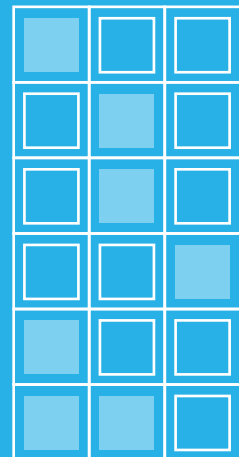
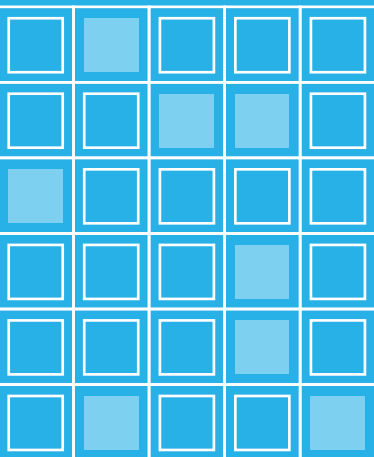




Educación General Básica - Subnivel Superior



# ENGLISH



Level

# A2.1

STUDENT'S BOOK - DÉCIMO GRADO - EGB

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## 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



## UNIT

1



## UNIT

2



## UNIT

3



## CLIL

- Technological and Scientific Breakthroughs
- Inventors and Inventions
- Facebook
- Household Inventions
- Accidental Inventions

- Holiday Activities and Places
- Extreme Vacations
- Anecdotes and Unfortunate Happenings

- Hobbies and Entertainment
- Leisure Activities
- Commitment in Leisure Activities
- Feeling Alive

## Goals

You will learn how to

- give accounts of past events.
- ask for and give information about the past.
- use time expressions when giving accounts of past achievements.

You will learn how to

- narrate past experiences.
- describe places.

You will learn how to

- talk about hobbies and leisure activities.
- express agreement or disagreement about controversial topics.
- talk about rules, express advice and emphatic opinions.
- determine main ideas, supporting information and examples in a reading.

## Grammar

- The Simple Past tense (affirmative, negative, interrogative)
- Regular and Irregular Past tense verb endings
- Time Expressions for the Simple Past tense

- Simple Past tense, Past Progressive tense, There was/there were, Sequence connectors, Time conjunctions

- Imperative Mode
- Modals: obligation, advice, emphatic opinions

## Skills and strategies

**Vocabulary:** associating images with words  
**Reading:**

- activating previous knowledge
- reading for details
- looking at the text quickly

**Writing:** following model texts  
**Listening:** paying attention to specific details  
**Speaking:** integrating idioms into daily conversations

**Vocabulary:** playing with words  
**Reading:**

- using words with similar meaning
- recombining knowledge of vocabulary and grammar to understand a text

**Writing:** mapping the events of a narrative into a story map  
**Speaking:** paying attention to connectors of sequence

**Vocabulary:** looking up new words in the dictionary  
**Reading:** using dictionaries

## Project

A PowerPoint Presentation

A Vacation Narrative

A Scrapbook

UNIT

4



UNIT

5



UNIT

6



CLIL

- Amazing Facts around the World
- Some Countries and their Records
- The Guinness World Records
- Success

- Odd Jobs and Occupations
- Career Choices of the Future
- Career Choices in the Job market
- Creative Thinking

- Inspiring Young People
- A Life of Achievements
- Inspirational Lifelong Learners
- Stories of Success

Goals

- You will learn how to
- talk about landmarks and compare them.
  - make comparisons in terms of superiority.
  - write profiles.
  - have an informal dialog making comparisons.
  - listen for specific details.

- You will learn how to
- talk about occupations and professions.
  - make predictions and plans regarding career choices.
  - read graphs and tables to help your reading comprehension.
  - write a career prospect.

- You will learn how to
- talk about achievements.
  - describe people's personal characteristics and abilities.
  - use reference words to aid reading comprehension and achieve cohesion in writing.

Grammar

- Comparatives and Superlatives

- Compound Words
- Future tense predictions and intentions with "will" and plans with "going to"

- Present Perfect tense
- Time Expressions with the Present Perfect tense
- Past Participle forms of regular and irregular verbs

Skills and strategies

**Vocabulary:** making groups of words around a central concept  
**Grammar:** paying attention to adjectives that double their last consonant  
**Reading:**

- using graphic organizers to summarize information
- identifying cognates

**Listening:** paying attention to specific details by focusing on words you know  
**Speaking:** keeping conversations going by using informal expressions

**Vocabulary:** discriminating word parts to find the meaning of a compound word  
**Reading:** transferring information from graphs and texts to aid comprehension  
**Speaking:** building conversations using sets of ideas or formulaic expressions as cues  
**Writing:** developing texts following key concepts or ideas to focus the content of the message

**Vocabulary:** associating words with pictures  
**Pronunciation:** linking words to help people produce connected speech  
**Listening:**

- categorizing information to aid in comprehension
- using charts to transfer information

**Reading:** using reference words to keep track of ideas  
**Writing:** using reference words as cohesive devices in texts

Project

A Personal Profile

A Poster Presentation

A Timeline Presentation



# Review



1. Listen to some people talk about free time activities. Check how they feel about them.

Love



Prefer



Like



Paul




Nancy




Angela



✓		

to listen to music

to see a movie

to read a book

to exercise

to cook

2. Complete the following paragraph with the adverbs of frequency in the Word Bank. Pay attention to the frequency of the actions.

Christmas is an important celebration in my family. We always (100%) get together to celebrate as a family; everyone comes to this celebration without exception. \_\_\_\_\_ (80%) every person brings something to eat. We have a big dinner, but this is not what we do every year. \_\_\_\_\_ (40%) we go out to a restaurant. We need to make reservations quickly to have a table. We \_\_\_\_\_ (0%) have problems with our reservations because we call early in the month. Something we \_\_\_\_\_ (60%) do is to have turkey or a big dish for everyone. People usually choose their own desserts.

## Word Bank

- often
- never
- usually
- sometimes
- always



3. Go around the class and ask your classmates about their talents. Make a chart with their answers. Follow the conversation starter.



Talent / Ability	Name of Student	What / Which?
Play an instrument	<i>Alexander</i>	<i>the guitar</i>
Dance		
Paint		
Play sports		
Do math		
Skateboarding		
Speak languages		
Cook international food		
Use design programs		

**You:** Can you play a musical instrument?

**Your partner:** Yes, I can.

**You:** What instrument can you play?

**Your partner:** I can play the guitar.

**You:** Can you show me?

**Your partner:** Sure, listen to this.

4. Look at the domino tokens. Use the numbers on the cards to pair them up.

1

some
rice

3

some
apple

5

three
sugar

2

4

6

7

an
bananas

9

two
cereal

11

any
pears

8

10

12

13

some
any

15

two
water

17

flowers
ice-cream

14

16

18

a. some sugar

b. \_\_\_\_\_

c. \_\_\_\_\_

d. \_\_\_\_\_

e. \_\_\_\_\_

f. \_\_\_\_\_

g. \_\_\_\_\_

h. \_\_\_\_\_

i. \_\_\_\_\_



5. Read the text about “Life memories.” Answer the questions that follow.

### Life Memories

My grandparents are always talking about what life was like in the past. I decided to talk to them one day to understand their ideas better. They said their lives were a bit slower. People were more relaxed about time and their responsibilities. My grandparents think people are running all the time. On a regular weekday, grandma was at home most of the time and grandpa was at work. Their children were at school most of the day, so they got together at night. They told stories and played games until it was time for them to go to bed. My grandparents always talk about their moments of conversation with their relatives and children. “We were always

around, so we could talk to everybody,” they said. These days they feel families do not have time to get together and talk. Everyone seems to have their own schedule and agenda. One last thing my grandparents told me was about the special celebrations they had. People were always ready for those moments. They did not see that Christmas started in November as happens these days. They feel there was a moment for everything. They did not do anything in a hurry as happens with most festivities now. My grandparents concluded that they were happier when they were younger. They added that life does not have the same quality today.

1. What was life like in the past according to the text?  
 a. Life was faster.  
 b. Life was slower.  
 c. Life was easier.
2. Where were the different members of the family on a regular weekday?  
 a. Grandma was at home, grandpa was at work and the children were at school.  
 b. Grandma was at work, grandpa was at home and the children were at school.  
 c. Grandma was at school, grandpa was at work and the children were at home.
3. What did they say about people’s attitudes towards special celebrations?  
 a. People were not always ready for those moments.  
 b. People were usually ready for those moments.  
 c. People were always ready for those moments.

4. What are families like today?  
 a. Their lives are a bit slower.  
 b. They have moments of conversation with their relatives and children.  
 c. Everyone seems to have their own schedule and agenda.
5. What did the grandparents conclude about their lives in the past?  
 a. They were happier when they were older.  
 b. They were happier when they were younger.  
 c. They were better when they were younger.





# Breakthroughs in Science and Technology



► **General Objective**

You will be able to talk about some inventors and their inventions.

► **Communication Goals**

You will learn how to

- give accounts of past events.
- ask for and give information about the past.
- use time expressions when giving accounts of past achievements.

► **CLIL**

- Technological and Scientific Breakthroughs
- Inventors and Inventions
- Facebook
- Household Inventions
- Accidental Inventions

**Vocabulary**

- Vocabulary related to technological and scientific developments

**Grammar**

- The Simple Past tense (affirmative, negative, interrogative)
- Regular and Irregular Past tense verb endings
- Time Expressions for the Simple Past tense

► **Idioms and Colloquial Expressions**

- |                                     |                                      |
|-------------------------------------|--------------------------------------|
| • <i>To be the brains behind</i>    | • <i>To have a light bulb moment</i> |
| • <i>To get wise to something</i>   | • <i>Under one's belt</i>            |
| • <i>To have a one-track mind</i>   | • <i>Come across</i>                 |
| • <i>(Not) to be rocket science</i> | • <i>Ring a bell</i>                 |
|                                     | • <i>No biggie</i>                   |

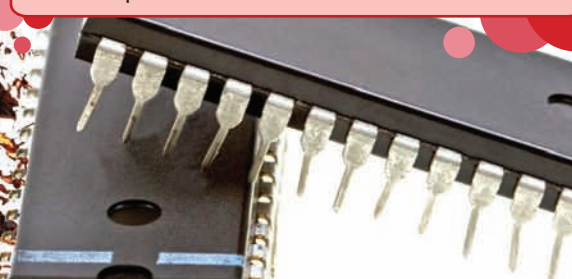
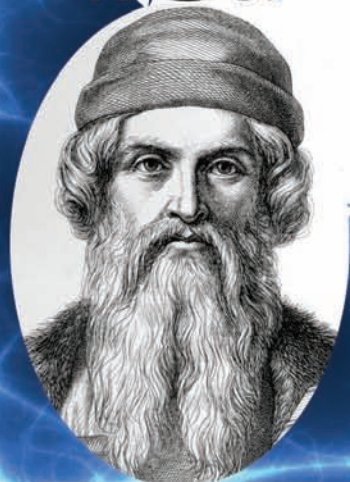
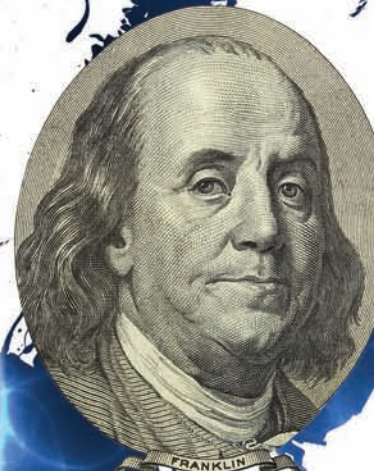
► **Project**

A PowerPoint Presentation

You will work in groups to make a PowerPoint presentation of an inventor or invention.

**Discuss:**

- Where was Johannes Gutenberg from? What did he do?
- Did humans discover or invent agriculture?
- What inventions were the most important in the past?





# Lesson 1

## A Changing World



1. Work with a classmate and number these inventions in chronological order. Then listen and check.

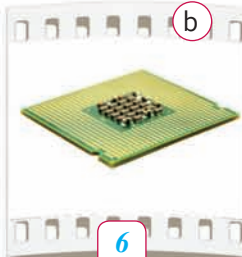
### Listening Strategy

Pay attention to specific dates to determine the chronological order of events.



a

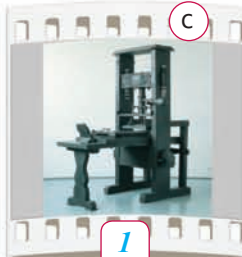
glucose test



b

6

microchip



c

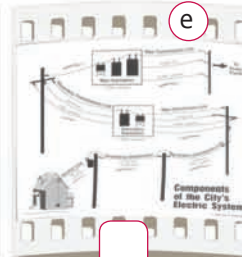
1

printing press



d

penicillin



e

electric system



f

motor car



2. Listen to the lecture again and complete the chart below.

### Listening Strategy

Use Wh words such as who, what, where, when and why as a guide to listen for information related to people, actions, places, events, reasons and purposes.

	WHO	WHAT	WHERE	WHEN
a.	Johannes Gutenberg	the printing press	Germany	1440
b.			United States	
c.	Karl Benz			
d.				1928
e.	Helen Murray Free		United States	
f.	Robert Noyce and Jack Kilby	the microchip		1957

**Key Expressions** Under one's belt: in one's possession or experience

3. Look for some of the verbs from the listening in the Word Search and complete the Simple Past tense list. Then complete the grammar chart on the following page.

Simple Present	Simple Past
a. build	<i>built</i>
b. invent	_____
c. discover	_____
d. create	_____
e. develop	<i>developed</i>
f. work	_____
g. make	_____
h. find	_____



**Reflect on Grammar**

Question Word (Wh)	Auxiliary Verb	Subject	Main Verb (base form)	Complement	Answer
Who (subject, doer)			<b>invented</b>	<b>the printing press?</b>	<i>Johannes Gutenberg</i> invented the printing press.
What (object, action)	<b>did</b>	Karl Benz			Karl Benz invented <i>the motor car</i> .
Where (place)	<b>did</b>	Fleming		<b>_____?</b>	_____
When (time)		Thomas Alva Edison		<b>the electric lighting system?</b>	_____
Why (reasons and purpose)			<b>work</b>	<b>on the electric lighting system?</b>	<i>To make it efficient for humanity.</i>

4. Write the wh-questions for the following answers. Pay attention to the colored words.

- a. When did Louis Braille invent his code for the blind? Louis Braille invented his code for the blind **in 1829**.
- b. Who? **Alexander Graham Bell** invented the telephone.
- c. Where? John Baird invented the television **in England**.
- d. \_\_\_\_\_? The Wright Brothers made **the first successful airplane**.
- e. \_\_\_\_\_? **To help patients fight diabetes**.

5. Ask and answer wh-questions about these inventors and their inventions. Work with a partner.

George Eastman

"Randi" Altschul

Tim Berners-Lee

Bette Nesmith Graham

John Pemberton



camera  
1888, USA



disposable cell-phone  
1999, USA



World Wide Web  
1989, Switzerland



liquid paper  
1956, USA



Coca-Cola  
1886, USA

Where?

Why?

Who developed the World Wide Web?

Tim Berners-Lee developed the World Wide Web.

When?

What?

**Project Stage 1**

- Get together in groups. Select an inventor or invention you think is interesting to know about.

- Find relevant information and share it with your partners.

E.g. *Bette Nesmith invented Liquid Paper in 1956.*



## Lesson 2

# Creative Ideas in History



1. Listen to the dialog and fill in the blanks with the Simple Past tense form of the verbs. Use the Word Bank. Then complete the grammar chart below.

### Word Bank

• invent • create • discover • find (2)



**Emma:** Did you do the history homework?

**John:** Yes, I did. I loved it! I found (a) some very interesting information.

**Emma:** What did you find?

**John:** I \_\_\_\_\_ (b) that man invented, created or discovered things. For example, I think Immanuel Nobel \_\_\_\_\_ (c) dynamite.

**Emma:** No, he didn't. His son, Alfred Nobel, did. And did you make any discovery?

**John:** I made some. For example, humans \_\_\_\_\_ (d) agriculture in many regions of the world at about the same time.

**Emma:** And did you come across anything that man created?

**John:** The rocket.

**Emma:** Who created (e) it?

**John:** Robert Hutchins Goddard created the rocket in the United States in 1926.



### Pronunciation



/t/ asked

/d/ discovered

/id/ created

### Key Expressions

**Come across:** to find something or meet someone by chance

### Reflect on Grammar

Auxiliary Verb	Subject	Main Verb (base form)	Complement	Short Answer
	you	do	the history homework?	<i>Yes, I did.</i>
	Immanuel Nobel		dynamite?	
		discover	agriculture?	
		create	rockets?	
	John Pemberton		liquid paper?	

2. Work with a partner. Your partner selects an inventor, and you guess his/her name by asking yes/no questions. Take turns asking and answering questions.








Did \_\_\_\_\_ invent/create/ develop \_\_\_\_\_ ?





3. Complete this encyclopedia entry with the verbs in the Simple Past tense form. Use the Word Bank and the pictures to help you. Then complete the grammar chart below.

Home | About | Support | Contact | Services | Careers

 Mark Zuckerberg (1984- ), Facebook co-creator, was a student at Harvard University. He  worked on a social network site with some college roommates. They  created (a) a website called Facebook®. The site                       (b) people to communicate through different types of files such as pictures and messages. Zuckerberg                       (c) college to work in his company. The site                       (d) very big, and today it has more than 550 million users. Facebook®  attracted (e) other companies that wanted to do business online.

**Word Bank**

- work
- grow
- help
- create
- attract
- leave

**Vocabulary Strategy**

Associate images with words to facilitate word recognition and retention.

**Reflect on Grammar**

Past Tense verbs indicate that events or conditions **began** and **ended** in the past.

Subject +	Action +	Complement
I	<b>found</b>	very interesting information.
They	<u>                    </u>	a website called Facebook.
<u>                    </u>	<u>                    </u>	other companies to do business.

Affirmative Ideas	
Robert H. Goddard	<u>created</u> rockets.
Zuckerberg	<u>                    </u> college to work in his company.
Negative Ideas	
Zuckerberg	<u>didn't</u> finish college.
Immanuel Nobel	<u>                    </u> dynamite.

\* Pay attention to the base form of the verb in **negative sentences**.

Time Expressions	
yesterday	<u>                    </u>
<u>last</u>	week
<u>                    </u>	month
<u>                    </u>	year
four days	<u>ago</u>
<u>                    </u>	1980

4. Read the following statements. Correct them in affirmative or negative form.

- a. John Pemberton didn't invent Coca-Cola. John Pemberton invented Coca-Cola
- b. Bette Nesmith invented the disposable cell phone. \_\_\_\_\_
- c. Karl Benz invented the cell phone. \_\_\_\_\_
- d. Thomas Alva Edison created rockets. \_\_\_\_\_
- e. Mark Zuckerberg did not leave college early. Mark Zuckerberg left college early

**Project Stage 2**

- Determine the most relevant information about the inventor or invention.
  - Think about the purpose or reasons for the invention.
- E.g. *Zuckerberg created Facebook to help people communicate.*



## Lesson 3

# Inventions All Around

1. Make lists of words under the following household items. Use the Word Bank.



light bulb

electricity



the radio

waves



soda

drink



correction fluid

tempera

### Word Bank

- electricity
- waves
- drink
- thirsty
- tempera
- durable
- paint
- refreshing
- data
- transmit
- lightning
- mistakes

### Reading Strategy

Before reading a text, activate your previous knowledge about the topic by looking into sets of related words and ideas.



2. Read this text quickly. Then match the following items to the paragraphs they belong to.

- White Out
- cola soda
- the light bulb
- the radio

### Reading Strategy

Before reading for details, get familiar with the text by looking at it quickly to get an idea of how information is presented (**skimming**).

# Inventions All Around

a. People all over the world have worked really hard to help humanity progress in different fields such as science and technology. There are numerous great minds of scientists and inventors who have contributed to solving a lot of problems for humankind. However, there are inventors and inventions that have also helped people, but that have never appeared in scientific publications. Some of these inventions are everyday items, such as the light bulb, the popular White Out, the radio and even soda drinks.

b. Lightbulbs, for instance, are everywhere in houses and offices. Thomas Alva Edison worked for many years with electricity to improve the quality of the light bulb. He produced much more durable light bulbs which could last up to thirteen hours. Edison also worked on reliable electric lighting systems to help with the supply of electricity in neighborhoods and cities.

c. Another common item in houses and offices is the popular Liquid Paper or Wite-out. A secretary named Bette Nesmith Graham invented it in 1956. She used a mixture of white tempera paint that she had at home.

She used her formula to correct her typing mistakes in her office and soon many of her co-workers asked her for the magical liquid. She patented her formula and called it Liquid Paper.



## Reading and Writing

d. A Croatian immigrant named Nikola Tesla patented the radio in the United States in 1943. Basically, the radio has the capacity to transmit electromagnetic waves in the form of music, news and other data invisibly through air. Many other appliances such as telephones, remote control toys and microwave ovens use waves to work properly.

e. In May 1886, Dr. John S. Pemberton wrote a formula for a headache remedy which he at first called *Pemberton's French Wine Coca*. Pemberton thought his drink did not have the healing properties he envisioned, so later he sold his drink to a group of

businessmen for them to sell as a drink to quench people's thirst. Frank Robinson, who had worked with Pemberton, designed the logo and the script name. He also added the phrase *delicious and refreshing* that goes with every Coca-Cola advertisement.

### 3. Go back to the text to answer these questions.

a. Who improved the quality of light bulbs?

*Thomas Alva Edison improved it*

b. Why did Bette Nesmith Graham invent Liquid Paper?

c. Where did Nikola Tesla patent the radio?

d. What did John Pemberton invent?

e. Why did Pemberton sell his drink?

### Reading Strategy

While reading for specific information, read quickly looking for words and phrases (relevant information) that answer wh-questions (**scanning**).



### 4. Label this encyclopedia entry.

- a. Mention an object, person or event.
- b. Define your object, person or event.
- c. Mention relevant information.
- d. Name examples.
- e. Use illustrations, pictures or graphs.

a. **Steven Paul Jobs, (1955- 2011)**

American computer designer and businessman. Together with Stephen Wozniak, he launched the first personal computer by introducing the Apple computer in 1976.



He has developed other computer-related hardware and software since then. One of his most recent creations was the iPhone in 2007.

### 5. Write an encyclopedia entry about one of the inventions or inventors presented in the unit. Share your entry with the class.

### Writing Strategy

Follow model texts to complete writing assignments.

### Project Stage 3

- Determine the order of your interventions and rehearse your presentations.
- Prepare a PowerPoint presentation with some pictures, colorful writing and interesting effects.

Picture,  
illustration

(object, person)

(definition)

(relevant information)

(examples)



## Lesson 4

# Accidental Inventions



1. Read the following expressions and their meanings. Listen to a radio program and match them.

- |                                |  |
|--------------------------------|--|
| a. to have a one-track mind    | 1. <input type="checkbox"/> <i>e</i> to be easy  |
| b. to get wise to              | 2. <input type="checkbox"/> to learn something one did not know                        |
| c. to have a light bulb moment | 3. <input type="checkbox"/> to be a leader of a project                                |
| d. to be the brains behind     | 4. <input type="checkbox"/> to experience a sudden moment of inspiration               |
| e. not to be rocket science    | 5. <input type="checkbox"/> <i>a</i> having the tendency to think about one thing only |



2. Complete the conversation among Sandra, Martin and Monique by using the idioms above. Then listen and check.



**Monique:** Did you guys finally get your new mobile phone to work?

**Sandra and Martin:** Yes, we did. We had a light bulb moment (a) after all the trouble.

**Monique:** Who solved it then?

**Martin:** I must admit it. Sandra was \_\_\_\_\_ (b) it. She can do several things at a time. I have a one-track mind (c).

**Sandra:** It was no biggie. I \_\_\_\_\_ (d) it after reading the manual very carefully.

**Monique:** I told you guys that getting the phone to work was not \_\_\_\_\_ (e) at all.



3. Think of school-related experiences where you can use these idioms.



Did you study for the test?

You just need to **get wise** to the material.

No, I didn't. It is not **rocket science**.

I totally agree.



### Key Expressions

- Ring a bell:** to remind one of something
- No biggie:** not important

### Speaking Strategy

Integrate idiomatic expressions into your daily vocabulary.

### Reflect on Values

	Always	Sometimes	Never
■ I value other people's creative ideas.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
■ I believe in cooperative work.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
■ I respect the fact that people think different.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

### Gap Activity

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



# Share Your Project

## 1. Discuss your experience.

Read the following ideas about working collaboratively. Grade them in order of importance from 1 (the most important) to 5 (the least).

- |                          |                          |                   |                          |                  |                          |
|--------------------------|--------------------------|-------------------|--------------------------|------------------|--------------------------|
| participate actively     | <input type="checkbox"/> | listen to others  | <input type="checkbox"/> | help one another | <input type="checkbox"/> |
| take on responsibilities | <input type="checkbox"/> | do the activities | <input type="checkbox"/> |                  |                          |

## 2. Read the following information about the history of encyclopedias. Answer the questions that follow.

The word *encyclopedia* comes from the Greek language. It means "general knowledge." An encyclopedia is a collection of entries ordered alphabetically. The oldest encyclopedia is accredited to a historian called Pliny the Elder. Encyclopedias provide short definitions of words and concepts.

Encyclopedias began as a single book, but they evolved as a collection of several volumes. In fact, today we can find several encyclopedias on line, such as wikipedia. Some encyclopedias are general, but others are highly specialized in fields such as history or literature.

a. Where does the word encyclopedia come from?

---



---

b. What does **encyclopedia** mean?

---



---

c. Did encyclopedias begin as a single book?

---



---

d. Did encyclopedias evolve?

---



---



### Useful Expressions

- Our invention/inventor is...
- He/She created/developed...
- He/She developed the invention to...

### Give your Presentation

- Present the invention or inventor you chose.
- Show your encyclopedia entry.
- Don't forget to give everyday examples of the impact of your inventor or invention.



Comic

# Jiffy Jeff



Read and listen.

Why did you make that block of ice?

Mom, I made an ice-block to cool things in a jiffy. Put the pot here.

I need you to go to the bakery.

Sure, mom.

I want to help my mom real quick!

1. Jeff did everything in a jiffy so that he could go out and play.

2. He had creative ideas to do his duties quickly.

I need you to go to the store and the cleaner's, but don't go there skating.

But mom, I am an expert! I added some extra power to my skateboard.

3. So, he used his toys to help his mom as quickly as he could.

Hey, kid!!!!  
WATCH OUT!

I got all of my mom's packages. I ran all these errands in a jiffy.

It is really late and my son is not here yet.

4. His mom usually forgot how Jeff got carried away with his creative solutions to things.

U\$ 200  
Speeding  
Ticket

Well, you'll pay it by yourself.

I got stopped by the police. Sorry, mom.

Yes, mom.

5. Jeff learned that he had to use his talent creatively and responsibly.

# Quiz Time



1. Listen to this short biographical lecture about George Eastman. Check the option that completes each statement.



- a. Where did George Eastman live?
- 1. in the United States
  - 2. in France
  - 3. in Germany
- b. Where did Eastman have his offices?
- 1. Albany, New York
  - 2. Rochester, New York
  - 3. Hartford, Connecticut
- c. What did Eastman develop in 1888?
- 1. the first color photographs
  - 2. the first hand camera
  - 3. the first fixed-focus camera
- d. When did Eastman invent the first film roll?
- 1. in 1888
  - 2. in 1882
  - 3. in 1892

2. Complete the following encyclopedia entry. Use the correct verb form. Use the Word Bank.

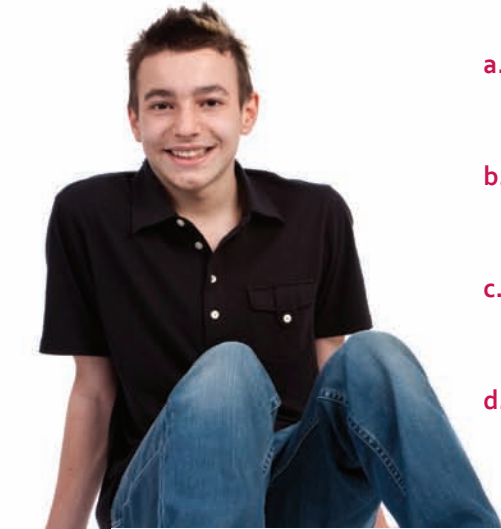


**Thomas Alva Edison**, (1847- 1931). American inventor. Thomas Edison did not invent (a) the light bulb. He \_\_\_\_\_ (b) a better light bulb and \_\_\_\_\_ (c) efficient electric lighting systems for neighborhoods and cities. Edison \_\_\_\_\_ (d) other inventions such as the phonograph and automatic telegraphy. Edison \_\_\_\_\_ (e) working on his inventions until the day he died.

## Word Bank

- continue
- make
- patent
- invent
- develop

3. Ask wh-questions for the following bits of information about famous inventors and inventions. Use the question word in parentheses.



- a. (Who) Who created the LEGO company?  
Ole Kirk Christiansen created the LEGO company.
- b. (Where) \_\_\_\_\_  
Wilhelm Roetgen discovered X-rays in his laboratory in Germany.
- c. (What) \_\_\_\_\_  
James Naismith invented the game of basketball.
- d. (When) \_\_\_\_\_  
Frank Henry Fler invented bubble gum in 1906.



## Self-Evaluation

Now I can...

- talk about some breakthroughs in science and technology.
- narrate past events.
- determine the topic and details of a reading selection.
- write an encyclopedia entry.

Very Well

OK

A Little

# Glossary

## A-E

**braille:** **n.** relief marks that blind people use for reading, in which dots represent numbers and letters that can be identified by touch.



**blind:** **adj.** unable to see, without the sense of sight (ant. seeing).



**breakthrough:** **n.** an important advance or discovery (syn. achievement, progress). *The World Wide Web became a breakthrough in the history of science and technology.*

**co-worker:** **n.** a person who works with another in the same place.

**discovery:** **n.** the event of discovering something. *The scientist published his recent discovery.*



**dynamite:** **n.** explosive substance invented by Alfred Nobel, used especially for breaking rock.

**electromagnetic:** **adj.** showing movement of positively and negatively charged atoms.

**envision:** **v.** to picture mentally, esp. some future event (syn. anticipate). *He did not envision the consequences of his words.*

## F-J

**glucose test:** **n.** assessment of sugar amounts in the blood. *People with diabetes take glucose tests at home.*



**healing:** **adj.** having the power to cure (syn. curative. ant. irritating, infectious).

**jiffy:** **n.** very short time (syn. moment, very soon). *She got dressed in a jiffy.*

## K-O

**launch:** **v.** to begin executing a plan or activity (syn. inaugurate).

**motor car:** **n.** a car propelled by an engine.



## P-Z

**patent:** **v.** to obtain a written proof that grants exclusive rights of an invention.

**penicillin:** **n.** a substance used as medicine to destroy bacteria, an antibiotic.

**quench:** **v.** to satisfy one's thirst by drinking (syn. cool, extinguish). *I drank six glasses of water to quench my thirst.*

**rocket:** **n.** a vehicle used for traveling or carrying things into space, which is shaped like a big tube.



**roommate:** **n.** person who shares a house or an apartment with someone.

**wave:** **n.** the movement of some forms of energy. *The oven waves heated our lunch.*

## Colloquial Expressions

**To be the brains behind:** be the leader of a project/plan.

**To get wise to:** become knowledgeable about something.

**To have a light bulb moment:** have a moment of inspiration.

**To have a one-track mind:** be able to work in one single manner.

**Not to be rocket science:** not as difficult as it seems.

**No biggie:** not important.

**To ring a bell:** remind someone of something.

**To come across:** find something or someone by chance.

**To be under one's belt:** in one's possession or experience.



# Travel and Adventure



► **General Objective**

You will be able to narrate personal experiences.

► **Communication Goals**

You will learn how to

- narrate past experiences.
- describe places.

► **CLIL**

- Holiday Activities and Places
- Extreme Vacations
- Anecdotes and Unfortunate Happenings

**Vocabulary**

- Activities at recreational parks and beach resorts
- Vocabulary related to personal experiences, mishaps and accidents

**Grammar**

- Simple Past tense, Past Progressive tense, There was/there were, Sequence connectors, Time conjunctions

► **Idioms and Colloquial Expressions**

- |                                     |                                 |
|-------------------------------------|---------------------------------|
| • <i>Itchy feet</i>                 | • <i>Live out of a suitcase</i> |
| • <i>Hit the road</i>               | • <i>Sunday driver</i>          |
| • <i>Hit the pedal to the metal</i> | • <i>Fit the bill</i>           |
|                                     | • <i>I'm kidding you</i>        |

► **Project**

A Vacation Narrative

You will work in groups to present a vacation narrative.

**Discuss:**

- Do you have happy vacation memories?
- Do you have vacation anecdotes?
- Do you know anyone who had an extreme vacation experience?





# Lesson 1

# Vacation Time

1. Complete the following brochures with the corresponding words. Use the pictures as clues.



ride



fish



exercise



### Beach Resort

\_\_\_ m in the sea. \_\_\_ e \_\_\_ on the beach. Pay little for renting a yacht.



### Fun Camping

\_\_\_ m near the city. Set up your tent in the middle of the forest.



### Fisherman's Lodge

\_\_\_ h in our beautiful lake. Do \_\_\_ e surrounded by nature.

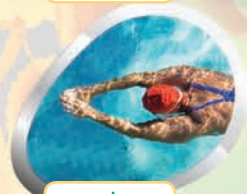


### Nature Trails

H \_\_\_ on our trails. Take pictures of our waterfalls. R \_\_\_ your bike to tour the park.



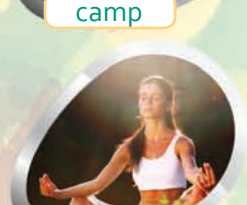
hike



swim



camp



relax

### Vocabulary Strategy

Learn new words by playing with them.



2. Listen and select the picture that best matches the conversation. Then listen again to complete the grammar chart.

Nature Trails

Enjoy nature without leaving your life behind.

Nature Trails

Enjoy nature without leaving your life behind.

### Reflect on Grammar

- There was one bike trail
- There were \_\_\_\_\_
- There wasn't \_\_\_\_\_
- There weren't any camping sites.
- Was there \_\_\_\_\_ ?
- Yes, there was.
- Were there trails and waterfalls ?
- Yes, there were.

### Key Expressions

Fit the bill: satisfy expectations



3. Read and complete this brochure using there was/were.

Nature Trails is a recreational park that is changing for its visitors. **There was** a swimming pool and \_\_\_\_\_ houses in the past. These days the park offers a different view. For instance, there is a gym where \_\_\_\_\_ a tall building some years ago. \_\_\_\_\_ not any camping sites in the past. Today there are clean waterfalls, safe camping areas and great hiking trails. It is located very close to the small town of Altoona.



4. Listen and match each person with the picture described. Then complete the grammar chart below.



1. Antonio    2. Lucy    3. Mark    4. Jeff



**Reflect on Grammar**

**Past Progressive**

**Affirmative:** Sub + **was/were** + verb + ING  
 Mark **was riding his bike all the time.**  
 His parents \_\_\_\_\_

**Negative:** Sub + **wasn't/ weren't** + verb + ING  
 Lucy **wasn't relaxing in the yacht.**  
 Her brothers \_\_\_\_\_

**Interrogative:** **Was/were** + Sub + verb + ING?  
 Was Antonio \_\_\_\_\_ ?  
 Yes, he was.  
 Were Lucy's parents \_\_\_\_\_ ?  
 Yes, they were.

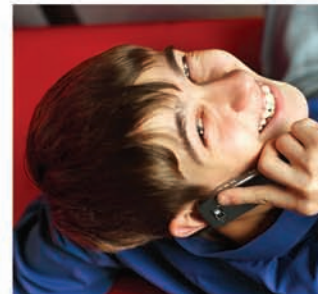
**Key Expressions**  
 I'm kidding you: I'm not being serious



5. Complete this phone call between Peter and grandma about his family vacation.



**Peter:** Hello, grandma! This is Peter. I am calling you from Orlando.  
**Grandma:** Hello, Peter. How was your trip to Disney World?  
**Peter:** Great! We arrived at the hotel this morning; there were many attractions. I went straight to the pool. I (swim) was swimming (a) most of the time.  
**Grandma:** It is not surprising to me that you decided to swim all the time, you have always loved the pool. What about your parents?  
**Peter:** My parents were tired and went to bed. They (sleep) were sleeping (b) all morning.  
**Grandma:** I am sure they were exhausted after that long trip. And how is your sister?  
**Peter:** My sister had her new camera with her, so she (take) \_\_\_\_\_ (c) pictures all over the place. When you phoned this afternoon, we (tour) were touring (d) the hotel, so we (answer) \_\_\_\_\_ (e) the phone in our room at that moment. Mom (pick up) \_\_\_\_\_ (f) the phone when you hung up.  
**Grandma:** Don't worry. I understand you are full of fun activities to do. I hope you continue to have a great time.  
**Peter:** All right! I'll call you tomorrow and let you know how this trip goes on. Bye, grandma.  
**Grandma:** Bye, grandson.



**Project Stage 1**

- Get into groups. Think of a vacation experience each one of you remembers well.
  - Tell your story to your classmates and select the most interesting one.
- E.g. *When I was little, once we went to the beach. There was a hut and there were many giant umbrellas.*



## Lesson 2

# Extreme Vacation



1. Label the pictures. Use the Word Bank. Then Listen to Antonio's narration and number the events chronologically.



### Word Bank

- a. climb a rock
- b. crash into a tree
- c. wait for the doctor
- d. slip and fall
- e. put a cast on

*climb a rock*



2. Listen again and match the sentence with the sequence connector used in the audio.

- |                                      |                                |                        |
|--------------------------------------|--------------------------------|------------------------|
| a. The paramedics arrived            | <input type="text" value="4"/> | 1. After that          |
| b. We walked to the base of the rock | <input type="text"/>           | 2. First               |
| c. I slipped and fell                | <input type="text"/>           | 3. Finally             |
| d. They took me to the hospital      | <input type="text"/>           | 4. A few minutes later |
| e. I crashed into a tree             | <input type="text"/>           | 5. Then                |

### Listening Strategy

Pay attention to sequence connectors to determine the order of events.



3. Summarize Antonio's narration. Use sequence connectors.

\_\_\_\_\_ , when we were really high up, I slipped and fell. At that moment my sister was trying to get hold of me but I dragged her down.

\_\_\_\_\_ , they took me to the hospital, so here I am waiting for the doctor to see if it is OK now.

\_\_\_\_\_ , we walked to the base of the rock and started climbing.



4. Listen to Antonio's story again and complete the sentences. Use the Word Bank. Then complete the grammar chart on the next page.

- a. When we were really high up, I slipped and fell.
- b. I broke my arm \_\_\_\_\_ I crashed into a tree.
- c. \_\_\_\_\_ the paramedics arrived, I was shaking.
- d. I was falling \_\_\_\_\_ my sister was trying to get hold of me.

### Word Bank

- while
- when



### Reflect on Grammar

Use conjunctions to join two sentences.



The accident happened when we started climbing a rock.

I was shaking \_\_\_\_\_ the paramedics arrived.

Use "when" when one action follows the next one almost immediately or when an action is happening for a longer period of time and another one happens and "interrupts" it.



I was falling \_\_\_\_\_ my sister was trying to get hold of me.

Use "while" when two durative actions occur in a parallel way.

#### Sequence connectors

Use sequence connectors to show chronological order.

#### Beginning

• *first*

• \_\_\_\_\_

#### Middle

• \_\_\_\_\_

• \_\_\_\_\_

#### End

• \_\_\_\_\_

• \_\_\_\_\_

### 5. Complete Antonio's account of his story.

It was a sunny morning on the last day of my camping trip. The accident happened when we started climbing a rock (a). We were really high up \_\_\_\_\_ (b) I slipped and fell. I was falling \_\_\_\_\_ (c). I dragged her down with me. I broke my arm \_\_\_\_\_ (d) I crashed into a tree; my sister was fine and called 911. \_\_\_\_\_ (e) the paramedics arrived. I was in pain all that night. The next day I felt much better, and the doctors sent me home. I will need some physiotherapy for a few weeks.

### 6. Talk to a partner about a mishap. Use sequence connectors, the past tenses and time conjunctions.



At the beginning...  
while...  
At that moment...  
when...  
After that...  
At the end...

First...  
when...  
Then...  
while...  
Later...  
Finally...



### Project Stage 2

- Write the first draft of your group's vacation narrative. Think of relating the key events in the story within a time frame.
- Use sequence connectors and time conjunctions to link the events in the narrative.

E.g. *We were relaxing at the beach when we saw some people run to the water.*



### Lesson 3

# Adventure Tales

## Word Bank

- 1. barbed-wire fence
- 2. trail
- 3. town
- 4. waterfall

1. Locate the following places in these pictures.



2. Read the text and identify the meaning of the words in red.

A group of school students took a tour of a natural park for their summer vacation. The tour guide knew the trails of the **region** very well. In the afternoon, he invited the school kids to join him in an **adventurous** hike to a waterfall. The kids' screams of excitement did not let the guide finish his instructions on how to begin the trail and continue the climb to the waterfall. Some kids walked really fast when they reached a barbed-wire fence. One girl had a cut on her arm, so a teacher had to go back to the town with this girl to see a doctor. Then two other students took a **shortcut** and ended up **lost**, so the guide cancelled the trip to the waterfall to start the

**search** along with the local police for these two students. In the evening, the authorities were looking for the two students while the group was walking back to the hotel. Three hours later, while the group was watching a video of the waterfall, the phone rang. They had found the missing students. The police officers were searching for the kids while they were trying to set up a tent in the forest; it was midnight. They were fine, yet both were tired and scared.

### Reading Strategy

Use words with similar meanings to demonstrate comprehension.

### Reading Strategy

Recombine your knowledge of vocabulary and grammar to identify details in the text.

a. **Region** means:

- 1. area
- 2. city
- 3. park

b. **Adventurous** means:

- 1. audacious
- 2. timid
- 3. generous

c. **Shortcut** means:

- 1. road
- 2. trail
- 3. shorter route

d. **Lost** means:

- 1. found the way
- 2. missed the way
- 3. on the way

e. **Search** means:

- 1. exploration
- 2. lose
- 3. call

f. **Scared** means:

- 1. happy
- 2. sad
- 3. frightened

3. Answer the following questions about the sequence of events in the story.

a. What happened when some kids walked very fast?

*They reached a barbed-wire fence.*

b. What happened when two students took a shortcut?

c. What were the authorities doing while the group was walking back to the hotel?

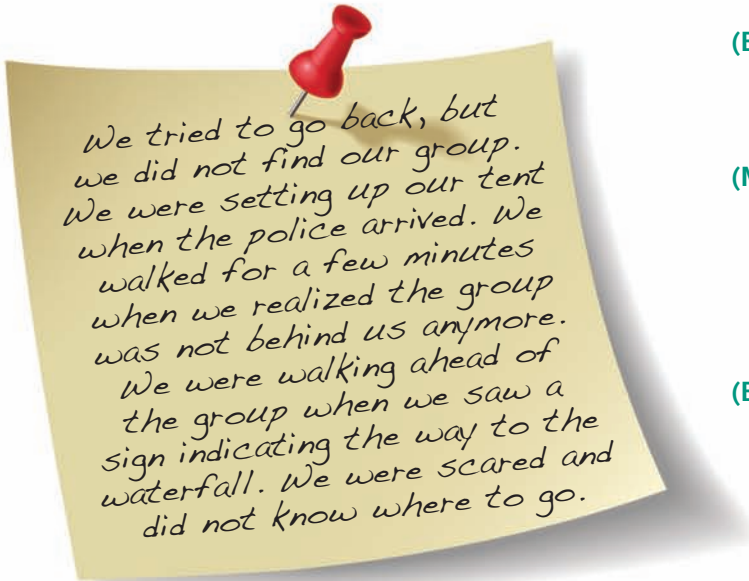
d. What was the group doing when the phone rang?

e. What were the missing students doing while the police were searching for them?

4. Use synonyms to complete the summary of the reading in a few ideas.

A group of students toured a(n) area (a) of a natural park. They were in an \_\_\_\_\_ (b) hike when two students took a(n) \_\_\_\_\_ (c) and \_\_\_\_\_ (d) in the forest. Police officers started an \_\_\_\_\_ (e) to find the two students. The police found the students later that night. They were frightened (f).

5. The two students gave their report to the police. Unscramble their report to determine the beginning (B), middle (M), and end (E) of their personal narrative.



(B) We were walking ahead of the group when we saw a sign indicating the way to the waterfall.

(M) \_\_\_\_\_

(E) \_\_\_\_\_

6. Look at the following pictures of a travel mishap. Fill in the blanks to complete it. Then follow the model to write, in your own words, a personal narration.



