



## KeyCode 4

### Serie **KeyCode**

- Libro ELT para el estudio y adquisición del idioma inglés como lengua extranjera y desarrollo de las cuatro habilidades lingüísticas.
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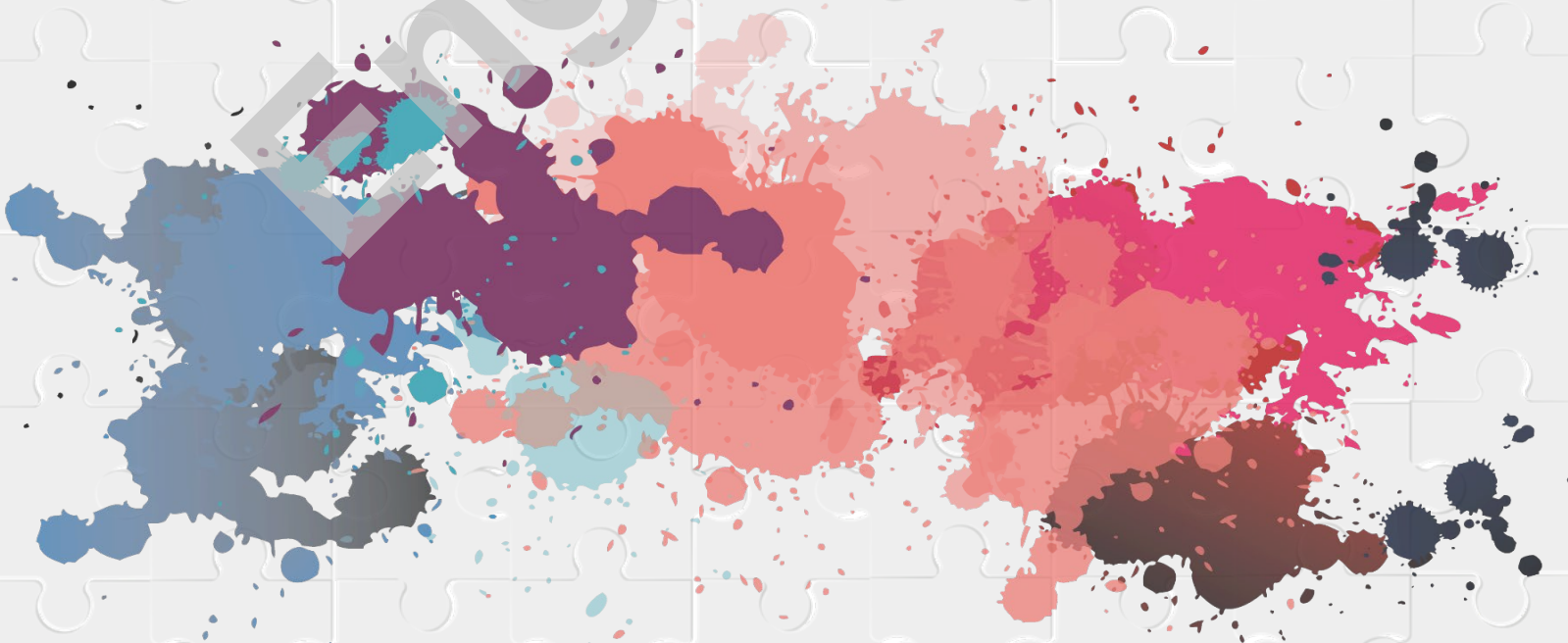
### **Ecatepec, Estado de México**

- Primera Edición, mayo 2022

Impreso en México por Editores y Consultores EH, S. C.

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## Description

The KeyCode series is a 6-level program aimed to help students develop all four Linguistic Skills.

It's based on:

- Talking Teaching
- Functional Approach
- Spiral Approach
- Lexical Approach – Lexical Priming
- Critical thinking
- Multiple intelligences
- TBLT

This program is Student-Centered approached and each level consists of 10 units. It provides an easy way to get students playing with the language by:

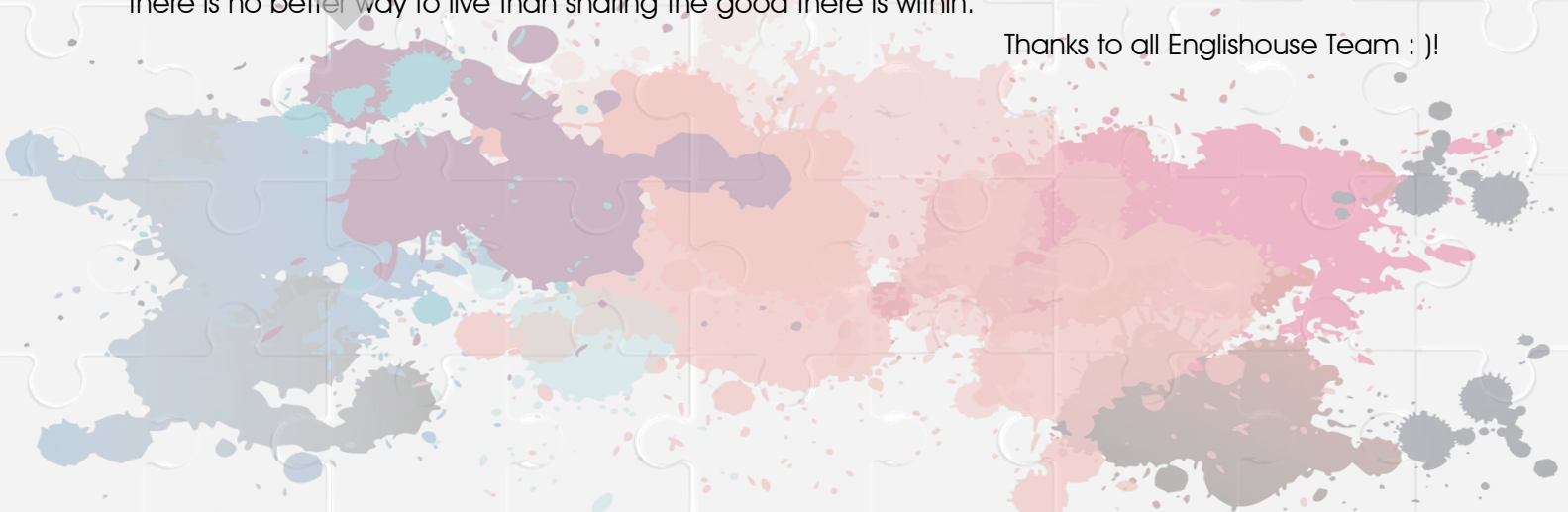
- Looking at vocabulary to identify and understand meaning and use, then extending it.
- Making use of context to get a clear idea of how it is used in real life.
- Providing students with opportunities to make use of specific intelligences through Mini Project work.
- Getting students in the need to use Critical Thinking and learn by discovering.
- Providing examples of language options to extend active and productive use – well-structured.
- Introducing new grammar points by using vocabulary that is familiar to students, and the other way so.
- Making use of collecting boxes – information organizers.

Communication (functional), Structure (grammar) and Skill development (receptive, productive and subskills) are all important, so all of it has been considered.

Teachers should be given the chance to really spend time with their students, that way the power of connection could be felt by them all.

Teaching and learning must bring JOY, so... never stop moving, gear yourself and keep in mind that there is no better way to live than sharing the good there is within.

Thanks to all Englishouse Team : )!



## Scope and Sequence

Level 4	Expected Learning Ss will be able to:	Function	Vocabulary
<b>UNIT 1</b> <b>Let's find out!</b> <b>Pages 5 – 10</b>	<p>Speculate to find possible answers to a question.</p> <p>Express reasons why doing something gets difficult sometimes.</p> <p>Identify word order.</p> <p>Explain the importance of dictionary use.</p> <p>Understand meaning of words and phrases by discussing context.</p> <p>Talk about some learners' learning characteristics.</p> <p>Talk about events that happened before another one at a certain point in the past.</p> <p>Identify past participle verb forms.</p> <p>Use ever words.</p>	<p>Speculating</p> <p>Explaining what makes things difficult to do</p> <p>Talking on learners' characteristics</p> <p>Talking about the past</p> <p>Reporting on friends' past experience</p> <p>Speculating in the past</p> <p>Expressing ideas on things, time, people and place by using ever words</p>	<p>Events</p> <p>Verbs</p> <p>Ever words</p> <p>Learning</p>
<b>UNIT 2</b> <b>He said that...</b> <b>Pages 11 – 16</b>	<p>Change word writings according to sentence construction.</p> <p>Report on what other people said in two ways.</p> <p>Change words and writings according to question constructions.</p> <p>Entitle paragraphs by main idea.</p> <p>Follow a narrative to connect ideas.</p>	<p>Explaining actions and events</p> <p>Talking on requirements to get a certain position</p> <p>Reporting sentences and questions</p> <p>Ranking characteristics</p> <p>Talking on communication means</p> <p>Explaining main ideas and links in a text</p>	<p>Actions and events</p> <p>Characteristics</p> <p>Communication</p>
<b>UNIT 3</b> <b>Do you need some?</b> <b>Pages 17 – 22</b>	<p>Give detailed information about side-jobs.</p> <p>Identify important facts on side-jobs.</p> <p>Identify word place, order and functions.</p> <p>Use parts of speech by place and function.</p> <p>Differentiate word combinations.</p> <p>Talk about currency - in different countries.</p>	<p>Explaining meaning</p> <p>Giving detailed information</p> <p>Ranking believes on money</p> <p>Explaining word place and function</p> <p>Explaining word labelling</p> <p>Talking on types of currency</p>	<p>Jobs</p> <p>Ideas on money</p> <p>Wh words</p> <p>Auxiliaries</p> <p>Verbs</p> <p>Parts of speech</p> <p>Currency</p>
<b>UNIT 4</b> <b>You need protection!</b> <b>Pages 23 – 28</b>	<p>Use words according to context.</p> <p>Find and describe reasons for something happening.</p> <p>Write a short story.</p> <p>Explain occurrence of events in the past.</p> <p>Write a report on a recent event.</p>	<p>Talking on complicated events happening</p> <p>Talking on reasons for things happening and preventing actions</p> <p>Writing a story</p> <p>Discussing a good title for a text</p> <p>Writing a report</p>	<p>Scenes of events</p> <p>Bad actions</p> <p>News reporting</p> <p>Justice</p> <p>Report headings</p>
<b>UNIT 5</b> <b>Life is fun!</b> <b>Pages 29 - 34</b>	<p>Talk about attending events.</p> <p>Categorize events by type.</p> <p>Include necessary information on a flyer.</p> <p>Write an application letter.</p> <p>Differentiate -ing and infinitive forms.</p> <p>Talk about factors involved in being a football fan.</p> <p>Talk about important events from the past.</p> <p>Use different words and keep meaning.</p> <p>Identify preposition use.</p> <p>Talk about upcoming events.</p>	<p>Talking about entertainment</p> <p>Talking about a famous story (play and film)</p> <p>Discussing event categories</p> <p>Making and presenting a flyer</p> <p>Describing texts by writing type</p> <p>Explaining -ing and infinitive use</p> <p>Talking about football (soccer)</p> <p>Talking about upcoming events to attend</p>	<p>Events and places</p> <p>Story words</p> <p>Events labels</p> <p>-ing vs infinitive options</p> <p>Football</p> <p>Phrase match</p> <p>Prepositions</p> <p>Adjectives</p>

## Scope and Sequence

Grammar	Speaking	Listening, Reading and Writing	Mini Project
<p>It might be... It can't be... ...is difficult because of the... When we... the game had already... ...had you learned to swim (already)? My father was angry because I had forgotten to... Whatever you do, don't... The cat can't have opened...</p>	<p>It might be a dangerous situation. It can't be a real alien. Susan thinks that mathematics is difficult because of the formulas. When we got to the stadium, the game had already started. George, when you turned 12, had you learned to swim (already)? My father was angry because I had forgotten to take the garbage out. Whatever you do, don't forget we will have some friends over. The cat can't have opened the fridge.</p>	<p>Labelling Meaning match Sentence completion Word ordering Guess meaning by context Fill in gaps Specific information and details Collecting boxes Context analysis and understanding</p>	<p>Speculating in the past</p>
<p>I have declared I have... What should a government official...? He said, "I have..." The most important characteristic is... He said he had bought... I am... He said that he was... When did you...? He asked...</p>	<p>I have declared I have one house and one car. What should a government official be like? He said, "I have one house and one car." The most important characteristic is "be honest". He said he had bought computers for all schools in town. I am drinking coffee. He said that he was drinking coffee. When did you finish it? He asked when I had finished it.</p>	<p>Labelling Sentence completion Meaning match Form and place change Specific information and details Main idea and supporting details</p>	<p>Play the Wrong Phone</p>
<p>What are your thoughts on...? Do you like...? You do... What do you...? I like to eat... Chicken is the... Money is... Martha has... I have bought... I am working on... It has been... I can't believe he is in debt...</p>	<p>What are your thoughts on the following statements? Do you like English? You do sports at weekends. What do you like to eat? I like to eat chicken. - Chicken is the What. Money is important. Martha has a great side-job. I have bought a dog. I am working on the project. It has been sold. I can't believe he is in debt with the bank.</p>	<p>Specific information and details Word place and order Main ideas and supporting details Fill in gaps Parts of speech spot Meaning and function match Labelling</p>	<p>A side-job</p>
<p>The police say it was... What title can you use...? I went to the airport to... I bought a... I was counting my money when my brother... When the officers arrived, Martin was trying to... Blackmailing on the actress... ...when she saw the blackmailer at... The man tried to blackmail...</p>	<p>The police say it was an act of arson. What title can you use for the articles? I went to the airport to meet my friend. I bought a home safety magazine. I was counting my money when my brother entered the room. When the officers arrived, Martin was trying to open the till. Blackmailing on the actress was discovered by her agent. She called the police when she saw the blackmailer at the restaurant. The man tried to blackmail the actress with some private-life pictures.</p>	<p>Labelling Fill in gaps Meaning match Main idea match Write a story Specific information and details Form choice Write a report</p>	<p>A Police Report</p>
<p>Have you ever seen... as a play? This is a... I am writing in response to your advertisement in... I am writing to you about the advertisement in... It is great you are... I have bought every... I can't stand... I promise to call... I am tired of... I am not prepared to... I went to California to... Let's go in. I'm tired of... Which is cheaper...? A soccer match is cheap, but...</p>	<p>Have you ever seen the Lion King as a play? This is a music event. I am writing in response to your advertisement in the newspaper. I am writing to you about the advertisement in the widely magazine. It is great you are opening more courses this year. I have bought ever single issue you have published. I can't stand playing soccer. I promise to call as soon as I get home. I am tired of eating so late. I am not prepared to take a test. I went to California to visit my mum. Let's go in. I'm tired of waiting in line. Which is cheaper, seeing a play or a film? A soccer match is cheap, but a concert is better.</p>	<p>Labelling Meaning match Fill in gaps Make a flyer Write a letter of application Follow a narrative Verb form spot Phrase match Preposition use</p>	<p>Upcoming events!</p>

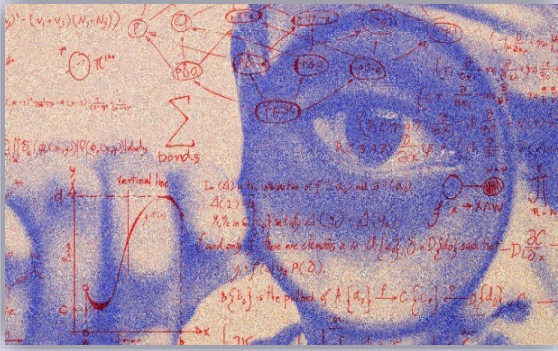
## Scope and Sequence

Level 4	Expected Learning Ss will be able to:	Function	Vocabulary
<b>UNIT 6</b> <b>Always your very best!</b> <b>Pages 35 – 40</b>	Talk about what people do at work. Talk about word differences. Discuss on quote message. Write complete answers. Collect information to write a profile. Identify the different forms that can be used for expressing ideas about the future. Use new verb combinations. Share about important work factors.	Explaining work activity Talking on job preferences and options Sharing point of view on quote messages Talking on what information should be included in a profile Talking about the future Agreeing on options to extend word combination use Suggesting on job options Ranking work factors	Jobs salary-wage-income Quotes Profile sections Verbs Work factors
<b>UNIT 7</b> <b>Managing conflict!</b> <b>Pages 41 – 46</b>	Talk about personal traits. Talk about possible actions to take. Identify situations in relationships. Identify main ideas in a text. Explain solution tips. Guess meaning by context. Share ideas on how to teach people to manage conflict. Discuss on mediation usefulness. Use prepositions according to phrase.	Describing people traits Suggesting on actions to take Describing conflicts in relationships Sharing opinion on managing conflict tips Agree or disagree on win-win solutions Talking about situations that are generally true Giving advice or instruction Talking on mediation benefits Describing feeling and causes Presenting hypothetical ideas	Adjectives Relationships Conflict Prepositions myth-fact-bias
<b>UNIT 8</b> <b>Glocal!</b> <b>Pages 47 -52</b>	Differentiate types of energy. Follow a narrative. Identify Pros and Cons about globalization. Use connectors to present contrasting ideas. Talk about colour effect on people's behaviour. Identify and use words from A and UK English. Identify loan words. Discuss on global effects of languages.	Describing types of energy Discussing on Pros and Cons of globalization Expressing contrasting ideas Talking on brands and how they use colours Talking on language: word versions, loan words, Lingua Franca, Glocal language Expressing results of something and reasons for something to happen	Energy Globalization Pros and cons Brands Colours Effects Connectors Word versions Loan words
<b>UNIT 9</b> <b>Identity</b> <b>Pages 53 – 58</b>	Name documents. Talk on what some documents are used for. Give personal information. Explain activity in a bank. Name the steps to use an ATM. Follow a narrative. Identify reference words in a text. Explain meaning of confusing words. Express deducing ideas. Talk about people from the past. Write a report.	Naming documents Explaining when documents are used and what for Giving personal information Describing parts of a card Explaining bank activity Describing ATM process Discussing order of events Deducing from own knowledge and sharing	Documents Format sections Card parts The bank ATM People Verbs and events Writing Capitalization
<b>UNIT 10</b> <b>Through decades!</b> <b>Pages 59 - 64</b>	Talk about different decades. Talk about inventions and popular things from the 70s. Follow a narrative. Talk about the past. Share about music and lyrics from different decades. Rank songs according to liking and explain messages in the lyrics. Differentiate the use of confusing verbs. Identify and differentiate meaning, context and function for word use.	Talking about different decades Explaining main characteristics of different decades Giving detailed information about a specific decade Talking about important events from the 70s Talking about the past Discussing song information Agreeing on verb use Discussing and agreeing on meaning, context and function match	Things and events Decades Music Verbs

## Scope and Sequence

Grammar	Speaking	Listening, Reading and Writing	Mini Project
<p>A person whose job is... ...is called...</p> <p>An annual salary of...</p> <p>He was born on...</p> <p>People who have a teaching job get...</p> <p>They use books and markers...</p> <p>If someone wants to get a teaching job, they will...</p> <p>You will probably...</p> <p>Do you like working with...? ?</p> <p>You could be a...</p>	<p>A person whose job is helping to care for people in their homes is called a "home health aide".</p> <p>An annual salary of 20,000,000.</p> <p>He was born on May 14, 1984.</p> <p>People who have a teaching job get a low pay.</p> <p>They use books and markers to do their jobs.</p> <p>If someone wants to get a teaching job, they will have to get university education.</p> <p>You will probably see me on TV next Friday night.</p> <p>Do you like working with your hands?</p> <p>You could be a carpenter.</p>	<p>Labelling</p> <p>Fill in gaps</p> <p>Context match</p> <p>Write full answers</p> <p>Check information added</p> <p>Connect information</p> <p>Collecting box for word combinations</p> <p>Specific information and detail</p>	<p>Career Plan</p>
<p>They are... because...</p> <p>If my sister were an inconsiderate girl, I would... Take...!</p> <p>If I were the husband, I would...</p> <p>It if rains, the grass...</p> <p>If you want to finish on time, ...</p> <p>If we have another problem, I will...</p> <p>If I see her at school, I will...</p> <p>I am in love with...</p> <p>If I found \$ 50,000, I would...</p>	<p>They are often unfriendly because they feel angry or unhappy.</p> <p>If my sister were an inconsiderate girl, I would tell my parents to talk to her.</p> <p>Take often time-outs!</p> <p>If I were the husband, I would stick to finishing the project – money depends on that.</p> <p>It if rains, the grass gets wet.</p> <p>If you want to finish on time, work harder every day.</p> <p>If we have another problem, I will try to talk first.</p> <p>If I see her at school, I will tell her about the party.</p> <p>I am in love with Anabelle.</p> <p>If I found \$ 50,000, I would buy a modern car.</p>	<p>Labelling</p> <p>Meaning match</p> <p>Collecting box</p> <p>Main idea match</p> <p>Guess meaning by context</p> <p>Sentence completion</p> <p>Write complete sentences</p> <p>Write a short paragraph</p> <p>Specific information and details</p> <p>Preposition match</p>	<p>Hammering Bias Information Program</p>
<p>Although..., she helped the company to...</p> <p>In spite of having a big company, ...</p> <p>In spite of the debate, ...</p> <p>Despite the fact that... .., but I like...</p> <p>This is one solution to the problem. However, ...</p> <p>...because of...</p> <p>...is due to...</p> <p>On the other hand...</p>	<p>Although Reid couldn't travel to London, she helped the company to extend worldwide.</p> <p>In spite of having a big company, the income has been too low.</p> <p>In spite of the debate, the products have been promoted globally.</p> <p>Despite the fact that the service is expensive, we will get it for all the offices.</p> <p>Call me old-fashioned, but I like hand-written letters.</p> <p>This is one solution to the problem. However, there are others.</p> <p>The train was delayed because of the bad weather.</p> <p>A lot of her unhappiness is due to boredom.</p> <p>I'd like a job which pays more. On the other hand, I enjoy the work I am doing at the moment.</p>	<p>Labelling</p> <p>Word place and order</p> <p>Main ideas in a text</p> <p>Fill in gaps</p> <p>Write complete sentences</p> <p>Guess word and meaning by context</p>	<p>The United Nations Conference</p>
<p>There are documents for... This paper shows...</p> <p>What's the process for...? ?</p> <p>The first step is...</p> <p>There must be...</p> <p>The man can't have...</p> <p>It must be difficult to...</p> <p>It can't be true. There is...</p> <p>It's hard to believe that there could be...</p> <p>He must be working, ...</p>	<p>There are documents for almost every important event in life. This paper shows personal information and also information about studies and work experience.</p> <p>What's the process for a "Saving Balance Check"?</p> <p>The first step is "insert your card".</p> <p>There must be lots of people in line for withdraws.</p> <p>The man can't have created the songs.</p> <p>It must be difficult to get a loan from a bank.</p> <p>It can't be true. There is nothing in the newspaper.</p> <p>It's hard to believe that there could be another singer like him.</p> <p>He must be working, he usually calls on time.</p>	<p>Labelling</p> <p>Definition match</p> <p>Fill in a form</p> <p>Text order</p> <p>Find reference words</p> <p>Guess meaning by context</p> <p>Specific information and details</p> <p>Sentence completion</p> <p>Write complete sentences</p> <p>Write a report</p>	<p>Writing a report on someone's work</p>
<p>The break-up of...</p> <p>The 60s were famous for...</p> <p>Rock and Roll music was...</p> <p>I used to work...</p> <p>My friends and I would go to...</p> <p>I bought my first...</p> <p>Kids are not used to using...</p> <p>I had to get used to having...</p> <p>I give a...</p> <p>He told us of...</p> <p>...find it difficult to...</p> <p>Could you remind Paul about...? ?</p> <p>...Sonia said to Pete.</p>	<p>The break-up of the Pop Group came as no surprise.</p> <p>The 60s were famous for the music and dressing style.</p> <p>Rock and Roll music was the most popular type of music.</p> <p>I used to work in a clothing shop on weekends.</p> <p>My friends and I would go to Rock concerts every month.</p> <p>I bought my first guitar in 1987.</p> <p>Kids are not used to using English in class.</p> <p>I had to get used to having short hair.</p> <p>I give a 10 to this song.</p> <p>He told us of his extraordinary childhood.</p> <p>Small children find it difficult to say long words.</p> <p>Could you remind Paul about dinner on Saturday?</p> <p>"Don't forget to buy the snacks for the party!" Sonia said to Pete.</p>	<p>Labelling</p> <p>Sentence completion</p> <p>Fill in gaps</p> <p>Specific information and details</p> <p>Write complete sentences</p> <p>Write song messages</p> <p>Meaning, context and function match</p>	<p>Great ways to have fun in the past</p>

