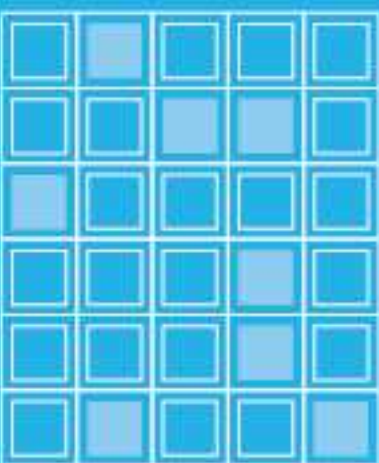




Bachillerato General Unificado



ENGLISH



Level

B1.2

STUDENT'S BOOK - TERCER CURSO - BGU

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MINISTERIO
DE EDUCACIÓN



EL
GOBIERNO
DE TODOS



	UNIT 1 	UNIT 2 	UNIT 3 
CLIL	• Movie Genres • Film Reviews • Mini Biographies	• Personality Types • Professions • University Degrees	• Environmental Issues • Green Products
Goals	You will learn how to • describe and differentiate movie genres. • talk about movies you have seen. • ask and answer questions about movies. • make inferences. • write a film review and a mini biography.	You will learn how to • describe and differentiate professions. • ask and answer questions about different personality types, professions and university degrees. • write a text comparing two professions.	You will learn how to • describe the effects of global warming. • describe different green products and talk about their advantages and disadvantages. • talk about the impact of green and non-green products on the environment.
Grammar	• Simple Past tense • Past Progressive tense • Present Perfect tense • Past Perfect tense • Time clauses	• Gerunds and infinitives • Verbs and adjectives followed by prepositions • Connectors of contrast	• Passive voice • Prefixes, suffixes and roots • Relative clauses
Skills and Strategies	Vocabulary: using knowledge of Spanish to associate words Reading: • paying attention to time expressions to follow the sequence of events • using facts given to make good guesses about things not directly stated Writing: using verb tenses and time expressions to follow the sequence of events Listening: • using pictures to predict content order before listening • using context to help understand idioms Speaking: using idioms when talking to help conversations flow and sound more natural	Vocabulary: classifying words according to their endings to help remember vocabulary Grammar: understanding the structure of sentences that make use of connectors Reading: identifying connectors of contrast to establish relationships between ideas Writing: using connectors of contrast to combine contrasting sentences and make comparisons Listening: looking at questions before listening to know what information to listen for	Vocabulary: • remembering collocations to learn word pairs • making new words from root words Grammar: using passive voice when the focus is on the action Reading: identifying topic sentences Writing: • writing topic sentences to state the main points of paragraphs • including supporting sentences to give details and specific examples
Project	A Film Review	A University Careers Fair	A Seminar

Let's Talk Movies

► General Objective

You will be able to talk about different types of movies and describe a sequence of events in chronological order.

► Communication Goals

You will learn how to

- describe and differentiate between movie genres.
- talk about movies you have seen.
- ask and answer questions about different movies.
- make inferences.
- write a film review and a mini biography.

► CLIL

- Movie Genres
- Film Reviews
- Mini Biographies

Vocabulary

- Words related to movie production and the people involved

Grammar

- Simple Past tense, Past Progressive tense, Present Perfect tense and Past Perfect tense
- Time clauses

► Idioms and Colloquial Expressions

- *To pull off*
- *By heart*
- *To come up with*
- *In a nutshell*
- *Few and far between*
- *To go overboard*
- *It's worth it*
- *A must see*

► Project

A Film Review

You will work in groups to make a PowerPoint presentation of a film review and a mini biography.

Discuss:

- What are the different types of movies?
- What are your favorite types of movies?
- Do you know the name of any famous movie directors?
- Why do people like to watch movies?





Lesson 1

It Was Terrifying!

1. Label the pictures. Use the Word Bank.

Word Bank

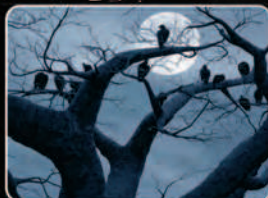
• horror • ~~comedy~~ • adventure • western



a. comedy



b. _____



c. _____



d. _____

2. Match the words in column A with those in column B. Then, match B with C.

A - Nouns	B - Adjectives	C - Descriptions
1. energy	☐ a. humorous	☒ 1. very active
2. history	☐ b. terrifying	☐ 2. from or connected to the past
3. humor	☒ c. energetic	☐ 3. comical or funny
4. terror	☐ d. historical	☐ 4. very scary or frightening

Vocabulary Strategy

Use your knowledge of Spanish to associate words.

3. Read and complete with the adjectives above. Then, match columns A, B and C. Listen to confirm.

Reading Strategy To associate words and paragraphs, look for synonyms or words that express similar ideas.

A - Genre Description	B - Genre	C - Example
a. These <u>historical</u> movies often have guns, horses, cowboys and Indians and show how difficult life was in the second half of the 19th century.	☐ 1. horror	☒ 2 a. Buffalo Bill's Wild West
b. These _____ movies are action-filled. Characters go through travels, conquests, explorations and troubles.	☒ 2. western	☐ b. Dracula
c. These movies contain _____ plots to make you laugh by exaggerating situations, language, actions, relationships and characters.	☐ 3. adventure	☐ c. American Pie
d. Designed to scare us and give us nightmares, often with a _____ finale, this type of movie has sub-genres such as teen terror, serial killers and so forth.	☐ 4. comedy	☐ d. Pirates of the Caribbean

4. Write W (Will Smith) or M (Michelle Rodriguez) to label the statements below. After that, listen and put them in order. Then, complete the grammar chart on page 11.

- ☒ a Another popular movie which was also historical is the comical western, *Wild Wild West*.
☐ b She was reported to have said that she couldn't believe it.
☐ c Before winning a part in the very imaginative *Avatar*, Michelle Rodriguez had finished the terrifying film *Resident Evil*.
☐ d Will Smith has starred in several movies. Many of the films he has made are energetic and amusing.
☐ e An example of this is when he acted in the hit movie *Men in Black* in 1997.
☐ f While she was filming the movie in 2002, *Maxim Magazine* voted her one of the world's 100 most beautiful women.

Will Smith

☐ 1

☐ 2

☒ 3

Michelle Rodriguez

☐ 1

☐ 2

☐ 3

Reflect on Grammar

The Simple Past tense describes acts that have already concluded in the past. The time of occurrence is usually known.

He	acted	in the hit movie <i>Men in Black</i> in 1997.
	didn't <u>act</u>	
he		in the hit movie <i>Men in Black</i> in 1997?

The Past Progressive tense describes events that were in process of occurring when a new event happened (at a certain moment in the past).

She	was filming	the movie when <i>Maximum Magazine</i> voted her one of the world's 100 most beautiful women.
	_____ filming	
she		the movie when <i>Maximum Magazine</i> voted her...?

The Present Perfect tense describes actions that started in the past and haven't finished (or are relevant) in the present.

He	has _____	in several movies.
	hasn't _____	
he		in several movies?

The Past Perfect tense describes events that occurred in the past before another past event.

She	_____ finished	the terrifying film <i>Resident Evil</i> when she won a part in <i>Avatar</i> .

she		the terrifying film <i>Resident Evil</i> when she won a part in <i>Avatar</i> ?

NOTE: In interrogative and negative sentences, use the auxiliary verbs *be*, *have* or *do*.



5. Complete with the appropriate form of the verb or an adjective from exercise 2. Listen to confirm.



Alex: I was watching (watch) television when I _____ (a. see) the trailer for the animation comedy, *Megamind*. I thought it looked _____ (b.) and I love to laugh, so I _____ (c. go) with my girlfriend to see it. However, I was disappointed. The story of the bad guy who becomes the good guy and wins the girl is very typical and not very imaginative.



Betty: I thought Natalie Portman _____ (d. be) excellent as a ballet dancer in the mystery thriller *Black Swan*. She _____ (e. train) for many months before they _____ (f. start) to film the movie. I _____ (g. recommend) this movie to many friends.



Tony: The 2010 movie, *True Grit*, with Jeff Bridges and Matt Damon _____ (h. be) a _____ (i.) western. I _____ (j. not imagine) Matt Damon in a western before seeing this movie, but he and Jeff Bridges really pulled it off.



Project Stage 1

- In groups of 3 or 4, decide on a movie to watch at home.
- Take notes about its genre, setting, plot, characters, etc.
- Make a short summary of the plot.

E.g. Name: *True Grit*; **Cast:** Jeff Bridges, Matt Damon, etc.; **Setting:** American Old West.

Main events: A girl was looking for a man who had murdered her father...

Key Expressions

Pull off: to succeed in something despite difficulties



Lesson 2

By the Time...



1. Answer the following questions.

a. Who is Tim Burton?

- ☐ • an actor
☒ • a film director
☐ • a graphic designer

b. Where is he from?

- ☐ • England
☐ • Italy
☐ • The United States

c. What did he study?

- ☐ • character animation
☐ • acting
☐ • business administration

2. Discuss in groups what you know about the following movies (director, actors, main events).

Alice in Wonderland

Batman

Planet of the Apes

Charlie and the Chocolate Factory



3. Read the text and underline the correct ending for sentences a to e. Then, complete the grammar chart.



Tim Burton is an American **film director**, **producer** and **writer** who studied character animation at the California Institute of the Arts. By the time Burton started his most famous movie, *Batman*, in 1989, he had already made *Beetlejuice* a year earlier and *Frankenweenie* 4 years before. 3 years after making *Batman* he directed its sequel, *Batman Returns*. Since the success of *Batman Returns*, he has directed and produced other imaginative movies including *Planet of the Apes* in 2001 and *Charlie and the Chocolate Factory* 4 years later. While filming the latter, he also produced *Corpse Bride*. Finally, he didn't make the creative remake of *Alice in Wonderland* until 2010. The **cast** of actors for Burton's movies often includes his wife, Helen Bonham Carter, and his long-time friend, Johnny Depp. The **soundtracks** to his movies have nearly all been produced by another friend, Danny Elfman.

Reading Strategy

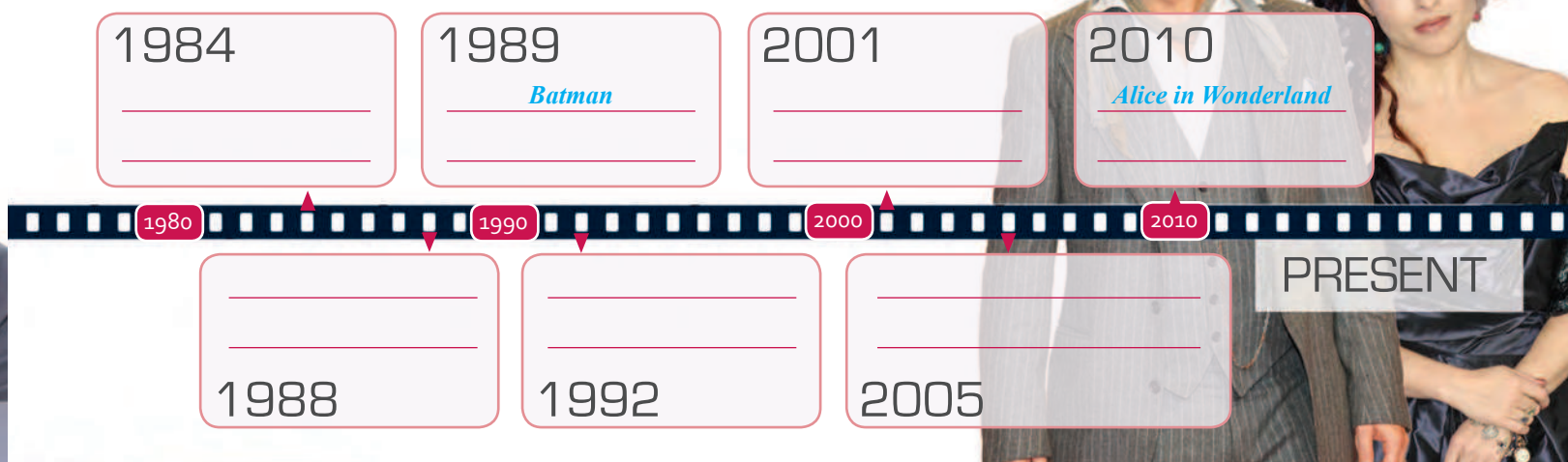
Pay attention to the time expressions used in order to follow the sequence of events in biographies and stories.

- a. A film director is someone who **acts in a movie / controls the artistic parts of a movie**.
b. The writer is **the author / an actor**.
c. The cast is **the director and producer of a movie / the group of actors in a movie**.
d. A soundtrack is **the name of a movie / the music from a movie**.
e. A film producer **writes the movie / provides the money for the movie**.

Reflect on Grammar

Time Clauses	Time Expressions	Definition
3 years <u>after</u> making <i>Batman</i> he directed its sequel, <i>Batman Returns</i> .	a. while	1. ☒ following a certain point in time
Finally, he didn't make the creative remake of <i>Alice in Wonderland</i> <u> </u> 2010.	b. since	2. ☐ before a certain (expected) time
<u> </u> filming the latter, he also produced <i>Corpse Bride</i> .	c. after	3. ☐ during a period of time
<u> </u> Burton started his most famous movie, <i>Batman</i> , in 1989, he had already made <i>Beetlejuice</i> and <i>Frankenweenie</i> .	d. by the time	4. ☐ from a particular time to now
<u> </u> the success of <i>Batman Returns</i> , he has directed and produced other imaginative movies...	e. already	5. ☐ before another event begins or finishes
... in 1989, he had <u> </u> made <i>Beetlejuice</i> ...	f. until	6. ☐ up to a time

4. Read the text again and complete Tim Burton's filmography timeline.



5. Based on the timeline, correct the following statements by using an appropriate time expression.

- a. Tim Burton directed *Batman* before he made *Beetlejuice*.
Tim Burton directed Batman after he had made Beetlejuice.
- b. By the time Tim Burton produced *Corpse Bride*, he had already finished making *Charlie and the Chocolate Factory*.
- c. Tim Burton didn't make *Batman Returns* until he had made *Planet of the Apes* and *Charlie and the Chocolate Factory*.
- d. Since producing *Charlie and the Chocolate Factory* he has made *Planet of the Apes* and *Alice in Wonderland*.



6. Listen and complete. Then, make a similar conversation about movies you have seen.

Conversation 1

- A: Hey, have you heard the soundtrack of *Thor*?
- B: Actually, I have it at home. I _____ (a.) it after I _____ (b.) the movie.
- A: Did you like the movie?
- B: Yeah. I _____ (c.) it had a great cast. I really love Anthony Hopkins. He is such a talented actor.

Conversation 2

- C: _____ (a.) any movies by Martin Scorsese?
- D: Of course, I love his movies. He is really imaginative. He _____ (b.) *The Departed*.
- C: That movie _____ (c.) an amazing cast. With Matt Damon, Leonardo DiCaprio and Jack Nicholson, it was guaranteed to be a success.
- D: He is also the producer of *Shutter Island*.
- C: I _____ (d.) that movie. By the time I _____ (e.) the money to go to the cinema, it _____ (f.) already _____ (g.) playing.
- D: You should definitely watch it on DVD. It's worth it!

Project Stage 2

- In your group, investigate the film director of the movie you saw in Stage 1. Take notes using the new time expressions.
- E.g. After directing *Batman*, he directed *Planet of the Apes*, and *Batman Returns*.

Key Expressions
 It's worth it: It is rewarding!



Lesson 3

Reading Between the Lines

1. Answer the following questions.



Reading Strategy

To make inferences and understand a story, use the facts given to make good guesses about other things that are not directly stated.

a. Look at the picture from the movie *Rio*. What type of movie do you think it is?

- ☐ 1. horror
- ☒ 2. animation
- ☐ 3. western
- ☐ 4. I don't know.

b. Blue Macaws are:

- ☐ 1. snakes
- ☐ 2. birds
- ☐ 3. cats
- ☐ 4. I don't know.

c. Can Blue Macaws fly?

- ☐ 1. Yes, they can.
- ☐ 2. No, they can't.
- ☐ 3. I don't know.

d. Blue Macaws are from:

- ☐ 1. South America
- ☐ 2. Europe
- ☐ 3. Asia
- ☐ 4. I don't know.

e. Are Blue Macaws an endangered species?

- ☐ 1. Yes, they are.
- ☐ 2. No, they aren't.
- ☐ 3. I don't know.

2. Read the following movie review. Then, answer the questions below.

Blu lived a comfortable life with his owner and best friend, Linda, so he never had to worry about learning normal "bird" activities like flying or finding food. After learning that Blu wasn't the last bird from his species, they began a long journey to the distant and exotic land of Brazil to find Jewel, a female version of Blu, who lived in Rio de Janeiro. There was hope of saving the Blue Macaw species after all!

But not long after they had arrived in Rio, their plans changed when Blu and Jewel were kidnapped. To

escape, Blu had to find the courage to learn how to use his wings and to rely on the help of the bird of his dreams, Jewel, and a group of amusing city birds.

The extremely imaginative script is excellent, with colorful characters, funny jokes and beautiful animation; it is for both adults and children. This exciting and energetic movie will leave you wanting more. A must see!

a. Why hadn't Blu learned how to find food?

- ☐ 1. Because he lived next to a supermarket.
- ☐ 2. Because Jewel flies and finds food for Blu.
- ☒ 3. Because he was a domesticated bird.

b. Why did Blu and Linda travel to Brazil?

- ☐ 1. To find Jewel.
- ☐ 2. To find a new home.
- ☐ 3. To learn to fly.

c. When did Linda and Blu travel to Brazil?

- ☐ 1. Before learning Blu was not the last Blue Macaw.
- ☐ 2. After learning Blu was not the last Blue Macaw.
- ☐ 3. Until learning Blu was not the last Blue Macaw.

d. How did Blu escape after being kidnapped?

- ☐ 1. Linda helped him.
- ☐ 2. He walked away.
- ☐ 3. He had to learn how to use his wings to fly.

e. What did Blu have to do in order to escape?

- ☐ 1. Travel to Brazil.
- ☐ 2. Find Jewel.
- ☐ 3. Learn how to fly and trust others.

Key Expressions

A must see: a movie that you should really watch

3. Make inferences to answer the questions below by finding clues in the text.

a. Was Blu a typical Blue Macaw?

Clues (facts): *1. domesticated Macaw; 2. lived a comfortable life; 3. never had to worry about learning normal "bird" activities like flying or finding food*

Answer: *No*

b. Why hadn't Blu learned to fly before he went to Brazil?

Clues (facts): _____

Answer: _____

c. Why did Blu learn to fly while in Brazil?

Clues (facts): _____

Answer: _____

d. Why did Linda want Blu to meet Jewel?

Clues (facts): _____

Answer: _____

Reading Strategy

To make inferences, choose the most probable explanation from the facts (and clues) given in the text.



4. Look at the pictures below, make inferences about the scenes and the sequence. Then, listen and put them in order.



Listening Strategy

Use pictures to predict content and order before listening.

5. Imagine the story above is a movie. Give it a name and invent the following information. Then, write a movie review.

Name of movie: _____

Movie genre: _____

Stars (leading roles): _____

Cast: _____

Director: _____

Adjectives to describe movie: _____

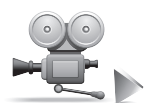
Opinion: _____

Project Stage 3

- Write a film review about the movie you watched and a mini biography of the director.
- Prepare it in the form of a PowerPoint presentation with photos.
- Remember to pay attention to connectors of sequence, time expressions and verbs in all tenses.

Writing Strategy

Remember to use verb tenses and time expressions correctly to help readers follow the sequence of events.



Unit 1

Grammar Chart

TIME CLAUSES

A clause is a group of related words that contains a subject and a verb.

When a clause begins with time expressions like *while*, *when*, *before*, *after*, *until*, it is called a time clause.

Simple Past tense – Past Progressive tense

- **Simple Past tense:** Describes actions that concluded in the past.
- **Past Progressive:** Describes events that were in process of occurring when a new event happened.

Time Expression	Definition	Statements	Reduction of time clauses
while	during a certain period of time	a. While I was watching TV, I heard a noise. b. Tim was listening while she was speaking.	a. While watching TV, I heard a noise. b. (not possible)
before	prior to a particular point in time	a. Before he left the office, he was working hard. b. I took the bus before Lisa left the office.	a. Before leaving the office, he was working hard. b. (not possible)
after	following a certain point in time	a. After they had lunch, they went home. b. John ate the soup after you left.	a. After having lunch, They went home. b. (not possible)
until	up to a certain point in time	a. I was reading a book until I fell asleep. b. We were running until it started to rain.	a. I was reading a book until falling asleep. b. (not possible)
when	at a particular point in time	a. When I was walking home, I saw the thief. b. The dog ran away when his owner was talking.	a. When walking home, I saw the thief. b. (not possible)

- Note:**
- a. Reduction of time clauses is possible when the subject of the two clauses is the same. Use commas when the time clause goes first.
 - b. No coma is required when the time clause comes in the second place.

Present Perfect tense

- Describes actions that started in the past and haven't ended (or are relevant in the present).

Time Expression	Definition	Statements
since	from a particular point in time up to now	Mario Vargas Llosa has written many books since the 60's.
for	a period of time	He has been a famous writer for many years now.
already	before a certain (expected) time	I have already finished my homework.
yet	until now, thus far	Have you finished your homework yet? I haven't finished my homework yet.

- Note:**
- Already is used for affirmative sentences. It comes after the auxiliaries *have* or *has* and before the *main verb*.
 - Yet is only used for negative sentences and questions. It usually comes at the end of sentences.

