

ENGLISH AWARE

Student Book & Workbook

2

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Majestic
Education

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English Aware 2

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This series is a tool that will help you develop your communicative competences in the English language according to the CEFR (Common European Framework of Reference). This series is profusely illustrated to help you visualize and understand new vocabulary and grammar structures. It contains reading texts and listening exercises to help you practice them both in context.

You will acquire:

Knowledge: You will learn new vocabulary and grammar structures in contextualized every day activities.

Abilities: You will develop language abilities in listening, reading, writing and speaking by using different strategies throughout the book. Enjoy listening through different exercises like conversations, texts, sounds and words to improve your pronunciation and listening skills; find interesting and diverse texts to practice your vocabulary and grammar in each unit; exercise your writing skills with the help of *Did I...* charts to check on your own how you did; and follow the speaking exercises to practice with your classmates how to improve your speaking skills.

Attitudes: You will work individually and collaboratively. You will be able to assess your own progress and find out which are the topics and skills you need to continue working with; but at the same time, you will work with others allowing you to develop your social and interpersonal skills.

At the end of the book you will find a workbook with different sections that will help you practice even more your newly acquired language skills, because they are a continuation of them. There is also a grammar and vocabulary extra practice with more and varied exercises that will help you practice profusely.

In this book you will reach A1+ where you will be able to understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. You will be able to introduce yourself and others and to ask and answer questions about personal details such as where you live, people you know and things you have. You will be able to interact in a simple way provided the other person talks slowly and clearly and is prepared to help.

Enjoy your book on your own and with your classmates!

The Authors

Scope & Sequence

	UNIT	GRAMMAR	READING
MODULE 1	1. MY MULTICULTURAL CLASSROOM	Adjectives	E-mail / (Skimming and Scanning)
	2. TECHNOLOGY	Order of Adjectives	Catalogue / Scanning
	3. NEWER AND OLDER THINGS	Short Comparatives	Comparing present and past activities / Skimming
	4. THE MOVIES	Long Comparatives	Descriptions / Reading for specific information
	5. THE ROLLER COASTER	<i>Too / Enough</i>	Reading ads / Reading for specific information
	6. MOUNT EVEREST	Short Superlatives	Reading descriptions of places / Reading for specific information
	7. THE MOST DANGEROUS ANIMAL	Long Superlatives	Reading descriptions of animals / Reading for specific information
	8. THE VIEW IS AMAZING AND THE WEATHER IS GREAT	Linkers (<i>and, but, so, although</i>)	Reading a letter / Scanning
MODULE 2	1. HAPPY CHILDHOOD	Simple Past Verb <i>to be</i> Affirmative	Story (Narrative) / Skimming
	2. CITIES IN THE PAST	Simple Past Verb <i>to be</i> Negative and Interrogative	Describing old and modern places / Reading for specific information
	3. THE DAY MR. PEREZ DISAPPEARED	Simple Past Regular Verbs <i>-ed</i>	A Mysterious Day / Reading for specific information
	4. LAST WEEKEND	Simple Past Irregular Verbs	A Day in the City / Scanning
	5. DID YOU EAT WAFFLES?	<i>Did</i>	The Crime / Scanning
	6. I DIDN'T DO THE CHORES	<i>Didn't</i>	The Agenda / Reading for specific information
	7. A RAINY NIGHT	Past Progressive Affirmative	The Rainy Day / Skimming
	8. THE LOST KEYS	Past Progressive Negative and Interrogative	The Shopping Day / Reading for specific information
MODULE 3	1. CHOP THE ONION	Imperative Form	Reading a recipe / Reading for specific information
	2. PARANORMAL EVENTS	<i>can, could, be able to</i> (Possibility)	Reading Sci-fi / Reading for specific information
	3. IT MAY RAIN TOMORROW	<i>may, might</i> (Possibility)	How to Prevent Disasters
	4. I NEED TO FIND A BOOK	<i>must, have to, need to</i> (Obligation)	Library Regulations / Reading comprehension
	5. MEDICAL EMERGENCIES	<i>don't have to, should, ought to</i> (Suggestion)	Visiting the Doctor / Skimming
	6. FIXING HOME	<i>had better</i> (Suggestion)	Helping a Friend / Scanning
	7. PARTY TIME	<i>can, could, may, would</i> (Requests, offers and invitations)	The Party / Reading Comprehension
	8. A DAY IN THE PARK	<i>must, can't</i> (logical deduction)	Deducing / Scanning
MODULE 4	1. THE BEACH	<i>going to</i> (Affirmative)	Planning a Trip (Reading for specific information)
	2. GO HIKING	Time Expressions (<i>tomorrow, next ..., the day after ...</i>)	Camping (Reading comprehension)
	3. INTENTIONS	<i>Going to</i> (interrogative and negative)	Resolutions (Scanning)
	4. THE SEER	<i>Will</i> (predictions affirmative)	Weather forecast / Reading for specific Information
	5. HELPING HANDS	<i>Will</i> (sudden decisions and requests)	Planning an event / Reading comprehension
	6. EATING OUT	<i>Will</i> (interrogative and negative)	Eating Out / Scanning
	7. MOVING OUT	<i>Will</i> vs. <i>going to</i>	A New Home / Skimming
	8. DAYDREAMING	<i>Wh-</i> Questions (future)	Planning the Future / Reading for specific information

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LISTENING	SPEAKING	WRITING	VOCABULARY
Description / Listening for detail	Describing people	Describing your best friend	Qualifying Adjectives
Description / Listening for detail	Describing gadgets	Descriptions for a catalogue	Adjectives to Describe Opinion
Listening to a list / Listening for detail	Role-play	Comparing	Short Adjectives
Listening to a dictation / Listening for detail	Describing a picture	Comparing and giving opinion	Long Adjectives
Listening to a description / Listening for detail	Reading statements to be compared	Writing sentences	Physical Characteristics
Fill in the gaps / Listening for detail	Comparing and Contrasting	Writing sentences	Opposites
Answering questions / Listening for detail	Discussion	Writing a description	Animals
Answering questions / Listening for detail	Reading out loud	Writing a letter	A Day Off
Listening for specific information / pronunciation of –ed	Describing myself years ago	Writing sentences / Describing past events	Childhood
Listening to a description / Listening for detail	Describing an old place	Write a note / Describe an old place	Facilities
Listening to an anecdote / Listening for detail	Describing past events / Pronunciation of –ed	Describing past events in a short story	Travels
Listening to a description / Listening for detail	Describing a situation	Writing a short paragraph	The city
Listening to a narration of events / Listening for the general idea	Exchanging information (asking each other)	Completing a form	Crimes
Listening to a narration of events	Comparing pictures	Writing a short paragraph	Every day activities
Listening to a description / Listening for detail	Describing a picture	Writing sentences to describe something	Indoor activities
Listening for the general idea	Exchanging information (asking each other)	Writing a note	Shops
Listening for detail / Listening to descriptions of food	Giving instructions / Making invitations	Writing a recipe	Cooking, Hobbies and Leisure Activities
Listening to a story / Listening for detail	Describing weird situations	Writing a short story	Paranormal Events
Listening to a radio ad / listening for detail	Making right decisions / Debate	Writing sentences	Natural Disasters
Listening to regulations and instructions / Listening for general information	Explaining what to do and what not to do / Dialogue	Writing a Set of rules	The Library
Illnesses and symptoms / Listening for detail	Asking and Giving Advice / Role-play	Writing pieces of advice	Illnesses
Listening to a radio show / Listening for the general idea	Describing pictures	Writing an e-mail	Everyday Situations
Listening to a phone call / Listening for detail	Inviting Friends / Dialogue	Writing an Invitation	Celebrations
Listening to a description of events / Listening for detail	Exchanging information (asking each other)	Writing sentences	The Park
Listening to an Itinerary / Listening for detail	Describing a trip / Interview	Completing a form	Vacations
Listening to a Tour Guide / Listening for general information	Agreeing on activities to do	Writing an e-mail	Outdoor Activities
Listening to an interview / Listening for general information	Describing New Year's Resolutions	Writing on a diary	Good and Bad Habits
Listening to the Radio / Multiple choice	Planning Outdoor Activities (Debate)	Writing a weather forecast	The Weather
Listening to requests / Fill in the blanks	Describing an event	Writing a list	Life Expectations
Listening to a conversation / Multiple choice	Role-play	Fill in a form on line	The Restaurant
Listening to a conversation / Listening for general information	Listening to a dialogue	Writing a note	Moving
Listening to an interview / Listening for specific information	Exchanging information (asking each other)	Writing questions for an interview	Jobs

Know your book



Each book is divided into **four Modules**.



Each module is divided into **8 units**.



... a **Grammar** box with explanations, formulas and examples of how to use them.

... **Reading** texts with exercises.

... **Vocabulary**.

... **Speaking** exercises with your classmates.

... different **Listening** exercises

... a **Module test** at the end of each module.

... **Writing** exercises with a **Did I ...** chart to help you identify your strong and weak points.

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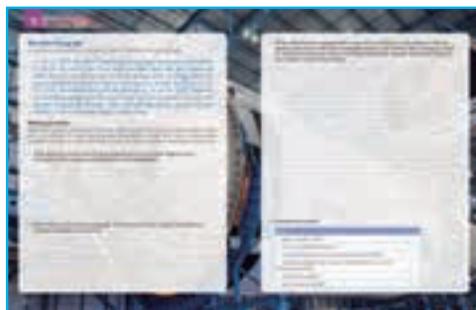
A **Workbook** at the end of the book comprised of a ...



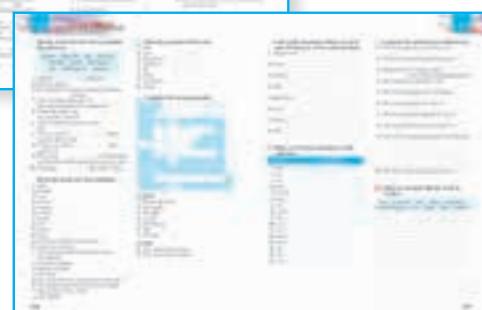
... **Cultural** section plus Reading comprehension.



... **Cross curricular** section to keep you updated with what happens around the world.



... **Writing** section with explanations, examples and a hand by hand guide so you can write different kinds of texts.



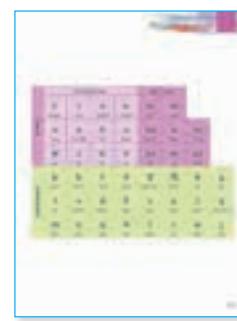
... **Grammar** and **vocabulary** extra **practice** section so you can work intensively the new structures and words you will learn.



... **Grammar reference** to look up grammar explanations in a quick way.



... chart of **Punctuation rules** that will increase in each book so you can see your advance.



... chart of **Phonetic symbols** so you will be able to pronounce words even if you don't listen to them.



... list of **verbs** to help you with your exercises.



... list of the **vocabulary** words you learned so you can see them at once.

Describing & Comparing

Grammar:

- Adjectives
- Order of adjectives
- Short comparatives
- Long comparatives
- *Too, enough*
- Short superlatives
- Long superlatives
- Linkers

Reading:

- Email
- Catalogue
- Description
- Ads.
- The Tallest Mountain on Earth
- The Most Dangerous Animal
- Postcard

Writing:

- Describing your best friend
- Descriptions for a catalogue
- Comparisons
- Comparisons
- Descriptive sentences
- Superlative sentences
- Superlative sentences
- Letter

Listening:

- Listening for detail
- Descriptions of smartwatches
- Listening for comparisons
- Dictation
- Dialogues
- Listening for detail
- Listening for specific information
- Listening for specific information

Speaking

- Describing people
- Describing gadgets
- Role-play
- Discuss different topics
- Distinguish between false or true statements
- Discuss things you can describe
- Discuss animals
- Ask ans answer about holidays

Vocabulary:

- Qualifying adjectives
- Adjectives to describe opinion, size, shape, age, color and material
- one syllable adjectives
- two or more syllable comparatives
- adjectives
- one syllable adjectives
- two or more syllable adjectives and animals
- words related to holidays

TED Talk:

https://www.ted.com/talks/matt_cutts_try_something_new_for_30_days

How does doing something new in 30 days change your life?

Are small or large changes sustainable?

What are you going to try for the next 30 days?

1.1 My multicultural classroom

I. GRAMMAR: Adjectives

a. Read the following information.

An adjective says something about a noun (a person, a thing or a place). It always goes before the noun.

**big house
tall boy**



You can use adjectives after the verb.

Tom is Italian.

The books are American.

b. Complete the sentences using adjectives from the box.

angry Chinese intelligent
difficult Mexican black

1. Sonia is angry.
She lost her mobile phone.



2. I love black cats.



3. I think I will pass the test.
It wasn't too difficult.



4. Guillermo Ochoa is a
Mexican soccer player.



5. Wow! Your son is
really intelligent!



6. Joe's favorite food
is Chinese.



II. VOCABULARY

a. Listen to the words and repeat. 

b. Choose 10 words and dictate them to your partner.

c. Work in pairs and find the following words. 

straight beautiful fair multicultural
absent friendly late fantastic
intelligent good

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

III. READING

a. Read and underline all the adjectives you can find. Then compare with a partner. 

From: Laura Z <lauritz@newschool.com>
To: Charlie <carlangas@newschool.com>
Subject: My new teacher!

Hi, Charlie!
I am very happy in my new school here in Ohio! I'm in a multicultural group so I have classmates from different countries in the world. Yoko is Chinese; she's very intelligent and has short and black straight hair. Pedro is from Spain; he's nice, he's tall, has a beautiful smile, he's gorgeous! Hans is German, he's funny and laughs all the time. He has fair skin, blue eyes and curly, brown hair. Zinnia is from India; she's shy but very pretty, she has dark skin, black eyes and black, long hair. I have great teachers too, but the math teacher is fantastic! He's always nice, patient and friendly. His classes are very interesting, so I'm never late or absent to math classes now. He's not very tall, he has dark brown eyes, short, black hair and he wears glasses. He looks interesting. I'm trying to study hard to get good grades. I know you have a new English teacher. What's she like?
What does she look like?
See you soon!

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- b. Read again the e-mail. Then answer the following questions. Circle T (true) or F (false).

Laura

1. Laura likes her multicultural group. T F
2. Pedro is tall and nice. T F
3. Zinnia has fair skin and blue eyes. T F
4. Laura thinks Hans is funny. T F
5. The math teacher is friendly and patient. T F
6. Laura knows Charlie's new English teacher. T F



IV. LISTENING

- a. Listen to the audio and write  10 adjectives you listen.

1. multicultural	6.
2.	7.
3.	8.
4.	9.
5.	10.

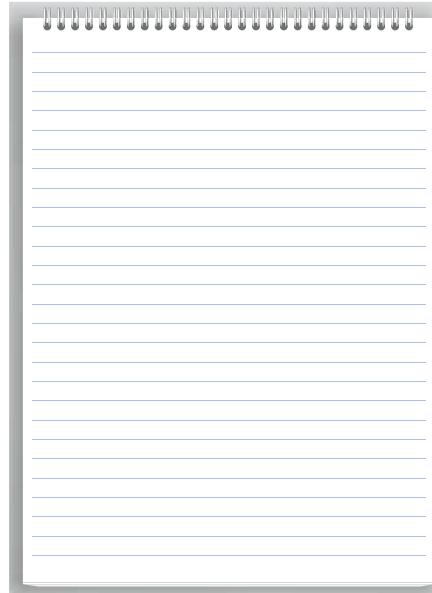
- b. Compare your lists. You can enlarge your list with words written by your partner.

Answers will vary.



V. SPEAKING & WRITING

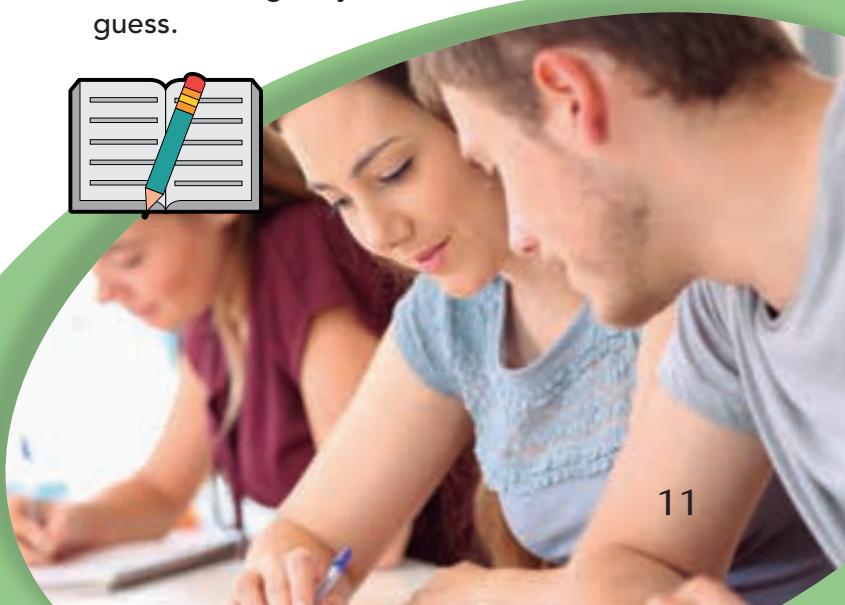
- a. Write five sentences to describe your best friend. Use a dictionary if necessary.



- b. Check your writing.

Did I ...	✓	✗
... write complete sentences?		
... use capital letters and punctuation marks correctly?		
... use adjectives and nouns correctly?		
... spell your words correctly?		

- c. Take turns to describe people or things in your classroom. Do not say what or who you are describing to, your classmates have to guess.



1.2 Technology

I. GRAMMAR: Order of adjectives

It is important to follow a specific order when using more than one adjective to describe anything. The order we should follow is the next:

opinion	size	shape	age	color	origin	material/ type
pretty	small	round	antique	blue	Italian	glass

- a. Follow the adjective order in the table to correct the following descriptions:

1. nice / gold / long / antique / earrings
nice, long, antique, gold earrings
2. metal / trendy / slim / smartphone
trendy, slim, metal smartphone
3. cotton / comfortable / light / tennis shoes
comfortable, light, cotton tennis shoes
4. plastic / white / modern / charger
modern, white, plastic charger
5. phosphorescent / ergonomic / helmet
ergonomic, phosphorescent helmet

II. READING: Catalogue

- a. Look at the items in the catalogue and read their descriptions. Match the picture to the correct description.

