

CEFR A2

# KeyCode2

Englishhouse, 2022  
Sergio Velázquez García



## KeyCode 2

### Serie **KeyCode**

- Libro ELT para el estudio y adquisición del idioma inglés como lengua extranjera y desarrollo de las cuatro habilidades lingüísticas.
  - **Texto** Sergio Velázquez García
  - **Diseño** Araceli Vanessa Cruz Maya
  - **Edición** Renzo Arzate Nava

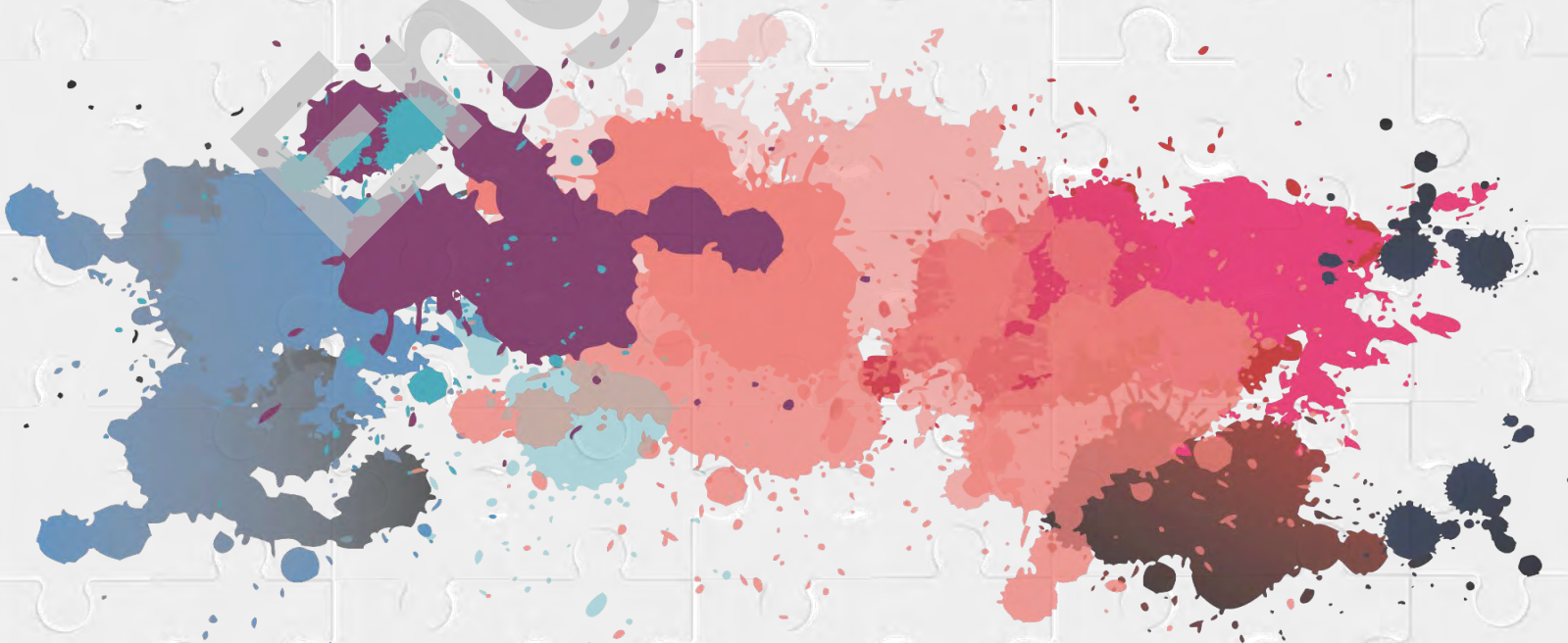
### **Ecatepec, Estado de México**

- Segunda Edición, diciembre 2022

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

[www.englishhouse.mx](http://www.englishhouse.mx)

Esta obra tiene todos los derechos reservados. Se prohíbe la reproducción total o parcial sea cual fuere el medio, sin el consentimiento por escrito del titular de los derechos correspondientes.



## 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:

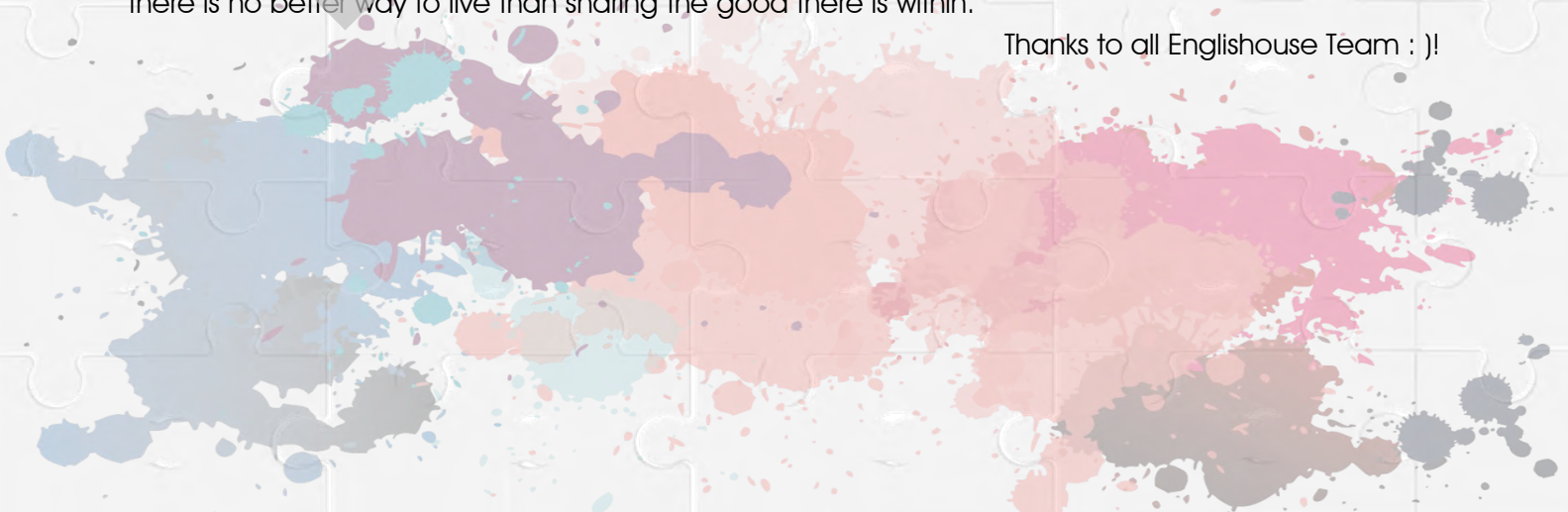
- Looking at vocabulary to identify and understand meaning and use, then extending it.
- Making use of context to get a clear idea of how it is used in real life.
- Providing students with opportunities to make use of specific intelligences through Mini Project work.
- Getting students in the need to 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 2	Expected Learning Ss will be able to:	Function	Vocabulary
<b>UNIT 1</b> That's so exciting! Pages 5 – 10	Talk about exciting and frightening experiences Explain their thoughts Interview friends on life experiences Talk about things they would and would not like to try Talk about movies	Describing events Giving reasons Explaining point of view Explaining why events seem attractive, boring, etc. Giving detailed descriptions about movies	exciting activities adjectives verbs movies
<b>UNIT 2</b> There is another way! Pages 11 – 16	Talk about routines Talk about the frequency in which some events happen Identify and make changes in verbs Differentiate word collocations Identify and describe attitudes Give advice on habits	Describing repeated events Explaining frequency Explaining verb ending changes Collocating words "do" vs "make" Explaining people's attitudes	Adjectives collective adjectives verbs adverbs collective verbs do – make collocations
<b>UNIT 3</b> Life changes! Pages 17 – 22	Talk about past events Tell the time Talk about life changes Write a short communicative message Explain what people said in different forms Identify word order	Explaining what activities people liked doing Describing past and present activity Telling the time Describing past tense patterns Sending a written message Sharing about the past	jobs modals adverbs numbers compound verbs verbs
<b>UNIT 4</b> Milestones! Pages 23 – 28	Tell what things are important to do Use verbs as nouns Talk about types of growth Talk about the future Identify key words to differentiate forms Make monthly plans Guess meaning of words and phrases by context Talk about important events in life	Giving advice Explaining differences between forms Using time expressions to make emphasis Presenting a monthly planner Using flying language to give and respond to instructions Describing a robot design and functionality	verbs compound verbs types of growth time expressions modals months numbers flying phrases
<b>UNIT 5</b> That's better! Pages 29 – 34	Talk about places in the city Write longer texts Talk about people Talk about personal traits Make decisions based on information provided Talk about pros and cons of buying or letting places to live	Comparing places in the city Writing long descriptions of places Describing people (appearance and personality) Comparing places to live	places in the city adjectives

## Scope and Sequence

Grammar	Speaking	Listening, Reading and Writing	Mini Project
<p>In my opinion, ... ... is frightening. Because it is... Have you ever...? I would like to... I would not like to... This movie is...</p>	<p>In my opinion, rafting is an exciting activity because the water moves a lot. Have you ever tried rafting? I would like to visit the Great Wall. The experience seems interesting. This movie is a little boring.</p>	<p>Reading for details Sentence completion Listening for specific information Reading for specific information</p>	<p>Experience Hunting</p>
<p>I spend... ... almost every day. How often do...? I never... She goes... She does the shopping... She makes her bed... The boy usually gets angry... People should...</p>	<p>I spend 5 hours a day watching TV. I do homework almost every day. I never do the laundry. She goes shopping every day. She always makes her bed very early. The boy usually gets angry about her grandma's visits. People should eat healthily.</p>	<p>Reading for gist Reading for detail Listening for specific information Sentence completion Listening for detail Collecting boxes Reading for specific information Half matching</p>	<p>Campaign Poster and Leaflets</p>
<p>I would spend... As a kid... He used to... It is... Now, he ... I grew up... I was doing... I remember going... She said..."..."! I was five when... Did he use to...</p>	<p>I would spend hours watching TV. As a kid, I loved playing soccer. He used to play soccer. It is 5 o'clock. Now, he does it every day. I grew up in Mexico. I was doing my homework. I remember going to Canada. She said, "I want to buy a new phone!" I was five when I first saw him. Did he use to dance?</p>	<p>Sentence completion Note filling Half matching Collecting boxes Gap filling – intensive Form filling – listening Communicative messaging Word order</p>	<p>My Life Memories Album</p>
<p>It's important to... Buying a house... Maybe, I will... I am taking... I will work... I am going to... She uses the phrase ... to...</p>	<p>It's important to retire at the age of 50. Buying a house is personal growth. Maybe, I will get a car next month. I am taking a Master's class tomorrow. I will work in a hospital for two years. I am going to travel tomorrow. She uses this phrase to tell people to sit down.</p>	<p>Sentence completion Reading for gist Half matching Guided discovery Guessing meaning from context Reading for specific information Reading for detail Listening for specific information Listening for detail</p>	<p>My Future Robot Helper</p>
<p>I love... I highly recommend... It is always... Mark is... John is taller... George is the tallest... This flat is... This flat is the...</p>	<p>I love eating at Mum's diner. I highly recommend this place. It is always clean. Mark is tall. John is taller than Mark. George is the tallest. This flat is cheap. This flat is the cheapest.</p>	<p>Writing longer descriptive texts Reading for gist Reading for details Sentence completion Intensive reading Reading for specific information</p>	<p>A Shopping Catalogue</p>

## Scope and Sequence

Level 2	Expected Learning Ss will be able to:	Function	Vocabulary
<b>UNIT 6</b> Really, you have done that? Pages 35 – 40	Talk about life experiences Talk about things they would and would not like to do Talk about people from the past – and their inventions Talk about extreme activities Write long communicative messages Talk about memories	Describing life experiences Explaining why some activities are appealing or not Telling people about famous minds and their work Explaining why some activities are worth a second try Telling someone about my life – written Sharing about memorable times	compound verbs verbs modals names dates countries nouns for inventions extreme sports sentence topic - headings
<b>UNIT 7</b> Be safe! Pages 41 – 46	Explain sign messages Match definitions with – to words Differentiate modal use Understand people's perspectives Replace modals by phrases with the same meaning Confirm information by using tags Describe actions Give advice on safe driving	Explaining messages in driving signs Explaining meaning and connection Using modals for asking for permission, expressing responsibility and giving advice Paraphrasing – modals and phrases Confirming information Telling how things are done Giving advice on safe driving	driving signs notices modals auxiliaries functional phrases adverbs driving traffic
<b>UNIT 8</b> Who's that? Pages 47 – 52	Talk about jobs Tell what people do at work, exactly Identify, understand and explain how ideas can be connected Talk about discovering talents Identify people's attitudes and goals Talk about the past Explain why they look up to somebody	Describing jobs Describing job characteristics Giving additional information and details Expressing opinions on people's projects Making emphasis on when things happened exactly Contrasting past forms and events Telling about admiring someone	jobs places verbs things used at work clauses time expressions
<b>UNIT 9</b> My things-to-do list! Pages 53 – 58	Talk about house repairs Tell what things have been done and what things haven't Identify and use –ing verb combinations Manipulate language to report on people's answers Understand and do word replacement Talk about traditional games	Explaining what needs repairing Making emphasis on things which have been done already and on the ones that haven't been done yet Expressing ideas coherently using –ing verb combinations Paraphrasing Explaining who the doer and the receiver is Describing repairs Promoting traditional games	compound verbs verbs auxiliaries -ing verb combinations pronouns house repairing traditional games
<b>UNIT 10</b> Time for a choice! Pages 59 – 65	Talk about professions Make decisions based on preferences and skills Express what's required to succeed in doing a job Identify cause and express effect Express doubts on career plans Differentiate pros and cons of career choice Decide on when they will do something Design a career plan – draft	Describing professions Describing skills and requirements Talking about likes, hobbies, interests, skills and dislikes Writing an advice note on career choice to a friend Describing cause and effect Explaining pros and cons of choosing a certain career Making emphasis on when people want things to happen Presenting a career plan	professions be good at verbs likes, dislikes, hobbies, interests, skills conditional 1 compound verbs topic sentences – headings question words pros and cons

## Scope and Sequence

Grammar	Speaking	Listening, Reading and Writing	Mini Project
<p>Have you ever...? Mark has never... I would like to... Joan has won... ...it seems... He invented... Students have used the... ...since... ...for...</p>	<p>Have you ever ridden on an elephant? Mark has never swum in the ocean. I would like to swim in the ocean. John has won three times. ...it seems to be disgusting food. He invented the TV. Students have used the calculator to do math. I have studied English since I was a kid. I have studied English for five years.</p>	<p>Form filling Sentence completion Following writing patterns Description cards Intensive reading - listening Reading for specific information - Word order Listening for specific information - details</p>	<p>Memory Cards</p>
<p>I can see... You can't... You shouldn't... You mustn't pay... I have to... It's not... You are allowed to... ..., can he? ...are not careful. ... is a careful driver. It is common that... A good way to ...</p>	<p>I can see it at malls. You can't sit here. You shouldn't drink soda. You mustn't pay that much for it. I have to go to school every day. You are not allowed to come in here. He can't drive today, can he? Taxi drivers are not careful. Mark is a careful driver. It is common that drivers receive fines. A good way to prevent it is follow driving rules.</p>	<p>Reading for gist – match Sentence completion Intensive reading Short communicative messages Reading for specific information Reading for details Guided writing</p>	<p>Safe Driving Manual</p>
<p>A model... The hat that... The hat, which is... ... is someone who... We watched... We were watching... ...while...</p>	<p>A model does that. The hat that is on the table is new. The hat, which is on the table, is new. A chatty person is someone who talks a lot. We watched a movie last night. We were watching a movie when the phone rang. We were watching a movie while mum was cooking.</p>	<p>Sentence completion Guided writing Intensive reading Reading for details Reading for specific information Listening for specific information – details</p>	<p>A Great Man / Woman to Look up to</p>
<p>Have you...yet? I have already...! No, I haven't... She hasn't... I like watching... My dad always... He always...</p>	<p>Have you finished doing your HW yet? I have already done that! No, I haven't finished yet! She hasn't finished painting the wall. I like watching action films. My dad always helps mum. He always helps her.</p>	<p>Sentence completion Meaning match Word pairing options Reporting answers Word order Grammar pattern spot Reading for gist Reading for details Definition match Listening for specific information – details</p>	<p>Traditional Games in my Country</p>
<p>I interviewed... She is good at... You have to be... You want to be... If you want to be... If you don't... You won't be able to... When will you...? I will get married when... I will get married until...</p>	<p>I interviewed my friend Mike. She is good at playing soccer. You have to be good at running. You want to be a runner. If you want to be a runner, you need to practice more. If you don't practice more, you won't be good at running. You won't be able to become a runner if you don't practice more. When will you get married? I will get married when/until I get a better job.</p>	<p>Long sentence completion Reading for gist Reading for specific information Reading for detail Collecting boxes Guided communicative writing Wh – question word fit Use - differentiation Listening for specific information – details</p>	<p>Career Plan</p>

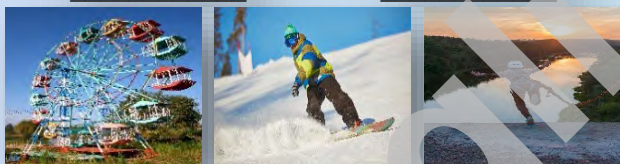
# 1 That's so exciting!



## Vocabulary

Look, name the activities and write.

rafting surfing skiing diving rides  
skydiving bungee jumping  
mountain climbing



Look at the prompts and use them to talk about the pictures.

person Mark and I  
where went to Cuernavaca  
activity to do skydiving  
equipment/tools parachute and goggles

Full-sentence example.

- Mark and I went to Cuernavaca. We did skydiving. We wore a parachute and goggles.

Read and tick the boxes. Then talk further about the activities. There are two examples.

### Positive description

#### Exciting

When something causes great enthusiasm, you say that thing is exciting.

### Negative description

#### Frightening

When something makes you feel anxious or worried, you say that thing is frightening.

### For a question

#### Why?

It is used to ask for causes, reasons or a purpose.

### For an answer

#### Because

It is used to give or describe causes, reasons or a purpose.

- N. Activity
- Rafting
  - Surfing
  - Skiing
  - Diving
  - Rides
  - Skydiving
  - Bungee jumping
  - Mountain climbing

P	N
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>

### Example 1

- A In my opinion, rafting is a **frightening** activity.  
 B **Why** do you think that?  
 A **Because** it is **difficult** to keep control in the moving water.

### Example 2

- A In my opinion, rafting is an **exciting** activity.  
 B **Why** do you think that?  
 A **Because** the water moves **a lot**.



Use the activities again to interview your friends and report their answers to the class. Try preparing an answer once. Then report about three or four friends. There are two examples.

- |             |           |       |       |
|-------------|-----------|-------|-------|
| bigger      | friendly  | great | scary |
| frustrating | exciting  | fun   |       |
| boring      | different | huge  |       |

**1. Have you ever tried rafting?**

- Name: Manuel
- Answer: No, I haven't.
- Manuel has never tried rafting.

**2. Have you ever tried surfing?**

- Name: Andrea
- Answer: Yes, I have tried it **two times**.
- Andrea has tried surfing **twice**.

