

ENGLISH

Welcome!



NEW ROADS TO ENGLISH
tenth grade

NEW ROADS TO ENGLISH

tenth grade

Dra. C. Isora Enríquez O’Farrill

M. Sc. Yoel Chacón Ravelo

M. Sc. Mayda Ramos Alemán

M. Sc. Martha Pinillos Pantiga

Lic. Iris de la Caridad Mojena González



Edición y corrección:

- Lic. Laura Herrera Caseiro

Diseño, cubierta, ilustración y emplane:

- Instituto Superior de Diseño

Instituto Superior de Diseño:

Anelís Simón Sosa ■ María Paula Lista Jorge ■ Sara Sofía Delgado Méndez ■ Isell Rodríguez Guerra ■ Daniela Domínguez Ramírez ■ Amanda Serrano Hernández ■ Rocio de la C. Ruíz Rodríguez ■ Evelio de la Sota Ravelo ■ Ana Laura Seco Abreu ■ Arianna Ruenes Torres ■ Reynier Polanco Somohano ■ Celia Carolina Céspedes Pupo ■ Elizabeth Diana Fajardo Céspedes ■ Laura Rosa Almero Fong ■ Elizabeth Blanco Galbán ■ Laura Reynaldo Jiménez ■ Daniela Arteaga Martínez ■ Daniela Alpízar Céspedes ■ Roberto Pérez Curbelo ■ Ariel Abreu Ulloa ■ M. Sc. Maité Fundora Iglesias ■ Dr. C. Ernesto Fernández Sánchez ■ D.I. Eric Cuesta Machado ■ D.I. Julio Montesino Carmona

© Isora Enríquez O’Farrill y coautores, Cuba, 2023

© Editorial Pueblo y Educación, 2023

ISBN 978-959-13-4238-6 (Versión impresa)

ISBN 978-959-13-4300-0 (Versión digital)

EDITORIAL PUEBLO Y EDUCACIÓN

Ave. 3.a A No. 4601 entre 46 y 60,

Playa, La Habana, Cuba. CP 11300.

epueblo@epe.gemined.cu

CONTENTS

DEAR STUDENT	1
--------------------	---

1 At a New School	3
--------------------------------	---

2 Who is Calling?	28
--------------------------------	----

3 Good Places to Visit	46
-------------------------------------	----

4 Review	68
-----------------------	----

5 Memories	78
-------------------------	----

6 At the Store	102
-----------------------------	-----

7 A Doctor's Appointment	123
---------------------------------------	-----

8 Review	138
-----------------------	-----

APPENDICES.....	157
-----------------	-----

BIBLIOGRAPHY	163
--------------------	-----

Dear student

This is your tenth grade workbook. This year you will learn how to use the English language in more complex situations. You will find here a variety of topics related to daily life, and social subjects. The workbook has a number of different topics that will expand your vocabulary and strengthen your communicative skills.

The workbook has 8 Units. Each Unit is divided into the following sections:

Breaking the Ice: In this section you will consolidate topics you studied previously to support the introduction of the new themes.

What's new: In this section you will improve your English by learning some new communicative functions, vocabulary and grammatical structures in new situations.

Let's practice: Here you will find some exercises to practice the new structures and the sections: Speaking, In Black and White, Listening and Time to Read.

Speaking: You will improve your oral skills, vocabulary, pronunciation and fluency.

In Black and White: You will improve your writing skills to complement your oral expression and accuracy in the use of language.

Listening: You will improve your listening abilities through songs, poems, news, etc. to support and enrich your oral and written skills.

Time to Read: You will improve and develop your reading skills, which will increase your communicative competence.

Reflecting on Language: In this section you will improve your accuracy in language use.

Learning more: Here you will improve your background knowledge through additional information.

Project work: This activity will improve your research skills and your creativity.

Self-reflection: You will think and reflect about what you have learned. You will be able to evaluate by yourself which language and skills you still need to improve. Your teacher will follow your reflection and make some comments to help you.

Reading corner: Reading texts in a variation of topics that will help you to improve your general culture.

Activity bank: In this section you will find activities to improve those skills you think you need to improve.

We hope that you find the activities in this workbook useful to improve your communicative competence in English language.

The authors

UNIT 1

At a New School



In this unit you will practice:

- Asking and talking about personal information in different situations
- Asking and talking about habitual actions and routines
- Asking and talking about preferences
- Reading and writing texts about habitual actions and personal information
- Preparing and presenting a project work
- Discussing and reflecting about health and responsible use of free time

1. Meeting someone.

Walk around the group and ask these four questions to four of your classmates.



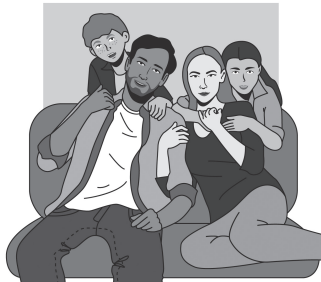
- What is your name?
- Where do you live?
- What is your telephone number?
- What is your favorite subject?

2. Work in small groups. Discuss with your partner about the following topics.

My best friend



My family



My preferences



3. Group work.



An important athlete will visit your class. Write down 10 questions you would like to ask the visitor.

Pre-listening activity

4. Look at the picture. What does the picture suggest to you?
5. Listen to the conversation and underline where it is taking place.
The conversation is taking place:
a) In a park b) At school c) At home
6. Read and repeat: **Where is the science class?**



Raleigh: Excuse me, where is the science class?

Susan: It's in room D. Walk straight ahead and turn left.

By the way, are you new at school?

Raleigh: Yes, I am. My name is Raleigh.

Nice to meet you. How is it going?

Susan: I'm fine. Thanks. My name is Susan. Nice to meet you too, Raleigh!
How do you spell your name?

Raleigh: It's R-A-L-E-I-G-H. I am from Brazil. My parents are engineers.
They work in Mariel zone.

Susan: Oh what a coincidence, my mother is a civil engineer there.
My father is an electrical engineer.

Raleigh: How old are you? I'm fifteen.

Susan: I'm fifteen too. Are you in Mrs. Brown's complementary science class?

Raleigh: Yes, I am. I love science, Chemistry is my favorite.

Susan: I enjoy making experiments. We have a lot in common!!!

Raleigh: Sure. I see. Let's go to the science class together then.

7. Listen to the text again and mark the statements true (T) or false (F):

- a) Susan and Raleigh are new friends. _____
- b) Their parents have similar jobs. _____
- c) Mrs. Brown teaches Literature. _____
- d) Susan and Raleigh are interested in Science. _____

8. Read the passage again and answer these questions:

- a) What do Susans parents do?
- b) Is Susan older than Raleigh?
- c) Why is the family in Cuba?
- d) Do Susan and Raleigh have the same preferences?

9. Work in small groups. Talk about your parents' occupations and places of work.

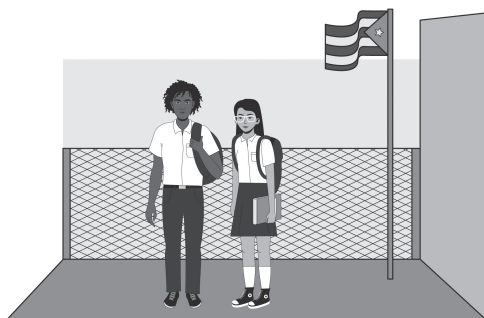
Does anyone have a parent with a dangerous job? Which one?

Does anyone have a parent who works at night?

10. Discuss in your team. What subjects do you have this year?

11. Which one is your favorite? Why?

12. Draw a map of your school. Where are the science classrooms? Mark the location of each science classroom on your map.



Let's practice

13. Look at the pictures and respond.

Where is Clara?



Where is she from?



How old is Peter?



What is his job?



14. Work in small groups. You have new teachers at school this year. Find out some information about one of them and share the information in class.

- | | |
|----------------|---------------------------|
| ■ Full name | ■ Place of birth |
| ■ Address | ■ Personality |
| ■ Subject | ■ Experience as a teacher |
| ■ Phone number | |

15. Walk around the classroom and interview 3 students. Write down the following information:
- What do you do in the evenings?
 - What do you do on Saturdays?
16. Discuss the routine of these people over the weekend. What do they usually do?



- 16.1 Work in small groups. Find out about your partner's routine activities. Ask the following questions:
- What do you usually do after school?
 - What do you usually do on Sundays?

Reflecting on Language

We use **simple present tense** to:

Talk about things that happen continually or routines in the present.

- I go to school early every day.
- We visit our family every weekend.
- Every Monday we go to the library in the afternoons.

The simple present tense is also used with basic facts and with feelings.

- The day is wonderful.
- I am happy today.
- They are very good.

17. Read carefully and reflect under the guidance of your teacher.

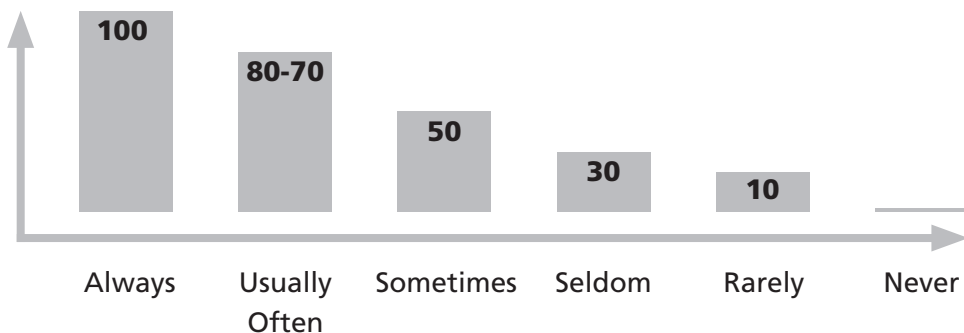
Simple Present Affirmative	Negative	Interrogative
I, you, we, they study at high school. He, she, it plays in the yard.	I, you, we, they don't study at the university. He, she, it doesn't play in the garden. Notice Verb in 3rd. person singular keeps the simple form.	Do you, we, they study every day? Does he, she, it play in the park?
Notice this: 3rd. person singular You add s or es to the verb. Ex.: She helps at home. He goes to school in the mornings. Sara studies at the University 'y' changes to '- ie'		

17.1 Walk around the classroom. Talk to 5 of your classmates. Ask what activities they do after school. Make notes of their answers.

17.2 Now work in groups and discuss what activities the majority of people in your class do after school.

18. Look at the chart and analyze frequency adverbs. Then look at the exercise below.

Adverbs of frequency



19. Work in groups of 5. Read the sentences and discuss in your group how often you do the activities below.

Play soccer with the team on Saturdays.

Example: *I sometimes play soccer on Saturdays.*

- a) Do the gardening at home over the weekend.
- b) Water the plants and clean the yard.
- c) Help with the housework.
- d) Study English in the school library.
- e) Go to a disco alone.
- f) Have a meal with friends.
- g) Go to the gym in the mornings.
- h) Visit grandparents on vacation.

20. Now write about someone in your group. And remember to use “-s” or “-es” or “-ies” when writing about your partner “He/She...”

Example: Albert usually plays soccer on Saturdays.

- a) _____
- b) _____
- c) _____
- d) _____

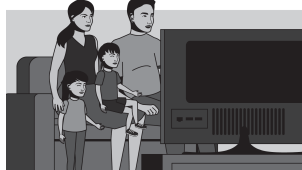
21. Discuss what is similar and what is different in the activities for you and your partner.

Example: I never do gardening but my partner usually does gardening on Sunday mornings.

22. Look at the pictures and talk about what these people enjoy doing during their free time.

Example: They enjoy **playing** football.





22.1 Read carefully, and tell your group the three activities you enjoy the most from this list.

- a) Playing chess
- b) Going to the beach
- c) Meeting new people
- d) Sharing with friends
- e) Doing the housework
- f) Collecting things
- g) Staying at home
- h) Reading in my bedroom
- i) Watching films

Communicative tips

23. Discuss with your partner:

- a) What you and your family enjoy doing in your free time
- b) What you like to do in your vacation
- c) Where you usually go
- d) Who you go with
- e) How often you go

Ways to express preferences:

- a) I like working alone
- b) I enjoy cooking pasta
- c) I prefer going to school in the mornings
- d) I am fan of reading ebooks
- e) I hate going to bed late

Questions words

To ask about:

A thing: What do they do in the afternoons?

A time: When do they practice jogging?

A place: Where do they practice jogging?

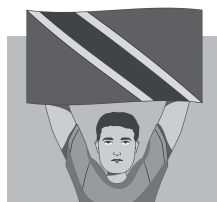
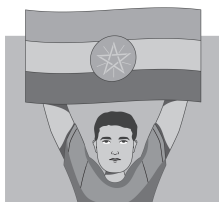
A person or people: Who practices jogging in the afternoons?

Frequency: How often do they practice jogging?

Speaking

- 24.** You are beginning a new course in a new school. This is your first day in class, where there are students from different countries. Meet the new students.

Ask about name, nationality, sports and preferences and weekend activities.



Registration



25. Read the situation below:

Student A: You are a secretary at the Language School. Ask the new student for basic personal information to fill in a form.

Student B: You want to study a foreign language, and you go to register at a Language School. Give your personal information to the secretary.

26. Read the roleplay below. With a partner, one is student A and the other is student B. Prepare and act the conversation between the two students.

Student A: You are participating in an international summer camp. There are students from different countries. Meet a student from another country. Talk about routines and preferences.

Student B: You are participating in a summer camp. A student from another country comes to you. Meet the new friend and ask for some personal information.

27. Work in pairs. You are beginning a new course at college. This is your first day in class, where there are students from Jamaica, Germany and Canada because their parents are working in Cuba.

Student A: Introduce yourself, spell your name and find out the names of your new foreign classmates. Ask and answer questions about your family and weekend activities.

28. Student A: You are participating in a national contest about History. There are students from all provinces. Meet one student from another province and exchange personal information. Talk about family routines and preferences.

Student B: In the national History contest, a student from another province wants to meet you. Answer his/her questions and ask the student about his/her favorite activities. Invite the student to watch some videos in the afternoon in the video room.

In Black and White

29. You are collecting information to organize activities for your group. Work with a partner. Look at the form below. Ask each other questions in order to **complete the information about them**.

Full name		Age
Address		
Place of birth	Nationality	
Phone number	ID number	
Sports	Music	Favorite subject
Likes	Dislikes	

30. The person in the following picture is selected to lead a group in your community. Write all the information you have about this person to post it on a bulletin board.



30.1 Write about a typical day in the week, a school day, a day off, or your favorite day. Use frequency adverbs.

- a) Be ready to memorize what you wrote. Use pictures to talk about it.
- b) Then ask and answer questions on this topic with your classmates.

31. You want to join a group that works to protect the environment.



Write a short letter giving details about yourself to the president of the group. Don't forget to give reasons why you are interested in becoming a member of the group.

Dear President,

I'm looking forward to hearing from you,

Listening



- 32.** Pre-listening activity.
Look at the picture. What do you think the conversation is about?
What kind of music do you like?
- 33.** While you listen to the text answer the following exercise:
1. This is a text about:
 - a) Jessica
 - b) Jessica and her brother
 - c) Jessica and her friends
 2. Jessica and her brother have:
 - a) Different preferences
 - b) Similar preferences
 - c) Peculiar preferences
 3. Tony and Jessica enjoy:
 - a) Dancing and listening to romantic music
 - b) Dancing and listening to rap music
 - c) Dancing and listening to music

34. Answer these questions:

- a) Who enjoys listening to romantic music?
- b) Who prefers dancing to rap?
- c) When does Jennifer train?
- d) Where do they meet their friends?
- e) How often does Tony go to the theater?

35. Watch the video your teacher brought to class. Fill in the information that you hear, and put X if you do not hear any information.

- a) Name _____.
- b) Age _____.
- c) Nationality _____.
- d) Phone number _____.
- e) Address _____.
- f) Job _____.
- g) Birthday _____.

Time to Read



Before reading activities

36. Do you like to follow traditions? Why or why not?
Read carefully. Then, match traditions and countries.

- | | |
|---|-----------|
| a) Using toilet paper is generally a bad idea | France |
| b) It's common for people to arrive later than originally planned | Germany |
| c) People smash plates before a wedding | India |
| d) Never take wine to a dinner party | Mexico |
| e) Never gift yellow roses | Venezuela |

36.1 You will find these words in the reading. Match each word with the appropriate synonym.

- | | |
|--------------|---------------------|
| a) Touchy | _____ If not |
| b) Polite | _____ Sensitive |
| c) Unmarried | _____ Well-mannered |
| d) Unless | _____ Single |

While reading activities

37. Read the text. Put a ✓ next to the correct answer.

The text teaches us about:

- a) British education _____
- b) British culture _____
- c) British traditions _____

Touchy Topics

In Britain, when people meet for the first time, they talk about things like family, work, school or sports. They ask questions like: Do you have any brothers or sisters?, Where do you work?, and Do you like sports? They also ask questions like: Where do you come from?, and Where do you live? These are polite questions. They are not personal or private.

But some things are personal or private, they are not polite. People don't ask questions about a person's salary. They don't ask how much someone is paid for something. It is ok to ask children how old they are, but it is not polite to ask older people their age. It is also not polite to ask people questions about politics or religion unless you know them very well. People don't ask unmarried people why they are single, and they don't ask a married couple with no children, why they don't have any children.

