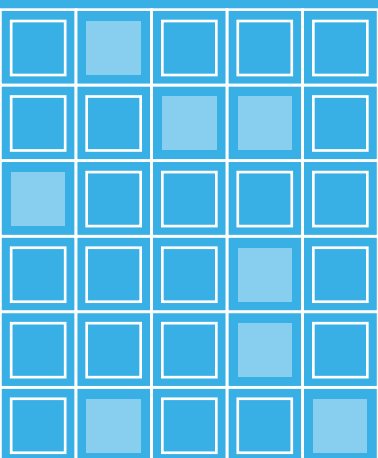
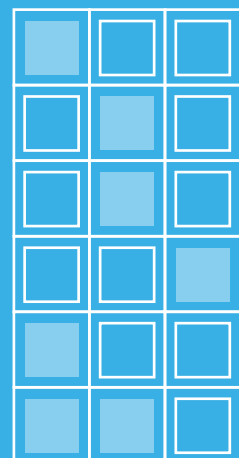




Bachillerato General Unificado



ENGLISH



Level

A2.2

STUDENT'S BOOK - PRIMER CURSO - BGU

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DE EDUCACIÓN



EL
GOBIERNO
DE TODOS

UNIT

1



UNIT

2



UNIT

3



CLIL

- Personality Types and Attitudes
- Inspirational People
- Facebook

- Learning Experiences
- Cultural Literacy

- Mysteries
- Greek Myths
- Fairy Tales
- Fantasy

Goals

- You will learn how to
- talk about goals, obstacles, important decisions and achievements.
 - describe inspirational people's lifestyles.
 - talk about a person's experiences.

- You will learn how to
- ask and answer questions about experiences.
 - talk about the length of experiences.
 - recommend cultural activities like reading and going to museums.

- You will learn how to
- narrate stories and events in the past.
 - convey attitudes related to the events of a story.
 - talk about imaginary situations.
 - react to a story in different ways.

Grammar

- Verb patterns in present, future and past
- Verbs related to starting, continuing and finishing
- Time Expressions

- Present Perfect tense in affirmative, negative and interrogative forms
- Since / For
- Yes / no-questions and wh-questions in the Present Perfect tense

- First and Second Conditional sentences
- Past Perfect tense

Skills and Strategies

Vocabulary: using suffixes to create adjectives and nouns
Grammar: identifying principal verbs in verb patterns
Reading: previewing a text
Writing: signposting the chronological sequence of events
Listening:

- getting familiar with the topic and the kind of activity
- listening for specific information

Speaking: using "I mean" to clarify ideas

Vocabulary: grouping verbs
Grammar: using wh-questions to get details and yes/no-questions to approach a topic
Reading:

- focusing on familiar words
- understanding key ideas

Writing: connecting similar and contrasting ideas
Listening: paying attention to key words to identify relevant details
Speaking: explaining and giving more information with "that is"

Vocabulary:

- using adverbs to convey attitude
- associating vocabulary with pictures

Reading: reading literary texts: skimming, predicting and analyzing story elements
Writing: summarizing a story
Listening: identifying important elements of a story
Speaking: reacting to a story

Project

A Web Profile

A Learning Campaign

A Storytelling Show

UNIT

4



UNIT

5



UNIT

6



CLIL

- Types of Travelers
- Going Green
- A Tour of Brasilia
- Finding Your Way in a Campsite

- The Weather
- Crazy News
- Disasters

- Digital Lives
- Technology
- TV vs. YouTube
- Tech Gadgets and Toys

Goals

- You will learn how to
- give and ask for directions and information in a polite way.
 - ask people if they agree with you.
 - give emphasis to descriptions and comparisons.

- You will learn how to
- tell and react to news.
 - describe natural disasters and extreme weather.
 - talk about inventors, inventions, artists and artwork.

- You will learn how to
- talk about Internet habits and wishes.
 - give instructions to use technology.
 - give opinions about technology.

Grammar

- Tag Questions
- Indirect Questions
- Placing Emphasis with *much* and *very*

- Passive Voice
- Yes / no-questions and wh-questions in the Passive Voice
- Past and Past Participle forms of verbs

- Wishes
- Phrasal Verbs

Skills and Strategies

- Vocabulary:** classifying words
- Reading:**
- reading a map
 - identifying informed opinions
- Writing:** using facts and reasons to support opinions
- Listening:**
- listening for repetition
 - using visuals
- Speaking:**
- asking for directions politely
 - addressing people politely

- Reading:** inferring
- Writing:**
- generating ideas
 - writing an information report or news
- Listening:** understanding numbers
- Speaking:**
- reacting to news
 - introducing a piece of news

- Vocabulary:** understanding prepositions
- Grammar:** visualizing phrasal verbs
- Reading:** drawing conclusions
- Writing:**
- writing a "how to" article
 - explaining cause and effect
- Listening:** taking notes
- Speaking:** checking instructions and clarifying

Project

A Brochure

A News Broadcast

A Web Survey

UNIT

Inspirational People



► General Objective

You will be able to talk about lifestyles, personality types, preferences and interests.

► Communication Goals

You will learn how to

- ask for and give personal information about goals, obstacles, important decisions and achievements.
- describe inspirational people's lifestyles.
- talk about a person's experiences.

► CLIL

- Personality Types and Attitudes
- Inspirational People
- Facebook

Vocabulary

- Vocabulary related to teens' lifestyles
- Verbs related to starting, continuing and finishing processes

Grammar

- Verb patterns, Time expressions, Adverbs of sequence

► Idioms and Colloquial Expressions

- *To be worlds apart*
- *To do it for kicks*
- *To facebook*
- *To have the knack*
- *For one thing*
- *Go for it*

► Project

A Web Profile

You will work in groups to create a web profile and make a visual presentation of an inspirational person in your life.



Discuss:

- What types of teenagers are there?
- Do any of these people represent you?
- Do you think any of these characters have any inspirational characteristics?





Lesson 1

Teens of Today!



1. Read and complete each list. Use the Word Bank.

Teens'lives.com

Groups for everyone! For one thing, you'll make friends and discover your passions for successful future jobs! Join now!

Are you a tech-head?
You'll enjoy using our
online community with
new apps every day!

Or a nature lover
interested in protecting
the environment? Find
your causes here!

How about trend-setters?
You like to express yourself
in artistic ways. Find a way
here!

Or maybe you're the go-getter?
Well, you like to take risks
and compete to go after your
dreams. Register now!

Word Bank

- competitive
- artistic
- brainy
- spiritual
- tech-savvy
- eco-friendly
- stylish
- adventurous



- a. brainy
- b. _____



- c. spiritual
- d. _____



- e. _____
- f. _____



- g. _____
- h. adventurous

2. Find more adjectives and identify the suffixes.

- a. adventur ous c. styl _____
- b. success _____ d. spiritu _____

3. Complete the sentences about the different teen types. Use the adjectives above.

- a. _____ people care about the spirit. They're inspired by nature.
- b. Trend-setters are very _____. They have a lot of talent and imagination.
- c. Jane knows what she likes. She will probably be _____ in finding a career.
- d. Go-getters feel _____ most of the time. They think life is an adventure.

Vocabulary Strategy

Pay attention to suffixes to identify adjectives.
Some common suffixes are **ous / ful / y / ish / ive / al**.

4. Read and practice. Replace the personality type.

What are **nature lovers** like?

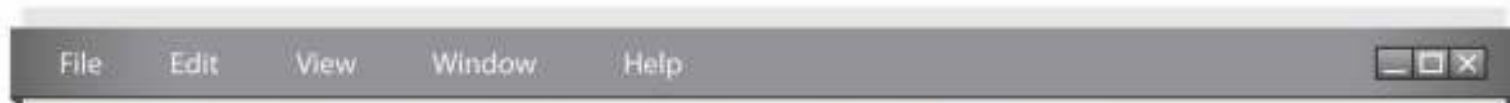
Key Expressions

For one thing: the first of many examples

Well, for one thing, they're **eco-friendly** and **spiritual**.



5. What type of future occupation suits you best according to your personality?
Take this test. Then complete the grammar chart below.



Take this test and discover what occupation suits you best.

- a. When you have free time, do you **enjoy**...
- ☐ 1. being indoors, searching the web?
 - ☐ 2. going out, maybe camping or trekking?
 - ☐ 3. looking at fashion and music magazines?
 - ☐ 4. recycling paper and participating in social activities?
- b. When you have money to spend, do you **like**...
- ☐ 1. to buy new cell or computer gadgets?
 - ☐ 2. to meet new people or learn new things?
 - ☐ 3. to go shopping for clothes or go to the beauty salon?
 - ☐ 4. to buy food to feed stray dogs?
- c. You **like** having friends that are...
- ☐ 1. online when you need them.
 - ☐ 2. risk takers and adventurous.
 - ☐ 3. stylish and have a good sense of color and design.
 - ☐ 4. eco-friendly and care about the environment.
- d. When you think about the future, **are** you **interested in**...
- ☐ 1. getting to know about tech-advancements?
 - ☐ 2. traveling the world?
 - ☐ 3. being the creator of new trends?
 - ☐ 4. being an environmental activist?

Reflect on Grammar

When you're using more than one verb in a sentence, there are some special combinations you need to do.

Only Gerunds

I **enjoy**
being
indoors.

Gerund and Infinitives

I to buy new
cell or computer
gadgets.
I having
friends that are online
when I need them.

Gerund after Prepositions

I'm interested
in
the world and

a creator.

Grammar Strategy

Pay attention to the principal verb (the first one in these sentences) to identify the combinations.



6. Complete. Then listen and check.

Results

- 4+ You're a nature lover. You'll probably be interested in working as a marine biologist or an ecologist.
- 3+ You're a . You'll enjoy working as a media communicat or a fashion design.
- 2+ You're a . You'll probably love to be a manag or a political lead.
- 1+ You're a . You'll be successful as a computer programm or a web special.

Vocabulary Strategy

Use suffixes **-or** and **-er** to transform verbs into nouns, and **-ist** to change nouns or adjectives into nouns.

7. Complete the questions and answers.

- A: What does she enjoy (a) in her free time?
- B: She is interested in (b) to all kinds of music.
- A: Does she like (c), too?
- B: Of course, she loves samba!

Project Stage 1

- Write some sentences about a person you admire.
- Get in groups and talk about your persons to discover things in common.

E.g. *Our fathers love to watch sports on TV.*



Lesson 2

Great People Inspiring Teens!



1. Listen, read and correct the false statements. Then complete the grammar chart below.



Key Expressions

Go for it: You can do it

Anne: That was an excellent match!

Bill: Thanks, our team **needed to win**.

Anne: Congratulations! **Keep working** hard and you'll **probably be** the best. By the way, do you **plan to become** a pro soccer player when you **finish studying**?

Bill: Yes, I **want to** play for the best teams in the world. You know, just like Messi. And what **would you like to be**?

Anne: Well, I **want to** take drama classes next semester.

Bill: Drama? But you just **began** taking martial arts!

Anne: Yeah, I know. But just like Noah Ringer, the actor in *Avatar*, I'm into acting. Maybe I'll **be** a great taekwondo actress!

Bill: Taekwondo actress? I **won't miss** any of your movies.

Anne: I've **decided** to take up taekwondo and continue doing drama.

Bill: Well, then **go for it!**

- ☒ **f.** Bill's team lost the game.
- ☐ **b.** Anne enjoyed watching the game.
- ☐ **c.** Bill inspires Messi to be a great soccer player.
- ☐ **d.** Bill will probably be a pro soccer player.
- ☐ **e.** Anne is going to take taekwondo classes.

Bill's team won the game.

Reflect on Grammar

Ways to express future

- I **will be** a great taekwondo actress!
- You **will be** the best.
- Do you **will be** to become a pro soccer player?

Use **will** after these verbs.

He **will keep** practicing sports.
He **will enjoy** taking sports classes.
He'll **will finish** studying soon.

Notice:

I'll **will start** practicing chess.
begin to practice
continue to practice

Ways to express desire, necessity and decision

- Our team **needed to win**. (necessity)
- I **will** to take drama classes. (desire)
- I **will** to take up taekwondo and continue doing drama. (decision)

Use **will** after these verbs.

I **will** wanted to be an actress.
She **will** planned to be an actress.
You **will** would like to be an actress.
She **will** is going to be an actress.



2. Fill in the blanks with the correct verb form. Use the verb in parentheses.

Noah Ringer is the actor who plays the leading role of Aang in the movie *The Last Airbender*. He began **practicing** (a. practice) taekwondo when he was 10. At the age of 12, he obtained his black belt. Noah kept **training** (b. train) and **learning** (c. learn). The following year he won the Texas State Taekwondo Championship. He became an actor because of his great

resemblance to the character of the television series *Avatar*, and, of course, for his excellent taekwondo skills. For the future he would like **teaching** (d. teach) taekwondo to other kids and teens, but for sure he's going **continuing** (e. continue) **acting** (f. act) in many more movies. Good luck, Noah!





3. Answer the questions and compare with a partner. Then complete the grammar chart below.

File Edit View Window Help



Lionel Messi Trivia

You think you know a lot about your favorite soccer star? Answer these questions.

1. What's Messi's full name?

- ☐ a. Leonardo Messi
☐ b. Lionel Andres Messi
☐ c. Lionel Nicolas Messi



2. Where was he born?

- ☐ a. Buenos Aires
☐ b. Mendoza
☐ c. Rosario

3. How old was Messi when he began to play professionally?

- ☐ a. 12
☐ b. 17
☐ c. 16

4. What is Messi's position?

- ☐ a. defender
☐ b. forward
☐ c. midfielder

Listening Strategy

Before listening, get familiar with the topic and type of activity.



Reflect on Grammar

How old was Messi when he began to play professionally? you plan to become a pro soccer player when you finish studying? What you going to do after that?

Notice "Who" questions do not have an auxiliary verb, e.g. **Who** inspired you?



4. Unscramble. Then listen, check the questions and tick the correct answers.

a. inspired / who / to become / you / a soccer player?

Who inspired you to become a soccer player?

- ☐ 1. My father
☐ 2. My mother
☐ 3. My grandmother

b. do / what / in the future / plan / you / to / do ?

- ☐ 1. Keep playing and traveling around the world.
☐ 2. Keep playing and helping sick children through UNICEF.
☐ 3. Become a soccer coach.

Listening Strategy

Listen for specific information that answers wh-questions.

c. an important obstacle / be / what / you / had / to face?

- ☐ 1. My family was very poor.
☐ 2. I suffered from a hormone deficiency.
☐ 3. I was not fast enough at the beginning.

d. be / your / most / what / achievement / important?

- ☐ 1. My first goal in the Barcelona soccer club.
☐ 2. Obtaining a gold medal at the Beijing 2008 Olympics.
☒ 3. The Under 20 Soccer World Cup.

Pronunciation

Some sounds are shortened with reductions:

I'm **going to** / gona / be a pro-soccer player.

Some other sounds are shortened with contractions:

I'll / ail / be a taekwondo actress.

I'd / aid / like to become a scientist.



Project Stage 2

- In groups, select an inspirational person and the aspects of his/her life you want to talk about.
- Write questions about this person and assign responsibilities to investigate the answers to those questions.

E.g. *Who inspired Justin Bieber to...?*



Lesson 3

The Creator and His Creation

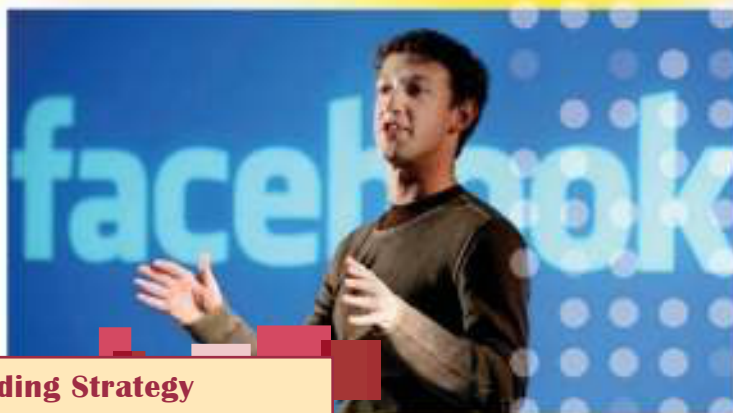
1. Read the text quickly to answer the following questions.

What type of text is this?

- ☐ a. a blog
- ☐ b. a wiki
- ☐ c. an article in a magazine

What's the topic of the text?

- ☐ a. The Facebook community
- ☐ b. Social networks
- ☐ c. The creator of Facebook



Reading Strategy

To get familiar with the topic of a text, take a quick look at the vocabulary it contains.

2. Look at the text below and look for the words in bold type corresponding to these definitions.

- a. to give people control over a situation
- b. a set of computers connected to each other to share information
- c. people with the same occupation or work as you
- d. to get unauthorized access to manipulate information
- e. a computer system through which programs run

1. **empower**

2.

3.

4.

5.



3. Read the text below and identify the heading for each section of the contents.

Reading Strategy

Read quickly looking for words to find the topic of each paragraph.

Contents

Achievements
Future goals
Origins
Obstacles and controversy
Mission

Achievements ¹

In 2004, Mark Zuckerberg surprised the world when he and other **colleagues** co-built one of the most recognized and used social networks of today. 3 years later Facebook was chosen by most media experts as "the website of the decade" with more than 500 million users all around the world.

Mark was born on May 14th, 1984, in Dobbs Ferry, New York. At an early age, he created Synapse Media Player, an early **operative system** version of an Mp3 and an instant messaging application for his father's business. He even designed computer games for his friends. When Mark was at Harvard, he developed a university social **network** based

on the need to join different communities of the university.

In a short time, Mark opened his own company and became very rich, successful and famous. But it wasn't easy. At the beginning, Harvard University accused him of violating individual privacy and **hacking** their internal system.

Behind Facebook's tech essence there is a social phenomenon that has revolutionized people's lives. Mark sees his company as the platform to **empower** people to share openly and communicate online in rich and varied ways.

5

Facebook's creator is now focused on the future of Facebook. He and his team of collaborators are interested in improving the social experience of users by giving them more and better options to interact over the net.

4. Read again more carefully and answer the questions.

a. What did Mark do at an early age?

He created Synapse Media Player.

b. What happened in the year 2004?

c. What did Mark do when he was at Harvard?

d. What happened in the year 2007?

e. What will happen to Facebook in the future?

5. Read again and decide in which paragraph to put these sentences.

- ☒ This means that in the years to come the way people search for information, connect and share online will be different.
- ☐ Quickly, it worked so well that Mark decided to drop out of the university to dedicate himself completely to the development of his company.
- ☐ Recently, in 2010 the famous Time magazine chose Mark as Person of the Year.
- ☐ More recently Mark had to face hard critics on privacy issues and the policies of his company.

6. Read and choose the correct expression.

In a short time / Soon / Currently the social network I use is Facebook. I enjoy facebooking. Before / When / At the beginning I have free time, I see pics of my friends and write quick messages on their walls and, of course, I play games. Two years ago / In the years to come / Now, my favorite social network was My Space because all my friends had their accounts there. At an early age / Recently / When I started to have problems logging in and I got bored. So I signed up with Twitter but I don't use it much. I think I'll keep facebooking!

Reading Strategy

Use context clues to discover what comes after or before these sentences.

Writing Strategy

Use these expressions to attach ideas smoothly and to signpost the chronological sequence of events.

At an early age, Mark showed great talent for computers.

In the year 2007, Facebook became the leading social network.

When he started / finished...

Recently, currently, eventually...

Before / after...

Finally...

7. Write a paragraph about a website or social network you use.

Explain past, present and future interests, motivations, obstacles or joys using it.

Project Stage 3

- Organize chronologically the information about the person you chose.
- Create a visual presentation for this information.

E.g. *At an early age, Justin Bieber began to play the piano. In the year...*



Unit 1

Grammar Chart

VERB COMBINATIONS				
Some verbs are only followed by gerunds:		Some verbs can be followed by either infinitive or gerund:	Some verbs are only followed by infinitives:	
keep mention mind miss postpone practice recommend resume risk suggest tolerate finish	admit anticipate appreciate avoid can't help complete consider deny discuss dislike enjoy imagine	begin hate like love prefer start continue	know how learn manage offer plan prepare pretend promise refuse seem tend wait want wish would like	agree appear arrange ask care choose claim decide demand deserve expect fail get hesitate
I enjoy being outdoors. Keep working.		I like to buy new cell phone or computer gadgets. I like having friends that are online when I need them.		Our team needed to win. Do you plan to become a professional soccer player?

VERB USES IN DIFFERENT TENSES			
To talk about permanent or repetitive actions in the present.	To talk about actions in the past.	To talk about future activities.	
Simple Present	Simple past	WILL (not sure)	BE GOING TO (sure)
He keeps practicing sports. I want to take drama classes.	I played the best I could. It was a great match.	You'll probably be the best.	I'm going to be like Messi.
Do you want to become a pro soccer player?	Where did you learn to play? Who was your inspiration? Who helped you?	What will you do when you finish working in the movie?	What are you going to do after that?

Notice: To ask questions in different tenses, you need different auxiliary verbs. But, questions with "who" (When you are asking about the subject of an action) do not have an auxiliary: Who inspired you?

Quiz Time



1. Listen, read and check the correct boxes.

	Kevin	Joe	Nick
a. He enjoys wearing trendy clothes.			
b. He likes nature and loves being outdoors.			
c. He's a tech-head.			
d. He will write a book about his life.			
e. He'll go solo or create his own band.			
f. He'll travel around the world.			



