

# GO 3

## STUDENT'S BOOK

By Vika Sadzhaya



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Student's Book

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# Introduction

This series is based on the communicative approach, which encourages students to communicate in everyday situations and makes teachers active facilitators of their students' learning through exciting and innovative activities. Three pedagogical stages are clearly marked, both in the Contents Table and within each lesson: start, development, close.

**GO :**

- is a multi-level, challenging and communicative series that follows the new DGB syllabus and CEF standards
- motivates students to talk, learn and have fun
- develops students' competences in an entertaining way
- encourages students to infer language rules, while developing their communicative skills
- engages students in pair and group work through cooperative learning techniques
- has been designed for teachers and students who are searching for innovative and comprehensive ways to teach or learn English

**GO contains:**

- Table of Contents
- Competences per module
- Four entrance pages per module: competence map, diagnostic test, activation of previous knowledge and exploration of the unit
- Flipped Pages  - students work before the class and discuss the results with the teacher. Visit <http://ctl.utexas.edu/teaching/flipping-a-class> for more information
- CLIL (Content and Language Integrated Learning) reading with PISA-type questions
- Four self-contained modules of learning, each divided into four lessons that include the following sections:
  - » Let's Go
  - » Tune In
  - » Go your own way
  - » Super Words
  - » Be Aware
  - » Discuss
  - » Group Work
  - » Identify
- Module:
  - » Self-Study
  - » Self-Evaluation & Co-Evaluation
  - » Performance Check
  - » Go Ahead & Plan
  - » Language Reference
- Audio Transcripts
- Technology
- Glossary
- English Irregular Verb List
- American & British English
- Phonemic Chart
- Attitude Discussion

The Teacher's book contains: the Student's Book with answers, lesson plans with useful tips, instructions and extra activities, grammar games, a glossary, methodology excerpts, students' competences at the end of each module and the English phonemic chart.

**The Author**



# Zoom In

## Stay on Board!

Encourages students to read about causes and solutions of dropping out of school.



## Competence Map

Describes language competences to be developed in the module.



**STAY ON BOARD!** Choose YES or NO for the statements. Discuss your answers with your classmate.

	YES	NO	
1. When I wake up on a school day, I think about all the fun I'll have in class.	<input type="radio"/>	<input type="radio"/>	5. When I wake up on a school day, I think about all the fun I'll have in class.
2. When I wake up on a school day, I think of excuses to stay home.	<input type="radio"/>	<input type="radio"/>	6. When I wake up on a school day, I think of excuses to stay home.
3. When a friend tells me about an upcoming test, I do my best to get prepared.	<input type="radio"/>	<input type="radio"/>	7. When a friend tells me about an upcoming test, I do my best to get prepared.
4. When a friend tells me about an upcoming test, I decide to miss it.	<input type="radio"/>	<input type="radio"/>	8. When a friend tells me about an upcoming test, I decide to miss it.

**Competence Map** LC10 GC1

Can you...	YES	NO
1. give personal information?	<input type="radio"/>	<input type="radio"/>
2. use cardinal and ordinal numbers?	<input type="radio"/>	<input type="radio"/>
3. use 'be' in statements and questions?	<input type="radio"/>	<input type="radio"/>
4. describe your and other's appearance?	<input type="radio"/>	<input type="radio"/>
5. talk about your family?	<input type="radio"/>	<input type="radio"/>

## Let's Go

Makes students comfortable as part of a group, so they can open up and practice English. It introduces the topic of the lesson and makes it meaningful.

**Let's Go** Game 4.1

What are your favorite foods? Do you like to cook? Write 8 words related to food in this word search.

## Super Words

Illustrates or explains new lexical items that are introduced in the dialogues, texts and activities in the lesson through exercises and games.

**Super Words**

Match the countries with the nationalities.

Where are you from?

I'm from \_\_\_\_\_.

- China
- Canada
- Norway
- The United States of America
- Great Britain
- Australia

## Tune In

Encourages students to develop listening skills through three stages: Pre-, During-, Post- listening. It activates students' background knowledge and develops their ability to listen for detail, gist and general idea, eliciting an immediate response and group discussion. It includes real-world listening situations that motivate students to express their opinion on the topic.

**Tune In** Track 18 LC1

Have you ever heard of Aspen? Would you like to visit there? What winter resorts do you have in your country?

Choose your favorite season. Explain your choice.

Listen to the track and complete the sentences with 'can' or 'can't'.

You \_\_\_\_\_ kayak or raft.

## Go your own way

Encourages students to infer language rules through comparisons and examples. Consciousness-raising tasks used in this section allow students to build implicit knowledge and form rules from the patterns. These tasks can be used as a self-study section to promote autonomy.

**Go your own way**

Read the dialogue 'Help Kadisha!' and complete the table. Can you find a pattern? Can you infer the rules?

	AFFIRMATIVE
I am _____	
He / She / It _____	
You / We _____	



### Be Aware

Familiarizes students with language functions and structures that can be confusing. Through texts, dialogues, listening exercises and games, students are motivated to discover rules and patterns and to present examples of their own. Visit: <http://goo.gl/bKQa60> for information on deductive and inductive approaches.

#### Be Aware LC9

Which sentence expresses a...

a. Can you ride a bicycle?

Make a request with 'can' pu...

1. you / open / window / Can

2. in / come / I / Can ?

3. explain / you / Can /

Can / louder /

### Discuss

Encourages cooperative learning. It is the speaking section that enables students to use the language introduced in the lesson in a meaningful context. Students read articles, letters, look at pictures, and interpret graphs. They complete tables or charts. Then, students make decisions, make suggestions and express their opinion on the subject.

#### Discuss LC10 LC11 GC

Read the article and complete th...

Many people buy only organic fo... believe it is healthier. Some... that organic and non-organi... some amount of nutrient... others say that l...

### Group Work

Introduces different activities and games for groups. Motivates students and draws their interest in a relaxed atmosphere. Examples are provided to facilitate performance.

#### Group Work GC4

Play this game in groups or team... activity and make a request. Take...

Example: Team 1 "an Inter...

#### Identify LC10

Say what... ies

### Identify

Helps students perform during the feedback stage of the lesson in the most engaging way. The tasks in this section are based on the process of sign, symbol and picture interpretation by the students. The message is communicated through symbols and students transform the message into an idea. Throughout the lesson, the teacher monitors how the message is encoded and identified verbally or graphically, through brainstorming.

#### Identify LC10 LC11 GC

What countries do these sym...  
Brainstorm your ideas.



#### Group Work

### Your Turn

These activities are language-learning evidence. They encourage students to use the language they learned in the lesson and/or expand their knowledge of a topic. The portfolio icon indicates that the students can save the task in their portfolio of evidence.

#### Your Turn LC11

Write six sentences using demonstrati... classroom objects. Show them to your... to point to those objects.

Examples: These are my pencils. Th...

# FUSION EDUCATION



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START							
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START

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4	Did you go to the carnival? p. 66 - 67	"Carnivals of the World"	Carnivals Adjectives	Past Progressive (Atmosphere) Simple Past	Answer the questions.	"Carnivals"	Describe different carnivals.
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START

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2	Are you as busy as a beaver? p. 84 - 85	"Her Bark Is Worse Than Her Bite!"	Idiomatic Expressions	Idioms With Animals	Complete the table.	Questions	Compare people.
3	Did you buy me a present in an online store? p. 86 - 87	"Nick's Complaint"	Online Shopping	Object Pronouns	Write a complaint letter.	Reply to Nick's complaint letter.	Discuss the pros and cons of online shopping.
4	Do you have to wear a uniform? p. 88 - 89	"What Does She Have To Do?"	Work Duties and Responsibilities	Have to/Don't have to vs. May/Might	Complete the sentences.	"What Does She Have To Do?"	Describe your duties and responsibilities.
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	Module 1	Module 2	Module 3	Module 4
1. Identifies, orders and interprets ideas, data and explicit concepts in a text, according to the context and medium.	✓	✓	✓	✓
2. Evaluates a text and compares the content with others, taking into consideration previous and new knowledge.	✓	✓	✓	✓
3. Makes hypotheses about natural and social phenomena, based on varied sources.	✓		✓	
4. Produces texts using the appropriate forms of the language, in accordance with his/her communicative purpose.	✓	✓	✓	✓
5. Expresses ideas and concepts in creative and coherent texts, with clear introductions, developments and conclusions.				✓
6. Presents his/her points of view to an audience in a precise, coherent and creative way.	✓	✓	✓	✓
7. Values and describes the role of art, literature and means of communication in the development of different cultures, taking into consideration the communicative purposes of different genres.				✓
8. Values logical thinking in daily and academic communication processes.	✓	✓	✓	✓
9. Analyzes and compares the origin, development and diversity of systems and means of communication.	✓	✓	✓	✓
10. Identifies and interprets the general idea and possible development of a spoken or written message, using his/her previous knowledge, non-verbal clues and context.	✓	✓	✓	✓
11. Communicates in the foreign language in spoken or written discourse and in accordance with the communicative purpose and situation.	✓	✓	✓	✓
12. Uses information and communication technology to do research, solve problems, produce materials and share information.	✓	✓	✓	✓



	Module 1	Module 2	Module 3	Module 4
1. Knows and values himself/herself; faces problems and challenges having specific objectives in mind.	✓	✓	✓	✓
2. Is sensitive to art and participates in the appreciation and interpretation of art in its different forms.				✓
3. Selects and follows healthy lifestyles.		✓		
4. Listens to, interprets and gives messages that are relevant to the context, selecting the appropriate medium and code.	✓	✓	✓	✓
5. Innovates and suggests solutions to problems based on established methods.		✓	✓	
6. Has a personal opinion about topics of general interest and relevance, reflecting and critically considering different opinions.		✓	✓	✓
7. Has initiative and interest to learn throughout his/her life.	✓	✓	✓	✓
8. Participates and collaborates effectively in groups.	✓	✓	✓	✓
9. Participates, with civic and ethical values, in the life of his community, region, Mexico and the world.				
10. Respects cultural diversity, beliefs, values, ideas and social practices.	✓	✓	✓	✓
11. Contributes to sustainable development critically and with responsible actions.	✓	✓		

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MODULE

# 1

*What are  
the causes  
and effects  
of global  
warming?*



## Competence Map

LC10

GC1



COMPETENCES

Can you...	YES	NO		YES	NO
1. understand and use the Zero Conditional?	<input type="radio"/>	<input type="radio"/>		<input type="radio"/>	<input type="radio"/>
2. talk about scientific facts?	<input type="radio"/>	<input type="radio"/>		<input type="radio"/>	<input type="radio"/>
3. discuss environmental issues?	<input type="radio"/>	<input type="radio"/>		<input type="radio"/>	<input type="radio"/>
4. talk about the causes and effects of global warming?	<input type="radio"/>	<input type="radio"/>		<input type="radio"/>	<input type="radio"/>
5. understand and use the First Conditional?	<input type="radio"/>	<input type="radio"/>		<input type="radio"/>	<input type="radio"/>
6. speculate on the future of our planet?	<input type="radio"/>	<input type="radio"/>		<input type="radio"/>	<input type="radio"/>
7. propose solutions for saving endangered places?	<input type="radio"/>	<input type="radio"/>		<input type="radio"/>	<input type="radio"/>
8. use 'may' and 'might' to talk about possibilities?	<input type="radio"/>	<input type="radio"/>		<input type="radio"/>	<input type="radio"/>
9. write an essay about global warming?	<input type="radio"/>	<input type="radio"/>		<input type="radio"/>	<input type="radio"/>

## Diagnostic Evaluation

- If you freeze water,  .  
 a. it becomes hot      b. it became ice      c. it becomes ice      d. it would become cold
- If you heat water to 100 degrees Celsius,  .  
 a. it boils      b. it freezes      c. it doesn't boil      d. it stayed warm
- Plants die when they  enough water.  
 a. not receive      b. don't receive      c. doesn't receive      d. don't receiving
- Sand dunes prevent all the sand from  .  
 a. flying away      b. taking away      c. washing away      d. blowing away
- The sewer drains  if people keep throwing trash in the streets.  
 a. will be clogged      b. are clogged      c. are clogging      d. will clogged
- Water, wind, ice, and waves are the agents of  that wear away at the surface of the earth.  
 a. erosion      b. seabed      c. sand      d. flood
- With the loss of ice, the  natural resources become potentially more obtainable.  
 a. sand dunes'      b. surface's      c. seabeds'      d. fauna's
- If the sand dunes keep disappearing, the beach  narrower each year.  
 a. became      b. will become      c. will becoming      d. has become
- If the beach  , the whole ecosystem will have time to recover.  
 a. will close      b. closed      c. is closed      d. has closed
- If large storms hit land, they  away everything in their path.  
 a. could strip      b. could have stripped      c. could stripped      d. could stripping





# Activate

What do you already know?



LC10

LC2

Write C in the pictures that represent causes of global warming and E in the pictures that represent its effects.



**STAY  
ON BOARD!**

GC7

LC3

Read the article and answer the questions. Discuss it in pairs or groups.

There are many circumstances and situations that can make a person drop out of school. One of them is pregnancy. The hardships and the problems that come after having a child seem scary for most high school students.

If the new parent doesn't have a good support system, as well as some financial help, it could cause him/her to drop out of school to take care of the child.

The more academically involved the student is, the less likely she is to get pregnant. Sometimes, dropping out increases the chances of a teen getting pregnant.

Unplanned pregnancies are a significant factor in teens' education failure / drop out.





Identify: flood, drought, fossil fuel, endangered animals, polluted water, industrial waste, traffic jam, energy saving bulbs and a fuel-efficient vehicle. Draw a line from the words to the corresponding pictures. LC2 LC8 LC10



1. What is one of the situations that can make a student drop out of school?  
\_\_\_\_\_
2. What seems scary for most high school students?  
\_\_\_\_\_
3. What could cause a teen parent to drop out of school?  
\_\_\_\_\_
4. Who is less likely to get pregnant?  
\_\_\_\_\_





Pollution is the introduction of a contaminant into the environment. It is created mostly by human actions, but can also be a result of natural disasters. Pollution has a detrimental effect on any living organism in an environment, making it virtually impossible to sustain life. **5**

Every year in the U.S. factories release over 3 million tons of toxic chemicals into the land, air and water. This hazardous waste causes us to lose over 15 million acres of land every year, it leads to respiratory complications and other health problems and it makes our rivers and lakes too polluted for us to swim in and drink from. **10**

But factories are only part of the problem of pollution. Pollution is caused by industrial and commercial waste, agricultural practices, everyday human activities and, most notably, modes of transportation. No matter where you go and what you do, there are remnants of pollution. **15**

There are three main types of pollution: land, air and water pollution. All three are serious and need to be controlled.



## Group Work

LC12

Form teams. What will happen if we continue polluting the earth? Discuss with a partner and write your answer here.

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Form 3 teams. One will work on land, another on air and another on water pollution. Visit <http://www.greenstudentu.com/encyclopedia/pollution>. Find out the definition, sources and facts of each type of pollution. Prepare a presentation for your class, using visuals. Mention ways in which we can prevent the pollution of the type you are presenting.

Choose the correct answer for each question.

- Pollution is mostly created by...
  - animals.
  - humans.
  - nature.
  - all of the above
- Pollution affects...
  - natural disasters.
  - chemicals.
  - living beings.
  - hazardous waste.
- Circle the correct sentence.
  - Natural disasters do not cause pollution.
  - Pollution happens when we contaminate the environment.
  - Pollution does not affect all living organisms.
  - Pollution can sustain life.
- How much toxic waste do U.S. factories release?
  - over 3,000,000 tons
  - over 3,000 tons
  - about 3,000,000,000 tons
  - over 30,000 tons
- Which of these is not a pollutant?
  - industrial and commercial waste
  - agricultural practices
  - modes of transportation
  - health problems.
- What is pollution?
  - the collection of toxic waste
  - the introduction of contaminants
  - industrial and commercial waste
  - land, water and air
- U.S. factories release...
  - more than 3 million tons of pollutants.
  - pollutants into the water.
  - 3 million tons of toxic chemicals.
  - over 15 million acres of land.
- What is the main cause of pollution?
  - hazardous waste
  - natural disasters
  - human actions
  - toxic chemicals
- How many causes of pollution are mentioned in the text?
  - five
  - six
  - seven
  - eight
- How much land is lost to pollution every year?
  - 3 million acres
  - 15 million tons
  - 3 million tons
  - 15 million acres



1. (a) (b) (c) (d)

3. (a) (b) (c) (d)

5. (a) (b) (c) (d)

7. (a) (b) (c) (d)

9. (a) (b) (c) (d)

2. (a) (b) (c) (d)

4. (a) (b) (c) (d)

6. (a) (b) (c) (d)

8. (a) (b) (c) (d)

10. (a) (b) (c) (d)

## Reading Strategies

scanning / skimming

# What happens if you heat ice?



## Objective(s)

You will learn to talk about the steps to avoid accidents at home and scientific facts using Zero Conditional sentences.



### Let's Go

LC1 LC8

What happens when you do this?

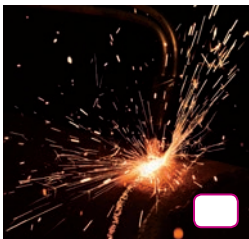


START

### Super Words

Game 1.1

Match the statements with the illustrations. Give complete sentences using them. Example: If / When you put salt in water, it dissolves.



- a. get a different color
- b. spills the liquid
- c. it burns
- d. creates sparks
- e. it dissolves
- f. it boils



### Go your own way

LC9 GC7

Zero Conditional

Match the two parts of the sentences.

- |   |   |
|---|---|
| <ul style="list-style-type: none"> <li>• If you heat ice,</li> <li>• If we don't eat,</li> <li>• If it rains,</li> <li>• If you mix yellow and green,</li> <li>• If we freeze water,</li> </ul> | <ul style="list-style-type: none"> <li>a. you get blue.</li> <li>b. it becomes ice.</li> <li>c. it melts.</li> <li>d. we get hungry.</li> <li>e. we get wet.</li> </ul> |
|---|---|

Do the sentences a, b, c, d, e refer to general truth and scientific facts or do they express a subjective opinion?  
 What grammar tense is used in conditions (the 'if' part of the sentences)?  
 What grammar tense is used in the results?  
 Why do you think this kind of sentence structure is called Zero Conditional?

Read these Zero Conditional sentences and say if the results can be changed.

If / When plants don't receive enough water, they die.  
 Microwaves break down if you heat metal objects inside them.  
 Notice that we use a comma if the 'if' clause is at the beginning.





Do you think that accidents can be avoided if we are aware of the dangers? Listen to the track and say how many times you hear 3<sup>rd</sup> person singular Simple Present verbs. Listen again and answer the questions.

- Does water get hot if we mix it with acid? \_\_\_\_\_
- Does salt become a solid when we add it to water? \_\_\_\_\_
- Can we extinguish a flame with alcohol? \_\_\_\_\_
- Does magnesium create sparks if we burn it? \_\_\_\_\_
- Does water boil at 95 degrees Celsius? \_\_\_\_\_



**Discuss**

How to Prevent Accidents at Home

Read the article and complete the sentences below. Discuss the advice given in the article in pairs or groups. Do you always follow the advice? Why/Why not?

Our homes are the places where most accidents can occur. It's not possible to avoid all of them, but we can raise awareness and follow some important steps to prevent them.

Always keep portable heaters away from curtains. A single spark can cause a fire. It's dangerous to dry clothes over the stove. Textiles are highly flammable.

Never smoke in bed, since it has long been the main cause of house fires.

Electricity must be treated with respect. Always keep electric appliances out of the bathroom. When electricity comes into contact with water, dangerous short circuits can occur. Do not use faulty electrical appliances.

Heating products like gas stoves have to be used with a lot of care. If you suspect a gas leak, turn off the supply and don't operate the switches. A spark can easily ignite gas.

- If we follow some important steps, we can \_\_\_\_\_.
- If we don't keep portable heaters away from curtains, \_\_\_\_\_.
- If we dry clothes over the stove, \_\_\_\_\_.
- When people smoke in bed, \_\_\_\_\_.
- If you keep a hairdryer in the bathroom, \_\_\_\_\_.
- If you operate switches in the presence of gas, \_\_\_\_\_.

**Group Work**

Each team has to write several conditions for the other teams to complete with the results. Use the Zero Conditional in your sentences. The team that comes up with the most Zero Conditional sentences will win. Your sentences have to serve to raise awareness of home accidents.

**Example:** Team 1 "If you touch faulty electric wires..." Team 2 "you can get electrocuted."

**Identify**

Look at the symbols. How can these accidents be avoided?

**Brainstorm your ideas.**



**Your Turn**



Read the article on <http://www.essortment.com/common-home-accidents-prevent-them-12622.html> and write about the advice on how to prevent accidents at home.

Find the definitions of these words and write sentences of your own using them.

- |            |        |         |
|------------|--------|---------|
| precaution | injury | clutter |
| drowning   | scald  | hazard  |
| fence      | plug   | swallow |
| ladder     | outlet | discard |



# Will you save the beach?



Environmental Awareness



## Objective(s)

You will learn how to use First Conditional sentences and discuss different ways of saving endangered places on our planet.

**Let's Go** What will happen to beaches if people do the following?

LC1 LC11 GC5

- If they build a hotel, \_\_\_\_\_.
- If they throw trash on the ground, \_\_\_\_\_.
- If they allow sewage to flow into the sea, \_\_\_\_\_.

START

**Tune In** Track 2

LC1

Let's Save the Beach!

Do you think it's important to keep beaches clean? Is every beach on our planet important? Listen and repeat the sentences that express a condition and a future result. Listen again and complete the sentences.

1. If beaches disappear, \_\_\_\_\_.
2. If the wind keeps blowing the sand away from the beach, \_\_\_\_\_.
3. If erosion problems become worse, \_\_\_\_\_.
4. If the local government doesn't decide on the future of the beach, \_\_\_\_\_.

Now, in pairs, discuss possible solutions to the problem and choose the one you think is the most feasible. Explain your choice to your classmates. Complete this sentence with the solution you suggest.

\_\_\_\_\_, Mansa Beach will be saved.

**Go your own way**

LC9 GC7

First Conditional

Which of these sentences expresses a future event that is likely to happen?

- a. If we keep throwing trash in the streets, the sewer drains will get clogged.
- b. If people were more conscious about their environment, the streets would be cleaner.

Do we use the First Conditional sentences for future real or imaginary events?

What tense do we use in the 'if' clause?

What tense do we use in the 'result' clause?

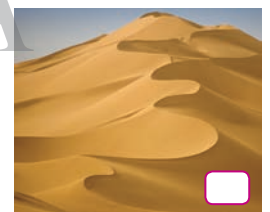
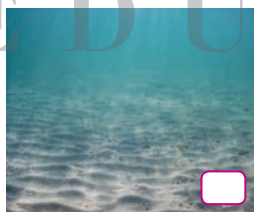
Write conditions for these results:

- \_\_\_\_\_, all streets will be dirty.
- \_\_\_\_\_, the beaches will disappear.

**Super Words** Game 1.2

Match the words with the pictures. Write sentences of your own using them.

- a. erosion
- b. sewer
- c. sand dunes
- d. hut
- e. seabed



## Discuss

LC6 LC11 GC6 GC11

## Solutions to Save the Beach



Go Further

Internet Companion

<http://goo.gl/ZnRecc>



Read the solutions that the local government representatives offer to save Mansa Beach. Answer the questions below. In pairs, choose one solution and defend your point of view in front of your group. Discuss the solutions' pros and cons as a group.

- The beach should be left as it is. If we close the beach, tourists won't visit our town and the city deficit will be large.
- If we rebuild the dunes, it will make access to the beach more difficult for tourists. But, if we build huts on the beach, they will prevent the sand from blowing away.
- It will make it difficult to keep an eye on children if they play in the dunes. So, the best solution is to get some new sand on the beach.
- If the beach is left as it is, the ecosystem will suffer irreparable damage. The only sensible solution is to rebuild the sand dunes and to close the beach. If the beach is closed, the whole ecosystem will have time to recover.
- The best solution is to lift thousands of tons of sand from the seabed. If the new sand is put on the Mansa Beach, the whole beach will be covered and people won't notice the difference.

- If they build the huts on the beach, \_\_\_\_\_.
- The whole beach will be covered if \_\_\_\_\_.
- If the beach is left as it is, \_\_\_\_\_.
- The city deficit will be large if \_\_\_\_\_.
- If children play in the sand dunes, \_\_\_\_\_.



## Group Work

LC6 GC8

Read about the eight most endangered places in the world on <http://www.livescience.com/29569-8-of-the-worlds-most-endangered-places.html>. Each team or group has to choose one endangered place and prepare a list of solutions to save the place from natural disaster or disappearance. All solutions have to be written using the First Conditional. At the end of the discussion, put your solutions and issues to a vote. The team that gets the most votes is the winner.



## Identify

LC2

Look at the pictures. What do these symbols represent?

Brainstorm your ideas.



## Your Turn

LC6 GC7 LC12



Prepare a Power Point® presentation for the topic "How to save a beach in my country."

Your slides have to include:

- Introduction
- Problems
- Solutions
- Pros and Cons
- Conclusion

Use First Conditional sentences in your presentation.

Read about how to protect beaches from shore erosion on [http://www.ehow.com/how\\_8482218\\_protect-beaches-shore-erosion.html](http://www.ehow.com/how_8482218_protect-beaches-shore-erosion.html)

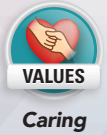


Answer this question.

If you build a low wall or sturdy timber barrier out into the sea, what will it reduce?



# What can happen to our planet if sea levels continue rising?



## Objective(s)

You will learn to discuss environmental issues using the First Conditional with 'can' and 'could'.

### Let's Go

LC1 LC2

What can/could happen to our planet in the future?

- Could all animal species become extinct?
- Could all islands disappear?
- Can all forests be cut down?
- Could more people get sick in the future?
- Can all rivers dry out?
- Could summer storms become worse?
- Can more landfills appear?



START

### Be Aware

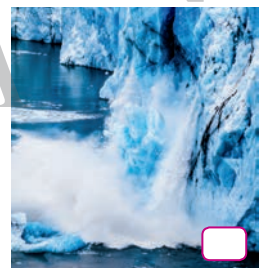
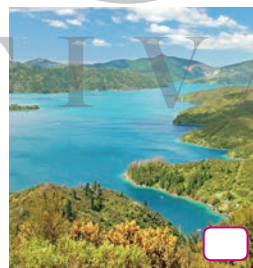
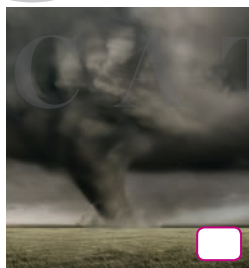
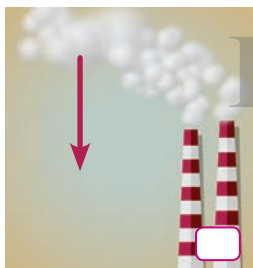
LC9

First Conditional with 'can' and 'could'

Read the sentences and answer the questions below. Say what 'can' and 'could' express.

1. Even a small increase could have a devastating effect if sea levels rise rapidly.
2. If large storms hit land, they can strip away everything in their path.
3. If global average temperature continues to rise, the melting of glaciers and ice sheets can worsen.
4. The temperature could rise more slowly if gas-emission cuts are made.
5. If the burning of fossil fuels keeps releasing heat-trapping gases into the atmosphere, the earth's surface temperature can rise even faster in the future.
  - a. What could happen if large storms hit land? \_\_\_\_\_
  - b. What can happen to the Earth's surface temperature if the burning of fossil fuels keeps releasing heat-trapping gases? \_\_\_\_\_
  - c. What could happen if gas-emission cuts are made? \_\_\_\_\_
  - d. What can have a devastating effect when sea levels rise rapidly? \_\_\_\_\_
  - e. What can worsen if average global temperature continues to rise? \_\_\_\_\_

Now, match the pictures with the sentences. Describe them.







