

WORKBOOK TEACHER'S EDITION

CROSS CROSS

Liliana del Carmen Plata Quiroz



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Unit 1 Who am I?

A Read and solve the crossword puzzle.

Did you know that...

Gabriel, a popular name nowadays, has a very interesting history? Although it comes from the Hebrew name Gavri'el which means "strong man of God", it is related to the three most important religions in the world:

- In Judaism, he was one of the seven archangels or angels of high rank.
- In Christianity he is considered the announcer of Jesus' birth to Mary.
- In Islamism, he was the angel who dictated the Qur'an or holy book to Muhammad.

This name was occasionally used in England as of the 12th century but it was not until the last half of the 20th century that it became popular in the English-speaking world.



| Acı | OSS | | | | | | | | | 1 _G | | |
|-----|--|----------------|---|---|----------------|---|----------------|---|---|----------------|---|---|
| 3. | According to the Christians, what did Gabriel announce? | | | | | | | | | A | | |
| 4. | What is the name of the book | | | | ² Ј | | | | | V | | |
| | that Muhammad wrote? | ³ J | E | S | U | S | ı | В | I | R | Т | Н |
| Do | wn | | | | D | | | | | I | | |
| 1. | Who is "the strong man of | | | | А | | ⁴ Q | U | R | • | A | N |
| | God" for the Hebrews? | | | | I | | | | | E | | |
| 2. | Which religion considered Gabriel an angel of high rank? | | | | S | | | | | L | | |
| | addition and a state of this internation. | | | | М | | | | | | | |

| | 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? |
| Wr | ite complete answers to the questions in the previous exercise. Answers will varu |
| Wr | ite complete answers to the questions in the previous exercise. Answers will vary. |
| 1. | |
| 2. | |
| 3. | |
| 4. | |
| | |
| 5. | |
| 5. | |
| | |
| | w was your name chosen? In the following lines briefly explain it. Answers will vary. |
| Ho | w was your name chosen? In the following lines briefly explain it. Answers will vary. ample: My mother wanted to call me Angela, like her grandmother, but my father didn't like that |
| Ho | w was your name chosen? In the following lines briefly explain it. Answers will vary. ample: My mother wanted to call me Angela, like her grandmother, but my father didn't like that me. One day they were listening to their favorite song and they decided to call me Yolanda, like the |
| Ho Exc nai | w was your name chosen? In the following lines briefly explain it. Answers will vary. ample: My mother wanted to call me Angela, like her grandmother, but my father didn't like that me. One day they were listening to their favorite song and they decided to call me Yolanda, like the |
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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?







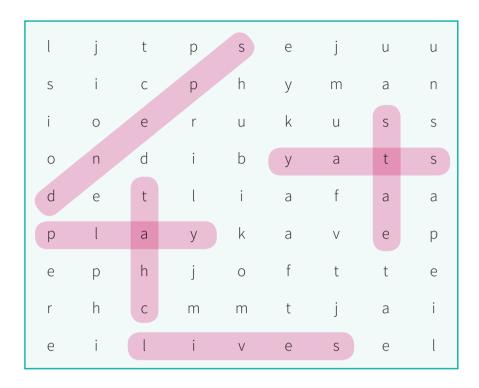
I think this name would reflect my personality because...

I would choose that name because...

The people who hear that name will...

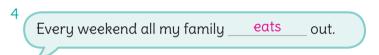
A Find the following words in the puzzle.

| spend | chat | play | stay | eats | lives | |
|-------|------|------|------|------|-------|--|
|-------|------|------|------|------|-------|--|



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

After school, my sister Ana and _ with my grandma because both our parents work.



I sometimes <u>chat</u> with my cousin because he lives in a different state.

2 play I always football with Ana in the evenings.





C Match the sentences to the pictures.



3



4



2



1



5

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

- 1. Who (look) after Santiago and her sister in the afternoons? looks

 Their grandmother looks after them in the afternoons.
- 2. How many sisters does Santiago (has)? have

 He has one sister.

- 3. Who does Santiago (chats) with? chat
 He chats with his cousin.
- 4. Who does Santiago (loves)? <u>love</u>

He loves his dad.

- 5. Who (play) football with Santiago? <u>plays</u>His sister plays with him.
- 6. Who does Santiago (eats) with on weekends? eat

 He eats with his whole family.

Blog

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

| | ferent to Santiago's family? es 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? |

A Unscramble to create a meaningful dialogue.



- ______ No, because I get distracted.
- ______ Really? Wow! Thanks mom! I will play Mozart right now to start writing my essay!
- 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.
- Of course! It is part of my life; it makes me feel happy.
- 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!
- That's right! Music affects people's mood. What else can you think of?
- 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?
- Well, sometimes when I listen to music, I suddenly remember things or even sensations such as smells.
- ________ Great idea Betty! Don't forget to include everything we said.
- 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?

| В | Complete the questions using Who, | What or Where and match them with the correct answer. |
|---|-----------------------------------|---|

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

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

| My favorite kind of music | is b | ecause it makes me feel |
|-----------------------------|---------------------------|-------------------------------------|
| I always listen to this mus | ic when I'm with | But sometimes I also like to listen |
| to | music because it helps me | e to, I usually listen to this |
| music when I'm at / in | | |

Write three questions about the paragraph in the previous activity using Who, What and Where.

- Exchange your sentences with a classmate and answer them paying attention to your classmate's information in activity C. Answers will vary.



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?

| | Can you remember the first song you really loved? Write about it. |
|-------|---|
| The | e title of the first song I really loved is |
| The | e group or singer is |
| Wh | en I first heard this song I was in |
| Iw | vas with |
| and | d we were |
| Му | favorite stanza says |
| I lik | ke it because |
| No | w, 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.



| go | play | do |
|--------|------------|------------|
| 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.

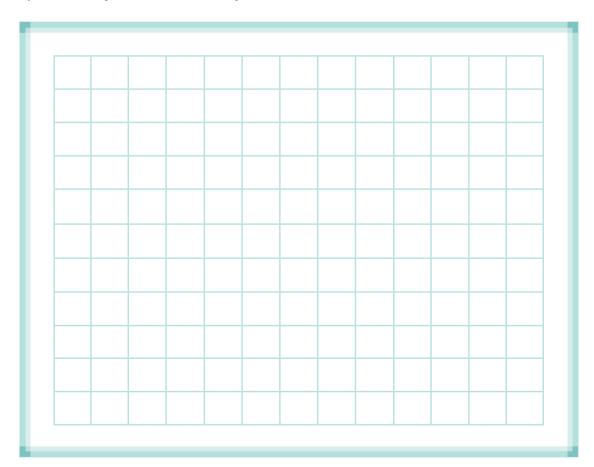


Work with a classmate to write six questions based on the text about soccer's history. Be sure your questions can be answered with only one word. Answers may vary.

Who played Ulama? Mesoamericans.

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

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.

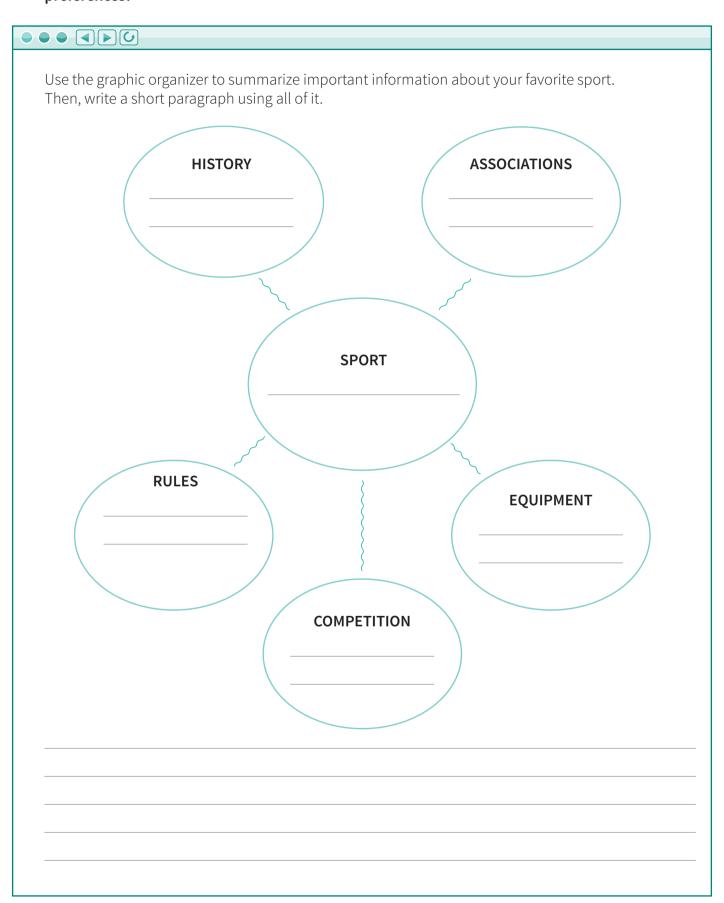


E &

Exchange your crossword puzzles with another pair. Have fun!



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



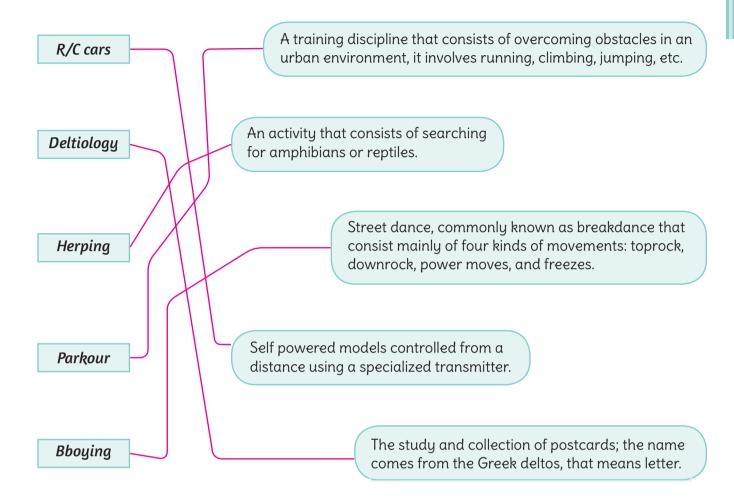
A Go around your classroom in order to find someone who likes each of the following hobbies. Answers will vary.

| 8/ | FIND SOMEO | NE WHO LIKES |
|--|---------------------|--|
| | 1. blogging | |
| | 2. cooking | |
| 034 | 3. origami | |
| THE STATE OF THE S | 4. hiking | |
| | 5. magic | |
| | 6. painting | |
| | 7. keeping fish | |
| | 8. photography | The state of the s |
| | 9. collecting stuff | |
| | 10. chess | |
| | | |

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? |

Match the name of the hobby with its description.



