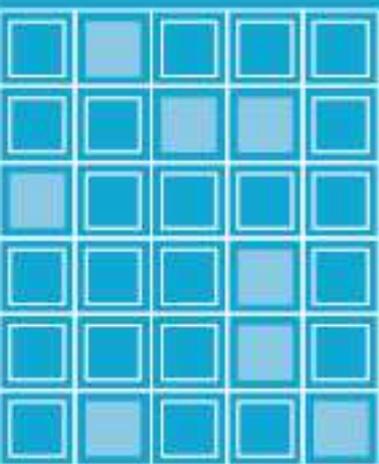




Educación General Básica - Subnivel Superior



ENGLISH



Level

A1.2

(Teenagers)

STUDENT'S BOOK - NOVENO GRADO - EGB

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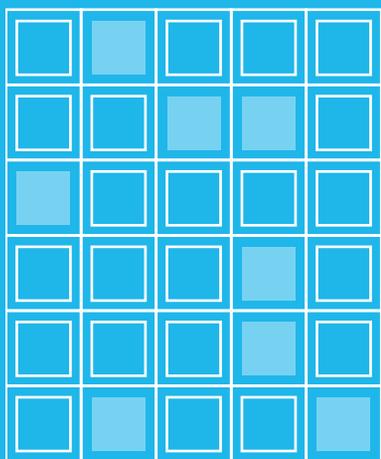


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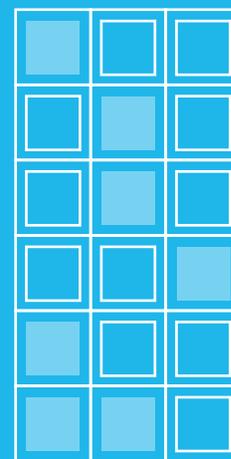




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Promovemos la conciencia ambiental en la comunidad educativa.

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ADVERTENCIA

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



2018: The value of respect

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

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

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

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

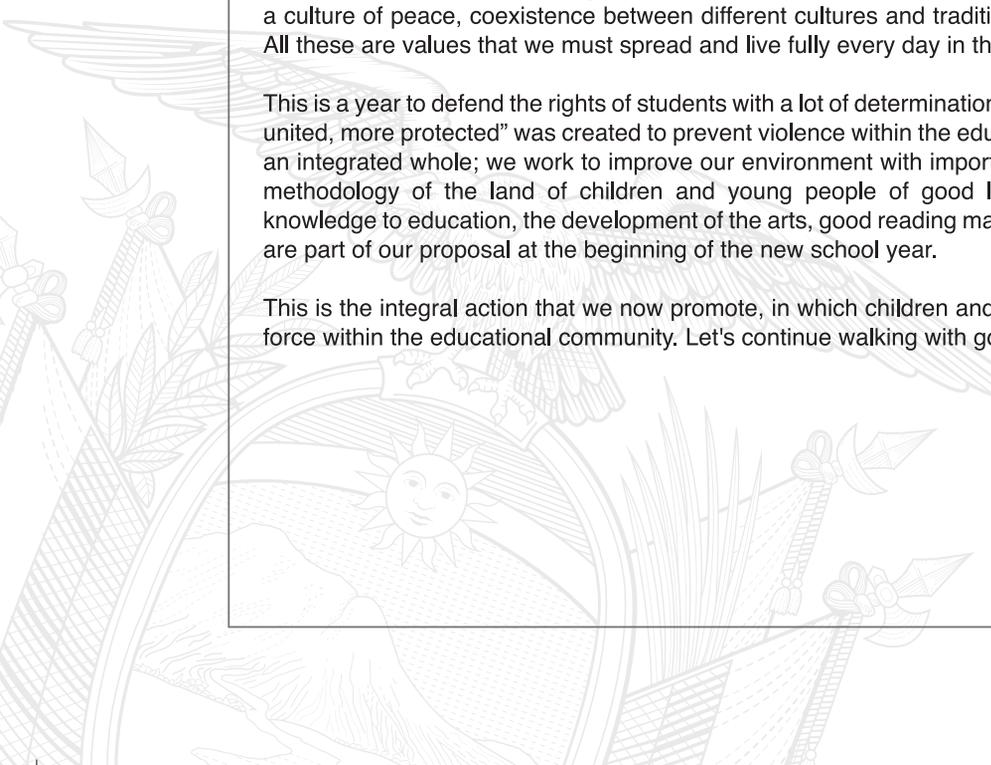
Respect for others means respect for each and every one of us. Respect does not accept any aggression, be it physical, psychological or sexual. It implies recognizing ourselves in the people around us. Teachers, students and partners, we are all human beings who have the same rights. That means the right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

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

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

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

Fander Falconí
Minister of Education



UNIT

1



UNIT

2



UNIT

3



CLIL

- Personal Information
- Routines
- Free Time Activities

- Greetings
- Food
- Clothing
- Celebrations and Holidays

- Multiple Intelligences
- Talented People

Goals

- You will learn how to
- describe people's personality.
 - talk about lifestyles and free time activities.
 - express likes and dislikes.

- You will learn how to
- talk about customs of other cultures.
 - talk about celebrations in other countries.

- You will learn how to
- talk about abilities.
 - compare people's attributes and abilities.
 - express opinions.

Grammar

- Simple Present tense with the verbs *To Be, Love, Like* and *Prefer*

- Simple Present tense with Adverbs of Frequency
- Present Progressive tense

- Modal verb *Can*
- Comparative and Superlative Adjectives

Skills and strategies

Vocabulary: using antonyms to remember words
Grammar: paying attention to different colors to analyze grammar
Reading: scanning a text to find specific information
Writing: using *and* to give additional information and *but* to introduce an opposite idea
Listening: paying attention to background sounds to understand the context of the speakers
Speaking: using *How about you?* to encourage someone to talk

Vocabulary: making word combinations to remember new expressions
Grammar: paying attention to time expressions to choose the right form of the verb
Reading: using pictures to predict the content of a text
Writing: using fixed expressions to write a text
Speaking: using *Really?* to show interest in a conversation

Vocabulary: using mind maps to learn new words
Reading: reading a text several times to look for details
Writing: using *because* to give reasons and answer the question *why?*
Listening:

- focusing on specific information and ignoring the rest
- using specific information to make inferences

Speaking:

- giving extra information to expand conversations
- recycling expressions and using them in new situations

Project

A Collage

A Slide Show Presentation

A Talent Show

UNIT

4



UNIT

5



UNIT

6



CLIL

- The Food Pyramid
- Healthy Recipes

- Famous Characters of The Past

- Experiences and Anecdotes
- Vacations
- Memories

Goals

You will learn how to

- talk about food preferences.
- express agreement.
- ask and answer questions about food quantities.

You will learn how to

- describe people's personalities and values.
- talk about people's lives in the past.
- talk about important events in history.

You will learn how to

- talk about events in the past.
- ask and answer questions about the past.
- describe emotions.

Grammar

- Countable and Uncountable Nouns
- Some and Any
- How Much and How Many
- Imperatives

- Simple Past tense with verb *To Be*

- The Simple Past tense
- Regular and Irregular Verbs

Skills and strategies

Vocabulary: classifying words into categories to remember vocabulary

Reading: using charts to extract and organize the main ideas in texts

Writing: using *first, next, after that, then* and *finally* to sequence actions

Listening:

- paying attention to connectors of sequence to guide one's listening
- paying attention to the speakers' sounds to understand their reactions better

Speaking: using *me too* or *me either* to express things in common

Vocabulary: using context clues to get the meaning of words

Reading:

- using one's background knowledge to predict the content of a text

- using a timeline to organize the sequence of events

Writing: using time-related expressions to organize events

Speaking: using *sorry* and *wh- questions* at the end of sentences to ask for repetition

Vocabulary: looking for the past form of the verbs in a dictionary to improve vocabulary

Reading: identifying referents to understand detailed information

Writing:

- using *also* to give additional information
- using *so* to describe a result or consequence

Listening:

- using *wh-questions* to get the most important details of an event
- paying attention to the speakers' tone of voice to get more clues about their emotions

Speaking: using the verb *to be* to give more details in a conversation

Project

A Healthy Food Fair

A Party of Famous Characters

A Photo Album



Review

1. Complete the conversations with the verb *to be*.



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



a. _____



c. _____



e. _____



g. _____



b. _____



d. _____



f. _____



h. _____

Word Bank

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



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

- a. Sarah is _____ . d. Andreza and Renata are from _____ .
- b. Peter is _____ . e. Ms. Onishi is from _____ .
- c. Sandra is from _____ . f. Carlos and Pablo are _____ .

4. Complete the student's physical description. Use possessive adjectives and the Word Bank.



Word Bank

- tall • curly • thin • short • chubby

Remember

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

- a. Martha is 1.70 m tall. She's very _____. _____ sister is Tina.
- b. Tina's hair is _____.
- c. Pablo and Carlos are brothers. _____ eyes are brown.
- d. Tom weighs 32 kg. He's very _____.
- e. Myriam's hair is _____ She's a little _____.

5. Circle the right possessive adjective.

- a. **Myriam:** Martha, *his / her / your* green eyes are very beautiful.
Are *his / her / your* sister's eyes green too?
Martha: No, they're not. *Their / Your / Her* eyes are brown.
- b. **Tina:** I like Carlos. *Their / His / Her* hair is really cool.
Martha: Really? I prefer Pablo. *His / Her / Their* curly hair is neat.
Tina: They are handsome. *My / Your / Their* smiles are really nice.
- c. **Carlos:** I like *his / her / our* new teacher Hiromi Onishi. She's talkative.
Pablo: Yes, she is. But *his / her / my* favorite teacher is Scott. I love his class. He's funny.



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

Word Bank

- look • surf • do • chat • sit



- a. Martha and Tina are surfing the Internet.
- b. Sandra and Paula _____ at some photos on the phone.
- c. Jenny _____ with a friend.
- d. Kathy _____ her homework.
- e. They _____ on the school's stairs

7. Use the Simple Present tense to write sentences according to the pictures. Use the Word Bank.

Word Bank

- have • cook • play • ride • go
- surf • work • talk • read

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



Remember

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

8. Complete the sentences according to the chart.

| | watch TV | play video games | walk the dog | skate |
|---------|----------|------------------|--------------|-------|
| Peter | ✓ | ✓ | ✗ | ✗ |
| Andreza | ✗ | ✗ | ✓ | ✗ |
| Tom | ✗ | ✓ | ✗ | ✓ |

On Saturday mornings...

- a. Peter watches TV and _____ video games.
- b. Andreza _____ the dog but she _____ video games.
- c. Andreza and Peter _____ .
- d. Andreza and Tom _____ TV.
- e. Tom _____ , but he _____ .
- f. Peter and Tom _____ but they _____ .

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

| | Me | Partner |
|---|----|---------|
| a. Do / Does you have cereal for breakfast? | | |
| b. Do / Does your mom work? | | |
| c. Do / Does you play video games every day? | | |
| d. Do / Does your best friend talk a lot on the phone? | | |
| e. Do / Does your dad usually surf the Internet? | | |

1 My Family and Me



► **General Objective**

You will be able to describe your family members and yourself.

► **Communication Goals**

You will learn how to

- describe people's personality.
- talk about lifestyles and free time activities.
- express likes and dislikes.

► **CLIL**

- Personal Information
- Routines
- Free Time Activities

Vocabulary

- Words related to personality and free time activities

Grammar

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

► **Idioms and Colloquial Expressions**

- *A busy bee*
- *A couch potato*
- *An early bird*
- *A night owl*
- *No way*
- *Take care*
- *Take it easy*
- *Work out*

► **Project**

Collage

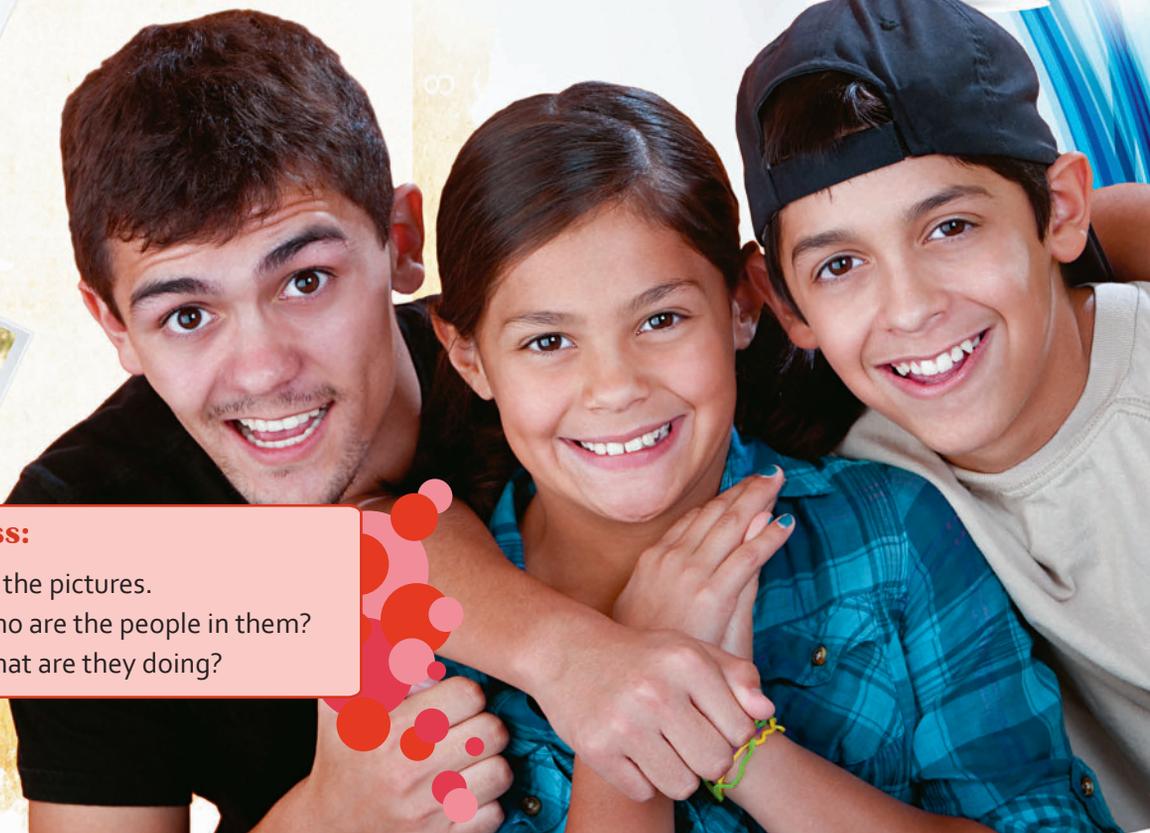
You will create a collage to describe your family members and present their routines and free time activities.



Discuss:

Look at the pictures.

- Who are the people in them?
- What are they doing?

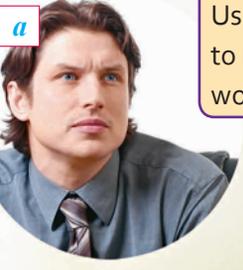




Lesson 1

What's Your Family Like?

1. Match the antonyms. Use the glossary if necessary.

| | | | | |
|--|--|--|---|--|
|  |  |  |  |  |
| a. | b. | c. | d. | e. |
| fun | shy | quiet | nervous | lazy |
|  |  |  |  |  |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | a |
| noisy | sporty | relaxed | outgoing | serious |

Vocabulary Strategy

Use antonyms to remember words.



2. Listen and complete the descriptions.

Useful Expressions

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



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

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

Reflect on Grammar

Use the verb *to be* to give personal information about age, occupation, personality and origin.

Affirmative Sentences

I **am** 13.
 He **is** a chef.
 She **is** from France.
 It **is** a big country.
 You }
 We } **are** fun.
 They }

Negative Sentences

I **am not** 13.
 He **is not** French.
 She **is not** American.
 It **is not** a big country.
 You }
 We } **are not** fun.
 They }

Yes/No Questions

he a chef?
Is she sporty?
 it a big country?
 you }
Are we fun?
 they }

Wh - questions

What **is** she like?
 Where **is** he from?
 How old **is** he?
 Where **are** you from?
 How old **are** you?



3. Listen and check T (true) or F (false).
Then, write a sentence that describes the person.
Use the Word Bank.

Word Bank

- sporty
- outgoing
- shy
- fun
- lazy

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

| | |
|--------------------------|-------------------------------------|
| T | F |
| <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> |

She is outgoing. / She is an outgoing person.

Reflect on Grammar

Simple Present Tense

Use it to describe permanent or daily activities.

Affirmative Sentences

I / You / We / They **tell** jokes.
She / He / It **gets** nervous.

Negative Sentences

I / You / We / They **don't** tell jokes.
She / He / It **doesn't** get nervous.

Yes/No Questions

Do you / we / they **tell** jokes?
Does she / he / it **get** nervous?

Answers

Yes, I / we / they **do**. No, I / we / they **don't**.
Yes, she / he / it **does**. No, she / he / it **doesn't**.

Wh- questions

What **do** you / we / they **do** on weekends? What **does** she / he / it **do** on weekends?

Grammar Strategy

Pay attention to different colors to analyze grammar.

Key Expressions

He's like my brother: He's similar to a brother.

Take care: to give protection

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

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

5. Complete the following questions with **do** or **does**. Then, interview a partner.

- a. Do you wake up early in the mornings?
- b. _____ you have brothers and sisters?
- c. What _____ you do on weekends?
- d. _____ your mother/ father exercise on Sundays?

Project Stage 1

- Write down the personal information of your family members. E.g. *My dad's name is Franco. He is 45 years old.*
- Describe the personality of your family members. E.g. *My dad is sporty and cool.*
- Write the daily activities your family does during the week. E.g. *My dad works from Monday to Friday.*



Lesson 2

Free Time Activities



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

Listening Strategy

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



play video games



chat with friends



play sports



play a musical instrument



hang out with friends



go to the movies



read



listen to music



2. Listen and complete with the words you hear.

Ted: Wow! You're pretty good.

I see you like to play video games!

John: Ha, ha. But I like to do other things too.

I like to _____ (a) with my friends.

We love to _____ (b) soccer in the park.

Amy: Hey, guys!

John / Ted: Hi, Amy.

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

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

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

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

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

Key Expressions

Hang out: to spend time with friends

Invite out: to invite to go to a place

Reflect on Grammar

Use *like / love / prefer* to talk about likes, dislikes and preferences.

like / love / prefer +to+ verb

Affirmative Sentences

I { love to
like to play video games.
prefer to

Negative Sentences

I **don't like to** play video games.

Questions

Do you like to play video games?
What **do** you like to do in your free time?

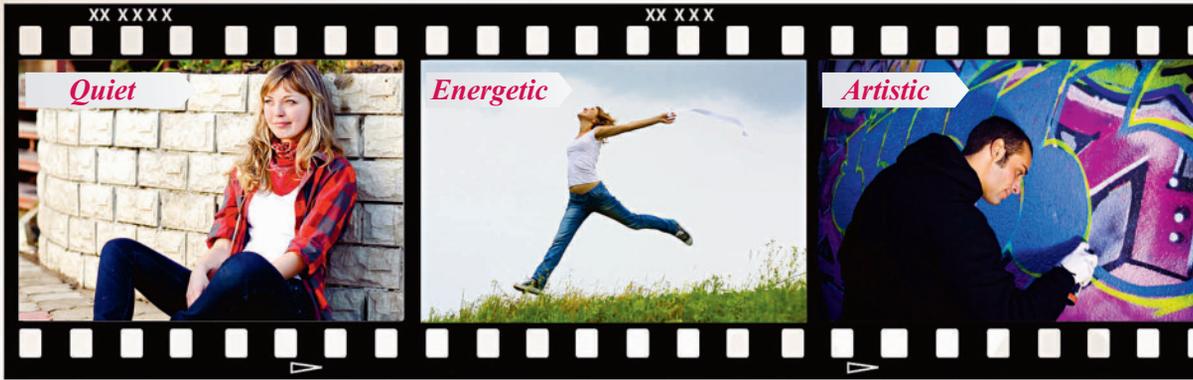
She { loves to
prefers to listen to music in her room.
likes to

She **doesn't like to** talk much.

Does she like to go to the movies?
What **does** she like to do in her free time?

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

What Kind of Hobbyist Are You?



Word Bank

- relax
- read
- exercise
- ~~sleep~~
- play
- sing
- write
- watch
- take

a. When it's Sunday morning, do you prefer...

- 1. to sleep late?
- 2. _____ TV?
- 3. _____ a book?

b. When you meet your friends, do you like...

- 1. to hang out with them and go to places?
- 2. _____ soccer or basketball?
- 3. _____ at a karaoke club?

c. When you go on a vacation trip, do you prefer...

- 1. _____ all day at the hotel?
- 2. to enjoy all the attractions the place offers?
- 3. _____ photographs of the city?

d. When you feel stressed, do you like...

- 1. to take a shower?
- 2. _____ in a park?
- 3. _____ a poem?

Points: _____

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

Key Expressions

Take it easy: to relax

Speaking Strategy

Use *How about you?* to encourage someone to talk.

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

What do you like to do in your free time?

I like to hang out with my friends.

I love to play video games. My favorite game is *Need for Speed*. How about you?

Project Stage 2

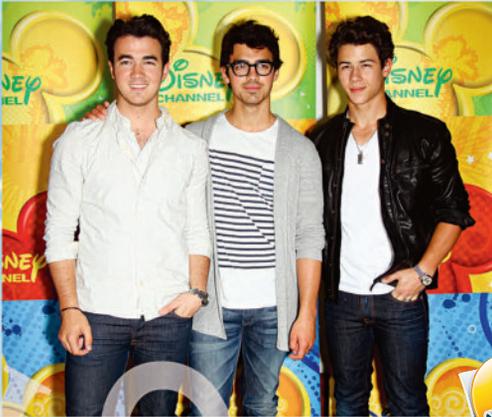
- Make a list of your family's free time activities.
- Get cutouts from magazines to represent your family's typical routines and free time activities.
- Get objects that have some relation to the activities.

E.g. *My mom likes to read books. My dad exercises on Sundays.*



Lesson 3

Meet Celebrity Families



1. Look at the picture and guess the answer to the questions.

a. Who are they? They're the Jonas Brothers.

b. What's their profession? _____

c. Where are they from? _____

d. What do they like to do in their free time? _____

2. Read and confirm your guesses.

Meet the Jonas Family!

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



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



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

Key Expressions

Work out: to exercise



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



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



f. Nick Jonas is 24 years old. He is quiet **and** sensitive. He doesn't talk a lot, **but** he is a good songwriter. He plays the drums. He supports children who suffer from diabetes. He likes to write songs **and** play baseball in his free time.

3. Work with a partner. Read the questions and complete the table as fast as possible.

Reading Strategy
Scan (move your eyes quickly) through the text to find specific information.

| Questions | Answers | Paragraphs | Who finds the answers first? | |
|--|---|------------|------------------------------|----------------------|
| | | | Me | Partner |
| a. Why are the Jonas brothers special artists? | <i>Because they spend time with their family and help children.</i> | <i>a</i> | <i>X</i> | |
| b. What is Kevin like? | | | | |
| c. Who is loving but strict? | | | | |
| d. What does Nick like to do in his free time? | | | | |
| e. Who likes to work out? | | | | |
| f. What does Mr. Kevin Jonas do? | | | | |
| Total score | | | <input type="text"/> | <input type="text"/> |



4. Complete the following paragraph with **and** or **but**.

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

Writing Strategy
Use **and** to give additional information.
Use **but** to introduce an opposite idea.

5. Write about yourself.

I'm...

(name - age)

(personality - daily activities)

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

Project Stage 3

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

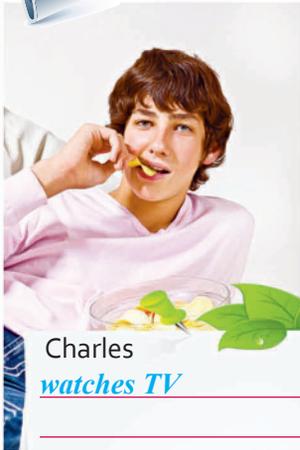


Lesson 4

What Kind of Person Are You?



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



Charles
watches TV



Cynthia
does homework



Mathew
talks on the phone



Kate
watches late movies



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



couch potato



busy bee



early bird



night owl

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

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

Key Expressions

No way! absolutely not

- a. - Hey Mark! Do you want to go to the park?
- No way! I prefer to stay inside and watch TV.
- Come on! Your body needs some exercise.
- It's very cold outside.
- You're a _____.
- b. - Do you go to bed late?
- No, I don't. I go to sleep early because I like to exercise in the morning.
- What time do you get up?
- At 5:00 AM.
- Wow, you're an _____.

Reflect on Values

| | Always | Sometimes | Never |
|--|-----------------------|-----------------------|-----------------------|
| ■ I respect people's lifestyles. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| ■ I value free time activities. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| ■ I spend quality time with my family. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Gap Activity

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

Share Your Project

1. Discuss your experience.

Check the options that are true for you.

a. I think this project is...

- interesting.
 boring.

b. The stages of the project are...

- clear.
 confusing.



2. Listen and read.

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

Check out these steps to make your collage more attractive:

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

3. Answer.

- a. What is a collage?
- b. What materials do people use in a collage?

Give your Presentation

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

Useful Expressions

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



Comic

A Mysterious Friend



Listen and read.



I have a mysterious friend.



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

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



He studies science.
He has a great memory.



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



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



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



Who is my friend?
Take a guess!

Quiz Time

1. Fill in the blanks with the right word. Use the Word Bank.

- My father gets nervous in front of people.
He's a person.
- My sister exercises from Monday to Sunday.
She is .
- My brother prefers to sleep late on weekends. He doesn't like to exercise.
He is .
- My mother has many friends because she is sociable.
She is an person.
- My cousin doesn't hang out with noisy people. He doesn't talk a lot.
He is a person.

Word Bank

- shy • sporty • lazy
- quiet • outgoing

2. Complete the following information with the correct form of the verbs in parentheses.

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



3. Listen to the description and order the actions from 1 to 9 as you hear them.

A Typical Day in My Son's Life

- He has breakfast.
- He goes to bed at 11:00 PM.
- He hangs out with his friends at noon.
- He does homework.
- He goes to work at a music store.
- 1 He wakes up very early, like around 6:00 AM.
- He goes to university.
- He arrives home at 6:00 PM.
- He exercises.

4. Circle the correct word that completes the sentences.

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

Self-Evaluation

Now I can...

- describe my family.
- express likes and dislikes.
- connect sentences with **and** and **but**.

Very Well

OK

A Little

Glossary

A-E

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



background: n. sounds that surround a situation. *Electronic music is the background music of the film.*

cardboard: n. a kind of thin paper.

couch: n. a sofa.



cousin: n. the son of one's uncle or aunt.

chat: v. to talk to a person on the Internet.

cutouts: n. pieces of paper from magazines or newspapers.



develop: v. to progress gradually.

drums: n. a group of musical instruments that includes metal and plastic pieces. *Nick Jonas plays the drums in his band.*



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

F-P

figure: n. an important or famous person. *The Jonas Brothers are music figures.*

free: adj. not busy. *On weekends I am free. I don't have to go to school.*

fun: adj. humorous or comical. *Comedians are fun people.*

household chores: n. activities a person does to clean the house.

hobbyist: n. a person who practices a specific activity in his free time.

joke: n. a funny story that makes someone laugh.

lazy: adj. someone who is inactive or doesn't like to work. (ant. active – energetic)

lead singer: n. the main singer in a band.

loving: adj. demonstrating affection for others. *Denise Jonas is a loving mother.*

nervous: adj. someone who feels anxious or tense. (ant. relaxed) *I feel nervous when I speak in front of the class.*

noisy: adj. that makes a lot of high volume sounds. (ant. quiet)

outgoing: adj. someone who is sociable and extroverted. (syn. friendly)

paste: v. to attach something with glue.

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



Q-Z

quiet: adj. calm, serene. (syn. relaxed)

sensitive: adj. someone who is susceptible to others' feelings or circumstances.

serious: adj. a person who doesn't have an expression of happiness.

shape: n. form e.g. triangle, circle, square.

shop: v. to buy.

shy: adj. timid.

sit ups: n. abdominal exercises.

sporty: adj. someone who loves to practice sports.

stage: n. a phase of a project.

talkative: adj. someone who speaks a lot.

wake up: v. to stop sleeping.

Colloquial Expressions

A busy bee: a very busy person.

A couch potato: someone who sits and watches TV all day.

An early bird: a person who wakes up early in the morning.

A night owl: a person who stays up late at night.

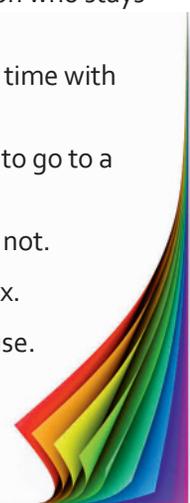
Hang out: to spend time with friends.

Invite out: to invite to go to a place.

No way! absolutely not.

Take it easy: to relax.

Work out: to exercise.



UNIT

Cultures Around the World 2



▶ General Objective

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

▶ Communication Goals

You will learn how to

- talk about customs of other cultures.
- talk about celebrations in other countries.

▶ CLIL

- Greetings
- Food
- Clothing
- Celebrations and Holidays

Vocabulary

- Words related to customs and celebrations

Grammar

- Simple Present tense with adverbs of frequency
- Present Progressive tense

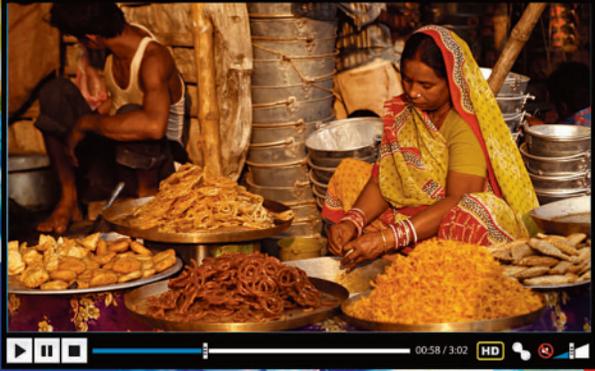
▶ Idioms and Colloquial Expressions

- *I'm feasting my eyes on*
- *Out of this world*
- *The place is packed*
- *Hope you're doing well*
- *Take place*

▶ Project

Slide Show Presentation

You will prepare a slide show presentation on a specific culture.



Discuss:

- Where are these people from?
- What are they wearing?
- What are they doing?



Lesson 1

Diverse Customs



1. Complete the text with the corresponding country. Use the Word Bank. Then, listen and check.

Word Bank

- China
- Saudi Arabia
- Japan
- Mexico
- Thailand
- Spain



In Thailand (a) people always **greet** with a bow to express respect.



In China and _____ (b) people usually **use** chopsticks to eat with.

TRAVEL GUIDE



In _____ (c) women never **wear** skirts. They wear veils and long dresses.



In _____ (d) people **pray** in churches. They often go to church on Sundays.



In _____ (e) people usually **give** Christmas presents on January 6th.



In _____ (f) people sometimes **celebrate** their New Year at the end of January.

Customs Around the World

2. Complete the box using the Word Bank.

Word Bank

- in a temple
- chocolates
- a kiss
- St Valentine's Day
- a hat

| | |
|-------------------|------------------------|
| greet with | a bow <u>a kiss</u> |
| celebrate | the New Year |
| give | presents |
| wear | skirts |
| pray | in a church |

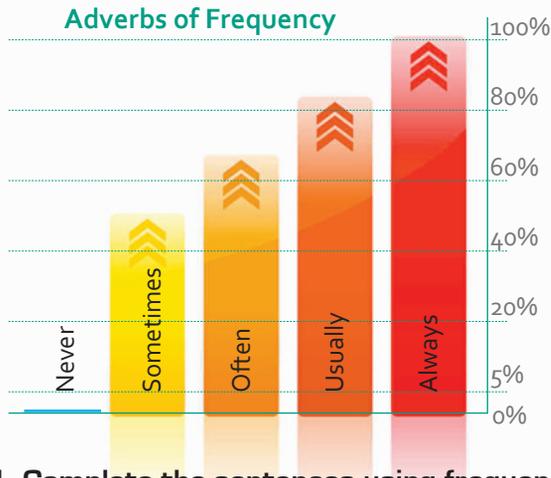
3. Complete the sentences with the verbs in exercise 2 and guess the nationality.

Vocabulary Strategy

Make word combinations to remember new expressions.

Cultural Trivia Quiz

- Indian / Greek / Arabian women usually wear veils every day.
- Americans / the Chinese / Venezuelans sometimes _____ a kiss, but only close family members.
- Australians / Colombians / Canadians always _____ Labor Day in September.
- Italians / Arabs / Russians are very religious. They often _____ five times a day.



Reflect on Grammar

Use adverbs of frequency to indicate the frequency of actions.

Interrogative
How often do Arabian women wear skirts?

Affirmative
They **never** wear skirts.
They **always** wear long dresses.

Expressions of frequency

| | | | | |
|-------|---|--|---|------------------------------|
| Every | day week morning month year | Once Twice Three times Four times | a | day week month year |
|-------|---|--|---|------------------------------|

Arabian women **usually** wear veils **every** day.

Arabs **often** pray **five times** a day.

4. Complete the sentences using frequency adverbs. Use the words in parentheses.

(greet with a kiss)

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

(give a present)

c. Americans
 to their new neighbors.

(use their left hand)

b. Indian people

 to eat with.

(eat fast food)

d. Chinese people

.

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

| How often do you... | Me | Partner |
|--------------------------|----------------|---------|
| a. eat fast food? | <i>usually</i> | |
| b. pray in a temple? | | |
| c. eat with chopsticks? | | |
| d. greet your neighbors? | | |
| e. _____? | | |
| _____? | | |

Speaking Strategy

Use **Really?** to show interest in a conversation.

How often do you eat fast food?

I usually eat hamburgers on weekends.

Really?

Yeah.

Project Stage 1

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



Celebrating Diversity



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

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

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

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

Man: I'm _____ (e) tapas.

Reporter: Tapas?

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

Reporter: Hmm, it's really good.

Reflect on Grammar

Present Progressive Tense

Use it to talk about actions that happen at the moment of speaking.

Affirmative / Negative Sentences

| | | | |
|-----------------|-----------|----------|--------|
| I | am (not) | eating | tapas. |
| You | are (not) | eating | tapas. |
| He / She / It | is (not) | singing. | |
| We / You / They | are (not) | dancing | now. |

Yes / No Questions

| | | | |
|-----|-----------------|----------|--------|
| Are | you | eating | tapas? |
| Is | he / she / it | singing? | |
| Are | we / you / they | dancing | now? |

Wh-questions

| | | | |
|------|-----|-----------------|--------|
| What | are | you | doing? |
| What | is | he / she / it | doing? |
| What | are | we / you / they | doing? |

Key Expressions

Here, try this one: take, eat this

Pronunciation

The sound /ŋ/
Listen and repeat.

- dancing
- wearing
- celebrating
- singing
- eating



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

- a. What are you doing (do)? I _____ (1. decorate) some eggs for Easter.
- b. What _____ your husband _____ (2. do)? He _____ (3. hide) the eggs in the garden.
- c. What _____ your children _____ (4. play)? They _____ (5. look) for the Easter eggs right now.

