



RAINBOW of words

6

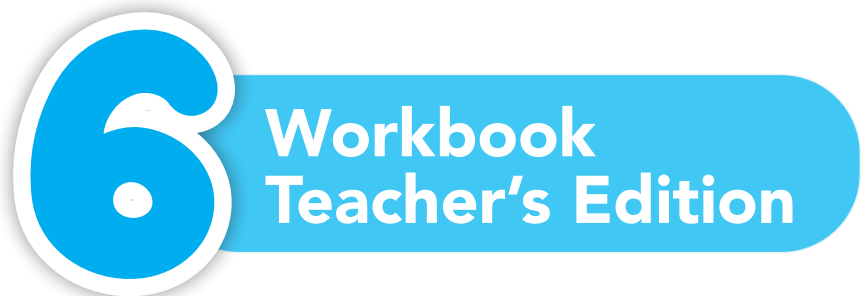
Workbook
Teacher's Edition



Kells
EDUCATION

The logo features the word "RAINBOW" in large, blue, rounded letters with a white outline, set against a light blue cloud background. Below it, the words "of words" are written in a white, cursive font on a blue brushstroke background.

RAINBOW
of words

The logo consists of a large blue number "6" with a white outline, followed by a blue rounded rectangle containing the text "Workbook Teacher's Edition" in white.

6 Workbook
Teacher's Edition

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B Unscramble the words to form questions.

1. favorite / is / name / what / your

What is your favorite name? _____.

2. parents' / names / what / your / are

What are your parents' names? _____.

3. have / you / do / nickname / a

Do you have a nickname? _____.

4. do / spell / you / nickname / how / your

How do you spell your nickname? _____.

5. chose / who / name / your

Who chose your name? _____.

C Write complete answers to the questions in the previous exercise. *Answers will vary.*

1. _____

2. _____

3. _____

4. _____

5. _____



D How was your name chosen? In the following lines briefly explain it. Look at the example.




Answers will vary.

Example: My mother wanted to call me Angela, like her grandmother, but my father didn't like that name. One day they were listening to their favorite song, and they decided to call me Yolanda, like the song.

BLOG

E Write about yourself. If you don't know a word, ask someone to help you.

 **If you were a famous celebrity, what celebrity name would you choose?** 


  


My celebrity name would be...

I think this name would reflect my personality because...

I would choose that name because...

The people who hear that name will...





A Find the following words in the puzzle.

spend chat play stay eats like

B Complete the sentences about Santiago's family using the words from the previous activity.

1 Every weekend all my family eats out.

2 After school, my sister Ana and I stay with my grandma because both our parents work.

3 I sometimes chat with my cousin because he lives in a different state.

4 I always play football with Ana in the evenings.

5 I really like my father, he's so cool!



C Match the sentences from Activity B to the pictures.



3



4



2



1



5

D Write the correct form of the verb and answer the questions.

1. Who looks (look) after Santiago and her sister in the afternoons?
Their grandmother looks after them in the afternoons
2. How many sisters does Santiago have (has)?
He has one sister
3. Who does Santiago chat (chats) with?
He chats with his cousin
4. Who does Santiago love (loves)?
He loves his dad
5. Who plays (play) football with Santiago?
His sister plays with him
6. Who does Santiago eat (eats) with on weekends?
He eats with his whole family

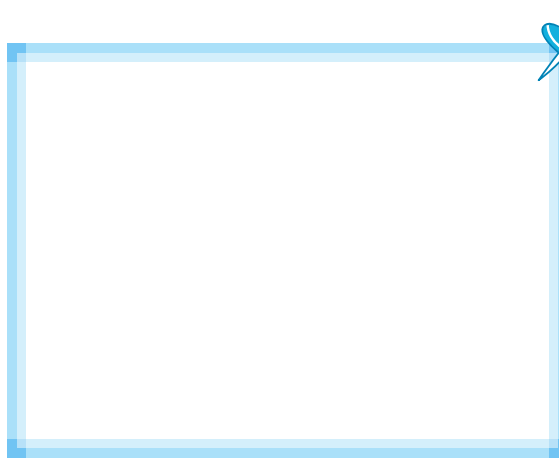
BLOG

E Why do you think we should respect other families' routines and preferences?


Is your family similar or different to Santiago's family?
Use the following spaces to draw and explain.



Who looks after you in the afternoons?



Which activities do you do with your family?



Who do you prefer to spend time with?



Do you have relatives who live in other states or abroad?

Lesson 3

A Order the sentences to create a meaningful dialogue.



- 7 No, because I get distracted.
- 9 Really? Wow! Thanks mom! I will play Mozart right now to start writing my essay!
- 1 Mom, please help me. I need to write an essay for homework about the importance of music in our lives, and I don't know what to say.
- 3 Of course! It is part of my life; it makes me feel happy.
- 8 Oh, that's because you're probably listening to the wrong music. We know that listening to Mozart's music affects your brain cells, making you smarter; that's the music you should listen to when you study!
- 4 That's right! Music affects people's mood. What else can you think of?
- 2 It sounds like a very interesting topic, come and sit with me in the living room. Now, let's start from the beginning, is music important for you?
- 5 Well, sometimes when I listen to music, I suddenly remember things or even sensations such as smells.
- 10 Great idea Betty! Don't forget to include everything we said.
- 6 Yes, that happens to me as well. Some people say that music can help us remember things we forgot long ago. And by the way, do you ever listen to music when you study?

B Complete the questions using **Who**, **What** or **Where** and match them with the correct answer.


<u>Who</u> _____	is worried?	_____	An essay
<u>What</u> _____	does Betty have to do?	_____	Smells
<u>Where</u> _____	did Betty and her mother sit?	_____	Betty
<u>Who</u> _____	wrote music that affects brain cells?	_____	In the living room
<u>What</u> _____	does Betty remember when she listens to music?	_____	Mozart

C Complete the following paragraph using personal information. *Answers will vary.*

My favorite kind of music is _____ because it makes me feel _____ .
 I always listen to this music when I'm with _____. But sometimes I also like to listen
 to _____ music because it helps me to _____ , I usually listen to this
 music when I'm at / in _____ .

D Write three questions about the paragraph in the previous activity using **Who**, **What** and **Where**.
Answers will vary.

1. _____
2. _____
3. _____

E  Exchange your questions with a classmate and answer them paying attention to your classmate's information in Activity C. *Answers will vary.*

1. _____
2. _____
3. _____

BLOG

F What was the first song you really loved. Can you remember the song? Where were you when you heard it. What was the name of the song? What was the name of the group/singer. When did you hear it? Write about it.



Can you remember the first song you really loved?



The title of the first song I really loved is... _____

The group or singer is... _____

When I first heard this song I was in... _____

I was with... _____

and we were... _____

My favorite lyrics express... _____

I like it because... _____

Now, this song makes me feel... _____





A Classify the sports using the table, if you don't know the name of one of them look it up in the dictionary.




<i>go</i>	<i>play</i>	<i>do</i>
diving	ping pong	gymnastics
	basketball	yoga
	golf	karate

B Read the following text carefully.


The History of Soccer

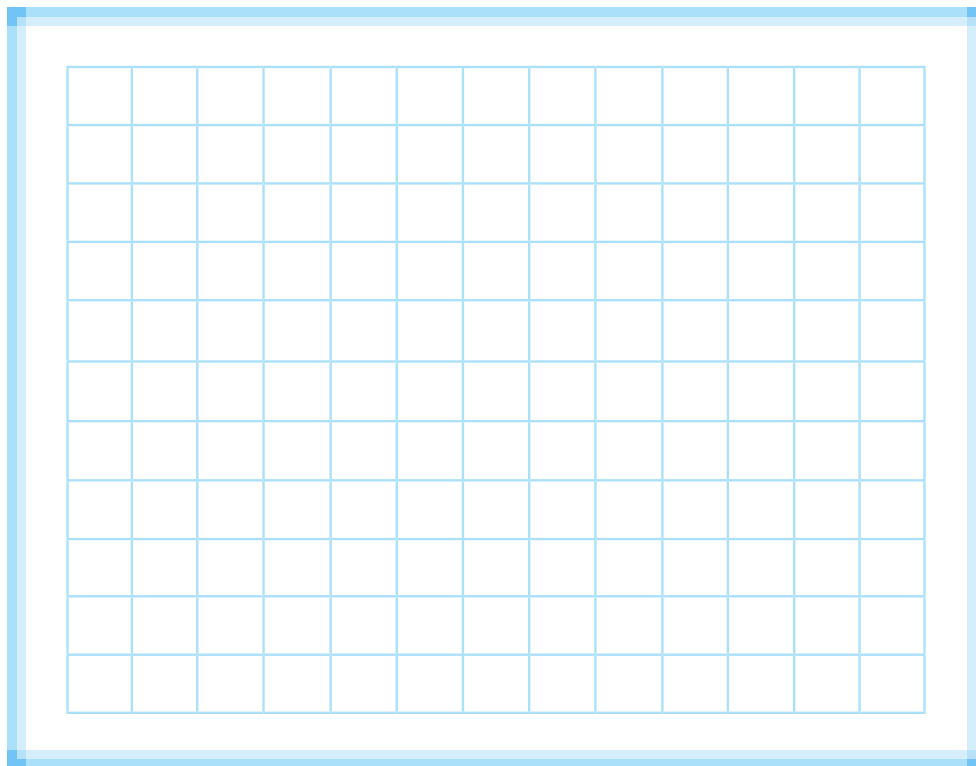
Games that involve kicking a ball were played in many ancient cultures, some examples are: *Episkyros* in Greece, *Harpastum* in Rome, *Cuju* in China, *Woggabaliri* in Australia or *Ulama* in Mesoamerica. Anyway, the modern rules of soccer were not established until the 19th century in England. This led to the formation of the Football Association in 1863 in London. Other countries in Europe recognized the need of a single body to regulate football matches, so in 1904 the FIFA was formed in Paris as the first international football body. During the first decades of the 20th century many other countries joined the FIFA which finally in 1930 organized the first World Cup in Uruguay.

- C**  Work with a classmate to write six questions based on the text about soccer's history. Be sure your questions can be answered with only one word. *Answers may vary.*

Who played Ulama? Mesoamericans

1. Where was the Football Association formed ? London
2. Who organized the first World Cup in Uruguay ? FIFA
3. Who played games that involved kicking a ball ? Cuyu
4. What was formed in 1904 ? FIFA
5. When were the modern rules of soccer established ? 1893
6. When was the first World Cup ? 1930

- D**  Create a crossword puzzle that answers the questions you wrote. Don't forget to fill in the squares that you don't use with your favorite color. *Answers will vary.*

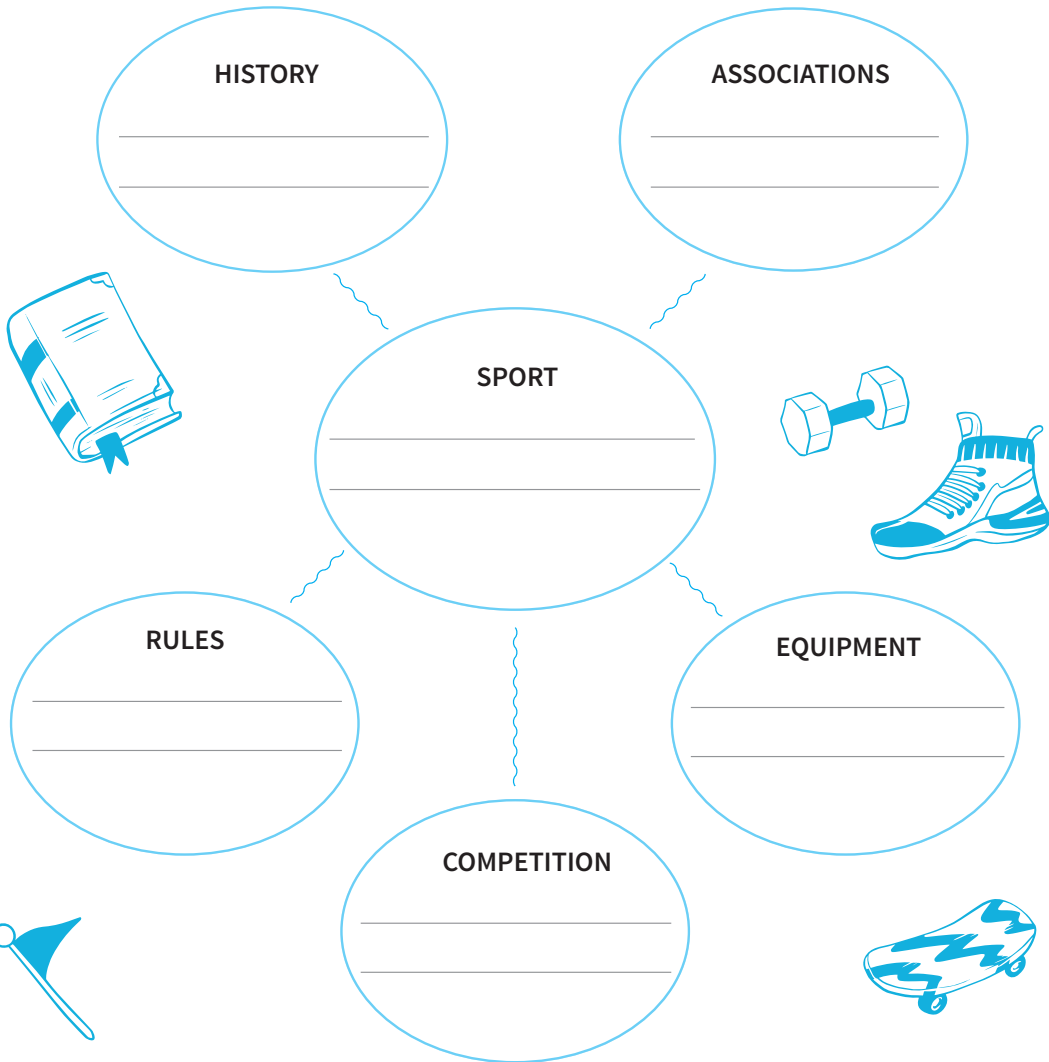


- E**  Exchange your crossword puzzles with another pair. Have fun!

BLOG

F Do you and your friends have the same favorite sport? Why should we respect other's likes and preferences? *Answers may vary.*

Use the graphic organizer to summarize important information about your favorite sport. Then, write a short paragraph using all of it.



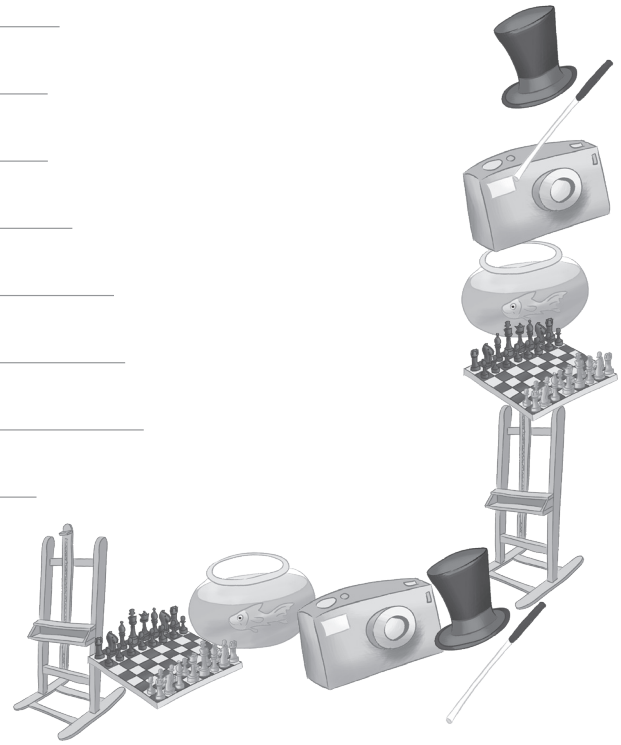
Lesson 5

A Go around your classroom in order to find someone who likes each of the following hobbies. Write their names. *Answers will vary.*

FIND SOMEONE WHO LIKES...





1. blogging _____
2. cooking _____
3. origami _____
4. hiking _____
5. magic _____
6. painting _____
7. keeping fish _____
8. photography _____
9. collecting stuff _____
10. chess _____




B Choose one of the hobbies from the previous list, interview the person who likes it using the following questions. *Answers will vary.*

1. When do you do this hobby? _____
2. Where do you do it? _____
3. Who do you do it with? _____
4. Why do you like it? _____
5. What exactly do you do? _____

C Match the name of the hobby with its description.

