

# ENGLISH AWARE

Student Book & Workbook

2

Rosa Yldanah Flores Ramírez

Majestic  
Education

Autor	Rosa Yldanah Flores Ramírez
Dirección Editorial	Majestic Education, S.A. de C.V.
Coordinación Editorial	Margarita Lignan Camarena
Edición	Claudia Elizabeth García Becerril
Coordinación de Arte:	Alfonso E. Reyes Gómez
Diseño de portada	Alfonso E. Reyes Gómez
Diseño de interiores	Alfonso E. Reyes Gómez
Diagramación	Alfonso E. Reyes Gómez
Investigación iconográfica	Yldanah Flores, Claudia Elizabeth García Becerril
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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

**NOT FOR  
SALE**

<b>LISTENING</b>	<b>SPEAKING</b>	<b>WRITING</b>	<b>VOCABULARY</b>
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

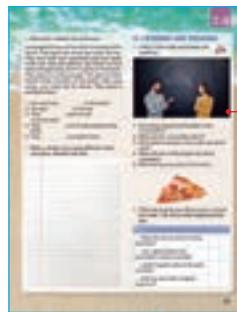
# Know your book



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



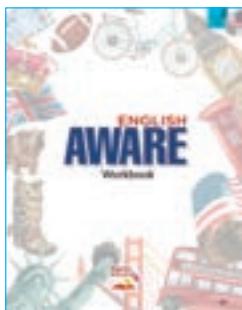
Each module is divided into **8 units**.



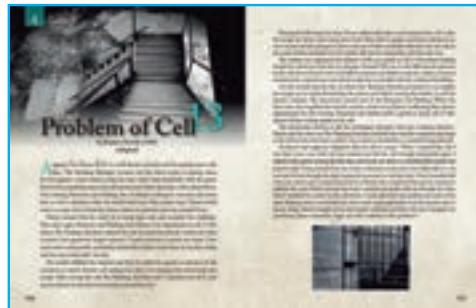
... a **Module test** at the end of each module.



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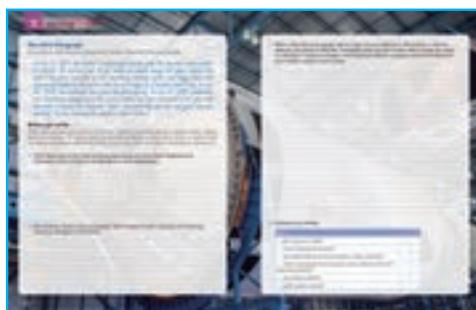
A **Workbook** at the end of the book comprised of a ...



... **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.



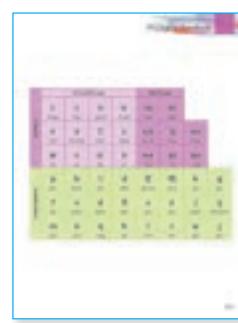
... **Grammar** and **vocabulary** extra **practice** section so you can work intensively the new structures and words you will learn.



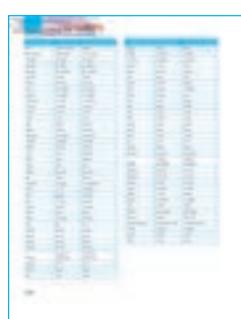
... **Grammar reference** to look up grammar explanations in a quick way.



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

## 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.



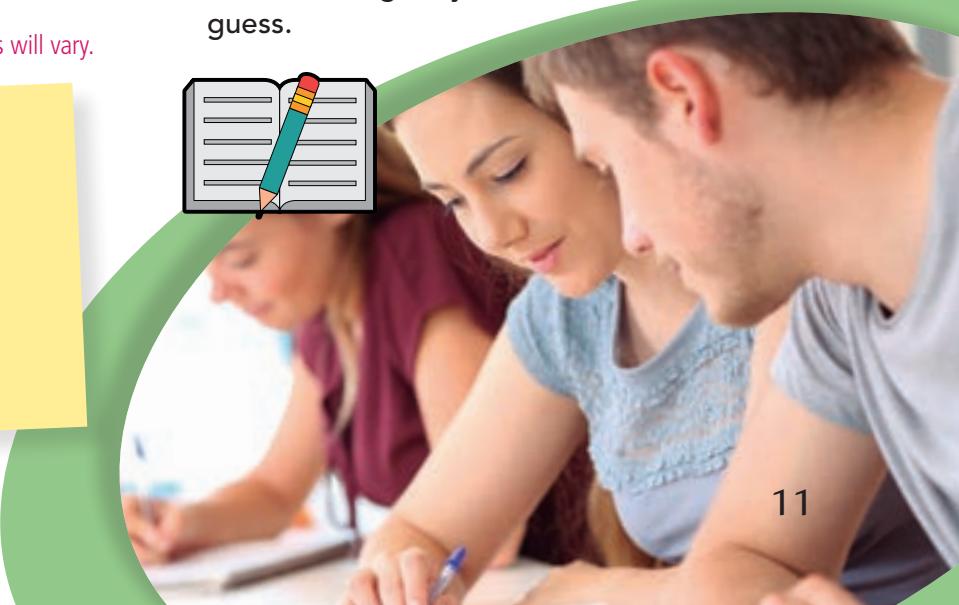
**V. SPEAKING & WRITING**

- 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**



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

## III. VOCABULARY

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



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

*Answers will vary.*

**NOT FOR  
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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. **Track 5**
- 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.

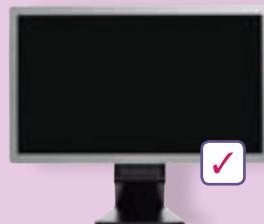


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### III. Listening & Speaking

- 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

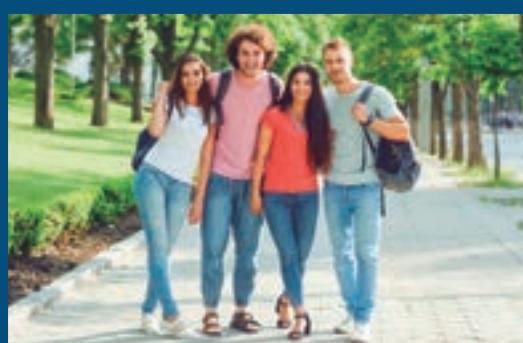
a. Read the information about the movies.

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?		



NOT FOR  
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### III. VOCABULARY

- a. Listen, look and repeat.

Track  
7



### 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.



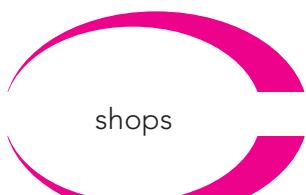
movies



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.

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- 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.

NOT FOR  
**SALE**

- 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	<b>biggest</b>
2. dry	<b>driest</b>
3. high	<b>highest</b>
4. large	<b>largest</b>
5. old	<b>oldest/eldest</b>

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.

- 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.

Track 12

### 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

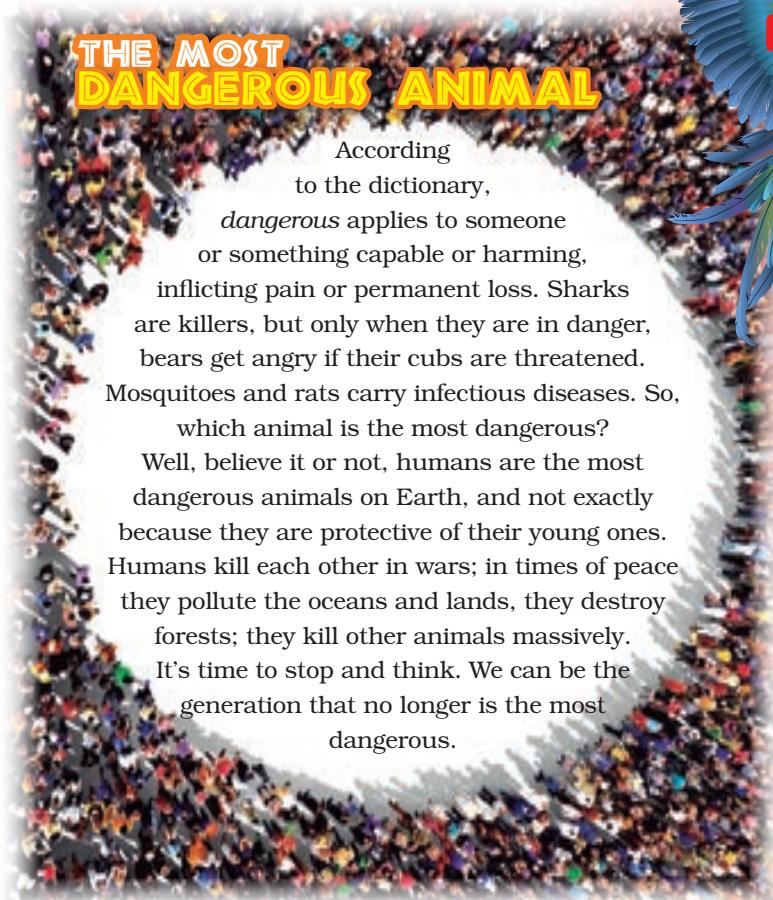
## I. GRAMMAR: Superlatives II

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.

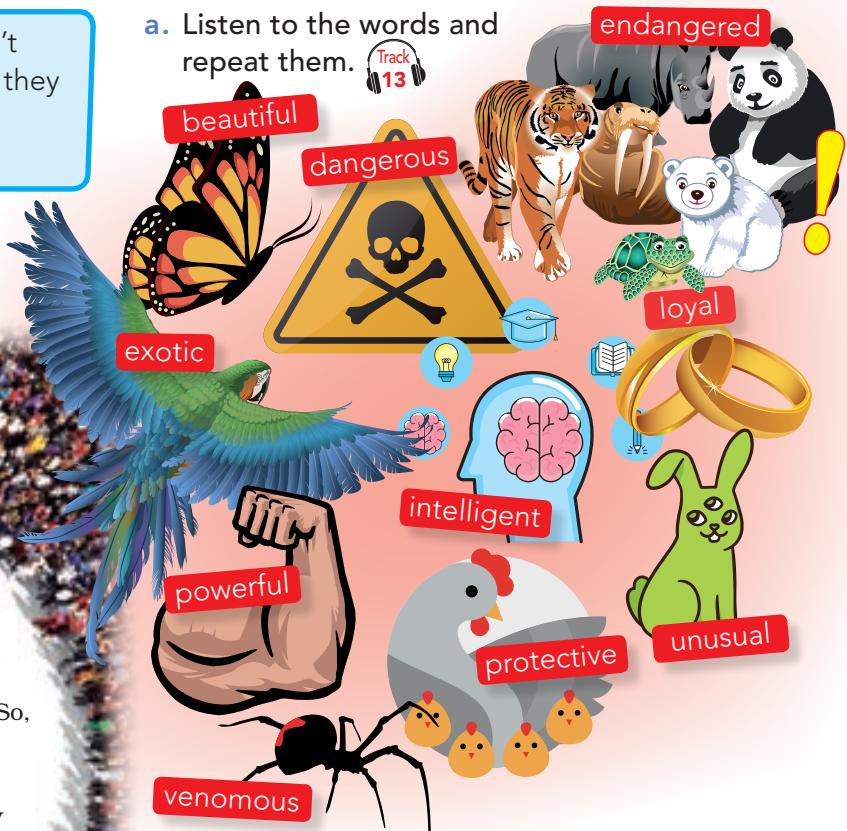


b. Answer the questions. Compare with a classmate.

- 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?



NOT FOR  
**SALE**

## 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?		

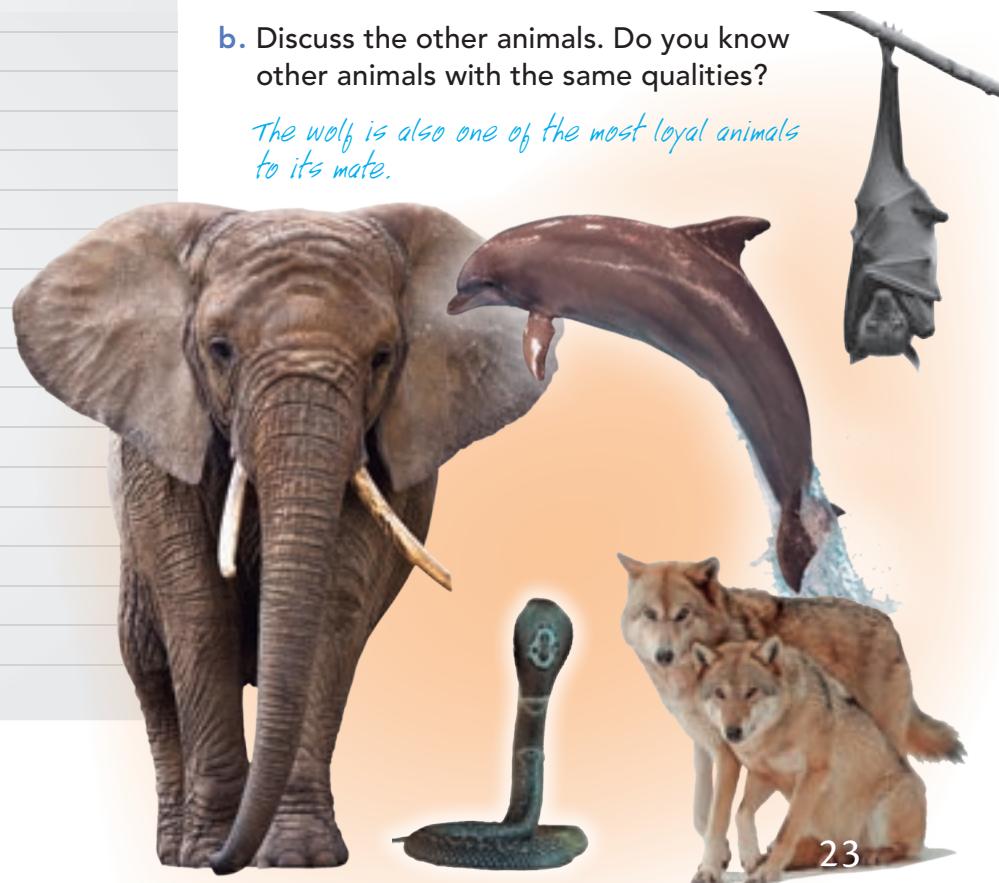
## IV. LISTENING & SPEAKING

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 20<sup>th</sup>, 20xx

Hello, Dory.