**Writing Strategy**

Map the events in a narrative to a story map.  
**Beginning:** setting  
**Middle:** conflict/problem  
**End:** resolution

**Beginning**

One morning my friend and I (swim) were swimming (a) in a lake when he (get) \_\_\_\_\_ (b) a cramp in a leg, so he didn't feel well.

**Middle**

I (ask) asked (c) for help when he (can) \_\_\_\_\_ n't (d) swim any more. We (sit) \_\_\_\_\_ (e) at the shore when our coach (arrive) \_\_\_\_\_ (f).

**End**

Fortunately, he (massage) massaged (g) his leg and he (get) \_\_\_\_\_ (h) well soon. That afternoon my friend and I (not swim) \_\_\_\_\_ (i) anymore and we (go) \_\_\_\_\_ (j) back home.

**Project Stage 3**

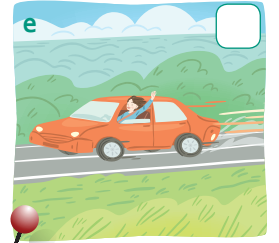
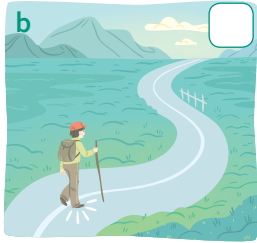
- Review your narrative and make sure your ideas reflect the elements of the story map.
- Present your narrative to your classmates.



# Lesson 4

# Traveling Mishaps

1. Look at the pictures and read the expressions in the Word Bank. Write the number of the expression under the corresponding picture.



### Word Bank

- 1. To have itchy feet
- 2. To hit the road
- 3. To live out of a suitcase
- 4. To be a Sunday driver
- 5. To hit the pedal to the metal



2. Now listen to a short conversation and write the idioms in front of their definitions.

- a. to enjoy traveling
- b. to be an inexperienced driver
- c. to go fast when driving a vehicle
- d. to begin a trip or travel
- e. to be ready to travel

---

---

---

---

---

3. Read and fill in the gaps with idioms from the previous exercise.

#### Conversation 1

**Mark:** What were you doing yesterday morning?  
**Jeff:** I was taking my driving lessons. I think I'm ready.  
**Mark:** That's what you think. You are now a Sunday driver. It takes time to be able to

#### Conversation 2

**Antonio:** School is over. I'm ready to  
**Mark:** Really? Where are you going?  
**Antonio:** I don't know yet. But you know I

4. Get in pairs and share how you feel about traveling. Use the idioms from this lesson.



### Reflect on Values

	Always	Sometimes	Never
■ I value other people's life experiences.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
■ I feel sympathy for other people's misfortunes.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
■ I am willing to share personal experiences.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

### Gap Activity

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

# Share Your Project

## 1. Discuss your experience.

Read the following ideas about working collaboratively. Grade them in order of importance from 1 the most important to 5 the least. Be ready to support your answers.

- |                      |                          |                          |                          |                   |                          |
|----------------------|--------------------------|--------------------------|--------------------------|-------------------|--------------------------|
| participate actively | <input type="checkbox"/> | help one another         | <input type="checkbox"/> | do the activities | <input type="checkbox"/> |
| listen to others     | <input type="checkbox"/> | take on responsibilities | <input type="checkbox"/> |                   |                          |



## 2. Read the definition of personal narratives. Then answer true (T) or false (F) accordingly.

*A personal narrative is a story connected through a series of events. It has three parts: beginning, middle, and end. The beginning contains the starting events followed by a problem or complicating situation in the middle. The end has the solution to the problem or the resolution of the complicating situation.*

- A personal narrative has a series of unrelated events. ( F )
- A personal narrative generally has four parts. ( )
- The beginning contains a complicating situation. ( )
- The middle has the solution to the problem. ( )
- The end of the narrative has a solution to the story. ( )

## 3. Share your personal narrative.

- ▶ Make sure your story is about a personal experience.
- ▶ Clearly determine the beginning, middle and end of the story.
- ▶ Review the use of time markers to show the sequence of events.



### Give your Presentation

- Present your personal narrative.
- Support it with appropriate visual aids.
- Don't forget to use sequence connectors and time conjunctions.
- Ask questions to your classmates to see if they understand what you are saying.

### Useful Expressions

- This happened to me when... Then...
- When I was... The next day/morning...
- That day/that night... In the morning/in the afternoon...
- I was... while...



Game

# Travel and Adventure Trivia

Make groups of three and play.

- You need a dice, your book and teamwork spirit.
- Advance and answer the question in each square. Pick up the points if your answer is right.

## ACTIVITY



10

What can you do here?

## PLACES



10

What place is this?

## DESCRIPTIONS



10

How many bikers are there in the picture?

## FAMOUS LOCATIONS



10

Where can you see these two characters?



20

What activity can you do here that requires a boat?



20

What is this?



20

Describe the picture as accurately as possible.



20

In what famous park you can find yogi bears?



30

What is this sport called?



30

What place does this sign lead you to?



30

Ask two questions about this picture.



30

Where is Niagara Falls?



40

What sport is Michael Phelps really famous in?



40

What place does this sign show?



40

Mention two of the places displayed in these park signs.



40

What are Erie, Huron, Superior, Michigan and Ontario?



BONUS

50

What activity do tourists do all the time?



BONUS

50

What place did Robin Hood live in?



BONUS

50

Describe one park in your region or country.



BONUS

50

What is Serengeti?

# Quiz Time

## 1. Use there was/were to complete the following dialogs.

a. <b>Jeff:</b> <u>Was there a swimming pool at the hotel?</u> ?	<b>Lucy:</b> Yes, there was a swimming pool at the hotel.
b. <b>Mark:</b> _____ ?	<b>Lucy:</b> No, there weren't. We did not have tours.
c. <b>Antonio:</b> Was there a lake at the hotel?	<b>Mark:</b> Yes, _____ .
d. <b>Lucy:</b> Were there many tourists on the beach?	<b>Jeff:</b> No, _____ .
e. <b>Mark:</b> _____ ?	<b>Jeff:</b> Yes, there were some waterfalls at the park.



## 2. Listen to a personal narrative about a travel mishap. Then check the option that best completes each statement.

- a. Where did the family travel for vacation?
1. To Jamaica  
 2. To Barbados  
 3. To Panama
- b. What were the kids doing while the parents were at the pool?
1. The kids were playing in the room.  
 2. The kids were riding their bikes.  
 3. The kids were touring the hotel
- c. What were the children doing when a woman screamed?
1. They were showering.  
 2. They were playing videogames.  
 3. They were running around.
- d. What happened when the woman was making her bed?
1. A snake came out of a pillow.  
 2. A snake slid down her sheets.  
 3. A snake was crawling on the bathroom floor.

## 3. Complete the paragraph sentences using the Simple Past tense or the Past Progressive tense.

I was on vacation in Florida when I fell (a) and hurt my elbow. I did not go to the hospital, and my elbow \_\_\_\_\_ (b) bigger. My parents \_\_\_\_\_ (c) me to the hospital when they \_\_\_\_\_ (d) me in pain. I sat in bed while my brothers and sisters \_\_\_\_\_ (e) on the beach.

(fell /was falling) (got/ was getting) (took/ were taking) (saw/ were seeing) (played/ were playing)

### Self-Evaluation

#### Now I can...

- Talk about travel destinations and experiences.
- Narrate past events.
- Show the sequence of events in a personal narrative.
- Write a personal narrative.

Very Well

OK

A Little



# Glossary

## A-E

**adventurous:** **adj.** willing to take risks (syn. bold, daring). *The explorer lived an adventurous life.*

**barbed-wire fence:** **n.** fence with points intended to give protection.



**camp:** **v.** to set up a tent to sleep outdoors. *We camped out last night.*

**drag:** **v.** to pull something with force (syn. pull, haul). *She dragged you to the floor when the fight began.*

**excursion:** **n.** a journey people usually take for pleasure, a short trip.



**exotic:** **adj.** strange but appealing (syn. foreign, unusual, ant. native). *There were exotic flowers in her garden.*

## F-J

**forest:** **n.** an area of land covered with trees and bushes (syn. grove, wood).

**gymnasium:** **n.** place where people do exercise to keep fit.

**hike:** **v.** to take a long walk in the countryside for recreational purposes. *They hiked in the wilderness.*



**hurt:** **v.** to cause physical pain or injure (syn. wound). *He hurt his knee in the accident.*



## K-O

**lake:** **n.** an area of water surrounded by land. It usually contains fresh water.

**physiotherapy:** **n.** the use of exercise to treat physical illnesses.



**relax:** **v.** to become less active; to decrease one's activities to a lesser level (syn. loosen, ease, ant. tighten, tense).

**ride:** **v.** to travel on and control a vehicle, animal or bike.

**search:** **v.** to look into, to explore by examining (syn. investigate, inspect).

**slip:** **v.** to fall by sliding quickly or accidentally.

**sorround:** **v.** to be all around, to enclose in all ways (syn. encircle).

**tent:** **n.** a shelter made of cloth or plastic.

**tour:** **v.** to visit places, to go sightseeing.

**waterfall:** **n.** water falling from high places.



**shortcut:** **n.** a shorter route to a destination.

**yacht:** **n.** a large, private boat.

## Colloquial Expressions

**To hit the road:** to begin a trip or travel.

**To hit the pedal to the metal:** to go fast when driving a vehicle.

**To have itchy feet:** to enjoy traveling.

**To live out of a suitcase:** to be ready to travel.

**To be a Sunday driver:** to be an inexperienced driver.

**To fit the bill:** to satisfy expectations.

**I'm kidding you:** I'm not being serious.





**Test Training** A

Listening

Listen to a short conversation twice. There are five questions. For questions 1-5, check (✓) the right answer.

Example:

0. The woman went on vacation to a historic

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



A



B



C

1. The town was located in



A



B



C

2. She visited a local



A



B



C

3. The famous invention of the town inventor was a



A



B



C

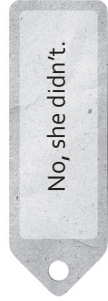
4. Did the woman try it?



A



B



C

5. The woman bought



A



B



C

Reading

Read the text below. Select the correct form of the verb for each space. Mark the best option (A, B, C) for each space.

Last summer I (6) was enjoying my holidays when my father (6) \_\_\_\_\_ me to go to Kenya. It was one of his regular business trips, so I thought I was not going to like Africa at all. However, we (7) \_\_\_\_\_ on a safari and it was amazing. The day of the safari, I (8) \_\_\_\_\_ ready while dad and his friends (9) \_\_\_\_\_ stories about the unexpected things to encounter. Some of their accounts were horrible stories of animals attacking others while people (10) \_\_\_\_\_ pictures of the wild moment. However, I experienced a different type of safari.

A herd of zebras (11) \_\_\_\_\_ water from a shallow pond while many crocodiles (12) \_\_\_\_\_ for a possible victim. When our vehicle came too close to the zebras, one of them (13) \_\_\_\_\_ scared and ran precisely in the middle of the crocodiles. A big croc grabbed it by its legs and would not let it go. The zebra fought for its life for some minutes and was about to give up when a big hippo (14) \_\_\_\_\_ from nowhere and hit the crocodile really hard. The croc (15) \_\_\_\_\_ the zebra.

Answers	0	A	B	C
	6	A	B	C
	7	A	B	C
	8	A	B	C
	9	A	B	C
	10	A	B	C
	11	A	B	C
	12	A	B	C
	13	A	B	C
	14	A	B	C
	15	A	B	C

- |     |   |               |   |             |   |               |
|-----|---|---------------|---|-------------|---|---------------|
| 0.  | A | were enjoying | B | enjoyed     | C | was enjoying  |
| 6.  | A | invite        | B | invited     | C | was inviting  |
| 7.  | A | go            | B | went        | C | were going    |
| 8.  | A | was getting   | B | got         | C | were getting  |
| 9.  | A | tell          | B | was telling | C | were telling  |
| 10. | A | take          | B | was taking  | C | were taking   |
| 11. | A | drink         | B | drank       | C | was drinking  |
| 12. | A | were waiting  | B | waited      | C | was waiting   |
| 13. | A | get           | B | got         | C | was getting   |
| 14. | A | appear        | B | appeared    | C | was appearing |
| 15. | A | release       | B | released    | C | was releasing |

Speaking Candidate A

You visited Nature Trails National Park on your last vacation. Answer your partner's questions based on the pictures on card No. 1. Then ask your partner what he/she did on his/her last vacation. Use card No. 2 to help you ask the questions.

Nature Trails National Park



Card no. 1

Card no. 2

Where did you go on vacation?  
 What /do / go with? Did you...?  
 Was there a...? Were there any...?  
 Did you have any incident?  
 Activities: hike/fish/camp / ride a bike  
 Places: trail / waterfall / lake

Writing

Write a personal narrative about a vacation incident you had.

- ▶ Write
  - how everything began
  - what happened
  - how the incident ended
- ▶ Write between 30 and 45 words.

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Speaking Candidate B

You visited Cherokee National Park on your last vacation. Ask your partner questions based on card no. 2 to know about his/her last vacation trip. Then answer your partner's questions telling him what you did on your last vacation. Give your answers based on card no. 1.

Cherokee National Park



Card no. 1

Card no. 2

Where did you go on vacation?  
 What /do / go with? Did you...?  
 Was there a...? Were there any...?  
 Did you have any incident?  
 Activities: hike/fish/camp / ride a bike  
 Places: trail / waterfall / lake

# Hobbies, Leisure and Entertainment 3



► **General Objective**

You will be able to discuss hobbies and free time activities.

► **Communication Goals**

You will learn how to

- talk about hobbies and leisure activities.
- express agreement or disagreement about controversial topics.
- talk about rules, express advice and emphatic opinions.
- determine main ideas, supporting information and examples in a reading.

► **CLIL**

- Hobbies and Entertainment
- Leisure Activities
- Commitment in Leisure Activities
- Feeling Alive

**Vocabulary**

- Words related to hobbies, leisure activities and entertainment

**Grammar**

- Imperative Mode
- Modals: obligation, advice, emphatic opinions

► **Idioms and Colloquial Expressions**

- |   |   |
|---|---|
| • <i>To blow away the cobwebs</i>           | • <i>To make a big thing of something</i> |
| • <i>To be the life and soul of a party</i> | • <i>To be in full swing</i>              |
| • <i>24/7</i>                               | • <i>To be in one's element</i>           |
| • <i>What are you up to?</i>                | • <i>That's terrific!</i>                 |
|   | • <i>Don't get me wrong.</i>              |

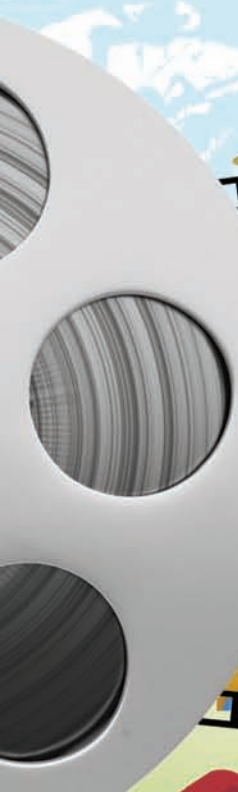
► **Project**

A Scrapbook

You will work in groups to do a scrapbook presentation of a hobby.

**Discuss:**

- Do you have a hobby?
- How much do you know about it?
- Can you advise your friends about how to begin and keep on developing a hobby?
- Do you belong to a group of people with that hobby?



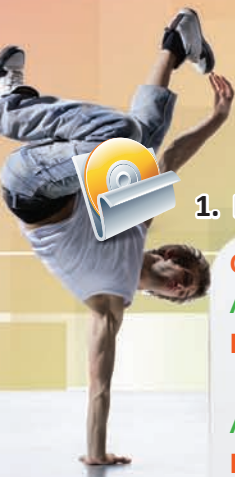


# Lesson 1

## Hobbies

### Word Bank

- plasticine • coin
- jewelry • breakdance



Breakdance



1. Label the pictures. Use the Word Bank. Then, complete these conversations.

#### Conversation 1

**A:** What are you up to these days, Mike?  
**B:** I joined a breakdance academy. I really like it.  
**A:** There is nothing like good music.  
**B:** I completely agree with you.

#### Conversation 3

**E:** What's \_\_\_\_\_ collecting really like?  
**F:** It is really interesting. In my opinion, you get to know a lot about a country when you look at its coins and bills.

#### Conversation 2

**C:** Do you have any hobbies?  
**D:** I do. I belong to a \_\_\_\_\_ making workshop. You can make some money making earrings and rings.  
**C:** Really, how much are we talking about?  
**D:** You must learn how to make jewels, first!

#### Conversation 4

**G:** What are you doing these days, Lisa?  
**H:** I am making models 24/7. \_\_\_\_\_ modeling is so absorbing.  
**G:** Aren't you just playing with that?  
**H:** Not at all. You should know a bit more about this activity.  
**G:** I think you are right. How should I start?

2. Use the dictionary to find the meanings of the words on the left. Then complete each list.

- candle
- cap
- clay
- coin
- craft
- jewelry
- plane
- plasticine
- stamp

entry word /pronunciation/ type of word.

1. definition. 2. definition. Example.

**ballet** /bae'lei/ n. 1. Dancing used to perform a story without words or singing. 2. A form of artistic dance. *He is a ballet dancer.*

### Key Expressions

What are you up to? What are you doing?

#### Hobbies

salsa , hip hop , ballet dancing  
 \_\_\_\_\_ , \_\_\_\_\_ , cap collecting  
craft , \_\_\_\_\_ , \_\_\_\_\_ making  
 \_\_\_\_\_ , clay , \_\_\_\_\_ modeling

### Vocabulary Strategy

Look up new words in the dictionary to identify their meanings and learn their pronunciation.

3. Listen to a radio talk show about the Do's and Don'ts of some hobbies and complete the information. Then complete the grammar chart on page 37.



### Key Expressions

24/7: around the clock, all the time

Hobby	Do's	Don'ts
• Ballet dancing	<i>Ask your teacher about your steps.</i>	_____
• Jewelry making	_____	_____ on wooden surfaces.
• Craft making	_____ of your project.	_____
• Stamp collecting	_____	_____ in your albums.
• Plasticine modeling	_____ of your models before using plasticine.	_____

**Reflect on Grammar**

**Ask** your teacher about your steps.  
 \_\_\_\_\_ a draft of your project.  
 \_\_\_\_\_ a local club of stamp collectors.

**Don't** \_\_\_\_\_ **put** dirty stamps in your albums.  
 \_\_\_\_\_ your products on wooden surfaces.  
 \_\_\_\_\_ practicing your steps.

To make affirmative sentences in the imperative, use the \_\_\_\_\_ form of the verb without \_\_\_\_\_.

To make negative sentences in the imperative, use \_\_\_\_\_ before the \_\_\_\_\_.



**4. Read the conversation. Then look up the words in bold in the dictionary. Write their meaning and pronunciation. Listen to check.**

**Nicole:** So, you are going to your first concert ever.

**Mike:** I can't believe it. Any ideas to have in mind?

**Nicole:** Yes, I have a couple of ideas that are really useful. First, always bring an **ID** with you. Wear comfortable clothes, but do not **dress up** for the concert. Don't take bags or **belts** either.

Something else, keep your distance from the **crowd**. Don't run when the artists come up on **stage**. Don't stay in the middle of trouble if there is a fight. One more thing, locate the nearest **exit** in case of a human stampede.

**Mike:** Thanks! These ideas are great.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**5. Now complete the list of Do's and Don'ts to attend concerts.**

**Do's and Don'ts to Attend Concerts**

\_\_\_\_\_ an identification card.  
 \_\_\_\_\_ comfortable clothes.  
 \_\_\_\_\_ your distance from the crowd.  
 \_\_\_\_\_ the nearest exit.

\_\_\_\_\_ for the concert.  
 \_\_\_\_\_ bags or belts.  
 \_\_\_\_\_ in the middle of trouble if there is a fight.  
 \_\_\_\_\_ when the artists come up on stage.

**6. Have a conversation with a partner about the do's and don'ts of a hobby.**

What are the do's and don'ts of **jewelry making**?



Join a club, find people with similar interests. I think you should...



**Project Stage 1**

- Get together with your friends. Agree on a hobby you want to present to your class in a scrapbook.
- Select the type of album or book you want to design to make your scrapbook.

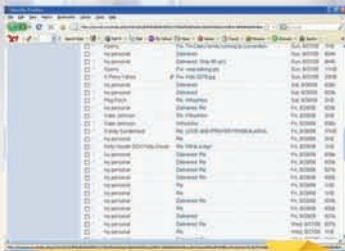
E.g. *In my opinion, guitar lessons are great.*



## Lesson 2

# Father and Son

1. Label the pictures. Use the Word Bank.



### Word Bank

- friends
- email
- social network



2. Mike's father is telling him about his new leisure activity. Read and listen to the dialog. Then complete the grammar chart below.

**Father:** Guess what, son?

**Mike:** What is it, dad?

**Father:** I'm thinking of creating my Facebook account!

**Mike:** That is terrific! But you have to have an email to create a Facebook account. You know that, don't you?

**Father:** I do. And I must have contacts as my "friends." Would you like to be my first friend on Facebook?

**Mike:** Dad, you should not have your family as friends. Facebook is a social network. You must have your own social connections. In my opinion, Facebook must be for groups of friends, hopefully of the same age. You mustn't

be friends with your children on the Internet.

**Father:** I disagree. Facebook does not have rules about online friendships. What should I do then?

**Mike:** Dad, don't get me wrong. You should find and make your own friends on the Internet. How about my aunts and uncles? You should invite your friends from work.

**Father:** Anyway, one thing is the Internet and Facebook, and another thing is my real world. You are my real world. I must interact with you here, at home. Virtual relations can be so ephemeral.

**Mike:** That's right, dad. Our relationship is not virtual, it is real!



### Key Expressions

That's terrific!  
That's great!  
Don't get me wrong. Don't misunderstand me.

### Reflect on Grammar

**Modal Verbs** have **no S** for the third person singular and are followed by the **infinitive without to**. They can have different uses. Here you can see only some of them.

#### HAVE TO + verb

Affirmative

It expresses obligation based on external circumstances or rules.  
You  an email to create a Facebook account.

Negative

It expresses absence of rules.  
You  so strict about social network rules.

Interrogative

It asks about rules.  
Do  have an email?

#### MUST + verb

It expresses an emphatic point of view based on the speaker's opinion.  
I  contacts as my "friends."

It expresses prohibition or emphatic point of view.  
You  friends with your children on the Internet.

It asks whether something is necessary.  
 you  friends with your children on the Internet?

#### SHOULD + verb

It is used to give advice.  
You  your friends from work.

It is used to give advice.  
You  your family as friends.

It is used to ask for advice.  
What  I  then?

**3. Unscramble the words and complete the following sentences.**

a. join/a/should/collector/a/club/coin/local/./  
*A coin collector should join a local club.*

b. stamps/dirty/collector/must/not/a/place/album/in/his or her/stamp/./  
*A stamp collector*

c. fill in/an/form/application/have to/collectors/do not/belong/to/a/collectors' association/to/./  
*Collectors don't have to*

d. must/not/give/information/on/the/Internet/too/you/much/personal/./  
*You*

**4. Match the situations on the left with their corresponding comments on the right. Look up the unknown words in a dictionary.**

- |  |  |
|--|--|
| a. I want to join the book club at the library.                        | <input type="checkbox"/> 1. She should stick to one hobby.   |
| b. He wants to participate in the ballet production next summer.       | <input type="checkbox"/> 2. You have to get your library card first.                               |
| c. Melissa is in the dance club and wants to begin guitar lessons now. | <input type="checkbox"/> 3. He must work really hard to be in the cast. It is difficult to get in. |



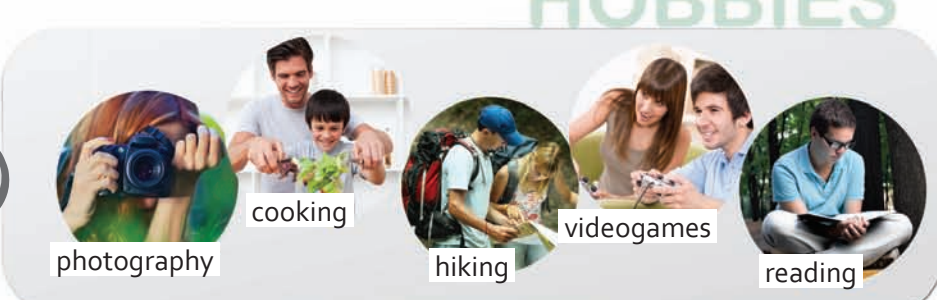
**5. Fill in the gaps with the verb forms *have to*, *must* or *should*.**

The Sports Club is looking for a swimming instructor with a lot of experience. In the job description, the candidate \_\_\_\_\_ (a) have at least five years of experience in similar jobs. The person \_\_\_\_\_ (b) have a certification as a swimming instructor as well. If you are interested in the position, you \_\_\_\_\_ (c) include some letters of reference, but they are not obligatory. The job interviews are in a week, so you \_\_\_\_\_ (d) apply now because they are receiving applications just until Friday.

(rule) (rule) (advice) (emphatic opinion)

**6. Talk to your partner about some of the following hobbies.**

HOBBIES



**Useful Expressions**

- I think...      • In my opinion...      • I don't agree
- I disagree...      • I don't think...      • Don't get me wrong...

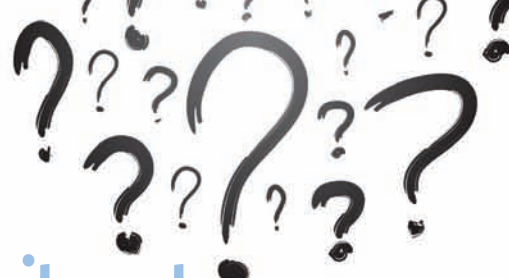
**Project Stage 2**

- Write some strong opinions on what people have to do. You can also give some advice on how to start the hobby.
- Don't forget to use graphs in your scrapbook. You can also use realia. E.g. *You should go to the local karate club.*



### Lesson 3

# Choice and Commitment



## 1. Answer these questions before you read.

- a. Do you have a hobby? What is it?
- b. Do you like karate and taekwondo? Why?
- c. What is a Sudoku? What are the rules for Sudoku?

## 2. Read the definitions and find in the text the bold words that you consider matches each one. Then go to the dictionary to confirm your answers.

### WORD

### DEFINITION

1. <i>Hobbies</i>	activities people do to spend their free time creatively
2.	in a sincere manner
3.	strikes with closed fists
4.	a list of activities and the times they are programmed
5.	discipline, doing something in a disciplined way
6. <i>puzzles</i>	word games to test people's mental abilities
7. <i>seniors</i>	people beyond their middle age

### Reading Strategy

Use dictionaries to help you find the meanings of words that are essential in a reading passage.

## 3. Read and listen.

**Hobbies** are activities people do to use their free time creatively. Hobbies are not a matter of age; some hobbies are for young people, but there are others for adults and even **seniors**. Nevertheless, hobbies are a matter of choice and **commitment**. You should consider your interests when you select a hobby. That is, you must think that the hobby of your choice matches the type of activities you do in your free time anyway. Another aspect in hobby choosing is the dedication you require for a particular activity. For example, some hobbies require very little time, but for others you should have a very concrete **schedule** of practice.

If you like physical activities, try martial arts. They are a series of disciplines around physical body training and fighting techniques, yet people practice martial arts mainly for recreational purposes these days. However, if you are **truly** committed to a particular type of martial arts, you have to attend an academy regularly to advance in your

training. Karate and taekwondo are very popular among young people because they demand a lot of energy. Karate practitioners, for instance, have to have training in kicks and **punches** for self-defense. Taekwondo athletes have to have training in specific kicks and muscle resistance by breaking wooden panels or bricks. Both karate and taekwondo athletes show their progress by competing for some color belts from white for beginners to black for experts.

If you are into mental activities, go for puzzles, Sudoku or perhaps the Rubik's Cube. **Puzzles**, for instance, help people develop word skills. Sudoku are mathematical games to increase logical thinking. In addition, they promote problem solving skills in people. The Rubik's Cube provides a challenging problem solving experience when people try to piece together a colored cube in the fewest moves possible.





4. Look back at the reading and find some supporting ideas or examples associated with the main ideas below.

Main Ideas	Supporting Ideas / Examples
Another aspect in hobby choosing is the dedication you require for a particular activity.	<ul style="list-style-type: none"> <li>• <i>Some hobbies require very little time.</i></li> <li>• <i>For others you should have a very concrete schedule of practice.</i></li> </ul>
Karate and taekwondo are very popular among young people because they demand a lot of energy.	<ul style="list-style-type: none"> <li>• <i>Karate practitioners</i> _____</li> <li>• _____ <i>specific kicks and muscle resistance by breaking wooden panels or bricks.</i></li> <li>• <i>Karate and taekwondo athletes</i> _____</li> </ul>
If you are into mental activities, go for puzzles, Sudoku or perhaps the Rubik's Cube.	<ul style="list-style-type: none"> <li>• <i>Puzzles</i> _____</li> <li>• <i>Sudoku</i> _____</li> <li>• <i>The Rubik's cube</i> _____</li> </ul>

5. The reading contains some words and phrases the writer uses to support his ideas. Take an example from the reading that matches the following connecting ideas.

Examples	Contrast	Addition	Explanation
<ul style="list-style-type: none"> <li>• <i>For example</i></li> <li>• _____</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Nevertheless</i></li> <li>• _____</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Moreover</i></li> <li>• _____</li> </ul>	<ul style="list-style-type: none"> <li>• <i>That is</i></li> </ul>

6. Read these people's profiles. Select one of them and write a piece of advice for a hobby.




Joseph, 14. He likes team sports. He also enjoys meeting people.



Ana, 15. She likes indoor activities. She is a one-track mind kind of person.



Julie, 16. She likes arts and movies. She does not enjoy physical activities very much.



Dear \_\_\_\_\_,

You should try \_\_\_\_\_.

In my opinion, \_\_\_\_\_

Moreover, \_\_\_\_\_

if you want to \_\_\_\_\_

you have to \_\_\_\_\_.

**Project Stage 3**

- Think of practical examples on the importance of a hobby. You can also give supporting information on the hobby by providing the rules. Design your scrapbook by using relevant illustrations and pictures. Rehearse your presentation.

E.g. *Karate helps you exercise all your body. For example, you use your arms and legs. But, in order to do karate, you have to...*



## Lesson 4

# Feeling Alive

### 1. Match the ads with the hobbies.

a. **Blow away the cobwebs!** Get some fresh air! Join us for nice trails and renew yourself. Fortify your bones and muscles. Feel alive again!

b. Our students tell us they **feel in their element** after attending our courses. Many of them are so good that they compete with experts without a problem. They are like real fish in the water.

c. Learn to move your body to the rhythm of this traditional Argentine dance that **is in full swing** these days.

d. **Don't make a big thing of** your inexperience. Learn to make delicious gourmet sandwiches out of a few eggs, bacon and bread. Make your dishes big!

e. **Be the life and soul of the party** the next time you meet your friends. Entertain them with our town's history. Get all the facts that make our history so interesting. Come and visit us!

#### Hobbies

- |   |  |
|---|--|
| <input type="checkbox"/> Cooking club     | <input type="checkbox"/> Museum Excursions |
| <input type="checkbox"/> Swimming Academy | <input type="checkbox"/> Tango in One Step |
| <input type="checkbox"/> The Hiking Club  |  |

### 2. Match the idioms on the left with their definitions on the right.

- |   |  |
|---|--|
| a. to blow away the cobwebs             | <input type="checkbox"/> to be the most amusing and interesting person in an event         |
| b. to make a big thing of something     | <input type="checkbox"/> to be at the busiest, liveliest or most successful moment         |
| c. to be in full swing                  | <input type="checkbox"/> to make changes in one's life to feel better                      |
| d. to be /feel in one's element         | <input type="checkbox"/> to do something very well and enjoy doing it                      |
| e. to be the life and soul of the party | <input type="checkbox"/> to behave as if something more important than were it actually is |

### 3. Work in pairs. Look at the pictures and make a dialogue for each place using the idioms in this lesson.

My dad and I decided to blow away the cobwebs, so we went camping and...



We did, too. My dad invited me and my brothers to go hiking in order to blow away the cobwebs. You know, being on the Internet all the time can be bad for you!



### Reflect on Values

	Always	Sometimes	Never
■ I value other people's hobbies and interests.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
■ I think it is important to use free time creatively.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
■ I am willing to share personal experiences.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

### Gap Activity

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

# Share Your Project

## 1. Discuss your experience.

Read the following ideas about working collaboratively. Grade them in order of importance from 1, the most important, to 5, the least. Be ready to support your answers.

- |                          |                          |                   |                          |                  |                          |
|--------------------------|--------------------------|-------------------|--------------------------|------------------|--------------------------|
| participate actively     | <input type="checkbox"/> | listen to others  | <input type="checkbox"/> | help one another | <input type="checkbox"/> |
| take on responsibilities | <input type="checkbox"/> | do the activities | <input type="checkbox"/> |                  |                          |



## 2. Scrapbook Presentations

- ▶ Scrapbooks are really effective if you pay close attention on how to design them. You must know that a scrapbook is a visual product. It is an album or book in which you paste images about facts you consider relevant. You can make a chronological scrapbook if you decide to divide it into periods of your life, or into different aspects of the album's topic. Additionally, you need to find clear illustrations to decorate each page.
- ▶ Think of an interesting title. Next, you have to establish a good sequence for the contents so that the viewers follow a logical sequence. A scrapbook mustn't have much text. They do not require much explanation.
- ▶ You can create a physical scrapbook or a digital one. If you go for the digital one, scan the images that you feel will help you remember the text when you are giving the presentation. To present your scrapbook you can use a design program or do a PowerPoint presentation. But, if you go for the physical scrapbook, you just have to show it to your class.

## 3. Complete the following chart with the Do's and Don'ts of scrapbook designing.

DO'S AND DON'TS OF SCRAPBOOK DESIGN	
DO'S	DON'TS



### Give your Presentation

- Think of the main ideas about your hobby.
- Be emphatic about the importance of the hobby.
- Provide some advice on how to start the hobby.

### Useful Expressions

- We think "X" is a good hobby. You have to...
- You must... Don't ...
- You should... In our opinion...



# Free Time Together



Read and listen.

1. Mathew is reading a Christmas letter from grandpa and grandma to his children and wife. They sent each one a present.



...and Merry Christmas to all. Your presents are all around the house. Find the first one in the kitchen. It is to Mary.

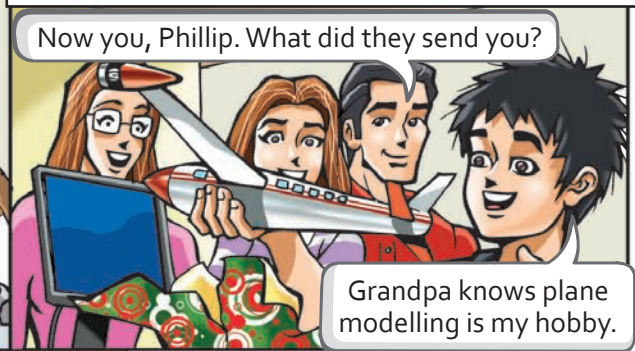
2. Grandpa and grandma sent Mary a present.



Mary, open your present. Let us see what you got.

It's a book, a cuisine book. They know I love cooking.

3. And then they go into the studio to look for the second gift.



Now you, Phillip. What did they send you?

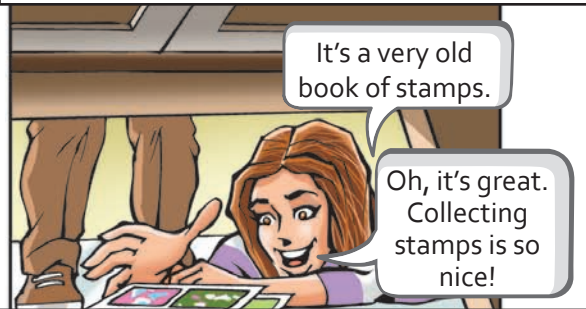
Grandpa knows plane modelling is my hobby.

4. Then they go to Mathew and Mary's room. Now, it was Mathew's turn.



Oh, how lovely. It's a tool box.

5. Grandpa and grandma also sent Sarah a present. They know she loves collecting stamps.



It's a very old book of stamps.

Oh, it's great. Collecting stamps is so nice!

Sarah knows there can't be a better present for her.

6. Now, everybody, go to the garage. There you will find another gift for everybody.



Oh!!!

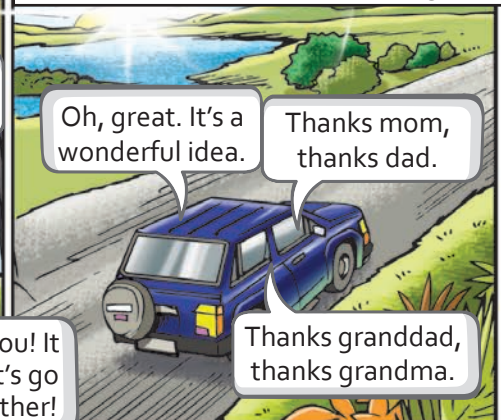
7. But their present is not the van.



Do you like our new van?

Our last present is for all of you! It is a weekend trip with us. Let's go and share our free time together!

8. Finally, they share some time together.



Oh, great. It's a wonderful idea.

Thanks mom, thanks dad.

Thanks granddad, thanks grandma.



# Quiz Time

1. Read the following paragraph and select the verb in bold that best matches the content of the message.

Finding online friends is more common than meeting them on the street. However, young people **must / mustn't** (a) pay attention to these online friendships. Here is a short list of things you **need to / don't need to** (b) be careful about when you meet a person online. **Be / Don't be** (c) real, but **be / don't be** (d) careful. People who tell lies have problems later on. **Talk / Don't talk** (e) too much about yourself. **Express / Don't express** (f) so openly your ideas about topics such as politics or religion; they can be tricky.

2. Read the following situations. Write a piece of advice for each of these people.

A friend started guitar lessons, but she did not like them. She needs to tell her parents. They paid for the entire course in advance. Your friend is more into outdoor activities such as hiking.

---



---



---



---

A friend of yours wants to start a hobby, but he is not sure about which one. He is very good at problem solving activities and he is good with details.

---



---



---



---

3. Complete the following paragraph. Use the Word Bank.

Movie watching is a very entertaining hobby. \_\_\_\_\_, (a) it does not require a lot of time or money. Movies are always changing, but there are people who collect some specific types of movies. \_\_\_\_\_, (b) movie collectors buy movies related to a particular genre such as horror or drama; others are more interested in a particular actor or actress. \_\_\_\_\_, (c) there are people who follow an actor or actress such as Brad Pitt or Julia Roberts, so they buy all their films and study these performers' careers.

## Word Bank

- That is
- Moreover
- For example

### Self-Evaluation

#### Now I can...

	Very Well	OK	A Little
■ Talk about hobbies and leisure activities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
■ Express personal opinions on controversial issues.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
■ Determine main ideas, supporting information and examples in a reading.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
■ Talk about rules, express advice and emphatic opinions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

# Glossary

## A-E

**absorbing:** **adj.** taking one's attention (syn. involving, fascinating, engaging).

**agree:** **v.** to converge in an opinion. *The class agreed to have a party on Sunday.*

**appealing:** **adj.** having some sort of attraction or charm (syn. charming, enchanting; ant. unattractive).

**bill:** **n.** a piece of paper money.



**clay:** **n.** a type of soil used to mold things due to its loose texture. *She made some clay models for a school project.*



**coin:** **n.** a flat piece of metal used as money.

**commitment:** **n.** the state of being loyal or interested in a particular activity (syn. dedication, attachment, fidelity).

**craft:** **n.** an occupation that includes manual work or the product of such an occupation.

**crowd:** **n.** a large gathering of people; a particular social group. (syn. crush, horde, jam).



**disagree:** **v.** to diverge in an opinion or decision (ant. agree). *The class disagreed about the date for the party.*

**dress up:** **v.** to wear special clothes for a particular occasion.

**expose:** **v.** to deny protection or care by leaving something out in the open (syn. uncover, disclose; ant. conceal).

## F-J

**hobby:** **n.** a particular activity that people do in their free time for the purposes of relaxation.

**jewelry:** **n.** objects made of precious materials such as gems.



## K-O

**karate:** **n.** a martial art that emphasizes techniques for punching and kicking in self-defense.



**memories:** **n.** pl. images, or impressions that are retrieved in remembrance.

## P-Z

**promote:** **v.** to help with the growth of something (syn. encourage; ant. demote). *Families are promoting healthy diets for children.*

**senior:** **n.** a person older in years. (ant. junior) *Seniors usually join clubs to meet other seniors.*

**stampede:** **n.** sudden movement of a mass of people or animals.



## Colloquial Expressions

**To blow away the cobwebs:** to make changes in one's life to feel better.

**To make a big thing of something:** to behave as if something were more important than it actually is.

**To be in full swing:** to be at the busiest, liveliest or most successful moment.

**To be in one's element:** to do something very well and enjoy doing it.

**To be the life and soul of the party:** to be the most amusing and interesting person in an event.

**What are you up to?** What are you doing?.

**24/7:** around the clock, all the time.

**That's terrific! That's great!**

**Don't get me wrong:** Don't misunderstand me.



## The World is the Limit



► **General Objective**

You will be able to make comparisons about places and people.

► **Communication Goals**

You will learn how to

- talk about landmarks and compare them.
- make comparisons in terms of superiority.
- write profiles.
- have an informal dialog making comparisons.
- listen for specific details.

► **CLIL**

- Amazing Facts around the World
- Some Countries and their Records
- The Guinness World Records
- Success

**Vocabulary**

- Vocabulary related to the degrees of the adjective
- Words about geographical landmarks such as rivers, mountains, cities and countries.

**Grammar**

- Comparatives and Superlatives

► **Idioms and Colloquial Expressions**

- |   |                                       |
|---|---------------------------------------|
| • <i>To be a class act</i>              | • <i>To find one's match</i>          |
| • <i>To be head and shoulders above</i> | • <i>I'll go for</i>                  |
| • <i>To go places</i>                   | • <i>Here you are</i>                 |
|   | • <i>Not to be in the same league</i> |

► **Project**

A Personal Profile

You will work in groups to create a profile of a famous athlete or sports celebrity.



**Discuss:**

- What's the longest river in the world?
- What's the highest mountain in your country?
- Does your country hold any world records?
- Are there people who hold world records in your country?





# Lesson 1

# Amazing Facts Around the World

1. Put the words in their corresponding category. Use the Word Bank below.



▶ Mountains  
*Everest*



▶ Rivers  
*Amazon*



▶ Countries  
*Mexico*



▶ Planets  
*Venus*

## Word Bank

- Brazil
- Venus
- Amazon
- Aconcagua
- Mexico
- United States
- McKinley
- Mars
- Nile
- Missouri
- Everest
- Earth

**Vocabulary Strategy** Make groups of words around a central concept to help you remember vocabulary.

2. Complete these facts. Use some of the words in exercise 1.

a. The Aconcagua is the highest mountain in South America.

c. Mount \_\_\_\_\_ is the highest mountain in the United States.

b. \_\_\_\_\_ is the longest river in the United States.

d. The \_\_\_\_\_ is the longest river in Egypt.



3. Read and listen to the conversation. Then complete the grammar chart on page 49.

### Speaking Strategy

To keep informal conversations going, use expressions like you know, look, like this, etc.

**A:** Hi, buddy. Can I help you?

**B:** Sure. I am looking for an encyclopedia, about daily things like, which is bigger, Mars or Earth?

**A:** Let me see. I have an encyclopedia of the universe. Look, here it is. Here you can find facts like this, look: it says that Earth is bigger than Mars.

**B:** That's great. But what about an encyclopedia of the world's most interesting landmarks. Do you have one?

**A:** Well, here. Look, I have this book. It says, for example, that Mount Everest in Asia is higher than Mount Kilimanjaro in Africa. Brazil, for example, is the largest country in South America, but it is smaller than the United States in North America.

**B:** Do you have anything else?

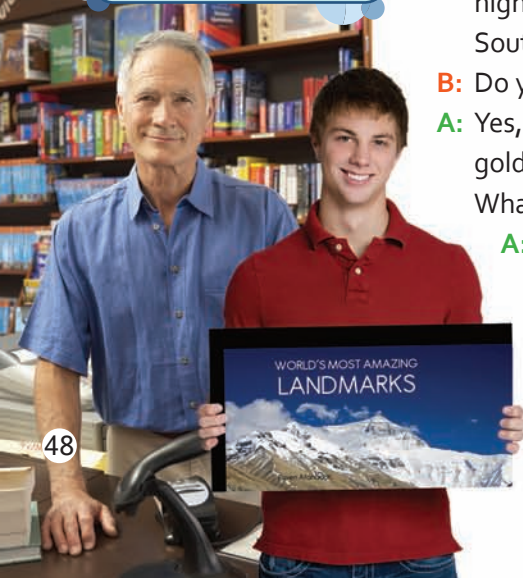
**A:** Yes, this book is about the smallest things on Earth. Look, it says here that the Brazilian gold frog is the smallest one. Look, this frog is more interesting than other varieties. What do you think?