| 20 | 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 a someone who has the hobby, use <i>What</i> , <i>Who</i> , <i>Where</i> and <i>When</i> questions. If you are not sure of the meanings, check on the Internet. Answers will vary. | |
|----|---|--|
| 4 | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |

Blog

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

| Which hobbies do the members of your family have | ve? 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 | |
| | |
| | |
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| | |

| Δ | Use in, | at or | onto | fill in | the blac | nks |
|----------|----------|-------|--------|-----------|----------|-------|
| Δ | U3E 111, | alui | UII LU | 111111111 | tile bla | IINO. |

- **1.** __at__ 4:30
- **2.** in the afternoon
- 3. on Thursday
- **4.** __at__ night
- 5. in December

- **6.** <u>in</u> the evening
- **7.** __at __8 o'clock
- **8.** on weekends
- **9.** ___in__ March
- **10.** __on__ Sunday

B What do you after school? Fill in the day planner with your personal information.

| | MON | TUE | WED | THU | FRI |
|-------------|--------------|-------|-----|-----|-----|
| 1:00 - 2:00 | Answers will | vary. | | | |
| 2:00 - 3:00 | | | | | |
| 3:00 - 4:00 | | | | | |
| 4:00 - 5:00 | | | | | |
| 5:00 - 6:00 | | | | | |
| 6:00 - 7:00 | | | | | |
| 7:00 - 8:00 | | | | | |
| 8:00 - 9:00 | | | | | |

| C | Write a short paragraph describing your own routine. Include all the information from the |
|---|---|
| | previous activity and be sure to use prepositions correctly. Answers will vary. |

| _ |
|---|
| |
| |
| _ |
| |
| |

| -• | wnat <u>time</u> | _ do you eat? _ Answers will vary . |
|----|-----------------------|---|
| 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 <u>times</u> | a week do you play video games? |
| | | |
| Nr | ite a short paragra | ph describing your classmate's routine. Answers will vary. |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | etween the verbs in your paragraph and the ones in your classmate's |
| | nat was different be | etween the verbs in your paragraph and the ones in your classmate's |
| | nat was different be | etween the verbs in your paragraph and the ones in your classmate's |
| | nat was different be | etween the verbs in your paragraph and the ones in your classmate's |
| | nat was different be | etween the verbs in your paragraph and the ones in your classmate's |
| | nat was different be | etween the verbs in your paragraph and the ones in your classmate's |
| | nat was different be | etween the verbs in your paragraph and the ones in your classmate's |
| | nat was different be | etween the verbs in your paragraph and the ones in your classmate's |
| | nat was different be | etween the verbs in your paragraph and the ones in your classmate's |
| | nat was different be | etween the verbs in your paragraph and the ones in your classmate's |

G Write ways you can save time in your day.

| L | ook at your day planner in Activity B again and reflect: |
|----|--|
| l: | s there any activity you would like to do, but you don't have enough time? |
| A | are you sleeping too late? |
| | Can you organize your time differently? |
| V | Vhat can you do to save time during the day? |
| | |
| _ | |
| _ | |
| _ | |
| | |
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| _ | |
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| _ | |
| _ | |

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 that these devices could 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.

| | viller timee verbs are tess than 20 y | cars ota. | |
|----|---------------------------------------|------------------------------|--|
| | 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 word | s in Spanish. <mark>Answers will vary</mark> . |
| | electronic | videos | imagine |

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

| В | Write a list of three activities that you usually do with the aid of an electronic device. |
|---|--|
| | Answers will vary. |
| | |

- 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 | CDs, Youtube, MP3s | |
| Get in touch with friends | wrote letters, telegrams, used telephone | e-mail, text, cell phones | |
| Share thoughts | hts wrote articles in Write a blog, share on magazines or newspapers Facebook or Twitter | | |
| Share pictures | ictures 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. |
|--------------------|
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In your opinion, which is the most useful electronic device? Why?

| Write about its main features. | |
|--|---|
| The most useful electronic device is | |
| Some of the characteristics of this device are | |
| | |
| | |
| | _ |
| | _ |
| | |
| I like its design because | |
| Tike its design because | |
| | |
| | |
| | |
| | |
| Some of the problems you can solve by using it are | |
| | |
| | |
| | |
| | |
| And you can entertain yourself by | |
| | |
| | |
| | |
| | |
| | |
| | |

Answers will varu.

- 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

c. sunglasses

b. a backpack

- **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
- c. their accessories
- **b.** if they carry a skateboard
- **d.** their complete outfit
- **5.** What are you always being told to put away in class?
 - a. my ball

c. my sketch pad

b. my MP3 player

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.

| В | Do | you agree with your description? Why or why not? Answers will vary. |
|---|----|---|
| С | | er the answer of the following questions taking into account the information given on the scriptions 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? <u>practical people</u> |
| | 4. | Who loves to be original? trend setters |
| | 5. | What might trend setters wear? gloves and hats |
| D | Wr | rite 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 | | ive you ever seen old pictures of your parents or grandparents? Draw and describe their outfit, e as many adjectives as you can. Answers will vary. |
| | | |
| | | |
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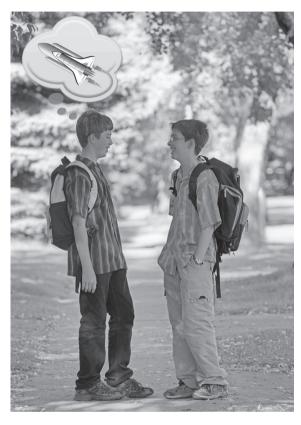
F Describe what you are wearing right now.

| Тор | Bottom |
|------------|--|
| | |
| | |
| | |
| Shoes | Accesories |
| 3110e5 | —————————————————————————————————————— |
| | |
| | |
| | |
| | |

Unit 2

Looking into the Past

A Unscramble 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.
- ______ 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 Now, classify the verbs.

| Regular | Irregular |
|--------------|-----------|
| occured | made |
| powered | rose |
| demonstrated | flew |
| | thought |
| | went |
| | |

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.

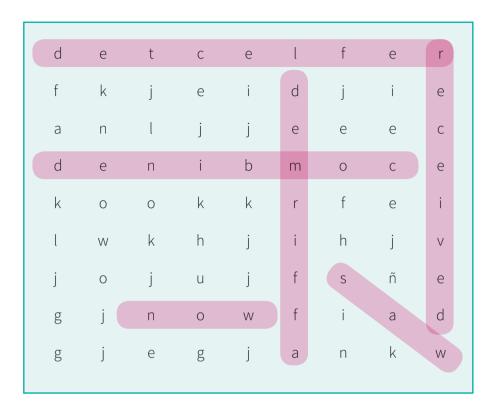


Can you imagine an invention that doesn't exist yet but might be useful? Write about it and draw its design.

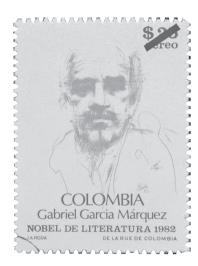
| 1. | The name of my invention would be |
|----|---|
| 2. | Its main function will be |
| 3. | It will be powered by |
| 4. | It will be used for |
| 5. | People wouldn't think their life without it because |
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A Find the following words in the puzzle.

| 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.

| mbined | affirmed | reflected | |
|--------|-----------|-----------|-----------|
| | | | |
| -d | | | Add -ed |
| ved | | | affirmed |
| ined | | | reflected |
| | | | |
| | | | |
| | -d ved | ved | -d ved |

D Classify the irregular verbs.

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

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

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.

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



In what area do you want to make an important achievement? Explain.

| Area: | | | |
|------------------------|-----------------------|---------|--|
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| Myachievement | will consist of | | |
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| I think that will be | good for the poople b | 0001100 | |
| I LIIIIK LIIAL WILL DE | good for the people b | ecause | |
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A Read the following questions and tick the answer. Answers will vary.

| | | Have you ever |
|------|-----|-----------------------------------|
| | | Have you ever Yes No |
| | 1. | won a sports competition? |
| 2 | 2. | won a Spelling Bee? Duff Geg |
| 3 | 3. | won in a science contest? |
| 4 | 4. | won a dance contest? |
| į | 5. | played a solo in a music concert? |
| | | failed an exam? |
| peri | 7.7 | fought with your best friend? |
| | | lost a competition? |
| | | |
| | | |

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?

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



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.



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).



F Reflect upon a personal failure and explain what you learned from it.

| 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? |
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| A Write the numbers |
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- 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.



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 | Now, answer your questions with complete answers. Answers will vary. |
|---|--|
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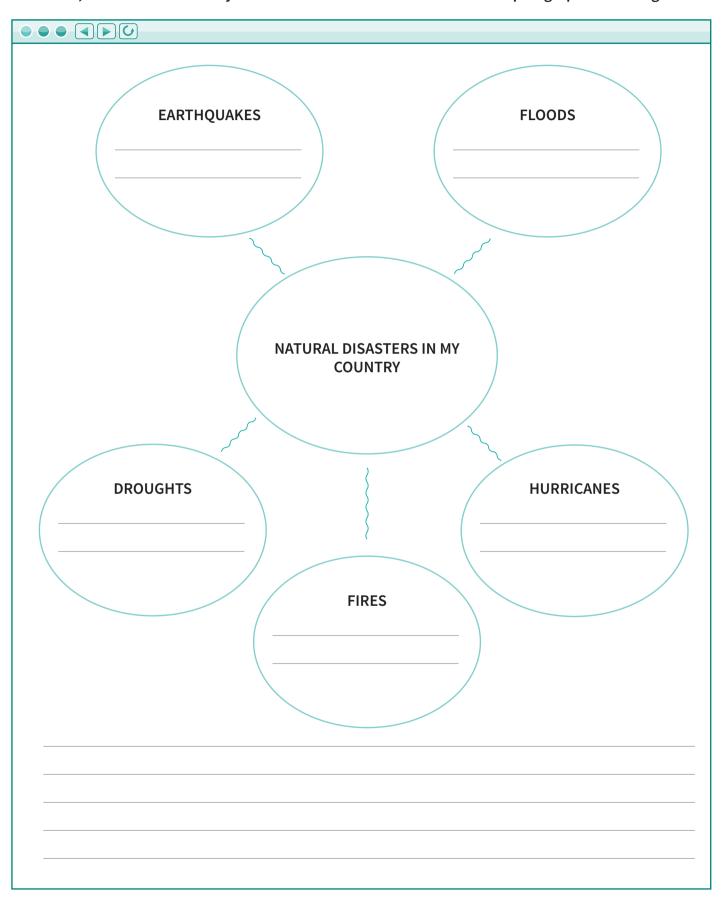
Work in teams of four. Read the following situation and answer the question using going to. Answers will vary.

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? |
|---|------|--|
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| F | 22 | With your team, create a similar situation in which a natural disaster occurs. Write it on the following lines. Answers will vary. |
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| | | |
| G | 20 | Exchange books with another team and answer the question: What are you going to do? |
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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.