**3. Have you ever tried \_\_\_\_\_?**

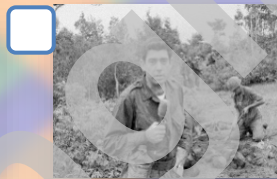
- Name: \_\_\_\_\_.
- Answer: \_\_\_\_\_.
- \_\_\_\_\_.

**Reading**

Look and label the pictures. Then read and use the words to complete the text.

- fly in a helicopter
- eat scorpions
- report on war

- go to a fashion show
- meet famous people
- ride on a real elephant



Oh, well... I can tell that my life is very \_\_\_\_\_. I have tried many \_\_\_\_\_ things. Sometimes things are exciting and super \_\_\_\_\_, but there are other times things get scary, difficult or \_\_\_\_\_.

I remember the first time I went to a fashion show. All the clothes I saw there were so \_\_\_\_\_ that I wanted to buy them all, but it was all very expensive, so this experience was a little bit \_\_\_\_\_. Another thing I like sharing about is the time I rode on a \_\_\_\_\_ elephant. It seemed \_\_\_\_\_, but once I got on its back, the riding was so fun that I tried riding on a \_\_\_\_\_ elephant; take a look at the photos I took!

And finally, I would like to tell you about the time my family and I went to London. We thought it would be a great experience, but it got even better than great! I met Dani Dave, my favourite rock singer! I met him outside a coffee shop. The moment I saw him I could not believe my eyes. When I came close to him, he was like... "Hey, how are you doing!"

He was very \_\_\_\_\_!!!



Listen to check your answers. Then tick the pictures that show the activities that were mentioned.

Listen again and answer the questions.

- How does the girl describe her life?  
\_\_\_\_\_
- Which activities or experiences were mentioned?  
How does she describe each?  
\_\_\_\_\_ was \_\_\_\_\_.  
\_\_\_\_\_ was \_\_\_\_\_.  
\_\_\_\_\_ was \_\_\_\_\_.
- What did she see at the fashion show?  
\_\_\_\_\_
- Did she ride more than one elephant? True / False
- The artist she met was not friendly. True / False

Look at the pictures and describe what the experience may be like in one word – write it on the line. Then read and complete the sentences.



visit the Great Wall



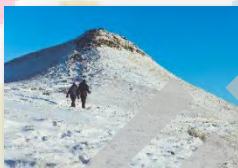
walk around a volcano



interview famous people



work as a chef



walk in the snow



act in movies

### Grammar

Use the words “**would like**” to talk about things you **want to do** or **have** and the word “**seem(s)**” to describe what you think.

Look at the following example. It shows a positive idea.

- I **would like** to visit the Great Wall.  
The experience seems *interesting*!

This second example shows a negative idea.

- I **would not like** to visit the Great Wall.

The experience seems *boring*!

Use the prompts to express if you would like to do the things mentioned or not.

- I \_\_\_\_\_ to walk around a volcano.  
The experience seems \_\_\_\_\_!
- I \_\_\_\_\_ to interview famous people.  
The experience seems \_\_\_\_\_!
- I \_\_\_\_\_ to work as a chef.  
The experience seems \_\_\_\_\_!
- I \_\_\_\_\_ to walk in the snow.  
The experience seems \_\_\_\_\_!
- I \_\_\_\_\_ to act in movies.  
The experience seems \_\_\_\_\_!

### Grammar

Talk to a friend. Then share with the class.

- Do you remember adjectives?
- What do they do?
- How do they work?

Read and listen.

Adjectives are words that describe nouns. They can come before the noun or after the verb is / are.

Before the noun, it looks like this:

- I like the **big house**!

After the verb is / are, it looks like this:

- That house is **big**!

Notice that in the previous activity, the word “seems” was used in a similar way – like the latter.

- The **experience seems boring**.

Can you see there is a very small difference?

Yes, that’s right! The adjective boring ends in **-ing**.

Now, you know that when you talk about experiences, adjectives can have the **-ing** ending.



Look at the posters and talk to a friend about the movies.

You must include the following points and, at the end, use the prompt below to get to a conclusion about each movie being entertaining or boring.

Name of movie  
 Type of movie  
 Actors  
 What the story is about

- In my opinion, this movie is a little ...!

*action*



*horror*



*comedy*



*western*



*drama*



*animated*



*science-fiction*



*musical*



**Listening**

Read and complete the conversation. Then listen to check your answers.

not	movie	are	more	he
attention	actor	You	romantic	don't

Sandra: Look, the main \_\_\_\_\_ is cute.  
 Jason: You think so? I think \_\_\_\_\_ is pretty old!  
 Sandra: No, he is \_\_\_\_\_. Look! What a \_\_\_\_\_ moment!  
 Jason: Romantic? They \_\_\_\_\_ saying nothing.  
 Sandra: Jason, pay \_\_\_\_\_! The place, the lights, the food, the aromas, etc.  
 Jason: I \_\_\_\_\_ like this movie. I prefer something \_\_\_\_\_ exciting.  
 Sandra: We could see a \_\_\_\_\_ you like next weekend!  
 Jason: \_\_\_\_\_ promise?

Read and listen to complete this second conversation.

Sam: Are you sure \_\_\_\_\_ are OK, Susan?  
 Susan: Yes, I mean...Yeah, I \_\_\_\_\_ OK!  
 Sam: Well, thank you for \_\_\_\_\_ with me. I really love this \_\_\_\_\_.  
 Susan: Can you \_\_\_\_\_ me a favour?  
 Sam: Sure! What \_\_\_\_\_ it?  
 Susan: Could you please hold \_\_\_\_\_ hand?  
 Sam: Oh, like in a \_\_\_\_\_ movie!  
 Susan: Yes! Well, you know... this movie is everything but romantic, so I'd just \_\_\_\_\_ that!  
 Sam: Oh, you're \_\_\_\_\_ cute!



**Grammar**

Look at the verb changes and complete the tables. Use a dictionary or the internet. Add three more pairs in each.

Simple	Past Participle	Simple	Past Participle
see	seen	buy	_____
go	gone	_____	worn
write	_____	touch	_____
read	_____	play	_____
_____	driven	talk	_____
ride	_____	_____	studied
travel	_____	try	_____
_____	slept	sing	_____
cry	_____	dance	_____
eat	_____	help	_____
drink	_____	cook	_____
_____	_____	_____	_____
_____	_____	_____	_____

The information in the tables above helps you work out the Present Perfect structure. This structure can help you talk about events that happened in the past, but they have not ended; it means that it is possible that all those events happen again. In other words, it helps you connect the past to the present. Remember, for the Present Perfect form, you need the verb forms on the right.



Make a list of 5 movies you love and have watched many times. Then interview your friends. Put ticks on the lines to collect information. Use the prompts to report their answers.

- Have you ever seen the movie...?
- If so (yes), ask "How many times?"

Movie	Friend	Yes, I have.	haven't
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

**Example**

Movie	Friend	Yes, I have.	haven't
Green Street Hooligans	Sergio	✓	-----

0. Sergio has seen the movie Green Street Hooligans 8 times.

1. \_\_\_\_\_ has seen the movie \_\_\_\_\_ times.
2. \_\_\_\_\_ has never seen the movie \_\_\_\_\_.
3. \_\_\_\_\_ has seen the movie \_\_\_\_\_ times.
4. \_\_\_\_\_ has never seen the movie \_\_\_\_\_.

Look and complete the table.

The Present Perfect		
Person	Elements	Information to complete ideas
I	have worn have _____	my new jacket two times. _____.
He	has driven has _____	his new _____ already. _____.
It	_____ drunk have _____	all the _____. in this house for many years.
You	_____ bought _____	a marvellous _____. _____.

Read and write about you.

• Strange food or drinks

1. I have eaten \_\_\_\_\_ and drunk \_\_\_\_\_.
2. I have never eaten \_\_\_\_\_ and never drunk \_\_\_\_\_.

• Strange activities

1. I have tried \_\_\_\_\_ and gone \_\_\_\_\_.
2. I have never tried \_\_\_\_\_ or gone \_\_\_\_\_.

• Strange jobs

1. I have worked as a \_\_\_\_\_ and as a \_\_\_\_\_.
2. I have never worked as a \_\_\_\_\_ or as a \_\_\_\_\_.

## Reading

Go through the text quickly and find all the Present Perfect examples. Write how many you found and then go with some friends to compare your results.

- Affirmative: I found \_\_\_\_ examples.
- Negative: I found \_\_\_\_ examples.

### My first time working as a movie actress!

*My name is Jane Parmer. I am an actress. I have acted in plays and TV shows for about 10 years, but six months ago, I got my first role in a movie. I can tell now that it has been very rewarding!*

*It is nice to know that what I do is important around the world. I just feel great that people are resting and relaxing while watching a movie in which I have participated.*

*I also like to know that my advice has been useful for girls that want to become actresses. I guess my words have helped them feel motivated. It is great to see the positive effect; they continue studying and practicing!*

*Since I started working in this project, I have worked from Tuesday to Sunday. I haven't had the chance to go on vacation. I have told my manager that we must plan on that! He has told me that there are just a few more interviews and, after that, I will be free!*

*I have thought of visiting my family in England as I haven't been there since we started filming.*

*Some people have come to me asking if I have social life or if I have a relationship, and... well, I haven't seen my friends for a long time and, this was a secret – I've had it like this for a few months – but I'll share it with you now. I have fallen in love with a handsome guy from the US!*

*Tell nobody, alright! I haven't told my manager my boyfriend is coming too; it will be a surprise!*

*Well, now that I have said that, it's time to say Bye Bye! I haven't eaten anything since 7:00 am, I'll go to a restaurant now.*



Read the text and answer the following questions.

- Where was the girl interviewed?
- What was the girl's attitude?
- How old may the girl be? Why?

Read and listen. Then answer the questions.

1. How long has the girl worked as an actress?  
\_\_\_\_\_.
2. Which movies were mentioned in the article?  
\_\_\_\_\_.
3. What is the girl's opinion about her job?  
\_\_\_\_\_.
4. Have the girl's ideas had any effect on young girls who want to become actresses?  
\_\_\_\_\_.
5. Why has the girl not gone on vacation yet?  
\_\_\_\_\_.
6. What was the girl's secret?  
\_\_\_\_\_.
7. Why do you think she kept it so?  
\_\_\_\_\_.

### Mini project

Work in teams – interview people around school. Find people who have tried or done the activities in the table and tick the boxes.

Once a team has completed their board, everybody stops. The team will have to report their findings, but if they make a grammar mistake when reporting, the team is out and the game continues.

Tip – practice before calling out you have finished!!!

visit another country <input type="checkbox"/>	be on a soccer team <input type="checkbox"/>
act in a school play <input type="checkbox"/>	take selfies <input type="checkbox"/>
fix a car <input type="checkbox"/>	ride a horse <input type="checkbox"/>
walk on a roof <input type="checkbox"/>	dance to cumbia music <input type="checkbox"/>
ride a motorbike <input type="checkbox"/>	go to a museum <input type="checkbox"/>
take a karate lesson <input type="checkbox"/>	swim in the sea <input type="checkbox"/>
go to a feria <input type="checkbox"/>	play chess <input type="checkbox"/>
see a musical movie <input type="checkbox"/>	write a poem <input type="checkbox"/>
eat snails <input type="checkbox"/>	do a magic trick <input type="checkbox"/>
cook for your family <input type="checkbox"/>	solve a riddle <input type="checkbox"/>

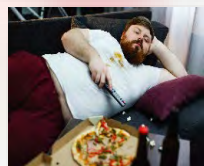
# 2 There is another way!



## Vocabulary

Look, describe the people and write.

lazy      cellphone addict      internet addict  
 exercise freak      beauty freak  
 know-it-all      couch potato      shop-o-holic



## Reading

Read and write the words again to complete the descriptions.

I spend more than 45 hours a week checking on websites.  
 I am \_\_\_\_\_.

**Oswin, USA**

As soon as I get home from work, I get a huge bowl of chips, a large soda and watch TV.  
 I am \_\_\_\_\_.

**Serge, London**

My favourite place... anywhere I can lie on and do nothing. It makes me yawn and I love it!  
 I am \_\_\_\_\_ guy.

**Raul, Spain**

I go to the gym in the mornings and in the evenings, 3 hours per session!

I am an \_\_\_\_\_.  
**Johan, Thailand**

I go shopping almost every day. I collect catalogues to find the best bargains.

I am \_\_\_\_\_.  
**Monica, Italy**

I have several cellphones. When a new version is launched, I get it immediately!

I am a \_\_\_\_\_.  
**Diana, Canada**

I can answer to any question anybody can make. My brain is powerful!

I am \_\_\_\_\_.  
**Ana, Mexico**

My friends and I go to the beauty salon 3 – 4 times a week. There is always new make up to try and buy!

I am \_\_\_\_\_.  
**Sandra, Puerto Rico**

Read the description posts again and circle the words that helped you decide on the labelling. Share with the class.



## Writing

Answer about you and interview some friends. Then use the information to write full sentences.

There is one example.

0. How many hours a day do you watch TV?

Me	My friend Sue	My friend Mark
2 hours	6 hours	1 hour

1. I **watch** TV 2 hours a week.
2. Sue **watches** TV 6 hours a week.
3. Mark **watches** TV 1 hour a week.
4. Who is a TV addict?
  - Sue is a TV addict.

**1. How often do you use your mobile phone?**

Me	My friend	My friend

- I **use** my mobile \_\_\_\_\_.
- \_\_\_\_\_ **uses** \_\_\_\_\_ mobile \_\_\_\_\_.
- \_\_\_\_\_ **uses** \_\_\_\_\_ mobile \_\_\_\_\_.
- Who is a mobile addict?
  - \_\_\_\_\_ a mobile addict.

**2. How often do you hang out with friends?**

Me	My friend	My friend

- I **hang out** with friends \_\_\_\_\_.
- \_\_\_\_\_ **hangs out** with friends \_\_\_\_\_.
- \_\_\_\_\_ **hangs out** with friends \_\_\_\_\_.
- Who is an outgoing person?
  - \_\_\_\_\_ an outgoing person.
- How much money do you spend on things you don't really need?

Me	My friend	My friend

- I usually **spend** about \_\_\_\_\_.
- \_\_\_\_\_ usually **spends** about \_\_\_\_\_.
- \_\_\_\_\_ usually **spends** about \_\_\_\_\_.
- Who is a spender? \_\_\_\_\_ a spender.

**Listening**

Read and listen. Then look at the options in the box and choose the missing word in each post.

every day	often	frequently	always
	always		regularly
usually	never	never	always

**1. Gabrielle**

I spend a lot of time at malls, but I don't spend all my money. I \_\_\_\_\_ do window shopping.

**2. Samuel**

I go to the gym \_\_\_\_\_. I \_\_\_\_\_ spend 4 to 5 hours a day. The only day I have a rest from it is Mondays.

**3. Jimena**

I \_\_\_\_\_ drink soda. It gets people fat. I prefer natural water or water prepared with fruit. It is healthy and I save money. I am using the money that I am saving to buy a laptop.

**4. Mauricio**

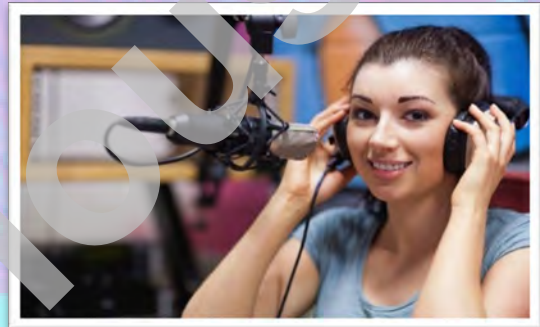
I hate haircuts. I \_\_\_\_\_ try to keep my hair as long as possible, but mum says I must have it cut \_\_\_\_\_. Every time I cut it; it gets long again in three weeks time.

**5. Laura**

I \_\_\_\_\_ have lots of energy. I just can't stop moving. Mum says it may be the chocolate I eat. I \_\_\_\_\_ have 2 or 3 bars a day. The only thing I hate is going to the dentist very \_\_\_\_\_.

**6. Jose**

My house is kind of a TV shop. I have one in the living room, one in the kitchen, one in my room and another one in the dining room, and... well, the only room you will \_\_\_\_\_ find one is the bathroom.



**Grammar**

Read, listen and complete the table.

When you want to express how often or the frequency of things happening, you can use adverbs of frequency. You will usually find them after the person and before the main verb.

The table below shows the person and then the frequency and the verb, so it is time to complete the idea.

Person	Frequency	Verb	Complete the idea
I	never	drink	soda.
You	seldom	_____	_____.
He	rarely	_____	_____.
She	occasionally	_____	_____.
It	sometimes	_____	_____.
We	generally	_____	_____.
You	frequently	_____	_____.
They	always	_____	_____.

Follow the teacher and complete the table. Use colours to differentiate and recognize the changes. Look at the example guide.

Another important thing to remember is that the endings of verbs change a little when you talk about another person (3<sup>rd</sup> person - in the present), specifically "He," "She," or "It."

The table below shows the different changes verbs can have depending on the person you may be talking about.

change	verb	He	She	It
o	go	goes	goes	goes
o	do	does		
ch	watch	watches		
sh	wash	washes		
ss	express	expresses		
x	fix	fixes		
vowel + y	play	plays		
cons. + y	study	studies		
add -s	work	works		

Remember, for all the other personal pronouns, verbs have no changes (in the present).



Read and match the words.

- |         |   |                 |
|---------|---|-----------------|
| 1. cut  | - | - shopping      |
| 2. play | - | - exercise      |
| 3. go   | - | - her hair      |
| 4. do   | - | - the dishes    |
| 5. do   | - | - the newspaper |
| 6. read | - | - the piano     |

Look and use the words you just matched to label the pictures. Then use the information to talk about the pictures.



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

- always
- after dinner



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

- frequently
- in the evening



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

- seldom
- in her free time



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

- occasionally
- at weekends



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

- usually
- in the mornings



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

- generally
- every two months

Think of the sentences/ideas you just used to talk about the pictures and write them down in full sentences. There is one example.

1. The girl **always** does the dishes after dinner.

2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_



**Vocabulary**

Look, read and write the words in the correct group.

- |          |             |             |              |
|----------|-------------|-------------|--------------|
| homework | a meal      | the cooking | a mistake    |
| the bed  | the windows | a promise   | the shopping |
| noise    | laundry     | money       | chores       |

<b>do</b>	_____	<b>make</b>	_____
	_____		_____
	_____		_____
	_____		_____
	_____		_____

Use the new words to interview some friends. Then report their answers to the class.

**Example Question 1**

Susan, **how often** do you do the cooking at your house?

**Answer**

Susan **never** does the cooking at her house.

**Example Question 2**

Tony, **how often** do you make a mistake?

**Answer**

Tony **always** makes mistakes.



Read and write the words on the lines. Then listen and check your answers.