Listen and complete the sentences.

LC1

- If the power station keeps working, \_\_\_\_\_.
- Many animals could die if \_\_\_\_\_.
- If the sea level continues rising, \_\_\_\_\_.
- All the fish in the river can die very soon if \_\_\_\_\_.

Listen again and answer the questions.

	Rosanne	Ivan	Sarah	Stan
a. Whose family lives in the countryside?				
b. Who has a factory near their house?				
c. Whose sister has breathing problems?				
d. Who lives on an island?				
e. Who is worried about more people getting sick in the future?				
f. Who is worried about rising sea levels?				

**Super Words**



**Game 1.3**

Write words and phrases from this lesson to match their definitions. Write sentences using them.

- A colorful natural barrier to the waves of the sea, found in tropical areas of the world. \_\_\_\_\_
- When the sea goes up above its previous level. \_\_\_\_\_
- When a species of animal or plant disappears completely. \_\_\_\_\_
- Similar to a factory, a place where oil/coal is burned to generate electricity. \_\_\_\_\_
- When a large area of trees is destroyed to make space for houses or farmland. \_\_\_\_\_
- When the air is dirty and may cause problems for people when they breathe. \_\_\_\_\_
- Materials that are dangerous for the environment. \_\_\_\_\_
- When a person or company has to pay money for something they did against the law. \_\_\_\_\_

**Group Work**

LC12

GC8

Take this quiz on <http://www.quibblo.com/quiz/2SeTGn/Are-You-Environmentally-Friendly> and discuss it with the group. Now, interview your classmates and complete the table.



Student's Name	Environmentally Friendly	Not Environmentally Friendly



CLOSE

**Identify**

LC2

These symbols represent the causes and consequences of environmental issues.

Look at them and brainstorm ideas.



**Your Turn**

LC11

LC12

GC7



Visit <http://planetsave.com/2009/06/07/global-warming-effects-and-causes-a-top-10-list/> and write a brief summary of the causes and effects of global warming.



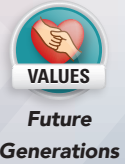
Read this quote and discuss it in pairs or groups.

*"Climate change now represents at least as great a threat to the number of species surviving on earth as habitat-destruction and modification."*

Chris Thomas



# Can you feel the effects of global warming?



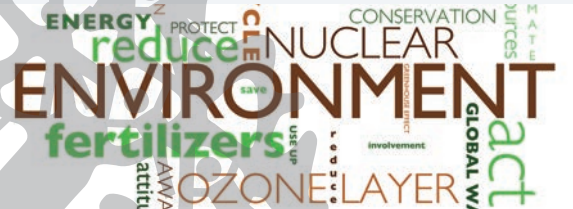
## Objective(s)

You will learn to talk about causes and possible effects of global warming using the First Conditional with 'may' and 'might'.

### Let's Go

LC1 LC2

Circle the words that you associate with Global Warming.



START

### Tune In

Track 4 LC1 LC2

Video 1.2

About Global Warming

What might happen if we don't stop global warming?  
Look at the illustration and describe it.  
Listen and choose the correct options.  
Compare and discuss with your classmates.

1. a. the rainforests  
b. the greenhouse gases
2. a. carbon dioxide  
b. hydrogen
3. a. when fuel is burned  
b. when it rains
4. a. the temperature on earth may go down  
b. the temperature on earth may go up
5. a. the sea level may rise  
b. the seal level may drop
6. a. non-renewable sources of energy like oil, coal and gas  
b. renewable sources of energy like solar power and wind
7. a. stop burning fuel  
b. keep burning fuel
8. a. it lowers  
b. it increases



### Go your own way

LC9 GC7

First Conditional with 'may' and 'might'

Which of these sentences expresses future possibility?

- a. If the climate keeps warming, we will swim in the Arctic in the summer.
- b. If the climate keeps warming, we might be able to swim in the Arctic in the summer.
- c. If the climate keeps warming, we can swim in the Arctic in the summer.

'May' and 'might' express possibility.

Complete these sentences using 'may' or 'might'.

- If we save energy, \_\_\_\_\_.
- If people use less gas, \_\_\_\_\_.
- If governments worry more about global warming, \_\_\_\_\_.
- If everyone becomes aware of the effects of global warming, \_\_\_\_\_.
- If people take responsibility for the causes of global warming, \_\_\_\_\_.
- If we understand the consequences of climate change, \_\_\_\_\_.

## Discuss

LC1

LC11

GC11



Game 1.4



Go Further

Internet Companion

<http://goo.gl/sr8mDy>



Rate from 1 to 5 some wasteful ways of using energy; 5 being the most and 1 being the least wasteful.

Add two more wasteful ways of using energy to the list.

	1	2	3	4	5
a. Going on vacation and leaving the air conditioning on.					
b. Leaving the TV in stand-by mode for a week.					
c. Taking your sweater off and increasing the heating.					
d. Going to bed leaving the light on.					
e. Putting a light on your garden lawn to light up your house.					
f. Having a half-hour hot shower before going to bed.					
g. Leaving your car engine running while waiting for a friend.					
h. Using your own transport.					
i.					
j.					

Now, match the pictures to the sentences.

How many of the mentioned wasteful ways of using energy are you guilty of?

Why do you think it's important to save energy?



## Group Work

LC11

GC8

Interview two classmates and report your findings to the group.

- What concerns you the most about global warming?
- Is your government doing enough to combat global warming?
- Do you make any changes in your life to reduce global warming?
- How might global warming change our lives in fifty years?
- Should China and India slow their population growth rate?

## Identify

LC2

What do these symbols represent?

Brainstorm your ideas.



## Your Turn

LC12

GC7



Read the article about the top ten causes of global warming on <http://globalwarming2009.blogspot.mx/2009/06/top-ten-causes-of-global-warming.html>

Complete these sentences:

- If more roadways are constructed, it might not \_\_\_\_\_.
- If the earth reaches a certain temperature, it might not be possible \_\_\_\_\_.
- If we switch to more environmentally friendly vehicles, \_\_\_\_\_.



CLOSE





### 1 Listen to Track 1 choose TRUE or FALSE.

TRUE FALSE

- a. If we mix acid with water, it cools down.  TRUE  FALSE
- b. If we add salt to water, it dissolves.  TRUE  FALSE
- c. If you spill alcohol over a flame, the flame extinguishes.  TRUE  FALSE
- d. If you ignite magnesium, it burns out.  TRUE  FALSE
- e. If we heat water up to 90 degrees Celsius, it boils.  TRUE  FALSE

### 2 Read the article "How to Prevent Accidents at Home" in Lesson 1 and answer the questions.

1. Is it possible to avoid all accidents at home?  
\_\_\_\_\_
2. What can happen if you dry clothes over the stove?  
\_\_\_\_\_
3. Are textiles flammable?  
\_\_\_\_\_
4. What has been the main cause of house fires?  
\_\_\_\_\_
5. Where should we keep electric appliances?  
\_\_\_\_\_
6. What can occur when electricity comes into contact with water?  
\_\_\_\_\_
7. What should we do if there is a gas leak?  
\_\_\_\_\_
8. Can a spark ignite gas?  
\_\_\_\_\_
9. Should we use faulty electrical appliances?  
\_\_\_\_\_



### 3 Look at the pictures. Complete the sentences using the Zero Conditional.



1. If you take ice-cream out of the fridge, \_\_\_\_\_.
2. If you don't water plants, \_\_\_\_\_.
3. If you mix eggs with flour, \_\_\_\_\_.
4. If you add sugar to coffee, \_\_\_\_\_.
5. If you drop a glass, \_\_\_\_\_.
6. If you spill red wine over a white cloth, \_\_\_\_\_.
7. If you set fire to paper, \_\_\_\_\_.
8. If you freeze water, \_\_\_\_\_.



4 Listen to Track 2 and answer the questions.

1. Where is Mansa beach located?  
\_\_\_\_\_
2. How long is Mansa beach?  
\_\_\_\_\_
3. What do the tourists do in the summer?  
\_\_\_\_\_
4. What do sand dunes prevent?  
\_\_\_\_\_
5. Why was much of the sand cleared from the beach?  
\_\_\_\_\_
6. What will happen if more sand blows away from the beach?  
\_\_\_\_\_
7. Will erosion problems become worse?  
\_\_\_\_\_



5 Write the correct words from Lesson 2 for the definitions below.

- a. A ridge of sand created by the wind; found in deserts or near lakes and oceans. \_\_\_\_\_
- b. The floor of the sea or the ocean. \_\_\_\_\_
- c. An artificial, usually underground, conduit for carrying off sewage or rainwater. \_\_\_\_\_
- d. The wearing away of rocks and other deposits on the earth's surface by the action of water, ice or wind. \_\_\_\_\_
- e. A small house or shelter, usually made of wood or metal. \_\_\_\_\_

6 Read about the endangered beach in Discuss in Lesson 2 and answer the questions.

1. What will happen if they close the beach? \_\_\_\_\_
2. What will happen if they rebuild the dunes? \_\_\_\_\_
3. What will happen if they build huts on the beach? \_\_\_\_\_
4. What will happen if children play in the dunes? \_\_\_\_\_
5. What will happen to the ecosystem if the beach is left as it is? \_\_\_\_\_
6. What will happen to the ecosystem if the beach is closed? \_\_\_\_\_
7. What will happen if new sand is put on the beach? \_\_\_\_\_

7 Complete the sentences to make them true for yourself.

- If I don't study for my exams, \_\_\_\_\_
- If I exercise regularly, \_\_\_\_\_
- If I eat a lot of junk food, \_\_\_\_\_
- If it rains tomorrow, \_\_\_\_\_
- If I don't clean my room, \_\_\_\_\_
- If my best friend is in trouble, \_\_\_\_\_
- If I miss my English classes, \_\_\_\_\_



**8 Read the sentences in the Be Aware section in Lesson 3 and complete these sentences.**

1. The melting of ice sheets can get worse if \_\_\_\_\_.
2. If gas-emissions cuts are made, \_\_\_\_\_.
3. When sea levels rise rapidly, \_\_\_\_\_.
4. The earth's surface temperature can rise \_\_\_\_\_.

**9 Listen to Track 3 and answer the questions.**



1. What is there outside Rosanne's city? \_\_\_\_\_
2. Why do they burn coal there? \_\_\_\_\_
3. What does Rosanne see coming from the power station?  
\_\_\_\_\_
4. Is the air pollution bad in that area?  
\_\_\_\_\_
5. What problems does Rosanne's sister have?  
\_\_\_\_\_



6. What can happen if the power station keeps working?  
\_\_\_\_\_
7. Where does Ivan's family live? \_\_\_\_\_
8. What has Ivan witnessed for the last three years?  
\_\_\_\_\_
9. What did farmers do? \_\_\_\_\_
10. What could happen if the deforestation continues?  
\_\_\_\_\_



11. Where does Sarah live? \_\_\_\_\_
12. What is Sarah worried about? \_\_\_\_\_
13. What is getting worse each year? \_\_\_\_\_
14. What happened to the coral reef? \_\_\_\_\_
15. What could happen to the island if the sea level continues rising?  
\_\_\_\_\_



16. What would thousands of people have to do if the sea level continues rising?  
\_\_\_\_\_
17. Why was a factory near Stan's house fined?  
\_\_\_\_\_
18. What happened to the fish in the river?  
\_\_\_\_\_
19. What could happen to all fish if the rivers get more contaminated?  
\_\_\_\_\_
20. What did the factory near Stan's house dump into the river?  
\_\_\_\_\_





- 10** Read the essay and answer the questions. With your teacher's help, identify introduction, body and conclusion in this essay.

*If the climate change continues...*

Many have turned a blind eye toward the global warming phenomenon, but a lot more know the seriousness of this environmental issue and they're left wondering what might happen if it continues unabated?

If the surface temperature of the earth keeps rising, all the glaciers in the Polar Regions might melt. These melting glaciers will affect the humans as well as animal species. Extinction of plants and animals may occur if these species aren't able to sustain and adapt to the rapid climate change.

The water stored in the glaciers will be drained into the oceans and might result in an abnormal rise in sea level. If the water volume keeps increasing, the low-lying coastal areas might get flooded. If ocean water encroaches upon the land, there might be a habitat loss for humans. If the rise of temperature of the planet continues, the difference between the climate in polar areas and tropical areas might be diminished. Diseases, such as Malaria, may spread out to the polar areas if the whole planet experiences a tropical climate.

Rains and droughts may become more frequent if the climate pattern undergoes a drastic change. If the rising temperature heats the ocean water, hurricanes might cause more destruction.

Hopefully, humans will be able to adapt to the climate change rapidly, otherwise the consequences might be devastating.



1. What might happen to glaciers if the surface temperature of the earth keeps rising?

---

2. What will be affected by the melting of glaciers?

---

3. What may occur to plants and animals if they aren't able to adapt to the rapid climate change?

---

4. What might happen if the water stored in glaciers drains into the oceans?

---

5. What areas might get flooded if the water volume keeps increasing?

---

6. What might happen if ocean water encroaches upon the land?

---

7. What might be diminished if the rising temperature on the planet continues?

---

8. What may spread out to the polar areas if the whole planet experiences a tropical climate?

---

9. What might happen if the rise in temperature heats the ocean water?

---

- 11** Answer these questions with your own ideas.

- How can you help reduce global warming?
- What might happen if everyone starts saving energy?
- Where can you recycle trash in your hometown?
- How can you motivate people in your community to save energy and recycle?
- What might children learn if they see us recycling and using fuel-efficient vehicles?
- Does it affect you negatively when you see someone leave their car engine on while waiting for someone?
- What are your ways of saving energy at home?



# Self-Evaluation

GC1

GC7



Read the statements. Shade the number of squares according to the scale.

- 1 - I do this with difficulty.
- 2 - I need more practice.
- 3 - I often do this well.
- 4 - I do this pretty well.
- 5 - I master this competence.

Example:

1	2	3	4	5

1	2	3	4	5

• Discuss how to avoid accidents.

• Use the Zero Conditional.

• Describe scientific facts.

• Write sentences expressing cause and effect.

• Understand and use the First Conditional structure.

• Use the Simple Future tense.

• Role-play dialogues about saving nature.

• Talk about endangered places.

• Defend your point of view in front of your group.

• Complete First Conditional sentences.

• Understand and use the First Conditional with 'can' and 'could'.

• Discuss environmental issues.

• Describe causes and effects of global warming.

• Interview your classmates on environmental issues.

• Express your opinion on global warming issues.

• Use the First Conditional with 'may' and 'might'.

• Talk about possible effects of global warming.

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### Instructions

Read each of the statements carefully and write a number according to your perception of your partners' performance. Use the following code:

- 1 Always     
 2 Almost always     
 3 Sometimes     
 4 Rarely     
 5 Never

Classmate	[ ]	[ ]	[ ]	Me
Is willing to help his/her peers.				
Is respectful to his/her peers.				
Carries out the assignments within the group.				
Brings the necessary materials when working in groups.				
Participates actively in group activities.				
Copies the work of other members of the group.				

## Co-Evaluation – Learning

Co- and peer-evaluation means that students evaluate the work they are doing and the teacher accepts or corrects the evaluation made by the students.

Name:	Date:				
Signature of evaluator:					
DIMENSIONS	E	VG	G	A	NI
<b>Knowing</b>					
Mastery of contents (grammar & vocabulary)					
Level of input (listening, reading) interpretation					
<b>Doing</b>					
Execution of procedures (tasks)					
Application of concepts (grammar & vocabulary)					
<b>Being</b>					
Participation					
Integration					
Attitude towards study					
Learning effort					

E = Excellent      VG = Very Good      G = Good      A = Average      NI = Needs Improvement





# Performance Check

GC1

GC7



- The temperature could rise slower if gas emission cuts \_\_\_\_\_ .  
a. are make                      b. is made                      c. are making                      d. are made
- Materials that are dangerous for the environment are called a \_\_\_\_\_ .  
a. acid rains                      b. toxic waste                      c. biodegradable                      d. recycled garbage
- A colorful natural barrier to the waves of the sea, found in tropical areas of the world is called a \_\_\_\_\_ .  
a. sand dunes                      b. seabed                      c. wave breaker                      d. coral reef
- The sea level \_\_\_\_\_ if we don't stop global warming.  
a. may rising                      b. may be rise                      c. may rise                      d. may have raised
- If global warming gets worse the world \_\_\_\_\_ to stop burning fuel.  
a. might be forced                      b. might force                      c. might be forcing                      d. might forcing
- Agricultural productivity \_\_\_\_\_ if weather conditions become more favorable.  
a. may increase                      b. may increased                      c. may have increased                      d. may increasing
- Leaving your car engine running while waiting for a friend is a \_\_\_\_\_ way of using energy.  
a. useful                      b. efficient                      c. wasteful                      d. smart
- The earth uses \_\_\_\_\_ gases to warm its surface.  
a. greenhouse                      b. oxygen                      c. hydrogen                      d. carbon dioxide
- If there is more rain, it \_\_\_\_\_ beneficial for the world's population.  
a. might have been                      b. might being                      c. might is                      d. might be
- The Northwest Passage might become ice-free if the global temperature \_\_\_\_\_ rising.  
a. will continue                      b. continuing                      c. continues                      d. continued

## Go Ahead & Plan

GC1

GC7

### Reflect

Complete the table. Ask your teacher for her / his opinion, too.

I'm good / very good at...	I need to improve...

### Think & Plan

What can you do to improve? Make a plan. Ask your teacher for advice and suggestions.

My learning plan:

- 
- 
- 
- 
-



The Zero Conditional is used when we talk about things that are generally or always true.  
It is used for:

- Rules  
If / When you are in the bank, turn off your cell phone.
- Cause and Effect  
If / When you open the curtains, sunlight gets in.
- Scientific facts  
If / When you drop something, it falls.
- Routine  
When he drives, he uses GPS.

If / When	condition	result
	present simple	present simple
If / When	you heat ice,	it melts.

The First Conditional expresses real possibility.  
It is used to talk about future events that are likely to happen.  
The verb in the if clause is in the Present tense; the verb in the main clause is in the Future Simple.  
Sometimes instead of if + present + future, we may have:

- **if** + present + **may/might** (possibility)  
*If people keep burning fuel, global warming might become worse.*
- **if** + present + **may** (permission) or **can** (permission or ability)  
*If you sign all the papers today, you may go home. (permission)*  
*If my father arrives on time, I can give you a ride. (permission or ability)*
- **if** + present + **must, should** or any expression of command, request or advice  
*If you need to earn more money, you **must/should** work more.*

if	condition	result
	present simple	WILL + base verb
If	you invite me,	I will go.
result	if	condition
WILL + base verb		present simple
I will go there	if	you invite me.
Mike will stay home	if	you don't mind.

MODULE

# 2

*Did you  
use to wear  
special  
clothes?*





## Competence Map

LC10

GC1



COMPETENCES

Can you...

YES NO

YES NO

- |  |                       |                       |   |                       |                       |
|--|-----------------------|-----------------------|---|-----------------------|-----------------------|
| 1. understand and use 'used to' to describe past habits? | <input type="radio"/> | <input type="radio"/> | 6. describe different customs and traditions?       | <input type="radio"/> | <input type="radio"/> |
| 2. describe what people used to wear?                    | <input type="radio"/> | <input type="radio"/> | 7. suggest how to get rid of bad habits?            | <input type="radio"/> | <input type="radio"/> |
| 3. discuss past and present eating habits?               | <input type="radio"/> | <input type="radio"/> | 8. use the Simple Present and 'be used to' + -ing'? | <input type="radio"/> | <input type="radio"/> |
| 4. talk about culture shock?                             | <input type="radio"/> | <input type="radio"/> | 9. write a story?                                   | <input type="radio"/> | <input type="radio"/> |
| 5. understand and use 'get used to'?                     | <input type="radio"/> | <input type="radio"/> |   |                       |                       |

## Diagnostic Evaluation

- Anna  baggy shirts when she was fifteen.
  - used to wearing
  - use to wear
  - used to wear
  - used wear
- Did you  wear shoulder pads?
  - use to
  - used to
  - used
  - to use
- Who  big accessories?
  - used to wear
  - uses to wear
  - use to wear
  - used to wearing
- Did she use to wear long dresses? -  .
  - Yes, she did.
  - Yes, she does.
  - Yes, she used.
  - Yes, she used to.
- My son  wear combat boots when he was a teen.
  - didn't using to
  - didn't used to
  - didn't use to
  - not used to
- People didn't use to eat foods with high levels of  .
  - refining sugar
  - efined sugared
  - refined sugar
  - refines sugars
- Impure, unsafe or unwholesome food is called  .
  - adult
  - spoiled
  - organic
  - adulterated
- Something that is added, as one substance to another, to alter or improve the general quality or to counteract undesirable properties are called  .
  - additional
  - addicts
  - addictions
  - additives
- Nowadays, food is  of nutrients and provides lots of calories.
  - depleted
  - diploid
  - deleted
  - destroyed
- Most food  plenty of proteins and natural oil.
  - use to contain
  - used to contain
  - used to containing
  - use to contains



Choose the answers that you think are correct. Read the sentences out loud.

- I don't like it now, but I \_\_\_\_\_ .  
a. used to  
b. use to
- It's hard for me \_\_\_\_\_ waking up early.  
a. used to  
b. to get used to
- I \_\_\_\_\_ smoke in the past. I don't do it anymore.  
a. get used to  
b. used to
- I \_\_\_\_\_ cooking every day.  
a. am used to  
b. used to
- When I was in school, I \_\_\_\_\_ play soccer.  
a. used to  
b. got used to
- Some people \_\_\_\_\_ cold weather easily.  
a. get used to  
b. use to
- Before I learned how to drive, I \_\_\_\_\_ go to work by bus.  
a. used to  
b. am used to
- Who \_\_\_\_\_ take you to school when you were 9?  
a. get used to  
b. used to
- I haven't studied for so long. It's hard to \_\_\_\_\_ studying.  
a. get used to  
b. used to
- Are you \_\_\_\_\_ speaking English?  
a. used to  
b. get used to
- My brother \_\_\_\_\_ be short when he was a kid.  
a. use to  
b. used to
- I have lived in Norway. So I \_\_\_\_\_ cold weather.  
a. got used to  
b. used to
- Did Mark \_\_\_\_\_ exercise every day?  
a. use to  
b. used to
- Are they \_\_\_\_\_ paying their bills?  
a. got used to  
b. used to

**STAY ON BOARD!**

GC7 GC10

Answer the questions first. Then read the answers below and match them to the questions. Discuss them in pairs or groups.

- What defines a dropout?
- What are the characteristics of students who decide to drop out of school?
- What reasons do students give for dropping out?
- What are the consequences of dropping out?
  - Dropouts are more likely to be unemployed than high school graduates. They are likely to earn less money when they find a job. Most employed dropouts work at unskilled jobs or at low paying service jobs. They are offered little opportunity for career growth.



Find: modern fashion, fresh produce, ripped jeans, canned food, Japanese tradition, frozen food, bad and good habits. Match the words with the corresponding pictures.

LC2



# FUSIÓN EDUCATIVA

- Race-ethnicity, disability, poor grades, absenteeism, occupational aspirations
- Dropping out is defined as leaving school without a high school diploma.
- Didn't like school
  - Used to get poor grades
  - Didn't get along with teachers or students
  - Used to have disciplinary problems
  - Didn't feel safe
- Got a job
- Became a parent
- Got married
- Used to drink alcohol or do drugs







What architecturally unusual buildings have you seen or heard of?  Video 2.1

### The history of the Leaning Tower of Pisa (Italy)

The history of the Leaning Tower of Pisa is interesting. It took centuries to construct the Tower. The construction began on August 9, 1173, and went on for two centuries. The third floor of the Leaning Tower of Pisa was constructed in 1178, when it began to lean, and thereafter the construction stopped. Four more floors were constructed in 1272 to make up for the inclination. The construction was stopped again until 1372, when the last floor of the Leaning Tower of Pisa was built. In that same year, the bell was finally installed. In 1990, the Leaning Tower of Pisa was closed as there was a threat of collapse. This was because it was leaning at the rate of 0.03 inches a year. Engineers undertook a strengthening project that decreased the lean by 17 inches to about 13.5 ft. The work was completed in May 2001 and it was reopened to the public on June 16, 2001.

### The Old Basilica (Mexico)

The construction of the Old Basilica, officially known as the "Templo Expiatorio a Cristo Rey", began in 1531, and was not finished until 1709. It is characterized by its doric interior and the marble statues of Juan Diego and Fray Juan de Zumárraga. The church was granted basilica status by Pope Pius X in 1904. Juan Diego's apron was housed in this church from 1709 to 1974. In 1921, a bomb that was planted in a flower vase near the altar exploded, causing great damage to the interior of the building. The apron survived the incident largely undamaged. The old basilica was sinking as a result of the weakness of the ground, because the city was built on a former lake. As a consequence, a new, more spacious basilica was built. The old one was closed for many years and repairs have recently finished. It is now again open to the public and perpetual adoration is held there.



## Group Work

LC12

Form groups. Find all the adjectives in these texts. Write them down in your notebook.



Visit <http://www.strangebuildings.com/> Vote for your favorite building! Choose one from the site. Find out about its history and have a look at the pictures. Prepare a presentation for your group, and explain why you chose that specific building.

Choose the correct answer for each question.

- In what year did the construction of the Leaning Tower end?
  - 1178
  - 1372
  - 1272
  - 1173
- When did the tower begin to lean?
  - When they finished building it.
  - When the bell was installed.
  - When four floors were added.
  - When the third floor was built.
- When was the bell installed?
  - 1990
  - 1272
  - 1372
  - 1178
- How long did the modern repairs take?
  - 15 years
  - 12 years
  - 11 years
  - 10 years
- Before the strengthening project, the tower had a lean of approximately \_\_\_\_\_.
  - 13.5 ft
  - 14 ft
  - 15 ft
  - 15.5 ft
- How long did the construction of the Old Basilica last?
  - 178 years
  - 78 years
  - 168 years
  - 166 years
- There are two characteristic \_\_\_\_\_.
  - visitors
  - columns
  - vases
  - statues
- The church became a basilica long after its construction.
  - true
  - false
  - not long after
  - not mentioned
- Where was the bomb planted?
  - on the altar
  - in an apron
  - in a statue
  - in a vase
- Why is there a new basilica?
  - Because the old one was too small.
  - Because people wanted a new one.
  - Because the old one was sinking.
  - Because the other exploded.



1. (a) (b) (c) (d)

3. (a) (b) (c) (d)

5. (a) (b) (c) (d)

7. (a) (b) (c) (d)

9. (a) (b) (c) (d)

2. (a) (b) (c) (d)

4. (a) (b) (c) (d)

6. (a) (b) (c) (d)

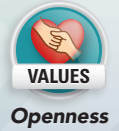
8. (a) (b) (c) (d)

10. (a) (b) (c) (d)

## Reading Strategies

previewing / inferring / scanning / selecting

# What did your parents use to wear?



## Objective(s)

You will learn to describe what people wore in the past using 'used to' for past habits.

### Let's Go

Identify 60s, 80s and modern fashion.

LC1 LC2



START

### Tune In

Track 5 LC1 Did You Use To Wear Baggy Pants?