2. Choose the best option.

- a. Mike is really _____. He dances and sings beautifully.
☒ 1. artistic
☐ 2. brainy
☐ 3. stylish
- b. At an early age, Natalie showed her energetic personality. She's a real _____.
☐ 1. eco-friendly teen
☐ 2. stylish girl
☐ 3. live wire
- c. Go-getters tend to be _____. They love to compete and win.
☐ 1. competition
☐ 2. competing
☐ 3. competitive
- d. _____ teens are very committed to animal and conservation causes. They always help animals in need.
☐ 1. Trend-setters
☐ 2. Eco-friendly
☐ 3. Brainy

3. Complete this paragraph with the correct verb combination.

What's my brother like? Well, for one thing, he's extravagant and the typical rebel. Rebels _____ *are* (a. be) freedom lovers. He likes _____ (b. look) different. He's very smart, though. He's interested in _____ (c. know) all the different views, but he enjoys _____ (d. create) controversy. Recently he decided _____ (e. be) more relaxed and friendly.

He plans _____ (f. study) ecology at the university. My parents think he'll _____ (g. become) a great professional.

4. Complete the questions with the correct auxiliary verb. Then, match with the questions.

- a. What _____ *do* you enjoy doing?
- b. How old _____ you when you began to practice taekwondo?
- c. What _____ you do next year?
- d. What _____ you interested in learning?
- e. Why _____ you decide to become a vet?
- ☐ 1. I was 8 years old.
- ☐ 2. I enjoy surfing the web and chatting with friends online.
- ☐ 3. I'm interested in learning languages.
- ☐ 4. Well, for one thing, I love animals.
- ☐ 5. I will keep studying drawing. It's my thing.

Self-Evaluation

Now I can...

- talk about styles, personality types, preferences and interests.
- describe inspirational people's lives.

Very Well

OK

A Little

☐
☐
☐
☐
☐
☐

UNIT

2 Experience Culture!



► General Objective

You will be able to talk about your most significant learning experiences in the context of cultural literacy.

► Communication Goals

You will learn how to

- ask and answer questions about experiences.
- talk about the length of experiences.
- recommend cultural activities like reading and going to museums.

► CLIL

- Learning Experiences: traveling, languages, sports, camps and hobbies.
- Cultural Literacy: going to museums, attending lectures, learning dances, reading books, seeing art films and going to concerts.

Vocabulary

- Vocabulary related to different types of cultural activities and learning experiences

Grammar

- Present Perfect tense in affirmative, negative and interrogative forms
- Since / for
- Yes/no questions and wh-questions in the Present Perfect tense

► Idioms and Colloquial Expressions

- *That is*
- *That's awesome*
- *To be in the same boat*
- *To hit the books*
- *To be a page turner*
- *To take a rain check*

► Project

A Learning Campaign

You will work in groups to carry out a learning campaign promoting cultural literacy.



Discuss:

- Do you like going to museums, libraries or cultural centers? Why?
- How can these places contribute to a person's education?
- Do you know of free exhibits in your town?



Lesson 1

What Have You Done Lately?

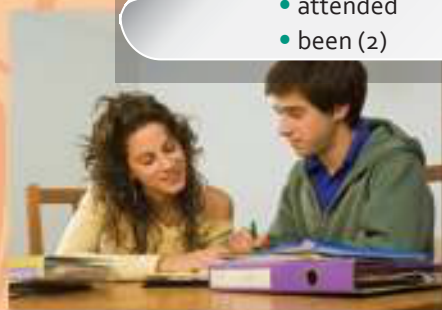
1. Look and complete. Use the Word Bank.

Word Bank

- taken up
- attended
- been (2)
- studied
- participated



a. She's been abroad for two weeks.



c. They've _____ a foreign language for two months.



e. They've _____ karate since February.



b. I've _____ a workshop at the museum since December.



d. They've _____ members of a dance group for more than a year.



f. We've _____ in a reading campaign since January.

2. Complete the chart. Listen and check. Then complete the grammar chart.

	REGULAR VERBS			IRREGULAR VERBS		
Present	travel	support	study	take	go	be
Past form	<i>traveled</i>			<i>took</i>		____ / ____
Past participle	<i>traveled</i>			<i>taken</i>		

Vocabulary Strategy

Identify the verbs that have the same form in the Simple Past tense and Past Participle form.

3. Listen and match each conversation with the situations in exercise 1.

Conversation 1 ☐

Conversation 2 ☐

Conversation 3 ☐

Conversation 4 ☐

Reflect on Grammar

Present Perfect tense

I have _____ a member of this museum for 2 weeks.
 You _____
 She _____

Use the Present Perfect tense for:

- ☐ a. completed actions (started in the past, finished in the past)
☐ b. uncompleted actions (started in the past, continue at present)

4. Circle an option to make these sentences true for you.

a. I have / haven't taken up a sport or hobby.

b. I have / haven't been abroad.

c. My mother has / hasn't studied English.



5. Listen and fill in the blanks. Then complete the grammar chart.

Conversation 1

Ann: Hi! I'm new to this group.

Bob: Welcome to the group! *Have* (a) you taken karate before?

Ann: No, I _____ (b). I'm just curious. Have you _____ (c) a member for a long time?

Bob: Yes, I *have* (d). I' *ve* (e) been in this group _____ (f) January last year! That is, _____ (g) 20 months or so.

Ann: That's awesome!

Conversation 2

Al: I haven't seen your sister for a long time. Where is she?

Sarah: She's abroad. She traveled to Paris.

Al: To Paris? Oh, that's awesome. How _____ (a) has she been there?

Sarah: She's been abroad *since* (b) she graduated.

Al: _____ (c) she visited the Louvre Museum?

Sarah: Yes, she _____ (d). She sent me some pictures. It's a great museum.

Key Expressions

That's awesome! It's great!



Pronunciation

Contraction of *have* and *has*

I've been abroad.

She's been abroad.

Reduction of *have*

How *long have* you been here?

Reflect on Grammar

Questions

Have you taken karate? Yes, I *have* . / No, I _____ .
 _____ she visited the Louvre Museum? Yes, she _____ / No, _____ hasn't.

How _____ has she been there? Since _____
 For two weeks.

Use *How* *long* to ask for the duration of the activity.

Use _____ to indicate a period of time.

Use _____ to indicate a point in time.

6. Unscramble the sentences and complete with your information.

A: long / have / you / How / studied English / ?

How long have you studied English? (a).

B: I have studied English for _____ (b).

That is, since _____ (c).

C: I've been in this dance group for _____ (d).

That is, since _____ (e) and you?
 long / have / been / you / in / your group / How / ?

D: I've been in my group since _____ (g).

That is, for _____ (h).

E: Martha is my best friend.

F: Really? long / been / she / your friend / How / has / ?

_____ (i).

E: Since _____ (j).

7. Ask and answer the questions in exercise 6 with a partner.

How long
have you studied
English?

I've studied
English for 2 years.
That is, since I began
to study here.

Speaking Strategy

Use "that is" to explain or give more detailed information.

Project Stage 1

- Get in groups and think about learning activities for teens.
- Investigate if students in your class have done these activities.

E.g. *Some students have practiced martial arts.*



Lesson 2

Cultural Literacy for Everyone



1. Read, listen and complete. Use the Word Bank.

Discover how culturally literate you are!
How much knowledge have you acquired lately?

Name: Linda Diaz

Age: 14

Word Bank

- attend
- take up
- meet
- see
- be



	Yes	No	If yes, which one?
a. <i>Have you read</i> a good book recently?	☒	☐	<i>Sophie's World</i>
b. <i>Have you tried</i> any new dish or food?	☐	☐	
c. a new sport or hobby?	☐	☐	
d. a good movie?	☐	☐	
e. new people?	☐	☐	
f. to museums or exhibits?	☐	☐	
g. any special event?	☐	☐	

Grammar Strategy

Use yes/no questions to approach a topic.
Use wh-questions to go into details.



2. Listen again and fill in the blanks with time expressions and adverbs of frequency. Then complete the grammar chart.

- I *read* *Sophie's World* *last year*. It was very interesting. I haven't read any other book since then.
- I've the same snacks. I'm picky when I eat. I eat only what I like.
- I' *ve practiced* spinning.
- Yeah. I saw an excellent movie. I can't remember its name, though.
- I have some friends at school and in the neighborhood. I *haven't met* anyone.
- Yes, I have. The school *took* the whole class to the Metropolitan Museum like.
- I' to concerts. For example, my friends and I went to a great concert last month. We only go to reggaeton concerts.

Reflect on Grammar

Present Perfect vs. Simple Past

Present Perfect

I've been to concerts *many* *times*.

Simple Past

I went to a great concert.

The is used for actions that happened at an indefinite time in the past or actions that are repeated.

The is used for actions that happened at a definite time in the past and are finished.

3. Take the test with a partner.

Take turns asking and answering the survey.



4. Match these comments with Linda's answers in exercise 2. Then complete the grammar chart.

Comments

Dare to be different!

	a. Webhelper Consider doing this activity more often. In a family reunion suggest going to museums and cultural events.	Monday 14th	☐
	b. Friendly surfer Avoid eating the same things. Make your own shopping list and give new things a try. Practice cooking new recipes.	Tuesday 15th	☐
	c. Charisma Dare to be different. Learn to listen to other kinds of music and dance expressions. Be sure to listen to diverse music.	Tuesday 15th	☐
	d. ArtMaster 678 You need to interact with more people. You can start meeting more people by joining hobby groups like theater troupes. Why not? Give it a try!	Wednesday 16th	☐

Reflect on Grammar

Giving Tips!

Be sure to listen to diverse music.
Avoid the same things.

Followed by gerunds

consider

Followed by infinitives

need

Listening Strategy

Pay attention to key words to identify relevant details.

5. Listen to a phone call to the Youth Cultural Center and choose the corresponding poster.

 a	 b	 c
Our cultural center is offering these workshops, conferences and classes.	Our cultural center is offering these workshops, conferences and classes.	Our cultural center is offering these workshops, conferences and classes.
• Reading workshop Saturdays at 5:00 PM. • Conference Study Abroad Saturday at 8:00 AM. • Course Learning to Watch Movies Mondays, Wednesdays and Saturdays at 4:00 PM. ☐	• Reading workshop Thursdays and Fridays at 4:00 PM. • Conference Study Abroad Saturday at 8:00 AM. • Course Learning to Watch Movies Mondays, Wednesdays and Saturdays at 4:00 PM. ☐	• Reading workshop Saturdays at 5:00 PM. • Conference Study Abroad Saturday at 8:00 AM. • Course Learning to Watch Movies Wednesdays and Saturdays at 4:00 PM. ☐

Listening Strategy

Concentrate on the specific information by previewing the information you will need.

6. Listen again and choose.

Activity	Objectives
Workshop	• learn to _____ ☐ a. read fast ☐ b. read difficult texts ☒ c. enjoy reading
Conference	• give information about _____ ☐ a. traveling abroad ☐ b. working abroad ☐ c. studying in a foreign country
Course	• learn how to interpret _____ ☐ a. movies ☐ b. history ☐ c. photographs

Project Stage 2

- Choose one learning activity per group to promote in a campaign.
- Prepare a set of recommendations for students to get involved in the activity your group is promoting.
E.g. *Campaign: Learn to enjoy reading books.*



Lesson 3

Reading to Choose

1. Look at the texts below and label them.

- a. a book review
- b. a web-site review
- c. a workshop review
- d. a summer camp review
- e. a video game review



2. Read these reviews and answer the questions below.

Reading Strategy

Preview the topic by focusing on familiar words.

A.

This site is one of those websites you will find very useful and entertaining. It has very interesting articles with important advice for young people. You can find topics such as health, school, careers, family and the latest news to enlighten the world of teens. It **also** contains a school section with the links to educational sites that cover plenty of academic topics in depth and accurately. **Additionally**, these articles are written in very simple English so that anyone understands.

On the other hand, you can chat with students all over the world about your homework and your interests. **Unlike** wikis –or any other educational web-sites– **MSAE** offers the possibility to receive help online by a tutor that is highly qualified and who is ready to help clarify your doubts. I definitely recommend this website to all students who need guidance on their homework and projects.

Stop and think.

What's the author's opinion about the web-site?

- ☐ a. The author thinks it's a great site for students who can't do their homework.
- ☐ b. The author thinks it's important for students to chat about their homework with students in other countries.
- ☐ c. The author thinks the web-site offers interesting services to students with homework problems.

B.

A book review

I want to share with you a great book that has taught me incredible things. The book is called *Sophie's World*. Its author is Jostein Gaarder, who has written many books for children and young people. *Sophie's World* is a young girl's journey down through the history of philosophy. Through a series of mysteries and the help of a mentor, Albert Kong, Sophie discovers that philosophy is extremely important for people because we,

as humans, need to question the nature of our existence. On her journey she discovers the great philosophers and theories that have shaped human thought. *Who am I? Where do I come from? Where is God?* If you ever wonder about the same questions, you will probably discover some interesting answers and **also** enjoy reading the adventures that happened to Sophie and her friends while learning to think more critically and with a different perspective. I highly recommend this book because it is full of mysteries and knowledge.

Reading Strategy

Understanding Key Ideas

Key ideas are usually rephrased to make the reading more cohesive. Look at the beginning and end of paragraphs to identify rephrasing.

Stop and think.

What's the book about?

- ☐ a. The history of Sophie
- ☐ b. Sophie's journey while learning philosophy
- ☐ c. The history of philosophy

C.

Are you a music lover? Have you ever thought of going to a summer camp where you can meet other young people from different parts of the world and learn how to sing and dance? This is a camp that takes place every year at the Youth Country Center. There you will live with kids from different countries while learning about music and performing. In the camp you will learn popular songs and dances from other countries while you rehearse and prepare for a final performance. You will also take part in sports activities, games and small nature trips. I would like to recommend *Melody Summer Camp* because all these factors make it a perfect place for teens who want to learn music and have fun. It offers an unparalleled experience for young artists.



Stop and think.

What's the author's opinion of *Melody Summer Camp*?

- ☐ a. It's important to learn to sing and dance.
☐ b. Only young artists can enjoy this camp.
☐ c. It's a great experience for anyone who enjoys music and dance.

3. Complete the expressions to recommend items, services and events.

- a. I definitely recommend this book because of its original ending.
 b. I like to this movie to all jazz music fans.
 c. This website has an collection of English exercises.
 d. It also podcasts and videos to practice your English.

4. Follow the models in the reading and organize these steps to write a review.

- ☐ Give a conclusion restating why you recommend it.
☐ Give your opinion to introduce the topic by making a small comment or asking a question.
☐ Support your opinion by giving information about the service, product or item.

5. Choose the correct connector.

• also • additionally • unlike

Watching movies is a fun way to spend free time and learn lots of things. Be sure to watch movies with good reviews. I highly recommend going to see good indie movies. commercial movies, indie movies usually offer different stories to help you see the world from different perspectives. You can get familiar with foreign customs. you will be able to enjoy different actors, actresses and directors.

6. Write a review of a product or service.

- a. Think about a book, movie or learning experience you wish to recommend.
 b. Think about the reasons to recommend it.

Writing Strategy

Reviews are opinions of a product or service.

State your opinion clearly and support it strongly.

Word Bank

- would / recommend
- contains
- definitely
- interesting

Writing Strategy

Connecting similar and contrasting ideas.

Use **also** and **in addition** to give extra similar information about an idea.

Use **unlike** to contrast two nouns.

Project Stage 3

- Assign responsibilities e.g. designing flyers or posters, preparing speeches and slogans.
- Use a strategy to carry out the campaign.
- Rehearse your presentation.



PRESENT PERFECT / SINCE AND FOR

PARTICIPLE FORMS									
Regular verbs have the same past and participle forms.		Some irregular verbs have different past and participle forms.				Some irregular verbs have similar past and participle forms.			
traveled	traveled	was / were	been	took	taken	had	had	kept	kept
heard	heard	saw	seen	did	done	brought	brought	left	left
tried	tried	went	gone	swam	swum	bought	bought	lost	lost
worked	worked	rode	ridden	wore	worn	thought	thought	made	made
cleaned	cleaned	ran	run	sang	sung	felt	felt	said	said
practiced	practiced	rang	rung	stole	stolen	found	found	met	met
completed	completed	forgot	forgotten	throw	thrown	lent	lent	read	read
missed	missed	spoke	spoken	wrote	written	taught	taught	won	won
asked	asked	showed	shown	became	become	told	told	sat	sat
wanted	wanted	began	begun	got	gotten	built	built	sent	sent
stopped	stopped	broke	broken	knew	known	cost	cost	stood	stood
decided	decided	ate	eaten	fell	fallen	heard	heard	slept	slept



Game

Time to Play

1. Think about experiences you have had.

- Get in pairs. Move around the board by tossing a coin. Move one or two spaces (Head = 1; Tails = 2).
- Ask and answer questions to be the first one to get to Rome.

Start



Complete.

1

What _____
you done lately?
How _____
have you _____
English?

What an experience!

2

**YOU'RE
SAFE**

3

Talk about it.

4

Recommend a
good movie.

What an experience!

9

Transform
these verbs into
the past participle
form: *take, be, see,*
study and read.

8

**Correct this
sentence.**

7

I have studied
English since five
years.

Answer.

6

When was the
last time you hit
the books? Why?

Ask a question.

5

I've been a member
of this group for a
short time.

Mention 5
verbs in their
past participle
form.

10

Mention as
many cultural
activities as
possible. If you
mention 6, you can
advance 3 squares.

11

Make a question
following this
structure:
Wh + Aux + subject
+ verb in past participle
+ preposition of time +
years?

12

**Organize this
sentence.**

13

a camp you going
thought to summer
ever Have of?

What an experience!

14

**Create 2
sentences for
these time
expressions.**

19

last night
lately

**Ask have you
ever** questions to
your partners using
these verbs: *dance,*
travel, escape,
cried, learn, travel
and practice.

18

What an experience!

17

Mention three
books you
consider real
page turners.

16

**Complete these
sentences.**
I _____
abroad two times.
I _____ to
Canada in 1990 and
in 2003.

15

**YOU'RE
SAFE**

20

What an experience!

21

**Complete these
sentences.**

22

I've been abroad
_____ 2 years.
She's _____ in
a reading campaign.

Talk about it.

23

Recommend a
book you've read
recently.



24

Quiz Time



1. Listen and choose the right answer.

- a. How long has she waited?
- ☐ 1. for a long time
 - ☐ 2. She just arrived
 - ☒ 3. for 10 minutes
- b. What has the girl done lately?
- ☐ 1. She has been to some countries.
 - ☐ 2. She has gone to the library.
 - ☐ 3. She's gone to the Great Waterfall.
- c. Who has traveled a lot?
- ☐ 1. the boy
 - ☐ 2. the girl
 - ☐ 3. both
- d. What does the boy think of the Great Waterfall?
- ☐ 1. He has never heard of it.
 - ☐ 2. He thinks it's not a good place to visit.
 - ☐ 3. It's a beautiful place to visit.

2. Complete with the Simple Past tense or the Present Perfect tense.

All my life I **'ve loved** (a. love) to travel.
 When I **go** (b. go) to New York in 2005, I **meet** (c. meet) wonderful people and I **learn** (d. learn) a lot of things. It was a great experience.

I've never **been** (e. be) to Europe but one day I'd like to go and travel by train and visit interesting places like Paris and Rome. I **hear** (f. hear) interesting things about these cities. My best friend **travel** (g. travel) with her family to Rome last summer and she **take** (h. take) some great pictures of the Coliseum.



3. Complete. Use **since** or **for**.

- A: Have you been here **for** (a) a long time?
 B: Well, I've been here (b) you called me.
 A: How long has she been abroad?
 B: She's been abroad (c) 1995. She left one year after her brother. He's been in Italy (d) more than 20 years.

4. Complete with the correct word or expression.

- a. Learn **the** advantage of your free time.
1. to take
 2. taking
 3. take
- b. Gina suggested **going** to an exhibit instead of staying home.
1. to go
 2. going
 3. went
- c. Linda had to **take a rain check** because she needed a better grade than the previous one.
1. take a rain check
 2. hit the books
 3. get in the same boat
- d. Elkin and Teresa are **in the same boat** because they haven't read the book.
1. hit the books
 2. in the same boat
 3. a real page turner

Self-Evaluation

Now I can...

- talk about learning experiences.
- ask and describe the duration of some actions.
- give recommendations to improve one's learning skills.

Very Well

OK

A Little

☐
☐
☐
☐
☐
☐
☐
☐
☐

Test Training A

Listening

Listen to a short conversation twice. There are five questions. For questions 1-5 check [✓] the correct answer [A, B or C].

Example:

o. What's the situation?

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



A



B



C

1. What does Pablo enjoy doing?



A



B



C

2. What type of books does Pablo enjoy reading?



A



B



C

33

3. What will Pablo have to do?



A



B



C

4. Where is *The Cat* set?



A



B



C

5. Has Pablo seen "The Commander"?



A



B



C

Speaking

Candidate A

You're Craig. You're on a trip through Africa. You want to help people who live in remote areas to get a source of renewable energy. You have an interview with a News Channel.

Answer their questions. You are going to talk about personal information first and preferences. Then talk about experiences and, finally, about future plans.

