To Our Students

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

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

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

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

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

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

Ministry of Education
2016
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<tr>
<td>You will learn how to</td>
<td>You will learn how to</td>
<td>You will learn how to</td>
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<tr>
<td>• talk about news.</td>
<td>• speculate about lifestyles in the past.</td>
<td>• talk about people’s characters and personalities.</td>
</tr>
<tr>
<td>• announce a piece of news that has happened recently.</td>
<td>• express opinion and possibility about past events.</td>
<td>• express feelings, attitudes, and mood.</td>
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<tr>
<td>• share life experiences.</td>
<td>• describe people, objects, and events.</td>
<td>• describe events in the life of famous people.</td>
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<td>• Simple Present tense</td>
<td>• Past modals</td>
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<td>• Present Perfect tense</td>
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<td>• Prefixes and suffixes</td>
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<td>• Past Perfect tense</td>
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<th><strong>Skills and Strategies</strong></th>
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<tr>
<td><strong>Grammar:</strong> using context clues to make decisions about verb forms according to the tenses</td>
<td><strong>Vocabulary:</strong> classifying vocabulary into categories to remember it better</td>
<td><strong>Vocabulary:</strong> paying attention to the prefix s added at the beginning of a word</td>
</tr>
<tr>
<td><strong>Reading:</strong> identifying the lead paragraph of an article</td>
<td><strong>Grammar:</strong> understanding the structure of sentences that make use of connectors</td>
<td><strong>Using grammar books, dictionaries, or the Internet as sources of reference</strong></td>
</tr>
<tr>
<td><strong>Writing:</strong> using quotation marks to report what other people say or said</td>
<td><strong>Reading:</strong> identifying the thesis statement in an essay</td>
<td><strong>transforming base words into nouns by adding suffix</strong></td>
</tr>
<tr>
<td><strong>Writing:</strong> writing the lead paragraph of a short article, providing a clear and concise overview of the main points</td>
<td><strong>Writing:</strong> using sequence connectors such as <em>first of all, second of all, in summary</em>, to organize the ideas of a text</td>
<td><strong>Reading:</strong> looking at the sentences that are immediately before and after an idea to infer missing information</td>
</tr>
<tr>
<td><strong>Speaking:</strong> using idiomatic expressions to share your own experiences</td>
<td><strong>Writing:</strong> writing a short essay</td>
<td><strong>Writing:</strong> writing a biography following a specific structure</td>
</tr>
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<td></td>
<td><strong>Listening:</strong> reading options carefully before listening to the audio to focus your comprehension</td>
<td><strong>Listening:</strong> paying attention to the speakers’ tone of voice to interpret their feelings</td>
</tr>
<tr>
<td></td>
<td><strong>Speaking:</strong> using expressions such as <em>Look! Well, I guess / I know! I think</em> to engage in a conversation</td>
<td><strong>Speaking:</strong> using an appropriate tone of voice and gestures to convey your feelings and emotions when holding a conversation</td>
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<tr>
<th><strong>Project</strong></th>
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<tr>
<td>A Newspaper Section</td>
<td>A Power Point Presentation</td>
<td>A Personal Blog</td>
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</tbody>
</table>
### CLIL
- Old Traditions and Customs
- Remarkable People and Events
- Old Times and the Modern World

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

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

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

### Grammar
- Passive Voice
- Used to
- Tag questions
- Reported speech
- Compound adjectives
- First conditional
- Second conditional
- Third conditional
- Wish

### Skills and Strategies
- Vocabulary:
  - using visual aids to guess meaning
  - using context clues to find missing words in a passage
  - relating new language to concepts already known to memorize vocabulary
  - using visual images and relating them to language clues to deduce the meaning of new vocabulary
  **Reading:** scanning the text to identify specific information
  **Writing:** writing a comparison and contrast essay
  **Speaking:** using *That's for sure* or *No doubt about it* to express agreement

- Vocabulary:
  - relating new language to concepts already known
  - using language-based clues to guess meaning
  **Reading:** relating the content and the conventions of a text to its corresponding sub-headings
  **Identifying facts and opinions**
  **Writing:** using *so* and *such* to place emphasis on descriptions
  **Listening:** paying selective attention and using general world knowledge clues to identify details
  **Speaking:** using tag questions to keep the conversation going

- Vocabulary:
  - associating words in order to remember expressions easily
  **Grammar:** reasoning deductively to apply rules to new language situations
  **Reading:** identifying and differentiating between stated and inferred information
  **Writing:** writing arguments from authority
  **Speaking:** using *say that again*, to ask for repetition

### Project
- A Memory Tradition Survey
- A Promotional Radio Advertisement
- A Debate
1. Read the facts from the journalist notebook. Then, use Passive Voice to complete the news reports.

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

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

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

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

a. City Mall / stolen / What **(a)**?

b. identified / by / thieves / the police **(b)**?

c. found / the cell phones / where **(c)**?

d. a tropical storm / hit / the Caribbean Coast / by **(d)**?

e. made of / strong winds / heavy rain / the storm **(e)**?

f. homes / the tropical storm / damaged / last year / by **(f)**?
3. Circle the correct verb form to complete the conversation. Circle both when either the gerund or the infinitive can be used.

Sam: That was a great performance, congratulations.
Lily: Thanks, I needed (to win / winning / both) this school contest to get a scholarship.
Sam: Do you plan (a. to become / becoming / both) a professional musician and continue (b. to play / playing / both) the violin when you finish (c. to study / studying / both)?
Lily: Yes, I want (d. to play / playing / both) for the best orchestras in the world.
Sam: Wow! Keep (e. to practice / practicing / both) and you’ll certainly be the best.
Lily: I hope so. What about you? What would you like (f. to be / being / both)?
Sam: Well, I desire (g. to be / being / both) a famous tennis player. In fact, I’m going (h. to train / training / both) with the best coach in the country, Mr. Nadal.
Lily: Wow! When will you start (i. to train / training / both) with him?
Sam: Next week, I’m so excited!

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

I (see) Miss. Lee somewhere before, I (a. know) it. She read mystery books to me in first grade. Miss. Lee was my language teacher.
She wanted me to give her back a book she (b. lend) me, but I (c. not find) it. I was always late for school and generally the reading sessions (d. already start) when I (e. arrive). Before I (f. get) to school on the last day of class, I (g. already lose) the book. I didn’t know what to tell her or what to do. I never (h. discover) what (i. happen) to the book. It was a mystery!

5. Match the if clauses with the result clauses.

a. If someone sweeps over your feet, 
   1. ...it will bring you good luck.
   2. ...money will come your way.
   3. ...you’ll have bad luck.
   4. ...you’ll never get married.
   b. If you walk under a ladder,
   c. If you find a four-leaf clover,
   d. If you have an itchy palm,
6. Read and complete the text. Find the missing words in the Word Bank.

**Word Bank**
- download
- hook up
- Internet
- put on
- send
- stay up
- technologies
- turn on
- video

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

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

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

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

<table>
<thead>
<tr>
<th>What would you do if...</th>
<th>you</th>
<th>your partner</th>
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<tbody>
<tr>
<td>you ______ (a. be) a famous trend-setter?</td>
<td></td>
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<tr>
<td>you ______ (b. have) an extraordinary talent?</td>
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<tr>
<td>you ______ (c. be) a prince/princes?</td>
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<tr>
<td>a fairy ______ (d. grant) you a wish?</td>
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<tr>
<td>there ______ (e. be) a natural disaster?</td>
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<tr>
<td>you ______ (f. find) a piece of asteroid?</td>
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<td>you ______ (g. find) a bag with $300,000 in it in a taxi?</td>
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<tr>
<td>you ______ (h. see) a thief stealing a cell phone?</td>
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<tr>
<td>you ______ (i. buy) the latest smartphone?</td>
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<tr>
<td>you ______ (j. cannot) control your online time?</td>
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General Objective
You will be able to talk about events that have happened recently and share experiences of your school community.

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

CLIL
- Newspaper Sections
- News Writing and Reporting
- School World

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

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

Idioms and Colloquial Expressions
- To hit the headlines
- That’s breaking news
- To cover the story

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

Discuss:
- Is there a newspaper at your school?
- What is the most famous newspaper in your town and country?
Lesson 1

Have You Read the News?

1. Match the columns to discover the headlines and the section they belong to.
   
   a. Water bursts through river walls…
   b. Dollar against Euro…
   c. Cheaper drug to treat…
   d. New gallery has opened…
   e. Royal love scandal has…

   1. its doors to the public.
   2. hit the headlines once again.
   3. the never ending battle.
   4. and floods local farmland.
   5. heart disease has been successful.

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

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

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

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

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

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**Key Expressions**

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

**Newspaper Section**  |  **Topic**  |  **Ways to express feelings about news**
---|---|---
Social |  | That's shocking news!
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |

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**Pronunciation**

Rising intonation is used to express strong feelings.

Listen and repeat:
- Wow!
- That's astonishing!
- That's awesome!
- That's shocking!
Reflect on Grammar

The Present Perfect Tense
Use it to talk about events that occurred at a non-specific time in the past and continue to the present.
• I’ve already read it.
• The host country for the Olympic Games has been chosen.
• I haven’t read the local newspaper yet.
• Haven’t you read it yet?

The Simple Present Tense
Use it to express routines and facts.
• I’m always interested in the currency exchange rates.
• And you know, the social section never lies.
• Sometimes things don’t work as they should.

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

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

always 100% 100%
sometimes 50% 50%
ever 0% 0%

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

Word Bank
• win (2x)
• like
• send
• be
• attend
• arrive
• show
• close
• buy
• create

Grammar and Vocabulary

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

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

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

NEW SCIENTISTS OF ALL AGES AT WINDMILL
The school science fair always (e) students’ creativity and love for design. On this occasion, a 10th grade girl (f) some innovative software for learning English in a fun way.

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

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

• Get into groups of three.
• Select your favorite section of a newspaper and justify your choice.
• Do some research about events, news and stories that have happened at your school.
1. Look at the pictures and guess the roles of the people involved in newspaper production. Then, listen and check.

- Mr. Graham: Graphic Designer, Publisher
- Claire Davis: Photographer, Columnist
- Tom Middleton: Press Operator, Editor
- Kim Harris: Journalist, Secretary

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

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

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

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

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

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

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

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

**Mr. Graham:** Finally, the graphic designer created the page layout and produced the final version of the newspaper article. It was ready at 7:30.

**Matt:** When did you publish the news?

**Mr. Graham:** We published the news at 8:00 after the ____________ (e) had printed it.
3. Read the four numbered sentences in the interview and fill in the chart.

<table>
<thead>
<tr>
<th>Sentence</th>
<th>First / earlier action</th>
<th>Second / later action</th>
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</thead>
<tbody>
<tr>
<td>(1)</td>
<td>the photographer had already taken some pictures of the accident</td>
<td>the journalist arrived</td>
</tr>
<tr>
<td>(2)</td>
<td></td>
<td></td>
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<tr>
<td>(3)</td>
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<td>(4)</td>
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</tbody>
</table>

Reflect on Grammar

**The Past Perfect Tense**
Use it to talk about an action that happened before another action in the past.

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

**The Simple Past Tense**
Use it to express actions that started and ended in the past.

How did you produce the last piece of news about the truck accident?
We published it last week.

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

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

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

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

**Project Stage 2**

- Ask key people at school to find out the details about the events you have done research on.
- Assign the group members different roles. Each member will play a key role.  
  E.g. journalist, editor, graphic designer...
Lesson 3

Hit the Headlines

1. Match the concepts with their definitions.
   a. Headline 1. The key or main information of an article
   b. By-line 2. The title of an article
   c. Lead paragraph 3. The body or secondary ideas of an article
   d. Supporting details 4. Line that gives the writer’s name

2. Read the headlines of the article below and predict the topic.
   - The article is about the Williams sisters’ life after ten years of practice.
   - The article is about the Williams sisters over the last ten years.

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

SPECIAL

Sports

THE WILLIAMS: Beyond a Decade of Dominance

BY STEVEN RODRIGUEZ

In professional women’s tennis around the world there are two sisters who have already made history since their debut in 1994. They are Venus and Serena Williams. They were born in the United States, in the 80’s, and they live in Florida with their family. The Williams sisters have played in professional tennis matches since the 1990’s and by the year 2003 both had become No. 1 in the world. They have hit the headlines several times and have made history for various reasons. First, the Women’s Tennis Association (WTA) has ranked the Williams sisters World No. 1 in singles on various occasions. Second, they became the first black women to accomplish this goal in the history of tennis. Third, they have won more Olympic gold medals than any other female tennis player. “We play with our hearts and souls for our country and for all the women we represent in the world,” said Venus.

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

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

Writing Strategy
- Use quotation marks “ “ to report what other people say or said.
- E.g. “We also eat very healthy food and if we get an injury, we take good care of it until recovery,” said Venus.
4. Identify the secondary ideas in the article and complete the chart. Not all the spaces must be filled in.

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

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

(Headline) 

(By-line) 

Lead 

(Body) 

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**Writing Strategy**

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

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**Project Stage 3**

- Use key questions to interview two members of the school community.
- Record the interviews and take pictures, too.
- Write short narrations of the news you discovered.
- Create a nice design using the texts and the pictures.
Lesson 4
Hot News

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

<table>
<thead>
<tr>
<th>Word Bank</th>
</tr>
</thead>
<tbody>
<tr>
<td>• hit the headlines</td>
</tr>
<tr>
<td>• breaking news</td>
</tr>
<tr>
<td>• covered the story</td>
</tr>
</tbody>
</table>

Joey: God! I completely forgot to go to the crime scene!
Julia: You mean the bank robbery?
Joey: Yes, it was raining and I had to finish another report.
Julia: Don't worry. Mike and a photographer covered the story.

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

Omar: Look! There was another tsunami close to the coast of Japan.
Patty: Wow! When did it happen?
Omar: Just half an hour ago! This is amazing!

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

Phil: Have you read the international news?
Clark: Yes! Sara has won the Latin American Music Award!
Phil: That’s awesome! She has hit the headlines!

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

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

I've just noticed on TV that the English band Muse will visit our country in January.
Oh my God! That’s breaking news!

Reflect on Values

| I read the newspaper to learn about local and world events. |
| Always | Sometimes | Never |
| ✓ | |
| I am curious about everyday happenings and events. |
| Always | Sometimes | Never |
| ✓ | |
| I talk about the news I read and express my feelings about it. |
| Always | Sometimes | Never |
| ✓ | |
1. **Discuss your experience.**
   a. What role(s) did you play in the school newspaper production? Describe the activities you completed.
   b. How did you feel when performing those roles?
   c. Did you experience any difficulties? Which ones?
   d. Had you participated in a newspaper production before? What was the experience like?
   e. What did you learn from this experience?

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

   Newspapers also cover a variety of topics and these are organized in sections. Each section contains articles that are based on facts. The title of an article, printed in large letters, is called the headline, and the author and publishing date are usually included. The different sections of a newspaper include: politics, business and economy, education, opinion, arts, sports, health and lifestyle, and a number of classifieds about jobs, real estate, cars, and other products. Almost all printed versions of newspapers also have online editions. Broadsheet newspapers generally contain more serious news than tabloids, which are smaller and emphasize shocking stories about famous people. Newspapers’ readers pay a subscription to help fund the newspaper production.

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

---

**Give your Presentation**

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

**Useful Expressions**

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

Jim, take a look at this news. It's important for your job interview tomorrow.

OK, Mom!

At the ABC News headquarters...

Mr. Sanders why do you want to be a news reporter?

Well, I'm a good communicator... and I love to interact with people.

The Times

Time for Action: When the Weather Hits

Good! What's hitting the headlines these days?

Hitting the headlines? Oops! I guess... it's the use of...

Have you read the news lately?

Well...

I don't know.

What's the breaking news about the weather?

I guess I have to learn to hit the headlines and break the news!

U1_VPS 21 x 28.indd   18
0x0 3/30/16   8:36 AM
Quiz Time

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

<table>
<thead>
<tr>
<th>What do they have to do?</th>
<th>Job done?</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Claireakesall the pictures.</td>
<td>Yes</td>
</tr>
<tr>
<td>b. Billakesall the interviews.</td>
<td></td>
</tr>
<tr>
<td>c. Saraakes the complete article.</td>
<td></td>
</tr>
<tr>
<td>d. Susanakes the pictures that support the article.</td>
<td></td>
</tr>
<tr>
<td>e. Carolakes the advertisement.</td>
<td></td>
</tr>
<tr>
<td>f. Frankakes the color pages.</td>
<td></td>
</tr>
</tbody>
</table>

2. Complete the dialog with the verbs in parentheses.
   Use the Simple Present and the Present Perfect tenses.

Kim: Look at the social section of the news! It (a. say) the Smiths got divorced.
Lars: That's unbelievable! They always (b. go) to parties together.
Kim: I know, and Mrs. Smith never (c. eat) out without her husband.

Lars: This (d. be) shocking news!
Kim: I know! You (e. read) the news about the Garcia family?
Lars: No, I (f. read) it. What has happened?
Kim: They (g. celebrate) their 10th anniversary.
Lars: Nice! That's happy news!

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

World Championship Final
a Rainy Match

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

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

Self-Evaluation

Now I can...
- talk about a news item or an event that has happened recently.
- describe an event in the past and talk about an earlier moment.
A – E

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

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

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

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

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

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

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

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

debut: n. the first time that a sports person or performer appears in a public or some remarkable event. Shakira made her debut when she was a little girl.

E – H

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

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

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

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

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

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

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

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

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

I – R

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

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

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

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

obituary: n. the newspaper section which publishes someone’s death and gives a short description of their life and accomplishments.

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

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

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

S – Z

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

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

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

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

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

Glossary

Activities on page 93
General Objective
You will be able to talk about lifestyles and speculate about habits and customs of the past.

Communication Goals
You will learn how to
• speculate about lifestyles in the past.
• express opinion and possibility about past events.
• describe people, objects, and events.

CLIL
• Healthy Habits
• Earth Resources
Vocabulary
• Words related to healthy habits, earth resources, and environmental degradation
Grammar
• Past Modals: must / could / might /
• Relative clauses: who / where / that

Idioms and Colloquial Expressions
• To be fit as a fiddle
• To be in bad shape
• To be in murky waters
• To move heaven and earth

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

Discuss:
• Do you have a healthy lifestyle?
• Do you and your community take care of our natural resources?
Useful Expressions

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

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

<table>
<thead>
<tr>
<th>HEALTHY HABITS</th>
<th>UNHEALTHY HABITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Eating fatty foods</td>
<td>Getting drunk</td>
</tr>
<tr>
<td>Smoking</td>
<td>Being active</td>
</tr>
<tr>
<td>Drinking water</td>
<td>Having a healthy diet</td>
</tr>
<tr>
<td>Sleeping well</td>
<td>Doing exercise</td>
</tr>
<tr>
<td>Being sedentary</td>
<td>Feeling stressed</td>
</tr>
</tbody>
</table>

Word Bank

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

Vocabulary Strategy
Classify vocabulary into categories to remember it better.

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

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

<table>
<thead>
<tr>
<th></th>
<th>fact</th>
<th>opinion</th>
</tr>
</thead>
<tbody>
<tr>
<td>a.</td>
<td>Jason’s granny must have slept all day long.</td>
<td>✔️</td>
</tr>
<tr>
<td>b.</td>
<td>She just took a 30-minutes nap this afternoon.</td>
<td></td>
</tr>
<tr>
<td>c.</td>
<td>She might never have eaten fatty food, I guess.</td>
<td></td>
</tr>
<tr>
<td>d.</td>
<td>She prefers to drink water and fruit-flavored yogurt or juice.</td>
<td></td>
</tr>
<tr>
<td>e.</td>
<td>I guess she might never have smoked.</td>
<td></td>
</tr>
<tr>
<td>f.</td>
<td>She is always in a good mood.</td>
<td></td>
</tr>
</tbody>
</table>
3. Read the following situations and make guesses to complete the sentences. Use the Word Bank.

a.- Kenneth has lost a lot of weight recently.
   - He _______________ a very healthy diet.

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

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

d.- Where’s my salad? I left it here!
   - Edward _______________ it.
   - He loves veggies!

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

<table>
<thead>
<tr>
<th>Eating fruits and veggies</th>
<th>Doing exercise</th>
<th>Being in a good mood</th>
<th>Sleeping well</th>
<th>Eating low-fat foods</th>
<th>Staying away from cigarettes and alcohol</th>
<th>Being active</th>
</tr>
</thead>
</table>

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

Pronunciation
In speech, past modals are contracted.
1. Listen and repeat.
   • must’ve - /mʌstǝv/
   • could’ve - /kʊdǝv/
   • might’ve - /maItǝv/
2. Listen to four sentences and check the past modal you hear.

<table>
<thead>
<tr>
<th>must’ve</th>
<th>could’ve</th>
<th>might’ve</th>
</tr>
</thead>
<tbody>
<tr>
<td>a.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>b.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>c.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>d.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Project  Stage 1
• Work by pairs. Think of an unhealthy habit that is present in your community today.
• Prepare a PowerPoint presentation describing how this unhealthy habit is a problem for the community.
• Speculate about the origins of this bad habit.
Lesson 2

Healthy Environment

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

**Word Bank**
- solar energy
- renewable
- oil
- tides
- wind
- iron
- coal
- timber
- copper
- streams

**Natural Resources**
- air
- water
- hydro-energy
- plants
- sun
- fossil fuels
- minerals

**Non-renewable**

2. Read and listen to the conversation.

**Mr. Green:** How was your trip around the outskirts of the city?
**Ruth:** It was very alarming. We found many environmental problems.
**Mark:** We visited the place where people dispose of their garbage.
**Ruth:** We found out that ten years ago, it was a nice forest.
**Mark:** But there is a timber company that bought the forest and has cut down all the trees! There are no plants anymore!
**Ruth:** Now, it is a dump that contains waste of all kinds, even chemicals, fuels, and scrap iron.
**Mark:** Also, the people who live in the city don’t recycle. The waste is all mixed in there.
**Ruth:** In the past, there was a river there, but now there’s only a slow-flowing stream that is really dirty and smelly.
**Mark:** It is a dump that has no control from the local authorities and it has contaminated the soil, the water, and the air.
**Mr. Green:** What a shame! The community hasn’t taken care of our natural resources! What can we do to help?

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

**Actions to be taken:**
- Talk to the people who live in the city.
- Close the timber company.
- Teach the community how to recycle.
- Go to schools and show kids how to keep the water clean.
- Take the garbage and the scrap iron to another city.

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

**Key Expressions**
- What a shame!
- that's too bad
Reflect on Grammar

Relative Clauses

Use relative clauses to identify or give information about nouns. Usually they are two sentences joined together by a relative pronoun (who/where/that).

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

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

   a. The Earth is a huge storehouse. There’s a great supply of natural resources in the Earth. The Earth is a huge storehouse **where** there’s a great supply of natural resources.

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

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

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

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

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

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

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

   **c. shopping/going:** ______. People ______ care about the environment do not use plastic bags.

   **d. the/forests/planet’s:** ______. Don’t litter the parks and forests ______ timber and plants grow.

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

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

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

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

**Project Stage 2**

- Think of an environmental problem that is present in your city today.
- Prepare a new slide for your PowerPoint presentation describing how this environmental problem is causing damage to the city. Write short descriptions speculating about the origins of this environmental problem.
Lesson 3

Smart Lifestyles

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

<table>
<thead>
<tr>
<th>How useful is it for the environment...</th>
<th>Good</th>
<th>Neutral</th>
<th>Not Good</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. to use pesticides to grow veggies and fruit?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. to reduce cooking time by cutting food into small pieces?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>c. to pollute the air with toxic fumes from factories and cars?</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Results: Number of people per answer.

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

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

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

Health and Environment

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

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

Secondly, eating fruits and vegetables on a regular basis is healthier than eating fatty foods. Besides, cooking veggies saves a lot more energy because it uses less gas than cooking fats. People who cut up their veggies into small pieces can reduce the cooking time and save cooking water, too.

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

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

<table>
<thead>
<tr>
<th>Introduction</th>
<th>Thesis Statement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Paragraph 1</td>
<td>Argument 1</td>
</tr>
<tr>
<td>Paragraph 2</td>
<td>Argument 2</td>
</tr>
<tr>
<td>Paragraph 3</td>
<td>Argument 3</td>
</tr>
<tr>
<td>Conclusion</td>
<td></td>
</tr>
</tbody>
</table>

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

Thesis Statement  

| Argument 1 | Argument 2 | Argument 3 | Conclusion |

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

a. Keeping fit and healthy  
b. Protecting the environment

<table>
<thead>
<tr>
<th>Thesis statement</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Argument 1):</td>
</tr>
<tr>
<td>(Argument 2):</td>
</tr>
</tbody>
</table>

Concluding sentence

Project Stage 3

- Based on the two problematic situations you have selected, think of healthy habits that would help people in your community be healthier and protect the environment.
- Prepare a new slide for your PowerPoint presentation describing how this can be done.
Lesson 4

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

Fit as a Fiddle

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

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

a.
Susie: Hi! Nice to see you again! It’s been years since we last met!
Patty: Hey! Look at you! You are as _______ (a). You must have had a very healthy life!
Susie: Well, I love exercising and I love fat-free food. I do take care of my body and health.
Patty: Wow, instead, I’m in such ____________ (b). I often have to eat in a rush, you know, at fast food restaurants or even when driving my car!

b.
Oscar: Look! This is the timber company that bought the pine forest.
Mike: Do they have permission to cut down the trees?
Oscar: I’m not sure, the documents I saw are not complete. I think they are ____________ (c).
Mike: We need to find out! Let’s ____________ (d) to get the information.

2. Match the expressions with their corresponding meaning.
   a. Fit as a fiddle
   b. In bad shape
   c. Be in murky waters
   d. Move heaven and earth
   1. behaving in morally and ethically questionable ways
   2. being in good health or athletic condition
   3. being determined to do something that is difficult
   4. being in poor physical condition

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

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

Gap Activity
Student A goes to page 37.
Student B goes to page 39.
1. Discuss your experience.
   a. How did you make your PowerPoint presentation? Use the Word Bank to list the steps you followed.
   1. __________________________
   2. __________________________
   3. __________________________
   4. __________________________
   b. Did you experience any difficulties? Which ones? __________________________
   c. Had you ever thought about problematic situations that affect the health of your community and city? How did you identify them? __________________________
   d. What did you learn from this experience? __________________________

2. Read and answer the questions below.

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

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

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

   a. What are the two aspects involved in having a long and happy life?
   b. How is personality connected to life expectancy?
   c. Why is it important to choose your friends wisely?
   d. What are the key environmental problems that affect life expectancy?
Play by pairs. Place a counter on the START box. Toss a coin: heads or tails? Follow the arrows and answer the questions. Score two (2) points for each correct answer. If you answer incorrectly, move back to the box you were before. The winner is the first person to reach the finish box.

- Name two healthy habits.
- Name two unhealthy habits.
- Name a healthy habit a relative of yours has.
- Name an unhealthy habit a relative of yours has.
- How often do you eat fruits and veggies?
- How often do you drink water?
- Do you exercise? Why?
- Do you have healthy eating habits? Why?
- Do you have unhealthy eating habits? Why?
- Miss. Smith didn’t come to the gym today. What may have happened? (Say two options)
- Mr. Velez is overweight. What must have he done? (Say two options)
- Your best friend is sleepy today. What might have happened? (Say two options)
- Have you ever felt stressed? Why?
- Think of a healthy old person you know and make guesses about his/her habits.
- Name the two types of natural resources.
- What type of natural resources are the air, water, and trees?
- What type of natural resources are oil, coal, and copper?
- Do you protect our natural resources? How?
Quiz Time

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

**Conversation 1**

a. What keeps these women active and fit?
   - Gym sessions
   - Belly dance sessions
   - Yoga sessions
   - [ ]

b. Who has missed the dance class lately?
   - Patty
   - Sally
   - Maggie
   - [ ]

c. What could have happened to her?
   - She might have been busy at work.
   - She may have fallen ill.
   - She might have found another job.
   - [ ]

**Conversation 2**

a. Who are the people talking in this conversation?
   - Mom and dad
   - Teacher and student
   - Dad and his son
   - [ ]

b. What are they talking about?
   - Natural resources
   - Earth’s nature
   - Economical resources
   - [ ]

c. Which renewable resources do they mention?
   - Plants, water, and solar energy
   - Energy, the wind, and soil
   - The air, sun, and plants
   - [ ]

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

<table>
<thead>
<tr>
<th>Habit</th>
<th>Speculation</th>
</tr>
</thead>
<tbody>
<tr>
<td>✓ a. Being active</td>
<td>He must have been really active all his life.</td>
</tr>
<tr>
<td>✗ b. Drinking alcohol</td>
<td></td>
</tr>
<tr>
<td>✓ c. Eating low-fat foods</td>
<td></td>
</tr>
<tr>
<td>✓ d. Being in a good mood</td>
<td></td>
</tr>
<tr>
<td>✗ e. Smoking</td>
<td></td>
</tr>
<tr>
<td>✓ f. Sleeping well</td>
<td></td>
</tr>
</tbody>
</table>

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

a. Geologists are people who extract minerals and fuels from the soil.

b. Oil and coal are non-renewable resources that cannot be replaced after they are used.

c. The Earth is the place where there are renewable and non-renewable natural resources.

d. Water is a renewable resource that we use for drinking, cooking, and washing.

Self-Evaluation

Now I can...

- [ ] talk about healthy lifestyles and ways to protect the environment.
- [ ] speculate about possibilities in the past.
- [ ] describe people, objects, and events by joining clauses.
A-K
buddy: n. (informal) friend. (ant. enemy)
coil: n. a hard black rock that is found in the ground and is used as a fuel to provide heat. In the past many trains ran on coal.
copper: n. a red-brown metal used to make wire or pipes that conduct electricity or heat.
dig: v. to make a hole in sand or soil. (syn. burrow)
disease: n. a condition of a living thing or of one of its parts that impairs normal functioning and is manifested by certain symptoms. (syn. illness, sickness)
dump: n. a place where waste material and garbage is left. The dump was really dirty and smelly.
faucet: n. a tap on the bath or sink that controls the flow of water. (syn. tap, spigot)
flowing: adj. a stream of water that moves along. (ant. stagnant, still)
fossil fuel: n. fuels formed from the remains of plants and animals that lived in an earlier era.
iron: n. a hard, silvery heavy metal that is abundant in the earth and is used to make building structures. The gates are made of iron.
junk food: n. food that is unhealthy as it contains lots of fat, sugar, or salt. Tim eats too much junk food.
nap: n. short, light sleep during the day. (syn. kip, siesta)

L-O
layout: n. the design and organization of pictures and text on a page or PowerPoint slide. (syn. design, format, setup)
litter: v. to leave pieces of trash in public places or the outdoors and not in a trash can. People shouldn't litter.
slide: n. the page of a PowerPoint presentation that contains pictures and text.
soil: n. the surface layer of the Earth, the ground. (syn. dirt, earth)
storehouse: n. a place where things are kept in large quantities. (syn. warehouse)
stream: n. a natural flow of water narrower than a river.
template: n. a computer document with a basic format you can use and adapt.
tide: n. the way the ocean waters fall and rise during the day. (syn. current)
timber: n. wood used for building. (syn. wood, logs)
tired: adj. being weak and in the need of rest and sleep. (ant. energetic)
veggies: n. (informal) vegetables. My veggie garden is small.
weight: n. a measurement that says how heavy something is. (syn. heaviiness)
wise: adj. intelligent and able to make good choices and decisions. (syn. perceptive)

R-S
renewable: adj. possible to be replaced or renewed indefinitely. (ant. non-renewable)
scrap: n. waste material, especially metals suitable for reprocessing. We can recycle scrap metal.
sedentary: adj. sitting most of the time and not exercising a lot. (ant. moving, active)

T-Z
template: n. a computer document with a basic format you can use and adapt.
tide: n. the way the ocean waters fall and rise during the day. (syn. current)
timber: n. wood used for building. (syn. wood, logs)
tired: adj. being weak and in the need of rest and sleep. (ant. energetic)
veggies: n. (informal) vegetables. My veggie garden is small.
weight: n. a measurement that says how heavy something is. (syn. heaviiness)
wise: adj. intelligent and able to make good choices and decisions. (syn. perceptive)

Colloquial Expressions
Be as fit as a fiddle: be in good health.
Be in bad shape: be in a poor physical condition.
Be in murky waters: behave in morally and ethically questionable ways.
Move heaven and earth: be determined to do or get something that is difficult.
Listening
You will hear a radio interview. For questions 1-5, check ✓ the correct answer in the answer box. You will listen to the recording twice.