<div style="border: 1px solid #00a6d6; padding: 5px; width: fit-content; margin-bottom: 10px;">R/C cars</div> <div style="border: 1px solid #00a6d6; padding: 5px; width: fit-content; margin-bottom: 10px;">Deltiology</div> <div style="border: 1px solid #00a6d6; padding: 5px; width: fit-content; margin-bottom: 10px;">Herping</div> <div style="border: 1px solid #00a6d6; padding: 5px; width: fit-content; margin-bottom: 10px;">Parkour</div> <div style="border: 1px solid #00a6d6; padding: 5px; width: fit-content;">Bboying</div>	<div style="border: 1px solid #00a6d6; border-radius: 15px; padding: 10px; margin-bottom: 10px; width: 60%;"> A training discipline that consists of overcoming obstacles in an urban environment, it involves running, climbing, jumping, etc. </div> <div style="border: 1px solid #00a6d6; border-radius: 15px; padding: 10px; margin-bottom: 10px; width: 60%;"> An activity that consists of searching for amphibians or reptiles. </div> <div style="border: 1px solid #00a6d6; border-radius: 15px; padding: 10px; margin-bottom: 10px; width: 60%;"> Street dance, commonly known as breakdance that consists mainly of four kinds of movements: toprock, downrock, power moves, and freezes. </div> <div style="border: 1px solid #00a6d6; border-radius: 15px; padding: 10px; margin-bottom: 10px; width: 60%;"> Self powered models controlled from a distance using a specialized transmitter. </div> <div style="border: 1px solid #00a6d6; border-radius: 15px; padding: 10px; width: 60%;"> The study and collection of postcards; the name comes from the Greek deltos, that means letter. </div>	<div style="text-align: center; margin-bottom: 20px;">  </div> <div style="text-align: center;">  </div>
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D  Get into teams of four. Compare your answers and discuss which of these hobbies seems to be the most interesting. Design an interview of six questions for someone who has this hobby, use **What**, **Who**, **Where** and **When** questions. If you are not sure of the meanings, use a dictionary. *Answers will vary.*

BLOG

E Write about the hobbies that different people in your family have.

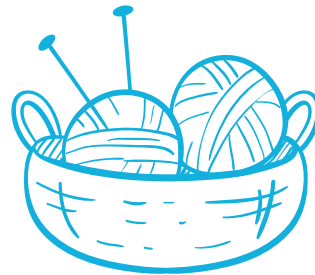
Which hobbies do the members of your family have? Use each of the following spaces to write about them. Don't forget to explain:

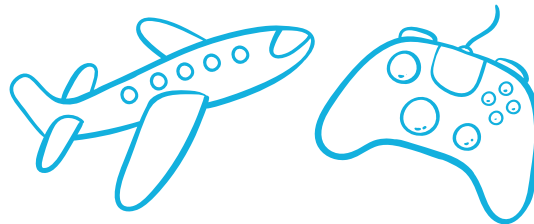
What exactly is the hobby?

Where do they _____ ?

When do they _____ ?

Who do they _____ with?







D Time or times? Complete the questions, ask a classmate and write the answers.

Answers will vary.

1. What **time** do you eat? _____
_____.
2. How many **times** a week do you play a sport? _____
_____.
3. What **time** do you do your homework? _____
_____.
4. What **time** do you go to bed? _____
_____.
5. How many **times** a week do you play video games? _____
_____.



E Write a short paragraph describing your classmate's routine. *Answers will vary.*



F Compare your information with your classmate. What was different between the verbs in your paragraph and the ones in your classmate's paragraph? *Answers will vary.*

Lesson 7

A Read and answer.



Flight attendants say that when the door of the plane closes and it's time to turn off personal electronic devices; there's always at least one person who is still talking, emailing, texting, playing, tweeting or watching videos and obviously ignoring their orders to shut down. Reports say that confrontations rarely occur, but it is a fact that it is the number one cause for passengers getting kicked out of planes. Nowadays we are really attached to our devices and some of us cannot imagine a minute of our lives without them. Most people don't believe that there is a chance for these devices to interfere with navigation instruments. But, even if the possibility of disaster is remote; it exists, so it's better to turn them off when taking off and landing.

1. Which three verbs are less than 20 years old?

_____ emailing _____ texting _____ tweeting _____

2. Taking into account the whole text, write the meaning of:

Kick out: ask to leave _____

Attached: connected _____

3. Write three words that are similar in spelling and meaning to words in Spanish. *Answers will vary.*


_____ electronic _____ videos _____ imagine _____

B Write a list of three activities that you usually do with the aid of an electronic device.

Answers will vary.

C  Compare your list with a classmate, which activities are similar and which are different?

D How could people live without personal electronic devices in the past? Fill in the chart comparing how people did each of the following activities, and how you do them today. If you don't know any of the answers you may ask an adult. *Answers may vary.*

	Past	Present
Listen to music	on vinyl records, tapes or the radio	CD, Youtube, MP3
Get in touch with friends	wrote letters, telegrams, used telephone	e-mail, text, cell phones
Share thoughts	wrote articles in magazines or newspapers	Write a blog, share on Facebook or Twitter
Share pictures	in photo albums	in social networks
 Watch movies	at the movie theater or on TV	movie theater, download from Internet, or watch online and on TV



E Do you enjoy doing any of these activities the “old-fashioned way”? Why or why not?

Answers will vary.

F In your opinion, which is the most useful electronic device? Why? *Answers will vary.*

● ● ● ◀ ▶ ↻
BLOG

Write about its main features.

The most useful electronic device is _____.

Some of the characteristics of this device are...

I like its design because...

Some of the problems you can solve by using it are...

And you can entertain yourself by...

A Let's have some fun! Answer the test and find out what your clothes may say about you.
 Answers will vary.

1. What would you wear if you want to make a good impression on the first day of school?

- a. a sweat shirt, a t-shirt, and running shoes
- b. jeans, a hoodie and tennis shoes
- c. a funny t-shirt, maybe a scarf and boots
- d. I cannot tell you, I have to check magazines to plan my outfit.



2. What is the one item you always carry with you?

- a. deodorant
- b. a backpack
- c. sunglasses
- d. a mirror

3. What would you wear for a school dance?

- a. a pair of jeans and a jersey
- b. my favorite rock band t-shirt and a big leather belt
- c. something original and colorful
- d. a fashionable outfit



4. What is the first thing you notice when you meet somebody?

- a. their running shoes
- b. if they carry a skateboard
- c. their accessories
- d. their complete outfit



5. What are you always being told to put away in class?

- a. my ball
- b. my MP3 player
- c. my sketch pad
- d. my fashion magazines

If your answers were mostly:

- a. You're a practical being! The only thing you have in mind when choosing your clothes is to be comfy so you can always be able to perform all the activities you want.
- b. You're a rock-skater! You love risks, so your outfit must be appropriate to do everything you want.
- c. You're a trend setter! You're creative and you love to experiment with new combinations.
- d. You're a fashion lover! You're always worried about the latest trends and you really suffer if you can't wear them.

B Do you agree with your description? Why or why not? *Answers will vary.*


C Infer the answer of the following questions taking into account the information given on the descriptions of the test.

1. Who loves danger? skaters
2. What do fashion lovers always carry with them? a purse
3. Who will never use uncomfortable shoes? practical people
4. Who loves to be original? trend setters
5. What might trend setters wear? gloves and hats

D Write at least two adjectives for the following items. You may use a dictionary. *Answers will vary.*

1. hoodie reversible, heavy, informal
2. jeans baggie, tight, boot-cut
3. bracelet designer, shiny, exotic
4. jersey zip-up, V-necked, informal
5. t-shirt cool, loose, comfortable

E Have you ever seen old pictures of your parents or grandparents? Draw and describe their outfit, use as many adjectives as you can. *Answers will vary.*




BLOG

F Describe what you are wearing right now. *Answers will vary.*

Thoroughly describe your outfit.

<p>Top</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<p>Bottom</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<p>Shoes</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<p>Accesories</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>



Think about this: Do your clothes define you? Is it important to respect how others dress? Why? Discuss it with your classmates.

Lesson 1

UNIT 2

Looking Into the Past

A Order the sentences to create a meaningful dialogue.



- 7 And not just that, you are able to use your smart phone because of this invention!
- 9 Of course! Rockets made it possible to place satellites around the Earth, without them modern communication systems such as Internet, GPS or cell phone wouldn't exist.
- 1 Did you know that the first flight of a liquid fuel rocket occurred in 1926?
- 3 It is a rocket powered by liquid oxygen and gasoline, the first one rose 41 feet and flew for 2.5 seconds.
- 8 My smart phone?
- 4 Really? And what was the use of that?
- 2 Wow! That sounds interesting! But I'm not very sure what a liquid fuel rocket is.
- 5 It demonstrated that liquid fuel rockets were possible and this was eventually applied in space exploration.
- 10 I never thought rockets were so important for our lives! Thanks for telling me!
- 6 No way! So, that means that man went to the Moon because of this invention.

B Complete the chart writing the past form of the verbs. You can find them in the dialogue.

Present	Past
make	made
occur	occurred
power	powered
rise	rose
fly	flew
demonstrate	demonstrated
think	thought
go	went



C Classify the verbs.

<p>Regular</p> <p>occurred</p> <hr/> <p>powered</p> <hr/> <p>demonstrated</p> <hr/> <hr/> <hr/>	<p>Irregular</p> <p>made</p> <hr/> <p>rose</p> <hr/> <p>flew</p> <hr/> <p>thought</p> <hr/> <p>went</p> <hr/>
--	--

D Observe the regular verbs and explain how you form the past tense of regular verbs.

We add -ed to verbs that end in a consonant, and -d to verbs that end in 'e' such as demonstrate

E Answer the following questions with complete sentences.

1. When did the first flight of a liquid fuel rocket occur?

It occurred in 1926

2. How much did it rise?

It rose 41 feet

3. How long did it fly?

It flew for 2.5 seconds

4. Was it an important invention? Why?

Yes, because it made modern communication systems possible

BLOG

F Can you imagine an invention that doesn't exist yet but might be useful? Write about it and draw its design. *Answers will vary.*

● ● ● ◀ ▶ ↻


1. The name of my invention would be _____
_____.

2. Its main function will be _____
_____.

3. It will be powered by _____
_____.

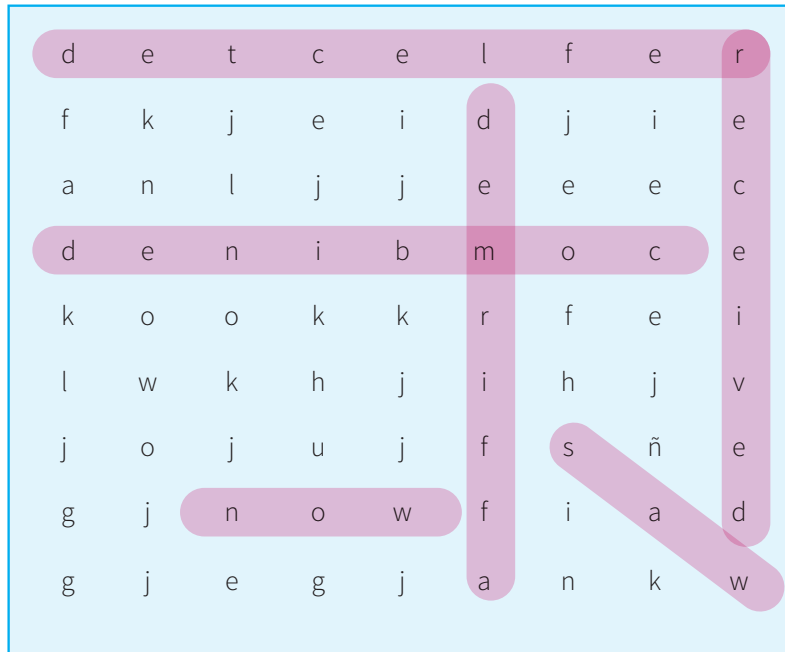
4. It will be used for _____
_____.

5. People wouldn't think their life without it because _____
_____.

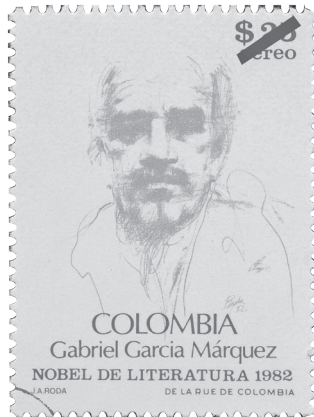
A large, empty rectangular box with a double-line blue border, intended for drawing the design of the invention. A blue pushpin icon is pinned to the top-left corner of the box.

A Find the following words in the puzzle.

combined was affirmed received reflected won



B Complete the paragraph using the words from the previous activity.



Gabriel García Márquez won the Nobel Prize in Literature on December 8, 1982. In his novels and short stories he combined fantasy and reality and reflected Latin America's life and conflicts. García Márquez was the first Colombian and fourth Latin American who received a Nobel Prize for Literature. After he received the prize, García Márquez affirmed that giving him the prize was a way of recognizing all Latin America's literature.

C Classify the regular verbs.

received	combined	affirmed	reflected
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<p style="text-align: center;">Add -d</p> <p style="text-align: center; color: #e91e63;">received</p> <hr/> <p style="text-align: center; color: #e91e63;">combined</p> <hr/>	<p style="text-align: center;">Add -ed</p> <p style="text-align: center; color: #e91e63;">affirmed</p> <hr/> <p style="text-align: center; color: #e91e63;">reflected</p> <hr/>
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D Classify the irregular verbs.

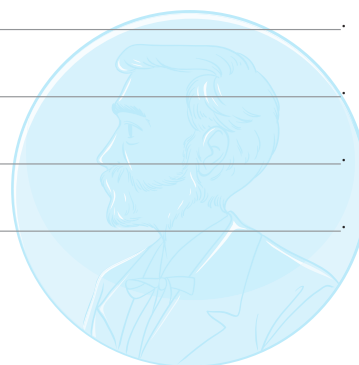
sell – sold lay – laid	build – built tell – told	fight – fought send – sent	think – thought pay – paid
---------------------------	------------------------------	-------------------------------	-------------------------------

Ending “-d” changes to “-t”	Ending “-ay” changes to “-aid”	Ending “-ell” changes to “-old”	Vowel change with “-ought” ending
build-built	lay-laid	sell-sold	fight-fought
send-sent	pay-paid	tell-told	think-thought

E Read the list of the Nobel Prizes in Literature given to Latin Americans and write sentences that mention their nationalities, the first one is done for you, as an example.

Gabriela Mistral – Chile	Gabriel García Márquez – Colombia
Miguel Angel Asturias – Guatemala	Octavio Paz – Mexico
Pablo Neruda – Chile	Mario Vargas Llosa – Peru

1. Gabriela Mistral and Pablo Neruda are Chilean _____.
2. Miguel Angel Asturias is Guatemalan _____.
3. Gabriel García Márquez is Columbian _____.
4. Octavio Paz is Mexican _____.
5. Mario Vargas Llosa is Peruvian _____.



BLOG

F In what area do you want to make an important achievement? Explain. *Answers will vary.*



Area: _____

My achievement will consist of _____

I think that will be good for the people because _____

Lesson 3

A Read the following questions and tick the answer. *Answers will vary.*



Have you ever...

	YES	NO
1. won a sports competition?	<input type="checkbox"/>	<input type="checkbox"/>
2. won a Spelling Bee?	<input type="checkbox"/>	<input type="checkbox"/>
3. won in a science contest?	<input type="checkbox"/>	<input type="checkbox"/>
4. won a dance contest?	<input type="checkbox"/>	<input type="checkbox"/>
5. played a solo in a music concert?	<input type="checkbox"/>	<input type="checkbox"/>
6. failed an exam?	<input type="checkbox"/>	<input type="checkbox"/>
7. fought with your best friend?	<input type="checkbox"/>	<input type="checkbox"/>
8. lost a competition?	<input type="checkbox"/>	<input type="checkbox"/>



B Reflect on your answers and discuss the following question with a classmate. Write your conclusions. *Answers will vary.*

What can we learn from our achievements and from our failures?

C Match the name of the achievement with the description of its preparation.

Dance Champion

Spelling Bee Champion

Marathon Winner

Piano solo in a Concert

Science Contest Winner

“First, I read and looked up the meaning of all the words in the list. Then I recorded the words and repeated them letter by letter for almost one month.”

“I have played since I was five years old, but during the last year I have had to practice for three hours daily. Finally my teacher invited me to play with the Philharmonic!”


“I worked with my team very hard; we had to investigate some principles of physics and then apply them to a practical case. It was hard but fun!”

“Last year, I ran six days a week. Gradually I started increasing the distance until I was able to run 43 km. During the race, I repeated a mantra. I’m so happy I did it!”

“I practiced with my partner for almost six months. We repeated our choreography again and again until our bodies started moving by themselves.”

D Design an interview of six questions in which you ask somebody for details on how they prepared in order to attain an achievement. Use **What**, **Who**, **Where** and **When** questions.

Answers will vary.

E  Ask each other the questions from the previous activity so you can share the personal achievement you described in your Student’s Book (Activity I).

BLOG

F Reflect upon a personal failure and explain what you learned from it. *Answers will vary.*



- 1. How exactly did you feel when it happened?
- 2. Who supported you?
- 3. How much time did you take to recover?
- 4. How do you feel about it now?
- 5. What do you think about that experience now?



A Write the numbers.

1. 500,000 five hundred thousand
2. 257,000 two hundred fifty seven thousand
3. 30,000 thirty thousand
4. 3,400 three thousand four hundred
5. 6,500,000 six million five hundred thousand
6. 5th fifth

B Read the following text carefully.

Yosemite's Wildfire

In August 2013, Yosemite Park in California, USA was scorched by one of the most terrible wildfires in the last centuries. The fire spread very quickly mainly because of two reasons. The first one was the closeness of the trees between each other; when flames reached their tops they easily spread to other surrounding treetops. These spreading flames created a "crownfire" that quickly burned the upper level of trees in the area. On the other hand, the fire traveled rapidly because of the winds; especially in hot, dry lands like this one, winds blow at speeds up to 70 miles an hour. Firefighters worked intensely, but 30,000 acres of land were burned.

C  Work with a classmate to write six questions based on the text above. Be sure you write your questions using past tense. Answers will vary.


1. Where _____ ?
2. When _____ ?
3. What _____ ?
4. What _____ ?
5. Who _____ ?
6. How _____ ?


D Answer your questions with complete answers. Answers will vary.