33

Traveling the World



► General Objective

You will be able to describe, compare and give opinions about travelers and touristic activities.

► Communication Goals

You will learn how to

- give and ask for directions and information in a polite way.
- ask people to agree with you.
- place emphasis on descriptions and comparisons.

► CLIL

- Types of Travelers
- Going Green
- A Tour of Brasilia
- Finding Your Way

Vocabulary

Vocabulary related to trips, travelers, travel activities and the environment

Collocations with "go"

Grammar

- Tag questions
- Indirect questions
- Placing emphasis using *much* and *very*

► Idioms and Colloquial Expressions

- *Going green*
- *Spill the beans*
- *Shake a leg*
- *...and that kind of thing!*
- *Get out and about*
- *You can't miss It!*
- *Hit the road*

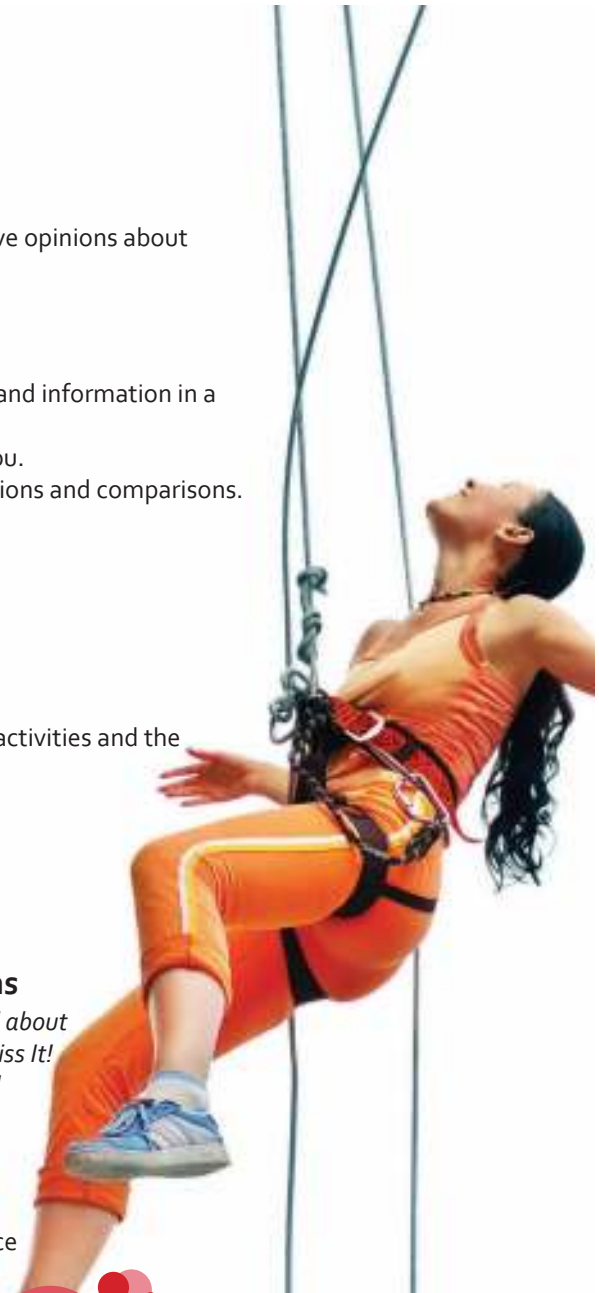
► Project

A Brochure

You will present tourist information on a place of your selection in a brochure.

Discuss:

- What kind of traveler are you?
- Do you enjoy doing any of these activities when you travel?
- What's your dream trip?





Lesson 1

What Kind of Traveler Are You?

1. Number the pictures. Then classify them under the corresponding column.



Word Bank

1. kayaking
2. a tent
3. hiking
4. a hotel
5. by plane
6. by canoe
7. on foot
8. a cabin
9. sightseeing
10. a campsite
11. a bicycle trip
12. a bus tour
13. a cruise

Key Expressions

To go green: to be an eco-friendly person

Vocabulary Strategy

Classify words to remember them better.

Activities	Accommodations	Transportation	Types of Trips

2. Listen and complete.

I like to travel by (a). They're much faster than cars, aren't they? I like staying in (b) with air conditioning and Internet, cable TV, etc. You know, it's very comfortable.

I love staying in (c). It's much closer to nature. I prefer going (d), (e) and that kind of thing. I also love (f). On my last trip, I slept in (g). It's much harder but much more exciting. It's all ecological and healthy, isn't it?

My favorite activity is to go (h). I love taking pictures of statues and churches so I prefer traveling by bus. It's more interesting. I also enjoy going green. On my last vacation, I stayed in (i). It is much more eco-friendly.

Key Expressions

...and that kind of thing: similar things to the ones mentioned previously.

Neil

Oscar

Jane



3. Complete this conversation, listen and check. Then complete the grammar chart.

- A:** Let's compare these three travelers.
- B:** Well, they're very different travelers. Neil likes to travel by plane because they're _____ (a) faster than cars and trains.
- A:** Yeah, and Jane prefers to travel by bus, doesn't she?
- B:** Yes, she does, because it's _____ (b) interesting to her.
- A:** How about Oscar? He has traveled by bicycle, hasn't he?
- B:** Yeah, he has. He also loves going camping because he feels _____ (c) closer to nature. He thinks it's _____ (d) harder but _____ (e) exciting.
- A:** How about accommodations? Neil doesn't like to sleep in tents, does he?
- B:** No, he doesn't. He loves to stay in hotels with cable TV, Internet and that kind of thing. You know, hotels are _____ (f) comfortable than tents.
- A:** And Jane stayed in a cabin on her last vacation, didn't she?
- B:** Yes, she did. And Oscar...
- A:** I know... He loves going to campsites. We all know who's a _____ (g) greener traveler, don't we?
- B:** Yeah, Oscar is a _____ (h) green traveler, isn't he?

Reflect on Grammar

Placing Emphasis

Use **very** / **much** with basic adjectives.

Use **very** / **much** with comparatives.

Pronunciation

Use **rising intonation** in tag questions when you don't know the answer.

Neil doesn't like to sleep in tents, does he? ↗

Use **falling intonation** when you are asking for confirmation or agreement.

It's ecological and healthy, isn't it? ↘

Reflect on Grammar

Jane prefers to travel by bus, *doesn't* she?

He has traveled by bicycle, _____ he?

Neil doesn't like to sleep in tents, _____ he?

Jane stayed in a cabin on her last vacation, _____ she?

We all know who's a much greener traveler, _____ we?

Oscar is a green traveler, _____ he?

- To make **tag questions**, use the _____ verb in the corresponding tense. You must make it negative if it is affirmative in the main clause, or make it affirmative if it's negative.

4. Complete these questions.

- a. You are not going with us, _____?
- b. The bus tour was terrible, _____?
- c. It's much more ecological to travel by bus than by plane, _____?
- d. They can't swim, _____?
- e. Dory didn't go on a cruise, _____?

Project Stage 1

- Think about great places to go on vacation.
- Make a list of green activities to do. Check if the rest of the class agrees or not.

E.g. *Snorkeling is much greener than fishing, isn't it?*

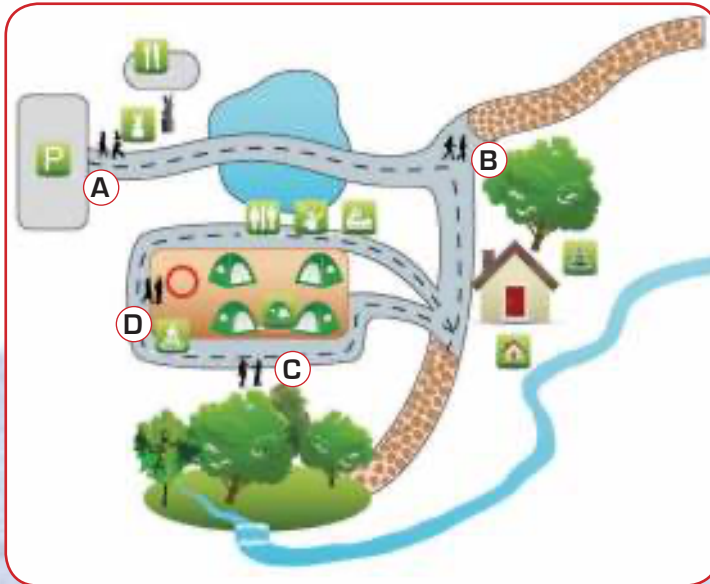




Lesson 2

You Can't Miss It!

1. Look at the map to number the map legend. Use the Word Bank.



Map Legend



Word Bank

- | | |
|----------------|------------------------|
| 1. restrooms | 6. campsite |
| 2. maple tree | 7. fire ring |
| 3. cabin | 8. kayak rental office |
| 4. parking lot | 9. showers |
| 5. cafeteria | 10. statue |

Key Expressions

You can't miss it: It's easy to get there.



2. Read, listen and identify where the speakers are located on the map (A, B, C or D). Then complete the grammar chart below.

Conversation 1

A B C D

Lynn: Excuse me, ma'am. Could you tell me where the hiking trail is?

Guide: Sure, go along the walking path, go over the lake and turn left. You can't miss it.

Lynn: Thanks so much!

Conversation 2

A B C D

Miguel: Excuse me, ma'am. Do you know if we can swim in the lake?

Guide: No, it's forbidden. But you can go kayaking.

Miguel: Can you tell me where the kayak rental is?

Guide: Walk across the campsite. It is in front of the lake, next to the showers. You can't miss it.

Miguel: Thank you.

Reflect on Grammar

Giving Directions

Go the walking path, the lake and left.

Walk the campsite.

Prepositions of Place

The statue is **in front of** the building.

The building is **next to** the statue.

The statue is **between** the building and the tree.

The statue is **behind** the building.

3. Number the sentences (from 1 to 6 with different colors) to unscramble the two conversations (A-B; C-D).

- | | |
|--------------------------|--|
| ☐ | B: I think it's on the other side of the forest. |
| ☐ | A: That's OK. |
| ☐ | D: Yes, it's over there, behind the statue. |
| ☐ | D: It opens at 8:30 a.m. |
| ☐ | C: Can you tell me what time it opens? |
| ☐ | A: Excuse me, sir. Do you know if the waterfall is near? |
| ☐ | C: I see it, yes, thanks. |
| ☐ | C: Thank you, ma'am. |
| ☐ | D: But right now, it's closed. |
| ☐ | B: Sorry, I don't know. |
| ☐ | A: Do you know how to get there? |
| ☐ | C: Excuse me, ma'am, do you know if there's a cafeteria around here? |





4. Listen and complete by looking at the map on page 50.

Conversation 1

- a. She's at _____
b. She's going to _____

Conversation 2

- a. He's on _____
b. He's going to _____



5. Listen, check your answers and complete the requests.

- a. Can _____ tell me where _____ are?
b. Do you _____ which way the _____ is?

Listening Strategy

Pay attention to repetition and notice how to ask for confirmation.

Reflect on Grammar

Indirect Questions

Indirect questions are questions inside other questions or statements.

Yes/no-question

Introduction

Do you know if

Question

- ☐ a. we can swim in the lake?
☐ b. can we swim in the lake?

Wh-question

Introduction

Could you tell me

Question

- ☐ a. where the hiking trail is?
☐ b. where is the hiking trail?

Introduction

Can you tell me what time

Question

- ☐ a. the cafeteria opens?
☐ b. does the cafeteria open?

Could you tell me _____ the waterfall is?

Do you know _____ we can swim in the lake?

Choose:

- For yes/no questions use **if / wh-words** to connect the introduction to the question.
- For wh-questions, use **wh-words / can** to connect the introduction with the question.

Word Bank

- can
- do (2)
- could

6. Complete. Use the Word Bank.

- a. _____ you tell me if I can camp here?
b. _____ you tell me if there is a bike rental around?
c. _____ you have any idea if there are any trash cans near?
d. Excuse me, _____ you know what eco-tours are?

7. Circle the correct connector.

- a. Can you please tell me **how / when** I can get to the waterfall?
b. Do you know **what / where** I can find any eco-friendly accommodations around here?
c. Could you please tell me **what / where** I can go kayaking here?
d. I'd like to know **if / where** the hotel is.

8. Change these direct questions into indirect.

- a. What kind of traveler are you? _____
b. What time is it? _____
c. Where's the swimming pool? _____

9. Role-play conversations about situations in the camping site.

- A: Excuse me, could you tell me if we can go hiking around here?
B: Well, yes, there's a hiking trail.
A: Do you know which way it is?

Project Stage 2

- Investigate interesting places in your city. (a historical neighborhood / a theme park, etc.).
- Draw a map and trace the route to explore the area. Give some directions.

E.g. *If you want to go from the lake to the soccer pitch, just take the walking path.*



Lesson 3

A City Like No Other

1. Label these landmarks.



Word Bank

- TV Tower
- Lake Bridge
- City Cathedral
- City Park



2. Read this brochure and name the places on the map. Then complete the chart on page 53.

Brasilia is a unique city that was declared a World Heritage site by UNESCO because of its organization and great architecture. Most of its buildings were designed by the famous architect Oscar Niemeyer, known worldwide for his futuristic views.

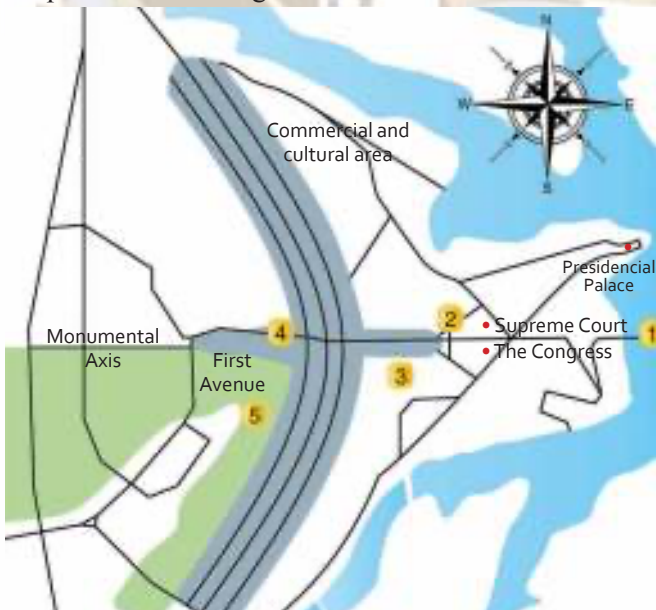
The city has the shape of an airplane and is divided by a **Monumental Axis** (main road) into the northern and southern sectors. The arched roads that intersect the axis encompass the commercial and cultural area. There are sectors assigned for commerce, housing, hospitals and banking.

Reading Strategy

Reading a map
Identify the cardinal points.

Brasilia is very convenient. It offers a variety of experiences for all kinds of travelers. If you prefer the city, you'll love its architecture, monuments, cultural and entertaining centers. For example, on the southeast side of the axis, you'll find the **City Cathedral** with its impressive architecture as it looks like two hands put together moving towards the sky. Don't miss it. At one end, on the northeastern part of the axis you find the **Three Powers Square**. In this area of the city you can also find buildings like **the Congress** (two tall buildings), **the Presidential Palace** and the **Supreme Court**.

In the middle of the axis and the intersection, we can find the **TV Tower**, a spectacular place to see the whole city from. If you like adventure and eco-activities, you can visit the **City Park**, which is much larger than New York's Central Park. It is a perfect place to go jogging, cycling, or just having a picnic. It's located on the southwest side of the monumental axis.



1. Paranoá Lake
2. _____
3. _____
4. _____
5. _____

Another green alternative is **Paranoá Lake**. It is all around the east part of the city. You can practice water sports and even swim. The **Paranoá Lake Bridge** is another excellent place to watch Brasília's famous sunsets.

A very important thing about Brasília is its transportation system. The bus system can take you anywhere inside

the city fast because the city was designed without the need of many traffic lights and this makes the traffic very smooth. Besides this, there is a subway system that connects important and far areas with the city center. Read more...

Reading Strategy

Look for reasons that support opinions. Opinions are just the impressions people have. Facts are pieces of information that can be confirmed.

Opinion

Brasília is a unique city.
Brasília is very convenient.
The cathedral has impressive architecture.

Support (Why is that?)

It is organized and has great architecture...

3. Complete the sentences.

- Tourists can see great sunsets in _____
- The monumental axis divides the city into _____
- You can practice water sports in _____
- If you don't have a car, you can go around the city of Brasília by _____ and _____

4. Think about a place. Investigate and write.

Place: _____

General description: _____

Give a general opinion about the place: _____

Give a reason: _____

Talk about the alternatives or things to do. (Include directions to get there) _____

Conclude (reaffirm your opinion about the city) _____

Writing Strategy

Writing a Brochure

Brochures are texts that give information about travel destinations. Their purpose is to inform and recommend the reader things to do, places to go to, and general tips to have a pleasant stay. To write a brochure, include some brief historical information, descriptions and comparisons. Don't forget to give opinions with reasons in order to support them.

Project Stage 3

- Investigate interesting information about the place you chose.
- Write a brochure about that place. Remember to give strong support to your ideas. Include facts and reasons. Use a map and visuals.



Game

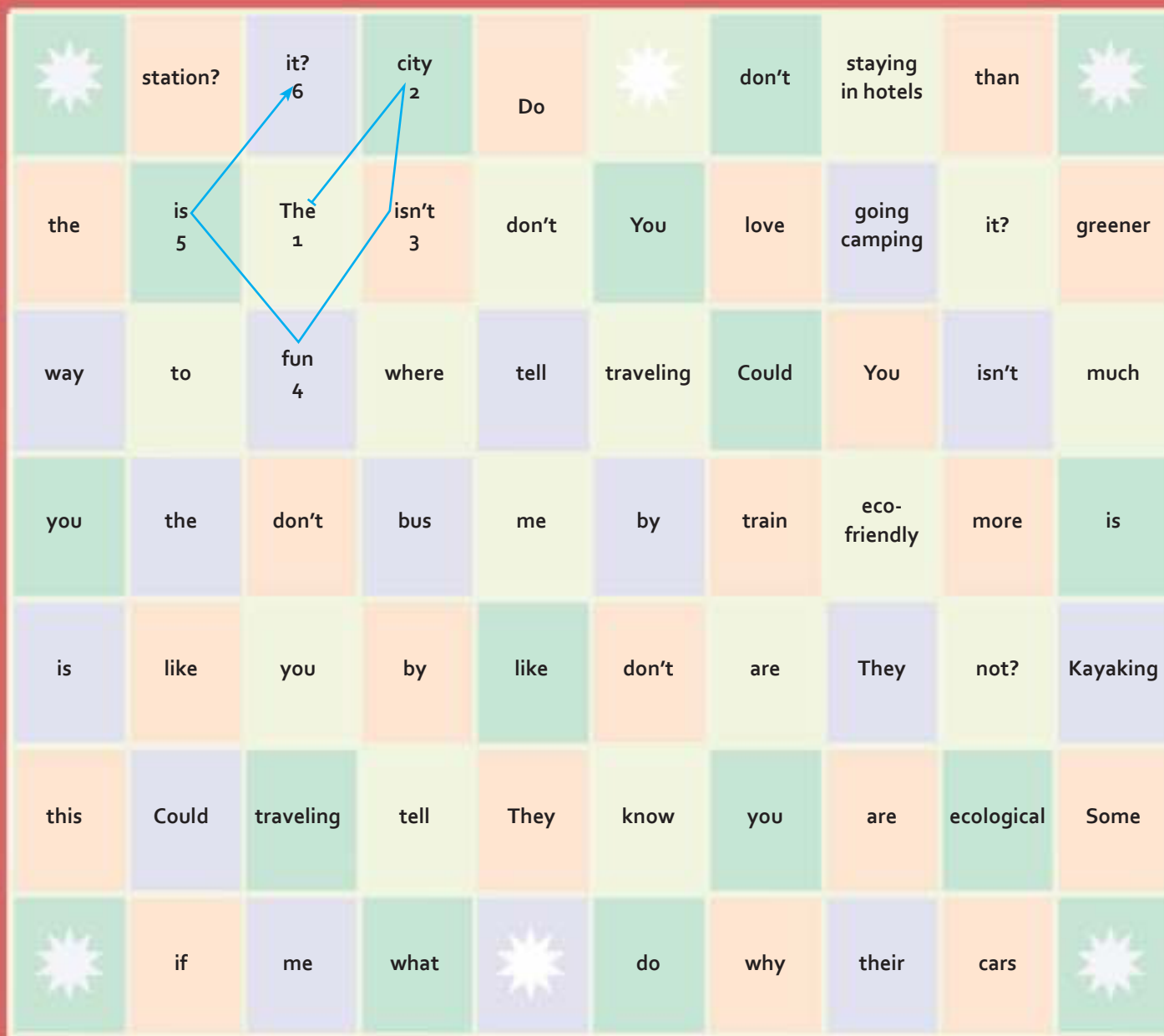
Let's Have Fun!

1. Find tag questions or indirect questions in this crossword puzzle.
Use adjacent squares only.

Playing in pairs. Take turns to find tag questions or indirect questions.
You can go in any directions and repeat words.
Use capital letters as clues to start sentences.

 can be any word the player wants. / You can use the same words (even if they start with a capital) but creating new sentences.

Example: The city isn't fun, is it?