- |       |      |        |      |      |
|-------|------|--------|------|------|
| does  | do   | making | make | make |
| doing | does | doing  | make | do   |

**My grandma comes over for the weekend again!!!**  
 When my grandma got home last Friday, my dad said to her, “\_\_\_\_\_ yourself at home!” And she is definitely \_\_\_\_\_ that!  
 I have my own room. I always \_\_\_\_\_ my homework there, but lately it has been a little difficult! Grandma always wants to talk to me. All her stories are interesting, but I can’t finish my writing with her around. She loves \_\_\_\_\_ the cooking but never \_\_\_\_\_ the dishes.  
 In the mornings, sometimes she comes into my room and wakes me up. She says she has to \_\_\_\_\_ my bed before she goes out – but that’s my responsibility.  
 I usually \_\_\_\_\_ the cleaning, but when grandma does it, she never tells me where she puts my things!  
 At night, I usually prepare a sandwich for supper, but grandma says that’s not OK. She says she is \_\_\_\_\_ something different to eat and that I have to wait.  
 When she \_\_\_\_\_ the shopping, she only buys the things she thinks we like, but her choices are not always right!  
 I am going to ask my parents to \_\_\_\_\_ a promise to me!  
 I love grandma, but I think we must set up some rules!!!

Talk to a friend about the boy’s situation and answer the questions.

1. What is the boy’s attitude? \_\_\_\_\_.
2. Is he right? \_\_\_\_\_.
3. Why? \_\_\_\_\_.
4. What rules do you think would be appropriate?  
 \_\_\_\_\_  
 \_\_\_\_\_.
5. How could the family tell grandma about the situation without hurting her feelings?  
 \_\_\_\_\_  
 \_\_\_\_\_.

## Vocabulary

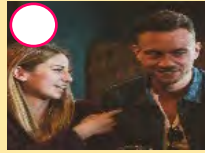
Look and label the pictures. Write P if the activity is a positive one or N if it is not.



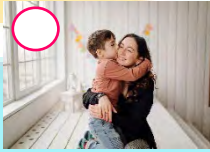
smoke



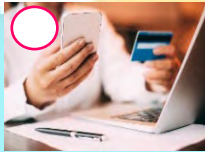
gamble



talk to people



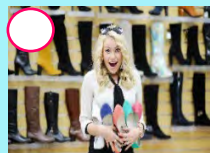
hug children



get credit cards



get luxuries



buy many shoes



party every weekend



eat healthily

Read and complete the sentences using "should" or "should not". Then match them with the sentences that may follow.

1. People \_\_\_\_\_ party every weekend.
2. People \_\_\_\_\_ gamble.
3. Parents \_\_\_\_\_ hug their children.
4. People \_\_\_\_\_ try fancy things.
5. People \_\_\_\_\_ smoke.
6. People \_\_\_\_\_ talk to other people.
7. People \_\_\_\_\_ learn how to use a credit card.
8. People \_\_\_\_\_ eat healthily.
9. Women \_\_\_\_\_ buy many shoes.

- \_\_\_ a They must help them feel loved.
- \_\_\_ b It could help them show they care for them.
- \_\_\_ c They're amazing.
- \_\_\_ d It can prevent problems in the body.
- \_\_\_ e It is bad for their health.
- \_\_\_ f It has great benefits sometimes.
- \_\_\_ g They could save some money and do other things.
- \_\_\_ h They are nice but sometimes a bit expensive.
- \_\_\_ i They could spend that money on their family.

## Listening

Read, listen and complete the conversations.

### Conversation 1

- Mark:** Hello, Susan. Would you like to come and \_\_\_\_\_ a movie?
- Susan:** Hi, I'd love to, but there is a problem, I \_\_\_\_\_ plans with Martha.
- Mark:** Oh, it's OK. We can \_\_\_\_\_ it next Friday.
- Susan:** Yes! And... I'm sorry! It's just that I need to \_\_\_\_\_ some new shoes.
- Mark:** Shoes? You bought two pairs last week!
- Susan:** Yes, I did! But I \_\_\_\_\_ these pink ones and I really \_\_\_\_\_ them.
- Mark:** You \_\_\_\_\_ spend that much on shoes, you know! You really don't need them!
- Susan:** It's OK. I...oh! My gosh! Mark, I am sorry! I just remembered I can't \_\_\_\_\_ it on Friday. I will \_\_\_\_\_ to the mall with Brenda because I need to get a new dress for the party at the beach.

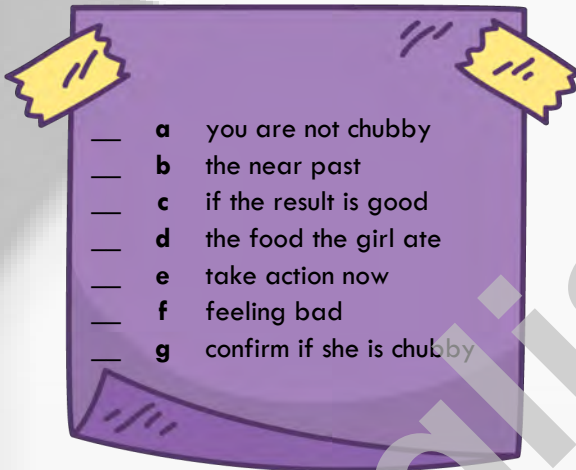
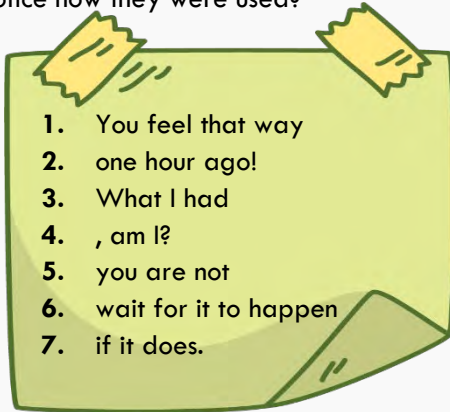
### Conversation 2

- Cynthia** Ready to \_\_\_\_\_ some exercise?
- Sam** Not really! I feel bad!
- Cynthia** Come on! **You feel that way** because you never \_\_\_\_\_!
- Sam** You may be right, but I \_\_\_\_\_ also hungry! I would like to \_\_\_\_\_ a huge sandwich, right now!
- Cynthia** A sandwich!?! Sam, we just ate **one hour ago!** You \_\_\_\_\_ change your eating habits!
- Sam** **What I had** \_\_\_\_\_ not enough and... I am not that chubby, **am I?**
- Cynthia** Well, you \_\_\_\_\_ lucky **you are not**, but you \_\_\_\_\_ **wait for it to happen**. Come on! \_\_\_\_\_ thinking about food and complaining, and better start moving!!!
- Sam** OK! I hope it \_\_\_\_\_. I will buy you lunch for a month **if it does**.

### Read and match.

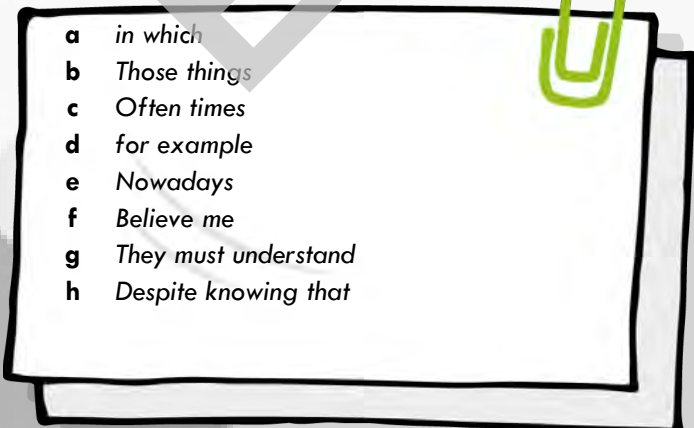
In the conversation script before, some phrases are in bold.

- Do you know what they refer to, in the same conversation?
- Did you notice how they were used?



### Reading

Read the blog, find a space for each phrase and write them on the lines. Then listen to check your answers.



## Today's topic Money Spending Habits

My opinion blog, Mark – San Francisco

\_\_\_\_\_ people think they really need to buy something, what something? Anything as long as they can tell other people they have bought something!

Is it a competition? Or is it that people think that they are what they can buy?

There's debate on that topic.

\_\_\_\_\_, the media is sending the message to buy and buy – the more you have, the nicer you are! But the problem I see is that they are sending it the wrong way!

People don't buy what they can afford, but what they are told!

People see the extravaganza \_\_\_\_\_ singers or actors live. It is OK if they can pay for it, but what happens when a person has the wish to buy anything as long as it is expensive and can't pay for it? That's when it becomes a problem! And... this is not all! There are other things to talk about.

People consume products they don't need, \_\_\_\_\_ sodas, alcoholic drinks, cigarettes, meat, etc.

\_\_\_\_\_ are bad for their health. \_\_\_\_\_ people get them!

\_\_\_\_\_ that it is possible to make it a lot better, just buy what you really need, save some money every day, try not to compete or imitate what others are doing, and from time to time, please yourself by getting something you like!

\_\_\_\_\_, things are not that expensive, prices go higher and higher when people start buying with no control.

### Read and answer the questions about Mark' blog.

1. What does Mark think about buying?  
\_\_\_\_\_.
2. What's Mark's attitude towards the media?  
\_\_\_\_\_.
3. What does Mark say about famous people?  
\_\_\_\_\_.
4. What other things can be considered as bad habits?  
\_\_\_\_\_.
5. What advice does Mark give?  
\_\_\_\_\_.

### Mini project

Make posters and leaflets. Run a campaign about bad habits at school. If possible, include other topics like "Family Time," and give a talk for parents.

- Inform why those habits are not good.
- Suggest solutions.
- Promote change.
- Point out benefits of making changes.

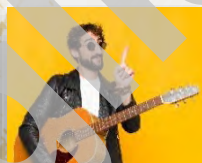
# 3 Life changes!



## Vocabulary

Look, name the jobs and write.

a coach   a vet   a mechanic   a painter   dancers  
a writer   a musician   an engineer



Look at the pictures again and talk to a friend. Complete the prompts below to create complete sentences and use them to extend your ideas. There is one example.

- What activities do you think the people liked doing as kids?

1. The engineer **would spend** his time building things or making models.
2. \_\_\_\_\_ **would spend** \_\_\_\_\_ time \_\_\_\_\_  
or \_\_\_\_\_.
3. \_\_\_\_\_ **would spend** \_\_\_\_\_ time \_\_\_\_\_  
or \_\_\_\_\_.
4. \_\_\_\_\_ **would spend** \_\_\_\_\_ time \_\_\_\_\_  
or \_\_\_\_\_.

5. \_\_\_\_\_ **would spend** \_\_\_\_\_ time \_\_\_\_\_  
or \_\_\_\_\_.
6. \_\_\_\_\_ **would spend** \_\_\_\_\_ time \_\_\_\_\_  
or \_\_\_\_\_.
7. \_\_\_\_\_ **would spend** \_\_\_\_\_ time \_\_\_\_\_  
or \_\_\_\_\_.
8. \_\_\_\_\_ **would spend** \_\_\_\_\_ time \_\_\_\_\_  
or \_\_\_\_\_.

## Extending ideas

### Read and listen.

Playing with the language is fun. Notice that by making a few changes or using some other words, you can communicate a similar idea.

It is advisable that you challenge yourself to learn lots of words; and how they work as well.

By doing that, you will be able to understand English Speakers from many different parts of the world.



Read and complete the sentences. Use the information from the previous activity and notice how the ideas are very similar.

There is one prompt, which is different from the others. Guess which example / picture it is for.

### Explain to the class why.

1. As a kid, the engineer built things and made models for fun. Now, he does it for a living.
2. As a kid, \_\_\_\_\_ and \_\_\_\_\_ for fun. Now, \_\_\_\_\_ does it for a living.
3. As a kid, \_\_\_\_\_ and \_\_\_\_\_ for fun. Now, \_\_\_\_\_ does it for a living.
4. As a kid, \_\_\_\_\_ and \_\_\_\_\_ for fun. Now, \_\_\_\_\_ does it for a living.

5. As a kid, \_\_\_\_\_ and \_\_\_\_\_ for fun. Now, \_\_\_\_\_ does it for a living.

6. As a kid, \_\_\_\_\_ and \_\_\_\_\_ for fun. Now, \_\_\_\_\_ does it for a living.

7. As kids, \_\_\_\_\_ and \_\_\_\_\_ for fun. Now, \_\_\_\_\_ do it for a living.

8. As a kid, \_\_\_\_\_ and \_\_\_\_\_ for fun. Now, \_\_\_\_\_ does it for a living.

### Speaking

It is important that you can collect information and understand how to play with it. If you learn that playing, you will be able to communicate.

*Here is another way to talk about the past.*

Interview some teachers around school. Write what they used to do when they were kids.

1. Teacher, \_\_\_\_\_.

What did you like doing when you were 10 years old?

- \_\_\_\_\_.
- \_\_\_\_\_.
- \_\_\_\_\_.

Teacher \_\_\_\_\_ used to \_\_\_\_\_ and \_\_\_\_\_.

2. Teacher, \_\_\_\_\_.

What **did you like doing** when you were \_\_\_\_\_ years old?

- \_\_\_\_\_.
- \_\_\_\_\_.
- \_\_\_\_\_.

Teacher \_\_\_\_\_ **used to** \_\_\_\_\_ and \_\_\_\_\_.

3. Teacher, \_\_\_\_\_.

What did you like doing when you were \_\_\_\_\_ years old?

- \_\_\_\_\_.
- \_\_\_\_\_.
- \_\_\_\_\_.

Teacher \_\_\_\_\_ used to \_\_\_\_\_ and \_\_\_\_\_.

### Read and match the halves.

1. I **used to wear** leather pants.
2. She **used to go** to parties every weekend.
3. They **used to spend** lots of money on clothes.
4. He **used to travel** with his friends.
5. I **used to have** a part-time job.
6. She **used to sing** all day long.

- \_\_\_ a **Now** he does it with his wife.
- \_\_\_ b **Now** they save as much as they can.
- \_\_\_ c **Now** she does it occasionally.
- \_\_\_ d **Now** I work long hours.
- \_\_\_ e **Now** I wear formal clothes every day.
- \_\_\_ f **Now** she does it in her free time.

### Read and write about you.

1. When I **was five** years old, I **used to** \_\_\_\_\_ and \_\_\_\_\_.
2. When I **was seven** years old, I **used to** \_\_\_\_\_ and \_\_\_\_\_.
3. When I **was ten** years old, I **used to** \_\_\_\_\_ and \_\_\_\_\_.
4. When I **was fifteen** years old, I **used to** \_\_\_\_\_ and \_\_\_\_\_.

### Grammar

#### Listen and complete the table.

When you want to talk about an activity or state, which **was repetitive** or that **happened many times** in the past, use the modal **used to**.



Modal	Verb	Information
_____ used to	study	_____.
_____ used to	work	_____.
_____ used to	dance	_____.
_____ used to	eat	_____.
_____ used to	run	_____.
_____ used to	play	_____.
_____ used to	go	_____.
_____ used to	talk	_____.

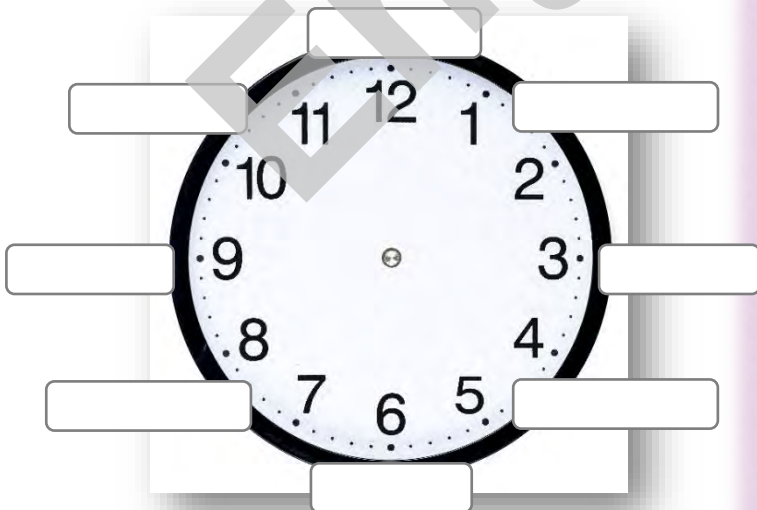
Look at the clocks and tell the times.



Look and write the words in the boxes.

Remember, the words past and after mean the same. It is the same case with the words to and before.

o'clock      past      after      (a) quarter  
(and a)      (a) quarter      to      before  
half



### Writing

Use the new words to write the times shown on the clocks in full sentences. There is one example.

1. It is 23 **past** 1.

- \_\_\_\_\_.
- \_\_\_\_\_.
- \_\_\_\_\_.
- \_\_\_\_\_.
- \_\_\_\_\_.
- \_\_\_\_\_.
- \_\_\_\_\_.
- \_\_\_\_\_.
- \_\_\_\_\_.

Look at the information in the tables and write full sentences.

Teacher	Activity	Time – past	Time - now
Marco	have lunch	11:00	12:00

1. Teacher Marco **used to** have lunch **at** eleven **o'clock**. Now **he has** lunch **at** twelve **o'clock**.

Teacher	Activity	Time – past	Time - now
William	read	5:00	7:30

2. \_\_\_\_\_ **used to** \_\_\_\_\_ **at** \_\_\_\_\_.  
Now \_\_\_\_\_ **at** \_\_\_\_\_.

Teacher	Activity	Time – past	Time - now
Andrea	eat	2:15	3:45

3. \_\_\_\_\_ **used to** \_\_\_\_\_ **at** \_\_\_\_\_.  
Now \_\_\_\_\_ **at** \_\_\_\_\_.

Teacher	Activity	Time – past	Time - now
Lily	go home	4:55	3:10

4. \_\_\_\_\_ **used to** \_\_\_\_\_ **at** \_\_\_\_\_.  
Now \_\_\_\_\_ **at** \_\_\_\_\_.

Teacher	Activity	Time – past	Time - now
Cris	wake up	7:10	6:25

5. \_\_\_\_\_ **used to** \_\_\_\_\_ **at** \_\_\_\_\_.  
Now \_\_\_\_\_ **at** \_\_\_\_\_.

Teacher	Activity	Time – past	Time - now
Ken	go to bed	11:50	10:25

6. \_\_\_\_\_ **used to** \_\_\_\_\_ **at** \_\_\_\_\_.  
Now \_\_\_\_\_ **at** \_\_\_\_\_.

## Listening

Listen and number the following points in the order they are mentioned.

- |                 |                     |
|-----------------|---------------------|
| — got a new job | + — first word      |
| — grew up       | — had a huge house  |
| — computer use  | — new place to live |
| — first walk    | — going to school   |
| — was born      | — had to move       |

Read and write the words on the lines. Then listen again and check your answers.

to but my about from in the of

### Life's great!

Hello, I am Wendy. I am going to share a bit of \_\_\_\_\_ story with you!

I was born \_\_\_\_\_ 2005. I grew up in California. My parents had a huge house there. Last year, my dad got a new job and we had to move \_\_\_\_\_ Chicago. I miss California very much!

My mom says that I said my first word at the age \_\_\_\_\_ two. She says that I have always been so chatty. My dad loves telling stories \_\_\_\_\_ me learning to walk. I first walked at \_\_\_\_\_ age of two. Dad says that I went quickly \_\_\_\_\_ walking to running.

I remember going to school by the first time. It looked very big! It was colourful and the teachers were really nice to me.

I used to read about computers every day! I haven't stopped since then, and... I am about to become an engineer. I used a computer first at the age of three. I didn't really know what I was doing, \_\_\_\_\_ I think it gave me good practice.