Past Perfect tense

- Describes events that occurred in the past before another action.

Time Expression	Definition	Statements
by the time	before another event begins or ends	By the time she turned 40, she had acted in many movies.

- Note:** By the time introduces a clause in which the end-point of an activity is the time at which another activity is ongoing or completed.



Unit 1

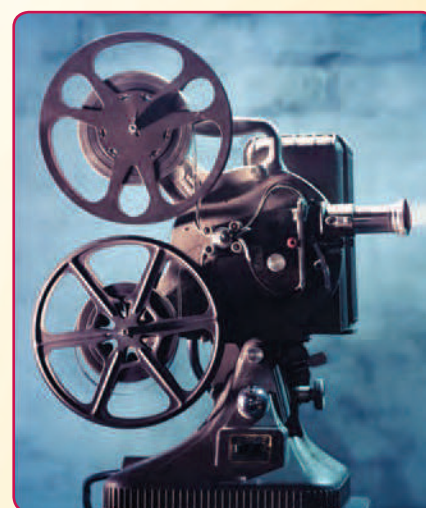
Glossary Activities

1. Unscramble the names of people who participate in making movies.

- | | | | |
|-------------|-------|-------------|-------|
| a. itrodcre | _____ | d. troca | _____ |
| b. tras | _____ | e. dcrerpou | _____ |
| c. trriwe | _____ | f. ewrc | _____ |

2. Match the words with their definitions.

- | | | |
|----------------|-----------------------------|---|
| a. blockbuster | ☐ 1 | paper which indicates that the holder can see a movie |
| b. cast | ☐ 2. | the music and songs used in a movie |
| c. documentary | ☐ 3. | a hugely successful movie |
| d. ticket | ☐ 4. | informative movie about true events |
| e. soundtrack | ☐ 5. | the amount of money available to make a movie |
| f. budget | ☐ 6. | the team of actors in a movie |



3. Circle the word that best completes each sentence.

- The movie made a huge **genre / profit / documentary** of 1 billion dollars in 2009.
- We bought our movie tickets at the **crew / trailer / box office**.
- The film's main **plot / western / ticket** was scary.
- After seeing the **celebrity / trailer / profit** I really want to see the movie.
- Action, sci-fi and comedy are examples of movie **casts / soundtracks / genres**.
- Brad Pitt is the **cast / star / crew** of the movie, *The Tree of Life*.

4. Complete the conversations with the correct colloquial expression.

Ann: I haven't seen a really good movie lately!

Bob: Me neither. Actually, there are not many good movies these days. In fact, they are _____ (a).

Ann: I agree. Normally I like action movies, but lately they all seem to _____ (b) with the special effects.

Bob: The writers need to _____ (c) new ideas for movies. I am tired of the same old movie styles.

Ann: You're right. Have you seen the movie, *Life in a Day*? It has a different style. Actually, it is a _____ (d).

It's probably the best movie I have seen in a long time!

Bob: Ok, I'll check it out.

Quiz Time

1. Match the movie genres with their descriptions.

- | | |
|---|---------------------------------------|
| a. Many people describe this type of movie as terrifying and frightening. | ☐ 1. comedy |
| b. You will be rolling on the floor with laughter when you watch these funny and amusing movies. | ☐ 2. western |
| c. These movies are very energetic and often take you on conquests and travels. | ☐ 3. horror |
| d. These old fashioned movies allow you to appreciate how hard life was in the American Old West. | ☐ 4. adventure |



2. Listen and check the correct boxes.

- a. ... loves adventure movies.
- b. ... watched *Scream 2* with his/her little sister.
- c. ... called *Inception* an imaginative movie.
- d. ... 's favorite movie is *Indiana Jones*.
- e. ... doesn't like horror movies.
- f. ... thought the special effects were fantastic.

Jason	Mia	Kylie

3. Choose the best option.

- | | |
|---|---|
| a. Angelina Jolie had finished filming <i>Mr. & Mrs. Smith</i> before she _____ filming <i>The Good Shepherd</i> .
☐ 1. had started ☐ 2. has started
☐ 3. started ☐ 4. was starting | c. Heath Ledger _____ <i>The Imaginarium of Doctor Parnassus</i> when he died in 2008.
☐ 1. filmed ☐ 2. was filming
☐ 3. has filmed ☐ 4. films |
| b. Steven Spielberg _____ many films over the last 40 years.
☐ 1. produced ☐ 2. was producing
☐ 3. had produced ☐ 4. has produced | d. When Burton started <i>Batman</i> in 1989, he _____ already _____ <i>Beetlejuice</i> .
☐ 1. did / make ☐ 2. has / made
☐ 3. had / make ☐ 4. had / made |

4. Read the text and complete it with the correct time expressions.

Vin Diesel was only 7 when he started acting in theatre. Throughout his primary and secondary education he acted in various theatre shows. _____
 (a. **After / Since / Already**) high school, Diesel went to college, but _____ (b. **by the time / until / while**) he was studying, he realized that his dream was to become a Hollywood actor. _____ (c. **By the time / Already / Until**) he was 28, he had managed to

write and produce his first short film called *Multi-Facial*. It was accepted for the 1995 Cannes Film Festival. But it wasn't _____ (d. **since / until / while**) Steven Spielberg cast him in his blockbuster movie, *Saving Private Ryan*, in 1998, that Diesel started to become well known. _____ (e. **Already / While / Since**) then, Diesel has acted in other very famous action movies including *The Fast and The Furious* and *A Man Apart*.

Self-Evaluation

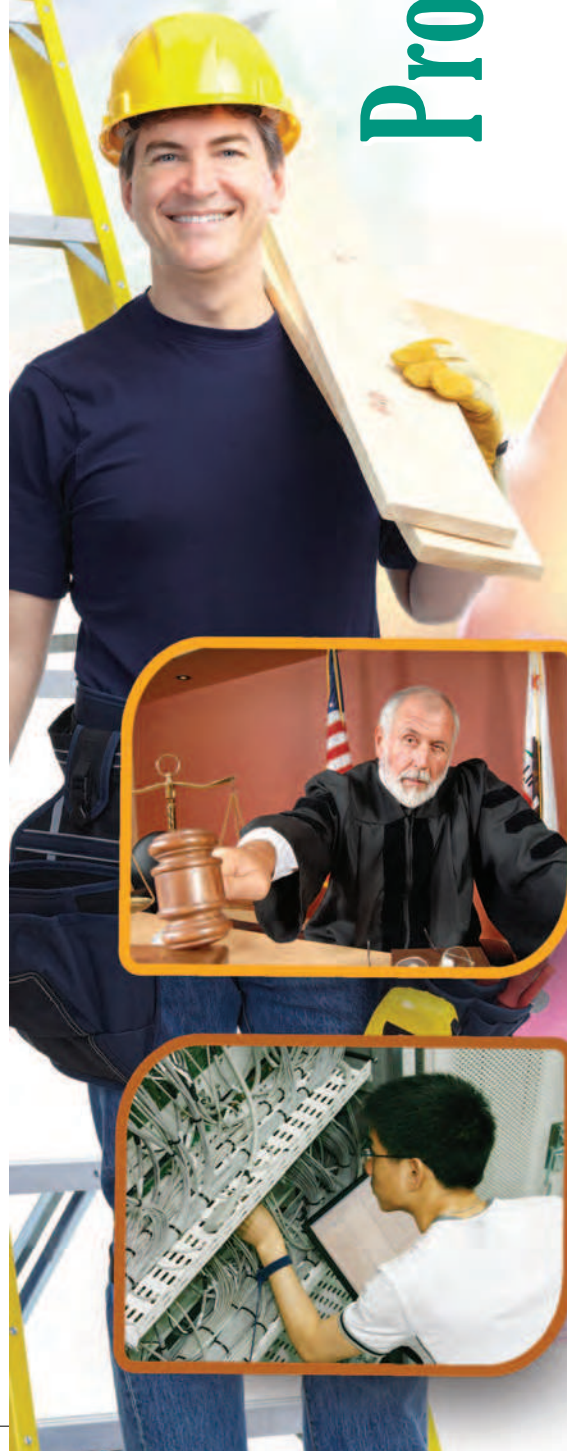
Now I can...

- talk about and describe different movies and their genres.
- make inferences from the information given.
- use time expressions and verb tenses to help organize sequences of events.
- use idioms to talk about movies.

Very Well	OK	A Little
☐	☐	☐
☐	☐	☐
☐	☐	☐
☐	☐	☐

UNIT

2 Professions!



► General Objective

You will be able to talk about different professions, personality types and university degrees.

► Communication Goals

You will learn how to

- describe and differentiate professions.
- ask and answer questions about different personality types, professions and university degrees.
- write a text comparing two professions.

► CLIL

- Personality Types
- Professions
- University Degrees

Vocabulary

- Words related to personality types, professions and university degrees

Grammar

- Gerunds and infinitives
- Verbs and adjectives followed by prepositions
- Connectors of contrast

► Idioms and Colloquial Expressions

- *Cut out for*
- *Go on*
- *Drop out*
- *Fall behind*
- *Pass with flying colors*
- *Suit (someone/something)*
- *Take advantage of*

► Project

A University Careers Fair

You will prepare a presentation on 3 professions and present it at a university careers fair in the form of a university prospectus.

Discuss:

- What different personality types are there?
- What are you interested in studying at university?
- What professions are you curious about?
- What are you good at?





Lesson 1

Personality Types



1. Read and listen to the following conversation. Answer the questions below.

- A:** Hello, I want to investigate my career options and find out which professions best suit me.
B: Actually, that depends on your personality type. You might be artistic, realistic, investigative, conventional or social. Everybody is different!
A: Hmmm, and I guess it also depends on what I'm interested in and what my abilities are.
B: Well, you're at the right place!

- a. Do you know about any of these personality types?
 b. Do you think it is possible to fit into more than one personality type?

Vocabulary Strategy

Associate words with similar meanings to increase your vocabulary.

Key Expressions

To suit (someone /something): to fit



2. Listen and complete. Use the Word Bank. Then, match the descriptions with the pictures.

Personality Types

a. Realistic people...

- are practical.
- like to use their hands.
- are working with animals, tools and machines.

b. Investigative people...

- are and inquisitive.
- are interested in learning, analyzing and problems.

c. Artistic people...

- are .
- love to themselves by creating art.

d. Social people...

- are and sociable.
- enjoy helping or others.

e. Conventional people...

- are and attentive.
- like to routines and keep track of details.



Word Bank

- follow
- solving
- efficient
- practical
- creative
- express
- training
- friendly
- careful
- curious

3. Read and complete. Use some of the words in the Word Bank.

I am a very realistic person and I like using my hands to build things. I am interested in becoming a carpenter because I am a very (a.) person. My sister, however, is completely different to me. She studies accounting. Ever since I can remember she likes saving her money and calculating how much she has.

She is a person who is very (b.) with money. My mom is a very social primary school teacher. To be a teacher you have to be (c.) and enjoy helping others. My dad is a musician. He has a very (d.) personality and loves creating art. I admire my family.

4. Read and complete. Use the Word Bank.

Word Bank

• Law • Medicine • Programming

a. _____
If you *want to study* this, you must be an investigative person who *likes to analyze* and solve problems. You must also *like helping* sick people.

b. _____
If you are thinking about studying this, we strongly *suggest developing* an interest in technology. It is advisable that you *enjoy working* with computers.

c. _____
Most people who study this are extroverted and *love persuading* others. They also *love to be* leaders, which is an essential quality if you *hope to be* successful.

Reflect on Grammar

Some verbs are always followed by infinitives (to + verb)

If you *want to study* medicine, ...
... if you _____ successful.

Some verbs are always followed by gerunds (verb + ing)

... we strongly _____ an interest in technology.
... it is advisable that you _____ with computers.

Some verbs can be followed by both gerunds or infinitives

... who _____ and solve problems.
You must also _____ sick people.

They also _____ leaders...
... who _____ people...

Verbs followed by infinitives (to + verb)

agree, decide, have, hope, manage,
need, plan, refuse, seem, want

Verbs followed by gerunds (verb + ing)

avoid, dislike, enjoy, finish, keep, miss, can't
stand, suggest

Verbs followed by gerunds or infinitives

begin, continue, hate, intend, like,
love, prefer, propose, start, try

5. Find the mistakes in the following sentences and correct them.

- My secretary promised finishing the report this afternoon. *promised to finish*
- My best friend always avoids to talk to conventional people.
- Farmers enjoy to work with animals.
- Actors keep to express themselves creatively.
- My brother wants studying business administration.

6. Complete the following sentences. Use the patterns studied above.

- Psychologists like _____.
- Nurses suggest _____.
- Engineers enjoy _____.
- Policemen try _____.

7. Make your own profile. Complete the sentences.

- I like _____ so I normally _____.
- I enjoy _____ so I have a _____ personality.
- I love _____.
- I am a _____ person.
- I hope _____.
- I want _____.

Project Stage 1

- In groups of 3, each student decides what personality type he/she has and then each person chooses a career which they are curious about.
E.g. I have a 'social' personality so I am interested in becoming a social worker.





Lesson 2

I'm Interested in...

1. Add the suffixes *-er*, *-or*, *-ist*, or *-ian* to form the names of the professions. Then, write the words in the chart. Finally, add one more example to each column.

politic*ian* _____

invent _____

journal _____

lawy _____

engine _____

aerobics instruct _____

veterinar _____

psycolog _____

-er

-or

-ist

-ian

Vocabulary Strategy

Classify words according to word endings (suffixes) to remember vocabulary.

Listening Strategy

Look at the questions before listening to know what information to listen for.

2. Listen to 2 students talk about what they want to study at university and answer the questions.



- a. What is journalism?

- ☐ 1. the presentation of a movie at the cinema.
☐ 2. the presentation of news through the media.

- b. Who wants to study journalism?

- ☐ 1. Paul ☐ 2. Ingrid

- c. What is Paul not good at?

- ☐ 1. writing ☐ 2. design

3. Now listen to the conversation again and complete with the prepositions you hear. Then, complete the grammar chart.

Paul: Have you decided on what to study at university?

Ingrid: Yeah, I am interested (a.) studying journalism. I've always wanted to be a journalist.

Paul: That would be great. You are very good (b.) writing.

Ingrid: What about you? What degrees appeal (c.) you?

Paul: I applied (d.) Columbia University to study environmental engineering.

Ingrid: Well, you are very serious (e.) protecting our environment.

Paul: I was curious (f.) civil engineering, but I am terrible (g.) design, so I decided to study something that I am familiar (h.).

Ingrid: Good idea. That way you can specialize (i.) reforestation.

Reflect on Grammar

Some verbs are normally followed by certain prepositions.

apply _____	decide <u>on</u>
appeal _____	specialize _____

Some adjectives are normally followed by certain prepositions.

curious _____	interested _____
familiar _____	serious _____
good _____	terrible _____

When the preposition is followed by a verb, the gerund (-ing) form must be used.

interested in _____	good at _____
---------------------	---------------

4. Complete the e-mail with the correct prepositions.



To:

steven@VP.com

Subject:

Michigan Uni

Dear Steven,

I know you are really serious about (with/on/about) studying education and have applied to (a. to/on/about) Michigan University, so I thought you would be curious about (b. with/in/about) their open day last weekend.

Actually, after hearing the head of the education faculty talk, I am also interested in (c. in/on/at) studying education.

If you want to study secondary education you have to specialize in (d. in/on/at) a specific subject, like economics or history. Personally, I would be terrible at (e. in/on/at) working with older kids. Primary school level appeals to (f. to/on/at) me more.

Maybe we will study together at university!

Take care,
Julie

5. Complete the sentences with information about what you want to study.

- a. I am curious _____.
- b. I want to apply _____.
- c. I am not good _____.
- d. I am familiar _____.



6. Listen to the dialog and complete it. Then, follow the model to have a conversation with your partner.

Have you decided on what to study at university?

I applied to _____ (b.). I want to study _____ (c.).

Yes, I am. And I'm familiar with computers, too.

I am interested in _____ (a.).
What about you?

Are you good at math?

Great! A computer programming _____ (d.) will let you...



Project Stage 2

- In your group, investigate 3 careers. Include a job profile, skills, personality and the education level required.

E.g. A nurse must be social and good at working with patients and their families. The education level required varies depending on what they specialize in.



Lesson 3

On The Other Hand!

1. Answer the following questions.

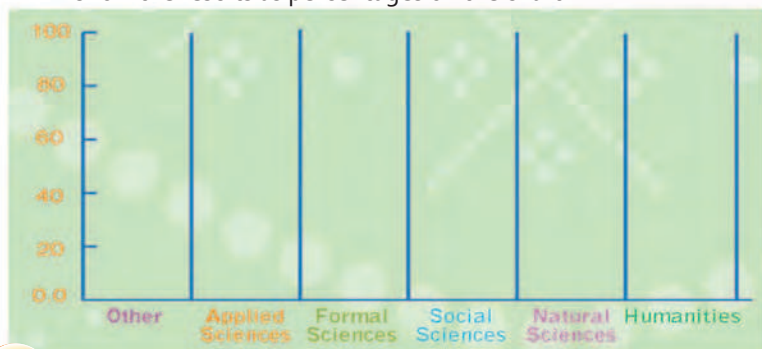
a. Which profession would you prefer? Why?

☐ 1. architect

☐ 2. psychologist

☐ 3. lawyer

b. Make a list of all the different occupations of your classmates' parents. Then, show the results as percentages on the chart.



Reading Strategy

Identify connectors of contrast such as *on the other hand*, *although*, *but* and *however* to establish relationships between ideas.



2. Read the following passage and fill out the table on the right.

A

If you are a leader who is very persuasive and outgoing, then you should consider studying law. A lawyer is licensed to represent and advise his or her clients on legal matters. Lawyers need to have excellent oral and written communication skills, as well as strong analytical skills and work ethics. In the USA, lawyers complete a minimum of seven years post-high school education and are also required to pass a bar and ethics exam; *however*, each country has different requirements to become a lawyer.

B

In contrast, to become a general psychologist in the USA you have to complete a 4-year undergraduate degree, but if you want to go on with a specialization, you must complete an additional 3-year doctorate degree. Psychologists study the human mind and behavior. Generally, psychologists are social people who like helping others and are good at working with people.

C

On the other hand, another field which is extremely popular is architecture. *Although* architects primarily design buildings and decide on the way they look, they also make sure buildings are functional and safe. An architect must be very analytical, but at the same time creative and practical. It's good to be familiar with the history of architecture. To be a licensed architect in the USA you need to study a degree in architecture, complete a period of practical training, and pass an architect registration examination.



✓	Sociable
	Analytical
	Creative
	Minimum 7 years of studies required
	Minimum 4 years of studies required

■ PSYCHOLOGY
■ LAW
■ ARCHITECTURE

3. Match each photo with its corresponding paragraph.

1. _____

2. _____

3. _____



Key Expressions
go on: to continue

4. Mark the following sentences as true or false. Correct the false ones.

a. The requirements to become a lawyer are the same in every country. T / (F)

Each country has different requirements to become a lawyer.

b. Psychologists are social, so they like working with people. T / F

c. Architects must have excellent oral and written communication. T / F

5. Join the following sentences to make one using the connectors in parentheses.

a. In the USA, lawyers study 7 years post-high school studies. Each country has different requirements. (however)

b. Architects primarily design buildings. They also make sure buildings are functional and safe. (although)

c. Lawyers study 7 years post-high school studies. Psychologists only study 4 years. (in contrast)

6. Complete the following sentences to make comparisons among different professions.

a. Psychologists should be social people; however, _____.

b. A general psychologist must have completed a minimum 4-year undergraduate degree; although, _____.

c. Creativity is important for architects, but _____.

d. Lawyers and architects must be analytical; on the other hand, _____.

7. Decide on two different professions which you are interested in and compare them following the model below.

Names of professions: _____

Job descriptions: _____. On the other hand, _____

Skills needed: _____

However, _____

Education required: _____

In contrast, _____

Your likes and dislikes about the professions: _____

_____ although _____

Project Stage 3

- Prepare your university prospectus with illustrations and a description of each career investigated.

E.g. Teachers must be friendly and enjoy helping others.

Grammar Strategy

The common structure for sentences with connectors is:

sentence pattern 1; + connector, + sentence pattern 2.

E.g. In the USA, lawyers study 7 years post-high school studies; however, each country has different requirements.

Writing Strategy

Use connectors of contrast to combine contrasting sentences and make comparisons.



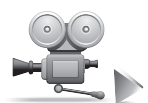


Game

The Professions Trivia Challenge

Play in pairs. Throw two dice, one at a time. The first throw indicates the number of the row and the second the letter of the column. If you answer the questions correctly, you collect the money. If you roll a 6, you miss a turn. Fill in the blanks or correct the sentences for most of the squares. The winner is the person with the most money at the end of the game.

	A	B	C	D	E
1	Someone who is curious and loves to analyze things is _____ \$30	Jason is curious _____ studying English literature. \$20	The expression _____ means to do very well on an exam. \$30 	Pay a \$5 fine or miss a turn.	It is important to be interested _____ what you study. \$20 
2	<i>Correct the sentence:</i> I am a pediatrician. I specialize about child health.  \$20	Pay a \$10 fine or miss a turn.	You can't be terrible _____ math if you want to be an engineer. \$20	Mary dislikes _____ (work) in the rain. \$25	\$15 A _____ writes computer software. 
3	I can't stand _____ (wake up) early. \$25	\$30  The expression _____ means to quit.	 \$15 A _____ gives medical treatment to animals.	Pay a \$10 fine or miss a turn.	Careful people have a _____ personality type. \$40
4	Pay a \$5 fine or miss a turn.	<i>Correct the sentence:</i> I am serious on my work. \$20	\$35  A _____ studies the human mind and behavior.	The expression _____ means to have natural ability for something. \$30 	<i>Correct the sentence:</i> I am good at to build houses. \$20
5	Some who is practical and likes to use his/her hands is _____. \$40	A _____ represents people in a court of law or advises them on legal matters. \$10 	<i>Correct the sentence:</i> I decided studying modern languages. \$20	In general, teachers have _____ personality types. \$30 	Pay a \$5 fine or miss a turn.