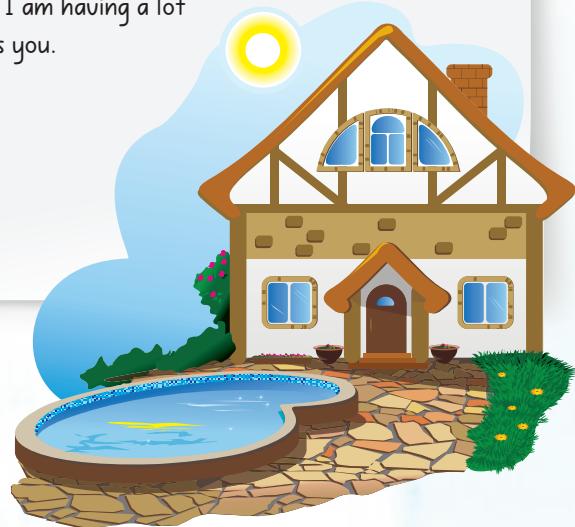
We are finally here after many hours of travelling by car. My aunt's town is very far and uphill. It was very tiring to get here, but it was worth it! The view is amazing and the weather is great.

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.

NOT FOR  
**SALE**

### 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.

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- 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.

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(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)

# Talking About the Past

**Grammar:**

- Simple past verb to be affirmative
- Simple past verb to be negative and interrogative
- Simple past regular verbs -ed
- Simple past irregular verbs
- *Did*
- *Didn't*
- Past progressive affirmative
- Past progressive negative and interrogative

**Reading:**

- Skimming
- Scanning
- Reading for specific information

**Writing:**

- Writing short narrative paragraphs
- Writing descriptions

**Listening:**

- Listening for detail
- Listening to narrations of events

**Speaking:**

- Describing situations
- Exchanging information

**Vocabulary:**

- Regular and irregular verbs
- Crimes, everyday activities, shops, indoor activities

**TED Talk:**

[https://www.ted.com/talks/claudia\\_aguirre\\_what\\_would\\_happen\\_if\\_you\\_did\\_t\\_sleep](https://www.ted.com/talks/claudia_aguirre_what_would_happen_if_you_did_t_sleep)

- What happens to your body if you don't sleep well?
- How many hours should adults and teenagers sleep every night?
- How can lack of sleep damage your body?

## 2.1 Happy childhood

### I. GRAMMAR: 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

a. Complete the sentence with the correct form of the word in parenthesis.

- Alice, Tom and Janice were very glad to see Margot last night. (was / were)
- My father was really busy last week. (was / were)
- Lara was sleepy today. (was / were)
- I was really sad to know I didn't pass the exam. (was / were)
- The books I read last semester were really good! You should read them too. (was / were)

### II. VOCABULARY

a. Listen to the words and repeat them.  Track 17



b. Write the vocabulary words in the correct category.

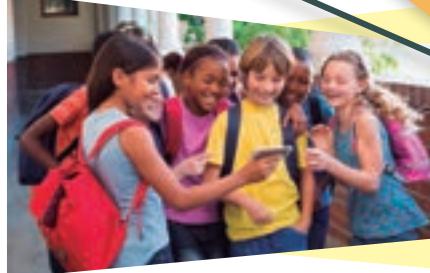
family	school	others
siblings	preschooler	memories
parents	playground	adolescence
grandparents	primary school	photography
family	junior high	crush
kid	high school	prom
		date
		youth
		remember
		nostalgia

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

Answers will vary.



NOT FOR  
SALE



### III. LISTENING

- a. Listen to the audio and answer the questions. Use complete sentences in your answers.
1. What was the man talking about?  
He was talking about his childhood.
  2. Who were his best friends?  
Pedro and Ana were his best friends.
  3. What was the best school period he lived?  
The best school period was junior high.
  4. What was the best experience he lived?  
The best experience was his first prom.
  5. What were the most important people in his childhood?  
His grandparents were the most important people in his childhood.

Track  
18



### IV. SPEAKING

- a. Discuss with your partners what makes a memorable childhood. Give your reasons.  
  
Answers will vary.

### V. READING AND WRITING

- a. Read the text and answer the questions.

Answer will vary.

For me one of the most important stages of my life was childhood. During this special stage was when I learned new things, developed skills and sweet memories were stuck on my mind and heart. Some of the most important people in my life were my parents, grandmother and siblings. Their help and love were the main ingredients for a happy childhood. I attended the same school from kindergarten to high school. My classmates were with me for a long time. The saddest time was when we decided to attend different universities.

Sometimes we were together again in special occasions, but some of them decided to leave our country and start a new life. Undoubtedly, my childhood was the best stage of my life.

1. What is the main idea of the text?  
Childhood is one of the most important stages in life.
  2. Why was childhood an important stage of the author's life?  
During this special stage was when I learned new things, developed skills and sweet memories were stuck on my mind and heart.
  3. What were some of the most important people in the author's childhood?  
Some of the most important people in my life were my parents, grandmother and siblings.
  4. Why?  
Their help and love were the main ingredients for a happy childhood.
  5. After reading the text decide on a good title.  
Answers may vary.
- b. Compare your answers with your partner. Explain your answer in question 5.  

- c. Write five sentences about your childhood using *was / were*. Use some words from the vocabulary to help you. After writing your sentences use them and the ones written by your partners to make a story about childhood.

Did I ...	✓	✗
... write complete sentences?		
... use capital letters and punctuation marks correctly?		
... use verb <i>to be</i> in past correctly?		
... spell my words correctly?		

## 2.2 Cities in the past

### I. Grammar: 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?*

a. Choose the correct word.

1. In the 90's, The Empire State \_\_\_\_\_ one of the tallest buildings in New York. (wasn't / weren't)
2. The first skyscrapers \_\_\_\_\_ built in 1988. (wasn't / weren't)
3. The first museum in Mexico \_\_\_\_\_ named "Museo de Historia Natural". (wasn't / were)
4. Cities in 1967 \_\_\_\_\_ so big. (wasn't / weren't)
5. One of the first markets in Mexico \_\_\_\_\_ settled in Tenochtitlan. (was / were)

### VIII. VOCABULARY

a. Listen to the words and repeat them.



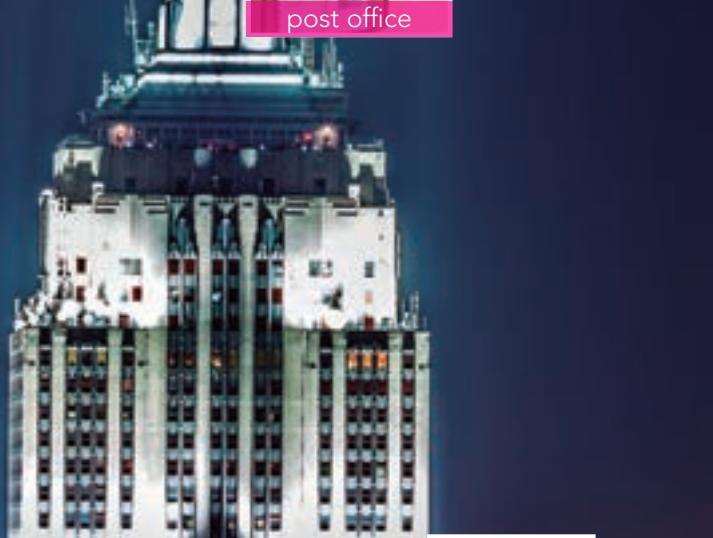
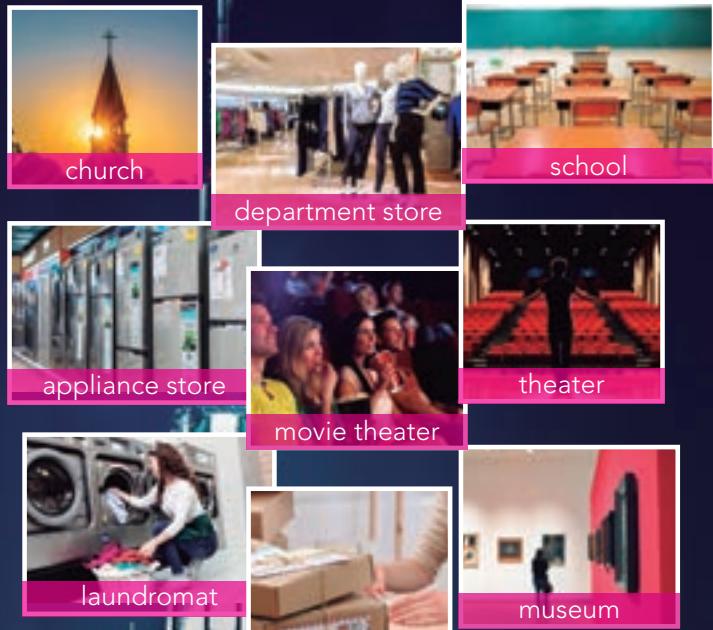
bank



book store



concert hall



NOT FOR  
SALE

**b.** Read and write the correct word.

1. In this place letters were sent. (mail / post office)
2. In this place animals weren't seen in freedom. (zoo / farm)
3. In this place groceries weren't bought. (market / appliance store)
4. In this place a movie was seen. (concert hall / movie theater)
5. In this place books weren't bought. (book store / library)

**c.** Choose 10 words and dictate them to your partner.



Answers will vary.

## II. LISTENING

- a. Listen to the audio and choose the correct place.



## IV. READING AND SPEAKING

- a. Read and circle T (True) or F (False).

Cities in the past were totally different than the ones where we live nowadays. Streets weren't so big and busy; traffic was not a serious problem and as a result pollution wasn't a big deal. The types of houses were also different in the past. Now, intelligent buildings are common, but houses were more comfortable and bigger. Also, public places were different some years ago. Some of the public facilities that exist now weren't possible to imagine in the past. Stores, movie theaters and concert halls were built following sometimes classical architectural styles. Definitely, cities and their buildings express the advance of technology and life styles that change every day.

1. Streets weren't less busy in the past.

T

2. Traffic wasn't a problem in the past.

F

3. Pollution wasn't also a problem in the past.

T

4. Houses weren't more comfortable and bigger in the past.

F

5. Classical styles weren't used in constructions in the past.

T

F

- b. Look at the pictures and take turns asking each other about the differences between life in the present and in the past.



PAST



PRESENT

Answers will vary.

## V. WRITING

- a. Write a short descriptive paragraph about how your city or town was or wasn't. Describe how public places were or weren't in the past.

Answers will vary.

Did I ...	✓	✗
... write complete sentences?		
... use capital letters and punctuation marks correctly?		
... use verb to be in past in negative form to contrast?		
... include some questions using Was ...? Were ...?		

## 2.3 The day Mr. Perez disappeared

### I. Grammar: 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:

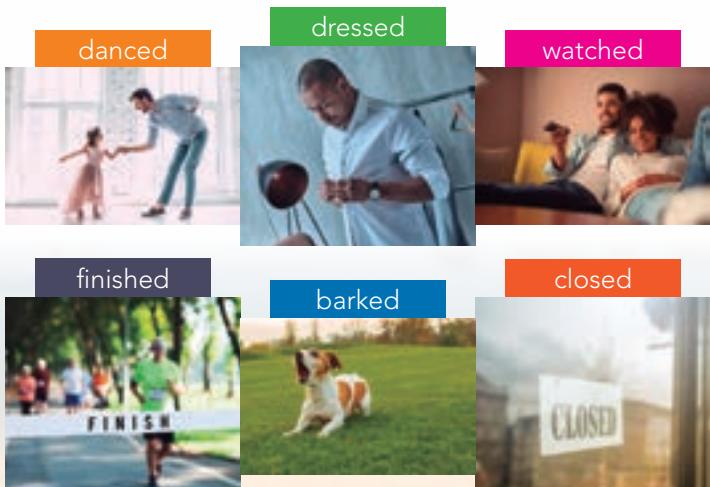
- ed sounds /t/ when the verb ends with sound f,k,sh,s,p,ch,x
- ed sounds /d/ when the verb ends with sound r, n, g, v, and vowel sound
- ed sounds /ɪd/ when the verb ends with sound t and d

#### a. Rewrite the verbs in past.

1. bark      **barked**
2. travel      **traveled**
3. pack      **packed**
4. call      **called**
5. stop      **stopped**

### II. VOCABULARY

#### a. Listen to the words and repeat them.



#### b. Listen again to the audio and write the words in the correct column.

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

#### c. Choose 10 words and dictate them to your partner.

Answers will vary.



### III. LISTENING AND SPEAKING

- a. Listen to the audio and complete the sentences.



1. Alicia prepared a surprise party.
2. She baked a chocolate cake.
3. She cleaned the house.
4. She cooked a nice dinner.
5. The party surprised Tom.

- b. Look at the pictures and tell the story. Use verbs in past. Answers will vary.



### IV. READING

- a. Read and underline the verbs in past.

Yesterday Mr. Perez arrived home; he quickly packed his suitcases, and called for a taxi. He kissed his wife and family goodbye. When he arrived to the airport, he registered his suitcases and waited for about an hour. Some hours later, the plane landed in Paris, he changed some money in the bank and suddenly, he disappeared.



- b. Rewrite the verbs you underlined in present and past.

1. <u>arrive</u>	arrived
2. <u>pack</u>	packed
3. <u>call</u>	called
4. <u>kiss</u>	kissed
5. <u>arrive</u>	arrived
6. <u>register</u>	registered
7. <u>wait</u>	waited
8. <u>land</u>	landed
9. <u>change</u>	changed
10. <u>disappear</u>	disappeared

NOT FOR  
**SALE**

### V. WRITING

- a. Look at the picture. Write a short story in your notebook about the person in the picture. Use verbs from vocabulary to help you.

Answers will vary.



Did I ...	✓	✗
... write complete sentences?		
... use capital letters and punctuation marks correctly?		
... use regular verbs in past?		
... write the regular verbs correctly with a final -ed?		
... write my story with a logical sequence?		

