

“Because language is power.”
- Frantz Fanon

Naiara Sales Araújo
Alex Alves Egido

What's up? Journey to Fluency

BOOK 2

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Introduction

Dear student,

What's up? Journey to Fluency was created to help you learn how to use English for everyday situations and purposes related to school social life, work, and leisure. The material also has extensive use of information – gap tasks; role plays, pair works, and class activities, so that the language structure can be easily learned by you.

What's up? Journey to Fluency contains 18 units. There are eight regular units plus two review units in the student book, and eight units in the workbook. It can be used for either a 45 or 60-hour of class tutoring. Whenever it is possible, the teacher may propose extra activities for you and your peers as a way of enhancing the program, taking into account the group's needs, purposes, and time availability.

This book is meant to help you out give firm steps in the English learning process, and also to prepare you to be ready to interact with others in your own town or to travel around the world feeling more integrated with the environment with which you might come across as you venture into new possibilities in your life.

Special attention has been given to the communicative approach through the various activities that have their foundation in the interaction of peers in the classroom. For this reason, every situation can be used by you as an input to transfer not only the situation but also the vocabulary to your own personal experience. We also believe it is prominent that you enhance vocabulary through the reading of texts which deal with cultural issues as well as everyday situations in the form of writing, such as journal entries, e-mails, as well as the narration of events. Both the textbook and the workbook provide a variety of reading and writing exercises to reinforce the grammar and vocabulary.

What's up? Journey to Fluency is a way of starting a conversation and, hence, interacting with others. Thus, it is a path to getting to meet new people, making friends, learning about different cultures, places, and ideas. Practice in each unit is designed to stimulate conversation and guide you and your peers in describing the scenes, speaking about their personal information, and expressing opinions about various topics.

REVIEW UNIT

WE ARE HERE, WE ARE DIFFERENT



1.A. Conversation I. Read and practice.

How was your summer break?

Teacher: Good morning, everyone! I hope you had a great summer break. Today, let's start by sharing our vacation stories. Who would like to go first?

Jeniffer: (Raises hand) I'll go, Mrs. Smith. My family and I went to the beach in Florida. It was amazing! We spent a week there, and I got to build sandcastles and swam in the ocean every day.

Teacher: That sounds wonderful, Jeniffer. I'm glad you had a great time at the beach. Anyone else?

Dan: (Raises hand) I had a really cool vacation too, Mrs. Smith. My family and I went on a road trip to the Grand Canyon. We hiked some of the trails, and the view from the rim was breathtaking.

Teacher: Wow, the Grand Canyon must have been an incredible experience. I've heard it's a natural wonder. How about you, anybody else?

Ross: (Raises hand) I had a more low-key vacation, Mrs. Smith. My family and I stayed at home, but we did a lot of fun things together. We visited museums, went to the local amusement park, and even had a movie night.

Teacher: That sounds like a great way to spend quality time with your family, Ross. Sometimes, a staycation can be just as enjoyable. And Josh, how about you?

1.B. Listen to what other two students say about their vacation and write true (T), false (F) or not mentioned (NM).

- a. Josh stayed at home and did a lot of fun things with his family. ☐
- b. Josh went fishing, roasted marshmallows by the campfire, and saw so many stars at night. ☐
- c. Jake and his family traveled to Japan and explored Tokyo and Hiroshima. ☐
- d. The teacher also visited Japan and ate a lot of sushi. ☐
- e. Most of students did not travel. ☐



1.C. In pairs. Hey, who are you? Take turns introducing yourself to other students. Find someone you don't know and interview him/her. After introducing yourself, talk about your summer break.

- a. What / name?
Q. _____
A. _____

b. Where / from?
Q. _____
A. _____

c. How old / you?
Q. _____
A. _____

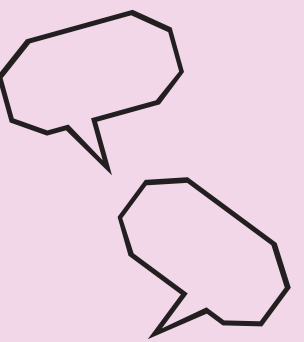
d. Where / live?
Q. _____
A. _____

e. Where / go to school? work?
Q. _____
A. _____

f. What / do / free time?
Q. _____
A. _____

g. Why / study / English?
Q. _____
A. _____

h. What / languages / speak?
Q. _____
A. _____



1.D. Class discussion. Introduce your partner to the class. Say as much as possible about him/her.

2.A. Conversation II. On the school's aisle... Read and practice.



João: Hey! It's José, right?
José: Yeah, it is.
João: Nice. This is Maria Francisca, she is our peer in the English class. I don't think you guys had the chance to meet during class.
José: No, we didn't. Nice to meet you, Maria Francisca.
Maria Francisca: Nice to meet you too, José. How do you like Brazil so far?
José: I'm in love with it, although I haven't had the chance to visit a lot of places.
Maria Francisca: Well, you can definitely count on us to show you around and give you tips, right João?
João: Absolutely, we'd love to take you to touristic places here and help you out whenever you need.
José: I really appreciate it, guys. Thanks a lot! Well, after



this class I'm heading home to do an extra homework teacher André gave me. Next class, I will talk about myself a little bit in class, like a short presentation.

Maria Francisca: Cool, we look forward to it. See you!

João: Bye-bye!

José: See ya!

2.B. Answer the following questions about the conversation:

- a. Who is Maria Francisca? _____
- b. What is José's impression about Brazil? _____
- c. What do Maria Francisca and João offer to José? _____
- d. Why does José need to go home? _____

3.A. Conversation III. Read and practice.

On the next class...

Mr. Adams: Good afternoon, guys. Today we will start the class in a different way. I asked José to make a small presentation about his family and routine. Please, pay attention and take notes because later you will do the same. José, the floor is yours.

José: Thank you, Mr Adams. My name is José, I'm eighteen years old, I'm from Argentina, and I'm studying here until the end of the year. All my family is in Argentina: my mother, Antônia, my father, Francisco, and my two sisters, María and Clara; I'm the oldest. My maternal grandparents are our neighbors and it is really nice. I have a snake as a pet, its name is Maurício.



3.B. Read the conversation again and write true (T), false (F) or not mentioned (NM).

- a. José's family is moving to Brazil. ☐
- b. José's pet is an alligator. ☐
- c. José has two sisters. ☐
- d. José is 18 years old. ☐
- e. José will go home next month. ☐
- f. José's maternal grandparents live near his house. ☐



3.C. It's time to get ready! Prepare a three-minute presentation about yourself. Include, at least, two different pieces of information that your peers do not know about you and a lie. Takes notes on your presentation.

3.D. The floor is yours! When you present about yourself, remember to mention two pieces of information that your peers do not know about you and a lie. Let your peers figure out about the two truths and a lie.

Take notes on your peers' presentations, what are their truths and the lie?

3.E. Hm, it's interesting... What called your attention about your peers' pieces of information? Use three different expressions and write about what called your attention regarding your peers.

USEFULL EXPRESSIONS TO EXPRESS YOUR OPINION

<i>In my opinion, ...</i>	<i>In my eyes, ...</i>	<i>I am sure...</i>
<i>To my mind, ...</i>	<i>As far as I am concerned, ...</i>	<i>Speaking personally...</i>
<i>From my point of view, ...</i>	<i>As for me / As to me, ...</i>	<i>I am certain that...</i>
<i>I hold the view that...</i>	<i>I would say that...</i>	<i>It seems to me that...</i>
<i>I am of the opinion that...</i>	<i>My opinion is that...</i>	<i>My conviction is that...</i>
<i>My impression is that...</i>	<i>I am under the impression that...</i>	<i>It is my impression that...</i>
<i>I have the feeling that...</i>	<i>My impression is that...</i>	<i>My view is that...</i>
<i>i have no doubt that...</i>	<i>I believe...</i>	<i>My belief is that...</i>

Example: In my opinion, José did not have a snake as a pet.

1.

2.

3.

3.F. Read your sentences to the teacher and she/he will write the curious information on the board. After everyone has read their sentences, look at the board and see how different you all are!

4.A. Let's sing!

OH HAPPY DAY - EDWIN HAWKINS



Let's learn and sing along!
Oh happy day
(oh happy day)
Oh happy day (oh happy day)
When Jesus washed (when Jesus washed)
When Jesus washed (when Jesus washed)
Jesus washed (when Jesus washed) Washed
my sins away (oh happy day)
Oh happy day (oh happy day) La, la, la, a, la,
la
Oh happy day (oh happy day)
Oh happy day (oh happy day)
When Jesus washed (when Jesus washed)
When Jesus washed (when Jesus washed)
When my Jesus washed (when Jesus washed)
He washed my sins away La, la, la, la, la, la
He taught me how (oh, He taught me how)
To wash (to wash, to wash)
Fight and pray (to fight and pray)
Fight and pray
And he taught me how to live rejoicing yes,
He did (and live rejoicing)
Oh yeah, every, every day (every, every day)
Every day!
Oh happy day (oh happy day)
Oh happy day, yeah (oh happy day)
When Jesus washed (when Jesus washed)
When my Jesus washed (when Jesus washed)

When Jesus washed (when Jesus washed) My
sins away (oh happy day)
I'm talking about that happy day (oh happy day)
He taught me how (oh yeah, how) To wash (to
wash)
Fight and pray (sing it, sing it, c'mon and sing it)
Fight and pray
And to live, yeah, yeah, c'mon everybody (and
live rejoicing every, every day)
Sing it like you mean it, oh... Oh happy day (oh
happy day)
I'm talking about the happy days (oh happy day)
C'mon and talk about the happy days (oh happy
day)
Oh, oh, oh happy days (oh happy day)
Ooh talking about happy day (oh happy day)
Oh yeah, I know I'm talking about happy days (oh
happy day)
Oh yeah, sing it, sing it, sing it, yeah, yeah (oh
happy day)
Oh, oh, oh
Oh happy day!

UNIT 1

A BALANCED ROUTINE



Before you get started!

1. Do you have a balanced routine?
2. Do you know anybody who has a stressful routine?
3. What would you like to change in your routine?

1.A. Conversation I. Read and practice.

DAN'S ROUTINE

Martin: So, Dan, tell me about your daily routine.

Dan: I have a very stressful one.

Martin: Really? What do you do?

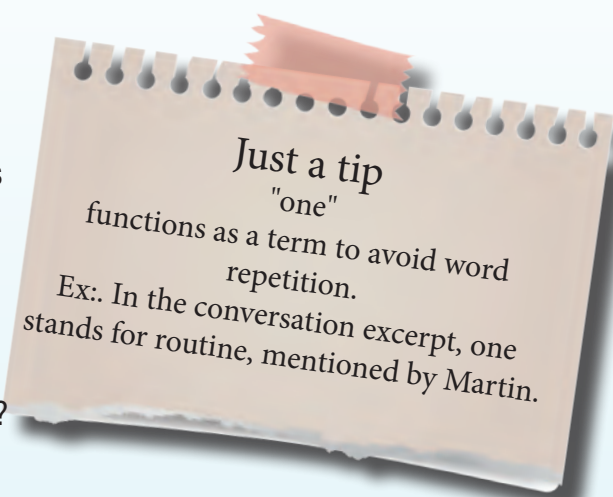
Dan: I get up very early because I help my mother with chores around the house and then I get ready to go to school.

Martin: What time do you get up?

Dan: About 5:30.

Martin: That's too early. What do you do in the afternoon?

Dan: I have a part time job. I'm a dog walker. What about you? Do you have a part time job? What's your routine like?



1.B. Listen up. Pay attention to the rest of the conversation and answer the questions:

- a) Does Martin have a part time job? If so, what does he do? _____
- b) What's his routine like? _____
- c) Does he go to school? _____
- d) Who does he live with? _____

UNIT 1

1.C. In Pairs! Elaborate the questions using the terms indicated below. Then, ask your friends about their daily routine and take notes on their answers.



e) What/do in the morning/in the afternoon/at night?

Q: _____

A: _____

f) Help / with household chores?

Q: _____

A: _____

g) Have lunch / with your family?

Q: _____

A: _____

a) What / routine like?

Q: _____

A: _____

b) What time / get up?

Q: _____

A: _____

c) Have a part time / full time job?

Q: _____

A: _____

d) What / do?

Q: _____

A: _____

h) What time / go to bed?

Q: _____

A: _____

i) Who / go to bed first / you or your parents?

Q: _____

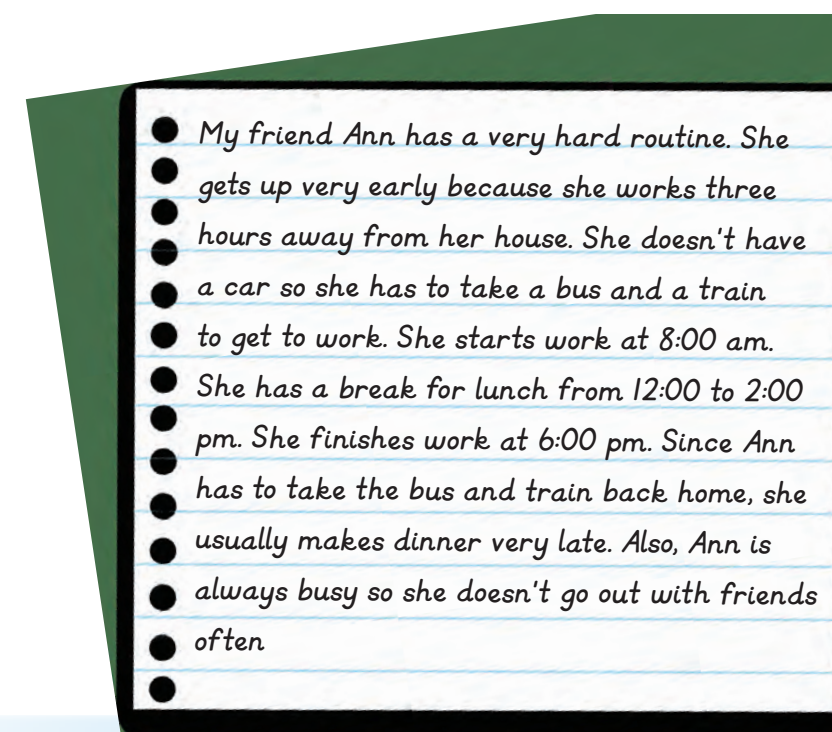
A: _____

j) Take a shower before going to bed?

Q: _____

A: _____

1.D. Writing time! Here is an example on how to report on someone's routine.



Now, it's your turn. Based on your peer's responses, write a short summary about their daily routine. Use the third person and appropriate verbs of frequency.

2.A. Conversation II - Read and practice.

My family, my life



Martin: Hey, what's up, buddy?
Dan: Not much, just chillin'. How about you?
Martin: Same here. I heard you visited your family this weekend. How are they doing?
Dan: Well, my family's been good. Mom's still the reigning chef of the house, and Dad's doing his usual dad jokes. You know, the classics.
Martin: Haha, your dad's jokes are legendary. What about your siblings?
Dan: Oh man, my little sister is growing up so fast. She's a teenager now, and I'm pretty sure she thinks she's the boss of everyone. My big brother is still the same old bro, always giving me life advice like he's got it all figured out.
Martin: Sounds like a typical family dynamic.

2.B. Listen up. Pay attention to the rest of the conversation and answer the questions:

- a) What changes happened in Dan's parents' lives?
- b) How about Dan's little brother? What does Dan mention about him?
- c) What about Martin's brother? What does Martin mention about him?
- d) What sentence demonstrates the importance of family for them?



2.C. In pairs. Ask your partner about his/her family member's routine. Then, share with the class.

- A:** So, tell me about your mother's routine.
B: My mother has a routine...
A: What / do in the morning?
A: Have lunch at home?
A: What / do in the afternoon?
A: Where / work?
A: work / far from home?
A: How /go/ to work/school?
A: Have lunch at work/school?
A: Do/ on weekends?
A: What time/ start work/ school?
A: Like/ job/ school?



Brushing up!

2.D. Analyzing I. In pairs, analyze the following six sentences and indicate if they are affirmative (A), negative (N), or interrogative (I). After, answer the questions below.

- 1. Dan gets up around 5:30 am. ☐
- 2. Dan does not have a part time job. ☐
- 3. José does the homework in the afternoon. ☐
- 4. Do you have a balanced routine? ☐
- 5. Do your best friends make time to go out? ☐
- 6. Kids do not like to go to bed early. ☐



a. What are two characteristics of affirmative sentences?

b. What are two characteristics of negative sentences?

c. What are two characteristics of interrogative sentences?

d. All six sentences from Analyzing I are simple present. However, some questions start with DO and others with DOES. Do you remember the differences? Take notes on them and share with your peers and teacher.

3.A. Time is up! On a piece of paper, write down as many questions as you can using all the words from the box. When the first student finishes, all the others have to stop.

what - see - do - where - how - go - your - brother - live - have - breakfast - get up - home - lunch - dinner - sister - family - on the internet - use - computer - eat - with shop - when - why - you - your mother

3.B. Writing time! Sarah and Anthony are your closest friends. Sarah is worried about Anthony because she hasn't seen him in a while. Since you know a lot about both of your close friends, explain to Sarah Anthony's routine. Remember you have to include at least five action words and mention three days of the week.

3.C. Reading time! Read the text taken from Rick Thomas' website and answer the questions:

rickthomas.net

What do you want to do with your life?

Figuring out what you want to be after you grow up requires a lot of things. In this piece, I want to speak to two of them:

1. What do you want to do?

2. What would it take to get there? You should be good at whatever you decide you want to do. Thinking about your unique gift mix is essential because you want to do the things that are easy for you to do. God made you a unique person, and your life has a unique shape. To find your vocational sweet spot, you will want to connect your unique gift mix to your future career.

One of my most favorite things to do is study people. I love people and I love studying them. The more technical name for this is ethnography. An ethnographer is a person who studies people while contextualized in the community in which he is studying them.

I have never been an outward, showy, energetic, charismatic personality. If the world is a stage, then give me a box seat. My early years were spent watching life more than participating in life. After the LORD regenerated me, my desires to learn and help people became "redemptive" habits....