BUY on line



a. ____



b. ____



c. ____



d. ____

1. Personalized weight, black mouse
2. Super slim, 14.8 full HD display, laptop
3. 32 GB, ultra-micro memory card
4. Portable, external, hard drive

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III. VOCABULARY

- a. Listen to the words and repeat. Track 3



- b. Choose 10 words and dictate them to your partner.
Answers will vary.

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- c. Listen again to the words and write them in the correct category.

opinion	pretty, functional, comfortable, light
size	long, ultra-micro, portable
shape	round, ergonomic, slim
age	antique, trendy, modern
color	red, orange, yellow, green, blue, brown, black, white
material/type	silver, metal, cotton, plastic

IV. LISTENING

- a. Listen to A to Z Review and write down  the names of the smartwatches.



1. Zazug XT
llimited / limited

2. Lemon 7
compatible / incompatible



3. Tico XD
bigger / digger



4. Chip 8
beautiful / dutiful



5. Fast Beat X
light / bright



The elegant, slim, modern, colorful, XS-2020 smartphone is a good option.



1. smartwatch



2. mouse



3. hard drive



4. laptop



5. keyboard



6. tablet

- b. Discuss what you wrote. Check the adjectives your classmate used. Are they the same? Which are different? Why?



1.3 Newer and older things

I. GRAMMAR: Comparatives

To compare is to say how two things, places, people, animals, etc. are different.

* To compare two nouns (people, places and things) generally we add -er at the end of the adjectives.

This May was hotter than July.

Karla is tall, but Maya is taller.

* Irregular adjectives change their spelling when used to compare.

Traffic in London is bad, but it is worse in CDMX.

Real Madrid is a good team, but Barcelona is better.

Note: We use *than* after comparatives.

a. Complete the sentences using the correct comparative form

1. My father is older than my mom. (old)
2. Travelling by plane is more expensive than traveling by bus. (expensive)
3. This movie is funnier than the one we saw yesterday. (fun)
4. In my opinion, novels are more interesting than fairy tales. (good)
5. Monterrey is further than Puebla. (far)



b. Write the following adjectives in the correct column according to their comparative form. Use a dictionary if necessary.

bad slow far short cheap

- er	irregular
slower	
shorter	worse
cheaper	further

c. Work in small teams and compare your answers. Use your dictionaries and add three more adjectives to each category.



II. VOCABULARY

- a. Listen to the comparatives and repeat. 
- b. Choose 8 words and dictate them to your partner.
- c. Look at the list you made in exercise b in the Grammar section. Did the spelling of adjectives change when using the comparative form? If so, can you think about the rule? Share with the class.
- d. In teams practice asking each other to spell adjectives and their comparative form.



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III. Listening & Speaking

- a. Listen. Tick (✓) the items the boys compare.

Track
6



- b. Listen again. Which item is newer, bigger, faster, smaller, older? Read the words aloud and make sure you pronounce the ending of the adjectives.

Track
6

	Marco	Edrik
car	newer / bigger	older
computer		faster
cellphone		smaller
TV	bigger	
mp3 player		newer

- c. Add the new adjectives to the vocabulary list you made on page 14.

- d. Read the audioscript for track 6.

Change the items the boys compared and role play the conversation.



IV. Reading & Writing

- a. Read the information about schools in past.

Being a student some years ago was not so easy. To start with, students needed to carry their heavy books almost every day. If they needed to investigate about a topic, a visit to the library was a must. They had to spend almost the whole afternoon, searching for accurate information in several books. Teachers have changed the way they teach as well. Now they incorporate technology, videos and interactive activities, and students are used to it. In the past, this kind of activities, were only possible in students' imagination.

- b. Read again the text and write in your notebook what students do different nowadays.

- c. Write sentences comparing what it is like to be a student now, and how it was in the past. Use comparatives in your sentences.

- d. Check your writing.

Did I ...	✓	✗
... write complete sentences?		
... use capital letters and punctuation marks correctly?		
... use comparatives correctly?		
... spell words correctly?		

1.4 The movies

I. GRAMMAR: Comparatives II

When we want to compare and contrast two nouns (people, places, things, etc.) we use comparatives.

* If the adjective is long, we write *more than* before the adjective.

Mount Everest is more beautiful than River Mountain.

a. Complete the sentences with a comparative adjective.

1. That hotel is more expensive than a hostal. (expensive)
2. Soccer is more popular than tennis in Mexico. (popular)
3. My last birthday was more surprising than this one. (surprising)
4. Lorena is more dedicated than Susan. (dedicated)
5. That book is more interesting than the magazine article. (interesting)

II. READING & WRITING: Description

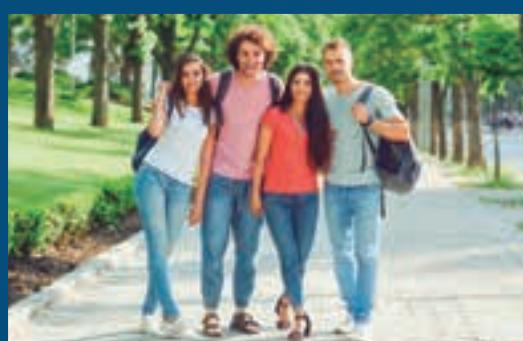
a. Read the information about the movies.

Funny Movie II	The Spy
\$850, 000	\$1 million dollars
any international award	3 Oscars
any famous actor or actress	very well-known cast
103,000 tickets sold	more than 2 million tickets sold

b. Now answer the questions. Use comparatives in your answers.

1. What movie is more popular?
2. What movie is more awarded?
3. What movie has more famous actors in the cast?
4. What movie has made more money?

c. Look at the picture and write sentences using comparative adjectives to describe the people in the photo.



d. Check your writing.

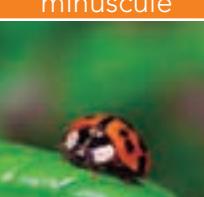
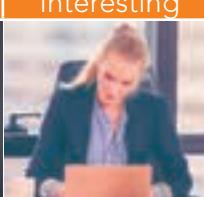
Did I ...	✓	✗
... write complete sentences?		
... use capital letters and punctuation marks correctly?		
... use the comparatives correctly?		
... spell the words correctly?		

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III. VOCABULARY

- a. Listen, look and repeat.

Track
7

frozen	dangerous	elevated
		
diseased	caring	expensive
		
minuscule	correct	interesting
		
innocent		
		

IV. LISTENING

- a. Listen to the words and write them correctly.

Track
8



- b. Check your answers with a partner.

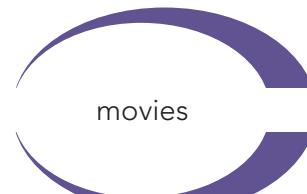
more	
dangerous	innocent
minuscule	caring
diseased	correct
interesting	frozen
expensive	elevated

- c. Work in small teams and compare your answers. Use your dictionaries and add three more adjectives to the table.



V. SPEAKING

- a. Work in small teams. Write some examples for each topic.



movies



subjects



pets



shops

- b. Choose a topic to discuss. Talk about the examples you wrote in each topic using comparative *more* to give your point of view.

- c. Change partner and talk about a different topic. Continue changing partners until you finish describing all the topics.



1.5 The roller coaster

I. GRAMMAR: Adverbs of degree

We use *too* + an adjective, to indicate that the characteristic of something (a noun) exceeds expectations or needs.

This soup is too hot, I cannot eat it!

The weather is too cold to go outside and play.

We use *enough* to indicate that the characteristic of something is sufficient or correct.

Tom is old enough to go to the party.

My sister is good enough to participate in the contest.

Note: We place the adjective followed by *enough*.

- a. Read the following sentences and circle the correct word to complete them.

1. The information is *too* / *enough* to finish our investigation.
2. I am *enough* / *too* tired to go to the gym.
3. Be careful and use *too* / *enough* flour to prepare the cake.
4. We can't have a picnic today. The sky is *enough* / *too* cloudy.
5. Sarah is *enough* / *too* busy to answer the phone. Call her later please.

- b. Write two sentences similar to the ones in exercise a. in Grammar section.

- c. Exchange your notebook with a partner and ask him / her to choose the correct word.

II. VOCABULARY

- a. Listen to the words and repeat.



III. READING: Ads

- a. Read the following ad.



1. No children under 12 years old.
2. No one under 1.50 mts.
3. No one with neck or back illness.
4. No one scared of heights.

- b. Choose 10 words and dictate them to your partner.

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- c. Look at the pictures and write too or enough.



1. Tony is too short.
2. Dennise is old enough.



3. Sam is too ill.
4. Charles is brave enough.

IV. LISTENING & WRITING

- a. Listen to the dialogues. Tick (✓) the phrases you hear.



1. I'm old enough to drive.
2. There are too many chairs.
3. Oh no! These jeans are too expensive.
4. The water is too cold.
5. I have to go to the store, there is not enough bread.

- b. Write two true and two false sentences to describe yourself. Use too and enough.



- c. Check your writing.

Did I ...	✓	✗
... write complete sentences?		
... use capital letters and punctuation marks correctly?		
... use too, enough and adjectives correctly?		
... spell words correctly?		

V. SPEAKING

- a. Work in teams. Take turns to read your sentences from the writing section. Allow enough time for your partners to say if the statements are true or false.



1.6 Mount Everest

I. GRAMMAR: Superlatives

a. Read and study the grammar box.

In general, short superlatives are formed by adding *the* before short adjectives and –est at the end of the adjective.

tall – tallest

When they are short and are formed by a consonant + a vowel + a consonant, double the last consonant and add –est.

big – biggest

When it ends in –y, change it into an –i and add –est.

dirty – dirtiest

When it ends in –e, just add –st.

simple – simplest

Irregular adjectives are similar.

The best The worst

The eldest / oldest

The farthest / furthest

b. Complete the chart with the superlative.

Adjective	Superlative
1. big	biggest
2. dry	driest
3. high	highest
4. large	largest
5. old	oldest/eldest

c. Complete the sentences with the correct superlative form of the verb in parentheses.

- Atacama Desert is the driest place on Earth. (dry)
- The blue whale is the largest mammal on Earth. (large)
- Tamil, spoken in India, is the oldest language still spoken on Earth. (old)
- Mount Everest is the highest mountain in the world. (high)
- The Great Wall of China is considered the longest construction on Earth. (long)

II. READING

a. Read the text. What is it about?

THE TALLEST MOUNTAIN ON EARTH

At 8,850 meters above sea level, Mount Everest is the tallest mountain on Earth, right? Well, maybe not. Although Mount Everest has the highest altitude in the world, Mauna Kea, in Hawaii, is the tallest mountain in the world and also a volcano. It is 10,000 meters tall, but it is submerged, that is why it appears to be shorter. However, Mount Chimborazo, in Ecuador is the highest point from Earth's center because its apex rises the farthest. As you can see, not everything is what it seems.

b. Answer the questions and compare your answers.

- How tall is Mount Everest?
8,850 meters above sea level.
- How tall is Mauna Kea?
10,000 meters tall.
- Which is the tallest mountain on Earth?
Mauna Kea.
- Which mountain has the highest altitude?
Mount Everest.
- Which mountain is the highest point from Earth's center? Why?
Mount Chimborazo because its apex rises the farthest.

III. VOCABULARY

a. Listen to the words and repeat.

Track 11



- b. Choose 10 words and dictate them to your partner.
- c. Write the superlatives of the adjectives in your notebook. Check with a classmate.
- d. Choose five superlatives and write a sentence with each.

The apex of Mount Chimborazo rises the farthest. Mount Chimborazo is the highest point from Earth's center.

IV. LISTENING

a. Listen to the audio and complete the sentences.

Track 12

- The highest man-made structure in the world is Burj Khalifa in Dubai.
- The world's largest producer of coffee is Brazil.
- The richest country in the world is Luxembourg.
- The driest place on earth is the Atacama Desert.
- The biggest ocean in the world is the Pacific Ocean.

V. WRITING & SPEAKING

a. Write five sentences in your notebook using the superlatives of the adjectives to describe the nouns.

Adjective	Nouns
1. tiny	plankton
2. near	Guatemala
3. humid	Rain forest
4. wide	China Wall
5. long	Amazon River
6. far	Uranus

The tiniest living being in the planet is the plankton.

b. Check your sentences with the help of this checklist.

Did I ...	✓	✗
... use the correct ending for each superlative?		
... start with a subject?		
... end sentences with a period?		

c. Discuss your sentences with a classmate and check what he/she used. Did you use the same adjectives to describe the same nouns? What other things can you describe with the same adjectives?

1.7

The most dangerous animal

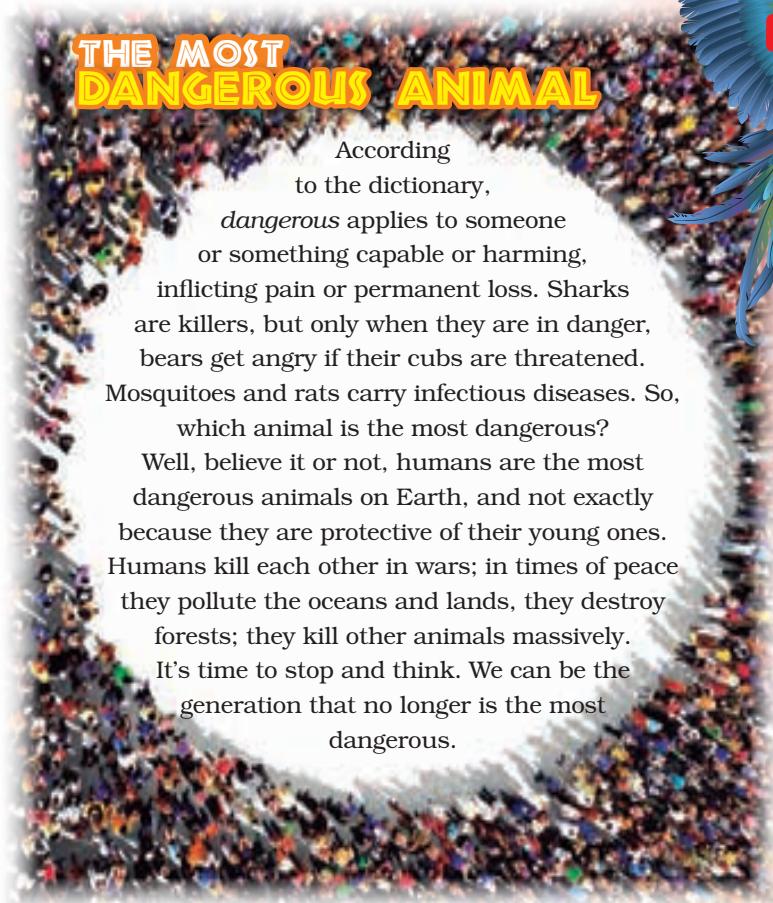
I. GRAMMAR: Superlatives II

Adjectives with more than two syllables don't add -est at the end to form the superlative; they add *The + most*.

Intelligent – The most intelligent

II. READING

a. Read the text.

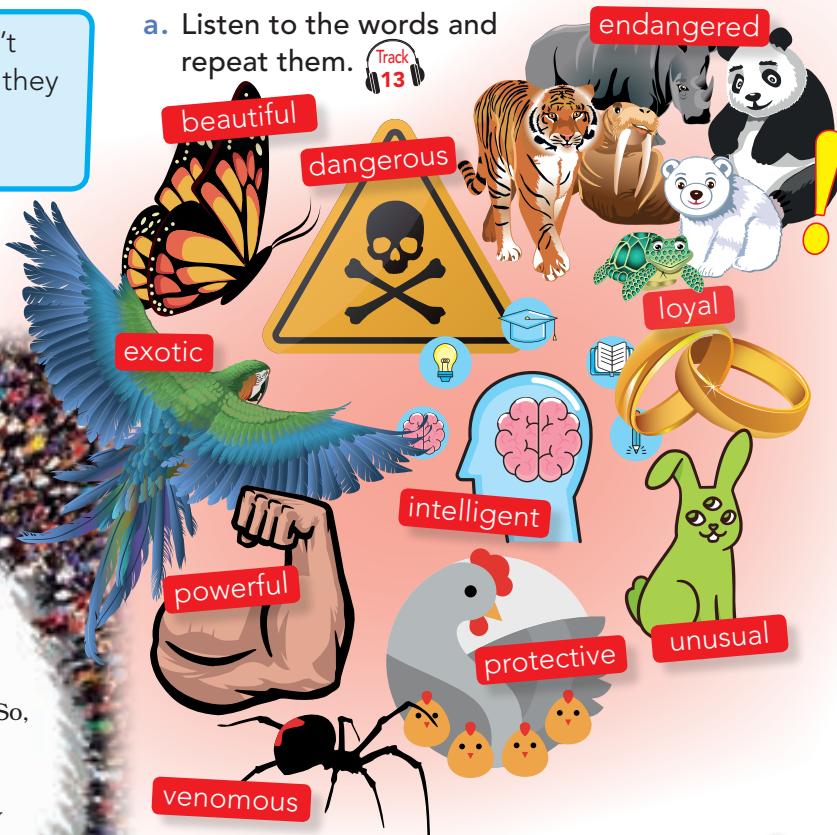


b. Answer the questions. Compare with a classmate.

- What does dangerous mean? Someone or something capable or harming, inflicting pain or permanent loss.
- When do sharks kill? When they are in danger.
- When do bears get angry? If their cubs are threatened.
- What do mosquitoes and rats carry? Infectious diseases.
- Which is the most dangerous animal? Do you agree? Why? The humans. Answers may vary.

III. VOCABULARY

a. Listen to the words and repeat them. Track 13



b. Match the adjectives with the animals. Compare them with a classmate. Did you choose the same?



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IV. WRITING

- a. Use the superlatives of the adjectives to write five sentences describing the animals.

great ape	intelligent
sunset moth	beautiful
mosquito / human	dangerous
red kangaroo	powerful
leafy seadragon	exotic
pufferfish	venomous
Amur leopard	endangered species
walrus	unusual sleeping habits
parakeet	loyal with their mates
octopus	protective of their youngs

1. The great ape is the most intelligent animal.

- b. Check your sentences.

Did I ...	✓	✗
... start with a capital letter?		
... add <i>the most</i> before the adjective?		
... check spelling?		
... end the sentence with a period?		