- E**  **Work in teams of four. Read the following situation and answer the question using going to. Answers will vary.**

Imagine you are camping with your friends when abruptly the smell of smoke wakes you up. When you look outside your tent you see gigantic flames rising up to the sky. Fire! The fast-moving blaze is going to be extremely close to you any minute, so you must act immediately.

What are you going to do?

- F**  **With your team, create a similar situation in which a natural disaster occurs. Write it on the following lines. Answers will vary.**

- G**  **Exchange books with another team and answer: What are you going to do?**

BLOG

H Use the graphic organizer to write examples of natural disasters that occurred in your country. Then, choose the one that you think was the worst and write a short paragraph describing it.

The graphic organizer is a central oval labeled "NATURAL DISASTERS IN MY COUNTRY" connected by wavy lines to five surrounding ovals: "EARTHQUAKES", "FLOODS", "DROUGHTS", "FIRES", and "HURRICANES". Each of these five ovals contains two horizontal lines for writing. There are also four horizontal lines at the bottom of the organizer for a paragraph. The entire organizer is enclosed in a window-like border with navigation icons at the top left. Illustrations include a city skyline with a volcano for earthquakes, a city under water for floods, a city with a sun and clouds for droughts, a city with a fire for fires, and a city with a hurricane for hurricanes.

EARTHQUAKES

FLOODS

NATURAL DISASTERS IN MY COUNTRY

DROUGHTS

FIRES

HURRICANES


Lesson 5

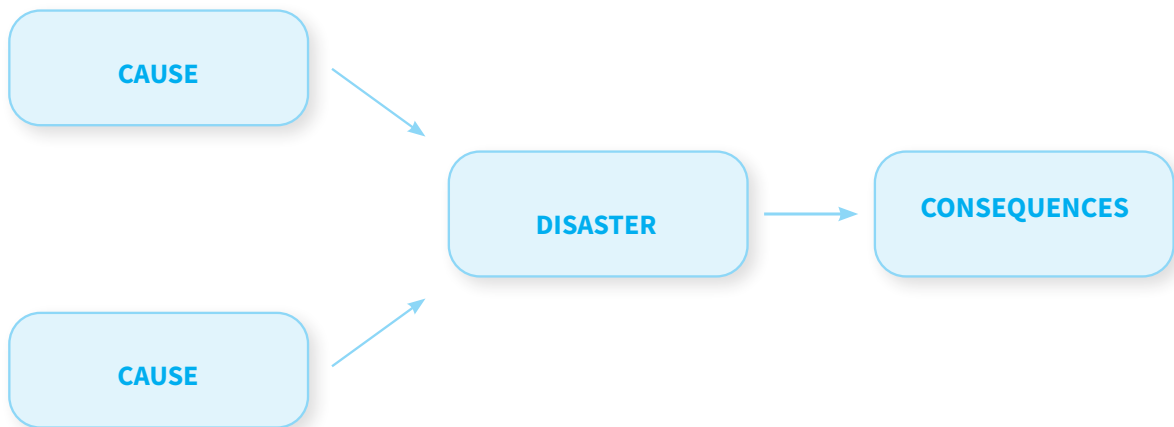
A Fill in the blanks using the correct word from the box.

tsunamis	earthquake	flood	droughts
hurricanes	tornados	fires	volcanic eruption



1. An earthquake is the result of a sudden release of energy in Earth's crust.
2. A volcanic eruption is highly dangerous because lava and rocks destroy everything in its way.
3. You may not believe how strong water is until you are in a flood.
4. Undersea earthquakes are the cause of tsunamis.
5. Hot dry winds and high temperatures cause the evaporation of moisture on the ground and consequently droughts.
6. Some common causes of fire are: droughts, lightning and human negligence.
7. Tornados are violent rotating columns of air, which may come in many shapes and sizes.
8. Coastal tropical regions are particularly vulnerable to hurricanes as they form in large bodies of warm water.

B  Work with a classmate, choose one of the natural disasters from the previous activity. Copy and fill in the graphic organizer in your notebook. *Answers will vary.*



C Share your information with the rest of the class.

D Read the following chronicles and answer the questions.



Mexico City's Earthquake 1985


Diana's Chronicle

- 7:10 – I woke up.
- 7:15 – I took a bath.
- 7:19 – The first earthquake started.
- 7:20 – I ran out of the bathroom and put on my clothes.
- 7:25 – I tried to call my parents, but the phones didn't work.
- 7:30 – I drove to my parents' house.
- 7:35 – I realized part of the city was destroyed.
- 7:40 – I finally arrived to my parents' house.

Rodrigo's Chronicle

- 7:10 – I was on my way to school.
- 7:15 – Math class started.
- 7:19 – The first earthquake started.
- 7:20 – We left the classroom and got together in the yard.
- 7:25 – The principal gave us instructions.
- 7:30 – My mother picked me up.
- 7:35 – We drove back home.
- 7:40 – We arrived home.

1. What was Diana doing at 7:10?
She was waking up
2. What was Rodrigo doing while Diana was taking a bath?
Rodrigo was taking his math class while Diana was taking a bath
3. What was Diana doing when the earthquake started?
She was bathing when the earthquake started
4. What was Rodrigo doing when the earthquake started?
He was taking his math class when the earthquake started
5. What was Diana doing when Rodrigo arrived home?
Diana was arriving to her parents' house when Rodrigo arrived home

E  Work with a classmate. Write two more questions about the chronicles. *Answers will vary.*

1. _____ ?
2. _____ ?

BLOG

F Have you ever been in a natural disaster? What were you doing when it occurred? Write about it in detail. If you haven't choose a natural disaster and make up a story. *Answers will vary.*

A writing area designed to look like a browser window. It has a light blue header with three colored circles (red, yellow, green) and three navigation icons (back, forward, refresh). Below the header is a large rectangular area with horizontal lines for writing.

G Talk about how you can be generous in a situation like this.

A Read the text and underline the important ideas.



Getting prepared

When facing a natural disaster it is extremely important to recognize the hazard and to know exactly what to do in order to protect yourself and your family. You should have a plan that consists of effective steps to be prepared beforehand and help with the recovery after the event. Besides your emergency plan, you should always have a supply kit available in order to be prepared for any kind of hazard. However, each emergency is unique so you should be informed about the specific actions that you should take for each threat. By learning about this, you are preparing yourself to react in an emergency.

B Use the words in the box to complete the sentences.

higher

spot

goggles

dangers

area

debris

1. The first action I would take after a tsunami is to stay away from debris in the water.
2. If I were near of a volcanic eruption I would wear goggles to protect my eyes from the ash.
3. In order to keep safe from a landslide, I would stay away from the area.
4. The first thing I would do after a hurricane is to check for dangers inside and outside.
5. If I were outside during an earthquake, I would try to find a clear spot.
6. During a flood I would try to climb to higher land.

C Unscramble the words to form questions.

1. when / struck / were / doing / the / What / you / hurricane

What were you doing when the hurricane struck _____?

2. you / emergency / have / plan / Did / an

Did you have an emergency plan _____?

3. you / I / Were / the / covering / windows / when / called / you

Were you covering the windows when I called you _____?

4. assemble / Did / kit / your / emergency / you

Did you assemble your emergency kit _____?

5. check / for / Did / dangers / you

Did you check for dangers _____?

D Write complete answers to the questions in the previous exercise. If you haven't been in a hurricane, you can make up your answers. *Answers will vary.*

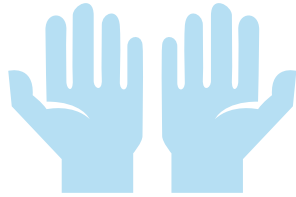
1. _____
2. _____
3. _____
4. _____
5. _____

E Write a story that begins with the following frase: *The day the tornado struck my town, I was...* Be sure to include the following prepositions: **inside**, **outside**, **on** and **in**. *Answers will vary.*

F Share your story with your classmates.

BLOG

G Have you ever helped someone in trouble? Write about it.



The person I helped was...

After I helped him/her I felt...

He/she was having trouble with...

What I exactly did was...

I could help him/her because...



Lesson 7

A How much do you know about being ready for a natural disaster? Answer the test to find out.



1. What is one of the most important actions to take before an earthquake?
 - a. Move to higher ground.
 - b. Locate safe spots in our daily environment.
 - c. Place heavy objects in high places.
2. What is one of the most important actions to take before a tsunami?
 - a. Learn the evacuation route.
 - b. Prepare a wooden boat.
 - c. Grab firmly to a floating object.
3. What is one of the most important actions to take before a flood?
 - a. Stack up food in a basement.
 - b. Build a canoe.
 - c. Prepare an emergency kit.
4. What is one of the most important actions to take before a landslide?
 - a. Make a brick barrier.
 - b. Prepare sandbags.
 - c. Be alert to changes in the land.
5. What is one of the most important actions to take before a hurricane?
 - a. Stay indoors all the time.
 - b. Select a safe place outdoors.
 - c. Get proper protection for windows and doors.
6. What is one of the most important actions to take before a volcanic eruption?
 - a. Cover the garden with soil.
 - b. Keep goggles and dust mask handy.
 - c. Read about volcanic eruptions in books.



B Before checking, share and compare your answers with the class. Discuss the reasons for each of the correct answers.

C Read the text and write the important ideas in the chart. The first one is done for you.




Earthquake Prediction

“Thousands of toads are hopping along the streets and animals in the zoo are also acting strangely. Why is this happening?”, asked a Chinese girl some days before the earthquake.



According to some scientists animals are able to predict earthquakes before they happen. Although there is no reliable evidence yet, some seismologists think that there is a possibility that the movement of the rocks that lie underground generates an electrical signal that some animals perceive before an earthquake. Another theory affirms that other animals sense weak shocks before an earthquake that are imperceptible to humans.

Sentences in simple present	Sentences in present continuous
Animals are able to predict earthquakes. There is no reliable evidence yet. The movement of rocks that lie underground generates an electrical signal. Animals sense weak shocks before an earthquake.	Thousands of toads are hopping along the streets. Animals in the zoo are also acting strangely. Why is this happening?

D  Discuss with a classmate if you have ever observed an animal’s strange behavior before an earthquake. Would you rely on it? Why or why not? Write your conclusions. *Answers will vary.*


E Which natural disasters may strike the area where you live? What are you doing to prevent accidents? Do you have an emergency plan? Describe it. Use simple present to express actions that form part of your daily routine and present continuous to express actions that you are doing right away. *Answers will vary.*

BLOG

F Think about places that may be affected by natural disasters. Write about three of them explaining why they may be dangerous places to live. *Answers will vary.*

Don't forget to...

- describe their geographical location.
- write about their land features.
- explain thoroughly possible consequences during a disaster.

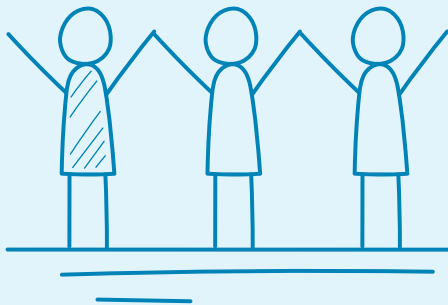


Three large rounded rectangular boxes with horizontal lines for writing.

A Read the text and complete the crossword puzzle.

Six things you may do to help after a natural disaster:

1. Donate money. You can contact the Red Cross or UNICEF to do it; these organizations help people affected by natural disasters.
2. Organize a community event such as a walk or race in order to raise money; get in touch with your community organizations in order to get support.
3. Organize a school fundraiser. Talk with your teachers or school principal so they can help you.
4. Donate clothes, food, or other items.
5. Get a small job to earn money for disaster relief, you may donate later.
6. If you go to school with kids who have been affected by the disaster, reach out to them and offer support.



		¹ F	O	O	D			
		U						
		N					² J	
³ R	E	D	C	R	O	S	S	
U		R				B		
N		A						
		I						
		⁴ S	U	P	P	O	R	T
		E						
		R						

Across

1. If you cannot donate money, you may donate _____.
3. You can contact the _____ if you want to donate money.
4. You can also give emotional _____ to persons who were affected.

Down

1. Your teachers and school principals can help you with a school _____.
2. You can look for a small _____ and donate later.
3. You may organize a _____ in order to raise money.


B Classify the following items in the chart.


cans	water	sugar	chocolate bars	soap
cookies	oil	bottles	blankets	diapers



How much?	How many?
water oil sugar soap	cans cookies bottles chocolate bars blankets diapers



C  Work with a classmate, choose an activity you could do in order to raise funds to help victims of a natural disaster. natural disaster. Describe the steps you would follow to organize it in the following lines. *Answers will vary.*

D  Find a pair who chose the same activity as you. Get together and compare your plans. Which steps are similar and which are different? *Answers will vary.*

BLOG

E Write a list of things you can donate to disaster relief. *Answers will vary.*

● ● ● ◀ ▶ ↻

<p style="text-align: center;">Food</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> 	<p style="text-align: center;">Clothes</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> 
<p style="text-align: center;">Household</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> 	<p style="text-align: center;">Others</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> 

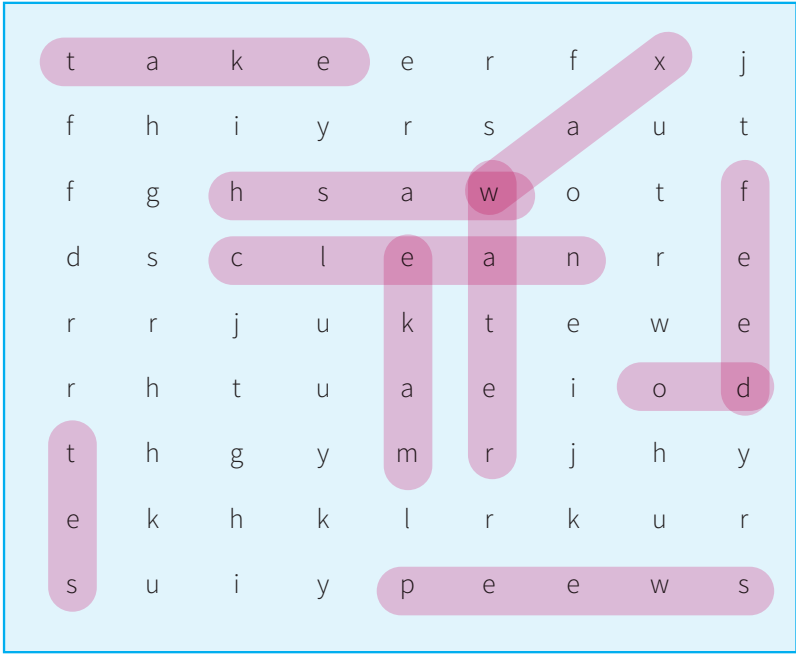
Lesson 1

UNIT 3

Keeping Order

A Find the following words in the puzzle.

clean	wax	make	sweep	take
water	set	feed	do	wash

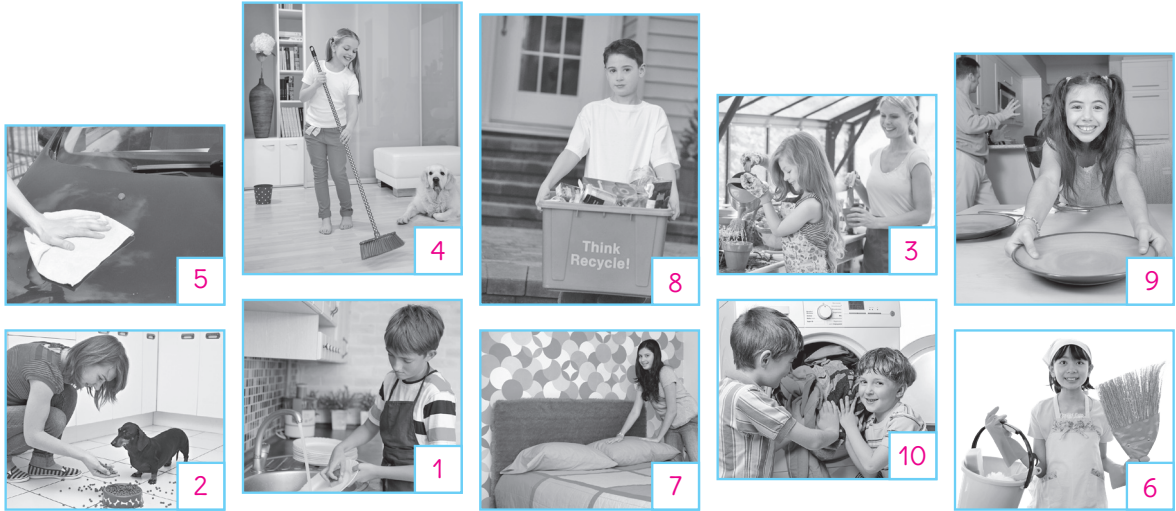



B Complete the phrases using the correct verb from the previous activity.

1. _____ **wash** _____ the dishes.
2. _____ **feed** _____ the pets.
3. _____ **water** _____ the plants.
4. _____ **sweep** _____ the floor.
5. _____ **wax** _____ the car.
6. _____ **clean** _____ up your room.
7. _____ **make** _____ the bed.
8. _____ **take** _____ the garbage out.
9. _____ **set** _____ the table.
10. _____ **do** _____ the laundry.



C Match the phrases in Activity B to the pictures writing the corresponding number in the box.




D  Work in pairs, write a complete sentence for five of the pictures in Activity C. Use **have to** and make up the names of the characters. The first one is done for you as an example.
Answers will vary.