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

tsunamis 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.

___ are violent rotating columns of air, which may come in many shapes and sizes.

B Work with a classmate, choose one of the natural disasters from the previous activity and

fill in the graphic organizer to give details about it. Answers will vary.

8. Coastal tropical regions are particularly vulnerable to <u>hurricanes</u> as they form in large bodies



C Share your information with the rest of the class.

Tornados

of warm water.

7.

D Read the following chronicles and answer the questions.



Mexico City's Earthquake 1985

| | Mexico City 3 Laitiiqua | |
|----------|--|--|
| Diana' | s Chronicle | Rodrigo's Chronicle |
| 7:10 – I | woke up. | 7:10 – I was on my way to school. |
| 7:15 – I | took a bath. | 7:15 – Math class started. |
| 7:19 – | The first earthquake started. | 7:19 – The first earthquake started. |
| 7:20 – I | ran out of the bathroom and put on my clothes. | 7:20 – We left the classroom and got together in the yard. |
| | tried to call my parents but the phones didn't work. | 7:25 – The principal gave us instructio |
| 7:30 – I | drove to my parents' house. | 7:30 – My mother picked me up. |
| 7:35 – I | realized part of the city was destroyed. | 7:35 – We drove back home. |
| 7:40 – 1 | finally arrived to my parents' house. | 7:40 – We arrived home. |
| | aat was Diana doing at 7:10? e was waking up. | |
| | nat was Rodrigo doing while Diana was taking a bat odrigo was taking his math class while Diana was t | |
| | e was bathing when the earthquake started? | |
| | nat was Rodrigo doing when the earthquake started was taking his math class when the earthquake s | |
| | nat was Diana doing when Rodrigo arrived home? ana was arriving to her parents' house when Rodr | igo arrived home. |
| 2 | Work with a classmate, write two more question | ns about the chronicles. Answers will vo |
| 1 | | |
| 2. | | |

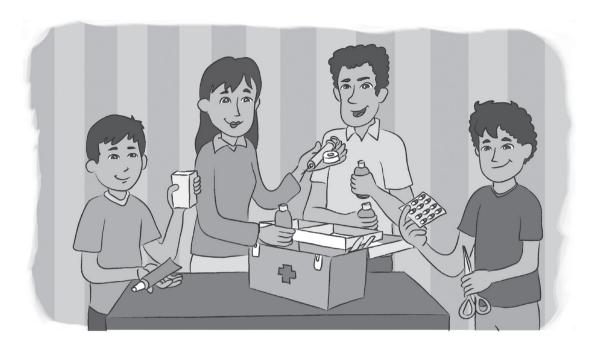


Have you ever been in a natural disaster? What were you doing when it occurred? Write about it in detail. If you haven't, choose a natural disaster and make up a story.

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Talk about how you can be generous in situations like this.

A Read the text and underline the important ideas.



Getting prepared

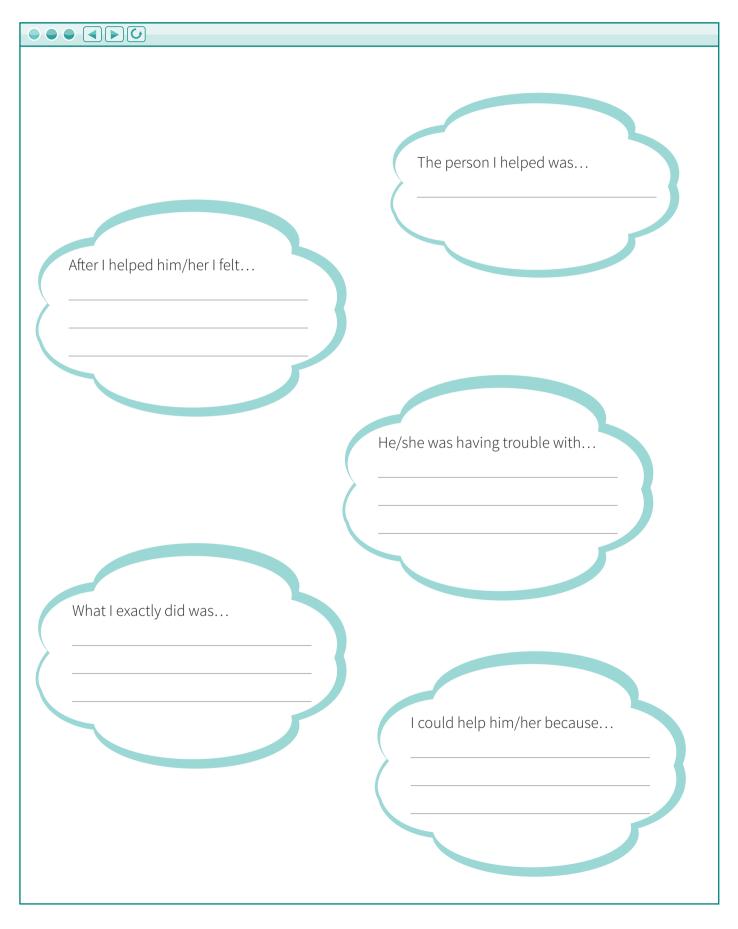
When facing a natural disaster it is extremely important to recognize the hazard and know exactly what to do in order to protect yourself and your family. You should have a plan that consists of effective steps to be prepared beforehand and help with the recovery after the event. Besides your emergency plan, you should always have a supply kit available in order to prepare 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 these, you are preparing yourself to react in an emergency.

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

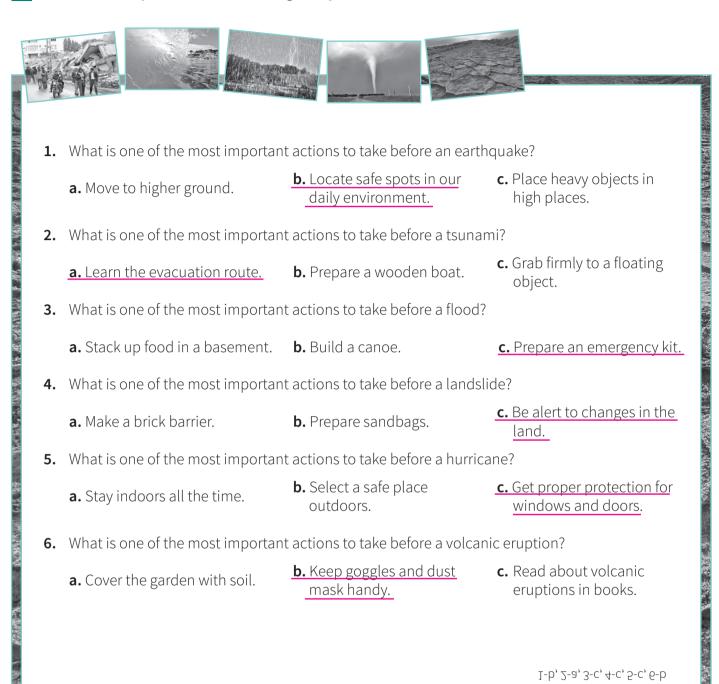
| | higher | spot | goggles | dangers | area | debris | |
|----|-------------------|----------------|-------------------|---------------------|---------|--------------------------|-------|
| 1. | The first action | I would take | after a tsunami | is to stay away fr | rom | <mark>debris in t</mark> | he v |
| 2. | If I were near a | volcanic eru | ption I would we | ear <u>goggles</u> | to pro | tect my eyes fron | ı the |
| 3. | In order to keep | p safe from a | landslide, I wou | ıld stay away fror | m the | area | |
| 4. | The first thing I | would do af | ter a hurricane i | s to check for | dangers | inside and | out |
| 5. | If I were outside | e during an e | earthquake, I wo | uld try to find a c | tlears | spot | |
| 6. | During a flood | I would try to | climb to | higher | and. | | |

| | 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? |
| 1. | assemble / Did / kit / your / emergency / you / ? |
| | Did you assemble your emergency kit? |
| 5. | check / for / Did / dangers / you / ? |
| | Did you check for dangers? |
| nu L. | ite complete answers to the questions in the previous exercise. If you haven't been in a rricane, you can make up your answers. Answers will vary. |
| ոս Լ. Չ. | rricane, you can make up your answers. Answers will vαry. |
| ոս Լ. Չ. | rricane, you can make up your answers. Answers will vαry. |
| hu 1. 2. 4. | rricane, you can make up your answers. Answers will vαry. |
| | rricane, you can make up your answers. Answers will vαry. |
| ոս Լ. Չ. դ. Vr | rricane, you can make up your answers. Answers will vαry. |
| ոս Լ. Չ. դ. Vr | rricane, you can make up your answers. Answers will vary. |
| ոս Լ. Չ. դ. Vr | rricane, you can make up your answers. Answers will vary. |
| ոս Լ. Չ. դ. Vr | rricane, you can make up your answers. Answers will vary. |

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



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

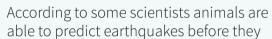


B Before checking, share and compare your answers with the class. Discuss the reasons for each of the correct answers.

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 that struck in May, 2008.





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. |
| | |
| | |



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.

| Don't forget to |
|---|
| describe their geographical location. |
| write about their land features. |
| explain thoroughly possible consequences during a disaster. |
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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 | 0 | 0 | D | | | |
|----------------|---|----------------|---|---|----------------|---|---|---|
| | | U | | | | | | |
| | | N | | | ² J | | | |
| ³ R | E | D | С | R | 0 | S | S | |
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| | | 4 S | U | Р | Р | 0 | R | T |
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Across

- 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.

| В | Classif | v the | following | items | in | the | chart. |
|---|---------|-------|-----------|-------|-----|-----|--------|
| | 0143311 | , | | 5 | ••• | | |

| cans | water | sugar | chocolate bars | soap |
|---------|-------|---------|----------------|---------|
| cookies | oil | bottles | blankets | diapers |

| How much? | How many? |
|-----------|----------------|
| water | cans |
| oil | cookies |
| sugar | bottles |
| soap | chocolate bars |
| | blankets |
| | diapers |
| | |
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| ∤nsw∈ | ers will vary. |
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| E F | Find a pair who chose the same activity as you. Get together and compare your plans which steps are similar and which are different? |
| \ nswe | ers will vary. |
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Blog

E Write a list of things you can donate to disaster relief.

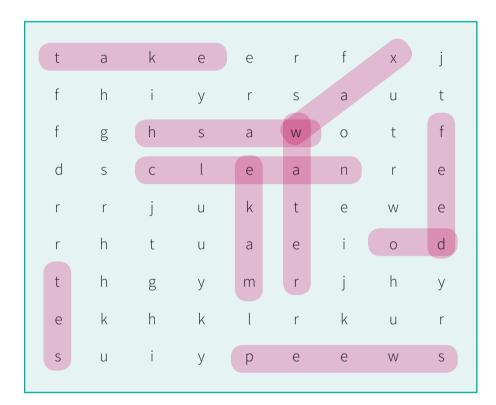
| Food | Clothes |
|-----------------------|---------|
| | |
| | |
| DANTIN FOOD DONATIONS | |
| Household | Others |
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Unit 3

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.** _____ the car

- **6.** <u>clean</u> up your room
- 7. ____ 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.