After reading activities

38. Look at the following questions. Put a ✓ next to the ones British people usually ask:

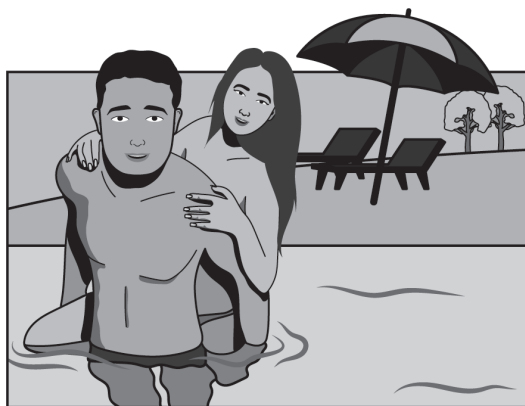
- a) What do you do? _____
- b) Are you a religious person? _____
- c) How much money do you earn? _____
- d) How many children do you have? _____
- e) Why aren't you married? _____
- f) Do you like football? _____
- g) How old are you, Mr. Lee? _____
- h) Are you a Conservative? _____
- i) How much was your watch? _____

39. Discuss with your partner:

- a) What questions do Cubans usually ask new friends?
- b) Are some of them different from or similar to British traditions?
- c) Do you know any particular tradition or behaviour from another country?

Reading

A Summer Camp



Before reading activities

40. Discuss before reading:

- a) Do you like camping?
- b) What activities do you usually do when you go camping?

While reading activities

41. Vocabulary

Look at the words in **bold** types in the text, and write them next to the synonyms.

obscurity _____

today _____

terrifying _____

A Summer Camp

Renata: Good morning everyone, I'm Renata and I'm from Brazil. Where do you come from?

Gina: Hello. I'm Gina and I live in Colombia. I usually come here every summer.

Nick: Hey, I'm Nick and I'm Cuban. Welcome to the summer camp. I'm the General Counselor. Let me tell you that we generally start the day with a music activity.

Renata: I like that because I sing and play the drums.

Nick: Do you have a band?

Renata: Yes, I have a music band in São Paulo. I suppose that children here also play instruments.

Nick: Yeah, some of them do. Do you play any instrument, Gina?

Gina: No, I only dance.

Nick: Perfect, so we can play music and dance with the campers. Let's move on to the afternoons. We usually practice some sports like tennis, soccer and baseball.

Renata: Great. In my country, we love soccer.

Gina: In Colombia, we seldom play baseball, but we like soccer too.

Nick: Awesome! Children usually choose soccer. **Nowadays**, soccer is quite popular here in Cuba. And in the evenings, campers build a campfire and tell **scary** stories with the Outdoor Activities Staff. Do you like those stories?

Gina: Yes, I do.

Renata: No, I don't. I hate **darkness** and ghost stories.

Nick: Don't worry. In that case, we also have a karaoke contest.

Renata: Sure, I will go for that. I love singing karaoke.

Nick: Ok, I promise you will have a lot of fun this summer.

41.1 Read the text again and fill the chart with the appropriate name or names. Look at the example in the chart.

Name or names	Preference
	Going camping in summer
	Playing musical instruments
Example: Renata	Singing Karaoke
	Playing baseball
	Organizing activities for the visitors

Vocabulary

Write new sentences using the words you already learn.

- a) Nowadays _____
 b) Scary _____
 c) Darkness _____

42. Underline the correct answer:

- | | |
|--|---|
| <p>a) Where does Gina live?</p> <ul style="list-style-type: none"> ■ Cuba ■ Colombia ■ Brazil | <p>b) Where are they?</p> <ul style="list-style-type: none"> ■ At a Karaoke bar ■ At a sports area ■ At a Summer Camp |
| <p>c) Colombians enjoy:</p> <ul style="list-style-type: none"> ■ Soccer ■ Baseball ■ Tennis | <p>d) Some activities to do during the day are:</p> <ul style="list-style-type: none"> ■ Conferences and Karaoke ■ English lessons and sports ■ Music and sports |
| <p>e) Renata will:</p> <ul style="list-style-type: none"> ■ Sing karaoke ■ Tell scary stories ■ Play tennis | |

After reading activities

43. Mention some camping areas and describe one of them.

44. Discuss in groups how often you do the following activities when you go camping.

- a) Swim in the river
- b) Explore caves
- c) Dance all night
- d) Ride horses
- e) Participate in Karaoke
- f) Practice sports
- g) Tell scary stories
- h) Go hiking
- i) Watch films
- j) Go to the swimming pool
- k) Cook lunch and dinner
- l) Eat under the trees

45. Work in groups. Prepare a poster about the ways we can protect the environment when we go camping. Write a list of all of the things we should not do when we camp. Example: You should not/must not light a fire under trees .

Project work

46. Discuss with your partner:

- a) Do you like to work in teams?
- b) Do you usually investigate?
- c) Where do you find information for your research?

47. Read carefully under the guidance of your teacher.

How to write your project



To prepare a project is not a difficult task; here you have some steps that can help you to prepare simple research in English.

Steps to Develop the Project

■ **Select a topic.**

Select a topic that you would like to research in your project.

Brainstorm in your group ideas that you want to include.

Draw and label a mind map with sub-topics related to the topic you have selected.

Think about how you will present your project to the class. It could be through a map, a power point presentation, a poster. **The written presentation should be at least one page and the oral presentation should be three minutes or more.**

Once you have decided the topic of your project, and the format or product for the presentation, make a plan for your work.

■ **Creating a Word Bank**

List the words and expressions that you may need for your topic.

Work to create a word bank that relates to the topic on which you will write. Try to keep this in a vocabulary notebook.

■ **Writing Notes**

Write all the ideas that come to your mind about your topic. Share them with other classmates in your group.

■ Researching

Doing research on the web, in books or interviews is how you need to find more information about your topic, as well as useful language for writing and presenting your project.

Your teacher will tell you the deadlines for handing in each part.

Consult different sources for information. Take down notes. Bring them to class for sharing as instructed by your teacher.

■ Organizing

After collecting information, you need to take your ideas and put them into a logical order so as to have a composition.

First, think about the topic sentence that introduces each paragraph. Then organize the rest of the information about that topic under that sentence. Ask and answer questions -who?, what?, where?, when, why?, how? This helps you to complete your paragraphs.

Share your drafts with classmates in class as indicated by your teacher.

■ Writing the drafts

Writing is a process, so you have to write your first manuscript or draft. Then you revise it with the help of your classmates and teacher to find and correct errors. Checking the structure of paragraphs is very important. Finally, you write the final composition.

■ Final written report

Introduction: Brief explanation of the topic. Reasons why your team decided to do the project about the topic. The objective of the project (to describe, to explain, to narrate, to inform, etcetera).

Body: This has all the information you consider important about the topic you research.

Conclusions and Recommendations: What you have learned from the experience of doing the research and the project.

Tips for a good presentation

- Keep eye contact
- Avoid exaggerated body language
- Project your voice and speak clearly
- Say short and simple sentences

48. Work in groups and discuss 5 topics you would like to research and talk about in English.

49. Tell your teacher why you like these topics.

Learning more

Communication Tips for Effective Oral Presentation.

Welcome the class	Introduce yourself	Introduce the general topic and the specific ones
Good morning Good afternoon everybody Good morning / afternoon dear classmatesw	My name is... I am...	We are going to talk about... We will refer to...

Sentence Connectors

Sentence connectors are also called “Linkers” because they link ideas from one sentence or paragraph to the next. Sentence connectors are at the beginning of a sentence and they are used to introduce, order, contrast, sequence ideas, theory, data, etcetera.

The following table lists some useful connectors.

Logical / Sequential Order	Contrast	Exemplifying
Firstly, secondly, finally In addition To summarize Also	However On the other hand On the contrary	For example (e.g.), for instance

Adding	Reason	Concluding
Also, too, then In addition to that...	Because of that... That's why...	In conclusion... To sum up I am ready to answer questions Do you have any comments?

Summarizing

Ways to finish the presentation

- Well, we have told you about...
- This is all I have to say...
- Thank you very much for listening / for your attention

Other important hints

- Keep eye contact
- Avoid exaggerated body language
- Project your voice and speak clearly
- Say short and simple sentences

Self-reflection

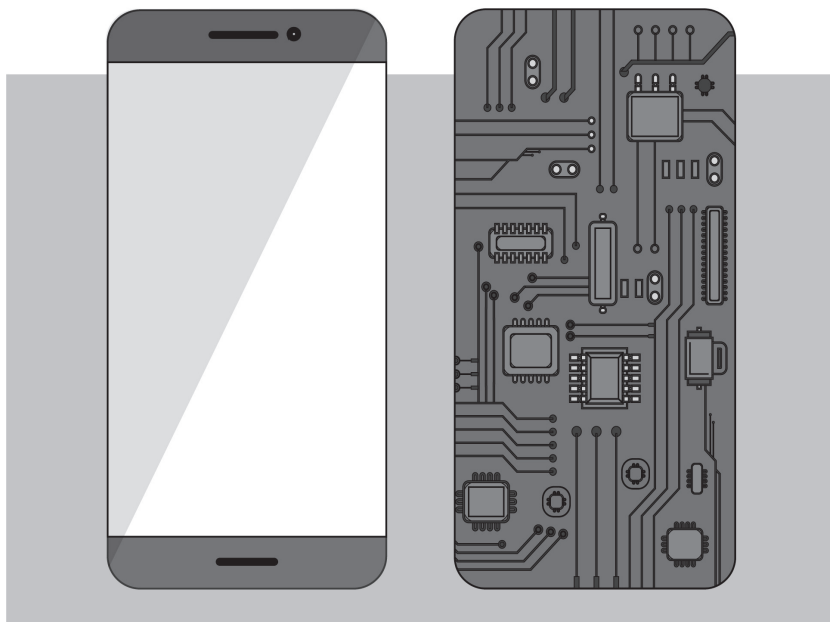
50. What have I learned? What can I do as I finish this unit?
The teacher will read your reflection and give support if you need it.

Unit 1	Now I can ✓	I need to practice ✓
Talking and asking about personal information in different situations		
Talking and asking about routines		
Talking and asking about frequency		

Talking and asking about preferences		
Reading and writing about personal information and routines		
Reading and filling a form in reference to personal information		
Preparing and presenting a project		

UNIT 2

Who is Calling?

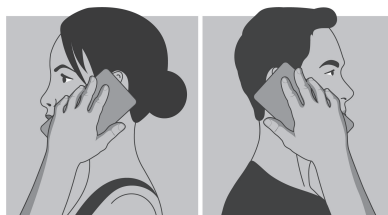


In this unit you will practice and learn about:

- Asking and talking about actions that take place at the moment of speaking
- Taking and leaving messages in a phone call
- Reading and reflecting about the appropriate use of cell phones

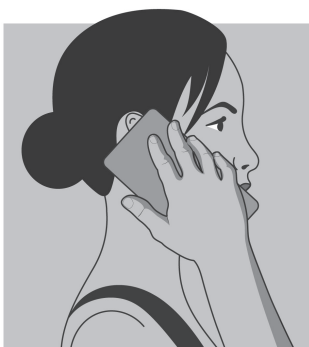
Breaking the Ice

51. Read the following sentences and write them next to the correct picture.



- a) Albert is working in a cell shop.
- b) John is studying for his project work.
- c) They are talking on the phone.
- d) A student is sitting at a table.

What's new?



- 52.** Listen to the conversation and answer:
- a) Do you have a telephone at home?
 - b) Do you have a cell phone?
 - c) Which is better, to have a cell phone or a phone at home?
- Now, discuss your answers with your partner.
- 53.** Listen to the following conversation. **My cell phone isn't working.**
Say yes or no to the following statements.
- a) Albert and Lisa are working together at the library. _____
 - b) Susan's phone is not functioning very well. _____
 - c) Albert and Lisa are doing their project work. _____
 - d) Albert's brother works in a repair shop. _____

My cell phone isn't working

Albert and Lisa are talking on the phone.

Albert: Hello, can I talk to Lisa, please.

Mum: Who's calling?

Albert: It is Albert. I am calling her on the cell phone, but she doesn't answer.

Mum: Oh Albert. It is nice to hear your voice. I guess she is studying. She usually studies in her room.

Albert: Sorry, I can call back later or can I leave her a message?

Mum: That's ok. Hold on, please, I'll pass her the phone.

After some minutes

Albert: Hello Lisa. Does your cell phone have a problem?

Lisa: Hi Albert, I am sorry. Bad news; my cell phone is not receiving calls. It seems to be out of order.

Albert: Sometimes it happens. I am still writing the paper about our local history. Can you help me, please?

Lisa: I am doing it too, join me.

Albert: Ok. By the way, my brother is working in a cell repair shop. It never closes before 10 pm.

Lisa: Good, I'll call him later.

Albert: See you in half an hour.

Lisa: Ok I'm waiting for you.

53.1 After listening to the conversation, discuss the following questions with your partner.

- Are Albert and Lisa students?
- Why are Albert and Lisa busy?
- Why does Albert suggest Lisa to call his brother?
- Why is Albert calling Lisa?
- Does Lisa accept the suggestion?

53.2 Listen to the conversation again and read it with your partner.

54. Look at the following sentences and analyze them with your teacher.

- Can I leave **her** a message?
- Can you help me?
- I'll call **him later**.

Reflecting on Language

Subject Pronoun	I	You	She	He	We	They	It
Object Pronoun	Me	You	Her	Him	Us	Them	It

Let's practice

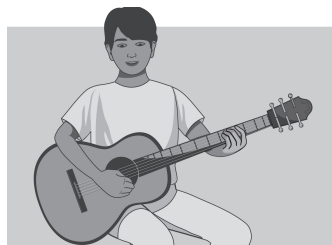
55. Fill in the gaps using: **me, you, him, her, it, us, you, and them.**

- My friend John is not at home but I need to talk to _____.
- I'm sorry, I can't tell _____ what happened.
- The children are studying in their room. Give _____ their notebooks.
- We are thirsty. Can you give _____ some juice?
- Jack is cleaning the garden. Bring _____ his garden tools.
- Ann and Paul can't do their homework. Can you help _____?

56. Look at the pictures and read the sentences. Are the sentences about routine or habits, or are they happening at the moment?

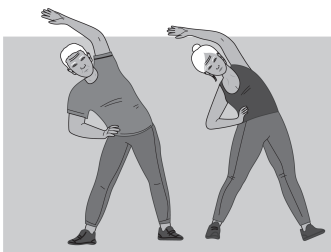
a) She is listening to music.

b) He is playing the guitar.



c) They are doing exercises.

d) I am not studying in the school library.



57. Look at the pictures your teacher brought to class.
What are the people in the pictures doing?

58. **Game.**

Guess what someone is doing? Work together in teams of 5.

- Team A: Send one member of your team to mime an activity in front of the class.
- Team B: Guess what activity the classmate is doing. If you are correct, you gain one point.
- Change roles. A member from team B mimes an activity, and team A tries to guess correctly to gain one point.
- Repeat the activity with five different classmates.
- The winner will be the team with more correct answers.

59. Read the sentences and complete them using simple present tense or present continuous.

a) They _____ picnics next to the river in the holidays. (**make**)

b) Albert _____ on his new research at this moment. (**work**)

- c) Some of my classmates _____ **(do)** experiments at the lab right now, and the rest _____ **(study)** in the library.
- d) Brigitte _____ an important study about climate change. **(do)**
- e) Alfred _____ his family in Summer every year. **(visit)**
- f) Jenny _____ piano lessons every Saturday. **(take)**

Communication tips

Formal and informal phrases for phone calls.

Answering the phone	Formal	Informal
	<ul style="list-style-type: none"> ▪ Good afternoon. May I help you? ▪ May I speak to Mr. Brown, please. ▪ I am sorry, he isn't here at the moment. ▪ I'm sorry, but he is in a meeting. 	<ul style="list-style-type: none"> ▪ Hello, can I talk to Lisa, please. ▪ Who's calling? ▪ It's Albert. <p>One moment please. Hold the line, please.</p>
Taking a message	<p>May I take a message?</p> <ul style="list-style-type: none"> ▪ Thanks. I'll call back later. 	<p>Do you want to leave a message?</p> <ul style="list-style-type: none"> ▪ Thanks. I can call back later. ▪ Tell Albert that Susan called.
Verbal forms-formal	<p>I'll call back later.</p> <p>Could you dial the number again?</p> <p>Hold on please.</p>	<p>I'm putting you through.</p>

60. Read the phone conversations and decide whether they are formal or informal.

a) **John:** May I speak to the principal please?

Mark: Sorry. She is not here right now. May I take a message?

b) **Ann:** Hello, can I talk to Lisa, please?

Doris: One moment, please.

- c) I'm sorry, she is not in the office at the moment.
* Could you tell her I'll call back later.
-

- d) Hi. Is that Martha?
* Yes, who's calling?
-

61. Look at the list below and practice with your partner.

Student A: What's the problem with your phone?

Student B: _____

Some problems with the phone.

- a) The cell phone is sounding too quiet.
- b) The cell phone is not functioning.
- c) The phone is making a lot of noise.

62. Complete the conversation. Use the verbs below in **simple present** or **present continuous**.



Assistant: Repair shop, _____?

Client: Sure, _____?

Assistant: Sorry, we aren't doing that kind of work at this moment.

Client: _____?

Assistant: Hold on please... Yes, we have.

Client: _____?

Assistant: Sorry. We close at 5 pm.

Client: One more question _____?

Assistant: No, we work from Monday to Saturday.

Client: Thanks, bye.

Possibilities

- a) repair phones.
- b) sell LG phones.
- c) work until 9 pm.
- d) open on Sundays.

63. Read each phone conversation and complete it.

Eg. Can I speak to Fred?

*Hold on, he is studying in his bedroom.

a) Hello, is Fred at home?

* _____.

b) May I speak to Ken please?

* _____.

c) Good afternoon. Is Freddy in his office?

* _____.

Speaking

64. Read the situations below and act out the conversation with your partner.

a) **Student A:** You want to invite a friend to go out over the weekend. Find out what he is doing at the moment. Then ask what your friend likes to do and invite him/her to go out on the weekend.

Student B: Answer the phone. Tell your friend what you are doing. Then tell your friend what you like to do, and arrange to go out on the weekend.

b) There is a conference about climate change.

Student A: you want to register but you don't have all the details. Call the Environment Department at 5666778. Find out information about the conference and register to attend.

Student B: You work at the information desk at the Environment Department. Give details of the conference, and register the caller as a participant.