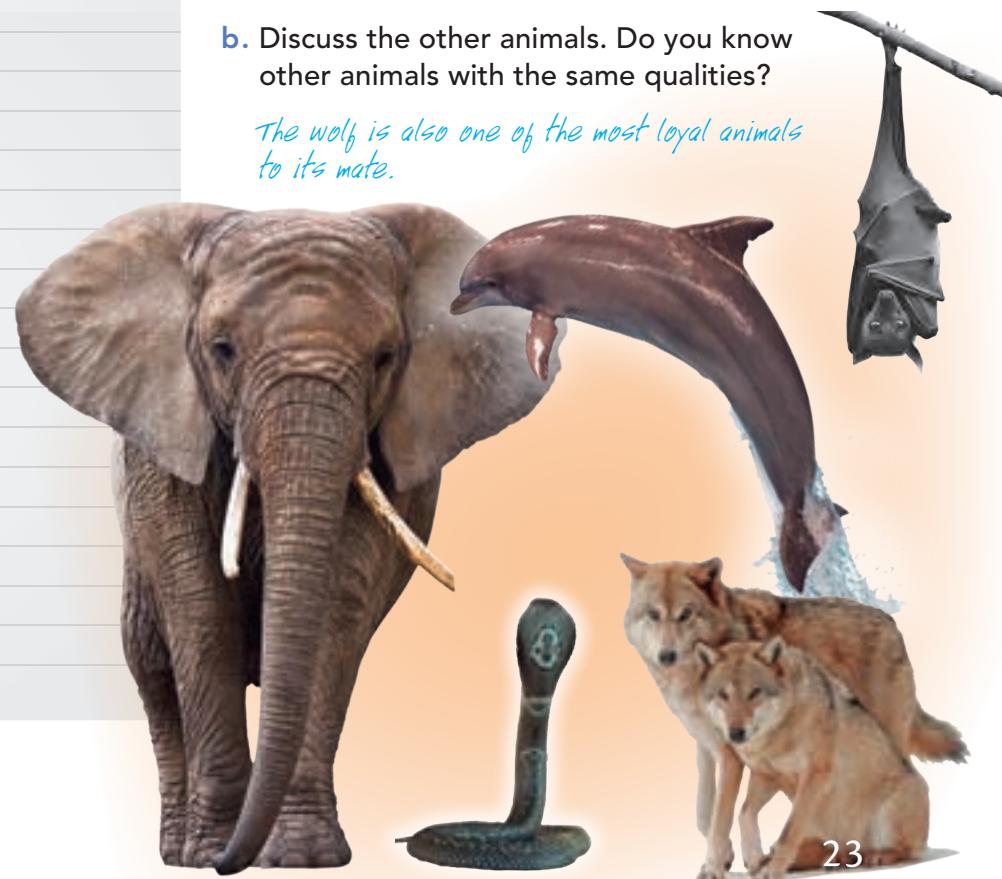
IV. LISTENING & SPEAKING

Track
14

- a. Listen to the audio and answer the questions.
1. Which is the most intelligent animal?
The great ape.
 2. Which is the most powerful animal?
The red kangaroo.
 3. Which is the most poisonous animal?
The pufferfish.
 4. Which is the most loyal animal to its mate?
The parakeet.
 5. Which animal has the most unusual sleeping habits? The walrus.

- b. Discuss the other animals. Do you know other animals with the same qualities?

The wolf is also one of the most loyal animals to its mate.



1.8

The view is amazing and the weather is great.

I. GRAMMAR: Linkers (and, but, so, although)

a. Read carefully the grammar box.

Linkers are words that join parts of the sentence.

- and – joins or adds words, clauses and sentences.

John and Mary are my best friends.

- but – introduces a contrast.

John is my age, but Mary is younger.

- so – introduces a consequence.

We like movies, so we go together to watch them.

- although – expresses contrast between two statements.

Although it's raining, we are going out!

b. Use the linkers to complete the sentences.

1. **Although** I dislike math, I study it.
2. The day is cloudy, **so** get your umbrella.
3. On the holidays I like swimming **and** shopping.
4. Mary likes cats, **but** she doesn't like dogs.
5. **Although** the day is sunny, I'm worried.
6. The town is far **and** uphill.
7. It is tiring getting there, **but** it is worthy!
8. The hotels are crowded, **so** let's stay in my aunt's house.

c. Unscramble the sentences.

1. a / Although / it is / Sam / sunny / sweater / wears /.
Although it is sunny, Sam wears a sweater.
2. and / are / friends / Nancy / . / Sam /
Nancy and Sam are friends.
3. but / I / don't like / like / movies / I / popcorn / .
I like movies, but I don't like popcorn.
4. an exam / have / I / I have to study / so /.
I have an exam so I have to study.
5. allergic, / I am / Although / the / patted / cat / I /.
Although I am allergic, I patted the cat.

II. READING

a. Read the text. What is it about?

May 20th, 20xx

Hello, Dory.

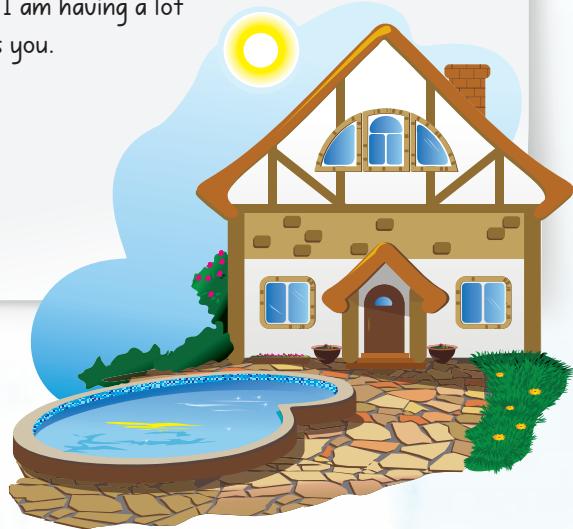
We are finally here after many hours of travelling by car. My aunt's town is very far **and** uphill. It was very tiring to get here, **but** it was worth it! The view is amazing **and** the weather is great.

All the hotels were crowded, **so** my aunt offered us to stay with her. It is great because she has a swimming pool!

Although there are many mosquitoes, I am outside most of the time. The sun shines bright all day, **so** I have to wear sunscreen all the time!

Although I am having a lot of fun, I miss you.

Ana



b. Underline the linkers in the text.

c. Answer the questions and compare your answers with a partner.

1. Where is the aunt's town?

Very far and uphill.

2. Is Ana sorry to be in her aunt's town? Why?
No, because the view is amazing and the weather is great.

3. Why did they stay at the aunt's house?

The hotels were crowded.

4. Does Ana care about the mosquitoes? How do you know?
No. She is outside most of the time.

6. Why does she use sunscreen? **To protect herself from the sun.**

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III. VOCABULARY

- a. Listen to the words and repeat.

Track
15



- b. Complete the sentences with the vocabulary words.

- I like to pat the gray and white cat.
- When I go to the movies, I buy popcorn and soda.
- The rain is cold and humid.
- The sun and the stars shine.
- The sun shines bright, so I wear sunscreen.
- Although it is cloudy, I go to the swimming pool to swim.
- It is tough going uphill, but then it is easy.
- The view is amazing; the sky is clear and there are many trees.
- The weather is volatile, it is shiny in the morning, then it rains and then it's cold!

IV. LISTENING

- a. Listen to the audio. What is it about?

Track
16

- b. Answer the questions.



- Who is speaking? _____
- To whom is he/she speaking? _____
- What does he/she say? _____
- Do you agree? _____
- Why? _____

V. WRITING & SPEAKING

- a. Write a short letter to a friend telling him/her about what you did on your last holiday. Look at the letter from Ana to Dory on page 24. Pay attention to the date, the salutation, the body and the ending.

- b. Check your letter.



Did I ...	✓	✗
... write the date at the top?		
... write Hello, ?		
... use linkers?		
... write my name at the end?		

- c. Read out loud each other's letters. Ask and answer about your holidays.

I. Complete the sentences using the correct adjective.

1. Sonia is angry. She lost her mobile phone. (angry / happy)
2. I love black cats. (green / black)
3. I think I will pass the test. It wasn't too difficult. (difficult / easy)
5. Wow! Your son is really intelligent!
(blue / intelligent)

II. Unscramble the sentences. Pay attention to the order of adjectives.

1. black / I need / slim, / . / a pencil / long, /
I need a long, slim, black pencil.
2. / fan /. I would / a light, / like to buy / plastic strong, /
I would like to buy a light, strong, plastic fan.
3. Excuse me, / I'm looking for / a light, / plastic / ergonomic, / red, / chair /.
Excuse me, I'm looking for a light, ergonomic, red, plastic chair.
4. an ultra-micro, / Do you / memory card / have / slim /?
Do you have an ultra-micro, slim memory card?
5. this / I'd like / wide, / tablet / slim, / metal / white, /.
I'd like this wide, slim, white, metal tablet.

III. Complete the sentences using the correct comparative form.

1. My father is older than my mom. (old)
2. Travelling by plane is more expensive than traveling by bus. (expensive)
3. This movie is funnier than the one we saw yesterday. (fun)
4. In my opinion, novels are more interesting than fairy tales. (interesting)
5. Monterrey is further than Puebla. (far)

IV. Complete the sentences with a superlative adjective.

1. That hotel is more expensive than a hostal. (expensive)
2. Soccer is more popular than tennis in Mexico. (popular)

3. My last birthday was more surprising than this one. (surprising)

4. Lorena is more dedicated than Susan. (dedicated)
5. That book is more interesting than the magazine article. (interesting)

(20 marks)

V. Look at your mobile and write five sentences to describe it and compare it with the one you would like to have.

(10 marks)

VI. Listen again to track 4 and answer the following questions. Answers will vary.



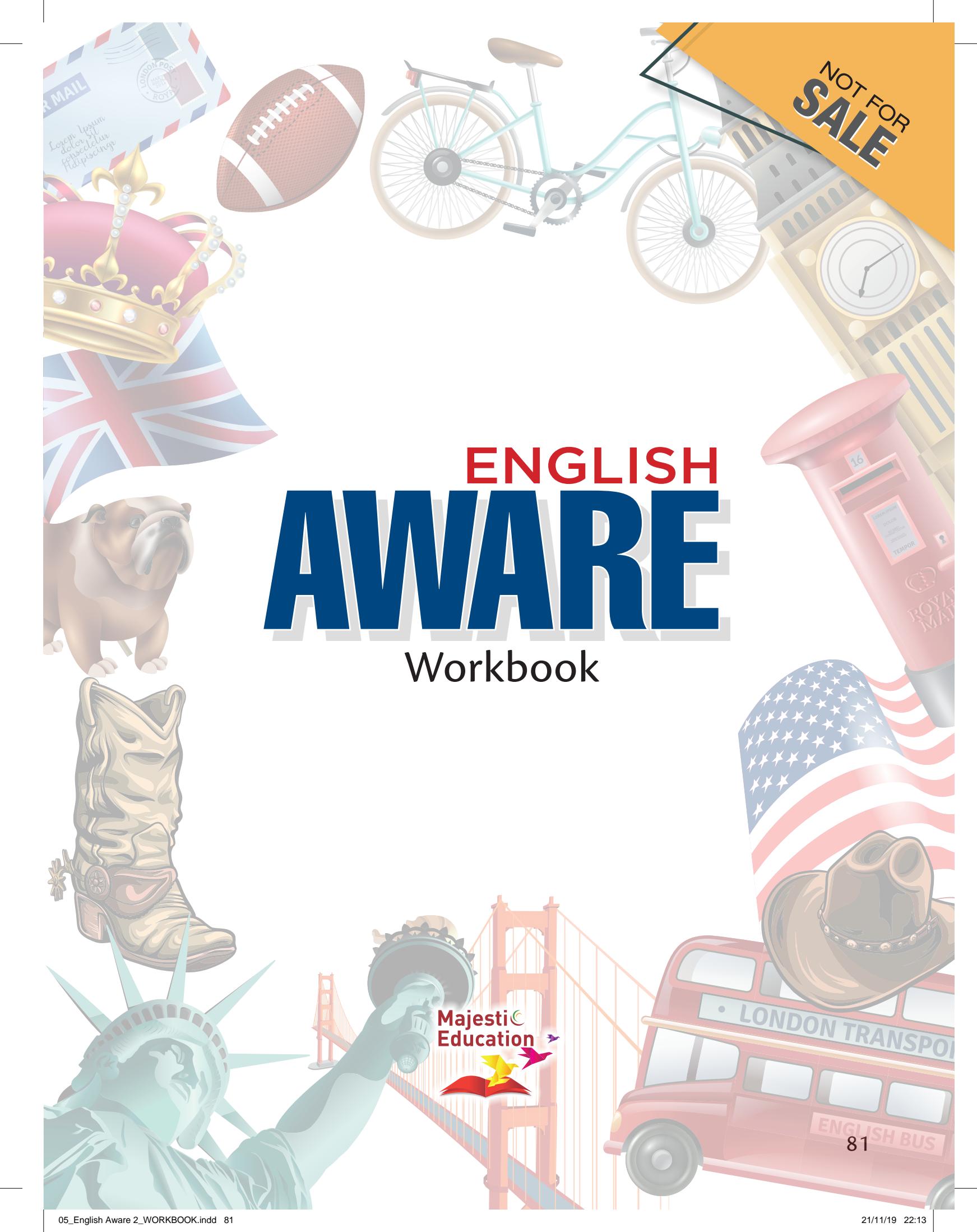
1. Which items from the ones mentioned do you have? Answers will vary.
2. Which one would you like to have?
Answers will vary.
3. Which one do you think is the most expensive? Answers will vary.
4. Which one do you think is the cheapest?
Answers will vary.
5. Which item is the biggest and which is the smallest? Plasma and MP3.

(5 marks)

VII. Read again the text from page 20 and answer.

1. What places are mentioned in the text?
Hawaii and Ecuador.
2. Is the Mauna Kea a volcano?
Yes
3. What do you think apex means?
Answer will vary.
4. Which mountain from the text is under water?
Mauna Kea.
5. Which mountain would you like to visit?
Answer will vary.

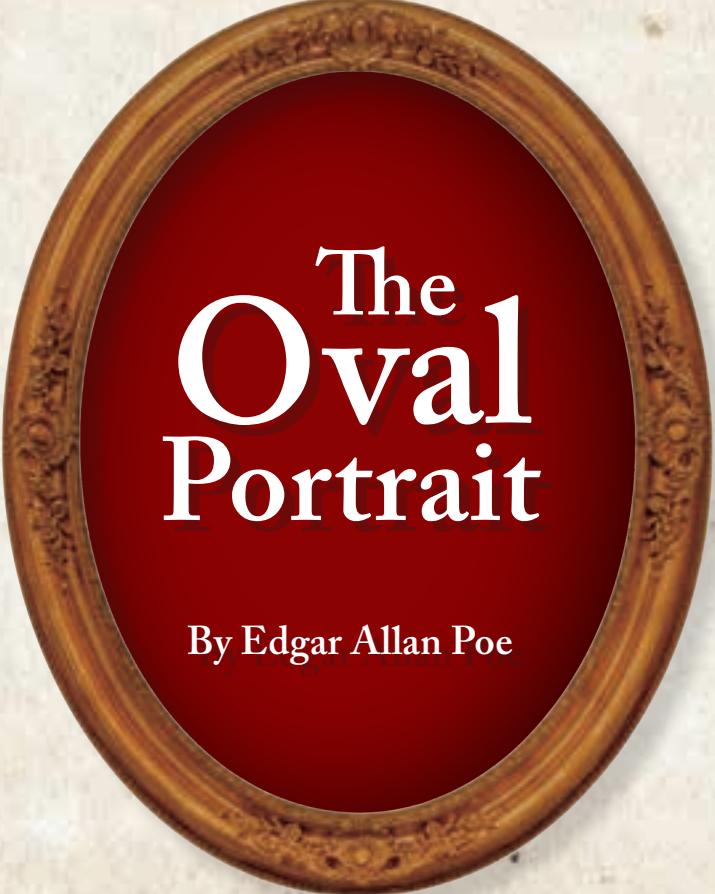
(5 marks)



ENGLISH AWARE

Workbook

Majestic
Education

An oval-shaped frame made of dark wood with a decorative pattern, centered on a red background.

The Oval Portrait

By Edgar Allan Poe

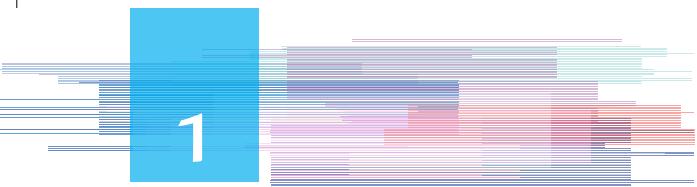
I was very sick, hurt and needed a place to rest for the night, so my loyal friend and personal valet, Pedro, guided me to one of those old and impressive chalets in the middle of the Apennines and forced the entrance. The apartments in the chalet seemed temporarily abandoned so we took one of the smallest. It was furnished and located in one of the towers of the building. Its decoration was antique; the walls had tapestry and a lot of paintings in rich, golden, wood frames, that called my attention, hung everywhere in the room. I asked Pedro to light the candles next to my bed and to close the curtains because I wanted to contemplate the pictures, and read their descriptions in an old book I found in my room.

I sat down and started to read the book, but I didn't feel comfortable with my position, so I moved and I took the candelabrum with me to the other side of the room and this movement produced an unexpected light effect. The rays of the other numerous candles illuminated a corner of the room; there she was ... The oval portrait of a young, beautiful woman. The portrait showed the woman's head and shoulders. The arms, bosom, and the ends of her radiant hair disappeared into the background of the painting. She looked so real that I immediately looked for the painting's description in the book and this is what I read:

"She was a young lady of a strange beauty. He was a passionate and famous artist. They fell in love and got married. She loved everything about her husband except the Art; she hated the Art because she considered it her rival. The passionate artist wanted to paint his bride, but she didn't like the idea. However, she was humble and obedient, and sat for many weeks in the dark chamber where the light only illuminated the artist's canvas. The painter worked for days and weeks and the passion for his work did not let him see that the little light in that chamber had affected the health and the spirit of his wife; yet she smiled gently at him. People, who saw the artist painting the portrait, said that he cared more for his art than for the love of his wife. So as the artist painted more tints upon the lady's portray, the tint from the cheek of his beloved wife started to disappear.

After many weeks of work the artist gave the final stroke of tint upon the canvas, but in that same moment, the spirit of his lovely lady flew away. For a moment, the artist stood in front of his finished artwork, admired it and shouted, 'This is indeed Life itself!' Then, he turned around to see his beloved bride, but ... Life was not there anymore! She was dead!"