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

6. ____

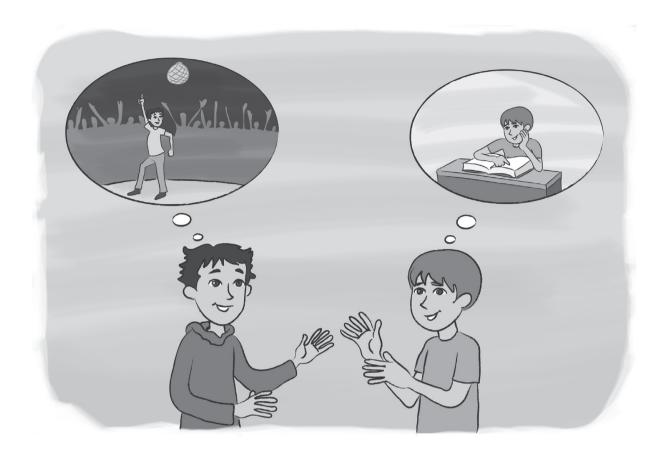
Share and compare your answers with the rest of the class.



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.

| Who did you help? | What exactly did you do? |
|---|--------------------------|
| How did that person react to your help? | How did you feel? |
| | |
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A Unscramble to create a meaningful dialogue.



- It's a shame! So you will only be studying during your weekend.
- 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.

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

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| 3. | |
| 4. | |
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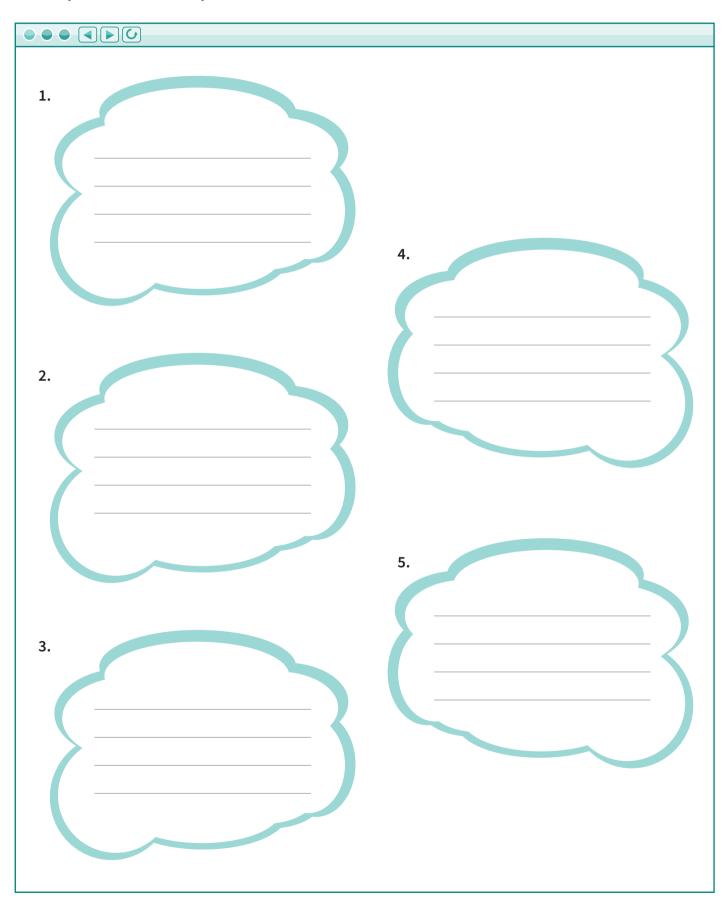
Think about five school situations in which you are responsible for something because of external pressure such as an assignment. Write three sentences using *have to*. Answers will vary.

| 1. | |
|----|--|
| | |
| ۷. | |
| 3. | |
| 4. | |
| 5. | |

E Share your sentences with a partner.

Blog

What benefits can you get from the responsibilities you have at school? Write these responsibilities and explain each case.



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| В | Look at the pictures you drew in the previous activity. Write five sentences describing your family members' obligations using $have\ to$. Answers will vary. | | | | | | | | |
|---|--|--|--|--|--|--|--|--|--|
| | My mother has to cook our meals. | | | | | | | | |
| | 1 | | | | | | | | |
| | 2 | | | | | | | | |
| | 3 | | | | | | | | |
| | 4 | | | | | | | | |
| | 5 | | | | | | | | |
| | | | | | | | | | |
| С | Now write five sentences expressing what they do not have to do. Answers will vary. | | | | | | | | |
| | My grandfather doesn't have to study. | | | | | | | | |
| | 1 | | | | | | | | |
| | 2 | | | | | | | | |
| | 3. | | | | | | | | |
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| | 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. | | | | | | | | |
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E Classify your obligations and write why you think they are important.

| 1. | SCHOOL |
|----|--------|
| 2. | |
| 3. | |
| | |
| 1. | HOME |
| 2. | |
| 3. | |
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| | |
| 1. | OTHERS |
| 2. | |
| 3. | |
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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 from 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., with 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 academic subjects, such as 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 receive religious instruction.



| В | Compare the information from the text in Activity A using the following chart. Complete the chart |
|---|---|
| | in your notebook |

| 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, 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 nat sciences, foreign language, econ, geog, civics |
| Japan | Mon-Fri / 8 a.m4 p.m. | | - Required | Japanese, math, reading, social studies, music, art, morals |
| Kenya | Mon-Fri / 8 a.m4 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 <i>must</i> and three |
|---|--|
| | using have to. Answers will vary. |

Students in Kenya have to wear uniforms.

| 1. | |
|-----------|--|
| | |
| ۷٠ . | |
| 3. | |
| 4. | |
| 5 | |
| J. | |
| 6. | |

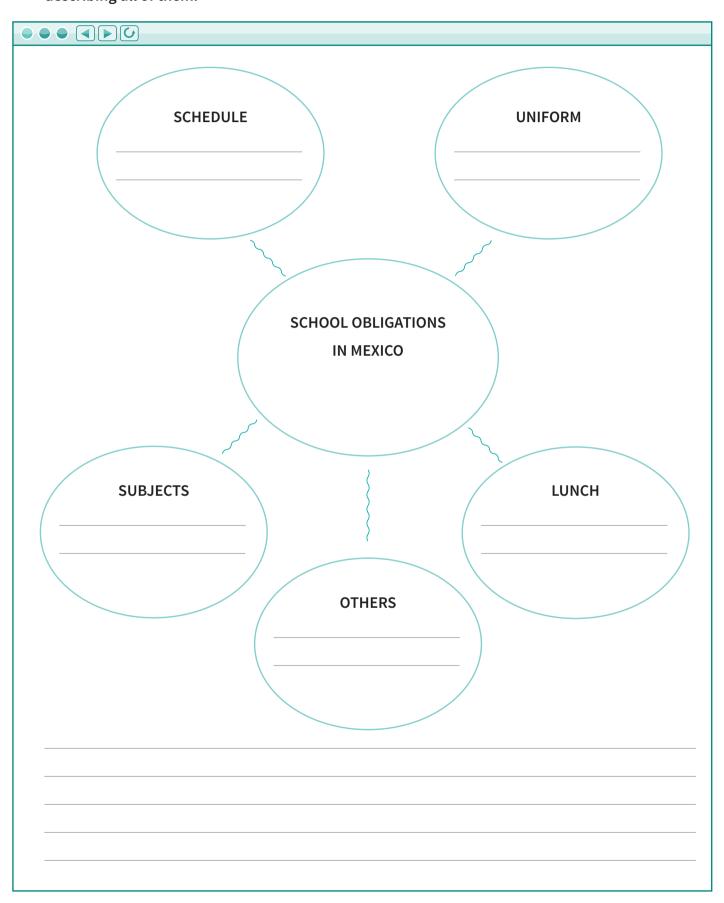
Now, write three sentences using *mustn't* and three sentences using *don't have to*. Answers will vary.

Students in China don't have to wear uniforms.

| 1. | |
|----|--|
| _ | |
| 2. | |
| 3. | |
| Л | |
| 4. | |
| 5. | |
| _ | |
| 6. | |



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



A Find the names of the following extracurricular activities.

| debate entrepreneurship | | | | | dram orch | | | | journalism choir | | | | robotics band | | | |
|----------------------------|---|---|---|---|--------------|---|-----|---|---------------------|---|---|---|------------------|---|---|---|
| | е | r | k | 0 | j | j | j | 0 | r | е | k | j | k | n | d | С |
| | Į | 0 | j | r | d | е | h | l | У | 0 | t | n | j | S | n | h |
| | k | b | j | С | ñ | 0 | d (| d | е | b | а | t | е | r | е | 0 |
| | е | 0 | t | h | ñ | k | f | 0 | r | k | m | g | h | W | h | i |
| | р | t | а | е | m | i | j | d | n | а | b | m | n | j | р | r |
| | r | i | u | S | 0 | С | е | j | h | j | m | j | h | k | j | k |
| | j | С | j | t | l | n | h | е | У | U | i | а | 0 | 0 | d | m |
| | а | S | а | r | r | h | n | е | k | j | n | j | е | е | W | 0 |
| | r | d | ñ | а | l | m | m | S | i | l | а | n | r | U | 0 | j |
| | m | j | g | 0 | j | 0 | j | е | 0 | k | r | h | е | а | ñ | h |
| | р | i | h | S | r | U | е | n | е | r | р | е | r | t | n | е |
| | k | р | 0 | h | k | j | j | k | j | ñ | е | k | 0 | h | n | 0 |

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

| 1 | journalism | _ It is an activity in which students practice a method of inquiry, whose purpose |
|---|------------|---|
| | | is to analyze and spread news and information. |

- 2. <u>band</u> It is a group of student musicians, who rehearse and perform instrumental music together.
- 3. drama It is an activity in which students perform on stage before an audience usually involving dance and music.
- **4.** <u>entrepreneurship</u> It is an activity in which students are taught to identify and start a business venture, sourcing and organizing the required resources.
- 5. orchestrα It is a large instrumental ensemble that contains sections of string, brass, woodwind, and percussion instruments.
- **6.** robotics It is the branch of technology which deals with the design, construction, operation, and application of robots.
- **7.** <u>choir</u> It is a musical ensemble of singers.
- 8. <u>debate</u> It is the discussion of questions of public interest.