## 2.4 Last weekend

### I. Grammar: 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

#### a. Match the columns.

- |          |   |          |
|----------|---|----------|
| 1. meet  | 3 | a. won   |
| 2. go    | 5 | b. drove |
| 3. win   | 4 | c. wore  |
| 4. wear  | 2 | d. went  |
| 5. drive | 1 | e. met   |

#### b. Complete the phrases.

- won ... a medal.
- wore ... a fancy suit.
- went ... to the movies.
- met ... new people.
- drove ... a sports car.

#### c. Write sentences using the phrases in exercise b.

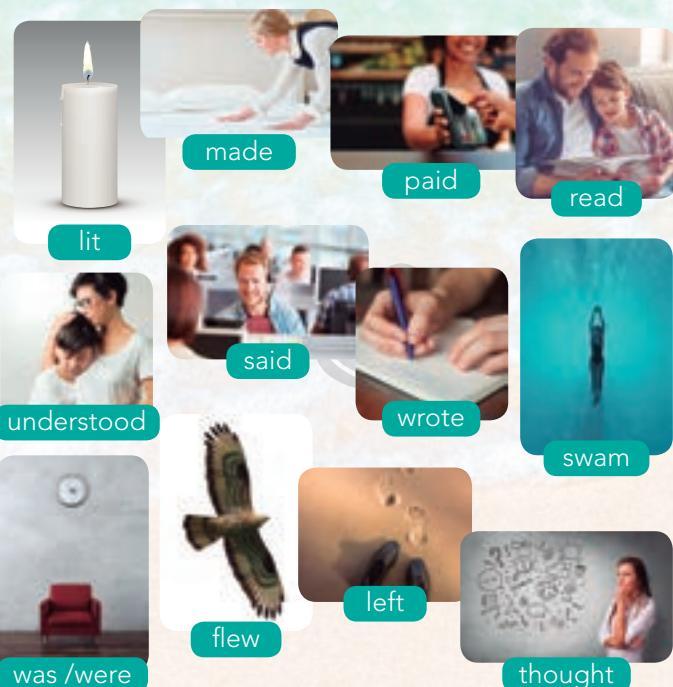
Answers will vary.

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

### II. VOCABULARY

#### a. Listen to the words and repeat them.

Track  
23



#### b. Write the verbs in the correct space.

read	read
forget	forgot
understand	understood
be	was / were
choose	chose

#### c. Choose 10 words and dictate them to your partner.

Answers will vary.



### III. READING AND WRITING

#### a. Look at the picture. What do you think the text will be about?



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SALE

**b.** Read and complete the sentences.

Last weekend, Ana and her sister Luisa went to the beach. They spent the whole day under the sun. They wore their new swimming suits and swam in the sea; they ate seafood, and drank coconut water. At night, they went to a party on the beach. They met a lot of new people. The girls and their friends made a bonfire on the beach, they sang songs, and made fish for dinner. They spent a wonderful time!

1. Ana and Luisa went to the beach.
2. The girls swam in the sea.
3. They ate seafood and drank coconut water.
4. They met a lot of new people at the party.
5. They spent a wonderful time.

**c.** Write a similar story using different verbs and place. Answers will vary.

**IV. LISTENING AND SPEAKING**

- a.** Listen to the audio and answer the questions.

Track  
24



1. How many people participated in the conversation? 2
2. What was the conversation about? The office
3. What did the people in the audio say about work? They went to work last weekend.
4. What did one of the people say about coworkers? They did their best in the project.
5. What did they say about lunch time? They ate cold pizza.



- b.** Think about what you did at work or school last week. Talk about what happened that day.

Did I ...	✓	✗
... follow the text to write a similar anecdote?		
... I use capital letters and punctuation marks correctly?		
... I spell irregular verbs in the past correctly?		
... write my story with a logical sequence?		

## 2.5 Did you eat waffles?

### I. Grammar: Simple Past Questions Did

We form questions in past by using the auxiliary Did plus the 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.

### II. VOCABULARY

a. Listen to the words and repeat them.



b. Look at the words for a minute. Close your book and say as many words as you can. Your partner checks. Take turns. **Answers will vary.**

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

**Answers will vary.**



### III. READING

a. Read and answer the questions.

During the trial, the judge interrogated the suspect about what he did the night of the crime:

JUDGE: Ok Mr. Perez, what did you do the night of September 18th?

MR. PEREZ: Well, I stayed at my granny's home watching TV.

JUDGE: Good alibi. Did you watch the news that night and realized about your crime?

MR. PEREZ: No, I watched a horror movie.

JUDGE: Did you order pizza and kidnapped the pizza boy?

MR. PEREZ: No, I made my own dinner. I made spaghetti and meatballs.

JUDGE: Did you vandalize the museum's entrance too?

MR. PEREZ: No, I went to the library and read the whole evening.

JUDGE: Did you try to bribe the police officers?

MR. PEREZ: No, I gave them some candies while they waited for the patrol.

JUDGE: Ok. Mr. Perez, let's wait for the jury to know your sentence.

- What did the suspect do on September 18th?  
He went to his granny's house.
- What did the suspect watch on TV the night of the crime?  
A horror movie.
- What did the suspect prepare for dinner that night?  
Spaghetti and meatballs.
- What did the suspect try to do with the candies?  
He tried to bribe the officers.
- What did the suspect do the whole evening?  
He went to the library to read.

### III. LISTENING

- a. Listen to the audio and circle Y (Yes) or N (No). 
- Did the man drink coffee?  
  - Did the police catch the thief?  
  - Did the woman call the doctor?  
  - Did the woman see the assault?  
  - Did the bus had an accident?  

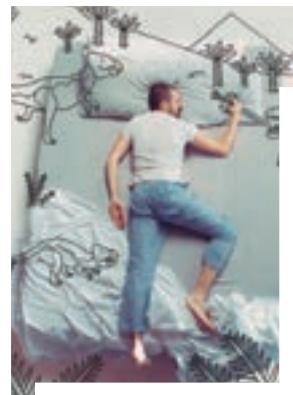


- b. Listen again and write the correct answer.

- The thief ran away.
- She preferred to go away.
- The bus arrived on time.

### IV. WRITING AND SPEAKING

- a. Look at the pictures and in your notebook write questions using *Did ...?*



Answers will vary.



Did I ...	✓	✗
... use the information from the pictures?		
... use auxiliary <i>Did</i> ?		
... use verbs in infinitive?		
... end questions with question marks?		

- b. Ask and answer questions about what you did last week.

Answers will vary.



## 2.6 I didn't do the chores

### I. Grammar: 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.

#### a. Write the sentences in negative.

1. I visited my granny last weekend.

I didn't visit my granny last weekend.

2. We went to Amsterdam two months ago.

We didn't go to Amsterdam two months ago.

3. Sam loved that movie.

Sam didn't love that movie.

4. You finished the project on time.

You didn't finish the project on time.

5. Derek and Alice arrived late to the wedding.

Derek and Alice didn't arrive late to the wedding.

### II. VOCABULARY

#### a. Listen to the words and repeat them.



get up

take a shower

floss teeth

brush hair

make lunch

have breakfast

have lunch

have dinner

sweep

vaccum

do the laundry

iron

feed the cat

watch tv

listen to music

study

exercise

make breakfast

walk the dog

clean the house

#### b. Listen to the audio and write the vocabulary word.



1. do the laundry

2. sweep the floor

3. take a shower

4. brush teeth

5. feed the cat

#### c. Choose 10 words and dictate them to your partner.



Answers will vary.

NOT FOR  
**SALE**

### III. LISTENING AND SPEAKING

- a. Listen to the audio and write sentences in negative.
1. My mom didn't do the laundry.  
2. Samantha didn't sweep the floor.  
3. Sam didn't take a shower yesterday.  
4. I didn't brush my teeth last night.  
5. My sister didn't feed the cat last weekend.

Track  
**28**

- b. Talk about what you didn't do last week.  
Use the pictures to help you. Answers will vary.



### IV. READING

- a. Read and answer.

MON	wash the dishes ✓ go shopping ✗
TUE	vaccum ✓ make breakfast ✗
WED	do the laundry ✗ iron uniforms ✗
THU	feed Granny's cat ✓
FRI	watch new episode favorite series ✗

What didn't Sara do?

1. Sara didn't go shopping on Monday.  
2. Sara didn't make breakfast on Tuesday.  
3. Sara didn't do the laundry on Wednesday.  
4. Sara didn't iron the uniforms on Wednesday.  
5. Sara didn't watch the new episode of her favorite series on Friday.

### V. WRITING

- a. Look at the picture and write a narrative paragraph in your notebook about what the maid didn't do. Answers will vary.



Did I ...	✓	✗
... use the information from the picture?		
... use negative <i>didn't</i> ?		
... use the main verb in infinitive?		

# 2.7 A rainy night

## I. Grammar: 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.**

### a. Complete the sentences.

1. Lilia was watching (watch) TV last night.
2. My mother was making (make) pizza for dinner.
3. We were studying (study) before the earthquake.
4. Patty and Lucky were doing (do) exercise.
5. Joseph was fixing (fix) the car.

## II. VOCABULARY

### a. Listen to the words and repeat them.



paint



cook



read



sew



play board games



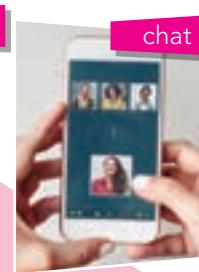
play video games



knitting



bake cookies



chat



listen to the radio



go shopping



take a nap



dance



play chess



watch movies



scrap booking



model clay



practice yoga



solve puzzles



play the guitar

### b. Classify the activities.

Group activities	Alone	Both
play board games	paint	play video games
play video games	cook	bake cookies
play chess	read	bake a cake
	sew	dance
	knitting	watch movies
	take a nap	scrapbooking
		model clay
		solve puzzles
		practice yoga

NOT FOR  
**SALE**

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



Answers will vary.

### III. LISTENING

- a. Listen to the audio and circle T (True) or F (false).

1. Laura and Bill were listening to the news.  T  F
2. Laura was reading a mystery book.  T  F
3. Laura was cooking rice and chicken.  T  F
4. Laura and Bill were practicing yoga.  T  F
5. Laura and Bill were solving puzzles.  T  F

Track  
30

### IV. READING

- a. Read and write the sentences.

Last night seemed to be an ordinary rainy night. My sister Clara and I were playing chess. My sister Andrea was making some snacks for us. My father was listening to his favorite old CD, and my mom was knitting a sweater for my father. We were really happy spending time together. Suddenly strange noises started outside. We went to see what was going on. We saw that our dog Fido and his neighborhood friends were playing ball under the rain and having lots of fun.



### Were

1. My sister Clara and I were playing chess.
2. We were really happy spending time together.
3. Fido and his neighborhood friends were playing ball under the rain.

### Was

4. My sister Andrea was making some snacks for us.

5. My father was listening to his favorite old CD.

6. My mom was knitting a sweater for my father.

### V. WRITING AND SPEAKING

- a. Write a short story about a rainy night. Start with a main sentence. Describe the characters that take part in the story. And finish with a twist. You can get inspired with the photographs.



Answers will vary.



Did I ...	✓	✗
... use was and were with the correct pronoun?		
... use verb with -ing ending?		
... use capital letters and periods?		
... write complete sentences?		

- b. Choose a word from the vocabulary list. Take turns and continue the story by saying a sentence using your word.

*Last Sunday I was watching my favorite movie and eating popcorn .*

Answers will vary.

## 2.8 The lost keys

### I. Grammar: 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.

### a. Write the sentences in negative and interrogative forms.

1. We were running under the rain for an hour.

**We weren't running under the rain for an hour.**

**Were you / we running under the rain for an hour?**

2. My brother was driving a sports car in an international competition.

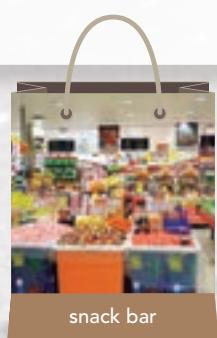
**My brother wasn't driving a sports car in an international competition.**

**Was my brother driving a sports car in an international competition?**

3. Lula and America were visiting the ruins of the city during their last trip to Europe.

**Lula and America weren't visiting the ruins of the city during their last trip to Europe.**

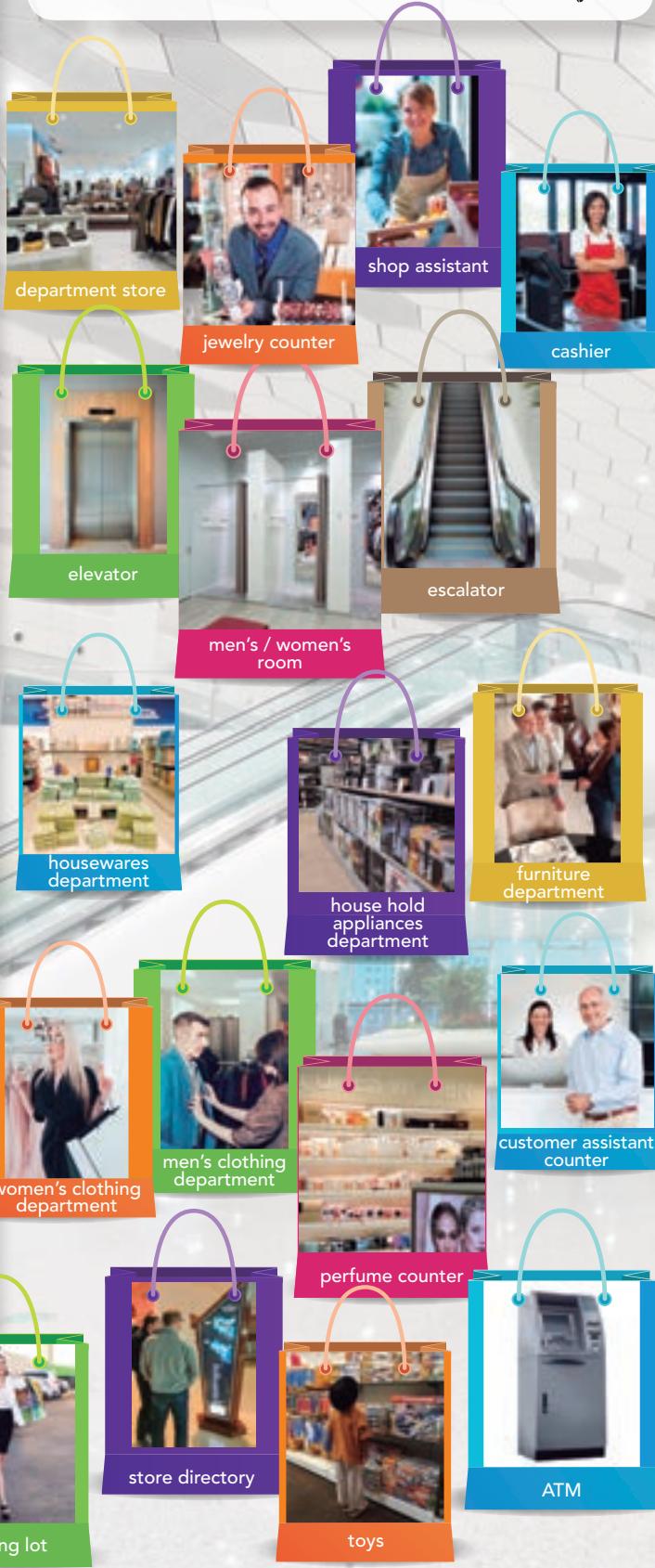
**Were Lula and America visiting the ruins of the city during their last trip to Europe?**



### II. VOCABULARY

a. Listen to the words and repeat them.