Last news, I just got a part-time job, which is fantastic!



## Grammar

Look at the text again and write.

1. How many different ways to talk about the past were used?

- \_\_\_\_\_ ways to talk about the past were used.

2. Write an example of each of the ways.

a) Simple past

\_\_\_\_\_.

b) Past progressive:

\_\_\_\_\_.

c) Modal

\_\_\_\_\_.

d) Verb - -ing verb

\_\_\_\_\_.

## Listening

Some people called in a radio show to share about some present experiences.

### Call 1, Marhew

- |                     |                      |
|---------------------|----------------------|
| 1. Situation        | started a new _____. |
| 2. Practice when    | Fridays and _____.   |
| 3. Activity stopped | play _____.          |
| 4. Activity started | play own _____.      |

### Call 2, Bernard

- |              |                       |
|--------------|-----------------------|
| 1. Situation | don't like my _____.  |
| 2. Clothes   | look _____ on me.     |
| 3. Start     | doing _____.          |
| 4. Change    | what I usually _____. |

### Call 3, Lindsay

- |                   |                     |
|-------------------|---------------------|
| 1. Situation      | using public _____. |
| 2. Love           | riding a _____.     |
| 3. Plan to buy    | a _____ bike.       |
| 4. Don't have now | enough _____.       |

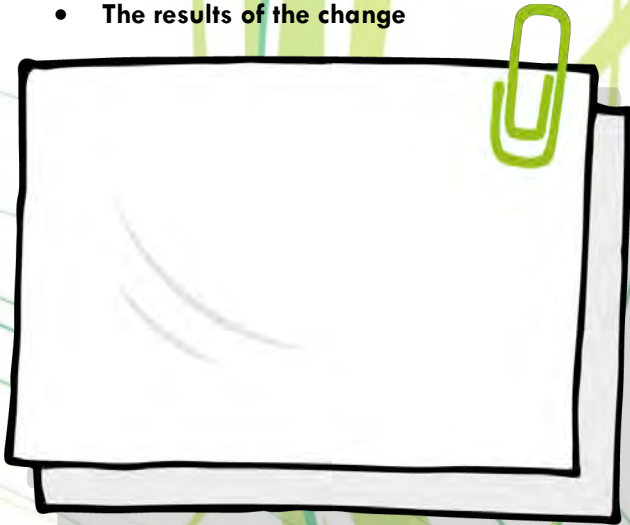


### Writing

Write a note in about 45 words about a present situation you have.

Include:

- Situation
- What changed
- The results of the change



Here you have another example of how to refer to a past event.

When you speak, you show that you are saying the same words the other person used by making a small pause before you start.

When you write, you show that by using quotation marks ( " " ).

### Listening

Read the wishes some people shared on a radio show and match them with the responses they got from their family and friends. Write the numbers of the responses on the lines.

This is what the people said!

Rs.

1. **Maria** "I want to get married." \_\_\_\_\_
2. **Sandra** "I want to buy a new phone." \_\_\_\_\_
3. **Daniel** "I want to be on the soccer team." \_\_\_\_\_
4. **John** "I want to go to the beach." \_\_\_\_\_
5. **Sally** "I want to go to the mall with mum." \_\_\_\_\_
6. **Sophia** "I want to buy a red dress." \_\_\_\_\_
7. **Matt** "I want to rehearse at home." \_\_\_\_\_
8. **Will** "I want Maria to come over." \_\_\_\_\_

### Vocabulary

Look at the pictures and the words. Circle the main word (verb) in each. Then write the main words (only) in the table and look for their past forms.



go to the beach



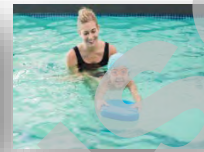
use a cell phone



listen to music



eat pizza



learn to swim



study English



use a tablet



eat ice cream



ride a bike

Verbs

Past forms

1.	_____	_____
2.	_____	_____
3.	_____	_____
4.	_____	_____
5.	_____	_____
6.	_____	_____
7.	_____	_____
8.	_____	_____
9.	_____	_____



**Read and complete sentences 1 - 5 about you.**  
**Then interview two friends, one boy and one girl.**  
**Notice the changes that must be made when talking about other people.**

- I was five the first time I went to the beach.
- I \_\_\_\_\_ the first time I \_\_\_\_\_.
- I \_\_\_\_\_ the first time I \_\_\_\_\_.
- I \_\_\_\_\_ the first time I \_\_\_\_\_.
- I \_\_\_\_\_ the first time I \_\_\_\_\_.
- He \_\_\_\_\_ the first time he \_\_\_\_\_.
- He \_\_\_\_\_ the first time he \_\_\_\_\_.
- She \_\_\_\_\_ the first time she \_\_\_\_\_.
- She \_\_\_\_\_ the first time she \_\_\_\_\_.

Remember, the language is flexible, so it is not always the same changes, they may vary a lot and very frequently!



**Set 3**

- Did you used to study hard at school?
- Did you use to study hard at school?

**Explanation 3**

In questions, **Did** takes the meaning of the p\_\_\_\_\_, so the structure demands for the s\_\_\_\_\_ form – structure reason – and it must be b\_\_\_\_\_ the personal pronoun.

**Look and put the words in order.**

- use guitar the Did ? he play to  
\_\_\_\_\_.
- clean She house to every  
used her day  
\_\_\_\_\_.
- didn't lunch to I at  
have 12:00 use  
\_\_\_\_\_.
- go used foot on They  
school to to  
\_\_\_\_\_.
- every use day Did running  
go ? to you  
\_\_\_\_\_.

**Grammar notes**

**Read and cross out the sentence which is not correct in each set and complete the explanation.**

**Set 1**

- I used to have long hair. I use to have it short now.
- I used to have long hair. I cut it every month now.

**Explanation 1**

**Used to** c\_\_\_\_\_ be used in the p\_\_\_\_\_ simple form.

**Set 2**

- She didn't used to shop for clothes before.  
Now she goes to the shops every weekend.
- She didn't use to shop for clothes before.  
Now she goes to the shops every weekend.

**Explanation 2**

**Didn't** takes the meaning of the p\_\_\_\_\_, so the structure demands for the s\_\_\_\_\_ form – structure reason!

**Mini project**

**Make a "My Life Memories Album"**

- Get some pictures of your past experiences and glue them on colour sheets of paper.
- Write a caption for each.
- Make a design for the cover.
- Get all the colour sheets of paper with the pictures and the cover together with a spiral.
- Organize groups and present the albums.
- Prepare some questions for the other friends in the group.



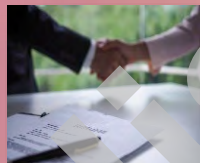
# 4 Milestones!



## Vocabulary

Look, name the life events and write.

have children	travel abroad	retire
graduate	buy a house	
pick up a language	start a career	get married



Read and talk to a friend about the milestones. The examples below show some language you can use.

### Examples

1. It is **important to** retire **at the age of 60**.  
It is a **good time to** start resting.
2. It is **important to** get married **at the age of 25**.  
It is a **good time to** commit to that responsibility.
3. It is a **good idea to** learn a new language **at the age of 12**.  
It is a **great opportunity to** make new friends from other parts of the world.

Read and write the milestones using the-ing ending. Then think and label them.

What kind of growth do they project?

Explain why.

- Personal
- Educational
- Professional

1. Buying a house is personal growth.
2. \_\_\_\_\_ children is \_\_\_\_\_ growth.
3. \_\_\_\_\_ abroad is \_\_\_\_\_ growth.
4. \_\_\_\_\_ married is \_\_\_\_\_ growth.
5. \_\_\_\_\_ a career is \_\_\_\_\_ growth.
6. Graduating from university is educational growth.
7. \_\_\_\_\_ at the age of 60 is \_\_\_\_\_ growth.
8. \_\_\_\_\_ up a new language is \_\_\_\_\_ growth.

## Grammar notes

Read and discuss.

How are the following sentences different?

1. I am getting married **tomorrow**.
2. **Maybe**, I will get married **in 10 years**.
3. I am going to get married **in December**.

### Explanation

They all express something about the future, but...

1. Saying what is going to happen.
2. Saying what may happen and when.
3. Saying that there is a plan.



Think of some **time expressions** for the future and ask your teacher to help you find the words for them. Then write them in the table.

- |                    |          |
|--------------------|----------|
| 1. <u>tomorrow</u> | 5. _____ |
| 2. _____           | 6. _____ |
| 3. _____           | 7. _____ |
| 4. _____           | 8. _____ |

Read the questions and write about you. Then interview two friends.

**What is an ...**

- \* important thing you will do in the near future?  
Maybe, I will \_\_\_\_\_.
- \* exciting thing you will probably do next year?  
Maybe, I will \_\_\_\_\_.
- \* expensive thing you will buy soon?  
Maybe, I will buy \_\_\_\_\_.
- \* interesting person you will meet this year?  
Maybe, I will meet \_\_\_\_\_.

**I interviewed my friend \_\_\_\_\_.**

**What is an ...**

- \* important thing you will do in the near future?  
Maybe, \_\_\_\_\_ will \_\_\_\_\_.
- \* exciting thing you will probably do next year?  
Maybe, \_\_\_\_\_ will \_\_\_\_\_.
- \* expensive thing you will buy soon?  
Maybe, \_\_\_\_\_ will buy \_\_\_\_\_.
- \* interesting person you will meet this year?  
Maybe, \_\_\_\_\_ will meet \_\_\_\_\_.

Read, listen and answer the questions.

**Martha, 24, Mexico**

*I'm travelling to Canada tomorrow. My flight leaves at 8:00 pm.  
I have all I need: Passport, Visa card, money and ID. I just packed and also checked all the files for the project, so I am ready!*

**Robert, 35, Portugal**

*Vacation time is coming soon. I really want to go somewhere relaxing. It could be the beach or the countryside.  
I want to eat natural things or, at least, things which are not so greasy. I also love swimming, so... we'll see!*

**Jessica, 28, France**

*I'm going to Spain. The company is going to open a new office there next month. My job is to present our new costumers the products we have to offer. I'm going to give a presentation in English, but I am not worried. I have practised for this for about a month and I have prepared a card with useful phrases; just in case I have problems finding words.*

**Ben, 22, US**

*I don't know what to do. I am considering all the points. I can't spend too much; my wife and kids are coming with me. We can't eat in restaurants. We will have to use public transportation, hmmm!  
What can I do?  
I know! We'll go to Summer Sea! This place is very convenient for us at this moment.*

1. Who has a plan?  
\_\_\_\_\_ does.
2. Underline blue the words or phrases that helped you decide.
3. Who makes a decision at the moment of speaking?  
\_\_\_\_\_ does.
4. Underline green the words or phrases that helped you decide.
5. Who says it is possible that something happens?  
\_\_\_\_\_ does.
6. Underline red the words or phrases that helped you decide.
7. Who says that something is certain to happen?  
\_\_\_\_\_ does.
8. Underline orange the words or phrases that helped you decide.

Remember, reporting people's answers helps you play with the language and reminds you about flexibility and changes.



**Grammar notes**

Read the sentences and discuss.

- Which sentence expresses something in the past, the present and the future?
- How would you identify the tense?
- Use colours to show that.

1. I am taking a Master's class.  
It is for the \_\_\_\_\_.
2. I will work in a hospital for two years.  
It is for the \_\_\_\_\_.
3. I studied at Bensen University  
It is for the \_\_\_\_\_.



Look at the tables, listen and complete.

**For sure!**

I	am	going to Cancun!	_____.
You	are		_____.
He	is		_____.
She	is		_____.
It	is		_____.
We	are		_____.
You	are		_____.
They	are		_____.

**For plans!**

I	am going to	_____.
You	are going to	_____.
He	is going to	_____.
She	is going to	_____.
It	is going to	_____.
We	are going to	_____.
You	are going to	_____.
They	are going to	_____.

**Not sure it will happen!**

I	will	_____.
You	will	_____.
He	will	_____.
She	will	_____.
It	will	_____.
We	will	_____.
You	will	_____.
They	will	_____.

Remember, you can identify grammar by function or structure.



Look at the Monthly Planner and complete it.  
Choose a month

- **Include:**
  - Plans
  - Duties
  - Things you'd like to do
  - Present your Month Planner to the class.

**MONTHLY PLANNER**

MONTH: \_\_\_\_\_ YEAR: \_\_\_\_\_

📱 ✉️ 📍 🚗 ❤️ !

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	SUNDAY

### Vocabulary

Look at the pictures and match the words with the definitions. Then use the words to complete the sentences.



take off



flight attendant



landing



luggage



check-in desk



information stand

### Definitions

1. \_\_\_\_\_ the place where you show your ticket and receive a seat number
2. \_\_\_\_\_ the place where you can make questions about traveling
3. \_\_\_\_\_ the bags or cases to carry what you need when traveling
4. \_\_\_\_\_ to go into the air to go somewhere far
5. \_\_\_\_\_ someone who serves passengers on a plane
6. \_\_\_\_\_ to arrive on land after being in the air

### Example sentences

- a Sue's flight must \_\_\_\_\_ in 20 minutes. Hurry up!
- b The \_\_\_\_\_ was very kind to all the passengers.
- c My \_\_\_\_\_ is at 4:00. I am the pilot, so can't be late!
- d The \_\_\_\_\_ is next to the lift, opposite the coffee machine.
- e Excuse me! Where can I find an \_\_\_\_\_? I need help with my traveling form!
- f It is not a good idea to leave your \_\_\_\_\_ in the hall. Inside the room is better!

### Functional language

Look at the picture and read the phrases. Match the phrases with the reasons why she decides to use them.



1. She uses the phrase, " \_\_\_\_\_ " to communicate **that** passengers can walk around the plane.
2. She uses the phrase, " \_\_\_\_\_ " to communicate **that** passengers can't leave their seats for a moment.
3. She uses the phrase, " \_\_\_\_\_ " to communicate **that** the passenger has to provide his personal and reason for flying information.
4. She uses the phrase, " \_\_\_\_\_ " to communicate **that** a specific service or product has no extra charge.
5. She uses the phrase, " \_\_\_\_\_ " to communicate **that** she is glad the passengers are traveling with them.

Try some role-playing so you can discover what language you can use for responding to these phrases.

**Read and match the phrases with the responses.**

- The woman says...

1. Welcome on board!
2. Please, remain seated!
3. Seat belt sign is off!
4. It's a complimentary!
5. Please, fill out this customer form!

- The response is...

- a \_\_\_ OK, I will!
- b \_\_\_ Oh, what a surprise!
- c \_\_\_ Sure! Do you have a pen I can borrow?
- d \_\_\_ Thanks! You're very kind!
- e \_\_\_ Finally!

**Read and talk to a friend.**

- How is technology related to airports?
- Where can you see it?
- What do you think people will create next using technology?



**Listening**

**Read and listen to the introduction of an article about the future. Complete it using verbs.**

**The future**

Technology has \_\_\_\_\_ our lives. The question \_\_\_\_\_ whether it has done it for the better or worse!!!  
 People around the world \_\_\_\_\_ different opinions and perspectives. Some people who live in advanced countries \_\_\_\_\_ it is just great. However, there \_\_\_\_\_ some places where there is no technology at all.  
 Despite being a positive tool, there will \_\_\_\_\_ countries which will be left behind.  
 Here are some comments from teenagers from different countries.

**Read and listen. Complete the comments using verbs or combinations of a modal and a verb.**

**Makidi, China**

We \_\_\_\_\_ to build robots which \_\_\_\_\_ all the housework.

Our mums \_\_\_\_\_ have more time to study or work.

It may \_\_\_\_\_ fun because with no chores to \_\_\_\_\_ with, we may have more time to do what we really like; playing videogames, for example.



**Hamber, Holland**

I think scientists \_\_\_\_\_ a spray which \_\_\_\_\_ clothes fit you perfectly.

Sometimes there are clothes you \_\_\_\_\_ but cannot

find them your size, so it will solve the problem. I \_\_\_\_\_ to study science. I may be part of that project when I \_\_\_\_\_ up! Yeah, I \_\_\_\_\_ my mum about it!



**Kilenash, Korea**

I like \_\_\_\_\_ to school. The only thing I sometimes \_\_\_\_\_

boring is long classes. In the future, it may be possible that teachers

can \_\_\_\_\_ classes from their own homes and even record them. We could \_\_\_\_\_ these classes online

or \_\_\_\_\_ them onto our cell phones. I think it could make life easier. You know, we \_\_\_\_\_ wear

a uniform or \_\_\_\_\_ up very early in the morning - at the same time every day.

Yeah, it \_\_\_\_\_ be great!



Look and tick if you agree with the opinions in the article. If you don't agree, put a cross and explain to the class why.

	Agree	Disagree
Makidi	<input type="checkbox"/>	<input type="checkbox"/>
Hamber	<input type="checkbox"/>	<input type="checkbox"/>
Kilenash	<input type="checkbox"/>	<input type="checkbox"/>

### Reading

Read and listen. Then circle the correct option.

Here is one last comment from the article from Martha Lindews, a 35-year-old woman who has three children.

#### Martha Lindews, England

Technology is great but just as a tool. We cannot... well... we shouldn't, depend on it for everything. At school, for example, kids want to do all the tasks using a computer or an iPad. In my opinion, it may bring about, some years in the future, a huge cost on emotional education and social interaction... I mean... we can see on the streets that people are having difficulties to interact, respect and help each other! When you have everything on a screen, you miss out the chance to experience feelings and emotions. Needless to say, the physical aspect is going worse and worse, you know, kids need to exercise and use their imagination to create things!



- Martha **says** technology is not good.  
True                      False                      Not in the text
- Martha **says** that she depends on technology.  
True                      False                      Not in the text
- Martha **says** that kids don't like using technology at school.  
True                      False                      Not in the text
- Martha **says** she is teaching her children how to interact, respect and help others.  
True                      False                      Not in the text
- Martha **says** that technology dependent kids don't know how to use their imagination.  
True                      False                      Not in the text

### Mini Project

#### My Future Robot Helper

- Collect materials you can use for building up a robot (small boxes, milk cartons, small wood sticks, clothing buttons, etc.)
- Think up a design and some functions; this is what it **will look like** and what it **will be able** to do.
- Make the robot and take a picture of your team with it.
- Print the picture and glue it in the box.
- Present your Future Robot Helper to the class.

Your Picture

# 5 That's better!



## Vocabulary

Look, name the places and write.

- street market      movies at home      restaurant
- supermarket      movie theatre      diner
- fast food shop      convenience store



Select two places in each set and write three words for describing each. Then use the words to compare them.

VS

---



---



---



---

VS

---



---



---



---

Talk to a friend. Explain which place, from your sets, is better and why.



## Writing

Use collecting boxes to help you further talk about the places in your sets. Then select one place and write a short paragraph using the information. Look at the following example.

**Mum's diner**

**Distance:** 10 minutes  
**What's good:** the service  
**Safety:** many security guards  
**Cleanness:** excellent  
**Price:** convenient for teenagers

*I love eating at Mum's diner. It is 10 minutes away from my house. I highly recommend that people eat there because the service is great! Diners don't have to worry about anything, there are many security guards, so it is a safe place. One of the things I love the most is that it is always clean, and the best part, I think, is that people my age don't have to worry about spending too much money, as eating there is quite cheap!*



Distance:  
What's good:  
Safety:  
Cleanness:  
Price:

Before doing your writing, look at the text about Mum's diner again and listen.