Unit 2

Grammar Chart

GERUNDS AND INFINITIVES

Both gerunds and infinitives can replace a noun as the object of a verb. Whether you use a gerund or an infinitive depends on the main verb in a sentence.

Verbs followed by infinitives (verb + to + verb)	Verbs followed by gerunds (verb + verb-ing)
agree, claim, decide, hope, manage, need, offer, plan, pretend, promise, refuse, seem, wait, want, wish,...	admit, advise, avoid, suggest, consider, delay, deny, discuss, enjoy, miss, mention, postpone, recommend, risk, complete,...
We could not wait to hear the outcome. When did he decide to withdraw the money? Do we need to find new subjects? She refused to cooperate any longer. Something seems to be wrong with your design. The professors agreed to disagree with the opinion.	They admitted falsifying the data. He avoided answering my question. She risks losing her viewing time. I suggest repeating the experiment. They denied copying the information. The kids enjoy playing in the park.

Verbs followed by either gerunds or infinitives - Equal Meaning	Verbs followed by either gerunds or infinitives - Different Meaning
begin, continue, hate, intend, like, love, neglect, prefer, propose, can't stand, start,...	forget, remember, stop, try,...
I began to enjoy / enjoying nature when I was older. He likes to play / playing soccer. We can't stand to listen / listening to music at midnight.	- I stopped to exercise. (I stop another activity in order to exercise.) - I stopped exercising. (I don't exercise anymore.)
Note: The meaning of the sentences remains the same when using either the infinitive or the gerund.	Note: The meaning of the sentences changes when using either the infinitive or the gerund.

PREPOSITIONAL VERBS AND ADJECTIVES

Prepositional Verbs	Prepositional Adjectives
Some verbs and prepositions commonly appear together.	Some adjectives and prepositions commonly appear together.
agree on, agree with, ask about, ask for, believe in, comment on, concentrate on, count on, decide on, depend on, discuss with, graduate from, participate in, take care of, wait for,...	afraid of, attached to, aware of, capable of, different from, excited about, keen on, guilty of, interested in, opposed to, related to, pleased with, proud of, similar to, suspicious of, used to, serious about,...
The team agreed on a captain. I can count on my teacher to help me. She graduated from Princeton University. Please be quiet! I need to concentrate on my work.	He is afraid of the dark. I am excited about going on vacation. My parents are proud of me. She is similar to her mother.

CONNECTORS OF CONTRAST

Use connectors of contrast to combine contrasting sentences and make comparisons.

Some of the most used connectors are: although, but, by comparison, compared to, however, in contrast, meanwhile, nevertheless, on the contrary, on the other hand, whereas, yet,...

Common structure: sentence 1; + connector, + sentence 2.

I like mango juice, but she likes apple juice.

Jason is an adult; in contrast, Paul is still a child.

Colombia is in South America; whereas, France is in Europe.



Unit 2

Glossary Activities

1. Use each suffix from the box to form words related to occupations.

-er -ist -ian -or -ant -ary

- | | | |
|-------------------|---------------------|-------------------|
| a. account_____ | c. secret_____ | e. engine_____ |
| b. psycholog_____ | d. administrat_____ | f. veterinar_____ |

2. Use the words above to complete the text.

Sally is a  (a). She has many patients who come to talk to her. One of her patients is an  (b) who doesn't like his job because he spends all day at a desk working with numbers. On the other hand, another patient, Paul, is an  (c) who really loves his job. He manages two different restaurants downtown.

Sally believes that different people are suited for different jobs. For example, people who are good at science and like animals might enjoy being  (d), while people who are good at math and like designing things should think about becoming  (e).

3. Replace the words in bold face with a synonymous word from the glossary.

- | | |
|--|--|
| a. My biology professor gives some of the most amazing lectures .
_____ | d. The university is famous for its Law Faculty .
_____ |
| b. My company's lawyer looks over all my legal documents before I sign them.
_____ | e. My Dad is a police officer . He helps maintain law and order in our city.
_____ |
| c. Her job includes answering the phone.
_____ | f. The new administrator has arrived.
_____ |

4. Complete the sentences with the correct colloquial expressions.

- When I was sick, I _____ at school.
- Paul is really happy because he did well on his exams. In fact, he _____.
- Ingrid has a lot of financial problems. I am afraid she has to stop studying and _____ of university.
- As a lawyer, I have to _____ some very complicated cases.
- My sister is good with people and she is really interested in human health problems. I think she is _____ studying medicine.
- My dad is an expert at computers. I often _____ his knowledge of computers when I have information technology homework.

Quiz Time

1. Match the personality types with a descriptive adjective.

Personality Type

- ☐ a. investigative
- ☐ b. realistic
- ☐ c. conventional
- ☐ d. artistic

Adjective

- 1. practical
- 2. creative
- 3. curious
- 4. careful

2. Group the words in the Word Bank according to the preposition that normally follows them.

in	at	about

Word Bank

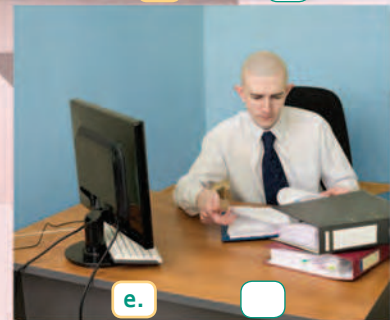
- curious
- terrible
- good
- interested
- serious
- specialize

3. Complete with the correct verb form.

My girlfriend is studying industrial design. She loves _____ (a. *to design/designing/both*) furniture and hopes _____ (b. *to start/starting/both*) her own business one day. She wants _____ (c. *to sell/selling/both*) what she makes. The only problem is that she really dislikes _____ (d. *to manage/managing/both*) her accounts so I suggested _____ (e. *to hire/hiring/both*) an accountant to help.



4. Listen to people talk about their personalities and match them with their corresponding photo.



5. Circle the best option.

- a. Remember that exam I was studying for? Well I *fell behind* / *passed with flying colors*.
- b. Jenny is definitely *cut out for* / *drop out* being a social worker. She loves to help people.
- c. Going on vacations last week made me *drop out* / *fall behind* with all my work.
- d. Did you know that Shane *dropped out* / *fell behind* of university? He changed his mind and decided to become a chef.

Self-Evaluation

Now I can...

- talk about different personality types.
- talk about different professions.
- use the gerund or infinitive verb patterns.

Very Well

OK

A Little

☐
☐
☐
☐
☐
☐
☐
☐
☐

▶ Test Training A

Listening

You will hear a short biography. For questions 1-5, check ✓ the correct answer in the answer box. You will listen to the recording twice.

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

0. Ben Affleck met his friend Matt Damon
- A. while he was taking drama classes.
 - B. after he took drama classes.
 - C. before he took drama classes.

1. Ben Affleck's characters in his first acting roles were
- A. terrifying.
 - B. adventurous.
 - C. humorous.

2. The first movie directed by Ben Affleck was
- A. *The Town*.
 - B. *Gone Baby Gone*.
 - C. *Chasing Amy*.

3. Ben Affleck was allowed to choose his role in the movie, *Good Will Hunting* because
- A. he was a famous actor.
 - B. he was a close friend of the producers.
 - C. he wrote the script for the movie.



4. Ben Affleck married Jennifer Garner in
- A. 2010.
 - B. 2009.
 - C. 2005.

5. The first time Ben Affleck appeared with his wife in a movie was in
- A. *Daredevil*.
 - B. *Pearl Harbor*.
 - C. *The Town*.

Speaking Candidate A

- Use card 1 to answer your partner's questions about your likes and dislikes. He/She will then suggest a suitable career for you.
- Use card 2 to ask your partner questions and card 3 to suggest a possible career depending on his/her answers.

Card no. 1

Likes

- investigating and analyzing things
- solving mysteries
- law

Dislikes

- building things
- using computers

Card no. 2

What are you interested in?
curious about?
good at?
familiar with?

Card no. 3



teacher



veterinarian



musician



chef

Reading

Read the following text. For questions 6-15, choose the correct option. Mark the correct letter (A, B, C, or D) in the answer box.

Different Perspectives

I have always been curious (6) about what makes people laugh. Some people laugh at anything, and in contrast, other people don't laugh at all. Last weekend I had some friends over and we (6) _____ the comical movie, *American Pie*, when my parents came into the room and (7) _____ if they could watch it with us. My friends and I all agreed that the movie was very (8) _____ and funny, but my parents never laughed; not once! Five minutes later, they stopped (9) _____ the movie and went to bed. When I asked them if they (10) _____ the movie, they said that they didn't think it was funny. They thought that the humor was too rude. They said that the movie didn't appeal (11) _____ them and that they weren't interested in (12) _____ the end.

Obviously my parents have different personality types from my friends and I. They are both very conventional people who like (13) _____ the rules. They have a different sense of humor and I never see them watching comedy movies. On the other hand, I am a social person who is very (14) _____ and I love (15) _____. Actually, my friends are also very social people and like to laugh too. That's why we are all such good friends.

0.	A with	B about	C on	D in
6.	A were watching	B have watched	C had watched	D watched
7.	A have asked	B was asking	C asked	D had asked
8.	A humor	B humorous	C humorously	D humors
9.	A watching	B have watched	C was watching	D watch
10.	A enjoying	B enjoyed	C have enjoyed	D were enjoying
11.	A on	B in	C to	D for
12.	A watching	B to watch	C watched	D watch
13.	A followed	B to follow	C to following	D follow
14.	A careful	B efficient	C curious	D friendly
15.	A was laughing	B laugh	C to laugh	D laughed

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

Writing

Write a review of your favorite movie.

- Include
- Name of movie
 - Director and actors
 - Description of the plot
 - Your opinion of the movie
- Write between 30 and 45 words.

Speaking Candidate B

1. Use card 2 to ask your partner questions about his/her likes and dislikes. Based on his/her answers, use card 3 to suggest a possible career.
2. Use card 1 to answer your partner's questions about your likes and dislikes. He/She will also suggest a suitable career for you.

Card no. 1

Likes

- helping and training others
- being friendly and sociable
- education

Dislikes

- cooking
- animals

Card no. 2

What are you interested in?
curious about?
good at?
familiar with?

Card no. 3



psychologist



detective



graphic designer



carpenter

UNIT

3 Environmentally Friendly!

► General Objective

You will be able to talk about environmental issues such as global warming and renewable sources of energy.

► Communication Goals

You will learn how to

- describe the effects of global warming.
- describe different green products and talk about their advantages and disadvantages.
- talk about the impact that green and non-green products on the environment.

► CLIL

- Environmental Issues
- Green Products

Vocabulary

- Words related to environmental issues such as global warming and ways of confronting these issues

Grammar

- Passive Voice
- Prefixes, suffixes and roots
- Relative clauses

► Idioms and Colloquial Expressions

- *Day in and day out*
- *In the long run*
- *Not believe one's eyes*
- *Pay through the nose*
- *Run out*
- *To handle*
- *Tune up*

► Project

A Seminar

You will hold a seminar about renewable energy at a science fair.

Discuss:

- What are some of the main environmental issues we are facing today?
- What are the main causes of these environmental problems?
- What is your local government doing to confront these issues?
- What do you do to help confront these environmental issues?

Green Energy





Lesson 1

Renewable Energy



1. Listen to a radio commercial about environmental issues and match the words below to make new concepts.



- ☐ a. greenhouse
- ☐ b. global
- ☒ c. sustainable
- ☐ d. renewable
- ☐ e. endangered

- 1. development
- 2. energy
- 3. species
- 4. gases
- 5. warming

Vocabulary Strategy

Collocations are pairs (or groups) of words that always appear together.



2. Complete each definition by using one of the concepts above. Listen to correct.

- a. Global warming is the gradual increase of the average temperature of our planet.
- b. _____ is the method of planning city and economic growth in order to avoid the depletion of natural resources.
- c. _____ are substances in the Earth's atmosphere that prevent the release of heat into space, therefore maintaining heat retention in the atmosphere of the planet.
- d. _____ are plants and animals that are at risk of becoming extinct.
- e. _____ is power which comes from natural sources such as sunlight, wind or water.

3. Look back at exercises 1 and 2. Add a prefix and/or suffix to each root word to make a new word.

PREFIX	WORD ROOT	SUFFIX	NEW WORD
en-	danger	-ed	endangered
--	globe	-al	global
	warm		
	develop		
	sustain		
	new		
	grow		
	nature		

Vocabulary Strategy

Making New Words from Roots

Prefix - a word part that can be added to the beginning of a word to make a new word.

Suffix - a word part that can be added to the end of a word to make a new word.

Root - the word that is left over when prefixes and suffixes have been removed. (Remember: when a root finishes in "-e", drop the "-e" and add the suffix.)





4. Listen and complete the following explanation about different forms of renewable energy. Use the Word Bank. Then, complete the Reflect on Grammar chart.

Our planet's natural resources are being depleted by human _____. (a.) We can help protect our natural resources by using the following sources of renewable energy:



Wind Power is the _____ (b.) of the wind's forces into a useful form of energy. Mechanical power is made by _____ (c.) and electricity is made by wind turbines.



Solar Power is the conversion of sunlight into electricity. The sun's _____ (d.) are captured by _____ (e.) and converted into electricity.



Hydropower is the energy derived from the _____ (f.) of moving water. Before electricity, hydropower was used for land _____ (g.) and to operate machines.

Word Bank

- consumption
- rays
- conversion
- resources
- force
- solar panels
- irrigation
- windmills

Reflect on Grammar

Tense	Voice	Subject	Verb	Object
Simple Present	Active	Solar panels	capture	the sun's rays.
	Passive	The sun's rays		by solar panels.
Present Progressive	Active	Human consumption	is depleting	our planet's natural resources.
	Passive	Our planet's natural resources		by human consumption.
Simple Past	Active	They	used	hydropower for land irrigation and to operate machines.
	Passive	Hydropower		for land irrigation and to operate machines.

To form the Passive Voice, use: subject + auxiliary verb (be) + main verb (past participle) in the corresponding tense.

5. Complete the sentences with Passive Voice, or change them from Active Voice to Passive Voice.

- The Earth's atmosphere is heated (heat / simple present) by greenhouse gases.
- Windmills convert the wind's force into energy. The wind's force is converted into energy by windmills.
- Global warming _____ (cause / simple present) by an increase in greenhouse gasses.
- Many years ago, renewable energy _____ (consider / simple past) very expensive.
- Habitat loss causes endangered species. _____
- The ice at the poles _____ (melt / present progressive) by the warming of the Earth.

Grammar Strategy

Use Passive Voice when the focus is on the action. It is not important or not known who or what is performing the action.

Project Stage 1

- In groups of 3 or 4, investigate the different forms of renewable energy available and choose one form to investigate more about. E.g. Wind power, solar energy, hydropower, biofuel, geothermal energy, biomass.



Lesson 2

Conserving the Environment

1. Use the Word Bank to solve the crossword puzzle.

Across

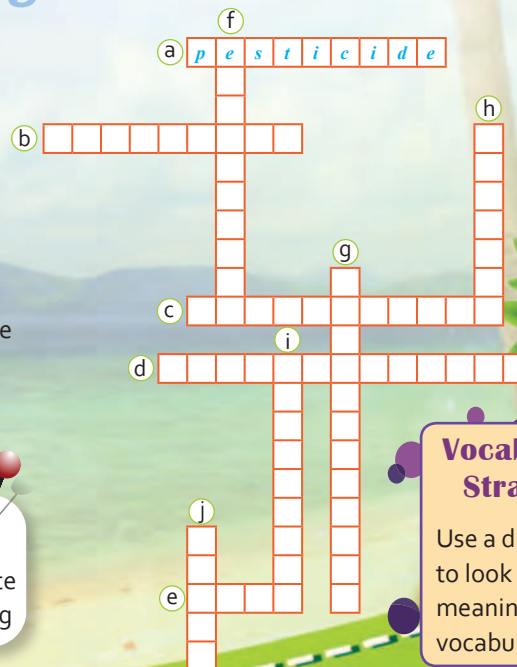
- a. chemical mixture used to kill pests and insects
- b. contamination of water, air or soil with harmful substances
- c. surroundings; conditions in which someone or something lives
- d. process of replanting trees; reestablishment of a forest
- e. mixture of smoke and fog

Down

- f. the process of dying out or having no living members in existence
- g. preservation, protection from decay and destruction
- h. decayed organic material used as a fertilizer for growing plants
- i. reprocessing of waste to recover reusable material
- j. unusable or unwanted material

Word Bank

• compost • conservation • environment • extinction • waste
 • ~~pesticide~~ • pollution • recycling • reforestation • smog



Vocabulary Strategy

Use a dictionary to look up the meaning of new vocabulary.



2. Listen to some facts about environmental issues and mark true or false.

Correct the false statements. Then, complete the Reflect on Grammar chart.

True / False

F	The use of many environmental groups has been approved by organic pesticides. <i>The use of organic pesticides has been approved by many environmental groups.</i>
	Many Australian farmers had been killed by Tasmanian Tigers before they became extinct.
	Recycling has been used by many countries to lower human waste.
	Hopefully new laws and legislations will be protected by endangered species.
	Reforestation has been conserved through many animals' natural habitats.
	Sea levels will be increased by global warming.



Reflect on Grammar

Tense	Voice	Subject	Verb	Object
Future	Active	Global warming	will increase	sea levels.
	Passive	Sea levels		by global warming.
Present Perfect	Active	Many countries	have used	recycling.
	Passive	Recycling		by many countries.
Past Perfect	Active	Australian farmers	had killed	many Tasmanian Tigers.
	Passive	Many Tasmanian tigers		by Australian farmers.

To form the Passive Voice, use: subject + auxiliary verb (be) + main verb (past participle) in the corresponding tense.

3. Complete the text with the Passive Voice.

- Organic food has been grown (grow / present perfect) by many farmers.
- Hopefully endangered animals will be saved (save / future) by conservation activists.
- A lot of smog is produced (produce / present perfect) by cars since their invention.
- By the year 2000, pesticides had been used (use / past perfect) for decades.

4. Use the words to make Passive Voice sentences in the tense indicated.

- (present perfect) car / cause / pollution
Pollution has been caused by cars.
- (future) reduce / waste material / recycling

- (past perfect) the Earth / dinosaurs / inhabit / for ages / by the time a big meteorite hit it

- (future) our planet / conservation activists / help



Remember: Relative Clauses give additional information about something without starting another sentence. Your texts will become more fluent and you can avoid repeating words if you use relative clauses.

Relative Pronoun	Use	Example
who / that	subject or object pronoun for people	Jason is a person <i>who/that</i> recycles.
which / that	subject or object pronoun for animals and things	Compost is a fertilizer <i>which/that</i> is organic.
whose	possession for people, animals and things	This is the lady <i>whose</i> house has solar panels.

5. Complete the following sentences with the correct relative pronoun.

- This is the paper which (which / who / whose) is to be recycled.
- My brother is the person who (which / who / whose) does all the recycling in our house.
- This is the man who (which / that / whose) only uses organic pesticides.
- She is the person whose (which / that / whose) car is electric.

6. Re-write the sentences using a relative pronoun so they have the same meaning as the original ones.

- Sally is a teacher. Her car creates a lot of pollution.
Sally is a teacher whose car creates a lot of pollution.
- There are a lot of health problems due to pesticides. They aren't organic.

- Ingrid is a girl. She always recycles.

- Tim is an environmental scientist. His specialty is conservation.

Project Stage 2

- Investigate more about your group's selected form of renewable energy. Look for information about how it is made, what it is used for and what advantages and disadvantages it has.

E.g. *Solar Energy: The Sun's rays are captured and converted into electricity by solar panels. That energy is used for heating, lighting, etc.*

Lesson 3

Green Products

1. Discuss as a class and check ✓.

- | | | | |
|---|---|--|---|
| a. Today, most cars are powered by... | ☐ 1. electricity | ☐ 2. gasoline | ☐ 3. I don't know. |
| b. Electric cars are... | ☐ 1. a new invention | ☐ 2. an old invention | ☐ 3. I don't know. |
| c. It's better for the environment to have... | ☐ 1. gasoline cars | ☐ 2. electric cars | ☐ 3. I don't know. |

The Electric Car

A thing of the future or a thing of the past?



2. Read the text quickly and match the following topic sentences with their corresponding paragraphs.

- Electric cars are mechanically simpler compared to gasoline cars.
- In recent years there has been a lot of discussion about the future of cars which use oil products as a means of energy.
- One of the main problems with electric cars is that they cannot go very far before they need to be recharged; something which currently takes between three to six hours.
- Electric cars are vehicles that are powered by an electric motor.
- Now it might appear that electric cars are the answer to all our environmental problems but that is far from the truth.

In recent years there has been a lot of discussion about the future of cars which use oil products as a means of energy.

The discussion includes global warming, pollution and the dependency on non-renewable oil. The global car industry has already begun to show where the future of cars is going and right now it looks like the electric car is the answer.

They use electrical energy stored in batteries or another storage device. Although it might seem like science fiction, the electric car is already here. In fact, electric cars were popular in the late 19th century and early 20th century, until advances in technology led to the mass production of cheaper gasoline cars, hence the decline in the use of electric cars.