Source: [www.https://rickthomas.net/](https://rickthomas.net/)

a) Do you agree with Thomas? Justify your answer.

b) What do you think is important to be happy? (Use expressions that indicate opinions)

3.D. In Pairs! Discuss with a partner:

- a) How can money affect happiness?
- b) What makes you happy?
- c) What makes you sad?
- d) How can we learn to deal with our feelings?
- e) How much pressure do you feel you have to be happy all the time?
- f) How is family/ church/ work/ friendship related to happiness?



Expanding the scene!

4.A. Reading. Read the excerpt published by a NPR website: "Eat, Sleep, Repeat: How Kids' Daily Routines Can Help Prevent Obesity, published on NPR website on April 25, 2017.

Pre-reading questions:

- a. Based on the title, in your opinion, what is the news article about?
- b. What is your view on this topic?

Now, listen to the excerpt and answer the following questions:

Source: <https://www.npr.org/sections/thesalt/2017/04/25/525394739/eat-sleep-repeat-how-kids-daily-routines-can-help-prevent-obesity>



VOCABULARY

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

While reading questions

c. Circle words you don't know and write down your guess to the meaning of these words based on context. Afterwards, discuss with a peer.

d. According to the author, is it easy to create a sleep routine to kids?

e. What is the main topic of the study?

After reading

Ask the following questions to a peer and write down their answers

- f. What time do you go to bed?
- g. How long does it take you to sleep once you're in bed?
- h. How much sleep do you usually need?

Planning a balanced routine

4.B. Discussion time!

A good way to have a balanced routine, including work/study and leisure, is to plan it.

- a. How do you plan your next week?
- b. How do you plan for other activities outside of work or school?
- c. Do you plan to have free time?
- d. Do you know what a planner is?
- e. Can you share any tips or tools you use to help you plan and track your daily activities to maintain balance?
- f. Do you believe that a balanced routine contributes to your overall well-being and productivity? Why or why not?
- g. Are there any specific goals you set for yourself within your daily routine to achieve personal or professional growth?
- h. Do you believe that a balanced routine varies from person to person, and if so, how do you tailor your routine to your individual needs and preferences?

JUST A TIP

A planner is "something such as a book or computer program showing the days, weeks, and months of the year, in which you can put the dates of events, meetings, etc."

Source: Cambridge Dictionary (online)

4.C. Reading time!

José likes to be organized. Now, read his planner and answer the following questions.

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
MORNING	At 7:00am - go to the fair and eat breakfast	At 7:30 am - wake up				At 10:00am - go to the beach
AFTERNOON			At 1:40 pm - do homework		At 3:00pm - go to work	
EVENING				At 8:45pm - have dinner with his friends		At 6:00pm - have a cocktail with his date

- a) What does José do on Monday at 7:30am?
- b) What does José do on Tuesday afternoon?
- c) What does José do at 10:00am?
- d) What does José do on Sunday morning?
- e) What does José do on Friday evening?
- f) What activities does José do related to work/study?

4.D. Writing time! On a piece of paper, write down your schedule for next week. Some things to keep in mind while you are writing. Remember to include the following information:

- Days of the week (Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, and Saturday);
- Periods of the day (Morning, afternoon, and evening);
- Times (exact moment you do something).

The example refers to Monday. You need to create a complete schedule, from Sunday to Saturday.

	MONDAY
MORNING	At 7:30 am - wake up At 8:00 am - have breakfast At 8:30 am - get ready and go to school
AFTERNOON	At 1:00 pm - have lunch At 1:40 pm - do homework At 3:00 pm - go to work
EVENING	At 7:00 pm - leave work At 7:30 pm - work out At 8:45 pm - have dinner and watch TV At 10:00 pm - go to bed

4.E. Presenting time! Now, each one of you will do an oral presentation about five actions that are included on your schedule. You can say "At 8:00 am, I have breakfast. At 7:30pm, I work out".

Summing up with fun!

5.A. Team up! In groups of 4, choose a very famous person (Don't tell the other group who she / he is).

- Write as much information as possible about him / her.
- Give descriptions about the person.
- The other groups must guess who she / he is by asking YES or NO questions.

Some examples of questions are:

Is the person Brazilian?

Does the person live in Brazil?

Is the person 30 years old?

5.B. Listen! Use the words from the box to complete the song.



Anti-Hero (Taylor Swift)

I (1) _____ this thing where I (2) _____
older but just never wiser
Midnights (3) _____ my afternoons
When my depression (4) _____ the graveyard shift
All of the people I've ghosted stand there in the room
I should not be left to my own devices
They (5) _____ with prices and vices
I (6) _____ in crisis (tale as old as time)
I (7) _____ screaming from dreaming
One day I'll watch as you're leaving
'Cause you got tired of my scheming (For the last time)
It's me, hi, I'm the problem, it's me
At tea time, everybody (8) _____
I'll stare directly at the sun but never in the mirror
It must be exhausting always rooting for the anti-hero
Sometimes I (9) _____ like everybody is a sexy baby
And I (10) _____ a monster on the hill
Too big to hang out, slowly lurching toward your favorite city

Pierced through the heart, but never killed
Did you hear my covert narcissism Lightly disguised as
altruism
Like some kind of congressman? (Tale as old as time)
I (11) _____ screaming from dreaming
One day I'll watch as you're leaving
And life will lose all its meaning (For the last time)
It's me, hi, I'm the problem, it's me (I'm the problem, it's
me)
At tea time, everybody agrees
I'll stare directly at the sun but never in the mirror
It must be exhausting always rooting for the anti-hero
I (12) _____ this dream my daughter-in-law kills
me for the money
She (13) _____ I left them in the will
The family gathers 'round and (14) _____ it
and then someone screams out
"She's laughing up at us from hell"
It's me, hi, I'm the problem, it's me / It's me, hi, I'm the
problem, it's me
It's me, hi, everybody agrees, everybody agrees
It's me, hi (hi), I'm the problem, it's me (I'm the problem,
it's me)
At tea (tea) time (time), everybody agrees (everybody
agrees)
I'll stare directly at the sun but never in the mirror
It must be exhausting always rooting for the anti-hero

reads – agrees – wake up – end up – come – become –
have – feel – get – works – am – thinks

5.C. Self-assessment.

- What did you learn in this unit? _____
- What questions/doubts do you still have? _____
- What did you like the most on this unit? _____
- Ask your teacher how you can study more about routines. _____

UNIT 2

CHANGING LIFE



Before you get started!

- Are you doing anything exciting this week?
- Are you planning for your birthday?
- Is anybody you know working now? Who?

1.A. Conversation I. Read and practice.

Jane: Hey, I'm at the gym right now. What's up?

Loren: Perfect timing! You won't believe what's happening. I'm at this charity event, and they're auctioning off some incredible items.

Jane: Auction? What kind of stuff are they selling?

Loren: They've got everything – sports items, clothes, craft products!

Jane: Wow, that sounds amazing. Who's hosting the event?

Loren: It's hosted by a famous youtuber, Ben Jonson.
He has 5 million followers.

Jane: Yeah, I know who you mean. Are you buying anything?

Loren: I'm thinking about it! The prices are great! It's like a battle in here!

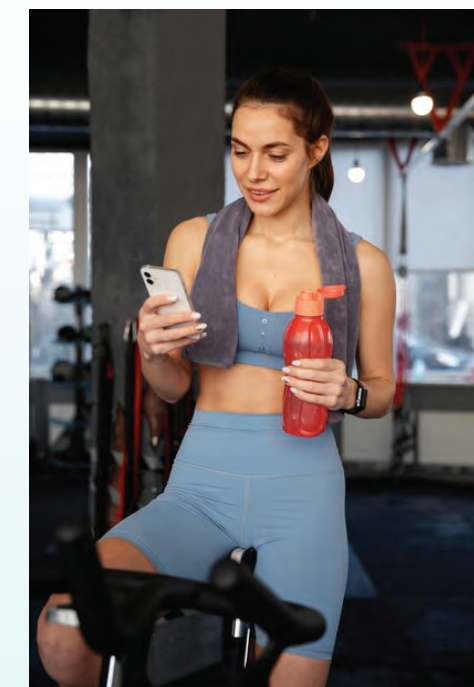
Jane: Well, keep me posted. I'll finish my workout and
check in with you later.

Good luck with the bidding war!

Loren: Thanks! Enjoy your workout!

1.B. Answer the question about the dialogue:

- Where are Jane and Loren?
- What are they doing?
- Who is doing something unusual? Justify your answer.
- Who is doing an everyday activity?



1.C. Look at the pictures and write what these people are doing. Use the present continuous tense:



1.D. In pairs! Ask your partner about things she/he has been doing these days.

- Are you doing anything exciting these days?
- Are you reading an interesting book or watching a good TV series?
- Are you practicing any sport?
- Are you planning to travel next vacation?

FOCUS ON GRAMMAR

Present continuous

Ben Jonson is hosting the event.

Sub + to be + verb -ING + complement.

Is Loren buying anything?

To be + Sub + verb -ING + complement.

Jane is not buying anything.

Sub + to be - not + ING + complement.

Just a tip
Remember that the ending of verbs influence on
the use of ING. For example:
Take - Taking
Get - getting
Play - playing
Die - dying

✓ Brushing up!

2.A. Analyzing I. In pairs, analyze the following five sentences and classify them between present continuous (PC) or present simple (PS).

- Dan gets up around 5:30 am. ☐
- Greta is protesting in Davos. ☐
- Is Adele organizing a new tour around the world? ☐
- Do you have a balanced routine? ☐
- My friend isn't taking swimming classes. ☐



a.1 List, at least, two differences between sentences in the present continuous and present simple.

a.2 Ask one question using the present continuous and another one using present simple.

2.B. Hands on! Use the words in parentheses to complete the questions. Use the present continuous.

- _____ this month? No, he is on vacation. **(John / work)**
- Why _____ at me like that? What's the matter? **(you / look)**
- _____ now? No, I'm resting. **(you / study)**
- _____ your homework with? Nobody, I'm doing it by myself. **(Who/you/do)**
- How is your English? _____ better. **(it/get)**

2.C. Time is up! On a piece of paper, write down as many questions as you can using all the verbs from the box in the present continuous. When the first student finishes, all the others have to stop. After you complete all the questions, ask them to a peer!

Read - write - help - cry - dance - go - study -
look - talk - work - sing - protest

✓ Expanding the scene!

2.D. Frances Bridges, a Forbes Magazine's contributor, published a piece called "How To Change Your Life In 7 Steps".

- Stop making excuses
- Set Goals
- Create a Routine
- Hold Yourself Accountable
- Track Your Progress
- Failure is Integral to Progress
- Exercise



Pre-reading questions

- Based on the list of 7 steps, which one have you implemented on your life?
- Based on the list of 7 steps, which one haven't you implemented on your life?
- What is your view on this topic?
- Is it possible to list necessary changes for someone else's life as Bridges did? Justify your answer.

3.A. Reading! Let's read what Bridges has to say about each step.**1. Stop Making Excuses**

Excuses are what hold you back, and they are almost always the only thing between you and your goal. Identify the excuses you make, and figure out a way to prevent making those excuses. Spending too much time on social media? Download a blocking application. Watching too much television? Work where you do not have access to a TV. Can't find the motivation to go to the gym or go for a run? Force yourself to go, and promise yourself you can work as hard as you want once you arrive- but you have to go. Come up with strategies to combat your excuses, and ways to force yourself to make changes. It is not going to be easy, it is going to be really hard, but you will conquer your first major roadblock on the road to accomplishing your goals.

**2. Set Goals**

It's tempting to set big goals, but to start making sustainable progress, it is better to begin with manageable goals. Want to change jobs? Apply to 5 jobs and send 5 introductory emails a week, and build from there. Want to lose weight? Go to the gym two or three times a week, or go on two to three walks a week. Want to change the status of your personal life? Make an effort to be social and put yourself out there, actively ask people to grab a beverage or a meal a couple of times a week. Starting small is how you create a habit. If you run twice a week for a month, you can go three times a week the next month, and then two months after that you're running five times a week. That's a new lifestyle in four months. If you have a base habit to support you, it is easier to build on that than to go head first into running five times a week.

3. Create A Routine

A routine consists entirely of discipline. Disciplined people carve out time to get work done, or exercise, or whatever their goal may be wherever they are, and whenever they have a spare moment. Don't think you have time? Is there a TV show you keep up with? You don't anymore. Spend a lot of time on social media? Get a blocker or deactivate your accounts. You make time for things you care about, if this is a goal you want to achieve you will find the time for it. People who habitually get up and go for a run, stick to a healthy diet and have their dream job built their life by dedicating time to their goals every day- it is the only way to make consistent progress.

4. Hold Yourself Accountable

Saying your goals out loud makes them real- so tell someone you trust your goals and how you plan to achieve them. When you tell someone your goals it means they will inquire about your progress and you will have to tell them. Having someone to check in with every week or two and who you have to report your progress is like having a coach or a teacher you have to answer to- not meeting your goals will have consequences, you won't be able to shrug and move on with your life. Telling people means you are serious about your goals, so telling someone helps hold you accountable.

Source: <https://www.forbes.com/sites/francesbridges/2016/10/27/how-to-change-your-life-in-7-steps/?sh=53b3caf2aa5f>

While reading questions

Circle words you don't know and write down your guess to the meaning of these words based on context. Afterwards, discuss with a peer.

3.B. In pairs. Ask the following questions and take notes on the answers.

a) In your opinion, what is the most difficult step to implement?

b) What steps haven't you implemented yet?

c) Do you like to change aspects of your life?

d) Give one example of a life changing decision you LIKED and one you DIDN'T like.

3.C. Pay close attention as someone explains how they integrate the last 3 steps into their life and take notes.

a) 5. Track Your Progress

b) 6. Failure Is Integral to Success

c) 7. Exercise

Setting your life goals
3.D. One of Bridges's tips is to set goals for yourself. Now, let's set yours!

Indicate one goal for each time period. Your goal can be professional or personal.

Next week: _____

Next month: _____

Next year: _____

Next five years: _____

Next decade: _____



FOCUS ON GRAMMAR II

Present simple	Present continuous	Simple past
Jane wants to change her job.	Jane is trying to change her job.	I worked out at the Gym yesterday.
Do you want to change your job?	Are you working now?	Did you work out this week?
She doesn't want to change her job.	She isn't working right now.	They didn't work out yesterday.

- We use the present continuous for temporary situations.
- We use the simple present for permanent situations.

4.A. Writing time!

Now, write sentences using the present continuous, the simple present, and the simple past.

E.g.: Patricia usually goes to school by car but now she is going by bus and yesterday she went on foot.



4.B. Practice time! Complete the sentences using one of the following verbs. Use present continuous or simple present.

learn - finish - listen - live - do - teach - work - feel

- What _____ your father _____? He is an architect.
- My grandparents _____ in Chicago. They were born there and have never lived anywhere else.
- _____ you _____ to the radio? No, you can turn it off.
- Can we stop walking soon? I _____ tired.
- Do you know how to drive? I _____. My father _____ me.
- I usually _____ work at 5, but this week I _____ until 6 to get some extra money.

4.C. Speak up! Talk about people you know (friends, relatives, boyfriend etc.) and ask follow-up questions to get more information about them. Use these questions to help you. In pairs ask these questions to each other.

- Is anyone you know looking for a job? Was this person looking for a job last month?
- Is anyone in your family living abroad? Did anyone in your family travel abroad last year?
- Is anyone in your family working in a big company?
- What are most of your friends doing now? Did you talk to your friends yesterday?

4.D. Writing time! Write about someone you know who is living in another city or country.

☑ **Summing up with fun!**

5.A. Tongue twisters. Say it as fast as you can.

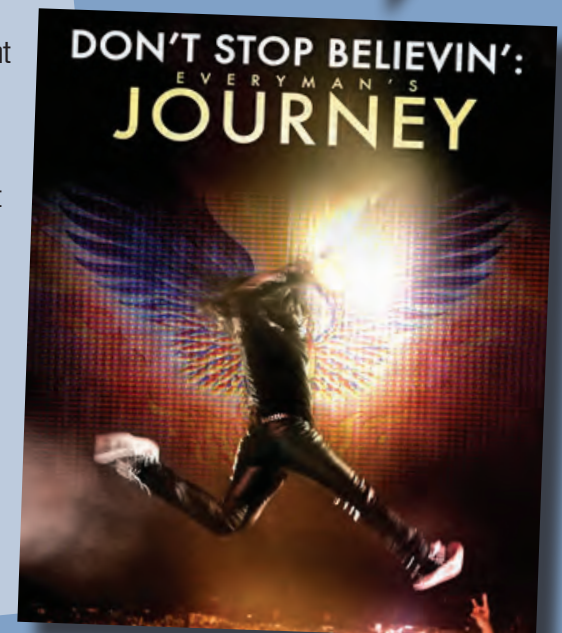
- Can you can a can as a canner can can a can?
- Did Peter Piper pick a peck of pickled peppers?
- The shells she sells are sea-shells, I'm sure.
- Busy bees are buzzing by the babbling brook, bringing back bright blossoms.

5.B. During this unit, we have been talking about goals and changes in your life. Complete the song with the words from the box.

Emotion - Strangers - somewhere - Lonely - boulevard - smokey - Streetlights

Just a small town girl
Livin' in a _____ world
She took the midnight train going anywhere
Just a city boy
Born and raised in South Detroit
He took the midnight train going anywhere
A singer in a _____ room
A smell of wine and cheap perfume
For a smile they can share the night
It goes on and on and on and on
_____ waitin'
Up and down the boulevard
Their shadows searchin' in the night
Streetlights, people
Livin' just to find _____
Hidin', somewhere in the night
Workin' hard to get my fill
Everybody wants a thrill
Payin' anything to roll the dice
Just one more time

Some'll win, some will lose
Some are born to sing the blues
Whoa, the movie never ends
It goes on and on and on and on
Strangers waitin'
Up and down the _____
Their shadows searchin' in the night
Streetlights, people
Livin' just to find emotion
Hidin', _____ in the night
Don't stop believin'
Hold on to that feelin'
Streetlights, people
Don't stop believin'. Hold on
Streetlights, people
Don't stop believin'
Hold on to that feelin'
_____, people



UNIT 3

WHAT HAPPENED?