65. What do you do? Work in groups of 5.

Student A: You work for a survey center; you are making telephone interviews to find out how people use their free time. Answer the phone. Ask for personal information and ask the questions. Thank people for participating.

Students B, C, D, and E: You are invited to participate in the survey. Call the interviewer to answer the questions. Give your personal information as it is given in the chart.

Student	Name	Age	Job	Place of work
B		25	Designer	Factory
C		31	Journalist	Newspaper
D		30	Economist	Bank
E		28	Professor	University

Student A: Good morning. May I help you?

Student B: Is this 2224445?

Student A: Yes, that's right, Survey Center.

Student B: I want to participate in the survey.

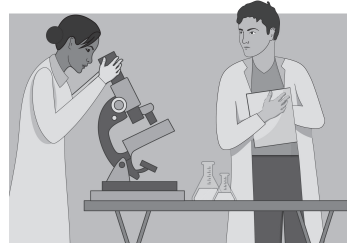
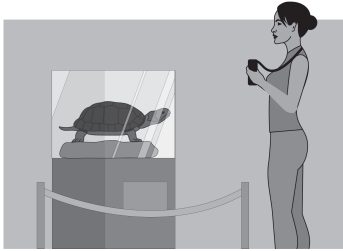
Questions for the interview:

- a) Are you practicing any sports these days?
- b) Are you reading any books right now?
- c) Do you often go out with friends?
- d) Are you watching a lot of TV at the moment?
- e) Do you spend more than two hours on your phone most days?

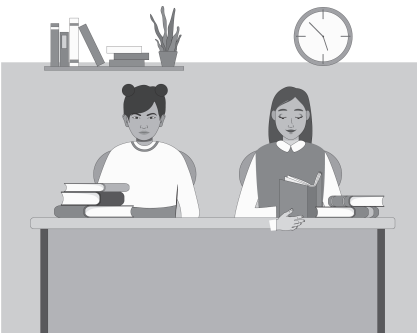
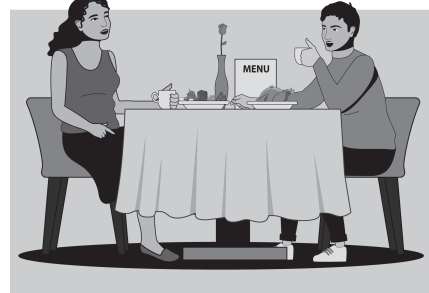
- 66.** Discuss in your group which are the most common free time activities.

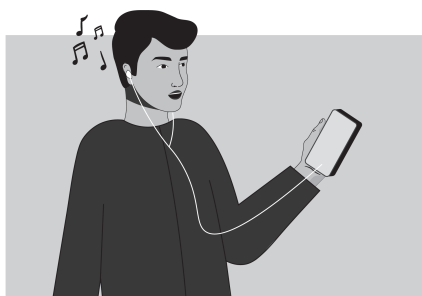
In Black and White

- 67.** What are they doing?
Look at the pictures. Write some sentences about each picture.
Before you write, think about:
Where are they?
What are they doing?
How often do they do this activity?



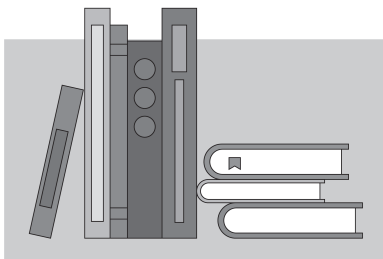
68. What do they usually do? What are they doing right now?





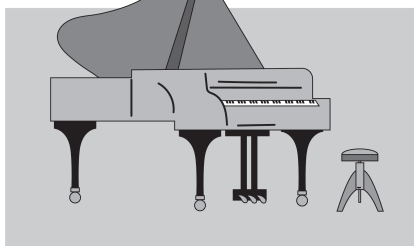
69. Look at the pictures. Write a short paragraph describing the activity in each picture. Look at the example below.

a)



Albert is reading. He usually reads. He is reading the famous novel *Cien años de soledad*. He enjoys reading novels.

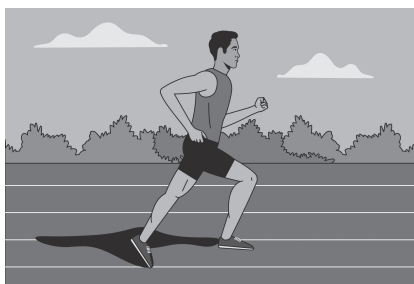
b)



c)



d)



Listening



- 70.** Before listening, discuss with your partner.
- Do you usually phone friends when you are out of town?
 - Why do people call back home when they travel?
- 71.** Listen carefully and answer.
- What is Ronald doing?
 - What is Deborah doing?
- 72.** Answer these questions with True or False as you listen to the conversation.
- Ronald is attending an event in Europe. _____
 - He is satisfied with the conferences. _____
 - Deborah is reading an email from Ronald. _____
 - Ronald and Deborah have the same plans. _____
 - Ronald has an intensive program at the conference. _____
 - Ronald wants to start a new project alone. _____

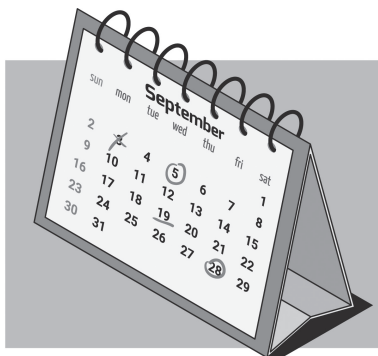
Pre-listening activities

- 73.** Look at the picture and discuss what you think she is talking about.



- 74.** Listen to the text and select the correct answer:
 a) This is a formal conversation. _____
 b) This is an informal conversation. _____
- 75.** Listen to the text again and underline the information you hear in the passage.
 a) Where Mr Black is.
 b) The name of the project.
 c) The date and hour of the meeting.
 d) The person Mr Black must call back.
 e) Mr Black's telephone number.
- 76.** Do you know about any project in your community?
 What is its name? Why is it important?

Time to Read



Before reading activities

- 77.** Discuss in your class:
 a) Do you have a diary for your activities?
 b) Is it important to have a calendar?

While reading activities

78. This is Frank's diary for a week. Read carefully and answer these questions.

- When does Frank have a free afternoon?
- What does Frank do in the evenings?
- When does Frank practice sports?
- Is Frank an only child?
- Is Frank interested in music?

Hour	Monday	Tuesday	Wednesday	Thursday	Friday
6 am	Wake up	Wake up	Wake up	Wake up	Wake up
8 am	Go to school	Go to school	Go to school	Go to school	Go to school
8 am - 2 pm	Have classes	Have classes	Have classes	Have classes	Have classes
1 pm	Stay at the library		Stay at the library	Stay at the library	
5 pm	Tennis training	Pick up sister from school	Play baseball	Pick up sister from school	
6 pm	Get some rest	Take guitar lesson	Go to the Gym	Take guitar lesson	
7 pm	Do homework	Do homework	Do homework	Do homework	Do homework
8 pm	Watch TV	Play video game	Play video game	Play video game	Play video game

79. Read the diary again.

- What day is today?
- What time is it?
- What is Frank doing at this moment?

After reading activity

80. a) Write your own diary.
b) What are you doing at this moment?

Hour	Monday	Tuesday	Wednesday	Thursday	Friday
6 am					
8 am					
8 am-2 pm					
1 pm					
5 pm					
6 pm					
7 pm					
8 pm					

81. Look at the picture. What do you think is the reading about?



82. Read carefully and select the correct answer. The reading is mainly about:
- a) Family and cell phones _____
- b) School rules referring to phone calls _____
- c) Parents' worries and school rules about cell phones _____

Cell phones

Having a cell phone is a common practice. There is a variety of opinions and rules about the use of mobiles. Parents want their kids to be safe. Are teenagers safer with a mobile phone or without? Many parents want their children to have a phone so that they can be in contact at any time or in any place. On the other hand, for lots of parents a phone is a source of possible danger. Parents worry that their child may meet the wrong kind of 'friends' on social networking sites or that they could spend so much time on the phone affecting their face to face social relations. Some parents have rules about their children's mobile phone and internet usage, and bad behavior can result in removal of mobile privileges.

Mobile phones are permitted at school but pupils are not allowed to use them in class and they must be on silent during lessons. Teachers can take away phones if these rules are broken. School students can use their phones at break time and at lunchtime. Some teachers in schools complain that pupils don't always follow the rules and that lessons are disrupted by people texting, making and receiving calls, looking at social networking sites, watching videos.

(Taken and adapted from <http://learnenglishteens.britishcouncil.org/uk-now/read-uk/mobile-phones-making-videos-in-the-class>).

- 83.** Read the text again and tick (✓) some worries parents have about the use of cell phones for their children.
- a) Children could contact dangerous people.
 - b) Mobiles could damage interpersonal communication.
 - c) Students could get bad results in exams.
 - d) Not all social networking sites are secure.
- 84.** After reading activity.
Discuss in your group.
- a) Are your parents worried about the way you use your phone?
 - b) Do your parents act in a similar way to how the reading describes? Explain.
 - c) Are there rules in your school for using cell phones? Mention some of them.

Learning more

Read and remember

Non-Continuous Verbs

Some verbs do not have continuous tenses (e.g. present continuous). These include:

Believe, belong, forget, hate, hear, know, like, love, need, remember, smell, see, think, understand, want, etc.

Project work

- 85.** Find information about the advantages and disadvantages of using a cell phone. Include some advice on how to use a cell phone properly. Make a poster and present it to your class.

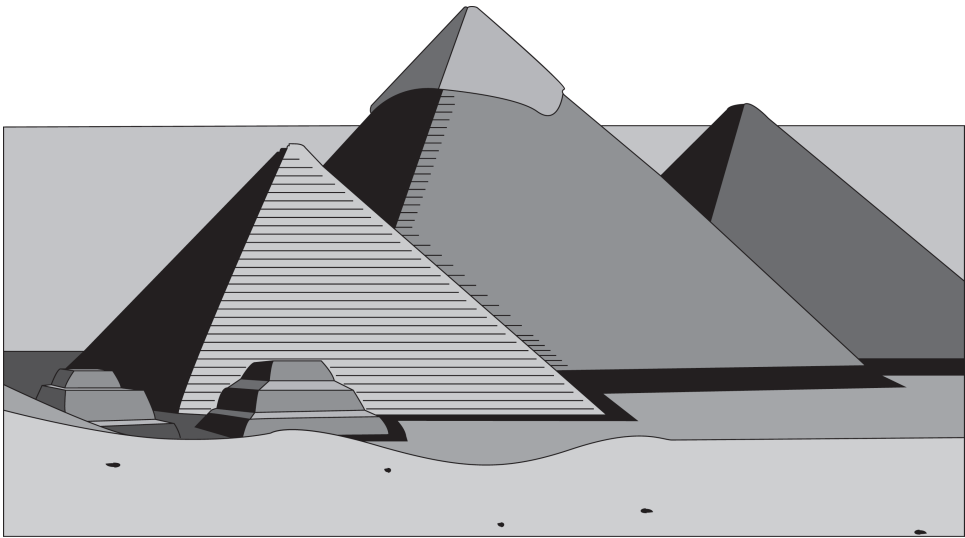
Self-reflection

- 86.** What have I learned? What can I do as I finish this unit?
The teacher will read your reflection and give support if you need it.

Unit 2	Now I can ✓	I need to practice ✓
Ask and talk about actions that are taking place at the moment of speaking		
Take and leave messages in phone calls		
Read and reflect about the appropriate use of cell phones		

UNIT 3

Good Places to Visit



In this unit you will review and practice:

- Asking and talking about some famous places in the world
- Describing and comparing places, using the appropriate linguistic forms and adjectives
- Reading and understanding general and specific information about famous cities and places
- Reading and identifying some landmarks of the world
- Listening to and understanding general and specific information
- Giving advice and suggestions on places to visit
- How to value and preserve natural places and monuments

Breaking the Ice

87. Work as a class. Look the pictures and identify the places. Where are they located? Describe them in one sentence. All these places are **landmarks** of Cuba. What is a landmark?



What's new?



88. Reflect on these questions:
- Do you know the place in the picture?
 - Is that place in Cuba?
 - Do you know where it is?

89. Look at these new words. You will find them in the reading.

- a) encompasses = includes
- b) countless = numerous
- c) steppe = savanna (grasslands)
- d) features = topographies (geographical)
- e) shelters = simple housing
- f) treks = long walks
- g) breathtaking = spectacular
- h) mandatory = obligatory

90. Read carefully the text and answer the following question:

What sports can you enjoy at Torres del Paine National Park?

A Place to Visit

One of Chile's most important natural areas and an increasingly popular travel destination is the spectacular **Torres del Paine National Park**. The park is situated more than 100 kilometers north of the city of **Puerto Natales** in southern Patagonia. This stunningly beautiful area **encompasses** mountains, glaciers, and countless lakes and rivers.

The most important region of the park is the **Cordillera del Paine**. It is an area that marks the transition from the Patagonia **steppe** to the sub polar forests of the north. Perhaps the most notable of its many wonderful features are the three 2,850-meter-tall granite peaks of the Paine Massif, which dominate this already **breathtaking** scenery.

Hiking is one of the park's most popular activities, with numerous well-marked trails, many offering overnight **shelters** with the basics needed for longer **treks** that circle the mountains. People, who want anything more than a day's hiking, require professional guides and in some areas it is **mandatory**.

One of the top guided tours of the park is the five-day **W Trek**, one of the top hikes in Patagonia. This 71-kilometer route takes in some of the top points of interest in Patagonia, including the massive Glacier Grey and the mountains of Paine Grande.

(Taken from <https://www.planetware.com/tourist-attractions/chile-chi.htm>).

91. Complete the table about *Torres del Paine National Park*.

Place	Torres del Paine National Park
Country	
Location	
Biggest Attraction	
Popular sports	
Requirements for some days of hiking	
Two points of interest in Patagonia	

92. Read the list of adjectives and the synonyms. Practice pronunciation with your teacher.

A

boring
bustling
charming
contemporary
cosmopolitan
crowded
captivating
fascinating
lively
polluted
unique
stunning
unusual
magnificent

B

tedious
active
fascinating
modern
multicultural
populated
enchanted
attractive
animated
contaminated
exclusive
spectacular
uncommon
splendid

93. Look at these landmarks from the world. Describe them in two sentences.



94. Work in small groups. Think and complete:

- a) _____ is an amazing place
- b) _____ is a very crowded city
- c) _____ is an exclusive place
- d) _____ is a modern building
- e) _____ a magnificent monument

95. Can you mention some landmarks of the world? Can you describe them using the adjectives above?

96. Read about some landmarks of the world and a description about them.



London is **as popular as Paris**. They are **amazing** and **ancient** cities. They are **overcrowded** places.

- amazing = fantastic
- ancient = old historical
- overcrowded = too many people

Reflecting on Language

97. Think, remember and reflect under the guidance of your teacher.

	Adjectives	Equality
One syllable adjectives	big	as big as
Adjective with two or more syllables	busy amazing	as busy as as amazing as

98. The Eiffel Tower is a **huge** and **captivating** monument. Some people think it is **more well-known** and **captivating than** the London Eye, but the London Eye is **more exciting** for other people.

- huge = enormous
- well-known = famous
- captivating = enchanting



Contemporary cities are **livelier than** small towns but small towns are less **polluted** and less crowded.

- contemporary = modern
- lively = animated
- polluted = contaminated

99. Think, remember and reflect under the guidance of your teacher.

	Adjectives	Comparative
One-syllable adjective add er	small	smaller than
	big	bigger than
Adjective with two or more syllables use more or less than	amazing polluted	more amazing than less polluted than
Irregular comparatives	good bad	better than worse than

We add the particle NOT to form negative sentences.

E. g. My city is not as big as yours.

Mexico city is not bigger than Rio de Janeiro.

100. Look at these paragraphs. Think, remember and reflect under the guidance of your teacher. Comment on the underlined statements.

a) There are several attractive tourist destinations in China. Some of them are the Potala Palace, the Summer Palace and the Great Wall. The Great Wall is one of the best tourist attractions in China and all over the world.

b) Tres Hermanas Falls in Peru is 914 meters and really captivating. Vinnufossen falls in Norway is stunning and fascinating. It is 860 meters tall. Angel Fall Falls in Venezuela, 979 meters, is the tallest of the three and one of most impressive waterfalls in the world.



101. Think, remember and reflect under the guidance of your teacher.

Superlative forms

- a) We use a **superlative adjective** to describe the extreme quality of one thing in a group of things.
- b) We can use **superlative adjectives** to compare when talking about **three or more** things.
- c) When a **noun** follows the **superlative adjective**, it is always plural; e.g. **One of the tallest buildings in the world.**

	Adjective	Superlative
One-syllable adjective	tall	the tallest
	big	the biggest
Adjective with two or more syllables	impressive	the most impressive
Irregular superlative	good	the best
	bad	the worst

Let's practice

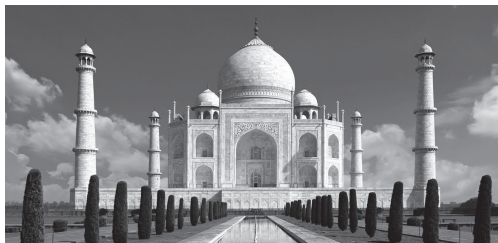
102. Complete the sentences use **more... than, less... than, - er... than, or ...as.**

Share the answer with your group.