1. *Andrea has to wax the car.* _____
2. _____
3. _____
4. _____
5. _____
6. _____

E Which of the previous activities do you have to do at home? Write true sentences. *Answers will vary.*

1. _____
2. _____
3. _____
4. _____
5. _____

F  Share and compare your answers with the rest of the class.


BLOG

- G** Think about a personal experience when you helped someone in your family. Use the questions to organize your ideas and finally write a short paragraph putting all the information together.

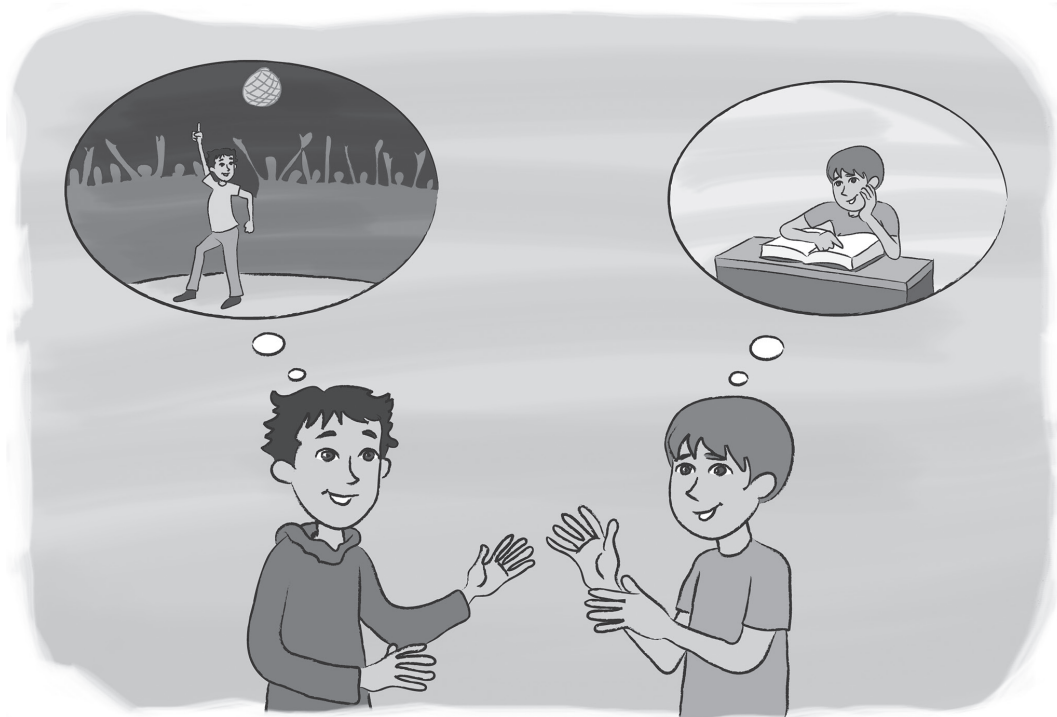
Answers will vary.

• • •
◀ ▶ ↻

<p style="text-align: center; margin-bottom: 10px;">Who did you help?</p> <hr style="border: 0; border-top: 1px solid #ccc; margin-bottom: 5px;"/> <hr style="border: 0; border-top: 1px solid #ccc; margin-bottom: 5px;"/> <hr style="border: 0; border-top: 1px solid #ccc; margin-bottom: 5px;"/>	<p style="text-align: center; margin-bottom: 10px;">What exactly did you do?</p> <hr style="border: 0; border-top: 1px solid #ccc; margin-bottom: 5px;"/> <hr style="border: 0; border-top: 1px solid #ccc; margin-bottom: 5px;"/> <hr style="border: 0; border-top: 1px solid #ccc; margin-bottom: 5px;"/>
<p style="text-align: center; margin-bottom: 10px;">How did that person react to your help?</p> <hr style="border: 0; border-top: 1px solid #ccc; margin-bottom: 5px;"/> <hr style="border: 0; border-top: 1px solid #ccc; margin-bottom: 5px;"/> <hr style="border: 0; border-top: 1px solid #ccc; margin-bottom: 5px;"/>	<p style="text-align: center; margin-bottom: 10px;">How did you feel?</p> <hr style="border: 0; border-top: 1px solid #ccc; margin-bottom: 5px;"/> <hr style="border: 0; border-top: 1px solid #ccc; margin-bottom: 5px;"/> <hr style="border: 0; border-top: 1px solid #ccc; margin-bottom: 5px;"/>




A Order the sentences to create a meaningful dialogue.



- 7 It's a shame! So you will only be studying during your weekend.
- 9 Well, then have a nice weekend.
- 1 Are you coming to the party next weekend?
- 3 Why? Everybody will be there!
- 8 Not really, I have to help my mom with some chores at home, if I don't do it, she gets angry.
- 4 Because I have a grammar exam next Monday and I must study.
- 2 I don't think so.
- 5 Come on! You can study after the party.
- 10 Have fun! I promise I will be there the next time.
- 6 No, this time I need an extra effort because I want to participate in the Poetry Contest and I need to get a 10 in the exam in order to be accepted.



- B**  Get in pairs and analyze the dialogue from the previous activity: What is the difference between have to and must? Explain it with a drawing. *Answers will vary.*

Have to	Must



- C** Think about five school situations in which you are responsible for something that you chose like an extra activity. Write five sentences using must. *Answers will vary.*

1. _____
2. _____
3. _____
4. _____
5. _____

- D** Think about five school situations in which you are responsible for something because of external pressure such as an assignment. Write five sentences using have to. *Answers will vary.*

1. _____
2. _____
3. _____
4. _____
5. _____

- E**  Share your sentences with a partner.

BLOG

F What benefits can you get from the responsibilities you have at school? Write these responsibilities and explain each case. *Answers will vary.*



1.

2.

3.

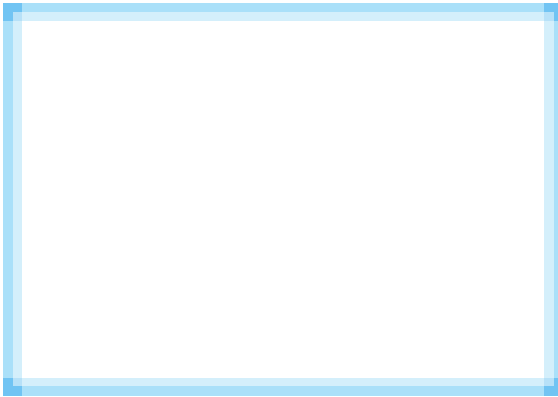
4.

5.




Lesson 3

- A** Choose some members of your family (parents, grandparents, brothers, sisters, cousins, etc.) Think about their obligations and draw them in the following spaces; write your relative's names and ages on the top line. *Answers will vary.*

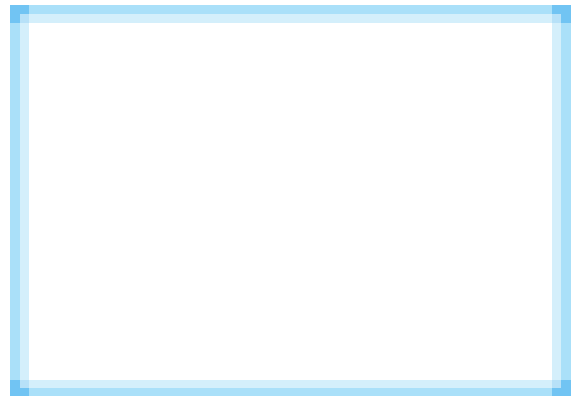












B Look at the drawings you made in the previous activity. Write five sentences describing your family members' obligations using have to. Look at the example.


My mother has to go to work.

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

C Write five sentences expressing what they do not have to do. Look at the example.

My grandfather doesn't have to study.

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

D  Compare your answers from the previous activities and discuss which obligations you would prefer to have and why. Write your conclusions on the following lines.

- Answers will vary.*
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____

BLOG

E Classify your obligations and write why you think they are important. *Answers will vary.*

● ● ● ◀ ▶ ↻

SCHOOL

1. _____

2. _____

3. _____

HOME

1. _____

2. _____

3. _____

OTHERS

1. _____

2. _____

3. _____

Lesson 4

A Read carefully.

School days in Brazil run from 7 a.m. to noon, Monday to Friday. We go home at noon to share lunch with our family. Most schools require us to wear a uniform. Math, Geography, History, Science, Portuguese, and Physical Education are the main subjects that we study.



In China; we go to school Monday to Friday from 7:30 a.m. to 5 p.m. with a two-hour lunch break. We study textbooks that emphasize China's unity, past and present accomplishments. Computer Technology, Chinese and Math are also very important. China provides us with uniforms, but we're not required to wear them.

The school day in France typically runs from 8 a.m. to 4 p.m., also a half day on Saturday. Although we do not attend school on Wednesday or Sunday. Lunch is a two-hour break. We study French, Math, Physical and Natural Sciences, Foreign language, History and Geography, Economics, and Civics. Uniforms are not required.



In Japanese schools, school days are Monday to Friday from 8 a.m. to 4 p.m. Uniforms are required and there are extensive rules for hair styles, shoes, socks, skirt length, make-up, etc. We study Japanese, Math, Reading, Social Studies, Music, and Art, and we also receive Moral Education.

In Kenya, school days are Monday to Friday from 8 a.m. to 4 p.m. Uniforms are mandatory. Many schools provide lunch. As Kenya is experiencing severe economic and environmental hardships, most of us save all or part of our lunch to share with our families. We study the Kiswahili language, English, Math, Science, Music, History, Civics, and Geography, and also receive religious instruction.



B Compare the information from the text in Activity A using the following chart.

COUNTRY	SCHEDULE	LUNCH	UNIFORM	SUBJECTS
Brazil	7-Noon / Mon-Fri	At home	Necessary at most schools	Portugese, Math, Geog, Hist, Sci, Pe
China	7:30-5 / Mon-Fri	2 hr. break	Yes, but optional	Chinese, History, Computer tech, Math
France	8-4 M/T/Th/Fri Half day on Sat	2 hr. break	Not required	French, Math, Phys and Natural Sciences, foreign language, Hist, Econ, Geog, Civics
Japan	Mon-Fri / 8 a.m.-4 p.m.	_____	Required	Japanese, Math, Reading, Social Studies, Music, Art, morals
Kenya	Mon-Fri / 8 a.m.-4 p.m.	Many schools provide lunch.	Mandatory	Kiswahili language, Eng., Math, Sci, Music, Hist, Civ, Geog, Religion



C Look at the information on the chart above and write true sentences: three using **must** and three using **have to**. Look at the example. *Answers will vary.*

Students in Kenya have to wear uniforms.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

D Write three sentences using **mustn't** and three sentences using **don't have to**. Look at the example. *Answers will vary.*

Students in China don't have to wear uniforms.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

BLOG

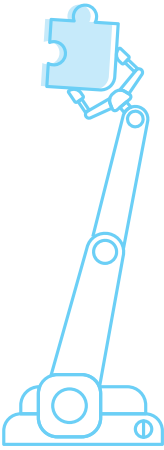
E Use the graphic organizer to describe school obligations in Mexico. Then, write a short paragraph describing all of them. *Answers will vary.*

The graphic organizer is a central oval labeled "SCHOOL OBLIGATIONS IN MEXICO" connected to five surrounding ovals: "SCHEDULE", "UNIFORM", "SUBJECTS", "LUNCH", and "OTHERS". Each of these surrounding ovals contains two horizontal lines for writing. To the left of the central oval is a drawing of a notebook, and to the right is a drawing of a lunch bag. Below the graphic organizer are five horizontal lines for a paragraph.

Lesson 5

A Find the names of the following extracurricular activities.

debate	drama	journalism	robotics
entrepreneurship	orchestra	choir	band



A 15x15 grid of letters with several words highlighted in pink:

- Vertical words: **robotics** (row 1, col 2), **debate** (row 3, col 5), **journalism** (row 5, col 7), **band** (row 10, col 11).
- Horizontal words: **debate** (row 3, col 5), **journalism** (row 5, col 7), **band** (row 10, col 11), **debate** (row 13, col 1).

B Write the name of the corresponding activity before its definition.

- journalism It is an activity in which students practice a method of inquiry, whose purpose is to analyze and spread news and information.
- band It is a group of student musicians, who rehearse and perform instrumental music together.
- drama It is an activity in which students perform on stage before an audience usually involving dance and music.
- entrepreneurship It is an activity in which students are taught to identify and start a business venture, sourcing and organizing the required resources.
- orchestra It is a large instrumental ensemble that contains sections of string, brass, woodwind, and percussion instruments.
- robotics It is the branch of technology which deals with the design, construction, operation, and application of robots.
- choir It is a musical ensemble of singers.
- debate It is the discussion of questions of public interest.

C Unscramble the following sentences.

1. interviewees / You / with / your / aggressive / be / mustn't

You mustn't be aggressive with your interviewees

2. have / don't / You / your / instrument / musical / buy / to

You don't have to buy your musical instrument

3. mustn't / your / when / are / you / You / acting / forget / lines


You mustn't forget your lines when you are acting

4. don't / to / money / in / projects / You / your / much / invest / have

You don't have to invest much money in your projects

5. engineer / build / You / don't / be / have / to / an / to / a / robot


You don't have to be an engineer to build a robot

D  Work in pairs, choose one of the extracurricular activities in Activity A and write three prohibitions if you want to perform that activity. Use **mustn't**. Look at the example.

Answers will vary.

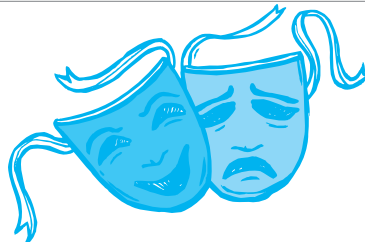
You mustn't arrive late.

1. _____
2. _____
3. _____

E  Work in pairs, choose one of the extracurricular activities in Activity A and write three things you are not required to do to perform that activity. Use **don't have to**. Look at the example. Answers will vary.

You don't have to wear special clothes.

1. _____
2. _____
3. _____



BLOG

F Which extracurricular activities do you do? Choose one and describe the things that are prohibited if you want to perform that activity and the things that you don't have to do because they are not required. Give a brief explanation of each one. *Answers will vary.*



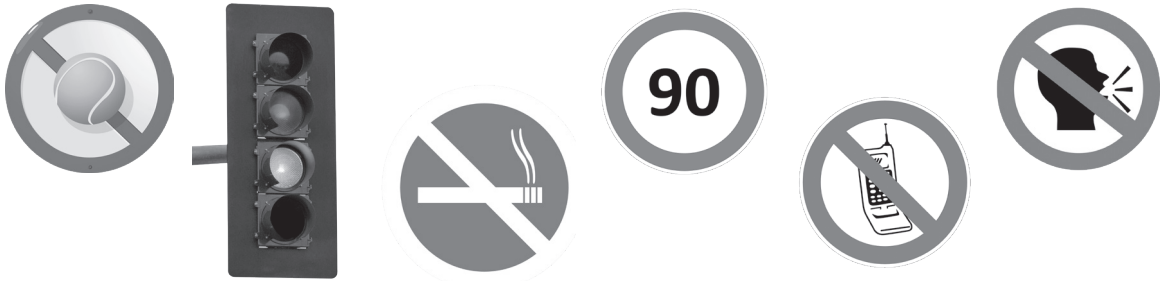
I mustn't be absent more than three times because I affect the rest of the group in the rehearsals.

PROHIBITED



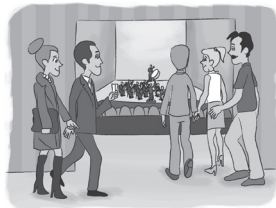
NOT REQUIRED

A Look at the signs and write six sentences using **must** and **mustn't**. *Answers will vary.*




1. You mustn't play ball
2. You must stop at the red light
3. You mustn't smoke
4. You mustn't drive above the speed limit
5. You mustn't use your cell phone
6. You mustn't speak

B Look at the picture and complete the sentences using: **must**, **mustn't**, **have to** and **don't have to**.



1. You must dress elegantly to attend a classical music concert.
2. You have to pay for your entrance.
3. You don't have to enjoy the composer's music.
4. You mustn't use your cell phone during the concert.
5. You mustn't talk during the concert.

C  **Work in pairs and explain each of the quotes in your own words. Answers will vary.**

1. “You must not lose faith in humanity. Humanity is an ocean; if a few drops of the ocean are dirty, the ocean does not become dirty.”

Mahatma Gandhi



2. “We have to learn to live together as brothers or perish together as fools.”

Martin Luther King, Jr.

3 “The best and most beautiful things in the world cannot be seen or even touched – they must be felt with the heart.”

Helen Keller



4. “I tell you the truth, you don’t have to remember anything.”

Mark Twain

5. “You don’t have to be better than everybody else. You must be better than you ever thought you could be.”

Ken Venturi

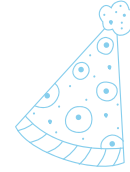
D **Compare your answers with the rest of the class and decide.**

- Which quote expresses prohibition? 1
- Which quote expresses necessity? 3
- Which quote expresses that something is not required? 4, 5
- Which quote expresses obligation from an external influence? 2
- Which quote expresses obligation from an internal source? 5

BLOG

E Imagine that you're organizing a surprise birthday party for your best friend. Use the graphic organizers to write: *Answers will vary.*

- Three things you have to do.
- Three things you mustn't do.
- Three things that you don't have to do.



I HAVE TO ...

I MUSTN'T ...

I DON'T HAVE TO ...