Before you get started!

1. How was your weekend/week?
2. Did you do anything exciting?
3. Did you watch any interesting movie/series?
4. Did anything unusual happen over the week?

1.A. Conversation I. Read and practice.

What happened?

Martin: Hi, Dan. How are you doing?

Dan: Just fine. Why did you miss class last week, Martin?

Martin: Oh, I had some health problems.

Dan: Really? What happened?

Martin: My parents traveled and I stayed alone at home. I was very hungry and I decided to eat a pizza. I think the pizza wasn't cooked all the way...

Dan: Dam..

Martin: Yeah, it was a pretty unfortunate situation. I didn't realize the pizza was bad until it was too late. I ended up with food poisoning and had to see a doctor.

Dan: That sounds awful. Food poisoning can be really awful. Are you feeling better now?

Martin: Yeah, it was a rough couple of days, but I'm much better now. The doctor prescribed some medication, and I had to rest and hydrate a lot. Lesson learned: always check the expiry date on food!

Dan: Definitely, that's an important lesson. So, did you manage to catch up on what we covered in class?

Martin: Yeah, I reached out to a couple of classmates, and they shared their notes with me so I didn't fall too behind.



1.B. Answer the questions:

- a) Why did Martin miss class? _____
- b) What happened to him? _____
- c) Why was Martin alone? _____
- d) How did Martin catch up on what was covered in class? _____
- e) What did Martin learn by all that situation? _____

1.C. Listen up! Listen to the rest of the conversation and answer the questions.

- a) How's Dan's project coming along? _____
- b) What did Dan and his team do last week? _____
- c) Did Martin offered any help? How? _____
- d) What did they suggest to do when they have free time? _____

☑ Brushing up!

2.A. Analyzing I. In pairs, analyze the following six sentences and classify them between simple present (PRE) or simple past (PAS).

- a) I had some health problems. ☐
- b) It always happens to me. ☐
- c) When do you miss a class? ☐
- d) Where did you go? ☐
- e) I always check the expiry date on food. ☐
- f) I didn't fall too far behind. ☐



2.B. In pairs! Ask your partner about his/her weekend. You should ask at least 10 different questions.

- a) How was your weekend overall? Did you do anything special or exciting?
- b) Did you go anywhere interesting or take a little getaway during the weekend?
- c) Were there any fun or memorable moments from your weekend that you'd like to share?
- d) Did you spend time with friends or family? What activities did you all do together?

2.C. Writing down! List at least two differences between sentences on the simple present and simple past.

2.D. Writing and speaking! Ask five questions using the simple present and five using the simple past.

FOCUS ON GRAMMAR I

Simple Present	Simple Past
<i>I always have health problems.</i>	<i>I had some health problems.</i>
<i>My parents never travel to other cities.</i>	<i>My parents traveled and I stayed alone at home.</i>
<i>I usually realise when food is bad</i>	<i>I didn't realize the pizza was bad.</i>
<i>Do you manage to catch up your readings?</i>	<i>Did you manage to catch up on what we covered in class?</i>
<i>Why do you often miss class?</i>	<i>Why did you miss last class?</i>

3.A. Amanda is writing about her first day at school. Complete the sentences with an appropriate verb. Then, compare them with a partner.



- Now, listen and see if you are right.

3.B Conversation II - Martin met Amanda.

Martin: Hi, are you Amanda?
Amanda: Yes, I am. How do you know my name?
Martin: I'm Dan's friend. He mentioned you briefly last night.
Amanda: Were you here yesterday?
Martin: No, I had something come up and I couldn't come.
Amanda: What did Dan say about me?
Martin: He told me you are from Portugal.
Amanda: Yes, that's right. Were you born in Portugal, too?
Martin: Yes, but I didn't grow up there.
Amanda: So, where did you grow up?
Martin: I grew up in Mexico. I lived with my uncle. Who did you live with in Portugal?
Amanda: I lived with my grandparents.
Martin: Are they from Portugal?
Amanda: No, but they worked there.



3.C. Listen to the rest of the conversation and write (T) true, (F) false or (DS) doesn't say.

- a) ☐ Amanda's grandparents don't live in Brazil.
- b) ☐ They moved to Argentina in 1992.
- c) ☐ Amanda doesn't like living in Brazil.
- d) ☐ Amanda's grandparents lived in Argentina because of their jobs.
- e) ☐ They work in Brazil.



Expanding the scene!

3.D. Reading! The title of this unit is "What happened?". You are going to read about the World's hottest week which is not a usual week. Before reading the text, discuss the following questions with a peer.

Pre-reading questions

- a. Why do people believe climate change isn't real?
- b. Do you feel it's getting colder or hotter every year?
- c. In your words, what is climate change?



Now, let's read the piece of news entitled World's Hottest Week.

NEWS

The UN leader said climate change is out of control after data analysis showed that the past week was the hottest ever. The global temperature reached 17.18 degrees Celsius on Tuesday, breaking the previous record set on Monday. Scientists think that this is because of human-caused global heating and the return of the El Niño weather pattern. The official agency couldn't confirm the numbers, but they agree that climate change is becoming hard to control. Scientists predict that there will be more record-breaking temperatures due to global heating and El Niño.

Many parts of the world, including the southern US and China, are experiencing very hot weather. The mild winter in the Antarctic also contributed to the high temperatures. This warming could harm animals and cause diseases to spread in polar areas.



While reading questions

d. Circle the new words and try to guess their meaning based on the context, discussing with a peer. Take notes on the words and your guesses.

e. Find two examples of regular verbs and two of irregular ones in the simple past.

f. What has caused the week to be the hottest ever?

After reading

Ask the following questions to a peer and take notes on the answers.

- g. What effects of climate change can you see?
- h. How can we avoid the rapid climate change?

FOCUS ON GRAMMAR II

Interrogative	Negative
Did you grow up here?	I didn't grow up there.
Where did you grow up?	I didn't live with my parents.
What did Dan say?	She wasn't born here.
Were you born in Portugal?	They didn't work there.

4.A. Practice time! Write simple past questions using the verbs from the box. Then, ask them to a peer and take notes on his/her answers.

Learn - fish - listen - go - do - work - travel - swim

- a) Question: Answer:
- b) Question: Answer:
- c) Question: Answer:
- d) Question: Answer:
- e) Question: Answer:
- f) Question: Answer:
- g) Question: Answer:
- h) Question: Answer:

4.B. Speak up! It's a memory game. The teacher writes on the board "Last week, I..." and each student needs to complete the sentence adding a verb in the simple past stating something she / he did. The next student has to repeat all previous actions and add a new one. The winner is the one who remembers all actions and adds another one.

Last week, I went to a wonderful place on a spontaneous trip with my friends. We explored the picturesque countryside, hiked up a scenic mountain, and enjoyed delicious local cuisine at a charming little restaurant. The weather was perfect, and we all had a fantastic time capturing memories with our cameras. Then...

4.C. Writing time! “I didn’t see that coming!” is an English expression used to indicate surprise. For instance, when someone is telling you a story and it ends in an unexpected way, you can say “Oh, I didn’t see that ending coming!”.

Now, it’s your turn! Be creative and write a story in the simple past, referring to last week, in which you are the main character.

4.D. Complete the dialogue using the simple past.



Sarah: Hey, John, how was your weekend?
John: Oh, it (1) _____ (be) great! On Saturday morning, I (2) _____ (wake) up early and (3) _____ (go) for a long hike with my friends. We (4) _____ (reach) the summit and (5) _____ (enjoy) a breathtaking view of the valley.
Sarah: That sounds amazing! What (6) _____ (you do) after the hike?
John: Well, after the hike, we (7) _____ (grab) lunch at a local café. I (8) _____ (order) a delicious sandwich. Then, in the afternoon, we (9) _____ (play) some board games at my place.
Sarah: Sounds like a fun afternoon! What about Sunday?
John: On Sunday, I (10) _____ (meet) my family for brunch at our favorite restaurant. Afterward, we (11) _____ (visit) the museum downtown. It (12) _____ (be) really interesting.
Sarah: It sounds like you (13) _____ (have) a fantastic weekend, John!

Summing up with fun!

5.A. Tongue twister. Say it as fast as you can.

*Peter Piper picked a peck of pickled peppers.
Did Peter Piper pick a peck of pickled peppers?
If Peter Piper picked a peck of pickled peppers,
Where's the peck of pickled peppers Peter Piper picked?*

5.B. During this unit, we have been talking about experiences and recent events. Let’s end the unit singing Return to Sender, by Elvis Presley.

First, complete the song with the words between the parentheses and remember that there are regular and irregular verbs! Then listen to the song and sing along if you know! Go back and double check your answers.

I 1 _____ (give) a letter to the postman,
he 2 _____ (put) it his sack.
But in early next morning he 3 _____ (bring) my letter back.
She 4 _____ (write) upon it:
Return to sender, address unknown
No such number, no such zone
We 5 _____ (have) a quarrel, a lover’s spat
I write I’m sorry but my letter keeps coming back.
So then I 6 _____ (drop) it in the mailbox,
and 7 _____ (send) it special D*
But in early next morning it 8 _____ (come) right back to me.
She 9 _____ (write) upon it:
Return to sender, address unknown.
No such number, no such zone.
This time I’m going to take it myself
and put it right in her hand.
And if it comes back the very next day
then I’ll understand the writing on it
Return to sender, address unknown.
No such person, no such zone.



5.C. Let’s watch a video! Watch the video and write 5 sentences about Elvis Presley’s life.

Access: <https://www.youtube.com/watch?v=iOK-1K-4hYA>



- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____

5.D. Self-assessment.

- a) What did you learn in this unit? _____
- b) What questions/doubts do you still have? _____
- c) What did you like the most on this unit? _____
- d) Ask your teacher how you can study more about un(expected) situations locally and around the globe.

UNIT 4

WE'RE ALL GONNA STUDY TOGETHER!



Before you get started!

1. What is your plan for next weekend?
2. How do you think tomorrow will be?
3. What will you do after this class?

1.A. Conversation I. Read and practice.

We're all gonna study together!

Jason: Hi Ann. How are you doing?

Ann: Pretty good. How about you?

Jason: I'm not so good.

Ann: What's the matter?

Jason: Next week, we are gonna have the Spanish test and I feel like I should study more.

Ann: Oh, don't worry. If you want, you can join Kate, José and I. José is from Venezuela and he's fluent in Spanish, he's gonna help us out.

Jason: Really? I would really appreciate that, thank you.

Ann: Sure, sounds good. I'll text you the details about the meeting.

1.B. Answer the questions:

- a) Where are the characters? _____
- b) What is Jason worried about? _____
- c) Is Jason happy? _____
- d) Which subject are they going to study? _____



UNIT 4

1.C. Listen up! Listen to the rest of the conversation and complete with the right sentences.



Jason: So, when (1) _____ and what exactly (2) _____?

Ann: How about we meet at the library this Saturday at 2:00 PM? It's quiet and has a great selection of Spanish books.

Jason: Sounds good to me. And what (3) _____ specifically?

Ann: Let's focus on verb conjugations and common phrases. I struggle with those the most.

Jason: Agreed, that's a good starting point. We can also practice conversation and pronunciation.

Ann: Perfect! So, this Saturday at 2:00 PM in the library, we're going to study verb conjugations, common phrases, conversation, and pronunciation in Spanish.

Jason: I'll bring my Spanish textbook, and we can share some online resources as well.

Ann: Great! I'm looking forward to it. This (4) _____ so helpful for all of us.

Jason: Absolutely, we (5) _____ our Spanish skills together!

Ann: It's a plan then. See you all on Saturday at 2:00 PM in the library. Let's make the most of this study session!

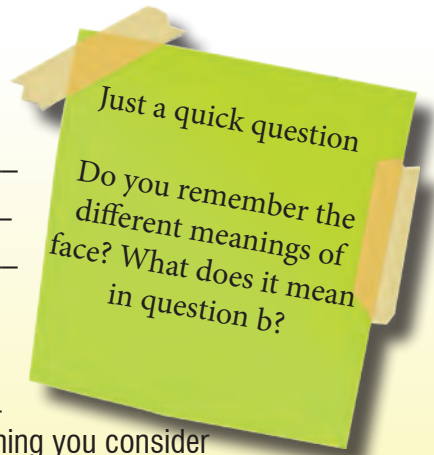
1.D. Sharing ideas! Ask the following questions to a partner and take notes on his/her answers. After, it's gonna be your turn on answering them.

a) What subjects do/did you have difficulties in schools/university?

b) How did you face these difficulties? _____

c) How do you usually ask for help when you don't understand something you're learning? _____

d) In your opinion, how does your English teacher motivate you to learn something you consider difficult? _____



2.A. Analyzing the language we use. Together, let's analyze the following sentences.

FOCUS ON GRAMMAR I - TO BE GOING TO

AFFIRMATIVE	INTERROGATIVE	NEGATIVE
<i>I am going to help you</i>	<i>Are you going to do it?</i>	<i>I'm not going to go out.</i>
<i>Ann is going to study.</i>	<i>Is Ann going to go out?</i>	<i>She's is not going to help</i>

a) Here, take notes on your teacher's explanation:

b) Now, go back to exercise 1A and 1C and write down three examples of sentences using to be going to.

Affirmative sentence: _____

Negative sentence: _____

Question: _____

2.B. Reading time! Complete the dialogue using the structure of **to be going to** and one of the following verbs.

DO - SEE - STAY - CELEBRATE - STUDY

A: _____ you _____ anything exciting this weekend?

B: No, I _____ home and _____ some interesting series. Why? What _____ you _____?

A: My family _____ to my grandparents' house but I am going to stay here.

B: What _____ they _____ there?

A: They _____ their wedding anniversary.

B: That's interesting! Why _____ you _____ home?

A: Because I _____ for a Spanish test.

B: Oh, that's too bad.

2.C. Pair up! Talk about your plans for the weekend, vacation, holiday etc. Remember to use the time expressions from the box.

Tonight - After class - On Sunday morning - Before going to bed

A: Are you going to do anything tomorrow?

B: _____

A: What are you going to do next holiday?

B: _____

A: Where are you going to go on vacation?

B: _____

A: Are you going to travel next weekend?

B: _____

REMINDER

Why are there two occurrences of go in the question "Where are you going for vacation?"

Hands on planned actions

2.D. Hands on! This unit focuses on planned actions, which are grammatically represented by the structure of **to be going to**. In our daily lives, there are a couple of actions that need planning such as when we are traveling. Look at the Student Travel Planner, check off what you think it is important and tell your friends what you are going to do.

e.g. I'm going to confirm my reservation. / I'm not going to notify my bank about my travel plans.

STUDENT TRAVEL PLANNER: A WEEKEND GETAWAY

ACCOMMODATION

- ☐ Confirm reservation
- ☐ Pack necessary toiletries
- ☐ Pack sleepwear and comfortable clothing

ITINERARY

- ☐ Create a list of must-visit attractions
- ☐ Check opening hours and ticket prices
- ☐ Plan daily activities and times
- ☐ Include time for meals and relaxation
- ☐ Research local customs and etiquette

HEALTH AND SAFETY

- ☐ Check if vaccinations are required
- ☐ Pack any necessary medications
- ☐ Carry a small first-aid kit

MONEY MANAGEMENT

- ☐ Set a daily spending budget
- ☐ Notify your bank about your travel plans
- ☐ Carry a mix of cash and cards

EXTRAS

- ☐ Bring reusable shopping bags
- ☐ Pack a reusable water bottle
- ☐ Learn some basic local phrases
- ☐ Download offline maps

TRANSPORTATION

- ☐ Reserve transportation
- ☐ Purchase tickets
- ☐ Check travel restrictions or visa requirements

PACKING LIST

- ☐ Clothing (check the weather forecast)
- ☐ Footwear / Toiletries
- ☐ Electronics and chargers
- ☐ Travel documents (passport, ID, tickets)
- ☐ Wallet and cash / Travel guide or maps
- ☐ Snacks and water bottle

COMMUNICATION

- ☐ Notify a family member or friend of your travel plans
- ☐ Share your itinerary with someone
- ☐ Keep emergency contact numbers handy

ENTERTAINMENT

- ☐ Download music, movies, or books for the journey
- ☐ Pack a travel journal or sketchbook
- ☐ Plan some downtime for relaxation

BEFORE LEAVING

- ☐ Confirm all reservations and bookings
- ☐ Set your out-of-office email reply
- ☐ Lock all doors and windows at home
- ☐ Unplug or turn off appliances

3.A. Pair up! Interview a classmate about his/her planned trip. She/ He is going to look at his/her travel planner in order to answer your questions. Take notes on the answers. After that, it's your turn to talk about your trip.

a) Where are you going to travel? _____

b) When are you going to go there? _____

c) What means of transportation are you going to use? _____

d) How much money are you going to spend there? _____

3.B. Conversation II. Read and practice.**SHE'S ALSO GOING TO INVEST IN SOME BUSINESSES**

Clare: Hey John, have you heard the news about my sister?

John: No, what happened?

Clare: She won a lot of money in the lottery!

John: Seriously? That's incredible! How did she find out?

Clare: Well, she got a call from the lottery officials yesterday.

John: Wow, that's amazing! What's she going to do with all that money?

Clare: She's planning to buy a new house, and she's also going to invest in some businesses.

John: That's smart. It's important to manage that kind of windfall wisely. Is she going to quit her job?

Clare: Yeah, she's definitely going to quit her job and take some time off to travel.

John: I can't blame her for that. It sounds like a dream come true. When is she going to receive the money?



Clare: She's going to get the winnings in a few weeks, and she's already making a list of things she's going to do.

John: I'm really happy for her. Winning the lottery is something most people can only dream of.

Clare: I know, right? It's going to change her life completely.

John: Well, make sure to tell her congratulations from me when you see her.

Clare: Will do, John. Thanks. She's going to be thrilled to hear that.

3.C. Your turn! Clara's sister is lucky, no doubt. Now, imagine you have just won the lottery too. However, you cannot cash the money for 30 days, which means you have plenty of time to plan what to do with it. Write down how you are (not) going to spend it.

