



# NEW TRENDS

Reinforcement Book 1



NEW TRENDS Reinforcement Book 1 Jesús Valdez Salazar First Edition

Reinforcement Book 1

# NEW TRENDS

COMPETENCY BASED ENGLISH

**Language Course**

Competency Reinforcement Activities and Tasks  
*(You teach what you preach).*



Jesús Valdez Salazar First Edition

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Reinforcement Book 1  
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Primera edición 2019

*New trends. Reinforcement book 1*

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Autónoma de

Zacatecas“Francisco

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ISBN: 978-607-555-242-2

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Impreso y hecho en México

# CONTENTS

<i>Scope and sequence</i>	7
<i>About the book</i>	10
<i>About the author</i>	11
<i>To the teacher</i>	11
Module 1 Meeting, Introducing and.....	14
Module 2 Occupations	31
Module 3 Describing my World	45
Module 4 My Community	60
Module 5 A Never Stopping World	77
Module 1 Reinforcement and Video Activities	95
Module 2 Reinforcement and Video Activities	97
Module 3 Reinforcement and Video Activities	99
Module 4 Reinforcement and Video Activities	101
Module 5 Reinforcement and Video Activities	103
<i>Listening activities with solutions</i>	105



# Scope and sequence

## MODULE 1

### Meeting, Introducing, and ...

#### CONTENTS

VOCABULARY	GRAMMAR
Titles	Simple present the verb "To be."
Names	Personal pronouns
Countries and nationalities	The definite and indefinite articles
States and State capitals	Contractions with be
	Question words

#### LITERACY COMPETENCIES

SPEAKING Students will be able to:	READING Students will be able to:
Introduce people	Infer from pictures
Ask for and give names.	Select sources indirectly.
Spell names.	Use dictionary
Ask for and provide telephone numbers	Read aloud correctly
Ask and answer questions about nationalities	understand conversations about people and their places of origin
Ask questions using question words.	read and understand short readings about celebrities
Identify and produce sounds with the letter a.	
Pronounce alphabet.	

WRITING Students will be able to:	LISTENING Students will be able to:
Use nouns and adjectives properly	to understand spelling
Write simple phrases and sentences	Listen attentively to spoken language.
Check for an appropriate use of grammatical structures.	Understand essential dialogues and answer questions about them.

## MODULE 2

### Occupations

#### CONTENTS

VOCABULARY	GRAMMAR
Occupations	Simple present.
Workplaces	Simple present affirmative rules.
School objects	Complete and short answers
Books and things...	Possessive adjectives
Colors	Verbs followed by other verbs: ing form.
Verbs.	.

#### LITERACY COMPETENCIES

SPEAKING Students will be able to:	READING Students will be able to:
Be able to speak about occupations.	Read aloud fluently.
Use question words to ask specific questions	Recognize the singular and plural of Frequently used words.
Model conversations	Analyse a text.
Use English rhythm, stress, and intonation	Infer from the context.
Use intonation for meaning	

WRITING Students will be able to:	LISTENING Students will be able to:
Write phrases or sentences to describe a picture.	Recognize phonemes
Use the comma, the period, and the question mark.	Recognize stress, rhythm, and intonation
Write definitions	Understand conversations about occupations.

## MODULE 3

### Describing my world

#### CONTENTS

VOCABULARY	GRAMMAR
Descriptive adjectives	Questions with how often
Word Synonyms	Possessive of nouns
Days of the week	Frequency adverbs
Months of the year	Verbs are <b>to be</b> , and <b>to have</b> for descriptions.
Dates	Preposition "But".
	Regular and irregular nouns.

#### LITERACY COMPETENCIES

<b>SPEAKING</b> <i>Students will be able to:</i>	<b>READING</b> <i>Students will be able to:</i>
Describe people	Read and analyse texts.
Analyze texts.	Read and appreciate chores.
Talk about likes and dislikes	Read and understand family relationships
Talk about personality	Read and understand cultural particularities.
<b>WRITING</b> <i>Students will be able to:</i>	<b>LISTENING</b> <i>Students will be able to:</i>
Use adjectives for descriptions	Appreciate a reading about Zodiac Signs.
Write and express differences and similarities	Understand and be able to complete questions on a text.
Write about family relationships.	Understand the recordings about family.
Use frequency adverbs correctly	Have phonemic awareness.
Write compound sentences using commas.	

## MODULE 4

### My community

#### CONTENTS

VOCABULARY	GRAMMAR
Values	Prepositions of time
Places in a community	Prepositions of place
Rooms and objects in a house	Countable and uncountable nouns
Items in a store	There is/ There are
Fruits and vegetables	Some/any
Clocks and household tools	How much/How many

#### LITERACY COMPETENCIES

<b>SPEAKING</b> <i>Students will be able to:</i>	<b>READING</b> <i>Students will be able to:</i>
Talk about the community	Read articles about the community
Describe houses and rooms	Read newspaper advertisements
Discuss about newspaper articles.	Read articles about store sales
Discuss and talk about prices.	Analyse prices
Talk about and understand values.	Show understanding of the reading.
<b>WRITING</b> <i>Students will be able to:</i>	<b>LISTENING</b> <i>Students will be able to:</i>
Write the description of their community	Listen to supermarket sales and discriminate
Write a description of their house.	Prices in an offer.
Write a description of a bedroom.	Listen to and differentiate sounds.
Use countables and uncountables.	Listen to houses' advertisements
Use commas in a series.	Understand the value of a good neighbour.

# MODULE 5

## A Never Stopping World

### CONTENTS

VOCABULARY	GRAMMAR
Verbs	Present progressive to express actions.
Food and Beverages	Present progressive as future.
Clothes	Much/many, too much, too many.
Parts of the body	Few, little, a little/a few.
Facts about animals	Time expressions.

### LITERACY COMPETENCIES

<b>SPEAKING</b> <i>Students will be able to:</i>	<b>READING</b> <i>Students will be able to:</i>
Express actions.	Read articles
Describe people's actions.	Read about people in action
Model real-life conversations.	Read about specific requirements at work.
Use question words in actions.	Read and analyse psychological features of a positive attitude.
Say the word sound " ^ "	Read aloud and discuss about fashion

<b>WRITING</b> <i>Students will be able to:</i>	<b>LISTENING</b> <i>Students will be able to:</i>
Write descriptions of places	Listen to real-life conversations
Write descriptions of people.	Listen to and answer questions about a description.
Choose options.	Listen to a conversation in a restaurant and answer questions about it.
Use correct punctuation.	Listen to and answer questions about physical attraction.
Write compound sentences	Listen to and differentiate the sound " ^ "

## About the book

This book contains many aspects not addressed in the Student Book and, at the same time, reinforces the competencies and knowledge dealt with in it.

Even though each module is planned and designed to reinforce Student Book 1, new competencies and knowledge are boarded in a particular fashion.

Apart from attaining the objectives set forth, this book's purpose is to teach and instill values in students, something that many books only touch on marginally or overlook absolutely.

Nowadays, we live in a very violent, fast-paced, selfish society where the spiritual side of mankind is overlooked or ignored. We can't pretend that what harms or affects others does not affect us. Therefore, we must teach our pupils that if we don't love but hate, sooner or later, there will be a reaction or series of reactions that are going to cost us a lot.

We strongly counsel teachers to elaborate on teaching materials dedicated to values and anti-values. It is a free ticket to a better education and a happier life.

It is highly recommended, if not a must, that teachers work on awakening and developing superior knowledge competencies in students.

Teaching good habits and values to people is useless if they lack the attributes and virtues of a critical spirit and the ability and foresight to guess the future or to suggest solutions to future problems and if they don't envision the development of phenomena and processes.

The student is the center, the critical element to elaborate on, but an extraordinary work of art is the consequence of the craft, the knowledge, the ability, the dedication, the hard work, and the artist's commitment. The same applies to students and teachers. I firmly believe that a good teacher can do miracles!

## About the Author

Jesús Valdez has a bachelor's degree in Economics, a Master's degree, and a Doctorate in Education. He has attended many symposiums and seminars for language teachers.

He has taught languages for over forty years in several universities in México.

He lived in North America for about ten years.

He also attended a public night school in San Antonio, Texas.

At present, he teaches languages and writes novels.

## To the teacher

This book reinforces and widens students' knowledge and competencies dealt with in the student's book.

Students and teachers are advised to use new technologies to gain a deeper and wider knowledge of the language they are studying or teaching, enrich their work, and create and reinforce their previous knowledge.

A teacher has not only the moral obligation to provide students with competencies and tools that are key to conquering particular objectives and goals; he also has the responsibility of teaching with his personal example. A teacher is a model that a student tries to imitate in the real world. A teacher must be a guide: ***he must teach what he preaches.***

The course stresses the importance of **values** in the growing process and personality construction. In many parts of this book, we focus on the study and reflection of values so that students ponder the importance of leading an honest, disciplined, professional, and responsible life in the family, the school, the neighborhood, and society.

Furthermore, throughout the book, the author includes readings, activities, quotes, and proverbs that help teachers and students consider the importance of wisdom in the lives of each individual in society. The author wants to expose the language teacher to challenges that will enrich his life and the lives of his students.

We respect and admire responsible and professional teachers because, to a high degree, they are responsible for a prosperous and happy society.



# MODULE 1

## Sections 1-5

### Meeting, Introducing, and ...



Image courtesy of Cecile\_Arcurs at FreeDigitalPhotos.net



Image courtesy of Fotosstorm at FreeDigitalPhotos.net

#### CONTENTS

VOCABULARY	GRAMMAR
Titles	Simple present the verb " To be"
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Spell names.	Use dictionary
Ask for and give telephone numbers	Read aloud correctly
Ask and answer questions about nationalities	Understand conversations about people and their places of origin
Ask questions using question words.	Read and understand short readings about celebrities
Identify and produce sounds with the letter a.	
Pronounce alphabet.	

WRITING Students will be able to:	LISTENING Students will be able to:
Use nouns and adjectives properly	To understand spelling
Write simple phrases and sentences	Listen attentively to spoken language.
Check for an appropriate use of grammatical structures.	Understand essential dialogues and answer questions about them.

# Section 1

## 1.1. Hello!

### 1.1.1. Reading reinforcement

1.1.1. A. Read and complete the conversations.

1.1.1. B. Model the conversations with a partner.



Image courtesy of Rawpixel at FreeDigitalPhotos.net

A: Hi, What \_\_\_ your name?  
 B: Bill. \_\_\_ your name?  
 A: Dorian Johnson.  
 B: Nice to meet you, Mr. Johnson.

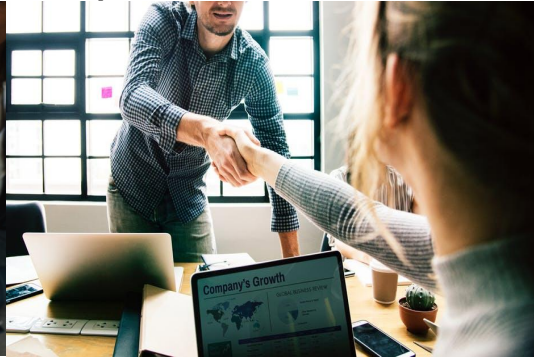


Image courtesy of Rawpixel at FreeDigitalPhotos.net

A: Hello, \_\_\_\_\_ Lorain Stevenson.  
 B: Hi, \_\_\_\_\_ Bill Samuelson.  
 A: Nice to meet you.  
 B: \_\_\_\_\_ too.



Image courtesy of Rawpixel at FreeDigitalPhotos.net

A: Hi, are \_\_\_\_\_ Larsen?  
 B: Yes, I am. What is \_\_\_\_\_ ?  
 A: Bill Jackson.  
 B: \_\_\_\_\_ you, Mr. Jackson.



Image courtesy of Huy ProShoot at FreeDigitalPhotos.net

A: Hello, \_\_\_\_\_ Robert Curtain.  
 B: Hi, \_\_\_\_\_ Vincent Thomson.  
 A: \_\_\_\_\_ Mr. Thomson.  
 B: \_\_\_\_\_ too.

### 1.1.1. C. Match the numbers with the letters.

1. What is your name?	a. It's a pleasure, too.
2. Are you Bob?	b. Nice to meet you, Steve. I am Dick.
3. it's a pleasure.	c. No, I am Rick.
4. I am Steve.	d. Hello Rose.
5. Hi, Antonio.	e. My name is Karen Stevenson
6. Hello, I am Sam.	f. I am glad to meet you, Sam.
7. Bye, Tom.	g. Good night, Karen.
8. Good night, Denzel.	h. I am pleased to meet you, too.
9. I am pleased to meet you.	i. Good afternoon, Peter.
10. Good afternoon, Cindy.	J. Goodbye, Mark.

## 1.1.2. Vocabulary building reinforcement

1.1.2. A. Look at the pictures and infer.

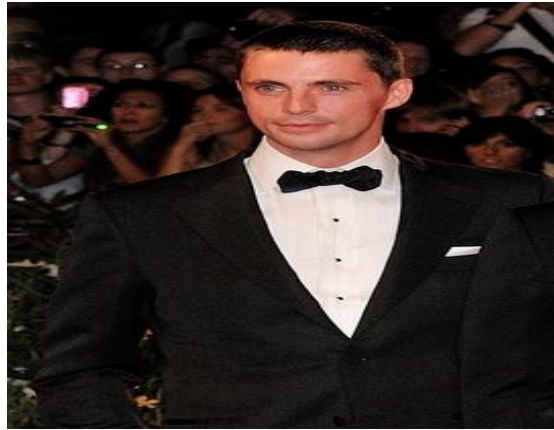
1.1.2. B. Match and choose the correct answer.

TITLES			
<b>Mr.</b> Married man or single man.	<b>Mrs.</b> Married woman.	<b>Miss.</b> Single woman.	<b>Ms.</b> Married or single woman.



Source: Wikimedia Commons

**Mr. Steven Reagan   Mrs. Karen Reagan**



Source: Wikimedia Commons

**Mr. Peter Heston**



Source: Wikimedia Commons

**Miss. Harris.**



Source: Wikimedia Commons

**Ms. Drina.**

1. **Mr.** and **Mrs** Reagan are probably: a) married; b) single; c) divorced; d) separated.
2. **Mr.** Heston is probably: a) married; b) single; c) divorced; d) separated.
3. **Miss.** Harris is probably: a) divorced; b) single; c) separated; d) married.
4. **Ms.** Drina is probably: a) divorced; b) single; c) separated; d) married.

### 1.1.3. Grammar building reinforcement

Question words: **who** and **what**.

**Who** is a question word that refers to a person

Q: Who is the president of the United States?

R: Joe Biden.

**What** is a question word that refers to a thing

Q: What is the capital of The United States?

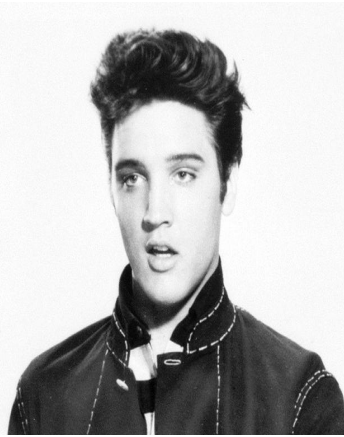
R: Washington, D.C.

Look at the pictures, read, and circle the best response.



Source: Wikimedia Commons

**Who is he?** a) Antonio Aguilar.  
b) Pepe Aguilar.  
c) Antonio Aguilar Jr.



Source: Wikimedia Commons

**Who is he?** a) an Italian singer.  
b) a Colombian singer.  
c) an American singer.



Source: Wikimedia Commons

**Who is he?** a) the president of México.  
b) the president of Cuba.  
c) the president of Chile.



Source: Wikimedia Commons

1. **What** is it? a) a rock.  
b) a ring.  
c) a Ruby.



Source: Wikimedia Commons

2. **What** is it? a) a ruby.  
b) a Safire.  
c) a diamond.



Source: Wikimedia Commons

3. **What** is it? a) a dog.  
b) a lion.  
c) a tiger.

### 1.1.4. Listening reinforcement 🎧 Track (01)

1.1.4. A. Listen and choose the correct answers to the questions.

1. Who is the Prime Minister of Russia?

a) Tony Blair; b) Vladimir Putin; c) Stephen Harper.

2. Who is the president of France?

a) Nicolás Sarkozy; b) Giorgio Napolitano; c) José Luis Rodríguez.

3. Who is the president of Venezuela?

a) Felipe Calderón; b) Hugo Chávez; c) Álvaro Uribe Vélez.

4. What is the capital of Cuba?

a) Colombia; b) San Salvador; c) La Habana.

5. What is the capital of Canada?

a) Montreal; b) Quebec; c) Ottawa.

## 1.1.5. Writing composition reinforcement

### 1.1.5. A. Read and put the words in order.

- a) Mark/is/my/hello/name/Smith. \_\_\_\_\_  
b) Your/is/what/name? \_\_\_\_\_  
c) Mr/are/Smith/you? \_\_\_\_\_  
d) married/is/Miss/Robinson. \_\_\_\_\_  
e) is/it/what? \_\_\_\_\_

## 1.1.6. Speaking reinforcement

### 1.1.6. A. Listen and fill in the missing words. Track (02)

### 1.1.6. B. Act out the conversations.



#### Conversation 1

A: Hi, I am \_\_\_\_!

B: Hello, I am \_\_\_\_!

A: Nice to meet you \_\_\_\_.

B: Nice to meet you, too \_\_\_\_.



#### Conversation 3

A: Hi, are you \_\_\_\_?

B: Yes, I am.

A: Glad to meet you. I am Frank Cappola.

B: Glad to meet you, too.



#### Conversation 5

Pat: Hi, Karen. This\_\_ Ashley!

Karen: Nice to \_\_\_\_ you, Ashley.

Ashley: Nice to meet \_\_\_\_, too, Karen.



#### Conversation 7

Ariana: Good morning, Aaron; how are \_\_\_\_?

Aaron: Pretty good, Ariana, \_\_\_\_ you.

Ariana: Great!



#### Conversation 2

A: I am \_\_\_\_\_. \_\_\_\_\_ your name?

B: My \_\_\_\_\_ is \_\_\_\_\_.

A: Nice to meet you, \_\_\_\_\_.

B: It's a pleasure \_\_\_\_\_.



#### Conversation 4

A: Hello, are you Mr. \_\_\_\_\_?

B: Yes, I am.

A: It's a pleasure, Mr. \_\_\_\_\_.

B: It's \_\_\_\_\_, too.



#### Conversation 6

Tom: Goodbye, Akira.

Akira: \_\_\_\_\_, Tom.



#### Conversation 8

Audrey: Good night, Adrian.

Adrian: \_\_\_\_\_, Audrey.

Audrey: See you tomorrow.

Adrian: \_\_\_\_ you tomorrow.

## QUOTES, SAYINGS AND PROVERBS

### The aching of a broken bone predicts rain.

What do you think? State your opinion: \_\_\_\_\_

---

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## Core performance indicators:

### As a learner, I can:

Express names and titles

Meet people

Infer from pictures

Say goodbye.

Apply question words: Who and What.

# Section 2

## 1.2. Spelling.

### 1.2.1. Reading reinforcement

1.2.1. A. Say the letters of the alphabet.

a) b,y,k,c,d,m,f,r,t,s,i,o,n,a,q,w,y,l,x,u,z.

b) o,y,k,l,f,s,r,z, b,o, i,n, a,d,m,q,y,u,w,c.

c) a,e, i,o,u,b,c,d,f,g,h,j,k,l,m,n,o,p,k,r,s,t,u,v,w,x,y,z.

1.2.2. Vocabulary building reinforcement. Track (03)

1.2.2. A. Read and listen to the pronunciation of names and cities.

1.2.2. B. Read and spell last names and first names.

1.2.2. C. Read and spell the names of popular American cities.

### **Popular American First Names:**

1). Alexis; 2). Anna; 3). Alina; 4). Danna; 5). Cameron; 6). Denzel; 7).

Davion; 8). Jack; 9). Jackson; 10). Lynn; 11). Jane; 12). Janessa; 13).

Jaylon; 14). Kaci; 15). Kassey; 16). Cassidy; 17). Kayley; 18). Kayli;

19). Kaylie; 20). Kianna; 21). Kiana; 22). Kinsley; 23). Krystal; 24). Ronnie;

25). Nikkie; 26). Tinna; 27). Trevon; 28). Tyreese; 29). Yaritzza. 30). Yareli.

### **Popular American Last Names:**

1). Smith; 2). Johnson; 3). Williams; 4). Jones; 5). Brown; 6). Davis; 7). Miller;

8). Wilson; 9). Moore; 10). Taylor; 11). Anderson; 12). Thomas; 13). Jackson;

14). White; 15). Harris; 16). Martin; 17). Thompson; 18). Garcia; 19). Martinez;

20). Robinson; 21). Clark; 22). Rodriguez; 23). Lewis; 24). Lee; 25). Walker;

26). Hall; 27). Allen; 28). Young; 29). Hernandez; 30). King.

### **Popular American Cities:**

1). New York; 2). Los Angeles; 3). Chicago; 4). Houston; 5). Phoenix

6). Philadelphia; 7). San Antonio; 8). San Diego; 9). Dallas; 10). San Jose;

11). Detroit; 12). San Francisco; 13). Jackson Ville; 14). Indianapolis;

15). Austin; 16). Boston; 17). Las Vegas; 18). Denver; 19). Seattle.

### 1.2.3. Grammar building reinforcement

**Question word: where indicates location or position.**

**Q:** Where is Texas? **R:** It is in the United States.

**Q:** Where is Monterrey? **R:** It is in México.

**Q:** Where is Paris? **R:** It is in France.

**Q:** Where is the car? **R:** It is in the garage.

#### 1.2.3. A. Read and answer the following questions:

**Ex.:** **Q:** Where is San Antonio? **R:** It is in the State of Texas.

1. **Q:** Where is Dallas? **R:** \_\_\_\_\_

2. **Q:** Where is Los Angeles? **R:** \_\_\_\_\_

3. **Q:** Where is Denver? **R:** \_\_\_\_\_

4. **Q:** Where is Boston? **R:** \_\_\_\_\_

5. **Q:** Where is Las Vegas? **R:** \_\_\_\_\_

### 1.2.4. Listening reinforcement Track (04)

#### 1.2.4. A. Listen and write down the correct name spellings.

##### Conversation 1

**A:** Hi, what is your name?

**B:** \_\_\_\_\_

**A:** How do you spell your first name?

**B:** \_\_\_\_\_

**A:** And your last name?

**B:** \_\_\_\_\_

**A:** Thank you.

**B:** You are welcome.

##### Conversation 3

**A:** Hi, what is your name?

**B:** \_\_\_\_\_

**A:** How do you spell your first name?

**B:** \_\_\_\_\_

**A:** And your last name?

**B:** \_\_\_\_\_

**A:** Thank you.

**B:** You are welcome.

##### Conversation 5

**A:** Hi, what is your name?

**B:** Tom Norton

**A:** How do you spell your first name?

**B:** \_\_\_\_\_

**A:** And your last name?

**B:** \_\_\_\_\_

**A:** Thank you.

**B:** You are welcome.

##### Conversation 7

**A:** Hi, what is your name?

**B:** Tom Denzel.

**A:** How do you spell your first name?

**B:** \_\_\_\_\_

**A:** And your last name?

**B:** \_\_\_\_\_

**A:** Thank you.

**B:** You are welcome.

##### Conversation 2

**A:** Hi, what is your name?

**B:** \_\_\_\_\_

**A:** Spell your first name.

**B:** \_\_\_\_\_

**A:** Spell your last name

**B:** \_\_\_\_\_

**A:** Thanks.

**B:** Don't mention it.

##### Conversation 4

**A:** Hi, what is your name?

**B:** \_\_\_\_\_

**A:** Spell your first name.

**B:** \_\_\_\_\_

**A:** Spell your last name

**B:** \_\_\_\_\_

**A:** Thanks.

**B:** Don't mention it.

##### Conversation 6

**A:** Hi, what is your name?

**B:** Jack Nicholson.

**A:** Spell your first name.

**B:** \_\_\_\_\_

**A:** Spell your last name

**B:** \_\_\_\_\_

**A:** Thanks.

**B:** Don't mention it.

##### Conversation 8

**A:** Hi, what is your name?

**B:** Bob Wilson.

**A:** Spell your first name.

**B:** \_\_\_\_\_

**A:** Spell your last name

**B:** \_\_\_\_\_

**A:** Thanks.

**B:** Don't mention it.

### 1.2.5. Writing composition reinforcement

**Nouns and adjectives:**

**a) Nouns.-** A noun names a person, an animal, an object, or an idea.

Jack, Frank, Bob, Daniel, dog, cat, table, eyes, chair...

**b) An adjective** describes or determines a noun. Ex.: Green, blue, big, small, interesting, funny, fierce, fat, sick.

**Position of adjectives and nouns in the English Language.**

1      2            1      2            1      2            1      2  
Green eyes      fierce dog      fat cat            big Jack

**b) Read and circle the correct adjective-noun collocations.**

1. a) small chair; b) chair small. 2. a) Funny Frank; b) Frank funny.  
3. a) Green computer; b) Computer green. 4. a) Rat big; b) Big rat.

### 1.2.6. Speaking reinforcement

**1.2.6. A. Complete the missing information.**

**1.2.6. B. Act out the conversations.**

Track (05)

**Conversation 1**



**Pat:** Hi, Karen. \_\_\_ Ashley home?

**Karen:** No, she \_\_\_\_\_.

**Pat:** Where is \_\_\_\_\_?

**Karen:** She is at school.

**Conversation 2**



**Tom:** Hi, Sheila. Is Mike in the house?

**Sheila:** No, \_\_\_ isn't.

**Tom:** Do you know where he \_\_\_?

**Sheila:** He is at \_\_\_ Gym.

**Conversation 3**



**Tyreese:** Good morning, Trevon, \_\_\_ are you?

**Trevon:** So, so, Arianna, \_\_\_ you.

**Tyreese:** Great!

**Trevon:** Where are you from, Tyreese?

**Tyreese:** I am from Canada, and you?

**Trevon:** \_\_\_\_\_ from Australia.

**Conversation 4**



**Audrey:** Hi, Frank. Where \_\_\_ your dad?

**Frank:** \_\_\_ is at the hospital.

**Audrey:** Thanks.

### QUOTES, SAYINGS AND PROVERBS

**Actions speak louder than words.**

What do you think? State your opinion: \_\_\_\_\_

---

---

---

**Core performance indicators:**

**As a learner, I can:**

Spell names

Apply question word: Where.

Use nouns and adjectives correctly.

Write down and act out short conversations.


Apply and understand nouns and adjectives.

# Section 3

## 1.3. What's Your Telephone Number?

### 1.3.1. Reading reinforcement

1.3.1. A. Read and listen. Then, match the conversations with the pictures.

Track (06)  a

 b

 c



Image courtesy of DragonImages at FreeDigitalPhotos.net Image courtesy of Martin-dm at FreeDigitalPhotos.net Image courtesy of Martin-dm at FreeDigitalPhotos.net

#### Conversation 1

A: Is Mom there?  
B: Hi, sweetheart!  
A: Please come home!  
B: In a moment, my dear.  
A: I love you mom.  
B: I love you, too, my child.

#### Conversation 2

A: Hi Anna, how are you?  
B: Sorry. This is Gina.  
A: Is this 555-78643?  
B: No. It isn't.  
A: I'm sorry.  
B: That's O.K.

#### Conversation 3

A: Hello, may I speak with Dr. Brunner?  
B: Dr. Brunner?  
A: Yes. Is this 598-337890?  
B: No. It's 598-3327890  
A: Am I calling the General Hospital?  
B: No. You are calling the Public Library  
A: Sorry.  
B: That's O.K.