**A:** Well, I'll go for the world landmarks encyclopedia.

**B:** That's a great choice. Here you are.

### Key Expressions

I'll go for: I'll choose... Here you are: Take it.





REFLECT ON GRAMMAR

Basic Adjectives

- \*big
- high
- large
- \*good
- \*bad

Comparative Adjectives

- bigger
- higher
- larger
- better
- worse

Comparative Sentences

- The Earth is **bigger** than Mars.
- Brazil is  than the United States.

Basic Adjectives

- interesting
- dangerous
- expensive
- beautiful

more

Comparative Adjectives

- interesting
- dangerous
- expensive
- beautiful

Comparative Sentences

- This frog is  than other varieties.

To make comparisons add  to **one-syllable adjectives**.

**Notice:** Use the particle  in comparative sentences.

To make comparisons with two or -syllable adjectives, use the basic adjective between **the words**  and .

4. Make sentences comparing landmarks.

PLANET diameter	RIVER length	MOUNTAIN height	CITY population	COUNTRY size
Mercury 4,900 km	Mississippi 6,275 km	Kilimanjaro 5,891 m	Montreal 3,401,000	Argentina 2,766,590 km <sup>2</sup>
Earth 12,800 km	Amazon 6,400 km	Aconcagua 6,962 m	Bogotá 6,834,000	Brazil 8,511,960 km <sup>2</sup>
Saturn 125,000 km	Nile 6,650 km	Everest 8,848 m	Tokyo 32,450,000	China 9,596,960 km <sup>2</sup>

- a. *Mercury is smaller than the Earth.*
- b. \_\_\_\_\_
- c. \_\_\_\_\_
- d. \_\_\_\_\_
- e. \_\_\_\_\_

5. Make your own informal dialog.

- A:** Hi, buddy. What can I do for you?  
**B:** Well, I'm looking for..., you know, things like that.  
**A:** Let me see. Here I have this book about....  
 Look, here it says that... is bigger/taller/higher/better/worse than...  
**B:** Well, yes, that's really interesting. But...  
**A:** That's a great choice. Here you are.

6. Think of two places. Talk to your partner about them. Use the Word Bank.



Machu Picchu



Madrid



Mount Everest



Jerusalem

I think Machu Picchu is **more** relaxing **than** Mount Everest.

Yes, I agree, but I think Mount Everest is **more** interesting **than** Machu Picchu.

**Word Bank**

- exciting
- relaxing
- interesting
- popular

**Speaking Strategy**

Recombine known elements in a new way.

**Project Stage 1**

- Get together as a group. Decide on a famous sports person you would like to write about.  
 E.g. *Lionel Messi is more famous than Iglesias in Barça Football Club. Rafael Nadal is more popular than Roger Federer.*



## Lesson 2

# Some Countries and Their Records

1. Locate these countries on the map.



- |    |  |                   |
|----|--|-------------------|
| a. |  | Finland           |
| b. |  | Iceland           |
| c. |  | Japan             |
| d. |  | The United States |
| e. |  | Canada            |



2. Listen to some record announcements. Write the country for each one of the records you hear. Then listen again and complete the grammar chart below.



- \_\_\_\_\_ *Iceland* \_\_\_\_\_ is the most peaceful country in the world.
- \_\_\_\_\_ is the most popular business destination.
- \_\_\_\_\_ has the oldest population around the world.
- \_\_\_\_\_ has the cleanest air in the world.
- \_\_\_\_\_ *Canada* \_\_\_\_\_ has the most expensive cell phone plans.

### Listening Strategy

Pay attention to specific details by focusing on words you know.

### REFLECT ON GRAMMAR

#### Basic Adjectives

old  
clean  
fast  
long  
\*good  
\*bad

#### Superlative Adjectives

oldest  
cleanest  
fastest  
longest  
best  
worst

#### Superlative Sentences

Japan has the \_\_\_\_\_  
\_\_\_\_\_ around the world.  
Finland has \_\_\_\_\_  
\_\_\_\_\_ air in the world.

#### Basic Adjectives

interesting  
famous  
dangerous  
amazing  
popular  
expensive

the most

#### Superlative Adjectives

interesting  
famous  
dangerous  
amazing  
popular  
expensive

#### Superlative Sentences

Canada has the \_\_\_\_\_  
\_\_\_\_\_.  
Iceland is \_\_\_\_\_  
\_\_\_\_\_ in the world.

Add \_\_\_\_\_ to **one-syllable adjectives** for their superlative form. Always use the article \_\_\_\_\_ in superlative sentences.

Use the article \_\_\_\_\_ and the word \_\_\_\_\_ before **two** or \_\_\_\_\_-syllable adjectives to make superlative sentences.

3. Listen again and complete the sentences below.

- Iceland has one of the biggest fishing industries in Europe.
- The USA is \_\_\_\_\_
- Japan has \_\_\_\_\_
- Canada is \_\_\_\_\_
- Finland is \_\_\_\_\_

### Grammar Strategy

- Pay attention to **adjectives that double their last consonant**, like *big / bigger*.
- Two-syllable **adjectives ending in -y** follow the rules of **one-syllable adjectives** *Friendly / friendlier*.



**4. Unscramble these sentences.**

- a. Asia/is/the/richest/country/in /Brunei./  
*Brunei is*

---

- b. tourists/for/Mexico/is/one/of/the/?/most/destinations/popular/  
*Is Mexico one of*

---

- c. Mexico/has/some/most/famous/is/of./the/in the world/also/sites/historical  
*Mexico has*

---

- d. Oslo/expensive/the/is/most/city/in/Europe./  
*Oslo is*

---

- e. interesting/the/is/most/Egypt/?/one/of/Africa/in/countries  
*Is Egypt*

**5. It's play time. Listen to your teacher for the game instructions. Take turns tossing a coin (Heads = 1; Tails = 2). Follow the instructions on each card.**

1 Compare several countries. Include comparative and superlative sentences.	2 Make a sentence with the superlative of "good."	3 Go to a shop and order a book. Keep the conversation going.	4 Make a comparison with the word "high."
8 What are the most interesting, relaxing and popular places in your country?	7 Make a comparison with the word "long."	6 Give an example with the superlative of "amazing."	5 Make a negative sentence with the superlative of "friendly."
9 Make a sentence with the comparative of "large."	10 Ask a question with the superlative of "famous."	11 Compare two planets.	12 Talk about some world records.
16 Compare two rivers.	15 Ask a question with the comparative of "happy."	14 Compare two sports people.	13 Compare two cities.

**Project Stage 2**

- Write the facts you have about this famous athlete. Compare this person with the rest of the people doing the same activity.
  - Give the reasons this person excels in this particular field.
- E.g. *Kobe Bryant is the fastest basketball player. He is not very tall, so he can move faster than other players.*



## Lesson 3

# Guinness World Records

1. Find words that are similar in English and Spanish in the text.

ENGLISH	SPANISH	TYPE OF COGNATE
idea	idea	true
	humanidad	true
popular		true
	adjudicación	true
verify		true
	proceso	true
	licencia	true
claims	*clamores	false

### Reading Strategy

Identify **cognates**: words that look similar in English and Spanish.

These words may be **true** when their meanings **coincide**, but they may be **false** if their meanings are **different**.

**idea**: idea (true cognate)

**\*claim**: afirmación (false cognate)

2. Read the text and summarize each paragraph.

### THE GUINNESS BOOK OF WORLD RECORDS

In 1951, Sir Hugh Beaver came across the idea of finding the answers to a series of questions that most people had difficulty answering, so he thought that a book containing the answers to those questions would

be beneficial for humanity. After a few years, the first "Guinness Book of World Records" appeared on the market and became very popular.

The Guinness Book of World Records is a publication that is constantly looking for amazing events and facts around the world. The Guinness representatives contact people or organizations in many countries to determine their claims to be the fastest, the slowest, the highest, the shortest, the most or the least in who they are, or what they do.

Each year the company receives thousands of applications, and different adjudication teams verify the records and certify them. The adjudication process is relatively easy and has almost instant authorization and publicity together with a license to use the Guinness World Record logo.

The company has a record of the records which are not always extraordinary events. Something as simple as the longest motorbike, the largest robot dance, or the smallest telephone is part of the book of records published every year. However, the Guinness World Records does not accept certain **claims**. For example, records involving animal cruelty or bodily harm in human subjects are not acceptable.

### Reading Strategy

Use graphic organizers to summarize key information.



The Guinness Book of Records began as a book ...

---

---

---



The Guinness representatives...

---

---

---



Adjudication teams...

---

---

---



Some records are not always extraordinary...

---

---

---

The company does not accept...

---

---

**3. Answer the following questions based on the information in the text.**

- a. Who created the "Guinness Book of Records?" \_\_\_\_\_
- b. What is the publication about? \_\_\_\_\_
- c. How do people contact the organization? \_\_\_\_\_
- d. What is the procedure for record adjudication? \_\_\_\_\_
- e. What kinds of records do they not certify? \_\_\_\_\_


**4. Complete this paragraph about the "Guinness Book of Records." Use the true cognates in Spanish as a guide to fill in the blanks with the corresponding word in English.**

Obtaining a world record is not a long \_\_\_\_\_. People write to the Guinness World Organization to tell them about their \_\_\_\_\_. The Adjudication team members \_\_\_\_\_ the type of record. If it satisfies all the requirements, they give the person or the organization an \_\_\_\_\_ record that allows them to have the Guinness World Record \_\_\_\_\_ and logo. Sometimes the adjudication teams do not find some proposals \_\_\_\_\_. For example, when they involve animal cruelty or bodily harm in individuals.

**Word Bank**

- idea
- proceso
- licencia
- verificar
- instantáneo
- aceptable

**5. Writing. Use the letter on the left to write a similar petition for a record with your own ideas.**

Guinness World Records Limited 

3rd Floor, 184-192 Drummond Street,  
London,  
NW1 3HP, United Kingdom.

Dear Adjudication Team,

My name is Luis Sánchez. I am from Perú, South America. I am writing to you because I think I must have a world record. I studied for my algebra class for 14 hours. I solved around 250 exercises. I want your record because I want recognition for my dedication to my studies.

At the moment, I am studying for an English test. I am good at languages too. Recently, I bought a grammar book at a bookstore and did many grammar exercises. The next day, I was the fastest student to solve the exercises the teacher gave us.

I look forward to hearing from you.

Sincerely,  
Luis Sánchez

**Guinness World Records Limited**

3rd Floor, 184-192 Drummond Street,  
London,  
NW1 3HP, United Kingdom.

Dear Adjudication Team,

\_\_\_\_\_

\_\_\_\_\_

(personal information)

\_\_\_\_\_

\_\_\_\_\_

(reasons for writing)

\_\_\_\_\_

\_\_\_\_\_

(give examples of your achievements)

I look forward to hearing from you.

Sincerely,

\_\_\_\_\_



## Lesson 4

# Finding One's Match

1. Read the letter and complete the statements below. Guess the meaning of the expressions from the context. Then listen and check.

To:  From:  Subject:  Send Attach Cancel

Dear mom,

I want to thank you for the football you sent William on his birthday. Now he is thirteen and **is a class act** in his soccer practice; his skills with the ball are really good. In school he is doing fine; he is one of the most intelligent students in his class. Moreover, he claims he **is going places** in his studies. He is now very good with numbers, reads very fluently and gets excellent grades. He says his teachers tell him he **is head and shoulders above** his class, as all his answers are right. We always talk to his teachers because we want him to stay out of trouble and behave well. Most teachers say he does. They say it is difficult to **find his match** in most class activities. Most of his classmates do not do so well in their subjects. We should not be this proud of our son, but he does like his school these days. Sometimes we wonder if the school is **not in his league**. You know he does everything apparently without much effort; he definitely needs a challenge.

Love,  
Emma

**a. To be a class act...**

- 1. To be really good
- 2. To have a good show
- 3. To be the worst

**b. To go places...**

- 1. To travel a lot
- 2. To be successful
- 3. To be unstable

**c. To be head and shoulders above...**

- 1. To be taller
- 2. To have less talent
- 3. To be the best

**d. To find one's match...**

- 1. To find an opponent
- 2. To find somebody with equal talent
- 3. To find a good friend

**e. Not to be in one's league...**

- 1. To be better
- 2. To compete against others
- 3. To be of inferior quality

2. Complete these dialogs with the idioms.

**Conversation 1**

**A:** What do you think of Shakira?

**B:** Well, she is \_\_\_\_\_.

**Conversation 2**

**C:** Can we compare the Olympic Games with any other sport tournament?

**D:** Well, there is not a tournament like the Olympic Games. Other tournaments are \_\_\_\_\_.

**Conversation 3**

**E:** I am really tall. I want to join the basketball team.

**F:** Certainly, you'll \_\_\_\_\_.

**Conversation 4**

**G:** Rafael Nadal is one of the best tennis players in the history of tennis. He is the number one player today.

**H:** I know. He is definitely \_\_\_\_\_ the rest.

**Reflect on Values**

	Always	Sometimes	Never
■ I value other people's talents.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
■ I work towards excellence.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
■ I recognize the value of achievement.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Gap Activity**

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

# Share Your Project

## 1. Discuss your experience.

Read the following ideas about working collaboratively. Grade them in order of importance from 1 (the most important) to 5 (the least). Be ready to support your answers.

participate actively listen to others help one another take on responsibilities do the activities 

## 2. Profile Writing

Profiles are biographical pieces of information about people. However, they require more information than the usual personal details about people's lives. Moreover, they have to be interesting so that the reader wants to know more about the people you want to profile.

A profile has to show the personality of the person. You can add some short stories or anecdotes. You also want to show the very best of a person, so you should pay special attention to the adjectives you use.

Be careful, don't exaggerate with the use of superlatives. Readers don't like when people are head and shoulders above the rest. Finally, be very honest with the information you are giving. People may find erroneous information and doubt people's sense of integrity.

## 3. Read the profile. Mark the items the writer took into consideration (yes/no) and the lines where you can find them.



1. Daniel Jacob Radcliffe was born on July 23rd, 1989 in London, England. He
2. became an actor very early in his childhood.
3. He reached stardom with his role as the young magician Harry Potter in
4. 2001. Recently Daniel participated as an actor in a play in a London West
5. End theater. He got very good reviews on his acting. He says that his favorite
6. Harry Potter book is *Harry Potter and the prisoner of Azkaban*. Daniel is
7. one of the richest young actors in England, but he is also one of the most
8. generous as he donates money to different charity organizations regularly.

Profile Checklist		
Yes/No	Lines	
Yes		Biographical information
		Interesting facts
		Appropriate use of adjectives

### Give your Presentation

- Summarize the main facts about your celebrity.
- Use adjectives in their comparative or superlative forms to describe your celebrity.
- Find interesting or new ideas about the person you are profiling.

### Useful Expressions

- Our celebrity is ... He/She is tall/short/young/old
- He/She is the... He/she became famous as a...



Game

# Play Time

Play with your partners.

- The first one to reach the end of the journey wins.
- Toss a coin to move your counter on the grid.
- If your answer is incorrect, you miss a turn.



25

24

Which of these planets is the biggest?

- Mercury
- Earth
- Saturn

23

Is a day longer on Venus or the Earth?

22

Which is the hottest planet in the Solar System?

21

Give the missing adjective here:

- Good
- \_\_\_\_\_
- Best

16

6,962 m is the height of:

- Mount Everest
- Kilimanjaro
- Aconcagua

17

What is the most expensive city in Europe?

18

Which country is the most popular destination for business meetings?

19

Make a comparison with **expensive**.

20

Who is one of the most famous actors in the "Harry Potter" movie series?

15

Make a comparison with the adjective **old**.

14

Give an example with: **to be a class act**.

13

Give the comparative form of **high**.

12

What is the largest city in your country?

11

Give the missing adjective:

- \_\_\_\_\_
- worse
- worst

6

Which one of these idioms means to be successful?

- to be a class act
- to find one's match
- to go places

7

Mention the best tennis player in your country.

8

Give the superlative form of **hot**.

9

Is the word **popular** a true or a false cognate?

10

Which is the most peaceful country in the world?

5

Which river is longer, the Amazon or the Nile?

4

Which country has the cleanest air?

3

What is the tallest mountain in the world?

2

What is the oldest city in your country?

1





# Quiz Time


## 1. Complete the paragraph with the comparative or superlative forms of the adjectives under the lines.

The Guinness World Records recently announced a list with the \_\_\_\_\_ (a) additions to the records  
(new)  
this year. Earlier in the year a Chinese man claimed he was the \_\_\_\_\_ (b) person on Earth, but a  
(tall)  
Mexican businessman proved he was \_\_\_\_\_ (c) than the Chinese guy. Something similar happened  
(tall)  
to a Brazilian girl who said she was the \_\_\_\_\_ (d) person in the world, but the World Records  
(short)  
adjudication team found a Venezuelan boy who was \_\_\_\_\_ (e) than the Brazilian girl.  
(short)

## 2. Read the information about these cities. Then write comparative or superlative sentences. Use the Word Bank.



**Buenos Aires, Argentina**  
Area: 202 km<sup>2</sup>  
Population: 2,891,904  
Date Foundation: February 3rd, 1536.



**Lima, Peru**  
Area: 2664 km<sup>2</sup>  
Population: 7,605,742  
Date Foundation: January 18th, 1535.



**Santiago, Chile**  
Area: 641 km<sup>2</sup>  
Population: 5,428,590  
Date Foundation: February 12th, 1541.

### Word Bank

- large
- small
- old
- young
- interesting
- popular
- attractive

- a. \_\_\_\_\_
- b. \_\_\_\_\_
- c. \_\_\_\_\_
- d. \_\_\_\_\_
- e. \_\_\_\_\_

## 3. Complete the paragraph with the idioms in this unit. Use the Word Bank.

Usain Bolt is a Jamaican athlete with an impressive career as a sprinter. From a very early age he was a \_\_\_\_\_ (a) when he first showed his running talent. He was always \_\_\_\_\_ (b) his running companions. In 2004, he became a professional sprinter and started breaking records. In 2008, he participated in the Olympic Games in Beijing, did not \_\_\_\_\_ (c) as he won three gold medals in sprinting events. People consider him an amazing runner, and they say other runners are not \_\_\_\_\_ (d). He does not want to retire yet. He feels he can still \_\_\_\_\_ (e) in his career.

### Word Bank

- To be a class act
- To go places
- To be head and shoulders above
- To find one's match
- To not be in one's league

### Self-Evaluation

#### Now I can...

- Talk about and compare landmarks such as mountains, cities and countries.
- Write a profile of a sports celebrity.
- Use graphic organizers to summarize key information from a reading.

Very Well

OK

A Little

# Glossary

## A-E

**adjudication:** **n.** the act of solving a legal dispute. *The court will adjudicate our rights to protest.*

**amazing:** **adj.** causing an unexpected reaction in a person (syn. astonishing, stunning; ant. boring, unimpressive)

**clerk:** **n.** a person whose job is to sell goods or services in a store. *The clerk sold us the most recent collection of encyclopedias.*

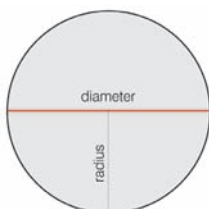


**cognate:** **n.** words that have similar spellings in two languages, but their meanings may or may not coincide. In the first case, one can talk about a **true** cognate or when the meanings do not coincide, a **false** one.

**customer:** **n.** a person who buys goods or services from a business (syn. buyer, consumer; ant. seller, vendor)



**diameter:** **n.** measurement of the distance through the center of something from one side to the other.



**Everest:** **n.** the highest mountain above the sea level in the world with a height of 8,848 m. It is located in the Himalayas on the border between China and Nepal.



## F-J

**fulfill:** **v.** to do or perform as an act of duty (syn. satisfy). *The director fulfilled his promise and gave us a day off.*

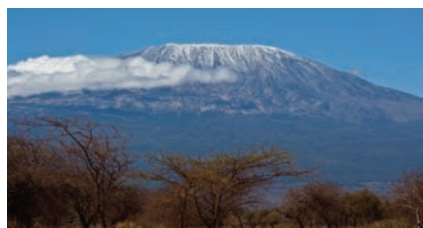
**Gold frog:** **n.** the smallest frog in the Southern hemisphere. It measures 9.8 mm. It can be found in the Brazilian rainforest.



**Guinness Records:** **n.** the world's most famous organization in charge of recording amazing facts and activities from people around the world. *The Guinness Records organization published a list with the most recent sports achievements.*

## K-O

**Kilimanjaro:** **n.** the highest mountain in Africa with a height of 5,895 m. It is located in the north of Tanzania.



**landmark:** **n.** an important structure or location that marks a particular place. *The Eiffel Tower is the most famous landmark of Paris.*



## P-Z

**profile:** **n.** brief set of data to represent the characteristics or descriptions of a person or a product. *I updated my Facebook profile this morning.*

**record:** **n.** an official proof of top performance. *The officials adjudicated the record to the baseball player.*

**requirement:** **n.** a condition or requisite necessary for something to happen (syn. requisite, demand; ant. nonessential)

## Colloquial Expressions

**To be a class act:** To be good at something.

**To go places:** To be successful at one activity.

**To be head and shoulders above:** To be superior to other members of the same kind.

**To find one's match:** To find somebody with equal talent or quality.

**To not be in one's league:** To be of inferior or lower quality.

**I'll go for...:** I'll choose...

**Here you are:** Take it.



**Test Training B**

Listening

Listen to a short conversation twice. There are five questions. For questions 1-5, check (✓) the right answer.

Example:

0. The man went on vacation to...



**Brazil**  
A



**Argentina**  
B



**Ecuador**  
C

Answers

0	✓	B	C
1	A	B	C
2	A	B	C
3	A	B	C
4	A	B	C
5	A	B	C

1. He visited...



**Sao Paulo**  
A



**Rio de Janeiro**  
B



**Brasilia**  
C

2. You must come to Brazil in...

**February**

A

**May**

B

**June**

C

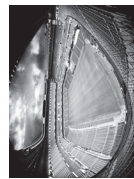
3. Maracanã is the largest...



**Swimming pool**  
A



**Sports Center**  
B



**Stadium**  
C

4. The man also went to...



**Santiago**  
A



**Buenos Aires**  
B



**Lima**  
C

5. The city is the most...

**interesting**

A

**popular**

B

**expensive**

C

Reading

Read the text below. Select the correct form of the verb for each space. Mark the best word (A, B, C) for each space.

I think swimming is the (0) \_\_\_\_\_ relaxing sport there is. I took swimming lessons when I was a little child. I was (6) \_\_\_\_\_ than many of my classmates, but it was not a problem. Unfortunately, I did not continue, so I lost the hang of it. When friends ask me for some advice about sports for their children, I tell them that their children (7) \_\_\_\_\_ try all sorts of sports at a young age; it seems to be the best word of advice before they can decide on a specific discipline with rules and obligations. After a few years, I decided that karate was my sport. This time again, I was the (8) \_\_\_\_\_ in class. In addition, my trainer was the (9) \_\_\_\_\_ demanding person in the world. For example, he always made me train with kids who were (10) \_\_\_\_\_ than I for a couple of years. I (11) \_\_\_\_\_ emphasize that this training was really hard, but after all these years, I think my trainer was right all along. Now, I can see that his words were the (12) \_\_\_\_\_ advice any student can hope for. My karate lessons were probably the (13) \_\_\_\_\_ interesting experience in my life when I was younger.

Answer

0	A	✓	C
6	A	B	C
7	A	B	C
8	A	B	C
9	A	B	C
10	A	B	C
11	A	B	C
12	A	B	C
13	A	B	C

**A**  
more

**B**  
most

**C**  
best

- 0.

**A**  
more

**B**  
most

**C**  
best

- 6.

**A**  
shorter

**B**  
shortest

**C**  
short

- 7.

**A**  
have to

**B**  
must

**C**  
should

- 8.

**A**  
short

**B**  
shorter

**C**  
shortest

- 9.

**A**  
more

**B**  
most

**C**  
worst

- 10.

**A**  
oldest

**B**  
old

**C**  
older

- 11.

**A**  
should

**B**  
have to

**C**  
must

- 12.

**A**  
good

**B**  
better

**C**  
best

- 13.

**A**  
most

**B**  
more

**C**  
better

Writing

Write a description of a hobby or a free time activity you enjoy.

- ▶ Write
  - What the activity is about
  - Give advice for new people
  - Talk about some rules to consider
- ▶ Your description has to be between 30 and 45 words.

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Speaking  
Candidate B

You still don't know where you are going on vacation. Ask student A about a vacation plan he knows about in Argentina. Here you have some of the possible questions.

- Tell me more about this vacation plan in Buenos Aires.
  - Where can I stay?
  - How much does it cost to go to a hotel?
  - What should I do?
- Hotel accommodation: Where? / How much?  
 Activities: What can...?  
 Any special places: What are the most...landmarks to see?  
 Any advice to enjoy Buenos Aires: What should I do...?

Speaking  
Candidate A

You have an advertisement about a vacation destination. Answer candidate B's questions.

- I have this information about vacation trips to Argentina.
- What do you want to know?
- Is there anything else you need?

**Buenos Aires: The city and the countryside in one package**

▶ We offer you

- The best hotel accommodation: single rooms, suites, luxury suites.

International hotel	⊗ ⊗ ⊗	La Plata Suites	⊗ ⊗ ⊗ ⊗ ⊗
US \$50	US \$100	US \$220	luxury suites only
single rooms	suites		
suites	luxury suites		

- The most exciting tours of the city and a special trip to La Pampa.

City tour	City and the countryside
5 museums	3 museums and a visit to a traditional "Estancia"
Botanical garden	suites

- Ride horses and spend a day as a real "Gaicho."
- Tours to the most famous landmarks in Buenos Aires: Palermo, La Bombonera, Plaza de Mayo

▶ A word of advice:

- Enjoy every activity.
- Do not worry about late nights.
- Try tango lessons.

# 5 Jobs and Occupations



## ▶ General Objective

You will be able to talk about career choices and occupations.

## ▶ Communication Goals

You will learn how to

- talk about occupations and professions.
- make predictions regarding career choices.
- read graphs and tables to help your reading comprehension.

## ▶ CLIL

- Unusual Occupations
- Career Choices
- The Job Market
- Creative Thinking

### Vocabulary

- Vocabulary related to jobs and occupations
- Complex nominals

### Grammar

- Compound words
- Future tense predictions and decisions with "will"
- Future plans with "going to"

## ▶ Idioms and Colloquial Expressions

- *To be a number cruncher*
- *To be the cream of the crop*
- *To call it quits*
- *To learn the ropes*
- *To think out of the box*
- *To have a sweet tooth*

## ▶ Project

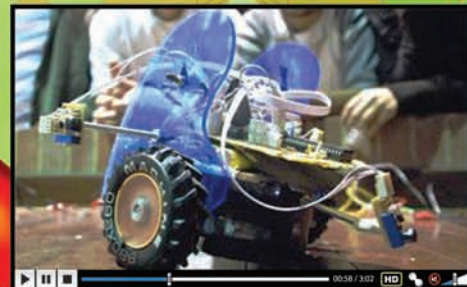
A Poster Presentation

You'll make a group poster presentation of a career or an occupation.



### Discuss:

- What are you going to study?
- What career choices will you consider?
- Are you going to study a profession in medical science, technology, architecture?






# Lesson 1


## Unusual Occupations

1. Number the following jobs. Give 1 to the strangest and 4 to the most common.


Ranking            




dog walker



snake milker



Braille translator



toy designer

Odd Job or Occupation

2. Listen to the conversations and tick (✓) what each person does.

Person's Name	Occupation		
Tom	a. <input checked="" type="checkbox"/> snake milker	b. <input type="checkbox"/> veterinarian	c. <input type="checkbox"/> zookeeper
Mary	a. <input type="checkbox"/> book reader	b. <input type="checkbox"/> Braille translator	c. <input type="checkbox"/> counselor
Nancy	a. <input type="checkbox"/> game designer	b. <input type="checkbox"/> toy tester	c. <input type="checkbox"/> toy designer
Elizabeth	a. <input type="checkbox"/> dog trainer	b. <input type="checkbox"/> dog expert	c. <input type="checkbox"/> dog walker

### Vocabulary Strategy

Discriminate word parts to find the meaning of a compound word.

3. Listen to the conversations again and complete.

- a. A **snake milker** milks snakes to get their poison and make antidotes.
- b. A **Braille translator** translates symbols into the \_\_\_\_\_ system for blind people to read them.
- c. A **toy designer** designs new \_\_\_\_\_ for children and adults.
- d. A **dog walker** walks \_\_\_\_\_ when their owners cannot do it.

### Key Expressions

**have a sweet tooth:** to be willing to eat all sorts of candies and sugar

### Listening Strategy

Listen for detailed information by playing an audio two or three times.

### Reflect on Grammar

Compound nouns have \_\_\_\_\_ parts.

The \_\_\_\_\_ part establishes the *purpose* or the *reason* of an occupation, and the \_\_\_\_\_ defines the *person* or the *activity* as such.

### Word Bank

- movie director
- computer programmer
- ice-cream taster
- party planner

4. Match each advertisement with the corresponding occupation. Use the Word Bank.

**WANTED**

a. Experienced person in technology is required. Candidate will create solutions for new software problems.

**WANTED**

b. Person experienced in media is needed.

- movie making
- documentary production

**WANTED**

c. Applicants for this job must certainly have a sweet tooth.

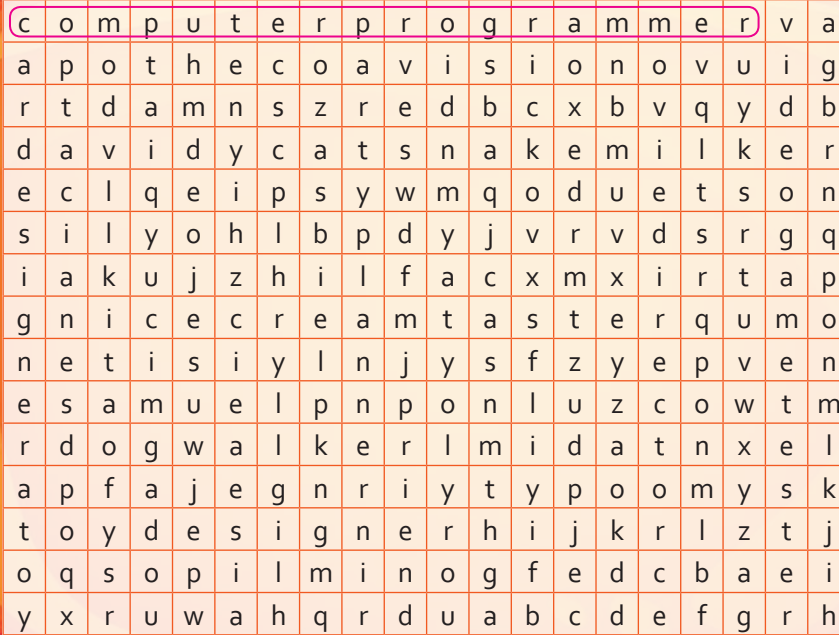
- diet specifications will be determined

**WANTED**

d. Looking for very well organized people

- special attention to details
- big events

5. Find 8 occupations in the word search. Pay attention to the -er/or word endings. Use some of the words for the job descriptions in activity 6.



1. *computer programmer*
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_

6. Read the following job descriptions and write the title of the professional required. Create dialogs based on your preferences.

- flexible hours
- write reports
- test new computer software

- follow a special diet
- go to special events
- eat a lot of ice-cream

- work on weekends
- excellent pay
- plan events

- flexible hours
- excellent pay
- special job offer for animal lovers

What job do you like?

I think being a \_\_\_\_\_  
is really exciting/boring/interesting  
because you...  
In addition, you...

What about you? What job do you like?

I think being a \_\_\_\_\_  
is...  
You should...  
For example, you...

What do you think of being a movie director?

Why do you think it is interesting?

Yes, you are right!  
It is definitely very interesting.

That seems to be very interesting!

You work flexible hours.

In addition, you work with the most famous actors and actresses!

**Project Stage 1**

- Get together with your friends. Agree on a career or occupation you want to present to your class.  
E.g. *I think being a party planner is a really interesting job.*  
*In my opinion, being a movie director is the most exciting job.*

**Speaking Strategy**

Build conversations using sets of ideas or formulaic expressions as cues.



## Lesson 2

# Career Choices

1. Label the pictures. Use the Word Bank.



### Word Bank

- robotics engineer
- computer scientist
- systems analyst
- medical researcher
- landscape architect



2. Listen to the dialog and complete it. Then complete the grammar chart.

**Alicia:** Do you have the results of my career orientation tests, Dr. Peters?

**Dr. Peters:** Yes, I do. They are really interesting. You *will not be* a \_\_\_\_\_ (a) as you were thinking.

**Alicia:** What do you think I should study?

**Dr. Peters:** You did really well in math and technology. You *will probably have* a future as a \_\_\_\_\_ (b) or \_\_\_\_\_. (c)

**Alicia:** My mom is a class act in architecture, but I *will not follow* her lead, definitely. My dad is a doctor, so *I'll think* of something related to medicine.

**Dr. Peters:** Will I see you at the hospital some day?

**Alicia:** *I'll apply* for medical school, so I become a \_\_\_\_\_ (d), but I *won't work* in hospitals with patients, definitely.

### Reflect on Grammar

#### Future Predictions and Decisions

Affirmative	Negative	Questions
I will = I'll...	I will not = I won't	Will I...?
You will...	You will not...	Will you...?
He/she/it will...	He/she/it will not...	Will he/she/it...?
We/they will...	We/they will not...	Will we/they...?
Alicia will probably	Alicia will not	Will

The future tense uses **will** to make predictions or announce decisions. Use **won't = will not** in negative sentences.

Use adverbs such as **definitely**, **absolutely**, or **probably** to state the **probability** of your predictions or decisions.

Time expressions for future predictions and decisions:  
**next summer - next year - someday - in the future - soon**

3. Ask three classmates about the career they find interesting to follow.

**You:** What *will* you probably *study* in the future?

**Your partner:** I *will* probably *study*...

Classmate's Name	Career Option

### Key Expressions

To follow someone's lead: to imitate.

To be a class act: to be successful.



4. Complete these sentences using the forms of *will* and the verbs in parentheses.

- a. It's raining really hard. I doubt I will be (be) at the park for tonight's concert.
- b. \_\_\_\_\_ you \_\_\_\_\_ (come) to the party? Do not worry. I \_\_\_\_\_ (be) there.
- c. Mary phoned in the morning because she missed her flight. She \_\_\_\_\_ (not-come) tomorrow.
- d. David and Samuel are really good at science. They \_\_\_\_\_ (study) engineering, definitely.
- e. \_\_\_\_\_ Helen \_\_\_\_\_ (call) us after her biology test as she promised?



5. Listen to the dialog, fill in the blanks and practice with your partner. Then complete the grammar chart.

- A: Congratulations on your high school graduation, you \_\_\_\_\_ in college for the next few years!
- B: Thank you. I \_\_\_\_\_ for this term.
- A: What are your plans for the semester?
- B: I \_\_\_\_\_ for all classes, but will probably take some courses. What about you?
- A: I \_\_\_\_\_ architecture next fall. I already registered for the semester. Do you know anything about David? *Is he going to study robotics engineering?*
- B: Yes, he is. He \_\_\_\_\_ a robotics engineer.

**Reflect on Grammar**

**Future Plans**

Affirmative	Anne is _____ in college.
Negative	Maria is _____ for all classes.
Questions	_____ David _____ robotics engineering?

Express future plans with **going to**.  
For predictions, the choice of **going to** over **will** is based on the presence of evidence.

6. Look at the pictures and write the plans these people have. Look at the information in the chart. Make affirmative, negative and interrogative sentences for each person.

	1	2	3
<b>A</b> Affirmative	architecture 	movie director 	toy designer 
<b>N</b> Negative	robotics engineer 	hotel 	
<b>Q</b> Questions	design toys 	computer scientist 	hotels 

Nancy: A1-Q3- N2.  
Nancy is going to study architecture.

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Marcia: N1-Q2-A2

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Martin: A3-Q1-N3

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7. Decide if these sentences express predictions or future plans. Underline the word(s) in parentheses that indicate the appropriate use of future.

- a. Robotics (will – is going to) be an important field of work in the future.
- b. Maria (will – is going to) study robotics next semester. She registered for some courses already.
- c. You (will –are going to) probably find more job opportunities as a computer analyst.

**Project Stage 2**

- Once you have chosen your career, determine some predictions or plans people need to consider to make their choice.  
E.g. *You will find many opportunities as a computer programmer. People use computers for everything.*



### Lesson 3

# The Job Market



1. Match the careers on the left with the job family on the right.

#### Career

- a. computer programmer
- b. medical researcher
- c. movie director
- d. landscape architect
- e. robotics engineer

#### Job family

- health care and investigation
- building and house maintenance
- systems analyst
- arts, media and entertainment
- robots design and electronics



2. Listen to the reading. Use the information in the paragraphs to complete the graphs.

## Job Families and The Market

A recent prospective study of job preferences shows what 18,000 high school students will choose as their careers based on the job market in the future. The results indicate the 15 most attractive professions, the 5 best choices among recent high school graduates, and the least favored professions among the 15,000 participants' selections. The information also shows that careers related to food preparation and service will be the most favorite with 60% popularity among the participants. The second favorite job family will be sales and advertising with 30%. Personal care and service

will be the third option with 10%; however, it is part of the ranking of the most attractive professions that young people are going to study after they finish high school. Among the best choices participants will select, it is very important to mention that architecture will be the top one with 40%. The next best option will be robotics engineering with 30%. Surprisingly, medical science will be the third with 15% in people's best choices. The least favored professions are careers in jobs such as computer analyst with 10% and protective services such as fire fighters and police officers with only 5%.

### Reading Strategy

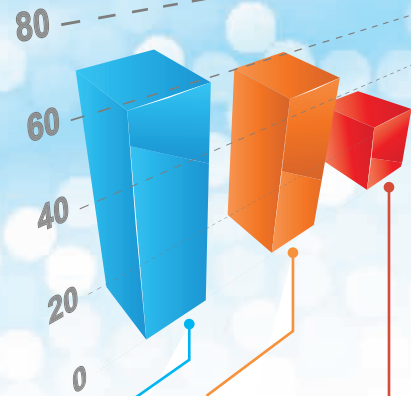
Transfer information from texts to graphs and tables for you to understand texts.

Total participants 18,000

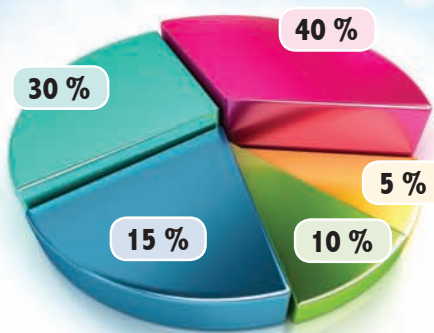
The most attractive professions

The best choices

Participants' selections



food preparation and services



- 40%
- 30%
- 15%
- 10%
- 5%

3. Select the answer that best matches the reading passage.

- a. Food preparation is one of the most...  
 1. interesting career options  
 2. attractive career options  
 3. lucrative career options
- b. Three out of ten people will choose...  
 1. food preparation as their career  
 2. personal care and service as their career  
 3. sales and advertising as their career
- c. Out of ten people, \_\_\_\_\_ will choose a career in personal care and service.  
 1. one       2. two       3. three

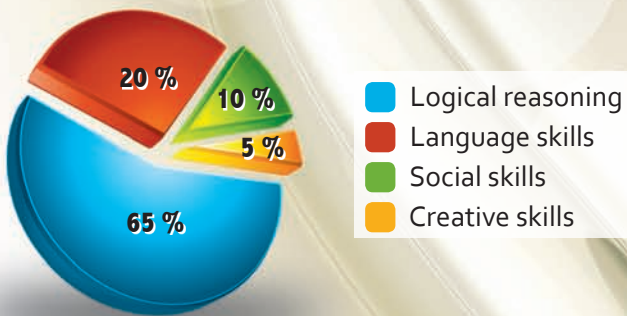
- d. Both \_\_\_\_\_ and \_\_\_\_\_ will make up 70% of people's best career choices.  
 1. medical science / protective services  
 2. computer analyst / architect  
 3. architecture / robotics engineering
- e. \_\_\_\_\_ people out of ten will consider architecture as their best career option.  
 1. three  
 2. four  
 3. one

**Key Expressions**

**out of:** a number indicating choice or selection from a group.

4. Read this career orientation test.

Career Orientation Test for Jonathan Burke



**Job families**

- **Logical reasoning:** robotics engineering, computer analyst, computer programmer
- **Language skills:** Braille translator, interpreter, teacher, journalist
- **Social skills:** party planner, social worker, psychologist, communicator
- **Creative skills:** movie director, landscape architect, artist, designer, dancer

5. Now write a career prospect for Jonathan based on his test results.

**CAREER PROSPECT  
JONATHAN BURKE**

Jonathan got 65% in logical reasoning, so he \_\_\_\_\_  
 \_\_\_\_\_.

(make a prediction)

The second area was language skills. He \_\_\_\_\_  
 \_\_\_\_\_.

(state a plan)

The score in the area of social skills was 10%. He \_\_\_\_\_  
 \_\_\_\_\_.

(make a prediction)

If Jonathan wants to work in careers such as \_\_\_\_\_  
 \_\_\_\_\_, he must work hard on his creative skills.

**Project Stage 3**

- You may give advice so that people fulfill their predictions successfully.  
 E.g. *You will encounter a lot of mathematics as a computer programmer. You should get a professional calculator.*

**Writing Strategy**

Develop texts following key concepts or ideas to focus the content of the message.



## Lesson 4

# Creative Thinking

1. Read the profile. Pay attention to the idioms in color.



- Dean L. Kamen was one of the
- most important recent inventors;
- he **was the cream of the crop** with
- the newest ideas about transport.
- Kamen went to college, but he
- did not stay there for a long time.
- He decided **to call it quits** to
- starting working on his own ideas.

- He eventually **learned the ropes**
- of inventing with many amazing
- creations. This inventor is famous for
- “reinventing the wheel” as he created
- a vehicle called Segway™. His creation
- is a good example of Kamen’s genius;
- he used **to think out of the box** in
- the search for new inventions. Kamen
- was **a number cruncher** because of
- his many talents in mathematics. His
- calculations helped him to patent
- many of his inventions.



2. Select the definition that best replaces each idiom in the profile.

a. **was the cream of the crop** in line 3 can be replaced with...

1. was the least important person
2. was the most famous person
3. was the richest person

b. **to call it quits** in line 7 is...

1. to call someone from home
2. to put an end to an activity
3. to begin an activity

c. **learned the ropes of** in line 9 is...

1. learned how to do something
2. learned how to do a job correctly
3. learned how to teach something

d. **to think out of the box** in line 15 is...

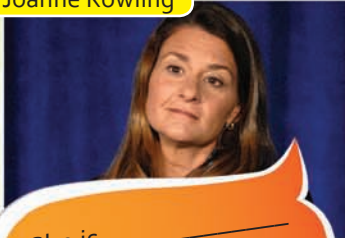
1. to think aloud
2. to think creatively
3. to think carefully

e. **a number cruncher** in line 17 is a person who...

1. works poorly in mathematics
2. has a hard time with numbers
3. is good at numbers and calculations

3. Look at these famous inventors or creative thinkers. Use the idioms to rewrite the idea.

Joanne Rowling



She is \_\_\_\_\_ among the most humanitarian women in the world.

Steve Jobs



His company had technological innovations every year. He was the kind of person who \_\_\_\_\_.

Melinda Gates



J.K. Rowling \_\_\_\_\_ of writing and created the famous *Harry Potter* book series.

Toru Kumon



Kumon created his famous math academies. People who study there become \_\_\_\_\_.

### Reflect on Values

- I value other people’s abilities and talents.
- I show respect towards other people’s choices.
- I see the value of all careers and occupations in society.

Always    Sometimes    Never

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

### Gap Activity

Student A goes to page 90.

Student B goes to page 92.

# Share Your Project

## 1. Discuss your experience.

Read the following ideas about working collaboratively. Grade them in order of importance from 1 (the most important) to 5 (the least). Be ready to support your answers.

- participate actively     listen to others     help one another   
 take on responsibilities     do the activities



## 2. Poster Presentations

A poster presentation is an oral production which is very similar to writing a text, so you need to make an introduction, a body and give conclusions.

In the introduction you can talk about the title of your poster, why you chose it and what it represents, and how you organized your poster, that is, if you used columns from left to right, or other forms of organization.

In the body of your talk you can explain the contents of your poster, that is,

talk about the career you chose as your subject. At that moment you can talk about your predictions for such a career or occupation.