I'm going to _____

I'm going to _____

I'm not going to _____

3.D. Pair up! Ask the following to a classmate and take notes on his/her answers. Then, it's your turn on answering them.

a) What are you going to do first with the lottery money? _____

b) What are you never going to do with the lottery money? _____

c) Do you consider yourself good at managing money? Why? _____

4.A Speaking time! Draw your calendar for April. Someone wants to invite you to go somewhere. Roleplay a conversation between you and a classmate.



A: Do you have any plans for April 2nd?

B: Yes, I'm going to a friend's birthday party.

A: What about April 3rd?

B: _____. Why?

A: Because I'd like to invite you to see a movie with me.

B: _____.



🕒 **Expanding the scene!**

4.B. Writing! As you have just won on the lottery, you are going to plan a surprise trip to a classmate of yours. Choose a very unexpected destination to send him/her there for 5 days alone. Search for the information necessary and remember to use what you learned about the travel planner. After, write down a paragraph describing the trip and use ordinal numbers to indicate the sequence of actions your friend is going to do there .

1st - first 2nd - second 3rd - third 4th - fourth 5th - fifth 6th - sixth
7th - seventh 8th - eighth 9th - ninth 10th - tenth

Example: First, you're gonna swim with sharks. Second, you're gonna join a chef for a cooking class. Third, ...

4.C. Reading time! As we were talking about planning a trip, how about getting to know more about some American cities to visit in the future?



1. New York City, New York:

Often referred to as “The Big Apple,” New York City is the largest city in the United States and one of the world’s major financial, cultural, and commercial hubs. It’s famous for iconic landmarks like Times Square, Central Park, the Statue of Liberty, and Wall Street. NYC is also known for its diverse population and is a global center for arts, fashion, media, and technology.

2. Los Angeles, California:

Located on the West Coast, Los Angeles is the second-largest city in the United States and the entertainment capital of the world. It’s home to Hollywood, the center of the global entertainment industry, as well as beautiful beaches, cultural institutions, and a thriving tech scene. LA is known for its film and television production, as well as its diverse population and year-round sunny weather.



3. Chicago, Illinois:

Situated in the heart of the Midwest, Chicago is a major city known for its architecture, deep-rooted history, and vibrant cultural scene. It’s famous for its skyline dominated by iconic skyscrapers such as the Willis Tower (formerly known as the Sears Tower). Chicago is also renowned for its music, sports, and culinary traditions, including deep-dish pizza and Chicago-style hot dogs.



4. Washington, D.C.:

The nation’s capital, Washington, D.C., is a city steeped in political and historical significance. It’s home to the White House, the U.S. Capitol, the Supreme Court, and numerous monuments and museums, including the Smithsonian Institution. D.C. plays a central role in the governance of the United States and attracts visitors from around the world who come to learn about American history and government.

>>



- What is New York famous for? _____
- What is Los Angeles famous for? _____
- What is Chicago known for? _____
- Why does Washington, D.C play a significant role in the government of the United States? _____
- Which of these cities would you visit if you could? Why? _____
- What city caught your attention? Why? _____

4.D. Listen up! Now, listen to the audio as people talk about their favorite city. While you’re listening, try to figure out which city they’re talking about.

a) What famous tourist attractions are mentioned by the speaker?

b) What do you know about this city? Have you visited it?

5.A. Reminder!

FOCUS ON GRAMMAR II

There are two main ways of representing the future tense. They are: will and to be going to. Analyze the following sentences and match them with the explanations below.

- She’s going to travel to Australia.
- I will not answer the phone again.
- We’re all going to study together.
- In my opinion, I don’t think she is going to the event.

- ☐ It is definitely a future action.
- ☐ It is a planned future action.
- ☐ It is somehow likely to happen.
- ☐ It is an unplanned future action.

JUST A TIP

Remember that looking at the context is very important when deciding between **will** and **to be going to**.

☑ **Summing up with fun!**

5.B. Tongue twisters. Say it as fast as you can.

*I wish to wish the wish you wish to wish,
But if you wish the wish the witch wishes,
I won’t wish the wish you wish to wish.*

5.C. During this unit, we have been talking about planned actions, which are represented by the structure of to be going to. Let's end the unit singing So What, by Pink.

First, listen to the song twice and complete the to be going to structure with the verbs you listened.
Second, correct the verbs with your English teacher.
Lastly, listen to the song again and sing along!

Na-na-na-na, na-na, na, na-na-na-na na-na
I guess I just lost my husband, I don't know where he went
So I'm gonna _____ my money, I'm not
gonna _____ his rent
I got a brand new attitude, and I'm gonna
_____ it tonight
I wanna get in trouble, I wanna start a fight
Na-na-na-na, na-na, na, I wanna start a fight
Na-na-na-na, na-na, na, I wanna start a fight

Chorus

So, so what? I'm still a rock star
I got my rock moves and I don't need you
And guess what? I'm having more fun
And now that we're done I'm gonna
_____ you tonight
I'm alright, I'm just fine, and you're a tool
So, so what? I am a rock star
I got my rock moves and I don't want you tonight
Uh, check my flow, uh
The waiter just took my table and gave it to Jessica Simps
I guess I'll go sit with drum boy at least
he'll know how to hit
What if this song's on the radio?
Then somebody's gonna die
I wanna get in trouble, my ex will start a fight
Na-na-na-na, na-na, na, he's gonna _____
a fight



Na-na-na-na, na-na, na, we're all gonna
_____ a fight
Chorus
You weren't there, you never were
You want it all, but that's not fair
I gave you life, I gave my all
You weren't there, you let me fall
Chorus
No no, no no, I don't want you tonight
You weren't there, I'm gonna _____ you tonight
I'm alright, I'm just fine, and you're a tool
So, so what? I am a rock star
I got my rock moves, and I don't want you tonight
Woo-hoo
Ba-da-da-da, da-da

5.D. Self-assessment

- What did you learn in this unit? _____
- What questions/doubts do you still have? _____
- What did you like the most on this unit? _____
- Ask your teacher how you can study more about planned actions. _____

REVIEW UNIT

FROM UNIT 1 TO 4

1. Complete the conversation between Sophie and Lara using the simple past:

Sophie: Hey Lara, _____ (you/have) a great summer break?
Lara: Yes, I did! _____ (you/do) anything fun during the break?
Sophie: Absolutely, I did. _____ (you /go) on any vacations?
Lara: No, _____ (I / not / go) on a big trip, but I did take some short weekend getaways. Did you travel anywhere?
Sophie: Yeah, I did. _____ (I/ go) to the beach for a week. It was so relaxing. Did you have any summer goals?
Lara: I _____ (have) a few goals. I wanted to learn how to surf, and guess what? I did it! Did you try anything new this summer?
Sophie: Nice! I'm impressed. Well, I did try something new. I _____ (take up) paddleboarding. Did you have any favorite summer memories?
Lara: Lots of them! But one of my favorites was the bonfire night at the lake. Did you have any special moments?
Sophie: Yeah, one evening, we _____ (have) a barbecue in our backyard, and we stargazed. It was magical. Did you meet up with any friends you hadn't seen in a while?

2. Listen to the rest of the conversation and answer the questions:

- Did Sophie have any summer reading goals?
- What about Lara? Did she get around to reading any novel?
- Did Sophie do any back-to-school shopping?
- Did Sophie visit her family? What did she have?

3. Complete the text with a verb in the past:

Last weekend, I had an exciting time with my friends. On Saturday, we (1) _____ to a new cafe in town and (2) _____ delicious pastries. In the afternoon, we (3) _____ a movie marathon at my place and (4) _____ on our favorite snacks. On Sunday, we (5) _____ to the park and (6) _____ frisbee for hours. Later, we (7) _____ a picnic and (8) _____ sandwiches and fruit. It was a fantastic weekend, filled with fun and laughter!"

4. Match each description with the correct profession. Write the name of the profession next to the corresponding number.

- A person who takes care of patients in a hospital. _____
- Someone who designs buildings and structures. _____
- This professional represents clients in a court of law. _____

4. The person who flies an aircraft. _____
5. A specialist who repairs electrical systems. _____
6. Someone who studies the stars and planets. _____
7. A person who prepares and serves food in a restaurant. _____
8. This professional works with numbers and financial matters. _____
9. Someone who teaches students in a classroom. _____
10. A person who creates beautiful artwork. _____

a. Pilot b. Lawyer c. Chef d. Astronomer e. Electrician
f. Teacher g. Nurse h. Architect i. Accountant j. Artist

5. Read the text about Ben's plans for the weekend and complete using going to future:

Ben is looking forward to the weekend. He has exciting plans and _____ (make) the most of his free time. On Saturday morning, he _____ (head) to the nearby hiking trail with some friends. They _____ (explore) the beautiful forest, and Ben _____ (bring) his camera because he's _____ (capture) some stunning nature shots. In the evening, he _____ (have) a barbecue at his backyard, inviting his family and a few close friends. They _____ (enjoy) grilled delicacies and share stories around the bonfire. On Sunday, Ben _____ (dedicate) the day to relaxation. He _____ (read) a new book he bought and spend some time gardening, tending to his beloved plants. With such wonderful plans in store, Ben is sure that the weekend is going to be both fun and rejuvenating.

6. Use the given clues to create questions. Choose the appropriate tense (simple present, simple past, present continuous or going to future) for each question.

See the example:

1. She (study) for her final exams all night yesterday.

Question: What did she do yesterday?

Answer: She studied for her final exams

2. They (go) to the beach next weekend.

Question: _____

Answer: _____

5. She (travel) to Paris next month.

Question: _____

Answer: _____

3. He (watch) a movie right now.

Question: _____

Answer: _____

6. He (read) an interesting book last week.

Question: _____

Answer: _____

4. The kids (play) in the park yesterday.

Question: _____

Answer: _____

7. They (swim) in the pool every summer.

Question: _____

Answer: _____

UNIT 5

I'LL HAVE A SANDWICH!



Before you get started!

1. What's your main meal of the day?
2. Where do you usually have lunch?
3. What do you usually have for breakfast?
4. How often do you go to a restaurant?

1.A. Conversation I. Read and practice. Circle the sentences that you can't listen.

I'LL HAVE THE CHICKEN

Waiter: Would you like to order now?

Ann: Yes, I think I'll have the chicken.

Jason: And I'll have a salad.

Ann: A salad? Are you a vegetarian?

Jason: No, but I'm on a diet. I'm avoiding meat.

Waiter: Would you like something to drink?

Ann: Yes, bring us mineral water, please.

Waiter: Anything else?

Jason: No, thanks.



1.B. Listen up! Listen to the rest of the conversation and write (T) True, (F) False or (NM) Not Mentioned.

1. ☐ Ann didn't like the lamb.
2. ☐ The lamb was not good.
3. ☐ Jason likes salty and hot lamb.
4. ☐ The chicken was delicious.
5. ☐ Jason doesn't like sandwich.

USEFUL EXPRESSIONS

- I'm a vegetarian / I'm on a diet.
- I'm avoiding sugar / meat / salt.
- I'm trying to lose weight.
- I don't care for salad / seafood / pizza.
- I'm allergic to chocolate / milk / eggs.

1.C. Listen up! Listen to the rest of the conversation and answer the questions.

- 1. ☐ Jason understood the subject.
- 2. ☐ They are going to a restaurant after studying.
- 3. ☐ Jason is gonna study for a test.
- 4. ☐ Ann is going to visit her parents.
- 5. ☐ Jason doesn't have any plans for tomorrow.



1.D. Reading time! A friend of yours invited you to go to the newest restaurant in the city. Read the menu below and choose one thing you would like to try from each section.

MENU	
Appetizer.	
Garlic Bread	6.99
Potato Wedges	6.99
Meat Ball	6.99
Onion Rings	6.99
French Fries	6.99
Rotatouille	6.99
Main Course.	
Grilled Fingerlings	6.99
Grilled potatoes with a Western flair served with sauce of choice.	
Asian Pear Salad	6.99
Crisp pears and pecans with tender frisée, and maple syrup with cheese.	
Roasted Acorn Squash	6.99
Spicy-sweet, soft wedges potatoes which makes a no-fuss holiday meal.	
Smothered Chicken	6.99
Grilled chicken breast topped with mushrooms, onions and Cheese.	
Dessert.	
Banana Split	6.99
Cheese Cake	6.99
Chocolate Ice Cream	6.99
Fruit Cake	6.99
Chef's Specials.	
Grilled Fingerlings	6.99
Grilled potatoes with a Western flair served with sauce of choice.	
Asian Pear Salad	6.99
Crisp pears and pecans with tender frisée, and maple syrup with cheese.	
Roasted Acorn Squash	6.99
Spicy-sweet, soft wedges potatoes which makes a no-fuss holiday meal.	
Smothered Chicken	6.99
Grilled chicken breast topped with mushrooms, onions and Cheese.	
Drinks.	
Coffee	6.99
Ice / Hot Tea	6.99
Thai Tea	6.99
Soda	6.99
YOUR LOGO 123 Anywhere St., Any City, ST 12345 reallygreatsite.com	



a) After reading the menu, circle all new vocabulary and ask your teacher for the meaning.

b)Your pick...

Appetizer: _____
Main course: _____
Chef's Specials: _____
Drink: _____
Dessert: _____

2.A. Now, interview a classmate of yours and ask his/her choices for each section of the menu. Take notes on his/her answers.

Example:

What would you like for appetizer?

- I' d like a garlic bread.



Appetizer: _____

Main course: _____

Chef's Specials: _____

Drink: _____

Dessert: _____

2.B. Analyzing the language we use. Together, let's analyze the following sentences:

FOCUS ON GRAMMAR II - SIMPLE FUTURE - WILL

AFFIRMATIVE	NEGATIVE	INTERROGATIVE
<i>I'll have the chicken.</i>	<i>I won't have it.</i>	<i>Will you have it?</i>
<i>She'll buy a house.</i>	<i>She won't buy that.</i>	<i>Will she buy it?</i>
<i>It'll rain.</i>	<i>It won't rain.</i>	<i>Will it rain?</i>

1. We use will when we decide to do something at the time of speaking.

For example:

A: What would you like to drink?

B: I'll have some orange juice.

2. We use will when offering to do something, agreeing to something, promising to do something, asking somebody to do something.

For example:

I'll help you with it.

Of course. I'll tell you the secret.

I promise I won't tell anyone what happened.

Will you please be quiet?

3. We often use will with probably, I'm not sure, I think, I don't think, I guess, I suppose, I doubt, I wonder.

For example:

I will probably travel this weekend.

I'm not sure she'll come to the party.

I don't think she'll get a good grade.

2.C. Write down! Now, write three sentences using "will".

Affirmative sentence: _____

Negative sentence: _____

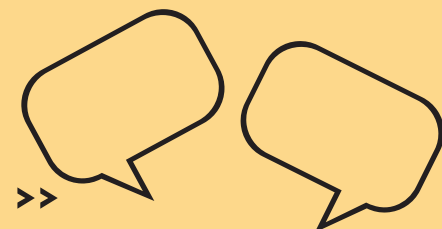
Question: _____

2.D. Hands on! Do you know what you will do in the future? Answer the questions using: I'll probably... / I don't know... / Maybe, I'll be... / I guess I... / I'm not sure... / I'm sure... After writing down your answers, interview a classmate.

A: At this time next year, where do you think you'll be?

B: I'll probably _____

A: Where will you be tomorrow morning?



B: I think I'll _____

A: Will you be married 10 years from now?

B: I'm not sure _____

A: What will you do on Saturday night?

B: _____

A: Will your mother be at home tonight?

B: _____



3.A. Practicing time! Complete the small dialogues using the simple future and the appropriate verb.

a) A: My grandpa is too old to walk home.

B: I think I'll _____.

b) A: My mom doesn't know how to use a computer.

B: Ok, _____.

c) A: We don't have any sugar.

B: Don't worry. _____.

d) A: Are you going to the party tonight?

B: No, I think _____.



3.B. Conversation II. Read and practice.



Buying something

Clara: Are you going to the supermarket?

Jim: No, do you need something?

Clara: Yes, we ran out of soda.

Jim: I will stop at the supermarket after work. Do you need anything else?

Clara: Can you also pick up some coffee and sugar please?

Jim: I think we still have some sugar.

Clara: No, I used it all yesterday.

Jim: Why don't you go with me?

Clara: Unfortunately, I can't. I'm waiting for Jason. We are going to study together

3.C. Answering the questions.

a) What did Jim decide to do? _____

b) What is Jim going to buy? _____

c) Why can't Clara go with Jim? _____

d) Do you usually go grocery shopping? _____

e) What do you usually have for dinner? _____

3.D. Listen up! Listen to the rest of the conversation between Clara and Jim and fill in the blank spaces.

Clara: So Jim, what are you waiting for?
Jim: I'm waiting for the _____. Of course.
Clara: How much do you have?
Jim: I only have the _____.
Clara: Ok. I _____.
Jim: What about the money?
Clara: Don't worry. I _____ enough money.



4.A. Analyzing the language we use. Together, let's analyze the following sentences. After the teacher explains the difference between "some" and "any", in your own words, give a definition for each word.

FOCUS ON GRAMMAR II

SOME	ANY
Positive sentences and offering.	Question and negative sentences.
EXAMPLES:	
SOME	Would you like some coffee? I have some coffee in the morning.
ANY	We don't have any money. Do you have any money?
Now, come up with sentences of your own.	

4.B Time to practice! Complete the sentences using some or any.

- a) A: Here are _____ pictures of me and my friends.
B: Do you know _____ of them?
- b) A: Would you like _____ tea?
B: No, thanks, I prefer _____ water.
- c) A: Did you read _____ interesting books this summer?
B: Yes, I've read _____ novels.
- d) A: I want to buy _____ food.
B: Are there _____ supermarkets nearby?

Expanding the scene!

Vocabulary: Food and drink

EGGS	MILK	BREAD	BUTTER
SUGAR	PEPPER	SALT	COFFEE
CHICKEN	CHEESE	YOGURT	OIL
BANANAS	ORANGES	APPLES	POTATOES
MEAT	FISH	SOUP	DESSERT
ORANGE JUICE	BEER	MINERAL WATER	ICED TEA
TOMATOES	VINEGAR	BISCUIT	ICE CREAM
	RED OR WHITE WINE	TEA	

4.C. Write down! Organize the words from the vocabulary box in two columns: countable and uncountable.