Reading Strategy

The most important sentence in a paragraph is the topic sentence. It clearly states the main idea of the paragraph and gives an overview of the sentences to follow. Usually, it is placed at the beginning of a paragraph.

You don't have to worry about oil or air filter changes, transmission problems, tune ups or emission tests. As for the environmental advantages of electric cars, these include increased health for both people and nature. It has been proven that the use of oil products releases more pollution into the air than nature can handle, hence, increasing risks of both cancer and lung disease. The pollution which is produced by cars is one of the main causes of global warming. There are some people who say that by using electric cars we are not only helping nature, but we are also doing ourselves a favor.

Key Expressions

Tune up: adjustment of the motor to make sure it is working properly
Handle: to deal with, manage

At the moment, the electric car simply can't give the driver the same sense of freedom that a standard car can.

Electric cars can be great for the environment and people's

health, but unfortunately most of the electricity needed to recharge electric cars is produced by coal plants which actually create more pollution than the average gasoline car. Another problem is that factories spend more energy to produce electric cars than regular cars and although this is a problem that will most likely be solved in the future, it is not a positive thing for today. So, although electric cars will probably be the vehicle of the future, they are not the vehicle of today.

3. Answer the following questions based on the text.

a. The electric car is...

- ☐ 1. a new invention.
☒ 2. an old invention.
☐ 3. still being designed.

b. Electric cars depend on _____ to run well.

- ☐ 1. oil products
☐ 2. gasoline
☐ 3. coal plants



c. The production of electricity used by electric cars causes...

- ☐ 1. more pollution than the average gasoline car.
☐ 2. less pollution than the average gasoline car.
☐ 3. the same pollution as the average gasoline car.

d. Electric cars can travel further than gasoline cars without being charged.

- ☐ 1. True
☐ 2. False
☐ 3. Not mentioned

4. Write a short descriptive article about an environmentally friendly product.

Paragraph 1 (introduction of product) _____

Paragraph 2 (specific features of product: e.g. runs on electricity, not gasoline or oil products; recharges at home, mechanically simple, etc.) _____

Paragraph 3 (conclusion highlighting advantages & disadvantages of product: e.g. advantages = lower fuel costs, less contamination, no tune-ups; disadvantages = production uses a lot of electricity, lower traveling distances, etc.) _____

Writing Strategy

To write a good paragraph include:

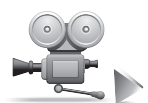
1. a topic sentence stating the main point of the paragraph.
2. supporting sentences with details and specific examples.
3. logical, coherent thoughts that are developed in order.
4. a concluding idea that summarizes the main point of the paragraph.

Project Stage 3

- In your group, use the information found to prepare a seminar for a science fair about the form of renewable energy chosen by your group.

E.g. Solar energy is the conversion of the sun's rays, which are captured by solar panels, into electricity. It can be used for lighting, heating, horticulture, etc. The advantages are... and the disadvantages are ...





Unit 3

Grammar Chart

PASSIVE VOICE

Use the passive voice when the focus is on the action instead of the person or thing that performs the action.

Tense	Active Voice			Passive Voice			
	subject	verb	complement	subject	Auxiliary verb to be	V (past participle)	Complement
Simple Present	Toby	recycles	paper.	Paper	is	recycled	by Toby.
Simple Past	Toby	recycled	paper.	Paper	was	recycled	by Toby.
Present Progressive	Toby	is recycling	paper.	Paper	is being	recycled	by Toby.
Future (will)	Toby	will recycle	paper.	Paper	will be	recycled	by Toby.
Present Perfect	Toby	has recycled	paper.	Paper	has been	recycled	by Toby.
Past Perfect	Toby	had recycled	paper.	Paper	had been	recycled	by Toby.

PREFIXES AND SUFFIXES

Some words can consist of three parts: root, prefix, and suffix. The **root** is the part of the word that contains the basic definition of the word. The **prefix** is placed in front of the root to change the word's meaning or to make a new word. The **suffix** is placed after the root, changing the word's meaning as well as its function.

Common Prefixes

Prefix	Meaning	Statements
pre-	before	They will show a quick preview of the movie.
un-	not	The restaurant will be unavailable tomorrow morning.
dis-	not	Mark disagreed with John's philosophy.
re-	again	Are you going to renew your newspaper subscription?
mis-	not	He has mismanaged the company.
im-	not	With hard work and determination nothing is impossible.
bi-	two	Tim is going to ride his bicycle.
de-	not	Deforestation is a major concern for ecologists.

Common Suffixes

Suffix	Meaning	Statements
-er	doer	I work as a computer programmer.
-able	able	These glass bottles are recyclable.
-ous	full of	Driving on the freeway can be dangerous.
-ness	state of being	At night, the earth is covered in darkness.
-ful	full of	The witness gave an honest and truthful testimony.
-ly or -y	like	James sang happily on his way home from school.
-ment	state of	Mary smiled with contentment.

Spelling rules for suffixes

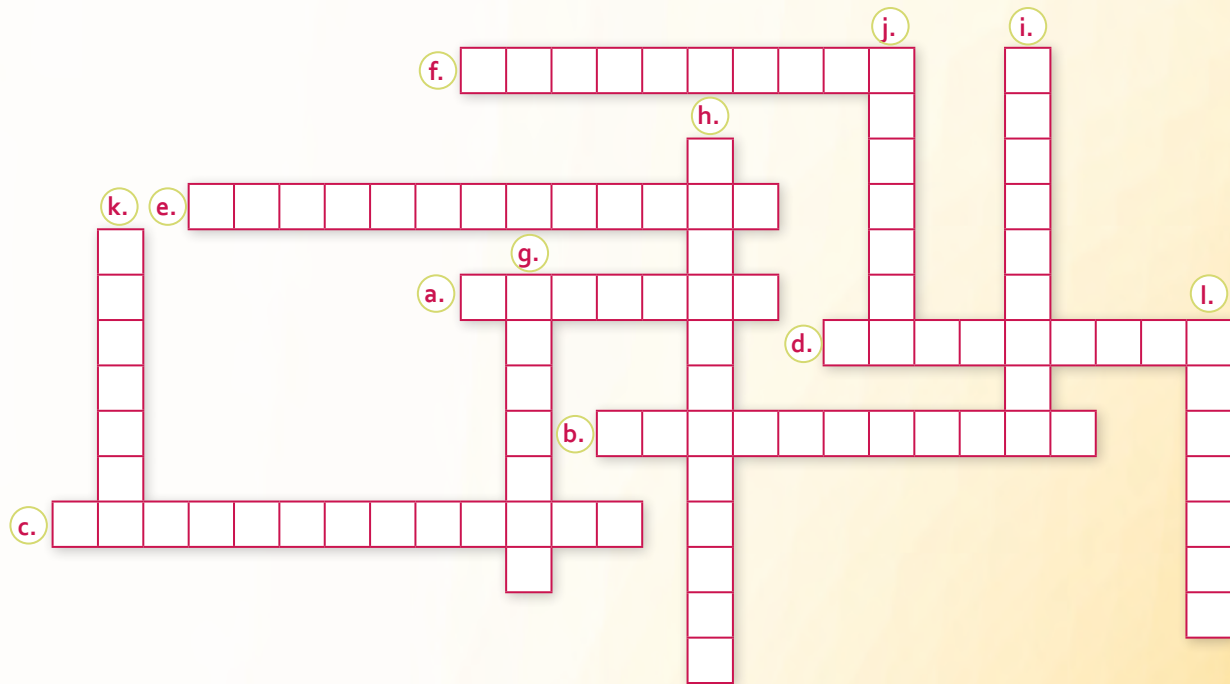
- When you add a suffix to a word which ends in a consonant followed by a 'y', change the 'y' to an 'i'.
E.g. happy + ness = happiness
- When you add a 'y' or a suffix which starts with a vowel to a word which ends in a silent 'e', drop the silent 'e'.
E.g. noise + y = noisy



Unit 3

Glossary Activities

1. Answer the crossword puzzle.



Across:

- a. decayed organic matter or dung used for fertilizing land
- b. conditions in which someone or something lives
- c. process of replanting trees; reestablishment of a forest
- d. chemical mixture used to kill pests and insects
- e. process of clearing forests of trees
- f. organic or chemical substance added to soil to enrich it

Down:

- g. something which is developed naturally without any chemicals
- h. protection from decay and destruction
- i. the contamination of water, air or soil with harmful substances
- j. to reprocess waste to recover reusable material
- k. weather conditions
- l. no longer existing

2. Use the words in the Word Bank to make different concepts.

- | | | | |
|-----------|-------|--------------|-------|
| a. oil | _____ | d. nuclear | _____ |
| b. carbon | _____ | e. acid | _____ |
| c. global | _____ | f. renewable | _____ |

Word Bank

- energy
- rain
- slick
- resource
- warming
- footprint

3. Use the concepts from exercise 2 and complete the sentences.

- a. Wind, sunlight and rain are all _____.
- b. _____ is a way of measuring the effect that human activities have on the climate.
- c. _____ is a major problem in the 21st century.
- d. Our oceans are destroyed by _____.
- e. _____ is polluted rain which damages many buildings and can be harmful to our health.
- f. _____ is a very controversial energy source.

Quiz Time

1. Complete the following sentences with an appropriate collocation.

- Our planet's surface temperature has been increasing, which is called _____.
- Solar, wind and hydro power are forms of _____.
- When a species is in danger of becoming extinct it is considered to be an _____.
- My city is growing very quickly. _____ is a method to prevent the depletion of our natural resources.

2. Convert these sentences from the Active Voice into the Passive Voice.

- Solar panels turn the sun's rays into thermal energy.

- Habitat loss endangers many species.

- Many countries have used reforestation to combat habitat loss.

- The oil slick in the Gulf of Mexico killed many animals.



3. Listen to the following passage and mark (T) true or (F) false for the following sentences.

True / False	
<i>F</i>	Human consumption is been depleted by our natural resources.
	Renewable energy has been produced by windmills in many countries.
	Many people believe our environment will be conserved for the future by green products.
	Greenhouse gases are being produced by too much smog.

4. Re-write the sentences using *whose*, *who* or *which* so they have the same meaning as the original ones.

- Brittany is a girl. She doesn't recycle.

- Moscow is a city. It is one of the most polluted cities in the world.

- Peter is a veterinarian. His goal is to protect endangered species.

Self-Evaluation

Now I can...

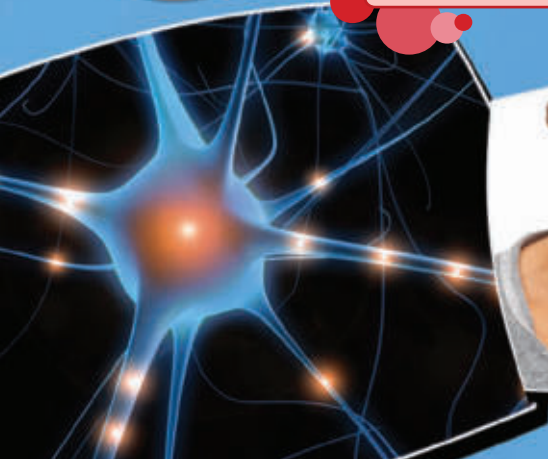
- talk about environmental problems.
- understand and use compound nouns.
- use the Passive Voice.
- use relative pronouns.

Very Well

OK

A Little

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► General Objective

You will be able to talk about teen problematic situations.

► Communication Goals

You will learn how to

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

► CLIL

- Real Teen Problematic Situations
- The Teenage Brain

Vocabulary

- Words related to teen life events

Grammar

- First and second conditional
- Third conditional
- Wish

► Idioms and Colloquial Expressions

- *A thorny issue*
- *Make your blood run cold*
- *Can't stand the pace*
- *Cry over spilled milk*
- *To give the heebie-jeebies*
- *To kick oneself*
- *Your wish is my command*

► Project

A Debate

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

Discuss:

- What real-life problematic situations have you been through?
- Have you ever been a victim of bullying?
- Are you currently under pressure at school?
- Can brain changes justify teens' real-life problems?





Lesson 1

Dealing with Difficult Situations



1. Fill in the blanks using the Word Bank. Then, listen and check.

Word Bank

- pressure (x2)
- image
- search
- feelings
- incidents
- ~~procrastination~~



a. homework

procrastination



c. identity



e. rejection



b. school



d. bullying



f. parental



g. body

Vocabulary Strategy

Associate words in order to remember expressions easily.

Key Expressions

A thorny issue: to deal with a difficult problem

Make your blood run cold: something scary

Can't stand the pace: to be unable to do well under a lot of pressure



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

Meg: Why has Lina failed? Last year she did very well at school.

Anna: Yeah, but this year there were so many school projects and extracurricular activities that she couldn't stand the pace.

Meg: Maybe that's true, but if you give her a second chance, she will succeed. So don't worry.

a. *School pressure*

Meg: You've dealt with a thorny issue, haven't you?

Bob: Yes, my son Bill has been bullied continuously at school.

Meg: Oh dear, those bullying incidents make your blood run cold!

Bob: If he continues being bullied, I'll report it to the police.

Meg: Wait! If you informed the school principal and teachers first, they would stop the bullies.

c.

Mike: Hey Meg, I'm in trouble! My parents know I procrastinate on my homework.

Meg: Yes, Mike, they are right; we should do our homework as soon as we get home.

Mike: And they also tell me what to study.

Meg: If your parents tell you what to study, you have to tell them not to push you!

Mike: Yeah, their comments make me fear facing my future.

Meg: If I were you, I would tell them I don't want to make decisions that conflict with my own skills and interests.

b.

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

- | | T | F |
|---|-------------------------------------|--------------------------|
| a. Bill has bullying incidents at school. | ☒ | ☐ |
| b. Mike puts homework off until the last minute. | ☐ | ☐ |
| c. Lina has experienced school pressure. | ☐ | ☐ |
| d. Meg tells Mike how to deal with parental pressure. | ☐ | ☐ |
| e. Lina can overcome school pressure. | ☐ | ☐ |

4. Based on the previous exercises, complete the grammar chart.

Reflect on Grammar

First conditional

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

If clause (condition)
If + subject + simple present
If you _____ her a second chance,

Result clause
subject + will + verb
she _____.

Second Conditional

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

If clause (condition)
If + subject + simple past
- If you _____ the school principal and teachers first,
- If I were you,

Result clause
subject + would + verb
they _____ the bullies.
I _____ them I don't want...

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

I would inform the school staff if I were you.
She would succeed if she were given a second chance.

Questions: Wh-word + would + subject + infinitive verb + if clause?

What would you do to stop school conflicts if you were the school principal?

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

- If you stop homework procrastination, you will / would learn and succeed.
- If I were you, I will / would use reconciliation strategies for conflict resolution.
- We won't / wouldn't have so many bullying incidents if people were more tolerant.
- If teens feel rejected, they will / would do anything for identity search.
- If teens related their own skills with their fields of interest, they won't / wouldn't doubt what to study.
- If teenagers have a good self-esteem, they will / would accept and value their body image.

Grammar Strategy

Reason deductively to apply rules to new language situations.

Reflect on Grammar

Wish

Use **wish** followed by a verb in the **past tense** to express what you want to be true or real now, but that is not.

Real situation:

- Bill has been bullied at school.
- Lina has experienced school pressure.

Wish:

- Bill wishes he weren't bullied at school.
- Lina wishes she didn't experience school pressure.

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

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

Project Stage 1

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

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



Lesson 2

What Would You Have Done If...?

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

decision making
anxiety

procrastination
time management

family issues
isolation

school grades
peer pressure



2. Read and listen to the debate.

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

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

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

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

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

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

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



Reflect on Grammar

Third Conditional

Use it to talk about possible or hypothetical situations in the past that wouldn't have happened if the given circumstances had been different.

If clause (condition)				Result clause			
If	+	subject	+	Past Perfect ...,	Subject	+	would + present perfect
If		Ian		had learned to plan his routine,	he		wouldn't have done wrong at school.
If		they		had realized Ian was facing this situation,	they		would have helped him.

3. Match the condition with the corresponding result.

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

- ☐ 1. he'd have improved his grades.
- ☐ 2. he'd have learned to manage his time better.
- ☐ 3. he wouldn't have had problems with time management.
- ☒ 4. he'd have done well at school.

4. Complete the sentences using the correct form of the verbs in parentheses.

- a. If I had known (*know*) that you were having time management problems, I _____ (*give*) you hints on planning schedules.
- b. If she _____ (*know*) her brother was experiencing isolation, she _____ (*talk*) to him often after school.
- c. If people _____ (*realize*) they were suffering from anxiety and stress before, they _____ (*take*) short breaks and exercised more.
- d. If he _____ (*trust*) more in his skills, he _____ (*not let*) peer pressure determine his behavior.

Key Expressions

Cry over spilled milk: to complain about a situation you cannot remedy

5. Listen and read.

Laura: What's wrong Karl? You look down.

Karl: I wish I hadn't followed my classmates' recommendations.

Laura: What happened?

Karl: They told me not to bring an assignment for yesterday's class hoping our teacher would give us more time to develop it. But he didn't. So, I failed.

Laura: It's always the same story with you. If you had done what you had to, you wouldn't have failed.

Karl: I know! I wish peer pressure hadn't affected me. I wish I had made the correct decision.

Laura: You have to trust more in yourself. But don't cry over spilled milk. Face the situation and learn from it.



Reflect on Grammar

Wish

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

Past situation

- Pete followed his friends' recommendations.
- Pete let peer pressure affect him.

Wish

- He **wishes** he hadn't followed his classmates' recommendations.
- He **wishes** peer pressure hadn't affected him.

6. Write the corresponding wish to each situation.

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

Project Stage 2

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



Lesson 3

The Teenage Brain

1. Discuss the questions below with your partners.

- Do you think a teenage brain is equal to an adult brain? Why?
- Are teenagers more emotional than rational? Why?
- Why do you think teens' behavior and decisions are sometimes considered unreasonable?



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

The Teenage Brain Understanding Teens' Behavior

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

The first question to be posed is: What makes the teenage brain unique? According to Dr. Frances

- Jensen, an expert in Epilepsy Research, most people have considered the teenage brain to be an adult brain, ignoring that in biological terms, it differs a lot from it. Quoting her words, what makes it different is the fact that "The teenage brain has a different level of ability to learn, but still has some vulnerabilities hidden." This double-fold feature happens because the intermediate zone of the teenage brain is not completely developed at the point of adulthood, and researchers have not fully looked into this issue yet.
- So far, neuroscience research has shown that during adolescence the brain grows and changes while its different areas connect to each other to ensure the development of mental, physical, and sensorial functions. Such process is known as the brain's connectivity system.

The second aspect to consider has to do with mental health. Understanding the brain connectivity system's pace **sheds light on** teens' mental health: Why do teenagers seem to be so reckless or irresponsible in determined situations? To this respect, Dr. Jay Giedd mentions that "The greatest changes to the parts of the brain that are responsible for impulse-

control, judgment, decision making, planning, and organization occur in adolescence." Additionally, he states that the "thinking part of the brain continues to thicken throughout childhood as the brain itself gets extra connections; it is much like a tree growing extra branches, twists and roots." Because the teenage brain is not completely developed, teenagers lack the ability to control emotions and make responsible decisions. Dr. Jensen adds that "As we get older we develop better and stronger connections between our different regions of the brain."

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

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



in trying to give up alcohol is the worst thing they can face.

In sum, by being aware of the biological differences between a teenage and an adult brain, the ability girls' brains have to mature sooner than boys', and the irreversible impact of alcohol addiction on teenage brain growth, we will better understand and prevent teens' unreasonable decision making and risky behaviors. Further scientific research on the teenage

brain will give high school students new information about school subject learning and sources of vulnerability, which will benefit them in refining their own decision making and behavior tools.

Key Expressions

Shed light on: to make something clearer



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

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

Reading Strategy

The information that explicitly appears in the text is called stated. The information that has to be found out by making logical guesses is called inferred.

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

Writing Strategy

- Arguments from authority come from knowledgeable experts that have looked into the field of study and their ideas must be quoted using quotation marks.
- To introduce authoritative quotes or citations, use - **Quoting Dr. "...";** **"According to, "...";** He mentions that "..."; In her book/article she states that "..."; etc.

Project Stage 3

- Elaborate authoritative arguments to support your viewpoint and express what you would have done in such a situation.

E.g. *Bullying incidents affect the school's peaceful coexistence. According to Psychologist Benson, "most bullying incidents originate in..."*



Game

What Troubles Teens?

- Talk about your attitude when facing problems.
- Work in pairs. Roll the dice, move your marker and take turns asking and answering the questions.
- If you answer correctly, stay on that square until your next roll. If you answer incorrectly, move back one square and stay there until your next roll. The winner is the first player to reach the finish box.

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

Start **Finish**

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

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

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

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

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

6. Miss a turn

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

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

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

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

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

12. Miss a turn

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

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

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

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

17. Go two spaces forward!

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

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

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

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

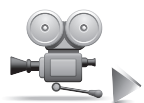
22. Miss a turn

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

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

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

26. Free question



Unit 6

Grammar Chart

FIRST CONDITIONAL

The first conditional is used to talk about situations which are realistically possible in the present or the future — things which may happen.

If clause			Result clause			
If + subject	Verb (Simple Present)	Complement	Subject	Will	Verb (base form)	Complement
If John	studies	harder,	he	will	succeed	at school.

(I know John very well and I know that he can be very disciplined. So I think it is very probable that sooner or later he will get good grades.)

