



Bachillerato General Unificado

ENGLISH

Level

B1.1

STUDENT'S BOOK - SEGUNDO CURSO - BGU

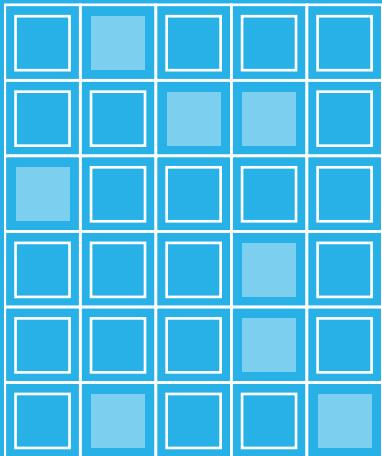
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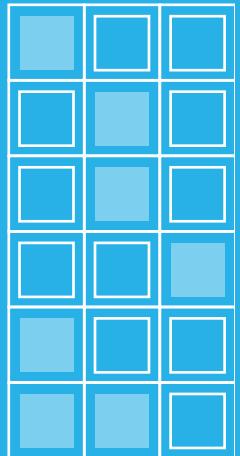




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STUDENT'S BOOK

 Norma



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**English B1.1,
Student's Book**

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Promovemos la conciencia ambiental en la comunidad educativa.

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ADVERTENCIA

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



2018: The value of respect

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

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

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

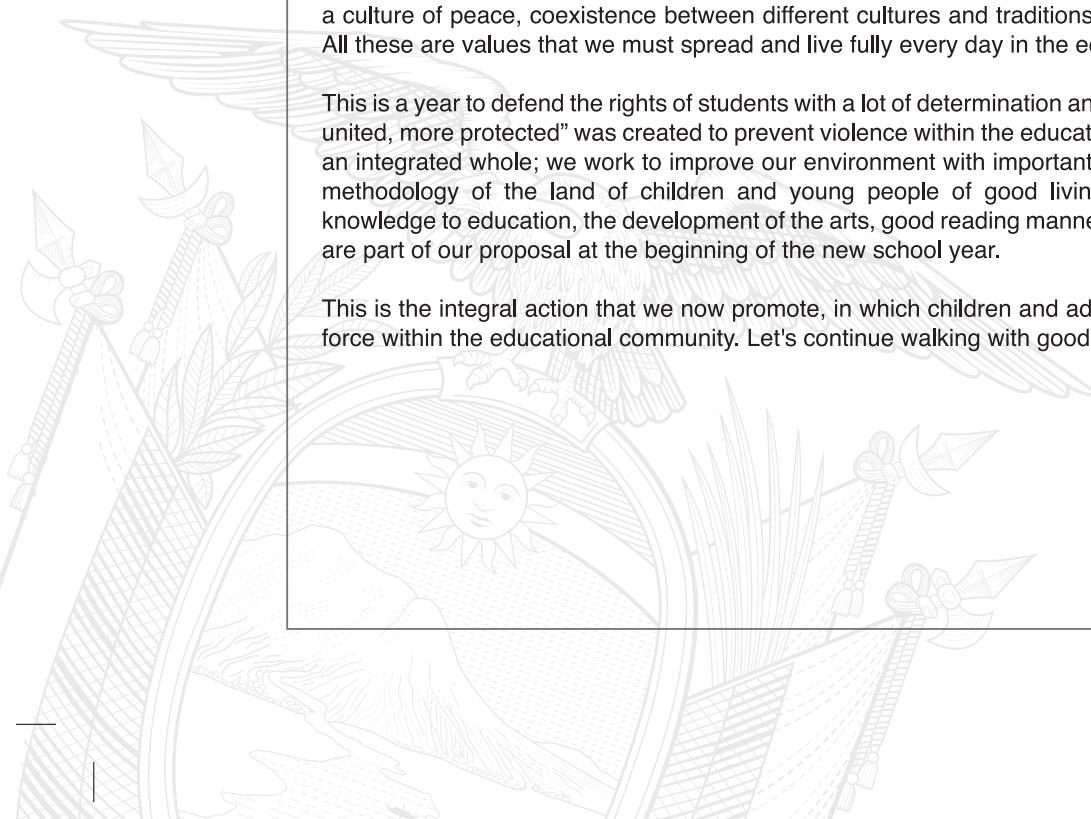
A new school year means a job dedicated to expanding positive relationships, which we call respect. No one can be left out of this everyday practice at school and in the community. This value of life is radically opposed to contempt and expulsion. If we want a fair education, in which we can all participate,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

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

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

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

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



Fander Falconí
Minister of Education

UNIT 1



UNIT 2



UNIT 3



CLIL

- Newspaper Sections
- News Writing and Reporting
- School World

Goals

- You will learn how to
- talk about news.
 - announce a piece of news that has happened recently.
 - share life experiences.

- Healthy Habits
- Earth Resources

- Character and Personality
- Feelings and Emotions

Grammar

- Simple Present tense
- Simple Past tense
- Present Perfect tense
- Past Perfect tense

- Past modals
- Relative clauses

- Phrasal verbs
- Gerunds and infinitives
- Prefixes and suffixes

Skills and Strategies

- Grammar:** using context clues to make decisions about verb forms according to the tenses
Reading: identifying the lead paragraph of an article
Writing:
- using quotation marks to report what other people say or said
 - writing the lead paragraph of a short article, providing a clear and concise overview of the main points
- Speaking:** using idiomatic expressions to share your own experiences

- Vocabulary:** classifying vocabulary into categories to remember it better
Grammar: understanding the structure of sentences that make use of connectors
Reading: identifying the thesis statement in an essay
Writing:
- using sequence connectors such as *first of all, second of all, in summary*, to organize the ideas of a text
 - writing a short essay
- Listening:** reading options carefully before listening to the audio to focus your comprehension
Speaking: using expressions such as *Look! Well, I guess / I know! / I think* to engage in a conversation

- Vocabulary:**
- paying attention to the prefixes added at the beginning of a word
 - using grammar books, dictionaries, or the Internet as sources of reference
 - transforming base words into nouns by adding suffixes
- Reading:** looking at the sentences that are immediately before and after an idea to infer missing information
Writing: writing a biography following a specific structure
Listening: paying attention to the speakers' tone of voice to interpret their feelings
Speaking: using an appropriate tone of voice and gestures to convey your feelings and emotions when holding a conversation

Project

A Newspaper Section

A Power Point Presentation

A Personal Blog

UNIT **4****UNIT** **5****UNIT** **6****CLIL**

- Old Traditions and Customs
- Remarkable People and Events
- Old Times and the Modern World

- Landscapes
- Outdoor Activities

- Real Teen Problematic Situations
- The Teenage Brain

Goals

- You will learn how to
- talk about changes over time.
 - share experiences and accomplishments.
 - discuss traditions.

- You will learn how to
- check for information.
 - ask for agreement.
 - report what someone has said.

- You will learn how to
- talk about what you will normally do in real-life situations.
 - talk about what you would generally do in unreal situations.
 - express regrets and wishes.

Grammar

- Passive Voice
- Used to

- Tag questions
- Reported speech
- Compound adjectives

- First conditional
- Second conditional
- Third conditional
- Wish

Skills and Strategies

- Vocabulary:**
- using visual aids to guess meaning
 - using context clues to find missing words in a passage
 - relating new language to concepts already known to memorize vocabulary
 - using visual images and relating them to language clues to deduce the meaning of new vocabulary

Reading: scanning the text to identify specific information
Writing: writing a comparison and contrast essay

Speaking: using *That's for sure* or *No doubt about it* to express agreement

- Vocabulary:**
- relating new language to concepts already known
 - using language-based clues to guess meaning
- Reading:**
- relating the content and the conventions of a text to its corresponding sub-headings
 - identifying facts and opinions

Writing: using **so** and **such** to place emphasis on descriptions

Listening: paying selective attention and using general world knowledge clues to identify details

Speaking: using tag questions to keep the conversation going

Vocabulary: associating words in order to remember expressions easily

Grammar: reasoning deductively to apply rules to new language situations

Reading: identifying and differentiating between stated and inferred information

Writing: writing arguments from authority

Speaking: using *say that again*, to ask for repetition

Project

A Memory Tradition Survey

A Promotional Radio Advertisement

A Debate



Review

1. Read the facts from the journalist notebook. Then, use Passive Voice to complete the news reports.

- *thieves stole 70 cell phones from the City Mall*
- *the watchman reported the robbery*
- *the mall's manager denounced the robbery*
- *the police identified the thieves and found the cell phones in a box*

According to the World Meteorological Organization -WMO, the Caribbean coast _____ (e) by a tropical storm next month. Storms _____ (f) of strong winds and heavy rain. With the storms from last year, homes _____ (g) and some roads _____ (h), but residents _____ (i) by the WMO.

70 cell phones **were stolen** from the City Mall last week. The robbery _____ (a) by the watchman early in the morning. The thieves _____ (b) by the police soon after the robbery _____ (c) by the mall's manager. The cell phones _____ (d) in a box.

- *a tropical storm will hit the Caribbean coast*
- *strong winds and heavy rain make storms*
- *storms from last year damaged homes and destroyed roads*
- *the WMO informed the residents*

2. Based on the news above, use the words to create questions in Passive Voice.

- a. City Mall / stolen / What _____ ?
- b. identified / by / thieves / the police _____ ?
- c. found / the cell phones / where _____ ?
- d. a tropical storm / hit / the Caribbean Coast / by _____ ?
- e. made of / strong winds / heavy rain / the storm _____ ?
- f. homes / the tropical storm / damaged / last year / by _____ ?



3. Circle the correct verb form to complete the conversation. Circle *both* when either the gerund or the infinitive can be used.

Sam: That was a great performance, congratulations.

Lily: Thanks, I needed (**a. to win / winning / both**) this school contest to get a scholarship.

Sam: Do you plan (**a. to become / becoming / both**) a professional musician and continue (**b. to play / playing / both**) the violin when you finish (**c. to study / studying / both**)?

Lily: Yes, I want (**d. to play / playing / both**) for the best orchestras in the world.

Sam: Wow! Keep (**e. to practice / practicing / both**) and you'll certainly be the best.

Lily: I hope so. What about you? What would you like (**f. to be / being / both**)?

Sam: Well, I desire (**g. to be / being / both**) a famous tennis player. In fact, I'm going (**h. to train / training / both**) with the best coach in the country, Mr. Nadal.

Lily: Wow! When will you start (**i. to train / training / both**) with him?

Sam: Next week, I'm so excited!



4. Read and complete the text below. Use the given verbs in Simple Past or Past Perfect.

I **had seen** (**see**) Miss. Lee somewhere before, I (**a. know**) it. She read mystery books to me in first grade. Miss. Lee was my language teacher.

She wanted me to give her back a book she (**b. lend**) me, but I (**c. not find**) it. I was always late for school and generally the reading sessions (**d. already start**) when I (**e. arrive**). Before I (**f. get**) to school on the last day of class, I (**g. already lose**) the book. I didn't know what to tell her or what to do. I never (**h. discover**) what (**i. happen**) to the book. It was a mystery!

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

- a.** If someone sweeps over your feet,
- b.** If you walk under a ladder,
- c.** If you find a four-leaf clover,
- d.** If you have an itchy palm,

- 1.** ...it will bring you good luck.
- 2.** ...money will come your way.
- 3.** ...you'll have bad luck.
- 4.** ...you'll never get married.



6. Read and complete the text. Find the missing words in the Word Bank.

Word Bank

- download • Internet • send • technologies • turn off
- hook up • put on • stay up • turn on • video

The world of information and communication technologies, best known as ICTs, is definitely changing our lives. They can be valuable instruments for education, business, and entertainment. These technological tools include computers, the _____ (a), smartphones, radio and television.

For example, people can do many different things with smartphones, which are like small computers that keep you online. People can take pictures, _____ (b) and receive instant messages, surf the web, check their email, _____ (c) apps, and even make _____ (d) calls. Everybody wishes they had a smartphone at hand.

But, can people really control their online time? Most people today _____ (e) their computers in the morning and _____ (f) all night. They _____ (g) their headphones and _____ (h) to the net to enjoy all sorts of Internet resources. It is difficult for them to _____ (i) the computer and take a nice walk. It may be time to unplug the computer and enjoy the fresh air!



7. Complete the survey using the second conditional. Then, write your answers and interview a partner.



What would you do if...	you	your partner
you _____ (a. be) a famous trend-setter?		
you _____ (b. have) an extraordinary talent?		
you _____ (c. be) a prince/princess?		
a fairy _____ (d. grant) you a wish?		
there _____ (e. be) a natural disaster?		
you _____ (f. find) a piece of asteroid?		
you _____ (g. find) a bag with \$300,000 in it in a taxi?		
you _____ (h. see) a thief stealing a cell phone?		
you _____ (i. buy) the latest smartphone?		
you _____ (j. cannot) control your online time?		

UNIT

Breaking News 1



► General Objective

You will be able to talk about events that have happened recently and share experiences of your school community.

► Communication Goals

You will learn how to

- talk about news.
- announce a piece of news that has happened recently.
- share life experiences.

► CLIL

- Newspaper Sections
- News Writing and Reporting
- School World

Vocabulary

- Sections of a Newspaper
- Words related to news writing and reporting

Grammar

- Simple Present and Simple Past tenses
- Present Perfect and Past Perfect tenses

► Idioms and Colloquial Expressions

- *To hit the headlines*
- *That's breaking news*
- *To cover the story*

► Project

A Newspaper Section

You will create a newspaper section to narrate recent news and key stories of your school



Discuss:

- Is there a newspaper at your school?
- What is the most famous newspaper in your town and country?

L PAÍS

londre

the guardian



Lesson 1

Have You Read the News?

1. Match the columns to discover the headlines and the section they belong to.

- | | | |
|--|----------------------------|---------------------------------------|
| a. Water bursts through river walls... | <input type="checkbox"/> 4 | 1. its doors to the public. |
| b. Dollar against Euro... | <input type="checkbox"/> | 2. hit the headlines once again. |
| c. Cheaper drug to treat... | <input type="checkbox"/> | 3. the never ending battle. |
| d. New gallery has opened... | <input type="checkbox"/> | 4. and floods local farmland. |
| e. Royal love scandal has... | <input type="checkbox"/> | 5. heart disease has been successful. |

Key Expressions

Hit the headlines: to become famous for being reported in the news

Sections

- International
- Social
- Local News
- Business
- Arts
- Sports
- Classifieds
- Health



2. Read and listen to the conversations about recent news. Then, complete the chart below.

a.



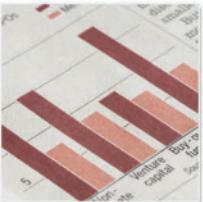
- Mary: Wow, the royal couple has had another love scandal!
 Jane: That's unbelievable!
 Mary: Believe it! It is published everywhere. Haven't you read it yet?
 Jane: No, not yet. That's shocking news! And you know, the social section never lies.

b.



- Juan: Look! The new host country for the Olympic Games has already been chosen.
 Mia: Really? That's the sports event of the year! What's the fortunate country?
 Juan: It's Brazil. This is the first time for a Latin American country.
 Mia: Wow! That's awesome!

c.



- Mark: Do we have today's broadsheet?
 Anna: Yes. I've already read it. Do you want to check out the economic issues?
 Mark: Well, I'm always interested in the currency exchange rates.
 Anna: There's a remarkable change. This week the dollar has fallen and the euro has risen.
 Mark: Oh! That's astonishing!

d.



- Claire: Have you read the news today?
 Peter: No, I haven't done it yet. What happened?
 Claire: Last Friday heavy rain led to serious flooding in a small town near our city
 Peter: Well, it isn't hard to believe. Sometimes things don't work as they should; besides, the authorities haven't fixed the river walls since 1998!

Pronunciation

Rising intonation is used to express strong feelings.

Listen and repeat

- Wow!
- That's astonishing!
- That's awesome!
- That's shocking!



Newspaper Section

- a. Social
 b. _____
 c. _____
 d. _____

Topic

Ways to express feelings about news

That's shocking news!

Reflect on Grammar

The Present Perfect Tense

Use it to talk about events that occurred at a non-specific time in the past and continue to the present.

- I've **already** read it.
- The host country for the Olympic Games has been chosen.
- I haven't read the local newspaper **yet**.
- Haven't you read it **yet**?

- Use **already** to say that something happened sooner than expected in affirmative sentences.
- Use **yet** to mean "until now" in negative sentences and questions.

The Simple Present Tense

Use it to express routines and facts.

- I'm always interested in the currency exchange rates.
- And you know, the social section never lies.
- Sometimes things don't work as they should.

Use frequency adverbs to indicate the frequency of routines and habitual actions.



3. Complete the sentences. Use the Word Bank in the Simple Present and the Present Perfect tenses.

Word Bank

- win (2x)
- like
- send
- be
- attend
- arrive
- show
- close
- buy
- create

THE GATEWAY

WINDMILL SCHOOL NEWSPAPER

No. 1

Monday January 30, 2013

WINDMILL BEATS SAN FRANCISCO SCHOOL



Our basketball team **has won** the interschool championship again. It is the third time our players _____ (a) the trophy and succeeded in this important sports event.

PARENTS AT SCHOOL: When Arts Matter

The majority of the school's families _____ (b) the Arts Festival this year. This is awesome news! Students _____ (c) already _____ (d) the families a *thank you note*.

NEW SCIENTISTS OF ALL AGES AT WINDMILL

The school science fair always _____ (e) students' creativity and love for design. On this occasion, a 10th grade girl _____ (f) some innovative software for learning English in a fun way.

STUDENT'S VOICES & NEEDS

It's a fact that most students _____ (g) new technologies and the computer lessons. However, the school's computers are very old and don't work properly. The school _____ (h) new ones yet.

ADMISSION PROCESS OVER

The school _____ (i) already _____ (j) its doors to new students. Admissions for the next academic year _____ (k) now over.



SOFT NEWS

The school principal is still on vacation. She _____ (l) _____ (m) from Houston, Texas yet.

Project Stage 1

- Get into groups of three.
- Select your favorite section of a newspaper and justify your choice.
- Do some research about events, news and stories that have happened at your school.





Lesson 2

From the Inside of a Newspaper



1. Look at the pictures and guess the roles of the people involved in newspaper production. Then, listen and check.



Mr. Graham

- Graphic Designer
- Publisher



Claire Davis

- Photographer
- Columnist



Tom Middleton

- Press Operator
- Editor



Kim Harris

- Journalist
- Secretary



2. Listen and complete the interview with words in exercise 1.

Matt: Good afternoon, Mr. Graham. I want to know about the process of newspaper production. How did you produce the last piece of news about the truck accident?

Mr. Graham: Well, we published it last week and we worked as a team. The process involved different stages and different staff. At 4:00 AM, the journalist went to the scene where the event had taken place. (1) When she arrived, the photographer had already taken some pictures of the accident.

Matt: What did the journalist do after she arrived on the scene?

Mr. Graham: At 4:15, the _____ (a) asked questions and recorded the information. (2) Before the interviews, she had checked her voice recorder, of course! At 5:30, the journalist wrote the news story.



Matt: Did the journalist show her article to the _____ (b)?

Mr. Graham: Yes. (3) By the time the editor gave the text to the _____ (c), he had already checked the content of the story. The graphic designer used the pictures that the _____ (d) had sent him one hour before and selected those that best illustrated and supported the article.

Matt: What happened during the final stages of the process?

Mr. Graham: Finally, the graphic designer created the page layout and produced the final version of the newspaper article. It was ready at 7:30. (4) We published the news at 8:00 after the _____ (e) had printed it.



3. Read the four numbered sentences in the interview and fill in the chart.

Sentence	First / earlier action	Second / later action
(1)	<i>the photographer had already taken some pictures of the accident</i>	<i>the journalist arrived</i>
(2)		
(3)		
(4)		

Reflect on Grammar

The Past Perfect Tense

Use it to talk about an action that happened before another action in the past.

When the journalist arrived, the photographer **had already taken** some pictures of the accident.

First) the photographer **took** some pictures of the accident. (Later) the journalist arrived.

Common expressions: Before (that), By then, already

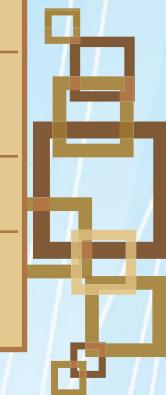
The Simple Past Tense

Use it to express actions that started and ended in the past.

How did you produce the last piece of news about the truck accident?

We published it last week.

Common expressions: Last week, yesterday, that day, when



4. Complete the interview with the verbs in parentheses. Use the Simple Past and the Past Perfect tenses. Then, listen and check.



Journalist: Hi, Tina. You are a student at Lincoln High School. Please tell me about the new library project or the initiative you and your classmates had. What was this story about?

Tina: OK. Last year my classmates and I noticed (notice) that our school library had not (not have) many nice new books and we decided (decide) to do something about it. When we invited neighbors (invite) neighbors to donate books, we collected (collect) already story books and textbooks from our teachers. Before that, we talked (talk) to the school principal to ask for his permission, of course! The book collection process was (be) a great success. By the end of last year, we had gathered (gather) already 250 new books.

Project Stage 2

- Ask key people at school to find out the details about the events you have done research on.
- Assign the group members different roles. Each member will play a key role.

E.g. journalist, editor, graphic designer...



Lesson 3

Hit the Headlines

1. Match the concepts with their definitions.

- a. Headline
- b. By-line
- c. Lead paragraph
- d. Supporting details

- 1. The key or main information of an article
- 2. The title of an article
- 3. The body or secondary ideas of an article
- 4. Line that gives the writer's name

2. Read the headlines of the article below and predict the topic.

- The article is about the Williams sisters' life after ten years of practice.
- The article is about the success of the Williams sisters over the last ten years.



3. Read the article and complete the diagram on page 15.

SPECIAL

Sports

THE WILLIAMS: Beyond a Decade of Dominance

BY STEVEN RODRIGUEZ

1ST



In professional women's tennis around the world there are two sisters who have already made history since their debut in 1994. They are Venus and Serena Williams. They were born in the United States, in the 80's, and they live in Florida with their family. The Williams

sisters have played in professional tennis matches since the 1990's and by the year 2003 both had become No. 1 in the world.

They have hit the headlines several times and have made history for various reasons. First, the Women's Tennis Association (WTA) has ranked the Williams sisters World No. 1 in singles on various occasions. Second, they became the first black women to accomplish this goal in the history of tennis. Third, they have won more Olympic gold medals than any other female tennis player. "We play with our hearts and souls for our country and for all the women we represent in the world," said Venus.

But what makes the Williams sisters such outstanding tennis players? "We train really hard every day and keep our bodies fit to build an aggressive style," said Serena. It is noticeable that it takes discipline and great physical effort on their part. "We also eat very healthy food and if we get an injury, we take good care of it until recovery," said Venus. But mental and emotional aspects also play a key role. "Sometimes, they can get nervous when they get near the finish line in a key set," said Richard Williams, their father, best friend and mentor. They love each other and have strong family bonds.

Reading Strategy

The lead paragraph of an article is always the first lines of it.

Writing Strategy

- Use quotation marks " " to report what other people say or said.
- E.g. "We also eat very healthy food and if we get an injury, we take good care of it until recovery," said Venus.

Lead Paragraph

Who	What	Where	When	How/Why
Venus and Serena Williams				<i>Playing professional tennis</i>

4. Identify the secondary ideas in the article and complete the chart. Not all the spaces must be filled in.

Idea No.	Who	What	Where	When	How/Why
1	Women's Tennis Association	First black women to be ranked No 1			
2	Venus and Serena Williams				
3	The Williams sisters		Olympic Games		<i>They play with...</i>
4	The Williams sisters	Outstanding players			

5. Write a short article about the most recent event at your school.

(Headline) _____

(By-line) _____

Lead _____

(Body) _____

Writing Strategy

Write the **lead** of a newspaper article by providing a clear and concise overview of the main points: **who, what, when, where, how and why.**

Project Stage 3

- Use key questions to interview two members of the school community.
Record the interviews and take pictures, too.
- Write short narrations of the news you discovered.
- Create a nice design using the texts and the pictures.



Lesson 4

Hot News

BREAKING NEWS



1. Listen to the conversations. Fill in the gaps with the expressions in the Word Bank. Then, check ✓ the correct meaning of the expressions

a

Joey: God! I completely forgot to go to the crime scene!

Julia: You mean the bank robbery?

Joey: Yes, it was raining and I had to finish another report.

Julia: Don't worry. Mike and a photographer covered the story.

- Meaning: Mike and a photographer protected two cameras.
 Mike and a photographer did the report.



B

Omar: Look! There was another tsunami close to the coast of Japan.

Patty: Wow! When did it happen?

Omar: Just half an hour ago! This is _____!

- Meaning: Omar wants to cut the newspaper to get the news about Japan.
 Omar is highlighting that the news is recent or has just happened.



C

Phil: Have you read the international news?

Clark: Yes! Sara has won the Latin American Music Award!

Phil: That's awesome! She has _____!

- Meaning: Sara has become famous because of her prize.
 Sara has cut out music headlines from the newspaper.



2. Work with a partner. Use the previous expressions to share your own experiences.



I've just noticed on TV that the English band Muse will visit our country in January.



Oh my God!
That's breaking news!

Reflect on Values

- I read the newspaper to learn about local and world events.
- I am curious about everyday happenings and events.
- I talk about the news I read and express my feelings about it.

Always	Sometimes	Never
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Speaking Strategy

Use idiomatic expressions to share your own experiences.

Gap Activity

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

Share Your Project

1. Discuss your experience.

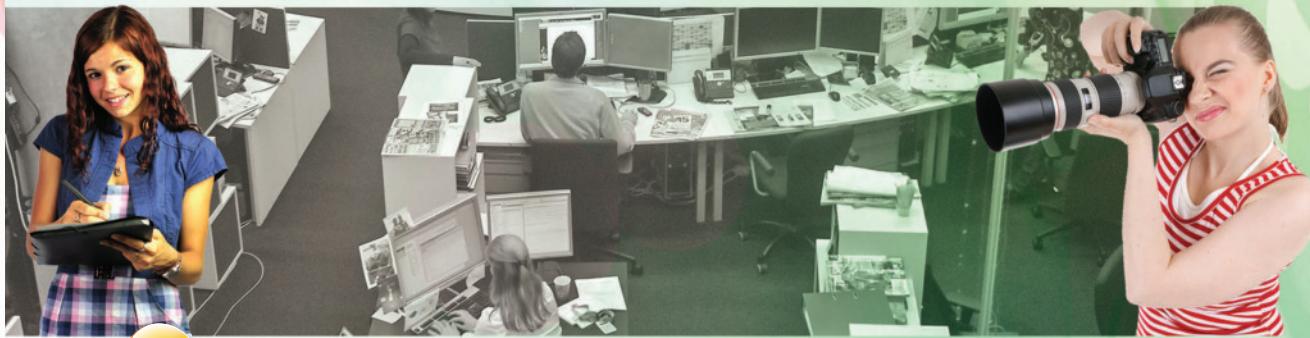
a. What role(s) did you play in the school newspaper production? Describe the activities you completed.

b. How did you feel when performing those roles? _____

c. Did you experience any difficulties? Which ones? _____

d. Had you participated in a newspaper production before? What was the experience like? _____

e. What did you learn from this experience? _____



2. Read and answer the questions.

Newspapers can be published every day or every week, thus, they can be daily or weekly newspapers. They can also be local, national, or international. Newspapers are typically printed on cheap, low-quality paper, usually called newsprint. A newspaper is a publication that contains informative articles, news of current events, advertising, and a variety of entertaining features such as crosswords, editorial cartoons, and comic strips.

Newspapers also cover a variety of topics and these are organized in sections. Each section contains articles that are based on facts. The title of an article, printed in large letters, is called the headline, and the author and publishing date are usually included. The different sections of a newspaper

include: politics, business and economy, education, opinion, arts, sports, health and lifestyle, and a number of classifieds about jobs, real estate, cars, and other products. Almost all printed versions of newspapers also have online editions. Broadsheet newspapers generally contain more serious news than tabloids, which are smaller and emphasize shocking stories about famous people. Newspapers' readers pay a subscription to help fund the newspaper production.

- a. Which categories can newspapers be classified in?
- b. What is *newsprint*?
- c. What are the characteristics of a newspaper section?
- d. What's the difference between *Broadsheets* and *Tabloids*?

Give your Presentation

- Introduce the members of your team.
- Mention the roles played by each one.
- Mention the section you have designed.
- Talk about the stories and the information you gathered about the key, current events at your school.
- Talk about the people you interviewed and the sources of your information.

Useful Expressions

- Good morning. This is our group. We are... (names)
- I played the role of...
- We have designed the _____ section.
- Our main stories/news are/is ...This story is about...
- We have interviewed the school principal...



Comic

The Interview



1. Listen and read.

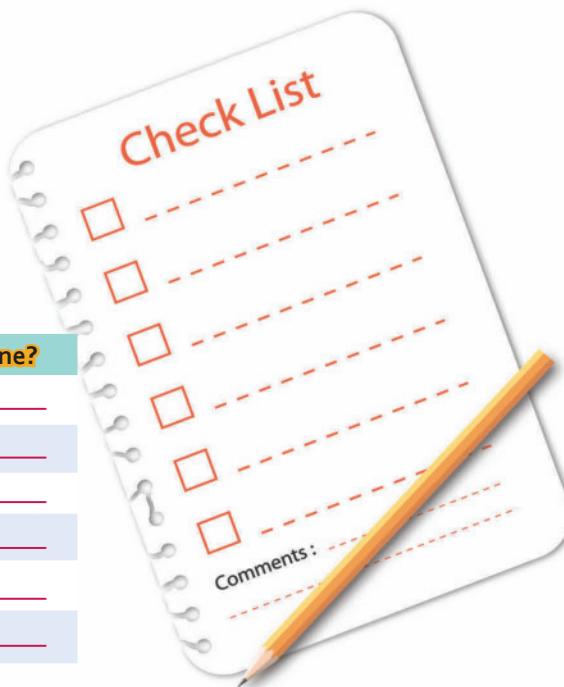


Quiz Time



1. Listen to the conversations between the editor (Tom) and the newspaper staff. Complete the chart.

	What do they have to do?	Job done?
a. Claire	takes _____ all the pictures.	Yes _____
b. Bill	_____ all the interviews.	_____
c. Sara	_____ the complete article.	_____
d. Susan	_____ the pictures that support the article.	_____
e. Carol	_____ the advertisement.	_____
f. Frank	_____ the color pages.	_____



2. Complete the dialog with the verbs in parentheses.

Use the Simple Present and the Present Perfect tenses.

Kim: Look at the social section of the news! It _____
(a. say) the Smiths got divorced.

Lars: That's unbelievable! They always _____
(b. go) to parties together.

Kim: I know, and Mrs. Smith never _____
(c. eat) out without her husband.

Lars: This _____ (d. be) shocking news!

Kim: I know! _____ you _____ (e. read) the news about the Garcia family?

Lars: No, I _____ (f. read) it. What has happened?

Kim: They _____ (g. celebrate) their 10th anniversary

Lars: Nice! That's happy news!

3. Read the news story. Then, choose the correct option.



Championship Final a Rainy Match

Yesterday was the big day. The two soccer teams were ready to play the World Championship final at Sun Stadium at 7:00 PM. By the time the players were ready to start the match, the crowds had waited in line for hours. Many people attended the game. When the news reporters arrived to cover the event, the fans and hooligans had already taken pictures of the football field and of the arrival of some players. The game was amazing. The players did their best in spite of the terrible weather conditions: before the game was over, it had started raining...

- a. The crowd waited in line before/after the match started.
- b. The reporters arrived before/after the fans had taken pictures.
- c. It started raining before/after the game was over.

Self-Evaluation

Now I can...

- talk about a news item or an event that has happened recently..
- describe an event in the past and talk about an earlier moment.

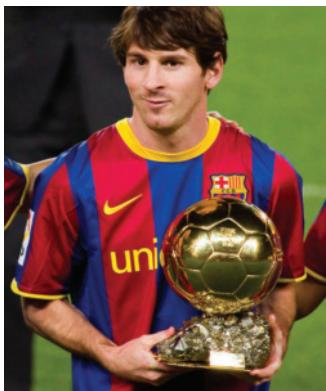
Very Well	OK	A Little
<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>

Glossary

A – E

astonishing: **adj.** very surprising. This is astonishing news!

award: **n.** a reward someone gets when he/she has achieved something. (syn. prize)



awesome: **adj.** extremely good and sometimes very impressive. (ant. awful)

bond: **n.** in relationships, a reason to love each other or feel they have a connection to each other. *Happy families have strong bonds.*

broadsheet: **n.** a newspaper that publishes serious news. It is usually printed on large sheets of paper.

burst: **v.** when the walls built round a body of water break because water levels have exceeded them.

columnist: **n.** a journalist who writes a regular series of stories for a magazine or newspaper and expresses his/her opinions and comments about recent news. *Mr. Akerman is a famous newspaper columnist.*

currency: **n.** the type of money used in a particular country or region. *Japan's currency is the yen.*



debut: **n.** the first time that a sports person or performer appears in a

public or some remarkable event. *Shakira made her debut when she was a little girl.*

E – H

editor: **n.** the person who has overall responsibility for the publication of articles in a newspaper or magazine.

exchange rate: **n.** the value of the money of one country in relation to the value of the money of another country.

fact: **n.** a statement that people can prove. (ant. opinion or comment) *People read the news to find out recent facts.*

flood: **v.** to be covered with water. *A pipe burst and the water flooded the first floor of the house.*

graphic designer: **n.** the person who creatively designs the layout of a newspaper page, book, leaflet, etc.

headline: **n.** the title of a news story. It is usually large in size and catches the reader's attention.

headquarters: **n.** the place where a company has its main offices. *CNN has its headquarters in Atlanta.*

highlight: **v.** to emphasize something so that people notice it and think about it.

host: **n.** the place and people who organize a special event. *Brazil is the host for the 2016 Olympic Games.*

I – R

layout: **n.** the position of articles, photographs, graphics, and advertisements on a page.

lead: **n.** The beginning of the news story. It tells the essentials of any story: who, what, when, where, why, and how.

match: **n.** game or contest in which two or more people or teams compete with each other.

mentor: **n.** an experienced person who helps, supports, and motivates someone who has less experience, especially in their career. (syn. advisor, tutor)

obituary: **n.** the newspaper section which publishes someone's death and

gives a short description of their life and accomplishments.

outstanding: **adj.** extremely good or impressive. (syn. superior, excellent; ant. inferior, bad.)

record: **v.** to put images and/or sounds onto a CD or DVD.

reporter: **n.** the person who researches and writes newspaper articles. (syn. a journalist)

S – Z

set: **n.** a series of games in tennis and some other sports.

shocking: **adj.** when feeling extremely surprised. (syn. outrageous; ant. calming, comforting)



soft news: **n.** news that deals with human interest stories which are not that serious. (ant. hard news)

staff: **n.** the group of people who work for a specific company or institution.

thank you note: **n.** a short piece of writing to express gratitude to someone. *I sent a thank you note to Fanny for dinner last week.*

Colloquial Expressions

Breaking news: recent news that is reported or revealed at the moment.

Hit the headlines: to become famous by being reported in the news.

Cover the story: to report on an event or recent happening.

UNIT

2

Healthy Life, Healthy World



► General Objective

You will be able to talk about lifestyles and speculate about habits and customs of the past.

► Communication Goals

You will learn how to

- speculate about lifestyles in the past.
- express opinion and possibility about past events.
- describe people, objects, and events.

► CLIL

- Healthy Habits
- Earth Resources

Vocabulary

- Words related to healthy habits, earth resources, and environmental degradation

Grammar

- Past Modals: must / could / might /
- Relative clauses: who / where / that

► Idioms and Colloquial Expressions

- *To be fit as a fiddle*
- *To be in bad shape*
- *To be in murky waters*
- *To move heaven and earth*

► Project

A PowerPoint Presentation

You will create a PowerPoint presentation about lifestyles to share problematic situations you identify in your community, as well as actions people can take to protect the environment.

Discuss:

- Do you have a healthy lifestyle?
- Do you and your community take care of our natural resources?





Lesson 1

Healthy Habits

1. Classify the actions in the Word Bank into healthy or unhealthy habits.



Vocabulary Strategy

Classify vocabulary into categories to remember it better.

HEALTHY HABITS

UNHEALTHY HABITS

Eating fatty foods

Word Bank

- Eating fatty foods • Getting drunk
- Smoking • Being active
- Drinking water • Having a healthy diet
- Sleeping well • Doing exercise
- Being sedentary • Feeling stressed

2. Read and listen to the conversation.
Then, check ✓ the correct options
in the box below.



Useful Expressions

- Use I know! to show agreement with what someone says.
- Use I guess to express your opinion about something you are not sure about.

Jason: Hi, Alan. I'm glad you came to my Granny's Birthday party.
Alan: Thanks for the invitation. Is she really going to be 100 years old?
Jason: Yes, and look at her! She's not sedentary, instead she is very active!
Alan: I know! She has lots of energy. She **must have slept** all day long!
Jason: Well, she didn't. It **could have been** because she took a 30 minutes nap this afternoon. But she sleeps very well at night.
Alan: And, she is thin and fit. She **must have eaten** low-fat foods all of her life!
Jason: Yes. Her diet has always included steamed fish, grilled meat, and olive oil.
Alan: Wow! She has had a very healthy diet. She **might never have eaten** fatty food, I guess.
Jason: Well, she doesn't like junk food. She prefers lots of veggies and fruit.
Alan: What about drinks? Does she drink sodas and coffee?
Jason: Not really. She prefers to drink water and fruit-flavored yogurt or fresh juice.
Alan: I guess she **might never have smoked**, right?
Jason: You're right. She hates smoking and she has never been drunk. Besides, she loves exercising. She walks the dog every day!
Alan: And she looks quite relaxed! Has she ever felt stressed?
Jason: Well, as you can see, she is always in a good mood and nothing makes her feel angry.
Alan: Gee! Now I see... Having such a healthy lifestyle **must have prevented** her from getting lots of diseases.

	fact	opinion
a.	Jason's granny must have slept all day long.	<input checked="" type="checkbox"/>
b.	She just took a 30-minutes nap this afternoon.	<input type="checkbox"/>
c.	She might never have eaten fatty food, I guess.	<input type="checkbox"/>
d.	She prefers to drink water and fruit-flavored yogurt or juice.	<input type="checkbox"/>
e.	I guess she might never have smoked.	<input type="checkbox"/>
f.	She is always in a good mood.	<input type="checkbox"/>

Key Expressions

Gee!: Wow!

Reflect on Grammar

Past Modals

Use Past Modals to speculate, deduce, or make guesses about past situations based on evidence.

- She **must have slept** all day long.
- It **could have been** because she took a nap.
- She **might never have eaten** fatty food.

Structure

Subject + (**must/could/might**) + **have + past participle** + complement

Degrees of certainty about the past

Must	-----	90%
Could	-----	50%
Might	-----	30%

Word Bank

- feel
- sleep
- eat
- go on

- c.- Dorothy came to the gym after work every night last week.

- She _____

stressed.

- d.- Where's my salad? I left it here!

- Edward _____

it.

He loves veggies!

3. Read the following situations and make guesses to complete the sentences.

Use the Word Bank.



- a.- Kenneth has lost a lot of weight recently.
- He **might** _____
_____ a very healthy diet.



- b.- Why is Sarah so tired today?
- I'm not sure. She
_____ very badly last night.



4. Think of a healthy old person from your family or community. What makes him/her healthy? Check the boxes. Then, speculate about his/her past habits.

Eating fruits and veggies
Doing exercise
Being in a good mood
Sleeping well
Eating low-fat foods
<input checked="" type="checkbox"/> Staying away from cigarettes and alcohol
Being active

Mr. Garcia
must have stayed away
from cigarettes and
alcohol all of
his life!



Pronunciation

In speech, past modals are contracted.

1. Listen and repeat.
 - must've - /mʌst'və/
 - could've - /kʊd'və/
 - might've - /maɪt'və/
2. Listen to four sentences and check the past modal you hear.

must've could've might've

a.	must've	could've	might've
b.			
c.			
d.			

Project Stage 1

- Work by pairs. Think of an unhealthy habit that is present in your community today.
- Prepare a PowerPoint presentation describing how this unhealthy habit is a problem for the community.
- Speculate about the origins of this bad habit.

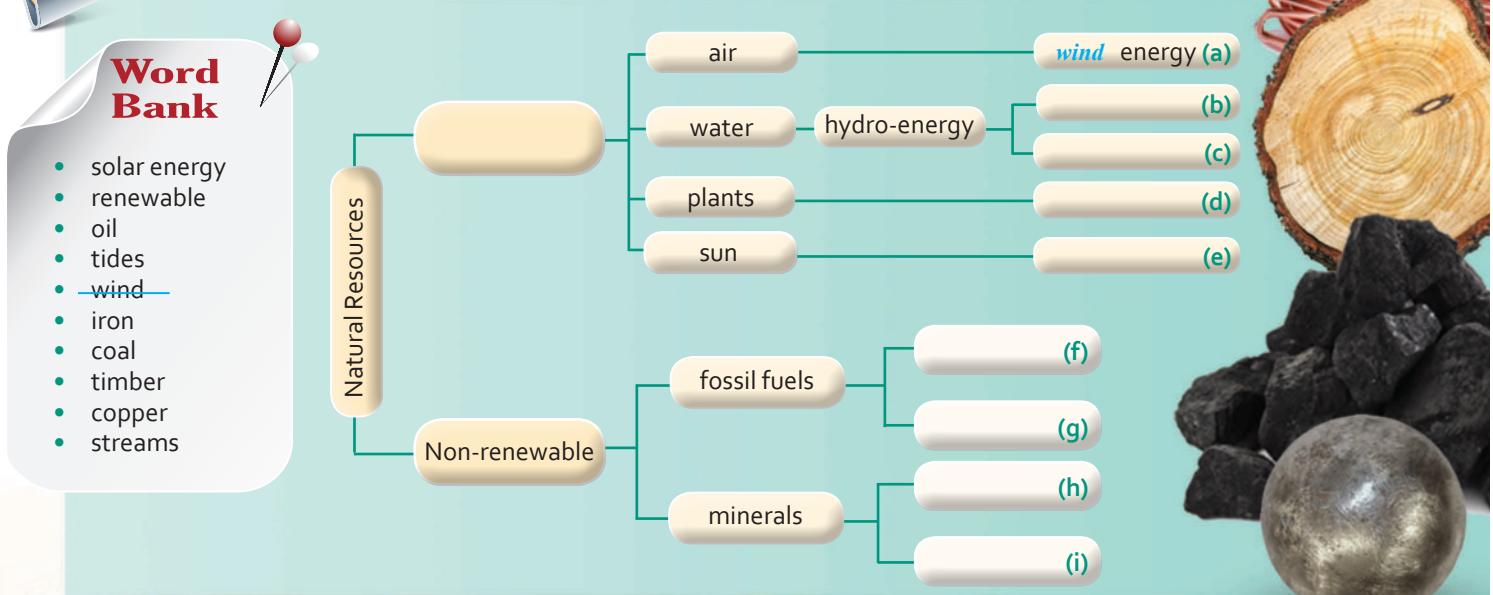


Lesson 2

Healthy Environment



1. Listen to a short presentation and complete the diagram with the words in the Word Bank.



2. Read and listen to the conversation.

Mr. Green: How was your trip around the outskirts of the city?

Ruth: It was very alarming. We found many environmental problems.

Mark: We visited the place **where** people dispose of their garbage.

Ruth: We found out **that** ten years ago, it was a nice forest.

Mark: But there is a timber company **that** bought the forest and has cut down all the trees! There are no plants anymore!

Ruth: Now, it is a dump **that** contains waste of all kinds, even chemicals, fuels, and scrap iron.