3. Match the pictures with their corresponding descriptions.



- a. I'm from Saudi Arabia. Today I'm wearing traditional Arabian clothes. This morning I'm fasting because we're celebrating Ramadan. During Ramadan, we never eat until sunset.
- b. I'm Irish. I'm wearing green clothes today because we're celebrating St Patrick's Day. It is great. Right now people are dancing and singing traditional Irish songs. I always watch the parade in the street.



Reflect on Grammar

Simple Present Tense

Use it to describe habitual actions and routines.

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

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

Present Progressive Tense

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

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

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



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

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

Grammar Strategy

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

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



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

Project Stage 2

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



Lesson 3

Enjoying a New Culture

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



a. This celebration takes place in...

- Japan.
- China.
- Korea.

b. These people are celebrating...

- New Year.
- Dragon Boat Festival.

Reading Strategy

Use pictures to predict the content of a text.

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

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

Word Bank

- Introduction
- Body
- Ending

Hello Martha,

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

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

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

Talk to you soon,

Roger

a.

b.

c.

Key Expressions

Take place: to happen, to occur

Hope you're doing well: I expect you are OK

3. Answer the questions based on the reading.

- a. Where is Roger? Roger is in China.
- b. What city is Roger visiting? _____
- c. Where is Roger writing the email? _____
- d. What do people usually wear for the celebration? _____
- e. What are people doing right now? _____

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

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

5. Use the prompts to complete the email.

To:

Subject:

Writing Strategy

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

Country: The USA

Celebration:
Independence Day

Date: July 4th

Activities:

- watch fireworks
- hang out with friends
- eat barbecued hamburgers and hot dogs
- wear colorful clothes, hats (red - white - blue)

Hello Takahiro,

I hope _____

Today we're celebrating _____

People _____

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

Teruko

Introduction

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

Body

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

Ending

- Send greetings to other people.
- Say goodbye.

Project Stage 3

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

E.g. *In this picture Japanese people are wearing kimonos.*



Lesson 4
Out of this World!



1. Listen and complete the conversation with the idioms in the box.

- The place is packed
- I'm feasting my eyes on
- It's out of this world

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

Mother: Floats? What are they?
Tina: They are special cars with big figures of people or animals. Right now, _____ (c) a float that has a big parrot. It looks very real. Its colors are intense.
Mother: Wow! I see you're having a good time in Colombia. I'll call you later. Take care, I love you.
Tina: OK, mom. Talk to you soon. I love you, too.

2. Write the idioms under the corresponding picture.



3. Match the idioms with their meaning.

- | | | |
|----------------------------|-------|------------------------|
| a. The place is packed | _____ | to enjoy what you see |
| b. I'm feasting my eyes on | _____ | something spectacular |
| c. It's out of this world | _____ | a place full of people |

4. Answer the questions below and share with a partner.

- a. What do you think is out of this world?
- b. What places are usually packed in your town?
- c. What do you feast your eyes on?

Reflect on Values

| | Always | Sometimes | Never |
|---------------------------------|-----------------------|-----------------------|-----------------------|
| ■ I learn about other cultures. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| ■ I respect different customs. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| ■ I value my own culture. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Gap Activity

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

Share Your Project

1. Discuss your experience.

- a. Check the aspect you completely like about your presentation.
 greetings food clothing celebrations
- b. What do you think about the stages of the project?

| stages | easy | difficult |
|-------------------------------|------|-----------|
| Finding the information is... | | |
| Writing the sentences is... | | |
| Finding the images is... | | |
| Preparing the slides is... | | |



2. Read and discuss.

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

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

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



Give your Presentation

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

Useful Expressions

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



Game

A Fun German Parade!

Get in pairs.

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

a.



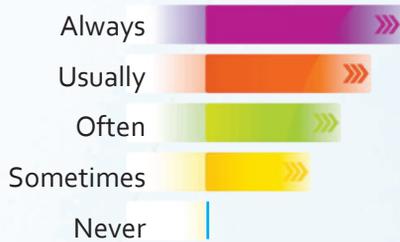
b.



Quiz Time

1. Read the charts. Then, associate the colors and write complete sentences.

| Custom | Nationality |
|---|---------------------|
| have soup for breakfast, lunch and dinner | The Vietnamese |
| use their left hand to eat with | People in India |
| give chocolates at Easter | Americans |
| wear a veil | Saudi Arabian women |
| wear kimonos on special occasions | The Japanese |



- _____
- _____
- _____
- _____
- _____

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

Word Bank

- celebrate
- pray
- wear
- give
- watch

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

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

- Please say hello to
- How is school going?
- I hope you're doing well.
- Hello
- Talk to you soon,

- _____ Pete,
 - _____
 - _____
- I'm having a great time here in Puebla, Mexico. Right now I'm eating delicious "quesadillas." Today is my roommate's birthday so we're having a piñata party. Everybody is really happy. We're dancing and singing "rancheras." It's fun.
- _____ our mom. Tell her I'm fine.
 - _____ Jane

Self-Evaluation

Now I can...

- talk about customs and habits in different countries.
- describe what people are doing.
- use fixed expressions to write informal messages.

Very Well

OK

A Little

Glossary

A - F

bow: **n.** the act of bending one's body to greet.



cheek: **n.** the side of the face under the eyes.

chopsticks: **n.** long pieces of wood used for eating.

church: **n.** a place where people go to pray. (syn. temple)



costume: **n.** a style of dress including accessories, make-up, or hairstyle that is characteristic of a community, event or celebration.

custom: **n.** special practices or actions a specific community has. (syn. habit) *It's a custom for Indian people not to eat with their left hand.*

Easter: **n.** the most important celebration in the Christian religion.

envelope: **n.** a rectangular container usually used for putting letters inside.

fair: **n.** a kind of bazaar where people meet, show products or get entertained. It takes place at a certain site and time of the year.

fast: **v.** to not eat food especially during religious celebrations.

fireworks: **n.** exploding objects that are used for entertainment or celebrations.



float: **n.** a platform mounted on a trailer with flowers, inflated figures that are presented in a parade.



folk music: **n.** traditional music that identifies a community. *"Cumbia" is a kind of folk music in South American countries.*

G - Z

greet: **v.** to say hello to someone.

holiday: **n.** a day of special importance to a community when people celebrate or remember an important event.

hide: **v.** to cover something so people cannot see it.

kiss: **n.** the act of touching with the lips.

local: **n.** a person who lives in and represents a particular community. *The locals are telling the tourists about the best restaurants in their city.*

miss: **v.** to feel sad because the people you love are not with you.

once: **adv.** on one occasion. (syn. one time)

parade: **n.** a public procession that includes floats and bands.

pray: **v.** to speak to God.



present: **n.** an object you give someone on a special occasion. (syn. gift)

Ramadan: **n.** a religious celebration of the Islamic religion. During this time people don't eat food until the sun goes down.

ride: **v.** to sit and travel on the back of an animal such as a horse or a camel.

slide: **n.** a transparency that is placed in a projector for formal presentations at school or work.

twice: **adv.** on two occasions. (syn. two times)

veil: **n.** a piece of cloth that covers the face.

Colloquial Expressions

Here, try this one: take, eat this.

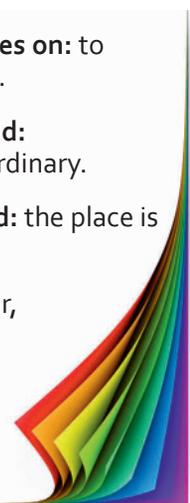
Hope you're doing well: I expect you're OK.

I'm feasting my eyes on: to enjoy what you see.

It's out of this world: spectacular, extraordinary.

The place is packed: the place is full of people.

Take place: to occur, to happen.



▶ Test Training A

Listening

Listen to five conversations twice.

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

Example:

| | | | | |
|--------|---|---|---|---|
| Answer | 0 | A | B | C |
| | 1 | A | B | C |
| | 2 | A | B | C |
| | 3 | A | B | C |
| | 4 | A | B | C |
| | 5 | A | B | C |

0. What is Mike like?



A



B



C

1. What's your sister like?



A



B



C

2. What does her brother do on Saturday mornings?



A



B



C

3. What's Dave's hobby?



A



B



C

4. What's Jenny doing now?



A



B



C

5. What are the boys celebrating?



A



B



C

Speaking

Candidate A

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

Saint Lucy's Day

Saint Lucy is a common celebration in Sweden. People celebrate it on December 13th. People usually go to processions and pray in a church. They usually wear white clothes. Girls wear long dresses and roses in their hair. People often eat a special kind of bread.



Reading

Complete the conversation about a celebration.
For questions 6 - 10, mark the correct letter in the answer box.

Example:

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

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

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

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

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

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

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

| | | | | | | | |
|--------|----|---|---|---|---|---|---|
| Answer | 0 | A | B | C | D | E | F |
| | 6 | A | B | C | D | E | F |
| | 7 | A | B | C | D | E | F |
| | 8 | A | B | C | D | E | F |
| | 9 | A | B | C | D | E | F |
| | 10 | A | B | C | D | E | F |

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

Writing

Read the description of people's personalities.

What's the word for each description?

The first letter is already there. Write the complete word in the answer box.

Example:

o. I have many friends. o _ _ _ _ _

- 11. She's really timid. s _ _ _
- 12. My mom loves to do exercise. s _ _ _ _ _
- 13. He stays in bed until 11 AM. l _ _ _ _
- 14. I don't talk much. q _ _ _ _ _
- 15. My sister makes people laugh. f _ _ _

| | | |
|--------|----|-----------------|
| Answer | 0 | <i>outgoing</i> |
| | 11 | |
| | 12 | |
| | 13 | |
| | 14 | |
| | 15 | |

Speaking

Candidate B

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

Masskara Festival

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



Amazing Abilities



► **General Objective**

You will be able to describe and compare people's abilities.

► **Communication Goals**

You will learn how to

- talk about abilities.
- compare people's attributes and abilities.
- express opinions.

► **CLIL**

- Multiple Intelligences
- Talented People

Vocabulary

- Words related to multiple intelligences
- Adjectives related to physical description

Grammar

- Modal verb *Can*
- Comparative and Superlative Adjectives

► **Idioms and Colloquial Expressions**

- *Get out of here*
- *It's a piece of cake*
- *It's mind-blowing*
- *Know by heart*

► **Project**

Talent Show

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



Discuss:

- What do they do?
- What are their abilities?





Lesson 1



Multiple Intelligences

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

Logical-Mathematical Intelligence

These people are good with numbers. They can do calculations **quickly**. They can *solve* problems using logic.

Interpersonal Intelligence

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

- solve
- move
- paint
- speak
- learn
- sing

Word Bank

Musical Intelligence

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

Visual-Spatial Intelligence

These people are good with images. They can and draw impressive paintings. They can design useful objects.



Verbal Intelligence

These people are good with words. They can write beautiful poems. They can languages **easily**. They can tell funny stories.

Kinesthetic Intelligence

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

Vocabulary Strategy

Use mind maps to learn new words.

Useful Expressions

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

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



a.

- She can count quickly.

- _____

- _____

She has _____

and _____

intelligences.



b.

- He can write poems.

- _____

- _____

He has _____ and _____

intelligences.

Listening Strategy I

Focus on specific information and ignore the rest.

Listening Strategy II

Use specific information to make inferences.

Reflect on Grammar

Modal Verb Can

Use *can* to express ability.

Affirmative

I
You
He
She
It
We
You
They

can dance.

Negative

I
You
He
She
It
We
You
They

cannot dance.
can't dance.

Interrogative

I
you
he
she
it
we
you
they

Can dance?

Pronunciation

Can /kən/
Can't /kænt/

Listen and complete with *can* or *can't*.

- She _____ sing.
We _____ dance.
They _____ play soccer.
I _____ jump high.



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

| | write stories | speak in public | play a musical instrument | dance salsa | paint impressive paintings | solve math problems |
|--------|---------------|-----------------|---------------------------|-------------|----------------------------|---------------------|
| Daniel | ✓ | ✓ | ✗ | ✓ | ✗ | ✓ |
| Mary | ✗ | ✓ | ✓ | ✓ | ✓ | ✗ |
| Me | | | | | | |

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

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

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



Can you play a musical instrument?

Yes, I can. I can play the violin. Can you dance?

Yes, I can. I can dance tango.



Speaking Strategy

Give extra information to expand your conversations.

Project Stage 1

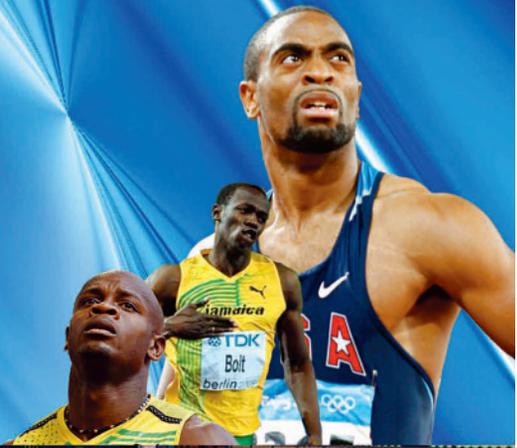
- Form groups of four students.
- Write down a list of your abilities.
- Compare lists with your partners.

E.g. *I can sing.*



Lesson 2

Unique People



1. Complete the profiles with the numbers you hear.

The Fastest Men on Earth

Ussain Bolt

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

Tyson Gay

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

Asafa Powell

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

2. Match the antonyms.



a. thin



b. young



c. short



d. fast



1. tall



2. slow



3. old



4. fat



3. Listen and circle the word you hear.

Jack: You're always **faster** / taller than me.

Mark: Well, I want to be **the fastest** / the tallest runner in the world like Asafa Powell.

Jack: No, wait a minute! I think that Tyson Gay is **faster** / slower than Asafa Powell.

Mark: Let's check. Mr. Parker, who is **faster** / slower Tyson Gay or Asafa Powell?

Coach: Well, Asafa Powell can run 100 meters in 9.72 seconds, but Tyson Gay does it in 9.69 seconds.

Jack: You see? Tyson Gay is **shorter** / faster than Asafa Powell.

Coach: But Ussain Bolt is **the fastest** / the heaviest man of the three. He can run 100 meters in 9.58 seconds.

Reflect on Grammar

Comparative form of short adjectives

Use it to compare two people/things.

Tyson Gay is **faster than** Asafa Powell.

Add **-er** to short adjectives and use the word **than**.

Superlative form of short adjectives

Use it to compare three or more people/things.

Ussain Bolt is **the fastest** man of the three.

Use the word **the** and add **-est** to short adjectives.

Irregular Adjectives

| | | |
|------|--------|-----------|
| good | better | the best |
| bad | worse | the worst |

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

- Asafa is heavier than Tyson, but Ussain is the heaviest of the three. (heavy)
- Asafa is _____ Ussain, but Tyson is _____ of the three. (short)
- Tyson is _____ Ussain, but Asafa is _____ runner of the three. (slow)
- Asafa and Tyson are the same age, but Ussain is _____ of the three. (young)



5. Listen and fill in the blanks using the Word Bank. Then, listen again and check the person who says the statements.

The Most Famous Artists



Word Bank

- beautiful
- talented
- popular
- attractive
- interesting
- generous

Useful Expressions

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

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

Kate Sarah

| | |
|--------------------------|-------------------------------------|
| <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> |

Reflect on Grammar

Comparative form of long adjectives

Use **more** before long adjectives + **than**.

Justin Bieber is **more** popular **than** Rob Pattinson.

Questions

Who is **more** talented, Selena Gomez or Dakota Fanning?

Superlative form of long adjectives

Use **the most** before long adjectives.

Justin Bieber is **the most** popular artist.

Questions

Who is **the most** talented artist at the moment?

Avril Lavigne



Zac Efron



Rafael Nadal



Shakira



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

- a. *I think...* _____ (popular)
superlative
- b. _____ (talented)
comparative
- c. _____ (young)
superlative
- d. _____ (good)
comparative

Project Stage 2

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



Lesson 3

Outstanding People

1. Classify the expressions of the Word Bank.

| Mental Activities | Physical activities |
|-------------------|---------------------|
| | |
| | |
| | |

Word Bank

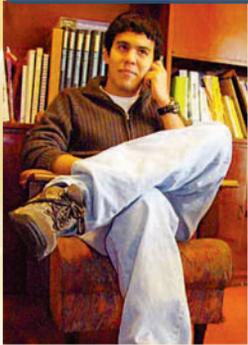
- climb mountains
- memorize numbers
- swim in the sea
- run a marathon
- practice meditation
- learn languages



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

- Cold Athlete
- Language Master
- Human Calculator

a.



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

b.



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

c.



Daniel Tammet has an incredible mathematical ability, so he can count and memorize big numbers easily. For example, he can recite the number pi (π), one of the longest numbers, by heart. But there is more. People think he is an extraordinary genius **because** he can describe the processes of his mind. He explains that he can memorize big numbers or solve difficult math operations **because** he sees numbers with colors, attributes or sounds in his mind. For example, he thinks that number 333 is more attractive than 259. For him, pi is the most beautiful of all numbers.

Key Expressions

guy: boy, man
know by heart:
 know by memory

3. Read the sentences and check T (true), F (false) or NI (no information), based on the reading.

| | T | F | NI |
|---|---|---|----|
| a. Jorge Fernandez can only speak and write in 3 different languages. | | ✓ | |
| b. Jorge Fernandez compares languages to learn faster. | | | |
| c. Wim Hof can't resist hot temperatures. | | | |
| d. Wim Hof doesn't hold a Guinness Record. | | | |
| e. Daniel Tammet can't count big numbers. | | | |
| f. Daniel Tammet can paint colorful paintings. | | | |

Reading Strategy

Read the text several times to look for details.

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

- | | |
|---|--|
| a. Why can Jorge Fernandez learn faster than other people? <u>Because he compares languages.</u> | d. Why do people call Wim Hof "Iceman"? _____ |
| b. Why is Jorge Fernandez a popular guy in Peru? _____ | e. Why does Daniel Tammet solve difficult math operations easily? _____ |
| c. Why do cold environments not affect Wim Hof? _____ | f. Why is Daniel Tammet an extraordinary genius? _____ |



5. Read and match the correct statements.

- | | |
|--|--|
| a. 15-year-old Kishan Shrikanth is an exceptional kid... | _____ 1. he has verbal and kinesthetic intelligences. |
| b. He can act, write, and direct movies... | _____ 2. he wants to be the best director of the world. |
| c. People like his movies... | because _____ 3. he's interested in 3D movies. |
| d. He's studying computer design now... | a _____ 4. he is the youngest movie director at the moment. |
| e. He is also working hard and writing new movies... | _____ 5. they present inspirational stories about love and courage. |

Writing Strategy

Use *because* to give reasons and answer the question *why*.



Project Stage 3

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

E.g. *Jenny's painting is the best because it's the most colorful and interesting one.*



Lesson 4

It's a Piece of Cake!

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



hold your breath for a long time?

paint impressive paintings?

make origami figures?



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

| | ability | comment about his/her ability |
|--------|-----------------------------|---|
| Ian | can _____ _____ _____ | "No way! 38 seconds! _____ _____ I don't believe it. I can't do that." |
| Janeth | _____ _____ _____ | "Wow! _____ It's absolutely beautiful." |
| Kate | _____ _____ _____ | "...here is your dragon. _____ It's not difficult at all." |

Word Bank

- It's a piece of cake!
- Get out of here!
- It's mind-blowing!

3. Complete the definitions with the idioms in the Word Bank.

- Use _____ to express that something is really easy.
- Use _____ when you talk about something that is wonderful!
- Use _____ to express that you can't believe something.

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

Find someone who...

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

Speaking Strategy

Recycle expressions and use them in new situations.

I can hold my breath for 30 seconds!

Get out of here!



Reflect on Values

| | Always | Sometimes | Never |
|-------------------------------------|-----------------------|-----------------------|-----------------------|
| ■ I practice to develop my talents. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| ■ I learn new abilities. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| ■ I am a good competitor. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Gap Activity

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

Share Your Project

1. Discuss your experience.

Read and check the option that best expresses your feelings.

| | Yes | So-so | Not Really |
|---|-----|-------|------------|
| a. I like working with my partners. | | | |
| b. This project helps me show my talents. | | | |
| c. This project helps me practice my English. | | | |
| d. I think the project is interesting. | | | |



2. Read.

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

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

3. Answer.

- Why are talent shows popular at schools?
- What do you need to do before a talent show?

Give your Presentation

Host

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

Performer

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

Judges

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

Useful Expressions

Host

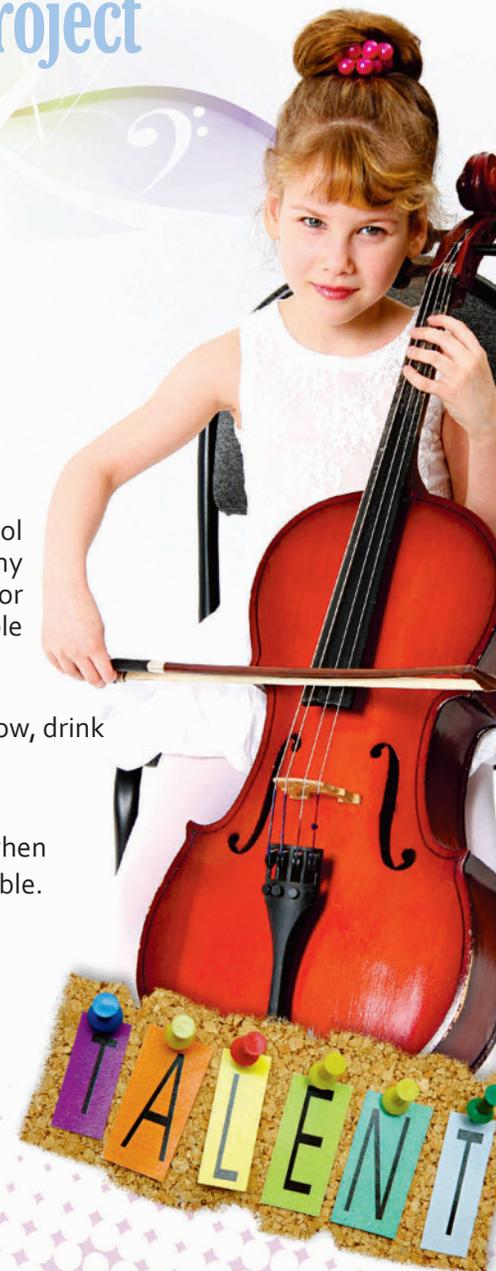
- Good morning, everybody.
- The categories for this talent show are... (sports...)
- Our first performer is (name).

Performer

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

Judge

- We think (name) is better because...



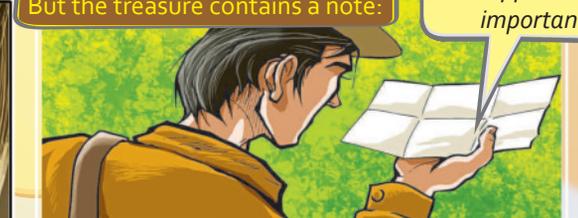
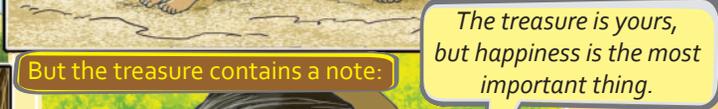


Comic

The Treasure



Listen and read.



Quiz Time

1. Complete the sentences with words from the Word Bank.

Word Bank

- run
- do
- play
- speak
- draw

- a. Jane has visual intelligence. She can _____ beautiful designs.
- b. Matt has mathematical intelligence. He can _____ calculations really fast.
- c. I have interpersonal intelligence. I can _____ in public.
- d. Ussain Bolt can _____ 100 meters really fast. He has kinesthetic intelligence.
- e. Oscar can _____ the piano very well. He has musical intelligence.

2. Complete the following conversations with *can* or *can't*.

- a. - _____ (1) you speak French?
- Yes, I _____ (2). I _____ (3) understand when people speak, but I _____ (4) write it. It's really difficult.
- b. Check out my new electric guitar.
- _____ (1) you play rock songs?
- Actually, I _____ (2), but I'm taking guitar lessons. Listen, I _____ (3) play this easy melody.
- Oh! I know that's the melody of one of my favorite rock songs.



3. Listen to the two conversations.

Check what Alex and Sussie can do.

| | swim | do origami | paint | play an instrument |
|---------------|------|------------|-------|--------------------|
| Sussie can... | | | | |
| Alex can... | | | | |

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

|  |  |  |
|---|--|--|
| Falcao | Messi | Kaka |
| Height: 1.78 m. | Height: 1.69 m. | Height: 1.86 m. |
| Age: 30 | Age: 28 | Age: 33 |
| Weight: 73 kg. | Weight: 67 Kg. | Weight: 73 kg. |

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

Self-Evaluation

Now I can...

- talk about abilities.
- compare physical attributes.

Very Well

OK

A Little

Glossary

A-E

amazing: **adj.** incredible. (syn. fantastic)

attribute: **n.** a special quality or characteristic of a person.

breath: **n.** air you inhale and exhale.

climb: **v.** to scale a mountain.



coach: **n.** a sports instructor.

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

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

draw: **v.** to create images with pencil or pen.



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

Daniel Tammet can do calculations easily.

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

H - P

heavy: **adj.** something that has a lot of weight and is difficult to carry.



height: **n.** number that indicates the distance from the bottom to the top.

high: **adj.** having a lot of height.

hold: **v.** to retain or contain. *I can hold my breath for 20 seconds.*

host: **n.** a person who introduces and talks to the participants on a show or program.

ice: **n.** the solid form of water below 0 °C or 32 °F.



impressive: **adj.** extraordinary. (syn. admirable)

interpersonal: **adj.** related to the relationships between people.

kinesthetic: **adj.** related to movement.

mind: **n.** the intellectual capacity of a person.

multiple: **adj.** having different parts or elements.

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

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

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

Q - Z

quickly: **adv.** in a fast manner. (ant. slowly)

record: **n.** the best performance in a sport. *Ussain Bolt holds the record for the fastest athlete.*

road: **n.** a way or a route to a place.



runner: **n.** someone who runs.

slow: **adj.** moving with little speed. (ant. fast)

solve: **v.** to find a solution to a problem.

show: **v.** to demonstrate.

strong: **adj.** quality of having muscular power.

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

treasure: **n.** a box containing valuables like gold and diamonds.

verbal: **adj.** related to words.

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

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

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

wonderful: **adj.** marvelous. (syn. amazing)

Colloquial Expressions

Get out of here!: I can't believe it!

It's a piece of cake: it's very easy.

It's mind-blowing: it's fantastic.

Know by heart: know by memory.



Healthy Food 4



► General Objective

You will be able to talk about food and describe how to make healthy recipes.

► Communication Goals

You will learn how to

- talk about food preferences.
- express agreement.
- ask and answer questions about food quantities.

► CLIL

- The Food Pyramid
- Healthy Recipes

Vocabulary

- Words related to food, ways of cooking, and units of measurement

Grammar

- Countable and Uncountable Nouns
- *Some* and *Any*
- *How much* and *How Many*
- Imperatives

► Idioms and Colloquial Expressions

- *It's finger-licking good.*
- *It's not my cup of tea.*
- *It makes one's mouth water.*
- *Yummy!*
- *Hold on a second.*

► Project

Healthy Food Fair

You will organize a food fair to describe and sample healthy dishes.



Discuss:

- Do you like these foods?
- Are they good for your health?



Lesson 1

The Food Pyramid



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

Vocabulary Strategy

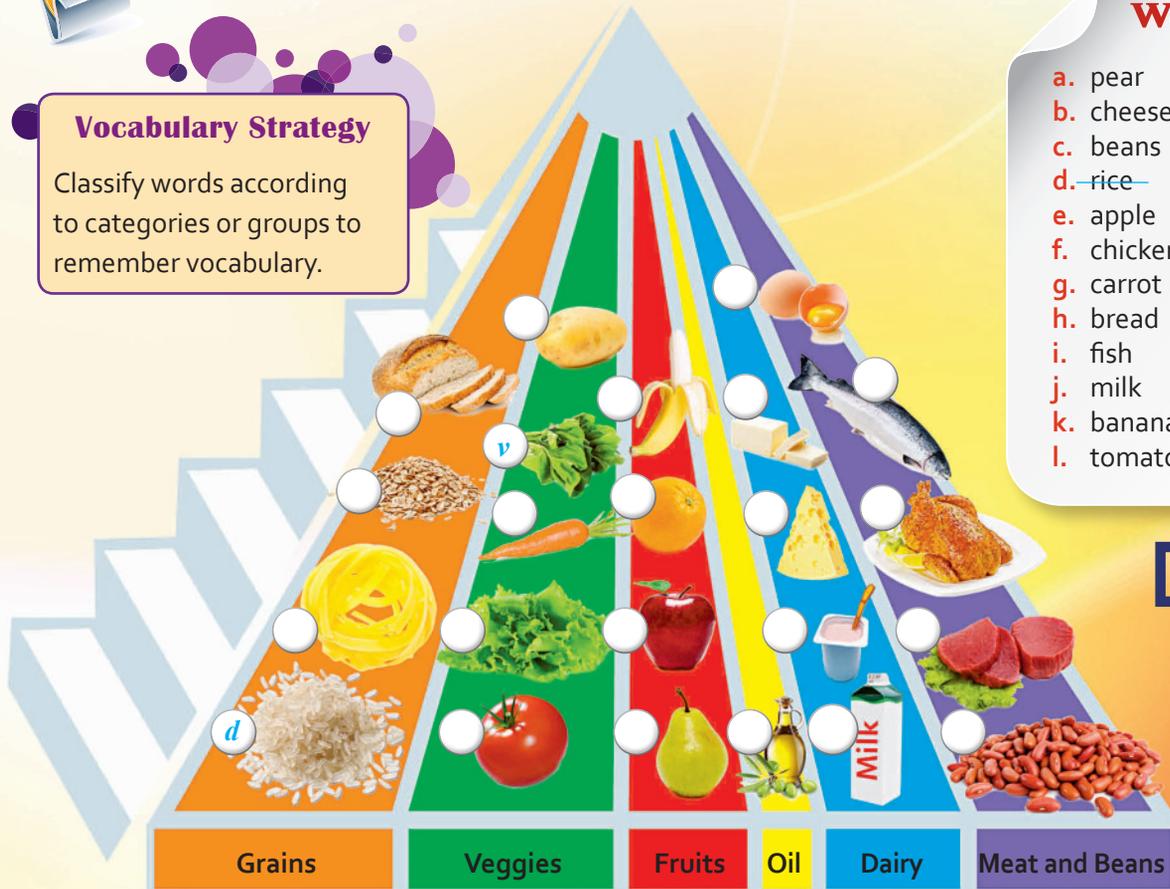
Classify words according to categories or groups to remember vocabulary.

Word Bank

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

Key Expressions

Veggies:
vegetables



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

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

Reflect on Grammar

Countable nouns

Food / Things we can count.
They have singular and plural forms.

Singular: a pear / an apple
Plural: two pears / three apples

Uncountable nouns

Food / Things that we cannot count.
They don't have a plural form.

milk - beef - spinach

I like to eat an apple for breakfast.

Me too!

I don't drink milk for dinner.

Me either.

Speaking Strategy

Use **me too** or **me either** to express things in common.
Use **me too** for affirmative statements.
Use **me either** for negative statements.

3. Classify the food items in exercise 1.

| Countable Nouns | | |
|-----------------|--|--|
| potato | | |
| | | |
| | | |

| Uncountable Nouns | | |
|-------------------|--|--|
| beef | | |
| | | |
| | | |



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

Mother: Let's see... We have **some** tomatoes, potatoes, lettuce, and spinach... Oh! I need **some** carrots! Are there **any** carrots?

Peter: Sorry, mom! There aren't **any** carrots in the store.

Mother: Well, we have enough veggies anyway. Now, we need **some** meat, son.

Peter: Take this, mom, **some** chicken and fish.

Mother: OK. Now, the dairy section. We need **some** milk. Is there **any** cheese at home?

Peter: Yes, there is, mom! We don't need **any** cheese now.

Mother: I think that's all. Let's go.



- | | | |
|---|--------------------------|--------------------------|
| | T | F |
| a. In the store there are some carrots. | <input type="checkbox"/> | <input type="checkbox"/> |
| b. There is some fish at the store. | <input type="checkbox"/> | <input type="checkbox"/> |
| c. They have cheese at home. | <input type="checkbox"/> | <input type="checkbox"/> |

Reflect on Grammar

Some – Any

Use **some** and **any** to talk about undetermined quantities.

| | Affirmative Sentences | Negative Sentences | Questions |
|-------------------|--------------------------------------|--|---|
| Countable Nouns | I need <input type="text"/> carrots. | There aren't any carrots. | Do we need any carrots? Are there any carrots? |
| Uncountable Nouns | There is some meat. | We don't need <input type="text"/> cheese. | Is there any cheese? Do we need any cheese? |

5. Complete the following conversations with **some** or **any**.

a. **Tim:** I'm hungry, mom. Are there _____ pears?

Mom: No, there aren't **any**.
But there are _____ apples.

b. **Amy:** Yummy! This soup is delicious. What's in it?

Mom: There is _____ chicken, there is _____ spinach, and there are _____ potatoes.

c. **Sam:** I'm very thirsty. Is there _____ water in the fridge?

Dan: No, there isn't **any**. But there is _____ orange juice.



Key Expressions

Yummy: delicious

Project Stage 1

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



Lesson 2

Healthy Recipes



1. Listen and write down the quantities.

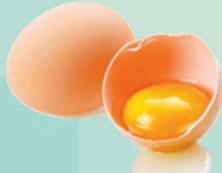
Delicious Oatmeal Bars

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

Ingredients:



one cup of sugar



_____ eggs



_____ carton of yogurt



_____ glass of water



_____ teaspoons of oil



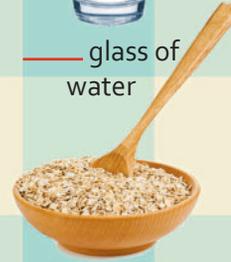
_____ teaspoon of cinnamon



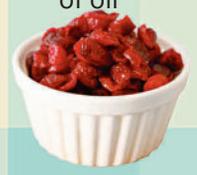
_____ cups of flour



_____ pinch of salt



_____ cups of oats



_____ serving of cranberries

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

Nick: Let's make some oatmeal bars. What do we need?

Ann: Hold on a second! How many bars are we making?

Nick: A dozen. I mean 12 bars.

Ann: OK. So, we need some sugar, yogurt, flour, eggs, cinnamon, cranberries, and oil.

Nick: **How much** sugar do we need? I think we have only a little.

Ann: Only one cup.

Nick: That's fine. **How many** eggs?

Ann: Just a few, _____ (a). We also need yogurt.

Nick: Yogurt? Hmm, **how much** yogurt? Do we need a lot?

Ann: Well, _____ (b).

Nick: That's OK. I think we have everything we need. Let's start. First the flour. **How many** cups of flour do I put in the bowl?