- a) Small towns are _____ than cities. (*quiet*)
- b) Cities are _____ than small towns. (*overcrowded*)
- c) Small towns are _____ than cities. (*dangerous*)
- d) Cities are _____ small towns. (*important*)
- e) Life in the cities _____ than in small towns. (*polluted*)

103. Complete the sentences below with the appropriate adjectives.



- a) The Taj Mahal is a _____ and _____ Palace.
It is located in India. (*unique - boring - stunning*)



- b) Torres del Paine National Park in Chile is a _____ and _____ place. (*polluted - fascinating - captivating*)

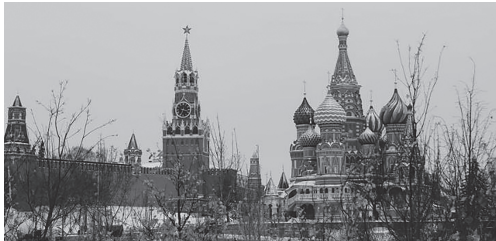


- c) Brasilia is a _____ and _____ city. It is in South America. (*contemporary - lively - boring*)

104. Discuss the following questions in small teams.

- Do you enjoy captivating natural areas?
- Can you mention some captivating natural areas in Cuba?
- Can you mention some captivating natural areas in the world?

105. Here you have some man made landmarks of the world. Describe them. Use superlative forms.



a) The Kremlin in Russia is one of _____ fortresses in the world. It has 20 towers and four splendid churches. (**magnificent**)



b) The Great Pyramid of Giza in Egypt is one of the Seven Wonders of the World and one of _____ and _____ structures of the world. (**old - large**)



c) The Sidney Opera House in Australia is one of _____ buildings in this country and it has one of _____ features of architecture in its roof. (**spectacular - unusual**)

106. List some adjectives to describe.



A camping vacation	A hotel vacation

107. Write sentences comparing the two vacation choices.

- A camping vacation is as _____
- A hotel vacation is more _____
- A camping vacation is less _____

108. Work in teams. Do you know about World Geography? Answer the questions and mark the places on the map.



- 109.** e.g. The largest island in the world is _____. It is located in _____
- Which is the largest island in the world? _____
 - Which is the longest river in the world? _____
 - Which is the largest lake in the world? _____
 - Which is the highest mountain in Japan? _____
 - Which is the biggest country in Africa? _____
 - Which is the highest peak in the world? _____
 - Which is the world's largest ocean? _____

Speaking

- 110.** Discuss with a partner. Which landmarks are your favorites, natural landmarks or man-made landmarks? Why?

Communication tips to describe a place:

- Talk about its size.
- Talk about location.
- Talk about what it is famous for.
- Talk about attractions.
- Talk about its nearness to the sea or the countryside.
- Talk about its sports facilities; its art galleries and museums; its transport.
- Talk about its opportunities for young people.
- Give reasons why you like it.

- 111.** Work in teams.

Prepare a brief talk about the picture your teacher will assign to your small group. Use the information given.

Some adjectives you can use.

Unique - fascinating - captivating - large - well known - stunning
- charming - enchanting - attractive - exclusive - spectacular -
magnificent - splendid.

Share with the class.



antelopes and bears.

- Serengeti National Park
- Africa
- Tanzania
- 2,286 square kilometers
- UNESCO World Heritage
- International tourist attraction
- Migration of wild animals
- **More than 1,500 wild and exotic animals**
- **Attraction:** zebras, lions, tigers, rhinos,



- Niagara Falls
- Encompasses three waterfalls
- Countries USA and Canada
- Location Between Ontario and New York
- Total height 167ft
- Highest flow in North America
- **Attraction:** Boat trip

112. Work with a partner. Look at the pictures and talk about these famous places of the world. Go back to the communication tips table. Be ready to share the information in class.



Listening

Before listening activities

115. Text 1



Share with your partners some advantages and disadvantages of the place where you live.

While listening activities

116. Listen and select the topic of the conversation.

- Life in the city
- Differences between the city and the countryside
- Life in the countryside

117. Listen to the text again and underline the ideas expressed in the conversation.

- The way people live in cities
- Some cultural opportunities cities offer
- The problems caused by the high numbers of population
- Cities are more dangerous than rural areas
- The price of apartments in the city
- Some advantages of rural areas

*After listening activity***118.** Work in groups.

Discuss in your group some ideas to avoid pollution in the city. Be ready to share these in class.

Text 2**119.** Listen carefully and answer the question:

Which sport is famous in Newquay?

120. Listen carefully and write T (True) or F (False).

- a) Newquay is located near the coast. _____
- b) Beaches are one of the main attractions in Newquay. _____
- c) There are different options for lovers of water sports. _____
- d) Alex recommends horse riding in the mountains. _____
- e) For coasteering you need a tutor. _____

121. Discuss in your small group.

- a) Would you like to live near the sea? Why or why not?
- b) Why are some advantages and some disadvantages of living next to the sea?
- c) Why do seas need to be protected?



- 122.** Write in three sentences some measures to protect people who live near the sea.

Time to Read



Before reading activities

- 123.** Before reading the passage, discuss these questions in teams:
- a) Which are some of the most popular cities of the world?
 - b) What are they famous for?

While reading activities

- 124.** Read the text and answer the questions below:
- a) What city is Mike planning to visit?
 - b) Mention two landmarks Mike would like to see.

A visit to a famous city

Mike is planning to visit the cosmopolitan city of London. He is going in autumn or spring because the weather is usually nicer at this time of the year. He is planning to go to different places. He knows that

London is one of the oldest cities of the world but at the same time it has contemporary buildings like the Shard, situated in South Walk London. It is the tallest building in the city and one of the most popular attractions, thanks to the highest view point of the city which that offers a unique outlook of London. The city has some of the most impressive buildings of England too. He is thinking about visiting museums and galleries. He thinks that a visit to the captivating British Museum will be as fascinating as a visit to the National Gallery, which is one of the largest of the world.

Mike wants to enjoy the London Eye over the well-known river Thames, the longest river in England. The Eye is also known as the "Millennium Wheel". It is the only cantilevered wheel in the world. It is 135 m tall and it has 32 passenger capsules. A friend recommended him to walk around the stunning Buckingham Palace, where the Royal Family lives. It is a building from 1703. It has captivating gardens, and the changing of the guard occurs there. This ceremony is one of the greatest attractions of the place. Another destination will be The Tower of London. The official name is "The Queen Elizabeth Tower". It has 334 steps. He also wants to visit St. Paul's Cathedral, Big Ben and some parks, such as Regent's Park, which is one of the most beautiful parks in London. Mike believes that visiting London is going to be one of the greatest experiences of his life.

125. While reading, answer the following questions with reference to the text:

- a) Where does Mike want to go? _____
- b) Why is he planning to go in spring? _____
- c) Why is Buckingham Palace so popular? _____
- d) Why is the London Eye a unique place? _____

After reading activity

126. Discuss with your partner and later in class.

Suppose you had the chance to go to London. Which two places would you like to visit first? Why?

Before reading activities

127. Before reading the text discuss with your partner:

- a) Which are your favorite places for holidays?
- b) Why do you like those places?

128. The following are posts by students from Viet Nam. About where they live.



■ **Student 1** (23 May, 2019 - 03:57)

I come from Viet Nam. I was born and grew up in Cam Lam district, Khanh Hoa province. If you visit Cam Lam, you shouldn't miss the beautiful Bai Dai Beach and the memorial complex dedicated to Gac Ma soldiers. I love my hometown very much.

■ **Student 2** (22 May, 2019 - 06:10)

I live in Phu Yen, one of 58 provinces in Viet Nam. People here are very friendly, everything is cheap, it also has a lot of beautiful places like Da Dia Reef or Dien Cape the first place to see the dawn in Viet Nam.

Surfing is a great activity, but where I live seems to be less popular.

■ **Student 3** (22 May, 2019 - 07:10)

I come from Cam Lam, a district of Khanh Hoa province, Viet Nam. Actually, there are just fields for the kids to fly their kites, play soccer

in the afternoon, and nowhere else special to spend your time relaxing. However, if u like swimming, u have to ride 7 km to Bai Dai beach, the most famous beach in Cam Lam.

■ **Student 4** (22 May, 2019 - 07:40)

I live in Phu Yen province in Viet Nam. It is famous from the movie Tôi Thấy Hoa Vàng Trên Cỏ Xanh with the famous scene of children playing in the rice field and running on the green grass on the hill, Phú Yên is full of places to see, from Đá Đĩa Reef to Đại Lãnh Cape. The people are also friendly.

(<http://learnenglishteens.britishcouncil.org/skills/reading/elementary-a2-reading/my-town>)

While reading activities

129. While reading the text complete the information about the students.

Students	City or town	Places to visit in town	People	Activities to do
1	Cam Lam district, Khanh Hoa province			
2			People are very friendly	
3	Phu Yen			
4				Children play in the rice field and run on the green grass on the hill

130. Discuss in small groups. Which one of the cities would you like to visit? Why?

Learning more

Communication Tips

- My city/town/village is famous for...
- The city/town/village is well known for...
- Most visitors are attracted by...
- It is quite common/uncommon.
- It is unusual for people...
- You will enjoy the visit.

Giving advice and recommending

- | | |
|-----------------------------------|--------------------------------|
| ■ You should never... | ■ Don't miss the islands of... |
| ■ You should definitely visit... | ■ You should avoid.... |
| ■ Do not expect people to... | ■ ... is worth seeing... |
| ■ It is advisable to... | ■ ... is worth a visit |
| ■ You may find it difficult to... | |

Project work task

- 131.** Imagine you work for the advertising section of the tourist bureau. You want to promote a tourist attraction. Make a leaflet for visitors. Write about different choices for tourists. Give advice and recommendations by comparing advantages and disadvantages of the different places to visit. No more than one page. Add images.

Useful strategies:

- a) Find information about the place in the local or school library.
- b) Read advertisements and leaflets already published.
- c) Select the phrases used to inform, to suggest, to invite that may be useful to your task.
- d) Study the layout, the illustrations and photographs used.
- e) Design your own layout.

- f) Work in pairs to make a list of possible tips.
- g) Ask another student/person to read the tips and give suggestions.
- h) Rewrite the tips according to suggestions.
- i) Read the information through to improve any weak point.
- j) Write the final version of the text.

Self-reflection

132. What have I learned? What can I do as I finish this unit?

The teacher will read your reflection and give support if you need it.

Unit 3	Now I can ✓	I need to practice ✓
Ask and talk about some famous places in the world		
Describe and compare places, using the appropriate linguistic forms and adjectives		
Read and understand general and specific information about famous cities and places		
Read and identify some landmarks of the world		
Listen to and understand general and specific information		
Give advice and suggestions on places to visit		
Value and preserve natural places and monuments		

UNIT 4

Review



In this unit you will practice:

- Talking and asking about personal information in different situations
- Talking and asking about preferences and daily routines
- Making and answering phone calls
- Asking and talking about current actions
- Talking and asking about places
- Reading descriptions of places, and finding general and specific information in a text
- Writing about some important places in the world

Breaking the Ice

133. Guess the place

Bring a picture to the class. Invite the students to ask questions to identify the place.

Speaking

134. Work in teams. Inviting a friend.

Student A: Phone a friend and make an invitation to visit another city next holidays.

Give details about the place.

Student B: Accept the invitation; ask some questions about the place.

135. A problem with a cell phone.

Student A: Your phone has some problems. Call a shop to repair it.

Student B: You're the shop assistant ask about the problem and tell the caller when you can repair the phone.

136. At the stadium

Student A: A friend calls you to watch a baseball game at home.

Student B: You prefer to go to the stadium. It is more exciting.

137. An interview.

Student A: You work for a popular TV programme where you usually invite important people. You want to invite an athlete, a writer, a professor and a scientist. Telephone them and invite them to your program.

Student B: You are an athlete. Accept the invitation.

Student C: You are a writer. Accept the invitation.

Student D: You are a scientist. You are preparing yourself for the discussion of your project. You cannot attend.

Student E: You are the professor. Accept the invitation.

Student A: The people you invited to your program are already there. Ask each one about his / her personal information, preferences, family and places.

Student B: Answer all the questions and talk about your personal activities in sport.

Student C: Answer all the questions and talk about one of your books.

Student E: Answer all the questions and talk about your class.

Student D: Make a phone call to the program and ask two questions to each person.

138. This is your first day in a new team and all the members have to give general information about yourself, your family and your city. What are you going to say? Be ready to speak in front of your class.

139. Prepare a powerpoint presentation to talk about one of these countries.

- a) Russia
- b) South Africa
- c) Mexico
- d) Australia
- e) China

In Black and White

140. You want to participate in a research about animal protection. You have to give information about yourself to join the team.

Write a text giving enough information to the organizers of the group.

[illegible]

- 141.** Think about a relevant person in your community and write a text. Be ready to share it in your group.

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There are approximately 20 lines visible. The paper has a slight shadow on its right side, suggesting it's resting on a surface.

[illegible]

- 72

Listening

Pre-listening activity

144. Discuss in your team about some UNESCO World Heritages places.

145. Listen to the text and answer the following question.

What is the name of the place?

Where is it located?

146. Listen to the text again and select the correct answer.

Ha long receives:

- a) 2 thousand visitors each year
- b) 2,58 million visitors each year
- c) 1,58 million visitors each year

It is located

- a) In the eastern part of the province
- b) In the north part of the province
- c) In the north eastern part of the province

It is attractive because of

- a) The number of isles
- b) The number of caves
- c) The weather

It is better to go there in

- a) Summer
- b) Spring
- c) Fall

Time to Read



Before reading activities

- 147.** Before you read, discuss with your partner:
- a) Do you have any Brazilian friends?
 - b) What do you know about Brazil?
 - c) Can you mention any iconic cities in Brazil?

While reading activities

- 148.** Read carefully and answer this question:
What is special about Brazil?

Brazil, and with its capital Brasilia, is the largest country in South America and the 5th largest country in the world. It is located in the eastern half of South America. The Brazilian people are the best

dancers of Samba in the world. They are famous for their outgoing and fun-loving nature. Also they love to sing and dance. On the beach men and women wear the briefest bikinis!

Brazilian women are considered to be among the best dressed in the world. Portuguese is the official language. It has a population of over 200 million people; they export coffee, sugar and cocoa. It is the largest grower of coffee in the world.

149. Read the text and complete the chart with the information given in it.

Country	Location	Language	Population	Exports	People details

150. After reading the passage select a city or a monument from Brazil and write a text.

for the metro here). Maybe you can come and see them one day? I would love to show you Berlin, especially in the winter. You said you have never seen snow –you will see lots here!

Here's a photo of you and me at the restaurant in Sydney. That was a very fun night! Remember the singing Englishman? Crazy! Please send me any other photos you have of that night. Good memories. Please give me your email address at work and I will send you the documents.

Bye for now

Mikel

153. Match the place with the sentence.

Mexico City	Berlin	Sydney
-------------	--------	--------

- a) Mikel and Lucia met here. _____
- b) Mikel's new offices are here. _____
- c) Mikel used to live here. _____
- d) Lucia lives here. _____

154. Write an email to a friend

To:

From:

(Taken and adapted from <https://learnenglish.britishcouncil.org/skills/reading/a2-reading/a-message-to-a-new-friend>).

UNIT 5

Memories



In this unit you will practice:

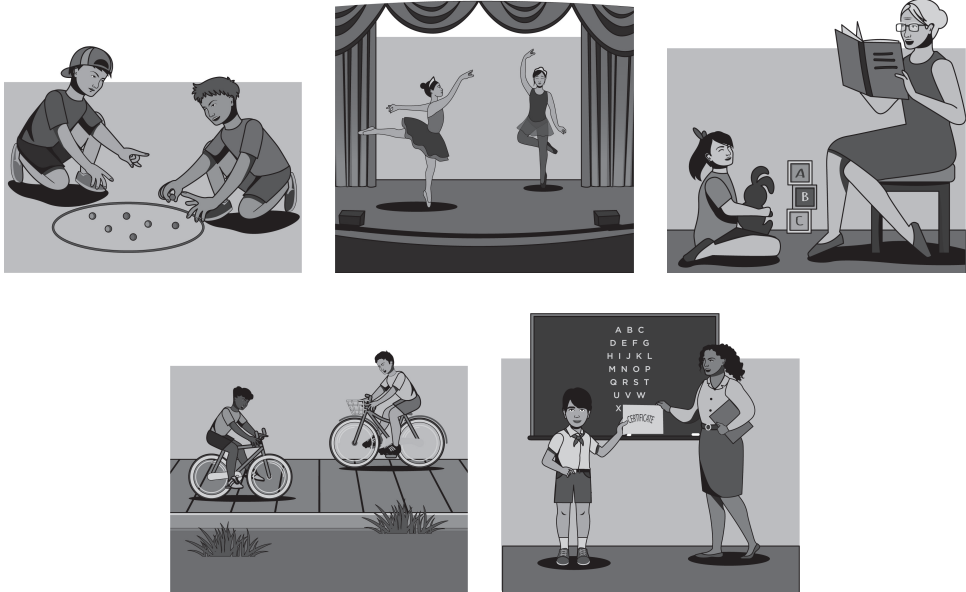
- Asking and talking about past experiences and memories
- Describing events
- Writing about memories and experiences
- Reading and reflecting about life experiences

Breaking the Ice

155. Discuss with your partner:

- Do you remember some childhood memories?
- Why are memories important?

156. Look at the pictures and circle the ones that represent your childhood memories.



What's new?



- 157.** Discuss the following questions with your partner:
- a) Do you like stories?
 - b) Do you usually read stories?
 - c) What kind of stories do you like? Funny, sad, real stories, fiction stories.
 - d) Are you a good story teller?
- 158.** Look at the picture and discuss with your partner:
What do you think the story is about?
- 159.** Vocabulary and pronunciation.
You will find these words in the text. Look at their meaning.
- a) **main** = principal
 - b) **hesitated** = did not do the action immediately
 - c) **to be amused** = to find something funny
 - d) **wet** ≠ dry
 - e) **wiped** = rub to make something dry or clean
 - f) **mingled** = socialized
- 160.** Read the text and answer the following question:
Did the story have a happy ending?