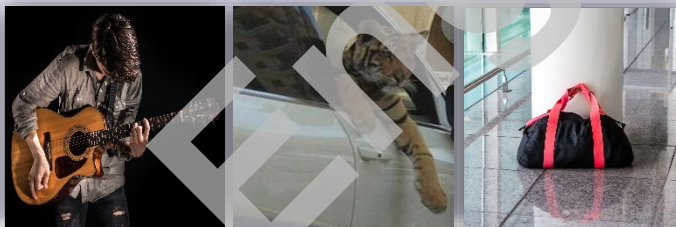
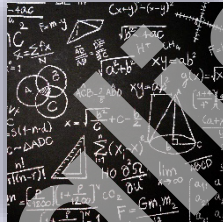
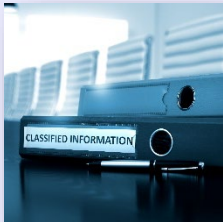
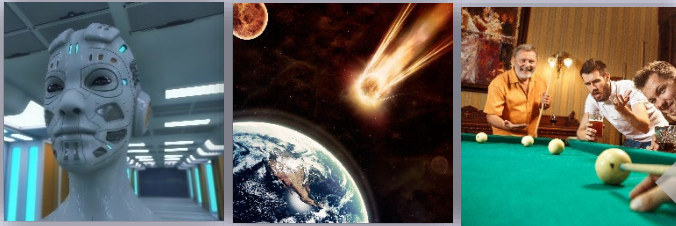
# 1 Let's find out!



## Vocabulary

Look, describe the pictures and write the words.

billiard tricks	calculus	fast playing	suspicious bag
reckless	meteorite	humanoid	top secret documents
captivating			



## Speaking

- Are you easily tricked?
- Do you think magic is real?
- Do you believe in non-human creatures existing in space or on other planets?
- Why billiard tricks look so spectacular?
- How is it possible that some guitar players can play incredibly fast?

Look, read and match the halves.

- What do the statements refer to?

- billiard tricks
- calculus
- fast playing
- meteorite
- reckless captivating
- suspicious bag
- top secret documents
- humanoid

- \_\_\_ It **can't be possible** that someone moves his fingers that fast in such complicated patterns.
- \_\_\_ It **might be** a dangerous situation.
- \_\_\_ It **might be** dangerous and expensive.
- \_\_\_ It **must be** difficult to learn how to make a ball hit all the other balls.
- \_\_\_ It **can't be** an alien, it looks just like us.
- \_\_\_ It **must be** a regular stone.
- \_\_\_ It **can't be** open before the trial.
- \_\_\_ It **might be** fun only if you have a patient teacher.

Look at the words in bold in the matching above and talk.

- What can you express by them?

You can use the words in bold to speculate; that is... "Guess possible answers to a question when you do not have enough information to be certain or express an opinion about something without implying it is true."

Example:

Look! That's an alien!

- It **can't be** a real alien.
- It **must be** a government mission.
- It **might be** an actor, but why presenting it on TV?



Interview some friends. Take notes and use the prompts to report their answers.

Friend 0. Susan

1. Why do you think mathematics is difficult to learn?

- Susan thinks that mathematics is difficult to learn **because of the formulas.**  
(noun)

2. Why do you think learning English takes long?

- Susan thinks that learning English takes long **because of the grammar.**  
(noun)



Friend 1. \_\_\_\_\_  
\_\_\_\_\_ **thinks** that mathematics is difficult  
**because of** \_\_\_\_\_.

\_\_\_\_\_ **thinks** that learning English takes long  
**because of** \_\_\_\_\_.

Friend 2. \_\_\_\_\_  
\_\_\_\_\_ **thinks** that mathematics is difficult  
**because of** \_\_\_\_\_.

\_\_\_\_\_ **thinks** that learning English takes long  
**because of** \_\_\_\_\_.

Friend 3. \_\_\_\_\_  
\_\_\_\_\_ **thinks** that mathematics is difficult  
**because of** \_\_\_\_\_.

\_\_\_\_\_ **thinks** that learning English takes long  
**because of** \_\_\_\_\_.

Reading

The Cambridge Advanced Learner's Dictionary defines the word "difficult" as: **needing skill; not easy.**

Unscramble the words to have example sentences written correctly.

prove    be    guilty.    to    It    are  
that    difficult    will    they    very

1. \_\_\_\_\_  
\_\_\_\_\_

women    difficult    the    Many    top.    reach  
make    for    things    to    it

2. \_\_\_\_\_  
\_\_\_\_\_

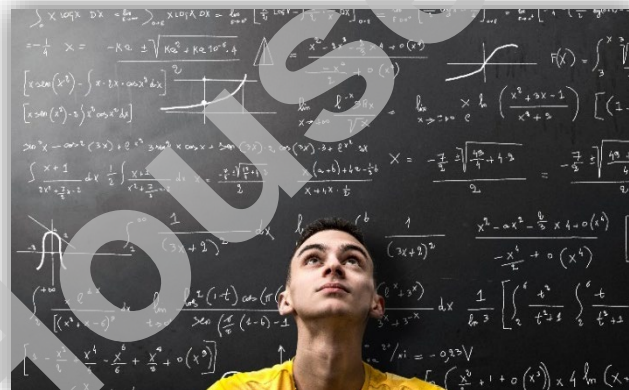
is    single    being    extremely    parent  
He    a    difficult    thinks

3. \_\_\_\_\_  
\_\_\_\_\_

Speaking

Think of some tips to make math easier to work with.

- Share your ideas with the class.



Look at the words in bold and match them with the meanings on the next page.

Dictionary Help

Dictionary.com defines the word difficult as "not easily or **readily** done"; requiring much labor, skill or planning to be performed successfully.

This definition **gets to the crux of** the problem **when it comes to** math – specifically the statement that a difficult task is one that is not "readily" done. The thing that makes math difficult for many students is that it takes patience and persistence. For many students, math is not something that comes intuitively or automatically - it takes **plenty of** effort.

It is a subject that sometimes requires students to **devote** lots and lots of time and energy.

This means, for many, that problem has little to do with brain power; it is **mostly a matter of** staying power. And since students don't make their own **timelines** when it comes to "**getting it,**" they can **run out of** time as the teacher **moves on to** the next topic.



1. \_\_\_\_\_ - give much time to do something
2. \_\_\_\_\_ - the most important point of something
3. \_\_\_\_\_ - a schedule or chronological arrangements
4. \_\_\_\_\_ - more than enough
5. \_\_\_\_\_ - situation under consideration
6. \_\_\_\_\_ - with no difficulty or hesitation, showing will to do something
7. \_\_\_\_\_ - succeed in understanding and using information
8. \_\_\_\_\_ - the greater part of something
9. \_\_\_\_\_ - used to specify the main topic
10. \_\_\_\_\_ - start something new
11. \_\_\_\_\_ - use something so that there is nothing left

**Read the text and answer the questions.**

- What ideas were introduced by the phrases?

1. "gets to the crux of the problem" – **what problem?**  
\_\_\_\_\_
2. "it's mostly a matter of staying power" – **power, how?**  
\_\_\_\_\_
3. "students don't make their own timelines" – **what must be considered in the timelines?**  
\_\_\_\_\_
4. "when it comes to getting it" – **get what?**  
\_\_\_\_\_
5. "they can run out of time" – **why time runs out?**  
\_\_\_\_\_



**Read and choose a word for each line.**

**Brain Helps**

There is 1. \_\_\_\_\_ an element of brain style in the big picture, according to many scientists. There will always be opposing **views** 2. \_\_\_\_\_ any topic, and the process of human learning is **subject** 3. \_\_\_\_\_ ongoing debate, just like any other topic. But many theorists believe that people **are wired** 4. \_\_\_\_\_ different math comprehension skills.

According to some brain science scholars, **logical- left-brain** thinkers **tend** 5. \_\_\_\_\_ understand things in sequential bits, 6. \_\_\_\_\_ **artistic, intuitive, right-brainers** are more global.

They take in a lot of **information** 7. \_\_\_\_\_ **one time** and let 8. \_\_\_\_\_ "sink in." So left-brain dominant students **may grasp** concepts quickly **while** right-brain dominant students 9. \_\_\_\_\_. To the right brain dominant student, that time lapse can make them feel confused and behind.

But in **busy classrooms** with 10. \_\_\_\_\_ **many students** – extra time just isn't going to happen – teachers and students usually go like, "Ready or not, move on!"

Text source: [www.homeworktips.about.com](http://www.homeworktips.about.com)

- |       |       |   |       |   |       |
|-------|-------|---|-------|---|-------|
| 1. A  | too   | B | then  | C | also  |
| 2. A  | on    | B | in    | C | at    |
| 3. A  | in    | B | at    | C | to    |
| 4. A  | with  | B | of    | C | to    |
| 5. A  | a     | B | to    | C | in    |
| 6. A  | where | B | while | C | which |
| 7. A  | in    | B | on    | C | at    |
| 8. A  | them  | B | all   | C | it    |
| 9. A  | don't | B | not   | C | no    |
| 10. A | much  | B | too   | C | a lot |



**Read the text again and answer the questions.**

1. Explain how left-thinkers work.  
\_\_\_\_\_.
2. Explain how right- thinkers are different.  
\_\_\_\_\_.
3. Explain how time lapse affects...  
Left-thinker. \_\_\_\_\_.  
Right-thinker. \_\_\_\_\_.
4. What does this phrase mean?  
"Ready or not, move on!"  
\_\_\_\_\_.

**Grammar**

**The Past Perfect**

- Use the Past Perfect form to talk about an event that happened before the last event mentioned.

**Example**

The game started at 7:30 pm. – **Previous event**  
We got to the stadium at 8:00 pm. – **Last event**

- When we **got** to the stadium, the game **had** already **started**.
- The game **had** already **started** when we **got** to the stadium.

**Look and write. Use the examples above to put the words in the following sets in order.**

buy had already because couldn't man  
it the They bought another house

1. \_\_\_\_\_.
- Circle the words that make the Past Perfect form blue.
  - Circle the words that show the Simple Past form green.

new had week. driven dad's  
We for car years last  
bought We a

2. \_\_\_\_\_.
- Circle the words that make the Past Perfect form blue.
  - Circle the words that show the Simple Past form green.

**Read the following news article heading and colour the text.**

- Circle the words that make the Past Perfect form blue – how many examples did you find? I found \_\_\_\_\_ examples.
- Circle the words that show the Simple Past form green – how many examples did you find? I found \_\_\_\_\_ examples.

Mr Sanders was a multimillionaire American man who emigrated to the UK in 2005. The new business reforms had begun several months before. He found them unfair for local business, so he got back to America and made his home in Chicago in 2007. He had made a fortune in the real estate business as a young man and grew his experience after being in the UK.



**Read the sentences and write the words to make the Simple Past or Past Perfect forms.**

be travel feel get arrive  
get see capture can start

1. She \_\_\_\_\_ bad after she \_\_\_\_\_ her grades on the report card.
2. When we \_\_\_\_\_ at the station, it \_\_\_\_\_ already \_\_\_\_\_ to snow.

- The iPad \_\_\_\_\_ designed many years before people \_\_\_\_\_ see them in the stores.
- We \_\_\_\_\_ abroad until we \_\_\_\_\_ the scholarship
- When we \_\_\_\_\_ to the crime scene, the police \_\_\_\_\_ already \_\_\_\_\_ the suspects.

Read and complete. Then listen and check your answers.

had      decided    had      were      you  
made      had      turned    started

**Bruce:** Hello, Jocelyn. I didn't know you \_\_\_\_\_ this good.  
Have you practiced the sport for a long time?

**Jocelyn:** Hey, thank you!  
When I \_\_\_\_\_ 12, I \_\_\_\_\_ taken lessons for three years, and I had \_\_\_\_\_ a professional course too. I \_\_\_\_\_ won several competitions, so my parents \_\_\_\_\_ I could go professionally.

**Bruce:** So, when \_\_\_\_\_ were in high school, you \_\_\_\_\_ already had training for several years! You will be a star, no doubt!

**Jocelyn:** Oh, you \_\_\_\_\_ me blush!  
Thanks, Bruce!

Read and answer the questions about the conversation above.

- How old was Jocelyn when she started taking lessons?  
\_\_\_\_\_
- Why did Bruce say, "You will be a star, no doubt!"?  
\_\_\_\_\_  
\_\_\_\_\_
- Why did Jocelyn's parents think she could try the activity professionally?  
\_\_\_\_\_  
\_\_\_\_\_

## Speaking

Look and read. Interview some friends. Mark YES or NO for what they had already learned to do when they turned 12.

### Example

George, when you turned 12, had you learned to swim?

### Reporting

- George had already learned to swim when he turned 12.
- George hadn't learned to swim when he turned 12.

### Friend 1. (boy)

\_\_\_\_\_, when you turned 12, had you learned to...?

Op.	Activity	YES	NO
a.	swim		
b.	drive a car		
c.	dance		
d.	use a cellphone		
e.	speak English		
f.	play a sport		
g.	play an instrument		
h.	move around the city		

### Friend 2. (girl)

\_\_\_\_\_, when you turned 12, had you learned to...?

Op.	Activity	YES	NO
a.	swim		
b.	drive a car		
c.	dance		
d.	use a cellphone		
e.	speak English		
f.	play a sport		
g.	play an instrument		
h.	move around the city		



**Read and write. Look for the verb forms to complete the sentences using the Past Perfect.**

Op.	verb	Past	Past Participle
a.	finish	_____	_____
b.	lose	_____	_____
c.	tell	_____	_____
d.	forget	_____	_____
e.	get	_____	_____
f.	receive	_____	_____

1. My father was really angry because **I had** \_\_\_\_\_ to take the garbage out.
2. **I had** \_\_\_\_\_ good news about my trip. That's why I was so happy.
3. By the time the teacher arrived, **the students had** already \_\_\_\_\_ their writings.
4. They looked very excited. They said to me **they had** \_\_\_\_\_ good grades on their cards.
5. I didn't remember her name, but I was sure **she had** \_\_\_\_\_ me what it was.
6. Last Monday, I felt really down because **I had** \_\_\_\_\_ my wallet with all my money in it.

### Grammar – ever words

**Read the sentences and put the options on the lines.**

- a. **whatever** = anything or everything
- b. **whenever** = any time or every time
- c. **whoever** = any one or everyone
- d. **wherever** = anywhere or everywhere

#### Set 1.

1. \_\_\_\_\_ you do, don't forget we will have some friends over.
2. \_\_\_\_\_ you invite will be more than welcome.
3. You can use my lap top \_\_\_\_\_ you want.
4. \_\_\_\_\_ you go, take your cellphone.

#### Set 2.

1. He'll make friends \_\_\_\_\_ he decides to live.
2. \_\_\_\_\_ brought the cake must have spent a lot.
3. \_\_\_\_\_ you want to order is on the house.
4. \_\_\_\_\_ we plan to study, our friends show up.

#### Set 3.

1. We'll have dinner \_\_\_\_\_ you want – it's your day.
2. Throw it away, \_\_\_\_\_ it is.

3. Don't talk to me like that - \_\_\_\_\_ you are.
4. He makes me laugh \_\_\_\_\_ I want to talk seriously.

#### Set 4.

1. \_\_\_\_\_ I go to the mall, I see friends from school.
2. \_\_\_\_\_ you are, never talk to strangers.
3. I am really angry with \_\_\_\_\_ took my notes.
4. \_\_\_\_\_ you say, they won't listen.

### Mini project – Speculating in the past!

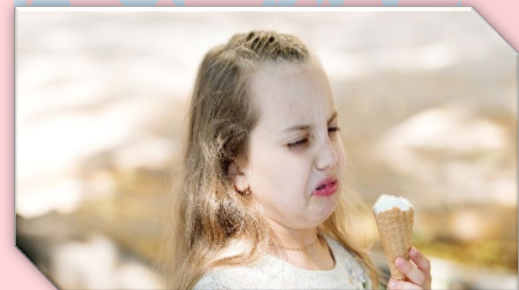
**Look at the pictures and write four sentences about each.**

- Pay attention to the words in colours.

#### Example



- a. The cat **can't have opened** the fridge.
- b. It **might have been** my little brother.
- c. It **must have been** an accident.
- d. **Whoever** did this, it must be cleaned.



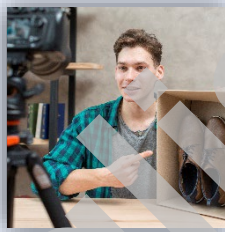
# 2 He said that...



## Vocabulary

Look, name the actions and write.

provide      vote      declare      release  
resign      launch      record      have gigs



Look, read and write the words from the previous activity on the lines.

- Pay attention to the words in bold – they show the form in which you have to write the words.

- I \_\_\_\_\_ I **have** one house and one car.
- I finally \_\_\_\_\_. I **needed** to find a new job.

- I have finished **the** \_\_\_\_\_ of my new album.
- We **have** \_\_\_\_\_ for the latest party created.
- The flying-force ABC car **will be** \_\_\_\_\_ next week.
- The central office **has** \_\_\_\_\_ the new office with all the office materials they needed.
- I \_\_\_\_\_ all weekends **this month**.
- The new chapter in the movie series **will be** \_\_\_\_\_ tomorrow evening.

## Read and match.

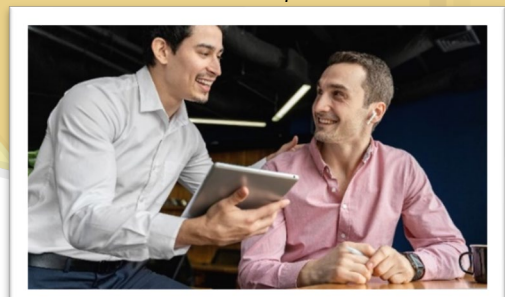
- So, what's the meaning of the new words?

- \_\_\_\_\_ introduce something new – like a new product
- \_\_\_\_\_ to express something officially or publically
- \_\_\_\_\_ an event or show where musicians and singers present their work
- \_\_\_\_\_ to allow something to be shown in public or available for use
- \_\_\_\_\_ supply – make available for use
- \_\_\_\_\_ to store sounds or pictures using electronic equipment
- \_\_\_\_\_ to give up a job or position voluntarily
- \_\_\_\_\_ expressing choice or opinion by writing or doing some marking on a paper

## Read and answer the questions with a friend.

- What should a government official be like ...do ...know ...have ... before he can declare himself as being a candidate?
- What should a music artist be like ...do ...know ...have ... before he can declare himself as being a real artist?

*“Report the class what the person you talked to said about the questions”*



**Grammar**

**Reporting Language**

- When we report what another person has said, the language we use is different from the one the other person used. So for reporting, it's a good idea to learn how to transform direct speech into reported speech – it's like going back through tenses.

Look at this example.

I declare I **have** one house and one car.  
I **don't have** a fortune.



If you want to report using the exact same words, go like this:

- He said, "I **have one house and one car.**"
- He said, "I **don't have a fortune.**"

If you want to report using different language, go like this:

- He **declared** he **had** one house and one car.
- He **said** he **didn't have** a fortune.

Notice that the reporting examples using different language go back through tenses.

Read and complete the reporting sentences.

*I finally resigned. I needed to find a new job.*

1. She said, "I finally \_\_\_\_\_. I needed to find a new job."
2. She said she \_\_\_\_\_ finally \_\_\_\_\_. She needed to find a new job.

*I have finished the recording of my new album.*

1. She said, "I have finished the recording of my new album."
2. She said she \_\_\_\_\_ the recording of her new album.

*We have voted for the latest party created.*

1. They said, "We have voted for the latest party created."
2. They said they \_\_\_\_\_ for the latest party created.

Choose two more example sentences and work out the reporting forms.

- The teacher will help you complete the changes.

E1. \_\_\_\_\_  
1. \_\_\_\_\_  
2. \_\_\_\_\_

E2. \_\_\_\_\_  
1. \_\_\_\_\_  
2. \_\_\_\_\_

Read and talk.

Rank the following characteristics someone pursuing a high position in a public institution must have.