Track 31



NOT FOR  
SALE

- b. Rewrite the words in alphabetical order in your notebook.

ATM, cashier, customer assistance counter, department store, elevator, escalator, furniture department, gift wrap counter, household appliances department, jewelry, men's clothing department, men's / women's room, parking lot, perfume counter, shop assistant, snack bar, store directory, toys, women's clothing department,

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



Answers will vary.

### III. LISTENING AND SPEAKING

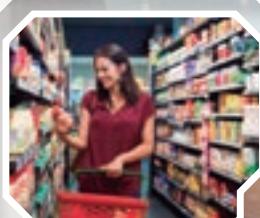
- a. Listen to the audio and answer the questions.



- Was the woman in a small department store?  
No, she wasn't.
- Were there perfumes on sale?  
No, there weren't.
- Was the parking lot cheap?  
No, it wasn't.
- Were the women's rooms big enough?  
No, they weren't.
- Was the ATM working well?  
No, it wasn't.

- b. Ask and answer questions to find the correct picture. Use was / wasn't, were / weren't to ask and answer.

Answers will vary.



### IV. READING

- a. Read and answer.



Something strange happened to my friend Sofia the other day. She was so excited because she went shopping to a new department store. It was a wonderful day in this beautiful store, everything was OK. She bought a T-shirt for her boyfriend, and a new fridge. Suddenly, she found she had lost her car keys. She went back to the store. The keys weren't in the women's room. They weren't in the perfumes counter. The keys weren't in the elevator. She was really desperate. The keys weren't in the gift wrap counter either. Finally, she went to the customer assistance counter and she could get her keys back.

1. Sofia's keys weren't:

in the women's room,

in the perfumes counter,

in the elevator.

in the gift wrap counter either.

2. Where were the keys?

They were at the customer assistance counter.

### V. WRITING

- a. Write a short narrative paragraph about other places where Sofia might look for her keys.

Answers will vary.

Did I ...	✓	✗
... use was and were with the correct pronoun?		
... use verb with -ing ending?		
... use question marks?		

**I. Write the following verb in past.**

- |               |                   |
|---------------|-------------------|
| 1. be         | <u>was / were</u> |
| 2. sleep      | <u>slept</u>      |
| 3. copy       | <u>copied</u>     |
| 4. brush      | <u>brushed</u>    |
| 5. understand | <u>understood</u> |

**II. Rewrite the sentences as indicated.**

1. John was reading a book last night. (neg.)  
John wasn't reading a book last night.
2. They weren't watching TV last night. (aff.)  
They were watching TV last night.
3. Was Adriana cooking pasta? (neg.)  
Adriana wasn't cooking pasta.
4. Lucy and Monica weren't at the movies. (int.)  
Were Lucy and Monica at the movies?
5. I was drinking coffee. (neg.)  
I wasn't drinking coffee.

**III. Rewrite as indicated.**

1. The police caught the thief. (neg.)  
The police didn't catch the thief.
2. Alondra didn't clean the house. (aff.)  
Alondra cleaned the house.
3. Did Claudette feed the cat? (aff.)  
Claudette fed the cat.
4. Did Minerva and Alonso paint the wall? (neg.)  
Minerva and Alonso didn't paint the wall.
5. Mauricio used the ATM at the store. (int.)  
Did Mauricio use the ATM at the store?

**IV. Write the correct symbol for each verb in past.**

- |            |             |
|------------|-------------|
| 1. fixed   | <u>/t/</u>  |
| 2. open    | <u>/d/</u>  |
| 3. resist  | <u>/Id/</u> |
| 4. bark    | <u>/t/</u>  |
| 5. consult | <u>/Id/</u> |

(20 marks)

**V. Listen again to track 32 and complete.**

1. The new department store was really big and really crowded.  
2. I wanted to buy a perfume for my sister but, there weren't any on sale.  
3. The dressing rooms were full and really small.  
4. I tried to get some cash at the ATM, but the queue was really long.  
5. Will the woman come back tomorrow to the the store? No

(5 marks)

**VI. Read again the text from page 35 and answer the questions.**

1. Who went to the beach?  
Ana and her sister Luisa.
2. What did they do there?  
They spent time under the sun, swam, ate seafood and drank coconut water.
3. When did they go to a party?  
At night.
4. Where was the party?  
At the beach.
5. Why do you think it was a great time for them?  
Answers will vary.

(5 marks)

**VII. Write a short narrative paragraph about what you did last summer.**


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(10 marks)

# Modal Verbs

**Grammar:**

- Imperatives
- Can, Could, Be Able to (Possibility)
- May, Might (Possibility)
- Must, Have to, Need to (Obligation)
- Don't Have to, Should, Ought to (Suggestion)
- Had Better (Suggestion)
- Can, Could, May, Would (Requests, offers and invitations)
- Must, Can't (Logical deduction)

**Reading:**

- Skimming
- Scanning
- Reading for specific information

**Writing:**

- Writing short expository paragraphs
- Writing a recipe
- Writing a short story

**Listening:**

- Listening for detail
- Listening for general idea

**Speaking:**

- Describing pictures
- Exchanging information
- Debate

**Vocabulary:**

- Cooking, Paranormal Events, Natural Disasters, The Library, Illness, Everyday Situations, Celebrations, The Park

**TED Talk:**

[https://www.ted.com/talks/emma\\_bryce\\_what\\_really\\_happens\\_to\\_the\\_plastic\\_you\\_throw\\_away](https://www.ted.com/talks/emma_bryce_what_really_happens_to_the_plastic_you_throw_away)

- How are plastic bottles made?
- What is leachate?
- How can plastic in the ocean affect our food?

# 3.1 Chop the onion

## I. GRAMMAR: Imperatives

### a. Study the grammar box

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!**

### a. Match the columns.

- |          |              |              |
|----------|--------------|--------------|
| 1. speak | <u>4 / 5</u> | a. chew gum! |
| 2. wait  | <u>1</u>     | b. English.  |
| 3. go    | <u>4 / 5</u> | c. worry.    |
| 4. don't | <u>3</u>     | d. to sleep! |
| 5. don't | <u>2</u>     | e. for me!   |

## II. VOCABULARY

### a. Listen to the words and repeat them.

Track 33



cut up



chop up



slice



put



steam



combine



carve



pour



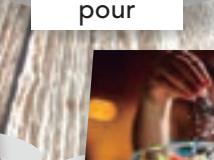
fill



beat



bake



add



fry



scramble



stir



boil

### b. Complete the sentences using the words from the box.

1. Chop the onion.
2. Fry the eggs in the pan.
3. Pour some water in the soup.
4. Boil the water.
5. Grate the cheese and put it on the spaghetti.

### c. Choose 10 words and dictate them to a partner.



## III. READING

### Ingredients:

onion, one can of tomato sauce, some slices of bacon, olive oil and pasta



### Process:

Fry the bacon. Boil the pasta. Chop the onion and fry the bacon. Put on a pan some oil, the onion and the pasta, add some salt. Finally pour the tomato sauce. Try it and add some extra salt if needed.

NOT FOR  
SALE

### a. Read and complete the phrases.

1. Chop the onion.
2. Fry the bacon.
3. Try it.
4. Boil the pasta.
5. Add some salt.

### b. Rewrite the phrases on exercise a. in the correct order.

1. Fry the bacon.
2. Boil the pasta.
3. Chop the onion.
4. Try it.
5. Add some salt.

## IV. WRITING

### a. Write in your notebook the steps to prepare crepes.

Answers will vary.



### Recipe:

#### Ingredients:

One cup of flour,  
2 eggs,  $\frac{1}{4}$  cup of milk,  
2 tablespoons of melted butter, marmalade or honey.



#### Process:

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

## V. LISTENING & SPEAKING

### a. Listen to the audio and circle the answer.

- |                    |                  |
|--------------------|------------------|
| 1. open door       | close door       |
| 2. feed the dog    | feed the birds   |
| 3. come here       | don't come       |
| 4. open the window | close the window |
| 5. read out loud   | read in silence  |

### b. Work in pairs. Look at the two pictures. Take turns naming the ingredients and describing the procedure to cook each recipe.

Answers will vary.



## 3.2 Paranormal events

### I. GRAMMAR: 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.

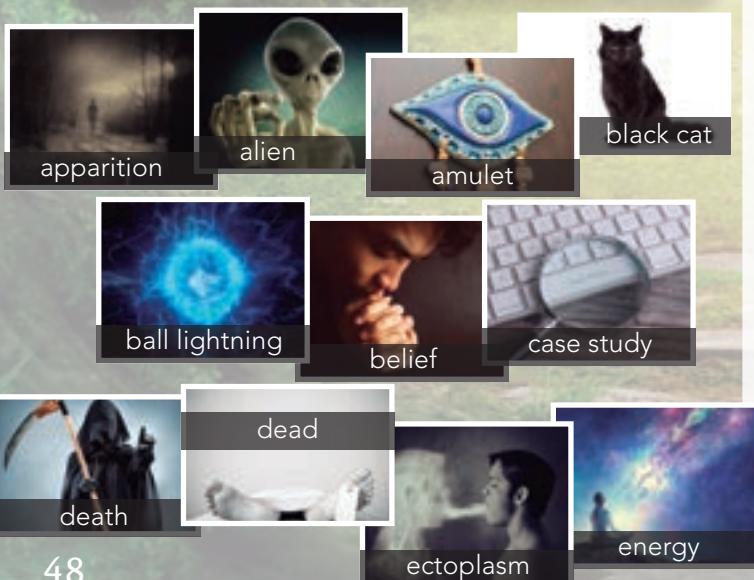
*She will be able to help with the party.*

#### a. Complete the sentences.

- You can participate in the contest if you want. (be able to / can)
- Humans will be able to live on the moon in the future. (could / will be able to)
- Joseph could remember where he was. (can / could)
- My grandparents could speak French. (could / can)
- Sam will be able to come this year. (could / will be able)

### II. VOCABULARY

#### a. Listen to the words and repeat them.



#### b. Complete the sentences.

- Joana always wears an amulet to protect herself.
- Bill is afraid of ghosts and black cats.
- That old photo is really frightening.
- Some things are so strange that do not have a logical explanation.
- My grandmother had paranormal experiences.

#### c. Choose 10 words and dictate them to your partner.



Answers will vary.

### III. READING AND WRITING

#### a. Read and answer.

Last summer, David Walters decided to spend his holidays in a very unusual way. He spent a week in a haunted hotel. When he read the reviews in a travel magazine, he knew it could be the ideal place to stay. In the review, the owners of the hotel recommended the guests to take an amulet with them before their arrival because apparitions and frightening events could be present every minute, and also to be open to live weird and new experiences. David was determined to study the case. He knew he could find a logical explanation for the phenomena. There he was able to see a floating ball lightning, ectoplasm on the walls and witness poltergeist activity in his room. Although it was a really terrifying experience, he thinks he can visit that horrible place again this year.



NOT FOR  
SALE

1. Where did David find information about the hotel?  
In a travel magazine.
2. What did David think about the hotel?  
It could be the ideal place to stay.
3. Why did the hotel owners recommend guests taking an amulet with them?  
Because strange things could happen.
4. What did David want to do?  
To find a logical explanation.
5. Write three experiences David could see.  
Floating ball lightning, ectoplasm on the walls and poltergeist activity.

**b. Write a short paranormal story.**

Answers will vary.



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Did I ...	✓	✗
... use can, could, be able to?		
... use some of the vocabulary words?		
... use punctuation marks correctly?		
... write my paragraph in a coherent form?		

## IV. LISTENING

- a. Listen to the audio and circle the correct word. 



1. Laura could see an alien / a ghost last night.
2. Andrea could perceive the energy / death of a person.
3. Laura can have visions / beliefs about the future.
4. Charles and Derek could see something floating / frightening in the air.
5. Theodore could not explain the frightening / apparition experience.

## V. SPEAKING

- a. Take turns describing the following paranormal experiences. Use can, could, be able to.   
Answers will vary.



### 3.3 It may rain tomorrow

#### I. GRAMMAR: 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.*

##### a. Choose the correct word.

1. My mother *may* / *might* come to visit us if she has money.
2. I think it *might* / *may* be a very long trip.
3. Alondra *may* / *might* study medicine unless she changes her mind.
4. The soup *may* / *might* still be hot.
5. Mexico *might* / *may* win the World cup.

##### b. Complete with *may* or *might*.

1. Look at the cloud, it may rain.
2. I don't know, it's September. There might be an earthquake.
3. You might think I'm foolish, but can I have your number?
4. I may fall asleep in class; I didn't sleep well last night.
5. I may throw up, I feel sick!