A Childhood Memory by Albert Brown

It is one of the warmest memories from my childhood. When I was seven years old I lived in Brooklyn. It was a dark, cold and rainy night. I used to go to bed early on rainy days. That day I went to bed about seven pm after we had our meal. Sometime around midnight I heard a strange noise outside the **main** door. I **hesitated** at first, then I decided to look through the window in the door, and I was really **amazed** with what I saw outside. There was a small puppy on an old **rug** outside the door. It was wet and trembling. I felt pity for the small dog. I went in and came out with an old towel. I took the puppy and **wiped** him till he was dry. I put him inside and made a bed for him with a woolen rug and a small pillow. He looked very comfortable in his new bed and he slept all night. I did not use to have pets, but I started to think to keep the little dog. The next morning, everyone in the family came to know about the unusual guest. My sister convinced

my parents to keep him and we named him Spotty. He easily **mingled** with everyone and became one of the family members. I am 16 years old now and every day when I come back from school, he is waiting for me at the door full of happiness.

(Adapted from <http://www.english-for-students.com/A-Mysterious-Memory.html>).

161. After reading the passage, select the correct answer.

1. The story took place
 - a) five years ago
 - b) eight years ago
2. The weather that day was
 - a) excellent
 - b) really bad
3. Outside the door, the child found
 - a) a dog
 - b) a cat
4. Now the dog is
 - a) the beloved pet of the family
 - b) a simple pet

162. Read the text again and answer the following questions.

- a) Who told the story?
- b) When did the story take place?
- c) What happened?
- d) Where did it happen?
- e) How did he feel?
- f) How does he remember the story?
- g) Did the story have a happy ending?

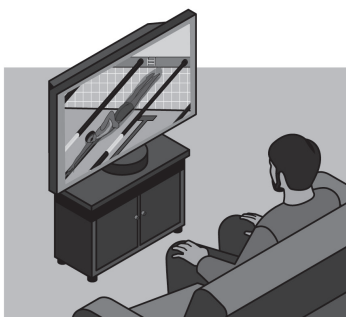
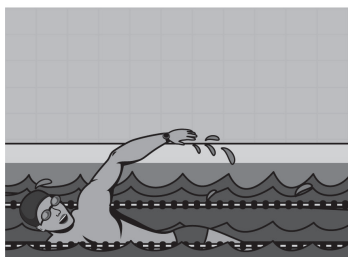
163. Look at the people in the picture. Did they change? Are they doing the same things now?



- a) Lucy **used to** ride a bike in the afternoons when she was 10 years old.
 Lucy **used to** have short hair when she was 10 years old.



- b) Albert **used to** play football when he was 16 years old.
 Albert **used to** have black hair when he 16 years old.



- c) Andrew **used to** swim when he was younger.
 Andrew **used to** be very strong when he was younger.

Reflecting on Language

164. Think and reflect under the guidance of your teacher.

Used to

We use **used to + infinitive** to talk about habits or repeated actions in the past which we don't do any more.

Expressing regular past actions with used to:

Affirmative: Sam used to have a dog when he was a child.

Negative: I didn't use to ride a bike to school at elementary school.

Interrogative: Did you use to play any sports when you were younger?

165. Read the story **A Childhood Memory** again and underline the correct answer.

The story describes:

- a) A present event.
- b) A past experience.

166. What was the verb tense in this story?

167. Underline all the verbs in simple past in the text.

168. Remember and reflect with your partner and later with your teacher.

Simple past tense

We use the past tense:

To describe an action or event that occurred in the past.

To talk about memories and experiences

Some expressions use in the past are:

Yesterday, last week, an hour ago, in 2020.

Past Simple (1): **to be** positive, negative, interrogative forms:

Positive	Negative
I was	I wasn't
you / we / they / were	You / we / they were not (weren't)
He / she / it was	He / she / it wasn't

Examples:

She was very late; They were at home; He wasn't sad; We weren't at the party.

Past Simple (2): **to be** question forms:

Question	was / were	Subject	
When	was	your birthday?	
Where	were	her parents?	
	was	your mother	at home?
	were	you	there?

Example:

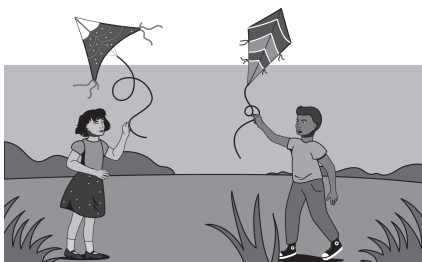
Where **were you** last night? **Was** everything ok?

169. Past Simple (3): Regular verbs + **rules for endings & pronunciation.**

Positive Spell & Pron		Question
I visited my family in the country + I d	I didn't visit my family in the country.	Did I visit my family in the country?
He waited for her -t + ed / tid /	He didn't wait for her.	Did he wait for her?
You opened the door -ed / d /	You didn't open the door.	Did you open the door?
They studied a lot -ied / id /	You didn't study a lot.	Did you study a lot?
We stopped the car -pped / pt /	We didn't stop.	Did we stop?
She washed her hair -sh + ed / sht /	She didn't wash her hair.	Did she wash her hair?

Let's practice

170. Write about what people used to do in their childhood.



- a) _____
- b) _____
- c) _____
- d) _____

171. Read carefully and complete Fred's experience at a restaurant last week.

Write something you used to do:

a) When you were five years old.

b) When you were ten years old.

c) When you were thirteen years old.

172. Comment on your ideas with your partner. Find differences and similarities between your life at secondary school and your life at high school.

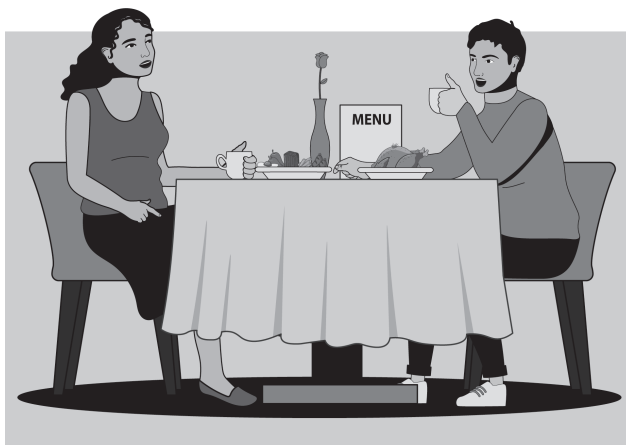
E.g. I didn't speak English so much some years ago, now I speak it better.

a) _____

b) _____

c) _____

d) _____



173. Last week Fred went to the new restaurant with his girlfriend. The night _____ excellent. The food _____ **delicious** and it _____ not expensive. The waiters _____ very friendly and the service _____ really fast. They _____ really pleased with the beverages, they _____ really cold and beautiful decorated. Fred _____ very excited because it _____ his first time in a restaurant by himself and his girlfriend _____ a little nervous because it _____ her first dinner in a restaurant with a boyfriend. They both _____ their first time situation. They will always remember this day as an unforgettable date.

174. Read the story and complete it with the sentences given bellow.



This happened about 8 years ago. It is one of the most exciting stories of my childhood. I was only 7 years old. _____
 _____. It was a sunny day and I went biking with my brother to a park a little far from my house. We took our little dog. _____
 _____. I met some new friends. I started to play with them and I forgot about my dog. When it was time to return home my dog was not around. After a while... _____
 _____. He did not show up. We felt very sad. A week passed and the dog did not appear. To my surprise one day when I came back from school _____
 _____. He jumped with happiness and at the end _____
 _____.

- a) We usually took it with us.
- b) I saw it waited for me at the entrance of the house.
- c) I cried with happiness too.
- d) I still remember it although it happened years ago.
- e) I started to shout his name.

175. Discuss in your teams about things you used to do when you were a child but you don't do them anymore. Share your answers with your class.

177. Discuss with your partner.

- a) Do you have a pet?
- b) How did you get it?
- c) Tell a story about your pet to your partner.

178. Work in groups of three or four students.

Describe an imaginary story to your partner.

The following questions can help you:

- a) When did it happen?
- b) Where did you go?
- c) Who did you go with?
- d) What did you do?
- e) Tell something that happened?
- f) How was everything finally?
- g) How did you feel?

179. Think about an important meeting in your life and talk about it with your partner. Be ready to tell about it to the rest of the class. You can share other details that you consider important.

- a) The first time I met ...
- b) When did you meet this person?
- c) Where did you meet that person?
- d) What impression did you have?
- e) How did you feel?
- f) Why do you remember that day?

180. Work in groups. Chain story. Make up an interesting story about a past holiday. One student starts the story, and then the other students in the group take turns adding more sentences to complete the story.

- a) You can select one of these sentences to start.
- b) Some days ago we...
- c) One day my best friend and I...
- d) Last holidays my neighbour...

Speaking

181. Bring a photo of an important event of your life to class. Tell your partners about the event.

182. Work in groups and select a topic to talk about:

- a) Your last day at middle school
- b) The last present you received
- c) One of your nicest experiences

In Black and White

183. Make a summary of important events in your life.

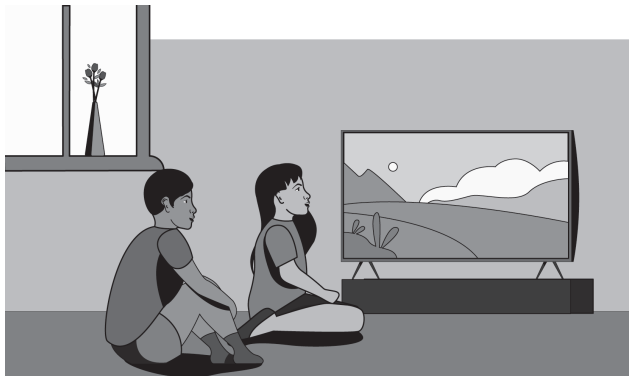
Year	Age	Events
	5 years old	I started school

184. Write your story for the class. Select one of the titles.

- a) When I was an elementary student
- b) An unforgettable birthday party
- c) A day I want to forget

This image shows a single page of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page, leaving small margins at the top and bottom. There is no handwriting or other markings on the paper.

Listening



185. Comment with your partner before listening to the story.

- a) Do you have a special friend?
- b) Where did you meet your friend?
- c) Do you remember special moments with that friend?

186. Listen to the text and answer the following question:

How old were Paola and Manuel when they met?

187. As you listen to the text again complete the following statements:

- a) Paola is from _____.
- b) Paola and his friend met at _____.
- c) They used to _____ on TV.
- d) Their favorite video game was _____.
- e) Manuel's family moved to _____.
- f) Paola felt _____.

188. Do you remember some friends from your childhood? What are their names? When did you meet them? What did you use to do together?

189. Discuss these questions as a class.



Do you like music?

Do you know One Chorus ...?

Can you mention any of his songs?

190. Listen to the song and answer the following question:

What is the title of the song?

191. Vocabulary

- a) Cheers = bye.
- b) Toast = everyone drinks as a tribute to a person or event.
- c) Hatred = strong dislike.
- d) Ember = small light at the end of the fire.
- a) Lighting up = illuminating.

192. Complete the song as you listen to it.

Here's to the ones that we _____
Cheers to the wish you _____ here, but you're not
 'Cause the dreams bring back all the memories
 Of everything we've been through
Toast to the ones here _____
 Toast to the ones that we _____ on the way
 'Cause the dreams bring back all the memories
 And the memories bring back, _____ bring back you
 There's a time that I remember, when I did not know no pain
 When I _____ in forever, and everything would stay
 the same
 Now my **heart** feels like December when _____ say
 your name
 'Cause I can't reach out to call you, but I know I will one day, yeah
 Everybody **hurts** sometimes
 Everybody hurts, _____ ayy ayy
 But everything gon' be **alright**
 Go and **raise** a glass and say, ayy
 Here's to the ones that we _____
 Cheers to the wish you _____ here, but you're not
 'Cause the dreams bring back all the memories
 Of _____ we've been **through**
 Toast to the ones here today
 Toast to the ones that we _____ on the way
 'Cause the drinks bring back all the
 And the memories bring back, memories bring _____ you

Doo doo, doo doo doo doo
 Doo doo doo doo, doo doo doo doo
 Doo doo doo doo, doo doo doo
 Memories bring back, memories bring back you
 There's a time that I remember when I never _____ so lost
 When I _____ all of the **hatred** _____
 too powerful to stop (ooh, yeah)
 _____ my heart feels like an ember and it's lighting
 up the dark
 I'll carry these torches for ya that you know I'll _____
 drop, yeah
 Everybody hurts _____
 Everybody hurts someday, ayy ayy
 But everything gon' be alright
 Go and raise a glass and say, ayy
 Here's to the ones that we _____ t (oh)
 Cheers to the wish you _____ here, but you're not
 'Cause the drinks bring back all the memories
 Of everything we've been through (no, no)
 Toast to the ones here today (ayy)
 Toast to the ones that we _____ on the way
 'Cause the dreams bring back all the memories (ayy)
 And the memories bring back, _____ bring back you
 Doo doo, doo doo doo doo
 Doo doo doo doo, doo doo doo doo
 Doo doo doo doo, doo doo doo
 Memories bring back, memories bring back you
 Doo doo, doo doo doo doo
 Doo doo doo doo, doo doo doo doo
 Doo doo doo doo, doo doo doo (ooh, yeah)
 Memories bring back, memories bring back you
 Yeah, yeah, yeah
 Yeah, yeah, yeah, yeah, yeah, doh, doh
 Memories bring back, memories bring back you

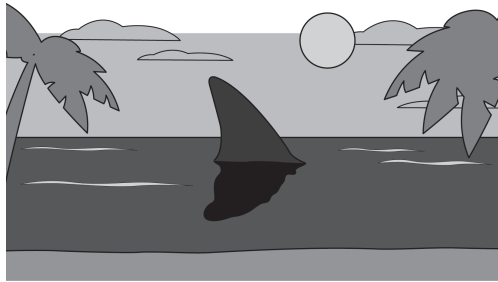
- 193.** Listen to the song again and focus on the pronunciation of the words in black. Then sing the song in your group.

- 194.** Work in teams. Find a song in simple past tense you like very much and bring it to class. Bring some information about the singer and tell the group why you like the song.

Time to Read

Before reading activity

- 195.** Discuss in class before reading the passage.
- Do you usually go to the beach?
 - Why should you be responsible when you go to the beach?



- 196.** Look at the pictures and brainstorm words suggested by this photo.
- 197.** Vocabulary. Look at the meaning of these words. You will find them in the text.

limbs	arms and legs
grip	hold very tightly
bump	crash
clamped	closed very tightly
heal	make something better
tightly	firmly
massive	very, very big

- 198.** Read the text and answer this question:
Is this story real or imaginary?

Bull shark attack

Paul de Gelder, a top navy seal, was swimming close to shore as part of a training exercise one morning in the summer of 2009. He was heading back to the beach when he felt something bump against him in the water. Without warning a massive bull shark clamped its jaws down tightly around his right arm and leg.

De Gelder tried to fight back and began hitting the shark's nose as hard as he could. The shark shook him like a rag doll, but lost its grip. He immediately began to swim to the shore. He was horrified. When he awoke, the doctor informed the De Gelder that his right leg would need to be amputated. Grateful to have survived, De Gelder pushed his body to heal as quickly as possible. Doctors were amazed to find him doing one-handed chin-ups the day after his amputation surgery.

Keeping a positive outlook De Gelder pushed himself even harder. With prosthetic limbs, he was able to retrain his body to do almost anything he could do before the attack. He could walk, run and even swim. De Gelder has written a book about his experiences and now gives talks as a public speaker to show others how to have positive attitudes. His story is truly inspirational.

(Taken from British Council: Discover our Amazing World).

- 199.** Read and select the correct answer
- a) Paul de Gelder was swimming as part of a
 - ___ contest
 - ___ training exercise
 - ___ doctor's recommendations
 - b) He suffered an attack by a
 - ___ seal
 - ___ whale
 - ___ shark

- c) The doctor told him that his right leg would need to be
____ amputated
____ bandaged
- d) After recovering from the surgery, he was able to
____ dance, run and swim
____ ride, walk and run
____ run, swim and walk
- e) De Gelder is well known because he wrote:
____ an article for a newspaper
____ recommendations for swimmers
____ a book
- f) His story is truly an inspiration:
____ His story is warning about the danger of the ocean
____ His story is one that offers encouragement to all of us
____ His story is a message of the importance of shark conservation

200. Imagine you are a journalist and you are going to interview Paul De Gelder.

Student A: You are a journalist. Ask questions about the date, the time, the place, the time at the hospital, how he recovered, the title of the book, his advice to people.

Student B: You are Paul De Gelder. Answer the interviewer's questions. Give detailed information about the accident, how you felt, your recovery, and the reason you wrote the book.

201. You and a friend want De Gelder to give a speech in your school. Write a letter to the principal following this outline:

- a) Tell the principal your intention
b) Tell relevant aspects of the story
c) Explain the importance of the speech for students to know the story

Dear Principal:

I would like _____

Paul De Gelder had an accident _____

His speech could be very _____

Waiting for your answer,
 Respectfully, _____

Reading corner

202. Before reading activities:

- a) Do you like to explore?
- b) Mention some explorers you know.
- c) Do you consider exploring is exciting? Why?

203. Read carefully the text Amazon adventurer, and answer this question:
Why is Ed Stafford an outstanding explorer?



Amazon adventurer

Ed Stafford from the UK is the first person to walk along the Amazon River from the mountains of Peru to the mouth of the river in Brazil. His amazing journey took two years and four months. There are many different animals in the rainforest, like snakes and crocodiles, but Ed was lucky; he was only bitten by ants and mosquitoes. On his trip, Ed had to find fruit and nuts or catch fish each morning. Sometimes food was hard to find and Ed was often tired and hungry. Technology was very important for Ed. He used a radio to ask the people of the rainforest for food and help. Many people came to meet him and guide him through the rainforest. While he walked, Ed wrote a blog to tell the world about climate change and the destruction of the rainforest.

Technology is a big help for adventurers, but the world is still a dangerous place, and it's very important to prepare well. If you dream of being an adventurer, there will always be continents to walk across and mountains to climb!