Mark: Also, the people **who** live in the city don't recycle. The waste is all mixed in there.

Ruth: In the past, there was a river there, but now there's only a small slow-flowing stream **that** is really dirty and smelly.

Mark: It is a dump **that** has no control from the local authorities and it has contaminated the soil, the water, and the air.

Mr. Green: What a shame! The community hasn't taken care of our natural resources! What can we do to help?



Key Expressions

What a shame! that's too bad



3. Listen to the rest of the conversation and check the options you hear.

Actions to be taken:

- | | |
|---|--|
| a. Talk to the people who live in the city. | |
| b. Close the timber company. | |
| c. Teach the community how to recycle. | |
| d. Go to schools and show kids how to keep the water clean. | |
| e. Take the garbage and the scrap iron to another city. | |

Listening Strategy

Read the options carefully before you listen to the audio to focus your comprehension.

Reflect on Grammar

Relative Clauses

Use relative clauses to identify or give information about nouns.

Usually they are two sentences joined together by a relative pronoun (**who/where/that**).

- Use **who/that** for people. The people live in the city. The people don't recycle.
The people **who/that** live in the city don't recycle.
- Use **where/that** for places. We visited a place. People dispose of their garbage in that place.
We visited a place **where/that** people dispose of their garbage.
- Use **that** for things. It is a dump. It has no control from the local authorities.
It is a dump **that** has no control from the local authorities.

4. Make one sentence from two. Use **who/that/where**.

- a. The Earth is a huge storehouse. There's a great supply of natural resources in the Earth.

The Earth is a huge storehouse where there's a great supply of natural resources.

- b. There are non-renewable resources such as fuels and minerals. They cannot be replaced after removed from the Earth.

- c. Pete is a geologist. He studies the soil and searches for the Earth's resources.

- d. The ocean is a rich natural resource. There are tons of minerals and plant life in the ocean.

- e. Those men are miners. They put their lives at risk working under the ground.

5. Unscramble the headings and complete the statements using relative pronouns. Then, match the columns to discover ways to protect our natural resources.

- a. work/home/and/at: **At home and work** ... Save the water _____ you don't use.
Turn off the faucet after you wet your toothbrush.

- b. washing/using/machines: _____. There are modern washing machines _____ allow you to avoid the pre-wash cycle.

- c. shopping-going: _____. People _____ care about the environment do not use plastic bags.

- d. the/ forests/planet's: _____. Don't litter the parks and forests _____ timber and plants grow.

- b** 1. This saves 15% of energy and water used when doing the laundry.

- _____ 2. They can last for longer than one thousand years, causing damage to the air, water and soil.

- _____ 3. It is important to avoid the contamination of the soil. This helps to conserve our natural resources.

- _____ 4. There's no need to keep the water running while brushing your teeth.

Project Stage 2

- Think of an environmental problem that is present in your city today.
- Prepare a new slide for your PowerPoint presentation describing how this environmental problem is causing damage to the city. Write short descriptions speculating about the origins of this environmental problem.



Lesson 3

Smart Lifestyles

1. Answer the questions. Then, survey ten partners and share your results.

How useful is it for the environment...	Good	Neutral	Not Good
a. to use pesticides to grow veggies and fruit?			
b. to reduce cooking time by cutting food into small pieces?			
c. to pollute the air with toxic fumes from factories and cars?			
Results: Number of people per answer.			

2. Read the essay below and find the words in bold face which have these meanings.

- a. _____ : harm
- b. window boxes : a long narrow container for growing plants put on a window ledge
- c. _____ : machines or appliances that use electricity
- d. _____ : that has an influence on the whole world



3. As you read, underline the healthy habits you find.

Health and Environment

Today, people live in a **globalized** consumer society. This is a world where we buy, use, and consume a huge variety of products. It must have been very difficult to live 30 years ago without fast food or **electronic devices** that make our lives more comfortable and easier. However, the result of all this is an enormous **damage** to our health and to the environment. This essay will discuss ways in which individuals can take care of their own health while protecting natural resources.

First of all, people who grow their own vegetables in their garden or in **window boxes**, protect the soil from pesticides. They can enjoy tasty and fresh vegetables that are free from damaging chemicals.

Secondly, eating fruits and vegetables on a regular basis is healthier than eating fatty foods. Besides, cooking veggies saves a lot more energy because

it uses less gas than cooking fats. People who cut up their veggies into small pieces can reduce the cooking time and save cooking water, too.

The third point is related to physical activity. For short journeys, people who walk, use a bike, or even encourage their kids to use a skateboard or rollerblades, can improve their health while they protect the environment from the pollution caused by the toxic fumes from cars.

In summary, there are healthy habits that people can include in their daily lifestyles. Even if people might have not thought about these possibilities, I think there are many actions we can take to make a difference and to protect our health and that of our planet Earth.

4. Identify the organization of the essay and complete the chart.

Introduction	_____	Thesis Statement
Paragraph 1	_____	Argument 1
Paragraph 2	_____	Argument 2
Paragraph 3	_____	Argument 3
Conclusion	_____	

5. Identify the sequence connectors used to maintain the connection between the main ideas.



6. Choose one topic (a or b) and write a short essay.

a. Keeping fit and healthy

b. Protecting the environment

Thesis statement

(Argument 1): _____

(Argument 2): _____

Concluding sentence

Project Stage 3

- Based on the two problematic situations you have selected, think of healthy habits that would help people in your community be healthier and protect the environment.
- Prepare a new slide for your PowerPoint presentation describing how this can be done.

Reading Strategy

Thesis Statement:
A sentence that says what the author wants his readers to know, believe, and understand about a subject.

Writing Strategy

Use sequence connectors such as *first of all, second of all, in summary*, to organize the ideas of a text.

Writing Strategy

Thesis statement: Make sure the topic sentence you write catches the reader's attention.

Supporting ideas: Use arguments and examples to strengthen your thesis statement.

Concluding sentence: Tell briefly what you talked about. Rework your thesis statement.



Lesson 4

Fit as a Fiddle



1. Listen to the conversations. Fill in the gaps with the expressions in the Word Bank.

Word Bank

- fit as a fiddle
- move heaven and earth
- bad shape
- in murky waters



a.

Susie: Hi! Nice to see you again! It's been years since we last met!

Patty: Hey! Look at you! You are as fit as a fiddle (a). You must have had a very healthy life!

Susie: Well, I love exercising and I love fat-free food. I do take care of my body and health.

Patty: Wow, instead, I'm in such _____ (b). I often have to eat in a rush, you know, at fast food restaurants or even when driving my car!

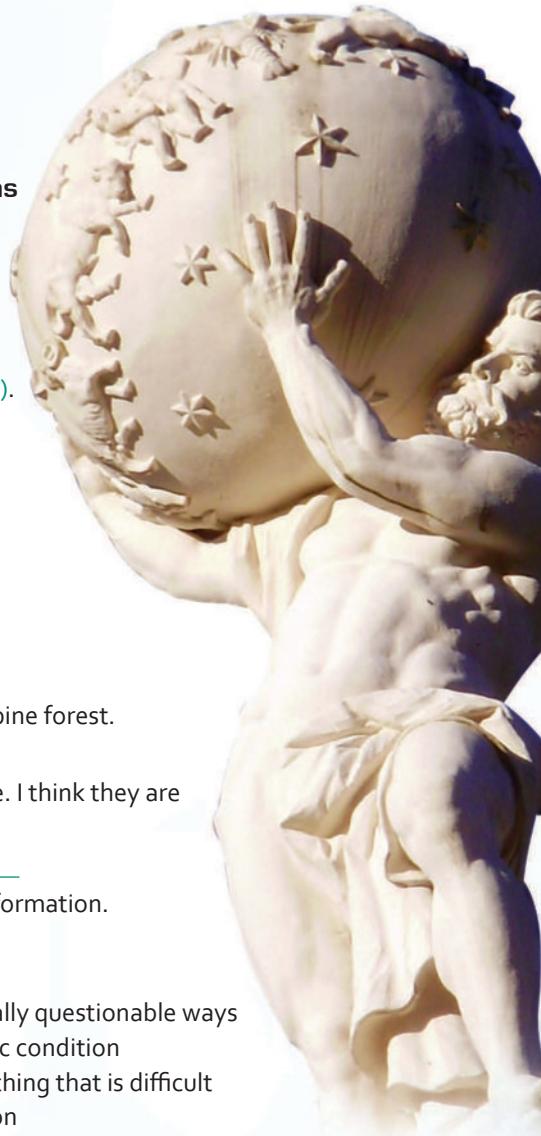
b.

Oscar: Look! This is the timber company that bought the pine forest.

Mike: Do they have permission to cut down the trees?

Oscar: I'm not sure, the documents I saw are not complete. I think they are _____ (c).

Mike: We need to find out! Let's _____ (d) to get the information.



2. Match the expressions with their corresponding meaning.

- a. Fit as a fiddle
b. In bad shape
c. Be in murky waters
d. Move heaven and earth

1. behaving in morally and ethically questionable ways
 2. being in good health or athletic condition
 3. being determined to do something that is difficult
 4. being in poor physical condition

3. Think of situations related to health and the environment and discuss with a partner. Use the expressions above.



Well, I think your community have to stay together and move heaven and earth to solve this problem!

Reflect on Values

- I eat healthy food like fruits, veggies, and fat-free products.
- I am an active person who likes sports and physical exercise.
- I take actions to protect our environment and natural resources.

Always Sometimes Never

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Speaking Strategy

Get engaged in a conversation by using expressions such as: **Look! / Well, / I guess / I know! / I think.**

Gap Activity

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

Share Your Project

1. Discuss your experience.

- a. How did you make your PowerPoint presentation? Use the Word Bank to list the steps you followed.

1. _____
2. _____
3. _____
4. _____

- b. Did you experience any difficulties? Which ones? _____
- c. Had you ever thought about problematic situations that affect the health of your community and city? How did you identify them? _____
- d. What did you learn from this experience? _____



2. Read and answer the questions below.

Most people are interested in having a long and happy life. The way we live every day, together with how we manage our natural resources, can play a key role in enjoying a long and happy life.

Having healthy habits goes beyond nutrition. It is true that eating fats and junk food does not do any good to our health, but what else can make a difference? Studies have shown that our personality is also a key factor: being sociable and enjoying time with friends is connected to long life expectancy. But, be wise when choosing your friends because habits, both healthy and unhealthy, are socially contagious. Community problems related to these social habits include obesity, smoking, drinking, and even stress. So, look for buddies who like exercising, sleeping well, and being in a good mood.

Taking care of the environment and protecting the natural resources can also make a big difference. People live longer in places where there is less air pollution, less contamination in rivers and oceans, and less chemicals in the soil. So, look for places where the air, water, and soil are clean.

- a. What are the two aspects involved in having a long and happy life?
- b. How is personality connected to life expectancy?
- c. Why is it important to choose your friends wisely?
- d. What are the key environmental problems that affect life expectancy?

Give your Presentation

- Introduce yourself.
- Mention the two problematic situations you have identified.
- Describe each problem one at a time and show the slides.
- Talk about the possible origins of each problematic situation.

Word Bank

- template
- slide
- layout
- images
- text



Useful Expressions

- Good morning. We are... (names)
- The unhealthy habit that is present in our community is...
- The environmental problem we have identified is...
- It must/could/might have started...



Game

Getting Healthy

Play by pairs. Place a counter on the START box. Toss a coin: heads or tails?

Follow the arrows and answer the questions. Score two (2) points for each correct answer. If you answer incorrectly, move back to the box you were before. The winner is the first person to reach the finish box.



Quiz Time



1. Listen to each conversation and check ✓ the correct option.

Conversation 1

a. What keeps these women active and fit?

- Gym sessions
- Belly dance sessions
- Yoga sessions

b. Who has missed the dance class lately?

- Patty
- Sally
- Maggie

c. What could have happened to her?

- She might have been busy at work.
- She may have fallen ill.
- She might have found another job.

Conversation 2

a. Who are the people talking in this conversation?

- Mom and dad
- Teacher and student
- Dad and his son

b. What are they talking about?

- Natural resources
- Earth's nature
- Economical resources

c. Which renewable resources do they mention?

- Plants, water, and solar energy
- Energy, the wind, and soil
- The air, sun, and plants

2. This is a picture of Mr. Graham, a healthy 85 year-old man. Look at his habits checklist and write sentences to speculate about his life in the past.



- a. Being active
- b. Drinking alcohol
- c. Eating low-fat foods
- d. Being in a good mood
- e. Smoking
- f. Sleeping well

He must have been really active all his life.



3. Complete the definitions by writing the correct relative pronoun. Then, match them with the corresponding picture.

- a. Geologists are people _____ extract minerals and fuels from the soil.
- b. Oil and coal are non-renewable resources _____ cannot be replaced after they are used.
- c. The Earth is the place _____ there are renewable and non-renewable natural resources.
- d. Water is a renewable resource _____ we use for drinking, cooking, and washing.



Self-Evaluation

Now I can...

- talk about healthy lifestyles and ways to protect the environment.
- speculate about possibilities in the past.
- describe people, objects, and events by joining clauses.

Very Well

OK

A Little

Glossary

A-K

buddy: **n.** (informal) friend. (ant. enemy)

coal: **n.** a hard black rock that is found in the ground and is used as a fuel to provide heat. *In the past many trains ran on coal.*



copper: **n.** a red-brown metal used to make wire or pipes that conduct electricity or heat.

dig: **v.** to make a hole in sand or soil. (syn. burrow)

disease: **n.** a condition of a living thing or of one of its parts that impairs normal functioning and is manifested by certain symptoms. (syn. illness, sickness)

dump: **n.** a place where waste material and garbage is left. *The dump was really dirty and smelly.*

faucet: **n.** a tap on the bath or sink that controls the flow of water. (syn. tap, spigot)

flowing: **adj.** a stream of water that moves along. (ant. stagnant, still)

fossil fuel: **n.** fuels formed from the remains of plants and animals that lived in an earlier era.

iron: **n.** a hard, silvery heavy metal that is abundant in the earth and is used to make building structures. *The gates are made of iron.*

junk food: **n.** food that is unhealthy as it contains lots of fat, sugar, or salt. *Tim eats too much junk food.*

L-Q

layout: **n.** the design and organization of pictures and text on a page or PowerPoint slide. (syn. design, format, setup)

litter: **v.** to leave pieces of trash in public places or the outdoors and not in a trash can. *People shouldn't litter.*



nap: **n.** short, light sleep during the day. (syn. kip, siesta)

natural resources: **n.** substances or materials such as oil or wood that are found in nature. *Water is a natural resource.*

oil: **n.** a thick, dark liquid obtained from mineral deposits that is used as fuel.

outskirts: **n.** the areas surrounding the center of a town or city. (ant. downtown)

R-S

renewable: **adj.** possible to be replaced or renewed indefinitely. (ant. non-renewable)

scrap: **n.** waste material, especially metals suitable for reprocessing. *We can recycle scrap metal.*



sedentary: **adj.** sitting most of the time and not exercising a lot. (ant. moving, active)

slide: **n.** the page of a PowerPoint presentation that contains pictures and text.

soil: **n.** the surface layer of the Earth, the ground. (syn. dirt, earth)

storehouse: **n.** a place where things are kept in large quantities. (syn. warehouse)

stream: **n.** a natural flow of water narrower than a river.



T-Z

template: **n.** a computer document with a basic format you can use and adapt.

tide: **n.** the way the ocean waters fall and rise during the day. (syn. current)

timber: **n.** wood used for building. (syn. wood, logs)

tired: **adj.** being weak and in the need of rest and sleep. (ant. energetic)

veggies: **n.** (informal) vegetables. *My veggie garden is small.*

weight: **n.** a measurement that says how heavy something is. (syn. heaviness)

wise: **adj.** intelligent and able to make good choices and decisions. (syn. perceptive)

Colloquial Expressions

Be as fit as a fiddle: be in good health.

Be in bad shape: be in a poor physical condition.

Be in murky waters: behave in morally and ethically questionable ways.

Move heaven and earth: be determined to do or get something that is difficult.

Test Training A

Listening

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

- o. A renewable resource is one which
A. is replaced over time through natural processes.
B. cannot be replaced in nature at a rate close to its rate of use.
C. exists in fixed amounts and is used up faster than can be replaced in nature.

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

1. Some examples of non-renewable resources include
A. plants, minerals and the sea.
B. water, wind and sun.
C. oil, coal and copper.

2. The major problem with the way our society uses non-renewable resources is that
A. we don't have the money to reproduce them efficiently.
B. we use them faster than they can naturally be replaced.
C. we should be using them more frequently.

3. If we continue to use non-renewable resources so quickly, we run the risk of
A. significantly reducing the world's supplies of these resources.
B. having too many different kinds of non-renewable resources.
C. running out of renewable resources.



4. Even though trees are technically considered renewable resources,
A. they can't be naturally reproduced.
B. they are always consumed more slowly than they can be reproduced.
C. they are often consumed in a non-renewable fashion.

5. According to Dr. Rice, people can help protect our natural resources by
A. taking cold showers.
B. recycling.
C. using both kinds of resources.

Speaking Candidate A

Stage 1

Candidate B is going to tell you about his/her lifestyle over the past year.

Listen to what he/she says and make some predictions about the way he/she might have felt. Give some pieces of advice on how to improve his/her lifestyle. Use the expressions *could've*, *should've* or *must've*.

E.g. *You could've made more time for exercise.*
You must've been tired a lot.

Stage 2

Tell candidate B about your lifestyle over the past year.

Use the list below of things you did or didn't. He/She will make some predictions about your well-being and give you some advice on how to become healthier.

- Got up early
- Had unhealthy breakfasts
- Rode bike to and from work
- Had hamburgers for lunch
- Drank too much Coke
- Had light dinners
- Regularly went to bed early



Reading

Read the following newspaper article. Select the correct option for each space.
Mark the best answer [A, B, C or D] in the answer box.

Brazil: Under the World's Spotlight

With only two years until the 2014 FIFA World Cup and 4 years until the 2016 Olympic Games, Brazil (o) _____ into the global spotlight for international sports competitions. However, with success often comes controversy.

Local councils (6) _____ many low-income settlements, known as *favelas*, and replaced them with luxury 5 star hotels and new roads aimed at reducing traffic congestion. While the improvements will be long lasting for the city, effectively, they (7) _____ huge numbers of the city's poorer urban residents to become displaced.

As with most big international events, security (8) _____ a major issue leading up to the 2016 Olympics. In fact, England, the country (9) _____ hosted the 2012 Olympic Games (10) _____ around \$680 million USD on security. The original budget had to be increased after the private security company, G4S, admitted that it (11) _____ to recruit enough security staff, therefore the British military (12) _____ to take over.

Another major challenge for Brazil is the transportation service. The national government (13) _____ on Monday that it has \$4.3 billion for urban transportation infrastructure while state and local authorities (14) _____ another \$2.15 billion since then.

Like previous FIFA World Cups and Olympics Games host countries, Brazil wants to display its best possible image as it (15) _____ its ascent on the global stage. Such advances are always met with problems, but the real test is how Brazil steps up to the challenge.

- | | | | | |
|-----|------------------|-------------------|------------------|-----------------|
| o. | A come | B came | C has come | D had come |
| 6. | A has demolished | B have demolished | C had demolished | D demolish |
| 7. | A forced | B had forced | C has forced | D have forced |
| 8. | A are | B is | C was | D had been |
| 9. | A what | B who | C where | D that |
| 10. | A spends | B have spent | C spent | D spend |
| 11. | A had failed | B have failed | C fail | D fails |
| 12. | A has had | B have had | C has | D had |
| 13. | A announces | B announced | C have announced | D had announced |
| 14. | A commit | B has committed | C have committed | D had committed |
| 15. | A continues | B had continued | C has continued | D continued |

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

Writing

Frenchwoman Jeanne Calment, who died in 1997 at age 122, had the longest documented human lifespan.

Speculate about her lifestyle and what she *must have, might have or may have* done in order to have lived for such a long time.

Write between 30 and 45 words.

Speaking Candidate B**Stage 1**

You are going to tell candidate A about your lifestyle over the past year.

Use the list below of things you did or didn't. He/She will make some predictions about your well-being and give you some advice on how to become healthier.

- Got up late in the mornings
- Had healthy breakfasts
- Didn't exercise
- Drove to work
- Regularly skipped lunch and only ate snacks
- Had big dinners
- Always went to bed late

**Stage 2**

Now candidate A is going to tell you about his/her lifestyle over the past year.

Listen to what he/she says and make some predictions about the way he/she might have felt. Give some pieces of advice on how to improve his/her lifestyle. Use the expressions *could've, should've or must've*.

E.g. You could've drunk more water or fresh juice.
You must've gained extra weight.

UNIT

3

What Lies Within Us

► General Objective

You will be able to describe people's characters, feelings and emotions.

► Communication Goals

You will learn how to

- talk about people's characters and personalities.
- express feelings, attitudes, and mood.
- describe events in the life of famous people.

► CLIL

- Character and Personality
- Feelings and Emotions

Vocabulary

- Descriptors of character and personality
- Words related to feelings and emotions

Grammar

- Phrasal verbs
- Gerunds and infinitives
- Prefixes and suffixes

► Idioms and Colloquial Expressions

- *Grin from ear to ear*
- *Head over heels in love*
- *Make your blood boil*
- *Your heart sinks*

► Project

A Personal Blog

You will design a personal blog to show and share your feelings about someone's personality and key life events.

Discuss:

- What do you like about your personality and character? What don't you like?
- What do you like about the personality and character of other people? What don't you like?
- Is it easy or difficult for you to express your feelings and emotions?



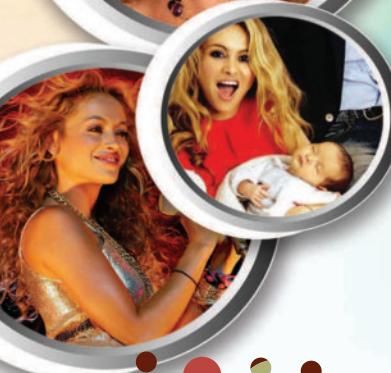


Lesson 1

Character and Personality Traits

1. Look at the pictures. What do you know about this artist?

Name	Nickname	Age	Personality



2. Listen to the conversation and check ✓ the correct options.

What is true about Paulina Rubio?

- a. She is from _____. Spain Mexico Miami
- b. She has a _____ personality. friendly shy vain
- c. She has been a successful _____. model singer writer



3. Listen again and circle the best option to complete the statements.

- a. Well, I'll go _____ the female singer.
• on • for • with
- b. She looked _____ her friend's baby for a whole weekend!
• after • into • for
- c. She draws _____ her talent to make all her projects a success.
• up • in • on
- d. Her various businesses have brought _____ thousands of dollars.
• up • on • in
- e. She even turned _____ a proposal to play the lead role in a film.
• down • out • away



4. Read and discover the character and personality traits for each sign. Use the Word Bank. Then, listen to the second part of the radio show and confirm.

 Libra	personality traits <i>sociable</i> — (a) — (b) — (c)	 Virgo	personality traits — (h) — (i) — (j) — (k)
 Leo	 — (d) — (e) — (f) — (g)	 Pisces	 — (l) — (m) — (n)

Word Bank

- ambitious • humble • irresponsible • sensible • curious
- analytical • impatient • reliable • sensitive • unpredictable
- competitive • indecisive • reserved • *-sociable* • vain

Vocabulary Strategy

Pay attention to the **prefixes** added at the beginning of a word. **Im-**, **In-**, **Ir-**, and **Un-**, are prefixes which mean **NOT**. **Impatient** = *not patient*

5. Match the phrasal verbs with their meanings.

- | | |
|---------------|---------------------------------|
| a. bring in | _____ have a good relation with |
| b. find out | _____ choose |
| c. get on | _____ discover |
| d. go for | a. _____ earn money |
| e. hold back | _____ investigate |
| f. look after | _____ not to show how you feel |
| g. look into | _____ reject |
| h. turn down | _____ take care of somebody |
| i. draw on | _____ make use of something |

6. Form the opposite of the following words by using the appropriate prefix: Im-, In-, Ir-, and Un-.

- | | |
|------------------------------------|-----------------------------------|
| a. <input type="radio"/> sensitive | c. <input type="radio"/> happy |
| In tolerant | <input type="radio"/> reliable |
| b. <input type="radio"/> mature | d. <input type="radio"/> rational |
| <input type="radio"/> polite | <input type="radio"/> resistible |

Reflect on Grammar**Phrasal Verbs**

Phrasal verbs are verb-particle combinations. The particle gives a special meaning to the verb.

- She **looks after** her baby. (Meaning: to take care of somebody/something)
- They **look into** things deeply. (Meaning: to investigate)

7. Fill in the gaps with the correct form of the phrasal verbs from exercise 5. Then, describe each person's character using the words from the Word Bank in exercise 4.

- a. A: Which dessert does Sam want, the bitter or the sweet one?
B: Better ask him. You never know which option Sam will **go for**.
- b. A: Who can _____ the baby while we go out?
B: Mary. She is a great nanny and I trust her.
- c. A: Is Tom in Hollywood now?
B: Sure! He loves that movie project. It'll _____ a thousand dollars a week.
- d. A: Who solved the last crime case? Was it Catherine Willows?
B: Yes, she examined the evidence until she _____ who committed the crime.
- e. A: What has made John so anxious?
B: Well, his girlfriend _____ her feelings towards him.



Sam is _____.



Mary is _____.

John is **impatient**.

Tom is _____.

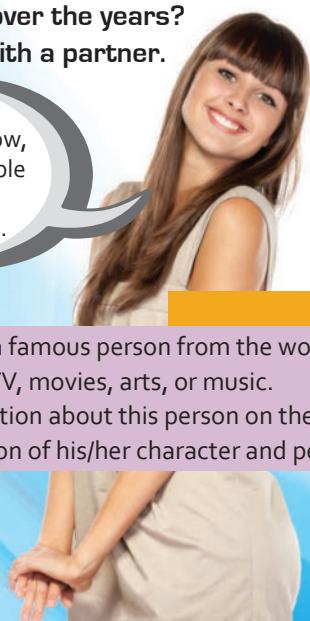


Cath is _____.

8. Think of your own character and personality.

Has it changed over the years?
How? Discuss with a partner.

In the past,
I was very shy. Now,
I get on with people
very well. I'm a
sociable person.

**Pronunciation**

In phrasal verbs, the particle is emphasized.

Listen and complete. Then practice.



- Actors often _____ their own life experiences.
- I _____ well with my school friends.
- The police will _____ the bank robbery.
- People shouldn't _____ their feelings.
- Mom has _____ a job offer abroad.

Project Stage 1

- In pairs, choose a famous person from the world of sports, fashion, TV, movies, arts, or music.
- Look for information about this person on the Internet.
- Write a description of his/her character and personality.

(E.g. date of birth, zodiac sign, etc.)

Lesson 2

Posting Your Feelings and Emotions

1. Take the test and then complete the grammar chart below.

How do you deal with your Emotions?

- | | |
|--|---|
| <p>a. When you have bad grades at school, you consider...</p> <ul style="list-style-type: none"> <input type="checkbox"/> 1. ignoring the issue. <input type="checkbox"/> 2. studying harder to get better grades. <input type="checkbox"/> 3. complaining to your teachers. | <p>d. When you get shocking news, it makes you...</p> <ul style="list-style-type: none"> <input type="checkbox"/> 1. take a deep breath and do nothing. <input type="checkbox"/> 2. talk to somebody to see what can be done. <input type="checkbox"/> 3. cry a lot and feel extremely upset. |
| <p>b. When you have a problem, you prefer...</p> <ul style="list-style-type: none"> <input type="checkbox"/> 1. to deal with it by yourself without telling anybody. <input type="checkbox"/> 2. looking for your best friend to get some advice. <input type="checkbox"/> 3. to tell everyone so you feel people care about you. | <p>e. When your friends have a problem, you let them...</p> <ul style="list-style-type: none"> <input type="checkbox"/> 1. talk and release their pain. But you don't really listen to them. <input type="checkbox"/> 2. explain the problem. Then, you give them some advice. <input type="checkbox"/> 3. get desperate and create a drama. You don't feel you can comfort them. |
| <p>c. When your parents don't let you go out at night, you tend to...</p> <ul style="list-style-type: none"> <input type="checkbox"/> 1. be hopeless at trying to convince them. <input type="checkbox"/> 2. become interested in doing something fun at home. <input type="checkbox"/> 3. be doubtful about being obedient. | <p>f. When your best friend is embarrassed, you...</p> <ul style="list-style-type: none"> <input type="checkbox"/> 1. try not to help him/her feel better. <input type="checkbox"/> 2. do your best to help him/her feel better. <input type="checkbox"/> 3. feel embarrassed that you can't help him/her at all. |

Scoring System: Answers No. 1 = 2 points; Answers No. 2 = 4 points; Answers No. 3 = 6 points.

Your score:

2-12: You never express your feelings; you hold them back and try to forget them.

13-24: You react in a measured way and you can express your emotions calmly and easily.

25-36: You tend to overreact and lose your temper. Sometimes you want to find a person to blame. You should avoid the instinctive reaction that makes you lose control.

Reflect on Grammar

Gerunds and Infinitives

Some words, **verbs** and **prepositions** are followed by a specific form of another verb. Read, complete, and check ✓:

... you consider **studying** harder to get better grades.

The verb **consider** is followed by:

- a. Gerund (-ing) b. Infinitive (to...)

... hopeless **at** _____ to convince them.
... interested **in** _____ something fun.
... doubtful **about** _____ obedient.

Prepositions are followed by:

- a. Gerund (-ing) b. Infinitive (to...)

... you **prefer** _____ with it by yourself.

... you **prefer** _____ your best friend.

The verb **prefer** is followed by:

- a. Gerund (-ing) b. Infinitive (to...)

... shocking news **makes** you _____ a deep breath.
... you **let** them _____ and release your pain.
... try not to **help** him _____ better.

Verbs **make/let/help** are followed by the object and:

- a. Infinitive with to b. Infinitive without to

2. Classify the verbs in the Word Bank into the appropriate categories.

Verbs followed by
Gerunds
avoid

Verbs followed by
Infinitives

Verbs followed by
Gerunds or Infinitives

Word Bank

- continue • avoid • seem
- decide • intend • start
- hope • keep • enjoy

3. Read the news posted in this personal blog. Fill in the gaps with the correct form of the verbs in parentheses. Then, listen and check.

Vocabulary Strategy

Use grammar books, dictionaries, or the Internet as sources of reference.

Home**About me****Archive****Contact****Celebrities****Search:**

Liza Ranieri
My Personal Blog

**Paris Hilton and her productive career**

People may be tired of hearing news about Paris Hilton, but her professional success seems ***to be*** (be) improving. She has never avoided _____ (a. talk) about her many products and she has even admitted working hard on each project: "I decided _____ (b. get) involved in my various businesses and products and I'll continue _____ (c. do) so". She also claims that her many stores, perfumes, and product lines have helped her _____ (d. earn) over \$1 billion in revenue for the last 8 years. She has plans to keep _____ (e. grow): "I intend _____ (f. open) a new Beach Club Chain in the USA and I'll also start _____ (g. produce) a new album which I hope _____ (h. have) ready next year".

Posted: 24 hours ago

Posted information

37 Comments Showing 3 comments

Add a new comment**DJJP** Cancun, Mexico

17 hours ago

I cannot imagine another album. What a nightmare!

Mike Smith Dallas, Texas 6 hours ago

I find it hard to believe that Paris has managed to earn so much money. She may need help with her math.

Kuljangilovy Milano, Italy 10 hours ago

Wow!! A beach club chain in the USA! Can she open one here in Italy? It'd be great!!

4. How do people react? Read the bloggers' entries and write the way they feel. Use the Word Bank.

Mike Smith	Kuljangilovy	DJJP
<i>doubtful</i>		

Word Bank

- annoyed • interested
- disappointed • pleased
- ***doubtful*** • resistant
- excited • skeptical
- hopeless

Project Stage 2

- Choose one important event in which your famous person was the protagonist.
- Write a description of his/her feelings and emotions related to the event.
- Write your own feelings, emotions, and reactions about both the famous person and the event.

Vocabulary Strategy

Make nouns into adjectives by adding a **suffix** at the **end** of a word:

Doubtful: full of doubt; **Hopeful**: full of hope.

Doubtless: without doubt; **Hopeless**: without hope.



Lesson 3

People's Highlights



1. How much do you know about this celebrity? Complete the chart.

Quick Facts

Name:	
Occupation:	
Place of birth:	
Date of Birth:	
Zodiac sign:	
Personality:	
Famous for:	

2. Have a quick look at the text below and find examples of words made with the suffixes: **-er**, **-or**, and **-ist**.

suffix	base word	new word
-ist	-	-
-or	-act	-actor
-er	-	-

Vocabulary Strategy

Transform base words into **nouns** about people by adding any of these **suffixes**: **-er**, **-or**, and **-ist**.

The Fresh Prince: A Charming Star

Willard Christopher Smith Jr. is a successful actor, producer, and singer. He was born in 1968 and raised in Philadelphia, Pennsylvania, USA. His mother was a school administrator and his father was the owner of a refrigeration company. His parents separated when he was thirteen. 1. _____ However, he has generally always been a fun, sociable person. That is why his school teachers and school friends gave him the nickname, *The Fresh Prince*. 2. _____. As a teenager, he started performing as a rapper in duo with his childhood friend, "DJ Jazzy Jeff", a turntablist who was great at beat mixing when playing their hip-hop music. In 1988, they won the first rap category Grammy award, which they were really excited about!

Will was a very good student with excellent grades, but after high school he decided to go for an artistic career and turn down a scholarship to study engineering. In 1990, he became a small screen star with his role in the TV show, *The Fresh Prince of Bel-Air*. As ambitious and competitive as he is, Will Smith has drawn on his talent, and energetic and charming personality to build a successful acting career which has brought in millions of dollars. He has starred in various blockbuster films. 3. _____. His movies have earned him a great reputation as a film star. 4. _____.

Smith has a very happy family life. 5. _____. His second child, Jaden, was his co-star in *The Pursuit of Happiness*, and his youngest child, Willow Camille, appeared as his daughter in *I Am Legend*. He is a loving parent and husband who looks after his family, and he even finds the time to take his mother on vacation every year. People have heard him say he loves playing chess and video games with his wife and children.





3. These five sentences have been taken from the text. Read the text again and use content clues to place them in the right gap. Then, listen and check.

- a. These include Independence Day, Men in Black, and I Robot.
- b. His achievements include awards and nominations for being an outstanding actor, producer, and rapper.
- c. He felt gloomy and depressed in those days.
- d. He has been married twice and has three children.
- e. It later became his stage name.

Reading Strategy

Look at the sentences that are immediately before and after an idea to infer missing information.

4. Make a synopsis of the text by identifying the key content. Find at least two examples for each group.

Factual information

a. Will was born in 1968 and raised in Philadelphia, Pennsylvania, USA.

b. _____

Anecdotal information

a. _____

b. _____

Key events in life

a. _____

b. _____

Main professional achievements

a. _____

b. _____

Character and personality

a. _____

b. _____

Private family life

a. _____

b. _____

5. Write a short biography about a famous person.

(Title) _____

(1st Paragraph: Introduction and early life):

(2nd Paragraph: Professional career):

(3rd Paragraph: Private family life):

Writing Strategy

How to write a biography

- Organize the paragraphs by *Topics* (See the given layout).
- For each paragraph/topic, include both *factual* and interesting *Anecdotal* information.
- Use *third-person point of view* by using the pronouns *he or she*.
- Include descriptions of his/her *character and personality*.
- Write about the *key events* in the person's life in order and mention his/her *feelings or reactions* toward them.

Project Stage 3

- Continue reading about your celebrity and write a short biography.
- Organize the information previously written and the recordings and pictures you collected to create and design your personal blog.
- Upload all the information and create an attractive design using the texts, pictures, and videos.



Grinning From Ear to Ear



1. Listen and complete the expressions in bold using the Word Bank. Then, match them with their meaning.

- a. My wife and I met in 2001 and we fell **head** over heels in love! 1. feeling angry
 b. Adam was grinning from ear to _____. He passed the final test. 2. feeling in love
 c. My _____ sank when my parents got divorced last year. 3. feeling happy
 d. It made my _____ boil when Jim's boss yelled at him. 4. feeling sad

Word Bank

- **head**
- **ear**
- **blood**
- **heart**

2. Use the previous idiomatic expressions in the situations below.

Listening Strategy

Pay attention to the speakers' tone of voice to interpret their feelings.



Natalie Portman was _____ (a)
 when she won her Oscar Award for best Actress in "Black Swan"



Many people's _____ (c)
 when they heard that Michael Jackson had died.



Prince William and Kate _____ (b)
 for each other when they were college students in England.



It _____ my _____ (d)
 when my neighbors are noisy and I am trying to have a good night's sleep.

3. Talk to a partner about situations in which your feelings and reactions come to play an important role.



Reflect on Values

- I respect people's characters and personalities.
- I am tolerant of people's feelings and emotions.
- I avoid overreacting and hurting people's feelings.

	Always	Sometimes	Never
I respect people's characters and personalities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am tolerant of people's feelings and emotions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I avoid overreacting and hurting people's feelings.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Speaking Strategy

Use an appropriate tone of voice and gestures to convey your feelings and emotions when holding a conversation.

Gap Activity

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

Share Your Project

1. Discuss your experience.

- a. How did you feel working on this project by yourself? _____
- b. What traits of your personality helped you to successfully work on the project? _____
- c. What traits of your personality and character did not help? _____
- d. What did you like the most about your Personal Blog? _____

2. Listen and read. Then, answer the questions.

A blog is a personal website published on the World Wide Web. It can include a range of sections and contents. It is usually designed by an individual to show his/her main interests, likes, dislikes, feelings, or opinions about different topics and events. It might also include descriptions of his/her personal life as well as accounts of the life of famous people who are of interest to the blog owner.

The texts on a blog are called "entries", "blog posts" or "posts". The person who creates the blog is called a "blogger" and the act of posting texts, maintaining the blog, and updating the information is called "blogging".

A blog can also include pictures, videos, hypertexts, and even links to other web pages or websites. This makes a blog an interactive tool where visitors can explore its content and leave their comments. Bloggers usually react to the blog posts and expect responses from other visitors. This interactivity distinguishes a blog from other static websites. Thus, blogging is a type of social networking where bloggers can build up social relationships and make new friends.

Answer:

- What are the characteristics of a blog? _____
- What's the difference between "blogging", "blogger" and "blog posts"? _____
- What makes blogs interactive? _____

Give your Presentation

- Give a presentation of your personal blog.
- Use power point slides showing screenshots of the blog you have created.
- Show the main content of your blog and read the biography you've written about the famous person you selected.
- Invite your teacher and classmates to visit your blog and make constructive comments.

Useful Expressions

- This is my Personal Blog. You can find it on the Internet at <http://name>. ...
- Here you will find the following sections/ content...
- The famous person I selected is...
- I wrote a biography entitled: ...

The Moody Bracelets



Read and listen.

Hey, I've decided to sell mood bracelets. I'm sure I'm gonna make a fortune with this!



Huh! Sure! This new business will bring in thousands of dollars!

Don't you believe me? Why don't you try one? Which one would you go for?



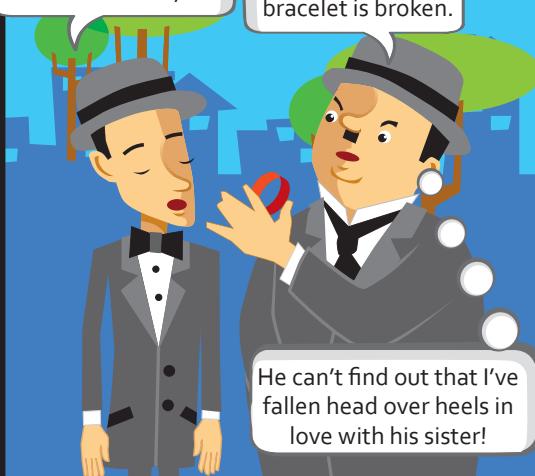
Well, I'm sure none of these really work. But, let's try this one.

Wow! You see! It started shining red! It's amazing!



What does that mean?

It means you secretly love somebody.



No, I think this bracelet is broken.

Let's try another one. I hope that this one will work properly.

Look! It's flashing yellow. It means you are impatient or maybe very sad these days!

Not at all. These mood bracelets are defective. I'm grinning from ear to ear these days!



Huh, precisely now that I'm jobless.

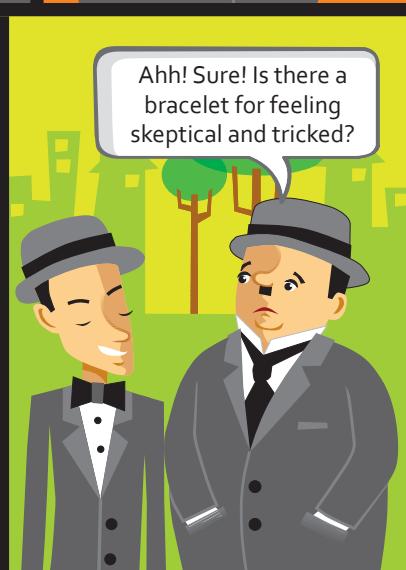


OK. Let's see what happens with the last one. You're really curious, right?

Not really. But, OK, let's see.



Gee! It's glowing kind of black and gray. That means you have to pay me!



Ahh! Sure! Is there a bracelet for feeling skeptical and tricked?

Quiz Time

1. Complete the text with the appropriate phrasal verbs. Use the Word Bank.

Word Bank

- drew on
- find out
- go for
- hold back
- looked after
- turn down

I never thought I was going to go for an artistic career. Ten years ago, I was a babysitter; I _____ (a) babies in a foreign country. In those days, I wanted to _____ (b) what to do with my life. Then, one night, I was with my friends at a bar and we sang some karaoke. It was fun. While I was singing, I noticed that a man was looking at me. He was a DJ. A few minutes later, he made me a job proposal I couldn't _____. (c) Soon, I started singing at big shows; I had to _____ (d) my feelings and deal with the stage fright. I _____ (e) my talent and voice to open new doors; I've collaborated with David Guetta (Titanium), Christina Aguilera, and Flo Rida.



Sia



2. Listen to the conversation. Choose only four words from the Word Bank that describe Paul's personality.

Paul is... _____, _____
and, _____.

Word Bank

- ambitious
- humble
- analytical
- impatient
- competitive
- sociable

3. Complete the Facebook entry with the correct form of the verbs given. Use *gerunds* and *infinitives*.



I have to admit being (be) exhausted after my last tour, but it was worth it. We had a blast! As soon as I started _____ (a. sing) and _____ (b. dance), I felt the passion of my fans from all over the world. Thanks for _____ (c. join) me and _____ (d. enjoy) my show. I will keep _____ (e. work) on my new album. I've decided _____ (f. work) with three collaborating singers. I'm interested in _____ (g. produce) new sounds and remixes. I intend _____ (h. have) it ready by the end of the year. I do hope _____ (i. hear) comments from all my fans.

Self-Evaluation

Now I can...

- use phrasal verbs and verb patterns with gerunds and infinitives.
- talk about people's characters and personalities.
- describe events in the life of famous people and celebrities.

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

Glossary

A-G

ambitious: **adj.** having a strong desire to be rich, successful, or famous.

analytical: **adj.** involving analysis. *She is an analytical person.*

annoyed: **adj.** feeling angry or impatient. (ant. pleased)

bring in: **v.** to earn money.

competitive: **adj.** wanting to be better or achieve more than others. *Jason is a competitive person.*

disappointed: **adj.** feeling unhappy because something that you hoped for did not happen.



doubtful: **adj.** when someone does not feel sure about something.



draw on: **v.** to make use of something that you have for your personal benefit.

excited: **adj.** feeling very happy and enthusiastic. (syn. enthusiastic)

find out: **v.** to discover information.