SECOND CONDITIONAL

The second conditional is used to talk about ideal conditions (imagined or impossible) in the present or the future. Conditions which are unlikely to happen.

If clause			Result clause			
If + subject	Verb (Simple Past)	Complement	Subject	Would/Could/ Might	Verb (base form)	Complement
If Pete	had	time,	he	would	study	something else.

(I know Pete very well and I know that he is a very busy person. He would like to study, but he doesn't have enough time to do it.)

THIRD CONDITIONAL

The third conditional is used to talk about unreal situations or conditions which are impossible to fulfill because they occurred in the past. We can just imagine what would have happened if the situation had been different. It is often used to express criticism or regret.

If clause			Result clause			
If + subject	Verb (Past Perfect)	Complement	Subject	Would/Could/ Might	Verb (Present Perfect)	Complement
If Sally	had won	the lottery,	she	would	have traveled	to Europe.

(Sally didn't win the lottery. I know she hasn't been to Europe, but she wants to.)

Notes:

- When the Result clause comes before the "If clause" no comma is used.
John will succeed at school if he studies harder.
- For the second conditional the word "would" can be changed for other modal verbs like *could* or *might*.
If John had the money, he could fly around the world.
- When using the verb to be with the second conditional, *were* is used for all pronouns.
If I were John I would travel to Europe.
- When making negative sentences, either a clause or both clauses can be negative.
If John has the money, he won't buy a car.
If John hadn't had the money, he wouldn't have bought a car.

WISH

Use *wish* to talk about things and situations you want to be true in the present, but they are not.

Wish		Clause		
Subject	Verb (wish)	Subject	Verb (Simple Past)	Complement
Sally	wishes	she	were	older.

(Sally is currently only 14 years old, but she wants to be older.)

Note:

- When using the verb to be, *were* is used for all pronouns.



Glossary Activities

1. Use the glossary to find the synonyms of the words in the Word Bank.

M	R	C	M	W	O	S	J	B	R	B	D	C	P	E
B	N	O	I	T	A	R	T	S	I	N	I	M	D	A
A	M	N	S	K	K	D	V	V	N	R	J	C	V	Y
T	U	D	U	N	E	I	E	Z	R	Y	C	V	U	J
W	C	U	S	M	M	I	W	A	T	N	U	H	U	G
H	T	C	E	E	X	T	T	M	J	X	F	K	N	
E	Z	T	L	P	S	I	Z	S	D	K	O	K	U	O
E	M	O	T	I	O	N	S	N	I	A	R	T	S	Y
U	W	P	G	N	W	G	G	S	T	Y	Y	L	O	R
P	W	Q	A	N	X	I	E	T	Y	C	B	A	O	L
H	Y	L	O	C	W	G	N	I	L	U	R	X	U	B
Q	E	G	S	S	K	I	L	L	V	Q	A	T	T	E

Word Bank

- ability
- abuse
- behavior
- feelings
- judgment
- management
- pressure
- search
- tension
- unreasonable

2. Check the most appropriate word or expression to complete each sentence.

- a. If the school community stands up to _____ (1), there will be less _____ (2) in the school.
1. ☐ debate ☐ bullying ☐ management
2. ☐ ability ☐ image ☐ conflict
- b. If John hadn't _____ (1) so much when studying, he might not have had such _____ (2) grades.
1. ☐ procrastinated ☐ prioritized ☐ searched
2. ☐ lonely ☐ poor ☐ dysfunctional
- c. They would have won the _____ (1) if the team's _____ (2) had been stronger.
1. ☐ debate ☐ judgment ☐ bullying
2. ☐ rejection ☐ incident ☐ arguments
- d. I would call a _____ (1) to talk if I were _____ (2).
1. ☐ incident ☐ relative ☐ image
2. ☐ dysfunctional ☐ lonely ☐ poor

3. Complete the email using colloquial expressions from the glossary.

Hi Susan, how are you?

You won't believe what happened to me last week!

I was reading a horror book which _____ (a). It was about a man who lived alone in the countryside.

Apparently, when he was a young man, he _____ (b) of society and felt under a lot of pressure so he decided to move to the country.

Anyway, a few months later he started to see images like shadows on the walls. Originally he thought he was going crazy, but he soon realized that the images were actually ghosts. There was one ghost in particular that _____ (c). It was the angry ghost of a lonely old lady who was planning the man's death. Even though the book scared me a lot, I couldn't put it down!

And then, (you are not going to believe what happened next!); before I could read the end of the book, I accidentally spilled wet paint on it, making it unreadable. I was _____ (d) when it happened, but now I know that it isn't worth _____ (e) and that's why I am going to the bookstore this afternoon to look for another copy so I can finish the story.

I know that you love good horror stories, so I will lend you the book when I finished it.

Take care,

Peter.

Write a message

Send

Quiz Time

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

risky behavior (RB) time management (TM) family tension (FT) stress management (SM)

- ☐ a. People taking a test, being sick, or facing the death of a relative
- ☐ b. People's reckless conduct, poor judgment, unreasonable decisions and alcohol abuse
- ☐ c. People's emotional problems, parents' divorce and dysfunctional families
- ☐ d. People's procrastination, lack of planning and prioritizing skills and lack of organization

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

- a. If we hadn't procrastinated, we _____ (*succeed*) in the school project.
- b. If he hadn't been bullied, he _____ (*not run away*) from school.
- c. School conflicts _____ (*increase*) much more if the school staff hadn't launched an effective campaign for peaceful coexistence.
- d. Students _____ (*waste*) valuable time for school homework and extracurricular activities if they had known how to manage time efficiently.

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

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

- ☐ a. Teenage brain reasoning needs maturation to deal with emotional decisions.
- ☐ b. Research may help teens suffering from behavioral or emotional problems.
- ☐ c. Parents and educators can facilitate quality decision-making processes in teenagers.
- ☐ d. Teens' brains' lack of full development can explain their reckless behavior.

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

- a. Tina feels rejected because she doesn't behave as others do. She wishes she _____ (*not behave*) differently so she would be accepted by her classmates.
- b. Daniel is under too much tension. He wishes he _____ (*not have*) any arguments with his girlfriend.
- c. Ingrid's parents didn't allow her to study a music career. She wishes her parents _____ (*allow*) her to study a music career.
- d. Michael suffered an accident. He wishes he _____ (*not take*) the risky decision of practicing extreme board skating.

Self-Evaluation

Now I can...

	Very Well	OK	A Little
■ talk about what I would do in hypothetical situations.	☐	☐	☐
■ express wishes and regrets.	☐	☐	☐
■ identify inferred and stated information.	☐	☐	☐

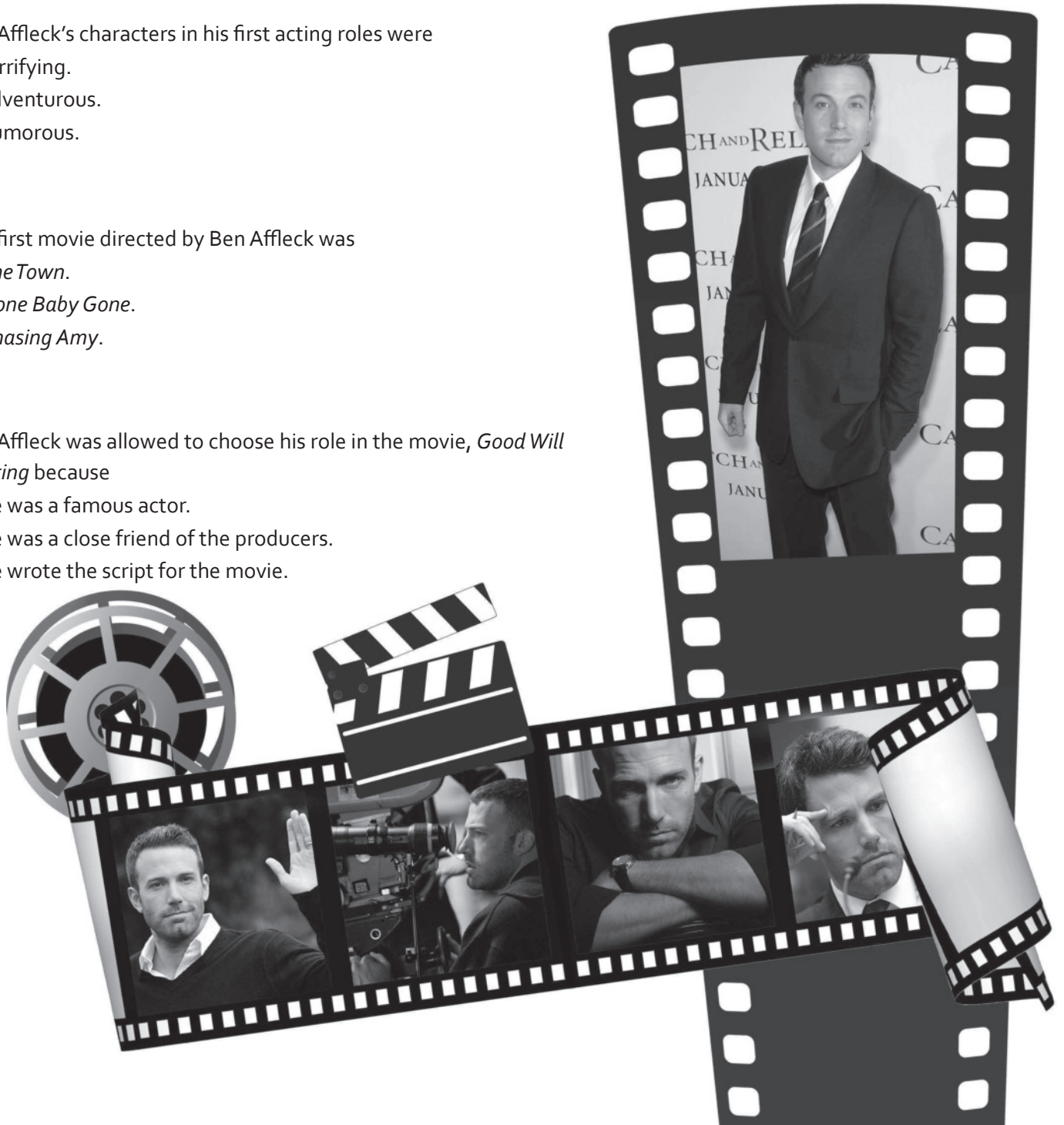
Test Training A
(Units 1-2)

Listening

You will hear a short biography. For questions 1-5, check ✓ the correct answer in the answer box. You will listen to the recording twice.

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

0. Ben Affleck met his friend Matt Damon
- A. while he was taking drama classes.
 - B. after he took drama classes.
 - C. before he took drama classes.
-
1. Ben Affleck's characters in his first acting roles were
- A. terrifying.
 - B. adventurous.
 - C. humorous.
2. The first movie directed by Ben Affleck was
- A. *The Town*.
 - B. *Gone Baby Gone*.
 - C. *Chasing Amy*.
3. Ben Affleck was allowed to choose his role in the movie, *Good Will Hunting* because
- A. he was a famous actor.
 - B. he was a close friend of the producers.
 - C. he wrote the script for the movie.



4. Ben Affleck married Jennifer Garner in

A. 2010.
B. 2009.
C. 2005.

5. The first time Ben Affleck appeared with his wife in a movie was in

A. *Daredevil*.
B. *Pearl Harbor*.
C. *The Town*.



Speaking Candidate A

1. Use card 1 to answer your partner's questions about your likes and dislikes. He/She will then suggest a suitable career for you.
2. Use card 2 to ask your partner questions and card 3 to suggest a possible career depending on his/her answers.

Card no. 1

Likes

- investigating and analyzing things
- solving mysteries
- law

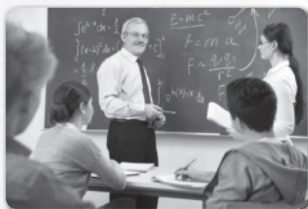
Dislikes

- building things
- using computers

Card no. 2

What are you interested in?
curious about?
good at?
familiar with?

Card no. 3



teacher



veterinarian



musician



chef

Reading

Read the following text. For questions 6-15, choose the correct option. Mark the correct letter (A, B, C, or D) in the answer box.

Different Perspectives

I have always been curious (0) about what makes people laugh. Some people laugh at anything, and in contrast, other people don't laugh at all. Last weekend I had some friends over and we (6) _____ the comical movie, *American Pie*, when my parents came into the room and (7) _____ if they could watch it with us. My friends and I all agreed that the movie was very (8) _____ and funny, but my parents never laughed; not once! Five minutes later, they stopped (9) _____ the movie and went to bed. When I asked them if they (10) _____ the movie, they said that they didn't think it was funny. They thought that the humor was too rude. They said that the movie didn't appeal (11) _____ them and that they weren't interested in (12) _____ the end.

Obviously my parents have different personality types from my friends and I. They are both very conventional people who like (13) _____ the rules. They have a different sense of humor and I never see them watching comedy movies. On the other hand, I am a social person who is very (14) _____ and I love (15) _____. Actually, my friends are also very social people and like to laugh too. That's why we are all such good friends.

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

0.	A	with	B	about	C	on	D	in
6.	A	were watching	B	have watched	C	had watched	D	watched
7.	A	have asked	B	was asking	C	asked	D	had asked
8.	A	humor	B	humorous	C	humorously	D	humors
9.	A	watching	B	have watched	C	was watching	D	watch
10.	A	enjoying	B	enjoyed	C	have enjoyed	D	were enjoying
11.	A	on	B	in	C	to	D	for
12.	A	watching	B	to watch	C	watched	D	watch
13.	A	followed	B	to follow	C	to following	D	follow
14.	A	careful	B	efficient	C	curious	D	friendly
15.	A	was laughing	B	laugh	C	to laugh	D	laughed

Writing

Write a review of your favorite movie.

► Include

- Name of movie
- Director and actors
- Description of the plot
- Your opinion of the movie

► Write between 30 and 45 words.

Speaking Candidate B

1. Use card 2 to ask your partner questions about his/her likes and dislikes. Based on his/her answers, use card 3 to suggest a possible career.
2. Use card 1 to answer your partner's questions about your likes and dislikes. He/She will also suggest a suitable career for you.

Card no. 1

Likes

- helping and training others
- being friendly and sociable
- education

Dislikes

- cooking
- animals

Card no. 2

What are you interested in?
curious about?
good at?
familiar with?

Card no. 3



psychologist



detective



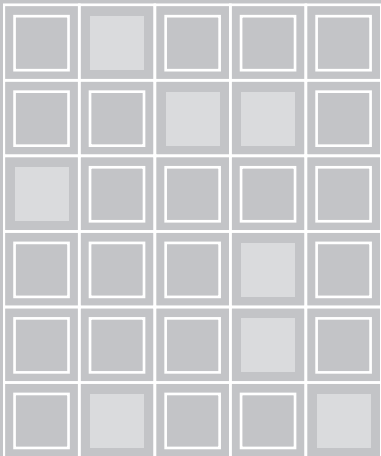
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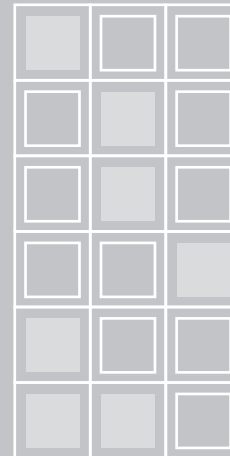
carpenter



Bachillerato General Unificado



ENGLISH



Level

B1.2

WORKBOOK

 Norma





It Was Terrifying!

1. Read the following movie descriptions and use Word Banks 1 and 2 to complete the missing information.



Genre: western

- a. *3:10 to Yuma* stars two very famous actors, Russell Crowe and Christian Bale. This movie is set in the second half of the 19th century and contains cowboys on horses who have gun fights with the local Indians.

Description: historical

Genre:

- b. The extremely funny, *Crazy, Stupid Love*, is a star-packed movie with actors like Steve Carell, Ryan Gosling and Emma Stone. The relationships and jokes in this movie will have you rolling on the floor with laughter.

Description:



Word Bank 1

- action
- comedy
- horror
- western

Word Bank 2

- energetic
- historical
- humorous
- terrifying

Genre:

- c. The original *A Nightmare on Elm Street* was one of the most frightening movies ever. Recently, in 2010, the scary icon, Freddy Krueger, came back to life, provoking fear in local residents. Be careful not to watch this movie when you are home alone; who knows who is hiding in the corner!

Description:

Genre:

- d. *The Bourne Legacy*, the latest in the Bourne series, is an action-packed movie starring Jeremy Renner. This movie is full of life-or-death experiences that will leave you wanting more.

Description:



Vocabulary Strategy

To associate words and paragraphs, look for synonyms or words that express similar ideas.

2. Complete the questions with the verbs in the Word Bank and then match them with their answers.

Word Bank

- had • did • has • was (2X)

- Has Brad Pitt won a Golden Globe award?
- Vin Diesel cast in the Batman movie, *The Dark Night Rises*?
- Sofia Vergara recording *The Smurfs* when she started to record *Happy Feet 2*?
- Scarlet Johansson act in the movie, *American Pie*?
- Leonardo DiCaprio finished filming *The Departed* when he started to film *Shutter Island*?

- ☐ Yes she was. She recorded them both at the same time
- ☐ No she didn't, but she did act in the movie, *Vicky Cristina Barcelona*.
- ☒ a Yes he has. He won it for his performance in the movie, *12 Monkeys*.
- ☐ Yes he had. He had finished filming the first movie 4 years before starting the second one.
- ☐ No he wasn't. In fact, he has never acted in a Christopher Nolan movie.

3. Complete the mini biography using the correct form of the verbs in parentheses. Use the Simple Past, Past Progressive, Past Perfect and Present Perfect tenses.



Hugh Jackman, born October 12th 1968, is an Australian actor and producer who has acted (act) in many famous movies over the years including *Swordfish*, *X-Men*, *The Prestige*, *Flushed Away*, *Happy Feet*, and *Australia*. He became (a. become) famous for his role as Wolverine in the hugely popular *X-Men* film series. In 2001, when Jackman started (b. start) filming *Swordfish*, alongside Halle Berry and John Travolta, he finished (c. finish) already recording the first *X-Men* film. The year 2006 was an extremely busy one for Jackman. While he provided (d. provide) his voice for the animation movie, *Flushed Away*, he recorded (e. record) also another animated film, *Happy Feet*. Earlier that same year, Jackman completed (f. complete) filming the box office hit, *The Prestige*. Next, in 2008, came *Australia*, a movie close to Jackman's heart, given that it is about his home country. Jackman truly is an accomplished actor who won (g. win) an Emmy Award, and is (h. be) also voted the sexiest man in the world in 2008 by People Magazine. If the rumors are true, we can expect to see more of Jackman on the movie screen in the near future.

4. Unscramble the words to make appropriate questions based on the responses given.

Interviewer: Good evening and welcome to our radio program, *Behind the Scenes*. Today we are talking with movie critic, Peter Gould. Peter, thank you for participating in our program!

Movie Critic: It's a pleasure to be here.

Interviewer: Tell us, Peter, _____

the new James Bond movie / have / Skyfall / seen / you / ?

Movie Critic: I sure have! I saw it before it came out on the big screen in the cinema. That's one of the advantages of my job. I get to watch the movies before they are officially released.

Interviewer: _____

movie / like / did / the / you / ?

Movie Critic: Yes I did. It's an adventure/action movie which is very energetic. A must see!

Interviewer: _____

James Bond movies / have / all / seen / the / you / ?

Movie Critic: Yes, I have seen all 23 films. I am a huge Bond fan.

Interviewer: _____

Daniel Craig / had / Skyfall / filming / starred in / James Bond movies / other / before / ?

Movie Critic: Yes, he had. In fact he played James Bond in *Casino Royale* in 2006 and in *Quantum of Solace* in 2008.

Interviewer: And for our last question this evening, _____

The Adventures of Tintin / to film / when he started / Daniel Craig / was / filming / Skyfall / ?

Movie Critic: No he wasn't. He had already finished filming *Tintin* when he started to film *Skyfall* in November of 2011.



Lesson 2

By the Time...



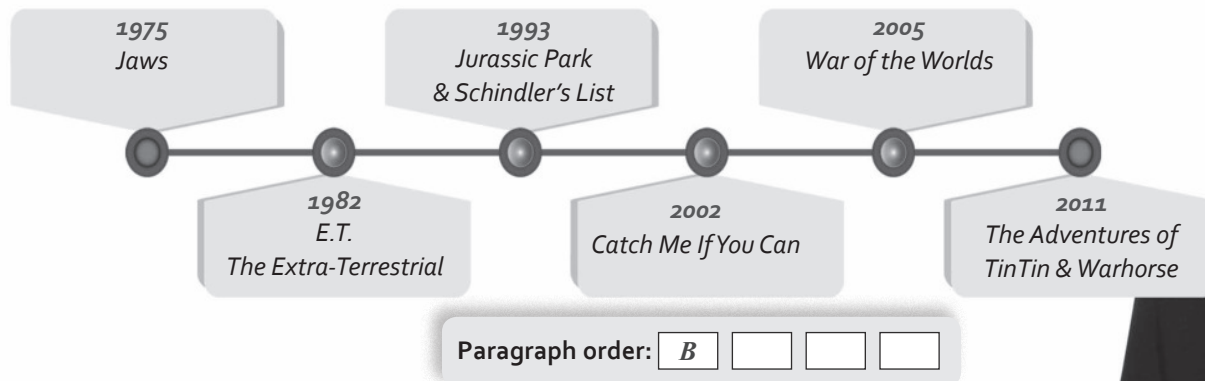
1. Read the life facts about Christian Bale. Then, decide which sentence is true (T).