In the conclusion, you could mention the advice you may give to those people who might get interested in such a career or occupation, as well as state what you learned through doing the activity. In the conclusion you can also mention any final considerations about making visual aids to communicate ideas, which in this case is the poster.

## 3. Answer the following questions.

a. How many parts does an oral production have? Why?

---



---

b. What can you talk about in the introduction?

---

c. What can you talk about in the body?

---

d. What can you talk about in the conclusion?

---

### Give your Presentation

- Think of the main ideas about your career or occupation.
- Be emphatic about the importance of the career.
- Give some future predictions about this particular career.

### Useful Expressions

- I/We think "X" is the career of the future ...  
It will... because...
- Young people are going to...  
In this field, you must/have to...
- As a professional in "X," you will...  
You should...



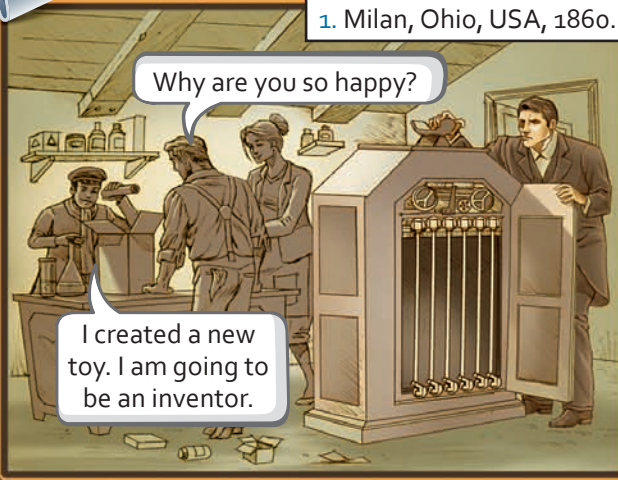


# A Whiz Kid: Thomas Alva Edison



Read and listen.

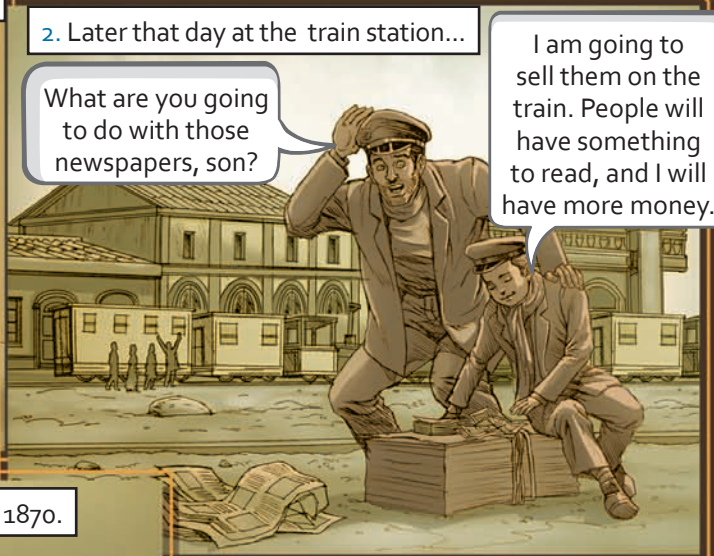
1. Milan, Ohio, USA, 1860.



Why are you so happy?

I created a new toy. I am going to be an inventor.

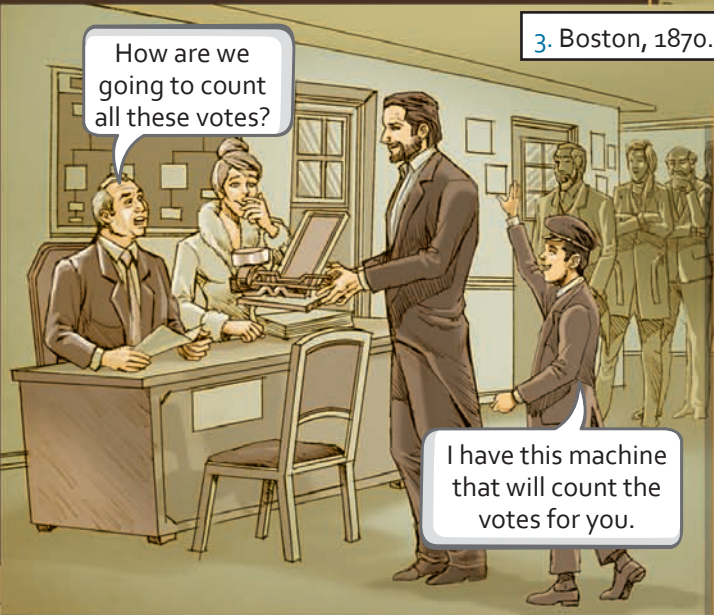
2. Later that day at the train station...



What are you going to do with those newspapers, son?

I am going to sell them on the train. People will have something to read, and I will have more money.

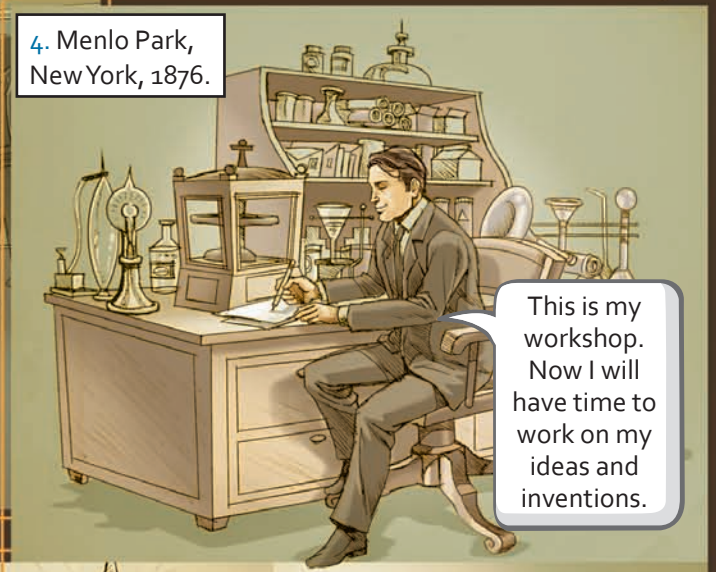
3. Boston, 1870.



How are we going to count all these votes?

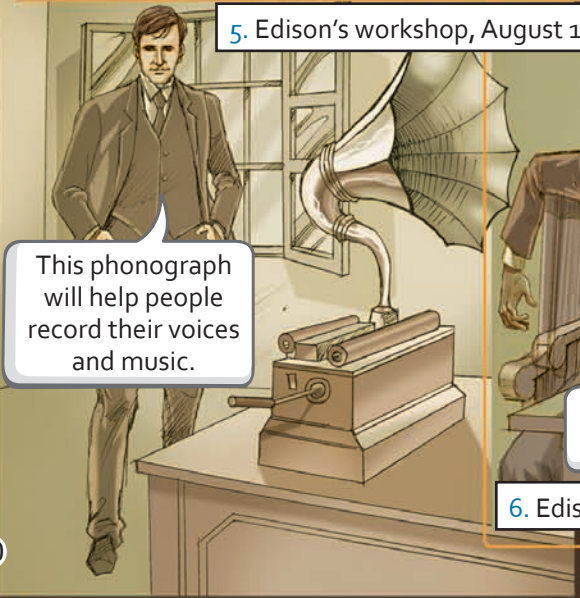
I have this machine that will count the votes for you.

4. Menlo Park, New York, 1876.



This is my workshop. Now I will have time to work on my ideas and inventions.

5. Edison's workshop, August 1877.



This phonograph will help people record their voices and music.



Bulb light will give people longer days.

6. Edison's workshop, August 1879.



I will do more things at night now.

# Quiz Time

## 1. Complete the advertisements. Use the Word Bank.

### Word Bank

- landscape architect
- movie director
- computer programmer
- Braille translator
- toy designer

A \_\_\_\_\_  
\_\_\_\_\_ is required for a company's line in children's products and entertainment.

A \_\_\_\_\_  
\_\_\_\_\_ is needed for a new construction project in the city.

An educational company needs a \_\_\_\_\_  
\_\_\_\_\_ to make its product accessible to blind people.

A new company needs a \_\_\_\_\_  
\_\_\_\_\_ for making special films and cartoons for young people.

A \_\_\_\_\_  
\_\_\_\_\_ is needed to design special effects software for a new movie company.

## 2. Underline the appropriate words in the future tense in the paragraph.

Mark is a young boy in his last year of high school. He studied several career options. He thinks technology is the future, so he (is going to – will) probably look for options in robotics or artificial intelligence. In fact, he (is going to – will) register for an introductory course on robotics at the university next week. After the course, he (is going to – will) decide on his future as a university student.

But first, he (is going to – will) travel around some countries during the summer. He has a travel plan to visit some countries. Mark also thinks his future (is going to – will) be in a field related to human relationships because he is good with people. He taught mathematics to teens in high school. As a result, he (is going to – will) probably study human sciences together with technology.

## 3. Complete the dialogs with the idioms in the Word Bank.

### Conversation 1

**Peter:** What are you going to study?

**Mike:** I am a \_\_\_\_\_, so I will do something with mathematics.

### Conversation 2

**Mary:** Will you study fashion design?

**Anne:** I still don't know, but it has to be something creative. You know me; I like to \_\_\_\_\_.

### Conversation 3

**Josh:** Did you finish your training in music production?

**Mike:** I certainly did. I \_\_\_\_\_ of music production. As a result, I am going to start my own record company.

### Conversation 4

**Patricia:** Did you hear about Nicole?

**Melanie:** Yes, I did. She studied with \_\_\_\_\_ in *medical science*. She is now a famous researcher.

**Patricia:** Well, she had the best professors.

- to be a number cruncher
- to call it quits
- to learn the ropes
- to be cream of the crop

Word Bank

## Self-Evaluation

### Now I can...

- Talk about some professions and occupations.
- Write a career prospect.
- Use graphs and tables to aid reading comprehension.

Very Well

OK

A Little

# Glossary

## A

**advertisement:** *n.* a message used to promote a particular product or service. *The movie advertisement is in the newspaper today.*

**analyst:** *n.* a person whose work is to conduct analysis. *The analyst evaluated the business results.*



**applicant:** *n.* a person who applies for a particular position related to work or studies (syn. candidate, aspirant).

## C

**career:** *n.* a particular field of study or work. *He had a successful career in medicine.*

**computer programmer:** *n.* a person who runs and tests programs for computers.

**console:** *n.* an electronic device used to run games on screens such as television sets.



## D

**documentary:** *n.* a movie that is intended to show evidence of a particular view of reality.

**disease:** *n.* a condition of organism (syn. illness, ailment; ant. wellness, health)

## H

**health:** *n.* general condition of the body. *The doctor said she was in good health.*

**hire:** *v.* to give somebody a job or contract. *They hired him as a medical researcher.*

## M

**maintenance:** *n.* the act of maintaining something in good condition.

## O

**occupation:** *n.* a particular activity people do as a way of living.

**odd:** *adj.* different from the usual (syn. strange, weird; ant. common, normal).

## P

**party planner:** *n.* a person whose job is to be in charge of preparing social events such as weddings.



**poison:** *n.* a substance whose chemical components cause bad reactions in people's bodies or even death. *The poisonous snake bit a tourist guide.*

## S

**seek:** *v.* look for, search. *She is seeking a job in robotics.*

## T

**translator:** *n.* a person who transfers sets of symbols into others.

**taster:** *n.* a person who is able to distinguish flavors and give opinions.



**tester:** *n.* a person whose job is to use an object or equipment to check their quality and service. (syn. reviewer, checker)



## Colloquial Expressions

**To be a number cruncher:** to be good at numbers.

**To be the cream of the crop:** to be the best in an activity.

**To call it quits:** to put an end to an activity.

**To learn the ropes:** to do a job correctly.

**To think out of the box:** to think creatively.

**To have a sweet tooth:** to be willing eat all kinds of sweets

**To follow someone's lead:** to imitate, to replicate somebody's idea.

**out of:** a number indicating choice or selection from a group.





# Lifetime Achievements 6



## ► General Objective

You will be able to talk about people and their achievements.

## ► Communication Goals

You will learn how to

- talk about achievements.
- describe people's personal characteristics and abilities.
- use reference words to aid reading comprehension and achieve cohesion in writing.

## ► CLIL

- Inspiring Young People
- A Life of Achievements
- Inspirational Lifelong Learners
- Success Stories

### Vocabulary

- Vocabulary related to achievements
- Words about personal characteristics and abilities

### Grammar

- Present Perfect tense
- Time Expressions with the Present Perfect tense
- Past Participle forms of regular and irregular verbs

## ► Idioms and Colloquial Expressions

- *Back to square one*
- *To have come a long way*
- *It will never fly*
- *A moment of truth*

## ► Project

Nobel Prize Timelines

You'll work in groups to make a timeline presentation of a Nobel Prize winner in any field.

### Discuss:

- What are your lifetime goals?
- How can you become an example for younger people?
- Have you met people who are inspirational?





# Lesson 1

# Inspiring Young People



1 Listen to the description of these people's lives and achievements and write their names.



- Ericka
- Samantha
- Tom
- Bert
- Mathew

Tom

**Listening Strategy** Look at images to activate your previous knowledge. It helps to anticipate the content of what you will listen to.

### Vocabulary Strategy

Associate words with pictures to remember them better.



2. Listen again and write on each card the initial of the corresponding person (B, S, E, T, M).



intelligent



sensitive



artistic



social

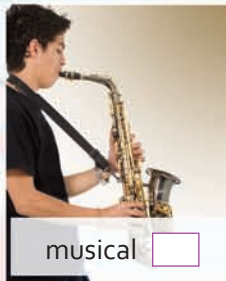
### Key Expressions

**Whiz-kid:** A young person whose career advances quickly.

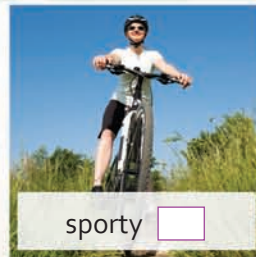
### Pronunciation

If a word ends in a consonant and the next word begins with a vowel, the two sounds will occur together.

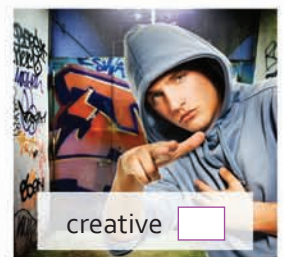
- win a trophy
- win a medal
- win a tournament



musical



sporty



creative

win a tournament



win a trophy

win a medal



3. Listen to the description again and complete the chart. Then correct the sentences below.

Inspiring teen	Personality	Ability/Talent	Achievement
Tom		music	He has been a solo performer for his orchestra in some concerts.
Bert	sensitive		He has worked as a volunteer for seven years.
Mathew		analytical	
Ericka		sparty	
Samantha	intelligent		She has sold her designs to some famous designers in Europe.

- a. Tom has played the saxophone all his life. \_\_\_\_\_
- b. Bert has been a very creative person all his life. \_\_\_\_\_
- c. Ericka has been curious about trains. \_\_\_\_\_
- d. Mathew is very competitive. \_\_\_\_\_
- e. Samantha is a very social person. \_\_\_\_\_

**Listening Strategy**

Use charts to transfer information from audio CDs. Having categories to classify information will facilitate listening comprehension.

4. Follow the model to create dialogs about your personality, abilities/talents and achievements.

	You	Your Partner
Personality	What were you like?	I was...
	What are you like?	I am...
Abilities/ talents	What are you good at?	I am good at...
	What are your abilities?	I can...
Achievements	Have you won a medal/ trophy?	Yes, I have.
		No, I have not.
		But I have...



What were you like as a child, Mr. Spielberg?  
Were you creative as a young boy?

I was very creative. I always liked the cinema. Moreover, I have enjoyed movies all my life. I like good stories.

**Project Stage 1**

- Get together with your friends. Agree on a Nobel Prize winner in a specific field. E.g. *I think our timeline should be about a scientist. Marie Curie was very intelligent and creative.*



## Lesson 2

# A Life of Achievements



1. Listen to the conversation and fill in the blanks. Use the Word Bank below. Then complete the grammar chart.

**Alan:** Can I see those pictures on your table?

**Patricia:** Sure. This is me when I was eight. I have taken pictures of all my \_\_\_\_\_ activities.

**Alan:** You were an \_\_\_\_\_, then.

**Patricia:** I have practiced \_\_\_\_\_ since I was little.

**Alan:** Have you participated in \_\_\_\_\_ yet?

**Patricia:** Actually, I have. I won a

\_\_\_\_\_ tournament when I was ten. This is me when I received my \_\_\_\_\_.

**Alan:** Have you been in other tournaments since you were ten?

**Patricia:** No, I have not been in other tournaments. I have taken up other activities such as \_\_\_\_\_ and \_\_\_\_\_.

I have played the \_\_\_\_\_ for the last two years and I have studied art. I like painting.

- table tennis
- free time
- athlete
- trophy
- music
- pictures
- sports
- arts
- guitar
- tournament

Word Bank

### Reflect on Grammar

#### Present Perfect

##### Affirmative

I **have taken** pictures of all my free time activities.

She **has taken** pictures of all her free time activities.

Use **have/has** as a helping verb.

The Present Perfect tense expresses that an event **began in the past** and **is still occurring** in the present or **has consequences** or **effects** in the present or that an event has occurred repeatedly over a period of time.

**Simple Past:** I **won** a table tennis tournament when I was ten.

**Present Perfect:** I **have won** table tennis tournaments all my life.

The verbs in the Present Perfect take their past participle form.

##### Regular verbs

practice

practiced

practiced

participate

participated

##### Negative

I \_\_\_\_\_ **not** \_\_\_\_\_ in other tournaments.

She \_\_\_\_\_ **not** \_\_\_\_\_ in other tournaments.

Add the word **not** for negative ideas.

##### Questions

Have you \_\_\_\_\_ in tournaments yet?

**Has** she \_\_\_\_\_ in tournaments yet?

Place the helping verb **have/has** at the beginning of questions.

##### Irregular verbs

took

won

2. Complete the chart with the past participle form of the verbs.

Base form of the verb	Past form	Past participle form
take	took	<i>taken</i>
participate	participated	
receive	received	
practice	practiced	
win	won	
be	was/were	

### Pronunciation

Some past participles have similar spellings and similar pronunciation.

/ɒt/

bought

thought

taught

brought

caught

/ən/

ridden

written

awaken

spoken

stolen





**3. Complete the following paragraph with the Simple Past or the Present Perfect. Use the verbs in parentheses. Then listen to confirm.**



Selena Gómez was born in 1992. Since she was a little girl, she (show) **has shown** (a) an enormous talent for acting. First, she (take) \_\_\_\_\_ (b) a job on a show called *Barney and Friends* in 1999. She (be) \_\_\_\_\_ (c) on different television shows for the last five years. She (receive) \_\_\_\_\_ (d) some nominations for her acting. She (win) \_\_\_\_\_ (e) some awards such as the *Nickelodeon Kids' Choice Award* for her role on the show *Wizards of Waverly Place*. Selena (show) \_\_\_\_\_ (f) her abilities as a singer as well. She (record) \_\_\_\_\_ (g) songs for her television shows. In 2008 she (start) \_\_\_\_\_ (h) her band *Selena Gomez and the Scene*.

**4. Look at these events in Selena's life and decide if they occurred at a specific time in the past (P) or if they establish a relationship between the past and the present (PP).**

- a.  Selena was born in 1992.
- b.  She took a job on a show called *Barney and Friends* in 1999.
- c.  She has been on different television shows for the last five years.
- d.  She has shown her abilities as a singer.

**Reflect on Grammar**

**Time Expressions in Present Perfect**

For	Since	Yet	Already
It specifies the <b>duration</b> or repetitions of an action or event until the present.	It shows the <b>beginning</b> of an action in the past, which is still in progress.	It shows some expectations about the occurrence of an event (by the time of speaking).	It <b>confirms</b> occurrence (before the time of speaking) of an expected event.
I have studied music <b>for</b> a year.	I have studied music <b>since</b> January.	<b>Have you studied yet?</b>	I <b>have already studied.</b>

**5. Complete the following dialogs using the time expressions for the Present Perfect tense.**

**Joseph:** How long have you practiced karate?

**Helen:** I have done it for three years.

**Joseph:** Have you won any tournaments \_\_\_\_\_?

**Helen:** I have won two championships \_\_\_\_\_.

**Helen:** How about you? Will you practice karate again?

**Joseph:** I have not practiced it \_\_\_\_\_ 2010. I had a serious accident that year. I will probably train again in a couple of months.

**Project Stage 2**

- Find all the information about your Nobel Prize winner. Categorize the information. E.g. *Rigoberta Menchú won the Nobel Peace Prize in 1992. She was born in Guatemala. She has worked for human rights.*

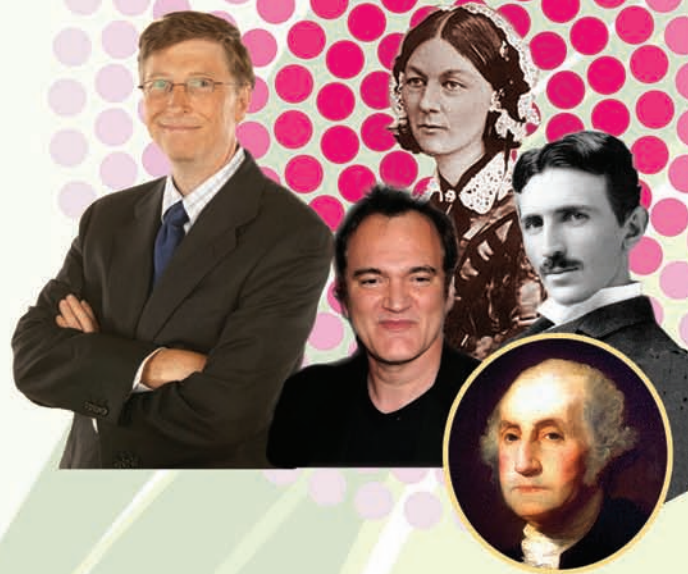


## Lesson 3

# Inspirational Lifelong Learners

1. Do you know any of these personalities? Answer the following quiz about their professions.

- a. George Washington was...  
 1. a president of the United States  
 2. a writer  
 3. an inventor
- b. Nikola Tesla was...  
 1. an inventor  
 2. a writer  
 3. an athlete
- c. William Gates is...  
 1. an inventor  
 2. a writer  
 3. a president of the United States
- d. Walt Disney was...  
 1. an inventor  
 2. a scientist  
 3. a president of the United States
- e. Quentin Tarantino is...  
 1. an inventor  
 2. a movie director  
 3. a president of the United States
- f. Florence Nightingale was...  
 1. a writer  
 2. a president of the United States  
 3. a nurse



2. Read the text *Lifelong Learners* and write the name of the corresponding person in each paragraph.

## Lifelong Learners

1. What do Quentin Tarantino, Florence Nightingale, George Washington, Bill Gates and Nikola Tesla have in common? **They** accomplished great achievements in their lives, yet none of them got a formal education.
2. Instead, they decided to follow their own ideas and projects.
3. \_\_\_\_\_ was the first president of the United States. He did not have any formal education,
4. but he enjoyed mathematics very much. In fact, he worked with his family as a surveyor, that is, a person
5. who examines property such as houses and gives an evaluation to assess their value. Later in **his** life, he
6. participated in the American war of independence against Britain and became president.
7. \_\_\_\_\_ was a British woman who became a model for nurses around the world. **She**
8. decided to help British soldiers who had war injuries, so she spent her life as a nurse. She also worked
9. hard to have better hygienic conditions for patients in hospitals. Florence's greatest achievement was the
10. recognition of nursing as an important profession.
11. \_\_\_\_\_ went to the university in Austria, but he did not complete his studies in engineering.
12. Tesla did a lot of reading and spent a lot of his time developing his ideas which he believed were visions
13. for inventions or projects he had to do. Part of **his** fame was his personal competition with Thomas Alva
14. Edison in the United States where he had moved to become an American citizen. Tesla's achievement was
15. the acquisition of patents for many of his inventions such as the first radio and radio transmission equipment
16. for the military.
17. \_\_\_\_\_ has been one of the most influential men of our times. He showed great abilities in
18. computational skills since **he** was in high school. He went to Harvard University, but did not follow a specific
19. career because he had various interests related to computer projects. He joined other colleagues at Harvard
- 20.

21. and started his own computer company years later. William Gates' achievements
22. have always been represented in his eagerness to work on new and creative ways
23. to use computers.
24. \_\_\_\_\_ is an American movie director, writer and actor whose
25. movies have changed the traditional ways to tell stories. **He** became interested in
26. movies as a child. As a young boy, he worked in a film store where he developed
27. many of his ideas about script writing and movie making.
28. These five inspirational figures are the best examples of lifelong learners. **They**
29. found that they could enjoy lifelong education via different means, not necessarily
30. at school, such as direct experience, relatives or friends and reading books.

**Reading Strategy**

Use reference words to keep track of ideas in a reading.

**3. Read these statements about the personalities in the readings. Write their names in front of each one of the statements.**

- a. He enjoyed mathematics very much. *George Washington* \_\_\_\_\_
- b. He learned the ropes of movie making in a store. \_\_\_\_\_
- c. She helped soldiers who had injuries. \_\_\_\_\_
- d. He had very good computational skills. \_\_\_\_\_
- e. He competed with Thomas Edison over their inventions. \_\_\_\_\_
- f. The personalities in the reading were all Americans except \_\_\_\_\_
- g. The personality that lived in the XVIII century was \_\_\_\_\_

**4. Use reference words to link information in a reading.**

1. **They** in line 2 refers to \_\_\_\_\_.
2. **His** in line 6 refers to \_\_\_\_\_.
3. **She** in line 8 refers to \_\_\_\_\_.
4. **His** in line 14 refers to \_\_\_\_\_.
5. **He** in line 19 refers to \_\_\_\_\_.
6. **He** in line 25 refers to \_\_\_\_\_.
7. **They** in line 28 refers to \_\_\_\_\_.

**Reflect on Grammar**

**Reference Words**

These are words used to avoid repetition in writing. They refer to ideas presented earlier. Some common referents are:

Subject pronouns	I, you, he, she, it, we, they
Object pronouns	me, you, him, her, it, us, them
Possessive adjectives	my, your, his, her, its, our, their

**5. Complete the paragraph about another personality who is alive. Use the appropriate reference words to complete the ideas in the text and finish with the Present Perfect tense.**

\_\_\_\_\_ (name) is an \_\_\_\_\_ (nationality) Nobel Prize winner in \_\_\_\_\_.

\_\_\_\_\_ (subject pronoun) was born in \_\_\_\_\_ (place) in \_\_\_\_\_ (time).

\_\_\_\_\_ (subject pronoun) developed \_\_\_\_\_ (possessive adjective) career in \_\_\_\_\_ (field).

\_\_\_\_\_ (name) began his/her career as a \_\_\_\_\_ (profession).

Since \_\_\_\_\_ (time) \_\_\_\_\_ (subject pronoun) has \_\_\_\_\_ (past participle) \_\_\_\_\_ (complement).

\_\_\_\_\_

\_\_\_\_\_

**Project Stage 3**

- Organize the events of your Nobel Prize winner in order.  
E.g. *Rigoberta Menchú was born in Guatemala in 1959. As a child she helped her family on their farm. She became a political activist when she was a teenager.*



## Lesson 4

# A Moment of Truth



### 1. Listen and read this conversation about successful teens.

**Anthony:** Did you hear about Mary?

**Emily:** No, what about her?

**Anthony:** She **has come a long way** with her clothes designing.

**Emily:** Oh, yes, she has. Even though she **has had to go back to square one** with her designs.

**Anthony:** I remember she had a **moment of truth** with her business last year. She almost closed it.

**Emily:** It was definitely a very decisive moment. Sometimes people think their ideas **will never fly**.

**Anthony:** Yes, you are right. You have to believe that your ideas will be successful.

**Emily:** I have known Mary since she was a little girl, and she has always achieved her goals **with flying colors**.



### 2. Match the idiom on the left with the definition on the right.

#### IDIOM

- a. to go back to square one
- b. to come a long way
- c. will never fly
- d. with flying colors
- e. a moment of truth

#### MEANING

- 1. a decisive moment
- 2. be unsuccessful
- 3. to start again from the beginning
- 4. achieve something with a lot of success
- 5. progress a lot

### 3. Complete the sentences with the idioms in activity 2.

- a. I \_\_\_\_\_ in my studies. I am going to graduate in a year.
- b. The idea of sending men to Mars \_\_\_\_\_. Mars is really far from the Earth.
- c. Journalists evaluated the athlete's great performance \_\_\_\_\_.
- d. We have an important exam tomorrow. We will have \_\_\_\_\_ to end our school year.
- e. They will have to \_\_\_\_\_ with their party plans. They have cancelled the celebration. It will take place next month.

### 4. Talk with your partner about your school life.

Yes. I have my final exams next week. It is going to be a moment of truth.

Have you come a long way in your studies?



### Reflect on Values

	Always	Sometimes	Never
■ I value other people's achievements.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
■ I respect people's ideas and projects.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
■ I see the value of helping people who are less privileged.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

### Gap Activity

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



# Share Your Project

## 1. Discuss your experience.

Read the following ideas about working collaboratively. Grade them in order of importance from 1 (the most important) to 5 (the least). Be ready to support your answers.

- participate actively  listen to others  help one another   
 take on responsibilities  do the activities



## 2. Read and decide if the statements below are true (T) or false (F).

### Timelines

Timelines are visual representations of the most important events in a person's life.

The important dates are the turning points in a person's life.

Timelines are very useful in fields such as history.

The organization of events takes intervals of time and labels important dates.

Timelines can run on either a horizontal or a vertical axis.

1. Timelines show all events in a person's life. \_\_\_\_\_
2. Timelines show the most important events in a person's life. \_\_\_\_\_
3. Timelines can run only on a horizontal axis. \_\_\_\_\_
4. Timelines are very useful in fields such as history. \_\_\_\_\_

### Give your Presentation

- Think of the main ideas about your Nobel Prize winner.
- Organize the events based on the most important turning points in a person's life.
- Show the progression of events in the person's life.

### Useful Expressions

- Our Nobel Prize winner is/was... He/She was...
- He/She received the Nobel Prize in...
- He/She had abilities for... His/Her most important achievements are...



Game

# Play Time

Play with your partners. The first one to reach the end of the journey wins. Throw the dice to move your counter on the grid. If your answer is incorrect, you miss a turn.



1

Who has starred the Pirates of the Caribbean saga?



2

Who has played the Spiderman character in the first three movies?



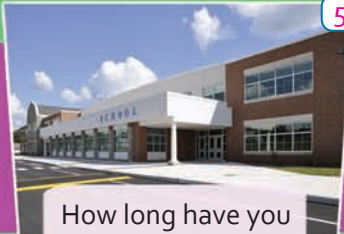
3

Describe a city you have visited in your country.



6

Mention one sport you have practiced for some time.



5

How long have you been in school?



4

What was Florence Nightingale's lifetime achievement?



7

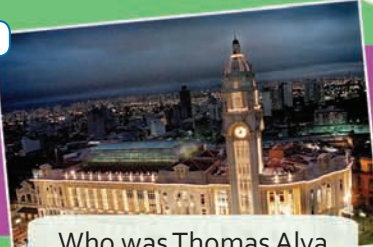
This movie director has done the "Indiana Jones" movie sequel.



8

Talk about a movie you have seen recently.

9



Who was Thomas Alva Edison's big competitor?



10

How long have you lived in your city?



12

Which American president enjoyed mathematics?

11



Which famous movie director started his career at a movie store?



13

Which team has been the soccer world champion five times?

14

NICKELODEON

Who has won a Nickelodeon Kid's Choice Award for the show *Wizards of Waverly Place*?

15



Name two famous Latin American actors or actresses.



# Quiz Time

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

## Word Bank

• intelligent • sensitive • curious • competitive • sociable

Anthony is a very \_\_\_\_\_ (a) student; he gets good grades all the time. However, he does not pay attention to his grades. He is not very \_\_\_\_\_ (b). He has many friends and is also very \_\_\_\_\_ (c). People like him a lot because he understands other people's feelings. He is definitely very \_\_\_\_\_ (d). Many people agree that Anthony is really \_\_\_\_\_ (e); he is always reading books and looking for a lot of interesting ideas.



2. Listen and complete the following paragraph.

Steven Spielberg is perhaps one of the most important movie directors of all times. He \_\_\_\_\_ (a) in 1946. He went to the university in California where he studied for some time. He \_\_\_\_\_ (b) his career as a director in 1969. He \_\_\_\_\_ (c) many successful movies since that time. Some of his most famous movies are *Close Encounters of the Third Kind* and the *Indiana Jones* sequels. Recently he \_\_\_\_\_ (d) in movies and television shows.

3. Complete the following sentences with these time expressions: *for, since, yet, already*.

- Brazil has won five soccer world cups \_\_\_\_\_.
- Anna has practiced karate \_\_\_\_\_ 1997.
- The Guinness Records has conceded records \_\_\_\_\_ almost sixty years.
- Peter has not gotten his World Record Certificate \_\_\_\_\_. He'll get it in two months.
- Anna has been a landscape architect \_\_\_\_\_ twelve years.

## Self-Evaluation

### Now I can...

- talk about people's characteristics and abilities.
- talk about people's achievements.
- use reference words to aid reading comprehension.
- use reference words as cohesive devices in paragraph writing.

Very Well

OK

A Little














# Glossary

## A-E

**achievement:** **n.** the result of important efforts in a particular area (syn. accomplishment, success; ant. failure, defeat).

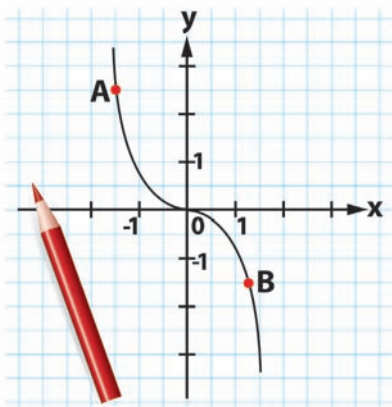


**analytical:** **adj.** the ability to separate something into several component parts (syn. logical, rational; ant. illogical, irrational).

**art:** **n.** area of learning in the human sciences that is related to the production of aesthetic products.



**axis:** **n.** a straight line that establishes a division in a coordinate system.



**chronological:** **adj.** arrangement of events following a particular sequence of time.

*The history books show a series of events in particular chronological orders.*

**competitive:** **adj.** a tendency or inclination towards competitions or challenges.

*Olympic athletes train hard to be competitive in the tournaments they participate.*

## F-J

**hygienic:** **adj.** showing clean or healthy conditions (syn. sanitary, aseptic; ant. unhygienic, unsanitary.)

**interval:** **n.** space between events (syn. separation, gap; ant. continuity).

## K-O

**lifelong:** **adj.** continuity in an event or process.

*Thomas Alva Edison was a lifelong inventor.*

## P-Z

**personality:** **n.** person of fame and recognition (syn. celebrity, big name).

*Some personalities in the fashion industry attended the celebration last Friday.*



**sensitive:** **adj.** being responsive to different stimuli (syn. susceptible, perceptive; ant. indifferent, unresponsive).

**social:** **adj.** inclined to be around others (syn. friendly, gregarious; ant. unsocial, unfriendly).

**timeline:** **n.** a graphic representation of dates and events.

**turning point:** **n.** a particular moment that shows specific changes in a series of events. *Agriculture was one of the most important turning points in the history of mankind.*

**tournament:** **n.** a sports competitions (syn. championship). *The golf player came to the city and won the tournament.*



**volunteer:** **v.** to offer one's participation in a particular activity.

## Colloquial Expressions

**To go back to square one:** to start again from the beginning.

**Will never fly:** to be unsuccessful.

**With flying colors:** to achieve something.

**A moment of truth:** a decisive moment.

**To come a long way:** to progress with great success.

**Whiz-kid:** young person whose career advances quickly.



Test Training C

Listening

Listen to some people talk about their career choices twice. Match each person with the corresponding profession.

0	A	B	C	D	E
1	A	B	C	D	E
2	A	B	C	D	E
3	A	B	C	D	E
4	A	B	C	D	E
5	A	B	C	D	E

Answers

Example:

People

Margaret

A. toy designer

Professions

- 1. Joseph  A. computer programmer
- 2. James  B. research scientist
- 3. Emily  C. robotics engineer
- 4. Michael  D. medical researcher
- 5. Joshua  E. landscape architect

Listen to a text in which a man is receiving some information about a career opportunity. Write the missing information for questions 6-11.

Computer Scientist

- 6. personality analytical
- 7. abilities \_\_\_\_\_
- 8. working hours \_\_\_\_\_
- 9. responsibility \_\_\_\_\_
- 10. work on weekends No \_\_\_\_\_ Yes \_\_\_\_\_
- 11. salary \_\_\_\_\_

Reading

Read the definitions and write the corresponding professions in front of them. Pay attention to the initial letters of the words.

Example:

0. This professional works with snakes to get their venom. s n a k e m i l k e r

- 12. This person is in charge of all preparations for events such as parties. p \_ \_ \_ \_ \_ d \_ \_ \_ \_ \_
- 13. This professional helps people with their dogs. d \_ \_ \_ \_ \_ w \_ \_ \_ \_ \_
- 14. In this area of work, people need to be creative and be in touch with their inner child. t \_ \_ \_ \_ \_ d \_ \_ \_ \_ \_
- 15. In this profession, people try different types of ice-cream. i \_ \_ \_ \_ \_ c \_ \_ \_ \_ \_ t \_ \_ \_ \_ \_

Complete the following sentences from a short biography of a famous Nobel Prize winner. Select one of the options provided.

Example:

0. Mario Vargas Llosa \_\_\_\_\_ in Arequipa, Peru in 1936.  
A. has born B. was born C. had born

16. He \_\_\_\_\_ his career as a writer at the age of sixteen.  
A. begun B. began C. began

17. Mario Vargas Llosa \_\_\_\_\_ his university studies in Peru.  
A. done B. does C. did

18. He \_\_\_\_\_ a writer most of his life.  
A. was B. has been C. will be

0	A	B	C
16	A	B	C
17	A	B	C
18	A	B	C
19	A	B	C
20	A	B	C



19. One of his most famous books \_\_\_\_\_ "La Ciudad y los Perros."

- A. was
- B. were
- C. has been

20. He \_\_\_\_\_ the Nobel Prize in literature in 2010.

- A. wins
- B. won
- C. has won

Choose the correct answer (A, B, or C) so that there is progress in the conversation.

- 0. What were you like as a child?  
 A. I was very shy.      B. I liked music.      C. I was very short.

21. What were you good at?

- A. I liked arts.
- B. I was an excellent tennis player.
- C. I played the piano.

22. Did you win any tournaments?

- A. No, I have not.
- B. Yes, I did.
- C. Yes, I was.

23. Have you played tennis recently?

- A. Yes, I have.
- B. No, I did not.
- C. Yes, I did it last year.

24. What did you win?

- A. I won a medal.
- B. I have won a medal.
- C. I did not win.

25. What else did you do as a child?

- A. I played the guitar.
- B. I bought a guitar.
- C. I was a happy child.



**Answers**

0	A	B	C
21	A	B	C
22	A	B	C
23	A	B	C
24	A	B	C
25	A	B	C

### Writing

Write a short biography.

- Provide:
  - Personal information
  - Academic information
- Write 45-60 words

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### Speaking

You will be given 5-6 minutes to talk about your personality and abilities for a career of your choice. Make sure you also talk about your predictions and your plans regarding the particular career you have in mind.

# Gap Activity

## STUDENT A

Both you and student **B** have information about some inventors and their inventions. Take turns to ask and answer information questions about these inventors or inventions. Ask what, when and where Gunpei Yoko and Samuel Fox invented something and complete the sentences below.

Gunpei Yoko created \_\_\_\_\_ (what) in \_\_\_\_\_ (where) in \_\_\_\_\_ (when).

Samuel Fox invented \_\_\_\_\_ (what) in \_\_\_\_\_ (where) in \_\_\_\_\_ (when).



Afterwards, student **B** is going to ask you some questions. Answer them based on the following information:

- ▶ William Morridge developed the first laptop computer in the United States in 1982.
- ▶ Levi Strauss invented blue jeans in the United States in 1873.

## STUDENT A

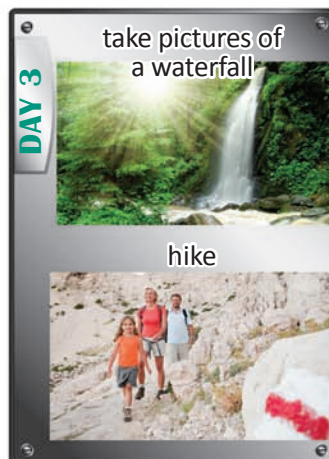
Student **B** is telling you about his/her vacation. Ask him/her what he/she did on specific days or what he/she was doing at certain times (or while something else was happening). Write down the information.

*E.g. What did you do on the first day? OR What were you doing on the second day in the afternoon?*

1. On the first day \_\_\_\_\_

Then, change roles. Now you answer Student B's questions based on the pictures.

*E.g. On the first day I stayed in a cottage near a lake. OR On the second day in the afternoon I was riding a bike while my parents were swimming.*



# Gap Activity



## STUDENT A

Invite Student **B** to join the new sports center downtown. Make a dialogue for each possible activity. Follow the model.

**A:** Why don't we join the new sports center downtown? I think there is nothing like that.

**B:** Well, yeah. I agree. But, what do you know about it? What is it like?

**A:** First, you have to choose an activity. What would you like to take up yoga, spinning, swimming or karate?

**B:** Well, what do you think about yoga?

**A:** Yoga is a great activity, but remember, you need time. You have to train a minimum of two hours a day.

**YOGA RULES**

- Train 2 hours every day
- Wear a uniform

**ADVICE**

- Practice at home every day

**SPINNING RULES**

- Use the same bike every session
- Be a sports center member

**ADVICE**

- Follow a training program

**SWIMMING RULES**

- Wear a swimming cap
- Register a week in advance

**ADVICE**

- Take a test every month

**KARATE RULES**

- Register for a number of minimum 10 sessions
- Take part in competitions

**ADVICE**

- Attend all classes



## STUDENT A

Student **B** is asking you questions about countries and cities around the world. Answer his/her questions then ask yours about countries and cities in South America. Use the following clues. **Countries:** rich/poor, small/large. **Cities:** expensive/cheap, dangerous/safe, exciting/boring.

**Student A:** What records are you looking for?

**Student B:** I am looking for the richest country in the world.

**Student A:** The richest country in the world is...

The United States is the richest country in the world.

The Vatican is the smallest country in the world.

Tokyo is the most expensive city in the world.

Baghdad in Iraq is the most dangerous city in the world.

Paris is the most exciting city in the world to visit.

The poorest country in the world is Zimbabwe.

The largest country in the world is Russia.

The cheapest city in the world is Harare in Zimbabwe.

The safest city in the world is Luxembourg in Luxembourg.

Brussels is the most boring city to visit in the world.



# Gap Activity

## STUDENT B

Both you and student **A** have information about some inventors and their inventions. Initially, student **A** is going to ask you some questions. Answer them based on the following information:

- ▶ Gunpei Yoko created *Game Boy* in Japan in 1992.
- ▶ Samuel Fox invented modern umbrellas in England in 1852.



Afterwards, in your turn ask what, when and where William Morridge and Levi Strauss invented something and complete the sentences below.

William Morridge developed \_\_\_\_\_ in \_\_\_\_\_ in \_\_\_\_\_ .  
(what) (where) (when)

Levi Strauss invented \_\_\_\_\_ in \_\_\_\_\_ in \_\_\_\_\_ .  
(what) (where) (when)

## STUDENT B

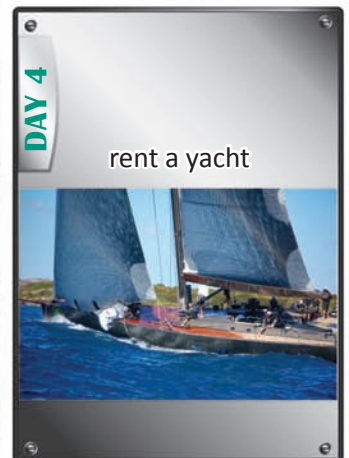
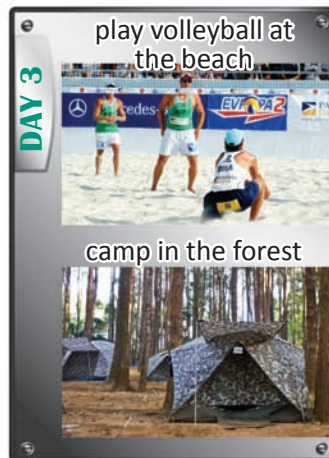
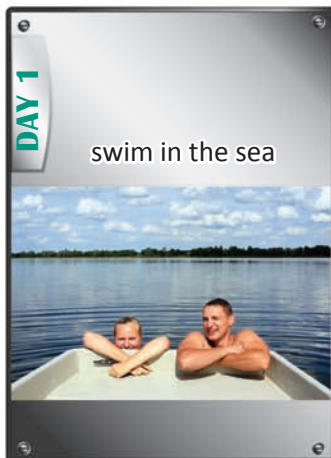
Student **A** is asking you about your vacation. Answer his/her questions about what you did on specific days or what you were doing at certain times (or while something else was happening) based on the pictures .