Write a brief composition including all of them. *Answers will vary.*

Lesson 7

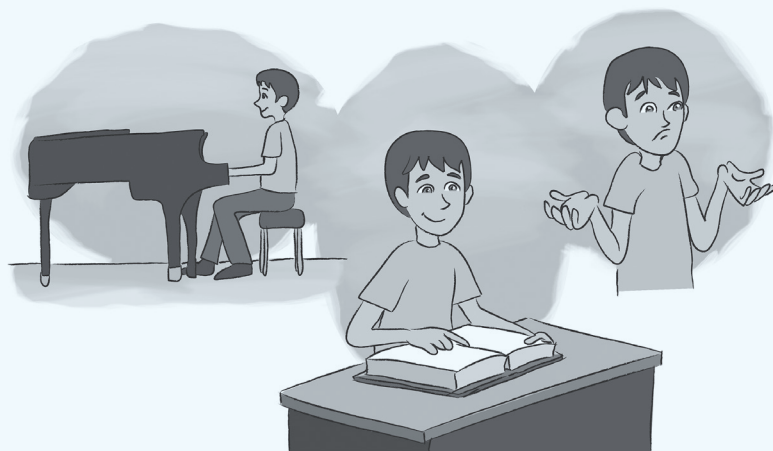
A Read the following text and underline the sentences that have a similar structure.



Do you agree that one should always listen to the teacher?

My music teacher kept saying: “If you want to master an instrument, you have to practice everyday”, but I never listened. Eventually, I realized I was very wrong and now I practice 2 hours a day. My Spanish teacher kept telling me: “If you want to improve your grades, you have to do your homework”, she was right. I realized that instead of playing video games all day long, I should do my homework. From then on, my grades became better. My English teacher always told me: “If you want to write good compositions, you have to learn more vocabulary.” I listened to her and I did very well.

I am now going to high school. Do you think I should continue to always listen to my teachers and do as they say?



B Write the sentences that you underlined and explain how they are related.


1. If you want to master an instrument, you have to practice everyday _____.
2. If you want to improve your grades, you have to do your homework _____.
3. If you want to write good compositions, you have to learn more vocabulary _____.


C  Discuss in pairs what you would recommend. Write your answer on the following lines.

Answers will vary.

D Complete the following chart writing rules you don't like to follow very much.

Answers will vary.

Rules at school	Rules at home	Others
		



E Write sentences that express what may happen if you follow the rules you wrote. Use sentences in Activity A as an example. *Answers will vary.*

1. _____
2. _____
3. _____
4. _____
5. _____

F Think about a long-term goal. Write five sentences in which you express what you would need to do in order to accomplish it. Follow the same structure as in the previous activity. Look at the example. *Answers will vary.*

If I want to improve my speed, I have to swim everyday.

1. _____
2. _____
3. _____
4. _____
5. _____


BLOG

G Think about a situation in which something went wrong because you didn't follow certain rules. *Answers will vary.*

● ● ● ◀ ▶ ↻

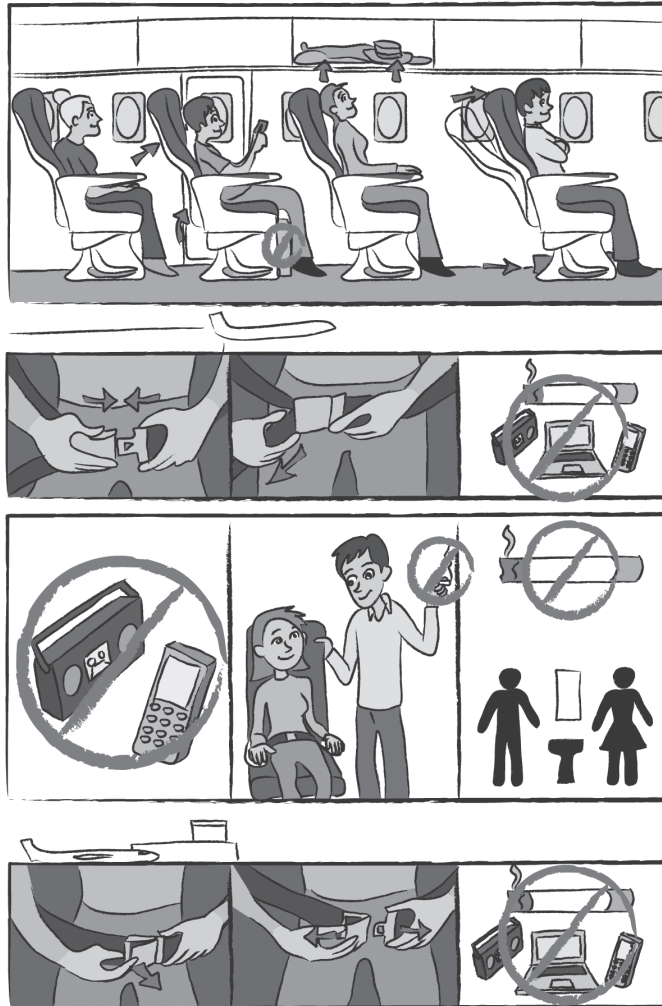
In your writing you must answer...

- what was (were) the rule(s) you didn't follow?
- what was (were) the consequence(s) of not following it?
- what would have happened if you followed the rule(s)?
- what did you learn?



Lesson 8

A Look at the pictures and write as many sentences as you can to describe each picture using: **have to** and **mustn't**. Look at the example. *Answers will vary.*



Sample answer: You have to put your bags in the compartment. You have to straighten up your chair. You must fasten your seatbelt. You have to tighten your seat belt. You mustn't smoke, use a camera, use your cell phone or your compluter. You mustn't smoke in the bathroom.

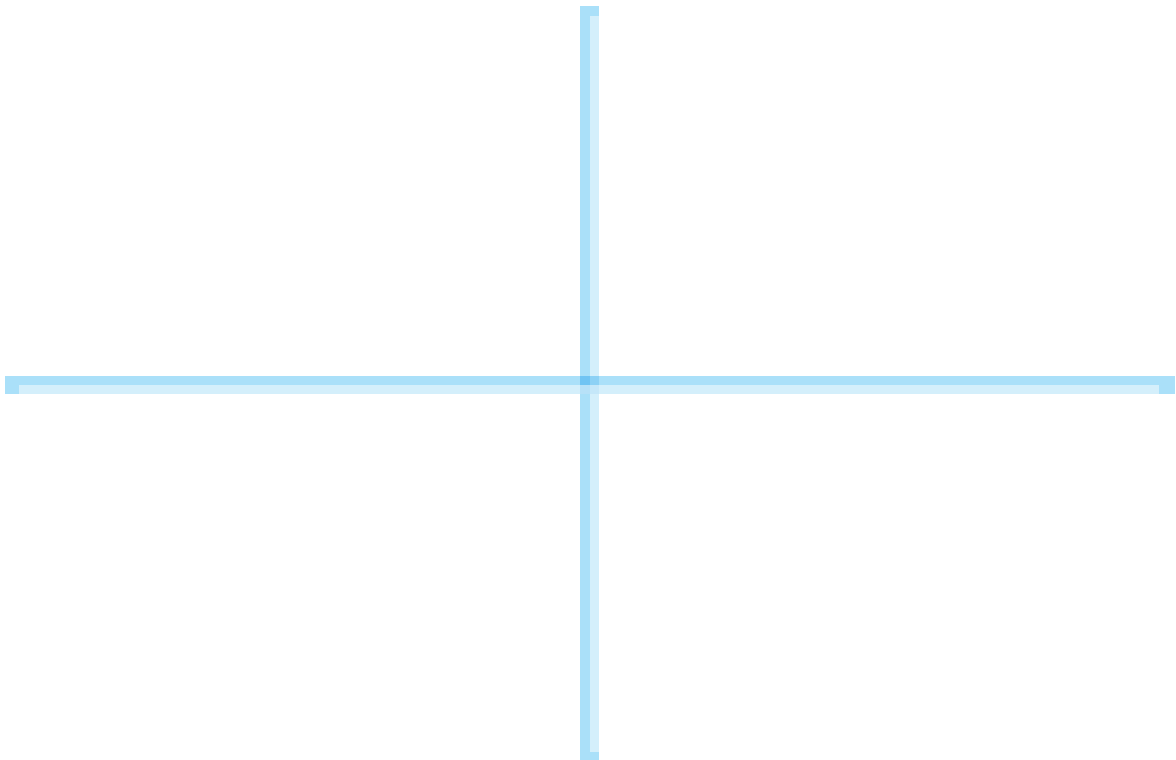
B Complete the sentences using **must** or **mustn't**.

In case of hurricane if you're not able to evacuate...

1. you must secure your home.
2. you have to stay informed.
3. you mustn't go out.
4. you mustn't use the phone except for emergencies.
5. you must ensure a supply of water.
6. you mustn't stay near the windows.



C Draw a sign chart for the safety instructions on the previous activity. *Answers will vary.*



D Fill in the gaps using **must**, **mustn't**, **have to**, or **don't have to**.

Since the hurricane struck my town, I have been in my house. I know I have to remain here, but it's really boring. There is no electricity so I have to look for some kind of entertainment. I mustn't use the phone and there's no Internet either, so I spend my time listening to the radio and playing cards with my brother. The only good thing is that I don't have to do my homework!

BLOG

E Have you ever been in a situation in which following safety rules have saved lives? Use the following spaces to organize your ideas and then put them all together in a paragraph.

Answers will vary.

Where were you?

What happened?

Who were you with?

Who was saved?

How?



Lesson 1

UNIT 4

Using Your Imagination

A Read carefully and discuss each of the statements with your classmates and teacher.



People who read stories...

- form pictures in their minds.
- improve cognitive functions in their brains.
- feel like if they were living the stories themselves.
- increase their vocabulary when reading in a foreign language.
- practice thinking in sequence.
- turn themselves more empathetic.

B What will happen if you start reading stories? Write six sentences based on the previous activity.


1. I will form pictures in my mind _____.
2. I will improve my brains' cognitive functions _____.
3. I will feel like if I were living the story _____.
4. I will increase my vocabulary _____.
5. I will practice thinking in sequence _____.
6. I will become more empathetic _____.


- C** Read the following passage from a horror story. Try to experiment each of the effects that reading it causes in your mind.



It was a cold January night. The street was almost empty. I was really tired and about to go home when I was hailed by a man. I didn't want to stop, but something inside of me forced me to do it. He was wearing a dark coat and his hat was covering part of his face. He got into the back of my taxi cab and I drove down the street; complete silence surrounded us. Suddenly, he leaned forward and tapped me on the shoulder. I felt a shiver and I lost control of the cab. We were nearly hit by a bus. I didn't know why I had that strange reaction, maybe because his touch was very cold and he smelled really bad.

I said, "I'm really sorry for that, are you OK?" I tried to see his face in the view mirror, but I only saw a silhouette against the back seat. The passenger apologized saying that he didn't realize a tap on the shoulder could be so scary...



- D**  What do you think will happen next? Who is the strange passenger? What will he do? What will happen to the narrator? Work in pairs to write a plot and an ending for the story in the following lines. *Answers will vary.*

- E**  Share your story with the rest of the class.



BLOG

F What kind of stories will you read in the future? Complete the phrases and give reasons.
Answers will vary.


I will read...




I will probably feel...



I will learn...





I will practice...



A Place the following sentences in the correct place on the chart.

- When I was a child, schools were buildings where children remained for nearly 6 hours a day.
- Tomorrow I will have a videoconference with my facilitator; we will discuss my science project on wind energy.
- My facilitator has found a retired marine propeller expert in Japan, and he will give me his contact information so I can meet him virtually.
- There were some people called teachers, who used to write what we had to learn on a thing called board.
- In our next on-line learning seminar, my friends and I will share what we have learned.
- We used lots of paper books and wrote our summaries by hand in our notebooks.

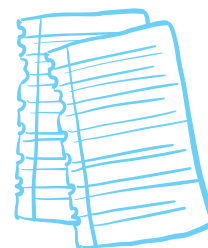
	
<p>Tomorrow I will have a videoconference with my facilitator...</p> <p>My facilitator has found a retired marine...</p> <p>In our next on-line learning seminar, my friends...</p>	<p>When I was a child, schools were buildings where children remained for nearly 6 hours a day.</p> <p>There were some people called teachers, who used to...</p> <p>We used lots of paper books and wrote our summaries...</p>

B Use the information in Activity A and answer.

1. What are they describing?
They are describing schools in the past and in the future
2. What year do you think they wrote the text in activity A?
Answers will vary
3. Do you really think school will change that much?
Answers will vary

C Write a list of five school things that you think will not be used in the future. *Answers will vary.*

1. _____
2. _____
3. _____
4. _____
5. _____



D Unscramble the following sentences. In the gap, include the things you wrote in the previous activity. *Answers will vary.*

1. **might / use / _____ / We / not / anymore**
We might not use _____ anymore.
2. **won't / use / probably / We / _____ /**
We probably won't use _____.
3. **use / we / won't / _____ / Maybe**
Maybe, we won't use _____.
4. **used / _____ / not / might / be**
_____ might not be used.
5. **won't / be / _____ / used / probably**
_____ probably won't be used.

E What do you think will replace those things we will no longer use? Write complete sentences. Look at the example. *Answers will vary.*

We might not use computers in the future because everybody will be wearing cyber-glasses.

1. _____
2. _____
3. _____
4. _____
5. _____

F Taking into account what you wrote, describe what schools will be like in the future.

Answers will vary.

BLOG

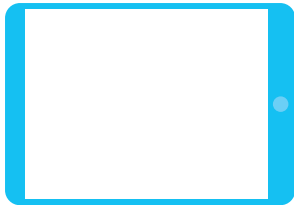
G What is the next technological item you want to purchase? Use the spaces below to organize your ideas. Then, write some lines including everything you wrote. *Answers will vary.*

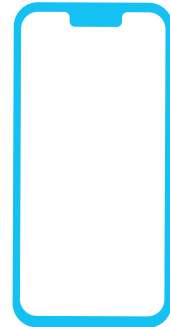
What technological item will I purchase?

Features / functions:

I like it because...

Using this item, I will replace...





Lesson 3

A Read each of the resolutions and order them according to your preference. Share your answers with the rest of the class. *Answers will vary.*

TOP 10 NEW YEAR'S RESOLUTIONS

1. Read more books. _____
2. Save more money. _____
3. Spend less time on the Internet. _____
4. Learn something new. _____
5. Help others. _____
6. Get organized. _____
7. Be a better friend. _____
8. Eat less junk food. _____
9. Socialize more in real life than in Facebook. _____
10. Be more responsible at school. _____



B Use **will + always / sometimes / often / never** to write true sentences using the resolutions from the previous activity. *Answers will vary.*

1. I will _____ read more books.
2. I will _____ save more money.
3. I will _____ spend less time on the Internet.
4. I will _____ learn something new.
5. I will _____ help others.
6. I will _____ get organized.
7. I will _____ be a better friend.
8. I will _____ eat less junk food.
9. I will _____ socialize more in real life than in Facebook.
10. I will _____ be more responsible at school.



C Reflect upon the resolutions, explain what strategies you will follow to keep each of them. Follow the example. *Answers will vary.*

I will reduce my TV time, so I can have more time for reading.

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

D Work with a partner, compare your answers from the previous exercise and decide which strategy is better. Share your conclusions with the rest of the class.

E Which other resolutions will you include in the list? Write them using **will + always / sometimes / often / never**. *Answers will vary.*

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



BLOG

F Describe your New Year's celebrations at home. *Answers will vary.*

We will decorate...

I will get together with...

We will eat...

We will give...

We will hear...

Happy New Year

Lesson 4

A How do you imagine yourself 15 years from now? Write your answers on the lines and use the frames to illustrate them. *Answers will vary.*

What will you look like?

I hope to... _____

Where will you be working?

I want to... _____

Who will you live with?

I will... _____

How will you spend your free time?