Do you know what clothes your mother and father used to wear when they were teenagers?  
 What did they use to look like?  
 Do you like 80s fashion?  
 Listen and identify Arianna's mother in this photo.  
 Listen again and answer the questions.



- Does Arianna like her mom's 80s look? \_\_\_\_\_
- What colors did Arianna's mother use to wear in the 80s? \_\_\_\_\_
- What clothes did Arianna's mother use to wear in the 80s?  
 \_\_\_\_\_
- What accessories did they use to wear in the 80s? \_\_\_\_\_
- Who were the girls clamoring to look like? \_\_\_\_\_
- Did Arianna's mother use to wear baggy pants? \_\_\_\_\_
- What did Arianna's mother use to apply on her hair? \_\_\_\_\_
- What shoes does Arianna enjoy wearing? \_\_\_\_\_



### Go your own way

'Used to' For Past Habits and Generalizations

Read the sentences and decide which expresses past habits and which expresses generalizations.

GC7



- Girls in the 80s used to wear fingerless lace gloves. \_\_\_\_\_
- I used to smoke when I was nineteen. \_\_\_\_\_

Look at the photo and answer the questions using 'Yes, she did' or 'No, she didn't'.

- |  |   |
|--|---|
| a. Did Lauren use to wear short skirts in the 80s? _____ | e. Did she use to wear hats? _____            |
| b. Did she use to wear fingerless gloves? _____          | f. Did she use to wear long dresses? _____    |
| c. Did she use to wear denim jackets? _____              | g. Did she use to wear shoulder pads? _____   |
| d. Did she use to wear brightly colored clothes? _____   | h. Did she use to wear purple leggings? _____ |



Find: acid-washed jeans, shoulder pads, hoop earrings, wedged-heeled shoes, baggy pants, oversized sweatshirt, leg warmers and a shirt with rolled up-sleeves. Write the words below the pictures.



Discuss

LC2

LC11

GC8

Read what Ben and Wendy used to wear in the 90s and mark the clothing items that are in fashion nowadays. Write sentences about what Ben and Wendy wore in the 90s. Use 'used to' in your sentences. Compare and discuss your choices.

Ben:

- long scarves
- sailor hats
- pants with suspenders
- karate type shoes
- ripped jeans
- biker shorts
- trench coats
- one pant leg rolled up
- nylon windbreaker
- backward caps
- neon denim jackets
- military shirt
- oversized shirts
- flannel shirts
- combat boots



Wendy:

- thick eyebrows
- overalls
- non-matching earrings
- lace jeans on one side
- hair ties
- head bands
- slap bracelets
- clip on earrings
- short skirts
- big buttons
- chunky heels
- harem pants
- maxi dresses
- chunky bracelets
- cross-colored jeans

Identify

LC2

What does 'vintage' mean?

Why are these items called 'vintage'?

Which are in fashion nowadays?



Your Turn

LC12

GC7



Read the article on <http://nazmiyalantiquerugs.com/blog/2012/02/modern-fashion-trends/> and discuss it in pairs or groups.

Look at the last photo in the blog and describe what the girls are wearing.





# Did people use to eat processed food 100 years ago?



## Objective(s)

You will learn to compare past and present eating habits using 'used to'.

### Let's Go

LC1

LC2

GC6

What did people use to eat 100 years ago?

Read the abstract from the book "Graded Lessons" that was written by a physician, Dr. William Khron, in 1908. How relevant are his observations today? What surprises you the most when you read this abstract? Do you think Dr. Khron's opinion on food would be different nowadays?

"Many of our foods are sometimes spoiled by people who manufacture or sell them, putting cheaper substances into them that are dangerous to health. Such people seem to care little for the purity of foods, but are chiefly interested in making the most money possible out of them. So common has this adulteration become that in most of the states the law-making power has passed pure food bills to prevent the sale of such adulterated articles. These laws are most worthy and should be strictly enforced, for what is money-making by a few individuals compared with the health of the people of an entire city or state, which may be greatly endangered by the use of these impure or adulterated foods.

Sugar, syrup, and candy are sometimes made from corn by a peculiar process, by means of which the starch of the corn is changed into glucose and a kind of sugar not so sweet or healthful as sugar made from sugar-cane or sugar beets. This sugar is quite apt to ferment, or sour, and decay within the bowels, thus causing disease. Some candies are colored with poisonous matter."

### Discuss

LC11

GC3

GC6

- What comes to your mind when you see these pictures?
- How many brands can you name when you see these foods?
- Why do people keep buying processed food despite knowing how harmful it might be for their health?
- What did you use to eat when you were seven? What food do you eat now? Is your diet different? Is your diet healthier?



### Go your own way

GC7

'Used to' for past habits

'Used to' is also used to describe past habits. Complete these sentences:

- Ten years ago, I used to \_\_\_\_\_
- Five years ago, I used to \_\_\_\_\_
- A year ago, I used to \_\_\_\_\_

### Super Words



Game 2.2

Find the definitions for these words in the dictionary and write them down. Write sentences of your own using them.

- additives \_\_\_\_\_
- deep frying \_\_\_\_\_
- deplete \_\_\_\_\_
- adulterate \_\_\_\_\_
- poisonous \_\_\_\_\_

EDUCACIÓN





What does the term "processed food" mean?

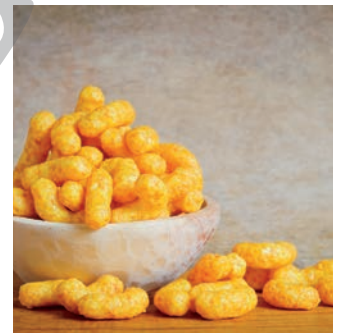
Do you read the labels when you buy food?

Listen and say how many times you hear 'used to'. What do the sentences express?

Listen again and answer the questions.

1. What food did people use to eat 100 years ago? \_\_\_\_\_
2. What food didn't people use to eat 100 years ago? \_\_\_\_\_
3. What did most food use to contain? \_\_\_\_\_
4. What did commoners use to eat? \_\_\_\_\_
5. Why didn't people use to eat French fries? \_\_\_\_\_
6. When did people use to eat more vegetables and fruit? \_\_\_\_\_
7. Did the portions use to be bigger? \_\_\_\_\_

Listen to Track 6 again and describe the pictures. What processed food can you see?



**Group Work**

LC11

GC8

Read another abstract from Dr. Khron's book and discuss it with your classmates.

"You know how homemade jams and preserves taste. They are wholesome foods. When made from the pure juices of fruits and pure sugar they are expensive. On this account much jam sold at a low price is made from a brittle, glue-like substance called gelatine, to which acids are added, besides some unhealthful coloring matter to make them look like the pure jams made at home from currants, strawberries, grapes, and other fruits."

**Identify**

LC2

Which of these symbols represent processed and non-processed food?

Brainstorm your ideas.



**Your Turn**

LC12

GC6

GC7

Visit <http://naturalbias.com/how-to-judge-food-quality-and-identify-processed-foods/> After you learn how to identify processed foods by their packaging label, find and bring pictures of two processed and two whole foods.

Whole Food is a food that has nothing added to it or taken from it, the form in which nature intended it to be.

Explain to your classmates why the food items that you brought are good or bad for your health.



# Are you getting used to eating spicy food?



## Objective(s)

You will learn to talk about customs and traditions in different countries using 'get used to'.

### Let's Go

What are you used to doing in your country?



START

### Tune In

Track 7

LC1

GC6

What Are They Used To Doing?

What would you have to get used to if you moved to another country? Do you think it is easy for a foreigner to get used to your country's customs and traditions? Are you used to smiling to strangers? Did you know that in some European countries smiling to strangers is considered rude?

Listen and choose the correct names for the statements.

	Mark	Dina	Elsa	Nick	Sandra	Rob
a. He/She is used to bringing flowers when visiting friends.						
b. He/She is used to eating spicy food.						
c. He/She isn't used to wearing warm clothes.						
d. He/She is used to driving on the left.						
e. He/She is used to dressing up well.						
f. He/She is used to bowing when greeting people.						

Listen again and match the sentences with the pictures.



### Be Aware

LC9

'be used to doing' vs. 'get used to doing'

Are these sentences different? Which sentence expresses a present habit and which sentence expresses a habit to be acquired?

- a. I'm used to working at night.
- b. I can get used to working at night.

Match the sentences. Write sentences of your own using 'be used to doing' and 'get used to doing'.

- I'm not used to waking up early.
  - I'm not used to eating spicy food.
  - I'm used to going to gym on Saturdays.
  - I'm used to driving to work.
  - I'm used to buying expensive clothes.
  - I'm used to listening to loud music.
1. I sold my car, so I'll have to get used to go to work by bus.
  2. Now, I have to help my father, so I better get used to saving money.
  3. I have a newborn baby, so I'll have to get used to being quiet when it's asleep.
  4. Now, I start working at 7a.m. so I'm getting used to waking up at 6.
  5. I'll visit my grandparents every Saturday so I'll get used to working out on Sundays.
  6. I moved to Mexico so I'm getting used to adding hot peppers to my meals.



Read the article and answer the questions.  
Discuss the article in pairs or groups.

*Culture Shock*

'Culture shock' is a phenomenon that isn't well understood and affects everyone who moves to another country in a different way. The hardest thing is when you can't understand the locals who don't speak English. You start looking for English signs or try to understand what the local signs mean. Everything seems strange and incomprehensible. It is easy to get frustrated and want to go back home. But once you understand that it's not possible to change the world around you, but to try to adapt and accept it, moving to another country becomes a wonderful, life-changing experience.

In 2003, I traveled to Mexico. I didn't feel like I suffered from culture shock, but the stress was building up and later on, I found out that I actually went through what most foreigners experience when they travel to other countries. I had to get used to asking people for directions, as I couldn't find any English street signs.

I wasn't used to greeting strangers and people used to think I was rude. I had to get used to eating spicy food and it wasn't easy to find the ingredients to cook the dishes of my country's cuisine. I got used to the warm weather easily. The real challenge was getting used to speaking the new language. I decided not to complain and to adjust to the new environment properly. I began talking to every person I met and I got used to not caring if my mistakes seemed funny. I found out that people were eager to help when I asked them to, and my new friends got used to my accent. I learned to love the new culture and to embrace the new customs.



1. What is the hardest thing about culture shock? \_\_\_\_\_
2. When did the author of the article move to Mexico? \_\_\_\_\_
3. Did the author feel right away that she suffered from culture shock? \_\_\_\_\_
4. Why did people use to think that the author of the article was rude? \_\_\_\_\_
5. Why did the author have to get used to asking people for directions? \_\_\_\_\_
6. Did the author get used to the warm weather easily? \_\_\_\_\_
7. What was the real challenge? \_\_\_\_\_

**Group Work**

Work in teams. Each team has to choose a country, do research about its customs and traditions, and prepare a presentation for the other teams about things they'd have to get used to doing if they moved to that country.

- China Argentina France Australia Italy  
Russia Venezuela Sweden Brazil

**Identify**

What symbols or signs that are typically found in your country would be hard to understand for a foreigner?  
What customs or traditions do the foreigners have to get used to when they move to your country?  
In your notebook, draw a symbol that can represent 'culture shock'. Compare it with your classmates'.

**Brainstorm and discuss these questions:**

- How long would it take you to get used to the new country's customs?
- Would you adapt or quit trying and go back home?

**Your Turn**

Read the article on <http://www.gadling.com/2010/05/24/ten-ways-to-deal-with-culture-shock/> and choose two out of ten ways to deal with culture shock that you find the most effective.

Explain your choice and write one more tip of your own that you find helpful for people who move to a different country.

Read it to the group and ask for your classmates' feedback.





# What did you use to do in the past, but not anymore?



## Objective(s)

You will learn to discuss good and bad past and present habits.

### Let's Go

What did they use to do but not anymore?

LC1



START

### Be Aware

LC1

LC9

*Used to vs. Simple Present*

What sentence expresses a present habit?  
What sentence expresses a past habit?

- a. *I used to wake up early.*
- b. *I wake up early.*

Read what these people say about their ways of breaking bad habits. What grammar tense is used to describe present habits? What ways would you use to break your bad habits?



Mauricio

If you know how to change your habits, then even a small effort can create big changes. I used to be a couch potato. I used to spend all day watching TV or playing computer games. I used the 30-day-trial technique to break my bad habits. I went for a walk every morning for thirty days. I uninstalled all my computer games and used my laptop only for checking my e-mails. When I felt like watching TV, I read a book. Now, I exercise regularly. I watch the TV only on Sundays. I feel and look great. I find interesting books and my memory has improved drastically.



Gabriela

Little changes, when put on autopilot, can result in an improved quality of life. I used to smoke a lot. I couldn't exercise because I felt like I was running out of breath. My skin and hair color looked unhealthy. I used the trigger technique. Every time I felt the urge for a cigarette, I snapped my fingers. I'd go out right away and began jogging. That helped me condition a new pattern more consistently. Now, I don't smoke anymore. I have more energy and I sleep much better.



Fernando

I used to eat junk food every day. I had breakfast, lunch and dinner in fast food restaurants. I gained ten kilos in two months. I used to crave sweets. I decided to write down my commitments. It created clarity by defining in specific terms what my change means. Every time I feel like eating some junk food, I read what I wrote and it makes it harder to dismiss a printed promise than a thought. Now, I eat healthily. I learned how to cook. I know how harmful junk food can be. My girlfriend supports me on this. I really enjoy when she helps me shop for healthy food and when we cook together.





Find the definitions for these words in the dictionary and write them below. Write some sentences using them in your notebook.

- crave
- mindset
- trigger
- pattern
- dismiss

---

---

---

---

---

Tune In

Track 8

LC1

GC1

They Used To...

What did you use to do in the past but don't do anymore? Did you have any bad habits in the past? What good habits do you have now? Listen and complete the sentences in the table.

Olivia	
PAST	PRESENT
She used to _____ .	She teaches _____ .
She used to _____ .	She follows _____ .
He used to _____ .	She provides _____ .
His students used to _____ .	_____ .

Leonardo	
PAST	PRESENT
He used to _____ .	He gets up _____ .
He used to _____ .	He jogs _____ .
He used to _____ .	He has _____ .
He used to _____ .	He doesn't consume _____ .

Group Work

LC11

GC8

GC6

Interview your classmates and complete this table. Ask your peers what habits they consider good or bad.

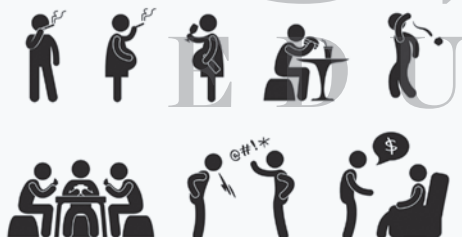
Student's Name	Past Habits	Present Habits

Identify

LC2

What habits do these symbols represent? Did you use to do any of these or still have the habit of doing them?

Brainstorm your ideas.



Your Turn

LC12

GC3

GC7

Read the article on <http://ezinearticles.com/?How-To-Get-Rid-Of-a-Bad-Habit&id=85516> and answer the questions.

1. What question should you ask yourself if you plan to break a bad habit?
2. What does breaking habits require?
3. What should you set aside?
4. What should you write about?
5. What do you need to do if you notice you're practicing your old habit?
6. Who do you have to tell about your plan to get rid of a habit you don't like?



CLOSE



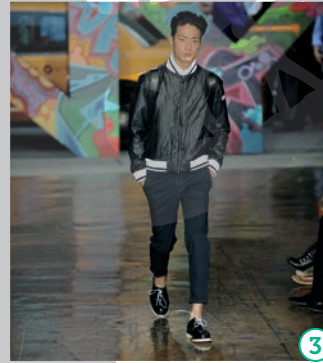
1 Listen to Track 5 and choose TRUE or FALSE for the statements below.

TRUE FALSE

- a. Arianna thinks the 80s fashion looks funny nowadays.
- b. Arianna's mother used to wear oversized sweatshirts in the 80s.
- c. Arianna used to wear shoulder pads.
- d. Arianna's mother didn't use to wear big accessories.
- e. Arianna used to wear acid washed jeans.
- f. Arianna's mother used to wear baggy pants.
- g. Arianna's mother liked wearing pink leg warmers.
- h. Arianna doesn't like wearing her "jelly" shoes.
- i. Arianna's mother thinks that fashion repeats itself.

<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>

2 Look at the photos and write what these people used to wear in the 80s and 90s.



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

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

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

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

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

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

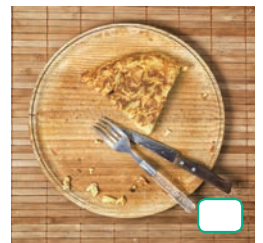
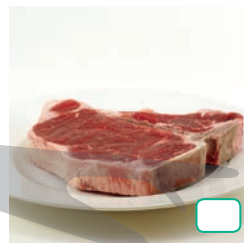
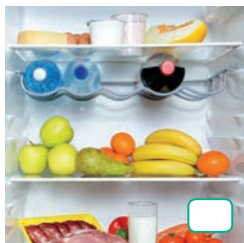
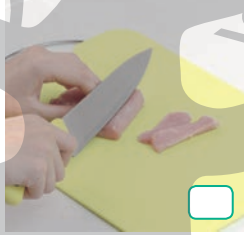
7. \_\_\_\_\_

8. \_\_\_\_\_



3 Complete the sentences with 'used to' or 'didn't use to'. Match the sentences with the pictures below.

1. I \_\_\_\_\_ leave perishable foods at room temperature longer than six hours. I don't do that anymore.
2. I \_\_\_\_\_ wash the kitchen counter after handling raw foods. Now, I wash it often.
3. I \_\_\_\_\_ store raw meats, poultry and seafood on the bottom shelf of the fridge. Now I do.
4. I \_\_\_\_\_ thaw frozen foods in the fridge. Now, I thaw it on the kitchen counter.
5. I \_\_\_\_\_ wash my hands after handling seafood or eggs. Now I do.
6. I \_\_\_\_\_ place leftover food into the fridge right away. Now, I cool it at room temperature beforehand.
7. I \_\_\_\_\_ marinate foods in the refrigerator. Now I do.
8. I \_\_\_\_\_ place hot food directly in the refrigerator. Now, I wait till it cools down.
9. I \_\_\_\_\_ cook dishes with poultry at low temperatures. Now, I cook them at least at 325F.
10. I \_\_\_\_\_ use wooden cutting boards. Now, I use plastic ones because they are easier to clean.



4 Listen to Track 6 and correct the sentences.

- |   |  |
|---|--|
| a. People didn't used to eat fresh vegetables.<br>_____               | f. People used to have cooling systems.<br>_____                     |
| b. People used to eat bread from raw flour.<br>_____                  | g. Commoners didn't use to grow poultry.<br>_____                    |
| c. People used to eat foods with refined sugar.<br>_____              | h. Deep frying used to be popular.<br>_____                          |
| d. People didn't use to eat food that contained natural oil.<br>_____ | i. People didn't use to eat vegetables and fruit in season.<br>_____ |
| e. People used to eat frozen foods.<br>_____                          | j. People used to eat French fries.<br>_____                         |





5 Listen to Track 7 and answer the questions.

- |   |   |
|---|---|
| 1. What is Mark used to doing?<br>_____         | 6. What is Nick used to doing?<br>_____             |
| 2. Where has Mark lived?<br>_____               | 7. Where has Nick lived for a year?<br>_____        |
| 3. How long has Mark lived in England?<br>_____ | 8. What is Elsa used to doing?<br>_____             |
| 4. What isn't Dina used to wearing?<br>_____    | 9. Where has Rob lived since he was seven?<br>_____ |
| 5. Where has Dina always lived?<br>_____        | 10. What is Rob used to doing?<br>_____             |

6 Choose the best answers to complete the sentences.

1. Whenever Chris came to Chicago, he always \_\_\_\_\_ in the Marriot Hotel. He loved it.  
A. used to stay    B. got used to staying
2. At first, my children didn't like the new house, but in a month they \_\_\_\_\_ it. I'm so glad they did.  
A. are used to    B. got used to
3. I was so surprised to see you driving. You \_\_\_\_\_ when I met you a year ago. I'm so happy for you.  
A. used to drive    B. didn't use to drive
4. Sasha is afraid she will never \_\_\_\_\_ this place. She just doesn't like it.  
A. get used to    B. used to
5. Some people \_\_\_\_\_ keeping their workplace clean. They have their own way of organizing things.  
A. aren't used to    B. didn't use to

7 Look at the pictures and write what these people are used to doing. Example: *Sonia is used to studying at night.*

Zair walk the dog		Pat and Lily exercise		Sharon wake up early		Paula cook		Lionel fix cars		children play outdoors	
----------------------	---	--------------------------	---	-------------------------	---	---------------	--	--------------------	---	---------------------------	---

8 Read the article "Culture Shock" in Lesson 3 and choose TRUE or FALSE for the statements.

- |  |                            |                             |
|--|----------------------------|-----------------------------|
| 1. The hardest thing when you move to another country is not understanding the locals. | TRUE <input type="radio"/> | FALSE <input type="radio"/> |
| 2. Everything seems so familiar.   | TRUE <input type="radio"/> | FALSE <input type="radio"/> |
| 3. If you don't try to change the world, everything will seem easier.                  | TRUE <input type="radio"/> | FALSE <input type="radio"/> |
| 4. The author didn't have to get used to asking people for directions.                 | TRUE <input type="radio"/> | FALSE <input type="radio"/> |
| 5. The author was used to greeting strangers.  | TRUE <input type="radio"/> | FALSE <input type="radio"/> |
| 6. It wasn't easy to get used to the warm weather.                                     | TRUE <input type="radio"/> | FALSE <input type="radio"/> |
| 7. Speaking the new language wasn't difficult.   | TRUE <input type="radio"/> | FALSE <input type="radio"/> |
| 8. The author decided to adjust to the new environment.                                | TRUE <input type="radio"/> | FALSE <input type="radio"/> |
| 9. The author used to care about the language mistakes she made.                       | TRUE <input type="radio"/> | FALSE <input type="radio"/> |
| 10. People weren't friendly.   | TRUE <input type="radio"/> | FALSE <input type="radio"/> |





9 Read what Mauricio, Gabriela and Fernando say in Lesson 4 and choose the correct names for the questions.

	Mauricio	Gabriela	Fernando
1. Who used to smoke a lot?			
2. Who used the trigger technique to quit smoking?			
3. Who used to eat junk food every day?			
4. Who didn't use to exercise?			
5. Who used to play computer games all day long?			
6. Who used to eat in the fast food restaurants?			
7. Who used the thirty day trial technique?			
8. Who got used to jogging?			
9. Who decided to write down his commitments?			
10. Who read a book when he felt like watching the TV?			

10 Listen to Track 8 and answer the questions.

- a. What did Olivia use to do when she was eight years old? \_\_\_\_\_
- b. What did Leonardo use to do a lot when he was twenty-one? \_\_\_\_\_
- c. Who did Olivia use to watch? \_\_\_\_\_
- d. Who used to smoke and drink alcohol? \_\_\_\_\_
- e. How did Olivia's father use to help people? \_\_\_\_\_
- f. What did Olivia's father help her create? \_\_\_\_\_
- g. Did Leonardo use to eat healthy food? \_\_\_\_\_
- h. What advice did the students use to ask Olivia's father for? \_\_\_\_\_
- i. Who helped Leonardo join the sports club? \_\_\_\_\_
- j. Did Leonardo use to be fit? \_\_\_\_\_

11 Answer the questions about you.

- Did you use to smoke?
- Are you used to eating in the food restaurants?
- Did your parents use to exercise regularly?
- Who used to be your best friend in elementary school?
- How many times did you use to call home?
- Did you use to drink alcohol?
- What did your eating habits use to be in the past?
- Are you used to watching TV every day?
- Did you use to play computer games?
- Where did you use to live ten years ago?
- What bad habits did you use to have?
- How did you get rid of your bad habits?
- What good habits do you currently have?
- What habit would you like to get rid of?

12 Complete the sentences about you.

- I used to \_\_\_\_\_ .
- I didn't use to \_\_\_\_\_ .
- I got used to \_\_\_\_\_ .
- I am used to \_\_\_\_\_ .
- I'm not used to \_\_\_\_\_ .
- I have to get used to \_\_\_\_\_ .
- I don't want to get used to \_\_\_\_\_ .
- I hope I can get used to \_\_\_\_\_ .
- My best friend is used to \_\_\_\_\_ .
- My best friend isn't used to \_\_\_\_\_ .



# Self-Evaluation

GC1

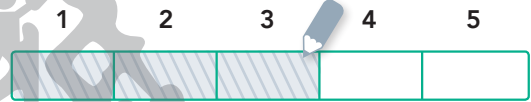
GC7



Read the statements. Shade the number of squares according to the scale.

- 1 - I do this with difficulty.
- 2 - I need more practice.
- 3 - I often do this well.
- 4 - I do this pretty well.
- 5 - I master this competence.

Example:



	1	2	3	4	5
• Use 'used to' for past generalizations and habits.					
• Understand texts and dialogues about fashion in the past.					
• Talk about fashion in the past using 'used to'.					
• Describe what people used to wear in the past.					
• Discuss what people used to eat 100 years ago.					
• Debate on past and present eating habits.					
• Understand and use vocabulary related to food.					
• Role-play dialogues about past and modern eating habits.					
• Talk about your eating habits.					
• Discuss customs and traditions in different countries.					
• Understand and use 'get used to'.					
• Interact in situations related to culture shock.					
• Ask and answer questions about culture shock issues.					
• Describe situations related to acquiring new habits.					
• Talk about bad and good habits.					
• Compare past and present habits.					
• Give tips on how to break bad habits.					

### Instructions

Read each of the statements carefully and write a number according to your perception of your partners' performance. Use the following code:

- 1 Always     
 2 Almost always     
 3 Sometimes     
 4 Rarely     
 5 Never

Classmate	[ ]	[ ]	[ ]	Me
Is willing to help his/her peers.				
Is respectful to his/her peers.				
Carries out the assignments within the group.				
Brings the necessary materials when working in groups.				
Participates actively in group activities.				
Copies the work of other members of the group.				

## Co-Evaluation – Learning

Co- and peer-evaluation means that students evaluate the work they are doing and the teacher accepts or corrects the evaluation made by the students.

Name:	Date:				
Signature of evaluator:					
DIMENSIONS	E	VG	G	A	NI
<b>Knowing</b>					
Mastery of contents (grammar & vocabulary)					
Level of input (listening, reading) interpretation					
<b>Doing</b>					
Execution of procedures (tasks)					
Application of concepts (grammar & vocabulary)					
<b>Being</b>					
Participation					
Integration					
Attitude towards study					
Learning effort					

E = Excellent      VG = Very Good      G = Good      A = Average      NI = Needs Improvement





# Performance Check

GC1

GC7



- Mary \_\_\_\_\_ greeting people.  
a. isn't use to      b. isn't using to      c. isn't used to      d. isn't used
- He never \_\_\_\_\_ driving on the right.  
a. got used to      b. get used to      c. got use to      d. got using to
- We \_\_\_\_\_ spicy food.  
a. isn't used to eating      b. aren't use to eating      c. aren't used to eating      d. aren't use to eat
- I think I \_\_\_\_\_ waking up early.  
a. will get use to      b. will get used      c. will get used to      d. will got used to
- Did she \_\_\_\_\_ wearing warm clothes?  
a. get used to      b. got used to      c. get using to      d. getting used to
- She \_\_\_\_\_ with her friends a lot when she was younger.  
a. use to party      b. used to party      c. used to partying      d. used to partied
- Every time I pass this candy shop, I \_\_\_\_\_ chocolate.  
a. craved      b. craving      c. crave      d. craves
- She \_\_\_\_\_ me so much about healthy diet and exercise.  
a. teach      b. teaching      c. taught      d. teached
- He \_\_\_\_\_ five kilos in one month.  
a. gained      b. gaining      c. used to gain      d. use to gained
- Diane \_\_\_\_\_ the trigger technique.  
a. used to      b. used      c. using to      d. use

## Go Ahead & Plan

GC1

GC7

### Reflect

Complete the table. Ask your teacher for her / his opinion, too.