#### II. VOCABULARY

##### a. Listen to the words and repeat them.



Track  
37



sunny



clear



cloudy



##### b. Read and complete.

1. Electrical discharge in the sky. lightning
2. A very strong wind. hurricane
3. Synonym of foggy. hazy
4. Very light rain. drizzling
5. Balls of ice. hailing

##### c. Choose 10 words and dictate them to your partner.



NOT FOR  
SALE

### III. LISTENING

- a. Listen to the audio and write.

Track  
38



1. On Monday, the weather may be sunny and clear.
2. On Wednesday, the weather conditions may be windy and drizzling.
3. On Thursday, if the weather conditions are the same, it might be stormy and cold.
4. On Saturday, it might be foggy if the temperature is still low.
5. On Sunday, it may be cloudy and windy.

### IV. READING AND SPEAKING

- a. Read and answer.

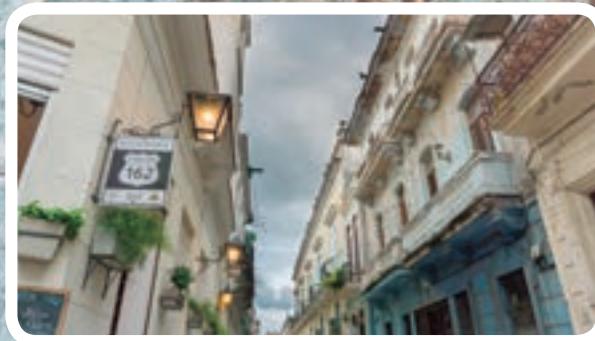
Some cities around the world are really famous not only for their beautiful buildings, the food, or the traffic. Some of them are really famous because for the weather conditions they normally have. For example, Chicago is very well known because of the strong winds that may be present every single day. If you visit Toronto during the summer, the weather might be warm with a beautiful blue sky, whereas if you visit Cairo in Egypt during the summer, it might be humid and really hot. Some examples of cities with very extreme weather are: Yakutsk in Russia, where the weather may be really freezing or Kuwait which might be considered as the hottest city in the world. Finally, Wellington in New Zealand, has the windiest weather in the world.



1. City that might be warm and clear. Toronto
2. The weather conditions in this city might be present the whole year. Chicago
3. The weather in this city may be considered more than hot. Kuwait
4. Maybe the wind can be more than strong in this place. Wellington
5. If you visit this city, you might need thermic clothes. Yakutsk

- b. Look at the pictures and decide the place with the best weather to spend your holidays.

Answers will vary.



### V. WRITING

- a. Write five sentences in your notebook about how the weather conditions in your city may or might be.

Answers will vary.

Did I ...	✓	✗
... use <i>may</i> and <i>might</i> in my sentences?		
... write complete sentences?		
... use punctuation marks correctly?		
... write without spelling mistakes?		

## 3.4 I need to find a book

### I. GRAMMAR: 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.*

a. Match the halves.

1. Don't have a car,
  2. To travel to the USA,
  3. To pass a very important exam,
  4. To lose weight,
  5. To cure a stomach ache,
- 
- 4 a. I need to go on a diet.
  - 3 b. I have to study.
  - 5 c. I need to go to the hospital.
  - 1 d. I need to walk to school.
  - 2 e. I must have a visa.

### II. VOCABULARY

a. Listen to the words and repeat them.



b. Complete the sentences.

1. I need to check the \_\_\_\_\_ *online catalogue* \_\_\_\_\_ before going to the library tomorrow.
2. I have to renew my \_\_\_\_\_ *library card* \_\_\_\_\_.
3. The \_\_\_\_\_ *library assistant* \_\_\_\_\_ reminded us that we must be quiet.
4. I have to take these books to the \_\_\_\_\_ *check out* \_\_\_\_\_ desk \_\_\_\_\_ before taking them home.
5. The \_\_\_\_\_ *librarian* \_\_\_\_\_ needs to check the encyclopedias before adding them to the catalog.

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



Answers will vary.

NOT FOR  
SALE

### III. LISTENING AND WRITING

a. Listen to the audio and answer.



1. To find information from fragile documents you have to consult a microfiche.
2. You must look for the reference section because it gives you quick and easy information about a topic.
3. The person who has to select new materials for the library is the reference librarian.
4. You need to visit the media section if you want to consult a video.
5. If your investigation is about maps, you must consult an authorized atlas in the library.

b. Write in your notebook a set of rules to be followed in your class.

Did I ...	✓	✗
... must, have to or need to in my sentences?		
... write complete sentences?		
... use punctuation marks correctly?		
... without spelling mistakes?		

### IV. READING

a. Read and write.

If you are a student or maybe you like searching about different topics, you may know some important facts before visiting a library.

Most libraries use the Dewey classification system to organize books by titles, categories and editing dates, so you must have this information ready in advance. You must consult carefully the cards catalog in order to find the book by looking for the author or topic. You must put the books in their place while you are looking for a specific book, you must not mix them up, otherwise other users may find it difficult to look for their books. If you need to ask for extra help, ask a librarian to provide help with your search.

They have to know perfectly the library and know exactly how and where to find what you are looking for. If you have to take books home, you need to fill in a form and get your library card. Be careful with the delivery dates, you must return the books on the deadline date, or you will have to pay for a fee.

1. Write three things you need to know before visiting a library.  
The title, the category and date of edition.
2. Write two rules you need to follow while visiting a library.  
Must be quiet and put books in their place while looking.
3. What do you have to do in case you need extra help?  
To ask a librarian to provide extra help.
4. What must you do before taking books home?  
You must fill in a form, get a card, and return books on time.
5. Write the best title for the text?  
Answers will vary.

### V. SPEAKING

a. Discuss about the obligations people have.



*Answers will vary.*



# 3.5 Medical emergencies

## I. GRAMMAR: 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.*

a. Write the correct opinion.

1. You want to lose weight. You should go on a diet
2. Unless you want to fail the exam, you have to / ought to study more.
3. Luis wants to win the competition. He should train every day.
4. Andrea's plane is leaving at 9:00. She has to / ought to leave now, or she will lose her flight.
5. You look tired. You should go to bed now.

## II. VOCABULARY

a. Listen to the words and repeat them. 



b. Complete the sentences.

1. To check your eyes, the doctor uses an eye chart.
2. Go to the pharmacy and buy the medicine. Don't forget your prescription.
3. Step on the scale to check your weight.
4. I have a toothache; I'll visit the dentist before going home.
5. Take this cough syrup to stop your cough. It has lemon and honey.

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

NOT FOR  
SALE

### III. LISTENING AND SPEAKING

- a. Listen to the audio and circle.

Track  
42

1. You should/ have to have a medical insurance.
2. You ought to / should have an emergency plan.
3. You should/ have to call an ambulance.
4. The nurse has to/ ought to check the vital signs of the patient.
5. The emergency medical technician ought to/ should act quickly in order to save the patient.

- b. Role-play what to do in the following situations and explain why. *Answers will vary.*



1. Have a really bad cold and cough.
2. A broken leg.
3. Don't see well.
4. A toothache.
5. A painful headache.

### IV. READING

- a. Read and write.

Nobody is exempt of having a medical emergency when staying at home. You should be prepared in case something happens to you, your kids and family at any time. Despite foreseeing risky situations, we have to consider that accidents do not call. You should have ready a first aid kit with the basic materials to attend a person while the ambulance or doctor arrives. It is convenient to say that we all have to take a basic first aid course mostly when having kids and elderly people at home. You must have the emergency numbers at hand and make children memorize emergency phone numbers too. If the emergency appears, you have to remain calm, stay near the patient and call emergency as quickly as you can. We ought to listen carefully to all the instructions given by the emergency medical technician while the ambulance arrives.



1. Write three suggestions given in the text.

*You should be prepared in case something happens.  
You should have ready a first aid kit. You must have the emergency number at hand.*

2. What should people know about emergencies? *Answers will vary.*

3. Write what you should do during an emergency. *You have to remain calm, stay near the patient and call emergency as quickly as you can.*

4. Do you think the text provides useful information? Why? *Answers will vary.*

5. Write a title for the text. *Answers will vary.*

### V. WRITING

- a. Write a short expository paragraph giving advice and explaining what to do in a car accident.



Did I ...	✓	✗
... use have to, ought to or should?		
... write complete sentences?		
... use punctuation marks correctly?		
... write without spelling mistakes?		

## 3.6 Fixing home

### I. GRAMMAR: Had better

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

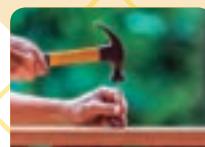
*Tom had better stop smoking.*

*Alice had better arrive earlier tomorrow.*

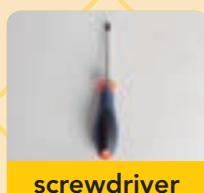
*Had better* has a strong meaning.



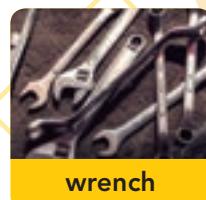
gardener



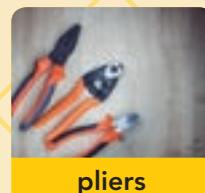
hammer



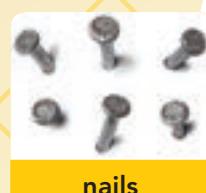
screwdriver



wrench



pliers



nails



lawn mower



hedge clippers



shovel



fertilizer



mouse trap

### II. VOCABULARY

a. Listen to the words and repeat them.

Track 43



carpenter



handyman



painter



tv repair person



electrician



plumber



exterminator



appliance repair person



locksmith

b. Complete with the person that can help you.

- Leaking faucet. Call the plumber.
- Broken wooden door. Call the carpenter.
- Mown the loan. Call the gardener.
- Can't watch TV. Call the TV repair person.
- The washing machine is broken. Call the appliance repair person.

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



NOT FOR  
SALE

### III. READING

#### a. Read and write.

My friend Tom is a total disaster. He is always having problems at home. From broken windows to playful rats in his garden, he always has a problem. Last weekend for example, I was spending a relaxing time at home reading the news and listening to music. Suddenly Tom called and asked me for help, "You had better call an electrician, I can't help with that," I said, and we hung up. Some minutes later he called again asking for help, "You had better use a hammer and nails," I replied. A third phone call came in, "Well, I think you had better use some fertilizer," I kindly answered. He called once more, "You had better call the exterminator this time." And I added, "You had better relax and come to the cinema with me." And it was exactly what we did!



#### 1. Write what problems you think Tom had.

Problems with electricity, hanging a picture, growing plants, rats in the garden.

#### 2. Write one thing you think Tom needs.

Answers will vary.

### IV. LISTENING

#### a. Listen to the audio and make notes.

Track  
44

- Had better get up earlier.
- Had better walk instead of taking the bus.
- Had better finish her report on time.
- Had better eat vegetables instead.
- Had better stayed at home.

### IV. SPEAKING AND WRITING

#### a. Think about the problems you have to pass exams. Think about solutions. Discuss them with your classmates.



#### b. Write an e-mail with suggestions to a friend who wants to pass his / her exam based on your discussion with your classmates.



Answers will vary.

Did I ...	✓	✗
... use had better?		
... write complete sentences?		
... use punctuation marks correctly?		
... write without spelling mistakes?		

# 3.7 Party time

## I. GRAMMAR: 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?**

### a. Underline the correct auxiliary.

1. Can / Would I open the door for you?
2. Could / Would you help me with these bags? They're heavy.
3. Would / Could you like a cup of coffee or tea?
4. Would / Could like to dance?
5. Can / Could you open the window, please?

### b. Complete the sentences with the correct auxiliary.

1. Would you like to go to the movies?
2. Can / May I help you to cross the street?
3. Can / May I buy the groceries for you?
4. Could you help me with math?
5. Don't worry, I can help you with the party.

## II. VOCABULARY

### a. Listen to the words and repeat them.

Track 45



birthday party



Christmas Eve



New Year's Eve



Halloween



Easter



anniversary



### b. Complete with words from vocabulary.

1. You have one every year to celebrate your birth. Birthday party
2. You wear costumes and children ask for trick or treat. Halloween
3. You hide eggs in the garden for the children to find them. Easter
4. It is celebrated on December 25th. Christmas
5. Couples celebrate years together. Anniversary

### c. Choose 10 words and dictate them to your partner. Answers will vary.



NOT FOR  
SALE

### III. LISTENING AND WRITING

Track  
46

- a. Listen to audio and circle T (True) or F (False).
1. Jenny offered help with the wedding.  T  F
  2. Alex offered to buy the refreshments.  T  F
  3. Alice, Marta and Gaby offered to help with the decorations.  T  F
  4. Ana María asked for help with her dress.  T  F
  5. Ernest invited Alice to the party.  T  F



- b. You want to invite a friend to spend the weekend with you, but he / she is really busy this weekend. Write an invitation offering help with the duties he / she has.

Answers will vary.

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Did I ...	✓	✗
... use can, could, may, would?		
... write complete sentences?		
... use punctuation marks correctly?		
... write without spelling mistakes?		

### IV. READING

- a. Read and circle the correct word.

Preparing a wedding is not an easy job. You need to plan and think about every single detail. Actually, there are people who work really hard working on planning, preparing and supervising the most amazing and incredible events. One of those people is Allina Jacobson. She is one of the most recognized wedding planners in the USA. Allina offers the most exclusive and fantastic wedding plans. It doesn't matter how crazy or intrepid your idea is, she can come up with a crazy ceremony, an exotic menu, an astonishing party and she can help you with the dress and bridesmaids. Every single detail is personally supervised by her.

You can have your dreamed wedding, well if you have 500,000 USD to pay for the simplest wedding plan.



1. Could I have help choosing my wedding dress and the groom's suit?  
 Yes  No
2. Could Allina help me with a Thai menu?  
 Yes  No
3. I love climbing and hiking. Could Allina help me with my training plan?  
 Yes  No
4. I want a very simple celebration. Could Allina plan the birthday party for my mom?  
 Yes  No
5. Could I have some help to plan a wedding with a budget of 10,000 dollars?  
 Yes  No

### V. SPEAKING

- a. Role-play a dialogue between you and Allina Jacobson to plan a wedding.



