same name as Tina.

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

---

Reflect on Grammar

**Past Perfect**

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

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

X                                                                                          X                                                             X

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

5. Write T (true) or F (false).
   a. [F] Tina had decided to go home before she missed the bus.
   b. Before Tina arrived home, she had lost the ring.
   c. Before that day, Tina hadn’t seen a painting of her grandmother wearing the ring.
   d. She had lost the ring in the river before she found it again under her bed.
   e. Before she crossed the bridge over the river, she had lost her backpack.

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

---

Project Stage 1

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

E.g. We like stories full of fantasy and magic. We think they’re entertaining.
Lesson 2

Fantasy!

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

<table>
<thead>
<tr>
<th>11</th>
<th>a fairy</th>
</tr>
</thead>
<tbody>
<tr>
<td>12</td>
<td>a princess</td>
</tr>
<tr>
<td>13</td>
<td>a castle</td>
</tr>
<tr>
<td>14</td>
<td>a prince</td>
</tr>
<tr>
<td>15</td>
<td>a magical tree</td>
</tr>
<tr>
<td>16</td>
<td>gold</td>
</tr>
<tr>
<td>17</td>
<td>a dragon</td>
</tr>
<tr>
<td>18</td>
<td>straw</td>
</tr>
<tr>
<td>19</td>
<td>a giant</td>
</tr>
<tr>
<td>20</td>
<td>a knife</td>
</tr>
<tr>
<td>21</td>
<td>straw</td>
</tr>
<tr>
<td>22</td>
<td>Puss in Boots</td>
</tr>
<tr>
<td>23</td>
<td>a woodcutter</td>
</tr>
<tr>
<td>24</td>
<td>a gnome</td>
</tr>
<tr>
<td>25</td>
<td>an elf</td>
</tr>
<tr>
<td>26</td>
<td>a juicy sausage</td>
</tr>
</tbody>
</table>

2. Classify and complete the chart.

<table>
<thead>
<tr>
<th>Magical or Mythical Characters</th>
<th>People</th>
<th>Wishes</th>
<th>Places</th>
</tr>
</thead>
<tbody>
<tr>
<td>a fairy</td>
<td>a woodcutter</td>
<td>Turn straw into gold.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Have lunch.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Become a strong.</td>
<td></td>
</tr>
</tbody>
</table>

3. Complete the sentences. Use the vocabulary above.

If I were a king, I’d live in a castle.
If a fairy granted me a wish, I’d ask for happiness.
If I were a fairy tale character, I’d be a fairy.
If I had magical powers, I’d turn a straw into gold.

4. Read and complete the story with some of the words in exercise 1. Then complete the grammar chart on page 39.

The Three Wishes

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

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

Suddenly, a beautiful and tiny elf appeared and said “I wouldn’t cut down that tree if I were you! It’s a magical tree. I will grant you and your wife three wishes if you don’t cut it down.” Happily, the man accepted, went to his house and told his wife about the fairy.

“If a fairy granted me a wish, I’d ask for a hot (d) juicy sausage and I’m so hungry,” said the wife jokingly. Immediately, at the table, a big juicy sausage appeared.

“Oh, come on, you wished for a simple sausage and now we just have two wishes left! I wish the sausage would hang from your nose,” said the elf angrily without thinking.

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

Conditional Sentences

- Use first conditional sentences when you think a future situation is possible.
  If I [cut] this tree down, I [wouldn't have] to work.
- Use second conditional sentences when a situation is very unlikely (almost impossible) to happen or is contrary to reality.
  If I [were you], I [wouldn't cut] that tree.

In the second conditional,
- the if clause uses the simple present / simple past.
- the result clause uses would (‘d) / simple past.

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

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

Main Characters

[ ] a gnome and a baby
[ ] a girl and a gnome
[ ] a king and a servant

Setting

[ ] a tower in a castle
[ ] an enchanted forest
[ ] a haunted house

The Conflict

[ ] a lie and a promise
[ ] a mystery and a murder
[ ] a bad decision

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

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

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

b. How did the story end?

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

If I [were] [you], I’d [wish] for [a new dress].

If I [were] [you], I’d [be] a king or queen.

If I [were] [you], I’d [have] good money.

If I [were] [you], I’d [be] a king or queen.

If I [were] [you], I’d [have] good money.

Pronunciation

Notice how would is contracted.

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

5. Match the if clauses with result clauses.

a. If I were you,
   d. I wouldn’t have to work.

b. If I cut down this tree,
   2. I wouldn’t cut down that tree.

c. If a fairy granted me a wish,
   3. I’d wish for a hot sausage.

d. If I could chop it down,
   4. I’ll make some good money.

6. Complete with the second conditional.

a. If I [saw] (see) a fairy, I [would] wish
   for richness.

b. If I [had] (be) rich, I [would] live
   in a castle.

c. If I [lived] (be) in a castle, I [would] be
   a king or queen.

d. If I [had] (be) a king or queen, I’d have
   [be] a king or queen.

e. If I had [be], I [would] have
   [be] a king or queen.

e. If I had [be], I [would] have
   [be] a king or queen.

Listening to a story

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

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

Project Stage 2

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

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

2. Match the columns. Use your dictionary.

<table>
<thead>
<tr>
<th>Column 1</th>
<th>Column 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. challenge</td>
<td>to separate the head from the body</td>
</tr>
<tr>
<td>b. fool</td>
<td>to make someone believe something that is not true</td>
</tr>
<tr>
<td>c. draw</td>
<td>to be in a position that cannot be seen</td>
</tr>
<tr>
<td>d. hide</td>
<td>not to move</td>
</tr>
<tr>
<td>e. stand still</td>
<td>to test someone's abilities</td>
</tr>
<tr>
<td>f. behead</td>
<td>to stop sleeping</td>
</tr>
<tr>
<td>g. awaken</td>
<td>to pull an object gently</td>
</tr>
</tbody>
</table>

3. Read.

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

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

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

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

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

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

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

A. Fly above her and use the sword to hit her in the head.
B. Hide and use the reflection of the shield to locate and kill her without looking at her.
4. Read again and answer the questions.

1. Why did Perseus decide to go after Medusa’s head?

2. Who helped him?

3. What elements did he need to fulfill his mission?

4. How did he find Medusa?

5. How did he kill her?

Reading and Writing

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

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

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

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

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

5. Read again and complete the chart.

<table>
<thead>
<tr>
<th>Setting</th>
<th>Characters</th>
<th>Conflict</th>
<th>Resolution</th>
</tr>
</thead>
</table>

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

---

Reading Strategy

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

Writing Strategy

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

Project Stage 3

1. Map your story.
2. Write a summary.
Lesson 4
He Gives Me the Creeps!

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

<table>
<thead>
<tr>
<th>Expressions</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. to give someone the creeps</td>
<td>1. to be in a situation which offers two alternatives that are both difficult</td>
</tr>
<tr>
<td>b. to draw a blank</td>
<td>2. to make someone feel frightened</td>
</tr>
<tr>
<td>c. to have something on the tip of the tongue</td>
<td>3. to forget something</td>
</tr>
<tr>
<td>d. to be between a hard place and a rock</td>
<td>4. to fail to find a word you know</td>
</tr>
</tbody>
</table>

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

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

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

I looked at him and said, “No problem… just ask!”
“What walks on four legs in the morning, two legs at noon and three legs in the evening?” asked the principal. “Come on, it’s easy,” I said.

Then tell me the answer,” said he.
I know the answer but I’m (b) let me think. Oh yeah, I know… I (c)

Let me think. Oh yeah, I know… I (c)

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

“Yeah, I know…, the answer is…” I was trying hard to figure out the answer, but I (d) didn’t have any idea. All I could say was “Man… you got me!”

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

3. Discuss.

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

Scary stories about ghosts and spirits give me the creeps.

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

Reflect on Values

- I enjoy reading.
- I like to listen to stories.
- I understand the cultural value of stories.
1. **Discuss your experience.**
   - Did all of you contribute equally to the project?
   - Was it easy to stay on task?
   - Did you help each other stay on task?

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

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

2. **Read and answer.**

*Story telling is at the heart of every culture.*

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

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

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

**Answer these questions:**

a. Why are stories at the heart of every culture?
b. What are some typical elements of stories?
c. Where do we find stories nowadays?

**Give your Presentation**

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

**Useful Expressions**

- **Introduce your story like this...**
  - Once upon a time...
  - You won’t believe this but...
  - Here’s what happened long ago...
  - When Legend has it that ...

- **To talk about the story...**
  - This story is about a woman who...
  - This is based on...
1. Ron went to live in a very old and mysterious house.

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

3. The room was locked and there was an inscription that read: "If you enter, you will find the end."

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

5. Ron was confused but he kept thinking.

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

7. But when he opened the trunk, all he found was old papers... lots of old papers all belonging to a book whose title was *The End*. If I were you, I'd keep it closed. If I were you, I'd enter the room to investigate. I'm rich...
1. Listen and put the events in the correct order.

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

2. Listen again and choose the correct option.

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

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

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

4. Choose the correct adverb.

a. Once my classmates and I were studying at night in a friend's house. We had prepared a bunch of food. I felt hungry at midnight and went to the kitchen to eat something but ________ there was nothing in the pots. That was very strange!
   - carefully
   - mysteriously
   - suddenly

b. Something strange happened to me today. I had lost my wallet on the way to school. ________ my best friend found it and gave it to me.
   - Fortunately
   - Suddenly
   - Mysteriously

c. Long ago, when the mountains were young, there lived a king who was loving and generous. ________ he didn't have a queen.
   - Suddenly
   - Luckily
   - Sadly

5. Complete the sentences using the second conditional.

a. If he (be) a wizard, he (turn) the teacher into a tree.

b. If she (remember) the story, she (tell) it to us.

c. If Tony (study) movie making, he (make) a film based on the story.

d. If the story (be) true, it (be) very strange.

e. If a fairy (grant) me a wish, I (ask) for happiness.

Self-Evaluation

Now I can...

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

Very Well | OK | A Little
---|---|---
| | | |
A – E

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

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

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

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

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

F – L

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

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

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

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

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

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

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

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

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

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

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

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

R – Z

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

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

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

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

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

**trip**: v. To give someone the creeps: to scare. To draw a blank: to forget. To have something on the tip of the tongue: to fail to remember a word. To be between a hard place and a rock: to be in a difficult situation. I'm all ears: to be willing to pay attention. To sound creepy: to sound scary. Not to buy it: not to believe something.
General Objective
You will be able to describe, compare and give opinions about travelers and touristic activities.

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

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

Vocabulary
Vocabulary related to trips, travelers, travel activities and the environment
Collocations with "go"

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

Idioms and Colloquial Expressions
- Going green
- Spill the beans
- Shake a leg
- ...and that kind of thing!
- Get out and about
- You can’t miss it!
- Hit the road

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

Discuss:
- What kind of traveler are you?
- Do you enjoy doing any of these activities when you travel?
- What’s your dream trip?
Lesson 1

What Kind of Traveler Are You?

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

2. Listen and complete.

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

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

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

Word Bank

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

Key Expressions

To go green: to be an eco-friendly person

Vocabulary Strategy

Classify words to remember them better.

Activities | Accommodations | Transportation | Types of Trips
---|---|---|---

Neil

Jane

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

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

Reflect on Grammar

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

Reflecting on Grammar

To make tag questions, use the verb in the corresponding tense. You must make it negative if it is affirmative in the main clause, or make it affirmative if it’s negative.

4. Complete these questions.

a. You are not going with us, ____________?

b. The bus tour was terrible, ____________?

c. It’s much more ecological to travel by bus than by plane, ____________?

d. They can’t swim, ____________?

e. Dory didn’t go on a cruise, ____________?

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

E.g. Snorkeling is much greener than fishing, isn’t it?
Lesson 2

You Can't Miss It!

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

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

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

---

**Word Bank**

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

**Key Expressions**

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

---

**Conversation 1**

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

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

Lynn: Thanks so much!

---

**Conversation 2**

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

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

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

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

Miguel: Thank you.

---

**Reflect on Grammar**

**Giving Directions**

Go ______ the walking path, ______ the lake and ______ left.

Walk ______ the campsite.

**Prepositions of Place**

The statue is ______ the building.
The building is ______ the statue.
The statue is ______ the building and the tree.
The statue is ______ the building.

---

**Map Legend**

P = parking lot
I = island
C = campground
R = restrooms
M = maple tree
H = hiking trail
D = dining hall
4. Listen and complete by looking at the map on page 50.

**Conversation 1**

a. She's at ________.
b. She's going to ________.

**Conversation 2**

a. He's on ________.
b. He's going to ________.

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

a. Can ________ tell me where ________ are?
b. Do you ________ which way the ________ is?

---

**Reflect on Grammar**

**Indirect Questions**

Indirect questions are questions inside other questions or statements.

**Yes/no-question**

**Introduction**

**Do you know if**

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

**Wh-question**

**Introduction**

**Could you tell me**

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

**Introduction**

**Can you tell me what time**

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

---


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

7. Circle the correct connector.

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

---

8. Change these direct questions into indirect.

a. What kind of traveler are you?

b. What time is it?

c. Where's the swimming pool?

---

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

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

---

**Project Stage 2**

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

E.g. If you want to go from the lake to the soccer pitch, just take the walking path.
1. Label these landmarks.

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

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

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

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

In the middle of the axis and the intersection, we can find the TV Tower, a spectacular place to see the whole city from. If you like adventure and eco-activities, you can visit the City Park, which is much larger than New York’s Central Park. It is a perfect place to go jogging, cycling, or just having a picnic. It’s located on the southwest side of the monumental axis.
Another green alternative is **Paranoá Lake**. It is all around the east part of the city. You can practice water sports and even swim. The **Paranoá Lake Bridge** is another excellent place to watch Brasilia’s famous sunsets.

A very important thing about Brasilia is its transportation system. The bus system can take you anywhere inside the city fast because the city was designed without the need of many traffic lights and this makes the traffic very smooth. Besides this, there is a subway system that connects important and far areas with the city center.

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

**Place:**

**General description:**

**Give a general opinion about the place:**

**Give a reason:**

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

**Conclude (reaffirm your opinion about the city)**

---

### Writing Strategy

**Writing a Brochure**

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

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

### 3. Complete the sentences.

- a. Tourists can see great sunsets in **[ ]**
- b. The monumental axis divides the city into **[ ]**
- c. You can practice water sports in **[ ]**
- d. If you don’t have a car, you can go around the city of Brasilia by **[ ]** and **[ ]**.
Lesson 4
Shake a Leg!

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

**Conversation 1**
Liz: Guess what?
Ted: What?
Liz: Ali is going to India next month.
Ted: I know, but don’t spill the beans.
Liz: I didn’t know I couldn’t tell anyone.

**Conversation 2**
Father: Time to hit the road. We need to get going now.
Mother: Wait! I can’t find my purse.
Father: Come on. Shake a leg. It’s 7:30.
Mother: We’re not late, are we?

**Conversation 3**
Myriam: I’m tired of being home all weekends. We never do anything interesting.
Glen: What do you want to do?
Myriam: Let’s just get out and about. I’m sure we’ll find something to do.
Glen: Ok! Good idea. Joe and his friends are there for sure.

2. Read and use the correct idiom.

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

I’m tired of waiting. ____________ or we’ll go without you.

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

I just prefer to stay home alone, sleeping and ____________. I don’t understand people who enjoy ____________.

3. Make short dialogs using the idioms.

I remember when…spilled the beans about…

...hit the road...

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

...shake a leg...

Reflect on Values

| I care about the environment. | Always | Sometimes | Never |
| I value contact with nature. |       |           |       |
| I enjoy traveling.           |       |           |       |

Gap Activity
Student A goes to page 88
Student B goes to page 91
1. Discuss your experience.
   a. Was it easy to agree on how to proceed in the different steps of the project in your group? Yes [ ] No [ ] Why?
   b. How did the group negotiate ideas?
      [ ] Listened to everyone’s ideas and then chose the most interesting place.
      [ ] Everybody had the same idea.
      [ ] Couldn’t negotiate; only one person made the decision.
      [ ] Other
   c. Were you happy to be in the group? Yes [ ] No [ ] What was fun? What wasn’t? Why?

2. Read and answer.

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

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

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

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

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

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

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

Let’s Have Fun!

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

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

Example: The city isn’t fun, is it?
Quiz Time

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

**Conversation 1**

1. What kind of reservation is the man making?
   - a. hotel accommodations
   - b. city bus tour
   - c. safari

2. What activities make part of the tour?
   - a. The City Bridge, the River and the City Museum
   - b. The City Tower, the Cathedral and the City Bridge
   - c. The City Bridge, the National Museum and the City Tower

3. Where is the National Cathedral?
   - a. in the National Park
   - b. in the City
   - c. in front of the clock

**Conversation 2**

1. Where is this conversation taking place?
   - a. in a classroom
   - b. in a campsite
   - c. in a museum

2. What’s rule #1?
   - a. Tourist can’t take pictures of wild animals.
   - b. Tourist can’t walk on the trail.
   - c. Tourist can’t feed the animals.

3. Where can the students swim?
   - a. both in the river and the lake
   - b. in the lake
   - c. Tourist can’t swim anywhere. It’s dangerous.

2. Complete these tag questions.
   a. The restrooms are next to the restaurant, _________________________?
   b. You saw the monument on the tour, _________________________?
   c. Rick is going camping this weekend, _________________________?
   d. They don’t like city tours, _________________________?
   e. We can become greener, _________________________?

3. Complete these sentences with much and very.
   a. Bicycles are ___________ more eco-friendly than cars.
   b. Digital cameras are ___________ convenient. You can decide which photos to print.
   c. Feeding wild animals is ___________ irresponsible.
   d. Traveling by plane is ___________ fast but it causes a lot of pollution.

4. Change these direct questions into indirect.

   Where is the cathedral?
   Do you know _________________________?

   What time does the museum open?
   Can _________________________?

   Where can I rent a bike?
   Could _________________________?

Self-Evaluation

Now I can...

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

cabin: n. a small rural house made of wood.
convenient: adj. useful in many ways, something that does not cause problems (syn. appropriate).
cruise: n. a holiday journey by boat.
environment: n. the living things around us, including air, water and land. We need to protect the environment.
ecological: adj. a caring attitude towards the environment (syn. eco-friendly, green).

F – J

forbidden: adj. not permitted. (syn. prohibited, impermissible). Swimming is strictly forbidden in this area.
garbage: n. waste material that is thrown away. Let’s not make too much garbage.

heritage: n. the cultural value of a place, thing or person.
hiking: n. an outdoor activity consisting of taking a walk in a mountain.
impressive: adj. to have a strong effect on the mind or emotions (syn. striking, remarkable; ant. unimpressive). Shakira gave an impressive presentation in the concert last night.

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

kayaking: n. an outdoor activity that uses a boat and paddles to move across water.
landmarks: n. places of interest for tourists because they have interesting physical characteristics or historical importance. The Statue of Liberty is a famous landmark.
landscape: n. an area of land with specific geographical characteristics. I love traveling by bus so I can observe the landscape.

L – O

path: n. a road made for a particular purpose; for instance: a bicycle path. Bogota has great bicycle paths.
pollution: n. contamination of the environment.

S – Z

sightseeing: n. tourist activity consisting of visiting famous places.
square: n. open area in a surrounded by buildings.
subway: n. transportation system that runs under the ground.
sunset: n. the time of the day when the sun goes down and night begins. I love watching sunsets on the beach.

trails: n. road in dirt or stone used for traveling or walking in nature.
traveler: n. a person who travels frequently. I’m a complicated traveler.
waterfall: n. a stream or river that falls over a cliff.

Colloquial Expressions

Going green: to care for the environment, changing attitudes and actions.
To spill the beans: to reveal a secret.
To shake a leg: to hurry!
To hit the road: to start a trip.
To get out and about: go out to meet people.
You can’t miss it: it’s easy to find.
…and that kind of thing: similar things to the ones mentioned previously.
Listening

Look at the different conversations and write the correct answer (A or B).

Example: (A)

1. Where are they going?
2. What food is there?
3. What would you buy?

Speaking

Complete your partner's questions about the town. Indicate your answer on the grid and on the map.

Certificate A

Dear [Your Name],

This is a certificate for completing the tasks. Please fill in the details below:

Name:
Date:
Location:

Thank you for participating in the activity. We hope you enjoyed it!

Sincerely,
[The Organizer]

Entrance to the town includes a museum and the church included.
Reading

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

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

Example:
6. The traveler was going to his house.
   A. Right
   B. Wrong
   C. Doesn't say

7. When the wind blew, the traveler took off his cloak.
   A. Right
   B. Wrong
   C. Doesn't say

8. The man wanted to make the traveler take off his cloak.
   A. Right
   B. Wrong
   C. Doesn't say

Example:
9. First, the traveler took off his cloak, then the sun began to shine brighter and brighter.
   A. Right
   B. Wrong
   C. Doesn't say

Choose A, B, or C to complete the sentences.

Example:
10. The sun proved to be
    A. powerful
    B. more powerful than the wind
    C. much brighter than the wind.

11. The traveler was wearing
    A. a cloak
    B. a hat
    C. a swimming suit.

12. When the sun shone,
    A. the wind stopped
    B. it became hot
    C. the traveler continued his trip with the cloak on.

13. The traveler believed
    A. the most powerful one wins
    B. use force to win battles
    C. good reasons are more effective than force.

Writing

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

Include:
- General description of the camp site
- Directions from the parking lot to your tent

Use the map.

Speaking

Certificate B

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

Example:
Could you tell me what time the tour begins?
Ask about:
- The time the tour begins and finishes
- The activities offered by the tour
- The price
- If meals and the tickets are included
- Finally, decide if you’re interested in the tour and make or don’t make the reservation
General Objective
You will be able to report news about general interest topics and major disasters.

Communication Goals
You will learn how to
- report on an event.
- react to different news.
- introduce and tell news stories.