I found out he was in Peru.

get on: **v.** to have a friendly relation with people.

go for: **v.** to choose from various options or possibilities.

H-I

hold back: **v.** not to tell or show how you feel.

hopeless: **adj.** showing or feeling no hope. (syn. desperate)

humble: **adj.** not thinking you are better than others. (syn. modest)

impatient: **adj.** having no patience; unable to wait. (ant. patient)

indecisive: **adj.** having difficulty to make decisions. (ant. decisive)

irresponsible: **adj.** not having or showing any care for the consequences of personal actions. (ant. responsible)

K-R

look after: **v.** to take care of somebody or something.

look into: **v.** to investigate.



polite: **adj.** being kind and behaving in an educated way. (ant. impolite)

reliable: **adj.** someone or something you can trust. (ant. unreliable)

S-V

sensible: **adj.** a person who is reasonable and practical; showing good reasoning and judgment.

sensitive: **adj.** feeling easily offended or annoyed and reacting quickly or strongly to something.

skeptical: **adj.** having doubts about something; not believing what others think is true.

turn down: **v.** to reject or refuse a proposal, invitation, or job offer. (syn. reject)

unpredictable: **adj.** a person who changes his/her behavior or mind easily. (ant. predictable)

vain: **adj.** being very proud and thinking you are very attractive or special.



Colloquial Expressions

Grin from ear to ear: feeling very happy.

Head over heels in love: falling in love with someone.

Make your blood boil: feeling very angry.

Your heart sinks: feeling very sad.

UNIT

4

For Old Times' Sake

► General Objective

You will be able to talk about old traditions and remarkable people's achievements.

► Communication Goals

You will learn how to

- talk about changes over time.
- share experiences and accomplishments.
- discuss traditions.

► CLIL

- Old Traditions and Customs
- Remarkable People and Events
- Old Times and the Modern World

Vocabulary

- Words related to customs, traditions, remarkable experiences and accomplishments

Grammar

- Passive Voice
- Used to

► Idioms and Colloquial Expressions

- *In style*
- *To break with tradition*
- *A crowning achievement*
- *To break the habit*

► Project:

A Memory and Tradition Survey

You will carry out a survey about memories of past traditions, finding out what is done today, and asking what used to be done in the past.

Discuss:

- Who are the people in the pictures?
- Do you think they are remarkable?
- How have technology and communication means changed over time?





Lesson 1

Appeal of Traditions!



- 1.** Look and label the pictures with the words in the Word Bank. Then, listen and repeat.



Word Bank

- a. parade
 - b. livestock
 - c. crops
 - d. beast
 - e. lantern
 - f. fireworks
 - g. envelope
 - h. spring

Vocabulary Strategy

Use visual aids to guess meaning.



- 2.** Fill in the blanks with words from the previous exercise. Then, listen and check.

Keeping Traditions Alive

Fireworks are an American tradition on the Fourth of July. On that day in 1776, the thirteen colonies declared their independence from Great Britain. It was a historic moment that eventually led to the USA's independence. That is why this day is known as Independence Day and Americans celebrate the birthday of their country with parades on the streets, floats and extraordinary (a) that light up the sky.

Even though fireworks were invented in China in the 7th century and were used to scare away evil spirits, today they are seen as spectacular displays that are out of this world and make people happy, not only on Independence Day, but also on New Year's Eve, at Christmas, as well as during important ceremonies in many countries worldwide!

The Chinese New Year is also known as the Spring Festival. This old tradition marks the end of winter and the beginning of (b), a time when there is heavy rain and lots of flowers blossom. Originally, the Spring Festival was celebrated to defend their villages from the mythical evil (c) the Nian, who came to eat (d) like cows and horses, as well as fruit, vegetable crops and children. It was believed that putting food in front of their doors at the beginning of every year and wearing red clothes would prevent the Nian from attacking people. Nowadays, several customs are observed during this special celebration.

The Chinese celebrate in style by buying gifts, food, clothing, and decorations. Houses are decorated with red paper cutouts, red _____ (e) to illuminate the village, and scrolls with poems about fortune and happiness. The day before the Chinese New Year, people have a family dinner, visit friends and relatives, give red _____ (f) filled with money and finish the night with firecrackers that make a loud noise when they explode.



Key Expressions

In style: to celebrate with elegance

Vocabulary Strategy

Use context clues to find missing words.

3. Complete the sentences using the past participle form of the verbs in parentheses. Then, check ✓ T (true) or F (false).

- The conflict between the colonies and Great Britain was finished (*finish*) on July 4th, 1776.
- The Chinese New Year is also _____ (*know*) as the Spring Festival.
- The USA's birthday *isn't* _____ (*celebrate*) with colorful parades and fireworks.
- Red envelopes with money are _____ (*give*) to children on the Chinese New Year's Eve.

T	F

4. Complete the grammar chart.

Reflect on Grammar

Passive Voice

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

To form *Passive Voice* sentences, use the auxiliary verb _____ and the _____ form of the main verb.

Simple Present	Statements Houses are <i>decorated</i> with red paper.	Interrogative How _____ houses _____?
Simple Past	Fireworks _____ invented in China to scare away evil spirits.	Where were fireworks invented ? Why _____ fireworks invented ?

Note: To introduce the doer or performer of the action in *Passive Voice* sentences use the preposition *by*:
Fireworks **were invented by** the Chinese in the 7th Century.

5. Change the paragraph below from *active* into *Passive Voice*.

Every year, Peruvians celebrate the Festival of the Sun on June 24th. The Spanish conquerors prohibited this Incan Festival in the 16th century. However, in the 1940's the writings of "El Inca", a half-conqueror, half-Incan poet, revived and reconstructed the Festival of the Sun and its traditions. Today, the festival offers colorful exhibitions, live concerts, traditional dances, and activities where actors and singers bring the past alive. This is the second biggest festival in Latin America, after the Rio Carnival.

6. Talk with a partner about traditions.



Project Stage 1

- In pairs, search for information about your family's, neighborhood's and hometown's memories of past remarkable events. E.g. *Christmas Eve/ New Year's Eve*.
- Look at your family's photo albums to list traditions and activities celebrated and the people and places involved in them. E.g. *The Christmas tree is decorated with lights*.



Lesson 2

Past Echoing in the Present

1. Match the verbs (a - f) with their synonyms.

a. thought	<input type="checkbox"/> quoted	d. used	<input checked="" type="checkbox"/> considered
b. cited	<input type="checkbox"/> created	e. invented	<input type="checkbox"/> applied
c. printed	<input type="checkbox"/> portrayed	f. described	<input type="checkbox"/> published

Vocabulary Strategy

Relate new language to concepts already known to memorize vocabulary.



2. Listen and complete with verbs from the previous exercise.

- a. Anne Frank's diary **has been published** all over the world in 30 different languages. Her literary legacy has helped people understand the terror and anguish of the Holocaust through the eyes of a child.



- b. Nelson Mandela **has been** _____ a symbol of the human struggle for justice and equality. He was an anti-apartheid activist who became president in the first democratic elections in South Africa in 1994.



- c. Apple's current CEO (Chief Executive Officer) **has been** _____ as saying, "the iPad is the most important thing we've ever done," when asked about his company's greatest invention.



- d. The Civil Rights Movement leader, Martin Luther King Jr., **has been** _____ as the symbolic leader of African-Americans. He won the Nobel Peace Prize in 1964.



Reflect on Grammar

Passive Voice in The Present Perfect Tense

Use the **Present Perfect Passive** to describe something that was done in the past, especially when you might not know when or by whom the action was done.

- Anne Frank's diary **has been published** in 30 languages.
- Martin Luther King Jr., and Nelson Mandela **have been honored** with the Nobel Peace Prize.
- The iPad **has been considered** Apple's greatest invention.

Contractions:

- I've been given an iPad.
- He's been portrayed as the symbolical leader of African-Americans.

3. Complete the statements using the **Present Perfect Passive**.

- a. The Civil Rights _____ to protect individuals' freedom.
create
- b. The ideal of giving everybody equal opportunities _____ for years.
consider
- c. High-tech gadgets _____ to education lately.
apply
- d. There are few leaders who _____ as benefactors of humanity.
portray

4. Read and check ✓ the statements below T (true) or F (false).



Communication has been influenced by Facebook, the social network created by Mark Zuckerberg. This creation was the result of his computer hobby. As a child he **used to** create computer games and small software applications. As a teenager, he **used to** have computer lessons with a private tutor. Today he is managing his company and has been considered one of the most successful entrepreneurs of our time.



Angela Merkel is the chancellor of Germany. She has been chosen as the world's most powerful woman by Forbes magazine, for being "the head of the one real global economy in Europe." As a student, she **used to** be a member of the Socialist Youth Movement. She studied physics and received a doctorate in Quantum Chemistry. When Merkel was younger, she **didn't use to** work in politics, like she does today, but as a researcher at the Central Institute for Physical Chemistry.

- a. Angela Merkel *used to* work in politics after finishing university.
- b. Mark Zuckerberg *used to* be interested business when he was a child.
- c. Angela Merkel *didn't use to* be part of any political movement at University.
- d. As a child, Mark Zuckerberg *used to* have a private tutor.

T	F

Reflect on Grammar

Used to

Use it to talk about what happened regularly in the past but no longer happens in the present (a habit or a situation).

Affirmative	As a child he used to create computer games and small software applications.
Negative	She didn't use to work in politics but as a researcher.
Interrogative	Did she use to work as a politician?

5. Complete the dialog. Use the verbs in parentheses with *used to*. Then, listen and check.

Host: Thank you for being with us here on "Famous Guest Stars".

LG: It's a pleasure to be here.

Host: Could you tell us about your early years?

LG: Sure. As a child, I **used to study** (study) at a religious school. I was a good student and got high grades.

Host: Did you use to be happy at school?

LG: Well, I _____ (a. not be) happy because my classmates _____ (b. make) fun of me for being eccentric in the theater roles I _____ (c. perform in). Also, I _____ (d. be) a victim of bullying. But, it isn't a problem

anymore. I'm surrounded by open-minded people at work now.

Host: How did you _____ (e. deal with) that situation?

LG: I had to deal with it by myself. Now I am more open about how I feel, but I _____ (f. not tell) anyone about my feelings.

Host: I understand you have created a foundation for young people, haven't you?

LG: That's right. Since I _____ (g. not feel) safe at school, I want the children and teens of today to develop into loving and open-minded people.

Host: That's great news!

Project Stage 2

- Select two remarkable events from the past that call your attention the most. *What traditions are celebrated in your neighborhood?*
- Write questions to find out what is done today to remember them and what used to be done in the past. *What activities are done to celebrate it?*



Lesson 3

Old Times and Modern World

1. Fill in the blanks using the Word Bank. Then, classify the communication means into (M) modern or (A) ancient.



a. text messaging

c. pigeon _____

e. fire _____

b. video _____

d. word of _____

f. online _____

Word Bank

- signals
- post
- mouth
- messaging
- chat
- conference

Vocabulary Strategy

Use visual images and relate them to the language clues to deduce the meaning of new vocabulary.



2. Read the essay and circle the words that show contrast among ideas.

Keeping in Touch

1. Going back in time lets us see how people used to communicate in contrast to nowadays. It is undeniable that the reasons why humans beings communicate remain the same (to share news, contact friends, do business, send warnings and so forth), but the ways they do so are different. While in the past people used to send smoke signals, word of mouth messages, pigeon post, or letters and cards, today most people send e-mails, make calls on their cell phones, send text messages, chat online, or use Twitter to communicate.

2. When using old methods of communication, messages took a long time to both be sent and replied. However, with modern communication the message is received immediately, without having to wait too long for the answer. This means that today we enjoy instant communication, even with friends, relatives or colleagues who live in different towns, cities and countries.

3. Technology has contributed to the development of communication, which has become incorporated into daily life. In fact, online communication has been created

to facilitate communication. Although in the past, it was difficult to transmit news and messages because of a lack of technology in distant regions, nowadays technology is more widely available and has been incorporated into people's daily lives. People can use it everywhere and find it hard to imagine their lives without it.

4. Inventions in communication have changed the way people socialize. Long ago, people used to meet for a coffee, stop by friends' houses or pick up the phone and call, but modern communication has decreased face-to-face interaction, which some people think damages relationships. So, while some think that socializing online may be positive, others consider this change negative.

5. Communication has been one of the greatest achievements of humankind. Its evolution over time, the speed at which it works, the influence of technology in it, and its impact on human interaction have made communication possible for billions of people around the world that used to be out of touch!

3. Complete the chart below.

Reading Strategy

Scan the text to identify specific information.

Paragraph	topic	Past	present
1	<i>Ways of communicating</i>		
2		<i>Messages took a long time to both be sent and replied</i>	
3			
4			<i>Online interaction / virtual interaction</i>

4. Complete the sentences using the words in the Word Bank.

- a. In the past, people used to send smoke signals, but now they use online communication.
- b. While in the past people sent letters and cards, today they send text messages to friends and relatives.
- c. Many years ago many years ago the telephone and the radio modernized the world, nowadays it is *Facebook* and *Twitter* that have revolutionized and made people's lives easier and faster.
- d. Dorothy used to write letters and send telegrams. Today, today she emails everybody.

Word Bank

- but
- while
- however
- although

5. Write a comparison and contrast essay about the ways your family used to communicate in the past and nowadays.

Introduction:

First difference:

Second difference:

Third difference:

Conclusion:

Writing Strategy

- State that you want to discuss the differences between two topics.
- Present and contrast one difference at a time (*e.g. place, modern and ancient inventions, speed, access, type of interaction, etc.*)
- Make sure you use words like *but*, *while*, *however* and *although* to contrast the ideas.
- Conclude by rephrasing what you mentioned in previous lines.

Project Stage 3

- Use the questions you wrote in Project Stage 2 to design the Memory Tradition Survey.
E.g. What traditions did you use to celebrate in your neighborhood?
- Conduct the Memory and Tradition Survey and organize the data into pie graphs or bar charts.
- Write a report of the data collected and then show the data gathered in charts and figures.



Lesson 4

Breaking with...



1. Listen and complete the conversations with the expressions in the Word Bank.

• crowning achievement • break with tradition • break the habit



- a. **Secretary:** Congratulations on winning the elections.
Mayor: Thanks. It's definitely the crowning achievement in my life.
Secretary: Sure! It's not every day that your community elects you as their mayor.



- b. **Mom:** I guess your brother won't be with us on Christmas Day.
Sally: Don't worry mom, I'm sure he won't _____, even if he only comes for a short while.



- c. **Principal:** Darren, when are you going to stop your bad habit of texting your friends while you are in class? You know it is prohibited here.
Student: I'm sorry ma'am. I promise I'll _____ soon.
Principal: I hope so!

Word Bank

2. Check ✓ the correct meaning.

a. To break with tradition	<input type="checkbox"/> to do something similar to what is usually done	<input type="checkbox"/> to do something different from what is usually done
b. A crowning achievement	<input type="checkbox"/> a good performance	<input type="checkbox"/> a great accomplishment
c. To break the habit	<input type="checkbox"/> to end a habit	<input type="checkbox"/> to change a habit

3. Think of situations in which you can make use of the expressions above.



Reflect on Values

- I respect and value different ways of celebrating traditions.
- I value traditional and new ways of communication.

Always	Sometimes	Never
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Speaking Strategy

Use *that's for sure* or *no doubt about it* to express agreement.

Gap Activity

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

Share Your Project

1. Discuss your experience.

Check  what you learned while working on the project.

- a. To respect and value different ways of celebrating traditions.
- b. To listen to others' experiences attentively.
- c. To collect information, present it visually and report it briefly.
- d. To value the results of group work.



2. Read and answer the questions below.

The word survey is used to describe a method to collect or gather information from a group of people (a population sample) in order to learn about their opinions, attitudes, and personal information.

They are characterized by the standardized questions used to collect data, which means that every person responds to the same question. The size of the sample varies, and this depends on what it needs to be used for. This means that while some findings are made public, others are kept as private.

Surveys are classified into three types: First, by their dimension, which refers to the size and type of the sample population (e.g. all the children in a country, students in public schools, political leaders, or consumers of a particular product or service). Second, they are classified by their method of data collection (e.g. telephone surveys, mail surveys, and interview surveys). Third, they are classified by their content. While some surveys focus

on opinions and attitudes towards an issue (like virtual communication or past traditions), others are related to factual characteristics, behaviors, memories and so forth (e.g. study habits, eating habits, traditions).

Finally, to show the results of a survey in a visual way, we can use a pie graph or a bar chart. While a pie graph is a circle divided into segments or slices to represent a proportion of the data, a bar chart is a chart with rectangular bars that show the frequency of the results. To interpret the information in a graph, we should identify the purpose of the graph, recognize its variables and see the relation between labels, colors and numbers by looking at its title.

Answer these questions.

- a. What is a survey?
- b. What characterizes a survey?
- c. What are the different types of surveys?

Give your Presentation

- Greet the audience and present the purpose of your report.
- Mention the way the data was gathered.
- Describe the type of survey you conducted.
- Show the graphs and charts used to describe your findings.
- Ask the audience if they have any questions.

Useful Expressions

To begin your presentation

- Today we want to show the findings of a survey we conducted to learn about ...

To refer to the way the data was gathered

- The population sample was chosen taking into account...

To describe the type of survey conducted

- A sample of (number of families or neighbors) was surveyed.
- We compared what used to be done in the past with what is done today to celebrate...

To show the findings or results

- This graph illustrates that in the past people used to ..., but now they...
- As can be seen, a percentage of the population used to..., percentage used to...



Talk About Traditions

- Ask each other about a family tradition. Describe the activities done, the people involved, the food prepared, and the clothes worn to celebrate.
- Work in pairs. Roll the dice, move your marker and take turns to ask and answer the questions.
- If you answer correctly, stay in that square until your next roll. If your answer is incorrect, move back one square and stay there until your next roll. The winner is the first player to reach the box "you win".



- What special traditions are celebrated in your family?
- What activities are done to celebrate New Year's Eve?
- Who is involved in the activities done on New Year's Eve?
- What food is prepared to celebrate New Year's Eve?
- What clothes are worn to celebrate New Year's Eve?
- How long do you spend celebrating New Year's Eve?
- What activities are done to celebrate Christmas?
- What cultural activities are done to celebrate Christmas?
- Where do people gather to celebrate Christmas?
- What type of house decoration is used to celebrate Christmas?
- What clothes are worn to celebrate Christmas?
- What activities are done to celebrate your birthday?
- What _____ are _____ to celebrate _____? (ask a free question)
- What _____? (ask a free question)

Quiz Time

1. Match the words with their concepts.

a. livestock	1. a group of musicians walking and playing music together as part of a celebration
b. fireworks	2. animals such as cows, sheep, chickens and hens, kept on a farm
c. marching band	3. a large number of people walking or in vehicles as part of a public celebration
d. paper cutouts	4. safe explosives that light up the sky and make a loud noise
e. parades	5. decorative designs made of folded paper which has been cut



2. As you listen to the conversation, write the missing information.

- a. To celebrate Patron's Day they used to have school _____ on the streets.
- b. People used to decorate their doors with white _____ and they raised the flag.
- c. There used to be _____ shows after the religious celebration in the morning.
- d. There used to be a _____ display in the evening.
- e. Many old _____ that people used to celebrate have been forgotten or changed now.

3. Read and check the statements below T (True) or F (false).



Sheryl Sandberg was born in Washington, D.C., US in 1969. As a child, she used to study at a public school where she was always top of her class. In high school she used to teach aerobics. She studied economics at Harvard College and was awarded for being the best student her class. She used to work on health projects in India and as a consultant for many companies, but nowadays Sheryl is the chief operating officer of *Facebook*. She has been recognized as one of the most powerful women in business, and she has also been ranked as one of the most influential female entrepreneurs on the Web.

T	F

- a. Sheryl used to study at a private school.
- b. She used to teach aerobics in high school.
- c. She didn't use to work as a consultant.
- d. Today she works for *Facebook*.
- e. She has been recognized as both an entrepreneur and a celebrity.

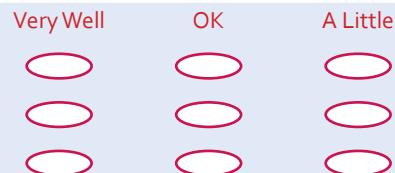
4. Use the contrast words *but*, *while*, *however* and *although* to complete these sentences.

- a. _____ in the past, Internet access used to be difficult and slow, today it is fast and simple.
- b. In the past, communication took time, _____ today it is instant.
- c. _____ online communication has made life easier and faster, it might make relationships colder and more distant.
- d. Social networks are helpful tools to contact people, _____, they can be addictive.

Self-Evaluation

Now I can...

- talk about traditions.
- make comparisons between the past and the present.
- use words that express contrast.



Glossary

A-H

accomplish: **v.** to achieve or obtain a desired objective or result. (syn. fulfill) *They have accomplished their project successfully.*

anguish: **n.** extreme suffering. (syn. anxiety)

award: **v.** To give someone a prize or reward. (syn. grant) *Lady Gaga has been awarded 5 Grammy awards.*

beast: **n.** a wild large and often dangerous animal. (syn. monster, creature)



consider: **v.** to think about something carefully. (syn. contemplate) *I considered studying medicine, but I decided against it.*

crop: **n.** grains, fruit or vegetables grown by farmers.

entrepreneur: **n.** a person who starts or manages a business.

feature: **n.** characteristics. **v.** to give particular attention to something.

fireworks: **n.** safe explosives that light up the sky and make a loud noise.

firecrackers: **n.** a small cylinder that makes a loud noise when it explodes



I-P

influence: **v.** to have an effect on people or things. *Communication has been influenced by the social networks.*

instant: **adj.** something happening immediately, without any delay. *Nowadays we enjoy instant communication.*

holocaust: **n.** the systematic killing of a lot of people.

lantern: **n.** a light inside a container which has a handle to hang it up.

livestock: **n.** animals, such as cows, sheep, and chickens, kept on a farm. (syn. farm animals)



marching band: **n.** a group of musicians walking and playing music together as part of a celebration.

mythical: **adj.** an imaginary or unreal entity that exists only in stories or legends. (syn. fabled, legendary)



online chat: **n.** any kind of communication over the Internet.

parade: **n.** a large number of people walking or in vehicles as part of a public celebration. (syn. procession)

pigeon post: **n.** communication done through carrier pigeons.

publish: **n.** to prepare and print information in a book, magazine, newspaper, etc. (syn. print, issue) *Anne Frank's diary has been published in 30 different languages.*

Q-Z

quote: **v.** to mention someone's words. (syn. cite)

receive: **v.** to get or be given something.

scare away: **v.** to frighten someone.



sweep away: **v.** to eliminate completely. (syn. wipe out)

word of mouth: **n.** messages passed from person to person.

worldwide: **adj.** universal, global.



Colloquial Expressions

Crowning achievement: a person's greatest achievement.

To break the habit: to end a habit.

To break with tradition: to do something different from what is usually done.

In style: to celebrate with elegance.

Test Training B

Listening

You will hear someone talking about people's personality traits and feelings. For questions 1-5, check ✓ the correct answer in the answer box. You will listen to the recording twice.

- o. The topic of the radio program is about the link between
A. personality and self-esteem.
B. personality and profession.
C. personality and communication.

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

1. Being aware of people's personality traits may benefit relationships because it
A. helps people solve individual communication problems.
B. lets people interact effectively with others.
C. allows people to get more friends.



2. Competitive people can be recognized because they tend to
A. keep a low profile.
B. have a great sense of humor.
C. look for recognition.

3. To interact with competitive people in a more effective way, it's advisable to
A. recognize their discipline to achieve goals.
B. criticize their personality.
C. listen attentively to what they say.

4. Reserved people can be recognized because they tend to
A. be sociable.
B. be ambitious.
C. be shy.

5. To interact with reserved people in a more effective way, it's advisable to
A. be polite.
B. be a good listener.
C. be indifferent.

Speaking Candidate A

Stage 1

- Talk about celebrations with candidate B.
► Choose one of the following celebrations and use the guidelines.

The Chinese New Year



- red envelopes
- fireworks
- family reunion
- special dinner
- lanterns
- parades

Independence Day in your country



- military parades
- live concerts
- other...

Stage 2

- Find out candidate B's celebration.
► Ask him/her questions using the guidelines on the right.

- What celebration/talk about/going to?
- When/celebrated?
- What activities/done/to celebrate it?

Reading

Read the biography below and choose the correct word or words for each space.
For questions 6 to 15, mark the best option (A, B, C or D) for each space.

The Unstoppable Shining Celebrity

Oprah Winfrey is a (o) _____ North American actress, producer, TV talk show host, businesswoman, political activist, humanitarian and writer. She was born on January 29th in 1954 and raised in Kosciusko, Mississippi, USA. She (6) _____ called the most influential woman in the world. Her worldwide humanitarian efforts (7) _____ recognized by the Academy of Motion Picture Arts and Sciences with the Jean Hersholt Humanitarian Award. As a child, she (8) _____ a happy girl because her mother didn't (9) _____ her properly. However, at a very early age, she used to read aloud and recite sermons in her church. Her fame and fortune started in high school when she (10) _____ work as a part-time radio news broadcaster. At the age of nineteen, she started to work as reporter for a radio station (11) _____ Nashville and then she studied a career in radio and television broadcasting at Tennessee State University. Then, she (12) _____ on to local TV news, and after that, to the famous The Oprah Winfrey Show that was broadcast nationally, and very soon became the number one talk show in the country. In 1985, Winfrey (13) _____ for an Academy Award for best performance in Steven Spielberg's film *The Color Purple*. Her talk show (14) _____ awarded three Daytime Emmy Awards in the categories of Outstanding Host, Outstanding Talk/Service Program and Outstanding Direction, and Oprah herself (15) _____ the International Radio and Television Society's Broadcaster of the Year award.

- | | | | |
|---------------------|----------------|------------------|----------------------|
| o. A patient | B successful | C curious | D ambitious |
| 6. A has | B have been | C has been | D had been |
| 7. A have been | B had been | C has been | D were |
| 8. A hasn't been | B isn't | C hadn't been | D wasn't |
| 9. A look after | B looked after | C look into | D looked into |
| 10. A used | B didn't use | C used to | D use |
| 11. A at | B in | C on | D from |
| 12. A moves | B move | C has moved | D moved |
| 13. A was nominated | B is nominated | C were nominated | D has been nominated |
| 14. A have been | B had been | C has been | D was being |
| 15. A have received | B has received | C had received | D received |

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

Writing

Write a short biography about a famous person. Use the *Quick Facts* chart below for brainstorming.

Quick Facts	
Name	
Occupation	
Place and date of birth	
Early childhood (habits or situations that were true in the past)	
Remarkable achievements	

Speaking Candidate B**Stage 1**

- ▶ Talk about celebrations with candidate A.
- ▶ Find out candidate A's celebration.
- ▶ Ask him/her questions using the guidelines on the right.

- What celebration/talk about/going to?
- When/celebrated?
- What activities/done/to celebrate it?

Stage 2

- ▶ Choose one of the celebrations you want to talk about and use the guidelines.
- ▶ Answer student A's questions.

USA Independence Day

- marching bands
- fireworks
- sporting events
- bar-b-ques

Christmas at home

- gifts/presents
- Christmas tree
- church
- other...,

Getting Away 5

► General Objective

You will be able to talk about activities and places visited while on vacation.

► Communication Goals

You will learn how to

- check for information.
- ask for agreement.
- report what someone has said.

► CLIL

- Landscapes • Outdoor Activities

Vocabulary

• Words related to holiday destinations, weather, typical food, activities and attractions

Grammar

- Tag questions
- Reported speech
- Compound adjectives

► Idioms and Colloquial Expressions

- *To look forward to*
- *Travel on a shoestring*
- *To catch some rays*
- *To live like a king*
- *To travel light*

► Project

A Promotional Radio Advertisement

You will create and record a radio advertisement to promote a holiday destination.

Discuss:

- Have you planned your vacation already?
- Have you chosen your holiday destination?
- What places are worth visiting?
- What activities can you do there?
- What's the weather like there?
- What's the typical food like?





Lesson 1

Going on Vacation



1. Listen and complete the conversations with the words you hear.
Then, match each conversation with its corresponding picture.

a

Tina: Emily enjoys traveling, doesn't she?
Tim: Yes, she loves it!
Tina: But, she hasn't chosen her holiday destination yet, _____? (a)
Tim: Yes, she has, she's going to Dubai!
Tina: Wow! But she hates traveling by plane, _____? (b)
Tim: Yeah, but she'll have to do it.

c

Liz: Oh Albert, I'm looking forward to our vacation in Spain!
Albert: You're booking the flight, _____? (e)
Liz: Yes, I'm looking for cheap flights on the Internet.
Albert: And do not forget that we're not staying at a hotel, _____? (f)
Liz: Yeah, I haven't forgotten. We have to travel on little money.

b

Joan: Ron, you will book the hotel reservation, _____? (c)
Ron: Yes. I'll make it for two weeks.
Joan: But we will be back before our daughter's birthday, _____? (d)
Ron: Yeah, we couldn't afford more days at that expensive hotel.
Joan: Oh, I can't wait for the vibrant city of Los Angeles!
Ron: That's true, L.A., is a dazzling city!

d

Harold: You have planned everything for your holiday, _____? (g)
Diane: Yes, I have. I'm going to the exotic beaches of Krabi and Phuket in Thailand.
Harold: That's interesting! There you can enjoy many water sports!
Diane: Yes, I know.
Harold: But you haven't packed yet, _____? (h)
Diane: No, I haven't found the suitcases yet!
Harold: Gosh! You must hurry up!

Pronunciation

- Use falling intonation to check information.
Eileen likes city tours, doesn't she?
- Use rising intonation to ask for something you don't know or you're not sure of.
You haven't packed yet, have you?

**Key Expressions**

To look forward: to expect something with pleasure

Hurry up!: to make someone move faster

2. Match the expressions with their definitions based on the previous conversations.

a. To book	<input type="checkbox"/> 1. To be able to pay for something.
b. To afford	<input checked="" type="checkbox"/> 2. To arrange for tickets in advance.
c. To look for	<input type="checkbox"/> 3. To put things into a suitcase.
d. To stay	<input type="checkbox"/> 4. To search for or seek something.
e. To pack	<input type="checkbox"/> 5. To inhabit a place temporarily.

Vocabulary Strategy

Relate new language to concepts already known.

Reflect on Grammar

Tag Questions

Tag questions turn statements into questions and are used to check or to ask for information. Notice the use of the corresponding **auxiliary verb** of the sentence's tense and **subject pronoun**.

Simple Present tense

He travels on little money, _____ he?
They travel by plane, _____ they?
She likes city tours, _____?

Present Progressive tense

She is booking the flight, _____?
He is ordering the meal for us, _____?
We're not traveling tomorrow morning, _____?

Future tense

He will make the hotel reservation, _____?
We will be back in three weeks, _____?
They won't stay at a hotel, _____?

Present Perfect tense

She has bought the tickets, _____?
It has been our best holiday destination, _____?
They haven't been to London, _____?

3. Finish the questions in column A. Then, match them with the corresponding answers in column B.

A	B
a. She loves sunny beaches, _____?	<input type="checkbox"/>
b. He is making the hotel reservation, _____?	<input type="checkbox"/>
c. You won't stay at an expensive hotel, _____?	<input type="checkbox"/>
d. They have bought the tickets, _____?	<input type="checkbox"/>
e. We haven't been to Beijing yet, _____?	<input type="checkbox"/>
f. Spain is worth visiting, _____?	<input type="checkbox"/> a
	1. No, I won't. I can't afford it.
	2. Yes, they have already bought them.
	3. No, we haven't been there yet.
	4. No, he isn't. He is booking the flight only.
	5. Yes, it is. It offers dazzling landmarks.
	6. Yes, she enjoys sunbathing.

4. Listen and complete the details.

Motto:	A unique experience, not to be missed by <u>beach</u> fans!
Place:	The well-preserved Phuket Island on the southwest coast of Thailand.
Water sports:	Enjoy snorkeling, scuba <u>(a)</u> , <u>(b)</u> , kite <u>(c)</u> , water-skiing, <u>(d)</u> , and rappelling.
Food:	<u>(e)</u> and <u>(f)</u> seafood
Price:	A two-week <u>(g)</u> for US\$ <u>(h)</u>

5. Listen and check ✓ if people are checking or asking for information.

	asking for information	checking information
a. Janet		<input checked="" type="checkbox"/>
b. Paul		
c. Harold		
d. Sara		
e. Annie		

Listening Strategy

To identify details, pay selective attention and use general world knowledge clues.

Project Stage 1

- In groups, think of a tourist place you consider worth visiting and write it secretly on a piece of paper.
- State three attractions and benefits of their selected holiday destinations. E.g. *The Galapagos Islands are located to the west of the Ecuadorian coast.*
- Brainstorm words and ideas to create a motto that gets the promotional message across. E.g. *The Galapagos Islands are the perfect holiday destination for lovers!*



Lesson 2

Amazing Things to Do

1. Label the pictures.

- a. kite surfing
- b. snowboarding
- c. scuba diving
- d. surfing
- e. rappelling
- f. rock climbing
- g. kayaking
- h. mountain biking
- i. hiking
- j. snorkeling
- k. tobogganing
- l. helicopter rides


2. Listen and complete the conversation with words from the previous exercise.


Beth: I want to go to the Matterhorn Mountain in Switzerland on vacation. Can you give me some information about it?

Agent: Sure! The well-known Matterhorn is a 4,478 meter mountain with 365 days of snow; something you can only find in Zermatt!

Beth: Wow! I will be able to practice lots of sports, won't I?

Agent: Yes, you will be able to go _____ (a), and practice _____ (b), _____ (c), and _____ (d) there.

Beth: Great! There is lots to do.

Agent: Besides those previously mentioned, you can also go _____ (e).

Beth: Oh, I can't wait for this adventure! What about cheap hotels and tickets?

Agent: You're traveling on little money, aren't you?

Beth: Yeah, I'm traveling on a shoestring this time.

Agent: Then, you can stay in accommodations for backpackers and get a second-class ticket.

Beth: Great! You accept credit cards, don't you?

Agent: Yes, we started to accept all of them last month.


3. Go back to the dialog and check ✓ who said the statements below.

- a. She said that she **wanted** to go to the Matterhorn Mountain in Switzerland.
- b. She said that the Matterhorn **was** a 4,478 meter mountain with 365 days of snow.
- c. She said that she **would** be able to practice lots of sports.
- d. She said that she **was** traveling on a shoestring.
- e. She said that they **had started** to accept credit cards.

	Beth	Agent
a.	✓	
b.		
c.		
d.		
e.		


Key Expressions

Travel on a shoestring:
to travel on little money



Reflect on Grammar

Reported Speech

To report what a person says, we change the tense of the verb because we are usually making reference to a time in the past.

Direct speech		Reported speech	
Simple Present	"I want to go to Matterhorn Mountain."	Simple Past	She said she wanted to go to Matterhorn Mountain.
Simple Past	"We started to accept credit cards last month."	Past Perfect	She said they had started to accept credit cards last month.
Present Progressive	"I'm traveling on a shoestring."	Past Progressive	She said she was traveling on a shoestring.
Future	"I will go hiking and practice climbing."	Would	She said she would go hiking and practice rock climbing.

4. Rewrite the statements as reported speech.



- a. My favorite mountain sport is rappelling.



- b. I saw the **well-known** Great Wall of China on a **20-minute** helicopter ride.



- c. We are going on a **three-week** scuba diving and kite surfing training lesson.



- d. I will go mountain climbing on the **well-known** Mount Everest next month; it's an **8,848 meter** mountain.

She said that...

Reflect on Grammar

Compound Adjectives

Compound adjectives are two word adjectives that modify a noun.

Adverb - **adjective** - noun

Buenos Aires is a **well-known** city.

France has **well-preserved** monuments.

Mexico offers **first-class** beaches.

Figure – noun – noun: The first two nouns work as an adjective.

We went on a **two-week** vacation.

This is a **700-year-old** castle.

It was a **6-hour** flight.

5. Write the correct compound adjective. Use the Word Bank.

- a. Ian wants to go to the **well-known** mountain of Machu Picchu. It's one of the most famous Peruvian mountains.
- b. Jo went on a _____ vacation to Mexico. He spent 15 days there.
- c. Liz wants to visit the _____ Great Wall of China. The structure still looks magnificent.
- d. Anna will probably go to a _____ beach in Thailand this December. It's one of the best beaches in the country.
- e. They have booked a _____ flight in the economy class. They will be in the air half a day.

Project Stage 2

Word Bank

- known
- twelve
- preserved
- week
- first
- class
- well (x2)
- hour
- three

- Search information on the Internet about the selected destination, including pictures, facts, and videos.
 - State the value and benefits of the tourist place by describing the landscapes, transport, activities and attractions, weather, food, and cost.
- E.g. *The well-known Galapagos Islands were chosen as the best islands by the "World's 10 Best Awards."*



Lesson 3

Holiday Destination

1. Use the clues given to guess the words.

- a. A financial plan
- b. A company that rents cars
- c. The area of America that goes from Mexico to Argentina
- d. Days taken to travel or rest
- e. The place where someone is going

b u d g t
 r n t l c r g ncy
 L t n m r c
 h lid s
 d s t n t on



2. Read and choose a suitable sub-heading for each section. Use the box.

Feeling like getting away from the city?

You just need to pop in and book your *Iguazu Falls Vacation*.

It is worth visiting any time of the year.

It is a well-known fact that in 1986, UNESCO designated this natural wonder as a World Heritage landmark. Just imagine a fantastic network of 275 diverse waterfalls extending over a three-kilometer area. They are **so** beautiful that the risk is wanting to stay.



Location

The falls are located on the Iguazu River and an area shared by Argentina, Brazil and Paraguay, so it is a three-country border zone.



(a)

Iguazu has **such** organized transportation that you can arrange travel in the city of Foz do Iguaçu on the Brazilian side, or the town Puerto Iguazu, on the Argentine side. Since both sides have nearby airports, buses from all main ci-

ties, rental car companies and hotels in the park, you can choose to go by plane, bus, car or on foot.



(b)

Iguazu National Park offers many activities to make your adventure unforgettable. Experience the well-preserved waterfalls in different ways; going on sightseeing excursions from the Brazilian and the Argentine sides of the falls up to the impressive Devil's Throat; taking a 10-minute helicopter ride above the Iguazu National Park and the Falls is a great option for you to visit this stunning landmark; going boating under the falls and taking exciting sailing tours facing the rapids; going on a rappelling adventure down the cliff face; going canoeing and kayaking; taking rafting courses and enjoying camping sites - a convenient choice for backpackers traveling on shoestring budgets. Besides, the Iguazu National Park has the largest biological diversity of Argentina. It has **such** amazing biological diversity that you feel like

you are in a paradise. For example, studies show that there are 2,000 plant species, 450 types of birds and more than 80 mammal species.



(c)

The falls are wonderful anytime with their subtropical climate and rains all year long. There are **such** exciting water sports to practice in any season that tourists never forget this experience. However, in winter there is less rain so the falls may be less powerful.



(d)

Fresh fruit is one of the key delights for thirsty travelers besides a variety of typical dishes such as *Feijoada* (black beans and pork stew), *Moqueca* (seafood stew) and *Churrasco* (mixed grilled meats), among many others. The food at the open market is **so** good and cheap that tourists often decide to have all their meals there.

Reading Strategy

Relate the content and conventions of the text to the corresponding sub-headings.

Key Expressions

Get away from: to escape, to go away
Pop in: to visit briefly



Vocabulary Strategy

Use language-based clues to guess meaning.

- What to do
- When to go
- Budget
- What to eat
- How to get there
- Reviews
- Location

Reading and Writing



(e)

Our tourist plans suit a range of budgets. Iguazu offers **such** exciting 5 to 10 day excursions priced from US \$1,499 that it is worth the money. Although bringing US dollars facilitates monetary deals,

Argentine pesos and international credit cards are also accepted.

(f)

When Ms. Glem, a travel expert, was asked about her holiday experience, she said that Iguazu Falls was a stunning

holiday destination for adventure and nature lovers!

Some tourists said, "I think Iguazu Falls is out of this world! We believe that these falls are a unique landmark!"

Book your vacation today.

You won't miss the chance to enjoy this adventure, will you?

Contact us at 320 2 55 11 55 • Visit us at SouthAmericanTours.com

3. Based on the reading determine which statements are F (facts) and which ones are O (opinions).

- a. I think the Iguazu Falls are out of this world! O
- b. The Iguazu Falls has been a World Heritage landmark since 1986.
- c. The Iguazu Falls is a stunning destination for adventure and nature lovers.
- d. It is a network of 275 drops extending over a three-kilometer area.
- e. We believe that these falls are a unique landmark!
- f. The falls are located in a three-country border area.
- g. The variety of fruit and food suits all travelers' tastes.
- h. Examples of its biological diversity include 2,000 plant species and 450 bird species.

Reading Strategy

To identify facts, look for figures/numbers/percentages, geographical features, experts' comments, true examples, official recognitions, studies and so forth.

To recognize opinions, look for signal verbs like think, consider, believe, suppose.

4. Circle the correct word **so** or **such** to complete the sentences.

- a. Iguazu falls are **so** / **such** stunning! They have been designated a World Heritage area.
- b. This triple-country border area offers **so** / **such** powerful waterfalls that any other falls pales by comparison.
- c. Iguazu has **so** / **such** a huge rainforest that it holds the largest biological diversity of Argentina.
- d. Food is **so** / **such** delicious that it suits all travelers' tastes.
- e. Iguazu National Park offers **so** / **such** amazing things to do that nobody gets bored.

Writing Strategy

Use **so** / **such** to place emphasis on descriptions.

- **so** + adjective
- **such** + adjective + noun

5. Use the guidelines to write a short holiday brochure.

- Headline _____
- Well-known facts: _____
- Attractions/benefits: _____
- Experts' and tourists' reviews: _____
- Key information (contact phone numbers, e-mail address, or websites): _____

Project Stage 3

- Add key information like location, e-mail addresses, contact phone numbers, or websites.
- Recording your radio advertisement.
- Choose the correct tone of voice and add suitable background sounds.





Lesson 4

Living Like a King!



1. Listen, read and choose the corresponding meaning.



After graduating from high school my parents gave me a one-month trip to Europe. So, I must **travel light**!

a. To travel light means...

1. to travel alone.
2. to get slim before traveling.
3. to travel with little luggage.



Oh, I'm terribly pale! I'm going to the beach to **catch some rays**.

b. To catch some rays means...

1. to avoid the sun.
2. to play on the beach.
3. to get a suntan.



I have **lived like a king** during my four-week holiday. I stayed at an expensive hotel and spent a fortune, but it was worth it.

c. To live like a king means...

1. to live in a palace.
2. to travel a lot.
3. to live luxuriously.



2. Complete the conversation with the expressions in bold from the previous exercise. Then, listen and check.

Brian: You have chosen your holiday destination, haven't you?

Carla: Yes, I have. I'm going to Cancun to _____ (a)!

Brian: That's great! But please, don't travel with lots of luggage!

Carla: Yeah, I'll never take lots of luggage with me again. I've learned to _____ (b).

Brian: I guess you will _____ (c) staying at expensive hotels.

Carla: No, I won't. It's incredible how well you can travel on a shoestring budget avoiding expensive hotels and restaurants.

Brian: Are you kidding me? That's real change!

3. Share your vacation plans with a partner.

I'm going on a three-month vacation to South America.

Yes, I'm looking forward to it, but I don't know how to travel light, **do you?**

Wow! I guess you can't wait for it, can you?