Unit 4

Grammar Chart

TAG QUESTIONS

Tag Questions are used for asking or checking information. They are formed by adding an auxiliary and a subject, at the end of a negative or positive statement.

Positive statement / Negative state	Negative Tag / Positive tag
<i>You're lost,</i> <i>He doesn't like traveling,</i>	<i>aren't you?</i> <i>does he?</i>

Notice: They use the auxiliary corresponding to the tense in the statement.

Tense	Statement	Tag
Verb be	<i>You're late,</i>	<i>aren't you?</i>
Simple present	<i>She doesn't like camping,</i>	<i>does she?</i>
Simple past	<i>They took the wrong trail,</i>	<i>didn't they?</i>

Tag questions can have different intonation depending on the intention of the speaker.

		Intonation	Meaning
You know where the lake is ,	don't you?	rising	the answer is needed
She's quite a traveler,	isn't she?	falling	the answer is not needed

INDIRECT QUESTIONS

Indirect questions are questions that are inside another question or statement. They are used for requesting information in a polite way. For Yes / No questions, use **if** to connect the introduction to the question. For Wh-questions, use the **Wh-word** to connect the introduction to the question.

Direct Question	Introduction	Connector	Question
Where are the restrooms?	Could you tell me	where	the restrooms are?
Can we go kayaking here?	Do you know	if	we can go kayaking here?
Direct Question	Indirect Question		
Where are the restrooms?	Could you tell me where the restrooms are ?		
What time does the park open? Where did they go?	Do you know what time the park opens? Can you tell me where they went?		

Quiz Time



1. Listen to the conversations and check the correct option.

Conversation 1

1. What kind of reservation is the man making?

- ☐ a. hotel accommodations
☐ b. city bus tour
☐ c. safari

2. What activities make part of the tour?

- ☐ a. The City Bridge, the River and the City Museum
☐ b. The City Tower, the Cathedral and the City Bridge
☐ c. The City Bridge, the National Museum and the City Tower

3. Where is the National Cathedral?

- ☐ a. in the National Park
☐ b. in the City
☐ c. in front of the clock

Conversation 2

1. Where is this conversation taking place?

- ☐ a. in a classroom
☐ b. in a campsite
☐ c. in a museum

2. What's rule #1?

- ☐ a. Tourist can't take pictures of wild animals.
☐ b. Tourist can't walk on the trail.
☐ c. Tourist can't feed the animals.

3. Where can the students swim?

- ☐ a. both in the river and the lake
☐ b. in the lake
☐ c. Tourist can't swim anywhere. It's dangerous.

2. Complete these tag questions.

- a. The restrooms are next to the restaurant, _____?
b. You saw the monument on the tour, _____?
c. Rick is going camping this weekend, _____?
d. They don't like city tours, _____?
e. We can become greener, _____?

3. Complete these sentences with *much* and *very*.

- a. Bicycles are _____ more eco-friendly than cars.
b. Digital cameras are _____ convenient. You can decide which photos to print.
c. Feeding wild animals is _____ irresponsible.
d. Traveling by plane is _____ fast but it causes a lot of pollution.

4. Change these direct questions into indirect.

Where is the cathedral?

Do you know _____?

What time does the museum open?

Can _____?

Where can I rent a bike?

Could _____?

Self-Evaluation

Now I can...

- compare types of trips, travelers and traveling activities.
- ask for and give directions.
- ask for and confirm information with tag questions.

Very Well

OK

A Little

☐
☐
☐
☐
☐
☐
☐
☐
☐


UNIT

A Tech-World 6



► General Objective

You will be able to describe tech habits and wishes.

► Communication Goals

You will learn how to

- express a wish.
- talk about tech habits.
- describe the kind of tech-user you are.

► CLIL

- Smartphones
- Phantom Energy

Vocabulary

- Vocabulary related to computers and cell phones
- Compound nouns
- Antonyms and synonyms

Grammar

- Making wishes
- Phrasal verbs

► Idioms and Colloquial Expressions

- Wait a sec
- To cost an arm and a leg
- To shape up or ship out
- To pull the plug
- 24/7

► Project

A Web Survey

You will carry out a survey on tech issues and present it with a graph.

Vote and then discuss.

How is technology changing our lives?

- It's creating problems because people are socializing differently.
- It's making our lives easier and safer.
- It's a mix of advantages and disadvantages.





Lesson 1

I Wish I Had One



1. Match the features to the actions.

Introducing... Centauries XXZ new generation. It's not a regular cell phone, it's a smartphone! Don't you wish you had one?

Features

- a. Cell phone
- b. Music player
- c. Messenger
- d. Internet access
- e. Digital Camera

- ☒ 1. go online, browse the web, send e-mails, access your favorite social network; and find thousands of apps to download!
- ☐ 2. listen to music, record audio
- ☐ 3. send instant messages and chat
- ☐ 4. take pictures, make video calls, record video
- ☐ 5. send and receive calls, send text messages

2. Complete the chart. Use exercise one.

Adjective- Noun	Noun-Noun	Preposition- Noun
With space		
_____ message	<u>text</u> message	
_____ camera	_____ calls	
_____ mail	_____ phone	
	_____ player	
With no space		
_____ phone	_____ work	_____ line

Vocabulary Strategy

A compound noun is a noun that can be modified by a preposition, adjective or another noun. To create or understand a compound noun, the second word (always a noun) is the most significant.

web (gives information about the kind of page)
page (principal idea)

3. Complete the questionnaire. Then listen and check.

Name: _____ Age: _____ Gender: _____

Are you satisfied with your cell phone? Check.

	Yes.	No, but I wish I could / did.	Don't need it.
Do you have <u>Internet</u> access?	☐	☐	☐
Do you have a music _____ ?	☐	☐	☐
Can you access your e-mail and your social _____ ?	☐	☐	☐
Can you _____ apps?	☐	☐	☐
Can you send _____ messages?	☐	☐	☐
Can you make _____ calls?	☐	☐	☐
Do you have a _____ camera?	☐	☐	☐



4. Complete. Use the Word Bank. Then listen and check.

Joe: I sent (a) a text message an hour ago, did you _____ (b) it?

Francy: Sorry, I haven't checked. I wish I knew how to use this cell phone. Wait a sec! Oh, yeah, it's right here! Goodness! What are all those numbers and letters? I wish you could write normally.

Joe: Sorry! It's texting. It has to be short.

Francy: Anyway, I really hope you can make it today. I need your help.

Joe: I know, it's your new cell phone. Don't worry, I'll show you how to use it. It's a great phone. You can _____ (c) the web, _____ (d) video calls, _____

(e) pictures and _____ (f) instant messages. I wish I had one like that.

Francy: Really? Marcos is planning to give you one for your birthday.

Joe: Oh, I wish it were December already.

Word Bank

- sent
- make
- receive
- browse
- send
- take

Key Expressions

Wait a sec: wait a second

5. Complete each sentence about the conversation.

- a. Francy wishes she _____ how to use her cell phone.
b. Joe wishes _____.

6. Write sentences using "wish."

- a. Grandpa would love to send photos to his friends by e-mail, but he doesn't know how to do it.
He wishes he knew how _____
b. Mary wants to call Peter but she doesn't have his number.

c. Paul doesn't have the money to buy a smartphone.

d. Diana's boyfriend is away. She keeps sending text messages to him but she doesn't have any news from him.

Reflect on Grammar

Wishes

I wish I knew how to use this cell phone.

I wish you _____ write normally.

I wish it _____ December already.

Choose:

1. After "I wish" you need the verb in the
☐ a. present
☐ b. past tense.
2. The sentence "I wish it were December already." is
☐ a. simple past tense
☐ b. present tense



7. Listen to the conversation and tick [✓] yes or no.

- a. The people in the conversation are young. Yes ☐ No ☐
b. They wish they could learn to text. Yes ☐ No ☐
c. They plan to use "textese." Yes ☐ No ☐



8. Listen again and choose.

- a. Someone wishes you could wait, so he or she writes...
☐ 1. U8
☐ 2. W8
☐ 3. WAT
b. If you wish to say "I don't know" you can type...
☐ 1. 4004
☐ 2. 444
☐ 3. 404
c. Laughing out loud can be typed like...
☐ 1. lol
☐ 2. latl
☐ 3. lgl
d. As soon as possible is...
☐ 1. ASSP
☐ 2. ASAP
☐ 3. ASSPO
e. You wish you could send a kiss, so you write...
☐ 1. KX
☐ 2. KS
☐ 3. X
f. "OMG" means...
☐ 1. Oh, my love!
☐ 2. Oh, my God!
☐ 3. Oh, my goodness!

Listening Strategy

Infer information by using the context and your own ideas about a situation.

Project Stage 1

- Think about popular tech devices and survey your classmates to find out which ones they have or wish they had. E.g. Do you have a cell phone with Internet access?
- Find out what they do with the devices and how they use them. E.g. What activities do you do with your cell phone? What activities do you wish you could do?

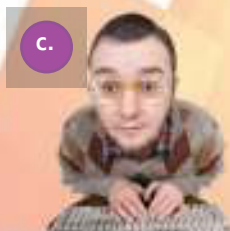


Lesson 2

Tech Users and Common Habits

1. Match the photos to the tech profiles.

What kind of tech user are you?



c. I'm a computer geek. I love to go online and **stay up** all night, you know, to browse the web and do cool stuff.

I'm a music lover. As soon as I get up, I **plug in** to my iPod. I **put on** my headphones, **turn up** the volume and I just forget about the world.

I'm a texter. I love texting. I **sign in** to my social network, or use the messenger and text all day. I wish I could do it in class, too.

I'm a technophobe. I wish I didn't have to work with computers. When I get home, I **unplug**. You know, no TV, no computers. I just **take** my shoes **off**, sit down on the couch and read a book.

2. Look at the picture and complete the sentences. Use the Word Bank.

Word Bank

- turn on / off
- plug in / unplug
- put on
- hook up
- turn up / down
- stay up
- take off
- sign in / out

Key Expressions

Computer geek:
a computer enthusiast

Vocabulary Strategy

Use synonyms (words with similar meaning) and antonyms (words with opposite meaning) to remember new vocabulary. Use a thesaurus to find these relations.



a. **Unplug the phone charger.**
Don't waste energy.



b. _____ the computer. I finished doing my task.



c. _____ the volume. I can't hear the music.



d. _____ your headphones. We need to talk.



e. I need to _____ my glasses. I can't see.



f. Don't _____ late. You have to get up early.



g. To _____ your social network, you need your password.



h. _____ the TV to the camcorder. I want to see the recording.

3. Match these words with their synonyms.

- | | | |
|-------------|--------------------------|---------------|
| a. unplug | ☐ | 1. enter |
| b. turn on | ☐ | 2. switch on |
| c. hook up | ☐ | 3. connect |
| d. take off | ☐ | 4. remove |
| e. sign in | ☐ | 5. disconnect |

4. Match these words with their antonyms.

- | | | |
|------------|--------------------------|--------------|
| a. turn on | ☐ | 1. turn down |
| b. put on | ☐ | 2. unplug |
| c. turn up | ☐ | 3. take off |
| d. plug in | ☐ | 4. turn off |
| e. sign in | ☐ | 5. sign out |



5. Read and complete. Then listen and check.

Father: I don't understand. I can't _____ (a) the computer.

Son: Before you turn the computer on, you need to _____ (b) it in, and then you can _____ (c). See?

Father: Thanks, son. Oh yeah, of course! I just need to _____ (d) my glasses.

Son: What do you want to do?

Father: Let me think... I want to watch a music video.

Son: In that case, let's _____ (e) the speakers and the TV to the computer.

Father: I wish I knew how to hook them up.

Son: No problem. I'll show you. Now click on your favorite video, and _____ (f) the volume.

Father: There are thousands of videos. I could _____ (g) all night.



6. Look at the pictures and give an instruction. Write the three possibilities.



Plug in the cell phone charger.
Plug the cell phone charger in.
Plug it in.



Hook up _____



Put on _____



Turn down _____

Reflect on Grammar

Separable Phrasal Verbs

How do I **turn on** the computer?
To turn _____ on, you need to plug it in.
Then you can **turn** _____ on.

Notice:

Separable phrasal verbs take an object (**computer**).
The object can be replaced by an object pronoun (**it**).

Choose:

The object pronoun position is **between the verb and the particle / after the particle**.

Inseparable Phrasal Verbs

I could _____ up all night.

Notice:

Inseparable phrasal verbs do not take objects.

Choose:

Verbs like **stay up, sign in / get up** **do not take / take** an object.

Pronunciation

Notice the linking of sounds!
Turn it on. Plug it in.
Hook them up!

7. Choose the correct form to complete each sentence.

a. I always _____ my earphones when I listen to music.

- ☐ 1. put on
☐ 2. put it on
☐ 3. put them on

b. I love to go online at night. I _____ late, you know.

- ☐ 1. sign out
☐ 2. stay it on
☐ 3. stay up

c. Help me with my e-mail account. I want to _____ in order to check my messages.

- ☐ 1. sign it in
☐ 2. sign in
☐ 3. sign out

Project Stage 2

- Brainstorm on the different technological habits people have when they entertain and communicate. E.g. *Some people spend too much time on the Internet.*

- Survey your friends' tech habits to confirm or refute your ideas. E.g. *Do you spend a lot of time online? How much?*



Lesson 3

Be a Smart Tech User!



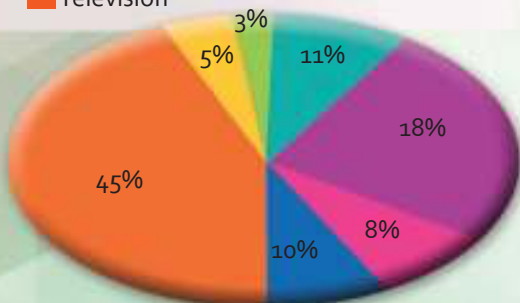
1. Match each word with its definition.

- | | |
|---------------------------------------|---|
| ☐ a. appliance | 1. a smart machine that does a specific job |
| ☐ b. phantom | 2. a piece of equipment used in people's homes, especially one that requires electricity to work. |
| ☐ c. power | 3. ghost |
| ☐ d. device | 4. electrical force |

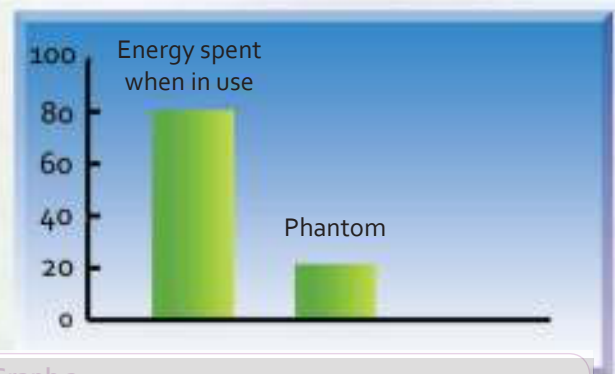
2. Match the title to the correct graph.

- a. Distribution of phantom energy per device or appliance.
b. Distribution of energy used at home.

- | | |
|---|---|
| ■ Gaming Console | ■ Power tools (battery chargers) |
| ■ Speakers | ■ Computer |
| ■ Printer | ■ DVD player |
| ■ Television | |



Graph 1.



Graph 2.

3. Read the caption and choose its graph.

According to the U.S. Energy Information Administration, 20% of the energy used at home is phantom energy (wasted energy from devices that are not turned off, or unplugged while they are not performing their primary function). Graph # _____

4. Write *True* or *False*. Correct the false statements.

- a. Computers that are not turned off waste the most energy.

True.

- b. 18 % of the computers at home waste energy.

- c. Phantom energy is the energy wasted when the appliance is not in use, but it is plugged in.

Reading Strategy

Reading a Graph

To interpret a graph, ask yourself: "What is the purpose of the graph?" and explore its elements. Identify how the different labels, colors and numbers relate to the title. Finally, read the caption (the text near the picture) to find extra information.

- d. If you don't unplug the charger of your cell phone when the battery is charged, you will waste 3% of the total phantom energy you waste at home.

- e. 80% of the total energy used at home is not phantom energy.



**5. Read this report and label the sub sections.
Use the Word Bank.**

This report describes the findings of some research made by The Civilian Group with 100 people living in High Cliff Apartments.

The residents of High Cliff Apartments answered a survey about their home habits and attitudes in relation to the consumption of energy of typical appliances and equipment like desktop and laptop computers, digital cameras, iPods, Mp3 players, cell phones, and small power tools (cell phone chargers, and battery chargers). The survey asked the residents to identify the state in which the device was left after using it.

The results showed that 30 people out of 100 were always careful about saving energy, while 25 other people reported caring but not being conscientious of that thought, and 45 people reported not knowing about phantom energy. It was also found that TVs and computers tend to be unattended for a long time on a daily basis. 67% of the people left the cell phone chargers plugged in overnight and 30 percent

Writing Strategy

Writing a Report

A report is an objective summary of data and findings collected with the purpose of informing and describing a situation.

Use an impersonal style to sound more reliable.

6. Find in the report...

- a. An expression introducing the purpose of the report

- b. Two expressions to introduce the methodology of the survey

7. Write a report about the results of a survey on a tech issue.

Word Bank

- Results
- Purpose
- Methodology
- Recommendations

of the people reported forgetting to unplug the cell phone charger right after the battery is charged. Furthermore 45% admitted they did not forget but simply felt lazy to unplug right away.

According to the findings in the survey, the tendency of the people living in High Cliff is to leave their devices plugged in when not in use, and the main reasons are laziness 67%, ignorance of phantom energy 15%, and 18% indifference.

The following are some recommendations for people interested in lowering their consumption of phantom energy:

- Unplug equipment and appliances that are not frequently used.
- Leave the charger plugged in for two hours maximum. Cell phone batteries do not need to be plugged in all night.
- Turn off the TV when nobody is watching and unplug it out when not in use. Among entertainment equipment, TVs are the biggest energy vampires.
- Buy a power strip through which you can turn off all equipment connected to it, at the same time.

Remember, we can be better every day! Let's not waste energy.

- c. Three expressions to introduce the findings of the survey

- d. One expression for making a recommendation

Project Stage 3

- Create a graph illustrating the findings of the survey.
- Analyze the results of the survey and write a report.



Game

Time to Play

Race to the finish line. Take turns tossing a coin. Fulfill the tasks in each space.

Start

Make 5 compound nouns with these words: video / call / online / message / phone / instant

1

Unscramble this sentence:
glasses / on / put / my / I / need / to

2

What do these abbreviations mean?

OMG!

LOL

XX

3

What does she wish she could buy?

4



What features does this telephone have?



8

Go back 2 spaces.

7

What does he wish he knew?



6

Go forward 2 spaces.

5

Write the synonyms.

turn on
wear
remove
connect
go to bed late

9

Complete this sentence:
If a person is an enthusiast of computers, he / she is a

10

Use this idiom in a sentence: *pull the plug*.

11

What does this man wish?



12

Go back 2 spaces.

16

Go forward 2 spaces.

15

What can people do when they want to save energy?

14

Go back 2 spaces.

13

Use *shape up* or *ship out* in a sentence.

17

What do you wish you could change about your life?

18

What does this mean?
...CU@4

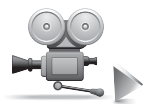
19

Look at the picture and say what the problem is.



20

Finish

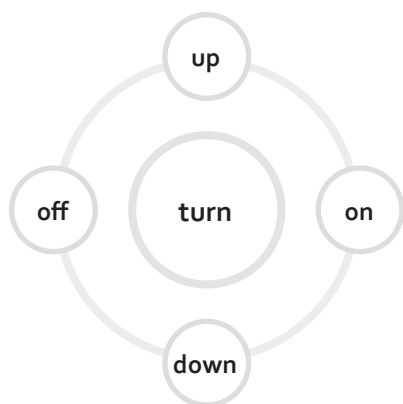


Unit 6

Grammar Chart

PHRASAL VERBS

Phrasal verbs are composed of a verb and a participle. The particle can be a preposition or sometimes an adverb. Some phrasal verbs have a lot of combinations but these combinations have different meanings from the original.



Some phrasal verbs can take objects and therefore can be separated.

Separable	Turn up the volume. Turn the volume up.
Inseparable	Why don't you sit down? I'm going to stay up all night.

When the object of the separable verb is replaced by a pronoun, the pronoun can only be placed between the verb and the particle.

Take your shoes off, please.	Take them off, please.
Put on your earphones.	Put them on.

Some separable phrasal verbs

look up: find a word in the dictionary
call off: to cancel
set up: establish

If you don't know the word, **look it up** in the dictionary.
The meeting was **called off**. **They called it off**.
Set up a password for safety. **Set it up**.

Some inseparable phrasal verbs

break down: to stop working
run out: to be without something

The computer **broke down**.
The battery **ran out of** energy.

Sometimes a phrasal verb can have more than one meaning. It can be both separable and inseparable.

Take off: remove (separable) Take your glasses off.	Take off: start to fly (inseparable) The plane is going to take off soon.
--	--

WISH

Use wish to express a desire about something you want to change. *I wish I had a microphone. (You don't have one at this moment.)*

When you wish for a situation to be different in the present, you use the past tense.