I want to... _____

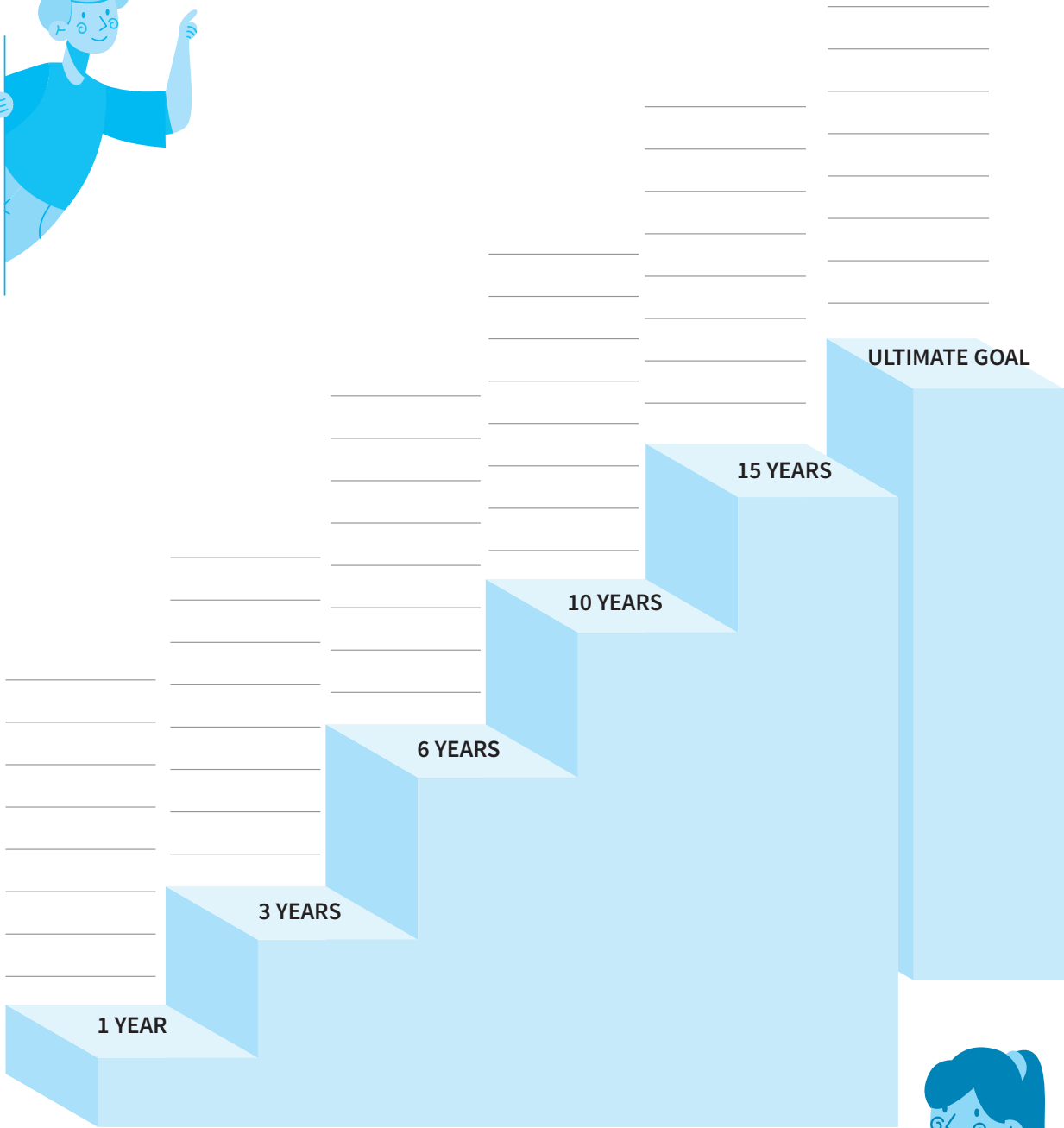
Who are your friends?

I hope... _____

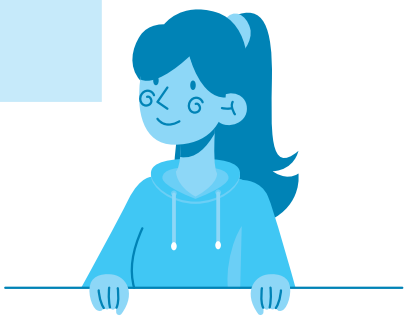
What makes you more proud of yourself?

I will... _____

B What will you have to do in order to attain the goals, that you drew in the previous activity? Explain each of the stages using will, want to or hope to. *Answers will vary.*



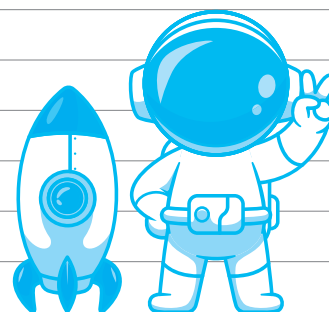
C Share your ladder with the rest of the class.



BLOG

D Use the information from the previous activities to write about your dreams for the future.
Answers will vary.

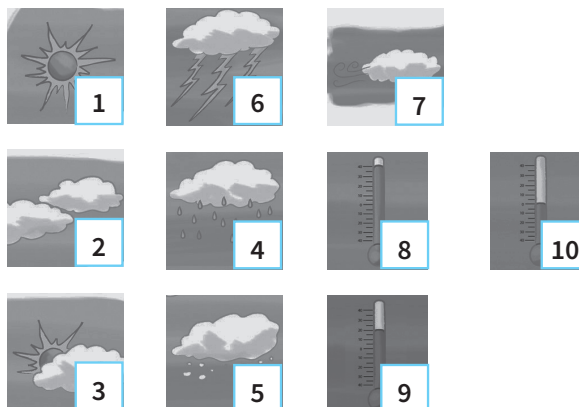
A large rectangular writing area with horizontal lines, resembling a computer window. At the top left of the window is a toolbar with three colored circles (red, yellow, green), a left arrow, a right arrow, and a refresh icon. The writing area contains approximately 25 horizontal lines for text entry.



Lesson 5

A Match the columns.

- | | |
|-----------------|------------------------|
| <u>6</u> stormy | <u>2</u> cloudy |
| <u>9</u> warm | <u>8</u> hot |
| <u>1</u> sunny | <u>5</u> snowy |
| <u>4</u> rainy | <u>3</u> partly cloudy |
| <u>10</u> cold | <u>7</u> windy |



B Write the correct subtitle from the box next to its corresponding paragraph.

How can we predict the weather without using technology?

- | | | |
|------------------------------------|----------------------------------|--------------------|
| Take note of the birds | Gaze at the moon | Look for a red sky |
| Examine the clouds | Detect the direction of the wind | Light a match |
| Check the grass for dew at sunrise | Look for a rainbow in the west | |

- Examine the clouds White and high ones indicate that there will be good weather; dark and low ones mean it will be stormy.
- Look for a red sky During the sunset, it means that dry air is heading towards you, so it will be hot. During the morning, it indicates a low-pressure system that carries moisture so it will rain.
- Look for a rainbow... As weather systems move from west to east, rain is surely on its way. If it is in the east; it will probably be sunny.
- Gaze at the moon A ring around it indicates that rain or snow will probably fall within the next three days.
- Detect the direction of the wind Easterly ones, indicate that a storm will come; westerly ones indicate good weather.
- Light a match Smoke that swirls and descends means that rain will come soon.
- Check the grass... If it is dry, this indicates strong winds which can mean rain is coming. If it is wet, it probably won't rain that day.
- Take note of the birds If they are flying high in the sky; there will probably be fair weather. If they're flying low, it will rain.

C Now you are a weather forecaster! Use vocabulary words from Activity A to predict the weather according to the kids' observations.



I saw a rainbow in the east.

It will be sunny.

It will be rainy.

The birds were flying very low today.



There was no dew on the plants this morning.

It will be windy or rainy.

It will be stormy.

The clouds were dark and low during the afternoon.



I saw a big ring around the moon.

It will be rainy or snowy.

It will be hot.

The sky was really red during sunset.



D Ask for instructions to predict tomorrow's weather. Write questions using the words provided and the information from the text in Activity B. Follow the example.

What / snow

What can I look for to predict snow?

1. Which / clouds / good weather

Which clouds can help me predict good weather _____?

2. Where / winds

Where can I detect the direction of the wind _____?

3. When / dark and low clouds / sky / rain

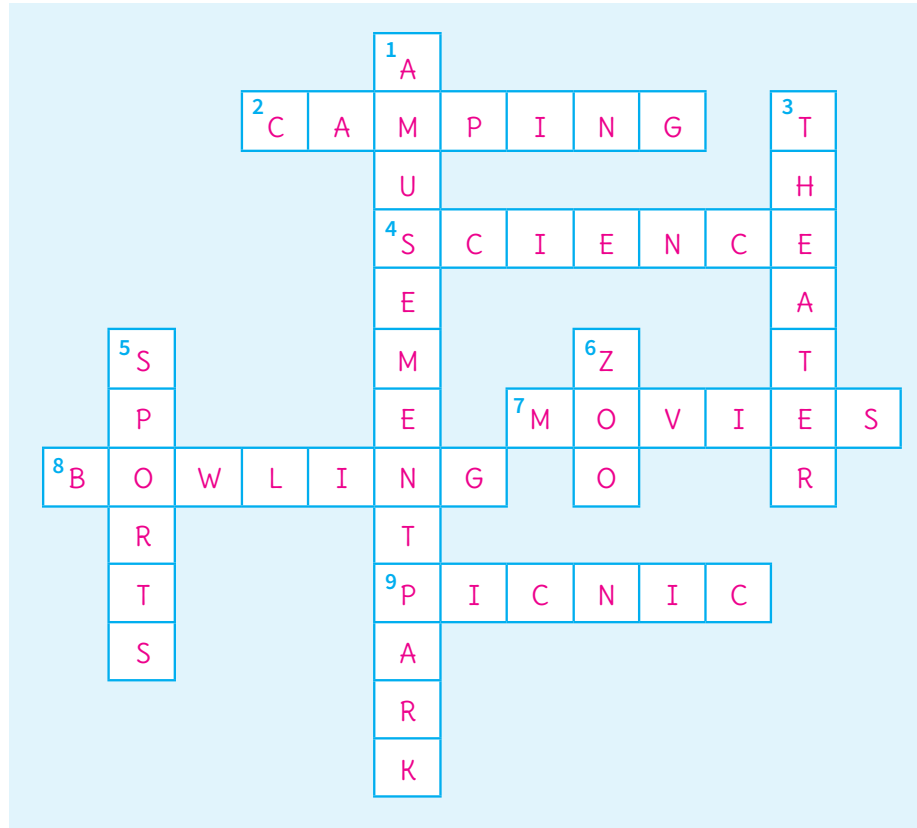
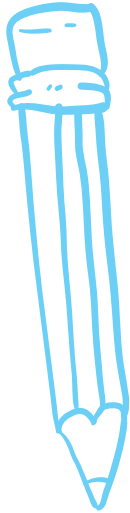
When there are dark and low clouds in the sky, does that mean it will rain _____?

4. What / sunny day

What can I look for to predict a sunny day _____?

E  Work in teams and observe your environment, how will the weather be tomorrow?
Answers will vary.

A Complete the crossword puzzle.



Across

2. If you're a nature-lover, you mustn't miss this activity.
4. This kind of museum has exhibitions that range from marine life to astronomy.
7. This is a perfect alibi for eating popcorn on a rainy day.
8. This activity gives you the opportunity to compete with your friends while you wear stylish shoes.
9. Are you bored of eating indoors? You should try this!

Down

1. You will enjoy exciting rides in this place!
3. Do you like drama? This place will be perfect for you!
5. Tennis, football, basketball, baseball are among some of the examples of this activity.
6. You will be able to see lots of animals if you visit this place.

B What do you like to do on weekends? Choose activities from the crossword puzzle or include some others. *Answers will vary.*

C Interview seven of your classmates; ask them: What are you going to do next weekend? Write their answers on the following lines. *Answers will vary.*

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____

D Plan your next weekend. Use *going to* in your sentences. Look at the example.
I'm going to have breakfast with my family in my favorite restaurant.



<i>Answers will vary.</i>	SATURDAY	SUNDAY
MORNING		
AFTERNOON		
EVENING		

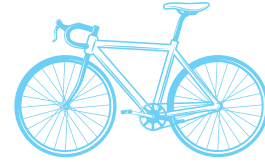


E Is it important to plan your weekend? Why or why not? *Answers will vary.*

BLOG

F Choose four fun weekend activities that you would like to do next month. Use the following spaces to write about them. *Answers will vary.*

- Who are you going to do them with?
- Where are you going to do them?
- When are you going to do them?
- What equipment are you going to need?



A large rectangular area with a light blue border, designed to look like a computer window. At the top left, there are three small circles and three navigation icons (back, forward, refresh). The main area contains four cloud-shaped text boxes, each with four horizontal lines for writing. The boxes are arranged in a 2x2 grid. To the right of the top-left box is an illustration of a tennis racket and a tennis ball. To the right of the top-right box is an illustration of a tennis ball. To the right of the bottom-left box is an illustration of a tennis ball. To the right of the bottom-right box is an illustration of a tennis ball. At the bottom left of the window, there is an illustration of a paintbrush and a palette.

Lesson 7

A What city is it? Choose the one from the box that fits each of the following descriptions.



- | | | | | |
|-------|---------|-----------|----------|--------|
| Paris | Bangkok | Singapore | New York | London |
|-------|---------|-----------|----------|--------|

- Bangkok The capital of Thailand was the number one tourist destination in 2013. You should not miss the cruises on the Chao Phraya and Thonburi's canals which offer views of some of the city's traditional architecture.
- London One of Europe's most visited capitals and the most populous region in the United Kingdom; it attracts 14 million visitors per year. If you go there you should visit the British Museum, the Big Ben and the Tate Modern.
- Paris This is one of the most beautiful cities in the world. Some of its attractions are the Louvre Museum, the Tuileries Gardens, Champs Élysées, the Eiffel Tower and Arch of Triumph
- Singapore It is the only world city-state that is also an island country. Located on the tip of the Malay Peninsula, some of its attractions are: the Kampong Glam, where you can see the city's history; the Chomp Chomp, where you can eat fabulous food; and the Wave House Sentosa, where you can surf huge waves.
- New York "The city that never sleeps". Considered a multicultural city, which has an enormous variety of art, fashion, and entertainment. You must plan a tour that includes the Statue of Liberty and the Empire State Building. You may walk or bike along Central Park and also visit its many museums.


B What would you recommend? Circle the correct answer.

- | | | | |
|--|----------------|------------------|-----------------|
| 1. "I am a fashion lover." | Singapore | Bangkok | <u>New York</u> |
| 2. "I really like strong emotions." | Paris | <u>Singapore</u> | London |
| 3. "I love sailing." | <u>Bangkok</u> | London | Singapore |
| 4. "I would like to see beautiful European buildings." | <u>Paris</u> | Singapore | New York |



- C** Imagine you've won a trip! You can choose one of the cities described in the previous activities. Plan what you will do there. Fill in the paragraph with your plans. *Answers will vary.*

I'm going to _____ . I'm planning to _____ .
I'm looking forward to _____ .

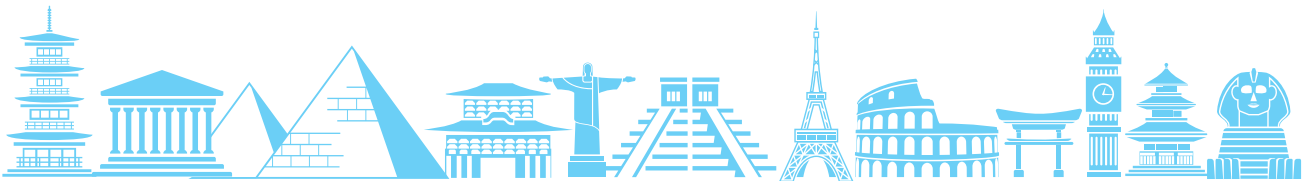
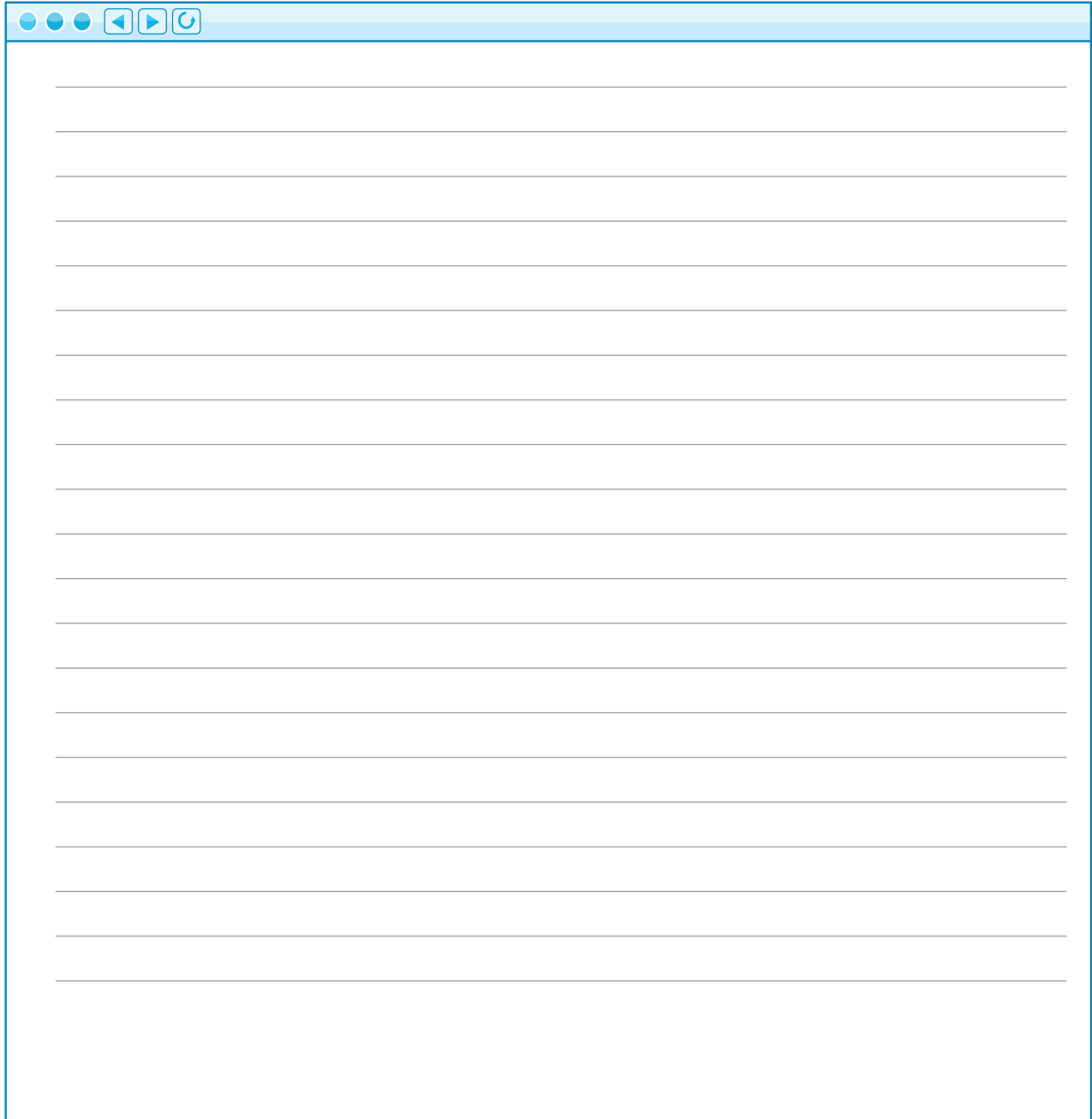
- D**  Work in pairs, choose a continent and four places that you would like to visit there. Write about their attractions. Use the descriptions in Activity A as an example. *Answers will vary.*

- E** Imagine you're planning a trip to the places you chose in Activity D and you are writing to a friend to explain what your plans are. Follow the example to write your letter. Don't forget to use: **I'm planning to...** / **I'm going to...** / **I'm looking forward to...** for each of the places. *Answers will vary.*

Dear Mayumi: I'm planning to visit Japan next month. I'm going to fly to Tokyo and I'm looking forward to visiting Rikugien Gardens...