Reflect on Values

- I respect the value of nature and landscapes.
- I appreciate and value World Heritage Sites.
- I encourage people to visit places that are worth visiting.

Always	Sometimes	Never
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

To keep the conversation going, use **tag questions**.

Speaking Strategy

Student A goes to page 90.
Student B goes to page 92.

Gap Activity

Share Your Project

1. Discuss your experience.

Check  what you learned while working on the project.

- a. To look for key information about common places of interest that are worth visiting.
- b. To consider others' ideas to write a motto that will capture the listener's attention.
- c. To collectively create the full text of a recorded radio advertisement.
- d. To identify others' abilities and work together to achieve a common goal.

2. Read and listen.

Although many people think that the radio is a less popular medium than the television or the Internet, it is still a popular communication means to advertise. It penetrates areas of our daily lives that other mass media cannot because the listeners can listen to the radio in their cars, taxis, waiting rooms, cafeterias, restaurants, grocery stores and so forth.

A radio advertisement or a *spot* is a radio commercial that captures the listeners' attention for 30 or 60 seconds that promote products or services. The commercial usually records a voice reading the advertising copy or the text of a product with background music playing. The person who creates the advertising copy is the copywriter. He/She should be careful with the words they choose for the text to make sure it captures the listener's attention: The spot may start with a motto or catchphrase that expresses a belief or purpose to get people's attention, and include the benefits that make the product or service worth getting. The ad or spot can also give and repeat key information like location, address, contact phone numbers, or available websites.

The two main types of radio ads are live reads and produced spots. In live reads an announcer reads the spot from a copy, fact page or personal previous knowledge. In a produced spot the radio studio or an advertising agency records it for the customer and it can have diverse formats such as a straight read with sound effects or background music, a dialog, or a monolog.

Keep in mind two advertising strategies for an effective spot: First, define the clear target audience (E.g. *families, children, teenagers, adults, workers, etc.*) you want to invite to take action. Second, include a short attractive motto. Third, keep your message easy to understand, including the benefits and the value of your product, emphasizing the features and inviting the listener to make a decision.

3. Answer the following questions.

- What is a radio advertisement?
- What information should go in a radio ad?
- What are the types of radio ads?

Give your Presentation

- Introduce the place of interest your radio ad promotes.
- Talk about the type of radio ad and the information you included.
- Release your radio ad.
- Say if you enjoyed creating the radio ad.

Useful Expressions

Begin your presentation

- Good morning/afternoon, our radio ad promotes...
- The characterization of this well-known landmark includes information about ... and ...
- Now, we leave you with the following radio spot/commercial.
- This has been an experience because in your opinion...





Comic

A Trip Paradox



Listen and read.



Quiz Time

1. Fill in the blanks with the correct form of the verbs.
Use the Word Bank.

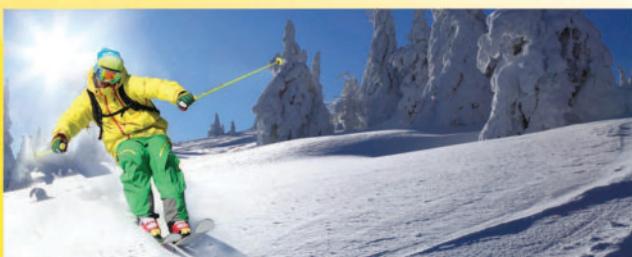
Word Bank

- look for • afford • stay • book • pack

Ann: What are you doing with that suitcase?
Bob: I'm _____ (a). I'm going on a three-week vacation to Mexico.
Ann: Wow! That's wonderful. Have you already _____ (b) the flight?
Bob: Yes, I have booked a cheap flight and made the hotel reservation.
Ann: Are you _____ (c) at an expensive hotel?
Bob: No, I couldn't _____ (d) it; you know I'm traveling on a shoestring budget.
Ann: You have _____ (e) exotic beaches, haven't you?
Bob: Yes, I have. I can't wait to swim in the sea and feel the sun rays.
Ann: When are you traveling?
Bob: Tomorrow morning.
Ann: Gosh! You must hurry up!

2. Write the correct tag question.

- They don't like helicopter rides, _____?
- She is taking a course, _____?
- We will try snowboarding this winter, _____?
- He doesn't practice rappelling, _____?
- She hasn't surfed this week, _____?
- We won't go kayaking, _____?
- You won't miss the diving excursion, _____?



3. Rewrite the statements in reported speech.



- a. Our favorite school excursion is the stunning diving course in the Galapagos Islands.



- b. I saw the impressive Niagara Falls on a 15-minute helicopter ride.



- c. I'm going on an exotic cruise to Phuket Island.



- d. We will visit the magnificent Saint Peter's Basilica in Rome next summer.



- e. My favorite landmarks are well-preserved monuments.

Self-Evaluation

Now I can...

- talk about holiday destinations.
- check if something is true and ask for information.
- report what someone has said.

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

Glossary

A - L

afford: **v.** to be able to pay for something. *I can't afford staying at an expensive hotel.*

beach: **n.** a sandy and sunny area near the sea. (syn. seaside)

book: **v.** to arrange for tickets in advance. (syn. reserve)

budget: **n.** a financial plan.

canoeing: **n.** to travel in a canoe. *Let's go canoeing.*

cliff: **n.** a rock face.



destination: **n.** the place where someone is going.

heritage: **n.** the cultural value of a place, thing or person. *Stonehenge is a World Heritage site.*

hiking: **n.** an outdoor activity consisting of taking a walk in mountains or fields.

holidays: **n.** a period taken to travel, rest or relax. (syn. vacation, break)

kayaking: **n.** a water sport that requires a boat and a paddle to move across water.

kite surfing: **n.** an extreme water sport that combines surfing, windsurfing, wakeboarding, paragliding and gymnastics.

landmark: **n.** place of interest for tourists to visit due to its attractive physical characteristics, historical importance. *The Great Barrier Reef is an Australian landmark.*

M-S

motto: **n.** short sentence or phrase that expresses a belief or purpose.



mountain biking: **n.** to ride on hills/mountains and rough grounds.

mountain climbing: **n.** a mountain sport consisting of climbing elevated points for sport, pleasure and research.

pack: **v.** to put things into a suitcase or bag. *I haven't packed for my vacation yet.*



R-Z

rappelling: **n.** to descend or move down a vertical surface like a cliff or wall.

rental car agency: **n.** a company that rents cars.

reservation: **n.** an arrangement to get to have something like a room in a hotel or a seat on a plane in the future. (syn. booking)

rock climbing: **n.** the outdoor sport of climbing rock faces using specialized techniques and equipment.

scuba diving: **n.** a water sport consisting of swimming and diving deep underwater with oxygen tanks. *It feels like you're floating in space when you go scuba diving.*

snorkel: **n.** a tube swimmers hold in their mouth to help them breath if their faces are under the water.

snorkeling: **n.** a water sport consisting of swimming and using a snorkel.

snowboarding: **n.** an outdoor sport consisting of moving over snow using a snowboard.

stay: **v.** to remain in a place. *We stayed at Monffit Hotel in London.*

surfing: **n.** a water sport consisting of riding on a wave on a board.

suitcase: **n.** a rectangular bag with a handle for carrying clothes and toiletries.

tobogganing: **n.** a winter sport consisting of sitting on a board and sliding over snow or ice.

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



Colloquial Expressions

To catch some rays: to get a suntan.

To live like a king: to live in a luxurious way.

To look forward to: to expect something with pleasure.

To travel light: to travel with little luggage.

To travel on a shoestring: to travel on little money.

UNIT

Teenage Matters 6



► General Objective

You will be able to talk about teen problematic situations.

► Communication Goals

You will learn how to

- talk about what you will normally do in real-life situations.
- talk about what you would generally do in unreal situations.
- express regrets and wishes.

► CLIL

- Real Teen Problematic Situations
- The Teenage Brain

Vocabulary

- Words related to teen life events

Grammar

- First and second conditional
- Third conditional
- Wish

► Idioms and Colloquial Expressions

- *A thorny issue*
- *Make your blood run cold*
- *Can't stand the pace*
- *Cry over spilled milk*
- *To give the heebie-jeebies*
- *To kick oneself*
- *Your wish is my command*

► Project

A Debate

You will set up a debate to discuss real-life problematic situations that teenagers face.

Discuss:

- What real-life problematic situations have you been through?
- Have you ever been a victim of bullying?
- Are you currently under pressure at school?
- Can brain changes justify teens' real-life problems?





Lesson 1

Dealing with Difficult Situations



1. Fill in the blanks using the Word Bank. Then, listen and check.



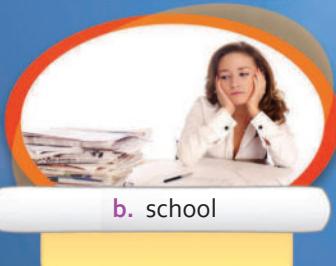
a. homework
procrastination



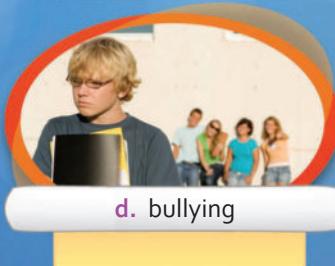
c. identity



e. rejection



b. school



d. bullying



f. parental



g. body

Word Bank

- pressure (x2)
- image
- search
- feelings
- incidents
- procrastination

Vocabulary Strategy

Associate words in order to remember expressions easily.

Key Expressions

A thorny issue: to deal with a difficult problem

Make your blood run cold: something scary

Can't stand the pace: to be unable to do well under a lot of pressure



2. Read the conversations and identify the problem in each situation.

Meg: Why has Lina failed? Last year she did very well at school.

Anna: Yeah, but this year there were so many school projects and extracurricular activities that she couldn't stand the pace.

Meg: Maybe that's true, but if you give her a second chance, she will succeed. So don't worry.

a. School pressure

Mike: Hey Meg, I'm in trouble! My parents know I procrastinate on my homework.

Meg: Yes, Mike, they are right; we should do our homework as soon as we get home.

Mike: And they also tell me what to study.

Meg: If your parents tell you what to study, you have to tell them not to push you!

Mike: Yeah, their comments make me fear facing my future.

Meg: If I were you, I would tell them I don't want to make decisions that conflict with my own skills and interests.

Meg: You've dealt with a thorny issue, haven't you?

Bob: Yes, my son Bill has been bullied continuously at school.

Meg: Oh dear, those bullying incidents make your blood run cold!

Bob: If he continues being bullied, I'll report it to the police.

Meg: Wait! If you informed the school principal and teachers first, they would stop the bullies.

c.

3. Check ✓ the statements below as T (true) or F (false).

a. Bill has bullying incidents at school.

T	F
<input checked="" type="checkbox"/>	<input type="checkbox"/>

b. Mike puts homework off until the last minute.

<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------

c. Lina has experienced school pressure.

<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------

d. Meg tells Mike how to deal with parental pressure.

<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------

e. Lina can overcome school pressure.

<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------

4. Based on the previous exercises, complete the grammar chart.

Reflect on Grammar

First conditional

Use it to talk about what you will normally do in real-life situations.

If clause (condition)

If + subject + simple present

If you her a second chance,

Result clause

subject + will + verb

she .

Second Conditional

Use it to talk about what you would generally do in imaginary or hypothetical situations.

If clause (condition)

If + subject + simple past

- If you the school principal and teachers first,
- If I were you,

Result clause

subject + would + verb

they the bullies.

I them I don't want...

Note: Use **were** for all the pronouns in second conditional.

I would inform the school staff if I were you.

She would succeed if she were given a second chance.

Questions: Wh-word + would + subject + infinitive verb + if clause?

What would you do to stop school conflicts if you were the school principal?



5. Complete Meg's pieces of advice by circling the correct option.

- a. If you stop homework procrastination, you **will / would** learn and succeed.
- b. If I were you, I **will / would** use reconciliation strategies for conflict resolution.
- c. We **won't / wouldn't** have so many bullying incidents if people were more tolerant.
- d. If teens feel rejected, they **will / would** do anything for identity search.
- e. If teens related their own skills with their fields of interest, they **won't / wouldn't** doubt what to study.
- f. If teenagers have a good self-esteem, they **will / would** accept and value their body image.

Grammar Strategy

Reason deductively to apply rules to new language situations.

Reflect on Grammar

Wish

Use **wish** followed by a verb in the **past tense** to express what you want to be true or real now, but that is not.

Real situation:

- Bill has been bullied at school.
- Lina has experienced school pressure.

Wish:

- Bill wishes he weren't bullied at school.
- Lina wishes she didn't experience school pressure.



6. Listen and match each person with his/her corresponding wish.

- | | | |
|-----------|-------------------------------------|--|
| a. Thomas | <input type="checkbox"/> | 1. She wishes there were effective negotiation strategies and mediation procedures for solving school conflicts. |
| b. Pamela | <input type="checkbox"/> | 2. He wishes his parents didn't decide on his future studies. |
| c. Karla | <input type="checkbox"/> | 3. I wish we didn't put homework off until the last minute. |
| d. Brenda | <input type="checkbox"/> | 4. I wish they didn't have too many extracurricular activities. |
| e. Bill | <input checked="" type="checkbox"/> | 5. He wishes he weren't rejected by his partners. |

Project Stage 1

- In groups of 4, brainstorm real-life problematic situations that have happened to people your age.

E.g. *Being a victim of bullying at school; having rejection feelings at home; procrastinating on homework; struggling with body image, etc.*



Lesson 2

What Would You Have Done If...?

1. Which situations are the most difficult to deal with? Number them from 1 to 8, with 1 being the most difficult and 8 the easiest.

decision making
anxiety

procrastination
time management

family issues
isolation

school grades
peer pressure



2. Read and listen to the debate.

Meg: Hello. The topic for today's show is time management with the case of Ian, a boy who failed the school year because of procrastination. We have invited Mrs. Smith, a family specialist, and Mr. Wilkinson, a school principal, to discuss Ian's problem. Good afternoon and welcome to our program.

Mrs. Smith - Mr. Wilkinson: Good afternoon, Meg. Thanks for your invitation.

Meg: According to Ian's mother, Ian procrastinates and rarely finishes his school assignments. Mrs. Smith, what's your opinion?

Mrs. Smith: In my opinion, if Ian had learned to plan his daily routine, he wouldn't have done wrong at school. This is something you have to learn in elementary school with the help of parents and teachers. Probably, if Ian's parents had realized he was facing this situation before, they would have helped him by implementing schedules or set goals for every day.

Meg: Thanks Mrs. Smith. Now, let's listen to Mr. Wilkinson.

Mr. Wilkinson: Thank you. I totally agree with Mrs. Smith. Still, I'd like to add that there are other factors that affect time management such as lack of concentration and decision making. To my mind, Ian would have dealt with procrastination if he had kept himself away from the things that easily distract him. For example, it's very common seeing people working on their computers while checking their Facebook accounts, watching videos, chatting and so forth. Doing this affects both performance and concentration dramatically.

Mrs. Smith: Well, I disagree a little bit with Mr. Wilkinson because today people are multitasking. I mean they can do many things at the same time.



Reflect on Grammar

Third Conditional

Use it to talk about possible or hypothetical situations in the past that wouldn't have happened if the given circumstances had been different.

If clause (condition)

If + subject + Past Perfect ...,
If Ian had learned to plan his routine,
If they had realized Ian was facing this situation,

Result clause

Subject + would + present perfect
he would have done wrong at school.
they would have helped him.

3. Match the condition with the corresponding result.

- a. If Ian hadn't procrastinated when it came to school homework,...
- b. If Ian had received support in his elementary school,...
- c. If Ian had been conscious about the things that distracted him from his school duties,...
- d. If Ian's parents had helped him to plan his daily routine,...

- 1. he'd have improved his grades.
- 2. he'd have learned to manage his time better.
- 3. he wouldn't have had problems with time management.
- 4. he'd have done well at school.

4. Complete the sentences using the correct form of the verbs in parentheses.

- a. If I had known (**know**) that you were having time management problems, I _____ (**give**) you hints on planning schedules.
- b. If she _____ (**know**) her brother was experiencing isolation, she _____ (**talk**) to him often after school.
- c. If people _____ (**realize**) they were suffering from anxiety and stress before, they _____ (**take**) short breaks and exercised more.
- d. If he _____ (**trust**) more in his skills, he _____ (**not let**) peer pressure determine his behavior.

Key Expressions
Cry over spilled milk: to complain about a situation you cannot remedy

5. Listen and read.

- Laura:** What's wrong Karl? You look down.
- Karl:** I wish I hadn't followed my classmates' recommendations.
- Laura:** What happened?
- Karl:** They told me not to bring an assignment for yesterday's class hoping our teacher would give us more time to develop it. But he didn't. So, I failed.
- Laura:** It's always the same story with you. If you had done what you had to, you wouldn't have failed.
- Karl:** I know! I wish peer pressure hadn't affected me. I wish I had made the correct decision.
- Laura:** You have to trust more in yourself. But don't cry over spilled milk. Face the situation and learn from it.



Reflect on Grammar

Wish

Use **wish** followed by the past perfect to express regrets about a situation in the past that didn't occur but that you wanted it to be different.

Past situation

- Pete followed his friends' recommendations.
- Pete let peer pressure affect him.

Wish

- He **wishes** he hadn't followed his classmates' recommendations.
- He **wishes** peer pressure hadn't affected him.

6. Write the corresponding wish to each situation.

Past situation	Wish
a. My brother got really anxious during his oral presentation yesterday.	He wishes he hadn't been anxious during his presentation.
b. Sally was very shy in high school. She felt lonely most of the time.	
c. Pete was very indecisive years ago. He was afraid of making important decisions.	
d. Sophie was not self-confident enough to face school pressure.	

Project Stage 2

- Pick two situations out of the ones discussed in stage 1.
- Set the roles of each member in the debate (moderator – panelists) and state your point of view regarding the problematic issues.
- Search the Internet and other sources (like printed newspapers and magazines) for real evidence to support your viewpoints.

The Teenage Brain

1. Discuss the questions below with your partners.

- Do you think a teenage brain is equal to an adult brain? Why?
- Are teenagers more emotional than rational? Why?
- Why do you think teens' behavior and decisions are sometimes considered unreasonable?



2. Read an article about the teenage brain. Circle the expressions that make reference to an expert or authority in this field of research.



The Teenage Brain Understanding Teens' Behavior

Teenagers' behavior is generally believed to stress families. Parents even think that adolescence is the most challenging period they have to face while bringing up their children. However, families may alleviate the worry this issue raises by getting to know the biological, mental and gender features of the teenage brain in relation to its development.

The first question to be posed is: What makes the teenage brain unique? According to Dr. Frances

- 10.** Jensen, an expert in Epilepsy Research, most people have considered the teenage brain to be an adult brain, ignoring that in biological terms, it differs a lot from it. Quoting her words, what makes it different is the fact that "The teenage brain has a different level of ability to learn, but still has some vulnerabilities hidden." This double-fold feature happens because the intermediate zone of the teenage brain is not completely developed at the point of adulthood, and researchers have not fully looked into this issue yet.
- 20.** So far, neuroscience research has shown that during adolescence the brain grows and changes while its different areas connect to each other to ensure the development of mental, physical, and sensorial functions. Such process is known as the brain's connectivity system.

The second aspect to consider has to do with mental health. Understanding the brain connectivity system's pace **sheds light on** teens' mental health: Why do teenagers seem to be so reckless or irresponsible in determined situations? To this respect, Dr. Jay Giedd mentions that "The greatest changes to the parts of the brain that are responsible for impulse-

control, judgment, decision making, planning, and organization occur in adolescence." Additionally, he states that the "thinking part of the brain continues to thicken throughout childhood as the brain itself gets extra connections; it is much like a tree growing extra branches, twists and roots." Because the teenage brain is not completely developed, teenagers lack

- 40.** the ability to control emotions and make responsible decisions. Dr. Jensen adds that "As we get older we develop better and stronger connections between our different regions of the brain."

The third issue refers to the differences in brain development for girls and boys. Dr. Jensen affirms that "girls' brains seem to reach maturity two or three years earlier than boys." Regarding this process it is believed that for girls it takes until the end of the teenage years while for boys until their **50.** early twenties, which leads to what some experts have called gender-based learning differences.

A last concern worth mentioning deals with being aware of the teenage brain vulnerabilities to injury from alcohol abuse and addiction which, according to Dr. Jensen, "uses the same system as when learning a task." As addiction is a kind of formal learning, the more teens are exposed to consumption, the more attraction they feel for it. Studies have shown that a teenage

- 60.** brain is more vulnerable than an adult's and can get addicted faster and stronger. The life-long problem they may have



in trying to give up alcohol is the worst thing they can face.

- In sum, by being aware of the biological differences between a teenage and an adult brain, the ability girls' brains have to mature sooner than boys', and the irreversible impact of alcohol addiction on teenage brain growth, we will better understand and prevent teens' unreasonable decision making and risky behaviors. Further scientific research on the teenage
- 70.

brain will give high school students new information about school subject learning and sources of vulnerability, which will benefit them in refining their own decision making and behavior tools.

Key Expressions

Shed light on: to make something clearer



3. Based on the text, determine which of the following ideas are S (explicitly stated) and which ones are I (inferred). Write down the lines of the text where you identify the information.

	S / I	Line
a	S	12
b	I	17
c	I	38
d	I	31
e	I	46
f	I	60
g	I	73

Most people ignore the fact that biologically a teenage brain differs from an adult one.

Thinking that the brain is fully developed by the end of childhood is a misconception.

A teen's late childhood brain explains why teens often do not make the most responsible and reasonable decisions.

Brain connectivity is in charge of impulse-control judgment and decision making.

Girls' brain ability to mature sooner than boys' may lead to high school curriculum considerations.

A teenage brain is more vulnerable to substance abuse and addiction than an adult one.

Neuroscience research has contributed to the understanding of teens' social and educational behavior.

Reading Strategy

The information that explicitly appears in the text is called stated. The information that has to be found out by making logical guesses is called inferred.

Writing Strategy

- Arguments from authority come from knowledgeable experts that have looked into the field of study and their ideas must be quoted using quotation marks.
- To introduce authoritative quotes or citations, use - **Quoting Dr.** "..."; **"According to,** ..."; He mentions that "..."; In her book/article she states that "..."; etc.

Project Stage 3

- Elaborate authoritative arguments to support your viewpoint and express what you would have done in such a situation.

E.g. *Bullying incidents affect the school's peaceful coexistence. According to Psychologist Benson, "most bullying incidents originate in..."*



Lesson 4

Your Wish Is My Command!

1. Label these pictures with the corresponding idiomatic expression. Use the Word Bank.



a. *Your wish is my command*



b. _____



c. _____

Word Bank

- To kick oneself
- To give the heebie-jeebies
- *Your wish is my command*



2. Listen to three conversations and match the corresponding excerpts.

- a. Please, don't start talking about ghosts and evil phantoms.
 b. *Your wish is my command.*
 c. I explained it to her, but she didn't trust me.

1. Whatever you ask me to do, I'll do for you.
 2. Oh, I felt like *kicking myself!* I ruined it all.
 3. You know, they *give me the heebie-jeebies*.

3. Match the expressions with their meanings.

- a. The heebie-jeebies
 b. To kick oneself
 c. Your wish is my command

- To say that you will do whatever the other person asks.
 To have strong feelings of fear, worry, nervousness or anxiety.
 To regret something you did or an opportunity that you missed.

Speaking Strategy

Use *say that again*, to ask for repetition.

4. Think of situations that you experienced to complete the sentences below. Then discuss with a partner.

a. I felt like kicking myself when _____
 _____.

b. _____
 _____ gave me the heebie-jeebies.



I said that Pete has been kicking himself for failing math.

Reflect on Values

- I show respect for others' regrets.
- I am tolerant of people's fears.
- I understand individuals' wishes.

Always	Sometimes	Never
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Gap Activity

Student A goes to page 90.
 Student B goes to page 92.

Share Your Project

1. Discuss your experience.

Check  what you learned while working on the project.



- To look into teens' real life problematic situations using different sources.



- To assume a position, listen to others, and provide ideas when debating problematic issues.



- To work for the achievement of individual and group objectives/ targets.



2. Read and answer the questions below.

A debate is originated in the communication about a given topic that people establish among themselves in a particular environment. It promotes research skills, critical thinking, elaboration of arguments, problem resolution, and communicative abilities. Quoting Bruner (2000), "the concepts of interaction, solidarity, collective aims, dialogue and inclusion are part of students' communication that develops their critical thinking skills."

The ability to elaborate arguments for a position in favor of or against a controversial issue may be exploitable through debates, as part of the development that every person should have. Formal debates include a moderator who maintains the focus and controls the flow of the debate by posing questions to both the panelists and the audience, and at least two panelists or experts who assume opposed positions on the topic discussed. To participate in debates of real-life problematic and controversial situations, we should be able to build arguments either in favor of or against the topic being discussed.

To elaborate an argument, we should first state our point of view and support it with real evidence, which allows the participant to debate using solid foundations or statements. One important mode of argumentation is the argument of authority which comes from qualified, knowledgeable experts or researchers who have looked into the topic in question or the issue being discussed. For an authoritative argument to be used, sources must be cited or quoted, which means that we need to use quotation marks.

Answer:

- a. What skills are promoted by debates?
- b. What is an argument?
- c. What should be kept in mind when elaborating an argument?
- d. What is one mode of argumentation?

Give your Presentation

Moderator

- Introduce the problematic situation to be discussed.
- Introduce the panelists of your group.
- Invite the panelists to start up the discussion.

Panelists

- State your point of view about the situation described.
- Express agreement or disagreement with your partners' arguments.
- Invite the group members to express their arguments for and against the issue and say what you would have done in such a situation.

Moderator

- Wrap up the debate by summarizing the main points of the discussion.

Useful Expressions

Moderator

- Today we will discuss a problematic situation that...
- We have invited three panelists... (your partners' names)
- I'd like to hear our first panelist...

Panelists

- I think that... / I consider that... / I believe that...
- I agree / don't agree with...

Moderator

- In conclusion...



What Troubles Teens?

- Talk about your attitude when facing problems.
- Work in pairs. Roll the dice, move your marker and take turns asking and answering the questions.
- If you answer correctly, stay on that square until your next roll. If you answer incorrectly, move back one square and stay there until your next roll. The winner is the first player to reach the finish box.

What will you do if...? What would you do if...? What would you have done if you...?

The board game consists of 26 numbered boxes arranged in a grid. A blue banner across the middle contains the three questions: "What will you do if...?", "What would you do if...?", and "What would you have done if you...?". The boxes are color-coded and contain different types of questions:

- Row 1: 9. (purple) What result would you have gotten if you had studied harder for your English test?; 10. (orange) What will you do if your best friend is facing alcohol abuse?; 11. (purple) What would you do if you were suffering from a body image problem?; 15. (orange) What would your parents do if you were a school bully?; 16. (purple) What would have happened if your parents hadn't allowed you to join the school leisure activities?; 17. (white) Go two spaces forward! (with a smiley face icon).
- Row 2: 8. (orange) What would you do if you were under so much parental pressure?; 12. (white) Miss a turn (with a frowny face icon); 13. (red) What would you have done if you had been asked to prepare today's English lesson?; 14. (green) What would you say to your best friend if he didn't want to come back to school?; 18. (red) What will happen if you procrastinate on your homework?; 19. (green) What would you do if your best friend were having identity problems?; 20. (orange) What would you do to reduce school conflicts if you were the school principal?; 21. (purple) What will you do if your best friend is facing school pressure?; 22. (white) Miss a turn (with a frowny face icon).
- Row 3: 6. (white) Miss a turn (with a frowny face icon); 1. (light blue) What will happen if you get involved in a school conflict?; 2. (light green) What would you do if you didn't have a good relationship with your parents?; 23. (red) What would you say if you were asked to give hints on time management?; 24. (green) What would you do if you didn't have the chance to express your arguments in a class debate?; 25. (orange) What would you do if you felt rejected by your classmates?; 26. (purple) Free question.
- Row 4: 4. (orange) What will your parents do if you fail the school year?; 3. (light green) What would you have done if you hadn't been accepted by your peers?; 2. (light green) What would you do if you didn't have a good relationship with your parents?; 23. (red) What would you say if you were asked to give hints on time management?; 24. (green) What would you do if you didn't have the chance to express your arguments in a class debate?; 25. (orange) What would you do if you felt rejected by your classmates?; 26. (purple) Free question.

The board features a "Start" marker at the bottom left and a "Finish" marker at the top right. Two decorative flags are positioned on the board: a white flag on the left side and a checkered racing flag on the right side.

Quiz Time

1. Label each group of signs or symptoms. Use the box.

risky behavior (RB) time management (TM) family tension (FT) stress management (SM)

- a. People taking a test, being sick, or facing the death of a relative
- b. People's reckless conduct, poor judgment, unreasonable decisions and alcohol abuse
- c. People's emotional problems, parents' divorce and dysfunctional families
- d. People's procrastination, lack of planning and prioritizing skills and lack of organization

2. Complete the sentences using the correct verbal form of the verbs in parentheses.

- a. If we hadn't procrastinated, we _____ (*succeed*) in the school project.
- b. If he hadn't been bullied, he _____ (*not run away*) from school.
- c. School conflicts _____ (*increase*) much more if the school staff hadn't launched an effective campaign for peaceful coexistence.
- d. Students _____ (*waste*) valuable time for school homework and extracurricular activities if they had known how to manage time efficiently.

3. Read and then label the statements below as I (inferred) or S (stated).

Scientific research suggests that while adults engage in rational thinking when facing emotional decisions, teenagers are not ready to reason in the same way. Since the adolescent brain is not completely developed, they lack ability to control emotions, impulses, distinguish right and wrong, and establish cause-effect relationships in the way adults do. Quoting Dr. Yurgelun-Todd, "Good judgment is learned, but you can't learn it if you don't have the necessary hardware." This indicates that teens need support to make rational decisions when dealing with emotional impulses. It is evident that the teen brain is a work in progress, and that parents and educators can help this progress through open communication.

- a. Teenage brain reasoning needs maturation to deal with emotional decisions.
- b. Research may help teens suffering from behavioral or emotional problems.
- c. Parents and educators can facilitate quality decision-making processes in teenagers.
- d. Teens' brains' lack of full development can explain their reckless behavior.

4. Read the present and past situations and express wishes and regrets.

- a. Tina feels rejected because she doesn't behave as others do. She wishes she _____ (*not behave*) differently so she would be accepted by her classmates.
- b. Daniel is under too much tension. He wishes he _____ (*not have*) any arguments with his girlfriend.
- c. Ingrid's parents didn't allow her to study a music career. She wishes her parents _____ (*allow*) her to study a music career.
- d. Michael suffered an accident. He wishes he _____ (*not take*) the risky decision of practicing extreme board skating.

Self-Evaluation

Now I can...

- talk about what I would do in hypothetical situations.
- express wishes and regrets.
- identify inferred and stated information.

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

Glossary

A-I

ability: **n.** a skill that enables beings to perform tasks. (syn. skill)

abuse: **n.** the act of exceeding use or consumption. (syn. misuse) *Alcohol abuse*

argument: **n.** a viewpoint supported by real evidence. *She gave arguments in favor and against.*

behavior: **n.** a conduct that characterizes living beings and organisms. (syn. conduct)

bullying: **n.** the act of hurting or frightening someone smaller or less powerful.



conflict: **n.** a disagreement, difference or quarrel among people. (ant. harmony)

debate: **n.** a formal discussion of an issue in a given context. *Let's have a class debate.*



feeling: **n.** an emotion towards a person or thing. (syn. emotion)

incident: **n.** a given event, happening or situation. *The incident happened at 10 PM.*

J-P

judgment: **n.** a decision derived from a particular issue. (syn. conclusion)

lonely: **adj.** characterized by being alone, without companionship. (ant. accompanied)



management: **n.** the ability to organize, administrate or supervise processes. (syn. administration)



parental: **adj.** related to mothers and fathers. *Parental guardianship is obligatory.*

poor: **adj.** characterized by being of low quality or without money.

pressure: **n.** a type of tension, stress, or anxiety that interferes with well-being. (syn. strain)

prioritize: **v.** to set immediate objectives and procedures. *I need to prioritize my tasks.*

procrastinate: **v.** delay or put things off until the last minute. *To procrastinate is a waste of time.*

Q-Z

rejection: **n.** when someone refuses to accept or believe someone or something. (ant. acceptance)

relative: **n.** a member of the family. *My cousins are my relatives.*

risky: **adj.** characterized by being dangerous or unsafe. *Risky behavior*



search: **n.** an act of looking for something. (syn. hunt)

tension: **n.** stress that affects well-being. (syn. anxiety)

unreasonable: **adj.** characterized by lack of being rational.

Colloquial Expressions

A thorny issue: to deal with a difficult problem.

Can't stand the pace: to be unable to do well under a lot of pressure.

Cry over spilled milk: to complain about a situation you cannot remedy.

Make your blood run cold: something scary.

To give the heebie-jeebies: to have strong feelings of fear, worry, nervousness or anxiety.

To kick oneself: to regret something you did or an opportunity that you missed.

Your wish is my command: to say that you will do whatever the other person asks.

Test Training C

Reading

Read the following sentences about landmarks. Read the descriptions below to decide if each sentence (1-10) is correct or incorrect. If it is correct, check ✓ box A. If it is incorrect, check ✓ box B.

- o. These holiday destinations are located in Europe.

1. These holiday destinations are for people who like peace and quiet.
2. These holiday destinations are for people who like adventure and sports.
3. Many different activities and sports are offered at these holiday destinations.
4. One of these destinations offers activities that require being physically fit.
5. All these landmarks have historic and architectural value.
6. One of these destinations is located in South America.
7. In two of these destinations, various water sports can be practiced.
8. All destinations have been recognized for their natural richness.
9. Two of these destinations are considered natural wonders of the world.
10. Three of these holiday destinations are on World Heritage listings.

Exploring Landmarks!

I've had the opportunity to travel and explore the historic, natural and architectural features of different landmarks around the world. Most of them are well-known world-wide and have either a functional or symbolic significance. I would say that the following holiday destinations should not be missed.

The Great Wall of China, one of the greatest wonders of the world, was listed as a World Heritage site by UNESCO in 1987. The Great Wall goes up, down and across mountains, grasslands, and flat terrains, extending 8,851.8 kilometers from east to west China. Although some of the sections are in ruins, it is still one of the world's most appealing attractions due to its architectural magnificence, spectacular views and historical worth. Visiting this landmark is an unforgettable experience for history lovers!

Mount Everest is the highest mountain in the world, measuring 8,848 meters above sea level, and located on the border between Nepal and China. It is also considered a natural wonder of the world. To go mountain climbing, mountain biking, hiking, and rock climbing, tourists need to be physically prepared and follow specific routes. During winter people can even go snowboarding. This is a unique experience that shouldn't be missed by adventure lovers!

Answers	o	A	B
1	A	B	✓
2	A	B	
3	A	B	
4	A	B	
5	A	B	
6	A	B	
7	A	B	
8	A	B	
9	A	B	
10	A	B	

The Coffee Triangle of Colombia was officially inaugurated into the UNESCO World Heritage Landscape listings on June 25th, 2011. Its centenary tradition of growing coffee makes this site an example of a productive cultural landscape worth visiting any time of the year. This unique and popular tourist destination offers theme parks like the National Coffee Park, where visitors learn about the process of making coffee, and Panaca Park, where people can interact with farm animals. The region also offers adventure sports like horseback riding, canoeing, rafting and paragliding as well as delicious typical food to suit all sorts of tastes. The people are very friendly and the prices are so reasonable that the risk is wanting to stay.

The Great Barrier Reef is one of the seven natural wonders of the world and is located in Australia. Its natural beauty makes it an extraordinary destination where visitors can see diverse marine wildlife while swimming with the fish and admiring the amazing colors of the coral reef. It has such wonderful biological diversity that it is a scuba diving paradise. It offers island day trips and scuba diving in the outer reef. A visit to this unique natural wonder is a must for any holiday!

Speaking Candidate A

Stage 1

- ▶ You are a travel agent. Give candidate B (a potential tourist) information about the place where he/she wants to go (one of the places below).
- ▶ Use the guidelines in cards 1 and 2 to answer candidate B's questions.

Card 1

Matterhorn Mountain
Switzerland



- **Basic Info:** 4,478m mountain with snow 365 days of the year. A place you can only find in Zermatt!
- **Activities:** Hiking, mountain climbing, rock climbing, snowboarding and tobogganing
- **Accommodation:** Low-priced hotels and economical hostels for backpackers

Card 2

Machu Picchu
Peru

- **Basic Info:** Listed as a World Heritage site by UNESCO in 1983. The most spectacular achievement of the Inca Empire
- **Activities:** Hiking, walking the Inca trail and climbing the Huayna Picchu's summit. Explore the well-known archeological Inca ruins, enjoy the amazing mountain landscape, and taste a variety of typical dishes!
- **Accommodation:** Low-priced hotels and economical hostels for backpackers

Stage 2

- ▶ You are a potential tourist.
- ▶ Choose one destination: The Great Wall of China or The Iguazu Falls
- ▶ Ask candidate B (the travel agent) questions about the place you want to go. Find out information about the location, activities, food, and accommodation.

Listening

You will listen to a radio interview. For questions 11-15, check ✓ the correct answer in the answer box. You will listen to the recording twice.

- o. Bullying is a thorny issue because it
 A. affects people's well-being.
 B. can be easily solved.
 C. involves many people.

Answers	o	A	B	✓
11	A	B	C	
12	A	B	C	
13	A	B	C	
14	A	B	C	
15	A	B	C	

11. Bullying is understood as the act of
 A. helping someone who is smaller or less skillful.
 B. persuading someone to do something they do not want to do.
 C. being physically or verbally aggressive to someone who is less powerful.
12. The principal consequences for a person who is a victim of bullying are
 A. high academic achievement and active participation in curricular activities.
 B. poor school performance and feelings of rejection and isolation.
 C. too much family and school pressure, as well as confusion and conflict.
13. _____ are necessary to find solutions to bullying incidents.
 A. Individual-isolated actions
 B. Actions from the whole school community
 C. Actions from the wider community
14. _____ should help prevent bullying.
 A. Students and teachers
 B. Teachers and parents
 C. The whole school community
15. To prevent bullying incidents, youngsters should be guided in
 A. dealing with emotional decisions and impulses, as well as taking care of their friends' problems.
 B. listening to their friends' problems and giving advice.
 C. controlling impulses and establishing cause-effect relationships.

Writing

Write a short description about a place that you would recommend for a vacation. Keep in mind the following aspects.

- Description of the place
 - Attractions
 - Activities to do there
-
-
-
-
-

Speaking Candidate B**Stage 1**

- You are a potential tourist.
- Choose one destination: Matterhorn Mountain in Switzerland or the historic sanctuary of Machu Picchu, Peru.
- Ask candidate A (the travel agent) questions about the place you want to go. Find out information about the location, activities, food, and accommodation.

Stage 2

- You are a travel agent. Give candidate A (a potential tourist) information about the place where he/she wants to go (one of the places below).
- Use the information in cards 1 and 2 as guidelines to answer candidate A's questions.

Card 1**The Great Wall of China**

- **Basic info:** Close to Beijing, it extends 8,851.8 kilometers from east to west China. Listed as a World Heritage site by UNESCO in 1987. Known as one of the greatest wonders of the world
- **Activities:** The Mutianyu section is one of the most amazing attractions for its architectural magnificence. Contemplate the architecture and beautiful mountain scenery. Taste a range of typical food like fried rice, noodle soup, dumplings and fried vegetables
- **Accommodation:** Stay in low-priced hotels or hostels for backpackers

Card 2**Iguazu Falls**

- **Basic Info:** A natural wonder that was listed as a World Heritage landmark in 1984. The falls are divided between 3 countries: Argentina, Brazil and Paraguay
- **Activities:** Sight-seeing excursions, helicopter rides, boating, canoeing, rappelling, kayaking and rafting. Taste fresh fruit and typical dishes such as Paraguayan cake, galeto and rapadura
- **Accommodation:** Stay in low-priced hotels or hostels for backpackers

Gap Activity



Unit 1

STUDENT A

- This is an article published in the education section of a school newspaper. You need to complete the missing information.
- Use the clues below to ask questions that will help you get the information from student B.



Ask about:

- (a) The complete headline of the article (what)
- (b) & (c) The key places (where)
- (d) The key moments in time (when)
- (e) The key people (who)
- (f) The key events (what)

Are _____ (a) Flopping?

Science fairs at schools have been very fashionable. The origins of school science fairs can be traced back to the 1950s when they first became popular in the _____. (b). Last month, there was a regional science fair where contestants from twenty seven _____ (c) presented their science and technology projects. Students designed spellbinding display boards and models to show the projects they had created.

However, participation among high school students seems to be declining. In the year _____ (d), for instance, a total of fifty-six schools gathered and presented their projects - half the number that had participated the year before. Why is this happening? Mrs. Martinez, _____ (e), said that "the process of elimination is an aspect that discourages students from being interested in participating. It seems that there is too much attention paid to competition." Another factor can be related to _____ (f) that science teachers must do. "Teachers find themselves helping students with the research as well as having to collect the money for medals and judges," said Mr. Scott, president of the regional science fair.



Unit 2

STUDENT A

- This is a picture of how farming was in the past. Describe it and speculate about the lifestyles of farmers in the past so that your partner can draw a similar picture.

Farmers' lifestyles in the past:

- Eating habits: _____
- Everyday lifestyles/habits: _____
- Their use of natural resources: _____
- Ways they took care of the environment: _____

- Then, listen to your partner talking about mining and draw the corresponding picture on a piece of paper.
- Finally, exchange pictures and discuss how farming uses natural resources today.



Gap Activity



Unit 3

STUDENT A

Complete the interview. Ask student B for missing information.



Journalist: Adele, it's a pleasure to have you here with us today. Thanks for coming. So, you were born in Tottenham, right?

Adele: Yes, I was born and raised in _____ (a).

Journalist: You started singing at age 4, but when did you decide to become a professional singer?

Adele: Well, I really wanted to go for an artistic career _____ (b). I quickly found out that I had the aptitude to be a _____ (c).

Journalist: Sure, and you have certainly drawn on your talent and beautiful voice to win several awards. You're definitely an amazing artist; the best these days!

Adele: Oh! Thank you! But I don't think I'm the best. I just love _____ (d)!

Journalist: Wow! I see you are a humble and charming person, too. That's why we love you so much. Thanks for the great music and songs you've given us.



Unit 4

STUDENT A

In the passage below about online communication, some information is missing.

You need to complete it by asking questions. Use the clues below to ask questions that will help you get the information from student B.

- The first computer for home usage / introduced
- Internet access / today
- Online video conferences / let people

Before 1990 people didn't use to have computers at home to communicate with others; the first computer for home usage was introduced by IBM in _____ (a). While in the past Internet access used to be complex and slow, today it is _____ (b) everywhere and this has increased the speed of communication. Although, in the mid-1990's people used to communicate with those living abroad through e-mails and instant messaging, at the present they speak through online video conferences in real time. Recent findings have been revealed about people's preferences for online video conferences: they have become more popular than instant messaging and e-mails, and let people _____ (c) in real time.



In general, online video conferences offer more benefits than e-mails or instant messaging because it gives people better communication opportunities than those they used to have in the past.

Gap Activity



Unit 1

STUDENT B

- This is an article published in the education section of a school newspaper. You need to complete it. Student A has the missing information.
- Use the clues below to ask questions that will help you get the information.



Ask about:

- (a) The key places (where)
- (b) The key moments in time (when)
- (c) & (d) The key people (who)
- (e) The key events (what)

Are School Science Fairs Flopping?

Science fairs at _____ (a) have been very fashionable. The origins of school science fairs can be traced back to the _____ (b) when they first became popular in the United States. Last month, there was a regional science fair where contestants from twenty seven high schools presented their science and technology projects. _____ (c) designed spellbinding display boards and models to show the projects they had created.