- 1 - the most important
- 10 - the least important

1. be honest \_\_\_\_\_
2. be humble \_\_\_\_\_
3. have a family \_\_\_\_\_
4. be upright \_\_\_\_\_
5. like people \_\_\_\_\_
6. high education degree \_\_\_\_\_
7. be a millionaire \_\_\_\_\_
8. love nature \_\_\_\_\_
9. be strict \_\_\_\_\_
10. be selfish \_\_\_\_\_

Explain why you think the ones getting 1, 2 and 3 are the most important and the ones getting 8, 9, and 10 are the least important.

Look, talk and write what a citizen could ask and what a candidate would respond.

**Citizen's questions**

**Candidate's responses**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_?



\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_?

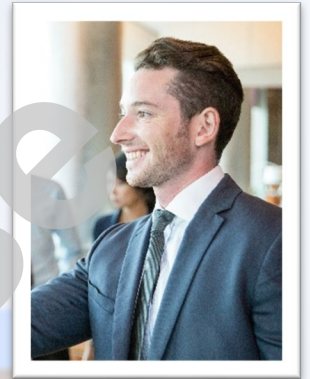
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_?

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\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_?

Choose three questions and write them in a reported form.

Write the responses for the questions you chose in a reported form.

**Reporting Question 1**

**Reporting Response 1**

\_\_\_\_\_  
\_\_\_\_\_?

\_\_\_\_\_  
\_\_\_\_\_.

**Reporting Question 2**

**Reporting Response 2**

\_\_\_\_\_  
\_\_\_\_\_?

\_\_\_\_\_  
\_\_\_\_\_.

**Reporting Question 3**

**Reporting Response 3**

\_\_\_\_\_  
\_\_\_\_\_?

\_\_\_\_\_  
\_\_\_\_\_.

## Reading

Read this introduction of an internet article and answer the questions.

There has been debate about women having the chance to become the president of a country.

- What do you think?
- What personality characteristics must a woman candidate have?
- Is the world ready for that change?

### Five Reasons Why Women Make Great Political Candidates

One of the reasons I started Political Campaigning Tips was to show how potential political candidates of all demographics serve their communities by running for office. As a former political consultant and campaigning manager, however, I'm especially interested in encouraging women to get into politics, particularly because I know how effective they can be as candidates in local elections.

While women often make unparalleled government officials, they also have a knack for being very competitive political campaign candidates.

As a political consultant, I would have much rather worked for a strong female candidate than a typical male candidate – for many reasons. While female politicians and candidates are outnumbered by their male counterparts today, I'm encouraged by the growing number of talented women entering political campaign races every year.

So, how do women win such a large percentage of campaigns and elections they enter, and what characteristics make females such effective political candidates?

The reasons why women are often more successful than men in politics are far too numerous to list in one article, but we're going to take a look at five of the most compelling. If you have more to add to the list, please share! And if you are thinking about starting a career in politics and elections, I hope you'll go for it... your country and community needs more talented people, male and female, in government.



Text Source: [www.linkedin.com/pulse/five-reasons-why-women-make-great-political-phil-van-treuren](https://www.linkedin.com/pulse/five-reasons-why-women-make-great-political-phil-van-treuren)

1. **Why** did the writer **decide to start** the website?  
\_\_\_\_\_
2. **What** is the writer **interested in**? \_\_\_\_\_
3. **What** is the writer **encouraged by**? \_\_\_\_\_

4. **What** does the writer **suggest** people **do** on the website? \_\_\_\_\_
5. **What** does the writer **hope for**? \_\_\_\_\_

## Grammar

Look at the pictures and read the sentences.

- What tense form was used?
- How would you report them?



I **am talking** to mum.  
We **are talking**.



I **am reading** the newspaper.  
I **am drinking** coffee.



She **is cooking**. She **is watching** some cooking tutorials.

Look and write some sentences about the picture.



From the Present Progressive to the Past progressive.

1. \_\_\_\_\_  
Report: \_\_\_\_\_
2. \_\_\_\_\_  
Report: \_\_\_\_\_
3. \_\_\_\_\_  
Report: \_\_\_\_\_
4. \_\_\_\_\_  
Report: \_\_\_\_\_



## Read and talk.

- How do teenagers communicate (language and tools)?
- Do adults communicate the same way?
- Do you agree with the statement below?
- Yes. / No. - Why?

Ann Charlotte says, "As they get older, teenagers start to use communication tools in the same way as adults. They will continue to use their tools such as texting, Facebook and video chat, but at the same time, they understand the need to use voice and email as they move into the next stage in their lives."



## Read the article and choose a heading for each section.

- Write the letter for your choice on the first line.
  - a. Face-to-face communication
  - b. Keep calls brief
  - c. Becoming popular
  - d. Tools for dating
  - e. Use something emotionally
  - f. Likes on Facebook
  - g. The new smoking

### Ericsson ConsumerLab Study How teens communicate

\_\_\_\_\_ - Twenty-three percent of the study respondents said they were engaging in more video chats, and eighty-three percent of teens who use the platform do so at least once a week. That makes sense – it combines some attributes of face-to-face interaction with the ease of technology. More than one-third of teen video chatters said they used it for homework – just as \_\_\_\_\_ their cellphones and home phones for homework.

\_\_\_\_\_ - Adults, the study notes, tend to use Facebook as a substitute for other forms of communication. Teenagers, on the other hand, use Facebook to express what they feel, as an \_\_\_\_\_.

\_\_\_\_\_ - The study asked teenagers to rank the methods of communication they would most miss \_\_\_\_\_, and 58 percent cited "in real life" as N. 1.

1. Meet in person 58%
2. Texting 28%
3. Talk on the phone 5%
4. Facebook 5%
5. Other 1%

\_\_\_\_\_ - Not because some studies have said the cellphones cause cancer (at least not in the context of this study), it means so, instead it refers to teenagers' strong desire to belong. "Young people create or adopt their own social tools – which should ideally exclude their parents and older generations," the study said. "Smoking was once a social tool, a way of belonging." These days, with smoking increasingly unpopular, technology – and particularly the mobile phone – is seen as \_\_\_\_\_.

\_\_\_\_\_ - The most common Facebook activity for teens is "Liking" and creeping. And by creeping, \_\_\_\_\_ looking at other people's profiles.

\_\_\_\_\_ - Although teenagers still meet prospective boyfriends or girlfriends in person, they rely on Facebook and text messaging to continue the courting process. For instance, \_\_\_\_\_, teens will look the person up on Facebook before asking him or her on a date – which is of course done via text messaging.

\_\_\_\_\_ - The study found that teenagers think phone calls are "more suitable for adults" because they are unsure about the "unwritten rules of phone conversation." As a result, \_\_\_\_\_: 53 % of teens – 59 % boys and 47 girls – said their calls last less than four minutes, according to the study.

Text source: [www.prdaily.com/Main/Articles/How\\_teenagers\\_communicate\\_7\\_things\\_you\\_should\\_know\\_10601.aspx](http://www.prdaily.com/Main/Articles/How_teenagers_communicate_7_things_you_should_know_10601.aspx)

## Read and choose a line to complete the previous paragraphs.

- Pay attention to structure links.
  - Write the number for your choice on the second lines.
1. if taken away
  2. we mean
  3. previous generations primarily used
  4. they typically keep their phone calls short
  5. the most popular social tool
  6. after meeting someone in real life
  7. extension of their real relationships

## Grammar

### It is easy to write sentences from Reported form to Direct form.

- Just identify the tense (grammar core) and then move it forwards in time.

### Listen and read the examples. Then circle grammar core words.

#### Reported Form Examples:

- What are the grammar core words?
1. Will Smith said he was working in New York.
  2. Angela Stevenson said she didn't like spicy food.
  3. Joseph said he had five dogs.

### Direct Form Examples:

- What are the grammar core words?

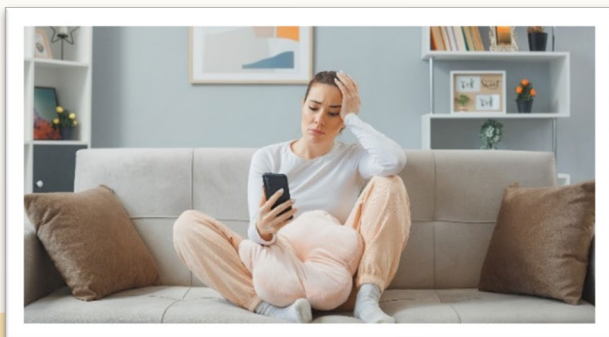
1. I am working in New York.
2. I don't like spicy food.
3. I have five dogs.



### Listening

Read the conversation, listen and write the missing words.

Helen:	Hey, you look mad!
Eve:	I am! It's just that I don't think companies should sell their products _____ the phone.
Helen:	Yeah, that's really annoying. I definitely _____ with you.
Eve:	This morning I _____ busy working on the marketing project when I got a call from a man who _____ for the City Bank. He asked me if I could talk to him a few minutes. He wanted to offer some new products and services.
Helen:	Let me guess, it got much _____ than a few minutes.
Eve:	Well, that was not the real problem – I asked him if he could call me later, and he _____, "Yes!"
Helen:	So?
Eve:	They kept calling all day long! I asked if I could talk to a manager or a supervisor, and when I finally got one, I told her that I _____ want to get any new service, I also asked her to stop calling. She said they would stop the _____, but then she started talking about me being a winner, she said that there had _____ a contest and that I had been selected, and stuff!
Helen:	So... were you given a surprise!?
Eve:	The prize was discounts _____ new products and services!



Read and answer the questions about the conversation.

1. Why was Eve mad?  
\_\_\_\_\_.
2. What did the people from the bank want?  
\_\_\_\_\_.
3. What is Helen's attitude towards marketing?  
\_\_\_\_\_.
4. Why did the people from the bank keep calling?  
\_\_\_\_\_.
5. Did Eve like the surprise? YES. / NO. Why?  
\_\_\_\_\_.

### Grammar

#### Reporting questions

Look and read. Identify and circle key words. Write reporting question sentences.

#### What did they ask?

- When **did** you finish the project?

They asked when I \_\_\_\_\_ the project.

- How old **are** you?

They asked how old I \_\_\_\_\_.

- Where **were** you last night?

They asked where I \_\_\_\_\_ last night.

- **Are** you British?

They asked if I \_\_\_\_\_ British.

- **Did** you **like** the surprise?

They asked if I \_\_\_\_\_ the surprise.

- **Do** you **want** to get some new products?

They asked if I \_\_\_\_\_ to get some new products.

#### Mini project - Wrong phone

- Make teams and play the wrong phone.
- Students have to report what the other students said to them using reporting forms.



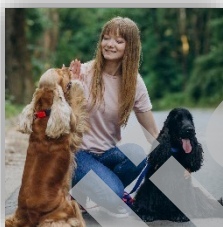
# 3 Do you need some?



## Vocabulary

Look, name the jobs and write.

blogging    pet sitting    yard work    tutoring  
 bartender    shuttle service    packer    arts and crafts



Read and talk. Think of some side-jobs and write the information.

What do you think a "side-job" is?

- Side-job 1: \_\_\_\_\_
- Where: \_\_\_\_\_
- Working hours: \_\_\_\_\_
- Money: \_\_\_\_\_
- Side-job 2: \_\_\_\_\_
- Where: \_\_\_\_\_
- Working hours: \_\_\_\_\_
- Money: \_\_\_\_\_

- Side-job 3: \_\_\_\_\_
- Where: \_\_\_\_\_
- Working hours: \_\_\_\_\_
- Money: \_\_\_\_\_

Read and answer the questions.

## Side-Jobs that Can Make Money Easily

It's no secret that the economy has been down lately. Now more than ever before, people are finding side-jobs to make a few extra bucks. This not only includes people with full-time jobs, but people who typically don't have jobs, like house wives and college students. In any case, there are a number of great side-jobs that you can find to make a few extra bucks, and some of them are even fun.



1. What does the writer mean by "...the economy has been down lately."?  
 \_\_\_\_\_  
 \_\_\_\_\_
2. What does the word "bucks" mean?  
 \_\_\_\_\_  
 \_\_\_\_\_
3. Why did the writer mention "house wives and college students" as people who don't have jobs?  
 \_\_\_\_\_  
 \_\_\_\_\_
4. List three reasons why these people may need a side-job?  
 \_\_\_\_\_  
 \_\_\_\_\_

**Read and find and underline information to answer the questions.**

So far our list has included side-jobs that you can do yourself. Sometimes you can just go find a job at a local establishment. Places like fast food restaurants, grocery stores, gas stations, pizza places, and many more often have a need for some part time employees. These usually won't make you very much money, but we are talking side-jobs here. This extra money is intended to supplement your income, not replace it.

In some cases, part-time jobs can be quite lucrative. Pizza delivery drivers have been known to make decent tips when working on Friday and Saturday nights. Most places pay a little above minimum wage, so you're not making rock-bottom money. Even if it's not as much as you want, it may be as much as you need. It's worth a shot if you need the extra cash.

Text source: www.lifehack.org/articles/money/top-10-side-jobs-that-can-make-money-easily.html

- Red** - What word was used to mention the place where an organization operates?
- Blue** - What word was used to mention something that is added to something, something extra?
- Black** - What word was used to describe something that can help to produce a lot of money?
- Red** - What do you call the action of giving someone some money to thank them for a service they have provided you with?
- Blue** - What do you call the amount of money paid for work done, usually every week?
- Black** - What compound was used to describe something that is at the lowest level?
- Red** - What phrase was used to make emphasis on doing somethings that can offer some chance of success?

**Speaking**

**Look, read and mark a box for each statement – explain your marks.**

What are your thoughts on the following statements?

Totally Agree = **TA**      Makes Sense = **MS**      Don't Agree = **DA**

N.	Statement	TA	MS	DA
1.	Money is important!			
2.	Money, money, and more money!			
3.	Money brings peace!			
4.	More money, more happiness!			
5.	Try living without money, you will see!			
6.	Money is crucial for daily needs!			
7.	Money is fundamental!			
8.	Everything but money!			
9.	Money is the key!			
10.	Money is the problem!			

**Grammar**

**Is it an auxiliary or a verb?**

**As an auxiliary, do/does always goes before the person.**

- Remember, it is for questions.

- Do** **you** like English?
- Do** **they** study here?
- Does** **he** like swimming?
- Does** **she** have a job?

**As a verb, do/does always goes after the person.**

- Remember, it is for an action or an activity.

- You** **do** sports at weekends.
- They** **do** their shopping on Saturdays.
- He** **does** his homework on Fridays.
- She** **does** a great job every day.

**What happens with "Wh" questions?**

**As an auxiliary, it always goes before the person.**

- It is the same order, you just add the "Wh" word you need at the beginning.

- What** **do** **you** like to eat?
- Where** **do** **they** live?
- When** **does** **he** study?
- Why** **does** **she** read a lot?

**As a verb, it goes after the person, but in questions like these, you must pay attention to the verb to give information about.**

- It is about giving the information required.

- I** like to eat **chicken**.  
Chicken **is the what**.
- They** live **in Chicago**.  
In Chicago **is the where**.
- He** studies **in the evenings**.  
In the evenings **is the when**.
- She** reads a lot **because she loves history**.  
Because she loves history **is the why**.



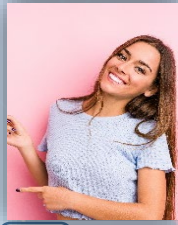
Read the following people's opinions on "Money". Put a tick (✓) if you agree or put a cross (X) if you don't.

### Debate.org.uk



More money, more happiness – money is the basic need in our lives. Without money, life is impossible on Earth. Money should only be earned through hard work. It makes everyone happy, including you and me. The people around will appreciate your work, which makes you feel proud. You can even give gifts to others to make them happy – when they feel happy, you feel happy, too.

Everything but money – I should be happy; I have a great family, love my husband and my daughter, but I am not; I feel a bit down frequently, that's because we don't have enough money to meet our needs. This has caused many arguments in our marriage and I have lost some friends. Plus, it is affecting my daughter because I can't afford to bring her somewhere to socialize. You don't need to be rich to be happy, but you need to have a bit more than necessary to cover your needs.

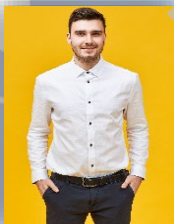




Money brings peace – money can make one go on holiday and enjoy life, able to help those who are in the need of it and it will reduce comparison of other people's pockets. Money brings peace and prosperity and makes one feel totally independent. It makes one feel that you can lack anything, and you can live your life freely without any criticism.

Money is important – without money, you can't buy your favourite things or live in a normal life. With no money, it will only lead to sad endings, and you can't bring that to the bank and make you happy.





Money, money and more money – without money, you always worry about paying bills, keeping a roof over your head and living a comfortable life, and with money you can have complete piece of mind knowing you have it all and never have to worry about anything, with money, you can own a home - you don't have to rent – you can drive a car, travel and never worry about not being able to afford things – Money is the King.

Read and write the missing words (have, be or do) in the correct form.

1. Martha \_\_\_\_\_ a great side-job.
2. We \_\_\_\_\_ know the car was expensive.
3. Tony \_\_\_\_\_ really happy with his new job.
4. Gabrielle \_\_\_\_\_ made \$ 200,000 this term.
5. How much money \_\_\_\_\_ you need?
6. The new currency \_\_\_\_\_ introduced in Europe in 2000.
7. Janis \_\_\_\_\_ a lot of exercise this month – that's why she looks fit.
8. We \_\_\_\_\_ never learned to save money.

### Listening

Read some parts of the lyrics of a song entitled, "She works hard for the money" by Donna Summer. Fill in the blanks using the prompts.

- Listen to the song up to minute 1.09 to check your answers.

I met her there \_\_\_\_\_ the corner stand      ...preposition  
 And \_\_\_\_\_ wonders where she is      ...pronoun  
 And it's \_\_\_\_\_ to her      ...adjective  
 Some people seem to \_\_\_\_\_ everything      ...verb  
 9 am on \_\_\_\_\_ hour hand      ...article  
 And she is \_\_\_\_\_ for the bell      ...continuous  
 And she is looking \_\_\_\_\_ pretty      ...adverb  
 She is waiting for \_\_\_\_\_ clientele      ...P. adjective

### Grammar

#### Have and Has, Simple or Perfect?

#### The Present Simple

- It goes after the person.
1. I **have** a dog.
  2. She **has** a big family.
  3. We **have** a beautiful garden.
- For the negative form, just write the negative don't/doesn't between the person and the verb – pay special attention to example 2.
1. I **don't have** a dog.
  2. She **doesn't have** a big family.
  3. We **don't have** a beautiful garden.



## The Present Perfect

- It goes after the person, but it is a perfect form, so it goes together with a verb in the past participle form.

- I **have bought** a dog.
- She **has prepared** a sandwich.
- We **have seen** the film three times.

- For the negative form, just write the negative haven't/hasn't between the person and the verb – sometimes, to make emphasis, you can include "yet," at the end.

- I **haven't bought** a dog (yet).
- She **hasn't prepared** a sandwich (yet).
- We **haven't seen** the film (yet).

## More words

### Look and unscramble the words.

1. acjvedite

2. arvbed

3. arlyuixai

4. tnosrppieoi



5. nguder

6. rbev

7. lodam

8. unno

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_

7. \_\_\_\_\_

8. \_\_\_\_\_

### Look, read the definitions and write the words from the previous activity.

- \_\_\_\_\_ - a type of verb that is used with another verb to express an idea such as possibility that is not expressed by the main verb.
- \_\_\_\_\_ - a word which describes an action, condition or experience.
- \_\_\_\_\_ - a word which describes or gives more information about a verb, adjective, adverb or phrase.
- \_\_\_\_\_ - a word that refers to a person, place, thing, event, substance or quality.
- \_\_\_\_\_ - a word that ends in -ing, which is made from a verb and used as a noun.

- \_\_\_\_\_ - a verb that gives grammatical information, for example about tense, which is not given by the main verb of a sentence.
- \_\_\_\_\_ - a word that describes a noun or pronoun.
- \_\_\_\_\_ - a word which is used before a noun, a noun phrase or a pronoun – it shows relation or connects to another word or element in a sentence.

### Look, read and write.

- What type of word is the word underlined?

- \_\_\_\_\_ I don't have too much time.
- \_\_\_\_\_ Sandra didn't dance at the party.
- \_\_\_\_\_ Richard always wears weird clothes.
- \_\_\_\_\_ People are addicted to using their cellphones.
- \_\_\_\_\_ First world countries should help the poor ones.
- \_\_\_\_\_ Money is not everything in life.
- \_\_\_\_\_ Swimming is an amazing sport.
- \_\_\_\_\_ I got an autograph from the frontman.

### This is the following part of the song on page 19. Read and think of words to fill in the gaps.

- Listen to the song to check your answers.

Twenty-eight years _____ come and gone	...auxiliary
And she _____ seen a lot of tears	...auxiliary
Of the ones who come in	
They _____ seem to need her there	...adverb
It's a sacrifice working day to day	
For little money just _____ for pay	...noun
But it's worth it all	
To hear them say that they care	
-----	
She works _____ for the money	...adverb
So hard for it, honey	
She works hard _____ the money	...preposition
So you'd better treat her right	

**Look, read and label.**

- All these words are related to money – what kind of word do you think each is?
- Use a dictionary to complete the labeling.

1. ability - _____	17. training - _____
2. aim - _____	18. cash - _____
3. account - _____	19. income - _____
4. afford - _____	20. spend - _____
5. invoice - _____	21. waste - _____
6. annual - _____	22. fired - _____
7. apply - _____	23. cheque - _____
8. debt - _____	24. deposit - _____
9. salary - _____	25. fortnight - _____
10. extra - _____	26. permit - _____
11. bonus - _____	27. allowance - _____
12. payroll - _____	28. qualify - _____
13. attitude - _____	29. coin - _____
14. bill - _____	30. invest - _____
15. business - _____	31. promote - _____
16. broke - _____	32. hire - _____

**Grammar**

**Be – Compare!**

**Continuous form**

- It is combined with –ing forms.

1. I	<b>am</b>	<b>working</b>	on the project.
2. She	<b>is</b>	<b>sleeping</b>	at home.
3. He	<b>is</b>	<b>playing</b>	soccer in the park.
4. They	<b>are</b>	<b>studying</b>	in the library.

**Passive form**

- It is combined with the auxiliary have/has.

1. It	<b>has</b>	<b>been</b>	sold.
2. They	<b>have</b>	<b>been</b>	captured.
3. We	<b>have</b>	<b>been</b>	scammed.
4. She	<b>has</b>	<b>been</b>	expelled.