- What do the words in bold show?
- What do the words underlined show?
- What tense, structure or grammar point appears very frequently?

Notice that it is important that you learn how to use core language very well and learn many words. Once you learn to put it all together, you will be able to communicate all your ideas!

Your writing



You can use the same strategy to talk about people.

### My Mum

Name: Susan  
Age: 38  
Appearance: tall, thin, brown, beautiful  
Personality: funny, responsible  
Job: psychologist  
Likes: reading and doing sports

My mum's name is Susan. She is 38 years old. She is tall, thin and brown, well... she is beautiful! I like that she is funny and responsible. She loves her job very much; she is a psychologist. One thing I find surprising about mum is that she reads two books per month and she always finds the time to do sports. She is a good example to me, I love her!

- What do the words in bold show?
- What do the words underlined show?
- What tense, structure or grammar point appears very frequently?

Now, try reading the two texts and record yourself. Listen to your pronunciation and decide what you can do to improve your speaking!



### More vocabulary

Look at the pictures. Use two words to describe the people and write. For box 8, glue a picture of yourself.

intelligent    happy    talented    wise  
imaginative    beautiful    serious



Mike



John



Your picture

### Grammar

Look at the pictures again and answer the questions with a friend.

Who is...

- happier **than** Mike?
- more serious **than** John?
- wiser **than** Einstein?

The three questions above have different changes, but, in the message, the use or the meaning is the same. You use those forms when you want to compare characteristics. There are just two things to keep in mind:

1. The ending of the words.
2. How long words are.

Look at the grammar tables. Listen and complete them.

#### Short words

wise	add -r	wiser
tall	add -er	taller
smart	add - _____	
short	add - _____	
Big	add - _____	

#### Long words

intelligent	say more	more intelligent
beautiful	say more	more beautiful
imaginative	say - _____	_____
serious	say - _____	_____

#### Consonant + y ending

heavy	change y – add -ier	heavier
happy	change y – add ier	happier
funny	change _____ - add - _____	_____
ugly	change _____ - add - _____	_____

Read and listen. Then collect information about the places to let.

1. Large room near airport, half furnished.  
Good for students.  
No pets allowed!  
\$175 a month  
Mr Terants  
Call 587 876 26 08

2. One-bedroom apartment.  
Private zone  
Lots of green areas, quiet, safe, banks, shopping mall and train station near.  
Parking area  
\$450 monthly  
Call 457 983 45 73

3. Three-bedroom flat, 4th floor- no lift.  
Excellent location; markets and schools near.  
\$380 a month - No pets  
Mrs Reid  
578 980 98 70 - weekends ONLY

4. Big house with small garden in the back and a front yard.  
Downtown area; restaurants, theatres, banks and police station near.  
Fully equipped kitchen.  
\$ 890 a month  
Call 785 309 09 67 - Before noon!

1. Owner: \_\_\_\_\_  
 Rent cost: \_\_\_\_\_  
 Contact: \_\_\_\_\_  
 Positive: \_\_\_\_\_  
 Negative: \_\_\_\_\_

2. Owner: \_\_\_\_\_  
 Rent cost: \_\_\_\_\_  
 Contact: \_\_\_\_\_  
 Positive: \_\_\_\_\_  
 Negative: \_\_\_\_\_

3. Owner: \_\_\_\_\_  
 Rent cost: \_\_\_\_\_  
 Contact: \_\_\_\_\_  
 Positive: \_\_\_\_\_  
 Negative: \_\_\_\_\_

4. Owner: \_\_\_\_\_  
 Rent cost: \_\_\_\_\_  
 Contact: \_\_\_\_\_  
 Positive: \_\_\_\_\_  
 Negative: \_\_\_\_\_

Use the notes above to talk about the places to let.

Explain...

- The benefits of letting each and the negative aspects, too.
- Which is the best option?
- Which is the worst option?
- Which would be a good option for you?



### Role play

You are a Real Estate Agent.

Try to persuade people to buy or rent any of the places shown in the pictures.



### Writing

Write three complete sentences comparing the places.

#### Houses

1. House 1 \_\_\_\_\_ than house 2.
2. \_\_\_\_\_ than \_\_\_\_\_.
3. \_\_\_\_\_ than \_\_\_\_\_.

#### Apartment (US) = Flat (UK)

1. Apartment 1 \_\_\_\_\_ than apartment 2.
2. \_\_\_\_\_ than \_\_\_\_\_.
3. \_\_\_\_\_ than \_\_\_\_\_.

Look at the pictures above again and talk to a friend.

- Describe the places.
- Discuss and decide on which may be the best place for living.
- Explain why.
- Remember, you both must reach a conclusion together, using your points of view.

Read and complete the sentences. Remember to play with the forms of the words in the box.

1. noisy      2. big      3. frequent      4. clean  
5. high      6. crowded      7. stressful

- The city is usually \_\_\_\_\_ than the countryside.
- Hospitals in cities are usually \_\_\_\_\_ than hospitals in towns.
- Public transportation is \_\_\_\_\_ during the day than at night.
- The air in a town is \_\_\_\_\_ than it is in big cities.
- The cost of living in England is \_\_\_\_\_ than it is in Mexico.
- The subway gets \_\_\_\_\_ during the week than at weekends.
- Living in a city is \_\_\_\_\_ than living in a small town.

### Grammar

- If you are comparing things and you notice one characteristic is bigger or better or more important, etc., you can use superlative forms to point it out; this is, "Make people notice that, too."



Organize the words in the table. Then listen to check your answers.

worse	cheaper	more expensive
better	good	the cheapest
the most expensive	bad	cheap
the best	the worst	expensive

N. Adjectives      Comparatives      Superlatives

- 
- 
- 
- 

Read and complete the sentences using either comparative or superlative forms.

- This computer is \$1500, great! It is **the** \_\_\_\_\_ in the store.
- Last month, I paid \$200. This time I have to pay \$250, it got more \_\_\_\_\_.
- I don't want to pay this much for a drink. It is very \_\_\_\_\_.
- I never saw such great products. It is **the** \_\_\_\_\_ place to shop.
- I like the red one, but the blue one has more functions. The blue one is \_\_\_\_\_.
- If you buy this cellphone, you can save some money. I think this is a \_\_\_\_\_ option.
- The first jacket was \$380, this is \$500 and the one at the corner is 550. Why don't you buy **the** \_\_\_\_\_ and buy something else with the \$170 left.
- I thought you could save about 25 pesos! I have checked other options and look! I found this one! Now you could save 75 pesos. This is the \_\_\_\_\_ one.
- They are all the same price and you can choose any colour. Just think, this one comes with a headset and a case. The one you want to choose is **the** \_\_\_\_\_ option.

### Listening

Read, listen and complete the conversation.

#### Conversation

- Boy:** Which do you think is \_\_\_\_\_ school in town?
- Girl:** In my opinion, it is Wallace Hall!
- Boy:** I think that's \_\_\_\_\_ school. The problem is that it is \_\_\_\_\_ bit \_\_\_\_\_. Terrance could be \_\_\_\_\_ option.
- Girl:** Well, it \_\_\_\_\_, but the classes \_\_\_\_\_ at Wallace!
- Boy:** Yeah, you're right! Teachers there \_\_\_\_\_ prepared.
- Girl:** I know it \_\_\_\_\_, but it is \_\_\_\_\_ option in town.
- Boy:** No doubt!

## Grammar

- If you are comparing things and you think their characteristics are similar or even the same, you can use, "as...as..." to express that things have the same characteristics.



Look, read and listen to complete the sentences. Then ask your teacher to help you translate the sentences into your L1.

### The same or similar characteristics

1. This restaurant is **as** \_\_\_\_\_ **as** the ones in the city.
2. Maria, your house is **as** \_\_\_\_\_ **as** my house.
3. This car is \_\_\_\_\_ my dad's.
4. That boy is \_\_\_\_\_ his dad.
5. Studying maths is \_\_\_\_\_ studying English.

## Reading

Read, listen and underline comparative and superlative examples.

### The Beach Festival

The Beach Festival will be on the streets soon!

Ever year, the festival goes for a week and it always leaves an unforgettable experience. There are no animals. The theme is usually animals, though. People agreed on not using animals as they get stressed during the celebration.

Most of the participants are humans. There is Cog, which is an elephant, Millie, which is a monkey and Lippy, which is a lioness.

In the festival, some strange things are shown! For example, the tallest man, he is 2.25 meters tall. His clothes look really weird. His mum says he ran competitions at school about growing up fast!

Then the strongest man. People think he could be a heavy weight fighter. When he was a kid, he discovered he was getting stronger, even stronger than his father!

Also, there is the woman who has the longest hair on earth. She says that she never cuts it. It is about 7 meters long. I don't think there will be anything longer than that. She told a story about her childhood. She said she had an accident. When she got well, she promised she would never cut her hair again.

Finally, the funniest part, the clowns! They are funnier than all the other participants. They have strange dancing steps and their jokes are just amazing. I don't think there are clowns who are funnier than the ones in the festival.

Next Saturday will be the longest day because all the participants get together and go along the main avenue and, at 5:00 pm, there is a water fight. We all fill up balloons with water and throw them at anyone around.

I thought this day would never come again. It is like time got longer!



Sammy

Read the statements about the Beach Festival. Write T for True or F for false.

1. The festival lasts two weeks. \_\_\_\_\_
2. People can see real animals in the festival. \_\_\_\_\_
3. The strongest person is a woman. \_\_\_\_\_
4. The funniest part is the water fight. \_\_\_\_\_
5. The longest hair is not 7 metres long. \_\_\_\_\_
6. The strongest man organized competitions at school. \_\_\_\_\_
7. On the last day, all the participants get together. \_\_\_\_\_
8. The strongest man is a real heavy weight fighter. \_\_\_\_\_
9. People at the festival throw the balloons at the clowns only. \_\_\_\_\_

## Mini project

### Make a shopping catalogue

- Use the catalogue to invite people to buy at your store.
- Show shoppers that you have the best prices in the city. Make price comparisons and think of some offers.

# 6 Really, you have done that!?



## Vocabulary

Look, name the activities and write.

wear funny clothes	go to a karaoke bar
get an autograph	go ice-skating
eat snails	eat frogs
go to a professional game	meet a famous person



Look at the new vocabulary again and circle the main words (the verb words) only. Look at the example.

“(wear) funny clothes”



Put the verb words in the table below and use a dictionary or the internet to find the past and the past participle forms of the verbs.

1.	wear	wore	worn
2.	_____	_____	_____
3.	_____	_____	_____
4.	_____	_____	_____
5.	_____	_____	_____
6.	_____	_____	_____
7.	_____	_____	_____
8.	_____	_____	_____

Use the verbs in the right column to interview some friends. Then report their answers. There is one example.

• Have you ever...?

0	1
Name: <u>Mark</u>	Name: _____
Verb: <u>worn a wig</u>	Verb: _____
Yes: _____ times: _____	Yes: _____ times: _____
No: <u>X</u> - use never	No: _____ - use never
2	3
Name: _____	Name: _____
Verb: _____	Verb: _____
Yes: _____ times: _____	Yes: _____ times: _____
No: _____ - use never	No: _____ - use never

## Example

0.- Mark **has never** worn a wig.

- \_\_\_\_\_.
- \_\_\_\_\_.
- \_\_\_\_\_.

Think of all the things you have never done but would like to. Then take turns to share with the class. There is one example.

- I **have never flown** on a plane.  
I **would like to do it** because **it seems to be** an exciting experience.
- \_\_\_\_\_ **have never** \_\_\_\_\_.  
\_\_\_\_\_ **would like to do it** \_\_\_\_\_ **it seems to be** \_\_\_\_\_.
- \_\_\_\_\_ **have never** \_\_\_\_\_.  
\_\_\_\_\_ **would like to do it** \_\_\_\_\_ **it seems to be** \_\_\_\_\_.
- \_\_\_\_\_ **have never** \_\_\_\_\_.  
\_\_\_\_\_ **would like to do it** \_\_\_\_\_ **it seems to be** \_\_\_\_\_.

## Grammar

There are many different options for you to use the present perfect tense. For example, in previous activities, you have used it to talk about life experiences.

- **Have** you ever **eaten** Sushi?
- Yes, I **have**.
- Mark **has eaten** Sushi **many times**.



Read, listen and write the second examples. Then ask your teacher to help you translate them into your L1 and spot core language. There is one example.

Here are some other reasons or options for using the present perfect tense.

### Accomplishments

- Joan **has won** the golden medal.
- \_\_\_\_\_.

### Changes over time

- I **have become** more interested in metal music.
- \_\_\_\_\_.

### Actions at different times

- I **have seen** my favourite band *several times*.
- \_\_\_\_\_.

### Unfinished actions

- I **have studied** the language for 5 years.
- \_\_\_\_\_.

### Recent completed actions

- I **have just finished** my report.
- \_\_\_\_\_.

### Finished actions

- Antonietta **has lost** her credit card.
- \_\_\_\_\_.

## Look at the table, listen and complete.

All the examples in the previous activity have two things in common.

1. core language = the grammar
2. content language = what shows the main meaning

The core language was shown **in bold**, while the content language was marked *in italics*.

“Remember, when you want to talk about other people like a **he** or a **she** or an **it**, you must use **has**.”

Here is another way to present it.

Person	Present Perfect	Information to complete ideas
I	have worn	wigs all my life.
You	_____	_____.
He	has finished	_____.
She	_____	_____.
It	_____	_____.
We	_____	_____.
You	have bought	_____.
They	_____	_____.

Think of all the things you have never done and you would not like to. Then take turns to share with the class. There is one example.

1. I **have never eaten snails**.  
I **would not like to do it** because *it seems to be* disgusting food.
2. I **have never** \_\_\_\_\_.  
I **would not like to do it** \_\_\_\_\_ *it seems to be* \_\_\_\_\_.
3. I **have never** \_\_\_\_\_.  
I **would not like to do it** \_\_\_\_\_ *it seems to be* \_\_\_\_\_.
4. I **have never** \_\_\_\_\_.  
I **would not like to do it** \_\_\_\_\_ *it seems to be* \_\_\_\_\_.



**Good to know!**

Look at the pictures and read. Use the internet to find out when the people were born and what they invented. Then complete the captions below each picture and share with the class. There is one example.

**Philo Farnsworth**

Electronic TV - Aug 19, 1906



Philo Farnsworth *was born* on August 19, 1906.  
He *invented* the first electronic TV.

**Martin Cooper**



\_\_\_\_\_ *was born* on \_\_\_\_\_  
He \_\_\_\_\_ the \_\_\_\_\_.

**Sigmund Freud**



\_\_\_\_\_ *was born* on \_\_\_\_\_  
He \_\_\_\_\_ the \_\_\_\_\_.

**Bruce Lee**



\_\_\_\_\_ *was born* on \_\_\_\_\_  
He \_\_\_\_\_ the \_\_\_\_\_.

**Melitta Bentz**



\_\_\_\_\_ *was born* on \_\_\_\_\_  
She \_\_\_\_\_ the \_\_\_\_\_.

**Katharine Burr Blodgett**



\_\_\_\_\_ *was born* on \_\_\_\_\_  
She \_\_\_\_\_ the \_\_\_\_\_.

**Josephine Cochrane**



\_\_\_\_\_ *was born* on \_\_\_\_\_  
She \_\_\_\_\_ the \_\_\_\_\_.

**Mary Anderson**



\_\_\_\_\_ *was born* on \_\_\_\_\_  
She \_\_\_\_\_ the \_\_\_\_\_.



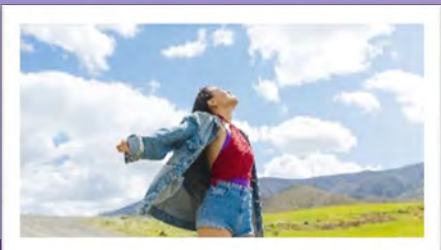
Look and complete the collecting boxes. Then use the prompts to write full sentences. There are two examples.

Invention	User	What for
TV	families	watch movies
Cell phone	students	look for information
Books	_____	_____
Ice cream	_____	_____
Cars	_____	_____
Internet	_____	_____
Electricity	_____	_____
Radio	_____	_____
iPad	_____	_____
the Pen	_____	_____

1. People **have used** the TV **to watch** movies.
2. Students **have used** the cellphone **to look for** information.
3. \_\_\_\_\_ **have used** \_\_\_\_\_ **to** \_\_\_\_\_.
4. \_\_\_\_\_ **have used** \_\_\_\_\_ **to** \_\_\_\_\_.
5. \_\_\_\_\_ **have used** \_\_\_\_\_ **to** \_\_\_\_\_.
6. \_\_\_\_\_ **have used** \_\_\_\_\_ **to** \_\_\_\_\_.
7. \_\_\_\_\_ **have used** \_\_\_\_\_ **to** \_\_\_\_\_.
8. \_\_\_\_\_ **have used** \_\_\_\_\_ **to** \_\_\_\_\_.
9. \_\_\_\_\_ **have used** \_\_\_\_\_ **to** \_\_\_\_\_.
10. \_\_\_\_\_ **have used** \_\_\_\_\_ **to** \_\_\_\_\_.

Read and answer the questions with a friend.

- What makes life exciting?
- What things have you experienced that have made you think "Life is great!"?



Read, listen and fill in the gaps.

### Life is great!

Hello, I am Marco. I just graduated from university. I got a job in an international company and my girlfriend accepted to marry me. Life is just great! I \_\_\_\_\_ that everything goes fantastic when you work hard and focus on enjoying life.

This is my story!

I \_\_\_\_\_ English for 10 years and I \_\_\_\_\_ the chance to talk to people from different countries. Actually, there \_\_\_\_\_ times I went to the beach and got to talk to many people. It \_\_\_\_\_ really fun.

I \_\_\_\_\_ the guitar since I was a kid. I \_\_\_\_\_ for audiences up to 4000 people. At the beginning, it was scary, but after a few gigs, it became awesome!

One of the things that \_\_\_\_\_ difficult for me is cutting my hair. I had it long for about 15 years. I love long hair. I don't think I look bad without it, it's just that I loved having it long! Anyway, I moved on!

My motorcycle is a classic one. I \_\_\_\_\_ it for 5 years, but I am selling it because I need a car now.

My family will grow soon, so I'll need more space for everybody.

This little fellow here is my dog pet "Blacky." I can't leave it in my mum's, so he is living with me forever. I \_\_\_\_\_ a quite big dog house for him. I am sure he will like it!

Today \_\_\_\_\_ a wonderful day because all my friends are here. It is possible that we won't continue seeing each other very often. I \_\_\_\_\_ many pictures because I want to remember all these great moments with them.

Well, as you can see, there \_\_\_\_\_ several changes in my life. I don't want to miss anything, so I am coming back to the party. Thank you for letting me share this with you all, and have a wonderful day!

Oh, by the way, there is one thing I \_\_\_\_\_!

Focus on the great, solve the bad and be grateful for what you have.

Thanks again,

Bye!!!



Read and answer the questions with a friend. Remember to find and underline the information you need "in the text" before talking.