*E.g. On the first day I swam in the sea. OR On the second day in the afternoon I was riding a bike while my little brothers were fishing.*

1. On the first day \_\_\_\_\_

Then, change roles. Now, ask Student **A** about his/her vacation and write down the information.

*E.g. What did you do on the first day? OR What were you doing on the second day in the afternoon?*



# Gap Activity

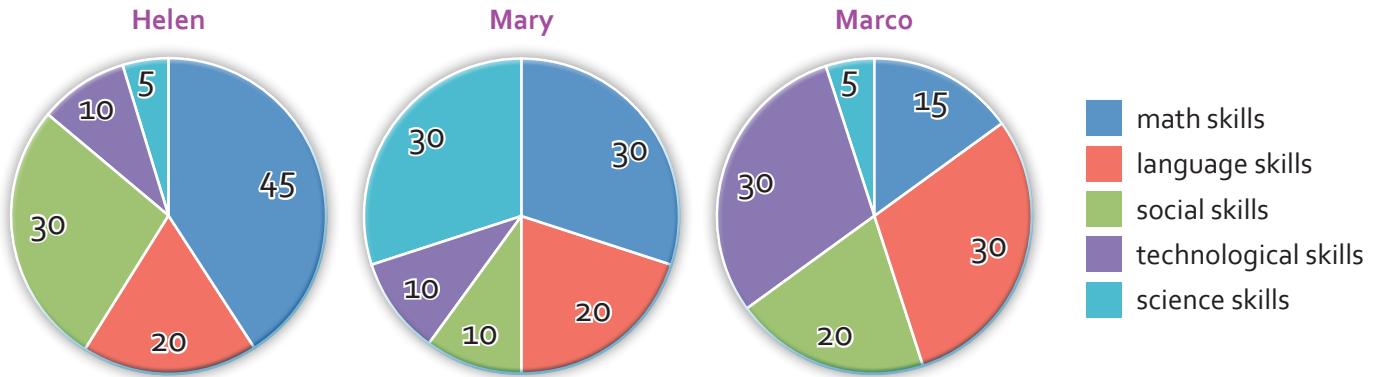


## STUDENT A

Student **B** will ask you some information about the career tests results of Helen, Mary and Marco. Use the graphs to answer.

**Student B:** Tell me about Helen. Will she be good at robotics engineering?

**Student A:** I think she will. She scored 45 in math skills and 10 in technological skills. Her social skills are good. I think she will be good at careers or occupations in social sciences.



Then, ask your questions about Patricia, Peter and George.

Each person wants a particular career: **Patricia - Computer Programming; Peter - Landscape Architecture; George – Medical Research**



## STUDENT A

Student **B** is trying to identify a secret character. Answer his/her questions to help him/her discover who that person is based on Card A. Then use Card B to ask student B questions for you to identify who your secret character is.

**A:** I have three characters.

**B:** What are their names?

**A:** Jeremy, Rosa and Judy.

**B:** All right, has Rosa won some medals recently?

### CARD B

Ask **B** about a man who is sensitive. This man has volunteered for some international organizations and wants to be a social worker.

### CARD A

**Jeremy** is analytical and has a talent for numbers. He has participated in a number of contests and has won some medals. He wants to study something related to computers.

**Rosa** is analytical. She is a number cruncher. She has participated in a number of mathematics contests. She has won three trophies in her latest contests. She wants to study engineering.

**Judy** is analytical. She is good at doing calculations. She has participated in some tournaments for mathematicians. She has won some trophies recently. She wants to study architecture.

# Gap Activity



## Unit 3

Then, make similar dialogs talking about the activities at a gym to which he/she is going to invite you.

### STUDENT B

Student A is inviting you to join a new sports center. Make a dialog for each activity you can do there. Follow the model.

**A:** Why don't we join the new sports center downtown? I think there is nothing like that.





**B:** Well, yeah. I agree. But, what do you know about it? What is it like?

**A:** First, you have to choose an activity, What would you like to take up yoga, spinning, swimming or karate?

**B:** Well, what do you think about yoga?

**A:** Yoga is a great activity but, remember, you need time. You have to train a minimum of two hours a day.

Then, invite student A to a gym. Make a dialog for each activity you can do there. Follow the model.

 <p><b>SWIMMING</b> RULES</p> <ul style="list-style-type: none"> <li>• Register two weeks in advance</li> <li>• Wear a swimming cap</li> </ul> <p><b>ADVICE</b></p> <ul style="list-style-type: none"> <li>• Do physical activity beforehand</li> </ul>	 <p><b>TENNIS</b> RULES</p> <ul style="list-style-type: none"> <li>• Register for a minimum of 2 hours a day</li> <li>• Pay three months in advance</li> </ul> <p><b>ADVICE</b></p> <ul style="list-style-type: none"> <li>• Drink lots of water before, during and after the class</li> </ul>	 <p><b>DANCING</b> RULES</p> <ul style="list-style-type: none"> <li>• Bring your own partner</li> <li>• Do extra physical exercise every day</li> </ul> <p><b>ADVICE</b></p> <ul style="list-style-type: none"> <li>• Practice at home every day</li> </ul>	 <p><b>GAMES</b> RULES</p> <ul style="list-style-type: none"> <li>• Pay six months in advance</li> <li>• Bring your own team for the game sessions</li> </ul> <p><b>ADVICE</b></p> <ul style="list-style-type: none"> <li>• Bring your own food and drinks</li> </ul>
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## Unit 4

### STUDENT B

Ask Student A questions about countries and cities around the world. Use the following clues.

**Countries:** rich/poor, large/small, expensive/cheap. **Cities:** large/small, popular/exciting.

Then answer Student A's questions about countries and cities in South America.

**Student B:** What records are you looking for?

**Student A:** I am looking for the richest country in South America.

**Student B:** The richest country in South America is...

Chile is the richest country in South America.	Brazil is the largest country in South America.	Sao Paulo is the largest city in South America.	Buenos Aires is the most popular city in South America.	Chile is the most expensive country in South America.
Guyana is the poorest country in South America.	Suriname is the smallest country in South America.	Paramaribo is the smallest city in South America.	Rio de Janeiro is the most exciting city in South America.	Peru is the cheapest country in South America.

# Gap Activity



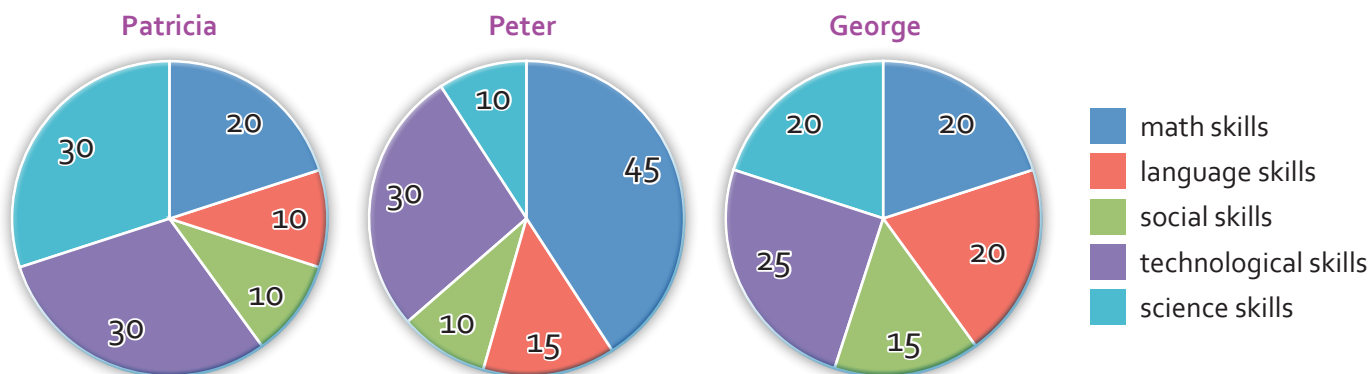
## STUDENT B

Ask Student A information about the career tests results of Helen, Mary and Marco.

Each person wants a particular career: **Helen – Robotics Engineering; Mary – Movie Direction; Marco – Party Planning**

**Student A:** Tell me about Patricia. Will she have the skills to be a computer programmer?

**Student B:** I think she will. She scored 30 in math skills and 30 in technological skills. Her social skills are okay. I think she will be good at careers or occupations in computers.



Then, answer Student A's questions about Patricia, Peter and George. Use the graphs to help him identify appropriate careers for each of them.



## STUDENT B

Ask Student A questions based on the information about a secret character on Card A. The idea is that you manage to identify who your character is.

### CARD A

Ask A about a woman who is analytical. This woman has won three trophies in her last mathematics contests. She wants to be an engineer.

**A:** I have three characters.

**B:** What are their names?

**A:** Jeremy, Rosa and Judy.

**B:** All right, has Rosa won some medals recently?

Then answer Student A's questions for him/her to identify who his/her character is. Use the information on Card B.

### CARD B

**Jim** is creative and is a very sensitive person. He has participated in projects to help poor people. He listens to people's problems and offers help. He wants to be a social worker in the future. He worked for an international organization in the past.

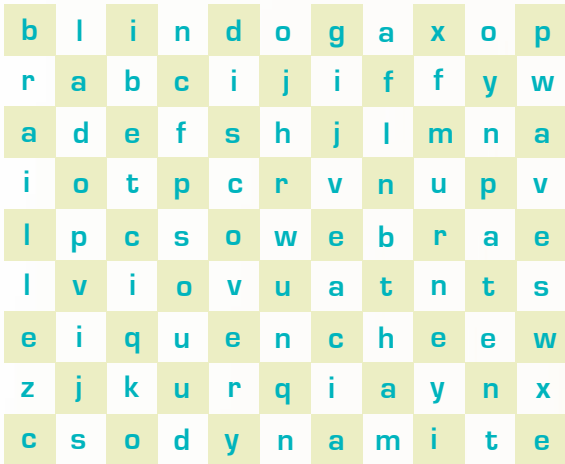
**Juan** is a sensitive person who helps people in his town. He offers help to people who have difficulties. He has volunteered for some international organizations. He is going to become a social worker to offer better help to people.

**Rafael** is creative and very sociable. He has helped people who live on the streets. He is a good listener and offers people help. He has worked for international organizations in the past. He wants to study political science so that he has more abilities to help people in the future.



# Glossary Activities

1. Find eight words from Unit 1.



2. Write the category each word belongs to (n, adj, adv, v.) and its synonym.

Word	Synonym
breakthrough (n)	
envision	
healing	
launch	
in a jiffy	
quench	

3. Label the following pictures.

e r s



c h



b



m     c

4. Complete the following sentences with words and expressions from the glossary.

- a. He \_\_\_\_\_ his new invention at the science fair.
- b. They were very good \_\_\_\_\_ when they were at university.
- c. I \_\_\_\_\_ behind this class project.
- d. Scientists made a \_\_\_\_\_ when they created the flu vaccine.
- e. The students finished their assignment in a \_\_\_\_\_. It was really quick.



# Glossary Activities

## 1. Solve the crossword puzzle.

### Across

5. the use of exercise to treat physical illness

### Down

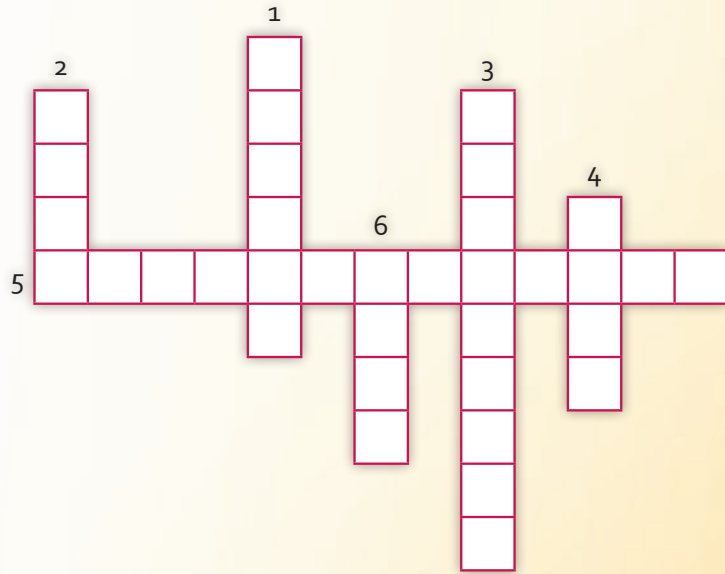
1. strange but appealing

2. fall by sliding down or accidentally

3. water falling down from high places

4. to set up a tent to sleep outdoors

6. to visit places as a tourist



## 2. Write the words that match the definitions.

a. area of water surrounded by land

b. to be all around

c. an alternative, shorter route to a destination

d. a fence with sharp points for protection

e. to cause physical pain or injure

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## 3. Complete the following paragraph with the words from the glossary that match the following definitions.

a. A shelter made of cloth or plastic

b. A journey people usually make for pleasure

c. To fall by sliding quickly or accidentally

d. To have a long walk in the countryside for recreational purposes

e. To pull something with force



The local scout boys and girls organized an \_\_\_\_\_ (a) into the forest. They did not take any transportation, so they decided to \_\_\_\_\_ (b) to the place where they set up their \_\_\_\_\_ (c). Some scouts were climbing a tree when one of them \_\_\_\_\_ (d) and \_\_\_\_\_ (e) some other with her. Fortunately, nothing serious happened.





# Glossary Activities

## 1. Complete the chart.

WORDS	SYNONYMS
adj. fascinating	
v. uncover	
n. horde	
n. dedication	
adj. charming	

## 2. Find the antonyms.

disagree **v.**

\_\_\_\_\_

junior **n.**

\_\_\_\_\_

unattractive **adj.**

\_\_\_\_\_

conceal **v.**

\_\_\_\_\_

demote **v.**

\_\_\_\_\_

## 5. Unscramble the words and match them with the pictures.

a. yewlejr

\_\_\_\_\_

b. pasetedm

\_\_\_\_\_

c. odrcw

\_\_\_\_\_

d. illb

\_\_\_\_\_

## 3. Find words for these concepts.

a. Having some type of charm.

\_\_\_\_\_

b. To help something advance in rank, dignity or position.

\_\_\_\_\_

c. A large group of people gathered together.

\_\_\_\_\_

d. A sudden movement of a mass of people or animals.

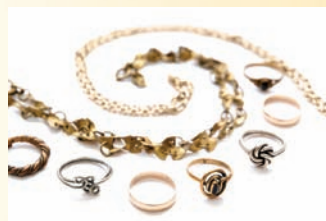
\_\_\_\_\_

e. A flat piece of metal used as money.

\_\_\_\_\_

## 4. Classify the following words: *craft, disagree, dress up, clay, absorbing, appealing, promote, commitment.*

NOUNS	ADJECTIVES	VERBS





# Glossary Activities

1. Read the definitions. Decide if they are right (R) or wrong (W). Fix the wrong ones.

**clerk: n.** a person who buys goods or services.

---

**diameter: n.** the measure of the distance through the center of something circular from one side to the other.

---

**Everest: n.** the highest mountain above the sea level. It is located in Tanzania, Africa and has a height of 5,895 m above the sea level.

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**landmark: n.** an important location that marks a particular place.

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**record: n.** an unofficial proof of top performance.

---

2. Provide synonyms for the words below.

a. requirement: \_\_\_\_\_

b. customer: \_\_\_\_\_

c. fulfill: \_\_\_\_\_

d. amazing: \_\_\_\_\_

3. Complete the chart.

COUNTRY	LANDMARK/SPECIAL ANIMAL OR OBJECT
	The Everest
	Kilimanjaro
	Gold Frog
	The Eiffel Tower

4. Complete this paragraph with some words from the glossary.

I wrote a \_\_\_\_\_ of the city of Paris in France. I thought about some of the most famous \_\_\_\_\_ in Paris. I included the Eiffel Tower, The Arc de Triomphe and Notre Dame Cathedral. I was happy with my writing. I think it \_\_\_\_\_ all my expectations. I hope my readers like it as well. Readers are like \_\_\_\_\_ because they buy or enjoy what writers do.

5. Find in the glossary words that are related to the ones in the chart.

GLOSSARY WORD	WORD ASSOCIATION
	v. require
	adj. fulfilling
	v. adjudicate
	v. profile
	n. amazement





# Glossary Activities

1. Match the words in columns A and B to make up words related to occupations.

**COLUMN A**

**COLUMN B**

- |               |                          |            |
|---------------|--------------------------|------------|
| 1. computer   | <input type="checkbox"/> | planner    |
| 2. video game | <input type="checkbox"/> | translator |
| 3. party      | <input type="checkbox"/> | programmer |
| 4. Braille    | <input type="checkbox"/> | tester     |

2. Find in the glossary words that are related to the ones in the chart.

GLOSSARY WORD	WORD ASSOCIATION
	v. analyze
	adj. healthy
	v. apply
	v. test
	v. taste

3. Read the words and find a synonym in the glossary list.

Words	Synonym
strange, weird	
illness, disease	
reviewer, checker	
candidate, aspirant	

4. Complete the dialog.

**Jennifer:** Are you going to join the video game club?  
**Luis:** Yes, I am. I am going to get my membership card.  
**Jennifer:** What is it that you do in the club?  
**Luis:** I am a video game (a) \_\_\_\_\_. I play games in a (b) \_\_\_\_\_.  
**Jennifer:** What is that?  
**Luis:** It is a machine you use to play games.  
**Jennifer:** Do you fix this equipment?  
**Luis:** No, we don't. We (c) \_\_\_\_\_ people to do that. Actually, these machines need (d) \_\_\_\_\_ very often because we are constantly playing games.

5. Write the idiom that goes with each of the following definitions.

- A \_\_\_\_\_ is a person who is really good with numbers and calculations.  
 \_\_\_\_\_ describes the best person in a particular activity.  
 \_\_\_\_\_ is to put an end to an activity.  
 \_\_\_\_\_ is to learn how to do an activity with a lot of skill.  
 \_\_\_\_\_ is to have creative ideas.

6. Write the names of the following objects or occupations.



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_

# Glossary Activities

1. Complete the chart with synonyms for the following words.

WORDS	SYNONYMS
n. achievement	
adj. analytical	
adj. hygienic	
n. interval	
n. personality	

2. Find words for these concepts.

- space of time between events  
\_\_\_\_\_
- permanent continuity in an event or process  
\_\_\_\_\_
- a sports competition  
\_\_\_\_\_
- to offer one's participation in a particular activity  
\_\_\_\_\_
- inclined to be around others  
\_\_\_\_\_

3. Find the antonyms of the words below.

- adj. social \_\_\_\_\_
- adj. sensitive \_\_\_\_\_
- adj. aseptic \_\_\_\_\_
- adj. analytical \_\_\_\_\_
- adj. competitive \_\_\_\_\_

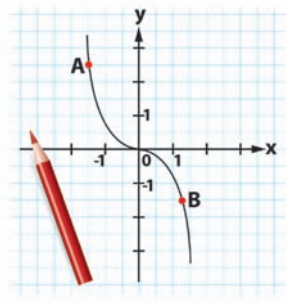
4. Classify the following words: achievement, analytical, turning point, sensitive, volunteer, competitive, compete, art, chronological, fly, interval, timeline, lifelong, axis, tournament.

NOUNS	ADJECTIVES	VERBS

5. Unscramble the words and match them to the pictures.

- amteivecehn \_\_\_\_\_
- mentourtna \_\_\_\_\_

- ixsa \_\_\_\_\_
- staitric \_\_\_\_\_



**Listening**

Listen to a short conversation twice. There are five questions. For questions 1-5, check (✓) the right answer.

Answers	0	A	B	<input checked="" type="checkbox"/>
	1	A	B	C
	2	A	B	C
	3	A	B	C
	4	A	B	C
5	A	B	C	

Example:

0. The woman went on vacation to a historic



A



B



C

1. The town was located in



A



B



C

2. She visited a local



A



B



C

3. The famous invention of the town inventor was a



A

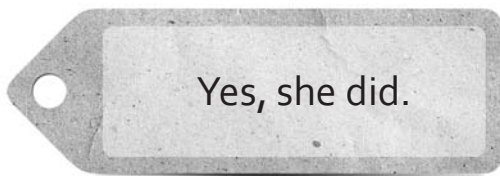


B

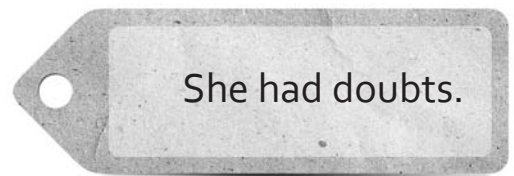


C

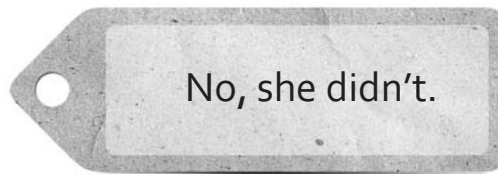
4. Did the woman try it?



A



C



B

5. The woman bought



A



B



C

## Reading

Read the text below. Select the correct form of the verb for each space. Mark the best option (A, B, C) for each space.

Last summer I (0) *was enjoying* my holidays when my father (6) \_\_\_\_\_ me to go to Kenya. It was one of his regular business trips, so I thought I was not going to like Africa at all. However, we (7) \_\_\_\_\_ on a safari and it was amazing. The day of the safari, I (8) \_\_\_\_\_ ready while dad and his friends (9) \_\_\_\_\_ stories about the unexpected things to encounter. Some of their accounts were horrible stories of animals attacking others while people (10) \_\_\_\_\_ pictures of the wild moment. However, I experienced a different type of safari.

A herd of zebras (11) \_\_\_\_\_ water from a shallow pond while many crocodiles (12) \_\_\_\_\_ for a possible victim. When our vehicle came too close to the zebras, one of them (13) \_\_\_\_\_ scared and ran precisely in the middle of the crocodiles. A big croc grabbed it by its legs and would not let it go. The zebra fought for its life for some minutes and was about to give up when a big hippo (14) \_\_\_\_\_ from nowhere and hit the crocodile really hard. The croc (15) \_\_\_\_\_ the zebra.

Answers	0	A	B	C
	6	A	B	C
	7	A	B	C
	8	A	B	C
	9	A	B	C
	10	A	B	C
	11	A	B	C
	12	A	B	C
	13	A	B	C
	14	A	B	C
	15	A	B	C

0.	A were enjoying	B enjoyed	C was enjoying
6.	A invite	B invited	C was inviting
7.	A go	B went	C were going
8.	A was getting	B got	C were getting
9.	A tell	B was telling	C were telling
10.	A take	B was taking	C were taking
11.	A drink	B drank	C was drinking
12.	A were waiting	B waited	C was waiting
13.	A get	B got	C was getting
14.	A appear	B appeared	C was appearing
15.	A release	B released	C was releasing

## Speaking Candidate A

You visited Nature Trails National Park on your last vacation. Answer your partner's questions based on the pictures on card No. 1. Then ask your partner what he/she did on his/her last vacation. Use card No. 2 to help you ask the questions.

Nature Trails National Park

Card no. 1

Card no. 2



Where did you go on vacation?  
 What /do ? Who / go with? Did you...?  
 Was there a...? Were there any...?  
 Did you have any incident?  
 Activities: hike/ fish /camp / ride a bike  
 Places: trail / waterfall / lake

## Writing

Write a personal narrative about a vacation incident you had.

▶ Write

- how everything began
- what happened
- how the incident ended

▶ Write between 30 and 45 words.

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## Speaking Candidate B

You visited Cherokee National Park on your last vacation. Ask your partner questions based on card no. 2 to know about his/her last vacation trip. Then answer your partner's questions telling him what you did on your last vacation. Give your answers based on card no. 1.

Cherokee National Park

Card no. 1



Card no. 2

Where did you go on vacation?  
What /do ? Who / go with? Did you...?  
Was there a...? Were there any...?  
Did you have any incident?  
Activities: hike/ fish /camp / ride a bike  
Places: trail / waterfall / lake

**Listening**

Listen to a short conversation twice. There are five questions. For questions 1-5, check (✓) the right answer.

Answers	0	<input checked="" type="checkbox"/> A	<input type="checkbox"/> B	<input type="checkbox"/> C
	1	<input type="checkbox"/> A	<input type="checkbox"/> B	<input type="checkbox"/> C
	2	<input type="checkbox"/> A	<input type="checkbox"/> B	<input type="checkbox"/> C
	3	<input type="checkbox"/> A	<input type="checkbox"/> B	<input type="checkbox"/> C
	4	<input type="checkbox"/> A	<input type="checkbox"/> B	<input type="checkbox"/> C
5	<input type="checkbox"/> A	<input type="checkbox"/> B	<input type="checkbox"/> C	

Example:

0. The man went on vacation to...



**Brazil**

**A**



**Argentina**

**B**



**Ecuador**

**C**

1. He visited...



**Sao Paulo**

**A**



**Rio de Janeiro**

**B**



**Brasilia**

**C**

2. You must come to Brazil in...

**February**

**A**

**May**

**B**

**June**

**C**

3. Maracanã is the largest...



**Swimming pool**

**A**



**Sports Center**

**B**



**Stadium**

**C**

4. The man also went to...



Santiago

A



Buenos Aires

B



Lima

C

5. The city is the most...

interesting

A

popular

B

expensive

C

### Reading

Read the text below. Select the correct form of the verb for each space. Mark the best word (A, B, C) for each space.

I think swimming is the (0) \_\_\_\_\_ relaxing sport there is. I took swimming lessons when I was a little child. I was (6) \_\_\_\_\_ than many of my classmates, but it was not a problem. Unfortunately, I did not continue, so I lost the hang of it. When friends ask me for some advice about sports for their children, I tell them that their children (7) \_\_\_\_\_ try all sorts of sports at a young age; it seems to be the best word of advice before they can decide on a specific discipline with rules and obligations. After a few years, I decided that karate was my sport. This time again, I was the (8) \_\_\_\_\_ in class. In addition, my trainer was the (9) \_\_\_\_\_ demanding person in the world. For example, he always made me train with kids who were (10) \_\_\_\_\_ than I for a couple of years. I (11) \_\_\_\_\_ emphasize that this training was really hard, but after all these years, I think my trainer was right all along. Now, I can see that his words were the (12) \_\_\_\_\_ advice any student can hope for. My karate lessons were probably the (13) \_\_\_\_\_ interesting experience in my life when I was younger.

Answer	0	A	B	C
	6	A	B	C
	7	A	B	C
	8	A	B	C
	9	A	B	C
	10	A	B	C
	11	A	B	C
	12	A	B	C
	13	A	B	C

	A	B	C
0.	more	most	best
6.	shorter	shortest	short
7.	have to	must	should
8.	short	shorter	shortest
9.	more	most	worst
10.	oldest	old	older
11.	should	have to	must
12.	good	better	best
13.	most	more	better



## Writing

Write a description of a hobby or a free time activity you enjoy.

► Write

- What the activity is about
- Give advice for new people
- Talk about some rules to consider

► Your description has to be between 30 and 45 words.

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## Speaking

Candidate B

**You still don't know where you are going on vacation. Ask student A about a vacation plan he knows about in Argentina. Here you have some of the possible questions.**

- *Tell me more about this vacation plan in Buenos Aires.*
- *Where can I stay?*
- *How much does it cost to go to a hotel?*
- *What should I do?*

Hotel accommodation: Where? / How much?

Activities: What can...?

Any special places: What are the most...landmarks to see?

Any advice to enjoy Buenos Aires: What should I do...?

## Speaking

### Candidate A

You have an advertisement about a vacation destination. Answer candidate B's questions.

- I have this information about vacation trips to Argentina.
- What do you want to know?
- Is there anything else you need?

## Buenos Aires: The city and the countryside in one package

### ► We offer you

- The best hotel accommodation: single rooms, suites, luxury suites.

International hotel	La Pampa Suites	La Plata Suites
★ ★	★ ★ ★ ★	★ ★ ★ ★ ★
US \$50	US \$100	US \$220
single rooms	suites	luxury suites only
suites	luxury suites	

- The most exciting tours of the city and a special trip to La Pampa.

City tour	City and the countryside
5 museums	3 museums and a visit to a traditional "Estancia"
Botanical garden	suites

- Ride horses and spend a day as a real "Gaucho."
- **Tours to the most famous landmarks in Buenos Aires:** Palermo, La Bombonera, Plaza de Mayo

### ► A word of advice:

- Enjoy every activity.
- Do not worry about late nights.
- Try tango lessons.

Listening

Listen to some people talk about their career choices twice. Match each person with the corresponding profession.

Answers	0	A	B	C	D	E
	1	A	B	C	D	E
	2	A	B	C	D	E
	3	A	B	C	D	E
	4	A	B	C	D	E
	5	A	B	C	D	E

Example:

	People	Professions
0.	Margaret	<input checked="" type="checkbox"/> A. toy designer
1.	Joseph	<input type="checkbox"/> A. computer programmer
2.	James	<input type="checkbox"/> B. research scientist
3.	Emily	<input type="checkbox"/> C. robotics engineer
4.	Michael	<input type="checkbox"/> D. medical researcher
5.	Joshua	<input type="checkbox"/> E. landscape architect

Listen to a text in which a man is receiving some information about a career opportunity. Write the missing information for questions 6-11.

Computer Scientist

- 6. personality analytical
- 7. abilities \_\_\_\_\_
- 8. working hours \_\_\_\_\_
- 9. responsibility \_\_\_\_\_
- 10. work on weekends No \_\_\_\_\_ Yes \_\_\_\_\_
- 11. salary \_\_\_\_\_

## Reading

Read the definitions and write the corresponding professions in front of them. Pay attention to the initial letters of the words.

**Example:**

- o. This professional works with snakes to get their venom.

s n a k e m i l k e r

12. This person is in charge of all preparations for events such as parties.

p \_ \_ \_ \_ p \_ \_ \_ \_ \_

13. This professional helps people with their dogs.

d \_ \_ \_ w \_ \_ \_ \_ \_

14. In this area of work, people need to be creative and be in touch with their inner child.

t \_ \_ \_ d \_ \_ \_ \_ \_

15. In this profession, people try different types of ice-cream.

i \_ \_ - c \_ \_ \_ \_ t \_ \_ \_ \_ \_

Complete the following sentences from a short biography of a famous Nobel Prize winner. Select one of the options provided.

Answers	o	A	<input checked="" type="checkbox"/>	C
	16	A	B	C
	17	A	B	C
	18	A	B	C
	19	A	B	C
	20	A	B	C

**Example:**

- o. Mario Vargas Llosa \_\_\_\_\_ in Arequipa, Perú in 1936.  
**A.** has born                      **B.** was born                      **C.** had born

16. He \_\_\_\_\_ his career as a writer at the age of sixteen.  
**A.** begun                      **B.** begin                      **C.** began

17. Mario Vargas Llosa \_\_\_\_\_ his university studies in Perú.  
**A.** done                      **B.** does                      **C.** did

18. He \_\_\_\_\_ a writer most of his life.  
**A.** was                      **B.** has been                      **C.** will be



19. One of his most famous books \_\_\_\_\_ "La Ciudad y los Perros."  
 A. was                      B. were                      C. has been
20. He \_\_\_\_\_ the Nobel Prize in literature in 2010.  
 A. wins                      B. won                      C. has won

Choose the correct answer (A, B, or C) so that there is progress in the conversation.

- o. What were you like as a child?  
 A. I was very shy.                      B. I liked music.                      C. I was very short.

21. What were you good at?  
 A. I liked arts.  
 B. I was an excellent tennis player.  
 C. I played the piano.

22. Did you win any tournaments?  
 A. No, I have not.  
 B. Yes, I did.  
 C. Yes, I was.

23. Have you played tennis recently?  
 A. Yes, I have.  
 B. No, I did not.  
 C. Yes, I did it last year.

24. What did you win?  
 A. I won a medal.  
 B. I have won a medal.  
 C. I did not win.

25. What else did you do as a child?  
 A. I played the guitar.  
 B. I bought a guitar.  
 C. I was a happy child.

Answers	o	A	B	C
	21	A	B	C
	22	A	B	C
	23	A	B	C
	24	A	B	C
	25	A	B	C



## Writing

- ▶ Write a short biography.
  - Provide:
    - Personal information
    - Academic information
- ▶ Write 45-60 words

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## Speaking

You will be given 5-6 minutes to talk about your personality and abilities for a career of your choice. Make sure you also talk about your predictions and your plans regarding the particular career you have in mind.

Educación General Básica - Subnivel Superior

# ENGLISH



Level

# A2.1

(Teenagers)

WORKBOOK - DÉCIMO GRADO - EGB

**Norma**



Ministerio  
de Educación

*Transformar la educación*  
**MISIÓN DE TODOS**

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## ADVERTENCIA

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



## To Our Students

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

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

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

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

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

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

Ministry of Education  
2016



UNIT

1



UNIT

2



UNIT

3



CLIL

- Technological and Scientific Breakthroughs
- Inventors and Inventions
- Skype
- Household Inventions
- Accidental Inventions
- Sci-Fi literature and Inventions

- Holiday Activities and Places
- Extreme Vacations
- Anecdotes and Unfortunate Happenings

- Hobbies and Entertainment
- Leisure Activities
- Commitment to Leisure Activities
- Feeling Alive

Goals

**You will learn how to**

- give accounts of past events.
- ask for and give information about the past.
- use time expressions when giving accounts of past achievements.

**You will learn how to**

- narrate past experiences.
- describe places.

**You will learn how to**

- write about hobbies and leisure activities.
- talk about rules, express advice and emphatic opinions.
- determine main ideas, supporting information and examples in a text.

Grammar

- The Simple Past tense (affirmative, negative, interrogative)
- Regular and Irregular Past tense verb endings
- Time Expressions for the Simple Past tense

- Simple Past tense, Past Progressive tense
- There was/there were
- Sequence connectors
- Time conjunctions

- Imperative Mood
- Modals: obligation, advice and emphatic opinions

Skills and Strategies

**Grammar:**

- using Wh-questions to give a complete report on a subject
- correcting mistakes to become aware of rules

**Vocabulary:** using diagrams to remember words that go together

**Reading:**

- scanning a text to find specific information
- identifying a paragraph's main idea to understand the author's essential messages

**Writing:**

- brainstorming ideas and organizing them before writing a text
- unscrambling a text to become aware of its structure

**Grammar:**

- using sequence connectors to enhance coherence
- contrasting the Past Progressive and the Simple Past tenses to show long actions that are interrupted

**Vocabulary:**

- looking up words in dictionaries to increase your vocabulary
- learning synonyms to help you remember the different meanings of a word

**Reading:**

- checking unfamiliar words before reading a text to improve comprehension
- paying attention to context clues to deduce the meaning of unknown words

**Writing:**

- writing a summary topic statement to communicate the central idea
- following some useful steps to write an accurate summary

**Grammar:** analyzing the use of modal verbs to understand how grammar patterns work

**Vocabulary**

- using dictionaries to develop autonomy in your learning process
- using expressions in context to understand how to adapt them to your own conversations

**Reading:**

- activating previous knowledge
- associating images with definitions
- asking yourself what each paragraph is about to find its main idea and the supporting details that explain or prove it

**Writing:** using yet to introduce a fact, situation, or quality that is surprising based on what you just have mentioned

UNIT

4



UNIT

5



UNIT

6



CLIL

- Amazing Facts around the World
- Some Countries and their Records
- Guinness World Records
- Success

- Odd Jobs and Occupations
- Career Choices of the Future
- Happiness at Work
- Creative Thinking

- Inspiring Young People
- A Life of Achievements
- Inspirational Lifelong Learners
- Stories of Success

Goals

**You will learn how to**

- write about landmarks and compare them.
- make comparisons.
- fill in forms.
- write a letter to participate in a GWR live event.
- write about amazing facts and make comparisons among them.
- write a summary.

**You will learn how to**

- write about occupations and professions.
- make predictions and plans regarding career choices.
- read graphs and tables to help your reading comprehension.
- write a career prospect.

**You will learn how to**

- write about achievements.
- describe people's personal characteristics and abilities.
- use reference words to aid reading comprehension and achieve cohesion in writing.

Grammar

- Comparatives and Superlatives

- Compound Nouns
- Future predictions and intentions with "will" and plans with "going to"

- Present Perfect tense
- Time expressions with the Present Perfect tense
- Past participle forms of regular and irregular verbs

Skills and Strategies

**Vocabulary:** using adjectives to make your readers feel, taste and see what you describe

**Grammar:**

- correcting mistakes to become aware of grammar rules
- asking yourself questions about the number of things / people you are comparing in order to choose the appropriate form of adjective
- paying attention to the number of syllables adjectives have in order to write their superlative form correctly

**Reading:**

- using graphic organizers to summarize information
- asking yourself *Wh-* questions about an article to establish relations and confirm information

**Writing:** writing effective titles

**Vocabulary:** identifying the type, purpose and person in compound nouns to write them using the correct word order

**Grammar:**

- adding suffixes *-or, -er* to action verbs in order to form agent nouns (names for people)
- using adverbs to express certainty and uncertainty about future events

**Reading:**

- using a word splash to build conceptual knowledge
- analyzing a chart to understand specific information given through visual aids
- asking yourself questions to analyze pie charts

**Writing:** following a plan to organize the ideas you want to develop in a text

**Vocabulary:**

- solving a cross word puzzle to strengthen your vocabulary knowledge
- paying attention to suffixes to recognize adjectives derived from nouns

**Grammar:**

- unscrambling sentences in order to become familiar with grammar structures
- applying rules related to time expressions in the Present Perfect tense in context in order to become familiar with them

**Reading:** using the **K-W-L** method (What do I know, What do I want to know, What did I learn) in order to become familiar with the texts you read

**Writing:** paying attention to the position of time expressions in a text in order to set up the timeline of events

# Review

1. Read the chart and make comparisons using comparatives and superlatives. Use the Word Bank.

Three Divas from Hollywood Romantic Comedies

	Birth Year	Height	Hair style	Salary per movie	Popularity
1	1964	171 cm	Long	\$25 million	★★★★★
2	1967	172 cm	Very long	\$24 million	★★★★
3	1961	173 cm	Short	\$15 million	★★

1. Sandra Bullock

3. Meg Ryan

2. Julia Roberts

## Word Bank

- old
- tall
- high
- popular
- young
- short
- low

- a. *Sandra Bullock is older than Julia Roberts, but Meg Ryan is the oldest of them all* \_\_\_\_\_.
- b. \_\_\_\_\_.
- c. \_\_\_\_\_.
- d. \_\_\_\_\_.
- e. \_\_\_\_\_.
- f. \_\_\_\_\_.
- g. \_\_\_\_\_.
- h. \_\_\_\_\_.
- i. \_\_\_\_\_.

2. Find eleven verbs in the word search. Then, use *can* or *can't* plus the appropriate verb to complete the text.

E L G G U J D N E B  
 T C I D E R P Y G Q  
 E X P R E S S Y Z P  
 E T A L U P I N A M  
 N R P E R F O R M P  
 U C R E A T E H F E  
 K Q M K M Y J B I E  
 I Q L A A T F T U K  
 S A C H K Q B E V F  
 W S J O E E N F D M

I admire circus artists because they are agile and very talented. For example, tightrope walkers can walk on a thin rope at a great height. They \_\_\_\_\_ (a) their balance very well. Good clowns \_\_\_\_\_ (b) many emotions and entertain people. On the contrary, bad clowns \_\_\_\_\_ (c. not) people laugh. \_\_\_\_\_ contortionists \_\_\_\_\_ (d) the illusion of having boneless bodies? Yes, of course! They \_\_\_\_\_ (e) their bodies in amazing ways! Magicians \_\_\_\_\_ (f) the choice of someone in their audience. \_\_\_\_\_ they \_\_\_\_\_ (g) gravity? Yes! They can levitate. A magician \_\_\_\_\_ (h. not) a trick without rehearsing it many times! Jugglers \_\_\_\_\_ (i) more than three objects at the same time. I'm learning juggling tricks, but I \_\_\_\_\_ (j. not) three balls at the same time. It's difficult!

### 3. Fill in the blanks with the right adverb. Use the Word Bank.

#### Word Bank

- sometimes
- always
- once
- never
- often
- usually

\_\_\_\_\_ (a) a year, on February 14th, many people around the world celebrate Saint Valentine's Day. For example, my sister \_\_\_\_\_ (b) gives cards to her friends, and she \_\_\_\_\_ (c) gives a present to her boyfriend. He \_\_\_\_\_ *often* gives her flowers. \_\_\_\_\_ (d) there are people who get married on this day. I love my friends, but I \_\_\_\_\_ (e) celebrate this day. I prefer to demonstrate my good feelings every day.

### 4. Use the Word Bank to complete the texts. Then, match them with the corresponding pictures.

#### Word Bank

- how many
- a tablespoon
- how much
- a little (x2)
- some (x4)
- any (x2)
- a pinch
- slices
- a glass
- 2
- 3 cups

#### Delicious and practical ideas for breakfast

- a. Are there any raspberries and cherries in your fridge? If so, what about \_\_\_\_\_ pancakes with them on top?
- b. Cereal is also good! Add \_\_\_\_\_ of milk and fruit and enjoy it!
- c. \_\_\_\_\_ ice cream can you eat? If the answer is a lot, then what about \_\_\_\_\_ waffles with \_\_\_\_\_ chocolate syrup and vanilla ice cream on top? Don't forget to add some slices of banana.
- d. If you have time, why don't you treat yourself with \_\_\_\_\_ fried eggs and \_\_\_\_\_ ham?
- e. There isn't \_\_\_\_\_ marmalade? No worries. Prepare it yourself. Peel \_\_\_\_\_ oranges and boil them with \_\_\_\_\_ of water. Add \_\_\_\_\_ of sugar. Just a little bit! When it is cold, have it with toast!
- f. \_\_\_\_\_ pancakes can you eat? Have as many as you want! Add \_\_\_\_\_ of honey and put \_\_\_\_\_ butter on top!



### 5. Correct the wrong conjugation of the verb *to be* in the Simple Present and the Simple Past tenses. There are eight mistakes.

#### The History of Cryptograms

- a. \_\_\_\_\_ *were* \_\_\_\_\_
- b. \_\_\_\_\_
- c. \_\_\_\_\_
- d. \_\_\_\_\_
- e. \_\_\_\_\_
- f. \_\_\_\_\_
- g. \_\_\_\_\_
- h. \_\_\_\_\_

Cryptograms were popular in ancient times. For example, Egyptians are the first to use nonstandard hieroglyphics in communication. There are even today a Mesopotamian tablet that contains an encrypted recipe for making pottery glazes. In 50–60 B.C., Julius Caesar is the first inventor of a cipher device to communicate with his army. Nowadays, it was well known as the *Caesar Cipher* or the *Caesar Alphabet*. In the past, cryptograms is useful for hiding secrets in times of war. One of the most famous cryptograms are the Zimmerman Telegraph. It was quickly decoded by the British during the World War I, and shortly after finding out its contents, the U.S. entered the war on the side of the Allies. Today, cryptograms was still very popular, but for entertainment purposes. They is brainteasers because they challenge your mental agility!



# A Changing World

1. Complete the following text by changing the verbs in parentheses into the Simple Past tense.



I want to tell you about Skype, an amazing invention I discovered when I first traveled (travel) abroad. It is a free software application that allows you to communicate with people by voice, video and instant messaging online. Its original name \_\_\_\_\_ (a. be) Sky Peer- to-Peer. Janus Friis and Niklas Zennström \_\_\_\_\_ (b. create) Skype in Estonia. They \_\_\_\_\_ (c. invent) it in 2003. Years later, they also \_\_\_\_\_ (d. develop) a very popular Internet TV service called Joost. I think Friis and Zennström definitely \_\_\_\_\_ (e. change) the nature of peer-to-peer communication and content distribution around the world.

2. Complete the passage using the verbs in the Word Bank. Use the Simple Past tense.

I'm a photographer and for obvious reasons the camera is my favorite invention. Many people contributed to the creation of this magical device that \_\_\_\_\_ (a) the way we keep our memories. For example, in the Middle Ages, Alhazen \_\_\_\_\_ (b) the first camera 'obscura'. In 1727, Johann Shultze \_\_\_\_\_ (c) out that silver nitrate \_\_\_\_\_ (d) dark in the presence of light, and experimented with chemical reactions and images. In 1827, Joseph Niepce \_\_\_\_\_ (e) the first photographic image with a pinhole camera. In 1839, another Frenchman, Louis Daguerre \_\_\_\_\_ (f) a method to help preserve the images; in fact, the daguerreotype is under his belt. Since, 1885 George Eastman \_\_\_\_\_ (g) hard to make paper film. Years later, he \_\_\_\_\_ (h) the celluloid film and he \_\_\_\_\_ (i) the Kodak camera. All of them sure \_\_\_\_\_ (j) a great job!