204. Complete the chart using information from the reading.

Name of the traveller	
Distance he walked	
Duration of the trip	
Animals he saw	
Topic of his blog	

Learning more

205. Do you want to improve and make your stories better? Follow the following advice:

- Practice telling a story a few times before you tell it to other people
- Memorize your story
- Tell the story in a natural way
- Add surprise
- Be authentic
- Be expressive
- Tell interesting or important details
- Respond to your audience

Project work

206. Work in a small group

Bring to class **a real story** and share it in your class. Support your presentations with posters, illustrations, maps, PowerPoint presentation and others.

When did it happen? What happened? Where did it happen? How did people feel? Why is the story relevant to you?

The presentation should be a minimum of one page and the presentation should be three minutes or more.

Self-reflection

207. What have I learned? What can I do as I finish this unit?

The teacher will read your reflection and give support if you need it.

Unit 4	Now I can ✓	I need to practice ✓
Ask and talk about past experiences and memories		
Describe events		
Write about memories and experiences		
Read and reflect about life experiences		

UNIT 6

At the Store

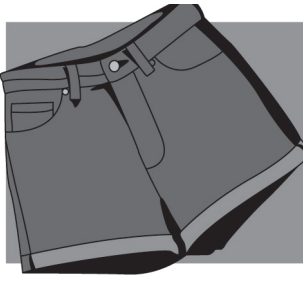


In this unit you will practice and learn about:

- Talking about and buying clothes
- Giving and receiving compliments
- Understanding and looking for general and specific information in a text
- Asking and talking about preferences

Breaking the Ice

208. Look at the pictures and circle the ones you usually wear.

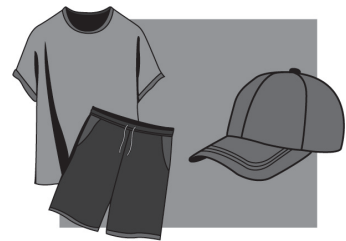


209. Discuss with your partner. What will they wear?

A

B

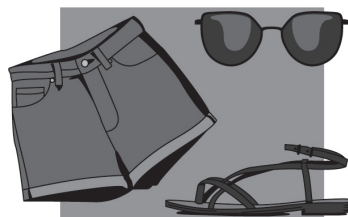
a) John is going to a wedding.



b) Alice has an informal party.



c) Sally is going to the beach.



d) Fred and Lue are going camping.



e) Paul is going to the stadium.



What's new



210. Discuss in your group:

- a) Do you often go shopping for clothes?
- b) Do you usually buy clothes or accessories for special occasions?

211. Vocabulary

- a) Size = Dimensions: XL extra-large, L large, M medium, S single
- b) Try on = check out
- c) Fit = right.
- d) Fitting room: room to try on clothes

212. Listen to the text and select the correct idea.

Alice went to buy something:

- a) For her sister's birthday
- b) For her friend's birthday
- c) For her birthday

213. Listen to the conversation again.***At the Store***

Alice has her birthday party, so she went to buy a dress for the occasion. Listen to the conversation.

Clerk: May I help you?

Alice: Yes, I'm looking for a dress?

Clerk: What size do you wear? What color do you prefer?

Alice: I wear a small size. Any color is fine with me.

Clerk: Let's see... here's a nice white one. What do you think?

Alice: I love white.

Clerk: OK... here's white in a small size. Would you like to try it on?

Alice: Sure, where is the fitting room?

Clerk: Walk straight ahead. The fitting room is on the right in front of the children's department.

A few minutes later

Clerk: Does it fit?

Alice: It is a little tight. Can I try a bigger size? I mean a medium.

A little time later

Clerk: How was it? Did you like it?

Alice: It is the right size, I love it. It fits perfectly. How much is it?

Clerk: It's \$10.

Alice: Ohhhh! Great, that's a bargain. I'll take it.

Clerk: Do you want anything else?

Alice: Please. What are your hours?

Clerk: We are open from nine to six. Enjoy your dress and come back soon.

Alice: Thanks, you are really nice and helpful.

214. Listen to the dialogue again and select the correct answers.

a) Alice went shopping because:

- ☐ She wanted a new blouse
- ☐ She had a special occasion
- ☐ She had a graduation party

b) Alice wanted to buy a:

- ☐ Blouse
- ☐ Dress
- ☐ Skirt

c) She bought a

- ☐ Small size black dress
- ☐ Medium size white dress
- ☐ Large size white dress

d) She was

- ☐ Happy with the price
- ☐ Worried about the price
- ☐ Confused about the price

215. Read the sentences below. Then listen to again and answer the questions about Alice.

- a) Where did Alice go?
- b) Who did she go with?
- c) Why did Alice want to buy something?
- d) What did she want to buy?
- e) What did she finally buy?
- f) How did she feel?

216. Communication tips for going shopping. Practice pronunciation and intonation guided by your teacher. Then practice with your partner.

Finding a place	Offering assistance
<ul style="list-style-type: none"> - Can you recommend a good store? * Sure. I know some. - Is there a department store in this area? No there isn't. The shops are downtown. - Where is the nearest shopping center? It is two blocks away. 	<ul style="list-style-type: none"> - Can/May I help you? * Yes. Could you show me a blouse, please? - Would you like anything else? - No, thanks. That's all. - Would you like this in another color? - Sounds great. Do you have one in blue?
Talking about size	Talking about price
<ul style="list-style-type: none"> - What size do you wear? * I wear an S. - Can I try a bigger size? - Of course. Which size would you like to try? 	<ul style="list-style-type: none"> - How much does it cost? It is 20.99. - Do you have anything cheaper? Yes. Those are 15.35. - Oh. That's a little expensive. * I have some cheaper ones.
Talking about hours	Giving and receiving compliments
<ul style="list-style-type: none"> - What are your opening hours? * We open at 9 am. - How late are you open? * We open from 9 am to 9 pm. 	<ul style="list-style-type: none"> - You look good in blue. * Thanks, that's very nice of you. That sounds fantastic. * Yes it sounds great. - You are very polite. * Don't mention it.

Reflecting on Language

217. Look at these statements from a conversation in a shop.

a) "I'll take this perfume, it smells delicious".



b) "You really look beautiful in this black dress!".



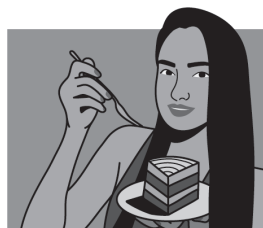
c) "This blouse is an L. It seems to be too big for me".



d) "This music sounds so relaxing!"



e) "This cake tastes delicious".



218. Think and reflect under the guidance of your teacher.

Sense verbs



We use the sense verbs to talk about the impression we receive through our five senses.

sight	look	→	seem
hear	→	→	sound
smell	→	→	smell
touch	→	→	feel
taste	→	→	taste

Use look, feel, smell, sound, taste, seem + adjective

Example:

- You look very good in that white dress!
- It sounds great!
- These flowers smell delicious!
- The shoes feel really comfortable!
- The ice cream tastes really sweet!

Use look, feel, smell, sound, taste + like + noun

- She looks like a model in her black dress!
- This perfume smells like roses!
- You sound like a happy person!
- This tastes like apple juice!
- She feels like a child!

219. Pronunciation. Read the sentences again to practice pronunciation.

- a) I'll take this **perfume**, it **smells** delicious.
- b) This blouse is an L. It **seems** to be too small for me.
- c) You really look beautiful in that pink dress!
- d) These fashion songs **sound** great!
- e) These shoes feel really **comfortable**.

Let's practice

220. Read the sentences and select the correct sense verb.

- a) Albert _____ very tired today. (*smells - looks - tastes*)
- b) The sandals _____ really comfortable. (*feel - sound*)
- c) The assistant _____ very friendly. (*sounded - felt*)
- d) The dress _____ a little big for me. (*sounds - seems*)
- e) The perfume _____ like flowers. (*sounds - smells*)

221. Complete the ideas. Using the sentences given in the chart below.

- a) Your uniform is new. _____

- b) Albert seems to wear a large size. _____

- c) You will buy a new phone!! _____

- d) We should buy some sweaters. _____

- e) Those flowers are beautiful. _____

- They smell lovely too.
- You look splendid in blue.
- It started to get cooler this week.
- That sounds great.
- But in fact he wears a medium.

222. Complete the following sentences using sense verbs: look, seem, sound, taste, feel, smell.

- a) Your red dress is beautiful. You really _____ good in red.
- b) The perfume comes in a small bottle but it _____ delicious.
- c) This shirt _____ to be small for Jim.
- d) The food _____ delicious. You really are a good cook!
- e) It is better to buy a sweater. It started to _____ cool outside.

- f) My coffee _____ a little strange.
 g) Her voice _____ like an opera singer's voice.
 h) They _____ to be the same size.
 i) I _____ happy when I have good results.

223. What will you say in these situations? Use sense verbs.

- a) Alice is wearing an elegant green blouse.

- b) Roland went to see your friend who sang in the theater last week.

- c) You see that your friend is a little serious.

- d) Someone gives you a beautiful bunch of flowers.

224. Go back to the conversation **At the Store** and find the statements that match the communicative functions. Fill in the chart using the statements you found.

Communicative functions	Statement
Offering assistance	
Talking about size	
Talking about price	
Talking about hours	
Giving compliments	

225. Who's speaking, **the costumer (C)** or **the assistant (A)**? Write the person who is talking in the following conversations.



- a) _____: What are you looking for?
- b) _____: I want to buy a pair of shoes.
- c) _____: I would like to see a bigger size.
- d) _____: I have plus size but in a different color.
- e) _____: May I try it on?
- f) _____: Sure, the fitting room is on the left.
- g) _____: \$40, that's very expensive.
- h) _____: I can show you a cheaper one.

226. Fill the missing parts of the telephone conversation and practice it orally.

Voice: Who's calling?

Susan: It is Susan. _____

Voice: Hold on Susan, she is washing the dishes.

Alice: Hi Susan I was washing the dishes. _____.
Are you ok?

Susan: Oh _____ I need to buy a present for my brother. Next Saturday is his birthday and I do not have anything for him.

Alice: There is one on Market Street. Next to the bank It is the least expensive.

Susan: _____

Alice: They are open from 9 am to 9 pm.

Susan: _____

Alice: Sure, why not.

- Can you recommend a good shop to me?
- Would you mind going with me?
- Can you help me?
- You sound worried.
- What are their working hours?
- May I speak to Alice please?

227. Read the conversations and be ready to prepare a similar one with a partner.

Use the elements given

Example: Conversation 1:

A: Which sofa should we buy? I can't decide!

B: This one is larger, but it's more expensive. I prefer the smaller one.

a) TV

b) Shoes

c) Bag

Example: Conversation 2:

A: I need a new phone, but I don't know which one to get. Can you give me any suggestions?

B: Samsung phones are better than LG, but they're more expensive.

a) Schoolbag

b) Fan

c) Pair of glasses

228. You want to buy a blouse for next Saturday party. Dramatize the conversation

Student A, Assistant	Student B, Customer
<ul style="list-style-type: none"> ■ Offer assistance ■ Ask about size in a small size ■ Ask about color ■ Talk about price ■ Tell about the fitting room 	<ul style="list-style-type: none"> ■ You are looking for a blouse: Tell your size Tell the color you prefer ■ You want to go to the fitting room ■ Ask about price ■ Ask about opening hours ■ Thank the assistant

Speaking

- 229.** Read the following situations. Select one of them and practice the conversation with a partner.
- 230.** Make a list of 3 things you would like to buy. Act out a conversation using the articles you have on your shopping list.
- 231.** You want to buy a new blouse for your friend as a present. Act out the conversation at the store.



- 232.** You want to buy a present for your friend. Call the shop and find information about what you need and the hours you can go there to buy a shirt.
- 233.** It is your mother's birthday. You want to buy a pair of shoes.



234. You want to buy new pants for yourself. Go to the shop and try them on.



235. To give a present is something that people enjoy. You want to buy a present for _____. Select a partner and dramatize the conversation as in the shop.
236. You moved to a new house and you need to buy some new things for your bedroom. Make a list of what you need and act out a conversation with one of your partners.
237. Work in small groups, and tell the following story.
 You went to buy a present for your father with a friend. When you went to pay you did not have your wallet. Remember the following hints:
 When, where, what happened, how you felt, how you remember that day.

In Black and White

238. A week ago Alfred went to buy a TV in a shop but something wrong happened. Write a text describing what happened **describing the article, size, brand, prize, the conversation with the assistant and other elements you consider relevant.**

Last Saturday ...



239. A month ago there was a book fair in town so you went to buy some books. There you met an important writer. Could you write about that? These tips could help you.

- Name
- Book
- Job
- Title of the book
- Price of the book
- Plot
- Your opinion about the meeting and the book
- Any other comments you would like to add

Last Sunday ...

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Listening

Before listening activities

- 240.** Discuss in your group:
- a) Do you prefer to go alone to buy your clothes? Why or why not?
 - b) When you go to buy a present, what things do you take into consideration?
- 241.** Listen and answer this question.
- What did the man want to buy as a present?
- 242.** Complete the information after listening to the conversation.
- a) Alice is at _____.
 - b) She wants to buy a dress for her _____.
 - c) The assistant showed her a dress in _____ color.
 - d) Alice thinks it is _____.
 - e) The dress costs _____.
 - f) Helen refused to buy a _____.
 - g) Helen paid with a _____.

Time to Read

Before reading activities

243. Discuss in your class.

- a) What clothes do you consider informal?
- b) Do you usually wear formal or informal clothes?

Read carefully.

Clothing



Clothing is something we all should wear in order to fit into society. Clothes are easily accessible and can be bought in most high street shops. Clothes are for keeping people warm or serving as protection from the strong, burning sun. Certain items of clothing can be expensive, especially if they are made by a well-known brand or they are a particular design. While clothing is affordable for most people, the price usually depends on the quality of the material used to make the item and its brand name.

The type of clothing that is worn usually depends on the occasion. People that attend a wedding usually wear formal clothes. Men often wear suits and women wear dresses. Formal and smart clothing is often worn at times of celebration. People often wear different clothing at work. Some jobs require people to wear a special uniform which should be worn by all employees. A pilot, doctor or air hostess may be required to wear a uniform so that all the staff can be easily recognized. Other jobs are less

strict and may allow people to wear casual clothes. Construction workers are usually asked to wear protective clothing, especially when the site is considered highly dangerous.

People often choose to wear comfortable clothing inside their own home. This choice of clothing may be very different to the clothing they would normally wear outside. Some people even stay in their bedclothes all day on the weekend when they plan to relax and not go anywhere. People often wear clothing which matches their current state of health or their age. Pregnant women are likely to wear baggy clothes, while youths often wear tighter clothing to show their figure. Younger females often wear high heeled shoes while elderly people tend to wear more comfortable shoes which will allow them to walk with ease.

(Taken from ESL Clothes Reading Comprehension <https://www.excellentesl4u.com/esl-clothes-reading.html>).

244. Reading comprehension questions.

- a) When can items of clothing be expensive?
 - When they are from the supermarket
 - When they are a well-known brand or design
- b) Some jobs require workers:
 - To wear protective clothing
 - To wear expensive clothes
- c) Over the weekend some people prefer to wear:
 - Casual clothes
 - Their pajamas
- d) At times of celebration people wear:
 - Protective clothes.
 - Formal clothes.

245. Discuss with your partner.

- a) Are informal clothes for any occasion?
- b) When do you wear formal clothes?

Reading

246. Discuss these questions in your group.

- How often do you buy new clothes?
- Why do you most often buy new clothes?
- Which type of clothing do you buy most often?

247. Fashion.



The reading is mainly about:

- New trends on fashion.
- Young people and fashion.
- General comments about fashion.

Fashion

Fashion is something that we deal with every day of our life. In general, fashion is a term for a popular style or practice, especially in clothing, footwear, accessories, makeup, body piercing, or furniture. Fashion is something that is always changing and one can find a lot of changes in fashion since its evolution in history. Fashion refers to a distinctive and often habitual trend in the style with which a person dresses, as well as to prevailing styles in behavior. Fashion in a general sense is promoted by the way celebrities dress. These may include popular pop stars, film-stars or sports persons. People generally follow the latest style statement adopted by these celebrities. Fashion also refers to the newest creations of textile designers.

Today fashion has become an important part of our lives. Fashion and the fashion industry can be important and inspirational to people in all walks of life, especially students. There is no problem in following the latest fashion and looking attractive. On the other hand, getting too involved in fashion and clothing when your time would be best spent studying is an obvious danger. Hence you need to balance yourself.

Though fashion at this age is quite important, you should be conscious of your look, but not at the expense of other important activities like studying, sports and relaxing.

(Taken from <https://targetstudy.com/articles/impact-of-fashion-on-students.html>).

248. Read the following part of the text and discuss your opinion in your group.

“There is no problem in following the latest fashion and looking attractive. On the other hand, getting too involved in fashion and clothing when your time would be best spent studying is an obvious danger. Hence you need to balance yourself”.

Discuss with your partner.

Do you usually follow fashion trends? Why or why not?

Learning more

We all recognize how important it is to receive a compliment but giving compliments as is important as receiving them. Giving a genuine compliment helps you feel happier and can even improve your health. Some investigations have revealed that when we do something kind, our brains release oxytocin, the “hug hormone” that makes us feel really good. And giving someone a sincere compliment is one of the easiest ways to practice kindness!

Here are some ways you can give a compliment to people around you. Learn them and use them in your conversations.

- You’re an awesome friend.
- I like your style.
- You deserve a hug right now.

- You have a great sense of humor.
- You are making a difference.
- Thank you for being there for me.
- That color looks perfect on you.
- You're one of a kind!
- You have the best ideas.
- Your proposal sounds great.
- Any team would be lucky to have you on it.

Project work

- 249.** A. There are some people who have a hard time when they have to go shopping. Design a picture listing at least 6 things people can take into consideration when they have to buy something.
- B. People over the world have differences in clothes, be ready to make a presentation about traditional clothes in different countries. Design a poster with this information.