CLIL
- Local News
- Disasters
- School News

Vocabulary
- Vocabulary related to local news, disasters and emergencies

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

Idioms and Colloquial Expressions
- At large
- Face the music
- Pull someone’s leg
- Tie the knot
- No kidding
- What a shame

Project
A News Broadcast
You will present a news broadcast reporting on an interesting event at school.

Discuss:
- How do you prefer to get informed?
- Why?
- TV news
- Newspapers
- Internet
- Other
- What’s your favorite kind of news?
- Sports
- Politics
- Entertainment
- Science
- Why?
1. Match the headlines to the photos and then the photos to the news.

a. STRANGE DONUT ROBBERY  

b. PETS ADOPTION GOING WELL  

c. UFO SIGHTING AT STADIUM  

d. DANGEROUS SPACIAL DISCOVERY  

e. DRAMATIC DOG RESCUE

---

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

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

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

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

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

---


a. The ________ happened in a bakery located on Main Street.

b. The Hubble telescope was used to make the great ________.

c. The soccer match was interrupted by the strange ________.

d. The ________ was carried out by the fire department.

e. The ________ campaign has been led by local students.

---

Vocabulary Strategy

Associate words in families, to remember them more easily.

- rob - ________
- sight - ________
- discover - ________
- adopt - ________
- rescue - ________

---

Word Bank

- robbery
- rescue
- sighting
- adoption
3. Go back to the news and fill in the blanks. Then complete the grammar chart below.

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

Reflect on Grammar
Passive Voice

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

<table>
<thead>
<tr>
<th>Present</th>
<th>Past Future</th>
<th>Passive Voice sentences require auxiliary verb and the form of the main verb.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Asteroids are made of rock and/or metals.</td>
<td>180 donuts stolen.</td>
<td>The earth will be hit by an asteroid in 350 years.</td>
</tr>
</tbody>
</table>

Irregular verbs: similar past and past participle forms
left: _______ found: _______ made: _______

Different present, past and past participle forms
steal, stole, _______ see, saw, _______

Regular verbs: similar past and past participle form
trapped: _______ adopted: _______ captured: _______

Similar present, past and past participle forms
cut, cut, _______ hurt, hurt, _______ hit, hit, _______

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

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

b. A famous archeologist discovered the ruins of an ancient city.
   The ruins of an ancient city were discovered by a famous archeologist.

c. A construction company will cut down the tallest tree in the tropical jungle.
   The tallest tree in the tropical jungle will be cut down by a construction company.

d. A woman left a bag with $300,000 in it in a taxi.
   A bag with $300,000 in it was left in a taxi by a woman.
Lesson 2

Disasters and Consequences!

1. Match the pictures with the news.

1. “Hurricane Kim is expected to hit the coastal area of San Felipe. Schools and roads are closed and people are being evacuated.”

2. Yesterday at 4:00 PM, the east coast was hit by a tsunami. The tsunami destroyed most houses around the beach and damaged important bridges and roads. Luckily, the tsunami was announced and people could leave the area before it arrived.

3. The small city of Gaia was shaken by a powerful earthquake early this morning. The earthquake destroyed a big part of the city. Luckily, just a few people were injured and most were rescued alive from buildings and houses. About 56 were taken to hospitals with minor injuries.

4. A huge tornado was detected by the National Emergency Center and people were taken to shelters before it happened. No one was injured but all houses were destroyed. “We’re happy to be alive. Houses are ruined but they will be rebuilt and we’ll move on,” said an affected citizen.

2. Write verbs [actions] that apply to people, disasters and places.

<table>
<thead>
<tr>
<th>People</th>
<th>affected / rescued / evacuated / injured / taken to shelters or hospitals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Disasters</td>
<td></td>
</tr>
<tr>
<td>Places</td>
<td></td>
</tr>
</tbody>
</table>

3. Complete the sentences choosing words from the vocabulary in exercise 2.

Before the disaster
- If a disaster is ________, people have time to prepare.
- If a tornado is ________, people are ________ to shelters.

During the disaster
- Houses are ________ or damaged.
- Cities are ________ by earthquakes or ________ by tsunami.
- People are ________ or injured.

After the disaster
- Houses are ________
- People who are trapped are ________
- Cities will ________

4. Listen and classify the verbs according to their /ed/ endings.

<table>
<thead>
<tr>
<th>/d/</th>
<th>destroyed</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>/id/</td>
<td>detected</td>
</tr>
<tr>
<td>/id/</td>
<td>detected</td>
</tr>
<tr>
<td>/l/</td>
<td>caused</td>
</tr>
</tbody>
</table>

Vocabulary Strategy
Relate actions to subjects and agents, that is, associate or categorize words to remember them better.

Pronunciation
Identify voiced sounds by placing your hand on your throat.
5. Listen to the conversation and tick (True) or (False) below.
Then, complete the grammar chart.
A: Koichi, was your house destroyed or damaged by the earthquake in Japan?
B: Well, Frank, yes, my house and my school were completely destroyed, so I’ve come to study in America for a year.
A: Oh, what a shame! I heard it was the strongest quake ever. 9.0 on the Richter scale. wasn’t it?
B: Yeah and that’s not all. After a strong se quake, more destruction comes with tsunamis.
A: Why? What is destroyed by a tsunami?
B: All the nearest sea towns are destroyed and lots of people are killed by it.
A: That’s terrible! Will quakes be predicted one day?
B: Well, I really hope so.

6. Unscramble the words to create a question in the Passive Voice.
   a. earthquake / shaken / the city
   b. cut / electric service / tornado
   c. people / tsunami / injured
   d. announced / hurricane / on time

7. Listen to the interviews and choose the correct answer.
   1. A. Where were the people taken?
      a. to the hospital
      b. to a shelter
      c. to the police station
      B. How many houses in total were damaged?
      a. 1
      b. 3
      c. 4
      C. When was the house built?
      a. in 1993
      b. in 1893
      c. in 1883

   2. A. How many houses were damaged?
      a. 12
      b. 5
      c. 2
      B. How many houses were destroyed?
      a. 12
      b. 5
      c. 24
      C. How many people are staying in the refuge?
      a. 512
      b. 500
      c. 524

Reflect on Grammar
Questions
Past
Was your house destroyed by the quake? (Yes / no question)

Present
What destroyed in a tsunami? (Wh-question)

Future
Quakes predicted one day? (Yes/no question)

1. Questions in the Passive Voice use the auxiliary and the form of the verb.

2. Auxiliary verb to be for different tenses:

<table>
<thead>
<tr>
<th></th>
<th>Past</th>
<th>Present</th>
<th>Future</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Koichi’s house was destroyed in the disaster.</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. Koichi’s in America on vacation.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>c. 9.0 on the Richter scale is said to be a low number.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>d. Tsunamis are produced by earthquakes.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>e. Earthquakes are predicted nowadays.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Key Expressions
What a shame!: That’s terrible!

Listening Strategy
Preview the questions and possible answers before you listen. Make predictions when possible. Say numbers out loud.
Lesson 3

School News!

1. Look up the following words in a dictionary. Then, match them to their meaning and finally to their corresponding nouns.

   a. to ban
   b. to complain
   c. to cheat
   d. to steal
   e. to bully
   f. to prance

   1. to take someone’s property
   2. to behave dishonestly
   3. to frighten or hurt people who are weaker
   4. to make fun of other people
   5. to prohibit
   6. to express dissatisfaction about something

   A. prank
   B. complaining
   C. bullying
   D. banning
   E. cheating
   F. stealing

2. Read and choose the best headline for this news article.

   - Cell phones and Southlake Crime!
   - Cons and Pros of Using Cell Phones!
   - CELL PHONES BANNED AT SOUTHLAKE SCHOOL!

Southlake educational community has been divided by the recent announcement by the principal of the school about the banning of cell phones. A

Principal Kaila Cramp has decided to ban the use of cell phones in our school as some teachers and parents complained about the inappropriate use of those devices. According to her announcement, as of May 23rd, students won’t be able to use their phones inside the school building. B

When Mrs. Cramp was asked, she explained that there were many examples of cell phone abuse: unimportant calls are made in the middle of classes, distracting messages are received, pranks are played and some illegal activities like cheating, copying, stealing and bullying are being carried out. C

On the other hand, we have students who disagree with these reasons. They think some of the problems will continue even if students do not have cell phones in class. “We could not believe it when the principal made the announcement. A month ago, a cell phone survey, where around 1,000 students participated, showed clearly that only 15% of students were using the cell phone in inappropriate and illegal ways,” said Mark Cling, a 10th grade student. D

The survey also showed that 78% of students used their phones for educational activities like searching the web for information, e-mailing assignments for classes, and taking pictures or making videos for class projects. Only 15% accepted having used the cell phone inappropriately. E

Clearly, there are pros and cons about using a cell phone in class. As Margaret Hillon, a student counselor, puts it: “Students do not need prohibition; instead they should be taught how to use these technologies in a responsible way. After all, new technologies like cell phones are not only possessions. They represent the acquisition of new technological, social, and ethical skills.” E
3. Read the article again and identify its parts.
   a. E more facts or opinions to lead to a conclusion
   b. summary of what the news article is about
   c. all the important facts (answers to wh-questions)
   d. one opinion (one side of the story)
   e. the other side of the story

4. Who would say it? Write S for students, P for principal or C for counselor.
   a. Cell phones are badly used at school.
   b. Cell phones can be used to record important information in class.
   c. Students forget to turn off their cell phones in class.
   d. Schools are the perfect place for a student to learn to use cell phones in an ethical way.
   e. Cell phones can’t be turned off in class. Sometimes our parents call us because of an emergency.

5. Scan the text for signal words and match them to their function.
   a. according to
   b. on the other hand
   c. clearly
   d. Instead

6. Complete these opinions with the correct signal word.
   a. "the statistics, people are spending a lot of money on cell phones.”
   b. "Last month 150 cell phone thefts were reported at school. This month, the number has increased. , we need better school security.”
   c. "The cell phone is not the problem. , it’s how, when and when it is used.
   d. "The good thing about cell phones is that you can call your parents any moment you need them. , they sometimes ring and interrupt the classes.”

7. Write a news story based on a situation at school.
Lesson 4

You’re Pulling My Leg!

1. Listen, read and choose the correct meaning.

Listen up! Brad and Jennifer are going to tie the knot. I bet it’s going to be a wonderful wedding!

I can’t believe those criminals escaped. I hope they face the music soon.

Police officers have identified some of the criminals but they’re still at large. If you have any information, please, call.

To be at large means:
- a. to be fugitives
- b. to be in jail
- c. to be innocent

To face the music means:
- a. to go dancing
- b. to escape from jail
- c. to assume the consequences

To tie the knot means:
- a. to be in a movie
- b. to travel on vacation
- c. to get married

To pull someone’s leg means:
- a. to fool people
- b. to fight with someone
- c. to hurt people’s legs

2. Complete this conversation with the correct idiom. Then listen and check.

A: I just can’t stop watching this TV series every afternoon. It’s a great program.
B: The program about the bank robbery? I missed it last Saturday. What happened?
A: Well, the cops discovered the bad guys’ hiding place.
B: Were they caught?
A: No, not yet. They’re still ___________________________ (a).
B: I heard this is based on a true story. Some innocent people made a mistake so they had to ___________________________ (b) because of their mistakes.
A: Jimmy just told me what happens at the end.
B: Really?
A: They’re captured and then in jail they ___________________________ (c).
B: They get married in jail? ___________________________ (d)
A: No, I’m not. It’s true. I read it somewhere.

3. Discuss.

Name some situations in which people do something wrong and they have to face the music.

Reflect on Values

- I read to inform myself.
- I am critical of the news I read.

Gap Activity

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

1. Discuss your experience.

Grade from 1 to 5 the important learning experiences in this project.
1 very poor, 5 enriching experience.

In this project, there was ...
- active participation of all members.
- respect for everyone’s ideas.
- autonomy and commitment from all people in the group.
- the same amount of work for everyone.
- good time management to complete the task.
- happiness.

Decide if this is true or false of your group.
Decisions were easy to make.
There was a lot of cooperation.
Communication among group member was effective.
Everyone had a great attitude.
There was a great outcome

2. Read and answer the questions.

When writing a news story, journalists have to be careful about the information they are supplying. The news has to have two important characteristics. First, the information has to be true. It cannot be based on a rumor and it cannot be invented. The best way to validate the information is to obtain it from a reliable source and quote it. When you quote, you repeat what is said directly by the people involved. You can also use interviews. They’re a great technique to get opinions to support the news. Secondly, the information has to be objective. Objectivity means to present the situation just as it is; providing all sides of the story so that the reader can make an interpretation based on the facts and not feelings or opinions of the person who writes the story.

Answer these questions:
a. What important characteristics should news have?
b. How can information be validated as true information?
c. Can you give an example of objectivity in the news?

Give your Presentation
• Present the headline and the summary of the news.
• Continue with the extra information and the support you have for the news: statistics, interview, quotations or pictures.
• Give the conclusion of the news based on the different sides of the story.

Useful Expressions
To introduce yourself
This is ___ with the ___ news.

To quote a source
The police officer said / announced / commented:

To introduce an interviewee
Mr. ___ is here with us to talk about ___
1. In 1835, the New York Sun published an unbelievable story!

2. The scientific community was amazed!

3. Soon the news was copied and published in most media. Everyday new information was added.

4. In a short time, the New York Sun reached a circulation of 15,000 daily printings.

5. More stories were told and the newspaper became the biggest best seller ever.

6. Soon people demanded more and more information.

7. One day, an announcement was made. Some people were disappointed, others were very suspicious!

8. Many people thought it was a hoax. However, on the moon, somebody was reading a newspaper.
Quiz Time

1. Listen and choose the right answer.

**News 1**
What emergency is the report talking about?
- a. a tornado
- b. an earthquake
- c. a tsunami

**News 2**
What time is the hurricane expected to hit?
- a. 4:30 PM
- b. 3:30 PM
- c. 5:30 PM

**News 3**
What happened?
- a. a dog was trapped in an elevator.
- b. a police officer was trapped in an old building.
- c. a man was trapped in an elevator.

**News 4**
How old is the discovery?
- a. 10,000
- b. 10,000,000
- c. 1,000


About 1,200 people _____________ (a) yesterday when a tornado hit the city of Joplin. After the disaster, most people _______________ (b) in the basement of the houses. The Fire Department and the National Department for Emergencies rescued them today in the morning. Some people _______________ (c) to hospitals where they’re recovering now. Some old buildings resisted the tornado but they _______________ (d) so people living there _______________ (e) today because they are in terrible condition and might collapse any minute. “These buildings _______________ (f) to fall in any moment” said the national security officer.

3. Change these sentences to the Passive.

a. City planners will build a new stadium. _______________
    __________________________________________

b. Seaquakes produce tsunamis. _______________
    __________________________________________

c. Someone stole 100 cell phones. _______________
    __________________________________________

d. Some people saw a UFO near the western mountains. _______________
    __________________________________________

4. Choose the correct idiom or expression.

**Conversation 1**
Adam: I’m going out with Pat next Saturday.
Dana: Really? I don’t believe it. (a. are you pulling my leg? / b. Are you going to tie the knot? / c. Are you at large?)
Adam: No, it’s not a joke. It’s true. I asked her out and she said “yes.”
Dana: (a. Thank goodness! / b. What a shame! / c. No kidding!)
She has a boyfriend, and she doesn’t like you. I know.

**Conversation 2**
A: Were you playing soccer in the living room?
B: No, I wasn’t. I was studying in my room. Why?
A: Well, the window is broken!
A: Whoever did it will (a. tie the knot / b. face the music / c. be at large).

Self-Evaluation
Now I can...
- report on an event.
- react to different news.
- Introduce and tell news stories.
A – E

bakery: n. place to make or sell baked products like cakes, bread and cookies.
to be on time: v. to be punctual. I like to be on time so people take me seriously.
to be trapped: v. to be caught in a place where you cannot get out.
bridge: n. structure built over a depression or obstacle to permit transportation of products and people.
car crash: n. when cars collide or come together hard and noisily (syn. collision).

F – L

headline: n. title of a story or article printed in large type in a newspaper.

Glossary

shelter: n. a place where people go for protection (syn. refuge).
source: n. a person who gives information to a reporter. For security reason I cannot reveal my source.
thief: n. the illegal taking of other person's property (syn. robbery).

M – Q

mascot: n. a person, animal or object believed to bring good luck. The university's mascot will start with a dance before the football match.
move on: v. to move forward; metaphor for conquering any obstacle and continue one's life.
quote: v. n. to speak or write using a passage or words from another person recognizing they are his or her words. When you quote someone else's words you should use quotation marks.

R – Z

Richter scale: n. a scale used to express the total quantity of energy liberated by an earthquake. Its values typically fall between 0 and 9.
refuge: n. a place providing protection or shelter.
road: n. open way for the passage of vehicles, people and animals.
to shake: v. to move with short and quick irregular vibrations.

Colloquial Expressions

To be at large: to be a fugitive.

source: n. a person who gives information to a reporter. For security reason I cannot reveal my source.
thief: n. the illegal taking of other person's property (syn. robbery).
witness: n. a person who can testify about an incident because she was there to experience it.
General Objective
You will be able to describe tech habits and wishes.

Communication Goals
You will learn how to
• express a wish.
• talk about tech habits.
• describe the kind of tech-user you are.

CLIL
• Smartphones
• Phantom Energy

Vocabulary
• Vocabulary related to computers and cell phones
• Compound nouns
• Antonyms and synonyms

Grammar
• Making wishes
• Phrasal verbs

Idioms and Colloquial Expressions
• Wait a sec
• To cost an arm and a leg
• To shape up or ship out
• To pull the plug
• 24/7

Project
A Web Survey
You will carry out a survey on tech issues and present it with a graph.

Vote and then discuss.
How is technology changing our lives?
• It’s creating problems because people are socializing differently.
• It’s making our lives easier and safer.
• It’s a mix of advantages and disadvantages.
Lesson 1

I Wish I Had One

1. Match the features to the actions.

Introducing... Centuries XXZ new generation. It’s not a regular cell phone, it’s a smartphone! Don’t you wish you had one?

Features
a. Cell phone
b. Music player
c. Messenger
d. Internet access
e. Digital Camera

1. go online, browse the web, send e-mails, access your favorite social network; and find thousands of apps to download!
2. listen to music, record audio
3. send instant messages and chat
4. take pictures, make video calls, record video
5. send and receive calls, send text messages

2. Complete the chart. Use exercise one.

<table>
<thead>
<tr>
<th>Adjective-Noun</th>
<th>Noun-Noun</th>
<th>Preposition-Noun</th>
</tr>
</thead>
<tbody>
<tr>
<td>With space</td>
<td></td>
<td></td>
</tr>
<tr>
<td>message</td>
<td>text</td>
<td></td>
</tr>
<tr>
<td>camera</td>
<td>calls</td>
<td>player</td>
</tr>
<tr>
<td>mail</td>
<td>phone</td>
<td></td>
</tr>
<tr>
<td>With no space</td>
<td></td>
<td></td>
</tr>
<tr>
<td>phone</td>
<td>work</td>
<td>line</td>
</tr>
</tbody>
</table>

Vocabulary Strategy

A compound noun is a noun that can be modified by a preposition, adjective or another noun. To create or understand a compound noun, the second word (always a noun) is the most significant.

web (gives information about the kind of page)  
page (principal idea)

3. Complete the questionnaire. Then listen and check.

Name: ___________________________  Age: ______  Gender: ______

Are you satisfied with your cell phone? Check.

Do you have Internet access?  Yes.  No, but I wish I could / did.  Don’t need it.
Do you have a music?  
Can you access your e-mail and your social apps?  
Can you send messages?  
Can you make calls?  
Do you have a camera?  }

Joe: I _______ (a) a text message an hour ago, did you ________ (b) it?
Francy: Sorry, I haven’t checked. I wish I ______ how to use this cell phone. Wait a sec! Oh, yeah, it’s right here! Goodness! What are all those numbers and letters? I wish you could write normally.
Joe: Sorry! It’s texting. It has to be short.
Francy: Anyway, I really hope you can make it today. I need your help.

Joe: I know, it’s your new cell phone. Don’t worry, I’ll show you how to use it. It’s a great phone. You can ________ (c) the web, ________ (d) video calls, ________ (e) pictures and ________ (f) instant messages. I wish I had one like that.
Francy: Really? Marcos is planning to give you one for your birthday.
Joe: Oh, I wish it were December already.

Word Bank
• sent • browse
• make • send
• receive • take

5. Complete each sentence about the conversation.
   a. Francy wishes she _______ how to use her cell phone.
   b. Joe wishes _______

6. Write sentences using “wish.”
   a. Grandpa would love to send photos to his friends by e-mail, but he doesn’t know how to do it. He wishes he knew how
   b. Mary wants to call Peter but she doesn’t have his number.
   c. Paul doesn’t have the money to buy a smartphone.
   d. Diana’s boyfriend is away. She keeps sending text messages to him but she doesn’t have any news from him.

7. Listen to the conversation and tick [✓] yes or na.
   a. The people in the conversation are young. Yes [x] No
   b. They wish they could learn to text. Yes [x] No
   c. They plan to use “textese.” Yes [x] No

8. Listen again and choose.
   a. Someone wishes you could ______, so he or she writes...
      1. U8
      2. W8
      3. WAT
   b. If you wish to say “I don’t know” you can type...
      1. 4004
      2. 444
      3. 404
   c. Laughing out loud can be typed like...
      1. lol
      2. latl
      3. lgl
   d. As soon as possible is...
      1. ASSP
      2. ASAP
      3. ASSPO
   e. You wish you could send a kiss, so you write...
      1. KX
      2. KS
      3. X
   f. “OMG” means...
      1. Oh, my love!
      2. Oh, my God!
      3. Oh, my goodness!

Reflect on Grammar
Wishes
I wish I ______ how to use this cell phone.
I wish you ______ write normally.
I wish it ______ December already.

Choose:
1. After “I wish” you need the verb in the ______.
   a. present
   b. past tense.
2. The sentence “I wish it were December already.” is ______
   a. simple past tense
   b. present tense

Listening Strategy
Infer information by using the context and your own ideas about a situation.
Lesson 2
Tech Users and Common Habits

1. Match the photos to the tech profiles.

What kind of tech user are you?