However, participation among high school students seems to be declining. In the year 2011, for instance, a total of fifty-six schools gathered and presented their projects - half the number that had participated the year before. Why is this happening? Mrs. Martinez, a science teacher, said that "the process of _____ (d) is an aspect that discourages students from being interested in participating. It seems that there is too much attention paid to competition." Another factor can be related to the extra work that science teachers must do. "Teachers find themselves helping students with the research as well as having to collect the money for medals and judges," said Mr. Scott, _____ (e).



Unit 2

STUDENT B

1. Listen to your partner's description and draw the corresponding picture on a piece of paper.
2. This is a picture of how mining was in the past. Describe it and speculate about the lifestyles of miners in the past so that your partner can draw a similar picture.

Miners' lifestyles in the past:

- Eating habits: _____
- Everyday lifestyles/habits: _____
- Their use of natural resources: _____
- Ways they took care of the environment: _____

3. Finally, exchange pictures and discuss how mining uses natural resources today.



Gap Activity



Unit 5

STUDENT A

You work for a travel agency. Student B is a potential tourist. He/She will ask you questions about the Mount Everest. Use the information below to answer his/her questions.



Facts:

- The well-known landmark Mount Everest is an 8,848 meter mountain, the highest in the world. Here you can go hiking and walking, mountain climbing, mountain biking, rock climbing, and camping; during winter people can go snowboarding.
- The mountain bike route that includes the Mount Everest Base Camp is 10km long and includes a vertical climb which is greater than 2000m, and the final 1000m is covered on foot, so tourists need to be fit and well-trained before attempting to join any excursion.
- There are tourist plans that suit a range of budgets. Mount Everest offers very exciting 5 to 10-day excursions priced from US\$2,999. It's worth the money!

STUDENT A

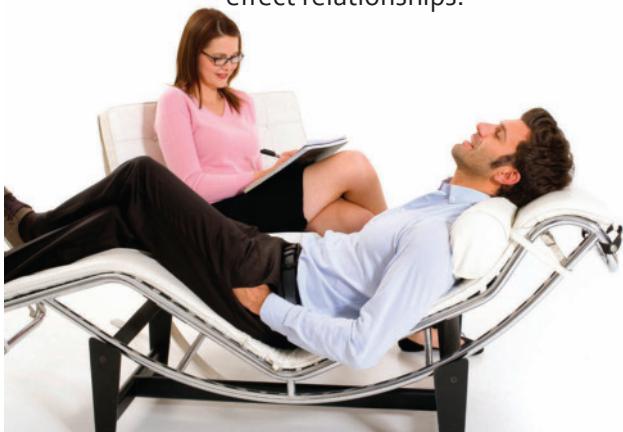
Stage 1

You are a parent who is facing a difficult situation with his/her son. You are talking to a counselor (student B) to get some possible solutions to your problem.

- Choose one of the following problems and use the guidelines to describe it to student B. Listen to student B's pieces of advice to solve it.

Bullying behavior: lack of peaceful discussion skills, not accepting others' ideas, teasing and fighting with classmates, yelling at classmates, thinking that one is always right.

Decision making: poor judgment, unreasonable decisions, inability to control emotions, impulses, distinguish right from wrong, and establish cause-effect relationships.



Stage 2

You are a school counselor who is listening to a parent (student B) looking for some piece of advice.

- Listen to student B's description of the problem and guess what it is.
- Use the guidelines below to give student B possible solutions to solve his/her problem.

Problem	Possible solutions
Identity search	<ul style="list-style-type: none">- Talk to him/her every chance you have.- Don't judge his/her likes. Instead, try to understand why he/she likes and dislikes certain things.- Try to meet his/her friends from time to time by allowing them to spend some time at your home.
Homework procrastination	<ul style="list-style-type: none">- He/She has to accept that he/she is procrastinating.- Break large tasks into smaller ones. -Start with the simplest and shortest assignments.- Get down to work and gather a working pace.- Set specific goals and schedules.- Praise him/her.

Gap Activity



Unit 3

STUDENT B

Complete the interview. Ask student A for missing information.



Journalist: Adele, it's a pleasure to have you here with us today. Thanks for coming. So, you were born on _____ (a).

Adele: Yes, I was born and raised in the UK.

Journalist: You started singing at age 4, but when did you decide to become a _____ (b)?

Adele: Well, I really wanted to go for an artistic career when I was a teenager. I quickly found out that I had the aptitude to be a composer and singer.

Journalist: Sure, and you have certainly drawn on your _____ (c) to win several awards. You're definitely an amazing artist; the best these days!

Adele: Oh! Thank you! But I don't think I'm the best. I just love to sing!

Journalist: Wow! I see you are a _____ (d) person, too. That's why we love you so much. Thanks for the great music and songs you've given us.



Unit 4

STUDENT B

In the passage below about online communication, some information is missing.

You need to complete it by asking questions. Use the clues below to ask questions that will help you get the information from student A.

- Internet access/past
- People used to communicate with those living abroad / in the mid-90's
- People communicate with those living abroad / today

Before 1990 people didn't use to have computers at home to communicate with others; the first computer for home usage was introduced by IBM in the early 1980's. While in the past Internet access used to be _____ (a), today it is simple and fast everywhere and this has increased the speed of communication.

Although, in the mid-1990's people used to communicate with those living abroad through _____ (b) and instant messaging, at the present they speak _____ (c).

Recent findings have been revealed about people's preferences for on-line video conferences: they have become more popular than instant messaging and e-mails, and let people give speeches, hold meetings and do business transactions in real time. In general, online video conferences offer more benefits than e-mails or instant messaging because it gives people better communication opportunities than those they used to have in the past.



Gap Activity



STUDENT B

You are a potential tourist at a travel agency. You are looking for a holiday destination that fits your interests. You plan to go to Mount Everest. Ask student A about your preferences and financial possibilities. Use the guidelines below to ask him/her questions.



Facts:

- I want to go to Mount Everest. Can you tell me about the attractions and activities?
- Are there any specific physical requirements to join the mountain and rock climbing excursions?
- How about flights and low-priced hotels?



STUDENT B

Stage 1

You are a school counselor who is listening to a parent (student A) looking for some advice.

- Listen to student A's description of the problem and guess what it is.
- Use the guidelines below to give student A possible solutions to solve his/her problem.

Problem	Possible solutions
Bullying behavior	<ul style="list-style-type: none">- Talk to him/her a lot after school.- Show him/her that the things he/she does are important.- Violence is not the solution. Give arguments and strong points of view.- One is not always right. Respect others' point of view.
Decision making	<ul style="list-style-type: none">- Work on building his/her self-confidence.- Listen carefully to his/her problems and try to get different possibilities for a solution.- Tell him/her not to let emotions affect his/her decisions.

Stage 2

You are a parent who is facing a difficult situation with his/her son. You are talking to a counselor (student A) to get some possible solutions to your problem.

- Choose one of the following problems and use the guidelines to describe it to student A. Listen to student A's pieces of advice it to solve.

Identity search: feels insecure about his/her body image, wears different types of clothes, listens to noisy music, most of the time is with his/her friends or prefers to be alone.

Homework procrastination: lack of planning skills and organization, not handing in homework on time, bad grades, waste of time on the computer and the phone, going to bed late.





Unit 1

Glossary Activities

1. Match column A with column B to make complete sentences.

Column A	Column B
1. I highlighted the important parts...	<input type="checkbox"/> a. in Atlanta, USA.
2. Newspapers publish <i>obituaries</i> when...	<input type="checkbox"/> b. she was a child.
3. CNN <i>headquarters</i> is...	<input type="checkbox"/> c. so you don't have to read the whole article.
4. Shakira made her <i>debut</i> when...	<input type="checkbox"/> d. onto a CD.
5. I want to <i>record</i> all this music...	<input type="checkbox"/> e. someone dies.

2. Replace the words in bold face with a synonymous word from the glossary.

a. After heavy rains, many towns were **inundated** with water.

b. The newspapers **title** immediately caught my attention.

c. The newspaper's **design** was very confusing.

d. Brazil won the football **game** against Italy.

e. The company's **employees** are working on a new solution to the problem.

f. The **journalist** is interviewing the health minister as we speak.



3. Unscramble the words and then use them to complete the conversation.

a. o h s k n i g c _____

e. d l a e _____

b. e i o d t r _____

f. s t f a c _____

c. r m e n o t _____

g. d w a r a _____

d. g s t a n n d i o u t _____

h. s t o h _____

Paul: Hey Tammy, did I tell you that the newspaper's _____ (1) won an _____ (2) for _____ (3) work?

Tammy: No you didn't. I think that's great. He really deserves it. He always writes about _____ (4) and never includes his personal opinions.

Paul: I know. Did you read his article on London as the _____ (5) city for the 2012 Olympics?

Tammy: Well, actually I only had time to read the _____ (6) paragraph. But it looked interesting!

Paul: Yeah, it was really interesting and a little _____ (7) too. I can't believe that they are having so many security problems just days before the Olympics are due to start.

Tammy: I guess that as a junior editor, your boss is also your _____ (8), isn't he?

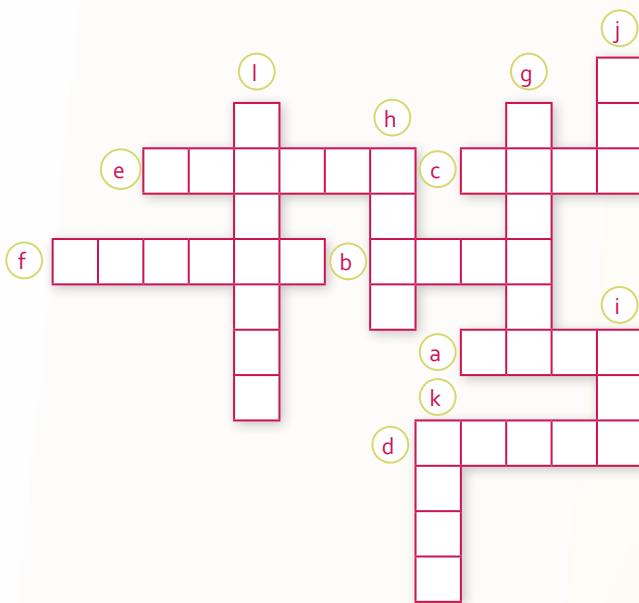
Paul: He sure is. I have learned a lot working with him.



Unit 2

Glossary Activities

1. Answer the crossword puzzle.



Across:

- a hard, silvery heavy metal that is abundant in the earth and is used to make building structures
- a place where waste material and garbage is left
- a hard black rock that is found in the ground and is used as a fuel to provide heat
- waste material, especially metals suitable for reprocessing
- a measurement that says how heavy something is
- wood used for building

Down:

- a red-brown metal used to make wire or pipes that conduct electricity or heat
- the way the ocean waters fall and rise during the day
- a short, light sleep during the day
- a thick, dark liquid obtained from mineral deposits that is used as fuel
- the surface layer of the Earth
- a sickness or an illness

2. Circle the most appropriate word or expression to complete each sentence.

- My dad is a very _____ man. I always ask him for advice when I have a problem.
 - tired
 - wise
 - sedentary
 - flowing
- _____ like petroleum and natural gasses are formed from the remains of plants and animals from previous eras.
 - Junk food
 - Veggies
 - Diseases
 - Fossil fuels
- A well-balanced diet includes lots of fruit and _____.
 - junk food
 - scraps
 - veggies
 - diseases
- We have many different colors in our _____.
 - storehouse
 - dump
 - outskirts
 - layout

3. Find words in the glossary that are antonyms to the following words.

Glossary Word	Antonym
a.	downtown
b.	enemy
c.	energetic
d.	moving
e.	non-renewable
f.	stagnant

4. Match the colloquial expressions with their meanings.

Colloquial Expression	Definition
a. be in murky waters	<input type="checkbox"/> be in a poor physical condition
b. be in bad shape	<input type="checkbox"/> be in good health
c. move heaven and earth	<input type="checkbox"/> behave in morally and ethically questionable ways
d. be as fit as a fiddle	<input type="checkbox"/> be determined to do or get something that is difficult



Unit 3

Glossary Activities

1. Match the verbs with their particles to make phrasal verbs. Then, match the phrasal verbs with their definitions.

Verb	Particle	Phrasal Verb	Definition
a. draw	<input type="text"/> for	<input type="text"/>	1. to investigate
b. hold	<input type="text"/> after	<input type="text"/>	2. to reject, refuse
c. bring	<input type="text"/> out	<input type="text"/>	3. to make use of something
d. turn	<input type="text"/> in	<input type="text"/>	4. not to show how you feel
e. find	<input type="text"/> on	<input type="text"/> draw on 3	5. to choose from various options
f. look	<input type="text"/> down	<input type="text"/>	6. to earn money
g. go	<input type="text"/> into	<input type="text"/>	7. to take care of somebody
h. look	<input type="text"/> back	<input type="text"/>	8. to discover information

2. Choose seven phrasal verbs from exercise 1 to complete the conversation.

PaulDJ: Hi Amy. Welcome to our radio contest. Today, you have to _____ (a) who the artist of the week is. You have two options: a male singer or a female actress. Who do you want to select?

Amy: Well, I'll _____ (b) the male singer.

PaulDJ: OK. Great! Here is the first clue: he is a very friendly person; he gets on very well with people and fans. In his songs, he is very honest and never _____ (c) his feelings about the world. He even expresses his religious feelings.

Amy: Wow! That's interesting. Is he a Latin American singer?

PaulDJ: Yes, he is. He _____ (d) his talent as a musician to mix his pop style with merengue, bolero and bachata. He likes to _____ (e) the preferences of people to please them with his songs.

Amy: What about his records? Has he sold many of them?

PaulDJ: Yes, he has sold over 30 million. This has _____ (f) millions of dollars. His music is very popular and well-known in different countries. He sings in Spanish and English. He _____ (g) a proposal to sing in Portuguese, what a shame!

Amy: OK, now I guess I can tell who this is! Is he Juan Luis Guerra?

PaulDJ: You're right. Congratulations, you've found out our artist of the week.



3. Write antonyms using the prefixes in the box.

Im- In- Ir- Un-

- | | | | |
|--------------------|-------------------|----------------------|----------------------|
| a. _____ sensitive | c. _____ rational | e. _____ responsible | g. _____ predictable |
| b. _____ happy | d. _____ patient | f. _____ decisive | h. _____ reliable |

4. Match the colloquial expressions with their corresponding pictures.

- a. Head over heels in love b. Your heart sinks c. Grin from ear to ear d. Make your blood boil





Unit 4

Glossary Activities

1. Unscramble the words and then match them with their definitions.

Word	Definition
a. kofirewsr _____	<input type="checkbox"/> 1. a light inside a container which has a candle to hang it up
b. porc _____	<input type="checkbox"/> 2. something happening immediately, without any delay
c. rrpnnereeuet _____	<input type="checkbox"/> 3. explosives that light up the sky and make a loud noise
d. etufear _____	<input type="checkbox"/> 4. the systematic killing of a lot of people
e. schooluta _____	<input type="checkbox"/> 5. a person who starts or manages a business
f. ntstian _____	<input type="checkbox"/> 6. grains, fruits or vegetables grown by farmers
g. nrelant _____	<input type="checkbox"/> 7. to give particular attention to something

2. Replace the words in bold face with a synonymous word from the glossary.

a. The farmer makes his money by selling his **livestock**.

b. The **beast** was the ugliest looking thing that I have ever seen.

c. The little girl was in a state of **anguish** when she couldn't find her parents in the supermarket.

d. The search for a cure for cancer is a **worldwide** effort.

e. In China, dragons are **mythical** creatures.

3. Match each illustration with a colloquial expression. Then, use the expressions to complete the sentences.



a.



b.



c.

- crowning achievement
- in style
- break the habit

1. Winning a gold medal at the Olympics was my biggest success. It was definitely a _____ in my life.
2. It wasn't easy, but I finally _____ of eating too much sugar when I am nervous.
3. If Brazil is organizing the opening ceremony for the 2016 Olympic Games, you know that, as always, it will be done _____.



Unit 5

Glossary Activities

1. Unscramble the names of different sports.

a. cork mibniglc rock climbing

b. tkei grusfni _____

c. basuc gvidni _____

d. i ay k a n g k _____

e. sfurngi _____

f. klgsnorei n _____

2. Complete the dialog with the words from the previous exercise.

Presenter: Good evening Marcus, and welcome to our program, *Adventure Sports Live*. Tell us, what sports would you consider to be the most extreme?

Marcus: Well, there are three sports that I consider really extreme: the first is _____ (a), which is where people climb flat cliff faces; the second is _____ (b), where a single person uses a small kayak or boat to move through the rapids in the water, and the third one is _____ (c). This sport combines various different water and air sports like surfing and paragliding. It is a must for anyone who wants a real adrenaline rush!

Presenter: Wow, they sound fun and dangerous! Tell me Marcus, what extreme water sport would you suggest for someone who loves the water?

Marcus: I would definitely have to say _____ (d). The feeling you get when you are diving deep under the sea and breathing threw an oxygen tank is absolutely amazing. And of course, for the less adventurous water lover there is always _____ (e). This is similar to scuba diving, but with a snorkel instead of an oxygen tank.

Presenter: And you Marcus, what is your favorite adventure sport?

Marcus: That's easy. _____ (f) is my passion. I just love riding those waves on my board.

3. Circle the word that best completes each sentence.

a. We can't **book** / **afford** / **pack** to stay in 5 star hotels. They are too expensive!

b. We are traveling on a very small **budget** / **cliff** / **suitcase** of \$15 a day.

c. The Colosseum in Rome is one of Italy's most famous **cliffs** / **landmarks** / **beaches**.

d. The Pyramids of Giza in Egypt are a world **snorkeling** / **motto** / **heritage** site.

e. My **motto** / **holiday** / **waterfall** is, "never say never!"



4. Complete the sentences with the correct colloquial expression.

a. I don't spend a lot of money when going abroad. I like to _____ .

b. We are _____ going on vacation. It is going to be so much fun!

c. When going on vacation, Pete likes to _____. He stays in the most luxurious hotels

d. Let's _____. I really want to go home with a suntan.

e. I like to _____. I only have a very small backpack.



Glossary Activities

1. Use the glossary to find the synonyms of the words in the Word Bank.

M	R	C	M	W	O	S	J	B	R	B	D	C	P	E
B	N	O	I	T	A	R	T	S	I	N	I	M	D	A
A	M	N	S	K	K	D	V	V	N	R	J	C	V	Y
T	U	D	U	N	E	I	E	Z	R	Y	C	V	U	J
W	C	U	S	M	M	I	W	A	T	N	U	H	U	G
H	T	C	E	E	X	T	T	T	M	J	X	F	K	N
E	Z	T	L	P	S	I	Z	S	D	K	O	K	U	O
E	M	O	T	I	O	N	S	N	I	A	R	T	S	Y
U	W	P	G	N	W	G	G	S	T	Y	Y	L	O	R
P	W	Q	A	N	X	I	E	T	Y	C	B	A	O	L
H	Y	L	O	C	W	G	N	I	L	U	R	X	U	B
Q	E	G	S	S	K	I	L	L	V	Q	A	T	T	E

Word Bank

- ability
- abuse
- behavior
- feelings
- judgment
- management
- pressure
- search
- tension
- unreasonable

2. Check the most appropriate word or expression to complete each sentence.

a. If the school community stands up to _____ (1), there will be less _____ (2) in the school.

- | | | |
|-------------------------------------|-----------------------------------|-------------------------------------|
| 1. <input type="checkbox"/> debate | <input type="checkbox"/> bullying | <input type="checkbox"/> management |
| 2. <input type="checkbox"/> ability | <input type="checkbox"/> image | <input type="checkbox"/> conflict |

b. If John hadn't _____ (1) so much when studying, he might not have had such _____ (2) grades.

- | | | |
|--|--------------------------------------|--|
| 1. <input type="checkbox"/> procrastinated | <input type="checkbox"/> prioritized | <input type="checkbox"/> searched |
| 2. <input type="checkbox"/> lonely | <input type="checkbox"/> poor | <input type="checkbox"/> dysfunctional |

c. They would have won the _____ (1) if the team's _____ (2) had been stronger.

- | | | |
|---------------------------------------|-----------------------------------|------------------------------------|
| 1. <input type="checkbox"/> debate | <input type="checkbox"/> judgment | <input type="checkbox"/> bullying |
| 2. <input type="checkbox"/> rejection | <input type="checkbox"/> incident | <input type="checkbox"/> arguments |

d. I would call a _____ (1) to talk if I were _____ (2).

- | | | |
|---|-----------------------------------|--------------------------------|
| 1. <input type="checkbox"/> incident | <input type="checkbox"/> relative | <input type="checkbox"/> image |
| 2. <input type="checkbox"/> dysfunctional | <input type="checkbox"/> lonely | <input type="checkbox"/> poor |

3. Complete the email using colloquial expressions from the glossary.

Hi Susan, how are you?

You won't believe what happened to me last week!

I was reading a horror book which _____ (a). It was about a man who lived alone in the countryside.

Apparently, when he was a young man, he _____ (b) of society and felt under a lot of pressure so he decided to move to the country.

Anyway, a few months later he started to see images like shadows on the walls. Originally he thought he was going crazy, but he soon realized that the images were actually ghosts. There was one ghost in particular that _____ (c).

It was the angry ghost of a lonely old lady who was planning the man's death. Even though the book scared me a lot, I couldn't put it down!

And then, (you are not going to believe what happened next!); before I could read the end of the book, I accidentally spilled wet paint on it, making it unreadable. I was _____ (d) when it happened, but now I know that it isn't worth _____ (e) and that's why I am going to the bookstore this afternoon to look for another copy so I can finish the story.

I know that you love good horror stories, so I will lend you the book when I finished it.

Take care,

Peter.

Write a message

Send

 **Test Training A**

(Units 1-2)

Listening

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

- o. A renewable resource is one which
- A. is replaced over time through natural processes.
 - B. cannot be replaced in nature at a rate close to its rate of use.
 - C. exists in fixed amounts and is used up faster than can be replaced in nature.

Answers	o	A	B	C
1		A	B	C
2		A	B	C
3		A	B	C
4		A	B	C
5		A	B	C

-
1. Some examples of non-renewable resources include
- A. plants, minerals and the sea.
 - B. water, wind and sun.
 - C. oil, coal and copper.
2. The major problem with the way our society uses non-renewable resources is that
- A. we don't have the money to reproduce them efficiently.
 - B. we use them faster than they can naturally be replaced.
 - C. we should be using them more frequently.
3. If we continue to use non-renewable resources so quickly, we run the risk of
- A. significantly reducing the world's supplies of these resources.
 - B. having too many different kinds of non-renewable resources.
 - C. running out of renewable resources.



4. Even though trees are technically considered renewable resources,
- A. they can't be naturally reproduced.
 - B. they are always consumed more slowly than they can be reproduced.
 - C. they are often consumed in a non-renewable fashion.
5. According to Dr. Rice, people can help protect our natural resources by
- A. taking cold showers.
 - B. recycling.
 - C. using both kinds of resources.

Speaking Candidate A

Stage 1

Candidate B is going to tell you about his/her lifestyle over the past year.

Listen to what he/she says and make some predictions about the way he/she might have felt. Give some pieces of advice on how to improve his/her lifestyle. Use the expressions *could've*, *should've* or *must've*.

E.g. You could've made more time for exercise.

You must've been tired a lot.

Stage 2

Tell candidate B about your lifestyle over the past year.

Use the list below of things you did or didn't. He/She will make some predictions about your well-being and give you some advice on how to become healthier.

- Got up early
- Had unhealthy breakfasts
- Rode bike to and from work
- Had hamburgers for lunch
- Drank too much Coke
- Had light dinners
- Regularly went to bed early



Reading

Read the following newspaper article. Select the correct option for each space.
Mark the best answer (A, B, C or D) in the answer box.

Brazil: Under the World's Spotlight

With only two years until the 2014 FIFA World Cup and 4 years until the 2016 Olympic Games, Brazil (o) _____ into the global spotlight for international sports competitions. However, with success often comes controversy.

Local councils (6) _____ many low-income settlements, known as *favelas*, and replaced them with luxury 5 star hotels and new roads aimed at reducing traffic congestion. While the improvements will be long lasting for the city, effectively, they (7) _____ huge numbers of the city's poorer urban residents to become displaced.

As with most big international events, security (8) _____ a major issue leading up to the 2016 Olympics. In fact, England, the country (9) _____ hosted the 2012 Olympic Games (10) _____ around \$680 million USD on security. The original budget had to be increased after the private security company, G4S, admitted that it (11) _____ to recruit enough security staff, therefore the British military (12) _____ to take over.

Another major challenge for Brazil is the transportation service. The national government (13) _____ on Monday that it has \$4.3 billion for urban transportation infrastructure while state and local authorities (14) _____ another \$2.15 billion since then.

Like previous FIFA World Cups and Olympics Games host countries, Brazil wants to display its best possible image as it (15) _____ its ascent on the global stage. Such advances are always met with problems, but the real test is how Brazil steps up to the challenge.

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

-
- | | | | | |
|-----|------------------|-------------------|------------------|-----------------|
| o. | A come | B came | C has come | D had come |
| 6. | A has demolished | B have demolished | C had demolished | D demolish |
| 7. | A forced | B had forced | C has forced | D have forced |
| 8. | A are | B is | C was | D had been |
| 9. | A what | B who | C where | D that |
| 10. | A spends | B have spent | C spent | D spend |
| 11. | A had failed | B have failed | C fail | D fails |
| 12. | A has had | B have had | C has | D had |
| 13. | A announces | B announced | C have announced | D had announced |
| 14. | A commit | B has committed | C have committed | D had committed |
| 15. | A continues | B had continued | C has continued | D continued |

Writing

Frenchwoman Jeanne Calment, who died in 1997 at age 122, had the longest documented human lifespan.

Speculate about her lifestyle and what she *must have, might have or may have* done in order to have lived for such a long time.

Write between 30 and 45 words.

Speaking Candidate B

Stage 1

You are going to tell candidate A about your lifestyle over the past year.

Use the list below of things you did or didn't. He/She will make some predictions about your well-being and give you some advice on how to become healthier.

- *Got up late in the mornings*
- *Had healthy breakfasts*
- *Didn't exercise*
- *Drove to work*
- *Regularly skipped lunch and only ate snacks*
- *Had big dinners*
- *Always went to bed late*



Stage 2

Now candidate A is going to tell you about his/her lifestyle over the past year.

Listen to what he/she says and make some predictions about the way he/she might have felt. Give some pieces of advice on how to improve his/her lifestyle. Use the expressions *could've, should've* or *must've*.

E.g. You could've drunk more water or fresh juice.

You must've gained extra weight.

 **Test Training B**
(Units 3-4)

Listening

You will hear someone talking about people's personality traits and feelings. For questions 1-5, check ✓ the correct answer in the answer box. You will listen to the recording twice.

- o. The topic of the radio program is about the link between
- A. personality and self-esteem.
 - B. personality and profession.
 - C. personality and communication.

Answers	o	A	B	C
1		A	B	C
2		A	B	C
3		A	B	C
4		A	B	C
5		A	B	C

-
1. Being aware of people's personality traits may benefit relationships because it
- A. helps people solve individual communication problems.
 - B. lets people interact effectively with others.
 - C. allows people to get more friends.
2. Competitive people can be recognized because they tend to
- A. keep a low profile.
 - B. have a great sense of humor.
 - C. look for recognition.
3. To interact with competitive people in a more effective way, it's advisable to
- A. recognize their discipline to achieve goals.
 - B. criticize their personality.
 - C. listen attentively to what they say.



4. Reserved people can be recognized because they tend to
- A. be sociable.
 - B. be ambitious.
 - C. be shy.

5. To interact with reserved people in a more effective way, it's advisable to
- A. be polite.
 - B. be a good listener.
 - C. be indifferent.

Speaking Candidate A

Stage 1

- ▶ Talk about celebrations with candidate B.
- ▶ Choose one of the following celebrations and use the guidelines.

The Chinese New Year



- red envelopes
- fireworks
- family reunion
- special dinner
- lanterns
- parades

Independence Day in your country



- military parades
- live concerts
- other...

Stage 2

- ▶ Find out candidate B's celebration.
- ▶ Ask him/her questions using the guidelines on the right.

- What celebration/talk about/going to?
- When/celebrated?
- What activities/done/to celebrate it?

Reading

Read the biography below and choose the correct word or words for each space.
For questions 6 to 15, mark the best option (A, B, C or D) for each space.

The Unstoppable Shining Celebrity

Oprah Winfrey is a (o) _____ North American actress, producer, TV talk show host, businesswoman, political activist, humanitarian and writer. She was born on January 29th in 1954 and raised in Kosciusko, Mississippi, USA. She (6) _____ called the most influential woman in the world. Her worldwide humanitarian efforts (7) _____ recognized by the Academy of Motion Picture Arts and Sciences with the Jean Hersholt Humanitarian Award. As a child, she (8) _____ a happy girl because her mother didn't (9) _____ her properly. However, at a very early age, she used to read aloud and recite sermons in her church. Her fame and fortune started in high school when she (10) _____ work as a part-time radio news broadcaster. At the age of nineteen, she started to work as reporter for a radio station (11) _____ Nashville and then she studied a career in radio and television broadcasting at Tennessee State University. Then, she (12) _____ on to local TV news, and after that, to the famous The Oprah Winfrey Show that was broadcast nationally, and very soon became the number one talk show in the country. In 1985, Winfrey (13) _____ for an Academy Award for best performance in Steven Spielberg's film *The Color Purple*. Her talk show (14) _____ awarded three Daytime Emmy Awards in the categories of Outstanding Host, Outstanding Talk/Service Program and Outstanding Direction, and Oprah herself (15) _____ the International Radio and Television Society's Broadcaster of the Year award.

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

- | | | | | |
|-----|-----------------|----------------|------------------|----------------------|
| o. | A patient | B successful | C curious | D ambitious |
| 6. | A has | B have been | C has been | D had been |
| 7. | A have been | B had been | C has been | D were |
| 8. | A hasn't been | B isn't | C hadn't been | D wasn't |
| 9. | A look after | B looked after | C look into | D looked into |
| 10. | A used | B didn't use | C used to | D use |
| 11. | A at | B in | C on | D from |
| 12. | A moves | B move | C has moved | D moved |
| 13. | A was nominated | B is nominated | C were nominated | D has been nominated |
| 14. | A have been | B had been | C has been | D was being |
| 15. | A have received | B has received | C had received | D received |

Writing

Write a short biography about a famous person. Use the **Quick Facts** chart below for brainstorming.

Quick Facts	
Name	
Occupation	
Place and date of birth	
Early childhood (habits or situations that were true in the past)	
Remarkable achievements	

Speaking Candidate B

Stage 1

- ▶ Talk about celebrations with candidate A.
- ▶ Find out candidate A's celebration.
- ▶ Ask him/her questions using the guidelines on the right.

- What celebration/talk about/going to?
- When/celebrated?
- What activities/done/to celebrate it?

Stage 2

- ▶ Choose one of the celebrations you want to talk about and use the guidelines.
- ▶ Answer student A's questions.

USA Independence Day



- marching bands
- fireworks
- sporting events
- bar-b-ques

Christmas at home



- gifts/presents
- Christmas tree
- church
- other...,

 Test Training C
(Units 5-6)

Reading

Read the following sentences about landmarks. Read the descriptions below to decide if each sentence (1-10) is correct or incorrect. If it is correct, check ✓ box A. If it is incorrect, check ✓ box B.

0. These holiday destinations are located in Europe.
-
1. These holiday destinations are for people who like peace and quiet.
2. These holiday destinations are for people who like adventure and sports.
3. Many different activities and sports are offered at these holiday destinations.
4. One of these destinations offers activities that require being physically fit.
5. All these landmarks have historic and architectural value.
6. One of these destinations is located in South America.
7. In two of these destinations, various water sports can be practiced.
8. All destinations have been recognized for their natural richness.
9. Two of these destinations are considered natural wonders of the world.
10. Three of these holiday destinations are on World Heritage listings.

Answers	O	A	B
1		A	B
2		A	B
3		A	B
4		A	B
5		A	B
6		A	B
7		A	B
8		A	B
9		A	B
10		A	B

Exploring Landmarks!

I've had the opportunity to travel and explore the historic, natural and architectural features of different landmarks around the world. Most of them are well-known world-wide and have either a functional or symbolic significance. I would say that the following holiday destinations should not be missed.

The Great Wall of China, one of the greatest wonders of the world, was listed as a World Heritage site by UNESCO in 1987. The Great Wall goes up, down and across mountains, grasslands, and flat terrains, extending 8,851.8 kilometers from east to west China. Although some of the sections are in ruins, it is still one of the world's most appealing attractions due to its architectural magnificence, spectacular views and historical worth. Visiting this landmark is an unforgettable experience for history lovers!

Mount Everest is the highest mountain in the world, measuring 8,848 meters above sea level, and located on the border between Nepal and China. It is also considered a natural wonder of the world. To go mountain climbing, mountain biking, hiking, and rock climbing, tourists need to be physically prepared and follow specific routes. During winter people can even go snowboarding. This is a unique experience that shouldn't be missed by adventure lovers!

The Coffee Triangle of Colombia was officially inaugurated into the UNESCO World Heritage Landscape listings on June 25th, 2011. Its centenary tradition of growing coffee makes this site an example of a productive cultural landscape worth visiting any time of the year. This unique and popular tourist destination offers theme parks like the National Coffee Park, where visitors learn about the process of making coffee, and Panaca Park, where people can interact with farm animals. The region also offers adventure sports like horseback riding, canoeing, rafting and paragliding as well as delicious typical food to suit all sorts of tastes. The people are very friendly and the prices are so reasonable that the risk is wanting to stay.

The Great Barrier Reef is one of the seven natural wonders of the world and is located in Australia. Its natural beauty makes it an extraordinary destination where visitors can see diverse marine wildlife while swimming with the fish and admiring the amazing colors of the coral reef. It has such wonderful biological diversity that it is a scuba diving paradise. It offers island day trips and scuba diving in the outer reef. A visit to this unique natural wonder is a must for any holiday!

Speaking Candidate A

Stage 1

- ▶ You are a travel agent. Give candidate B (a potential tourist) information about the place where he/she wants to go (one of the places below).
- ▶ Use the guidelines in cards 1 and 2 to answer candidate B's questions.

Card 1

Matterhorn Mountain
Switzerland



- **Basic Info:** 4,478m mountain with snow 365 days of the year. A place you can only find in Zermatt!
- **Activities:** Hiking, mountain climbing, rock climbing, snowboarding and tobogganing
- **Accommodation:** Low-priced hotels and economical hostels for backpackers

Card 2

Machu Picchu
Peru



- **Basic Info:** Listed as a World Heritage site by UNESCO in 1983. The most spectacular achievement of the Inca Empire
- **Activities:** Hiking, walking the Inca trail and climbing the Huayna Picchu's summit. Explore the well-known archeological Inca ruins, enjoy the amazing mountain landscape, and taste a variety of typical dishes!
- **Accommodation:** Low-priced hotels and economical hostels for backpackers

Stage 2

- ▶ You are a potential tourist.
- ▶ Choose one destination: The Great Wall of China or The Iguazu Falls
- ▶ Ask candidate B (the travel agent) questions about the place you want to go. Find out information about the location, activities, food, and accommodation.

Listening

You will listen to a radio interview. For questions 11-15, check ✓ the correct answer in the answer box. You will listen to the recording twice.

Answers	o	A	B	C
10	o	A	B	✓
11	A	B	C	
12	A	B	C	
13	A	B	C	
14	A	B	C	
15	A	B	C	

- o. Bullying is a thorny issue because it
A. affects people's well-being.
B. can be easily solved.
C. involves many people.

11. Bullying is understood as the act of
A. helping someone who is smaller or less skillful.
B. persuading someone to do something they do not want to do.
C. being physically or verbally aggressive to someone who is less powerful.

12. The principal consequences for a person who is a victim of bullying are
A. high academic achievement and active participation in curricular activities.
B. poor school performance and feelings of rejection and isolation.
C. too much family and school pressure, as well as confusion and conflict.

13. _____ are necessary to find solutions to bullying incidents.
A. Individual-isolated actions
B. Actions from the whole school community
C. Actions from the wider community

14. _____ should help prevent bullying.
A. Students and teachers
B. Teachers and parents
C. The whole school community

15. To prevent bullying incidents, youngsters should be guided in
A. dealing with emotional decisions and impulses, as well as taking care of their friends' problems.
B. listening to their friends' problems and giving advice.
C. controlling impulses and establishing cause-effect relationships.

Writing

Write a short description about a place that you would recommend for a vacation. Keep in mind the following aspects.

- ▶ Description of the place
- ▶ Attractions
- ▶ Activities to do there

Speaking Candidate B

Stage 1

- ▶ You are a potential tourist.
- ▶ Choose one destination: Matterhorn Mountain in Switzerland or the historic sanctuary of Machu Picchu, Peru.
- ▶ Ask candidate A (the travel agent) questions about the place you want to go. Find out information about the location, activities, food, and accommodation.

Stage 2

- ▶ You are a travel agent. Give candidate A (a potential tourist) information about the place where he/she wants to go (one of the places below).
- ▶ Use the information in cards 1 and 2 as guidelines to answer candidate A's questions.

Card 1



The Great Wall of China

- **Basic info:** Close to Beijing, it extends 8,851.8 kilometers from east to west China. Listed as a World Heritage site by UNESCO in 1987. Known as one of the greatest wonders of the world
- **Activities:** The Mutianyu section is one of the most amazing attractions for its architectural magnificence. Contemplate the architecture and beautiful mountain scenery. Taste a range of typical food like fried rice, noodle soup, dumplings and fried vegetables
- **Accommodation:** Stay in low-priced hotels or hostels for backpackers

Card 2

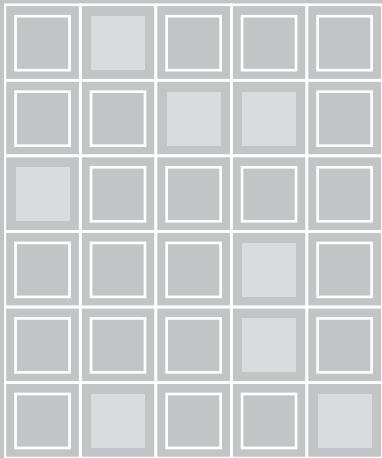


Iguazu Falls

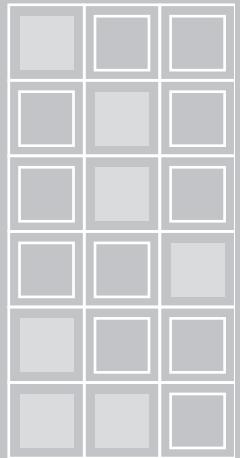
- **Basic Info:** A natural wonder that was listed as a World Heritage landmark in 1984. The falls are divided between 3 countries: Argentina, Brazil and Paraguay
- **Activities:** Sight-seeing excursions, helicopter rides, boating, canoeing, rappelling, kayaking and rafting. Taste fresh fruit and typical dishes such as Paraguayan cake, galeto and rapadura
- **Accommodation:** Stay in low-priced hotels or hostels for backpackers



Bachillerato General Unificado



ENGLISH



Level
B1.1
WORKBOOK

 Norma



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Promovemos la conciencia ambiental en la comunidad educativa.

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

ADVERTENCIA

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

2018: The value of respect

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

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

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

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

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

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

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

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

Fander Falconí
Minister of Education

CLIL

UNIT 1 UNIT 2 UNIT 3 

- Newspaper Sections
- News Writing and Reporting

- Healthy Habits
- Earth's Resources
- Fatty Foods

- Character and Personality
- Feelings and Emotions

You will learn how to

- announce a piece of news that has happened recently.
- give account of past events.
- write a short article.
- share life experiences.

You will learn how to

- speculate about lifestyles in the past.
- express opinion and possibility about past events.
- describe people, objects and events.
- write a short essay.

You will learn how to

- describe people's characters and personalities.
- express feelings, attitudes, and moods.
- describe events in the life of famous people.
- write a biography.

- Simple Present tense
- Simple Past tense
- Present Perfect tense
- Past Perfect tense

- Past modals
- Relative clauses

- Phrasal verbs
- Gerunds and infinitives
- Relative Clauses

Vocabulary:

- applying expressions that show negative or positive feelings to react to news

Grammar:

- using *already* and *yet* to clarify the occurrence of events when using the Present Perfect tense
- using context to help understand the meaning of different time expressions

Reading:

- reading the lead paragraph of an article to get familiar with the topic of the text
- looking for specific information in a text to find the chronological order of a person's history

Writing:

- identifying key information to write a lead paragraph
- following guidelines to write an article

Grammar:

- using past modals to speculate, deduce, or make guesses about past situations based on evidence
- using relative pronouns to describe aspects of a noun in more detail

Reading: recognizing the thesis statement in an introductory paragraph to identify what an essay is about

Writing: writing a thesis statement to state the topic and main idea of an essay

Vocabulary:

- paying attention to context clues to identify the meanings of words
- using graphic organizers to record and apply new vocabulary

Reading:

- identifying time expressions to help understand a person's life
- identifying types of information in a biography to improve comprehension
- paraphrasing to check understanding of a text

Writing:

- listing ideas before writing a text
- using time phrases to organize a biography

UNIT 4



- Traditions and Customs
- Remarkable People and Events
- Photographs in the Past and Now

UNIT 5



- Suggestions for Holidays
- Landscapes
- Outdoor Activities

UNIT 6



- Real Teen Problematic Situations
- Second Language Learning in Children

CLIL

Goals

Grammar

Skills and Strategies

You will learn how to

- give account of changes over time.
- share experiences and accomplishments.
- discuss traditions.
- write a short compare / contrast essay.

- Passive voice
- Used to

Grammar: correcting mistakes to become aware of grammar rules

Reading:

- Identifying the main idea of a text's paragraphs
- analyzing the features and organizational patterns of a text to identify the type of essay it is

Writing:

- using *used to* to write about what happened regularly in the past, but no longer happens in the present
- writing a clear introduction that states the elements you are going to compare in an essay to attract the reader's attention

You will learn how to

- check for information.
- ask for agreement.
- report what someone has said.

- Tag questions
- Reported speech
- Compound adjectives

Vocabulary: solving a crossword word puzzle to strengthen your vocabulary knowledge

Grammar:

- using tag questions to verify or check for information
- identifying verb patterns that are followed by a gerund, an infinitive or both to complete a text that is grammatically accurate

Reading:

- analyzing pieces of information to activate previous knowledge
- using context clues like punctuation, connectors, and ideas already given before and after the gaps of a text to identify the missing parts
- recognizing ideas that have been rephrased to check understanding of a text

You will learn how to

- write about what you normally do in specific real-life situations.
- make hypotheses regarding specific unreal situations.
- express regrets and wishes.

- First conditional
- Second conditional
- Third conditional
- Wish

Vocabulary: using definitions and images to identify vocabulary

Grammar: recognizing and using formulas and patterns to express wishes

Reading:

- identifying paraphrases to improve comprehension
- identifying information stated by experts in the field to evaluate and raise awareness of the credibility of a scientific text
- relating language clues in the text with your prior knowledge to construct understandings beyond what is explicitly stated

Writing:

- using quotation marks to enclose words quoted from experts
- writing about only one topic in each paragraph to maintain unity in a composition

Review

1. Complete using the ***passive voice*** in the Simple Past tense. Then, number from 1 to 6 Mr. Smith's replies to organize the dialog.

Reporter: What _____ (steal) Mr. Smith?

Mr. Smith: Everybody _____ (a. keep) in the main office while the robbery happened.