### 1.3.2. Vocabulary building and reinforcement

1.3.2. A. Match the numbers with the letters.

1) 367	a) Three hundred sixty
2) 45	b) Forty-five.
3) 4490	c) Three hundred sixty-seven.
4) 500.	d) Five thousand eight hundred ninety.
5) 360	e) Ninety-eight.
6) 98	f) Five hundred.
7) 5890	g) Four thousand four hundred ninety.
8) 1050	h) One hundred seventy-seven.
9) 177	i) Three thousand ninety-eight.
10) 43	j) One thousand fifty.
11) 3098	k) Nine hundred eighty-one.
12) 981.	l) Forty-three.

1.3.2. B. Add, subtract, multiply, and divide numbers.

- a) Addition sign. + (Plus)  $4+3=7$  (Five plus five equals seven.)  
b) Subtraction sign. - (Minus)  $10-6=4$  (Ten minus six equals four.)  
c) Multiplication sign. X (multiplied by)  $6X6=36$  (six by six equals thirty-six.)  
d) Division sign. / (divided by)  $50/5=10$  (Fifty divided by five equals ten.)  
e) Equality sign. = (equal)

C). Do the following mathematical calculations and express them with words:

- i.  $4+12=$  \_\_\_\_\_  
ii.  $5+15=$  \_\_\_\_\_  
iii.  $85-59=$  \_\_\_\_\_  
iv.  $65-43=$  \_\_\_\_\_  
v.  $8X6=$  \_\_\_\_\_

### 1.3.3. Grammar building reinforcement

#### 1.3.3. A. Fill in the blank spaces with **a**, **an**, or **the**.

The indefinite article “a” and the definite article “the”.

i). **A** is equal to **one**. Ex.: **A** boy= **One** boy.

ii). **The** refers to something **specific**. Ex.: **The** heavy boy.

- a). Andrés Manuel is \_\_\_ good president. \_\_\_\_\_ President of the USA is his friend.
- b). Hank studies at \_\_\_ University of New York. It is\_\_\_ very famous university.
- c). I am on \_\_\_ diet. I eat vegetables every day.
- d). Hillary is \_\_\_ famous woman. She is \_\_\_\_\_ Secretary of State of the United States.
- e). Samantha is \_\_\_ mathematics teacher. She is\_\_\_ Math teacher of my daughter.

### 1.3.4. Listening reinforcement *Track (07)*

#### 1.3.4. A. Listen to the conversations and circle the correct statement.

- 1). Frank Trevor works in a: a) Primary school; b) Secondary school; c) University.
- 2). He teaches: a) History; b) Spanish; c) English; d) Mathematics.
- 3). He teaches: a) Adults; b) Teenagers; c) Children; d) Women.
- 4). He teaches children how to: a) play; b) eat; c) walk; d) Add, subtract, multiply, and divide.
- 5). He likes to: a) play with children; b) study with children; c) work with children; d) share.

### 1.3.5. Writing composition reinforcement: The independent clause.

**An independent clause is a sentence that contains a subject, a verb, and a predicate. Ex: The boy (subject); is (verb); intelligent (predicate).**

**1.3.5. A. Work in groups and write down fifteen independent clauses using nouns and adjectives. Ex.: i). Sandra is an (adjective) intelligent (noun) woman; ii) The (adjective) black (noun) dog is very ferocious.**

- 1). \_\_\_\_\_
- 2). \_\_\_\_\_
- 3). \_\_\_\_\_
- 4). \_\_\_\_\_
- 5). \_\_\_\_\_
- 6). \_\_\_\_\_
- 7). \_\_\_\_\_
- 8). \_\_\_\_\_
- 9). \_\_\_\_\_
- 10). \_\_\_\_\_
- 11). \_\_\_\_\_
- 12). \_\_\_\_\_
- 13). \_\_\_\_\_
- 14). \_\_\_\_\_
- 15). \_\_\_\_\_

### 1.3.6. Speaking reinforcement

1.3.6. A. Pair work. Model the conversation. Then, Practice it using your information.



**Frank:** Hello, is this John?

**John:** Yes. Who is it?

**Frank:** Oh, It's Frank.

**John:** Hi, Frank. What can I do for you?

**Frank:** May I speak to Gina?

**John:** Sure! Gina, telephone.

**Gina:** Who is it?

**John:** It's Frank. (Hands the phone to Gina).

**Gina:** Hi, Frank. What a surprise! How are you?

**Frank:** Fine. What about you?

**Gina:** I am fantastic!

**Frank:** Gina. Could I stop by your house? I need to talk to you.

**Gina:** Of course. I'll wait for you.

**Frank:** O.K. See you later.

**Gina:** Oh, excuse me, Frank. What's your phone number?

**Frank:** It's 555-789804

**Gina:** O.K. Bye.

**Frank:** See you later, Gina.

## QUOTES, SAYINGS AND PROVERBS

**Rome was not built in a day.**

What do you think? State your opinion: \_\_\_\_\_

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### Core performance indicators:

**As a learner, I can:**

Express numbers 0 to 1000

Say telephone numbers

Design and apply basic mathematical operations.

Apply definite and indefinite articles.

Take part in a telephone conversation.

# Section 4

## 1.4. Where are you from?

### 1.4.1. Reading reinforcement

#### 1.4.1. A. Read aloud and choose the best statement.

- Mary is from the United States. She is: a) English; b) Australian; c) American.
- Roberto is Colombian. He is from: a) Brazil; b) Venezuela; c) Colombia.
- Laura speaks French. She is from France. She is: a) Portuguese; b) Canadian; c) French.
- Hans is from Germany. He speaks: a) English; b) German; c) Italian.
- Lara Fabian is from Italy. She speaks: a) Portuguese; b) Chinese; c) Italian.
- Carlos is from Brazil. He doesn't speak Spanish. He speaks: a) English; b) Portuguese; c) Italian.
- Mary and Frank are from Canada. They speak: a) English and French; b) English and Italian; c) English and German.
- Antonio is from Cuba. He is Cuban. He speaks: a) Portuguese; b) Italian; c) Spanish.
- We live in England. We are: a) English; b) American; c) Dutch.
- We study in New York but are from Spain. We are: a) American; b) Spanish; c) English

### 1.4.2. Vocabulary building reinforcement

#### 1.4.2. A. Read and listen. Then, listen and repeat. Track (08)

#### 1.4.2. B. Read and choose the correct words.

Countries	nationalities	States	State capitals
Japan	Japanese	California	Sacramento
China	Chinese	New York	New York
Guatemala	Guatemalan	Texas	Austin
El Salvador	Salvadorean	Georgia	Atlanta
Korea	Korean	Alabama	Birmingham
Australia	Australian	Florida	Miami

- Peking is the Capital of: a) Australia; b) Japan; c) China; d) New Zealand.
- Guatemala is in: a) Europe; b) Africa; c) Asia; d) America.
- Dallas is a city in the State of: a) California; b) Illinois; c) Texas; d) New Mexico.
- Zacatecas is a State in: El Salvador; Cuba; Argentina; México.
- Mexicali is the Capital of: a) Sonora; b) Coahuila; c) Chihuahua; d) Baja California Norte
- Los Temerarios are: a) American; b) Argentinian; c) German; d) Mexican.
- Laura Pausini is: a) Mexican; b) Brazilian; c) Italian; d) French.
- San Jose is a city in the State of: a) Arizona; b) Texas; c) New Mexico; d) Nevada.
- Paris is the Capital of: a) Italy; b) Spain; c) France; d) Switzerland.
- Alaska is a State that belongs to: a) Argentina; b) The United States; c) Canada; d) France

### 1.4.3. Grammar building reinforcement

#### 1.4.3. A. Choose the correct verb forms or personal pronouns and fill in the blank spaces.

- I (are/am) \_\_\_ a doctor.
- Mary and Hank (are/is) \_\_\_ Pilots. (We/they) \_\_\_ are at the airport.
- Peter (is/am) \_\_\_ at the supermarket. (You/He) \_\_\_ is shopping.
- Bob and I (are/am) \_\_\_ teachers. (I/we) \_\_\_ are at school.
- Frank and Samantha (are/is) \_\_\_ at the office. They (is/are) \_\_\_ secretaries.
- It (are/is) \_\_\_ a door. It is blue.
- The Capital of Canada (is/am) Ottawa.
- My telephone number (isn't/aren't) \_\_\_ 5553276. (He/It) \_\_\_ is 5553476.
- I (am not/ aren't) \_\_\_ a doctor. I (am/ is) \_\_\_ an artist.
- Dallas (isn't/ aren't) \_\_\_ the Capital of Texas. (He/It) \_\_\_ is Austin.

### 1.4.3. B. Transform the following sentences into the forms indicated in the parenthesis:

- 1) Sheila is a student. (Negative). \_\_\_\_\_
- 2) Kinsley and Kianna are friends. (Interrogative). \_\_\_\_\_
- 3) Peter isn't in the house. (Interrogative). \_\_\_\_\_
- 4) Is it your telephone number? (Affirmative). \_\_\_\_\_
- 5) Are they at home? (Negative). \_\_\_\_\_
- 6) She isn't my friend. (Interrogative). \_\_\_\_\_
- 7) It isn't my telephone number. (Interrogative). \_\_\_\_\_
- 8) We are at the door. (Negative). \_\_\_\_\_
- 9) Sydney is the Capital of Australia. (Negative). \_\_\_\_\_
- 10) Barack Obama is the President of the USA. (Interrogative). \_\_\_\_\_

### 1.4.4. Listening reinforcement.

#### 1.4.4. A. Listen to the conversations, read the statements, and choose true or false. Track (09)

- |   |      |       |
|---|------|-------|
| 1). Sophie is from San Antonio, Texas.      | True | False |
| 2) Vincent's telephone number is 555-78564. | True | False |
| 3). Sophie is thirty years old.             | True | False |
| 4) Sophie is a doctor.                      | True | False |
| 5) Vincent works in a Public Night School.  | True | False |

### 1.4.5. Writing composition reinforcement

**a) The Phrase.** It is a group of words that function as a unit in the syntax (syntax is the study of the rules, or "patterned relations," that govern the way the words in a sentence come together.) **of a sentence.** **Ex.:** The house next door, The dog on the street, etc.

**b) Use online dictionaries, writing Labs, or other sites to learn more about phrases.**

### 1.4.6. Speaking reinforcement

**1.4.6. A. Divide the class into groups of five. Pair the groups and put them to compete. Each student gets a number. Every student asks and answers a question. Each right question or answer is a point. The group with the most points wins the game.** Examples: i). What is the capital of Texas? ii). Five plus six is.....? iii). Seven by eight is...? iv). Ten minus one is...? v). Twelve divided by six is.....? vi). Who is the president of Italy? vii). Where is Pasadena? viii). When do you study? i). Why do you come to school? x). How do you come to school?

## QUOTES, SAYINGS AND PROVERBS

### Haste makes waste.

What do you think? State your opinion: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## Core performance indicators:

### As a learner, I can:

- Use countries and nationalities in conversations.
- Read and understand conversations about countries and nationalities.
- Express basic operations in words.

# Section 5

## 1.5. Famous People

### 1.5.1. Reading reinforcement

1.5.1. A. Read and listen; read aloud. Then, write answers to the questions.

 Track (10)



**Madonna**

Madonna was born in Bay City, Michigan, to an Italian-American Chrysler engineer, Silvio Ciccone, and his wife, Madonna Fortin (from Québec, Canada). She was raised in a Catholic family of six children in the Detroit suburbs of Pontiac and Rochester Hills. Madonna Louise Veronica Ciccone (b. August 16, 1958), principally known by her first name, is an American pop singer, composer, actress, dancer, author, activist, and fashion icon. According to Guinness World Records, she rose to prominence in the 1980s and became the most successful female solo artist of all time. She is one of a small number of singers who have been referred to as the "Queen of Pop."

- 1) What is her first name? \_\_\_\_\_
- 2) Where is she from? \_\_\_\_\_
- 3) What is her nationality? \_\_\_\_\_
- 4) How old is she? \_\_\_\_\_
- 5) Why does she sing? \_\_\_\_\_
- 6) Who is her mother? \_\_\_\_\_
- 7) Who is her father? \_\_\_\_\_
- 8) Where does she live? \_\_\_\_\_
- 9) When was she born? \_\_\_\_\_
- 10) What does she do? \_\_\_\_\_

## 1.5.2. Vocabulary building reinforcement

1.5.2. A. Match the school subjects with their definitions. Then, read them aloud. Check for correct pronunciation.

1. Algebra	a. A branch of knowledge that deals with living organisms
2. Band	b. Math. Methods comprising differential and integral calculus.
3. Biology	c. A generalization of Arithmetic
4. Calculus	d. Knowledge or system of knowledge covering general truths
5. Chemistry	e. Science about the composition and properties of substances
6. Computer Science	f. Composition in verse or prose intended to portray life
7. Drama	g. A branch of science that deals with computation or computers
8. English	h. Science that deals with matter and energy and their reactions.
9. Geography	i. The art and science of ordering and combining tones and sounds.
10. Geometry	j. The production of literary works
11. Literature	k. The science of numbers and their operations
12. Math	l. Instruction in the development and care of the body
13. Music	m. Instruction for a group of musicians playing together
14. PE (physical education)	n. A science that deals with the characteristics of the earth
15. Physics	o. The art and science of reading, writing, the English Language
16. Science	p. The study of social relationships
17. Social studies.	q. A branch of Math that deals with measurements, properties... of figures
18. Economics.	r. The science or art of political government.
19. Politics.	s. The action or process of building.
20. Architecture.	t. Science deals with producing, distributing, and consuming goods and services.

1-c; 2-m; 3-a; 4-b; 5-e; 6--g; 7-f; 8-o; 9-n; 10-q; 11-j; 12-k; 13-i; 14-l; 15-h; 16-d; 17-p; 18-t; 19-r; 20-s.

## 1.5.3. Grammar building reinforcement

**Question words: how, when, and why.**

**1) How. Refers to the manner, state, method, etc.**

a) Q: How do you come to school? R: By bus. **(Manner)**.

b) Q: How is your mother? R: She is fine. **(State)**.

c) Q: How do you turn on the television? R: Plug the cable; then turn it on. **(Method)**.

**2) When. Refers to time, circumstances, etc.**

a) Q: When do you have breakfast? R: At three thirty **(Time)**.

b) Q: When does your wife visit you? R: When she gets the authorization. **(Circumstance)**.

c) Q: When do you attend school? R: I attend school in the morning. **(Time)**.

**3) Why. Refers to reason, purpose, or cause.**

a) Q: Why are you here? R: Because I want to be here. **(Reason)**.

b) Q: Why do you study languages? R: Because I want to travel abroad. **(Purpose)**.

c) Q: Why is he in prison? R: Because he is a criminal. **(Cause)**.

**4) Read and match the questions with the answers.**

1. Why do you study English?

a. Baseball

2. When do you do homework?

b. Math

3. What is your favorite sport?

c. At night

4. What is your favorite subject?

d. Because I like it.

5. Where is Disneyland?

e. Joe Biden.

6. How do you go to school?

f. Jamison.

7. Who is the president of the USA

g. He is a British singer.

8. What is her last name?

h. It is in California

9. Who is Elton John?

i. W-a-s-h-i-n-g-t-o-n.

10. How do you spell that?

j. I walk.

## 1.5.4. Listening reinforcement

### 1.5.4. A. Listen to the questions; then, choose true or false.

#### Track (11)

1) Jack is from Atlanta.	True	False
2) Atlanta is in the State of Georgia.	True	False
3) Jack is thirty-six years old.	True	False
4) Ronnie lives at 980 Washington Boulevard.	True	False
5) Ronnie's phone number is 555-678956.	True	False

## 1.5.5. Writing composition reinforcement

### 1.5.5. A. Write five questions and answers about the pictures. Ex.: Where is the boy in the wheelchair from? R: He is from China.



Image courtesy of Franky242 at FreeDigitalPhotos.net



Image courtesy of Franky242 at FreeDigitalPhotos.net

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

## 1.5.6. Speaking reinforcement

### 1.5.6.A. Work in groups and ask what, where, when, who, how, and why questions.



Images courtesy of Franky242 at FreeDigitalPhotos.net



Images courtesy of Franky242 at FreeDigitalPhotos.net

## 1.5.7. Phonics reinforcement

1.5.7.A. Read and listen; read the text aloud, then, answer the questions.

### Mathew is sad *Track (12)*

By Simon Stuart

Mathew is sad because his dad had a heart attack. At the hospital, doctors and nurses are in the Lab. They want to save Mathew's dad. Patrick, Mat's sister, is also sad. She pats her cat sat in a cab. She lacks the patience to pack her things in a bag. She only cares about her dad.

Mathew's rat is trapped in a stack. He prays that the rat doesn't lack the ability to escape. But he says: "I don't care about rats, cats, or bats. I want my dad to return to my family at once". Mathew and Pat have to face the fact that their father may not survive.

- 1) Who is sad? \_\_\_\_\_
- 2) Where is Mathew's dad? \_\_\_\_\_
- 3) What is the problem with Mathew's rat? \_\_\_\_\_
- 4) Who does Patrick care about? \_\_\_\_\_
- 5) Why is Mathew sad? \_\_\_\_\_

## QUOTES, SAYINGS AND PROVERBS

### Better late than never.

What do you think? State your opinion: \_\_\_\_\_

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## Core performance indicators:

### As a learner, I can:

Apply question words correctly: Why, when, and how.

Write down simple conversations.

Read and infer from context.

Create and act out conversations.

# MODULE 2

## Sections 1-5

### Occupations



#### CONTENTS

<b>VOCABULARY</b>	<b>GRAMMAR</b>
Occupations	Simple present.
Workplaces	Simple present affirmative rules.
School objects	Complete and short answers
Books and things...	Possessive adjectives
Colors	Verbs followed by other verbs: ing form.
Verbs	.

#### LITERACY COMPETENCIES

<b>SPEAKING</b> <i>Students will be able to:</i>	<b>READING</b> <i>Students will be able to:</i>
Be able to talk about occupations	Read aloud with fluency
Use question words to ask specific questions	Recognize the singular and plural of frequently used words
Model conversations	Analyze a text
Use English rhythm, stress, and intonation	Infer from context
Use intonation for meaning	

<b>WRITING</b> <i>Students will be able to:</i>	<b>LISTENING</b> <i>Students will be able to:</i>
Write phrases or sentences to describe a picture.	Recognize phonemes
Use the comma, the period, and the question mark.	Recognize stress, rhythm, and intonation
Write definitions	Understand conversations about occupations.

# Section 1

## 2.1. Brothers Two

### 2.1.1. Reading reinforcement

2.1.1. A. Read and listen; read aloud. Then, look at the vocabulary section; complete the questions and the statements. Track (01) 



Source: WikimediaCommons.

My name is Monica. I am German. I am from Munich, but I now live in Atlanta, Georgia. I am married. I have two children: a boy and a girl. I work in a huge restaurant. It is an international restaurant. It has one hundred and fifty workers. I am a cook. I work in the kitchen. I prepare food: hamburgers, hot dogs, steaks, tacos, enchiladas, pizza, etc. My friend Jennifer works at the bar. She is a bartender. She serves drinks: beer, soda, liquor, etc. My sister Brenda is a waitress. She takes orders, serves food and beverages, writes checks for the customers, and takes care of good service. Tony, my boyfriend, is a busboy. He sets up tables, serves water and drinks, and tells waiters or waitresses when something is needed at tables. There are other workers, dishwashers, cook helpers, hostesses, etc. I am thrilled here!

- 1) Brothers Two is a restaurant in \_\_\_\_\_
- 2) Monica has two children: \_\_\_\_\_
- 3) What does Monica do? \_\_\_\_\_
- 4) Who works in the bar? \_\_\_\_\_
- 5) What does a busboy do? \_\_\_\_\_
- 6) A waitress works in \_\_\_\_\_
- 7) What other occupations are there in the restaurant? \_\_\_\_\_
- 8) Is Brothers Two an American restaurant? \_\_\_\_\_
- 9) Do they have Mexican food in the restaurant? \_\_\_\_\_
- 10) Do people drink liquor in the bar of the restaurant? \_\_\_\_\_

## 2.1.2. Vocabulary building reinforcement

### 2.1.2. A. Read and listen. Then, read aloud. Track (02)



Source: WikimediaCommons

**1. Cook Helper.**



Source: WikimediaCommons

**2. Hostess.**



Source: WikimediaCommons

**3. Dishwasher.**



Source: WikimediaCommons

**4. Waiter.**



Source: WikimediaCommons

**5. Bartender.**



Source: WikimediaCommons

**6. Singer.**



Source: WikimediaCommons

**7. Security Guard.**



Source: WikimediaCommons

**8. Firefighter**

## 2.1.3. Grammar building reinforcement: verb spelling.

### 2.1.3. A. Read the verb rules and correct misspelled verbs.

#### ***Simple present affirmative English language rules:***

1. Most verbs in the third person singular take the **simple form** and an **“s.”**

Examples: Tom **plays** soccer; Martha **listens** to music; Fred **reads** books.

2. In verbs that end in **-o, -ch, -sh, -ss, -x, or -z**, we add **-es** in the third person.

1. Go – goes; Tom goes on a trip.
2. Catch – catches; Cindy catches the train.
3. Wash – washes; Perla washes her clothes.
4. Kiss – kisses; My love kisses me.
5. Fix – fixes; Peter fixes his car.
6. Buzz – buzzes; The bee buzzes.

3. For verbs that end in a **consonant + y**, we remove the **y** and add **-ies**.

1. Marry – marries; Sam marries a pretty woman.
2. Study – studies; She studies Mathematics.
3. Carry – carries; Tom carries a bag.
4. Worry – worries; Lorain worries too much.

NOTE: For verbs that end in a **vowel + y**, we just add **-s**.

1. Play – plays; My brother plays cards.
2. Enjoy – enjoys; The dog enjoys music.
3. Say – says; He says that he is a champ.

1. My mother enjoys life.
2. Frank says he is a teacher.
3. Rebecca studies Biology.
4. Sam fixes his bike.
5. She goes to New York every year.
6. Tom kisses his wife goodbye.
7. The fly buzzes in the air.
8. Frank carries a heavy rock.
9. Anthony sings a song.
10. Lynn dances very well.

## 2.1.4. Listening reinforcement. 🎧 Track (03)

### 2.1.4. A. Listen to the conversation; then, choose the correct words.

- 1). The restaurant's name is: a) Brothers two; b) Brothers who; c) Two brothers.
- 2). The host is: a) polite; b). impolite; c) absent-minded; d) happy.
- 3). The customers are: a) a boy and a girl; b) a man and a woman; c) a boy.
- 4). The man ordered: a) Chicken and a beer; b) iced tea and chicken; a hamburger and beer.

## 2.1.5. Writing composition reinforcement

### 2.1.5. A. Match the numbers with the letters.

- |                                       |  |
|---------------------------------------|--|
| 1). A waiter is a person who          | a) acts and plays in drama, movies, etc.         |
| 2). A teacher is a person who         | b) builds houses, buildings, bridges, etc.       |
| 3). A cook is a person who            | c) teaches people in a school.                   |
| 4). An actress is a person who        | d) watches and protects a place.                 |
| 5). A nurse is a person who           | e) takes care of the family and housework.       |
| 6). A secretary is a person who       | f) fights and extinguishes fires.                |
| 7). An Engineer is a person who       | g) works in a restaurant.                        |
| 8). A Housewife is a person who       | h) prepares food in the kitchen.                 |
| 9). A Firefighter is a person who     | i) types letters, writes legal documents, etc... |
| 10). A Security Guard is a person who | j) works in a hospital.                          |

## 2.1.6. Speaking reinforcement

### 2.1.6. A. Work in groups. Each student chooses an occupation, introduces himself/herself to the class, and talks about it. Ex.:

Hi, I am Susan. I work in a hospital, but I am not a doctor; I am a nurse. I help doctors, inject patients, apply seruses, etc. If you need me, call me. My phone number is 555-4876983.



Image courtesy of Fatcamera at FreeDigitalPhotos.net



Image courtesy of DigitalStorm at FreeDigitalPhotos.net

## QUOTES, SAYINGS AND PROVERBS

**All that glitters is not gold.**

What do you think? State your opinion: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## Core performance indicators:

### As a learner, I can:

- Read aloud
- Infer from texts
- Use and connect new vocabulary
- Talk about occupations
- Listen to and understand conversations about occupations
- Write about occupations

# Section 2

## 2.2. The Airport

### 2.2.1. Reading reinforcement

2.2.1. A. Read and listen; read aloud. Then, match the synonyms.

Track (04)



Image courtesy of 06photo at FreeDigitalPhotos.net

Mary Anne is a very attractive flight attendant who travels five days a week. She is married to Akon Jackson, a pilot. They have two children: Jenny and Frankie. Jenny is a very active and intelligent girl who goes to school and plays tennis for the school team. Frankie is a genius in Math. He has a unique talent. Their parents are very proud of them. Mary Anne loves her work. She is American, but Akon is African. They are a happy family.

1). Attractive	2). Travel	3). Team	4). Proud	5). Talent
a). Arrogant	b). Group, crew.	c). Faculty, genius.	d). Go, ride.	e). Adorable, nice.

### 2.2.2. Vocabulary building reinforcement

2.2.2. A. Read aloud; then connect the pictures to the statements.

a

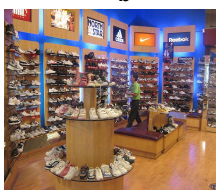
b

c

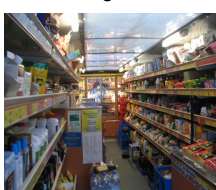
d



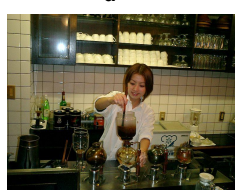
Source: WikimediaCommons



Source: WikimediaCommons



Source: WikimediaCommons



Source: WikimediaCommons

- \_\_\_\_\_ She works in a cafeteria. She is very friendly and pretty.
- \_\_\_\_\_ A Stationary Store is where people buy pens, notebooks, clips, etc.
- \_\_\_\_\_ People live in apartment buildings.
- \_\_\_\_\_ People buy shoes in a shoe store.

### 2.2.3. Grammar building reinforcement

2.2.3. A. Read the following questions; then, choose the best response.

- 1). Is Jenny an attractive woman? a) No, she isn't. b) No, she aren't.
- 2). Do you work in a bar? a) No, I don't. b) No, I am not.
- 3). Are they American? a) Yes, they do. b) Yes, they are.
- 4). Do you and Frank study? a) Yes, they do. b) Yes, we do.
- 5). Is Ronny a doctor? a) Yes, he is. b) Yes, she is.
- 6). Do secretaries work in offices? a) Yes, they are. b) Yes, they do.
- 7). Is John in the house? a) No, he isn't. b) No, he doesn't.
- 8). Do pilots fly airplanes? a) Yes, they do. b). Yes, you do.
- 9). Is it a car? a) No, it's a pickup truck. b) No, they are a bus.
- 10). What is it? a) It's a dog. b) He's a dog.

## 2.2.4. Listening reinforcement

### 2.2.4. A. Listen and answer the questions. Choose **true** or **false**.

 Track (05)

1). The man's name is Kan Smith.	True	True
2). Mr. Smith works in the morning.	True	False
3). He is a teacher in foreign countries.	True	False
4). He doesn't have any friends at work	True	False
5). He likes his occupation.	True	False

## 2.2.5. Writing composition reinforcement

### 2.2.5. A. Read the occupations; write what each person **does**.

Ex.: A waiter *works* in a restaurant.

- 1). A doctor \_\_\_\_\_.
- 2). An engineer \_\_\_\_\_.
- 3). A pilot \_\_\_\_\_.
- 4). A university student \_\_\_\_\_.
- 5). A waitress \_\_\_\_\_.
- 6). A policeman \_\_\_\_\_.
- 7). A postman \_\_\_\_\_.
- 8). A firefighter \_\_\_\_\_.
- 9). A secretary \_\_\_\_\_.
- 10). A travel agent \_\_\_\_\_.