**Read and talk – then write.**

- Talk to a friend – write three sentences using words from the list above.
- Use three words in each sentence.

1. \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

2. \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

3. \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

**Read and write.**

- Think of prepositions to fill in the gaps.
1. I can't believe he is \_\_\_\_ debt with the bank.
  2. That woman paid for her car \_\_\_\_ cash!
  3. Can I put this \_\_\_\_ my credit card?
  4. He gave me a large amount \_\_\_\_ cash.
  5. Can you pay \_\_\_\_ my lunch today?
  6. You shouldn't spend all your money \_\_\_\_ shoes.
  7. Is it possible to pay \_\_\_\_ credit card?

**Read and match the following confusing words with the meanings.**

- Use a dictionary.

1. economic	- _____
2. win	- _____
3. lend	- _____
4. indebted	- _____
5. economical	- _____
6. earn	- _____
7. borrow	- _____
8. indebted	- _____
9. owe	- _____

- a. to give something to someone for a period of time, expecting to get that something back
- b. to get something from someone, you have the intention to give it back
- c. not using a lot of something
- d. having to pay for something at a later time
- e. to receive money as payment for work done
- f. making a profit
- g. to need to pay back because someone lent you some money or something
- h. grateful because you received some help
- i. to achieve first position in a competitive situation

**Reading**

**Unscramble the words to get the definition for the word "currency" written correctly.**

specific	particular	money	country
or	is	area	used
a	in	and	is

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Look, read and colour the boxes to match Country, Currency and Sub-currency.**

- Use the internet.

Country	Currency	Sub-currency
Afghanistan	Baht	100 centimes
Nicaragua	Real	10 fen
Egypt	Rupee	100 kurus
Thailand	Krone	100 piastres
Ghana	Yuan	100 centavos
Turkey	Gourde	100 centavos
Brazil	Lira	100 ore
Norway	Pound	100 pesewas
India	Cordoba	100 paise
Haiti	Cedi	100 satang
China	Afghani	100 pul

**Read about some currencies in the world. Use the words to fill in the gaps.**

- Listen to check your answers.

**The Mexican Peso**

The Mexican Peso is one of the oldest currencies in North America. Its original design \_\_\_\_\_ from the Spanish silver dollar and original eight pieces. It was an official tender in both the U.S.A. and Canada until the mid-1850s. To be precise, the U.S.A. until 1857 and Canada until 1854 accepted Mexican Pesos along with other coins. The Mexican Peso is the descendant \_\_\_\_\_ the original eight piece that the Spanish government issued in Mexico. Mexico continued the same \_\_\_\_\_ for their currency after gaining their independence. At one time, the Spanish Dollar was an \_\_\_\_\_ mode of payment in places as remote as China. The Mexican peso continued to be the most stable and safe currency. So much so that the Mexican Peso inspired the American Dollar's design. \_\_\_\_\_, the Mexican government changed the value of one peso to one hundred cents.

Text Source: www.currencyinformation.org

**The American Dollar**

The United States one-dollar bill (\$1) is a \_\_\_\_\_ of United States currency. The first U.S. president (1789-97), George Washington, painted by Gilbert Stuart, is currently featured on the obverse (front), and the Great Seal of the United States is featured on the reverse. The one-dollar bill has the \_\_\_\_\_ design of all U.S. currency currently being produced. The design seen today debuted in 1963 when it was first issued as a Reserve Note (previously, one dollar bills were Silver Certificates). The inclusion of the motto "In God We Trust" on all currency was required \_\_\_\_\_ law in 1955, and first \_\_\_\_\_ on paper money in 1957.

An individual dollar bill is also less \_\_\_\_\_ known as a one, a single, a buck, a bone, and a bill. The Federal Reserve says the average life of a \$ 1 bill in circulation is 5.8 years before it is replaced because of wear. Approximately, 42 % of all U.S. currency produced in 2009 were one-dollar bills.

Text Source: www.enwikipedia.org

**The Pound**

The pound sterling is the oldest existing currency, with origins that can \_\_\_\_\_ traced back to continental Europe. The name of this currency comes from the Latin word "libra", which refers to weight and balance. For more than 300 years, the Bank of England has been the authority issuing pound banknotes, and all along this time these notes have suffered many changes. The first pound coin did not appear until 1489, \_\_\_\_\_ the reign of Henry VII. Pound banknotes started circulating in England shortly after the foundation of the Bank of England in 1694, and were \_\_\_\_\_ handwritten notes. The pound functioned with its \_\_\_\_\_ used system of shillings and pennies until the arrival of the decimal system in 1971. In 1660, coin minting was mechanized and features in its design such as the side lettering were introduced to help eradicate money-clipping. The pound sterling has survived as an independent currency while most of the rest of Europe adopted the euro as single currency, which at the beginning of the 21st century seemed the likely \_\_\_\_\_ of the pound sterling too.

Text Source: www.globocambio.com.mx

	Text 1	Text 2	Text 3
adj.	acceptable	oldest	complicated
n.	pattern	denomination	destiny
v.	follows	appeared	be
adv.	Later	formally	originally
prep.	of	by	under

**Mini project – A side-job**

- Do some research on side-jobs in your country.
- Make a list of side-job options for people at different ages.
- Point out the pros and cons.
- Make emphasis on it being a secondary activity to make some extra money – it must not affect one's main job.
- Consider the online activity that can be done nowadays.



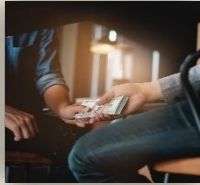
# 4 You need protection!



## Vocabulary

Look, name the scenes and write.

arson	burglary	dealing	larceny
terrorism	riots	robbery	scam



Look, read the definitions and write the words from the previous activity on the lines.

- \_\_\_\_\_ - a noisy, violent and uncontrolled public meeting
- \_\_\_\_\_ - the illegal action of buying and selling products
- \_\_\_\_\_ - an illegal plan for making money
- \_\_\_\_\_ - the crime of illegally entering a building and stealing things
- \_\_\_\_\_ - the crime of stealing from somewhere or someone

- \_\_\_\_\_ - threats of violent action for political purposes
- \_\_\_\_\_ - the crime of intentionally starting a fire in order to damage or destroy something
- \_\_\_\_\_ - the crime of taking something that doesn't belong to you

## Speaking

Read and answer the questions with a friend.

- Which actions are the most common in your country?
- Which actions are the least common?
- What do you think makes people take those actions?
- What must be done to stop them?
- Is there anything people can do to prevent those things from happening?



Read the sentences and use the words on the left to complete them.

- There is no need for \_\_\_\_\_, you can work and pay for the things you want.
- The bomb explosion in the park was a horrible act of \_\_\_\_\_.
- Many people in town have been victims of \_\_\_\_\_ at least once.
- The police used tear gas to put the \_\_\_\_\_ down.
- A cinema was burnt out in London last night. The police say it was an act of \_\_\_\_\_.
- I told you it was a \_\_\_\_\_; nobody gives out that much money for no reason.
- She began to suspect that the man was \_\_\_\_\_ in the club.
- The \_\_\_\_\_ has been recorded on a concealed security camera.

**Reading**

**Read and think of words to complete the reports.**

- Listen to check your answers.

**Daily News  
Silly Criminals**

When police in Green City, Canada, asked \_\_\_\_\_ search Jim Parker's flat \_\_\_\_\_ stolen merchandise, he was not \_\_\_\_\_ suspect – in fact, they were looking for some \_\_\_\_\_ people, but \_\_\_\_\_ all changed when they found \_\_\_\_\_ the way he appeared \_\_\_\_\_ a social network site: Jim Parker, Steal and Sell!



As three men waited \_\_\_\_\_ line at a pizza shop to get their orders, \_\_\_\_\_ fourth cut \_\_\_\_\_ front of them. He even threw some soda \_\_\_\_\_ the clerk, and demanded all the money from the till – one of the three men didn't wait \_\_\_\_\_ more surprise and got the cutting man down \_\_\_\_\_ the ground and handcuffed him. What \_\_\_\_\_ silly crook you are man! Don't these blue uniforms tell \_\_\_\_\_ anything? Didn't you notice \_\_\_\_\_ are cups?!



A German bank user, Matilda Shruer, \_\_\_\_\_ not happy with the service \_\_\_\_\_ solutions she was offered for managing her account – so she started \_\_\_\_\_ send mocking emails, making fun \_\_\_\_\_ the bank staff and even putting some threatening lines. She added \_\_\_\_\_ line saying, "You'll \_\_\_\_\_ find out who I am!" But she didn't realize the police could use \_\_\_\_\_ own email to trace her. Some hours later, she was arrested and said, "How \_\_\_\_\_ you know \_\_\_\_\_ was me!? I was using \_\_\_\_\_ different name!"



**Read and write.**

- What word means that?

**Report 1 – \_\_\_\_\_**

- What word can you use to name products or goods to buy and sell?

**Report 2 – \_\_\_\_\_**

- What word can you use to name the drawer where the money from sales in kept?

**Report 2 – \_\_\_\_\_**

- What word can you use to name a person whose activity is not legal?

**Report 3 – \_\_\_\_\_**

- What word can you use to describe something that is not real or to make something look uncool – unkind language?

**Report 3 – \_\_\_\_\_**

- What word can you use to express the possibility that something unwanted or unpleasant will happen?

**Read and talk and choose.**

- What title can you use for each article?
- What did the people in trouble do wrong, exactly?

- a. Look around before you go! -For article \_\_\_\_\_ because \_\_\_\_\_.
- b. Goofytojail.com -For article \_\_\_\_\_ because \_\_\_\_\_.
- c. Beep, beep! I am here! -For article \_\_\_\_\_ because \_\_\_\_\_.

**Read and talk and write.**

- Do you know what the phrase, "Red-handed" means?

**Unscramble the words to get the definition for the phrase, "Catch someone red-handed".**

something	they	someone	or
to	are	discover	illegal
doing	bad		while

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## Writing

Follow the notes to write your own "A Silly Criminal" story.

- Start setting
- Open Context
- Criminal characteristics - description
- What the criminal did
- When it happened
- Where it happened
- What went wrong
- How the criminal was caught
- An ending phrase – moral of the story.
- Write between 120 – 200 words.

### Caught Red-handed!

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## Grammar

All about the past : )

Listen and read.

The Past Simple is used to talk about completed actions in the past.

- By making sentences in the following way, you will be practicing how to change elements – it helps to memorize and remember forms.

### Example 1

Notice what elements make the past simple construction.

- I **went** to the airport to meet my friend.
- I **didn't go** to the airport to meet my friend.
- **Did you go** to the airport to meet your friend?
- **Yes, I did.**
- **No, I didn't.**

### Example 2

Remember to pay attention to the words in bold.

- I **bought** a home safety magazine.
- I **didn't buy** a home safety magazine.
- **Did you buy** a home safety magazine?
- **Yes, I did.**
- **No, I didn't.**

## Reading

Read and listen to complete the text.

### The lawbreaker who became a lawyer

Before he \_\_\_\_\_ a lawyer and prolific supporter of prisoners, Daniel Manville \_\_\_\_\_ three years and four months in the slammer for manslaughter. Manville \_\_\_\_\_ to study while incarcerated and eventually \_\_\_\_\_ two college degrees during his sentence. He became enamored with the legal profession and \_\_\_\_\_ to law school right after his parole.

He finally \_\_\_\_\_ the bar exams in Michigan and Washington, DC after waiting many years to be approved by the respective boards. Afterwards, Manville \_\_\_\_\_ tirelessly to improve the prison system and \_\_\_\_\_ various inmates and prison guards in civil cases. Nowadays, Manville teaches law at Michigan State University, where he hopes the insights he shares with students inspire them to someday help improve the system as well.

### Read the questions and find the words in the text.

- What word was used to express this?
- a. \_\_\_\_\_ - producing a big number or amount of something
- b. \_\_\_\_\_ - an informal way to call a prison
- c. \_\_\_\_\_ - to put someone in prison or in a place used as prison
- d. \_\_\_\_\_ - permission for a prisoner to be released before their period in prison is finished
- e. \_\_\_\_\_ - an exam lawyers must take and pass in order to be part of a jurisdiction's association
- f. \_\_\_\_\_ - a group of people responsible for reviewing and approving matter
- g. \_\_\_\_\_ - in an energetic and continuous way
- h. \_\_\_\_\_ - a person who is kept in prison
- i. \_\_\_\_\_ - clear and deep understanding of complicated information, events or solutions

### Read and answer the questions about the text.

1. What words **were used** to express that Manville **loved studying** the law?  
\_\_\_\_\_.
2. Manville **could go** to law school, but the case **was** still open, why?  
\_\_\_\_\_.
3. What **did he have** to do before qualifying as a lawyer?  
\_\_\_\_\_.
4. What **did he work** hard on?  
\_\_\_\_\_.
5. What **does he do** now?  
\_\_\_\_\_.
6. What **does he do** to inspire and motivate law students?  
\_\_\_\_\_.



### Read and talk.

- Have you ever felt bad about you making a mistake?
- Is it easy to apologize to people for something you did wrong or something you said?
- Have you ever felt good about facing a difficult situation and, afterwards, getting a positive outcome?
- Do you think experiences of this kind add to people's self-improving or self-growing?



### Grammar

#### All about the past : )

#### Listen and read.

The Past Progressive is used to talk about actions happening when something else occurred or at a specific time.

- By making sentences in the following way, you will be practicing how to change elements – it helps to memorize and remember forms.

#### Example 1

Notice how the verb forms are different.

- I **was counting** my money when my brother **entered** the room.
- I **wasn't counting** my money when my brother **entered** the room.
- **Were** you **counting** your money when your brother entered the room?
- **Yes, I was.**
- **No, I wasn't.**

## Example 2

Remember to pay attention to the words in bold.

- When the officers **arrived**, Martin **was trying** to open the till.
- When the officers **arrived**, Martin **wasn't trying** to open the till.
- **Was** Martin **trying** to open the till when the officers **arrived**?
- **Yes**, he **was**.
- **No**, he **wasn't**.

### Read and circle the correct word.

1. When the officer **saw/was seeing** Martin, he **was taking/took** the money from the purse.
2. When the criminals went out the hotel, the police **were waiting/waited** for them.
3. Finally, the police officer **caught/was catching** the man.
4. He had stolen 25 cars. Fortunately, the police **arrested/was arresting** him yesterday.
5. The robber **sold/was selling** the jewels when the police officer **saw/was seeing** him.

### Read the questions, listen and read the news report.

- Taken notes on the questions while you read.
- Don't forget to underline this information in the text.

- a. What happened?
- b. When did it happen?
- c. What time was the man arrested?
- d. Where was he arrested?
- e. How could other officers recognize him?
- f. What vehicles were involved in the case?

### News Report January 10, 2015

The day began with a robbery, and ended with a multicounty chase.

The Medford New Shop on Stokes Road was the starting point. A man wearing a heavy brown coat and black pants walked into the Medford Store around 9:05 a.m. Thursday, showing a handgun and demanding money.

Once he had driven off, township police, Michael Deir notified other agencies about his gold pickup. A few hours later, according to several people involved in the investigation, the suspect was found in Camden.

Then came a pursuit that carved through Camden and Burlington Counties, and brought out multiple agencies – and a state police helicopter – before it ended around 1:30 p.m. in Wharton State Forest, where the suspect was caught after bailing from his vehicle, police said.

*"We're still working to put all the pieces together. The only thing we can tell is that he is a 34-year-old man who responds to the name Alan. He says he has been having difficulties to pay his bills, he says he regrets."*

*I think it is too late for that!*

Wagner, whose agency was not involved in the pursuit, said he first heard about it around noon. The circumstances that started the chase are unclear; the Camden County Police Department did not respond to multiple requests for comment.

The pursuit ended on Tuckerton Road near Hawkins Bridge Road. Police did not report any injuries from the pursuit.

It wasn't clear whether the suspect was armed at the time of his arrest, and authorities did not disclose how much money was taken during the robbery.

No charges have been filed, Thursday afternoon.

### Read the titles, think and talk.

- Why would you not take any of the titles for the article?
- Think of a more appropriate one and explain why it is a better option.

- a. Every day starts with a robbery **X**
- b. It's OK when you can't pay your bills **X**
- c. No clarity but at least we got the man **X**
- d. \_\_\_\_\_ **:)**



**More words**



**trial**



**plead**



**smuggle**



**evidence**



**witness**



**forgery**



**jury**



**judge**



**court**

**Read the definitions and write the words.**

- a. \_\_\_\_\_ - a person who is in charge of a trial in a court
- b. \_\_\_\_\_ - a person who sees an event happening, especially a crime or an accident
- c. \_\_\_\_\_ - a group of people chosen to listen to all the facts in a trial
- d. \_\_\_\_\_ - an illegal copy of a document, painting, etc.
- e. \_\_\_\_\_ - the hearing of statements and showing of evidence in a court of law
- f. \_\_\_\_\_ - a building where trials and other legal cases happen
- g. \_\_\_\_\_ - to take things to or from a place secretly and often illegally
- h. \_\_\_\_\_ - one or more reasons for believing something is or is not true
- i. \_\_\_\_\_ - to make a statement of what you believe to be true

**Writing**

Look at the word labelling and write the words on the appropriate lines.

- Pay attention to the place and functions they take in sentences.
- Explain how you can identify what kind of word each is - considering place and function taken.

noun – the crime  
blackmailing

noun – the criminal  
blackmailer

verb – the action  
blackmail

- a. \_\_\_\_\_ on the actress **was discovered** by her agent.
- b. She called the police when she saw **the** \_\_\_\_\_ at the restaurant.
- c. The man **tried to** \_\_\_\_\_ the actress with some private-life pictures.

noun – the crime  
smuggling

noun – the criminal  
smuggler

verb – the action  
smuggle

- a. \_\_\_\_\_ **was** identified by the SIA (Secret Investigation Agency).
- b. Police report says the \_\_\_\_\_ had been in the works for about a year.
- c. Twenty-five people were thought to be part of the plan to \_\_\_\_\_ the art pieces.

**Mini project**

**A Police Report**

Look for some news reports on the internet or in the newspaper.

- Choose one recent event and take notes on relevant information to report.
- Follow the guidelines to write a Police Report.

**Police Report**

**Case number:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Reporting officer:** \_\_\_\_\_

**Prepared by:** \_\_\_\_\_

**Incident type:** \_\_\_\_\_

**Address of occurrence:** \_\_\_\_\_

**Witnesses:** \_\_\_\_\_

**Evidence:** \_\_\_\_\_

**Weapons/Objects:** \_\_\_\_\_

**Introduction:** \_\_\_\_\_

**Describe the incident starting:** \_\_\_\_\_

**Incident development:** \_\_\_\_\_

**Incident ending:** \_\_\_\_\_

Final comment from reporter out of reflecting on the occurrence.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

# 5 Life is fun!



## Vocabulary

Look, name the events and places and write.

professional shows	architectural monuments	professional festivals	amateur art festivals
town festivals	religious celebrations	historical celebrations	popular events

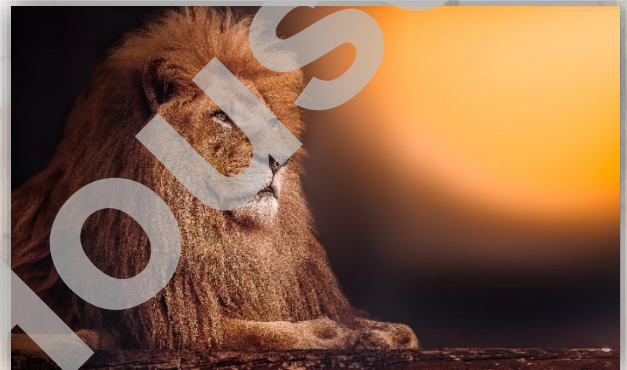


Read and use the words to complete the text.

- Listen to check your answers.

a. unthinkable	adj.	f. hilarious	adj.
b. cub	n.	g. redemption	n.
c. flees	v.	h. loss	n.
d. sprawling	adj.	i. anew	adv.
e. wicked	adj.		

**The Lion King** – A lively stage adaptation of the Academy Award-winning 1994 Disney film, *The Lion King*, is the story of a lion prince living in the Flourishing African Pride Lands. Born into the Royal Family, **precocious** \_\_\_\_\_ Simba spends his days exploring the \_\_\_\_\_ **savanna grassland** and idolizing his kingly father, Mufasa. When an \_\_\_\_\_ **tragedy**, orchestrated by Simba's \_\_\_\_\_ **uncle**, Scar, takes his father's life, **Simba** \_\_\_\_\_ the Pride Lands, leaving **his** \_\_\_\_\_ and the life he knew behind. Eventually accompanied by two \_\_\_\_\_ **and** unlikely friends, Simba **starts** \_\_\_\_\_. Simba must take on a formidable enemy, and fulfill his destiny to be a king. A vibrant and exciting tale from the great creatives at Disney, it is a story **of** love **and** \_\_\_\_\_ that nobody should miss.



## Speaking

Read and answer the questions with a friend.

- Have you ever seen the *Lion King* as a play?
- Have you ever attended a professional show?
- Have you ever visited a historical place or monument?
- What are some popular interest events in your country?
- What makes the events and places on the left interesting or appealing?



Look, read and categorize the words. Write...

- |                            |                                 |
|----------------------------|---------------------------------|
| <b>E</b> for exercise      | <b>A</b> for arts               |
| <b>H</b> for holiday       | <b>S</b> for studying           |
| <b>M</b> for music event   |                                 |
| <b>a.</b> musical _____    | <b>k.</b> Independence _____    |
| <b>b.</b> exhibition _____ | <b>l.</b> picture display _____ |
| <b>c.</b> marathon _____   | <b>m.</b> clinic _____          |
| <b>d.</b> lecture _____    | <b>n.</b> Christmas _____       |
| <b>e.</b> New Year _____   | <b>o.</b> testing _____         |
| <b>f.</b> concert _____    | <b>p.</b> skating _____         |
| <b>g.</b> yoga _____       | <b>q.</b> writing skills _____  |
| <b>h.</b> rehearsal _____  | <b>r.</b> festival _____        |
| <b>i.</b> the Magi _____   | <b>s.</b> conference _____      |
| <b>j.</b> debate _____     | <b>t.</b> triathlon _____       |

Select three events from the previous page. Make some flyers to get people attending those events.



Look and read. Talk and share.

- What kind of texts are these?