1

Before you read . . .

1. Look at the picture on page 83. Who do you think is the person of the portrait? What is the role of the person in the story? Explain.

Answers will vary.

2. What do you know about the author? Have you read other stories by Edgar Allan Poe? Explain.

Answers will vary.

While you read . . .

3. Write a brief description of the place mentioned in the story.

Answers will vary.

4. What do you think the author thought when he saw the portrait for the first time?

Answers will vary.

After you read . . .

5. What do you think about the story? Did you like it or not? Explain why.

Answers will vary.

The cheetah is the world's fastest land mammal. With acceleration that would leave most automobiles in the dust, a cheetah can go from 0 to 96 kilometers an hour in only three seconds. These big cats are quite agile at high speed and can make quick and sudden turns in pursuit of prey. Cheetahs weigh between 35 and 65 kilograms.

The Peregrine falcon is universally accepted as the fastest animal in the world. It reaches its top speed during a hunting dive, in which it soars to a great height, then dives steeply at high speeds 322+ kilometers an hour. They are very light, they weigh 0.6 to 1.25 kilograms. Cheetahs and falcons are fast animals but falcons are faster and lighter than cheetahs.



1. Circle T (True) or F (False).

- a. Cheetahs and leopards are considered as the fastest animal in the world.
- b. Cheetahs can run between 0 to 98 kilometers in just 10 minutes.
- c. Cheetahs weigh between 53 and 65 kilograms.
- d. The peregrine falcon is considered as one of the fastest animals.
- e. They can dive steeply at a speed of 322+ meters an hour.
- f. Falcons are faster and lighter than cheetahs.

- T F
- T F
- T F
- T F
- T F
- T F

2. Choose the best title for the text.

- a. The Velocity
- b. Cheetahs vs Falcons
- c. Fast Animals

Answers may vary.



Descriptive Paragraph

It is one where the sentences written work together to describe something (place, thing or idea) or someone (person, animal, fantastic creature, etc.). Read the following example:

"Sunrise is the time of day when the sun appears after a calm darkness. There are different colors in the sky like blue, pink, and purple, mixed and combined. The clouds look sometimes like pieces of cotton or doodles in the sky. The sun shows its powerful rays, while the moon hides shy and sleepy in the sky. People get ready for a brand new day, new surprises and opportunities. There is excitement, hope and energy in the air, something new is just about to begin!"

Before you write . . .

Think and organize your writing as follows: Observe, investigate, define, describe, recall, compare, analyze and evaluate.

- Think about a gadget or new invention that can help to improve people's life. Organize your information. If necessary, look for extra information, vocabulary or facts to be included in your paragraph.

Answers will vary.



- Start writing a draft of your paragraph. Then compare it with a partner and make any necessary changes or corrections.

Answers will vary.

**NOT FOR
SALE**

- c. Write a descriptive paragraph about a gadget or new invention that can help to improve people's life. Remember to observe what you are going to describe, investigate what you don't know, define things you need to, describe it using your senses, recall important details, compare with known things for your readers, analyze and evaluate.

Answers will vary.

- d. Evaluate your writing.**

Did I ...	✓	✗
... observe carefully what I described?		
... investigate what I didn't know?		
... write complete sentences?		
... use capital letters and punctuation marks correctly?		
... spell words correctly?		
... write a paragraph that is easy to read, coherent and with relevant information?		

A Ghost Story

By Mark Twain

I took a large room, in a huge old building where the upper stories were unoccupied. The place was kind of abandoned and seemed built in between tombs. That first night I climbed up to my room and for the first time in my life I felt superstitious as I turned around and saw my shadow reflected on a dark angle of the stairway ... I trembled as one who encounters a phantom.

I was glad enough when I reached my room. I sat down before the burning fire with a comforting sense of relief. For two hours I sat there, thinking of old times; recalling old scenes, and familiar songs that nobody sings now. And as my memories started to disappear, the same happened to the footsteps of the last person who walked on the street that night.

The wind blew hard against the walls in my room and the rain didn't stop. The fire had burned low and it was time for me to go to bed. I slept profoundly, but how long I do not know. All at once I found myself awake, and filled with expectancy. All was still. All but my own heart — I could hear it beat. Presently the bedclothes began to slip away slowly toward the foot of the bed, as if someone were pulling them! I could not move; I could not speak. Then with a great effort I pulled them back over my head. I waited, listened, waited. Once more that steady pull began, and once more I was uncovered again. At last I roused my energies and snatched the covers back to their place and held them with a strong grip. I waited, and for the third time the blankets slid away. I groaned. An answering groan came from the foot of the bed! I was more dead than alive. Presently I heard a heavy脚步 in my room — the step of an elephant, it seemed to me — it was not like anything human. Then silence reigned once more. When my excitement was over, I said to myself, "This is a dream — simply a dream," and I was happy again. I took my pipe and lit it, and was just sitting down before the fire, when I heard a noise like the dragging of a heavy body across the floor; the shaking of windows and the slamming of doors; I heard stealthy footsteps creeping up and down the stairs

and the clanking of chains faintly approaching my door. I heard voices and screams and I was conscious that I was not alone. Three little spheres of soft phosphorescent light appeared on the ceiling directly over my head, and then dropped. They felt warm. Then I saw pallid faces floating bodiless in the air and then disappearing. All noises stopped, and when I was about to sit, I heard the rustle of a garment — it seemed to pass to the door and go out.

When everything was calm again, I sat down and heard that elephantine tread again. The tread reached my very door and paused. The door did not open, but became conscious of a huge, cloudy presence before me. I watched it with fascinated eyes, the thing started to change gradually, it took shape — an arm appeared, then legs, then a body, and last a great sad face looked out of the vapor: the majestic Cardiff Giant stood above me! All my misery vanished and said, "Good to know it is you! Do you know, I have been scared to death for the last two or three hours? I am most honestly glad to see you. I wish I had a chair — Here, here, don't try to sit down on that one, please!" But it was too late. He was sitting on it before I could stop him, and down he went — I never saw a chair shivered so in my life. Then, he tried to sit on other furniture but it was too late again. There was another crash, and another chair was resolved into its original elements. It happened with my bed and with my bathtub, too!

"Now tell me, why are you doing this to me? This is no good! You do a lot of things to fear me and that's not fair. You ought to be ashamed of yourself — you are big enough to know better."

"Well, I will not break any more furniture. But what am I to do? I have not had a chance to sit down for a century." And the tears came into his eyes.

"Poor devil," I said, "I should not have been so hard on you. And you are an orphan, too, no doubt. But sit down on the floor here, in front of me — nothing else can stand your weight — and besides, I can talk and gossip with you face to face."

So, he sat down on the floor, and lit a pipe; I threw one of my red blankets over his shoulders and made him comfortable. We talked along for half an hour, and then I noticed that he looked tired, and spoke of it. "Now, I will tell you all about it, since you have treated me so well. I am the spirit of the Petrified Man that lies across the street there in the museum. I am the ghost of the Cardiff Giant. I can have no rest, no peace, till they have given that poor body burial again. So, I haunted the museum night after night, but nothing happened. Then, I started haunting this place a little. I felt that if someone heard my story, then I could be saved. But I am tired, so please give me some hope!"

"This changes everything! Why do you frighten people when the real Cardiff Giant is in Albany?" The Petrified Man said, "Honestly, is that true?"

"As true as I am sitting here," I answered.

He took the pipe from his mouth and laid it on the mantel and finally said, "Well — I never felt so absurd before. The Petrified Man was a fraud and has ended by selling its own ghost! My son, if you have good feelings in your heart for a poor friendless phantom like me, don't let this information get out. Think how you would feel if you had made such a fool of yourself." Finally, I heard him walk away step by step down the stairs and out into the deserted street, and felt sorry for him, poor fellow — and sorrier that he took off my red blanket.

2

Before you read . . .

1. Read the title. What do you think the story is about? Explain.

Answers will vary.

2. Do you know something about Mark Twain? If not what would you like to know?

Answers will vary.

While you read . . .

3. What do you think the author meant by saying superstitious?

Answers will vary.

4. Why do you think the author was so nervous? Explain.

Answers will vary.

After you read . . .

5. How would you feel in a similar situation? Did you like the story? Explain.

Answers will vary.

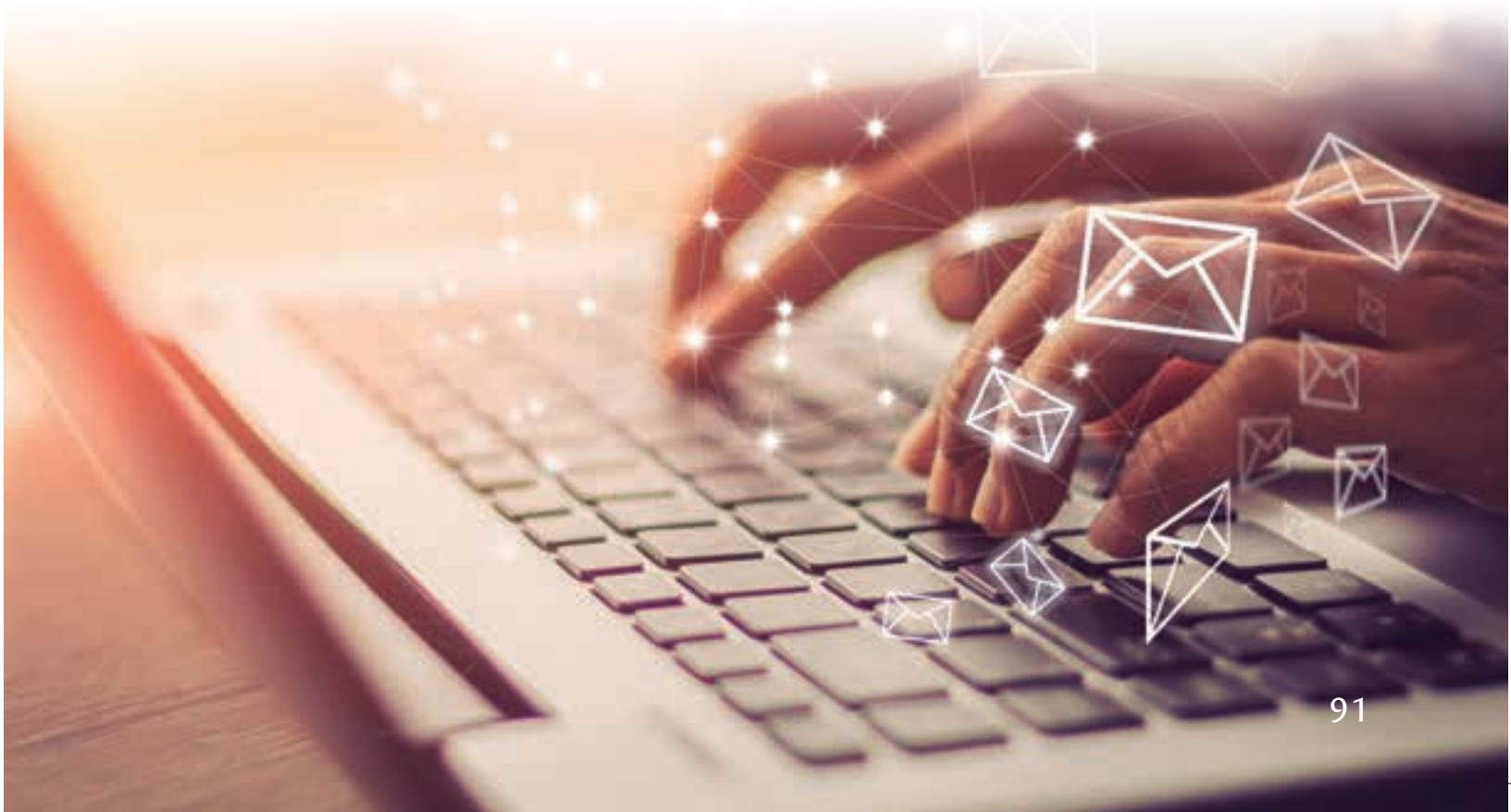
Electronic mail, email or e-mail is a way of sending digital messages to one or more readers. E-mail operates across the Internet or other computer networks. Early e-mail systems required the author and the recipient to be online at the same time. Today's e-mail systems are based on a store-and-forward model. E-mail servers accept, forward, deliver, and store messages. Users and computers need not be online at the same time; just to connect briefly, to an e-mail server, to send or receive messages.

There was a time they used the term *electronic mail* for any transmission of an electronic document. For example, in the early 1970s they used the term to describe the transmission of fax documents. As a result, it is difficult to find the first use of the term with the expression as we use it today.

An e-mail message consists of three components, the *envelope*, the *header*, and the *body*. The *header* has control information, including an originator's e-mail address and one or more recipient addresses. Usually descriptive information is also added, such as a subject and a message submission date / time stamp. Early e-mail was more like a file directory - it just put a message in another user's directory where they could see it when they logged in.

There was a mainframe that could have up to 100 users. They often used "dumb terminals" to access the *mainframe* from their work desks. Dumb terminals connected only to the *mainframe* - had no storage or memory of their own, and did all their work on the remote mainframe computer. Before Internet working began, e-mails could only be used to send messages to several users of the same computer. Once computers began to 'talk' to each other over networks, the problem became a little more complex. A design was developed to make clear who was sending the e-mail and who the recipient was - just like the postal system, we needed a way to indicate an address.

- a. What was the purpose of the first e-mail? It was for instant messaging
- b. What are the three main components of an e-mail? Envelope, header and body
- c. What does a dumb terminal refer to? It refers to the connection of a mainframe with terminals
- d. What was the purpose of dumb terminals? To do the work on a remote mainframe



Narrative Paragraph

It is written to tell a story or a sequence of events. Read the following example:

On July 16, 1969, the Apollo 11 spacecraft launched from the Kennedy Space Center in Florida. Its mission was to go where no human being had gone before—the moon! The crew consisted of Neil Armstrong, Michael Collins, and Buzz Aldrin. The spacecraft landed on the moon in the Sea of Tranquility, a basaltic flood plain, on July 20, 1969. The moonwalk took place the following day. On July 21, 1969, Commander Neil Armstrong emerged from the Lunar Module and took his famous first step onto the moon's surface. He declared, "That's one small step for man, one giant leap for mankind." It was a monumental moment in human history!

Before you write . . .

Think and organize your writing as follows: Observe and share about a person, place, object, scene, or situation. To make a point by describing details, a writer often relies on spatial order transitions and sensory details. At times, a writer also uses time order to describe an experience.

- a. Think about one of the most exciting experiences you have lived. Organize your information. Don't forget to include dates or time expressions.

Answers will vary.

- b. Start writing a draft of your paragraph. Then compare it with a partner and make any necessary changes or corrections.

Answers will vary.

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- c. Write a descriptive paragraph about a topic of your preference. Remember to observe what you are going to describe, investigate what you don't know, define things you need to, describe it using your senses, recall important details, compare with known things for your readers, analyze and evaluate.

Answers will vary.

- d. Evaluate your writing.**

Did I ...	✓	✗
... plan my text's order?		
... write complete sentences?		
... use capital letters and punctuation marks correctly?		
... write a paragraph that is easy to read, coherent and with describing details?		
... use sensory details?		
... spell words correctly?		

The Tortoise and the Hare

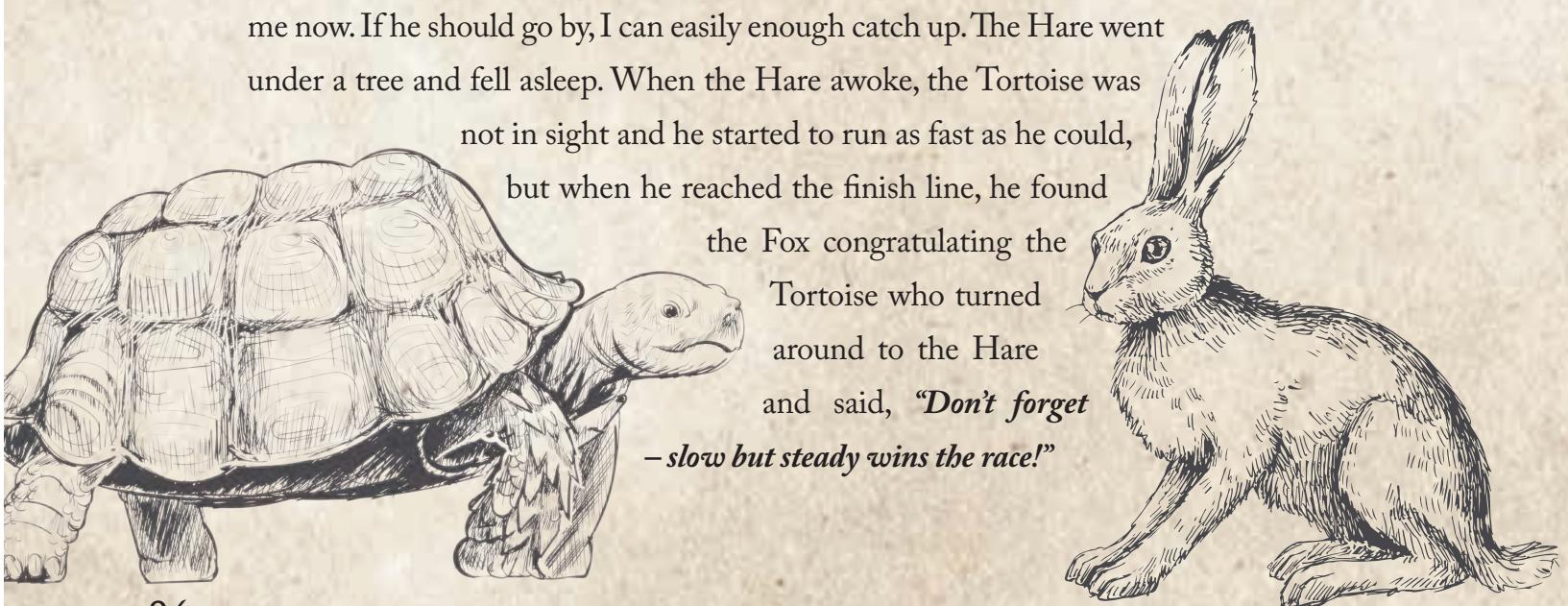
(Adapted from Aesop's Fable)

One day, a hare and a tortoise participated in a race to see who could win the main prize. The Hare ridiculed the short legs and slow pace of the Tortoise stating that he would definitely be the winner—as usual. However, the Tortoise replied, laughing, “You might be fast, but I will beat you in a race.” The Hare thought this was ridiculous and accepted the challenge. The Hare and the Tortoise invited the Fox to be the judge at the race and they both agreed to let the Fox decide where the race should begin and end and what course it should follow.