Ann: Put _____ (c). Then...

Key Expressions

Hold on a second:

wait a moment

Reflect on Grammar

Quantities

Questions

How much + uncountable nouns

How much sugar do we need?

How many + countable nouns

How many eggs do we need?

Answers

- a lot
- some
- a little
- 2 cups

- a lot
- some
- a few
- 2

Measurement Words

| | | |
|-----------------|------------------|--------|
| a / two / three | pinch(es) of | salt |
| | loaf(ves) of | bread |
| | slice(s) of | cheese |
| | serving(s) of | fruit |
| | tablespoon(s) of | sugar |

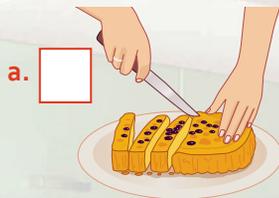
Containers

| | | |
|-----------------|--------------|----------------------------------|
| a / two / three | box(es) of | milk water yogurt juice |
| | carton(s) of | |
| | cup(s) of | |
| | glass(es) of | |
| | jar(s) of | |

3. Complete the questions with *how much* or *how many*. Then, write the answers according to the picture.

- a. Tom: How much milk do we have?
Liz: There are _____.
- b. Tom: _____ tomatoes are there?
Liz: There are four tomatoes.
- c. Tom: _____ yogurt do we have?
Liz: There is _____.
- d. Tom: _____ eggs are there?
Liz: There are _____.

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



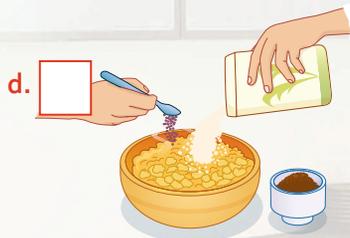
Finally, cut into bars. Be careful! Don't cut yourself. Ask for help.



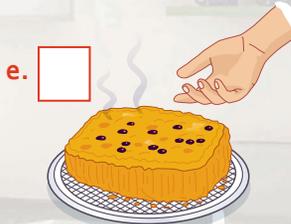
After that, add the oats and the cranberries to the mixture.



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



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



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



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

Reflect on Grammar

Imperatives

Use imperatives to give instructions or warnings.

Affirmative Statements

Add the sugar.
Mix the ingredients.

Negative Statements

Don't cut yourself.
Don't burn yourself.

Listening Strategy

Pay attention to connectors of sequence to guide your listening.

Project Stage 2

- Use the list of ingredients in stage 1 and talk about the quantities you need for your recipe. E.g. *We need two cups of flour and a glass of water.*
- Write down the recipe. E.g. *First, cut the vegetables. Next, mix the flour and water. Then...*
- Follow the instructions in the recipe and prepare the dish. Get some help from an adult.



Lesson 3

Eating Well

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



a. is especially good for your



immune system.



bones.



heart.



b. is especially good for your



skin.



digestive system.



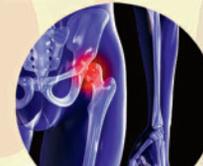
eyes.



c. is especially good for your



brain.



bones.



skin.



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

Top Ways to Healthier Eating



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

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

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

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

also the best option for a better digestive system.

Eat grains: You need a lot of energy so you can eat 3 servings of grains like cereals, bread or rice every day. One serving is equivalent to a slice of bread or 1/2 cup of rice.

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

Be careful with sugar and junk food

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

Kids' Health Association™, 2012



Word Bank

- a. source
- b. illustrations
- c. title
- d. information



3. Complete the chart based on the reading.

| Food group | Recommended quantity | Examples | Benefits |
|----------------|----------------------|----------|-------------------|
| Fruits | 2 servings of fruit | | |
| Vegetables | | | skin, heart, eyes |
| Dairy | | yogurt | |
| Grains | | | |
| Meat and Beans | | | |

Reading Strategy

Use charts to extract and organize the main ideas in texts.

4. Listen and complete the recipe.

Writing Strategy

Use *first, next, after that, then* and *finally* to give a sequence to the actions.

Top Yummy Healthy Recipes!

Orange Blueberry Muffins

Benefits

This recipe is good for you because...

- it gives you energy.
- it's low in calories.
- the vitamin C in oranges stimulates your immune system.
- blueberries are a good source of fiber.

Ingredients:

- ½ cup of oil
- 3 glasses of _____ juice
- _____
- _____ of blueberries
- _____
- 1/2 _____
- _____ cut into pieces
- _____

Preparation

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

Project Stage 3

- Write a short text describing the health benefits of your recipe.
- Write the preparation of your recipe including the ingredients and the instructions. Use connectors of sequence.
- Make a brochure. On one page put the benefits, and on the other page write the recipe. E.g. *First, mix the flour and the eggs. Next...*



Lesson 4

It's Finger-Licking Good!

1. Check the foods that you like.



a. papaya juice



b. strawberry cake



c. milkshake



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

a. is not my cup of tea.

b. *Strawberry cake* is finger-licking good.

c. makes my mouth water.

like dislike

Listening Strategy

Pay attention to the speakers' sounds (*Mmm, Yuck*) to understand their reactions better.

3. Match the expressions with their meanings.



a. It's finger-licking good.



b. It's not my cup of tea.



c. It makes my mouth water.

1. It's not my favorite.

2. It looks or smells really good.

3. It's very delicious.

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



Reflect on Values

■ I eat a variety of fruit and vegetables and meat.

■ I'm conscious of the benefits food has for my health.

Always Sometimes Never

Gap Activity

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

Share Your Project

1. Discuss your experience.

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

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

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

2. Read.

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



During this festival:

- Food producers show their best food like tomatoes or carrots at hundreds of stands.
- Chefs describe how to make dishes with organic ingredients.
- People sample different dishes and get brochures where they learn the benefits of organic food.

For more information, check out the following website: <http://www.organicfoodfestival.co.uk/>

3. Answer the questions.

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

Give your Presentation

Presenters

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

Visitors

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

Useful Expressions

Presenters

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

Visitors

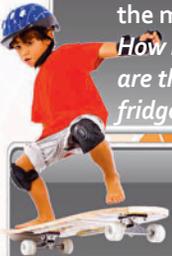
- This dish is finger-licking good.
- What's in it?
- It's yummy, it smells really good, it tastes great!



Game

The Food Pyramid Game

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



1. Start

2. Mention 4 foods in the fruit group.

3. Tell your partner about your favorite food.

4. Answer. What are the food groups in the pyramid?

5. You eat too many candies! Go back two spaces.

6. Answer. How much water do you drink per day?

7. Correct the mistake. There aren't some pears.

13. You drink milk every day. Move ahead 4 spaces.

14. Correct the mistake. Do you have some oranges?

15. Tell your partner about the food that you dislike.

16. Answer. What food is especially good for your immune system?

17. Answer. In what food group can we find pasta?

12. Correct the mistake. How much apples are there in the fridge?

11. Mention 3 foods in the meat group.

10. Mention 4 foods in the veggies group.

9. Answer. What food is especially good for your digestive system?

8. You don't eat any vegetables. Go back 2 spaces.

21. Tell your partner about the benefits of vegetables.

20. Mention 3 products from the dairy group.

19. Correct the mistake. Apples, carrots, bread and oranges are countable foods.

18. Answer. What food is especially good for your brain?

22. You eat a lot of sugar. Go back 2 spaces.

23. Answer. What is organic food?

24. Correct the mistake. We need any fish.

25. Finish. You have a healthy life!

Quiz Time

1. Label the foods below. Use the Word Bank.

Word Bank

- pear
- lettuce
- carrot
- potatoes
- butter
- eggs
- oil
- orange
- beef



a.



b.



c.



d.



e.



f.



g.



h.



i.

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

| Countable | Uncountable |
|-----------|-------------|
| | |
| | |
| | |

Self-Evaluation

Now I can...

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

Very Well

OK

A Little

3. Read the dialogs and circle the right option.

- a. - **How much / How many** eggs do we need for the pancakes?
 - We need 6 eggs.
 - Do we have **any / some** eggs?
 - Yes, there are **some / any** in the plastic bag.
- b. - This cake is delicious. Does it have **some / any** carrots? It tastes like carrots.
 - Yes, it does. It also has **some / any** blackberries.
 - **How many / How much** flour do you need to make it?
 - Three cups.



4. Listen and complete the ingredients.

Banana and Nut Cereal

- 1 cup of water
- _____ of milk
- _____ small banana
- 2 tablespoons of oats
- _____ of salt
- _____ of nuts
- _____ of brown sugar



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

Word Bank

- Put
- Add (x2)
- Stir
- Cool
- Cut

Instructions:

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

Glossary

A - F

amount: **n.** quantity.

add: **v.** to aggregate.

bake: **v.** to cook food in an oven.



beef: **n.** cow's meat.

blend: **v.** to mix liquids or soft substances in a blender.



bowl: **n.** a round receptacle used for food.

bread: **n.** common food made from flour and water. It's usually baked.

brochure: **n.** a small book that contains information and pictures about a product or service.

butter: **n.** a yellow, creamy substance made from fat, water, milk, and salt that is used for cooking.

carton: **n.** container. A box used for packaging food.

cool: **v.** to make something less hot.

cup: **n.** a small open container with a handle used for drinking.

cut: **v.** to separate into parts with a knife.

dairy: **adj.** food made from milk.

dish: **n.** food prepared in a particular way.

Feijoada is a typical dish in Brazil.

fresh: **adj.** food recently obtained. Not preserved.

fridge: **n.** short form for refrigerator.

glass: **n.** a container made of a crystallized material.

H - R

hungry: **adj.** experiencing a need for food.

juice: **n.** liquid obtained from fruits.

lettuce: **n.** a cultivated plant that has green leaves.

little (a little): **adv.** small in quantity. (ant. a lot)

lot (a lot): **adv.** a great number or quantity of something. (ant. a little)

many: **det.** a great number of something.

mix: **v.** to combine elements.

mixture: **n.** a combination of different elements.

This mixture contains salt, eggs, flour, and a cup of milk.

oil: **n.** a viscous liquid obtained from vegetables or animal fat used for cooking.

orange: **n.** fruit that has an acid taste.

organic: **adj.** natural food with no artificial ingredients.



piece: **n.** unit of measurement. A part that is separated from an object that is bigger.

pinch: **n.** the amount of food you can hold with your thumb and forefinger.

put: **v.** to move something to a particular place. (syn. place)

recipe: **n.** a series of instructions to prepare a dish.

rice: **n.** a cereal.

S - Z

sample: **n.** a small portion of a product. *They're giving free samples of a new strawberry yogurt.*

sample: **v.** to try food.

slice: **n.** a thin piece cut from a larger object. *I eat two slices of bread for breakfast.*



spinach: **n.** the leaves of a plant that people eat as a vegetable.

stir: **v.** to move your hand in circular movements to mix or combine elements.

tablespoon: **n.** a spoon used for serving food. Unit of measurement.



teaspoon: **n.** a small spoon used for serving food.

thirsty: **adj.** experiencing a desire to drink something.

veggies: **n.** short form for vegetables.

Colloquial Expressions

Hold on a second: wait a minute.

It's finger-licking good: It's delicious.

It makes one's mouth water: It looks or tastes really good.

It's not my cup of tea: It's not my favorite.

Yummy: delicious.

▶ Test Training B

Listening

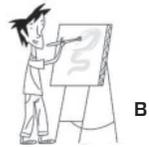
Listen to Jimmy talking about his family.
Listen to the conversation twice.
For questions 1-5, mark A, B or C in the answer box.
Example:

| | | | | |
|--------|---|---|---|---|
| Answer | 0 | A | B | C |
| | 1 | A | B | C |
| | 2 | A | B | C |
| | 3 | A | B | C |
| | 4 | A | B | C |
| | 5 | A | B | C |

0. Kate can



1. Jimmy can



2. Mike can



3. Tanya can



4. Mom can



5. Dad can



Speaking Candidate A

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

Your answers

| Carrot Cake | |
|--|--|
| Ingredients | Preparation |
| <ul style="list-style-type: none"> 2 cups of flour 1 teaspoon of cinnamon 2 cups of sugar 1 cup of vegetable oil 3 eggs 1 serving of nuts 2 carrots 1 cup of coconut milk 1/2 cup of butter 1 glass of water | <ol style="list-style-type: none"> In a bowl mix the sugar and oil. Add the eggs one by one and mix well. Mix the flour into the mixture. Cut the carrots. Add the carrots and the nuts to the flour mixture. Put the mixture in the oven. Bake for 45 minutes. Cool completely. Cut the cake into squares. |

Your questions

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

Reading

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

| | | | | | | | |
|----|---|---|---|---|---|---|---|
| 0 | A | B | C | D | E | F | G |
| 6 | A | B | C | D | E | F | G |
| 7 | A | B | C | D | E | F | G |
| 8 | A | B | C | D | E | F | G |
| 9 | A | B | C | D | E | F | G |
| 10 | A | B | C | D | E | F | G |

0. There is a concert tonight.

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

A Silence!

B Cheaper prices on fruits at Briton supermarket!

C Today at 8:00 PM The Rock Masters Bobby and Luck Prince in concert.

D No food in this room.

E New sports center opens on the weekend.

F Get the calcium you need.

G Do-Re-Mi School Lessons for all ages.

Writing

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



Go Nuts!

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

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

Nuts Fact File

Contribution (0): healthy diet

Examples (11): _____

Good source of (12): _____

Health benefits (13): _____

Servings per day (14): _____

Recipes with nuts (15): _____

| | |
|----|---------------------|
| 0 | <u>healthy diet</u> |
| 11 | _____ |
| 12 | _____ |
| 13 | _____ |
| 14 | _____ |
| 15 | _____ |

Speaking

Candidate B

- 1. Ask candidate A about the recipe he/she has. Use the questions on the left as a guide.
- 2. Tell candidate A about your recipe answering his/her questions.

Your questions

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

Your answers

| Fruit Cookies | |
|--|--|
| Ingredients | Preparation |
| <ul style="list-style-type: none"> • 2 servings of cranberries • 1 tablespoon of lemon juice • 1 serving of nuts • 1 pinch of salt • 1/2 cup of butter • 1/2 cup of sugar • 2 eggs • 3 cups of flour | <ol style="list-style-type: none"> 1. In a bowl mix the cranberries, lemon juice, nuts and a pinch of salt. 2. In another bowl mix the butter, sugar, eggs and flour. Mix the ingredients well. 3. Add the fruit and nuts combination to the butter mixture. 4. Shape 20 round cookies. 5. Cool the cookies in the refrigerator for 3 hours. 6. Put the round cookies in the oven. 7. Bake for 15 to 20 minutes until brown. Delicious! |



► General Objective

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

► Communication Goals

You will learn how to

- describe people's personalities and values.
- talk about people's lives in the past.
- talk about important events in history.

► CLIL

- Famous Characters of The Past

Vocabulary

- Words related to personality and values
- Years and dates

Grammar

- Simple Past tense with the verb to be

► Idioms and Colloquial Expressions

- *Against all odds*
- *The sky is the limit*
- *A losing battle*
- *Look up to someone*

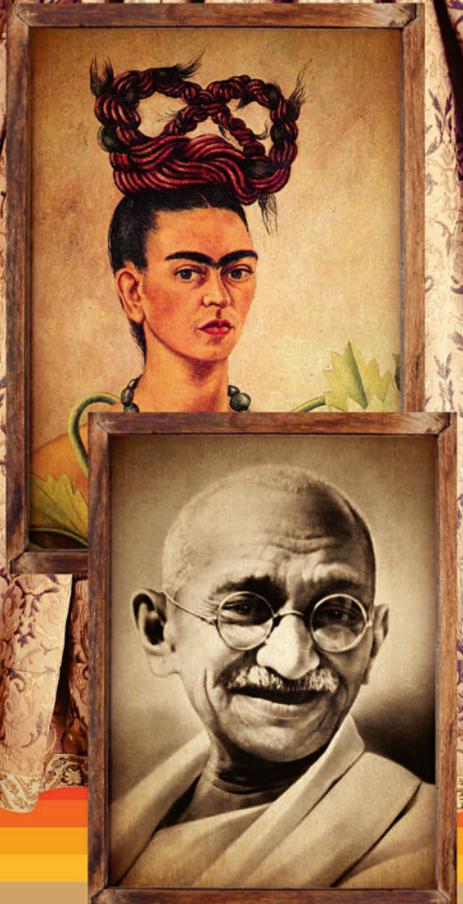
► Project

Party of Famous Characters

You will organize a party of famous characters of the past.

Discuss:

- Who were they?
- What were they famous for?





Lesson 1

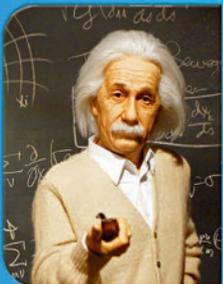
Famous Characters



1. Read the following encyclopedia entries. Write the sections they belong to. Use the Word Bank.

Word Bank

• science • politics • religion • arts



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

★ ★ ★ ★ ★

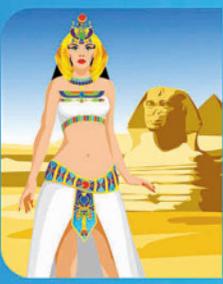
a. _____



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

★ ★ ★ ★ ★

c. _____



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

★ ★ ★ ★ ★

b. _____



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

★ ★ ★ ★ ★

d. religion



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

a. **Hardworking** is someone who...

- helps people in need.
- works very hard.
- loves a particular activity.

b. **Successful** is someone who...

- works very hard.
- gets recognition for his/her labor.
- shows love for others.

c. **Brave** is someone who...

- loves a particular activity.
- helps people in need.
- has great courage.

d. **Passionate** is someone who...

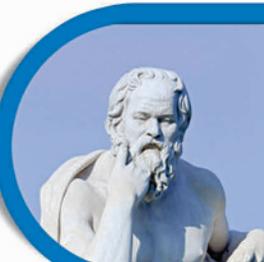
- helps people in need.
- loves a particular activity.
- has great courage.

e. **Compassionate** is someone who...

- helps people in need.
- has great courage.
- gets recognition for his/her labor.

Vocabulary Strategy

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



3. Complete the following sentences with expressions from the previous exercise.

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

| Reflect on Grammar | | | |
|--|------|--|--------------------------|
| Simple Past Tense with the Verb To Be | | | |
| Use it to talk about origin, age, identity, location and personality in the past. | | | |
| Affirmative | | Negative | |
| I | was | 3 years old. | I was not in France. |
| He | | | He |
| She | was | Spanish. | She was not afraid. |
| It | | | It wasn't |
| You | | | You |
| We | were | leaders. | We were not politicians. |
| They | | | They weren't |
| * Use was / were born to refer to place and date of birth. I / He / She / It was born in England. We / You / They were born in Mexico. | | * Contracted forms was not = wasn't were not = weren't | |

Pronunciation

The pronunciation of years is divided into two segments.

19|86 17|99 18|00 14|92

Listen and circle the year you hear.

- a. • 1888 • 1988 • 1889
- b. • 1500 • 1502 • 1510
- c. • 1983 • 1963 • 1993



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

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

| T | F |
|-------------------------------------|--------------------------|
| <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> |

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

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

Project Stage 1

- Choose a character you admire of the past. E.g. *I admire Mother Theresa.*
- Do research on your character's life.
- Write sentences describing your character's place and date of birth, occupation and personality characteristics. E.g. *Mother Theresa was a nun.*



Lesson 2

World History



Hernan Cortes



1. Listen and read. Then, complete the chart.

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

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

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

Suzy: **How old was he** when he started his explorations?

Guide: He was only 19 years old. He was very smart and hardworking.

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

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

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

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

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

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

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

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

Peter: He was born in Portugal.

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

| Name | Origin | Achievement |
|--------------------|--|-------------|
| Hernan Cortes | <i>He was born in Medellin, Spain.</i> | |
| Francisco Pizarro | | |
| Ferdinand Magellan | | |

Key Expressions

Smart: intelligent

Actually, no: not really

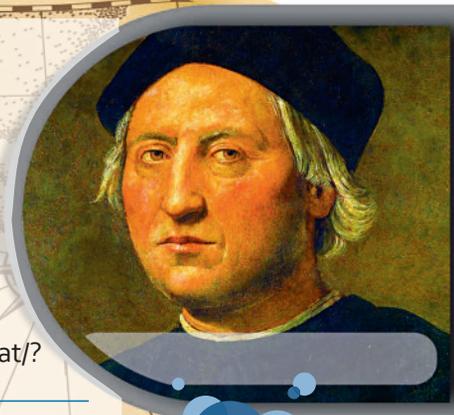
Reflect on Grammar

Questions in the Simple Past tense

| Yes/No questions | | Answers |
|--|-------------------------------------|--|
| Was + I/he/she/it + complement | Was he a Spanish explorer? | Yes, he was . No, he wasn't . |
| Were + we/you/they + complement | Were they indigenous people? | Yes, they were . No, they weren't . |
| Wh – questions | | Answers |
| Wh-word + to be + subject + complement | Who was Francisco Pizarro? | He was an explorer. |
| | Who were the Incas? | They were the first inhabitants of Peru. |
| | Where was he born? | He was born in Portugal. |
| | How old was he? | He was 19 years old. |
| | What was this city? | It was Lima. |

2. Unscramble the questions and write the answers based on the text.

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



- | | |
|--|---|
| <p>a. Christopher Columbus / was/who/? Q: <u>Who was Christopher Columbus</u> A: _____</p> | <p>d. were/ the names of the ships/ what/? Q: _____ A: _____</p> |
| <p>b. he/ was/ Spanish/? Q: _____ A: _____</p> | <p>e. was/ the discovery of America/ when/? Q: _____ A: _____</p> |
| <p>c. born /he/ was /where/? Q: _____ A: _____</p> | <p>f. was/in India in 1492/ he/? Q: _____ A: _____</p> |

Speaking Strategy

Use *sorry* and *wh- questions* at the end of sentences to ask for repetition.

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

Suzy: Christopher Columbus was born in 1451.

Peter: *Sorry?* He was born *where?*

Questionnaire

a. Where was the indigenous leader Tupac Amaru born?

1. In Mexico
2. In Peru
3. In Ecuador



d. _____ the navigator Marco's last name?

1. da Gama
2. San Martin
3. Polo



b. _____ Simon Bolivar born?

1. In 1713
2. In 1730
3. In 1783



e. _____ Julius Caesar and Caesar Augustus?

1. Emperors
2. Navigators
3. Explorers



c. _____ the last Aztec governor?

1. Tizoc
2. Moctezuma
3. Cuauhtemoc



f. _____ the leader of the independence of Chile?

1. Simon Bolivar
2. Jose de San Martin
3. Francisco Pizarro



4. Listen and confirm the questionnaire answers.

Project Stage 2

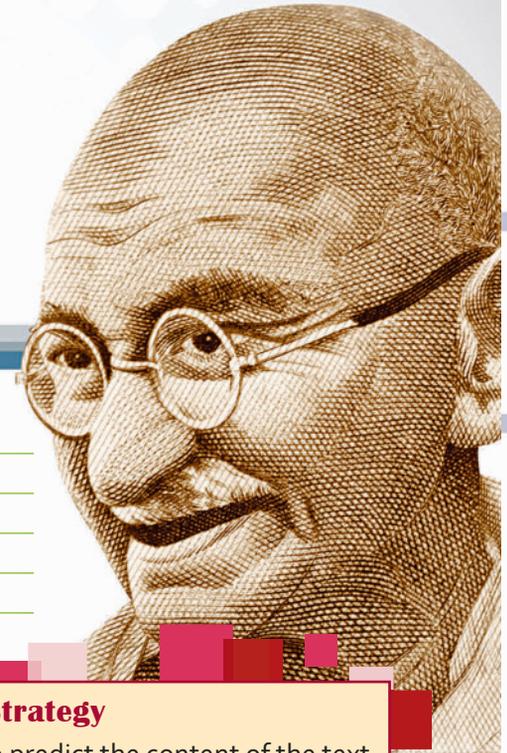
- Prepare a questionnaire to discover your partner's characters.
- Find clothes to dress up as the character you are interested in.

E.g. *Were you born in Greece?*

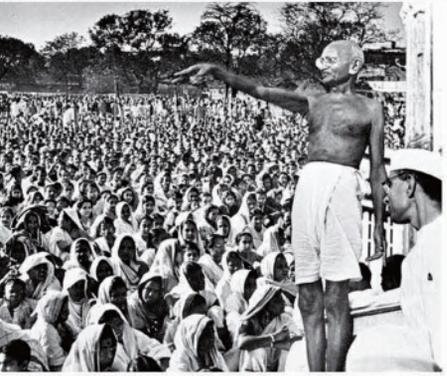


Lesson 3

Inspirational Lives



1. Look at the pictures and make predictions about Gandhi's life.



Name: Gandhi, Mohandas

Origin: He was born in _____

Occupation: He was a _____

Personality: He was _____

Achievement: _____

Reading Strategy

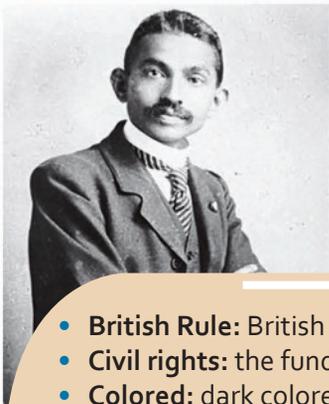
Use your background knowledge to predict the content of the text.



2. Read and confirm your predictions.

Mohandas Gandhi was born in 1869 in Porbandar, India. He was an important political leader. India's independence was possible thanks to his courage. **At that time**, Indian people were under British rule and were victims of racial discrimination.

In 1888, Gandhi was a law student in London, England. He was only 19 years old. At the beginning, his life in London wasn't easy. He was a victim of racial discrimination because he was colored. But this situation wasn't an obstacle for him. He



- **British Rule:** British government
- **Civil rights:** the fundamental liberty and privileges of an individual
- **Colored:** dark colored skin
- **Legal adviser:** a guide or lawyer that helps people in trouble

was brave and hardworking, so he finished his law studies.

Two years later, he was a lawyer in his homeland, India. His objective was to find a job and help his people, but he wasn't successful. For this reason, **in 1893**, he accepted a job as a legal adviser in South Africa. In this country, the Indian community was a victim of racism and was denied civil rights only because it was colored. This situation wasn't acceptable and some years later Gandhi became a political leader. He was passionate about getting justice for his brothers.

After 22 years in South Africa, he was back in India. **During 1915**, Gandhi visited different places of the country with the purpose of

getting familiar with people's living conditions and the injustice they experienced. **In the many years to come**, he was involved in political campaigns to protect the rights of everybody.

His most important achievement was **in 1930** when he became the leader of the "Civil Disobedience Campaign" to protest against the British government. This campaign wasn't violent at all. Indians were simply not cooperative with the British laws. Thanks to this campaign India was set free **in 1947**. This was a great victory under Gandhi's non-violence principles. Unfortunately, Gandhi died **a year later** when he was 78 years old. He was assassinated by a Hindu fanatic.

Key Expressions

Homeland: the country where you were born

Be involved: to participate

3. Go back to the text and complete the timeline.

| | |
|-------|---|
| 1869: | <i>Mohandas Gandhi was born in India.</i> |
| 1888: | |
| 1890: | |
| 1893: | |
| 1915: | |
| 1930: | <i>He became the leader of the Disobedience Campaign.</i> |
| 1947: | |
| 1948: | |

Reading Strategy

Use a timeline to organize the sequence of events.

4. Based on the text match the expressions with the years they refer to.

| | |
|---------------------------------|---------------|
| a. At that time... | 1890 |
| b. Two years later... | 1948 |
| c. After (22) years... | 1915 and on |
| d. In the many years to come... | <i>a</i> 1869 |
| e. A year later... | 1915 |

5. Circle the correct time expression.



Eva Peron

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

In 1935, at the age of 15, she was in Buenos Aires. *At that time / ten years later*, her first job was in a theater company. She was the youngest actress in the group.

In the many years to come / a year later, at the age of 22, Eva Peron was a successful actress in movies and on radio shows.

In 1945 / at that time, she was 24 and married to Juan Peron, a famous politician.

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

6. Write about a historical character.

_____ was born in _____
(name) (date of birth)

in _____ . In _____
(place)

In _____
(education/occupation)

_____ (main activities - achievements)

Writing Strategy

Use time - related expressions to organize events.

Project Stage 3

- Make a timeline with the most important events in your character's life.
- Make a short paragraph with the information in project stage 2 and prepare your oral presentation.
- Dress up as your character and use the questionnaire in the party.



Lesson 4

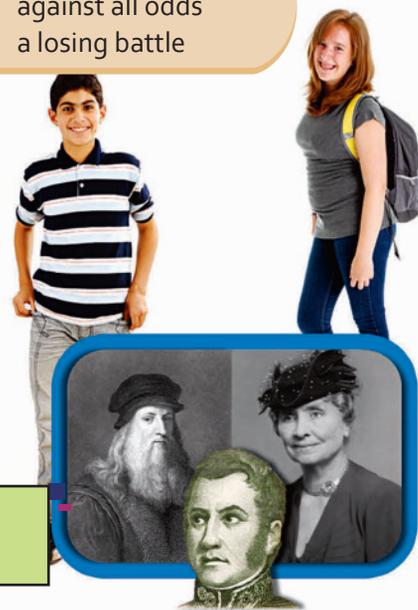
Success Against All Odds!



1. Listen and complete with the expressions in the box.

- a. I look up to Jose de San Martin. He was the leader of the Independence of Chile. His campaign across the Andean Mountains was really difficult. Soldiers were hungry, cold, and the weather conditions were hard, but the Chilean army was victorious _____.
- b. I admire Helen Keller. Apparently, communicating was _____ because seeing and listening were impossible for her. She was blind and deaf. But in the end, she was a successful writer and leader.
- c. I look up to Leonardo da Vinci. He was a real genius. He was an architect, a painter, an engineer and a poet. For him, _____! He was very creative and his works were advanced for his time.

- the sky was the limit
- against all odds
- a losing battle



Key Expressions

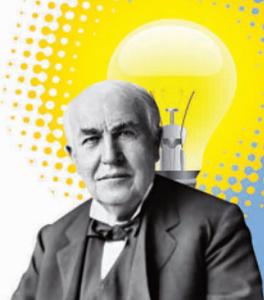
Look up to: admire

2. Match the expressions with their meaning.

- a. Against all odds _____ 1. An effort is destined to fail. You can't do anything to win.
- b. The sky is the limit _____ 2. To be successful despite the difficulties.
- c. A losing battle _____ 3. You can do whatever you want.



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



Thomas Alva Edison was a famous American inventor. He was the creator of the light bulb, the phonograph and the kinetoscope (the first video camera). _____ (a) for him. At the beginning, the creation of the light bulb was difficult. People say that about 1000 experiments were necessary to make it work. It was apparently _____ (b). But in the end Edison was very persistent. Finally, his invention was successful.

Reflect on Values

| | Always | Sometimes | Never |
|--|-----------------------|-----------------------|-----------------------|
| ■ I'm interested in world history. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| ■ I'm familiar with characters of my country's history. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| ■ I try to imitate the good values of the people I admire. | <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.

Circle the option that applies to you.

- The topic of the project was *interesting* / *boring*.
- In general, the project *was* / *wasn't* helpful for my learning process.
- Dressing up as the character *was* / *wasn't* fun.
- My favorite part of the project was *the oral presentation* / *the research*.



Elizabeth I



2. Read.

The Renaissance Fair is a popular event in the United States that imitates a period in history called the Renaissance. The Renaissance was a cultural movement from the 15th to the 16th century.

The main idea of the Renaissance Fair is to represent a typical village in England during the reign of Queen Elizabeth I. This period was important for the progress of the arts in England. Famous characters like the writer William Shakespeare and the explorer Sir Francis Drake were born around that time.

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

William Shakespeare



3. Answer the questions.

- What's the Renaissance Fair?
- What do people do during the fair?
- What was the Renaissance period?

Give your Presentation

Before the presentation

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

During the presentation

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

Useful Expressions

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



Crossing the Andes



Listen and read.

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

We can cross the Andean Mountains in secret!



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

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



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

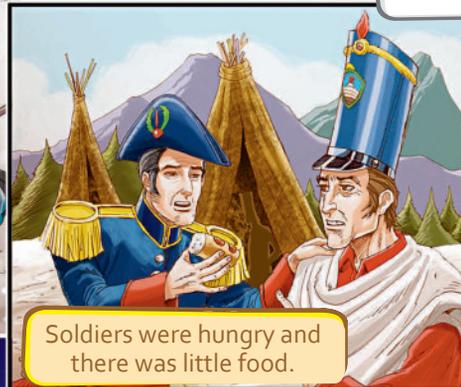
Stand up! Your country needs you.



I'm freezing! I can't do it.

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

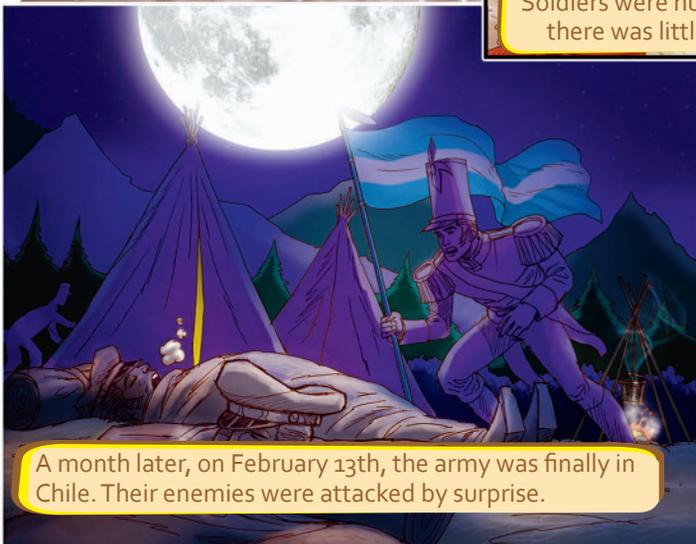
Hey-army! Keep your march and follow your captain.



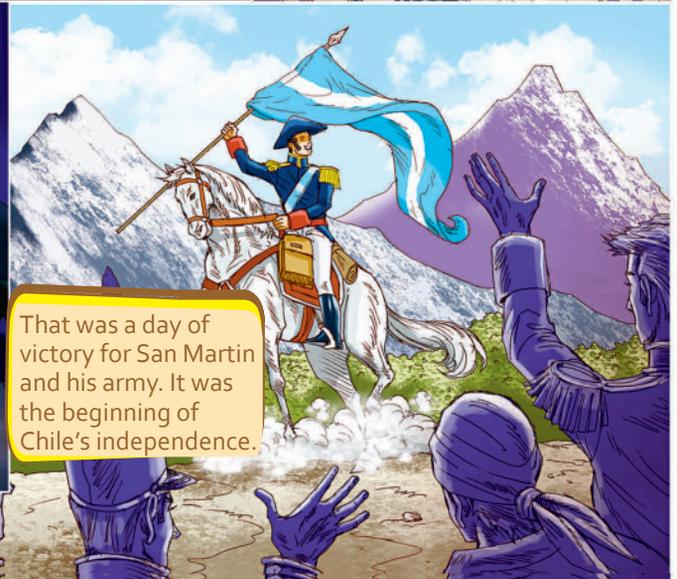
Soldiers were hungry and there was little food.