I'm good / very good at...	I need to improve...

### Think & Plan

What can you do to improve? Make a plan. Ask your teacher for advice and suggestions.

My learning plan:
1.
2.
3.
4.
5.



**Used to** is used to express the idea that something was an old habit that stopped in the past. **Used to** shows that:

1. a particular thing always happened or was true in the past.
2. but it no longer happens or is no longer true now.

• **Habit**

'Used to' indicated that something was often repeated in the past, but it isn't done in the present.  
*He used to smoke a lot. He doesn't smoke anymore.*

• **Past Facts and Generalizations**

'Used to' can be used to talk about past facts or generalizations that are no longer true.  
*Mike used to live in Argentina.*

**Be used to** is used to express that something is familiar or easy to us. It's used to express a present habit.

**Be used to + noun phrase or verb-ing**

*Claire isn't used to waking up early.*

Always use 'ing' for a verb after the preposition in 'be used to'.

*I'm used to earning a lot of money.*

**Get used to** is used to express that an action or situation becomes less strange or new, becomes more familiar or comfortable.

**Get used to + noun phrase or verb-ing**

*Her sister is getting used to speaking French in Paris.*

Always use 'ing' for a verb after the preposition in 'get used to'.

	Used to	Be used to	Get used to
Affirmative	They used to argue a lot.	He is used to chatting online.	We are getting used to jogging.
Negative	They didn't use to argue a lot.	He isn't used to chatting online.	We aren't getting used to jogging.
Interrogative	Did they use to argue a lot?	Is he used to chatting online?	Are we getting used to jogging?

**Get used to** and **be used to** are followed by either a noun or a gerund.

Get used to + noun	Get used to + gerund (verb+ing)
I got used to <u>the noise</u> .	I got used to <u>eating</u> alone.
I'm used to <u>the hot weather</u> .	I'm used to <u>working</u> late at night

The Simple Past and "Used to" can be used to describe past habits, past facts and past generalizations; however, "used to" is preferred when emphasizing these forms of past repetition in affirmative sentences.



MODULE

3

*What's  
your  
favorite  
holiday?*



UNIÓN  
EDUCATIVA



## Competence Map

LC10

GC1



Can you...	YES	NO		YES	NO
1. understand and use the Past Progressive tense?	<input type="radio"/>	<input type="radio"/>	5.	<input type="radio"/>	<input type="radio"/>
2. describe what people were doing during holidays?	<input type="radio"/>	<input type="radio"/>	6.	<input type="radio"/>	<input type="radio"/>
3. discuss different holiday traditions?	<input type="radio"/>	<input type="radio"/>	7.	<input type="radio"/>	<input type="radio"/>
4. describe two actions happening at the same time in the past?	<input type="radio"/>	<input type="radio"/>	8.	<input type="radio"/>	<input type="radio"/>
			9.	<input type="radio"/>	<input type="radio"/>

## Diagnostic Evaluation

- you having fun at the party yesterday?
  - Were
  - Are
  - Was
  - Did
- What  she  when Dan arrived?
  - was/do
  - were/do
  - was/doing
  - was/did
- Mr. Jones  a red hat.
  - were wearing
  - was wear
  - was wearing
  - did wearing
- Who  in the pool?
  - did swim
  - swimming
  - were swim
  - was swimming
- After dinner, the whole family  cards.
  - was playing
  - were playing
  - was played
  - were to playing
- Nick was eating while his friends  .
  - was playing
  - playing
  - were played
  - were playing
- While Sam  , I was walking my dog.
  - was waiting
  - were waiting
  - is waiting
  - waiting
- The Irish  masks during the holiday.
  - wearing
  - are wear
  - were wearing
  - were to wearing
- What was Andy doing while they  the petals?
  - were scattered
  - was scattering
  - scattering
  - were scattering
- The priests were praying to their Gods in the  .
  - shrine
  - altar
  - quench
  - shrug



LC10

LC2

Find: Venetian masks, fireworks, carnival in Brazil, a Menorah, a Christmas tree, marching band, a Halloween costume, a decorated float and an "offering" for the Day of the Dead. Number the pictures in the order in which they are mentioned.



**STAY  
ON BOARD!**

GC7

Take this quiz to find out if you're smarter than a high school drop out.

- The symbol pi ( $\pi$ ) is equal to...?
  - 3.40
  - 3.14
  - 3.41
- How many planets were there in our solar system in 2005?
  - 9
  - 8
  - 7
- What was the name of the first president of the United States?
  - Bill Clinton
  - George Washington
  - Abraham Lincoln
- What is a noun?
  - action or place
  - thing or person
  - manner or description
- How many continents are there on our planet?
  - 5
  - 6
  - 7





Underline the correct sentences.



Tim and Lily were dancing.  
Tim and Lily were singing.



The band was dancing.  
The band was marching.



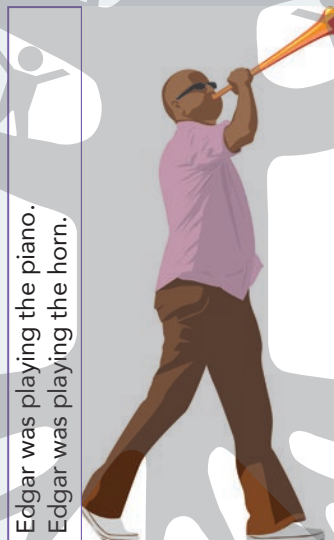
Rose was decorating the tree.  
Rose was cutting the tree.



Meg was cooking with her kids.  
Meg was cleaning with her kids.



Kim and her dad were watching the parade.  
Kim and her dad were applauding.



Edgar was playing the piano.  
Edgar was playing the horn.



Anna was sitting on rose petals.  
Anna was sweeping the floor.

6. Who was Leo Tolstoy?
  - a. a writer
  - b. an actor
  - c. a painter
7. What is the chemical symbol for oxygen?
  - a. C2
  - b. O2
  - c. H2O
8. What's the capital of Australia?
  - a. Melbourne
  - b. Sydney
  - c. Canberra
9. How many meters are there in one kilometer?
  - a. 1000
  - b. 1200
  - c. 900
10. Who composed the opera "Carmen"?
  - a. Mozart
  - b. Bizet
  - c. Tchaikovsky







Great Inventions?  Video 3.1

Some of the first rockets were built by Wernher Von Braun and his team of scientists. They could be used for astronomical purposes to explore space. His inventions were used to build missiles during the Nazi reign in Germany. Later on, his inventions helped humans reach the moon. 5

CFC Freon was discovered by Thomas Midgley. It was supposed to be a safer refrigerant than ammonia. It turned out to be the very element which caused extensive damage to the Ozone layer. And his idea of adding tetraethyl lead to petrol resulted in health issues across the world. 10

A number of insecticides were discovered by Dr. Gerhard Schrader in order to protect food crops. Today, two of his accidental discoveries, sarin and tabun, are used as nerve agents, which are extremely harmful to humans. 15

In 1930s, Harold Crayton Urey discovered that heavy hydrogen nuclei could react with each other creating a nuclear fusion. Later on, his discovery was used by Edward Teller to create the hydrogen bomb. Atomic bombs, which were built based on the same principle, were dropped on Nagasaki in 1945 killing more than 200,000 people. Nuclear fusion reactions are used in a process of operating a steam turbine which in turn drives electrical generators. 20

## Group Work

LC12

Talk about other discoveries / inventions that have caused more damage to earth than good. Make a list of five and find out by whom and when they were discovered / invented. Prepare a presentation for your class. Do your classmates agree?



Visit <http://greatachievements.org/> Choose five inventions of the 20<sup>th</sup> century which have been both useful and harmful for nature or humans. Compare and discuss your choices.

Read the text and solve the following tasks. Mark a, b, c, or d in the answer section below.

1. What was discovered by Dr. Schrader?
  - a. crops
  - b. insecticides
  - c. nerve agents
  - d. Freon
2. What are nuclear fusion reactions used for?
  - a. to throw on Nagasaki
  - b. to create a hydrogen bomb
  - c. to generate electricity
  - d. to make hydrogen nuclei
3. Who discovered CFC Freon?
  - a. Von Braun
  - b. Schrader
  - c. Midgley
  - d. Crayton
4. Whose inventions were used to make missiles?
  - a. Von Braun's
  - b. Schrader's
  - c. Midgley's
  - d. Crayton's
5. What helps destroy the ozone layer?
  - a. missiles
  - b. air conditioners
  - c. atomic bombs
  - d. insecticides
6. Insecticides were produced to...
  - a. make bombs
  - b. refrigerate
  - c. use as venom
  - d. protect crops
7. Who created the hydrogen bomb?
  - a. Von Braun
  - b. Schrader
  - c. Teller
  - d. Crayton
8. This discovery was made by accident.
  - a. insecticide
  - b. nuclear fusion
  - c. rockets
  - d. CFC Freon
9. He worked with other scientists on his invention.
  - a. Von Braun
  - b. Schrader
  - c. Midgley
  - d. Crayton
10. How many harmful items are mentioned in the text?
  - a. six
  - b. eight
  - c. ten
  - d. twelve

1. (a) (b) (c) (d)

3. (a) (b) (c) (d)

5. (a) (b) (c) (d)

7. (a) (b) (c) (d)

9. (a) (b) (c) (d)

2. (a) (b) (c) (d)

4. (a) (b) (c) (d)

6. (a) (b) (c) (d)

8. (a) (b) (c) (d)

10. (a) (b) (c) (d)

## Reading Strategies

previewing / scanning / inferring

# Were you having fun?



## Objective(s)

You will learn to use the Past Progressive and describe different celebrations.



### Let's Go

LC1 LC10

How were you celebrating New Year's Eve these past years?

Student's Name	In 2012,	In 2013,	In 2014,

START

### Tune In

Track 9

LC1

### Was She Having Fun?

What do you know about the Chinese New Year? How did you celebrate the New Year last year? Listen and answer the questions.

- Were Frida and her friend helping Lee's mother?  
\_\_\_\_\_
- Was Mrs. Chang sweeping the floors?  
\_\_\_\_\_
- Was Lee painting the floors red?  
\_\_\_\_\_
- Was Frida wearing red clothes?  
\_\_\_\_\_
- Was Nuke cutting paper?  
\_\_\_\_\_
- Was Lee's family preparing Chinese dumplings?  
\_\_\_\_\_
- Were they giving out fruit packets to children?  
\_\_\_\_\_
- Was Frida passing out oranges to children?  
\_\_\_\_\_
- Were Lee and Frida preparing a tray of togetherness?  
\_\_\_\_\_
- Was Mrs. Chang telling Frida what the tray has to contain?  
\_\_\_\_\_

Listen again and complete the sentences.

- Nuke and Frida were \_\_\_\_\_.
- Lee's mother was \_\_\_\_\_.
- Lee was \_\_\_\_\_.
- Everybody was \_\_\_\_\_.
- Frida was \_\_\_\_\_.
- Frida was also \_\_\_\_\_.







## Go your own way

GC7

### Past Progressive (short answers)

Which of these sentences is correct?

- a. – Was he running? – Yes, he were.
- b. – Were the children eating cake? – No, they weren't.
- c. – Were you decorating the tree? – No, I was.

Read the sentences out loud. What column contains the short answers?

Tim was helping his Mom at 9.	Was Tim helping his Mom at 9?	Yes, he was.
Mike and I were cooking dinner last night.	Were Mike and I cooking dinner yesterday morning?	No, we weren't.
Students were leaving the classroom.	Were students leaving the classroom?	Yes, they were.

Do you think we should use the Past Progressive tense to indicate a continuous action in the past or an action that wasn't in progress in the past? Match the questions with the answers.

- |  |                    |
|--|--------------------|
| <input type="checkbox"/> Were Andrew and Jack working?   | A. No, I wasn't.   |
| <input type="checkbox"/> Were you speaking French?   | B. Yes, she was.   |
| <input type="checkbox"/> Was she swimming in the pool between three and four in the afternoon? | C. Yes, they were. |

## Discuss

LC3

LC11

Read what a family in China were doing last year during the New Year.

Then, write what people in your family were doing on New Year in your notebook.

Compare the traditions and discuss them.

- She was thoroughly cleaning her home.
- He was putting away all the brooms and dust pans so good luck can't be swept away after the New Year.
- She was giving the doors and window panes a new coat of red paint.

- He was decorating the house with poems called couplets of happiness.
- The family was playing cards and board games.
- Near midnight, people were opening the windows and doors in the house to let the old year go out.
- In the morning, children were greeting their parents and receiving their New Year presents.
- On the first day of the New Year, she was visiting relatives.
- On the second day, the neighbors were praying to the gods and ancestors of their family.

## Super Words

GC7



Game 3.1

New Year Celebration

Find the definitions for the words in the dictionary and write them down. Write sentences using them.

- thorough
- window pane
- sweep
- tray
- pray

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## Group Work

Ask your classmates these questions and find three who have similar answers. Yesterday afternoon...

- were you cleaning your house?
- were you preparing traditional dishes?
- were you decorating the house?
- were you giving presents?
- were you visiting your relatives?

## Your Turn

LC12

GC7



Read about New Year's celebrations around the world on <http://goo.gl/OAcFrR> and answer the questions.

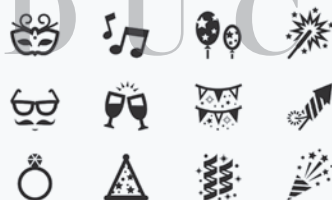
- Where were people launching fireworks from boats?
- Where were people releasing balloons that carried their wishes?
- Where were people blowing party horns?
- Where were people observing a New Year's message displayed on the top of a tower?
- Where were the girls in traditional costumes gathering for a parade?



## Identify

What traditions and celebrations do these symbols represent?

Brainstorm your ideas.



Go Further

Internet Companion

<http://goo.gl/dgMKO>



# Who was wearing a costume on Halloween?



Humor / Fun



## Objective(s)

You will learn to use the Past Progressive to talk about simultaneous actions in the past and compare two holidays.

### Let's Go

LC2

What were they celebrating?



START

### Tune In

Track 10

LC9

Past Progressive (simultaneous actions)

How is Halloween different from the Day of the Dead?  
Listen to Lucia and Sid in Track 10. Complete the sentences.

- Lucia was celebrating \_\_\_\_\_ while Sid was celebrating \_\_\_\_\_.
- Sid was celebrating the afterlife and \_\_\_\_\_ while Lucia was \_\_\_\_\_.
- Sid's friends were \_\_\_\_\_ while Lucia was visiting \_\_\_\_\_.
- Lucia's parents \_\_\_\_\_ while Sid's parents \_\_\_\_\_.
- Lucia was eating \_\_\_\_\_ while the children \_\_\_\_\_.

Which of these two sentences express two actions happening at the same time in the past?

- a. They were eating pie when the phone rang.      b. They were eating pie while the others were watching TV.

Put the words in order to form Past Progressive sentences and read them out loud.

- was / cleaning / he / While / children / playing / were \_\_\_\_\_
- talking / Students / were / while / writing / was / Pete \_\_\_\_\_

### Discuss

LC1

LC2

LC11



Game 3.2

The History of Halloween

Read the article about the history of Halloween. Put the sentences in order. What facts do you find the most interesting? Discuss the article in pairs.

- |   |  |
|---|--|
| <input type="checkbox"/> They celebrated the end of the harvest season on October 31st.   | <input type="checkbox"/> The Catholic Church frowned upon the pagan rituals, so November 1st was designated All Saints Day and was known as Hallowmas. |
| <input type="checkbox"/> The holiday came to America with the wave of Irish immigrants in 1830s.  | <input type="checkbox"/> The Irish wore masks during the holiday to play pranks on their neighbors.  |
| <input type="checkbox"/> They considered the time between years a magical time when the ghosts of the dead walked the earth.            | <input type="checkbox"/> It all began with the Celts, the people whose culture had spread across Europe more than 2000 years ago.                      |
| <input type="checkbox"/> They threatened their neighbors with trashing their houses if they weren't given candy.                        | <input type="checkbox"/> Children went from door to door asking for treats as an alternative to troublemaking.   |
| <input type="checkbox"/> The villagers lit huge bonfires to drive the dead back to the spirit world and keep them away from the living. | <input type="checkbox"/> Later on, it gradually evolved into Halloween.  |



How do you celebrate the Day of the Dead?  
Listen to Roberto and answer the questions.

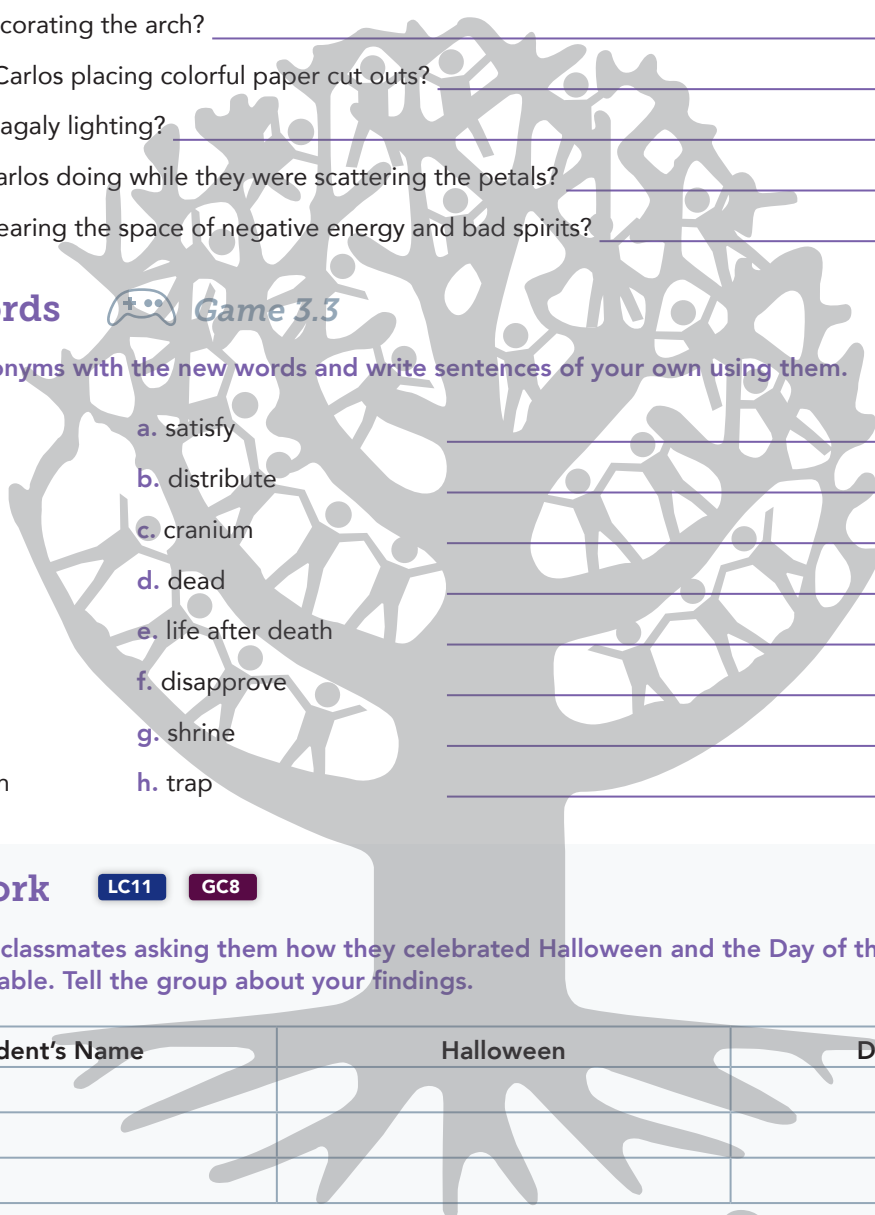
- What do people call the private altars built in honor of the deceased? \_\_\_\_\_
- What were they tying to the back legs of the table? \_\_\_\_\_
- Who was decorating the arch? \_\_\_\_\_
- Where was Carlos placing colorful paper cut outs? \_\_\_\_\_
- What was Magaly lighting? \_\_\_\_\_
- What was Carlos doing while they were scattering the petals? \_\_\_\_\_
- What was clearing the space of negative energy and bad spirits? \_\_\_\_\_

**Super Words**

**Game 3.3**

Match the synonyms with the new words and write sentences of your own using them.

- |                                     |                     |
|-------------------------------------|---------------------|
| <input type="checkbox"/> skull      | a. satisfy          |
| <input type="checkbox"/> afterlife  | b. distribute       |
| <input type="checkbox"/> trick      | c. cranium          |
| <input type="checkbox"/> altar      | d. dead             |
| <input type="checkbox"/> deceased   | e. life after death |
| <input type="checkbox"/> quench     | f. disapprove       |
| <input type="checkbox"/> scatter    | g. shrine           |
| <input type="checkbox"/> frown upon | h. trap             |



**Group Work**

Interview your classmates asking them how they celebrated Halloween and the Day of the Dead last year and complete the table. Tell the group about your findings.

Student's Name	Halloween	Day of the Dead

**Identify**

Which of these symbols represent Halloween and which represent the Day of the Dead?



Brainstorm your ideas.

**Your Turn**



Take the Halloween quiz on <http://www.quizrocket.com/halloween-trivia> and discuss your answers with the group.

Take the Day of the Dead trivia quiz on <http://quizzes.familyeducation.com/halloween/halloween-fun-and-activities/day-of-the-dead-quiz.html> and discuss your answers with the group.

Now create a ten-question quiz for your classmates. Choose either Halloween or the Day of the Dead trivia theme.





# Were you celebrating Christmas last year?



## Objective(s)

You will learn to use the Past Progressive to talk about interrupted actions in the past and describe different holidays.

### Let's Go

LC2 GC10

### What holiday is it?



START

It is a holiday that is celebrated for eight days and nights.

During this holiday, people light candles and play a traditional game that is accompanied by traditional songs. People eat fried foods and jelly-filled donuts.

Children receive one gift per candle during the holiday.

### Tune In

Track 12

LC1

### What Holidays Were They Celebrating?

What is your favorite festival or holiday?  
Listen to Angela and answer the questions.

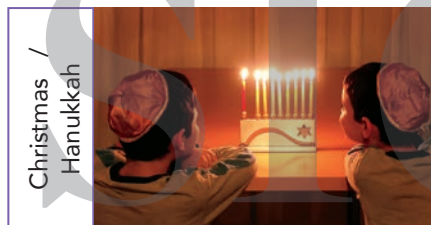
- Where has Angela celebrated Hanukkah?  
\_\_\_\_\_
- What did Angela decide to do last year?  
\_\_\_\_\_
- What happened when Angela's father was decorating the Christmas tree?  
\_\_\_\_\_
- What is a Menorah?  
\_\_\_\_\_
- What were Angela and her mom doing when her dad asked Angela to sing Christmas carols with him?  
\_\_\_\_\_
- What game were Angela and her mother playing?  
\_\_\_\_\_
- What happened when Angela was singing with her father?  
\_\_\_\_\_
- What Christmas carol was Angela singing with her dad?  
\_\_\_\_\_
- What did Angela's dad asked her to do while her mom was setting the table?  
\_\_\_\_\_
- What were Angela's parents doing when midnight struck?  
\_\_\_\_\_

Choose the correct holiday for each picture.

LC2 GC10



Game 3.4





Look at the graph and decide the sentence it represents, a or b.



a. Sally set the table.

b. Sally was setting the table when Don arrived.

Read the story of Hanukkah and complete it with the correct verbs.

refilling    placing    fought    have    like    took    burning  
bow    was    had    go out    were    bowed

There was a special lamp called the Eternal Light in a Jewish temple. People were \_\_\_\_\_ the lamp with oil every night so the light wouldn't \_\_\_\_\_. Two thousand years ago, Jewish people didn't \_\_\_\_\_ their own king, Antiochus, the king of Syria, \_\_\_\_\_ their ruler. He didn't \_\_\_\_\_ the Jewish religion. He was always \_\_\_\_\_ statues of Greek gods in the Jewish temples.

Jews \_\_\_\_\_ down to the Greek statues because they \_\_\_\_\_ afraid of being killed. One Jewish man \_\_\_\_\_ five brave sons. They were the Maccabees. They wouldn't \_\_\_\_\_ down to the statues of the Greek gods. Jews \_\_\_\_\_ the Greek army under the leadership of the Maccabees. Jews got their Temple back. They lit the Eternal Light, but they had only enough oil for one day. It \_\_\_\_\_ them eight days to get more oil. However, the light didn't go out. It kept \_\_\_\_\_ for eight days until the new oil arrived.

Discuss

Read what these people say about what they were doing on Christmas day. Add a similar description about you celebrating Christmas in your country. Discuss different Christmas traditions in pairs.



I'm Kip. I live in Malta. My parents were listening to the choir singing during the church mass when midnight struck.



I'm Elsa. I live in Australia. I was singing my favorite Christmas songs in the street when midnight struck.



I'm Lorenzo. I live in Italy. We were having the traditional Christmas dinner called "Cenone", that is made of eel, when midnight struck.



I'm Maika. I live in Finland. Santa Claus and the six elves were giving Christmas gifts to children when midnight struck.

Group Work

Play this game in teams. Each team has to choose three Christmas symbols from the list and say three sentences using the Past Progressive and the words they picked out. The sentences have to describe what they were doing last Christmas when something else happened.

angel    bells    candles    carols    cards    tree    lights    gifts    stars    music    stockings

Identify

What holidays or celebrations do these symbols represent?



Brainstorm your ideas.



Your Turn



Read about the origin of the dreidel on <http://goo.gl/jQ5on3>  
Read about the story of mistletoe on <http://goo.gl/Z17ysc>  
Share your findings with the group. Discuss the facts you find the most interesting. Do research about a story or legend that is behind a famous celebration or holiday in your country.



CLOSE

# Did you go to the carnival?



## Objective(s)

You will learn how to describe the atmosphere during festivities and to tell the difference between the Simple Past and the Past Progressive.

### Let's Go

LC1 LC2

What was happening during the carnivals in Brazil, Germany, Canada and Italy?



START

### Be Aware

LC9



#### Game 3.5

#### Past Progressive (atmosphere)

We can use a series of parallel actions to describe the atmosphere at a particular time in the past. Write the correct form of the Past Progressive verb in the sentences that describe the atmosphere during the carnival in Cape Town.

- Mase is an amateur horn player. During the carnival, he (play) \_\_\_\_\_ with the municipal band.
- Ghoema is a style of music specific to Cape Town. The troupes (sing) \_\_\_\_\_ to the rhythm of Ghoema.
- Carnival for this working-class community was the highlight of the year. People (march) \_\_\_\_\_ through the streets.
- Large numbers of people (watch) \_\_\_\_\_ the procession.
- The troupes (compete) \_\_\_\_\_ for best in music, dancing or singing.

### Super Words

You can use these adjectives to describe a carnival. Look at the pictures and describe the carnivals.

- colorful
- lively
- exciting
- fun
- entertaining
- festive
- amusing
- exuberant
- enjoyable

#### Adjectives



### Go your own way

GC7

#### Past Progressive vs. Simple Past

Choose the correct options to complete the sentences.