The Fox took the decisions and also established some rules for the race to be. On the day of the race, all the animals got together to witness it, and both the Tortoise and the Hare started together. The Tortoise never stopped, not even for a moment, but went on with a slow and steady pace straight to the end of the course. After a while, the day began to get warm and so the Hare, having come nearly to the goal and relying on his speed, decided to stop and take a rest. He laid down for a nap and said, “The Tortoise is behind me now. If he should go by, I can easily enough catch up. The Hare went under a tree and fell asleep. When the Hare awoke, the Tortoise was

not in sight and he started to run as fast as he could, but when he reached the finish line, he found

the Fox congratulating the Tortoise who turned around to the Hare and said, “*Don't forget – slow but steady wins the race!*”



The Tortoise and the Hare

(Based on Aesop's *The Hare and the Tortoise*.
Translated from French by Elizur Wright)



To win a race, the swiftness of a dart
Avaleth not without a timely start.
The hare and tortoise are my witnesses.
Said tortoise to the swiftest thing that is,
"I'll bet that you'll not reach, so soon as I
the tree on yonder hill we spy."
"So soon! Why, madam, are you frantic?"
Replied the creature, with an antic;
"Pray take, your senses to restore,
A grain or two of hellebore."

"Say," said the tortoise, "what you will;
I dare you to the wager still."
'Twas done; the stakes were paid,
and near the goal tree laid?
Of what, is not a question for this place,
Nor who it was that judged the race.
Our hare had scarce five jumps to make,
Of such as he is wont to take,
When, starting just before their beaks
He leaves the hounds at leisure,
Thence till the kalends of the Greeks,
The sterile heath to measure.

Thus having time to browse and doze,
And list which way the zephyr blows,
He makes himself content to wait,
And let the tortoise go her gait
In solemn, senatorial state.
She starts; she moils on, modestly and lowly,
And with a prudent wisdom hastens slowly;
But he, meanwhile, the victory despises,
Thinks lightly of such prizes,
Believes it for his honor
To take late start and gain upon her.
So, feeding, sitting at his ease,
He meditates of what you please,
Till his antagonist he sees approach the goal;
then starts,
Away like lightning darts:
But vainly does he run;
The race is by the tortoise won.
Cries she, "My senses do I lack?
What boots your boasted swiftness now?
You're beat! And yet, you must allow,
I bore my house upon my back."

3

Before you read . . .

1. Probably you already know this fable. Why do you think the author uses a hare and a tortoise in his fable? Explain.

Answers will vary.

2. Do you think the moral would be the same if he had chosen different animals? Why?

Answers will vary.

While you read . . .

3. What is the difference between the two texts? How are they similar? Explain.

One version is in prose and the other one is in rhyme. They narrate the same story.

4. Write down the words you don't know. Try to guess the meaning by reading the context. Then look for the meaning in a dictionary to check if you were right.

Answers will vary.

After you read . . .

5. After reading the fable, how do you think its moral can help you in your personal and working life? Explain

Answers will vary.

Robert "Bob" Nesta Marley was the greatest reggae singer ever. He spread reggae and his message of peace and unity to a worldwide audience. His live performances were legendary for their passion and energy. Marley's album 'Exodus' was voted by 'Time' magazine as the best of the 20th Century. The BBC declared his song 'One Love' as the song of the millennium.

Marley was born in 1945 in a small village in Jamaica to a white father and black mother. The racist bullying he received as a child had an impact on his songwriting. He left school at the age of 14 to make music. He met members of his future band, The Wailers, at a jam session. It took several years before they became famous.

The Wailers' first album 'Catch a Fire' was released in 1973 and sold well. Another album followed a year later which included the song 'I Shot the Sheriff'. Eric Clapton's cover of the song in 1974 brought Marley a lot of global attention. In 1975, Marley released his breakthrough song 'No Woman, No Cry', still regarded as a classic today.

Marley left Jamaica for England in 1976 to record his 'Exodus' and 'Kaya' albums. He toured the world and performed to campaign against apartheid (racist political policy) in South Africa and to celebrate Zimbabwe's independence. He died of cancer in 1981, at age 36. He was given a state funeral in Jamaica according to the Rastafari tradition. He continues to be an important influence on today's music.

1. Who was Nesta Marley?
He was a famous singer known as Bob Marley.
2. What happened when he was fourteen years old?
He left school and started making music.
3. What happened in 1973?
His first album was released.
4. What was the name of one of his most famous songs?
'No Woman, No Cry'.
5. When and why did he die?
He died in 1981 of cancer.



Expository Paragraph

It is written to explain something or instructions. Read the following example:

"Recent advances and discoveries in science and technology have made the use of "eco-friendly" energy a very common thing. In some places where weather conditions are optimal, people are able to use solar or wind energy as the main sources of power. We call solar energy to the sunlight used in specially designed panels that provide power. We can also use the power of the wind by using wind turbines to capture the energy of wind. Both of these forms of "green" or "eco-friendly" energy are being used more and more, and maybe in the future, they will be the only one form to obtain energy."

Before you write . . .

Think and organize your writing as follows: include historical, scientific or economic information. Organize the information in a clear structure. (Chronological, description, cause and effect, etc.)

- a. Think about a historical or scientific topic you are an expert at. Organize your information. Don't forget to include dates, causes and effects and other supporting information you may need. Look for information if necessary.

Answers will vary.

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- b. Start writing a draft of your paragraph. Then compare it with a partner and make any necessary changes or corrections.

Answers will vary.

A faint watermark of three wind turbines is visible in the background of the page. The turbines are arranged in a staggered pattern, with one on the left, one in the center, and one on the right. Each turbine has a light blue tower and three blades. The watermark is semi-transparent and appears to be a watermark or a decorative element.

- c. Write the last version of your expository paragraph.

Answers will vary.

- d. Evaluate your writing.**

Did I ...	✓	✗
... organize my writing in a clear structure?		
... write complete sentences?		
... use capital letters and punctuation marks correctly?		
... present historical or scientific facts in a clear and organized form?		
... spell words correctly?		



The Problem of Cell 13

by Jacques Futrelle (1906)
(Adapted)

Augustus Van Dusen, Ph.D. is a well-known scientist and the popular press calls him, "The Thinking Machine" because one day when young at playing chess, he won against a chess master, using his logic rather than familiarity with the game. Dusen loves spending time in his laboratory, and claims that logic solves all problems. One evening, Ransome and Fielding, two of Dusen's colleagues visit him and invite him to solve a situation where he would need more than simple logic: Dusen would need to escape from Chisholm Prison, where no prisoner had ever escaped from.

Dusen claimed that he could do it using logic only and accepted the challenge. That same night, Ransome and Fielding took Dusen to be imprisoned in cell 13. But before The Thinking Machine entered the cell, he asked the prison's warden for three eccentric, but apparently simple requests, "I need someone to polish my shoes. I also need some tooth powder and finally, twenty-five dollars in the form of one, five-dollar and two, ten-dollar bills," he said.

The warden fulfilled the requests and then he asked two guards in presence of the scientists, to search Dusen's cell making sure there was nothing that would help him escape. After closing the cell, The Thinking Machine said, "I promise you all to join you for dinner at the end of one week. Just wait for me."

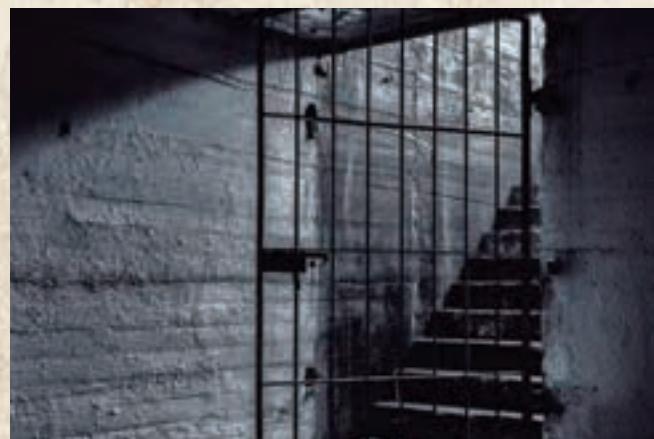
During the following four days, Dusen talked with jailers and examined his cell to plan his escape; he wrote notes using part of his white shirt as paper, and found substances to serve as pen and ink, though he never took any of these materials with him into the cell. In the notes, Dusen included two five-dollar bills but he entered the cell with only one.

The warden was surprised and ordered a 3:00 a.m. search in cell 13 but found nothing except for a dead rat stuck into an old pipe. Around 3:00 a.m. on the fifth day, the prisoner in the cell above Dusen's (who had killed someone and didn't accept his crime) screamed, terrorized by a mysterious voice which made him so terrified that he confessed his killing.

On the seventh day, the day on which The Thinking Machine promised to accomplish his escape, an arc lamp illuminating the prison yard failed causing the warden to call the electric company. The electricians arrived and so did Ransome and Fielding. When the three men were together, the warden receives a letter from Dusen, confirming their dinner appointment for that evening. Surprised, the warden sends a guard to check cell 13 who reports Dusen is lying quietly in his cell.

The electricians arrived, as did two newspaper reporters. One was a famous reporter—Hatch, and the other was The Thinking Machine himself, who took the surprised men back to his cell and showed them a yellow wig tucked in the blanket to simulate being himself.

At dinner that night, he explained what he did to escape. "When I entered the cell, I saw there were some field rats that entered and left the cell through abandoned pipes. I talked to the guards during the first days and found out there is a baseball field outside the prison's walls. Using thread from my socks, I attached a note and a ten-dollar bill to a rat and sent it back through the pipe hoping for someone to read the note. A boy found the bill and note, read it and as instructed, took it to Hatch, who cooperated because he wanted to publish this story. Hatch sent me the tools I needed and spoke with me through the tube, which terrified the convict in the cell above. I made ink from shoe polish and some of the daily drinking water I received in my cell to write notes, and today, I cut the electric wire to the arc lamp. Hatch brought me an electrician's uniform, and that's the way I escaped. So, gentlemen, please remember, "logic and self-confidence solve problems."



4

Before you read . . .

1. Read the title and look at the picture on page 100. What do you think the story is going to be about? Explain.

Answers will vary.

While you read . . .

2. Why do you think Augustus Van Dusen was in jail? How do you know? Support your idea.

Answers will vary.

3. Explain how the "Thinking Machine" accomplished the challenge.

Answers will vary.

4. What if the main character were not so smart? Do you think he could have escaped? Explain.

Answers will vary.

After you read . . .

5. Why do you think Augustus Van Dusen came back to prison? Why didn't he really escape? Explain.

Answers will vary.

1000 Places to See Before You Die

The world's bestselling travel book is back in a more informative, more budget-friendly full-color edition. A #1 New York Times bestseller, *1000 Places* reinvented the idea of a travel book as both a wish list and practical guide. As Newsweek wrote, it "tells you what's beautiful, what's fun, and what's just unforgettable—anywhere on Earth." And now the best is better.

If you could visit 1,000 places before you die, where would you go? Who would you go with? How would you like to travel? In this book, the recommendation is to visit Los Cabos, Mexico. If you leave from Mexico City, you could take a plane directly to Los Cabos, which takes about 2 hours. The most touristic place to visit is "El Arco", commonly called "the Arch". It is a real reference point in Los Cabos and is only reachable by boat. Just south of "the Arch" is "Land's End", a rock that's just over the water. This is the last piece of land in Cabo, marking the end of Baja California and the beginning of continuous open waters towards the south.

1. What is the name of the book?

1,000 Places

2. What are some of the main characteristics of this new edition of the book?

It contains more information, is a more budget-friendly full-color edition.

3. What is the place in Mexico recommended in the book?

Los Cabos, in Baja California.

4. What are some of the principal landmarks and places you can visit there?

The Arch and Land's End rock.

5. Would you buy this book to plan your next vacations? Why?

Answers will vary.



Persuasive Paragraph

It is written to convince your reader about something. Read the following example:

The annual book fair is right around the corner, and tickets have just gone on sale. We are selling a limited number of tickets at a discount, so move as quickly as you can and get yours while they are still available. This is going to be an event you will not want to miss! To start with, there will be a lot of cultural activities, for all ages and interests. Book presentations with important authors, performances, story tellers for young adults, plays, and writing workshops. But that's not all! Every ticket you purchase enters you in a drawing to win fabulous prizes. Spend time with your family and friends at our school fair. It is a great opportunity to spend time together and enjoy cultural activities. Buy your tickets now!

Before you write . . .

Think and organize your writing as follows: Organize your ideas in a list, write your opinion about the subject, gather good reasons to support your opinion, think of statements and words that can help you to convince your audience.

- a. Think about inviting people to an SME fair (Small and Medium-sized Enterprises). Organize your information.



- b. Start writing a draft of your paragraph. Then compare it with a partner and make any necessary changes or corrections.

- c. Write a persuasive paragraph.

- d. Evaluate your writing.**

Did I ...	✓	✗
... organize my ideas and gather reasons to support my opinions?		
... write complete sentences?		
... use capital letters and punctuation marks correctly?		
... spell words correctly?		
... write my opinion in a convincing way?		
... sound convincing?		

I. Complete the sentences using the correct adjectives from the box.

blue cheap expensive family
new powerful red safe
sports traditional uncertain young

- Michael wants to buy a new car.
- He can't decide between a red or a blue one.
- The red car is a sports car and the blue car is more traditional.
- The red car is powerful.
- The blue car is safe.
- The safety policy of the red car is short and cheap.
- The safety policy for the blue car is expensive and large.
- Michael is married and he has a young baby.
- His wife wants a family car.
- Michael feels uncertain.

II. Unscramble the adjectives in order.

- big / silver / light computer
Big, light, silver computer
- small / pink / expensive smartphone
Expensive, small, pink smartphone
- practical / black / round lamp
Practical, round, black lamp
- ergonomic / fabric / white chair
Ergonomic, white fabric chair
- wood / flexible / hard desk
Hard, flexible, wood desk
- portable / red / functional / Swiss / knife
Portable, red, functional Swiss knife
- modern / blue / pretty / sculpture
Pretty, modern, blue sculpture
- plump / orange / old cat
Plump, old, orange cat
- young / white and brown / loud dog
Loud, young, white and brown dog
- white / light / Chinese mouse
Light, white, Chinese mouse

III. Write the adjectives in parentheses in the correct form.

- Lizzy has two sisters. Lydia is younger than Lizzie. (young)
- Jane is older than Lizzie. (old)
- Jane always got better grades at school than Lydia. (good)
- Lydia always had more friends than Jane. (many)
- Lizzie is quieter than Lydia. (quiet)
- Jane is shyer than Lizzie. (shy)
- Lizzie is bolder than Jane. (bold)
- Lydia is shorter than Jane. (short)
- Jane is taller than Lydia. (tall)
- Lizzie is funnier than Jane. (funny)

IV. Write the comparatives of the adjectives.

- | | |
|----------------|-------------------------|
| 1. interesting | <u>more interesting</u> |
| 2. expensive | <u>more expensive</u> |
| 3. boring | <u>more boring</u> |
| 4. popular | <u>more popular</u> |
| 5. surprising | <u>more surprising</u> |
| 6. dedicated | <u>more dedicated</u> |
| 7. miserable | <u>more miserable</u> |
| 8. hilarious | <u>more hilarious</u> |
| 9. ridiculous | <u>more ridiculous</u> |
| 10. serious | <u>more serious</u> |

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V. Underline the correct word to complete the sentence.

1. I can't eat that soup! It's too / enough hot!
2. It's warm enough / too to go out and play.
3. Take a sweater is too / enough cold to go out.
4. Take your sunglasses it's too / enough bright.
5. Take your umbrella it's too / enough cloudy, I think it'll rain.
6. I can't see anything! It's too / enough dark!
7. I won't go to the party, it's too / enough glamorous and I don't have clothes.
8. We can leave the baby now; she is sleepy too / enough.
9. I can ride that roller coaster I am old too / enough.
10. I can't go into the ball pool, I'm too / enough old.

VI. Write the superlative of the adjective in parentheses.

1. A Great Dane called Freddy is the tallest dog up to now. (tall)
2. The driest white wine is the Sauvignon Blanc. (dry)
3. The highest paid actor according to *Irish Times* is Will Smith. (high)
4. Shanghai is the largest city in the world. (large)
5. The Church of the Inmaculada Concepción is the oldest church in Mexico City. (old)
6. Kylie Jenner is the youngest billionaire nowadays. (young)
7. The Bichon Frise is the smallest dog breed to be found. (small)
8. The shortest NBA player is Muggsy Bogues at 5'3". (short)
9. The English Mastiff is the heaviest dog. (heavy)
10. The lightest laptop weighs 2.8 lbs. (light)

VII. Use the superlatives of the adjective to write sentences.

Stephen Hawking	Intelligent person
Michael Jackson	beautiful smile
Los Cabos	dangerous city
Falcon Heavy	powerful rocket
Century eggs	exotic food
Atrax Robustus	venomous spider
Amur Leopard	endangered species
Armpit sniffer	unusual job
Bobbie the Wonder Dog	loyal dog in history
Leo	protective zodiac sign

1. Stephen Hawking is the most intelligent person.
2. Michael Jackson had the most beautiful smile.
3. Los Cabos is the most dangerous city.
4. The Falcon Heavy is the most powerful rocket.
5. Century eggs are the most exotic food.
6. The Atrax Robustus is the most venomous spider.
7. The Amur Leopard is the most endangered species.
8. Armpit sniffer is the most unusual job.
9. Bobbie the Wonder Dog is the most loyal dog in history.
10. Leo is the most protective zodiac sign.

VIII. Use the linkers from the box to complete sentences.

although and but so

1. I love peanut butter and jelly sandwiches.
2. I like swimming, but I don't like the beach.
3. I'm hungry, so I'll see what's in the refrigerator.
4. Although it's raining, I'll go out. I don't care.
5. Wendy and Pete are dating.
6. She is happy, but she doesn't get along with her mother in law.
7. He had troubles with math, so he took extra lessons.
8. Although they were happy, they decided to separate.
9. The cat and the dog sleep together.
10. Although the cat is small, he is the leader.