- Christian Bale has been acting in movies **since** he was 12 years old.
 - ☐ 1. He started acting when he was 12 and is still in the movie field.
 - ☐ 2. He started acting in movies before he turned 12 years old.
- He started acting in movies **after** working with Rowan Atkinson in a comical theatre act.
 - ☐ 1. First Christian started acting in movies, and then he worked with Rowan Atkinson.
 - ☐ 2. First Christian worked with Rowan Atkinson, and then he started acting in movies.
- By the time** Christian turned 18, he had already acted in six movies.
 - ☐ 1. Christian had acted in six movies before he turned 18.
 - ☐ 2. Christian acted in six movies after he turned 18.
- But it wasn't **until** he starred in the 2000 thriller, *American Psycho*, that he really achieved world-wide fame.
 - ☐ 1. Christian was not famous world-wide before acting in the movie *American Psycho*.
 - ☐ 2. Christian was famous world-wide before acting in the movie *American Psycho*.
- In 2005, having **already** completed his great role in the movie, *The Machinist*, Christian won the role of Batman, in *Batman Begins*.
 - ☐ 1. First Christian won the role of Batman in *Batman Begins*, and then he completed his great role in *The Machinist*.
 - ☐ 2. Once Christian finished his role in the movie *the Machinist*, he got the role of Batman.
- Initially, **while** filming *Batman Begins*, Christian said he felt ridiculous wearing the Batman costume.
 - ☐ 1. Christian said he felt ridiculous wearing the Batman costume at the end of the filming of *Batman Begins*.
 - ☐ 2. Christian said he felt ridiculous wearing the Batman costume during the filming of *Batman Begins*.

2. Choose the correct option to complete each sentence.

- Brad Pitt has acted in many movies _____ he became famous for his role in *Thelma & Louise*.
☒ since ☐ while ☐ by the time ☐ until
- When Kristen Stewart turned 22, she had _____ won various MTV Movie Awards.
☐ after ☐ until ☐ since ☐ already
- Directly _____ filming the movie, *Funny People*, Adam Sandler started to film *Grown Ups*.
☐ since ☐ by the time ☐ after ☐ while
- Brad Pitt and Angelina Jolie fell in love _____ they were filming the movie *Mr. & Mrs. Smith*.
☐ until ☐ while ☐ already ☐ by the time
- Stanley Kubrick didn't direct *A Clockwork Orange* _____ he had finished *2001: A Space Odyssey*.
☐ already ☐ until ☐ while ☐ since
- _____ Christopher Nolan wrote *The Dark Night Rises* in 2012, he had already written *The Dark Knight* in 2008 and *Batman Begins* in 2005.
☐ until ☐ after ☐ by the time ☐ since

3. Use the time expressions from the previous exercise and the timeline to complete the mini biography and then put the paragraphs in order.



A By the time the 21st century arrived, Spielberg had _____ (a) directed over 30 movies and had won various awards for his work. His fame continued into the 21st century, with box office hits like *Catch Me If You Can*, in 2002 and then *War of the Worlds* in 2005. _____ (b) *War of the Worlds*, Spielberg has directed *The Adventures of Tintin and Warhorse*.

B Steven Spielberg, born in Cincinnati, Ohio in 1946, is arguably one of the most famous and influential movie directors in Hollywood. He went to California State University, but shortly _____ (c) starting, he dropped out to pursue his entertainment career.

C Now, nearly 70 years of age and with a long list of very successful movies, Spielberg has been quoted as saying that he intends to continue directing and making movies _____ (d) he is no longer physically able to.

D Spielberg hit international stardom with his box office hit, *Jaws*, in 1975 and 7 years later came his next big hit, *E.T. The Extra-Terrestrial*. But, it wasn't _____ (e) 1993 that Spielberg once again received critical acclaim for the movies, *Jurassic Park and Schindler's List*. In fact, _____ (f) he was directing *Jurassic Park*, he also started to make *Schindler's List*, a film for which he won Best Director at the Oscars.



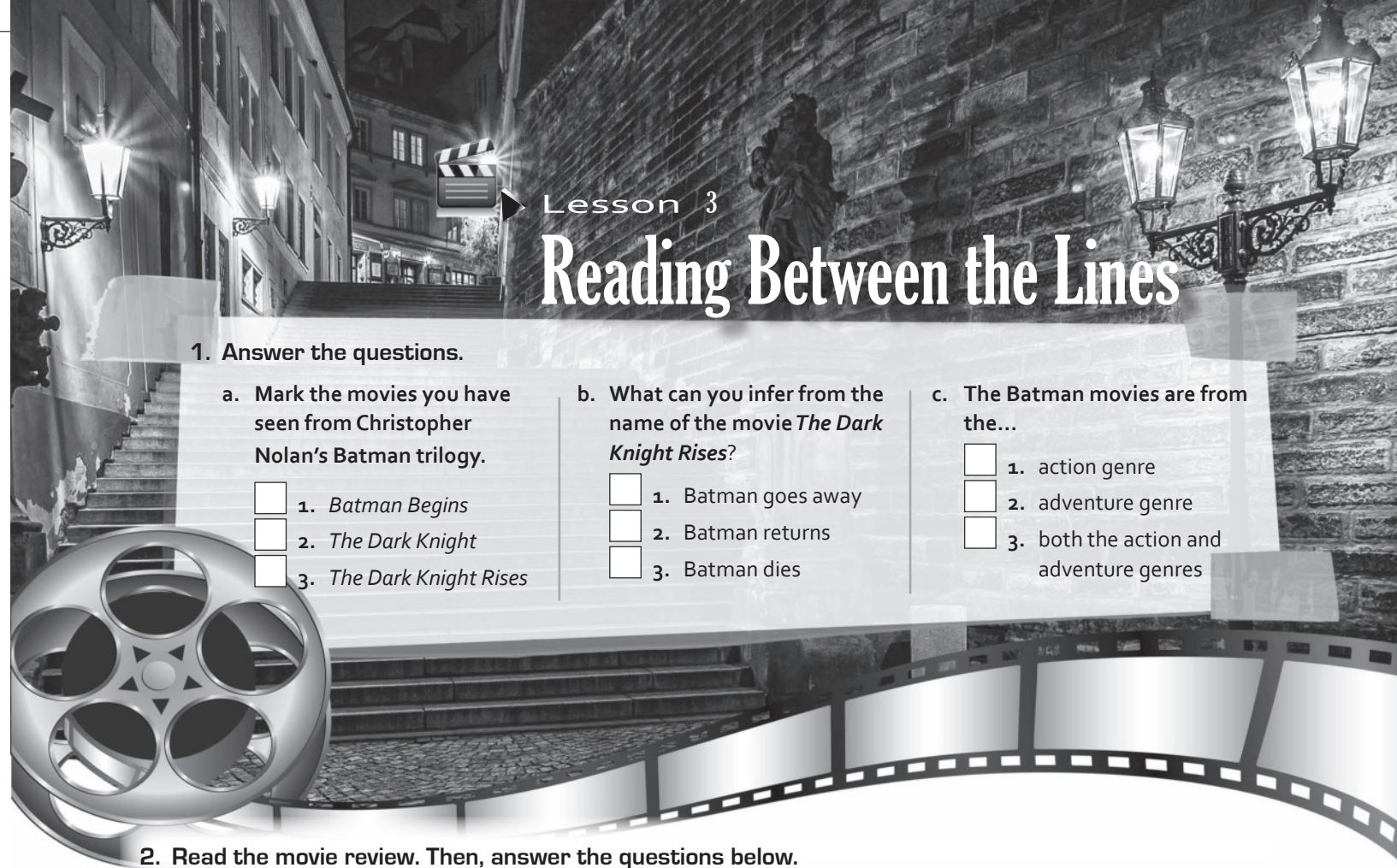
4. Use the phrases in the box to complete the text.

Martin Scorsese is widely considered one of the greatest film directors of all time and has been widely praised for _____. Not only does he direct movies, but he is also an important film producer, writer and actor. As a producer, Scorsese helps _____, and as a writer, he is _____. The cast of many of Scorsese's movies have included _____, while famous musicians like Bob Dylan and The Rolling Stones _____.

Phrases

- a. famous actors like Robert De Niro and Leonardo Di Caprio
- b. have collaborated on many of his movie's soundtracks
- c. finance movie projects
- d. creatively controlling the artistic aspects of the movies he makes
- e. the author of various screenplays





Lesson 3

Reading Between the Lines

1. Answer the questions.

a. Mark the movies you have seen from Christopher Nolan's Batman trilogy.

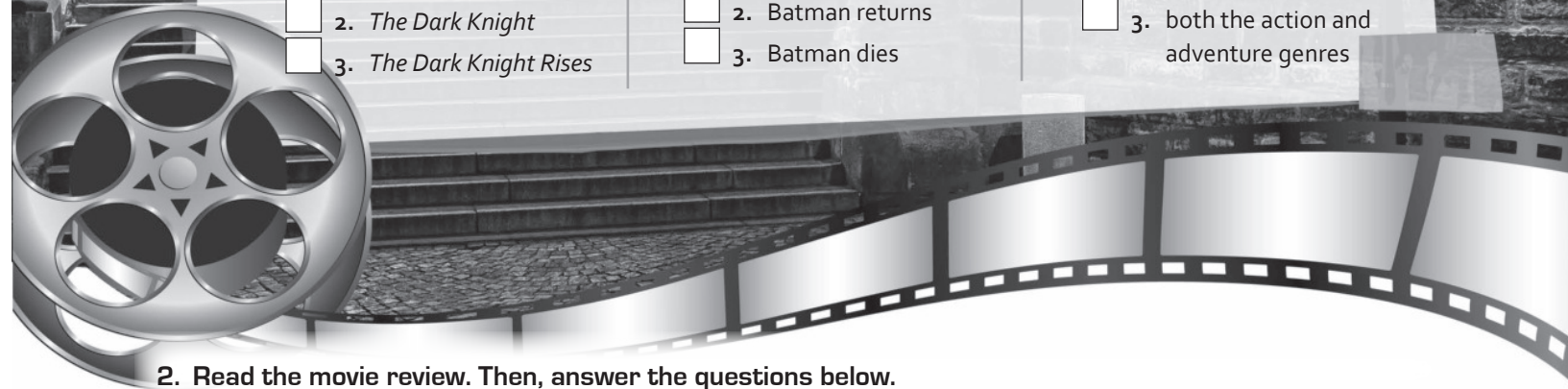
- ☐ 1. *Batman Begins*
- ☐ 2. *The Dark Knight*
- ☐ 3. *The Dark Knight Rises*

b. What can you infer from the name of the movie *The Dark Knight Rises*?

- ☐ 1. Batman goes away
- ☐ 2. Batman returns
- ☐ 3. Batman dies

c. The Batman movies are from the...

- ☐ 1. action genre
- ☐ 2. adventure genre
- ☐ 3. both the action and adventure genres



2. Read the movie review. Then, answer the questions below.

The action-packed adventure movie, *The Dark Knight Rises*, is the third and final installment of director, Christopher Nolan's Batman trilogy. Starring various accomplished actors like Christian Bale, Gary Oldman, Tom Hardy and Anne Hathaway, this energetic movie is guaranteed to captivate its audience.

After vanishing into the night 8 years ago and falsely accepting the blame for the crimes of then district attorney, Harvey Dent, Batman turned from hero to fugitive. Now, police commissioner James Gordon, the only man who knows of Batman's innocence, has nearly eradicated organized crime from the streets of Gotham city. But, everything is about to change with the arrival of the skillful cat burglar*, Selina, and the far more dangerous emergence of Bane, the masked terrorist who has ruthless plans for Gotham City.

Gordon is captured and severely beaten by Bane. After managing to escape, he is found by police detective, John Blake. Blake eventually deduces Batman's true identity, so he, along with Gordon encourage Batman to break his 8-year self-imposed exile and return to help defeat Bane before he fulfills his evil plan to destroy Gotham City.

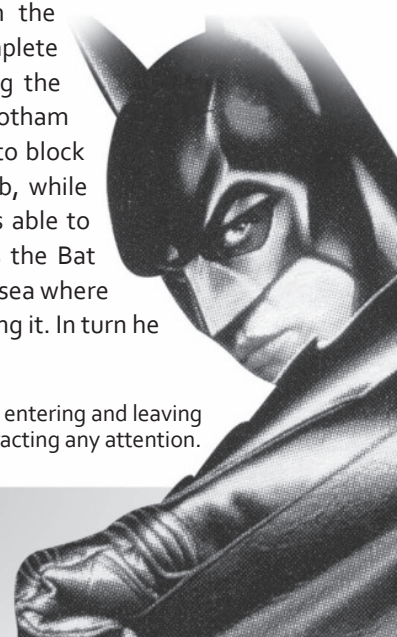
After coming out of exile, Batman asks Selina to lead him to Bane in exchange for erasing her identity from every database in the world. However, Selina leads him into a trap because Bane had agreed to let her live if she brought Batman to him, because Bane had revealed that he knows

Batman's true identity and sends him to a foreign prison with a broken back. When Selina tricks Batman into meeting Bane, he breaks his back and sends him to a foreign prison.

Bane has also managed to trap most of Gotham's police underground and isolates the city from the rest of the world, preventing outside military help. He tells Gotham's citizens that he will detonate a nuclear weapon if anyone attempts to leave the city.

After months of recuperating, Bruce escapes from prison and enlists the help of Selina, Blake, Gordon, and Miranda Tate to liberate Gotham and stop the nuclear bomb. Batman almost defeats Bane. However, Tate comes to Bane's aid, revealing herself as the daughter of Ra's al Ghul, one of Batman's worst enemies from the past. She, like Bane, plans to complete her father's work by detonating the nuclear bomb and destroying Gotham City. Luckily, Gordon manages to block Tate from detonating the bomb, while Selina shoots Bane before he is able to kill Batman. Batman then uses the Bat aircraft to take the bomb out to sea where he is presumably killed detonating it. In turn he is praised as a hero.

* *cat burglar*: a thief who is skillful at entering and leaving the locations he targets without attracting any attention.



Reading

After Bruce's funeral, Blake wants to reveal Batman's true identity to the world, but Gordon disagrees, stating that the city is not ready for the truth. Some months later, Bruce's personal assistant, Alfred, witnesses Bruce and Selina together in Florence, making an interesting twist to the finale.

Even though it could be said that it might not be the greatest movie in Nolan's Batman trilogy, *The Dark Knight Rises* definitely solidifies this three-part tale of Batman as one of the best ever told and will leave you wanting more. A must see!

a. Why did Batman turn from hero to fugitive eight years ago?

- ☐ Because he was tired of fighting crime.
☒ Because he took responsibility for Dent's crimes.
☐ Because he was ordered to leave by Gotham City's police force.

b. Did Selina help Batman?

- ☐ Yes, she led him to Bane.
☐ Yes, she saved him from Bane.
☐ No, she led him into a trap.

c. Why didn't Batman defeat Bane when he almost had the chance?

- ☐ Because Tate came to Bane's rescue.
☐ Because Selina came to Bane's rescue.
☐ Because Bane was too strong.

d. Who is Tate revealed to be?

- ☐ Bane's daughter
☐ Ra's al Ghul's daughter
☐ Bruce's daughter

e. Why didn't Gordon want Blake to reveal the truth about Batman's identity to the city?

- ☐ Because he wants to protect Dent's legacy.
☐ Because Gotham city hates Batman.
☐ Because he doesn't think the city is ready to hear the truth.

Reading Strategy

To make inferences and understand a story, use the facts given to make good guesses about other things that are not directly stated.

3. Make inferences to answer the questions below by finding clues in the text.

a. Why did Blake agree to help Gordon convince Batman, a fugitive, to come out of exile?

Facts: Eventually, Blake deduces Batman's true identity...

Answer: Because he had deduced Batman's true identity and realized that he wasn't a criminal.

b. Did Selina want to lead Batman into a trap?

Facts: _____

Answer: _____

c. Why did Bane tell Gotham's citizens that he would detonate a nuclear weapon if anyone attempts to leave the city?

Facts: _____

Answer: _____

d. Why was Batman praised as a hero?

Facts: _____

Answer: _____

e. Are Bane and Tate accomplices?

Facts: _____

Answer: _____

1. Choose a movie which you enjoyed. Then, complete the box below.

Movie Information

Movie: _____

Genre: _____

Director: _____

Stars: _____

Characters: _____

Plot: _____

Adjectives to describe movie: _____

Personal opinion: _____

2. Taking into account the information you filled in above, write a review of the movie.

Writing Strategy I

Remember to use verb tenses and time expressions correctly to help readers follow the sequence of events.

Writing Strategy II

Remember to provide enough information or context clues, including synonyms, antonyms and explanations in order to help readers infer information which isn't directly stated.

3. Evaluate your text.

	YES	NO
My movie review provides extra context clues so readers can infer information.		
I use time expressions to help readers follow the sequence of events.		
I use appropriate verb tenses to help readers follow sequence of events.		
My review captures the main plot of the movie.		
My review talks about the characters in the movie.		
I use adjectives to describe the movie and offer my personal opinion.		



Personality Types

1. Look at the personality types. Then, complete the questions with the adjectives from the Word Bank.

Word Bank

- careful
- curious
- creative
- practical
- friendly

Vocabulary Strategy

Associate words to increase your vocabulary.

Personality Types

- a. **artistic:** Are you _____ and do you like to express yourself through art?
- b. **conventional:** Are you attentive and _____ and do you like to follow routines?
- c. **investigative:** Are you _____ and interested in learning and solving problems?
- d. **realistic:** Are you _____ and like working with your hands?
- e. **social:** Are you a _____ person who likes helping others?

2. Classify the verbs in the Word Bank into 1 of the 3 groups (there are 5 verbs per group).

Word Bank

- can't stand
- hope
- plan
- suggest
- dislike
- like
- prefer
- try
- enjoy
- love
- seem
- want
- finish
- need
- start

Followed by Infinitives

- a. _____
- b. _____
- c. _____
- d. _____
- e. _____

Followed by Gerunds

- f. can't stand
- g. _____
- h. _____
- i. _____
- j. _____

Followed by Both

- k. _____
- l. _____
- m. _____
- n. _____
- o. _____

3. Use the information from exercise 2 to circle the correct option.

- a. People who are investigative and **like** to be / ~~being~~ around animals might **prefer** to study / studying veterinarian science. Veterinarian science students can specialize in domestic animals, wild animals or farm animals, but the faculty **suggests** to keep / keeping your options open by taking various subjects from the different specializations available.
- b. Engineering is a diverse field. Students who **plan** to study / studying engineering should be good at math and **love** to analyze / analyzing things methodically. If you **can't stand** to study / studying math, then engineering probably isn't for you.
- c. Social people often **enjoy** to work / working in jobs like teaching or social work. In fact, social work **seems** to be / being the job of choice for many high school leavers today. Social workers generally **try** to help / helping people and communities overcome their problems and improve their standard of living.
- d. Musicians **need** to be / being musically talented as well as very creative. They are often passionate people who **dislike** work / working to normal office hours, and despite the amount of competition, many **hope** to become / becoming famous one day for their music.

4. Get into pairs and play the game. Follow the instructions of each square. The student with the highest score wins.

a. Choose the best option.

Investigative people are usually very _____ and like analyzing new things.

- ☐ a. friendly
☐ b. curious
☐ c. creative

10 POINTS

b. Write the correct verb form.

I need _____ (study) medicine if I want to be a doctor.

15 POINTS

c. Unscramble the sentence.

suggested / more / my / doctor / fruit / eating

25 POINTS

d. Complete with your own information.

I have a _____ personality type and I would like to be a _____.

20 POINTS

e. Correct the mistake.

I love to study history, but I dislike to study math.

20 POINTS

f. Unscramble the sentence.

people / nurses / enjoy / helping / often

25 POINTS

g. Choose the best option.

I have finally finished _____. Now I am a qualified architect.

- ☐ a. to study
☐ b. studying
☐ c. both

10 POINTS

h. Write the correct verb form.

If you are a social person, I suggest _____ (look) for a job where you can interact with people.

15 POINTS

i. Correct the mistake.

Conventional people are very creative. They enjoy following rules.

20 POINTS

j. Write the correct verb form.

I am a painter. I hope _____ (sell) my paintings at next week's art fair.

15 POINTS

k. Unscramble the sentence.

personalities / sociable / teachers / have /

20 POINTS

l. Choose the best option.

If you love _____ around animals, why not think about becoming a veterinarian.

- ☐ a. to be
☐ b. being
☐ c. both

10 POINTS

m. Write the correct verb form.

My sister is a famous musician who dislikes _____ (read) false information about herself in the media.

15 POINTS

n. Choose the best option.

People who are practical are generally considered to have a _____ personality type.

- ☐ a. social
☐ b. conventional
☐ c. realistic

10 POINTS

o. Correct the mistake.

Tim plans studying journalism, and Kathy hopes to study acting.

20 POINTS

p. Unscramble the sentence.

an accountant / don't want / with / to work / doctor / if you / numbers / don't become

25 POINTS



Lesson 2

I'm Interested in...

1. Complete the chart with an appropriate suffix; -er, -or, -ist, or -ian.

Profession			
a. teach_____	d. veterinar_____	g. psycholog_____	j. doct_____
b. engine_____	e. electric_____	h. journal_____	k. invent_____
c. lawy_____	f. politic_____	i. dent_____	l. investigat_____

Vocabulary Strategy

Classify words according to word endings (suffixes) to help remember vocabulary.



2. Read the ads and use the words from the previous exercise to write the corresponding professions according to the description. Then, write the correct preposition for the italicized words.