## 2.2.6. Speaking reinforcement

### 2.2.6. A. Work in groups. Take turns. Ask and answer questions about the people, things, and situations in the pictures. Try to guess.

Q: Is the woman in white in picture 1 American? R: I think she is Mexican.

Q: Who is the man in the blue suit in picture 2? R: I think he is a banker.

Q: Where are the people in picture 1? R: I think they are in an office,

Q: Where are the people in picture 2? R: I think they are at the airport.

Picture 1



Image courtesy of Rawpixel at FreeDigitalPhotos.net

Picture 2



Image courtesy of Rawpixel at FreeDigitalPhotos.net

## QUOTES, SAYINGS AND PROVERBS

**The aching of a broken bone predicts rain.**

What do you think? State your opinion: \_\_\_\_\_

\_\_\_\_\_

## Core performance indicators:

**As a learner, I can:**

Use synonyms for better comprehension

Infer from pictures

Write and talk about occupations

# Section 3

## 2.3. My School

### 2.3.1. Reading reinforcement

2.3.1. A. Read and choose the correct item. Try to infer from the context.

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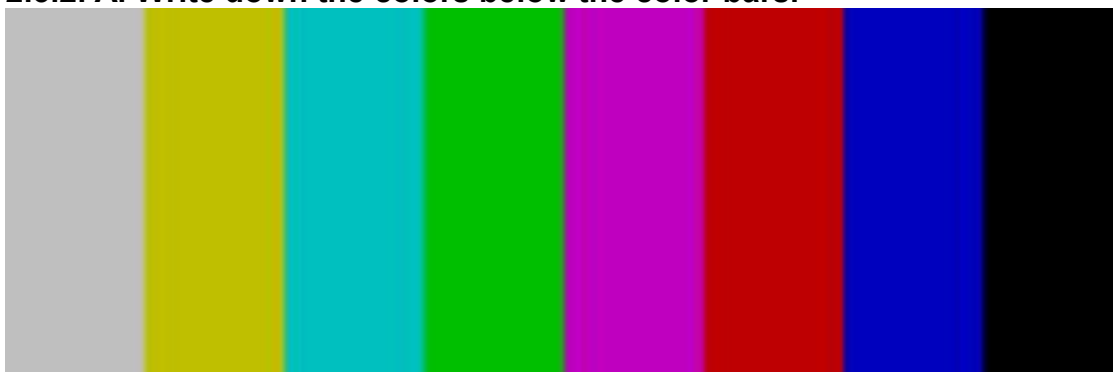
#### Mission Statement

Instituto Lingüístico Jambtsa World of Communications provides an ambitious, productive, and comprehensive education program of the highest quality. It offers three languages: English, French and Italian. It works to help students with their particular needs in foreign languages. The school aims to provide high-quality experiences that empower students to live in and contribute to a changing society. The Institute tries to develop in students the ability to communicate in a foreign language, to work as members of a team in cooperative learning environments, and to appreciate the importance of individual differences, with the capacity to act as responsible, independent citizens who care for themselves and their environment.

- 1). The Institute offers: a) low-quality education; b) high-quality education; c) normal education.
- 2). The school pays attention to the needs of: a) teachers; b) administrators; c) students.
- 3). The school teaches students how to protect: a) their homes; b) their families; c) nature.
- 4). Students learn how to act: a) alone; b) in pairs; c) as group members.
- 5). Students learn to appreciate: a) independent work; b) wealth; c) personal differences

### 2.3.2. Vocabulary building reinforcement

2.3.2. A. Write down the colors below the color bars.



Source: Wikimedia Commons

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_

### 2.3.3. Grammar building reinforcement.

When a second verb follows verbs such as **like, hate, love, stop, avoid, admit, enjoy, suggest, dislike, mind**, they take the **ing ending**.

#### Examples:

- 1). I **like** cooking.
- 2). Mary **hates** doing homework.
- 3). Peter **loves** swimming.
- 4). **Stop** pushing me.
- 5). **Avoid** getting into trouble.
- 6). I don't **admit** to telling lies.
- 7). Jennifer **enjoys** watching movies.
- 8). We **suggested** taking a break.
- 9). She **dislikes** living in the city
- 10). I don't **mind** working with other people.

#### 2.3.3. A. Read the sentences. Then, complete them with the correct verbs.

- 1). A bartender (likes/answers) \_\_\_\_\_ working in bars.
- 2). She doesn't (enjoy/ stop) \_\_\_\_\_ helping children; she loves them.
- 3). They (hate/ like) telling lies. They are sincere.
- 4). Don't (admit/dislike) being wrong, or you will lose the respect of other people.
- 5). She (Enjoys/loves) \_\_\_\_\_ doing sports. She practices five hours a day.
- 6). Rebecca (likes/dislikes) wasting her time. She is efficient.
- 7). A firefighter (minds/suggests) \_\_\_\_\_ taking care of people. They are altruistic.
- 8). I (enjoy/ dislike) \_\_\_\_\_ listening to music. I have my studio.
- 9). Ruth is very prudent. She (avoids/ likes) \_\_\_\_\_ getting into trouble.
- 10). Lyn is very mature. She (suggests/ stops) keeps silent when other people talk.

### 2.3.4. Listening reinforcement

#### 2.3.4. A. Read the questions and choose the best response.

##### Track (06)

- 1). The bird has: a) four colors; b) five colors; c) many colors.
- 2). The legs of the bird are: a) short; b) average; c) long.
- 3). The bird lives in: a) the forest; b) the desert; b) the coast.
- 4). It eats: a) fruit and seeds; b) fish and insects; c) seeds and insects.
- 5). The bird is: a) dirty; b) clean; c) normal.

### 2.3.5. Writing composition reinforcement

#### 2.3.5. A. Work in groups. Read the text and write down the missing punctuation marks and capital letters.

Los Angeles is a beautiful city. It is big, dynamic, cosmopolitan, and financially powerful. There are many people from other countries. They are from China, England, Russia, and many other parts of the world. I plan to take a trip to Los Angeles next summer. I have my plans. My wife and children want to accompany me, but I don't have enough money to take them with me, so I plan to travel alone

### 2.3.6. Speaking reinforcement

2.3.6. A. Work in groups. Look at the people at the meeting and ask and answer questions about it. Use question words, such as what, where, when, who, why, how auxiliaries, and the verb to be.

Ex.: What colors does the picture have? Where are the people? Etc.



## QUOTES, SAYINGS AND PROVERBS

**Beggars can't be choosers..**

What do you think? State your opinion: \_\_\_\_\_

---

---

---

### Core performance indicators:

**As a learner, I can:**

- Infer from context.
- Ask and answer questions about colors.
- Use punctuation.
- Use lowercase letters and capital letters.
- Understand spoken language.
- Use short answers

# Section 4

## 2.4. My Partners and I

### 2.4.1. Reading reinforcement

2.4.1. A. Read and listen; read aloud; then, answer true or false. 🎧 Track (07)



Source: WikimediaCommons

Hi, I am Trisha. I am South Arabian, but I live in San Antonio, Texas. I am in my classroom now. I study in a private school. My partners are from many different countries: South Africa, Kenya, Germany, Colombia, México, the United States, etc. I have many friends in the school. My best friend is Arabian, too. I like it here.

Some of my partners are working on whiteboard drawings and practicing mathematics. They all have pets. Mayra has a big German shepherd, Frank has a Tomcat, Bob has a hamster, and I have a pet. It is a black-and-white rabbit. I feed it every day with carrots, lettuce, and fruits. It is a pleasant pet.

1). Trisha is from South Arabia.	True	False
2). Trisha has friends from Canada.	True	False
3). Trisha doesn't like pets.	True	False
4). Trisha doesn't like her school.	True	False
5). Trisha studies in a public school.	True	False

### 2.4.2. Vocabulary building reinforcement

2.4.2. A. Read and listen. Then, match the words with their definitions.

🎧 Track (08)

1. Pencil	3. Pen	5. Book	7. Workbook	9. Note book
2. Colors	4. Scissors	6. Marker	8. Eraser	10. Ruler

a. An instrument used for writing with ink.
b. A pointed cylindrical instrument for writing.
c. A written work or composition.
d. An implement used to erase.
e. An edge tool that has two blades.
f. An object used to mark something
g. A book with blank pages.
h. A student's book containing spaces for solving problems
i. A measuring stick.
j. Colored pencils for coloring.

1-b; 2-j; 3-a; 4-e; 5-c; 6-f; 7-h; 8-d; 9-g; 10-i.

### 2.4.3. Grammar building reinforcement: possessive adjectives.

2.4.3. A. Read the sentences and fill in the blank spaces with your sentences. A possessive adjective precedes a noun. It shows possession on the part of the subject. Example: i) He is a teacher. His favorite student is Karen.

Possessive adjectives.	My	Your	His	Her	Its	Our	Your	Their
Personal pronouns.	I	You	He	She	It	We	You	They

1. I have a car. My car is brown.	1.
2. You have a dog. Your dog is small.	2.
3. He is a doctor. His name is Tom.	3.
4. She lives in Canada. Her nationality is Canadian.	4.
5. It is a hamster. Its favorite food is carrots.	5.
6. We are people. Our country is the world.	6.
7. You have a horse. Your horse is black	7.
8. They swim. Their favorite sport is swimming.	8.

### 2.4.4. Listening reinforcement

2.4.4. A. Listen and circle the stressed words in the sentences. 🎧 Track (09)

- a). I am a teacher. My occupation is great! b) Frank reads many books. He is brilliant.  
c) My pet is little. It is a French Poodle. d). Are you listening? e). Do you hear?

### 2.4.5. Writing composition reinforcement

2.4.5. A. Read the text and write down the missing punctuation marks and capital letters.

- a) The President promised to lower taxes, protect the environment, reduce crime, and end up Unemployment. b) The teacher says that students who don't study, don't do homework, and don't respect their schoolmates drop out of school in the end. c). It is up to you, Tom, to stop smoking. d). Twenty-eight students in a classroom. I think it is too many. e). Robert Wane, the English teacher, is very intelligent.

### 2.4.6. Speaking reinforcement

2.4.6. A. Work in groups. Look at the pictures. Talk about the students, their nationality, the working conditions, etc. Use question words such as **when, who, how, where, what, why, how old, etc.**



Image courtesy of SteveDebenport at FreeDigitalPhotos.net



Image courtesy of Monkeybusinessimages at FreeDigitalPhotos.

## QUOTES, SAYINGS AND PROVERBS

**Still waters run deep.**

What do you think? State your opinion: \_\_\_\_\_

\_\_\_\_\_

## Core performance indicators:

**As a learner, I can:**


- Retrieve previous knowledge.
- Compare cultural and physical traits.

# Section 5

## 2.5. He is a famous singer

### 2.5.1. Reading reinforcement

2.5.1. A. Read and listen; read aloud. Then, answer the questions.

 Track (10)



Source: WikimediaCommons

Marco Antonio Solís is a Mexican singer from Michoacan, México. He is very popular. He has a daughter, Beatriz. Now, he is married to Christian Solís, a French woman. Marco Antonio is the founder of the Group Los Bukis. He plays musical instruments: the guitar, the piano, the battery, and the bass. In the 90s, he broke with Los Bukis and started a solo career.

He is one of the most prolific artists in America. He has more than 200 albums and more than three hundred songs. He sells CDs and DVDs by the millions. He travels a lot. He is a millionaire.

What is Marco's nationality? R. \_\_\_\_\_

Is he unpopular? R. \_\_\_\_\_

Does he have a daughter? R. \_\_\_\_\_

Who is his wife? R. \_\_\_\_\_

What musical instruments does he play? R. \_\_\_\_\_

When does he break with The Bukis? R. \_\_\_\_\_

Who is Marco Antonio married with? R. \_\_\_\_\_

Is Mr. Solís a poor person? R. \_\_\_\_\_

Does he travel? R. \_\_\_\_\_

How many albums does he have? \_\_\_\_\_

### 2.5.2. Vocabulary building reinforcement

2.5.2. A. Listen and repeat. Then, fill in the blank spaces with the correct verbs from the chart. Track (11) 

Work	Listen	Run	Watch
Study	Play	Love	Read
Walk	practice	Hate	Open

- Mary \_\_\_\_\_ to the radio in the morning.
- Frank \_\_\_\_\_ television in the evening.
- Mike \_\_\_\_\_ three Sports: Swimming, Tennis, and Soccer.
- I \_\_\_\_\_ the newspaper every day.
- Bob! \_\_\_\_\_ the windows, please. It's too hot in here.
- She \_\_\_\_\_ in the park every afternoon.
- I \_\_\_\_\_ bananas; but, I \_\_\_\_\_ apples.
- Dick \_\_\_\_\_ two hours a day. He is a great athlete.

### 2.5.3. Grammar building reinforcement

**2.5.3. A. Work in pairs. Then, answer the following questions. Use short answers, as in the examples:** Are you a pilot? R: No, I am not.

Do you listen to music? R: Yes, I do.

- 1). Is Carlos Santana a famous musician? R: \_\_\_\_\_
- 2). Do you like bananas? R: \_\_\_\_\_
- 3). Is Ronny a doctor? R: \_\_\_\_\_
- 4). Are you and your father intelligent? R: \_\_\_\_\_
- 5). Do you love your country? R: \_\_\_\_\_
- 6). Does the president of México speak English? R: \_\_\_\_\_
- 7). Do you love nature? R: \_\_\_\_\_
- 8). Is it hot in the classroom? R: \_\_\_\_\_
- 9). Do you do exercise? R: \_\_\_\_\_
- 10). Is it a book? \_\_\_\_\_

### 2.5.4. Listening reinforcement

**2.5.4. A. Look at the picture. Then, listen and answer the questions. Track(12)**

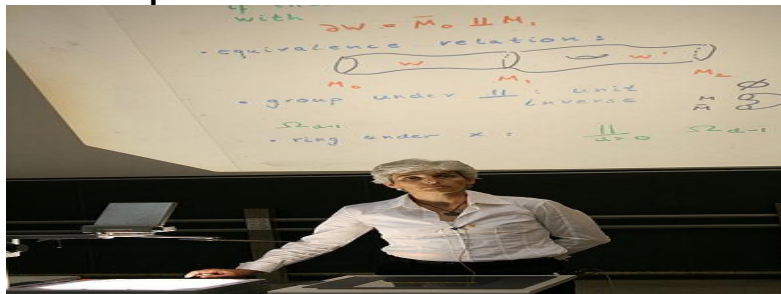


Source: WikimediaCommons

1. Who are the people in the picture? R. \_\_\_\_\_
2. Do they speak English? R. \_\_\_\_\_
3. Do they have any children? R. \_\_\_\_\_
4. Where are they? R. \_\_\_\_\_
5. How old is the boy? R. \_\_\_\_\_
6. Is Tiffany a taxi driver? R. \_\_\_\_\_
7. How old is the girl? R. \_\_\_\_\_
8. Is Jack in the Box a hospital or a restaurant? R. \_\_\_\_\_
9. Do Hank and Tiffany live in Germany? R. \_\_\_\_\_
10. Is Tiffany married or single? R. \_\_\_\_\_

### 2.5.5. Writing composition reinforcement

**2.5.5. A. Work in pairs. Write down five statements about the picture.**



Source: WikimediaCommons

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

## 2.5.6. Speaking reinforcement

2.5.6. A. Work in groups. Compare the two pictures and name the similarities and the differences. Name and **define** as many objects as you can. Ex.: Pen. **It is a cylindrical pointed object used for writing.** Use a dictionary if necessary.



Image courtesy of SteveDebenport at FreeDigitalPhotos.net



Image courtesy of primo-plano at FreeDigitalPhotos.net

## 2.5.7. Phonics reinforcement

2.5.7. A. Read and listen; read the text aloud. Then, answer the questions.



Track (13)

### Ed, Ted and Fred Get Wet

Ed, Ted, and Fred are good friends. They are a mess, but they get along well. They take a shower and get wet before bed. Ted loves to bet. He goes to Las Vegas to gamble. He never wins, but he bets all the same. Fred bets less; nevertheless, he always loses more than Ted. Ed bets on horses, but he bets less and always uses a pen to keep control of his debts.

- 1) Who likes to bet?? \_\_\_\_\_
- 2) Are Ed, Ted, and Fred enemies? \_\_\_\_\_
- 3) Who bets on horses? \_\_\_\_\_
- 4) Where do they go to bet? \_\_\_\_\_
- 5) Who gets wet? \_\_\_\_\_

## QUOTES, SAYINGS AND PROVERBS

**Necessity is the mother of invention..**

What do you think? State your opinion: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## Core performance indicators:

**As a learner, I can:**

- Use phonetic awareness for reading correctly.
- Use short answers.
- Read and answer questions about a biography.
- Socialize with my partners.
- Write statements correctly.
- Remember and define school objects.

# MODULE 3

## Sections 1-5

### Describing my world



#### CONTENTS

<b>VOCABULARY</b>	<b>GRAMMAR</b>
Descriptive adjectives	Questions with how often
Word Synonyms	Possessive of nouns
Days of the week	Frequency adverbs
Months of the year	Verbs <b>to be</b> , and <b>to have</b> for descriptions.
Dates	Preposition "But".
	Regular and irregular nouns.

#### LITERACY COMPETENCIES

<b>SPEAKING</b> <i>Students will be able to:</i>	<b>READING</b> <i>Students will be able to:</i>
Describe people	Read and analyse texts.
Analyze texts.	Read and appreciate chores.
Talk about likes and dislikes	Read and understand family relationships
Talk about personality	Read and understand cultural particularities.
<b>WRITING</b> <i>Students will be able to:</i>	<b>LISTENING</b> <i>Students will be able to:</i>
Use adjectives for descriptions	Appreciate a reading about Zodiac Signs.
Write and express differences and similarities.	Understand and be able to complete questions on a text.
Write about family relationship	Understand recordings about family.
Use frequency adverbs correctly	Have phonemic awareness.
Write compound sentences using comma.	

# Section1

## 3.1. A Good, Honest Man!

### 3.1.1. Reading reinforcement

3.1.1. A. Read and listen; read aloud. Then, choose the best response.



Track (01)

Image courtesy of Rawpixel at FreeDigitalPhotos.net

Justin Jamison is a great man. He is openminded and generous. Justin works for the Police Department of New York. He is a very tough guy; but, he is very loving and tender with little boys and babies. He and Sara- his wife- have an adopted son; because Sara is sterile.

Freddy is the name of Justin's and Sara's son. He is from African American descent. Freddy is a very dynamical and healthy boy. He is very cute and smart. He loves fruits, vegetables and milk. His parents play with him and sing him nursery songs. There is a special song Freddy loves to listen before bed: "Five Little Monkeys Jumping On The Bed".

The Jamison live now in a small apartment in the centre of the city. They want to have a pet, but pets are not allowed in the apartment building; so, they have to wait until they move to another place.

Some people ask them about the color of their son. They answer: "Love is what really matters. What matters is in the heart and we love our son."

1. Justin is: a) married; b) divorced; c) separated; d) single.
2. Sara is: a) pregnant; b) barren; c) fruitful; d) fertile.
3. Freddy is: a) black; b) Hispanic; c) Asiatic; d) white.
4. The Jamison live: a) in the suburbs; b) in the forest; c) in the country; d) downtown.
5. Justin and Sara say that the most important is: a) the brain; b) the head; c) the heart.
6. The Jaminsons live in a a) big apartment; b). Small house; c). Farm; d). Mansion.
7. Justin Jaminson is: a) sincere; b) hardworking; c) generous; d) funny.
8. Freddy is very: a) curious; b) special; c) intelligent; d) active.
9. Justin's wife is: a) Britney; b) Brenda; c) Sara; d) Anna.
10. Freddy likes: a) hamburgers and tacos; b) fruits and vegetables; c) cookies; d) soda.

### 3.1.2. Vocabulary building reinforcement

**3.1.2. A. Work in groups use the vocabulary to better understand the reading; then, play the Recollection Game. The student that recollects more words wins.**

1. Work	5. Run	9. Hate	13. Love	17. Practice.
2. Study	6. Laughable.	10. Lazy	14. Industrious	18. Sluggish
3. Honorable	7. Exciting	11. Hardworking.	15. Meritorious	19. Ludicrous.
4. Nursery.	8. Pet.	12. Mansion.	16. Descent.	20. Open-minded.

a. Respectable.	f. Labor.	k. Pre-school.	p. Move fast.
b. Ludicrous.	g. Stimulating.	l. Domestic animal.	q. Abhor.
c. Large house.	h. Devotion.	m. Dispassionate.	r. Unindustrious.
d. Industrious.	i. Diligent.	n. Grotesque.	s. Application.
e. Examine.	j. Laudable.	o. Slow moving.	t. Line of ancestry.

1-f; 2-e; 3-a; 4-k; 5-p; 6-b; 7-g; 8-l; 9-q; 10-r; 11-d; 12-c; 13-h; 14-l; 15-j; 16-t; 17-s; 18-o; 19-n; 20-m.

### 3.1.3. Grammar building reinforcement

**3.1.3. A. Read the sentences and choose the corresponding adjectives.**

- Mrs. Smith likes luxury cars, expensive clothes, diamonds and gold. She is very: a) sociable; b) dominant; c) good-looking ;) ambitious.
- That dog is always asleep. It is: a) fierce; b) expensive; c) shrewd; d) lazy.
- Mary Anne always look at the dark side of things. She is: a) optimistic; b) pessimistic; c) smart; imaginative.
- When Ramon undertakes something, he never stops. He is very: a) ambitious; b) passionate; c) determined; d) generous.
- My mother always takes care of every detail when she does something. She is: a) stubborn; b) meticulous; c) imaginative; d) ambitious.


### 3.1.4. Listening reinforcement

**3.1.4. A. Listen, read the sentences and choose the correct answers.**

- When you date a Scorpio show up wearing: a) red clothes; b) big clothes; c) fit clothes; d) black clothes.
- take her to a: a) bar; b) restaurant; c) park; d) club.
- Scorpio females are: a) pretty, resentful, obstinate; b) jealous, resentful, obstinate, emotional, intuitive, and obsessive; c) intelligent, resentful, emotional, and intuitive; d) good-looking, obstinate, and ambitious.
- Scorpio females are: a) faithful; b) unfaithful; c) arrogant; loyal.
- It is a fatal mistake to make a Scorpio female: a) happy; b) talk; c) angry; d) sad.

### 3.1.5. Writing composition reinforcement

**3.1.5. A. Read and listen. Then, listen and repeat.**

**3.1.5. B. Work in groups. Describe the zodiac signs of people in your class. Describe a female and a male. Use the following adjectives, and use a dictionary, if necessary.  Track (03)**

Adventurous	Energetic	Pioneering	Courageous	Impatient
Enthusiastic	Confident	Dynamic	Selfish	Impulsive
Foolhardy	Secretive	Quick-witted	Quick-tempered	Creative

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

### 3.1.6. Speaking reinforcement

#### 3.1.6. A. Work in groups. Take turns describing the people in the picture.

Ex.: The student in the white t-shirt is young, tall and slim. He has brown short hair, brown skin and brown eyes. He is happy and attentive.



Image courtesy of Monkeybusinessimages at FreeDigitalPhotos.

### QUOTES, SAYINGS AND PROVERBS

**Slow and steady wins the race.**

What do you think? State your opinion: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

### Core performance indicators:

**As a learner, I can:**

- Describe people's personality.
- Talk about people's personalities.
- Use adjectives to write descriptions.
- Listen to and understand a recording about a zodiac sign.
- Appreciate and ponder values.

# Section 2

## 3.2. Female Body Type

### 3.2.1. Reading reinforcement

**3.2.1. A. Read and listen; read aloud. Then, underline the words you don't understand. Use an online dictionary for comprehension.** 🎧 Track (04)

Athletic females are most commonly classified as mesomorph body types. These women are naturally muscular and can easily build strength and power. Sprinters, swimmers and gymnasts may be mesomorphs. Ectomorphs are another common female body type. They are known for being thin, lean and often small chested. Dancers, marathon runners and some gymnasts may be ectomorphs. The least common athletic body type is the endomorph. These athletes have round bodies with a higher percentage of body fat. Shot-putters and power lifters are endomorphs.

### 3.2.2. Vocabulary building reinforcement

**Adjectives for describing places:**

creepy	crowded	magnificent	incredible	hot
colorful	amazing	enchanted	deserted	modern
ancient	majestic	impressive	evocative	spacious
fresh	dry	different	live	dazzling

**3.2.2.A. Describe ten different places using four different adjectives for each description, as in the example:** My school is modern, spacious, fresh and colorful.

- Description 1: \_\_\_\_\_  
Description 2: \_\_\_\_\_  
Description 3: \_\_\_\_\_  
Description 4: \_\_\_\_\_  
Description 5: \_\_\_\_\_  
Description 6: \_\_\_\_\_  
Description 7: \_\_\_\_\_  
Description 8: \_\_\_\_\_  
Description 9: \_\_\_\_\_  
Description 10: \_\_\_\_\_

### 3.2.3. Grammar building reinforcement

**Regular and irregular nouns.** *Regular nouns, mostly, form their plural by adding an "s" to their singular form. Ex.: boy, boys; table, tables, garden, gardens, kitchen, kitchens, house, houses, etc. When a noun ends with an s, ch, sh and x, you add ES to form the plural. Ex.: Boss, bosses; box, boxes; watch, watches, dish, dishes. If a noun ends with a Y, as in baby, the y is changed with an i and ES is added to form the plural.*

**Irregular nouns** have a particular form in the plural. Examples: man, men; woman, women; child, children; mouse, mice; wife, wives, thief, thieves; paralysis, paralyses, etc.

**3.2.3.A. Find the plural form of the following nouns. Use a dictionary.**

1. Country \_\_\_\_\_ 6. Book \_\_\_\_\_ 11 Shelf \_\_\_\_\_ 16. Match \_\_\_\_\_  
2. Day \_\_\_\_\_ 7. Pencil \_\_\_\_\_ 12. Fox \_\_\_\_\_ 17. Toy \_\_\_\_\_  
3. Apparatus \_\_\_\_\_ 8. Basis \_\_\_\_\_ 13. Axis \_\_\_\_\_ 18. Squash \_\_\_\_\_  
4. Ox \_\_\_\_\_ 9. Cow \_\_\_\_\_ 14. Fox \_\_\_\_\_ 19. Candy \_\_\_\_\_  
5. Foot \_\_\_\_\_ 10. Fish \_\_\_\_\_ 15. Eraser \_\_\_\_\_ 20. Brandy \_\_\_\_\_

### 3.2.4. Listening reinforcement Track (05)

#### 3.2.4. A. Listen and complete the statements with the missing words.

1. My dog is very \_\_\_\_\_.
2. When my cat \_\_\_\_\_, my dog sleeps too, \_\_\_\_\_ when my cat runs and jumps...
3. I think my mother likes the dog \_\_\_\_\_ she is heavy, too; but, my father who \_\_\_\_\_
4. I \_\_\_\_\_ get rid of my dog, but my mother wants to \_\_\_\_\_.
5. I don't know \_\_\_\_\_ she is married with my \_\_\_\_\_.

### 3.2.5. Writing composition reinforcement

#### 3.2.5. A. Work in groups. Describe five partners. Write about common features and about differences. Ex.: Susan and Pedro are tall, but Susan is heavy and Pedro is slim.

- 1 \_\_\_\_\_
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_
- 4 \_\_\_\_\_
- 5 \_\_\_\_\_

### 3.2.6. Speaking reinforcement

#### 3.2.6. A. Talk about the students in the picture. Describe their physical features and their personality.



Image courtesy of Rawpixel at FreeDigitalPhotos.net

## QUOTES, SAYINGS AND PROVERBS

### Birds of a feather flock together.

What do you think? State your opinion: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## Core performance indicators:

### As a learner, I can:

- Use adjectives for describing places
- Use online dictionaries
- Describe people physically.
- Talk about people's differences and similarities.
- Understand and use regular and irregular nouns.