1

Vocabulary Practice

I. Use the words from the box to complete the sentences.

absent beautiful fair fantastic
friendly good intelligent
late multicultural straight

- Lisa has straight, long hair.
- Her new baby is beautiful.
- Mr. Hendrick has the reputation of being a fair teacher.
- I like my school because it is multicultural, there are students from everywhere.
- Yesterday, Paola was absent because she was sick.
- Jim is a friendly guy; he is warm and polite.
- Oh, my God! It's late, I didn't hear the alarm clock!
- I think your idea is fantastic, let's work on it!
- Will is very intelligent, he always helps me to study and his explanations are very clear.
- You are a good boy, don't worry.

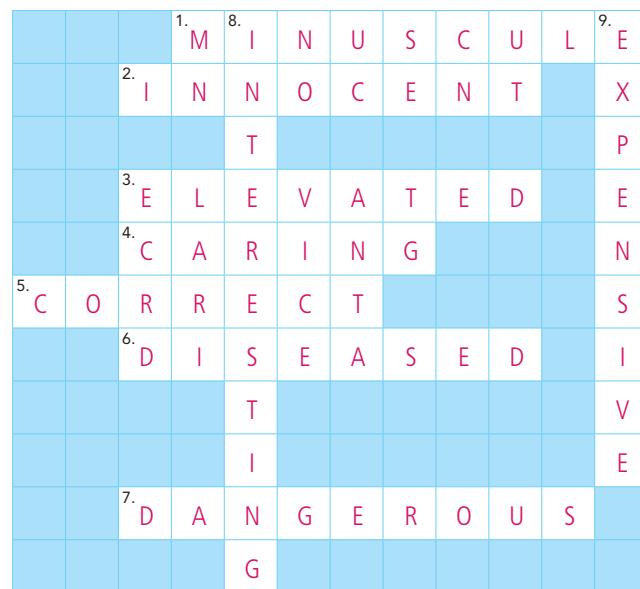
II. Match the words with their definition.

- | | |
|-----------|----------|
| 1. light | <u>f</u> |
| 2. trendy | <u>j</u> |
| 3. blue | <u>a</u> |
| 4. brown | <u>b</u> |
| 5. orange | <u>g</u> |
| 6. cotton | <u>c</u> |
| 7. pretty | <u>h</u> |
| 8. slim | <u>i</u> |
| 9. green | <u>d</u> |
| 10. long | <u>e</u> |
- a. the color of the sky and the sea
 b. the color of coffee
 c. soft material usually white that comes from flowers
 d. the color of grass
 e. quality of length
 f. not heavy
 g. the color of the sun and fruit to make juice
 h. the quality of something nice to the sight
 i. the quality of thin, not fat
 j. fashionable

III. Write the opposite of the words.

- | | |
|----------------|--------------------|
| 1. bad | <u>good</u> |
| 2. slow | <u>fast</u> |
| 3. interesting | <u>boring</u> |
| 4. delicious | <u>horrible</u> |
| 5. far | <u>close</u> |
| 6. short | <u>tall / high</u> |
| 7. expensive | <u>cheap</u> |
| 8. cheap | <u>expensive</u> |

IV. Complete the crossword puzzle.

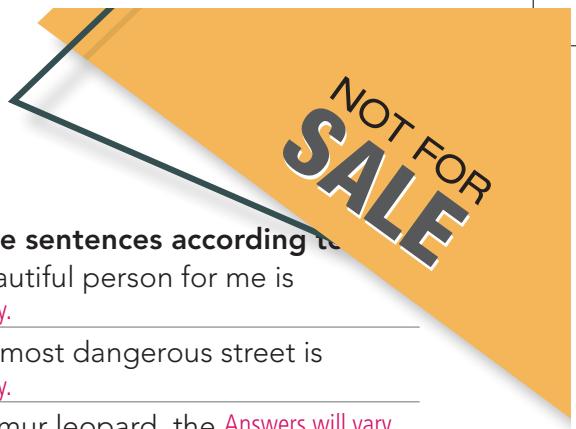


ACROSS

- Extremely small
- Not guilty
- On high
- Loving
- Not wrong
- Sick
- Not safe

DOWN

- That generates interest
- That costs a lot of money



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V. Look up the meanings of these words in your dictionary or on line and write them.

1. adventurous: Answers will vary.
2. bright: Answers will vary.
3. cloudy: Answers will vary.
4. dark: Answers will vary.
5. glamorous: Answers will vary.
6. real: Answers will vary.
7. sleepy: Answers will vary.
8. wild: Answers will vary.

VI. Write correctly the superlatives of the adjectives.

ADJECTIVE	SUPERLATIVE
1. big	<u>biggest</u>
2. dry	<u>driest</u>
3. far	<u>farthest / furthest</u>
4. high	<u>highest</u>
5. humid	<u>most humid</u>
6. large	<u>largest</u>
7. low	<u>lowest</u>
8. narrow	<u>narrowest</u>
9. near	<u>nearest</u>
10. poor	<u>poorest</u>
11. rich	<u>richest</u>
12. small	<u>smallest</u>
13. short	<u>shortest</u>
14. tall	<u>tallest</u>
15. tiny	<u>tiniest</u>
16. wide	<u>widest</u>

VII. Complete the sentences according to the context.

1. The most beautiful person for me is Answers will vary.
2. They say the most dangerous street is Answers will vary.
3. Beside the Amur leopard, the Answers will vary. is the most endangered species.
4. The most exotic place for me is Answers will vary.
5. The most intelligent of my friends is Answers will vary.
6. The most loyal person I know is Answers will vary.
7. The most powerful detergent I use is Answers will vary.
8. The most protective person I know is Answers will vary.
9. The most unusual experience I had was when Answers will vary.

10. The most venomous person I know is Answers will vary.

VIII. Write an anecdote with the words in the box.

pat popcorn rain shine sunscreen
swimming pool sun uphill view weather

Answers will vary.

I. Underline the correct option.

1. I was / were happy to see you last night.
2. You was / were sad because of the news.
3. Sara was / were worried because they didn't come.
4. Beth was / were asleep when you called.
5. Mario was / were young in the 1980s.
6. The fish was / were colorful.
7. We was / were friends, but we grew apart since she married my boyfriend.
8. They was / were late because they were talking and the bus left them
9. I was / were angry with you.
10. Miss Lupita was / were very nervous.

II. Unscramble the questions and answer them.

1. at / Sara Beth's party? / Were / you /
Were you at Sara Beth's party?
Answers may vary.
2. classmates / in Acapulco / last weekend? /
Were / your /
Were your classmates in Acapulco last weekend?
Answers may vary.
3. in Hollywood / last month? / Were / you and
your friends /
Were you and your friends in Hollywood last month?
Answers may vary.
4. Bertha Sanchez? / Was / your mother /
Was your mother Bertha Sanchez?
Answers may vary.
5. a champion / at the last dog show? / Was /
your dog /
Was your dog a champion at the last dog show?
Answers may vary.
6. favorite / math? / subject / Was / your /
Was your favorite subject math?
Answers may vary.
7. basketball players? / Were / your brothers /
Were your brothers basketball players?
Answers may vary.
8. twins? / Were / your sisters /
Were your sisters twins?
Answers may vary.

9. a magic witch? / Was / your doctor /

Was your doctor a magic witch?

Answers may vary.

10. magical? / Was / your pet /

Was your pet magical?

Answers may vary.

III. Write the past tense of the verbs.

- | | |
|-----------|-----------------|
| 1. close | <u>closed</u> |
| 2. decide | <u>decided</u> |
| 3. finish | <u>finished</u> |
| 4. listen | <u>listened</u> |
| 5. learn | <u>learned</u> |
| 6. study | <u>studied</u> |
| 7. visit | <u>visited</u> |
| 8. wait | <u>waited</u> |
| 9. wash | <u>washed</u> |
| 10. watch | <u>watched</u> |

IV. Complete the sentences with the correct form of the verb in parenthesis.

1. I made some cookies yesterday. (make)
2. We understood very well Mr. Henderson's explanation. (understand)
3. You wrote a nice essay. (write)
4. The ducks flew to the south in winter. (fly)
5. Shondra left the room crying. (leave)
6. I thought it was an excellent idea. (think)
7. Mirtha swam all her adolescence. (swim)
8. He said there was no point doing it. (say)
9. The group read that book last semester. (read)
10. My mother paid her credit cards last week. (pay)

**NOT FOR
SALE**

V. Ask questions to find out if a suspect is guilty. Use the prompts.

1. kill / Mr. Newman?
Did you kill Mr. Newman?
2. Where / be / the night of July 5th?
Where were you the night of July 5th?
3. Where / go to celebrate?
Where did you go to celebrate?
4. What time / return home? Around 10:00.
What time did you return home?
5. What time / leave the restaurant? About 9:00.
What time did you leave the restaurant?
6. Which Cristy's / go to?
Which Cristy's did you go to?
7. Why / arrive an hour later?
Why did you arrive an hour later?
8. kill / Mr. Newman? No, I was with my lover!!!
Did you kill Mr. Newman?

VI. Answer the questions with the truth.

1. Did you go to Acapulco this morning?
No, I didn't go to Acapulco this morning.
2. Did your teacher bring her dog to class?
No, she didn't bring her dog to class.
3. Did your best friend travel to Atlanta?
No, he / she didn't travel to Atlanta.
4. Did you live in the same house as Linda Hamilton?
No, I didn't live in the same house as Linda Hamilton.
5. Did the second graders study in Xochimilco?
No, the second graders didn't study in Xochimilco.
6. Did you have caviar for dinner last night?
No, I didn't have caviar for dinner last night.
7. Did your mother work for NASA?
No, my mother didn't work NASA.
8. Did your neighbors invite you to Switzerland?
No, my neighbors didn't invite me to Switzerland.

VII. Complete the sentences with was or were + the verb in parenthesis.

Last night ...

1. I was floating over my bed. (float)
2. You were sleeping peacefully. (sleep)
3. Angie was walking asleep. (walk)
4. The chandelier was swinging from one side to another. (swing)
5. The cat was staring at the wall. (stare)
6. A ghost was crossing the wall. (cross)
7. A strange face was looking at me through the mirror. (look)
8. Actually, I was having a very bad dream! (have)

VIII. Unscramble the questions and answer them.

1. a department store? / buying / you / in / Were /
Were you buying in a department store?
Answers will vary.
2. a movie / yesterday? / your brother / Was / watching
Was your brother watching a movie yesterday?
Answers will vary.
3. clothes / last week? / trying / your sister / Was
Was your sister trying clothes last week?
Answers will vary.
4. buying / new furniture? / your neighbors / Were
Were your neighbors buying new furniture?
Answers will vary.
5. during class? / eating / snacks / your friends / Were
Were your friends eating snacks during class?
Answers will vary.
6. moving / on its own? / your car / Was
Was your car moving on its own?
Answers will vary.
7. a meeting? / having / the teachers / Were
Were the teachers having a meeting?
Answers will vary.

2

Vocabulary Practice

I. Match the word to the definition

- | | |
|---|----------|
| 1. primary school | <u>g</u> |
| 2. junior high | <u>c</u> |
| 3. high school | <u>b</u> |
| 4. university | <u>j</u> |
| 5. parents | <u>d</u> |
| 6. siblings | <u>i</u> |
| 7. prom | <u>h</u> |
| 8. playground | <u>e</u> |
| 9. preschooler | <u>f</u> |
| 10. crush | <u>a</u> |
| a. person you like very much | |
| b. school period from 15-18 years old | |
| c. school period from 13-15 years old | |
| d. mother + father | |
| e. place where children go to play | |
| f. child who studies from 4-5 years old | |
| g. school period from 6-12 years old | |
| h. formal dance in high school | |
| i. brother + sister | |
| j. place where you study a career | |

II. Put the words from the box under the correct column.

bank church concert hall museum
movie theater police station school
post office theater zoo

COMMUNITY	RECREATIONAL
bank	concert hall
church	movie theater
school	museum
police station	theater
post office	zoo

III. Complete with the correct word from the box.

barked cried decided
explained headed listened
played visited wanted watched

- Yesterday Pete and Gwen played in the park.
- Gwen wanted to play with a dog.
- The dog barked at Gwen.
- She cried because she was scared.
- Pete listened to the dog.
- He headed to the police officer.
- The police officer explained to them not to approach strange dogs.
- Pete and Gwen decided to leave.
- They visited their grandma.
- There they watched TV.

IV. Put the past tense of the verbs in the crossword puzzle.**ACROSS**

- Move in the water.
- Project in the mind, consider, imagine
- Ingest meals for nourishment.
- Move from one place to another.

DOWN

- To form words
- To retain someone or something
- To select

**NOT FOR
SALE**

V. Put the words from the box in the correct column.

accused burglary judge murder
lawyer pickpocketing police officer
shoplifting thief trafficking

person	crime
accused	burglary
judge	murder
lawyer	pickpocketing
police officer	shoplifting
thief	trafficking

VI. Put the words in the box in the correct column.

brush hair exercise floss teeth
do the laundry have breakfast
clean the house have dinner
have lunch vacuum
sweep take a shower

HYGIENE	CLEAN	EAT
brush hair	clean the house	have breakfast
exercise	do the laundry	have dinner
floss teeth	sweep	have lunch
take a shower	vacuum	

VII. Underline the correct word.

- Last night we were playing chess / board games. I was playing with the white pieces.
- My friend was knitting / sewing a sweater for me!
- My granny was baking cookies / a cake big and spongy for Jule's birthday.
- Betty and Ned were playing video games / guitar in a rock band.
- Nick was taking a nap / sleeping on the sofa after lunch.
- Rachel was drawing / painting the walls with a new color.
- Father was cooking / baking spaghetti.
- My mom was solving / drawing puzzles during breakfast.
- Harry, Flash and Mary Jane were watching / looking at a scary movie last night.
- I was listening to / listening the news in the radio.

VIII. Circle the correct answer.

What can you buy at the ...?

- jewelry counter
 a. doll b. ring c. cookies
- housewares department
 a. ladder b. pot c. candy
- furniture department
 a. cell phone b. pen c. bed
- snack bar
 a. lamp b. chips c. mouse
- women's clothing department
 a. blouse b. hard disk c. books
- men's clothing department
 a. beer b. tie c. CDs
- perfume counter
 a. cream b. lotion c. sunscreen
- house hold appliances department
 a. washer b. glasses c. yoga mat

3

Grammar Practice

I. Write down how to make a sandwich.

Ingredients:

- 2 slices of bread
- mustard
- mayonnaise / butter / cream
- ham
- cheese
- tomato
- lettuce
- avocado

Use the verbs in the box for the steps.

spread (x2) put (x3) get
 cut (x2) wash close
 disinfect add

Steps:

1. First get all the ingredients.
2. Spread the mustard over a slice of bread.
3. Spread the mayonnaise, butter or cream on the other slice.
4. Disinfect the lettuce to put it on one slice of bread.
5. Wash the tomato and cut some slices.
6. Cut wedges of avocado and put some on a slice of bread.
7. Put the ham and add the cheese.
8. Close the sandwich.

II. Complete with can, could or be able to.

1. I can play the piano since I was four years old.
2. You could ride a bike when you were 12 years old, what happened?
3. Gil will be able to run the marathon if he keeps training.
4. Alondra could add long sums in her mind, now it's a bit harder.
5. The fish can breathe under the water.
6. We will be able to fly to the moon back and forth by next century.
7. You and your friends can come in late just for today.
8. The teachers could smoke in the classrooms in the 1990s.
9. I could swim very fast, now I get tired easily.
10. You can come tomorrow to my house.

III. Underline the correct word.

1. Who knows? I may / might win the lottery.
2. Miss Simmons may / might get the job; she is the most qualified.
3. It may / might rain, the clouds are very dark.
4. Take the warmest jacket, it may / might snow today.
5. The hurricane is coming, soon there may / might not be communications.
6. The morning has been quite sunny, so it may / might continue being sunny.
7. The road is foggy, be careful, there may / might be some accidents.
8. Do you think Mark may / might be interested in me? He is so handsome!
9. Susy wants to play, she may / might get lucky!
10. Bob may / might win the competition; he is not that bad.

IV. Circle the correct word.

1. There's no milk. I buy some.
 a. have to b. need to c. must
2. I go to the bank before 5:00, or I'll find it closed.
 a. have to b. need to c. must
3. You return the books in a week.
 a. have to b. need to c. must
4. Virginie see the ophthalmologist, she can't see a thing!
 a. has to b. needs to c. must
5. Jenny pay a fine because she left her car in front of a garage door.
 a. has to b. needs to c. must
6. You turn off your cell phone at the movies.
 a. have to b. need to c. must
7. John watch for his friend's dog because he promised.
 a. has to b. needs to c. must
8. That dog eat less, it's very fat.
 a. has to b. needs to c. must
9. We exercise more, we have a terrible condition.
 a. have to b. need to c. must
10. Men turn in for the military service at 18 years old.
 a. have to b. need to c. must

NOT FOR
SALE

V. Underline the correct word.

1. You have to / should read the book; it is very good.
2. You should / have to clean your room, it's a real mess.
3. I have to / ought to visit the dentist; my tooth aches.
4. Harriet should / has to put on some ointment on her burns.
5. Ron ought to / has to stay in school because he is of the committee.
6. We ought to / have to eat more salad; not only tacos.
7. They should / have to wash their car; it's very dirty.
8. I ought to / have to have my hair cut; it's dry.
9. They should / have to sleep more; they are always falling asleep in class.

VI. Complete the sentences with had better + an appropriate verb.

1. To get better grades, you had better study .
2. To sleep better, you had better not drink coffee after 2 o'clock .
3. To live with less stress, you had better learn to say no .
4. To eat healthier, you had better eat more vegetables and fruit .
5. To lose weight, you had better exercise .
6. To be happier, you had better be grateful .
7. To have a healthy relationship, you had better trust .
8. To save money, you had better cut not necessary expenses .
9. To buy a house, you had better ask for a loan .
10. To travel more often, you had better check cheap flights .

VII. Complete with can, could, may or will.

1. Can you bring me a soda, please?
2. Could you be so nice and bring me my medicine, please?
3. May I help you with those bags?
4. Would you like a cup of tea or a cup of coffee?
5. Can you open the window, please?
6. Would you like to dance?
7. Could you help me with these boxes, young man?
8. May I open the door for you?
9. Would you like a cookie?
10. May I carry those books for you?