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

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

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

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

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

Speaking
Candidate A

Stage 1
Candidate B is going to tell you about his/her lifestyle over the past year. Listen to what he/she says and make some predictions about the way he/she might have felt. Give some pieces of advice on how to improve his/her lifestyle. Use the expressions could've, should've or must've.

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

Stage 2
Tell candidate B about your lifestyle over the past year. Use the list below of things you did or didn't. He/She will make some predictions about your well-being and give you some advice on how to become healthier.

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

Brazil: Under the World’s Spotlight

With only two years until the 2014 FIFA World Cup and 4 years until the 2016 Olympic Games, Brazil (0) ____________ into the global spotlight for international sports competitions. However, with success often comes controversy.

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

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

Another major challenge for Brazil is the transportation service. The national government (13) ____________ on Monday that it has $4.3 billion for urban transportation infrastructure while state and local authorities (14) ____________ another $1.5 billion since then.

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

Writing

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

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

Write between 30 and 45 words.

Speaking  Candidate B

Stage 1

You are going to tell candidate A about your lifestyle over the past year. Use the list below of things you did or didn’t. He/She will make some predictions about your well-being and give you some advice on how to become healthier.

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

Stage 2

Now candidate A is going to tell you about his/her lifestyle over the past year. Listen to what he/she says and make some predictions about the way he/she might have felt. Give some pieces of advice on how to improve his/her lifestyle. Use the expressions could’ve, should’ve or must’ve.

E.g. You could’ve drunk more water or fresh juice. You must’ve gained weight.
UNIT 3

What Lies Within Us

General Objective
You will be able to describe people’s characters, feelings and emotions.

Communication Goals
You will learn how to
• talk about people’s characters and personalities.
• express feelings, attitudes, and mood.
• describe events in the life of famous people.

CLIL
• Character and Personality
• Feelings and Emotions

Vocabulary
• Descriptors of character and personality
• Words related to feelings and emotions

Grammar
• Phrasal verbs
• Gerunds and infinitive
• Prefixe and suffix

Idioms and Colloquial Expressions
• Grin from ear to ear
• Head over heels in love
• Make your blood boil
• Your heart sinks

Project
A Personal Blog
You will design a personal blog to show and share your feelings about someone’s personality and key life events.

Discuss:
• What do you like about your personality and character? What don’t you like?
• What do you like about the personality and character of other people? What don’t you like?
• Is it easy or difficult for you to express your feelings and emotions?
Lesson 1

Character and Personality Traits

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

<table>
<thead>
<tr>
<th>Name</th>
<th>Nickname</th>
<th>Age</th>
<th>Personality</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

**What is true about Paulina Rubio?**

a. She is from ______.  
   - Spain  
   - Mexico  
   - Miami

b. She has a ______ personality.  
   - friendly  
   - shy  
   - vain

c. She has been a successful ______.  
   - model  
   - singer  
   - writer

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

a. Well, I’ll go ______ the female singer.  
   - on  
   - for  
   - with

b. She looked ______ her friend’s baby for a whole weekend!  
   - after  
   - into  
   - for

c. She draws ______ her talent to make all her projects a success.  
   - up  
   - in  
   - on

d. Her various businesses have brought ______ thousands of dollars.  
   - up  
   - on  
   - in

e. She even turned ______ a proposal to play the lead role in a film  
   - down  
   - out  
   - away

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

**Word Bank**

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

**Libra**
- They get on well with people.
- They use common sense.
- They’re proud and expect admiration.
- They do not accept delay calmly.

**Virgo**
- You can trust them.
- They look into things deeply.
- They don’t make decisions easily.
- They don’t think they are better than others.

**Leo**
- They eagerly want wealth and fame.
- You never know what they are going to do.
- They love to find out people’s private information.
- They hate to lose.

**Pisces**
- They become angry or upset easily.
- They tend to hold back their feelings.
- They don’t care about the consequences of their actions.

**Listening Strategy**
Read the statements and the given options before listening to predict what you will hear.

**Vocabulary Strategy**
Pay attention to the prefix added at the beginning of a word. Im-, In-, Ir-, and Un- are prefixes which mean NOT. Impatient = not patient.
5. Match the phrasal verbs with their meanings.

a. bring in    ____  have a good relation with
b. find out   ____  choose

c. get on      ____  discover
d. go for      ____  earn money
e. hold back   ____  investigate
f. look after  ____  not to show how you feel
g. look into   ____  reject
h. turn down   ____  take care of somebody
i. draw on     ____  make use of something

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

a. sensitive  c. happy
   In-tolerant  reliable

b. mature    d. rational
   polite       resistible

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

a. A: Which dessert does Sam want, the bitter or the sweet one?
   B: Better ask him. You never know which option Sam will go for.

b. A: Who can _______ the baby while we go out?
   B: Mary. She is a great nanny and I trust her.

  Mary is _______.

  Sam is _______.

  John is _______.

  Tom is _______.

  Cath is _______.

8. Think of your own character and personality. Has it changed over the years? How? Discuss with a partner.

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

Pronunciation
In phrasal verbs, the particle is emphasized.

Listen and complete. Then practice.

a. Actors often _______ their own life experiences.

b. I _______ well with my school friends.

c. The police will _______ the bank robbery.

d. People shouldn’t _______ their feelings.

e. Mom has _______ a job offer abroad.

Project
Stage 1

• In pairs, choose a famous person from the world of sports, fashion, TV, movies, arts, or music.

• Look for information about this person on the Internet. (E.g. date of birth, zodiac sign, etc.)

• Write a description of his/her character and personality.
1. Take the test and then complete the grammar chart below.

**How do you deal with your Emotions?**

<table>
<thead>
<tr>
<th>a. When you have bad grades at school, you <strong>consider</strong>...</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. ignoring the issue.</td>
</tr>
<tr>
<td>2. studying harder to get better grades.</td>
</tr>
<tr>
<td>3. complaining to your teachers.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>d. When you get shocking news, it <strong>makes</strong> you...</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. take a deep breath and do nothing.</td>
</tr>
<tr>
<td>2. talk to somebody to see what can be done.</td>
</tr>
<tr>
<td>3. cry a lot and feel extremely upset.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>b. When you have a problem, you <strong>prefer</strong>...</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. to deal with it by yourself without telling anybody.</td>
</tr>
<tr>
<td>2. looking for your best friend to get some advice.</td>
</tr>
<tr>
<td>3. to tell everyone so you feel people care about you.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>e. When your friends have a problem, you <strong>let</strong> them...</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. talk and release their pain. But you don’t really listen to them.</td>
</tr>
<tr>
<td>2. explain the problem. Then, you give them some advice.</td>
</tr>
<tr>
<td>3. get desperate and create a drama. You don’t feel you can comfort them.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>c. When your parents don’t let you go out at night, you <strong>tend</strong> to...</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. be hopeless <strong>at</strong> trying to convince them.</td>
</tr>
<tr>
<td>2. become interested <strong>in</strong> doing something fun at home.</td>
</tr>
<tr>
<td>3. be doubtful <strong>about</strong> being obedient.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>f. When your best friend is embarrassed, you...</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. try not to <strong>help</strong> him/her feel better.</td>
</tr>
<tr>
<td>2. do your best to <strong>help</strong> him/her feel better.</td>
</tr>
<tr>
<td>3. feel embarrassed that you can’t <strong>help</strong> him/her at all.</td>
</tr>
</tbody>
</table>

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

Your score:
- 2-12: You never express your feelings; you hold them back and try to forget them.
- 13-24: You react in a measured way and you can express your emotions calmly and easily.
- 25-36: You tend to overreact and lose your temper. Sometimes you want to find a person to blame. You should avoid the instinctive reaction that makes you lose control.

---

**Gerunds and Infinitives**

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

<table>
<thead>
<tr>
<th>... you <strong>consider</strong> <strong>studying</strong> harder to get better grades.</th>
</tr>
</thead>
<tbody>
<tr>
<td>The verb <strong>consider</strong> is followed by:</td>
</tr>
<tr>
<td>a. Gerund (-ing)</td>
</tr>
<tr>
<td>b. Infinitiv (to...)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>... you <strong>prefer</strong> ____________ <strong>with</strong> it by yourself.</th>
</tr>
</thead>
<tbody>
<tr>
<td>The verb <strong>prefer</strong> is followed by:</td>
</tr>
<tr>
<td>a. Gerund (-ing)</td>
</tr>
<tr>
<td>b. Infinitiv (to...)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>... <strong>hoopless at</strong> ____________ <strong>to</strong> convince them.</th>
</tr>
</thead>
<tbody>
<tr>
<td>... <strong>interested in</strong> ____________ something fun.</td>
</tr>
<tr>
<td>... <strong>doubtful about</strong> ____________ obedient.</td>
</tr>
</tbody>
</table>

**Prepositions** are followed by:

| a. Gerund (-ing) |
| b. Infinitiv (to...) |

<table>
<thead>
<tr>
<th>... <strong>shocking news</strong> <strong>makes</strong> you ____________ a deep breath.</th>
</tr>
</thead>
<tbody>
<tr>
<td>... <strong>you let</strong> them ____________ and release your pain.</td>
</tr>
<tr>
<td>... try not to <strong>help</strong> him ____________ better.</td>
</tr>
</tbody>
</table>

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

| a. Infinitiv with to |
| b. Infinitiv without to |
2. Classify the verbs in the Word Bank into the appropriate categories.

<table>
<thead>
<tr>
<th>Verbs followed by Gerunds</th>
<th>Verbs followed by Infinitives</th>
<th>Verbs followed by Gerunds or Infinitives</th>
</tr>
</thead>
<tbody>
<tr>
<td>avoid</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

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

Posted: 24 hours ago

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

<table>
<thead>
<tr>
<th>Mike Smith</th>
<th>Kuljjangilovy</th>
<th>DJJP</th>
</tr>
</thead>
<tbody>
<tr>
<td>doubtful</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Word Bank
- annoyed
- disappointed
- doubtless
- excited
- hopeless
- interested
- pleased
- resistant
- skeptical

Vocabulary Strategy
Make nouns into adjectives by adding a suffix at the end of a word:
Doubtful: full of doubt; Hopeful: full of hope.
Doubtless: without doubt; Hopeless: without hope.
1. How much do you know about this celebrity? Complete the chart.

<table>
<thead>
<tr>
<th>Quick Facts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name:</td>
</tr>
<tr>
<td>Occupation:</td>
</tr>
<tr>
<td>Place of birth:</td>
</tr>
<tr>
<td>Date of Birth:</td>
</tr>
<tr>
<td>Zodiac sign:</td>
</tr>
<tr>
<td>Personality:</td>
</tr>
<tr>
<td>Famous for:</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>suffix</th>
<th>base word</th>
<th>new word</th>
</tr>
</thead>
<tbody>
<tr>
<td>–or</td>
<td>act</td>
<td>actor</td>
</tr>
<tr>
<td>–er</td>
<td></td>
<td></td>
</tr>
<tr>
<td>–ist</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

The Fresh Prince: A Charming Star

Willard Christopher Smith Jr. is a successful actor, producer, and singer. He was born in 1968 and raised in Philadelphia, Pennsylvania, USA. His mother was a school administrator and his father was the owner of a refrigeration company. His parents separated when he was thirteen. However, he has generally always been a fun, sociable person. That is why his school teachers and school friends gave him the nickname, The Fresh Prince.

As a teenager, he started performing as a rapper in duo with his childhood friend, “DJ Jazzy Je “, a turntablist who was great at beat mixing when playing their hip-hop music. In 1988, they won the first rap category Grammy award, which they were really excited about!

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

Smith has a very happy family life. His second child, Jaden, was his co-star in The Pursuit of Happiness, and his youngest child, Willow Camille, appeared as his daughter in I Am Legend. He is a loving parent and husband who looks after his family, and he even finds the time to take his mother on vacation every year. People have heard him say he loves playing chess and video games with his wife and children.
3. These five sentences have been taken from the text. Read the text again and use content clues to place them in the right gap. Then, listen and check.

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

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

<table>
<thead>
<tr>
<th>Factueal information</th>
<th>Anecdotal information</th>
<th>Key events in life</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Will was born in 1968 and raised in Philadelphia, Pennsylvania, USA.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. __________________________</td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. __________________________</td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. __________________________</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Main professional achievements</th>
<th>Character and personality</th>
<th>Private family life</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. __________________________</td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. __________________________</td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. __________________________</td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. __________________________</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

5. Write a short biography about a famous person.

(Title)

(1st Paragraph: Introduction and early life):

(2nd Paragraph: Professional career):

(3rd Paragraph: Private family life):

Writing Strategy

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

Project Stage 3

- Continue reading about your celebrity and write a short biography.
- Organize the information previously written and the recordings and pictures you collected to create and design your personal blog.
- Upload all the information and create an attractive design using the texts, pictures, and videos.
Lesson 4

Grinning From Ear to Ear

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

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

   **Word Bank**
   - **head**
   - **ear**
   - **blood**
   - **heart**

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

   **Listening Strategy**
   Pay attention to the speakers’ tone of voice to interpret their feelings.

   - Natalie Portman was ________ when she won her Oscar Award for best Actress in “Black Swan” (a)
   - Many people’s ________ when they heard that Michael Jackson had died. (c)
   - Prince William and Kate ________ for each other when they were college students in England. (b)
   - It ____ my ______ ____ when my neighbors are noisy and I am trying to have a good night’s sleep. (d)

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

   - What makes your blood boil?
   - Have you ever grinned from ear to ear?
   - Someone’s cell phone ringing when I watching a movie at the cinema makes my blood boil.
   - Sure! Once, I was...

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

   **Gap Activity**
   Student A goes to page 88
   Student B goes to page 91

---

**Reflect on Values**

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

- Always
- Sometimes
- Never
Real Communication

Share Your Project

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

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

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

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

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

Answer:

• What are the characteristics of a blog?
• What’s the difference between “blogging”, “blogger” and “blog posts”?
• What makes blogs interactive?

Useful Expressions

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

Give your Presentation

• Give a presentation of your personal blog.
• Use power point slides showing screenshots of the blog you have created.
• Show the main content of your blog and read the biography you’ve written about the famous person you selected.
• Invite your teacher and classmates to visit your blog and make constructive comments.
Hey, I’ve decided to sell mood bracelets. I’m sure I’m gonna make a fortune with this!

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

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

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

What does that mean?

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

It means you secretly love somebody.

No, I think this bracelet is broken.

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

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

He can’t figure out that I’ve fallen head over heels in love with his sister!

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

Huh, precisely now that I’m jobless.

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

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

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

Not really. But, OK, let’s see.
Quiz Time

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

**Word Bank**
- drew on
- fin out
- go for
- hold back
- looked after
- turn down

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

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

Paul is... ____________ , ____________
_______________ and, ____________.

**Word Bank**
- ambitious
- analytical
- competitive
- humble
- impatient
- sociable

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

I have to **admit** being (be) exhausted after my last tour, but it was worth it. We had a blast! As soon as I **started** (a. sing) and **started** (b. dance), I felt the passion of my fans from all over the world. Thanks for **turning down** (c. join) me and **fin out** (d. enjoy) my show.

I will **keep** (e. work) on my new album. I’ve **decided** (f. work) with three collaborating singers. I’m interested in **produce** (g. produce) new sounds and remixes. I **intend** (h. have) it ready by the end of the year. I do **hope** (i. hear) comments from all my fans.

Self-Evaluation

Now I can...  
- use phrasal verbs and verb patterns with gerunds and infinitives.  
- talk about people’s characters and personalities.  
- describe events in the life of famous people and celebrities.
**Glossary**

*A-G*

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

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

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

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

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

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

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

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

**find out:** v. to discover information. *I found out he was in Peru.*

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

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

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

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

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

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

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

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

**K-R**

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

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

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

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

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

**S-V**

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

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

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

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

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

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

**Colloquial Expressions**

**Grin from ear to ear:** feeling very happy.

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

**Make your blood boil:** feeling very angry.

**Your heart sinks:** feeling very sad.
UNIT 4

General Objective
You will be able to talk about old traditions and remarkable people’s achievements.

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

CLIL
• Old Traditions and Customs
• Remarkable People and Events
• Old Times and the Modern World

Vocabulary
• Words related to customs, traditions, remarkable experiences and accomplishments

Grammar
• Passive Voice
• Used to

Idioms and Colloquial Expressions
• In style
• To break with tradition
• A crowning achievement
• To break the habit

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

Discuss:
• Who are the people in the pictures?
• Do you think they are remarkable?
• How have technology and communication means changed over time?
1. Look and label the pictures with the words in the Word Bank. Then, listen and repeat.

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

Keeping Traditions Alive

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

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

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

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

Key Expressions
In style: to celebrate with elegance

Vocabulary Strategy
Use context clues to find missing words
3. Complete the sentences using the past participle form of the verbs in parentheses. Then, check ✓ T (true) or F (false).
   a. The conflict between the colonies and Great Britain was ____________ (finish) on July 4th, 1778.
   b. The Chinese New Year is also ____________ (know) as the Spring Festival.
   c. The USA’s birthday isn’t ____________ (celebrate) with colorful parades and fireworks.
   d. Red envelopes with money are ____________ (give) to children on the Chinese New Year’s Eve.

4. Complete the grammar chart.

<table>
<thead>
<tr>
<th>Reflect on Grammar</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Passive Voice</strong></td>
</tr>
<tr>
<td>Use the Passive Voice to emphasize actions or when the doer of the action is not important or unknown.</td>
</tr>
<tr>
<td>To form Passive Voice sentences, use the auxiliary verb ________ and the ________ form of the main verb.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Simple Present</th>
<th>Statements</th>
<th>Interrogative</th>
</tr>
</thead>
<tbody>
<tr>
<td>Houses are decorated with red paper.</td>
<td>How ________ houses ________?</td>
<td></td>
</tr>
</tbody>
</table>

| Simple Past |
| Fireworks were invented in China to scare away evil spirits. |
| Where were fireworks invented? | Why ________ fireworks invented? |

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

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

   a. The conflict between the colonies and Great Britain was ____________ (finish) on July 4th, 1778.
   b. The Chinese New Year is also ____________ (know) as the Spring Festival.
   c. The USA’s birthday isn’t ____________ (celebrate) with colorful parades and fireworks.
   d. Red envelopes with money are ____________ (give) to children on the Chinese New Year’s Eve.

6. Talk with a partner about traditions.

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

**Passive Voice in The Present Perfect Tense**

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

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

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

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

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

**Constructions:**
- I’ve been given an iPad.
- He’s been portrayed as the symbolical leader of African-Americans.

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

   a. The Civil Rights **created** to protect individuals’ freedom.

   b. The ideal of giving everybody equal opportunities **considered** for years.

   c. High-tech gadgets **applied** to education lately.

   d. There are few leaders who **portray** as benefactors of humanity.
4. Read and check the statements below T [true] or F [false].

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

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

<table>
<thead>
<tr>
<th>Statement</th>
<th>T</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Angela Merkel used to work in politics after finishing University.</td>
<td>T</td>
<td>F</td>
</tr>
<tr>
<td>b. Mark Zuckerberg used to be interested in business when he was a child.</td>
<td>T</td>
<td>F</td>
</tr>
<tr>
<td>c. Angela Merkel didn’t use to be part of any political movement at university.</td>
<td>T</td>
<td>F</td>
</tr>
<tr>
<td>d. As a child, Mark Zuckerberg used to have a private tutor.</td>
<td>T</td>
<td>F</td>
</tr>
</tbody>
</table>

Reflect on Grammar

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

<table>
<thead>
<tr>
<th>Affirmative</th>
<th>Negative</th>
<th>Interrogative</th>
</tr>
</thead>
<tbody>
<tr>
<td>As a child he used to create computer games and small software applications.</td>
<td>She didn’t use to work in politics but as a researcher.</td>
<td>Did she use to work as a politician?</td>
</tr>
</tbody>
</table>

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

Host: Thank you for being with us here on “Famous Guest Stars”.
LG: It’s a pleasure to be here.
Host: Could you tell us about your early years?
LG: Sure. As a child, I used to study (study) at a religious school. I was a good student and got high grades.
Host: Did you use to be happy at school?
LG: Well, I used to (a. not be) happy because my classmates (b. make) fun of me for being eccentric in the theater roles I used to (c. perform). Also, I used to (d. be) a victim of bullying. But, it isn’t a problem anymore. I’m surrounded by open-minded people at work now.
Host: How did you (e. deal with) that situation?
LG: I had to deal with it by myself. Now I am more open about how I feel, but I (f. not tell) anyone about my feelings.
Host: I understand you have created a foundation for young people, haven’t you?
LG: That’s right. Since I (g. not feel) safe at school, I want the children and teens of today to develop into loving and open-minded people.
Host: That’s great news!

Project Stage 2

• Select two remarkable events from the past that call your attention the most.
• Write questions to find out what is done today to remember them and what used to be done in the past.

What traditions are celebrated in your neighborhood?
What activities are done to celebrate it?
Lesson 3
Old Times and Modern World

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

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

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

3. Technology has contributed to the development of communication, which has become incorporated into daily life. In fact, online communication has been created to facilitate communication. Although in the past, it was difficult to transmit news and messages because of a lack of technology in distant regions, nowadays technology is more widely available and has been incorporated into people’s daily lives. People can use it everywhere and find it hard to imagine their lives without it.

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

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

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

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

a. In the past, people used to send smoke signals, but now they use online communication.

b. in the past people sent letters and cards, today they send text messages to friends and relatives.

c. many years ago the telephone and the radio modernized the world, nowadays it is Facebook and Twitter that have revolutionized and made people’s lives easier and faster.

d. Dorothy used to write letters and send telegrams, today she emails everybody.

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

Introduction: __________________________________________________________________________

First difference ________________________________________________________________________

Second difference _______________________________________________________________________

Third difference _________________________________________________________________________

Conclusion: __________________________________________________________________________
Lesson 4

Breaking with…

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

   **Word Bank**
   - crowning achievement
   - break with tradition
   - break the habit

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

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

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

2. Check ✓ the correct meaning.

   a. To break with tradition
      - to do something similar to what is usually done
      - to do something different from what is usually done

   b. A crowning achievement
      - a good performance
      - a great accomplishment

   c. To break the habit
      - to end a habit
      - to change a habit

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

Organizing the fundraising party at school was my crowning achievement! We raised a lot of money for charity.

Reflect on Values

- I respect and value different ways of celebrating traditions.
  - Always
  - Sometimes
  - Never

- I value traditional and new ways of communication.
  - Always
  - Sometimes
  - Never

Speaking Strategy

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

Gap Activity

Student A goes to page 38
Student B goes to page 31
1. Discuss your experience.
Check ✔️ what you learned while working on the project.

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

2. Read and answer the questions below.

The word survey is used to describe a method to collect or gather information from a group of people (a population sample) in order to learn about their opinions, attitudes, and personal information. They are characterized by the standardized questions used to collect data, which means that every person responds to the same question. The size of the sample varies, and this depends on what it needs to be used for. This means that while some findings are made public, others are kept as private.

Surveys are classified into three types: First, by their dimension, which refers to the size and type of the sample population (e.g. all the children in a country, students in public schools, political leaders, or consumers of a particular product or service). Second, they are classified by their method of data collection (e.g. telephone surveys, mail surveys, and interview surveys). Third, they are classified by their content. While some surveys focus on opinions and attitudes towards an issue (like virtual communication or past traditions), others are related to factual characteristics, behaviors, memories and so forth (e.g. study habits, eating habits, traditions).

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

**Answer these questions.**

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

give your presentation

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

**Useful Expressions**

To begin your presentation

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

To refer to the way the data was gathered

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

To describe the type of survey conducted

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

To show the findings or results

- This graph illustrates that in the past people used to ..., but now they...
- As can be seen, a percentage of the population used to ..., percentage used to...
• Ask each other about a family tradition. Describe the activities done, the people involved, the food prepared, and the clothes worn to celebrate.
• Work in pairs. Roll the dice, move your marker and take turns to ask and answer the questions.
• If you answer correctly, stay in that square until your next roll. If your answer is incorrect, move back one square and stay there until your next roll. The winner is the first player to reach the box “you win”.

1. What special traditions are celebrated in your family?
2. What activities are done to celebrate New Year’s Eve?
3. Who is involved in the activities done on New Year’s Eve?
4. What food is prepared to celebrate New Year’s Eve?
5. What clothes are worn to celebrate New Year’s Eve?
6. How long do you spend celebrating New Year’s Eve?
7. What activities are done to celebrate Christmas?
8. What cultural activities are done to celebrate Christmas?
9. Where do people gather to celebrate Christmas?
10. What type of house decoration is used to celebrate Christmas?
11. What clothes are worn to celebrate Christmas?
12. What activities are done to celebrate your birthday?
13. What _________ are _________ to celebrate _________? (ask a free question)
14. What __________________________? (ask a free question)
Quiz Time

1. Match the words with their concepts.

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

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

a. To celebrate Patron’s Day they used to have school ________________ on the streets.

b. People used to decorate their doors with white ________________ and they raised the flag.

c. There used to be ________________ shows after the religious celebration in the morning.

d. There used to be a ________________ display in the evening.

e. Many old ________________ that people used to celebrate have been forgotten or changed now.

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

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

a. Sheryl used to study at a private school.  
   T  F

b. She used to teach aerobics in high school.  
   T  F

c. She didn’t use to work as a consultant.  
   T  F

d. Today she works for Facebook.  
   T  F

e. Sheryl has been recognized as both an entrepreneur and a celebrity.  
   T  F

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

a. _____________ in the past, Internet access used to be difficult and slow, today it is fast and simple.

b. In the past, communication took time, _____________ today it is instant.

c. _____________ online communication has made life easier and faster, it might make relationships colder and more distant.

d. Social networks are helpful tools to contact people. _____________, they can be addictive.

Self-Evaluation

Now I can...

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

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

**A-H**
- **accomplish**: v. to achieve or obtain a desired objective or result. (syn. fulfill)
  
- **anguish**: n. extreme suffering. (syn. anxiety)
  
- **award**: v. To give someone a prize or reward. (syn. grant)
  
- **beast**: n. a wild large and often dangerous animal. (syn. monster, creature)
  
- **consider**: v. to think about something carefully. (syn. contemplate)
  
- **crop**: n. grains, fruit or vegetables grown by farmers.
  
- **entrepreneur**: n. a person who starts or manages a business.
  
- **feature**: n. characteristics. v. to give particular attention to something.
  
- **fireworks**: n. safe explosives that light up the sky and make a loud noise.
  
- **firecrackers**: n. a small cylinder that makes a loud noise when it explodes.

**I-P**
- **influence**: v. to have an effect on people or things. *Communication has been influenced by the social networks.*
  
- **instant**: adj. something happening immediately, without any delay. *Nowadays we enjoy instant communication.*
  
- **holocaust**: n. the systematic killing of a lot of people.
  
- **lantern**: n. a light inside a container which has a handle to hang it up.
  
- **livestock**: n. animals, such as cows, sheep, and chickens, kept on a farm. (syn. farm animals)
  
- **marching band**: n. a group of musicians walking and playing music together as part of a celebration.
  
- **mythical**: adj. an imaginary or unreal entity that exists only in stories or legends. (syn. fabled, legendary)
  
- **online chat**: n. any kind of communication over the Internet.
  
- **parade**: n. a large number of people walking or in vehicles as part of a public celebration. (syn. procession)
  
- **pigeon post**: n. communication done through carrier pigeons.
  
- **publish**: n. to prepare and print information in a book, magazine, newspaper, etc. (syn. print, issue)
  
- **quote**: v. to mention someone's words. (syn. cite)
  
- **receive**: v. to get or be given something.
  
- **scare away**: v. to frighten someone.
  
- **sweep away**: v. to eliminate completely. (syn. wipe out)
  
- **word of mouth**: n. messages passed from person to person.
  
- **worldwide**: adj. universal, global.

**Q-Z**
- **quote**: v. to mention someone's words. (syn. cite)
  
- **receive**: v. to get or be given something.
  
- **scare away**: v. to frighten someone.

**Colloquial Expressions**
- **Crowning achievement**: a person's greatest achievement.
  
- **To break the habit**: to end a habit.
  
- **To break with tradition**: to do something different from what is usually done.
  
- **In style**: to celebrate with elegance.
Listening

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

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

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

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

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

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

Speaking

Candidate A

Stage 1

Talk about celebrations with candidate B.

Choose one of the following celebrations and use the guidelines.

The Chinese New Year

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

Independence Day in your country

- military parades
- live concerts
- other...

Stage 2

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

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

The Unstoppable Shining Celebrity

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

(A) patient (B) successful (C) curious (D) ambitious

6. (A) has (B) have been (C) has been (D) had been

7. (A) have been (B) had been (C) has been (D) were

8. (A) hasn’t been (B) isn’t (C) hadn’t been (D) wasn’t

9. (A) look after (B) looked after (C) look into (D) looked into

10. (A) used (B) didn’t use (C) used to (D) use

11. (A) at (B) in (C) on (D) from

12. (A) moves (B) move (C) has moved (D) moved

13. (A) was nominated (B) is nominated (C) were nominated (D) has been nominated

14. (A) have been (B) had been (C) has been (D) was being

15. (A) have received (B) has received (C) had received (D) received

Writing

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

Quick Facts

<table>
<thead>
<tr>
<th>Name</th>
<th>Occupation</th>
<th>Place and date of birth</th>
<th>Early childhood (habits or situations that were true in the past)</th>
<th>Remarkable achievements</th>
</tr>
</thead>
</table>

Speaking

Candidate B

Stage 1
- Talk about celebrations with candidate A.
- Find out candidate A’s celebration.
- Ask him/her questions using the guidelines on the right.

Stage 2
- Choose one of the celebrations you want to talk about and use the guidelines.
- Answer student A’s questions.