<table>
<thead>
<tr>
<th>Photo</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>a.</td>
<td>I’m a computer geek. I love to go online and stay up all night, you know, to browse the web and do cool stuff.</td>
</tr>
<tr>
<td>b.</td>
<td>I’m a musician. As soon as I get up, I plug in to my iPod. I put on my headphones, turn up the volume and I just forget about the world.</td>
</tr>
<tr>
<td>c.</td>
<td>I’m a texter. I love texting. I sign in to my social network, or use the messenger and text all day. I wish I could do it in class, too.</td>
</tr>
<tr>
<td>d.</td>
<td>I’m a technophobe. I wish I didn’t have to work with computers. When I get home, I unplug. You know, no TV, no computers. I just take my shoes off, sit down on the couch and read a book.</td>
</tr>
</tbody>
</table>

2. Look at the picture and complete the sentences. Use the Word Bank.

a. **Unplug the phone charger.**
   Don’t waste energy.

b. turn on / off
   c. plug in / unplug
   d. put on
   e. hook up
   f. turn up / down
   g. stay up
   h. take off
   i. sign in / out

Key Expressions
Computer geek: a computer enthusiast

Vocabulary Strategy
Use synonyms (words with similar meaning) and antonyms (words with opposite meaning) to remember new vocabulary. Use a thesaurus to find these relations.

3. Match these words with their synonyms.

<table>
<thead>
<tr>
<th>Word</th>
<th>Synonym</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. unplug</td>
<td>enter</td>
</tr>
<tr>
<td>b. turn on</td>
<td>1. switch on</td>
</tr>
<tr>
<td>c. hook up</td>
<td>2. connect</td>
</tr>
<tr>
<td>d. take off</td>
<td>3. remove</td>
</tr>
<tr>
<td>e. sign in</td>
<td>4. disconnect</td>
</tr>
</tbody>
</table>

4. Match these words with their antonyms.

<table>
<thead>
<tr>
<th>Word</th>
<th>Antonym</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. turn on</td>
<td>1. turn down</td>
</tr>
<tr>
<td>b. put on</td>
<td>2. unplug</td>
</tr>
<tr>
<td>c. turn up</td>
<td>3. take off</td>
</tr>
<tr>
<td>d. plug in</td>
<td>4. turn off</td>
</tr>
<tr>
<td>e. sign in</td>
<td>5. sign out</td>
</tr>
</tbody>
</table>
5. Read and complete. Then listen and check.

Father: I don't understand. I can't (a) __________ the computer.
Son: Before you turn the computer on, you need to (b) __________ it in, and then you can (c) __________ it. See?
Father: Thanks, son. Oh yeah, of course! I just need to (d) __________ my glasses.
Son: What do you want to do?
Father: Let me think... I want to watch a music video.

Son: In that case, let's (e) __________ the speakers and the TV to the computer.
Father: I wish I knew how to hook them up.
Son: No problem. I'll show you. Now click on your favorite video, and (f) __________ the volume.
Father: There are thousands of videos. I could (g) __________ all night.

6. Look at the pictures and give an instruction. Write the three possibilities.

- **Plug in the cell phone charger.**
  - Plug the cell phone charger in.
  - Plug it in.

- **Hook up**
  - ____________________
  - ____________________
  - ____________________

- **Put on**
  - ____________________
  - ____________________
  - ____________________

- **Turn down**
  - ____________________
  - ____________________
  - ____________________

7. Choose the correct form to complete each sentence.

a. I always (1) __________ my earphones when I listen to music.
   - put on
   - put it on
   - put them on

b. I love to go online at night. I (1) __________ late, you know.
   - sign out
   - stay it on
   - stay up

c. Help me with my e-mail account. I want to (1) __________ in order to check my messages.
   - sign it in
   - sign in
   - sign out

---

**Project Stage 2**

- Brainstorm on the different technological habits people have when they entertain and communicate. E.g. Some people spend too much time on the Internet.
- Survey your friends’ tech habits to confirm or refute your ideas. E.g. Do you spend a lot of time online? How much?
Lesson 3

Be a Smart Tech User!

1. Match each word with its definition.
   - a. appliance 1. a smart machine that does a specific job
   - b. phantom 2. a piece of equipment used in people's homes, especially one that requires electricity to work.
   - c. power 3. ghost
   - d. device 4. electrical force

2. Match the title to the correct graph.
   - a. Distribution of phantom energy per device or appliance.
   - b. Distribution of energy used at home.

3. Read the caption and choose its graph.
   According to the U.S. Energy Information Administration, 20% of the energy used at home is phantom energy (wasted energy from devices that are not turned off, or unplugged while they are not performing their primary function).

4. Write True or False. Correct the false statements.
   - a. Computers that are not turned off waste the most energy.
     True.
   - b. 18% of the computers at home waste energy.
     False.
   - c. Phantom energy is the energy wasted when the appliance is not in use, but it is plugged in.
     False.
   - d. If you don't unplug the charger of your cell phone when the battery is charged, you will waste 3% of the total phantom energy you waste at home.
     True.
   - e. 80% of the total energy used at home is not phantom energy.
     False.
5. Read this report and label the sub sections. Use the Word Bank.

This report describes the findings of some research made by The Civilian Group with 100 people living in High Cliff Apartments.

The residents of High Cliff Apartments answered a survey about their home habits and attitudes in relation to the consumption of energy of typical appliances and equipment like desktop and laptop computers, digital cameras, iPods, MP3 players, cell phones, and small power tools (cell phone chargers, and battery chargers). The survey asked the residents to identify the state in which the device was left after using it.

The results showed that 30 people out of 100 were always careful about saving energy, while 25 other people reported caring but not being conscientious of that thought, and 45 people reported not knowing about phantom energy. It was also found that TVs and computers tend to be unattended for a long time on a daily basis. 69% of the people left the cell phone chargers plugged in overnight and 30 percent of the people reported forgetting to unplug the cell phone charger right after the battery is charged. Furthermore 45% admitted they did not forget but simply felt lazy to unplug right away.

According to the findings in the survey, the tendency of the people living in High Cliff is to leave their devices plugged in when not in use, and the main reasons are laziness 67%, ignorance of phantom energy 15%, and 18% indifference.

The following are some recommendations for people interested in lowering their consumption of phantom energy:
- Unplug equipment and appliances that are not frequently used.
- Leave the charger plugged in for two hours maximum. Cell phone batteries do not need to be plugged in all night.
- Turn off the TV when nobody is watching and unplug it out when not in use. Among entertainment equipment, TVs are the biggest energy vampires.
- Buy a power strip through which you can turn off all equipment connected to it, at the same time.

Remember, we can be better every day! Let’s not waste energy.

Writing Strategy

Writing a Report
A report is an objective summary of data and findings collected with the purpose of informing and describing a situation. Use an impersonal style to sound more reliable.

6. Find in the report...

a. An expression introducing the purpose of the report

b. Two expressions to introduce the methodology of the survey

d. One expression for making a recommendation

c. Three expressions to introduce the findings of the survey

7. Write a report about the results of a survey on a tech issue.

- Create a graph illustrating the findings of the survey.
- Analyze the results of the survey and write a report.
Lesson 4

Pull the Plug!

1. Read the expressions below and choose the option that best corresponds to its meaning.

- 24/7
  - a. all the time
  - b. 24 or 7
  - c. 24 divided by 7

- to cost an arm and a leg
  - a. very cheap
  - b. good price
  - c. very expensive

- to pull the plug
  - a. stop an activity
  - b. go to bed
  - c. change the game

- shape up or ship out
  - a. to turn off the cell phone
  - b. to behave or leave
  - c. to attend class

2. Complete the conversation and match it with a picture. Then listen and check.

Conversation 1

Tutor: Well, when you sign up for the virtual English course, you get a personal tutor.

Student: Any time I want?

Tutor: Yes, any time.

Conversation 2

Abby: Check out the new cell phone I want.

Lynn: Wow! It’s awesome! But look at the price!

Abby: Yeah, it _________. I don’t think my parents can afford it.

Conversation 3

Mother: You have been playing that online game all day. Don’t you have something else to do? I think it’s time to _________.

Son: No, mom, please! I’m about to win.

Give me 5 minutes more.

Mother: OK, but that’s all.

Conversation 4

Teacher: Could you please turn off your cell phones and stop texting your friends?

You know, here there are rules, if they’re broken, there are consequences.

Student: Sorry!

Discuss

- What kind of services should be 24/7?
- Is there anything you would like to buy but it costs an arm and a leg?
- Name some circumstances when you have pulled the plug.

Reflect on Values

<table>
<thead>
<tr>
<th></th>
<th>Always</th>
<th>Sometimes</th>
<th>Never</th>
</tr>
</thead>
<tbody>
<tr>
<td>I control my online time.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I am careful about saving energy.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Real Communication

Share Your Project

1. Discuss your experience. Check where you are on the spectrum.

2. Read and answer.

Surveys and polls are instruments to document data like attitudes, opinions, feelings and personal or factual information from a specific population. A poll is usually a single and simple question that can be answered by picking an option from a set of answers. Surveys are more complex because they include many types of questions and answer forms. Both surveys and polls have research purposes for fields like marketing, health, psychology, sociology, etc. Since surveys and polls use a sample of the population, it’s crucial to select participants that reflect the characteristics that need to be measured or documented. This means that if we want to poll people about their cell phone habits, the participants will be the people who have cell phones and have used them for some time.

Answer these questions:
  a. What's the purpose of surveys and polls?
  b. What's the difference between a survey and a poll?
  c. What kind of data are collected by surveys and polls?

Give your Presentation

• Present the purpose of your report.
• Talk about how the information was collected.
• Talk about the significant information that was found.
• Show the graphics to illustrate your findings.
• Finish with some recommendations.

Useful Expressions

To start the presentation...
• We made a survey / poll because we wanted to research...

To talk about how the information was collected...
• We made a survey about...
• ...participated in this survey...
• We chose people taking into account...

To show the graphics to illustrate your findings...
• This graph shows...
• It can be concluded that...
• 34 out of 45 people...

To finish with some recommendations...
• We think it’s important to...
Game
Time to Play

Race to the finish line. Take turns tossing a coin. Fulfill the tasks in each space.

Start

Make 5 compound nouns with these words: video / call / online / message / phone / instant

Unscramble this sentence: glasses / on / put / my / I / need / to

What do these abbreviations mean?
OMG!
LOL
XX

What does she wish she could buy?

What features does this telephone have?

Go back 2 spaces.

Go forward 2 spaces.

Write the synonyms.
turn on
wear
remove
connect
go to bed late

Complete this sentence:
If a person is an enthusiast of computers, he / she is a

Use this idiom in a sentence:
pull the plug.

What does this man wish?

What does this telephone have?

What can people do when they want to save energy?

Go back 2 spaces.

Go forward 2 spaces.

Use shape up or ship out in a sentence.

What do you wish you could change about your life?

What does this mean?
...CU@4

Finish

Look at the picture and say what the problem is.

What does she wish she could buy?

What does he wish he knew?

What does this mean?
...CU@4
1. Listen and choose the correct sentence.

**Conversation 1**

The man can’t hook up the computer to the TV because

- a. He doesn’t understand the instructions.
- b. He can’t find the computer or the TV.
- c. He can’t read the instructions.

**Conversation 2**

What’s the girl’s problem?

- a. She doesn’t know how to turn off the computer.
- b. She doesn’t know how to turn on the cell phone.
- c. She left the phone at home.

2. Unscramble the words.

- **the printer / just / plug in / Let / me /**
- **hook up / the computer / I’ll / it / to /**
- **turn off / before / you / leave / the house / the lights.**
- **them / I / turn off / always**

3. Look at the picture and write a wish.

**Sara:** I want to enter the photography contest but I need a new camera.

**Tom:** Really? I have a new digital camera but I don’t know how to take good pictures.

Let’s do this. I’ll lend you my camera and you teach me how to take good pictures.

4. Choose the correct expression.

If you get 24/7 access to a website or service, it means...

- a. unlimited access.
- b. only the 24 of July.
- c. you have to pay $24.7.

If you don’t behave in class, the teacher will tell you to...

- a. pull the plug.
- b. wait a sec.
- c. shape up or ship out.

If you’re afraid of technology or don’t like it much, you’re a...

- a. computer geek.
- b. technophobe.
- c. texter.

5. Match the synonyms with a line and antonyms with a double line.

<table>
<thead>
<tr>
<th>Turn down</th>
<th>Put on</th>
<th>Remove</th>
<th>Turn on</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wear</td>
<td>Turn up</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Self-Evaluation**

**Now I can...**

- make a wish in the present.
- talk about tech habits.
- describe the kind of tech-user you are

<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>
afford: v. to have enough money to buy something. I can’t afford to buy a new cell phone.

behave: v. to do something according to the norms of society.

browse: v. look for information superficially (syn. examine).

charger: n. a piece of equipment used to put energy into a battery. Don’t forget to unplug the charger.

contest: n. a competition. I entered a texting contest and I won.

couch: n. a comfortable sofa.

device: n. a machine that does a specialized job. Devices left plugged in waste energy.

features: n. characteristics. Check the features of this new model.

full: adj. complete or with the necessary amount of something (ant. empty).

headphones: n. an electrical device consisting of two earphones held in position by a flexible metallic strap passing over the head.

perform: v. to do a task.

power strip: n. a set of plugs all connected in a unit.

social network: n. online community in which people share their preferences.

stuff: n. informal for “things.”

texting: n. the act of writing messages.

thesaurus: n. dictionary where you find synonyms and antonyms.

unattended: adj. without attention.

wish: v. a desire.

waste: n. the ineffective use of resources.

24/7: all the time, twenty-four hours, seven days a week.

To cost an arm and a leg: to be very expensive.

To pull the plug: to stop doing an activity.

To shape up or ship out: to behave properly or leave.
Test Training C

Listening

Listen to journalist Sarah Smith reporting on a disaster. For each item, choose the right answer (A, B or C). Listen to the report twice.

Example:
1. The disaster was a
   [ ] A. a flood
   [ ] B. a fire
   [ ] C. an earthquake

2. SantMamo will be hit by:
   [ ] A. an earthquake
   [ ] B. a tornado
   [ ] C. a hurricane

3. SantMamo is:
   [ ] A. a country
   [ ] B. an island
   [ ] C. an airport

4. A __________ was discovered:
   [ ] A. diamond
   [ ] B. planet
   [ ] C. spaceship

5. It's
   [ ] A. four times bigger than the earth
   [ ] B. four times bigger than a regular diamond
   [ ] C. very small

6. The money was found by:
   [ ] A. a garbage collector
   [ ] B. a police officer
   [ ] C. a train operator

7. The amount of money was
   [ ] A. $2,000
   [ ] B. $4,000
   [ ] C. $20,000

Speaking

Candidate A

You're a journalist. You want to write an article about a new cell phone. You have the photo. Complete the questions and call the seller to interview him/her.

Ask questions:

What is it?

Who invented it?

What kind of energy does it use?

How do I connect to Internet?

How is it work?

When do I call it?

Have you seen it?

When do I call it?
Reading

Complete the following report about frequent accidents people are facing now.
Choose the best word for each space (12-16).

Psychologists called it "Pod oblivion, divided attention and inattention blindness." These are all words that refer to a deficit of attention caused by the use of earphones plugged into high tech devices such as iPods, music players and cell phones. It happens when people

_12_ the volume while doing activities that demand their complete attention like driving, cycling and crossing streets. "Clearly this is causing not only ear problems but it's putting their lives at risk," says Jenny Perkins, a police officer, who has witnessed this kind of accidents many times. People should know that earphones are _13_ to block all external sounds and that is what makes them dangerous to use if you're walking, cycling or driving. According to national and world reports, a high number of accidents involving pedestrians and drivers _14_ caused by the inappropriate use of electronic devices under such conditions.

Example:

12. A. turn  B. put  C. take
13. A. it  B. out  C. them
14. A. down  B. on  C. up
15. A. designing  B. designed  C. design
16. A. is  B. have  C. are

Choose the correct answer.

Example:

17. What kind of text is this?
   A. a wiki  B. a news article  C. an anecdote

18. Who is involved?
   A. police officers  B. high tech-users  C. people in general

19. Where does it happen?
   A. at home  B. on streets  C. at offices

20. Why does it happen? Because users...
   A. drink and drive at the same time  B. walk and text at the same time  C. use earphones inappropriately

Writing

Look at these pictures of a campaign to promote the intelligent use of technology.

Then write a text giving recommendations to users to become smarter tech users.

► Give an introduction, recommendations and a conclusion.

Speaking

Candidate B

You're a tech-store owner. You're showing a prototype phone of the future.

Answer the journalist's questions.

Use this information:

Inventor: Elizabeth Collins

Example: Doesn't need to plug it in, it works with solar energy.

Connectivity: all social networks and websites 24/7

How it will work: people put it on their wrist and it will turn on automatically.

New functions: will give information about people's health.

Selling date: year 2058
**STUDENT A**

1. Use this information to answer student B’s questions about Gypsy Rocker.

   **Interest:** music  
   **Goal:** to become a song writer and a rock singer  
   **Joys:** to be outdoors and write songs  
   **Likes:** to listen to all kinds of music  
   **Obstacle:** couldn’t go to music school  
   **Achievement:** learned to play the guitar on her own

2. Then ask your partner questions and complete the information about Green Savvy.

   - What’s Green Savvy’s plan for the future?  
   - What does he enjoy doing?  
   - What does he like to do in his free time?  
   - What obstacle did he have to face?  
   - What’s his biggest achievement?

**STUDENT A**

1. Your friend is on a trip in Australia for the first time. You phone him/her and ask her/him about his/her experiences as a tourist in that country. Use the pictures as clues.

   **E.g.**  
   **Student A:** Have you taken pictures of the Sidney Opera House?  
   **Student B:** Yes, I’ve taken some pictures. I visited the Opera House yesterday at 4:00 p.m.

2. You’re on a trip in New York. Your friend calls you and asks you about your experiences. Check your list and answer your partner’s questions saying what you have or haven’t done and when you did it.

   - take pictures of the Sidney Opera House?  
   - see a kangaroo?  
   - go snorkeling?  
   - go on a tour of the Australian countryside?

   - go sightseeing to Times Square (yesterday midday)  
   - go to a Broadway show (last night)  
   - go to the top of the Empire State Building  
   - go to the Metropolitan Museum of Art (this morning)
STUDENT A

Look at the comic and ask questions to your partner to complete the story. Then tell the complete story between the two of you.

I’m a shepherd and I take care of sheep.

Wolf!

They came again, ha, ha!

Wolf! Help! The wolf is here!

What’s wrong? Nobody comes!

STUDENT A

Answer student B’s questions about Hilly Town. Then ask him/her questions to complete the chart about Central Town.

Finally, compare the two places and decide where you two would like to go on vacation.

Use indirect questions and tag questions.

<table>
<thead>
<tr>
<th>Facilities</th>
<th>Hilly Town</th>
<th>Central Town</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>cabins, natural park, hiking trail, lake, colonial church, street market</td>
<td></td>
</tr>
<tr>
<td>Weather</td>
<td>very hot</td>
<td></td>
</tr>
<tr>
<td>Tourist activities</td>
<td>hiking, kayaking, fishing, swimming</td>
<td></td>
</tr>
<tr>
<td>Landscape</td>
<td>small town in the mountains near a river</td>
<td></td>
</tr>
</tbody>
</table>
STUDENT B

1. Ask student A these questions about Gypsy Rocker.

- What’s Gypsy Rocker’s plan for the future?
- What does she enjoy doing?
- What does she like to do in her free time?
- What obstacle did she have to face?
- What’s her biggest achievement?

2. Then use this information about Green Savvy to answer student A’s questions.

Goal: to go around the world in a balloon
Joys: to go hiking and take pictures of eagles and condors
Likes: to watch movies and read
Obstacle: was afraid of heights
Achievement: designed and constructed his own balloon

STUDENT B

1. You’re a trip in Australia. A friend calls you and asks you about your experiences as a tourist. Look at the list and answer her/his questions by saying what you have or haven’t done and when you did it.

E.g. Student A: Have you taken pictures of the Sidney Opera House?
Student B: Yes, I have. I visited the Opera House yesterday at 4:00 p.m.

- take pictures of the Sidney Opera House (yesterday at 4:00 P.M.)
- see a kangaroo
- go snorkeling (two days ago)
- go on a tour of the Australian countryside (on the weekend)

2. Your friend is on a trip in New York. You call him/her and ask him/her about his/her experiences as a tourist. Use the pictures as clues.

- go sightseeing to Times Square?
- go to a Broadway show?
- go to the top of the Empire State Building?
- go to the Metropolitan Museum of Art?
STUDENT A

Part A
You’re writing a news report about a museum robbery. You do not have all the information, but fortunately, your partner had access to the security camera and has some images of the robbery. Ask and answer questions to solve the mystery.
Ask: what time / how many / which painting / who / how much....?

Yesterday at [ ] AM, [ ] men broke into the National Museum and stole the famous painting “[ ]” by the great artist [ ].
The painting is valued at about [ ] Euros. Fortunately, it was a copy. The museum had taken the original one to the vaults until some repairs were done in the exhibit room.

Part B
Now look at the pictures and give your partner information about these pictures.

A manuscript is found by Isabella Einstein, Albert Einstein’s niece. It was written by Albert Einstein.
Reporters and experts are called to see the discovery.
They discovered that the manuscript is a cookbook.

STUDENT A

Complete the questions. Then answer them in your notebook by writing a wish for each square.

Possessions
What do you wish you could [ ]?

Friends
What do you wish you [ ] change about your friends?

Family
How [ ] you wish your family [ ] different?

Talents
What do you wish you could [ ]?

School
What do you wish you could [ ] about your school?

City
What changes do you wish you [ ] make to your city?

Then, get together with student B, ask and answer each question and find things in common.
STUDENT B

Look at the comic and ask questions to your partner to complete the story. Then tell the complete story between the two of you.