VIII. Underline the correct word.

1. I must / can't be forgetting something; this doesn't taste well.
2. You must / can't be wrong, there must be an explanation.
3. Mrs. Glass must / can't read a lot of things; she knows a lot!
4. Mr. Harper must / can't guess the names of everyone, he must have known them before.
5. That parakeet must / can't be the same; I saw it dead.
6. We must / can't have taken a wrong turn because we are lost.
7. It must / can't be possible, I checked it twice.
8. The new neighbors must / can't come from a foreign country; they have a funny accent.
9. I must / can't believe it happened; it must have been a dream.
10. Miss Evans must / can't be married; I saw her kissing a man.

3

Vocabulary Practice

I. Write the word from the box next to its definition.

beat boil chop peel
pour sauté scramble
slice steam stir

- chop: Cut in very small cubes.
- boil: Heat in water until it makes bubbles.
- pour: Add water to something.
- steam: Heat on the humidity produced by heated water.
- stir: Move food with a spoon.
- peel: Take off the skin of a vegetable.
- scramble: To stir while frying.
- slice: Cut in fine long pieces.
- sauté: Fry while moving the pan so the vegetables or meat jump.
- beat: Mix thoroughly.

II. Complete the sentences with words from the box.

amulet beliefs dead experience
explanation feeling frightening
poltergeist terror vision

- There has to be an explanation for this phenomenon.
- I had a horrible feeling in my heart.
- I couldn't sleep because I watched a terror movie.
- The poltergeist is a mischievous ghost.
- Madame Blume had a marvelous vision of my future.
- A frightening noise woke me up at night.
- I always carry a lucky amulet, just in case.
- He can't be dead, I just talked to him!
- I don't share her beliefs.
- I had a paranormal experience the other day.

III. Match the synonyms.

- | | | |
|--------------|---|--------------|
| 1. hazy | 4 | a. drizzling |
| 2. humid | 1 | b. foggy |
| 3. hurricane | 2 | c. muggy |
| 4. raining | 5 | d. sleeting |
| 5. snowing | 3 | e. typhoon |

IV. Write the words in the crossword puzzle.**ACROSS**

- book to look up meanings of words
- series of books from A – Z that have information of all kinds
- book with maps of all kinds
- publication of a specific kind that appears weekly or monthly with many photographs
- kind of newspaper
- very small celluloid with information

DOWN

- list of contents in a library
- daily publication with news about everything
- person in charge of a library
- small piece of cardboard where people that borrow a book write their information

NOT FOR
SALE

V. Put the words from the box in the correct column.

dentist doctor drops
eye chart nurse scale
stethoscope syrup tablets

PERSON	INSTRUMENT	REMEDY
dentist	eye chart	drops
doctor	scale	syrup
nurse	stethoscope	tablets

VI. Match the person with the job.

- | | |
|----------------------|------------------------------|
| 1. carpenter | 5 a. fixes wires |
| 2. handyman | 7 b. fumigates pests |
| 3. painter | 3 c. paints walls |
| 4. tv repair person | 2 d. repairs everything |
| 5. electrician | 8 e. repairs locks |
| 6. plumber | 4 f. repairs tv |
| 7. exterminator | 10 g. repairs washer |
| 8. locksmith | 9 h. takes care of plants |
| 9. gardener | 6 i. unclogs tubes and pipes |
| 10. appliance repair | 1 j. works with wood |

VII. Write a sentence of your own with each person of the word from the box.

birthday party anniversary cake
gift greeting card wedding
refreshments wedding dress
Christmas Eve New Year's Eve

1. Answers will vary.
2. Answers will vary.
3. Answers will vary.
4. Answers will vary.
5. Answers will vary.

6. Answers will vary.

7. Answers will vary.

8. Answers will vary.

9. Answers will vary.

10. Answers will vary.

VIII. Complete the sentences with words from the box.

bench carousel picnic area
playground slide see-saw statue
swing water fountain zoo

1. I took my young daughter to the playground to play.
2. She loves climbing the ladder in the slide to then go down.
3. While she plays, I sit on a bench to watch her.
4. Sometimes we play sitting on the see-saw.
5. I also push her in the swing.
6. We may pack some sandwiches and go to the picnic area.
7. If she is thirsty, she insists on drinking from the water fountain.
8. She likes the animals in the zoo.
9. There's a big statue of a lion at the entrance.
10. Finally, she likes a ride in the carousel.

4

Grammar Practice

I. Complete the sentences with the correct form of verb to be + a verb from the box.

dance fly go have leave
meet relax stay spend visit

- I am going to go to Cancún for the long weekend.
- I am going to stay at the White Hotel.
- I am going to fly on Friday 14th at 8:00 am.
- I am going to visit Xel-Ha on Saturday.
- My friend is going to meet me there.
- We are going to spend all Saturday in Xel-Ha and then ...
- We are going to dance all night.
- On Sunday we are going to relax at the hotel's spa.
- At night we are going to have dinner at the Luxury restaurant.
- On Monday I am going to leave Cancún at 8:00 pm.

II. Complete the sentences with an adverb of time from the box, with your truth.

tomorrow the day after tomorrow
next week next month next year

- I am having an exam answers will vary.
- My mother's birthday is going to be answers will vary.
- My best friend is going to have a haircut answers will vary.
- We are having vacations answers will vary.
- We are having our next English class answers will vary.
- My birthday is going to be answers will vary.
- I am going to pay the rent answers will vary.
- We are going to watch a movie answers will vary.
- I am going to visit the dentist answers will vary.
- The school is closing for winter holidays answers will vary.

III. Ask the question to the answers.

- Are you eating junk food?
I am not eating junk food.
- Is he brushing his teeth?
He is not brushing his teeth.
- Are you smoking again?
No, I am not smoking again.
- Are you drinking soda?
No, I am not drinking soda, I'm drinking a glass of water.
- Are you sitting all day?
No, I am not sitting all day.
- Is she chewing gum?
No, she is not chewing gum.
- Are they eating healthy food?
Yes, they are trying to eat healthy food.
- Are you exercising enough?
No, we are not exercising enough.
- Are you reading many books?
No, I am not reading many books.
- Are you studying?
No, I am not studying, I am on vacation

IV. Complete the sentences with will + a verb from the box.

affect be (x3) burn close
come destroy leave obstruct

- With so much rain, there will probably be a flood.
- Close your doors and keep the radio on, the hurricane will come soon.
- The heat wave will affect thousands of homeless people.
- The drought will leave entire populations without food.
- Due to the blizzard the airports will close in the next 48 hours.
- The volcanic eruption will burn thousands of acres of woods.
- The tornado will destroy everything it touches.
- The tremor indicated there will be an earthquake soon.
- Due to the uncontrolled winds and the recent drought there will be a wildfire.
- The landslide will obstruct the road for several days.

**NOT FOR
SALE**

V. Read the situations and write an appropriate answer.

1. Oh! It's late and it's dark and my house is far.
Answers will vary.
2. These books are heavy!
Answers will vary.
3. Coffee or tea?
Answers will vary.
4. Comedy or horror?
Answers will vary.
5. My head aches.
Answers will vary.
6. I'm very tired!
Answers will vary.
7. I'm bored!
Answers will vary.
8. I'm hungry.
Answers will vary.
9. I'm thirsty.
Answers will vary.
10. I miss my mom.
Answers will vary.

VI. Complete the sentences with *will* + a verb from the box.

drink (x2) eat (x2) go
 have(x2) order see tell

1. As soon as I get to restaurant, I will order a glass of lemonade, I'm thirsty.
2. What soup will you have?
3. I won't have soup, it's too hot.
4. I think I'll eat a salad.
5. I'll eat the spaghetti and meatballs, please.
6. What will you drink?
7. I'll drink a cup of coffee, please.
8. Will you see Bert later?
9. I don't think so, I will go home.
10. When will you tell him the truth?

VII. Underline the correct verb.

1. My neighbors bought a gallon of paint. They will / are going to paint their house.
2. I'm tired, I think I 'll / 'm going to take a nap.
3. My daughter is studying, she will / is going to have an exam.
4. Esther is crying, I think she will / is going to break up with her boyfriend.
5. There's a moving truck in the entrance, we will / are going to have new neighbors.
6. She is very fat, I think she 'll / 's going to have twins.
7. The sky is cloudy, but it is warm it will / is going to probably rain.
8. Mary and Adam have been together for a long time; I think they will / are going to get married.
9. Loly has been visiting pet shelters, she will / is going to adopt a puppy.
10. You are very red and hot, you will / are going to get sick.

VIII. Circle the correct question word.

1. will you go to party with?
 a. Who b. When c. Where
2. will the party be? Close or far?
 a. Who b. When c. Where
3. will the party be? Next week?
 a. Who b. When c. Where
4. time will the party be?
 a. Who b. What c. When
5. are you looking at me like that?
 a. Who b. Why c. When
6. are you going to do after class?
 a. Who b. What c. When
7. is going to take the bus?
 a. Who b. What c. When
8. are we going to go to the movies?
 a. Who b. What c. When
9. are you going to wear to the party?
 a. Who b. What c. When
10. is there going to be a party?
 a. Who b. Why c. When

4

Vocabulary Practice

I. Put the words in the correct column.

bathing suit kite life guard
 rock sand shell sun glasses
 sun hat surfer swimmer
 vendor wave

PERSONS	NATURE	THINGS
life guard	sand	bathing suit
surfer	shell	kite
swimmer	rock	sun hat
vendor	wave	sun glasses

II. Match the word to their definition.

- | | | |
|---------------|-----------|----------------------------|
| 1. hatchet | <u>5</u> | a. spending time in nature |
| 2. hiking | <u>7</u> | b. tool used to cook |
| 3. trail map | <u>10</u> | c. fabric used to cover |
| 4. climbing | <u>4</u> | d. ascending with effort |
| 5. camping | <u>6</u> | e. safety equipment |
| 6. harness | <u>1</u> | f. tool to cut big |
| 7. camp stove | <u>2</u> | chunks of wood |
| 8. tent | <u>9</u> | g. walking through |
| 9. mountain | <u>8</u> | the woods |
| 10. blanket | <u>3</u> | h. huge landmass |
| | | i. portable fabric house |
| | | j. graphic representation |
| | | of a path |

III. Write the expressions under the correct column

be unfriendly drink plain water
 eat junk food exercise get up late
 go to sleep late read books
 save money smoking walk

BAD HABITS	GOOD HABITS
be unfriendly eat junk food get up late go to sleep late smoking	drink plain water exercise read books save money walk

IV. Match the words to their synonyms.

- | | | |
|---------------|-----------|----------------|
| 1. avalanche | <u>6</u> | a. tremor |
| 2. blizzard | <u>3</u> | b. flood |
| 3. cataclysm | <u>4</u> | c. hurricane |
| 4. cyclone | <u>1</u> | d. landslide |
| 5. drought | <u>10</u> | e. tornado |
| 6. earthquake | <u>7</u> | f. destruction |
| 7. extinction | <u>8</u> | g. windblast |
| 8. gust | <u>2</u> | h. snowstorm |
| 9. tsunami | <u>5</u> | i. shortage |
| 10. twister | <u>9</u> | j. ripple |

**NOT FOR
SALE**

V. Write about your plans using the words in the box.

buy a house buy a car cook dinner
feed the pets get married have a baby
help with work take children to school
travel around the world

VI. Write the word next to its definition.

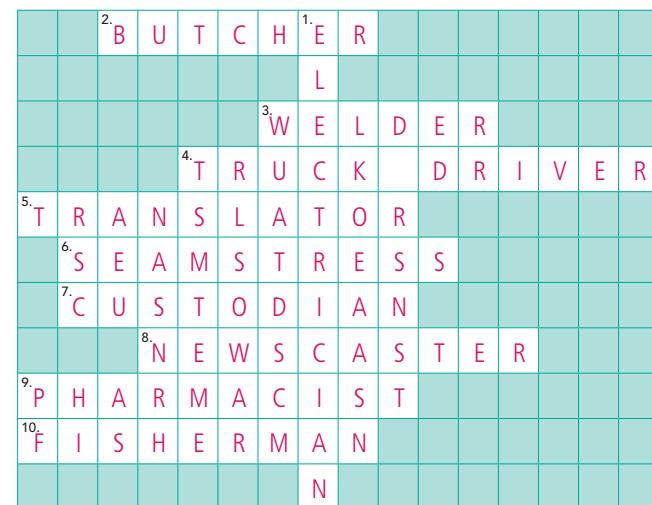
appetizer dessert jello rice
mashed potatoes main course
meatloaf noodles pudding
side dishes

1. pudding : a creamy dessert
2. jello : a transparent fruity dessert
3. noodles : a paste made of flour to make soup
4. meatloaf : ground meat baked in an oven
5. side dishes : vegetables cooked to accompany the main course
6. dessert : sweet food served at the end of a meal
7. mashed potatoes : boiled potatoes until soft and crushed with butter and milk
8. rice : white boiled cereal
9. appetizer : small food served at the beginning of a meal
10. main course : the principal dish usually with some sort of meat

VII. Underline the odd one out.

- | | | |
|------------------------|---------------------|----------------------|
| 1. moving in | <u>moving truck</u> | moving out |
| 2. bed | <u>marker</u> | sofa |
| 3. bubble wrap | box | keys |
| 4. <u>estate agent</u> | kraft paper | box |
| 5. cleaning | dismantle | <u>adhesive tape</u> |
| 6. packing | marker pen | neighborhood |
| 7. removal list | marker pen | contract |

VIII. Solve the crossword puzzle.



DOWN

1. Person in charge of wires and electricity.

ACROSS

2. Person that sells meat.
3. Person that heats lead to weld.
4. Person that drives a truck.
5. Person that translates.
6. Woman that sews clothes.
7. Person that is in charge of the cleanliness of a place.
8. Person that gives the news in TV.
9. Person in charge of a pharmacy.
10. Person that catches fish and sells them for a living.

ADJECTIVES

An adjective says something about a noun (a person, a thing or a place). It always goes before the noun.

big house
tall boy

You can use adjectives after the verb.

Tom is Italian.
The books are American.

ORDER OF ADJECTIVES

It is important to follow a specific order when using more than one adjective to describe anything. The order we should follow is the next:

opinion	size	shape	age	color	origin	material/ type
pretty	small	round	antique	blue	Italian	glass

COMPARATIVES

To compare is to say how two things, places, people, animals, etc. are different.

* To compare two nouns (people, places and things) generally we add -er at the end of the adjectives.

This May was hotter than July.
Karla is tall, but Maya is taller.

* Irregular adjectives change their spelling when used to compare.

Traffic in London is bad, but it is worse in CDMX.
Real Madrid is a good team, but Barcelona is better.

Note: We use *than* after comparatives.

COMPARATIVES II

When we want to compare and contrast two nouns (people, places, things, etc.) we use comparatives.

* If the adjective is long, we write *more than* before the adjective.

Mount Everest is more beautiful than River Mountain.

ADVERBS OF DEGREE

We use *too* + an adjective, to indicate that the characteristic of something (a noun) exceeds expectations or needs.

This soup is too hot, I cannot eat it!
The weather is too cold to go outside and play.

We use *enough* to indicate that the characteristic of something is sufficient or correct.

Tom is old enough to go to the party.
My sister is good enough to participate in the contest.

Note: We place the adjective followed by *enough*.

SUPERLATIVES

In general, short superlatives are formed by adding *the* before short adjectives and -est at the end of the adjective.

tall – tallest

When they are short and are formed by a consonant + a vowel + a consonant, double the last consonant and add -est.

big – biggest

When it ends in -y, change it into an -i and add -est.

dirty – dirtiest

When it ends in -e, just add -st.

simple – simplest

Irregular adjectives are similar.

The best The worst

The eldest / oldest

The farthest / furthest

SUPERLATIVES II

Adjectives with more than two syllables don't add -est at the end to form the superlative; they add *The + most*.

Intelligent – The most intelligent

LINKERS (*and, but, so, although*)

Linkers are words that join parts of the sentence.

- *and* – joins or adds words, clauses and sentences.

John and Mary are my best friends.

- *but* – introduces a contrast.

John is my age, but Mary is younger.

- *so* – introduces a consequence.

We like movies, so we go together to watch them.

- *although* – expresses contrast between two statements.

Although it's raining, we are going out!

UNIT 1: Simple Past Verb to Be Affirmative

We use verb to be in simple past, to talk about a past state of being, for example how someone felt. For this, you can often use verb to be + an adjective, noun or prepositional phrases.

Follow this formula:

Subject + was / were + adjective, noun or prepositional phrase

My sister was proud to receive the prize.

Lauren was busy at weekends.

We use verb to be in past in affirmative form as follows:

I / He / She / It + was

We / You / They + were

UNIT 2: Simple Past Verb to Be Negative and Interrogative

Remember that we use verb to be in simple past, to talk about a past state of being, for example how someone felt. You can often use verb to be + an adjective, noun or prepositional phrases.

Follow this formula:

Subject + wasn't / weren't + adjective, noun or prepositional phrase.

That tall building was blue in 1980.

We use verb to be in past in negative form as follows:

I / He / She / It + wasn't

We / You / They + weren't

We use verb to be in past to make questions by placing auxiliaries was / were before the pronoun.

Follow this formula:

Was / Were + subject + adjective, noun or prepositional phrase+ ?

Were the houses so big at that time?

UNIT 3: Simple Past Regular Verbs -ed

Past is used to talk about actions in the past. The past tense of regular verbs is formed by adding the particle -ed at the end of the word.

walk *walked*

copy *copied*

investigate *investigated*

Check these rules for pronunciation of regular verbs in past:
 -ed sounds /t/ when the verb ends with sound f,k,sh,s,p,ch,x
 -ed sounds /d/ when the verb ends with sound r, n, g, v, and vowel sound
 -ed sounds /Id/ when the verb ends with sound t and d

UNIT 4: Simple Past Irregular Verbs

Simple past is used to talk about actions in the past.

Irregular verbs change their form when written in past.

eat *ate*

fly *flew*

begin *began*

UNIT 5: Simple Past Questions Did

We form questions in past by using the auxiliary *Did* plus infinitive form of the verbs.

Follow this formula:

Did + person + regular or irregular verb + complement + ?

Did you eat waffles today in the morning?

Did you watch the news last night?

The questions are formed the same way with regular and irregular verbs.

UNIT 6: Simple Past Negative Didn't

We use *didn't* to make negative statements in the past.

We place *didn't* before the main verb to form the negative statement.

Follow this formula:

Subject + didn't + verb in infinitive form + complement.

He didn't sleep last night.