USA Independence Day
- marching bands
- fireworks
- sporting events
- bar-b-ques

Christmas at home
- gifts/presents
- Christmas tree
- church
- other...
Getting Away

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

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

CLIL
• Landscapes        • Outdoor Activities

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

Grammar
• Tag questions
• Reported speech
• Compound adjectives

Idioms and Colloquial Expressions
• To look forward to
• Travel on a shoestring
• To catch some rays
• To live like a king
• To travel light

Project
A Promotional Radio Advertisement
You will create and record a radio advertisement to promote a holiday destination.

Discuss:
• Have you planned your vacation already?
• Have you chosen your holiday destination?
• What places are worth visiting?
• What activities can you do there?
• What’s the weather like there?
• What’s the typical food like?
Lesson 1
Going on Vacation

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

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

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

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

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

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

Key Expressions
To look forward: to expect something with pleasure
Hurry up!: to make someone move faster

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

| a. To book | 1. To be able to pay for something. |
| b. To afford | 2. To arrange for tickets in advance. |
| c. To look for | 3. To put things into a suitcase. |
| d. To stay | 4. To search for or seek something. |
| e. To pack | 5. To inhabit a place temporarily. |

Vocabulary Strategy
Relate new language to concepts already known.
Grammar and Vocabulary

Reflect on Grammar

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

<table>
<thead>
<tr>
<th>Simple Present tense</th>
<th>Present Progressive tense</th>
</tr>
</thead>
<tbody>
<tr>
<td>He travels on little money, ___________ he?</td>
<td>She is booking the flight, ___________?</td>
</tr>
<tr>
<td>They travel by plane, ___________ they?</td>
<td>He is ordering the meal for us, ___________?</td>
</tr>
<tr>
<td>She likes city tours, ___________ they?</td>
<td>We’re not traveling tomorrow morning, ___________?</td>
</tr>
<tr>
<td>Future tense</td>
<td>Present Perfect tense</td>
</tr>
<tr>
<td>He will make the hotel reservation, ___________?</td>
<td>She has bought the tickets, ___________?</td>
</tr>
<tr>
<td>We will be back in three weeks, ___________?</td>
<td>It has been our best holiday destination, ___________?</td>
</tr>
<tr>
<td>They won’t stay at a hotel, ___________?</td>
<td>They haven’t been to London, ___________?</td>
</tr>
</tbody>
</table>

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

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

4. Listen and complete the details.

**Motto:**
A unique experience, not to be missed by ___________ fans!

**Place:**
The well-preserved Phuket Island on the southwest coast of Thailand.

**Water sports:**
Enjoy snorkeling, scuba ___________ (a), ___________ (b), kite ___________ (c), water-skiing, ___________ (d), and rappelling.

**Food:**
___________ (e) and ___________ (f) seafood

**Price:**
A two-week ___________ (g) for US$_________ (h)

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

<table>
<thead>
<tr>
<th>asking for information</th>
<th>checking information</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Janet</td>
<td>✔️</td>
</tr>
<tr>
<td>b. Paul</td>
<td></td>
</tr>
<tr>
<td>c. Harold</td>
<td></td>
</tr>
<tr>
<td>d. Sara</td>
<td></td>
</tr>
<tr>
<td>e. Annie</td>
<td></td>
</tr>
</tbody>
</table>

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

Project Stage 1

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

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

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

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

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

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

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

**Beth:** Great! There is lots to do.

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

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

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

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

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

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

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

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

<table>
<thead>
<tr>
<th>Statement</th>
<th>Beth</th>
<th>Agent</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. She said that she <strong>wanted</strong> to go to the Matterhorn Mountain in Switzerland.</td>
<td>✔</td>
<td></td>
</tr>
<tr>
<td>b. She said that the Matterhorn <strong>was</strong> a 4,478 meter mountain with 365 days of snow.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>c. She said that she <strong>would</strong> be able to practice lots of sports.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>d. She said that she <strong>was</strong> traveling on a shoestring.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>e. She said that they <strong>had started</strong> to accept credit cards.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Key Expressions**

Travel on a shoestring: to travel on little money
5. Write the correct compound adjective. Use the Word Bank.

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

Project Stage 2

- Search information on the Internet about the selected destination, including pictures, facts, and videos.
- State the value and benefits of the tourist place by describing the landscapes, transport, activities and attractions, weather, food, and cost.

E.g. The well-known Galapagos Islands were chosen as the best islands by the “World’s 10 Best Awards.”
It is a well-known fact that in 1986, UNESCO designated this natural wonder as a World Heritage landmark. Just imagine a fantastic network of 275 diverse waterfalls extending over a three-kilometer area. They are so beautiful that the risk is wanting to stay.

Location
The falls are located on the Iguazu River and an area shared by Argentina, Brazil and Paraguay, so it is a three-country border zone. The falls are wonderful anytime with their subtropical climate and rains all year long. There are such exciting water sports to practice in any season that tourists never forget this experience. However, in winter there is less rain so the falls may be less powerful.

Vocabulary Strategy
Use language-based clues to guess meaning.

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

Key Expressions
Get away from: to escape, to go away
Pop in: to visit brief
Our tourist plans suit a range of budgets. Iguazu offers such exciting 5 to 10 day excursions priced from US $1,499 that it is worth the money. Although bringing US dollars facilitates monetary deals, Argentine pesos and international credit cards are also accepted.

When Ms. Glem, a travel expert, was asked about her holiday experience, she said that Iguazu Falls was a stunning holiday destination for adventure and nature lovers!

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

---

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

- **F**
  - The Iguazu Falls has been a World Heritage landmark since 1986.
  - It is a network of 275 drops extending over a three-kilometer area.
  - The falls are located in a three-country border area.
  - Several examples of its biological diversity include 2,000 plant species and 450 bird species.

- **O**
  - I think the Iguazu Falls are out of this world!
  - Iguazu Falls is a stunning destination for adventure and nature lovers.
  - We believe that these falls are a unique landmark!
  - The variety of fruit and food suits all travelers' tastes.
  - Iguazu National Park offers amazing things to do that nobody gets bored.

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

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

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

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

---

Project Stage 3

- Add key information like location, e-mail addresses, contact phone numbers, or websites.
- Recording your radio advertisement.
- Choose the correct tone of voice and add suitable background sounds.
Lesson 4
Living Like a King!

1. Listen, read and choose the corresponding meaning.

After graduating from high school my parents gave me a one-month trip to Europe. So, I must travel light!
a. To travel light means...
   1. to travel alone.
   2. to get slim before traveling.
   3. to travel with little luggage.

Oh, I'm terribly pale! I'm going to the beach to catch some rays.
b. To catch some rays means...
   1. to avoid the sun.
   2. to play on the beach.
   3. to get a suntan.

I have lived like a king during my four-week holiday. I stayed at an expensive hotel and spent a fortune, but it was worth it.
c. To live like a king means...
   1. to live in a palace.
   2. to travel a lot.
   3. to live luxuriously.

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

Brian: You have chosen your holiday destination, haven't you?
Carla: Yes, I have. I'm going to Cancun to _________ (a)!
Brian: That's great! But please, don't travel with lots of luggage!
Carla: Yeah, I'll never take lots of luggage with me again. I've learned to _________ (b).
Brian: I guess you will _________ (c) staying at expensive hotels.
Carla: No, I won't. It's incredible how well you can travel on a shoestring budget avoiding expensive hotels and restaurants.
Brian: Are you kidding me? That's real change!

3. Share your vacation plans with a partner.

I'm going on a three-month vacation to South America.
Yes, I'm looking forward to it, but I don't how to travel light, do you?

Speaking Strategy
To keep the conversation going, use tag questions.

Reflect on Values

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

<table>
<thead>
<tr>
<th></th>
<th>Always</th>
<th>Sometimes</th>
<th>Never</th>
</tr>
</thead>
<tbody>
<tr>
<td>I respect the value of nature and landscapes.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I appreciate and value World Heritage Sites.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I encourage people to visit places that are worth visiting.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Although many people think that the radio is a less popular medium than the television or the Internet, it is still a popular communication means to advertise. It penetrates areas of our daily lives that other mass media cannot because the listeners can listen to the radio in their cars, taxis, waiting rooms, cafeterias, restaurants, grocery stores and so forth.

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

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

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

3. Answer the following questions.
• What is a radio advertisement?
• What information should go in a radio ad?
• What are the types of radio ads?
Listen and read.

Yeah, I've just arrived from Europe. Next week, I'll be in the USA.

Second day in Canada...

Yeah, I've just arrived from Europe. Next week, I'll be in the USA.

Have you traveled a lot?

The Niagara Falls are the most amazing waterfalls I've ever seen.

Well... I think the Iguazu Falls are the best. The place is colorful and the nature is simply beautiful.

Oh, Yeah. Iguazu. That place is in my country.

Really! You're very lucky. You can go there anytime you want.

Hmm,... To be honest, I haven't been there yet.

Oh, how interesting! You know other places better than your own homeland.
1. Fill in the blanks with the correct form of the verbs. Use the Word Bank.

**Word Bank**
- look for
- afford
- stay
- book
- pack

Ann: What are you doing with that suitcase?
Bob: I'm ________ (a). I'm going on a three-week vacation to Mexico.
Ann: Wow! That's wonderful. Have you already ________ (b) the flight?
Bob: Yes, I have booked a cheap flight and made the hotel reservation.
Ann: Are you ________ (c) at an expensive hotel?
Bob: No, I couldn't ________ (d) it; you know I'm traveling on a shoestring budget.
Ann: You have ________ (e) exotic beaches, haven't you?
Bob: Yes, I have. I can't wait to swim in the sea and feel the sun rays.
Ann: When are you traveling?
Bob: Tomorrow morning.
Ann: Gosh! You must hurry up!

2. Write the correct tag question.

a. They don't like helicopter rides, ________?
b. She is taking a course, ________?
c. We will try snowboarding this winter, ________?
d. He doesn't practice rappelling, ________?
e. She hasn't surfed this week, ________?
f. We won't go kayaking, ________?
g. You won’t miss the diving excursion, ________?

3. Rewrite the statements in reported speech.

a. Our favorite school excursion is the stunning diving course in the Galapagos Islands.
   ________

b. I saw the impressive Niagara Falls on a 15-minute helicopter ride.
   ________

c. I’m going on an exotic cruise to Phuket Island.
   ________

d. We will visit the magnificent Saint Peter's Basilica in Rome next summer.
   ________

e. My favorite landmarks are well-preserved monuments.
   ________

**Self-Evaluation**

Now I can...
- talk about holiday destinations.
- check if something is true and ask for information.
- report what someone has said.

<table>
<thead>
<tr>
<th>Very Well</th>
<th>OK</th>
<th>A Little</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td></td>
</tr>
</tbody>
</table>
afford: v. to be able to pay for something. I can’t afford staying at an expensive hotel.
beach: n. a sandy and sunny area near the sea. (syn. seaside)
book: v. to arrange for tickets in advance. (syn. reserve)
budget: n. a financial plan
canoeing: n. to travel in a canoe. Let’s go canoeing.
cliff: n. a rock face.

landmark: n. place of interest for tourists to visit due to its attractive physical characteristics, historical importance. The Great Barrier Reef is an Australian landmark.

motto: n. short sentence or phrase that expresses a belief or purpose.

mountain biking: n. to ride on hills/mountains and rough grounds.
mountain climbing: n. a mountain sport consisting of climbing elevated points for sport, pleasure and research.
pack: v. to put things into a suitcase or bag. I haven’t packed for my vacation yet.

destination: n. the place where someone is going.
heritage: n. the cultural value of a place, thing or person. Stonehenge is a World Heritage site.
hiking: n. an outdoor activity consisting of taking a walk in mountains or fields.
holidays: n. a period taken to travel, rest or relax. (syn. vacation, break)
kayaking: n. a water sport that requires a boat and a paddle to move across water.
kite surfing: n. an extreme water sport that combines surfing, windsurfing, wakeboarding, paragliding and gymnastics.

rock climbing: n. the outdoor sport of climbing rock faces using specialized techniques and equipment.
snorkeling: n. a water sport consisting of swimming and using a snorkel.

snowboarding: n. an outdoor sport consisting of moving over snow using a snowboard.

stay: v. to remain in a place. We stayed at Monffit Hotel in London.
surfing: n. a water sport consisting of riding on a wave on a board.
suitcase: n. a rectangular bag with a handle for carrying clothes and toiletries.
tobogganing: n. a winter sport consisting of sitting on a board and sliding over snow or ice.

waterfall: n. a stream or river that falls over a cliff.

Colloquial Expressions
To catch some rays: to get a suntan.
To live like a king: to live in a luxurious way.
To look forward to: to expect something with pleasure.
To travel light: to travel with little luggage.
To travel on a shoestring: to travel on little money.
General Objective
You will be able to talk about teen problematic situations.

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

CLIL
• Real Teen Problematic Situations
• The Teenage Brain

Vocabulary
• Words related to teen life events

Grammar
• First and second conditional
• Third conditional
• Wish

Idioms and Colloquial Expressions
• A thorny issue
• Make your blood run cold
• Can’t stand the pace
• Cry over spilled milk
• To give the heebie-jeebies
• To kick oneself
• Your wish is my command

Project
A Debate
You will set up a debate to discuss real-life problematic situations that teenagers face.

Discuss:
• What real-life problematic situations have you been through?
• Have you ever been a victim of bullying?
• Are you currently under pressure at school?
• Can brain changes justify teens’ real-life problems?
1. Fill in the blanks using the Word Bank. Then, listen and check.

2. Read the conversations and identify the problem in each situation.

Meg: Why has Lina failed? Last year she did very well at school.
Anna: Yeah, but this year there were so many school projects and extracurricular activities that she couldn’t stand the pace.
Meg: Maybe that’s true, but if you give her a second chance, she will succeed. So don’t worry.

Mike: Hey Meg, I’m in trouble! My parents know I procrastinate on my homework.
Meg: Yes, Mike, they are right; we should do our homework as soon as we get home.
Mike: And they also tell me what to study.
Meg: If your parents tell you what to study, you have to tell them not to push you!
Mike: Yeah, their comments make me fear facing my future.
Meg: If I were you, I would tell them I don’t want to make decisions that conflict with my own skills and interests.

3. Check ✓ the statements below as T (true) or F (false).

a. Bill has bullying incidents at school. ✓
b. Mike puts homework off until the last minute.
c. Lina has experienced school pressure.
d. Meg tells Mike how to deal with parental pressure.
e. Lina can overcome school pressure.
4. Based on the previous exercises, complete the grammar chart.

#### Reflect on Grammar

**First Conditional**
Use it to talk about what you will normally do in real-life situations.

- **If clause (condition)**
  - If + subject + simple present
  - If you [underline] her a second chance,

- **Result clause**
  - Subject + will + verb
  - She [underline] .

**Second Conditional**
Use it to talk about what you would generally do in imaginary or hypothetical situations.

- **If clause (condition)**
  - If + subject + simple past
  - If you [underline] the school principal and teachers [underline] st,
  - If I were you,

- **Result clause**
  - Subject + would + verb
  - They [underline] the bullies.
  - I [underline] them I don’t want...

**Note:** Use **were** for all the pronouns in second conditional.

Questions: Wh-word + would + subject + infinitive verb + if clause
What would you do to stop school conflicts if you were the school principal?

---

5. Complete Meg’s pieces of advice by circling the correct option.

a. If you stop homework procrastination, you [underline] learn and succeed.
b. If I were you, I [underline] use reconciliation strategies for conflict resolution.
c. We [underline] have so many bullying incidents if people were more tolerant.
d. If teens feel rejected, they [underline] do anything for identity search.
e. If teens related their own skills with their fields of interest, [underline] doubt what to study.
f. If teenagers have a good self-esteem, they [underline] accept and value their body image.

---

6. Listen and match each person with his/her corresponding wish.

a. Thomas 1. She wishes there were effective negotiation strategies and mediation procedures for solving school conflicts.
b. Pamela 2. He wishes his parents didn’t decide on his future studies.
c. Karla 3. I wish we didn’t put homework off until the last minute.
d. Brenda 4. I wish they didn’t have too many extracurricular activities.
e. Bill 5. He wishes he weren’t rejected by his partners.

---

**Project Stage 1**

- In groups of 4, brainstorm real-life problematic situations that have happened to people your age.

  E.g. Being a victim of bullying at school; having rejection feelings at home; procrastinating on homework; struggling with body image, etc.
Lesson 2

What Would You Have Done If...?

1. Which situations are the most difficult to deal with? Number them from 1 to 8, with 1 being the most difficult and 8 the easiest.

- decision making
- procreation
- anxiety
- time management
- family issues
- isolation
- school grades
- peer pressure

2. Read and listen to the debate.

Meg: Hello. The topic for today’s show is time management with the case of Ian, a boy who failed the school year because of procrastination. We have invited Mrs. Smith, a family specialist, and Mr. Wilkinson, a school principal, to discuss Ian’s problem. Good afternoon and welcome to our program.

Meg: According to Ian’s mother, Ian procrastinates and rarely finishes his school assignments. Mrs. Smith, what’s your opinion?

Mrs. Smith - Mr. Wilkinson: Good afternoon, Meg. Thanks for your invitation.

Meg: According to Ian’s mother, Ian procrastinates and rarely finishes his school assignments. Mrs. Smith, what’s your opinion?

Mrs. Smith: In my opinion, if Ian had learned to plan his daily routine, he wouldn’t have done wrong at school. This is something you have to learn in elementary school with the help of parents and teachers. Probably, if Ian’s parents had realized he was facing this situation before, they would have helped him by implementing schedules or set goals for every day.

Meg: Thanks Mrs. Smith. Now, let’s listen to Mr. Wilkinson.

Mr. Wilkinson: Thank you. I totally agree with Mrs. Smith. Still, I’d like to add that there are other factors that affect time management such as lack of concentration and decision making. To my mind, Ian would have dealt with procrastination if he had kept himself away from the things that easily distract him. For example, it’s very common seeing people working on their computers while checking their Facebook accounts, watching videos, chatting and so forth. Doing this affects both performance and concentration dramatically.

Mrs. Smith: Well, I disagree a little bit with Mr. Wilkinson because today people are multitasking. I mean they can do many things at the same time.

3. Match the condition with the corresponding result.

- a. If Ian hadn’t procrastinated when it came to school homework,...
- b. If Ian had received support in his elementary school,...
- c. If Ian had been conscious about the things that distracted him from his school duties,...
- d. If Ian’s parents had helped him to plan his daily routine,...

1. he’d have improved his grades.
2. he’d have learned to manage his time better.
3. he wouldn’t have had problems with time management.
4. he’d have done well at school.
4. Complete the sentences using the correct form of the verbs in parentheses.

a. If I __________________________ (know) that you were having time management problems, I __________________________ (give) you hints on planning schedules.

b. If she __________________________ (know) her brother was experiencing isolation, she __________________________ (talk) to him often after school.

c. If people __________________________ (realize) they were suffering from anxiety and stress before, they __________________________ (take) short breaks and exercised more.

d. If he __________________________ (trust) more in his skills, he __________________________ (not let) peer pressure determine his behavior.

5. Listen and read.

Karl: I wish I hadn’t followed my classmates’ recommendations.
Laura: What happened?
Karl: They told me not to bring an assignment for yesterday’s class hoping our teacher would give us more time to develop it. But he didn’t. So, I failed.
Laura: It’s always the same story with you. If you had done what you had to, you wouldn’t have failed.
Karl: I know! I wish peer pressure hadn’t affected me. I wish I had made the correct decision.
Laura: You have to trust more in yourself. But don’t cry over spilled milk. Face the situation and learn from it.

6. Write the corresponding wish to each situation.

<table>
<thead>
<tr>
<th>Past situation</th>
<th>Wish</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. My brother got really anxious during his oral presentation yesterday.</td>
<td>He wishes he hadn’t been anxious during his presentation.</td>
</tr>
<tr>
<td>b. Sally was very shy in high school. She felt lonely most of the time.</td>
<td></td>
</tr>
<tr>
<td>c. Pete was very indecisive years ago. He was afraid of making important decisions.</td>
<td></td>
</tr>
<tr>
<td>d. Sophie was not self-confident enough to face school pressure.</td>
<td></td>
</tr>
</tbody>
</table>

Reflect on Grammar

Wish
Use wish followed by the past perfect to express regrets about a situation in the past that didn’t occur but that you wanted it to be different.

<table>
<thead>
<tr>
<th>Past situation</th>
<th>Wish</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Pete followed his friends’ recommendations.</td>
<td>- He wishes he hadn’t followed his classmates’ recommendations.</td>
</tr>
<tr>
<td>- Pete let peer pressure affect him</td>
<td>- He wishes peer pressure hadn’t affected him</td>
</tr>
</tbody>
</table>

Project Stage 2

- Pick two situations out of the ones discussed in stage 1.
- Set the roles of each member in the debate (moderator – panelists) and state your point of view regarding the problematic issues.
- Search the Internet and other sources (like printed newspapers and magazines) for real evidence to support your viewpoints.
Lesson 3

The Teenage Brain

1. Discuss the questions below with your partners.
   a. Do you think a teenage brain is equal to an adult brain? Why?
   b. Are teenagers more emotional than rational? Why?
   c. Why do you think teens’ behavior and decisions are sometimes considered unreasonable?

2. Read an article about the teenage brain. Circle the expressions that make reference to an expert or authority in this field of research.

The Teenage Brain
Understanding Teens’ Behavior

Teenagers’ behavior is generally believed to stress families. Parents even think that adolescence is the most challenging period they have to face while bringing up their children. However, families may alleviate the worry this issue raises by getting to know the biological, mental and gender features of the teenage brain in relation to its development.

The first question to be posed is: What makes the teenage brain unique? According to Dr. Frances Jensen, an expert in Epilepsy Research, most people have considered the teenage brain to be an adult brain, ignoring that in biological terms, it differs a lot from it. Quoting her words, what makes it different is the fact that “The teenage brain has a different level of ability to learn, but still has some vulnerabilities hidden.” This double-fold feature happens because the intermediate zone of the teenage brain is not completely developed at the point of adulthood, and researchers have not fully looked into this issue yet.

So far, neuroscience research has shown that during adolescence the brain grows and changes while its different areas connect to each other to ensure the development of mental, physical, and sensorial functions. Such process is known as the brain’s connectivity system.

The second aspect to consider has to do with mental health. Understanding the brain connectivity system’s pace sheds light on teens’ mental health: Why do teenagers seem to be so reckless or irresponsible in determined situations? To this respect, Dr. Jay Giedd mentions that “The greatest changes to the parts of the brain that are responsible for impulse-control, judgment, decision making, planning, and organization occur in adolescence.” Additionally, he states that the “thinking part of the brain continues to thicken throughout childhood as the brain itself gets extra connections; it is much like a tree growing extra branches, twists and roots.” Because the teenage brain is not completely developed, teenagers lack the ability to control emotions and make responsible decisions. Dr. Jensen adds that “As we get older we develop better and stronger connections between our different regions of the brain.”

The third issue refers to the differences in brain development for girls and boys. Dr. Jensen affirm that “girls’ brains seem to reach maturity two or three years earlier than boys.” Regarding this process it is believed that for girls it takes until the end of the teenage years while for boys until their early twenties, which leads to what some experts have called gender-based learning differences.

A last concern worth mentioning deals with being aware of the teenage brain vulnerabilities to injury from alcohol abuse and addiction which, according to Dr. Jensen, “uses the same system as when learning a task.” As addiction is a kind of formal learning, the more teens are exposed to consumption, the more attraction they feel for it. Studies have shown that a teenage brain is more vulnerable than an adult’s and can get addicted faster and stronger. The life-long problem they may have...
in trying to give up alcohol is the worst thing they can face.

In sum, by being aware of the biological differences between a teenage and an adult brain, the ability girls’ brains have to mature sooner than boys’, and the irreversible impact of alcohol addiction on teenage brain growth, we will better understand and prevent teens’ unreasonable decision making and risky behaviors. Further scientific research on the teenage brain will give high school students new information about school subject learning and sources of vulnerability, which will benefit them in refining their own decision making and behavior tools.

3. Based on the text, determine which of the following ideas are S (explicitly stated) and which ones are I (inferred). Write down the lines of the text where you identify the information.

<table>
<thead>
<tr>
<th>Idea</th>
<th>S / I</th>
<th>Line</th>
</tr>
</thead>
<tbody>
<tr>
<td>Most people ignore the fact that biologically a teenage brain differs from an adult one</td>
<td>S</td>
<td>12</td>
</tr>
<tr>
<td>Thinking that the brain is fully developed by the end of childhood is a misconception.</td>
<td></td>
<td>17</td>
</tr>
<tr>
<td>A teen’s late childhood brain explains why teens often do not make the most responsible and reasonable decisions.</td>
<td></td>
<td>38</td>
</tr>
<tr>
<td>Brain connectivity is in charge of impulse-control judgment and decision making.</td>
<td></td>
<td>31</td>
</tr>
<tr>
<td>Girls’ brain ability to mature sooner than boys’ may lead to high school curriculum considerations.</td>
<td></td>
<td>46</td>
</tr>
<tr>
<td>A teenage brain is more vulnerable to substance abuse and addiction than an adult one.</td>
<td></td>
<td>60</td>
</tr>
<tr>
<td>Neuroscience research has contributed to the understanding of teens’ social and educational behavior.</td>
<td></td>
<td>73</td>
</tr>
</tbody>
</table>

4. Write an informative article about the problem you have been working on in project stages 1 and 2. Make use of arguments from authority.

E.g. Bullying incidents affect the school’s peaceful coexistence. According to Psychologist Benson, “most bullying incidents originate in…”

Project Stage 3

- Elaborate authoritative arguments to support your viewpoint and express what you would have done in such a situation.
1. Label these pictures with the corresponding idiomatic expression. Use the Word Bank.

- a. Your wish is my command
- b. ___________________________
- c. ___________________________

Word Bank
- To kick oneself
- To give the heebie-jeebies
- Your wish is my command

2. Listen to three conversations and match the corresponding excerpts.

a. Please, don't start talking about ghosts and evil phantoms.
- 1. Whatever you ask me to do, I'll do for you.
- 2. Oh, I felt like kicking myself! I ruined it all.
- 3. You know, they give me the heebie-jeebies.

b. Your wish is my command.

3. Match the expressions with their meanings.

- a. The heebie-jeebies
- b. To kick oneself
- c. Your wish is my command

- To say that you will do whatever the other person asks.
- To have strong feelings of fear, worry, nervousness or anxiety.
- To regret something you did or an opportunity that you missed.

Speaking Strategy
Use say that again, to ask for repetition.

4. Think of situations that you experienced to complete the sentences below. Then discuss with a partner.

a. I felt like kicking myself when ___________________________.

b. ___________________________.

- Pete has been kicking himself for flunking math.
- I said that Pete has been kicking himself for failing math.
- Sorry, can you say that again?

Reflect on Values

- I show respect for others’ regrets.
- I am tolerant of people’s fears.
- I understand individuals’ wishes.

Always | Sometimes | Never
---|---|---
| | | |
1. Discuss your experience.

Check ✓ what you learned while working on the project.

2. Read and answer the questions below.

A debate is originated in the communication about a given topic that people establish among themselves in a particular environment. It promotes research skills, critical thinking, elaboration of arguments, problem resolution, and communicative abilities. Quoting Bruner (2000), “the concepts of interaction, solidarity, collective aims, dialogue and inclusion are part of students’ communication that develops their critical thinking skills.”

The ability to elaborate arguments for a position in favor of or against a controversial issue may be exploitable through debates, as part of the development that every person should have. Formal debates include a moderator who maintains the focus and controls the flow of the debate by posing questions to both the panelists and the audience, and at least two panelists or experts who assume opposed positions on the topic discussed. To participate in debates of real-life problematic and controversial situations, we should be able to build arguments either in favor of or against the topic being discussed.

To elaborate an argument, we should first state our point of view and support it with real evidence, which allows the participant to debate using solid foundations or statements. One important mode of argumentation is the argument of authority which comes from qualified, knowledgeable experts or researchers who have looked into the topic in question or the issue being discussed. For an authoritative argument to be used, sources must be cited or quoted, which means that we need to use quotation marks.

Answer:

a. What skills are promoted by debates?
b. What is an argument?
c. What should be kept in mind when elaborating an argument?
d. What is one mode of argumentation?

Give your Presentation

Moderator

• Introduce the problematic situation to be discussed.
• Introduce the panelists of your group.
• Invite the panelists to start up the discussion.

Panelists

• State your point of view about the situation described.
• Express agreement or disagreement with your partners’ arguments.
• Invite the group members to express their arguments for and against the issue and say what you would have done in such a situation.

Moderator

• Wrap up the debate by summarizing the main points of the discussion.

Useful Expressions

Moderator

• Today we will discuss a problematic situation that...
• We have invited three panelists... (your partners’ names)
• I’d like to hear our first panelist

Panelists

• I think that... / I consider that... / I believe that...
• I agree / don’t agree with...

Moderator

• In conclusion...
9. What result would you have gotten if you had studied harder for your English test?

10. What will you do if your best friend is facing alcohol abuse?

11. What would you do if you were suffering from a body image problem?

12. Miss a turn

13. What would you have done if you had been asked to prepare today’s English lesson?

14. What would you say to your best friend if he didn’t want to come back to school?

15. What would your parents do if you were a school bully?

16. What would have happened if your parents hadn’t allowed you to join the school leisure activities?

17. Go two spaces forward!

18. What will happen if you procrastinate on your homework?

19. What would you do if your best friend were having identity problems?

20. What would you do to reduce school conflicts if you were the school principal?

21. What will you do if your best friend is facing school pressure?

22. Miss a turn

23. What would you say if you were asked to give hints on time management?

24. What would you do if you didn’t have the chance to express your arguments in a class debate?

25. What would you do if you felt rejected by your classmates?

26. Free question

1. What will happen if you get involved in a school conflict

2. What would you do if you hadn’t have a good relationship with your parents?

3. What would you have done if you hadn’t been accepted by your peers?

4. What will your parents do if you fail the school year?

5. What would you do if you were under so much school pressure?

6. Miss a turn

7. What will happen if you are not able to manage stress?

8. What would you do if you were under so much parental pressure?

What will you do if...?
What would you do if...?
What would you have done if you...?
Quiz Time

1. Label each group of signs or symptoms. Use the box.

<table>
<thead>
<tr>
<th>risky behavior (RB)</th>
<th>time management (TM)</th>
<th>family tension (FT)</th>
<th>stress management (SM)</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. People taking a test, being sick, or facing the death of a relative</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. People's reckless conduct, poor judgment, unreasonable decisions and alcohol abuse</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>c. People's emotional problems, parents' divorce and dysfunctional families</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>d. People's procrastination, lack of planning and prioritizing skills and lack of organization</td>
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<td></td>
<td></td>
</tr>
</tbody>
</table>

2. Complete the sentences using the correct verbal form of the verbs in parentheses.

a. If we hadn’t procrastinated, we ___________________ (succeed) in the school project.

b. If he hadn’t been bullied, he ___________________ (not run away) from school.

c. School conflicts ___________________ (increase) much more if the school staff hadn’t launched an effective campaign for peaceful coexistence.

d. Students ___________________ (waste) valuable time for school homework and extracurricular activities if they had known how to manage time efficient.