If a wolf came close, I’d cry and people would come and help me.

They all came to help me!

I’ve learned my lesson!

---

STUDENT B

Ask your partner questions to complete the chart about Hilly Town. Then answer his/her questions about Central Town.

Finally, compare the two places and decide where you two would like to go on vacation.

Use indirect questions and tag questions.

<table>
<thead>
<tr>
<th>Facilities</th>
<th>Hilly Town</th>
<th>Central Town</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>two airports, banking area, hotels, museums, cathedral, malls, beaches</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Weather</th>
<th></th>
<th>hot</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Tourist activities</th>
<th>Hilly Town</th>
<th>Central Town</th>
</tr>
</thead>
<tbody>
<tr>
<td>sightseeing, shopping</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Landscape</th>
<th>Hilly Town</th>
<th>Central Town</th>
</tr>
</thead>
<tbody>
<tr>
<td>big city near the sea</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
STUDENT A

Part A
You are a private investigator. You’re investigating a robbery at the National Museum. You had access to the recordings of the security camera, but the pictures do not make sense to you. Talk to the reporter and complete the case. Answer student A’s questions based on the information below.

3 men breaking into the museum
You can see a clock. It’s 4 AM.

The men taking “Starry Night” by Vincent Van Gogh, which is priced at $65,000,000.

The director of the museum and police officers laughing.

Part B
You are a private investigator. You’re investigating the discovery of an old manuscript. You were the first one to go to the house and take pictures of the manuscript but you did not talk to anyone. Talk to the reporter and ask questions to complete the case. Ask: what/who, etc. to complete this text.

Last week, a very important __________ written by the famous __________ was discovered by his __________ when she was moving __________ to a new house. Immediately, the woman __________ called some experts and told the press __________ the story of the discovery. When __________ it __________ was examined, it was found __________ that the __________ was his valuable __________.

STUDENT B

Complete the questions. Then answer them in your notebook by writing a wish for each square.

Possessions
What do you wish you could _______?

Friends
What do you wish you _______ change about your friends?

Family
How _______ you wish your family _______ different?

Talents
What do you wish you could _______?

School
What do you wish you could _______ about your school?

City
What changes do you wish you _______ make to your city?

Then, get together with student A, ask and answer each question and find things in common.
1. Label the pictures.

2. Read the definitions in the box to find the corresponding words in the puzzle.

3. Classify the words above into nouns, adjectives and verbs.

<table>
<thead>
<tr>
<th>NOUNS</th>
<th>VERBS</th>
<th>ADJECTIVES</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

4. Complete the sentences.
   a. Leonel Messi plays as f________d.
   b. The c________h gave the players clear instructions to win the match.
   c. If you love outdoor activities and the mountains, you’ll enjoy t________g.
   d. He was a s________l student. He got good grades in all subjects.
   e. If you don’t succeed at first, k________p trying.
   f. People who play sports are usually very c________e. They love competition.
1. Find these words in the crossword puzzle.

2. Complete with an idiom and then match it with the exercise above.

3. Find the synonym.

4. Write the numbers of the correct match next to each word.

5. Use the matched words in exercise 2 to complete the following sentences.

- a. I was sick yesterday. I couldn’t ___________________________ Did you tell the teacher?
- b. I have a lot of free time. I think I am going to ___________________________ like basketball or tennis.
- c. They are going to ___________________________ soon. They want to see the world.
- d. For this job, you need ___________________________. It’s important to take a leading role later.
- e. What a ___________________________. Write it down so you don’t forget. We can use it later.
- f. He enjoys going on a ___________________________. He’s quite a traveler.
- g. We are promoting a ___________________________ We believe books are great teachers.
- h. He’s a ___________________________. He avoids eating vegetables and grains.
- i. Sit down and watch. It’s an ___________________________.
Unit 3

Glossary Activities

1. Label the pictures.

2. Unscramble the words. Use the clues.

   a. rowra
   b. wodrs
   c. diedrl
   d. veli
   e. rabev
   f. tagrn
   g. pirt
   h. drwear
   i. dinf tou
   j. arf

3. Classify the words and then complete the story.

<table>
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<tr>
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</thead>
<tbody>
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<td></td>
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<td></td>
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</tbody>
</table>

4. Complete with the words in exercises 1 and 2.

   Once upon a time, there lived a _________ (a) who had a _________ (b) son. One day the son found a fairy who _________ (c) him a wish. In return, he had to _________ (d) the way to turn an _________ (e) gorgon into a beautiful princess. The fairy gave him a _________ (f) to protect himself. When he arrived at the gorgon’s place, she asked him a _________ (g) “What falls but never _________ (h), and never gets hurt? The son said “the rain.” Immediately, the gorgon turned into a beautiful princess and they lived happily ever after.
1. Label the pictures.

2. Use the clues to discover the words in this puzzle.

   Across
   1. place of interest for tourists
   2. transportation system that runs underground
   3. waste material that is thrown away
   4. the living things around us including air, water and land
   5. area of land with specific geographical characteristics
   6. taking a walk in a mountain
   7. activity consisting of visiting famous places
   8. the time of the day when the sun goes down and evening begins
   9. a stream or river that falls over a cliff (inv)
   10. outdoor activity in which people use a boat and paddles to move across water (inv)
   11. contamination of the environment (inv)

   Down
   1. place of interest for tourists
   2. transportation system that runs underground
   3. waste material that is thrown away
   4. the living things around us including air, water and land
   5. area of land with specific geographical characteristics
   6. taking a walk in a mountain
   7. activity consisting of visiting famous places
   8. the time of the day when the sun goes down and evening begins
   9. a stream or river that falls over a cliff (inv)
   10. outdoor activity in which people use a boat and paddles to move across water (inv)
   11. contamination of the environment (inv)

3. Match the synonyms.
   a. convenient
   b. ecological
   c. forbidden
   d. impressive

   1. prohibited
   2. influential
   3. eco-friendly
   4. appropriate

4. Complete the sentence with a word from the glossary.

   It's f__________ n to throw g__________ e on the street.
   Let's all take care of the e__________ t and let's all beautify the l__________ e.
   I practice j__________ g on the beach from 5-6 PM. because I love to see s__________ s. They're b__________ l.
1. Unscramble the words.

RAC SACHR
VINWEERIT
SETLERH
DOOFLDE

2. Find the words below in the puzzle.

Word Bank
- bakery
- bridge
- shelter
- headline
- hoax
- refugee
- shake
- inundated
- flooded
- kitten
- theft
- robbery
- move on
- collide
- move on
- robbery
- move on
- collide

3. Classify the words and then complete the story.

<table>
<thead>
<tr>
<th>move on</th>
<th>hoax</th>
<th>interview</th>
</tr>
</thead>
<tbody>
<tr>
<td>inundated</td>
<td>flooded</td>
<td>collide</td>
</tr>
<tr>
<td>witness</td>
<td>shake</td>
<td>eager</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>NOUNS</th>
<th>VERBS</th>
<th>ADJECTIVES</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
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</tbody>
</table>

4. Complete the sentences with the words above.

a. After a tragedy people just have to m__________n.

b. The i__________d areas were evacuated 2 hours before the hurricane.

c. The sighting at the stadium was just a h__________x.

d. It was confirmed that the asteroid will not c__________e with the planet.
1. Label the pictures.

2. Unscramble the words. Use the clues.

a. faorfd
b. veehab
c. nisg ni
d. tufsf
e. merrofp
f. waets
g. rillaeb
h. reposhena
i. deivec
j. chcou
k. lufl

3. Find synonyms and antonyms. Match synonyms with a line and antonyms with a double line.

<table>
<thead>
<tr>
<th>Word</th>
<th>Synonym 1</th>
<th>Synonym 2</th>
<th>Antonym 1</th>
<th>Antonym 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>sign in</td>
<td>full</td>
<td>log in</td>
<td>empty</td>
<td></td>
</tr>
<tr>
<td>browse</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>empty</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

4. Complete the sentence with a word from the glossary.

a. I can’t s__________n because I forgot my password.
b. When the battery is f__________, unplug.
c. B___________e the web and look for a new charger.
d. I can a_________d to buy a new cell.
e. These devices are r___________e.
f. Unplug your devices in order not to w___________e energy.
Listening

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

Example:

0. What’s the situation?

1. What does Pablo enjoy doing?

2. What type of books does Pablo enjoy reading?
3. What will Pablo have to do?

4. Where is The Cat set?

5. Has Pablo seen “The Commander”?

---

**Speaking**

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

**Candidate A**

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

Cycling for a Cause!

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

Example:

0. Craig has loved cycling all his life. A B C

6. He started helping the poor when he was at university. A B C

7. He got sponsorship from an African organization. A B C

8. Craig started pedaling through Africa with the intention of making people aware of the benefits of installing solar panels in their homes. A B C

9. Solar panels can serve as a source of power for cell phones. A B C

10. Craig’s initiative can have positive consequences for people who live in rural areas. A B C

11. He has visited all the countries in Africa and five more countries. A B C

12. Craig thinks pedaling will help him enjoy cycling. A B C

13. Craig thinks cycling is the best outdoor activity in Africa. A B C

14. “The Solar System Aid” has helped Craig by selling him the solar panels for a very low price. A B C

15. Craig is a multimillionaire who enjoys helping poor people. A B C
**Writing**

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

- Write
  - About your interests, preferences and future plans.
  - Write about a cause you would like to support and why.
  - (Explain how you’re planning to support the cause and the relevant experience you have.)

- Write between 30 to 45 words.

---

**Speaking**

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

a. How long have you...?

b. Where did you...?

c. When did you...?

d. How many countries...?

e. Why have you...?
Listening

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

Example:
0. What are they talking about?

1. What was the dream about?

2. What would the boy do?
3. Where are the restrooms?

☐ A  

☐ B  

☐ C

4. Where are they going?

☐ A  

☐ B  

☐ C

5. What kind of traveler is she?

☐ A  

☐ B  

☐ C

---

**Speaking**

**Candidate A**

**Bus City Tour**

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

Begin like this:

Hello, this is ______________. I’m your tour guide.

<table>
<thead>
<tr>
<th>Starts</th>
<th>8:30 AM</th>
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<tbody>
<tr>
<td>Finishes</td>
<td>5:00 PM</td>
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<tr>
<td>Activities</td>
<td>Visit to the pyramids, the National Museum and the Street Market</td>
</tr>
<tr>
<td>Price</td>
<td>$35 each person</td>
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<tr>
<td>Meals</td>
<td>Lunch included</td>
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<tr>
<td>Tickets</td>
<td>Entrance to the pyramids and the museum not included</td>
</tr>
</tbody>
</table>
Reading

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

The Sun and the Wind

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

Example:

0. The traveler was going to his house.
A. Right  B. Wrong  C. Doesn’t say

6. When the wind blew, the traveler took off the cloak.
A. Right  B. Wrong  C. Doesn’t say

7. The bet was to make the man go for a swim.
A. Right  B. Wrong  C. Doesn’t say

8. The sun didn’t say anything as he tried to make the man take off his cloak.
A. Right  B. Wrong  C. Doesn’t say

9. First the traveler took off his cloak, then the sun began to shine brighter and brighter.
A. Right  B. Wrong  C. Doesn’t say

Choose A, B or C to complete the sentences.

Example:

0. “I’m stronger than you,” said
A. the traveler
B. the sun
C. the wind

10. The sun proved to be
A. powerful.
B. more powerful than the wind.
C. much brighter than the wind.

11. The traveler was wearing
A. a cloak.
B. a hat.
C. a swimming suit.

12. When the sun shone,
A. the wind stopped.
B. it became hot.
C. the traveler continued his trip with the cloak on.

13. What is the moral of the story?
A. The most powerful one wins.
B. Use force to win your battles.
C. Good reasons are more effective than force.
Writing

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

- Write a letter to tell them about the campsite.
  
  Include:
  
  a. General description of the campsite
  b. Directions from the parking lot to your tent

Use the map.

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Speaking

Candidate B

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

Example:

Could you tell me what time the tour begins?

Ask about:

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

Listen to journalist Sarah Smith reporting on a disaster.
For each item, choose the right answer (A, B or C).
Listen to the report twice.

Example:
0. The disaster was a

☐ A. a flood ☐ B. a fire ☐ C. an earthquake

1. Saint Marino will be hit by

A. an earthquake B. a tornado C. a hurricane

2. Saint Marino is

A. a country B. an island C. an airport

3. A __________ was discovered.

A. diamond B. planet C. spaceship

4. It’s

A. four times bigger than the earth.
B. four times bigger than a regular diamond.
C. very small.

5. The money was found by

A. a garbage collector B. a police officer C. a train operator

6. The amount of money was

A. $2,000 B. $12,000 C. $20,000
Listen to the following dialog and choose what each person (7 to 11) wants to buy (A to F). Listen to the dialog twice.

Example:
0. Justin

7. Melissa
8. Luis
9. Rick
10. Martin
11. Sandra

Ask questions:
Who / invent / it ?
Who invented it?
What kind of energy / it / use?
How / it / connect to internet?
How / it / work ?
When / be / it / sell?
Have / new / functions?
When / be / sell?
Reading

Complete the following report about frequent accidents people are facing now. Choose the best word for each space (12-16).

Psychologists called it “Ipod oblivion, divided attention and inattention blindness.” These are all words that refer to a deficit of attention caused (0) the use of earphones plugged into high tech devices such as Ipods, music players and cell phones. It happens when people (12) on their earphones, plug (13) into their ears and turn (14) the volume while doing activities that demand their complete attention like driving, cycling and crossing streets. “Clearly this is causing not only ear problems but it’s putting their lives at risk,” says Jenny Perks, a police officer, who has witnessed this kind of accidents many times. People should know that earphones are (15) to block all external sounds and that is what makes them dangerous to use if you’re walking, cycling or driving. According to national and world reports, a high number of accidents involving pedestrians and drivers (16) caused by the inappropriate use of electronic devices under such conditions.

Example:

<table>
<thead>
<tr>
<th></th>
<th>A. by</th>
<th>B. on</th>
<th>C. for</th>
</tr>
</thead>
<tbody>
<tr>
<td>12.</td>
<td>A. turn</td>
<td>B. put</td>
<td>C. take</td>
</tr>
<tr>
<td>13.</td>
<td>A. it</td>
<td>B. out</td>
<td>C. them</td>
</tr>
<tr>
<td>14.</td>
<td>A. down</td>
<td>B. on</td>
<td>C. up</td>
</tr>
<tr>
<td>15.</td>
<td>A. designing</td>
<td>B. designed</td>
<td>C. design</td>
</tr>
<tr>
<td>16.</td>
<td>A. is</td>
<td>B. have</td>
<td>C. are</td>
</tr>
</tbody>
</table>

Choose the correct answer.

Example:

0. What kind of text is this?
   A. a wiki
   B. a news article
   C. an anecdote

17. What is the problem?
   A. Attention deficit
   B. Driving problems
   C. Ear problems

18. Who is involved?
   A. police officers
   B. high tech-users
   C. people in general

19. Where does it happen?
   A. at home
   B. on streets
   C. at offices

20. Why does it happen? Because users...
   A. drink and drive at the same time
   B. walk and text at the same time
   C. use earphones inappropriately
Writing

Look at these pictures of a campaign to promote the intelligent use of technology. Then write a text giving recommendations to users to become smarter tech users.

- Give an introduction, recommendations and a conclusion.
ENGLISH

Level A2.2 WORKBOOK
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>CLIL</th>
<th>Goals</th>
<th>Grammar</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personality Types and Attitudes</td>
<td>Person will learn how to describe goals, obstacles, important decisions and achievements.</td>
<td>Verb patterns in present, future and past</td>
</tr>
<tr>
<td>Inspirational People</td>
<td>Person will learn how to describe inspirational people’s lifestyles.</td>
<td>Verbs related to processes.</td>
</tr>
<tr>
<td></td>
<td>Person will learn how to describe a person’s experiences.</td>
<td>Time Expressions.</td>
</tr>
<tr>
<td>Learning Experiences</td>
<td>Person will learn how to ask and answer questions about experiences.</td>
<td>Present Perfect tense in affirmative, negative and interrogative forms.</td>
</tr>
<tr>
<td>Cultural Literacy</td>
<td>Person will learn how to describe the length of experiences.</td>
<td>Since / For</td>
</tr>
<tr>
<td></td>
<td>Person will learn how to recommend cultural activities like reading and going to museums.</td>
<td>Yes / no-questions and wh-questions in the Present Perfect tense.</td>
</tr>
<tr>
<td>Mysteries</td>
<td>Person will learn how to narrate stories and events in the past.</td>
<td>First and Second Conditional sentences.</td>
</tr>
<tr>
<td>Greek Myths</td>
<td>Person will learn how to convey attitudes related to the events of a story.</td>
<td>Past Perfect tense.</td>
</tr>
<tr>
<td>Fairy Tales</td>
<td>Person will learn how to describe imaginary situations.</td>
<td></td>
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<tr>
<td></td>
<td>Person will learn how to react to a story in different ways.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Skills and Strategies</th>
<th>Vocabulary: using suffixes to create adjectives</th>
<th>Grammar: identifying the communicative function of grammar patterns</th>
<th>Reading: going over the text and pictures quickly to get a general sense of their content</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Vocabulary: associating verbs with their possible complement to remember new words</td>
<td>Reading: using myths to explain the creation of natural phenomenons</td>
<td>Writing: outlining the story and its principal elements</td>
</tr>
<tr>
<td></td>
<td>Grammar: using time lines to understand the difference between verb tenses</td>
<td>Writing: using expressions to signal the transition of the events</td>
<td>Vocabulary: making adverbs from adjectives</td>
</tr>
<tr>
<td></td>
<td>paying attention to the time expressions when deciding what tense to use</td>
<td>Reading: identifying key words in a text to find the topic</td>
<td>Reading: identifying similar words in English and Spanish help you understand their meaning</td>
</tr>
<tr>
<td></td>
<td>Writing: rephrasing an idea, with synonyms or different words</td>
<td>Writing: using connectors to link similar nouns, to contrast two opposite ideas, and to add new information</td>
<td>Grammar: using time lines to understand the difference between verb tenses</td>
</tr>
<tr>
<td></td>
<td>Reading: going over the text and pictures quickly to get a general sense of their content</td>
<td>Writing: using time lines to understand the difference between verb tenses</td>
<td>Reading: identifying key words in a text to find the topic</td>
</tr>
</tbody>
</table>
### Goals

#### CLIL
- Types of Travelers
- Going Green
- Finding Your Way in a Campsite

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

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

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

### Grammar

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

#### Passive Voice
- Yes / No-questions and *wh*-questions in the Passive Voice
- Past and Past Participle forms of verbs

#### Wishes
- Phrasal Verbs

### Skills and Strategies

#### Vocabulary:
- using pictures to discover missing words in texts
- inferring missing information by using visual and linguistic clues

**Reading:** checking the validity of opinions by looking for the reasons that support them

**Writing:** identifying what information to include depending on the purpose and audience of a brochure

#### Vocabulary: Associating words to help remember new vocabulary

**Grammar:** using *by* to mention the doer of the action when this extra information is important

**Reading:** identifying connectors to understand the author’s thesis and arguments

**Writing:** following steps to help organize writing drafts

#### Vocabulary: creating a visual representation of prepositions to help remember their meaning

**Grammar:** visualizing phrasal verbs

**Reading:** paying attention to numbers, colors, size and labels to interpret a graph.

**Writing:**
- making observations, interviewing people and conducting surveys to get the facts of an ongoing investigation
- giving background information and explaining the purpose of the report in the introduction
Review

1. Unscramble the questions from an interview with Johnny Depp.
   a. /you / were / you / what / a / like / were/ teenager /when/?
      What were you like when you were a teenager?
   b. you / a / student / good / school / were /at/?
   c. have / siblings / how / you / do / many /?
   d. the/you / ever / enjoyable / who/ have / played / been / has / character / most/?
   e. been / greatest / your / what / achievement /has /?
   f. actor / you / did / how / become /an/?

2. Read the answers and underline the correct form of the verbs. Then, match the questions from exercise 1 with the correct answer.
   I wasn’t / am not / weren’t (a) a good student. I dropped out of school when I had / is / was (b) 13 years old. I wanted to join a rock band.
   Well, I have been / has been / have be (g) nominated for 3 Oscar Awards and I win / won / wins (h) the Golden Globe once.
   When I did live / was living / was live (c) in Los Angeles, my ex-wife met Nicolas Cage. He introduced me to a Hollywood agent. I begin / did begin / began (d) with small roles as a film extra. Then I took acting classes in Los Angeles.
   I have two sisters and a brother. My older sister work / working / works (i) with me. She’s my personal assistant. My brother has helped / have helped / was helped (j) me in some movies.
   The most enjoyable character I has / have / am (e) ever played was Captain Jack Sparrow. I had fun while I was working / working / work (f) on the three movies.
   a
   I was introverted. I didn’t have / had / having (k) friends. I didn’t like go out / going out / went out (l).

3. Now it is your turn to ask Johnny Depp questions. Write two for each topic.
   a. Famous people: Who do you admire?
      ____________________________
   b. Hobbies: ____________________________
   c. Family: ____________________________
   d. Future goals: ____________________________
4. Complete your profile.

I am...

a. ________ d. ________

b. ________ e. ________

c. ________ f. ________

6 words to describe me

I like to...

a. ________

b. ________

c. ________

Some personal information about me

I care about ...

a. ________

b. ________

c. ________

3 things I like to do in my free time

The 3 most important things in my life

My future plans

This year, I would like to...

5. Complete the statements with the superlative form of the adjectives in parentheses. Then, complete the sentences with information about yourself.

a. The ________ movie I have ever seen is ___________________________. (interesting)

b. My ________ friend’s name is ___________________________. (good)

c. The ________ book I read was ___________________________. (late)

d. The ________ TV show I have ever seen is ___________________________. (bad)

e. The ________ person I know is ___________________________. (friendly)

f. The ________ problem I see in my country is ___________________________. (big)

g. The ________ place to visit in my country is ___________________________. (spectacular)

h. The ________ person in my city is ___________________________. (important)

i. The ________ activity in my neighborhood is ___________________________. (popular)
Lesson 1

Teens of Today!