# Section 3

## 3.3. Jaylon's Family Tree

### 3.3.1. Reading reinforcement Track (06)

#### 3.3.1. A. Read and listen; read aloud. Then, answer the questions.

Jaylon is a very tall and slim boy. He has black long hair and blue eyes. He has two little sisters and two older brothers. His parents are Marcela Smith and John Smith. His mother is the only child in the family; but his father has one brother and one sister: Frank and Vicky.

His uncle Frank and his aunt Vicky have a son and a daughter: Laura and Jayson. Laura is short and heavy. She is very talkative and funny. Jayson is tall and heavy. He loves nature and animals. He has a big cat and a horse at home.

Jayson says: "I love my family. They are great. I only miss my grand-parents Laura, Sheila, Robert and Jesse. They died last year in an accident. They rest in peace, but I have good memories."

1. Who are Jaylon's parents? R. - \_\_\_\_\_
2. Does his mother have any brothers and sisters? R. - \_\_\_\_\_
3. What does Jayson look like? R. - \_\_\_\_\_
4. Who are his uncle and aunt? R. - \_\_\_\_\_
5. Are his cousins tall and slim? R. - \_\_\_\_\_
6. Who are his grand-parents? R. - \_\_\_\_\_
7. Does Jayson remember his grand-parents? R. - \_\_\_\_\_

### 3.3.2. Vocabulary building reinforcement

#### 3.3.2. A. Read the Days of the Week and their meanings. Talk with your teacher about the origin of the names. Then write down the activities you do on each day. Ex.: On Mondays, I go to school, play soccer, and watch TV.

1. **Monday** means "Day of The Moon". \_\_\_\_\_
2. **Tuesday** means the "Day of Mars". \_\_\_\_\_
3. **Wednesday** means the "Day of Mercury". \_\_\_\_\_
4. **Thursday** means the "Day of Jupiter". \_\_\_\_\_
5. **Friday** means the "Day of Venus". \_\_\_\_\_
6. **Saturday** means the "Day of Saturn". \_\_\_\_\_
7. **Sunday** means the "Day of the Sun". \_\_\_\_\_

### 3.3.3. Grammar building reinforcement

#### 3.3.3. A. Read and fill in the blanks with the correct preposition.

#### 3.3.3. B. Read and fill in the correct preposition.

#### Prepositions of location: in, on, at.

We classify them using concepts of geometry, point, surface and volume or area.

Prepositions in this group indicate that the **noun** that follows them is treated as a point, surface, volume or area in relation to which another object is positioned.

At..... Point. Ex.: My friend is at the door.

On.....Surface. E.: The computer is on the desk.

In.....Area or volume. Ex.: My pen is in my pocket.

1. Is the postman \_\_\_\_\_ (at/on) the door?
2. She is playing \_\_\_\_\_ (on/in) the park.
3. Mike is \_\_\_\_\_ (on/in) the tennis court.
4. The lion is \_\_\_\_\_ (on/in) the cage.
5. Don't look \_\_\_\_\_ (at/on) the man.
6. Don't jump \_\_\_\_\_ (at/on) the bed!
7. Let me come \_\_\_\_\_ (in/on).
8. You can look at yourself \_\_\_\_\_ (at/in) the mirror.
9. Park your car \_\_\_\_\_ (in/at) the store.
10. Hang that picture \_\_\_\_\_ (on/in) the wall

### 3.3.4. Listening reinforcement

#### 3.3.4. A. Listen and choose the correct item.

 Track (07)

1. The author of the reading is: a) sad; b) angry; c) anxious; d) happy.
2. The family is: a) in the kitchen; b) in the living room; c) in the bathroom; d) in the attic.
3. There are: a) thirteen members; b) fourteen; c) sixteen members; d) thirty members.
4. Karen is: a) Jacob's grand-mother; b) Sara's grand-mother; c) Mary's sister.
5. Frank is: a) Sara's nephew; b) Jennifer's brother; c) Jacob's son.
6. Jacob and Sara are: a) cousins; b) husband and wife.
7. Jason is: a) happy and sociable; b) quiet and pensive; c) talkative and fun.
8. Jason and Jennifer are: a) friends; b) aunt and nephew; c) parents; d) cousins.
9. Beatrice, and Jason are: a) cousins; b) brother and sister; c) brother and mother.
10. Victoria is the author's: a) sister; b) mother; c) aunt.

### 3.3.5. Writing composition reinforcement: the preposition "at".

The Preposition "at" has many uses. Here are some of them:

- i). **Location:** a). I am waiting for my mother **at** the door.  
b). Tom is **at** the office.
- ii). **Destination:** a). She arrives at home **at** ten thirty.  
b). The boy is **at** our door as soon as we call him.
- iii). **Direction:** a). The cat jumped **at** the mouse.  
b). The boy runs **at** his father.

#### 3.3.5. A. Write ten sentences with "at" expressing destination, direction and location.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_

### 3.3.6. Speaking reinforcement Track (08)

3.3.6. A. Work in pairs and act out the conversation. Then, create a different conversation with your own information.



Image courtesy of Rawpixel at FreeDigitalPhotos.net



Image courtesy of Rawpixel at FreeDigitalPhotos.net

## Conversation

**Frank:** Hi, Sarah. How are you?

**Sarah:** Fine, and you Frank?

**Frank:** I am fantastic.

**Sarah:** Oh, that's great!

**Frank:** Excuse me Sarah. May I ask you a few questions about your friend Lucy?

**Sarah:** Of course! Go ahead, what do you want to know about her?

**Frank:** What's your ant's last name?

**Sarah:** Smith

**Frank:** What does she do?

**Sarah:** She is a model.

**Frank:** Where is she from?

**Sarah:** Alberta, Georgia

**Frank:** Where does she live?

**Sarah:** She lives in in the Bronx. In New York.

**Frank:** What is her Address?

**Sarah:** 34 White Street.

**Frank:** What is her telephone number?

**Sarah:** 878-307-6020

**Frank:** How old is she?

**Sara:** Thirty-four

**Frank:** Thank you Sarah. You are very kind!

**Sarah:** Don't mention it, Frank. It is a pleasure!

## QUOTES, SAYINGS AND PROVERBS

**This is a piece of cake.**

What do you think? State your opinion: \_\_\_\_\_

\_\_\_\_\_

## Core performance indicators:

### As a learner I can:

Understand and use possessive adjectives.

Work and share with partners.

Use and apply vocabulary about the family.

Name the members of a family.

Read and understand a reading about the family.

# Section 4

## 3.4. My Daily Duties

### 3.4.1. Reading reinforcement

#### 3.4.1. A. Read and listen; read aloud. Then, circle true or false. Track (09)



Source: WikimediaCommons

My name is Samantha Jamison and I am a hard-working single person. I live with my parents and I love and enjoy what I do everyday. Right now, I am washing my car. On weekdays, I get up at 7:00 A.M. go to the gym, go jogging and lift weights for an hour. After 1 hour of hard exercise, I get in the shower, wash my body and have a great time of relaxation.

At 8:00 O'clock, I have breakfast, brush my teeth, iron my clothes, put on clean clothes, pack my things and get ready for school. At 8:45, I drive my car to the University and attend classes till. At 3:00 P.M. I study many subjects: Math, Social sciences, English, Spanish, Computing Systems, Statistics, Economics and more. I love Math; but I don't like Social Sciences I study Mathematics from Monday to Friday; but I have Spanish only twice a week: Monday and Wednesday.

At 4:00 P.M. I cook my lunch, eat, do the dishes, take the dog for a walk, and I listen to some good music. From 6:00 P.M. through 10:00 P.M. I do homework, read books, watch television, check and write e-mails to friends. Finally, at 10 o'clock, I go to sleep. Everyday the same routine!

On weekends, I help my mom do the laundry, do the dishes, clean the yard, mop the floor of the rooms of the house, and do whatever is necessary. We sometimes go on picnics; but, not every weekend, only twice a month.

- |   |      |        |
|---|------|--------|
| 1. Samantha doesn't like what she does.                     | True | False. |
| 2. Samantha goes running two days a week.                   | True | False. |
| 3. She cooks her lunch.                                     | True | False. |
| 4. Samantha and her family go on pick nicks thrice a month. | True | False. |
| 5. She doesn't wash her teeth after lunch.                  | True | False. |

### 3.4.2. Vocabulary building reinforcement

#### 3.4.2. A. Work in groups use the phrases to better understand the reading; then, play the Recollection Game. The student that recollects more words wins.

Harness the ox.	Look after the baby		Cut wood
Clean the yard.	Load the sled		Feed the dog
Do the dishes.	Iron clothes.		Cut wood
Clean the yard	Load the sled		Feed the dog

**3.4.2. B. Read the chart. Look at the picture. Then, write down sentences about daily chores.** Ex.: The boy **gets water** out of the water well.



Source: WikimediaCommons

1 \_\_\_\_\_  
 2 \_\_\_\_\_  
 3 \_\_\_\_\_  
 4 \_\_\_\_\_  
 5 \_\_\_\_\_

### 3.4.3. Grammar building reinforcement

**3.4.3. A. Grammar: more frequency adverbs.**

**3.4.3. B. Match the sentences that are similar in meaning.**

a) **Once.** On one occasion. Ex.: Once a soccer champion.

**One time.** Ex.: I study English once a week.

b) **Twice.** On two occasions. Ex.: Twice present.

**Two times.** Ex.: Twice seven is fourteen.

c) **Thrice.** On three occasions. Ex.: They called you on the phone thrice.

**Three times.** Ex.: Thrice four is twelve.

\_\_\_ a) Mary has meals thrice a day.

1) Mark works thrice a week.

\_\_\_ b) Mark studies English on Monday.

2) She eats breakfast, lunch and dinner.

\_\_\_ c) He works on Monday, Tuesday, and Saturday.

3) He goes to school once a week.

\_\_\_ d) Mark and Frank go on vacation once a year.

4) He is never on time.

\_\_\_ e) Peter always arrives late to school.

5) They rarely go on vacation.

### 3.4.4. Listening reinforcement

**3.4.4. A. Listen to the conversation and answer the questions. Choose true or false. Track (10)** 



By Dominicus Johannes Bergsma - Own work, CC BY-SA 3.0, <https://commons.wikimedia.org/w/index.php?curid=2824402>

1). Tom doesn't like nature.	True	False.
2). Tom feeds the animals seven days a week.	True	False.
3). Sherry likes shopping.	True	False.
4). Sherry plays soccer two times a week.	True	False.
5). Tom kills animals.	True	False.

### 3.4.5. Writing composition reinforcement

**3.4.5. A. Write simple sentences about your daily chores using frequency adverbs.** Ex.: a) I never look after the baby on Sunday; b) I do homework twice daily.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_

### 3.4.6. Speaking reinforcement

**3.4.6. A. Read and listen. Then, model the conversation with a partner.**

 Track (11)

#### Conversation

**Britney:** Excuse me, Sam. Do you know Bob Wilson, the new student?

**Sam:** I don't know. What does he look like?

**Britney:** Well. He is very tall and heavy. He has long, curly hair and big brown eyes.

**Sam:** Is he the funny boy who hangs around with Sheila Burton?

**Britney:** Yes. He is a very polite and friendly boy. He is brilliant and hard-working.

**Britney:** Do you have his telephone number, by any chance?

**Sam:** Yes. It's 555-987-2334.

**Britney:** Thanks. Let me call him. It's urgent!

**Sam:** If you can't find him, let me give you his address.

**Britney:** Yes. Please.

**Sam:** It's 5567 Washington Ave.

**Britney:** Thank you very much. You are very kind.

**Sam:** Don't mention it.

**Britney:** See you later, Sam.

**Sam:** See you soon, Britney.

### QUOTES, SAYINGS AND PROVERBS

**Don't beat around the bush.**

What do you think? State your opinion: \_\_\_\_\_

\_\_\_\_\_

### Core performance indicators:

#### As a learner, I can:

Understand and use frequency adverbs.

Model conversations.

Listen to and understand conversations about activities.

Match sentences with similar meanings.

Read and analyze a reading on duties.

# Section 5

## 3.5. Day of the Dead (*Día de los Muertos*)

### 3.5.1. Reading reinforcement

3.5.1. A. Read and listen; read aloud. Then, write True or False.

Track (12)



Hi. I am an eleven-year-old boy from a tiny community in the Municipal District of Tepetongo, in the State of Zacatecas. I want to share the beautiful moments I experienced on the Day of the Dead. This celebration takes place on November 1 and two; today is October 31, 2010. Let me tell you what I and my friends do:

First thing in the morning, we disguise ourselves with homemade costumes. I like to represent death, so I wear a skeleton costume. My friend Ramiro likes to wear a vampire costume, and my friend Marco likes to represent the werewolf. Our friend Rosa doesn't disguise it. We put her inside a wooden box shaped like a casket.

Second, we go out of the house carrying the casket with Rosa inside, feigning she is dead. We knock on doors and wait for people to come out. As soon as a person opens the door, we start to cry and lament the death of our friend Rosa. We tell the people the way Rosa passed away, and we mourn, regret, and cry about Rosa's death.

The last part of this ritual is asking people for "El Puerto" (the little dead). People give us candies, bread, sweet cane, honey, and other presents. We stop acting out and enjoy the presents that people give us. I love this day!

1. Zacatecas is a State in Mexico.	True	False.
2. The Day of the Dead is a day of celebration.	True	False.
3. A costume is clothes to represent another person.	True	False.
4. Bewail means "lament".	True	False.
5. Rosa wears a costume for the representation.	True	False.
6. The "muertito" represents a dead person.	True	False.
7. To carry means "to transport."	True	False.

### 3.5.2. Vocabulary building reinforcement


3.5.2. A. Work in groups and use the vocabulary to understand the reading better; then, play the Recollection Game. The student who recollects more words wins.

1. Load.	5. To iron.	9 Feed.	13. Sledge.	17. Wood.
2. Creepy.	6. Evocative.	10. Seldom.	14. Usually.	18. Sometimes.
3. Ancient.	7. Spacious.	11. Werewolf.	15. Casket.	19. Bewail.
4. Homemade.	8. Crowded.	12. Disguise.	16. Ritual.	20. Death.

a. Lament.	f. Fill.	k. Macabre.	p. Freak.
b. Aged.	g. To smooth, to press.	l. Timber.	q. Mask.
c. Full.	h. Reminiscent.	m. Dogsled.	r. Burial box.
d. Vast.	i. At times.	n. Ordinarily.	s. Ceremonial.
e. Give nourishment.	j. Expiration.	o. Handmade.	t. rarely.

1-f; 2-k; 3-b; 4-o; 5-g; 6-h; 7-d; 8-c; 9-e; 10-t; 11-p; 12-q; 13-m; 14-n; 15-r; 16-s; 17-l; 18-i; 19-a; 20-j.

### 3.5.3. Grammar building reinforcement: comparative and superlative of adjectives.

**3.5.3. A. Read and listen. Then, listen and repeat.** Track (13) 

**3.5.3. B. Write a sentence using the comparative for each adjective.** Ex.: i)

Sophie is **more** adventurous **than** Cindy. ii) Fred is **shier** **than** Bob.

**3.5.3. C. Write a sentence using the superlative for each adjective.** Ex.: i)

Sophie is **the most** adventurous girl in the school. ii) Fred is **the shiest** boy in the club.

Adventurous	Energetic	Pioneering	Courageous	Impatient
Enthusiastic	Confident	Dynamic	Selfish	Impulsive
Foolhardy	Secretive	Quick-witted	Quick-tempered	Creative
Big	Tall	Patient	Smart	Loyal
Good	Bad	Careful	Ambitious	Intelligent
Playful	Loving	Dedicated	Shy	Ugly


#### Comparative

#### Superlative

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_
11. \_\_\_\_\_
12. \_\_\_\_\_
13. \_\_\_\_\_
14. \_\_\_\_\_
15. \_\_\_\_\_
16. \_\_\_\_\_
17. \_\_\_\_\_
18. \_\_\_\_\_
19. \_\_\_\_\_
20. \_\_\_\_\_
21. \_\_\_\_\_
22. \_\_\_\_\_
23. \_\_\_\_\_
24. \_\_\_\_\_
25. \_\_\_\_\_
26. \_\_\_\_\_
27. \_\_\_\_\_
28. \_\_\_\_\_
29. \_\_\_\_\_
30. \_\_\_\_\_

### 3.5.4. Listening reinforcement

**3.5.4. A. Read, listen, and circle the correct response.**

Track (14) 

- 1) The store is in: a) a big city; b) a small city; c) in Dallas; c) in the countryside.
- 2) A road is: a) an open way for animals; b) On the way to Dallas, Texas.
- 3) The family grows fruits and vegetables in: a) a field; b) an orchard; c) the patio; d) by the river
- 4) The father is responsible for: a) domestic affairs; b) good grades; c) the store; d) the orchard.
- 5) The family lives: a) in front of the house; b) behind the house; c) by the road; d) by the river.

### 3.5.5. Writing composition reinforcement

The compound sentence and the **comma (,)**. Examples: a) Mary goes to the cemetery, and she takes flowers. I don't speak English, and I don't write it either.

**3.5.5. A. Write ten compound sentences of your own. Use the comma.**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_

### 3.5.6. Speaking reinforcement

**3.5.6. A. Work in groups. Take turns describing the pictures. Compare the two pictures and talk about the location, the people, the places, etc.**



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Image courtesy of gilaxia at FreeDigitalPhotos.net

### 3.5.7. Phonics reinforcement. Track (15) 🎧

**3.5.7. A. Read and listen. Then, read the text aloud.**

#### *Ralph is not a Sad Lad*

**By Bob Miller**

Ralph has a very tall dad who plays basketball on the school squad. He bounces, dribbles, throws, and plays on the court like a champ. He makes Ralph feel mad with joy. Ralph's mother works at a famous bar. She dances, sells wine, liquor, candies, cigarettes, and cigars, and picks up tips from tables day and night. She's simply happy at that bar. Ralph's sisters work at a magazine stand. They sell magazines and newspapers to passers-by. Ralph thinks they will be happy if they continue in the same direction. He only hopes his father continues in the squad and his mother quits the bar.

#### **QUOTES, SAYINGS AND PROVERBS**

**Don't judge a book by its cover.**

What do you think? State your opinion: \_\_\_\_\_

\_\_\_\_\_

#### **Core performance indicators:**

**As a learner, I can:**

Know about traditions.

Write compound sentences using the comma.

Use and understand the rules of regular and irregular nouns.

# MODULE 4

## Sections 1-5

### My community



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### CONTENTS

<b>VOCABULARY</b>	<b>GRAMMAR</b>
Values	Prepositions of time
Places in a community	Prepositions of place
Rooms and objects in a house	Countable and uncountable nouns
Items in a store	There is/ There are
Fruits and vegetables	Some/any
Clocks and household tools	How much/How many

### LITERACY COMPETENCIES

<b>SPEAKING</b> <i>Students will be able to:</i>	<b>READING</b> <i>Students will be able to:</i>
Talk about the community	Read articles about the community
Describe houses and rooms	read newspaper advertisements
Discuss newspaper articles.	Read articles about store sales
Discuss and talk about prices.	Analyze prices
Talk about and understand values.	Show understanding of the reading.

<b>WRITING</b> <i>Students will be able to:</i>	<b>LISTENING</b> <i>Students will be able to:</i>
Write the description of their community	Listen to supermarket sales and discriminate prices in an offer.
Write a description of their house.	Listen to and differentiate sounds.
Write a description of their bedroom.	Listen to houses' advertisements
Use countables and uncountables.	Understand the value of a good neighbor.
Use commas in a series.	

# Section 1

## 4.1. Latino Values.

### 4.1.1. Reading Reinforcement Track (01)

4.1.1. A. Read, listen, and repeat. Then, read aloud.

4.1.1. B. Work in groups, analyze the article and write down definitions of the Latino values listed below. Use a dictionary, if necessary.

The Hispanic family is traditionally a close-knit group and the most important social unit. The term family usually goes beyond the nuclear family. The Hispanic "family unit" includes parents, children, and extended family. In most Hispanic families, the father is the head of the family, and the mother is responsible for the home. Individuals within a family have a moral responsibility to aid other family members experiencing financial problems, unemployment, poor health conditions, and other life issues.

Family ties are solid: when someone travels to another town or city to study or for a short visit (e.g., vacation, business, medical reasons), staying with relatives or friends of relatives is a common practice. Families often gather to celebrate holidays, birthdays, baptisms, first communions, graduations, and weddings. Hispanic families instill in their children the importance of honor, good manners, and respect for authority and older people. Preserving the Spanish language within the family is common in most Hispanic homes.

1. Responsibility.- \_\_\_\_\_

2. Honor.- \_\_\_\_\_

3. Good manners.- \_\_\_\_\_

4. Respect.- \_\_\_\_\_

5. Pride.- \_\_\_\_\_

### 4.1.2. Vocabulary building reinforcement: places in the community

4.1.2. A. Work in groups. Answer the questions about the pictures, then define each concept in the chart. Ex.: A **church** is a place where people pray and worship God.

Drug store	Supermarket	Church	Stationary	Hardware store
Movie theatre	Parking lot	Gym	Dancing club	Butchery
Grocery store.	Fruit store.	Dancing Club.	Restaurant.	Diner.
Soccer Field.	Cocktail Bar.	Clothes Store.	School	Book Store.



1. What is it: a swimming pool or a shopping center? \_\_\_\_\_ 1. Is this place a Hardware Store? \_\_\_\_\_  
 2. In what country is the place located? \_\_\_\_\_ 2. What can you buy in the place? \_\_\_\_\_

### 4.1.3. Grammar building reinforcement

4.1.3. A. Look at the picture. Then, complete the sentences with the appropriate prepositions of place: between, in front of, in back of, on the right.



Source: WikimediaCommons

1. The gray car is \_\_\_\_\_ the tree and the white van.
2. The door of the house is \_\_\_\_\_ the flowers.
3. The tree is \_\_\_\_\_ of the white car.
4. The woman in black and white is \_\_\_\_\_ of the family.
5. The family is in \_\_\_\_\_ of the woman.

### 4.1.4. Listening reinforcement

4.1.4. A. Listen and circle the correct response.

Track (02)

- a). Sheila is from: i) Canada; ii) USA; iii) England; iv) Colombia.
- b). Sheila is: i) athletic and tall; ii) fat and average height; c) slim and short; d) plump.
- c). Sheila has: i) Brothers and sisters; ii) one brother; iii) one sister; d) she doesn't have any brothers and sisters.
- d). Frank doesn't like: a) Sheila's family; b) Sheila's projects; c) Sheila's car; Sheila's parents.
- e). Sheila would like to move to the country and live in a place: a) next to her boyfriend's house; b) With a corral and a front yard; c) with a lemon tree and animals.

### 4.1.5. Writing composition reinforcement: the comma

**a). Use commas to separate three or more words, clauses, or sentences written in a series.** Ex.: Students use pencils, books, notebooks, and pens in the classroom.

**b). Complete the following with words, phrases, or sentences.**

- 1). A good son obeys, \_\_\_\_\_ and listens to his parents.
- 2). Good parents protect their children, \_\_\_\_\_ and never abandon them.
- 3). The teacher says that students who consistently do homework, who never misbehave in class, \_\_\_\_\_ never fail to succeed.

#### 4.1.6. Speaking reinforcement Track (03)

4.1.6. A. Read and listen. Then, model the conversation with a partner.

4.1.6. B. Model the conversation using your information.



Image courtesy of DebraMillet at FreeDigitalPhotos.net

**Lyn:** Hi, Jason. How're you doing?

**Jason:** I'm doing just fine. How about you, Lyn?

**Lyn:** Not bad. Tell me, Jason. Do you like your neighborhood?

**Jason:** Oh, yes. It is a beautiful, quiet place to live.

**Lyn:** But do you have hospitals and schools in your neighborhood?

**Jason:** Certainly. We have a school in front of the house, and the hospital is next to it.

**Lyn:** What about a supermarket? Do you have one?

**Jason:** Yes, of course. The supermarket is between the hospital and the hardware store.

**Lyn:** We don't have a hardware store in my neighborhood, but a stationary store.

**Jason:** What can you buy at the stationary?

**Lyn:** Well, you can buy pencils, markers, notebooks, erasers, staplers, and many other things for the school and office.

**Jason:** Do you have a church?

**Lyn:** Yes, we do. We go to church every Sunday morning. By the way, tomorrow is Sunday.

Would you like to go to our church with my family and me?

**Jason:** No. Thanks. I never go to church. I am an atheist.

**Lyn:** All right, Jason. See you at work next Monday.

**Jason:** See you at work, Lyn.

**Lyn:** Goodbye

**Jason:** Till then.

### QUOTES, SAYINGS AND PROVERBS

**Experience is the best teacher.**

What do you think? State your opinion: \_\_\_\_\_

\_\_\_\_\_

### Core performance indicators:

**As a learner, I can:**

Use commas with series.

Use language to speak about places in a neighbourhood.

Listen and understand spoken English.

Choose and use prepositions of place correctly.

Talk about and understand values.

## 4.2. Early, on time, or late?

### 4.2.1. Reading Reinforcement Track (04)

#### 4.2.1. A. Read, listen, and analyze the article. Then, answer the questions.

My name is James Dickenson, and I am a sixteen-year-old boy who dreams of a brilliant future. I know it is hard to succeed in life. It takes a lot of work, discipline, dedication and perseverance. I like to exert myself whenever I do something, plan something, contribute, or share with others.

I guide my life by principles: Love, loyalty, Ambition, Respect, Sacrifice, Perseverance, Freedom, etc.; punctuality is a very important factor in people's success.

My father is an engineer at a construction company, and he says: "When you are early, you are on time, but when you are on time, you are late." He says, "I begin my work at 9:00 A.M., and when I arrive at 9:00 sharp, I have to get out of the car, check my card, go to the restrooms, if necessary, change clothes, and take my tools. Sometimes, I have to fill my car's tank with gasoline. By this time, it is 9:10 or later. So, in reality, I am late to work, not on time." "But," he says, "When I arrive fifteen minutes before nine, I arrive on time because I have time to do extra things before I get to work."

I get up at 7:30 A.M., go jogging, do push-ups, lift weights, run, jump, and practice boxing for forty-five minutes. Then, I go back to the house and shower, get dressed for school, have lunch, brush my teeth, and wait for the bus in front of my home.

The school bus gets to the school door at 8:45- fifteen minutes before I take the English class. As my father says: "If you are early, you are on time; but if you are on time, you are late."

- 1). How old is the narrator? R: \_\_\_\_\_
- 2). Who dreams about a brilliant future? R: \_\_\_\_\_
- 3). James guides his life by: \_\_\_\_\_
- 4). What does James' father say about time? R: \_\_\_\_\_
- 5). What happens when James' father arrives at 9:00 sharp? R: \_\_\_\_\_
- 6). What time does James get up? R: \_\_\_\_\_
- 7). How long does James practice Sports? R: \_\_\_\_\_
- 8). Does James take the train to school? R: \_\_\_\_\_
- 9). At what time does James get to school? R: \_\_\_\_\_
- 10). James' father says: "If you are early, \_\_\_\_\_

### 4.2.2. Vocabulary building reinforcement: clocks and watches

#### 4.2.2. A. Look at the pictures and answer the questions below.



Source: WikimediaCommons

1. Sand clock



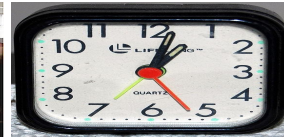
Source: WikimediaCommons

2. Solar clock.



Source: WikimediaCommons

3. Mechanical clock.



Source: WikimediaCommons

4. Battery clock.



Source: WikimediaCommons

1. Wristwatch.



Source: WikimediaCommons

2. Solar watch.



Source: WikimediaCommons

3. Electronic watch.



Source: WikimediaCommons

4. TV Watch.

- 1). What is the difference between a watch and a clock? R: \_\_\_\_\_
- 2). Define and explain the characteristics of the five watches and clocks in the pictures. Ex. A solar watch works with solar energy. It is high technology. .  
  1. \_\_\_\_\_
  2. \_\_\_\_\_
  3. \_\_\_\_\_
  4. \_\_\_\_\_
  5. \_\_\_\_\_

### 4.2.3. Grammar building reinforcement

#### 4.2.3. A. Read the text, fill in the blank spaces with the correct prepositions, and write your own opinion about Miss. Wilson and Mr. Johnson.