Career Opportunity

Leading British newspaper is looking for an honest and ethical journalist to be part of our young dynamic team.

Applicants must be social and investigative people who are *serious* about working in the field.

If interested, *apply* to :
editor@dailynews.com

Position Vacant

Job Title:

Electrical _____(a)

Company: International Electronics Company

Requirements: Candidates should be specialized in the design, development and maintenance of electrical control systems.

Applicants *curious* _____(b)

finding out more information

should contact:

timharding@opecelectronics.com

Situation Vacant

Are you a qualified _____(c)?

Are you *familiar* _____(d) farm animals? Does living and working in a country town *appeal* _____(e) you?

Fast growing agriculture company is looking for the right applicant to manage the medical care of our animals.

Send CV to:

johnpierce@ecoanimals.com.au

CAREERS

Experienced _____(f) Needed

Are you a leader?

Are you persuasive and outgoing?

Have you *decided* _____(g) working for a large legal firm?

Based out of Houston, Texas, our firm represents and advises clients on a range of civil, penal and commercial legal matters.

Candidates must send their CV to:
applications@mullens&associates.com

Wanted _____(h)

Small, new private detective company is *interested*

_____ (i) hiring curious and inquisitive people to join our team.

Successful candidates will be *good*

_____ (j) finding facts, and analyzing information. Ex-police officers are especially welcome.

Call: (02) 9870-3647

Urgently Required _____(k)

Job Description:

Diagnose, prevent and treat teeth and mouth tissue problems.

Must be *specialized* _____(l) public health care.

Send CV to:

calgaryhealthcare@hotmail.com

3. Complete the sentences in column A with a word from the Word Bank. Then, match both columns.

Word Bank

- apply • appeal • interested • good
- decide • specialize • familiar • terrible
- curious • serious

Vocabulary Strategy

Use common *verb/adjective + preposition* combinations to help conversations flow and sound more natural.

A	B
a. Veterinarians have to be <u>serious</u> about their work	☐ because it is a major part of their work.
b. Teachers generally _____ in	☐ like penal, commercial or international law.
c. Engineers can't be _____ at math	☐ that make our lives easier.
d. If detective work _____ to you,	☒ because they're responsible for the medical treatment of animals.
e. Archaeologists are _____ about old bones	☐ creating financial statements.
f. Lawyers often _____ on a specific field to practice,	☐ preventing teeth and gum disease.
g. Dentists are _____ in	☐ maybe you could become an investigator.
h. Inventors are _____ at creating new things	☐ to study a specialization.
i. Doctors often _____ to different graduate schools	☐ and piecing together fragments of human and animal history.
j. Accountants are _____ with	☐ specific subjects and age groups.

4. Find 5 mistakes in the text below. Underline them and correct them.

Jason was having difficulties deciding what he wanted to do when he left high school. Most of his teachers were constantly talking about how important it was to apply to different universities so he could study the degree he was interested on.

This made Jason anxious, because he wasn't sure what he wanted; in fact, Jason wasn't even sure that he wanted to go to a university. Being outside and working with his hands appealed to Jason more than studying a degree at a university.

He began to consider the things he was good at and familiar for. After much contemplation, he realized that his

real passion was building things out of wood, so he decided on to apply to a local technical college where he specialized in colonial carpentry. Currently, Jason owns a small, but very successful construction company which specializes in building and renovating colonial style houses.

The moral of this story is that you should never study something just because somebody else wants you to. One of the most important things to consider when deciding at what to study, is what appeals to you and what you are good at. Being true to your own feelings when choosing a profession is the best way to ensure long-term happiness in your career.

Mistakes

- | | |
|--|----------|
| a. <u>interested on</u> – <u>interested in</u> | c. _____ |
| b. _____ | d. _____ |

5. Answer and discuss the following questions. Then, write two more questions using the combinations given.

- Have you *decided* on what you want to study at university? _____
- What professions are you *curious about*? _____
- _____ (*good at*)
- _____ (*appeal to*)



Lesson 3

On the Other Hand!



1. Answer the following questions.

- What careers are you interested in?

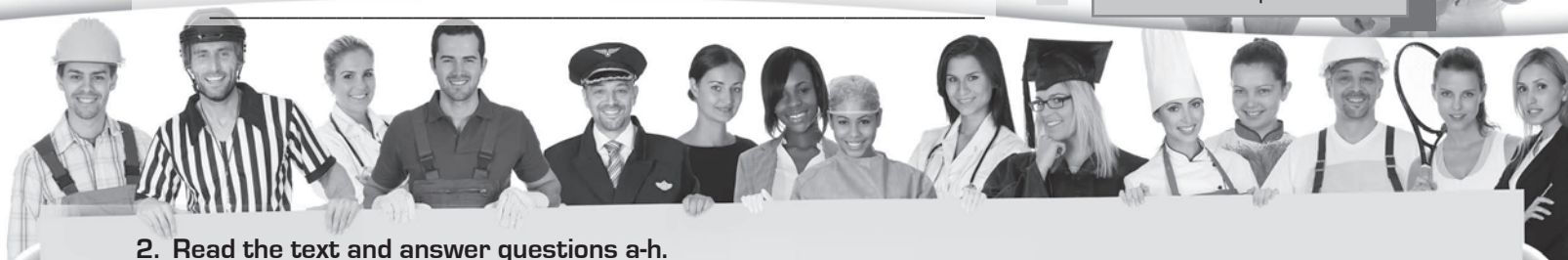
- What is more important to you, money or happiness?

- What are the most important things to consider when choosing a career?

- Do you feel scared or anxious when thinking about choosing a career?

Reading Strategy

Read articles in sections to check for comprehension.



2. Read the text and answer questions a-h.

Choosing a Profession that Best Suits You

Everybody is different. We all have different skills, interests, experiences and expectations. So how do you choose the career that's best for you? Whether you're trying to decide on your first job or you're thinking about a possible career, the following is a list of questions you should consider when making this important decision.

What are you cut out for?

We all have natural talents that make certain tasks easy for us. Considering your natural talents is very important when choosing the right career. Of course we're capable of doing other things, but those other tasks usually feel more like an obligation. Think about what you really enjoy doing and how those skills can be applied to a job.

- What are your natural talents? _____

What's your work style?

Everyone has a preferred work style, even if we don't realize it. However, that particular style can sometimes conflict with a career choice. For example, a flexible work environment might allow you to deliver projects on various dates. On the other hand, a structured environment would require specific deadlines and strict guidelines. Which do you prefer? In which environment would you be the happiest?

- Would you prefer to work in a flexible or structured environment? _____

Where do you like to work?

What's your preferred work location? Would you prefer to work in a small or big office, at home, outside, in a hotel etc.? Some people enjoy traveling for work. In contrast, others need consistency and should avoid careers that require a lot of moving around.

- Where would you like to work? In an office, at home or outside? _____

Do you enjoy social interaction?

It is important to recognize your social needs, so you can choose a career that matches them. Although some people prefer to work behind the scenes (without the complications of interacting with colleagues and clients), others, who are more social, might be more productive working as part of a team.

- Do you prefer working in a team or alone? _____

How important to you is work-life balance?

Are you someone who values a short commute to and from work and likes to spend weekends with your family? If so, it is a good idea to pick a career that has regular hours and little to no requirements to work overtime or on weekends.

- Do you want a job with normal office hours, and are you willing to work overtime? _____

Are you looking to give back?

For some people, how much money they will make is the most important thing when choosing a career. However, others might place importance on knowing that their hard work makes a difference in the world. Some careers have a component of giving back, where the beneficiary of your hard work is not a corporation, but rather a sick child, an endangered species or the planet's air quality.

f. How important is earning a lot of money to you? _____

Do you deal well with stress?

Some of us flourish with the stress of having strict deadlines. Some others like being the glue that holds everything together. On the other hand, others prefer to work in a more relaxed and stress free atmosphere. If you thrive under pressure, you may do well in a high-stress career. But, if stress makes you want to run the other way, look for a more laid-back option.

g. Would you prefer to have strict deadlines or do you prefer a more relaxed atmosphere? _____

How much money do you want to make?

What are your present and future expectations for money? You might be single now, but maybe you hope to start a family in the near future, or maybe you're part of a successful two-income family and need to decide whether you're comfortable compromising certain career aspects, like work-life balance, in order to earn a better income. If money is the reward you're looking for, there are careers to match.

h. What are your present and future expectations for money? _____

Finally, if choosing a career feels like too much pressure, relax and try to choose a career that feels right today, knowing that you can always change your mind in the future. In today's workplace, choosing a career doesn't necessarily mean you have to stick with that line of work for your entire life. You can always re-evaluate your choice in the future based on your long-term objectives. Remember, as time moves on, people change. Your needs for money, freedom, balance, and recognition will all change too. But for now, ask yourself the questions listed above and you'll be well on your way to choosing a career that best suits you.

Reading Strategy

Identify connectors of contrast such as *on the other hand*, *although*, *but*, *in contrast* and *however* to establish relationships between ideas and increase comprehension.

3. Answer the following questions based on the text.

a. Why is it important to consider your natural talents when choosing a career?

b. What type of work environment has specific deadlines and strict guidelines?

c. What are some types of different work locations?

d. Does someone who works 7 days a week have a good work-life balance?

e. Should someone who doesn't like stress work in a high-pressured job? Why or why not?



Writing Strategy I

Remember the normal structure for sentences with connectors:
sentence pattern 1; + connector,
+ sentence pattern 2.

Some people enjoy working in a team environment. However,
other people prefer working alone.

Writing Strategy II

Use connectors of contrast to combine contrasting sentences and make comparisons.

2. Based on the given subjects, write two contrasting ideas. Then, use the connectors indicated to write one sentence.

Subject	Contrasting Ideas	Sentence
Balancing work and personal life (<i>On the other hand</i>)	1. Some people _____ _____ 2. Other people _____ _____	_____ _____ On the other hand, _____ _____ _____
Exploring natural talents (<i>However</i>)	1. Some people _____ _____ 2. Other people _____ _____	_____ However, _____ _____ _____



Renewable Energy

1. Use the appropriate prefixes or suffixes in the Word Bank to complete the concepts on the left.

Word Bank

Suffixes

- -able (2x)
- -ing
- -al
- -ment
- -ed

Prefixes

- en-
- re-

- a. ____danger____ species
 b. sustain____ develop____
 c. glob____ warm____
 d. ____new____ energy

2. Read the text from an environmental organization and match the concepts in the Word Bank with the corresponding lines from the paragraphs.

Word Bank

- a. global warming
 b. endangered species
 c. sustainable development
 d. renewable resources
 e. greenhouse gases

- ☐ Currently, the amount of substances in the Earth's atmosphere that prevent the release of heat into space is on the rise. This rise is one of the main causes of the gradual increase in the average temperature of our planet. In order to combat this environmental problem, the growth of cities should be planned in such a way as to avoid the depletion of natural resources. One way of doing this is to use power which comes from natural sources such as sunlight and wind.

- ☐ If we all take responsibility for our planet: the air we breathe, the land we walk on, and the water we drink from, not only will we live in a cleaner planet with less contamination, but the number of plants and animals that are at risk of becoming extinct will begin to decrease.

3. Complete the renewable energy organization information. Use the Passive Voice and the verb tense indicated.

Currently, there are many different forms of renewable energy available. First, we have solar power, where the sun's rays are converted (a. convert – simple present) into electricity. This is probably the most well-known form of renewable energy. However, it is not the most widely used. Actually, hydropower accounts for 16% of the world's electricity consumption. In fact, nowadays, hydropower _____ (b. produce – present progressive) by 150 countries worldwide, with the largest producer being China. Another renewable energy form, wind power, uses little land and is very clean; absolutely no greenhouse gas emissions _____ (c. emit – present simple) during the process. Wind power accounts for 2.5% of the total worldwide electricity usage, with 83 countries using it. In the past, only nonrenewable forms of energy _____ (d. consume – simple past) by the world's largest cities, but with education and research, this is slowly changing. In 2008, renewable energy _____ (e. use – simple past) to generate 10% of the world's electricity consumption, with the forecast being that by 2035, renewable sources will account for nearly 23% of the world's total electricity generation.

4. Change the Active Voice sentences into the Passive Voice.

- Windmills capture the wind's force and convert it into wind power.

- Humankind consumed much less energy 50 years ago.

- Many countries are promoting the usage of renewable energy.

- Irrigation provides water to naturally dry land.

- The Egyptian Pharaohs used wind and hydro power to sail their sailboats up and down the River Nile.

Grammar Strategy

Use Passive Voice when it is neither important nor clear from context, the subject performing the action.

5. Unscramble the words. Use the words given to write about the process of making compost. Use the verbs in parentheses in the Passive Voice and in the correct tense.

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How to Make a Compost

- appropriate / an / compost bin / (choose - present)
An appropriate compost bin is chosen.
- of bins / composting / for / many types / (use - present)

- to store / a level and well-drained / your compost / site / (select - present)

- over soil / compost bins / concrete / rather than / (place - present)

- leaves, vegetable scraps and plant cuttings / materials / like / (collect - present)

- by humans / vegetable scraps are / which / vegetable parts / (not consume - past)

- in compost mixtures / dairy products and meats / materials like / (not include - present)

- are those / from milk / dairy products / (produce - present)

- to the compost / moistened with water / and / collected materials / (add - present)

- every / the compost / 7 to 10 days / (turn - present)

- the ingredients / in the compost bin / (decompose - present continuous)

- to fertilize / in the garden / the soil / finally / the compost / (use - present)





Lesson 2

Conserving the Environment

1. Complete the following sarcastic comics.

Use words from the Word Bank.

Vocabulary Strategy

Look at the comics and remember that sarcasm is the use of words that mean the opposite of what you really want to say, especially in order to show irritation or to be funny.

Word Bank

- compost
- conservation
- environment
- extinction
- pesticides
- recycle
- smog

a



b



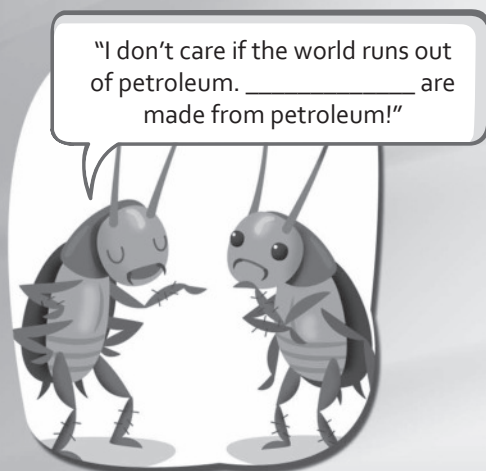
c



d



e



f



2. Each statement below elaborates on the corresponding comic above. Check (✓) the best answer to complete the statements.

- | | |
|--|--|
| <p>a. Smog levels <u>won't be</u> reduced if we all simply move out of the cities. Instead, we urgently need to reduce our society's contamination levels.</p> <p>☐ have been ☐ had been ☐ won't be</p> | <p>d. Hopefully, in the future, chemical fertilizers and pesticides <u>will be</u> replaced by organic products like compost.</p> <p>☐ have been ☐ had been ☐ will be</p> |
| <p>b. If, in the past, environmental education <u>had been</u> focused on a variety of topics, like car type and size, as well as recycling, we would have cleaner air to breathe.</p> <p>☐ has been ☐ had been ☐ will be</p> | <p>e. Petroleum <u>has been</u> used to make a number of products like pesticides over the years; most of them pollute our environment and are toxic to living things.</p> <p>☐ has been ☐ had been ☐ will be</p> |
| <p>c. Many types of conservation programs <u>have been</u> implemented around the world, but unfortunately hunters are still killing endangered species.</p> <p>☐ have been ☐ had been ☐ will be</p> | <p>f. The extinction of many animal species <u>has been</u> caused by man's destruction of our wildlife's natural habitat.</p> <p>☐ has been ☐ had been ☐ will be</p> |

3. Rewrite the sentences in order to make just one. Use a relative pronoun (*who, which, that or whose*).

E.g. This is 100% organic compost. It is used to fertilize my garden.

This is 100% organic compost which/that is used to fertilize my garden.

a. Craig is a 17-year-old nature lover. He is being taught how to make compost by his friend, Melisa.

b. I hate breathing in all the smog in the air. It is caused by our cars and factories.

c. They are the orphaned tiger cubs. Their mother was killed by hunters.

4. Read the following health warning and complete it with the appropriate relative pronouns and, when indicated, the verb in Passive Voice.

Caution: Toxic Pesticides Poisoning Humans

Pesticides are substances which are used (a. use – present) to kill pests and insects that (b) eat different types of vegetation, in particular, the food crops _____ (c. sell – present) in supermarkets for people to eat. The pests and insects are gone, but the toxic chemicals _____ (d. spray – past) on the fruit are not.

The World Health Organization, an organization _____ (e) purpose is to create international guidelines for food safety, has unfortunately approved the use of seven of the most toxic chemicals compounds _____ (f. know – present) to man for the production of pesticides. The highly toxic pesticides _____ (g. apply

– present) to the crops are ingested by people _____ (h. poison – pres. cont.) by the products in the supermarkets, and by animals that graze on the land. These animals and/or their byproducts are consumed by humans _____ (i. intoxicate – present) with the chemicals once again.

Another problem is the contamination of our rivers, lakes and oceans _____ (j. cause – pres. cont.) by these toxic pesticides. This means that we humans are consuming fish _____ (k. intoxicate – pres. perfect) with these poisonous chemicals, and that the water we drink and use to water our crops is polluted as well, creating a vicious cycle which will not be broken if left unchecked.



Lesson 3

Green Products

1. Check (✓) your knowledge about Iceland.

a. The country Iceland is located in...

- ☐ Southern Europe.
- ☐ Northern Europe.
- ☐ Central Europe.

b. Geothermal energy is...

- ☐ the heat from the sun.
- ☐ the heat from hydrogen.
- ☐ the heat from the earth.

c. Iceland is one of the world's most...

- ☐ densely populated countries
- ☐ sparsely populated countries
- ☐ don't know

Reading Strategy

The topic sentence summarizes the ideas of the paragraph.

2. Read the text and match the following topic sentences with their corresponding paragraphs.

- a. Back in 1999 the Icelandic Conservation of Nature Act was established as a set of ecological guidelines for the country to follow.
- b. Known to be one of the world's most volcanically active countries, Iceland has unlimited access to natural sources of geothermal energy.
- c. Situated at the top of the world, in the North Atlantic Ocean, between Europe and North America, Iceland is an amazingly beautiful mountainous island nation which is like no other.
- d. With 84% of the country's energy coming from renewable energy sources and world class nature conservation laws, it is easy to see why Iceland is the most sustainable country in the world.
- e. Iceland is the first country in the world to create an economy generated through industries which obtain their energy needs through renewable sources like hydropower.
- f. In 2012, Iceland was given the title of the most sustainable country in the world, ahead of other prominent countries like Switzerland, Costa Rica and Norway.
- g. The use of hydrogen to fuel cars and fishing boats is just one of many ongoing alternative fuel projects in Iceland.

Iceland: No. 1 for Sustainability and Conservation

☐ ^c It possesses many of the ideal components of sustainability including a government and citizens who are eco-friendly, vast and amazing landscapes, abundant renewable energy sources, pure and unpolluted water sources, exceptional wildlife, and an **overall commitment** to the conservation of nature. Just recently, Iceland claimed that preserving the country's natural wealth through conservation is one of its highest priorities.

☐ This effectively means that Iceland is the cleanest energy consuming country in the world, which is easy to understand when we consider the low levels of environmental disease, low air pollution, high water quality,

unpolluted forests, effective management of timber reserves, and the effective climate change policy which Iceland has become famous for. In fact, in 2010, Iceland was also labeled the world leader in pollution control, natural resource management, environmental public health, greenhouse gas emissions, and reforestation.

☐ The country is considered a pioneer and world leader in the use of this form of renewable energy for heating, and in recent years the amount of electricity generated from geothermal energy has also increased significantly. Geothermal energy facilities currently generate 66% of the country's total energy production.



☐ It is estimated that 18% of Iceland's total energy usage comes from hydro energy, with 75% of the country's general electricity harnessed through hydropower. Recent environmental impact assessments have suggested that Iceland has the potential to increase its hydropower production by up to 30% without any detrimental effects to the environment.

☐ The country provides an ideal location to test the viability of hydrogen as an alternative fuel source for the future, since it is a country of only 320,000 people, with over 60% living in the capital, Reykjavik. The small scale of the infrastructure makes the country's transition from oil to hydrogen much easier. There is also a plentiful supply of natural energy that can be harnessed to produce hydrogen in a renewable way, making it perfect for hydrogen production. However, these factors also make Iceland an advantageous market for electric vehicles, and given that electric vehicles are four times more efficient,

and less expensive than hydrogen vehicles, the country may switch to electric vehicles in the future.

☐ The purpose of this Act is to direct the interaction of man with his environment so as to minimize any harm caused to the planet, including air, land, sea and fresh water pollution, and plant and animal conservation, among others. Various environmental goals and timeframes have been set out in the Act, including the country's goal of becoming the first country in the world to be completely carbon and oil free by the year 2050, meaning that the country will be 100% reliant upon renewable energy.

☐ Not only is the country a visual delight of landscapes and scenery, but it is also a breathtaking example of an environment where man has learned to live peacefully with nature, respecting its laws and minimizing its destruction.

3. Answer the following questions based on the text.

a. Environmentally, Iceland is

- ☐ 1. very different from other countries.
- ☐ 2. very similar to other countries.
- ☐ 3. text doesn't mention.

b. In 2012, Iceland was given the title of the world leader in...