1. Unscramble the letters and label the pictures.

   a. go-getters
   b. tech-savvy
   c. tech-head
   d. nature lover
   e. go-getter
   f. trend-setter

2. Use suffixes to complete the words below.

   a. tech-savvy________
   b. adventur________
   c. eco-friendly________
   d. stylish________
   e. competitive________
   f. web special________

3. Fill in the blanks with the words in exercises 1 and 2 to complete the descriptions below.

   a. Nature lovers have “save-nature” initiatives; they always invite people to use________products.
   b. ___________ create and popularize their ideas, so they can make things look_________. They can be very artistic, thanks to their creativity.
   c. ___________ are experts or fans of technology. As years go by, people are becoming more and more_________.
   d. ___________ know what they want in life, so they are really_________.
   e. They are also very_________.

4. Match the words in column A with the right suffix in column B. Then, choose the type of personality in column C.

   A
   a. ecolog
   b. fashion design
   c. manag
   d. communicat
   e. web special

   B
   -er
   -or
   -ist

   C
   tech-head
   nature lover
   go-getter
   trend-setter
5. Locate the verbs in the place that suits them best.

**Teens of today...**

- **a.** enjoy
  - searching the web.
  - going out.

- **b.**
  - taking risks.
  - to meet new people.

- **c.**
  - getting to know about technology.
  - traveling the world.

**Conclusion**

and are always followed by gerunds.

can be followed by both gerunds and infinitives.

6. Circle the word that completes each sentence correctly.

a. Trendy people are interested in creating **– to create** new styles and tendencies.

b. Tom is a tech-savvy person, so he enjoys surfing **– to surf** the web.

c. You will be a go-getter if you are interested in taking **– to take** risks.

d. We like having **– to have** friends who care about the environment.

e. I enjoy spending **– to spend** my free time hiking.

7. Put the words in order to make sentences.

a. watching / TV fashion shows / sister / My / enjoys

b. taking / Our teacher / of nature / interested in / care / is

c. computer gadgets / like / I / buy / to

d. Mom / having / things / control / likes / under

e. adventurous / Nature lovers / sharing / experiences / enjoy

8. Describe your personality using the vocabulary studied.

I consider myself a(n) ____________________________ (a) because I enjoy ____________________________ (b).

I like ____________________________ (c) and I am interested in ____________________________ (d). In the future I want to ____________________________ (e).
Lesson 2

Great People Inspiring Teens!

1. Classify the verbs in the Word Bank.

<table>
<thead>
<tr>
<th>Followed by gerunds or infinitives</th>
<th>Followed only by gerunds</th>
<th>Followed only by infinitives</th>
</tr>
</thead>
<tbody>
<tr>
<td>start</td>
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</tbody>
</table>

Word Bank:
- keep
- want
- finish
- continue
- enjoy
- need
- start
- plan
- begin
- go
- would like

2. Complete Lio’s information using gerunds and infinitives.

I'm Lionel Andres Messi, but people called me Lio, “La Pulga.” I'm an Argentinian soccer player. I started **play** soccer when I was very little. At the age of 11, I needed **move** to Barcelona to treat a growth hormone deficiency I used to have.

I planned **train** every day and kept **practice** soccer. I began **play** with the FC BARCELONA and made my official debut on November 16th, 2003. I was only 16.

In the future, I want **win** as many titles as possible, and I will continue **work** on my foundation: “La fundación Leo Messi.”

I'm going **try** to make children’s lives happier. I would like **support** children to get an education, so they can have a chance in life.

I really enjoy **play** soccer and **help** children. There's nothing more satisfying than seeing a happy and smiling child.

3. There is a mistake in each sentence. Underline the mistake, correct it and rewrite the sentences.

a. Lio really enjoys to help children. ____________________________

b. I wanted to being a biologist. ________________________________

c. You will probably are a pro soccer player. ____________________

d. Lio Messi would like winning many titles. _____________________

e. My sister wanted giving me her designs. _______________________
4. Write sentences that express the indicated function. Use the words in parentheses.

- (be/goalkeeper) - (become/famous soccer player)

a. I’d like to be a great goalkeeper.
   _______________________________
   _______________________________

- (score/a goal) - (win/the match)

c. _______________________________
   _______________________________

d. _______________________________
   _______________________________

- (train/every day) - (help/my team)

e. _______________________________
   _______________________________

f. _______________________________
   _______________________________

Express desire

Express necessity

Express decision

5. Complete the questions and place them in the correct space. Use the Word Bank.

a. What ________ your most important achievement?

b. Who ________ you to become a martial arts practitioner?

c. How ________ you get the leading role in the movie, The Last Airbender?

d. What ________ you plan to do in the future?

Reporter: Welcome to the show. Today, Noah Ringer, film star and taekwondo black belt, is going to tell us about himself. ____________________________?

Noah: Well, my taekwondo teacher advised me to send a DVD to Paramount pictures. It was a homemade video.

Reporter: ____________________________?

Noah: My father inspired me to begin practicing taekwondo.

Reporter: ____________________________?

Noah: Well, I achieved black belt category when I was 10 years old.

Reporter: ____________________________?

Noah: I think I’ll make a couple of movies and then I’m going to help other teens become great martial arts practitioners.

6. Answer these questions with personal information.

a. What do you enjoy doing?
   _______________________________

b. Who inspires you?
   _______________________________

c. What is your biggest achievement?
   _______________________________

d. What do you plan to do in the future?
   _______________________________
Lesson 3
The Creator and His Creation

1. Preview the text and answer these questions.
   a. What kind of text is this?
      - a biography
      - a story
      - a profile
   b. What’s the topic of the text?
      - Mickey Mouse
      - Walt Disney
      - Disney Corporation

2. Read and label each paragraph. Use the Word Bank.

   Word Bank
   • The legend
   • The artist
   • The producer
   • The achiever
   • The innovator
   • The entrepreneur

   a.
   Walt Disney is one of the most recognized icons of American popular culture for his influence and contribution to the development of the motion picture and the entertainment industry. His creations revolutionized movies and television, and inspired the theme park industry of today.

   b.
   He was born in Chicago, Illinois, on December 5th, 1901. As a child, Walt Disney lived on a farm in Missouri where he enjoyed doodling. He also made a lot of detailed drawings of animals and flowers. He took long distance cartoon classes and went to night school to study art. Back in Chicago, he studied art and photography at The Academy of Fine Arts. In his younger years, he worked at different jobs such as a cartoonist for a school newspaper and for small commercial art studios.

   c. The producer
   At the beginning of 1920, Alice in Wonderland was Walt Disney’s first production. It mixed a real actress interacting with animated characters. In 1922, he created his first animation company, Laugh-o-Gram. A few years later, the company went bankrupt but he did not give up. Instead, he decided to continue trying and went straight to the movie industry in Hollywood. Soon he set up a cartoon studio with his brother. They called it the Disney Brothers Studio.

   d. In the early 30’s, a big success came with the creation of his most famous character, Mickey Mouse. Although Walt Disney created and drew many more characters, it was Mickey Mouse that embodied the unique vision and essence of his creator. Walt Disney used his voice for this character. In 1932, he received his first special Academy Award for the creation of Mickey Mouse.
Following the success of animated cartoon shorts, the Disney studio expanded and incorporated new technology. It produced full-length films such as Snow White, Pinocchio, Fantasy, and Bamby. These were films that combined not only pioneering technological advancements, but also heartwarming stories that brought Walt worldwide recognition.

In the following years, the studio also diversified into other media. Walt Disney created his own music division called, Disney Records, and consolidated his companies in the film industry. He did not stop there. He kept envisioning and developing new kinds of live entertainment: Theme Parks. In 1955, Disneyland opened. It was based on successful Disney characters and films. Later came Disney World, in Orlando Florida.

Walt Disney died on December 15th, 1966, but he left a heritage that keeps growing and evolving into new kinds of media and entertainment.

3. Go back to the text and identify the words in bold that match the following definitions.

a. to introduce or use something new for the first time
b. to imagine an idea that might happen in the future
c. to represent an idea or quality
d. to draw patterns and figures unconsciously
e. to establish

4. Answer the following questions based on the text.

a. Where and when was Walt Disney born?

b. What happened to his first animation company?

c. What brought him fame and recognition?

d. Why was he an entrepreneur?

e. What do you think of Walt Disney’s creations?
1. Match the expressions to their meaning.

- As a child
- Once
- By the time
- Eventually

1. At an unspecified later time
2. Before a certain point in time
3. On one particular occasion
4. When I was a child

2. Read and complete this excerpt from Walt Disney’s autobiography. Use the timeline and the Word Bank.

1901 - Walt Disney was born in Chicago.
1910 - His family moved to Kansas City.
1917 - His family moved back to Chicago.
1920 - He started his career.
1924 - He opened his own animation company.

(a) I lived on a farm in Missouri. I was interested in all kinds of animals. I used to sit under a big plum tree near my house just to watch the squirrels and other wild animals and to sketch them. (b) my family decided to go to the city so we went to Kansas City. (c) In those days, I did not go to school. Instead, I took long distance art classes. (d) 16, we went back to Chicago and I wanted to join the army, but I got rejected for being too young. Then, I decided to join the Red Cross and traveled to France where I drove an ambulance. (e) I had nothing to do, so I sat inside the ambulance and I covered it with all my drawings. (f) I was 19, I had decided to start my career as an advertising cartoonist. I began to experiment with different cartoons and stories. (g) I opened my own animation studio.

3. Write a short autobiography. Use the expressions above to organize your ideas cronologically.

(place / date of birth)

(significant people/moments/places in childhood)

(significant people/moments in elementary school)
Lesson 4
I Have the Knack!

1. Solve the crossword puzzle. Use the Word Bank.

2. Complete the sentences using some of the idiomatic expressions.
   a. From Monday to Friday, Susan gets up at 5:30 AM, exercises for an hour, goes to school, works at a music store, does homework and watches TV. She is a _____________________________.

   b. Bob and Jack are ___________________________. Bob likes to play video games, surf the Internet and read a lot. On the contrary, Jack enjoys playing basketball in the park, hanging out with his friends, and going to the movies.

   c. Paul is good at math. He does difficult calculations really fast. He solves complex trigonometry problems easily. In physics, he remembers lots of the principles and equations. He _____________________________.

3. Use the idioms above to complete the conversation.

   Lila: I heard your brother is coming to see you.
   Pat: Yes, he is.
   Lila: Do you have a lot in common?
   Pat: Not really! On the contrary, we’re _____________ (a).
   Lila: What do you mean?
   Pat: I mean, he’s a very talented musician. He _____________________________. (b), and I’m not musical at all.

   Lila: Do you spend time together?
   Pat: Actually, we don’t. In his free time he prefers to _____________________________. (c) pictures and videos of his presentations on the web.

   Lila: Well, why don’t we invite him to our party? I heard he’s a _____________. (d).
   Pat: Yes, he’s very enthusiastic and energetic. But I don’t know…
   Lila: Come on! Let’s _____________________________. (e).
Lesson 1

What Have You Done Lately?

1. Match the verbs with their complements.

   a. travel
   b. take up
   c. participate
   d. attend

   |   | 1. in a contest | 2. class | 3. a sport or hobby | 4. abroad |

Vocabulary Strategy

Associate verbs with their possible complement to remember new words.

2. Read the clues and complete the crossword puzzle. Use the verbs above.

   Clues

   Down
   a. to go to an event.

   Across
   b. to take part in an event.
   c. to go on a trip out of the country.
   d. to start practicing a sport or hobby.

3. Complete the sentences with the Simple Past or the Present Perfect form of the verbs from the exercises above. Then, match each sentence with its explanation.

   a. Jenny is now 15 years old. When she was 5, she __________ took up __________ ballet. Since then, she’s dedicated a lot of her free time to her passion, dancing.
   b. She __________ in several dance competitions.
   c. She __________ to represent her city in important contests three times.
   d. She’s been busy with trips and presentations, so she (not) __________ class lately.

   She's not attending class. She's been absent for several days.
   a. It's been ten years since she started to practice ballet.
   It's the first time she's participating in a dance competition.
   She has been in different countries three times.
4. Complete the conversation between Ann and Bob with the correct form of the Present Perfect tense.

Ann: Where have you been (be) lately?
I [a. call] you many times and you haven’t answered (not answer).

Bob: I lost my cell phone. Didn’t you know? I [b. be] without my phone since last week.

Ann: Oh, gosh! That’s terrible.

Bob: Well, actually, it [c. not be] so bad. It’s good to take a break.

Ann: Where (be) lately?
I [d. talk] to Diego, I (e. not be able to) reach him.

Bob: [f. not hear] He [g. be] abroad with his father since March. He had to attend a meeting in San Francisco and they went together.

Ann: He’s in San Francisco? That’s awesome!

Bob: Yeah!

5. Look at Matt’s agenda. Complete the questions and answer them. Use since and for.

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<tbody>
<tr>
<td>E.g. play tennis</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
</tr>
<tr>
<td>a. be abroad</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>b. attend a music workshop</td>
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<tr>
<td>c. study Italian</td>
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</tbody>
</table>

E.g. How long has he played tennis?
He has played tennis since January or He has played tennis for five months.

a. How long ___________________________?
   ____________________________________.
   or ____________________________________.

b. How long ___________________________?
   ____________________________________.
   or ____________________________________.

c. How long ___________________________?
   ____________________________________.
   or ____________________________________.

6. Here are some questions you need to answer to become a member of a high school cultural festival. Unscramble the questions. Then, answer them based on your experience.

a. in / have / been / long /school / you / How / high?
   ___________________________?
   ____________________________________.

c. festival / before / participated / you / in / Have / cultural / a?
   ___________________________?
   ____________________________________.
1. Classify the expressions in the Word Bank according to the two categories.
   a. Definite time expressions to talk about finished actions:
      - last December,
      - since February
   b. Indefinite time expressions to talk about unfinished or repeated actions:
      - recently

2. Kim is on a school exchange. Complete her e-mail with the Simple Past or Present Perfect form of the verbs in parentheses.

   Hello, Jay! How are you? It’s been a wonderful year abroad. I arrived in Quebec last December. Canada is a wonderful country. Four months ago, I went to Niagara Falls. It was amazing. I have learned a lot too! I attended French class since February when I began school, and now I’m very fluent. I also took up basketball last January. Now I’m in the school team. We have won 5 matches since the championship started. Lately, it has been wonderful. I have traveled with the team to many cities here in Canada. What about you? I haven’t heard from you recently. What did you do last Christmas? Love, Kim.

3. Ben’s a movie club director. Identify the question he asks Sue. Use the Questions Box.

   Ben: So you want to participate in the movie club?
   Sue: Yeah, I’ve always loved movies.
   Ben: What movies have you seen recently?
   Sue: I saw “The Red Rose” last Friday. It’s wonderful.
   Ben: Really? What’s it about?
   Sue: It’s about a musician’s life.

   Ben: I think that movie is based on a book.
   Sue: Well, not really! But I’ve seen the movie many times.
   Ben: Wow! How many times have you seen it?
   Sue: I’ve seen it three times.
   Ben: Well, you must love it.

   Questions Box
   - How many times have you seen it?
   - What was it about?
   - Have you read it?
   - What’s it about?

4. Ben asks you these questions to make you part of his club.
   a. What book have you read recently?
   b. What was it about?
   c. Have you seen a good movie lately?
   d. What’s it about?
5. Read the Cultural Test. Then, label each answer with the question letter.

Adam
a. Yes, two months ago I took up origami, but I've lost interest.
   b. I've eaten food from other countries once or twice.
   c. I participated in a theater play a long time ago.
   d. I've been once. I went to an art exhibit when I was a child.

Jonathan
a. Not really! I only like soccer.
   b. No, I don't like to participate in those activities.
   c. I've never been to a place like that.
   d. I've always eaten local food.

Claire
a. I'm taking karate. It's been a great experience.
   b. I've taken part in some events. Last month I participated in a dance contest.
   c. I love going to museums whenever time I can.
   d. I've eaten a lot of different types of food.

6. Circle the correct form of the verbs to give these teens some suggestions.

Jonathan:
You need to open up / opening up (a) to new possibilities. Learn to appreciate / appreciating (b) culture and knowledge. Start going / to go (c) museums and concerts. Consider to read / reading (d) more. It will help you open up your mind.

Claire:
Congrats! You enjoy experiencing / to experience (e) culture. You're not afraid of the unknown. You dare to be / being (f) a global citizen. You want to learn / learning (g) new things! We suggest sharing / to share (h) your experiences with others.

Adam:
You've had some good experiences. Dare to experiencing / to experience (i) new things. Don't avoid going out / to go out. (j) You'll learn great things. Be sure to discover / discovering (k) new ways to learn.

7. Read the comments some teens say in their study group, and give them some suggestions.

I'm traveling abroad. I'd like some advice! I'm a little nervous.
You need

When I meet new people I feel shy because I don't know what to say.
Learn

My teacher says I should read more, but books are boring.
Be sure
Lesson 3

Reading to Choose!

1. Scan the two texts and choose a heading for each review.

**Headings Box**
- Movie Review
- Book Review
- Website Review
- Video Game Review

2. Read the reviews and underline the key idea.

**Reading Strategy**
To find the topic, pass your eyes quickly over the text and identify key words.

---

1. Are you tired of trying to find the right book for you? Just like when you buy new clothes, and you try them on; wouldn’t it be convenient to make sure you like a book before buying it? You can do this on Readingfun.com. You’ll enjoy using this practical and innovative website with plenty of services. Unlike other online bookstores, you can browse the first pages of a book in the website’s book list. Book lovers will get familiar with literature by reading book reviews written by experts. In addition, you can find a large number of e-books in diverse formats. For members, there is a big discount on all books. I think this website is very useful because it offers the possibility to preview and get familiar with a book before buying it. I highly recommend it!

Stop and think. Which of the sentences below best expresses the key idea?

- a. The author thinks it’s better to read reviews and not the complete books.
- b. The author thinks it’s better to know something about a books and its author before buying it.
- c. The author thinks it’s better to read a book online.

---

2. In my opinion, Wall-E is an inspiring animated production that captivates children, as well as adults, through a wonderful story told in an unusual way. It’s the story of two robots that keep humans’ hope of returning to their homeland alive. Unlike other Pixar productions, it has long silent scenes and cultural references that might not be suitable for some kids. Still, the story manages to touch most viewers as it is very clever, and fun. In addition, it brings up a very important ecological message. I strongly recommend it!

Stop and think. Which of the sentences below best expresses the key idea?

- a. The author thinks this movie has an interesting message for very young children.
- b. The author thinks this movie is unusual and captivating.
- c. The author thinks this movie is inspiring because it contains a beautiful ecological message.

---
3. There are five features that characterize a review. Identify the lines where you find them.

<table>
<thead>
<tr>
<th>Characteristics</th>
<th>Review</th>
<th>Review</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Differences with other products</td>
<td>Lines</td>
<td>Lines</td>
</tr>
<tr>
<td>b. An opinion about the product</td>
<td>Lines</td>
<td>Lines</td>
</tr>
<tr>
<td>c. Rephrasing opinion</td>
<td>Lines</td>
<td>Lines</td>
</tr>
<tr>
<td>d. Description of the product’s characteristics</td>
<td>Lines</td>
<td>Lines</td>
</tr>
<tr>
<td>e. Introducing the topic</td>
<td>Lines</td>
<td>Lines</td>
</tr>
</tbody>
</table>

4. Go back to the reviews and match the word with the definition.

- a. a better, different or new way of doing things
- b. better, helpful
- c. helpful and practical
- d. a feeling of excitement about doing something
- e. to attract and be interesting
- f. the right qualities for a particular purpose
- g. strange and exceptional

   1. captivate
   2. innovative
   3. useful
   4. inspiring
   5. convenient
   6. unusual
   7. suitable

5. Restate the following opinions using the synonyms or definitions from exercise 4.

   Eg. You’ll enjoy using this innovative website with plenty of useful services. The website offers a lot of different, new and practical services you’ll love.

   a. Wouldn’t it be convenient to make sure you like a book before buying it?

   b. Wall-E might not be suitable for some kids.

   c. I highly recommend this movie because it’s inspiring and very clever.
2. You’re writing a review for the school magazine. Plan your review. Follow the steps.

a. Choose a topic: an event or product you recommend (use your background knowledge)

b. Write your key idea.

c. Support the idea: give a description or mention some characteristics of your product or event.

d. Compare and find similarities with or differences from other products or events of the same kind.

e. Rephrase the main idea in a conclusion.

3. Based on the steps, write your review.
1. Complete the colloquial expressions with the correct word. Then, match them with their definition.

   a. to be in the same _________________
   b. to _________________ the books
   c. to take a _________________ check
   d. to be a real page _________________

   1. to be a very exciting book
   2. to reschedule an invitation or plan
   3. to study hard
   4. to be in the same unpleasant situation

2. Circle the correct idiom in each conversation.

   **Conversation 1**
   Mom: Stop playing now. It's raining.
   Kid: But mom, we are having so much fun.
   Mom: Yeah, but don't you have to take a rain check / hit the books? (a)
   Kid: Ok mom, you are right.

   **Conversation 2**
   Ann: Why don't we go and see a movie?
   Ben: I haven't seen the new Pixar movie. They say it's awesome, but I don't have money.
   Ann: I haven't either. We're in the same boat. / It's a real page turner. (b)

   **Conversation 3**
   Ben: Let's go.
   Kim: There's a new cafe on Bleeker Street. Let's try it.
   Jessie: Yeah, the atmosphere is great.
   Alexis: I'd love to go, but not now. I'll take a rain check. / I'll hit the books. (c) I'm reading a book and I haven't finished. I have an exam tomorrow.
   Jessie: Poor thing! What's it about?
   Alexis: Well, it's about the influence of music on our society. Actually, it's a real page turner. / it's a rain check. (d) I love it.