## 3.8 A day in the park

### I. GRAMMAR: 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.*

#### a. Underline the correct word.

1. They must / can't be related, they look alike.
2. She can't / must be very old; she looks like 16.
3. He must / can't be very rich; look at his sports car!
4. It must / can't be very cheap. It's made of titanium and it has a lot of memory and many other functions.
5. She must / can't be our teacher. She's too young.

#### b. Complete the sentences.

1. Because of his uniform, he must be a chef.
2. I can't believe it's so late!
3. It can't be possible that you lost the keys again.
4. I can say that they must be married.
5. It's 11:00, they must be in bed by now.

### II. VOCABULARY

#### a. Listen to the words and repeat them.



#### b. Complete the sentences with vocabulary words.

1. You can see many animals in here. zoo
2. You can sit here to rest in a park. bench
3. A special space where runners can train. jogging path
4. Place where children can play. playground
5. Urban landmark, sometimes it represents a person or an animal. statue

#### c. Choose 10 words and dictate them to your partner.

Answers will vary.



NOT FOR  
SALE

### III. READING AND LISTENING

#### a. Read and write.

Last weekend, we decided to spend the day in a park. We wanted to have a fun day playing, exercising under the sun. Everything seemed to be a normal day. We were enjoying with the children in the playground when suddenly he heard a noise, "It can't be a storm, there are no clouds in the sky," said Alondra. "It can't be the sound of a car engine," said my husband Sam. We turned around and we saw a tiger running along the jogging path. "It must have escaped from the zoo," I said. Quickly we ran waiting to be safe. After this strange situation, we soon returned to enjoy the sunny day when suddenly, everything became dark. Everything was quiet in the park; just the water falling from the fountain could be heard in the background. "It can't be a huge plane passing by," my husband said. "No," said Alondra. "It can't be a plane; it must be an eclipse." In that moment, I looked up at the sky and I replied, "No, it must be raining soon, look at the clouds!"

#### 1. What did Alondra say?

"It can't be a storm, there are no clouds in the sky";  
"It can't be a plane, it must be an eclipse."

#### 2. What did Sam say?

"It can't be the sound of a car engine"; "It can't be a huge plane passing by."

#### 3. What did the narrator say?

"It must have escaped from the zoo"; "No, it must be raining soon, look at the clouds!"



#### b. Listen to the audio and write.



1. It must be my father coming upstairs.
2. It can't be so late!
3. It tastes weird, it must be old.
4. It can't be Friday so soon!
5. He must be Brad Pitt, look at all those women around him.

### IV. SPEAKING

#### a. Look at the photos and deduce what they are.



Answers will vary.

### V. WRITING

#### a. Write six sentences about your deductions in your notebook.

Answers will vary.

Did I ...	✓	✗
... use <i>must</i> / <i>can't</i> ?		
... write complete sentences?		
... use punctuation marks correctly?		
... write without spelling mistakes?		

# 3

# Module Test 3

## I. Complete the imperatives.

1. It is very cold, close the window.
2. The rain is over, don't step on the grass!
  
3. The dog wants to go outside, open the door.
4. The lunch is over, clean the table.
5. I can't listen to the T.V., give me the control.

## II. Complete the sentences using the words from the box.

can could be able to

1. Tony will be able to come for Christmas.
2. You can have a part in the play if you want.
3. Samuel could visit his grandmother before she passed away.
4. We will be able to finish the ads before 8 a.m.
5. Romina and Willy can have the information you are looking for.

## III. Choose the correct word.

1. It is almost 9:30, Alondra may / might arrive on time.
2. We may / might move next year, if we have enough money.
3. You have / should take an aspirin and go to bed.
4. You don't have to / have to go to the party if you don't want to.
5. Carlos ought to / can drive safe to avoid the fee.
6. We could / had better go before it rains.

## IV. Write the correct offer.

1. The bags are broken.  
Can / May I bring new bags for you?
2. The bottle lid is stuck.  
May I help you to open the bottle?
3. The baby is crying.  
May / Can I help you with the baby?
4. The wind is too strong.  
May I close the window?

## V. Listen again to track 44 and answer the following questions.

1. Why couldn't the man get up early?  
Because the alarm clock didn't ring.
2. Why didn't he drive his own car?  
Because he couldn't find his keys.
3. Why did he walk instead?  
Because the bus got a flat tire.
4. What happened to the financial report?  
It was not ready for the boss.
5. What did he have for lunch?  
Bean salad.



(20 marks)

(5 marks)

## VI. Read again the text on page 61 and answer the following questions.

1. Why does the family decide to spend the day in the park?  
Answers will vary.
2. Why couldn't the strong sound be a storm coming by?  
Because there were no clouds in the sky.
3. What did they see running along the path?  
A tiger
4. What did Alondra say about an eclipse?  
That maybe an eclipse was just about to start because the sky got dark.
5. What did they see in the sky at the end?  
Rain clouds.

(5 marks)

## VII. Write an expository paragraph explaining the process to prepare your favorite dish.

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(10 marks)

# Future Will / Going to

## Grammar:

- *Going to* (affirmative, negative and interrogative forms)
- Time Expressions (*tomorrow, next ..., the day after ...*)
- *Will* (predictions affirmative)
- *Will* (sudden decisions and requests)
- *Will* (interrogative and negative)
- *Will vs Going to*
- *Wh- Questions* (future)

## Reading:

- Skimming
- Scanning
- Reading for specific information

## Writing:

- Writing short persuasive paragraphs
- Writing questions
- Writing an interview

## Listening:

- Listening for detail
- Listening for general idea
- Listening for detail

## Speaking:

- Describing pictures
- Exchanging information
- Describing and contrasting

## Vocabulary:

- Vacations, Outdoor activities, Good and bad habits, Natural disasters, Every day activities, The Restaurant, Moving, Occupations

## TED Talk:

[https://www.ted.com/talks/matthew\\_winkler\\_what\\_makes\\_a\\_hero#t-3800](https://www.ted.com/talks/matthew_winkler_what_makes_a_hero#t-3800)

- What makes a hero?
- How many hours or stages does a hero face in his journey?
- Can we consider ourselves as heroes?

# 4.1 The beach

## I. GRAMMAR: 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**

a. Complete the sentences with the correct form of verb to be + *going to* + an appropriate verb.

1. I am going to go to the hospital tomorrow.
2. Luis is not going to travel to Australia next month.
3. The festival is going to be tomorrow.
4. We are going to buy everything for the party.
5. We are going to celebrate our second anniversary.

## II. VOCABULARY

a. Listen to the words and repeat them.



Track  
49



life guard



life saver



sand



rock



swimmer



wave



b. Write the correct word.

1. You need to wear one of this to swim.

Bathing suit

2. You wear these special eye glasses to protect your eyes from the sun. Sun glasses

3. You make this with sand and water. Sand castle

4. You sit on this comfortable chair. Beach chair

5. A kick board can help you when you don't know how to swim.

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



NOT FOR  
SALE

### III. LISTENING AND SPEAKING

a. Listen and write.

1. Is going to make sand castles.
2. Is going to surf wild waves.
3. Is going to wear a new bathing suit.
4. Is going to fly a kite.
5. Is going to have fun!

Track  
50

b. Take turns asking about the plans for your next vacations

Answers will vary.



### IV. READING

a. Read and write.

I am really excited because I am going to go to the beach next weekend. I am going to spend time under the sun sunbathing and swimming in the sea. I am determined to take surfing lessons. I have bought a surf board on the Internet and I am going to pick it up in a store near the hotel where I am going to stay. I am going to eat delicious seafood, lay on the beach chair and relax while I remember all the work I need to do at my office!



1. The author is going to go to the beach.

2. What activities she is going to do?

She is going to sunbathe, swim in the sea, take surfing lessons, eat delicious food and lay on the beach chair.

3. What is she going to eat?

She is going to eat seafood.

4. What new activity is she going to try?

She is going to surf.

5. What is she going to think about during her vacations?

She is going to think about her job.

### V. WRITING

a. Write a short persuasive paragraph to convince a friend to go with you on your next vacation.

Answers will vary.

[Redacted writing area consisting of seven horizontal pink lines for each student's response.]

Did I ...	✓	✗
... use going to?		
... use capital letters and punctuation marks correctly?		
... write complete sentences?		
... write about vacations?		

## 4.2 Go hiking

### I. GRAMMAR: 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.**



#### a. Complete the sentences.

1. I am going to the hospital tomorrow.
2. Luis is not going to go to Australia this month, he is going to travel next month.
3. The festival is going to be the day after tomorrow.
4. We left everything ready today for the party tomorrow.
5. We are going to celebrate our second anniversary next year.



### II. VOCABULARY

#### a. Listen to the words and repeat them.

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#### b. Write the correct word.

1. You need one to know your location. compass
2. You wear these special boots to climb a mountain. hiking boots
3. You use these to keep your drinks warm in a picnic. thermos
4. You use a backpack to take your things with you.
5. A rope can help you to hold you during a mountain climbing.

#### c. Choose 10 words and dictate them to your partner. Answers will vary.



### III. LISTENING AND SPEAKING

a. Listen and write.

1. tomorrow
2. the day after tomorrow
3. next year
4. next month
5. the day after tomorrow



b. Take turns talking about the plans for the future.

Answers will vary.



### IV. READING

a. Read and complete the sentences.



**M**y name is Barbara Bradley and I am a nature photographer. This is going to be a very busy week, so I need to organize my time perfectly. I have several projects to finish this week, so for me it is essential to write everything on my personal agenda.

Tomorrow Monday, I am going to travel to Yellow Mountain, there I am going to take some photos with the Natural Channel crew. On Tuesday, I am going to fly to Africa and there, I am going to live one of the most extreme experiences of my life! On Wednesday and Thursday, I am going to go hiking with experts and take photos of the most beautiful places. Although I am really afraid of wild animals, I know it is going to be an unforgettable time. On Friday, I am going to have a picnic in the jungle with some natives in one of the natural reservations. It is going to be a great opportunity to continue taking wonderful photographs. Sadly, on Saturday, I am going to fly back home, and I hope to be resting at home on Sunday.

1. When is Barbara going to travel to Yellow Mountain? Tomorrow
2. When is Barbara going to travel to Africa? The day after tomorrow / next Tuesday
3. When is Barbara going to go hiking? Next Wednesday and Thursday
4. When is Barbara going to have a picnic in a natural reservation? Next Friday
5. When is Barbara going to fly back home? Next week / next Sunday

### V. WRITING

a. Read the schedule of Rosita and write sentences using the time expressions.

MON	TUE	WED	THURS	FRI
Go to school	Visit dentist	Return book to the library	Go to swimming lesson	Do the laundry

1. On Monday, Rosita is going to go to school.
2. On Tuesday, she is going to visit the dentist.
3. On Wednesday she is going to return the book to the library.
4. On Thursday she is going to go to her swimming lesson.
5. On Friday she is going to do the laundry.

Did I ...	✓	✗
... use adverbs of time?		
... use <i>going to</i> ?		
... use capital letters and punctuation marks correctly?		
... write complete sentences?		

## 4.3 Intentions

### I. GRAMMAR: 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.*

a. Rewrite the following sentences in negative and interrogative.

1. She is going to eat with her friends tomorrow.

*She isn't going to eat with her friends tomorrow.*

*Is she going to eat with her friends tomorrow?*

2. Peter and Billy are going to travel to Acapulco the day after tomorrow.

*Peter and Billy are not going to travel to Acapulco the day after tomorrow.*

*Are Peter and Billy going to travel to Acapulco the day after tomorrow?*

3. My mother and I are going to go shopping next Saturday.

*My mother and I are not going to go shopping next Saturday.*

*Are my mother and I going to go shopping next Saturday?*

### II. VOCABULARY

a. Listen to the words and repeat them.

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b. Write the correct words.

1. Eating food which is not good for you.

*eat junk food*

2. Fail to do this after eating.

*do not brush your teeth*

3. Not doing physical activity.

*sitting all day*

4. Drinking water without flavor or sugar.

*plain water*

5. Not spending too much money.

*save money*

NOT FOR  
SALE

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



### III. LISTENING AND SPEAKING

- a. Listen to the audio and circle Y (Yes) or N (No).

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1. Alma is eating healthier food.
2. Alma quitted smoking.
3. Alma drinks plain water.
4. Alma goes to Zumba classes.
5. Alma gets up early in the morning.

Y	N
Y	N
Y	N
Y	N
Y	N

- b. Take turns asking each other about your plans for this week.

Answers will vary.



### IV. READING

- a. Read and answer.

Maurice has decided to change some bad habits he has. These are some of his New Year's resolutions. He is determined to stop doing some bad habits, like not eating healthy food, spending all day in his couch, avoiding fresh water. Instead, he is going to eat more vegetables and fruits, avoid spending money in unnecessary things and using the extra money to pay for the gym. If he sticks to his original plan, he is going to see good results in a very short time.



1. Is Maurice going to change his life to a healthier life?

Yes, he is going to change.

2. Is Maurice going to live happier?

Answers will vary.

3. Think about the best title for the text.

Answers will vary.

4. Write three things Maurice is not going to do.

He is not going to eat junk food;  
he is not going to be sitting all day;  
he is not going to drink soda.

5. Write three things Maurice is going to do.

He is going to eat healthy;  
he is going to save money;  
he is going to exercise.

### V. WRITING

- a. Look at the pictures and write questions and answers about what people are going to do.

Answers will vary.



Did I ...	✓	✗
... use going to in negative and interrogative forms?		
... write complete questions and answers?		
... use capital letters and punctuation marks correctly?		

## 4.4 The seer

### I. GRAMMAR: 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.**

a. Rewrite the sentences using **will**.

1. Samantha reads an interesting novel.  
Samantha will read an interesting novel.
2. Andres and Paco play a football match this weekend.  
Andres and Paco will play a football match this weekend.
3. It rains heavily.  
It will rain heavily.
4. Ana Maria is very happy.  
Ana Maria will be very happy.
5. They eat a delicious meal at Tony's.  
They will eat a delicious meal at Tony's.

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

be    go    meet    miss    study

1. Sandra will go to university next year.
2. She is excited but afraid. She thinks she will be lonely.
3. Her mother says, she is sure she will meet many new friends.
4. Sandra will study Medicine.
5. Her parents will miss her.