- ☐ 1. pollution control.
- ☐ 2. sustainability.
- ☐ 3. greenhouse gas emission control.

c. Iceland's main type of energy production comes from...

- ☐ 1. hydro energy.
- ☐ 2. hydrogen energy.
- ☐ 3. geothermal energy.

d. Iceland's electricity predominantly comes from...

- ☐ 1. hydro energy.
- ☐ 2. hydrogen energy.
- ☐ 3. geothermal energy.

e. Which car is considered more environmentally friendly?

- ☐ 1. hydrogen cars
- ☐ 2. electric cars
- ☐ 3. both types of cars have the same benefits

f. Iceland's Conservation of Nature Act sets out

- ☐ 1. short-term environmental goals.
- ☐ 2. long-term environmental goals.
- ☐ 3. text doesn't mention.

g. Iceland was voted the most sustainable country in the world because...

- ☐ 1. a large percentage of its energy comes from renewable sources.
- ☐ 2. it has excellent nature conservation laws.
- ☐ 3. both 1 & 2.



Writing

1. Decide on an environmental problem which affects your city or country and answer the questions. Then, use this issue to create the outline of two paragraphs.

- What is the problem? _____

- What are the causes of this problem? _____

- What are the consequences of the problem? _____

- What are the solutions? _____

Paragraph 1	Paragraph 2
Main topic (problem):	Main topic (solution):
Secondary ideas (causes):	Secondary ideas (consequences):
Topic sentence:	Topic sentence:

2. Use the information from exercise 1 to write the first two paragraphs of your article.

Writing Strategy

Use outlines to organize your ideas before writing.

(Title)

Paragraph 1

Topic sentence: _____

Secondary ideas: _____

Paragraph 2

Topic sentence: _____

Secondary ideas: _____



Lesson 4

In the Long Run

1. Match each sentence below with a picture. Then, change the underlined words for an expression on the right from the Word Bank.



- One day, the planet's oil reserves might become exhausted.
- People use electricity every day.
- Ultimately, sustainable development is the only way to go!
- You have to pay a lot for electronic cars.
- At first, I did not think what I was seeing was real. There was so much smog.

Word Bank

- | | |
|-------------------------------------|--------------------------|
| ☐ | 1. in the long run |
| ☒ | 2. run out |
| ☐ | 3. pay through the nose |
| ☐ | 4. not believe one's eye |
| ☐ | 5. day in and day out |

2. Use the appropriate expression from the Word Bank to complete the following text.

_____ (a) in Singapore, neon lights light up the skyline. Some say that the view is so beautiful that they _____ (b), while others remark how this artificial lighting is visual pollution. Singapore is impressively urbanized with very few natural ecosystems left. In fact, a major problem facing Singapore is the amount of water available. The country is quickly _____ *running out* _____ (c) of its supplies and will have to consider alternative water sources which will be the only solution _____ (d). Unfortunately, the water shortage means that people _____ (e) for this basic necessity.

Vocabulary Strategy

Use synonymous words and phrases to help work out how and when to use idioms.

3. Use the expressions to write what you would say in each situation below.

- a. You want to tell someone you paid a lot for your ecologically friendly house.

I paid through the nose for my ecologically friendly house.

- b. Mention that you couldn't believe it when you saw the price.

- c. State that if people don't start thinking green, soon we won't have any non-renewable resources left.

- d. Tell the person that buying the house was worth it because in the future it will work out cheaper.

- e. Say that by using solar power every day, you will also help our planet.

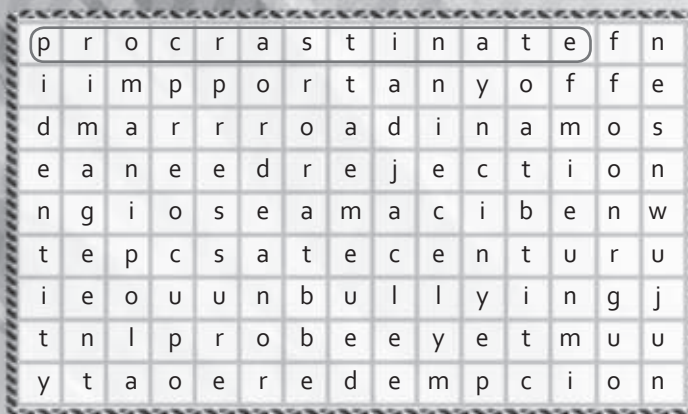




Dealing with Difficult Situations

1. Find the words in the puzzle related to problems that teens often have. Use the definitions to find the words.

- | | |
|---|--|
| a. To delay action (v). | e. To make someone else do something by arguing or persuading (v). |
| b. The state of being unaccepted (n). | f. The self or individuality of a person that distinguishes his/her from others (n). |
| c. The act of harassing or intimidating others (n). | |
| d. The impression a person gives to the public (n). | |



Vocabulary Strategy

Use definitions and images to identify vocabulary.

2. Read and complete the conversations with some of the words above. Then, check (✓) the word that is not a synonym of the word you wrote.



Tina: Oh, no! It's Tuesday and I haven't done my math assignment. It's due tomorrow.

Raj: Why do you procrastinate?

If you want, I'll give you a hand with the assignment but promise me you'll keep up your work in the future.

☐ bring forward ☐ postpone ☐ delay



Lin: Look at these models. They are so skinny! Oh, I'm so envious. What do you think, Leva?

Leva: That's not pretty Lin! They look ill. I'm not so concerned about my _____

to starve myself like that. What matters for me is to stay healthy and feel happy with myself.

☐ interior ☐ appearance ☐ looks



Fabio: Ugh! There's so much to study. I can't stand the _____ of school!

Judy: Don't worry! Come and study with us! We have a study group. If someone has difficulties, we help each other.

☐ stress ☐ relaxation ☐ tension



Jose: You are a homeroom teacher, aren't you? What's that like?

Valerie: Oh, my teens are great! I love them so much but lately one of them has been _____ other teens. I am working hard on stopping it.

☐ intimidating ☐ maltreating ☐ supporting

Reading Strategy

Identify paraphrase to improve comprehension and be able to interpret, understand, learn, and use a text you have read.

3. Choose the word that best completes the ideas on the left. Then, match them to their corresponding paraphrase.



- If I exercise / **exercised** 30 minutes a day, I'll feel happy and improve my mood, according to a research study.
- If I were a victim of someone who posted a fake profile on a social network, I **would** / **will** report it to site monitors. That's what they advise you to do.
- If a person **intimidates** / **intimidated** me, I will talk to someone about it and make sure that they help to make it stop. The school psychologist once advised me that.
- If I **am** / **were** you, I wouldn't let failing a test take control of my life because that would make me fail more!

- ☐ 1. It is my responsibility to let someone know I'm being bullied so he/she can do something to end it.
- ☐ 2. I would inform the web-site administrators about imposters on the internet, in case they caused me any harm.
- ☐ 3. If I let one failure take over my mind, it would make me think negatively about my future tests and I might fail them too.
- ☐ 4. It is a good idea to have a daily physical activity to do for half an hour because it helps you to stay in a good mood.

4. Complete the dialogue. Use the Word Bank and put the verbs in the correct tense to form the second conditional.



Word Bank

- | | | |
|-------------|----------|---------|
| • start | • write | • be |
| • disappear | • have | • use |
| • take up | • happen | • visit |

Mia: Wu, are you surfing the net again? What would you do if the internet disappeared?

Beth: Oh, I _____

(a) bored all the time if that _____ (b) I know I'm addicted to the internet and that can be a problem.

Mia: Maybe you would be more creative with your free time. Try imagining what you would do.

Beth: OK, let's see...oh, I _____ (c) exercising more; I like riding bikes. Also, _____ (d) a hobby like painting, creative writing or robotics. How about you, Mia. What would you do if you couldn't _____ (e) social networks or email?

Mia: Oh that's a hard one. Maybe I would _____ (f) my friends more often. If we didn't _____ time to meet, we'd probably _____ letters to each other to catch up; that's what our grandparents used to do.

5. Read each situation and write the corresponding wish or desirable situation.

Grammar Strategy

Recognize and use formulas and patterns to express what you want to be true or real.

- Jim **has** to choose between two extra-curricular activities: robotics and environment. He likes them both very much.
He wishes he didn't have to choose between robotics and environment.
- Sandra loves exercising but **there aren't** enough hours for physical education at school.
She wishes _____
- Jim **can't** go out tonight because he has soccer practice early in the morning.
He _____
- Daniel **isn't** communicating with his parents very well.
He _____
- Jim's friends **aren't** very supportive.
He wishes _____



Lesson 2

What Would You Have Done if...?

1. Match the pictures with the phrases in the Word Bank. Then organize the pictures from 1 to 6 to determine the sequence of events.

Mario's Chain Reaction

Word Bank

- missing the teacher's explanation
- arriving late to class
- failing a test
- not being able to study without class notes
- waking up late
- using Facebook until midnight



2. Use the ideas above and the Word Bank to reflect on Mario's story. Use the third conditional.

- If Mario hadn't used Facebook until midnight, he would have gone to bed early.
- If he hadn't woken up late, he _____ to class on time.
- If he hadn't arrived late to class, he _____ the teacher's explanation.
- If he hadn't missed the teacher's explanation, he _____ his own notes in class.
- If he hadn't forgotten to take notes from his classmates, _____ them for the test.
- If he had studied for the test, _____ it.

Word Bank

- hear
- get
- go
- fail
- take
- review

3. Identify and circle the mistakes in the following regrets. Then, correct them.

- If I had pass the test, I would have obtained a higher grade in the subject. passed
- If I had obtained a higher grade, I would have apply for an internship in a multinational company. _____
- If I did that internship, I would have been accepted to The University of Japan. _____
- If I had been accepted to The University of Japan, I would have study Asian Studies. _____
- If I had studied Asian Studies, my biggest dreams would have came true. _____





4. Complete the following conversation. Use the verbs in parentheses.

Teacher: You look worried. What's wrong Simone?

Simone: It's just that I wish I hadn't kept (not keep) quiet about a bully in my class.

Teacher: Why?

Simone: If I _____ (a. tell) you that my friend Julia's homework was stolen, she wouldn't _____ (b. get) a bad grade.

Teacher: That's terrible Simone.

Simone: I wish I _____ (c. make) the right decision.

Teacher: I think it's never too late to tell the truth. Besides, you have to denounce bullies because we can do something to stop it.

Simone: Thanks for listening Ms. Castro.

Teacher: Julia and Martha, I have asked you to come to try to solve things.

Martha: I appreciate that teacher. I know I acted terribly wrong and I'm sorry for that.

Julia: I appreciate it, too; I think that if we really try, we _____ (d. can) make up and start fresh. I wish this _____ (e. not happen). I still can't understand why you stole my homework, Martha.

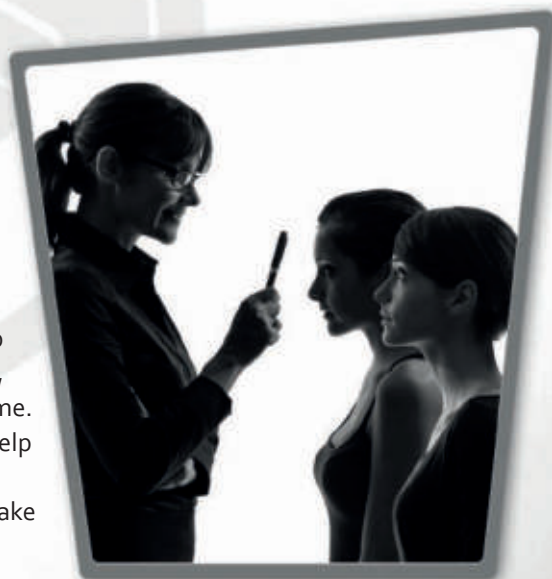
Martha: I apologize for doing that Julia. I wish I _____ (f. not do) so. I was desperate! I couldn't understand the assignment and I really needed a good grade. It won't happen again.

Teacher: I'm glad you regret having done it.

Julia: I am glad too. I forgive you Martha and in the future you should ask for help when you don't understand something. If you _____ (g. need) my help, I _____ (h. explain) the tough topics to you. You can count on me.

Martha: Oh, that would be great Julia. I'm very good at chemistry, so I offer my help to you, too. Thank you very much Ms. Castro for helping us reconcile.

Teacher: I think you two have reached an agreement. Now, how about a hand shake and a hug?



5. What would you have done in the situation described above?

a. If I had been in Julia's shoes,
I would have _____

b. If I had been Martha,
I _____

c. If I had been in the teacher's place,
I _____

d. If I had had to solve the situation,
I _____

6. Paraphrase the following ideas using *wish* followed by the Past Perfect tense.

a. Pablo feels sad that he didn't attend his painting classes.

He _____

b. Laura regrets that she didn't have private tuition to help with her English class.

c. Paul is sorry he spent his money on running shoes.



Lesson 3

The Teenage Brain

1. Can you read this?

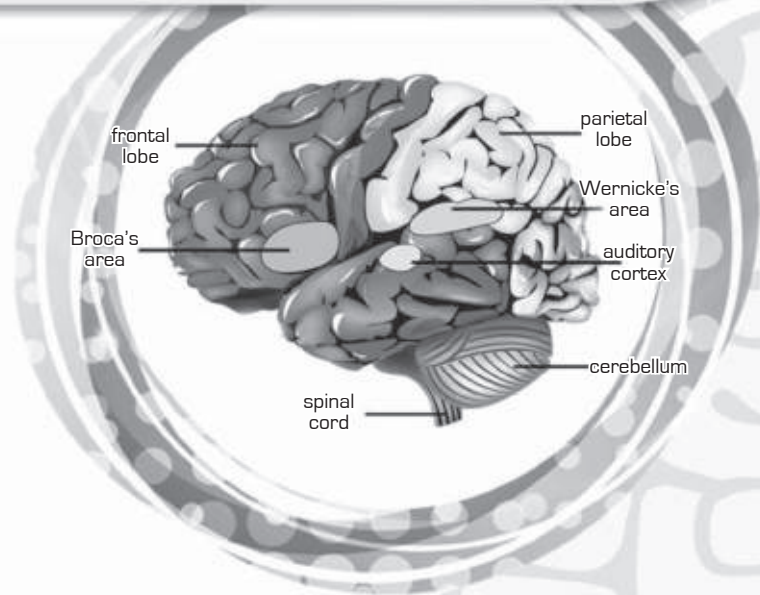
Aoccdnig to rseearch ta Cmabrigde Uinervtisy, it deosn't mttar ni waht oredr the ltteers in a wrod are, eth only iprmoatnt tihng is taht the frist and lsat ltteer are in the

rght pclae. The rset can be a toatl mses and you can sitll raed it wouthit a porbelm. Tihs is bcuseae the huamn mnid deos not raed ervey lteter by istlef, but the wrod as a wlohe.

2. Answer the questions.

a. Did you know your brain could read mixed-up words?

b. Can you write a short sentence with mixed-up words? What is the trick?



3. Match the statements (a, b, c) with the corresponding pieces of information below.

- a. This area allows you to speak a language.
- b. This area allows you to understand a language.
- c. This is the hemisphere in which you find language processes.

1. The *Wernicke's* area is the region of the brain involved in the comprehension of speech.

2. In most people (97%), both *Broca's* area and *Wernicke's* area are found in only the left hemisphere of the brain.

3. The *Broca's* area is the region of the brain involved in the production of speech.

4. Read the following interview and identify the introductory statements that make reference to scientific information.

Reading Strategy

Identify scientific information stated by experts to raise awareness of the credibility in a scientific text.

THE LANTERN

Special Report

Early Age and Second Language Learning

For this special issue of our school's newspaper, our student-reporter interviewed Prof. Sanchez, PhD in Second Language Acquisition from the University of Salamanca, about second language learning in children who are very young.

Reporter: Prof. Sanchez, is there an ideal age to learn a second language?

Prof. Sanchez: According to some linguists like Penfield and Roberts in 1959, children have ideal conditions to acquire a second language (L2) before puberty. They called it the **critical age period**. They assert that there is a vital stage between birth and puberty to learn a second language.

Reporter: In what sense is this period ideal or vital?

Prof. Sanchez: It has been proved that early learners –between 3 and 6 years old– find it easier to control over the grammar, accent and rhythm of the language. For example, they will imitate the sounds of the second language much more accurately than those who start learning after puberty. These discoveries were shown by linguists such as Johnson, Newport and Krashen.

Reporter: How is this possible? Why is it easier?

Prof. Sanchez: To understand this you have to compare the brain processes of early learners and late learners. When an L2 is learned during the critical period, it shares some regions used by the mother tongue (L1). Under this condition the brain works faster by recognizing linguistic patterns between the two languages and storing them. Functional magnetic resonances (scans showing electromagnetic energy)

have shown that Broca's area is heavily involved in this process. If the language is learned at a later period, the L1 is already strongly established and it therefore interferes with the learning of the L2.

Reporter: Amazing! What about gender. Is it easier for boys to learn an L2 than girls?

Prof. Sanchez: In fact, it may be the other way around. According to Dr. Liaño Martinez, a researcher and lecturer, there is a tendency for early language acquisition to be more precise in girls than in boys, suggesting that girls will be better at acquiring a second learning in the beginning than boys. However, the differences will disappear once their brains develop completely.

Reporter: So, studying a second language at an early age in schools can be advantageous for children because their brains have the flexibility to do so. Also, children can imitate the new language sounds better.

Prof. Sanchez: That's correct. Furthermore, academic achievement increases when children learn a second language in their first years of schooling. However, they may forget it easily if they do not use the language.

Reporter: Thank you Prof. Sanchez for your observations about second language learning.

Adapted from: *Language Development, Critical period. The Newport Report of the Rochester University, New York, USA.*

5. Read each idea and decide which one is stated explicitly (S) in the text and which one is (I) inferred.

a. The critical age period:

- ☐ 1. The critical age period occurs between birth and teenage years making it the ideal time to learn a second language.
- ☐ 2. It is better to learn a language when children are very young.

b. L2 and brain processes:

- ☐ 1. Early learners store the L2 more efficiently than late learners.
- ☐ 2. The early learner's brain stores a significant amount of information about the L1 and L2 in the same areas.

c. Age and learning:

- ☐ 1. Learners between 3 and 6 years old don't face many difficulties with pronunciation.
- ☐ 2. Older learners are more likely to speak their L2 with a foreign accent.

d. Girls and boys:

- ☐ 1. Gender is not an indicator of successful second language learning.
- ☐ 2. Before puberty, girls learn with more precision than boys at the beginning of the process.

Reading Strategy

Connect the language clues in the text with your prior knowledge to construct understandings beyond what is explicitly stated in the text.

Writing Strategy

Use quotation marks “...” to enclose words quoted from experts. Do not include them when you use synonyms and different grammar to summarize what they said.

1. Carry out some research about the topic of *Learning languages with Video Games*, and complete the following outline below.

Learning Languages with Video Games

One advantage is:

Another advantage is:

According to _____,
“ _____ ”

Studies show that _____

Prof. / Dr. _____ states that
“ _____ ”

Studies show that _____

Writing Strategy

Write about only one topic in each paragraph to maintain unity in a composition. Use **transition signals** to achieve coherence in the composition: *In fact, also, secondly, indeed, finally, most convincingly, in sum.*

2. Use your ideas from the previous activity and write a short scientific article.

Learning Languages with Video Games

Introduction (complete the thesis statement with the two advantages)

Learning a language can be difficult, but with the aid of a playful element the experience can be very positive. Therefore, learning languages with video games can be advantageous for children because _____
_____ and _____

First paragraph (write the 1st advantage and support it with an argument from authority, a study or a statistic)

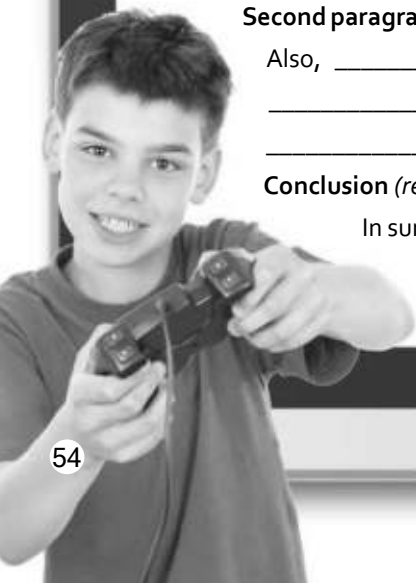
In fact, _____

Second paragraph (write the 2nd advantage and support it with an argument from authority, a study or a statistic)

Also, _____

Conclusion (restate the two advantages using different words)

In sum _____



Dictionary

A-D

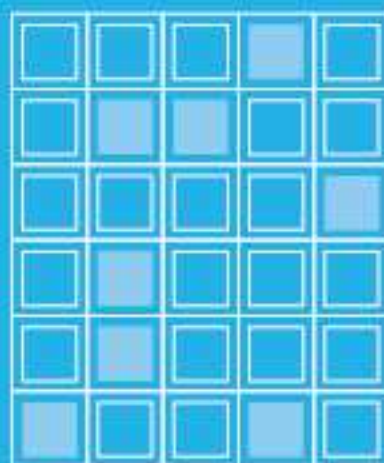
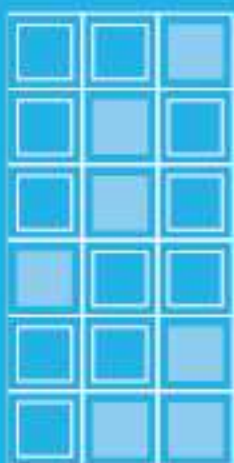
M-P

E-H

Q-T

I-L

U-Z



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