- When Sheila arrived, the children \_\_\_\_\_ .  
a. played                      b. were playing
- When Mike was driving to work, he \_\_\_\_\_ an accident.  
a. was seeing                b. saw
- They were watching the parade when the lights \_\_\_\_\_ .  
a. went out                    b. were going out

Which of the two tenses describes a longer action or situation that was happening around a particular time in the past? Which of the two tenses describes actions that interrupted a longer action in the past?

Choose the correct grammar tense for each sentence.

- Groups of people paraded through the streets wildly dancing and singing.      Simple Past       Past Progressive
- Caroline was dressing up for the event.    Simple Past       Past Progressive
- Students went to watch the decorated float.    Simple Past       Past Progressive
- People were walking through the streets carrying a big doll.                                      Simple Past       Past Progressive
- They were wearing African style clothes.    Simple Past       Past Progressive

Write two sentences using the Simple Past and two sentences using the Past Progressive.

\_\_\_\_\_

\_\_\_\_\_





Have you ever been to a carnival?  
What carnival would you like to attend?  
Listen and say how many carnivals are described.  
Listen again and answer the questions.

1. What is the biggest carnival in Germany? \_\_\_\_\_
2. What did people wear in pagan times? \_\_\_\_\_
3. What were people dressed in? \_\_\_\_\_
4. How long does the Carnival of Basel last? \_\_\_\_\_
5. What does the Carnival of Basel represent? \_\_\_\_\_
6. What were people wearing during the carnival? \_\_\_\_\_
7. What were common people carrying? \_\_\_\_\_
8. What did the people of Quebec decide? \_\_\_\_\_
9. What were people participating in? \_\_\_\_\_
10. Who was the official ambassador of the Winter Carnival? \_\_\_\_\_
11. What does the Carnival of Venice celebrate? \_\_\_\_\_
12. Why were people disguising themselves? \_\_\_\_\_

Listen and look at the pictures. Match them with the carnivals. Describe the pictures.

a. Carnival of Venice



b. Carnival of Basel



c. Fastnacht



d. Carnival of Quebec



**Group Work**

**LC1**

**GC8**

Ask your classmates to read the article and to draw pictures that represent what they read. Have your classmates describe each other's drawings using the vocabulary from the lesson.

The Carnival of the Caribbean is one of a kind. When the French took root in the Caribbean, they brought along with them their slaves. The rich celebrated their wealth through fantastic balls. They were wearing masks, wigs and beautiful gowns. Once slavery ended, the Africans were able to take part in the celebrations. People take all their talent and energy and put it into the carnival. The Carnival is full of dancing, soca music, competing steel bands, costumes and great fun.

**Identify**

**LC2**

What carnivals, festivals or celebrations do you think of when you see these illustrations?

Brainstorm your ideas.



**Your Turn**

**LC12**

**GC7**

Find out more about carnivals around the world on <http://goo.gl/0w7a6x> and complete these sentences in your notebook.

- I'd like to go to the carnival in New Orleans because ...
- I'd like to go to the carnival in Rio de Janeiro because ...
- I'd like to go to the carnival in Venice because ...
- I'd like to go to the carnival in Montevideo because ...
- I'd like to go to the carnival in Port of Spain because ...





### 1 Listen to Track 9 and correct the sentences.

- a. Frida celebrated New Year with her parents in Mexico. \_\_\_\_\_
- b. She didn't learn anything new about Chinese culture and customs. \_\_\_\_\_
- c. The Chinese don't clean the house before the New Year. \_\_\_\_\_
- d. Frida's friend wasn't helping Lee's mother clean the house. \_\_\_\_\_
- e. Mrs. Chang was sweeping away good luck. \_\_\_\_\_
- f. Lee was cleaning the window panes. \_\_\_\_\_
- g. The Chinese consider blue a lucky color. \_\_\_\_\_
- h. Nuke was cutting paper. \_\_\_\_\_
- i. Lee's family was preparing Chinese noodles. \_\_\_\_\_
- j. They were giving out candy to children. \_\_\_\_\_
- k. Frida was passing muffins to children and guests. \_\_\_\_\_
- l. Lee was preparing a tray of togetherness. \_\_\_\_\_



### 2 Read what people in China were doing last year during the New Year celebration in the Discuss section and answer the questions.

1. What was she thoroughly cleaning? \_\_\_\_\_
2. Why was he putting away all the brooms and dust pans? \_\_\_\_\_
3. What color was she painting doors and window panes? \_\_\_\_\_
4. What was she decorating her home with? \_\_\_\_\_
5. What was the whole family doing after dinner? \_\_\_\_\_
6. What were people doing at midnight? \_\_\_\_\_
7. What were children doing in the morning? \_\_\_\_\_
8. Who was she visiting the first day of the New Year? \_\_\_\_\_
9. When were the neighbors praying? \_\_\_\_\_
10. Who were her neighbors praying for? \_\_\_\_\_

### 3 Write the correct words for their definitions. Write some sentences of your own using them.

- a. a thin flat board or plate of metal, plastic, etc, usually with a raised edge, on which things can be carried \_\_\_\_\_
- b. accurate or careful \_\_\_\_\_
- c. to utter or address a prayer or prayers to God, a god, or another object of worship \_\_\_\_\_
- d. to clean or clear, as for dirt, with or as if with a broom or brush \_\_\_\_\_
- e. a framed section of a window or door that is usually filled with a sheet of glass or other transparent material \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



**4 Listen to Track 10 and answer the questions.**

- |   |   |
|---|---|
| a. What was Sid celebrating on October 31st?<br>_____ | d. What were Sid's friends doing?<br>_____                  |
| b. Who was Lucia celebrating?<br>_____                | e. What were Lucia's parents leaving at the altar?<br>_____ |
| c. What was Lucia visiting?<br>_____                  | f. What were the children doing?<br>_____                   |

**5 Read the article and complete with the correct verbs.**

- considered
- began
- evolved
- wore
- threatened
- frowned
- lit
- came
- celebrated

It all \_\_\_\_\_ with the Celts, the people whose culture had spread across Europe more than 2000 years ago. They \_\_\_\_\_ the end of the harvest season on October 31st. They \_\_\_\_\_ the time between years a magical time when the ghosts of the dead walked the earth. The villagers \_\_\_\_\_ huge bonfires to drive the dead back to the spirit world and keep them away from the living. The Catholic Church \_\_\_\_\_ upon the pagan rituals, so November 1st was designated All Saints Day, which was known as Hallowmas. Later on, it gradually \_\_\_\_\_ into Halloween. The holiday \_\_\_\_\_ to America with the wave of Irish immigrants in the 1830s. The Irish \_\_\_\_\_ masks during the holiday to play pranks on their neighbors. They \_\_\_\_\_ the neighbors with trashing their houses if they weren't given candy. Children went from door to door asking for treats as an alternative to trouble-making.

**6 Listen to Track 11 and choose the correct name for the sentences.**

	Roberto	Magaly	Carlos	Nora
1. He/She was decorating the arch.				
2. He/She was placing colorful paper cut outs.				
3. He/She was pulling the petals off of the flowers.				
4. He/She was putting a tablecloth over the table.				
5. He/She was lighting candles.				
6. He/She was helping them with the food.				
7. He/She placed a glass of water on the altar.				
8. He/She was scattering the petals.				
9. He/She decided to build an altar with friends.				
10. He/She was tying sugar cane stalks to the table.				

**7 Complete with the correct words from the SUPER WORDS section in Lesson 2.**

- |   |   |
|---|---|
| a. In the courtyard stood the sacrificial _____, which had statues on either side.              | e. He faces further surgery to repair his shattered _____.                          |
| b. The school administration severely _____ upon church services.                               | f. George was _____ the ashes while groups of mourners arrived with the flowers.    |
| c. In ancient Egypt, cats and dogs were mummified because they were believed to have an _____.  | g. We were learning how to perform stunning _____ using ordinary household objects. |
| d. In many cultures, people celebrate the _____ by preparing beautiful offerings and festivals. | h. It's not possible to _____ thirst by drinking salty water.                       |





**8 Listen to Track 12 and choose TRUE or FALSE for the statements here.**

- |  |      |                       |       |                       |
|--|------|-----------------------|-------|-----------------------|
| 1. Angela's mother is Catholic.                                    | TRUE | <input type="radio"/> | FALSE | <input type="radio"/> |
| 2. Angela has always celebrated Christmas at home with her mother. |      | <input type="radio"/> |       | <input type="radio"/> |
| 3. Angela's father was decorating the Christmas tree.              |      | <input type="radio"/> |       | <input type="radio"/> |
| 4. Menorah is a candle holder that has six branches.               |      | <input type="radio"/> |       | <input type="radio"/> |
| 5. Angela was playing Hanukkah Dreidel with her mother.            |      | <input type="radio"/> |       | <input type="radio"/> |
| 6. Angela's father asked her to sing Christmas carols with him.    |      | <input type="radio"/> |       | <input type="radio"/> |
| 7. They were singing "Silent Night".                               |      | <input type="radio"/> |       | <input type="radio"/> |
| 8. Angela's mother asked her to help her bake a chocolate cake.    |      | <input type="radio"/> |       | <input type="radio"/> |
| 9. Angela's father was setting the table.                          |      | <input type="radio"/> |       | <input type="radio"/> |
| 10. Angela's dad asked her to help him hang the Mistletoe.         |      | <input type="radio"/> |       | <input type="radio"/> |

**9 Listen to Track 12 and complete the sentences.**

- Angela's dad was decorating the Christmas tree when \_\_\_\_\_.
- Angela and her mother were playing Hanukkah Dreidel when \_\_\_\_\_.
- Angela and her father were singing when \_\_\_\_\_.
- Angela's mother was setting the table when \_\_\_\_\_.
- Angela's parents were kissing under the Mistletoe when \_\_\_\_\_.

**10 Read the story of Hanukkah in Lesson 3 and answer the questions.**

- |   |   |
|---|---|
| 1. What was there in a Jewish temple?<br>_____                    | 7. Why did Jews bow down to the Greek statues?<br>_____             |
| 2. What did people do every night?<br>_____                       | 8. Who wouldn't bow down to the statues of the Greek gods?<br>_____ |
| 3. Did Jewish people have their own king 2000 years ago?<br>_____ | 9. Who led the army of Jews?<br>_____                               |
| 4. Who was the ruler of Jewish people?<br>_____                   | 10. What did Jews get back?<br>_____                                |
| 5. Did Antiochus like the Jewish religion?<br>_____               | 11. What did Jews light in the Temple?<br>_____                     |
| 6. Where was Antiochus always placing statues?<br>_____           | 12. How long did the lamp burn?<br>_____                            |

**11 Read the Discuss section and choose the correct name for the sentences.**

	Kip	Elsa	Lorenzo	Maika
1. Who lives in Italy?				
2. Who was singing her favorite Christmas songs?				
3. Who saw Santa Claus giving Christmas gifts to children?				
4. Who lives in Australia?				
5. Who was having a traditional Christmas dinner?				
6. Who lives in Malta?				
7. Whose parents were listening to the choir singing during the church mass?				
8. Who lives in Finland?				



12 Write about the history of a celebration.

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13 Look at the pictures and use adjectives from the SUPER WORDS section in Lesson 4 to describe the carnivals.



14 Listen to Track 13 and choose the correct country for each statement.

	Germany	Switzerland	Canada	Italy
1. The Carnival lasts there for 72 hours.				
2. The Carnival there celebrates the transition from winter to spring.				
3. The Carnival there is held in honor of the upcoming Easter season.				
4. The Carnival there takes place in winter.				
5. People used to wear masks to scare away the evil spirits of winter.				
6. Last year, people were canoe racing and building ice sculptures.				
7. People were wearing costumes to hide their social status.				
8. Last year, more than five million people attended the Carnival.				
9. A giant snowman was the ambassador of the Carnival.				
10. People participated in costume balls and parades.				

15 Write sentences of your own using the Simple Past, the Past Progressive and the following verbs:

- play    march    disguise    dress up    participate    have    bring  
 take    see    celebrate    show    wear    meet    sing

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# Self-Evaluation

GC1

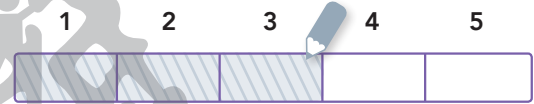
GC7



Read the statements. Shade the number of squares according to the scale.

- 1 - I do this with difficulty.
- 2 - I need more practice.
- 3 - I often do this well.
- 4 - I do this pretty well.
- 5 - I master this competence.

Example:



	1	2	3	4	5
• Use the Past Progressive tense.					
• Describe different celebrations.					
• Understand simple texts related to celebrations.					
• Talk about what you were doing during a celebration.					
• Describe how you celebrated different holidays in the past.					
• Use Past Progressive short answers.					
• Express what people were doing at a certain moment in the past.					
• Compare two holidays.					
• Use the Past Progressive for simultaneous actions.					
• Write sentences to describe interrupted actions in the past.					
• Interact in situations related to celebrating different holidays.					
• Describe how people in different countries celebrate Christmas.					
• Use the Past Progressive to describe atmosphere.					
• Express opinions on the topic of festivities.					
• Write a paragraph about the history of a celebration.					

FUSION

EDUCATIVA



### Instructions

Read each of the statements carefully and write a number according to your perception of your partners' performance. Use the following code:

- 1 Always     
 2 Almost always     
 3 Sometimes     
 4 Rarely     
 5 Never

Classmate				Me
Is willing to help his/her peers.				
Is respectful to his/her peers.				
Carries out the assignments within the group.				
Brings the necessary materials when working in groups.				
Participates actively in group activities.				
Copies the work of other members of the group.				

## Co-Evaluation – Learning

Co- and peer-evaluation means that students evaluate the work they are doing and the teacher accepts or corrects the evaluation made by the students.

Name:	Date:				
Signature of evaluator:					
DIMENSIONS	E	VG	G	A	NI
<b>Knowing</b>					
Mastery of contents (grammar & vocabulary)					
Level of input (listening, reading) interpretation					
<b>Doing</b>					
Execution of procedures (tasks)					
Application of concepts (grammar & vocabulary)					
<b>Being</b>					
Participation					
Integration					
Attitude towards study					
Learning effort					

E = Excellent      VG = Very Good      G = Good      A = Average      NI = Needs Improvement



# Performance Check

GC1

GC7



- What \_\_\_\_\_ when she was singing with her father?  
a. happens                      b. happened                      c. were happening                      d. happening
- I was setting the table when his son \_\_\_\_\_.  
a. arriving                      b. were arriving                      c. arrived                      d. arrives
- The elves \_\_\_\_\_ Christmas gifts to children when midnight struck.  
a. was giving                      b. were giving                      c. giving                      d. was gave
- When my father \_\_\_\_\_, I was outside talking to my friends.  
a. calling                      b. were calling                      c. calls                      d. called
- During the carnival, he \_\_\_\_\_ with the band.  
a. was playing                      b. were played                      c. were playing                      d. was play
- People \_\_\_\_\_ through the streets.  
a. was marching                      b. was marched                      c. were marching                      d. marching
- Max and Lola \_\_\_\_\_ together.  
a. was walking                      b. were walking                      c. walking                      d. is walking
- Why \_\_\_\_\_ you \_\_\_\_\_ all night long?  
a. were/dancing                      b. were/danced                      c. was/dancing                      d. did/dancing
- There \_\_\_\_\_ colorful costume balls, parades, dancing and music.  
a. was                      b. be                      c. is                      d. were
- We \_\_\_\_\_ last July.  
a. go fishing                      b. went fish                      c. was fishing                      d. went fishing

## Go Ahead & Plan

GC1

GC7

### Reflect

Complete the table. Ask your teacher for her / his opinion, too.

I'm good / very good at...	I need to improve...

### Think & Plan

What can you do to improve? Make a plan. Ask your teacher for advice and suggestions.

My learning plan:

- 
- 
- 
- 
-



The Past Progressive tense indicates a continuing action, something that was happening, going on, at some point in the past.

This tense is formed with "to be", in the past tense, plus the present participle of the verb (-ing ending):

The Past Progressive puts emphasis on

- an action in progress in the past  
*Lots of families were evacuating the building.*
- two actions happening at the same time in the past  
*Mary was cooking while Tim was watching TV.*
- an action going on at a certain time in the past  
*At noon, he was having lunch.*
- an action in progress that was interrupted by another action  
*They were playing outside when the rain started.*
- the atmosphere at a particular time in the past  
*During the carnival, everyone was dancing and some people were even singing.*

	I / He / She / It	You / We / They
Affirmative	I was reading a book.	You were reading a book.
Interrogative	Was she reading a book?	Were you reading a book?
Negative	I wasn't reading a book.	You weren't reading a book.

Non-Continuous verbs cannot be used in any continuous/progressive tenses.

dislike	seem	belong
doubt	sound	cost
know	taste	deserve
realize	agree	lack
recognize	deny	need
suppose	impress	own
want	promise	contain
depend	satisfy	hate
surprise	please	smell

# FUSIÓN EDUCATIVA



MODULE

# 4

Could  
you send  
me an  
e-mail?



EDUCACIÓN  
DUCATIVA

## Competence Map

LC10

GC1



Can you...

	YES	NO		YES	NO
1. understand and use 'can' and 'could'?	<input type="radio"/>	<input type="radio"/>	6. discuss the pros and cons of online shopping?	<input type="radio"/>	<input type="radio"/>
2. describe different household chores?	<input type="radio"/>	<input type="radio"/>	7. use the modals 'have to/don't have to', 'may/might'?	<input type="radio"/>	<input type="radio"/>
3. make polite requests?	<input type="radio"/>	<input type="radio"/>	8. talk about different duties and responsibilities at work and at school?	<input type="radio"/>	<input type="radio"/>
4. use idiomatic expressions when describing others?	<input type="radio"/>	<input type="radio"/>	9. write an article?	<input type="radio"/>	<input type="radio"/>
5. understand and use object pronouns correctly?	<input type="radio"/>	<input type="radio"/>			

## Diagnostic Evaluation

- Can you  your room?
  - clean down
  - clean upon
  - clean up
  - cleaning
- I can't hear you. Could you  the volume?
  - turn down
  - turning down
  - turn out
  - turn above
- The entrance is full of trash. Could you  it  ?
  - take/off
  - take/out
  - take/over
  - take/by
- you get your Saturday chores done?
  - did
  - do
  - doing
  - done
- Could you  the furniture?
  - dust
  - dusting
  - dusts
  - dusted
- You need to be as quiet as a  .
  - dog
  - turtle
  - mouse
  - parrot
- He can't stand her  tears.
  - crocodile
  - rabbit
  - elephant
  - bear
- I'm always ahead of the  .
  - herd
  - pack
  - package
  - man
- Why is she as stubborn as a  ?
  - horse
  - tiger
  - lamb
  - mule
- His brother is as  as a bear.
  - grief
  - gruff
  - ground
  - grange



LC10

LC2

Find: household chores, office duties, shopping online, someone who has a whale of a time, someone who went ape, a robot vacuum cleaner, a gift certificate and some items on sale. Match the words with the corresponding pictures.



**STAY  
ON BOARD!**

GC7

Read about the steps to prevent a classmate from dropping out of school. Mark the ones you find the most important and useful.

1. Identify why your classmate wants to drop out of school.
  - Does he/she struggle with school work?
  - Is he/she bullied?
  - Is he/she bored?
  - Does he/she have problems at home?
2. Consider your classmate's support structure.
  - Who supports him/her?
  - Is there a culture issue in his/her family?





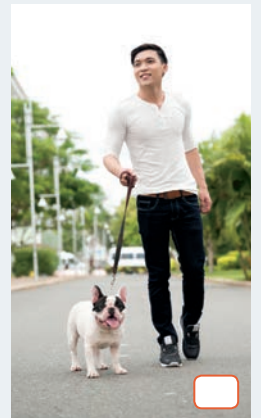
**Match the pictures with the requests.**

LC1

LC2

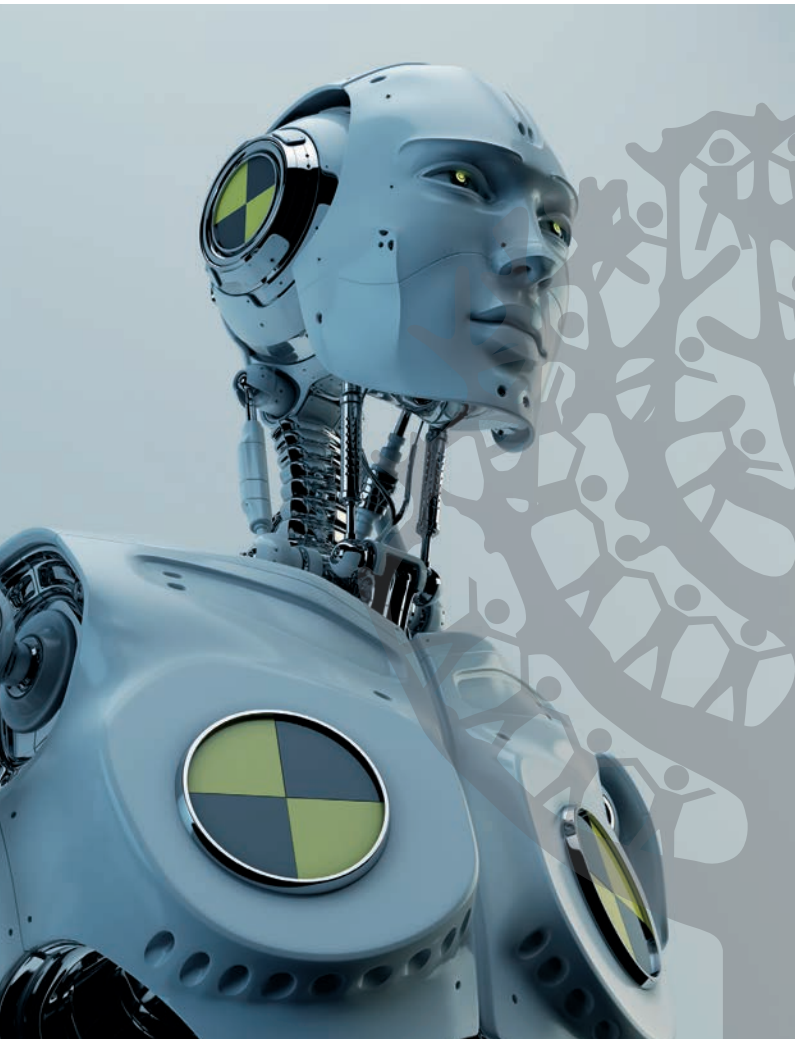
1. May I use your computer?
2. Can I play outside?
3. Could you lend me your car?
4. May I see your driver's license?
5. Can I get you a cup of coffee?

6. Could I use your phone?
7. May I borrow your dictionary?
8. Can you walk my dog?
9. Could you do the dishes?
10. May I ride your bicycle?



3. Consult with a professional.
  - What has been done to remedy the situation?
  - Does he/she have a learning disability?
  - Did he/she explore tutoring options?
4. Develop a strategic plan with your classmate.
  - Are the teachers aware that he/she is at risk of dropping out?
  - Does he/she have short- and long-term goals?
  - Does he/she want to set up a schedule to meet with teachers on a regular basis?
5. Be present in your classmate's life.
  - Do you support him/her during victories and failures?
  - Have you given him/her any examples of tenacity and resilience?





### I, Robot... - 2004 Review



Will Smith is Spooner, a cop with an apparent attitude problem. Spooner investigates a puzzling case of suicide. He believed it was not a suicide at all... someone was murdered by a robot! In this future society, robots are used as slaves. Spooner becomes suspicious of one particular robot that has dreams and experiences human feelings. Spooner soon discovers that all of the robots had been manipulated by an evil master computer, and he solves the case. The real stars of this movie are the special effects. The robots speak and act in an utterly believable manner.

5

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### Short Circuit - 1986 Review

Just what would happen if a military robot was set loose in America before all its kinks could be worked out? This is the scenario that plays out in the film. There, robots are wheeled machines that follow commands without question. During the tests of these machines, one of them is struck by lightning and gets damaged. This machine is known as Number 5. After the accident, Number 5 wants to travel the world. He meets a girl whose job is to sell ice cream from a truck. Number 5 learns about the world as he reads all the books he can find. Number 5 was a robot built for destruction, but becomes a loving and caring individual.

15

20

EDUCATIVA



## Group Work

Talk about your favorite science fiction films or novels. What did you like about them? Discuss the pros and cons of creating more technologically advanced robots. Design a simple plan for building a robot, and write a description of what it would be able to do. Present it to the class.



Visit <http://www.rethinkrobotics.com/> and <http://www.ri.cmu.edu/>. Take a look at some innovative robots. Select one and present it to your group.

Choose the correct answer for each question.

1. Who has a personality issue?
  - a. Will Smith
  - b. the cop
  - c. a robot
  - d. the master computer
2. Spooner finds out that...
  - a. a person was murdered.
  - b. he is suspicious.
  - c. robots were manipulated.
  - d. robots speak.
3. Who are the stars in the movie?
  - a. robots
  - b. human feelings
  - c. special effects
  - d. cops
4. Why did Spooner suspect a robot?
  - a. because it has feelings
  - b. because it speaks
  - c. because it is manipulative
  - d. because it is evil
5. Why is the movie called Short Circuit?
  - a. because a robot was built with flaws
  - b. because a robot was hit by lightning
  - c. because tests went wrong
  - d. because the robot escaped
6. The robots were created for...
  - a. help.
  - b. cleaning.
  - c. traveling.
  - d. war.
7. Number 5 learns by...
  - a. meeting a girl.
  - b. traveling.
  - c. reading books.
  - d. loving.
8. What are robots like in Number 5?
  - a. machines with wheels
  - b. damaged
  - c. human-like
  - d. loving and caring
9. What influenced Number 5 to become different?
  - a. a girl
  - b. books
  - c. lightning
  - d. all of the above
10. The word **kinks** (line 12) means...
  - a. curls.
  - b. imperfections.
  - c. stiffness.
  - d. twirls.

1. (a) (b) (c) (d)

3. (a) (b) (c) (d)

5. (a) (b) (c) (d)

7. (a) (b) (c) (d)

9. (a) (b) (c) (d)

2. (a) (b) (c) (d)

4. (a) (b) (c) (d)

6. (a) (b) (c) (d)

8. (a) (b) (c) (d)

10. (a) (b) (c) (d)



## Reading Strategies

previewing / scanning / inferring meaning / selecting



# Can you take out the trash?



## Objective(s)

You will learn to make requests using 'can' and 'could' talking about household chores.

### Let's Go

LC1

GC4

Mark the drawings that represent the chores that you normally do.

What drawings represent the following household chores?

- sweep the floor
- wash the windows
- do the laundry
- vacuum the floor



START

### Tune In



Track 14

LC1

GC10

## Could You Do the Dishes?

What requests do you normally make at home?  
 What requests do your parents, your husband/wife, your boyfriend/girlfriend make at home?  
 Listen. Who is talking? Listen again and write the requests you hear.



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Listen again and mark the pictures that represent the requests you heard.



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Which sentence expresses a request?

- a. I have to go out for an hour. Could you look after the children?  
 b. With your arm like that, can you look after the children?

Match the situations with the requests.

- |                                      |                          |  |
|--------------------------------------|--------------------------|--|
| 1. Our guests will use the bathroom. | <input type="checkbox"/> | Could you clear out the garbage?         |
| 2. The kitchen needs to be cleaned.  | <input type="checkbox"/> | Could you give the tub a quick cleaning? |
| 3. The bin is full of trash.         | <input type="checkbox"/> | Can you wipe the countertop, please?     |

**Super Words** GC7

Game 4.1

Phrasal verbs & House chores

Would you rather study phrasal verbs as you come across them than try to memorize many at once?