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



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



That was a day of victory for San Martin and his army. It was the beginning of Chile's independence.

Quiz Time



1. Listen and complete the life facts. Use the Word Bank.

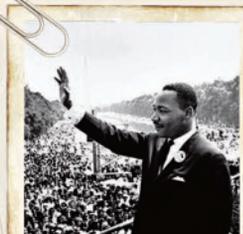
Word Bank

- passionate
- compassionate
- brave
- hardworking



a.
Name: Isaac Newton
Date of birth: _____
Origin: _____
Occupation: mathematician, physicist, astronomer
Personality: _____

Achievement: his principles of physics



b.
Name: Martin Luther King Jr.
Date of birth: _____
Origin: _____
Occupation: lawyer
Personality: _____

Achievement: Nobel Prize winner for his work against racial discrimination

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

- a.**
- _____ Hernan Cortes born in Mexico?
 - No, he _____. He _____ born in Spain.
- b.**
- Who _____ Marie and Pierre Curie?
 - They _____ scientists. They _____ the discoverers of radium.
 - _____ they brother and sister?
 - No, they _____. They _____ a couple.



3. Listen and complete the timeline.

In _____ **(a)**: Simon Bolivar was born.

In 1799: He _____ **(b)** to complete his studies.

In 1802: He _____ **(c)** to Maria Teresa del Toro. She died a year later.

In _____ **(d)**: He was the liberator of Colombia.

In 1821: He _____ **(e)** of La Gran Colombia.

From 1821-1824: He was the liberator of _____ **(f)**.

In _____ **(g)**: He wasn't the president of La Gran Colombia anymore.

In _____ **(h)**: He died in Santa Marta, Colombia.

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

- a.** Simon Bolivar was a student in Europe when he was _____ years old.
- 15
 - 19
- b.** He was married for _____ year(s).
- 2
 - 1
- c.** He was the liberator of _____ nations.
- 4
 - 2
- d.** He was president for a period of _____ years.
- 9
 - 3
- e.** He was _____ years old when he died.
- 60
 - 47

Self-Evaluation

Now I can...

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

Very Well

OK

A Little

Glossary

A-E

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

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



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

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

F-Z

army: n. the military force of a country.

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

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

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

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

colored: adj. having dark skin.

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

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

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

die: v. not to live anymore.

dress up: v. to wear a costume.

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

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

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

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

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

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

lawyer: n. someone who gives legal advice.

leader: n. someone who organizes and directs people.

navigator: n. someone who explores the seas.

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

passionate: adj. someone who loves a particular activity.

philosopher: n. someone who studies philosophy.

physicist: n. someone who studies physics.

politician: n. someone who is interested in politics.

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

queen: n. a woman governor.



racism: n. discrimination based on race.

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

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

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

supportive: adj. giving moral support.

Colloquial Expressions

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

Against all odds: to be successful despite the difficulties.

Homeland: the country where a person was born.

Smart: intelligent.

The sky is the limit: you can do whatever you want.



UNIT

6

Unforgettable Moments



► General Objective

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

► Communication Goals

You will learn how to

- talk about events in the past.
- ask and answer questions about the past.
- describe emotions.

► CLIL

- Experiences and Anecdotes
- Vacations
- Memories

Vocabulary

- Words related to describing experiences

Grammar

- The Simple Past tense
- Regular and Irregular verbs

► Idioms and Colloquial Expressions

- *It felt like a million dollars*
- *It gave me the creeps*
- *I was down in the dumps*

► Project

Photo Album

You will create an album with photos of some important events in your life.

Discuss:

- What was your favorite vacation/ birthday/special occasion?
- What do you remember about those events?





Lesson 1

Memories of the Past

1. Match the photos with the corresponding description.



This is a photo of Christmas two years ago. We **didn't travel** but we **celebrated** at our grandparents' home. We spent great moments with our family. We **exchanged** presents and my grandma **cooked** delicious cookies...



Oh! A photo of me and my best friend at her sweet 16 party! She **invited** all our school friends. Her present was a concert given by our favorite band! They **played** all our favorite songs. We **danced** all night. We **didn't stop**...



I remember this photo! This is when I **tried** hang-gliding last year. When I **started**, I was afraid because I **didn't want** to fly high. But I **trained** hard for two months. Then, it was great! I really **liked** this experience...



I love this Halloween photo! Six months ago my brother **dressed up** as a pirate. I was a princess. He **looked** great! We **asked** for candies from house to house all night. I remember we **collected** like 200 candies...



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

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

Word Bank

- ~~unforgettable~~
- scary
- awesome
- fun

3. Circle the right word.

- a. A(n) **fun** / **unforgettable** experience is an event you never forget.
- b. An **awesome** / **unforgettable** experience is fantastic, spectacular.
- c. When an experience is **fun** / **unforgettable**, it is entertaining. You have a great time.
- d. If something is **scary** / **awesome**, you feel very nervous.



4. Listen and write the final sound /t/, /d/ or /id/ of the verbs.

Pronunciation

Regular Verbs

There are three ways of pronouncing the **ed** ending.

Listen and repeat.

- | | | |
|---------|----------|------------|
| /t/ | /d/ | /id/ |
| cooked | traveled | invited |
| stopped | played | celebrated |



| | | | | | |
|-----------|--------------------------------|---------|----------------------|-----------|----------------------|
| liked | <input type="text" value="t"/> | looked | <input type="text"/> | danced | <input type="text"/> |
| dressed | <input type="text"/> | wanted | <input type="text"/> | asked | <input type="text"/> |
| tried | <input type="text"/> | talked | <input type="text"/> | exchanged | <input type="text"/> |
| collected | <input type="text"/> | trained | <input type="text"/> | shared | <input type="text"/> |

Reflect on Grammar

The Simple Past tense

Use it to talk about events in the past.

Affirmative

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

Negative

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

Time Expressions

- Two months ago
- Last year
- Yesterday
- When I was 5

5. Fill in the blanks with the correct form of the verbs.

I remember my birthday party when I was 10 years old.
 I **celebrated** (celebrate) with my family and neighbors. We had a lot of fun.
 We (a. play) and we (b. dance). There was a beautiful girl that I (c. like) but I (d. not talk) to her at first because I was too shy. One of my friends said, "Don't be afraid, dance with her," but I (e. not want) to do it. Finally, she (f. ask) me to dance. It was awesome!



6. Circle the options that are true for you. Then, compare with a partner.

- I remember my birthday when I was _____.
- I **shared** / **didn't share** with my friends.
 - I **celebrated** / **didn't celebrate** with all my family.
 - I **danced** / **didn't dance** that day.
 - My mom **cooked** / **didn't cook** a special meal.

I invited my friends to a party. They **were** from school.

I celebrated with my family. My grandparents **were** there.



Speaking Strategy

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

Project Stage 1

- Choose 3 unforgettable moments in your life.
- Get some pictures of those moments.
- Describe the pictures.

E.g. In this picture, I dressed up like a pirate.



Lesson 2

I Had Fun on My Trip



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

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

Lucy: Did you have a party?

Pete: No, I didn't. I **went** on a trip with my friends to celebrate. Our parents **paid** for everything.

Lucy: Where did you go?

Pete: We **went** to Jamaica.

Lucy: What did you do there?

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

Lucy: Really? Who did you meet?

Pete: Guess who? My wife! When I **saw** her, I **fell** in love immediately.

Lucy: What a romantic story!



Useful Expressions

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

Key Expressions

Fall in love: to feel romantic love for someone

| Base form | Past tense | Base form | Past tense |
|-----------|------------|-----------|------------|
| a. have | <u>had</u> | e. meet | _____ |
| b. pay | _____ | f. swim | _____ |
| c. go | _____ | g. see | _____ |
| d. eat | _____ | h. fall | _____ |



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

Irregular Verbs

| | | |
|--------------------|--------------|--------------|
| write <u>wrote</u> | do _____ | find _____ |
| give _____ | fly _____ | know _____ |
| take _____ | feel _____ | break _____ |
| keep _____ | come _____ | drive _____ |
| get _____ | make _____ | drink _____ |
| win _____ | forget _____ | choose _____ |

Vocabulary Strategy

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

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

Make

past tense and **past participle** **made**

- to produce something, for example, by putting the different parts of it together.

Reflect on Grammar

Questions in the Simple Past tense

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

| Affirmative | Yes/No Questions | Wh- questions |
|------------------------------------|-------------------------------------|----------------------------------|
| I ate great Jamaican food. | you he | Where did you go ? |
| Negative | Did she have a party? | Who did you meet ? |
| I didn't eat Jamaican food. | we you they | |

3. Complete with the correct form of the verbs in the Simple Past tense. Use the Word Bank.

My favorite trip was last year. My family and I flew to Rio de Janeiro. It was so exciting! On the first day, in the morning, we _____ (a) to *Christ the Redeemer*, a very big statue. Then, by car we _____ (b) around the city and _____ (c) a lot of pictures. In the afternoon, we _____ (d) feijoada for lunch. This dish has beans and meat. It was really good. At night, we _____ (e) the Carnival parade. It was awesome!
Alex.



Word Bank

- fly
- go
- see
- drive
- eat
- take

4. Complete the dialog about the previous paragraph.



- When did Alex go (go) to Rio de Janeiro?
- _____ he _____ (a. fly) to Rio?
- What _____ they _____ (c. do) in the morning?
- _____ they _____ (e. have) a car?
- What _____ they _____ (g. eat) for lunch?

- He went to Rio last year.
- Yes, _____ (b). It was exciting.
- They _____ (d).
- Yes, _____ (f).
- They _____ (h).



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

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

6. Talk about your last trip with a partner.

| Action | Question | Name | Details |
|--------------------------|--|------|---------|
| a. traveled by plane/car | Did you travel by plane on your last trip? | | |
| b. met someone | Did you... ? | | |
| c. ate exotic food | ? | | |
| d. saw monuments | ? | | |

Listening Strategy

Use *wh- questions* to focus your attention and get the information you need.

Project Stage 2

- Choose your favorite trip.
- Get one or two pictures of your trip.
- Describe the pictures and add extra information such as dates, people, what you did, ate and so on.



Lesson 3

My Favorite Anecdote

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



Reading Strategy

Read by parts to check your comprehension.



2. Read and answer the questions.

A Close Encounter with a Bear

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

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

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

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

Our leader, Mark, had a lot of experience camping so **he** **20** calmly took **us** out of the tents in small groups to a van for our safety. From the van we saw that the bear got out of the bus **25** and moved to the tents to look for food.

We **also** laughed when the bear played with a soccer ball. It was funny. Finally, **30** the bear didn't find any food so it started moving away from the tents. At the last minute, it turned its head back towards the van and looked us in the eye. Its look was scary to everybody, but to **me it** was awesome! **35**

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

Key Expressions

Break into: to enter a place without permission

Put up: erect

Take out: to remove something

3. Match the pronouns with the words they refer to.

- | | | |
|------------------------------------|----------|-------------------------------|
| a. On line 3 we refers to | <u>2</u> | 1. the brown bear |
| b. On line 6 they refers to | _____ | 2. the author and his friends |
| c. On line 16 it refers to | _____ | 3. Mark, the leader |
| d. On line 18 it refers to | _____ | 4. the bus |
| e. On line 20 he refers to | _____ | 5. the bear's look |
| f. On line 21 us refers to | _____ | 6. the author |
| g. On line 35 me refers to | _____ | 7. the author and his friends |
| h. On line 35 it refers to | _____ | 8. the bears |

Reading Strategy

Identify referents (subject and object pronouns) to understand detailed information.

| Subject Pronouns | Object Pronouns |
|------------------|-----------------|
| I | Me |
| You | You |
| He | Him |
| She | Her |
| It | It |
| We | Us |
| You | You |
| They | Them |

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

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

Writing Strategy

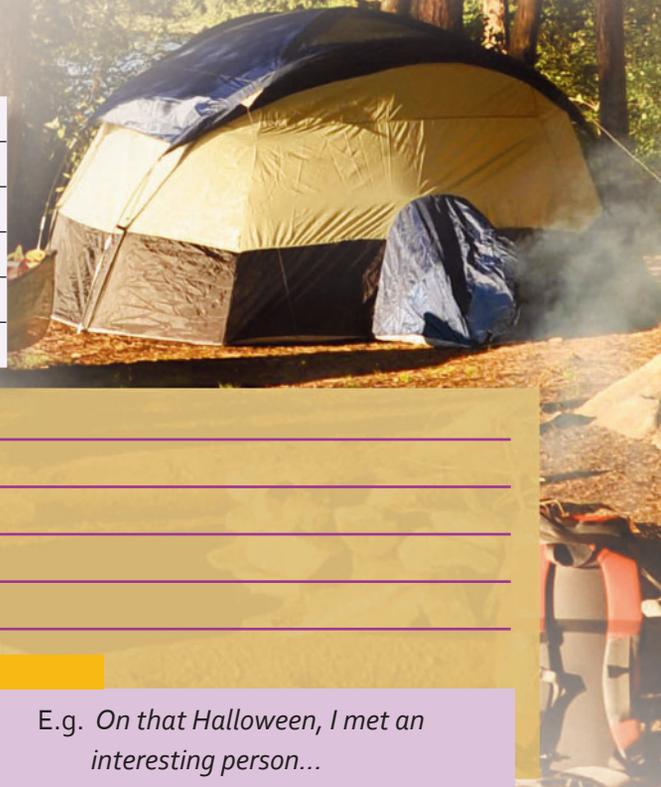
- Use **also** to give additional information.
- Use **so** to describe a result or consequence.

5. Complete the following details about your favorite anecdote.

Then, use them to write a short paragraph.

Use **also** and **so** when necessary.

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



I remember when _____

Project Stage 3

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

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



Lesson 4

I Felt Like a Million Dollars!



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

His experience was...

Her experience was...

His experience was...



a. scary. / happy. / exciting.



b. happy. / sad. / scary.



c. exciting. / sad. / happy.

Listening Strategy

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



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

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

- I was
- I felt
- that boy

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

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

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



| | I felt like a million dollars! | It gave me the creeps! | I was down in the dumps. |
|----------------|--------------------------------|------------------------|--------------------------|
| What happened? | | | |
| Where? / When? | | | |

Reflect on Values

| | Always | Sometimes | Never |
|---------------------------------------|-----------------------|-----------------------|-----------------------|
| ■ I treasure good moments in my life. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| ■ I learn from difficult moments. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| ■ I listen to other people's stories. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Gap Activity

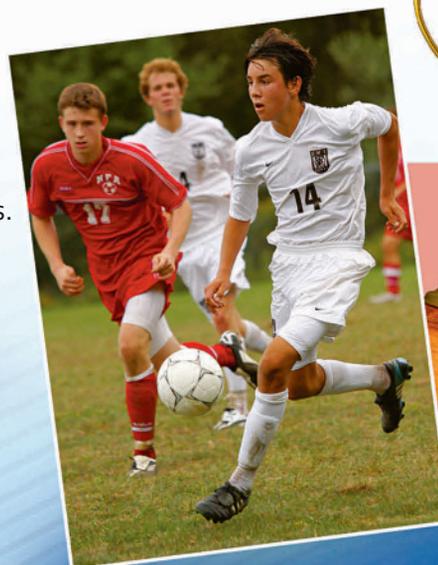
Student A goes to page 90.
Student B goes to page 92.

Share Your Project

1. Discuss your experience.

Circle the option that applies to you.

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



2. Read.

Photo Albums

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

Joe, 17 years old

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



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

| | |
|-----------------|--|
| Occasion | |
| When | |
| Place | |
| Age | |
| People involved | |
| Activities | |

Give your Presentation

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

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

Useful Expressions

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



Game

Talk for a Minute About...

**START
here**

Instructions

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



1

Your favorite birthday



12

Your last vacation



13

An unforgettable experience you had



25

A fun experience at your school

24

Your favorite class last year

2

A scary experience you had



11

A good moment you shared with your friends recently

14

How you met your best friend

23

A nice teacher you remember in primary school

26

A nice celebration with your family

3

Your favorite games when you were a child



10

What you did on Halloween last year

15

Your first day in high school

22

What you did last weekend

27

A beautiful place you visited

4

The best vacation you had

9

An interesting movie you saw recently

16

Food you tried that was delicious

21

The first time you rode a bike

28

A nice present your parents gave you

5

A pet you had

8

A nice person you met recently

17

The last time you participated at a sporting event

20

A fun party you went to

29

The New Year's eve celebration last year

6

The last occasion you celebrated with all your family

7

Christmas holidays two years ago

18

Food you tried that you didn't like

19

The first neighborhood you lived in

30

A competition that you won



Quiz Time

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

Word Bank

- unforgettable • fun
- awesome • scary

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

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

2. Complete the sentences based on the chart.

| Name | met a nice person | danced at a club | tried new food |
|-------|-------------------|------------------|----------------|
| Tania | ✓ | ✗ | ✓ |
| Gina | ✓ | ✓ | ✗ |
| John | ✗ | ✓ | ✓ |

Last vacation...

- a. Tania _____ but she _____ at a club.
- b. Gina _____ and _____.
- c. John didn't _____ but he _____.
- d. Tania and John _____.
- e. Tania didn't _____ and Gina _____.

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

- A: What _____ you _____ (a. do) after your graduation?
 B: I _____ (b. travel) to Europe.
 A: Where _____ you _____ (c. go)?
 B: I _____ (d. go) to France, Spain and Germany.
 A: _____ you _____ (e. go) with your family?
 B: Yes, I _____. We _____ (f. visit) some friends in England.
 A: _____ you _____ (g. like) your trip?
 B: Yes, I _____. I _____ (h. have) a great time. I _____ (i. see) interesting places and _____ (j. meet) nice people.



4. Listen and answer the questions.

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

- b. Did he like his experience?

5. Circle the correct word.

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

Self-Evaluation

Now I can...

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

Very Well

OK

A Little

Glossary

A - F

ask: v. to request something. We *asked for candies on Halloween.*

awesome: adj. extremely good, excellent. (syn. spectacular, fantastic)

bear: n. animal with thick fur that eats flesh, fruit, and insects.

break: v. to cause something to separate into pieces. *I broke the window with the ball.*



break into: v. to enter a place without permission.

cook: v. to prepare food.

dangerous: adj. something that can cause harm. (ant. safe)

drive: v. to operate or control a vehicle.

enjoy: v. take pleasure in doing a particular activity. *I enjoy Christmastime with my family!*

exchange: v. to give something and receive something in return.

far: adj. at a great distance (ant. near)

firewood: n. pieces of trees used to light a fire.



fly: v. to travel by plane.

fun: adj. something that is entertaining. (ant. boring)

G - S

garbage: n. anything that isn't needed anymore. (syn. trash)

hang gliding: n. it is an air sport in which a person flies an object called "hang glider."



lake: n. an area of water surrounded by land.



meet: v. to encounter a person for the first time.

pay: v. to give money when you buy something.

see: v. to perceive with the eyes. (syn. look)

scary: adj. something that makes you feel nervous.

share: v. to participate in an activity and enjoy it with others.



stay: v. to be at a certain place.

T - Z

talk: v. to speak.

tent: n. a portable shelter supported by poles used for camping.



train: v. to practice a skill over a period of time.

travel: v. to go from one place to another by bus, car, plane. *I travel by car to Mexico.*



trip: n. a journey or excursion.

try: v. to taste food for the first time.

unforgettable: adj. something you will always remember.

win: v. to be successful or victorious in a competition. (ant. lose)

Colloquial Expressions

It gives you the creeps: It makes you very nervous.

Feel like a million dollars: to feel very happy.

Be down in the dumps: to feel very sad.

Fall in love: to begin to have feelings of love for someone.



▶ Test Training C

Listening

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

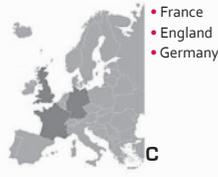
| | | | | |
|--------|---|---|---|---|
| Answer | 0 | A | B | C |
| | 1 | A | B | C |
| | 2 | A | B | C |
| | 3 | A | B | C |
| | 4 | A | B | C |
| | 5 | A | B | C |

Example:

0. Tom went on a trip with his friends in



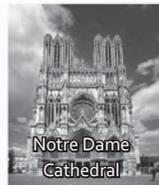
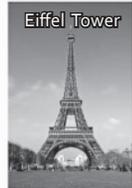
1. Tom and his friends went to



2. In Germany, the place Tom liked the most was



3. In Paris, Tom didn't visit



4. Tom didn't like



5. For Tom, the experience in Pamplona was



Speaking

Candidate A

Share information about two historical figures.

- First, find out some information about *Alexander the Great*. Unscramble the questions and ask candidate B for the information you need.
- Second, read the information you have about *Miguel de Cervantes Saavedra* and answer candidate B's questions.

Alexander the Great

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

Miguel de Cervantes Saavedra

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

Writing

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

| My Unforgettable Moment | |
|-------------------------|--|
| Place | |
| When | |
| Age | |
| People involved | |
| Activities | |

Speaking

Candidate B

Share information about two historical figures.

- First, read the information you have about *Alexander the Great* and answer candidate A's questions.
- Second, find out some information about *Miguel de Cervantes Saavedra*. Unscramble the questions and ask candidate A for the information you need.

Alexander the Great

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

Miguel de Cervantes Saavedra

- Miguel de Cervantes/Who?
- When/where/born/?
- What/occupation/in Italy/?
- Who/he/marry/?
- What/his greatest achievement/?
- When/publish Don Quixote/he/?

Reading

Read the text about Stephen's trip.

Choose the best word A, B, C for each space.

For questions 6-14, mark the words in the answer sheet.

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

One of my favorite memories is my trip to Margarita Island in Venezuela 2 years (6) ago. I (6) was there with my parents, my brother and grandma.

I remember grandma was very happy because it was the first time she saw the sea, but traveling by plane was a very (7) bad experience for her. She didn't like it.

We (8) walked at a very luxurious hotel in front of the beach. It was awesome! I (9) looked the sea through my window. My grandma was delighted because the rooms were comfortable and the food at the hotel was delicious. The hotel was great but we (10) stayed there all day. We walked around the city and visited a variety of beaches.

We (11) bought a lot of interesting things. At "El Yaque" beach, I (12) rode a horse for the first time! It was fun. My parents' favorite beach was "Agua" beach. There, they had a relaxing time. They also (13) asked a lot of things in the shops because they were cheap. My grandma liked the beaches too, but she loved visiting the churches. I was so happy that my grandma had a great time with us. I'm glad that we (14) walked that great experience with her. Her smile is unforgettable.

0. A. after B. then C. ago

- | | | |
|--------------------|--------------|------------------|
| 6. A. took | B. had | C. went |
| 7. A. exciting | B. scary | C. unforgettable |
| 8. A. liked | B. stayed | C. asked |
| 9. A. did | B. swam | C. saw |
| 10. A. didn't jump | B. didn't go | C. didn't stay |
| 11. A. had | B. did | C. went |
| 12. A. swam | B. rode | C. played |
| 13. A. bought | B. gave | C. made |
| 14. A. traveled | B. shared | C. walked |

Gap Activity



Unit 1

STUDENT A

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



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

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

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

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



Unit 2

STUDENT A

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

- ▶ What is / are _____ doing right now? What _____ people usually _____?
- ▶ When _____ people celebrate _____?

| | Activities people are doing right now | Celebration | Date | Activities people usually do |
|-------------------|---------------------------------------|-----------------------------|----------------------------|--|
| a. Alex and Julie | - | Winter Carnival in Canada | - | - - |
| b. Tania | - watching the parade | Inti Raymi festival in Peru | June 24 th | - people pray for the new year - people watch the parade |
| c. Inna | - | Children's Day in Poland | - | - - |
| d. Andres | - eating tacos | Independence Day in Mexico | September 15 th | - people decorate streets with white, green and red lights - people make traditional Mexican food |

Gap Activity

STUDENT A

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



| | speaking in public | playing an instrument | dancing tango | writing stories | solving puzzles |
|---------|--------------------|-----------------------|---------------|-----------------|-----------------|
| Adam | | | | | |
| Charles | X | ✓ | ✓ | X | X |
| Tim | | | | | |
| Jim | ✓ | X | ✓ | X | ✓ |

STUDENT A

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

Summer Fruit Salad



- a.** Complete the list of ingredients.
- *How much orange juice* do I need?
 - *How many...*
- b.** Complete the instructions to make the recipe.
- *What's next / after that?*

Ingredients:

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

Directions

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

Gap Activity



Unit 1

STUDENT B

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

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

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



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

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



Unit 2

STUDENT B

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

- ▶ What is / are _____ doing right now? What _____ people usually _____?
- ▶ When _____ people celebrate _____?

| | Activities people are doing right now | Celebration | Date | Activities people usually do |
|-------------------|---------------------------------------|-----------------------------|--------------------------|---|
| a. Alex and Julie | - playing with snow | Winter Carnival in Canada | January 26 th | - people play in the snow - people watch the parade |
| b. Tania | - | Inti Raymi festival in Peru | - | - - |
| c. Inna | - giving chocolate to children | Children's Day in Poland | June 1 st | - schools prepare special activities for children - families give presents to their children |
| d. Andres | - | Independence Day in Mexico | - | - - |

Gap Activity

STUDENT A

- Unscramble the questions to complete Napoleon Bonaparte's timeline.
- Take turn asking and answering your partner's questions.



- 1769: He was born in _____, (was/where/born/he?)
- 1785: He was a graduate of the military school in **France**.
- March 1796: He was married to _____. (was/who/married to/he/?)
- March 1796: He was in **Italy** in a battle against Austria.
- 1799: He was the _____ (his occupation/was/what/in 1799/?)
- 1804: He was the **emperor of France**.
- 1805: He was in the battle of Austerlitz. He _____ successful. (was/he/successful in Austerlitz/?)
- 1812: He was in Russia, but his campaign **wasn't successful**.
- 1814: He _____ the emperor of France anymore. (he/was/the emperor of France/in 1814/?)
- 1821: He was in **Santa Elena**. He died there.

STUDENT A

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

Stage 1

- ▶ Discover the first place Sarah visited.
- ▶ Use the prompts to ask questions and discover the place.

- When / travel? _____
- Who / meet? _____
- What food/eat? _____
- What souvenirs /buy? _____

Stage 2

- ▶ Look at the pictures of the second place Sarah visited.
- ▶ Answer your partner's questions. Don't tell him/her the name of the place.

a.



b.



sushi

c.



d.



kimono

Gap Activity



Unit 3

STUDENT B

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

Can Charles play...?



| | Speak in public | play an instrument | dance tango | write stories | solve puzzles |
|---------|-----------------|--------------------|-------------|---------------|---------------|
| Adam | ✗ | ✓ | ✗ | ✓ | ✓ |
| Charles | | | | | |
| Tim | ✓ | ✓ | ✗ | ✓ | ✗ |
| Jim | | | | | |



Unit 4

STUDENT B

Take turns asking and answering questions to complete the recipe. Use the clues on the right.

Summer Fruit Salad

- Complete the list of ingredients.
 - How much lemon juice do I need?
 - How many...
- Complete the instructions to make the recipe.
 - What's next / first / after that?



Ingredients:

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

Directions

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

Gap Activity

STUDENT B

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



- 1769: He was born in **Corsica**, a French island.
- 1785: He was a graduate of the military school in _____ .
(was/where/the military school/?)
- March 1796: He was married to **Josephine**.
- March 1796: He was in _____ in a battle against Austria.
(was/Napoleon/where/ in 1796/?)
- 1799: He was the **First Consul of France**.
- 1804: He was _____ .
(his occupation/was/what/in 1804/?)
- 1805: He was in the battle of Austerlitz. He **was** successful.
- 1812: He was in Russia, but his campaign _____ successful.
(he/was/in Russia/successful/?)
- 1814: He **wasn't** the Emperor of France anymore.
- 1821: He was in _____. He died there. (was/he/in 1821/where/?)

STUDENT B

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

Stage 1

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



tacos



hat - poncho

Stage 2

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

- When / travel? _____
- What food/eat? _____
- Who / meet? _____
- What souvenirs /buy? _____



Unit 1

Glossary Activities

1. Match the words with their antonyms.

- a. shy _____ 1. lazy
 b. nervous _____ 2. quiet
 c. noisy _____ 3. outgoing
 d. sporty _____ 4. relaxed

2. Complete the sentences using words from the previous exercise.

- a. My brother is really _____. He plays his heavy metal music all day.
 b. My father is an _____ person. He is very sociable and has many friends.
 c. Our new classmate is _____. She doesn't talk to others. Her face goes red when you talk to her.
 d. Joe's sister is _____. She doesn't like noisy people and prefers to read in silent places.

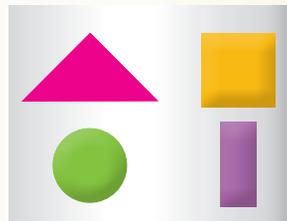
3. Check the right option that completes the sentences.

- a. Pete likes to _____ at the gym every day.
 wake up
 work out
- b. I make my collage with _____ from magazines.
 sit ups
 cutouts
- c. Mary loves to _____ with her friends. They have a good time.
 invite out
 hang out
- d. Mark likes to exercise his abdomen. He does 50 _____ every day.
 sit ups
 cutouts

4. Label the pictures.



a. _____



b. _____



c. _____



d. _____

5. Complete the sentences with the correct colloquial expressions.

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



Unit 2

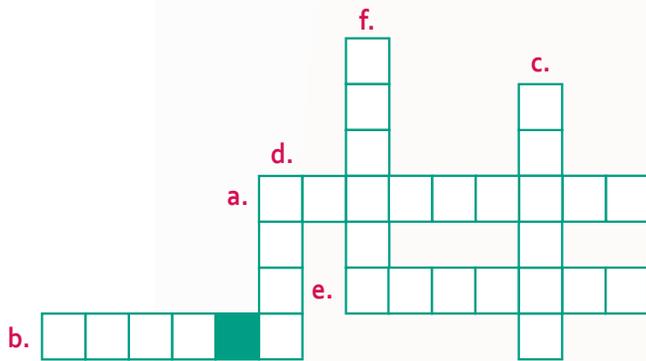
Glossary Activities

1. Complete the words.

- a. This word refers to bending your body when you say hello to someone. o
- b. This action refers to talking to God. r
- c. This action refers to traveling on the back of a horse. d
- d. This word refers to a religious holiday for Christians. s
- e. This word refers to traditional practices or actions of a specific society. m

2. Do the crossword.

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



3. Fill in the blanks with words from the previous exercise.

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

4. Label the pictures.



a.



b.



c.



d.



e.



f.



Unit 3

Glossary Activities

1. Circle the correct definition.

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

2. Complete the sentences with words from the previous exercise.

- a. Sultan Kosen _____ the record for the tallest man in the world. He's 2.47 meters tall.
- b. An architect can _____ houses and buildings.
- c. We _____ basketball. We love to play on weekends. We have a great time.
- d. The best athlete in the world likes to _____ mountains.
- e. I can't _____ this Sudoku puzzle. It's really difficult!

3. Complete the conversations with the corresponding colloquial expressions.

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

4. Unscramble the following words.



a. (retsruea)



b. (adro)



c. (eic)



d. (zpleuz)



e. (chaco)

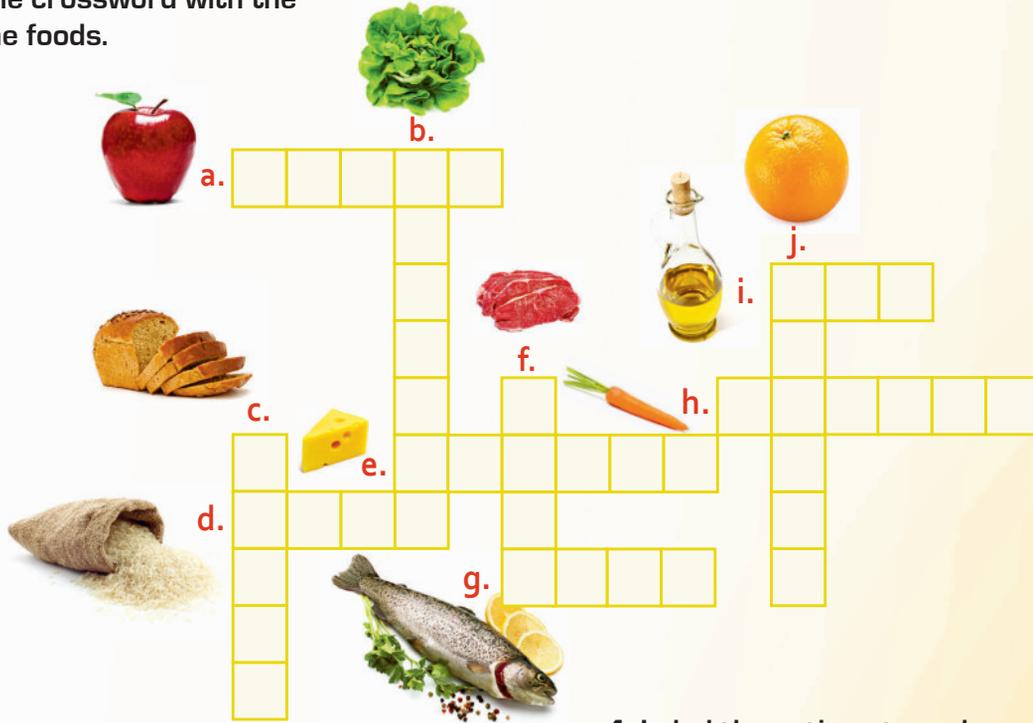


f. (nnurer)



Glossary Activities

1. Complete the crossword with the names of the foods.



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

2. Classify the foods from the previous exercise.

| Group | Products |
|----------------|----------|
| Grains | |
| Vegetables | |
| Fruit | |
| Oil | |
| Dairy | |
| Meat and Beans | |

Word Bank

- Blend
- Put
- Cut
- Add



a. _____ the fruit into pieces.



b. _____ the fruit in the blender.

3. Circle the most appropriate unit of measurement.

- I drink a *cup* / *carton* / *pinch* of coffee in the morning.
- Add two *teaspoons* / *jars* / *glasses* of sugar to the recipe.
- There's a *carton* / *tablespoon* / *teaspoon* of milk in the fridge.
- Add a *jar* / *slice* / *pinch* of salt to the mixture.



c. _____ some milk and ice.



d. _____ all the ingredients.



Unit 5

Glossary Activities

1. Match the words with their opposites.

- | | | |
|------------------|-------|----------------|
| a. compassionate | _____ | 1. rich |
| b. brave | _____ | 2. indifferent |
| c. poor | _____ | 3. success |
| d. failure | _____ | 4. coward |
| e. hardworking | _____ | 5. lazy |

2. Label the pictures. Use the Word Bank.

Word Bank

- emperor
- nun
- engineer
- physicist
- lawyer
- philosopher



a.



b.



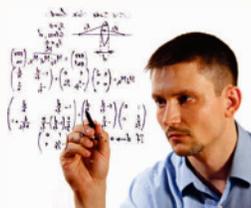
c.



d.



e.



f.