3. Read and then label the statements below as I (inferred) or S (stated).

Scientific research suggests that while adults engage in rational thinking when facing emotional decisions, teenagers are not ready to reason in the same way. Since the adolescent brain is not completely developed, they lack ability to control emotions, impulses, distinguish right and wrong, and establish cause-effect relationships in the way adults do. Quoting Dr. Yurgelun-Todd, “Good judgment is learned, but you can’t learn it if you don’t have the necessary hardware.” This indicates that teens need support to make rational decisions when dealing with emotional impulses. It is evident that the teen brain is a work in progress, and that parents and educators can help this progress through open communication.

a. Teenage brain reasoning needs maturation to deal with emotional decisions.

b. Research may help teens suffering from behavioral or emotional problems.

c. Parents and educators can facilitate quality decision-making processes in teenagers.

d. Teens’ brains’ lack of full development can explain their reckless behavior.

4. Read the present and past situations and express wishes and regrets.

a. Tina feels rejected because she doesn’t behave as others do. She wishes she ___________________ (not behave) differently so she would be accepted by her classmates.

b. Daniel is under too much tension. He wishes he ___________________ (not have) any arguments with his girlfriend.

c. Ingrid’s parents didn’t allow her to study a music career. She wishes her parents ___________________ (allow) her to study a music career.

d. Michael suffered an accident. He wishes he ___________________ (not take) the risky decision of practicing extreme board skating.

Self-Evaluation

Now I can...

- talk about what I would do in hypothetical situations.
- express wishes and regrets.
- identify inferred and stated information.

<table>
<thead>
<tr>
<th>Very Well</th>
<th>OK</th>
<th>A Little</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
A-I
ability: n. a skill that enables beings to perform tasks. (syn. skill)
abuse: n. the act of exceeding use or consumption. (syn. misuse) Alcohol abuse
argument: n. a viewpoint supported by real evidence. *She gave arguments in favor and against.*
behavior: n. a conduct that characterizes living beings and organisms. (syn. conduct)
bullying: n. the act of hurting or frightening someone smaller or less powerful.

conflict: n. a disagreement, difference or quarrel among people. (ant. harmony)
debate: n. a formal discussion of an issue in a given context. *Let’s have a class debate.*

feeling: n. an emotion towards a person or thing. (syn. emotion)
incident: n. a given event, happening or situation. *The incident happened at 10 PM.*

judgment: n. a decision derived from a particular issue. (syn. conclusion)
lonely: adj. characterized by being alone, without companionship. (ant. accompanied)

management: n. the ability to organize, administrate or supervise processes. (syn. administration)

parental: adj. related to mothers and fathers. *Parental guardianship is obligatory.*
poor: adj. characterized by being of low quality or without money.
pressure: n. a type of tension, stress, or anxiety that interferes with well-being. (syn. strain)
prioritize: v. to set immediate objectives and procedures. *I need to prioritize my tasks.*
procrastinate: v. delay or put things off until the last minute. *To procrastinate is a waste of time.*

rejection: n. when someone refuses to accept or believe someone or something. (ant. acceptance)
relative: n. a member of the family. *My cousins are my relatives.*
risky: adj. characterized by being dangerous or unsafe. *Risky behavior*

search: n. an act of looking for something. (syn. hunt)
tension: n. stress that affects well-being. (syn. anxiety)
unreasonable: adj. characterized by lack of being rational.

Colloquial Expressions
A thorny issue: to deal with a difficult problem
Can’t stand the pace: to be unable to do well under a lot of pressure.
Cry over spilled milk: to complain about a situation you cannot remedy.
Make your blood run cold: something scary.
To give the heebie-jeebies: to have strong feelings of fear, worry, nervousness or anxiety.
To kick oneself: to regret something you did or an opportunity that you missed.
Your wish is my command: to say that you will do whatever the other person asks.
Exploring Landmarks!

I've had the opportunity to travel and explore the historic, natural and architectural features of different landmarks around the world. Most of them are well-known worldwide and have either a functional or symbolic significance. I would say that the following holiday destinations should not be missed.

The Great Wall of China, one of the greatest wonders of the world, was listed as a World Heritage site by UNESCO in 1987. The Great Wall goes up, down and across mountains, grasslands, and flat terrains, extending 8,851.8 kilometers from east to west China. Although some of the sections are in ruins, it is still one of the world’s most appealing attractions due to its architectural magnificence, spectacular views and historical worth. Visiting this landmark is an unforgettable experience for history lovers!

Mount Everest is the highest mountain in the world, measuring 8,848 meters above sea level, and located on the border between Nepal and China. It is also considered a natural wonder of the world. To go mountain climbing, mountain biking, hiking, and rock climbing, tourists need to be physically prepared and follow specific routes. During winter people can even go snowboarding. This is a unique experience that shouldn’t be missed by adventure lovers!

The Coffee Triangle of Colombia was officially inaugurated into the UNESCO World Heritage Landscape listings on June 25th, 2011. Its centenary tradition of growing coffee makes it an example of a productive cultural landscape worth visiting any time of the year. This unique and popular tourist destination offers theme parks like the National Coffee Park, where visitors learn about the process of making coffee, and Panaca Park, where people can interact with farm animals. The region also offers leisure activities like horseback riding, canoeing, rafting and paragliding, as well as delicious typical food to suit all sorts of tastes. The people are very friendly and the prices are so reasonable that the risk is wanting to stay!

The Great Barrier Reef is one of the seven natural wonders of the world and is located in Australia. Its natural beauty makes it an extraordinary destination where visitors can see diverse marine wildlife while swimming with the fish and admiring the amazing colors of the coral reef. It has such wonderful biological diversity that it is a scuba diving paradise. It offers island day trips and scuba diving in the outer reef. A visit to this unique natural wonder is a must for any holiday!

Card 1

Matterhorn Mountain

- Basic Info: 4,478m mountain with snow 365 days of the year. A place you can only find in Zermatt!
- Activities: Hiking, mountain climbing, rock climbing, snowboarding and tobogganing
- Accommodation: Low-priced hotels and economical hostels for backpackers

Card 2

Machu Picchu

- Basic Info: Listed as a World Heritage site by UNESCO in 1983. The most spectacular achievement of the Inca Empire
- Activities: Hiking, walking the Inca trail and climbing the Huayna Picchu's summit. Explore the well-known archeological Inca ruins, enjoy the amazing mountain landscape, and taste a variety of typical dishes!
- Accommodation: Low-priced hotels and economical hostels for backpackers

Stage 2

- You are a potential tourist.
- Choose one destination: The Great Wall of China or The Iguazu Falls
- Ask candidate B (the travel agent) questions about the place you want to go. Find out information about the location, activities, food, and accommodation.
Listening

You will listen to a radio interview. For questions 11-15, check the correct answer in the answer box. You will listen to the recording twice.

0. Bullying is a thorny issue because it
A. affects people's well-being.
B. can be easily solved.
C. involves many people.

11. Bullying is understood as the act of
A. helping someone who is smaller or less skillful.
B. persuading someone to do something they do not want to do.
C. being physically or verbally aggressive to someone who is less powerful.

12. The principal consequences for a person who is a victim of bullying are
A. high academic achievement and active participation in curricular activities.
B. poor school performance and feelings of rejection and isolation.
C. too much family and school pressure, as well as confusion and conflict.

13. It is necessary to find solutions to bullying incidents.
A. Individual-isolated actions
B. Actions from the whole school community
C. Actions from the wider community

14. Students and teachers
A. should help prevent bullying.
B. Teachers and parents
C. The whole school community

15. To prevent bullying incidents, youngsters should be guided in
A. dealing with emotional decisions and impulses, as well as taking care of their friends.
B. listening to their friends' problems and giving advice.
C. controlling impulses and establishing cause-effect relationships.

Speaking

Candidate B

Stage 1
You are a potential tourist.
Choose one destination: Matterhorn Mountain in Switzerland or the historic sanctuary of Machu Picchu, Peru.
Ask candidate A (the travel agent) questions about the place you want to go. Find out information about activities, food, and accommodation.

Stage 2
You are a travel agent. Give candidate A (a potential tourist) information about the place where they want to go. Use the information in cards 1 and 2 as guidelines to answer candidate A's questions.

Writing
Write a short description about a place that you would recommend for a vacation. Keep in mind the following aspects.

Description of the place
Attractions
Activities to do there

Card 1
The Great Wall of China
• Basic info:
Close to Beijing, it extends 8,851.8 kilometers from east to west China. Listed as a World Heritage site by UNESCO in 1987. Known as one of the greatest wonders of the world.
• Activities:
The Mutianyu section is one of the most amazing attractions for its architectural magnificence. Contemplate the architecture and beautiful mountain scenery. Taste a range of typical food like fried rice, noodle soup, dumplings and fried vegetables.
• Accommodation:
Stay in low-priced hotels or hostels for backpackers.

Card 2
Iguazu Falls
• Basic info:
A natural wonder that was listed as a World Heritage landmark in 1984. The falls are divided between 3 countries: Argentina, Brazil and Paraguay.
• Activities:
Sight-seeing excursions, helicopter rides, boating, canoeing, rappelling, kayaking and rafting. Taste fresh fruit and typical dishes such as Paraguayan cake, galeto and rapadura.
• Accommodation:
Stay in low-priced hotels or hostels for backpackers.

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STUDENT A

1. This is an article published in the education section of a school newspaper. You need to complete the missing information.
2. Use the clues below to ask questions that will help you get the information from student B.

Ask about:
• (a) The complete headline of the article (what)
• (b) & (c) The key places (where)
• (d) The key moments in time (when)
• (e) The key people (who)
• (f) The key events (what)

STUDENT A

Are ____________________ (a) Flopping?

Science fairs at schools have been very fashionable. The origins of school science fairs can be traced back to the 1950s when they first became popular in the (b). Last month, there was a regional science fair where contestants from twenty seven (c) presented their science and technology projects. Students designed spellbinding display boards and models to show the projects they had created.

However, participation among high school students seems to be declining. In the year (d), for instance, a total of fifty-six schools gathered and presented their projects - half the number that had participated the year before. Why is this happening? Mrs. Martinez, (e), said that “the process of elimination is an aspect that discourages students from being interested in participating. It seems that there is too much attention paid to competition.” Another factor can be related to (f) that science teachers must do. “Teachers find themselves helping students with the research as well as having to collect the money for medals and judges,” said Mr. Scott, president of the regional science fair.
STUDENT A
Complete the interview. Ask student B for missing information.

Journalist: Adele, it's a pleasure to have you here with us today. Thanks for coming. So, you were born in Tottenham, right?
Adele: Yes, I was born and raised in _____________ (a).

Journalist: You started singing at age 4, but when did you decide to become a professional singer?
Adele: Well, I really wanted to go for an artistic career _____________ (b). I quickly I found out that I had the aptitude to be a _______________ (c).

Journalist: Sure, and you have certainly drawn on your talent and beautiful voice to win several awards. You're definitely an amazing artist; the best these days!
Adele: Oh! Thank you! But I don’t think I’m the best. I just love _______________ (d)!

Journalist: Wow! I see you are a humble and charming person, too. That’s why we love you so much. Thanks for the great music and songs you’ve given us.

STUDENT A
In the passage below about online communication, some information is missing.
You need to complete it by asking questions. Use the clues below to ask questions that will help you get the information from student B.

- The first computer for home usage / introduced
- Internet access / today
- Online video conferences / let people

Before 1990 people didn't use to have computers at home to communicate with others; the first computer for home usage was introduced by IBM in _____________ (a). While in the past Internet access used to be complex and slow, today it is _____________ (b) everywhere and this has increased the speed of communication. Although, in the mid-1990’s people used to communicate with those living abroad through e-mails and instant messaging, at the present they speak through online video conferences in real time. Recent finding have been revealed about people's preferences for online video conferences: they have become more popular than instant messaging and e-mails, and let people _____________ (c) in real time.

In general, online video conferences offer more benefit than e-mails or instant messaging because it gives people better communication opportunities than those they used to have in the past.
Are School Science Fairs Flopping?
Science fairs at (a) have been very fashionable. The origins of school science fairs can be traced back to the (b) when they first became popular in the United States. Last month, there was a regional science fair where contestants from twenty seven high schools presented their science and technology projects. (c) designed spellbinding display boards and models to show the projects they had created.

However, participation among high school students seems to be declining. In the year 2011, for instance, a total of fifty-six schools gathered and presented their projects - half the number that had participated the year before. Why is this happening? Mrs. Martinez, a science teacher, said that “the process of (d) is an aspect that discourages students from being interested in participating. It seems that there is too much attention paid to competition." Another factor can be related to the extra work that science teachers must do. “Teachers find themselves helping students with the research as well as having to collect the money for medals and judges,” said Mr. Scott, (e).

STUDENT B
1. Listen to your partner’s description and draw the corresponding picture on a piece of paper.

2. This is a picture of how mining was in the past. Describe it and speculate about the lifestyles of miners in the past so that your partner can draw a similar picture.

Miners’ lifestyles in the past:
• Eating habits: ________________
• Everyday lifestyles/habits: ________________
• Their use of natural resources: ________________
• Ways they took care of the environment: ________________

3. Finally, exchange pictures and discuss how mining uses natural resources today.
STUDENT A

You work for a travel agency. Student B is a potential tourist. He/She will ask you questions about the Mount Everest. Use the information below to answer his/her questions.

**Facts:**
- The well-known landmark Mount Everest is an 8,848 meter mountain, the highest in the world. Here you can go hiking and walking, mountain climbing, mountain biking, rock climbing, and camping; during winter people can go snowboarding.
- The mountain bike route that includes the Mount Everest Base Camp is 10km long and includes a vertical climb which is greater than 200m, and the final 1000m is covered on foot, so tourists need to be fit and well-trained before attempting to join any excursion.
- There are tourist plans that suit a range of budgets. Mount Everest offers very exciting 5 to 10-day excursions priced from US$2,999. It’s worth the money!

### Stage 1

You are a parent who is facing a difficult situation with your son. You are talking to a counselor (student B) to get some possible solutions to your problem.

- Choose one of the following problems and use the guidelines to describe it to student B. Listen to student B’s pieces of advice to solve it.

**Bullying behavior:** lack of peaceful discussion skills, not accepting others’ ideas, teasing and fighting with classmates, yelling at classmates, thinking that one is always right.

**Decision making:** poor judgment, unreasonable decisions, inability to control emotions, impulses, distinguish right from wrong, and establish cause-effect relationships.

### Stage 2

You are a school counselor who is listening to a parent (student B) looking for some piece of advice.

- Listen to student B’s description of the problem and guess what it is.
- Use the guidelines below to give student B possible solutions to solve his/her problem.

<table>
<thead>
<tr>
<th>Problem</th>
<th>Possible solutions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identity search</td>
<td>- Talk to him/her every chance you have.</td>
</tr>
<tr>
<td></td>
<td>- Don’t judge his/her likes. Instead, try to understand why he/she likes and dislikes certain things.</td>
</tr>
<tr>
<td></td>
<td>- Try to meet his/her friends from time to time by allowing them to spend some time at your home.</td>
</tr>
<tr>
<td>Homework procrastination</td>
<td>- He/She has to accept that he/she is procrastinating.</td>
</tr>
<tr>
<td></td>
<td>- Break large tasks into smaller ones. - Start with the simplest and shortest assignments.</td>
</tr>
<tr>
<td></td>
<td>- Get down to work and gather a working pace. - Set specific goals and schedules.</td>
</tr>
<tr>
<td></td>
<td>- Praise him/her.</td>
</tr>
</tbody>
</table>
**STUDENT B**

Complete the interview. Ask student A for missing information.

**Journalist:** Adele, it’s a pleasure to have you here with us today. Thanks for coming. So, you were born on ____________ (a).

**Adele:** Yes, I was born and raised in the UK.

**Journalist:** You started singing at age 4, but when did you decide to become a ____________ (b)?

**Adele:** Well, I really wanted to go for an artistic career when I was a teenager. I quickly found out that I had the aptitude to be a composer and singer.

**Journalist:** Sure, and you have certainly drawn on your ____________ (c) to win several awards. You’re definitely an amazing artist; the best these days!

**Adele:** Oh! Thank you! But I don’t think I’m the best. I just love to sing!

**Journalist:** Wow! I see you are a ____________ (d) person, too. That’s why we love you so much. Thanks for the great music and songs you’ve given us.

---

**STUDENT B**

In the passage below about online communication, some information is missing. You need to complete it by asking questions. Use the clues below to ask questions that will help you get the information from student A.

- Internet access/past
- People used to communicate with those living abroad / in the mid-90’s
- People communicate with those living abroad / today

Before 1990 people didn’t use to have computers at home to communicate with others; the first computer for home usage was introduced by IBM in the early 1980’s. While in the past Internet access used to be ____________ (a), today it is simple and fast everywhere and this has increased the speed of communication. Although, in the mid-1990’s people used to communicate with those living abroad through ____________ (b) and instant messaging, at the present they speak ____________ (c).

Recent findings have been revealed about people’s preferences for on-line video conferences: they have become more popular than instant messaging and e-mails, and let people give speeches, hold meetings and do business transactions in real time. In general, online video conferences offer more benefits than e-mails or instant messaging because it gives people better communication opportunities than those they used to have in the past.
STUDENT B

You are a potential tourist at a travel agency. You are looking for a holiday destination that fits your interests. You plan to go to Mount Everest. Ask student A about your preferences and financial possibilities. Use the guidelines below to ask him/her questions.

Facts:
- I want to go to Mount Everest. Can you tell me about the attractions and activities?
- Are there any specific physical requirements to join the mountain and rock climbing excursions?
- How about flights and low-priced hotels?

STUDENT B

Stage 1
You are a school counselor who is listening to a parent (student A) looking for some advice.
- Listen to student A’s description of the problem and guess what it is.
- Use the guidelines below to give student A possible solutions to solve his/her problem.

<table>
<thead>
<tr>
<th>Problem</th>
<th>Possible solutions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bullying behavior</td>
<td>- Talk to him/her a lot after school.</td>
</tr>
<tr>
<td></td>
<td>- Show him/her that the things he/she does are important.</td>
</tr>
<tr>
<td></td>
<td>- Violence is not the solution.</td>
</tr>
<tr>
<td></td>
<td>Give arguments and strong points of view.</td>
</tr>
<tr>
<td></td>
<td>- One is not always right. Respect others’ point of view.</td>
</tr>
<tr>
<td>Decision making</td>
<td>- Work on building his/her self-confidence</td>
</tr>
<tr>
<td></td>
<td>- Listen carefully to his/her problems and try to get different possibilities for a solution.</td>
</tr>
<tr>
<td></td>
<td>- Tell him/her not to let emotions affect his/her decisions.</td>
</tr>
</tbody>
</table>

Stage 2
You are a parent who is facing a difficult situation with his/her son. You are talking to a counselor (student A) to get some possible solutions to your problem.
- Choose one of the following problems and use the guidelines to describe it to student A. Listen to student A’s pieces of advice in order to solve.

Identity search: feels insecure about his/her body image, wears different types of clothes, listens to noisy music, most of the time is with his/her friends or prefers to be alone.

Homework procrastination: lack of planning skills and organization, not handing in homework on time, bad grades, waste of time on the computer and the phone, going to bed late.
1. Match column A with column B to make complete sentences.

<table>
<thead>
<tr>
<th>Column A</th>
<th>Column B</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. I highlighted the important parts...</td>
<td>a. in Atlanta, USA.</td>
</tr>
<tr>
<td>2. Newspapers publish obituaries when...</td>
<td>b. she was a child.</td>
</tr>
<tr>
<td>3. CNN headquarters is...</td>
<td>c. so you don’t have to read the whole article.</td>
</tr>
<tr>
<td>4. Shakira made her debut when...</td>
<td>d. onto a CD.</td>
</tr>
<tr>
<td>5. I want to record all this music...</td>
<td>e. someone dies.</td>
</tr>
</tbody>
</table>

2. Replace the words in bold face with a synonymous word from the glossary.
   a. After heavy rains, many towns were **inundated** with water.

   ___________ ___________ ___________

   b. The newspapers **title** immediately caught my attention.

   ___________ ___________ ___________

   c. The newspaper’s **design** was very confusing.

   ___________ ___________ ___________

   d. Brazil won the football **game** against Italy.

   ___________ ___________ ___________

   e. The company’s **employees** are working on a new solution to the problem.

   ___________ ___________ ___________

   f. The **journalist** is interviewing the health minister as we speak.

   ___________ ___________ ___________

3. Unscramble the words and then use them to complete the conversation.

   a. o h s k n i g c
   b. e i o d t r
   c. r m e n o t
   d. g s t a n d i o u t
   e. d l a e
   f. s t f a c
   g. d w a r a
   h. s t o h

   Paul: Hey Tammy, did I tell you that the newspaper’s ___________ (1) won an ___________ (2) for ___________ (3) work?

   Tammy: No you didn’t. I think that’s great. He really deserves it. He always writes about ___________ (4) and never includes his personal opinions.

   Paul: I know. Did you read his article on London as the ___________ (5) city for the 2012 Olympics?

   Tammy: Well, actually I only had time to read the ___________ (6) paragraph. But it looked interesting!

   Paul: Yeah, it was really interesting and a little ___________ (7) too. I can’t believe that they are having so many security problems just days before the Olympics are due to start.

   Tammy: I guess that as a junior editor, your boss is also your ___________ (8), isn’t he?

   Paul: He sure is. I have learned a lot working with him.
1. Answer the crossword puzzle.

Across:

a. a hard, silvery heavy metal that is abundant in the earth and is used to make building structures
b. a place where waste material and garbage is left
c. a hard black rock that is found in the ground and is used as a fuel to provide heat
d. waste material, especially metals suitable for reprocessing
e. a measurement that says how heavy something is
f. wood used for building

Down:
g. a red-brown metal used to make wire or pipes that conduct electricity or heat
h. the way the ocean waters fall and rise during the day
i. a short, light sleep during the day
j. a thick, dark liquid obtained from mineral deposits that is used as fuel
k. the surface layer of the Earth
l. a sickness or an illness

2. Circle the most appropriate word or expression to complete each sentence.

a. My dad is a very ___________ man. I always ask him for advice when I have a problem.
   1. tired  2. wise  3. sedentary  4. flowin

b. ___________ like petroleum and natural gasses are formed from the remains of plants and animals from previous eras.

c. A well-balanced diet includes lots of fruit and ___________.
   1. junk food  2. scraps  3. veggies  4. diseases

d. We have many different ___________ in our ___________.
   1. storehouse  2. dump  3. outskirts  4. layout

3. Find words in the glossary that are antonyms to the following words.

<table>
<thead>
<tr>
<th>Glossary Word</th>
<th>Antonym</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. downtown</td>
<td>enemy</td>
</tr>
<tr>
<td>b. energetic</td>
<td>moving</td>
</tr>
<tr>
<td>c. non-renewable</td>
<td>stagnant</td>
</tr>
<tr>
<td>d.</td>
<td></td>
</tr>
<tr>
<td>e.</td>
<td></td>
</tr>
<tr>
<td>f.</td>
<td></td>
</tr>
</tbody>
</table>

4. Match the colloquial expressions with their meanings.

<table>
<thead>
<tr>
<th>Colloquial Expression</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. be in murky waters</td>
<td>be in a poor physical condition</td>
</tr>
<tr>
<td>b. be in bad shape</td>
<td>be in good health</td>
</tr>
<tr>
<td>c. move heaven and earth</td>
<td>behave in morally and ethically questionable ways</td>
</tr>
<tr>
<td>d. be as fit as a file</td>
<td>be determined to do or get something that is difficu</td>
</tr>
</tbody>
</table>
1. Match the verbs with their particles to make phrasal verbs. Then, match the phrasal verbs with their definitions.

<table>
<thead>
<tr>
<th>Verb</th>
<th>Particle</th>
<th>Phrasal Verb</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>a.</td>
<td>draw</td>
<td>for</td>
<td>1. to investigate</td>
</tr>
<tr>
<td>b.</td>
<td>hold</td>
<td>after</td>
<td>2. to reject, refuse</td>
</tr>
<tr>
<td>c.</td>
<td>bring</td>
<td>out</td>
<td>3. to make use of something</td>
</tr>
<tr>
<td>d.</td>
<td>turn</td>
<td>in</td>
<td>4. not to show how you feel</td>
</tr>
<tr>
<td>e.</td>
<td>fin</td>
<td>a on</td>
<td>5. to choose from various options</td>
</tr>
<tr>
<td>f.</td>
<td>look</td>
<td>down</td>
<td>6. to earn money</td>
</tr>
<tr>
<td>g.</td>
<td>go</td>
<td>into</td>
<td>7. to take care of somebody</td>
</tr>
<tr>
<td>h.</td>
<td>look</td>
<td>back</td>
<td>8. to discover information</td>
</tr>
</tbody>
</table>

2. Choose seven phrasal verbs from exercise 1 to complete the conversation.

PaulDJ: Hi Amy. Welcome to our radio contest. Today, you have to ______________ (a) who the artist of the week is.
You have two options: a male singer or a female actress. Who do you want to select?

Amy: Well, I’ll ______________ (b) the male singer.

PaulDJ: OK. Great! Here is the first clue: he is a very friendly person; he gets on very well with people and fans. In his songs, he is very honest and never ______________ (c) his feelings about the world. He even expresses his religious feelings.

Amy: Wow! That’s interesting. Is he a Latin American singer?

PaulDJ: Yes, he is. He ______________ (d) his talent as a musician to mix his pop style with merengue, bolero and bachata. He likes to ______________ (e) the preferences of people to please them with his songs.

Amy: What about his records? Has he sold many of them?

PaulDJ: Yes, he has sold over 30 million. This has ______________ (f) millions of dollars. His music is very popular and well-known in different countries. He ______________ (g) a proposal to sing in Portuguese, what a shame!

Amy: OK, now I guess I can tell who this is! Is he Juan Luis Guerra?

PaulDJ: You're right. Congratulations, you've found out our artist of the week.

3. Write antonyms using the prefixes in the box.

<table>
<thead>
<tr>
<th>Im-</th>
<th>In-</th>
<th>Ir-</th>
<th>Un-</th>
</tr>
</thead>
<tbody>
<tr>
<td>a.</td>
<td>_____ sensitive</td>
<td>c.</td>
<td>_____ rational</td>
</tr>
<tr>
<td>b.</td>
<td>_____ happy</td>
<td>d.</td>
<td>_____ patient</td>
</tr>
<tr>
<td>g.</td>
<td>_____ predictable</td>
<td>f.</td>
<td>_____ decisive</td>
</tr>
<tr>
<td>h.</td>
<td>_____ reliable</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

4. Match the colloquial expressions with their corresponding pictures.

a. Head over heels in love    b. Your heart sinks    c. Grin from ear to ear    d. Make your blood boil
1. Unscramble the words and then match them with their definitions.

<table>
<thead>
<tr>
<th>Word</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. kofireswr</td>
<td>1. a light inside a container which has a candle to hang it up</td>
</tr>
<tr>
<td>b. porc</td>
<td>2. something happening immediately, without any delay</td>
</tr>
<tr>
<td>c. rrppnereevuet</td>
<td>3. explosives that light up the sky and make a loud noise</td>
</tr>
<tr>
<td>d. etufear</td>
<td>4. the systematic killing of a lot of people</td>
</tr>
<tr>
<td>e. schooluta</td>
<td>5. a person who starts or manages a business</td>
</tr>
<tr>
<td>f. ntstian</td>
<td>6. grains, fruits or vegetables grown by farmers</td>
</tr>
<tr>
<td>g. nrelant</td>
<td>7. to give particular attention to something</td>
</tr>
</tbody>
</table>

2. Replace the words in bold face with a synonymous word from the glossary.

   a. The farmer makes his money by selling his **livestock**.

   ____ ____ ____ ____ ____ ____ ____ ____ ____ ____

   b. The **beast** was the ugliest looking thing that I have ever seen.

   ____ ____ ____ ____ ____ ____ ____ ____ ____ ____

   c. The little girl was in a state of **anguish** when she couldn’t find her parents in the supermarket.

   ____ ____ ____ ____ ____ ____ ____ ____ ____ ____

   d. The search for a cure for cancer is a **worldwide** effort

   ____ ____ ____ ____ ____ ____ ____ ____ ____ ____

   e. In China, dragons are **mythical** creatures.

   ____ ____ ____ ____ ____ ____ ____ ____ ____ ____

3. Match each illustration with a colloquial expression. Then, use the expressions to complete the sentences.

   a. crowning achievement

   b. in style

   c. break the habit

   1. Winning a gold medal at the Olympics was my biggest success. It was definitely a ________________ in my life.

   2. It wasn’t easy, but I finally ________________ of eating too much sugar when I am nervous.

   3. If Brazil is organizing the opening ceremony for the 2016 Olympic Games, you know that, as always, it will be done ________________.
1. Unscramble the names of different sports.

   a. c o r k  m i b n i g l c  _______________  rock climbing
e. l a y k a n g k  _______________
   b. t k e i  g r u s f n i  _______________
ed. s f u r n g i  _______________
   c. b a s u c  g v i d n i  _______________
f. k l g s n o r e i n  _______________

2. Complete the dialog with the words from the previous exercise.

   Presenter: Good evening Marcus, and welcome to our program, Adventure Sports Live. Tell us, what sports would you consider to be the most extreme?

   Marcus: Well, there are three sports that I consider really extreme: the first i __________________ (a), which is where people climb flat cliff faces; the second i __________________ (b), where a single person uses a small kayak or boat to move through the rapids in the water, and the third one is __________________ (c). This sport combines various different water and air sports like surfing and paragliding. It is a must for anyone who wants a real adrenaline rush!

   Presenter: Wow, they sound fun and dangerous! Tell me Marcus, what extreme water sport would you suggest for someone who loves the water?

   Marcus: I would definitely have to say ______________ (d). The feeling you get when you are diving deep under the sea and breathing throw an oxygen tank is absolutely amazing. And of course, for the less adventurous water lover there is always ______________ (e). This is similar to scuba diving, but with a snorkel instead of an oxygen tank.

   Presenter: And you Marcus, what is your favorite adventure sport?

   Marcus: That’s easy. __________________ (f) is my passion. I just love riding those waves on my board.

3. Circle the word that best completes each sentence.

   a. We can’t book / afford / pack to stay in 5 star hotels. They are too expensive!
   b. We are traveling on a very small budget / cliff / suitcase of $15 a day.
   c. The Colosseum in Rome is one of Italy’s most famous cliffs / landmarks / beaches.
   d. The Pyramids of Giza in Egypt are a world snorkeling / motto / heritage site.
   e. My motto / holiday / waterfall is, “never say never!”

4. Complete the sentences with the correct colloquial expression.

   a. I don’t spend a lot of money when going abroad. I like to ________________________________.
   b. We are ________________________________ going on vacation. It is going to be so much fun!
   c. When going on vacation, Pete likes to ________________________________. He stays in the most luxurious hotels
   d. Let’s ________________________________. I really want to go home with a suntan.
   e. I like to ________________________________. I only have a very small backpack.
1. Use the glossary to find the synonyms of the words in the Word Bank.