| C | Un | scramble 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 / |
| | J. | You don't have to be an engineer to build a robot. |
| | | |
| | 1. | prohibitions if you want to perform that activity. Use <i>mustn't</i> . u mustn't arrive late. Answers will vary. |
| | 2. | |
| | 3. | |
| | | |
| Ε | 2 | 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 <i>don't have to</i> . |
| | Υοι | u don't have to wear special clothes. |
| | 1. | Answers will vary. |
| | 2. | |
| | _ | |
| | 3. | |
| | | |
| | | |



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.

| I mustn't be absent more than three times because I affect the rest of the group in the rehearsals. |
|---|
| I masure be absent more than three times because I affect the rest of the group in the renearsals. |
| PROHIBITED |
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| NOT REQUIRED |
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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 _____ dress elegantly to attend a classical music concert.
- 2. You have to pay your entrance.
- **3.** You <u>don't have to</u> enjoy the composer's music.
- **4.** You _____ use your cell phone during the concert.
- **5.** You <u>mustn't</u> talk during the concert.

| C | 42 | Work in pairs and explain each of the quotes in your own words. Answers will vary. |
|---|----|--|
|---|----|--|

| 1 | 1. "You must not lose faith in humanity. Humanity is an ocean; if a few dr the ocean are dirty, the ocean does not become dirty." | rops of | |
|----|--|-------------|--------------------|
| | Mahatma | Gandhi | |
| | | | |
| | | | |
| | 2. "We have to learn to live together as brothers or pe | rish togeth | er as fools." |
| | | Ü | n Luther King, Jr. |
| | | | |
| | | | |
| | | | |
| 3 | "The best and most beautiful things in the world cannot be seen or ev touched – they must be felt with the heart." | 'en | |
| | * | en Keller | |
| | | | |
| | | | |
| | | | |
| | 4. "I tell you the truth, you don't have to remember ar | nything." | |
| | | | Mark Twain |
| | | | |
| | | | |
| | | | |
| 5. | • "You don't have to be better than everybody else. You must be better tever thought you could be." | than you | |
| | Ken | Venturi | |
| | | | |
| | | | |
| | | | |
| Со | 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 | | |
| | · · · · · · · · · · · · · · · · · · · | | |

D



- Imagine that you're organizing a surprise birthday party for your best friend. Use the graphic organizers to write:
 - 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 | | | | |
| | | | | |
| | | | | |
| Now, write a brief composition including them all. | | | | |
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| | | | | |

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.
- Discuss in pairs what you would recommend. Write your answer on the following lines. Answers will vary.

| Rules at school | Rules at home | Others |
|-----------------|---------------|--------|
| | | |
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| Ε | Now, 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. |
|---|--|
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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. Answers will vary.

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

1._____

2. _____

3._____

4. _____

5._____



G Think about a situation in which something went wrong because you didn't follow certain

| 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? |
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A Look at the picture and write as many sentences as you can to describe each picture using: have to and mustn't. 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.

| В | Cor | mplete t | the sentences u | sing must or mustn't. |
|---|------|------------|------------------------|---|
| | Ind | case of h | nurricane 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 | Dra | ıw a sigr | n chart for the s | safety instructions on the previous activity. Answers will vary. |
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| | L | | | |
| D | Fill | in the g | aps using <i>mus</i> i | t, mustn't, have to, or don't have to. |
| | | | | my town, I have been in my house. I know Ihave to remain here |
| | | it's reall | ly boring. There i | is no electricity so I have to look for some kind of entertainment. |
| | | radio ar | nd playing cards | the phone and there's no Internet either, so I spend my time listening to with my brother. The only good thing is that I <u>don't have to</u> do my |
| | hor | nework! | | |



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.

| · · · · · | |
|--------------------|----------------|
| Where were you? | What happened? |
| | |
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| Who were you with? | Who was saved? |
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| Н | ow? |
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Unit 4

Using Your Imagination

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.
- What will happen if you start reading stories? Write six sentences based on the previous activity.
 - 1. I will form pictures in my mind.
 - i will improve my brain's cognitive functions.
 - I will feel like if I were living the story.
 - I will increase my vocabulary.
 - I will practice thinking in sequence.
 - 6. I will become more empathetic.

C Read the following excerpt 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 don'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...

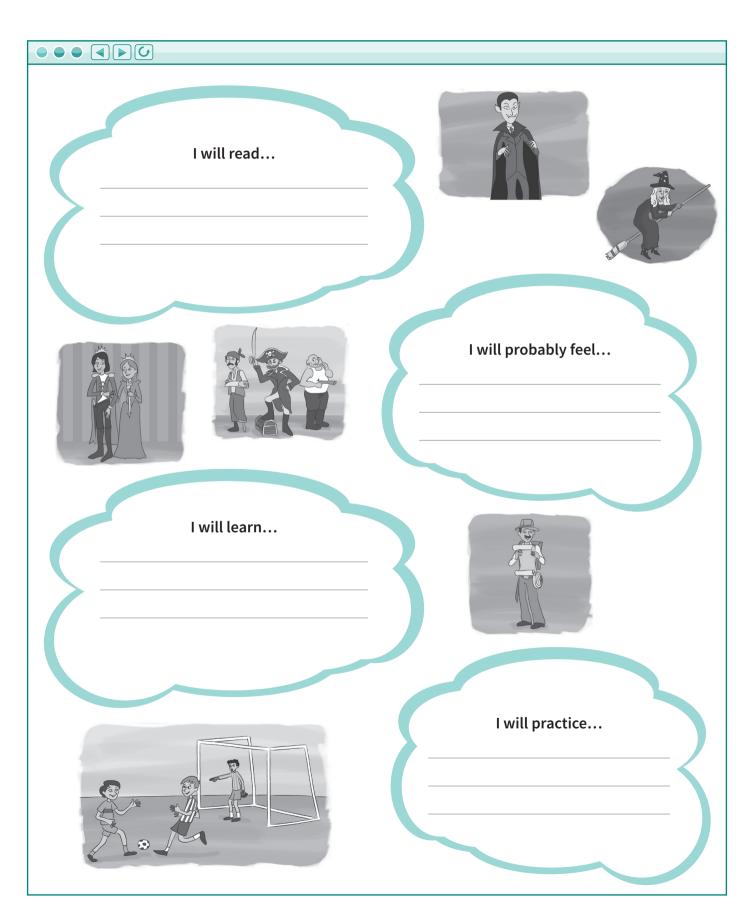
| D | 2 | What do you think will happen next? Who is the strange passenger? What will he do? What will happen to the narrator? Work in pairs to write a plot and an ending for the story in the following lines. Answers will vary. |
|---|---|---|
| | | |
| | | |
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Share 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.



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.



Tomorrow I will have a videoconference with my facilitator...

My facilitator has found a retired marine...

In our next on-line learning seminar, my friends...



When I was a child, schools were buildings where children remained for nearly 6 hours a day.

There were some people called teachers, who used to...

We used lots of paper books and wrote our summaries...

B Use the information in Activity A and answer.

1. What are they describing?

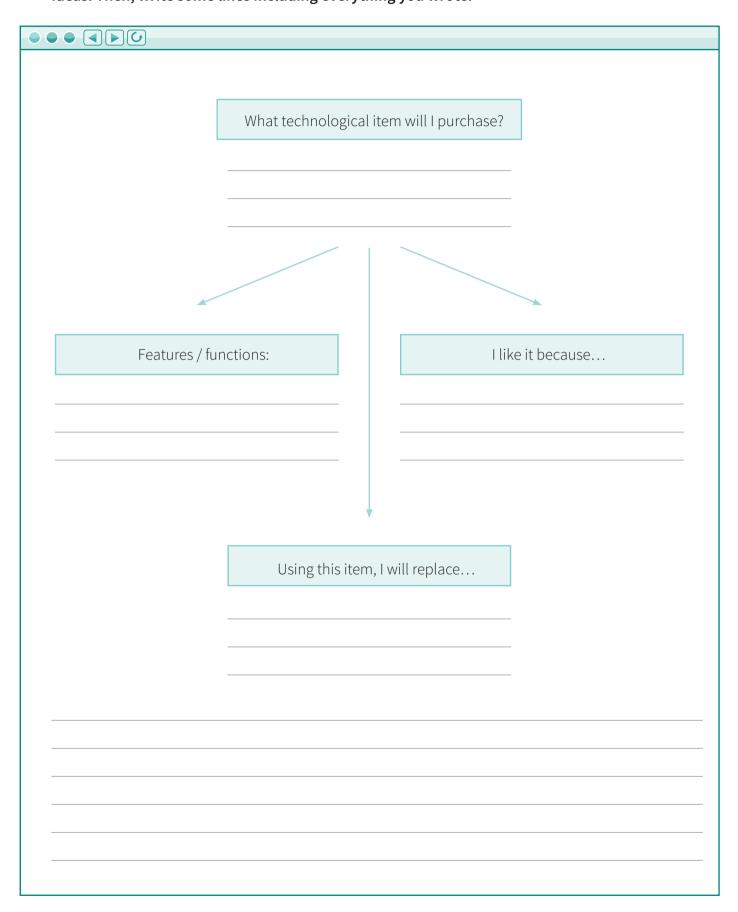
They are describing schools in the past and in the future.

- **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.

| | scramble the following sentences. In the gap, include the things you wrote in the previous tivity. 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 / |
| 4. | used / / not / might / be / might not be used. |
| 5. | won't / be / / used / probably / probably won't be used. |
| Νh | nat do you think will replace those things we will no longer use? Write complete sentences |
| | might not use computers in the future because everybody will be wearing cyber-glasses. |
| | |
| | |
| | king into account what you wrote, describe what schools will be like in the future. |
| | |
| | |
| | |



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.



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. | |
| | | |

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 | bool | ۸S. |
|----|--------|------|------|------|-----|
| | | | | | |

- 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.

| С | Reflect upon the resolutions, explain what strategies you will follow to keep each of them. |
|---|---|
| | I will reduce my TV time, so I can have more time for reading. |

| 1. | Answers will vary. |
|----|--------------------|
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| 5. | |
| 6. | |
| 7. | |
| 8. | |
| 9. | |
| 10 | |

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

 Answers will vary.