Self-reflection

- 250.** What have I learned? What can I do as I finish this unit?
- The teacher will read your reflection and give support if you need it.

Unit 6	Now I can ✓	I need to practice ✓
Ask and talk about clothes		
Give and recive compliments		
Understand and look for general and specific information in a text		
Ask and talk about preferences		
Write about clothes		

UNIT 7

■ ■ ■ ■ ■ ■ ■ ■ ■ ■ A Doctor's Appointment ■ ■ ■ ■ ■ ■ ■ ■ ■ ■



In this unit you will practice:

- Asking and talking about health problems
- Asking for and giving advice in different situations
- Asking for and giving suggestions
- Reading about giving advice and health care recommendations
- Writing notes about asking or giving advice

Breaking the Ice

251. Do you have a healthy life? Answer the questions in this survey **Living a Healthy Life** to see how healthy you are. Put a cross X in the Yes or in the No box. Find out your score, and compare the results with your partner.

	Questions	Yes	No
1	Do you practice any sports?		
2	Do you usually do outdoors activities?		
3	Do you dislike smoking?		
4	Do you often swim?		
5	Do you eat vegetables regularly?		
6	Do you often drink coffee?		
7	Do you drink one or two litres of water daily?		
8	Do you sleep about 8 hours daily?		
9	Do you regularly have fun?		
10	Do you spend more time with people than playing on the computer?		
11	Are you in contact with nature regularly?		
12	Do you usually walk more than 5 blocks daily?		
13	Do you get angry easily?		
14	Do you often eat fruit?		
15	Do you often dance?		

252. Now add up your score: **Give 5 points to each Yes answer.**

75 to 70 You are living a very healthy life.

65 to 60 You are living a healthy life.

55 Your health is at risk. Check your life style.

Lower than 50. You need to reflect and change your life style.

What's new?

253. Discuss with your partner:

- a) Do you often go to the doctor?
- b) Do you remember the last time you went to the doctor?
- c) Why did you go?
- d) Do you usually go to the doctor alone or with your parents?

254. Listen to the conversation and select the correct answer.

Harold does not feel well. He goes to see the doctor.

Listen and underline Howard's symptoms:

- a) Tiredness
- b) Backache
- c) Headache
- d) Loss of appetite
- e) Anxiety
- f) Fever

A doctor's appointment



255. Read the dialogue with your teacher, then, practice it with your partners. Enjoy.

Howard: Good morning, Doctor Grayson.

Doctor: Good morning. Please, come in and have a seat.

Howard: Thanks.

Doctor: Tell me your name, please.

Howard: My full name is Howard Clarkson Grant.

Doctor: Ok, how old are you?

Howard: I am 17 years old.

Doctor: Where do you live?

Howard: I live in Altahabana, Boyeros municipality.

Doctor: Address, please?

Howard: I live at 11111 7th Street, apartment 8, Altahabana.

Doctor: Good, now, what's your problem?

Howard: Lately, I am don't feel well, I have a headache, I am always tired, nervous and I lost my appetite.

Doctor: Anything else?

Howard: No, but I am very concerned about this situation. I want to be ready for the Entrance Examinations next spring, because I would like to go to the University and to be a professional.

Doctor: This is a good choice, congratulations. I think you are studying a lot and you are under a terrible stress. For now, I recommend you to sleep 8 hours per day and not to push yourself so much. You should practice some exercises regularly. Besides, I recommend you to read a good book or listen to a soft music before sleeping, it can reduce the stress, and come back to see me in a couple of weeks, Ok?

Howard: I will, thanks, doctor.

Doctor: Get better!

256. Listen to the text and underline the correct statements in the conversation.

- a) The doctor asked Howard some basic personal information.
- b) The doctor asked Howard about his daily routine.
- c) The doctor asked Howard about his symptoms.
- d) The doctor says Howard is really stressed.
- e) The doctor gave Howard recommendations to relax himself.
- f) Howard has to come back to the doctor.

257. Read the dialogue with your teacher. Then, practice it together. Swap roles so that each of you speak the doctor's and Howard's roles. Enjoy it!

- 258.** Discuss with your partner about the way you feel when you have examinations.
- 259.** Three people wrote to a doctor's column in a newspaper. Read what they write about their problems and what advice the doctor gives them.
- 260.** Read the situations and analyze them under the guidance of your teacher.
- a) **Evelyn:** I am not sleeping well. I wake up several times in the night.
Doctor: You **should** go to bed about 10.30. You **should not** stay on your phone when you go to bed.
- b) **Robert:** I feel very stressed. I'm anxious and exasperated most of the time.
Doctor: I **recommend** you to practice sports. And also, **why don't you** take a week off for a vacation. A relaxing vacation will be good for you.
- c) **Lucy:** I am worried about my little sister. She is not happy at the moment. She is really intelligent, but she is also having problems at school.
Doctor: **How about** taking her to some extra class activities. I think she **should** have some more time for relaxing, and I suggest you should to be more patient too.

Reflecting on Language

Giving advice:

We use Modal verb **should** to express suggestion and advice.

The form is -stem of the verb + infinitive. The infinitive is used without -to.

POSITIVE You **should** exercise regularly -

SUGGESTION

NEGATIVE You **shouldn't** eat a lot of chips.

Why don't you... is another way to give suggestions.

The infinitive is used without -to.

Why don't you go to see an ophthalmologist?

I recommend...

The infinitive is used with -to.

I **recommend** you **to** go to a gym at least two days a week.

I **suggest** you drink more water.

The infinitive is used without -to.

How about + verb + ing

- **How about taking** her to extracurricular activities.

We use **have to** for a stronger suggestions.

POSITIVE You have to take this medicine -

STRONG ADVICE

The infinitive is used without -to.

THE NEGATIVE OF have to is **must not**.

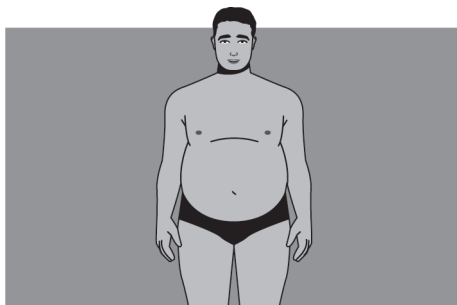
You mustn't take more than two tablets each day.

Let's practice

261. Match the advice with the problem.

- | | |
|--------------------------------|--|
| a) I have a terrible headache. | ■ You should not watch horror films every night. |
| b) I had a fever last night. | ■ Why don't you go to the gym more often? |
| c) I am gaining weight. | ■ You should not play video games for so many hours. |
| d) My back aches every night. | ■ I suggest you see an ophthalmologist. |
| e) I am not sleeping well. | ■ You have to check your temperature today. |

- 262.** These students have different problems. What advice would you offer each student? Discuss with your partners.
e.g. Alain is overweight.



He should go on a diet. I recommend him to go to the gym.



a) Susan is under stress.



b) Roland is not sleeping well.



a) Betty has a headache and sore throat.



b) Susan is not getting good grades in Science.

- 263.** Your friend is usually sad lately. Give some advice to solve the problem.

- Why don't you _____
- I recommend you _____
- I suggest you _____
- I think you have to _____

264. Read these statements and comment on them orally.

When you are sick, you should see a doctor.

Don't take any pills without a medical prescription.

Before consuming any medicine, be sure about the date of expiry.

a) What do you think about them?

b) What other recommendations can you add?

Speaking

265. Observe the following situations. Select one and ask someone to the class for advice.

a) You have nightmares every night and you are worried about it. Tell your friend about your problem.

b) Your sister is expecting a baby. Your partner is a doctor ask him or her some recommendations to follow.

c) Your father is having high blood pressure. Your partner is a doctor. Find some recommendations for him.

d) You are not feeling well. Your partner is a doctor. Phone for an appointment, and later go to see him at the hospital.

In Black and White

266. You are an important nutritionist. The son of a friend of yours is overweight, and lately he is gaining more and more weight. Interact with the son, explaining the risk of being obese so young. Write some pieces of advice and possible treatment to solve this problem.

267. You are a patient and another student is a doctor. Have an interview.

Doctor: Ask for the medical details of your patient and write short notes about their medical details as you hear them.

Patient: Answer the doctor's questions.

Name: _____

Age: _____

Address: _____

Private telephone number: _____

Country: _____

Marital status: _____

Children: _____

Job: _____

Work: _____

Telephone number: _____

Date of birth: _____

Birthplace: _____

Allergies: _____

Reason for coming to see the doctor: _____

Doctor's recommendations: _____

Now swap roles so that each of you is the doctor and the patient.

Listening

Before listening activities

268. Discuss these topics before you listen to the tape.

- a) In your opinion, which group goes to the doctor more frequently; children, teenagers or adults?
- b) What are some of the reasons people give for going to the doctor?

269. Listen to the conversation and tick (✓) the medical problems they mention in their conversation.

- a) ____ Stomachache
- b) ____ Headaches
- c) ____ Diarrhea
- d) ____ Fever
- e) ____ Shortness of breath
- f) ____ Nausea

270. Now listen again and ✓ the recommendations which you hear:
 She/he recommends:

- a) Stay in bed _____
- b) Do exercises _____
- c) Drink a lot of water _____
- d) Take some pills _____

- e) Eat soft food _____
- f) Stop smoking _____
- g) Have an x-ray _____
- h) Lose some weight _____

Time to Read

Before reading questions

- 271.** a) What does the word **confidence** mean to you?
 b) Is it important to be confident?
 c) Who are you confident with?
- 272.** Here is some advice about how to be confident. Write the advice in the correct paragraph.
 a) Enjoy deep reading.
 b) Set time for self-care every day.
 c) Make time to laugh.

The new body confidence rule

_____ A massage is a great way to relieve stress and tired muscles. A textured surface means you can give yourself a deep tissue massage and a great stretch, which releases stress and boosts blood flow and circulation.

_____ When it comes to body image, we're all about loving and respecting our bodies, whatever our size and shape. So instead of debating whether one body is better or healthier than another, let's break the habit and change the way we talk about bodies.

_____ Laughing releases endorphins in the same way as singing and dancing, and reduces stress hormones and adrenaline. So laughter helps you to relax.

_____ Reading a book forces, you to slow down and reflect on life –it's an almost meditative experience if you slow down and stop skimming over the words. It also gives you the chance to step back from the worries of everyday life.

273. Read each paragraph and select the ideas that are important for you to take into consideration to be more confident. Share your choice with your partner.

274. Is the reading useful? Why or why not?
Write some recommendations to avoid stress in your own words. Share your notes with a classmate.

275. Discuss with your partner:
a) Do you usually give advice to your friends?
b) Do you think that is better to ask for advice from experienced people?

276. Read carefully and answer this question:
Why is giving advice beneficial?

Asking for and giving advice

Asking for and giving advice is part of our daily life. Giving advice can increase confidence and may benefit the advisor and the receiver. But it is better only to give advice when asked. Unasked for advice often feels critical rather than helpful. If someone is asking for your advice, sometimes it's useful to imagine yourself being in that person's position. This is a good way to explain your advice, too. In English we often use for giving advice the modal verb **should** in affirmative or **shouldn't** in negative situations, but to make advice less direct, we can use a question, **why don't you ...**

277. Read the text and say true or false.

- a) ____ Giving advice can result in an advantage only for the person with the problem.
- b) ____ Giving unasked for advice can lead to misunderstanding.
- c) ____ To give good advice, you should visualize yourself with the same problem as the other person.

278. Discuss with your partner

- a) Why is it important to give advice?
- b) Who do you consider can give you the best advice?
- c) When do you ask for advice?
- d) In which situations do you never ask for advice?
- e) What advice do you give to a younger student?

Learning more

279. Read carefully and keep in mind.

8 health tips for you:

- a) **Eat a healthy diet.** By *eating healthy*, you will reduce your risk of malnutrition and noncommunicable diseases (NCDs) such as diabetes, heart disease, stroke and cancer.
- b) **Consume less salt and sugar.** Reduce your salt intake to 5g per day. Consuming excessive amounts of sugars increases the risk of tooth decay and unhealthy weight gain.
- c) **Reduce intake of harmful fats.** Fats consumed should be less than 30 % of your total energy intake. This will help prevent unhealthy weight gain and NCDs.
- d) **Avoid harmful use of alcohol.** There is no safe level for drinking *alcohol*. Consuming alcohol can lead to health problems such as mental and behavioral disorders, including alcohol dependence,
- e) **Don't smoke.** Smoking tobacco causes NCDs such as lung disease, heart disease and stroke. Tobacco kills not only the direct smokers but even non-smokers through second-hand exposure.
- f) **Be active.** Physical activity is defined as any bodily movement

Self-reflection

281. What have I learned? What can I do as I finish this unit?

The teacher will read your reflection and give support if you need it.

Unit 7	Now I can ✓	I need to practice ✓
Ask and talk about health problems		
Ask for and give advice in different situations		
Ask for and give suggestions		
Read about give advice and health care recommendations		
Write notes about asking for giving advice		

UNIT 8

Review

In this unit you will practice:

- Talking and asking about past experiences
- Talking and asking about clothes
- Asking for and giving advice and suggestions
- Talking and asking about environmental issues
- Talking and asking about health problems

Breaking the Ice

- 282.** Discuss in your team two problems you consider your group have in this moment. Make 3 suggestions to solve the problem.

Speaking

- 283.** Work with a small group and practice the following conversations.
- a) You moved into a new apartment a week ago. Go with a friend to buy all you need for your new bedroom. Student A is the customer. Student B is the shop assistant.
 - b) You were reversing the car and you hit a tree. You have a terrible pain in your leg. Go to see a doctor.
 - c) A friend called and invited you to a party. Give the reason you can't go and explain what happened.
 - d) You went camping for a week and interesting things happened. Tell the story to your friend.

- UNIT 8

UNIT 8

UNIT 8

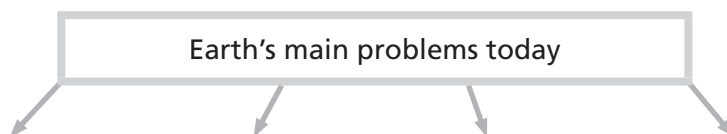
UNIT 8

284.1

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There are approximately 20 lines visible. The paper has a slight shadow on the right side, suggesting it's resting on a surface. The overall appearance is that of a clean, unused piece of stationery or notebook paper.

Time to Read

285.



285.1 Read the following texts. Does the text refer to the problems you listed?



The Earth

Scientists say the temperature of the Earth could rise by 3 °C over the next 50 years. This may cause drought in some parts of the world, and floods in others, as ice at the North and South poles begins to melt and sea levels rise.

Global warming is caused by the greenhouse effect. Normally, heat from the sun warms the earth and then escapes back into space. But carbon dioxide and other gases in the atmosphere trap the sun's heat, and this is slowly making the earth warmer.

Factories, power stations and motor vehicles pump large quantities of carbon dioxide and other gases into the air. This is a major cause of the greenhouse effect. A lot of petrol contains lead, which is very poisonous

and can cause brain damage in children. Most cars use unleaded petrol today and hybrid cars use batteries and petrol to use less petrol. Some poisonous gases dissolve in water in the atmosphere and then fall to the earth as acid rain. Acid rain also damages trees and buildings, and can kill fish in lakes and rivers. Rivers can also be polluted by industrial waste from factories and chemical fertilizers and pesticides used by farmers.

Most of the energy we use today comes from coal, oil and gas. But these will not last forever, and burning them is slowly harming the atmosphere. We need to look for other ways of supplying energy. Solar Power is a way of using the sun's energy as heat or to make electricity. We can also use wind-power by building modern windmills that spin in the wind. There are several types of water-power: river water in mountainous areas can be used to generate hydroelectric power, and we can also create electricity from sea water flowing in and out with the tides.

What else do you know about the environmental problems that face the world today?

What alternative forms of energy do you know?

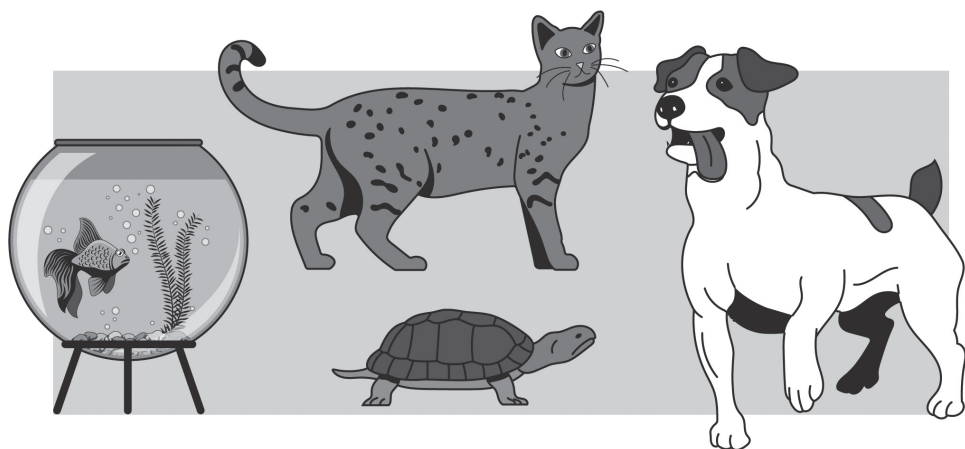
What is a hybrid car? How does it help the environment?

What is the greenhouse effect?

How do the problems described in the text affect health?

What advice could you give to mitigate the problem?

Before reading activities



- 286.** a) What kind of animals can be pets? Make a list.
 b) Do you have a pet?
 c) Tell the class something about your pet.

- 287.** Read again. Make a list of all the pets that you read about.