Word Bank
• ability
• abuse
• behavior
• feelings
• judgment
• management
• pressure
• search
• tension
• unreasonable

2. Check the most appropriate word or expression to complete each sentence.

a. If the school community stands up to ________ (1), there will be less ________ (2) in the school.
   1. debate
   2. ability
   3. abuse
   4. behavior
   5. pressure
   6. search
   7. tension
   8. unreasonable

b. If John hadn’t ________ (1) so much when studying, he might not have had such ________ (2) grades.
   1. procrastinated
   2. prioritized
   3. searched
   4. lonely
   5. poor
   6. dysfunctional

   c. They would have won the ________ (1) if the team’s ________ (2) had been stronger.
   1. debate
   2. judgment
   3. rejection
   4. argument
   5. incident
   6. relative
   7. incident
   8. image
   9. lonely
   10. poor

   d. I would call a ________ (1) to talk if I were ________ (2).
   1. incident
   2. dysfunctional

3. Complete the email using colloquial expressions from the glossary.

Hi Susan, how are you?
You won't believe what happened to me last week!
I was reading a horror book which __________ (a). It was about a man who lived alone in the countryside.
Apparently, when he was a young man, he __________ (b) of society and felt under a lot of pressure so he decided to move to the country.
Anyway, a few months later he started to see images like shadows on the walls. Originally he thought he was going crazy, but he soon realized that the images were actually ghosts. There was one ghost in particular that __________ (c).
It was the angry ghost of a lonely old lady who was planning the man's death. Even though the book scared me a lot, I couldn't __________ (d) when it happened, but now I know that it isn't worth __________ (e) and that's why I am going to the bookstore this afternoon to look for another copy so I can finish the stor.

I know that you love good horror stories, so I will lend you the book when I finished it.
Take care,
Peter.
Listening

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

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

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

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

3. If we continue to use non-renewable resources so quickly, we run the risk of
   A. significantly reducing the world’s supplies of these resources.
   B. having too many different kinds of non-renewable resources.
   C. running out of renewable resources.
4. Even though trees are technically considered renewable resources,  
   A. they can’t be naturally reproduced.  
   B. they are always consumed more slowly than they can be reproduced.  
   C. they are often consumed in a non-renewable fashion.

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

---

**Speaking Candidate A**

**Stage 1**

Candidate B is going to tell you about his/her lifestyle over the past year.  
Listen to what he/she says and make some predictions about the way he/she might have felt.  
Give some pieces of advice on how to improve his/her lifestyle. Use the expressions could’ve, should’ve or must’ve.

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

**Stage 2**

Tell candidate B about your lifestyle over the past year.  
Use the list below of things you did or didn’t. He/She will make some predictions about your well-being and give you some advice on how to become healthier.

- Got up early  
- Had unhealthy breakfasts  
- Rode bike to and from work  
- Had hamburgers for lunch  
- Drank too much Coke  
- Had light dinners  
- Regularly went to bed early
Read the following newspaper article. Select the correct option for each space. Mark the best answer (A, B, C or D) in the answer box.

**Brazil: Under the World's Spotlight**

With only two years until the 2014 FIFA World Cup and 4 years until the 2016 Olympic Games, Brazil (0) _____________ into the global spotlight for international sports competitions. However, with success often comes controversy.

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

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

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

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

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<tbody>
<tr>
<td>0.</td>
<td>A come</td>
<td>B came</td>
<td>C has come</td>
</tr>
<tr>
<td>6.</td>
<td>A has demolished</td>
<td>B have demolished</td>
<td>C had demolished</td>
</tr>
<tr>
<td>7.</td>
<td>A forced</td>
<td>B had forced</td>
<td>C has forced</td>
</tr>
<tr>
<td>8.</td>
<td>A are</td>
<td>B is</td>
<td>C was</td>
</tr>
<tr>
<td>9.</td>
<td>A what</td>
<td>B who</td>
<td>C where</td>
</tr>
<tr>
<td>10.</td>
<td>A spends</td>
<td>B have spent</td>
<td>C spent</td>
</tr>
<tr>
<td>11.</td>
<td>A had failed</td>
<td>B have failed</td>
<td>C fail</td>
</tr>
<tr>
<td>12.</td>
<td>A has had</td>
<td>B have had</td>
<td>C has</td>
</tr>
<tr>
<td>13.</td>
<td>A announces</td>
<td>B announced</td>
<td>C have announced</td>
</tr>
<tr>
<td>14.</td>
<td>A commit</td>
<td>B has committed</td>
<td>C have committed</td>
</tr>
<tr>
<td>15.</td>
<td>A continues</td>
<td>B had continued</td>
<td>C has continued</td>
</tr>
</tbody>
</table>
Writing

Frenchwoman Jeanne Calment, who died in 1997 at age 122, had the longest documented human lifespan.
Speculate about her lifestyle and what she must have, might have or may have done in order to have lived for such a long time.

Write between 30 and 45 words.

Speaking

Candidate B

Stage 1
You are going to tell candidate A about your lifestyle over the past year.
Use the list below of things you did or didn’t. He/She will make some predictions about your well-being and give you some advice on how to become healthier.

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

Stage 2
Now candidate A is going to tell you about his/her lifestyle over the past year.
Listen to what he/she says and make some predictions about the way he/she might have felt. Give some pieces of advice on how to improve his/her lifestyle. Use the expressions could’ve, should’ve or must’ve.

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

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

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

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

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

3. To interact with competitive people in a more effective way, it’s advisable to
   A. recognize their discipline to achieve goals.
   B. criticize their personality.
   C. listen attentively to what they say.
4. Reserved people can be recognized because they tend to
   A. be sociable.
   B. be ambitious.
   C. be shy.

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

---

**Speaking Candidate A**

**Stage 1**

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

**The Chinese New Year**

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

**Independence Day in your country**

- military parades
- live concerts
- other...

---

**Stage 2**

▸ Find out candidate B’s celebration.
▸ Ask him/her questions using the guidelines on the right.

- What celebration/talk about/going to?
- When/celebrated?
- What activities/done/to celebrate it?
The Unstoppable Shining Celebrity

Oprah Winfrey is a (0) ____________ North American actress, producer, TV talk show host, businesswoman, political activist, humanitarian and writer. She was born on January 29th in 1954 and raised in Kosciusko, Mississippi, USA. She (6) ____________ called the most influential woman in the world. Her worldwide humanitarian efforts (7) ____________ recognized by the Academy of Motion Picture Arts and Sciences with the Jean Hersholt Humanitarian Award. As a child, she (8) ____________ a happy girl because her mother didn’t (9) ____________ her properly. However, at a very early age, she used to read aloud and recite sermons in her church. Her fame and fortune started in high school when she (10) ____________ work as a part-time radio news broadcaster. At the age of nineteen, she started to work as reporter for a radio station (11) ____________ Nashville and then she studied a career in radio and television broadcasting at Tennessee State University. Then, she (12) ____________ on to local TV news, and after that, to the famous The Oprah Winfrey Show that was broadcast nationally, and very soon became the number one talk show in the country. In 1985, Winfrey (13) ____________ for an Academy Award for best performance in Steven Spielberg’s film *The Color Purple*. Her talk show (14) ____________ awarded three Daytime Emmy Awards in the categories of Outstanding Host, Outstanding Talk/Service Program and Outstanding Direction, and Oprah herself (15) ____________ the International Radio and Television Society’s Broadcaster of the Year award.

0. A patient    B successful    C curious    D ambitious

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

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

<table>
<thead>
<tr>
<th>Quick Facts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name</td>
</tr>
<tr>
<td>Occupation</td>
</tr>
<tr>
<td>Place and date of birth</td>
</tr>
<tr>
<td>Early childhood (habits or situations that were true in the past)</td>
</tr>
<tr>
<td>Remarkable achievements</td>
</tr>
</tbody>
</table>

Speaking

Candidate B

Stage 1

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

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

Stage 2

► Choose one of the celebrations you want to talk about and use the guidelines.
► Answer student A’s questions.

USA Independence Day

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

Christmas at home

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

Read the following sentences about landmarks. Read the descriptions below to decide if each sentence (1-10) is correct or incorrect. If it is correct, check ✔ box A. If it is incorrect, check ❌ box B.

0. These holiday destinations are located in Europe.
1. These holiday destinations are for people who like peace and quiet.
2. These holiday destinations are for people who like adventure and sports.
3. Many different activities and sports are offered at these holiday destinations.
4. One of these destinations offers activities that require being physically fit.
5. All these landmarks have historic and architectural value.
6. One of these destinations is located in South America.
7. In two of these destinations, various water sports can be practiced.
8. All destinations have been recognized for their natural richness.
9. Two of these destinations are considered natural wonders of the world.
10. Three of these holiday destinations are on World Heritage listings.

Exploring Landmarks!

I’ve had the opportunity to travel and explore the historic, natural and architectural features of different landmarks around the world. Most of them are well-known world-wide and have either a functional or symbolic significance. I would say that the following holiday destinations should not be missed.

The Great Wall of China, one of the greatest wonders of the world, was listed as a World Heritage site by UNESCO in 1987. The Great Wall goes up, down and across mountains, grasslands, and flat terrains, extending 8,851.8 kilometers from east to west China. Although some of the sections are in ruins, it is still one of the world’s most appealing attractions due to its architectural magnificence, spectacular views and historical worth. Visiting this landmark is an unforgettable experience for history lovers!

Mount Everest is the highest mountain in the world, measuring 8,848 meters above sea level, and located on the border between Nepal and China. It is also considered a natural wonder of the world. To go mountain climbing, mountain biking, hiking, and rock climbing, tourists need to be physically prepared and follow specific routes. During winter people can even go snowboarding. This is a unique experience that shouldn’t be missed by adventure lovers!
The Coffee Triangle of Colombia was officially inaugurated into the UNESCO World Heritage Landscape listings on June 25th, 2011. Its centenary tradition of growing coffee makes this site an example of a productive cultural landscape worth visiting any time of the year. This unique and popular tourist destination offers theme parks like the National Coffee Park, where visitors learn about the process of making coffee, and Panaca Park, where people can interact with farm animals. The region also offers adventure sports like horseback riding, canoeing, rafting and paragliding as well as delicious typical food to suit all sorts of tastes. The people are very friendly and the prices are so reasonable that the risk is wanting to stay.

The Great Barrier Reef is one of the seven natural wonders of the world and is located in Australia. Its natural beauty makes it an extraordinary destination where visitors can see diverse marine wildlife while swimming with the fish and admiring the amazing colors of the coral reef. It has such wonderful biological diversity that it is a scuba diving paradise. It offers island day trips and scuba diving in the outer reef. A visit to this unique natural wonder is a must for any holiday!

Stage 2

You are a potential tourist.

Choose one destination: The Great Wall of China or The Iguazu Falls

Ask candidate B (the travel agent) questions about the place you want to go. Find out information about the location, activities, food, and accommodation.
Listening

You will listen to a radio interview. For questions 11-15, check ✓ the correct answer in the answer box. You will listen to the recording twice.

0. Bullying is a thorny issue because it
   A. affects people's well-being.
   B. can be easily solved.
   C. involves many people.

11. Bullying is understood as the act of
   A. helping someone who is smaller or less skillful.
   B. persuading someone to do something they do not want to do.
   C. being physically or verbally aggressive to someone who is less powerful.

12. The principal consequences for a person who is a victim of bullying are
   A. high academic achievement and active participation in curricular activities.
   B. poor school performance and feelings of rejection and isolation.
   C. too much family and school pressure, as well as confusion and conflict

13. ______________________ are necessary to find solutions to bullying incidents.
   A. Individual-isolated actions
   B. Actions from the whole school community
   C. Actions from the wider community

14. ______________________ should help prevent bullying.
   A. Students and teachers
   B. Teachers and parents
   C. The whole school community

15. To prevent bullying incidents, youngsters should be guided in
   A. dealing with emotional decisions and impulses, as well as taking care of their friends' problems.
   B. listening to their friends' problems and giving advice.
   C. controlling impulses and establishing cause-effect relationships.
Writing

Write a short description about a place that you would recommend for a vacation. Keep in mind the following aspects.

- Description of the place
- Attractions
- Activities to do there

Speaking

Candidate B

Stage 1

- You are a potential tourist.
- Choose one destination: Matterhorn Mountain in Switzerland or the historic sanctuary of Machu Picchu, Peru.
- Ask candidate A (the travel agent) questions about the place you want to go. Find out information about the location, activities, food, and accommodation.

Stage 2

- You are a travel agent. Give candidate A (a potential tourist) information about the place where he/she wants to go (one of the places below).
- Use the information in cards 1 and 2 as guidelines to answer candidate A's questions.

Card 1

The Great Wall of China

- Basic info: Close to Beijing, it extends 8,851.8 kilometers from east to west China. Listed as a World Heritage site by UNESCO in 1987. Known as one of the greatest wonders of the world
- Activities: The Mutianyu section is one of the most amazing attractions for its architectural magnificence. Contemplate the architecture and beautiful mountain scenery. Taste a range of typical food like fried rice, noodle soup, dumplings and fried vegetables
- Accommodation: Stay in low-priced hotels or hostels for backpackers

Card 2

Iguazu Falls

- Basic Info: A natural wonder that was listed as a World Heritage landmark in 1984. The falls are divided between 3 countries: Argentina, Brazil and Paraguay
- Activities: Sight-seeing excursions, helicopter rides, boating, canoeing, rappelling, kayaking and rafting. Taste fresh fruit and typical dishes such as Paraguayan cake, galette and rapadura
- Accommodation: Stay in low-priced hotels or hostels for backpackers
Un objetivo manifiesto del Ministerio de Educación es combatir el sexismo y la discriminación de género en la sociedad ecuatoriana y promover, a través del sistema educativo, la equidad entre mujeres y hombres. Para alcanzar este objetivo, promovemos el uso de un lenguaje que no reproduzca esquemas sexistas, y de conformidad con esta práctica preferimos emplear en nuestros documentos oficiales palabras neutras, tales como las personas (en lugar de los hombres) o el profesorado (en lugar de los profesores), etc. Sólo en los casos en que tales expresiones no existan, se usará la forma masculina como genérica tanto para hacer referencia a las personas del sexo femenino como masculino. Esta práctica comunicativa, que es recomendada por la Real Academia Española en su Diccionario Panhispánico de Dudas, obedece a dos razones: (a) en español es posible <referirse a colectivos mixtos a través del género gramatical masculino>, y (b) es preferible aplicar <la ley lingüística de la economía expresiva> para así evitar el abultamiento gráfico y la consiguiente ilegibilidad que ocurriría en caso de utilizar expresiones como las y los, os/ás y otras fórmulas que buscan visibilizar la presencia de ambos sexos.
To Our Students

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

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

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

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

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

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

Ministry of Education
2016
### CLIL

<table>
<thead>
<tr>
<th>Unit 1</th>
<th>Unit 2</th>
<th>Unit 3</th>
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<tbody>
<tr>
<td><strong>Newspaper Sections</strong>&lt;br&gt;<strong>News Writing and Reporting</strong></td>
<td><strong>Healthy Habits</strong>&lt;br&gt;<strong>Earth’s Resources</strong>&lt;br&gt;<strong>Fatty Foods</strong></td>
<td><strong>Character and Personality</strong>&lt;br&gt;<strong>Feelings and Emotions</strong></td>
</tr>
</tbody>
</table>

### Goals

<table>
<thead>
<tr>
<th>You will learn how to</th>
<th>You will learn how to</th>
<th>You will learn how to</th>
</tr>
</thead>
<tbody>
<tr>
<td>announce a piece of news that has happened recently.</td>
<td>speculate about lifestyles in the past.</td>
<td>describe people’s characters and personalities.</td>
</tr>
<tr>
<td>give account of past events.</td>
<td>express opinion and possibility about past events.</td>
<td>express feelings, attitudes, and moods.</td>
</tr>
<tr>
<td>write a short article.</td>
<td>describe people, objects and events.</td>
<td>describe events in the life of famous people.</td>
</tr>
<tr>
<td>share life experiences.</td>
<td>write a short essay.</td>
<td>write a biography.</td>
</tr>
</tbody>
</table>

### Grammar

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<th>Unit 3</th>
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<tbody>
<tr>
<td><strong>Simple Present tense</strong>&lt;br&gt;<strong>Simple Past tense</strong>&lt;br&gt;<strong>Present Perfect tense</strong>&lt;br&gt;<strong>Past Perfect tense</strong></td>
<td><strong>Past modals</strong>&lt;br&gt;<strong>Relative clauses</strong></td>
<td><strong>Phrasal verbs</strong>&lt;br&gt;<strong>Gerunds and infinitive</strong>&lt;br&gt;<strong>Relative Clauses</strong></td>
</tr>
</tbody>
</table>

### Vocabulary:

| **applying expressions that show negative or positive feelings to react to news** | **using past modals to speculate, deduce, or make guesses about past situations based on evidence**<br>**using relative pronouns to describe aspects of a noun in more detail** | **paying attention to context clues to identify the meanings of words**<br>**using graphic organizers to record and apply new vocabulary** |

### Reading:

| **recognizing the thesis statement in an introductory paragraph to identify what an essay is about** | **identifying time expressions to help understand a person’s life**<br>**identifying types of information in a biography to improve comprehension**<br>**paraphrasing to check understanding of a text** | **listing ideas before writing a text**<br>**using time phrases to organize a biography** |

### Writing:

| **identifying key information to write a lead paragraph**<br>**following guidelines to write an article** | **writing a thesis statement to state the topic and main idea of an essay** | **identifying key information to write a lead paragraph**<br>**following guidelines to write an article** |
### CLIL

- Traditions and Customs
- Remarkable People and Events
- Photographs in the Past and Now

### Goals

You will learn how to
- give account of changes over time.
- share experiences and accomplishments.
- discuss traditions.
- write a short compare/contrast essay.

### Grammar

- Passive voice
- Used to

### Skills and Strategies

**Grammar:** correcting mistakes to become aware of grammar rules

**Reading:**
- Identifying the main idea of a text’s paragraphs
- analyzing the features and organizational patterns of a text to identify the type of essay it is

**Writing:**
- using used to to write about what happened regularly in the past, but no longer happens in the present
- writing a clear introduction that states the elements you are going to compare in an essay to attract the reader’s attention

### Vocabulary

- solving a crossword word puzzle to strengthen your vocabulary knowledge

**Grammar:**
- using tag questions to verify or check for information
- identifying verb patterns that are followed by a gerund, an infinitive or both to complete a text that is grammatically accurate

**Reading:**
- analyzing pieces of information to activate previous knowledge
- using context clues like punctuation, connectors, and ideas already given before and after the gaps of a text to identify the missing parts
- recognizing ideas that have been rephrased to check understanding of a text

**Writing:**
- using quotation marks to enclose words quoted from experts
- writing about only one topic in each paragraph to maintain unity in a composition

### UNIT 4

- Suggestions for Holidays
- Landscapes
- Outdoor Activities

### UNIT 5

- Real Teen Problematic Situations
- Second Language Learning in Children

### UNIT 6

- First conditional
- Second conditional
- Third conditional
- Wish
1. Complete using the passive voice in the Simple Past tense. Then, number from 1 to 6 Mr. Smith’s replies to organize the dialog.

Reporter: What __________________(steal) Mr. Smith?

Mr. Smith: Everybody _________________(a. keep) in the main office while the robbery happened.

Reporter: __________________anyone _________________(b. injure)?

Mr. Smith: An emergency call signal _________________(c. detect). The police immediately identified the location.

Reporter: Where _________________the employees and clients _________________(d. take) during the robbery?

Mr. Smith: Fortunately not. Everybody _________________(e. rescue) safely.

Reporter: How _________________the hostages _________________(f. rescue)?

Mr. Smith: Yes they were. The robbers _________________(g. catch) three hours later while they were hiding in a farm house outside the city.

Reporter: _________________the thieves _________________(h. catch)?

Mr. Smith: Approximately a billion dollars in notes and gold _________________(i. steal).

Reporter: How _________________they _________________(j. find)?

Mr. Smith: A ransom _________________(k. give) in exchange for the employees and clients.

2. Write a news report for the morning paper. Use the passive voice and the information in exercise 1.

Band of Thieves Caught after Billionaire Bank Robbery

Yesterday, The National Bank was robbed by a band of five thieves. Mr. Smith, the president of the bank, witnessed the robbery and told us that a billion dollars in notes and gold...
Grammar and Vocabulary

3. Complete the text using a gerund or an infinitive. Write both when either the gerund or the infinitive can be used.

Niklas Hed: The Brain behind Angry Birds

When I was a child, I enjoyed (a. talk) about games and (b. try) to come up with ideas for computer animations. I was very interested in (c. create) physics games and I began (d. code) in Pascal, a computer programming language. When I was 12, I decided (e. design) a ball that moved and it worked! I enrolled (f. study) computer science at Helsinki University. In 2003 two of my friends and I entered a competition held by Nokia and HP to create a mobile multiplayer game on one of the very first smartphones. We won and became tech-savvy. When I graduated, I was already interested in (g. open) my own company so I joined forces with my cousin Mikael and created Rovio in 2004. Later, Peter Vesterbacka started (h. work) with us. We wanted (i. create) a game for smartphones because we believed they would become hugely popular. We were close to bankruptcy when we finally launched Angry Birds in 2009. We would like (j. explore) potential partnerships and continue (k. grow).

Today, Angry Birds is more than a smartphone application: it is a brand.

4. Unscramble the words in bold below to complete the interview with Peter Vesterbacka.

Tim: Are there any anecdotes you can share with us about the creation of Angry Birds?
PV: I remember the moment we saw the first grumpy cartoon sketch. (a) saw / this / people / picture and it was just magical. (b) anything like it before!

Tim: Did you use test players?
PV: Of course. The test players liked the game but (c) didn’t / they / understand why the birds were so angry.

Tim: How did you explain this to them?
PV: We invented a back story! We told them that (d) stolen the birds’ eggs.

Tim: How clever! How about family members? Did they love the game?
PV: Oh yes! Niklas knew (e) had / cracked / we / it when (f) mother / his / burned / a / turkey / Christmas because she was so distracted with the game.

Tim: That’s a funny story and a great indicator that the game is entertaining. Thank you Peter for sharing this story with our readers.

5. Find and correct the mistakes in the use of the first and second conditional in the sentences below.

a. If you had the ability to create something and you strengthen it, you master it.

b. If you will dare to be competitive and creative, you would prosper in what you want to do.

c. If you want your product or idea to succeed, you would have to be patient and make several attempts.

d. If you desire to have a solid company, you had to explore potential partnerships.
Lesson 1

Have You Read the News?

1. Match the headlines with the news below. There are two extra headlines.

a. TIM BURTON’S NEW MOVIE HITS THE HEADLINES
b. A NOVEL TURNED INTO A MOVIE
c. ROCK FESTIVAL REVIVES A ROCK STAR
d. THE STORY GOES BACK TO THE ORIGINS
e. AN ARTIST’S PRESENT TO A CITY
f. PETER JACKSON HAS FINISHED FILMING “THE HOBBIT”

2. Read the survey and complete the sentences. Use already and yet.

Peter | Carl | Mary
-------|------|------
|✓|✓|✓|

a. Have you seen The Amazing Spider-Man yet?
b. Have you heard Charly Garcia’s new song?
c. Have you read Three Meters Above the Sky yet?
d. Have you attended the exhibition, Via Crucis, yet?

a. Mary and Peter haven’t seen The Amazing Spider-Man, but Carl has.
b. Carl and Peter listen to Charly Garcia’s new song, but Mary hasn’t.
c. Mary and Peter have read Three Meters Above the Sky, but Carl hasn’t.
d. Carl, Mary and Peter have attended the exhibition, Via Crucis.
3. Based on exercise 1, correct or complete the following sentences by using *already* or *yet*.

a. The Amazing Spider-Man hasn’t been shot yet.
   *The Amazing Spider-Man has already been shot.*

b. **GRAMMAR BOOSTER**
   Use ______ only in questions and negative sentences in the Present Perfect tense.
   *Fernando Botero hasn’t turned 80 years old yet.*

c. Fernando Botero hasn’t turned 80 years old yet.
   *Fernando Botero has already been shot.*

d. **GRAMMAR BOOSTER**
   Use ______ mainly in affirmatives sentences in the Present Perfect tense.
   *Latin Americans have already forgotten the Argentinean rock legend Charly Garcia!*

4. Complete the interview by writing the correct Wh- and yes/no questions in the Present Perfect tense.

**THE SENTINEL**

I: I would like to ask you some questions about your fantastic career as a film maker Mr. Burton. ________ How many films have you made?

**T.B.** Well, I have made around 21 well-known movies. Some of them are animated films.
   I: ________ (a) yet?
   **T.B.** Yes, I’ve already finished filming my latest movie. It is called *Dark Shadows.*
   I: In your opinion, what ________ (b)?
   **T.B.** The most personal and emotional film I have ever made is *Big Fish.* I made this film shortly after my father died.
   I: You have had sad and remarkable moments in your life; what ________

   ________ (c) the most remarkable moment?
   **T.B.** The most remarkable moment was my son’s birth in October, 2003.
   I: ________ your son ________ (d)?
   **T.B.** No, he hasn’t made any movies yet, but he’s created a couple of animated videos based on his favorite picture books! He has already uploaded the videos on YouTube.
   I: That’s amazing! One last question Mr. Burton. ________ (e)?
   **T.B.** Yes, I have already visited Latin America. I have vacationed in Argentina and Brazil. Latin America is fascinating!
   I: Thank you very much for your time Mr. Burton.
   **T.B.** Thank you for your invitation.
Lesson 2
From the Inside of a Newspaper

1. Read the descriptions of the different people that work for The City Newspaper and write their jobs. Choose words from the Word Bank.

Word Bank
- photographer
- journalist
- editor
- press operator
- graphic designer

a. Linda is in charge of the entertainment column. She writes news stories for The City Newspaper about people in showbiz. She is a __________________.___.

b. Marco always works with Linda. He goes to the scenes where events happen and takes photographs. He is a ___________________.

c. Mr. Fritz revises and corrects Linda’s column. He is the ___________________ of the newspaper.

d. Mary makes the page layout and produces the final version of Linda’s articles. She is the ___________________.

e. Peter is the ___________________. He operates the press and prints the newspapers that will be sold.

2. Read about Linda’s life. Underline the Simple Past tense and circle the Past Perfect tense.

Linda wasn’t always a well-known journalist. Before becoming one, she had worked as a waitress during her college years. By the time she started working at The City Newspaper, she had already graduated from college with honors. When she started working for the newspaper, she was in charge of the entertainment column. Her story about Lady Gaga’s arrival in the city won her a promotion to columnist. Before that she had never covered a big story.

3. Based on the previous text, complete the following grammar reflection.

a. Use when and by the time with the ____________________ tense to indicate an action in the past.

b. Use before that, and already with the ____________________ tense to indicate that something happened before another action in the past.

4. Complete Linda’s journal entry. Circle the correct option: the Past Perfect tense or the Simple Past tense.

November 5,

Last week I felt completely depressed because I didn’t have any important events to write about, but last Friday everything changed! When I went / had gone to bed, I had already contacted an airport worker. He told me that he heard / had heard (a) a rumor about Lady Gaga’s arrival in her jet the next day. By the time I went to bed, I planned / had already planned (b) to go to the airport the next morning. I hung up the phone completely astonished. Before that, Marco sent / had sent (c) me a text message asking about our plans for the next day. When I texted him with the exciting news, I prepared / I had already prepared (d) my voice recorder, and my Ipad for the next day’s adventure.
5. Choose the option that best completes each sentence. Then, order the pictures about Linda’s coverage of Lady Gaga’s arrival.

Before they left, __________
  a. they had already taken tons of pictures and asked Lady Gaga a few questions.
  b. they took tons of pictures and asked Lady Gaga a few questions.

First, Linda ______
  a. heard about Lady Gaga’s arrival from an airport worker.
  b. had heard about Lady Gaga’s arrival from an airport worker. Then, she contacted the photographer.

When they got there, Lady Gaga’s jet ______
  a. had already landed.
  b. lands.

They went to the airport. Before that, they ______
  a. had already prepared the equipment.
  b. prepared the equipment.

They ran to the landing strip and ______
  a. had already realized they were the only journalists covering the story.
  b. realized they were the only journalists covering the story.

When Lady Gaga ______
  a. had gotten in the limousine, got in the limousine, they had already covered the most important entertainment news of the day.

6. Finish Linda’s story. Complete the sentences with the Simple Past or the Past Perfect tenses.

  a. Marco, the photographer, quickly __________(download) the photographs to use in the column.
  b. By the time Linda started to write the column, she __________(talk) to the editor of the newspaper.
  c. The editor __________(say) that the story would be printed immediately on the front page of the newspaper, even before Linda showed him.
  d. Linda was promoted to columnist. Before that, she __________(never/cover) an important event in the newspaper.
Lesson 3
Hit the Headlines

1. Read the lead paragraph of the article. Then, write the correct Wh-word in each box.

| How with educational presentations to train, motivate, and inspire young and old people | a. he founded Incredible Productions | b. Fabio Leguizamo | c. in Brazil | d. in the 90s |

2. Read the article and complete the timelines. Use the Simple Past or the Past Perfect.

Fabio Leguizamo: The Incredible Teacher

By Alexandra Luna

Fabio Leguizamo is an “Incredible Teacher”. He founded Incredible Productions in the 90s, a Brazilian company that produces educational presentations that Fabio designs to train, motivate, and inspire both young and old people.

He is the only child of two teachers. By the time he started school, Fabio had already learned to read. By first grade, he had taught other children how to read.

The stimulating adventure of reading led him to search the school library for books on different topics. Particularly, he enjoyed reading about tricks, puzzles, science projects, jokes, riddles, puppets, drama, and storytelling.

When Fabio finished second grade, he had already written, directed, and acted in his class Christmas production. By sixth grade, he had earned his first salary performing his tricks and puppet shows for primary schools and churches near his home in Brazil.

As a youngster, Fabio participated and won several performing arts contests at local, state, and regional levels. During college he polished his presentation skills by leading and directing teams of college students. The teams traveled throughout Brazil presenting encouraging messages to people of all ages. As a graduate student, Fabio worked performing shows for different institutions like day care centers, schools, libraries, camps, and business corporations.

He has worked as a professor for more than 30 years. He has combined education and entertainment, which is called edutainment, in the college classroom. Now, with Incredible Productions he has traveled around Latin America and North America.

In his presentations, he ingeniously communicates important educational messages for children. Fabio keeps on making learning fun everywhere he goes by using tricks, illusions, drama, puppetry, stories, and music.

I asked him about the key to his success and he said to me: “Do what you want to do, and do it as well as you can if you want to be successful.” But being passionate about what you do is not enough. “I also counted on two amazing people in my life that supported my crazy ideas: My parents,” said Fabio.
3. Check (√) true (T) or false (F). Correct the false statements about Fabio Leguizamo.

a. By the time he started school, Fabio had already learned to read.

b. By third grade, he had taught other children how to read.

c. When he finished second grade, Fabio had already written, directed and acted in a Broadway production.

d. By second grade, he had earned his first salary.

4. Create the last paragraph of the article. Take into account the content of the previous text. The first sentence is given.

During the past twenty-five years with Incredible Productions, Fabio has given more than
1. Read the bits of information of an article’s lead paragraph about Sofia Vergara and match them with the correct Wh-word.

   a. Who  1. Since her debut in the sitcom *Modern Family*
   b. What  2. Sofia Vergara
   c. Where  3. Playing the role of Gloria Delgado-Pritchett
   d. How  4. In Hollywood
   e. When  5. Has had her big break

2. Select a title for the article.

   ☐ Sofia’s Latest Film  ☐ Sofia’s Big Scandal  ☐ Sofia’s Big Break in Hollywood

3. Organize the previous information and write the leading paragraph of an article about Sofia Vergara.

   **Heading**

   **By-line**

   **Lead**

   ________________________________

   ________________________________

   ________________________________

4. Look for information about Sofia Vergara and complete the following list of supporting ideas to write the body paragraph for an article.