Reporter: _____ anyone _____ (b. injure)?

Mr. Smith: An emergency call signal _____ (c. detect). The police immediately identified the location.

Reporter: Where _____ the employees and clients _____ (d. take) during the robbery?

Mr. Smith: Fortunately not. Everybody _____ (e. rescue) safely.

Reporter: How _____ the hostages _____ (f. rescue)?

Mr. Smith: Yes they were. The robbers _____ (g. catch) three hours later while they were hiding in a farm house outside the city.

Reporter: _____ the thieves _____ (h. catch)?

I **Mr. Smith:** Approximately a billion dollars in notes and gold _____ (i. steal).

Reporter: How _____ they _____ (j. find)?

Mr. Smith: A ransom _____ (k. give) in exchange for the employees and clients.

2. Write a news report for the morning paper. Use the ***passive voice*** and the information in exercise 1.

Band of Thieves Caught after Billionaire Bank Robbery

Yesterday, The National Bank was robbed by a band of five thieves. Mr. Smith, the president of the bank, witnessed the robbery and told us that a billion dollars in notes and gold...



Writing Strategy

Use the ***passive voice*** to help you write a short news report. Include the main points of the story: who, what, when, where, how and why.



3. Complete the text using a gerund or an infinitive. Write both when either the gerund or the infinitive can be used.

Niklas Hed: The Brain behind Angry Birds



When I was a child, I enjoyed _____ (a. talk) about games and _____ (b. try) to come up with ideas for computer animations. I was very interested in _____ (c. create) physics games and I began _____ (d. code) in Pascal, a computer programming language. When I was 12, I decided _____ (e. design) a ball that moved and it worked! I enrolled _____ (f. study) computer science at Helsinki University. In 2003 two of my friends and I entered a competition held by Nokia and HP to create a mobile multiplayer game on one of the very first smartphones. We won and became tech-savvy. When I graduated, I was already interested in _____ (g. open) my own company so I joined forces with my cousin Mikael and created Rovio in 2004. Later, Peter Vesterbacka started _____ (h. work) with us. We wanted _____ (i. create) a game for smartphones because we believed they would become hugely popular. We were close to bankruptcy when we finally launched Angry Birds in 2009. We would like _____ (j. explore) potential partnerships and continue _____ (k. grow). Today, Angry Birds is more than a smartphone application: it is a brand.

4. Unscramble the words in bold below to complete the interview with Peter Vesterbacka.

Tim: Are there any anecdotes you can share with us about the creation of Angry Birds?

PV: I remember the moment we saw the first grumpy cartoon sketch. _____ **saw / this / people / picture (a)** and it was just magical. _____ **we / seen / had / never**

(b) anything like it before!

Tim: Did you use test players?

PV: Of course. The test players liked the game but _____ **didn't / they / understand (c)** why the birds were so angry.

Tim: How did you explain this to them?

PV: We invented a back story! We told them that _____ **pigs / had / the /**

stolen (d) the birds' eggs.

Tim: How clever! How about family members? Did they love the game?

PV: Oh yes! Niklas knew _____ **had / cracked / we / it (e)** when _____ **mother / his / burned / a / turkey /**

Christmas (f) because she was so distracted with the game.

Tim: That's a funny story and a great indicator that the game is entertaining. Thank you Peter for sharing this story with our readers.

5. Find and correct the mistakes in the use of the first and second conditional in the sentences below.

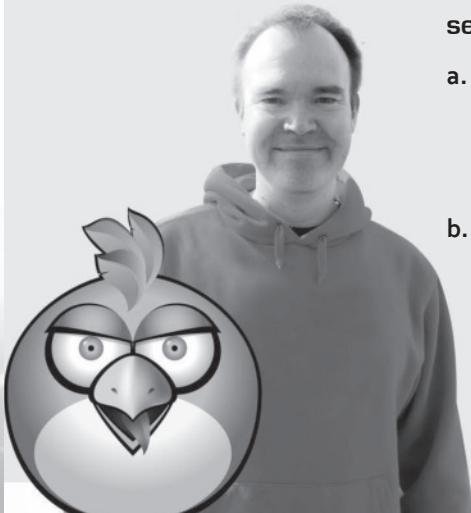
a. If you had the ability to create something and you strengthen it, you master it.

b. If you will dare to be competitive and creative, you would prosper in what you want to do.

c. If you want your product or idea to succeed, you would have to be patient and make several attempts.

d. If you desire to have a solid company, you had to explore potential partnerships.

Peter Vesterbacka, CMO Rovio Company





Have You Read the News?

1. Match the headlines with the news below. There are two extra headlines.

a. **TIM BURTON'S NEW MOVIE HITS THE HEADLINES**

d. **The Story Goes Back to the Origins**

b. **A Novel Turned into a Movie**

e. **AN ARTIST'S PRESENT TO A CITY**

c. **ROCK FESTIVAL REVIVES A ROCK STAR**

f. Peter Jackson Has Finished Filming "The Hobbit"

THE SENTINEL

The Sentinel Newspaper

JULY 25, N. 3



The Amazing Spider-Man has already been shot. It is not the continuation of *Spider-Man 3*. In fact, this movie includes an all new cast and an all new look, but it is essentially the same original story. However, the new film has added different details to the original one that explore more modern ideas of this superhero as a person.



Latin Americans have not forgotten the Argentinean rock legend, Charly Garcia, yet! He closed Bogota's 18th annual *Rock in the Park* music festival.

The spectators have described this concert as unforgettable. The legend performed songs from his first band, *Sui Generis*, and songs from his solo career. This has been the most diverse version of the festival until now because it included various music genres.



Three Meters Above the Sky is the film adaptation of the first novel by the Italian, Federico Moccia. It focuses on the love story between an upper class teenage girl, Babi, and a young motorcycle racer named Hugo. Moccia has assured that his characters represent "real Italian teenagers." However, his critics have described Moccia's characters as stereotyped and atypical Italian teenagers. The Spanish film director, Fernando Gonzalez, has already adapted Moccia's second novel, *I Want You*.



World-renowned Colombian artist, Fernando Botero, has already turned 80 years old. As part of his birthday celebration, he has donated a big collection to the Museum of Antioquia in Medellin, Colombia. His most important gift to his city has been the exhibition, *Via Crucis* (Latin for the Way of the Cross), which has scenes from the passion of Christ. Have you seen this exhibition yet? If not, you are missing a great visual experience!

Grammar Strategy

Use **already** to make affirmative sentences and **yet** to make negative sentences and questions in the Present Perfect tense.

2. Read the survey and complete the sentences. Use *already* and *yet*.



- Have you seen *The Amazing Spider-Man* yet?
- Have you heard Charly Garcia's new song?
- Have you read *Three Meters above the Sky* yet?
- Have you attended the exhibition, *Via Crucis*, yet?

	Peter	Carl	Mary
a.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
b.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
c.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
d.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

- Mary and Peter haven't seen *The Amazing Spider-Man* _____, but Carl has.
- Carl and Peter _____ *Charly Garcia's new song*, but Mary hasn't.
- Mary and Peter _____ *Three Meters Above the Sky* _____, but Carl has.
- Carl, Mary and Peter _____ the exhibition, *Via Crucis*.

3. Based on exercise 1, correct or complete the following sentences by using *already* or *yet*.

START

FINISH

- a. *The Amazing Spider-Man* hasn't been shot yet.
The Amazing Spider-Man has already been shot.



- h. Fernando Botero hasn't donated his painting collection, *Via Crucis*, yet.

- b. **GRAMMAR BOOSTER**
 Use _____ only in questions and negative sentences in the Present Perfect tense.



- g. Fernando Gonzalez hasn't adapted the novel, *I Want You*, yet.

- c. Fernando Botero hasn't turned 80 years old yet.

- d. **GRAMMAR BOOSTER**
 Use _____ mainly in affirmative sentences in the Present Perfect tense.



- e. Latin Americans have already forgotten the Argentinean rock legend Charly Garcia!

4. Complete the interview by writing the correct Wh- and yes/no questions in the Present Perfect tense.

THE SENTINEL

The Sentinel

I: I would like to ask you some questions about your fantastic career as a film maker Mr. Burton. How many films have you made?

T.B.: Well, I have made around 21 well-known movies. Some of them are animated films.

I: _____ (a) yet?

T.B.: Yes, I've already finished filming my latest movie. It is called *Dark Shadows*.

I: In your opinion, what _____ (b)?

T.B.: The most personal and emotional film I have ever made is *Big Fish*. I made this film shortly after my father died.

I: You have had sad and remarkable moments in your life; what _____

(c) the most remarkable moment?

T.B.: The most remarkable moment was my son's birth in October, 2003.

I: _____ your son _____ (d)?

T.B.: No, he hasn't made any movies yet, but he's created a couple of animated videos based on his favorite picture books! He has already uploaded the videos on YouTube.

I: That's amazing! One last question Mr. Burton. _____ (e)?

T.B.: Yes, I have already visited Latin America. I have vacationed in Argentina and Brazil. Latin America is fascinating!

I: Thank you very much for your time Mr. Burton.

T.B.: Thank you for your invitation.



 Lesson 2

From the Inside of a Newspaper

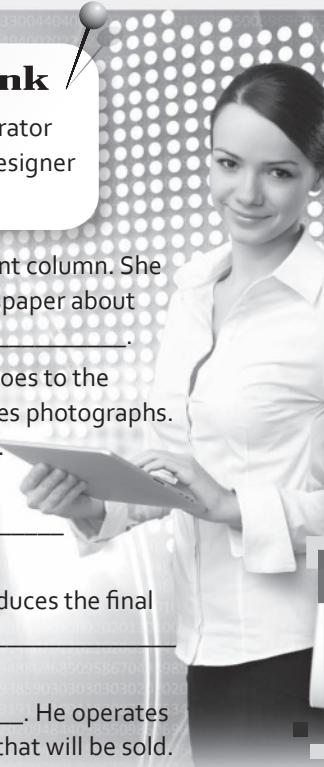
1. Read the descriptions of the different people that work for The City Newspaper and write their jobs. Choose words from the Word Bank.

Word Bank

- photographer
- press operator
- journalist
- graphic designer
- editor

- Linda is in charge of the entertainment column. She writes news stories for The City Newspaper about people in showbiz. She is a _____.
- Marco always works with Linda. He goes to the scenes where events happen and takes photographs. He is a _____.
- Mr. Fritz revises and corrects Linda's column. He is the _____ of the newspaper.
- Mary makes the page layout and produces the final version of Linda's articles. She is the _____.
- Peter is the _____. He operates the press and prints the newspapers that will be sold.

2. Read about Linda's life. Underline the Simple Past tense and circle the Past Perfect tense.



Linda wasn't always a well-known journalist. Before becoming one, she had worked as a waitress during her college years. By the time she started working at The City Newspaper, she had already graduated from college with honors. When she started working for the newspaper, she was in charge of the entertainment column. Her story about Lady Gaga's arrival in the city won her a promotion to columnist. Before that she had never covered a big story.

Grammar Strategy

Use the context to make appropriate inferences about the use of **by the time**, **before that**, **already**, and **when**.

3. Based on the previous text, complete the following grammar reflection.

- Use **when** and **by the time** with the _____ tense to indicate an action in the past.
- Use **before that**, and **already** with the _____ tense to indicate that something happened before another action in the past.

4. Complete Linda's journal entry. Circle the correct option: the Past Perfect tense or the Simple Past tense.

November 5,

Last week I felt completely depressed because I didn't have any important events to write about, but last Friday everything changed! When I went / had gone to bed, I had already contacted an airport worker. He told me that he heard / had heard (a) a rumor about Lady Gaga's arrival in her jet the next day. By the time I went to bed, I planned / had already planned (b) to go to the airport the next morning. I hung up the phone completely astonished. Before that, Marco sent / had sent (c) me a text message asking about our plans for the next day. When I texted him with the exciting news, I prepared / I had already prepared (d) my voice recorder, and my Ipad for the next day's adventure.

5. Choose the option that best completes each sentence. Then, order the pictures about Linda's coverage of Lady Gaga's arrival.

Before they left, _____

- they had already taken tons of pictures and asked Lady Gaga a few questions.
- they took tons of pictures and asked Lady Gaga a few questions.

First, Linda _____ a

- heard about Lady Gaga's arrival from an airport worker.
- had heard about Lady Gaga's arrival from an airport worker. Then, she contacted the photographer.

When they got there, Lady Gaga's jet _____

- had already landed.
- lands.

They went to the airport. Before that, they _____

- had already prepared the equipment.
- prepared the equipment.

They ran to the landing strip and _____

- had already realized they were the only journalists covering the story.
- realized they were the only journalists covering the story.

When Lady Gaga _____

- had gotten in the limousine,
- got in the limousine, they had already covered the most important entertainment news of the day.

6. Finish Linda's story. Complete the sentences with the Simple Past or the Past Perfect tenses.

- a. Marco, the photographer, quickly _____ (download) the photographs to use in the column.
- b. By the time Linda started to write the column, she _____ (talk) to the editor of the newspaper.
- c. The editor _____ (say) that the story would be printed immediately on the front page of the newspaper, even before Linda showed him.
- d. Linda was promoted to columnist. Before that, she _____ (never/cover) an important event in the newspaper.





Lesson 3

Hit the Headlines

Reading Strategy

Read the lead paragraph of an article to get familiar with the topic of the text.

1. Read the lead paragraph of the article. Then, write the correct Wh-word in each box.

How

with educational presentations to train, motivate and inspire young and old people

a.

he founded
Incredible
Productions

b.

Fabio Leguizamo

c.

in Brazil

d.

in the 90s

2. Read the article and complete the timelines. Use the Simple Past or the Past Perfect.

LOCAL NEWS

Fabio Leguizamo: The Incredible Teacher

By Alexandra Luna

Fabio Leguizamo is an “Incredible Teacher”. He founded Incredible Productions in the 90s, a Brazilian company that produces educational presentations that Fabio designs to train, motivate and inspire both young and old people.

He is the only child of two teachers. By the time he started school, Fabio had already learned to read. By first grade, he had taught other children how to read.

The stimulating adventure of reading led him to search the school library for books on different topics. Particularly, he enjoyed reading about tricks, puzzles, science projects, jokes and riddles, puppets, drama and storytelling.

When Fabio finished second grade, he had already written, directed and acted in his class Christmas production. By sixth grade, he had earned his first salary performing his tricks and

puppet shows for elementary schools and churches near his home in Brasilia.

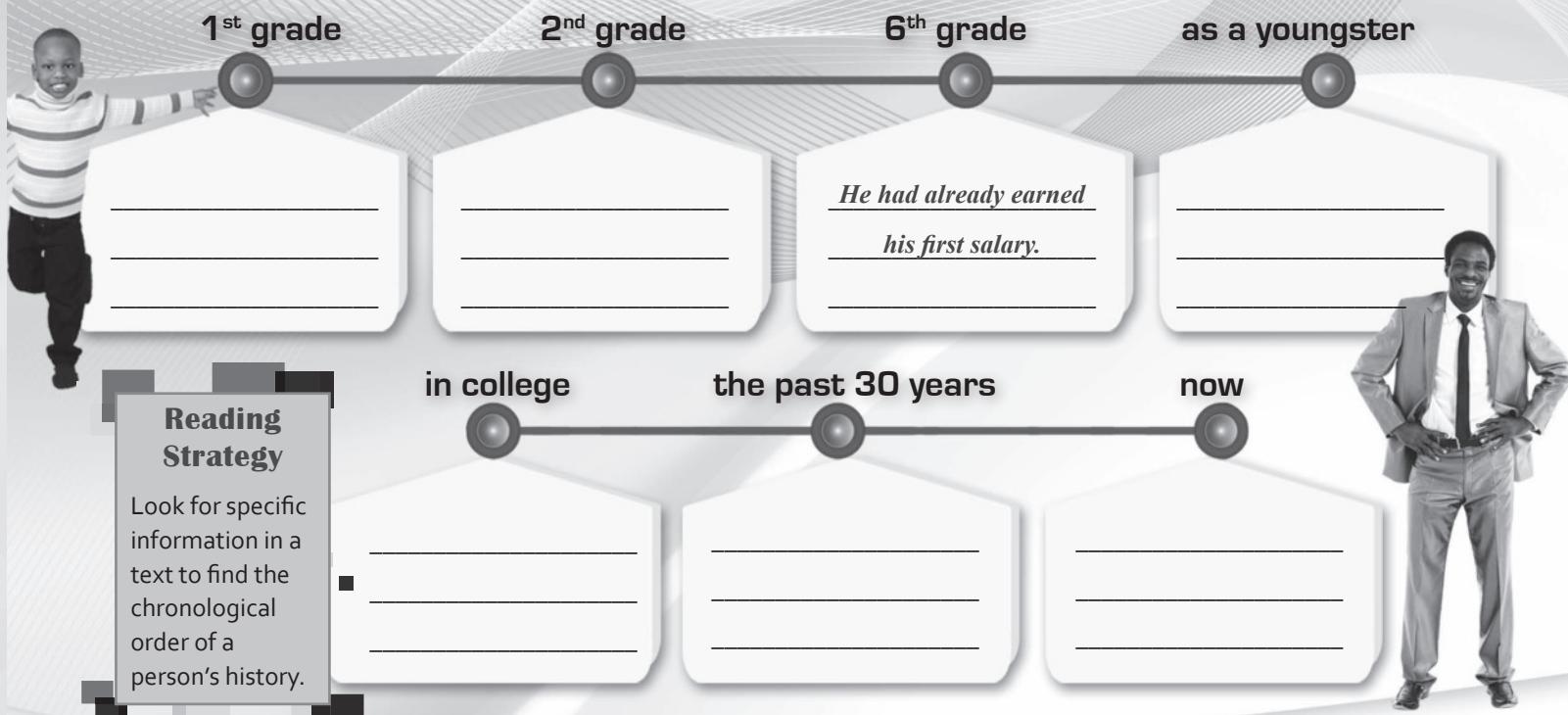
As a youngster, Fabio participated and won several performing arts contests at local, state and regional levels. During college he polished

his presentation skills by leading and directing teams of college students. The teams traveled throughout Brazil presenting encouraging messages to people of all ages. As a graduate student, Fabio worked performing shows for different institutions like day care centers, schools, libraries, camps and business corporations.

He has worked as a professor for more than 30 years. He has combined education and entertainment, which is called *edutainment*, in the college classroom. Now, with Incredible Productions he has traveled around Latin America and North America. In his presentations, he ingeniously communicates important educational messages for children. Fabio keeps on making learning fun everywhere he goes by using tricks, illusions, drama, puppetry, stories, and music.

I asked him about the key to his success and he said to me: “Do what you want to do, and do it as well as you can if you want to be successful.” But being passionate about what you do is not enough. “I also counted on two amazing people in my life that supported my crazy ideas: My parents,” said Fabio.

History of Fabio Leguizamo



3. Check (✓) true (T) or false (F). Correct the false statements about Fabio Leguizamo.

- a. By the time he started school, Fabio had already learned to read.

 - b. By third grade, he had taught other children how to read.

 - c. When he finished second grade, Fabio had already written, directed and acted in a Broadway production.

 - d. By second grade, he had earned his first salary.

T F

4. Create the last paragraph of the article. Take into account the content of the previous text. The first sentence is given.

During the past twenty-five years with Incredible Productions, Fabio has given more than

1. Read the bits of information of an article's lead paragraph about Sofia Vergara and match them with the correct Wh-word.

- | | | |
|----------|--------------------------|---|
| a. Who | <input type="checkbox"/> | 1. Since her debut in the sitcom <i>Modern Family</i> |
| b. What | <input type="checkbox"/> | 2. Sofia Vergara |
| c. Where | <input type="checkbox"/> | 3. Playing the role of Gloria Delgado-Pritchett |
| d. How | <input type="checkbox"/> | 4. In Hollywood |
| e. When | <input type="checkbox"/> | 5. Has had her big break |

Writing Strategy

Identify key information to write a lead paragraph.

2. Select a title for the article.

- Sofia's Latest Film Sofia's Big Scandal Sofia's Big Break in Hollywood

3. Organize the previous information and write the leading paragraph of an article about Sofia Vergara.

Heading _____

By-line _____

Lead _____

Writing Strategy

Follow a process to write a body paragraph of an article.

4. Look for information about Sofia Vergara and complete the following list of supporting ideas to write the body paragraph for an article.

Her first acting job in English

Award nominations

Recent films

5. Write the body paragraph. Use the supporting ideas from the previous exercise.



Lesson 4

Hot News

1. Organize the following expressions into negative or positive feelings or reactions.
Use the Word Bank.

Positive feelings or reactions

Negative feelings or reactions

Word Bank

- That's shocking!
- That's awesome!
- That's horrible!
- That's hard to believe!

2. Circle the most suitable reaction to each news heading. Use the faces.

Vocabulary Strategy

Apply expressions that show negative or positive feelings to react to news.



- a. New Michael Jackson's songs have been released

That's *hard to believe / awesome!*

- b. The Apple Company has created a new iPhone.

That's the most *awesome / horrible* iPhone yet!

- c. TSUNAMI HITS JAPAN AGAIN.

That's *awesome / shocking* news!

- d. Biz Stone, founder of Twitter has quit.

That's *hard to believe / awesome* news!

Vocabulary Strategy

Make replies to express negative and positive feelings in a conversation.

3. Circle the best reply in the following conversation.

Paula: Twitter hits the headlines again!

Besides, he's the one keeping the site afloat.

Bob: Really? **What's that? / That's shocking!** (a)

Paula: I know. But he wants to find the next "big thing" on the internet.

Paula: Biz Stone has decided to quit Twitter.

Bob: That's **horrible! / amazing!** (c)
His genius never rests.

Bob: That's **awesome / hard to believe!**
(b) He has gained masses of popularity.





Healthy Habits

1. Unscramble the words and identify healthy and unhealthy habits. Then, check (✓) the ones you see in your community.

a. ngaeti/ttyfa/soodf	<i>eating fatty foods</i>	<input type="checkbox"/>	e. sominkg	<input type="checkbox"/>	
b. drkining/weatr		<input type="checkbox"/>	f. dinog/ercxseie	<input type="checkbox"/>	
c. bgein/sendartey		<input type="checkbox"/>	g. hanvig/a/haltehy/deti	<input type="checkbox"/>	
d. dinnkrig/sdoa/ppsos		<input type="checkbox"/>	h. slenepig/wlel	<input type="checkbox"/>	

2. Complete the hypotheses with the habits from exercise 1 using the correct form of the verbs. Then, match them with the problems.

Unhealthy Habits at Franklin High



Problems	Hypotheses
a. Some of our classmates arrived late to class and looked very tired.	<input type="checkbox"/> 1. They must not have _____ enough _____ before the physical education class.
b. Some partners have gained extra weight. Obesity is now more evident in our school.	<input type="checkbox"/> 2. They might not have _____ at night after watching TV or using the computer.
c. Some classmates got really tired during physical education class and had difficulty doing the aerobics exercises.	<input type="checkbox"/> 3. They could have _____ when they were children and now they do not like doing any physical activity.
d. The older students do not enjoy participating in any sports or doing exercise on weekends.	<input type="checkbox"/> 4. The children must have _____ with their lunch instead of water, milk or fruit juice.
e. Primary school teachers said that children were very hyperactive in class and couldn't concentrate.	<input checked="" type="checkbox"/> 5. They might have _____ <u>eaten</u> <u>fatty foods</u> like hamburgers, potato chips and sodas.

3. For big problems, there are big solutions. Read the following posters. What healthy habits are the students encouraging?

a. _____

Fruit and veggies
keep you active and
in a good mood



b. _____

The recess is for having fun
Join in the different sports on offer

Mon & Wed: Volleyball
Tue & Thu: Basketball
Fri: Soccer



c. _____

Only watch TV and play computer games for one hour in the afternoons

Nights are for sleeping and resting



4. Jane Fonda is in her early 70s and still is a very fit person. Use the pictures and the Word Bank to speculate why she is still fit.

Grammar Strategy

Use Past Modals **must have / could have / might have + verb in past participle**, to speculate, deduce, or make guesses about past situations based on evidence.



- a. *She must have been active.*



- c. _____



- b. _____



- d. _____

Word Bank

- stay away
- be active
- sleep well
- eat healthy food



5. Complete the following conversations by using the modal that best suits. Use the Word Bank.

a. Why does Philip look tired? He sometimes exercises in between classes. He _____ must _____ have played soccer during the break.

b. I never thought Tina worried much about her appearance, but she has lost a few pounds! She _____ have felt overweight.

c. Mary has arrived early for once! It's unbelievable! Her parents bought her a new bike, so she _____ have biked to school.

d. I sat with my friends Carol and Mike during the break. I went to grab some water and when I came back my candy bar was gone. Mike loves candy but Carol doesn't. Mike _____ have taken it.

e. Lina is not usually very active in class. But today she was very full of life and didn't fall asleep in any class! Well, she watches TV until midnight every day. Last night, she _____ have gone to bed early.

Word Bank

- Must-90%
- Might-50%



6. Rewrite the sentences by substituting the underlined words for a modal verb. Use the information in the Word Bank.

a. The children probably ate veggies in their lunch.
They must have eaten veggies in their lunch.

b. The school principal went to the gym after school yesterday. He probably felt stressed.

c. The students are sweating. *It could be that* they played volleyball during the break.

d. The English teacher was in a good mood. *It's very likely that* the students practiced their presentation at home.

e. Most children were eating fruit. *It's possible that* the cafeteria had healthy options.

Word Bank

- Probably = must have
- It's very likely that = must have
- It could be that = could have
- It's possible = might have

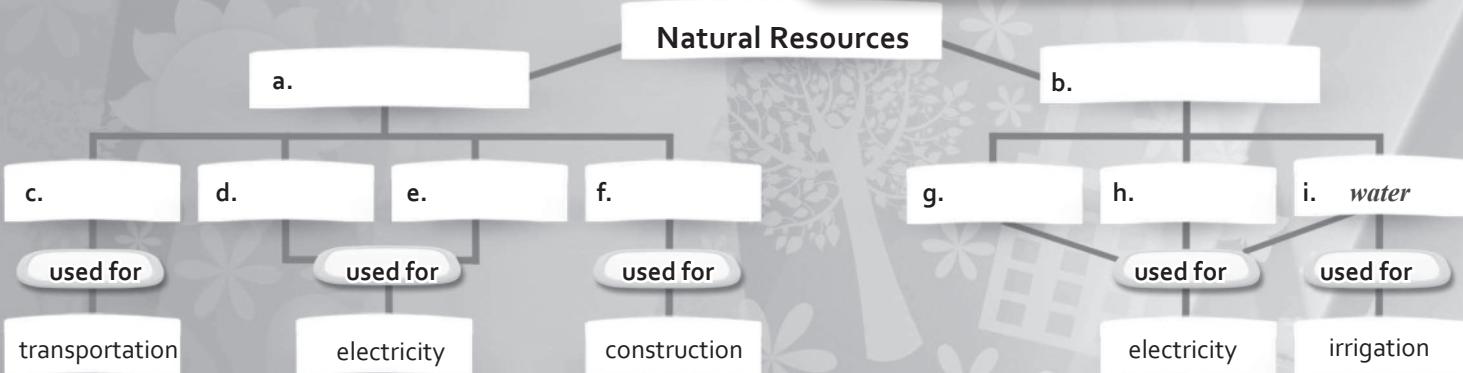
Lesson 2

Healthy Environment

1. Complete the following diagram with the words from the Word Bank.

Word Bank

- renewable • oil • sun • coal • non-renewable
- water • iron • copper • wind



2. Complete the definitions by writing *who*, *that*, or *where*.



- a. An environmentalist is someone who cares about the environment.



- b. A timber company is one that cuts down trees to make furniture.



- c. Dumps are special places where garbage trucks throw the trash away.



- d. Recycling containers are garbage cans that allow you to separate recyclables from organic waste.



- e. A biologist is a professional who studies animal life in different habitats.



- f. Wind turbines are developed to generate electricity. They are used in countries where there is a lot of wind.

Grammar Strategy
Use relative pronouns *who* / *where* / *that* to describe aspects of a noun in more detail.



- g. Oil, coal, copper and iron are fossil fuels that are not renewable.

3. Make one sentence from two. Use *who/that/where*.

- a. I went to a water park. The water park had fun attractions for kids and adults.

I went to a water park that had fun attractions for kids and adults.

- b. In the park, we listened to a group of environmentalists. They taught us about saving water.

- c. The park had an aquarium. There were fish in danger of extinction in the aquarium.

- d. The water park sold souvenirs. The souvenirs were made from recycled material.

- e. The park is a great place. In this area, citizens are happy, healthy, and comfortable.

Grammar Strategy

Reduce information by deleting the repeated phrase of the second sentence and joining the two ideas using a relative pronoun (*who*, *that* / *where*).

4. Play the game snakes and ladders. Find the word that does not make sense in each sentence and correct them in the spaces below.



Lesson 3

Smart Lifestyles

1. Skim the first paragraph and identify what the essay is about.

2. Read and complete the text with the connectors in the Word Bank.
There are three possibilities per paragraph.

Nowadays, the daily diet of children and adolescents has been affected by the availability of foods that are very attractive to them, but have very low nutritional value. These types of foods are well-known as fast food or fatty food. This essay will discuss how fatty foods are dangerous for children and adolescents' health in several ways.

[], fatty foods are heavy in calories and cholesterol, which is bad for their health. Doctors say it is surprising how many children suffer from high cholesterol levels nowadays. This problem can affect the healthy functioning of their arteries. Furthermore, high levels of cholesterol are a major factor contributing to heart disease and stroke when they grow up. To lower cholesterol levels, we need to include lots of fruit and vegetables in their diet, and encourage them to do exercise.



[], fatty foods are low in nutritional value, which leads to malnutrition. Replacing a healthy diet of vegetables, fruit and proteins with empty food like soda pops, hamburgers, hot dogs and the sort might provoke underweight issues among kids. Weight loss might affect the immune system and is considered a risk factor for osteoporosis when children get older. In addition, it has been found that fatigue, dizziness and attention deficit are linked to an unbalanced diet. So, it's important to keep an eye on how much vitamins and minerals teens are consuming in their daily life.



[], eating too many fatty foods, more than the body can deal with, and especially if you don't exercise regularly, you will put on the pounds. People who exercise a lot such as runners, swimmers, soccer players, and the sort, can easily lose the extra weight they gain if they eat fatty foods because they burn it by doing exercise. However, youngsters who are sedentary will gain extra weight easily when they indulge in excessive consumption of fatty foods. As a result they will be at risk of having obesity and heart problems. Exercise is a must for everybody.



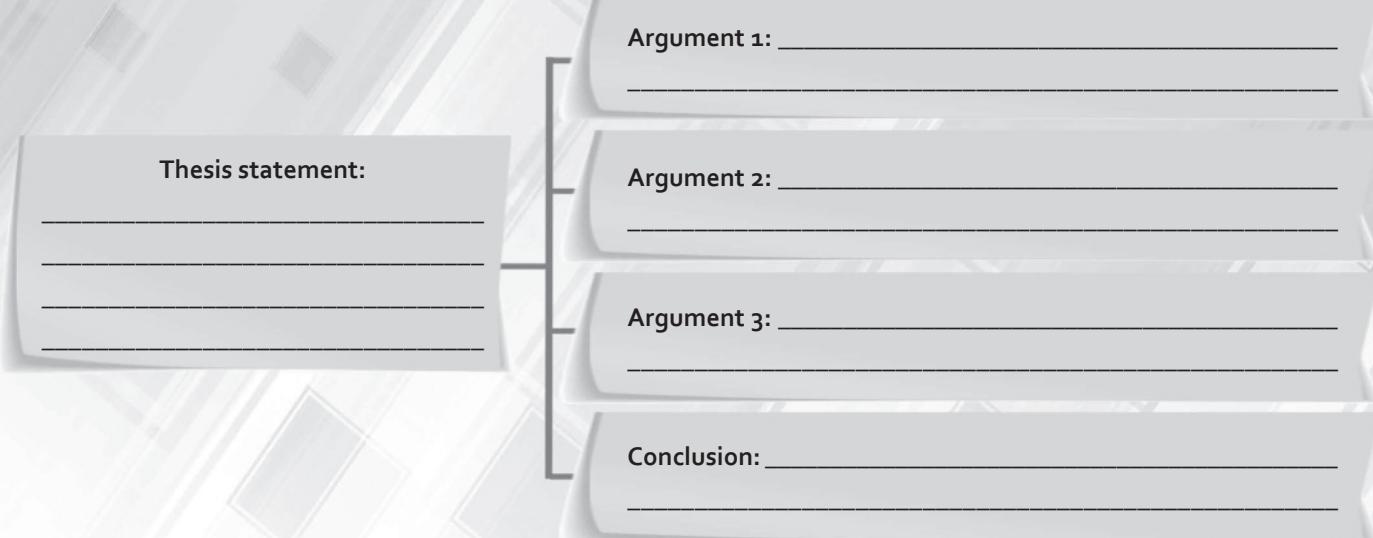
Reading Strategy

Recognize and read the thesis statement in the introductory paragraph to identify what the essay is about.

Word Bank

- First of all / Next / Last
- First / Second / Third
- Firstly / Secondly / Finally

3. Identify the main idea and the secondary ideas of the essay to complete the chart.



4. Check T (true) or F (false) according to the information in the essay. Correct the false statements.



- | | | |
|--|--------------------------|--------------------------|
| a. Children and adolescents' diet have been affected by very attractive food with high nutritional value. | T | F |
| _____ | <input type="checkbox"/> | <input type="checkbox"/> |
| b. The essay discusses three ways in which fatty foods are dangerous for children and adolescents' health. | T | F |
| _____ | <input type="checkbox"/> | <input type="checkbox"/> |
| c. Doctors say children who suffer from high cholesterol could have heart issues as adults. | T | F |
| _____ | <input type="checkbox"/> | <input type="checkbox"/> |
| d. Being underweight doesn't affect children's performance at school. | T | F |
| _____ | <input type="checkbox"/> | <input type="checkbox"/> |

5. Answer the following questions based on the information in the essay.

- a. What is another name for fatty foods?

- b. What are the three ways in which fatty foods are dangerous?

- c. What can we do to help children lower their cholesterol levels?

- d. What happens if children and adolescents eat more fatty foods than they need?

6. Choose a suitable title for the essay.

- a. Fatty Foods Are a Health Risk for Children and Teenagers
- b. Fatty Foods Are Very Attractive
- c. Children and Teenagers Love Fatty Foods

1. Write logical thesis statements with the phrases and the specific groups or places given below. Make use of your background knowledge.

- a. Ways to take care of the environment (Native Americans):

This essay will discuss ways in which Native Americans have taken care of the environment.

- b. Ways to save water, recycle and conserve energy (families at home):

- c. Three important things to consider when doing exercise (adolescents):

- d. Simple physical activities to include in the daily lifestyles (workers at the office):

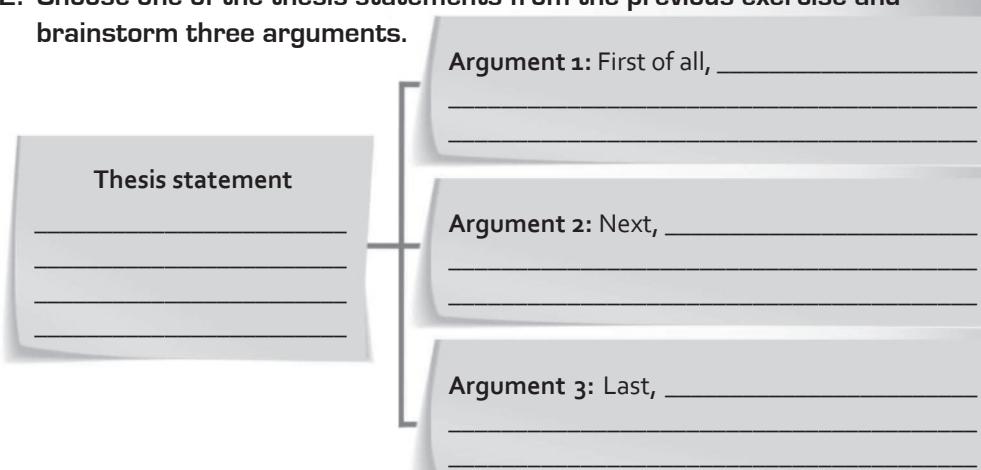
- e. Ways to protect our planet (factories):

Writing Strategy

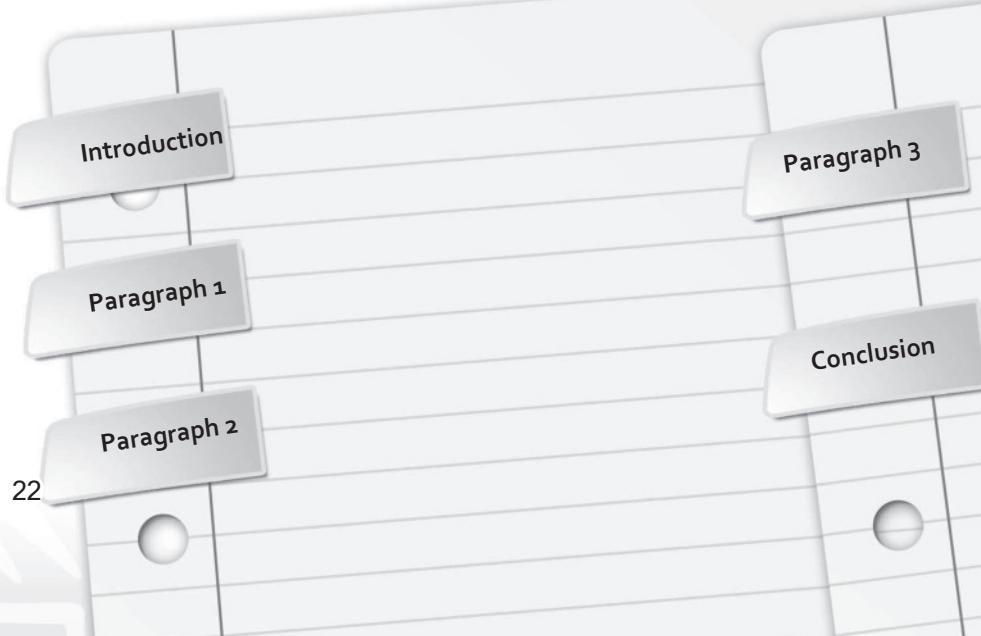
Write a thesis statement to state the topic and the main idea of an essay.



2. Choose one of the thesis statements from the previous exercise and brainstorm three arguments.



3. Use the structure of the previous exercise to write the essay. Begin each paragraph with a sequence connector.





Lesson 4

Fit as a Fiddle

1. What do the underlined expressions mean? Choose (✓) the right option.

- a. Look at you! You are as fit as a fiddle. It means _____
 1. the person looks slim and healthy.
 2. the person looks sick and unhealthy.
- b. The owner of the timber company is in murky waters. It means _____
 1. the person is involved in legal activities.
 2. the person is involved in illegal activities.
- c. I'll move heaven and earth to stay fit. It means _____
 1. the person is determined to do something difficult.
 2. the person feels happy to do something.



2. Complete each situation by using an appropriate expression. Choose (✓) the right option.

- a. I never exercise. I often eat fatty foods and rarely drink water. I feel really tired all the time. I'm in _____.
 1. murky waters 2. bad shape
- b. The environmentalists of this city will _____ to convince the authorities to move the dump to another area.
 1. be in murky waters 2. move heaven and earth
- c. People in Sweden, Denmark and Germany are _____ because they go everywhere by bike.
 1. in good shape 2. in murky waters



3. Write two conversations based on the situations described below. Use the idioms from the previous exercises.

Peter is now fitter. He has started to exercise every day and looks healthier.

Laura: _____

Peter: _____

Laura: _____

Peter: _____

Maria has been on an excursion to the mountains. She observed that the place is not clean and the streams are polluted with chemicals from an illegal coal mine.

Maria: _____

Kate: _____

Maria: _____

Kate: _____



UNIT

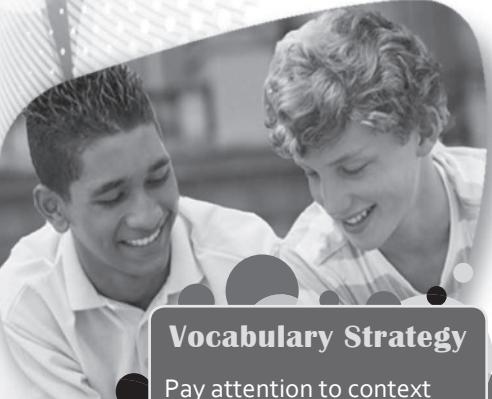
3



Lesson 1

Character and Personality Traits

1. Complete with an appropriate adjective. Use the clues in each sentence and the Word Bank. There is an extra word you do not need to use.



Vocabulary Strategy

Pay attention to context clues to identify the meanings of words.

Paul: I'm chatting with my cousin Jane. She's really special. You should meet her.

Mike: What's she like?

Paul: She's always making plans for her future. She's really ambitious. Just like you.

Mike: Really? I like that quality in a girl. What kind of guy does she like? I am quite (a) because I always like to win. And sometimes I don't usually care about the consequences of my actions, you know. Do you think she will turn me down for that?

Word Bank

- humble • vain • curious
- sociable • ambitious • competitive

Paul: Oh, I don't think so. She gets on well with all kinds of people. She's very (b).

Mike: You know what I really admire in a girl? I like it when a girl never thinks she's better than others. She should be a (c) woman.

Paul: Oh, Jane is definitely so. Also, she's not too proud of herself and never expects admiration for her achievements. She's not (d) at all.

Mike: I like her already! When can I meet her Paul?

2. Find out more about Jane and Mike. Choose the phrasal verb that is closest in meaning to the underlined words.



Jane



Mike

- a. Jane has a good relation with her cousin Paul. They have been best friends for almost 10 years.
 1. gets on 2. gets out 3. gets off
- b. Jane likes to meet new people, so she didn't reject the idea of meeting Mike.
 1. turn out 2. turn off 3. turn down
- c. This year, Jane's family company earned a lot of money thanks to their great job.
 1. brought in 2. brought down 3. brought up
- d. Mike wonders if Jane likes pop or rock music. Should he choose FUN's or U2's DVD?
 1. go on 2. go for 3. go off
- e. Mike has to investigate her personality.
 1. look for 2. look after 3. look into
- f. Mike always hides his feelings. You never know if he is happy or upset about something.
 1. holds on 2. holds back 3. holds in

3. Use *find, turn, get, go* and the prepositions *down, out, on, for* to complete the conversation.

Jane: Thank you for introducing me to Mike. Do you know if he likes me? He's very reserved. I'll never find out (a) anything from him!

Paul: He's very attracted to you, Jane. I know because he doesn't stop talking about you.

Jane: Oh! Really? I think Mike and I are opposites! However, we (b) well.

Paul: Don't worry about that! Opposites attract! Why don't we all go out?

Jane: That's a terrific idea Paul. Maybe we could all go together to a concert.

Paul: Which concert would you like to go to?

Jane: I'll (c) Don Omar's concert. Is that OK for you?

Paul: Sure. I'll call Mike and invite him.

Jane: I hope he doesn't (d) our invitation.



4. There are some blanks in the following e-mail. Read it and add the appropriate prefix *im-*, *in-*, *ir-*, and *un-* to the incomplete words.

Dear Jane,

I was very *in*sensitive today at lunch. I was trying to be funny, but I was very ___polite (**a**) and ___mature (**b**) when I made fun of the food. You acted quite well, though. Did I make you ___happy (**c**)? Please do not hold back your feelings. I appreciate you not being ___tolerant (**d**) with me when I act ___rationally (**e**)! I promise I won't embarrass you anymore in front of your parents by being ___reliable (**f**) or ___predictable (**g**). Please send my regards to your parents and my deepest apologies for my attitude. Let me know if we can still be friends.