Real situation	Wish
<i>I don't know how to turn the gaming console on. He doesn't have enough money to buy an iPod.</i>	<i>I wish I knew how to turn it on. He wishes he had the money to buy it.</i>
You can ask questions using the simple present.	Use negative questions to persuade your listener about the wish.
<i>Do you wish you had a computer?</i>	<i>Don't you wish you had a new computer?</i>

Quiz Time



1. Listen and choose the correct sentence.

Conversation 1

The man can't hook up the computer to the TV because

- ☐ a. He doesn't understand the instructions.
- ☐ b. He can't find the computer or the TV.
- ☐ c. He can't read the instructions.

Conversation 2

What's the girl's problem?

- ☐ a. She doesn't know how to turn off the computer.
- ☐ b. She doesn't know how to turn on the cell phone.
- ☐ c. She left the phone at home.

Conversation 3

Why doesn't the man buy a cell phone with MP3 player?

- ☐ a. He doesn't have the money.
- ☐ b. He has one but it doesn't work.
- ☐ c. He already has an iPod.

Conversation 4

What does they boy do when he crosses a street?

- ☐ a. He puts on his earphones.
- ☐ b. He takes them off.
- ☐ c. He turns the volume down.

2. Unscramble the words.

the printer / just / plug in / Let / me /

hook up / the computer / I'll / it / to /

turn off / before / you / leave / the house / the lights.

them / I / turn off / always



3. Look at the picture and write a wish.

Sara: I want to enter the photography contest but I need a new camera.

Tom: Really? I have a new digital camera but I don't know how to take good pictures.

Let's do this. I'll lend you my camera and you teach me how to take good pictures.

4. Choose the correct expression.

If you get 24/7 access to a website or service, it means...

- ☐ a. unlimited access.
- ☐ b. only the 24 of July.
- ☐ c. you have to pay \$24.7.

If you don't behave in class, the teacher will tell you to...

- ☐ a. pull the plug.
- ☐ b. wait a sec.
- ☐ c. shape up or ship out.

If you're afraid of technology or don't like it much, you're a...

- ☐ a. computer geek.
- ☐ b. technophobe.
- ☐ c. texter.

5. Match the synonyms with a line and antonyms with a double line.

turn down
wear

put on
turn up

remove
turn off

turn on
take off

Self-Evaluation

Now I can...

- make a wish in the present.
- talk about tech habits.
- describe the kind of tech-user you are

Very Well

OK

A Little

☐
☐
☐
☐
☐
☐
☐
☐
☐



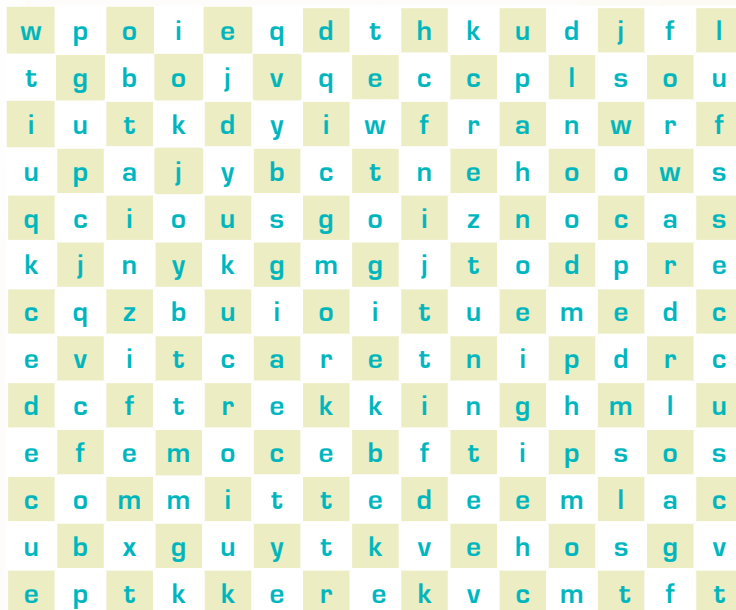
Unit 1

Glossary Activities

1. Label the pictures.



2. Read the definitions in the box to find the corresponding words in the puzzle.



1. having achieved goals
2. to stop doing something
3. person engaged in a cause
4. person who enjoys competition
5. outdoor adventurous activity
6. person who attacks to score goals
7. to obtain a goal
8. person who defends in soccer
9. to carry on
10. to turn into something
11. able to establish contact
12. person who trains others

3. Classify the words above into nouns, adjectives and verbs.

NOUNS	VERBS	ADJECTIVES

4. Complete the sentences.

- a. Leonel Messi plays as f orwar d.
- b. The c _____ h gave the players clear instructions to win the match.
- c. If you love outdoor activities and the mountains, you'll enjoy t _____ g.
- d. He was a s _____ l student. He got good grades in all subjects.
- e. If you don't succeed at first, k _____ p trying.
- f. People who play sports are usually very c _____ e. They love competition.



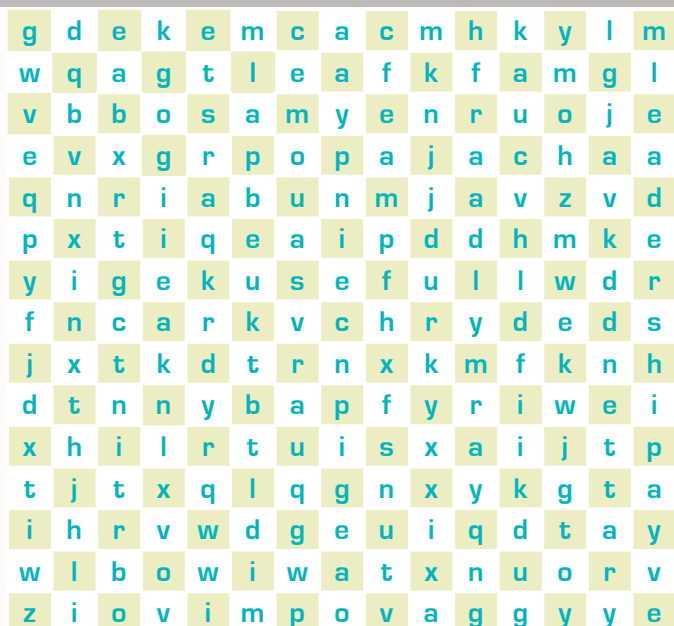
Unit 2

Glossary Activities

1. Find these words in the crossword puzzle.

Word Bank

- abroad
- attend
- take up
- leadership
- entertaining
- picky
- journey
- useful
- campaign



2. Complete with an idiom and then match it with the exercise above.

a. _____

Basketball is a great sport.

b. Sorry I didn't go to class, either. I think we _____

c. Sorry, _____

I have a lot of things to do. Maybe we can do something next Friday.

d. Some books like *Soul* can be _____

3. Find the synonym.

- a. instruct _____
- b. amusing _____
- c. expedition _____
- d. counseling _____

4. Write the numbers of the correct match next to each word.

- a. ☐ travel
- b. ☐ attend
- c. ☐ take up
- d. ☐ leadership
- e. ☐ entertaining

- f. ☐ picky
- g. ☐ sea
- h. ☐ useful
- i. ☐ reading
- j. ☐ meet

- 1. a sport
- 2. movie
- 3. class
- 4. campaign
- 5. idea
- 6. people
- 7. abroad
- 8. journey
- 9. eater
- 10. skills

5. Use the matched words in exercise 2 to complete the following sentences.

- a. I was sick yesterday. I couldn't _____. Did you tell the teacher?
- b. I have a lot of free time. I think I am going to _____ like basketball or tennis.
- c. They are going to _____ soon. They want to see the world.
- d. For this job, you need _____. It's important to take a leading role later.
- e. What a _____. Write it down so you don't forget. We can use it later.
- f. He enjoys going on a _____. He's quite a traveler.
- g. We are promoting a _____. We believe books are great teachers.
- h. He's a _____. He avoids eating vegetables and grains.
- i. Sit down and watch. It's an _____.



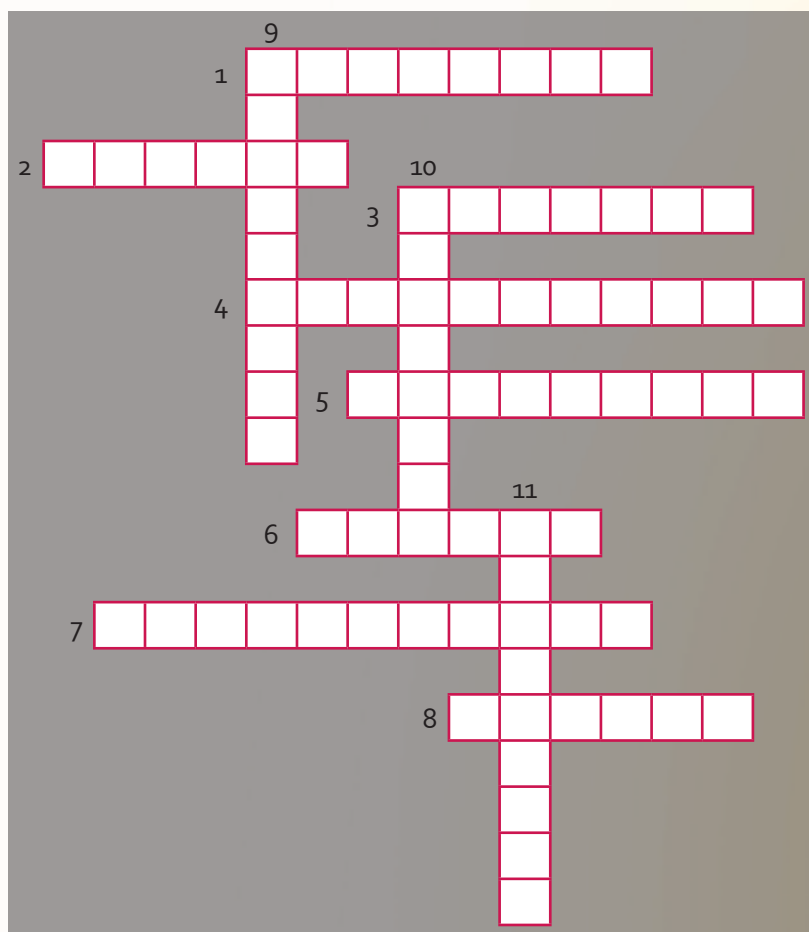
Unit 4

Glossary Activities

1. Label the pictures.



2. Use the clues to discover the words in this puzzle.



Across

1. place of interest for tourists
2. transportation system that runs underground
3. waste material that is thrown away
4. the living things around us including air, water and land
5. area of land with specific geographical characteristics
6. taking a walk in a mountain
7. activity consisting of visiting famous places
8. the time of the day when the sun goes down and evening begins

Down

9. a stream or river that falls over a cliff (inv)
10. outdoor activity in which people use a boat and paddles to move across water (inv)
11. contamination of the environment (inv)

3. Match the synonyms.

- | | |
|---------------|--|
| a. convenient | 1. ☐ prohibited |
| b. ecological | 2. ☐ influential |
| c. forbidden | 3. ☐ eco-friendly |
| d. impressive | 4. ☐ appropriate |

4. Complete the sentence with a word from the glossary.

It's f_____n to throw g_____e on the street.
 Let's all take care of the e_____t and let's all beautify the l_____e.
 I practice j_____g on the beach from 5- 6 PM. because I love to see s_____s. They're b_____l.



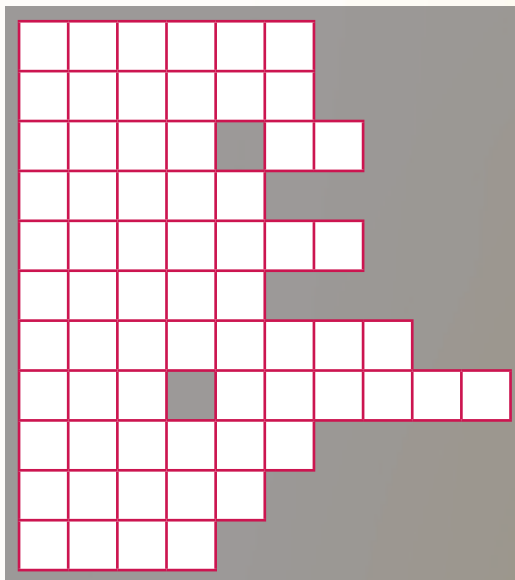
Glossary Activities

1. Label the pictures.



2. Unscramble the words. Use the clues.

- a. faorfd
- b. veehab
- c. nisg ni
- d. tufsf
- e. merrofp
- f. waets
- g. rillaebe
- h. reposhena
- i. deivec
- j. chcou
- k. lufi



- a. to have enough money to buy something
- b. to do things according to the norms of society
- c. to register to get access
- d. informal for "things"
- e. to do a task
- f. the ineffective use of resources
- g. a person, company or service that has a good reputation
- h. device to listen to audio that is put in people's ears
- i. a machine that does a specialized job
- j. a comfortable sofa
- k. complete or with the necessary amount of something

3. Find synonyms and antonyms. Match synonyms with a line and antonyms with a double line.

- | | |
|------------|------------|
| a. sign in | 1. full |
| b. browse | 2. log in |
| c. empty | 3. examine |

4. Complete the sentence with a word from the glossary.

- a. I can't s_____n because I forgot my password.
- b. When the battery is f_____, I, unplug.
- c. B_____e the web and look for a new charger.
- d. I can a_____d to buy a new cell.
- e. These devices are r_____e.
- f. Unplug your devices in order not to w_____e energy.

Test Training A
Units 1 -2

Listening

Listen to a short conversation twice. There are five questions. For questions 1-5 check (✓) the correct answer (A, B or C).

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

Example:

o. What's the situation?



A



B



C

1. What does Pablo enjoy doing?



A



B



C

2. What type of books does Pablo enjoy reading?



A



B



C

3. What will Pablo have to do?



A

B

C

4. Where is *The Cat* set?



A



B



C

5. Has Pablo seen "The Commander" ?



A



B



C

Speaking

Candidate A

You're Craig. You're on a trip through Africa. You want to help people who live in remote areas to get a source of renewable energy. You have an interview with a News Channel.

Answer their questions. You are going to talk about personal information first and preferences. Then talk about experiences and, finally, about future plans.

Reading

Read the article. Are sentences 6-15 “Right” (A) or “Wrong” (B)? If there is not enough information to answer, choose “Doesn’t say” (C).

Cycling for a Cause!

Craig has always loved sports, adventure and the outdoors. He has loved cycling all his life. When he was a kid, he got interested in sports like surfing and sailing but later he became interested in traveling the world in his bicycle. After he finished his university studies, he realized that he wanted to join a cause to help improve the living conditions of millions of people who live in extreme poverty. But how can a man with a bicycle help people? In time Craig discovered that there are many ways to help. Craig began to look for partners and sponsors for this project. He joined a campaign “The Solar System Aid” which made it possible for Craig to begin pedaling through Africa with the noble intention of collecting funds and raising awareness about the benefits of installing and using solar panels in schools, clinics and community centers. These solar panels can power their medical equipment, irrigation systems as well as their cell phones, radios and lamps, and impact greatly the lives of thousands of Africans who live in remote places and do not have electricity. For 3 months, he has cycled through Africa and has visited and gone through 5 countries and nearly 3000 kilometers. He will cycle another 2000 kilometers because he firmly believes that this is a great way to make a difference in the world and do what he enjoys doing the most: cycling and caring about others!

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

Example:

0.	Craig has loved cycling all his life.	A	B	C
6.	He started helping the poor when he was at university.	A	B	C
7.	He got sponsorship from an African organization.	A	B	C
8.	Craig started pedaling through Africa with the intention of making people aware of the benefits of installing solar panels in their homes.	A	B	C
9.	Solar panels can serve as a source of power for cell phones.	A	B	C
10.	Craig’s initiative can have positive consequences for people who live in rural areas.	A	B	C
11.	He has visited all the countries in Africa and five more countries.	A	B	C
12.	Craig thinks pedaling will help him enjoy cycling.	A	B	C
13.	Craig thinks cycling is the best outdoor activity in Africa.	A	B	C
14.	“The Solar System Aid” has helped Craig by selling him the solar panels for a very low price.	A	B	C
15.	Craig is a multimillionaire who enjoys helping poor people.	A	B	C

Writing

You're interested in joining a cause similar to Craig's.

- ▶ Write
 - About your interests, preferences and future plans.
 - Write about a cause you would like to support and why.
 - (Explain how you're planning to support the cause and the relevant experience you have.)
- ▶ Write between 30 to 45 words.

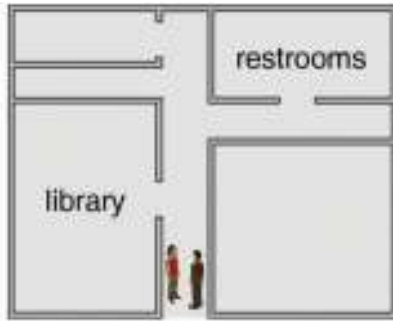
Speaking

Candidate B

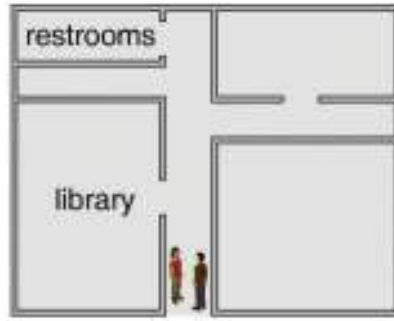
You're a reporter covering the epic trip of Craig through Africa. Ask him questions. Use the guidelines. You can ask about personal information first and preferences. Then ask about experiences and, finally, about future plans.

- a. How long have you...?
- b. Where did you...?
- c. When did you...?
- d. How many countries...?
- e. Why have you...?

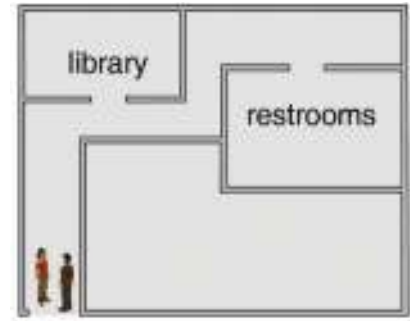
3. Where are the restrooms?



☐ A



☐ B



☐ C

4. Where are they going?



☐ A



☐ B



☐ C

5. What kind of traveler is she?



☐ A



☐ B



☐ C

Speaking

Candidate A

Bus City Tour

Look at this information. Answer your partner's questions about the tour. Introduce yourself to the customer.

Begin like this:
Hello, this is _____.
I'm your tour guide.

Starts	8:30 AM
Finishes	5:00 PM
Activities	Visit to the pyramids, the National Museum and the Street Market
Price	\$ 35 each person
Meals	Lunch included
Tickets	Entrance to the pyramids and the museum not included

Reading

Read and decide if the sentences from 6 to 9 are true or false. If the text does not have the information, choose "it doesn't say."

The Sun and the Wind

Once the sun and the wind decided to prove their forces with a traveler who was walking down a road. The bet was to make the man take his cloak off. First came the wind. "I'm much stronger than you," the wind said to the sun as it began to blow. The wind blew and blew and blew as hard as he could. Surprisingly, the traveler did not take off his cloak. Instead, he held his cloak much tighter, and after some time the wind got very tired and stopped blowing. The traveler continued walking down the road with the cloak on. Then came the sun. Silently, it began to shine, brighter and brighter until it was very hot. The traveler had not walked much when he stopped to take off his cloak and all his clothes. Then he went for a swim in a river that ran along the road.



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

Example:

0. The traveler was going to his house.
A. Right B. Wrong C. Doesn't say
-
6. When the wind blew, the traveler took off the cloak.
A. Right B. Wrong C. Doesn't say
7. The bet was to make the man go for a swim.
A. Right B. Wrong C. Doesn't say
8. The sun didn't say anything as he tried to make the man take off his cloak.
A. Right B. Wrong C. Doesn't say
9. First the traveler took off his cloak, then the sun began to shine brighter and brighter.
A. Right B. Wrong C. Doesn't say

Choose A, B or C to complete the sentences.

Example:

0. "I'm stronger than you," said
A. the traveler
B. the sun
C. the wind

- | | |
|--|--|
| <p>10. The sun proved to be
A. powerful.
B. more powerful than the wind.
C. much brighter than the wind.</p> <p>11. The traveler was wearing
A. a cloak.
B. a hat.
C. a swimming suit.</p> | <p>12. When the sun shone,
A. the wind stopped.
B. it became hot.
C. the traveler continued his trip with the cloak on.</p> <p>13. What is the moral of the story?
A. The most powerful one wins.
B. Use force to win your battles.
C. Good reasons are more effective than force.</p> |
|--|--|

Writing

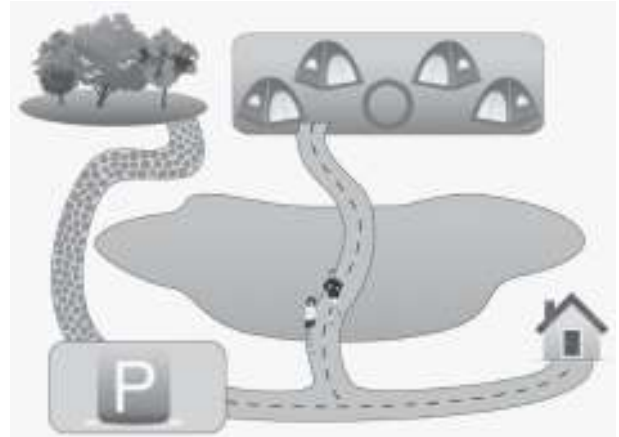
You are camping. Your father/mother is picking you up.