COUNTABLE	UNCOUNTABLE

4.D. Pair up! Roleplay a conversation talking about your eating habits.

- A: Let's have lunch/dinner together?
B: No, thanks. I prefer having lunch/dinner at home.
A: Do you always eat with your family?
B: _____.
A: _____.
B: Nah, not always. I enjoy some solo time too, and it's just more relaxed at home. How about you? Do you like eating out often?
A: Well, I used to eat out a lot before, but lately, I've been trying to cook more at home. It's a great way to save some money and experiment with new recipes. Plus, I find it cozy to have a home-cooked meal.
B: That's cool! What's your go-to dish to cook at home?
A: I'm a fan of making pasta from scratch. There's something therapeutic about it, and it tastes so much better than the instant stuff.
B: Homemade pasta sounds amazing. I should give it a try sometime.

5.A. Reading time! Read the text and answer the questions:

Eating a healthy and balanced diet is essential for maintaining good health. While individual nutritional needs can vary, here are some of the healthiest foods that are generally beneficial for most people:

1. Fruits and Vegetables: These are rich in vitamins, minerals, antioxidants, and dietary fiber. They should make up a significant portion of your diet. Examples include leafy greens, berries, citrus fruits, broccoli, carrots, and sweet potatoes.



2. Whole Grains: Whole grains like oats, quinoa, brown rice, and whole wheat provide complex carbohydrates, fiber, and various nutrients. They can help regulate blood sugar and promote digestive health.

3. Lean Proteins: Sources of lean protein such as poultry, fish, beans, lentils, tofu, and lean cuts of beef or pork are important for muscle health, and they provide essential amino acids.

4. Nuts and Seeds: These are rich in healthy fats, protein, fiber, vitamins, and minerals. Almonds, walnuts, chia seeds, and flaxseeds are good choices.

5. Fish: Fatty fish like salmon, mackerel, and sardines are high in omega-3 fatty acids, which are beneficial for heart and brain health.

6. Dairy or Dairy Alternatives: Low-fat or Greek yogurt, and fortified plant-based milk like almond or soy milk, are excellent sources of calcium and probiotics.



7. Legumes: Beans, lentils, and chickpeas are packed with protein, fiber, and various nutrients. They can be used in soups, stews, salads, and more.

8. Healthy Fats: Avocados, olive oil, and nuts contain healthy monounsaturated fats that can be good for heart health.

9. Berries: Blueberries, strawberries, and raspberries are rich in antioxidants and can have numerous health benefits. >>

10. Herbs and Spices: Garlic, turmeric, ginger, and cinnamon are examples of spices that can add flavor to your meals while providing potential health benefits.

It's important to remember that a healthy diet involves balance and moderation. Avoid or limit highly processed foods, sugary drinks, and excessive consumption of red meat. Additionally, staying hydrated with water and practicing portion control are key components of a healthy eating plan. It's also a good idea to consult with a healthcare professional or registered dietitian for personalized dietary recommendations based on your specific health needs and goals.

a) How often do you eat healthy foods? Explain that.

b) What do you eat to avoid heart disease?

c) What do people usually eat when they are on a diet?

d) Do you think people are more health conscious today than in the past?

☑ Hands on!

5.B. In pairs! Planning usually takes a lot of energy. In pairs, imagine you're organizing your wedding / birthday / graduation / party. Talk about your plans for this day.

A: How many people / invite?

B: I'll probably invite...

A: Where / be?

A: What / eat?

A: How much / spend?



☑ Summing up with fun!

5.C. Tongue twister. Say it as fast as you can.

I have got a date at a quarter to eight; I'll see you at the gate, so don't be late.

5.D. Self-assessment

- What did you learn in this unit? _____
- What questions/doubts do you still have? _____
- What did you like the most on this unit? _____
- Ask your teacher how you can study more about future actions. _____

UNIT 6

I HATE ROCK



Before you get started!

1. What kind of music do you like best?
2. Can you identify the music styles?
3. What do you usually do in your free time?
4. How often do you go to the movies?

1.A. Conversation I. Read and practice.

I can't stand him

John: Hey, Jane, would you like to go to a rock performance with me?

Jane: I'm sorry, John but I hate rock.

John: What a pity! What kind of music do you like?

Jane: I love country music.

John: So do I. What's your favorite singer?

Jane: I don't have a favorite singer. What about you? Do you have a favorite singer?

John: No, but I love Daniel. By the way, he is performing this weekend. Would you like to go?

Jane: No, I can't stand him.



1.B. About the conversation:

1. What are Jane and John talking about? _____
2. Do they like the same kind of music? _____
3. What did Jane say to refuse the invitation? _____
4. Did John give up trying to go out with Jane? _____
5. Do you think she is interested in John? Why? _____

UNIT 6

1.C Listen up! Listen to the rest of the conversation and answer the questions.

- c.1 Does Jane have any plans this weekend? _____
- c.2 What is she going to do? _____
- c.3 Did John accept her invitation? _____
- c.4 What's Jane's favorite singer? _____

1.D. Pay attention! Now, listen to the same conversation in a more colloquial form and complete with the sentence you hear.

John: Hey, Jane, _____ (1) with me?

Jane: Sorry, John, but I can't stand rock music.

John: Aw, _____ (2). What kind of _____ (3) are more _____ (4)?

Jane: I'm all about country music.

John: _____ (5)? Me too! _____ (6) country artist?

Jane: I don't really have a favorite singer. How 'bout you? Any favorites?

John: Nah, not really into the whole favorite singer thing, but I'm a big fan of Daniel. _____ (7), he's performing this weekend. You up for it?

Jane: Ugh, no way. I can't stand him.

2.A. Analyzing the language we use. Together, let's analyze the following sentences:

FOCUS ON GRAMMAR I - SO AND NEITHER

SO	NEITHER
SO is used to show agreement with positive statements.	NEITHER is used to show agreement with negative statements.
EXAMPLES:	
A: I love rock B: So do I.	A: I don't like rock. B: Neither do I.
A: Ana hates Pop. B: So does Jane.	A: Ana doesn't like Pop. B: Neither does Jane.
A: I am a singer. B: So am I.	A: I am not a singer. B: Neither am I.
A: I saw a movie. B: So did I.	A: I didn't see the movie B: Neither did I.
A: They are sad. B: So are we.	A: They aren't happy. B: Neither are we.

SUBJECT

I
YOU
HE
SHE
IT
WE
THEY

OBJECT

ME
YOU
HIM
HER
IT
US
THEM

2.B. Hands on! Complete these conversations with the appropriate object pronoun.

- a) **A:** Let's go to the Alcione's concert!
B: Good idea. I love _____.
- b) **A:** Tomorrow I'm going to see a comedy. Would you like to come?
B: No, thanks. I don't like _____.
- c) **A:** I think I'll download a rock playlist on Spotify.
B: Good. I love _____.
- d) **A:** I'll probably visit my uncle in the hospital.
B: I'll go with you. He loves _____ and I love _____.
- e) **A:** Last week, I went to Alcione's concert. Do you like _____?
B: No, I can't stand _____.

2.C. Pair up! Roleplay a conversation talking about your musical preferences. Use so and neither, and invite your partner to go to a concert.

- a) What kind of music / like?
- b) What / favorite group / singer?
- c) What / sing?
- d) What / nationality?

**2.D. Find someone who...**

- a) Interview as many classmates as needed to find two of them who like:

Question:

A: Do you like...?

B: Yes, I do.

A: So do I.

ROCK	GOSPEL	MPB	COUNTRY

- b) Now, tell the class about your survey:

Ann can't stand rock but she loves country music. Her favorite group is _____.

Expanding the scene!
3.A. Conversation II. Read and practice.**ON TV**

Peter: Did you see the news yesterday night?

Kelly: No, I never watch the news.

Peter: Why not?

Kelly: I don't like watching TV. I watch a lot of stuff on Instagram.

Peter: I can't believe you don't watch the news. It's my favorite thing to watch on TV.

Kelly: What kind of programs do you like?

Peter: The news, documentaries, sports, and movies.

Kelly: I prefer reading a book on my tablet and watching reels on Instagram.

Peter: How do you get more information about current events?

Kelly: well, by talking to people and reading posts about it on social media.

**3.B. Bringing your perspective to the conversation.**

- a) Are you more like Peter or Kelly about how to get information? _____
- b) Can you live without watching TV? _____
- c) Can you live without social media? _____
- d) What do you prefer watching TV or reading a good book? _____
- e) What do you think about what Kelly likes to do? _____

3.C. Pair up! Ask your partner about his / her favorite social media app.

- a) What / social media / have?

- b) For what purpose / have / social media X?

- c) How much time / spend / on social media X?

3.D. Reading time! Fill in the blanks about what Josh likes and dislikes. Use a preference verb and one of the verbs from the box.

practice - swim - go - watch - stay - play - visit

Josh has a very tiring routine. He works the whole week from 7a.m. to 6 p.m. In the evening he (1) _____ home and (2) _____ TV. On weekends he (3) _____ to the club with his cousins. He (4) _____ soccer and tennis but he (5) _____ because he (6) _____ sport with a team. He also (7) _____ with some relatives on weekends. Josh doesn't like watching movies but sometimes he sees comedy series on TV.

4.A. Pay attention! Take a look at the posters and talk about what each series or movie is about.



4.B. Pair up! Let's talk about movies! Ask your partner about his / her movie preferences.

- Do you like movies? _____
- What kind of movies do you like? _____
- When do you usually watch movies? Where? _____
- Do you prefer seeing movies alone or with friends? _____
- How often do you go to the movie theater? _____
- Whose your favorite actor? _____
- What was the last time you went to the movie theatre? _____

4.C. Writing time! Write questions according to the answers.

a) A: _____?

B: No, I prefer swimming.

b) A: _____?

B: They love skiing.

c) A: _____?

B: Volleyball, hiking and ice-skating are my favorites.

d) A: _____?

B: Tennis? I hate it.

e) A: _____?

B: We practice on weekend.

f) A: _____?

B: I usually play with my brother.

✓ **Reading time!**

4.D. First of all... Answer the Pre-reading questions below, then read the text and answer the questions that follow.

Pre-reading
Do you know who Taylor Swift is?
Have you ever been to a concert?
In general, do you think singers are rich? Justify your answer.

THE STAGGERING ECONOMIC IMPACT OF TAYLOR SWIFT'S ERAS TOUR



You don't have to be a Swiftie to have been touched in some way by Taylor Swift's Eras Tour, a stadium arena experience that kicked off in March. The tour, which pays homage to every era of the artist's illustrious 17-year career, is set to become the biggest tour of all time only a third of the way through its run. If you live in one of the 20 locales Swift, 33, performed at in the last five months, your city has likely seen a boost in revenue from the hundreds of thousands of attendees who traveled from near and far. If you don't—or simply couldn't snag tickets due to the cost or the now infamous Ticketmaster snafu—chances are you've seen clips of the three-and-a-half hour show from celebrities' Instagram stories.

[...] Source: <https://time.com/6307420/taylor-swift-eras-tour-money-economy/>

a. What is the main idea of the text?

b. What is the relation between Taylor Swift and some cities?

c. Who is considered a Swiftie?

d. What is the critique from the text related to “celebrities’ Instagram stories”?

After reading

e. Would you want your city to have hosted a Swift’s show? Justify your answer.

f. Imagine it is not Taylor Swift, who would you like to sing in your city? Justify your answer.

g. Now, share your answers to questions E and F with a classmate.

Summing up with fun!

5.A.Tongue twister. Say it as fast as you can.

Eight eager eagles ogled old Edgar.

5.B. Sing along!

First, listen to the song once and complete it with the words you can catch.

Second, correct them with your English teacher.

Third, listen to it again, sing along, and have fun!

ME
TAYLOR SWIFT

I _____ that you'll never find another like me
I know that I'm a _____, baby, uh
I know I never think before I jump
And you're the kind of guy the ladies want
(And there's a lot of cool _____ out there)
I know that I went psycho on the phone
I never leave well enough alone
And trouble's gonna follow where I go
(And there's a lot of cool _____ out there)

But one of these things is not like the others
Like a rainbow with all of the colors
Baby doll, when it comes to a lover
I _____ that you'll never find another like
Me-e-e, ooh-ooh-ooh-ooh

I'm the only one of me
Baby, that's the fun of me
Eeh-eeh-eeh, ooh-ooh-ooh-ooh
You're the only one of you
Baby, that's the fun of you
And I _____ that nobody's
gonna love you like me-e-e

I know I tend to make it about me
I know you never get just what you see
But I will never bore you, baby
(And there's a lot of _____ guys out there)
And when we had that fight out in the rain
You ran after me and called my name
I never wanna see you walk away
(And there's a lot of _____ guys out there)

'Cause one of these things is not like the others
Livin' in winter, I am your _____
Baby doll, when it comes to a lover
I _____ that you'll never find another like

Me-e-e, ooh-ooh-ooh-ooh
I'm the only one of me
Let me keep you _____
Eeh-eeh-eeh, ooh-ooh-ooh-ooh
You're the only one of you
Baby, that's the fun of you
And I _____
that nobody's gonna love you like me-e-e

Hey, kids!
Spelling is fun!
Girl, there ain't no I in "team"
But you know there is a "me"
Strike the band up, one, two, three
I promise that you'll never find another like me
Girl, there ain't no I in "team"
But you know there is a "me"
And you can't spell "awesome" without "me"
I promise that you'll never find another like
Me-e-e (yeah), ooh-ooh-ooh-ooh (and I won't stop, baby)
I'm the only one of me (I'm the only one of me)
Baby, that's the fun of me (baby, that's the fun of me)
Eeh-eeh-eeh, ooh-ooh-ooh-ooh (oh)
You're the only one of you (oh)
Baby, that's the fun of you
And I _____ that nobody's gonna
love you like me-e-e
Girl, there ain't no I in "team" (ooh-ooh-ooh-ooh)
But you know there is a "me"
I'm the only one of me (oh-oh)
Baby, that's the fun of me
(Eeh-eeh-eeh, ooh-ooh-ooh-ooh)
_____ the band up, one, two, three
You can't spell "awesome" without "me"
You're the only one of you
Baby, that's the fun of you
And I _____ that nobody's gonna love
you like me-e-e

5.C. Self-assessment.

- c.1 What did you learn in this unit? _____
c.2 What questions/doubts do you still have? _____
c.3 What did you like the most on this unit? _____
c.4 Ask your teacher how you can study more about music styles. _____

UNIT 7

DOES BEAUTY CHANGE OVER TIME?



Before you get started!

1. What does your brother/sister/friend look like?
2. What's your brother/sister/friend like?
3. Does she / he wear glasses?

1.A. Conversation I. Read and practice.

Describing how someone looks like

Sarah: Excuse me. Did you see a boy with a black T-shirt?

James: Not that I remember, I'm sorry. What does he look like?

Sarah: He's short and overweight. He has light brown hair.

James: Does he wear glasses?

Sarah: Yes, he does.

James: Is he wearing white shorts?

Sarah: Yes, he is.

James: I think he's over there.

Sarah: That's him! Thank you for helping.

James: No worries!



1.B. Reading time! Now, read the dialogue again with a classmate. Take turns reading the sentences as James and Sarah.

1.C. Reading time! Read the conversation and answer the questions. If necessary, use the expression: Not mentioned.

- a) What is Sarah looking for? _____
- b) What does the boy look like? _____
- c) Does the boy wear contact lenses? _____
- d) Did Sarah find the boy? _____

1.D. In pairs! Look at the pictures and ask a partner about people's appearance



- a) What does the girl in picture 1 look like?
- b) What is she wearing?
- c) How long is her hair?
- d) Does the boy in picture 2 wear glasses?
- e) What color of hair does he have?
- f) Does he have a mustache?

HOW TO DESCRIBE PEOPLE

- What does he look like?	- He's short with black hair.
- What's she like?	- She's very friendly.
- What color of hair does she have?	- She has dark curly hair.
- Does he wear glasses?	- Yes, he does.
- Does he wear a mustache?	- No, he doesn't.
- How long is her hair?	- It's medium length.
- How tall is he?	- He's pretty tall.

2.A. Write questions according to the answers.

- a) **A:** _____?
B: No, she doesn't. She wears contact lenses.
- b) **A:** _____?
B: Michael is short and good looking.
- c) **A:** _____?
B: Sarah has short blond hair.
- d) **A:** _____?
B: He's about 5.
- e) **A:** _____?
B: No, she has straight black hair.

VOCABULARY - APPEARANCE

Let's study some more words related to appearance.

CLOTHES

skirt - dress - shorts - hat - blazer - trousers- jeans - shoes - trainers - suit - scarf - blouse - T-shirt - sweater - shirt - raincoat - jacket - tie - boots - swimsuit - miniskirt - vest - gloves - pants

HEIGHT

short - fairy short - tall - thin - slim

SIZE

big - small - fat - thin - slim

HAIR COLOR / STYLE

blonde - fair - dark - red - grey - brown - straight black hair - curly red hair - short blond hair - long brown hair - bald - mustache - beard

2.B. Let's play a game? Write at least 5 sentences describing a classmate. After everyone is done, read out loud what you wrote and try to guess who the person is.

2.C. How good are you at describing people?

Talk about a friend or relative. Use the grammar focus to describe the person and roleplay a conversation.

Example:

A: What does your sister look like?

B: She' s tall and beautiful.

- a) What / like?
- b) What color / hair?
- c) Wear glasses / beard / mustache?
- d) What color / eyes?
- e) How tall?



Ask your partner to draw a picture of the person you're describing and when they're done, check to see how accurate it is!

2.D. Listen up!

 Listen to Jason talk about his girlfriend and complete the text.

(1) _____ is a lovely girl. She is (2) _____ and (3) _____. Everybody likes her. She's (4) _____ and (5) _____ she has (6) _____ and (7) _____. She is always wearing jeans. She loves wearing (8) _____.

Expanding the scene!