Let's go out sometime again. Please do not turn down my invitation. I look forward to hearing from you. Please forgive me.



Love,

Mike

▶ SEND

5. Choose six words from exercises 1 to 4 and make graphic organizers. Include all the elements that are in the model (definition, synonym, antonym and a sentence).

Vocabulary Strategy

Use graphic organizers to record and apply new vocabulary.

definition:

Not to think that you are better than others.

synonym

modest

humble

word

antonym

arrogant

sentence:

My mom is a humble person.

c. definition:



sentence:

a. definition:



sentence:

d. definition:



sentence:

b. definition:



sentence:

e. definition:



sentence:



Lesson 2

Posting Your Feelings and Emotions

Free BLOG



1. Read the following advice column in an online magazine for teenagers. Circle the correct verb form. Then, make a comment about the text.

The Net's Inquirer

What Are You Posting on Your Wall?

Social networks and personal blogs are full of emotional posts or comments. It seems that people prefer ***express / (to express)*** just their feelings, instead of stating a serious point of view. This may have pros and cons. On the one hand, you could make a person ***feel / to feel(a)*** better by showing sympathy or support if he or she is in a difficult situation. On the other hand, there are other contexts in which posting feelings will make you ***looking / look(b)*** foolish or expose you to mockery. Take a look at the following post on a Facebook wall: This message makes me ***wondering / wonder(c)*** why the sender decided ***making / to make(d)*** this letter public? Would you let anyone ***post / to post(e)*** something like this on your public page? Apparently, today's society is looking for a second kind of recognition, a virtual one. Some psychologists have studied this phenomenon and found out that our self-esteem is being affected. Tell me what you think.

Dr. Castañeda

Comments: _____

A screenshot of a Facebook post. The post text reads: "Honey, it's been a year since we split up, but our love has proven to be true even through the worst of times. Every single day I thank God because he lets us **be / being(f)** together. I love you more than you could ever imagine. I'm hopeless at **to stop / stopping(g)** it. Baby, you mean the universe to me. I'm not at all doubtful about **loving / to love(h)** you. Our love is what keeps me **smiling / smile(i)**. I know that you care and will always be there." Below the post is a reply from a user with a profile picture of a man: "OK, boys. This is too cheesy. Hahaha...". At the bottom of the post are standard social media controls: Like - Comment - Share, and a count of 16 likes.

2. Write the appropriate form of the verbs in parentheses to complete the interview script.

Free BLOG

HOME PRODUCTS SERVICES SOLUTIONS ABOUT CONTACT

SEARCH



Bono, from U2, is my favorite artist. Why is that? It's simple: he's an amazing singer and a tireless activist. I must confess that I was skeptical. Not many famous artists consider ***helping (help)*** people in need.

I: Interviewer: I'm really pleased and excited to have you here today. When did you join U2?

Bono: Wow! That's ancient history ... in October 1976 while I was still in high school.

By then we only hoped ***(a. play)*** in bars and be loved in our hometown.

I: Oh, but look what you have accomplished! You are international stars.

B: We aren't disappointed or annoyed with that result, I'll tell you that.

I: But you didn't want to be a common star, did you? When did you decide ***(b. become)*** an activist?

B: In the mid-eighties I was inspired by Live Aid, and I traveled to Ethiopia to work in a feeding camp with my wife Ali and the charity World Vision. Since then, I have been interested in ***(c. use)*** my fame to

call attention to global problems, including world poverty, and AIDS.

I: Will you continue ***(d. use)*** your music to raise people's consciousness of these problems?

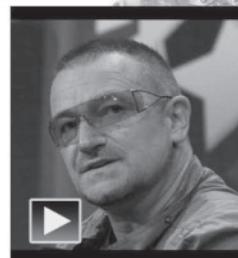
B: Definitely, I will keep

(e. work) hard to generate awareness of many global problems.

I: You certainly seem

(f. be) doubtless about your plans and are determined to make them work.

B: Absolutely. My passion is to entertain, but my mission is to help others, be useful to society, you know.



3. Complete the chart to form adjectives with the suffix *-less* and *-ful*.

Root	-less	Meaning	-ful	Meaning
use	useless	without use(s) without hope/cure	useful hopeful	full of use(s)
doubt		without help		
care				full of care
	colorless		fearful	

4. Complete the comments about Bono's interview. Use the Word Bank.

Free BLOG

Like - Comment - Share

 Thank you for posting Bono's interview. I heard about this band from my mom! It's funny to like the same music your parents like (LOL). Mom says she got really inspired to open her own company with social responsibility in mind because of Bono. Now she's very _____ (a) with money because she's saving to open her new business and bring in some income to the family. She feels _____ (b) and her eyes light up when she talks about her plan to involve women who are single parents in the business.

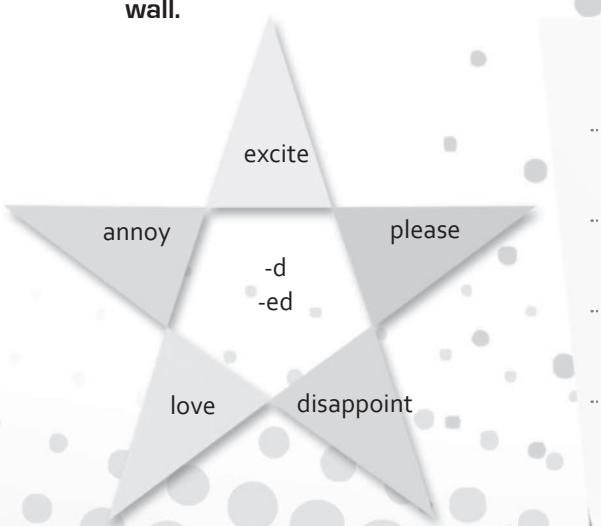
 My oldest cousin is a _____ (c) fan. She is incurable! She has all U2's records and DVD's. I think she is really obsessed. One anecdote! She went to U2's concert in Mexico City in 1997 when she was in her 20's and she still wears the same pair of jeans she wore to the concert. She always says, "these are my lucky jeans! They are _____ (d) from using and washing them a lot, but I will always wear them."

 It's nice to find a post that is not gibberish or nonsense. This is _____ (e) information for my social studies class because we are discussing current world leaders and inspirational people. I'll definitely talk about Bono in my class. Thank you for your post!

Word Bank

- hopeful • colorless • careful • cheerful • useful

5. Add *-d* or *-ed* to the verbs in each tip of the star. Write the resulting adjective to complete the list. Then, make sentences using each word expressing how you felt about comments you have received on your wall.



a. Disappointed

Once I posted photos of my 15th birthday party and I felt disappointed because my friends made fun of my hairdo and my dress.

b. _____

c. _____

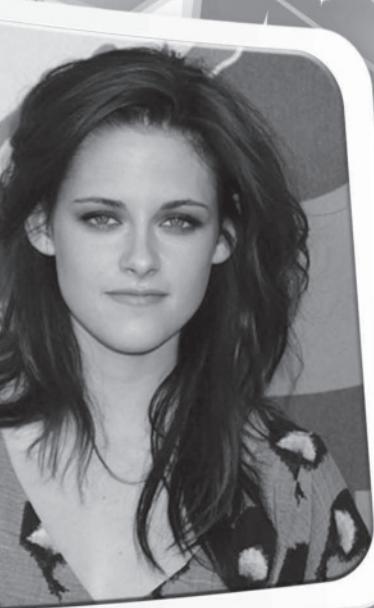
d. _____

e. _____



Lesson 3

People's Highlights



1. Read the following extract of an interview with Kristen Stewart and circle the right answer.

Interviewer: You started when you were nine years old. You wanted to act, right? It wasn't like you were forced into it because your parents were in the industry?

Kristen: No. Not at all. My parents are crew. They were both confused when they found out that I wanted to act. But they have supported anything that my brothers and I have wanted to do. It was something I thought was fun because I grew up on sets.

Interviewer: Does it bother you to see yourself in the tabloids?

Kristen: There's nothing you can do about it, to be honest. I don't leave my hotel room—literally, I don't. I don't talk to anybody about my personal life, and maybe that perpetuates it, too. But it's really important to own what you want and keep it to yourself.

Adapted from <http://www.interviewmagazine.com/film/kristen-stewart-1/#page3>

- a. She started acting as a *kid / teenager*.
- b. Her parents *influenced / did not influence* her decision to become an actress.
- c. She is *annoyed / indifferent* about the tabloids.
- d. Kristen Stewart is *reserved / open* about her personal life.

2. Put the following biography in order by writing A, B, and C in the correct place. Then, write the topic for each paragraph using the options given in the box on the right.



Nowadays, Kristen lives in Los Angeles. Apart from acting, she is also interested in attending college in the near future to study literature. She wants to be a writer." **Since** meeting on the set of *Twilight* in 2008, Kristen and co-star Robert Pattinson have been romantically linked and many rumours about their relationship have included both a break-up and a marriage proposal. She is very quiet about her personal life; she says: "I'm selfish. I always say to myself I'm never going to give anything away because there's never any point or benefit for me." She affirms that if she ever gets married or has a baby she will not reveal her kid's name for a long time. Kristen is also an animal lover. She has one cat and three dogs, and adores looking after them. Her real-life hobbies include reading books and writing. She draws on her life experiences to write imaginary stories.

- Early life
- Professional career
- Private life

Reading Strategy

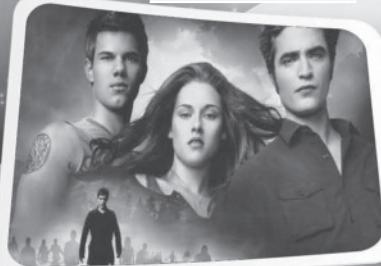
Identify time expressions to help you to understand a person's life events in a biography: *nowadays, ...at a very early age, one year later*, and the sort.

She became an artist *at a very early age*. Her acting career began at the age of nine, after an agent saw her perform in her elementary school's Christmas play. *One year later*, she had her first role in a movie. It was a small nonspeaking part in the Disney Channel original film *The Thirteenth Year*. After that, she had several small parts in movies and even a starring role, but it wasn't *until 2008* that she became famous for her starring role as Bella Swan in *The Twilight Saga*. Because of these films, Kristen Stewart has already earned a place in the magazines of pop-culture history. *In 2012*, Kristen was the highest paid actress in Hollywood, earning millions of dollars for the *Twilight* series, including royalties. Some of the critics have said she is a tremendous actress and her performance in the saga was mesmerizing while others find her role in the saga unconvincing. She is truly an enigmatic actress and it is difficult to say what exactly her charisma is. One magazine writer said: "It's the unwritten nature of Stewart's own story now, with its surreal subplots and recent twists and turns, that makes her compelling to watch."

Kristen Jaymes Stewart is an American actress. She was born on April 9th, 1990 in Los Angeles, California, USA. She is best known for playing Bella Swan in *The Twilight Saga*. Her father is a stage manager and television producer and her mother is an Australian script supervisor. Kristen has an older brother and an adopted brother. As a child she was a hard-working student, and would panic if she didn't turn her homework in. But her stay in school was short because she attended until the seventh grade and then continued her education by correspondence until she completed high school. Everybody thinks Kristen's personality is like the character Bella in *The Twilight*, but it is not. Kristen described herself as shy and lonely as a kid. She is extremely mature and serious, a trait associated with introverts. She defines herself as a logical thinker, making sure that each step rests firmly on previous knowledge; she is like a scientist in that sense.

3. Go back to the text and classify the information below. Use the chart on the left.

Type of Information	Abbr.
Anecdotal	A
Factual	F
Personality	P
Private	Pr
Key Event	K



Information	Type
a. Kristen was born on April 9 th , 1990 in Los Angeles, California, USA.	F
b. An agent saw her perform in her elementary school's Christmas play.	
c. One of her brothers is adopted.	
d. She is extremely mature and serious.	
e. She and co-star Robert Pattinson have been romantically linked.	
f. In 2012, Kristen was the highest paid actress in Hollywood.	
g. There are many stories about Kristen and Rob written in the press, including rumours about a break-up and a marriage proposal.	

4. Search for the answers to the following questions in the biography.

- What is Kristen best known for? _____
- When did she have her first role in a movie? _____
- What is *The Thirteen Year*? _____
- Where was she born? _____
- Why is she reserved about her personal life? _____
- When did she become famous? _____

Reading Strategy

Identify types of information in a biography to improve comprehension.

Key Events in Life:

Information that talks about a decisive experience in a person's life.

Anecdotal Information:

Information that is not based on careful study.

Factual Information:

Information that is real, it tells the truth and talks about something that actually exists.

5. Describe the meaning of the following sentences from the biography using your own words.

- Kristen Stewart is an animal lover.
This means that she likes animals very much.
- As a child she was a hard-working student.
In other words, _____
- She is very quiet about her personal life.
That is to say that _____
- She defines herself as a logical thinker.
This means that _____
- I'm always say to myself I'm never going to give anything away because there's never any point or benefit for me."
In other words, _____

Reading Strategy

Paraphrase (describe a word or phrase using different words) to check understanding of the text. Use expressions such as:

- In other words...
- That is to say that...
- This means that...

Writing

1. Read the following tips on writing a biography and match the headings of each one with the corresponding explanation.

Tips	Explanations
a. Get basic information about the person.	1. Organize the story of a person's life in chronological order. It allows the reader to trace the subject's life from beginning to present day.
b. List achievements and influences.	2. You should mention personal achievements and how these have affected a person's life. You can also incorporate any personal influences.
c. Arrange information.	3. It is very important that you confirm the information to be accurate. If you obtain information from sources on the net, make sure these sites are trustworthy.
d. Verify information.	4. Obtain essential information about the individual: the person's full name, date and place of birth and family background.

2. Follow the previous tips and then list ideas about a well-known person who interests you.

Write only key words or short phrases.

Anecdotal Information	Factual Information	Writing Strategy
Name: _____	Early life: _____	List ideas before writing a text.
Early life: _____	Professional life: _____	
Professional life: _____	Private / Family: _____	
Private/Family: _____	Key events: _____	

3. Write a short biography of the person you have chosen. Use the information from the previous list.

Introduction and Early Life	Professional Career	Writing Strategy
_____	_____	Use time phrases to organize a biography: <ul style="list-style-type: none">• She / He was born...• As a child / kid / teenager...• After high school / college / graduating...• When she / he was...• She / He became a ...• At a very early age / at the age of....
_____	_____	
_____	_____	
_____	_____	



Lesson 4



Tweets

Grinning from Ear to Ear

- 1. Read the following news from a social network and some responses from followers. Unscramble the words in bold to complete the idiomatic expressions.**



@The Brit singer, Adele, continues collecting awards! She is unstoppable. Overall, Adele has received 103 awards from 186 nominations since she released her first album in 2008.

Reply | Retweet

| June 19



@DJ SOD
Awesome news! I still remember how she grinned from ear to **aer** _____ (a) when receiving her 6th Grammy award in 2012.

Reply | Retweet

| June 19



@BritProducer
Soon as I heard her for the first time, I fell **hdae** _____ (b) over heels in love for her voice. She's the for best.

Reply | Retweet

| June 20



@KellyOzz
She is often criticized for being a big-sized woman! This makes my **boold** _____ (c) boil. I know what it's like because I used to struggle with my weight. But I say down with those comments. Adele is a terrific artist. Your weight does not define who you are, your talent does!

Reply | Retweet

| June 20

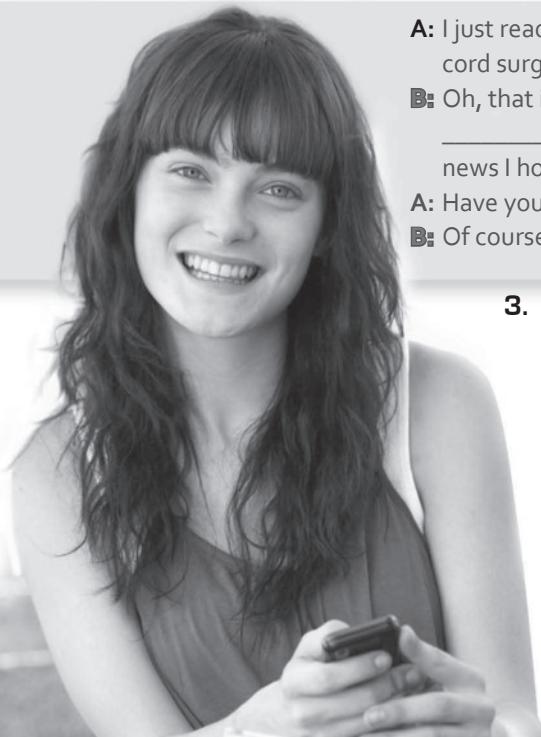


@AdeleFanForever
Adele had a very difficult break up with her boyfriend. Her album 21 is inspired entirely by that event. My **hraet** _____ (d) sunk when I listened to her song "someone like you." It is really sad and beautiful at the same time.

Reply | Retweet

| June 20

- 2. Choose the most appropriate idiomatic expression from the Word Bank to complete the conversations. Put the verbs in the correct tense.**



A: I just read that Adele has a serious vocal cord surgery. I was really surprised about it.

B: Oh, that is a tragedy. My _____ (a) too when I read the news I hope she recovers 100%.

A: Have you heard Adele's new song?

B: Of course, I bought it on iTunes today.

After I heard it, I immediately _____ (b) with it.

A: Look at this wonderful photograph of Adele. She's _____ (c).

B: This is definitely a photo to remember her by. She looks absolutely stunning!

- 3. Answer the following questions about times when your emotions have come into play.**

- a. When was the last time your heart sank? _____
- b. Have you recently fallen head over heels in love for a person? _____
- c. What or who makes you grin from ear to ear? _____

Word Bank

- your heart sinks
- grin from ear to ear
- make your blood boil
- fall head over heels in love





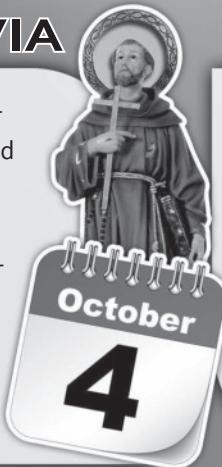
Appeal of Traditions!

1. Use the Word Bank to complete the trivia about traditional celebrations around the world. Then, answer it.

TRIVIA

- a. In this country people celebrate their birthday twice: on their birth date and on their *name day*. For the second celebration, everyone who has the name of a saint who is honored by the church, celebrates their birthday on that saint's day, too.

- 1. France
- 2. Italy
- 3. Greece



- b. In this country, for nine days before Christmas, *posada* or lodging processions pass through the streets. The figures of Mary and Joseph are _____ to a friend's house, where a carol is _____, asking for lodging for the Holy Family.

- 1. Panama
- 2. Guatemala
- 3. Argentina



- c. What carnival is _____ for having people who paint their faces black one day and white the following day?

- 1. The Carnival in Pasto, Colombia
- 2. The Carnival in Rio de Janeiro, Brazil
- 3. The Carnival in Oruro, Bolivia



- d. He was _____ as the patron saint of a country. On his day, millions of people wear green and celebrate with parades and good cheer.

- 1. St. Patrick of Ireland
- 2. St. Paul of the Cross
- 3. St. Peter Claver



2. Complete the following conversations. Use the *passive form* of the verbs in parentheses in the Simple Present or Simple Past tense.



Andy: Why are you dressed up in green? (dress up)

Kathy: Today is St. Patrick's Day. It is an Irish tradition to wear green!

Ioanna: Whose *name day* is celebrated today, mom? (a. celebrate)

Adela: Mine! Thank you for remembering it. Let's make Greek dishes and invite some friends.

Laura: Dear family, it is our turn for the eighth *posada* tomorrow.

Pedro: When is we choose? (b. choose)

Laura: We were chosen by the priest during mass yesterday.

Pedro: Great! I'll take out the saints. Where were they put away last year? (c. put away)

Cristina: Where were the black paint kept? (d. keep)

Patricia: On the top shelf, but what do you need black paint for?

Cristina: Oh, it's *black day* at the Carnival today. We are all going to the plaza with our faces painted black. You were invited to join us. Come on, it'll be fun! (e. invite)

3. Read the story of Mary and Joseph going to Bethlehem. Circle eight mistakes in the use of the *passive voice*. Write the correct form in the spaces below.



Not many details are knew about Mary and Joseph's trip to Bethlehem, but their story is celebrate all around the world and the scene of the manger is exhibit by millions of Christians during Christmas time. Moreover, historians, theologians and scientists are fascinate by this topic. The most accepted story says that Mary and Joseph used to live in a land that was governed by the Roman Empire. It happened that the Emperor Augustus wanted to have a list of all the people in the empire and make sure they paid their taxes. Everyone was order to return to the town where their families originally came from. There was a register or census where their names were record. The trip from Nazareth to Bethlehem is known to have been long and arduous; therefore, Mary and Joseph traveled very slowly because Jesus was due to be born soon. When they reached Bethlehem they were faced with a problem: so many people had come for the census that every inn was full and there weren't any rooms left. Therefore, they wasn't given a proper bed to rest in, but a stable with livestock. In this poor place Jesus, the Son of God, was born. There wasn't a cradle available for baby Jesus, so where was baby Jesus lay down? Jesus' bed was the manger that the animals ate their hay from.

a. known

c. _____

e. _____

g. _____

b. _____

d. _____

f. _____

h. _____

4. Unscramble the sentences and check (✓) if they are T [true] or F [false].

a. renowned / Mary and Joseph's trip / by / is / all around / Christians / the / world /.

Mary and Joseph's trip is renowned by Christians all around the world.

b. Roman Empire / the / was / by / ruled / the Emperor Herod /.

c. was / Everyone / to / ordered / return to / the / in / land / used / they / to live /.

d. Mary and Joseph's names / weren't / the / census / entered / in /.

e. were / they / normal / given / accommodation / the / night / for /.

f. Jesus / baby / was / to sleep / put / in / a / bed / comfortable /.

T F

<input checked="" type="checkbox"/>	

5. Read the text below and choose between *passive or active voice*.

Santiago: Where did you put away / were put away the Christmas decorations last year?

David: I put them on the top shelf of my closet. Do you want me to take them out, Dad?

Santiago: Yes, please. Are they damaged / Do they damage them? (a)

David: The decorations look fine / are looked fine (b), but the lights are burnt out.

Santiago: Already? They bought / were bought (c) last year. I guess we'll have to buy new ones.

David: Can I come? You choose them / were chosen (d) last time. I want to choose this year...





Lesson 2

Past Echoing in the Present

1. Choose the best option to complete the dialog in *passive voice* in the Present Perfect tense.

Teacher: Good morning everybody. Today's topic is about remarkable people of the 21st century and their contributions. Can you mention any examples?

Janet: Well, I read that a significant contribution to science *have been made /has been made* by Dr. Anthony Atala.

Teacher: Great, what *have been his contribution / has been his contribution* (a)?

Janet: He's a scientist who has created human organs at the Wake Forest Institute for Regenerative Medicine.

Teacher: That is a fine example Janet.

Thank you for your contribution. Anybody else?

Gabriel: How about women, *has they been honored / have they been honored* (b) with the Nobel Prize?

Norman: Yes, in fact, one of them is Elinor Ostrom. Thanks to her research, the use of natural resources like air and water *has been considered / have been considered* (c) an important issue.

Teacher: Thank you Gabriel and Norman. She is also a fine example for today's class.

2. Complete the text with the appropriate verb in the Word Bank.

Use the *passive voice* in the Present Perfect tense. Then match the pictures with the corresponding text

a.

The first lab-grown organ to be implanted in a human has been developed at the Wake Forest Institute for Regenerative Medicine. The Institute _____ (a) by Dr. Anthony Atala since 2004. He has made a significant contribution to science by growing human tissues and organs like livers, kidneys and bladders. His work will save thousands of lives.

b.

Sonia Ghandi _____ (b) President of the Indian National Congress. She came into politics after the demise of her late husband Rajiv Gandhi, Ex-Prime Minister of India. Great fame in terms of position and influence in Indian politics _____ (c) by this politician. She _____ (d) twice by world magazines like Forbes and Times as one of the most influential women of the year.

c.

Only one woman _____ (e) with a Nobel Prize in the field of Economics. Elinor Ostrom was the recipient of this prize in 2009 for her analysis of economic governance of common property like air, water and public spaces. These _____ (f) the world's most urgent problems that require collective action.

Word Bank

- develop • nominate • elect
- gain • direct • consider
- honor

3. Search the web and find examples of people in the 21st century associated with the following topics.

Topics	a. Advanced cancer treatment	b. Women's equality	c. World poverty	d. Children's rights	e. Space travel
Name	James Watson				
Action	Research that shows it is wrong for advanced cancer patients to take multivitamins				

4. Match columns A and B to form sentences with *used to*.

- | A | B |
|---|--|
| a. Dave Eggers used to live in Chicago, but | <input type="checkbox"/> 1. presently he is a writer, publishing entrepreneur and activist. |
| b. He used to work for a local newspaper, but | <input type="checkbox"/> 2. nowadays his works have received critical acclaim. |
| c. When he was a boy he didn't use to write, but | <input checked="" type="checkbox"/> 3. after his parents died he moved to Berkeley, California. |
| d. He used to be an unknown writer, but | <input type="checkbox"/> 4. now writing is his passion. |
| e. He used to write about his personal life and local politics, but | <input type="checkbox"/> 5. over time his writing topics have become more universal and social oriented. |



Dave Eggers

5. Read the chart and fill in the blanks using *used to*. Then, match the three columns based on the product they describe.

Product	Past	Present
 a. Mobile phones	<p>1. In 1885, a young American called Charlie Nagreen <u>used to sell</u> (sell) meatballs. He realized that they could be put between two pieces of bread so people could have this meal to go. That is one of the stories of how this fast food dish was born.</p> <p>How much did it _____ (a. cost)? b</p> <p>Only a few cents!</p>	<p>Today this fashion item has become the world's most popular garment. The clothing industry continues to develop this item of clothing in more fabrics and styles than ever before.</p>
 b. Hamburgers	<p>2. In 1873 Levi Strauss invented this garment. At that time it was only worn by men who worked in US gold mines. Did women _____ (b. wear) it? No, they didn't _____ (c. wear) it. It started being worn by women in the 1950s. Teens first, and then, by the 60s, everyone was wearing it.</p>	<p>Today, restaurants around the world try to create really expensive versions of this dish. One restaurant in New York sells <i>Le Burger Extravagant</i> and costs around \$300 dollars. How much would you pay for it?</p>
 c. Blue jeans	<p>3. In the last century, only a few people _____ (d. have) them. Why did it _____ (e. be) so exclusive? Some experts say that once technology is mass produced, it becomes accessible and less expensive for everyone.</p>	<p>In this century, they are used by many people and are considered one of the world's most important inventions in the field of communication in the modern times.</p>



Lesson 3

Old Times and Modern World

1. Read the description of each camera. Then, identify their corresponding picture.



a. Brownie Camera

Kodak's Brownie was produced from 1900 until 1960. It became a cheap camera for bringing photography to the masses.



b. Polaroid Camera

It was developed in 1948 and consisted of a sandwich of chemicals and paper which could self-develop the photos in a few minutes.



c. Daguerreotype

It is believed to be the first commercially produced camera. It was introduced to the world in 1839.

2. Read the essay and mark the paraphrases below each paragraph as TS (topic sentence) or SS (supporting sentence).



200 Years of Photographs

Photos are our memories of people, places, trips and parties. Today, our lives are documented on Facebook, Twitter and Instagram. However, it didn't use to be like this; we simply used

to keep photos in our shoeboxes or albums. It is said that the oldest picture is less than 200 years old. So, who used to take photos and why and how did they use to take them? How different is it nowadays?

and photojournalists used to take photos. The Kodak's Brownie cameras, invented in the 1900s, became available for people who could afford to buy one. Hence, amateurs could begin to explore their own ideas and creativity. Soon after, cameras found their way into most households, so people could keep memories of important dates and celebrations. Because technology has flourished in the 21st century, now anybody can take photos, at any time and any place.

- a. Photographs can be seen as tangible projections of our memory.
- b. The earliest picture was taken two centuries ago.
- c. One invention that can be considered as a kind of early camera was used to make drawings.
- d. Only a few professionals could afford a camera and take pictures.

In the past, very few people were able to shoot photos, while today, most people can. The camera obscura, invented in the 10th century A.D., is considered the first type of camera, and is used as a sketching aid by artists. With the first commercial camera in the 19th Century, only inventors, photographers

The reasons why we shoot photos nowadays is different. These days, every party, birthday, sports game and concert is documented in detail so that people can remember the event. In the past however, the reasons were very different.



For example, with the initiation of photography in the Victorian era, an uncommon practice was developed: the dead were photographed. It is well known that mortality rates were high, so when loved ones died, the Victorians immortalized them in photographs. Post-mortem photographs were the only photograph a family had of the deceased because photos used to be very expensive and most families didn't use to own a camera.

- e. The present purposes of taking photos differ from the ones in the past.
- f. Households did not have a camera and photographs were costly.

The way in which we shoot photos has changed drastically. In the past, only physical (analog) photos were taken: first in black and white and later in color. They were usually developed and stored in shoeboxes or in albums.

The 20th century was the golden age of analog photography: It's been estimated that around 85 billion physical photos were taken in the year 2000, this means a rate of 2,500 photos per second. In contrast, in the new millennium, any activity that a person does might be documented digitally. New gadgets like the tablet and the cell phone have built-in cameras that make photos and high definition videos. People share photos on Facebook, Twitter and Instagram directly from their phones. Every two minutes today we shoot as many photos as the whole of humanity did in the 1800s.

- g. The communication tools that we use today include applications for photos and videos.
- h. The manner in which we take photos has undergone considerable changes.

In sum, it has been almost 200 hundred years since the first photograph was taken. Diverse purposes, numerous types of cameras, and different kinds of photos underlie this ancient practice. Although analog pictures have almost disappeared, the growth of photos continues.

3. Based on the text, check (✓) the best answer.

Reading Strategy

Locate the information required by each question in the correct paragraph to choose the best response.

- a. The primary purpose of the essay is to:
 - State the advantages and disadvantages of different types of cameras and photos.
 - Discuss the history of photography and cameras.
 - Compare and contrast past and present usage of photos.
- b. According to the essay, which of the following is true about Victorians:
 - They used to photograph the living.
 - They used to photograph dead animals.
 - They used to pay a reasonable price for the post-mortem photos.
- c. The essay mentions each of the following, EXCEPT:
 - People have had different reasons to shoot photos throughout the years.
 - Shooting photos was a popular activity after World War II.
 - Analog pictures have almost disappeared due to the invention of the digital camera.

4. Read the text again and identify the organization of the essay. Circle the correct information.

Reading Strategy

Analyze the features of the text and find organizational patterns to identify the type of essay.

- a. The essay begins with an introduction to **attract / turn down** the reader.
- b. The essay presents **the pros and cons / a comparison and contrast** of the topic.
- c. Each body paragraph has one idea stated in the **topic sentence / supporting sentence**.
- d. Each body paragraph contains **true examples / statistics / facts / all of them** to support the topic sentence.
- e. The last paragraph is **a summary of the body paragraphs / presents new comparisons**.

Writing

1. Investigate the following celebrations and traditions in the given countries and complete the descriptions comparing and contrasting such celebrations in the past and the present.

a. Christmas in the USA

1. In the past, for Christmas dinner, people had pork and vegetables which were grown in the house's vegetable garden, while now _____.

2. Before, in the Christmas stocking, there would be an orange, sweets and nuts and maybe a book. However, at present _____.

3. Although children used to play games on Christmas Eve, nowadays _____.

b. Easter in Colombia

1. Although _____, at the present time, society has taken Easter and commercialized it so that most people think of having big meals with fish instead of the importance of Christ's Resurrection.

2. While in the past _____, nowadays, the whole of Holy Week is often a holiday used for traveling and tourism.

3. Earlier, on Palm Sunday, most people went to mass, bringing palm leaves and branches to be blessed by the priest, but _____.

2. Choose one of the celebrations from the previous exercise and write the introductory paragraph of a comparison and contrast essay.

3. Develop two body paragraphs and the conclusion of the essay. Use the three differences you wrote about the topic in exercise one.

Paragraph 1 _____

Paragraph 2 _____

Conclusion _____



Writing Strategy

Use **used to** to write about what happened regularly in the past, but no longer happens in the present.

Writing Strategy

In an introduction, write something interesting about the topic as a hook to attract the reader's attention. Then, state directly what you are going to compare and contrast in the essay.



Lesson 4

Breaking with...

the BIG BANG THEORY



1. Read the summary of an episode of the American sitcom *The Big Bang Theory* and underline three colloquial expressions.

Sheldon Changes Christmas to Newton-mas

In this episode, the Christmas tree is decorated by Penny and Leonard. Sheldon does not want to participate because he does not celebrate Christmas. He says that Jesus was not born on December 25th, but in the summer. As usual, Sheldon refuses to break the habit of using scientific facts. He claims that Jesus' birthday was changed to winter time to replace a pagan festivity. However, Sir Isaac Newton is very Christmassy because he was born on December 25th, 1642; his crowning achievement, according to Sheldon, was the invention of calculus. Sheldon makes everybody uncomfortable trying to break with tradition by renaming Christmas "Newton-mas" and trying to put the bust of Newton on top of the Christmas tree.

2. Answer the questions based on the previous text.

- a. What habit does Sheldon refuse to break? _____
- b. What is Sir Isaac Newton's crowning achievement? _____
- c. What tradition is Sheldon trying to break? _____

3. Complete the following conversations. Use the Word Bank.

When will you

of using only facts?

Oh, Penny! I will never

Word Bank

- break the habit
- crowning achievement
- break with tradition

Why don't you believe it was Sir Isaac Newton who invented calculus? That was one of his

Well, I dispute that claim. It was Leibniz, not Newton who invented calculus.

4. Read about the tradition of New Year's resolutions and complete the ideas with your own information.

On New Year's Eve, Americans write **New Year's resolutions**. A New Year's resolution is a commitment that a person makes to achieve one or more personal goals or projects, or the reforming of a habit.

For New Year...

- a. I'll break the habit of _____.
- b. My crowning achievement will be _____.
- c. I won't _____; for sure, I'll break with tradition!

UNIT

5



Lesson 1

Going on Vacation

1. Answer the survey and discuss with a partner.

[LOGIN](#) | [SIGN UP](#)

What are your holiday preferences?

a. On vacation you prefer...

going back to places you have visited before.
 going to a new destination.
 staying at home.

b. I go on vacation...

every six months.
 once a year.
 not even once.

c. Who would you like to go with to the following destinations?

my dad	beach	safari	luxury spa
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
my mom	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
my sibling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
my couple	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

d. The top three holiday destinations in your country are...

1. _____
2. _____
3. _____

e. You would like to go to...

<input type="checkbox"/> Canada	<input type="checkbox"/> Mexico
<input type="checkbox"/> France	<input type="checkbox"/> Italy
<input type="checkbox"/> Bahamas	<input type="checkbox"/> Other _____

f. Which of the following activities do you look forward to on a vacation?

<input type="checkbox"/> snorkeling	<input type="checkbox"/> scuba diving
<input type="checkbox"/> kite surfing	<input type="checkbox"/> waterskiing
<input type="checkbox"/> just relaxing	<input type="checkbox"/> sightseeing
<input type="checkbox"/> sunbathing	<input type="checkbox"/> shopping
<input type="checkbox"/> Other _____	

Grammar Strategy

Use tag questions to verify or check for information. A positive statement is followed by a negative tag, and a negative statement is followed by a positive tag.

2. Complete the conversations about holiday preferences with the appropriate tag question.



Mary: Our vacations are around the corner, aren't they?

Pedro: Oh yeah! We should start planning.

Actually in this survey there are a couple of ideas.

Mary: You are not looking forward to any adventure activities or nightlife, are you?

Pedro: Not really, I just want to relax. You like going to little towns, isn't that right?

How about the Cultural Coffee Landscape in Colombia.

Mary: Oh I'd love to go there! It'd be the perfect place to relax, isn't it?

Pedro: Let's look for a place to stay. This web page shows some farms that are for rent.

Mary: Look at that one; it's so pretty, isn't it?

Pedro: It sure is. It has a private pool and a sauna! We can afford it, can we?

Mary: Yeah! Let's call immediately and book it!

Travel agent: Please fill out this survey and I will be with you in a moment.

Mike: Thanks. Let's see... We'd prefer to go on a beach holiday. That'd be great, isn't it?

Patty: Yes! And you could go snorkeling, isn't that right?

Mike: Of course. We could go shopping, sightseeing, and enjoy the nightlife!

Patty: But we can't afford it, can we?

Mike: I guess not.

Travel agent: Hi, again, I overheard that you have doubts about going on a beach holiday, don't you?

Patty: Yes, we think it could be too expensive unless we stay in hostels for backpackers. We don't want that, do we?

Mike: Of course not! We dream of a nice all-inclusive hotel on a paradise beach.

Travel agent: Well, I think I have the perfect place at the right price. Give me a minute...



3. Mike and Patty are discussing the final details of their trip. Write the correct tag question.



START

Patty, you made
the hotel reservation,
_____ (a)?

The flight tickets and
the passports are in
our carry-on bags,
_____ (g)?

We booked a room with
a view of the beach,
_____ (h)?

Mike, you did the
online check-in,
_____ (b)?

The taxi will pick
us up at 8 o'clock,
_____ (f)?

Meals are not
included in the plan,
_____ (i)?

The flight is
not delayed,
_____ (e)?

We have
finished packing our
suitcases,
_____ (c)?

The hotel looks
fantastic,
_____ (d)?

They will serve breakfast
at 8 AM by the pool,
_____ (j)?

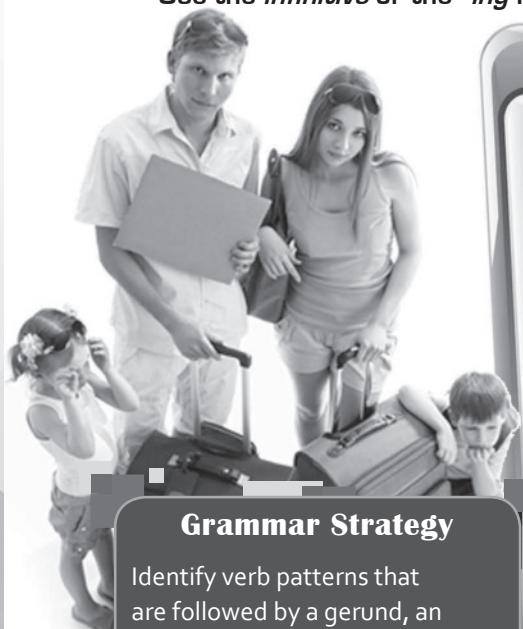


FINISH

Word Bank

- book
- stay
- look for
- pack

**4. Complete the following email with the verbs in the Word Bank.
Use the *infinitive* or the *-ing* forms when needed.**



Grammar Strategy

Identify verb patterns that
are followed by a gerund, an
infinitive or both to make a text
grammatically accurate.

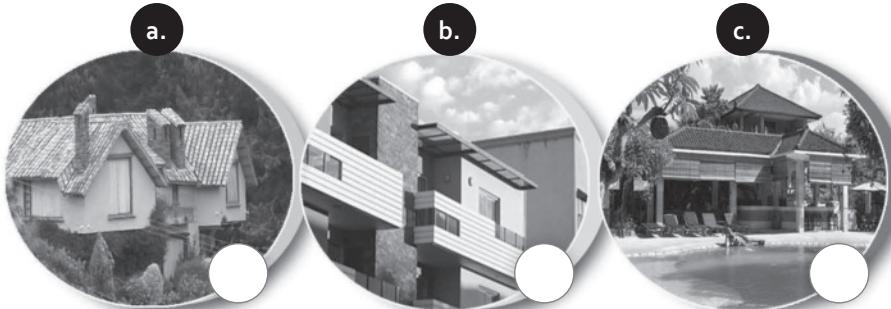
Dear Mr. and Ms. Ramirez,
According to the conversation we had on the phone, you said that you wanted
to travel to the coffee growing region of Colombia with your wife and daughter,
didn't you? You also said that you wanted to rent a farm. Before I continue
_____ (a) some farms for rent, I would like to ask you some
other questions. Would you like _____ (b) a farm with recreational areas like a
pool and a barbecue? What kind of farm would you and your family like, old fashioned
or modern? Near or far from any sights, recreation, nightlife or shopping? How about
the weather, would you like a hot place or would you prefer a cooler location? How
long would you like _____ (c)? And finally, what is your budget? This is a really
important question because I will be able to choose options that you can afford. If you
get back to me soon, I will find the perfect destination and you and your family will be
able _____ (d) your suitcases for a wonderful trip!

Sincerely,

Johan Salamanca
Trans American Travel Agency
1565 Folsom St. Boulder, CO 80302
Phone: +46 (0)45 220 04 39

5. Look at the chart of preferences sent by the Ramirez family. Check [✓] the picture that best suits them.

Swimming pool	<input checked="" type="checkbox"/>
Barbecue	<input checked="" type="checkbox"/>
Far from sightseeing places, recreation, nightlife and shopping	<input checked="" type="checkbox"/>
Modern	<input type="checkbox"/>
Old fashioned	<input type="checkbox"/>
Hot place	<input checked="" type="checkbox"/>
Cold place	<input type="checkbox"/>

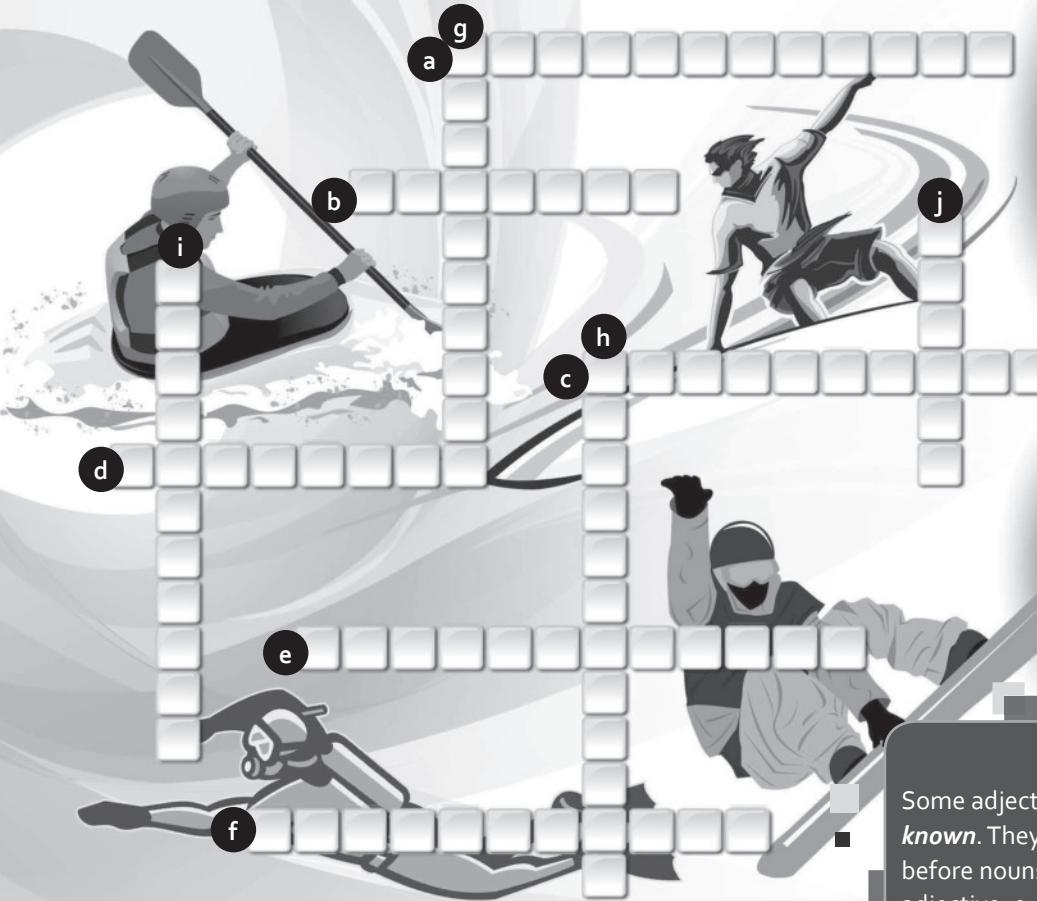




Lesson 2

Amazing Things to Do

1. Complete the crossword puzzle about sports and adventure activities people often do on holiday.



2. Rephrase the underlined parts of the following sentences by writing compound adjectives.

a. Chileans enjoy skiing in the mountains close to the city of Santiago.