3. Read the conversations. Cross out the mistakes and correct if necessary.

   a. Kim: This is a boring book.
      Alexis: Yeah I know! It's real page turner.
   
   b. Kid: I don't need to hit books if I want to pass the exam.
      Mom: Yeah! Do it.
   
   c. Jessie: John invited me to go to the soccer game with him.
      Kim: Did you accept?
      Jessie: Yes, I had to take a rain check. I have to attend my reading club.
   
   d. Ann: Have you been to the new library?
      Ben: No I haven't. I've been too busy. I have had too much work.
      Ann: We're not in the same boat. I also have almost no free time.
1. Write the adverbs for the corresponding adjective in the chart below.

<table>
<thead>
<tr>
<th>Adjective</th>
<th>Adverb</th>
</tr>
</thead>
<tbody>
<tr>
<td>lucky</td>
<td>luckily</td>
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<tr>
<td>surprising</td>
<td>surprisingly</td>
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<tr>
<td>mysterious</td>
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<td>angry</td>
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<tr>
<td>quick</td>
<td></td>
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<tr>
<td>suspicious</td>
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</tbody>
</table>

Vocabulary Strategy
Make adverbs from adjectives
• add “ly” at the end of an adjective.
• If the adjective finishes in “y”, replace it with an “i” and add “ly”.

2. Read the comic. Then, look at Raj’s face and write the correct adverb. Use the words above.

The Impostor

It all happened one night when Raj arrived home late. (a), someone had eaten his dinner.

(b), he went upstairs and noticed that someone had been in his room.

(c), he ran to ask his mother about these unusual things. What she told him was very, very strange.

(d), he went back to his bedroom and began to look for the person who had done all those things. He thought that it must have been an impostor.

The next day, when he arrived at school, his class had already finished. (e), someone had already taken an exam for him. It wasn’t him.

Raj felt really scared. (f), his best friend, Carl, knew exactly what was happening.

To be continued
3. Look at Raj’s bedroom. Complete the sentences using the Past Perfect.

By the time Raj went to his bedroom, someone had signed into his e-mail account. Someone had checked his chemistry files. Someone had played his guitar. Someone had called his friends. Someone had left the room through the window. Luckily, that person had not worn his pajamas.

4. The comic continues… Complete it with the Simple Past or Past Perfect tense.

Raj showed his friend Carl what had happened in his bedroom. Carl was worried about him, so he explained (a) to Raj that some days ago, at the chemistry lab, he fell down and hit his head badly. Raj immediately remembered the incident, but he also remembered (d) that something strange happened (e) before to him. A strange guy followed (f) him. Raj realized (g) he had not fallen; down as he remembered someone hit him from behind. Suddenly, everything was clear to Raj. Before the incident happened (j), he created (k) a formula to become invisible. Unfortunately, someone was trying to steal it. Raj ran to his computer and searched for his files. There was no record of his experiment. Mysteriously, all ran files were gone. The impostor had taken (l) them.

Grammar Strategy
The Past Perfect shows the action in past that happened first.
2. Complete the story with some of the words above. Use the words in bold as clues.

**The Prince and his Quest**

Once upon a time, there was a **prince** who lived in a big, old **castle** (a). One night, the prince felt really sad, so he thought: “If I had a princess, I’d be a happy prince.”

The next day, he decided to start a romantic quest. On the road, he found three different men, a **knight** (b), with his **ax** in his hand, a **princess** (c) in a shining armor, and a **gnome** (d) by his mill. The prince asked each one about a place to find a princess but he always got the same reply from them: “If I knew that, I’d tell you. But I don’t so I won’t.”

One morning, the prince saw a **gnome** (e) counting all his golden coins. He told the prince, “If I told you where she lives, what would you give me?”

The prince offered him something he can turn into **gold**. “If you tell me, I’ll give you a some **gold**.” (f) The gnome did not like the offer so he left hurriedly. The prince continued walking. In the afternoon, he came to a beautiful tree and he said to himself, “If I found a beautiful **princess** (g) it would surely tell me where to find the princess.”

Instead, an **elf** (h) with pointed ears appeared and told him about a girl who was a prisoner in the cave of a **giant** (i) as tall as a mountain. Quickly, the prince went to the cave. On his way, he found a **terrible** winged creature. It was a **dragon** (j). The prince gave it a delicious **sausage** (k), and they became friends. The dragon was taller than the giant. With its size and the prince's abilities, they rescued the princess. The prince and the princess met and went back to the castle to live happily ever after with their big pet!
3. Based on the story, match the condition with its result.

   a. If the prince had a princess,
   b. If the dragon didn’t like the sausage,
   c. If the prince gave money to the gnome,
   d. If the woodcutter knew where to find the princess,
   e. If the giant weren’t so tall,

   1. he’d tell the prince about it.
   2. it’d be easy to rescue the princess
   3. he wouldn’t be so sad.
   4. he’d help him find the princess.
   5. he wouldn’t be friendly.

4. Unscramble the words to write conditionals about famous fairy tale stories.

   a. elves / if / were / we / tiny / live / in / we’d / tree / a
      
      If we were elves, we’d live in a tiny tree.

   b. dragon /If / my / brother / had / a / as / a / mom / wouldn’t / like / my / pet / it
      
   c. If / were / a / knight / he’d / kingdom / have / to / defend / the / king / his
      
   d. If / I / fairy / a / in / I’d / my / ask / her / garden / to / me / a / wish / grant
      
   e. had /If / I / turn / powers / I’d / magical / straw / gold / into
      
   Grammar Strategy
   Notice:
   If I saw a fairy, I’d be surprised.
   Or
   I’d be surprised if I saw a fairy.

5. Look at the pictures and complete the conditionals with your ideas.

   If I were (be) a prince or a princess, I would live (live) in a castle. If I lived (live) in a castle, I’d have (have) a big yard. If I had (have) a big yard, I’d plant (plant) a magic tree. If I planted (plant) a magic tree, I’d climb (a. climb) to the sky. If I climbed to the sky, I’d have (b. be) a dragon, we’d fly (c. fly) to school. If we flew (d. fly) to school, we’d have (e. have) a lot of friends. If we had (f. have) a lot of friends, we’d have a lot of friends.

   If I were (be) a prince or a princess, I would live (live) in a castle. If I lived (live) in a castle, I’d have (have) a big yard. If I had (have) a big yard, I’d plant (plant) a magic tree. If I planted (plant) a magic tree, I’d climb (a. climb) to the sky. If I climbed to the sky, I’d have (b. be) a dragon, we’d fly (c. fly) to school. If we flew (d. fly) to school, we’d have (e. have) a lot of friends. If we had (f. have) a lot of friends, we’d have a lot of friends.
1. Preview the text and match the gods to their powers. Check after reading.

- a. Demeter 1. the god of love
- b. Eros 2. the god of the underworld, where the dead live
- c. Hades 3. the messenger of the gods
- d. Hermes 4. the king of the gods and god of the sky
- e. Zeus 5. the goddess of harvest and fertility

2. Read the myth.

**The Rescue of Persephone**

Long ago, in the mountainous island of Sicily, there lived a goddess called Demeter, the goddess of harvest and fertility. She allowed people to collect fruits, vegetables, and animals to eat. She and her beautiful daughter, Persephone, lived happily, but one day this changed.

It all started when Hades, the god of the underworld, wandered into Persephone’s garden. All of a sudden, he was shot by an arrow sent by Eros, the god of love, who made him fall in love with Persephone. Sometime later, when this girl was picking some flowers, she magically vanished from the earth. Zeus, the king of gods, witnessed everything.

Demeter looked for her daughter angrily and worriedly, but she could not find her. She felt so sad that she stopped blessing the earth. Plants stopped growing, seeds didn’t sprout, so animals died.

Soon, Zeus realized the terrible consequences of these happenings. So, he told Demeter that Hades had kidnapped Persephone and had taken her as a prisoner in his realm. Zeus asked Hermes, the messenger of the gods, to look for Persephone in the underworld. But, Zeus warned Demeter, “I can only bring her back if she has not eaten any food from the underworld.”

Meanwhile, Persephone was tempted to eat some fruits, but she knew she couldn’t, “If I eat them, I will never get out of this place.” She thought. Unfortunately, the underworld gardener tricked her, “It won’t do you any harm to smell their fragrance.” She thought. Persephone took the fruits. They reminded her of the outside world, so she ate them thoughtlessly. Sadly, by the time Hermes arrived, Persephone had already eaten the fruits. “She cannot leave, she just ate some fruits, now she’s my wife,” said Hades to Hermes.

When Demeter found out about her daughter’s fate, she begged Zeus to change her terrible destiny. “If you don’t help her, I won’t fertilize the soil anymore and all people will die.” Zeus, almighty, decided that Persephone could stay with her mother for two-thirds of the year. She had to stay with her husband in the underworld for the other third.

In the end, Demeter accepted the conditions. Every time Persephone came out of the underworld, the warm touch of Demeter was felt all over the earth for eight months. Seeds grew and blossomed. Once Persephone had to go back to the underworld to stay with her husband, for the next 4 months, Demeter’s sadness made the earth sterile. This happened year after year.
3. Read again. Identify the characters, the settings, the conflict and the resolution of the myth.

   **a. Characters**
   *Persephone.*

   **b. Settings**
   *The island of Sicily.*

   **c. Conflict**
   *Persephone vanishes from the earth.*

   **d. Resolution**

4. Go back to the reading and match the words with the definitions. Use context clues.

   a. bless
   b. fate
   c. harvest
   d. kidnap
   e. realm
   f. vanish
   g. seed
   h. sprout

   1. a kingdom
   2. part of a plant that produces a new one
   3. to take and keep someone illegally
   4. destiny
   5. to disappear
   6. process of collecting food crops
   7. to provide something good or desirable
   8. to grow

5. Answer these questions.

   a. Why couldn't Demeter find Persephone when she went around the world looking for her?

   b. What would the consequences be if plants stopped growing and seeds didn't sprout?

   c. What natural phenomenon does this myth explain? Why?
1. Write your own story. Outline the following aspects.

Main characters

| ___________ |
| ___________ |
| ___________ |

Conflict

| ___________ |
| ___________ |
| ___________ |

Secondary characters

| ___________ |
| ___________ |
| ___________ |

Resolution

| ___________ |
| ___________ |
| ___________ |

Writing Strategy

Outline the story and its principal elements. Use expressions to signal the transition of the events.

Expressions

<table>
<thead>
<tr>
<th>to begin a story</th>
<th>to introduce the main events</th>
<th>to indicate the ending</th>
</tr>
</thead>
<tbody>
<tr>
<td>Once upon a time</td>
<td>Suddenly</td>
<td>Finally</td>
</tr>
<tr>
<td>Initially, ______</td>
<td>Unfortunately ______________</td>
<td>Eventually</td>
</tr>
</tbody>
</table>

2. Go back to the story “The Rescue of Persephone” and find expressions to complete the chart.

3. Write your story. Use the expressions from the exercise above.
Lesson 4

He Gives Me the Creeps

1. Label the pictures with the colloquial expressions in the Word Bank.

2. Use the colloquial expressions to rewrite the sentence.
   a. I had a dilemma. I didn’t know what decision to make. I was between a rock and a hard place. I didn’t know what decision to make.
   b. He had no idea. Nothing came to his mind. To draw a blank.
   c. I was horrified when I saw the spider. I just ran. To give someone the creeps.
   d. I hate it when I can’t remember a word I know. To have something on the tip of the tongue.

3. Complete the conversations with some colloquial expressions.

   Anne: Have you heard of the story of Odysseus?
   Bob: Yeah, he killed… Umm what was the monster called?

   Anne: He killed a couple of monsters, which one?
   Bob: It was a six-headed sea monster. What’s it called? I know it. I
   ____________________________ (a.).

   Anne: Medussa?
   Bob: No… It was Scylla. That monster ____________________________ (b.). It’s really scary.

   Anne: Yeah, anyway, last week I had a quiz on Greek myths.
   Bob: How did it go?

   Anne: It was terrible. The quiz was about The Odyssey. I hadn’t read the book.
   Bob: I know the story. Odysseus returns home after the Troy war,
   but it takes him a long time to get home. Most of the time, he
   ____________________________ (c.). He had to face monsters and dangers.

   Anne: Why didn’t I talk to you before the quiz?
UNIT 4 Lesson 1

What Kind of Traveler Are You?

1. Look at the pictures to complete the sentences. Use the Word Bank. Then, choose which option (A, B or C) best describes you.

Are you a green traveler?

A
You prefer to stay in a luxurious ________ (a) and travel by ________ (b). It’s quick and comfortable. You enjoy going on a ________ (c) to do relaxing activities like sun bathing.

B
You prefer to stay in a peaceful ________ (d) and to travel by ________ (e) or by ________ (f). You love to enjoy the landscape. You enjoy going on a ________ (g) and going ________ (h) around the woods, towns and cities.

C
You prefer to stay in a ________ (i) and to travel by ________ (j) or on ________ (k). You enjoy going on a ________ (l) and practicing activities like ________ (m) and ________ (n).

2. Complete with much or very. Then, find out what kind of traveler you are depending on the option you chose above.

If your answer is **A**, you prefer to feel more comfortable than ecological.

Remember that if you make ________ smarter choices, it will benefit you and also the environment, the people and destination you visit. You might need to be ________ careful when searching or planning your activities to become ________ (a) greener.

If your answer is **B**, you’re ________ (b) more conscious and eco-friendly. You’re ________ (c) practical and responsible. Remember to choose places, travel agencies, and tours that also show responsible attitudes towards the environment and the local culture.

If your answer is **C**, congratulations! You’re a ________ (d) green traveler. You’re helping the environment to be ________ (e) cleaner and healthier. Pass on your tips!
3. Write sentences to defend a greener position. Use the clues.

E.g. Water skiing is very exciting.  
*Well, kayaking is much eco-friendly.*

a. *Planes are very convenient.*  
*bicycles / ecological / cars.*

b. *Hotels are very comfortable.*  
*When camping / you / close to nature*

c. *Crocodile leather hats are very exotic.*  
*Crafts made with other materials / green.*

4. Underline the correct tag question. Then, match it with an answer.

   a. You love traveling by plane, *don't you? / aren't you?*  
   b. The landscape is lovely, *don't you? / isn't it?*  
   c. Train tickets cost less than plane tickets, *doesn't it? / don't they?*  
   d. You bought these crafts in Mexico, *don't they? / didn't you?*  
   e. She's been kayaking before, *hasn't she? / doesn't it?*

   1. Yes, they do. They're on sale.  
   2. Actually, I bought them in Japan.  
   3. *Yes, I do. It's comfortable.*  
   4. No, she hasn't.  
   5. Yes, it is. I love it.

5. Read and complete with a tag question.

Mr. Coe: Hello class, I have good news! We're going out of town. It will be fun, ___________ (a)?

Lynn: Oh no! We're sleeping in a hotel, ___________ (b)?

Mr. Coe: No, we're not. We're going green!

Tom: We don't have to wear green clothes, ___________ (c)?

Mr. Coe: Actually, to be green is helping to protect the environment. We're going camping near Lake Season to appreciate nature.

Meg: We went there last year, ___________ (d)?

Mr. Coe: No, we didn't. We went to Lake Superior. By the way, you love water sports, ___________ (e)?

Meg: Of course!

6. You're going camping. Look at these signs and ask about the rules. Use tag questions.

E.g. *We can go kayaking, can't we?*

   a.  
   b.  
   c.  
   d.  

   a.  
   b.  
   c.  
   d.  

*ECO FRIENDLY*
Lesson 2

You Can’t Miss It!

1. Look at the campsite’s map. Use the clues to complete the missing places.

Clues
- The cafeteria is between the bike rental office and the information office.
- The cabins are in front of the tree house, the information office, and the bike rental.
- The showers are between the restrooms and the vending machine in the camp site.
- The playground is in front of the restrooms.
- The tree house is behind the information office.

Vocabulary Strategy
Infer missing information using the visual and linguistic clues

Map Legend
a. the cafeteria
b. 
c. 
d. 
e. 
f. 
g. restrooms
h. 
i. waterfall
j. 

2. Look at the map and follow the directions. Find the right place.

At the entrance
Bill: Excuse me, ma’am, could you tell me where the ________ (a) is?
Guide: Sure! Just go straight ahead, and take the road on the left. Keep walking and go past the cafeteria and the bike rental office. Then cross the intersection and you’ll see three roads. Take the road in the middle. Go along the trail until you get there. You can’t miss it!

At the vending machine
Ann: Excuse me, Can you tell me where the ________ (b) is?
Sam: I think it’s on the other side of the campsite. Just walk across the campsite and go south along the bike path, walk down until you get to the cafeteria, then turn left. It’s just behind the information office.
Ann: Along the bike path until the cafeteria, and left at the corner. Thanks!
3. You’re at the cafeteria. Give directions to get to the playground. Use the map and the Word Bank.

Word Bank
• walk across the campsite
• go straight ahead
• it’s in front of the restrooms.
• take the road on your left.

Todd: Could you tell me where the playground is?
You: Go straight ahead (a) and

(__________) (b)
Then, (__________) (c)

(__________) (d) You can’t miss it!

4. Complete the request and match it with an answer. Use the Word Bank

a. Do you know _________ swimming is forbidden?
   - 1. No, there isn’t.

b. Do you know _________ there is a pool in the camp
   ground?
   - 2. Sure you can. The bike rental is next to the
     cafeteria.

c. Could you tell me _________ I can get something to eat?
   - 3. Actually, it’s kind of far. You need to walk for
     about 45 minutes.

d. Could you tell me _________ the river is near?
   - 4. I think it’s because there are some dangerous
     animals in the river.

e. Do you have any idea _________ the information
   office opens?
   - 5. It opens at 7:30.

f. Can you tell me _________ I can rent bikes here?
   - 6. There is a vending machine is next to the showers.

5. You’re camping and you need some information about the campsite. Ask polite questions about these things.

a. The money you need to spend to stay in a cabin.
   - Could you tell me how much money I need to spend to stay in a cabin for a night?

b. The time the bike rental office opens.

c. A place where you can get a bottle of water.

d. Dangerous animals around.

e. Other:
Lesson 3

A City Like No Other

1. How much do you know about London? Circle the right option.

a. London is a small / medium / big city.

b. London has a river that runs through the city / around the city / in the north of city.

c. The last time London hosted the Olympics was in 2012 / 2010 / 2011.

d. London doesn't have / has good cycling facilities.

2. Read. Analyze the map, and use the Word Bank to complete the text.

Cycling Around London

When you live or visit a city like London, getting ______ around ______ can be a bit complicated because it has the biggest population in the UK and Europe (more than 7 million inhabitants) and the number of tourists who visit every year (almost 1 million visitors a year) is extremely high. That is why cycling has become the preferred means of transportation for a lot of Londoners as well as tourists. Join the bike revolution and discover this magnificent city, full of history and modernity, in as green a way as possible. Our tour includes a visit to famous landmarks, and some of the most recognized Olympic venues. Pedal your way ______ along ______ bicycle paths, cycle canals and roadsides, and enjoy all the cycling facilities London has to offer. There's something exciting for everyone. Why not checking it?
Hyde Park Cycling Route
Our tour starts at the greenest and most relaxing place in the middle of London: Hyde Park. It has a wide range of amenities like restrooms, restaurants, and cafes, as well as sporting facilities like tennis courts, boat rides, children’s playgrounds and different monuments. There are various cycling possibilities within the park, but we recommend going (a) the Serpentine Lake and visiting a very important monument along the route: Diana’s Fountain, a memorial built to pay tribute to the late Princess Diana of Wales. Hyde Park is also well known for its vibrant sporting and cultural activities like concerts, festivals, horse riding, and exhibitions. Don’t worry about your bike if you want to take part in these activities. There are docking stations to keep your bike safe.

River Thames Route
This route includes a visit to Buckingham palace. Then, it goes (b) the River Thames and (c) its banks. It will take you past must-see places like Big Ben, the House of Parliament, the London Eye, The Tate modern, St. Paul’s Cathedral and the famous, iconic Tower Bridge. Enjoy its impressive construction and witness years of history that have made this bridge one of the most visited tourist attractions. To get there, cycle (d) along the north bank for a great view of the river.

Olympic Venues Route
London has been an Olympic city on three occasions: in 1908, 1948, and 2012. Visit the Olympic venues and admire the legacy of these world events with our tour. After the Tower Bridge, the tour makes its way (e) the Olympic Park to the Olympic Stadium where the opening and closing ceremony of the 2012 Olympics took place. Then it goes (f) the Olympic Park where you can see other interesting Olympic venues, such as the Basketball Arena and the incredible Velopark Aquatics Center where some of the most important competitions took place.

4. Match the words in bold with their definition.

- a. must-see
- b. iconic
- c. path
- d. bank
- e. venues
- f. witness
- g. range
- h. well-known

1. popular
2. a highly recommended attraction or place
3. land along the side of a river or a lake
4. to be present and see when something happens
5. a location for an organized event
6. variety
7. a place or a person that represent an important idea
8. a small road

5. Answer the questions according to the text.

a. Why is cycling a popular activity in London?

b. Why is Hyde Park a well-known place?

c. Why is London a city attractive for tourists?
Writing

1. Design a brochure about a place you choose. Then, select your purpose for making it. Next, complete the outline using specific information.

<table>
<thead>
<tr>
<th>Places</th>
<th>Purpose</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ a school or university</td>
<td>☐ to choose a place to study</td>
</tr>
<tr>
<td>☐ a city or town</td>
<td>☐ to select a tour</td>
</tr>
<tr>
<td>☐ a store</td>
<td>☐ to get information about an iconic place</td>
</tr>
<tr>
<td></td>
<td>☐ to promote a product</td>
</tr>
</tbody>
</table>

   **Writing Strategy**
   The information you include in a brochure depends on its purpose and audience.

2. Investigate the necessary information to complete this outline according to the place you chose.

   **Characteristics of the place**

   | Historical or interesting information |
   | Other important information |

3. Follow these steps to organize your brochure.
   a. Write an introduction that attracts attention to the place.
   b. Include background information about the city or place you chose.
   c. Describe your opinion about the place, its facilities, and its advantages. Remember to support your opinions with good reasons.

   a. Welcome to
      (name of the place)

   b. __________________________

   c. __________________________
Lesson 4
Shake a Leg

1. Read the story, look at the pictures and complete the dialogs. Use the Word Bank.

One day, I almost missed the school bus back home. I had to hurry.