### Word Bank

- develop
- do
- discover
- revolutionize
- find
- create
- work
- make
- contribute
- become
- invent

3. Classify the verbs in the previous exercises in the chart below.

Regular verbs		Irregular verbs	
<i>invent</i>	<i>contribute</i>	<i>be</i>	<i>become</i>

4. According to the answer, write the correct *Wh-* word.

Who invented Skype? Janus Friis and Niklas Zennström.

- a. \_\_\_\_\_ did they invent it? In 2003.
- b. \_\_\_\_\_ did they develop it? In Estonia.
- c. \_\_\_\_\_ did they create it? To help improve peer-to-peer communication.
- d. \_\_\_\_\_ was the original name? Sky Peer-to-Peer.

**Grammar Strategy**

Use *Wh-words* to ask for specific information that focuses on a particular topic.

- **Who:** person or people
- **What:** things/actions
- **Where:** places
- **When:** time
- **Why:** reason

5. Choose the correct option to complete the questions. Write the auxiliary verb when necessary. Then, answer them.

Sam: Who \_\_\_\_\_ (contribute / contributed) to the creation of the camera?

Tina: \_\_\_\_\_

Sam: Who \_\_\_\_\_ (a. made / make) the first camera obscura?

Tina: \_\_\_\_\_

Sam: When \_\_\_\_\_ Niepce \_\_\_\_\_ (b. make / made) the first photographic image?

Tina: \_\_\_\_\_

Sam: Where \_\_\_\_\_ Daguerre \_\_\_\_\_ (c. work / worked)?

Tina: \_\_\_\_\_

Sam: Why \_\_\_\_\_ the camera \_\_\_\_\_ (d. revolutionize / revolutionized) the way we keep our memories?

Tina: \_\_\_\_\_

6. Write a dialog about an invention you cannot live without. Remember to use *Wh-* questions.

Chris: *Who created your favorite invention?* \_\_\_\_\_

You: \_\_\_\_\_

Chris: \_\_\_\_\_

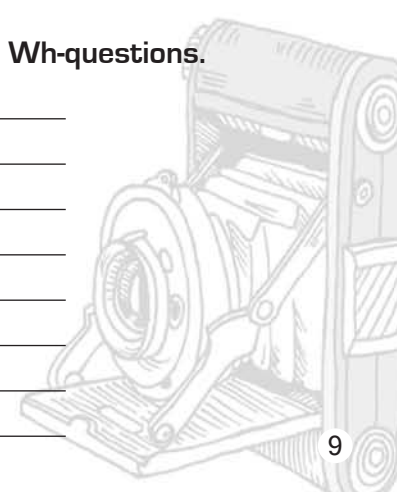
You: \_\_\_\_\_

Chris: \_\_\_\_\_

You: \_\_\_\_\_

Chris: \_\_\_\_\_

You: \_\_\_\_\_





## Lesson 2

# Creative Ideas in History

1. Read about Leonardo da Vinci's inventions and circle the right verb form.



I **grow / grew** up in Vinci and Florence and **works / worked** (a) in different places in Italy and France. I **was / were** (b) a Renaissance man because I **was / were** (c) talented in many different subjects. I **was / were** (d) a scientist, designer, artist, engineer, inventor and architect, among others. My inventions continue to benefit the world!

### Painting Innovations

I **discover / discovered** (e) that chiaroscuro **can / could** (f) be a new painting technique.

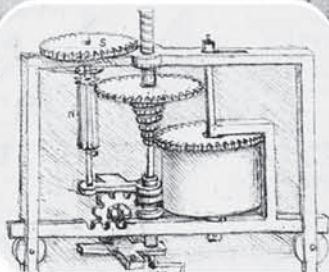
I **study / studied** (g) objects and **discover / discovered** (h) that they **was / were** (i) three-dimensional bodies defined by light and shadow.



### Engineering and Architecture Innovations



Leonardo **make / made** (j) drawings that **anticipate / anticipated** (k) the design of modern airplanes and helicopters.



He **don't invent / didn't invent** (l) the clock, but he **designs / designed** (m) one with two separate mechanisms, one for minutes and the other for hours.



He **built / build** (n) a robotic knight that **can / could** (o) move on its own. The knight **sit / sat** (p) down and **move / moved** (q) his head.



When he **lives / lived** (r) in Venice, he **create / created** (s) a scuba diving suit. He **finds / found** (t) it useful for protecting people from enemy ships underwater.

2. Circle the mistakes and rewrite the questions. Then answer them based on the text.

a. Did he Leonardo da Vinci invented the clock?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

c. Did he builds a robotic knight?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

b. Does he made drawings of flying machines?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

d. Does he grew up in France?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



3. Use the Word Bank to complete the diagram below.

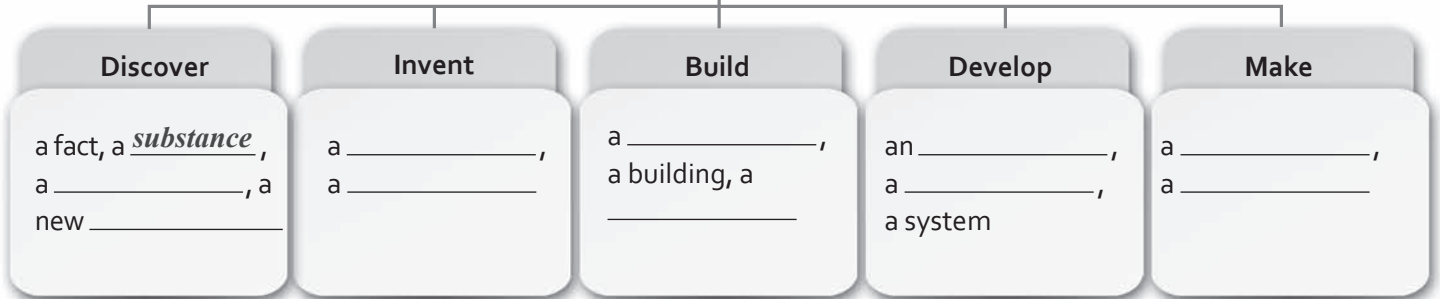
**Word Bank**

- substance
- house
- vaccine
- idea
- product
- discovery
- work of art
- tool
- robot
- technique
- machine

**Vocabulary Strategy**

Diagrams can help you remember words that often go together.

**Actions inventors do**



4. Complete the chart below using affirmative and negative statements. Use the information in the text and your own ideas.



Ruth Wakefield

I accidentally discovered chocolate chips in my house in Massachusetts! There was no baker's chocolate, so I used broken pieces of Nestle semi-sweet chocolate but they stayed solid! I then did business with Nestle: They wrote my recipe in semi-sweet chocolate boxes, and I received chocolate for free!



Marie and Pierre Curie

I developed the first compiler for a computer programming language; it translated instructions into machine code. I received many awards like the Medal of Technology, but my team helped me a lot!



Grace Hopper

We studied radioactivity. We discovered two new elements: polonium and radium. We received two Nobel prizes for our work. We used the money for research and never patented the discoveries we made!

	Things she / they did	Things she / they didn't do
Ruth Wakefield	<i>She discovered chocolate chips by accident.</i>	<i>She didn't receive any money, but...</i>
Grace Hopper	_____	_____
Marie and Pierre Curie	_____	_____



## Lesson 3

# Inventions All Around

1. Scan the texts to fill in the chart below.

Invention	Sci-Fi novel where it appeared	Author	Year

### Reading Strategy

When you scan, you don't read the complete text. Run your eyes over the text looking for specific information.

2. Read and check (✓) the main idea for each text.

- a. Science fiction authors predicted some of the greatest inventions we enjoy nowadays. Their active imagination contributed to the scientific and technological advances that once were considered distant and impossible. We decided to dedicate this week's issue of *Teens' Viewpoints* to the inventions predicted in science fiction literature, because we interviewed some youngsters who have come across some amazing facts!

The main idea is:

1. Sci-fi literature is fascinating because of real inventions  
 2. Some inventions predicted in sci-fi have become real  
 3. Imagination is the bridge between literature and science



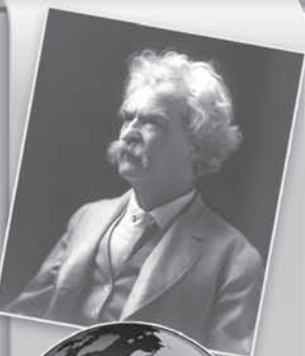
- b. In our literature class, we read a story called *From the London Times of 1904* by Mark Twain. He published it in 1898. I didn't know that Mark Twain wrote sci-fi stories; I only read those about *Tom Sawyer*. Anyway, in this story, he predicted the Internet because he talked about the 'telectroscope': a global network of communication that used a limitless distance telephone system. He described how this device could make "the daily doings of the globe visible to everyone" no matter how far apart people were. So, Twain developed the basic idea of the Internet almost a century before it was invented! Isn't it just amazing?

The main idea is:

1. Twain predicted the Internet  
 2. From Tom Sawyer to the telectroscope  
 3. Twain thought about the telectroscope first

### Reading Strategy

The main idea sums up the author's essential message. Sometimes you need to infer it based on the details given by the paragraph.





c. I didn't believe my friend Christopher when he said the original idea of closed-circuit television (CCTV) was under George Orwell's belt because he described it in his novel *Nineteen Eighty-Four*. I asked my friend, are you sure? Because I found out that the first CCTV was created in Germany in 1942 and Orwell wrote his novel in 1949. Chris explained to me that the German CCTV was a system for observing the launch of rockets. So, yes, he was right! Orwell was the first one to think of a society where cameras could spy on people's lives. He wrote *Nineteen Eighty-Four* to criticize governments that prohibit freedom of expression.

The main idea is:

- 1. I didn't agree with my friend Chris because I didn't know about CCTV
- 2. *Nineteen Eighty-Four* is about a society where cameras spy on people
- 3. The idea about using CCTV for surveillance was under George Orwell's belt

d. I did my history homework and I loved it because I found out something very interesting about iPads and Kindles. It was Stanislaw Lem who predicted the creation of these devices. Lem wrote a novel called *Return From the Stars* in 1961 in which he anticipated digital books. He imagined touch-screen technology on which a book's content was recorded. In the same book, he also described electronic catalogs. He was definitely ahead of his time!

The main idea is:

- 1. Stanislaw Lem invented iPads and Kindles
- 2. Stanislaw Lem wrote a Sci-Fi novel in 1961
- 3. Stanislaw Lem predicted touch-screen technology



**3. Based on the text, answer the following questions. Use complete sentences.**

- a.  did Mark Twain predict in *From the London Times of 1904*? He predicted the Internet.  
 What did Stanislaw Lem anticipate in *Return From the Stars*? \_\_\_\_\_  
 did George Orwell describe in *Nineteen Eighty-Four*? \_\_\_\_\_
- b.  did Orwell write about constant observation in his novel? \_\_\_\_\_  
 Why was Lem ahead of his time? \_\_\_\_\_  
 did the Germans create a CCTV system? \_\_\_\_\_
- c.  did Orwell write *Nineteen Eighty-Four*? \_\_\_\_\_  
 When did Twain publish his story about the telectroscope? \_\_\_\_\_  
 did the Germans create a CCTV system? \_\_\_\_\_

1. Brainstorm ideas about the following inventions. Use the Word Bank and your own ideas.

**Writing Strategy**

Brainstorming helps you get ideas and organize them before writing a text.

**Word Bank**

- see
- better
- defeat
- gravity
- rain
- online
- liquid fuel
- upload
- video
- sharing
- search
- engine



**The rocket**

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**Windshield wipers**

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**YouTube**

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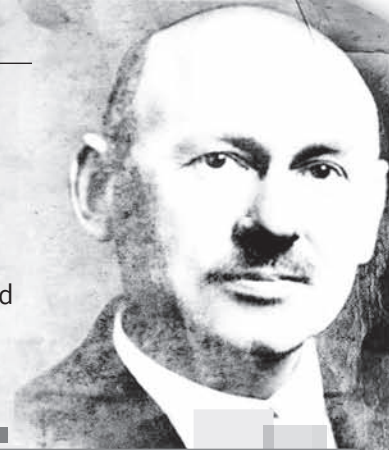
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*sharing*

2. Put the following encyclopedia entry in order. Number the facts from 1 to 7.

- He died in 1945, twenty-four years later Apollo 11 landed on the moon. \_\_\_\_\_
- American professor, physicist and inventor. \_\_\_\_\_
- During the First World War (1914-1918), he created the bazooka. \_\_\_\_\_
- As a child, he loved stories about man going to the moon and dreamed of building rockets. \_\_\_\_\_
- He built the first liquid fuel rocket in 1926, but the American army and navy did not show interest in his work. \_\_\_\_\_
- During the Second World War, in 1944, the Nazis copied Goddard's work and built the V2 rocket to attack London. \_\_\_\_\_
- Robert Goddard (1882-1945)   1



**Writing Strategy**

Pay attention to dates to organize the sequence of events. Unscrambling texts helps you be aware of their structure.

3. Complete the following encyclopedia entry.

Steve Chen, Chad Hurley, and Jawed Karin invented YouTube.



(definition)

(relevant information)

(examples)



Lesson 4

# Accidental Inventions

1. Decipher the following hieroglyphics to find the expressions studied in this unit.

a. + BIG + gie = \_\_\_\_\_

b. to + + a + + = To have a one track mind

c. to + get + + to = \_\_\_\_\_

d. to + B + = \_\_\_\_\_

e. to + + + = \_\_\_\_\_

f. + to + B + + = \_\_\_\_\_

2. Read the dialogs and use the most convenient expression to write a reply. Use the correct form.

- a. **Alex:** Oh, I'm sorry I used all your correction fluid!  
**You:** \_\_\_\_\_! I'll get a new one.
- b. **Peter:** Wow! You managed to solve the math problem in the exam. How did you do it?  
**You:** Well, I \_\_\_\_\_.
- c. **Teacher:** Congratulations! The plot of your theater play is brilliant!  
**You:** Well, all of us worked on it, but to be honest, Pat \_\_\_\_\_ it.
- d. **Angela:** Hey! Did you bring me the CD? Did you call Louis? Did you do the homework?  
**You:** Ask me one question at a time, please! I \_\_\_\_\_.
- e. **Christopher:** How did you install the printer? I tried but I was never able to!  
**You:** I \_\_\_\_\_ it after I read the instructions carefully.
- f. **Carol:** I'm fascinated with the new guy in the class! He knows a lot about poetry!  
**You:** Well, it's \_\_\_\_\_! He just reads and talks a lot!



3. Read the statements and make them true for you.

- a. I don't think math is rocket science. \_\_\_\_\_
- b. I was the brains behind the science project. \_\_\_\_\_
- c. I wrote the poem because I had a light bulb moment. \_\_\_\_\_
- d. I can't do several things at a time. I have a one-track mind. \_\_\_\_\_



# Vacation Time

1. Read and replace the definitions in parentheses with the right verb. The first letter of the missing word is given to you.

Do you want to enjoy (to have fun) nature without leaving your life behind?

Book a room in our lodge right now!

Come and h (to walk a long distance in the forest) (a) on our peaceful trails! If you are

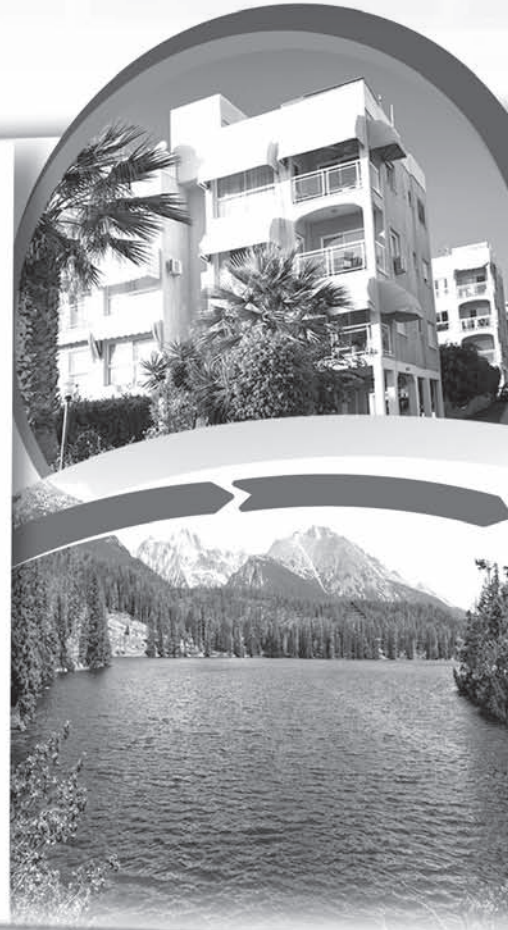
patient, go to the lake and f (to catch) (b) a delicious trout for your

lunch! Or s (to build up) (c) your tent and just r (to rest and become less active) (d)!

R (to travel on and control a vehicle in motion) (e) to the nearest city and take awesome

pics! We offer free Wi-Fi for you to chat or download your pictures from your camera to your Facebook account! We also have a comfortable gym where you

can e (to train in order to improve your health) (f) using modern fitness equipment!



### Vocabulary Strategy

While you work, keep the glossary open. This will help you increase your vocabulary.

2. Compare the places below. Use *there was*, *there were*, *there wasn't* and *there weren't*.



Friendly Lodge was a very nice hostel. Now it is called Hudson's Hotel and has completely changed. Years ago, there wasn't a huge swimming pool, and of course, \_\_\_\_\_ (a) any toboggan either; instead, \_\_\_\_\_ (b) a natural lake. I remember \_\_\_\_\_ (c) a gym because you could exercise outdoors, surrounded by nature. In fact, \_\_\_\_\_ (d) a hiking trail, full of trees. When I stayed in Friendly Lodge, \_\_\_\_\_ (e) any computer rooms, I mean, \_\_\_\_\_ (f) computers at all. \_\_\_\_\_ (g) a lovely camping site, but now there is no place to set up a tent. Also, \_\_\_\_\_ (h) many trees, but now there aren't many. Oh well, at least you are far from the city!

3. Answer the survey based on the previous text. Complete the questions with *were* / *was there*.

<b>Stay Survey</b>	
The last time you went to Hudson's Hotel...	
a. did you swim in the pool?	<i>Yes, I did. There was a big swimming pool.</i>
b. did you go to the lake?	
c. was there a camping site?	
d. <u>was there</u> an Internet connection?	
e. _____ computers for everybody?	
f. _____ beautiful bike trails?	<i>No, there weren't. But there was a gym.</i>
g. _____ fitness equipment?	
h. _____ modern buildings?	
i. _____ a big city nearby?	

4. Based on the pictures, write T (true) or F (false). Correct the false ones.



Last Saturday morning...

- |  |   |
|--|---|
| a. Joe and David were playing soccer. ( <i>F</i> )<br><u>They were looking at their friends' pictures on Facebook.</u> | d. Kelly and Matt weren't camping in the forest. ( )<br>_____ |
| b. Peter was playing the harmonica in his bedroom. ( )<br>_____  | e. Auntie Mary wasn't taking pictures in Rome. ( )<br>_____   |
| c. Angie and her cousins were swimming in the sea. ( )<br>_____  | f. Auntie Mary was crying. ( )<br>_____                       |

5. Describe a picture of your last vacation. Use the Past Progressive tense.

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## Lesson 2

# Extreme Vacation

1. Add the sequence connectors in the Word Bank to the anecdote. Then, number the sentences from 1 to 5 to organize it.

### Word Bank

- when
- half an hour later
- suddenly
- first
- finally
- then

### Grammar Strategy

Sequence connectors link ideas in a logical way and provide coherence.

- My nose was bleeding badly and it was getting dark. I started walking north; however, I was not so sure if I was going in the right direction. I was scared and weak.
- \_\_\_\_\_ (a), I saw some people from the rescue team and they helped me. \_\_\_\_\_ (b), I had a nose operation and everything went OK. I was irresponsible but lucky!
- I* A year ago, I fell rock climbing. \_\_\_\_\_ *First* \_\_\_\_\_, I want to tell you what I learned: any climb is dangerous, so you have to be careful.
- \_\_\_\_\_ (c), I got to the top. It was 4:30 PM. I took some pictures, enjoyed the landscape and went down. \_\_\_\_\_ (d) I was going down the mountain, I \_\_\_\_\_ (e) slipped and fell on my face. I broke my nose.
- I was on my own. I thought that the climb I chose was for beginners, so I did not use any safety gear. I started climbing at noon and I felt pretty well. At 4:00 PM, I was close to the top.







2. Replace the pictures with the right word. Use the Word Bank.

### Vocabulary Strategy

Use pictures to help you create a mental image of words and their meanings.

### Word Bank

- slipped
- fell
- wheelchair
- dragged
- hurt
- cast

While I was touring Manhattan, I suddenly  *slipped*. My girlfriend tried to help me, but I accidentally  \_\_\_\_\_ (a) her down too. We  \_\_\_\_\_ (b) onto the sidewalk. I  \_\_\_\_\_ (c) my foot. Fortunately, she was OK. I didn't feel like going to the hospital, so I asked the hotel manager if I could borrow a  \_\_\_\_\_ (d). I kept on touring the city in my wheelchair. When I got home, my doctor told me that I had broken a bone off my foot! I had surgery, and a  \_\_\_\_\_ (e) put on my foot. Finally, after fifteen days of complete stillness, I started physiotherapy.



## 3. Circle the right form of the verb in the following anecdotes.



a. While I *waited* / *was waiting* for my sister Carol outside the airport, she *picked up* / *was picking up* (1) her bags. A few minutes later, I *talked* / *was talking* (2) to Carol on the phone to set the meeting point when a police officer *told* / *was telling* (3) me to move the car. I *started* / *was starting* (4) circling the airport and *was getting* / *got* (5) lost. My sister *found* / *was finding* (6) me thanks to another police officer. Otherwise, I would still be there!

b. While my friends and I *hiked* / *were hiking* (1) on a trail to reach the top of the hill, we *chatted* / *were chatting* (2) and *had* / *having snacks*. (3) When we *reached* / *were reaching* (4) the top, the weather *was changing* / *changed* (5). It *started* / *was starting* (6) raining heavily, so we quickly *were hiking* / *hiked* (7) back to the hostel.



c. I *was playing* / *played* (1) volleyball on the beach when I *slipped* / *was slipping* (2) and *falling* / *fell* (3). While my friends *took* / *were taking* (4) me to the doctor, my ankle *got* / *was getting* (5) more and more swollen. After the doctor was *X-raying* / *X-rayed* (6) my ankle, he *was deciding* / *decided* (7) to put a cast on my lower leg.

4. Decide if you need to use *while* or *when* to complete the following sentences.

## Grammar Strategy

- Use the Past Progressive tense to refer to a longer action that was interrupted in the past. The interruption is usually expressed in the Simple Past tense.
- Use the Simple Past tense to also refer to sequences of finished actions.
- If you use the Past Progressive tense with two actions in the same sentence, it shows that the actions were occurring simultaneously.

- a. \_\_\_\_\_ my cousin was calling 911, my foot was hurting and I was shaking.
- b. Mike's parents were talking to the paramedics \_\_\_\_\_ I arrived.
- c. I was reading some *Calvin and Hobbes* comics \_\_\_\_\_ I was waiting for the medical appointment.
- d. I was going up the mountain \_\_\_\_\_ I fell and crashed into a tree.
- e. My mother called me \_\_\_\_\_ we started climbing the second rock.
- f. \_\_\_\_\_ Abigail tried to help me, I accidentally dragged her down.
- g. \_\_\_\_\_ my sister was trying to get hold of the tree's branch, it broke and she fell.
- h. \_\_\_\_\_ I was falling down, I was wondering to myself what I was going to crash into.





## Lesson 3

# Adventure Tales

### Word Bank

- misty
- moor
- milestone
- heavy flow

1. Label the pictures with the words in the Word Bank.



### Reading Strategy

Check unfamiliar words before reading a text to improve comprehension and remember the words more easily.

2. Read the piece of news and identify the meaning of the words in bold.

### Living to Tell the Tale: 41 Days Lost in El Cocuy National Park



In April 2001, four forest engineering students; Edgar Ramírez, Andrea Castillo, Johana Cabrera and Asdrúbal Esteves, went to spend their Easter vacation in El Cocuy National Park, Colombia, but only three of them came back home. They had to face cold, hunger, **homesickness** and the dangers of the Andean moor.

When they arrived in the park, they were making jokes and laughing. Unfortunately, soon everything **turned into** a nightmare. The first day, while they were checking the park map, they noticed there were two main paths, which were marked with milestones

to guide hikers. As the mist was thick and a milestone was in the wrong place, they got lost. Soon they **ran out of** food, so they became weak and vulnerable. To make matters worse, the weather conditions were bad. During their ordeal, they tried to help each other as much as possible. While Andrea and Asdrúbal were having some rest, the others picked wild mushrooms and plants for dinner.

They fought against nature. Once Edgar decided to cross a dangerous river, but the others preferred climbing a high rock instead. The rock was wet and **slippery**; as a result, they fell eight meters down. Miraculously, none of them were seriously hurt. On a sunny day, they decided to air-dry all their stuff, but the weather changed unexpectedly. While it was pouring down, they were trying to put their things inside their tent. The river carried away many things, including their shoes. Edgar and Asdrúbal had to walk **barefoot**, and got thorns stuck in their feet.

On the 38<sup>th</sup> day, they got to a knee-deep stream that did not seem dangerous, but unfortunately the heavy flow took Asdrúbal away from his friends. As he didn't

know how to swim, he drowned. The youngsters were **downhearted** and depressed. Three days later, while they were walking, they found a house in Tame, Arauca. When the forest rangers and the police arrived, they cried out of both happiness and sadness at the same time. It was a miracle to have finally found civilization.



**Reading Strategy**

Pay attention to context clues. They will help you deduce the meaning of unknown words.

- a. **homesickness** in paragraph 1 means:
  - sadness from missing your family
  - phobia of being outdoors
  - being sick at home
- b. **turned into** in paragraph 2 means:
  - to be
  - to change
  - to dream
- c. **ran out of** in paragraph 2 means:
  - to have in abundance
  - to avoid doing something
  - to finish the supply of something

- d. **slippery** in paragraph 3 means:
  - difficult to make wet
  - difficult to walk on
  - difficult to have
- e. **barefoot** in paragraph 3 means:
  - without shoes
  - in a line
  - to walk on one foot
- f. **downhearted** in paragraph 4 means:
  - happy
  - depressed
  - emotional

**3. Answer the following questions.**

- a. Is El Cocuy Natural Park in Central America? Why did the hikers go there?  
\_\_\_\_\_
- b. Why did they get lost?  
\_\_\_\_\_
- c. In paragraph 3, why does the author say "miraculously none of them got hurt?"  
\_\_\_\_\_
- d. What do you think about their difficult experience?  
\_\_\_\_\_

**4. Based on the text, number from 1 to 5 the sequence of events.**

- a. Asdrúbal drowned in a stream. \_\_\_\_\_
- b. They went off the trail because of the mist and a milestone located in the wrong place. \_\_\_\_\_
- c. They arrived in Tame where people helped them. \_\_\_\_\_
- d. Four students got lost in El Cocuy National Park, in 2001. 1
- e. They faced many obstacles with courage. \_\_\_\_\_



1. Check (✓) the best topic sentence to write the summary of the piece of news in the previous section.

**Writing Strategy**

A topic sentence for a summary must communicate the central idea. To write it, reread the text and concentrate on its heading and sections.

- a.  Four students lived unbelievable adventures in El Cocuy National Park for 41 days.
- b.  Four students, lost in El Cocuy National Park, suffered the loss of one of their friends.
- c.  Four students were lost in El Cocuy National Park for 41 days, after fighting the elements, only three of them came back home.

2. Write the summary for the different sections of the piece of news.

Beginning

---



---

Middle

---



---

Ending

---



---

**Writing Strategy**

Steps to write a summary: Choose the main points of the text. Do not include details. Use your own words; if you need to write the author's words, quote them. Don't include your opinions.

3. Describe the following places. Add more adjectives.



a. windy

---



---



b. freezing

---



---



c. wild

---



---

4. Choose one of the places above to set a story about a travel mishap. Follow this outline to write about it.

**Possible heading:** Write a catchy short sentence: \_\_\_\_\_

**Beginning:** Set place and time, e.g. "On a sunny afternoon in the rain forest..." Mention the protagonists of the story and what they were doing, e.g. "My cousin and I ..." \_\_\_\_\_

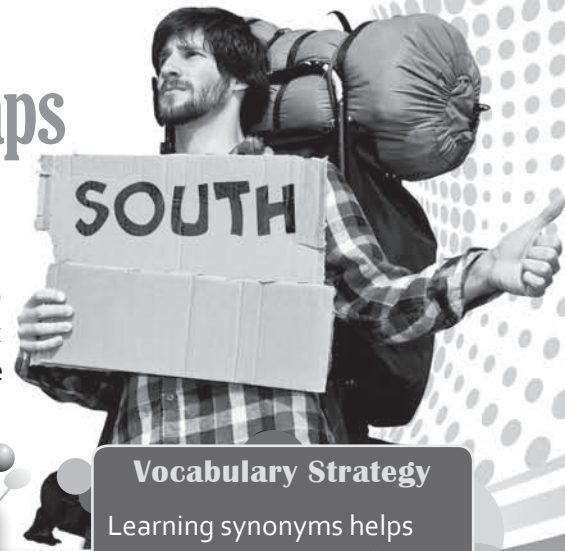
**Middle:** Write about the problematic interruption. Clearly establish what happened and why. Include the characteristics of the place you were. Did they influence on the situation? How? \_\_\_\_\_

**Ending:** How did everything turn out? What did you learn from the experience? \_\_\_\_\_



Lesson 4

# Traveling Mishaps



1. Check (✓) the right synonym for the following words.

- a. A synonym for *itchy* is:     tickling     patient     soft
- b. A synonym for *road* is:     stone     pebble     route
- c. A synonym for *suitcase* is:     tuxedo     bag     trunk
- d. A synonym for *hit* is:     frustrate     go     strike

2. Read the following situations and complete with an appropriate expression from the Word Bank.

**Word Bank**

- To hit the pedal to the metal
- To be a Sunday driver
- To have itchy feet
- To hit the road
- To live out of a suitcase

**Vocabulary Strategy**

Learning synonyms helps you remember the different meanings of a word.



- a. "Oh, no! That guy is driving so slowly and we are late! There will be a traffic jam on the road to south! It will take ages to arrive!"
  - The best expression to refer to the annoyingly slow driver is: \_\_\_\_\_
- b. "I finished my work, and the semester is over, so now I'm ready to travel far away from this noisy city!"
  - An idiom you can use to say you desperately want to travel is: \_\_\_\_\_
- c. "I checked brochures the whole morning. There are so many places I want to go to! I think I could visit three cities on vacation. Perhaps four!"
  - The expression that best defines this situation is: \_\_\_\_\_
- d. "Because of my work, I have to travel across the country every week. It's tiring but interesting and I love it!"
  - The suitable expression to characterize this situation is: To \_\_\_\_\_
- e. "I love to drive very fast on an empty road. I like to feel the wind in my hair and the adrenaline going because of the speed!"
  - The colloquial expression that best relates to what this person expresses is: \_\_\_\_\_

3. Write about your attitude when you travel. Use the idioms studied in the unit.

*Example: I have itchy feet! Every time I can, I travel to a new place because...*

---



---



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---



# Hobbies

1. Use the vocabulary in the Word Banks to fill in the blanks. Then, order the dialog.

Sarah: I think \_\_\_\_\_ (a) having a hobby, as it makes life more interesting!  7

Beth: Oh, I love \_\_\_\_\_ (b)! I think it really stimulates your brain!

Sarah: Oh really? Did you join a dance academy?

Beth: I'm practicing the salsa \_\_\_\_\_ (c) I learned last class. Dancing is very absorbing!

Sarah: I'm so bad at dancing, but I joined a \_\_\_\_\_ (d) modeling workshop. I'm making models \_\_\_\_\_ (e).

Beth: Yes! I began two months ago. I practice every day because I want to participate in a salsa contest next year. I can't wait!  4

Sarah: What are you up to these days, Beth?  1

Beth: I \_\_\_\_\_ (f) with you. You \_\_\_\_\_ (g) yourself when you learn new activities and belong to new groups!

## Word Bank

**nouns**

- wooden ship
- steps
- craft making

**expressions**

- what are you up to
- completely agree
- 24/7
- get to know about

- there is nothing like

2. Look up the following words in a dictionary and complete the chart.

Entry	Pronunciation	Type of word	Definition
a. join	/dʒɔɪn/	verb	to become a member of a club
b. belong			
c. dress up			
d. wooden			
e. craft			
f. crowd			
g. absorbing			
h. useful			

**Vocabulary Strategy** Use dictionaries to improve vocabulary by finding extra information about words.

3. Replace the mistakes underlined in the sentences by choosing the right word from the list in exercise 2.

- a. I added a salsa dance academy. \_\_\_\_\_
- b. Clay modeling is such an absorbent activity. \_\_\_\_\_
- c. I must wear fine for the opera. \_\_\_\_\_
- d. In concerts, keep distance from the groups. \_\_\_\_\_
- e. Stimulating your brain is a useless process. \_\_\_\_\_
- f. I'm part of a reading club at my local library. belong to
- g. I love manual making. \_\_\_\_\_
- h. Jim is making money by selling woody ships. \_\_\_\_\_



4. Read the following extract from a blog and circle the correct imperative form.

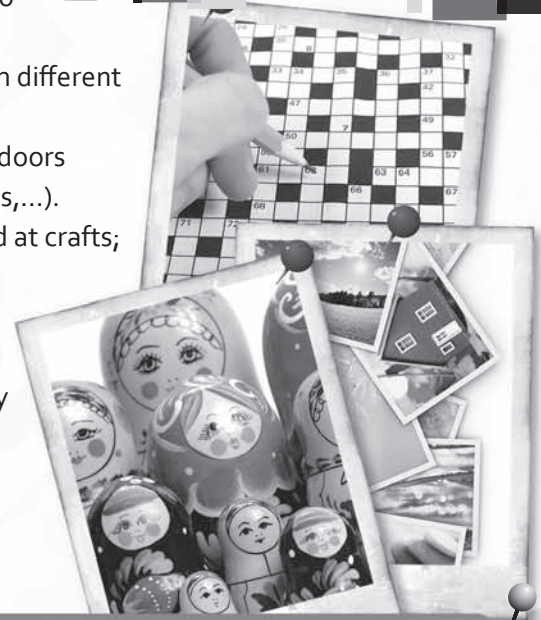
Tired of checking Facebook and watching TV? Want to start a hobby, but don't know how? OK. Then, you should follow these recommendations!

- a. **Think** / Thinking / Thinks / Thought of something you find interesting.
- b. **Considering** / Considers / Considered / Consider items you would like to collect: stamps, dolls, candy wrappers, pencils, postcards, etc.
- c. **Don't stop** / Not stop / Non-stopping / Not to stop experimenting with different activities, for example, painting, reading or writing.
- d. **Making** / Made / Make / Makes a list of the things you enjoy doing outdoors (fishing, flying kites, hiking,...) and indoors (knitting, doing crosswords,...).
- e. **Not think** / Non-thinking / Don't think / Not to think you are not good at crafts; go to a workshop first.
- f. **Not to forget** / Don't forget / Not forgetting / Not forget to look for information related to the hobby you are interested in.
- g. **Took up** / Takes up / Take up / Taking up your hobby and learn as many things as possible!

**Grammar Strategy**

Identify an imperative sentence by checking:

- a. If the subject is missing.
- b. If you can answer: *Yes, I will do that* or *No, I won't do that*.
- c. If the speaker is giving orders, commands, instructions, or strong advice.



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Share Tooot COMMENTS (58)

5. Complete the following text with the verbs in the Word Bank. Use the imperative form.

I'm an amateur astronomy hobbyist. I think astronomy is fun, useful and absorbing! Before you get started with this fascinating hobby, you should follow these recommendations to make the best of it!

- a. At first, **read** astronomy self-teaching guides; \_\_\_\_\_ them in a library.
- b. \_\_\_\_\_ tips for beginner astronomers in magazines.
- c. \_\_\_\_\_ an online astronomy forum and \_\_\_\_\_ more hobbyists.
- d. \_\_\_\_\_ to planetarium shows and enjoy the night sky!
- e. \_\_\_\_\_ a local astronomy club, and \_\_\_\_\_ their interesting activities!
- f. \_\_\_\_\_ a telescope, but \_\_\_\_\_ a good pair of 7 x 35 binoculars and enjoy the view!

**Word Bank**

- read
- go
- don't buy
- find
- learn
- get
- join (x2)
- meet
- don't miss



6. Interview a friend or a relative about his/her hobby and fill in the chart below.

A possible hobby I am interested in is:	
Do's	Don'ts



## Lesson 2

# Father and Son



1. Read a fragment from an interview and circle the correct expression to make it coherent.

**Foley Adams:** For this week's issue, I interviewed Melissa Waits, a master gamer, and Allan Waits, her granddad, who is the brains behind / the brain of / the brain beyond some popular video games. Tell us about your relationship, Allan and Melissa!

**Allan:** Well, Melissa always comes to my office and asks me, "What is it grandpa up to?" / "What are you up to?" / "What about up to?" (a) Then, she pays attention to the game I'm creating and says: "Don't do it wrong" / "Don't make it wrong" / "Don't get me wrong" (b) Grandpa, but you can do better than this!"

**Melissa:** (Laughing) In my point of view / In my opinion / In my mind (c) my grandpa's job is terrible / terrific / greatest! (d) I disagree / agree / admit (e) with people who think video games are a waste of time. On the contrary, they help you improve your reflexes and explore emotions! And I admire grandpa because in order to stick with / interact with / get in (f) the video game business, you must work really hard!

### Vocabulary Strategy

Identify expressions in context to understand how to adapt them to your own conversations.

2. Write affirmative and negative sentences using *have to*, *must* and *should* according to the chart.

How to become a good master gamer		
Rules	Essentials	Advice
a. Have fun b. Practice every day for short spans of time	d. Read the instructions for the games you play	f. Start at the lowest level
Things you do not need to do	Things prohibited	Not a very good idea
c. Not play alone, invite friends	e. Not get frustrated because you aren't good at the beginning	g. Not play games designed by only one company or franchise

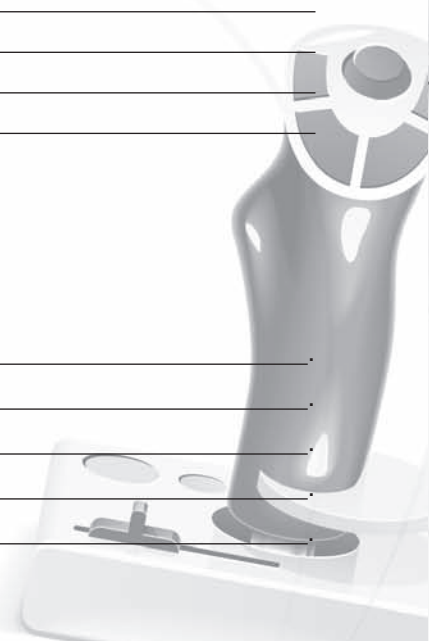
- You have to have fun!* \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

3. Unscramble the sentences in the dialog below.

**David:** What tips can you give my brother to become a master gamer?

**Melissa:** Well, I think the following recommendations can help your brother.

- game/an/He/choose/must/interesting He must choose an interesting game \_\_\_\_\_
- have/He/his/doesn't/buy/a/to/time/clock/to/game \_\_\_\_\_
- learn/He/to/the controls/has/how/to handle \_\_\_\_\_
- should/gamers/of/watch/He/skilled/videos \_\_\_\_\_
- for/He/hour/shouldn't/an/play/over \_\_\_\_\_







4. Circle and correct the grammar mistakes in the questions. Then, match them with the appropriate answers.

- a. What have I do to take advantage of my digital camera? What do I have to do...
  - b. Do I must depend on Photoshop to correct mistakes? \_\_\_\_\_
  - c. What kind of techniques I should to learn first? \_\_\_\_\_
  - d. Why does a photographer must to avoid underexposure at all costs? \_\_\_\_\_
- 1. You should learn composition techniques, of course! Composition is the art of photography!
  - 2. No, you mustn't depend on editing tools!
  - 3. You must avoid underexposure because an underexposed photo will lack color quality.
  - 4. Well, Andrea, practice makes perfect, so you have to use your camera as often as possible.

5. Read the dialog and identify the correct usage of the modal verbs in bold. Fill out the box below.



**Pam:** Grandma, my friend Ana is interested in keeping fish as a hobby. As you know about aquaculture, can you give us some recommendations?

**Grandma:** I think a beginner aquarist **must (a)** keep fish happy and healthy.

Ana **should (b)** buy a medium size aquarium. She **shouldn't (c)** buy aggressive or expensive fish species. She **must (d)** choose peaceful and cheap fish to begin.

**Pam:** Does she **have to (e)** buy a mechanical filter with an air pump?

**Grandma:** Sure! And air stones are a good idea too, but she **doesn't have (f)** to buy them.

**Pam:** What **mustn't (g)** she do?

**Grandma:** She **mustn't (h)** overfeed her fish, and she **must (i)** never release non-native fish into the wild because they can destroy the habitat of other species.

**Pam:** What aquatic plants **should (j)** she get?

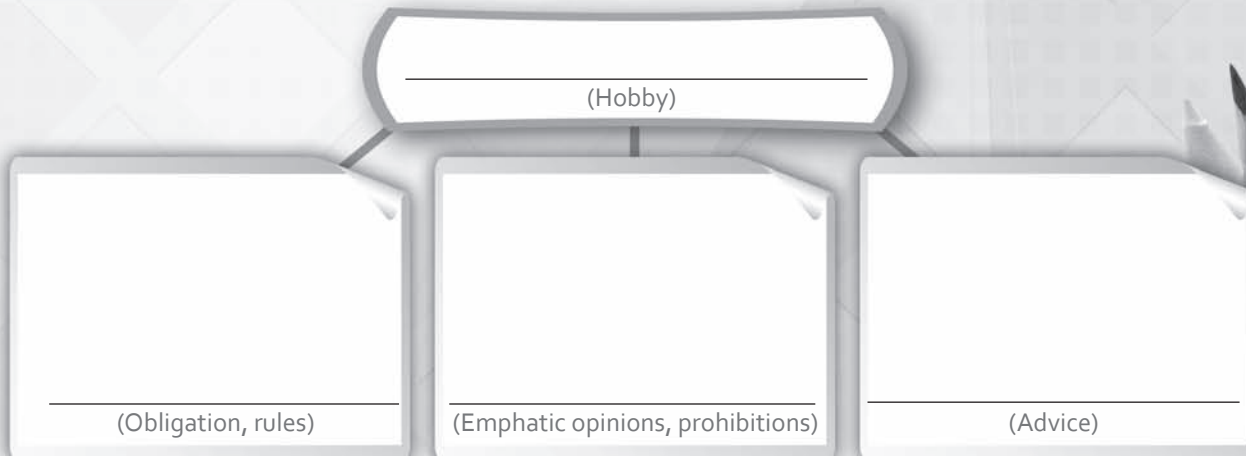
**Grandma:** Oh, she **should (k)** buy live plants because fish will get extra oxygen!

**Pam:** Interesting! Please give us a last piece of advice.

**Grandma:** You **have to (l)** research your fish species and change the tank water on a regular basis.

Usage	Modal verbs
Emphatic Opinion	a.
Advice (Affirmative / negative statements/questions)	b.
Prohibition (Affirmative / negative statements/questions)	
Rules (Affirmative statements / questions)	e.
Absence of rules	

6. Find out about a hobby you are interested in and complete the diagram below.





## Lesson 3

# Choice and Commitment

### 1. Check (✓) the answer you feel more identified with.

a. Which of these items would you like to collect?

postcards     miniature toys     badges     other, which? \_\_\_\_\_     nothing

b. Do you visit

flea markets?                       gift shops?                       None because I hate shopping!  
 vintage stores?                       virtual stores?

c. Do you have more than three objects of the same kind?

Yes, I do. I have more than three \_\_\_\_\_ (mention the object).     No, that's not practical at all.

### 2. Match the following images with the words and definitions below them.



a. **unaware. adj.**  
unconscious.



b. **consumerism. n.**  
the culture of buying goods.



c. **archive. n.** a place where public records or historical documents are kept.



d. **collect. v.** to gather something as a hobby.

### 3. Read the following passage and circle the main ideas in each paragraph.

#### Collecting: The Most Common Hobby of All

Collecting is one of the most popular hobbies because everybody collects something: for instance, postcards, coins, sweaters, miniature toys, badges, stickers, etc. We spend our lives gathering things because they tell something about our personal history. In addition, it is said that collecting is a hobby that starts spontaneously in childhood. That is, kids love gathering marbles, balls or teddy bears, and very often, they make their collection into a hobby.