Karen Wilson works \_\_\_\_\_ a bar next to a bank, \_\_\_\_\_ Main Street. She goes to work \_\_\_\_\_ nine P.M.; but she has a problem: She is never on time; consequently, she is always on bad terms with her boss- Denzel Johnson. He reprimands Miss Wilson, very oftenly. She says she doesn't quit the job because she makes good money.

Mr. Johnson goes to the gym- a place opposite his house. He is always early to the gym. He hates tardiness. He says: "Tardy people is lazy people. They waste their time and resources, but not only that, they make you waste your time and valuable resources, too." He is a very active and responsible man. He has money, is healthy, has a beautiful family, owns a bar, has money \_\_\_ the bank, and is very happy. "You build your future," he says.

In my opinion, Karen Wilson..... \_\_\_\_\_

\_\_\_\_\_

In my opinion, Denzel Johnson..... \_\_\_\_\_

\_\_\_\_\_

### 4.2.4. Listening reinforcement Track (05)

#### 4.2.4. A. Listen and choose true or false.

1. A good neighbor is a good friend.	True	False.
2. Kate Emerson is a pretty and happy girl.	True	False.
3. The narrator's house is on the right of Kate's house.	True	False.
4. Tony's house is very big.	True	False.
5. Tony's house is next to Kate's house.	True	False.
6. Tony is a moody and bad-tempered boy.	True	False.
7. He doesn't like parties.	True	False.
8. Kate's neighborhood has a police station	True	False.
9. Kate's neighborhood has a police station	True	False.
10. A lucky person is a fortunate person.	True	False.

### 4.2.5. Writing composition reinforcement

#### 4.2.5. A. Read and rephrase (say with different words) moral verses 1, 2, 3.

1

The eye you see is not  
an eye because you see it;  
it is an eye because it sees you.

2

Form your letters slowly and well:  
making things well  
is more important than making them.

3

Beyond living and dreaming  
there is something more important:  
waking up.

By Antonio Machado

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

\_\_\_\_\_

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

\_\_\_\_\_

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

\_\_\_\_\_



# Section 3

## 4.3. House for Rent

### 4.3.1. Reading reinforcement Track (06) 🎧

4.3.1. A. Read and listen. Then, find the definitions of the underlined words.

4.3.1. B. Read aloud. Then, work in groups and complete the item lists.



This beautiful home is located near a big shopping center and a beautiful park. It has an awesome view from the front porch. You can see deer roaming the front and back yards nightly.

Four bedrooms and two full baths upstairs with a huge office/playroom make this house the perfect fit for a family. Dramatic views overlooking downstairs den fireplace and both yards.

The house is fully furnished with four queen-size beds and one king. Two twin beds, one queen-size sofa sleeper, and one twin-size sofa sleeper, plus a crib. Sleeps 16 comfortably with room for sleeping bags for up to 20 people.

Beautiful marble dining table with matching coffee table and end tables in the living room. The Refrigerator, washer/dryer, water softener, microwave, and Jenn Air cooktop on the kitchen island make cooking fun!

1). List house rooms: \_\_\_\_\_

2). List bedroom items: \_\_\_\_\_

3). List kitchen, bathroom, and laundry appliances: \_\_\_\_\_

### 4.3.2. Vocabulary building reinforcement

4.3.2. A. Match the pictures with the corresponding definitions.



Image courtesy of dpproductions at FreeDigitalPhotos.net



Image courtesy of CardMaverick at FreeDigitalPhotos.net

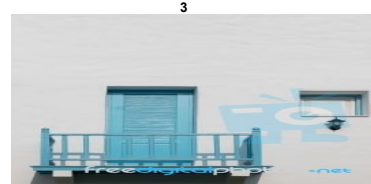


Image courtesy of Nussar at FreeDigitalPhotos.net

\_\_\_\_\_ A **veranda** is a gallery or portico attached to the exterior of a building.

\_\_\_\_\_ A **porch** is a covered area adjoining the entrance of a building.

\_\_\_\_\_ A **balcony** is a platform that projects from the wall of a building.

### 4.3.3. Grammar building reinforcement

4.3.3. A. Read and complete the sentences about your house with the missing words: **there is, there are, there isn't, there aren't.**

1. \_\_\_\_\_ a backyard in my house.
2. \_\_\_\_\_ a big kitchen in my home.
3. \_\_\_\_\_ four bedrooms in my house.
4. \_\_\_\_\_ a big studio next to my room.
5. \_\_\_\_\_ two garages in my house.
6. \_\_\_\_\_ a bathroom opposite my bedroom.
7. \_\_\_\_\_ a front yard in the house.
8. \_\_\_\_\_ a swimming pool in the house.
9. \_\_\_\_\_ a porch in my house.
10. \_\_\_\_\_ two horses in the house.

### 4.3.4. Listening reinforcement Track (07)

4.3.4. A. Listen and answer the questions about the article.

1). Would you like to live in a place like Frank's neighborhood? Explain your answer:

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2) What is Mr. Monson's occupation? R: \_\_\_\_\_

3). How many hours a day does he work? R: \_\_\_\_\_

4). Where does Pamela Hanks live? R: \_\_\_\_\_

5) What is the problem of the community? R: \_\_\_\_\_

### 4.3.5. Writing composition reinforcement

4.3.5. A. Look at the houses. Then, write a description of the picture. Use **have, has, there is, there are, there isn't and there aren't.** Ex.: 1). There is a lawn mower in front of the house. 2). The house at the center has five windows at the front. 3). There isn't any traffic on the streets. 4). There aren't any trees in front of the houses.



Source:Wikimedia Commons

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### 4.3.6. Speaking reinforcement

4.3.6. A. Work in groups. Look at the houses, compare them, describe them, and state your preferences. Use at least 15 nouns and adjectives.

Example: I like the house at the bottom because it is far from the city and has a style I like. It has plants, trees, a porch, etc.



Source: Wikimedia Commons

Image courtesy of Irina88w at FreeDigitalPhotos.

### QUOTES, SAYINGS AND PROVERBS

**No pain no gain.**

What do you think? State your opinion: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

### Core performance indicators:

**As a learner, I can:**

- Talk about preferences.
- Use there is, and there are for house descriptions.
- Listen and analyze a reading about a neighborhood.
- Learn, use, and apply new vocabulary.
- Read an article and infer from context.
- Use prepositions of time correctly.

# Section 4

## 4.4. A Place for Peace and Tranquillity!

### 4.4.1. Reading Reinforcement Track (08)

#### 4.4.1. A. Read and listen; read aloud. Then, choose the best answer.

Chelsea loves her bedroom next to the peaceful waters of the beautiful crystal-water brook. She loves listening to the soothing sound of water running by her window. Chelsea goes out at night to see the moon, listen to night-birds sing, and hear the varied sounds of the animals living in the forest. She customarily closes all the blinds and curtains in her house, creating an illusion of darkness outside, even after the sun comes up.

Chelsea's home isn't huge. It has three bedrooms, a bathroom, a kitchen, and a basement. There's also a corral where her mother—a forty-five-year-old woman—milks the cows and feeds the horses and mules, which she uses for different purposes.

She doesn't do house chores. Her mother cooks, irons, mops, sweeps the floor, cleans the tables and house walls, feeds the animals, waters the plants, and trims the house plants and fruit trees.

She doesn't like school because, she says, "It is a pain to be under the rules and restrictions of the school and teachers." Even though she doesn't like school, she loves reading books, writing letters, and sending emails. "I just hate teachers," she says.

Chelsea enjoys the sunshine, fresh air, rain, and great views of the mountains surrounding her home. "I think God lives in this place," she says. "I don't want to live in a different place. I want to live with nature and be like any other creature from the forest. I don't want to be different." She concludes.

1. Crystal water is closer in meaning to: a) troubled water; b) clean water; c) blue water; d) dark water.
2. The decoration of Chelsea's room creates: a) deception; b) hallucination; c) light; d) darkness.
3. Chelsea's mother; b) exploits the cows; c) uses the cows; feeds the cows; d) draws milk from the cows.
4. Chelsea doesn't like school because: a) she likes discipline and rules; b) she likes school, but she doesn't like teachers; c) she hates discipline and rules; d) she enjoys the country.
5. Chelsea is; a) illiterate; b) literate; c) rebellious; d) loving.
6. Chelsea loves: a) the city; b) her family; c) nature; d) the beach.
7. Chelsea wants to be: a) superior to other creatures; b) equal to all animals in nature; c) far from the forest; d) close to the country.
8. Chelsea's house is: a) average size; b) huge; c) small; d) very small
9. The text deals with: a) ambiance; b) wild animals; c) Chelsea's relatives; d) dislikes.
10. Ambiance is closer in meaning to: a) smell; b) atmosphere; c) mood; d) air.

## 4.4.2. Vocabulary building reinforcement: tools

4.4.2. A. Work in groups. Look at the pictures and their corresponding names. Then, find the definition for every tool. Use a dictionary and the teacher's help, if necessary.

### Household Tools.



Source: WikimediaCommons

1. Shovel



Source: WikimediaCommons

2. Pickaxe



Source: WikimediaCommons

3. Screwdriver



Source: WikimediaCommons

4. Hammer.



Source: WikimediaCommons

5. Needle nose pliers



Source: WikimediaCommons

6. Rake



Source: WikimediaCommons

7. Pincers



Source: WikimediaCommons

8. Pliers



Source: WikimediaCommons

9. Pipe wrench.



Source: WikimediaCommons

10. Saw

### Definitions

1. A **tool** is a handheld device (an instrument or apparatus) used to accomplish or perform a task.

2. A shovel is \_\_\_\_\_

3. A pickaxe is \_\_\_\_\_

4. A screwdriver is \_\_\_\_\_

5. A hammer is \_\_\_\_\_

6. Pliers are \_\_\_\_\_

7. A rake is \_\_\_\_\_

8. Pincers are \_\_\_\_\_

9. A wrench is \_\_\_\_\_

10. A saw is \_\_\_\_\_

## 4.4.3. Grammar building reinforcement: here; there.

a). "Here" is used for things **close to the speaker**.

b). "There" is used for things **far from the speaker**.

Ex.: a). I have an apple here in my hand. b). Put the chair there, next to the sofa.

4.4.3. A. Complete the sentences using **this, these, that, those, here, and there**.

- 1). Could you bring me that book over \_\_\_\_\_?
- 2). Here are \_\_\_\_\_ flowers.
- 3). Can you see \_\_\_\_\_ woman next to the bank?
- 4). Is \_\_\_\_\_ piece of pie over there for me?
- 5). \_\_\_\_\_ are some birds flying in the sky.
- 6). I would like some of \_\_\_\_\_ oranges in the basket.
- 7). \_\_\_\_\_ people over there are eating hot dogs.

## 4.4.4. Listening reinforcement Track (09)

4.4.4. A. Listen to the conversation and answer true or false.

1). The soda is near Sam.	True	False.
2). Sam wants to buy some milk.	True	False.
3). There are some grapes in the fridge.	True	False.
4). The spoons are close to the cups.	True	False.
5). Sam doesn't give the spoons to Nancy.	True	False.

### 4.4.5. Writing composition reinforcement

4.4.5. A. Describe the room. Use there is, there are, and prepositions of place. Ex.: There is a green tree next to the couch. There are some flowers on the table.



Image courtesy of Vient at FreeDigitalPhotos

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

### 4.4.6. Speaking reinforcement

4.4.6. A. Read, listen, and model the conversation in pairs. Track (10) 



**David:** Here, detective. This is the position of the victim.

**Detective:** Who are those people sitting on the couch?

**David:** They are children of the deceased.

**Detective:** What are those red spots on the carpet?

**David:** They are blood from the victim.

**Detective:** Is that a bullet case over there, by the dog?

**David:** Yes, it is.

**Detective:** I would like all evidence in my office

**David:** Yes, sir.

**Detective:** Check and send to the Lab anything that could serve the investigation: Those glasses, that carpet, that newspaper, those books, this knife. Just anything!

**David:** Yes, Sir.

### QUOTES, SAYINGS AND PROVERBS

**A man's home is his castle.**

What do you think? State your opinion: \_\_\_\_\_

\_\_\_\_\_

### Core performance indicators:

**As a learner, I can:**

- Use and apply "Here" and "There."
- Act out and create new settings.
- Exercise imagination and creativity.

# Section 5

## 4.5. A supermarket's job is to make us spend

### 4.5.1. Reading reinforcement Track (11)

#### 4.5.1. A. Read and listen; read aloud. Then, choose true or false.



Image Minerva Studio of Vient at FreeDigitalPhotos

Supermarkets don't care about their clients' health fare and well-being; they only care about their profits. Supermarkets are temples of consumerism; they create unique environments that invite customers to buy irrationally. They just seduce and invite you to consume and buy more than you need.

You start at the supermarket when you teach your children how to spend. Take children or teenagers to a supermarket and ask them what they can smell: bread or pastry. The scent makes them hungry and invites them to buy food. Tell them about Self-Control. Explain to them the importance of controlling emotions, impulses, or desires. This is of great importance to gain independence.

When you see a variety of goods inviting you to shop, you can buy what you least expect. There are sporting goods, clothes, shoes, fruits and vegetables, meat and poultry, seafood, canned food, sodas, cereals, etc. You can buy almost anything you want, but watch out! You could finish in a very compromising position!

As a consumer, you need to consider the environment, your financial power, and your real and immediate needs before taking anything to the cashier. Watch out! Don't spend the money you don't have!

1. The mission of a supermarket is to make profits.	True	False.
2. A supermarket is a good place to teach people how to spend money.	True	False.
3. The scent of bread makes people hungry.	True	False.
4. Self-control is essential in a person's life.	True	False.
5. People need to be careful when they use their credit cards.	True	False.
6. It is correct to buy more food than you need.	True	False.
7. A supermarket cares about your health.	True	False.
8. Your emotions can throw you into making bad decisions.	True	False.
9. Supermarkets invite you to spend your money rationally.	True	False.
10. Supermarkets do not care about profits only; they care about people	True	False.

## 4.5.2. Vocabulary building reinforcement: groceries.

4.5.2. A. Look at the pictures. Then, read the sentences and fill in with the right words.

### Items in a Grocery Store



Source: Wikimedia Commons

1. Jar of jelly



Source: Wikimedia Commons

2. Container of candies



Source: Wikimedia Commons

3. Stick of butter



Source: Wikimedia Commons

4. Bar of cheese



Source: Wikimedia Commons

5. Bottles



Source: Wikimedia Commons

6. Cans of vegetables



Source: Wikimedia Commons

7. Bag of chips



Source: Wikimedia Commons

8. A load of bread



Source: Wikimedia Commons

9. Tube of toothpaste



Source: Wikimedia Commons

10. Slices of bread



Source: Wikimedia Commons

11. Packages of cookies



Source: Wikimedia Commons

12. Jar of marmalade



Source: Wikimedia Commons

13. Mop



Source: Wikimedia Commons

14 Broom



Source: Wikimedia Commons

15. Detergent



Source: Wikimedia Commons

16. Bar of Soap

- Mary brushes her teeth with a toothbrush and (toothpaste/jelly)\_\_\_\_\_.
- Jack works in a restaurant. He uses a (mop/hammer), and a (spoon/broom)\_\_\_\_\_ to clean the floor.
- Frank takes his lunch to school every day. He makes sandwiches with (bags/slices) of bread and cheese.
- I love marmalade. I don't eat a single spoon of it. I need a complete (bar/jar)\_\_\_\_\_.
- My little granddaughter loves candies. Her mother buys her a (bottle/container) \_\_\_\_\_ every weekend.
- Cecy works from Monday through Friday. She takes a shower daily, and she uses \_\_\_\_\_ (detergent/soap).
- Bob loves fast food, especially hamburgers with a lot of (ketchup/marmalade)\_\_\_\_\_.
- Stella is a little (heavy/slim)\_\_\_\_\_. She wants to eat more greasy food like (cheese and butter/jelly and marmalade)\_\_\_\_\_.
- When Pamela goes shopping, she usually buys (cans/packages)\_\_\_\_\_ of beer and (tubes/bars) \_\_\_\_\_ of cheese.
- I need (toothpaste/ detergent)\_\_\_\_\_ to disinfect the bathrooms.

### 4.5.3. Grammar building reinforcement: how many, how much.

#### How many is used with countable nouns.

Ex.: How many chairs are there in the classroom? R. There are ten.

#### How much is used with uncountable nouns.

Ex.: How much money do you need? R. I need twenty dollars.

#### 4.5.3. A. Read and suggest prices and quantities.

1. How much is a Kg of strawberries? R. \_\_\_\_\_
2. How much is a Kg of bananas? R. \_\_\_\_\_
3. How much is the Kg of pineapple? R. \_\_\_\_\_
4. How much is a dozen of oranges? R. \_\_\_\_\_
5. How much is the Kg of pears? R. \_\_\_\_\_
6. How much is the Kg of apples? R. \_\_\_\_\_
7. How much is the Kg of grapes? R. \_\_\_\_\_
8. What is the price of lemons? R. \_\_\_\_\_
9. How many watermelons for 40 pesos? R. \_\_\_\_\_
10. How many fruit stores do you know in your town? R. \_\_\_\_\_

### 4.5.4. Listening reinforcement Track (12)

#### 4.5.4. A. Listen and answer the questions about the Grocery store Ad.

- 1) How much is a pound of butter? \_\_\_\_\_
- 2) How much are watermelons? \_\_\_\_\_
- 3) How much is ground beef? \_\_\_\_\_
- 4) How much are potato chips? \_\_\_\_\_
- 5) How many cantaloupes for a dollar? \_\_\_\_\_

### 4.5.5. Writing composition reinforcement

4.5.5. A. Look at the picture and answer the questions. Ex.: Is there any broccoli on the table? R.: No, there is not.



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1. Is there any chocolate on the table? R: \_\_\_\_\_
2. How many slices of pineapple are there on the table? R: \_\_\_\_\_
3. What is on the plates at the corners of the table? R.: \_\_\_\_\_
4. Are there any carrots in the picture? R.: \_\_\_\_\_
5. Are there any cookies on the table? R: \_\_\_\_\_
6. Is there any meat on the table? R: \_\_\_\_\_
7. What's there in the tray? Milk Cups of juice or coffee? R.: \_\_\_\_\_
8. Are there any roses? If yes, where are they? R: \_\_\_\_\_
9. What color is the tablecloth of the table? R: \_\_\_\_\_
10. How many items are there on the table? R: \_\_\_\_\_

### 4.5.6. Speaking

**4.5.6. A. Work in groups.** Take turns. Ask and answer at least ten questions about what you can buy at a **fruit and vegetable store** and grocery store. Ex. i) Is there any garlic in the fruit store? li) Is there any detergent at the grocery store?

iii) How much is a Pound of pomegranates? iv). How many people do you see in the picture?



Image Minerva Studio of Vient at FreeDigitalPhotos



Image Minerva Studio of Antonio\_Diaz at FreeDigitalPhotos

### 4.5.7. Phonics reinforcement

**4.5.7. A. Read and listen; read the text aloud. Then, check with your teacher for correct pronunciation, rhythm, and intonation. Track (13)** 🎧

#### The Hog, the Chicken, and the Frog

A big frog and a hog sent an e-mail to a chicken. It said so:  
“Dear chicken, we didn’t want to bother you. Though,  
We want to complain about the smoke that comes out of your home.  
We don’t want to allow for the creation of smog that damages the planet.  
We send you this e-mail because you will understand it.  
We are friends to care for, protect, respect, and embellish our motherland.  
Send this to brothers, sisters, parents, aunts, uncles, and others..... “.

The chicken answered with the creation of a blog:  
“Hi, inhabitants of this beautiful planet.  
Do you think small homes are the creators of smog?  
I don’t think so.  
Don’t you think that pollution is not our fault?  
Don’t you think big cities, factories, and cars are the cause?  
I hold that the frog and the hog are wrong.”

### QUOTES, SAYINGS, AND PROVERBS

#### Unity is strength.

What do you think? State your opinion: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

### Core performance indicators:

#### As a learner, I can:

- Read aloud and use correct rhythm and intonation.
- Learn and apply new vocabulary.
- Show the importance of Self-Control.
- Use **how much** and **how many**.

# MODULE 5

## Sections 1-5

### A Never Stopping World



Image by alegri / 4freephotos.com

#### CONTENTS

<b>VOCABULARY</b>	<b>GRAMMAR</b>
Verbs	Present progressive to express actions.
Food and Beverages	Present progressive as future.
Clothes	Much/many, too much, too many.
Parts of the body	Few, little, a little/a few.
Facts about animals	Time expressions.

#### LITERACY COMPETENCIES

<b>SPEAKING</b> <i>Students will be able to:</i>	<b>READING</b> <i>Students will be able to:</i>
Express actions.	Read articles
Describe people's actions.	Read about people in action
Model real-life conversations.	Read about specific requirements at work.
Use question words in actions.	Read and analyze the psychological features of a positive attitude. .
Say the word sound " ^."	Read aloud and discuss about fashion.

<b>WRITING</b> <i>Students will be able to:</i>	<b>LISTENING</b> <i>Students will be able to:</i>
Write descriptions of places	Listen to real-life conversations
Write descriptions of people.	Listen to and answer questions about a description.
Choose options.	Listen to a conversation in a restaurant and answer questions about it.
Use correct punctuation.	Listen to and answer questions about physical attraction.
Write compound sentences	Listen to and differentiate the sound " ^."

# Section 1

## 5.1. Misery or the Rio Bravo? (part1)

### 5.1.1. Reading reinforcement Track (01)

5.1.1. A. Read and listen; read aloud. Then circle: True, false, or it doesn't say.



LAREDO, TAMAULIPAS, MEXICO. 1968. – Ricardo and Armando are 20- and 15-year-old boys from Miguel Auza, Zac. México. They are trying to escape a terrible reality: misery. They exited the bus station, about six blocks from the Rio Bravo. They started to walk down the street and right into the river. “Watch out for your clothes, Armando!” Says Ricardo as they push against the freezing waters to the American side of the river. They are holding on to their dreams. “Do you know what, Ricardo?” Says Armando with a stammering voice, as he remembers the last week they stayed in Miguel Auza, “Our parents, our brothers and sisters live in poverty. Our house is made of adobe, and there are no doors to protect our family from burglars and thieves. Besides, we hardly eat two meals a day. So, we need to make money to change our lives.”

“Quiet!” Says Ricardo in a whisper.

“What’s the matter?” Asks Armando, looking around and holding his breath.

“Do not make too much noise. ‘La Migra’ can jump out when you least expect it.” Ricardo warns his younger brother as they walk down the streets hurriedly, trying in vain not to be too noisy.

The barking dogs in the houses and the noise of the gravel on the streets they are treading on are too easy for law officers to detect.

– “What are those flickering lights over there?” Asks Armando in anguish.

– “Run, run, Armando. Don’t stop!” Shouts Ricardo, running as fast as he can to escape the van of the Migration and Naturalization Service of The United States of America. (To be continued).

1. The story takes place at the present time.	False	True	It doesn't say.
2. The boys' family is impoverished.	False	True	It doesn't say.
3. The water of the river is very hot.	False	True	It doesn't say.
4. The two brothers want to work and live in the USA.	False	True	It doesn't say.
5. Ricardo and Armando live in a prosperous city.	False	True	It doesn't say.

### 5.1.2. Vocabulary building reinforcement: antonyms.

5.1.2. A. Read and match the letters with the numbers; work in groups and write ten sentences with antonyms. Ex.: i). People should praise the elderly, not insult them. Mary hates dry vegetables; she loves them fresh.

1. Beg	5. Liberate.	9. Ancient.	13. Alive.	17. Lascivious.
2. Insult.	6. Build.	10. Fresh.	14. Spacious.	18. Saint.
3. Shout.	7. Instruct.	11. Majestic.	15. Dazzling.	19. Rude.
4. Complain.	8. Reflection.	12.. Impressive.	16. Game.	20. Naïve.

a. Give.	f. Praise.	k. Be quiet.	p. Accept.
b. Incarcerate.	g. Destroy.	l. Mislead.	q. Disdain.
c. New.	h. Dead.	M. Small.	r. Decent.
d. Shabby.	i. Dry.	n. Dull.	s. Devil.
e. Insignificant.	j. Disinclined.	o. Sophisticated.	t. Polite.

1-a; 2-f; 3-k; 4-p; 5-b; 6-g; 7-l; 8-q; 9-c; 10-i; 11-d; 12-e; 13-h; 14-m; 15-n; 16-j; 17-r; 18-s; 19-t; 20-o

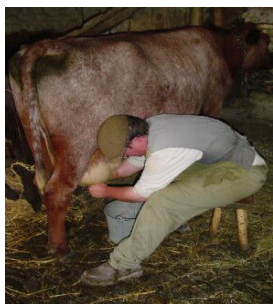
### 5.1.3. Grammar building reinforcement: present Progressive

a). The present progressive of verbs expresses an **action** that is taking place now. Ex.: Mark is driving his car.

b).It is also used to describe actions in specific scenarios.

Ex.: The horse in the picture is running.

5.1.3. A. Work in pairs. Ask the questions to the answers about the pictures. Use: where, when, how, who, which, why.



Source: Wikimedia Commons

Q: \_\_\_\_\_



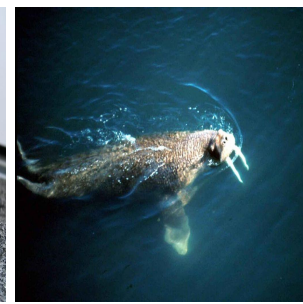
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Q: \_\_\_\_\_



Source: Wikimedia Commons

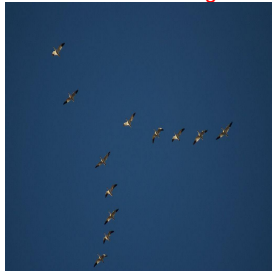
Q: \_\_\_\_\_



Source: Wikimedia Commons

Q: \_\_\_\_\_

A: Mr. Smith **is milking** a cow. A: The calf **is lying** on the straw. A: The cat **is eating** a mouse A: The Walrus is swimming.



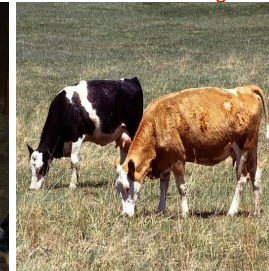
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Q: \_\_\_\_\_



Source: Wikimedia Commons

Q: \_\_\_\_\_



Source: Wikimedia Commons

Q: \_\_\_\_\_



Source: Wikimedia Commons

Q: \_\_\_\_\_

A: The birds **are flying** above. A: The dogs **are fighting** for control. A: Cows **are grazing** now. A: The wolf **is running**.



Source: Wikimedia Commons

Q: \_\_\_\_\_



Source: Wikimedia Commons

Q: \_\_\_\_\_



Source: Wikimedia Commons

Q: \_\_\_\_\_




Source: Wikimedia Commons

Q: \_\_\_\_\_

A: The man **is pulling** a carriage. A: The woman **is sewing**. A: She **is going** to school. A: The chick **is hatching**.