When I got on the bus, I realized that a friend was driving. We started our journey.

But we didn’t go home. We went all around the city, sightseeing. We were all very excited.

When we finally got home, everyone in the bus agreed not to reveal the secret.

2. Complete the crossword puzzle with the right colloquial expressions.

**Clues**

**Down**

a. when someone is late for something you say...
b. when you start a trip, you say...

**Across**

c. when you reveal a secret, you...
d. When you go out to public places to meet people, you...

3. Answer the questions with personal information.

a. Do you remember the last time you spilled the beans? What happened?

b. When was the last time you hit the road? Where did you go?
1. Complete the conversation with the correct form of the auxiliary to be. Use the Word Bank.

**IN THE NEWSROOM**

Ann: What news do we have for today?
Ben: Well, my story is about the discovery of an ancient city that **is** located in an ancient underwater cave in Marino lake. Mommies dating back as far as 5000 years ago **(a) have** been found at the site.
Ann: Sounds interesting! Listen to my news! The Kingdom Tower, the tallest building in the world, **(b) will be** finished in 2017. It’ll be 1007 meters tall; that is more than 1 kilometer high.
Carl: Yeah, but it **(c) is expected** to be the tallest building for a long time. There are plans to build an even higher building called, the Azerbaijan Tower. It’ll be 1050 meters tall.
Ann: Yeah, but the Azerbaijan project **(d) won’t be approved** because of design problems. It’s too tall. Anyway, how about your story Carl?
Carl: I have a story about a robbery that ended up being a rescue. The thieves **(e) are trapped** inside the bank’s vault.
Ben: So the police didn’t catch the thieves; instead they rescued them?
Carl: That’s right! And they **(f) were taken** to jail but to a hospital. The vault was a real trap.

2. Write the noun form of each verb. Use the conversation above.

<table>
<thead>
<tr>
<th>Verb</th>
<th>Noun</th>
</tr>
</thead>
<tbody>
<tr>
<td>rob</td>
<td>robbery</td>
</tr>
<tr>
<td>locate</td>
<td>(a)</td>
</tr>
<tr>
<td>rescue</td>
<td>(b)</td>
</tr>
<tr>
<td>discover</td>
<td>(c)</td>
</tr>
<tr>
<td>trap</td>
<td>(d)</td>
</tr>
</tbody>
</table>

3. Complete the chart.

<table>
<thead>
<tr>
<th>Verb</th>
<th>Noun</th>
<th>Auxiliary</th>
<th>Affirmative</th>
<th>Negative</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Present</strong></td>
<td></td>
<td>are</td>
<td></td>
<td>aren’t</td>
</tr>
<tr>
<td><strong>Past</strong></td>
<td>was /</td>
<td>(b)</td>
<td>wasn’t /</td>
<td>(c)</td>
</tr>
<tr>
<td><strong>Future</strong></td>
<td>(d)</td>
<td>(e)</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Present</strong></td>
<td>has been</td>
<td>(f)</td>
<td>haven’t been</td>
<td></td>
</tr>
<tr>
<td><strong>Perfect</strong></td>
<td>has been</td>
<td>(g)</td>
<td>had been</td>
<td></td>
</tr>
</tbody>
</table>
4. Complete the headline with the words from the Word Bank. Then, underline the correct form of the verb.

**Unlucky ____________ (1)**

Two robbers trapped / were trapped (a) in a bank’s safety vault. Police had to rescue / had to be rescued (b) them when the criminals were called / called (c) for help. Authorities took / were taken (d) the men to the city hospital as they had spent a lot of time inside the vault.

**Tallest Skyscraper ____________ (2) revealed**

The tallest building in the world finished / will be finished (e) by the year 2017. It will build / will be built (f) in the city of Jeddah, Saudi Arabia and it will be 1 kilometer high. It has been designed / designed (g) by architect Adrian Smith. The tower will be divided / will divide (h) into a hotel, observatory, condominium and offices.

**Scientists Amazed by Ancient City ____________ (3)**

Archeologist, Dave Franco, was discovered / discovered (i) one of the most important ancient ruins of a city that has been covered / has covered (j) by water for almost 5000 years. Its exact location has not been revealed / has not revealed yet (k), but its discovery confirmed / was confirmed (l) by local experts.

5. How is a TV news bulletin made? Change the sentences (a-f) into Passive Voice.

**Grammar Strategy** Use “by” to mention the doer of the action only if this extra information is important.

- Well, it’s all group work.
  a. First, we hold a meeting to plan the bulletin.
  b. The editing committee selects and edits the best stories.
  c. Then, someone writes the script.
  d. Some others select the video images.
  e. Next, the producer makes the bulletin.
  f. Finally, the anchor reports the news in front of the camera.

- Well, it’s all group work.
  a. A meeting is held to plan the bulletin.
  b. ___________________________
  c. ___________________________
  d. ___________________________
  e. ___________________________
  f. ___________________________
Lesson 2
Disasters and Consequences!

1. Label the pictures.

a. hurricane

b. tsunami

c. tornado

d. earthquake

e. ____________

Word Bank
• hurricane • tornado
• tsunami • earthquake

2. Identify synonyms to complete this puzzle. Use the words in bold as clues.

Vocabulary Strategy
Associations help you remember new words.

Clues
Down
a. When a town is hit by a tsunami, buildings are **destroyed** by the waves.
b. When a house is destroyed, it needs to be **fixed**.

Across
c. When someone is **hurt** in a disaster, he or she needs medical assistance.
d. When people are evacuated, they’re **guided** to a safe place.
e. When people are trapped after an earthquake, they must be **saved**.

3. Match column A with column B to complete the questions. Then, find the answer in column C.

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
<th>C</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Were people</td>
<td>1. been damaged by the earthquake?</td>
<td>1. No it wasn’t. Everyone was surprised.</td>
</tr>
<tr>
<td>b. Will the coastal area</td>
<td>2. injured by the disaster?</td>
<td>2. Yes, they have. Check before you hit the road.</td>
</tr>
<tr>
<td>c. Was the hurricane</td>
<td>3. be hit by huge waves?</td>
<td>3. Yes, some people were hurt.</td>
</tr>
<tr>
<td>d. Have the main roads</td>
<td>4. expected?</td>
<td>4. Yes it will. Go to a shelter.</td>
</tr>
</tbody>
</table>
4. Journalists are interviewing experts. Write the questions. Use the answers as clues.

Journalist: Thanks for being with us today. We’d like to ask you a few questions about some natural disasters. The first question is about earthquakes.  _________________. (a)
Mr. Gomez: No, they cannot be predicted. The only thing we can do is measure them when they happen.
Journalist: How _________________. (b)
Mr. Gomez: They’re measured with a device called, seismograph.
Journalist: What about tornados? How _________________. (c)
Mr. Gomez: Well, this phenomenon is not fully understood yet, but they are produced when two masses of air with different temperatures and conditions create atmospheric instability.

5. Choose the correct option from the box to complete the questions.

a. Journalist: How _______ a tornado’s strength determined?
   Mr. Gomez: Its strength is determined by the damage it causes.
b. Journalist: How _______ we _______ prepared for a disaster?
   Mr. Gomez: It’s important to create a plan and prepare an emergency kit.
c. Journalist: _______ the Japanese tsunami caused by the earthquake in 2010?
   Mr. Gomez: Yes, it was. An earthquake caused the tsunami.
d. Journalist: When _______ the people in the affected area be helped and rescued?
   Mr. Gomez: As soon as the storm stops, a group of local volunteers are sent to the area.

6. You’re being interviewed. Answer the questions according to your personal experiences.

a. Have you ever been injured in a disaster? If not, do you know someone who has?
   ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________

b. In your opinion, what kind of disaster is the worst? Why?
   ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________

   c. How can we be prepared for a disaster?
   ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________
Lesson 3

School News

1. Rank the following students’ problems from 1 to 6, with 1 being the most critical and 6 the least critical.

- School absenteeism
- Lack of parental care
- Name calling
- Bullying
- Disrespect for teachers
- Student apathy

2. Read and complete with the correct expression. Use the Word Bank.

Saint Joseph school has joined the anti-bullying campaign that aims to eradicate bullying from schools across the nation. “The central idea of the campaign is to help students find ways to resolve conflict in healthy ways”, said Miriam Tellez, an educational specialist who is behind the campaign. _According to_ Mrs. Tellez, when attacking this problem, we have to pay attention to all the people involved. The consequences of this aggressive behavior affect both the victims and the aggressors.

(a) the victims suffer from social isolation, suicidal tendencies, school absenteeism, poor school performance, depression, anxiety and lack of self-esteem. (b) the aggressors are very likely to behave in a hostile way in most situations in their lives. Consequently, the whole community is affected in the long run.

The evidence suggests that an alarming number of school shootings, suicides and teen crimes are caused by the despair and feelings of isolation that bullying produces. (c) bullying is not a new problem, it has definitely turned into a big issue. A recent national survey of schools showed that almost 35% of students are bullied or have been bullied.

Bullying is the hostile behavior toward peers and it can take the form of verbal, physical or relational abuse, like when students are the center of pranks, called names, or excluded from activities in a way that hurts their feelings.

The good news is that now there are strict school policies that demand parents, teachers, and school officials to take a stand against bullying. “We’re glad to say that, now, bullying is not seen as a personal problem. (d) it is a social problem that must be stopped,” said Claire Rodriguez, a 10th grade student at South Lake High School who has been victimized by bullies in her school.
3. Read the text again and choose the most appropriate headline for the news story.

- Techniques to stop bullying at Saint Joseph!
- Saint Joseph School problems!
- Saint Joseph School joins Anti-bullying Campaign!
- Celebrate Anti-bullying Day at Saint Joseph!
- Cyber-bullying penalized!

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

a. What is bullying?

b. What are the effects of bullying in schools?

c. What’s the purpose of the campaign at Saint Joseph School?

5. Match the words from column A with their definitions in column B. Then, go back to the text to find the noun form of the words and write them in column C. Use the clues from the context.

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
<th>C</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. to be absent</td>
<td>___ 1. to separate oneself from others</td>
<td></td>
</tr>
<tr>
<td>b. to victimize</td>
<td>___ 2. to act in a certain way</td>
<td></td>
</tr>
<tr>
<td>c. to behave</td>
<td>___ 3. to lose control of one's emotions</td>
<td></td>
</tr>
<tr>
<td>d. to despair</td>
<td>___ 4. to not to be present</td>
<td>a. 4. absenteeism</td>
</tr>
<tr>
<td>e. to isolate</td>
<td>___ 5. to discriminate against</td>
<td></td>
</tr>
</tbody>
</table>

6. Make an inference from what is stated in the text.

**Reading Strategy** When inferring, use the information provided and your background knowledge to generalize about information which isn’t clearly stated.

<table>
<thead>
<tr>
<th>Statement</th>
<th>Inference</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Saint Joseph school has joined the anti-bullying campaign that aims to eradicate bullying from schools across the nation.</td>
<td></td>
</tr>
<tr>
<td>b. We’re glad to see that, now, bullying is not seen as a personal problem.</td>
<td></td>
</tr>
<tr>
<td>c. The central idea of the campaign is to help students to resolve conflict in healthy ways.</td>
<td></td>
</tr>
</tbody>
</table>
Writing

1. **Number the steps to write a newspaper article.**
   - Gather the facts. Identify who, what, why, how, where, and when.
   - Identify a situation to write about.
   - Write the article and add helpful details like testimonies or experts’ views.
   - Write the headline.

2. **Read the events and organize them to write your story.**
   - Lila Markle was taken to the hospital in an ambulance.
   - The snake was fake. Someone put the snake on the desk.
   - Ms. Markle found a snake on her desk.
   - The central hospital has revealed that she was in shock when she arrived, but now she’s recovering in her house.
   - There was an emergency at Lincoln High School in the afternoon.
   - “She got so scared that she couldn’t breathe” said Marge Smith, a student from her class.
   - “We will investigate who is responsible for this prank.” said Ray Gomez, the principal of Lincoln High School.

3. **Use the information [sentences a-g] to write your newspaper article. Follow the four steps.**
   a. Identify the situation.
      - A teacher is in shock.
      - A snake was on a teacher’s desk.
      - A snake prank caused an emergency.
   b. Complete the chart to identify the important facts and the elements.

<table>
<thead>
<tr>
<th>Wh-Question</th>
<th>Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Who</td>
<td></td>
</tr>
<tr>
<td>2. What</td>
<td></td>
</tr>
<tr>
<td>3. Where</td>
<td></td>
</tr>
<tr>
<td>4. When</td>
<td></td>
</tr>
<tr>
<td>5. How</td>
<td></td>
</tr>
</tbody>
</table>

   c. Write your story. Use your own words.
   d. Choose a headline for the story!

   **Snake Prank!**
   **Prank Turned into Emergency!**
   **Snake on the Loose!**
1. Match the idioms with their definitions.

a. to pull someone’s leg  
   1. to be a fugitive
b. to face the music     
   2. to fool people
c. to be at large        
   3. to accept responsibility for one’s actions
d. to tie the knot       
   4. to get married

Vocabulary Strategy
Great headlines are short and meaningful. Use only content words like nouns, verbs, adjectives and adverbs.

2. Read this dialog and match each news Ann and Ted talk about to their headlines. Then, complete the headlines with an idiom.

a. Ted: What are you doing?
   Ann: I’m reading the news. Did you know there was a robbery at the museum?
   Ted: Yeah, the criminals escaped and the police are chasing them.

b. Ann: There’s another story about an Indian princess and prince who are just 12 years old, but they will get married soon.
   Ted: Yeah, that’s normal in their culture.

c. Ted: Did you know that the principal discovered who brought the fake snake to school.
   Ann: Poor thing, he or she will have to pay.

d. Ted: Talking about pranks and school, did you know that the school newspaper fooled us when they published the story about a ghost in the restaurant’s kitchen?
   Ann: Yeah, they just did it to keep students away from the kitchen. It was not true.

Lincoln High School
Student to
for Snake Prank!

Museum Thieves

Royal Youngsters’
will

School Newspaper
with ghost story!
1. Read the definitions and match the words from the word clouds to make the compound noun that best fits each of them.

   a. __________ instant message __________ A message that is sent in real time over the internet.
   b. __________ A phone characterized by the latest technology.
   c. __________ A camera that takes digital images.
   d. __________ A short written message sent via mobile devices.
   e. __________ A call that uses video images.
   f. __________ A group of people sharing information on the web.
   g. __________ A mail sent electronically.
   h. __________ A device for playing music.

2. Look at the smartphone icons. Complete the instructions with words from the Word Bank.

   a. Tap it to _______ a phone call.
   b. Tap it to _______ a picture.
   c. Select it to _______ a text message.
   d. Touch it to _______ a video call.
   e. Touch it to _______ the web.
   f. Tap it to _______ a video.
   g. Touch it to _______ to music.
   h. Tap it to _______ e-mails.

3. Complete the description. Choose some of the compound nouns and verbs from exercise 1 and 2.

   The new Sun XY _______ cell phone _______ incorporates a _______ (a) that analyzes human emotions to _______ (b) the best pictures. With the new Sun XY, you can make HD _______ (c), _______ (d) the web easily and get immediate access to your _______ (e) like Facebook and Twitter. Sun XY allows you to receive and send _______ (f) from different accounts. Text your friends faster than ever with an abbreviated keyboard and improved autocorrect function. Don't you wish you could have one now?
4. Read this TV show about new gadgets. Complete the dialog with the correct form of the verbs to express wishes. Use the Word Bank.

Jeff: Welcome to our technology show. Rose is here to talk about the latest innovative gadgets.
Rose: There are definitely cool things going on! For example, don’t you wish you could operate the TV set without the remote control?
Jeff: Yeah, I usually spend a lot of time looking for it. I wish remote controls were easier to find.
Rose: Well, now a new brand of high-end TV sets incorporates voice recognition, so you just tell your TV the channel you want!
Jeff: Wow, pretty cool!
Rose: And, don’t you wish your cell phone battery lasted longer? Smartphone batteries consume a lot of energy. Check out this power bag!
Jeff: Wait a sec! A power bag?
Rose: Yeah, you can use it to carry your cell phone and any other electronic items and it will charge their batteries for you!
Jeff: Wow, I wish I had one of those.

5. Read the conversation again. Write T (true) or F (false). Write a wish for each statement.

E.g.  
Jeff doesn’t have any problems with remote controls.  
He wishes he didn’t spend so much time looking for the remote control.

a. Jeff’s cell phone battery lasts for a long time.

b. Jeff doesn’t have a power bag.

6. Angela is trying to convince her father to buy a tablet. Analyze her problems and write her wishes. Then, write yours.

Angela’s wishes

E.g. Angie wishes she had a tablet.

a. She wishes she

b. She wishes she

Your wishes

I wish I

I wish I

I wish I

I wish I
1. Read the definition and match with the correct phrasal verb.
   a. To get dressed with clothes or accessories.
   b. To remove clothes or accessories from one's body.
   c. To not go to bed.
   d. To connect a device to an electricity supply.
   e. To stop a device or machine from working.
   f. To make a connection between components of a system.
   g. To enter a computer program or internet account that requires a password.
   h. To decrease the volume.

2. Be a smart tech user! Complete the recommendation with the correct preposition. Use the Word Bank.

   **Word Bank**
   - off
   - down
   - out (2x)
   - in (2x)
   - up

   **Vocabulary Strategy**
   Create a visual representation of the prepositions to help you remember their meaning.

   - Turn **off** (a) the computer when you're not using it.
   - Plug **in** (b) your cell phone charger.
   - Take **out** (c) the earplugs or turn the volume **down** (d) when you're crossing a busy street. It's dangerous.
   - Never follow a link to **sign** (e) to your accounts. Type the URL directly into your browser's address bar.
   - Go to bed early. Don't stay **in** (g) all night.
   - Sign **off** (f) of your accounts properly.
3. Complete the sentences below. Use the Word Bank. Then, underline all the phrasal verbs.

a. I love to put my **headphones** on and listen to my favorite tracks.

b. I’m always connected to my friends. As soon as I get up, I turn my **cell phone** on and sign in to check my e-mail and my social network messages. I also use my cell phone to text my friends. I sign out at night just before I go to bed.

c. Could you help me hook the **computer** up to the computer? I can’t do it. It’s so difficult. I hate computers.

d. I’ll stay up late until I finish downloading this new software. I’m sorry, I won’t be able to turn the **lights** off until I finish.

4. Classify the verbs you underlined in the exercise above into separable and inseparable.

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

5. Write the answers using an object pronoun **it** or **them**.

- Turn down the volume. I’m trying to read.
- a. I’ll turn **it** down in a minute.
- b. I didn’t plug **it** in.
- c. Let me help you hook **it** up.
- d. I can’t put **them** on. I can’t find them.
- Who plugged in the cell charger?
- I need to hook up the speakers to the computer.
- Put on your headphones. It’s your favorite song on the radio!
Lesson 3
Be a Smart Tech-User!

1. Look at the graph. Match the parts (a-d) to the correct explanation.
   a. title
   b. scale
   c. bars
   d. labels

   1. They display the data.
   2. They give information about the data displayed by the bars.
   3. It shows the units of measurement of the data.
   4. It describes what the graph is about.

2. Identify the elements from the exercise above in the graph. Some of them are used twice.

   Percentage of Colorado School students concerned about their digital footprint according to age and gender

   Reading Strategy
   To interpret a graph, pay attention to numbers, colors, size and labels. They all show different aspects of the information given in the chart.

3. While you read, complete the results of the report according to the data shown in the graph.

   Your Digital Footprint Matters!

   I. Introduction
   The term ‘digital footprint’ refers to all tech activities that leave a digital record of who you are, what you look like, what you think, where you live, who your friends are and what you like and do not like. This includes posting photos, uploading videos, commenting on another person’s status, blogging, chatting, downloading and anything that you put up or upload onto the net which creates a digital record or gives away aspects of your personality. Unlike a paper that can be destroyed, your digital information is permanent.

   II. Methodology
   The principal objective of this report is to find out the number of students at Colorado School that care about their digital footprint. For this purpose, 400 students between 11 and 17 years old were surveyed. These participants identified themselves as constant internet users. Two groups were made, age and gender, in order to find the most vulnerable population.
III. Results
The survey results have shown that, regarding age, there is a clear difference in students’ awareness of their digital footprint. Older students care more about their online profile than the younger ones. Analyzing the results by gender, females between __________ (a) years old are the most vulnerable group as only __________ (b) of the females surveyed admitted they were concerned about their online behavior. However, __________ (c) of older females between __________ (d) years old admitted they were worried about their online safety and reputation. This suggests that females go through a process where they become more cautious about their online actions. By contrast, __________ (e) of the younger males, between 11 and 14, seem to be more concerned and knowledgeable about the topic, but as they grow up and become older, they tend to be less concerned than females. Only __________ (f) of the older males said they cared about digital footprint.

IV. Conclusions
Comparing the percentages of older females and males with those of the younger ones, the results show a very low level of awareness in young people. It’s necessary to help younger students understand the importance of a positive and responsible digital footprint from the moment they start using the internet. Young people have limited experience to figure out the consequences of their actions or to understand the outcomes of activities that seem to be “just for fun.”

V. Advice
It is advisable that parents, teachers and older siblings should be involved in guiding young students in their use of new technologies. As an internet user, you should learn to use privacy tools that help you protect your personal information. It is important to know that no one is anonymous when using the Internet. Anyone using a computer can be identified. Remember that the safe and responsible use of the internet depends on all of us.