I didn't cook dinner.

The main verb must be written in the infinitive form.

cook *watch* *walk*

We use *did* with all personal pronouns.

UNIT 7: Past Progressive Affirmative

We use past progressive to talk about things that happened during a concrete period of the past. Maybe the action started before in the past and probably continued after this moment.

11:00 They started playing tennis.

4:00 They were playing tennis.

5:00 They stopped playing tennis.

We form the past progressive by using the past form of verb to be and the -ing form of the main verb.

I / He / She / It + was

We / you / they + were

Follow this formula:

Subject + was / were + verb ending -ing + complement.

We were having lunch outside.

UNIT 8: Past progressive negative and interrogative

We use past progressive in negative form to talk about an action that didn't happen during a concrete period of time.

We use *wasn't* and *weren't* and the -ing form of the main verb.

Follow the formula:

Subject + wasn't / weren't + verb -ing + complement.

We weren't skating in the park.

To make questions, we place *Was* and *Were* at the beginning of the sentence, then the pronoun (or noun) and the verb ending in -ing.

Follow the formula:

Was / Were + subject + verb -ing + complement + ?

Were you swimming in the pool?

Was Gloria calling last night?

We answer these questions with Yes and No answers.

UNIT 1: Imperatives

We use the imperatives to give commands or to warn someone about something. The imperatives are just like the infinitive, but without the particle to. It doesn't change from singular to plural.

Close the door!

Go to sleep!

If we want to warn someone, we use don't + the infinitive of the verb.

Don't touch it! It is hot.

Don't drive so fast!

UNIT 2: Modal Verbs can, could, be able to

We use modal verb can to say that an action, a situation or event is possible to happen.

It can be quite cold in April.

I can understand clearly what you say.

We use the modal verb could to say that an action, situation or event was possible to happen in the past.

The police could help him after the accident.

I could study more for the exam.

We use be able to to talk about a possibility in the future. Add auxiliary will.

She will be able to help with the party.

UNIT 3: May and Might

We use may and might to express that something is possible to happen.

May is used when the possibility is factual.

She may come really late.

It may rain before the wedding.

Might is used when the possibility is remote or not factual to happen.

You might not arrive on time if you don't hurry.

She might buy a Ferrari if she wins the lottery.

UNIT 4: Must, have to, need to (Obligation)

If we want to talk about things which are necessary to do or obligations, we use have to, must or need to.

We use have to and must to express legal or strong obligations.

You have to keep silence in the library.

You must show your passport at the airport.

We use need to when we want to talk about personal obligations.

You need to buy petrol before the road trip.

You need to have a map to know the route.

UNIT 5: Don't have to, ought to, should (Opinion)

If we want to express an opinion, we use don't have to, ought to, should.

Your sweater looks old. You should buy a new one.

This is a good book, you don't have to buy it, it's just a suggestion.

You ought to visit a doctor to check your heart.

Have to and ought to are stronger than should.

You have to clean those shoes, they're dirty.

You ought to clean your room, I can barely walk in here.

I think you should buy the blue sweater.

When you use have to in third person, use has to.

Harry has to have his hair cut, it's too long.

UNIT 6: Had better

We use had better to express what we think people should do in the present and future.

Tom had better stop smoking.

Alice had better arrive earlier tomorrow.

Had better has a strong meaning.

UNIT 7: Can, could, may, would

If we want to do something for someone, to make an invitation or to offer help we use can, may and would.

Can I help you with the bags?

May I open the door for you?

Would you like a cup of coffee?

If we want to ask for help, we use could.

Could you please wash the dishes?

Could you bring some bread from the kitchen?

UNIT 8: Must, Can't (logical deduction)

We use must for logical deductions to express something which we feel strongly sure.

Because of his comments, he must read a lot.

We use can't to express something we don't feel very sure about.

It can't be so far; the GPS indicates 5 minutes far.

UNIT 1: Going to Affirmative

We use *going to* when we want to talk about our future plans or future intentions.

I am going to get up early.

She is going to move to a new house next month.

We also use *going to* when we see clearly that something is about to happen in the future.

Look at those clouds, it is going to rain soon.

Follow this formula:

Subject + verb to be + going to + verb in simple form + complement.

You form the structure using verb to be and *going to*.

I + am + going to

He / She / It + is + going to

You / We / They + are + going to

UNIT 2: Adverbs of time (future): tomorrow, next ..., the day after ...

The adverbs of time help us to indicate when an action takes place. Some of the adverbs of time for future are: tomorrow, next (month, week, year), the day after tomorrow, etc.

Charles is going to come to work tomorrow.

My grandparents are going to visit us next month.

Clara is going to have an exam the day after tomorrow.

UNIT 3: Going to Negative and Interrogative

We use *going to* when we want to talk about our future plans or future intentions.

I am going to get up early.

To form the negative form, we use:

Subject + verb to be + not + going to + verb in simple form + complement and time expression.

I am not going to get up early tomorrow.

To form the interrogative, we use:

Verb to be + subject + going to + verb in simple form + complement and time expression

Are you going to get up early tomorrow?

To form short answers, we use:

Yes / No + personal pronoun + verb to be.

Yes, I am.

No, I am not.

UNIT 4: Will Affirmative Form

We use *will* to talk about something that will probably happen in the future.

She will find new friends in the university.

We will probably visit Italy next month.

We use the auxiliary *will* + verb in base form.
Follow this formula:

Subject + will + verb in simple form + complement + time expression.

Samuel will be very happy to see you.

UNIT 5: Will (sudden decisions and plans)

We use *will* when we want to express sudden decisions, means that we make future plans without thinking too much about them.

Follow this formula:

Subject + will + verb in simple form + complement + time expression.

I will travel to Europe this year.

I will buy a new car soon.

(You still don't know when, how long, where you'll stay, etc.)

We also use *will* to make requests or petitions.

Will you lend me your car this weekend?

Will you help me with the shopping tomorrow?

UNIT 6: Will Negative and Interrogative Forms

Will is used to express sudden decisions, things that probably may happen in the future.

I will eat a hamburger tomorrow.

I will have a cup of coffee please.

We form the negatives by adding *not* to the auxiliary *will*.

Follow this formula:

Subject + won't + verb in simple form + complement.

I won't eat a hamburger tomorrow.

And to form the interrogative we use:

Will + noun + verb in simple form + ?

Will you eat a hamburger tomorrow?

Yes, I will.

No, I won't.

UNIT 7: Will vs Going to

Look at the following examples:

I will see him tomorrow.

I am going to see him tomorrow.

The first example refers to a sudden decision, something that is not planned and can probably change.

The second example refers to a plan, something agreed.

Maybe you already have time and place where to meet.

UNIT 8: Wh- questions (future)

To make more specific questions we use the following words:

Who if we want to ask for the person who does the action.

What if we ask for the action.

When if we ask for the time the action was done.

Where if we ask about the place the action was done.

Why if we ask about the reasons or motives for doing something.

To make questions using *will* and *going to*:

Who will come this month?

What will you do next weekend?

When are you going to finish your project?

Where are you going to live now?

Why are you going to move?

Follow this formula:

Wh-word + auxiliary + person + verb + complement + ?

** Who doesn't need subject.

Note: you can use wh- questions with any tense.

Punctuation Rules

Commas



We use commas to:
separate three or more items in a list.

I need bananas, apples, eggs and milk.

separate two complete sentences joined by conjunctions and, but, or, yet.

I want to buy a new car, but I don't have enough money.

Clarissa was swimming in the pool, and Pete was lying on the beach.

I can't decide if I want to visit the zoo, or if I want to visit the museum.

separate a list of three or more verbs.

The students in the band march, play their instruments, and wave to the people.

separate parts of dates.

Monday, August 22nd, 2017

Period



We use periods to:
mark the end of a sentence.

Lucy went to the cinema with her friends yesterday evening.

after abbreviations:

Mr. / Mrs. / Ms. / Sun. / Jan. / A.M. / P.M. / B.C.

Question mark



It is used after a direct question.

What do you want to do this weekend?

Exclamation mark



It is used at the end of a sentence that expresses surprise, a strong feeling, or a command.

Be quiet!

Wow! What a surprise!

I can't believe you are here!

VOWELS	monophthongs				diphthongs		
	i:	I	ʊ	u:	ɪə	eɪ	
	she <u>ep</u>	sh <u>ip</u>	g <u>oo</u> d	sh <u>oo</u> t	h <u>er</u> e	w <u>ai</u> t	
	e	ə	ɜː	ɔː	ʊə	ɔɪ	əʊ
	b <u>ed</u>	te <u>ach</u> er	bi <u>rd</u>	do <u>or</u>	to <u>ur</u> ist	bo <u>y</u>	sh <u>ow</u>
CONSONANTS	æ	ʌ	ɑː	ɒ	eə	aɪ	aʊ
	c <u>at</u>	u <u>p</u>	f <u>ar</u>	o <u>n</u>	ha <u>ir</u>	m <u>y</u>	c <u>ow</u>
	p	b	t	d	tʃ	dʒ	k
	p <u>ea</u>	b <u>o</u> at	t <u>ea</u>	d <u>og</u>	che <u>ese</u>	J <u>une</u>	c <u>ar</u>
	f	v	d	ð	s	z	ʃ
	f <u>ly</u>	v <u>ideo</u>	th <u>ink</u>	th <u>is</u>	se <u>ee</u>	z <u>oo</u>	sh <u>all</u>
	m	n	ŋ	h	l	r	w
	m <u>an</u>	n <u>ow</u>	s <u>ing</u>	h <u>at</u>	lo <u>ve</u>	re <u>d</u>	w <u>et</u>
	ɹ	ɾ	ɹ	ɹ	ɹ	ɹ	j
	th <u>er</u> e	th <u>er</u> e	th <u>er</u> e	th <u>er</u> e	th <u>er</u> e	th <u>er</u> e	ye <u>s</u>
	θ	ð	θ	θ	θ	ð	θ
	th <u>ea</u> t	th <u>ea</u> t	th <u>ea</u> t	th <u>ea</u> t	th <u>ea</u> t	th <u>ea</u> t	ye <u>st</u> er <u>da</u> y

Irregular Verbs

SIMPLE FORM	PAST TENSE	PAST PARTICIPLE
be	was / were	been
become	became	become
begin	began	begun
break	broke	broken
bring	brought	brought
build	built	built
burn	burnt	burnt
buy	bought	bought
catch	caught	caught
choose	chose	chosen
come	came	come
cost	cost	cost
cut	cut	cut
do	did	done
draw	drew	drawn
dream	dreamt	dreamt
drink	drank	drunk
drive	drove	driven
eat	ate	eaten
fall	fell	fallen
feel	felt	felt
find	found	found
fly	flew	flown
forget	forgot	forgotten
get	got	gotten
give	gave	given
go	went	gone
grow	grew	grown
have	had	had
hear	heard	heard
hit	hit	hit
hold	held	held
hurt	hurt	hurt
keep	kept	kept
know	knew	known
learn	learnt / learned	learnt / learned
leave	left	left
lend	lent	lent
lie	lay	lain

SIMPLE FORM	PAST TENSE	PAST PARTICIPLE
lose	lost	lost
make	made	made
mean	meant	meant
meet	met	met
pay	paid	paid
put	put	put
read	read	read
ride	rode	ridden
ring	rang	rung
run	ran	run
say	said	said
see	saw	seen
sell	sold	sold
send	sent	sent
shut	shut	shut
sing	sang	sung
sit	sat	sat
sleep	slept	slept
speak	spoke	spoken
spell	spelt / spelled	spelt / spelled
spend	spent	spent
stand	stood	stood
steal	stole	stolen
swim	swam	swum
take	took	taken
teach	taught	taught
tell	told	told
think	thought	thought
throw	threw	thrown
understand	understood	understood
wake	woke	woken
wear	wore	worn
win	won	won

MODULE 1

UNIT 1

absent
beautiful
fair
fantastic
friendly
good
intelligent
late
multicultural
straight

UNIT 2

antique
black
blue
comfortable
cotton
ergonomic
functional
green
light
long
metal
modern
orange
plastic
portable
pretty
red
round
slim
silver
trendy
ultra-micro
yellow

UNIT 3

bad

cheap
easy
far
hot
interactive
new
short
slow
small

UNIT 4

caring
correct
dangerous
diseased
elevated
expensive
frozen
innocent
interesting
minuscule

UNIT 5

adventurous
bright
cloudy
cold
dark
expensive
glamorous
sleepy
real
wild

UNIT 6

big
dry
far
high
humid
large
low





Word list

narrow
near
poor
rich
short
small
tall
tiny
wide

date
family
grandparents
junior high
kid
memories
nostalgia
parents
photography
playground
preschooler
primary school
prom
remember
school
siblings
university
youth

UNIT 7

beautiful
dangerous
endangered
exotic
intelligent
loyal
powerful
protective
unusual
venomous

UNIT 2

appliance store
bank
book store
church
concert hall
department store
hospital
jewelry store
laundromat
library
movie theater
museum
police station
post office
restaurant
school
shopping mall
theater
vision center
zoo

UNIT 8

pat
popcorn
rain
shine
sun
sunscreen
swimming pool
uphill
view
weather

MODULE 2

UNIT 1

adolescence
crush



UNIT 3

barked
closed
cried
danced
decided
dressed
explained
finished
headed
learned
listened
played
repeated
smiled
studied
visited
waited
wanted
washed
watched

UNIT 4

ate
caught
chose
drank
flew
forgot
had
kept
left
lit
made
paid
read
said
swam
thought
understood

was / were

went

wrote

UNIT 5

accused
assault
burglary
crime
fraud
jail
judge
jury
kidnapping
law
lawyer
murder
penalty fee
pickpocketing
police
shoplifting
thief
trafficking
trial
vandalism

UNIT 6

brush hair
clean the house
do the laundry
exercise
feed the cat
floss
get up
have breakfast
have dinner
have lunch
iron
make breakfast
listen to music



Word list

study
sweep
take a shower
teeth
vacuum
watch tv
walk the dog

UNIT 7

bake cookies
chat
cook
dance
go shopping
knitting
listen to the radio
model clay
paint
play board games
play chess
play the guitar
play video games
practice yoga
read
scrapbooking
sew
solve puzzles
take a nap
watch movies

UNIT 8

ATM cashier
customer assistant counter
department store
elevator
escalator
gift wrap counter
household appliances department
housewares department
jewelry counter

men's clothing department
men's / women's room
parking lot
perfume counter
shop assistant
snack bar
store directory
toys
women's clothing department



MODULE 3

UNIT 1

add
bake
beat
boil
carve
chop up
combine
cook
cut up
fill
fry
grate
peel
pour
put
sauté
scramble
slice
steam
stir

UNIT 2

apparition
alien
amulet
black cat



ball lightning
belief
case study
death
dead
ectoplasm
energy
experience
explanation
feeling
float
frightening
phenomenon
poltergeist
terror
vision

UNIT 3

clear
cloudy
drizzling
foggy
freezing
hazy
hailing
humid
hurricane
lightning
muggy
raining
sleeting
snowy
snowing
stormy
sunny
thermometer
tornado
typhoon
windy

UNIT 4

atlas
card catalog
check out desk
dictionary
encyclopedia
information desk
journal
librarian
library assistant
library card magazine
media section
microfilm
microfiche
newspaper
on line catalog
photocopy machine
reference section
shelves

UNIT 5

ambulance
cast
dentist
doctor
drops
emergency medical technician
examination table
eye chart
gargle
injection / shot
lotion
nurse
ointment
prescription
scale
stethoscope
syrup
tablets
tests
X-ray technician



Word list

UNIT 6

appliance repair person
carpenter
electrician
exterminator
fertilizer
gardener
hammer
handyman
hedge clippers
lawn mower
mouse trap
nail
locksmith
painter
pliers
plumber
screwdriver
shovel
tv repair person
wrench

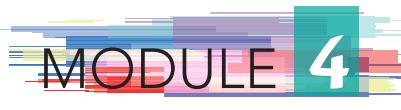
UNIT 7

anniversary
balloons
birthday party
cake
carnival
Christmas eve
confetti
costume
Easter
festival
gift
greeting
Halloween
New Year's Eve
parade
postcard
refreshments
streamer

wedding
wedding dress
wedding reception

UNIT 8

ball
band shell
bench
bicycle path
bike rack
carousel
jogging path
jungle gym
monkey bars
picnic area
playground
rest rooms
sand box
see-saw
slides
statue
swings
tire swings
water fountain
zoo



MODULE 4

UNIT 1

air mattress
bathing suit
beach chair
beach umbrella
kick board
kite
life guard
life preserver
rock
sand
sand castle

shell
sunbather
sun glasses
sun hat
surf board
surfer
swimmer
vendor
wave

UNIT 2

back pack
camping
camp stove
compass
harness
hatchet
hiking
hiking boots
lantern
mountain
mountain climbing
picnic
picnic basket
picnic blanket
rock climbing
rope
sleeping bag
tent
thermos
trail map

UNIT 3

be unfriendly
brush your teeth
chew gum
do not brush your teeth
do exercise
drink plain water
drinking soda
eat healthy food

eat junk food
get up late
go to sleep early
go to sleep late
read books
save money
smoking
sitting all day
study
swear
walk
wash your hands

UNIT 4

avalanche
blizzard
cataclysm
cyclone
destruction
drought
dust storm
earth quake
extinction
flood
gust
heat wave
landslide
seer
tornado
tremor
tsunami
twister
volcanic eruption
wild fire

UNIT 5

baby sit
buy a car
buy a house
buy groceries
carry the bags



Word list

close the window
cook dinner
do chores
feed the pets
get married
give a lift
have a baby
help with the homework
help with work
pick up
travel around the world
take clothes to the laundry
take children to school
watch the house
walk the dog

UNIT 6

appetizers
baked chicken
baked potato
bread
cake
desserts
fruit cocktail
jello
lemonade
main course
mashed potatoes
meatloaf
noodles
pudding
rice
salads
side dishes
soda
spaghetti and meatballs
sundae

UNIT 7

address
adhesive tape

boxes
bubble wrap
cleaning
contract
dismantle
estate agent
furniture
keys
kraft paper
marker pen
moving in
moving out
neighborhood
packing
packing material
removal list
removal truck
unpacking utilities

UNIT 8

accountant
assembler
barber
book keeper
butcher
computer programmer
custodian
electrician
fisherman
foreman
newscaster
pharmacist
real estate agent
sanitation worker
seamstress
stock clerk
translator
truck driver
welder
veterinarian