- ▶ Write a letter to tell them about the campsite.

Include:

- General description of the campsite
- Directions from the parking lot to your tent

Use the map.

This image shows a single sheet of white paper with horizontal blue ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins or other markings on the paper.

Speaking

Candidate B

You're interested in going on a bus tour around the Central City. Ask the receptionist questions about the tour. Be very polite.

Example:

Could you tell me what time the tour begins?

Ask about:

- The time the tour begins and finishes
- The activities offered by the tour
- The price
- If meals and the tickets are included
- Finally, decide if you're interested in the tour and make or don't make the reservation

Reading

Complete the following report about frequent accidents people are facing now.
Choose the best word for each space (12-16).

Psychologists called it "Ipod oblivion, divided attention and inattention blindness." These are all words that refer to a deficit of attention caused _____ (10) the use of earphones plugged into high tech devices such as Ipods, music players and cell phones. It happens when people _____ (12) on their earphones, plug _____ (13) into their ears and turn _____ (14) the volume while doing activities that demand their complete attention like driving, cycling and crossing streets. "Clearly this is causing not only ear problems but it's putting their lives at risk," says Jenny Perks, a police officer, who has witnessed this kind of accidents many times. People should know that earphones are _____ (15) to block all external sounds and that is what makes them dangerous to use if you're walking, cycling or driving. According to national and world reports, a high number of accidents involving pedestrians and drivers _____ (16) caused by the inappropriate use of electronic devices under such conditions.

Answers	10	A	B	C
	12	A	B	C
	13	A	B	C
	14	A	B	C
	15	A	B	C
	16	A	B	C

Example:

- | | | | |
|-------|--------------|-------------|-----------|
| 10. | A. by | B. on | C. for |
| <hr/> | | | |
| 12. | A. turn | B. put | C. take |
| 13. | A. it | B. out | C. them |
| 14. | A. down | B. on | C. up |
| 15. | A. designing | B. designed | C. design |
| 16. | A. is | B. have | C. are |

Choose the correct answer.

Example:

10. What kind of text is this?
- A. a wiki
B. a news article
C. an anecdote

Answers	10	A	B	C
	17	A	B	C
	18	A	B	C
	19	A	B	C
	20	A	B	C

- | | |
|---------------------------|--|
| 17. What is the problem ? | 19. Where does it happen? |
| A. Attention deficit | A. at home |
| B. Driving problems | B. on streets |
| C. Ear problems | C. at offices |
| 18. Who is involved? | 20. Why does it happen? Because users... |
| A. police officers | A. drink and drive at the same time |
| B. high tech-users | B. walk and text at the same time |
| C. people in general | C. use earphones inappropriately |

Writing

Look at these pictures of a campaign to promote the intelligent use of technology.

Then write a text giving recommendations to users to become smarter tech users.

- ▶ Give an introduction, recommendations and a conclusion.

[illegible]

Speaking

Candidate B

You're a tech-store owner. You're showing a prototype phone of the future. Answer the journalist's questions.

Use this information:

Inventor: Elizabeth Collin

Energy: Doesn't need to plug it in, it works with solar energy.

Connectivity: all social networks and websites 24/7

How it will work: people put it on their wrist and it will turn on automatically.

Features: connects to internet directly through a satellite

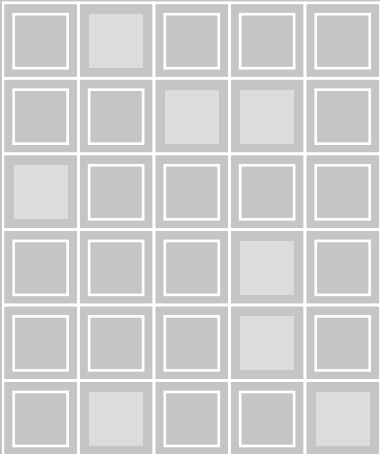
New functions: will give information about people's health.

Selling date: year 2018

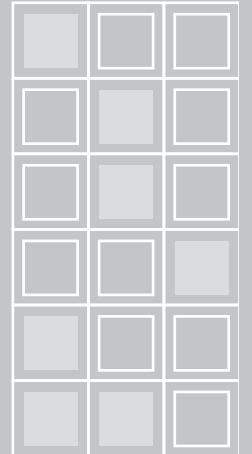




Bachillerato General Unificado



ENGLISH



Level

A2.2
WORKBOOK

Norma





Teens of Today!

1. Unscramble the letters and label the pictures.

og-teretgs

a. go-getters

echt-daehs



c. t____-h____

nerdt - testers



b. t____-s____

teranu lervos



d. n____l____

2. Use suffixes to complete the words below.

a. tech-savv____

c. eco-friend____

e. competit____

b. adventur____

d. styl____

3. Fill in the blanks with the words in exercises 1 and 2 to complete the descriptions below.

a. Nature lovers have "save-nature" initiatives; they always invite people to use _____ products.

b. _____ create and popularize their ideas, so they can make things look _____. They can be very artistic, thanks to their creativity.

c. _____ are experts or fans of technology. As years go by, people are becoming more and more _____.

d. _____ know what they want in life, so they are really _____ and have an appetite for risks. They are also very _____.

Vocabulary Strategy

Use suffixes to create adjectives.

4. Match the words in column A with the right suffix in column B. Then, choose the type of personality in column C.

- a. ecolog
b. fashion design
c. manag
d. communicat
e. web special

A

-er

c

-or

-ist

B

C

tech-head

nature lover

go-getter

trend-setter

5. Locate the verbs in the place that suits them best.

Teens of today...

a

enjoy

searching the web.

going out.

b

taking risks.

to meet new people.

c

getting to know about technology.

traveling the world.

Word Bank

like
enjoy
be interested in

Conclusion

and

are always followed by gerunds.

can be followed by both gerunds and infinitives.

6. Circle the word that completes each sentence correctly.

- Trendy people are interested in **creating** – **to create** new styles and tendencies.
- Tom is a tech-savvy person, so he enjoys **to surf** – **surfing** the web.
- You will be a go-getter if you are interested in **to take** – **taking** risks.
- We like **having** – **to have** friends who care about the environment.
- I enjoy **to spend** – **spending** my free time hiking.

7. Put the words in order to make sentences.

- watching / TV fashion shows / sister / My / enjoys

- taking / Our teacher / of nature / interested in / care / is

- computer gadgets / like / I / buy / to

- Mom / having / things / control / likes / under

- adventurous / Nature lovers / sharing / experiences / enjoy

8. Describe your personality using the vocabulary studied.

I consider myself a(n) _____ (a) because I enjoy _____ (b).

I like _____ (c) and I am interested in _____ (d). In the future

I want to _____ (e).



Lesson 2

Great People Inspiring Teens!

1. Classify the verbs in the Word Bank.

Followed by gerunds or infinitives
<i>start</i>

Followed only by gerunds

Followed only by infinitives

Word Bank

- keep
- want
- finish
- enjoy
- need
- start
- plan
- begin
- continue
- be going
- would like

2. Complete Lio's information using gerunds and infinitives.

I'm Lionel Andres Messi, but people called me Lio, "La Pulga." I'm an Argentinian soccer player. I started _____ (a. *play*) soccer when I was very little.

At the age of 11, I needed _____ (b. *move*) to Barcelona to treat a growth hormone deficiency I used to have.

I planned _____ (c. *train*) every day and kept _____ (d. *practice*) soccer. I began _____ (e. *play*) with the FC BARCELONA and made my official debut on November 16th, 2003. I was only 16.

In the future, I want _____ (f. *win*) as many titles as possible, and I will continue _____ (g. *work*) on my foundation: "La fundación Leo Messi." I'm going _____ (h. *try*) to make children's lives happier. I would like _____ (i. *support*) children to get an education, so they can have a chance in life.

I really enjoy _____ (j. *play*) soccer and _____ (k. *help*) children. There's nothing more satisfying than seeing a happy and smiling child.



3. There is a mistake in each sentence. Underline the mistake, correct it and rewrite the sentences.

- Lio really enjoys to help children. _____
- I wanted to being a biologist. _____
- You will probably are a pro soccer player. _____
- Lio Messi would like winning many titles. _____
- My sister wanted giving me her designs. _____

4. Write sentences that express the indicated function. Use the words in parentheses.



- (be/goalkeeper)
- (become/famous soccer player)

a. *I'd like to be a great goalkeeper.*

b. _____

Express desire



- (score/a goal)
- (win/the match)

c. _____

d. _____

Express necessity



- (train/every day)
- (help/my team)

e. _____

f. _____

Express decision

Grammar Strategy

Identify the communicative function of grammar patterns.

5. Complete the questions and place them in the correct space. Use the Word Bank.

- a. What _____ your most important achievement?
- b. Who _____ you to become a martial arts practitioner?
- c. How _____ you get the leading role in the movie, *The Last Airbender*?
- d. What _____ you plan to do in the future?

Reporter: Welcome to the show. Today, Noah Ringer, film star and taekwondo black belt, is going to tell us about himself. _____?

Noah: Well, my taekwondo teacher advised me to send a DVD to Paramount pictures. It was a homemade video.

Reporter: _____?

Noah: My father inspired me to begin practicing taekwondo.

Reporter: _____?

Noah: Well, I achieved black belt category when I was 10 years old.

Reporter: _____?

Noah: I think I'll make a couple of movies and then I'm going to help other teens become great martial arts practitioners.

Word Bank

- did
- do
- inspired
- is

6. Answer these questions with personal information.

a. What do you enjoy doing?

b. Who inspires you?

c. What is your biggest achievement?

d. What do you plan to do in the future?



Lesson 3

The Creator and His Creation

1. Preview the text and answer these questions.

a. What kind of text is this?

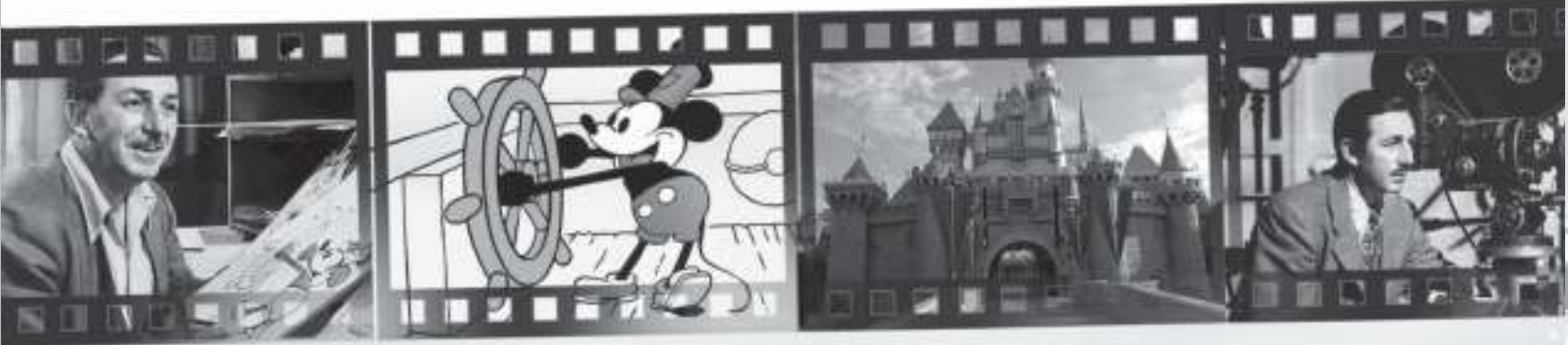
- ☐ a biography
- ☐ a story
- ☐ a profile

b. What's the topic of the text?

- ☐ Mickey Mouse
- ☐ Walt Disney
- ☐ Disney Corporation

Reading Strategy

Go over the text and pictures quickly to get a general sense of their content.



2. Read and label each paragraph. Use the Word Bank.

Word Bank

- The legend
- The artist
- The producer
- The achiever
- The innovator
- The entrepreneur

a.

Walt Disney is one of the most recognized icons of American popular culture for his influence and contribution to the development of the motion picture and the entertainment industry. His creations revolutionized movies and television, and inspired the theme park industry of today.

b.

He was born in Chicago, Illinois, on December 5th, 1901. As a child, Walt Disney lived on a farm in Missouri where he enjoyed **doodling**. He also made a lot of detailed drawings of animals and flowers. He took long distance cartoon classes and went to night school to study art. Back in Chicago, he studied art and photography at The Academy of Fine Arts. In his younger years, he worked at different jobs such as a cartoonist for a school newspaper and for small commercial art studios.

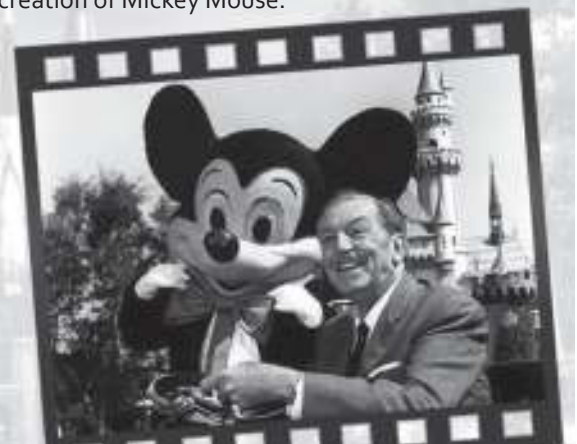
c.

The producer

At the beginning of 1920, *Alice in Wonderland* was Walt Disney's first production. It mixed a real actress interacting with animated characters. In 1922, he created his first animation company, Laugh-o-Gram. A few years later, the company went bankrupt but he did not give up. Instead, he decided to continue trying and went straight to the movie industry in Hollywood. Soon he **set up** a cartoon studio with his brother. They called it the Disney Brothers Studio.

d.

In the early 30's, a big success came with the creation of his most famous character, Mickey Mouse. Although Walt Disney created and drew many more characters, it was Mickey Mouse that **embodied** the unique vision and essence of his creator. Walt Disney used his voice for this character. In 1932, he received his first special Academy Award for the creation of Mickey Mouse.



e.
Following the success of animated cartoon shorts, the Disney studio expanded and incorporated new technology. It produced full-length films such as *Snow White*, *Pinocchio*, *Fantasy*, and *Bambi*. These were films that combined not only **pioneering** technological advancements, but also heartwarming stories that brought Walt worldwide recognition.

f.
In the following years, the studio also diversified into other media. Walt Disney created his own music division called, Disney Records, and consolidated his companies in the film industry. He did not stop there. He kept **envisioning** and developing new kinds of live entertainment: Theme Parks. In 1955, Disneyland opened. It was based on successful Disney characters and films. Later came Disney World, in Orlando Florida.

Walt Disney died on December 15th, 1966, but he left a heritage that keeps growing and evolving into new kinds of media and entertainment.



3. Go back to the text and identify the words in bold that match the following definitions.

- to introduce or use something new for the first time
- to imagine an idea that might happen in the future
- to represent an idea or quality
- to draw patterns and figures unconsciously
- to establish

1.	
2.	
3.	
4.	
5.	

4. Answer the following questions based on the text.

- Where and when was Walt Disney born?

- What happened to his first animation company?

- What brought him fame and recognition?

- Why was he an entrepreneur?

- What do you think of Walt Disney's creations?

1. Match the expressions to their meaning.

- | | | |
|----------------|--------------------------|-----------------------------------|
| a. As a child | ☐ | 1. At an unspecified later time |
| b. Once | ☐ | 2. Before a certain point in time |
| c. By the time | ☐ | 3. On one particular occasion |
| d. Eventually | ☐ | 4. When I was a child |

Writing Strategy

Use time expressions to sequence the organizational pattern of events.

2. Read and complete this excerpt from Walt Disney's autobiography. Use the timeline and the Word Bank.

1901 - Walt Disney was born in Chicago.
 1910 - His family moved to Kansas City.
 1917 - His family moved back to Chicago.
 1920 - He started his career.
 1924 - He opened his own animation company.

Word Bank

- By the time
- In those days
- Eventually
- When I was
- In 1910
- As a child
- Once

_____ (a), I lived on a farm in Missouri. I was interested in all kinds of animals. I used to sit under a big plum tree near my house just to watch the squirrels and other wild animals and to sketch them. _____ (b), my family decided to go to the city so we went to Kansas City. *In those days*, I did not go to school. Instead, I took long distance art classes. _____ (c) 16, we went back to Chicago and I wanted to join the army, but I got rejected for being too young. Then, I decided to join the Red Cross and traveled to France where I drove an ambulance. _____ (d) I had nothing to do, so I sat inside the ambulance and I covered it with all my drawings. _____ (e) I was 19, I had decided to start my career as an advertising cartoonist. I began to experiment with different cartoons and stories. _____ (f), I opened my own animation studio.

3. Write a short autobiography. Use the expressions above to organize your ideas chronologically.

_____ (place / date of birth)

_____ (significant people/moments/places in childhood)

_____ (significant people/moments in elementary school)



What Have You Done Lately?

1. Match the verbs with their complements.

- | | | |
|----------------|--------------------------------|---------------------|
| a. travel | <input type="text" value="c"/> | 1. in a contest |
| b. take up | <input type="text"/> | 2. class |
| c. participate | <input type="text"/> | 3. a sport or hobby |
| d. attend | <input type="text"/> | 4. abroad |

Vocabulary Strategy

Associate verbs with their possible complement to remember new words.

2. Read the clues and complete the crossword puzzle. Use the verbs above.

Clues

Down

- a. to go to an event.

Across

- b. to take part in an event.
c. to go on a trip out of the country.
d. to start practicing a sport or hobby.



3. Complete the sentences with the Simple Past or the Present Perfect form of the verbs from the exercises above. Then, match each sentence with its explanation.

- a. Jenny is now 15 years old. When she was 5, she ballet. Since then, she's dedicated a lot of her free time to her passion, dancing.
- b. She in several dance competitions.
- c. She to represent her city in important contests three times.
- d. She's been busy with trips and presentations, so she (not) class lately.

- She's not attending class. She's been absent for several days.
- It's been ten years since she started to practice ballet.
- She has been in different countries three times.
- It's not the first time she's participating in a dance competition.



4. Complete the conversation between Ann and Bob with the correct form of the Present Perfect tense.

Ann: Where have you been (be) lately?
I (a. call) you many times and
you haven't answered (not answer).

Bob: I lost my cell phone. Didn't you know? I
 (b. be) without my phone
since last week.

Ann: Oh, gosh! That's terrible.

Bob: Well, actually, it (c.
not be) so bad. It's good to take a break.

Ann: you (d.
talk) to Diego, I (e. not
be able to) reach him.

Bob: you ?
(f. not hear) He
(g. be) abroad with his father since March. He had
to attend a meeting in San Francisco and they
went together.

Ann: He's in San Francisco? That's awesome!

Bob: Yeah!

5. Look at Matt's agenda. Complete the questions and answer them. Use *since* and *for*.

Activity	Jan.	Feb.	Mar.	Apr.	May.
E.g. play tennis	✓	✓	✓	✓	✓
a. be abroad					
b. attend a music workshop					
c. study Italian					

Grammar Strategy

Use time lines to help understand
the difference in verb tenses.

E.g. *How long has he played tennis?*

He has played tennis since January or He has played tennis for five months.

- a. How long _____?

or _____.
- b. How long _____?

or _____.
- c. How long _____?

or _____.

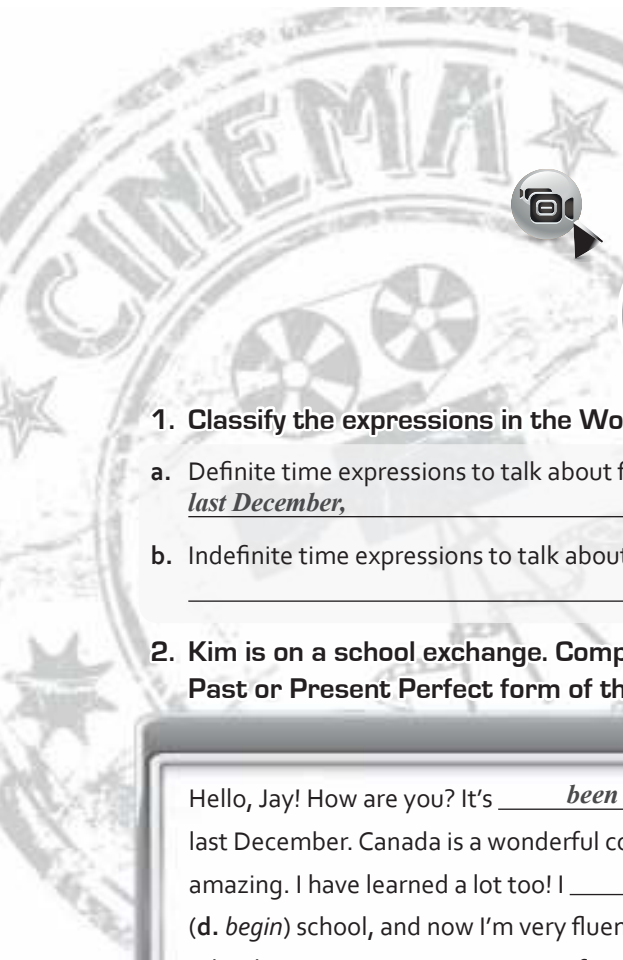
6. Here are some questions you need to answer to become a member of a high school cultural festival. Unscramble the questions. Then, answer them based on your experience.

a. in / have / been / long / school / you / How / high?