**DRUMMER WANTED** – to play on/off beat for modern band with fashionable outlook and rather well known singer. – Virgin Records, 727 8070

**Journalist**  
**FAST TRACK TO A CAREER IN JOURNALISM**  
**New NCTJ Course starts February 9th.**  
**Fast Track Diploma in Journalism**  
**24 weeks, full-time**  
**Accredited by NCTJ**

**STUDIO THEATRE ACTING CONSERVATORY**  
 -----  
 The area's premier professional training facility for actors and directors!

Read the application letters for the advertisements above. Find the lines that have been removed from the letters – the lines are on the next page.

- Listen to check your answers.

**Letter of Application**

Hello!

I am writing in response to your advertisement in the newspaper. I am very interested in playing in your band. I would like to know more about it.

I am a 27-year-old man, I have a cool look, and \_\_\_\_\_.

I have taken several courses in music. Nowadays I am playing in a local band, but I'd like to try something new.

I am planning to get a university degree in classical music; \_\_\_\_\_. I think it makes me a good candidate, besides \_\_\_\_\_.

I hope to get a word from you soon,

Sam Sullivan  
 267 983  
 sssam @live.com.net



### Letter of Application

Dear Mr Sanders,

I am writing to you about the advertisement in the widely magazine. I am really interested in taking the course. I am passionate about travelling and discovering new things. \_\_\_\_\_, and I think I have good experience, however I am looking forward to getting more training and theory.

I know everything about you. I have a collection of your magazines. \_\_\_\_\_.

I will have a year off, so I will have no problem with adjusting my activity to your schedule.

I have attached my CV. I hope you have the time to read it.

Looking forward to hearing from you,

Lindsay Owen

### Letter of Application

Dear Mr Summers,

It is great you are opening more courses this year. It is just the perfect time for me to get \_\_\_\_\_. I think this course would be ideal for me because I have participated in some professional productions. \_\_\_\_\_. I have appeared on TV a few times, and \_\_\_\_\_. Last year, I applied for the course, but I was not accepted due to the great demand. I am pretty sure you have heard about me.

Thank you in advance for your time. You will find my CV enclosed.

Sincerely,

Anna Lane

PS If you need me to get some recommendation letters, feel free to let me know any time.

- I have bought every single issue you have published.
- I have also been invited to be part of a project in Broadway.
- I love rehearsing in the search of a better sound.
- a highly recognized training course like yours.
- I have no problems with changing it if necessary.
- some acting magazines have got me interviewed.
- that's why I want to find something stable.
- I have worked for some local publications

### Grammar

#### Read and listen.

#### -ing forms vs Infinitive

*-ing forms imply experience.*

I can't **stand playing** soccer.

- I need the experience of playing soccer to know I don't like it.

- I **enjoy watching** drama films.

- I **like playing** videogames.

- I **miss seeing** my friends every day.

*Infinitives imply that something has to happen or is going to happen.*

- I **promise to call** you as soon as I get home.

- First I have to get home, then I will call you.

- **Remember to buy** the tickets.

- They will **continue to play** in the city.

- **Don't forget to do** your homework.

*-ing forms go after prepositions.*

I am tired **of eating** so late.

- The preposition is "of".

- I'm looking forward **to visiting** my grandma.

- I am interested **in learning** to play the guitar.

- I am good **at dancing** ballet.

*Infinitive forms come after adjectives.*

- I am not **prepared to take** the test.

- The adjective is "prepared".

- This is one of **the best to watch**.

- They are so **nice (people) to hang out** with.

- That place is so **dangerous to walk** around.

*Infinitives are used to say why we do something.*

I went to California **to visit** my mum.

- "to visit" is why I went to California.

- I bought the magazine **to read** about my favourite band.

- I prepared the food **to surprise** my dad.

- She got a side-job **to get** some extra money.

-ing forms can be used as nouns.

**Driving** is really exciting.

- Driving is the ability to drive.

- Her **singing** is so beautiful.

- You have improved your **speaking** a lot.

- **Swimming** is the most important competition this year.

**Read and match the halves.**

1. I prefer \_\_\_\_\_
2. I'm going to hear an speech on \_\_\_\_\_
3. I need to exercise \_\_\_\_\_
4. I am bored. I want \_\_\_\_\_
5. It has stopped \_\_\_\_\_
6. I don't mind \_\_\_\_\_
7. I hope \_\_\_\_\_

- a. to marry Susan before Christmas.
- b. to travel to England.
- c. snowing.
- d. doing the dishes, but don't ask me to cook.
- e. protecting animals.
- f. to spend my free time at home.
- g. to lose weight.

**Writing**

Write some more sentences using your own ideas.

1. I enjoy \_\_\_\_\_
2. Mum prefers \_\_\_\_\_
3. I want \_\_\_\_\_
4. My friends always agree \_\_\_\_\_
5. I am going to continue \_\_\_\_\_
6. I can't stand \_\_\_\_\_
7. I am fond of \_\_\_\_\_



Look and read. Choose an advertisement and write a letter of application.

**Job Opportunity**  
**Five-Star Restaurant**  
**- Chef Wanted -**

**Requirements**

- Manage restaurant menu and cooking team
- Prepare various meals with no supervision
- Decorative serving skills
- Active suggesting on improvement attitude

Send CV and an application letter at:  
[justjoslohagna@gmail.com](mailto:justjoslohagna@gmail.com).

Call 020 680 9697  
for appointments and interviews.

Are you between 15 and 18 years old?

Are you enthusiastic?

Would you like to have fun?

Then come to our football field and be part of the team.

You could also help us find a new mascot!!!

Send application letters at:  
[linocesh752@gmail.com](mailto:linocesh752@gmail.com).

Call 035 680 8956  
for guided tours around the club!

Letter of application

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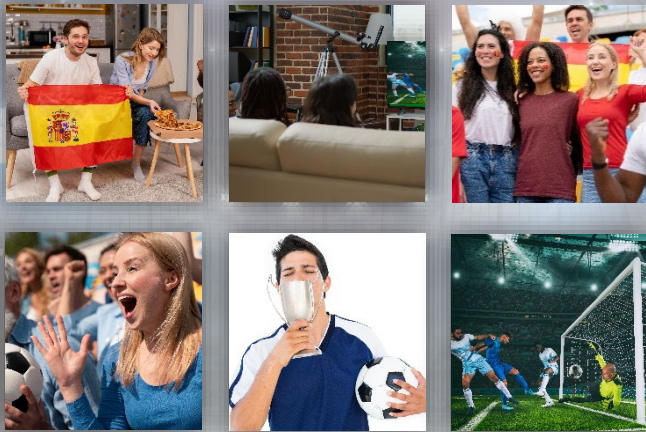
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PS \_\_\_\_\_

Speaking



- What can you see in the pictures?
- Do people in your country love this sport this much?
- Do you have a favourite football team?
- Can you describe their uniform?
- Can you share about its history?

Read, talk and write. Write one, two or three words to describe each point and explain.

- What do you think of these points in the football world?

0. game ticket cost - pretty high

- If a ticket is 900, for example, a family of four people has to pay 3,600 just for being let in the stadium - there is more to add to that amount, things like soda, snacks, souvenirs, etc. The way I see it, that's too much!

1. stadiums - \_\_\_\_\_
2. fans' behaviour - \_\_\_\_\_
3. family time - \_\_\_\_\_
4. big teams - \_\_\_\_\_
5. small teams - \_\_\_\_\_
6. craves - \_\_\_\_\_
7. players' pay - \_\_\_\_\_
8. violence - \_\_\_\_\_



Read and use the words to complete the text.

- Listen to check your answers.

showing as weren't tends  
In fact immensely to every  
schedule up half with

There is one stadium in Mexico that \_\_\_\_\_ football fan will always mention: The Azteca Stadium. It is one of the largest proper football stadiums in the world, and it is \_\_\_\_\_ impressive.

Azteca Stadium is the home of the Club America. Some other teams have had it \_\_\_\_\_ a home, though.

Together \_\_\_\_\_ the Club Chivas, which is the most popular football club in Mexico, Club America \_\_\_\_\_ to play their home matches on Saturday evenings or Sundays, often late in the afternoon, but exceptions in the \_\_\_\_\_ are rare.

Despite being Mexico's most popular club, Club America hardly ever fills the complete stadium. \_\_\_\_\_, it often does not sell more than \_\_\_\_\_ of all the seats, and the atmosphere can therefore be a little desolate - if it \_\_\_\_\_ for the Barra Groups, watching a game in the stadium would be a bit quiet experience.

This changes for the two local derbies, important playoff matches and of course the Super Classic against Chivas.

The Mexican National Team, on the other hand, does tend to fill \_\_\_\_\_ the stadium nicely. Even for completely uninteresting friendly matches - one can't be surprised to see something between 60 to 80 thousand people \_\_\_\_\_ up, which is kind of weird in a country with many difficult situations to pay attention \_\_\_\_\_.



Look at the words and write them in the first section in the table on the next page.

- Pay attention to the meanings the combinations take.

succeed think put love miss  
believe look forward regret hate have

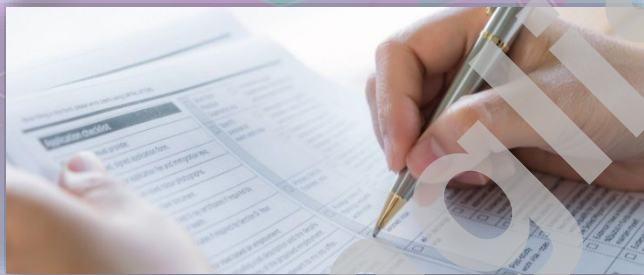
1. \_\_\_\_\_ something - **really not linking it**
2. \_\_\_\_\_ in - **do successfully**
3. \_\_\_\_\_ something - **feel the absence of it**
4. \_\_\_\_\_ about - **consider something**
5. \_\_\_\_\_ to - **sorry to do so**
6. \_\_\_\_\_ in - **I think it is right**
7. \_\_\_\_\_ trouble - **face difficulty**
8. \_\_\_\_\_ off - **do later**
9. \_\_\_\_\_ to - **expect to enjoy**
10. \_\_\_\_\_ something - **really like it**

### Speaking

Read and answer the questions with a friend.

- What kind of events are small towns good/not good for?
- What kind of events are big cities good/not good for?
- The city where you live, what kind of events are usually run in it?
- The city where you live, what kind of events would you like to have there?
- Have any important events been cancelled or postponed in your city?
- Why?

Interview some people using the same questions. Compare the information and share.



Look, read and write the words on the lines.

mind	of	about	of	in
about	to	for	about	of

1. Let's go in. I'm **tired** \_\_\_\_\_ waiting in line.
2. She is not **crazy** \_\_\_\_\_ this music.
3. I'm not **used** \_\_\_\_\_ seeing shows from this far.
4. I **don't** \_\_\_\_\_ waiting in line for hours.
5. He is **worried** \_\_\_\_\_ getting front line tickets.
6. Sorry, I'm not **interested** \_\_\_\_\_ that band.
7. Are you **sure** \_\_\_\_\_ paying that much for it?
8. **Thank you** very much \_\_\_\_\_ coming with me.
9. Why are you **afraid** \_\_\_\_\_ big crowds?
10. I am really **sick** \_\_\_\_\_ listening to that music everywhere.

### Writing

Look, read and complete the question prompts. Then interview some friends and take notes and share.

*Types of events in my city : )*

Which is...

- a) cheaper, \_\_\_\_\_ or \_\_\_\_\_ ?
- b) better, \_\_\_\_\_ or \_\_\_\_\_ ?
- c) more entertaining \_\_\_\_\_ or \_\_\_\_\_ ?
- d) more boring, \_\_\_\_\_ or \_\_\_\_\_ ?
- e) more popular, \_\_\_\_\_ or \_\_\_\_\_ ?
- f) What kinds of events do you prefer to attend?

Use the notes you made about your friends' answers to create and share complete ideas.

Examples

- A soccer match **is cheap**, but a concert **is better**.
- A golf game **is boring**. A play **is more entertaining**.
- A boxing day **is the most popular** event in my country.

### Mini project

#### Upcoming events!

Look at the pictures and add relevant information about the events.

- Present the Event Posters to the class.
- If possible, get big posters and glue colour Post-its or colour-paper cuts with the information, so you can present real-sized posters to the class.



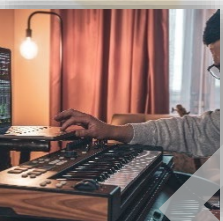
# 6 Always your very best!



## Vocabulary

Look, name the jobs and write.

editor	barber	assembler	butcher
home health aide	garment worker	construction worker	delivery person



Read and write the words.

1. A person **whose job** is help to care for people in their homes **is called** "a \_\_\_\_\_."
2. A person **who works** in a place where clothes are made **is called** "a \_\_\_\_\_."
3. A person **who sells** meat in a shop **is called** "a \_\_\_\_\_."
4. A person **who corrects** or **changes** pieces of text, audio or films before they are shown to the public **is called** "an \_\_\_\_\_."

5. A person **whose job** is building or making something, especially buildings or bridges **is called** "a \_\_\_\_\_."
6. A person **whose job** is making things by joining separate parts **is called** "an \_\_\_\_\_."
7. A person **who takes goods** to people's houses or places of work **is called** "a \_\_\_\_\_."
8. A man **whose job** is cutting men's hair **is called** "a \_\_\_\_\_."

## Speaking

Interview some friends and take notes on their answers. Then share with the class.

- Do you like working with your hands?
- Do you like helping people?
- Are you creative?
- Are you good with numbers?
- Do you think you'd like to try some of the jobs mentioned previously?
- What other jobs would you like to try, at least once?
- What tools or things might you need for doing that?

Questions for the interviewer to answer and share.

- What's the tendency?
- What jobs are people your age pursuing to do?
- Do you know how much money people with those jobs make?
- Do some research.



**Read and match the words with the definitions.**

**Use a dictionary.**

- salary
- wage
- income

\_\_\_\_\_ - It is a fixed amount of money agreed every year as pay for an employee, usually paid directly into his or her bank account every month; set period.

\_\_\_\_\_ - It is a fixed amount of money that is paid, usually every week, to an employee, especially one who, to have the work done, needs physical skills or strength, rather than a job needing a college education.

\_\_\_\_\_ - It is the money earned from doing work or received from investment.

**Read the sentences and write the words (salary, wage or income) on the appropriate lines.**

1. An annual \_\_\_\_\_ of 20,000,000
2. Our weekly \_\_\_\_\_ is just \$ 250.00.
3. Average \_\_\_\_\_ has risen over the last year by 4.5 %.
4. The \_\_\_\_\_ shops pay are very low.
5. More help is needed to increase the company's \_\_\_\_\_.
6. His net monthly \_\_\_\_\_ is \$ 15,000.
7. He is paid a good \_\_\_\_\_ because he works for a fair employer.
8. I haven't had much \_\_\_\_\_ from my stocks and shares this year.
9. He accepted a lower \_\_\_\_\_ when he changed his job.

**Look, read and talk.**

- What do you think about the following quote by the Founder of Facebook, Mark Zuckerberg?

**THE BIGGEST RISK IS NOT TAKING ANY RISK. IN A WORLD THAT CHANGES REALLY QUICKLY, THE ONLY STRATEGY THAT IS GUARANTEED TO FAIL IS NOT TAKING ANY RISKS!**

**Read and complete the text.**

**Early Life and Education**

Mark Zuckerberg (1) \_\_\_\_\_ born on May 14, 1984 in White Plains, New York, and was raised in nearby Dobbs Ferry. He was born (2) \_\_\_\_\_ a well-educated family and developed an interest in computer programming at an (3) \_\_\_\_\_ age.

At the age of 12, Zuckerberg created a messaging program (4) \_\_\_\_\_ Zucknet that he implemented (5) \_\_\_\_\_ an inter-office communication system for his father's dental practice. Due (6) \_\_\_\_\_ his early signs of success, his parents got him a computer programming tutor (7) \_\_\_\_\_ he was still in high school, and they enrolled him in a prep school in New Hampshire.

After graduating from prep school, Zuckerberg enrolled in Harvard University.

There is so much more to say about Zuckerberg, but at this point, we will end this report with pointing (8) \_\_\_\_\_ the fact that after his inventions took the world, space was seen for future now-everyday-use products such as Messenger, WhatsApp, Instagram, etc.



- |      |        |   |       |   |       |
|------|--------|---|-------|---|-------|
| 1. A | is     | B | was   | C | am    |
| 2. A | into   | B | to    | C | in    |
| 3. A | early  | B | soon  | C | quick |
| 4. A | names  | B | name  | C | named |
| 5. A | like   | B | as    | C | how   |
| 6. A | in     | B | to    | C | of    |
| 7. A | during | B | where | C | while |
| 8. A | to     | B | at    | C | out   |

**Read the text again and answer the questions.**

- When you find dotted lines, you will have to think of the grammar words needed to present those answers.

1. When was Zuckerberg born?  
 \_\_\_\_\_  
 \_\_\_\_\_

2. Where was he born?  
\_\_\_\_\_
3. How did his family influence his studies?  
\_\_\_\_\_
4. What was his first creation?  
\_\_\_\_\_
5. When did he do it?  
\_\_\_\_\_ when \_\_\_\_\_  
years old.
6. How did his parents help him to continue working on his interests?  
\_\_\_\_\_
7. Who used his first creation?  
\_\_\_\_\_
8. How is this information related to the quote on the previous page?  
\_\_\_\_\_

1. **A manicurist** – responsible for cleaning, trimming, shaping and applying nail polish to clients' nails.
2. **A locksmith** – responsible for installing, repairing, adjusting door closures, also for making duplicate keys when required.
3. **A plumber** – responsible for maintaining the flow and drainage of water, air and some gases.
4. **A realtor** – responsible for guiding and assisting sellers and buyers in marketing and property purchases.
5. **A fashion photographer** – responsible for how clothing is presented in advertising campaigns.
6. **A wedding photographer** – responsible for capturing memories for brides and grooms.
7. **A truck driver** – responsible for picking up goods and materials, verifying loads and delivering them as instructed.
8. **A bus driver** – responsible for picking up and dropping off passengers at designated locations.
9. **A cab driver** – responsible for collecting clients and transporting them to their destinations.
10. **A physical therapist** – responsible for diagnosing movement dysfunctions in the body and developing treatment.

### Words

Look, read the descriptions and number the pictures.



### Speaking

- Who, in your family, has any of these jobs?
- Have you ever heard them talking about their jobs?
- What do they usually say?
- Do they look excited when they talk about their jobs?



### Writing

Look, read and talk. Check and write.

- Select three jobs from the list above and share the information with the class.

#### Teaching

Good pay	___	Low pay	✓
Difficult	___	Very difficult	✓
Books and markers	✓	Hard tools	___
University education	✓	Develop skills	___

People **who** have a teaching job get a low pay, **which** is not fair **because**, in my opinion, teaching is very difficult.

They use books and markers **to do** their job.

**If someone wants** to get a teaching job, **they will have** to get university education.



Good pay	_____	Low pay	_____
Difficult	_____	Very difficult	_____
Easy tools	_____	Hard tools	_____
University education	_____	Develop skills	_____

1. \_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_
3. \_\_\_\_\_  
\_\_\_\_\_

**Grammar**

Look, read and listen.

- Write a second example in each section.



1. When talking about the future, you can use **"will"** for expressing **a prediction**.

- a) You **will probably see** me on TV next Friday night.
- b) \_\_\_\_\_  
\_\_\_\_\_

2. When talking about the future, you can use **"will"** for communicating **a decision** that was made at the moment of speaking.

- a) I **will go to** the market and **buy** the fruit we need, don't worry!
- b) \_\_\_\_\_  
\_\_\_\_\_

3. When talking about the future, you can use **"will"** for communicating an idea about the **future as a fact**.

- a) I **will use** this money **to increase** my sale numbers.
- b) \_\_\_\_\_  
\_\_\_\_\_

Good pay	_____	Low pay	_____
Difficult	_____	Very difficult	_____
Easy tools	_____	Hard tools	_____
University education	_____	Develop skills	_____

1. \_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_
3. \_\_\_\_\_  
\_\_\_\_\_

Good pay	_____	Low pay	_____
Difficult	_____	Very difficult	_____
Easy tools	_____	Hard tools	_____
University education	_____	Develop skills	_____

1. \_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_
3. \_\_\_\_\_  
\_\_\_\_\_



4. When talking about the future, you can use "going to" for communicating ideas about **plans**.

a) I **am going to study** hard to get my English Certificate.

b) \_\_\_\_\_

5. When talking about the future, you can use "going to" for expressing **a prediction**.

a) She **is going to bring** big changes into the field of education.

b) \_\_\_\_\_

6. When talking about the future, you can use "going to" for expressing **a prediction** that is **certain to happen**.

a) You **are going to cause** an accident, be careful!

b) \_\_\_\_\_

7. When talking about the future, you can use **Present Progressive** forms for communicating plans.

a) I am having dinner with Anabelle tonight!

b) \_\_\_\_\_

8. When talking about the future, you can use **Present Simple** forms for giving information about **scheduled events**.

a) The train leaves at 9:00 am.

b) \_\_\_\_\_

**Read and complete the sentences using "will" or "going to".**

- Remember to add the appropriate "be" form for the "going to" sentences.
- Write what type of sentences they are.

1. Take your jacket, it looks like it \_\_\_\_\_ rain tonight.

2. The players, the sponsors and the club \_\_\_\_\_ have a meeting next Monday.

3. I don't think she \_\_\_\_\_ be famous with those songs.

4. Martin \_\_\_\_\_ start his tour in Canada.

5. Nobody \_\_\_\_\_ be as famous as the Beatles.

6. He \_\_\_\_\_ win the Championship with his team if he keeps playing that way.



**Word hunting : )**

Look at the table and write three combinations for each verb.

N.	Verbs	Options
1.	cook	_____ / _____ / _____
2.	examine	_____ / _____ / _____
3.	speak	_____ / _____ / _____
4.	arrest	_____ / _____ / _____
5.	open	_____ / _____ / _____
6.	load	_____ / _____ / _____
7.	deliver	_____ / _____ / _____
8.	type	_____ / _____ / _____
9.	take care of	_____ / _____ / _____
10.	act	_____ / _____ / _____
11.	hire	_____ / _____ / _____
12.	sing	_____ / _____ / _____
13.	take	_____ / _____ / _____
14.	do	_____ / _____ / _____
15.	sell	_____ / _____ / _____
16.	repair	_____ / _____ / _____
17.	plan	_____ / _____ / _____
18.	staple	_____ / _____ / _____
19.	manage	_____ / _____ / _____
20.	design	_____ / _____ / _____
21.	make	_____ / _____ / _____
22.	use	_____ / _____ / _____
23.	call	_____ / _____ / _____
24.	manufacture	_____ / _____ / _____
25.	file	_____ / _____ / _____
26.	drive	_____ / _____ / _____
27.	attend	_____ / _____ / _____
28.	handle	_____ / _____ / _____
29.	afford	_____ / _____ / _____
30.	offer	_____ / _____ / _____

**Read and complete using verbs.**

- Listen to check your answers.