Everybody knows about these mountains. Chileans enjoy skiing in the well-known mountains close to the city of Santiago.

b. We went on a mountain bike adventure in Guatemala for two weeks.

We went on a _____

c. Nassau preserves its coral reefs very well.

Nassau has _____

d. The slopes for snowboarding in Austria are first class.

Austria offers _____

e. Pilgrims that take the Way of St. James in Spain have to walk 100 km.

St. James is a _____

f. The tradition of walking the Way of St. James is about 1,500 years old.

Walking the Way of St. James is a _____

Across

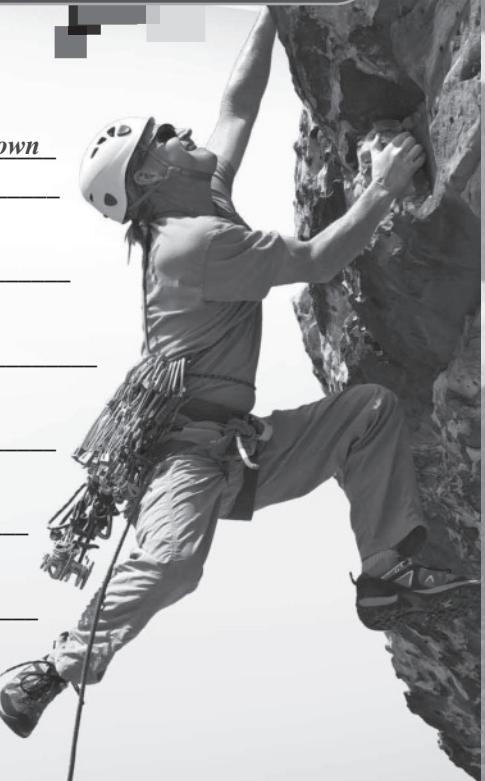
- Moving across snow on a board
- Riding on the crest or along the tunnel of a wave
- Descending a vertical surface, such as a cliff or wall, by sliding down with a rope
- Racing in a lightweight canoe
- Cycling off-road, on a trail or on dirt
- Going down a hill or other slope for recreation using a simple sled or toboggan

Down

- Diving using a snorkel
- Climbing rock surfaces using specialized techniques and equipment
- Underwater swimming using a tank and a special suit
- Going on an extended walk for pleasure or exercise

Grammar Strategy

Some adjectives consist of two words, e.g. **well known**. They are often connected with a hyphen before nouns so that you can clearly see it is one adjective, e.g. a **well-known** person.



3. Read each of the reported speech sentences below. Then, check (✓) the option that contains the original message.

- a. She said that approximately 100,000 people would arrive from destinations abroad.
1. "Approximately 100,000 people arrive from destinations abroad."
2. "Approximately 100,000 people will arrive from destinations abroad."
3. "Approximately 100,000 people are arriving from destinations abroad."
- b. The local news broadcaster said that 300,000 people were arriving in the city returning from their holiday vacation.
1. "300,000 people are arriving in the city returning from their holiday vacation."
2. "300,000 people were arriving in the city returning from their holiday vacation."
3. "300,000 people arrived in the city returning from their holiday vacation."

- c. She said that it was the busiest vacation in the last decade.

1. "It was the busiest vacation in the last decade."
2. "It will be the busiest vacation in the last decade."
3. "It is the busiest vacation in the last decade."

- d. She said that this phenomenon was affecting traffic in the city.

1. "This phenomenon is affecting traffic in the city."
2. "This phenomenon was affecting traffic in the city."
3. "This phenomenon will be affecting traffic in the city."



4. Report the answers given by the interviewees. Change the tense when necessary.



- a. **Reporter:** Sister, tell us about your experience this holiday.

Sister: We walked the Way of St. James in Spain. We were traveling with little money so we had to ask for food from the locals. It was an interesting experience.



- b. **Reporter:** Here comes Iker Casillas. Where did you go last holiday?

Iker: I went snorkeling in Nassau. I really loved the coral reefs there. I will never forget such a great time!



- c. **Reporter:** Where are you coming from?

Woman: I took a spa-holiday in Samui island in Thailand. It's a well-known place to relax. I feel completely refreshed!

The sister said that _____

Iker said that _____

She said that _____



Holiday Destination

1. Examine the title of the flyer. List the ideas that come to mind about this title.



Do not miss out on what Mother Nature has to offer...
Visit Machu Picchu, Peru, and be prepared to be blown away!

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

Reading Strategy

Analyze pieces of information to activate your previous knowledge.

2. Seven sentences have been removed. As you read, choose the sentences [a-h] to complete the text.

There is one extra sentence which you do not need to use.

- a. It has to be booked well in advance.
- b. One way is by taking the train from nearby Cusco.
- c. Some of the most extraordinary ones, for example, are the Ruins of Intipata, the Gate of the Sun, and the mountain of Wayna Picchu.
- d. Although it remained well known locally, it was unknown to the outer world.
- e. Other routes are open, but roads may be closed suddenly because of landslides and flooding.
- f. Do not miss the chance to try all kinds of spicy food.
- g. However, the best Peruvian specialties are mainly found in the countryside.

An old saying goes "beauty is in the eye of the beholder," but when visiting Machu Picchu in Peru, all will undoubtedly see beauty so stunning that it will fill the eye and warm the heart. The name 'Machu Picchu' means 'Old Peak,' and it is one of the most mysterious ancient sites in the world. Machu Picchu, according to legend, used to be considered a sacred place a long time ago. The creation of the astonishing city is attributed to the Inca people. The Incas started building it around 1400 AD, but abandoned it a century later at the time of the Spanish Conquest. d (1) It was the North American historian Hiram Bingham, who rediscovered the ruins in 1911.

Today, there are well-preserved baths, temples, palaces, and about 150 houses. These gray granite structures are so perfect that they are quite simply works of architectural genius.

Location

The city was built 2,430m above the Urubamba River, in the middle of a tropical mountain forest.

Reading Strategy

Use context clues like punctuation, connectors, and the ideas already given, before and after the gap, to identify where missing parts fit.



How to get there

There are three main ways to get to Machu Picchu.

(2) The train trip, which is four hours long, takes passengers through such magnificent scenery that time will fly. This is the most popular way among tourists who are not fit enough to hike the Inca Trail, the second way to get there. The trail is a 28-mile long and takes you through old villages, forests, valleys, and mountains. (3) Finally, a shorter train journey to Machu Picchu is from Ollantaytambo, also home to some impressive ruins.

What to do there

Adventurous travelers can hike all the way to Machu Picchu. Others can combine an Inca Trail walk with visits to Cusco and Machu Picchu by taking a Sacred Valley tour if they have a week to spend in the area. There are about 15 attractions in Machu Picchu that travelers can visit.

(4)

When to go

January and February are the雨iest months in this area, so it is not recommended to go there during this time. If you are tempted to travel to Machu Picchu during the heaviest part of the rainy season, there are a few things to consider. The Inca Trail is closed in February because of dangerous conditions. (5)



3. Use *so* or *such* to complete the sentences. Then, check (✓) T (true) or F (false) according to the text.

- a) Machu Picchu's constructions are _____ magnificent structures that they are considered a work of art.
- b) When you take the train you can observe _____ astonishing scenery that you will be amazed.
- c) July and August are _____ rainy that it is not recommended to visit Machu Picchu during this time.
- d) The Inca trail is _____ dangerous in February that it is closed in order to prevent accidents.
- e) Peru has _____ a great variety of dishes that you won't be able to try them all.

T	F



The peak tourist season is during the dry season in July and August because the nights are cool and the days are usually dry. Buy tickets well in advance for travel during this season to avoid being turned away from transportation. However, many people visit the site in November and April to avoid the crowds.

What to eat

Peru has one of the world's finest cuisines. Many people around the world are familiar with *quinoa*, a type of seed used in different dishes, and *pisco sour* cocktails.

(6) There is such a great variety of Peruvian specialties to try when you go to Machu Picchu that the time will not be enough. Try for example *ceviche*, a preparation of raw fish marinated in citrus juice and a traditional *causa*, a type of casserole with layers of potatoes and avocados. These dishes are supposed to be good enough to die for.

Budget

Our travel agents can help you customize your trip according to your availability, tastes and preferences. There are plans that suit a range of budgets. There are 1-day to 30-day tours from US \$300. Do not hesitate to contact us.

Contact us at +0051-84-254341
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like us on Facebook follow us on twitter

* **Landslides:** when dirt and rocks slide down a mountain.

* **Flooding:** to cover with liquid, usually water



Reading Strategy

Recognize ideas that have been written in different words to check understanding of the text.

1. Identify the main features of the brochure below. Underline the content and match it with the corresponding feature.

Turks and Caicos Islands: *A dream destination for divers*

a. A catchy headline

b. Interesting facts

c. Some attractions

d. Positive reviews

e. Contact information

The attractive color of the sea around this group of islands in the South Bahamas will make you want to bathe in its waters and explore its undersea world forever. The Resort of Blue Waters is in Grace Bay, which is in the north-east of the main island.

Colorful chalets blend with the palm trees along the *sandy* beach.

This resort is for active seniors who know how to keep the good times rolling with activities for the body, mind, and spirit. Spend your days in fitness classes, social gatherings, and attend seminars on healthy living. Go fishing, biking or boating. Try ball dancing or *zumba gold*, a high-energy Latin-inspired dance workout for seniors. Mr. and Ms. Frey from Canada said: "*We believe we certainly visited the most stunning site in the world.*" They consider that the travel agents were polite and patient responding to all the emails they sent with thousands of questions about the trip.

Book now!

www.holidays4fun.com

US and Canada + 1-866-930-7358

International +1-626-399-8688

2. Write a short holiday brochure. Use some of the features that you identified in exercise 1.

Travel BLOG

> About

> Service

> Catalogue

> Downloads

> FAQ

(Place): _____

It is _____

There you can _____

Mr. _____ said that _____

Create a catchy headline

Include interesting facts

Present some attractions

Write a vivid description

Write a positive review

Add contact information



Lesson 4

Living Like a King!

1. Read the following situation and answer the questions below.

2. Well, I believe the best accommodation and food are not in the most expensive hotels and restaurants.

1. I can't believe we're here! I was so **looking forward to** this holiday!

You have to be kidding!

4.

Oh no! This means **we are traveling on a shoestring** again, aren't we?

3. Finally, **we are going to live like kings** for a while!

a. What does the woman in number 1 mean?

- 1. She really wanted to have a holiday vacation.
- 2. She wasn't interested in a holiday vacation.

b. What does the man in number 2 mean?

- 1. He will take the family to a luxurious hotel and expensive restaurants.
- 2. He will avoid taking the family to a luxurious hotel and expensive restaurants.

c. What does the girl in number 3 mean?

- 1. She thinks they will stay in a luxurious place.
- 2. She believes they are a rich family.

d. What does the woman in number 4 mean?

- 1. She believes they will have a luxurious vacation.
- 2. She realizes they have little money to spend on their vacations.

2. Complete the expressions with the words that best complete the statements.

- a. Backpackers usually take long trips to faraway places. Maybe that's why they travel **king / light / rays**.
- b. Don't miss out on the chance to catch some **king / light / rays** on these pearl-like beaches.
- c. I saved money all year long just to live like a **light / rays / king** for a few days in Barbados.
- d. I wonder if I could ever go to Australia. I usually **travel / go / spend** on a shoestring budget and Sydney is really far away and expensive.
- e. Last weekend, we were enjoying a relaxing time on our farm when suddenly 15 relatives popped **over / in / up** to say hello. We were completely surprised.

3. Replace the underlined parts of the conversations with the appropriate idiomatic expression.

a. **Sarah:** After graduating, I'll spend a month traveling around Egypt.

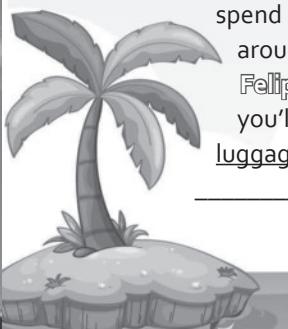
Felipe: Wow! That's great but you'll have to travel with little luggage.

b. **David:** Laura, you look so tanned. Have you been sunbathing?

Laura: Yes! I've been to the beach.

c. **Val:** Is that a cruise to the Caribbean?

Juliana: Aha! I'm going to be living luxuriously for the next 15 days!





Dealing with Difficult Situations



1. Find the words in the puzzle related to problems that teens often have. Use the definitions to find the words.

- a. To delay action (v).
- b. The state of being unaccepted (n).
- c. The act of harassing or intimidating others (n).
- d. The impression a person gives to the public (n).
- e. To make someone else do something by arguing or persuading (v).
- f. The self or individuality of a person that distinguishes his/her from others (n).



Vocabulary Strategy

Use definitions and images to identify vocabulary.



2. Read and complete the conversations with some of the words above. Then, check (✓) the word that is not a synonym of the word you wrote.



Tina: Oh, no! It's Tuesday and I haven't done my math assignment. It's due tomorrow.

Raj: Why do you procrastinate?

If you want, I'll give you a hand with the assignment but promise me you'll keep up your work in the future.

bring forward postpone delay

a.



Lin: Look at these models. They are so skinny! Oh, I'm so envious. What do you think, Leva?

Leva: That's not pretty Lin! They look ill. I'm not so concerned about my _____

to starve myself like that. What matters for me is to stay healthy and feel happy with myself.

interior appearance looks

c.



Fabio: Ugh! There's so much to study. I can't stand the _____ of school!

Judy: Don't worry! Come and study with us! We have a study group. If someone has difficulties, we help each other.

stress relaxation tension

b.



Jose: You are a homeroom teacher, aren't you? What's that like?

Valerie: Oh, my teens are great! I love them so much but lately one of them has been _____ other teens. I am working hard on stopping it.

intimidating maltreating supporting

d.

3. Choose the word that best completes the ideas on the left.

Then, match them to their corresponding paraphrase.



- 4. Complete the dialogue. Use the Word Bank and put the verbs in the correct tense to form the second conditional.**



Word Bank

- start • write • be
- disappear • have • use
- take up • happen • visit

Mia: Wu, are you surfing the net again? What would you do if the internet _____ disappeared _____?

Beth: Oh, I _____
(a) bored all the time if that
_____ (b). I know I'm addicted to
the internet and that can be a problem.

Mia: Maybe you would be more creative with your free time. Try imagining what you would do.

Beth: OK, let's see...oh, I _____ (c)
exercising more; I like riding bikes. Also, _____
_____ (d) a hobby like painting, creative
writing or robotics. How about you, Mia. What would you
do if you couldn't _____ (e) social networks
or email?

Mia: Oh that's a hard one. Maybe I would _____ (f)
my friends more often. If we didn't _____ time to
meet, we'd probably _____ letters to each other
to catch up; that's what our grandparents used to do.

Reading Strategy

Identify paraphrase to improve comprehension and be able to interpret, understand, learn, and use a text you have read.

- a. If I exercise / exercised 30 minutes a day, I'll feel happy and improve my mood, according to a research study.
- b. If I were a victim of someone who posted a fake profile on a social network, I would / will report it to site monitors. That's what they advise you to do.
- c. If a person intimidates / intimidated me, I will talk to someone about it and make sure that they help to make it stop. The school psychologist once advised me that.
- d. If I am / were you, I wouldn't let failing a test take control of my life because that would make me fail more!

1. It is my responsibility to let someone know I'm being bullied so he/she can do something to end it.
2. I would inform the web-site administrators about imposters on the internet, in case they caused me any harm.
3. If I let one failure take over my mind, it would make me think negatively about my future tests and I might fail them too.
4. It is a good idea to have a daily physical activity to do for half an hour because it helps you to stay in a good mood.

- 5. Read each situation and write the corresponding wish or desirable situation.**

Grammar Strategy

Recognize and use formulas and patterns to express what you want to be true or real.

a. Jim **has** to choose between two extra-curricular activities: robotics and environment. He likes them both very much.

He wishes he didn't have to choose between robotics and environment.

b. Sandra loves exercising but **there aren't** enough hours for physical education at school. She wishes _____

c. Jim **can't** go out tonight because he has soccer practice early in the morning.

He _____

d. Daniel **isn't** communicating with his parents very well.

He _____

e. Jim's friends **aren't** very supportive.

He wishes _____

Lesson 2

What Would You Have Done if...?

1. Match the pictures with the phrases in the Word Bank. Then organize the pictures from 1 to 6 to determine the sequence of events.

Mario's Chain Reaction

Word Bank

- a. missing the teacher's explanation
- b. arriving late to class
- c. failing a test
- d. not being able to study without class notes
- e. waking up late
- f. using Facebook until midnight



2. Use the ideas above and the Word Bank to reflect on Mario's story. Use the third conditional.

- a. If Mario hadn't used Facebook until midnight, he would have gone to bed early.
- b. If he hadn't woken up late, he _____ to class on time.
- c. If he hadn't arrived late to class, he _____ the teacher's explanation.
- d. If he hadn't missed the teacher's explanation, he _____ his own notes in class.
- e. If he hadn't forgotten to take notes from his classmates, _____ them for the test.
- f. If he had studied for the test, _____ it.

Word Bank

- hear
- get
- go
- fail
- take
- review

3. Identify and circle the mistakes in the following regrets. Then, correct them.

- a. If I had pass the test, I would have obtained a higher grade in the subject. passed
- b. If I had obtained a higher grade, I would have apply for an internship in a multinational company. _____
- c. If I did that internship, I would have been accepted to The University of Japan. _____
- d. If I had been accepted to The University of Japan, I would have study Asian Studies. _____
- e. If I had studied Asian Studies, my biggest dreams would have came true. _____





4. Complete the following conversation. Use the verbs in parentheses.

Teacher: You look worried. What's wrong Simone?

Simone: It's just that I wish I hadn't kept (not keep) quiet about a bully in my class.

Teacher: Why?

Simone: If I _____ (a. tell) you that my friend Julia's homework was stolen, she wouldn't _____ (b. get) a bad grade.

Teacher: That's terrible Simone.

Simone: I wish I _____ (c. make) the right decision.

Teacher: I think it's never too late to tell the truth. Besides, you have to denounce bullies because we can do something to stop it.

Simone: Thanks for listening Ms. Castro.

Teacher: Julia and Martha, I have asked you to come to try to solve things.

Martha: I appreciate that teacher. I know I acted terribly wrong and I'm sorry for that.

Julia: I appreciate it, too; I think that if we really try, we _____ (d. can) make up and start fresh. I wish this _____ (e. not happen). I still can't understand why you stole my homework, Martha.

Martha: I apologize for doing that Julia. I wish I _____ (f. not do) so. I was desperate! I couldn't understand the assignment and I really needed a good grade. It won't happen again.

Teacher: I'm glad you regret having done it.

Julia: I am glad too. I forgive you Martha and in the future you should ask for help when you don't understand something. If you _____ (g. need) my help, I _____ (h. explain) the tough topics to you. You can count on me.

Martha: Oh, that would be great Julia. I'm very good at chemistry, so I offer my help to you, too. Thank you very much Ms. Castro for helping us reconcile.

Teacher: I think you two have reached an agreement. Now, how about a hand shake and a hug?



5. What would you have done in the situation described above?

a. If I had been in Julia's shoes,
I would have _____

b. If I had been Martha,
I _____

c. If I had been in the teacher's place,
I _____

d. If I had had to solve the situation,
I _____

6. Paraphrase the following ideas using *wish* followed by the Past Perfect tense.

a. Pablo feels sad that he didn't attend his painting classes.
He _____

b. Laura regrets that she didn't have private tuition to help with her English class.

c. Paul is sorry he spent his money on running shoes.





Lesson 3

The Teenage Brain

1. Can you read this?

Aoccdrnig to rsearch ta Cmabrigde Uinervtisy, it deosn't mtaer ni waht oredr the ltteers in a wrod are, eth olny iprmoatnt tihng is taht the frist and lsat ltteer are in the

rghit pclae. The rset can be a toatl mses and you can stil raed it wouthit a porblm. Tihs is bcuseae the huamn mnid deos not raed ervey lteter by istlef, but the wrod as a whole.

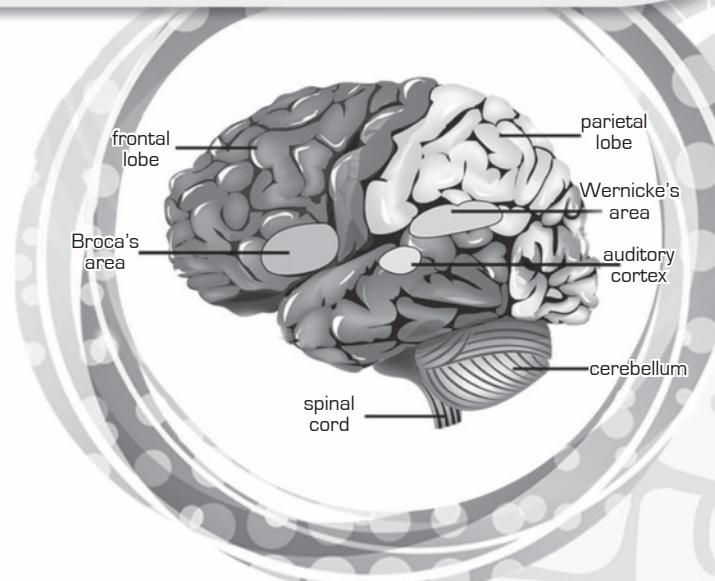
2. Answer the questions.

- a. Did you know your brain could read mixed-up words?

- b. Can you write a short sentence with mixed-up words?
What is the trick?

3. Match the statements (a, b, c) with the corresponding pieces of information below.

- a. This area allows you to speak a language.
b. This area allows you to understand a language.
c. This is the hemisphere in which you find language processes.



1. The Wernicke's area is the region of the brain involved in the comprehension of speech.

2. In most people (97%), both Broca's area and Wernicke's area are found in only the left hemisphere of the brain.

3. The Broca's area is the region of the brain involved in the production of speech.

4. Read the following interview and identify the introductory statements that make reference to scientific information.



THE LANTERN
Special Report

Early Age and Second Language Learning

For this special issue of our school's newspaper, our student-reporter interviewed Prof. Sanchez, PhD in Second Language Acquisition from the University of Salamanca, about second language learning in children who are very young.

Reading Strategy

Identify scientific information stated by experts to raise awareness of the credibility in a scientific text.

Reporter: Prof. Sanchez, is there an ideal age to learn a second language?

Prof. Sanchez: According to some linguists like Penfield and Roberts in 1959, children have ideal conditions to acquire a second language (L₂) before puberty. They called it the ***critical age period***. They assert that there is a vital stage between birth and puberty to learn a second language.

Reporter: In what sense is this period ideal or vital?

Prof. Sanchez: It has been proved that early learners –between 3 and 6 years old– find it easier to control over the grammar, accent and rhythm of the language. For example, they will imitate the sounds of the second language much more accurately than those who start learning after puberty. These discoveries were shown by linguists such as Johnson, Newport and Krashen.

Reporter: How is this possible? Why is it easier?

Prof. Sanchez: To understand this you have to compare the brain processes of early learners and late learners. When an L₂ is learned during the critical period, it shares some regions used by the mother tongue (L₁). Under this condition the brain works faster by recognizing linguistic patterns between the two languages and storing them. Functional magnetic resonances (scans showing electromagnetic energy)

have shown that Broca's area is heavily involved in this process. If the language is learned at a later period, the L₁ is already strongly established and it therefore interferes with the learning of the L₂.

Reporter: Amazing! What about gender. Is it easier for boys to learn an L₂ than girls?

Prof. Sanchez: In fact, it may be the other way around. According to Dr. Liaño Martinez, a researcher and lecturer, there is a tendency for early language acquisition to be more precise in girls than in boys, suggesting that girls will be better at acquiring a second learning in the beginning than boys. However, the differences will disappear once their brains develop completely.

Reporter: So, studying a second language at an early age in schools can be advantageous for children because their brains have the flexibility to do so. Also, children can imitate the new language sounds better.

Prof. Sanchez: That's correct. Furthermore, academic achievement increases when children learn a second language in their first years of schooling. However, they may forget it easily if they do not use the language.

Reporter: Thank you Prof. Sanchez for your observations about second language learning.

Adapted from: *Language Development, Critical period. The Newport Report* of the Rochester University, New York, USA.

5. Read each idea and decide which one is stated explicitly (S) in the text and which one is (I) inferred.

a. The critical age period:

- 1. The critical age period occurs between birth and teenage years making it the ideal time to learn a second language.
- 2. It is better to learn a language when children are very young.

b. L₂ and brain processes:

- 1. Early learners store the L₂ more efficiently than late learners.
- 2. The early learner's brain stores a significant amount of information about the L₁ and L₂ in the same areas.

c. Age and learning:

- 1. Learners between 3 and 6 years old don't face many difficulties with pronunciation.
- 2. Older learners are more likely to speak their L₂ with a foreign accent.

d. Girls and boys:

- 1. Gender is not an indicator of successful second language learning.
- 2. Before puberty, girls learn with more precision than boys at the beginning of the process.

Reading Strategy

Connect the language clues in the text with your prior knowledge to construct understandings beyond what is explicitly stated in the text.

Writing

- Carry out some research about the topic of **Learning languages with Video Games**, and complete the following outline below.

Learning
Languages with
Video Games

One advantage is:

Another advantage is:

- Use your ideas from the previous activity and write a short scientific article.

Writing Strategy

Use quotation marks "..." to enclose words quoted from experts. Do not include them when you use synonyms and different grammar to summarize what they said.

According to _____

"
_____"

Studies show that _____

Prof. / Dr. _____ states that

"
_____"

Studies show that _____

Writing Strategy

Write about only one topic in each paragraph to maintain unity in a composition. Use **transition signals** to achieve coherence in the composition: *In fact, also, secondly, indeed, finally, most convincingly, in sum.*

Learning Languages with Video Games

Introduction (complete the thesis statement with the two advantages)

Learning a language can be difficult, but with the aid of a playful element the experience can be very positive. Therefore, learning languages with video games can be advantageous for children because _____ and _____

First paragraph (write the 1st advantage and support it with an argument from authority, a study or a statistic)

In fact, _____

Second paragraph (write the 2nd advantage and support it with an argument from authority, a study or a statistic)

Also, _____

Conclusion (restate the two advantages using different words)

In sum _____

HD TV



Lesson 4

Your Wish Is My Command!

1. Complete the conversations using the expressions in the Word Bank. Use the correct form of the verbs.



A: Did you hear the children's story about a big spider in their class?

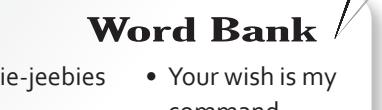
B: Yes, my son told me it!

It _____



A: Honey, What's wrong?

B: Dad, today I left my homework at home and I got a poor grade.



Word Bank

- To give the heebie-jeebies
- To kick oneself
- Your wish is my command



A: Ms. Johnson, can we decide what to do for the talent show?

B: Of course!

2. Complete the texts with the idiomatic expressions above.

Then, match them with the correct pictures.

- a. When I asked my parents to buy me a tablet I was hoping they would say "son, _____, but instead they told me to earn it by being responsible in my school duties, being a good son, and helping around the house."
- b. I explained to my class the rules of a game called *amnesiacs*, but when I finished, one of my students said "teacher we did that last week." I felt really embarrassed and wanted _____, but then we all laughed and had a good anecdote to tell.
- c. We read *The Black Cat* by Edgar Allan Poe in our English class. The story _____ because it is really spooky! However, I enjoyed it a lot.

3. Complete with personal information.

- a. What book or movie gave you the heebie-jeebies? _____

- b. When did you really want to kick yourself about something? _____

- c. When was the last time you made someone's wishes your command? What did you do for her / him? _____



Dictionary

A - D

M - P

E - H

Q - T

I - L

U - Z

Suggested Online Resources

Unit 1

- * Start Your Own Newspaper
<http://www.newspaper-info.com/>
- * Cheating vs. Values and Ethics: High School Sports
<http://www.gracepointwellness.org/28-child-adolescent-development-overview/article/15297-cheating-vs-values-and-ethics-high-school-sports>

Unit 2

- * Health Topics
<http://www.cyh.com/healthtopics/healthtopicdetails.aspx?p=243&id=2162&np=292>
- * Story of Stuff
<http://storyofstuff.org/>
- * Food Waste
http://www.worldfooddayusa.org/food_waste_the_facts

Unit 3

- * The Marks of Maturity
<https://www.psychologytoday.com/blog/artificial-maturity/201211/the-marks-maturity>
- * What is Personality?
<http://www.livescience.com/41313-personality-trait.html>

Unit 4

- * The Impact of Social Media in the 21st Century
<http://wpmu.mah.se/nmict141group4/2014/03/11/the-impact-of-social-media-in-the-21st-century/>
- * Are Social Networking Sites Good for Our Society?
<http://socialnetworking.procon.org/>
- * Social Media
<https://www.youtube.com/watch?v=libedok4Bvo>

Unit 5

- * The Negative Impacts of Tourism
<http://green.hotelscombined.com/Rtg-Negative-Impacts-of-Tourism.php>
- * Sustainable Tourism
<http://www.sustainabletourism.net/>
- * Stats and Facts about Vacation and Traveling
<http://www.ineedmotivation.com/blog/2015/06/interesting-stats-and-facts-about-vacations-and-traveling-infographic/>

Unit 6

- * The Importance of Outdoor Activities
<http://www.myhealthylivingcoach.com/why-sports-and-outdoor-activities-are-important-for-kids/>
- * What are Extreme Sports?
<http://kinooze.com/what-are-extreme-sports/>
- * The Risks of Extreme Sports
<http://www.bbc.com/future/story/20120302-extreme-sports-a-risky-business>
- * Handling Difficult Situations
<http://www.wikihow.com/Tackle-Difficult-Situations>



Unit 1

Grammar Chart

THE SIMPLE PRESENT TENSE

It is used to express facts, routines, and give instructions or directions.

Affirmative			Negative			Auxiliary Verb	
I/We/You/They	drink	water.	I/We/You/They	don't drink	water.	Do	you drink water?
He/She/It	drinks	water.	He/She/It	doesn't drink	water.	Does	she drink water?

THE SIMPLE PAST TENSE

It is used to describe actions that started and ended in the past. The time of occurrence is usually known.

Affirmative			Negative			Auxiliary Verb	
I/We/You/They	drank	water.	I/We/You/They	didn't drink	water.	Did	they drink water?
He/She/It	drank	water.	He/She/It	didn't drink	water.		

THE PRESENT PERFECT TENSE

It describes actions that started in the past and haven't ended, or are relevant in the present.

Affirmative			Negative			Questions		
I	have eaten	Chinese food.	I	haven't eaten	Chinese food.	Have	I	eaten
He			He				he	
She	has eaten		She	hasn't eaten		Has	she	eaten
It			It				it	
We			We				we	
You	have eaten		You	haven't eaten		Have	you	eaten
They			They				they	

Note 1: Use **already** to say that something happened sooner than expected in affirmative sentences. It can go between the auxiliary verb **have** and the main verb or at the end of the sentence to make it stronger.

You have already eaten Chinese food. /They have eaten Chinese food already.

Note 2: Use **yet** to mean "until now" in negative sentences. It can go between the auxiliary verb **have** and the main verb or at the end of the sentence to make it stronger.

He hasn't yet eaten Chinese food. /We haven't eaten Chinese food yet.

THE PAST PERFECT TENSE

It is used to describe an event that occurred before another action in the past.

Affirmative			Negative			Questions		
I		dinner before I went to bed.	I		dinner before I went to bed.	Had	I	eaten
He	had eaten		He	hadn't eaten			he	
She			She				she	
It			It				it	
We			We				we	
You	had cooked		You	hadn't cooked			you	cooked
They			They				they	

Note 1: We use **already** to emphasize that something had happened before the second event took place in affirmative sentences. *She had already eaten dinner before I went to bed.*



Unit 2

Grammar Chart

PAST MODAL VERBS

Use past modal verbs to make hypotheses regarding past situations based on evidence. There are different degrees of certainty, possibility, obligation and necessity that can be expressed depending on the modal used.

Structure: Subject + (modal verb) + have + past participle + complement

Past Modal Verb	Use	Example
could have / couldn't have	to show past ability	a. I could have answered the question, but my friend answered it first. b. The thief couldn't have entered the house through the door because it was locked.
should have / shouldn't have	to talk about something which was a good idea that you did or didn't do; or about a moral obligation	a. You should have bought a new car because second hand cars are really unreliable. b. Peter shouldn't have bought a car because now he has no money.
would have / wouldn't have	to talk about a past condition or situation	a. I would have helped you but you didn't wait for me. b. I wouldn't have gone if I had known it was going to rain.
may have / may not have	to show past possibility	a. My grandfather may have used this typewriter when he was a young man, but I am not sure. b. Paul may not have invited you to the party if he had known that you ate his lunch.
might have / might not have	to show past possibility	a. Her father might have given her the money for the concert if she had asked him. b. Her mother might not have allowed her to come to the party if she hadn't asked for permission.
must have / must not have	to show past probability, indicating that something probably did or didn't happen in the past	a. Jim got the highest grade on the exam. He must have studied really hard. b. Tim is working at the supermarket. He must not have gotten the engineering job he applied for.

Degrees of necessity		Degrees of certainty	
100 %	must have	100 %	must have
80 %	should have	80 %	should have / would have
60 %	could have	60 %	could have might have
40 %	may have	40 %	may have



Unit 3

Grammar Chart

PHRASAL VERBS

Phrasal verbs are verb-particle combinations. The particle (preposition or adverb) often gives a different meaning to the verb.

Phrasal verb	Definition	Example
bring in	to earn money	This new business brings in lots of money.
draw on	to make use of something that you have, for personal benefit	Singers draw on their musical talents.
find out	to discover information	How can I find out the museum location?
get on	to be friendly to people	Lisa gets on with people very well.
go for	to choose from various options	I'll go for the black sweater.
hold back	not to show how you feel	Sam shouldn't keep his feelings back.
look after	to take care of somebody or something	My aunt will look after my puppy today.
look into	to investigate	Scientists look into the evidence.
turn down	to reject a proposal, invitation, or job offer	Milly turned down a job offer at the bank.

GERUNDS AND INFINITIVES

- Some verbs are followed by either gerunds or infinitives. Whether you use a gerund or an infinitive depends on the main verb in a sentence.
- Prepositions are followed by gerunds most of the time.

Verbs followed by gerunds (verb + verb-ing)	Verbs followed by infinitives (verb + to + verb)
avoid, admit, consider, keep,...	seem, decide, hope, tend,...
Children should avoid eating much sugar. Mom may consider going on the trip. My brother keeps working hard.	The project seems to be difficult. Molly decided to buy a new cell phone. Enrique hopes to become a rock star.
Verbs followed by either gerunds or infinitives	Verbs followed by the infinitive without to (verb + object + verb)
continue, intend, prefer, start,...	make / let / help
Danny intends writing/to write a love story. Sally prefers going/to go to the movies. Peter started working/to work as an actor.	Music makes me feel good. My parents let me play video games with my friends. School friends help me do the homework.

PREFIXES AND SUFFIXES

Prefixes are added at the **beginning** of a word.

Suffixes are added at the **end** of a word.

Common Prefixes

im-	meaning: not	People with no manners can be very impolite.
in-		Some people are insensitive to others' needs.
ir-		Irresponsible students never hand in assignments on time.
un-		Nobody can trust unreliable people.

Common Suffixes

-ful	meaning: full of	The team is doubtful about winning the match.
-less	meaning: without	Pablo is hopeless about the difficulties of his new job.



Unit 4

Grammar Chart

PASSIVE VOICE

Use it to place emphasis on the action instead of the subject or performer because it is unknown, obvious or not the key focus of attention.

Tense	Structure	Statements	Interrogative
Simple Present	subject + am / is / are + past participle + complement	a. Houses are decorated with red paper. b. The Chinese New Year isn't celebrated on a specific date.	a. Are houses decorated with red paper? b. Is the Chinese New Year celebrated on a specific date?
Simple Past	subject + was / were + past participle + complement	a. Fireworks were invented in China. b. The Festival of the Sun was prohibited in the 16th century.	a. Were fireworks invented in China? b. When was the Festival of the Sun prohibited?
Present Perfect	subject + has / have + been + past participle + complement	a. Red envelopes have been given to the kids. b. The Nian hasn't been considered a good spirit.	a. Have red envelopes been given to the kids? b. Has the Nian been considered a good spirit?

Note: Use *by* when mentioning the performer of the action.

The Nian hasn't been considered an evil spirit by the Chinese.

USED TO

Use it to talk about past habits or past situations that no longer happen in the present.

Affirmative	Negative	Interrogative
I used to play soccer when I was a child.	I didn't use to play soccer when I was a child.	Did you use to play soccer when you were a child?

Note: *Used to* is not commonly used in negative sentences.

BE / GET USED TO

If you **are used to** something, you are accustomed to it.

If you **get used to** something, you are becoming accustomed to it (it was strange, but now it's not so strange).

Both **be used to** and **get used to** are followed by a noun (or pronoun) or the gerund form of a verb.

Affirmative	Negative	Interrogative
They are used to speaking Spanish.	They aren't used to speaking Spanish.	Are they used to speaking Spanish?
She is getting used to the cold weather.	She isn't getting used to the cold weather.	Is she getting used to the cold weather?



Unit 5

Grammar Chart

TAG QUESTIONS

Tags questions come at the end of sentences. They are frequently used in spoken English to either check or ask for information.

Negative tag questions: Tag questions are negative when the sentences they refer to are positive.

She's happy, isn't she?
John works from home, doesn't he?

Positive tag questions: Tag questions are positive when the sentences they refer to are negative.

Pete is not in the city, is he?
Clara doesn't study French, does she?

Auxiliary Verbs: If there is an auxiliary verb (*have - be*) in the sentence, then the tag question uses the same auxiliary verb.

We have spent all our money, haven't we?
This isn't working, is it?

With Modal Verbs: If the sentence has a modal verb, the tag question uses the same modal verb.

We should go, shouldn't we?
The baby won't cry, will he?
You could help me, couldn't you?

Exception - I am: If the sentence starts with *I am*, the tag question is, *aren't I?*

I'm the winner, aren't I?

Intonation: Use rising intonation when asking for information.

Use falling intonation when checking for information or looking for agreement.

REPORTED SPEECH

It is also known as *Indirect Speech*. Use it to report or rephrase what someone has said.

Tense

Direct Speech	Reported Speech	Direct Speech (original statement)	Reported Speech
Simple Present	Simple Past	Tim: "I go rock climbing every weekend."	Tim said that he went rock climbing every weekend.
Simple Past	Past Perfect	Susie: "Jason loved kayaking when he was younger."	Susie said that Jason had loved kayaking when he was younger.
Present Continuous	Past Continuous	Julie: "They are eating dinner."	Julie said that they were eating dinner.
Future (will)	would	Hudson family: "We will go surfing while on vacation."	The Hudson family said that they would go surfing while on vacation.

Note 1: If reporting a general truth, the present tense can be retained. E.g. *The teacher said that Bogota has cold weather.*

2: With reported speech, the word **that** is optional after **said**.

Time Expressions

Change time expressions when referring to the present, past or future in order to match the moment of speaking.

• **Direct Speech:** Tim: "I want to go home now."

Reported Speech: Tim said he wanted to go home then.

• **Direct Speech:** Sally: "We were in India last year."

Reported Speech: Sally said that they had been in India the year before.

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

Pronouns: Change the pronouns to match the subject of the sentence.

Direct Speech

Paul: "I want to take my girlfriend hiking."

Betty: "I am cooking for your parents."

Indirect Speech

Paul said he wanted to take his girlfriend hiking.

Betty said that she was cooking for my parents.



Unit 6

Grammar Chart

FIRST CONDITIONAL

The first conditional is used to talk about situations which are realistically possible in the present or the future — things which may happen.

If clause			Result clause			
If + subject	Verb (Simple Present)	Complement	Subject	Will	Verb (base form)	Complement
If John	studies	harder,	he	will	succeed	at school.

(I know John very well and I know that he can be very disciplined. So I think it is very probable that sooner or later he will get good grades.)

SECOND CONDITIONAL

The second conditional is used to talk about ideal conditions (imagined or impossible) in the present or the future. Conditions which are unlikely to happen.

If clause			Result clause			
If + subject	Verb (Simple Past)	Complement	Subject	Would/Could/ Might	Verb (base form)	Complement
If Pete	had	time,	he	would	study	something else.

(I know Pete very well and I know that he is a very busy person. He would like to study, but he doesn't have enough time to do it.)

THIRD CONDITIONAL

The third conditional is used to talk about unreal situations or conditions which are impossible to fulfill because they occurred in the past. We can just imagine what would have happened if the situation had been different. It is often used to express criticism or regret.

If clause			Result clause			
If + subject	Verb (Past Perfect)	Complement	Subject	Would/Could/ Might	Verb (Present Perfect)	Complement
If Sally	had won	the lottery,	she	would	have traveled	to Europe.

(Sally didn't win the lottery. I know she hasn't been to Europe, but she wants to.)

Notes:

- When the Result clause comes before the "If clause" no comma is used.
John will succeed at school if he studies harder.
- For the second conditional the word "would" can be changed for other modal verbs like *could* or *might*.
If John had the money, he could fly around the world.
- When using the verb to be with the second conditional, *were* is used for all pronouns.
If I were John I would travel to Europe.
- When making negative sentences, either a clause or both clauses can be negative.
If John has the money, he won't buy a car.
If John hadn't had the money, he wouldn't have bought a car.

WISH

Use *wish* to talk about things and situations you want to be true in the present, but they are not.

Wish		Clause		
Subject	Verb (wish)	Subject	Verb (Simple Past)	Complement
Sally	wishes	she	were	older.

(Sally is currently only 14 years old, but she wants to be older.)

Note:

- When using the verb to be, *were* is used for all pronouns.

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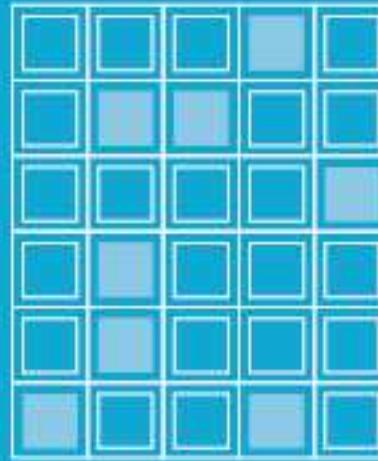
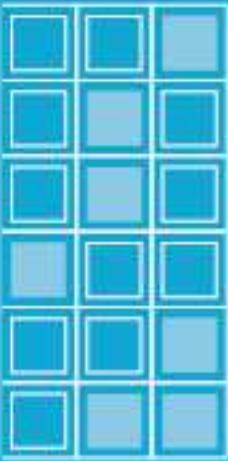
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