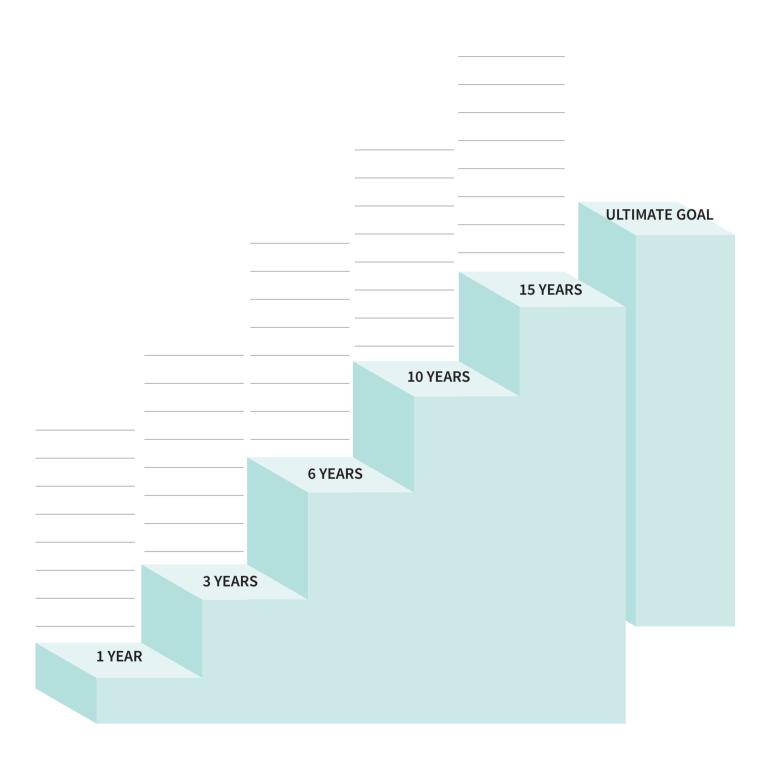
Blog

Describe your New Year's celebrations at home.



| What will you look like? | Where will you be working? |
|--------------------------|--|
| | |
| I hope to | I want to |
| Who will you live with? | How will you spend your free time? |
| | |
| I will | I want to |
| Who are your friends? | 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? Illustrate and 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.



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

Lesson 5

A Match the columns.

- 6 stormy
- _<mark>9</mark> warm
- ____ sunny
- _<mark>4</mark> rainy
- 10 cold
- _2 cloudy
- ______ hot
- _5 snowy
- ______ partly cloudy
- _<mark>7</mark> 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.

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.



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.

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

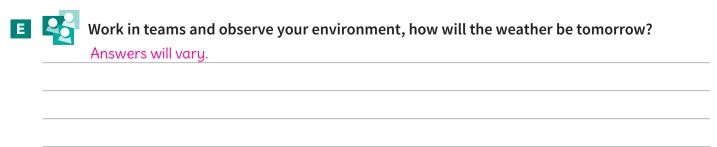
What can I look for to predict snow?

- 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?

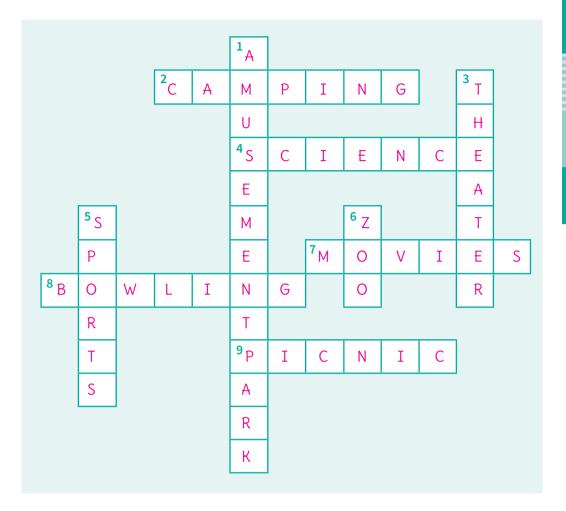




- F Think about a situation in which predicting the future may be dangerous. Don't forget to explain:
 - What is the situation?
 - What aspects can you predict?
 - Why can it be dangerous?
 - Who may be involved in that situation?

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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!

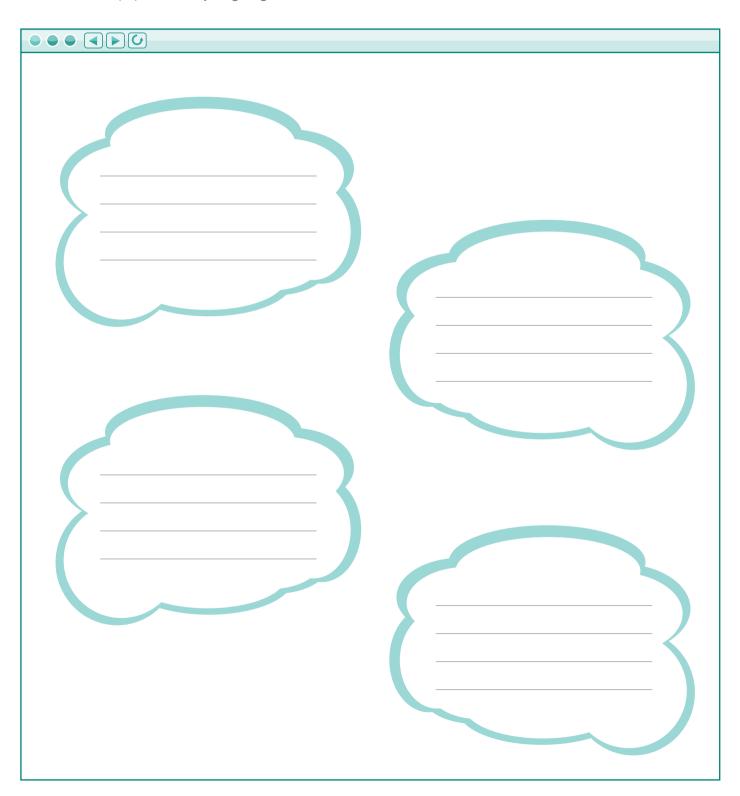
Down

- 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.

| Answers will vary. | | |
|---|----------------------------------|---------------------------------|
| Interview five of your classmat answers on the following lines. Answers will vary. | es; ask them: What are you goin | |
| | | |
| | | |
| | | |
| Plan your next weekend. Use <i>g</i> | | |
| Plan your next weekend. Use g I'm going to have breakfast with | | ant. Answers will vary. |
| | | ant. Answers will vary. SUNDAY |
| | my family in my favorite restaur | |
| I'm going to have breakfast with | my family in my favorite restaur | |
| I'm going to have breakfast with MORNING | my family in my favorite restaur | |
| I'm going to have breakfast with MORNING AFTERNOON | SATURDAY SATURDAY | SUNDAY |



- F Choose four fun weekend activities that you would like to do next month. Use the following spaces to write about them:
 - 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 What city is it? Choose the one from the box that fits each of the following descriptions.



| Paris | Vienna | Bangkok | Singapore | New York | London |
|-----------|------------------------------|------------------|---|---|-------------------|
| | | | | | |
| Bangkok | | | | e tourist destina | |
| | | | s on the Chao Pr traditional archi | nraya and Thonb tecture. | uri's canals whi |
| London | _ One of Euro | pe's most visite | ed capitals and t | he most populou | us region in the |
| | | | s 14 million visito seum, Big Ben ar | ors per year. If you nd Tate Modern. | u go there you |
| Paris | _ This is one o | of the most bea | autiful cities in th | e world. Some of | fits attractions |
| | the Louvre N and Arc de 1 | , | uileries Gardens, | Champs Élysées | , the Eiffel Towe |
| Singapore | | | | island country. L | |
| | where you c | an see the city | 's history; the Ch | actions are: the K omp Chomp, wh a, where you car | ere you can eat |
| New York | _ The city tha | t never sleeps, | considered a mu | ılticultural city, w | hich has an |
| | includes the | Statue of Libe | | tainment. You m ire State Building nuseums. | |

B What would you recommend? Circle the correct answer.

1. "I am a fashion lover."

Singapore Bangkok New York

2. "I really like strong emotions."

Paris Singapore London

3. "I love sailing."

Bangkok London Singapore

4. "I would like to see beautiful European buildings."

<u>Paris</u> Singapore New York

| 'm going to | I'm planning to |
|---|---|
| | |
| | continent and four places that you would like to visit there. W |
| A | Use the descriptions in activity A as an example. |
| | |
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| | |
| to explain what your plans are | to the places you chose in activity D and you are writing to a few forms to the example to write your letter. Don't forget to use: It is a looking forward to for each of the places. Answers will you have a second to the places. |
| to explain what your plans are planning to / I'm going to Dear Mayumi: I'm planning to v | e. Follow the example to write your letter. Don't forget to use: I / I'm looking forward to for each of the places. Answers will visit Japan next month. I'm going to fly to Tokyo and I'm looking |
| to explain what your plans are planning to / I'm going to Dear Mayumi: I'm planning to v | e. Follow the example to write your letter. Don't forget to use: I / I'm looking forward to for each of the places. Answers will visit Japan next month. I'm going to fly to Tokyo and I'm looking |
| to explain what your plans are planning to / I'm going to Dear Mayumi: I'm planning to v | e. Follow the example to write your letter. Don't forget to use: I / I'm looking forward to for each of the places. Answers will visit Japan next month. I'm going to fly to Tokyo and I'm looking |
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| to explain what your plans are planning to / I'm going to Dear Mayumi: I'm planning to v | e. Follow the example to write your letter. Don't forget to use: I / I'm looking forward to for each of the places. Answers will visit Japan next month. I'm going to fly to Tokyo and I'm looking |
| to explain what your plans are planning to / I'm going to Dear Mayumi: I'm planning to v | e. Follow the example to write your letter. Don't forget to use: I / I'm looking forward to for each of the places. Answers will visit Japan next month. I'm going to fly to Tokyo and I'm looking |
| to explain what your plans are planning to / I'm going to Dear Mayumi: I'm planning to v | e. Follow the example to write your letter. Don't forget to use: I / I'm looking forward to for each of the places. Answers will visit Japan next month. I'm going to fly to Tokyo and I'm looking |
| to explain what your plans are planning to/I'm going to | e. Follow the example to write your letter. Don't forget to use: I / I'm looking forward to for each of the places. Answers will visit Japan next month. I'm going to fly to Tokyo and I'm looking |



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.

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A Unscramble 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?
- 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.
- Well, that's true, but the problem was that we didn't plan our trip beforehand.
- 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.
- 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.

| В | 40 | 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. | | | | | |
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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 though 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 rises 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 plus 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. |
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G Which destination would you choose for an exotic trip? Write an itinerary. Use the one in activity C as an example.

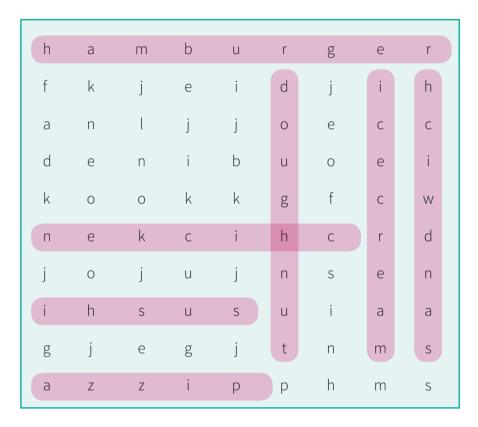
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Unit 5

All about Food!