BLOG

F A foreign friend of yours is planning to come to your town and you will be his tourist guide. The only problem is that he doesn't have much money. Write a plan explaining where you will take him and what you will do. *Answers will vary.*



A Order the sentences to create a meaningful dialogue.



- 7 I could have never done that. I think that planning a trip is extremely important.
- 9 So you will return there soon?
- 1 Good to see you again! How was your vacation in Costa Rica?
- 3 Come on! You were there for almost two weeks!
- 8 I agree, but now I have a better idea of where to go on my next visit.
- 4 Well, that's true, but the problem was that we didn't plan our trip beforehand.
- 2 The country is incredible, but we didn't have enough time to explore it all.
- 5 Really? I know a fantastic travel agency, you should have told me.
- 10 Of course! It is a beautiful country with lots of exciting things to do!
- 6 I know. We lost a lot of time trying to figure out what to do.

B  **Discuss with a partner: Do you think that planning a trip is important? Why or why not? Write your conclusions on the following lines and share them with the class. Answers will vary.**

- C** Read the following itinerary for a trip to Costa Rica. Underline action words in present.



Day 1: San Jose

The flight arrives at the San Jose airport where your guide will greet you. The group takes time to relax after the journey and prepares for an unforgettable Costa Rican adventure!

Day 2: San Jose – Tortuguero (L, D)

The bus departs early in the morning heading towards Tortuguero. On the way, we pass through Braulio Carrillo National Park, one of the largest in Costa Rica. In the afternoon, we enjoy a delicious lunch and then visit the local town, learning about the cultural traditions.

Day 3: Tortuguero

The group wake up early for an exceptional visit to the nearby Tortuguero National Park, exploring the wildlife sanctuary by boat. You will discover the lush vegetation of the tropical rainforest, a natural habitat for more than 300 species of birds, and also a wide incredible array of other wildlife, such as monkeys, iguanas and crocodiles.

Day 4: Arenal (B, D)

Our guide leads you to Arenal Volcano National Park. You will take a short hike to check out the breathtaking views. The impressive Arenal Volcano is a natural phenomenon that is visited by thousands of people each year.

Day 5: La Fortuna – Monteverde – San José

A boat transfers you to Monteverde, including a 30-minute boat tour across Arenal Lake. Along the way, you will spot several small islands and enjoy panoramic views of the natural surroundings. Once on the other side, a van rides you directly to your hotel in San Jose.

- D** Look up the meaning of the word **itinerary** in the dictionary and write it on the following line.

a planned route or journey

- E** Read the following grammar rule and explain why you think action words in present were used in the itinerary.

We use the simple present to talk about future events that are part of a timetable or schedule.

The words are part of an itinerary for a trip.

- F** Think of some other situations in which you use simple present to express future. Write them down in the following lines. *Answers will vary.*

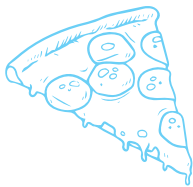
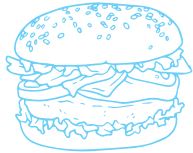
Lesson 1

UNIT 5

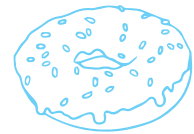
All about Food

A Find the following words in the puzzle.

hamburger chicken sandwich pizza sushi doughnut ice-cream



h	a	m	b	u	r	g	e	r
f	k	j	e	i	d	j	i	h
a	n	l	j	j	o	e	c	c
d	e	n	i	b	u	o	e	i
k	o	o	k	k	g	f	c	w
n	e	k	c	i	h	c	r	d
j	o	j	u	j	n	s	e	n
i	h	s	u	s	u	i	a	a
g	j	e	g	j	t	n	m	s
a	z	z	i	p	p	h	m	s



B Complete the conversations using the words from the previous activity.

A: What is your favorite food?

B: My favorite food is pepperoni pizza with lots of cheese, and yours?

A: I like hamburgers but without pickles, I really hate them!

B: What are we eating today? Japanese sushi or roast beef sandwiches?

A: Mmm... I prefer chicken and smashed potatoes.

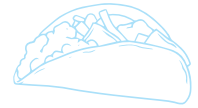
B: And what's your favorite dessert? Mine is ice-cream!

A: I like chocolate ice-cream!



C Write a list of 4 foods that are available in your neighborhood. Write where they are from.

Tacos - Mexico



1. _____ — _____
2. _____ — _____
3. _____ — _____
4. _____ — _____


D Which of the foods from the list above is your favorite? Explain why and draw it.

Answers will vary.



E  Prepare some questions to ask someone about their favorite food. *Answers will vary.*

1. What _____ ?
2. Where _____ ?
3. When _____ ?
4. Who _____ ?
5. How _____ ?

F  Ask the questions you wrote above to a partner. Write his/her answers on the following lines. *Answers will vary.*

1. _____
2. _____
3. _____
4. _____
5. _____

BLOG

G Which international food would you like to try? Complete the phrases to explain your choice and use the space below to draw it. *Answers will vary.*



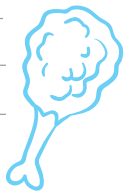
The food I would like to try is _____

It's from _____

It's main ingredients are _____

I would like to eat it during _____

I imagine it will taste like _____



A Write the words for the following recipe abbreviations.

- | | |
|--------------------------|----------------------|
| 1. tsp <u>teaspoon</u> | 5. qt <u>quart</u> |
| 2. tbs <u>tablespoon</u> | 6. gal <u>gallon</u> |
| 3. oz <u>ounce</u> | 7. fl <u>fluid</u> |
| 4. pkg <u>package</u> | 8. pt <u>pint</u> |

B Find out and answer.

- How many grams equal 1 ounce? 28.34 gr
- How many liters equal 1 quart? .94 liters
- How many grams equal 1 quart? 946.5 grams
- How many liters equal 1 gallon? 3.78 liters
- How many liters equal 1 pint? .47 liters

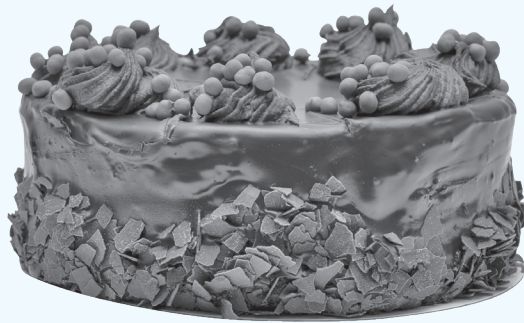
C Read the following recipe and use the words from the box to fill in the blanks.

set grease enjoy mix place preheat bake pour

Easy Chocolate Cake

Ingredients:

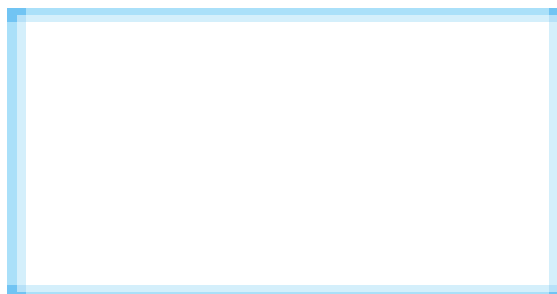
- 1 oz of flour
- 1 oz of cocoa
- 1 oz of sugar
- 2 tbs of butter
- 1 pt of milk
- 2 eggs



Method:


- Preheat oven to 180°C. grease a 24 cm cake tin and set aside.
- Place all ingredients into a bowl and mix on high for 4 minutes.
- Pour into cake tin and bake for 35-40 minutes or until the cake springs back when lightly touched in the centre. Enjoy !

D Write an easy recipe you like to prepare. Draw the food. *Answers will vary.*



E Underline the verbs in your recipe.

F Convert the quantities of your ingredients to ounces, quarts and pints. *Answers will vary.*

G  Work with a partner and choose one of the recipes. Imagine you will be part of a TV show in which you will present it to an audience. One of you will read the instructions and the other will act them out in front of the class. Use the lines below to prepare your introductory speech. *Answers will vary.*

Lesson 3

A Find someone in your class who has tried each of the following dishes. *Answers will vary.*



Have you ever tried...



1. snake?
2. snails?
3. grasshoppers?
4. worms?
5. squids?
6. octopus?
7. escamoles?
8. shark?

YES

NO









B Choose one of the foods from the previous list. Interview the person who tried it using the following questions. *Answers will vary.*

1. When did you eat this food? _____.
2. Where were you? _____.
3. How did it taste? _____.
4. Would you try it again? _____.
5. Would you recommend others to do it? _____.

C Share your answers with the class.

D Match the name of the dish with its description.

Escargots		Ripe stinky cheese. (Italy)
Steak Tartare		Garden snails. (France)
Tofu		Raw fish marinated in citrus juice. (Mexico)
Ceviche		A food made by coagulating soymilk. (Japan)
Gorgonzola		Finely chopped raw beef or horsemeat, often served with onions, capers and seasonings. (France)

E  Get in teams of four. Ask each other if you have tried each of the dishes above. Write complete sentences in the following lines telling who has eaten what. *Answers will vary.*

Alonso and Natalia have eaten tofu.

F Decide which of the foods included in this lesson is the most disgusting for you. Explain in the following lines why you would never try it. *Answers will vary.*

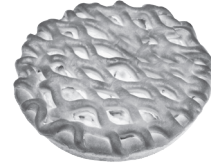
Lesson 4

A Unscramble the letters in bold to find out what is the origin of each of the following desserts.

Apple Strudel or Apfelstrudel is a dish that people cannot not miss when they visit **tiasruA**. This dessert is actually a traditional Strudel, which is in turn a layered pastry famous throughout the world. Austria



Milk Tart or Melktert in Afrikaans is a sweet pastry crust filled with milk, flour, sugar and eggs very popular in **tShou farciA**. South Africa



The literal meaning of 'Dulce de leche' is candy made of milk. Its origin is in **rAgnaeitin**, where they prepare it by slowly heating sweetened milk. You may eat it alone or spread it in a slice of bread. Argentina



The dish consists of a topping of soft and fresh cheese and a crust of biscuit, sponge cake or pastry. Cheesecakes are famous in the **tUndie sSttae**, and have an entire range of toppings at their disposal. United States



Tiramisu, was originated in **yllta** and it is made of ladyfingers dipped in coffee, flavored with cocoa and liquor and with layers of whipped egg yolks and mascarpone cheese in between. Italy



B Think of two traditional desserts in your country, write a short description of them specifying the place of origin with scrambled letters. Use descriptions in Activity A as an example.

1. Answers will vary.

2. _____

C  Exchange books with a partner and unscramble the letters to find out the place of origin of each other's desserts.

D Complete the chart. Use vocabulary from Activity A.

What might you eat for dessert if you go to...



Austria

Italy

United States

Argentina

South Africa

Mexico


_____	Apfelstrudel	Flan
_____	Tiramisu	
_____	Cheesecake	
_____	Dulce de leche	
_____	Melktert	



E Write complete sentences for each country. Look at the example.

If you go to Belgium, you might eat waffles.

- If you go to Austria, you might eat apfelstrudel.
- If you go to Italy, you might eat tiramisu.
- If you go to the United States, you might eat cheesecake.
- If you go to Argentina, you might eat dulce de leche.
- If you go to South Africa, you might eat melktert.
- If you go to Mexico, you might eat flan.

F  Work in pairs; think of three other countries and investigate traditional desserts. Write complete sentences telling what dessert you might eat in those countries.
Answers will vary.

- _____
- _____
- _____

G Which of the desserts from this lesson would you like to try the most? Explain why.
Answers will vary.

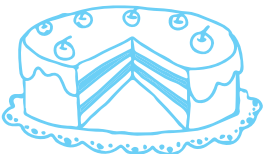
BLOG

H What is your favorite dessert? Use the graphic organizer to write important information about it and then write some lines describing it thoroughly. *Answers will vary.*


••• ◀▶↺

Its main ingredients are:

Its origin is...



My favorite dessert is:



In your mouth it feels...

It tastes...

It smells...

I usually eat it when...

Lesson 5

A Fill in the blanks using the correct food group.

carbohydrates protein dairy fruits and vegetables fats and sugars

1. Fruits and vegetables give you lots of vitamins and chemicals called antioxidants. All of them help to keep you healthy.
2. Dairy products contain protein, calcium and some vitamins like B12, A and D. They help you to maintain your teeth and bones strong.
3. The carbohydrates give us energy, calcium and B vitamins. Wholegrain ones give us fibers, which keep digestive system working properly.
4. Most of the foods that contain fats and sugars are delicious; they give us a lot of energy but not many nutrients. Besides, most of fats and sugars we eat are processed and contain sodium and cholesterol, which may be harmful.
5. Foods that contain protein also give us iron and some other minerals and vitamins. These nutrients help the body to grow and repair itself.

B Match the columns taking into account the information provided by the food pyramid on page 156 in your book.

- | | |
|--------------------------------|------------------------------|
| <u>3</u> carbohydrates | 1. At least 3 servings a day |
| <u>4</u> fruits and vegetables | 2. Don't include them often |
| <u>1</u> dairy | 3. 3-5 servings a day |
| <u>5</u> protein | 4. 5 portions a day |
| <u>2</u> fats and sugars | 5. 2-3 servings a day |

C Write three examples for each of the food groups.
Answers will vary.




1. Carbohydrates
rice, pasta, bread, cereal
2. Fruits and vegetables
apples, oranges, lettuce, zucchini, bananas, tomatoes
3. Dairy
Milk, cheese, yoghurt
4. Protein
eggs, meat, chicken, fish
5. Fats and sugars
ice-cream, chocolate, candy, cake

D Complete the following sentences using the information from the previous activities. Follow the example. *Answers will vary.*

If I eat yoghurt, my bones will be strong.

1. If I eat fruit, I will get vitamins and antioxidants.
2. If I drink milk, my teeth will be healthy.
3. If I eat chicken, my body will grow and repair itself.
4. If I eat wholegrain bread, my digestive system will work better.
5. If I eat candies, I will not get nutrients.

E  Work with a classmate, plan and write a diet that includes all food groups in each meal. *Answers will vary.*



Breakfast



Lunch



Dinner

F Write 6 complete sentences explaining what nutrients you will get from some of the foods you included in your menu. Follow the example. *Answers will vary.*

If I eat chicken, I will get protein.

1. _____.
2. _____.
3. _____.
4. _____.
5. _____.
6. _____.

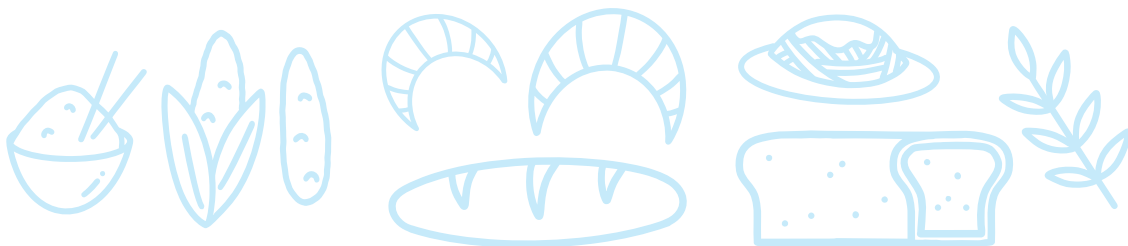
BLOG

G Is a food pyramid a good guide for healthy eating? Explain in which way it may help you to choose and properly combine the foods you eat. *Answers will vary.*

Navigation icons: back, forward, refresh.

Food pyramid illustration:

- Top level: cupcake, lollipop, bottle
- Second level: egg, chicken drumstick, fish
- Third level: milk carton, steak
- Bottom level: apple, banana, carrot, mushroom, tomato, watermelon slice



A Color each part of the food label as it is indicated. Take into account nutritional information you have already learned.

Serving size – green Depend on your daily activity – purple Limit these! – red
 Footnote with daily values – orange Get enough of these! – blue

Nutrition Facts
 Serving Size: 1 Tray (255g/9oz.)

