

WORKBOOK LEVEL 3



***Universidad Tecnológica
del Valle del Mezquital***

*Organismo Público Descentralizado del Gobierno del estado de Hidalgo
Aprender, Empezar, Transformar*

INDEX

INTRODUCTION

UNIT 1

UNIT 2

UNIT 3

ATTACHMENTS

UNIT 1. PAST CONTINUOUS, PRESENT PERFECT AND IDIOMATIC EXPRESSIONS

GENERAL CONTENT.

1. Past simple L1 L3
2. Past continuous L2 L3
3. Adverbs of manner L5
4. Be like L6
5. Look like L7
6. Indirect questions L9
7. Idiomatic expressions L10
8. Present perfect simple L11
9. Modal verbs (permission, obligation, prohibition) L13
10. TOEFL practice L4, L8, L12

Integrative task: Describe a person you admire (famous or related to you).

EVALUATION: WRITTEN TEST 20%
ORAL TEST 20%
EVIDENCES 20%
INTEGRATED TASK 20%
BEHAVIOUR 20%

LESSON 1. PAST SIMPLE TENSE REVIEW.

Objective: practice the simple past tense to talk about finished actions in the past.

Activity 1. Answer the following questions:

1. Where were you born? _____
2. When were you born? _____
3. When did you start school? _____
4. When did you graduate from high school? _____
5. What was the most memorable event you remember from high school?

Activity 2. Check your answers and compare them to your partners'.

Are they similar or different? _____
Why?

Activity 3. Read the answers on activity 1 again. Write a paragraph using the information given.

Activity 4. Read your text twice. Ask for doubts about pronunciation that you might have.

Activity 5. In turns, present your information to the class.

VOCABULARY AND PRONUNCIATION BANK: (Write important vocabulary and its correct pronunciation).

Activity 6. Read the grammar bank. Discuss the differences in the structures.

TIPS:

last...week,month...
Yesterday...
The day before...
An/one hour, minute...ago...

PAST SIMPLE

ACTIONS WHICH HAPPENED IN THE PAST

AFF +

I jumped...
You ate...
He cooked...
She wrote...
It run...
We shouted...
You read...
They opened...

NEG-

I **didn't** jump...
You **didn't** eat...
He **didn't** cook...
She **didn't** write...
It **didn't** run...
We **didn't** shout...
You **didn't** read...
They **didn't** open...

INT?

Did I jump...?
Did you eat...?
Did he cook...?
Did she write...?
Did it run...?
Did we shout...?
Did you read...?
Did they open...?

Activity 7. Read the text and answer the questions.

Marilyn Monroe (born **Norma Jeane Mortenson**; June 1, 1926 – August 5, 1962) was an American actress and model. Famous for playing comic "dumb blonde" characters, she became one of the most popular sex symbols of the 1950s and was emblematic of the era's attitudes towards sexuality. Although she was a top-billed actress for only a decade, her films grossed \$200 million by the time of her unexpected death in 1962. She continues to be considered a major popular culture icon.

Born and raised in Los Angeles, Monroe spent most of her childhood in foster homes and an orphanage and married at the age of sixteen. While working in a radio plane factory in 1944 as part of the war effort, she was introduced to a photographer from the First Motion Picture Unit and began a successful pin-up modeling career. The work led to short-lived film contracts with Twentieth Century-Fox (1946–1947) and Columbia Pictures (1948). After a series of minor film roles, she signed a new contract with Fox in 1951. Over the next two years, she became a popular actress with roles in several comedies, including *As Young as You Feel* and *Monkey Business*, and in the dramas *Clash by Night* and *Don't Bother to Knock*. Monroe faced a scandal when it was revealed that she had posed for nude photos before becoming a star, but rather than damaging her career, the story resulted in increased interest in her films

1. What was Marilyn's real name? _____
2. When was she born? _____
3. What did she do for a living? _____
4. Where was she born and raised? _____
5. At what age did she get married? _____
6. What did she do before being a model and actress?

7. Name two movies she starred. _____

TOEFL TIP: READ THE QUESTIONS FIRST. THEN LOOK UP FOR THE INFORMATION IN THE TEXT.

LESSON 2. PAST CONTINUOUS TENSE.