_____.

b. festival / before / participated / you / in / Have / cultural / a?

_____.



Lesson 2

Cultural Literacy for Everyone!



1. Classify the expressions in the Word Bank according to the two categories.

a. Definite time expressions to talk about finished actions:

last December,

b. Indefinite time expressions to talk about unfinished or repeated actions:

Word Bank

- recently
- last December
- since February
- four months ago
- lately
- when I began school
- before
- last Christmas

2. Kim is on a school exchange. Complete her e-mail with the Simple Past or Present Perfect form of the verbs in parentheses.

Hello, Jay! How are you? It's been (be) a wonderful year abroad. I _____ (a. arrive) in Quebec last December. Canada is a wonderful country. Four months ago, I _____ (b. go) to Niagara Falls. It was amazing. I have learned a lot too! I _____ (c. attend) French class since February when I _____ (d. begin) school, and now I'm very fluent. I also _____ (e. take up) basketball last January. Now I'm in the school team. We _____ (f. win) 5 matches since the championship started. Lately, it _____ (g. be) wonderful. I have traveled with the team to many cities here in Canada. What about you? I _____ (h. not hear) from you recently. What _____ you _____ (i. do) last Christmas? Love, Kim.

Grammar Strategy

Pay attention to the time expressions when deciding what tense to use.

3. Ben's a movie club director. Identify the question he asks Sue. Use the Questions Box.

Questions Box

- How many times have you seen it?
- Have you read it?
- What movies have you seen recently?
- What's it about?

Ben: So you want to participate in the movie club?

Sue: Yeah, I've always loved movies.

Ben: What movies have you seen recently ?

Sue: I saw "The Red Rose" last Friday. It's wonderful.

Ben: Really? _____ ? (a)

Sue: It's about a musician's life.

Ben: I think that movie is based on a book.

_____ ? (b)

Sue: Well, not really! But I've seen the movie many times.

Ben: Wow! _____ ? (c)

Sue: I've seen it three times.

Ben: Well, you must love it.

4. Ben asks you these questions to make you part of his club.

- What book have you read recently? _____.
- What was it about? _____.
- Have you seen a good movie lately? _____.
- What's it about? _____.

5. Read the Cultural Test. Then, label each answer with the question letter.

Adam

- ☐ a. Yes, two months ago I took up origami, but I've lost interest.
- ☐ b. I've eaten food from other countries once or twice.
- ☐ c. I participated in a theater play a long time ago.
- ☐ d. I've been once. I went to an art exhibit when I was a child.



Jonathan

- ☐ a. Not really! I only like soccer.
- ☐ b. No, I don't like to participate in those activities.
- ☐ c. I've never been to a place like that.
- ☐ d. I've always eaten local food.



Claire

- ☐ a. I'm taking karate. It's been a great experience.
- ☐ b. I've taken part in some events. Last month I participated in a dance contest.
- ☐ c. I love going to museums whenever time I can.
- ☐ d. I've eaten a lot of different types of food.



How culturally literate are you?

Take this test to find out!

- a. How many times have you been to a museum?
- b. Have you participated in any cultural event like traditional dance contests or theater plays?
- c. Have you taken up any new hobby or sport lately?
- d. Have you eaten food from other countries or regions?

6. Circle the correct form of the verbs to give these teens some suggestions.

Jonathan:

You need **to open up / opening up** (a) to new possibilities. Learn **to appreciate / appreciating** (b) culture and knowledge. Start **going / to go** (c) museums and concerts. Consider **to read / reading** (d) more. It will help you open up your mind.

Claire:

Congrats!
You enjoy **experiencing / to experience** (e) culture. You're not afraid of the unknown. You dare **to be / being** (f) a global citizen. You want **to learn / learning** (g) new things! We suggest **sharing / to share** (h) your experiences with others.

Adam:

You've had some good experiences. Dare to **experiencing / to experience** (i) new things. Don't avoid **going out / to go out**. (j) You'll learn great things. Be sure **to discover / discovering** (k) new ways to learn.

7. Read the comments some teens say in their study group, and give them some suggestions.



I'm traveling abroad. I'd like some advice! I'm a little nervous.



When I meet new people I feel shy because I don't know what to say.



My teacher says I should read more, but books are boring.

You need _____

Learn _____

Be sure _____





Lesson 3

Reading to Choose!

1. Scan the two texts and choose a heading for each review.

Headings Box

- Movie Review
- Book Review
- Website Review
- Video Game Review

2. Read the reviews and underline the key idea.

Reading Strategy

To find the topic, pass your eyes quickly over the text and identify key words.

- 1 Are you tired of trying to find the right book for you? Just like when you buy new
2 clothes, and you try them on; wouldn't it be **convenient** to make sure you like
3 a book before buying it? You can do this on *Readingfun.com*. You'll enjoy using
4 this practical and **innovative** website with plenty of services. Unlike other online
5 bookstores, you can browse the first pages of a book in the website's book list.
6 Book lovers will get familiar with literature by reading book reviews written by
7 experts. In addition, you can find a large number of e-books in diverse formats. For
8 members, there is a big discount on all books. I think this website is very **useful**
9 because it offers the possibility to preview and get familiar with a book before
10 buying it. I highly recommend it!



Stop and think. Which of the sentences below best expresses the key idea?

- ☐ a. The author thinks it's better to read reviews and not the complete books.
☐ b. The author thinks it's better to know something about a books and its author before buying it.
☐ c. The author thinks it's better to read a book online.

Reading Strategy

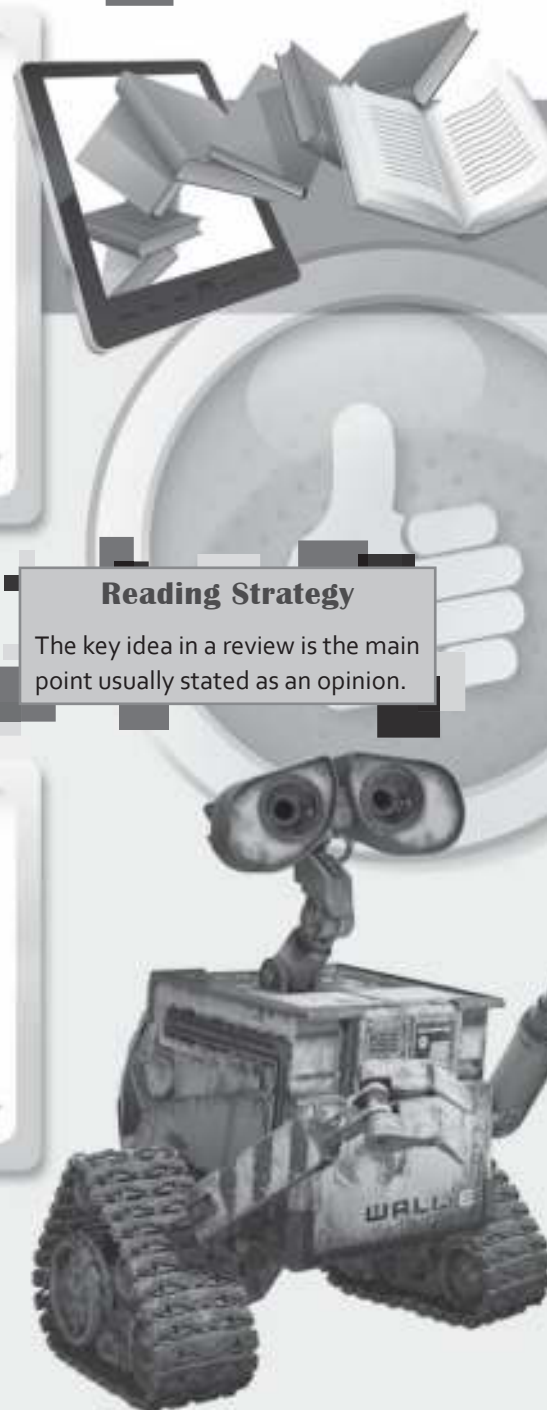
The key idea in a review is the main point usually stated as an opinion.

- 1 In my opinion, *Wall-E* is an **inspiring** animated production that **captivates** children,
2 as well as adults, through a wonderful story told in an **unusual** way. It's the story
3 of two robots that keep humans' hope of returning to their homeland alive. Unlike
4 other Pixar productions, it has long silent scenes and cultural references that might
5 not be **suitable** for some kids. Still, the story manages to touch most viewers
6 as it is very clever, and fun. In addition, it brings up a very important ecological
7 message. I strongly recommend it!



Stop and think. Which of the sentences below best expresses the key idea?

- ☐ a. The author thinks this movie has an interesting message for very young children.
☐ b. The author thinks this movie is unusual and captivating.
☐ c. The author thinks this movie is inspiring because it contains a beautiful ecological message.



3. There are five features that characterize a review. Identify the lines where you find them.

Characteristics	Review	Review
a. Differences with other products	Lines	Lines
b. An opinion about the product	Lines	Lines
c. Rephrasing opinion	Lines	Lines
d. Description of the product's characteristics	Lines	Lines
e. Introducing the topic	Lines	Lines

4. Go back to the reviews and match the word with the definition.

- | | |
|---|--|
| a. a better, different or new way of doing things | ☐ 1. captivate |
| b. better, helpful | ☐ 2. innovative |
| c. helpful and practical | ☐ 3. useful |
| d. a feeling of excitement about doing something | ☐ 4. inspiring |
| e. to attract and be interesting | ☐ 5. convenient |
| f. the right qualities for a particular purpose | ☐ 6. unusual |
| g. strange and exceptional | ☐ 7. suitable |

Vocabulary Strategy

Identifying similar words in English and Spanish help you to get their meaning.

5. Restate the following opinions using the synonyms or definitions from exercise 4.

Eg. You'll enjoy using this **innovative** website with plenty of **useful** services.
The website offers a lot of different, new and practical services you'll love.

- a. Wouldn't it be **convenient** to make sure you like a book before buying it?

- b. Wall-E might not be **suitable** for some kids.

- c. I highly recommend this movie because it's **inspiring** and very clever.

Vocabulary Strategy

When you rephrase an idea, you express the idea with synonyms or different words.

1. Read this chart and complete the review with the appropriate connector.

SKYUP is a fresh social network with a useful cultural schedule where you can connect with friends, family and people around the world. _____ (a) most social networks, you can upload photos and videos, chat, post comments and make video calls. It _____ *also* _____ (b) customizes your profile with a great look. _____ (c), SKYUP has security settings to protect your information. _____ (d) many social networks, SKYUP is unique because it is educational and advertisement free. You can have access to your own educational feeds. I recommend it as it has limitless possibilities for you to keep in touch and manage your cultural agenda.

Word Bank

- like
- unlike
- ~~also~~
- in addition

Writing Strategy

- To connect similar ideas and nouns, use **like** or **and**.
- To contrast two opposing ideas use **unlike**.
- To add new information use **also** or **in addition**.

2. You're writing a review for the school magazine. Plan your review. Follow the steps.

a. Choose a topic: an event or product you recommend (use your background knowledge)

b. Write your key idea.

c. Support the idea: give a description or mention some characteristics of your product or event.

d. Compare and find similarities with or differences from other products or events of the same kind.

e. Rephrase the main idea in a conclusion.

3. Based on the steps, write your review.



Lesson 1

What Kind of Traveler Are You?

1. Look at the pictures to complete the sentences. Use the Word Bank. Then, choose which option (A, B or C) best describes you.

Are you a green traveler?

A

You prefer to stay in a luxurious _____ (a) and travel by _____ (b). It's quick and comfortable. You enjoy going on a _____ (c) to do relaxing activities like sun bathing.

B

You prefer to stay in a peaceful _____ (d) and to travel by _____ (e) or by _____ (f). You love to enjoy the landscape. You enjoy going on a _____ (g) and going _____ (h) around the woods, towns and cities.

C

You prefer to stay in a _____ (i) and to travel by _____ (j) or on _____. (k) You enjoy going on _____ (l) and practicing activities like _____ (m) and _____ (n).

Word Bank

- bicycle trips
- bus
- bus tours
- cabin
- canoe
- car
- cruise
- foot
- hiking
- hotel
- kayaking
- plane
- sightseeing
- tent

Vocabulary Strategy

Use pictures to discover missing words in texts.

2. Complete with *much* or *very*. Then, find out what kind of traveler you are depending on the option you chose above.

If your answer is A, you prefer to feel more comfortable than ecological.

Remember that if you make _____ *much* _____ smarter choices, it will benefit you and also the environment, the people and destination you visit. You might need to be _____ *very* _____ careful when searching or planning your activities to become _____ (a) greener.

If your answer is B, you're _____ (b) more conscious and eco-friendly. You're _____ (c) practical and responsible. Remember to choose places, travel agencies, and tours that also show responsible attitudes towards the environment and the local culture.

If your answer is C, congratulations! You're a _____ (d) green traveler. You're helping the environment to be _____ (e) cleaner and healthier. Pass on your tips!

3. Write sentences to defend a greener position. Use the clues.

E.g. Water skiing is **very** exciting.
*Well, kayaking is **much** eco-friendly.*

a. Planes are **very** convenient.
 bicycles / ecological / cars.

b. Hotels are **very** comfortable.

When camping / you / close to nature

c. Crocodile leather hats are **very** exotic.

Crafts made with other materials / green.

4. Underline the correct tag question. Then, match it with an answer.

a. You love traveling by plane, don't you? / aren't you?

b. The landscape is lovely, don't you? / isn't it?

c. Train tickets cost less than plane tickets, doesn't it? / don't they?

d. You bought these crafts in Mexico, don't they? / didn't you?

e. She's been kayaking before, hasn't she? / doesn't it?

☐ 1. Yes, they do. They're on sale.

☐ 2. Actually, I bought them in Japan.

☒ 3. Yes, I do. It's comfortable.

☐ 4. No, she hasn't.

☐ 5. Yes, it is. I love it.

5. Read and complete with a tag question.

Mr. Coe: Hello class, I have good news! We're going out of town. It will be fun, _____ (a)?

Lynn: Oh no! We're sleeping in a hotel, _____ (b)?

Mr. Coe: No, we're not. We're going green!

Tom: We don't have to wear green clothes, _____ (c)?

Mr. Coe: Actually, to be green is helping to protect the environment.
 We're going camping near Lake Season to appreciate nature.

Meg: We went there last year, _____ (d)?

Mr. Coe: No, we didn't. We went to Lake Superior. By the way, you love water sports, _____ (e)?

Meg: Of course!



6. You're going camping. Look at these signs and ask about the rules. Use tag questions.

E.g. We can go kayaking, can't we?

a. _____

a. _____

b. _____

c. _____

d. _____

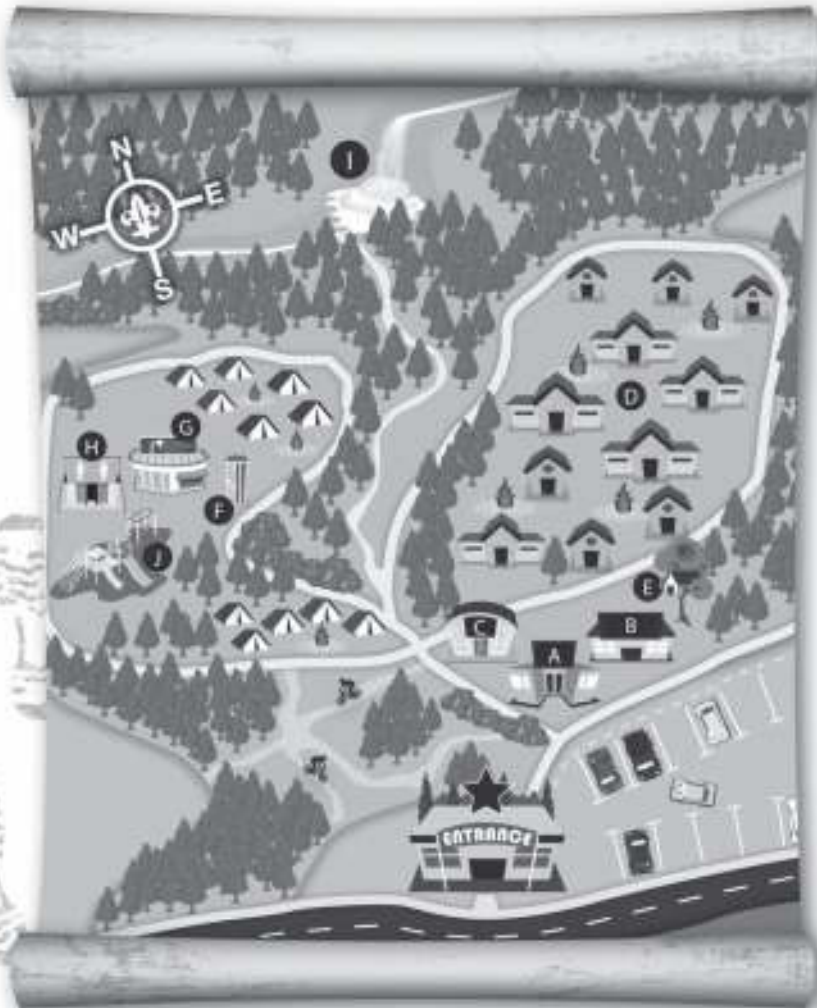




Lesson 2

You Can't Miss It!

1. Look at the campsite's map. Use the clues to complete the missing places.



Clues

- The cafeteria is **between** the bike rental office and the information office.
- The cabins are **in front** of the tree house, the information office, and the bike rental.
- The showers are **between** the restrooms and the vending machine in the camp site.
- The playground is **in front** of the restrooms.
- The tree house is **behind** the information office.

Map Legend

a. <u>the cafeteria</u>	f. <u> </u>
b. <u> </u>	g. <u> </u>
c. <u> </u>	h. <u>restrooms</u>
d. <u> </u>	i. <u>waterfall</u>
e. <u> </u>	j. <u> </u>

Vocabulary Strategy

Infer missing information using the visual and linguistic clues

2. Look at the map and follow the directions. Find the right place.

At the entrance

Bill: Excuse me, ma'am, could you tell me where the _____ (a) is?

Guide: Sure! Just go straight ahead, and take the road on the left. Keep walking and go past the cafeteria and the bike rental office. Then cross the intersection and you'll see three roads. Take the road in the middle. Go along the trail until you get there. You can't miss it!

At the vending machine

Ann: Excuse me, Can you tell me where the _____ (b) is?

Sam: I think it's on the other side of the campsite. Just walk across the campsite and go south along the bike path, walk down until you get to the cafeteria, then turn left. It's just behind the information office.

Ann: Along the bike path until the cafeteria, and left at the corner. Thanks!

3. You're at the cafeteria. Give directions to get to the playground. Use the map and the Word Bank.

Word Bank

- walk across the campsite
- ~~go straight ahead~~
- it's in front of the restrooms.
- take the road on your left.

Todd: Could you tell me where the **playground** is?

You: Go straight ahead (a) and

_____ (b)

Then, _____ (c)

_____ (d) You

can't miss it!

4. Complete the request and match it with an answer. Use the Word Bank

- Do you know _____ swimming is forbidden?
- Do you know _____ there is a pool in the camp ground?
- Could you tell me _____ I can get something to eat?
- Could you tell me _____ the river is near?
- Do you have any idea _____ the information office opens?
- Can you tell me _____ I can rent bikes here?

Word Bank

- where
- what time
- if (x3)
- why

- ☐ 1. No, there isn't.
- ☐ 2. Sure you can. The bike rental is next to the cafeteria.
- ☐ 3. Actually, it's kind of far. You need to walk for about 45 minutes.
- ☐ 4. I think it's because there are some dangerous animals in the river.
- ☐ 5. It opens at 7:30.
- ☐ 6. There is a vending machine is next to the showers.

5. You're camping and you need some information about the campsite. Ask polite questions about these things.

- a. The money you need to spend to stay in a cabin.

Could you tell me how much money I need to spend to stay in a cabin for a night?

- b. The time the bike rental office opens.

- c. A place where you can get a bottle of water.

- d. Dangerous animals around.

- e. Other:



Lesson 3

A City Like No Other

1. How much do you know about London? Circle the right option.



- London is a **small / medium / big** city.
- London has a river that runs **through the city / around the city / in the north of city**.
- The last time London hosted the Olympics was in **2012 / 2010 / 2011**.
- London **doesn't have / has** good cycling facilities.