Phrasal verbs are two-word phrases consisting of verb + adverb or verb + preposition.

Phrasal verbs often have more than one meaning.

Underline the phrasal verbs in the requests and match them with their definitions.

- |   |                          |   |
|---|--------------------------|---|
| 1. Could you <u>pick up</u> the toys?       | <input type="checkbox"/> | to cause to begin the operation, activity, or flow                  |
| 2. Can you <u>clean up</u> your room?       | <input type="checkbox"/> | to suspend or lean from an opening, as for airing                   |
| 3. Could you <u>wipe off</u> the table?     | <input type="checkbox"/> | to collect or gather  |
| 4. Can you <u>hang out</u> the clothes?     | <input type="checkbox"/> | to consume (food or drink) readily and quickly, or remove something |
| 5. Could you <u>turn on</u> the sprinklers? | <input type="checkbox"/> | remove by rubbing or erasing  |
| 6. Can you <u>put away</u> the dinner?      | <input type="checkbox"/> | to make clean or orderly  |

**Discuss** LC11 GC4 GC6

- Who does the housework in your family?
- Should men, women and children share the household chores?
- Who should do more household chores in the house, men or women?
- What are your ideas on how to assign chores in a family?
- Did your parents use to give you money as a reward for doing chores?

Read the dialogue and role-play it in pairs. Change the phrasal verbs and household chores.

**Hector:** Dad, can I go outside to play?  
**Father:** Did you get your Saturday chores done? No playing until your work is done.  
**Hector:** Ok. What is my work?  
**Father:** First, you have to scrub the bathtub.  
**Hector:** Can I do the living room? I really hate cleaning the bathroom.  
**Father:** All right. But you have to vacuum the living room. And be sure to dust everything. After that, sweep and mop the kitchen floor and don't forget to polish the table in the living room. Then, make your bed and pick up your toys. Put them all away.  
**Hector:** When I'm done, can I go out for lunch and get a big milkshake?  
**Father:** Of course.  
**Hector:** And what are your chores today?  
**Father:** I'll be out in the yard raking leaves and pulling weeds. Then, I'll take out the trash.



**Identify** LC2

What household chores do these symbols represent? Make polite requests.

Brainstorm ideas.



**Your Turn** LC12 GC7

Finding the time and energy to do household chores can be an issue. You can find more and more house cleaning services that will do the job for you for a fee. Search the Internet for two companies that provide house cleaning and compare their work in terms of price, range of cleaning services, and guarantee.

Watch the video and read about teaching kids to help with chores on <http://goo.gl/JUVIDP>. Write a few tips of your own and share them with the group.



# Are you as busy as a beaver?



## Objective(s)

You will learn to use idiomatic expressions to describe people.

### Let's Go

LC1

LC2

Do the quiz!

- What does it mean if someone has the memory of an elephant?
- Which animal is a cross between a donkey and a horse?
- How many lives does a cat have?
- Which dog is traditionally used to rescue people in the Alps?
- The Spanish Canary Islands are named after which animal?
- How can you describe a person who is as sly as a fox?



START

### Be Aware

LC9

Idioms

Idioms are words, phrases, or expressions that should not be taken literally. When used in everyday language, they have a meaning other than the basic one you would find in the dictionary. Learning them makes understanding and using a language a lot easier and more fluent. Decide in what sentence an idiom is used.

- If you break a leg, you should immediately go to the doctor.
- Break a leg! Perform like it's your last time on the stage. Do your best!

Idiomatic expressions with animals are very common in English. Some are easy to understand and others are not obvious and we have to learn them.

Work out what these expressions mean and complete the table.

- Mark didn't want to go out with Cathy, but she badgered him into it.
- Why don't you answer my questions, Sophie? Has a cat got your tongue?
- Enough kidding around. Let's talk turkey.
- The baby is sleeping. We need to be as quiet as a mouse.
- I don't believe you. You aren't really upset. Those are just crocodile tears.
- Where have you been for so long? I haven't seen you in a dog's age.

'EASY TO UNDERSTAND' IDIOMS	'NOT OBVIOUS' IDIOMS

### Super Words

Make a table in your notebook. Categorize these animals. Share your work with your classmates.

- |        |           |           |          |         |           |             |        |
|--------|-----------|-----------|----------|---------|-----------|-------------|--------|
| badger | bee       | snake     | horse    | penguin | crocodile | ant         | eagle  |
| wasp   | cockroach | butterfly | goldfish | parrot  | tortoise  | mouse       | shark  |
| goat   | wolf      | dodo      | ape      | dog     | rat       | caterpillar | salmon |
| lizard | ostrich   | sloth     | tiger    | bear    | fly       | woodpecker  |        |





Listen to Helen and answer the questions.

1. Does Helen's mother make something that is unimportant seem important?
2. Does she stay calm when Helen doesn't make her bed?
3. Is Helen's mother's boss stubborn?
4. Is Helen's mother's job well-paid?
5. Does Helen advise her mother to rest in the afternoon?
6. Did Helen's brother keep the secret?
7. Does Helen's brother annoy her?
8. Does Helen think they'll have a great time?
9. Are her mother's words worse than her actions?

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Listen again and match the sentences with the definitions.

**Game 4.2**

- She's making a mountain out of a molehill.
- She goes bananas.
- Her boss is pig-headed.
- Her business is a cash cow.
- She needs to have a cat nap in the afternoon.
- He let the cat out of the bag.
- He gets her goat.
- They will have a whale of a time.
- Her bark is worse than her bite.

- a. to sleep in the afternoon
- b. one's words are worse than one's actions
- c. to annoy someone
- d. to make something seem important
- e. to have an exciting and interesting time
- f. a stubborn person
- g. something that makes a lot of money
- h. to become very angry
- i. to tell something that is supposed to be a secret

**Group Work**

**LC11**

**GC4**

**GC8**

Take turns thinking of an animal. Your classmates will ask you questions to try to guess the animal. You can only answer 'yes' or 'no'. They have 20 questions to find out the animal you are thinking of. Then ask them to give sentences using one of these idiomatic expressions.

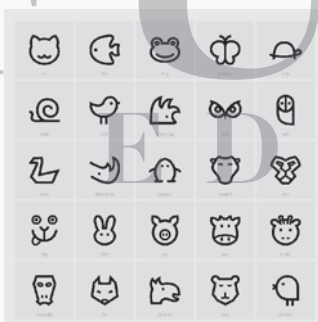
- like a deer caught in the headlights
- let sleeping dogs lie
- a road hog
- take the bull by the horns
- top dog
- a white elephant
- work like a horse
- monkey around with (someone or something)
- a lone wolf
- go ape

**Identify**

**LC2**

What animals do these symbols represent? What animal do you most associate yourself with and why? Interview your classmates and share your findings with the group.

**Brainstorm your ideas.**



**Your Turn**

**LC12**

**GC7**



Read about the symbols of different animals on <http://goo.gl/WIQJx> and complete the sentences.

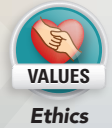
- Lambs are symbols of \_\_\_\_\_.
- Camels are symbols of \_\_\_\_\_.
- Rats are symbols of \_\_\_\_\_.
- Elephants are symbols of \_\_\_\_\_.
- Grasshoppers are symbols of \_\_\_\_\_.
- Owls are symbols of \_\_\_\_\_.

**Work out what these idiomatic expressions mean. Write a sentence using each.**

- a white elephant
- meek as a lamb
- the camel's nose
- be knee-high to a grasshopper
- night owl
- rat out



# Did you buy me a present in an online store?



## Objective(s)

You will learn to use object pronouns and talk about shopping on the Internet.

### Let's Go

LC1

LC11

GC4

Have you ever bought anything on the Internet?

Tell the class about it.

For each of the statements, choose a box from 1 to 4.

1 = I don't agree. 4 = I agree completely.

	1	2	3	4
• Prices are usually cheaper in online stores.				
• You should always complain if you aren't satisfied with a product you buy online.				
• It is dangerous to use your credit card when shopping online.				
• Shopping should be a social experience.				
• In 10 years' time, most shopping will be done online.				
• Online stores are too big and confusing for me.				
• Shopping online is always safe.				

START

### Super Words



Game 4.3

Look at these words related to online shopping. Complete the sentences with the correct words.

support  
cookies

coupon  
gift certificate

secure  
checkout

cart  
shipping

- After you have everything you want in your \_\_\_\_\_, you can proceed to \_\_\_\_\_.
- This site is very \_\_\_\_\_, so you can feel safe giving them your credit card information.
- My sister sent me a \_\_\_\_\_ for Christmas and I spent it on a DVD box set of Star Wars.
- I'm going to get in touch with customer \_\_\_\_\_ on that site because my order still hasn't arrived.
- The \_\_\_\_\_ is very expensive for these flash drives. If I order them from a local website, it might be cheaper.
- Most online shopping sites use \_\_\_\_\_ to keep track of who their customers are.

### Discuss

LC11

GC4

Nick is planning to buy a robot vacuum cleaner. Work in teams. Visit <http://www.alibaba.com/showroom/x500-robotic-vacuum-cleaner.html> Which one would you buy? What questions would you ask about it? Present your choice to your classmates. Justify your selection.



Look at other items in the same online store. Create an ad for one of them in pairs or groups.



Nick decided to purchase the Robotic Vacuum Cleaner 500. However, when it arrived at his home, he had some problems with it and decided to write to ask for a refund. Listen. There are some problems with the vocabulary and tone of his e-mail.

- What would you change to make the register more formal and polite?

Decide if his complaints are fair and justified.

**Be Aware**

**LC9**

*Object pronouns*

Do object pronouns go before or after the verb?

Object pronouns:

me      you      him      her      it      us      them

What sentences have object pronouns?

- a. I bought a bicycle.      b. We bought him a bicycle.      c. She bought me a bicycle.

Read the reply Nick received and choose TRUE or FALSE for the statements below. Underline the object pronouns in the text.

FROM:      TO:

**Dear Nick,**  
 We were very unhappy to hear that you were not completely satisfied with your Robotic Vacuum Cleaner 500. However, some of the points you brought up in your e-mail could have been answered by paying closer attention to the product page on our site.  
 Our product delivery times are only estimations and we clearly state "within 48 hours". We can assure you that there is no deliberate dishonesty on our part.  
 The product you purchased is powered with rechargeable batteries and it requires charging them up before you begin using the product.  
 The product dimensions are clearly stated.  
 After careful consideration, we find your claim unjustified and we will not be able to refund you the money you paid.  
 Please contact us again should you require any further information.  
 Andrew Dickens  
 Customer Support

- a. It's necessary to charge the batteries before using it for the first time.      TRUE       FALSE
- b. They told him not to contact them on this issue again.      TRUE       FALSE
- c. There was a mistake on the product description on the site.      TRUE       FALSE
- d. The height of the product is stated on the product page.      TRUE       FALSE

**Group Work**

**LC5**

**GC8**

Work in groups. Write Nick's response in which you either:

- Insist on a refund
- Ask for a replacement
- Apologize for the first letter

**Your Turn**

**LC12**

**GC7**

Read about the pros and cons of online shopping on [http://www.epinions.com/content\\_1972609156?sb=1](http://www.epinions.com/content_1972609156?sb=1) Work with a partner and complete the table.



Me	Pros	Cons
My Partner		

**Identify**

**LC2**

How do these symbols relate to online shopping? What do they represent?  
Brainstorm ideas.





# Do you have to wear a uniform?



Accountability



## Objective(s)

You will learn to use 'have to/don't have to', 'may/might' to discuss different duties and responsibilities.

### Let's Go

Match a verb from the circle with a phrase from the box.

LC1

LC9

wear  
use  
clock in  
out

work  
speak  
go  
write  
make

talk  
dress  
clock  
give

when you arrive  
smartly  
reports  
to customers

when you leave  
other languages  
a uniform  
to meetings

overtime  
a computer  
orders to others  
arrangements

START

### Tune In

Track 17

LC1

What Does She Have To Do?

Listen to the dialogue between the personnel manager and a new employee on her first day. What do you think her job is? Listen and complete the dialogue. Answer the questions below. Now, read and role-play it in pairs.



**Mr. Boyle:** Good morning, Emma. Welcome to the company. Are you nervous?

**Emma:** Just a little because everything is new, but I'm sure I'll be okay.

**Mr. Boyle:** I'm sure you will. Okay, we'll start off with some simple rules and regulations. Nothing too strict! First, you \_\_\_\_\_ get here before your boss, Mr. Murphy. Just inside the front entrance is the machine where you \_\_\_\_\_ to clock in and out. You \_\_\_\_\_ get your time card from Mrs. Edison on the second floor. I'll take you there in a moment.

**Emma:** Do I \_\_\_\_\_ wear a uniform?

**Mr. Boyle:** No, you don't. You \_\_\_\_\_ wear any clothes you want. Although I advise you to dress sharply. Mr. Murphy doesn't like his staff wearing jeans and t-shirts.

**Emma:** What exactly do I \_\_\_\_\_ do in my job?

**Mr. Boyle:** Well, a bit of everything really. You \_\_\_\_\_ type Mr. Murphy's letters, reply to his e-mails, make his travel arrangements and generally be available if he needs help with anything.

**Emma:** Will I \_\_\_\_\_ work overtime?

**Mr. Boyle:** Yes, you will, but only occasionally. Mr. Murphy will also ask you if you can go with him on business trips abroad, but you \_\_\_\_\_ go if you don't want to. You \_\_\_\_\_ turn down any business trip.

**Emma:** That sounds fine. So, when does he arrive? I'm curious to meet him.

**Mr. Boyle:** He \_\_\_\_\_ be here at 10:30 for a meeting, so in about 10 minutes. He \_\_\_\_\_ be running late. The traffic this time of day is awful. Why don't you have a coffee while you wait? There's a machine in the break lounge. Help yourself. You \_\_\_\_\_ to pay for it.

- When does Emma have to get to the office? \_\_\_\_\_
- Where does Emma have to clock in and out? \_\_\_\_\_
- Who does Emma have to get her time card from? \_\_\_\_\_
- What clothes may Emma wear to work? \_\_\_\_\_
- What does Emma have to do in her job? \_\_\_\_\_
- May Emma turn down any business trip? \_\_\_\_\_
- What time does Mr. Murphy have to be in the office for the meeting? \_\_\_\_\_

## Be Aware

LC9

Have to/Don't have to vs. May/Might



Go Further

Internet Companion

<http://goo.gl/OBT8KT>



Find a phrase in the dialogue which means:

- It isn't necessary to pay for coffee.
- You are allowed to wear any clothes you want.
- Is it compulsory that I work extra hours?
- You can decide to do it or not.
- You are allowed to reject any business trip offer.
- You are expected to arrive early.

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Does the negative of 'have to' mean:

a. Prohibited 'don't do it'

b. It's not necessary 'don't worry'

To express necessity or obligation,

- for affirmative sentences we use \_\_\_\_\_ + \_\_\_\_\_ .
- for negative sentences we use the auxiliary \_\_\_\_\_ with \_\_\_\_\_ + \_\_\_\_\_ .
- for questions we use the auxiliary \_\_\_\_\_ with \_\_\_\_\_ + \_\_\_\_\_ ?

To express permission or a small possibility we can use 'may' or 'might'.

In what sentences of the job interview in Track 17 are 'may' and 'might' used?

## Discuss

LC11

GC1

GC4

Complete the sentences so they are true for yourself. Compare and discuss them with your classmates.

- |  |                                    |
|--|------------------------------------|
| • I _____ use a computer.              | • I _____ study in the afternoons. |
| • I _____ a uniform.                   | • I _____ work at night.           |
| • I _____ arrive on time.              | • I _____ answer the telephone.    |
| • I _____ speak a foreign language.    |                                    |
| • I _____ meet parents.                |                                    |
| • I _____ have special qualifications. |                                    |
| • I _____ work outside.                |                                    |
| • I _____ dress smartly.               |                                    |

Turn these sentences into questions and ask them to the person sitting next to you. Are their answers the same as yours?



## Group Work

LC11

GC4

GC8

Work in small groups. One of you thinks of a job but doesn't tell anyone what it is. The others ask 'have to' questions in order to guess the job. You only have 10 questions!

## Identify

LC2

What do these symbols represent? Use 'have to', 'don't have to', 'may' and 'might' in your sentences.

Brainstorm your ideas.



## Your Turn

LC12

GC7



Read about some things you aren't allowed to do at your office job on <http://goo.gl/4h45HY>. Add two points of your own and read them to the group.

Read about the rules you should follow if you want to be a professional on <http://goo.gl/WIL18I>

Add two rules of your own and read them to the group.





1 Listen to Track 14 and answer the questions.

	wife	husband
1. Who asks to take the food off the stove?		
2. Who asks the spouse to get off the phone quickly?		
3. Who asks to close the door?		
4. Who asks to put the clothes away?		
5. Who asks to bring the clothes in?		
6. Who asks to turn the radio down?		
7. Who asks to turn the TV on?		
8. Who asks to put the cat out?		
9. Who asks to close the windows?		
10. Who asks to pick up the phone?		

2 Write the correct phrasal verbs for their definitions.

- to consume (food or drink) readily and quickly, or remove something \_\_\_\_\_
- to make clean or orderly \_\_\_\_\_
- to cause to begin the operation, activity, or flow \_\_\_\_\_
- remove by or as if by rubbing or erasing \_\_\_\_\_
- to collect or gather \_\_\_\_\_
- to suspend or lean from an opening, as for airing \_\_\_\_\_

3 Read the conversation in the Discuss section in Lesson 1 and choose the correct answers for the questions here.

- What does the boy want to do at the beginning of the conversation?
  - watch TV
  - go play outside
  - play video games
- What does the boy hate doing?
  - vacuuming the floors
  - dusting the furniture
  - cleaning the bathroom
- What does the boy have to do in the living room?
  - rake leaves
  - vacuum the floors
  - scrub the bathtub
- What does the boy have to do in the kitchen?
  - sweep and mop the floor
  - polish the table
  - dust the furniture
- What does the boy have to do in his bedroom?
  - have lunch
  - make the bed
  - take out the trash
- What is the father going to do while the boy is doing his chores?
  - paint the house
  - wash the car
  - work in the yard

4 Complete the sentences with the correct household chores. Then, write requests of your own using these chores.

- We can \_\_\_\_\_ the leaves together in the front yard.
- Could you \_\_\_\_\_ the dog today?
- It is a good habit to \_\_\_\_\_ after you get up in the morning.
- Could you \_\_\_\_\_ the living room furniture?
- Can you \_\_\_\_\_ the pans after you finish cooking dinner?
- I had to \_\_\_\_\_ the kitchen floor before I could leave this morning.

- rake
- scrub
- sweep
- dust
- walk
- make your bed



\_\_\_\_\_

\_\_\_\_\_





**5 Choose the correct definition for each idiomatic expression.**

1. You told me that you are a great biker, but you are as awkward as a cow on roller skates.
  - a. very busy
  - b. graceful
  - c. very clumsy
2. Why is your brother as gruff as a bear when we meet him in the morning?
  - a. unsociable
  - b. greedy
  - c. tired
3. Tom helped us move a very heavy cupboard. He is as strong as an ox.
  - a. very strong
  - b. very fat
  - c. very fit
4. Shawn didn't cause the computer problem. It was James. Your boss is barking up the wrong tree.
  - a. to punish the wrong person
  - b. to choose the wrong course of action
  - c. to plant a tree
5. I want to buy a used computer in an online store, but my father says it will be like buying a pig in a poke.
  - a. to buy something new
  - b. to buy something expensive
  - c. to buy something without seeing it



6. Mr. Jones thinks that you are an eager beaver. He says that you're going to succeed at any new project.
  - a. a person who is ambitious
  - b. a person who always wants to do something extra at work
  - c. a person who earns a lot of money
7. I don't think they will ever get along. They constantly fight like cats and dogs. Their arguments seem never-ending.
  - a. to argue
  - b. to wrestle
  - c. to converse
8. The students don't understand a word you're saying. It's their first class. Hold your horses! Let them settle down and get ready.
  - a. to be patient
  - b. to ride a horse
  - c. to arrive

**6 Listen to Track 15 and choose TRUE or FALSE for the statements.**

1. Helen's mother always exaggerates things.
2. When Helen doesn't make her bed, her mother makes it.
3. Helen likes it when her mother lectures her about her responsibilities.
4. Helen's mother is stressed out.
5. Helen's mother's boss is an easy-going person.
6. Helen's mother's job is not well-paid.
7. Helen advises her mother not to take a nap.
8. Helen wants to surprise her mother with a birthday party.
9. Helen's mother's friends are invited.
10. Helen's brother couldn't keep it a secret.
11. Helen is annoyed at her brother.
12. Helen's mother is not happy about the upcoming party.
13. Helen and her brother got new cell phones.
14. Helen hopes to have a great time.
15. Helen's mother is a bad person.

TRUE

FALSE



**7 Listen to Track 16 and answer the questions.**

1. Is Nick happy with the product he purchased? \_\_\_\_\_
2. What product did Nick buy in an online store? \_\_\_\_\_
3. How much time did it take to arrive? \_\_\_\_\_
4. What did Nick find out when the machine arrived?  
\_\_\_\_\_
5. What got stuck underneath the coffee table?  
\_\_\_\_\_
6. Did Nick ask for a refund? \_\_\_\_\_



**8 Read the reply to Nick's complaint e-mail in Lesson 3 and answer the questions.**

1. Is the tone of the e-mail respectful?  
\_\_\_\_\_
2. How could Nick have found out about the product before purchasing it?  
\_\_\_\_\_
3. What is the delivery time stated on the site?  
\_\_\_\_\_
4. What can the seller assure Nick?  
\_\_\_\_\_
5. How is the product powered?  
\_\_\_\_\_
6. What does the product require the customer to do before using it?  
\_\_\_\_\_
7. Does the seller find Nick's claim justified?  
\_\_\_\_\_
8. Will the money paid for the product be refunded?  
\_\_\_\_\_



**9 Find the definitions for these words and write them down. Write sentences of your own using them.**

cookie  
secure

support  
shopping cart

coupon  
checkout

password  
gift certificate

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10 Emma is chatting in the break lounge at lunchtime with her new colleagues. Read her conversation and answer the questions.

- Mark:** Hello. You're new here, aren't you?  
**Emma:** That's right. I'm Emma. Nice to meet you.  
**Mark:** Nice to meet you, too. How is your first day so far?  
**Emma:** Fine. I had to meet Mr. Boyle this morning for him to show me the ropes. Then, I met Mrs. Edison. She seems nice.  
**Mark:** Did you have to check your time card?  
**Emma:** Yes, I did. By the way, may I ask you to show me again how to use it?  
**Mark:** Of course. Did you have to listen to Mr. Murphy's speech about how if we all work together as a team we get better results?  
**Emma:** No, I didn't. I was busy with the report. And I had to make him herbal tea every half an hour.

- Which phrase in the text means:**
- it was necessary to meet Mr. Boyle \_\_\_\_\_
  - Was it necessary to listen to his speech? \_\_\_\_\_
  - the boss told her to make tea \_\_\_\_\_

- |   |   |
|---|---|
| a. Who did Emma have to meet in the morning?<br>_____ | d. Did Emma ask Mark to show her how to use her time card again?<br>_____ |
| b. Did Emma like Mrs. Edison?<br>_____                | e. Did Emma listen to Mr. Murphy's speech?<br>_____                       |
| c. Did Emma have to check her time card?<br>_____     | f. What did Emma have to make for her boss?<br>_____                      |

11 Change these sentences from the present into the past and vice versa.

**Example:** She has to make copies of his e-mail. She had to make copies of his e-mail.

- |   |  |
|---|--|
| • She doesn't have to clock in.<br>_____        | • Do we have to sign these contracts?<br>_____     |
| • She didn't have to type a letter.<br>_____    | • You had to take clients out for dinner.<br>_____ |
| • He has to change his password daily.<br>_____ | • Does Allie have to come to the meeting?<br>_____ |
| • Did he have to pay?<br>_____                  | • Mr. Brown didn't have to send a check.<br>_____  |

12 Choose the most appropriate word(s) to complete the idea specified in parentheses.

- |  |   |
|--|---|
| 1. It's very hot in here. _____ you open the window? (polite request)<br>a. Won't<br>b. Could<br>c. May                              | 3. Can she drive me to the train station? – No, she _____. (permission not given)<br>a. may not<br>b. could<br>c. can't             |
| 2. Mrs. Johnson, _____ I go outside for a while? I don't feel very well here. (asking for permission)<br>a. may<br>b. will<br>c. can | 4. _____ you lend me your dictionary for an hour, please? I need it for my exam. (polite request)<br>a. Could<br>b. May<br>c. Can't |





# Self-Evaluation

GC1

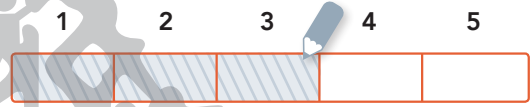
GC7



Read the statements. Shade the number of squares according to the scale.

- 1 - I do this with difficulty.
- 2 - I need more practice.
- 3 - I often do this well.
- 4 - I do this pretty well.
- 5 - I master this competence.

Example:



	1	2	3	4	5
• Talk about household chores.					
• Make requests using 'can' and 'could'.					
• Understand dialogues and texts about people making requests.					
• Understand and use idiomatic expressions.					
• Describe different people by using idioms.					
• Explain the symbols of different animals.					
• Discuss the pros and cons of shopping online.					
• Understand and use object pronouns.					
• Write a complaint about a purchased product.					
• Describe healthy and unhealthy eating habits.					
• Express what you think about the safety of Internet shopping.					
• Use 'have to' to talk about obligation/necessity.					
• Discuss different duties and responsibilities.					
• Understand dialogues about work duties.					
• Give / refuse permission using 'may' or 'might'.					
• Talk about duties.					

### Instructions

Read each of the statements carefully and write a number according to your perception of your partners' performance. Use the following code:

- |          |               |           |          |          |
|----------|---------------|-----------|----------|----------|
| <b>1</b> | <b>2</b>      | <b>3</b>  | <b>4</b> | <b>5</b> |
| Always   | Almost always | Sometimes | Rarely   | Never    |

Classmate				Me
Is willing to help his/her peers.				
Is respectful to his/her peers.				
Carries out the assignments within the group.				
Brings the necessary materials when working in groups.				
Participates actively in group activities.				
Copies the work of other members of the group.				

## Co-Evaluation – Learning

Co- and peer-evaluation means that students evaluate the work they are doing and the teacher accepts or corrects the evaluation made by the students.

Name:	Date:				
Signature of evaluator:					
DIMENSIONS	E	VG	G	A	NI
<b>Knowing</b>					
Mastery of contents (grammar & vocabulary)					
Level of input (listening, reading) interpretation					
<b>Doing</b>					
Execution of procedures (tasks)					
Application of concepts (grammar & vocabulary)					
<b>Being</b>					
Participation					
Integration					
Attitude towards study					
Learning effort					

E = Excellent      VG = Very Good      G = Good      A = Average      NI = Needs Improvement



# Performance Check

GC1

GC7



- It is dangerous to use your \_\_\_\_\_ when shopping online.  
a. credit cart      b. credential card      c. credit card      d. credit's card
- This site uses too many \_\_\_\_\_ to keep track of who its customers are.  
a. cakes      b. tricks      c. mints      d. cookies
- The \_\_\_\_\_ for this guitar is more expensive on this site.  
a. shipping      b. slippage      c. ship      d. order
- After careful consideration, we find \_\_\_\_\_ claim unjustified.  
a. you      b. your      c. yours      d. your's
- We can assure \_\_\_\_\_ that there is no mistake in your order.  
a. your      b. yours      c. you      d. for you
- \_\_\_\_\_ she \_\_\_\_\_ wear a uniform?  
a. Does/have to      b. Has/to      c. Do/have      d. Do/have to
- She didn't \_\_\_\_\_ work overtime.  
a. have to      b. having to      c. had to      d. has to
- You \_\_\_\_\_ if you want to.  
a. may leaving      b. may to leave      c. may leave      d. may be leaving
- Greg \_\_\_\_\_ work at night.  
a. have to      b. has to      c. having to      d. has for
- Do you have the television on in the room even if you \_\_\_\_\_ it?  
a. aren't watching      b. weren't watching      c. don't watching      d. watching

## Go Ahead & Plan

GC1

GC7

### Reflect

Complete the table. Ask your teacher for her / his opinion, too.