Amount Per Serving	
Calories 220	Calories from Fat 45
% Daily Value*	
Total Fat 5g	8%
Saturated Fat 2.5g	13%
Trans Fat 0g	
Cholesterol 40mg	13%
Sodium 670g	28%
Total Carbohydrate 25g	8%
Dietary Fiber 2g	7%
Sugars 4g	
Protein 18g	36%
Vitamin A 25%	Vitamin C 25%
Calcium 15%	Iron 15%

* Percent Daily Values are based on a 2,000 calorie diet. Your daily values may be higher or lower depending on your calorie needs:

	Calories	2,000	2,500
Total Fat	Less than	6.5g	80g
Sat Fat	Less than	20g	25g
Cholesterol	Less than	300mg	300mg
Sodium	Less than	2,400mg	2,400mg
Total Carbohydrate		300g	375mg
Dietary Fiber		2.5g	30g
Calories per gram			
Fat 9	Carbohydrate 4		Protein 4

B Write three recommendations combining the phrases in the boxes.

If you do a lot of exercise,
 If you want to eat healthy,
 If you want to lose weight,

you should check food labels.
 you should eat more calories.
 you should not eat sugar and fats.

1. *If you want to eat healthy, you should check food labels* _____
2. *If you do a lot of exercise, you should eat more calories* _____
3. *If you want to lose weight, you should not eat sugar and fats* _____

C Compare the food labels and write healthy advice for each case. *Answers will vary.*



CEREAL	Chocolate	Oats
Calories	218	180
Sodium	365	340
Carbohydrates	50	46
Sugar	16	12
Fat	3	1.5
Protein	0	4.5
Fiber	3	6

If you want to eat healthy cereal, you should eat oats.

BARS	Granola	Amaranth
Calories	140	120
Sodium	165	140
Carbohydrates	46	35
Sugar	12	11
Fat	2	1
Protein	7	9
Fiber	5	3

If you want an energy bar, you should eat granola.



CHIPS	Fried	Baked
Calories	338	220
Sodium	406	342
Carbohydrates	53	45
Sugar	3	2
Fat	17	9
Protein	5	3
Fiber	5	5

If you want to lose weight, you should eat baked chips.



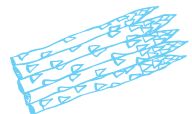
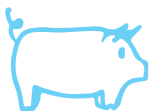
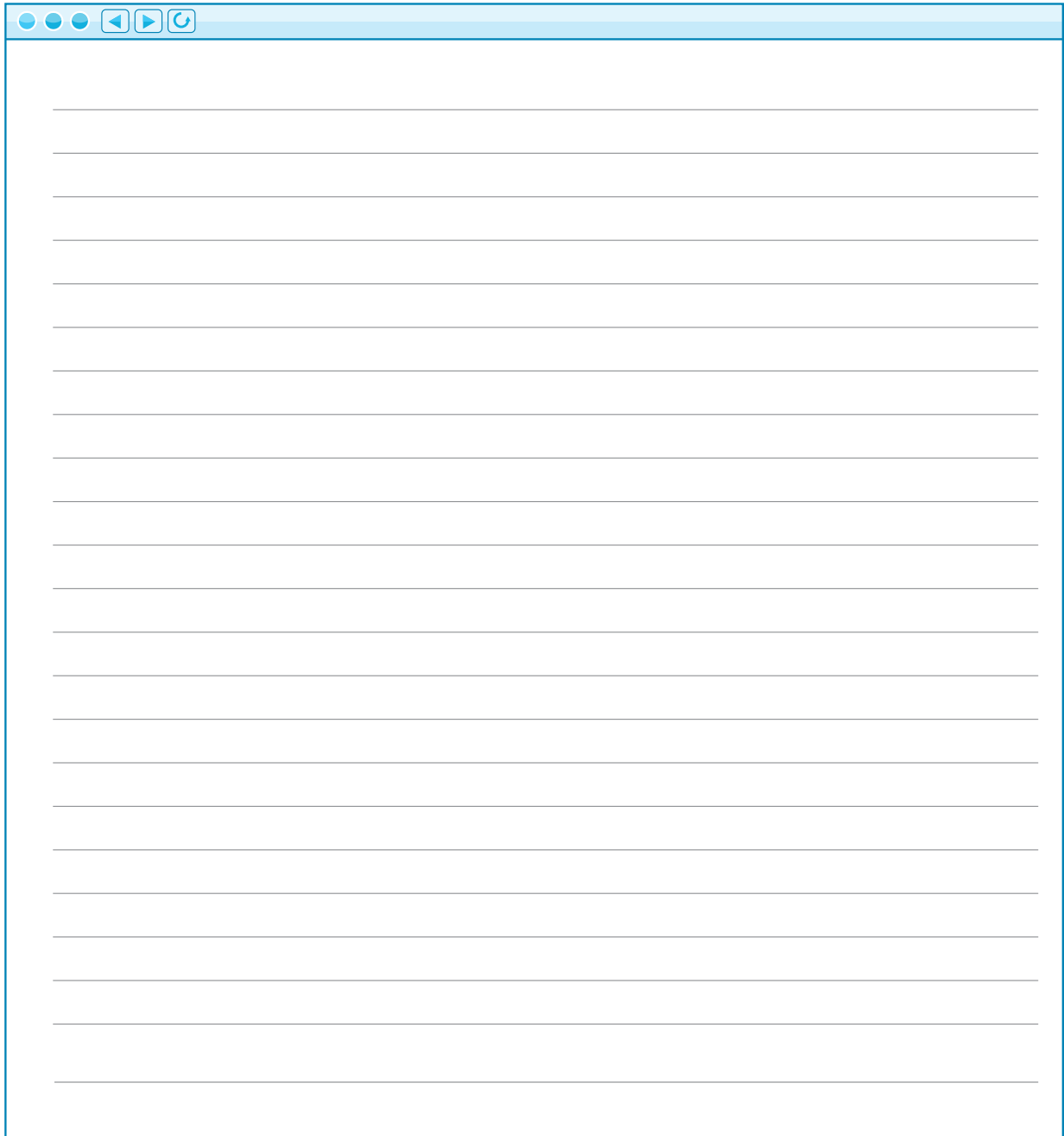
CHEESE	Paneer	Mozzarella
Calories	120	336
Sodium	210	700
Carbohydrates	48	50
Sugar	.5	1
Fat	7	28
Protein	15	25
Fiber	0	0

If you want to get more protein, you should eat mozzarella cheese.



BLOG

- D** How reading food labels may help you to choose healthy food? Don't forget to include information related to every aspect of the label (serving size, calories, fats, sugar, sodium, protein, daily values) to support your answer. *Answers will vary.*



Lesson 7

A How much have you learned about nutrition? Answer to find out.



1. Which of the following foods should be eaten in very small portions?

a. Vegetables	<u>b. Candy</u>	c. Bread
---------------	-----------------	----------
2. Which is the best meal to skip?


a. Breakfast	b. Dinner	<u>c. None</u>
--------------	-----------	----------------
3. Which is the healthiest snack?

a. Chips	b. Butter popcorn	<u>c. Amaranth bars</u>
----------	-------------------	-------------------------
4. Which would be the healthiest side dish if you eat in a restaurant?

<u>a. Baked potato</u>	b. Macaroni and cheese	c. Onion rings
------------------------	------------------------	----------------
5. Which food contains the most fat?

<u>a. Brownies</u>	b. Crackers	c. Granola bars
--------------------	-------------	-----------------
6. Meat, poultry, eggs, fish, dry beans and nuts contain are our main source of...

a. Vitamins	<u>b. Proteins</u>	c. Fats
-------------	--------------------	---------

B  Before checking, share and compare your answers with a partner. Discuss the reasons for each of the correct answers. Share your conclusions with the class.

C Read the text, underline the foods and classify them in the chart.



Processed vs. Fresh


Processed foods have been altered from their natural state for safety reasons or for convenience. There are some “good” processed foods such as pasteurized milk; breakfast cereals with little sugar added; and frozen vegetables and fruits.

There are also some “bad” processed foods made with trans-fats, saturated fats, and large amounts of sodium and sugar, which aren’t good for you. Some examples of these are: chips, candies, canned foods, packaged cakes, and cookies.

Defenders of fresh food argument that only fresh fruits and vegetables contain vitamins, minerals, and fiber, which are required to maintain optimal health. So for them it is much better to eat a carrot or a banana for a snack than a granola bar. They also say that you may get much more proteins from fresh meat or poultry than from processed meats such as ham or sausages.

What do you think?


Fresh foods	Processed foods	
carrot banana meat poultry	pasteurized milk candies breakfast cereals canned foods packaged cakes/cookies	granola bar frozen vegetables/fruits chips ham sausages


D  Discuss with a classmate: What happens if we eat a lot of “bad” processed food? Write your conclusions.

E What if there were no more processed foods available? What would you eat?

BLOG


F Which are the advantages and disadvantages of eating fresh and processed foods? Use the graphic organizers to write your ideas and then take a choice for yourself, what would you prefer to eat and why? Explain it on the lines below. *Answers will vary.*



FRESH FOODS



ADVANTAGES

DISADVANTAGES


PROCESSED FOODS



ADVANTAGES

DISADVANTAGES

Lesson 8

A Color in blue what a good friend will do; color in red what a good friend will never do.



Always be there.
blue

Be kind and listen.
blue

Cheer you up.
blue

Discourage you.
red

Bully you.
red

Criticize you for being flawed.
red

Lie to you.
red

Be scared to tell the truth.
red

B Use the information from the “red” sentences in the previous activity to ask for advice. Follow the example. *Answers will vary.*

What should I do if my best friend walks away when times get tough?

C Discuss the answers to the questions in Activity B with your classmates and teacher.



D Work with a partner. Read each of the following dilemmas and answer.

1. During recess you realize that you forgot to do your math homework. The assignment is really long. Instead of hanging up with your friends, you start to do the assignment. One of them offers you his homework to copy before class. Is he a good friend? What should you do? *Answers will vary.*

2. You promised your best friend that you would go to his place to play video games this Sunday. After you made the promise, the girl/boy you like, invites you to his/her birthday party the same day. You really want to go to the party but your friend was not invited. What should you do?

Answers will vary.



E Continue working in pairs. Write a friendship dilemma, similar to the ones in the previous activity. *Answers will vary.*



F Exchange your book with another pair and try to give an answer to each others' dilemmas.

Answers will vary.

BLOG

G Write a list of things that you like about yourself. *Answers will vary.*

The image shows a digital workspace for writing a blog post. It is enclosed in a window-like frame with a title bar at the top containing three colored circles and three navigation icons (back, forward, refresh). The workspace is divided into three main sections:

- Physically:** A large, empty rectangular box on the left side.
- Character Traits:** A large, empty rectangular box on the right side.
- Relations with others:** A large, empty rectangular box at the bottom center, overlaid with a faint, light blue line-art illustration of two hands shaking. The illustration has radiating lines around the handshake, suggesting a positive or significant interaction.

Grammar Structures Unit 1

Verb to be

The verb to be is one of the most used in the English language. We use it to talk about nationalities, professions, quantity, existence (there is/are), colors, description (tall, expensive, etc.), feelings (happy, sad, sick, etc.), location (in, on, between, etc.) time, and age.

We also use it as an auxiliary in present continuous (They are playing soccer now.), idiomatic future (I am going to see them tomorrow.) and in other tenses.

Present	Past	Past Participle
am	was	been
is	was	been
are	were	been

Adjectives

Adjectives give additional information about nouns. They make speaking, reading and listening more interesting.

Questions

Questions with Who and What can ask about the subject or the object.

The subject performs the main action in a sentence. It goes before the verb.

The object receives the action in a sentence. It goes after the main verb.

Subject		Object	
Who went to the party?	Maggie and Frank went to the party	Who did you send the letter to?	I sent the letter to Dan .
What is under the car?	My skates are under the car.	What did study last year?	They studied advanced math last year.

Gerunds

A gerund is the *-ing* form of the verb and it names actions. You can use gerunds as subjects and as objects.

Subject	Object
Swimming is excellent exercise!	He doesn't like dancing .

Grammar Structures Unit 2

Simple Past

The simple past tense refers to actions that happened and finished at a specific time in the past. We use time expressions, such as yesterday, the day before yesterday, last Saturday / month / year, two days ago, etc.

There are two types of verbs in past: **Regular** and **Irregular**.

Past tense of regular verbs

We add -ed to most regular verbs in past	walk	walked
	train	trained
	travel	traveled
Verbs ending consonant -y, we change -y into -i and add -ed	dry	dried
	carry	carried
Verbs ending -e, we add -d	change	changed

Past tense of irregular verbs

Irregular verbs do not finish with -ed in the past tense. Memorize the verbs in groups according to how they change.

sing	sang
bring	brought
think	thought
fall	fell
break	broke
fly	flew
stand	stood

Past Continuous

We use the past continuous tense to talk about actions that happened at a very specific moment in the past. We can mention the time or relate one action to another one using **when** or **while**.

Specific time	When	While
We were finishing our homework at 6:30 p.m.	She was washing the dishes when she heard the news report	I was washing the car while my sister was helping my dad.

Grammar Structures Unit 3

Simple Present

We use the simple present tense to talk about habits or routines and general information. Habits or routines occur regularly and we can use time expressions with them. General information (facts) does not change frequently.

Habits / Routines	General Information (facts)
I get up at 7:00 o'clock every day. She takes piano lessons on Monday and Wednesday. We always have turkey at Christmas	He lives near the school. She studies architecture at the university. They like chocolate ice cream.

We use auxiliaries **do** and **does** in questions and **don't** or **doesn't** in negative.

Questions	Negative
Do you like soccer? Does she go to the movies on Wednesdays?	No, I don't like soccer. No, she doesn't go on Wednesdays, she goes on Saturdays.

Have to

We use **have to + verb simple form** to talk obligations. We use **don't / doesn't have to** to talk about things that are not necessary.

Obligations	Not necessary
We have to eat fruit and vegetables to stay healthy. I have to go to school every day.	She doesn't have to wash the dishes today. We don't have to wear uniforms to school.

We use auxiliaries **do** and **does** in questions and **don't** or **doesn't** in negative.

Do you have to study this afternoon? Does he have to do many chores?	No, I don't have to study . No, he doesn't have to do many chores.
---	---

Must

We use **must + verb simple form** to talk about obligations and prohibitions in affirmative and negative.

You must do your homework every day. I must help my parents on weekends.	They must not walk on the grass. You mustn't enter the mall with your dog.
---	---

Grammar Structures Unit 4

Future with Will

We use will /won't to talk about future plans and promises.

Where will you go on your next vacation?	Will she bring the soda for the party?	Please, help me with my homework.
We will go to Acapulco on our next vacation.	No, she won't bring the soda.	Ok, I will help you with your homework tomorrow.

Future with Going to

We also use the idiomatic future, with **going to + verb simple form**, to talk about future plans.

What are you going to do next Sunday? When is she going to arrive ?	We are going to stay home all day. I am going to take the dog to the park. She is going to arrive at 9:30 next Tuesday.
--	--

Future with Present Continuous

We also use the present continuous to talk about the future.

Are you taking your dog on vacation this summer? What are you doing after school today?	No, we are leaving her with my aunt. I am meeting my sister at the mall.
--	---

Some time expressions for the future are: today, tomorrow, next week / month / Sunday / year, the day after tomorrow, in a few days.

Grammar Structures Unit 5

1st Conditional

We use the first conditional to talk about a condition in the present with a result in the future. We use **simple present tense** in the **condition** with **if**, and **will + verb simple form** in the result to **say what will happen**.

What **will happen** if they **don't study**?
If I **substitute** all of the sugar with honey, **will** the cake **come** out well?

If they **don't study**, they **will fail** the exam.
The cake **will not taste** well if you **substitute** all of the sugar.

A Identify the conditions and results in these sentences.

1. They won't come if you don't call them tomorrow.

Result: They won't come Condition: if you don't call them tomorrow. _____

2. If they don't arrive early, what will happen?

Condition: If they don't arrive early, Result: what will happen? _____

3. Who will draw the pictures if we don't find the copies?

Result: Who will draw the pictures Condition: if we don't find the copies? _____

4. If you save your money, you will have enough to buy the bicycle.

Condition: If you save your money, Result: you will have enough to buy the bicycle. _____

B Complete the sentences. *Answers will vary.*

1. If I study very hard, _____.

2. My mom will give me the video game if _____.

3. If you don't clean your room, _____.

4. The TV won't work if _____.

5. If you finish all of your chores, _____.

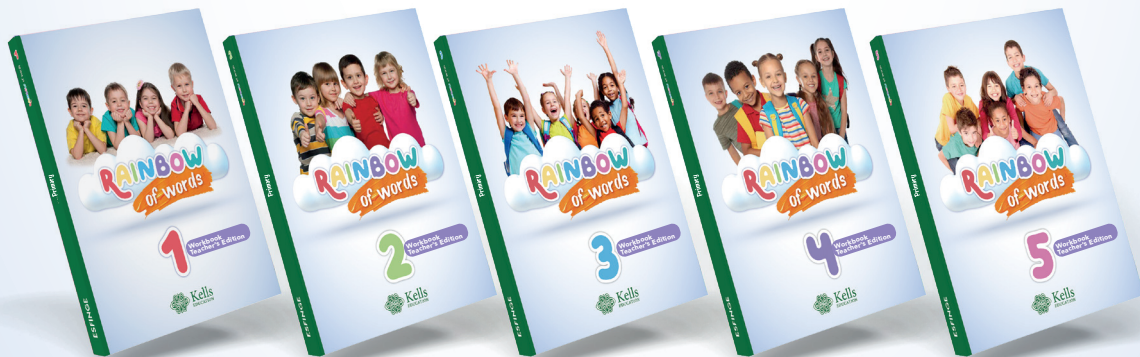


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