Everybody is a collector, yet some people are unaware of that. For example, music lovers collect their favorite bands' albums, scientists collect data or

#### Reading Strategy

The main idea is the key thought expressed in a paragraph. To identify it, ask yourself what the text is about and find the supporting details that explain or prove the central thought.



samples, women collect accessories and men ties or magazines; museums are collections of art, libraries are collections of books, and city archives collect documents and files. So, we really do spend our lives collecting things.

For some people collecting is just an effect of consumerism, a trivial waste of time. Nevertheless, the act of collecting demonstrates that consumerism is not always bad. In fact, when you collect something, you must be a truly creative, skilled consumer because you have to make good choices. Moreover, collecting is connected to recycling, which is so necessary to take care of the planet. So, we should definitely collect

more stuff instead of not being environmentally-friendly and getting rid of things, which produces more trash.

There are many reasons to explain people's inclination to collect things. Some do it just for fun because it is a way to show their personality. Others do it for money since they expect to make a profit with their rare items. The romantic ones do it to remember the past, and to keep their memories alive. In the end, collectors feel they have to make their collection unique. However, collectors must avoid becoming crazy about their things because obsession can surely spoil their fun.

**4. Based on the text and taking into account exercise 3, complete the following chart.**

Collecting: The Most Common Hobby of All		
	Main idea	Supporting details
Introduction	<i>Collecting is one of the most popular hobbies because everybody collects something.</i>	•
Second paragraph		• <i>We spent our lives collecting things.</i>
Third paragraph		• <i>Collecting has positive aspects.</i>
Conclusion		• <i>The romantic ones collect to keep their memories alive.</i>

**5. Look the underlined expressions up in the dictionary and answer the questions below.**

a. Do you agree with the author that getting rid of things is not environmentally-friendly behavior? Explain.

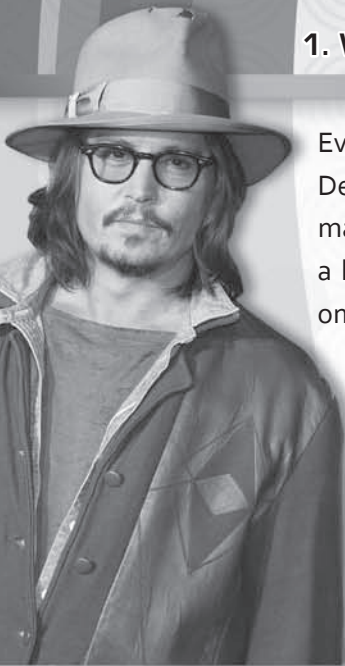
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b. Are you a romantic collector or do you want to make a profit with your items? Explain.

---

c. Why do you think obsession can spoil a collector's fun?

---



1. Write the appropriate connector according to the functions given in parentheses.

Everybody has hobbies, and celebrities are not an exception. \_\_\_\_\_, (a. **example**) Johnny Depp collects fake mustaches and Leonardo DiCaprio, tiny plastic action figures. J.K Rowling managed to make a profit on her hobby. That is, (b. **explanation**) she turned writing into a lucrative, full-time job. \_\_\_\_\_, (b. **contrast**) there are celebrities who have hobbies only to relax themselves. \_\_\_\_\_, (c. **example**) Gwyneth Paltrow is a very busy woman, \_\_\_\_\_ (d. **contrast**) she takes time to practice yoga. Finally, there are actors like Tom Hanks who are collectors and hobbyists. \_\_\_\_\_, (e. **addition**) to being a good surfer and a golf and hockey enthusiast, he collects old typewriters. In fact, he has nearly 200!

**Writing Strategy**

Remember that YET is used to introduce a fact, a situation, or quality that is surprising based on what you have just mentioned.

2. Choose the appropriate connectors from the Word Bank to complete the blog entry.

**Word Bank**

- nevertheless
- first of all
- for instance
- yet
- in addition

Dear Sam,

\_\_\_\_\_ (a), let me give you some tips for modeling. Buy good oil-based plasticine. If you want your model to stand, you have to make thick legs.

\_\_\_\_\_ (b), if your characters need to move, use wire too. One more thing about legs: You shouldn't really use cocktail sticks for them; nevertheless, if you can get your characters to remain still, it may help.

Now, for the animated clip, you have to have a digital camera. It's so much fun to take a picture of your character for every movement, \_\_\_\_\_ (c) you must be really patient.

Also, don't forget you have to use a movie software program. Think of other details; \_\_\_\_\_ (d), you should dress your characters and create a nice setting, and don't forget to add some good music too! And action!

Hey Carla,

I'm really into plasticine modeling because I want to make a stop-motion movie. So, can you give me some tips? Thanks a lot!

Sam

3. Write a reply. Use the connectors and the grammatical structures studied in this unit.

Hi! I'm Caroline. My dad is a diplomat, so I live out of a suitcase. I want to take up a hobby, but I don't know what exactly. I love craft making, I pay close attention to details, and I also enjoy collecting things. Could you give me some advice?

Thanks a lot!

Dear Caroline,

I think you should \_\_\_\_\_

because \_\_\_\_\_

For example, \_\_\_\_\_

\_\_\_\_\_

All the best, \_\_\_\_\_

\_\_\_\_\_





Lesson 4

# Feeling Alive

1. Read the ads. Then, identify and choose the meaning of the underlined idioms.

**a**

Lose weight, meet people and express yourself! Join our salsa club and blow away the cobwebs!

- To clean the place where the salsa lessons will take place.
- To start dancing salsa so that you can feel better.

**b**

Don't be shy, come to the poetry club which is in full swing at our school this month!

- The club is being very successful.
- People go to the poetry club and swing.

**c**

Belong to the smart ones, and feel in your element when solving math problems!

- To be in elementary level at math.
- To do math exercises very well while having fun.

**d**

If you are good at dancing, we are waiting for you! And don't worry; this year, teachers have promised not to make a big thing of your attendance!

- Teachers won't be mad at students' absences because of rehearsals.
- Teachers will make a big effort to finish class at 2:00 PM.

**e**

Learn how to play the guitar and be the life and soul of the party!

- To play the guitar at parties every weekend.
- To make social occasions more enjoyable for others by playing the guitar.

2. Complete the texts with the appropriate idioms above. Then, match them with the correct picture.



- Why do you have to \_\_\_\_\_ my new friend in my salsa class?
- When I arrived, the party was \_\_\_\_\_!
- Amy was stressed, so she went for a walk. She needed to \_\_\_\_\_.
- Kaori, Abi and Abel started pastry-making classes. They love cooking and are preparing lots of delicious things! I think they \_\_\_\_\_.
- I love partying with Albert because he is so amusing. In my opinion, he is \_\_\_\_\_!

3. Complete with personal information.

- Who is the life and soul of parties you go to? \_\_\_\_\_
- When does your mother make a big thing of something? \_\_\_\_\_
- What kind of music is in its full swing these days? \_\_\_\_\_
- What do you do to blow away the cobwebs? \_\_\_\_\_
- When does your best friend feel in his/her element? \_\_\_\_\_





# Amazing Facts Around the World

1. Unscramble the adjectives in these encyclopedia entries. Then, match them with the appropriate picture.



a. Landmarks are interesting (ginnirestet) buildings or \_\_\_\_\_ (portimnat) geographic sites.



b. Frogs' skin is \_\_\_\_\_ (ohotms). They are \_\_\_\_\_ (luofclro) and \_\_\_\_\_ (ntih). Their legs are powerful.



c. There is \_\_\_\_\_ (wen) information about Venus, a planet that is \_\_\_\_\_ (losec) to the Earth. Venus's atmosphere is very \_\_\_\_\_ (xciot) and its surface is very \_\_\_\_\_ (oth).



d. \_\_\_\_\_ (igb) cities are \_\_\_\_\_ (lusopupo) and \_\_\_\_\_ (gersnadou). The cost of living is not always \_\_\_\_\_ (peach), but you can meet lots of \_\_\_\_\_ (cine) people.

## Vocabulary Strategy

Use adjectives to describe nouns fully and make your readers feel, taste and see what you describe.

2. Complete the following text with the right comparative form of the adjectives in parentheses.

### It Is Worth Knowing!

Mercury is smaller (small) than the Earth, and as other planets of the solar system it cannot maintain life. Saturn is \_\_\_\_\_ (a. big) than the Earth, but \_\_\_\_\_ (b. light). Mars is \_\_\_\_\_ (c. cold) than the Earth, but Mercury is \_\_\_\_\_ (d. hot) than Mars because it is \_\_\_\_\_ (e. close) to the sun. Besides, Mercury orbits the sun \_\_\_\_\_ (f. fast) than the Earth, that is, once every 88 days, and Jupiter does it \_\_\_\_\_ (g. slow), every 12 years! The universe is a huge place, and we are just a little part of the solar system, which is located in the Milky Way Galaxy. So, there are many things about the universe that we still don't know!

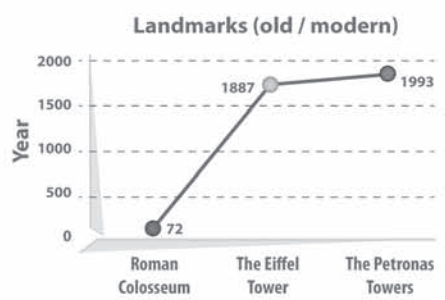
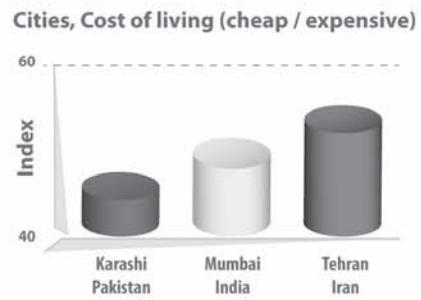
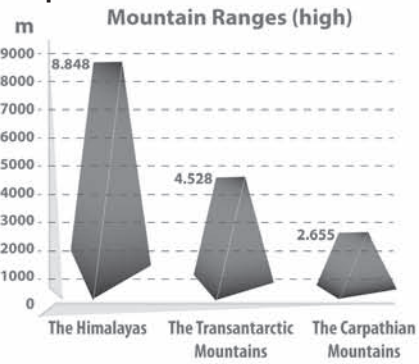
3. Read the conversation and correct the wrong forms of comparative adjectives in the grid provided. Check (✓) the right ones.

**Erika:** Hi Julian! Can you recommend anything to read for geography and biology?  
**Julian:** Hi! I recommend the new magazine *Earth, Wind and Water*. Look at their first issue. It says the Andes are 7000 km long, so they're **more-long (a)** than the Rocky Mountains, which are 4800 km.  
**Erika:** Let me see... Oh, yes! It also says the Andes has **higher (b)** volcanoes than other mountain ranges. And look at the section about animals!  
**Julian:** Yes. In this article they mention that frogs' skin is **more smooth (c)** than toads' skin.  
**Erika:** Look at the photos! Frogs are **thinner (d)** than toads and their legs are **powerfuler (e)**, and they are definitely **beautifuler (f)**!  
**Julian:** And there is a section about suggested destinations. This one is about Iguazu Falls. The author says it's **gooder (g)** to go in summer, and...  
**Erika:** My brother went last year and he says it's **cheaper (h)** if you stay for a week. But don't go in winter! He says it's the worst idea ever. It rained all the time!  
**Julian:** I think visiting Iguazu Falls is **more relaxing (i)** than sightseeing in any city.  
**Erika:** I agree! And it's **more interesting (j)** too for **adventurouser (k)** people, like us!



(a). <i>longer</i>	(b).	(d).	(f).	(h).	(j).
(c).	(e).	(g).	(i).	(k).	

4. Use the information in the graphs to write comparative sentences with the adjectives given in parentheses.



- a. The Himalayas are higher than The Carpathian Mountains.
- b. \_\_\_\_\_
- c. \_\_\_\_\_
- d. \_\_\_\_\_
- e. \_\_\_\_\_
- f. \_\_\_\_\_
- g. \_\_\_\_\_

**Grammar Strategy**  
 Ask yourself: How many things am I comparing?  
 If the answer is two, then you need a comparative adjective.



## Lesson 2

# Some Countries and Their Records

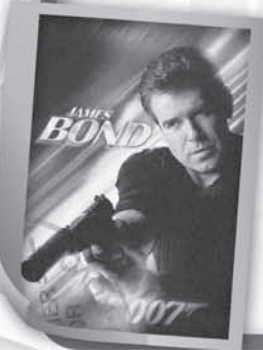
1. Use the superlative form of the adjectives in parentheses and match columns A and B.

### A

- Who is one of the most popular (**popular**) singers from Iceland?
- What is \_\_\_\_\_ (**strange**) street in San Francisco?
- Which is \_\_\_\_\_ (**long**) motoring road in the world?
- Who is \_\_\_\_\_ (**famous**) British secret agent?
- Who is the lead singer of one of \_\_\_\_\_ (**successful**) Finnish bands worldwide?
- Is Quebec one of \_\_\_\_\_ (**large**) producers of maple syrup?
- In my opinion, Japanese calligraphy is one of \_\_\_\_\_ (**interesting**) types of writing.

### B

- Bond, James Bond is the most elegant agent ever. ( )
- Anette Olzon is a Swedish singer. She and her band have more than 60 gold and platinum awards. ( )
- Well, Arabic is also really beautiful. ( )
- Björk. Her concerts are great! Her album *Homogenic* is more beautiful than *Volta*. ( *a* )
- Yes, it is by far the largest producer. ( )
- The Pan-American Highway passes through 15 nations! ( )
- Lombard Street is more famous than other streets in the USA. It has eight switchbacks! ( )

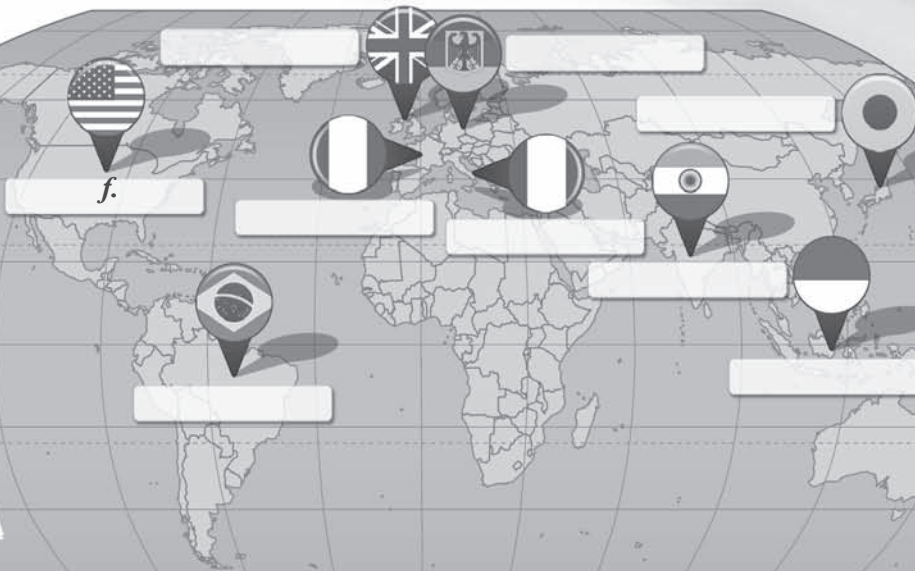


### Grammar Strategy

When you are stating that one thing is the best / worst of a group of three or more things, you need a superlative (*the + adjective + est*) or (*the most + adjective*).

2. Locate the countries on the map. Then, complete the text with the comparative and superlative forms of the adjectives in the Word Bank.

- Indonesia
- India
- Brazil
- Japan
- The United Kingdom
- The United States
- France
- Italy
- Germany



### Word Bank

- artistic
- populous
- rich





- Sao Paulo is located in Brazil, and about 11,500,000 people live there. It is a populous city. Jakarta is located in Indonesia. It has 16,850,000 inhabitants. It is more populous than Sao Paulo. Delhi is located in India. It has 20,000,000 inhabitants. It is \_\_\_\_\_ (a) of them all.
- London is the capital of England. It has a GDP (Gross Domestic Product) of \$565 billion dollars. It is a very rich city. However, New York City's GDP is \$1406 billion. So, it is \_\_\_\_\_ (b) London. Tokyo, the capital of Japan, has a GDP of \$1479 billion, which makes it \_\_\_\_\_ (c) city in the world!
- If you want to enjoy the world of art, you must go to Paris. The city is a world of art in itself. However, Florence is Michelangelo's hometown, so for some people it is \_\_\_\_\_ (d) Paris. In my opinion, Berlin is number one; it is \_\_\_\_\_ (e) city of all because of its great museums, galleries and streets.

Statistics from 2012

3. Read the following dialogs and check (✓) the option that best completes the texts.



a.

**Linda:** Look, Lucy, according to Lonely Planet, the atmosphere in New Zealand is *friendl* \_\_\_\_\_ than in Canada. But they say Ireland is the *friendl* \_\_\_\_\_ country in the world. What do you think?  
**Lucy:** Well, you know, there are *friend* \_\_\_\_\_ people everywhere! I don't believe in those lists.

- ier / iest / ly /       iest / ly / ier /  
 ly / ier / iest /       ly / iest / ier

b.

**Carla:** Listen to this Charles, in the book I bought it says that the average annual rainfall in Callao, Peru is 0.48 mm.  
**Charles:** So, it is really *dr* \_\_\_\_\_. However, the average in Ica, also in Perú, is 0.09 mm. So, it is *dr* \_\_\_\_\_.  
**Carla:** Well, yes, but not as *dr* \_\_\_\_\_ as in Arica, Chile where the average is 0.03 mm. Arica is the *dr* \_\_\_\_\_ of all!

- ier / iest / y / ye       y / ier / y / iest  
 iest / y / yer / ie       / ier / y / iest / yest



4. Unscramble the questions and answer them.

a. city / the / is / in / What / mall / biggest / your?

What is the biggest mall in your city?

The biggest mall in my city is...

c. the / famous / most / Who / is / actor / in / country / your?

b. city / the / is / in / What / building / oldest / your?

d. is / year / in / the / happiest / Which / the / holiday?

5. Research to complete the following text. Use comparative and superlative adjectives.

Hello Buddies!

I want to tell you about the most amazing things I found on the Internet!

Cities: \_\_\_\_\_

Sports: \_\_\_\_\_

Landmarks: \_\_\_\_\_





### Lesson 3

# Guinness World Records



1. Write an appropriate heading for each picture. Use the superlative forms of the adjectives *long*, *good* and *high*.



a. \_\_\_\_\_  
\_\_\_\_\_



b. \_\_\_\_\_  
\_\_\_\_\_



c. \_\_\_\_\_  
\_\_\_\_\_

### Reading Strategy

Remember that an effective title predicts the content of a text and gives key words.

2. Skim the passage and match the headings you wrote above with the correct paragraph.

3. Read the text again and choose the best word from the options on the right to complete the blanks.

### Breaking World Records!

Why do people have a fascination (a) with breaking records? The question is easy to \_\_\_\_\_ (b); human beings need challenges to feel alive and want to receive recognition. There are so many record categories, but we can \_\_\_\_\_ (c) them in three: human achievements—which include superlative or extreme facts—astonishing pets, and large food. Let's read about some of them.

\_\_\_\_\_ (Heading 1)

On October 9<sup>th</sup>, 2012, Felix Baumgartner, an Austrian skydiver, became the first person to break the sound barrier in freefall. He jumped from a rocket taken to the center of the stratosphere by a giant helium \_\_\_\_\_. It took him nine minutes to reach the ground in New Mexico at a speed of 833.9 mph (1,343km/h). In the process, he also set new records for the highest freefall parachute jump, the highest vertical speed in freefall and the greatest freefall distance. Millions of people watched his feat on YouTube online, so he also set a new record for the most \_\_\_\_\_ (e) views of a live stream.

\_\_\_\_\_ (Heading 2)

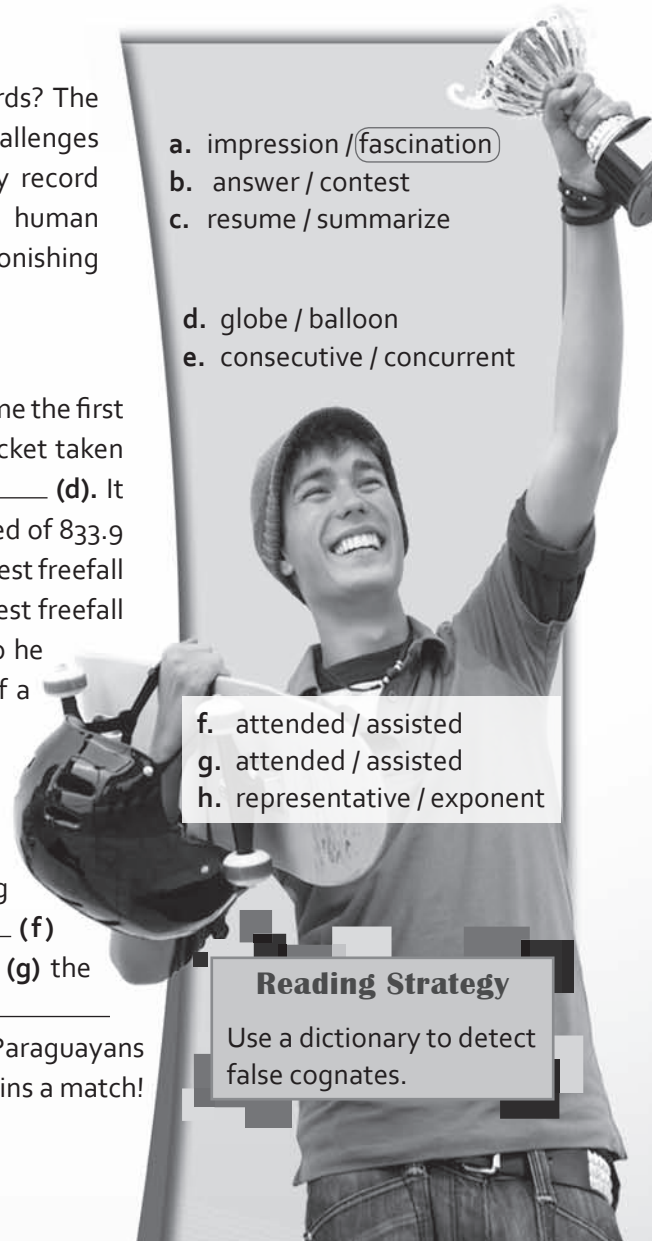
On July 15<sup>th</sup>, 2011, Novex S.A., a Paraguayan company, set the record for the longest hot dog at the *Expoferia*. The hot dog measured 203.80 m (668.635 ft). More than 180 workers \_\_\_\_\_ (f) the chef in achieving this goal, and lots of people \_\_\_\_\_ (g) the event. When the Guinness World Records (GWR) \_\_\_\_\_ (h), Johanna Hessling, confirmed the record, all the Paraguayans celebrated as they do when their national football team wins a match!

- a. impression / fascination
- b. answer / contest
- c. resume / summarize
- d. globe / balloon
- e. consecutive / concurrent

- f. attended / assisted
- g. attended / assisted
- h. representative / exponent

### Reading Strategy

Use a dictionary to detect false cognates.



\_\_\_\_\_ (Heading 3)

Abbie Girl is a female Australian Kelpie, that is, a medium-sized shepherd dog. She surfed a 107.2 m-long wave at Ocean Beach in San Diego, California, USA, on October 18th, 2011. Hundreds of people gathered to see the \_\_\_\_\_ (i). Abbie beat more than 20 other participants! Her owner, Michael Uy, \_\_\_\_\_ (j) her and she \_\_\_\_\_ (k) to his sportive lifestyle very well. Now, she is an \_\_\_\_\_ (l) surfer!

To conclude, there are as many world record categories as you can \_\_\_\_\_ (m) because people are always \_\_\_\_\_ (n) new ways to measure themselves in order to transcend their capacities, be admired, and feel the adrenaline flowing through their veins.

- i. competition / competence
- j. adapted / adopted
- k. adapted / adopted
- l. expertise / expert

- m. fantasize/ imagine
- n. idealizing / creating

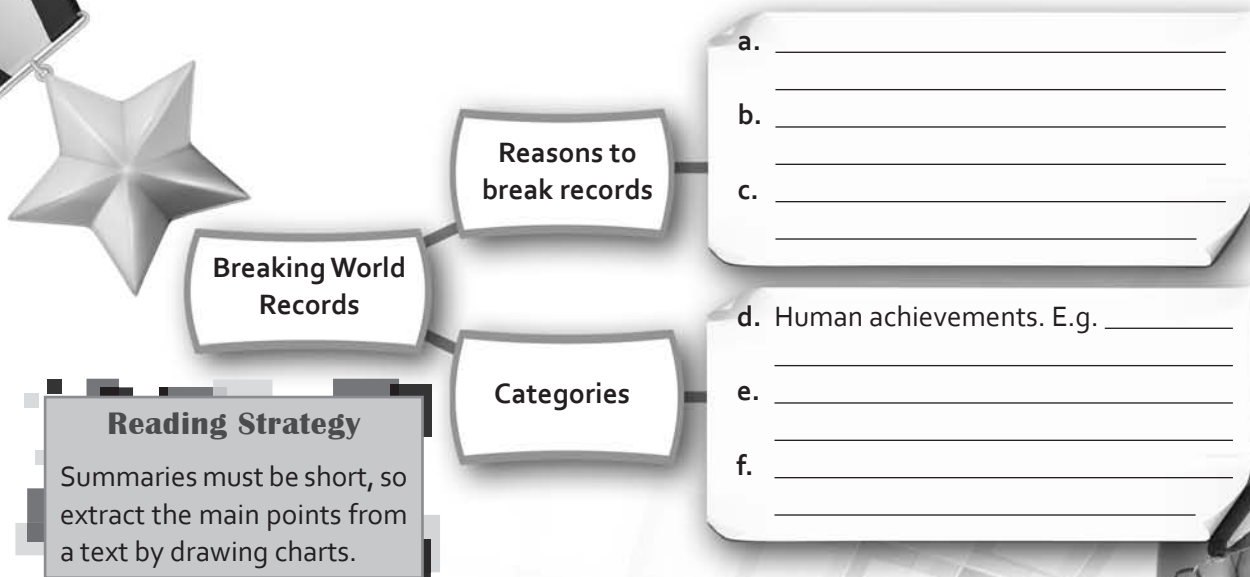
**4. Based on the information in the text, complete the following ideas.**

- a. Felix Baumgartner set five records; but the fifth one did not depend exclusively on him because \_\_\_\_\_
- b. Abbie Girl became an expert surfer because \_\_\_\_\_
- c. In the third paragraph, the statement "all the Paraguayans celebrated as they do when their national football team wins a match!" means \_\_\_\_\_
- d. According to the author, people like breaking records because \_\_\_\_\_

**Reading Strategy**

To get more understanding from an article, ask yourself Wh-questions (What, Who, Where, When, Why, etc.). They will allow you to establish relations and confirm information.

**5. Summarize the text you read by completing the chart below.**



**Reading Strategy**

Summaries must be short, so extract the main points from a text by drawing charts.

**6. Which of the records presented caught your attention and why?**

\_\_\_\_\_

\_\_\_\_\_



**Writing Strategy**

Before filling in forms, read them completely. Make sure you understand what you are being asked in each section.

**1. Fill in the application form below to become a member of Guinness World Records.**



Title: Mr / Miss / Mrs / Ms / Dr / Sir / Master

Forename: \_\_\_\_\_ Surname: \_\_\_\_\_

Date of birth: \_\_\_\_\_ Day \_\_\_\_\_ Month \_\_\_\_\_ Year \_\_\_\_\_ Gender: Male: \_\_\_\_\_ Female: \_\_\_\_\_

Occupation: \_\_\_\_\_ Address: \_\_\_\_\_

City: \_\_\_\_\_ State: \_\_\_\_\_ Postcode: \_\_\_\_\_

Country: \_\_\_\_\_ Nationality: \_\_\_\_\_

Email address 1: \_\_\_\_\_ Email address 2: (Optional) \_\_\_\_\_

Telephone: \_\_\_\_\_ Mobile: (Optional) \_\_\_\_\_

Please check (✓) if you want to receive news and updates from us.



**2. Read the letter below and match its parts by writing the letters in the lines provided.**

**Word Bank**

- a. Closing
- b. Sender's address
- c. Body (x3)
- d. Salutation
- e. Signature
- f. date
- g. Inside address (recipient's name and address)

456 E DRACHMAN  
TUCSON AZ 85705, USA   b    
January 13th, 2013 \_\_\_\_\_

Guinness World Records Limited  
3rd Floor, 184-192 Drummond Street, London, NW13  
HP, United Kingdom. \_\_\_\_\_

Dear Commercial Team, \_\_\_\_\_

My name is Frank Capizzi. I'm Italian, but I live in Tucson, Arizona. I am a big fan of your organization because you allow people from all over the world to share their great achievements. \_\_\_\_\_

I am contacting you because I would like to participate in the live event you are holding in Tucson this year to commemorate the annual Guinness

World Records Day. I registered on your website last week, and I want to participate in the attempt to beat the world record for the largest gathering of people dressed like Batman. I can hardly wait! \_\_\_\_\_

I will appreciate the information you can send me. I am looking forward to hearing from you soon. \_\_\_\_\_

Sincerely, \_\_\_\_\_

Frank Capizzi \_\_\_\_\_

**3. Follow the previous model and write a letter to participate in a GWR live event.**

Handwriting practice area with a grid pattern and a pencil illustration at the bottom.



Lesson 4

# Finding One's Match

1. In each pair of pictures, check (✓) the one that represents the figurative meaning of the expression, and cross out (X) the one that represents the literal meaning.

a. To be a class act

b. To be head and shoulders above

c. To find one's match

d. Not to be in one's league

e. To go places



2. Complete the following situations with the right idiom.

- I'm amazed at how good Sheena is at dancing salsa. She knows the steps for the Cuban, Los Angeles and Colombian styles perfectly. She is definitely \_\_\_\_\_.
- Some people love new pop bands, but I prefer the classics, you know, Madonna and Michael Jackson. They are \_\_\_\_\_ any new artists!
- Will wants to impress Ada by bragging about his grades and his artistic talent. He wants her to think he is \_\_\_\_\_.
- I'm glad Edward arrived in class. He is smart, he loves participating, he does homework and he helps his partners out. Just like Mary! I think she has finally \_\_\_\_\_.
- Jennifer Aniston is a good actress, but, she \_\_\_\_\_ in Glenn Close and Meryl Streep's \_\_\_\_\_. Glenn and Meryl are the Best.



# Unusual Occupations

1. Replace the pictures with words. Then, combine them with the ones in the Word Bank to form compound nouns. Write them in the chart according to their function.



### Word Bank

- reader    • trainer    • keeper    • designer (x2)
- milker    • walker    • taster    • translator

### Vocabulary Strategy

*noun* + *noun* = compound noun  
 Type/purpose    person

Write compound nouns as one word: *speechwriter*  
 Or as two separate words: *tour guide*

	Type / Purpose / Reason	Who
a.	<i>toy</i>	<i>designer</i>
b.		
c.		
d.		
e.		
f.		
g.		
h.		

2. Complete the descriptions with some of the professions above. Then, complete the opinions by writing the adjectives in parentheses in the correct place.

Occupations	
Description	Opinion
a. Someone who designs toys is a _____.	<ul style="list-style-type: none"> <li>• You must be a really <u>creative</u> person!</li> <li>• It's a really _____ job because you get _____ pay for making people _____.</li> </ul> <p style="text-align: center;"><b>(creative / happy / interesting / excellent)</b></p>
b. Someone who designs games is a _____.	
c. Someone who tastes ice cream is an _____.	<ul style="list-style-type: none"> <li>• You must have a _____ tooth and be _____!</li> </ul>
d. Someone who tastes cakes is a _____.	<ul style="list-style-type: none"> <li>• This is not a very _____ job because of the high number of calories you consume.</li> </ul> <p style="text-align: center;"><b>(healthy / objective / sweet)</b></p>
e. People who keep zoo animals are _____.	<ul style="list-style-type: none"> <li>• You must be _____ and _____.</li> </ul>
f. People who milk snakes to make antidotes are _____.	<ul style="list-style-type: none"> <li>• This is definitely a very _____ job because you deal with wild animals.</li> </ul> <p style="text-align: center;"><b>(responsible / careful / dangerous)</b></p>



## 3. Fill in the following chart.

Spelling rule	Complete the example	Write a sentence with one of the nouns
Add the suffix to the base of the verb.	Design— ____ Teach— ____	
In one-syllable verbs ending in <b>consonant + vowel + consonant</b> , double the final consonant and add the suffix.	Plan— ____ Drum— ____	
If the last syllable of a verb is stressed and ends in <b>consonant + vowel + consonant</b> , double the final consonant and add the suffix.	Program— ____ Begin— ____	
In the verbs ending in "silent <b>e</b> " preceded by a <b>consonant</b> , remove the <b>e</b> and add the suffix.	Supervise— ____ Translate— ____	

**Grammar Strategy**

To form agent nouns (names for people), add suffixes **-or**, **-er** to action verbs.

Example:  
train – trainer  
walk – walker  
visit – visitor

## 4. Take the following test. Check [✓] the answer you most identify with. Then, based on the results, complete the texts below with your opinions.

a. Consider the things you like. I like...

1. taking care of animals.  
 2. designing and inventing things.  
 3. reading, correcting and editing.  
 4. coordinating activities.

b. Consider the things you are good at. I am good at...

1. looking for clues to find explanations, and observing symptoms.  
 2. creating things that others like and feel identified with.  
 3. languages and letters. I have great communication skills.  
 4. making decisions, plans and choices.

c. Think of work conditions. I would like to...

1. work at a clinic, hospital or a research laboratory.  
 2. work at a publicity agency. I could work under pressure and accept criticism.  
 3. work independently and with discipline to meet deadlines.  
 4. be a leader in a company. I see myself planning strategies and guiding processes.

d. Think about your personality. I am...

1. not easily shocked by blood, wounds, broken bones, or strong smells.  
 2. a creative and artistic person.  
 3. an organized person who pays attention to details.  
 4. a natural born leader.

**Scoring system:**

Answers **1** = 3 points each; **2** = 4 points each; **3** = 5 points each; **4** = 6 points each. Your score:

**3-12:** Veterinarian or zookeeper! Check university handbooks to find info about studies related to animal care and research.

**4-16:** Designer! There are many possibilities: toy, game, interior, landscape, furniture, fashion, graphic designers, and so on.

**5-20:** Translator or proofreader! It seems you might be a good one!

**6-24:** Director in your favorite field! There are many possibilities: a movie director, a marketing director or a finance director.

Being a \_\_\_\_\_ (career's name) seems to be a very \_\_\_\_\_ (adjective to describe it) job for me because \_\_\_\_\_ (reason).

In addition, I think being a \_\_\_\_\_ (career's name) is \_\_\_\_\_ (adjective to describe it) because \_\_\_\_\_ (reason).



## Lesson 2

# Career Choices

1. Read the following career orientation notes and complete what the students are thinking. Use *will* and *won't*.

### Angela Meyers

- ◆ enjoys taking care of plants
- ◆ cares about the natural environment
- ◆ is interested in landscape design books
- ◆ hobbies: planting bonsai trees
- ◆ volunteers in a garden center
- **Suggested careers:** wildlife and ecology, landscape architecture, forest engineering



### Sofia Colon

- ◆ likes working with computers
- ◆ is good at problem solving and making decisions
- ◆ concentrates easily and pays attention to details
- **Suggested careers:** systems analysis, computer programming

I like ecology, but I \_\_\_\_\_ (a) choose it as my major. I \_\_\_\_\_ (b) definitely study landscape architecture because I think that it \_\_\_\_\_ (c) make me happy.

My brother is a class act in computer programming, so I \_\_\_\_\_ (d) study something different. I think I \_\_\_\_\_ (e) be a systems analyst like my aunt. She really enjoys it and earns lots of money! I won't be choosing it only for money, of course!

2. Write the appropriate adverbs in the following sentences. Take into account the Grammar Strategy.

- a. Sheila definitely won't enjoy volunteering in the computer center because technology is not her thing; she finds it really boring.
- b. I think Alice will \_\_\_\_\_ travel before making any decision related to her future career, or maybe she will work for her parents' business. I don't know!
- c. Camilo will \_\_\_\_\_ not follow his father's lead. He is not interested in medical research at all. Besides, he knows he is a class act in arts, so he will \_\_\_\_\_ work in painting restoration or as a toy designer.
- d. John \_\_\_\_\_ won't be a snake milker because he volunteered to work in the zoo before, and realized he was absolutely terrified of snakes!

3. Rearrange the following questions about the future. Then, answer them.

a. dad's / will / lead / you / follow / your /?

\_\_\_\_\_

b. you / will / abroad / high-school / travel / after finishing /?

\_\_\_\_\_

c. researcher / will / as / you / volunteer / a /?

\_\_\_\_\_

### Grammar Strategy

To express certainty or uncertainty about future events use the adverbs **definitely** and **absolutely** if you are 100% sure; and **probably** if you want to show a lesser degree of certainty.





4. Number the pictures from 1 to 4 to order Anne's plans for the future. Then, complete the text using *going to*.



Anne will definitely become a hotel manager someday. To achieve her goals, she is going to obtain a college degree in hotel management. In addition, she \_\_\_\_\_ (a) and she will probably open her own restaurant. Also, Anne \_\_\_\_\_ (b) because she must develop her organizational skills. She thinks being a good hotel manager implies understanding different cultures, so she \_\_\_\_\_ (c). I admire her because she is my older sister. I think I'll follow her lead when I'm a grown-up!

5. Complete the dialog using *going to*. Use the negative form when needed.

Sharon: I am going to follow (follow) my mom's lead. I love helping her with the animals at her hospital. What about you Charly?

Charly: No, I \_\_\_\_\_ (a. follow) in her footsteps because languages are not my thing. Certainly, I have to think of a profession, but I \_\_\_\_\_ (b. rush) into making decisions.

Sharon: You're right. \_\_\_\_\_ (c. volunteer) as a dog walker on vacation?

Charly: Yes, absolutely! And I am sure Sean and Joe \_\_\_\_\_ (d. enroll) in an systems company during the summer. They love programming.

Sharon: And what about Laura's sister? \_\_\_\_\_ (e. study) robotics?

Charly: No, she isn't. She \_\_\_\_\_ (f. start) college this year. Instead, she \_\_\_\_\_ (g. travel) abroad before making any decisions.



6. Read the text and circle the most appropriate form of the verb according to the context.

Everybody in my class is thinking about the future. For example, George is going to / will probably be a vet. He is going to / will (a) volunteer as a dog walker in a vet hospital next summer. Ava and Mary won't / aren't going to (b) study design because they don't like arts at all. I think they are going to / will probably (c) look for a job as ice cream tasters because they are so good at identifying flavors, and really enjoy eating. Will / Are (d) Ernest, Tom and Jim travel / going to travel (e) together after they finish high-school? Who knows! But one thing I do know is that they will definitely / are definitely going to (f) be successful scientists because they always win the chemistry competitions and they are so good at researching!



### Lesson 3

# The Job Market



1. Analyze the word splash about *Work Happiness*. Then, choose three words from it and write three sentences that relate to the main concept.



Main concept in the word splash: Work happiness

Words chosen: Boredom, \_\_\_\_\_, \_\_\_\_\_

a. Boredom: a lack of interest which affects your level of happiness at work.

b. \_\_\_\_\_

c. \_\_\_\_\_

### Reading Strategy

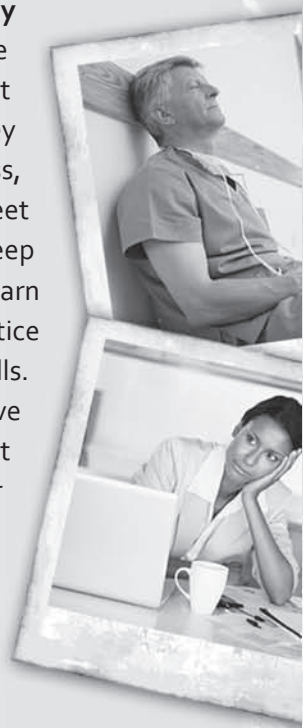
Use visual aids, like word splashes, to establish relationships between concepts.

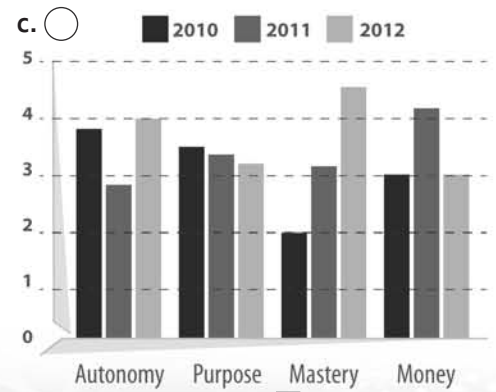
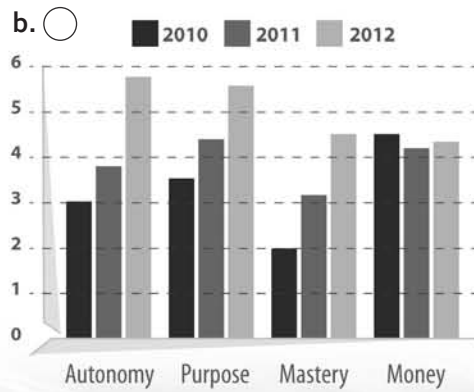
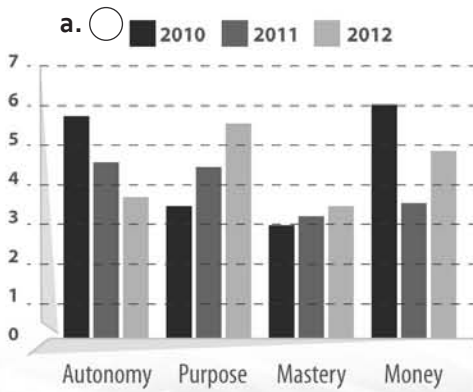
2. Read the article and confirm the relations you established in exercise 1. Then, read it again and identify the graph that best represents the information provided.

### Happiness at Work: The Best Jobs in 2012

What makes people happy at work? The results of a survey carried out by a career advice website between 2010 and 2012 are revealing. The bar chart illustrates how **autonomy**, having control over your time and the decisions you make, almost doubled from 30% in 2010 to 57% in 2012. A similar pattern can be seen with **mastery**, using and improving your strengths and doing activities you really enjoy, since it rose from 20% in 2010 to 32% in 2011, and in 2012, it reached 45%. It is also noticeable that **purpose**, related to setting goals, facing challenges, and working to help others, rose from 33% in 2010 to 56% in 2012. The rise in the importance of working with a purpose is linked to long-term satisfaction: a state you reach when you feel that what you do has a value.

The importance people give to **money** remained relatively stable, but there was a 0.2% fall from 2010 to 2012. What is striking in the survey is that money is not the essential factor of happiness, yet it counts. Money allows you to meet basic requirements, and also to keep a healthy work-life balance: if you earn enough money, you can travel, practice leisure activities or learn new skills. Researchers also found that excessive consumerism and materialism affect workers' motivation and happiness. For example, a pay rise or a promotion can make people feel powerful and proud of themselves, so instant gratification is produced. However, once people get used to what they have, they feel boredom and dissatisfaction.





**Reading Strategy** Analyze a chart to get specific information through visual aids.

**3. Read the conclusion of the article and, based on the information, complete the graph below.**

Finally, another career advice website carried out research into the best jobs in 2012 in North America. The researchers took into account all of the aspects of happiness from the previous survey to determine in which professions people were most content. **Software engineers** rank number 1 with 60% in the chart. They are permanently mastering their skills, they handle their time, they are helping with the world's digital transformation, and the pay is awesome! **Human resource managers** are second, with 25% in the chart.

Their stress levels are low, and they play a key role in all kinds of companies. **Occupational therapists** are next with a rating of 10%. They really work for a concrete, altruistic purpose: helping people overcome mental or physical impairments. Last, but not least, with a happiness rating of 5%, we find **online advertising managers**, who are in charge of planning advertising campaigns online. They are autonomous, always use their creativity and are constantly improving their computing skills.

**Reading Strategy**

Pie charts are visual interpretations of data. The pie represents a whole and each slice represents a percentage. Now consider the chart on the left: Which is the biggest section and which the smallest? What percentage do they represent?



■	_____
■	_____
■	_____
■	_____



**4. Answer the following questions about the article.**

- a. What gives workers long-term satisfaction? \_\_\_\_\_
- b. Why is instant gratification not real happiness? \_\_\_\_\_
- c. What can money buy? \_\_\_\_\_
- d. Do you agree with the results of the survey about happiness at work? Why/Why not? \_\_\_\_\_

1. Fill in the survey. Then, write a career prospect based on your results.

Name \_\_\_\_\_ Occupation \_\_\_\_\_ Phone \_\_\_\_\_ E-mail \_\_\_\_\_

My skills	Low	Average	High
Logical reasoning and problem solving			
Communication and social skills			
Language skills			
Creative skills			
Physical skills (agility, strength, etc.)			