4. Match the phrasal verb to its definition.
   a. to give away   □ 1. to post on any digital space
   b. to put up   □ 2. to become older
   c. to grow up   □ 3. to understand
   d. to figure out   □ 4. to make a present of
   e. to find out   □ 5. to discover

5. Go back to the text and answer these questions.
   a. What is the main purpose of the report?
   b. What is a digital footprint?
   c. How is a digital footprint formed?
   d. Based on the study, why do you think it is important to have a positive digital footprint?

6. Go back to the text and find the expression used to convey the structured information from the report.
   a. Introducing the purpose:
   b. Introducing results:
   c. To interpret the results:
   d. To compare results:
   e. To introduce advice it:
Writing Strategy

A report presents the result of an investigation about a problem or situation. To get facts, researchers make observations, interview people and conduct surveys. Give background information and explain the purpose of the report in the introduction.

1. Match the issue with a question to conduct a survey. Then, choose one to write a report.
   a. Calls or text messages
   b. Dangerous tech activities
      ☐ Have you ever chatted to strangers online?
      ☐ What do you prefer: texting or calling?

2. Choose an issue (a or b) from exercise 1 and ask 5 classmates the corresponding question. Tally the answers in the chart below.

<table>
<thead>
<tr>
<th>Name</th>
<th>Age</th>
<th>Gender</th>
<th>Issue A</th>
<th>Issue B</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>F</td>
<td>Text message</td>
<td>Call</td>
</tr>
<tr>
<td></td>
<td></td>
<td>M</td>
<td></td>
<td></td>
</tr>
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<td></td>
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</tbody>
</table>

3. Write an introduction to a report on one of the issues above.

4. Complete the sentences to explain how you collected the data.
   I surveyed ☐ friends. ☐ (a) were females and ☐ (b) males. Their ages are between ☐ (c) and ☐ (d) years old.

5. Make a graph for the results. Give a title to the graph and label the sides.

   (title)

6. Summarize the findings.

   __________________________________________
   __________________________________________
   __________________________________________
   __________________________________________
   __________________________________________

7. Based on the findings provide recommendations.

   __________________________________________
   __________________________________________
   __________________________________________
   __________________________________________
   __________________________________________
Lesson 4
Pull the Plug!

1. Match the phrases with the pictures. Then, complete the sentences with the correct colloquial expression. Use the Word Bank.

Word Bank
• to pull the plug
• 24 / 7
• to cost an arm and a leg
• to shape up or ship out

a. The drugstore in my neighborhood is open
b. I’m not happy with my job, I need

c. Wow, this device is expensive.
d. We haven’t finish the project yet, you should

2. Read the definitions and check the correct idiom.

a. When services are available all the time, they are open…
   7/7  
   7/24
   24/7

b. When someone needs to stop doing an activity that’s been going on for a long time, you say…
   pull the plug
   put the plug
   plug the pull.

c. When someone that is part of a group, an activity or a class is not behaving, you say …
   shape up or shape out
   shape up or ship out
   ship up or ship out.

d. When something is very expensive, you say…
   it costs an eye.
   it costs an arm and a leg
   it costs a leg and an eye.

3. Complete the conversations with the correct colloquial expression.

Ann: Hey Guys, what’s up?
Greg and Sam: SHHH!
Ted: Check out this new video game I bought.
Ann: Wow! I bet it
_________________________. (a)

Ted: Yeah. But I worked extra hours to pay for it.
Greg: Hey, I’m playing. Let me focus on the game.
_________________________. (b)

Two hours later

Ann: I can’t believe it. You’re still playing. Don’t you think it’s time ______________ . (c) Come on let’s go out and do something exciting.
Greg and Sam: Uhhh like what?

Ann: Let’s go out for a bike ride.
Ted: Yeah, let’s ride to the tech shop, I want to buy a new game.

Ann: It’s already closed!
Sam: No! They are open ______________ (d)
Greg and Ted: Yeah let’s go!
Ann: Boring!
Unit 1
* Inspirational Musicians
* Mark Zuckerberg
  http://content.time.com/time/video/player/0,32068,711047870001_2037225,00.html

Unit 2
* The Importance of Cultural Awareness
  https://www.internations.org/magazine/cultural-awareness-15426
* Story Star

Unit 3
* Tell a Tale
  https://www.tell-a-tale.com/storytelling-can-benefit-teenagers/
* Audio Stories
  http://www.agendaweb.org/listening/intermediate_advanced.html

Unit 4
* English for Travelers
  http://www.fluentu.com/english/blog/english-for-travelers/
* English Around the World
  http://www.5minuteenglish.com/mar24.htm

Unit 5
* English Conversation
* The English We Speak
  http://www.bbc.co.uk/learningenglish/english/features/the-english-we-speak/ep-160308

Unit 6
* Experience English
  https://www.experienceenglish.com/social-english/articles/10-reasons-learn-english
* Using the Simpsons in EFL classes
  http://americanenglish.state.gov/files/ae/resource_files/49_1_3_rucynski.pdf
Unit 1
Grammar Chart

VERB COMBINATIONS

<table>
<thead>
<tr>
<th>Some verbs are only followed by gerunds:</th>
<th>Some verbs can be followed by either infinitive or gerund:</th>
<th>Some verbs are only followed by infinitives:</th>
</tr>
</thead>
<tbody>
<tr>
<td>keep, mention, mind, miss, postpone, practice, recommend, resume, risk, suggest, tolerate, finish</td>
<td>begin, hate, learn, plan, prepare, pretend, promise, refuse, seem, tend, wait, want, wish, start</td>
<td>agree, appear, arrange, ask, care, choose, claim, decide, demand, deserve, expect, fail, get, hesitate</td>
</tr>
</tbody>
</table>

I enjoy being outdoors. Keep working.
I like to buy new cell phone or computer gadgets. I like having friends that are online when I need them.
Our team needed to win. Do you plan to become a professional soccer player?

VERB USES IN DIFFERENT TENSES

<table>
<thead>
<tr>
<th>To talk about permanent or repetitive actions in the present.</th>
<th>To talk about actions in the past.</th>
<th>To talk about future activities.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Simple Present</td>
<td>Simple past</td>
<td>WILL (not sure)</td>
</tr>
<tr>
<td>He keeps practicing sports. I want to take drama classes.</td>
<td>I played the best I could. It was a great match.</td>
<td>You’ll probably be the best.</td>
</tr>
<tr>
<td>Do you want to become a professional soccer player?</td>
<td>Where did you learn to play? Who was your inspiration? Who helped you?</td>
<td>What will you do when you finish working in the movie?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>What are you going to do after that?</td>
</tr>
</tbody>
</table>

Notice: To ask questions in different tenses, you need different auxiliary verbs. But, questions with “who” (When you are asking about the subject of an action) do not have an auxiliary: Who inspired you?
### Grammar Chart

#### Present Perfect / Since and For

<table>
<thead>
<tr>
<th>Use the Present Perfect to</th>
<th>Time Expressions and adverbs frequently used with the Present Perfect</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>a.</strong> Talk about actions that began in the past and continue to the present (unfinished actions).</td>
<td>lately, recently, before, yet, already, still, so, far, never, always, for, since</td>
</tr>
<tr>
<td><em>I've lived here since December.</em></td>
<td></td>
</tr>
<tr>
<td><em>She's studied languages for 3 years.</em></td>
<td></td>
</tr>
<tr>
<td><strong>b.</strong> Talk about actions that happened in an indefinite time in the past.</td>
<td></td>
</tr>
<tr>
<td><em>I've traveled abroad.</em></td>
<td></td>
</tr>
<tr>
<td><em>She's been there.</em></td>
<td></td>
</tr>
</tbody>
</table>

#### Question Form

<table>
<thead>
<tr>
<th>Have</th>
<th>you / we / they</th>
<th>been here long?</th>
<th>Yes,</th>
<th>I you / we / they</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Has</th>
<th>she / he</th>
<th>been here long?</th>
<th>Yes,</th>
<th>he / she</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- **Have**
  - Use *How long* to ask about the duration of the activity.
  - *How long have you been here?*
- **Has**
  - Use “for” to indicate a period of time.
  - *I've been here for 10 minutes.*
  - Use “since” to indicate a point in time.
  - *She's been here since September.*

#### Participle Forms

- **Regular verbs have the same past and participle forms.**
- **Some irregular verbs have different past and participle forms.**
- **Some irregular verbs have similar past and participle forms.**

<table>
<thead>
<tr>
<th>Traveled</th>
<th>Heard</th>
<th>Tried</th>
<th>Worked</th>
<th>Cleared</th>
<th>Practiced</th>
<th>Completed</th>
<th>Missed</th>
<th>Asked</th>
<th>Wanted</th>
<th>Stopped</th>
<th>Decided</th>
</tr>
</thead>
<tbody>
<tr>
<td>traveled</td>
<td>heard</td>
<td>tried</td>
<td>worked</td>
<td>cleared</td>
<td>practiced</td>
<td>completed</td>
<td>missed</td>
<td>asked</td>
<td>wanted</td>
<td>stopped</td>
<td>decided</td>
</tr>
<tr>
<td>was / were</td>
<td>seen</td>
<td>gone</td>
<td>ridden</td>
<td>run</td>
<td>rung</td>
<td>taken</td>
<td>done</td>
<td>swum</td>
<td>sung</td>
<td>stolen</td>
<td>thrown</td>
</tr>
<tr>
<td>seen</td>
<td>gone</td>
<td>ridden</td>
<td>run</td>
<td>rung</td>
<td>forgotten</td>
<td>spoken</td>
<td>shown</td>
<td>begun</td>
<td>broken</td>
<td>eaten</td>
<td></td>
</tr>
<tr>
<td>took</td>
<td>did</td>
<td>swam</td>
<td>sang</td>
<td>stole</td>
<td>throw</td>
<td>wrote</td>
<td>became</td>
<td>got</td>
<td>knew</td>
<td>fell</td>
<td></td>
</tr>
<tr>
<td>taken</td>
<td>done</td>
<td>swum</td>
<td>sung</td>
<td>stolen</td>
<td>thrown</td>
<td>written</td>
<td>become</td>
<td>gotten</td>
<td>known</td>
<td>fallen</td>
<td></td>
</tr>
<tr>
<td>had</td>
<td>brought</td>
<td>bought</td>
<td>thought</td>
<td>felt</td>
<td>found</td>
<td>lent</td>
<td>taught</td>
<td>told</td>
<td>built</td>
<td>cost</td>
<td>heard</td>
</tr>
<tr>
<td>had</td>
<td>brought</td>
<td>bought</td>
<td>thought</td>
<td>felt</td>
<td>found</td>
<td>lent</td>
<td>taught</td>
<td>told</td>
<td>built</td>
<td>cost</td>
<td>heard</td>
</tr>
<tr>
<td>kept</td>
<td>left</td>
<td>lost</td>
<td>made</td>
<td>said</td>
<td>met</td>
<td>read</td>
<td>won</td>
<td>sat</td>
<td>sent</td>
<td>stood</td>
<td>slept</td>
</tr>
<tr>
<td>kept</td>
<td>left</td>
<td>lost</td>
<td>made</td>
<td>said</td>
<td>met</td>
<td>read</td>
<td>won</td>
<td>sat</td>
<td>sent</td>
<td>stood</td>
<td>slept</td>
</tr>
</tbody>
</table>
**Unit 3**

**Grammar Chart**

### PAST PERFECT

- The past perfect is used to show that one event happened before another event in the past.

  - **First:** I heard the story.  
  - **Second:** You told it to me.

  I had heard that story before you told it to me last night.

- Use the auxiliary **had** for all subjects and the participle of the verbs. Use **hadn’t** for negative sentences.

  - **When I / you / she / we saw the movie,** I / you / she / we **had already read** the book.
  - **Jerry hadn’t heard** the story before, so when I told it, he thought it was a true story.

- Use the following time expressions with the past perfect.

<table>
<thead>
<tr>
<th>Time Expression</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>before</td>
<td>They <strong>had never seen a fairy before.</strong> After they had asked for the wish, they realized it was a silly wish.</td>
</tr>
<tr>
<td>until</td>
<td>Everyone <strong>had believed the story was true until</strong> they found out it was just an urban legend.</td>
</tr>
<tr>
<td>already</td>
<td>We <strong>had already finished reading</strong> the book when we returned it.</td>
</tr>
<tr>
<td>by the time</td>
<td>By the time the three bears arrived home, Goldilocks <strong>had fallen asleep.</strong></td>
</tr>
</tbody>
</table>

In conversation, the auxiliary **had** is contracted to “’d.”  
I’d read that book many times by the time the movie came out.

### SECOND CONDITIONAL

- The second conditional is also called **“unreal conditional”** because it refers to a situation that is not believed to be possible or real.

- If clause: “If I were a gnome,”  
  Result clause: “I’d grant you a wish.”

- **The if clause**  
  **The result clause**  
  **PAST TENSE**  
  **WOULD + BASE FORM OF A VERB**

  - If they **knew** the way home, they wouldn’t be lost.

- Notice:

  - In American English, it’s common to use the verb “to be” as “were” for the singular and the plural. This happens only in the conditional forms.
  - If **she** were a fairy, she’d have magical powers.
  - If I were you, I wouldn’t cut down that tree.

- The second conditional can also be used with “could” or “might.” These modal auxiliaries reflect the degree of certainty about the result.

<table>
<thead>
<tr>
<th>Certainty Level</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>100% sure</td>
<td>you would</td>
</tr>
<tr>
<td>60% not so sure</td>
<td>you could</td>
</tr>
<tr>
<td>30% a little possibility</td>
<td>you might</td>
</tr>
</tbody>
</table>

If you went inside that room, you would find a hidden treasure.  
If you went inside that room, you could find a hidden treasure.  
If you went inside that room, you might find a hidden treasure.
## TAG QUESTIONS

Tag Questions are used for asking or checking information. They are formed by adding an auxiliary and a subject, at the end of a negative or positive statement.

<table>
<thead>
<tr>
<th>Positive statement / Negative state</th>
<th>Negative Tag / Positive tag</th>
</tr>
</thead>
<tbody>
<tr>
<td>You’re lost, He doesn’t like traveling,</td>
<td>aren’t you? does he?</td>
</tr>
</tbody>
</table>

**Notice:** They use the auxiliary corresponding to the tense in the statement.

<table>
<thead>
<tr>
<th>Tense</th>
<th>Statement</th>
<th>Tag</th>
</tr>
</thead>
<tbody>
<tr>
<td>Verb be</td>
<td>You’re late,</td>
<td>aren’t you?</td>
</tr>
<tr>
<td>Simple present</td>
<td>She doesn’t like camping,</td>
<td>does she?</td>
</tr>
<tr>
<td>Simple past</td>
<td>They took the wrong trail,</td>
<td>didn’t they?</td>
</tr>
</tbody>
</table>

Tag questions can have different intonation depending on the intention of the speaker.

<table>
<thead>
<tr>
<th>Intonation</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>rising</td>
<td>the answer is needed</td>
</tr>
<tr>
<td>falling</td>
<td>the answer is not needed</td>
</tr>
</tbody>
</table>

---

## INDIRECT QUESTIONS

Indirect questions are questions that are inside another question or statement. They are used for requesting information in a polite way. For Yes / No questions, use *if* to connect the introduction to the question. For Wh-questions, use the Wh-word to connect the introduction to the question.

<table>
<thead>
<tr>
<th>Direct Question</th>
<th>Introduction</th>
<th>Connector</th>
<th>Question</th>
</tr>
</thead>
<tbody>
<tr>
<td>Where are the restrooms?</td>
<td>Could you tell me</td>
<td>where</td>
<td>the restrooms are?</td>
</tr>
<tr>
<td>Can we go kayaking here?</td>
<td>Do you know</td>
<td>if</td>
<td>we can go kayaking here?</td>
</tr>
</tbody>
</table>

Direct Question                          Indirect Question

<table>
<thead>
<tr>
<th>Direct Question</th>
<th>Indirect Question</th>
</tr>
</thead>
<tbody>
<tr>
<td>Where are the restrooms?</td>
<td>Could you tell me where the restrooms are?</td>
</tr>
<tr>
<td>What time does the park open?</td>
<td>Do you know what time the park opens?</td>
</tr>
<tr>
<td>Where did they go?</td>
<td>Can you tell me where they went?</td>
</tr>
</tbody>
</table>
## Grammar Chart

### Passive Voice

There are two voices in English, **active** and **passive** voice. In active voice the important information gives emphasis to the subject that does the action. In the passive voice, the object of the verb is the most important information. When the subject of an active voice is not important, it’s not included in the passive.

<table>
<thead>
<tr>
<th>Active</th>
<th>Passive</th>
<th>Complement</th>
</tr>
</thead>
<tbody>
<tr>
<td>A woman found $10,000 in a garbage can.</td>
<td>$10,000 were found in a garbage can.</td>
<td>The woman is the central focus of the sentence.</td>
</tr>
</tbody>
</table>

In other cases, if the subject is important, it is introduced in the passive voice with the preposition by:

<table>
<thead>
<tr>
<th>Active</th>
<th>Passive</th>
</tr>
</thead>
<tbody>
<tr>
<td>A brave fire fighter rescued a dog from a house on fire.</td>
<td>A dog was rescued from a house on fire by a brave fire fighter.</td>
</tr>
</tbody>
</table>

To form the Passive Voice, you need to use the verb be as auxiliary + the past participle form of a verb.

<table>
<thead>
<tr>
<th>Subject</th>
<th>Auxiliary</th>
<th>Verb</th>
<th>Complement</th>
</tr>
</thead>
<tbody>
<tr>
<td>A dog</td>
<td>was</td>
<td>rescued</td>
<td>from a house on fire.</td>
</tr>
<tr>
<td>Earthquakes</td>
<td>can’t be</td>
<td>predicted.</td>
<td></td>
</tr>
<tr>
<td>A new planet</td>
<td>is</td>
<td>found</td>
<td>every 24 hours.</td>
</tr>
</tbody>
</table>

You can use any tense to make a passive sentence.

<table>
<thead>
<tr>
<th>Tense</th>
<th>Active</th>
<th>Passive</th>
</tr>
</thead>
<tbody>
<tr>
<td>Present</td>
<td>He writes a news report.</td>
<td>A news report is written by him.</td>
</tr>
<tr>
<td>Past</td>
<td>He wrote a news report.</td>
<td>A news report was written by him.</td>
</tr>
<tr>
<td>Future</td>
<td>He will write a news report.</td>
<td>A news report will be written by him.</td>
</tr>
<tr>
<td>Present perfect</td>
<td>He has written a news report.</td>
<td>A news report has been written by him.</td>
</tr>
</tbody>
</table>

Only transitive verbs take objects (direct and indirect complements of verbs).

<table>
<thead>
<tr>
<th>Subject</th>
<th>verb</th>
<th>object of the verb</th>
</tr>
</thead>
<tbody>
<tr>
<td>He</td>
<td>rescued</td>
<td>the dog.</td>
</tr>
</tbody>
</table>

Notice: **He will arrive tomorrow.**

This sentence cannot be transformed into Passive Voice because the verb does not have an object (**Tomorrow** is the time expression, not the object).

If you ask a **what**- question, you find some options. **Intransitive verbs do not have objects.**

| find: a job, an object, a person | live |
| rescue: an animal, a person     | work |
| write: a document, an e-mail    | arrive |
| produce: a movie, a product     | die |
| send: a letter, a package       | sit |
# Unit 6

## Grammar Chart

### PHRASAL VERBS

Phrasal verbs are composed of a verb and a participle. The particle can be a preposition or sometimes an adverb. Some phrasal verbs have a lot of combinations but these combinations have different meanings from the original.

<table>
<thead>
<tr>
<th>Changeable Position</th>
<th>Separable</th>
<th>Inseparable</th>
</tr>
</thead>
<tbody>
<tr>
<td><code>up</code></td>
<td><code>Turn up the volume.</code></td>
<td><code>Why don’t you sit down?</code></td>
</tr>
<tr>
<td></td>
<td><code>Turn the volume up.</code></td>
<td><code>I’m going to stay up all night.</code></td>
</tr>
</tbody>
</table>

When the object of the separable verb is replaced by a pronoun, the pronoun can only be placed between the verb and the particle.

- Take your shoes off, please.  
  Take them off, please.
- Put on your earphones.  
  Put them on.

#### Some separable phrasal verbs

<table>
<thead>
<tr>
<th>Verb</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td><code>look up</code></td>
<td>find a word in the dictionary</td>
</tr>
<tr>
<td><code>call off</code></td>
<td>to cancel</td>
</tr>
<tr>
<td><code>set up</code></td>
<td>establish</td>
</tr>
</tbody>
</table>

#### Some inseparable phrasal verbs

<table>
<thead>
<tr>
<th>Verb</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td><code>break down</code></td>
<td>to stop working</td>
</tr>
<tr>
<td><code>run out</code></td>
<td>to be without something</td>
</tr>
</tbody>
</table>

Sometimes a phrasal verb can have more than one meaning. It can be both separable and inseparable.

- **Take off**: remove (separable)  
  - Take off: remove (separable)
  - Take off: start to fly (inseparable)
  - Take your glasses off.
  - The plane is going to take off soon.

#### WISH

Use wish to express a desire about something you want to change.

I wish I had a microphone. (You don’t have one at this moment.)

When you wish for a situation to be different in the present, you use the past tense.

<table>
<thead>
<tr>
<th>Real Situation</th>
<th>Wish</th>
</tr>
</thead>
<tbody>
<tr>
<td>I don’t know how to turn the gaming console on.</td>
<td>I wish I knew how to turn it on.</td>
</tr>
<tr>
<td>He doesn’t have enough money to buy an iPod.</td>
<td>He wishes he had the money to buy it.</td>
</tr>
<tr>
<td>You can ask questions using the simple present.</td>
<td>Use negative questions to persuade your listener about the wish.</td>
</tr>
<tr>
<td>Do you wish you had a computer?</td>
<td>Don’t you wish you had a new computer?</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 3

Unit 4

Unit 5

Unit 6

WORKBOOK

Unit 1

Unit 3

Unit 4

Unit 5

Unit 6