3. Find the words in the glossary.

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

4. Complete the dialogs with the correct colloquial expression.

a.
Dr. Smith: I was at the laboratory working on my project every day for eight hours. But in the end it wasn't successful.

Dr. Wilde: I know. It was a _____
_____.

b.
Bob: I was hungry and tired. It was raining. But in the end I was the first runner to reach the finish line.

Nancy: You're my hero. You were victorious
_____.

c.
Sam: He was an engineer, a pilot, an architect, and an artist. There were not limits for him.

Kate: Yeah, a real genius. _____
_____ for him.

d.
Teacher: His _____ was Venezuela. He was born there in 1783. Who was he?

Student: Simon Bolivar!

Glossary Activities

1. Complete the chart.

| Verb in base form | Verb in past form | Meaning |
|-------------------|-------------------|--|
| a. Cook | <u>cooked</u> | to prepare food |
| b. _____ | _____ | to give and receive something |
| c. _____ | _____ | to cause something to separate into pieces |
| d. _____ | _____ | to go from one place to another |
| e. _____ | _____ | to encounter a person for the first time |
| f. _____ | _____ | to perceive with the eyes |

2. Fill in the blanks with verbs from the previous exercise.

- Last Christmas we _____ presents. I got a nice sweater.
- The first time I _____ by plane I was very nervous! I was 10 years old.
- My grandmother _____ my favorite food on my last birthday. It was delicious!
- Peter _____ his girlfriend in London. The first time he saw her, she was on a train.
- I _____ the window with my soccer ball. My mom was very angry.

3. Circle the word that is closest in meaning.

- An entertaining moment is...
scary. / *fun.* / *awesome.*
- Something that makes you nervous is...
fun. / *unforgettable.* / *scary.*
- A moment you never forget is...
exciting. / *awesome.* / *unforgettable.*
- Another word for spectacular is...
fun. / *unforgettable.* / *awesome.*

4. Label the pictures.



a.



b.



c.



d.

5. Complete the dialogs with the right colloquial expression.

- How was the graduation ceremony?
 - It was great. Everybody was really happy. I _____!
- You look _____. What's the problem?
 - My brother is in the hospital.
 - Oh, that's too bad. I'm sorry!
- This was my first girlfriend, Alice. I _____ with her in high school.
 - She was very pretty!
- I loved the horror stories when we went camping last weekend!
 - Oh, I didn't. Those stories _____!

Test Training A
Units 1 -2

Listening

Listen to five conversations twice.

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

Example:

| | | | | |
|--------|---|---|---|---|
| Answer | 0 | A | B | C |
| | 1 | A | B | C |
| | 2 | A | B | C |
| | 3 | A | B | C |
| | 4 | A | B | C |
| 5 | A | B | C | |

0. What is Mike like?



A



B



C

1. What's your sister like?



A



B



C

2. What does her brother do on Saturday mornings?



A



B



C

3. What's Dave's hobby?



A



B



C

4. What's Jenny doing now?



A



B



C

5. What are the boys celebrating?



A



B



C

Speaking

Candidate A

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

Saint Lucy's Day

Saint Lucy is a common celebration in Sweden. People celebrate it on December 13th. People usually go to processions and pray in a church. They usually wear white clothes. Girls wear long dresses and roses in their hair. People often eat a special kind of bread.



Reading

Complete the conversation about a celebration.

For questions 6 - 10, mark the correct letter in the answer box.

Example:

Tom: Hi, Kate. How are you?

Kate: 0...

| | | | | | | | |
|--------|----|---|---|---|---|---|---|
| Answer | 0 | A | B | C | D | E | F |
| | 6 | A | B | C | D | E | F |
| | 7 | A | B | C | D | E | F |
| | 8 | A | B | C | D | E | F |
| | 9 | A | B | C | D | E | F |
| | 10 | A | B | C | D | E | F |

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

Kate: 6...

A. Oh, yes. I know him. He's a fun person.

Tom: I'm celebrating Mateo's birthday at his house.

Mateo Sanchez is our classmate from Mexico.

Kate: 7...

B. I'm listening to music. Where are you? It's very noisy.

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

Kate: 8...

C. Candies! I love candies. And the food? Are they serving Mexican food?

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

Kate: 9...

D. A piñata party? What's that?

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

Kate: 10...

E. Sure, I want to go. Where does Mateo live?

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

F. I'm fine. And you?

Writing

Read the description of people's personalities.

What's the word for each description?

The first letter is already there. Write the complete word in the answer box.

| | | |
|--------|----|-----------------|
| Answer | 0 | <i>outgoing</i> |
| | 11 | |
| | 12 | |
| | 13 | |
| | 14 | |
| | 15 | |

Example:

0. I have many friends. *o* _ _ _ _ _

11. She's really timid. *s* _ _ _

12. My mom loves to do exercise. *s* _ _ _ _ _

13. He stays in bed until 11 AM. *l* _ _ _ _

14. I don't talk much. *q* _ _ _ _ _

15. My sister makes people laugh. *f* _ _ _

Speaking

Candidate B

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

Masskarra Festival

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



Test Training B
Units 3 -4

Listening

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

Example:

| | | | | |
|--------|---|---|-------------------------------------|---|
| Answer | 0 | A | <input checked="" type="checkbox"/> | C |
| | 1 | A | <input type="checkbox"/> | C |
| | 2 | A | <input type="checkbox"/> | C |
| | 3 | A | <input type="checkbox"/> | C |
| | 4 | A | <input type="checkbox"/> | C |
| | 5 | A | <input type="checkbox"/> | C |

0. Kate can



A



B



C

1. Jimmy can



A



B



C

2. Mike can



A



B



C

3. Tanya can



A



B



C

4. Mom can



5. Dad can



Speaking

Candidate A

1. Tell candidate B about your recipe. Answer his/her questions.

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

Your answers

Your questions

| Carrot Cake | |
|--|---|
| Ingredients | Preparation |
| <ul style="list-style-type: none"> • 2 cups of flour • 1 teaspoon of cinnamon • 2 cups of sugar • 1 cup of vegetable oil • 3 eggs • 1 serving of nuts • 2 carrots • 1 cup of coconut milk • 1/2 cup of butter • 1 glass of water | <ol style="list-style-type: none"> 1. In a bowl mix the sugar and oil. 2. Add the eggs one by one and mix well. 3. Mix the flour into the mixture. 4. Cut the carrots. 5. Add the carrots and the nuts to the flour mixture. 6. Put the mixture in the oven. 7. Bake for 45 minutes. 8. Cool completely. 9. Cut the cake into squares. |

What's the name of the recipe?

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

Reading

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

| | | | | | | | | |
|--------|----|---|---|-------------------------------------|---|---|---|---|
| Answer | 0 | A | B | <input checked="" type="checkbox"/> | D | E | F | G |
| | 6 | A | B | C | D | E | F | G |
| | 7 | A | B | C | D | E | F | G |
| | 8 | A | B | C | D | E | F | G |
| | 9 | A | B | C | D | E | F | G |
| | 10 | A | B | C | D | E | F | G |

0. There is a concert tonight.

6. You can play football here on Sunday.

7. Don't eat here.

8. Don't talk in this area.

9. Drink milk.

10. You can learn music here.

A Silence!

B Cheaper prices on fruits
at Briton supermarket!

C Today at 8:00 PM
The Rock Masters Bobby and
Luck Prince in concert.

D No food in this room.

E New sports center opens
on the weekend.

F Get the calcium you need.

G Do-Re-Mi School
Lessons for all ages.

Test Training C
Units 5 - 6

Listening

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

| | | | | |
|--------|---|---|---------------------------------------|---|
| Answer | 0 | A | <input checked="" type="checkbox"/> B | C |
| | 1 | A | B | C |
| | 2 | A | B | C |
| | 3 | A | B | C |
| | 4 | A | B | C |
| 5 | A | B | C | |

Example:

0. Tom went on a trip with his friends in



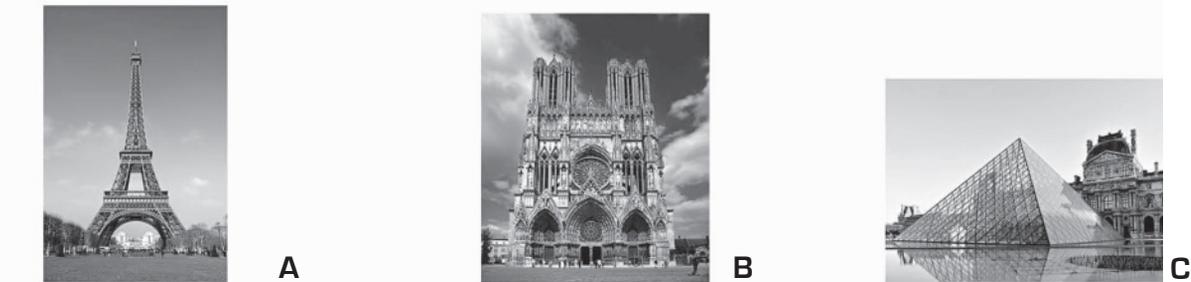
1. Tom and his friends went to



2. In Germany, the place Tom liked the most was



3. In Paris, Tom didn't visit



4. Tom didn't like



A



B



C

5. For Tom, the experience in Pamplona was



A



B



C

Speaking

Candidate A

Share information about two historical figures.

- First, find out some information about *Alexander the Great*. Unscramble the questions and ask candidate B for the information you need.
- Second, read the information you have about *Miguel de Cervantes Saavedra* and answer candidate B's questions.

Alexander the Great

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

Miguel de Cervantes Saavedra

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

Reading

Read the text about Stephen's trip.

Choose the best word A, B, C for each space.

For questions 6-14, mark the words in the answer sheet.

| | | | | |
|--------|----|---|---|---|
| Answer | 0 | A | B | C |
| | 6 | A | B | C |
| | 7 | A | B | C |
| | 8 | A | B | C |
| | 9 | A | B | C |
| | 10 | A | B | C |
| | 11 | A | B | C |
| | 12 | A | B | C |
| | 13 | A | B | C |
| | 14 | A | B | C |

One of my favorite memories is my trip to Margarita Island in Venezuela 2 years (0) ago. I (6) _____ there with my parents, my brother and grandma.

I remember grandma was very happy because it was the first time she saw the sea, but traveling by plane was a very (7) _____ experience for her. She didn't like it.

We (8) _____ at a very luxurious hotel in front of the beach. It was awesome! I (9) _____ the sea through my window. My grandma was delighted because the rooms were comfortable and the food at the hotel was delicious. The hotel was great but we (10) _____ there all day. We walked around the city and visited a variety of beaches.

We (11) _____ a lot of interesting things. At "El Yaque" beach, I (12) _____ a horse for the first time! It was fun. My parents' favorite beach was "Agua" beach. There, they had a relaxing time. They also (13) _____ a lot of things in the shops because they were cheap. My grandma liked the beaches too, but she loved visiting the churches. I was so happy that my grandma had a great time with us. I'm glad that we (14) _____ that great experience with her. Her smile is unforgettable.

0. A. after B. then C. ago

- | | | |
|--------------------|--------------|------------------|
| 6. A. took | B. had | C. went |
| 7. A. exciting | B. scary | C. unforgettable |
| 8. A. liked | B. stayed | C. asked |
| 9. A. did | B. swam | C. saw |
| 10. A. didn't jump | B. didn't go | C. didn't stay |
| 11. A. had | B. did | C. went |
| 12. A. swam | B. rode | C. played |
| 13. A. bought | B. gave | C. made |
| 14. A. traveled | B. shared | C. walked |

Writing

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

| My Unforgettable Moment | |
|-------------------------|--|
| Place | |
| Date | |
| Age | |
| People involved | |
| Activities | |

Speaking

Candidate B

Share information about two historical figures.

- First, read the information you have about *Alexander the Great* and answer candidate A's questions.
- Second, find out some information about *Miguel de Cervantes Saavedra*. Unscramble the questions and ask candidate A for the information you need.

Alexander the Great

Alexander the Great was a military leader. He was the king of Macedon.

He was born in Macedon, Greece in 356 BC. His tutor was the philosopher Aristotle when he was 13 years old. Alexander became king of Macedon when he was only 20 years old.

He was a brave, passionate and brilliant king.

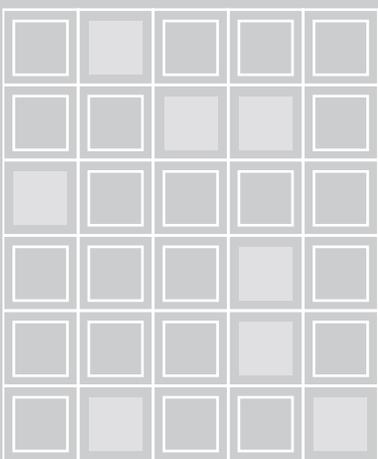
His greatest achievement was the conquest of the Persian Empire. He died in 323 BC.

Miguel de Cervantes Saavedra

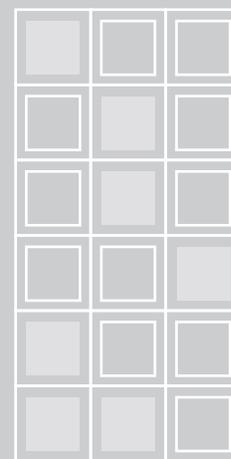
- Miguel de Cervantes/Who/?
- When/where/born/?
- What/occupation/in Italy/?
- Who/he/marry/?
- What/his greatest achievement/?
- When/publish Don Quixote/he/?



Educación General Básica - Subnivel Superior



ENGLISH



Level

A1.2 (Teenagers)

WORKBOOK - NOVENO GRADO - EGB

Norma



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ADVERTENCIA

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



2018: The value of respect

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

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

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

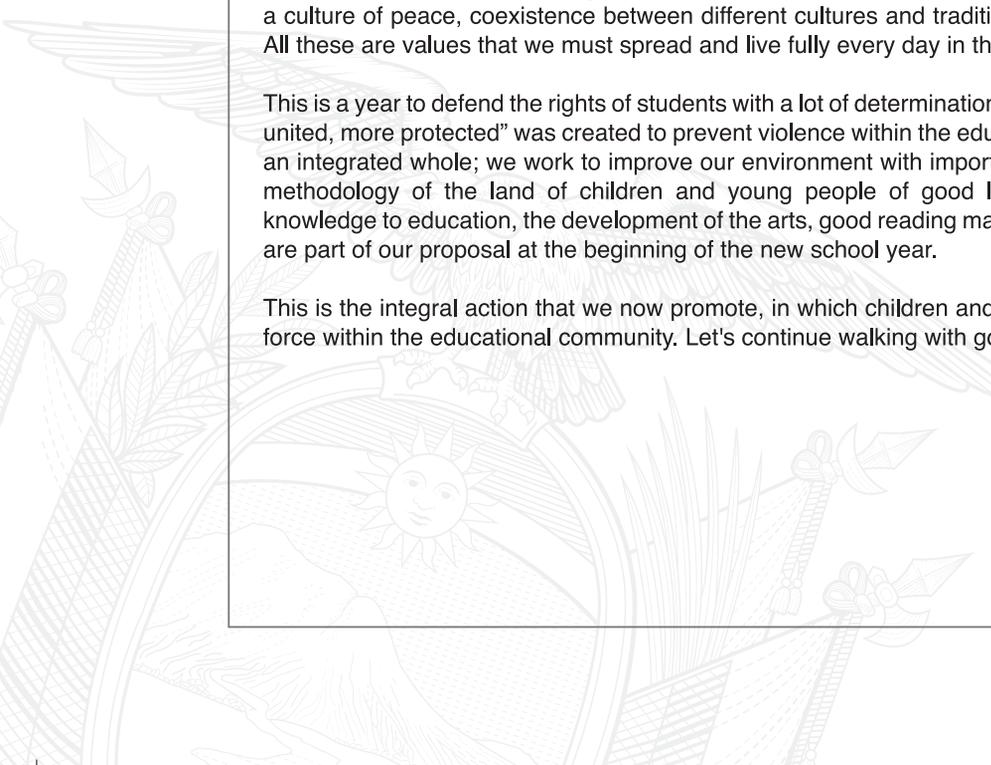
A new school year means a job dedicated to expanding positive relationships, which we call respect. No one can be left out of this everyday practice at school and in the community. This value of life is radically opposed to contempt and expulsion. If we want a fair education, in which we can all participate,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

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

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

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

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



Fander Falconí
Minister of Education

UNIT

1



UNIT

2



UNIT

3



CLIL

- Personal Information
- Routines
- Free Time Activities
- Family Life

- Greetings
- Food
- Clothing
- Celebrations, Traditions and Holidays

- Multiple Intelligences
- Talented People

Goals

You will learn how to

- describe people's personality.
- write about lifestyles and free time activities.
- express likes and dislikes.

You will learn how to

- describe customs of other cultures.
- give account of celebrations in other countries.

You will learn how to

- write about abilities and multiple intelligences.
- compare people's attributes and abilities.
- express opinions.

Grammar

- Simple Present tense with the verbs *To Be, Love, Like* and *Prefer*

- Simple Present tense with Adverbs of Frequency
- Present Progressive tense with Adverbs of Time

- Modal verb *Can*
- Comparative and Superlative Adjectives
- Adverbs of Manner

Skills and Strategies

Vocabulary:

- making lists of antonyms to remember words
- organizing words into categories

Grammar:

- enriching descriptions by using adjectives
- paying attention to context clues to do *fill in the blank* exercises

Reading:

- scanning a text to find specific information
- predicting information

Writing:

- using **and** to give additional information and **but** to introduce an opposite idea
- using punctuation with conjunctions correctly

Vocabulary: using verbs in new contexts to understand their meaning

Grammar: paying attention to time expressions to choose the right form of the verb

Reading:

- using pictures to predict the content of a text
- activating background knowledge

Writing:

- using fixed expressions to write a text
- identifying the layout of an email
- organizing the ideas to write an effective informal email

Vocabulary: writing sentences in which you can apply the grammar rules you learn

Reading:

- reading a text several times to look for details
- identifying reasons in a text

Writing:

- using **because** to give reasons and answer the question **why?**
- using **also** to add information

UNIT 4



UNIT 5



UNIT 6



CLIL

- The Food Pyramid
- Healthy Recipes
- Kitchen Safety Tips

- Famous Characters of The Past
- Inspirational Lives

- Experiences and Anecdotes
- Vacations
- Memories

Goals

- You will learn how to**
- give account of food preferences.
 - express agreement.
 - ask and answer questions about food quantities.

- You will learn how to**
- describe people's personalities and values.
 - write about people's lives in the past.
 - give account of important events in history.

- You will learn how to**
- write about events in the past.
 - ask and answer questions about the past.
 - describe emotions.

Grammar

- Countable and Uncountable Nouns
- Some and Any
- How Much and How Many
- Imperatives

- Simple Past tense with verb *To Be*
- Adjectives derived from Nouns

- The Simple Past tense
- Regular and Irregular Verbs
- Time Expressions used with the Simple Past tense

Skills and Strategies

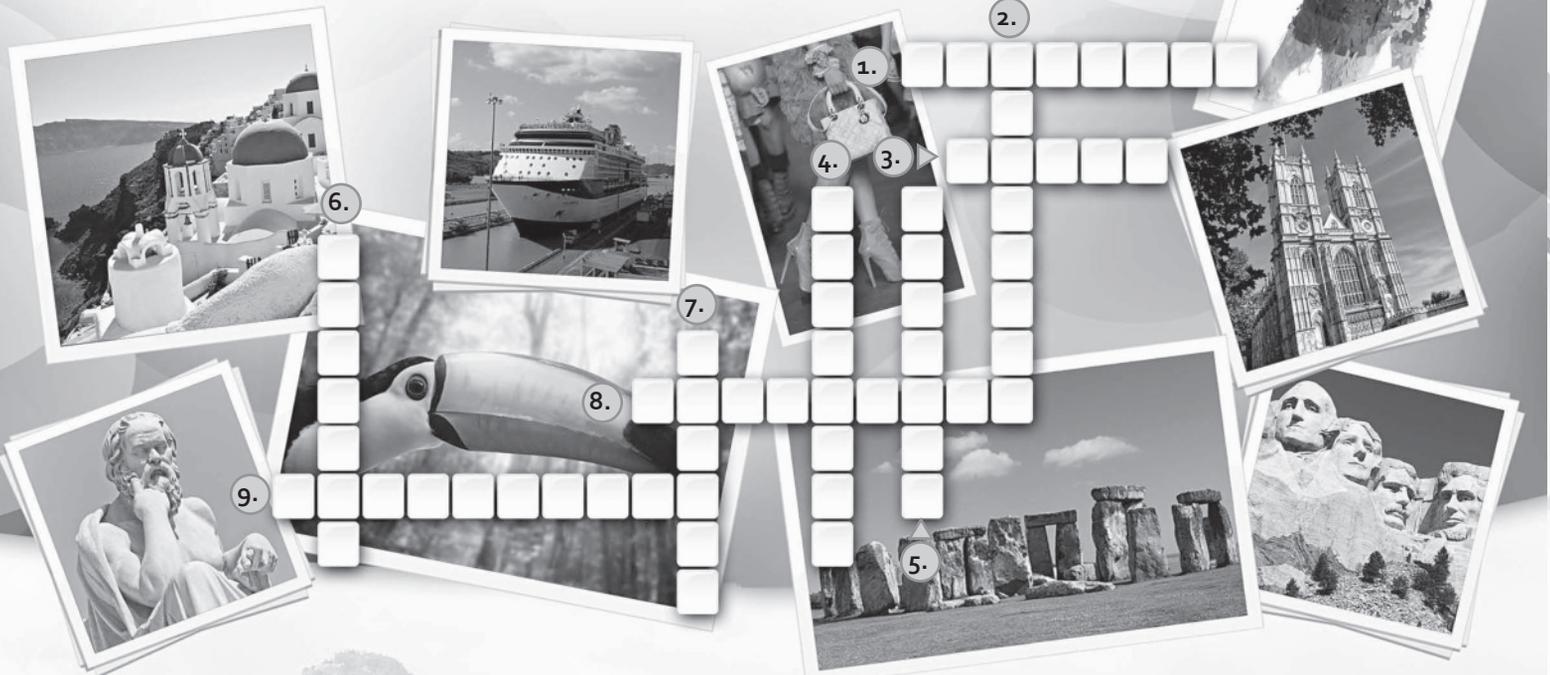
- Vocabulary:**
- creating meaningful lists
 - matching words and pictures
- Grammar:** choosing the appropriate quantifiers or measurement words by identifying countable and uncountable nouns
- Reading:**
- using general culture to activate previous knowledge
 - using diagrams to summarize texts
- Writing:** using *first, next, after that, then* and *finally* to sequence actions

- Vocabulary:** using suffixes to form adjectives
- Grammar:** using context clues to choose the right form of the verb
- Reading:**
- identifying text clues to make interpretations
 - using a timeline to organize the sequence of events
 - using graphic organizers to brainstorm ideas before writing
- Writing:** using time-related expressions to organize events

- Vocabulary:** using new words in different contexts
- Grammar:**
- following the spelling rules to write the *-ed* endings of regular verbs in the Simple Past tense
 - correcting spelling and verb tense mistakes to become aware of language structure and to practice basic proofreading skills
- Reading:**
- identifying referents to understand detailed information
 - looking for new words in the dictionary before reading a text
 - reading aloud and stopping periodically to ask yourself questions
- Writing:**
- using *also* to give additional information
 - using *so* to describe a result or consequence

Review

1. Read the clues and solve the crossword by guessing the right nationality.



Across

1. His Imperial Majesty Emperor Akihito has this nationality, as well as some of the most famous video game companies such as Nintendo, Sony Computer Entertainment, and Sega, among others.
3. Famous western philosophers who have this nationality are from a country also known as the "Hellenic Republic." Its capital is Athens.
8. People who have this nationality are from the largest country in Latin America and the fifth largest country in the world.
9. To guess this nationality, think of a country that has the name of a traditional Ecuadorian hat. Also, this country has a Canal that connects the Pacific and the Atlantic oceans.

Down

2. People who have this nationality live in a country which is famous for a very old city in the Andes Mountains called Machu Picchu.
4. LeBron James and Tiger Woods, both of them well-known professional sports men, have this nationality.
5. This is the nationality of people native to a country where you find landmarks such as Stonehenge, St Paul's Cathedral, Westminster Abbey, among many others.
6. This word describes the culture of a country where people celebrate the Day of the Dead, Guadalupe Day, and where they make *piñatas* to celebrate children's birthdays.
7. Many big names in fashion design such as Coco Chanel, Yves Saint Laurent, and Christian Dior have this nationality.

2. Complete the text with the appropriate possessive adjectives.

Are you tired of listening to the same kind of music? If so, then we are your choice! _____ (a) name is Secret Voices. I'm the lead singer. _____ (b) name is Gregory. The guitarist and the bass player are sisters. _____ (c) names are Mischa and Danika. Mischa is short and has big blue eyes. _____ (d) hair is blond and short. Danika is tall. _____ (e) hair is long. Sometimes my cousin plays the drums with us. _____ (f) name is Matthew. He has his own band. _____ (g) name is *Folk Friends*. They don't play rock; instead, they play jazz and folklore.



3. According to the picture, match each description with a person.



- _____ is tall and thin. He has a goatee and his eyes are black. His hair is short and straight.
- _____ is short. Her eyes are big and green and her hair is light brown, long and straight.
- _____ has small black eyes and a big nose. He's short. His hair is not very short, curly and black.
- _____ is tall. Her hair is long, straight and brown. Her nose and her brown eyes are small.
- _____ is really tall. His hair is very short and curly. His nose is big.

4. Read the text and choose the most appropriate form of the verb; Simple Present or Present Progressive.

Angie is the first girl on the left. She **plays / is playing** (a) the guitar. She **is smiling / smiles**. (b)

Jane **is talking / talks** (c) on her cell phone. She **has / is having** (d) long hair.

Mina **is playing / plays** (e) the synthesizer. She **wears / is wearing** (f) pants.

Tony **is / is being** (g) bald. He **wears / is wearing** (h) a hat. He **is not playing / does not play** (i) the synthesizer at the moment.

Joe is at the back of the group. He **is not looking / does not look** (j) at the camera. He **is wearing / wears** (k) a scarf.



5. Answer these questions.

- Where are you from? _____
- What's your nationality? _____
- Who is a famous singer from your country? _____
- What's the typical dish in your country? _____
- What colors does your country's flag have? _____
- Why do you love your country? Because _____
- What does your mother look like? _____
- What's your best friend doing at the moment? _____
- Where do your grandparents live? _____



What's Your Family Like?

1. Organize the adjectives in the chart.

Vocabulary Strategy

Make a list of antonyms to increase your vocabulary.

Word Bank

- serious
- relaxed
- noisy
- nervous
- shy
- quiet
- outgoing
- lazy
- sporty
- fun

| Antonyms | |
|------------|-----------------|
| <i>shy</i> | <i>outgoing</i> |
| | |
| | |
| | |

2. Make affirmative and negative the sentences using the verb *to be* plus the adjectives above to describe the people in the pictures.



Grandma Carol



Paul

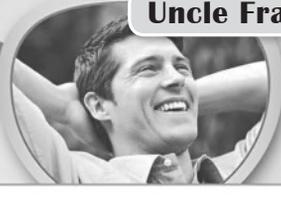


Grandpa Joe



Aunty Patty

Aunty Patty is shy. She isn't outgoing.



Uncle Frank

Vocabulary Strategy

Grandma is a fun person= I have a good time when I am with her.

Grandma is a funny person= She makes me laugh.

3. Choose two members of your family and complete the chart.

| Family member | Personality | Place of birth | Occupation | Activities he/she does | Activities he/she doesn't do |
|---------------|-------------|----------------|------------|------------------------|------------------------------|
| | | Age | | | |
| | | | | | |
| | | | | | |

4. Make questions about one of the people in the chart above. Then answer them.

- a. What does your mom do? She is a / an _____
- b. What _____ he / she like? _____
- c. _____ he / she play any sports? _____
- d. How old _____ he / she? _____
- e. Where _____ he / she come from? _____
- f. What _____ he / she do on weekends? _____

5. Describe two members of your family. Use the information from the previous chart.

Grammar Strategy

To enrich descriptions, use verb *to be* + adjectives to refer to someone's qualities. Use other verbs in the Simple Present tense to talk about actions.

- a. My _____ is a very special person.
She / He _____

- b. My _____ is a very special person too.
She / He _____



6. Complete the following text about your grandparents.

My grandma's name is (a. be) _____ (b. name). She _____ (c. come) from _____ (d. country's name). It _____ (e. be) a big country in _____ (f. continent's name). She's like my _____ (g. mention one of your relatives) because she _____ (h. similarities between your grandma and the relative you mentioned before). She takes care of _____ (i. a person, an animal). She likes to _____ and _____ (j. activities). On Sundays, she _____ (k. wake up) at _____ (l. time). My grandpa's name _____ (m. be) _____ (n. name). He doesn't like to _____ (o. activity). From Mondays to Fridays, he _____ and _____ (p. activities)

7. Describe yourself. Use negative and affirmative sentences with the verb *to be* and other verbs in the Simple Present tense.

Hello! Let me tell you about myself. I'm a _____ person and I'm _____ too. I'm not _____





Lesson 2

Free Time Activities

Word Bank

- chat with friends
- hang out
- go to the movies
- invite out
- read
- listen to music
- play (video games, musical instruments, tennis, soccer)

1. Use the Word Bank to complete the diagram. Write complete sentences.



2. Use the clues given to write about yourself. Use the verbs *like*, *love* and *prefer*.



= Affirmative sentence: I like to watch movies.



= Negative sentence: I don't like to watch movies.

- ☺ On Sunday afternoons, _____
- ☹ When I arrive home, _____
- ☺ At night, _____
- ☹ When I go on vacation, _____
- ☺ On Friday nights, _____

3. Select the right adjective to complete the sentences.

- My brother loves to play in the park. He plays sports for hours! He's a very (**quiet / energetic / relaxed**) person.
- When I go to the cinema, I prefer to be (**quiet / outgoing / fun**) so that I can concentrate on the film.
- Mr. Smith doesn't teach mathematics. He teaches dancing and his choreographies are great. He's a very (**serious / nervous / artistic**) teacher.



4. Complete the dialog using affirmative and negative statements, and questions.

Richard: Listen, I have a message for Diane. Is she here with you?

Naomi: No, she's not. Maybe she's at the library.

She loves to read books in her free time.
(affirmative / love / read)

Richard: At the library? What books _____ (a.)?
(question / like / read)

Naomi: I think she _____ (b.) romantic novels.
(affirmative / love / read)

Richard: I like romantic stories too, but... at the cinema! I

_____ (c.) books because I _____ (d.)
(negative / like / read) (affirmative / prefer / go to the movies)

Naomi: In my case, I _____ (e.) my guitar in my free time. I
(affirmative / prefer / play) _____ (f.) movies.
(negative / like / watch)

Richard: _____ (g.) video games? I have a new game at
(question / like / play) home and it's great! _____ (h.) with me?
(want to play)

Naomi: Yeah, I _____ (i.) car racing video games. I accept your
(affirmative / love / play) invitation. And Diane? Is the message important?

Richard: Don't worry! We can go to the library and invite her too.

_____ (j.) video games too?
(question / love / play)

Naomi: I'm not sure. Let's go to the library and invite her.

Richard: OK. I have another idea. We can invite Peter and Edward too. They are really good at playing video games! And they are very outgoing. I think you can be good friends.

Naomi: Great idea. Oh, how I _____ (k.) with my friends. It's so cool!
(affirmative / love / hang out)

Richard: Me too! Let's go.

Naomi: Wait a second, please. I need to pack my bag!

Grammar Strategy

Identify the type of sentence and the verb tense to complete an exercise.

5. Choose the best option to make the following text true about you.

I am very nervous / relaxed (a). I often feel stressed / take it easy (b). On weekends, I like to sleep late / to play soccer (c). On Saturday afternoons, I love to hang out with friends / to relax at home (d). I like / don't really like karaoke clubs. I think they are fun / boring (e). In the afternoons, after I do homework, I prefer to write poems / to watch a movie / to play video games (f). I think I am a / an quiet / energetic / artistic (g).hobbyist.



Lesson 3

Meet Celebrity Families

1. Complete the diagram by predicting information about Madonna.

Reading Strategy

Predict information about a text by exploring previous knowledge.

Place of birth / Concert tours

Family

Type of music

Madonna

Favorite activities

Famous songs



2. Read the text and check (✓) your predictions. Answer the questions at the end.

MADONNA'S FAMILY

Madonna Louise Ciccone is one of the most famous American singers in history. She is from Michigan, USA. She's extremely famous for her pop and rock style **and** her successful concert tours around the world. She loves to create new sounds **and** to turn them into popular songs; for example, *La Isla Bonita*, *Express Yourself*, *Music*, and *American Life* are some of her famous hits. Madonna is an outgoing **and** serious person. She's not lazy or quiet. She likes to work hard, **but** she likes to spend time with her family too. She has two biological children; Lourdes and Rocco, and two adopted children; David and Mercy. She prefers to have a healthy balance between her professional and personal life. Also, she dedicates some of her free time to humanitarian work, **and** she loves to participate in programs to help children from Africa and Asia. As you can see, her life is very busy but balanced!





Madonna’s oldest daughter, Lourdes Maria, likes to be part of a famous family, **but** she prefers to have a normal life. She likes to go to school **and** to do her homework as a regular teenager. Her favorite subjects are arts, math and design! She doesn’t like to work out, **but** she likes to go with her mother to the studio **and** participate in her videos. Lourdes is very shy and quiet, so she doesn’t like to be photographed by reporters.

Rocco is totally different from Lourdes. He’s very outgoing and sporty. He likes to work out, practice different sports **and** participate in competitions. He loves to go to concerts with his mother **and** he’s very fond of her music. He doesn’t like to stay at home, but he likes to watch TV, especially music videos. He likes animals, **but** he doesn’t have a pet. In Madonna’s house, animals are prohibited. She loves to watch animals, **but** only in the zoo. Rocco is a very famous boy, **and** he really enjoys being with other people. He loves to dance because he is really energetic!



- a. What does Madonna like to do in her free time? _____

- b. What are Lourdes and Rocco like? _____

- c. Do Lourdes and Rocco like to be with Madonna? Why? _____

- d. Why don’t they have pets? _____

- e. What do you admire about Madonna’s family? _____

Reading Strategy

Scan (move your eyes quickly) to find specific information in the text.

3. Answer T (true), F (false) or NM (not mentioned). Support your answers.

| Statement | T | F | NM | Why? |
|--|---|---|----|------|
| a. Madonna prefers to work all day. | | | | |
| b. Rocco is a very active boy. | | | | |
| c. Lourdes is outgoing. | | | | |
| d. Madonna doesn’t do any humanitarian work. | | | | |
| e. David and Mercy are shy. | | | | |
| f. Lourdes doesn’t like math. | | | | |

1. Complete the following paragraph with *and* or *but*.

This is a famous Colombian family. The father's full name is Juan Pablo Montoya Roldán, _____ (a.) he's usually called Montoya. He's married to Connie Freydel, _____ (b.) they have three children named Sebastián, Paulina, and Mariana. Sebastián and Paulina go to school, _____ (c.) Mariana stays at home because she is a little baby. Sebastian is like his father, so he is interested in cars and mechanics, _____ (d.) Paulina and Mariana prefer to play with their dolls. Their mother, Connie, loves to go shopping _____ (e.) read novels. Juan Pablo prefers to go to the gym _____ (f.) watch TV. Both of them like to help poor children _____ (g.) coordinate charity events.