### II. VOCABULARY

a. Listen to the words and repeat them.



b. Write the correct word.

1. A fire in a forest. wild fire
2. When loads of mud slide along a steep surface. landslide
3. When lava and gas come out a mountain. volcanic eruption
4. State left behind a natural disaster. destruction
5. Movement of earth's surface. earthquake

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



### III. READING AND WRITING

a. Read and complete.

**M**adam Blue Sky is a famous seer. She has predicted many disasters very accurately and because of this, many people have been safe. For this year, she has predicted some natural disasters around the world, so let's be ready just in case!

She says that this year, during the first two weeks of January, a strong earthquake followed by a tsunami will destroy small towns in Japan. In early spring, a series of wildfires will end with

most of the forests and natural reservations in California. In mid-summer, tornados and dust storms will almost disappear two cities in Africa; Madam Blue Sky doesn't know exactly the name of the city. Winter will also be difficult and hard for some places. For example, volcanic eruptions, twisters and droughts will hit countries like Italy, Arabia and Brazil. We hope this year Madam Blue Sky may be wrong and everything will be safe and sound around the world.

1. According to Madame Blue Sky what will happen in January and where?

A strong earthquake followed by a tsunami will destroy small towns in Japan.

2. What will happen in spring?

A series of wildfires will end with most of the forests and natural reservations in California.

3. What will happen during mid-summer?

In mid-summer, tornados and dust storms will almost disappear two cities in Africa.

4. What will happen in winter?

Volcanic eruptions, twisters and droughts will hit countries like Italy, Arabia and Brazil.

5. Write an appropriate title for the text.

Answers will vary.

- b. Write five predictions in your notebook for the next five years. Keep them and check if your predictions were true or not.

Answers will vary.

Did I ...	✓	✗
... use <i>will</i> + verb in base form?		
... write possible predictions?		
... use capital letters and punctuation marks correctly?		
... write complete sentences?		

### IV. LISTENING

a. Listen and complete.



- There will be a tornado.
- There will be a wildfire.
- There will be a volcanic eruption.
- There will be an earthquake.
- There will be an avalanche.

### V. SPEAKING

- a. Look at the pictures. Take turns making predictions.

Answers will vary.



# 4.5 Helping hands

## I. GRAMMAR: Will (sudden decisions and requests)

We use *will* when we want to express sudden decisions; that 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?**

### a. Write decision or request.

1. Will you come to fix the window? request
2. We will walk along the river. decision
3. Will you help me to paint the walls? decision
4. Don't worry; I will cook dinner for you. decision
5. I will buy the shoes; they are on sale. decision

### b. Use *will* + a verb from the box to complete the sentences.

do drink go hand take

1. I will take you to your house, it's late.
2. Will you do me a favor?
3. I think I will drink a soda, it's hot!
4. Will you hand me the salt, please?
5. I will go to the doctor; I don't feel well.

## II. VOCABULARY

### a. Listen to the words and repeat them.

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### b. Write the correct word.

1. You offer to take care of children. baby sit
2. You want to form a family with someone. get married
3. You take the dog outside. walk the dog
4. You take someone else in your car. give a lift
5. You do it when someone else's bags at the supermarket are really heavy. carry bags

### c. Choose 10 words and dictate them to your partner. Answers will vary.

### III. LISTENING AND WRITING

a. Listen and circle.

- |           |          |         |
|-----------|----------|---------|
| 1. Lucy   | decision | request |
| 2. Mark   | decision | request |
| 3. Alan   | decision | request |
| 4. Ursula | decision | request |
| 5. Sam    | decision | request |

Track  
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d. Write in your notebook as many sentences as you can in one minute. Use *will* for decisions and requests.

Did I ...	✓	✗
... use <i>will</i> + verb in base form?		
... express decisions and requests?		
... use capital letters and punctuation marks correctly?		
... write complete sentences and questions?		

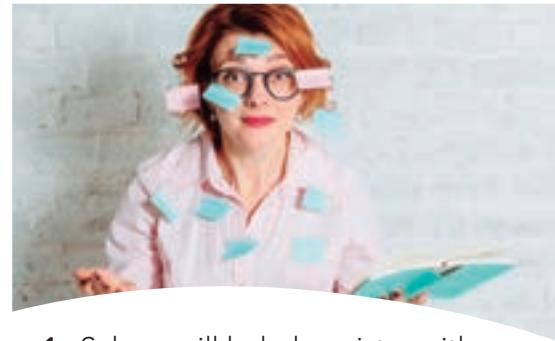
### IV. READING

a. Read and circle.

Sahara is really helpful; she loves helping people. Probably that's why she is a nurse. Unfortunately, she doesn't have too much time to help, but she always does her best. Today, her neighbor, Mrs. Sunnyflower asked, "Will you cook dinner with me?" Sahara answered, "I'm not sure ... OK, OK I will help you!" Also, her little sister asked, "Will you help me with my homework tonight?"

"I have to help Mrs. Sunnyflower to prepare dinner, but I will help you with that." Suddenly, her mom called her, "Will you help me with the dog? I don't feel well and I need to walk the dog."

Sahara hesitated for a moment and she said, "I will help Mrs. Sunnyflower with dinner, little Anita with homework, OK, I will walk the dog this evening." Sahara started to feel a bit pressured. "I will not help anyone else today," she said when the telephone rang. It was her father, "My car is broken, will you give me a lift tonight and drive me home, please?" Sahara never says no to her father. "OK Dad, I will pick you up at 8:00 at your office." Will Sahara be able to help all these people?



1. Sahara will help her sister with:  
**homework** dinner
2. Sahara will help her mom with:  
**the dog** the cat
3. Sahara will help her neighbor with:  
breakfast **dinner**
4. Sahara will help her dad with:  
**a lift** the baby
5. Will she be able to help everyone?  
yes no **Answers will vary.**



### V. SPEAKING

a. Look at the pictures, make requests and offers.



## 4.6 Eating out

### I. GRAMMAR: 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**.

a. Rewrite the sentences in negative and interrogative forms.

1. Lucia and Anna will feed Maria's cat this weekend.

Lucia and Anna won't feed Maria's cat this weekend.

Will Lucia and Anna feed Maria's cat this weekend?

2. I will visit my cousins in Illinois in December.

I won't visit my cousins in Illinois in December.

Will you visit your cousins in Illinois in December?

3. They will read two novels next semester.

They won't read two novels next semester.

Will they read two novels next semester?

4. You will take a taxi to the airport.

You won't take a taxi to the airport.

Will you take a taxi to the airport?

5. Jane will give cooking lessons.

Jane won't give cooking lessons.

Will Jane give cooking lessons?

### II. VOCABULARY

a. Listen to the words and repeat them.



appetizers



salads



main course



Nehu

NOT FOR  
SALE

b. Write the correct word.

1. It is made with lettuce and vegetables or fruits. salad
2. It is made with pasta and meat. spaghetti and meatballs
3. It is made of potatoes, milk and butter. mashed potatoes
4. It is made of eggs, flour and milk. cake
5. It is made of ice-cream, chocolate sauce and whipped cream. sundae

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



### III. LISTENING AND SPEAKING



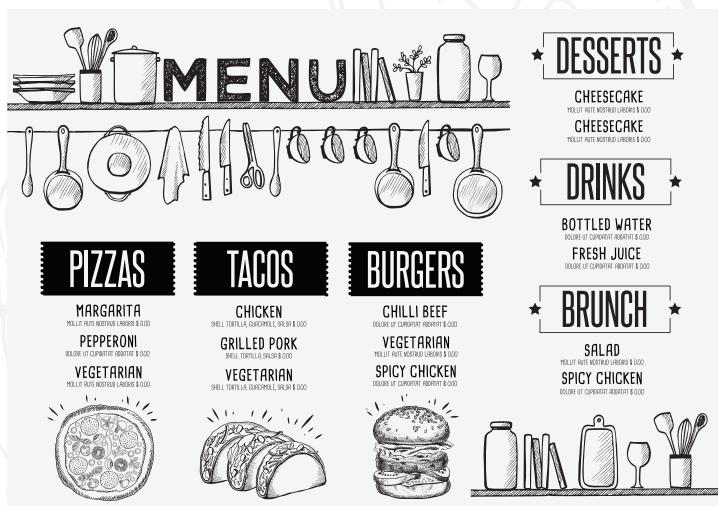
a. Listen to the audio and write the questions.

1. What will you drink?  
I will have a lemonade.
2. What will you have as an appetizer?  
I will have a fruit cocktail.
3. What will you have for main course?  
I will have spaghetti and meatballs.
4. What will you have for soup?  
I will have some noodles.
5. What will you have for dessert?  
I will have a slice of chocolate cake.

b. Role-play a conversation in a restaurant.



Answers will vary.



### IV. READING

a. Read and answer the questions.

I love eating out, it is something I really enjoy. It doesn't matter if it is raining, if it is a very hot day, or if there's a storm outside, having your food served, and not having to wash the dishes, is a real pleasure.

My favorite restaurant is Nina's Kitchen. It is really comfortable, the service is really good, and the food is just fantastic!

The entire menu is great, the starters are tasty, and the cocktails are out of this world! There are many different kinds of soups: cold, hot, veggie. My favorite one is the chicken soup, made with rice and avocado. The main courses are good; the lemonade is great, because they make it with mint and organic sugar. I need to say that desserts are not left behind. The choco-mint and sweet-vanilla cakes are my favorites! If you enjoy eating out and you are looking for a not expensive place, Nina's Kitchen is the best.

1. What is the name of the restaurant?

Nina's Kitchen

2. What does the author say about the starters?

Starters are tasty.

3. What kinds of soups can you eat?

There are many types: cold, hot and veggie.

4. What about drinks?

The lemonade is great, because they make it with mint and organic sugar.

5. Imagine you are at Nina's Kitchen. What will you eat?

Answers will vary.

### V. WRITING

a. Write an invitation in your notebook for a friend to eat out.  
Answers will vary.

Did I ...	✓	✗
... use <i>will</i> + verb in base form?		
... express decisions and requests?		
... use capital letters and punctuation marks correctly?		
... write complete sentences and questions?		

# 4.7 Moving out

## I. GRAMMAR: Will vs Going to

a. Study the grammar table.

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.

b. Write **will** or **going to**.

- We have not decided yet, but we will visit Rome too.
- I can't come tomorrow; I am going to visit my dentist tomorrow evening.
- Tamara is going to have a party. She has already given us the invitations.
- Linda and Mark are going to get married next weekend.
- Luciana will accept the job. She really needs it.

## II. VOCABULARY

a. Listen to the words and repeat them.



b. Write the correct word.

- This can be made of plastic or carton. You use it to put things inside. box
  - You use them to lock or unlock a door. keys
  - You use it to label boxes, bags, etc. marker
  - You use this to wrap up fragile objects. bubble wrap
  - It has the name of the street, the number of the house or building and city. address
- c. Choose 10 words and dictate them to your partner.



NOT FOR  
SALE

### III. READING AND WRITING

#### a. Read and answer the questions.

Larry and Mara are very excited because they have just bought a new house. They are planning to make of this new house a real home. They are not very sure about the style of the furniture. Maybe modern style is the one. They have not made a choice about the color of the walls, but maybe color blue and gray are the correct ones.

What they have already planned is the moving. They are ready to start packing next month. They have the boxes, bubble wrap, markers, and the moving company. They know that their new adventure will start next May 25th.

1. The new furniture will be modern.
2. The color for the walls will be blue and gray.
3. Larry and Mara are going to start packing next month.  
They have the boxes, the bubble wrap and markers ready.
4. They are going to move next May 25th.
5. How do you think their new house will be?  
Answers will vary.



#### b. Write a short paragraph about the moving day of Larry and Mara. Use *will* and *going to*. If you need to, continue in your notebook.

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Answers will vary.

Did I ...	✓	✗
... write sentences using <i>will</i> ?		
... write sentences using <i>going to</i> ?		
... use capital letters and punctuation marks correctly?		
... write complete sentences?		

### IV. LISTENING



#### a. Listen and circle.

1. Laura will / is going to help Mara with the moving.
2. Laura is going to / will babysit little Brian on Saturday.
3. Larry is going to / will carry the heavy boxes.
4. Larry, Mara and Laura will / are going to be neighbors.
5. Laura will / is going to help with the cleaning.

### V. SPEAKING

#### a. Describe the pictures. Use *will* or *going to*.



Answers will vary.



# 4.8 Daydreaming

## I. GRAMMAR: 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.

### a. Write correct questions.

1. Sara will clean the house.

Who will clean the house ?

2. Ares and Sam are going to wash the car.

What are Ares and Sam going to do ?

3. Lauren will move next year.

When will Lauren move ?

4. Sammy and her husband are going to work in the bank.

Where are Sammy and her husband going to work ?

5. Maria is really sad. She will talk to her therapist.

Why will Maria talk to her therapist ?

## II. VOCABULARY

### a. Listen to the words and repeat them.



accountant



assembler



barber



### b. Write the correct word.

1. This person works in the school and cleans the classrooms. custodian

2. This person helps you with the taxes. accountant

3. This person can create programs for your computer. computer programmer

4. This person helps to pick up trash. sanitation worker

5. This person helps you to know about a text or conversation in another language. translator

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



### III. LISTENING

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- a. Listen to the audio and write the answers.

1. Laura will study English.
2. She is going to study English Literature.
3. She is going to study in the USA.
4. She will leave next summer.
5. She wants to improve her English.



### IV. READING

- a. Read and complete the questions.

Today in the school, little Dany learned about professions. On his way home, he was daydreaming about what he wants to be when he grows up. He says he will work in a big factory; he is going to make things that children can use at school, and help them learn. He thinks he is going to work with assemblers, telling them how to make innovative gadgets. Danny is determined to study hard and work to make his dream come true.



1. Where will Dany work?  
He will work in a big factory.
2. What will Dany do / is going to do?  
He will work in a big factory / He is going to make things that children can use at school
3. Who is Dany going to work with?  
He is going to work with assemblers.
4. What is he going to tell the assemblers?  
He is going to tell the assemblers how to make innovative gadgets.
5. Why will he make innovative gadgets?  
He will make innovative gadgets to help children learn at school.