Having a Pet

Are you interested in having a pet? What kind of pet is the best for you? If you want a pet that you can play with, buy a dog. Dogs are one of the most wonderful pets. They are affectionate and playful animals and they can even protect your house. If you want a quieter animal that will cuddle with you on the sofa while you watch TV, take a cat. Cats are clean animals and you don't need to take them out for a walk like a dog. If you're allergic to animal hair or you live in a smaller place, try a small caged animal such as a hamster. Hamsters are easier to care for and they won't wake the neighbours. Birds also make great pets. A birdcage can fit even in the smallest of apartments. They can wake you up in the morning with their beautiful song. Do you like a pet that requires very little care, is small, and is very quiet? Try buying a fish. Watching fish swim around in an aquarium is very relaxing. Pets can bring a lot of happiness into your life but remember that having a pet is a big responsibility. Make sure that the pet fits into your lifestyle. If you love and care for them, they will give you their affection in return.

- 288.** Read again, and fill in the chart with the information in the text.

Most popular pets	
Quietest pet	
Easier to care for	
For smaller spaces	
Less care	

289. Discuss in your team the following questions.

- Why does the writer say that pets give you responsibility?
- Do you have a pet? Why did you choose this pet?
- The writer says cats are good pets. What is your opinion?
- What advice could you give people about pets?

Learning more

290. Read about habitat loss, and reflect in your class about endangered species in the world and in our country. Write some suggestion to protect animals, and share them in your class.

Habitat loss



Every living thing has a particular place in which it lives, and we call this place its habitat. Habitat loss is a serious environmental issue that leads to endangered or extinct species of animals, birds, plants and fish. Every species needs a particular kind of habitat with the right kind of food, the right kind of shelter, the right climate, and so on. When a species experiences serious levels of habitat loss, its population declines and it can become endangered. If its population continues to decline, it eventually becomes extinct and biodiversity is further reduced.

One of the main causes of terrestrial habitat loss is deforestation. There is also a lot of evidence linking climate change to habitat loss. Average temperatures increase and forest fires become more frequent. Habitat loss

is also occurring in aquatic environments like rivers, lakes, wetlands and oceans. Toxic waste is being dumped into rivers and lakes in industrial areas, while in agricultural areas pesticides and fertilizers are entering waterways and damaging their ecosystems in various ways.

Saving natural habitats is an urgent task, and it's something we can all help with.

(Taken and adapted from <https://www.englishclub.com/reading/environment/habitat-loss.php>).

Project work

291. Select an environmental issue from the list. Prepare a presentation and bring it to class.

Deforestation

Water pollution

Endangered species

Self-reflection

292. At the end of Tenth grade I can:

Unit 8	Now I can ✓	I need to practice ✓
	I can	I should practice more
Talk and ask about past experiences.		
Talk and ask about clothes.		
Ask for and give advice and suggestions.		
Talk and ask about environmental issues.		
Talk and ask about health problems.		

Reading



293. Before reading the articles think and discuss with your partner the answers to these questions with your partner.

What do you think are the most important aspects for the development of a society?

Do you think people protect our environment nowadays? Why?

Environmental Issues

Pollution is one of the biggest environmental issues due to the mere negligence and carelessness of man. With consequences detrimental to mankind and the environment, every form of pollution needs to be minimized or curbed from the domestic to the international level. Every natural resource on this planet is contaminated, and the need to reverse this contamination is urgent. Air pollution is consistently worsening and poses serious perils to health as well as to the environment. With new green and environmentally friendly technologies emerging, it is possible to reduce the amount of pollutants entering the atmosphere. Soil contamination needs special concern, since there is an ever increasing need to increase soil productivity. An increased use of organic fertilizers needs to be implemented to preserve soil quality. It is important to know that water is one of the most important resources for life to flourish. Yet, fresh and marine water bodies are being polluted tremendously without abatement. Wastewater treatment is catching momentum and persistent measures need to be carried out in wastewater treatment before being released in any freshwater body. Deforestation is causing the earth to increasingly lose its forest cover every year. Major causes

for deforestation include agriculture, logging, fuel wood harvesting and forest fires. Reforestation efforts are promising and point towards alleviating the problem, if not completely eradicating it.

(Taken from <https://www.omicsonline.org/conferences-list/pollution-and-environmental-issues>).

294. Mention some environmental issues discussed in the text and how we could stop the problems.

295. Read the article about consumer societies. Discuss before reading. Do you usually buy everything you see or you buy just what you need? Why?

What is a Consumer Society?



A consumer is a person who buys things, and a consumer society is a society that encourages people to buy and use goods.

Some people think that a consumer society provides people with better lives. People in consumer societies tend to live more comfortably. They eat a wider variety of food. They go to restaurants more often. They also buy a lot of products, maybe more than they need. Products such as TVs, cell phones, and computers used to be luxuries.

Today people can buy these things more easily than ever before. The market for these goods is growing faster all the time. Consumer societies encourage people to buy bigger and better products.

For example, “smarter” phones come out every year. In a consumer society, people are often buying newer and more advanced products. This creates a lot of waste. Nowadays, many people are thinking more seriously about the effects of consumer societies on the environment, and they are trying to become more responsible consumers.

Goods: items that can be bought or sold

Luxury: something that is expensive but not necessary

(Taken and adapted from *National Geographic Learning*).

296. Read each statement. Circle (T) for true and (F) for false. Correct the false ones.

Everyone agrees that consumer products improve their lives.

a) T F

These days, consumer goods are hard to find.

b) T F

Many people want luxury products these days.

c) T F

Consumer societies help the environment.

d) T F

297. Comment in your class on these questions and then read the text.

Are there many elderly in your neighbourhood?

What are the most particular things about them?

The secrets of long life



The island of Okinawa in Japan has some of the oldest people in the world. It's famous for its high number of centenarians –men and women who live beyond 100 years of age. There have been many scientific studies of their lifestyle and you can even buy cookery books based on their diets. Some of the reasons for their good health are that they:

- Go fishing and eat what they catch.
- Regularly do gardening, and grow their own fruits and vegetables.
- Go cycling and never drive when they can walk.
- Often spend time with friends. They meet at people's houses and play games.
- Rarely buy food from a supermarket.
- Do regular exercise, go swimming and lead active lives.

298. Which of the following aspects stated in the reading help people to live a long life?

- a) To sleep 8 hours daily
- b) To walk systematically
- c) Friendly encounters
- d) To avoid stress
- e) To read
- f) Outdoors activities



299.

About bees

Do you run away when you hear a bee buzzing? Many people do. A bee sting hurts and some people are allergic to bee venom. But did you know that bees are very important to humans? Honeybees do more than just make honey. They fly around and pollinate flowers, plants, and trees.

Our fruits, nuts, and vegetables rely on these pollinators. But bees are mysteriously disappearing in many parts of the world. Most people don't know about this problem. It is called "colony collapse disorder" (CCD).

The disappearance of the honeybee is a serious problem. An increase in urban developments means that many of the areas bees once called home no longer exist. Wildflower meadows and other areas with abundant plants are in decline, meaning bees are losing an important food source. Many of the threats to bees share parallels with the threats to trees and woodland, so saving bees goes hand-in-hand with saving trees.

Another threat to our bees comes from agriculture practices and the use of toxic pesticides. While pesticides are designed to kill pests, due to their intense toxicity they are having an adverse effect on other insects too, including bees.

What happens if bees disappear?

If these threats aren't brought under control, we could be looking at a future without bees.

If bees vanish, the effects will be catastrophic. Make no mistake, the end of the bees means the end of us. A 2019 study on the decline of entomofauna indicates that the loss of insects would collapse the Earth's ecosystems. Plants would no longer be pollinated and this includes many of the fruits, vegetables, nuts, and grains that we rely on to feed our ever-increasing population.

Activity bank

300. Complete the sentences with the comparative form of the adjectives in parentheses + than.

a) My new oven works a lot better than (good) my old oven. It heats up much _____ (quick) my old oven, but it also cooks food _____ (delicious) my old one!

b) Now that he's our delegate, Gerry works a lot _____ (hard) he used to. He is also _____ (good) of all.

c) People are creating garbage _____ (*rapid*) they used to. They are throwing away their old things because they can buy new goods _____ (*easy*) before. In the past, people treated their belongings _____ (*careful*) they do now.

301. This is a new group where you will meet new people and, of course, you will make new friends. Look around, observe the members of your class and do the following task.

Discuss with your partner these questions:

- a) Are you thinner or fatter than your partner?
- b) Are you younger than your partner?
- c) Which subject is easier for you?
- d) Which is the most difficult one?
- e) Which subject is more difficult, English or Math?
- f) Who's the tallest in the class?
- g) Who's the shortest?
- h) Who's the best dancer in the class?
- i) Who is as responsible as you in the classroom?

302. Think about five adjectives that can be used to describe people in your family. Write sentences using the comparative and the superlative form.

303. You are having a trip out of town. Write an email to your friend telling about the place you are visiting in no less than 40 words.

- My Middle School Years
- The most relevant things
- The teacher I liked the most
- The subject I liked best in school
- The worst moments
- The best experiences

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

305. You have moved to a new school and a new group. Write a paragraph comparing it with the school you were in last year.

(Adapted from *HFCC Learning Lab*).

- 306.** Fill in the gaps with the comparative form of the adjectives in brackets. Use *er + than* if necessary. Listen to your teacher and practice the sentences before. Take care of the intonation.

I still think that CanCun is _____

The people in the eastern region are _____

New York is _____

Sydney is _____

- 307.** Write a paragraph about the activities you and your family do on weekends. Compare with your partner's activities.

a) Be ready to present what you wrote orally. Prepare a power point presentation, a poster, or use pictures to support your presentation. Are you and your partner the same or different? Tell the class.
Example: *I live with my parents but George lives with his grandparents.*

308. You want to select a menu for some visitors.

Student A: You prefer fast food. Tell your partner what menu you will offer and some beverages.

Student B: Suggest a healthier menu to your partner and some soft drinks. Support your suggestions using comparisons.

309. All days of the week are not always the same for everybody. Discuss with your partner about the week, the most stressful days for you, the best days for you, and the worst ones. Support your choice.

310. Friends have things in common and differences. Be ready to tell the class the similarities and differences between you and your best friend.

311. Bring pictures of people and places of your interest. Be ready to talk briefly about them using comparisons.

312. You have the experience of 7 years at school. Discuss with your partner the difference between being at elementary school, at middle school and being at high school.

313. Now you are a teenager. Compare childhood and adolescence from your own point of view.

a) It is _____ to go to the river than to the beach in hot days.

b) The weather was terrible last Saturday but we enjoyed Varadero because it is much _____ there.

c) It was a horrible Saturday night party. In fact, it was the _____ party in years.

d) The new sports center in town is one of the _____ place to stay for a relaxing holiday. It's not expensive, has a lot of facilities and it is far from the center of the city.

- e) There is a nice river near the town. It is _____ place of all to go in summer.
- f) In my opinion, it is _____ to go to the river than to the beach in hot days.

314. Some stories can be confusing at the beginning but they have a happy ending. Read the situations and create a story.

- a) The day you went to eat out and you realized you did not have your wallet in your purse.
- b) The day you went to the beach and you did not bring your bathing suit.
- c) The day you went to make a phone call and your phone was not with you.
- d) Tell your group about an unforgettable experience. Be ready to answer some questions.

APPENDICES

Keep in mind

Remember that the WH questions require information.

Who is the youngest student in the classroom? **Alice.**

What did you do last weekend? **I went to the beach.**

How do you go to school? **By bus.**

Where did you go last vacation? **To Varadero.**

When did you go camping? **Last vacation.**

Why do you want to be a doctor? **Because I want to cure people.**

How often do you visit that place? **I usually go there.**

How many students will come to the activity? **20 students**

How much sugar do you like? **A little.**

What kind of books do you like? **Science fiction.**

Which one do you prefer? **I prefer the new one.**

Sentences connectors

▪ To show addition:

and, also, besides, equally important, first (second, etc.), further, furthermore, in addition, in the first place, moreover, next, too

▪ To give examples:

for example, for instance, in fact, specifically, that is, to illustrate

▪ To contrast:

although, but, even though, however, in contrast, nevertheless

▪ To show time:

after, afterward, as soon as, at last, before, during, finally, immediately, later, meanwhile, next, then, until, when, while

▪ To indicate logical relationship:

as a result, because, consequently, for this reason, so, then

▪ To summarize or conclude:

in conclusion, in summary, on the whole, to sum up

Irregular verbs

Observe the simple past and the past participle are similar in writing and in pronunciation.

Verb	Simple past	Past participle	Meaning
bring	brought	brought	traer
build	built	built	construir
buy	bought	bought	comprar
catch	caught	caught	coger
eel	felt	felt	sentir
fight	fought	fought	luchar
find	found	found	encontrar
keep	kept	kept	mantener
lead	led	led	guiar
leave	left	left	dejar, partir
lend	lent	lent	prestar
lose	lost	lost	perder
make	made	made	hacer
mean	meant	meant	significar
pay	paid	paid	pagar
read	read	read	leer
say	said	said	decir
sell	sold	sold	vender
send	sent	sent	enviar, pasar
sit	sat	sat	sentarse
sleep	slept	slept	dormir
stand	stood	stood	pararse
teach	taught	taught	enseñar
tell	told	told	decir
understand	understood	understood	entender
think	thought	thought	pensar
win	won	won	ganar

The simple, the past and the participle form are written in a different way.

Verb	Simple past	Past participle	Meaning
become	became	become	convertirse
begin	began	begun	comenzar
bite	bit	bitten	morder
break	broke	broken	romper
blow	blew	blown	soplar
break	broke	broken	romper
choose	chose	chosen	seleccionar
come	came	come	venir
do	did	done	hacer
draw	drew	drawn	dibujar
drive	drove	driven	manejar
drink	drank	drunk	tomar
eat	ate	eaten	comer
fall	fell	fallen	caer
fly	flew	flown	volar
forget	forgot	forgotten	olvidar
forgive	forgave	forgiven	perdonar
freeze	froze	frozen	congelar
get	got	gotten	obtener
give	gave	given	dar
go	went	gone	ir
grow	grew	grown	crecer
hide	hid	hidden	esconder
ride	rode	ridden	montar
ring	rang	rung	sonar
rise	rose	risen	levantar
run	ran	run	correr
see	saw	seen	ver

Verb	Simple past	Past participle	Meaning
show	showed	shown	mostrar
sing	sang	sung	cantar
speak	spoke	spoken	hablar
swim	swam	swum	nadar
take	took	taken	tomar
throw	threw	thrown	lanzar
understand	understood	understood	entender
wake up	woke up	woken up	despertar
wear	wore	worn	usar
win	won	won	ganar
write	wrote	written	escribir

Irregular verbs

1. The Put-group: resultan ser excepciones de la regla.

Infinitive	Past	Past Participle	Meaning
bet	bet	bet	apostar
burst	burst	burst	estallar
cast	cast	cast	tirar, arrojar
cost	cost	cost	costar
put	put	put	poner
hurt	hurt	hurt	herir

2. The learn-group (either regular or irregular verbs).

Infinitive	Past	Past Participle	Meaning
burn	burnt/burned	burnt/burned	quemar
learn	learnt/learned	learnt/learned	aprender
smell	smelt/smelled	smelt/smelled	oler, olfatear
spell	spelt/spelled	spelt/spelled	deletrear, maldecir
spill	spilt/spilled	spilt/spilled	astillar

3. The Spend-group: Cambia la D por la T.

Infinitive	Past	Past Participle	Meaning
bend	bent	bent	doblar
build	built	built	construir
lend	lent	lent	prestar
send	sent	sent	enviar
spend	spent	spent	gastar, consumir

4. The read-group: la EE, O y la EA cambian por E y EA se mantiene o cambia por E.

Infinitive	Past	Past Participle	Meaning
bleed	bled	bled	sangrar
breed	bred	bred	criar
feed	fed	fed	alimentar
hold	held	held	tener, coger, parar
lead	led	led	conducir, guiar
read	read	read	leer

BIBLIOGRAPHY

CLAIRE, ELIZABETH y JUDIE HAYNES: *Classroom Teacher's ESL Survival Kit*.

Colectivo de autores: *English for Tenth Graders*, Ed. Pueblo y Educación, Ciudad de La Habana, 1990.

_____ : *English for Eleven Graders*, Ed. Pueblo y Educación, Ciudad de La Habana, 1990.

_____ : *English for Twelfth Graders*, Ed. Pueblo y Educación, Ciudad de La Habana, 1990.

_____ : *English for Tenth Graders, Workbook*, Ed. Pueblo y Educación, Ciudad de La Habana, 1990.

_____ : *English for Eleven Graders, Workbook*, Ed. Pueblo y Educación, Ciudad de La Habana, 1990.

_____ : *English for Twelfth Graders, Workbook*, Ed. Pueblo y Educación, Ciudad de La Habana, 1990.

_____ : Cuadernillo del Curso básico por Televisión.

_____ : Tabloide del Curso de Inglés de Universidad para Todos.

_____ : *Vision Student's Book I*.

_____ : *DRAFT English 4 health textbook*, en los Centros de documentación.

COSTINETT, SANDRA et. al.: *Spectrum 1*, Libro de texto, Edición Revolucionaria, 1977.

_____ : *Spectrum 1*, Cuaderno, Edición Revolucionaria, 1977.

_____ : *Spectrum 2*, Libro de texto, Edición Revolucionaria, 1977.

_____ : *Spectrum 2*, Cuaderno, Edición Revolucionaria, 1977.

DOOLEY, JENNY y VIRGINIA EVANS: *Grammar way Grammar way*, Express Publishing, United Kingdom, 1999.

_____ : *Vocabulary and Languages Teaching*, Longman, London, 1988, p. 149.

RICHARDS, JACK C. y JONATHAN HULL: "Changes Book".

_____ : *Interchange Workbook*.

SINCLAIR, J. McH. SINCLAIR y A. RENOUF: *A lexical syllabus for language learning*, en R. Carter and McCarthy.

SOARS, JOHN y LIZ SOARS: *American Headway 1*.

WEBSTER, DIANA, DAVID COBB y PATRICIA BROCK: *Sam by Satellite*.