   **Her first acting job in English**

   ________________________________

   **Award nominations**

   ________________________________

   **Recent films**

   ________________________________

5. Write the body paragraph. Use the supporting ideas from the previous exercise.

   ________________________________

   ________________________________

   ________________________________

   ________________________________

   ________________________________
Lesson 4

Hot News

1. Organize the following expressions into negative or positive feelings or reactions. Use the Word Bank.

<table>
<thead>
<tr>
<th>Positive feelings or reactions</th>
<th>Negative feelings or reactions</th>
</tr>
</thead>
<tbody>
<tr>
<td>That's shocking!</td>
<td></td>
</tr>
<tr>
<td>That's awesome!</td>
<td></td>
</tr>
<tr>
<td>That's horrible!</td>
<td></td>
</tr>
<tr>
<td>That's hard to believe!</td>
<td></td>
</tr>
</tbody>
</table>

2. Circle the most suitable reaction to each news heading. Use the faces.

a. New Michael Jackson’s songs have been released
   That's hard to believe / awesome!

b. The Apple Company has created a new iPhone.
   That's the most awesome / horrible iPhone yet!

c. TSUNAMI HITS JAPAN AGAIN.
   That's awesome / shocking news!

d. Biz Stone, founder of Twitter has quit.
   That's hard to believe / awesome news!

Vocabulary Strategy
Apply expressions that show negative or positive feelings to react to news.

Vocabulary Strategy
Make replies to express negative and positive feelings in a conversation.

Paula: Twitter hits the headlines again!
Bob: Really? What’s that? / That’s shocking! (a)
Paula: Biz Stone has decided to quit Twitter.
Bob: That’s awesome / hard to believe!
(b) He has gained masses of popularity.

Besides, he’s the one keeping the site afloat.
Paula: I know. But he wants to find the next “big thing” on the internet.
Bob: That’s horrible! / amazing! (c)
His genius never rests.
Lesson 1

Healthy Habits

1. Unscramble the words and identify healthy and unhealthy habits. Then, check (√) the ones you see in your community.

   a. ngaeti/ttyfa/soodf
   b. drkining/weatr
   c. bgein/sendartey
   d. dinnkrig/sdoa/ppso
   e. sominkg
   f. dinog/ercxseie
   g. hanvig/a/haltehy/deti
   h. slenepig/wiel

   eating fatty foods

2. Complete the hypotheses with the habits from exercise 1 using the correct form of the verbs. Then, match them with the problems.

   Problems
   a. Some of our classmates arrived late to class and looked very tired.
   b. Some partners have gained extra weight. Obesity is now more evident in our school.
   c. Some classmates got really tired during physical education class and had difficulty doing the aerobic exercises.
   d. The older students do not enjoy participating in any sports or doing exercise on weekends.
   e. Primary school teachers said that children were very hyperactive in class and couldn’t concentrate.

   Hypotheses
   1. They must not have ___________ enough ___________ before the physical education class.
   2. They might not have ___________ ___________ at night after watching TV or using the computer.
   3. They could have ___________ ___________ when they were children and now they do not like doing any physical activity.
   4. The children must have ___________ ___________ with their lunch instead of water, milk or fruit juice.
   5. They might have ___________ ___________ like hamburgers, potato chips and sodas.

3. For big problems, there are big solutions. Read the following posters. What healthy habits are the students encouraging?

   a. _________________________
   Fruit and veggies keep you active and in a good mood
   You will find a great variety in our cafeteria
   b. _________________________
   The recess is for having fun
   Join in the different sports on offer
   Mon & Wed: Volleyball
   Tue & Thu: Basketball
   Fri: Soccer
   c. _________________________
   Only watch TV and play computer games for one hour in the afternoons
   Nights are for sleeping and resting
4. Jane Fonda is in her early 70s and still is a very fit person. Use the pictures and the Word Bank to speculate why she is still fit.

Grammar Strategy
Use Past Modals **must** have / could have / might have + verb in past participle, to speculate, deduce, or make guesses about past situations based on evidence.

a. She must have been active.

b. ____________________________

c. ____________________________

d. ____________________________

e. ____________________________

5. Complete the following conversations by using the modal that best suits. Use the Word Bank.

a. Why does Philip look tired? He sometimes exercises in between classes. He _______________ have played soccer during the break.

b. I never thought Tina worried much about her appearance, but she has lost a few pounds! She _______________ have felt overweight.

c. Mary has arrived early for once! It’s unbelievable! Her parents bought her a new bike, so she _______________ have biked to school.

d. I sat with my friends Carol and Mike during the break. I went to grab some water and when I came back my candy bar was gone. Mike loves candy but Carol doesn’t. Mike _______________ have taken it.

e. Lina is not usually very active in class. But today she was very full of life and didn’t fall asleep in any class! Well, she watches TV until midnight every day. Last night, she _______________ have gone to bed early.

6. Rewrite the sentences by substituting the underlined words for a modal verb. Use the information in the Word Bank.

a. The children **probably** ate veggies in their lunch. **They must have eaten veggies in their lunch.**

b. The school principal went to the gym after school yesterday. He **probably** felt stressed.

c. The students are sweating. **It could be that** they played volleyball during the break.

d. The English teacher was in a good mood. **It’s very likely that** the students practiced their presentation at home.

e. Most children were eating fruit. **It’s possible that** the cafeteria had healthy options.
Lesson 2
Healthy Environment

1. Complete the following diagram with the words from the Word Bank.

- **Natural Resources**
  - a.
  - b.
  - c. used for transportation
  - d. used for electricity
  - e. used for construction
  - f. used for irrigation

**Word Bank**
- renewable
- oil
- sun
- coal
- iron
- copper
- wind
- non-renewable

2. Complete the definitions by writing *who, that, or where*.

- a. An environmentalist is someone __________ cares about the environment.
- b. A timber company is one __________ cuts down trees to make furniture.
- c. Dumps are special places __________ garbage trucks throw the trash away.
- d. Recycling containers are garbage cans __________ allow you to separate recyclables from organic waste.
- e. A biologist is a professional __________ studies animal life in different habitats.
- f. Wind turbines are developed to generate electricity. They are used in countries __________ there is a lot of wind.
- g. Oil, coal, copper and iron are fossil fuels __________ are not renewable.

**Grammar Strategy**
Use relative pronouns *who, that, or where* to describe aspects of a noun in more detail.
3. Make one sentence from two. Use who/that/where.
   a. I went to a water park. The water park had fun attractions for kids and adults.
      I went to a water park that had fun attractions for kids and adults.
   b. In the park, we listened to a group of environmentalists. They taught us about saving water.
   c. The park had an aquarium. There were fish in danger of extinction in the aquarium.
   d. The water park sold souvenirs. The souvenirs were made from recycled material.
   e. The park is a great place. In this area, citizens are happy, healthy, and comfortable.

4. Play the game snakes and ladders. Find the word that does not make sense in each sentence and correct them in the spaces below.
Lesson 3
Smart Lifestyles

1. Skim the first paragraph and identify what the essay is about.

_________________________________________________________________
_________________________________________________________________

Nowadays, the daily diet of children and adolescents has been affected by the availability of foods that are very attractive to them, but have very low nutritional value. These types of foods are well-known as fast food or fatty food. This essay will discuss how fatty foods are dangerous for children and adolescents’ health in several ways.

First of all, fatty foods are heavy in calories and cholesterol, which is bad for their health. Doctors say it is surprising how many children suffer from high cholesterol levels nowadays. This problem can affect the healthy functioning of their arteries. Furthermore, high levels of cholesterol are a major factor contributing to heart disease and stroke when they grow up. To lower cholesterol levels, we need to include lots of fruit and vegetables in their diet, and encourage them to do exercise.

Secondly, fatty foods are low in nutritional value, which leads to malnutrition. Replacing a healthy diet of vegetables, fruit and proteins with empty food like soda pops, hamburgers, hot dogs and the sort might provoke underweight issues among kids. Weight loss might affect the immune system and is considered a risk factor for osteoporosis when children get older. In addition, it has been found that fatigue, dizziness and attention deficit are linked to an unbalanced diet. So, it’s important to keep an eye on how much vitamins and minerals teens are consuming in their daily life.

Finally, eating too many fatty foods, more than the body can deal with, and especially if you don’t exercise regularly, you will put on the pounds. People who exercise a lot such as runners, swimmers, soccer players, and the sort, can easily lose the extra weight they gain if they eat fatty foods because they burn it by doing exercise. However, youngsters who are sedentary will gain extra weight easily when they indulge in excessive consumption of fatty foods. As a result they will be at risk of having obesity and heart problems. Exercise is a must for everybody.
3. Identify the main idea and the secondary ideas of the essay to complete the chart.

Thesis statement: ____________________________________________
________________________________________
________________________________________
________________________________________

Argument 1: ____________________________________________
_____________________________________________________

Argument 2: ____________________________________________
_____________________________________________________

Argument 3: ____________________________________________
_____________________________________________________

Conclusion: ____________________________________________
_____________________________________________________

4. Check T (true) or F (false) according to the information in the essay. Correct the false statements.

a. Children and adolescents’ diet have been affected by very attractive food with high nutritional value.  
T  F

b. The essay discusses three ways in which fatty foods are dangerous for children and adolescents’ health.  
T  F

c. Doctors say children who suffer from high cholesterol could have heart issues as adults.  
T  F

d. Being underweight doesn’t affect children’s performance at school.  
T  F

5. Answer the following questions based on the information in the essay.

a. What is another name for fatty foods? ________________________________

b. What are the three ways in which fatty foods are dangerous?  
______________________________

c. What can we do to help children lower their cholesterol levels?  
______________________________

d. What happens if children and adolescents eat more fatty foods than they need?  
______________________________

6. Choose a suitable title for the essay.

[ ] a. Fatty Foods Are a Health Risk for Children and Teenagers
[ ] b. Fatty Foods Are Very Attractive
[ ] c. Children and Teenagers Love Fatty Foods
1. Write logical thesis statements with the phrases and the specific groups or places given below. Make use of your background knowledge.

   a. Ways to take care of the environment (Native Americans):
      *This essay will discuss ways in which Native Americans have taken care of the environment.*
   
   b. Ways to save water, recycle and conserve energy (families at home):
      
   c. Three important things to consider when doing exercise (adolescents):
      
   d. Simple physical activities to include in the daily lifestyles (workers at the office):
      
   e. Ways to protect our planet (factories):
      
2. Choose one of the thesis statements from the previous exercise and brainstorm three arguments.

   **Thesis statement**
   
   **Argument 1:** First of all, ____________________________
   ____________________________
   ____________________________
   
   **Argument 2:** Next, ____________________________
   ____________________________
   ____________________________
   
   **Argument 3:** Last, ____________________________
   ____________________________
   ____________________________
   
3. Use the structure of the previous exercise to write the essay. Begin each paragraph with a sequence connector.
Lesson 4
Fit as a Fiddle

1. What do the underlined expressions mean? Choose (✓) the right option.

a. Look at you! You are as fit as a fiddle. It means ____________________________
   □ 1. the person looks slim and healthy.
   □ 2. the person looks sick and unhealthy.

b. The owner of the timber company is in murky waters. It means ___________________ 
   □ 1. the person is involved in legal activities.
   □ 2. the person is involved in illegal activities.

c. I’ll move heaven and earth to stay fit. It means ____________________
   □ 1. the person is determined to do something difficult
   □ 2. the person feels happy to do something.

2. Complete each situation by using an appropriate expression. Choose (✓) the right option.

a. I never exercise. I often eat fatty foods and rarely drink water. I feel really tired all the time. I’m in __________________
   □ 1. murky waters  □ 2. bad shape

b. The environmentalists of this city will ________________________ to convince the authorities to move the dump to another area.
   □ 1. be in murky waters  □ 2. move heaven and earth

c. People in Sweden, Denmark and Germany are ____________________ because they go everywhere by bike.
   □ 1. in good shape  □ 2. in murky waters

3. Write two conversations based on the situations described below. Use the idioms from the previous exercises.

Peter is now fit. He has started to exercise every day and looks healthier.

Laura: ____________________________ ____________________________

Peter: ____________________________

Laura: ____________________________ ____________________________

Peter: ____________________________

Maria has been on an excursion to the mountains. She observed that the place is not clean and the streams are polluted with chemicals from an illegal coal mine.

Maria: ____________________________ ____________________________

Kate: ____________________________

Maria: ____________________________ ____________________________

Kate: ____________________________

Maria: ____________________________ ____________________________

Kate: ____________________________
Lesson 1

Character and Personality Traits

1. Complete with an appropriate adjective. Use the clues in each sentence and the Word Bank. There is an extra word you do not need to use.

Paul: I’m chatting with my cousin Jane. She’s really special. You should meet her.
Mike: What’s she like?
Paul: She’s always making plans for her future. She’s really ambitious. Just like you.
Mike: Really? I like that quality in a girl. What kind of guy does she like? I am quite (a) because I always like to win. And sometimes I don’t usually care about the consequences of my actions, you know. Do you think she will turn me down for that?

Paul: Oh, I don’t think so. She gets on well with all kinds of people. She’s very (b). Mike: You know what I really admire in a girl? I like it when a girl never thinks she’s better than others. She should be a (c) woman.
Paul: Oh, Jane is definitel so. Also, she’s not too proud of herself and never expects admiration for her achievements. She’s not (d) at all.
Mike: I like her already! When can I meet her Paul?

Vocabulary Strategy
Pay attention to context clues to identify the meanings of words.

2. Find out more about Jane and Mike. Choose the phrasal verb that is closest in meaning to the underlined words.

a. Jane has a good relation with her cousin Paul. They have been best friends for almost 10 years.
   - 1. gets on
   - 2. gets out
   - 3. gets off

b. Jane likes to meet new people, so she didn’t reject the idea of meeting Mike.
   - 1. turn out
   - 2. turn off
   - 3. turn down

c. This year, Jane’s family company earned a lot of money thanks to their great job.
   - 1. brought in
   - 2. brought down
   - 3. brought up

d. Mike wonders if Jane likes pop or rock music. Should he choose FUN’s or U2’s DVD?
   - 1. go on
   - 2. go for
   - 3. go off

e. Mike has to investigate her personality.
   - 1. look for
   - 2. look after
   - 3. look into

f. Mike always hides his feelings. You never know if he is happy or upset about something.
   - 1. holds on
   - 2. holds back
   - 3. holds in

3. Use find, turn, get, go and the prepositions down, out, on, for to complete the conversation.

Jane: Thank you for introducing me to Mike. Do you know if he likes me? He’s very reserved. I’ll never (a) anything from him!
Pete: He’s very attracted to you, Jane. I know because he doesn’t stop talking about you.
Jane: Oh! Really? I think Mike and I are opposites! However, we (b) well.

Paul: Don’t worry about that! Opposites attract! Why don’t we all go out?
Jane: That’s a terrific idea Paul. Maybe we could all go together to a concert.
Pete: Which concert would you like to go to?
Jane: I’ll (c) Don Omar’s concert. Is that OK for you?
Pete: Sure. I’ll call Mike and invite him.
Jane: I hope he doesn’t (d) our invitation.
Dear Jane,

I was very ___sensitive today at lunch. I was trying to be funny, but I was very ___polite (a) and ___mature (b) when I made fun of the food. You acted quite well, though. Did I make you ___happy (c)? Please do not hold back your feelings. I appreciate you not being ___tolerant (d) with me when I act ___rationally (e)! I promise I won’t embarrass you anymore in front of your parents by being ___reliable (f) or ___predictable (g). Please send my regards to your parents and my deepest apologies for my attitude. Let me know if we can still be friends.

Let’s go out sometime again. Please do not turn down my invitation. I look forward to hearing from you. Please forgive me.

Love,
Mike

4. There are some blanks in the following e-mail. Read it and add the appropriate prefix im-, in-, ir-, and un- to the incomplete words.

Dear Jane,

I was very ___sensitive today at lunch. I was trying to be funny, but I was very ___polite (a) and ___mature (b) when I made fun of the food. You acted quite well, though. Did I make you ___happy (c)? Please do not hold back your feelings. I appreciate you not being ___tolerant (d) with me when I act ___rationally (e)! I promise I won’t embarrass you anymore in front of your parents by being ___reliable (f) or ___predictable (g). Please send my regards to your parents and my deepest apologies for my attitude. Let me know if we can still be friends.

Let’s go out sometime again. Please do not turn down my invitation. I look forward to hearing from you. Please forgive me.

Love,
Mike

5. Choose six words from exercises 1 to 4 and make graphic organizers. Include all the elements that are in the model (definition, synonym, antonym and a sentence).

<table>
<thead>
<tr>
<th>Definition</th>
<th>Synonym</th>
<th>Antonym</th>
<th>Sentence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not to think that you are better than others.</td>
<td>modest</td>
<td>arrogant</td>
<td>My mom is a humble person.</td>
</tr>
<tr>
<td>a. Definition</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. Definition</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>c. Definition</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>d. Definition</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>e. Definition</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
1. Read the following advice column in an online magazine for teenagers. Circle the correct verb form. Then, make a comment about the text.

What Are You Posting on Your Wall?

Social networks and personal blogs are full of emotional posts or comments. It seems that people prefer **express**/**to express** just their feelings, instead of stating a serious point of view. This may have pros and cons. On the one hand, you could make a person **feel**/**to feel** (a) better by showing sympathy or support if he or she is in a difficult situation. On the other hand, there are other contexts in which posting feelings will make you **looking**/**look** (b) foolish or expose you to mockery. Take a look at the following post on a Facebook wall: This message makes me **wondering**/**wonder** (c) why the sender decided **makes**/**to make** (d) this letter public? Would you let anyone **post**/**to post** (e) something like this on your public page? Apparently, today’s society is looking for a second kind of recognition, a virtual one. Some psychologists have studied this phenomenon and found out that our self-esteem is being affected. Tell me what you think.

Dr. Castañeda

Comments:

2. Write the appropriate form of the verbs in parentheses to complete the interview script.

Bono, from U2, is my favorite artist. Why is that? It’s simple: he’s an amazing singer and a tireless activist. I must confess that I was skeptical. Not many famous artists consider **helping** (help) people in need.

Interviewer: I’m really pleased and excited to have you here today. When did you join U2?

Bono: Wow! That’s ancient history ... in October 1976 while I was still in high school. By then we only hoped **play** (a) in bars and be loved in our hometown.

I: Oh, but look what you have accomplished! You are international stars.

Bono: We aren’t disappointed or annoyed with that result, I’ll tell you that.

I: But you didn’t want to be a common star, did you? When did you decide **become** (b) an activist?

Bono: In the mid-eighties I was inspired by Live Aid, and I traveled to Ethiopia to work in a feeding camp with my wife Ali and the charity World Vision. Since then, I have been interested in **use** (c) my fame to call attention to global problems, including world poverty, and AIDS.

I: Will you continue **use** (d) your music to raise people’s consciousness of these problems?

Bono: Definitely, I will keep **work** (e) hard to generate awareness of many global problems.

I: You certainly seem **be** (f) doubtless about your plans and are determined to make them work.

Bono: Absolutely. My passion is to entertain, but my mission is to help others, be useful to society, you know.
3. Complete the chart to form adjectives with the suffix -less and -ful.

<table>
<thead>
<tr>
<th>Root</th>
<th>-less</th>
<th>Meaning</th>
<th>-ful</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>use</td>
<td>useless</td>
<td>without use(s)</td>
<td>useful</td>
<td>full of use(s)</td>
</tr>
<tr>
<td>doubt</td>
<td></td>
<td>without hope/cure</td>
<td>hopeful</td>
<td></td>
</tr>
<tr>
<td>care</td>
<td></td>
<td>without help</td>
<td></td>
<td>fearful</td>
</tr>
<tr>
<td>colorless</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

4. Complete the comments about Bono’s interview. Use the Word Bank.

Thank you for posting Bono’s interview. I heard about this band from my mom! It’s funny to like the same music your parents like (LOL). Mom says she got really inspired to open her own company with social responsibility in mind because of Bono. Now she’s very ___(a)____ with money because she’s saving to open her new business and bring in some income to the family. She feels ___(b)____ and her eyes light up when she talks about her plan to involve women who are single parents in the business.

My oldest cousin is a ___(c)____ fan. She is incurable! She has all U2’s records and DVD’s. I think she is really obsessed. One anecdote! She went to U2’s concert in Mexico City in 1997 when she was in her 20’s and she still wears the same pair of jeans she wore to the concert. She always says, “these are my lucky jeans! They are ___(d)____ from using and washing them a lot, but I will always wear them.”

It’s nice to find a post that is not gibberish or nonsense. This is ___(e)____ information for my social studies class because we are discussing current world leaders and inspirational people. I’ll definitely talk about Bono in my class. Thank you for your post!

Word Bank

• hopeful • colorless • careful • cheerful • useful

5. Add -d or -ed to the verbs in each tip of the star. Write the resulting adjective to complete the list. Then, make sentences using each word expressing how you felt about comments you have received on your wall.

<table>
<thead>
<tr>
<th>Excite</th>
<th>Disappointed</th>
<th>Once I posted photos of my 15th birthday party and I felt disappointed because my friends made fun of my hairdo and my dress.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Annoy -d</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Love -ed</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Please</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Love -ed</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Disappoint -d</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Disappoint -ed</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Love -ed</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Love -ed</td>
<td></td>
<td></td>
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<tr>
<td>Love -ed</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Love -ed</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
1. Read the following extract of an interview with Kristen Stewart and circle the right answer.

Interviewer: You started when you were nine years old. You wanted to act, right? It wasn't like you were forced into it because your parents were in the industry?

Kristen: No. Not at all. My parents are crew. They were both confused when they found out that I wanted to act. But they have supported anything that my brothers and I have wanted to do. It was something I thought was fun because I grew up on sets.

Interviewer: Does it bother you to see yourself in the tabloids?

Kristen: There's nothing you can do about it, to be honest. I don't leave my hotel room—literally, I don't. I don't talk to anybody about my personal life, and maybe that perpetuates it, too. But it's really important to own what you want and keep it to yourself.

a. She started acting as a kid / teenager.

b. Her parents influenced / did not influence her decision to become an actress.

c. She is annoyed / indifferent about the tabloids.

d. Kristen Steward is reserved / open about her personal life.

2. Put the following biography in order by writing A, B, and C in the correct place. Then, write the topic for each paragraph using the options given in the box on the right.

Nowadays, Kristen lives in Los Angeles. Apart from acting, she is also interested in attending college in the near future to study literature. She wants to be a writer. “Since meeting on the set of Twilight in 2008, Kristen and co-star Robert Pattinson have been romantically linked and many rumours about their relationship have included both a break-up and a marriage proposal. She is very quiet about her personal life; she says: “I’m selfish. I always say to myself I’m never going to give anything away because there’s never any point or benefit for me.” She affirms that if she ever gets married or has a baby she will not reveal her kid’s name for a long time. Kristen is also an animal lover. She has one cat and three dogs, and adores looking after them. Her real-life hobbies include reading books and writing. She draws on her life experiences to write imaginary stories.

She became an artist at a very early age. Her acting career began at the age of nine, after an agent saw her perform in her elementary school’s Christmas play. One year later, she had her first role in a movie. It was a small nonspeaking part in the Disney Channel original film The Thirteenth Year. After that, she had several small parts in movies and even a starring role, but it wasn’t until 2008 that she became famous for her starring role as Bella Swan in The Twilight Saga. Because of these films Kristen Stewart has already earned a place in the magazines of pop-culture history. In 2012, Kristen was the highest paid actress in Hollywood, earning millions of dollars for the Twilight series, including royalties. Some of the critics have said she is a tremendous actress and her performance in the saga was mesmerizing while others find her role in the saga unconvincing. She is truly an enigmatic actress and it is difficult to say what exactly her charisma is. One magazine writer said: “It’s the unwritten nature of Stewart’s own story now, with its surreal subplots and recent twists and turns, that makes her compelling to watch.”

Adapted from http://www.interviewmagazine.com/film/kristen-stewart-1/#page3
Kristen Jaymes Stewart is an American actress. She was born on April 9th, 1990 in Los Angeles, California, USA. She is best known for playing Bella Swan in *The Twilight Saga*. Her father is a stage manager and television producer and her mother is an Australian script supervisor. Kristen has an older brother and an adopted brother. As a child she was a hard-working student, and would panic if she didn’t turn her homework in. But her stay in school was short because she attended until the seventh grade and then continued her education by correspondence until she completed high school. Everybody thinks Kristen’s personality is like the character Bella in *The Twilight*, but it is not. Kristen described herself as shy and lonely as a kid. She is extremely mature and serious, a trait associated with introverts. She define herself as a logical thinker, making sure that each step rests firmly on previous knowledge; she is like a scientist in that sense.

3. Go back to the text and classify the information below. Use the chart on the left.

<table>
<thead>
<tr>
<th>Type of Information</th>
<th>Abbr.</th>
<th>Information</th>
<th>Type</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anecdotal</td>
<td>A</td>
<td>a. Kristen was born on April 9th, 1990 in Los Angeles, California, USA.</td>
<td>F</td>
</tr>
<tr>
<td>Factual</td>
<td>F</td>
<td>b. An agent saw her perform in her elementary school’s Christmas play.</td>
<td></td>
</tr>
<tr>
<td>Personality</td>
<td>P</td>
<td>c. One of her brothers is adopted.</td>
<td></td>
</tr>
<tr>
<td>Private</td>
<td>Pr</td>
<td>d. She is extremely mature and serious.</td>
<td></td>
</tr>
<tr>
<td>Key Event</td>
<td>K</td>
<td>e. She and co-star Robert Pattinson have been romantically linked.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>f. In 2012, Kristen was the highest paid actress in Hollywood.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>g. There are many stories about Kristen and Rob written in the press, including rumours about a break-up and a marriage proposal.</td>
<td></td>
</tr>
</tbody>
</table>

4. Search for the answers to the following questions in the biography.

a. What is Kristen best known for? ___________________________________________________________________

b. When did she have her first role in a movie? ___________________________________________________________________

c. What is *The Thirteen Year*? ___________________________________________________________________

d. Where was she born? ___________________________________________________________________

e. Why is she reserved about her personal life? ___________________________________________________________________

f. When did she become famous? ___________________________________________________________________

5. Describe the meaning of the following sentences from the biography using your own words.

a. Kristen Stewart is an animal lover.
   This means that she likes animals very much.

b. As a child she was a hard-working student.
   In other words, ___________________________________________________________________

c. She is very quiet about her personal life.
   That is to say that ___________________________________________________________________

d. She defines herself as a logical thinker.
   This means that ___________________________________________________________________

e. I'm always say to myself I'm never going to give anything away because there's never any point or benefit for me.”
   In other words, ___________________________________________________________________
Writing

1. Read the following tips on writing a biography and match the headings of each one with the corresponding explanation.

<table>
<thead>
<tr>
<th>Tips</th>
<th>Explanations</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Get basic information about the person.</td>
<td>1. Organize the story of a person’s life in chronological order. It allows the reader to trace the subject’s life from beginning to present day.</td>
</tr>
<tr>
<td>b. List achievements and influences</td>
<td>2. You should mention personal achievements and how these have affect a person’s life. You can also incorporate any personal influences</td>
</tr>
<tr>
<td>c. Arrange information.</td>
<td>3. It is very important that you confirm the information to be accurate. If you obtain information from sources on the net, make sure these sites are trustworthy.</td>
</tr>
<tr>
<td>d. Verify information.</td>
<td>4. Obtain essential information about the individual: the person’s full name, date and place of birth and family background.</td>
</tr>
</tbody>
</table>

2. Follow the previous tips and then list ideas about a well-known person who interests you. Write only key words or short phrases.

3. Write a short biography of the person you have chosen. Use the information from the previous list.

Writing Strategy

List ideas before writing a text.

Use time phrases to organize a biography:
- She / He was born...
- As a child / kid / teenager...
- After high school / college / graduating...
- When she / he was...
- She / He became a...
- At a very early age / at the age of...
1. Read the following news from a social network and some responses from followers. Unscramble the words in bold to complete the idiomatic expressions.

@The Brit singer, Adele, continues collecting awards! She is unstoppable. Overall, Adele has received 103 awards from 186 nominations since she released her first album in 2008.

@DJ SOD
Awesome news! I still remember how she grinned from ear to ear __________________________ (a) when receiving her 6th Grammy award in 2012.

@BritProducer
Soon as I heard her for the first time, I fell head over heels in love for her voice. She’s the for best.

@KellyOzz
She is often criticized for being a big-sized woman! This makes my blood boil __________________________ (c).

@AdeleFanForever
Adele had a very difficult break up with her boyfriend. Her album 21 is inspired entirely by that event. My heart __________________________ (d) sunk when I listened to her song “someone like you.” It is really sad and beautiful at the same time.

2. Choose the most appropriate idiomatic expression from the Word Bank to complete the conversations. Put the verbs in the correct tense.

A: I just read that Adele has a serious vocal cord surgery. I was really surprised about it.
B: Oh, that is a tragedy. My ________(a) too when I read the news I hope she recovers 100%.

A: Have you heard Adele’s new song?
B: Of course, I bought it on iTunes today.

A: Look at this wonderful photograph of Adele. She’s __________________________ (c).
B: This is definitely a photo to remember her by. She looks absolutely stunning!

3. Answer the following questions about times when your emotions have come into play.

a. When was the last time your heart sank? __________________________

b. Have you recently fallen head over heels in love for a person? __________________________

c. What or who makes you grin from ear to ear? __________________________
1. Use the Word Bank to complete the trivia about traditional celebrations around the world. Then, answer it.

**TRIVIA**

**a.** In this country people celebrate their birthday twice: on their birth date and on their name day. For the second celebration, everyone who has the name of a saint who is **honored** by the church, celebrates their birthday on that saint’s day, too.

- 1. France
- 2. Italy
- 3. Greece

**b.** In this country, for nine days before Christmas, *posada* or lodging processions pass through the streets. The figures of Mary and Joseph are **carried** to a friend's house, where a carol is **sung**, asking for lodging for the Holy Family.

- 1. Panama
- 2. Guatemala
- 3. Argentina

**c.** What carnival is **recognized** for having people who paint their faces black one day and white the following day?

- 1. The Carnival in Pasto, Colombia
- 2. The Carnival in Rio de Janeiro, Brazil
- 3. The Carnival in Oruro, Bolivia

**d.** He was **honored** as the patron saint of a country. On his day, millions of people wear green and celebrate with parades and good cheer.

- 1. St. Patrick of Ireland
- 2. St. Paul of the Cross
- 3. St. Peter Claver

2. Complete the following conversations. Use the passive form of the verbs in parentheses in the Simple Present or Simple Past tense.