- What events **have made** the man believe life is great?
- What **past** events **did** the man mention?
- What **present** events **does** the man mention?
- Why **does** the man **want** to sell his motorbike?
- Why **may** playing for an audience that big **be** scary?
- What **does** the man **mean** by...?  
*"Focus on the great, solve the bad and be grateful for what you have."*



4. has      ?      in      am      Helen  
 the      6:00      been      office

---

5. Friday    vacation    last      kids      ?  
 been      My      since      have

---

6. shopping    long      very      We      for  
 haven't      a      time      ?

---

**Listening**

Look at the pictures and talk to a friend.

- Name the sports
- Which sports have you tried?
- When?
- How was the experience?
- Would you try it again?
- Why?

Look at the text again and find the sentences below in it. Write the missing words and explain what each word shows.

1. In this sentence, a \_\_\_\_\_ of \_\_\_\_\_ is shown.  
 I **have studied** English \_\_\_\_\_ **10 years**.
2. In this sentence, we know when the \_\_\_\_\_ started.  
 I **have played** the guitar \_\_\_\_\_ **I was a kid**.
3. In this sentence, a \_\_\_\_\_ of \_\_\_\_\_ is shown.  
 I **have had** it \_\_\_\_\_ **5 years**.

Look, unscramble the words and find the one that is needed to complete the idea.

1. had      years      ?      10      has  
 car      William      his

---

2. lessons    month    Mum    last    ?  
 taken      since      driving

---

3. ?      a      has      his      My  
 brother      iPad      month      for

---




Sky diving



Hang gliding



Scuba diving



Gymnastics



Mountain climbing



Surfing

Look at the pictures again and think of as many words as you can about each. Words like:

- Place
- Action
- People
- Things around
- Colours
- Equipment
- Emotions
- Etc.

Listen and write the name of the sport each person is talking about.

N.	Name	Sport
1.	Maria	_____
2.	Martin	_____
3.	Andrew	_____

**Writing**

Read the situation and write an email to your favourite cousin.

**“You and your favourite cousin haven’t seen each other for about 10 years.”**

Tell your cousin about how your life has changed.

- Things you have done
- Things you have planned
- Things you have stopped doing
- When you would like to meet again

Write your email in 60 words approximately.



**Mini project**

**Memory cards**

- A Look at the pictures and think of things you and your best friends have experienced together.
- B Write full sentences below the cards using the present perfect structure.
- C Organize groups, show your cards and share about your memories.

**“Hard times”**



“ \_\_\_\_\_ ”

**Fun times**



“ \_\_\_\_\_ ”

**Sad times**



“ \_\_\_\_\_ ”

**Helping times**



“ \_\_\_\_\_ ”

**Sharing times**



“ \_\_\_\_\_ ”

**Silly times**



“ \_\_\_\_\_ ”

**Adventure times**



“ \_\_\_\_\_ ”

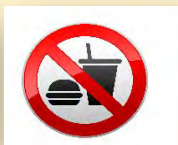
# 7 Be safe!



## Vocabulary

Look, name the signs and write.

Restaurant	No bicycles	No pets
Can't continue	No cellphones	Gas station
Pedestrian lane	No eating or drinking	



Look at the pictures again and write where you can see the signs. There is one example.

- I can see the "Restaurant" sign on avenues.
- I can see the "\_\_\_\_\_ " sign \_\_\_\_\_.
- I can see the "\_\_\_\_\_ " sign \_\_\_\_\_.
- I can see the "\_\_\_\_\_ " sign \_\_\_\_\_.
- I can see the "\_\_\_\_\_ " sign \_\_\_\_\_.
- I can see the "\_\_\_\_\_ " sign \_\_\_\_\_.

- I can see the "\_\_\_\_\_ " sign \_\_\_\_\_.
- I can see the "\_\_\_\_\_ " sign \_\_\_\_\_.

Read and match the signs with their meanings.

- |                   |                          |
|-------------------|--------------------------|
| 1. Restaurant     | 5. No cellphones         |
| 2. No bicycles    | 6. Gas station           |
| 3. No pets        | 7. Pedestrian lane       |
| 4. Can't continue | 8. No eating or drinking |

- \_\_\_ a You have to slow down and wait.
- \_\_\_ b If you need gasoline, you can go there.
- \_\_\_ c It's not possible to bring food in here.
- \_\_\_ d Slow down, people cross along this.
- \_\_\_ e If you are hungry, you can go there.
- \_\_\_ f You can't ride (it) in this area.
- \_\_\_ g Dogs can't be in this place.
- \_\_\_ h Nobody can make phone calls here.

Read the explanations and use the words to complete them.

a to is

According \_\_\_ the Cambridge Dictionary, a **sign** \_\_\_ a notice giving information, directions, \_\_\_ warning, etc.

of or a

A **notice** is \_\_\_ board, piece \_\_\_ paper, etc. containing information \_\_\_ instructions.

in a are and is but

There \_\_\_\_\_ different kinds of signs, \_\_\_\_\_ they all have something \_\_\_\_\_ common, it \_\_\_\_\_ send people \_\_\_\_\_ message, which must be clear \_\_\_\_\_ short.

- Road sign
- Shop sign
- Safety sign
- Caution sign

"Just to name a few!"

**Look and answer the questions in groups.**

- Where can you see these signs?
- What is the message in each sign?
- Why do you think these signs were created?



**Grammar**

**Modals**

These words are auxiliary verbs. It means that they help verbs to convey other meanings. In other words, modals add meaning to the verbs.

Remember, for most modals, the root form of the verb is used. This is, the infinitive "to" is not needed between the modal and the verb.

**Listen and complete the tables. Then ask your teacher to help you translate the information into your L1.**

Modal	Negative	Contraction
can	cannot	can't

**Can** is used to \_\_\_\_\_ that someone has the \_\_\_\_\_ to \_\_\_\_\_ something.

You **can** sit here. This seat **is available**.

You **cannot** sit here. Someone **has taken** the seat already.

You **can't** sit here. Someone **has taken** the seat already.

Modal	Negative	Contraction
should	should not	shouldn't

**Should** is used to \_\_\_\_\_ that it is \_\_\_\_\_ to \_\_\_\_\_ something.

You **should** drink water. It's **good** for your health.

You **should not** drink soda. It's **not good** for your health.

You **shouldn't** drink soda. It's **not good** for your health.

Modal	Negative	Contraction
must	must not	mustn't

**Must** is used to refer to \_\_\_\_\_ responsibility to \_\_\_\_\_ something.

You **must** pay a lot for the service, but **it's not** that good.

You **must not** pay that much for the service. It **is not** that good.

You **mustn't** pay that much for the service. It **is not** that good.



Some convenient extra help from the structure, "have to".

Structure	Negative	Contraction
have to	do not have to	don't have to

**Have to** is often used to talk about personal responsibility or something that is mandatory.

I **have to** go to school every day.

I **do not have to** go to school on weekends.

I **don't have to** go to school on weekends.

Use the modals and the additional structure to think up some things this school guard from the future could say to students, principals and parents. Then explain the situation and the message in more detail.

Remember...

- Can is for \_\_\_\_\_ to do something.
- Should is to say it is \_\_\_\_\_ to do something.
- Must is to refer to \_\_\_\_\_ responsibility.
- Have to is to talk about \_\_\_\_\_ responsibility or something that is \_\_\_\_\_.

Hey, students! Can we have a word?



\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Hey, principal! Can we have a word?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



Hey, parents! Can we have a word?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



Read and complete the sentences using the words in the box.

**can can't can't should shouldn't must**

1. He \_\_\_\_\_ smoke in the office.
2. She \_\_\_\_\_ listen to music that loud.
3. You \_\_\_\_\_ go when I finish checking your work.
4. You \_\_\_\_\_ show your ID.
5. You \_\_\_\_\_ drive today. Check the plate number.
6. I \_\_\_\_\_ get my license first.

Read the sentences in the activity above again. Replace the modals by the phrases below. There is one example.

- |                          |                               |
|--------------------------|-------------------------------|
| a) It's not a good idea  | b) It's necessary             |
| c) you are allowed to go | d) It's not possible that you |
| e) is not allowed to     | f) It is a good idea to       |

- He **can't** smoke in the office.

1. He **is not allowed to** smoke in the office.
2. \_\_\_\_\_ that she listens to music that loud.
3. When I finish checking your work, \_\_\_\_\_
4. \_\_\_\_\_ that you show your ID.
5. \_\_\_\_\_ drive today. Check the plate number.
6. \_\_\_\_\_ get my license first.

**Grammar notes**

Read and complete the explanations. Then listen and check.

**a or to**

When you need \_\_\_\_\_ confirm or check \_\_\_\_\_ piece of information \_\_\_\_\_ a statement is true, you can use "tags."

**in the is**

Tags are formed by identifying \_\_\_\_\_ main structure or grammar point, and then using it \_\_\_\_\_ the opposite form; this \_\_\_\_\_, words switch place and change from affirmative to negative or from negative to affirmative.

**not at they**

These explanations seem confusing, but \_\_\_\_\_ are \_\_\_\_\_. Look \_\_\_\_\_ the example.

- He **can't** smoke in the office.

The main grammar point or structure is "He can't". Now words switch place and change form, "can he?" And that easily you have the question tag! Remember to add a comma.

**He can't** smoke in the office, **can he?**

**He is not** allowed to smoke in the office, **is he?**

**You don't** like doing sports, **do you?**

**She didn't** work today, **did she?**

**It is too** much money, **isn't it?**



Read, circle the main grammar or structure point words and write question tags.

1. **Carlos is** a careful driver, isn't he?
2. Taxi drivers are not careful, \_\_\_\_\_?
3. Monica likes driving, \_\_\_\_\_?
4. Claudia spends too much on gas, \_\_\_\_\_?
5. We need to go to the office today, \_\_\_\_\_?
6. The car needs to be repaired, \_\_\_\_\_?
7. Mum and dad don't like cars, \_\_\_\_\_?

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

road	seat belt	rush	plenty
speed up	slow down	shortcut	get stuck

1. move with urgency \_\_\_\_\_
2. a shorter route \_\_\_\_\_
3. an increase in speed \_\_\_\_\_
4. a decrease in speed \_\_\_\_\_
5. a wide way for cars leading to different places \_\_\_\_\_
6. unable to continue moving \_\_\_\_\_
7. a large amount of something \_\_\_\_\_
8. a device to secure a person inside a car \_\_\_\_\_

**Read and complete the conversation. Then listen and check your answers.**

**Dad:** Son, eyes on the \_\_\_\_\_. I want to go slowly. Pay attention. Do it carefully. Remember, the \_\_\_\_\_! There is no need to \_\_\_\_\_. There is \_\_\_\_\_ of time!

**Son:** What time do you have to be back at work, dad?

**Dad:** At 3:00. It doesn't matter. Just go easy!

**Son:** That is in one hour. I think I'll \_\_\_\_\_ a bit.

**Dad:** No, don't! I'm sorry, son. It's just that you started driving some weeks ago and I have to tell I feel nervous.

**Son:** It's OK, dad. There is nothing to worry about. I drive well now.

**Dad:** Hey, you almost hit that car, \_\_\_\_\_.

**Son:** Dad, I am on the speed limit! Relax!

**Dad:** No, you are not. The speed limit is 45 and you are going at 55.

**Son:** Oh, sorry.

**Dad:** Son, you have to be careful, now. There is heavy traffic ahead.

**Son:** I think I can take a \_\_\_\_\_ on Trend Avenue.

**Dad:** If you go that way, we'll \_\_\_\_\_ in the traffic. It's not a good idea.

**Son:** Relax, dad. I know what I am doi...Oh, nooo! Traffic!!!

**Dad:** You see! I told you! Now I'll be late for work.

**Read the conversation again. Find and underline the sentences where Dad gave his son instructions or advice. Then answer the questions with a friend.**

- Why did Dad give his son that advice?
- Why did Dad give his son that instruction?

**Read and answer the questions.**

1. What did Dad ask his son to do for protection?  
\_\_\_\_\_.
2. What time did Dad have to be at work?  
\_\_\_\_\_.
3. What did the boy decide to do when he knew the time?  
\_\_\_\_\_.
4. Why did Dad feel nervous?  
\_\_\_\_\_.
5. Why did Dad shout "Slow down!"?  
\_\_\_\_\_.
6. What was the speed limit?  
\_\_\_\_\_.
7. Was the boy going to the speed limit?  
\_\_\_\_\_.
8. What did Dad and the boy find on the way?  
\_\_\_\_\_.

**Grammar notes**

You can use adjectives to describe people or things, but when it is an action what you need or want to describe, you must use adverbs.

**Look at this example:**

- Here we are describing the driver.

Carlos is a **careful driver.**

- Here we are describing the action – drives.

Carlos **drives carefully.**

**Here are two more examples:**

- **They get nervous** when they drive.
- They **drive nervously.**
- Sandra is a **fast driver.**
- Sandra **drives fast.**



**Good to know note!**

It is important that you understand the main idea or purpose of grammar rules; it is because there are many times when rules can't be followed – irregular times, so try to learn as many words as you can!



**Writing**

Look at the pictures and follow the prompts to write about the situations shown.



run over



finer



car crash



heavy traffic

- Accident: \_\_\_\_\_ run over \_\_\_\_\_

In Mexico, it is **common** that drivers **run over** people. I think it happens when drivers and people crossing streets are not **careful**. A good way to prevent it could be people **looking at** both sides of the street **carefully** before crossing. People should understand that they are **responsible** for their safety.

- Accident: \_\_\_\_\_

In Mexico, it is common that \_\_\_\_\_  
 I think it happens when \_\_\_\_\_  
 A good way to prevent it could be \_\_\_\_\_  
 People should understand that \_\_\_\_\_

- Accident: \_\_\_\_\_

In Mexico, it is common that \_\_\_\_\_  
 I think it happens when \_\_\_\_\_  
 A good way to prevent it could be \_\_\_\_\_  
 People should understand that \_\_\_\_\_

- Accident: \_\_\_\_\_

In Mexico, it is common that \_\_\_\_\_  
 I think it happens when \_\_\_\_\_  
 A good way to prevent it could be \_\_\_\_\_  
 People should understand that \_\_\_\_\_

**Mini project**

Safe Driving Poster-Manual for Beginners

- Do some research on tips for beginner drivers.
- In groups, decide on what each student will have to do (drawings, find pictures, make notes, draw frames, etc.).
- Collect work and put it all together.
- Prepare a script draft for what each student will say when presenting the Poster-Manual.
- Decide on the final script.
- Present the Poster-Manual.



# 8 Who's that?



## Vocabulary

Look, name the jobs and write.

composer   model   soldier   athlete   clown  
reporter   waiter   magician



Read and write the job words.

- Who **wears** designer clothes?  
A \_\_\_\_\_ **does** that.
- Who **investigates**?  
A \_\_\_\_\_ **does** that.
- Who **brings** food?  
A \_\_\_\_\_ **does** that.
- Who **protects** people?  
A \_\_\_\_\_ **does** that.
- Who **makes** people laugh?  
A \_\_\_\_\_ **does** that.
- Who **plays** musical instruments?  
A \_\_\_\_\_ **does** that.
- Who **does** exercise?  
An \_\_\_\_\_ **does** that.
- Who **does** tricks?  
A \_\_\_\_\_ **does** that.

Look, read and select three jobs to talk about. Then complete the sentences. There is one example.

“Remember that collecting boxes are useful for preparing information before writing or speaking.”

### A composer

works in studios	works with musicians	uses instruments	his job is write - create
---------------------	-------------------------	---------------------	------------------------------

- A composer works in **recording studios**. He works together with **other musicians**. He uses **musical instruments**. His job is **writing song lyrics and create music**.
- A \_\_\_\_\_ works in \_\_\_\_\_. He works together with \_\_\_\_\_. He uses \_\_\_\_\_. His job is \_\_\_\_\_.
- A \_\_\_\_\_ works in \_\_\_\_\_. He works together with \_\_\_\_\_. He uses \_\_\_\_\_. His job is \_\_\_\_\_.
- A \_\_\_\_\_ works in \_\_\_\_\_. He works together with \_\_\_\_\_. He uses \_\_\_\_\_. His job is \_\_\_\_\_.

## Grammar

### Connecting ideas

Read the explanations and use the words to complete them.

as at are ones to

There \_\_\_\_\_ some words you can use \_\_\_\_\_ join short ideas and, \_\_\_\_\_ a result, get longer \_\_\_\_\_. Look \_\_\_\_\_ this example.

- The shirt is in the bag.
- The shirt is dirty.

can to is

Here "The shirt" \_\_\_\_\_ repeated, so you \_\_\_\_\_ use "which" \_\_\_\_\_ add information.

- The shirt, which is in the bag, is dirty.

that not off between

Notice \_\_\_\_\_ if you take \_\_\_\_\_ the words \_\_\_\_\_ the commas, the idea is \_\_\_\_\_ affected.

- The shirt, \_\_\_\_\_, is dirty.  
This is called "Non-defining".

but the more also

You can \_\_\_\_\_ use "that" to join the ideas, \_\_\_\_\_ this time you will be giving \_\_\_\_\_ details about \_\_\_\_\_ situation.

*"There are four shirts in the room; one in the closet, one on the sofa, one on the bed and one in a bag."*

- The shirt that is in the bag is dirty.  
This is called "Defining".



Read and join the ideas using which and that. There is one example.

1. The hat is on the table. The hat is new.  
**Non-defining**  
The hat, which is on the table, is new.  
**Defining**  
The hat that is on the table is new.

2. The dress is in the closet. The dress is nice.  
**Non-defining**  
The dress, \_\_\_\_\_, is nice.  
**Defining**  
The dress \_\_\_\_\_ is new.

3. The boots are in the closet. The boots are clean.  
**Non-defining**  
\_\_\_\_\_, which are in the closet, \_\_\_\_\_.  
**Defining**  
\_\_\_\_\_ that are in the closet \_\_\_\_\_.

4. The watch is in the music box. The watch is cool.  
**Non-defining**  
\_\_\_\_\_.  
**Defining**  
\_\_\_\_\_.

5. The fruit is on the table. The fruit is fresh.  
**Non-defining**  
\_\_\_\_\_.  
**Defining**  
\_\_\_\_\_.

Read and match the halves.

**"The word "who", which is the word to be used when talking about people, will help you connect these ideas."**

1. A professional person is someone...
2. A chatty person is someone...
3. A friendly person is someone...
4. An elegant person is someone...
5. A rude person is someone...
6. A funny person is someone...
7. A lazy person is someone...

- a \_\_\_\_\_ who is nice to people.
- b \_\_\_\_\_ who uses bad language.
- c \_\_\_\_\_ who works wisely.
- d \_\_\_\_\_ who makes jokes.
- e \_\_\_\_\_ who talks a lot.
- f \_\_\_\_\_ who doesn't like to work.
- g \_\_\_\_\_ who dresses well.

## Reading

Answer these questions in groups.

- What can teachers and parents do to help children and teenagers discover their talents?
- What can authorities do to help homeless people get a job and a place to live?
- Do you think rich people can really help animals in risk of extinction?



Some information has been removed from the posts. Read and decide which space each line goes in.

It was 1988 when a Mexican woman decided to help homeless people. It is common to see them on the streets, showing no hope in their face. Maria Gonzalez has been able to give these people jobs and (3) \_\_\_\_\_. She has designed programs which aim to stop people from getting into addictions. She is planning to extend her project to other states, (4) \_\_\_\_\_, in general!