### V. SPEAKING AND WRITING



- a. Ask a partner his / her plans for the future.  
Take turns asking and answering questions.  
*Answers will vary.*
- b. Write five questions about a partner's future.

*Answers will vary.*

Did I ...	✓	✗
... write questions using wh- words?		
... use will and going to?		
... use capital letters and punctuation marks correctly?		
... write complete sentences?		

# 4

# Module Test 2

## I. Rewrite the sentences.

1. Anita is going to learn how to drive.  
neg. Anita is not going to learn how to drive.  
  
int. Is Anita going to learn how to drive?
2. Antonio isn't going to spend so much money on his trip.  
aff. Antonio is going to spend a lot of money on his trip.  
  
int. Is Antonio going to spend so much money on his trip?
3. Are Joss and Bill going to start a new business?  
neg. Joss and Bill aren't going to start a new business.  
  
aff. Joss and Bill are going to start a new business.

## II. Look at Gonzalo's agenda and complete.

Mon	Tue	Wed	Thurs	Fri
dentist gym	cinema	meeting	free	party

(Today is Sunday)

1. Gonzalo is going to visit the dentist tomorrow.
2. Gonzalo is going to go to the cinema with Karla the day after tomorrow.
3. Gonzalo is going to have a meeting next Wednesday.
4. Gonzalo is going to have a party next Friday.
5. Gonzalo is going to go to the gym tomorrow.

## III. Complete the predictions.

1. It will rain tomorrow too, today has been too cloudy. (rain)
2. There will be less water if we take very long showers. (be)
3. Pollution will increase if more cars are produced. (increase)
4. More animals will die if more trees are cut. (die)
5. The planet will survive if we take care of it. (survive)

## IV. Write the correct question for each answer.

1. What will you have for dinner?  
For dinner I will have an apple and some tea.

## 2. Where are you going to meet Frank?

Frank and I are going to meet in Johnny's café.

## 3. Who is going to finish the report?

Liza is going to finish the report.

## 4. When will you finish the course?

I will finish the course next month.

## 5. Why will you save money?

I will save money because I want to travel to Europe next year.

**(20 marks)**



## V. Listen again to track 54 and answer the following questions.

1. What are Sam and Alma talking about? Alma's resolutions.
2. Mention the bad habits she cannot change. Smoking and drinking soda.
3. Mention the bad habits she changed. Eating healthy, doing exercise, going to bed early.
4. What kind of exercise does Alma do? Zumba.
5. How do you think Alma feels? Explain. Answers will vary.

**(5 marks)**

## VI. Read again the text on page 67 and answer the following questions.

1. Who is Barbara Bradley? She is a nature photographer.
2. What places is she going to visit this week? Yellow Stone and Africa.
3. What is she going to do on Wednesday? She is going to go hiking and to take photos.
4. Where is she going to have a picnic? In a natural reservation.
5. What do you think about having a week like that? Answers will vary.

**(5 marks)**

## VII. Write a short persuasive paragraph in your notebook explaining why it is important to have healthy habits.

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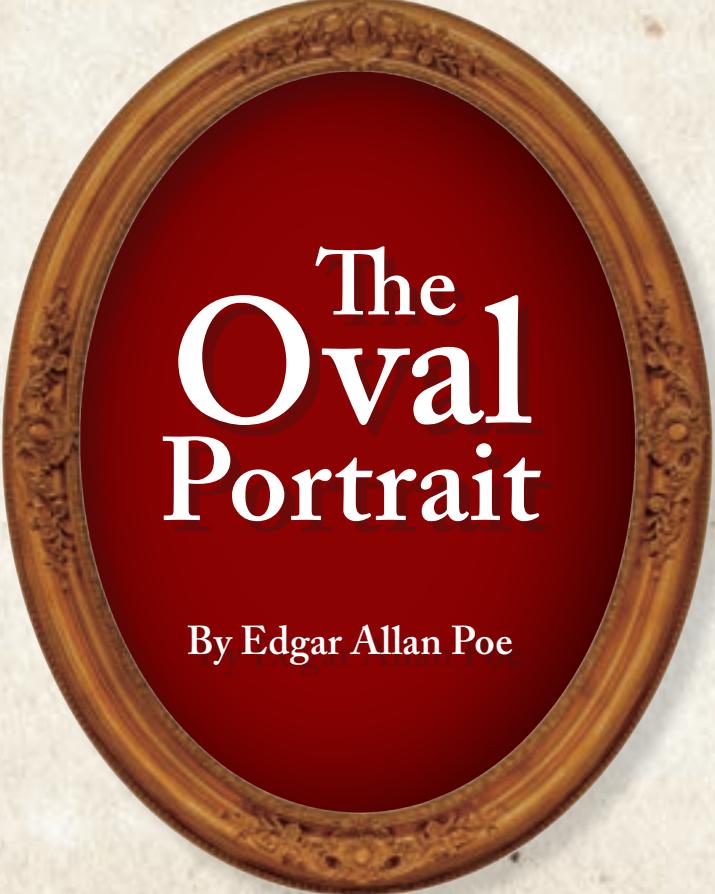
**(10 marks)**



# ENGLISH AWARE

Workbook

Majestic  
Education



# The Oval Portrait

By Edgar Allan Poe

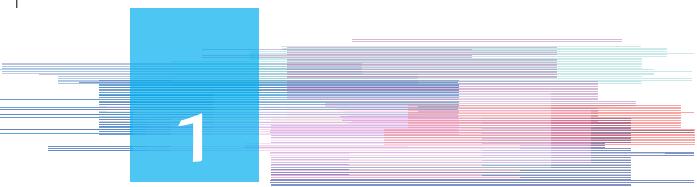
I was very sick, hurt and needed a place to rest for the night, so my loyal friend and personal valet, Pedro, guided me to one of those old and impressive chalets in the middle of the Apennines and forced the entrance. The apartments in the chalet seemed temporarily abandoned so we took one of the smallest. 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.*

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

*Answers will vary.*

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## While you read . . .

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

*Answers will vary.*

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

*Answers will vary.*

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## After you read . . .

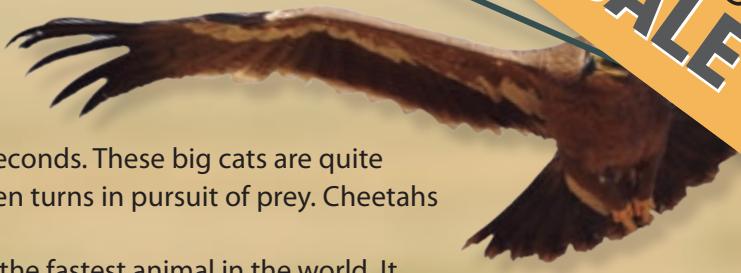
5. What do you think about the story? Did you like it or not? Explain why.

*Answers will vary.*

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

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

Answers will vary.

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## While you read . . .

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

Answers will vary.

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

Answers will vary.

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## After you read . . .

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

Answers will vary.

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**E**lectronic 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.

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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.

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**NOT FOR  
SALE**

- 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

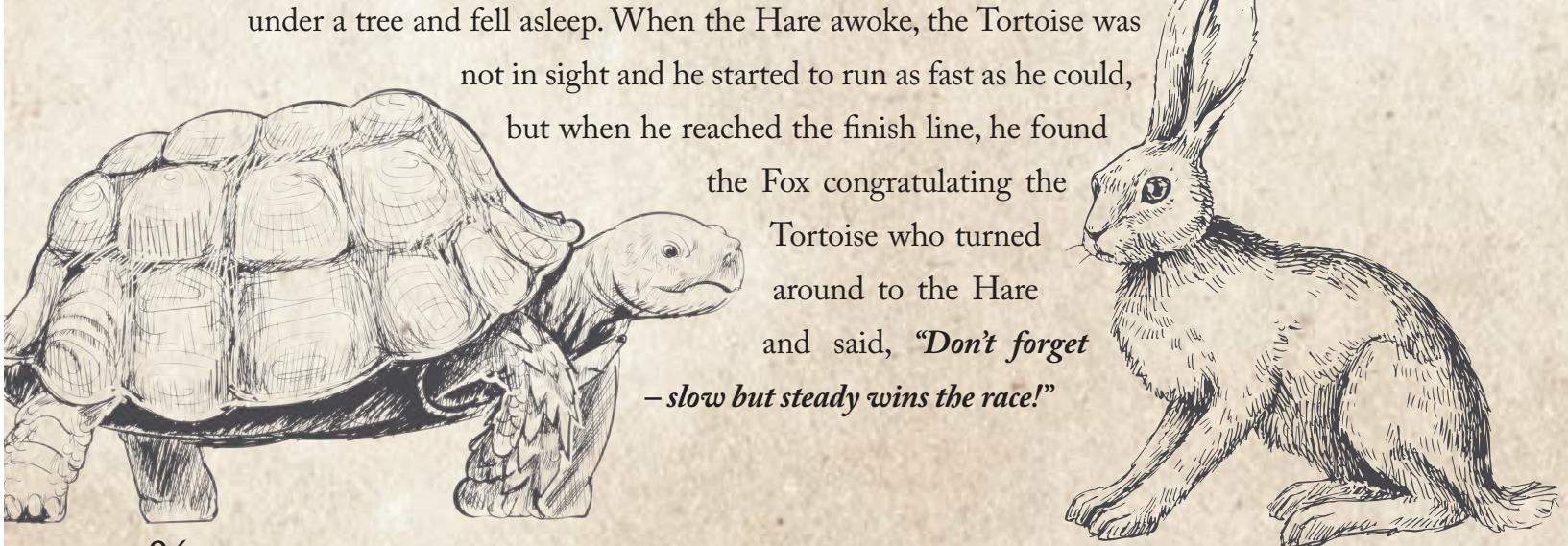
(Adapted from Aesop's Fable)

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.

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

Answers will vary.

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## 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.

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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.

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## 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.

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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.

**NOT FOR  
SALE**



- 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 across the page. The turbines are grey and semi-transparent, positioned in the lower-left quadrant. One turbine is larger and more prominent on the left, while two smaller ones are to its right.

- 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)*

**A**ugustus 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.*

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## While you read . . .

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

*Answers will vary.*

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

*Answers will vary.*

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

*Answers will vary.*

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## 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.*

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# 1000 Places to See Before You Die

Cross Curricul

NOT FOR  
**SALE**

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

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

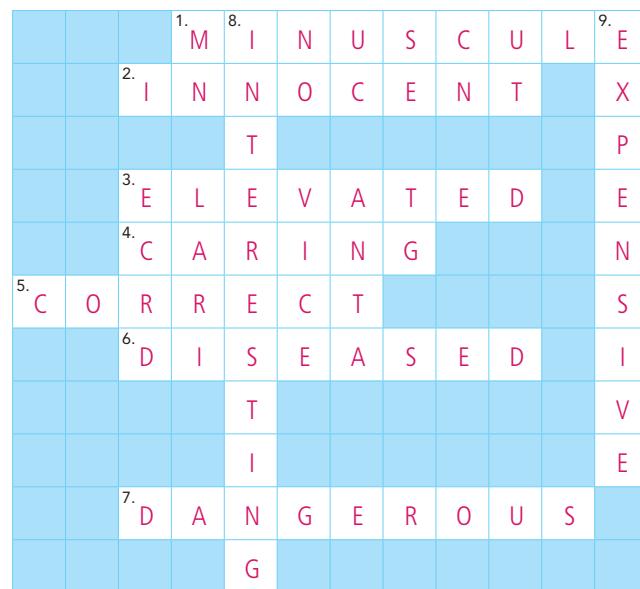
## II. Match the words with their definition.

- |           |          |
|-----------|----------|
| 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

1. Extremely small
2. Not guilty
3. On high
4. Loving
5. Not wrong
6. Sick
7. Not safe

### DOWN

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

**VII.** Complete the sentences according to your own experience.

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)

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**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

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**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

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#### 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

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**VI. Write the word next to its definition.**

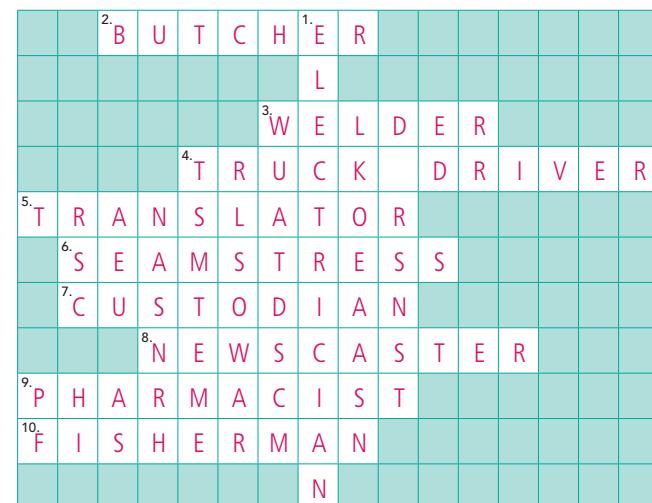
appetizer    dessert    jello    rice  
mashed potatoes    main course  
meatloaf    noodles    pudding  
side dishes

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                 | <u>keys</u>          |
| 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 22<sup>nd</sup>, 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>acher</u>	bi <u>rd</u>	do <u>or</u>	to <u>urist</u>	bo <u>y</u>	sh <u>ow</u>
	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>

CONSONANTS	p	b	t	d	tʃ	dʒ	k	g
	p <u>ea</u>	b <u>o</u> at	t <u>ea</u>	d <u>og</u>	ch <u>ee</u> se	J <u>une</u>	c <u>ar</u>	g <u>o</u>
	f	v	d	ð	s	z	ʃ	ʒ
	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>	te <u>levisi</u> on
	m	n	ŋ	h	l	r	w	j
	m <u>an</u>	n <u>ow</u>	s <u>ing</u>	h <u>at</u>	l <u>ove</u>	r <u>ed</u>	w <u>et</u>	y <u>es</u>

# 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

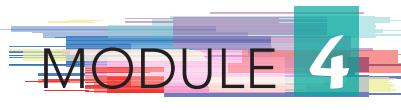
### UNIT 7

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