## 5.1.4. Listening reinforcement

### 5.1.4. A. Listen to the conversation and complete the sentences.

Track (02) 

1. What is Denzel doing? R: \_\_\_\_\_
2. Is Alex cleaning the house? R: \_\_\_\_\_
3. What's Denzel's favorite color? R: \_\_\_\_\_
4. Where are Alex and Susan going? R: \_\_\_\_\_
5. When is Denzel calling Alex back? R: \_\_\_\_\_

## 5.1.5. Writing composition reinforcement

### 5.1.5. A. Describe the actions you see in the pictures. Then, compare your work. Ex.: In picture 1. Some people are running.

Picture 1



Source: Wikimedia Commons

Picture 2



Source: Wikimedia Commons

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

## 5.1.6. Speaking reinforcement

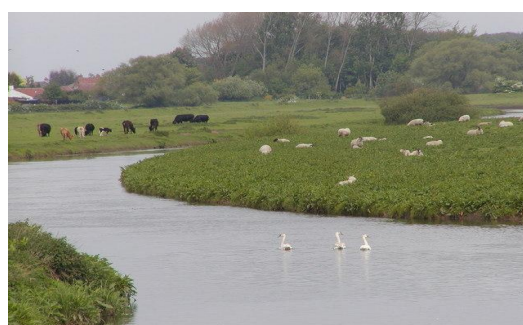
### 5.1.6. A. Work in groups. Ask and answer five questions about the pictures and the animals in the field. Ex.: Q: What is the fat brown pig doing? R.: It's sleeping.

1



Source: Wikimedia Commons

2



Source: Wikimedia Commons

## Core performance indicators:

### As a learner, I can:

- Learn and apply new vocabulary.
- Use and apply the present continuous.
- Write questions to answer.
- Talk about the actions taking place in a picture.

# Section 2

## 5.2. Why do I Love Sara?

### 5.2.1. Reading Reinforcement Track (03)

#### 5.2.1. A. Read and listen; read aloud. Then, answer true or false, or it doesn't say anything.

Sara is a handsome and beautiful woman. She is athletic and has average height. Her eyes are blue, like the color of the sea. She has blond, shining silky hair, white skin, round hips, small hands, and well-shaped feet. She is innocent, loving, romantic, honest, hyperactive, humane, and smart. She is brilliant.

Sara can dance very well, sing like an angel, and play the piano like a professional. She can also cook, speak several languages, read Latin and Greek, and drive a chopper. She is amazing!

Sara lives in front of my house. She has a nice two-story house with a big backyard. She goes to the University every weekday. She gets up at seven-thirty and goes jogging for an hour. Then, she takes a shower, brushes her hair, puts on some makeup, and goes to the dining room. There, she has breakfast and gets ready for school.

At 8:30, she takes the bus before her house and waves goodbye.

Sara studies for six hours, from 9:00 A.M. to 3:00 P.M. She studies Finance. She wants to be a Wall Street analyst. She loves numbers and mathematical calculations.

Oh, there she is! She wears a beautiful black dress, stockings, high-heeled shoes, and a silk scarf. Right now, she is getting ready for school. I can see her through her window brushing her hair. Well, now she is getting out of her bedroom and into the kitchen. I can't say anything anymore because she is out of my sight. Sara is the girl of my dreams!

1. Sara is bright.

1. Sara is bright.	True	False.
2. She speaks Chinese.	True	False.
3. Sara doesn't play the piano.	True	False.
4. She can drive a helicopter.	True	False.
5. Sara lives opposite the house of the narrator.	True	False.
6. Sara's house is small.	True	False.
7. Sara is good at mathematics.	True	False.
8. Sara is wearing a tank top.	True	False.
9. Sara disappears out of the sight of the narrator.	True	False.
10. Sara does exercise.	True	False.

### 5.2.2. Vocabulary building reinforcement

#### 5.2.2. A. Read, listen, and repeat. Track (04)

#### 5.2.2. B. Match the definitions with the pictures.



Source: Wikimedia Commons

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



Source: Wikimedia Commons

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



Source: Wikimedia Commons

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



Source: Wikimedia Commons

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



Source: Wikimedia Commons

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



Source: Wikimedia Commons

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



Source: Wikimedia Commons

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



Source: Wikimedia Commons

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

a. Pants or underpants. b. Men's shorts. c. A warm coat. d. Waterproof or water-resistant coat. e. A square piece of cloth used for blowing one's nose. f. A covering for the head. g. A band of cloth is worn around the neck. h. A covering for the hand.

### 5.2.3. Grammar building reinforcement

**Time expressions to use with the present continuous:**

**Now** – She is dancing, now.

**Today** – She is watching a movie, today.

**At the moment** - We are doing homework, at the moment.

#### 5.2.3. A. Read and complete the sentences. Choose the best item

1. The man (are/is)\_\_\_\_\_ a hockey.
2. The hockey (wears/is wearing)\_\_\_\_\_ a red sweater.
3. The horse (are jumping/is jumping)\_\_\_\_\_.
4. The man is wearing (white pants/white sneakers) \_\_\_\_\_.
5. The man in blue is taking (a boy/ a child) \_\_\_\_\_ by the hand.
6. They are driving their new car (now/yesterday)\_\_\_\_\_.
7. The bird is singing happily (at the moment/in a few minutes) \_\_\_\_\_.

### 5.2.4. Listening reinforcement Track (05)

#### 5.2.4. A. Listen, read the sentences, and choose the best response.

1. Aisha is: a) pretty and young; b) young and innocent; c) old and funny; d) young and ugly.
2. Aisha’s mirror is: a) small; b) average; c) big; d) human size.
3. The closet is: a) in front of the bed; b) next to the bed; c) behind the bed; d) under the bed.
4. Aisha likes her: a) sneakers and her jacket; b) old boots; c) sweater; d) gray jeans.
5. Bobby’s present is: a) very special; b) big; c) cheap; d) expensive.

### 5.2.5. Writing composition reinforcement

#### 5.2.5. A. Write a description of five partners; use the period, the semicolon, and the comma. Include physical appearance, personality, and clothes.

Ex.: Mike is very tall and slim. He has blue eyes and blond hair. He is hard-working and stubborn. He is wearing black shoes, green slacks, a black belt, a white shirt, a tie, and a black jacket. Mike is a loving person; he loves fishing.

1. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
3. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
4. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
5. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## 5.2.6. Speaking reinforcement

**5.2.6. A. Work in pairs. Talk about the people in the pictures. Include a description and an action for each person.** Ex.: The blond boy on the right of picture 1 is wearing a white shirt, jeans, and a vest. He is talking with the black girl. She wears a checked brown and white shirt, green slacks, and yellow shoes.

Picture 1



Source: Wikimedia Commons

Picture 2



Image Minerva imagerymagestic at FreeDigitalPhotos

### Core performance indicators:

#### As a learner, I can

Apply vocabulary of clothes.

Analyze and speak about concrete situations.

Write descriptions of people.

Focus on reading, understanding, and answering questions.

Use time expressions.

# Section 3

## 5.3. A Waiter

### 5.3.1 Reading Reinforcement Track (06)

5.3.1. A. Read and listen; read aloud. Then, answer the questions.

#### Definition and Nature of the Work

Waiters are the men and women who take orders and serve food in restaurants nationwide. They are usually assigned to serve a certain number of tables (called a station) by the restaurant manager, the host or hostess, or the head waiter. Waiters give each customer a copy of the restaurant's menu and sometimes explain how the different meals on the menu are prepared. They write down customers' orders so the cooks can prepare each dish precisely as requested. When the food is ready, waiters carry it from the kitchen to the tables. Alert waiters remember what each person has ordered and can place the correct dish in front of the person who ordered it. This service assures good tips and returns customers to the restaurant. Waiters give constant attention to the guests. They refill coffee cups and water glasses and ask if guests want to order anything else. They also record the food and drink prices on the guests' checks. When guests are ready to leave, waiters take the checks to the tables. In some restaurants, waiters handle guests' payments for meals; in others, guests take their checks directly to the cashier.

There are many different kinds of restaurants, and the work of waiters varies accordingly. In fine, elegant restaurants, waiters are supervised by a head waiter and must serve food in special, formal ways. Many high-end restaurants offer a specific cooking style—they may feature French, Greek, Italian, Japanese, or some other specialized cuisine. Quite often, waiters in these restaurants speak the appropriate language when describing each dish. Because people often eat in restaurants during their leisure hours, waiters must be prepared to work evenings, weekends, and some holidays. The hours may be irregular, so many waiters work part-time.

#### Education and Training Requirements

There are no formal education requirements for waiters; however, employers prefer hiring people with a high school education. Basic arithmetic skills are mandatory. A neat appearance and pleasant manner are also desirable.

Some vocational schools offer training, but most waiters learn their skills on the job. Fine restaurants like to hire people who have had experience or formal training. Candidates with little experience can accept jobs as dining room attendants and work toward a promotion. In certain restaurants, waiters must have special skills, such as fluency in a foreign language or knowledge of formal table service.

<a href= "http://careers.stateuniversity.com/pages/526/Waiter.html">Waiter Job Description, Career as a Waiter, Salary, Employment - Definition and Nature of the Work, Education and Training Requirements, Getting the Job</a>

1. What are the definition and the nature of a waiter's job? (Explain with your own words. Write a minimum of 80 words.)
2. How do waiters and waitresses get trained? (Explain. Write a minimum of 80 words.)

## 5.3.2. Vocabulary building reinforcement

### 5.3.2. A. Read, listen, and repeat. Track (07)

#### Appetizers



Image Minerva phofack at FreeDigitalPhotos

1. Tacos



Image GranViewGraphics at FreeDigitalPhotos

2. Fruit Salad



Image Mica156 at FreeDigitalPhotos

3. Avocado Shrimp Salad.

#### Main Courses



Image RonBailey at FreeDigitalPhotos

4. Rib Roast



Image Freila at FreeDigitalPhotos

5. Beef Stew



Image Phofack2 at FreeDigitalPhotos

6. Lamb Chops

#### Beverages



Image Monticello at FreeDigitalPhotos

7. Alcoholic Beverages



Image Shendart at FreeDigitalPhotos

8. Non-Alcoholic Beverages



Image BoardingINow at FreeDigitalPhotos

9. Coffee

#### Desserts



Image ManuWe at FreeDigitalPhotos

10. Ice Cream



Image ManuWe at FreeDigitalPhotos

11. Strawberry Cake



Image ac\_bnphtos at FreeDigitalPhotos

12. Cheese Cake.

## 5.3.3. Grammar building reinforcement

### 5.3.3. A. Read the sentences and choose the correct verb forms.

1. Marco never \_\_\_\_\_ (reads/ is reading) books at school.
2. She sometimes \_\_\_\_\_ (answers/ is answering) correctly.
3. I \_\_\_\_\_ (am listening/ listen) to my favorite radio station now.
4. We \_\_\_\_\_ (is playing/ are playing) soccer tomorrow morning.
5. They usually \_\_\_\_\_ (attend/ are attending) school on weekdays.
6. Karen and Denzel \_\_\_\_\_ (are going/ is going) to New York next month.
7. It \_\_\_\_\_ (isn't/ aren't) working right.
8. Cindy \_\_\_\_\_ (writes/ is writing) an e-mail to a friend now.
9. They always \_\_\_\_\_ (do/are doing) homework.
10. The dog \_\_\_\_\_ (plays/ is playing) with its master.
11. Martin \_\_\_\_\_ (loves/ is loving) cheesecake with coffee. He has one every day.
12. We rarely \_\_\_\_\_ (go/ are going) to restaurants, but we sometimes eat a good snack.
13. Mark is a great athlete. He \_\_\_\_\_ (runs/ is running) ten miles a day.
14. Derek is drunk. \_\_\_\_\_ He (drinks/is drinking) a bottle of wine now.
15. Lindsey \_\_\_\_\_ (likes/ is liking) beef stew a lot. She has a cholesterol problem.

### 5.3.4. Listening Reinforcement Track (08)

#### 5.3.4. A. Listen and circle the correct answers.

1. The waiter tells the cook that people are: a) happy with the food; b) unhappy with the service; c) unhappy with the food; d) angry with him.
2. The cook says that the waiter: a) is to be blamed; b) careless; c) innocent; d) sad.
3. The waiter: a) accepts his blame; b) reproaches the cook; c) blames the customers; d) doesn't care.
4. The waiter blames the cook for: a) putting too much salt in the stew, too much dressing in the salad, and too much pepper in the chops; b) putting a lot of dressing in the salad, a little pepper in the pork chops and not enough salt in the stew; c) putting less salt than needed in the stew, little pepper in the pork chops and a lot of dressing in the salad.
5. The cook: a) doesn't know what the waiter is talking about; b) accepts his blame; c) asks the waiter to leave; d) blames the customers.
6. The restaurant has a problem: a) its food is bad; b) the service is terrible; c) there are too many waiters; d) there aren't enough waiters to render a good service in the restaurant.
7. The waiter and the cook: a) understand each other; b) continue to argue; c) leave the restaurant; d) go to court.

### 5.3.5. Writing composition reinforcement: colons (:), semicolons (;) and quotation marks ("").

**Place colons and semicolons outside closed quotation marks. Examples:**

**a). Williams described the experiment as "a definitive step forward"; other scientists disagreed.**

**b). Benedetto emphasizes three elements of what she calls her "Olympic journey": family support, personal commitment, and great coaching.**

**5.3.5. A. Work in groups and write down ten examples like the previous ones.**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_

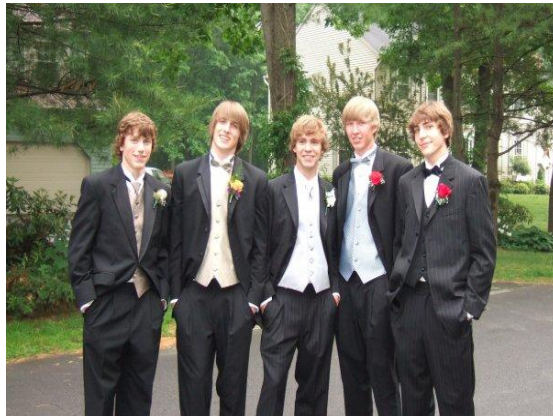
### 5.3.6. Speaking reinforcement Track (09)

**5.3.6. A. Read and listen. Then, read the conversations aloud.**

**5.3.6. B. Work in groups. Model the conversations.**



Source: Wikimedia Commons



Source: Wikimedia Commons

**Tricia:** So, tell me. Why are you so worried? **Tom:** Well. Here we are.

**Martha:** I failed Math. I hate numbers.      **Bob:** Finally. We are celebrating our graduation.  
**Jennifer:** I failed chemistry. I hate it a lot.      **Tony:** My parents are having a great time.  
**Tricia:** Well. I love science. I passed Math.      **Sam:** Mine too.  
**Martha:** I don't. I like sociology.      **Roland:** I have many friends who are rejoicing.  
**Jennifer:** I love languages and technology.      **Tom:** I am dreaming. I can't believe it!  
**Tricia:** Are you moving to another city after school?      **Bob:** I can't believe it either.  
**Martha:** I am staying here.      **Tony:** I do believe it. It is a dream come true.  
**Jennifer:** I am moving to New York.      **Sam:** Relax. It's not the end of the world.  
**Tricia:** Look! The bus is coming. Let's catch it.      **Roland:** That's right. Let's go back to the party.  
**Martha:** Thanks. My boyfriend is coming to pick me up.      **Tom:** Yeah. Pamela is waiting for me.  
**Jennifer:** I'll walk. I live two blocks from here.      **Bob:** I am going to pick my sister up.  
**Tricia:** O.K. See you tomorrow.      **Tony:** My parents are waiting.  
**Martha:** See you later.      **Sam:** All right! See you later.  
**Jennifer:** Bye.      **Roland:** See you at the party.

## Core performance indicators:

### As a learner, I can

Read aloud and determine if statements are true or false.  
Learn and use the vocabulary of foods and drinks.  
Write extensively about an occupation.  
Talk about students' Lives.  
Use the semicolon, colon, and quotation marks correctly

# Section 4

## 5.4. Is it Difficult to Think Positively?

### 5.4.1. Reading Reinforcement Track (10)

5.4.1. A. Read and listen; read aloud. Then, analyze the article.

5.4.1. B. Read and answer the questions with a “Yes” or a “No”.

5.4.1. C. Write a paragraph about the article. State your point of view.

**By Remez Sasson.**

Do you think it is difficult to think positively?

When you try to think positively, do all kinds of negative thoughts fill your mind?

Do you find it difficult to wish yourself good things?

Do you find it difficult to wish yourself success and happiness?

Does your mind refuse to think positively?

Do you feel and believe that success belongs only to other people?

Do you possess such low self-esteem that you think and believe that you cannot achieve anything in your life?

Do you think positive thinking is useless, unpractical, and leads nowhere?

You can change the way you think, but this requires some effort on your part.

You need to replace “cannot” with “can.”

Replace “I will try tomorrow, with I’ll try now.”

Replace the word “impossible” with the word “possible.”

Stop thinking that success belongs to other people.

Instead, start hammering into your mind that you, too, can achieve success.

If other people can travel, you can too.

If other people have a job, you can too.

If other people are happy, you can too.

If other people have love, you can too.

Expect good things to happen to you.

Believe that good things can happen to you.

Don’t be afraid of failure. If you fail, try again.

Strive to look at the bright side of life.

Dare, do, act, and try.

This is positive thinking and a positive attitude.

It shouldn’t be challenging to think positively.

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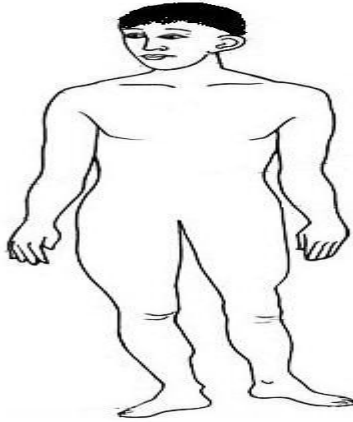
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### 5.4.2. Vocabulary building reinforcement Track (11)

5.4.2. A. Read and listen. Then, read aloud.

5.4.2. B. Draw a line and match the words with the parts of the body.



Blank Human Body Diagram to Label

1. Head.
2. Face.
3. Neck.
4. Shoulder.
5. Chest.
6. Abdomen.
7. Leg.
8. Knee.
9. Calf.
10. Ankle
11. Foot (plural: feet).
12. Biceps.
13. Elbow.
14. Arm.
15. Wrist.
16. Hand.
17. Fingers.
18. Ears.
19. Eyes.
20. Nose.
21. Mouth.
22. Forehead.

### 5.4.3. Grammar building reinforcement

5.4.3. A. Read and complete the sentences with *can, can't, do, don't, does, doesn't, is, isn't, there is, there isn't, there are, there aren't, some, or any*.

1. Frank \_\_\_\_\_ has enough money to buy a car. He only has fifty dollars.
2. She \_\_\_\_\_ sees anything. She is blind.
3. \_\_\_\_\_ time for relaxation. I work sixteen hours a day.
4. \_\_\_\_\_ you have a car? I need a ride to school.
5. \_\_\_\_\_ Jenny live in the city? \_\_\_\_\_ Information about her.
6. \_\_\_\_\_ oranges in the fridge. You \_\_\_\_\_ have some.
7. There \_\_\_\_\_ some coffee in the pot. Serve yourselves!
8. The room is too dark. \_\_\_\_\_ lamps in the room. Buy some.
9. It \_\_\_\_\_ very cold here. Turn on the heater, please.
10. He doesn't like movies. He is always doing productive things.
11. Eagles \_\_\_\_\_ fly, but ostriches \_\_\_\_\_. Ostriches \_\_\_\_\_ run only.
12. \_\_\_\_\_ you like my sister? She \_\_\_\_\_ beautiful!
13. \_\_\_\_\_ you help me? Call a taxi, please.
14. There isn't \_\_\_\_\_ milk in the refrigerator. I am going to the supermarket to buy some.
15. \_\_\_\_\_ any trees in the park? I can only see shrubs and plants.

### 5.4.4. Listening reinforcement Track (12)

5.4.4. A. Listen and circle the correct answers.

1. Where is Fred at? R: \_\_\_\_\_
2. What time is Fred going back to the house? R: \_\_\_\_\_
3. Who is waiting to see Fred? R: \_\_\_\_\_
4. Does Tim live far from Fred's house? R: \_\_\_\_\_
5. Are the girls at the party ugly? R: \_\_\_\_\_

### 5.4.5. Writing composition reinforcement

**5.4.5. A. Read the sentences and write down the comma or semi-colon where necessary.**

- 1). Hansen is a war hero, but her record doesn't help him.
- 2). Cats are feline, dogs are canine.
- 3). We need to save money, so we must work harder.
- 4). I am leaving the city and suffering a lot. I love my city!
- 5). Ashley and Tom are getting married because they love each other so much.
- 6). Love leads to perfection hate; leads to destruction.
- 7). We must believe in miracles, or our country may not preserve its democratic institutions.
- 8). You need to pass a test, so you must study hard.
- 9). He is eating but can't stop being hungry.
- 10). I work long hours because I love my job.

### 5.4.6. Speaking reinforcement

**5.4.6. A. Work in pairs. Look at the pictures. Then, ask and answer questions using question words (What, where, when, how, why, who), simple present tense, and present progressive.**



### Core performance indicators:

#### As a learner, I can

- Speak about activities and actions using question words.
- Use punctuation correctly.
- Listen to and understand a recorded conversation.
- Use, understand, and differentiate grammatical parts.
- Learn and use the parts of the body.
- Learn to think positively.

# Section 5

## 5.5. The Golden Eagle

### 5.5.1. Reading reinforcement Track (13)

#### 5.5.1. A. Read and listen; read aloud. Then, choose true or false.



By J. Glover (AUTiger). Please attribute to J. Glover - Atlanta, Georgia, in usage outside of Wikimedia Foundation Projects. - en. Wikipedia, CCBY-SA 2.0, <https://commons.wikimedia.org/w/index.php?curid=81854>

The Golden Eagle is a large, dark brown raptor with broad wings. Its size is variable: it ranges from 66 to 100 cm (26 to 39 in) in length and has a typical wingspan of 1.8 to 2.34 m (5.9 to 7.7 ft). In the most significant race (*A. c. daphanea*), males and females weigh 4.05 kg (8.9 lb) and 6.35 kg (14.0 lb).

The Golden Eagle, like all birds, has color vision. An eagle's eye is almost as large as a human's, but its sharpness is at least four times that of a person with perfect vision. The eagle can probably identify a rabbit moving almost a mile away. That means an eagle flying 1000 feet over an open country could spot prey over an area nearly 3 square miles from a fixed position.

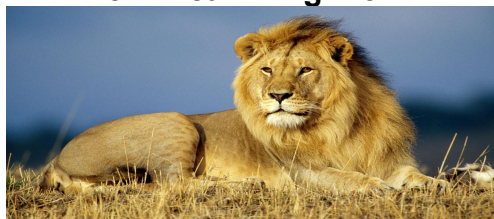
Eagles are not distinguished for their hearing, but this does not mean they have poor hearing. Diurnal (active by day) birds of prey like hawks and eagles use their hearing to locate prey or other birds, but the sharpness is not as essential as in some owls, which can find prey in the dark only by sound. Source: Wikipedia.

1). Eagles can't hear very well.	True	False
2). Eagles can see Black and White only.	True	False
3). A man's vision is better than an eagle's vision.	True	False
4). Owls can locate their prey when they make noise.	True	False
5). An eagle can see a rabbit moving a kilometer away.	True	False

### 5.5.2. Vocabulary building reinforcement Track (14)

#### 5.5.2. A. Read and listen; read aloud the **facts** (Facts are statements which are held to be true and often contrasted with opinions and beliefs.). Then, answer the questions.

#### The African King Lion



Lions are the only cats living in groups called prides. Prides are family units that may include up to three males, a dozen or so females, and their young. A pride's lionesses are related, and female cubs typically stay with the group as they age. Young males eventually leave and establish their pride by taking over a group headed by another male.

## The Weasel



Fact 1 - Definition: Weasels are small, powerful carnivorous mammals with short legs and an elongated, slender body and neck in the family, Mustelidae

Fact 2 - They are closely related to otters, badgers, and polecats

Fact 3 - There are two species called the short-tailed weasel or Mustela ermine and the least weasel

Fact 4 - Weasels are fearless and attack predators, including humans

Fact 5 - The name weasel derives from the Anglo-Saxon word "sweatshop," meaning "a vicious, bloodthirsty animal."

Fact 6 - There are 17 species of weasel

Fact 7 - Weasels are well known for the speed of their movements and for their bloodthirsty habit of destroying their prey

Fact 8 - Weasel's stats and facts

- Weight: Weight: 3- 7 ozs (85 to 198 g)
- Length: 12 to 45 cm (5 to 18 inches)
- Habitat: river banks, streams
- Lifespan: 10 years
- Diet: Weasels eat frogs, rats, birds, rabbits and squirrels

- 1). What is a pride? \_\_\_\_\_
- 2). A cub is a young or an old lion? \_\_\_\_\_
- 3). How many species of weasels are there? \_\_\_\_\_
- 4). Are weasels slow? \_\_\_\_\_
- 5). Do weasels attack men? \_\_\_\_\_
- 6). Can weasels live more than 10 years? \_\_\_\_\_
- 7). Do weasels have a short tail? \_\_\_\_\_
- 8). What animals are the main diet of Weasels? \_\_\_\_\_

Source: <http://www.facts-about.org.uk/index.htm>

### 5.5.3. Grammar building reinforcement: little/few, a little/ a few.

#### 5.5.3. A. Write down examples using *few*, *little*, *a few* and *a little*.

a) **Little** is used with uncountable, and **few** is used with countable nouns.

b) When we use **few** and **little** without the indefinite article, they usually have a negative meaning.

c) When we use them with the indefinite article, **a little** or **a few**, they have a more positive meaning. Compare the following:

I have few friends in England, and I feel quite lonely.

I have a few friends in England, so I don't miss home so much.

I have little interest in classical music. I much prefer pop.

I have a little wine in the cellar. Would you like some?

Rather than little or few, we sometimes prefer to use a negative construction with much or many in conversational English, as it sounds slightly less formal:

He has little money. > He doesn't have very much money.

She had few friends. > She didn't have many friends

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_

### 5.5.4. Listening reinforcement Track (15)

5.5.4. A. Read, listen, and fill in the word you hear. Then, check the answer keys below.

#### What are the signs of physical attraction?

**Feet and Legs** - move mostly in an (1) \_\_\_\_\_, independent way from our more controlled (2) \_\_\_\_\_ and is therefore a very accurate indicator of attraction.

Feet and legs (3) \_\_\_\_\_ towards you, fiddling, crossing, and uncrossing legs are all clear nonverbal signs of (4) \_\_\_\_\_ attraction.

**Face** - When we feel attracted to someone, our (5) \_\_\_\_\_ will automatically open up by way of slightly parted (6) \_\_\_\_\_, flaring nostrils (unconsciously holding our breath), a quick (7) \_\_\_\_\_ lift and/or raised eyebrows to give the face an appearance of being (8) \_\_\_\_\_ and welcoming.

**Eyes** - Intense feelings will cause the tear ducts to produce (9) \_\_\_\_\_. This will be enough to moisten the eyes but not (10) \_\_\_\_\_ to cause the tears to overflow and roll down your face.

**Touching** - your (11) \_\_\_\_\_, fiddling with your (12) \_\_\_\_\_, stroking your cheek, rubbing your chin, touching your ear, massaging your neck, (13) \_\_\_\_\_ with objects near you, and fiddling with jewelry are all signs of sexual attraction.

**The skin** (especially the lips and mouth) becomes increasingly (14) \_\_\_\_\_ and feels really (15) \_\_\_\_\_ when we are attracted to someone, and will cause you to fiddle and (16) \_\_\_\_\_ a lot.

**Clothing** - when we feel (17) \_\_\_\_\_ to and aroused by someone (18) \_\_\_\_\_ flow will increase, and we will feel hot, and our clothing will start to feel restrictive. Taking off your jacket, pushing up a long (19) \_\_\_\_\_ and undoing of a tie are all (20) \_\_\_\_\_ of feelings of attraction.