What a millionaire can do with all his money? The first thing people may think of is travelling or buying fancy things, (5) \_\_\_\_\_.

Raul Fuentes has decided to found an organization to protect animals in danger of extinction.

He didn't build his own place to carry out that project, what he does is collect money from different companies and institutions and give it over to zoos or other well-structured and recognized wild organizations (6) \_\_\_\_\_.



In Australia, there is a man whose job is help people discover their talents. It is common that young people are told they cannot do certain things just because they are not old enough – (1) \_\_\_\_\_.

Mark Lyunie Surune has founded an institution which has given teens the chance to come and try different things, + (2) \_\_\_\_\_. So far, a total of 729 people have graduated from university and have found the jobs they wanted. +

- a gradually get them back to active life
- b but Raul Fuentes has a totally different vision
- c which will be of great help for the community
- d claiming that they don't have good experience
- e which can prove they need and will use the money properly
- f and it has brought great results

Listen to check your answers. Remember to find and underline words that help you make links or connect ideas.

**Read and answer the questions about the posts.**

1. Why do teenagers usually decide not to try new activities?  
\_\_\_\_\_.
2. How many people have received a university diploma up to the point the information was posted?  
\_\_\_\_\_.
3. What is Maria's project aim?  
\_\_\_\_\_.
4. What is Maria's latest goal?  
\_\_\_\_\_.
5. What does Raul do with the money he collects?  
\_\_\_\_\_.
6. When does Raul decide to give out the money?  
\_\_\_\_\_.
7. Talk in groups, get to a conclusion and write your opinion about the projects in about 30 words.

**a Mark Lyunie Surune**

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

**b Maria Gonzalez**

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

**c Raul Fuentes**

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

**Listening**

Read and complete the conversation using the words in the box. Then listen and check your answers.

**Conversation 1**

who but finished who very  
not in who someone anyone

**Nikie:** Oh, I am so proud we \_\_\_\_\_ school!  
**Liz:** So am I!  
**Do you know \_\_\_\_\_ here?**  
**Nikie:** Yes, look! The guy \_\_\_\_\_ is dancing over there is my brother.  
**Liz:** He is so cute!  
**Nikie:** And... you see the girl \_\_\_\_\_ the pink dress? She is my best friend, Brenda!  
**Liz:** Oh, she is \_\_\_\_\_ attractive!  
**Nikie:** Oh, come with me! I'd like you to know \_\_\_\_\_.  
**That is the boy \_\_\_\_\_ helped me study for the final test.**  
**Liz:** Oh, no! Let's \_\_\_\_\_ go there!  
**Nikie:** Hey, why not?  
**Liz:** That's the boy \_\_\_\_\_ asked me out yesterday!  
**Nikie:** So...?  
**Liz:** I want to enjoy the ceremony and my friends' company! I am sure he is a good guy, \_\_\_\_\_ I don't think it is a time for talking about going out, mmm... you know what I mean, right!



## Listen and complete the conversation.

### Conversation 2

**Dan:** Mum, \_\_\_\_\_ I go to a concert next Saturday?

**Mum:** Mmm... \_\_\_\_\_ is going?

**Dan:** Marco, Jess, Sophie and \_\_\_\_\_!

**Mum:** \_\_\_\_\_ is Marco? I don't know him.

**Dan:** Of course, you \_\_\_\_\_!

**Mum:** Tell me about \_\_\_\_\_!

**Dan:** Marco is the guy \_\_\_\_\_ helped me paint my room last month!

**Mum:** Oh, I \_\_\_\_\_!

**Dan:** So, can I go?

**Mum:** OK, you can go, but I \_\_\_\_\_ go pick you up at the hall when \_\_\_\_\_ finishes!



### Grammar

#### Read, listen and complete.

The Past Simple is used to talk about an \_\_\_\_\_ that happened in the \_\_\_\_\_.

- We **watched** \_\_\_\_\_ news **last night**.
- I **went** \_\_\_\_\_ the library **yesterday**.
- They **bought** \_\_\_\_\_ new car **last week**.
- I **washed** \_\_\_\_\_ car **this morning**.
- Mum **made** \_\_\_\_\_ cold cake **two days ago**.

Notice that you can \_\_\_\_\_ expressions (circled above) to specify when things happened \_\_\_\_\_.

However, there are other ways to use the Past Tense. Say, you want to express that something was happening when \_\_\_\_\_ thing happened.

- I **was watching** TV
- when?
- mum entered the room.

Notice that **was watching** \_\_\_\_\_ the action in progress – in the past.

- I **was watching** TV...

The **mum entered the room** phrase shows the \_\_\_\_\_ action or thing that happened – of course, in the past.

- ...**mum entered** the room.

The word you can use to join the two ideas is “when.”

“I **was watching** TV when mum **entered** the room.”

In the following scenario, \_\_\_\_\_ actions or things were happening at the \_\_\_\_\_ time.

Notice that the **past continuous must be used**, but \_\_\_\_\_ time the ideas are joined with the word “while.”

- I **was watching** TV while mum **was doing** the shopping.
- My sister **was doing** her homework while my brother **was playing** video games.
- Dad **was eating** lunch while his secretary **was typing** an email.



**Use in context**

Read and complete the sentences using past simple or past continuous forms. Then listen to check your answers.

- |               |              |             |             |
|---------------|--------------|-------------|-------------|
| rang          | was sleeping | started     | called      |
| got           | were having  | was playing | was waiting |
| was listening | got off      | went off    | was writing |
| were          | was doing    | broke       | doing       |
| were not      | explained    | didn't hear | was skiing  |
| listening     |              |             |             |

- I \_\_\_\_\_ video games when my mum \_\_\_\_\_.
- When the phone \_\_\_\_\_, my brother \_\_\_\_\_ a note.
- While we \_\_\_\_\_ dinner, it \_\_\_\_\_ to snow.
- I \_\_\_\_\_ to music on my cellphone, so I \_\_\_\_\_ you saying hello.
- You \_\_\_\_\_ to me when I \_\_\_\_\_ the details of the trip.
- While dad \_\_\_\_\_ last night, he \_\_\_\_\_ lots of emails.
- My friend Julia \_\_\_\_\_ for me when I \_\_\_\_\_ the plane.
- While I \_\_\_\_\_ my homework, my laptop \_\_\_\_\_.
- What \_\_\_\_\_ you \_\_\_\_\_ when you \_\_\_\_\_ your arm?
- I \_\_\_\_\_ down a huge hill.

Ask your teacher to help you find some time expressions for the past and write them in the box.

**Time expressions for the past**




Look at the pictures and talk about them. First, tell what each person was doing at a certain point in the past - use the phrases in the box. Then tell what two people were doing at the same time.



**Mini project**

**A great woman/man to look up to**

- Think of a man or a woman who has had positive influence in your life.
- Explain what he/she does and why you look up to him/her.
- Make a poster and present it to the class.

# 9 My things to-do list!



## Vocabulary

Look, name the activities and write.

mow the grass	paint the fence	fix the swings
iron the clothes	shop for groceries	feed the dog
plan a garage sale	repair the windows	



Circle the main word (verb) in each of the options above. Then read the following questions and complete them with the words you circled (in the past participle form). There is one example.

1. Have you   painted   the walls **yet**?
2. Have you \_\_\_\_\_ the windows **yet**?
3. Have you \_\_\_\_\_ the dog **yet**?
4. Have you \_\_\_\_\_ the grass **yet**?

5. Have you \_\_\_\_\_ the swings **yet**?
6. Have you \_\_\_\_\_ the garage sale **yet**?
7. Have you \_\_\_\_\_ the clothes **yet**?
8. Have you \_\_\_\_\_ the groceries **yet**?

Talk to a friend and decide:

- what meaning the word “**yet**” takes in the questions above.
- who, at home, may ask the questions.

Read the questions again and circle the word you need to answer them correctly. Then complete the answer explanation below.

The word I need to get circled is \_\_\_\_\_.

If the answer is “Yes,” it will look like this:

- Yes, I \_\_\_\_\_ **already** done that.
- Yes, I \_\_\_\_\_ done that, **already**!

On the other hand, if the answer is “No,” then it will look like this:

- No, I \_\_\_\_\_ not done it **yet**.

## Grammar

If you want to find out something has happened or an activity has been done by making a question, use the word **YET**.

- Have you finished your homework **yet**?
- Have you cleaned your room **yet**?

If you want to emphasize an action or activity has been done, use the word **ALREADY**.

- I have already finished my homework.
- I have cleaned my room, already!

If you want to emphasize an action or activity has **NOT** been done, use the word **YET**.

- I have **not** finished my homework **yet**.
- I haven't cleaned my room **yet**.
- I haven't done it **yet**.

Read and complete the sentences with a verb in the past participle form and the word **YET**.

1. We **haven't** t\_\_\_\_\_ the kid how to mow the grass \_\_\_\_\_.
2. We **haven't** d\_\_\_\_\_ how much paint we will need for the fence \_\_\_\_\_.
3. Dad **hasn't** s\_\_\_\_\_ when he will fix the swings \_\_\_\_\_.
4. We **haven't** t\_\_\_\_\_ mum what clothes need ironing \_\_\_\_\_.
5. She **hasn't** c\_\_\_\_\_ back from grocery shopping \_\_\_\_\_.



Complete the following sentences using "have" or "has" and the word ALREADY. Think of a way to extend the ideas. There is one example.

- The kids \_\_\_\_\_ fed the dog, a \_\_\_\_\_! It is great because it is their responsibility.
- We \_\_\_\_\_ a \_\_\_\_\_ completed our plan for the garage sale. I am positive we will make good m \_\_\_\_\_ from it.
- Dad \_\_\_\_\_ repaired the windows, a \_\_\_\_\_! It is surprising because he usually forgets about h \_\_\_\_\_ repairs.
- My brother \_\_\_\_\_ a \_\_\_\_\_ painted the fence . It looks b \_\_\_\_\_.
- Mum \_\_\_\_\_ a \_\_\_\_\_ ironed all the clothes. Everyone will l \_\_\_\_\_ great at the party.



Read and match the verbs with the definitions from the Cambridge Dictionary.

- |           |                |
|-----------|----------------|
| 1. enjoy  | 6. miss        |
| 2. finish | 7. stop        |
| 3. like   | 8. can't stand |
| 4. hate   | 9. avoid       |
| 5. keep   |                |

- a \_\_\_\_\_  
to enjoy something
- b \_\_\_\_\_  
to feel sad a person or thing is not present in your life
- c \_\_\_\_\_  
to finish or to not continue doing something
- d \_\_\_\_\_  
to get pleasure from something
- e \_\_\_\_\_  
not accepting something that is difficult or unpleasant
- f \_\_\_\_\_  
to complete something or come to the end of an activity
- g \_\_\_\_\_  
to continue doing something
- h \_\_\_\_\_  
not let yourself to do something
- i \_\_\_\_\_  
to dislike something very much

Read and write four verb combinations for each of the verbs in the table.

enjoy	{ playing _____ _____	miss	{ going _____ _____
finish	{ doing _____ _____	stop	{ saying _____ _____
like	{ watching _____ _____	can't stand	{ listening to _____ _____
hate	{ seeing _____ _____	avoid	{ talking _____ _____
keep	{ studying _____ _____		

### Listening

Listen and complete the sentences with an -ing verb combination.

- I \_\_\_\_\_ \_\_\_\_\_ movies at home with my family.
- I \_\_\_\_\_ \_\_\_\_\_ my hair long.
- I usually \_\_\_\_\_ \_\_\_\_\_ in dark areas.
- I \_\_\_\_\_ \_\_\_\_\_ to concerts with my friends.
- \_\_\_\_\_ \_\_\_\_\_ hard! That's the only way to become a doctor.
- I can't \_\_\_\_\_ \_\_\_\_\_ when dad tells jokes.
- When I \_\_\_\_\_ \_\_\_\_\_ my homework, I will go meet my friends.
- I \_\_\_\_\_ \_\_\_\_\_ too much for something that should not be expensive.
- I can't \_\_\_\_\_ \_\_\_\_\_ to school on weekends.

## Writing

Read and use some -ing verb combinations to complete the questions. Then interview some friends. Ask them about the things they like doing. Report their answers to the class. There is one example.

1. Girl: Monica  
Monica, do you like spending much money on clothes?
  - Yes, I do. / No, I don't.Why?
  - Reporting answerMonica says that there are many nice things to buy, so you need money.
2. Boy: \_\_\_\_\_  
\_\_\_\_\_, do you like \_\_\_\_\_ ?
  - Yes, I do. / No, I don't.Why?
  - Reporting answer\_\_\_\_\_ **says that** \_\_\_\_\_.
3. Girl: \_\_\_\_\_  
\_\_\_\_\_, do you like \_\_\_\_\_ ?
  - Yes, I do. / No, I don't.Why?
  - Reporting answer\_\_\_\_\_ **says that** \_\_\_\_\_.
4. Boy: \_\_\_\_\_  
\_\_\_\_\_, do you like \_\_\_\_\_ ?
  - Yes, I do. / No, I don't.Why?
  - Reporting answer\_\_\_\_\_ **says that** \_\_\_\_\_.

Look, read and write the words in the correct order. Remember to use -ing verb combinations.

1. clean She room stand every  
can't day her  
\_\_\_\_\_.
2. on Laura enjoy London go  
Andrew and vacation to  
\_\_\_\_\_.
3. kids iced tea drink My hate lemon  
\_\_\_\_\_.
4. miss I dog play my  
with school after  
\_\_\_\_\_.
5. sister stop my has to  
toothpaste use My  
\_\_\_\_\_.
6. parents finished My house the  
fence and the paint  
\_\_\_\_\_.

## Grammar notes

### Pronouns

Read, listen and complete the explanation.

When you want \_\_\_\_\_ communicate \_\_\_\_\_ does or who \_\_\_\_\_ doing an action or who or what the subject is, you use \_\_\_\_\_ personal pronouns, but what happens when you want to communicate who receives the \_\_\_\_\_ or who the \_\_\_\_\_ affects \_\_\_\_\_ ?



The basic pronouns have one \_\_\_\_\_ when they are the subject in \_\_\_\_\_ sentence, but they have a \_\_\_\_\_ form when they \_\_\_\_\_ the object in a sentence.

Remember...

- the \_\_\_\_\_ is what the sentence is about.
- the \_\_\_\_\_ is what is affected by the action of the subject.

Look at the following example:

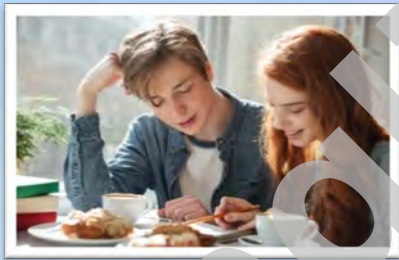
**I** like **her**.  
 subject                      object

**She** likes **me**.  
 subject                      object

Now look at all these possibilities!!!

- My dad always helps my sister.
- He always helps my sister.
- My dad always helps her.
- He always helps her.

Remember, you need to understand that some specific words help with the message and some other specific words help with the structure = **core language**.



**Listening**

Look and write personal pronouns in the table (in order). Then write the object pronouns accordingly.

it	you	them	him
us	me	you	her
Personal Pronoun	Object Pronoun	Personal Pronoun	Object Pronoun

Listen to check your answers and repeat.

Listen and complete the examples with the appropriate personal or object pronoun. Then ask your teacher to help you translate the examples into your L1.

“Notice that there are more possibilities!!!”

1. I bought **my friend Sarah** some flowers.  
**Sarah** received some flowers from \_\_\_\_\_.  
 I bought \_\_\_\_\_ some flowers.
2. **Peter** lent **me** his English dictionary.  
 \_\_\_\_\_ lent **me** his English dictionary.  
 \_\_\_\_\_ borrowed an English dictionary from **Peter**.  
 I borrowed an English dictionary from \_\_\_\_\_.
3. **Teachers** read stories to their **children**.  
 \_\_\_\_\_ read stories to their **children**.  
**They** read stories to \_\_\_\_\_.
4. **Joseph** sent a postcard to **my sister** and **me**.  
 \_\_\_\_\_ sent a postcard to **my sister** and **me**.  
**He** sent a postcard to \_\_\_\_\_.
5. **My brother** gave a ring to **my friend Maria**.  
 \_\_\_\_\_ gave a ring to **my friend Maria**.  
**He** gave a ring to \_\_\_\_\_.



Answer the following questions with a friend. Then share with the class.

- What house chores can be done for all the people in a family?
- Which of your things do other people in your family use without your permission?
- What things do you think it is possible to share?
- What things should not be shared?

## Reading

Read and complete the conversation. Then listen and check your answers.

them	own	yet	them
me	it	can't	that
They	here	about	taking

Ina: So, Jes, have your brothers come back from China \_\_\_\_\_?

Jes: Yes, they have. \_\_\_\_\_ are at home now and it's been hard!

Ina: Why would you say \_\_\_\_\_?

Jes: You know... it is still one week before they go back to school and... they brought some video games, when they play \_\_\_\_\_, they turn up the volume and it gets really noisy \_\_\_\_\_.

Ina: I think \_\_\_\_\_ sounds like fun! I sometimes do that!

Jes: Yes, I know! The problem is that I am \_\_\_\_\_ three very important exams in four days. I have to study a lot, and... when my brothers are around, I \_\_\_\_\_ get concentrated!

Ina: Have you told your parents \_\_\_\_\_ it?

Jes: Yes, I talked to \_\_\_\_\_ last night, and they gave \_\_\_\_\_ some good news!

Ina: Really?! What did they say?

Jes: They said they would build a room for me. It is great I am finally getting my \_\_\_\_\_ room.

Ina: Wow! That's fantastic news! And... how long will it take?

Jes: Dad said about a month!

Ina: That's not \_\_\_\_\_ time, just be patient!



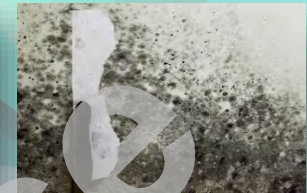
painting



broken windows



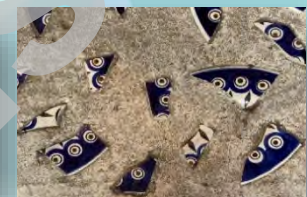
broken doorknob



torn wallpaper



patching



broken tile

## Reading

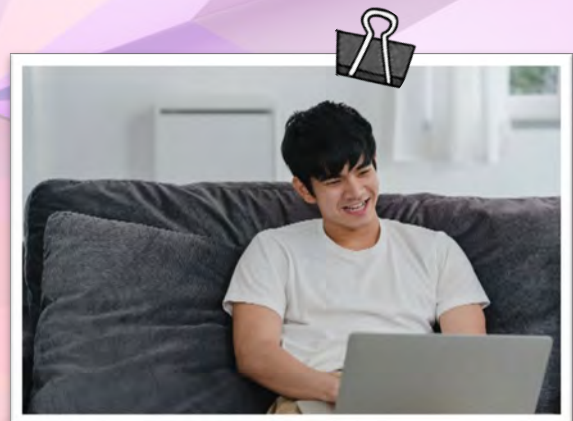
Some lines have been removed from the following email. Read and discover which space each line goes in. There is one example.