Objective: practice the past continuous tense to talk about simultaneous actions in the past.

Activity 1. Look at the picture and answer the questions.



1. What was the man wearing glasses doing?

2. What is the woman with the green track pants doing?

3. What were the two girls next to the table doing?

Activity 2. What were you doing yesterday? Complete the chart with your own information.

time	Activity
5:00 a.m.	
8:00 a.m.	
10:30 a.m.	
2:00 p.m.	
6:00 p.m.	

Activity 3. Get together with a partner and compare your activities.

Are they similar or different? Why?

Activity 4. Read the grammar bank. Discuss the structure with your classmates.

PAST CONTINUOUS

Use: The **Past Continuous Tense** refers to an action that was in progress in a specific moment in the past.

Useful adverbs: **then** **at that moment** **when** (I arrived home)
while (we were watching TV)

Structure:

affirmative	Subject	was were	V-ing	Complements
negative	Subject	wasn't weren't	V-ing	Complements
interrogative	(Wh)	Was Were	Subject	V-ing Complements ?

Activity 5. Read the sentences and correct them using the past continuous structure.

1. Yesterday I went doing my homework at 5 p.m.
2. Last weekend I were watching TV.
3. Last May I studied English at a language school.
4. Five years ago, I am traveling to Europe during a summer course.
5. We talking about you two minutes ago.

TOEFL TIP: READ THE SENTENCE AND ASK YOURSELF: WHAT'S WRONG WITH IT? WHAT COULD I CHANGE?

Activity 6. As a class, make a circle and discuss the question: **What were you doing yesterday?** Find people who were doing the same action and people who were doing something different.

VOCABULARY AND PRONUNCIATION BANK: (Write important vocabulary and its correct pronunciation).

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LESSON 3. PAST CONTINUOUS VS. SIMPLE PAST.

Objective: practice the use of the two past tenses in an everyday conversation.

Activity 1. Read the conversation. What's missing? Complete with either the past simple or the past continuous tense.

Mom: You're always playing a computer game! I think you shouldn't play a computer game for a week.
Son: Mom, it's unfair. You _____ "After doing homework, you can play a game" So, I _____ and _____ my homework at first and then I started playing a game. I _____ when you _____, but everything was done already.
Mom: Okay, Honey! But I want you to turn off the computer now and do something useful to you.
Son: ok... mom

Key words: say arrive do study play

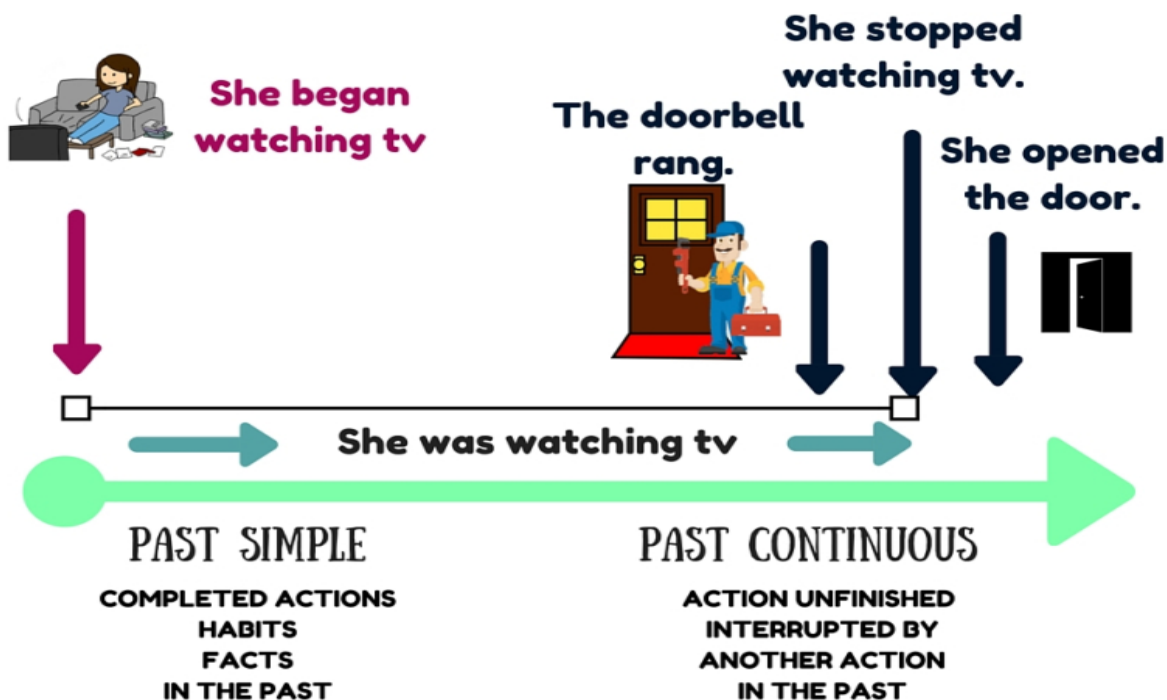
Activity 2. Describe what happened during a bank robbery. Use the questions as a guide.