Keep in mind that a single signal of (21) \_\_\_\_\_ seen in (22) \_\_\_\_\_ means basically (23) \_\_\_\_\_. (24) \_\_\_\_\_ eyes after watching a (25) \_\_\_\_\_ movie does not mean that person is attracted to you - it probably means she is in touch with her emotions.

You need to watch out for a cluster of signals of attraction (at least four) before you can really read something into it

### 5.5.5. Writing composition reinforcement

5.5.5. A. Write compound sentences. Use *and, but, for, nor, or, so, yet, a few/ a little, much/many, and too much /too many.*

Ex.: Mom has too many problems, for she doesn't have much money.

Bob is very famous, so he has many fans.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_
11. \_\_\_\_\_
12. \_\_\_\_\_


1. Unconscious 2. Movements. 3. Pointing. 4. Physical 5. Face. 6. Lips. 7. Eyebrow. 8. Open. 9. Tears. 10. Enough. 11. Hair. 12. Clothing. 13. Playing. 14. Sensitive. 15. Good. 16. Touch. 17. Attracted. 18. Blood. 19. Sleeves. 20. Signs. 21. Attraction. 22. Isolation. 23. Nothing. 24. Shiny. 25. Sappy.

## 5.5.6. Speaking reinforcement

5.5.6. A. Work in groups and discuss the characteristics of each picture. Make connections, describe the babies, and predict possibilities.



## 5.5.7. Phonics reinforcement

Track (16) 

5.5.7. A. Read and listen. Then, pronounce the words with the sound “^.”

buck, chuck,cruck, duck,luck, muck, puck,schmuck, shuck, struck, suck, Truk, tuck, yech, yuck

5.5.7. B. Read aloud the following quotes.

5.5.7. C. Read and discuss the quotes. Use the teacher’s help or a dictionary for better understanding.

### Good Luck or Bad Luck?

"Luck is a dividend of sweat. The more you sweat, the luckier you get."

[Ray A. Kroc Quotes](#)

"Luck affects everything; let your hook always be cast. There will be fish in the stream where you least expect it."

[Ovid Quotes](#)

"When God throws, the dice are loaded."

[Greek proverb Quotes](#)

"Men of action are favored by the Goddess of luck."

[George S. Clason Quotes](#)

"Shallow men believe in luck. Strong men believe in cause and effect."

[Ralph Waldo Emerson's Quotes](#)

"Diligence is the mother of good fortune."

[Miguel de Cervantes Quotes](#)

"A pound of pluck is worth a ton of luck."

[James A. Garfield Quotes](#)

### Core performance indicators:

#### As a learner, I can

Pronounce the sound “^.”

Read, learn, and discuss quotes.

Listen to an article about physical attraction and connect the topic to previous knowledge.

Read and analyze readings about animal facts.

Make predictions based on possibilities.

# VIDEOS

## MODULE 1(A)

Listening and Writing	REINFORCEMENT ACTIVITIES	VIDEO ACTIVITIES
<p><b>a). Listen to the song.</b> <b>b). Sing along with Hillary Duff.</b></p> <p><b>"I Am"</b></p> <p>I'm an angel, I'm a devil I am sometimes in between I'm as bad it can get And good as it can be Sometimes I'm a million colors Sometimes I'm black and white I am all extremes Try figure me out you never can There's so many things I am</p> <p>I am special I am beautiful I am wonderful And powerful Unstoppable Sometimes I'm miserable Sometimes I'm pitiful But that's so typical of all the things I am</p> <p>I'm someone filled with self-belief And haunted by self-doubt I've got all the answers I've got nothing figured out I like to be by myself I hate to be alone I'm up and I am down But that's part of the thrill Part of the plan Part of all of the things I am</p> <p>I am special I am beautiful I am wonderful And powerful Unstoppable Sometimes I'm miserable Sometimes I'm pitiful But that's so typical of all the things I am</p> <p>I'm a million contradictions Sometimes I make no sense Sometimes I'm perfect Sometimes I'm a mess Sometimes I'm not sure who I am</p> <p>I am special I am beautiful I am wonderful And powerful Unstoppable Sometimes I'm miserable Sometimes I'm pitiful But that's so typical of all the things I am</p> <p>I am special I am beautiful I am wonderful And powerful Unstoppable Sometimes I'm miserable Sometimes I'm pitiful But that's so typical of all the things I am Of all the things I am Sometimes I'm miserable Sometimes I'm pitiful But that's so typical of all the things I am Of all the things I am</p>	<p><b>1). Fill in the the information about Hillary Duff.</b></p> <p>a). Last Name</p> <p>b). First Name</p> <p>c). Occupation</p> <p>d). Nationality</p> <p>e). Age</p> <p>f). Country</p> <p><b>2). Work in pairs. Ask and answer the following questions about Hillary Duff. Use Complete answers.</b></p> <p>a). Is Hillary Duff a doctor?</p> <p>b). Is Hillary Duff very popular?</p> <p>c). Do you like Hillary Duff?</p> <p>d). Is Hillary from the USA?</p> <p>e). Are you mexican?</p> <p><b>3). Write the questions to the answers.</b></p> <p>a). We are singers.</p> <p>b). They live in France.</p> <p>c). My last name is Thompson.</p> <p>d). She is from Boston.</p> <p>e). It is a blue car.</p> <p>f). No, he's not a pilot.</p> <p>g). Because, I need money.</p> <p>h). No, I am not.</p>	<p><b>1). Watch the video; then, answer the following questions.</b></p> <p>a). Where is Hillary Duff?</p> <p>b). Is she at a university?</p> <p>c). Who are the children her?</p> <p>d). Is she singing for adults?</p> <p>e). Is hillary fat or slim?</p> <p><b>2). Watch the video; Then, choose the best response.</b></p> <p>( 00:00:14)</p> <p>1). Hillary Duff is:</p> <p>a). Old; b) middle-aged; c) young.</p> <p>2). The public at the concert is:</p> <p>a). American; b) Italian; c) Mexican</p> <p>3). The Rockefeller Plaza is in:</p> <p>a).Los Angeles; b) Texas; c) New York.</p> <p>4). Hillary Duff has:</p> <p>a). Long blond hair and blue eyes; b). Short blond hair and blue eyes; c) brown long hair and brown eyes.</p> <p>5). The people at the concert is:</p> <p>a) happy and having fun; b) sad and dancing; c) quiet and happy.</p>

(20) Hilary Duff - I Am - The Today Show (In Live) (HO) - YouTube

## MODULE 1(B)

Listening.	REINFORCEMENT ACTIVITIES	VIDEO ACTIVITIES
<p>a). Listen to the song. b). Sing along with James Blunt.</p> <p><b>You are beautiful</b> <b>By James Blunt</b></p> <p>My life is brilliant My love is pure I saw an angel Of that I'm sure She smiled at me on the subway She was with another man But I won't lose no sleep on that 'Cause I've got a plan</p> <p>[Chorus] You're beautiful You're beautiful You're beautiful, it's true I saw your face in a crowded place And I don't know what to do 'Cause I'll never be with you</p> <p>Yes, she caught my eye As we walked on by She could see from my face that I was, Fuckin' high And I don't think that I'll see her again But we shared a moment that will last till the end</p> <p>You're beautiful You're beautiful You're beautiful, it's true I saw your face in a crowded place And I don't know what to do 'Cause I'll never be with you</p> <p>You're beautiful You're beautiful You're beautiful, it's true There must be an angel with a smile on her face When she thought up that I should be with you But it's time to face the truth I will never be with you</p>	<p><b>1). Read and match the synonyms.</b></p> <p>a). Beautifu                    1. Design b). Plan _____ 2. Pretty c). Sure _____ 3. Positive d). subway _____ 4). Area e). Place _____ 5) I have f). I've got _____ 6). Underground railway</p> <p><b>2). Work in pairs. Ask and answer the following questions about your city.</b></p> <p>a). Is your city beautiful?  b). Is it big?  c). What is the area code of your city?  d). Is your city famous internationally?  e). Is it a safe place to live in?</p> <p><b>3). Write the questions to the answers.</b></p> <p>a). She is a teacher.  b). He lives in Russia.  c). Her first name is Deborah.  d). We are from Torrence, California.  e). They are Kizomba dancers.  f). Yes. He lives in Cuba  g). Because, it is late.  h). Yes. She is.</p>	<p><b>1). Watch the video; then, answer the following questions.</b></p> <p>a). Is James Blunt happy?  b). Is he at the beach?  c). Is he alone?  d). Is he middle-aged?  e). Does he have short hair?</p> <p><b>2). Watch the video; Then, choose the best response.</b></p> <p><b>1). James Blunt is:</b> a). White; b) black; c) Hispanic</p> <p><b>2). His eyes are:</b> a). Black; b) brown; c) blue.</p> <p><b>3). He takes off his:</b> a). Shirt; b) T-shirt; c) Jacket. d). T-shirt, sweat- shirt and jacket.</p> <p><b>4). Later, he takes off his:</b> a). Shoes; b) boots; c) Sandals.</p> <p><b>5). In the end, James Blunt:</b> a). Walks away; b) Jumps into the sea; c) Runs on the sea shore.</p>

[\(20\) you are beautiful - YouTube](#)

<p><b>Listening and Writing</b></p> <p><b>Imagine</b></p> <p><b>a). Listen and read.</b></p> <p><b>b). Read, listen and sing along.</b></p> <p><b>c). Book closed. Listen and sing along.</b></p> <p>Imagine there's no heaven It's easy if you try _____ No hell below us Above us only sky Imagine all the people living for today</p> <p>Imagine there's no countries It isn't hard to do Nothing to kill or die for And no religion too Imagine all the people living life in peace</p> <p>You, you may say I'm a dreamer, but I'm not the only one I hope some day you'll join us And the world will be as one</p> <p>Imagine no possessions I wonder if you can No need for greed or hunger A brotherhood of man Imagine all the people sharing all the world</p> <p>You, you may say I'm a dreamer, but I'm not the only one I hope some day you'll join us And the world will live as one</p>	<p><b>REINFORCEMENT ACTIVITIES</b></p> <p><b>1). Match the words with their definitions.</b></p> <p>a) Heaven.      1). Great need for food b) Hell.        2). Glory. c) Sky.         3). Firmament d) Dreamer.    4). Hades e) Greed.       5). One who dreams f). Hunger.    6). A strong desire to have more money than needed.</p> <p><b>2). Work in pairs. Ask and answer the following questions:</b></p> <p>a). Is your father at work?</p> <p>b). Are you optimistic?</p> <p>c). Do you love your mother?</p> <p>d). Are you happy? Explain why?</p> <p>e). Do you study Algebra?</p> <p>f). Who is your favourite teacher? Why?</p> <p><b>3). Write the answers to the following questions.</b></p> <p>a). Do you like English? R:</p> <p>b). Are you a good student? R:</p> <p>c). What is your Address? R:</p> <p>d). When do you sleep? R:</p> <p>e). How do you go home? R:</p>	<p><b>VIDEO ACTIVITIES</b></p> <p><b>1). Watch the video; then, answer the following questions.</b></p> <p>a). Who is with John Lennon?</p> <p>b). Do they look happy?</p> <p>c). Are John and the woman in love?</p> <p>d). What musical instrument is John playing?</p> <p>e). What is the nationality of John Lennon?</p> <p>f). How old was John at the time?</p> <p><b>2). Watch the video again; then, choose the best response.</b></p> <p><b>1). John and the woman walk in:</b></p> <p>a). a park; b) a house; c) a restaurant; d) in a bar.</p> <p><b>2). They enter:</b></p> <p>a). A castle; b) an apartment building; c) a farm.</p> <p><b>3). John Lennon is wearing:</b></p> <p>a). Formal clothes; b) Informal clothes.</p> <p><b>4). The woman is wearing:</b></p> <p>a). A band and a white dress; b) a bracelet and a white dress; c) a band and a black dress.</p>
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[\(20\) John Lennon Imagine \(Official Music Video 1971\) - YouTube](#)

<p><b>Listening and Writing</b>  <b>Listen and sing.</b>  <b>Just the way you are.</b>  <b>By Bruno Mars</b></p> <p>Oh, her eyes, her eyes make the stars look like they're not shining  Her hair, her hair falls perfectly without her trying  She's so beautiful And I tell her everyday.  Yeah, I know, I know when I compliment her, she won't believe me  And it's so, it's so sad to think that she doesn't see what I see  But every time she ask me do I look okay? I say  When I see your face There's not a thing that I would change  'Cause you're amazing Just the way you are  And when you smile The whole world stops and stares for a while  'Cause girl, you're amazing Just the way you are  Her lips, her lips, I could kiss them all day if she'd let me  Her laugh her laugh, she hates but I think it's so sexy  She's so beautiful And I tell her everyday  Oh, you know, you know, you know I'd never ask you to change  If perfect's what you're searching for, then just stay the same  So don't even bother asking if you look okay  You know I'll say  When I see your face There's not a thing that I would change  'Cause girl you're amazing Just the way you are  And when you smile The whole world stops and stares for a while  'Cause girl, you're amazing Just the way you are  The way you are  The way you are  Girl, you're amazing Just the way you are  When I see your face There's not a thing that I would change  'Cause girl you're amazing Just the way you are  And when you smile The whole world stops and stares for a while  'Cause girl, you're amazing Just the way you are.</p>	<p><b>REINFORCEMENT ACTIVITIES</b></p> <p><b>1). Vocabulary for comprehension.</b></p> <p>a) Stars.                    1). To stand firm.  b) Compliment.        2). Luminous body  c) Stay.                    3). Not different.  d) Search.                4). Expression of esteem  e) Same.                 5). To annoy or trouble  f). Bother.                6). To look for  g). Ask.                    7). At no time  h). Never.                8). A period of time.  i). While                 9). To look fixedly.  j). Stare.                 10). To request an answer.</p> <p><b>2). Work in pairs. Ask and answer the following questions:</b></p> <p>a). Are you a religious person?  b). Do you believe in God?  c). Do you love your neighbour?  Explain how.  d). Is God just? Explain why?  e). Are you an honest person?  f). Who are the people you love? Why?</p> <p><b>3). Write questions to the answers.</b></p> <p>a). Judges are honest.  Q:  b). Parents are good to their children.  Q:  c). She hates liars.  Q:  d). Mark is a loyal person.  Q:  e). Sam is very reliable.  Q:  f). Tom loves soccer.  Q:  g). Sam is at the airport.</p>	<p><b>VIDEO ACTIVITIES</b></p> <p><b>1). Watch the video; then, match the parts that belong together.</b></p> <p>a). Oh, her eyes, her eyes.....  b). When I see your face.....  c). She's so beautiful.....  d). And when you smile...  e). Oh, you know, you know, you.....</p> <p>1). ... there's nothing I would change  2). make the stars look like they are not shining.  3)... and I tell her everyday...  4). The whole world stops and stares for a while.  5)... know I'd never ask you to change if perfect is what you are.</p> <p><b>2). Watch the video again; then, choose the best response.</b></p> <p><b>1). The woman is wearing:</b></p> <p>a). a bracelet; b) headphones; c) a hat; d) a long dress.</p> <p><b>2). Bruno Mars draws:</b></p> <p>a). His picture; b) the woman; c) His mother.</p> <p><b>3). He also writes:</b></p> <p>a). His name and the title of the song;  b). His name and the title of a book.  c). The name of the girl and the title of the song.</p> <p><b>4). The girl is wearing:</b></p> <p>a). Headphones and a blouse;  b) Headphones and a t-shirt.  c) Headphones a t- shirt and shorts.</p> <p><b>5). Bruno Mars is wearing:</b></p> <p>a). A chain and a ring;  b). A chain and a watch.  c). A bracelet and a watch.</p>
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(20) Bruno Mars - Just The Way You Are (Official Music Video) - YouTube

MODULE 3(A)

<p><b>Listening and Writing</b></p> <p><b>Woman</b></p> <p>a). Listen and read.</p> <p>b). Read, listen and sing along.</p> <p>c). Book closed. Listen and sing along.</p> <p>(For the other half of the sky)</p> <p>Woman I can hardly express My mixed emotions at my thoughtlessness After all I'm forever in your debt And woman I will try to express My inner feelings and thankfulness For showing me the meaning of success</p> <p>Ooh, well, well Doo, doo, doo, doo, doo Ooh, well, well Doo, doo, doo, doo, doo</p> <p>Woman I know you understand The little child inside of the man Please remember my life is in your hands And woman hold me close to your heart However distant don't keep us apart After all it is written in the stars</p> <p>Ooh, well, well Doo, doo, doo, doo, doo Ooh, well, well Doo, doo, doo, doo, doo Well</p> <p>Woman please let me explain I never meant to cause you sorrow or pain So let me tell you again and again and again</p> <p>I love you, yeah, yeah Now and forever I love you, yeah, yeah Now and forever</p>	<p><b>REINFORCEMENT ACTIVITIES</b></p> <p>1). Vocabulary for comprehension.</p> <p>a) Hardly. b) Thoughtlessness. c) Debt. d) Inner. e) Feelings. f) Success. g) however.</p> <p>2). Describe John Lennon physically.</p> <p>3). Describe his personality.</p> <p>3). Read and answer the following questions:</p> <p>a). Do John and Yoko have any children?</p> <p>b). Is John Lennon in New York?</p> <p>c). Does he play any musical instruments? Do they walk in a park?</p> <p>e). Does he wear glasses?</p>	<p>1). Watch the video; then, choose the correct answers to the statements.</p> <p>1). John Lennon is a singer from the: a) 60's; b) 70's; e) 80's; d) 90's.</p> <p>2). John is: a). Single; b) married; c) divorced.</p> <p>3). John Lennon sings: a) Pop music; b) Rock music; c) Country music; d) Classical music.</p> <p>3). Write a full description of John Lennon. Include clothes, physical appearance and personality.</p> <p>4). Write a full description of Yoko.</p>
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(20) WOMAN. (Ultimate Mix, 2020) - John Lennon (official music video HD) - YouTube

MODULE 3(B)

**Listening and Writing**  
a). Read, listen and sing along.

**Fireball**

Mr. Worldwide to infinity  
You know the roof on fire  
We gon' boogie oogie oggi, jiggle,  
wiggles and dance  
Like the roof on fire  
We gon' drink drink and take shots  
until we fall out  
Like the roof on fire  
Now baby give a booty naked, take  
off all your clothes,  
and light the roof on fire  
Tell her baby baby baby baby  
I'm in fire  
I tell her baby baby baby  
I'm a fireball  
I saw, I came, I conquered  
Or should I say, I saw I conquered, I  
came  
They say the Chico on fire and he  
no liar  
While y'all slippin' he runnin' the  
game  
Now big bang boogie  
Get that kitty little noogie  
In a nice nice little shade  
I gave Suzie a little pat up on the  
booty  
And she turned around and said  
Walk this way  
I was born in a flame  
Mama said that everyone would  
know my name  
I'm the best you've never had  
If you think I'm burning out, I'm never  
am  
I'm on fire  
Sticks and stones may break my  
bones  
But I don't care what y'all say  
'Cause as the world turns, y'all boys  
gonna learn  
That Chico right here don't play  
That boy's from the bottom, bottom  
of the map  
M.I.A U.S.A  
I gave Suzie a little pat up on the  
booty  
And she turned around and said  
Walk this way

I was born in a flame  
Mama said that everyone would  
know my name  
I'm the best you've never had  
If you think I'm burning out, I'm never  
am  
I'm on fire  
We're taking it, we're taking it  
We're taking it down

**REINFORCEMENT ACTIVITIES**

**1). Vocabulary. Read and match the words to their definitions**

- a) Naked 1). Effort to keep in good condition.
- b) Infinity 2). The cover or top of a house or building.
- c) Roof 3). A space or period of time that has no limits.
- d) Conquer 4). Small in size or amount.
- e) Little 5). Remove
- f) Take off 6). A person who tells lies.
- g) Liar 7). Mend.
- h) Break 8). Not wearing any clothes.
- i) Best 9). To take control of through force.
- j) Care 10). Better than all others in quality or value.

**2). Describe Pitbull physically.**

**3). Describe his personality.**

**3). Read and answer the following questions:**

- a). Is Pitbull a very famous person?  
R:
- b). What kind of music does he sing?  
R:
- c). Is he Cuban?  
R:
- d). Does he like dancing?  
R:
- e). Is he married?  
R:
- f). Do you like his music?  
R:

**1). Watch the video; then, choose the correct answers to the statements.**

- 1). Pitbull is a singer from:**  
a) United States; b) England; e) Cuba; d) Puerto Rico; f) México.
- 2). Pitbull is:**  
a). German; b) Cuban; c) American.
- 3). The dancers are:**  
a) Sexy; b) ugly;  
c) pretty and sexy.

**3). Write a full description of the woman in red. Include clothes, physical appearance and personality.**

**4). Write a full description of the man who plays the guitar and is wearing a hat.**

[\(20\) Pitbull - Fireball ft. John Ryan \(Official Video\) - YouTube](#)

**MODULE 4(A)**

Listening and Writing	REINFORCEMENT ACTIVITIES	VIDEO ACTIVITIES
<p><b>a). Listen and read.</b></p> <p><b>b). Read, listen and sing along.</b></p> <p><b>c). Book closed. Listen and sing along with Cher.</b></p> <p style="text-align: center;"><b>"Believe"</b></p> <p>After love, after love <i>[repeat]</i>            No matter how hard I try            You keep pushing me aside            And I can't break through            There's no talking to you            So sad that you're leaving            Takes time to believe it            But after all is said and done            You're going to be the lonely            one, Ohh Oh</p> <p style="text-align: center;"><i>[CHORUS:]</i></p> <p>Do you believe in life after love            I can feel something inside me            say            I really don't think you're strong            enough,            Now</p> <p>Do you believe in life after love            I can feel something inside me            say            I really don't think you're strong            enough,            Now</p> <p>What am I supposed to do            Sit around and wait for you            And I can't do that            There's no turning back            I need time to move on            I need love to feel strong            'Cause I've had time to think it            through            And maybe I'm too good for you            Ohh Oh</p> <p style="text-align: center;"><i>[CHORUS]</i></p> <p>But I know that I'll get through            this            'Cause I know that I am strong            I don't need you anymore            Oh I don't need you anymore I            don't need you anymore            No I don't need you anymore</p>	<p><b>1). Match the questions with the answers.</b></p> <ol style="list-style-type: none"> <li>1). How much money do you need?</li> <li>2). Do you have many friends?</li> <li>3). Are there any responsibilities in your job that you have to comply with?</li> <li>4). Is there a TV in your office?</li> <li>5). How many times a day</li> </ol> <p><b>Answers:</b></p> <ol style="list-style-type: none"> <li>a) I just take a siesta a day.</li> <li>b). Yes, I have to be on time, I have to check e-mails, and I have to do all the computer work.</li> <li>c). I need one hundred dollars.</li> <li>d). No, there isn't a TV; but there is a radio.</li> <li>e). No, I only have one.</li> </ol> <p><b>2). Describe your house. Use there is, there are and the prepositions of place (in, on, next to, in front of, behind, under, on the left, on the right, above across from, etc).</b></p>	<p><b>1). Watch the video; then, answer true or false.</b></p> <ol style="list-style-type: none"> <li>1). Cher is a Pop Singer. <b>True False.</b></li> <li>2). Cher's nationality is American. <b>True. False.</b></li> <li>3). Cher's hair is blond. <b>True. False.</b></li> <li>4). Cher sings in English. <b>True. False.</b></li> </ol> <p><b>1). Watch the video; then, answer the questions:</b></p> <ol style="list-style-type: none"> <li>1). What is Cher wearing?</li> <li>2). Where is she?</li> <li>3). What is the color of her skin?</li> <li>4). What color are her eyes?</li> <li>5). Is Cher wearing a dress or pants?</li> <li>6). What color is the car?</li> <li>7). Is it an old car or a modern car?</li> <li>8). Does she have long hair or short hair?</li> <li>9). Is Cher American, Canadian or European?</li> <li>10). Is There any black people at the Disco?</li> </ol>

(20) Cher - Believe [Official Music Video] - YouTube

**MODULE 4(B)**

**Listening and Writing**

- a). Read and listen.
- b). Read, listen and sing along.