- a These are the things we are doing tomorrow
- b We will have a guest room
- c it makes the rooms look very relaxing
- d but we still have many things to do
- e by kids and teenagers from all the local schools
- f there will be an enormous feria in the park three blocks away from here
- g I'd really like to share
- h build a house for Shaggy

## Look and talk to a friend.

"A family has bought a new house, but it needs some repairing."

- Explain what repairing the house needs.
- Tell if the family can do the repairs themselves.
- Tell what kind of expert worker they might need to hire.
- Explain why.



Dear Candy,

I just moved to a new house. This place is amazing, it is bigger than my old house and it is near school. I feel super happy, (1) d.

We have painted the kitchen and the living room. We have cleaned the garden at the front and the backyard. We have repaired all the windows and mum has put some beautiful wallpaper on some walls – (2) \_\_\_\_\_. Oh, guess what?! There is a huge tree in the garden and dad said we would build a tree-house once we have finished with the repairing.

(3) \_\_\_\_\_:

Check the roofs, paint the rooms, decorate the dining room, (4) \_\_\_\_\_, our dog, prepare the laundry room and mow the grass.

And here comes the best part!!!

(5) \_\_\_\_\_, so... would you like to come and stay with us for the summer break!?

It would be great you could come in the summer because (6) \_\_\_\_\_.

Some of my new friends have told me that there are many activities; things like music shows, food stands, rides, races, dancing, talent competitions, traditional games and science presented (7) \_\_\_\_\_!

As you can see, it all sounds like fun!

(8) \_\_\_\_\_ my first feria experience here with you!

Answer back soon,

Max

**Read and match the halves. They present definitions of some feria rides. Then look at the picture and circle the rides you can see in it.**

1. The Ferris wheel is a ride where...
2. The merry-go-round is a ride that...
3. Stalls are places at which...
4. A concert stage is a place where...
5. Marble stands are places where...
6. Shooting stands are places where...
7. The bumper cars is a ride by which...
8. Cotton candy is...
9. The karaoke hall is...
10. The haunted house is...

- \_\_\_\_\_ **a** singers present their shows.  
\_\_\_\_\_ **b** people can win prizes if they get enough points.  
\_\_\_\_\_ **c** drivers crash into other small cars.  
\_\_\_\_\_ **d** people go on a big wheel and it spins.

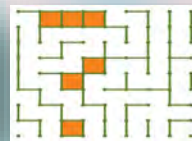
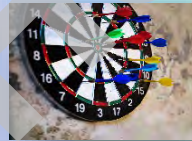
- \_\_\_\_\_ **e** a place where there are scary characters and frightening sounds.  
\_\_\_\_\_ **f** a type of sweet food that is put on a stick.  
\_\_\_\_\_ **g** people can buy food and drinks.  
\_\_\_\_\_ **h** a place where people can sing their favourite songs.  
\_\_\_\_\_ **i** people shoot at moving things.  
\_\_\_\_\_ **j** moves in circles and goes up and down slowly.



### Mini project

Traditional games in my country

Look for the names of these traditional games and write them on the lines.



**Do some research about these traditional games.**

- Make some posters to present key information, such as name, origin, materials, rules, when you can tell someone is the winner, etc.
- Give a presentation to the class about traditional games – if possible, visit other classes and give your presentation there!

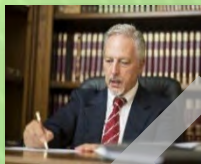
# 10 Time for a choice!



## Vocabulary

Look, name the jobs and write.

doctor politician educator lawyer scientist  
businessman accountant psychologist



Use the pictures above and the questions below to interview some friends. They will be talking about the things they are good at (skills or talents). Then report their answers to the class.

- What are you good at?
- And... based on that, which of these jobs could you do?

## Example 1

I interviewed  Maria

She is good at listening to people and talking.

She may be a psychologist.

1 I interviewed \_\_\_\_\_  
\_\_\_\_\_ is good at \_\_\_\_\_,  
\_\_\_\_\_ and \_\_\_\_\_.  
\_\_\_\_\_ may be \_\_\_\_\_.

2 I interviewed \_\_\_\_\_  
\_\_\_\_\_ is good at \_\_\_\_\_,  
\_\_\_\_\_ and \_\_\_\_\_.  
\_\_\_\_\_ may be \_\_\_\_\_.

3 I interviewed \_\_\_\_\_  
\_\_\_\_\_ is good at \_\_\_\_\_,  
\_\_\_\_\_ and \_\_\_\_\_.  
\_\_\_\_\_ may be \_\_\_\_\_.

Think of other jobs or professions and write them on the short lines. Then talk to your friends about what people have to be good at if they want to do those jobs. There is one example.

1.  football player   
You have to be **good at**  running , working in teams and controlling the ball with your feet.
2. \_\_\_\_\_  
You have to **be good at** \_\_\_\_\_,  
\_\_\_\_\_ and \_\_\_\_\_.
3. \_\_\_\_\_  
You have to **be good at** \_\_\_\_\_,  
\_\_\_\_\_ and \_\_\_\_\_.
4. \_\_\_\_\_  
You have to **be good at** \_\_\_\_\_,  
\_\_\_\_\_ and \_\_\_\_\_.
5. \_\_\_\_\_  
You have to **be good at** \_\_\_\_\_,  
\_\_\_\_\_ and \_\_\_\_\_.

**Grammar notes**

**Read, listen and complete.**

There \_\_\_\_\_ different options for you \_\_\_\_\_ express your ideas. Using different vocabulary \_\_\_\_\_ structures can help you to \_\_\_\_\_ better and improve your English skills and level.

Compare the following examples – remember \_\_\_\_\_ ask your teacher \_\_\_\_\_ help \_\_\_\_\_ translate these examples \_\_\_\_\_ your L1.

- 1 **You want to be** a soccer player, **then you have to** be good at running.  
L1 *Quieres ser un jugador de soccer, entonces debes ser bueno para correr.*
- 2 **If you want to be** a soccer player, **you will have to** practice your running.  
L1 *Si quieres ser un jugador de soccer, deberás practicar tu forma de correr.*
- 3 **If you don't practice** your running, **you won't be able to** become a soccer player.  
L1 *Si no practicas tu forma de correr, no podrás ser un jugador de soccer.*

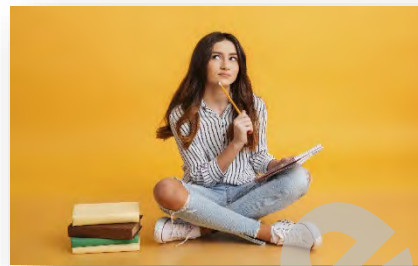
- 1 **You want to be** \_\_\_\_\_, **then you have to** be good at \_\_\_\_\_.  
**If you want to be** \_\_\_\_\_, **you will have to** \_\_\_\_\_.  
**If you don't practice** \_\_\_\_\_, **you won't be able to** become \_\_\_\_\_.
- 2 **You want to be** \_\_\_\_\_, **then you have to** be good at \_\_\_\_\_.  
**If you want to be** \_\_\_\_\_, **you will have to** \_\_\_\_\_.  
**If you don't practice** \_\_\_\_\_, **you won't be able to** become \_\_\_\_\_.
- 3 **You want to be** \_\_\_\_\_, **then you have to** be good at \_\_\_\_\_.  
**If you want to be** \_\_\_\_\_, **you will have to** \_\_\_\_\_.  
**If you don't practice** \_\_\_\_\_, **you won't be able to** become \_\_\_\_\_.



**Writing**

**Collect information about a friend.**

- What are your...?



**Dave**

- 1 **likes** - reading, studying
- 2 **hobbies** - listening to music, exercise
- 3 **interests** - help people, get a PhD
- 4 **skills** - patient, empathetic
- 5 **dislikes** - anger, dirtiness

**Help your friend decide on profession choices by analyzing his / her information. Write a short paragraph and read it out to him / her. Then tell the class if the friend you gave advice to agreed with your conclusions.**

**Sample answer**

*In my opinion, Dave, a good option for you could be becoming a psychologist because you like studying and helping people, you are patient and can control your emotions; music is of great help for relaxing.*

**Glue a picture of you and your friend here**

**My Friend \_\_\_\_\_**

- 1 **likes** - \_\_\_\_\_ / \_\_\_\_\_
- 2 **hobbies** - \_\_\_\_\_ / \_\_\_\_\_
- 3 **interests** - \_\_\_\_\_ / \_\_\_\_\_
- 4 **skills** - \_\_\_\_\_ / \_\_\_\_\_
- 5 **dislikes** - \_\_\_\_\_ / \_\_\_\_\_

## Grammar

### The first conditional

Read, listen and complete.

If you want \_\_\_\_\_ express cause and effect, or what \_\_\_\_\_ final result of \_\_\_\_\_ action may be, you can \_\_\_\_\_ the first conditional.

To make the “first conditional” structure easier to remember, think \_\_\_\_\_ it as a combination – notice the combination \_\_\_\_\_ the examples below.

“If the dog **eats** the meat, mum **will get angry**.”

In the first clause, use if and the present simple.

**If** the dog **eats** the meat, ...

In the second one, use will and a verb

..., mum **will get angry**.

It is possible to switch (change place) the clauses, but the comma won't be needed here.

“Mum **will get angry if** the dog **eats** the meat.”

#### Example 1

If the girls **win** the contest, the boys **won't be** happy at the party.

The boys **won't be** happy at the party **if** the girls **win** the contest.

#### Example 2

If we **eat** a lot of junk food, we **might get** a bit **chubby**.

We **might get** a bit **chubby if** we **eat** a lot of junk food.

#### Extra note:

In examples 1 and 2, there are two \_\_\_\_\_ words; won't and might.

Remember, **won't** is the \_\_\_\_\_ form of **will** and **might** expresses that **it is** \_\_\_\_\_ that something happens.



Look and complete the sentences. Use one option from each set for each sentence.

doesn't   don't   breaks   drive   doesn't   study  
buy   finish   down   rain

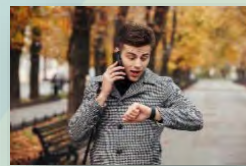
may   will   might   will   won't   will  
die   get   cause   go   receive   get

1. If you \_\_\_\_\_ fast on this road, you \_\_\_\_\_ an accident.
2. If he \_\_\_\_\_ a ticket, his father \_\_\_\_\_ angry.
3. The flowers \_\_\_\_\_ in a few days if it \_\_\_\_\_ soon.
4. If the car \_\_\_\_\_ on the road, we \_\_\_\_\_ help quickly.
5. If we \_\_\_\_\_ hard this term, we \_\_\_\_\_ to the beach in the summer.
6. You \_\_\_\_\_ a bad note if you \_\_\_\_\_ on time.

## Writing

Look and label the pictures. Then write one sentence about each picture using the “first conditional” structure. There is one example.

study hard	sleep long hours	be late for a date
buy things you don't need	argue	be lazy





1. If you keep studying hard, you **may get** a diploma at the end of the school year.
2. If \_\_\_\_\_
3. If \_\_\_\_\_
4. \_\_\_\_\_
5. if \_\_\_\_\_
6. if \_\_\_\_\_

### Reading

Answer the questions with a friend. Then share with the class.

- What are you studying?
- Are you happy with it?
- Is it possible that you change career?
- Who do you think can help teenagers take better decisions on future careers?
- Would you like to get advice from a career advisor?

Read, listen and complete the texts. Then choose a title for each point.

- a Encourage discovery
- b Include the money aspect
- c Areas of interest
- d Making a plan
- e Thinking stimulation

#### Time for a choice!

\_\_\_\_\_ you have a teenager kid who doesn't know what to study, you may probably be wondering \_\_\_\_\_ to help!

Helping may not mean that the best can be shown, but may be a good start.

It is for sure that all teenagers want to succeed, but may still be worried about the future or the abilities needed to do so.

Well, \_\_\_\_\_ worrying and \_\_\_\_\_ doing – let's get busy on it!

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

Ask your teen kids to tell you about possible careers they have thought \_\_\_\_\_. What is attractive to them? Doing so will bring your teen kids to think of the future rather than just choosing whatever is there because they feel pressured \_\_\_\_\_ decide!

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

When your teen kids start talking about careers, listen carefully and inquire \_\_\_\_\_ any could be a good option. It helps to identify and understand what's \_\_\_\_\_ the idea.

A question you can use to help your teen kids draw \_\_\_\_\_ overall picture of what an option may be like is... "What do you think you would be doing \_\_\_\_\_ you choose that?"

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

When your teen kids tell you they have made a decision, ask them to write a list \_\_\_\_\_ advantages and disadvantages. Of course, the positive will make \_\_\_\_\_ happy, but they must be willing to take the hard and deal with \_\_\_\_\_ as well.

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

The moment your teen kids tell you they have identified some potential careers, ask them to surf the net to find information about how \_\_\_\_\_ money they can make by doing any of the jobs they chose. They can also talk to people who \_\_\_\_\_ those jobs – there is no better way to get information about it than talking to people who actually do the job a get paid \_\_\_\_\_ that. It will help them understand what kind of lifestyle they could have.

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

After some serious work, options must have narrowed down, so \_\_\_\_\_ is time to look for schools and any additional courses to take – make the most of it to develop skills and widen knowledge \_\_\_\_\_ the field chosen.

In our experience, teenagers don't know what to do because they haven't been guided \_\_\_\_\_ analyzing opportunities available for them.

The process of choosing what to do for a living must be an organized journey, not just a simple and common event. Remember, it is \_\_\_\_\_ something that will help them be happy, not just a thing to do.



Read and answer the questions about the text.

1. What are teenagers worried about?  
\_\_\_\_\_
2. Why is it a good idea to think of what is attractive?  
\_\_\_\_\_
3. What helps teens to have a complete idea of a certain career?  
\_\_\_\_\_
4. Why is it important to consider disadvantages?  
\_\_\_\_\_
5. How can teenagers find real information about salary rates?  
\_\_\_\_\_
6. Why is it a good idea to take additional courses?  
\_\_\_\_\_

### Vocabulary extended

Read and complete the questions using words from the box. Then, in small groups, answer the questions.

Where	How	Who	When	What
Why	When	When	What	

1. \_\_\_\_\_ will you **get a boyfriend/girlfriend**?
2. \_\_\_\_\_ will you **start university**?
3. \_\_\_\_\_ would you like to go **after graduation**?
4. \_\_\_\_\_ can make people **drop school**?
5. \_\_\_\_\_ can you do to **get a well-paid job**?
6. \_\_\_\_\_ can you **know you got the job of your dreams**?
7. \_\_\_\_\_ would you like to **buy a car**?
8. \_\_\_\_\_ would you like to **get married**?
9. \_\_\_\_\_ could help you **organize your wedding**?

Choose four events from the questions above. Write one positive and one negative aspect about each. There is one example.

#### Buy a car

- **Positive:** visit more places
- **Negative:** spend money on gas

- **Positive:** \_\_\_\_\_
- **Negative:** \_\_\_\_\_

- **Positive:** \_\_\_\_\_
- **Negative:** \_\_\_\_\_

- **Positive:** \_\_\_\_\_
- **Negative:** \_\_\_\_\_

- **Positive:** \_\_\_\_\_
- **Negative:** \_\_\_\_\_

### Grammar

#### Connectors

Read, listen and complete.

There \_\_\_\_\_ some words you can use to connect ideas. The words **until** and **when**, used as conjunctions, can \_\_\_\_\_ that connecting, but what is \_\_\_\_\_ interesting is that they can \_\_\_\_\_ help you to refer \_\_\_\_\_ an idea about the future.

- **until** means "up to an event mentioned"

- a) I will get married **until** I get a well-paid job.
- b) I will buy a car **until** I get a better job.

Here the main idea is that the person is getting married until he or she gets that well-paid job, **not before**.

- **when** means "at the time that something happens"

- a) I will get married **when** I get a well-paid job.
- b) I will buy a car **when** I get a better job.

Here the main idea is that the **person has decided** he or she will get married the moment he or she gets that well-paid job.

\_\_\_\_\_ you can see, these forms are \_\_\_\_\_ similar, you just have to pay attention to what you \_\_\_\_\_ want to communicate, "not before" or "at the time something happens".

Read and complete the sentences – pay attention to the prompts (connectors). Then ask your teacher to help you translate the sentences into your L1. There are two examples.

- I will get married until I get a well-paid job.
- I will get married when I get a better job.

1. I will buy a car **until** \_\_\_\_\_  
\_\_\_\_\_.
2. I will move to another city **when** \_\_\_\_\_  
\_\_\_\_\_.
3. I will go to the beach **until** \_\_\_\_\_  
\_\_\_\_\_.
4. I will change my job **when** \_\_\_\_\_  
\_\_\_\_\_.
5. \_\_\_\_\_ **until** \_\_\_\_\_  
\_\_\_\_\_.
6. \_\_\_\_\_ **when** \_\_\_\_\_  
\_\_\_\_\_.

Read, listen and complete the conversation. Then listen again and answer the questions.

**Vik:** Hey, you OK?

**May:** Well, \_\_\_\_\_ bit worried! Two guys asked me to go out with them, to the ball. I don't know \_\_\_\_\_ to do!

**Vik:** Which one \_\_\_\_\_ you like?

**May:** Well, \_\_\_\_\_ are both nice people, you know!

**Vik:** Alright, decide \_\_\_\_\_ you are sure! Tell me about them!

**May:** Joshua is tall and \_\_\_\_\_ blue eyes. I think he is cute! He studies arts and he is a good dancer. Mathew is tall, strong and really funny. He is very polite but \_\_\_\_\_ talk too much.

**Vik:** It looks like you have a big problem there! I think you have to be honest \_\_\_\_\_ yourself and with the guys. Which do you prefer, dancing \_\_\_\_\_ laughing?

**May:** Well, I don't know! It's not \_\_\_\_\_ dancing or laughing. I like Mathew, but I wouldn't like Joshua to get mad \_\_\_\_\_ me. I like he is my friend. I guess I will talk to him about it \_\_\_\_\_ I am ready.

**Vik:** I am sure he \_\_\_\_\_! He is a nice person, just be honest! It may be something he won't like, but he will understand!

**May:** OK! I'll do \_\_\_\_\_! It was great talking to you!

**Vik:** Any time!

1. What is May's problem?  
\_\_\_\_\_
2. Who is she talking to?  
\_\_\_\_\_
3. How does May describe both Joshua and Mathew?  
\_\_\_\_\_
4. May mentioned something that may not be of her like about one of the guys who asked her out, who was she talking about? What did she say about him?  
\_\_\_\_\_
5. Why is May worried about talking to Joshua at the moment?  
\_\_\_\_\_
6. What is Vik's advice?  
\_\_\_\_\_

### Mini project

- Use the format on the next page to make a career plan.
- Make a more detailed plan on separate sheets of paper.
- Present your career plan to the class – if possible, visit other classes and present your project there!
- Remember, the format is for you to show specific or key points. The speaking must come out of a plan; it means try not to read when giving a presentation.

**Career Plan Format  
Option 1**

\_\_\_\_\_

Career

**Studies**

---

---

**Extra courses**

---

---

**Skills**

---

---

**Likes**

---

---

**Dislikes**

---

---

**Places to work**

---

---

**Pros**

---

---

**Cons**

---

---

**Salary**

---

---



Common European Framework

A2		B1		B2	
KET		PET		FCE	
1	2	3	4	5	6
KeyCode					