2. Describe your family. Use *and* or *but* to connect the sentences.

Writing Strategy

Use a comma before *but*.
Use a comma before *and* if it joins two independent clauses.
Do not use a comma before *and* when it joins short clauses.

Word Bank

Ideas to include

- age
- occupation
- family
- favorite activities
- hobbies
- likes and dislikes
- personality

3. Write a paragraph about a famous person you admire. Use the ideas in the box.

_____ (name)
This is _____. She/He is _____ years old. _____





Lesson 4

What Kind of Person Are You?

1. Match each person with the correct expression.

a.



c.



b.



d.

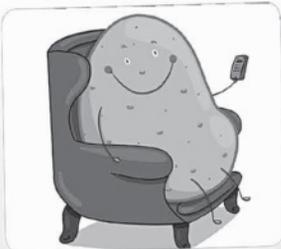


- a busy bee
- a couch potato
- a night owl
- an early bird

Vocabulary Strategy

Organize vocabulary into categories to remember more words.

2. Write verbs and adjectives to describe the expressions below.



Couch potato



Busy bee



Early bird



Night owl

3. Describe yourself and a member of your family using the expressions above. Support your ideas.

I'm a / an _____ because _____

My _____ is a / an _____ because he/she _____



Diverse Customs



1. Unscramble the letters to make verbs.

- | | | | |
|--------------|-------------------------|----------|-------|
| a. RYAP | _____ <i>pray</i> _____ | d. RETEG | _____ |
| b. BRECALETE | _____ | e. WARE | _____ |
| c. VIGE | _____ | f. SEU | _____ |

2. Select the appropriate verb to complete the sentences.

- Asian people traditionally (wear / use / give) chopsticks to eat. I can't. It's too difficult!
- Labor day is an international holiday many countries (celebrate / pray / use) to honor the workers' achievements.
- In Japan, it's very common to (give / greet /wear) a kimono on special occasions. They're really colorful, beautiful and expensive.
- In Russia, people never (use / celebrate / give) knives or scissors as gifts because they can cause bad luck.
- In some Mediterranean countries, men and women (greet / wear / pray) each other with two kisses on the cheek. I always (celebrate / give / use) just one kiss to my mother when I say 'Hello' to her!
- In Muslim countries, people go to a temple called a Mosque to (use / pray / greet). In some of these countries it is obligatory to (celebrate / greet / pray) at least five times a day!

Vocabulary Strategy

Use verbs in context to understand their meaning.

3. Use the words in the boxes to complete each text.

a. I'm from Calcutta, India. We always celebrate Diwali, the festival of lights, at the end of September or the start of October. Diwali represents the beginning of the Indian New Year, so we usually _____ new clothes and _____ thanks for the good things we have. We often _____ presents and _____ dried fruit.

give(2) wear eat ~~celebrate~~

b. I come from Lhasa, the capital of Tibet, which is a very spiritual region. We _____ in a special way: we _____ mantras to create good vibrations. We _____ New Year's Eve in February. On that day, people prepare special food. We often _____ chopsticks, but sometimes we _____ our hands to eat too.

use (2) say pray celebrate

c. In Indonesia, we always greet each other with a _____. Sometimes we greet with a _____ too. We never greet with a _____. When we give _____, we offer them with our right _____.

hand handshake kiss bow presents

d. In Sweden, people _____ Saint Lucy's Day on December 13th. Girls always _____ white clothes to represent the purity of their hearts. At schools, teachers usually _____ candies or chocolate to students and they sing together.

wear give celebrate

4. Check (✓) your answer in the chart. Write complete sentences below.

| Do you... | Frequency | always | usually | often | sometimes | never |
|--------------------------------------|-----------|--------|---------|-------|-----------|-------|
| greet your friends with a handshake? | | | | | | |
| eat with chopsticks? | | | | | | |
| wear traditional costumes? | | | | | | |
| pray in a temple? | | | | | | |
| kiss your friends on the cheek? | | | | | | |

- a. I _____ greet my friends with a handshake because _____.
- b. I _____ because _____.
- c. I _____.
- d. _____.
- e. _____.

5. Replace the words in bold with other expressions of frequency to write about some Japanese traditions and customs.

a. Japanese families eat out **one day per week**. We love *sushi* because it's delicious!

b. *Karaoke* is a Japanese invention. We go to karaoke bars **on Fridays and Saturdays**.

c. Japan's national sport is called *sumo*. There are six **sumo tournaments during the year**.

d. Every neighborhood has a public bath house, *sento*, where people go to relax **day after day**.

e. *Kimonos*, Japan's traditional garment, are very expensive. So, we wear them **only on special occasions**: weddings and tea ceremonies.

f. **Every day**, we use chopsticks to eat everything; from salad to pasta!

- a. *Japanese families eat out once a week. They usually eat sushi because it's delicious*.
- b. _____
- c. _____
- d. _____
- e. _____
- f. _____

6. Answer these questions with personal information.

- a. How often do you eat with chopsticks?

- b. How do you celebrate Christmas?

- c. Do you celebrate birthdays? How do you celebrate them?

- d. How do you greet girls? How about boys?



Lesson 2

Celebrating Diversity

1. Find the differences between picture A and B. Write affirmative and negative sentences.



In picture A, Flavia is dancing samba, but in picture B she isn't in Brazil. She's walking on stilts and holding lanterns in China.

2. Answer some questions about the pictures above.

a. What's Jim doing in picture A?

b. Is Paul buying lanterns in picture A?

c. What are Sam, Tom, and Jim doing in picture B?

d. Where are Jules and Jane in picture B? What are they celebrating?

3. Complete the conversations using the Present Progressive form of the verbs in parentheses.

a. Kim: Hi, Olong! How are you? What _____ you _____ (do)?

Olong: _____ (read) a Korean history book. I love it!

Kim: I don't understand. Why _____ (study)? It's Friday! We _____ (go) to the movies. Join us!

Olong: Sorry, I can't. I _____ (review) some lessons for the history exam on Monday.

b. Sara: Oh no, Julian! What _____ (eat)? It looks terrible!

Julian: They're *chapulines*. Try one, they're delicious!

Sara: No, thanks. I'm not hungry now. _____ (eat) chapulines?

Julian: Because they are a traditional snack in my country, Mexico. Are you sure you don't want some?

Sara: OK, I'll try just one.... Hmm, it's really good! Can I have some more?

Julian: Here, finish the packet, I can't finish it. I have to go now because I _____ (meet) my cousin to go to the cinema.

4. Use the Word Bank to complete the sentences below.

Word Bank

- every day • today • never
- right now • at the moment • nowadays
- usually • twice a day

Grammar Strategy

Adverbs of frequency answer the question *How often*.

Adverbs of time answer the question *When*.

- a. Mr. Smith teaches mathematics every day, but today is Easter. He's hiding some Easter eggs in his garden at the moment.
- b. Even though Nicolas is drinking tea _____, he doesn't really like it. He's Greek, so he _____ drinks frappé, a type of Greek iced coffee.
- c. Chinese students do exercise at school _____. However, _____ they aren't because they are acting in a theater play at a cultural event.
- d. Hindu people _____ eat pork. However, _____ times are changing and some families are including meat in their meals.

5. Select the correct form of the verb.

We're Maori people and we're from New Zealand, an island in the Southwestern Pacific Ocean. In New Zealand we usually **are playing / play (a.)** rugby, a sport that can **be / being (b.)** aggressive sometimes. We always **do / are doing (c.)** the Haka dance before starting a match. This traditional war dance makes us feel powerful before playing. When we dance the Haka, we usually **hit / are hitting (d.)** the floor with our feet, **are singing / sing (e.)** verses of ancient Maori chants and **are painting / paint (f.)** our faces to represent the strength of our men. Today we **rehearse / are rehearsing (g.)** for a show, so we have to repeat the steps many times. Other New Zealand teams also **perform / are performing (h.)** the Haka. Our ancestors' dance is quite popular nowadays!



Grammar Strategy

When contrasting the Present Simple and the Present Progressive tenses, pay attention to details that refer to habits or temporary actions.

6. Complete the interview with the correct form of the verb.

Reporter: Good morning everybody. Today I _____ **visit (a.)** Pasto, a city in the Southwest of Colombia. I'm with Manuela, an expert in Colombian traditions. Hello Manuela. What is the Black and White Carnival?

Manuela: It's a cultural event that always _____ **take place (b.)** from January 2nd to 7th.

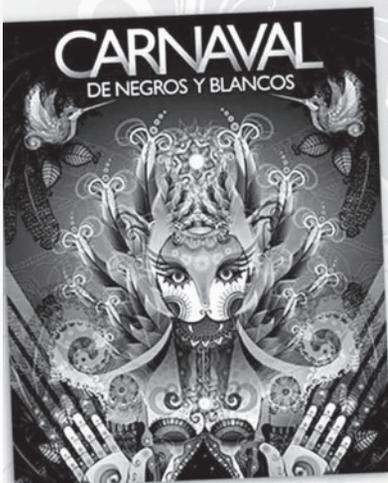
Reporter: What _____ **do (c.)** today?

Manuela: Today is January 5th, so we _____ **celebrate (d.)** the freedom of the African slaves.

Reporter: What _____ people usually _____ **do (e.)** on this day?

Manuela: We always _____ **dance (f.)** and _____ **watch (g.)** parades.

Reporter: Wow! A very good orchestra _____ **play (h.)** at the moment. I _____ feel (i) like dancing! Let's join the party, Manuela!





Lesson 3

Enjoying a New Culture

Reading Strategy

Use pictures to predict the content of a text and activate background knowledge.

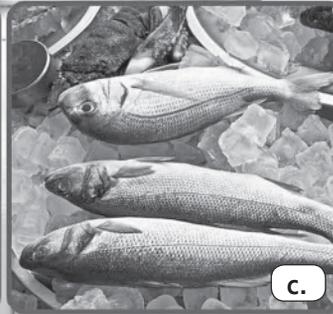
1. Look at the pictures and write what you associate them with.



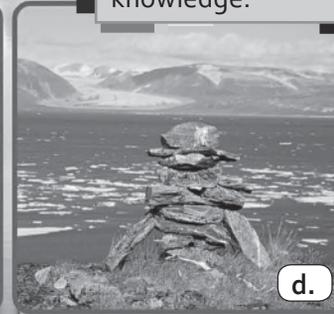
a.



b.



c.



d.

2. Read the text and write the corresponding letter from the pictures above.

Internet

www.internet.com search...

To: Susana Quispe
Subject: My Christmas in Iqaluit

Font 12 N K S

Hello Susana,

How are you these days? I hope you're doing well. My vacation trip around the Arctic Circle is going great, and I'm learning lots of things about the beautiful people here. They call themselves Inuit, which is a plural word to indicate the families that are part of the Eskimo culture. Eskimos live in the northern part of Canada, Russia and the island of Greenland . Today I'm visiting Iqaluit, the capital of Nunavut, an Eskimo reservation with amazing landscapes. From my window I can see a frozen lake and such majestic mountains. The landscape is absolutely amazing. I'm writing this letter while Aguta, the mother of the Haktanooch family, is getting ready to celebrate Christmas. Usually families eat together and sing traditional Inuit songs. The food is completely different because they love raw meat (it's not cooked!). They usually eat caribou (similar to an antelope), seal and char (a type of fish from the Arctic zone) .

Christmas takes place on December 25th, as in Peru, but it's celebrated slightly differently. Amak, the grandfather of the family, is teaching me how to eat with my hands and cut the pieces of meat. I enjoy the taste of raw meat, but I prefer traditional Peruvian food. Right now, Aguta's children are singing and their uncles are playing tambourine-like drums.

Inuit people love nature and live in harmony with it. For example, they don't use cars or buses for transportation as we do. They use sleds, which are pulled by dogs. They are an effective means of transportation. I'll take lots of photos to show you when I come back. Please say hello to Pedrito, Ramón and Clara. I miss you all so much!

Lots of love,
Alicia

Loading ...

3. Answer the questions based on the text.

a. What type of text is it?

b. Where is Alicia while she's writing the letter?

c. What's Aguta doing?

d. Is the family getting ready to celebrate New Year's Eve? What are they doing?

e. Do you think sleds are an effective means of transportation?

4. Choose the correct answer based on the text.

a. Nunavut is a place where

- I) people sing and dance.
- II) Inuit communities live.
- III) Alicia lives.

b. Christmas for Inuit people

- I) always takes place on December 25th.
- II) is not important.
- III) takes place only in Canada.

c. The word *char* means

- I) raw meat.
- II) antelope.
- III) a type of fish.

d. Inuit people

- I) celebrate Christmas in January.
- II) love to eat raw meat.
- III) like tambourines.

e. The word *sled* means

- I) a vehicle used for transportation.
- II) a traditional Inuit celebration.
- III) a type of dog.

f. The Inuit live in harmony with

- I) tourists.
- II) nature.
- III) dogs.

5. Compare Christmas in Nunavut to Christmas in your country.



1. Match the parts of an email with their description.

| Parts of an email | Description |
|-------------------|--|
| a. From | <input checked="" type="checkbox"/> <i>b</i> a word or a phrase that summarizes the content of the email |
| b. Subject | <input type="checkbox"/> day, month, and year |
| c. Date | <input type="checkbox"/> the development of the information in an email |
| d. To | <input type="checkbox"/> the one who writes the email (the sender) |
| e. Signature | <input type="checkbox"/> the name of the person who writes the email |
| f. Message body | <input type="checkbox"/> the expression to say hello and start an email |
| g. Greeting | <input type="checkbox"/> the one who receives the email (the recipient) |

2. Complete the table with the appropriate expressions.

Writing Strategy

Pay attention to the organization of a text to use the correct expressions.

| Parts of the message | Common Expressions |
|----------------------|--|
| <i>Introduction</i> | <ul style="list-style-type: none"> • <i>I hope you're doing well.</i> • _____ • _____ |
| | <ul style="list-style-type: none"> • _____ • _____ • _____ |
| | <ul style="list-style-type: none"> • <i>Please say hello to...</i> • _____ • _____ |

3. Organize the email.

- a. I'm having a wonderful time in Scotland. It's 11:30 pm and today we're celebrating Hogmanay, that is, New Year's Eve. Everybody is on the streets watching fireworks and singing 'Auld Lang Syne', a traditional Scottish song whose lyrics are a little difficult. I'm still practicing! People visit friends and give them fruit cake or chocolates.
- b. Sorry mom, but I have to go and celebrate the last minutes of this year. Please say hello to dad and Mary. I love you! See you soon.
- c. Hi mom! How are you doing? I hope you're fine.

4. Write an email about a typical celebration in your country.

| | |
|---------------------|---|
| Header | To: _____ From: _____ Subject: _____ |
| Introduction | Hello _____ How are you? I hope you're _____ _____ |
| Body | I want to tell you about a special celebration in my country. _____ _____ |
| Ending | Sorry, but I have to go. _____ _____ |



Lesson 4

Out of this World!



1. Match each situation with the appropriate expression.

You're watching the Chinese dragon dance. There is a group of dancers under an amazing dragon costume dancing to live traditional music. Cymbals, gongs and drums create an emotional atmosphere. The coordination of acrobatic moves is simply perfect. You are speechless!

a. I'm feasting my eyes on

You're in a carnival. There are people riding horses, a large orchestra is playing cheerful music, a big group of children and some groups of adults are dancing. You have to stop and try to find a way to move through the crowd of people.

b. It's out of this world

There is a gigantic carnival float. It carries luxurious paper mache statues made by famous artists, living sculptures, a brass orchestra and a dozen gorgeous Brazilian samba dancers who are wearing beautiful and colorful costumes. You are delighted with the view.

c. The place is packed

2. Complete the notes with information about your country.

Holidays in my country

Special celebrations, traditions or customs

Places where people celebrate

3. Describe a traditional celebration in your country. Use the idioms studied in this unit.

A traditional celebration in _____ (your country) is _____. People usually _____

I'm watching the show on TV this year, so _____ (idiom) the spectacular costumes and decorations people use to celebrate. There are lots of people, so definitely _____ (idiom). Tourists love all our cultural

traditions. For example, _____. They say it is amazing; simply _____ (idiom).

I think one of the most beautiful aspects about this celebration is _____ because _____



Multiple Intelligences

1. According to the pictures, complete the texts below. Use *can* plus the verbs given. Then, deduce the kind of intelligences they have.



write - draw - solve - play

- Teresa can solve sudokus quickly. She _____ (a.) the violin very well. She _____ (b.) stories and _____ (c.) beautiful pictures easily.
- Teresa has _____ intelligences.



design - act - play

- Felipe _____ (a.) very well. He _____ (b.) aircraft replicas easily. He _____ (c.) tennis too.
- Felipe has _____ intelligences.

2. Write negative sentences based on the questionnaire below. Use *easily*, *very well* and *quickly*.

Grammar Strategy Use adverbs of manner such as *very well*, *quickly* and *easily* to say how actions happen.

| Name: Arturo Diaz | | |
|-----------------------------|-----|----|
| Can you... | Yes | No |
| Speak German? | | X |
| Solve polynomial equations? | | X |
| Dance samba? | | X |
| Memorize phone numbers? | | X |

- a. Arturo can't dance samba easily.
- b. _____
- c. _____
- d. _____
- Types of intelligence he needs to develop: _____

3. In your notebook, write affirmative and negative sentences using *can* and the Present Simple tense. Follow the examples given below.

- a. My sister has verbal intelligence because she can speak two languages easily.
- b. My aunt doesn't have kinesthetic intelligence because she can't dance to any music easily.

Grammar Strategy

Follow models to make correct sentences.

4. Use the graph to make questions with *can*. Use *quickly*, *easily* and *very well* in the answers.



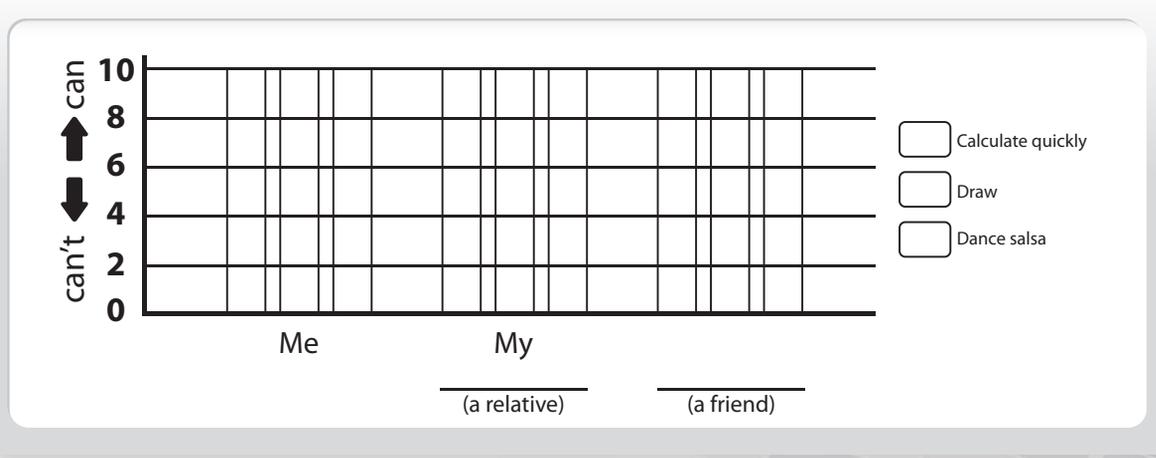
- a. _____ *Can Satoko sing karaoke?* _____ ? _____ *Yes, she can sing karaoke very well.*
- b. _____ ? _____
- c. _____ ? _____
- d. _____ ? _____
- e. _____ ? _____
- f. _____ ? _____

5. Answer the following questions.



- a. Can you play a musical instrument? _____ *Yes, I can. I can do it very well.*
- b. Can your father dance rock? _____
- c. Can your friends solve problems quickly? _____
- d. Can your teacher act? _____

6. Complete the graph with real information about you, a relative and a friend. Then, report the results in the space below. Use *quickly*, *easily*, and *very well*.



I can make new friends easily, but Sergio can't. He can solve math problems quickly and so can I.

Vocabulary Strategy
 Use *and* to add ideas. Use *but* to introduce opposite ideas.



Lesson 2

Unique People

1. Complete the chart with the comparative and superlative form of the adjectives.

| Adjective | Comparative | Superlative |
|---------------|-----------------------|--------------------|
| a. slow | <i>slower than...</i> | <i>the slowest</i> |
| b. fat | | |
| c. strong | | |
| d. funny | | |
| e. heavy | | |
| f. talented | | |
| g. popular | | |
| h. attractive | | |
| i. bad | | |
| j. good | | |

Vocabulary Strategy

Write sentences in which you apply the grammar rules you learn.

2. Write comparative sentences using some of the adjectives above.

| Choose two... | Comparative sentence |
|-----------------|--|
| a. wild animals | <i>Tigers are stronger than lions.</i> |
| b. songs | |
| c. relatives | |
| d. celebrities | |
| e. TV programs | |



3. Based on the information below, compare the different characters. Use comparative and superlative adjectives.



Usher

- *37 years old
- *1.73 meters tall
- *87 kilos
- *Singer, songwriter, and dancer
- *Divorced with 2 children
- *19 albums and movies



Yelena Isinbayeva

- *33 years old
- *1.74 meters tall
- *70 kilos
- *Olympic pole vaulting champion
- *Single with no children
- *54 gold medals in competitions



Tony Hawk

- *47 years old
- *1.91 meters tall
- *81 kilos
- *Professional skateboarder and actor
- *Divorced with 3 children
- *9 gold medals in competitions



Evgenia Kanaeva

- *26 years old
- *1.70 meters tall
- *43 kilos
- *Olympic rhythmic gymnastics champion
- *Single with no children
- *81 gold medals in competitions

- Usher is heavier than Tony Hawk, and Evgenia Kanaeva is the lightest of them all.*
- _____
- _____
- _____
- _____
- _____

4. Answer the questions with real information.

- a. Who do you think is the most talented sportswoman in your country?

- b. Are you taller than your mother? How tall are you?

- c. What do you think is the most boring sport to watch on TV?

- d. Is your _____ more talented than you at manual activities?
(relative: sister, brother, aunt, etc.)

- e. Who's the youngest member of your family? How old is he/she?

Grammar Strategy

Personalize sentences to reinforce grammar models.

5. Complete the conversation with the comparative or superlative form of the adjectives in parentheses.

- Irina:** What are you reading, Vasiliv? Who's that guy? He looks very athletic and handsome!
- Vasiliv:** It's an article about **the most extraordinary** (extraordinary) athletes in the Olympic Games. And this 'guy' is Michael Phelps; one of _____ (a. recognized) swimmers in the world.
- Irina:** Michael who? I don't know him. Is he _____ (b. famous) my Portuguese idol, Cristiano Ronaldo?
- Vasiliv:** Yes, he is. Michael Phelps is considered _____ (c. good) swimmer in history. He has won twenty-two medals in the modern Olympic Games. Isn't that great?
- Irina:** Gosh! That's a lot! Definitely, he is _____ (d. talented) many other swimmers.
- Vasiliv:** Well, on average, he is 1.25 seconds _____ (e. fast) his competitors and time is _____ (f. important) aspect in sports like swimming.
- Irina:** You're right. I love watching those competitions in which a few seconds make the difference between winning and losing. I think swimming and athletics are two of _____ (g. interesting) sports in the Olympics.
- Vasiliv:** I agree! And I really admire Michael Phelps!

6. Compare yourself with some members of your family. Use the Word Bank.

In my family, I'm taller than my _____. However, the tallest person is my _____

Word Bank

- thin
- tall
- talented
- short
- talkative
- good
- generous
- fast
- young
- fat





Lesson 3

Outstanding People

1. Complete the survey with real information about you.



| | Sure, I can. | It depends on the situation. | Never! I can't do that! |
|--|--------------|------------------------------|-------------------------|
| I can tolerate the presence of insects and bugs around me. | | | |
| I can solve mathematical problems and calculate quickly. | | | |
| I can solve puzzles easily. | | | |
| I can resist extremely hot or cold temperatures. | | | |
| I can run fast. | | | |
| I can write poems easily. | | | |

2. Scan the texts and select the best answer to complete the following sentences.



Feliks Zemdegs is not an ordinary teenager. He is quite famous in Australia because he's the youngest Rubik's cube champion in the world. The average person takes longer than a minute to solve it, but Zemdegs does it faster because he knows all the moves by heart. But his amazing abilities don't stop there. He's also famous for solving Rubik's cubes blindfolded and for solving cubes bigger than the standard one (e. g. the one that has nine squares on each face). According to him, breaking records is more exciting than watching TV or playing video games because he loves challenges.



Christina Ripp is a North American paralympian. The amazing wheelchair basketball star also likes road racing because it requires discipline and self-control. However, she prefers basketball because it makes you stronger, quicker and more coordinated. Among her accomplishments, we can mention winning two gold medals in wheelchair basketball at the 2004 and 2008 Paralympics, and a bronze medal in wheelchair racing at the 2006 World Championships. Besides all this, Christina co-founded the first women's wheelchair basketball team in Denver. She is certainly an outstanding woman whose physical disability has not prevented her from being successful and enjoying life!



Dario Hernando Gutiérrez is a Colombian biologist who loves spiders. He lives with more than 120 spiders in his house. He feeds them and takes care of them. Dario wants to teach people to respect spiders because they need to be preserved. They can protect humans from diseases such as malaria and chagas (both tropical diseases). Some people are afraid of spiders because they think they are dangerous, but they ignore an important fact: among the 45,000 spider species that exist, only four can cause death. In fact, he can let a tarantula walk all over his face and arms. He's definitely the real... Spider-Man!

- a. Feliks Zemdegs is _____ in Australia.
 a very famous engineer the most famous athlete a famous teenager
- b. In the text about Christina Ripp, the word *paralympian* means: _____.
 a category in the Olympics a competitor in a world marathon an athlete with a disability
- c. Dario Hernando Gutiérrez considers spiders to be _____.
 more beneficial than dangerous more dangerous than beneficial the most dangerous animals
- d. A good title for this text would be _____.
 Spiders, sports and people! Real, unique and outstanding people! Science and sports
- e. In the text about Feliks Zemdegs, the word *blindfolded* means: _____.
 without thinking with his eyes covered with the sun in his eyes

3. Answer the questions based on the text.

Reading Strategy

Understand reasons in a text by identifying the *because...* sentences. Use them to answer *why* questions.

- a. Why does Dario Hernando Gutiérrez like spiders?

- b. Why is Christina Ripp an outstanding woman?

- c. Why can Feliks Zemdegs solve a Rubik's cube faster than an average person?

- d. Why does Christina Ripp prefer basketball to road racing?

- e. Why doesn't Feliks Zemdegs like to play video games or watch TV like other teenagers?

- f. Why are people usually afraid of spiders?

4. Express your opinions based on the information in the text.

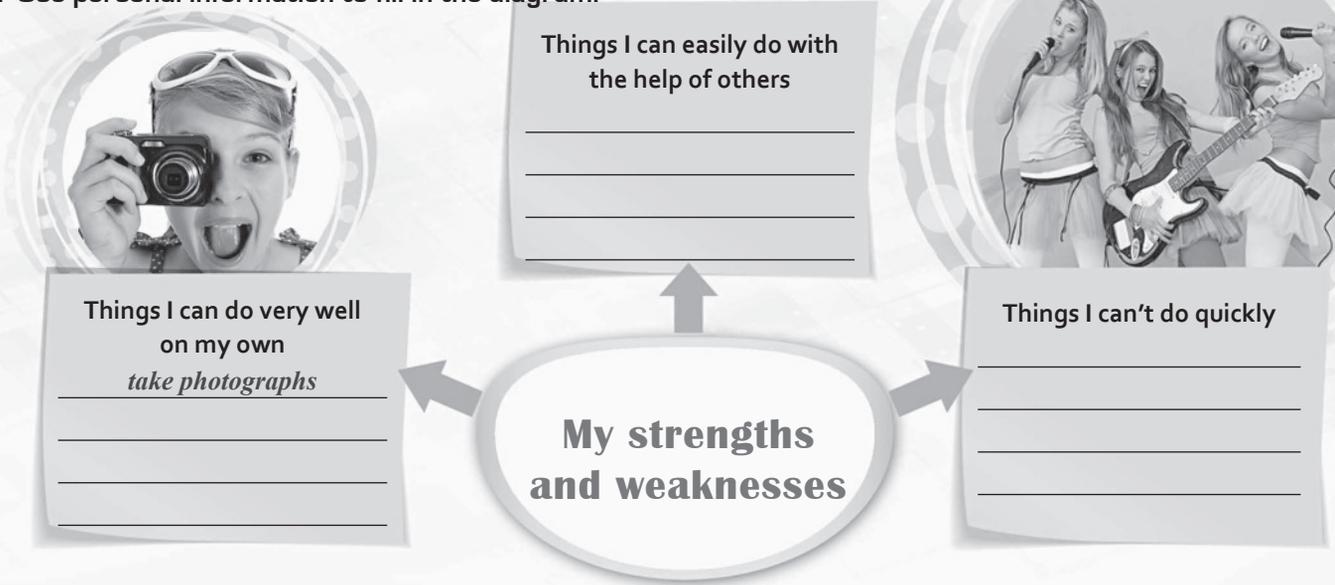
- a. Dario Hernando Gutiérrez can be described as a _____ and _____ person because _____
- b. Christina Ripp can be described as a _____ and _____ person because _____
- c. Feliks Zemdegs can be considered a _____ and _____ person because _____

5. Compare some of your personal aspects to those of the people in the text.

I'm famous in my school, but Feliks Zemdegs is more famous than I am.



1. Use personal information to fill in the diagram.



2. Complete and answer the questions based on exercise 1.

- a. Why can you take photographs very well?
Because I practice every day and I really enjoy taking pictures!
- b. Why _____ very well?
Because _____
- c. Why do you _____ very well?
Because _____
- d. Why can't you _____ easily?

- e. Why can't you _____ quickly?

3. Write a text describing the abilities that make you a unique and outstanding person.

I'm a unique and outstanding person because _____

Also, _____

Finally, I can _____

Writing Strategy

Use *also* at the beginning of a sentence to add information about the previous clause.



Lesson 4

It's a Piece of Cake

Word Bank

mind-blowing get out of here a piece of cake

1. Use an appropriate expression from the Word Bank to answer to the following statements.

- a. **Joe:** My Uncle George can speak, write and read in Russian, French and Spanish very well.
You: That's _____! I hope I will be able to do that someday. I love languages.
- b. **Chris:** Ava plays chess very well! What about you?
You: Chess is _____! I find the game really interesting and I'm good at it. I love to participate in chess tournaments, and I usually win.
- c. **Alan:** I taught myself how to do magic tricks. Tonight I'm performing a show at my cousin's party.
You: _____! I can't believe it! You know you're really special, don't you?
- d. **Lucy:** Can you draw manga characters? I want to learn.
You: Sure! It's _____! Whenever you want, I can teach you!

2. Complete the conversation using the expressions in the Word Bank above.

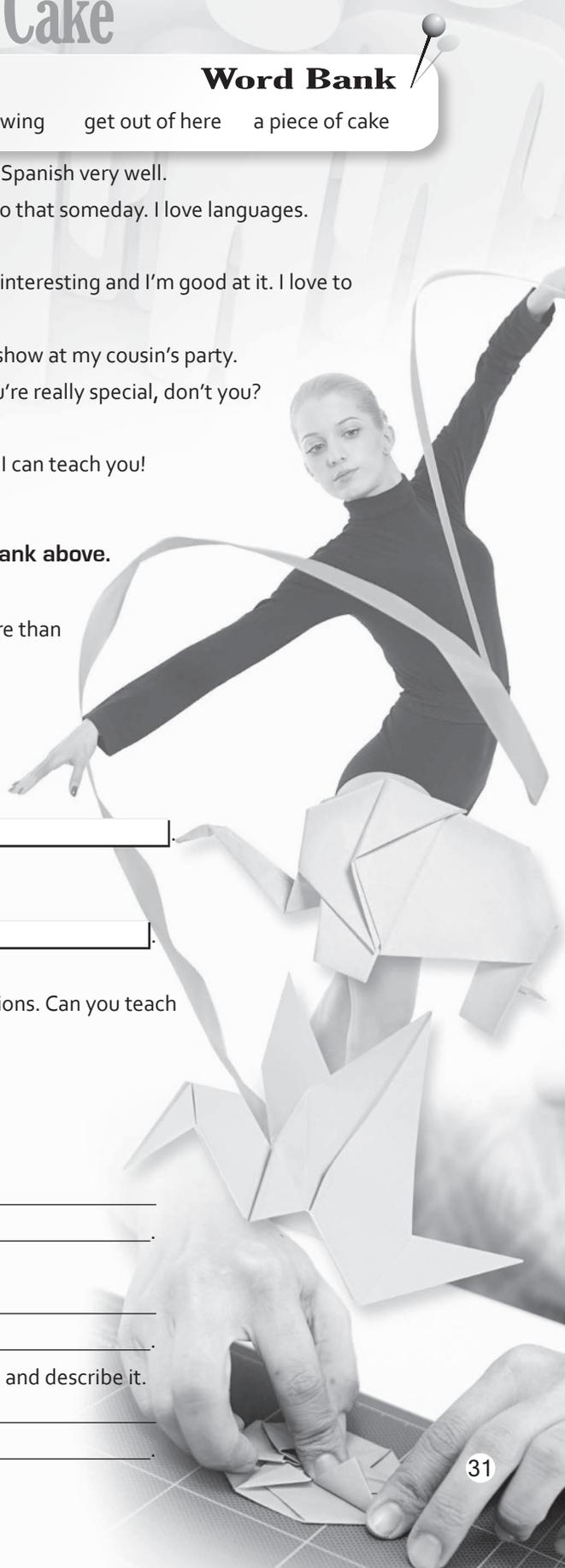
Marla: Look at this Alina! I can draw a manga character in only 10 seconds.
Alina: _____! That's not possible. You need more than 10 second to do it well. Prove it!
Marla: Ok. Here goes...You see?
Alina: Wow! Congratulations! You are very talented.
Marla: Thanks. Hey, do you like rhythmic gymnastics? I love it.
Alina: So do I! It's amazing how flexible and beautiful those girls are.
Marla: I know! I think that rhythmic gymnastics is definitely _____.
Alina: Yes, it is simply wonderful.
Marla: Hey, can you make origami figures?
Alina: Yes, I can. In fact, it's pretty easy! I think origami is _____.
 What about you?
Marla: No, I can't. I find it really difficult. I can't even understand the instructions. Can you teach me? I want to learn too.
Alina: Sure!