**Diamonds**

**By Rihanna**

Shine bright like a diamond  
 Shine bright like a diamond  
 Find light in the beautiful sea  
 I choose to be happy  
 You and I, you and I  
 We're like diamonds in the sky  
 You're a shooting star I see  
 A vision of ecstasy  
 When you hold me, I'm alive  
 We're like diamonds in the sky  
 I knew that we'd become one right  
 away  
 Oh, right away  
 At first sight I left the energy of sun  
 rays  
 I saw the life inside your eyes  
 So shine bright, tonight you and I  
 We're beautiful like diamonds in the  
 sky  
 Eye to eye, so alive  
 We're beautiful like diamonds in the  
 sky  
 Shine bright like a diamond  
 Shine bright like a diamond  
 Shining bright like a diamond  
 We're beautiful like diamonds in the  
 sky  
 Shine bright like a diamond  
 Shine bright like a diamond  
 Shining bright like a diamond  
 We're beautiful like diamonds in the  
 sky  
 Palms rise to the universe  
 As we moonshine and molly  
 Feel the warmth, we'll never die  
 We're like diamonds in the sky  
 You're a shooting star I see  
 A vision of ecstasy  
 When you hold me, I'm alive  
 We're like diamonds in the sky  
 At first sight I felt the energy of sun  
 rays  
 I saw the life inside your eyes  
 So shine bright, tonight you and I  
 We're beautiful like diamonds in the  
 sky  
 Eye to eye, so alive  
 We're beautiful like diamonds in the  
 sky  
 Shine bright like a diamond  
 Shine bright like a diamond  
 Shining bright like a diamond  
 We're beautiful like diamonds in the  
 sky

**REINFORCEMENT ACTIVITIES**

**1). Read and answer the following questions.**

- 1). Do you have any brothers and sisters?  
R:
  - 2). Do you have many friends?  
R:
  - 3). Are there any theatres in your city?  
R:
  - 4). Are there any computers in your place?  
R:
  - 5). How often do you take a nap?  
R:
  - 6). Do you eat fruits and vegetables?  
R:
  - 7). Name the furniture you have in your bedroom.  
R:
  - 8). Do you have a garden in the house? If you do, name the plants and flowers it has.  
R:
  - 9). Do you have any money in the bank?  
R:
  - 10). How many stars are there in the Universe?  
R:
- 2). Describe your room. Use there is, there are and the prepositions of place (in, on, next to, in front of, behind, under, on the left, on the right, above across from, etc).**

**VIDEO ACTIVITIES**

**1). Watch the video; then, answer the questions**

- 1). How many diamonds can you see in the video?  
R:
- 2). Does Rihanna have any tattoos?  
R:
- 3). Does Rihanna have long nails?  
R:
- 4). What does Rihanna have on her left shoulder?  
R:
- 5). What color are Rihanna's eyes?  
R:
- 6). What color is the first horse in the video?  
R:
- 7). What color is the second horse?  
R:
- 8) What do the horses represent in the song story?  
R:

**1). Watch the video; then, describe Rihanna:**

(20) Rihanna - Diamonds - YouTube

MODULE 5(A)

<p style="text-align: center;"><b>Listening and Writing</b></p> <p style="text-align: center;"><b>WE ARE THE WORLD</b></p> <p>a). Listen and read.</p> <p>b). Read, listen and sing along.</p> <p>c). Book closed. Listen and sing along.</p> <p><b>There comes a time when we heed a certain call When the world must come together as one There are people dying And its time to lend a hand to life The greatest gift of all</b></p> <p><b>We can't go on pretending day by day That someone, somehow will soon make a change We are all a part of Gods great big family And the truth, you know, Love is all we need</b></p> <p>[Chorus] <b>We are the world, we are the children We are the ones who make a brighter day So lets start giving There's a choice we're making We're saving our own lives Its true we'll make a better day Just you and me</b></p> <p><b>Send them your heart so they'll know that someone cares And their lives will be stronger and free As God has shown us by turning stones to bread So we all must lend a helping hand</b></p> <p>[Chorus] <b>When you're down and out, there seems no hope at all But if you just believe there's no way we can fall Let us realize that a change can only come When we stand together as one</b></p>	<p style="text-align: center;"><b>REINFORCEMENT ACTIVITIES</b></p> <p><b>1). Vocabulary. Read and match the synonyms.</b></p> <p>1). Heed. ___ a)_ Throw, 2). Send. ___ b)_ Obbey. 3). Dye. ___ c)_ Give 4). Lend d)_ Present 5). Gift. ___ e)_ Color 6). Pretend. f) Fact, verity. 7). Truth. g) Feign 8). So. h) Election 9). Choice. i) Simply. 10). Just. j) In such a condition.</p> <p><b>2). Read and match the sentence parts.</b></p> <p>a). Bob isn't working. 1. you go to school? b). Does she. 2. Running? c). When do, Reading a book. 3. He is d). Are they. . 4. at work? e). Why is he. 5. Understand English?</p> <p><b>3). Match the questions to the answers:</b></p> <p>1). Are they singing ? 2). What can you do in sports? 3). Are there any candies in the glass? 4). Why do you work? 5). Do you have any money? a). Because, I need money. b). Yes. I have five hundred dollars. c). Yes, there are. d). Yes, they are. e). I can run, swim and play soccer.</p>	<p><b>1). Watch the video; then, answer the following questions.</b></p> <p>a). Why is the video called USA for AFRICA? <b>R.</b> b). Who is the first singer? <b>R.</b> c). What is he wearing? <b>R.</b> d). Who is the other black singer? <b>R.</b> f). Do you know some of his hits? <b>R.</b> g). What is the name of the man with the white beard? <b>R.</b> h). What type of music does he sing? <b>R.</b> i). Is there any people from Africa at the concert? <b>R.</b></p> <p><b>2). Watch the video. Then, describe three of the singers.</b></p>
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[\(20\) USA For Africa - We Are The World \(HQ official Video\) - YouTube](#)

MODULE 5(B)

<p style="text-align: center;"><b>Listening and Writing</b></p> <p><b>a). Read and listen; then sing along.</b></p> <p><b>Let it rain over me</b> <b>By Pitbull.</b></p> <p>Girl my body don't lie, I'm outta my mind Let it rain over me, I'm rising so high Out of my mind, so let it rain over me     A billion's the new million Voli's the new vodka Forty is the new thirty And baby you're a rock star Dale veterana, que tú sabes Más de la cuenta, no te hagas Teach me baby or better yet Freak me baby, yes, yes I'm freaky baby I'mma make sure that your peach feels peachy baby No bullshit broads, I like my women sexy classy sassy Powerful yes, they love to get the middle, nasty ow This ain't a game you'll see, you can put the blame on me Dale muñequita ahora ahí, and let it rain over me Girl my body don't lie, I'm outta my mind Let it rain over me, I'm rising so high Out of my mind, so let it rain over me     Ay ay ay, ay ay ay let it rain over me Ay ay ay, ay ay ay let it rain over me A billion's the new million Bodi's the new vodka Land's the new majority, ya tú sabes Next step la Casa Blanca No hay carro, no vamos en balsa Mami you know the drill, they won't know what I got 'til they read the will I ain't try, I ain't trying to keep it real I'm trying to keep wealth and that's for real Pero mira que tu buena, y mira que tú dura Baby no me hables más, y tiramelo mami chula No games you'll see, you can put the blame on me Dale muñequita ahora ahí, and let it rain over me Girl my body don't lie, I'm outta my mind...</p>	<p style="text-align: center;"><b>REINFORCEMENT ACTIVITIES</b></p> <p><b>1). Read and answer the questions about the video. Take heed of the video sections.</b></p> <p>1). What color is the car running in the desert? (:03). R:</p> <p>2). Where is Mark Anthony sitting? (:16). R:</p> <p>3). Where are the plates of the car from? (:41). R:</p> <p>4). What is the woman wearing? (:59) R:</p> <p>5). What is Pitbull wearing? (:52) R:</p> <p>6). Is Mark Anthony drinking Vodka? (:30). <b>R:</b></p> <p>7). What is the name of the animal? (1:15). R:</p> <p>8). Is the woman in love with Pitbull? (1:42). R:</p> <p>9). What is the woman doing? (2:01). R:</p> <p>10). What is falling on Mark Anthony? (2:13). R:</p> <p><b>2). Read and answer the following questions about yourself.</b></p> <p>a). Do you like fast food? R:</p> <p>b). Do you drink liquor? R:</p> <p>c). Do you like sports? R:</p> <p>d). How many days do you study? R:</p> <p>e). How much money do you spend a day? R:</p> <p>f). Do you have a lot of friends? R:</p> <p>g). Are you on a diet? R:</p>	<p><b>1). Read and answer the following questions.</b></p> <p>a). Do you like Politics? <b>R.</b></p> <p>b). Do you believe in God? <b>R.</b></p> <p>c). What is the most precious person in your Life? <b>R.</b></p> <p>d). Do you eat out on weekends? R.</p> <p>f). Does your mother have a beautiful face? R.</p> <p>g). Do you lift weights? <b>R.</b></p> <p>h). Can you play the piano? R.</p> <p>i). Can you speak English well? R.</p> <p><b>2). Watch the video; then, describe two of the people. Include physical appearance, clothes and personality.</b></p>
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(20) Pitbull - Rain Over Me ft. Marc Anthony - YouTube

# Listening comprehension with answers.

## Module 1

### 1.1.4. Listening reinforcement

#### 1.1.4. A. Listen and choose the correct answers to the questions.

##### 1. Who is the Prime Minister of Russia?

a). Tony Blair; b) **Vladimir Putin**; c) Stephen Harper.

2. Who is the president of France?

a) **Nicolás Sarkozy**; b) Giorgio Napolitano; c) José Luis Rodríguez.

3. Who is the president of Venezuela?

a) Felipe Calderón; b) **Hugo Chávez**; c) Álvaro Uribe Vélez.

4. What is the capital of Cuba?

a) Colombia; b) San Salvador; c) **La Habana**.

5. What is the capital of Canada?

a) Montreal; b) Quebec; c) **Ottawa**.

### 1.1.6. Speaking reinforcement

#### 1.1.6. A. Listen and fill in the missing words.

#### 1.1.6. B. Act out the conversations.

##### Conversation 1

A: Hi, I am Mark!

B: Hello, I am Robert!

A: Nice to meet you, Robert.

B: Nice to meet you, too, Mark.

##### Conversation 2

A: I am Jesse: What's your name?

B: My name is Paul.

A: Nice to meet you, Paul,

B: It's a pleasure, Jesse.

##### Conversation 3

A: Hi, are you Mr. Jackson?

B: Yes, I am.

A: Glad to meet you. I am Frank Cappola.

B: Glad to meet you, too.

##### Conversation 4

A: Hello, are you Mr. Anderson.

B: Yes, I am.

A: It's a pleasure, Mr. Anderson.

B: It's a pleasure, too.

##### Conversation 5

Pat: Hi, Karen. This is Ashley;

Karen: Nice to meet you, Ashley.

Ashley: Nice to meet you, too, Karen.

##### Conversation 6

Tom: Good bye, Akira.

Akira: Good bye, Tom.

##### Conversation 7

Ariana: Good morning, Aaron, how are?

Aaron: Pretty good, Arianna, how are you?

Ariana: Great;

##### Conversation 8

Audrey: Good night, Adrian.

Adrian: Good night, Audrey.

Audrey: See you tomorrow.

Adrian: See you tomorrow.

### 1.2.4. Listening reinforcement

#### 1.2.4. A. Listen and write down the correct name spellings.

##### Conversation 1

A: Hi, what is your name?

B: Jack Louis

A: How do you spell your first name?

B: j-a-c-k-

A: And your last name?

B: L-o-u-i-s

A: Thank you.

B: You are welcome.

##### Conversation 2

A: Hi, what is your name?

B: Kayly King.

A: Spell your first name.

B: K-a-y-l-y

A: Spell your last name

B: k-i-n-g.

A: Thanks.

B: Don't mention it.

##### Conversation 3

A: Hi, what is your name?

B: Bob Harris

A: How do you spell your first name?

B: B-o-b.

A: And your last name?

B: H-a-r-r-i-s.

A: Thank you.

B: You are welcome.

##### Conversation 4

A: Hi, what is your name?

B: Tina Hernandez

A: Spell your first name.

B: T-i-n-a.

A: Spell your last name

B: H-e-r-n-a-n-d-e-z.

A: Thanks.

B: Don't mention it.

##### Conversation 5

A: Hi, what is your name?

B: Tom Norton

A: How do you spell your first name?

B: T-o-m.

A: And your last name?

B: N-o-r-t-o-n.

A: Thank you.

B: You are welcome.

##### Conversation 6

A: Hi, what is your name?

B: Jack Nicholson.

A: Spell your first name.

B: J-a-c-k.

A: Spell your last name

B: N-i-c-h-o-l-s-o-n.

A: Thanks.

B: Don't mention it.

##### Conversation 7

A: Hi, what is your name?

B: Tom Denzel.

A: How do you spell your first name?

B: T-o-m

A: And your last name?

B: D-e-n-z-e-l.

A: Thank you.

B: You are welcome.

##### Conversation 8

A: Hi, what is your name?

B: Bob Wilson.

A: Spell your first name.

B: B-o-b.

A: Spell your last name

B: W-i-l-s-o-n.

A: Thanks.

B: Don't mention it.

## 1.2.6. Speaking reinforcement

### 1.1.5. A. Complete the missing information.

#### 1.1.5. B. Act out the conversations.

##### Conversation 1

**Pat:** Hi, Karen, is Ashley home?

**Karen:** No, she isn't.

**Pat:** Where is she?

**Karen:** She is at school.

##### Conversation 2

**Tom:** Hi, Sheila, is Mike in the house?

**Sheila:** No, he isn't.

**Tom:** Do you know where he is?

**Sheila:** He is at the Gym.

##### Conversation 3

**Tyreese:** Good morning, Trevon, how are you?

**Trevon:** So, so, Arianna, and you.

**Tyreese:** Great;

**Trevon:** Where are you from Tyreese?

**Tyreese:** I am from Canada, and you?

**Trevon:** I am from Australia.

##### Conversation 4

**Audrey:** Hi, Frank. Where is your dad?

**Frank:** He is at the hospital.

**Audrey:** Thanks.

## 1.3.4. Listening reinforcement

### 1.3.4. A. Listen to the conversations and circle the correct statement.

- 1). Frank Trevor works in a: a) Primary school; b) Secondary school; c) University.
- 2). He teaches: a) History; b) Spanish; c) English; d) Mathematics.
- 3). He teaches: a) Adults; b) Teenagers; c) Children; d) Women.
- 4). He teaches children how to: a) play; b) eat; c) walk; d) Add, subtract, multiply, divide.
- 5). He likes to: a) play with children; b) study with children; c) work with children; d) share.

## 1.4.4. Listening reinforcement

### 1.4.4. A. Listen to the conversations, read the statements and choose true or false.

- 1). Sophie is from San Antonio, Texas. **False**
- 2). Vincent's telephone number is 555-78564. **False**
- 3). Sophie is thirty years old. **False**
- 4). Sophie is a doctor. **False**
- 5). Vincent works in a Public Night School. **False**

## 1.5.4. Listening reinforcement

### 1.5.4. A. Listen to the questions; then, choose true or false.

- 1) Jack is from Atlanta. **False**
- 2) Atlanta is in the State of Georgia. **True**
- 3) Jack is thirty-six years old. **False**
- 4) Ronnie lives at 980 Washington Boulevard. **False**
- 5) Ronnie's phone number is 555-678956. **False**

## Module 2

### 2.1.4. Listening reinforcement.

#### 2.1.4. A. Listen to the conversation; then, choose the correct words.

- 1). The name of the restaurant is: a) **Brothers two**; b) Brothers who; c) Two brothers.
- 2). The host is: a) **b) polite**; c) rude; d) happy.
- 3). The customers are: a) a boy and a girl; b) a man and a woman; **c) a boy**.
- 4). The man ordered: **a) Chicken and a beer**; b) iced tea and chicken; a hamburger and beer.

### 2.2.4. Listening reinforcement

#### 2.2.4. A. Listen and answer the questions. Choose true or false.

- 1). The man's name is Kan Smith.
- 2). Mr. Smith works in the morning.
- 3). He is a teacher in foreign countries.
- 4). He doesn't have any friends at work
- 5). He likes his occupation.

False  
False  
True  
False  
True

### 2.3.4. Listening reinforcement

#### 2.3.4. A. Read the questions and choose the best response.

- 1). The bird has: a) four colors; b) five colors; c) **many colors**
- 2). The legs of the bird are: a) short; b) average; **c) long**.
- 3). The bird lives in: a) the forest; b) the desert; b) **the coast**.
- 4). It eats: a) **fruit and seeds**; b) fish and insects; c) seeds and insects.
- 5). The bird is: a) dirty; b) **clean**; c) normal.

### 2.4.4. Listening reinforcement

#### 2.4.4. A. Listen and circle the stressed words in the sentences.

- a). I am a **teacher**. My **occupation** is great! b) Frank reads many **books**. He is very **intelligent**.
- c) My pet is **little**. It is a French **Poodle**. d). Are you **listening**? e). Do you **hear**?

### 2.5.2. Vocabulary building reinforcement

#### 2.5.2. A. Listen and repeat. Then, fill in the blank spaces with the correct verbs from the chart.

- a). Mary **listens** to the radio in the morning.
- b). Frank **watches** television in the evening.
- c). Mike **practices** three sports: Swimming, Tennis, and Soccer.
- d). I **read** the newspaper every day.
- e). Bob, **open** the windows, please. It's too hot in here.
- f). She **runs** in the park every afternoon.
- g). I **hate** bananas; but I **love** apples.
- h). Dick **practices** two hours a day. He is a great athlete.

### 2.5.4. Listening reinforcement

#### 2.5.4. A. Look at the picture. Then listen and answer the questions.

1. Who are the people in the picture? R. Hank and Tiffany. .
2. Do they speak English? R: Yes, they do. .
3. Do they have any children? R: They have two children. .
4. Where are they? R. On the street. .
5. How old is the boy? R. Ten years old. .
6. Is Tiffany a taxi driver? R. No she isn't. .
7. How old is the girl? R: She is eight years old. .
8. Is Jack in the Box a hospital or a restaurant? R. It is a restaurant. .
9. Do Hank and Tiffany live in Germany? R. No, they live in Atlanta, Ga. .
10. Is Tiffany married or single? R: She is married. .

## Module 3

### 3.1.4. Listening reinforcement

#### 3.1.4. A. Listen, read the sentences and choose the correct answers.

- 1). When you date a Scorpio show up wearing: a) red clothes; b) big clothes; c) fit clothes; d) **black clothes**.
- 2). take her to a: a) **bar**; b) restaurant; c) park; d) club.
- 3). Scorpio females are: a) pretty, resentful, obstinate; b) **jealous, resentful, obstinate, emotional, intuitive, and obsessive**; c) intelligent, resentful, emotional, and intuitive; d) good-looking, obstinate, and ambitious.
- 4). Scorpio females are: a) faithful; b) **unfaithful**; c) arrogant; loyal.
- 5). It is a fatal mistake to make a Scorpio female: a) happy; b) talk; c) **angry**; d) sad.

### 3.2.4. Listening reinforcement

#### 3.2.4. A. Listen and complete the statements with the missing words.

1. My dog is very heavy and lazy.
2. When my cat sleeps, my dog sleeps too, but, when my cat runs and jumps...
3. I think my mother likes the dog; because, she is heavy, too; but, my father who
- 4 I want to get rid of my dog, but my mother wants to keep it.
5. I don't know why she is married with my father.

### 3.3.4. Listening reinforcement

#### 3.3.4. A. Listen and choose the correct item.

1. The author of the reading is: a) sad; b) angry; c) anxious; d) **happy**.
2. The family is: a) in the kitchen; b) **in the living room**; c) in the bathroom; d) in the attic.
3. There are: a) thirteen members; b) fourteen; c) sixteen members; d) **thirty members**.
4. Karen is: a) **Jacob's grand-mother**; b) Sara's grand-mother; c) Mary's sister.
5. Frank is: a) Sara's nephew; b) Jennifer's brother; c) **Jacob's son**.
6. Jacob and Sara are: a) cousins; b) **husband and wife**.
7. Jason is: a) happy and sociable; b) **quiet and pensive**; c) talkative and fun.
8. Jason and Jennifer are: a) friends; b) aunt and nephew; c) parents; d) **cousins**.
9. Beatrice, and Jason are: a) cousins; b) **brother and sister**; c) brother and mother.
10. Victoria is the author's: a) **sister**; b) mother; c) aunt.

### 3.4.4. Listening reinforcement

#### 3.4.4. A. Listen to the conversation and answer the questions. Choose true or false.

- |  |             |               |
|--|-------------|---------------|
| 1). Tom doesn't like nature.                 | <b>True</b> | False.        |
| 2). Tom feeds the animals seven days a week. | <b>True</b> | False.        |
| 3). Sherry likes shopping.                   | True        | <b>False.</b> |
| 4). Sherry plays soccer two times a week.    | True        | <b>False.</b> |
| 5). Tom kills animals.                       | True        | <b>False.</b> |

### 3.5.4. Listening reinforcement

#### 3.5.4. A. Read, listen and circle the correct response.

- 1) The store is in: a) a big city; b) a small city; c) in Dallas; d) **in the countryside**.
- 2) A road is: a) an open way for animals; b). **On the way to Dallas, Texas**.
- 3) The family grow fruits and vegetables in: a) a field; b) **an orchard**; c) the patio; d) by the river
- 4) The father is responsible for a) domestic affairs; b) **good grades**; c) the store; d) the orchard.
- 5) The family lives: a) in front of the house; b) **behind the house**; c) by the road; d) by the river.

## Module 4

### 4.1.4. Listening reinforcement

#### 4.1.4. A. Listen and circle the correct response.

- a). Sheila is from: a) Canada; b) **USA**; c) England; d). Colombia.
- b). Sheila is: a) **athletic and tall**; b) fat and average height; c) slim and short; d) plump.
- c). Sheila has: i) Brothers and sisters; ii) one brother; iii) one sister; d) **she doesn't have any brothers and sisters.**
- d). Frank doesn't like: a) Sheila's family; b) **Sheila's projects**; c) Sheila's car; Sheila's parents.
- e). Sheila would like to move to the country and live in a place: a) next to her boyfriend's house; b) **With a corral and a front yard**; c) with a lemon tree and animals.

### 4.2.4. Listening reinforcement

#### 4.2.4. A. Listen and choose true or false.

- |  |             |               |
|--|-------------|---------------|
| 1. A good neighbour is a good friend.                    | <b>True</b> | False.        |
| 2. Kate Emerson is a pretty and happy girl.              | <b>True</b> | False.        |
| 3. The narrator's house is on the right of Kate's house. | <b>True</b> | False.        |
| 4. Tony's house is very big.                             | <b>True</b> | <b>False.</b> |
| 5. Tony's house is next to Kate's house.                 | <b>True</b> | False.        |
| 6. Tony is a moody and bad-tempered boy.                 | <b>True</b> | <b>False.</b> |
| 7. Tony doesn't like bars.                               | <b>True</b> | False.        |
| 8. Kate's neighbourhood has a police station.            | <b>True</b> | False.        |
| 8. Kate's neighbourhood has a fire department.           | <b>True</b> | False.        |
| 10. A lucky person is a fortunate person.                | <b>True</b> | False.        |

### 4.3.4. Listening reinforcement

#### 4.3.4. A. Listen and answer the questions about the article.

- 1). Would you like to live in a place like Frank's neighborhood? Explain your answer: R: Yes, I would like to live in a beautiful neighbourhood like Frank's. I love nature: trees, plants, flowers, animals and water fountains.
- 2) What is Mr. Monson's occupation? R: He is a plumber.
- 3). How many hours a day does he work? R: 13 hours.
- 4). Where does Pamela Hanks live? R: On the right of Mr. Kennedy's house.
- 5) What is the problem of the community? R: There are no banking services.

### 4.4.4. Listening reinforcement

#### 4.4.4. A. Listen to the conversation and answer true or false.

- |   |             |               |
|---|-------------|---------------|
| 1). The soda is near Sam.                 | <b>True</b> | False.        |
| 2). Sam wants to buy some milk.           | <b>True</b> | <b>False.</b> |
| 3). There are some grapes in the fridge.  | <b>True</b> | <b>False.</b> |
| 4). The spoons are close to the cups.     | <b>True</b> | False.        |
| 5). Sam doesn't give the spoons to Marko. | <b>True</b> | <b>False.</b> |

### 4.5.4. Listening reinforcement

#### 4.5.4. A. Listen and answer the questions about the Grocery store Ad.

- 1) How much is a pound of butter? R: Twenty-five cents.
- 2) How much are watermelons? R: Four pieces for four ninety nine.
- 3) How much is ground beef? R: Seven dollars the kilogramme.
- 4) How much are potato chips? R: Three dollars a bag.
- 5) How many cantaloupes for a dollar? R: Five for a dollar.

## Module 5

### 5.1.4. Listening reinforcement

#### 5.1.4. A. Listen to the conversation and complete the sentences.

1. What is Denzel doing? R: House chores.
2. Is Alex cleaning the house? R: No, he is painting his room.
3. What's Denzel's favorite color? R: Light green.
4. Where are Alex and Susan going? R: They are going to see an opera.
5. When is Denzel calling Alex back? R: Some other day.

### 5.2.4. Listening reinforcement

#### 5.2.4. A. Listen, read the sentences and choose the best response.

1. Aisha is: a) pretty and young; b) young and innocent; c) old and funny; d) young and ugly.
2. Aisha's mirror is: a) small; b) average; c) big; d) **human size**.
3. The closet is: a) in front of the bed; b) **next to the bed**; c) behind the bed; under the bed.
4. Aisha likes her: a) **sneakers and her jacket**; b) old boots; c) sweater; d) gray jeans.
5. Bobby's present is: a) **very special**; b) big; c) cheap; d) expensive.

### 5.3.4. Listening reinforcement

#### 5.3.4. A. Listen and circle the correct answers.

1. The waiter tells the cook that people is: a) **happy with the food**; b) unhappy with the service; c) unhappy with the food; d) angry with him.
2. The cook says that the waiter: a) is to be blamed; b) careless; c) innocent; d) sad.
3. The waiter: a) **accepts his blame**; b) reproaches the cook; c) blames the customers; d) doesn't care.
4. The waiter blames the cook for: a) **putting too much salt in the stew, too much dressing in the salad and much pepper in the chops**; b) putting a lot of dressing in the salad, a little pepper in the pork chops and not enough salt in the stew; c) putting less salt than needed in the stew, little pepper in the pork chops and a lot of dressing in the salad.
5. The cook: a) doesn't know what the waiter is talking about; b) **accepts his blame**; c) asks the waiter to leave; d) blames the customers.
6. The restaurant has a problem: a) **its food is bad**; b) the service is terrible; c) there are too many waiters; d) there aren't enough waiters to render a good service in the restaurant.
7. The waiter and the cook: a) **understand each other**; b) continue to argue; c) leave the restaurant; d) go to court.

### 5.4.4. Listening reinforcement

#### 5.4.4. A. Listen and circle the correct answers.

1. Where is Fred at? R: At the gym.
2. What time is Fred going back to the house? R: At nine.
3. Who is waiting to see Fred? R: Susy is waiting to see him.
4. Does Tim live far from Fred's house? R: Yes, he lives far.
5. Are the girls at the party ugly? R: No, they are pretty.

### 5.5.4. Listening reinforcement

#### 5.5.4. A. Read, listen and fill in the word you hear. Then, check the answer keys below.

1. Unconscious 2. Movements. 3. Pointing. 4. Physical 5. Face. 6. Lips. 7. Eyebrow. 8. Open. 9. Tears. 10. Enough. 11. Hair. 12. Clothing. 13. Playing. 14. Sensitive. 15. Good. 16. Touch. 17. Attracted. 18. Blood. 19. Sleeves. 20. Signs. 21. Attraction. 22. Isolation. 23. Nothing. 24. Shiny. 25. Sappy.

### What are the signs of physical attraction?

**Feet and Legs** - move mostly in an (1) unconscious, independent way from our more controlled (2) movement and is therefore a very accurate indicator of attraction.

**Feet and legs** (3) pointing towards you, fiddling, crossing and uncrossing legs are all clear nonverbal signs of (4) physical attraction.

**Face** - When we feel attracted to someone our (5) face will automatically open up by way of slightly parted (6) lips, flaring nostrils (unconsciously holding our breath), a quick (7) lift and/or raised eyebrows to give the face an appearance of being (8) open and welcoming.

**Eyes** - Intense feelings will cause the tear ducts to produce (9) tears. This will be just enough to moisten the eyes but not (10) enough to cause the tears to overflow and roll down your face.

**Touching** - your (11) hair, fiddling with your (12) clothing, stroking your cheek, rubbing your chin, touching your ear, massaging your neck, (13) playing with objects near you and fiddling with jewelry are all signs of sexual attraction.

The skin (especially the lips and mouth) become increasingly (14) sensitive and feels really (15) when we are attracted to someone and will cause you to fiddle and (16) touch a lot.

**Clothing** - when we feel (17) attracted to and aroused by someone (18) bloodflow will increase and we will feel hot and our clothing will start to feel restrictive. Taking off your jacket, pushing up of long (19) sleeves and undoing of a tie are all (20) signs of feelings of attraction.

Keep in mind is that a single signal of (21) attraction seen in (22) isolation means basically (23) nothing (24). Shiny eyes after watching a (25) soapy movie does not mean that person is attracted to you - it probably means she is in touch with her emotions.

You need to watch out for a cluster of signals of attraction (at least four) before you can really read something into it.

The English Alphabet Code 'Key': 44 phonemes with their common 'sound pattern' representations:

Vowels (19):

i. |a| mat    ii. |ae| ape, baby, rain, tray, they, eight    iii. |air| square, bear.    iv. |ar| jar, fast  
v. |e| peg, bread.    vi. |ee| sweet, me, beach, key, pony    vii. |i| pig, wanted.    viii. |ie| kite, wild, light, fly  
ix. |o| log, orange    x. |oe| bone, boat, snow    xi. |oi| coin, boy.    xii. |oo| book, would, put.    xiii. |ow| down, house  
xiv. |or| fork, ball, sauce, law.    xv. |u| plug, glove    xvi. |ur| burn, teacher, work, first.    xvii. |ue| blue, moon, screw,  
tune.    xviii. |uh| (schwa) button, computer, hidden, doctor.    xix. |w| wet, wheel

Consonants (25):

i. |b| boy, rabbit.    ii. |ks|gz| box exist    iii. |c|k| cat |key, duck, school.    iv. |ch| chip, watch    v. |d| dog, ladder  
vi. |f| fish, coffee, photo, tough.    vii. |g| gate, egg, ghost.    viii. |h| hat, whole.    ix. |j| jet, giant, cage, bridge  
x. |l| lip, bell, sample    xi. |m| man, hammer, comb.    xii. |n| nut, dinner, knee, gnat    xiii. |ng| ring, singer  
xiv. |p| pan, happy.    xv. |kw| queen.    xvi. |r| rat, cherry, write    xvii. |s| sun, dress, house, city, mice  
xviii. |sh| ship, mission, station, chef.    xix. |t| tap, letter, debt.    xx. |th| thrush.    xxi. |th| that  
xxii. |v| vet, sleeve.    xxiii. |y| yes    xxiv. |z| zip, fizz, sneeze, is, cheese    xxv. |zh| treasure