3.A. Conversation II.

 Read and practice.

SHE HAS BLONDE HAIR

Josh: Do you know the girl in the dark blue dress?

David: No. Do you know her?

Josh: No, but I think she's looking at me.

David: I don't know her, but I know the girl she's talking to.

Josh: Which one?

David: The one wearing a black dress. She has long blonde hair. We're in the same class.

Josh: Really? Let's talk to them.



3.B. Guess what?!

 What do you think it'll happen? Continue the conversation.

Josh: Sure, why not? I mean, what's the worst that could happen, right?

David: I'm down. You should go introduce yourself to the girl in the dark blue dress, and I'll approach her friend.

Josh: All right, let's do this...

Josh: Hi there, I couldn't help but notice your beautiful dress. I'm Josh.

Girl in Blue Dress: Oh, thank you! I'm Sarah. Nice to meet you, Josh.

David: Hi, I couldn't help but overhear your conversation. I'm David, by the way.

Girl in Black Dress: Hi, David. I'm Emily. Nice to meet you too.

Josh: So, Sarah, what brings you here tonight?

3.C. Reading! Read the text about the way people dressed from ancient to modern times and highlight important characteristics of time period.

People and clothing over time



In the past, the way people dressed was a reflection of not only their personal style but also the culture, social norms, and the time period in which they lived. Fashion has evolved significantly throughout history, with each era leaving its distinctive mark on clothing and style. For instance, in Ancient Egypt clothing was made from linen and reflected the hot climate. Men and women both wore tunics, with wealthier individuals donning more elaborate garments and jewelry. Ancient Greece saw draped garments like the chiton and himation for both men and women, while the toga was prominent in ancient Rome. The Middle Ages featured elaborate and layered clothing. Nobility wore richly embroidered and decorated garments, with women often in tight-fitting gowns with long, flowing sleeves, while men wore tunics, hose, and cloaks. The Renaissance brought a resurgence of interest in classical Greek and Roman styles. Men wore doublets and hose, while women wore corsets and full skirts. Elaborate ruffs and lace were common.

- Ancient Egypt: _____
- Ancient Greece: _____
- The Middle Ages: _____
- The Renaissance: _____

3.D. Pair up! Talk about how you used to dress when you were younger. If possible, for the next class, bring in baby pictures!

- What kind of clothes did you wear in the past? _____
- Did you wear glasses? _____
- How long was your hair? _____
- Did you have the same hair color? _____
- Did you have a lot of friends? _____
- What is your favorite feature? _____
- What was your friend like? _____
- Were she / he kind / friendly / serious / boring? _____

4.A. Speaking time! Personality is everything.

Look at some words related to personality and study them with your teacher.

<i>boring</i>	<i>hardworking</i>	<i>bad tempered</i>	<i>creative</i>
<i>impatient</i>	<i>critical</i>	<i>disorganized</i>	<i>efficient</i>
<i>unfriendly</i>	<i>generous</i>	<i>forgetful</i>	<i>level</i>
<i>headed</i>	<i>moody</i>	<i>punctual</i>	<i>serious</i>
<i>reliable</i>	<i>strict</i>	<i>greedy</i>	<i>outgoing</i>

4.B. Talk about a friend who was too different from the other ones: too complicated, too shy, too boring, funny, helpful, etc.

When I was a child, I had a friend who was too...

4.C. Pick three words that you believe best describe your personality. Then, explain why you have chosen them.

Example: I think I am very punctual, because I am never late.

✓ **Reading time!**

4.D. First of all... Before reading the text, talk to a partner about these questions:

- How would you define beauty?
- Do you think beauty changes over time? Explain your answer.
- In your opinion, who/what influences the notion of beauty we have nowadays?



10 Ways the Definition of Beauty Has Changed

By: Molly Edmonds

The Greek myth of Narcissus is meant to be a cautionary tale. The handsome hunter looked into water and fell in love with his own reflection. He was unable to look away from the beauty in the water, and he died there, alone. The lesson for us: Don't obsess over your looks.

And yet, evidence suggests that we have very good reason to worry about our looks. According to scientific research, people deemed beautiful have certain advantages in life. It starts early, when cute babies receive extra attention from caregivers compared to more ordinary looking babies. Beautiful children tend to be teachers' pets, and good looks seem to help us get ahead in the workplace. Economists posit that attractive women earn 4 percent more than their less attractive counterparts, while handsome men make 5 percent more; that means that over a lifetime, a good-looking man could earn \$250,000 more than a less attractive one [source: Bennett].

>>

The **10** ways beauty has changed over time:

10. Thin Is In
9. Makeup is a Must
8. Go Golden, Girl
7. Bye-bye, Blue-eyed Blonde
6. The Ever-changing Head of Hair
5. Who Wears Short Shorts? Gals With Shaved Legs
4. The Hair Down There
3. Beauty Is in the Nose of the Beholder
2. Plastic Surgery Gains Acceptance
1. Men are Getting in on the Game.

* To get more details on each one of the mentioned changes, access the link below.



Source: <https://health.howstuffworks.com/wellness/hygiene-tips/10-ways-the-definition-of-beautyhaschanged.htm>

d. What is the main idea of the text?

e. What is the relation between beauty and money?

f. Out of the 10 changes, which one surprised you the most?

g. In your opinion, is our society more willing to expand the notion of beauty? Explain your answer.

Summing up with fun!

5.A. Tongue twister. Say it as fast as you can.

*Betty Botter bought some butter,
But, she said, this butter's bitter;
If I put it in my batter, It will make my batter bitter,
But a bit of better butter
Will make my batter better.*

5.B. Sing along!

First, listen to the song once and fill in the words you hear.

Second, correct them with the class.

Lastly, listen to the song again and sing along!



**Pretty Hurts
Beyoncé**

But you can't fix what you can't see
It's the soul that needs a surgery
Blonder hair, flat chest
TV says, "bigger is better"
South _____ (8), sugar free

Vogue says, "thinner is better"
Just another stage
Pageant the pain away

This time I'm gonna take the _____ (9)

Without falling down, down, down

Pretty hurts We shine the light on whatever's worst
Perfection is a _____ (10) of a nation

Pretty hurts, pretty hurts (Pretty hurts)

Pretty hurts (Pretty hurts)

We shine the light on whatever's worst

You're tryna fix _____ (11)

But you can't fix what you can't see

It's the soul that needs a surgery Ain't got no

_____ (12), or pill that

can take the pain away

The pain's inside, and nobody frees you from your body

It's the soul, it's the soul that needs surgery

It's my soul that needs _____ (13)

Plastic smiles and denial can only take you so far

Then you break when the fake facade leaves you in the dark

"Ms. Third Ward, your first _____ (1)
What is your aspiration in life?"
"Oh, my aspiration in life would be
To be _____ (2)"
Mama said, "you're a pretty girl"

What's in your head, it doesn't _____ (3)

Brush your hair, fix your teeth

What you _____ (4) is all that matters

Just another stage

Pageant the pain away

This time I'm gonna take the _____ (5)

Without falling down, down, down

Pretty hurts

We shine the light on whatever's worst

Perfection is a _____ (6) of a nation

Pretty hurts, pretty hurts

Pretty hurts

We shine the light on whatever's worst

You're tryna fix _____ (7)

UNIT 8

ARE YOU REALLY HAPPY?



Before you get started!

1. How often do you go to the doctor?
2. What do you think is the most common disease in Brazil?
3. What do you usually do when you have a headache? What do you think can cause it?

1.A Conversation I. Read and practice.

I have a terrible headache

Jennifer: Hey Sue, it's Jennifer! How's it going?

Sue: Jennifer! I'm good, just hanging in there. How about you?

Jennifer: Same here. Are you busy today?

Sue: No, but I think I'll see a doctor.

Jennifer: A doctor? Why? What's the matter?

Sue: I don't feel well. I have a terrible headache.

Jennifer: Did you take any medicine?

Sue: Yes, I took some aspirin, but it didn't work.

Jennifer: That's too bad. Would you like someone to go with you?

Sue: No, thanks. My mother is coming with me.

Jennifer: OK. I hope you feel better soon.



1.B. Reading time! Now, practice the conversation with a classmate. Take turns reading the sentences as Jennifer and as Sue. You can use the questions below as an example:

- | | |
|--|--|
| a) Hey, you free today? | d) Did you pop any meds? |
| b) Hey, how's it hanging? | e) Want some company, or are you good on your own? |
| c) "What's up? Something bothering you?" | |

1.C. Reading time! Read the conversation and answer the questions.

- a) Why did Jennifer call Sue? _____
- b) What's Sue's problem? _____
- c) Did Jennifer invite Sue to go anywhere? _____
- d) Why didn't Sue go to the doctor with Jennifer? _____

1.D. Listening time! Listen to the conversation and write (T) True, (F) False or (NM) Not Mentioned.

- | | |
|--|---|
| a) ☐ Sue has a sore throat. | c) ☐ Sue should stay home for a month. |
| b) ☐ The doctor gave her an advice. | d) ☐ Sue's boss is too kind. |



2.A. Pair up! Instead of it being Sue, you can use another character's name. Continue the conversation:

Jennifer: Hey Sue, it' s Jennifer! How' s it going?

Sue: Jennifer! I' m good, just hanging in there. How about you?

Jennifer: Same here. Are you busy today, Sue?

Sue: No, why?

Jennifer: Would you like to...

FOCUS ON COMMUNICATION

ASKING WHAT'S WRONG

What' s the matter?

Are you all right?

What is wrong?

How do you feel?

SAYING WHAT'S WRONG

I feel sick / very hot/ dizzy / tired.

I feel sick / very hot/ dizzy / tired.

I don' t feel very well.

I hurt my leg.



Informal ways to say you are sick:

- I'm under the weather.
- I'm feeling lousy.
- I'm not at the top of my game today.
- You can take this out.
- I've caught a bug.

2.B. Pair up! Ask the following questions to a peer and take notes on his/her answers.

- a) When was the last time you were sick? _____
- b) Why were you sick? _____
- c) Did you take any medicine? _____
- d) Did you see a doctor? _____
- e) How often do you get sick? _____

2.C. What should I do? Associate the problem with a solution.

- | | | | |
|--|--|--|-------------------------------------|
| ☐ 1 A sore throat | ☐ 2 A toothache | ☐ 3 Sore eyes | ☐ 4 The flu |
| ☐ 5 A stomachache | ☐ 6 A headache | ☐ 7 A fever | ☐ 8 Hiccups |
| ☐ 9 Burns | ☐ 10 Insomnia | ☐ 11 Insect bites | ☐ 12 A cold |
| ☐ 13 A backache | ☐ 14 An earache | ☐ 15 A cough | ☐ 16 Sunburn |

- | | | | |
|---------------------------------------|---|------------------------------------|---|
| ☐ aspirin | ☐ drink liquids | ☐ go to bed | ☐ take a vitamin C |
| ☐ see a doctor | ☐ cough medicine | ☐ lie down | ☐ antacids |
| ☐ eye drops | ☐ muscle cream | ☐ ointment | |

2.D. Writing time! Based on your answers to the previous exercise, write five sentences relating to the examples provided.**Example:**

If you have a toothache, take some aspirin.

If you have insomnia, take some tea before going to bed.

- _____
- _____
- _____
- _____
- _____

**3.A. And the problem is....** Fill in the blank with a sickness.

- a) Yesterday my mother had a terrible _____ so she used a heating pad.
- b) Many people drink lots of hot water when they have _____.
- c) It's helpful to take some aspirin if you have _____.
- d) It's important to go to bed and rest when you have a _____.
- e) Most people know it is important not to drink coffee or tea to avoid _____.
- f) For a _____, don't put ice on it. It's a good idea to put some ointment on it.

3.B. Writing time! On a piece of paper, write a dialogue on the phone: student A invites B to go to the club, but he can't; because he doesn't feel well. Talk about the problem.**3.C. Reading!** Before reading ask your partner the following questions:

- a) How often do you feel alone?
- b) Do you see sad people on social media?
- c) Do you know any mental/emotional support offered by your school/university/college?

Students must lead the charge when it comes to teen mental health

By Wynne Johnson and Max Bolen

This summer, students, teachers and counselors gathered at the University of Washington to discuss the mental health crisis facing today's high school students. Currently, many schools in our area have not adopted any type of suicide prevention training, and many students are unaware of the resources that their schools offer, such as a school counselor. As two student leaders attending this conference, we heard other students share our sentiment that the current approach to mental health education in Washington schools is too passive. Students must lead the charge in expanding access to these services.



In May, the U.S. Surgeon General released an advisory report addressing the profound effects of loneliness and isolation on students' mental and physical health and the role social media plays in the

crisis. High school is where individuals build a sense of belonging, and one of the largest contributors to finding that space of comfort is the presence of strong, healthy relationships. If students have the opportunity to develop an understanding of how to build and sustain healthy relationships, they can find the shoulders they need to lean on in times when they feel lonely. Insufficient support from administration stands in the way of students creating these important connections with peers.



As the surgeon general stated, and we will second: The inadequate emphasis on teen mental health is a crisis. [...] Source: <https://www.seattletimes.com/opinion/students-must-lead-the-charge-when-it-comes-to-teen-mental-health/>

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d) What is the main idea of the text?

e) Why are high schools so important?

f) Why do the authors argue it's a crisis?

g) In your opinion, what can we do better to face this crisis?

h) Search and take notes on ways you can provide or look for support when facing loneliness or isolation.

3.D. Reading and Writing! Read what Dr. Stephen says about health and social media. Then write a response agreeing or disagreeing with him and explain your answer. Use evidence from the text to support your claim.

MENTAL HEALTH AND THE USE OF SOCIAL MEDIA



Mental health and the use of social media are interconnected aspects of modern life. While social media platforms offer opportunities for connection, self-expression, and information sharing, they can also have significant impacts on mental well-being. Excessive use of social media can contribute to feelings of inadequacy, anxiety, and depression, as people often compare their own lives to carefully curated and filtered representations of others'. The constant stream of information and the pressure to maintain a certain online persona can be overwhelming. It's crucial to strike a balance between online and offline life, set healthy boundaries, and be mindful of the content consumed. Additionally, fostering open conversations about mental health, both online and offline, can help reduce stigma and provide much-needed support for those who may be struggling. Ultimately, the relationship between social media and mental health is complex, and it's important for individuals to prioritize self-care and seek help when needed to maintain their well-being in the digital age.

4.A. Read the dialogue and complete it with the questions from the box.

Lisa: Hey Mark, I wanted to chat with you about something. It's been a bit of a tough time at home lately.

Mark: Oh no, _____ (1)? _____ (2)?

Lisa: Well, my mom's been having some health issues. She's feeling really weak and tired, and it's starting to worry all of us.

Mark: I'm really sorry to hear that.

_____ (3)?

Lisa: They're still running tests and trying to figure things out. It's been a bit of a rollercoaster, you know?

Mark: Yeah, that sounds tough.

_____ (4)?

Lisa: She's a trooper, Mark. She's staying positive, but you can tell it's taking a toll on her.

Mark: It must be tough for you and your family too. If there's anything I can do to help or if you ever

need to talk, just know I'm here for you.

Lisa: Thanks, Mark, that means a lot. We're just taking it one day at a time and hoping for the best.

Mark: That's all you can do. And if there's anything specific you need, even if it's just a distraction or some company, don't hesitate to reach out.

Lisa: I appreciate that, Mark. Friends like you make these challenging times a bit more manageable.

**what's going on, Lisa - What do the doctors say -
How's your mom handling it - Everything okay -**

4.B. In pairs. Discuss the following questions with your partner. Then, share your responses with the class.

- What are some common health problems that people in our age group or demographic group face?
- Have you personally experienced any significant health issues or conditions? How did you deal with them?
- Do you think lifestyle choices, such as diets and exercising, play a significant role in preventing health problems? Why or why not?
- Have you ever had to make significant changes to your daily routine or habits to improve your health? What were the changes? Did it make a difference?
- When was the last time you visited a healthcare professional for a check-up? What did they advise you regarding your health?
- Are there any health conditions that run in your family? How does that affect your approach to health and overall well-being?
- How do you manage stress in your life? Do you think it has a strong impact on your overall health?

4.C. Listen to Julia talking about one of the questions above. Which question is she answering? Write down as much information as you can to explain your answer:

4.D. Listen again and complete this part of her speech:

When _____(1), I notice physical and _____
(2), such as headaches and _____(3). Long-term stress can
weaken _____(4) and increase the risk of various health issues.
Hence, _____(5) is not just a matter of comfort; it's a crucial aspect of
_____(6).

VOCABULARY

BODY PART NAME



Summing up with fun!

5.A. Tongue twister. Say it as fast as you can.

Fuzzy Wuzzy was a bear. Fuzzy Wuzzy had no hair. Fuzzy Wuzzy wasn't fuzzy, was he?

5.B. Sing along!

First, listen to the song once and fill in the blanks with the words you hear. Second, correct them with the rest of the class. Lastly, listen to the song again and sing along!

Fake Happy
Paramore

I love _____ you believe
What you get is what you see
But I'm so fake happy
I feel so fake happy
And I bet everybody here
Is just as _____
We're all so fake happy
And I know fake happy
I been doing a good job of _____ 'em think
I'm quite alright
But I hope I don't blink
You see its easy when I'm stomping on a beat
But no one sees me when I crawl back underneath
If I _____ with my teeth
Bet you believe me
If I smile with my teeth
I think I believe me
Oh please don't ask me how I've been
Don't make me play _____
Oh no, oh what's the use?
Oh please, I bet everybody here is fake happy too
And if I go out tonight, dress up my fears
You think I'll look alright with these

_____ tears?
See I'm gonna draw my lipstick wider than my mouth
And if the lights are low they'll never see me frown
If I _____ with my teeth
Bet you believe me
If I smile with my teeth
I think I believe me
Oh please don't ask me how I've been
Don't make me play _____
Oh no, oh oh what's the use?
Oh please, I bet everybody here is fake happy too
I know I said that I was doing good and that I'm happy
now
Oh oh
I should've known that when things are going good
That's when I get knocked down
Oh please, just don't ask me how I've been
Don't make me play pretend
Oh no, oh no
Oh what's the use?
Oh please, I bet everybody here is fake happy too
Oh please, I bet everybody here is fake happy too

5.C. Self-assessment.