Can you \_\_\_\_\_ phones, \_\_\_\_\_ messages, \_\_\_\_\_ appointments and \_\_\_\_\_ notes quickly? Can you \_\_\_\_\_ a computer and a fax machine? Can you \_\_\_\_\_ 350 words per minute? You may \_\_\_\_\_ the right person for this job. \_\_\_\_\_ 980 895 4867 to \_\_\_\_\_ an appointment for an interview.

**Read and complete using "job words" only.**

- Listen to check your answers.

**What kind of job is right for you?**

**Do you like working with your hands?**

You could be \_\_\_\_\_, \_\_\_\_\_ or \_\_\_\_\_.

**Do you want to help people?**

You could be \_\_\_\_\_, \_\_\_\_\_ or \_\_\_\_\_.

**Are you creative?**

You could be \_\_\_\_\_, \_\_\_\_\_ or \_\_\_\_\_.

**Are you good with numbers?**

You could be \_\_\_\_\_ or \_\_\_\_\_.

**Read and complete the texts about jobs.**

- Look at the options and find the meanings of the words you don't know before reading.

**shifts**                      **assembly**                      **extra hours**  
**blue-collar worker**    **fellow- workers**           **operating**

Sam Lee is a factory worker in the US, so some people call him a \_\_\_\_\_. Sam has been working at the company for eight years \_\_\_\_\_ machines. Sam has different \_\_\_\_\_. Some days he starts work at 7 in the morning, and other times he starts at 7 at night. He says his \_\_\_\_\_ are great people. His wife, Sue, works for the same company on the \_\_\_\_\_ line. They are planning to buy a new house, so they are working \_\_\_\_\_.



**office boy**                      **better**                      **afford**  
**organize**                      **international**                      **deliver**

Andrew works for an \_\_\_\_\_ company in Seattle as an \_\_\_\_\_, so he has to \_\_\_\_\_ documents and \_\_\_\_\_ some office activities. He has two children, so he works two shifts, usually from 6 am to 2 pm and from 3 pm to 8 pm. He says he will go back to university as soon as he has enough money to \_\_\_\_\_ it. When his kids get older, he will have a \_\_\_\_\_ job.

**changes**                      **promoted**                      **flexible**  
**at**                      **white-collar**                      **shift**

Ismael has been a \_\_\_\_\_ worker at GlobalTech for 18 years, so he has seen many \_\_\_\_\_ in it; including his own activities. For example, when he started working there, everybody had an 8-hour \_\_\_\_\_, but now the company has \_\_\_\_\_ hours, so all employees have the chance to organize their time better. During the time he has been working \_\_\_\_\_ the company, he has been \_\_\_\_\_ a few times, and he is planning to retire in five or six years.

**Look at the information in the table and check according to how important the points are for you (1 really not important - 5 very important.)**

N.	Discussing points	1	2	3	4	5
1.	Be the boss					
2.	Have more success than friends					
3.	Be creative					
4.	Make more money than your parents					
5.	Get married young					
6.	Get married at 35 or older					
7.	Travel					
8.	Vacation time					
9.	Have 2 kids					
10.	Have 5 kids					
11.	Have a modern car					
12.	Not having a car					
13.	Own a house					
14.	Own a flat					
15.	Rent a place to live					
16.	Work 50 hours a week					
17.	Work outdoors					
18.	Work indoors					
19.	Work alone					
20.	Work with people					
21.	Use technology					
22.	Investigate					
23.	Read					
24.	Get more training					
25.	Advanced courses					
26.	Higher education					

**Mini project**

- Use the information from the table to make a "Career plan".
- Present your plan to the class.
- Explain all points you included in it.

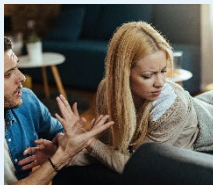
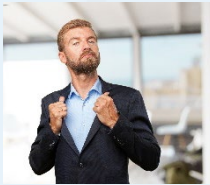
# 7 Managing conflict!



## Vocabulary

Look, describe the pictures and write the words.

inconsiderate   physically-self absorbed   moody  
disheveled   self-centered   liar   jealous   constricted



Read and match the words above with the meanings.

- \_\_\_\_\_ - They are often unfriendly because they feel angry or unhappy.
- \_\_\_\_\_ - To limit an action or certain behaviour
- \_\_\_\_\_ - Not thinking or worrying about other people or their feelings
- \_\_\_\_\_ - Only interested in yourself and your own activities or things
- \_\_\_\_\_ - Someone who tells lies
- \_\_\_\_\_ - Of people or their appearance – very untidy

- \_\_\_\_\_ - Unhappy or angry because someone has something you want
- \_\_\_\_\_ - Only interested in yourself and your own activities or your appearance

## Speaking

Look, read and talk.

- What is "personal traits"?

- It is a relatively stable, consistent, and enduring internal characteristic that is inferred from a pattern of behaviours, attitudes, feelings, and habits in the individual.
- Do you know people with the personal traits mentioned?
- What would you do to help them?

Read and complete the following ideas.

- If my sister were an inconsiderate girl, I **would**...
- If my brother were moody, I **would**...
- If my friend, Mark, were disheveled, I **would**...
- If my girlfriend were a jealous girl, I **would**...
- If my boyfriend were a liar boy, I **would**...



Read and talk and write two situations in each section.

- What kind of problems arise in relationships?

Family:

- \_\_\_\_\_
- \_\_\_\_\_

Siblings:

- \_\_\_\_\_
- \_\_\_\_\_



Friends:

- \_\_\_\_\_
- \_\_\_\_\_

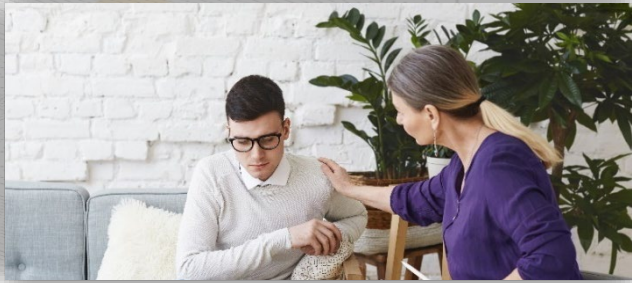
Boy/Girlfriend

- \_\_\_\_\_
- \_\_\_\_\_

## Reading

Read the text and choose a title for each paragraph.

- Circle or underline words that helped you on your choice.
- Design a win-win strategy
  - Give your mate the benefit of the doubt
  - Pick the right time
  - Look together at deeper concern
  - Be patient with yourself – and your mate
  - Describe the problem in a few words
  - Practice loving acceptance
  - Banish the deal-breaker



- \_\_\_\_\_ - Problem solving is least **likely** to work when you're tired, hungry, overloaded, stressed, distracted, or trying to do something else at the same time, such as making dinner, **catching up** on office work, or relaxing in front of the TV - save big talks for a better time.
- \_\_\_\_\_ - Learning the art of accepting and valuing your partner for who he/she is – **instead of** just **getting mad** – may actually help the two of you find better solutions to any problem.
- \_\_\_\_\_ - Do all you can do to **avoid** the lethal habits: personal criticism, defensiveness and **stonewalling**.
- \_\_\_\_\_ - The opening round in problem-solving involves getting your **overview** of the **issue** out on the table. Don't expect your partner to guess.
- \_\_\_\_\_ - Learning problem-solving skills takes time. It is a big job. You are attempting to rewrite lessons about conflict resolution that you learned in **childhood**, and to practice new ways of communicating in **highly** emotional situations.
- \_\_\_\_\_ - Look for steps to resolve the issue for **both** of you. This is **crucial**, don't tell what to do, but instead say what you can do.

7. \_\_\_\_\_ - This is an exploration **phase**. Don't try to make your **partner** do what you think is right or solve the problem yourself. Listen to your partner carefully, and then he/she will listen to you. You'll be able to see the big picture.

8. \_\_\_\_\_ - Next time you feel **disappointed**, hurt, or angry with him/her, pause it before jumping to conclusions. It will help you **treat** your mate with love and respect.

Text Source: [www.rd.com/article/14-ways-resolve-conflicts-and-solve-relationship-problems/](http://www.rd.com/article/14-ways-resolve-conflicts-and-solve-relationship-problems/)



## Speaking

Read and talk and explain.

- If you were an advisor, how would you explain or describe the following tips?

Seize the small opportunities!

Take often time-outs!

Sidestep a fight, relax – then come back!

Defuse unnecessary arguments!



**Reading**

Read, look at the text again and find the words.

- Which word, phrase, phrasal verb, etc...takes this meaning?
- a. " \_\_\_\_\_ " in place of someone or something
- b. " \_\_\_\_\_ " a general review of topic
- c. " \_\_\_\_\_ " a person engaged in a relationship
- d. " \_\_\_\_\_ " one must be away from or stop himself from doing something
- e. " \_\_\_\_\_ " something is extremely important or necessary
- f. " \_\_\_\_\_ " something may happen or be true – probable
- g. " \_\_\_\_\_ " the quality of getting a high degree or level
- h. " \_\_\_\_\_ " an important topic or problem for debate or discussion
- i. " \_\_\_\_\_ " an activity that had to be completed as there had been some kind of delay or pending tasks
- j. " \_\_\_\_\_ " the action of behaving toward or dealing with in a certain way
- k. " \_\_\_\_\_ " the attitude of refusing to answer questions or giving evasive replies
- l. " \_\_\_\_\_ " a period or stage in a series of events or a process
- m. " \_\_\_\_\_ " the feeling or attitude of being sad and displeased because someone or something failed to fulfill one's hopes or expectations
- n. " \_\_\_\_\_ " the period during which a person is a child
- o. " \_\_\_\_\_ " someone has become angry
- p. " \_\_\_\_\_ " referring to two people or things – together.



**Writing**

Look and read. Talk and write.

**“Describing situations in a few words and managing the conflict”**

- How would you manage these situations considering both points of view?

If we go to your parents' house for the weekend, I won't be able to finish my project on time – my pay for this month might be stopped.

My parents have been planning this for months, I don't think we should just cancel! Can you explain your partners about it?



**Possible win-win solution : )**

If I were the husband, I would \_\_\_\_\_

If I were the wife, I would \_\_\_\_\_

If we buy those many things for the English project, I won't be able to pay for my ticket to the concert on Saturday – I want to chip in, but some of those materials are expensive.

I think this project is important, and if we want to get a 10, we should buy as many things as necessary – the cost is not important when you aim to get a perfect grade!



**Possible win-win solution : )**

If I were the boy, I would \_\_\_\_\_

If I were the girl, I would \_\_\_\_\_

## Grammar

### Conditionals

#### The Zero Conditional 1.

Use the Zero Conditional to talk about situations with facts presented as a result.

- If you cross an international date line, **the time changes.**
- If it rains, **the grass gets wet.**
- If people eat too much, **they gain weight.**

Write two more examples.

- \_\_\_\_\_
- \_\_\_\_\_

#### The Zero Conditional 2.

Use the Zero Conditional with an imperative to give advice or instruction.

- If you want to finish on time, **work harder every day.**
- If you want to help Mary, **don't forget to talk to her parents.**
- If you want to go to the concert, **save some money every day.**

Write two more examples.

- \_\_\_\_\_
- \_\_\_\_\_

Think of two conflicts you have had to manage and write.

- Share with the class.

Conflict 1: \_\_\_\_\_

What it taught me: \_\_\_\_\_

If it happens again, I will \_\_\_\_\_

Conflict 2: \_\_\_\_\_

What it taught me: \_\_\_\_\_

If it happens again, I will \_\_\_\_\_



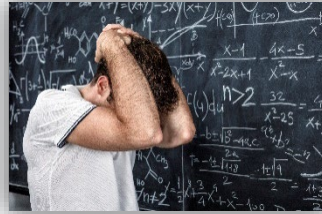
## Speaking

Look at the pictures and talk.

- How to teach people to manage difficult or stressing situations?
- Add some text to the last picture.

I have a math test next Monday, but I don't understand math!

I am so tired that I don't want to go to school today!



My girlfriend got accepted in a university in Canada – I am happy and sad!

I love sweet bread! I can't stop eating a piece every few hours.



I hate firing people, but they don't like doing their job well.

I don't like traveling by plane – I am afraid of heights.



## Grammar

### The First Conditional

Use the First Conditional to talk about situations in the present with results in the future.

- If **we have** another problem, I **will try** to talk first.
- If **there is** a good movie, we **will stay** at home.

Notice that there are two important words or forms to remember when using the first conditional construction, they are...

The **present simple** = If I **see** her at school,  
The **future** with "**will**" = I **will tell** her about the party.

*If I see her at school, I will tell her about the party.*

**Write two more examples.**

1. \_\_\_\_\_  
\_\_\_\_\_.
2. \_\_\_\_\_  
\_\_\_\_\_.



## Speaking

### Read and talk.

- Do you know what the word "mediate" means?
- What do you understand by it?

**Mediate:** *It is the action to talk to two separate people or groups involved in a disagreement to try to help them to agree or find a solution to their problems.*

- Where do you think you can find mediators?
- Why is it important to have them in those places?
- Would you ever consider talking to a mediator?
- What topics do you think you could talk on?

## Reading

**Read the text about a situation that needs some mediation and answer the questions.**

A pupil in year 6, Nath, was getting bullied about her name by an older boy. There were two mediators in the school, so they invited the kids for some mediation talking, and the kids agreed.

After listening to their stories, it was clear that the older boy, Nick, had a secret feeling for Nath, he told Nath he liked her, but Nath said nothing and just went away.

Nick then told his friends about it and they started to laugh at him. Nick, therefore, got really angry – he started to cuss Nath.

The mediators used their knowledge and skills to get the kids to listen to each other telling the truth and expressing the feelings healthily – with respect.

Nick acknowledged that he shouldn't have started the bully talk on Nath and that the cussing shouldn't have happened – he apologized.

Nath then said she was sorry she didn't know what to say when Nick told her about his feelings. She said that having a boyfriend was not something she was expecting to happen now, so she said Nick was a nice guy, but she wanted to remain friends to him, she apologized and thanked both mediators and Nick for listening to her and understanding and, more importantly, for respecting her decision.



- What was the situation?
- What do you think the mediators told the kids?
- How do you think the girl felt?
- How do you think the boy felt?
- What does the word "cuss" mean?
  - a. to say words which are not polite because you are angry
  - b. to reason why something, especially bad, happens

**More words**

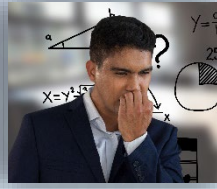
Look and match the words with the meanings.



**in love**



**upset**



**frustrated**



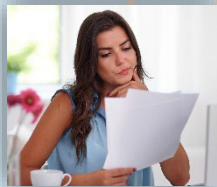
**lonely**



**disappointed**



**homesick**



**confused**



**embarrassed**



**desperate**



**proud**

- \_\_\_\_\_ - unhappy because something was not as you expected
- \_\_\_\_\_ - unable to think clearly or understand something
- \_\_\_\_\_ - unhappy because you are not with other people
- \_\_\_\_\_ - to love someone, in a romantic way
- \_\_\_\_\_ - feeling that you have no hope and are willing to do anything to change the bad situation you are in
- \_\_\_\_\_ - to make someone worried, unhappy or angry
- \_\_\_\_\_ - feeling shy or ashamed
- \_\_\_\_\_ - feeling annoyed because you cannot get what you want
- \_\_\_\_\_ - feeling satisfaction because you have done something good
- \_\_\_\_\_ - unhappy because of being away from home for a long period

Guess the prepositions to make pairs with the new words.

- Complete the sentences.
- I am in love w \_\_\_\_\_
  - I am upset a \_\_\_\_\_
  - I feel frustrated w \_\_\_\_\_
  - I am lonely b \_\_\_\_\_
  - I am disappointed a \_\_\_\_\_
  - I feel homesick f \_\_\_\_\_
  - I am confused a \_\_\_\_\_
  - I am embarrassed b \_\_\_\_\_
  - I am desperate f \_\_\_\_\_
  - I am proud o \_\_\_\_\_

**Grammar**

**The Second Conditional**

Use the Second Conditional to talk about hypothesis or something that is unlikely to happen in the present or future.

- If I **found** \$ 50, 000, I **would buy** a modern car.
- If I **were** rich, I **would travel** a lot.
- If I **saw** Sarah, I **would tell** her the truth.

Notice that there is a combination to remember when using the second conditional.

The **past simple** = If I **met** Anabelle,  
 The **modal "would"** = I **would give** her a big hug.  
*If I met Anabelle, I would give her a big hug.*

**Mini project**

**Hammering Bias – Information Program**

Do some research on topics like Ageing, Surgery, Happiness, Fame, Money, Mental health, Etc.

Consider the concepts below to inform people about the topic chosen.

- Myth:** a commonly believed but false idea
- Fact:** Something which is known to be known to exist, something for which proof exists
- Bias:** supporting or opposing an idea unfairly, letting personal judgments influence actions





# 8 Glocal!



## Vocabulary

Look, describe the pictures and write the words.

nuclear energy	hydroelectric power	geothermal energy	petroleum / oil
natural gas	wind power	coal	solar energy



1. \_\_\_\_\_



2. \_\_\_\_\_



3. \_\_\_\_\_



4. \_\_\_\_\_



5. \_\_\_\_\_



6. \_\_\_\_\_



7. \_\_\_\_\_



8. \_\_\_\_\_

Read and match the words with the descriptions.

- a. The energy released during nuclear fission or fusion, especially when used to generate energy. **Pic** \_\_\_\_\_
- b. Form of energy conversion in which turbines convert the kinetic energy of wind into mechanical or electrical energy that can be used for power. **Pic** \_\_\_\_\_
- c. Energy derived from the movement of water. Water has mass, it falls and flows downward due to gravity. When it moves, it has kinetic energy which can be harnessed. **Pic** \_\_\_\_\_

- d. A dense sedimentary rock, usually black but sometimes dark brown; it is used primarily as fuel in steam-electric power generation, with substantial quantities used for heat and power applications in manufacturing and to make coke. **Pic** \_\_\_\_\_
- e. A mixture of hydrocarbon gases that occurs naturally beneath the Earth's surface, often with or near petroleum deposits. It contains mostly methane but also has varying amounts of ethane, propane, butane and nitrogen. **Pic** \_\_\_\_\_
- f. A broadly defined class of liquid hydrocarbon mixtures. Included are crude oil, lease condensate, unfinished oils, refined products obtained from the processing of crude oil, and natural gas plant liquids. **Pic** \_\_\_\_\_
- g. Radiant energy emitted by the sun. **Pic** \_\_\_\_\_
- h. Energy made by heat inside the Earth's crust. It's clean and sustainable. Although the Sun does heat the surface of the Earth, heat from inside the Earth is not caused by the Sun. **Pic** \_\_\_\_\_

## Speaking

- How can you explain the concept of energy?
- What things can be powered with these types of energy?

Read and put the words in the correct order to get a definition for the concept "energy" from the Cambridge Dictionary.

something	heat	can	light
electricity	or	power	providing
from	oil	do	work

The \_\_\_\_\_ such as \_\_\_\_\_ or \_\_\_\_\_ that \_\_\_\_\_, such as \_\_\_\_\_.

## Reading

Read the text and decide where the words go.

- Listen to check your answers.

- |              |               |
|--------------|---------------|
| 1. yet       | 5. either     |
| 2. get tired | 6. burns      |
| 3. somehow   | 7. powerfully |
| 4. Most      | 8. hold       |

### Energy

If you try to think of something that involves using no energy, you won't \_\_\_\_\_ – there is no need to think that much as everything needs some kind of energy use to make it happen, \_\_\_\_\_ even the mere act of thinking involves energy use.

\_\_\_\_\_ of the time we don't see it, \_\_\_\_\_ it is everywhere around us – no doubt. Let's put it like this... revving car engines \_\_\_\_\_ energy, hot cups of coffee or tea \_\_\_\_\_ energy, street lights that shine at night and traffic lights are using energy, sleeping dogs are using energy, too – absolutely everything you can think of needs energy to work. Energy is a \_\_\_\_\_ magical substance that makes things happen.

Everything in the world is \_\_\_\_\_ energy or matter.



- Do you agree with the ideas presented in the text?
- How is that a hot cup of coffee holds energy?
- How is that sleeping dogs are using energy?
- How is that thinking about something needs energy?
- Do you know what kinds of energy are used in other countries?
- How is energy used globally?
- Do some research and share.

Read the following statements about *Globalization* and write *P* if you think the statements are *Pros* or write *C* if you think they are *Cons*.

\_\_\_\_\_ Multinational corporations are accused of social injustice, unfair working conditions, as well as a lack of concern for the environment, mismanagement of natural resources and ecological damage.

\_\_\_\_\_ Now there is a worldwide market for companies and consumers to access products from different countries.

\_\_\_\_\_ There is more influx of information between two countries.

\_\_\_\_\_ Multinational corporations, which were previously restricted to commercial activities, are increasingly influencing political decisions. Many think there is a threat of corporations ruling the world because they are gaining power due to globalization.

\_\_\_\_\_ It promotes global economic growth, creates jobs, makes companies more competitive, and lowers prices for consumers. It also provides poor countries, through infusions of foreign capital and technology, with the chance to develop economically - by spreading more prosperity, it creates the conditions in which democracy and respect for human rights may flourish.

\_\_\_\_\_ Opponents say globalization makes it easier for rich companies to act with less accountability. They also claim that countries' individual cultures are becoming overpowered by Americanization.

\_\_\_\_\_ It has the potential to make this world a better place to live and will solve some deep-seated problems like unemployment and poverty. The marginal are getting a chance to exhibit in the world market.

\_\_\_\_\_ Some people also claim that globalization is not working for the majority of the world. During the most recent period of rapid growth in global trade and investment, 1960 to 1998, inequality worsened both internationally and within countries. A recent official report showed that the richest 20 percent of the world's population consumes 86 percent of the world's resources, while the poorest 80 percent consumes just 14 percent.