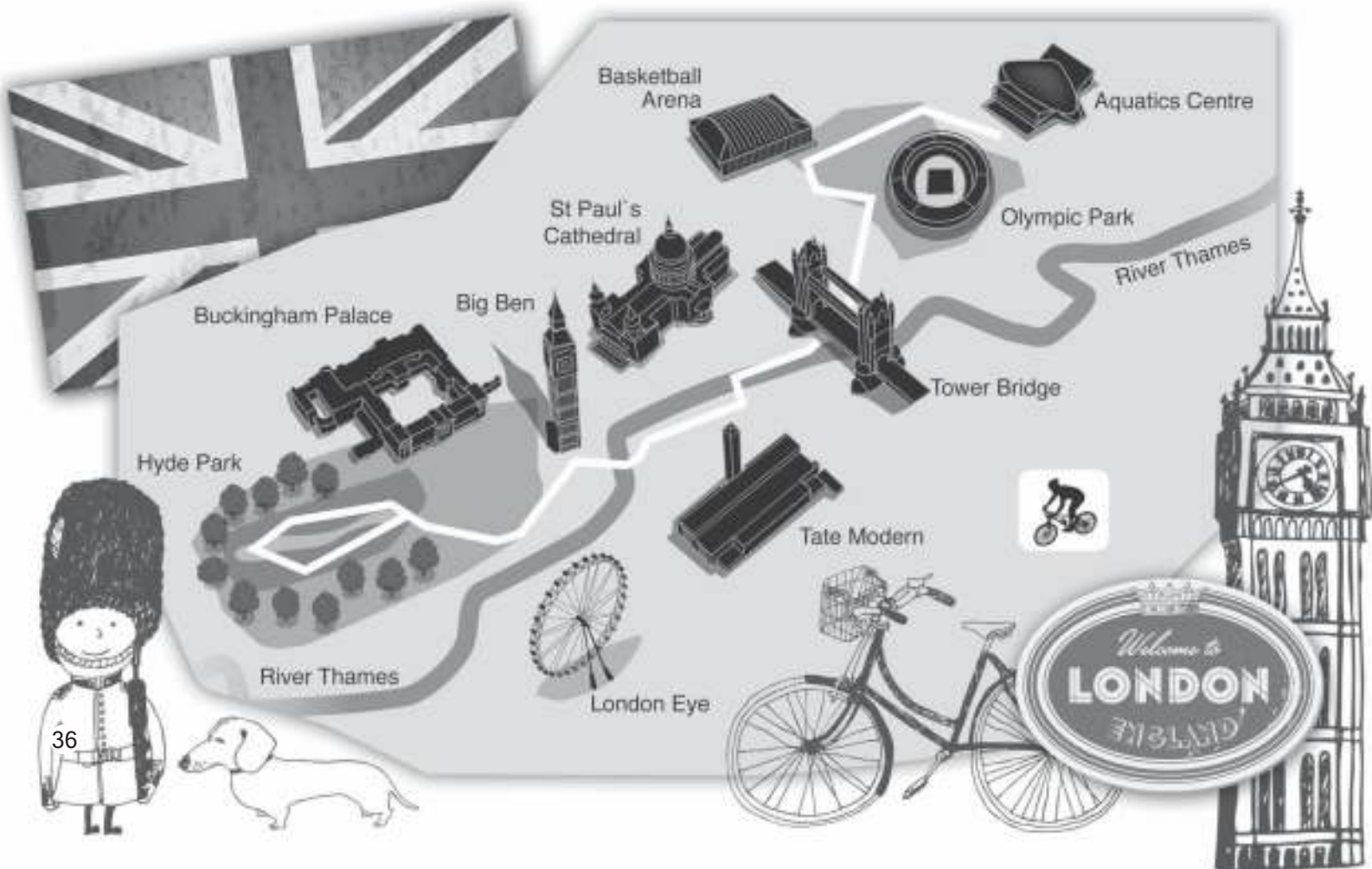
Word Bank

- around
- ~~along~~
- through
- across
- eastward

2. Read. Analyze the map, and use the Word Bank to complete the text.

Cycling Around London

When you live or visit a city like London, getting around can be a bit complicated because it has the biggest population in the UK and Europe (more than 7 million inhabitants) and the number of tourists who visit every year (almost 1 million visitors a year) is extremely high. That is why cycling has become the preferred means of transportation for a lot of Londoners as well as tourists. Join the bike revolution and discover this magnificent city, full of history and modernity, in as green a way as possible. Our tour includes a visit to famous landmarks, and some of the most recognized Olympic **venues**. Pedal your way along bicycle **paths**, cycle canals and roadsides, and enjoy all the cycling facilities London has to offer. There's something exciting for everyone. Why not checking it?



Hyde Park Cycling Route

Our tour starts at the greenest and most relaxing place in the middle of London: Hyde Park. It has a wide **range** of amenities like restrooms, restaurants, and cafes, as well as sporting facilities like tennis courts, boat rides, children's playgrounds and different monuments. There are various cycling possibilities within the park, but we recommend going _____ (a) the Serpentine Lake and visiting a very important monument along the route: Diana's Fountain, a memorial built to pay tribute to the late Princess Diana of Wales. Hyde Park is also **well known** for its vibrant sporting and cultural activities like concerts, festivals, horse riding, and exhibitions. Don't worry about your bike if you want to take part in these activities. There are docking stations to keep your bike safe.

River Thames Route

This route includes a visit to Buckingham palace. Then, it goes _____ (b) the River Thames and _____ (c) its **banks**. It will take you past **must-see** places like Big Ben, the House of Parliament, the London Eye, The Tate modern, St. Paul's Cathedral and the famous, **iconic** Tower Bridge. Enjoy its impressive construction and **witness** years of history that have made this bridge one of the most visited tourist attractions. To get there, cycle _____ (d) along the north bank for a great view of the river.

Olympic Venues Route

London has been an Olympic city on three occasions: in 1908, 1948, and 2012. Visit the Olympic venues and admire the legacy of these world events with our tour. After the Tower Bridge, the tour makes its way _____ (e) the Olympic Park to the Olympic Stadium where the opening and closing ceremony of the 2012 Olympics took place. Then it goes _____ (f) the Olympic Park where you can see other interesting Olympic venues, such as the Basketball Arena and the incredible Velopark Aquatics Center where some of the most important competitions took place.

4. Match the words in bold with their definition.

Reading Strategy

To check the validity of opinions, look for the reasons that support them.

- | | |
|---------------|--|
| a. must-see | ☐ 1. popular |
| b. iconic | ☐ 2. a highly recommended attraction or place |
| c. path | ☐ 3. land along the side of a river or a lake |
| d. bank | ☐ 4. to be present and see when something happens |
| e. venues | ☐ 5. a location for an organized event |
| f. witness | ☐ 6. variety |
| g. range | ☐ 7. a place or a person that represent an important idea |
| h. well-known | ☐ 8. a small road |

5. Answer the questions according to the text.

a. Why is cycling a popular activity in London?

b. Why is Hyde Park a well-known place?

c. Why is London a city attractive for tourists?

Writing

1. Design a brochure about a place you choose. Then, select your purpose for making it. Next, complete the outline using specific information.

Places	Purpose
☐ a school or university	☐ to choose a place to study
☐ a city or town	☐ to select a tour
☐ a store	☐ to get information about an iconic place
	☐ to promote a product

Writing Strategy

The information you include in a brochure depends on its purpose and audience.

2. Investigate the necessary information to complete this outline according to the place you chose.

Characteristics of the place	Activities
Historical or interesting information	Other important Information

3. Follow these steps to organize your brochure.

- a. Write an introduction that attracts attention to the place.
- b. Include background information about the city or place you chose.
- c. Describe your opinion about the place, its facilities, and its advantages.
Remember to support your opinions with good reasons.

a. Welcome to

(name of the place)

b. _____

c. _____



Lesson 1

I Wish I Had One

1. Read the definitions and match the words from the word clouds to make the compound noun that best fits each of them.

- instant message A message that is sent in real time over the internet.
- _____ A phone characterized by the latest technology.
- _____ A camera that takes digital images.
- _____ A short written message sent via mobile devices.
- _____ A call that uses video images.
- _____ A group of people sharing information on the web.
- _____ A mail sent electronically.
- _____ A device for playing music.



2. Look at the smartphone icons. Complete the instructions with words from the Word Bank.

Word Bank

- take
- send (2x)
- make (2x)
- record
- browse
- listen

a. Tap it to _____ a phone call.

b. Tap it to _____ a picture.

c. Select it to _____ a text message.

d. Touch it to _____ a video call.

e. Touch it to _____ the web.

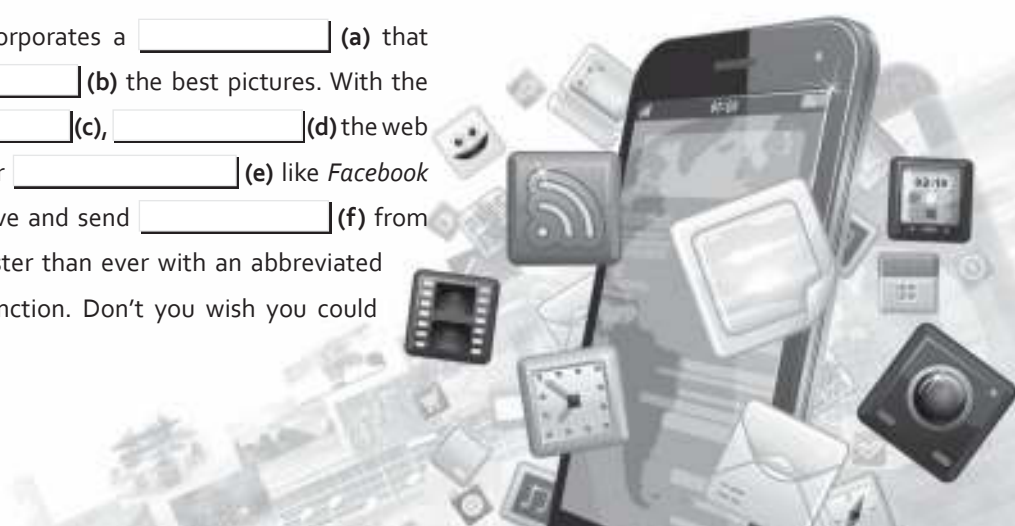
f. Tap it to _____ a video.

g. Touch it to _____ to music.

h. Tap it to _____ e-mails.

3. Complete the description. Choose some of the compound nouns and verbs from exercise 1 and 2.

The new Sun XY cell phone incorporates a _____ (a) that analyzes human emotions to _____ (b) the best pictures. With the new SunXY, you can make HD _____ (c), _____ (d) the web easily and get immediate access to your _____ (e) like Facebook and Twitter. Sun XY allows you to receive and send _____ (f) from different accounts. Text your friends faster than ever with an abbreviated keyboard and improved autocorrect function. Don't you wish you could have one now?



4. Read this TV show about new gadgets. Complete the dialog with the correct form of the verbs to express wishes. Use the Word Bank.

Jeff: Welcome to our technology show. Rose is here to talk about the latest innovative gadgets.

Rose: There are definitely cool things going on! For example, don't you wish you could operate the TV set without the remote control?

Jeff: Yeah, I usually spend a lot of time looking for it. I wish remote controls (a) easier to find.

Rose: Well, now a new brand of high-end TV sets incorporates voice recognition, so you just tell your TV the channel you want!

Jeff: Wow, pretty cool!

Rose: And, don't you wish your cell phone battery (b) longer? Smartphone batteries consume a lot of energy. Check out this power bag!

Jeff: Wait a sec! A power bag?

Rose: Yeah, you can use it to carry your cell phone and any other electronic items and it will charge their batteries for you!.

Jeff: Wow, I wish I (c) one of those.

Word Bank

- be
- last
- have
- can



5. Read the conversation again. Write T (true) or F (false). Write a wish for each statement.

E.g. F Jeff doesn't have any problems with remote controls.

He wishes he didn't spend so much time looking for the remote control.

a. Jeff's cell phone battery lasts for a long time.

b. Jeff doesn't have a power bag.

Grammar Strategy

Use the Simple Past form after the verb **to wish**.

6. Angela is trying to convince her father to buy a tablet. Analyze her problems and write her wishes. Then, write yours.

Dad, look at this tablet. It has voice recognition! I'm tired of typing my homework. It takes so much time. It also lets us download all our textbooks so that we don't have to carry them to school. They're so heavy!

I just saw a (gadget)

I want to have it because...

Angela's wishes

E.g. Angie wishes she had a tablet.

a. She wishes she

b. She wishes she

Your wishes

I wish I

I wish I

I wish



Lesson 2

Tech Users and Common Habits

1. Read the definition and match with the correct phrasal verb.

- a. To get dressed with clothes or accessories.
- b. To remove clothes or accessories from one's body.
- c. To not go to bed.
- d. To connect a device to an electricity supply.
- e. To stop a device or machine from working.
- f. To make a connection between components of a system.
- g. To enter a computer program or internet account that requires a password.
- h. To decrease the volume.

- ☐ 1. to sign in
- ☐ 2. to stay up
- ☐ 3. to turn down
- ☐ 4. to plug in
- ☐ 5. to turn off
- ☐ 6. to put on
- ☐ 7. to hook up
- ☐ 8. to take off

2. Be a smart tech user! Complete the recommendation with the correct preposition. Use the Word Bank.

Word Bank

- off
- down
- out (2x)
- in (2x)
- up

Vocabulary Strategy

Create a visual representation of the prepositions to help you remember their meaning.



Turn off (a) the computer when you're not using it.



Plug in (b) your cell phone charger.



Take out (c) the earplugs or turn the volume down (d) when you're crossing a busy street. It's dangerous.



Never follow a link to sign in (e) to your accounts. Type the URL directly into your browser's address bar.



Sign out (f) of your accounts properly.



Go to bed early. Don't stay up (g) all night.

3. Complete the sentences below. Use the Word Bank. Then, underline all the phrasal verbs.

- a. I love to put my headphones on and listen to my favorite tracks.
- b. I'm always connected to my friends. As soon as I get up, I turn my _____ on and sign in to check my e-mail and my social network messages. I also use my cell phone to text my friends. I sign out at night just before I go to bed.
- c. Could you help me hook the _____ up to the computer? I can't do it. It's so difficult. I hate computers.
- d. I'll stay up late until I finish downloading this new software. I'm sorry, I won't be able to turn the _____ off until I finish.

Word Bank

- printer
- lights
- headphones
- computer

4. Classify the verbs you underlined in the exercise above into separable and inseparable.

Separable	Inseparable
a. _____	d. _____
b. _____	e. _____
c. _____	f. _____
	g. _____

5. Write the answers using an object pronoun *it* or *them*.

Turn down the volume. I'm trying to read.

Who plugged in the cell charger?

I need to hook up the speakers to the computer.

Put on your headphones. It's your favorite song on the radio!

a. I'll turn _____ down in a minute.

b. I didn't plug _____ in.

c. Let me help you hook _____ up.

d. I can't put _____ on. I can't find them.



Lesson 3

Be a Smart Tech-User!

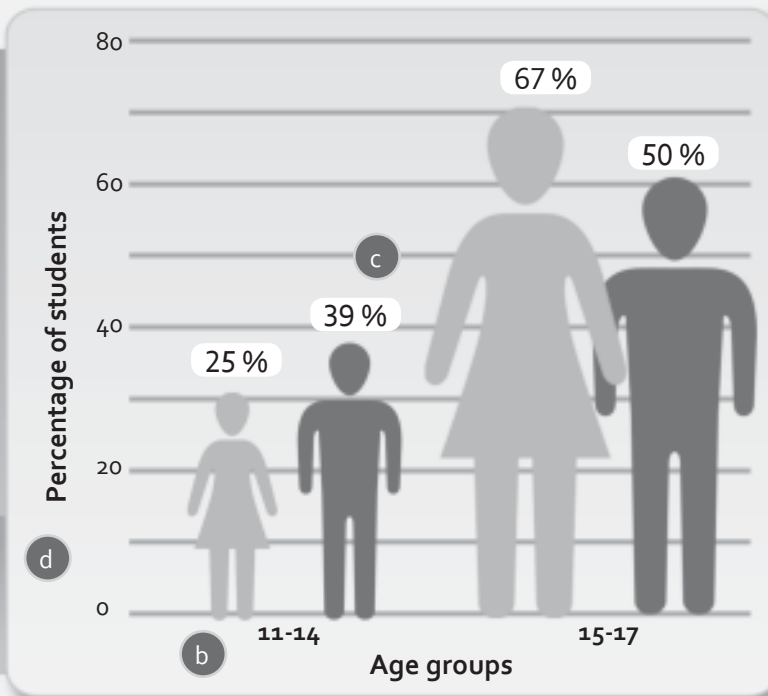
1. Look at the graph. Match the parts (a-d) to the correct explanation.

- | | |
|-----------|---|
| a. title | ☐ 1. They display the data. |
| b. scale | ☐ 2. They give information about the data displayed by the bars. |
| c. bars | ☐ 3. It shows the units of measurement of the data. |
| d. labels | ☐ 4. It describes what the graph is about. |

2. Identify the elements from the exercise above in the graph. Some of them are used twice.

a

Percentage of Colorado School students concerned about their digital footprint according to age and gender



Reading Strategy

To interpret a graph, pay attention to numbers, colors, size and labels. They all show different aspects of the information given in the chart.

FEMALES

MALES

3. While you read, complete the results of the report according to the data shown in the graph.

Your Digital Footprint Matters!

I. Introduction

The term 'digital footprint' refers to all tech activities that leave a digital record of who you are, what you look like, what you think, where you live, who your friends are and what you like and do not like. This includes posting photos, uploading videos, commenting on another person's status, blogging, chatting, downloading and anything that you put up or upload onto the net which creates a digital record or **gives away** aspects of your personality. Unlike a paper that can be destroyed, your digital information is permanent.

II. Methodology

The principal objective of this report is to **find out** the number of students at Colorado School that care about their digital footprint. For this purpose, 400 students between 11 and 17 years old were surveyed. These participants identified themselves as constant internet users. Two groups were made, age and gender, in order to find the most vulnerable population.

III. Results

The survey results have shown that, regarding age, there is a clear difference in students' awareness of their digital footprint. Older students care more about their online profile than the younger ones.

Analyzing the results by gender, females between _____ (a) years old are the most vulnerable group as only _____ (b) of the females surveyed admitted they were concerned about their online behavior.

However, _____ (c) of older females between _____ (d) years old admitted they were worried about their online safety and reputation. This suggests that females go through a process where they become more cautious about their online actions.

By contrast, _____ (e) of the younger males, between 11 and 14, seem to be more concerned and knowledgeable about the topic, but as they **grow up** and become older, they tend to be less concerned than females. Only _____ (f) of the older males said they cared about digital footprint.

IV. Conclusions

Comparing the percentages of older females and males with those of the younger ones, the results show a very low level of awareness in young people. It's necessary to help younger students understand the importance of a positive and responsible digital footprint from the moment they start using the internet. Young people have limited experience to figure out the consequences of their actions or to understand the outcomes of activities that seem to be "just for fun."

V. Advice

It is advisable that parents, teachers and older siblings should be involved in guiding young students in their use of new technologies. As an internet user, you should learn to use privacy tools that help you protect your personal information. It is important to know that no one is anonymous when using the Internet. Anyone using a computer can be identified. Remember that the safe and responsible use of the internet depends on all of us.

4. Match the phrasal verb to its definition.

- | | | |
|------------------|----------------------|---------------------------------|
| a. to give away | <input type="text"/> | 1. to post on any digital space |
| b. to put up | <input type="text"/> | 2. to become older |
| c. to grow up | <input type="text"/> | 3. to understand |
| d. to figure out | <input type="text"/> | 4. to make a present of |
| e. to find out | <input type="text"/> | 5. to discover |



5. Go back to the text and answer these questions.

- a. What is the main purpose of the report?

- b. What is a digital footprint?

- c. How is a digital footprint formed?

- d. Based on the study, why do you think it is important to have a positive digital footprint?

6. Go back to the text and find the expression used to convey the structured information from the report.

- a. Introducing the purpose: _____
- b. Introducing results: _____
- c. To interpret the results: _____
- d. To compare results: _____
- e. To introduce advice it: _____

Writing Strategy

A report presents the result of an investigation about a problem or situation. To get facts, researchers make observations, interview people and conduct surveys. Give background information and explain the purpose of the report in the introduction.

1. Match the issue with a question to conduct a survey. Then, choose one to write a report.

a. Calls or text messages

b. Dangerous tech activities

☐ Have you ever chatted to strangers online?

☐ What do you prefer: texting or to calling?

2. Choose an issue (a or b) from exercise 1 and ask 5 classmates the corresponding question. Tally the answers in the chart below.

Name	Age	Gender		Issue A		Issue B	
		F	M	Text message	Call	Yes	No

3. Write an introduction to a report on one of the issues above.

4. Complete the sentences to explain how you collected the data.

I surveyed friends. (a) were females and (b) males. Their ages are between (c) and (d) years old.

5. Make a graph for the results. Give a title to the graph and label the sides.

(title)

6. Summarize the findings.

7. Based on the findings provide recommendations.

[illegible]

Dictionary

A - D

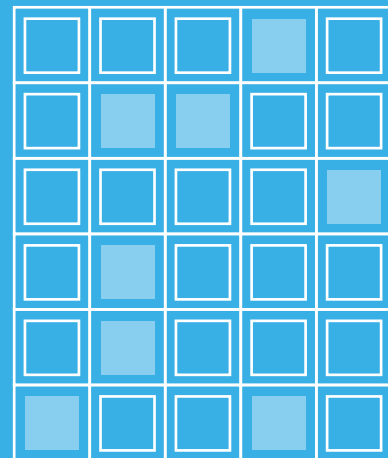
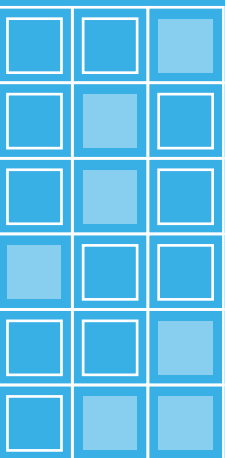
M - P

E - H

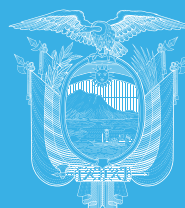
Q - T

I - L

U - Z



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