- c.1 What did you learn in this unit? _____
- c.2 What questions/doubts do you still have? _____
- c.3 What did you like the most on this unit? _____
- c.4 Ask your teacher how you can study more about diseases. _____

REVIEW UNIT

FROM UNIT 5 TO 8

1. Write questions according to the answers.

- a) A: _____?
B: It's rock.
- b) A: _____?
B: Julia Roberts.
- c) A: _____?
B: No, I hate him.
- d) A: _____?
B: Game shows.
- e) A: _____?
B: She sings pop music.

2. About yourself.

- a) What's your favorite kind of music? _____
- b) What's your favorite singer / group? _____
- c) How often do you watch TV? _____
- d) What kind of movies do you like? _____
- e) How often do you go to the movies? _____

3. Write a short paragraph describing your family members and indicating one physical characteristic for each one of them.

Ex: Joana is my mother-in-law, she is tall and has blond hair...

4. Read the questions and associate them with the right answer:

- | | |
|-----------------------------|-----------------------------|
| a) What's he like? | 1. It's black. () |
| b) What does he look like? | 2. It's very short. () |
| c) What color is her hair? | 3. She's middle height. () |
| d) Does he wear glasses? | 4. He's very nice. () |
| e) Does he have a mustache? | 5. He's tall and thin. () |
| f) How long is her hair? | 6. No, he doesn't. () |
| g) How tall is she? | 7. No, a beard. () |

REVIEW UNIT

5. Complete the sentences with one of the health problems below.

- a) For a _____, you could take some aspirin.
- b) For a _____, you should stay in bed and rest.
- c) For a _____, you ought to take some eye drops.
- d) Last week, I had a terrible _____, so I took some cough drops.

6. Complete the conversation.

Clare: Hello, Jane?

Jane: Hi, Clare!

Clare: Jane, your voice is different. What's the matter?

Jane: I _____ and _____.

Clare: Have you been to a doctor?

Jane: Yes, he gave me some medicine and I'm taking them.

Clare: My mom has a home remedy for it. Would you like to take it?

Jane: _____. When are you coming?

Clare: This _____. Are you going to be home?

Jane: _____. See you later.

Clare: See you.

7. In pairs, write down a conversation between a doctor and a patient. Use, at least, five of these words or expressions. If necessary, use the questions to help you.

- | | |
|---------------------------|----------------------------------|
| How often do you get ill? | Do you often get colds? |
| Where does it hurt? | Does it hurt when you walk? |
| Is that all the time? | How long has this been going on? |
| Are they very bad? | How long have you had it? |

8. Read the situations and write some decisions using Simple future.

- a) A: You didn't get a good grade in your exam.
B: Sorry, I _____. (study)
- b) A: I think it'll rain.
B: Yeah, _____. (stay home)
- c) A: Do you know what happened to Jane? She had a terrible accident.
B: I didn't know. I _____. (call)
- d) A: This T-shirt is very cheap.
B: Yes, I _____. (buy)

9. On a piece of paper, write down a prediction about how the world is going to be in 2050. After you're done, share it with the rest of the class.

10. On a piece of paper, write down 3 things you can change to live a better and healthier life. Explain why you think these changes will result to a healthier life.

WORKBOOK

UNIT 1

1. Read the text and complete it with the correct verb. Use the affirmative or negative form.

Joe _____ my best friend. He _____ next to my house. We always _____ out on weekends and sometimes we _____ sports together. Our mothers _____ close friends. They _____ always talking about us. We _____ in the same class because he _____ thirteen and I _____ fifteen. Joe's father _____ with him. He _____ in Australia, so Joe _____ him very often. He _____ to Australia once a year.



2. Rearrange the words and phrases to make questions. Then, give true answers. If needed, add some words.

a) in the morning – what – you – do – usually – do?

A: _____

B: _____

b) often – study – you – do – English – how?

A: _____

B: _____

c) with friends – you – do – go – out – weekends – on?

A: _____

B: _____

d) time – get up – what – your – usually – mother – does?

A: _____

B: _____

e) lunch – have – you – do – with – family – your?

A: _____

B: _____

3. Read and complete the conversation:

Mark: Did you know that Eve is busy most of the time?

Tina: Really? _____ (do)?

Mark: She is a taxi driver and she still studies.

Tina: _____ (study)?

Mark: She studies American Literature.

Tina: That's cool! _____ (live)?

Mark: Near St. Paul Square.

Tina: Great! _____ (like)?

Mark: No, I hate it. I prefer the neighborhood my old house used to be in.

Tina: Oh, I see.





4. Read the text and write a question to each sentence.

Hi, I'm Andrea and I'm sixteen years old. I'm 5 feet 9 inches tall with blue eyes and dark hair. My hobbies are traveling and music. I like all kind of music. I want to meet interesting and kind people who live in Angola. I'd like to practice my English and French. I don't like boring and mean people.

- a) She is sixteen years old. How old is she? _____
b) Andrea is 5 feet 9 inches. How _____?
c) Traveling and music. What _____?
d) Interesting and kind. What kind _____?
e) Boring and mean people. What kind _____?

5. Rewrite the text from exercise 4 in the third person.

Andrea is _____

6. Fill in the blanks with Do, Does, or "To be".

- a) _____ your parents from New York?
b) What _____ your brother do?
c) Where _____ your cousin from?
d) _____ you work full-time?
e) _____ you and your brother have a computer?
f) _____ your sister married?
g) How often _____ you visit your parents?
h) Who _____ Ann live with?



7. Some of these questions are incomplete. Correct the structure and if you think they are already right, leave it blank.

- a) How often does Bruna goes to English class? _____

b) Where does your parents live? _____

c) How many brothers do you have? _____

d) Does your children live with you? _____

e) Where does your mother lives? _____

f) Where does she from? _____

g) How old does she have? _____

8. Complete the sentences. All of them are negative.

- a) My father has a bike but he _____ it.
b) My parents want to travel to the USA but they _____ English.
c) Josh is married but he _____ with his wife.
d) I have a DVD player but it _____.
e) Bob and I study math but we _____ in the same class.

9. Put the sentences below in the correct order:

- a) clean/ everyday/ house/ the/ They. _____
b) do/ shave/ often/ How/ you? _____
c) likes/ pants/ these/ He/ gray. _____
d) need/ Which/ do/ shoes/ you? _____

10. Answer the following questions using time expressions or frequency adverbs.

- a) How often do you go the movies?
b) When do you take a nap?
c) What do you do at night?
d) How often do you do households chores?
e) Where do you go on weekends?

11. Complete the conversation using the verbs from the box:

watch - read - start - get dressed - helps - brush -
wake up - have - do - take - go - work - start - ends

Teacher: Good morning, class! Today, we're going to talk about our daily routines. Let's start with you, Sarah. Can you tell us about your typical day?

Sarah: Sure! I usually _____ (1) at 7:00 in the morning. Then, I _____ (2) my teeth and take a quick shower. After that, I _____ (3) breakfast around 7:30.

Teacher: That sounds like a good start to your day. How about you, John? What's your morning routine?

John: Well, I _____ (4) at 6:30, and the first thing I _____ (5) is exercise for about 30 minutes. It _____ (6) me wake up and feel energized. After that, I _____ (7) a shower and _____ (8) for the day.

Teacher: That's a healthy way to begin your day, John. Now, let's talk about what you do during the day. Sarah, what's next in your routine?

Sarah: After breakfast, I _____ (9) to school. Classes _____ (10) at 8:30. I _____ different subjects like math, English, and science. I also _____ (11) a lunch break at 12:00.

Teacher: School is an important part of your day, Sarah. And you, John? What do you do in the morning?

John: I _____ (12) from home, so after getting ready, I _____ (13) my work at 8:00. I have a lot of meetings and tasks to complete throughout the day. I take a break for lunch at 1:00.

Teacher: It's great that you have a structured work schedule, John. Now, let's talk about the evening. Sarah, what do you do when you are out of school?

Sarah: When school _____ (14) at 3:30, I usually _____ (15) my homework for a couple of hours. Then, I have dinner with my family around 6:30. After dinner, I _____ (16) TV or _____ (17) a book.

Teacher: Homework and family time are essential parts of your evening routine, Sarah. How about you, John? What's your evening routine?



UNIT 2

1. Read and complete these conversations. Use simple present or present continuous.

- a) **A:** Hi, what _____ you _____ here? (**do**)
B: I' _____ some vegetables for my mother. (**buy**)
- b) **A:** _____ you _____ on Saturdays? (**go / out**)
B: No, only on Sundays.
- c) **A:** Where _____ you _____ this year? (**work**)
B: I _____ in a bookstore. (**work**)
- d) **A:** _____ you _____ any good book this month? (**read**)
B: Yes, I _____ The Danger of a single story by Chimamanda Ngozi Adichie. (**read**)
- e) **A:** How often _____ you _____ books? (**read**)
B: Every month.



2. Now, answer the following questions about yourself.

- a) Are you reading any book this month? _____
- b) How often do you read books? _____
- c) Is anyone in your family working in another country / city / state? _____
- d) Are you studying any foreign language? _____
- e) Are you doing any voluntary work? _____

3. Write questions according to the answers.

- a) _____ ?
 Yes, I am. Can you call me later?
- b) _____ ?
 No, she isn't. She is taking a shower.
- c) _____ ?
 He is on the phone.
- d) _____ ?
 I'm sorry. She isn't here right now.
- e) _____ ?
 I'm almost arriving.



4. Put the words in order to make sentences. Add some words if needed.

- a) studying – Literature – at PUC – is – Clara – British.
 b) were – How – When – graduated – you – old – you?
 c) always – posts – Ann – to – poems – her – Instagram – on.
 d) weather – was – the – how – there?
 e) it – rain – did – yesterday?
 f) planning – I – am – travel – to a – foreign – to – country.
 g) reading – The Danger of a Single Story – is – Chimamanda Adichie – by.

5. Complete the sentences using the words from the word box and your creativity!

sing – sleep – come – cry – look – rain – yell

- a) Please, wait for me! I _____.
- b) Look! The girls _____.
- c) Shut up! Mom _____.
- d) What's happening? Why _____.
- e) Take an umbrella. It _____.
- f) Listen! The parrot _____.
- g) What's the matter? Why _____.

6. Write questions using these words. Use the Present Continuous.

- a) What – do – your mother? _____
- b) Why – cry – that girl? _____
- c) Why – look – your brother – at me? _____
- d) Your parents – live – Paris? _____
- e) Why – Peter – on the table – sit? _____
- f) Where – work – Jim? _____

7. Fill in the blanks with the correct form of the verbs in brackets. Use the simple present tense.

1. I _____ (**wake up**) at 7:00 AM every morning.
2. She _____ (**brush**) her teeth before breakfast.
3. They _____ (**have**) breakfast at 8:30 AM.
4. My dad _____ (**drive**) to work every day.
5. Sarah _____ (**read**) a book in the evening.
6. We _____ (**watch**) TV after dinner.
7. Tom and Lisa _____ (**go**) to the gym on Saturdays.
8. The cat _____ (**sleep**) in the sun in the afternoon.
9. I _____ (**take**) a shower before bed.
10. They _____ (**listen**) to music while doing homework.

UNIT 3

8. Complete the dialogue with the correct question:

Sarah: (1) _____, Mark?

Mark: Yes, I do. I have a pretty regular routine during the weekdays.

Sarah: (2) _____ early in the morning?

Mark: Yes, I do. I usually (3) _____ up at 6:30 AM.

Sarah: (4) _____ in the morning?

Mark: No, I don't. I prefer to exercise in the evening.

Sarah: (5) _____ fast before work?

Mark: Yes, I do. I (6) _____ breakfast at around 7:00 AM.

Sarah: (7) _____ to work?

Mark: No, I don't. I (8) _____ drive. I take the subway.

Sarah: (9) _____ at the office?

Mark: Yes, I (10) _____ have lunch in the cafeteria.

Sarah: (11) _____ at 5:00 PM?

Mark: Yes, I (12) _____ finish work at 5:00 PM.

Sarah: (13) _____ in the evening?

Mark: No, I don't. I (14) _____ watch TV during the weekdays.

Sarah: (15) _____ bed early?

Mark: Yes, I (16) _____ to bed at around 10:00 PM.

Sarah: That sounds like a nice routine. Thank you for sharing, Mark.



9. Look at the pictures and write up to 8 sentences describing what is happening using the present continuous tense.



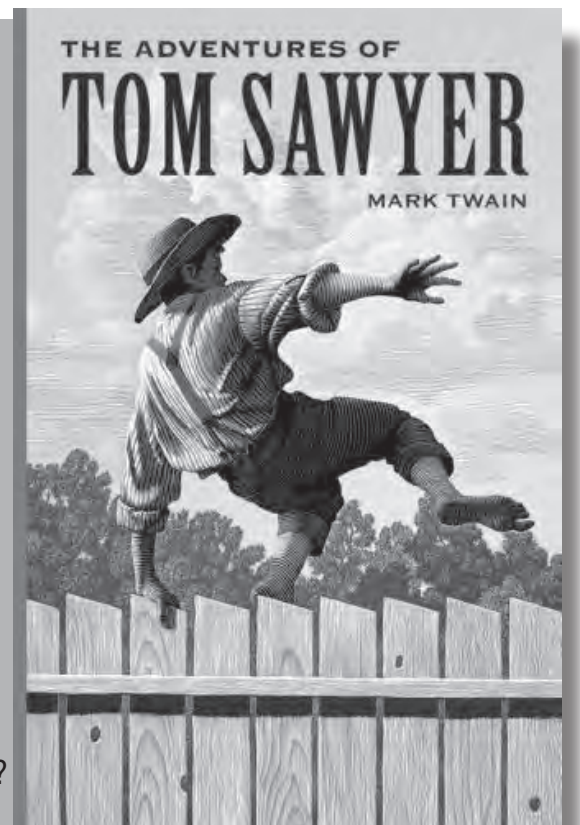
1. Read the text, underline the verbs and put them in the past tense.

The Adventures of Tom Sawyer is a story about "bad boys". The two young heroes Tom and Huck Finn are "bad" only because they fight against the stupidity of the adult world. In the end they win. The author, Mark Twain, creates a highly realistic background for his story. We get to know the village very well. Twain studies the psychology of his characters carefully. Tom is very romantic. His view of life comes from books about knights in the Middle Ages.

2. Complete the conversations.

- a)
- A: _____?
- B: I went out with some friends.
- A: _____?
- B: We went to a new rock club.
- A: _____?
- B: Yes, we loved it. It was great.
- A: _____?
- B: It's on Mr. Crown Street next to the shopping mall.
- A: _____?
- B: About 4 a.m.

- b)
- A: Hi, Peter. How was your weekend?
- B: It was great. I traveled to _____.
- A: Really? _____?
- B: No, I went with my girlfriend.
- A: _____?
- B: Yes, she loved it.
- A: _____?
- B: We stayed in a hotel next to the beach.
- A: _____?
- B: Yes, we visited some old churches and museums. By the way, we bought you some souvenirs.



4. Complete the text with one of the missing verbs.

Yesterday I _____ early, _____ a shower and _____ breakfast. At 7:30 I _____ the bus to school. At 8, the class _____. At noon I _____ home and _____ lunch then I _____ a little. My mother _____ me to buy something in a supermarket. I _____ it and after that I _____ to Jane's house. We _____ together then we _____ a pizza.

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
At 7:00am - go to church	At 6:30am - wake up	Kely's Birthday party			At 10:00am - go to the beach
Play Tennis		At 1:40pm - do the homework	At 3:00pm - go to the work		Rest
			At 8:45pm - have dinner with his friends		At 6:00pm - have a cocktail with his date

5. Interview someone who is not Brazilian but is living in Brazil now. Use the following words and ask more questions.

- a) Where – born? _____.
- b) What city – born? _____.
- c) Why – move to Brazil? _____.
- d) When – come to Brazil? _____.
- e) Where – go to college / school? _____.



6. Write about a famous person who you admired and is no longer with us. Mention: place of birth, family, job, date of death, likes and dislikes, nationality etc.

7. Read the sentences below and write whether they are true or false. Correct the false ones using a negative and an affirmative sentence. Use the example to guide you.

- a) Pelé was born in Nigeria.
No, he wasn't born in Nigeria. He was born in Brazil.
- b) Shakespeare wrote "Memórias de um sargento de Milícias". _____
- c) Angelina Jolie and Brad Pitt are a couple. _____
- d) Steven Spielberg was 85 years old in 2022. _____

8. Let`s sing! First, listen to the song once and complete it using the words from the box in the simple Past Tense. Second, correct the verbs with your English teacher. Third, listen to it again, sing along, and have fun!

Malibu – Miley Cyrus

*And nothing will change
And it'll be us, just for a while Do we even exist?
That's when I make the wish To swim away with the fish
Is it _____ to be this hot all summer long?*

*I never _____ to the beach
Or _____ by the ocean
I never _____ by the shore
Under the sun with my feet in the sand
But you _____ me here and I'm happy that you _____
'Cause now I'm as free as birds catching the wind
I always _____ I would sink, so I never _____
I never _____ boatin', don't get how they are floatin'
And sometimes I get so scared of what I can't understand*

*[Chorus]
Next to you
The sky's so blue in Malibu
Next to you
We are just like the waves that flow back and forth
Sometimes I feel like I'm drowning
And you're there to save me
And I wanna thank you with all of my heart
It's a brand new start
A dream come true in Malibu*

9. Complete the conversation by using the verbs in the simple past.

- Alex: Hey, Lisa! How _____ (be) your weekend? What _____ (do)?
- Lisa: It _____ (be) great! On Saturday morning, I _____ (visit) the local farmer's market. I _____ (buy) some fresh vegetables and fruits.
- Alex: That sounds nice! _____ (do) anything else on Saturday?
- Lisa: Yes, in the afternoon, I _____ (meet up) with some friends at a cafe. We _____ (have) coffee and chatted for hours.
- Alex: That sounds like a fun day! What about Sunday?
- Lisa: On Sunday, I _____ (go) hiking in the nearby woods. I _____ (hike) for a few hours, _____ (enjoy) the beautiful nature, and _____ (take) some photos.
- Alex: Wow, that sounds like a perfect way to spend the weekend. I wish I could go hiking too.
- Lisa: You should definitely try it sometime! How about you, Alex? What _____ (do) last weekend?
- Alex: Well, on Saturday, I _____ (clean) my apartment in the morning. It _____ (need) a good scrub! In the afternoon, I _____ (watch) a movie at home.
- Lisa: What movie _____ (watch)?
- Alex: I _____ (watch) a classic film, "Casablanca." I love old movies.
- Lisa: Nice choice!