**Andy:** Why **are** you **dressed up** in green? (dress up)

**Kathy:** Today is St. Patrick’s Day. It is an Irish tradition to wear green!

**Ioanna:** Whose name day **is celebrated** today, mom? (a. celebrate)

**Adela:** Mine! Thank you for remembering it. Let’s make Greek dishes and invite some friends.

**Laura:** Dear family, it is our turn for the **eighth posada** tomorrow.

**Pedro:** When **were we chosen**? (b. choose)

**Laura:** We were chosen by the priest during mass yesterday.

**Pedro:** Great! I’ll take out the saints. Where **were they put away** last year?

**Cristina:** Where **is the black paint** kept? (d. keep)

**Patricia:** On the top shelf, but what do you need black paint for?

**Cristina:** Oh, it’s **black day** at the Carnival today. We are all going to the plaza with our faces painted black. You **are invited** to join us. Come on, it’ll be fun!
3. Read the story of Mary and Joseph going to Bethlehem. Circle eight mistakes in the use of the passive voice. Write the correct form in the spaces below.

Not many details are known about Mary and Joseph’s trip to Bethlehem, but their story is celebrate all around the world and the scene of the manger is exhibit by millions of Christians during Christmas time. Moreover, historians, theologians and scientists are fascinate by this topic. The most accepted story says that Mary and Joseph used to live in a land that was governed by the Roman Empire. It happened that the Emperor Augustus wanted to have a list of all the people in the empire and make sure they paid their taxes. Everyone was order to return to the town where their families originally came from. There was a register or census where their names were record. The trip from Nazareth to Bethlehem is known to have been long and arduous; therefore, Mary and Joseph traveled very slowly because Jesus was due to be born soon. When they reached Bethlehem they were faced with a problem: so many people had come for the census that every inn was full and there weren’t any rooms left. Therefore, they wasn’t given a proper bed to rest in, but a stable with livestock. In this poor place Jesus, the Son of God, was born. There wasn’t a cradle available for baby Jesus, so where was baby Jesus lay down? Jesus’ bed was the manger that the animals ate their hay from.

a. __________________
b. __________________
c. __________________
d. __________________
e. __________________
f. __________________
g. __________________
h. __________________

4. Unscramble the sentences and check (√) if they are T (true) or F (false).

a. renowned / Mary and Joseph’s trip / by / is / all around / Christians / the / world /.
   Mary and Joseph’s trip is renowned by Christians all around the world.
   [√]

b. Roman Empire / the / was / by / ruled / the Emperor Herod /.
   [×]

c. was / Everyone / to / ordered / return to / the / in / land / used / they / to live /.
   [×]

d. Mary and Joseph’s names / weren’t / the / census / entered / in /.
   [×]

e. were / they / normal / given / accommodation / the / night / for /.
   [×]

f. Jesus / baby / was / to sleep / put / in / a / bed / comfortable /.
   [×]

5. Read the text below and choose between passive or active voice.

Santiago: Where did you put away / were put away the Christmas decorations last year?
David: I put them on the top shelf of my closet. Do you want me to take them out, Dad?
Santiago: Yes, please. Are they damaged / Do they damage them? (a)
David: The decorations look fine / are looked fine (b), but the lights are burnt out.
Santiago: Already? They bought / were bought (c) last year. I guess we’ll have to buy new ones.
David: Can I come? You chose them / were chosen (d) last time. I want to choose this year…
Lesson 2
Past Echoing in the Present

1. Choose the best option to complete the dialog in passive voice in the Present Perfect tense.

Teacher: Good morning everybody. Today’s topic is about remarkable people of the 21st century and their contributions. Can you mention any examples?
Janet: Well, I read that a significant contribution to science has been made by Dr. Anthony Atala.
Teacher: Great, what has been his contribution?
Janet: He’s a scientist who has created human organs at the Wake Forest Institute for Regenerative Medicine.

2. Complete the text with the appropriate verb in the Word Bank. Use the passive voice in the Present Perfect tense. Then match the pictures with the corresponding text:

- develop
- gain
- honor
- nominate
- direct
- elect
- consider

**Word Bank**

- (a) The first lab-grown organ to be implanted in a human has been developed at the Wake Forest Institute for Regenerative Medicine. The Institute has been established by Dr. Anthony Atala since 2004. He has made a significant contribution to science by growing human tissues and organs like livers, kidneys and bladders. His work will save thousands of lives.

- (b) Sonia Gandhi has been nominated President of the Indian National Congress. She came into politics after the demise of her late husband Rajiv Gandhi, Ex-Prime Minister of India. Great fame in terms of position and influence in Indian politics has been considered by this politician. She has been nominated twice by world magazines like Forbes and Times as one of the most influential women of the year.

- (c) Only one woman has been nominated with a Nobel Prize in the field of Economics. Elinor Ostrom was the recipient of this prize in 2009 for her analysis of economic governance of common property like air, water and public spaces. These issues have been considered the world’s most urgent problems that require collective action.

3. Search the web and find examples of people in the 21st century associated with the following topics.

<table>
<thead>
<tr>
<th>Topics</th>
<th>a. Advanced cancer treatment</th>
<th>b. Women’s equality</th>
<th>c. World poverty</th>
<th>d. Children’s rights</th>
<th>e. Space travel</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name</td>
<td>James Watson</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Action</td>
<td>Research that shows it is wrong for advanced cancer patients to take multivitamins</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
4. Match columns A and B to form sentences with *used to*.

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Dave Eggers used to live in Chicago, but</td>
<td>1. presently he is a writer, publishing entrepreneur and activist.</td>
</tr>
<tr>
<td>b. He used to work for a local newspaper, but</td>
<td>2. nowadays his works have received critical acclaim.</td>
</tr>
<tr>
<td>c. When he was a boy he didn’t use to write, but</td>
<td>3. after his parents died he moved to Berkeley, California.</td>
</tr>
<tr>
<td>d. He used to be an unknown writer, but</td>
<td>4. now writing is his passion.</td>
</tr>
<tr>
<td>e. He used to write about his personal life and local politics, but</td>
<td>5. over time his writing topics have become more universal and social oriented.</td>
</tr>
</tbody>
</table>

5. Read the chart and fill in the blanks using *used to*. Then, match the three columns based on the product they describe.

<table>
<thead>
<tr>
<th>Product</th>
<th>Past</th>
<th>Present</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Mobile phones</td>
<td>In 1885, a young American called Charlie Nagreen <em>used to sell</em> (sell) meatballs. He realized that they could be put between two pieces of bread so people could have this meal to go. That is one of the stories of how this fast food dish was born. How much did it <em>cost</em> (a. cost)? Only a few cents!</td>
<td>Today this fashion item has become the world’s most popular garment. The clothing industry continues to develop this item of clothing in more fabrics and styles than ever before.</td>
</tr>
<tr>
<td>b. Hamburgers</td>
<td>In 1873 Levi Strauss invented this garment. At that time it was only worn by men who worked in US gold mines. Did women <em>wear</em> (b. wear) it? No, they didn’t <em>wear</em> (c. wear) it. It started being worn by women in the 1950s. Teens first, and then, by the 60s, everyone was wearing it.</td>
<td>Today, restaurants around the world try to create really expensive versions of this dish. One restaurant in New York sells <em>Le Burger Extravagant</em> and costs around $300 dollars. How much would you pay for it?</td>
</tr>
<tr>
<td>c. Blue jeans</td>
<td>In the last century, only a few people <em>have</em> (d. have) them. Why did it <em>be</em> (e. be) so exclusive? Some experts say that once technology is mass produced, it becomes accessible and less expensive for everyone.</td>
<td>In this century, they are used by many people and are considered one of the world’s most important inventions in the field of communication in the modern times.</td>
</tr>
</tbody>
</table>
Lesson 3
Old Times and Modern World

1. Read the description of each camera. Then, identify their corresponding picture.

- a. Brownie Camera
  Kodak’s Brownie was produced from 1900 until 1960. It became a cheap camera for bringing photography to the masses.

- b. Polaroid Camera
  It was developed in 1948 and consisted of a sandwich of chemicals and paper which could self-develop the photos in a few minutes.

- c. Daguerreotype
  It is believed to be the first commercially produced camera. It was introduced to the world in 1839.

2. Read the essay and mark the paraphrases below each paragraph as TS (topic sentence) or SS (supporting sentence).

200 Years of Photographs

Photos are our memories of people, places, trips and parties. Today, our lives are documented on Facebook, Twitter and Instagram. However, it didn’t use to be like this; we simply used to keep photos in our shoeboxes or albums. It is said that the oldest picture is less than 200 years old. So, who used to take photos and why and how did they use to take them? How different is it nowadays

TS a. Photographs can be seen as tangible projections of our memory.

SS b. The earliest picture was taken two centuries ago.

In the past, very few people were able to shoot photos, while today, most people can. The camera obscura, invented in the 10th century A.D., is considered the first type of camera, and is used as a sketching aid by artists. With the first commercial camera in the 19th Century, only inventors, photographers and photojournalists used to take photos. The Kodak’s Brownie cameras, invented in the 1900s, became available for people who could afford to buy one. Hence, amateurs could begin to explore their own ideas and creativity. Soon after, cameras found their way into most households, so people could keep memories of important dates and celebrations. Because technology has flourished in the 21st century, now anybody can take photos, at any time and any place.

TS c. One invention that can be considered as a kind of early camera was used to make drawings.

SS d. Only a few professionals could afford a camera and take pictures.

The reasons why we shoot photos nowadays is different. These days, every party, birthday, sports game and concert is documented in detail so that people can remember the event. In the past however, the reasons were very different.
For example, with the initiation of photography in the Victorian era, an uncommon practice was developed: the dead were photographed. It is well known that mortality rates were high, so when loved ones died, the Victorians immortalized them in photographs. Post-mortem photographs were the only photograph a family had of the deceased because photos used to be very expensive and most families didn't use to own a camera.

e. The present purposes of taking photos differ from the ones in the past.

f. Households did not have a camera and photographs were costly.

The way in which we shoot photos has changed drastically. In the past, only physical (analog) photos were taken: first in black and white and later in color. They were usually developed and stored in shoeboxes or in albums.

g. The communication tools that we use today include applications for photos and videos.

h. The manner in which we take photos has undergone considerable changes.

In sum, it has been almost 200 hundred years since the first photograph was taken. Diverse purposes, numerous types of cameras, and different kinds of photos underlie this ancient practice. Although analog pictures have almost disappeared, the growth of photos continues.

3. Based on the text, check (√) the best answer.

   a. The primary purpose of the essay is to:
      □ State the advantages and disadvantages of different types of cameras and photos.
      □ Discuss the history of photography and cameras.
      □ Compare and contrast past and present usage of photos.

   b. According to the essay, which of the following is true about Victorians:
      □ They used to photograph the living.
      □ They used to photograph dead animals.
      □ They used to pay a reasonable price for the post-mortem photos.
      □ They used to photograph the living.

   c. The essay mentions each of the following, EXCEPT:
      □ People have had different reasons to shoot photos throughout the years.
      □ Shooting photos was a popular activity after World War II.
      □ Analog pictures have almost disappeared due to the invention of the digital camera.

   d. The essay begins with an introduction to attract / turn down the reader.

   e. The essay presents the pros and cons / a comparison and contrast of the topic.

   f. Each body paragraph has one idea stated in the topic sentence / supporting sentence.

   g. Each body paragraph contains true examples / statistics / facts / all of them to support the topic sentence.

   h. The last paragraph is a summary of the body paragraphs / presents new comparisons.

4. Read the text again and identify the organization of the essay. Circle the correct information.

   a. The essay begins with an introduction to

   □ attract / turn down the reader.

   □ The essay presents the pros and cons / a comparison and contrast of the topic.

   □ Each body paragraph has one idea stated in the topic sentence / supporting sentence.

   □ Each body paragraph contains true examples / statistics / facts / all of them to support the topic sentence.

   □ The last paragraph is a summary of the body paragraphs / presents new comparisons.
1. Investigate the following celebrations and traditions in the given countries and complete the descriptions comparing and contrasting such celebrations in the past and the present.

   a. Christmas in the USA

   1. In the past, for Christmas dinner, people had pork and vegetables which were grown in the house’s vegetable garden, while now _____________________________.

   2. Before, in the Christmas stocking, there would be an orange, sweets and nuts and maybe a book. However, at present _____________________________.

   3. Although children used to play games on Christmas Eve, nowadays ______.

   b. Easter in Colombia

   1. Although _______________________________________________________, at the present time, society has taken Easter and commercialized it so that most people think of having big meals with fish instead of the importance of Christ’s Resurrection.

   2. While in the past __________________________________________________, nowadays, the whole of Holy Week is often a holiday used for traveling and tourism.

   3. Earlier, on Palm Sunday, most people went to mass, bringing palm leaves and branches to be blessed by the priest, but _________________________________.

2. Choose one of the celebrations from the previous exercise and write the introductory paragraph of a comparison and contrast essay:

   ________________________________________________________________
   ________________________________________________________________
   ________________________________________________________________
   ________________________________________________________________

3. Develop two body paragraphs and the conclusion of the essay. Use the three differences you wrote about the topic in exercise one.

   Paragraph 1 ________________________________________________________________
   ________________________________________________________________
   ________________________________________________________________

   Paragraph 2 ________________________________________________________________
   ________________________________________________________________
   ________________________________________________________________

   Conclusion ________________________________________________________________
   ________________________________________________________________
   ________________________________________________________________
1. Read the summary of an episode of the American sitcom The Big Bang Theory and underline three colloquial expressions.

Sheldon Changes Christmas to Newton-mas
In this episode, the Christmas tree is decorated by Penny and Leonard. Sheldon does not want to participate because he does not celebrate Christmas. He says that Jesus was not born on December 25th, but in the summer. As usual, Sheldon refuses to break the habit of using scientific facts. He claims that Jesus’ birthday was changed to winter time to replace a pagan festivity. However, Sir Isaac Newton is very Christmassy because he was born on December 25th, 1642; his crowning achievement, according to Sheldon, was the invention of calculus. Sheldon makes everybody uncomfortable trying to break with tradition by renaming Christmas “Newton-mas” and trying to put the bust of Newton on top of the Christmas tree.

2. Answer the questions based on the previous text.
   a. What habit does Sheldon refuse to break? _____________________________________________________________
   b. What is Sir Isaac Newton’s crowning achievement? ____________________________________________________
   c. What tradition is Sheldon trying to break? ___________________________________________________________

3. Complete the following conversations. Use the Word Bank.

   Word Bank
   • break the habit
   • crowning achievement
   • break with tradition

   When will you _______________________________ of using only facts?

   Oh, Penny! I will never _______________________________.

   Why don’t you believe it was Sir Isaac Newton who invented calculus? That was one of his ________________________________.

   Well, I dispute that claim. It was Leibniz, not Newton who invented calculus.

4. Read about the tradition of New Year’s resolutions and complete the ideas with your own information.

   On New Year’s Eve, Americans write New Year’s resolutions. A New Year’s resolution is a commitment that a person makes to achieve one or more personal goals or projects, or the reforming of a habit.

   For New Year...
   a. I’ll break the habit of _______________________________.
   b. My crowning achievement will be _______________________________.
   c. I won’t _______________________________; for sure, I’ll break with tradition!
1. Answer the survey and discuss with a partner.

What are your holiday preferences?

a. On vacation you prefer:
   - going back to places you have visited before.
   - going to a new destination.
   - staying at home.

b. I go on vacation:
   - every six months.
   - once a year.
   - not even once.

c. Who would you like to go with to the following destinations?

<table>
<thead>
<tr>
<th>Destination</th>
<th>my dad</th>
<th>my mom</th>
<th>my sibling</th>
<th>my couple</th>
</tr>
</thead>
<tbody>
<tr>
<td>beach</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>safari</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>luxury spa</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>cruise</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

d. The top three holiday destinations in your country are:
   1. ________________________________
   2. ________________________________
   3. ________________________________

e. You would like to go to:
   - Canada
   - Mexico
   - France
   - Italy
   - Bahamas
   - Other _____________________

f. Which of the following activities do you look forward to on a vacation?

   - snorkeling
   - scuba diving
   - kite surfing
   - waterskiing
   - just relaxing
   - sightseeing
   - sunbathing
   - shopping
   - Other _____________________

2. Complete the conversations about holiday preferences with the appropriate tag question.

Mary: Our vacations are around the corner, ________? 
Pedro: Oh yeah! We should start planning. Actually in this survey there are a couple of ideas.
Mary: You are not looking forward to any adventure activities or nightlife, ________? 
Pedro: Not really, I just want to relax. You like going to little towns, ________? How about the Cultural Coffee Landscape in Colombia.

Mary: Oh I’d love to go there! It’d be the perfect place to relax, ________? 
Pedro: Let’s look for a place to stay. This web page shows some farms that are for rent.
Mary: Look at that one; it’s so pretty, ________? 
Pedro: It sure is. It has a private pool and a sauna! We can afford it, ________? 
Mary: Yeah! Let’s call immediately and book it!

Travel agent: Please fill out this survey and I will be with you in a moment.
Mike: Thanks. Let's see... we'd prefer to go on a beach holiday. That'd be great, ________? 
Patty: Yes! And you could go snorkeling, ________? 
Mike: Of course. We could go shopping, sightseeing, and enjoy the nightlife! 
Patty: But we can't afford it, ________? 
Mike: I guess not.

Travel agent: Hi, again, I overheard that you have doubts about going on a beach holiday, ________? 
Patty: Yes, we think it could be too expensive unless we stay in hostels for backpackers. We don't want that, ________? 
Mike: Of course not! We dream of a nice all-inclusive hotel on a paradise beach.
Travel agent: Well, I think I have the perfect place at the right price. Give me a minute...
3. Mike and Patty are discussing the final details of their trip. Write the correct tag question.

Patty, you made the hotel reservation, \( \text{(a)} \)?
Mike, you did the online check-in, \( \text{(b)} \)?
We have finished packing our suitcases, \( \text{(c)} \)?
The flight tickets and the passports are in our carry-on bags, \( \text{(d)} \)?
The taxi will pick us up at 8 o’clock, \( \text{(e)} \)?
The flight is not delayed, \( \text{(f)} \)?
The hotel looks fantastic, \( \text{(g)} \)?
We booked a room with a view of the beach, \( \text{(h)} \)?
Meals are not included in the plan, \( \text{(i)} \)?
They will serve breakfast at 8 AM by the pool, \( \text{(j)} \)?

4. Complete the following email with the verbs in the Word Bank. Use the infinitive or the –ing forms when needed.

Dear Mr. and Ms. Ramirez,

According to the conversation we had on the phone, you said that you wanted to travel to the coffee growing region of Colombia with your wife and daughter, didn’t you? You also said that you wanted to rent a farm. Before I continue looking for some farms for rent, I would like to ask you some other questions. Would you like a farm with recreational areas like a pool and a barbecue? What kind of farm would you and your family like, old fashioned or modern? Near or far from any sights, recreation, nightlife or shopping? How about the weather, would you like a hot place or would you prefer a cooler location? How long would you like \( \text{(a)} \)? And finally, what is your budget? This is a really important question because I will be able to choose options that you can afford. If you get back to me soon, I will find the perfect destination and you and your family will be able \( \text{(d)} \) your suitcases for a wonderful trip!

Sincerely,

Johan Salamanca
Trans American Travel Agency
1565 Folsom St. Boulder, CO 80302
Phone: +46 (0)45 220 04 39

5. Look at the chart of preferences sent by the Ramirez family. Check \( \square \) the picture that best suits them.

- Swimming pool
- Barbecue
- Far from sightseeing places, recreation, nightlife and shopping
- Modern
- Old fashioned
- Hot place
- Cold place

Options:
- a.
- b.
- c.
Lesson 2

Amazing Things to Do

1. Complete the crossword puzzle about sports and adventure activities people often do on holiday.

Across
a. Moving across snow on a board
b. Riding on the crest or along the tunnel of a wave
c. Descending a vertical surface, such as a cliff or wall, by sliding down with a rope
d. Racing in a lightweight canoe
e. Cycling o-road, on a trail or on dirt
f. Going down a hill or other slope for recreation using a simple sled or toboggan

down

2. Rephrase the underlined parts of the following sentences by writing compound adjectives.

a. Chileans enjoy skiing in the mountains close to the city of Santiago.
   Everybody knows about these mountains. **Chileans enjoy skiing in the well-known mountains close to the city of Santiago.**

b. We went on a mountain bike adventure in Guatemala for two weeks.
   We went on a ________________________________________________________________


c. Nassau preserves its coral reefs very well.
   Nassau has ________________________________________________________________

d. The slopes for snowboarding in Austria are first clas .
   Austria offers ________________________________________________________________

e. Pilgrims that take the Way of St. James in Spain have to walk 100 km.
   St. James is a ________________________________________________________________

f. The tradition of walking the Way of St. James is about 1,00 years old.
   Walking the Way of St. James is a _____________________________________________

Grammar Strategy

Some adjectives consist of two words, e.g. **well known**. They are often connected with a hyphen before nouns so that you can clearly see it is one adjective, e.g. a **well-known** person.
3. Read each of the reported speech sentences below. Then, check (✓) the option that contains the original message.

a. She said that approximately 100,000 people would arrive from destinations abroad.
   1. “Approximately 100,000 people arrive from destinations abroad.”
   2. “Approximately 100,000 people will arrive from destinations abroad.”
   3. “Approximately 100,000 people are arriving from destinations abroad.”

b. The local news broadcaster said that 300,000 people were arriving in the city returning from their holiday vacation.
   1. “300,000 people are arriving in the city returning from their holiday vacation.”
   2. “300,000 people were arriving in the city returning from their holiday vacation.”
   3. “300,000 people arrived in the city returning from their holiday vacation.”

c. She said that it was the busiest vacation in the last decade.
   1. “It was the busiest vacation in the last decade.”
   2. “It will be the busiest vacation in the last decade.”
   3. “It is the busiest vacation in the last decade.”

d. She said that this phenomenon was affecting traffic in the city.
   1. “This phenomenon is affecting traffic in the city.”
   2. “This phenomenon was affecting traffic in the city.”
   3. “This phenomenon will be affecting traffic in the city.”

4. Report the answers given by the interviewees. Change the tense when necessary.

a. **Reporter:** Sister, tell us about your experience this holiday.
   **Sister:** We walked the Way of St. James in Spain. We were traveling with little money so we had to ask for food from the locals. It was an interesting experience.

b. **Reporter:** Here comes Iker Casillas. Where did you go last holiday?
   **Iker:** I went snorkeling in Nassau. I really loved the coral reefs there. I will never forget such a great time!

c. **Reporter:** Where are you coming from?
   **Woman:** I took a spa-holiday in Samui island in Thailand. It’s a well-known place to relax. I feel completely refreshed!
1. Examine the title of the flyer. List the ideas that come to mind about this title.

Do not miss out on what Mother Nature has to offer...
Visit Machu Picchu, Peru, and be prepared to be blown away!

a. ____________________________
b. ____________________________
c. ____________________________
d. ____________________________
e. ____________________________

2. Seven sentences have been removed. As you read, choose the sentences [a-h] to complete the text. There is one extra sentence which you do not need to use.

a. It has to be booked well in advance.
b. One way is by taking the train from nearby Cusco.
c. Some of the most extraordinary ones, for example, are the Ruins of Intipata, the Gate of the Sun, and the mountain of Wayna Picchu.
d. Although it remained well known locally, it was unknown to the outer world.
e. Other routes are open, but roads may be closed suddenly because of landslides and flooding.
f. Do not miss the chance to try all kinds of spicy food.
g. However, the best Peruvian specialties are mainly found in the countryside.

An old saying goes “beauty is in the eye of the beholder,” but when visiting Machu Picchu in Peru, all will undoubtedly see beauty so stunning that it will fill the eye and warm the heart. The name ‘Machu Picchu’ means ‘Old Peak,’ and it is one of the most mysterious ancient sites in the world. Machu Picchu, according to legend, used to be considered a sacred place a long time ago. The creation of the astonishing city is attributed to the Inca people. The Incas started building it around 1400 AD, but abandoned it a century later at the time of the Spanish Conquest. (d) It was the North American historian Hiram Bingham, who rediscovered the ruins in 1911.

Today, there are well-preserved baths, temples, palaces, and about 150 houses. These gray granite structures are so perfect that they are quite simply works of architectural genius.

Location
The city was built 2,430m above the Urubamba River, in the middle of a tropical mountain forest.
How to get there
There are three main ways to get to Machu Picchu. The train trip, which is four hours long, takes passengers through such magnificent scenery that time will fly. This is the most popular way among tourists who are not fit enough to hike the Inca Trail, the second way to get there. The trail is a 28-mile long and takes you through old villages, forests, valleys, and mountains. Finally, a shorter train journey to Machu Picchu is from Ollantaytambo, also home to some impressive ruins.

What to do there
Adventurous travelers can hike all the way to Machu Picchu. Others can combine an Inca Trail walk with visits to Cusco and Machu Picchu by taking a Sacred Valley tour if they have a week to spend in the area. There are about 15 attractions in Machu Picchu that travelers can visit.

When to go
January and February are the rainiest months in this area, so it is not recommended to go there during this time. If you are tempted to travel to Machu Picchu during the heaviest part of the rainy season, there are a few things to consider. The Inca Trail is closed in February because of dangerous conditions.

The peak tourist season is during the dry season in July and August because the nights are cool and the days are usually dry. Buy tickets well in advance for travel during this season to avoid being turned away from transportation. However, many people visit the site in November and April to avoid the crowds.

What to eat
Peru has one of the world’s finest cuisines. Many people around the world are familiar with quinoa, a type of seed used in different dishes, and pisco sour cocktails. There is such a great variety of Peruvian specialties to try when you go to Machu Picchu that the time will not be enough. Try for example ceviche, a preparation of raw fish marinated in citrus juice and a traditional causa, a type of casserole with layers of potatoes and avocados. These dishes are supposed to be good enough to die for.

Budget
Our travel agents can help you customize your trip according to your availability, tastes and preferences. There are plans that suit a range of budgets. There are 1-day to 30-day tours from US $300. Do not hesitate to contact us.

Contact us at +0051-84-254341
info@machupicchu.com • machupicchutours@gmail.com
like us on Facebook follow us on twitter

Landslides: when dirt and rocks slide down a mountain.
Flooding: to cover with liquid, usually water
1. Identify the main features of the brochure below. Underline the content and match it with the corresponding feature.

**Turks and Caicos Islands:**
*A dream destination for divers*

The attractive color of the sea around this group of islands in the South Bahamas will make you want to bathe in its waters and explore its undersea world forever. The Resort of Blue Waters is in Grace Bay, which is in the north-east of the main island.

*Colorful* chalets blend with the palm trees along the *sandy* beach.

This resort is for active seniors who know how to keep the good times rolling with activities for the body, mind, and spirit. Spend your days in fitness classes, social gatherings, and attend seminars on healthy living. Go fishing, biking or boating. Try ball dancing or *zumba gold*, a high-energy Latin-inspired dance workout for seniors. Mr. and Ms. Frey from Canada said: "*We believe we certainly visited the most stunning site in the world.*" They consider that the travel agents were polite and patient responding to all the emails they sent with thousands of questions about the trip.

*Book now!*

www.holidays4fun.com
US and Canada + 1-866-930-7358
International +1-626-399-8688

2. Write a short holiday brochure. Use some of the features that you identified in exercise 1.

*Create a catchy headline*

*Include interesting facts*

*Present some attractions*

*Write a vivid description*

*Write a positive review*

*Add contact information*
Lesson 4

Living Like a King!

1. Read the following situation and answer the questions below.

   Well, I believe the best accommodation and food are not in the most expensive hotels and restaurants.

   a. What does the woman in number 1 mean?
      1. She really wanted to have a holiday vacation.
      2. She wasn’t interested in a holiday vacation.

   b. What does the man in number 2 mean?
      1. He will take the family to a luxurious hotel and expensive restaurants.
      2. He will avoid taking the family to a luxurious hotel and expensive restaurants.

   c. What does the girl in number 3 mean?
      1. She thinks they will stay in a luxurious place.
      2. She believes they are a rich family.

   d. What does the woman in number 4 mean?
      1. She believes they will have a luxurious vacation.
      2. She realizes they have little money to spend on their vacations.

2. Complete the expressions with the words that best complete the statements.
   a. Backpackers usually take long trips to faraway places. Maybe that’s why they travel king / light / rays.
   b. Don’t miss out on the chance to catch some king / light / rays on these pearl-like beaches.
   c. I saved money all year long just to live like a light / rays / king for a few days in Barbados.
   d. I wonder if I could ever go to Australia. I usually travel / go / spend on a shoestring budget and Sydney is really far away and expensive.
   e. Last weekend, we were enjoying a relaxing time on our farm when suddenly 15 relatives popped over / in / up to say hello. We were completely surprised.

3. Replace the underlined parts of the conversations with the appropriate idiomatic expression.
   a. Sarah: After graduating, I’ll spend a month traveling around Egypt.
      Felipe: Wow! That’s great but you’ll have to travel with little luggage.
   b. David: Laura, you look so tanned. Have you been sunbathing?
      Laura: Yes! I’ve been to the beach.
   c. Val: Is that a cruise to the Caribbean?
      Julius: Aha! I’m going to be living luxuriously for the next 15 days!
Lesson 1
Dealing with Difficult Situations

1. Find the words in the puzzle related to problems that teens often have.
Use the definitions to find the words.

a. To delay action (v).
b. The state of being unaccepted (n).
c. The act of harassing or intimidating others (n).
d. The impression a person gives to the public (n).
e. To make someone else do something by arguing or persuading (v).
f. The self or individuality of a person that distinguishes his/her from others (n).

2. Read and complete the conversations with some of the words above. Then, check (✔) the word that is not a synonym of the word you wrote.

Tina: Oh, no! It’s Tuesday and I haven’t done my math assignment. It’s due tomorrow.
Raj: Why do you ______ procrastinate ______?
If you want, I’ll give you a hand with the assignment but promise me you’ll keep up your work in the future.

☐ bring forward ☐ postpone ☐ delay

Lin: Look at these models. They are so skinny! Oh, I’m so envious.
Ieva: That’s not pretty Lin! They look ill. I’m not so concerned about my ______ to starve myself like that. What matters for me is to stay healthy and feel happy with myself.

☐ interior ☐ appearance ☐ looks

Jose: Ugh! There’s so much to study. I can’t stand the ______ of school!
Judy: Don’t worry! Come and study with us! We have a study group. If someone has difficulties, we help each other.

☐ stress ☐ relaxation ☐ tension

Valerie: Oh, my teens are great! I love them so much but lately one of them has been ______ other teens. I am working hard on stopping it.

☐ intimidating ☐ maltreating ☐ supporting

Vocabulary Strategy
Use definitions and images to identify vocabulary.

procrastinate
important
road
am
miss
pro
be
yet
you
em
prob
ception
3. Choose the word that best completes the ideas on the left. Then, match them to their corresponding paraphrase.

a. If **exercise** exercised 30 minutes a day, I’ll feel happy and improve my mood, according to a research study.

b. If I were a victim of someone who posted a fake profile on a social network, I **would/will** report it to site monitors. That’s what they advise you to do.

c. If a person **intimidates/intimidated** me, I will talk to someone about it and make sure that they help to make it stop. The school psychologist once advised me that.

d. If I am/were you, I wouldn’t let failing a test take control of my life because that would make me fail more!

1. It is my responsibility to let someone know I’m being bullied so he/she can do something to end it.

2. I would inform the web-site administrators about imposters on the internet, in case they caused me any harm.

3. If I let one failure take over my mind, it would make me think negatively about my future tests and I might fail them too.

4. It is a good idea to have a daily physical activity to do for half an hour because it helps you to stay in a good mood.