3. Answer the questions.

- a. What's something you consider *mind-blowing*? Why?

- b. Is swimming a piece of cake for you? What's a *piece of cake* for you?

- c. Think of a situation in which you can use the expression, *get out of here*, and describe it.





The Food Pyramid

Conventions

| | |
|--------------------|-----|
| Once a day | ✓ |
| Twice a day | ✓✓ |
| Three times a week | ✓✓✓ |
| Once a month | ~ |
| Rarely | ≈ |
| Never | x |

1. Use the conventions in the box to indicate how often you consume the food items in the list below. Then write six sentences; one with each frequency expression.

- | | | | | | | | |
|-----------|--------------------------|-----------|--------------------------|---------|--------------------------|----------|--------------------------|
| bananas | <input type="checkbox"/> | oranges | <input type="checkbox"/> | cheese | <input type="checkbox"/> | yogurt | <input type="checkbox"/> |
| ice cream | <input type="checkbox"/> | milkshake | <input type="checkbox"/> | spinach | <input type="checkbox"/> | tomatoes | <input type="checkbox"/> |
| juice | <input type="checkbox"/> | water | <input type="checkbox"/> | chicken | <input type="checkbox"/> | rice | <input type="checkbox"/> |
| cake | <input type="checkbox"/> | eggs | <input type="checkbox"/> | fish | <input type="checkbox"/> | sushi | <input type="checkbox"/> |

- a. I drink water once a day. d. _____
- b. _____ e. _____
- c. _____ f. _____

2. Write the appropriate nouns in the following chart.

| Countable Nouns | | Uncountable Nouns |
|-----------------|---------------|------------------------------------|
| an apple | some apples | Beverages: water, _____, _____ |
| | some tomatoes | Kinds of meat: beef, _____, _____ |
| a potato | | Dairy products: milk, _____, _____ |
| a carrot | | Grains: rice, _____, _____, _____ |
| | some eggs | Fats: butter, _____, _____ |

Vocabulary Strategy

Create meaningful lists to remember vocabulary more easily.

3. Complete the sentences below. Use *a*, *an* or (-) if no article is necessary.

- a. My sister's only 2 years old and her breakfast is really simple: she usually has _____ milk, _____ egg and _____ apple.
- b. My mom always prepares salad for lunch; she puts _____ tomato, _____ onion, _____ avocado, _____ carrot, and _____ lettuce in it.
- c. For breakfast, dad usually eats _____ oatmeal, _____ banana and _____ orange.
- d. Grandpa usually eats _____ chicken and _____ spinach for lunch. Then, he has _____ pear or _____ piece of cheese.

4. Unscramble the following sentences.

- a. like / I / to / veggies / eat / rice / beef / for / and / lunch.
I like to eat veggies, rice, and beef for lunch.
- b. doesn't / My / like / and / eat / spinach / aunt / to / carrots.

- c. breakfast / like / to / eat / butter / bread / with / don't / for / I.

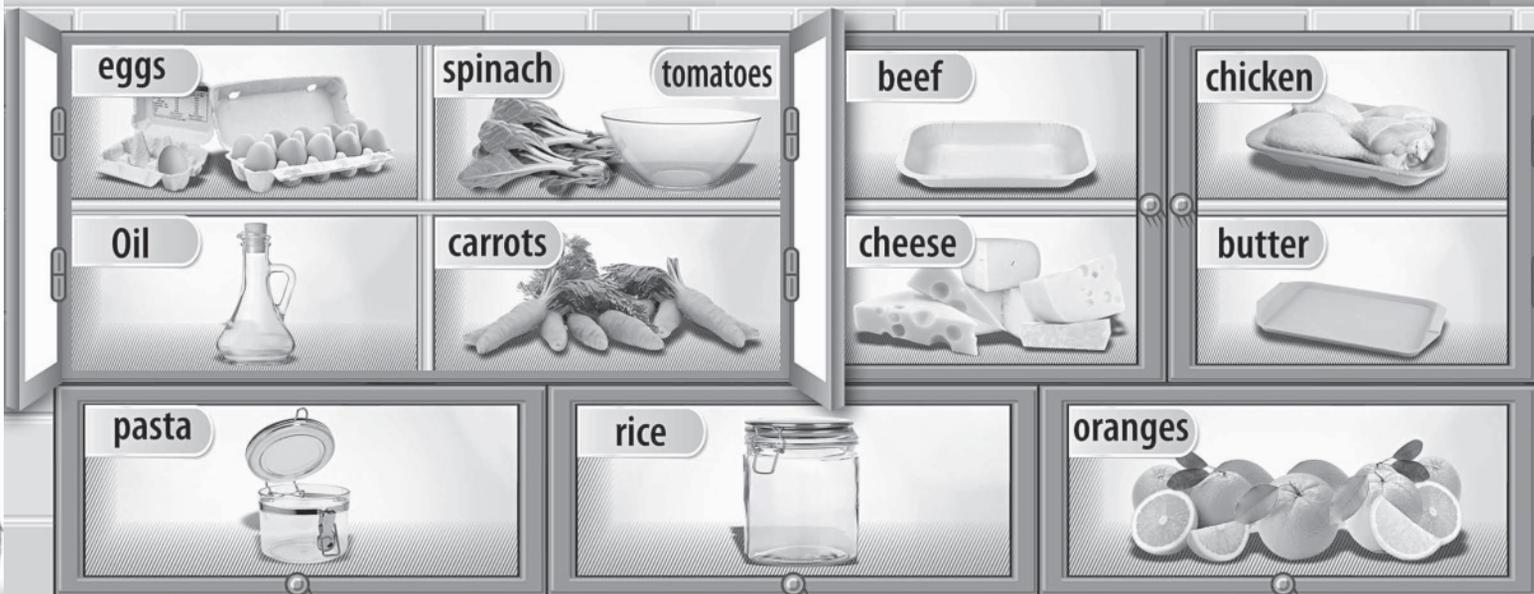
- d. are / Grains / health / your / good / for.

- e. every / My / have / dairy / day / products / cousins

- f. Frank / breakfast / for / usually / oatmeal / has.



5. Correct the sentences according to the pictures.



- a. Do we need any oranges? ~~Yes, we do. There aren't any.~~ *No, we don't. There are some.* _____
- b. Is there any pasta? Yes, I think there is some. _____
- c. There is some butter, but there isn't any cheese. _____
- d. There is some rice, so we don't need any. _____
- e. Do we need any tomatoes? No, we don't. There are some. _____
- f. Is there any oil? Yes, there is some. _____

6. Based on the pictures above, fill in the blanks with *some* or *any*. Then, organize the conversation.

- _____ Jim: Sounds like music to my ears!
- I* _____ Jim: I want to bake a salty cake. Are there any eggs?
- _____ Pam: No, there isn't _____ (a), but there is _____ (b) chicken.
- _____ Pam: Me too! Talking about food makes me feel hungry! Let's do this: I'll go to the supermarket to buy _____ (c) oil, and you can start cutting the veggies, OK?
- _____ Pam: Yes, we have _____ (d) carrots and _____ (e) spinach, but there aren't _____ (f) tomatoes.
- _____ Jim: No tomatoes... well, let's use _____ cheese instead. I love cheese!
- _____ Jim: Never mind. I'll buy _____ oil at the supermarket. And is there _____ beef?
- _____ Jim: Let's have chicken instead of beef then. And let's add _____ veggies! I love them! Are there _____ veggies?
- _____ Pam: Yes, there are _____, but there isn't _____ oil left.

7. Write *a*, *any*, or *some*. Then, answer these questions with personal information.

- a. Are there _____ carrots in your fridge? _____
- b. Describe _____ traditional Sunday lunch with your family: _____
- c. If you need to buy _____ meat, where do you usually go? _____
- d. Fruit is _____ healthy snack. Which is your favorite fruit? _____
- e. Is there _____ kind of soda that you don't like? Which one? _____



Lesson 2

Healthy Recipes



1. Match both columns and then label the pictures.

| Containers and measurement words | | Food |
|----------------------------------|----------|--------------|
| Two servings of | <u>d</u> | a. pizza |
| A glass of | _____ | b. honey |
| A pinch of | _____ | c. eggs |
| A jar of | _____ | d. ice cream |
| Two slices of | _____ | e. tea |
| A box of | _____ | f. bread |
| A tablespoon of | _____ | g. candies |
| Three cups of | _____ | h. juice |
| A loaf of | _____ | i. salt |
| A carton of | _____ | j. olive oil |



Vocabulary Strategy

Match words and pictures to retain concepts.

2. Fill in the blanks using the expressions in the Word Bank.

Lucia: I'm making a vegetable pie. Do you want to help me?

Gino: Sure. I want to learn. What do we need?

Lucia: First of all, we need butter and milk.

Gino: How much butter do we need? And _____ milk?

Lucia: We need a _____ of butter, two cups of flour and a _____ of milk.

Gino: Here you are. What else do we need?

Lucia: We also need _____ tomatoes and carrots.

Gino: _____ tomatoes?

Lucia: Hold on a second... I think _____ tomatoes are enough.

Gino: _____ carrots?

Lucia: We only need _____.

Gino: Do we need any salt?

Lucia: Yes, we do. We need two _____ salt and we also need _____ cheese.

Gino: And to drink?

Lucia: There are _____ juice in the refrigerator.

Gino: OK. Do we need anything else?

Lucia: Yes, we do. We need a _____ of baking powder.
We can start now. First...

Word Bank

- tablespoons of
- cup
- how much (x2)
- some
- two cartons of
- pinch
- a few
- three
- tablespoon
- how many (x2)
- a little

Grammar Strategy

Identify countable and uncountable nouns in order to choose the appropriate quantifier or measurement word.

3. Complete the questions with *How much* or *How many*. Then, answer them.

- a. _____ salt do you put on your eggs at breakfast? _____
- b. _____ slices of pizza can you eat for lunch? _____
- c. _____ bread do you eat on Sundays? _____
- d. _____ servings of fruit do you eat during the week? _____
- e. _____ cartons of milk do you drink per week? _____
- f. _____ cups of coffee does your teacher drink per day? _____
- g. _____ tablespoons of sugar do you put to your lemonade? _____
- h. _____ loaves of bread does your mom buy per week? _____

4. Read the following tips and use imperatives to make affirmative and negative sentences.

Kitchen Safety Tips

Follow these simple rules to make cooking a safe and enjoyable experience.
Don't start _____ cooking before you wash your hands. _____ (a) antibacterial liquid soap. _____ (b) any jewelry such as rings or bracelets. _____ (c) accidents with knives. _____ (d) them in a safe drawer and away from children. _____ (e) hot pots near you. _____ (f) until they are cold enough to touch them.
 _____ (g) with your hair down. _____ (h) your hair up or _____ (i) a hat.
 _____ (j) to have all the ingredients on hand.

Word Bank

- not put
- wear
- keep
- not cook
- follow
- use
- avoid
- not start
- not wear
- wait
- not forget
- put

5. Write the appropriate connectors in the recipe below.

Word Bank

- after
- next
- after that
- finally
- first
- then
- second

Grammar Strategy

Use connectors of sequence to indicate the order of actions in a process.

Cheese Omelet

Ingredients

- 2 fresh eggs
- fine herbs
- 2 slices of mozzarella cheese
- 2 tablespoons of oil
- a pinch of salt

_____ (a), mix the eggs and add a pinch of salt. _____ (b), cut the cheese into very small pieces. _____ (c), put the oil in a pan and heat it. _____ (d), add the cheese to the egg mixture. _____, (e) cook the mixture for 30 seconds. _____ (f), add some fine herbs and cook for other 30 seconds. _____ (g), fold the omelet into a semicircle and serve hot. Accompany it with some bread.

6. Write your favorite recipe. Use imperatives, quantifiers and connectors of sequence.

| | |
|-------------|--------------------------------|
| Ingredients | First, _____ _____ _____ |
|-------------|--------------------------------|



Lesson 3

Eating Well

1. Circle the right answers.

a. Which one is not a Mediterranean country?

Greece Italy Dakar

b. The Mediterranean sea is between the continents of:

Africa, Asia and Europe Africa, Antarctica and Australia Africa, America and Oceania

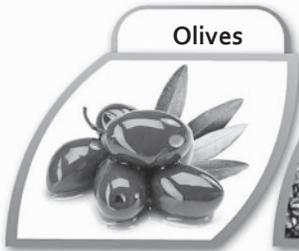
c. Mediterranean means:

Mare Nostrum Between lands In the earth

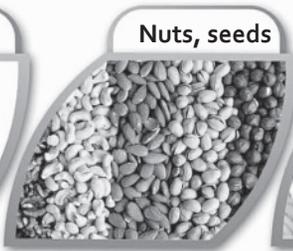
d. One of the following ancient civilizations is not related to the Mediterranean sea:

Mesopotamian Indian Roman

2. Match the pictures with their descriptions.



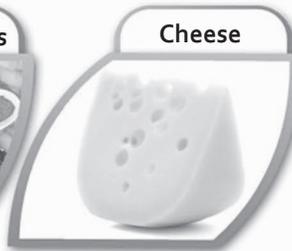
Olives



Nuts, seeds



Herbs, spices



Cheese

Reading Strategy

Use general culture and images to activate your prior knowledge.

- a. They are sources of protein and fiber. They add flavor to the dishes. _____
- b. It is a source of calcium which is good for your bones. _____
- c. They are essential to the Mediterranean diet. Their oil is the main source of dietary fat. _____
- d. They are rich in antioxidants. They add aroma to the dishes. _____

3. Choose from the list (a-g) the most appropriate sentence for each gap in the text. There is one extra sentence that you do not need to use.

Med Diet: Healthy and Delicious!

The Mediterranean (or Med) diet is very famous, not only because it is an intangible cultural heritage from countries such as Morocco and Italy, but also because of its positive health benefits. It reduces the risk of heart diseases and helps prevent certain kinds of cancer. What makes this diet so special and effective for people's health?

First, **b** since Mediterranean people like to buy fresh natural products at local markets. They select a variety of fruits like apples, peaches, melons, and watermelons. Similarly, . They also include grains and dairy products, but everything in moderation. Second, they use olive oil for baking and

cooking because it has a lot of nutrients and it does not affect the digestive system as other types of oil do. Also, to keep their bodies hydrated regularly. They like to accompany their meals with some red wine because of its antioxidant properties, but they always drink moderately. In general, the 'rule of thumb' of the Mediterranean diet is pretty simple: eat what you want, but in a moderate way. , and always enjoy the company of those who share the table with you! Keeping a balance between the quantity and the quality of food is essential to have a healthy lifestyle. So what are you waiting for? and see the benefits!

, you can contact our health center: <http://www.livehealthygomed.com>



- a. You do not have to travel far to eat a Med diet
- b. it includes a lot of vegetables, fruits, and grains
- c. If you feel satisfied, stop eating
- d. For more information

- e. It is low in fat and high in fiber.
- f. they drink a lot of water
- g. they eat vegetables - such as eggplants, tomatoes and lettuce- regularly.

4. Use your own words to complete the diagram.

The main idea of the text is:

Arguments to support the main idea

Examples of Med food

Conclusion

Reading Strategy
Use diagrams to summarize texts.

5. Answer T (true), F (false) or NM (not mentioned). Support your answers.

| Statement | T | F | NM | Why? |
|---|---|---|----|------|
| a. The Mediterranean diet is famous only because of its historical tradition. | | | | |
| b. Mediterranean people's "rule of thumb" is: "Eat all you can and as much as you can." | | | | |
| c. The Mediterranean diet is based on dairy products. | | | | |
| d. Although the Med diet includes wine, Muslims in North Africa avoid it. | | | | |
| e. Mediterranean people consume large amounts of canola oil. | | | | |
| f. In Mediterranean countries, eating is a social activity. | | | | |

Reading Strategy
Use relevant examples and explanations to support your ideas.

6. Answer with your own personal information.

Do you want to go Med? Why? _____

1. Use the text and your own ideas to complete the graphic organizer.

| | | |
|---|---|---|
| <p>Mediterranean dietary habits and food</p> <hr/> <hr/> <hr/> <hr/> | <p>Common aspects between both of them</p> <hr/> <hr/> <hr/> <hr/> | <p>Dietary habits and food in my country</p> <hr/> <hr/> <hr/> <hr/> |
|---|---|---|

2. Complete the recipes with connectors of sequence and imperatives.

Fruit Salad with Yogurt

To make a delicious Med fruit salad, follow these steps:



- ❖ _____, _____ some tangerines, strawberries, blueberries and oranges.
- ❖ Then, _____ the fruits in a bowl.
- ❖ Next, _____ a pinch of honey.
- ❖ After that, _____ some mint leaves in very little pieces. _____ all the fruits, the honey and the mint.
- ❖ Finally, _____ a small cup of yogurt.



Colombian Milky Rice

To make a traditional Colombian dessert, follow these steps:

- ❖ First, _____ 3 cups of rice in hot water. _____ for 20 minutes.
- ❖ _____, heat 3 cups of milk.
- ❖ Then, _____ 5 spoonfuls of sugar to the milk. _____ careful.
- ❖ _____, mix the rice and the milk.
- ❖ Finally, _____ the mixture in a baking dish for 20 minutes. _____ some cinnamon.

3. Compare the recipes above. Use the vocabulary studied in the unit and the Word Bank.

Healthier or Sweeter? What do you prefer?

If I have to choose between _____ and _____, I prefer _____ because it is definitely _____.

First, _____

Word Bank

- healthy
- balanced
- fresh
- yummy
- calories
- nutrients
- antioxidant-rich
- source of calcium

Writing Strategy

Use **first, second, also, additionally,** and **finally** to present reasons or explanations.



Lesson 4

It's Finger-Licking Good!

1. Tick (✓) the reaction you identify most with.

| | Mmm... Yummy, I love it! | Hmm... It's OK. | Yuck! I don't like it. |
|--|--------------------------|-----------------|------------------------|
| Pasta with oregano, garlic and parmesan cheese | | | |
| Strawberry milkshake | | | |
| Black coffee without sugar | | | |
| Green salad (lettuce, cucumber and spinach) | | | |
| Fried eggs | | | |

2. Replace the pictures with words to discover the idioms.

a. It's + + ING + = _____

b. It's + MY + + OF + = _____

c. It makes my + = _____

3. Complete the conversation with the correct idiom.

Yuck! Linda... You're eating spinach pie! I can't stand it. Honestly speaking, it's too "green" for me. So,

What's the problem Danny? Spinach is natural, delicious and nutritious. It's definitely

Linda is right, Danny. And the combination of spinach pie and iced tea,



4. Answer the questions. Use the interjections in the Word Bank and the previous idioms.

Do you like...

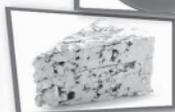
lasagna?



chili beans?



blue cheese?



Word Bank

- Yummy!
- Yuck!
- Hmm!



Famous Characters



1. Use the nouns in parentheses to form the right adjective in the following sentences.

- a. Florence Nightingale was a compassionate (*compassion*) nurse. She was exceptionally _____ (*courage*) during the Crimean War.
- b. Charles Darwin's research was secret until he was _____ (*bravery*) enough to publish it.
- c. Enrico Caruso was a _____ (*success*) 21st century opera singer. He was a really _____ (*passion*) performer on stage.
- d. Michael Jackson, the king of pop, was quite _____ (*popularity*) not only because of his music, but also because he was a _____ (*generosity*) man.

Vocabulary Strategy

Some adjectives are derived from nouns (*revolution-revolutionary*). Use suffixes (-ous, -ary, -ate, -ian, -ar-ful) to form adjectives.

2. Circle the correct adjective or noun to make each sentence coherent.

- a. León de Greiff, a Colombian poet, always worked with (*passionate* / passion / *compassion*). He achieved literary (*successful* / *succeed* / *success*) at the end of his life.
- b. Vlad Tepes, the Voivode of Wallachia, wasn't (*humanitarian* / *human* / *humanity*) with his enemies at all. His cruel methods gained him (*popular* / *anti-popular* / *popularity*).
- c. Rosa Parks was a (*courageous* / *courage* / *uncourageous*) Afro American woman in the 1950s. She was famous for her (*revolution* / *revolutionary* / *anti-revolutionary*) ideas of equality and peace.

3. Complete the text using *was* / *were* / *wasn't* / *weren't*.

Anne, Emily and Charlotte Brontë were (a.) three 19th century famous sisters and writers from England. They _____ (b.) afraid of social prejudices; on the contrary, they _____ (c.) brave enough to make their own decisions. Their literary works _____ (d.) equally popular. For example, *Jane Eyre* _____ (e.) an immediate best-seller, but *Wuthering Heights* _____ (f.) very successful when it was published the first time.





Grammar Strategy

Use context clues to choose the right form of the verb.

4. Choose the correct form of the verb *to be* in the Simple Past tense.

- At the beginning of her career, Eva Perón *was / wasn't / were* (a.) a political activist; she *wasn't / were / was* (b.) an actress. She and her husband, military Colonel Domingo Perón, *was / were / weren't* (c.) both respected by many people. Workers *were / was / weren't* (d.) in favor of them, but the high society *weren't / was / wasn't* (e.)
- Thomas Alva Edison *wasn't / was / weren't* (a.) only a prolific inventor; he *wasn't / was / were* (b.) also a scientist and a businessman. He *were / wasn't / was* (c.) friends with other important American men such as Henry Ford and Alexander Graham Bell. He worked 24 hours a day, so he *was / wasn't / were* (d.) a lazy person. One of his most relevant creations *was / were / wasn't* (e.) the electric light bulb. Before its creation, people used gas or oil lamps but they *were / weren't / was* (f.) very safe.



5. Find the wrong facts and correct them. Use the information in parentheses plus the negative and affirmative form of the verb *to be* in the Simple Past tense.

- a. Indira Gandhi was born in ~~1930~~. She was the ~~British~~ Prime Minister, and she was a Protestant. She was a lazy leader. (1917 / Indian / Hindu / hard-working)

Indira Gahdhi was not born in 1930. She was born in 1917. She was not

- b. Moctezuma and Atahualpa were the rulers of the Maya and Egyptian empires. They were afraid in the battlefield. Hernando and Francisco Pizarro were French conquerors. They were only interested in the American culture. In fact, Moctezuma and Atahualpa were executed by them. (Aztec / Inca / brave / Spanish / gold)
-
-

6. Unscramble the words to make sentences; then add personal information.

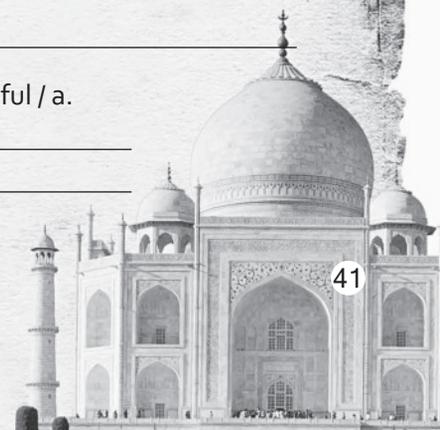
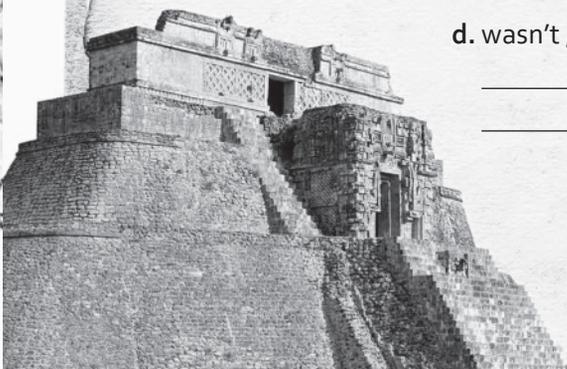
- a. born / in / 1990 / December / wasn't / I / on / 24th.

I wasn't born on December 24th, 1990. I was born on

- b. 1977 / 12th / father / on / born / my / June / wasn't / in.
-

- c. popular / weren't / I / The Beatles / when / was / child / a.
-

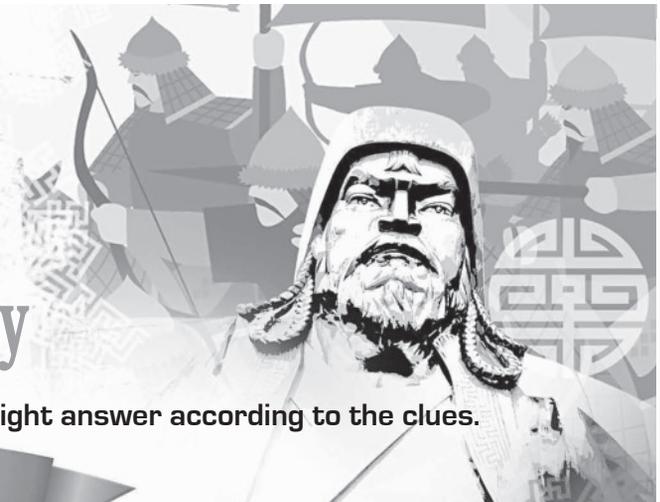
- d. wasn't / I / a / soccer / when / child / I / was / player / successful / a.
-
-





Lesson 2

World History



1. Underline the correct form of the verb. Then, circle the right answer according to the clues.

Guess Who!

Molly: (Was / Wasn't) he a successful Roman politician?

Jude: No, he (a. was / wasn't).

Molly: (Were / Was) he a philosopher?

Jude: No, he (b. weren't / wasn't).

Molly: (c. Was / Wasn't) he courageous?

Jude: Yes, he (d. were / was).

Molly: (e. Was / Were) he famous for his conquests?

Jude: Yes, he (f. wasn't / was).

Molly: I know! He (g. were / was)

- a. Julius Caesar.
- b. Alexander Magnus.
- c. Pythagoras.

Meg: (a. Were / Weren't) they humanitarian politicians?

Dave: No, they (b. were / weren't).

Meg: (Weren't / Were) they compassionate?

Dave: No, they (c. wasn't / weren't).

Meg: (d. Were / Weren't) they brave military geniuses?

Dave: Yes, they (e. was / were).

Meg: (f. Were / Weren't) they the liberators of Spanish South America?

Dave: No, they (g. weren't / were).

Meg: OK! They (h. were / was)

- a. Attila the Hun and Genghis Khan.
- b. Simón Bolívar and José de San Martín.
- c. Winston Churchill and Clement Richard Attlee.

2. Complete the conversation with *was* / *were* / *wasn't* / *weren't*.

Teacher: How important _____ women in ancient history? Who _____ a woman that changed the world?

Pierre: I know a very special one: Hatshepsut.

Claire: Wow, Pierre! _____ she Greek?

Pierre: No, she _____ She _____ a female pharaoh from Ancient Egypt.

Teacher: You're right. When _____ she born?

Pierre: I'm not sure, but I think in 1508 BC. She _____ a common woman for her time!

Teacher: That's correct. Most of the pharaohs _____ men.

Claire: I want to mention a more recent example, Rosa Parks. She _____ one of the first women who fought for the rights of the Afro American people in the US.

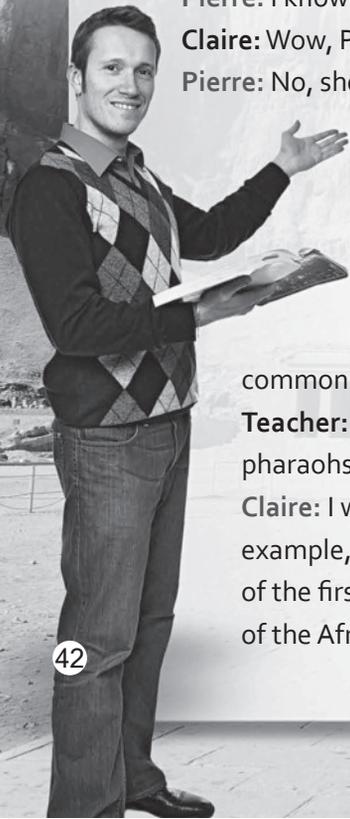
Pierre: Where _____ she from? When _____ she famous?

Claire: She _____ from Alabama where the Afro Americans _____ treated as equally as free white citizens. This _____ back in the fifties.

Pierre: What about women in times of war? _____ there women who played relevant roles?

Teacher: Of course, actually there _____ a lot. Since men _____ off to war, wives and mothers assumed their husbands' role at home. So, they _____ only housewives, they _____ also factory workers, plumbers, ambulance drivers, nurses, Air Force pilots, etc.

Pierre: In fact, by the end of World War 2, many pilots in the Soviet Air Force _____ women!



3. Based on the information below, write and answer questions about these characters.



Queen Victoria

Full name: Alexandrina Victoria.
Date/Place of birth: May 24th, 1819. London, England.
Father: Prince Edward, Duke of Kent and Strathearn.

Historic role: Queen of England for 63 years and seven months.

Q: What _____

(a) full name?

A: It was _____ (b).

Q: _____ (c) her father?

A: _____ (d)

Q: _____ (e) important?

A: Because _____ (f).

Q: How long _____ (g) on the Throne?

A: _____ (h).



Johan Strauss I and Johan Strauss II

Date/ Place of birth:
 March 14th, 1804. Vienna, Austria
 October 25th, 1825. Vienna, Austria.

Historic role: They made waltz music popular. Both composed famous waltzes like *The Blue Danube*, *Queen Victoria Waltz*, and *The Bat*, among others.

Q: _____ (a) Johan Strauss I born?

A: He _____ (b) on March 14, 1804.

Q: _____ (c) Johan Strauss II born?

A: He _____ (d) on October 25, 1825.

Q: _____ (e) they born?

A: They _____ (f) in Vienna.

Q: _____ (g) their historic role?

They _____ (h).



Miguel Hidalgo

Date / Place of birth: May 8th, 1753. Guanajuato, Mexico.
 Mexican priest and military statesman.

Historic role: Leader of the Mexican War of Independence. Author of the famous speech *Cry of Dolores* —an open invitation to revolt against the Spanish rule.

Q: Who _____ (a) Miguel Hidalgo?

A: He _____ (b).

Q: _____ (c) he born?

He _____ (d) in Guanajuato, Mexico.

Q: _____ (e) the author of a famous song?

No, _____ . He _____ (f).

Q: _____ (g) important for the Mexican independence?

A: Because _____ (h)

Grammar Strategy

Follow models to make correct questions and answers.

4. Describe an important person in your country.

An important person in my country was _____. He/She _____ born in _____ on _____. He / She was important because _____



Lesson 3

Inspirational Lives

1. Based on the pictures, choose the correct answer.

a. The suffragettes were



- women who played sports.
- nurses during the World War.
- women who voted in elections.

b. They were originally from



- Spain.
- England.
- Argentina.

c. They were famous for



- making women's vote a reality.
- making cars for women.
- wearing elegant dresses.

2. Read the text, check your answers in exercise 1 and answer the questions.

The *suffragettes* were a group of women who devoted their lives to defending their right to vote in political elections. The original movement was born in England in the 19th century, but the philosophy and beliefs of the group were rapidly spread across other European, American and Asian countries. The word 'suffrage' was associated with the women's movement to have the right to vote.

At that time, voting rights were exclusively for men. Women were not considered smart enough to make important decisions, so they were relegated to more 'appropriate' roles for them: taking care of children, cleaning the house, cooking, and so on. However, a group of women started to fight for their right to participate as equal citizens.

a. Why is the word *appropriate* in quotation marks in line 7?

The most remarkable member of the Suffrage Movement was Emmeline Pankhurst. She was born on July 15th, 1858 in Moss Side, Manchester, England. Her maiden name was Emmeline Goulden. The Gouldens were social activists and supported the women's suffrage, but they wanted her to marry young because she was 'only' a woman. However, Emmeline attended the *École Normale de Neuilly* in Paris.

b. Why is the word *only* in quotation marks in line 13?

In 1878, when she was 20 years old, she married Richard Pankhurst who supported her political activities. In the many years to come, she was involved in political campaigns that looked to change the rigid and extremely conservative Victorian society. In 1913, she was arrested



Reading Strategy

Identify text clues (**bold face** / *italicized words*, "quotation marks", etc.) because authors use them to emphasize certain ideas in the text.

several times, so she and the other suffragettes stopped eating to protest. As a result, the government passed the 'Cat and Mouse' Act; prisoners were released until they recovered from health problems, and then, they were re-arrested.

Emmeline Pankhurst died on **June 14, 1928** shortly after women had the right to vote. **Two years later**, a statue in her honor was inaugurated in the Victorian Tower Gardens. Now, **more than a hundred years later**, we still remember the suffragettes for having

demonstrated how brave, hard-working and passionate women are.

c. Why was the 'Cat and Mouse' Act called as such?

3. Organize the events into the correct order according to the text. Then, complete the spaces with expressions from the Word Bank.

Word Bank

- in the 19th century
- in 1928
- after more than a hundred years...
- two years later...
- at that time...

Reading Strategy

Focus on the time expressions and use a timeline to organize the sequence of events in a text.

(_____) _____, voting was only possible for men.

(_____) _____, Emmeline Pankhurst died.

(_____) _____, the Suffragettes are still a symbol of how brave, hard-working and passionate women can be.

(1) The Suffrage Movement was born in the 19th century .

(_____) _____, a statue was made on her honor.

4. Choose the right answer using the information in the text.

- a. In paragraph 2, the expression "**At that time**" refers to:
 - The time Emmeline died
 - The time women had the right to vote
 - The Victorian Era
- b. In paragraph 4, the expression "**In the many years to come**" refers to:
 - When Emmeline was a child
 - The time after the Victorian Era
 - When Emmeline died
- c. In paragraph 5, the expression "**Two years later**" refers to:
 - 1928
 - 1930
 - 1929
- d. In paragraph 5, the expression "**More than a hundred years later**" refers to:
 - The 19th century
 - The 20th century
 - The 21st century



1. Complete the chart with information about a historical character you admire.

| | |
|-------------------|--|
| He / She was born | <ul style="list-style-type: none">• (date) on _____• (place) in _____ |
| That epoch was... | <ul style="list-style-type: none">• (name of the epoch) _____• (adjectives to describe the epoch) _____ |
| He / She was | <ul style="list-style-type: none">• (describe his/her personality and values) _____ |
| Achievements | <ul style="list-style-type: none">• (important actions) _____ |
| He / She died | <ul style="list-style-type: none">• (date) on _____• (place) in _____ |

Writing Strategy
Use key words and a graphic organizer to brainstorm your ideas before writing.

2. Use the expressions in the Word Bank to write a short biography about the character you chose.

Word Bank

- At that time
- ____ years later
- After ____ years
- In the many years to come
- A year later
- Finally

Writing Strategy

When you begin a sentence with a time expression, use a comma after it.

_____ born on _____ in _____ . At that time, _____ .

He/She was _____ .

He/She was famous for _____ .

_____ died in _____ on _____ .

I admire him/her because _____ .



Lesson 4

Success Against All Odds!