UNIT 4

1. Complete the conversation.

- A: Hi. How are you doing?
 B: _____, and you?
 A: I'm fine. Are you doing anything tonight?
 B: Yes, _____. Why?
 A: I'd like to see the new Barbie movie.
 B: Oh, that's a pity. Why don't we go tomorrow night?
 A: I can't. I _____.
 B: Really? Who _____?
 A: With my brother.
 B: How _____?
 A: By car. He's going to drive.
 B: When _____?
 A: On Sunday morning.
 B: So, we can go to the movies on Sunday night.
 A: That's a good idea.



2. Answer the following questions about yourself.

- a) Do you have plans for this weekend? What are you going to do?

 b) What are you going to do on your birthday?

 c) Are you going to see any movies this week?

 d) Are you going to visit any friend?

 e) Are you going to do anything exciting in the next days?



3. Look at Peter's schedule for the next week and answer the questions:

- a) What's Peter going to do on Tuesday night?
 b) Is he free on Sunday afternoon?
 c) Where's he going on Wednesday?
 d) What's he going to do on Thursday morning?
 e) Is he free on Friday night?
 f) When is he going to play tennis?

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
3 p.m. - play tennis			8 a.m. - study Kaigang language	9 a.m. - do volunteer work	
1 p.m. - work in the Human Rights Secretary	1 p.m. - work in the Human Rights Secretary	2 p.m. - visit a museum	1 p.m. - work in the Human Rights Secretary	1 p.m. - work in the Human Rights Secretary	2 p.m. - meet local indigenous leaders
	8 p.m. - Go out with some friends			9 p.m. - travel to Manaus	

4. Write questions according to the answers:

- a) _____?
 No, I'm not. I'm going to stay home.
 b) _____?
 They're going to live in an apartment.
 c) _____?
 No, he's going to travel.
 d) _____?
 He's going in December.
 e) _____?
 We're going to see "Barbie".

5. Organize these sentences. If needed, add some words.

- a) not / Dan / is / play / going / Claudio / with / to. _____
 b) students / are / teacher / not / going / to / the / talk / to. _____
 c) 25 / I / going / am / be / to / 4th / September / on. _____
 d) Davi's / going / friends / are / go / out / to / him / with. _____
 e) a present / we / going to / buy / her / are. _____
 f) rain / it / going to / tonight / is. _____
 g) movie / see / with / Helen / going to / I / am / a. _____

6. Read the following questions and correct the structure if needed.

- a) Where they are going to study tonight? _____
 b) Is your parents going to arrive late? _____
 c) When he is going to buy a house? _____
 d) I'm going to be home last night. _____
 e) Who she is going to travel with? _____
 f) What are you go to wearing tonight? _____
 g) My friends is going to lend me some money. _____

7. Complete the sentences using going to + another verb. Use your creativity.

- a) It's raining so I' _____.
 b) Rachel is hungry. She _____.
 c) Today is Lisa's birthday. We _____.
 d) I bought "The parable of the sower by Octavia Butler. I _____.
 e) My grandpa is sick. I _____.
 f) Peter wants to sell his car, so John _____.
 g) Mom is very tired. She _____.
 h) I'll have an English exam so _____.
 i) Please, close the window it _____.
 j) My room is a mess so _____.
 k) I do not feel very well, I _____.

UNIT 5

1. Write questions according to the answers:

- a) _____?
I'll probably be at school.
- b) _____?
I think they will stay home.
- c) _____?
No, I don't think she will pass the exam.
- d) _____?
Yes, I think so.
- e) _____?
Peter will win the game.



2. Read the following sentences below. Do you think they're actually going to happen?

Use: "I believe" or "In my opinion"...

- In the future, we will choose baby's sex.
- People from other planets will visit us.
- We won't work. Machine will do everything.
- There won't be poor people.
- Man will find the cure for AIDS.
- Brazil will be a developed country.



3. Now it's your turn to write at least 5 predictions for what's going to happen in 2050. After you're done, share with the class.

4. Read the situations and write a sentence to complete them. If needed, use I think I'll / I don't think I'll / I'll probably, etc.

- a) It's very hot here. _____
- b) The rain is very strong. _____
- c) Jane and John will go out. _____
- d) The teacher has corrected our test. _____
- e) It's 11:30. _____
- f) Someone is at the door. _____

5. Answer the following questions about yourself.

- a) What do you think you will do next weekend? _____
- b) What are your plans for the next holiday? _____
- c) Where will you be tomorrow after class? _____
- d) Where will you be ten years from now? _____
- e) What are you going to do on Sunday night? _____
- f) Will you live in this city next year? _____
- g) Do you think it will rain tonight? _____

6. Now, ask the same questions to a peer and write down his/her answers.

- a) _____
- b) _____
- c) _____
- d) _____
- e) _____
- f) _____
- g) _____



7. Complete the conversation using going to or will, according to the situation.

- A: Do you have any plans for this holiday?
B: No, I think _____ (stay) home and watch some series. What about you?
A: I'm not sure, but I _____ (visit) some relatives in the country.
B: What about Jane? Is she going to do any interesting thing?
A: Yes, _____ (travel) to the beach with some friends. I've heard they have just decided it.
B: When _____ (go)?
A: Tomorrow morning.
B: Where _____ (stay) there?
A: They rented a house via Airbnb.
B: Why don't you go with them?
A: Because _____ (work).

8. Make an affirmative and a negative prediction for each topic.

- a) Nature _____
- b) Violence _____
- c) Education _____
- d) Poverty _____
- e) Medicine _____
- f) Environment _____
- g) Israel - Palestinian war _____
- h) Russia - Ukraine war _____
- i) Space Exploration _____
- j) Politics and Global Affairs _____

UNIT 6

1. Write questions according to the answers:

- a) _____?
No, I prefer rock.
- b) _____?
She goes to the movies twice a month.
- c) _____?
No, I don't like him.
- d) _____?
I can't stand it.
- e) _____?
My mother likes sport programs.
- f) _____?
I don't like dogs. I hate them.



2. Complete the sentences using a question and an object pronoun:

- a) I don't know that woman. Do you know her? _____?
- b) My sister plays the tambourine. _____?
- c) Where are the keys? _____?
- d) I don't know John's parents. _____?
- e) My parents love DJ Alok. _____?

3. Read and complete the conversation.

- A: I have two tickets to a ballet performance. Would you like to go with me?
- B: Oh, I'm sorry. I can't _____ it. When is it?
- A: _____.
- B: Where is it going to be?
- A: _____.
- B: Why don't you invite Ann? She loves ballet.
- A: I think she can't go. _____.
- B: What about Daise?
- A: Oh, yes, that's a good name. Thanks for the suggestion.
- B: My pleasure.



4. Answer the following questions about yourself.

- a) What do you usually do in your free time? _____.
- b) What's your favorite singer? _____.
- c) What do you usually watch on your cell phone? _____.
- d) Do you like POP music? _____.

5. Read the sentences and correct them.

- a) Bon Jovi makes country music. He doesn't make country music. He makes rock music.
- b) "How to get away with murder" is a comedy serie.
- c) Taylor Swift sings reggae.
- d) Anitta is a singer.
- e) Julia Roberts is a TV presenter.
- f) "Lost" is a kind of documentary.
- g) Domingão do Huck is a soap opera.



6. In pairs, ask about your peer's preference.

- a) Do you like science fiction series? What's your favorite?
- b) How often do you see _____?
- c) Do you see horror movies alone?

7. Complete each sentence with a kind of movie.

- a) _____ is a film which makes you laugh a lot.
- b) _____ There are lots of fights between cowboys in films.
- c) My daughter saw a _____ movie yesterday so she couldn't sleep.
- d) "Lord of the Rings" is often pointed as a _____ and _____ movie.

8. Organize the sentences. If needed, add some words.

- a) loves – them – action – Jim – films – but – doesn't – Alex – like _____
- b) favorite – your – music – kind – what – is – of _____
- c) Peter – plays – guitar – doesn't – the – he – soccer – play _____
- d) musical – favorite – is – my – kind – film – of _____

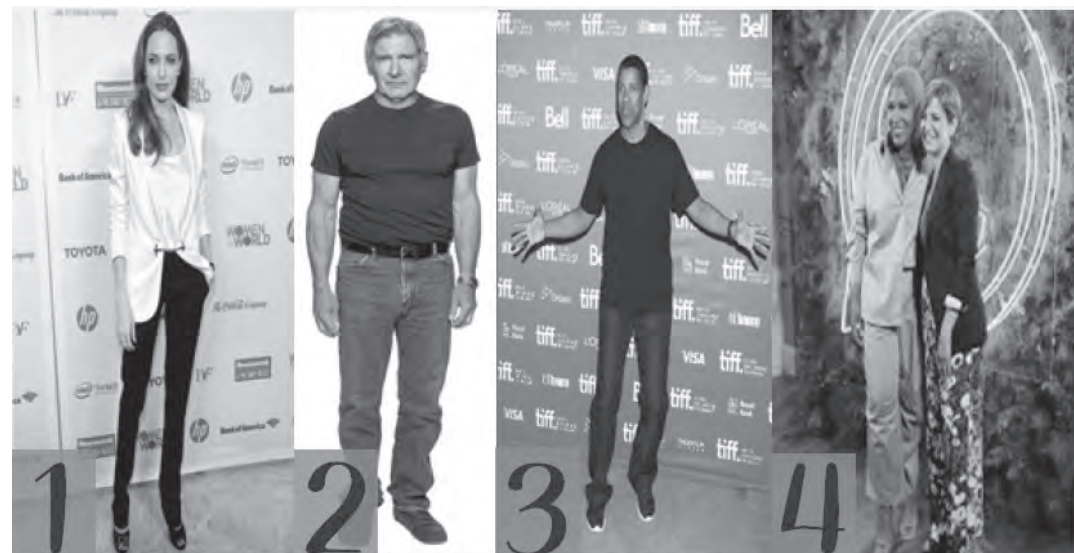
9. Match each movie with the most appropriate genre from the list provided. Some movies may fit into multiple genres, but choose the most suitable one.

A. Science Fiction	B. Action	C. Adventure	D. Animation	E. Drama
F. Crime	G. Horror	H. Romance	I. Fantasy	J. Comed

- a) Jurassic Park ()
- b) The Avengers ()
- c) The Lord of the Rings: The Fellowship of the Ring ()
- d) Finding Nemo ()
- e) Pulp Fiction ()
- f) The Silence of the Lambs ()
- g) The Notebook ()
- h) Inception ()
- i) The Grand Budapest Hotel ()
- j) The Shawshank Redemption ()

UNIT 7

1. Choose a photo of someone famous and describe him/her physically.



2. Read the dialogue and complete:

Rob: Do you know the blonde girl over there?

Ross: Which one?

Rob: The one with _____.

Ross: Oh, she is my cousin. Her name is Lina. and _____.

Rob: Is she from _____?

Ross: No, she has just moved. She is from _____.

Rob: _____?

Ross: About 17.

Rob: Really? She is very _____?

Ross: Yes, she plays volleyball. Would you like to talk to her?

Rob: No, she's pretty _____.



About the dialogue:

- What does the girl look like? _____.
- Who is she? _____.
- What does she do? _____.
- Why doesn't Rob want to talk to her? _____.

3. Write questions according to the answers:

a) _____?

She's very pretty. She's tall and short.

b) _____?

About 1,75 m.

c) _____?

No, she doesn't. She wears contact lenses.

d) _____?

She has long blond hair.

e) _____?

No, he doesn't. He has a beard.

4. Answer the following questions about yourself.

a) How tall are you? _____

b) Do you wear glasses? _____

c) What are you wearing now? _____

d) What color is your hair? _____

e) Do you like girls/boys with blue or green eyes? _____

f) Would you like to change anything in your appearance? _____

5. Describe someone from the classroom. Then read what you wrote to the class and they have to guess who you're talking about.

6. Write 5 wrong sentences about people from the classroom.

A: Jane is tall and strong.

B: No, she isn't tall. She is short.

1 - _____

2 - _____

3 - _____

4 - _____

5 - _____

7. Choose the best answer for each question:

a) What does he look like? () He's nice. () He's short and fat. He has blue eyes.

b) How tall is Peter? () He's about 18. () He's 2 meters tall.

c) What's your favorite style of clothes? () Sport programs. () Casual clothes.

d) How long is your hair? () Short. () Black.

e) What does Jade usually wear? () Black clothes. () Sport clothes.

f) What color are your eyes? () Middle aged. () Black.

UNIT 8

8. Read the sentences and complete them with adjectives which characterize these people.

- a) Monica can't remember anything. She always forgets her engagements. She is too _____.
- b) My secretary is almost perfect. She guesses the exact thing I want. She hardly ever makes a mis-take she is too _____.
- c) My boyfriend doesn't like children. He isn't patient. He's very _____.
- d) I could never be a flight attendant because I'm very _____.

9. Listen to someone describing Sylvester Stallone and complete the text according to what you hear.

- a) Sylvester Stallone is a well-known actor, writer, and director, recognized for his distinctive _____ (1). Stallone is a man of solid and _____ (2), standing at around 5 feet 9 inches (175 cm) tall. He possesses a _____ (3) with strong, prominent features, including a square jaw and piercing _____ (4). Stallone is often associated with his iconic, muscular physique, characterized by _____ (5) biceps, a broad chest, and a lean yet powerful frame. Despite his age, he maintains a remarkable level of fitness, which has been a hallmark of his career, particularly in his roles as action heroes such as Rocky Balboa and John Rambo. His _____ (6) hair and intense, determined expression complete his unmistakable and enduring physical presence.



- b) Stefani Joanne Angelina Germanotta, also known as "Lady Gaga", is a multifaceted artist celebrated for her distinctive and ever-evolving physical style. She is known for her ability to transform her appearance, making her a _____ (1). Gaga's physical appearance varies from one era to another. However, in general, she has expressive features and a _____ (2). Gaga often experiments with bold and avant-garde makeup, showcasing her expressive eyes, _____ (3), and full lips. She is of average height, typically around 5 feet 2 inches (157 cm), and her body type has evolved throughout her career, but she is known for promoting _____ (4). Her hair color and style can change frequently, ranging from _____ (5) to natural brown or even colorful wigs. Gaga's overall look is a reflection of her artistic versatility and her constant desire to challenge conventional beauty standards.

10. In pairs! Read the text about Sylvester Stallone and Lady Gaga again and ask these questions to a partner:

- a) How would you describe Lady Gaga's approach to fashion and style throughout her career?
- b) Describe Sylvester Stallone's physical features and notable features that have contributed to his action hero image.

1. Read and complete the conversation:

- Jane:** You don't look very well. What's the matter?
- Sara:** I have a terrible _____.
- Jane:** Did you go to the doctor?
- Sara:** No, I took some _____ but it didn't work. Yesterday I had a think I'll have _____.
- Jane:** Would you like to see a doctor now?
- Sara:** Could you go with me?
- Jane:** Sure. Let's go.



Answer the following questions about the conversation.

- a) What's the problem with Sara? _____
- b) How did she feel yesterday? _____
- c) Did she take any medicine? If so, what was it? _____
- d) Did the medication work? _____

2. For each part of the body, write a health problem.

- | | |
|-------------------------|-----------------|
| a) head <u>headache</u> | b) nose _____ |
| c) stomach _____ | d) ear _____ |
| e) tooth _____ | f) back _____ |
| g) eyes _____ | h) throat _____ |
| i) muscle _____ | j) skin _____ |



3. Choose the best answer for each question:

- | | | |
|---------------------------------------|------------------------|-----------------------------|
| a) What's the matter? | () I'm fine. | () I don't feel very well. |
| b) What's the problem? | () I have the flu. | () My leg is OK. |
| c) A: How do you feel today? | () He has a headache. | () I feel fine, thanks. |
| d) A: What's wrong with your mother? | () She traveled. | () She has a sore throat. |
| e) A: How does she feel today? | () She's better. | () She's sleeping now. |
| f) A: Would you like to see a doctor? | () She's gone. | () Yes, thanks. |



4. Answer the following questions about yourself.

- a) How often do you see a doctor? _____
- b) How often do you have a headache? _____
- c) Do you usually have the flu? _____
- d) When did you last have a sore throat? _____
- e) What kind of medicine do you have at home? _____
- f) Do you usually take medicine on your own? _____
- g) How often do you meditate? _____

5. What are you going to do if you have/are:

- a) The flu? / I'm going to have some _____
- b) A fever? / _____
- c) A stomachache? / _____
- d) Sore eyes? / _____
- e) Homesick? / _____
- f) Hiccup / _____



6. Write questions according to the answers.

- | | |
|--------------------|-----------------------|
| a) _____? | d) _____? |
| I feel terrible. | She has a cold. |
| b) _____? | e) _____? |
| I'm exhausted. | He doesn't feel well. |
| c) _____? | |
| Some muscle cream. | |

7. Complete the conversation between Josh and the doctor.

Doctor: So, Josh, what's the matter with you?

Josh: _____ very well.

Doctor: _____ coffee before going to bed?

Josh: No, I hardly ever do it.

Doctor: Do you have a job?

Josh: Yes, and it is too _____.

Doctor: What's your routine like?

Josh: I get up very early, about _____.

Doctor: _____?

Josh: About 11 p.m.

Doctor: _____?

Josh: No, I take a shower and go to bed.

Doctor: _____?

Josh: Yes, I play soccer on Sundays.

Doctor: That's not enough. You must do exercises regularly, at least three times a week.

Josh: Alright, thank you so much.