4. Complete the dialogue. Use the Word Bank and put the verbs in the correct tense to form the second conditional.

**Word Bank**
- start
- disappear
- have
- use
- take up
- happen
- visit

**Mia:** Wu, are you surfing the net again? What would you do if the internet **disappeared**?

**Beth:** Oh, I

(a) **bored** all the time if that

(b) I know I’m addicted to the internet and that can be a problem.

**Mia:** Maybe you would be more creative with your free time. Try imagining what you would do.

**Beth:** OK, let’s see...oh, I

(c) **exercising** more; I like riding bikes. Also,

(d) a hobby like painting, creative writing or robotics. How about you, Mia. What would you do if you couldn’t

(e) social networks or email?

**Mia:** Oh that’s a hard one. Maybe I would

(f) my friends more often. If we didn’t

(g) time to meet, we’d probably

(h) letters to each other to catch up; that’s what our grandparents used to do.

5. Read each situation and write the corresponding wish or desirable situation.

**Grammar Strategy**
Recognize and use formulas and patterns to express what you want to be true or real.

a. Jim has to choose between two extra-curricular activities: robotics and environment. He likes them both very much.

   He wishes he didn’t have to choose between robotics and environment.

b. Sandra loves exercising but **there aren’t** enough hours for physical education at school.

   She wishes

   _____________________________________________________________________________

c. Jim can’t go out tonight because he has soccer practice early in the morning.

   He

   _____________________________________________________________________________

d. Daniel isn’t communicating with his parents very well.

   He

   _____________________________________________________________________________

e. Jim’s friends aren’t very supportive.

   He wishes

   _____________________________________________________________________________
Lesson 2

What Would You Have Done if...?

1. Match the pictures with the phrases in the Word Bank. Then organize the pictures from 1 to 6 to determine the sequence of events.

**Word Bank**

a. missing the teacher’s explanation  
b. arriving late to class  
c. failing a test  
d. not being able to study without class notes  
e. waking up late  
f. using Facebook until midnight

**Mario’s Chain Reaction**

2. Use the ideas above and the Word Bank to reflect on Mario’s story. Use the third conditional.

   a. If Mario hadn’t used Facebook until midnight, he ______________________ to bed early.
   b. If he hadn’t woken up late, he ___________________________ to class on time.
   c. If he hadn’t arrived late to class, he ___________________________ the teacher’s explanation.
   d. If he hadn’t missed the teacher’s explanation, he ___________________________ his own notes in class.
   e. If he hadn’t forgotten to take notes from his classmates, ___________________________ them for the test.
   f. If he had studied for the test, ___________________________ it.

3. Identify and circle the mistakes in the following regrets. Then, correct them.

   a. If I had passed the test, I would have obtained a higher grade in the subject. passed
   b. If I had obtained a higher grade, I would have apply for an internship in a multinational company.
   c. If I did that internship, I would have been accepted to The University of Japan.
   d. If I had been accepted to The University of Japan, I would have study Asian Studies.
   e. If I had studied Asian Studies, my biggest dreams would have came true.
5. What would you have done in the situation described above?

a. If I had been in Julia’s shoes, I would have __________________________
______________________________________

b. If I had been Martha, I ___________________________________
______________________________________

c. If I had been in the teacher’s place, I ___________________________________
______________________________________

d. If I had had to solve the situation, I ___________________________________
______________________________________

6. Paraphrase the following ideas using wish followed by the Past Perfect tense.

a. Pablo feels sad that he didn’t attend his painting classes.
   He ___________________________________

b. Laura regrets that she didn’t have private tuition to help with her English class.
   ___________________________________

c. Paul is sorry he spent his money on running shoes.
   ___________________________________
Lesson 3
The Teenage Brain

1. Can you read this?

According to research at Cambridge University, it doesn't matter ni waht orde r the lette rs in a wrod are, eth on ly improntn tihng is taht the frist and lsat ltteer are in the rght pclae. The set can be a toatl mses and you can sti ll raed it woothit a porbelm. Thi s is bcuseae the huamn mnid deos not raed ervey lteter by istlef, but the wrod as a wlohe.

2. Answer the questions.
   a. Did you know your brain could read mixed-up words?
   b. Can you write a short sentence with mixed-up words? What is the trick?

3. Match the statements [a, b, c] with the corresponding pieces of information below.
   a. This area allows you to speak a language.
   b. This area allows you to understand a language.
   c. This is the hemisphere in which you find language processes.

1. The Wernicke's area is the region of the brain involved in the comprehension of speech.
2. In most people (97%), both Broca's area and Wernicke's area are found in only the left hemisphere of the brain.
3. The Broca's area is the region of the brain involved in the production of speech.

4. Read the following interview and identify the introductory statements that make reference to scientific information.

THE LANTERN
Special Report

Early Age and Second Language Learning

For this special issue of our school's newspaper, our student-reporter interviewed Prof. Sanchez, PhD in Second Language Acquisition from the University of Salamanca, about second language learning in children who are very young.

THE LANTERN
Special Report

Early Age and Second Language Learning

For this special issue of our school's newspaper, our student-reporter interviewed Prof. Sanchez, PhD in Second Language Acquisition from the University of Salamanca, about second language learning in children who are very young.
Reading

Reporter: Prof. Sanchez, is there an ideal age to learn a second language?

Prof. Sanchez: According to some linguists like Penfield and Roberts in 1959, children have ideal conditions to acquire a second language (L2) before puberty. They called it the critical age period. They assert that there is a vital stage between birth and puberty to learn a second language.

Reporter: In what sense is this period ideal or vital?

Prof. Sanchez: It has been proved that early learners –between 3 and 6 years old– find it easier to control over the grammar, accent and rhythm of the language. For example, they will imitate the sounds of the second language much more accurately than those who start learning after puberty. These discoveries were shown by linguists such as Johnson, Newport and Krashen.

Reporter: How is this possible? Why is it easier?

Prof. Sanchez: To understand this you have to compare the brain processes of early learners and late learners. When an L2 is learned during the critical period, it shares some regions used by the mother tongue (L1). Under this condition the brain works faster by recognizing linguistic patterns between the two languages and storing them. Functional magnetic resonances (scans showing electromagnetic energy) have shown that Broca’s area is heavily involved in this process. If the language is learned at a later period, the L1 is already strongly established and it therefore interferes with the learning of the L2.

Reporter: Amazing! What about gender. Is it easier for boys to learn an L2 than girls?

Prof. Sanchez: In fact, it may be the other way around. According to Dr. Liaño Martinez, a researcher and lecturer, there is a tendency for early language acquisition to be more precise in girls than in boys, suggesting that girls will be better at acquiring a second learning in the beginning than boys. However, the differences will disappear once their brains develop completely.

Reporter: So, studying a second language at an early age in schools can be advantageous for children because their brains have the flexibility to do so. Also, children can imitate the new language sounds better.

Prof. Sanchez: That’s correct. Furthermore, academic achievement increases when children learn a second language in their first years of schooling. However, they may forget it easily if they do not use the language.

Reporter: Thank you Prof. Sanchez for your observations about second language learning.


5. Read each idea and decide which one is stated explicitly [S] in the text and which one is [I] inferred.

a. The critical age period:
   - 1. The critical age period occurs between birth and teenage years making it the ideal time to learn a second language.
   - 2. It is better to learn a language when children are very young.

b. L2 and brain processes:
   - 1. Early learners store the L2 more efficiently than late learners.
   - 2. The early learner’s brain stores a significant amount of information about the L1 and L2 in the same areas.

c. Age and learning:
   - 1. Learners between 3 and 6 years old don’t face many difficulties with pronunciation.
   - 2. Older learners are more likely to speak their L2 with a foreign accent.

d. Girls and boys:
   - 1. Gender is not an indicator of successful second language learning.
   - 2. Before puberty, girls learn with more precision than boys at the beginning of the process.

Reading Strategy
Connect the language clues in the text with your prior knowledge to construct understandings beyond what is explicitly stated in the text.
Learning Languages with Video Games

**Introduction** (complete the thesis statement with the two advantages)
Learning a language can be difficult, but with the aid of a playful element, the experience can be very positive. Therefore, learning languages with video games can be advantageous for children because __________________________ and ____________________________________________________________________________

**First paragraph** (write the 1st advantage and support it with an argument from authority, a study or a statistic)
In fact, ____________________________________________________________________________
____________________________________
____________________________________

**Second paragraph** (write the 2nd advantage and support it with an argument from authority, a study or a statistic)
Also, ____________________________________________________________________________
____________________________________
____________________________________

**Conclusion** (restate the two advantages using different words)
In sum ____________________________________________________________________________
____________________________________
____________________________________

---

**Learning Strategy**
Use quotation marks “…” to enclose words quoted from experts. Do not include them when you use synonyms and different grammar to summarize what they said.

According to __________________________,
“___________________________________
__________________________________

Studies show that ______________________
____________________________________

Prof. / Dr. ____________________ states that
“___________________________________
__________________________________

Studies show that ______________________
____________________________________

---

**Writing Strategy**
Write about only one topic in each paragraph to maintain unity in a composition. Use **transition signals** to achieve coherence in the composition: **In fact, also, secondly, indeed, finally, most convincingly, in sum.**
Lesson 4

Your Wish Is My Command!

1. Complete the conversations using the expressions in the Word Bank. Use the correct form of the verbs.

A: Did you hear the children’s story about a big spider in their class?
B: Yes, my son told me it! It ______________________

A: Honey, What’s wrong?
B: Dad, today I left my homework at home and I got a poor grade.
A: Ms. Johnson, can we decide what to do for the talent show?
B: Of course!

2. Complete the texts with the idiomatic expressions above. Then, match them with the correct pictures.

a. When I asked my parents to buy me a tablet I was hoping they would say “son, ______________,” but instead they told me to earn it by being responsible in my school duties, being a good son, and helping around the house.

b. I explained to my class the rules of a game called amnesiacs, but when I finished, one of my students said “teacher we did that last week.” I felt really embarrassed and wanted ________________, but then we all laughed and had a good anecdote to tell.

c. We read The Black Cat by Edgar Allan Poe in our English class. The story ________________ because it is really spooky! However, I enjoyed it a lot.

3. Complete with personal information.

a. What book or movie gave you the heebie-jeebies? __________________________

b. When did you really want to kick yourself about something? ______________________

c. When was the last time you made someone’s wishes your command? What did you do for her / him? ______________________

Word Bank

• To give the heebie-jeebies
• To kick oneself
• Your wish is my command
# Suggested Online Resources

## Unit 1

* Start Your Own Newspaper  

* Cheating vs. Values and Ethics: High School Sports  

## Unit 2

* Health Topics  

* Story of Stu  

* Food Waste  
  [http://www.worldfooddayusa.org/food_waste_the_facts](http://www.worldfooddayusa.org/food_waste_the_facts)

## Unit 3

* The Marks of Maturity  

* What is Personality?  
  [http://www.livescience.com/41313-personality-traits.html](http://www.livescience.com/41313-personality-traits.html)

## Unit 4

* The Impact of Social Media in the 21st Century  

* Are Social Networking Sites Good for Our Society?  

* Social Media  
  [https://www.youtube.com/watch?v=Iibedok4Bvo](https://www.youtube.com/watch?v=Iibedok4Bvo)

## Unit 5

* The Negative Impacts of Tourism  

* Sustainable Tourism  
  [http://www.sustainabletourism.net/](http://www.sustainabletourism.net/)

* Stats and Facts about Vacation and Traveling  

## Unit 6

* The Importance of Outdoor Activities  

* What are Extreme Sports?  
  [http://kinozee.com/what-are-extreme-sports/](http://kinozee.com/what-are-extreme-sports/)

* The Risks of Extreme Sports  

* Handling Difficult Situations  
# Unit 1

## Grammar Chart

### THE SIMPLE PRESENT TENSE

It is used to express facts, routines, and give instructions or directions.

<table>
<thead>
<tr>
<th>Affirmative</th>
<th>Negative</th>
<th>AUXILIARY VERB</th>
</tr>
</thead>
<tbody>
<tr>
<td>I/We/You/They drink water.</td>
<td>I/We/You/They don't drink water.</td>
<td>Do you drink water?</td>
</tr>
<tr>
<td>He/She/It drinks water.</td>
<td>He/She/It doesn't drink water.</td>
<td>Does she drink water?</td>
</tr>
</tbody>
</table>

### THE SIMPLE PAST TENSE

It is used to describe actions that started and ended in the past. The time of occurrence is usually known.

<table>
<thead>
<tr>
<th>Affirmative</th>
<th>Negative</th>
<th>AUXILIARY VERB</th>
</tr>
</thead>
<tbody>
<tr>
<td>I/We/You/They drank water.</td>
<td>I/We/You/They didn't drink water.</td>
<td>Did they drink water?</td>
</tr>
<tr>
<td>He/She/It drank water.</td>
<td>He/She/It didn't drink water.</td>
<td></td>
</tr>
</tbody>
</table>

### THE PRESENT PERFECT TENSE

It describes actions that started in the past and haven't ended, or are relevant in the present.

<table>
<thead>
<tr>
<th>AFFIRMATIVE</th>
<th>NEGATIVE</th>
<th>QUESTIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>I have eaten</td>
<td>I haven't eaten</td>
<td>Have I eaten?</td>
</tr>
<tr>
<td>He has eaten</td>
<td>He hasn't eaten</td>
<td>Has he eaten?</td>
</tr>
<tr>
<td>She has eaten</td>
<td>She hasn't eaten</td>
<td>Has she eaten?</td>
</tr>
<tr>
<td>It has eaten</td>
<td>It hasn't eaten</td>
<td>Has it eaten?</td>
</tr>
<tr>
<td>We have eaten</td>
<td>We haven't eaten</td>
<td>Have we eaten?</td>
</tr>
<tr>
<td>You have eaten</td>
<td>You haven't eaten</td>
<td>Have you eaten?</td>
</tr>
<tr>
<td>They have eaten</td>
<td>They haven't eaten</td>
<td>Have they eaten?</td>
</tr>
</tbody>
</table>

**Note 1:** Use already to say that something happened sooner than expected in affirmative sentences. It can go between the auxiliary verb have and the main verb or at the end of the sentence to make it stronger.

*You have already eaten Chinese food. / They have eaten Chinese food already.*

**Note 2:** Use yet to mean “until now” in negative sentences. It can go between the auxiliary verb have and the main verb or at the end of the sentence to make it stronger.

*He hasn't yet eaten Chinese food. / We haven't eaten Chinese food yet.*

### THE PAST PERFECT TENSE

It is used to describe an event that occurred before another action in the past.

<table>
<thead>
<tr>
<th>AFFIRMATIVE</th>
<th>NEGATIVE</th>
<th>QUESTIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>I had eaten dinner before I went to bed.</td>
<td>I hadn't eaten dinner before I went to bed.</td>
<td>Had I eaten dinner before I went to bed?</td>
</tr>
<tr>
<td>He had eaten dinner before he went to bed.</td>
<td>He hadn't eaten dinner before he went to bed.</td>
<td>Had he eaten dinner before he went to bed?</td>
</tr>
<tr>
<td>She had eaten dinner before she went to bed.</td>
<td>She hadn't eaten dinner before she went to bed.</td>
<td>Had she eaten dinner before she went to bed?</td>
</tr>
<tr>
<td>It had eaten dinner before it went to bed.</td>
<td>It hadn't eaten dinner before it went to bed.</td>
<td>Had it eaten dinner before it went to bed?</td>
</tr>
<tr>
<td>We had cooked dinner before we went to bed.</td>
<td>We hadn't cooked dinner before we went to bed.</td>
<td>Had we cooked dinner before we went to bed?</td>
</tr>
<tr>
<td>You had cooked dinner before you went to bed.</td>
<td>You hadn't cooked dinner before you went to bed.</td>
<td>Had you cooked dinner before you went to bed?</td>
</tr>
<tr>
<td>They had cooked dinner before they went to bed.</td>
<td>They hadn't cooked dinner before they went to bed.</td>
<td>Had they cooked dinner before they went to bed?</td>
</tr>
</tbody>
</table>

**Note 3:** We use already to emphasize that something had happened before the second event took place in affirmative sentences. *She had already eaten dinner before I went to bed.*
## Grammar Chart

### PAST MODAL VERBS

Use past modal verbs to make hypotheses regarding past situations based on evidence. There are different degrees of certainty, possibility, obligation and necessity that can be expressed depending on the modal used.

**Structure:** Subject + (modal verb) + have + past participle + complement

<table>
<thead>
<tr>
<th>Past Modal Verb</th>
<th>Use</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>could have / couldn’t have</td>
<td>to show past ability</td>
<td>a. I could have answered the question, but my friend answered it first.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>b. The thief couldn’t have entered the house through the door because it was locked.</td>
</tr>
<tr>
<td>should have / shouldn’t have</td>
<td>to talk about something which was a good idea that you did or didn’t do; or about a moral obligation</td>
<td>a. You should have bought a new car because second hand cars are really unreliable.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>b. Peter shouldn’t have bought a car because now he has no money.</td>
</tr>
<tr>
<td>would have / wouldn’t have</td>
<td>to talk about a past condition or situation</td>
<td>a. I would have helped you but you didn’t wait for me.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>b. I wouldn’t have gone if I had known it was going to rain.</td>
</tr>
<tr>
<td>may have / may not have</td>
<td>to show past possibility</td>
<td>a. My grandfather may have used this typewriter when he was a young man, but I am not sure.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>b. Paul may not have invited you to the party if he had known that you ate his lunch.</td>
</tr>
<tr>
<td>might have / might not have</td>
<td>to show past possibility</td>
<td>a. Her father might have given her the money for the concert if she had asked him.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>b. Her mother might not have allowed her to come to the party if she hadn’t asked for permission.</td>
</tr>
<tr>
<td>must have / must not have</td>
<td>to show past probability, indicating that something probably did or didn’t happen in the past</td>
<td>a. Jim got the highest grade on the exam. He must have studied really hard.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>b. Tim is working at the supermarket. He must not have gotten the engineering job he applied for.</td>
</tr>
</tbody>
</table>

### Degrees of necessity

<table>
<thead>
<tr>
<th>Degrees of necessity</th>
<th>Degrees of certainty</th>
</tr>
</thead>
<tbody>
<tr>
<td>100 %</td>
<td>must have</td>
</tr>
<tr>
<td>80 %</td>
<td>should have</td>
</tr>
<tr>
<td>60 %</td>
<td>could have</td>
</tr>
<tr>
<td>40 %</td>
<td>may have</td>
</tr>
<tr>
<td>100 %</td>
<td>must have</td>
</tr>
<tr>
<td>80 %</td>
<td>should have / would have</td>
</tr>
<tr>
<td>60 %</td>
<td>could have / might have</td>
</tr>
<tr>
<td>40 %</td>
<td>may have</td>
</tr>
</tbody>
</table>
# Grammar Chart

## PHRASAL VERBS

Phrasal verbs are verb-particle combinations. The particle (preposition or adverb) often gives a different meaning to the verb.

<table>
<thead>
<tr>
<th>Phrasal verb</th>
<th>Definition</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>bring in</td>
<td>to earn money</td>
<td>This new business brings in lots of money.</td>
</tr>
<tr>
<td>draw on</td>
<td>to make use of something that you have, for personal benefit</td>
<td>Singers draw on their musical talents.</td>
</tr>
<tr>
<td>find out</td>
<td>to discover information</td>
<td>How can I find out the museum location?</td>
</tr>
<tr>
<td>get on</td>
<td>to be friendly to people</td>
<td>Lisa gets on with people very well.</td>
</tr>
<tr>
<td>go for</td>
<td>to choose from various options</td>
<td>I'll go for the black sweater.</td>
</tr>
<tr>
<td>hold back</td>
<td>not to show how you feel</td>
<td>Sam shouldn't keep his feelings back.</td>
</tr>
<tr>
<td>look after</td>
<td>to take care of somebody or something</td>
<td>My aunt will look after my puppy today.</td>
</tr>
<tr>
<td>look into</td>
<td>to investigate</td>
<td>Scientists look into the evidence.</td>
</tr>
<tr>
<td>turn down</td>
<td>to reject a proposal, invitation, or job offer</td>
<td>Milly turned down a job offer at the bank.</td>
</tr>
</tbody>
</table>

## GERUNDS AND INFINITIVES

- Some verbs are followed by either gerunds or infinitives. Whether you use a gerund or an infinitive depends on the main verb in a sentence.
- Prepositions are followed by gerunds most of the time.

<table>
<thead>
<tr>
<th>Verbs followed by gerunds (verb + verb-ing)</th>
<th>Verbs followed by infinitives (verb + to + verb)</th>
</tr>
</thead>
<tbody>
<tr>
<td>avoid, admit, consider, keep,...</td>
<td>seem, decide, hope, tend,...</td>
</tr>
<tr>
<td>Children should avoid eating much sugar.</td>
<td>The project seems to be difficult</td>
</tr>
<tr>
<td>Mom may consider going on the trip.</td>
<td>Molly decided to buy a new cell phone.</td>
</tr>
<tr>
<td>My brother keeps working hard.</td>
<td>Enrique hopes to become a rock star.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Verbs followed by either gerunds or infinitives</th>
<th>Verbs followed by the infinitive without to (verb + object + verb)</th>
</tr>
</thead>
<tbody>
<tr>
<td>continue, intend, prefer, start,...</td>
<td>make / let / help</td>
</tr>
<tr>
<td>Danny intends writing/to write a love story.</td>
<td>Music makes me feel good.</td>
</tr>
<tr>
<td>Sally prefers going/to go to the movies.</td>
<td>My parents let me play video games with my friends.</td>
</tr>
<tr>
<td>Peter started working/to work as an actor.</td>
<td>School friends help me do the homework.</td>
</tr>
</tbody>
</table>

## PREFIXES AND SUFFIXES

Prefixes are added at the beginning of a word.

Suffixes are added at the end of a word.

<table>
<thead>
<tr>
<th>Common Prefixes</th>
<th>Common Suffixes</th>
</tr>
</thead>
<tbody>
<tr>
<td>im-</td>
<td>meaning: not</td>
</tr>
<tr>
<td>in-</td>
<td>People with no manners can be very impolite.</td>
</tr>
<tr>
<td>ir-</td>
<td>Some people are insensitive to others’ needs.</td>
</tr>
<tr>
<td>un-</td>
<td>Irresponsible students never hand in assignments on time.</td>
</tr>
<tr>
<td></td>
<td>Nobody can trust unreliable people.</td>
</tr>
<tr>
<td>-ful</td>
<td>meaning: full of</td>
</tr>
<tr>
<td>-less</td>
<td>The team is doubtful about winning the match.</td>
</tr>
<tr>
<td></td>
<td>Pablo is hopeless about the difficulties of his new job.</td>
</tr>
</tbody>
</table>
# Grammar Chart

## Passive Voice

Use it to place emphasis on the action instead of the subject or performer because it is unknown, obvious or not the key focus of attention.

<table>
<thead>
<tr>
<th>Tense</th>
<th>Structure</th>
<th>Statements</th>
<th>Interrogative</th>
</tr>
</thead>
</table>
| Simple Present | subject + am / is / are + past participle + complement | a. Houses are decorated with red paper.  
b. The Chinese New Year isn’t celebrated on a specific date | a. Are houses decorated with red paper?  
b. Is the Chinese New Year celebrated on a specific date? |
| Simple Past    | subject + was / were + past participle + complement | a. Fireworks were invented in China.  
b. The Festival of the Sun was prohibited in the 16th century. | a. Were fireworks invented in China?  
b. When was the Festival of the Sun prohibited? |
| Present Perfect| subject + has / have + been + past participle + complement | a. Red envelopes have been given to the kids.  
b. The Nian hasn’t been considered a good spirit. | a. Have red envelopes been given to the kids?  
b. Has the Nian been considered a good spirit? |

**Note:** Use by when mentioning the performer of the action.  
The Nian hasn’t been considered an evil spirit by the Chinese.

## Used To

Use it to talk about past habits or past situations that no longer happen in the present.

<table>
<thead>
<tr>
<th>Affirmative</th>
<th>Negative</th>
<th>Interrogative</th>
</tr>
</thead>
<tbody>
<tr>
<td>I used to play soccer when I was a child.</td>
<td>I didn’t use to play soccer when I was a child.</td>
<td>Did you use to play soccer when you were a child?</td>
</tr>
</tbody>
</table>

**Note:** *Used to* is not commonly used in negative sentences.

## Be / Get Used To

If you *are used to* something, you are accustomed to it.  
If you *get used to* something, you are becoming accustomed to it (it was strange, but now it’s not so strange).  
Both *be used to* and *get used to* are followed by a noun (or pronoun) or the gerund form of a verb.

<table>
<thead>
<tr>
<th>Affirmative</th>
<th>Negative</th>
<th>Interrogative</th>
</tr>
</thead>
<tbody>
<tr>
<td>They are used to speaking Spanish.</td>
<td>They aren’t used to speaking Spanish.</td>
<td>Are they used to speaking Spanish?</td>
</tr>
<tr>
<td>She is getting used to the cold weather.</td>
<td>She isn’t getting used to the cold weather.</td>
<td>Is she getting used to the cold weather?</td>
</tr>
</tbody>
</table>
# Unit 5
## Grammar Chart

### TAG QUESTIONS

Tags questions come at the end of sentences. They are frequently used in spoken English to either check or ask for information.

- **Negative tag questions**: Tag questions are negative when the sentences they refer to are positive.
  - She’s happy, isn’t she?
  - John works from home, doesn’t he?

- **Positive tag questions**: Tag questions are positive when the sentences they refer to are negative.
  - Pete is not in the city, is he?
  - Clara doesn’t study French, does she?

- **Auxiliary Verbs**: If there is an auxiliary verb (have - be) in the sentence, then the tag question uses the same auxiliary verb.
  - We have spent all our money, haven’t we?
  - This isn’t working, is it?

- **With Modal Verbs**: If the sentence has a modal verb, the tag question uses the same modal verb.
  - We should go, shouldn’t we?
  - The baby won’t cry, will he?

- **Exception - I am**: If the sentence starts with *I am*, the tag question is, *aren’t I?*
  - I’m the winner, aren’t I?

**Intonation**: Use **rising intonation** when asking for information. Use **falling intonation** when checking for information or looking for agreement.

### REPORTED SPEECH

It is also known as **Indirect Speech**. Use it to report or rephrase what someone has said.

<table>
<thead>
<tr>
<th>Tense</th>
<th>Direct Speech</th>
<th>Reported Speech</th>
<th>Direct Speech (original statement)</th>
<th>Reported Speech</th>
</tr>
</thead>
<tbody>
<tr>
<td>Simple Present</td>
<td>Simple Past</td>
<td>Tim: “I go rock climbing every weekend.”</td>
<td>Tim said that he went rock climbing every weekend.</td>
<td></td>
</tr>
<tr>
<td>Simple Past</td>
<td>Past Perfect</td>
<td>Susie: “Jason loved kayaking when he was younger.”</td>
<td>Susie said that Jason had loved kayaking when he was younger.</td>
<td></td>
</tr>
<tr>
<td>Present Continuous</td>
<td>Past Continuous</td>
<td>Julie: “They are eating dinner.”</td>
<td>Julie said that they were eating dinner.</td>
<td></td>
</tr>
<tr>
<td>Future (will)</td>
<td>would</td>
<td>Hudson family: “We will go surfing while on vacation.”</td>
<td>The Hudson family said that they would go surfing while on vacation.</td>
<td></td>
</tr>
</tbody>
</table>

**Note 1**: If reporting a general truth, the present tense can be retained. E.g. *The teacher said that Bogota has cold weather.*

**Note 2**: With reported speech, the word that is optional after *said*.  

#### Time Expressions

Change time expressions when referring to the present, past or future in order to match the moment of speaking.

- **Direct Speech**: Tim: “I want to go home now.”
  - **Reported Speech**: Tim said he wanted to go home then.

- **Direct Speech**: Sally: “We were in India last year.”
  - **Reported Speech**: Sally said that they had been in India the year before.

#### Pronouns

*Change the pronouns to match the subject of the sentence.*

<table>
<thead>
<tr>
<th>Direct Speech</th>
<th>Indirect Speech</th>
</tr>
</thead>
<tbody>
<tr>
<td>Paul: “I want to take my girlfriend hiking.”</td>
<td>Paul said he wanted to take his girlfriend hiking.</td>
</tr>
<tr>
<td>Betty: “I am cooking for your parents.”</td>
<td>Betty said that she was cooking for my parents.</td>
</tr>
</tbody>
</table>
# Grammar Chart

## FIRST CONDITIONAL

The first conditional is used to talk about situations which are realistically possible in the present or the future — things which may happen.

<table>
<thead>
<tr>
<th>If clause</th>
<th>Result clause</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>If + subject</strong></td>
<td><strong>Verb</strong></td>
</tr>
<tr>
<td>If John</td>
<td>studies</td>
</tr>
</tbody>
</table>

(John knows John very well and I know that he can be very disciplined. So I think it is very probable that sooner or later he will get good grades.)

## SECOND CONDITIONAL

The second conditional is used to talk about ideal conditions (imagined or impossible) in the present or the future. Conditions which are unlikely to happen.

<table>
<thead>
<tr>
<th>If clause</th>
<th>Result clause</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>If + subject</strong></td>
<td><strong>Verb</strong></td>
</tr>
<tr>
<td>If Pete</td>
<td>had</td>
</tr>
</tbody>
</table>

(I know Pete very well and I know that he is a very busy person. He would like to study, but he doesn’t have enough time to do it.)

## THIRD CONDITIONAL

The third conditional is used to talk about unreal situations or conditions which are impossible to fulfill because they occurred in the past. We can just imagine what would have happened if the situation had been different. It is often used to express criticism or regret.

<table>
<thead>
<tr>
<th>If clause</th>
<th>Result clause</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>If + subject</strong></td>
<td><strong>Verb</strong></td>
</tr>
<tr>
<td>If Sally</td>
<td>had</td>
</tr>
</tbody>
</table>

(Sally didn’t win the lottery. I know she hasn’t been to Europe, but she wants to.)

Notes:

a. When the Result clause comes before the "If clause" no comma is used.
   - John will succeed at school if he studies harder.

b. For the second conditional the word “would” can be changed for other modal verbs like could or might.
   - If John had the money, he could fly around the world.

c. When using the verb to be with the second conditional, were is used for all pronouns.
   - If I were John I would travel to Europe.

d. When making negative sentences, either a clause or both clauses can be negative.
   - If John has the money, he won’t buy a car.
   - If John hadn’t had the money, he wouldn’t have bought a car.

## WISH

Use wish to talk about things and situations you want to be true in the present, but they are not.

<table>
<thead>
<tr>
<th>Wish</th>
<th>Clause</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Subject</strong></td>
<td><strong>Verb (wish)</strong></td>
</tr>
<tr>
<td>Sally</td>
<td>wishes</td>
</tr>
</tbody>
</table>

(Sally is currently only 14 years old, but she wants to be older.)

Note:

* When using the verb to be, were is used for all pronouns.
Most texts included in this book are the result of the authors’ creativity and academic background. In specific cases, the texts were based on the following online sources

**STUDENT’S BOOK**

**Unit 1**

**Unit 2**

**Unit 3**

**Unit 4**

**Unit 5**

**Unit 6**

**WORKBOOK**

**Unit 1**

**Unit 2**

**Unit 3**

**Unit 4**

**Unit 5**

**Unit 6**