\_\_\_\_\_ There is a world power that is being created gradually, instead of compartmentalized power sectors. Politics are merging and decisions that are being made are actually beneficial for people all over the world.

Text Source: [www.manufacturing.net](http://www.manufacturing.net)

## Grammar

Connectors: There are several connectors you can use to contrast ideas.

- **Although** – use it to say that there is a surprising contrast between what is mentioned in the first part of the idea and the final result or event.
- Although Reid **couldn't travel** to London, she **helped the company to extend** worldwide.
- Although Globalization **has increased**, local **companies are in risk** to closure.
- Although some people claim this product **was launched last month**, it has had **huge growth**.

Write two more examples. Remember, there is a surprising contrast.

1. \_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_

### In spite of + -ing

- In spite of **having** a big company, the income has been too low.
- In spite of **being** in communication permanently, the managers didn't tell the truth.

### In spite of + noun

- In spite of the debate, the products have been promoted globally.
- In spite of the results, the company has continued to sell the products.

### Despite the fact that + verb phrase

- Despite the fact that the service is expensive, we will get it for all the offices.
- Despite the fact that we have offices in three countries, we have found ways to sell our products worldwide.

Write two more examples.

### In spite of + -ing

1. In spite of \_\_\_\_\_ ing \_\_\_\_\_  
\_\_\_\_\_
2. In spite of \_\_\_\_\_ ing \_\_\_\_\_  
\_\_\_\_\_

### In spite of + noun

1. In spite of the \_\_\_\_\_  
\_\_\_\_\_
2. In spite of the \_\_\_\_\_  
\_\_\_\_\_

### Despite the fact that + verb phrase

1. Despite the fact that \_\_\_\_\_  
\_\_\_\_\_
2. Despite the fact that \_\_\_\_\_  
\_\_\_\_\_

## Speaking

Look at the picture and answer the questions.

- Do you know any of these brands?
- What sectors do they belong to?
- What products do they sell?
- Which can be seen globally?
- Which are the biggest brands?
- Why do you think they have spread globally?



**Grammar**

**Connectors**

- **But:** it is used to introduce a statement, usually something that is different from what has been said before – from positive to negative or from negative to positive.
- This is not caused by evil **but** by simple ignorance.
- The play is good **but** not that good, I've seen better ones.
- Call me old-fashioned, **but** I like handwritten letters.
- This product is awesome, **but** it is very expensive.

Write two more examples.

1. \_\_\_\_\_ **but** \_\_\_\_\_
2. \_\_\_\_\_ **but** \_\_\_\_\_

**However:** more formal option to present contrasting or contrary ideas.

- Many people support Globalization. **However**, other people believe we should fight it.
- This is one possible solution to the problem. **However**, there are others.
- Customers have been complaining about the high cost of the accessories. **However**, our sale numbers keep growing.

Write two more examples.

1. \_\_\_\_\_  
However, \_\_\_\_\_
2. \_\_\_\_\_  
However, \_\_\_\_\_



**Answer the questions in small groups.**

- Are the brands on the previous page affecting society positively or negatively?
- Do they include powerful or motivational messages in their marketing?
- Are they available for everyone, everywhere?



**Look at the chart and talk.**

- Had you ever thought about these colours having those effects on people?
- Do you agree?
- Can you feel or experience the effects when you see the brands' logos?



## Vocabulary

Look and use one word from each box to label the pictures.

cookies    underpants    French fries    Band-Aid  
 sandwich    diaper    pants  
 sweater    chips    garbage

rubbish    nappy    biscuits    chips    crisps  
 jumper    pants    trousers    booty    plaster



A. \_\_\_\_\_  
 B. \_\_\_\_\_



A. \_\_\_\_\_  
 B. \_\_\_\_\_



A. \_\_\_\_\_  
 B. \_\_\_\_\_



A. \_\_\_\_\_  
 B. \_\_\_\_\_



A. \_\_\_\_\_  
 B. \_\_\_\_\_



A. \_\_\_\_\_  
 B. \_\_\_\_\_



A. \_\_\_\_\_  
 B. \_\_\_\_\_



A. \_\_\_\_\_  
 B. \_\_\_\_\_



A. \_\_\_\_\_  
 B. \_\_\_\_\_



A. \_\_\_\_\_  
 B. \_\_\_\_\_

## Speaking

- Do you know about the history of the English Language?
- Do you know any "loan words" – words that were borrowed from other languages?
- How do people learn English in other countries?
- Is it true that people should not study grammar to learn English?
- What are some good tips to learn English?
- Why do you think English has become the language of the world?

Read and discover the words that complete the explanations.

- Listen to check your answers.

## Loan words

Loanwords are words \_\_\_\_\_ (**atdodpe**) by the speakers of one \_\_\_\_\_ (**Inuaagge**) from a different language (the source language). A loanword can also be \_\_\_\_\_ (**cllade**) a borrowing. The abstract noun borrowing \_\_\_\_\_ (**rsfere**) to the process of \_\_\_\_\_ (**skperaes**) adopting words from a source language into their \_\_\_\_\_ (**ntavei**) language.

French \_\_\_\_\_

Greek \_\_\_\_\_

Italian \_\_\_\_\_

Portuguese \_\_\_\_\_

Japanese \_\_\_\_\_

Czech \_\_\_\_\_

Hindi \_\_\_\_\_

## English Language

## Lingua Franca

A language \_\_\_\_\_ is adopted \_\_\_\_\_ a common language \_\_\_\_\_ speakers \_\_\_\_\_ native languages \_\_\_\_\_ different.



## Grammar

**On the other hand:** Use it when you are comparing two different facts or two opposite ways of thinking about a situation.

- I'd like a job which pays more. **On the other hand**, I enjoy the work I am doing at the moment.

## Your example:

1. \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_.

**Because of:** It means "as a result of" – remember to use a noun after it.

- The train was delayed **because of** the bad weather.
- Classes have been cancelled **because of** staff meeting.

**Write two more examples.**

1. \_\_\_\_\_ **because of** \_\_\_\_\_.
2. \_\_\_\_\_ **because of** \_\_\_\_\_.

**Due to:** It means "because of" – remember to use a noun after it.

- A lot of her unhappiness is **due to** boredom.
- **Due to** pressure from the media, the officer resigned.

**Write two more examples.**

1. \_\_\_\_\_ **due to** \_\_\_\_\_.
2. **Due to** \_\_\_\_\_, \_\_\_\_\_.

**Read and complete and talk.**

- Listen to check your answers.

People often talk about English (1) \_\_\_\_\_ a Global Lingua or Lingua Franca. With more than 350 million people around (2) \_\_\_\_\_ world speaking English as a first language and more than 430 million speaking (3) \_\_\_\_\_ as a second language, there are English Speakers in (4) \_\_\_\_\_ countries around the world. Why is English so popular, though? And why (5) \_\_\_\_\_ it become a Global Language?

1.    **A** like       **B** as       **C** how
2.    **A** the       **B** a       **C** of
3.    **A** that       **B** it       **C** them
4.    **A** much       **B** more       **C** most
5.    **A** has       **B** have       **C** had



People often (1) \_\_\_\_\_ English the international language of business, and it's increasingly true (2) \_\_\_\_\_ international trade expands every year, bringing new countries (3) \_\_\_\_\_ contact. Many of the best MBA programs are (4) \_\_\_\_\_ in English, so speaking it well can put you in a position to get the best training and credentials. (5) \_\_\_\_\_ multinational companies require a certain degree of English proficiency from potential employees so in (6) \_\_\_\_\_ to get a position with a top company, more and more people are learning English.



**Put the phrases on the lines.**

- |                             |                                  |
|-----------------------------|----------------------------------|
| <b>a.</b> no matter         | <b>d.</b> of course              |
| <b>b.</b> you'll be able to | <b>e.</b> in science or medicine |
| <b>c.</b> Much of the       |                                  |

If your ambitions lie \_\_\_\_\_, you can't neglect English either. \_\_\_\_\_ technical terminology is based on English words, and if you want to learn about the latest developments and discoveries from around the world, you'll read about them in journals and research reports published in English, \_\_\_\_\_ whether the scientists who wrote them are from China or Norway. And, \_\_\_\_\_, with good conversational English, \_\_\_\_\_ network and make important contacts at conferences and seminars.

**Transform the words to complete the text.**

- |                 |                   |
|-----------------|-------------------|
| <b>a.</b> open  | <b>c.</b> attract |
| <b>b.</b> Speak | <b>d.</b> good    |

English also (a) \_\_\_\_\_ doors in the academic world. Of course, if the best program in your field is in an English (b) \_\_\_\_\_ Country, English will give you the opportunity to study with the top scholars. Western universities are (c) \_\_\_\_\_ more and more visiting scholars, students and professors from all around the world, and their common working language is English. As (d) \_\_\_\_\_ as studying and teaching, attending international conferences and publishing in foreign journals are some of the key steps to success in academia. In order to speak at these conferences or publish in these journals, excellent English is essential.

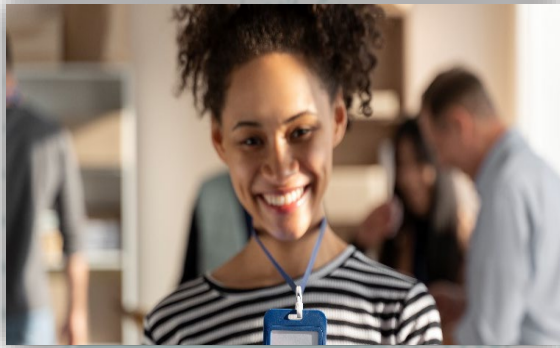
Text Source: [www.englishlive.ef.com/blog/english-became-global-language/](http://www.englishlive.ef.com/blog/english-became-global-language/)

**Mini project**

**The United Nations Conference**

- Discuss problems in the world today.
- Make a list of possible solutions for the different problems you find.
- Remember to pick a country to talk on behalf of (represent).

# 9 Identity!



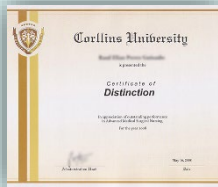
## Vocabulary

Look, name the documents and elements and write.

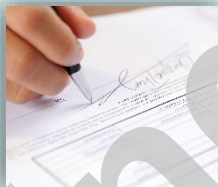
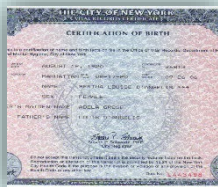
green card    birth certificate    driver's license  
 Soc. Sec. No. / card    college degree  
 student ID    business card    signature



1. \_\_\_\_\_ 2. \_\_\_\_\_ 3. \_\_\_\_\_



4. \_\_\_\_\_ 5. \_\_\_\_\_



6. \_\_\_\_\_ 7. \_\_\_\_\_ 8. \_\_\_\_\_

There are documents for almost every important event in life. When you are born, you get a **birth certificate**. When you graduate from school, you get a **diploma** or a **certificate**. You get a **driver's license** when you are ready to drive. You apply for a **passport** or a **visa** before you travel abroad, and you get a **marriage certificate** when you get married.



Read and write document related words.

- \_\_\_\_\_ - This paper shows personal information and also information about studies and work experience.
- \_\_\_\_\_ - When a student enrolls a school or a course, he receives this – it usually has a small picture at the front.
- \_\_\_\_\_ - When you are responsible for a vehicle, you must have this.
- \_\_\_\_\_ - This card has information about one's business, profession, contact details, etc.
- \_\_\_\_\_ - When someone is allowed to live in the US for a certain period of time, they receive this card.
- \_\_\_\_\_ - This is the record of a person being born – it includes points such as name, gender, date and place of birth, etc.
- \_\_\_\_\_ - This is given to make official the completion of a course.
- \_\_\_\_\_ - This card contains a nine-digit number which identifies a person having the right for free medical care.
- \_\_\_\_\_ - This is a representation of someone's name to show it was him who received a document.
- \_\_\_\_\_ - When someone completes his university studies, he receives this.

## Speaking

- Which of the documents mentioned so far do you have?
- When do you use them?
- Are you planning to get a new document soon?
- Is the receipt you get when you shop an official document?
- What information does it have?
- Did you or your parents receive a Covid-19-vaccine-program card?
- What information does it have?



## Writing

Look at the Personal Information Form and fill it in.

**PERSONAL RECORD**

Fill out Date: \_\_\_\_\_

Mr./Mrs./ Ms./Miss/ None

Surname/Last name: \_\_\_\_\_ First name: \_\_\_\_\_ Middle Name: \_\_\_\_\_

D.O.B – Date of Birth: \_\_\_\_\_ Sex Male: \_\_\_\_\_ Female: \_\_\_\_\_

MM - DD - YYYY

National Identification (ID) Registration Number: \_\_\_\_\_

Nationality: \_\_\_\_\_

Marital Status: Single: \_\_\_\_\_ Married: \_\_\_\_\_ Divorced: \_\_\_\_\_ Widowed: \_\_\_\_\_

Address : \_\_\_\_\_

Country: \_\_\_\_\_

Telephone Number: Cell: \_\_\_\_\_ Home: \_\_\_\_\_

Email: \_\_\_\_\_

School: \_\_\_\_\_ Class: \_\_\_\_\_

Next of Kin/Emergency Contact

Name: \_\_\_\_\_

Relationship: \_\_\_\_\_

Telephone Number: Cell: \_\_\_\_\_ Home: \_\_\_\_\_

\_\_\_\_\_

Signature

Look and label the parts of the credit card.

- |                 |                    |                   |
|-----------------|--------------------|-------------------|
| 1. network      | 2. security code   | 3. card holder    |
| 4. type of card | 5. magnetic stripe | 6. signature area |
| 7. card number  | 8. expiration date | 9. company        |



## Speaking

Look at the pictures and talk about specific activities these people do.



A security guard



A teller



A bank manager



A loan officer

Read and explain what the activities or bank services are about.

- What is the process for each?

What's the process for a "Saving Balance Check"?

What's the process for making a "Deposit"?

What's the process for a "Money Withdrawal"?

What's the process for getting a "Loan"?



Read and answer the questions in small groups.

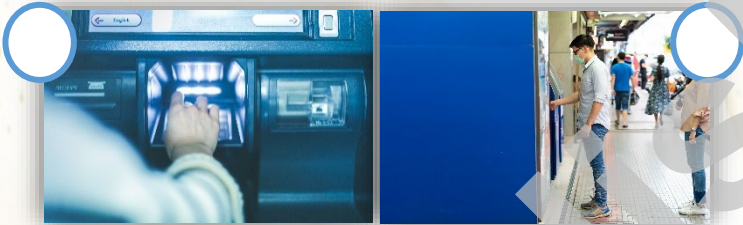
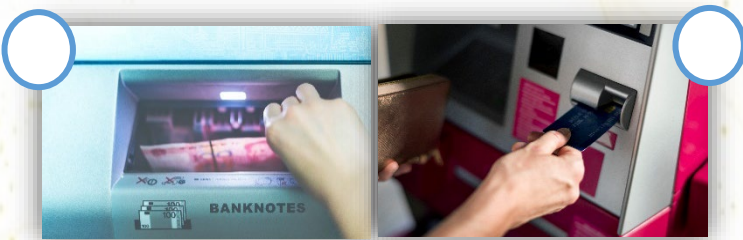
- When was the last time you went to the bank?
- What section of the bank did you go to?
- Who did you speak to?
- What did you do there, exactly?
- Have you ever used your bank's app?
- How is the experience?
- Do you prefer going to the bank or using its app?



## Look and label the pictures.

- What are the steps for withdrawing cash from an **ATM (Automated Teller Machine)**?

1. enter your pin number
2. withdraw your cash
3. select the amount
4. remove your card
5. wait in line
6. select the transaction
7. insert your card



## Reading

The following lines present a short paragraph about the History of Banking.

- Number the lines.
- Write the complete paragraph on the lines.
- Listen and check.

- \_\_\_\_\_ throughout history -
- \_\_\_\_\_ contemporary sources
- \_\_\_\_\_ which provides facilities for
- \_\_\_\_\_ as an organization
- \_\_\_\_\_ The history of banking refers to
- \_\_\_\_\_ and provision of loans.
- \_\_\_\_\_ the development of banks and banking
- \_\_\_\_\_ acceptance of deposits
- \_\_\_\_\_ with banking defined by

## History of Banking

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Read by paragraphs and find the information.

### The beginning of banks

The idea of banks began as long ago as 1,800 BC in Babylon. In (a) \_\_\_\_\_ days, moneylenders made loans to people. In Greece and Rome, banks made loans and accepted deposits. (b) \_\_\_\_\_ also changed money. However, with the collapse of the Roman Empire, trade slumped and banks temporarily vanished. Then Banking began to revive again in the 12<sup>th</sup> and 13<sup>th</sup> centuries in the Italian towns of Florence and Genoa. In the 16<sup>th</sup> century, a German family called the Fuggers from Augsburg became very important bankers.

1. What reference words do you need for the lines?

- \_\_\_\_\_ refers to \_\_\_\_\_.
- \_\_\_\_\_ refers to \_\_\_\_\_.

2. Find the words that mean...

- \_\_\_\_\_ - to disappear or stop being present or existing
- \_\_\_\_\_ - to fall suddenly (of prices, values or sales)
- \_\_\_\_\_ - to come or bring something back to life, health, existence or use

3. The Fuggers were from Italy. True: \_\_\_ False: \_\_\_



## The beginning of Banks in England

In England, banks developed in the 17<sup>th</sup> century. Sometimes people deposited their money with goldsmiths for safety. The goldsmiths issued a note promising to pay the bearer a certain sum on demand. In time, people began to **exchange** these notes instead of coins because (a) \_\_\_\_\_ was easier and faster. Goldsmiths began to lend the money deposited with (b) \_\_\_\_\_ in return for a high rate of interest. They also paid interest to people who deposited money in order to attract their savings. However not only individuals borrowed money, governments also needed to borrow, especially at war time. The government borrowed money from wealthy individuals and later repaid (c) \_\_\_\_\_ with interest from taxation.

1. What reference words do you need for the lines?

- a) \_\_\_\_\_ refers to \_\_\_\_\_.  
 b) \_\_\_\_\_ refers to \_\_\_\_\_.  
 c) \_\_\_\_\_ refers to \_\_\_\_\_.

2. What do you call someone who makes objects from gold?  
 \_\_\_\_\_.

3. What do you call a person who owns an official document or bank notes?  
 \_\_\_\_\_.

4. What is the meaning of "taxation"?  
 \_\_\_\_\_.

5. Read the following definitions and explain why the writer used "exchange" and not "change".

- **Change:** to get or give money in exchange for money, either because you want it in smaller units, or because you want the same value in foreign money
- **Exchange:** to give something to someone and receive something from them



However, at the end of the 17<sup>th</sup> century, the cost of fighting a war with France was colossal. So, in 1694, the Bank of England was founded to provide a loan to the government. A group of financiers joined together to provide the money required to set up the bank and loan the government a £1.2 million - a massive sum in (a) \_\_\_\_\_ days. In return, the bank received 8% interests on the loan and the right to issue notes. The Bank of England was also allowed to lend money and to buy and sell gold.

The Bank of England is sometimes called the "Old Lady of Threadneedle Street". In fact, it moved (b) \_\_\_\_\_ in 1734. Meanwhile the Bank of Scotland was founded in 1695.

In 1708, a law forbade banks with more than six partners to issue their own notes. Although small banks could still do (c) \_\_\_\_\_. However, the Bank of England mostly confined its operations to London. In the late 18<sup>th</sup> century, many small banks were founded in the provincial towns.

Text Source: [www.localhistories.org/banking.html](http://www.localhistories.org/banking.html)



1. What reference words do you need for the lines?

- a) \_\_\_\_\_ refers to \_\_\_\_\_.  
 b) \_\_\_\_\_ refers to \_\_\_\_\_.  
 c) \_\_\_\_\_ refers to \_\_\_\_\_.

2. Why did the writer say that the cost of fighting a war was colossal?  
 \_\_\_\_\_.

3. Did goldsmiths joined to set up banks?  
 \_\_\_\_\_.

4. Why did the writer add "a massive sum in those days"?  
 \_\_\_\_\_.

5. Why is the Bank of England sometimes called "The Old Lady of Threadneedle Street"?  
 \_\_\_\_\_.

6. What happened in...

a. 1694?  
 \_\_\_\_\_.

b. 1734?  
 \_\_\_\_\_.

c. 1695?  
 \_\_\_\_\_.

## Grammar

### Modals for Deduction

Use **modals with a bare verb** to talk about present or future possibilities.

- **There must be** a lot of people in line for withdraws.
- **There must be** a law to forbid cellphone use inside banks.

Write two more examples.

1. **There must be** \_\_\_\_\_

2. **There must be** \_\_\_\_\_

Use **modals with have** and **past participles** to talk about past possibilities.

- The man **can't have created** those songs.
- The criminal was too young, he **can't have robbed** the bank.

Write two more examples.

1. \_\_\_\_\_ **can't have** \_\_\_\_\_

2. \_\_\_\_\_ **can't have** \_\_\_\_\_

Use **must** when you think something is certain.

- It **must be difficult** to get a loan from a bank.
- Serge bought a car last week, he **must have received** that loan from the bank.

Write two more examples.

1. \_\_\_\_\_ **must be** \_\_\_\_\_

2. \_\_\_\_\_ **must have** \_\_\_\_\_



## Speaking

Look at the pictures and talk.

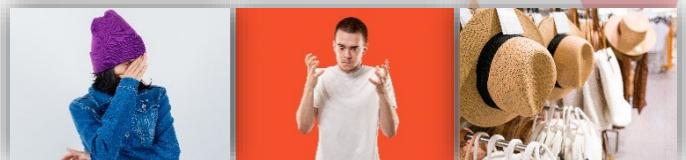
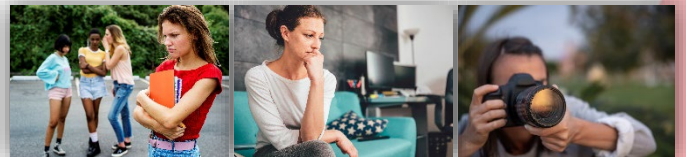
- Do you know these super talented and famous people from the past?
- What do you know about them?
- Why do you think they all died at the top of their careers?
- Do you think being at the public eye permanently was a major cause?
- What other reasons affecting these people's lives can you think of?
- Are these people still famous?