A Find the following words in the puzzle.

| hamburger | chicken | sandwich | pizza | sushi | doughnut | ice-cream |
|-----------|---------|----------|-------|-------|----------|-----------|
| • | | | • | | | |



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

A: What is your favorite food?

B: My favorite food is pepperoni _____ with lots of cheese. And yours?

A: I like <u>hamburgers</u> but without pickles, I really hate them!

B: What are we eating today? Japanese <u>sushi</u> or roast beef <u>sandwiches</u>?

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

B: And what's your favorite dessert? Mine is ______!

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 |
| | |
| | |
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| | |
| D | Which of the foods from the list above is your favorite? Explain why and draw it. Answers will vary. |
| | Answers will vary. |
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| | |
| E | Dranger come questions to ask someone about their favorite food. Answers will vary |
| | 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 |
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| | |
| | 3. |
| | 4 |
| | |



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

| The food I would like to try is | | | |
|--|---------------------------------|--|--|
| t's from | - ! (), | | |
| t's main ingredients are would like to eat it during | The food I would like to try is | | |
| | It's from | | |
| would like to eat it during | It's main ingredients are | | |
| | | | |
| imagine it will taste like | I would like to eat it duffing | | |
| imagine it will taste like | | | |
| Imagine it will taste like | Limagina it will tasta lika | | |
| | i imagine it will taste like | | |
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| Δ | Write the words for the following recipe abbreviations. |
|--------|---|
| \sim | write the words for the following recipe abbreviations. |

- 1. tsp teaspoon
- 2. tbs tablespoon
- 3. oz ounce
- **4.** pkg package

- 5. qt quart
- 6. gal gαllon
- 7. fl fluid
- **8.** pt __pint ______

B Find out and answer.

- 1. How many grams equal 1 ounce? 28.34 gr
- 2. How many liters equal 1 quart? .94 liters
- 3. How many grams equal 1 quart? ____946.5 grams
- 4. How many liters equal 1 gallon? 3.78 liters
- **5.** 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:

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

| | Answers will vary. |
|-------|---|
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| Inde | |
| , iiu | line the verbs in your recipe. |
| | rt the quantities of your ingredients to ounces, quarts and pints. Answers will vary. |
| | |
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| | 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 you |
| | 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 you |
| | 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 you |

H Write about the best cook you know.

| Don't forget to include: | |
|--|---|
| What is his/her name? | |
| Where is he/she from? | |
| What are his/her specialties? | |
| Which kind of ingredients does he/she usually use? | |
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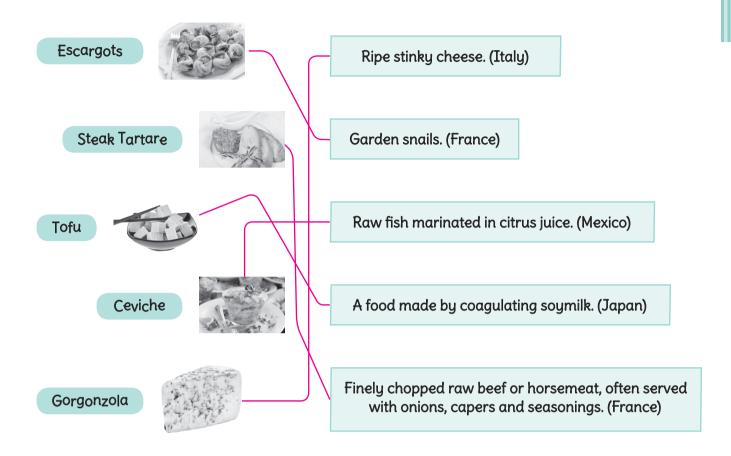
A Find someone in your class who has tried each of the following dishes. Answers will vary.

| | Have you ev | er tried | | |
|--|---|--|--|--|
| snake? snails? grasshoppers? worms? squids? octopus? escamoles? | | YES | NO ON O | |
| se one of the foods from the foods f | rs will vary. d? | | | |
| , | snails? grasshoppers? worms? squids? octopus? escamoles? shark? se one of the foods from ving questions. Answer then did you eat this food there were you? ow did it taste? | snake? snails? grasshoppers? worms? squids? octopus? escamoles? shark? se one of the foods from the previous list. In ving questions. Answers will vary. hen did you eat this food? here were you? ow did it taste? | 1. snake? 2. snails? 3. grasshoppers? 4. worms? 5. squids? 6. octopus? 7. escamoles? 8. shark? see one of the foods from the previous list. Interview the person wing questions. Answers will vary. hen did you eat this food? here were you? ow did it taste? | 1. snake? 2. snails? 3. grasshoppers? 4. worms? 5. squids? 6. octopus? 7. escamoles? 8. shark? |

C Share your answers with the class.

5. Would you recommend others to do it?

D Match the name of the dish with its description.

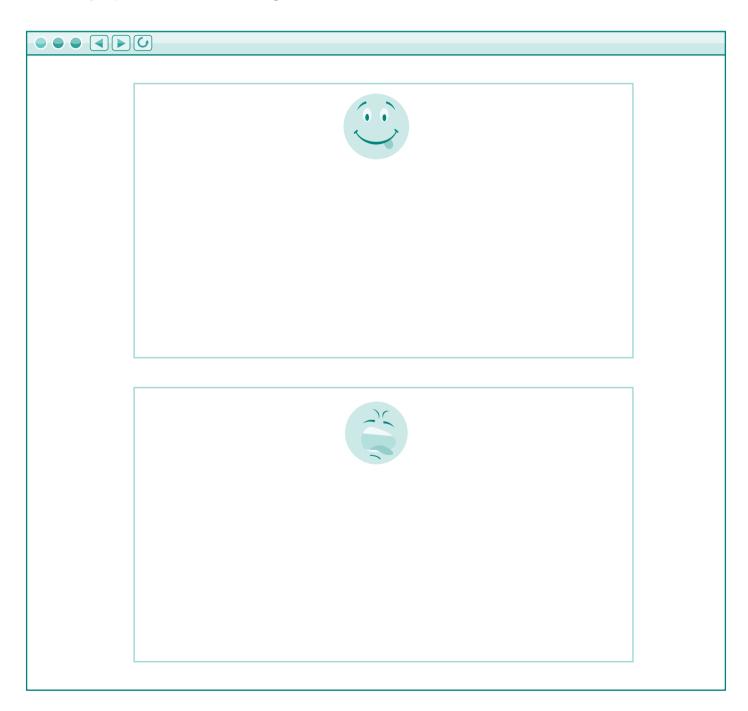


Get in teams of four. Ask each other if you have tried each of the dishes above. Write complete sentences in the following lines telling who has eaten what.

Alonso and Natalia have eaten tofu. Answers will vary. 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.



- G Which are your most and least favorite foods? Use the spaces below to describe them. Don't forget to include:
 - Names of the dishes
 - Ingredients
 - Why you like /don't like it
 - Any experience related to eating those dishes



| _ | | |
|---|---|----------|
| A | Unscramble the letters in bold to find out what is the origin of each of the following de | esserts. |

Apple Strudel or Apfelstrudel is one dish 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 **rAgnaetin**, 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. <u>Italy</u>



| В | 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. |

Answers will vary.



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

D Answer.

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

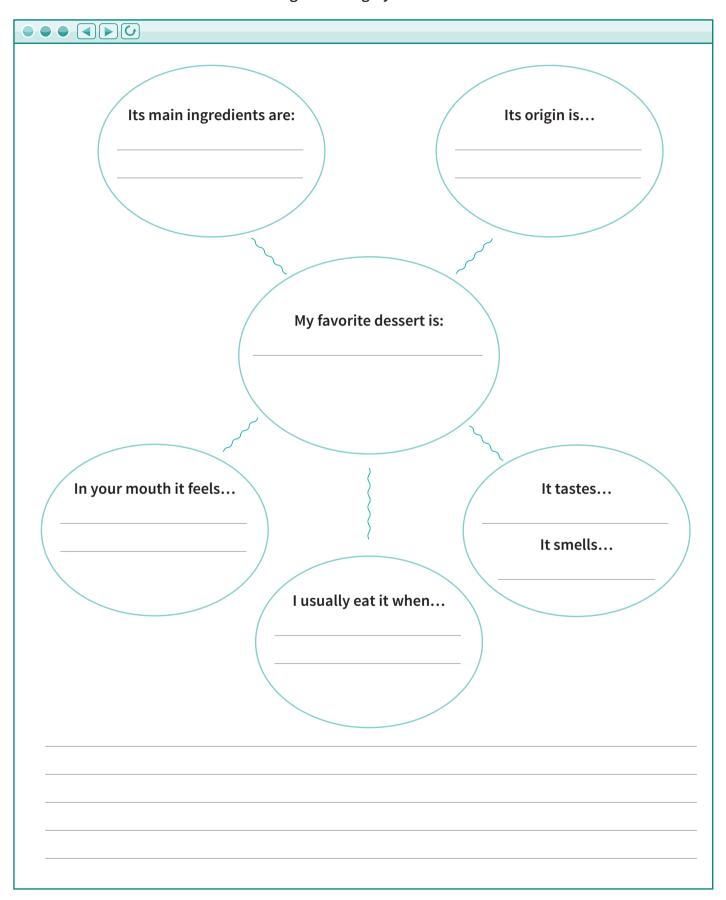
| | Aus | tria | | | | |
|---|-------|-------------------------|--|------------|-------|----|
| | Italy | У | Apfelstrudel | | Flan | |
| | Uni | ted States | Tiramisu | (– | Tiurt | |
| | Arge | entina | Cheesecake | | | |
| | Sol | uth Africa | Dulce de leche | // | | |
| | | | Melktert | / _ | | |
| | Mex | KICO | | | | |
| | | | | | | |
| E | Wri | te complete sentence | es for each country. | | | |
| | If y | ou go to Belgium, you | might eat waffles. | | | |
| | 1. | If you go to Austria, | you might eat apfelstrudel. | | | |
| | 2. | If you go to Italy, you | u might eat tiramisu. | | | |
| | 3. | If you go to the Unite | ed States, you might eat chees | secake. | | |
| | 4. | If you go to Argentin | a, you might eat dulce de lech | ie. | | |
| | 5. | If you go to South Af | rica, you might eat melktert. | | | |
| | 6. | If you go to Mexico, y | | | | |
| | 0. | | , | | | |
| F | | | nk of three other countries a es telling what dessert you i | | | te |
| | 1 | Answers will vary. | | | | |
| | 1. | Allowers will vary. | | | | |
| | 2. | | | | | |
| | 3. | | | | | |

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

Answers will vary.