Happiness factors	Irrelevant	Secondary	Vital
Autonomy			
Mastery			
Purpose			
Money			

My working style	Never	Usually	Always
I like working with others.			
I pay careful attention to all kinds of details.			
I'm open to change and accept criticism.			
I enjoy being the leader and taking responsibilities.			
I enjoy being outdoors.			
I enjoy using creativity.			

My areas of interest	Low	Average	High
Arts			
Science and Technology			
Literature			
Law			
Business			
Medical			

**Writing Strategy**

Before writing a text, follow a plan to organize the ideas you want to develop.

After having answered the survey, I think the career I will be interested in is in

\_\_\_\_\_ field. I \_\_\_\_\_ because \_\_\_\_\_.

*(job family)* *(make a prediction with probably)* *(reason)*

Or perhaps I \_\_\_\_\_ because \_\_\_\_\_.

*(make another prediction)* *(reason)*

\_\_\_\_\_

*(comment on the results of your survey)*

In order to make the right decision when the moment comes, I \_\_\_\_\_

\_\_\_\_\_

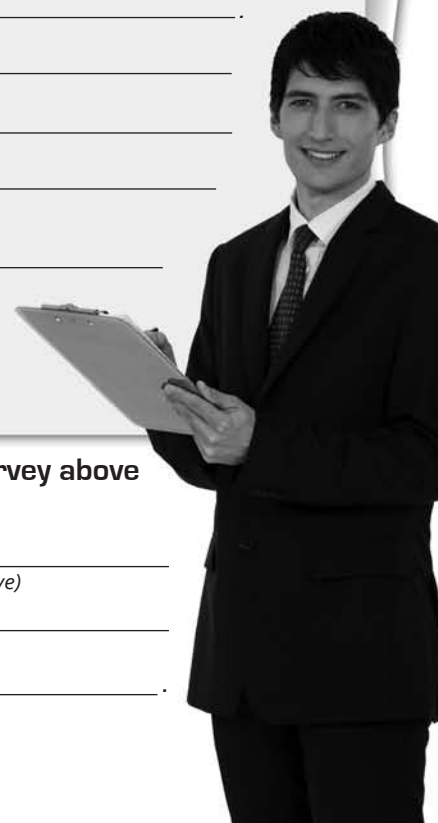
*(state some plans for you to make the best decision for your future job)*

2. Find out about an unusual occupation, and use the information in the survey above to write about it.

In my opinion, being a/an \_\_\_\_\_ is very \_\_\_\_\_

because \_\_\_\_\_.

*(unusual occupation)* *(adjective)* *(reason)*





Lesson 4

# Creative Thinking

1. Circle the right option to complete the following sentences.

- a. Only the **cream of the top / cream of the crop / cream of the crew** will be part of the Olympic basketball team.
- b. I'm not satisfied with my job. I need a new horizon, so I have decided to **call my quit choice! / call it quits! / call of nature**.
- c. It will take Elizabeth some time **to understand the cope / to learn the ropes / to hold the ropes** of her new job as a Braille translator.
- d. Lateral thinking or **thinking like a box / thinking on a box / thinking out of the box** means to see things from new perspectives. You can always improve this skill!
- e. Gottfried Wilhelm Von Leibniz co-invented the infinitesimal calculus, and also invented many mathematical terms such as "function," "variable," "parameter," among many others. To put it in a nutshell, he was a **number cruncher / geek / know it all**.

2. Fill in the chart. First, complete the idioms with the missing word. Then, write the meaning, and finally, match them with the picture that best represents their sense.

Idiom	Meaning
a. A number _____	_____
b. The cream of the _____	_____
c. To think out of the _____	_____
d. Learn the _____ of something	_____
e. To call it _____	_____



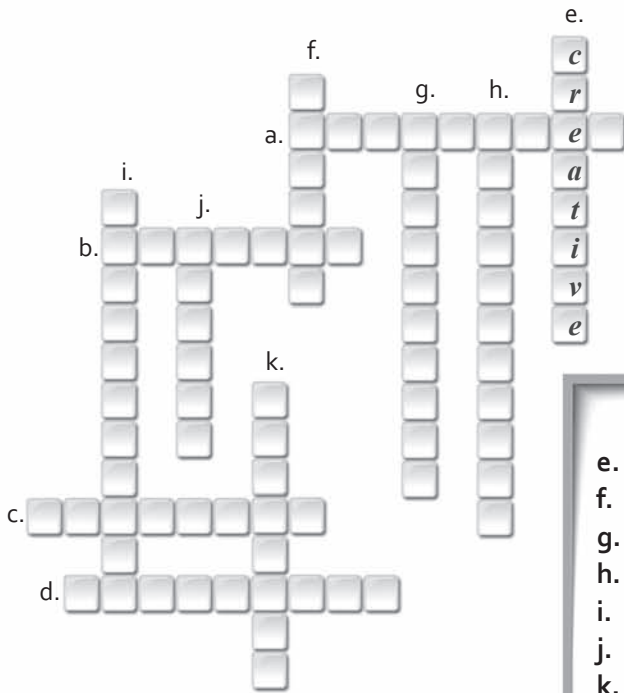
3. Answer these questions.

- a. Which actors were the cream of the crop at the last Oscar ceremony? \_\_\_\_\_
- b. Mention a situation in which you thought out of the box. \_\_\_\_\_
- c. When was the last time that you had to learn the ropes to complete an important task? \_\_\_\_\_
- d. Who is a number cruncher in your family? \_\_\_\_\_
- e. In what work situations might people decide to call it quits? \_\_\_\_\_



# Inspiring Young People

1. Solve the crossword puzzle. Then, complete the text below with some of the words.



**Across**

- a. To be methodic and systematic; to keep things in the right place.
- b. To be talented in music.
- c. A young person whose career advances quickly and successfully.
- d. To have emotional sensibility and care about others' feelings.

**Down**

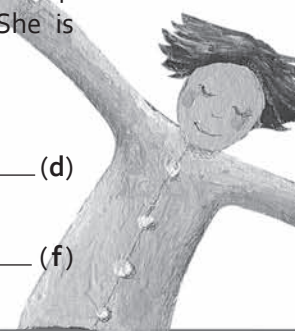
- e. To have the ability to create things.
- f. To be friendly and enjoy people's company.
- g. To be good at analyzing details and solving problems.
- h. To be quick to understand things and have a high mental capacity.
- i. To have great powers of imagination.
- j. To enjoy sports and outdoor activities.
- k. To be skillful at creating pictures, drawings and paintings.

**Vocabulary Strategy**

To solve crossword puzzles, keep a dictionary on hand to check spelling. Read the clues in order to establish differences between similar definitions, make inferences and evaluate options.

**Talented Youth**

- Maud Chifamba is an intelligent African accountancy student. She earned a scholarship and became Zimbabwe's youngest university student, so she is a \_\_\_\_\_ (a). She is \_\_\_\_\_ (b) because she knows how to solve problems.
- Abby Enck is a \_\_\_\_\_ (c) girl who helps children with cerebral palsy in Illinois.
- Spanish writer Javier Ruescas has published five books and he is only 25. He is an \_\_\_\_\_ (d) and \_\_\_\_\_ (e) writer who loves mixing fantasy and reality.
- Australian Aelita Andre started painting at the age of 2. She has an awesome \_\_\_\_\_ (f) talent and her work has been exhibited in important galleries!



2. Fill in the chart below by writing the nouns from which the adjectives used above are derived.

Noun	Adjective	Noun	Adjective
	musical		sensitive
<i>intelligence</i>	intelligent		artistic
	organized		sporty
	analytical		imaginative
	friendly		creative

**Grammar Strategy**

Pay attention to suffixes, which occur at the end of some words, to recognize parts of speech. Adjectives derived from nouns usually end in *-al*, *-ive*, *-y*, *-ent*, or *-ic*.

**3. Read the text and circle the appropriate adjective or noun in parentheses.**

Luciana Aymar is one of the best field hockey players ever! She was born in Rosario, Argentina, on August 10th, 1977. She was a **sport / (sporty)** girl, so she started playing hockey at age 7. Her **intelligence / intelligent (a)** and **sensitivity / sensitive (b)** have taken her far. She is a very **competition / competitive (c)** sportswoman. She has won lots of medals, trophies and international tournaments along her career. For example, she has won the FIH Player of the Year Award seven times! She is **friend / friendly (d)**, but she is not a very **sociality / social (e)** person. She has explored other fields such as acting and modeling. Definitely, an **inspiration / inspiring (f)** person who has fought for her dreams.



**4. Read the information in the chart. Then, unscramble the questions below and answer them.**

Name/Place of origin	Abby Enck from Crystal Lake, Illinois, USA
Age	10 years old
Personality traits	social, analytical, creative, sensitive, intelligent, humanitarian
Problematic situation	After accompanying her younger brother Cameron, who has cerebral palsy, to the Lutheran General Children's hospital, she noticed that the kids there liked coloring, but most of their crayons were broken.
Goal	To buy some boxes of crayons for the kids at the hospital.
Actions taken to achieve her goal	<ul style="list-style-type: none"> <li>• 2009: She raised money through a lemonade sale, and bought some boxes of crayons.</li> <li>• 2010: She created a lemonade kit and bought crayons, colors, and markers.</li> <li>• 2011: She created a popcorn kit, and bought new DVDs, microwave popcorn and candy.</li> </ul>
Achievements	She has helped to improve conditions in hospitals for kids. She has made kids happier. She has inspired other people to help humanity. She has become an entrepreneur.



- a. like / is / what / Abby/? \_\_\_\_\_
- b. she / where / brother / did / accompany / her/? \_\_\_\_\_
- c. her / help / what / motivated / to/? \_\_\_\_\_
- d. to help / did / kids / she / raise / enough money / the /? \_\_\_\_\_
- e. goals / has / accomplished / she / her/? \_\_\_\_\_
- f. others / thought / have / you / of / helping/? \_\_\_\_\_

**Grammar Strategy**

Unscramble sentences in order to get familiar with grammar structures.



## Lesson 2

# A Life of Achievements

1. Complete the chart by filling in the correct forms of the verbs from the Word Bank.

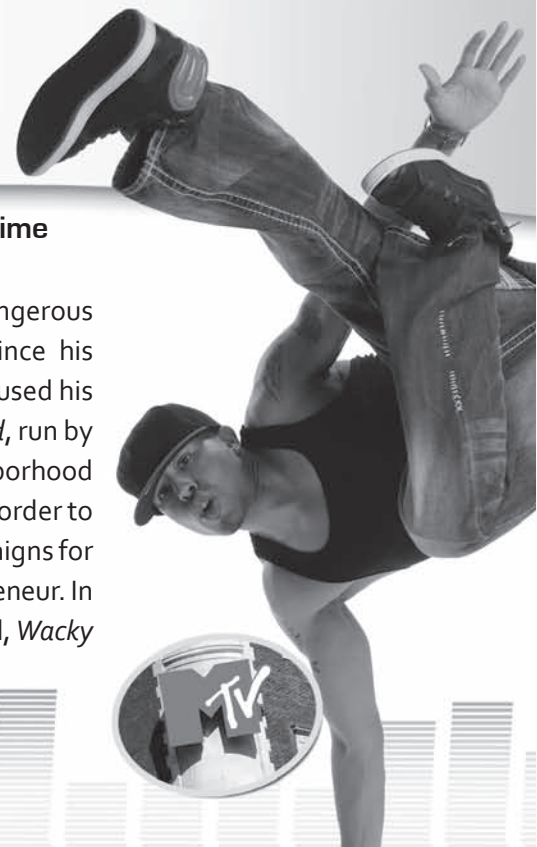
Regular verbs					
base form	past form	past participle	base form	past form	past participle
<i>participate</i>	<i>participated</i>	<i>participated</i>			
Irregular verbs					
base form	past form	past participle	base form	past form	past participle
<i>be</i>	<i>was / were</i>	<i>been</i>			

### Word Bank

- participate
- be
- take
- act
- practice
- play
- receive
- buy
- win
- ride
- try
- write

2. Complete the text. Use the verbs in parentheses in the Present Perfect tense.

Albert and his wife Sue have been (be) sporty and adventurous since they were teenagers. Albert \_\_\_\_\_ (a. practice) rafting, paragliding and hiking for 10 years. As a hiker, he \_\_\_\_\_ (b. win) two trophies in local competitions. Sue \_\_\_\_\_ (c. play) hockey and tennis for 6 years. However, she \_\_\_\_\_ (d. not win) any medals yet. None of them \_\_\_\_\_ (e. ride) a horse or a motorcycle. They \_\_\_\_\_ (f. try) to climb the Matterhorn, but they \_\_\_\_\_ (g. not get) to the top yet. Albert \_\_\_\_\_ (h. take) lots of pictures of their climbing adventures, and Sue \_\_\_\_\_ (i. write) a journal of their memories. They \_\_\_\_\_ (j. not buy) new hiking gear yet, but they are already training for their next winter trip.



3. Read the profile and underline the sentences where you find the time expressions *for* and *since*.

Rymel Lawrence, better known as Wacky Rymel, lives in Hackney, a dangerous neighborhood in London. Teenagers often get involved in gangs there. Since his childhood, he has been a dreamer and a good dancer. Since he was 16, he has used his talent to help his community. In 2009, he won a competition, *Good for the Hood*, run by MTV and a British public institution, in which he got funding to make his neighborhood a better place to live. Since then, he has run free dance classes for teenagers in order to keep them away from crime. He has promoted cultural events and social campaigns for more than 3 years. He has also changed his lifestyle; he has become an entrepreneur. In fact, he runs a street dance company called *EscenTrick* and he has a clothing label, *Wacky Wear*. He has sure been an inspiring leader for many years!



4. Complete the chart and answer the questions based on the previous text.

Wacky's talents and characteristics	Since he was a kid / teenager,	Achievements	Your opinion about him
<i>Rymel is a musical guy.</i>	<i>he has...</i>	<i>Wacky Rymel has...</i>	<i>I think he...</i>

- a. How long has he been good at dancing? \_\_\_\_\_
- b. How long has he promoted social campaigns? \_\_\_\_\_
- c. How long has he taught dancing to young people? \_\_\_\_\_
- d. How long has he participated in cultural events? \_\_\_\_\_
- e. Has he already improved the quality of life in Hackney? \_\_\_\_\_
- f. Has he hosted his own TV program yet? \_\_\_\_\_

5. Use *yet* and *already* to complete Mariana Pajón's profile.



Mariana Pajón was born on October 10th, 1991 in Medellín, Colombia. She is a BMX cyclist. She is very young, but she has already won 14 World Championships. She has \_\_\_\_\_ (a) been the flag bearer for Colombia at the Olympics, but she has not finished high school \_\_\_\_\_ (b). Her career has just started, so she has not thought about retirement from the sports world \_\_\_\_\_ (c). She has \_\_\_\_\_ (d) won one gold medal at the Olympics, and she has \_\_\_\_\_ (e) received one of Colombia's most prestigious awards called, "The Order of Boyacá."



**Grammar Strategy**

**For +** periods of time: *for 3 hours / 7 years / 2 minutes*  
**Since +** a past point in time: (*action takes place up to now*) *Since 5:00 PM / Friday / October / 1978 / I was young*  
**Already:** something has happened sooner than expected. *I've already read Kafka's works.*  
**Yet:** something is expected to happen, but still hasn't. *I haven't finished homework yet.*

6. Interview Maria Sharapova. Make questions from the words in parentheses. Use the Simple Past and the Present Perfect tenses.

- a. (where/born) \_\_\_\_\_ *Where were you born?* \_\_\_\_\_  
I was born in Nyagan, Russia, but I live in Bradenton, Florida, in the USA.
- b. (when/born) \_\_\_\_\_  
I was born on April 19th, 1987.
- c. (how long/live/ in the USA) \_\_\_\_\_  
I have lived in Florida since 1994.
- d. (when/start playing tennis) \_\_\_\_\_  
I started playing tennis when I was 6 years old.
- e. ( when/defeat /Serena Williams) \_\_\_\_\_  
In 2004, when I won at Wimbledon.
- f. (already /consider quitting tennis/ to raise /a family) \_\_\_\_\_

Well, I have. When I was younger I thought of it, but now, I just want to keep on playing as much as I can.





### Lesson 3

# Inspirational Lifelong Learners

1. Fill in the following chart in two stages. First, answer questions *a* and *b*. Then, read the text and answer question *c*.



K - W - L	Latin American artists whose works have been exhibited around the world	Singers who have recorded more than 100 albums	Writers who have won the Pulitzer prize award	Researchers who have fought for animal rights
a. What do I know about this?				
b. What do I want to learn about it?				
c. What did I learn about it?				

#### Reading Strategy

When you read expository texts, use the K-W-L method in order to get involved in what you read. Ask yourself:

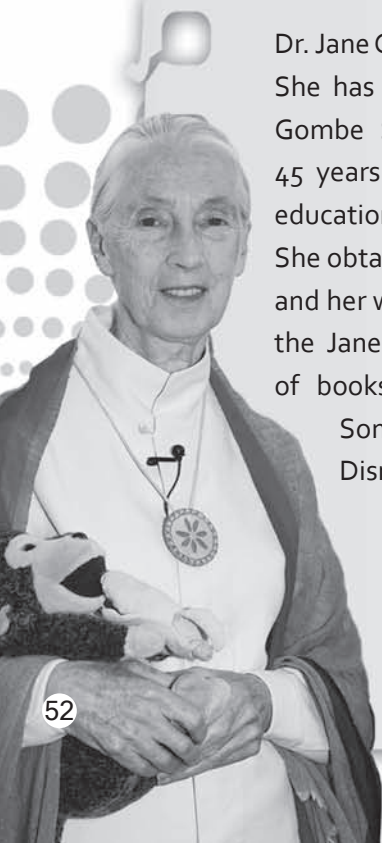
- What do I know about the topic? (Use background knowledge and pictures)
- What do I want to know about it? (Read with a purpose)
- What did I learn after reading it? (Evaluate what you found interesting)

2. Read the passages, analyze the reference words in bold, and complete the sentences.

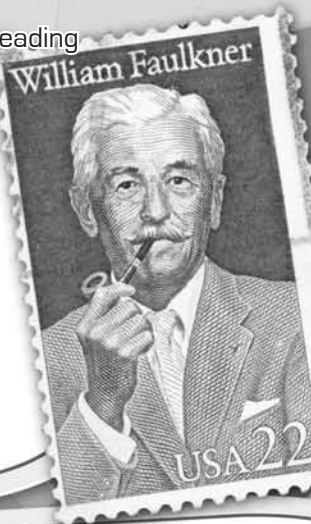
Dr. Jane Goodall is a British anthropologist and primatologist. She has studied the social interactions of chimpanzees in Gombe Stream National Park, Tanzania, for more than 45 years. Although she did not have any previous formal education, she did a PhD in ethology at Cambridge University. She obtained **it** in 1965. Because of her love for chimpanzees and her wish to protect **them** and **their** habitat, she founded the Jane Goodall Institute in 1977. She has published lots of books and has participated in many documentaries.

Some of **them** have been produced by Animal Planet, Disneynature and the National Geographic Society.

- a. "**It**" is an object pronoun. It refers to her PhD.
- b. "**Them**" is an pronoun. It refers to chimpanzees.
- c. "**Their**" is a pronoun. It refers to chimpanzees.
- d. "**Them**" is an pronoun. It refers to chimpanzees.



In William Faulkner's fictional world, each short story and novel is part of the imaginary Yoknapatawpha County. His work was influenced by the history of the southern United States, so **it** tells **us** about **its** growth and decadence. Some of his stories were rejected by the editors, yet he won the Nobel Prize in 1949 for his great contribution to the modern American novel. **His** work has influenced many important writers such as the Colombian Nobel Prize winner, Gabriel García Márquez.



- a. "**It**" is a \_\_\_\_\_. It refers to \_\_\_\_\_.
- b. "**Us**" is an \_\_\_\_\_. It refers to \_\_\_\_\_.
- c. "**Its**" is a \_\_\_\_\_. It refers to \_\_\_\_\_.
- d. "**His**" is a \_\_\_\_\_. It refers to \_\_\_\_\_.



The First Lady of Song, Ella Fitzgerald, is remembered world-wide for her great *scat singing* – improvised melodies with nonsense syllables– and **her** contribution to the North American cultural canon. Her recordings are known as the Songbook series. This talented Afro-American woman became an icon of jazz, worked with many big names and had a wide repertoire. **It** included blues, gospel, bossa nova and pop. Her audiences were very diverse, but all of **them** loved **her**. She recorded more than 200 albums and won 13 Grammy awards.

- a. "**Her**" is a \_\_\_\_\_. It refers to \_\_\_\_\_.
- b. "**It**" is a \_\_\_\_\_. It refers to \_\_\_\_\_.
- c. "**Them**" is an \_\_\_\_\_. It refers to \_\_\_\_\_.
- d. "**Her**" is an \_\_\_\_\_. It refers to \_\_\_\_\_.

Colombian artist Fernando Botero has invented a universe where everything has exaggerated round proportions. Humor, irony and social criticism are essential in his work. At the beginning of his career, he was influenced by Diego Rivera, Francisco de Goya and Diego Velázquez. But when he created his own style, he distanced himself from **them**. He has exhibited his massive bronze sculptures in Europe and the United States. **They** are famous world-wide. He has not sold many of his works of art; instead, he has donated **them** to museums. He is married to Sophia Vari, a Greek artist. He has lived with **her** for more than 30 years.



- a. "**Them**" is an \_\_\_\_\_. It refers to \_\_\_\_\_.
- b. "**They**" is a \_\_\_\_\_. It refers to \_\_\_\_\_.
- c. "**Them**" is an \_\_\_\_\_. It refers to \_\_\_\_\_.
- d. "**Her**" is an \_\_\_\_\_. It refers to \_\_\_\_\_.

**3. Answer the following questions based on the previous texts. Support your ideas.**

a. How would you describe Jane Goodall? Use five adjectives in your answer.

\_\_\_\_\_

b. Correct this statement: "Faulkner's most famous work is Yoknapatawpha County."

\_\_\_\_\_

c. What is the meaning of *scat singing*? \_\_\_\_\_

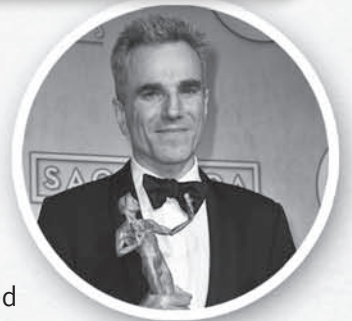
d. Has Botero created a particular artistic style? How? \_\_\_\_\_

\_\_\_\_\_

**Word Bank**

**Time expressions:** during / when / for eighteen years / ~~1957~~ / twice / a year later

**Reference words:** they (x2) / his / her she(x2) / them / he / him (x3)



**1. Complete Daniel Day Lewis's profile. Use the Word Bank.**

Daniel Day Lewis was born in London on April 29<sup>th</sup>, 1957.

\_\_\_\_\_ (a) he was a teenager, acting was not \_\_\_\_\_ (b) first career choice. However, since \_\_\_\_\_ (c) entered the Bristol Old Vic Theatre School, he has had a successful acting career. In fact, he won his third Oscar for Best Actor thanks to his role in Steven Spielberg's *Lincoln* (2013).

Some actors and technicians define him as an eccentric and obsessive star because he takes method acting to the extreme. For example, in the movie *My Left Foot* (1989), in which he played an Irish artist with cerebral palsy, the crew had to move \_\_\_\_\_ (d) around in his wheelchair and feed \_\_\_\_\_ (e) with a spoon.

He has been married \_\_\_\_\_ (f). First, to Isabelle Adjani, but \_\_\_\_\_ (g), he divorced \_\_\_\_\_ (h). Then in 1995, he married Rebecca Miller, and \_\_\_\_\_ (i) have lived together \_\_\_\_\_ (j) so far. Lewis knows it is not easy to deal with \_\_\_\_\_ (k); therefore, \_\_\_\_\_ (l) his speech at the 85th Oscars ceremony, he thanked his patient wife, by saying: "My wife Rebecca has lived with some very strange men. I mean \_\_\_\_\_ (m) were strange as individuals and probably even stranger if taken as a group, but luckily \_\_\_\_\_ (n) is the versatile one in the family and \_\_\_\_\_'s (o) been the perfect companion to all of \_\_\_\_\_ (p)." The audience will always remember him for being the first person in film history to win the Oscar Award for Best Actor three times.

**Writing Strategy**

Pay attention to the position of time expressions as they convey the timeline of events.  
Avoid unnecessary repetition by using reference words.

**2. Follow the color code and underline the following kind of words in the text. Then, answer the questions.**

**Red:** adjectives used to describe Daniel Day Lewis.

**Yellow:** verbs in the Simple Present tense

**Blue:** verbs in the Simple Past tense

**Green:** verbs in the Present Perfect tense

**Purple:** verbs in the Simple Future tense

a. How do people describe Daniel Day Lewis?

\_\_\_\_\_

b. Why is his acting style so peculiar?

\_\_\_\_\_

c. Who did he thank during his speech? Why?

\_\_\_\_\_

d. How long has he been married to Rebecca Miller?

\_\_\_\_\_

e. Why will the audience always remember him?

\_\_\_\_\_

**3. Match the function to the verb tense.**

- a. Achievements or events that started in the past and continue in the present
- b. Predictions
- c. Finished events
- d. Current situation of the person

- 1. Simple Present
- 2. Simple Past
- 3. Present Perfect
- 4. Simple Future

**Writing Strategy**

Analyze the structure of a profile by focusing on how the author uses different verb tenses.

**4. Research a celebrity you admire and write his/her profile.**



Lesson 4

# A Moment of Truth

1. Unscramble the expressions and organize the story from 1 to 6.

- a. However, she has \_\_\_\_\_ *way / long / come / a*. Last year, she won a scholarship and traveled abroad to study ballet. She wanted to join an important company, and she passed her audition \_\_\_\_\_ *colors / flying / with*. Now, she is part of the crew! ( \_\_\_\_\_ )
- b. She had to \_\_\_\_\_ *one / to / go / with / back / square* her training. ( \_\_\_\_\_ )
- c. During the trip, she met a lovely guy. They have dated for months, and he wants her to stay there until he graduates from university. It is a \_\_\_\_\_ *of / truth / moment* in her life. ( \_\_\_\_\_ )
- d. When she was 12, she broke her leg. It took her a long time to recover. ( \_\_\_\_\_ )
- e. Since Sally was a little girl, she wanted to be a ballet dancer. So, she started lessons at the age of 4. ( \_\_\_\_\_ )
- f. Some people thought her dreams of becoming a professional dancer \_\_\_\_\_ *fly / never / would*. ( \_\_\_\_\_ )

2. Match each part of the story with the following pictures.



3. Complete the following dialogs with the appropriate expressions from above.

a.  
**Alan:** Did you read the story Margaret sent for the adaptation we have to make for the cinema class?  
**Gregory:** Yes, I did. I like it, but I think it \_\_\_\_\_ as a cinema adaptation.  
**Alan:** Yes, I agree. I'm afraid we will have \_\_\_\_\_ with it. We'll have to hurry up because there is not much time left!

b.  
**Joey:** I admire Jennifer! She has \_\_\_\_\_ with her T-shirt designs! A big store has offered her to work exclusively for them, and another company has encouraged her to apply for a full-time position with them.  
**Gary:** Wow! Sounds awesome! It will be \_\_\_\_\_ for her because she says she wants to be a freelance designer forever, but I think she should definitely apply for the full-time position!  
**Joey:** Well, if she decides to apply for a full-time position, I know she will pass \_\_\_\_\_!



# Dictionary

A-D


M-P


E-H


Q-T


I-L


U-Z


# Suggested Online Resources

## Unit 1

- \* Inventions by Country  
[http://www.eupedia.com/europe/list\\_of\\_inventions\\_by\\_country.shtml](http://www.eupedia.com/europe/list_of_inventions_by_country.shtml)
- \* Computers Changed the World  
<http://www.butterats.org/computers-how-they-have-changed-our-lives/>

## Unit 2

- \* Travel and Adventure  
<http://geography.about.com/od/culturalgeography/fl/Ecotourism.htm>
- \* Responsible Tourism  
<http://www.responsibletravel.com/holidays/responsible-tourism/travel-guide>
- \* Travel Responsibly  
<http://www.treadright.org/responsible-tourism/tips-travellers>

## Unit 3

- \* Active Outdoors  
<http://www.activeoutdoors.info/outdoor-photography/>
- \* Outdoor Games for Youth  
[http://www.jubed.com/youth\\_ministry/search/outdoor](http://www.jubed.com/youth_ministry/search/outdoor)
- \* Life  
[https://www.youtube.com/watch?v=SO\\_YS9941Kw](https://www.youtube.com/watch?v=SO_YS9941Kw)
- \* Fresh Water  
[https://www.youtube.com/watch?v=qlAtWG\\_mDik](https://www.youtube.com/watch?v=qlAtWG_mDik)

## Unit 4

- \* Weird but True  
[http://kids.nationalgeographic.com/explore/adventure\\_pass/weird-but-true/](http://kids.nationalgeographic.com/explore/adventure_pass/weird-but-true/)
- \* Fun Facts About Countries  
<http://www.sciencekids.co.nz/sciencefacts/countries.html>

## Unit 5

- \* Jobs and Occupations  
<https://www.youtube.com/watch?v=fcKniJHVQ3w>
- \* Creative Development in Adolescents  
<http://www.scholastic.com/parents/resources/article/stages-milestones/creative-development-adolescents>

## Unit 6

- \* Inspirational Young People  
<http://www.dannymacaskill.co.uk/>
- \* Lifelong Learners: Rigoberta Menchú  
[http://www.nobelprize.org/nobel\\_prizes/peace/laureates/1992/tum-bio.html](http://www.nobelprize.org/nobel_prizes/peace/laureates/1992/tum-bio.html)



## Unit 1

# Grammar Chart

### VERBS IN THE SIMPLE PAST TENSE

Regular verbs add *-ed* to the basic form.

invent	<b>invented</b>	create	<b>created</b>
discover	<b>discovered</b>	work	<b>worked</b>
develop	<b>developed</b>	help	<b>helped</b>
happen	<b>happened</b>	attract	<b>attracted</b>

### VERBS IN THE SIMPLE PAST TENSE

Irregular verbs change partially or totally, or sometimes they do not change at all.

build	<b>built</b>	grow	<b>grew</b>	leave	<b>left</b>
make	<b>made</b>	do	<b>did</b>	be	<b>was/were</b>
find	<b>found</b>	get	<b>got</b>	have	<b>had</b>
read	<b>read</b>	hit	<b>hit</b>	cut	<b>cut</b>

### WH-QUESTIONS IN THE SIMPLE PAST TENSE

Follow this structure to ask *wh*-questions in the Simple Past tense:

Wh-word	Aux. verb	Subject	Verb	Complement
<b>What</b>	did	Karl Benz	invent?	
<b>Where</b>	did	Flemming	discover	penicillin?
<b>When</b>	did	Edison	work	on the lightning system?
<b>Why</b>	did	Edison	work	on the lightning system?

To ask about the subject (who did something or what happened) do not use auxiliary verb (the subject is not present).

Wh-word	Verb	Complement
Who	<b>invented</b>	the printing press?
Who	<b>developed</b>	the World Wide Web?
What	<b>happened</b>	yesterday?

To locate actions or events in the past, use time expressions:

Karl Benz invented the motor car **in 1885**.  
 Helen Murray Free developed the glucose test **in 1956**.  
 Other time expressions: **yesterday, last week, last month, last year, last night, three years ago**

### YES/NO-QUESTIONS IN THE SIMPLE PAST TENSE

To ask *yes/no*-questions, follow the structure

Auxiliary	Subject	Verb *	Complement
<b>Did</b>	you	<b>do</b>	the history homework?
<b>Did</b>	Immanuel Kant	<b>discover</b>	dynamite?
<b>Did</b>	John Pemberton	<b>invent</b>	Liquid Paper?
<b>Did</b>	Hutchins Goddard	<b>create</b>	modern rockets?

To answer, use

Yes, she/he did.  
 No, she/he didn't.  
 Yes, I did.  
 No, I didn't.

\* Notice that you use the verb in its **basic form**.

### AFFIRMATIVE SENTENCES IN THE SIMPLE PAST TENSE

To make affirmative sentences, follow this structure:

Subject	Verb	Complement
Zuckerberg	<b>attracted</b>	other companies to do business.

To make negative sentences in the Simple Past tense, use the auxiliary verb in the past form and the main verb in its basic form.

Bette Nesmith **didn't invent** the disposable cell phone.





## Unit 2

# Grammar Chart

### THERE BE AS SUBJECT TO INTRODUCE EXISTENCE

	Present	Past	Future
<b>Affirmative</b>	<b>There is</b> a lake near the forest.	<b>There was</b> a lake near the forest.	<b>There will be</b> a lake near the forest.
<b>Negative</b>	<b>There is not</b> a lake near the forest.	<b>There was not</b> a lake near the forest.	<b>There will not be</b> a lake near the forest.
<b>Question</b>	<b>Is there</b> a lake near the forest?	<b>Was there</b> a lake near the forest?	<b>Will there be</b> a lake near the forest?

The verb "be" has to agree with the complement for either **singular** or **plural** nouns.

**Example:** **There was** a river near the farm.

**There were** some rivers near the waterfall.

\* Use the Simple Past, the Past Progressive and **there was / there were** to tell stories. *I was climbing a rock when I fell. There was a tree...*

### PAST PROGRESSIVE

Use the **past progressive** tense to talk about actions that were **in progress during a period of time** in the past, were **in development at a specific time** in the past, or **in parallel with another progressive action**.

#### Affirmative:

**Mark** was riding his bike all the time.

**His parents** were hiking during Christmas.

**Her brothers** were learning something.

#### Negative:

**Lucy** wasn't relaxing in the yacht.

**Her brothers** weren't doing anything on their vacation.

#### Interrogative:

Was Antonio setting up all our tents?

Were Lucy's parents exercising on the beach all week?

Were they cooking for their friends at the party?

Use conjunctions such as **when** and **while** to connect two actions:

**WHEN** connects one action that follows the next one almost immediately. It also connects an action that was happening for a longer period of time and another action that "interrupts" it.

- *The accident happened when we started climbing a rock.*
- *I was shaking when the paramedics arrived.*

**WHILE** is used when two durative actions happen simultaneously, or to connect a durative action with a punctual one.

- *I was falling while my sister was trying to get hold of me.*
- *I fell while I was climbing a rock.*

### IRREGULAR VERBS

be	was/were	fall	fell	lend	lent	sit	sat
begin	began	feel	felt	lose	lost	speak	spoke
break	broke	fight	fought	make	made	stand	stood
bring	brought	find	found	meet	met	swim	swam
buy	bought	fly	flew	pay	paid	take	took
catch	caught	forget	forgot	put	put	tell	told
choose	chose	get	got	read	read	think	thought
come	came	give	gave	ride	rode	understand	understood
do	did	go	went	run	ran	wear	wore
draw	drew	have	had	say	said	write	wrote
drink	drank	hear	heard	sell	sold		
drive	drove	keep	kept	see	saw		
eat	ate	know	knew	sing	sang		



## Unit 3

# Grammar Chart

### IMPERATIVE

You use the imperative when you give instructions, advice or warning. In the case of giving advice or warnings, you can use the affirmative and negative forms of the imperative.

**Ask** your teacher about your steps.  
**Make** a draft of your project.  
**Join** a local club of stamp collectors.

**Don't put** dirty stamps on your albums.  
**Don't place** your pieces on wooden surfaces.  
**Don't stop** practicing your steps.

#### Affirmative

#### Negative

Use the infinitive form of the verb without "to."

Use **don't** or **do not** before the verb to make a negative imperative.

### EXPRESSING ADVICE AND OBLIGATION

#### HAVE TO

#### MUST

#### SHOULD

It is used to express obligation based on external circumstances such as rules.

It is used to express an emphatic point of view based on the speaker's beliefs.

It is used to ask for or give advice.

#### Affirmative

#### Affirmative

#### Affirmative

You **have to have** a valid email account to create a Facebook account.

You **must have** contacts as your "friends" in Facebook.

You **should have** your friends from work.

#### Negative

#### Negative

#### Negative

You **don't have to be** so strict about social network protocols.  
 She **doesn't have to join** a club to take up a hobby.

You **mustn't be** friends with your children on the Internet.

You **should not** have your family as friends.

#### Interrogative

#### Interrogative

#### Interrogative

**Do we have to have** those private family memories online?  
**Does she have to join** a club?

**Must you be** friends with your children on the internet?

What should I **do** then?

### Notes on the use of Modals

She **has to be** 18 years old to have a driving license.

This is a legal requirement or rule people need to fulfill to get a driving license.

We **must wear** special glasses for the 3D movie.

The speaker is emphatic on this idea; otherwise, the watching of the movie will not happen as expected.

You **should** include some letters of reference, but they are not obligatory.

This is clearly a word of advice since the letters of reference are not a requirement.

She **mustn't** give too much personal information on the Internet.

The speaker wants to emphasize the content of what he is saying based on his/her beliefs.



## Unit 4

# Grammar Chart

COMPARISONS IN ENGLISH					
Basic Adjectives	Comparative Adjective	Comparative Sentences	Basic Adjectives	Comparative Adjective	Comparative Sentence
*big high large *good *bad	bigger higher larger better worse	The Earth is <b>bigger</b> than Mars. Brazil is <b>smaller</b> than the United States.	interesting dangerous expensive beautiful	more	interesting dangerous expensive beautiful  This frog is <b>more interesting</b> than other varieties of frogs.
To make comparisons add <b>-er</b> to one-syllable adjectives. <b>Notice:</b> Use the particle <b>than</b> in comparative sentences.			To make comparisons with two or <b>more</b> -syllable adjectives, use the <b>basic adjective</b> between the words <b>more</b> and <b>then</b> .		
<ol style="list-style-type: none"> <li>Pay attention to adjectives that double their last consonant, like: <i>big</i> and <i>hot</i>. This happens when there is a stressed consonant-vowel-consonant syllable.</li> <li>Two-syllable adjectives ending in <i>-y</i> follow the rules of one-syllable adjectives. <i>happy</i> – <i>happier</i> – <i>the happiest</i> <i>friendly</i> – <i>friendlier</i> – <i>the friendliest</i></li> </ol>			Mercury is <b>hotter than</b> the Earth because it is closer to the Sun. Ana was <b>friendlier</b> today <b>than</b> yesterday. It was the first time we talked. Alice was <b>happier than</b> Mary about her new classes at the university. Mario's car is <b>bigger than</b> his brother's car because he has children and needs to drive them around.		
* Irregular adjectives					
good – better – the best      bad – worse – the worst      far – farther / further – the farthest / the furthest					

SUPERLATIVES IN ENGLISH					
Basic Adjectives	Superlative Adjective	Superlative Sentences	Basic Adjectives	Superlative Adjective	Superlative Sentences
old clean fast long *good *bad	<b>the</b> oldest cleanest fastest longest best worst	Japan has the <b>oldest people</b> around the world.  Finland has <b>the cleanest</b> air in the world.	interesting famous dangerous amazing popular expensive	<b>the most</b>	interesting famous dangerous amazing popular expensive  Canada has the <b>most expensive cell phone plans</b> . Iceland is <b>the most peaceful country</b> in the world.
Add <b>-est</b> to one-syllable adjectives for their superlative form. Always use the article <b>the</b> in superlative sentences. You may include <b>ordinal numbers</b> to establish some sort of order among several things.			Use the article <b>the</b> and the word <b>most</b> before <b>two</b> or <b>more</b> -syllable adjectives to make superlative sentences. You can also express that something does not have the quality that was expected by using the article <b>"the"</b> and the word <b>"least"</b> preceding the adjective.		
The Mississippi is the <b>second longest</b> river in the United States. The Amazon is <b>the second longest</b> river in the world. Brazil is <b>the fifth largest</b> country in the world.			Camping was <b>the least</b> dangerous activity on our last vacation. Fishing was <b>the least favorite</b> activity among the children last summer. The skateboard was <b>the least expensive</b> item at the store.		



## Unit 5

# Grammar Chart

### COMPOUND WORDS

A **snake milker** milks snakes to get their poison and make antidotes.

A **Braille translator** translates symbols into the **Braille** system for blind people to read them.

A **toy designer** designs new **toys** for children and adults.

A **dog walker** walks **dogs** when their owners cannot do it.

A **video game tester** tests **video games** to see if they have problems in their design or operation.

Compound **words** have **two parts**. The **first** part establishes the purpose or the reason of an occupation, and the **second** defines the person or the activity as such.

**Compounds can also occur by combining different types of words:**

noun + noun	bookshelf, paintbrush
adjective + noun	blackbird, body guard
verb + noun	frying pan, swimming pool

### FUTURE PREDICTIONS AND DECISIONS

AFFIRMATIVE	NEGATIVE	QUESTIONS
I will = I'll... You will... He/she/it... He/she/it... We/they will... It's raining really hard. I doubt I <b>will be</b> at the park for tonight's concert. David and Samuel are really good at science. They <b>will study</b> engineering, definitely.	I will not... You will not... He/she/it will not... We/they will not... Mary phoned in the morning because she missed her flight. She <b>will not come</b> to the reunion tomorrow.	Will I...? Will you...? Will he/she/it...? Will we/they...? • <b>Will you come</b> to the party? • I wrote it my agenda. Do not worry. I <b>will be</b> there. • <b>Will Helen call</b> us after her biology test as she promised?
Alicia will probably <b>have a future as a robotics engineer or computer scientist</b> .	Alicia will not <b>follow her mother's lead in architecture</b> .	What will Alicia do? <b>Alicia will apply for medical school to become a medical researcher</b> .

The future tense uses "**will**" to make predictions or announce decisions. Use **won't = will not** in the negative form.

Use adverbs such as **definitely**, **absolutely**, or **probably** to state your predictions or decisions.

Time expressions for future predictions and decisions: **next summer** - **next year** - **someday** - **in the future** - **soon**

### FUTURE PLANS

<b>Affirmative</b>	Anne is <b>going to be</b> in college.
<b>Negative</b>	Maria is <b>not going to</b> sign up for all classes.
<b>Questions</b>	<b>Is David going to</b> study robotics engineering?

Express future plans or arrangements with "**going to**." The choice of "**going to**" over "**will**" for predictions is based on the presence of **evidence** (of the predictions).

- Maria **is going to** study robotics next semester. She registered some courses already.
- Marco **is going to** have a job interview as a computer analyst next week. He confirmed it by phone this morning.
- She **is going to** be ready in a few minutes. She already called a taxi to take us to the wedding.
- I **am going to** go to the cinema. I already bought my tickets online.



## Unit 6

# Grammar Chart

PRESENT PERFECT TENSE		
Affirmative	Negative	Questions
I/you/we/they <b>have taken</b> pictures of all my free time activities.	I/you/we/they <b>have not participated</b> in other tournaments.	<b>Have you/I/we/they participated</b> in tournaments yet?
He/she/it <b>has taken</b> pictures of all my free time activities.	He/she/it <b>has not participated</b> in other tournaments.	<b>Has she/he/it participated</b> in tournaments yet?
Use <b>have/has</b> as a helping verb.	Add the word <b>not</b> for negative ideas.	Place the helping verb <b>have/has</b> at the beginning of questions.

The Present Perfect tense expresses that an event **began in the past** and **is still occurring** in the present or **has consequences** or **effects** in the present.

**Simple Past:** *I won a table tennis tournament when I was ten.*

**Present Perfect:** *I have won table tennis tournaments all my life.*

### SENTENCES IN THE PRESENT PERFECT TAKE THE PAST PARTICIPLE FORM OF VERBS.

Regular verbs			Irregular verbs		
Basic form	Simple Past form	Past Participle	Basic form	Simple Past form	Past Participle
practice	practiced	practiced	take	took	taken
participate	participated	participated	win	won	won

### TIME EXPRESSIONS FOR THE PRESENT PERFECT TENSE

For	Since	Yet	Already
It specifies the <b>duration</b> or repetitions of an action or event until the present.	It shows the <b>beginning</b> of an action in the past, which is still in progress.	It shows some <b>expectations</b> about the occurrence of an event (by the time of speaking).	It <b>confirms</b> the occurrence (before the time of speaking) of an expected event.
<i>I have studied music <b>for a year</b>.</i>	<i>I have studied music <b>since January</b>.</i>	<i>Have you <u>studied music</u> <b>yet</b>?</i>	<i>I have <b>already studied</b> some music.</i>

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Most texts included in these books are the result of the authors' creativity and academic background. In specific cases, the texts were based on the following online sources:

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## WORKBOOK

### Review

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