1. Read each description and match it with the corresponding picture. Then, complete the sentences with the expressions in the box below.

a. Hypatia of Alexandria was a Greek mathematician who contributed greatly to astronomy and science. She was a rebel, not a typical girl from her time; she liked to wear a philosopher’s cloak, not dresses, and she had a chariot. She demonstrated that women were equally able to study and teach.

b. Vincent Van Gogh, the Dutch painter, was not afraid of failure. He was a passionate hard-working artist, but he was poor and only sold one painting, *The Red Vineyard*, during his lifetime. Because he was not successful, many people considered he was fighting a losing battle. However, he was convinced that art was his only means to be happy.

c. Robert Peary was the first man to conquer the geographic North Pole in 1909. At that time, radars and GPS did not exist. However, Peary was very creative and he was well-prepared to explore the pole. He was an expert at building igloos, driving dog sleds, and making clothing out of animal skins.

- the sky was the limit
- a losing battle
- against all odds

- a. For many people, Van Gogh was fighting _____. However, his passion was strong and he was not afraid of poverty.
- b. For Robert Peary, _____. He was not afraid of exploring places that were a mystery to the rest of the world.
- c. _____ Hypatia was a successful philosopher, astronomer and mathematician.

2. Answer the questions. Support your ideas.

- a. Do you think Hypathia fought a losing battle?

- b. Was Van Gogh a successful painter against all odds?

- c. Can you mention another explorer for whom 'the sky was the limit'? Why?

3. Complete with personal information.

| Describe a situation in which "the sky was the limit" for you. | Describe something you did "against all odds." | Describe a situation in which you "fought a losing battle." Were you successful in the end? |
|--|--|---|
| | | |





Memories of the Past



1. Choose the right definition for the underlined word in the statements below.

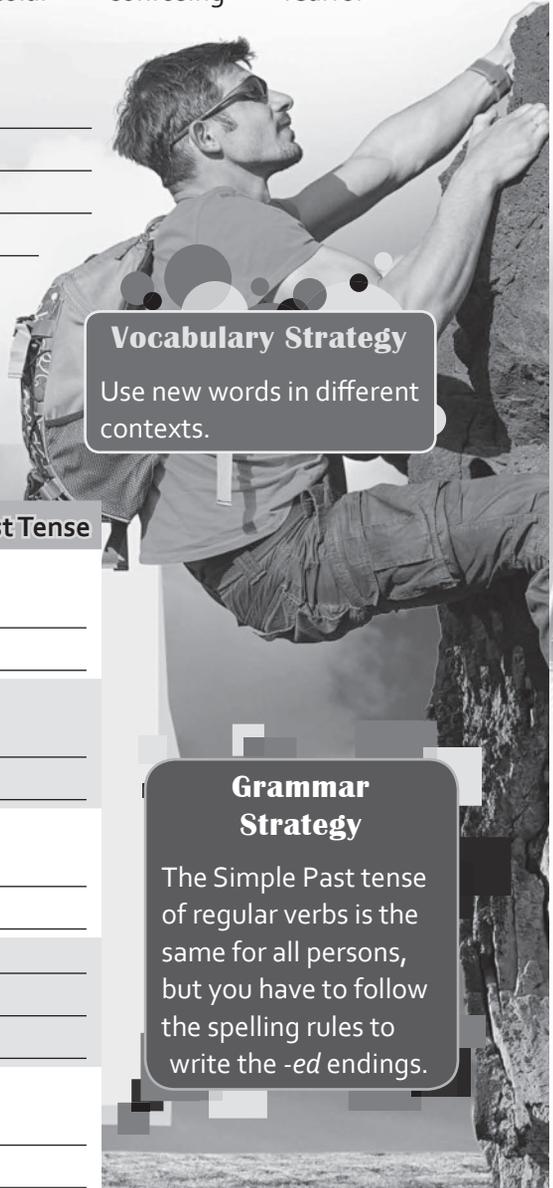
- a. My first day at school was scary. Fortunately, I met Sam who was really kind to me!
 frightening calm safe chilly
- b. Going to my grandparents' farm was fun because we played with all the animals there!
 ridiculous boring amusing comical
- c. The first time I traveled by plane was unforgettable! My sister and I were nervous and excited!
 redundant inevitable essential memorable
- d. Sharon invited us to an awesome pajama party at her place. We watched films and talked a lot!
 powerful spectacular confusing fearful

2. Complete with personal information.

- a. Last vacation I visited _____ which was *awesome* because _____
- b. My friend _____ is *unforgettable* because _____
- c. I think *the scariest* extreme sport is _____ because _____
- d. Costume parties are *fun* because _____

3. Read the rules and fill in the chart below.

| Rule | Base form | Simple Past Tense |
|---|------------------------------|----------------------------|
| Add "ed" to the simple form of the verb. | play enjoy dress | played _____ _____ |
| Add "d" if the verb ends in "e." | dance invite celebrate | danced _____ _____ |
| When there is a "y" after a consonant, change it to an "i" and add "ed." | try cry copy | tried _____ _____ |
| For one-syllable verbs ending in consonant + vowel + consonant, double the final consonant. | stop hop rub | _____ _____ _____ |
| If the verb ends in "c," add a "k" before adding "ed." | mimic panic picnic | mimicked _____ _____ |



Vocabulary Strategy

Use new words in different contexts.

Grammar Strategy

The Simple Past tense of regular verbs is the same for all persons, but you have to follow the spelling rules to write the *-ed* endings.



4. Read the sentences and write the verbs in the Simple Past tense.

- a. An awesome experience for me was when I tried (try) paragliding. It was so cool!
- b. Last Christmas, we _____ (exchange) presents at midnight.
- c. Pat _____ (plan) the Halloween party three months in advance!
- d. I almost _____ (panic) in the Monster Roller Coaster.
- e. Janis _____ (cry) when she watched WALL-E because some scenes are very sad.
- f. Yesterday my sister _____ (help) an old person to cross the street. It was very nice of her!



5. Make the affirmative statements negative.

Jane **danced** with a nice guy last Friday. She **talked** to him because she **wanted** to get to know him better. They **shared** their opinions about music. At the end, they **exchanged** cell phone numbers. It **was** an unforgettable party!

Jane didn't dance with a nice guy last Friday.

6. Complete the text with the correct form of the verbs in parentheses.

Yesterday, we _____ (a. visit) a fairground, and we _____ (b. enjoy) it very much. When we _____ (c. enter) the horror castle, my sister _____ (d. be) really nervous, but I _____ (e. not / be). Actually, I _____ (f. not like) it very much because it was too artificial. Later, I _____ (g. play) soccer with other boys. I _____ (h. not / score) a goal, so I _____ (i. not celebrate) any victory. My sister _____ (j. participate) in a dance competition, and she _____ (k. dress) up as a clown. Finally, we played darts, but we _____ (l. not collect) any prize! When we _____ (m. arrive) home, we _____ (n. be) so tired that we _____ (o. not watch) TV. We _____ (p. not want) to eat anything either!

7. Write about yourself. 😊 = affirmative sentence ☹️ = negative sentence

- a. 😊 (travel) Last year, I traveled to a village on the coast.
- b. ☹️ (like) When I was 5, _____
- c. 😊 (visit) The last time I _____
- d. ☹️ (cook) Last night, I _____
- e. 😊 (try) A month ago, I _____



Lesson 2

I Had Fun on My Trip

1. Use the prompts to complete the story in the Simple Past tense.



A year ago, my cousin and I went to Hawaii. We _____ (a) 6 hours, but it was a comfortable trip. When we arrived there, we _____ (b) with the landscape and the spectacular beaches. We _____ (c) a Brazilian guy, Denis, and we spoke with him because my cousin knew a little Portuguese. He _____ (d) two lovely bracelets and gave them to us. Some days later, he _____ (e) me an email and invited me to visit him in Brazil. What a lovely guy!

2. Circle the spelling and verb tense mistakes and correct them.

My Trip to Russia

The metro station was really crowded, and we taked the wrong train! took



My cousins swimm~~ed~~ in thermal waters. It was amazing because the waters were hot and relaxing. c. _____



My father broken a vase in the hotel with his bags. What an embarrassing moment! a. _____



When I forget my wallet at the hotel, my sister get really mad at me. d. _____

We wined tickets to go to the Bolshoi Theater to see a ballet performance. b. _____



We rided snowmobiles. The speed in the snow was incredible. What an amazing experience! e. _____

3. Answer the survey with complete sentences.

The last time you went on vacation,

| | | |
|-----|--|--|
| did | you fly or drive to your destination? | |
| | you eat exotic food? | |
| | your mother travel with you? | |
| | your father pay for everything? | |
| | your grandparents take care of your pet? | |



4. Read the letter and write appropriate questions for the answers.

Dear mom and dad,

The trip was quite long, but comfortable. First, I flew to Paris and then to Cairo. On the first day, I swam for 3 hours and enjoyed Ain Sukhna beach, but I forgot my sunscreen, so I got sunburnt! The next day, I made reservations to visit the pyramids, which are simply out of this world! Yesterday, I met Hofra, a tourist guide, and she drove me through the old part of the city. I got to know the old bazaars and bought some souvenirs for you and my friends. Unfortunately, I didn't go up the Cairo Tower because I chose to go to Al Azhar Park, but it also has a great view of the city! What an unforgettable trip!

Love,

David.

- a. How did David travel to Egypt? ?
He traveled by plane.
- b. _____ ?
He met a tourist guide.
- c. _____ ?
Because he forgot his sunscreen.
- d. _____ ?
On Ain Sukhna beach.
- e. _____ ?
He stayed three days in Cairo.
- f. _____ ?
Because he chose to go to Al Azhar Park.
- g. _____ ?
Yes, he did. He had to make reservations.

5. Complete the conversation with the correct form of the verbs in the Simple Past tense.

Rose: Where did you go (a. *Where / go*) on vacation last year?

Bart: My family and I went to Shikoku Island in the south of Japan.

Rose: _____ (b. *what / do*) there?

Bart: We _____ (c. *visit*) Takamatsu castle, _____ (d. *walk*) around the Ritsurin-koen Garden, and we _____ (e. *drive*) to a nearby town called Uwajima! The local people _____ (f. *be*) great! I _____ (g. *feel*) at home.

Rose: Sounds awesome! _____ (h. *find*) nice restaurants?

Bart: Sure! For example, there was one where they _____ (i. *serve*) colorful noodles with octopus balls, and another one where we _____ (j. *eat*) huge Japanese omelets. My sister _____ (k. *not like*) them because of the spices.

Rose: What about the beaches? _____ (l. *go*) to the beach?

Bart: No, we _____ (m. *not go*) to the beach because it was winter and the water was freezing. So, we _____ (n. *not swim*) either.

Rose: _____ (o. *how / get*) there?

Bart: Well, first we _____ (p. *fly*) from Osaka to Takamatsu. Then, we _____ (q. *take*) a train from Takamatsu to Matsuyama. It _____ (r. *be*) a very long trip.

Rose: I'm sure it was! _____ (s. *when / come back*)?

Bart: We _____ (t. *come back*) at the end of January.

Grammar Strategy

Use *did* and the base form of the verb to ask questions in the Simple Past tense —except for those questions that include the verb *To Be* or a Modal Auxiliary verb.

6. Describe what you did on your last vacation.

On my last vacation, I _____ . Also, I _____ . I didn't _____ because _____ . What a special time!



Lesson 3

My Favorite Anecdote

1. Look for the following words in a dictionary and fill in the chart below.

| | | | | | | |
|--------------|---|---|---|--|---|---|
| |  |  |  |  |  |  |
| | stain | spill | bucket | mop | embarrassed | trip over |
| Type of word | Noun | | | | | |
| Definition | A spot difficult to remove | | | | | |

2. Read the diary entry and answer the questions.

My unforgettable first day at work!

May 22nd

1 Today started badly, but it got better as the day continued. I went through an embarrassing situation. I started my new job as a waiter in a fancy restaurant. I was very happy because the job was a piece of cake and well-paid. I had to serve coffee and take the food to the tables. My boss trained me in restaurant service. I tried to do my best. At lunch time, a very beautiful girl entered the restaurant and sat down at a table alone. I wanted to be polite, so I offered

11 her some coffee; she accepted, but then, unintentionally, I spilled the coffee on her jacket and the floor! I almost broke into tears! I asked her to give me her jacket so that I could take out the stain. However, she kept calm and told me not to worry.

a. Why did the incident happen? _____

Then, I brought a bucket and a mop to clean the floor. At that moment, another person entered the restaurant and said hello to the girl. When

Reading Strategy

Read a text aloud and stop periodically to ask yourself questions and clarify meaning.

she stood up, she tripped over the mop's stick, which I had forgotten, and fell over. I was so embarrassed that I didn't realize that the other person was my boss, Mrs Bell! She kindly asked me to find a stain-remover to clean her daughter's jacket. I told her I would give it back to her as soon as possible.

b. How did his boss react? _____

I made a big effort to remove the stain, but when I finished, I saw it was even bigger. So, I went back to the table and told them how worried I felt. They told me, "Take it easy, it also happened to us on our first day at work!" Their words cheered me up! I learned a lesson about patience and tolerance.

c. What happened when he told them how he felt? _____



3. Based on the text, complete the sentences with the words the pronouns refer to.

- a. On line 1 *it* refers to _____
- b. On line 11 *her* refers to _____
- c. On line 23 *she* refers to _____
- d. On line 28 *it* refers to _____
- e. On line 29 *them* refers to _____
- f. On line 30 *us* refers to _____

Reading Strategy

Pay attention to context clues to identify referents (*subject and object pronouns*).

4. Underline the correct answer.



- a. At the beginning of the anecdote, the waiter felt _____.
 - nervous
 - embarrassed
 - relaxed
- b. After he spilled the coffee, he felt _____.
 - sad and horrified
 - embarrassed and stressed
 - tolerant and forgiving
- c. The boss and her daughter's reaction was _____.
 - intolerant
 - forgiving
 - embarrassing
- d. At the end of the story, the waiter felt _____. He felt his boss and her daughter were _____.
 - embarrassed / scary
 - mad / forgiving
 - tranquil / understanding

5. Read the diary entry and complete it with Subject and Object pronouns.

May 23rd

Today, _____ bought a box of candies for Mrs. Bell and Ally, her daughter. I gave _____ to _____ when I arrived at the restaurant. Later, Ally had lunch with her mother and _____. _____ put her hair up in a bun and looked awesome! I apologized once more about the situation, but she said _____ was OK. However, she had some bruises on her arm from the fall, so we advised _____ to put some ointment on them. Ally told _____ (her mother and me) about her theater classes, and gave us tickets to attend a play after work. We accepted _____ invitation, and I asked them if they wanted _____ to drive them to the venue. She thanked me and said it wasn't necessary because her boyfriend had a car. "Oh, are you going with _____?" I asked. "Of course, I invited him this morning," she said. "Well, at least I've got a job, a nice boss, and a new friend," I thought.



6. Use your own words to write about the lesson you learned from the anecdote above.

The lesson I learned from this anecdote _____

Reading Strategy

Read the text more than once to help form an opinion about it.

Writing



1. Classify the following situations in the chart.

- a. tripping over and falling in the street
- b. spilling coffee over somebody
- c. forgetting a special friend's birthday
- d. having a close encounter with a shark
- e. calling someone by the wrong name
- f. wearing informal clothes at an elegant party
- g. spilling food over your new dress
- h. panicking during an oral presentation
- i. forgetting an important school report at home
- j. swimming in the ocean for the first time
- k. getting lost in a supermarket
- l. meeting a famous person



| Funny | Embarrassing | Terrifying | Unimportant | Unforgettable |
|-------|--------------|------------|-------------|---------------|
| | | | | |

2. Complete the sentences with *also* or *so*.

- a. I saw a shark in the sea and _____ lots of dolphins.
- b. Not only did I send my boss the wrong email, but I _____ sent it full of spelling mistakes.
- c. I had too many things in my hands, _____ I spilled the soda on my bed.
- d. Peter was extremely nervous and distracted during the presentation, _____ he didn't give it very well.
- e. I forgot my homework at home, _____ I returned to pick it up.
- f. I didn't see the chair in front of me, _____ I fell over it when I entered the office.

Writing Strategy

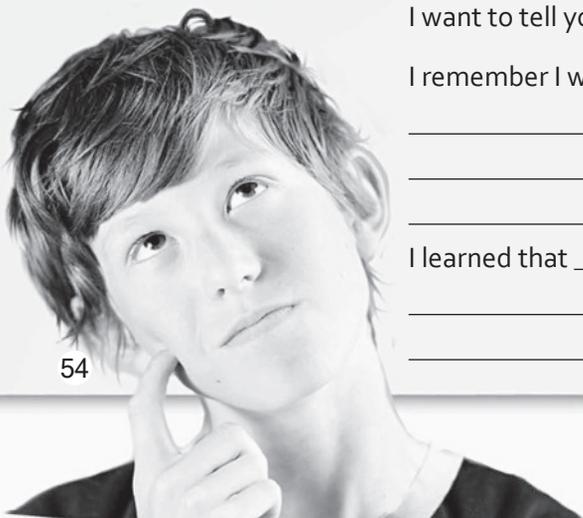
Use a comma after *also* when it starts a sentence.
Use a comma before *so* when it separates independent clauses.

3. Choose one of the situations from exercise 1 to write an anecdote about. Use Simple Past tense, *also* and *so*.

I want to tell you an unforgettable anecdote. It happened _____ (when)

I remember I was with _____ in / on / at _____ (who) (where)

I learned that _____





Lesson 4

I Felt Like a Million Dollars!

1. Unscramble the letters to make sentences according to the pictures.



a. Poor Alex! He looks so _____
(d a s e r c)



b. Ana looks pretty sad. I guess she is _____
(p e s r d e s e d)



c. Wow! Laurie and William look great. It's evident they're _____
(p y h p a)

2. Organize the words and complete the sentences about the previous pictures.

- a. Alex saw something that (creeps / gave / him / the) _____
- b. Ana is really (dumps / down / the / in) _____
- c. Laurie and William feel (a / dollars / like / million) _____

3. Read the texts and write the appropriate idiom.

After many months of applying for different jobs, Andrea got her dream job as a tour guide in Hawaii.

a. Andrea _____

I had a cat for almost 10 years. Last year, he went wandering on the roof, but he didn't return. In fact, he never came back! Now I don't have any pets because that cat was unique.

b. After that, I _____

My father was driving at night when he saw a shadow in front of the car. He stopped and got out, but there was nothing there. However, there was blood on the street. He didn't know what happened.

c. My father returned home, but that situation _____

4. Describe briefly each of the situations below.



The last time I felt like a million dollars was when _____

The last time I was down in the dumps was when _____

The last time a situation gave me the creeps was when _____

Suggested Online Resources

Unit 1

- * Families of the World
<http://www.familiesoftheworld.com/>
- * Social Skills
<http://www.skillsyouneed.com/ips/social-skills.html>

Unit 2

- * World Culture Encyclopedia
<http://www.everyculture.com/>
- * Christmas Around the World
<http://www.whychristmas.com/cultures/>

Unit 3

- * How Fast is Usain Bolt?
<http://www.planet-science.com/categories/over-11s/human-body/2012/06/how-fast-is-usain-bolt.aspx>
- * Outstanding Young Persons of the World
https://en.wikipedia.org/wiki/Outstanding_Young_Persons_of_the_World

Unit 4

- * What You Should Eat To Be Healthy
<http://ecowatch.com/2015/12/30/pollan-in-defense-of-food/>
- * Jamie Oliver - Teach Every Child About Food
<https://www.youtube.com/watch?v=VHAsqmOc2Bg>
- * What to Eat
<https://www.youtube.com/watch?v=PliZDoDB8zs>
- * Story of Stuff
<http://storyofstuff.org/movies/story-of-stuff/>

Unit 5

- * Inspirational People
<http://www.biographyonline.net/people/inspirational.html>
- * 5 Motivational and Inspiring Short Stories
<http://www.living3.com/5-motivational-and-inspiring-short-stories>

Unit 6

- * Are You Taking Too Many Pictures?
<http://www.bbc.com/future/story/20150901-are-you-taking-too-many-pictures>
- * Photographs and Memories
<https://www.psychologytoday.com/blog/mental-mishaps/201312/photographs-and-memories>
- * Tell a Tale
<https://www.tell-a-tale.com/storytelling-can-benefit-teenagers/>



Unit 1

Grammar Chart

SIMPLE PRESENT TENSE WITH THE VERB TO BE

Use the verb to be to give personal information about age, occupation, personality and origin.

| Affirmative | | | Negative | | | Questions | |
|-------------|------------|----------------|----------|----------------|----------------|-----------------------------|---|
| I | am | a student. | I | am not | a chef. | Am I a chef? | Yes, I am . / No, I'm not . |
| He | is | an early bird. | He | is not | an early bird. | Is he an early bird? | Yes, he is . /No, he isn't . |
| She | | 13 years old. | She | | 13 years old. | How old is she? | |
| It | | from Europe. | It | | from Europe. | Where is it from? | |
| We | are | students. | We | are not | teachers. | Are we teachers? | Yes, we are ./No, we aren't . |
| You | | from China. | You | | from China. | Where are you from? | |
| They | | noisy. | They | | quiet. | What are they like? | |

SIMPLE PRESENT TENSE WITH OTHER VERBS

Use the simple present tense to talk about routines.

| Affirmative | | | Negative | | | Questions | |
|-------------|--------------|--------------|-----------------------------|----------------------|--------------|--|--|
| I | play | video games. | I | do not play | video games. | Do I play video games? | Yes, I do . / No, I don't . |
| He | plays | | He | does not play | | Does he play basketball? | Yes, he does . No, he doesn't . |
| She | | | She | | | What does she do on Mondays? | |
| It | | | It | | | Does it rain a lot here? | |
| We | play | | We | do not play | | What time do we play video games? | |
| You | | | You | | | What do you do in the mornings? | |
| They | | They | Where do they study? | | | | |

PREFER - LOVE - LIKE

Use *prefer / love / like* to talk about preferences, likes and dislikes.

| Affirmative Sentences | | | | Negative Sentences | | | |
|------------------------|------------------------------------|----------------------------------|--|------------------------|--|----------------------------------|--|
| I You We They | prefer love like | to play sports. | | I You We They | do not prefer love like | to play sports. | |
| He She It | prefers loves likes | to hang out with friends. | | He She It | does not prefer love like | to hang out with friends. | |

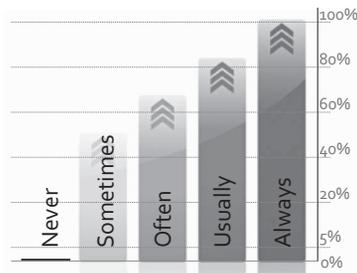
| Yes/No Questions | | | | Information Questions | | | | |
|------------------|------------------------|---------------------------------|----------------------------------|-----------------------|------|------------------------|---------------------------------|---------------|
| Do | I you we they | prefer love like | to play sports? | What | do | I you we they | prefer love like | to do? |
| Does | he she it | | to hang out with friends? | | does | he she it | | |

Unit 2

Grammar Chart

ADVERBS OF FREQUENCY

Use adverbs of frequency to indicate the frequency of actions.



Expressions of Frequency

| | | | | |
|--------------|---------|-------------|--------------------|---------|
| Every | day | Once | a day | |
| | week | | Twice | a week |
| | morning | | Three times | a month |
| | month | | Four times | a year |
| | year | | | |

a. Adverbs of frequency usually...

*come before the main **verb**.

- Peter sometimes **eats** hamburgers.
- They usually **greet** with a kiss.

*come after the verb **to be**.

- He **is** always happy.
- We **are** often noisy.

b. **Never** has a negative meaning.

Don't use the auxiliary verb in negative form when using never.

- They never wear skirts. (Correct) ✓
- She never eats fast food. (Correct) ✓
- He doesn't never greet. (Incorrect) ✗

c. Use **How often** to ask questions about the frequency.

- **How often** do you greet your neighbors?

PRESENT PROGRESSIVE TENSE

Use the present progressive tense to talk about actions happening at the moment of speaking.

| Affirmative | | | Negative | | | Questions | | |
|-------------|------------------------|------------|----------|----------------------------|------------|---|--|--|
| I | am singing | a song. | I | am not singing | a song. | - Am I singing a song? | | |
| He | is wearing | a hat. | He | is not wearing | a hat. | - Is he/she/it wearing a hat? | | |
| She | | | She | | | - What is he/she/it wearing ? | | |
| It | | | It | | | | | |
| We | are celebrating | Christmas. | We | are not celebrating | Christmas. | - Are we/you/they celebrating Christmas? | | |
| You | | | You | | | - What are we/you/they celebrating ? | | |
| They | | | They | | | | | |

THE SIMPLE PRESENT TENSE VS. THE PRESENT PROGRESSIVE TENSE

Use the simple present tense to describe habits or daily routines.

- He **studies** at school **every day**. (*Routine*)
- They **always celebrate** their anniversary in June. (*Habit*)

Time expressions:

- Adverbs of frequency: always, usually,...
- Expressions of frequency: every year, once a day,...

Use the present progressive tense to describe actions happening at the moment of speaking or to describe a scene.

- **At the moment** I **am studying** English.
- People **are decorating** the streets **these days**.

Time expressions:

- Now, right now, these days, today, at the moment,...

Unit 3

Grammar Chart

| MODAL VERB CAN | | | | | |
|--|------------|----------------|--|-----------------------------------|----------------|
| Use can to express ability. | | | | | |
| Affirmative | | | Negative | | |
| I You He She It We You They | can | speak Chinese. | I You He She It We You They | cannot can't | speak Chinese. |

| Yes / No Questions | | |
|--------------------|--|----------------|
| Can | I you he she it we you they | speak Chinese? |

| Short Answers | | | |
|---------------|------------------|-----|--------------------|
| Yes, | I can. | No, | I can't. |
| | I can. | | I can't. |
| | he can. | | he can't. |
| | she can. | | she can't. |
| | it can. | | it can't. |
| | we can. | | we can't. |
| | they can. | | they can't. |

| COMPARATIVES AND SUPERLATIVES | | | | | | | | | |
|--|-------|----------------------|-------------|------------|---|-------|------------|----------------------|-------------------|
| COMPARATIVES | | | | | SUPERLATIVES | | | | |
| Use it to compare two people or things. | | | | | Use it to compare three or more people or things. | | | | |
| Sentences | | | | | Sentences | | | | |
| Subject | To be | Comparative | Than | Complement | Subject | To be | The | Superlative | Complement |
| Juan | is | taller | than | Marco. | Juan | is | the | tallest | in the classroom. |
| Justin | is | more talented | than | Rob. | Justin | is | the | most talented | artist. |
| Questions | | | | | Questions | | | | |
| - Who is taller , Juan or Marco? | | | | | - Who is the tallest person in the classroom? | | | | |
| - Who is more talented , Justin or Rob? | | | | | - Who is the most talented player in your class? | | | | |

| Comparative Formation | | | Superlative Formation | | |
|-------------------------|--------------|-----------------------------|-------------------------|-------------|--|
| one syllable adjectives | short big | shorter than bigger than | one syllable adjectives | tall hot | the tallest the hottest |
| two syllables + y | happy | happier than | two syllables + y | pretty | the prettiest |
| two or more syllables | talented | more talented than | two or more syllables | popular | the most popular |
| irregular adjectives | good | better than | irregular adjectives | good | the best |
| | bad | worse than | | bad | the worst |

Unit 4

Grammar Chart

COUNTABLE AND UNCOUNTABLE NOUNS

| Countable nouns | | Singular | Plural |
|--|--|------------------|----------|
| Things we can count. They have singular and plural forms. | | | |
| Use a / an before singular nouns. | (Use an with nouns that begin with a vowel sound.) | a pear | pears |
| - There is an apple on the table. | (Use a with nouns that begin with a consonant sound.) | an apple | apples |
| - It is a potato. | | a carrot | carrots |
| | | a tomato | tomatoes |
| | | a potato | potatoes |
| | | an orange | oranges |
| Use How many...? to ask questions with countable nouns. | | | |
| - How many bananas are there in the kitchen? | | | |
| Uncountable nouns | | | |
| Things that we cannot count. They don't have any plural forms. | | | |
| Use How much...? to ask questions with uncountable nouns. | | rice | chicken |
| - How much rice do you need? | | bread | fish |
| | | milk | pasta |
| | | yogurt | oatmeal |
| | | butter | oil |

| Measurement Words | | | | Containers | | | |
|---|---------------|----|--------|--|-----------|----|----------|
| Use measurement words to indicate the quantity of uncountable nouns (they have plural forms). | | | | Use containers to indicate the quantity of liquids (they have plural forms). | | | |
| a / two / three | pinch(es) | of | salt | a / two / three | box(es) | of | milk |
| | loaf(ves) | of | bread | | carton(s) | of | juice |
| | slice(s) | of | cheese | | cup(s) | of | coffee |
| | serving(s) | of | fruit | | glass(es) | of | water |
| | tablespoon(s) | of | sugar | | jar(s) | of | lemonade |

SOME - ANY

Use *some* and *any* to talk about undetermined quantities.

| | Countable nouns | Uncountable nouns |
|------------------------------|---|---|
| Affirmative Sentences | - We have some tomatoes. - There are some apples in the fridge. | - We need some meat. - There is some water in the fridge. |
| Negative Sentences | - We don't have any tomatoes. - There aren't any carrots in the store. | - We don't need any cheese now. - There isn't any water in the fridge. |
| Questions | - Do we have any tomatoes? - Are there any pears? | - Do we need any yogurt? - Is there any water? |

IMPERATIVES

| | |
|--|---|
| Use imperatives to give instructions. | Use negative imperatives to give warnings or express prohibition. |
| Put some yogurt into a bowl. Cut the bread into slices. | Don't cut yourself. Don't eat fast food. |

Unit 5

Grammar Chart

SIMPLE PAST TENSE WITH THE VERB TO BE

Use it to talk about origin, age, identity, location and personality in the past.

| Affirmative | | |
|-------------|-------------|--------------------------------------|
| Subject | To be | Complement |
| I | was | a good student in elementary school. |
| He | | |
| She | was | at home last night. |
| It | | |
| We | | |
| You | were | very important people in history. |
| They | | |

| Negative | | |
|----------|-----------------|--------------------|
| Subject | To be | Complement |
| I | was not | a good painter. |
| He | | |
| She | was not | in India. |
| It | | |
| We | | |
| You | were not | courageous people. |
| They | | |

| Yes / No Questions | | |
|--------------------|-------------------|-------------------------|
| To be | Subject | Complement |
| Was | I | brave? |
| Was | he she it | from Greece? |
| Were | we you they | in the city last month? |

| Short Answers | | | |
|---------------|--------------------|-----|-----------------------|
| Yes, | I was . | No, | I wasn't . |
| | he was . | | he wasn't . |
| | she was . | | she wasn't . |
| | it was . | | it wasn't . |
| | we were . | | we weren't . |
| | we were . | | we weren't . |
| | they were . | | they weren't . |

Position of adjectives

Use adjectives after the verb to be.

- Albert Einstein **was intelligent**.
- Frida Kahlo and Diego Rivera **were successful**.

Use adjectives before nouns.

- Albert Einstein **was an intelligent** physicist.
- Frida Kahlo and Diego Rivera **were successful** painters.

To be born

Use it to refer to place and date of birth.

| | | |
|------|------------------|-----------------------|
| I | | |
| He | | |
| She | was born | in Germany. |
| It | | |
| We | | |
| You | were born | on August 12th, 1991. |
| They | | |

Wh-questions

| Wh- word | To be | Subject | Complement | Answers |
|----------|-------------|-----------------------|------------|--|
| Who | was | Christopher Columbus? | | He was a navigator and explorer. |
| Who | were | the Aztecs? | | They were an ethnic group. |
| Where | was | Frida Khalo | born? | She was born in Mexico. |
| When | was | Albert Einstein | born? | He was born in 1879. |
| How old | were | you | in 2009? | I was 11 years old. |
| What | was | Mother Theresa | like? | She was compassionate and hardworking. |

Unit 6

Grammar Chart

SIMPLE PAST TENSE

Use it to talk about actions and situations in the past.

| Affirmative | | |
|--|-------------------|---------------------------|
| Subject | Verb in past form | Complement |
| I You He/She/It We You They | traveled | to Paris last year. |
| | ate | Japanese food last night. |

| Negative | | | |
|--|----------------|-------------------|----------------------------|
| Subject | Auxiliary verb | Verb in base form | Complement |
| I You He/She/It We You They | didn't | travel | to New York two weeks ago. |
| | | eat | French food yesterday. |

| Yes/No Questions | | | |
|------------------|-----------------------------|-------------------|-------------|
| Auxiliary verb | Subject | Verb in base form | Complement |
| Did | I you he she it | travel | last year? |
| | | | last night? |
| | we you they | eat | last night? |

| Short Answers |
|---|
| Yes, I did . / No, I didn't . |
| Yes, he did . / No, he didn't . |
| Yes, she did . / No, she didn't . |
| Yes, it did . / No, it didn't . |
| Yes, we did . / No, we didn't . |
| Yes, we did . / No, we didn't . |
| Yes, they did . / No, they didn't . |

| Wh-questions | | | | |
|--------------|----------------|--|-------------------|--------------------|
| Wh- word | Auxiliary verb | Subject | Verb in base form | Complement |
| Where | did | I you he/she/it we you they | travel | with your friends? |
| When | | | eat | |

| Spelling rules for regular verbs | | | |
|----------------------------------|-------------------------------|--------------------------------------|---|
| Add -ed | Add -d | Double last consonant add -ed | Change y and add -ied after a consonant sound |
| played asked wanted | danced celebrated liked | stopped | try – tried cry – cried study – studied |

| Time expressions | |
|-------------------------------------|----------------------------------|
| Yesterday | |
| Two years One week Three days | } ago |
| Last | [year month week night |
| When I was 6... | |

| Irregular verbs | |
|-----------------|----------------|
| Base form | Past tense |
| break | broke |
| can | could |
| come | came |
| do | did |
| drink | drank |
| eat | ate |
| feel | felt |
| give | gave |
| go | went |
| have | had |
| keep | kept |
| make | made |
| meet | met |
| pay | paid |
| see | saw |
| speak | spoke |
| swim | swam |
| take | took |
| think | thought |
| win | won |
| write | wrote |

| Personal pronouns | Object pronouns |
|-------------------|-----------------|
| I | Me |
| You | You |
| He | Him |
| She | Her |
| It | It |
| We | Us |
| You | You |
| They | Them |

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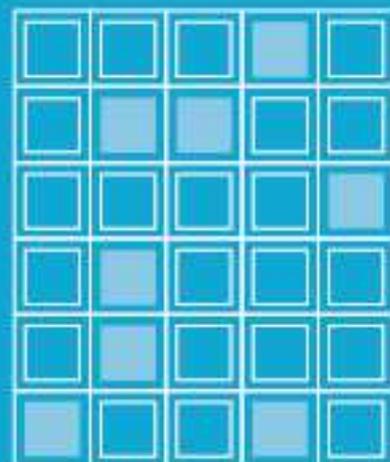
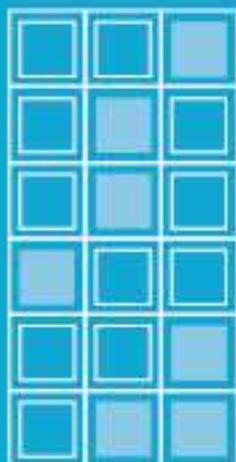
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