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



A Fill in the blanks using the correct food group.

| | carbohydrates | protein | dairy | fruits and | vegetables | fats and sugars |
|----|---|---------------------------------------|--------------|-----------------|----------------|---|
| 1. | Fruits an | | | ive you lots of | vitamins and | d chemicals called antiox |
| 2. | Dαiry you to maintain yo | | | | l some vitam | iins like B12, A and D. Th |
| 3. | The <u>carbohy</u> fibers, which keep | <mark>ydrates</mark> digestive sys | - 0 | | and B vitami | ns. Wholegrain ones give |
| 4. | | t not many nu | utrients. Be | sides, most of | fats and sug | are delicious; they givars we eat are processed |
| 5. | Foods that contai These nutrients he | | | | and some ot | ther minerals and vitami |
| | atch the columns t 6 in your book. | aking into a | ccount the | information ¡ | provided by | the food pyramid on p |
| 3 | carbohydrates | | | 1. | At least 3 se | ervings a day |
| _4 | fruits and vege | etables | | 2. | Don't inclu | de them often |
| _1 | <u> </u> | | | 3. | 3-5 serving | s a day |
| _5 | protein | | | 4. | 5 portions a | a day |
| 2 | fats and sugar | S | | 5. | 2-3 serving | s a day |
| | rite three example Carbohydrates rice, pasta, bread | | f the food g | groups. Answe | ers will vary. | |
| 2. | Fruits and vegetal apples, oranges, | | hini, banan | as, tomatoes | | |
| 3. | Dairy Milk, cheese, yog | hurt | | | | |
| 4. | Protein eggs, meat, chick | кеп, fish | | | | |
| 5. | | | | | | |

| E | If I eat fruit, _ If I drink m | I will get vitamins ar | rong. Answers will vary. nd antioxidants. | |
|---|---|---|---|--------------------------------|
| E | 2. If I drink m | | nd antioxidants. | |
| E | _, | nilk | | |
| E | 3. If I eat chicke | | , my teeth will be healt | hy. |
| E | | en, my body will gro | w and repair itself. | |
| E | 4. If I eat who | olegrain bread | , my digestive system v | vill work better. |
| E | 5. If I eat candie | es, I will not get nut | rients. | |
| | Answers | s will vary. | a diet that includes all food | |
| | Brea | ıkfast | Lunch | Dinner |
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| F | • | te sentences explair ır menu. Answers wi | , | get from some of the foods you |
| | - | I will get protein. | | |
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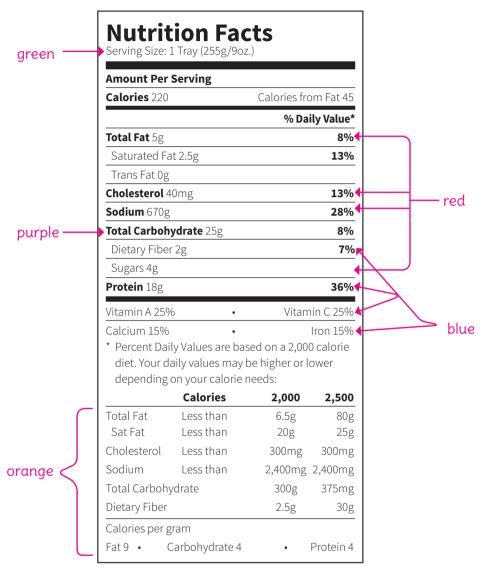


G Is a food pyramid a good guide for healthy eating? Explain in which way it may help you to choose and properly combine the foods you eat.

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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



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.

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.



How can reading food labels can 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.

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







- 1. Which of the following foods should be eaten in very small portions?
 - a. Vegetables
- **b.** Candy

c. Bread

- 2. Which is the best meal to skip?
 - **a.** Breakfast

b. Dinner

c. None

- **3.** Which is the healthiest snack?
 - a. Chips

- **b.** Butter popcorn
- **c.** Amaranth bars
- **4.** Which would be the healthiest side dish if you eat in a restaurant?
 - **a.** Baked potato
- **b.** Macaroni and cheese
- c. Onion rings

- **5.** Which food contains the most fat?
 - a. Brownies
- **b.** Crackers

- c. Granola bars
- 6 Meat, poultry, eggs, fish, dry beans and nuts contain are our main source of...
 - **a.** Vitamins

b. Proteins

c. Fats

1-b, 2-c, 3-c, 4-a, 5-a, 6-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 <u>pasteurized milk</u>; <u>breakfast cereals</u> 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, candies, candies,

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 <u>carrot</u> or a <u>banana</u> for a snack than a <u>granola bar</u>. They also say that you may get much more proteins from fresh <u>meat</u> or <u>poultry</u> than from processed meats such as <u>ham</u> or <u>sausages</u>.

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 |

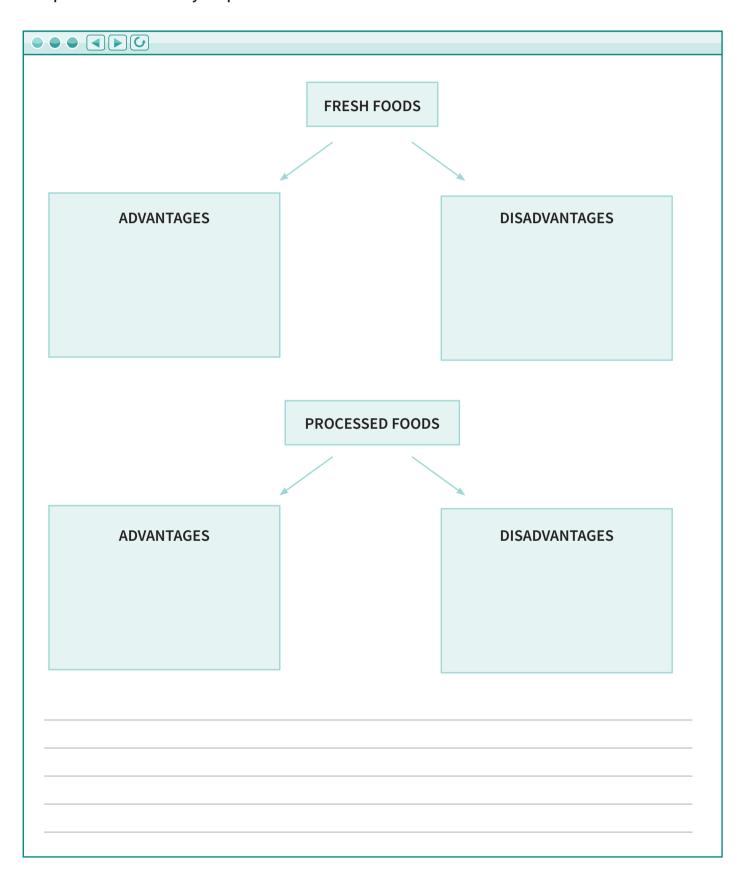


Discuss with a classmate: What happens if we eat a lot of "bad" processed food? Write your conclusions.

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



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.



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



B Use the information from the "red" sentences in the previous activity to ask for advice.

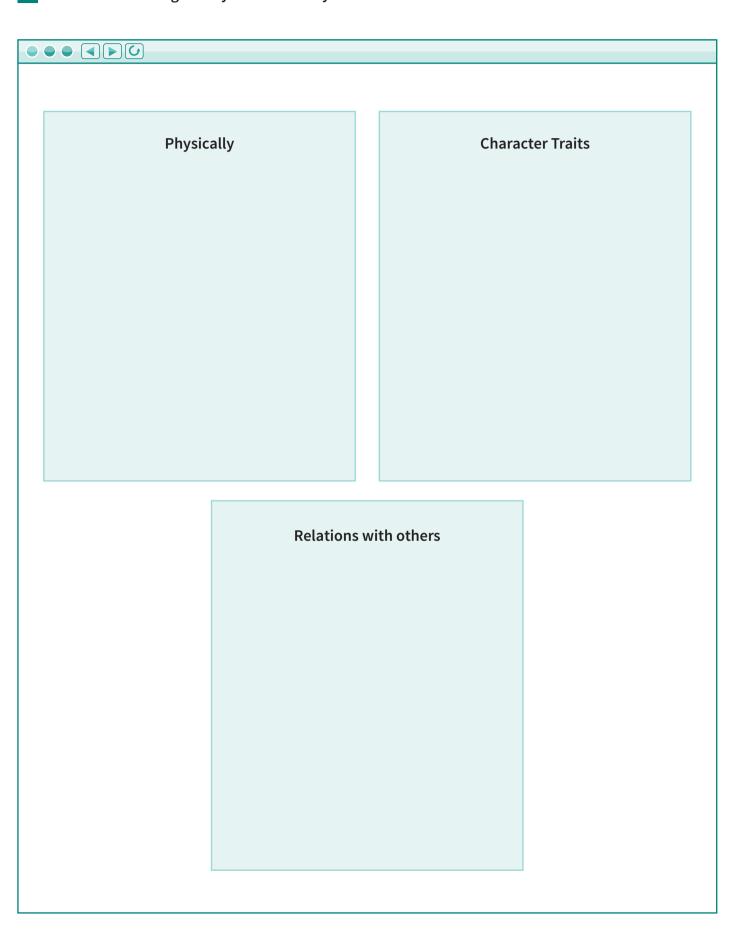
What should I do if my best friend walks away when times get tough? Answers will vary.

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

| | | 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 fooling around 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 | 2 | Continue working in pairs. Write a friendship dilemma, similar to the ones in the previous activity. |
| | Ar | nswers will vary. |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| F | 2 | Exchange your book with another pair and try to give an answer to each others' dilemmas. Answers will yaru. |
| F | 2 | Exchange your book with another pair and try to give an answer to each others' dilemmas. Answers will vary. |



G Write a list of things that you like about yourself.



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, identification, quantity, existence (there is/are), colors, description (tall, expensive, etc.), state of being (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 | were | |
| are | | |

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 is the main topic of the sentence and is usually at the beginning of the sentence.

The object is secondary in the sentence and usually follows a preposition or a 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. |

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, last week / month / year, two days ago, etc.

There are two types of verbs **Regular** and **Irregular**. You change **regular verbs** into the past by adding *-ed* to the end of the verbs.

| walk | walked |
|--------|----------|
| carry | carried |
| travel | traveled |
| dry | dried |
| train | trained |
| change | changed |

Past tense of regular/irregular verbs

Irregular verbs do not finish with -ed in the past tense. It's important you memorize the way each of the verbs changes in the past because there are no specific rules. Something that can help is to 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. |

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. | He lives near the school. |
| She takes piano lessons on Monday and Wednesday. | She studies architecture at the university. |
| We always have turkey at Christmas | They like chocolate ice cream. |

We use auxiliaries **do** and **does** in questions and 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. |
|--|---|
| | Saturdays. |

Have to

We use **have to + verb simple form** to talk about things that are necessary or not necessary and obligations.

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



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 idomatic future, with **going to + verb simple form**, to talk about future plans.

| What are you going to do next Sunday? | We are going to stay home all day. |
|---|---|
| When is she going to arrive? | 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.



1st Conditional

We use the first conditional to talk about something that will occur if certain conditions occur. 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.

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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