I'm good / very good at...	I need to improve...

### Think & Plan

What can you do to improve? Make a plan. Ask your teacher for advice and suggestions.

My learning plan:

- 
- 
- 
- 
-





## Permission

### MORE FORMAL

Giving permission, making requests and offering suggestions require the speaker to be aware of levels of formality.

Use **may** to ask permission.

May **I** smoke **here**?

No, but you **may smoke** outside.

You **may not smoke** inside. (formal)

### LESS FORMAL

**Can** is commonly used in speech to ask permission, especially in questions and negative sentences. See notes regarding formal and informal usage.

Can **I** smoke **here**?

No, but you **can smoke** outside.

You **cannot smoke** inside.

## Requesting Permission

### MORE FORMAL

**Would, could, please + verb** are used to request permission.

May **I** leave **early**?

Might **I** leave **early**? (*excessively formal*)

Would **you** mind if I left **early**?

### LESS FORMAL

**Can** and other expressions are used informally in speech to request permission.

Can **I** leave early?

Can **I** speak louder?

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# *Supplementary Material & Resources*



More and more people are shopping for what they need online. Books, DVDs, computers, cheap air tickets, even food and drink! Now you can buy anything you want on hundreds of websites.

Here are some expressions you will see if you go shopping online. Match each one to a sentence below.

- Add to cart \_\_\_\_\_
- Enter coupon code \_\_\_\_\_
- Free shipping \_\_\_\_\_
- Log in \_\_\_\_\_
- Contact us \_\_\_\_\_
- Support Line \_\_\_\_\_
- Customer reviews \_\_\_\_\_

1. If you want to send an e-mail message to the owners of the site.
2. Where you can see what other people thought of the same product that you want to buy.
3. On some websites, you need to be a registered member before you can make purchases.
4. This is the place you put all the items you want to buy on the website, then you pay for them all at once.
5. It often doesn't cost anything if you want the website to deliver the items directly to your home.
6. You can speak directly to someone who works for the site if you have a problem.
7. This is a special number you can type in when you are paying and it gives you a discount.

Now you are going to find out how much online shopping your partner does.

Ask a classmate the questions in the Online Shopping Survey. Discuss your answers.

LC11

GC4

GC10

## Online Shopping Survey

1. What was the last thing you bought online? \_\_\_\_\_
2. How often do you buy things online?
  - a. More than once a week.
  - b. Once or twice a month.
  - c. At least once a year.
  - d. Almost never.
3. Which websites do you use most often to do online shopping? \_\_\_\_\_
4. Do you worry about giving your credit card number to a website?  
Yes / No Why?
5. Have you ever had any problems shopping online?
  - Faulty goods
  - Late shipping
  - Never arrived
  - Credit card overcharged
  - Other?
6. Would you like to do your everyday food shopping online?  
Yes / No



# Audio Transcripts

## Lesson 1 Track 1

- Teacher:** Today, we will learn how to avoid accidents. Please, answer my questions.  
What happens if we mix acid with water?
- Student 1:** If we mix acid with water, it heats up.
- Teacher:** That's correct.  
What happens if we add salt to water?
- Student 2:** If we add salt to water, it dissolves.
- Teacher:** That's right. And what happens if we spill alcohol over a flame?
- Student 1:** The flame extinguishes.
- Student 2:** No, that's wrong. If we spill alcohol over a flame, it burns out.
- Teacher:** Excellent answer. And what happens if we burn magnesium?
- Student 1:** If we burn magnesium, it creates sparks. Am I right?
- Teacher:** You are right! What happens if we heat up water up to 100 degrees Celsius?
- Student 2:** It's simple. The water boils at 100 degrees Celsius.
- Teacher:** Great job, everyone! Now, I'll give you some advice about avoiding accidents at home.

## Lesson 2 Track 2

On the first slide, you see Mansa Beach, which is located in Uruguay. It is about three miles long. In the summer, the tourists and the residents of the nearby city go to the beach to swim, sunbathe or have a cool drink in one of many nearby bars that are found on the sand. Sand dunes prevent all the sand from blowing away. Much of the sand on the beach has blown away by the wind and some of the dunes were cleared to make space for the cafes. If this keeps happening, the beach will become narrower each year. A decision must be made about the future of Mansa Beach. Erosion problems will become worse. Let's help the local government decide on how to preserve the beach.

## Lesson 3 Track 3

**Rosanne:**

There is an old power station outside my city. They burn coal there to produce electricity. I see a lot of black smoke coming from the power station every day. The air pollution in this area is very bad. My sister has some breathing problems. If the power station keeps working, more people can have breathing problems in the future.

**Ivan:**

My family lives in the countryside. My name is Ivan Wilson and I've been a witness to the forest disappearing for the last three years. The farmers cut down the forest to make new fields near my home. If the deforestation continues, many animals could die.

**Sarah:**

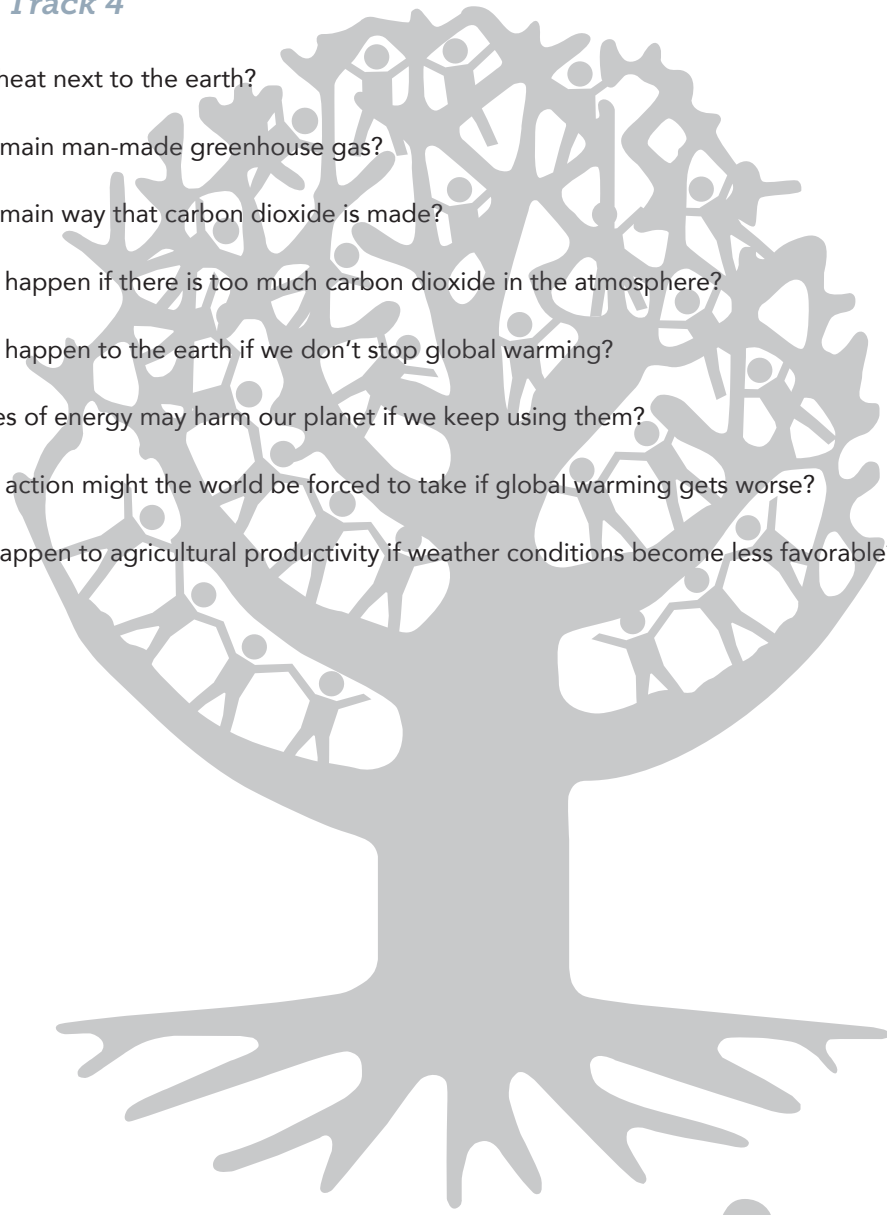
I'm Sarah and I live on an island. I'm very worried about rising sea levels. The summer storms are getting worse each year. The coral reef in the north of the island has turned white. If the sea level continues rising, the whole island could be flooded and thousands of people would have to abandon their homes.

**Stan:**

A factory near my house was fined because they dump toxic waste into the river. Thousands of fish died. If the rivers get more contaminated, all the fish could die very soon.

## Lesson 4 Track 4

1. What traps heat next to the earth?
2. What is the main man-made greenhouse gas?
3. What is the main way that carbon dioxide is made?
4. What might happen if there is too much carbon dioxide in the atmosphere?
5. What might happen to the earth if we don't stop global warming?
6. What sources of energy may harm our planet if we keep using them?
7. What single action might the world be forced to take if global warming gets worse?
8. What may happen to agricultural productivity if weather conditions become less favorable?



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# Audio Transcripts

## Lesson 1 Track 5

**Arianna:** Mom! You look so cool in this photo! How old are you there?

**Mother:** I think, I'm fifteen there. The 80s fashion looks so funny now.

**Arianna:** Oh, no. I love your look. You used to wear bright neon colors. I'd love to wear those pink pants.

**Mother:** I used to wear shoulder pads, wedged-heeled shoes, oversized sweatshirts and denim jackets.

**Arianna:** And the accessories look great!

**Mother:** I'd never wear them now, but in the 80s, we used to wear big and gaudy accessories. Layered necklaces with large pendants and medallions were in fashion. I used to wear long and dangly hoop earrings. Girls were clamoring to look like Madonna and all the boys wanted to look like Michael Jackson.

**Arianna:** Did you use to wear acid-washed jeans and baggy pants?

**Mother:** Yes, I did. My favorite outfit was pink leg warmers and a baggy blazer with the sleeves rolled up.

**Arianna:** Look! I have a "jelly" bracelet, just like the one you used to have when you were a teen.  
And I love your 80s hairdo.

**Mother:** Really? I used to apply a lot of spray on my hair to hold it.

**Arianna:** I enjoy wearing my "jelly" shoes. They are so 80s!

**Mother:** I think that fashion repeats itself based on what has come before. Skinny jeans and wedged-heeled shoes are back.

**Arianna:** And everything old is new again!

## Lesson 2 Track 6

Many years ago, people used to eat fresh vegetables, whole grains, roasted meat, fermented greens and leavened bread from cooked or baked flour. People didn't use to eat foods with high levels of refined sugar as we do today. Most food used to contain plenty of proteins and natural oil. People didn't use to eat frozen foods because they didn't have cooling and refrigerating systems that we have today.

Commoners used to eat fish, deer and chicken that they hunted or raised on farms. Deep frying wasn't used in cooking, so people didn't use to eat French fries. However, people ate many of the same foods that we do nowadays. But they used to eat vegetables and fruit in season. They used to eat more natural food with fewer preservatives. Their biggest meal was lunch or an early dinner. And the portions used to be smaller. Nowadays, most foods are processed to some extent. They are depleted of nutrients and provide lots of calories. On a diet like this, we are likely to gain excess weight while our bodies are still literally starving for healthy nutrients. Ultra-processed foods are formulated to be sensually appealing, hyper-palatable, and habit-forming, by the use of sophisticated mixtures of cosmetic and other additives, and state-of-the-craft packaging and marketing.

## Lesson 3 Track 7

1. Mark has lived in England for over three years, so he's used to driving on the left now.
2. Dina has always lived in hot countries, so she isn't used to wearing warm clothes.
3. Nick has lived in Japan for a year, so now he's used to bowing when greeting people.
4. Sandra has lived in Germany for a long time, so she's used to bringing flowers when she visits her friends.
5. Elsa has lived in Italy for only six months, but she's already used to dressing well even when she just goes out to a grocery store.
6. Rob has lived in India since he was seven, so he is used to eating spicy food.



**Lesson 4**  *Track 8***Olivia:**

When I was eight, I used to ride a bicycle with my dad. My father was a certified instructor of the cycling league. I used to watch him train kids and adults. He used to help people feel more secure about getting on a bike. My father helped me create a mindset that bikes have to be treated as vehicles. His students used to ask for his advice on how to ride bicycles safely and legally. After my father had passed away, I opened the Cycling Safety School in London. Now, I teach safe cycling techniques and I follow his steps.

I provide my students with all the equipment needed to partake in training: helmets, road signs and bikes.

**Leonardo:**

When I was twenty-one, I used to party with my friends a lot. I used to smoke and drink alcohol. I used to eat junk food and drink soda. Ten years ago, I was diagnosed with diabetes and it changed my life. My wife, Mandy, helped me join the sports club. I used to be obese before I met her. She taught me so much about healthy diet and exercise. Now, I get up at 7 every morning. I jog and have a very healthy breakfast. I don't consume fast food or sugary drinks anymore. I used to weigh 115 kilograms. Now I weigh 78. I feel great and have a lot of energy to do sports with my wife. We enjoy swimming and hiking.



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# Audio Transcripts

## Lesson 1 Track 9

Dear Pat.

I finally have the time to answer your e-mail. I was dying to tell you how I celebrated the New Year in China with my boyfriend Lee Chang. It was very interesting and I learned a lot about Chinese culture and customs. The Chinese consider it very important to give the house a thorough cleaning before the New Year arrives. So my friend Nuke and I were helping Lee's mother clean the house. I was told that Mrs. Chang wasn't just cleaning the floors, but she was sweeping away any bad luck that may have accumulated over the past year. Lee was painting the window panes red because the Chinese consider it a lucky color. We were all wearing red clothes. Nuke was hanging paper cutouts on doors. The whole family gathered together on New Year's Eve. They were preparing Chinese dumplings. The tradition is to hide a coin in one of the dumplings. Whoever gets it will have a good luck in the coming year. On New Year's day, we were giving out money packets to children. They were red packets decorated with gold symbols. I was also passing out tangerines and oranges to children and guests as they symbolize wealth and good luck. While Lee's mom and I were preparing a tray of togetherness, she was telling me that the tray has to contain eight symbolic foods such as lotus seeds and lychee nuts that provide a sweet beginning to the New Year. I was having so much fun. I hope next year you can join us.

Your friend,

Frida

## Lesson 2 Track 10

**Lucia:**

Last year we were celebrating the Day of the Dead from October 31<sup>st</sup> to November 2<sup>nd</sup>. I was celebrating friends and family who are dead. I was visiting cemeteries. My parents were leaving offerings of food shaped like skulls at the altar along with candles, incense and pictures of the dead. I was eating bread of the dead and candied pumpkin.

**Sid:**

Last year we were celebrating Halloween on October 31<sup>st</sup>. I was celebrating the afterlife and survival after death. My friends were carving jack o'lanterns out of pumpkins. My parents were decorating the house with a ghoulish theme. Children were going from door to door trick or treating wearing costumes.

## Lesson 2 Track 11

Day of the Dead is a national holiday in Mexico. It takes place on November 1<sup>st</sup>. People build private altars called "ofrendas" in honor of the deceased. Last year, I decided to build an altar with my friends.

First, I was tying long sugar cane stalks to the back legs of the table and joining them at the top. Then, my friend Magaly was decorating the arch. While she was attaching flowers to it, I was putting a tablecloth over the table. My friend Carlos was placing colorful paper cut outs around the edge of the table. My grandmother, Nora, told me that water quenches the thirst of the spirits, so we placed a glass of water on the altar. Magaly was lighting candles. She placed them to form a cross. We placed a few sugar skulls around the table. Carlos was pulling the petals off of the flowers while we were scattering them over all the surfaces of the altar. My grandmother was helping us with the food. She said that the burning incense was clearing the space of any negative energy or bad spirits. The altar turned out to be very beautiful.

**Lesson 3**  *Track 12*

My father is Catholic and my mother is Jewish. They are divorced. I have always celebrated Hanukkah at my grandparents' and I have celebrated Christmas at home with my father. Last year, I decided to get my parents together at my place to celebrate both holidays. I had some of my friends over. I was doing my best to keep both of my parents happy and it wasn't easy. My dad was decorating the Christmas tree when my mom asked me to help her light the Menorah, which is a candle holder that has nine branches. Traditionally, every day, one candle is lit. My mother and I were playing the Hanukkah dreidel, which is a popular game where children spin a four-sided dreidel and bet on it, when my father asked me to sing Christmas carols with him. We were singing "Silent Night" when my mom asked me to help her bake traditional Hanukkah cookies. My mom was setting the table when my dad asked me to help him hang the mistletoe. It is the plant sprig that people kiss beneath during the Christmas season. To my surprise, my parents were already kissing under the mistletoe when midnight struck. I guess my idea of celebrating both holidays at my place wasn't that bad after all.

**Lesson 4**  *Track 13*

The biggest carnival in Germany is the Fastnacht in Köln. It is held in honor of the upcoming season of preparation for Easter. In pagan times, people wore masks to rid the evil spirits of winter from the city. During last year's celebration, there were lots of street and pub parties everywhere and people were dressed in all sorts of costumes. There were colorful costume balls, parades, dancing and music. Everyone joined together for laughter and singing.

The Carnival of Basel in Switzerland is a carnival that lasts for 72 hours and represents the time in which the town was ruled by the people. During last year's carnival, the townspeople were wearing awesome costumes and masks to hide their identity. Some eager musicians were pounding their multi-colored drums. There were marching bands, floats and townspeople carrying beautiful lanterns.

Years ago, the people of Quebec decided that the winter is the best time to have a celebration. The Winter Carnival in Quebec City has become a famous celebration. During last year's celebration, people were participating in dog sledding, canoe racing and some were building ice sculptures. The official ambassador of the Winter Carnival was a giant snowman.

The Carnival of Venice is a festival that celebrates the transition from winter to spring. It dates back into the 14<sup>th</sup> century. People were disguising themselves to hide their social status. Nowadays, these masks are known as Venetian Masks. Last year, the carnival attracted more than five million people from all over the world.

**FUSIÓN**  
EDUCATIVA

# Audio Transcripts

## Lesson 1 Track 14

- Husband:** Honey! I'm home.
- Wife:** Could you close the door, please?
- Husband:** Sure. The cat is on the table. Can you put it out?
- Wife:** Yes. The radio is too loud. Can you turn it down?
- Husband:** Of course. The food on the stove is burning. Could you take it off?
- Wife:** Yes. Hurry! The children's clothes are on the floor. Can you put them away?
- Husband:** I'm on it. Could you turn the TV on? I want to watch the news.
- Wife:** Just a second. The phone is ringing. Could you pick it up?
- Husband:** It's for you. It's Jenna. Oh, it's raining outside. Can you bring the clothes in and close the windows?
- Wife:** I'm on the phone. Sorry.
- Husband:** I'll do it myself. Could you get off the phone quickly? Let's have dinner.
- Wife:** Yes, honey. I'm coming.

## Lesson 2 Track 15

My mother is always making a mountain out of a molehill. She always goes bananas if I don't make my bed. If I get up late for school, she lectures me about my responsibilities. I know she is a bit stressed out. Her boss is very pig-headed, but my mom is planning to change his attitude soon. However, her business venture is a great cash cow and there are bills to pay. I advised her to take a catnap in the afternoons. It would help her relax.

I'm planning a surprise for her birthday. I asked all her friends to come over for dinner on Friday. However, my brother let the cat out of the bag and it's not a surprise anymore. He really gets my goat when he does things like that. Anyway, my mother is really pleased that I organized the party. She bought me and my brother a new cell phone. I'm sure we'll have a whale of a time. My mom is not so bad after all. Her bark is worse than her bite.

## Lesson 3 Track 16

Hello,

I want to tell you how angry and disappointed I am with something I got off your terrible site.

I bought the Robot Vacuum Cleaner 5000, but I think my dog could do a better job. First of all, it took two days to arrive. Really? You guys are liars!

When I got the machine, I found out that the batteries were dead and I had to waste so much time charging them. Why didn't you write that on the site?

Final disaster! I have a coffee table. It's very expensive. It's only three inches off the floor and this machine gets stuck underneath? It's still there.

I want my money back right now.

Answer me soon,

Nick

CONFUSION  
EDUCATIVA



**Lesson 4**  *Track 17*

**Mr. Boyle:** Good morning, Emma. Welcome to the company. Are you nervous?

**Emma:** Just a little because everything is new, but I'm sure I'll be okay.

**Mr. Boyle:** I'm sure you will. Okay, we'll start off with some simple rules and regulations. Nothing too strict! First, you have to get here before your boss, Mr. Murphy. Just inside the front entrance is the machine where you have to clock in and out. You have to get your time card from Mrs. Edison on the second floor. I'll take you there in a moment.

**Emma:** Do I have to wear a uniform?

**Mr. Boyle:** No, you don't. You may wear any clothes you want. Although I advise you to dress sharply. Mr. Murphy doesn't like his staff wearing jeans and t-shirts.

**Emma:** What exactly do I have to do in my job?

**Mr. Boyle:** Well, a bit of everything really. You have to type Mr. Murphy's letters, reply to his e-mails, make his travel arrangements and generally be available if he needs help with anything.

**Emma:** Do I have to work overtime?

**Mr. Boyle:** Yes, you do, but only occasionally. Mr. Murphy will also ask you if you can go with him on business trips abroad, but you don't have to go if you don't want to. You may turn down business trips.

**Emma:** Ok, that sounds fine. So, when does he arrive? I'm curious to meet him.

**Mr. Boyle:** He has to be here at 10:30 for a meeting, so in about 10 minutes. He might be running late. The traffic this time of the day is awful. Why don't you have a coffee while you wait? There's a machine in the break lounge. Help yourself. You don't have to pay for it.





	n) noun	(v) verb	(adj) adjective	(adv) adverb
<b>dissolve (v)</b>		to cause to pass into solution or to reduce solid matter to liquid form <b>Example:</b> You can dissolve salt in water.		
<b>extinguish (v)</b>		to put out (a fire) or to put an end to (hopes); to destroy <b>Example:</b> Could you extinguish the candle's flame?		
<b>appliance (n)</b>	a device or instrument designed to perform a specific function <b>Example:</b> My toaster is a very helpful appliance in my kitchen.			
<b>injury (n)</b>	damage or harm done to or suffered by a person or thing <b>Example:</b> He escaped from the accident without injury.			
<b>sewer (n)</b>	an artificial conduit, usually underground, for carrying off waste water and refuse <b>Example:</b> Sewer inspection cameras have been installed underground.			
<b>landfill (n)</b>	a system of trash and garbage disposal in which the waste is buried <b>Example:</b> A new study found that landfill disposal of chemicals is dangerous.			
<b>switch (v)</b>	to shift, transfer or divert <b>Example:</b> Switch seats with me!			
<b>pollute (v)</b>	to make unfit or harmful to living things <b>Example:</b> When you dump toxic waste into water, you pollute it.			
<b>fuel (n)</b>	a material used to produce heat or power by burning <b>Example:</b> Excessive burning of fuel causes global warming.			
<b>shortage (n)</b>	a deficiency in quantity <b>Example:</b> Many villages in India have been experiencing a water shortage since 2005.			
<b>shelter (n)</b>	something that provides cover or protection <b>Example:</b> Sam has built a shelter for stray dogs that he adopts and feeds.			
<b>vintage (adj)</b>	characterized by excellence, maturity, classic and enduring appeal <b>Example:</b> She wore vintage Chanel to the gala.			
<b>oversized (adj)</b>	larger than normal for its kind <b>Example:</b> Mike likes wearing oversized jackets.			
<b>adulterated (adj)</b>	impure, improper or inferior in its substance <b>Example:</b> We eat adulterated food all the time, shutting our eyes to this awkward fact.			
<b>decay (v)</b>	to break down into component parts or to rot <b>Example:</b> Fungus decay soft timber.			
<b>wholesome (adj)</b>	beneficial, characterized by health and vigor <b>Example:</b> Mary always chooses wholesome food when shopping for groceries.			
<b>bow (v)</b>	bending the head or body as a sign of reverence, submission or greeting <b>Example:</b> Mr. Lee bows every time he greets me.			
<b>embrace (v)</b>	to clasp or hold close, to surround or to include as part of something broader <b>Example:</b> I always embrace all the possibilities and opportunities I'm offered.			
<b>improve (v)</b>	to raise to a more desirable or more excellent quality or condition <b>Example:</b> He has improved the way he treats his clients.			
<b>commitment (n)</b>	the act of engaging, pledging or committing oneself <b>Example:</b> Her commitment is to be present at every meeting we hold.			
<b>dismiss (v)</b>	to cause to leave, to reject or to get rid of something or someone <b>Example:</b> Do not dismiss the matter lightly.			
<b>harm (v)</b>	to cause physical or psychological injury or damage <b>Example:</b> Eating a lot of sugar will eventually harm your health.			