### More words

Look, describe the pictures and write the words.

privacy	wares	photo hacking
qualm	paparazzi	bullying
rattle-dazzle	sneak	loathe



### Read and match the words with the definitions.

- \_\_\_\_\_ - confusion caused by noisy and noticeable activity or very colourful appearance, intended to attract attention
- \_\_\_\_\_ - to get into someone else's computer system without permission in order to find out information or do something illegal with the user's information
- \_\_\_\_\_ - a difficult feeling of hate towards someone or something
- \_\_\_\_\_ - a company's products
- \_\_\_\_\_ - someone's right to keep their personal matters and relationships secret
- \_\_\_\_\_ - to go somewhere secretly, without being seen
- \_\_\_\_\_ - the photographers who follow famous people everywhere in order to take photographs of them for magazines or newspapers
- \_\_\_\_\_ - an uncomfortable feeling of doubt about whether you did the right thing
- \_\_\_\_\_ - the action of hurting or intentionally bothering someone who is smaller or less powerful, or forcing them to do something they don't want to do

### Grammar

#### Modals for Deduction

Use **can't** when you think something is *impossible*.

- It **can't be true**. There is nothing on Facebook.
- He **can't have disappeared** in the middle of the show.

Write two more examples.

- \_\_\_\_\_
- \_\_\_\_\_

Use **could, may or might** when you think things are *possible but not certain*.

Use the modals in the order shown – according to *how possible the event is*.

- It's hard to believe that **there could be** another singer like him.
- She **could have been playing** for many more years.

Write two more examples.

- \_\_\_\_\_
- \_\_\_\_\_

Use **modals with continuous** forms to talk about *things in progress*.

- He **must be working**, he usually calls on time.
- You see all those people over there, they **must be filming** a scene.

Write two more examples.

- \_\_\_\_\_
- \_\_\_\_\_

### Mini project

#### Writing a report on someone's work

##### Writing Tips:

###### Steps:

- Analyze the topic.
- Make notes.
- Plan.
- Write the first version.
- Read and make notes on improvements.
- Edit according to notes and read again.
- Write the final version.

###### Check:

- Decide on what information you need to convey to the reader. Use the following words to ask yourself...Who? What? Why? Where? When? How? This way, you will come up with most of the information you need to include.
- Write a brief plan explaining what you will need to include in each paragraph. By doing this, you will be able to decide on the number of paragraphs to write.
- When you finish, compare your work against the plan you made to make sure you included everything.
- Ask the teacher or someone else to read it before you write the final version.

##### Capitalization Tips:

###### Use capitals...

- at the beginning of sentences and quotations.
- for names of cities, countries, rivers, lakes, mountains, universities, etc.
- for the days of the week and months of the year, but not for the seasons.
- for every word in titles, except for articles, conjunctions and prepositions, unless they are the first word – it's just style.
- for organizations but not for their products.
- for nationalities, languages and religions.
- for family words when they appear alone or followed by a name.
- for the names of holidays and historical events.

###### Remember...

- Don't use capitals for school subjects, unless they are the name of a language.
- Most jobs don't need capitals.

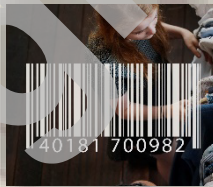
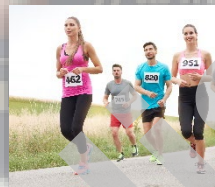
# 10 Through decades!



## Vocabulary

Look, describe the pictures and write the words.

subway system      marathon      floppy  
bar codes      home entertainment  
foundation      break-up      dial



Read and write the words to complete the sentences.

- Beta and VHS were used for \_\_\_\_\_.
- The \_\_\_\_\_ of the Pop Duo came as no surprise.
- Greenpeace is an international \_\_\_\_\_ founded in 1971.
- Can I \_\_\_\_\_ this number direct? Or... do I have to go through the operator?
- Subway lines, begun in 1904, connect Brooklyn with the \_\_\_\_\_ of Manhattan.

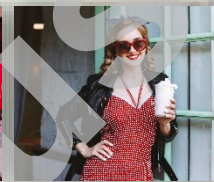
- A hand-held scanner is used to read \_\_\_\_\_.
- The data is stored on a hard disk and backed up on a \_\_\_\_\_ disk.
- She ran her first \_\_\_\_\_ in just under three hours.

## Speaking

- Do you know what decade your parents enjoyed the most?
- Do they tell you about it frequently?
- What do they usually say about those years?
- Do you know anything about the 50s, 60s, 70s, 80s, 90s and 2000s?



50s



60s



70s



80s



90s

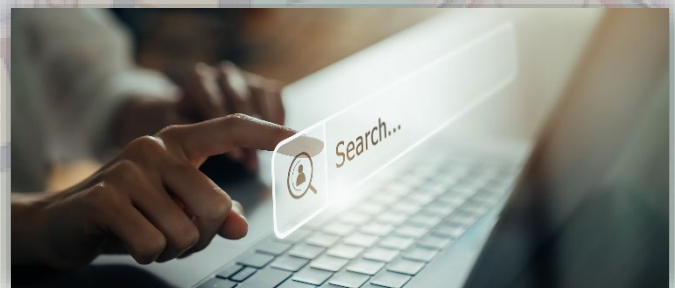


2000s

## Writing

Do some research and write.

- The 50s were famous for \_\_\_\_\_.
- The 60s were famous for \_\_\_\_\_.
- The 70s were famous for \_\_\_\_\_.
- The 80s were famous for \_\_\_\_\_.
- The 90s were famous for \_\_\_\_\_.
- The 2000s were famous for \_\_\_\_\_.



Choose a decade, do some research and write and share.

- \_\_\_\_\_s
- \_\_\_\_\_ music was the most popular type of music.
  - The Top 5 songs in the \_\_\_\_\_s were \_\_\_\_\_.
  - The Number 1 song in the \_\_\_\_\_s was \_\_\_\_\_ by \_\_\_\_\_.
  - The dressing style during the \_\_\_\_\_s was \_\_\_\_\_.
  - A popular TV show was \_\_\_\_\_.
  - The most advanced technology they had back then was \_\_\_\_\_.
  - In the \_\_\_\_\_s, people loved \_\_\_\_\_.

### Reading

Read and complete the text about some important events that happened in the 70s.

- Listen to check your answers.

#### The Mexican Subway System Is Completed

The Mexico City Metro, (1) \_\_\_\_\_ called Sistema de Transporte Colectivo, often (2) \_\_\_\_\_ to STC, is a metro system that (3) \_\_\_\_\_ the metropolitan area of Mexico, including some municipalities in Mexico State. It is the (4) \_\_\_\_\_ largest metro system in North America after the New York City subway. In 2012, the system served 1.609 billion passengers, (5) \_\_\_\_\_ it as the eighth highest ridership in the world.

The inaugural STC Metro line was 12.7 kilometres (7.9 mi) long, serving 16 stations, and opened to the public on September 4, 1969. The system has expanded since (6) \_\_\_\_\_ in a series of fits and starts.

As of 2015, the system has 12 lines, serving 195 stations, and 226.249 kilometres (140.73mi) of route, including the recently opened line 12.

Many stations are (7) \_\_\_\_\_ for historical figures, places or events in Mexican history.

Ten of the lines are rubber-tyred; instead of traditional steel wheels. They use pneumatic traction, which are quieter and cope better (8) \_\_\_\_\_ Mexico City's unstable soils.

The system survived the 1985 Mexico City earthquake.

Text Source: [www.mexicanroutes.com/transport/](http://www.mexicanroutes.com/transport/)

- A official B officially C officialled
- A shortened B shorts C shorten
- A serving B serves C serve
- A two B next C second
- A places B placed C placing
- A there B that C then
- A named B names C name
- A with B for C to



#### VHS and Betamax are introduced.

The video system VHS was a standard for consumer-level along video recording (1) \_\_\_\_\_ tape cassettes. It was developed by Victor Company of Japan (JVC) in the 1970s.

(2) \_\_\_\_\_ the 1950s, magnetic tape video recording became a major contributor (3) \_\_\_\_\_ the television industry, via the first commercialized video tape recorders (VTRs). (4) \_\_\_\_\_ the time, the devices were used only in expensive professional environments (5) \_\_\_\_\_ as television studios and medical imaging. In the 1970s, video tape (6) \_\_\_\_\_ home use, creating the home video industry and changing the economics of the television and movie business. The television (7) \_\_\_\_\_ viewed videocassette recorders as having the power to disrupt their business, while television users viewed the CVR as the (8) \_\_\_\_\_ to take control of their hobby.

In the 1980s and 1990s, at the peak of VHS' popularity, there were video tape format wars in the home video industry. Two (9) \_\_\_\_\_ the formats, VHS and Betamax, received the most media exposure. VHS eventually won the war, succeeding (10) \_\_\_\_\_ the dominant home video format throughout the tape media period.

Text Source: [wikipedia.org](http://wikipedia.org)



## Speaking

Read and answer the questions in small groups.

### Set 1

- How is the experience of moving around by metro?
- Do you think it has had changes that have brought benefits for the users?
- What must authorities do to improve the Metro System in your country?

### Set 2

- Did you know about the VHS and the Betamax video formats?
- Have you seen a film on this format?
- How is the quality?
- What formats are now for film-watching?
- What's surprising about these new formats?



## Grammar

### The past

Use “**used to**” to talk about *habitual actions or states* in the general past.

- I **used to work** in a clothing shop on weekends.
- People **didn't use to call** friends very often.

Write two more examples.

1. \_\_\_\_\_ **used to** \_\_\_\_\_.
2. \_\_\_\_\_ **didn't use to** \_\_\_\_\_.

You can use “**would**” for *similar ideas*.

- My friends and I **would go** to Rock concerts every month.
- We **would build** houses using plastic bottles.

Write two more examples.

1. \_\_\_\_\_ **would** \_\_\_\_\_.
2. \_\_\_\_\_ **would** \_\_\_\_\_.

You have to use **the past simple** for *specific dates*.

- I **bought** my first guitar **in 1987**.
- My dad **gave** me my first car **in 1988**.

Write two more examples.

1. \_\_\_\_\_
2. \_\_\_\_\_

Use “**be used to**” to talk about *actions that are familiar to you* – remember to **use -ing forms**.

- Some women **are used to spending** a lot of money when they go shopping.
- Kids **are not used to using** English in class.

Write two more examples.

1. \_\_\_\_\_ **used to** \_\_\_\_\_.
2. \_\_\_\_\_ **used to** \_\_\_\_\_.

Use “**get used to**” to talk about *the process of becoming accustomed* to doing something – remember to **use -ing forms**.

- I had to **get used to eating** healthy food.
- Mum never **got used to me listening** to Metal music.

Write two more examples.

1. \_\_\_\_\_
2. \_\_\_\_\_



Look and underline the correct option

1. It took my mum a long time to **be used to / get used to** me cooking on weekends.
2. I **was used to / used to** have a great collection of vinyls.
3. There **was / used to be** street concerts in the 90s.
4. People **got used to / used to** believe that we would be living on Mars in 2000.
5. Rock stars **used to / were used to** fans gathering and screaming outside the venues after concerts.

**Read and match.**

**Which artists or bands from the 70s played the songs?**

- |                   |                    |
|-------------------|--------------------|
| a. Rolling Stones | f. Michael Jackson |
| b. John Lennon    | g. Blondie         |
| c. David Bowie    | h. Led Zeppelin    |
| d. Madness        | i. The Beatles     |
| e. Queen          |                    |

- \_\_\_\_\_ 1. **One step beyond**
- \_\_\_\_\_ 2. **Don't stop `till you get enough**
- \_\_\_\_\_ 3. **Brown sugar**
- \_\_\_\_\_ 4. **Stairway to heaven**
- \_\_\_\_\_ 5. **A long and winding road**
- \_\_\_\_\_ 6. **Imagine**
- \_\_\_\_\_ 7. **Heroes**
- \_\_\_\_\_ 8. **One way or another**
- \_\_\_\_\_ 9. **Love of my life**

**Read some song lyrics from the 70s.**

- What artist or band played the song?
- What did they want to express through the song?
- From 1 – 5, how do you like the song?

**Song 1.** \_\_\_\_\_

**Artist-Band.** \_\_\_\_\_

**I give a \_\_\_\_\_ to this song.**

There's a sing on the wall  
 But she wants to be sure  
 'Cause you know sometimes words have two  
 meanings  
 In a tree by the brook  
 There's a songbird who sings  
 Sometimes all of our thoughts are misgiving  
 Ooh, makes me wonder  
 Ooh, makes me wonder

There's a feeling I get  
 When I look to the west  
 And my spirit is crying for leaving  
 In my thoughts I have seen  
 Rings of smoke through the trees  
 And the voices of those who stand looking  
 Ooh, makes me wonder  
 Ooh, makes me wonder

**The message:** \_\_\_\_\_

\_\_\_\_\_

**Song 2.** \_\_\_\_\_

**Artist-Band.** \_\_\_\_\_

**I give a \_\_\_\_\_ to this song.**

One way or another I'm gonna find ya  
 I'm gonna getcha getcha getcha  
 One way or another I'm gonna win ya  
 I'm gonna getcha getcha getcha  
 One way or another I'm gonna see ya  
 I'm gonna meetcha meetcha meetcha

One day, maybe next week  
 I'm gonna meetcha, I'm gonna meetcha I'll meetcha  
 I will drive past your house  
 And if the lights are all down  
 I'll see who's around

**The message:** \_\_\_\_\_

\_\_\_\_\_

**Song 3.** \_\_\_\_\_

**Artist-Band.** \_\_\_\_\_

**I give a \_\_\_\_\_ to this song.**

So this ain't the end, I saw you again, today  
 I had to turn my heart away  
 Smiled like the sun, kisses for everyone  
 And tales, it never fails

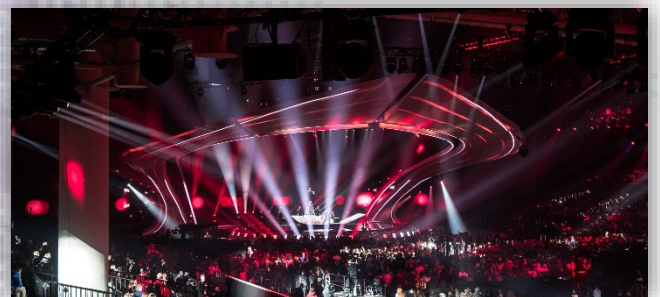
You lying so low in the weeds  
 I bet you gonna ambush me  
 You'd have me down, down, down, down on my  
 knees  
 Now wouldn't you, barracuda? Oh

Back over time we were all trying for free  
 You met the porpoise and me, uh-huh  
 No right, no wrong you're selling a song, a name  
 Whisper game

And if the real thing don't do the trick  
 You better make up something quick  
 You gonna burn, burn, burn, burn, burn to the wick  
 Ooh, barracuda, oh yeah

**The message:** \_\_\_\_\_

\_\_\_\_\_





### Word tip

#### Read and listen.

- When do we use the following verbs?

**Say:** to pronounce words or sounds, to express a thought, opinion, or suggestion, or to state a fact or instruction.

**Tell:** to say something to someone, often giving them information or instruction.

#### Read and write "say/tell" on the lines.

- Read carefully to decide if you need to change the writing forms.
  - Listen to check your answers.
1. He \_\_\_\_\_ us of his extraordinary childhood.
  2. Small children find it difficult to \_\_\_\_\_ long words.
  3. She \_\_\_\_\_ goodbye to all her friends and left.
  4. How do you \_\_\_\_\_ "Goodbye" in French?
  5. Ben never forgets to \_\_\_\_\_ "Please!" and "Thank you!"?
  6. What did they \_\_\_\_\_ about the house?
  7. I \_\_\_\_\_ Maria to go home quickly!
  8. Do you know what she \_\_\_\_\_ to him?
  9. "I am going out this evening!" She \_\_\_\_\_.
  10. No one \_\_\_\_\_ me she was ill.
  11. I'm sorry! What did you \_\_\_\_\_?
  12. It felt it was my duty to \_\_\_\_\_ them the truth.
  13. The doctor \_\_\_\_\_ me to avoid fatty food.
  14. The doctor \_\_\_\_\_ that it will take me a few weeks to recover completely.
  15. Can you \_\_\_\_\_ me the way to the station?
  16. They wouldn't \_\_\_\_\_ me how they got my address.
  17. She didn't \_\_\_\_\_ whether she was coming or not.
  18. \_\_\_\_\_ me about your experience in Wacken!
  19. "I'm leaving you!" She \_\_\_\_\_ to him.
  20. Did she \_\_\_\_\_ why she wasn't coming?
  21. Gather around, children, and I'll \_\_\_\_\_ you a story.
  22. Did you \_\_\_\_\_ anyone that he was coming to the opening?
  23. I've got something to \_\_\_\_\_ you.
  24. The offer was so good that I couldn't \_\_\_\_\_ NO!

### Reading

#### Read about Disney World and write the verbs to complete the text.

- Listen to check your answers.

wanted	described	grew	believed	narrowed
could	ranked	began	permitted	came

By 1963, the Disney planning at WED Enterprises, now Walt Disney Imagineering, had selected Florida because its weather \_\_\_\_\_ year-round operation necessary to Disneyland-style entertainment and because the state already \_\_\_\_\_ first in tourism among all states. The search \_\_\_\_\_ to the Orlando area because of available land, location at the crossroads of major traffic arteries and dynamic growth.

Walt Disney \_\_\_\_\_ a much larger area than Disneyland's 450 acres to develop a total resort free of the distracting and conflicting elements which had grown up around Disneyland during its first decade.

As the "world" concept \_\_\_\_\_ from "family entertainment park" to "complete destination-vacation-resort" and ultimately to the concept of EPCOT - Experimental Prototype Community of Tomorrow - Walt \_\_\_\_\_ he \_\_\_\_\_ apply the unique Disney approach to planning for all areas of family life.

Land acquisition \_\_\_\_\_ in 1964. Nearly 28,000 acres were purchased from more than 100 property owners at a total cost of nearly \$ 5.5 million. Another 2,000 acres have been added since.

First public announcement \_\_\_\_\_ Nov. 16, 1965, in an Orlando press conference with Walt and brother Roy O. Disney, Florida Gov. Hayden Burns and other dignitaries. Walt \_\_\_\_\_ his dreams of building first a unique entertainment and vacation centre and eventually a way of life found nowhere else in the world.

Text Source: [www.walteredisneyproject.weebly.com/how-disney-world-was-made.html](http://www.walteredisneyproject.weebly.com/how-disney-world-was-made.html)

#### Read and answer the questions about Disneyland.

1. Why was Florida selected? \_\_\_\_\_
2. How did the state rank Florida? \_\_\_\_\_
3. Why was the search narrowed? \_\_\_\_\_
4. How did the project start and develop? \_\_\_\_\_
5. What did Walt plan to cover? \_\_\_\_\_
6. What did Walt want to build first? \_\_\_\_\_
7. What did he want his project to end up being? \_\_\_\_\_

## Vocabulary

Read the definitions and write the words.

advise    warm    ask    beg    deny  
invite    recommend    order  
promise    admit    offer    refuse    remind

- \_\_\_\_\_ - to give someone advice or recommendation, to say what people could do
- \_\_\_\_\_ - something you are told to do by someone else and which you must do
- \_\_\_\_\_ - to make someone think of something they have forgotten or might have forgotten
- \_\_\_\_\_ - to say that something is not true
- \_\_\_\_\_ - to suggest that someone or something would be good or suitable for a particular purpose, or to suggest that a particular action should be done
- \_\_\_\_\_ - to agree that something is true, especially unwillingly
- \_\_\_\_\_ - to request or invite someone to go somewhere with you or to come to your home
- \_\_\_\_\_ - to tell someone that you will certainly do something
- \_\_\_\_\_ - to ask or request someone to go to an event
- \_\_\_\_\_ - to make someone realise a possible danger or problem, especially one in the future
- \_\_\_\_\_ - to make a very strong and urgent request
- \_\_\_\_\_ - to say that you will not do or accept something
- \_\_\_\_\_ - to ask someone if they would like to have something or if they would like you to do something

Read and write the verbs from the previous activity on the lines.

- Could you \_\_\_\_\_ Paul about dinner on Saturday?
- I can \_\_\_\_\_ the chicken in mushroom sauce—it's delicious.
- I have to \_\_\_\_\_ you that there's a degree of danger involved in this.
- I was too embarrassed to \_\_\_\_\_ that I was scared.
- I gave him my number and he \_\_\_\_\_ to call me.
- All the mums and dads are \_\_\_\_\_ to the school play at the end of the year.
- I think I'd \_\_\_\_\_ him to leave the company.
- He was screaming in pain and \_\_\_\_\_ for anaesthetic.
- I felt so bad that I didn't \_\_\_\_\_ them any food.
- He will not confirm or \_\_\_\_\_ the allegations.

- She's a strict vegetarian and \_\_\_\_\_ to eat chicken or fish.
- I dare you to \_\_\_\_\_ him to dance.
- They \_\_\_\_\_ him to put down his cellphone.

Read the sentences and use the verbs again to match the main idea.

### Functional understanding

- "Don't forget to buy the snacks for the party!" Sonia said to Pete. \_\_\_\_\_
- "Sandy, would you like to come over for dinner tonight?" Chris asked. \_\_\_\_\_
- "Please, please, please don't leave me, Johan, I love you!" His girlfriend said. \_\_\_\_\_
- "All staff members, please, leave my office!" The manager said. \_\_\_\_\_
- Young people said, "We don't want to fight another war!" \_\_\_\_\_
- "Everybody out!" The police said angrily. \_\_\_\_\_
- We did not cancel registrations. Everyone can join the club. \_\_\_\_\_
- "Put the gun down or I'll have to shoot!" The officer shouted. \_\_\_\_\_
- The advisor said, "You should consider the idea of opening more schools for two reasons, people want it and they all need it." \_\_\_\_\_
- "You sit here and say nothing, it's a lot better that you don't answer the questions, alright! - I'll do the talk." The lawyer said to the man. \_\_\_\_\_
- All adults in the community said they would help cleaning all the green areas. \_\_\_\_\_
- It will be three years, and one thing is for sure... I will always be thinking of you! \_\_\_\_\_
- Well, I have to tell you that it was me who took your phone, but I really needed to call home. \_\_\_\_\_

### Mini project

Great ways to have fun in the past

- Do some research on games like the **Pac-Man**, the **Hula Hoop** or the **Rubik's Cube**.
- Make some leaflets showing information about these or other ways to have fun in the past.
- Make a big poster of the game you chose.
- Present your project to the class.