(n) noun

(v) verb

(adj) adjective

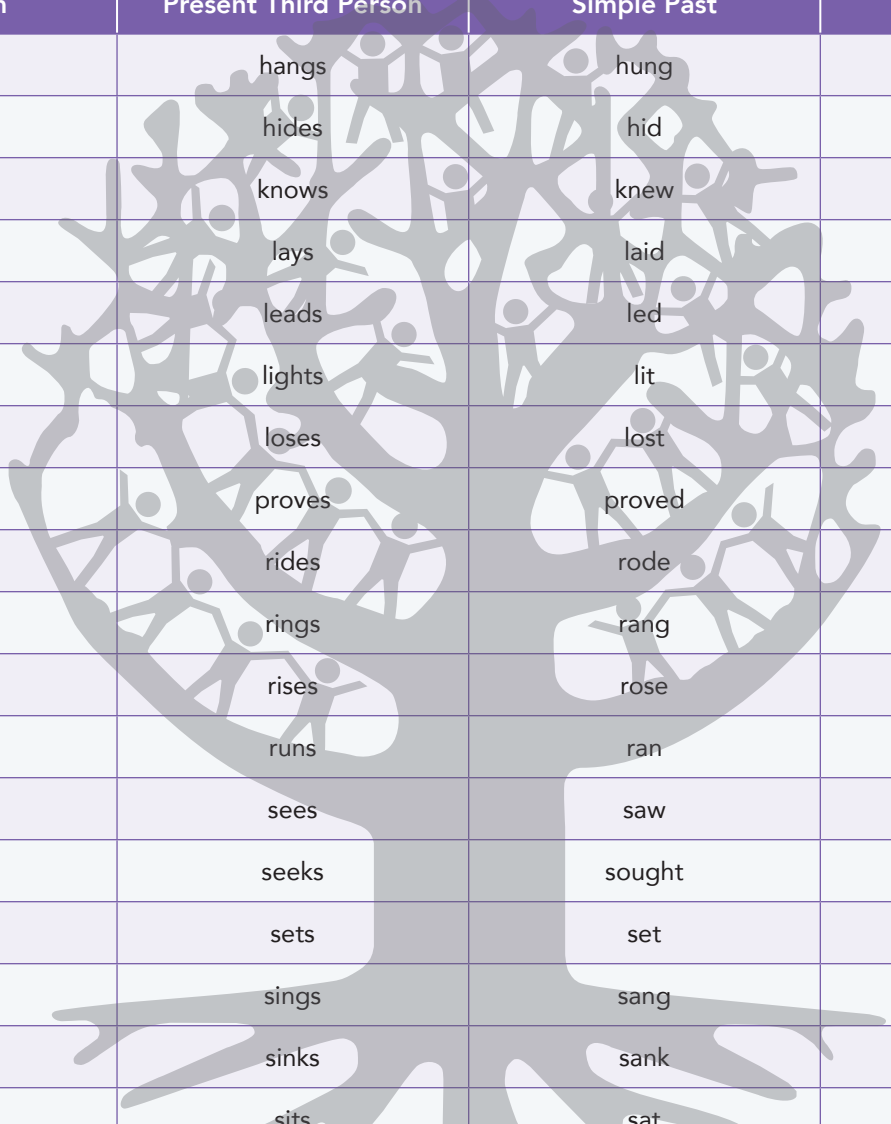
(adv) adverb

<b>leftover</b> (adj)	remaining as an unused portion or amount <b>Example:</b> There is leftover food at the end of each meal in your restaurant.
<b>tray</b> (n)	an open receptacle with a flat bottom and a low rim for holding or carrying <b>Example:</b> There are three apples on a beautiful antique tray.
<b>sweep</b> (v)	to clear away or to remove from a surface with a broom or brush <b>Example:</b> She believes that she is sweeping away bad luck every time she cleans floors.
<b>ancestor</b> (n)	a person from whom one is descended <b>Example:</b> Your ancestors have worked hard to keep your estates in great condition.
<b>pray</b> (v)	to utter or address to a god or an object of worship <b>Example:</b> I've been praying for the well-being of my daughter.
<b>display</b> (v)	to present or hold up to view <b>Example:</b> Carlos likes to display all his certificates and diplomas.
<b>threaten</b> (v)	to say that you will harm someone or do something unpleasant or unwanted <b>Example:</b> He constantly threatens his boss with a lawsuit.
<b>bonfire</b> (n)	a large fire built in the open air <b>Example:</b> Her friends built a large bonfire to celebrate Halloween.
<b>morph</b> (v)	to transform <b>Example:</b> This festival gradually morphed into the most important national celebration.
<b>deceased</b> (adj)	dead, passed away <b>Example:</b> They built a shrine in honor of the deceased of World War II.
<b>choir</b> (n)	an organized company of singers, especially one performing church music <b>Example:</b> I've been singing in this choir for more than ten years.
<b>disguise</b> (v)	to modify the appearance or manner in order to conceal the identity <b>Example:</b> I disguised myself as an elf for the Christmas party last year.
<b>gown</b> (n)	a woman's dress or robe, especially one that is full-length <b>Example:</b> Christy purchased a very expensive evening gown.
<b>dreadful</b> (adj)	Causing great and oppressive fear <b>Example:</b> He qualified his trip as dreadful.
<b>prank</b> (n)	a trick that is done to someone usually as a joke <b>Example:</b> Why do you enjoy playing pranks on your friends?
<b>ghoulish</b> (adj)	strangely diabolical or cruel <b>Example:</b> His stories are ghoulish because they are reminding us of death.
<b>frown</b> (v)	to wrinkle the brow, as in thought or displeasure; to regard something with disapproval <b>Example:</b> Mr. Johns frowns upon our weekly parties.
<b>offering</b> (n)	the act of making an offer <b>Example:</b> That restaurant is offering free slices of pizza to the homeless.
<b>stunning</b> (adj)	Causing or liable to cause astonishment, bewilderment, or a loss of consciousness <b>Example:</b> Your performance was stunning.
<b>ambassador</b> (n)	a diplomatic official of the highest rank appointed and accredited as representative <b>Example:</b> The ambassador of the United States issued an important statement.
<b>conquered</b> (adj)	defeated <b>Example:</b> This territory has never been conquered.
<b>tribe</b> (n)	a unit of sociopolitical organization consisting of a number of families or clans <b>Example:</b> Throughout his life in Nigeria, he was more than willing to conquer any tribe.

# Irregular Verb List

Base Form	Present Third Person	Simple Past	Past Participle
arise	arises	arose	arisen
be	is	was/were	been
begin	begins	began	begun
bite	bites	bit	bitten/bit
blow	blows	blew	blown
break	breaks	broke	broken
bring	brings	brought	brought
buy	buys	bought	bought
catch	catches	caught	caught
choose	chooses	chose	chosen
come	comes	came	come
do	does	did	done
draw	draws	drew	drawn
dream	dreams	dreamed/dreamt	dreamt
drink	drinks	drank	drunk
drive	drives	drove	driven
eat	eats	ate	eaten
fall	falls	fell	fallen
fight	fight	fought	fought
fly	flies	flew	flown
forget	forgets	forgot	forgotten
forgive	forgives	forgave	forgiven
freeze	freezes	froze	frozen
get	gets	got	got/gotten
give	gives	gave	given
go	goes	went	gone
grow	grows	grew	grown





Base Form	Present Third Person	Simple Past	Past Participle
hang	hangs	hung	hung
hide	hides	hid	hidden
know	knows	knew	known
lay	lays	laid	laid
lead	leads	led	led
light	lights	lit	lit
lose	loses	lost	lost
prove	proves	proved	proved/proven
ride	rides	rode	ridden
ring	rings	rang	rung
rise	rises	rose	risen
run	runs	ran	run
see	sees	saw	seen
seek	seeks	sought	sought
set	sets	set	set
sing	sings	sang	sung
sink	sinks	sank	sunk
sit	sits	sat	sat
speak	speaks	spoke	spoken
steal	steals	stole	stolen
swim	swims	swam	swum
take	takes	took	taken
throw	throws	threw	thrown
wake	wakes	woke/waked	woken
wear	wears	wore	worn
write	writes	wrote	written

# American & British English

## Comparison of American and British English Vocabulary

American English	British English	American English	British English	American English	British English
apartment	flat	(car) hood	bonnet	period	full stop
argument	row	jello®	jelly	pharmacist	chemist
baby carriage	pram	jelly	jam	potato chips	crisps
band-aid®	plaster	kerosene	paraffin	rent	hire
bathroom	toilet or loo	lawyer	solicitor	sausage	banger / sausage
can	tin	license plate	number plate	sidewalk	pavement
chopped beef	minced beef	line	queue	soccer	football
cookie	biscuit	e-mail	post	sweater	jumper
corn	maize	motor home	caravan	subway	underground / tube
diaper	nappy	movie theater	cinema	trash can	dustbin / bin
elevator	lift	muffler	silencer	truck	lorry
eraser	rubber	napkin	serviette	(car) trunk	boot
flashlight	torch	nothing	nought	vacation	holiday
fries	chips	overpass	flyover	vest	waistcoat
gasoline / gas	petrol	pacifier	dummy	(car) windshield	windscreen
guy	chap	pants	trousers	ZIP code	postal code
highway	motorway	parking lot	car park		

## Understanding American English

- Use last names with people you do not know. Address people using their title (Mr., Ms., Dr.) and their last names.
- It is important to use "Ms." when addressing a woman. Only use "Mrs." when the woman has asked you to do so!
- Americans often prefer using first names, even when dealing with people in very different positions. Americans will generally say, "Call me Jack," and then expect you to remain on a first-name basis.
- In general, Americans prefer informal greetings and using first names or nicknames when speaking with colleagues and acquaintances.

Some spelling differences between American and British English:

American	British
color	colour
favorite	favourite
honor	honour
catalog	catalogue
center	centre
theater	theatre
meter	metre
check	cheque
program	programme

# Student's Competences at the End of Each Module

## MODULE 1

Identifies the main ideas in spoken and written texts.  
Describes causes and effects of events in spoken and written language.  
Uses First and Zero Conditional structures to exchange information of cause and effect.

## MODULE 2

Identifies specific information about habits and traditions in spoken and written texts.  
Understands past expressions in spoken and written texts.  
Describes and compares habits and traditions of people in his/her community and other cultures.  
Employs "used to" structures to describe traditions and habits in the past of different cultures.

## MODULE 3

Explains and describes activities in the past in different contexts.  
Identifies specific information about past activities in his / her region, country and the world in spoken and written texts.  
Uses Past Simple and Past Continuous structures to describe past activities at specific times in the past.

## MODULE 4

Asks for and exchanges information in reference to household chores and school activities in spoken and written language.  
Makes requests and gives instructions in familiar contexts; identifies the appropriate register for firm commands and for polite requests.  
Identifies and understands specific data in spoken and written texts in relation to household chores carried out by people his / her age in different cultures.  
Uses compound and modal verbs to make requests and give instructions.

## Phonemic Chart

### Consonants

<u>h</u> ot - / h /	<u>sh</u> t - / ʃ /	<u>v</u> et - / v /
<u>s</u> it - / s /	<u>th</u> ink - / θ /	<u>w</u> in - / w /
<u>t</u> ell - / t /	<u>oth</u> er - / ð /	<u>s</u> ing - / ŋ /
<u>m</u> an - / m /	<u>vis</u> ion - / ʒ /	<u>z</u> en - / z /
<u>n</u> ut - / n /	<u>ch</u> at - / tʃ /	<u>b</u> t - / b /
<u>d</u> ig - / d /	<u>g</u> et - / g /	<u>f</u> ig - / f /
<u>k</u> ing - / k /	<u>p</u> et - / p /	<u>y</u> es - / j /
<u>l</u> it - / l /	<u>r</u> un - / r /	<u>j</u> ust - / dʒ /

### Vowels

<u>f</u> ather - / ɑ: /	<u>fo</u> od - / u: /	<u>h</u> ut - / ʌ /
<u>fe</u> et - / i: /	<u>fo</u> ot - / u /	<u>p</u> ig - / ɪ /
<u>bi</u> rd - / ɜ: /	<u>h</u> ot - / ɒ /	<u>comp</u> uter - / ə /
<u>w</u> et - / e /	<u>bo</u> ught - / ɔ: /	

### Diphthongs

<u>ba</u> it - / eɪ /	<u>bo</u> y - / ɔɪ /	<u>we</u> ar - / eə /
<u>ab</u> out - / aʊ /	<u>ba</u> t - / æ /	<u>be</u> er - / ɪə /
<u>bi</u> te - / aɪ /	<u>bo</u> at - / əʊ /	<u>pu</u> re - / ʊə /

# Reading & Listening Strategies

Developing receptive skills requires the use and practice of different strategies. Here we mention some of the strategies and techniques you can use in the classroom.

## Previewing

Previewing gives students a sense of how the text is organized and what lies ahead. You can preview by reading the heading(s) and captions, and looking at the graphic components in the text. This also helps readers to identify the topic. Previewing can help students realize that a text is not as difficult as they thought it might be.

## Predicting

After previewing, students can predict what the text will be about, with the help of the headings and the graphic components. Students might want to write down their prediction in order to check it after skimming the text.

## Skimming

Skimming is rapid reading / listening, done with the purpose of getting the main focus or ideas from a passage. For example, the reader / listener may skim a text to find if the author has a positive or a negative view of something. This is a top-down process.

## Scanning

This technique is used when the reader / listener wants to locate a specific piece of information, without necessarily understanding the rest of the text. For example, when students need to find a specific name or number, as we do when we read a telephone book. This is a bottom-up process.

## Reading / Listening for gist (main idea)

You can identify topic sentences in a text to find the main idea in it. Usually, the topic sentence is the first or second sentence in a paragraph.

## Pre-reading / listening Stage

Tasks / questions that help activate students' schema and help pre-teach or revise key vocabulary.

## While-reading / listening Stage

Tasks that allow students to extract information and make sense of what they are reading.

## Post-reading / listening Stage

Students perform tasks which are as authentic as possible, personalize and clarify meaning.

## SQ3R – Survey, Question, Read, Recite and Review

Used for better understanding of reading / listening, it uses both pre- and post- skills. The review stage should be done several times and may take longer than the other steps.

## KWL strategy

KWL is a graphic organizer to aid learning. It can be used to work with a complete unit or one text. Teachers activate students' prior knowledge by asking them what they already **Know**; then students (collaborating as a classroom unit or within small groups) set goals specifying what they **Want** to learn; and after the task, students discuss what they have **Learned**. Students apply higher-order thinking strategies which help them construct meaning from what they read / listened to and help them monitor their progress toward their goals.

**"What I Know (K)"** – Starting with what they already know makes good sense. It shows respect, activates prior knowledge, shows gaps in knowledge, allows mistakes, errors and misconceptions to be discussed and generally builds self-esteem individually and as a class. The K column is for supposed facts, but not opinion.

**"What I Want to Know (W)"** – This is an exciting column, where students are encouraged to ask questions, especially when you explain that there is no such thing as a silly question. Encourage them to be lateral, to ask any kinds of questions.

**"What I Have Learned (L)"** – After reading / listening to a text and "learning" the material, students complete this column with the new knowledge acquired.

**Rounding up** – Students go back to the "K" column and see if any of their ideas or prior knowledge were inaccurate. They correct any that are inaccurate, according to the text / unit.

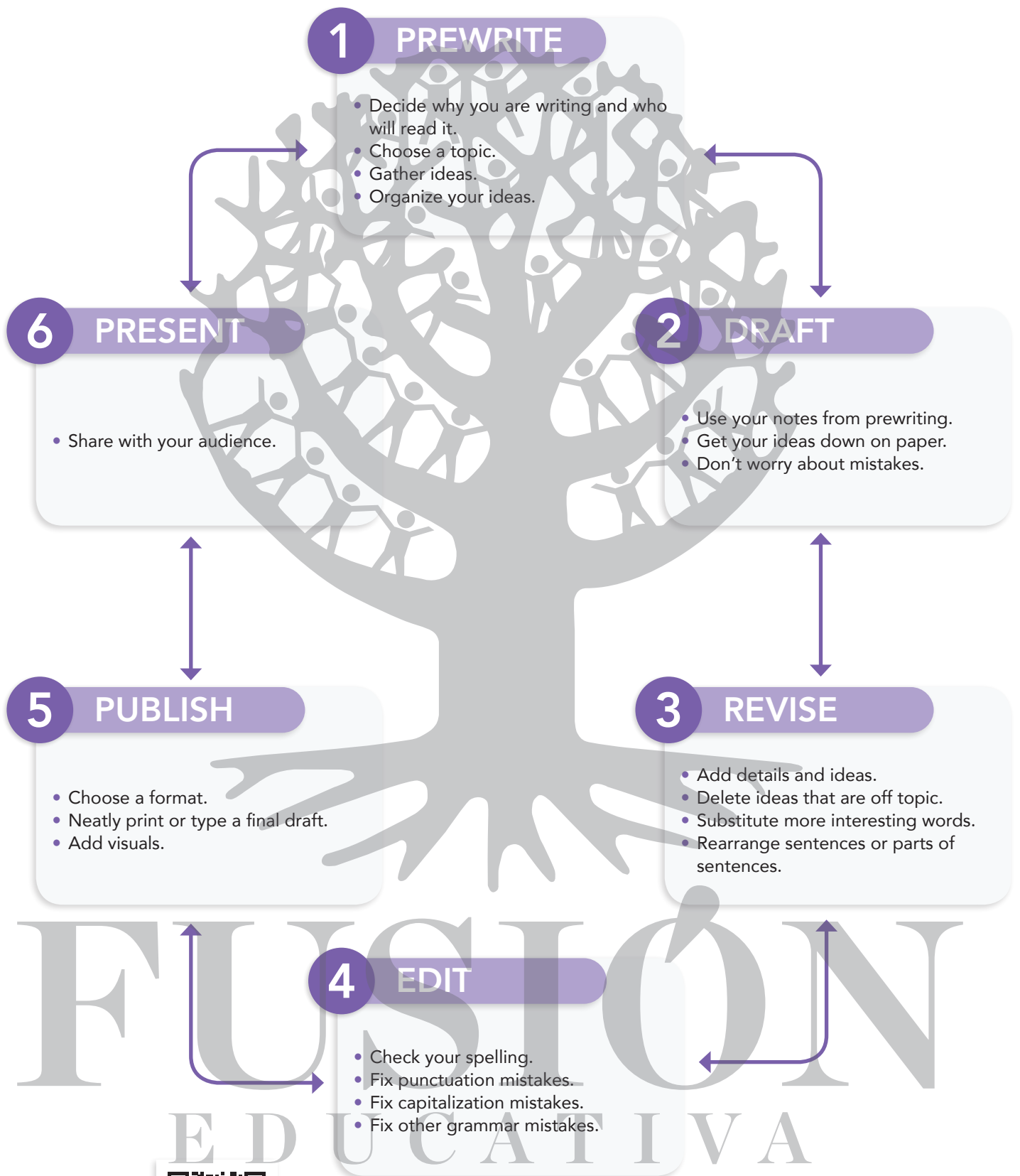
Then students go to the "W" column and check if there are any of their questions that the text did not answer. Students should be prepared to bring these unanswered questions up in class, or discuss how they can find the answers to them and where they will look for the answers.

What I <b>K</b> now	What I <b>W</b> ant to Know	What I Have <b>L</b> earned

*Photocopiable*



# The Writing Process



Adapted from [http://mhschool.com/lead\\_21/grade5/ccslh\\_g5\\_wr\\_4\\_2a.html](http://mhschool.com/lead_21/grade5/ccslh_g5_wr_4_2a.html)

# Writing & Speaking Strategies

## DEVELOPING PRODUCTIVE SKILLS – SPEAKING & WRITING

Developing productive skills requires the use and practice of different strategies. Here are some of these strategies and techniques you can use in the classroom.

### SPEAKING

We often think that being able to speak is the product or result of learning a language, but in fact, speaking is a vital part of the learning process. In other words, by speaking and communicating in English, students will learn English. It is even suggested that knowledge of the language, for example grammatical structures, is actually a by-product or consequence of communicative interaction.

There are a number of strategies and devices that we can teach students that they can use to help them improve their conversational and communicative ability and so enhance the learning process.

### USING ADJACENCY PAIRS

These are simply exchanges composed of two utterances made by two speakers. The exchanges 'match' each other and the first exchange provokes the response. Many conversational actions are achieved through established adjacency pairs. Look at these examples:

Greeting	→	Greeting	e.g. "Hi!"	→	"Oh, hello."
Question	→	Answer	e.g. "What's your name?"	→	"I'm Lety."
Offer	→	Acceptance/rejection	e.g. "Would you like some tea?"	→	"Yes, please."/"No, thank you."

### TURN-TAKING

Simply put, a 'turn' is the time when a speaker is talking and turn-taking is the ability to know and recognize when to start and finish a turn in a conversation.

One of the ways a speaker signals that his/her turn is about to finish is by using falling intonation at the end of an utterance.

Example:

→  
"So, I'll see you on Saturday."

### ASKING FOR CLARIFICATION

During a conversation, when a speaker doesn't understand something the other speaker has said, he/she asks for the first speaker to clarify. There are various ways of doing this:

To repeat the word or phrase as a question.	E.g. "Hovercraft?"
To ask the other person to explain.	E.g. "What's a hovercraft?" or "What do you mean by hovercraft?"
Show a lack of understanding.	E.g. "What?" or "I don't understand" or "Huh?"
Suggest a word you think has a similar meaning.	E.g. "Hovercraft? Is that like a boat?"

### INTERRUPTING

Sometimes it can be necessary to interrupt another speaker's turn. A number of phrases can be learned and used:

- "Can I just say something?"
- "Sorry to interrupt, but....."
- "If I can interrupt you here...."

### HOLDING THE FLOOR (Maintaining a turn)

Similarly, these phrases can be used to hold on to a turn and ask for the other person to wait.

- "Just a second/moment."
- "Please let me just finish."
- "Hang on/Hold on." (note: this is more informal)

These strategies can be taught to students, but in order for students to really develop their speaking and conversational skills, it is essential that they have as much practice as possible. This means providing lots of opportunities for speaking in class and encouraging students to interact and converse, not just with the teacher but also with each other.

# Cultural Developmant

## Cultural Development in the ESL Classroom and Reading Activities

Teaching culture needs to be integrated into the curriculum of the foreign language. Teachers do indeed need to teach students a few critical skills that can help them develop and improve the quality of their intercultural communication. However, it is not easy to determine what to emphasize in cultural units. Teachers already have a great number of skills to teach and a lot of students. How do they decide on the skills to teach? Just as every other discipline with focus and goals, the solution to teachers' problems would be to define the skills that students need to acquire when it comes to learning a foreign language and skills that students need in order to increase their ability to communicate across cultures. Here are some goals that will help teachers select cultural data that will increase student skills in intercultural communication.

**Goal 1 = Interest:** The student demonstrates curiosity about the target culture and empathy toward its people.

**Goal 2 = Who:** The student recognizes that role expectations and other social variables such as age, sex, social class, ethnicity, and place of residence affect the way people speak and behave.

**Goal 3 = What:** The student realizes that effective communication requires discovering the culturally-conditioned images that are evoked in the minds of people when they think, act, and react to the world around them.

**Goal 4 = Where and When:** The student recognizes that situational variables and conventions shape behavior in important ways. (S/he needs to know how people in the target culture act in common and crisis situations).

**Goal 5 = Why:** The student understands that people generally act the way they do because they are using options society allows for satisfying basic physical and psychological needs, and that cultural patterns are interrelated.

**Goal 6 = Exploration:** The student can evaluate a generalization about the target culture in terms of the amount of evidence substantiating it, and has the skills needed to locate and organize information about the target culture from the library, mass media, people, and personal observation.

### Students should have the ability to:

1. react appropriately in a social situation.
2. describe a pattern in the culture.
3. recognize a pattern when it is illustrated.
4. "explain" a pattern.
5. predict how a pattern is likely to apply in a given situation.
6. describe or manifest an attitude, important to express personality, without offending others.
7. evaluate the form of a statement concerning a culture pattern.
8. describe/demonstrate defensible methods of analyzing a socio-cultural whole.
9. identify basic human purposes that make significant the understanding that is being taught.

### Strategies:

- lecture
- native informants
- audiotaped interviews
- videotaped interviews/dialogues
- using authentic readings and realia for cross-cultural understanding (a four-stage approach to a cultural reading of authentic materials is very effective to lead students through the process of guided exploration and discovery: 1, Thinking; 2, Looking; 3, Learning; 4, Integrating.

# CEFR (Common European Framework of Reference) Helpful Rubrics

## RECEPTIVE SKILLS - OVERALL READING AND LISTENING COMPREHENSION

4	<b>Intermediate</b>	<ul style="list-style-type: none"> <li>• Can read and understand straightforward factual texts on subjects related to his/her field and interests with a satisfactory level of comprehension.</li> </ul>	<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> <td>5</td> </tr> </table>	1	2	3	4	5
1	2	3	4	5				
3	<b>Early Intermediate</b>	<ul style="list-style-type: none"> <li>• Can understand short, simple texts on familiar matters of a concrete type which consist of high frequency everyday or job-related language.</li> <li>• Can identify unfamiliar words from the context on familiar topics related to his/her interests.</li> </ul>	<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> <td>5</td> </tr> </table>	1	2	3	4	5
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2	<b>Advanced Beginning</b>	<ul style="list-style-type: none"> <li>• Can understand very short, simple texts a single phrase at a time, picking up familiar names, words and basic phrases and re-reading or listening again as required.</li> </ul>	<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> <td>5</td> </tr> </table>	1	2	3	4	5
1	2	3	4	5				
1	<b>Beginning</b>	<ul style="list-style-type: none"> <li>• Can understand short, simple texts on familiar matters of a concrete type which consist of high frequency everyday or job-related language.</li> </ul>	<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> <td>5</td> </tr> </table>	1	2	3	4	5
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Adapted from the Common European Framework of Reference for Languages: learning, teaching, assessment



4	<b>Intermediate</b>	<ul style="list-style-type: none"> <li>• Can use the language fluently, accurately and effectively on a wide range of general, academic, vocational or leisure topics, clearly marking the relationships between ideas. Can communicate spontaneously with good grammatical control without much sign of having to restrict what he/she wants to say, adopting a level of formality appropriate to the circumstances.</li> </ul>	<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> <td>5</td> </tr> </table>	1	2	3	4	5
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3	<b>Early Intermediate</b>	<ul style="list-style-type: none"> <li>• Can communicate with some confidence on familiar routine and non-routine matters related to his/her interests. Can exchange, check and confirm information, deal with less routine situations and explain why something is a problem. Can express thoughts on more abstract, cultural topics such as films, books, music etc.</li> </ul>	<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> <td>5</td> </tr> </table>	1	2	3	4	5
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2	<b>Advanced Beginning</b>	<ul style="list-style-type: none"> <li>• Can interact with reasonable ease in structured situations and short conversations, provided the other person helps if necessary. Can manage simple, routine exchanges without undue effort; can ask and answer questions and exchange ideas and information on familiar topics in predictable everyday situations</li> <li>• Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters to do with work and free time. Can handle very short social exchanges but is rarely able to understand enough to keep conversation going of his/her own accord.</li> </ul>	<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> <td>5</td> </tr> </table>	1	2	3	4	5
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1	<b>Beginning</b>	<ul style="list-style-type: none"> <li>• Can interact in a simple way, but communication is totally dependent on repetition at a slower rate of speech, rephrasing and repair. Can ask and answer simple questions, initiate and respond to simple statements in areas of immediate need or on very familiar topics.</li> </ul>	<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> <td>5</td> </tr> </table>	1	2	3	4	5
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Nivel CENNI	Subnivel CENNI		Horas estimadas de estudio para alcanzar el nivel	Posible Referencia al Marco Común Europeo de Referencia para las Lenguas (Common European Framework of Reference Levels)		Posible referencia al Canadian Language Benchmarks		
Experto	Promedio	20	1301 hrs o más.	N/A	N/A	N/A	N/A	N/A
Avanzado Superior	Sobresaliente	19	1251-1300 hrs	PROFICIENT	C2+	STAGE III. ADVANCED PROFICIENCY	12	Fluent
	Promedio	18	1001-1250 hrs		C2		11	Adequate
	Suficiente	17	901-1000 hrs		C2-		N/A	N/A
Avanzado	Sobresaliente	16	851-900 hrs		C1+		10	Developing
	Promedio	15	801-850 hrs		C1		9	Initial
	Suficiente	14	701-800 hrs		C1-		N/A	N/A
Intermedio Superior	Sobresaliente	13	651-700 hrs	INDEPENDENT	B2+	STAGE II. INTERMEDIATE PROFICIENCY	8	Fluent
	Promedio	12	601-650 hrs		B2		7	Adequate
	Suficiente	11	501-600 hrs		B2-		N/A	N/A
Intermedio	Sobresaliente	10	451-500 hrs		B1+		6	Developing
	Promedio	9	401-450 hrs		B1		5	Initial
	Suficiente	8	351-400 hrs		B1-		N/A	N/A
Elemental	Sobresaliente	7	321-350 hrs	BASIC	A2+	STAGE I. BASIC PROFICIENCY	4	Fluent
	Promedio	6	281-320 hrs		A2		3	Adequate
	Suficiente	5	201-280 hrs		A2-		N/A	N/A
Inicial	Sobresaliente	4	161-200 hrs		A1+		2	Developing
	Promedio	3	141-160 hrs		A1		1	Initial
	Suficiente	2	101-140 hrs		A1-		N/A	N/A
Preliminar	Promedio	1	51-100 hrs	N/A	N/A	N/A	N/A	N/A
Sin conocimiento del idioma		0						