1. What happened?
2. Who was the thief?
3. Where did it happen?
4. What were people doing when the thief arrived?
5. What was the thief doing when the police arrived?
6. How did the story end?

Activity 3. Write the story you just came up with. Ask for spelling or word order doubts to the teacher.

VOCABULARY AND PRONUNCIATION BANK: (Write important vocabulary and its correct pronunciation).

Activity 4. Read the grammar bank and compare the differences in use and structure between the two tenses.



Ex. The telephone rang.

Ex. I was reading a book when the telephone rang.

Activity 5. Complete the sentences with the appropriate form of the verb.

1. I _____ when the phone _____.
a) Went sleeping, rang b) was sleeping, rang
2. She _____ after the conference ____ over.
a) Drove, was b) was driving, was
3. My mom _____ while I _____.
a) Was cooking, was doing homework b) cooked, studied

TOEFL TIP: THE RIGHT ANSWER IS THAT WHICH LOOKS O.K. IN CONTEXT. A WRONG ANSWER CAN LOOK O.K. BY ITS OWN.

LESSON 4. TOEFL PRACTICE # 1

Objective: practice skills required to take the TOEFL test.

LISTENING DIAGNOSTIC TEST.

1. (A) The coffee is much better this morning.
(B) The coffee tastes extremely good.
(C) The coffee isn't very good.
(D) This morning he definitely wants some coffee.
2. (A) The two classes meet in an hour and a half.
(B) The class meets three hours per week.
(C) Each half of the class is an hour long.
(D) Two times a week the class meets for an hour.
3. (A) A few minutes ago, the flight departed.
(B) The fight will start in a while.
(C) They are frightened about the departure.
(D) The plane is going to take off soon.
4. (A) He hasn't yet begun his project.
(B) He's supposed to do his science project next week.
(C) He needs to start working on changing the due date.
(D) He's been working steadily on his science project.
5. (A) At the post office
(B) In a florist shop
(C) In a restaurant
(D) In a hospital delivery room
6. (A) The professor drowned the cells in a lab.
(B) The lecture was long and boring.
(C) The professor divided the lecture into parts.
(D) The biologist tried to sell the results of the experiment.



SCORE:
_____ / 6

LESSON 5. ADVERBS OF MANNER.

Objective: Use adverbs of manner to describe HOW actions are performed.

Activity 1. Read the following sentences. What is the function of the adjective? _____

- a) The dance is beautiful.
- b) The car is slow.
- c) The music is fast.

Activity 2. How can you describe the following actions? Use the words from the box.

SOFTLY CAREFULLY FAST CARELESSLY QUICKLY HARD RUDELY

1. My dad took the bird _____ and put it in the cage.
2. The actor spoke _____ in the ear of the actress.
3. He drives _____. He used to participate in NASCAR.
4. He spoke so _____ to the waitress! He's very mean.
5. He didn't get _____ enough to the emergency room.
6. He works really _____ to get good grades.
7. He drives very _____. He's a bad driver.

Activity 3. How do you do these activities? Write a sentence using the verb and add an adverb according to your own characteristics.

- 1 (drive). _____
- 2 (read). _____
- 3 (eat). _____
- 4 (drink). _____
- 5 (dress). _____

Activity 4. Compare your answers with a partner. Are they similar or different? Ask your teacher for pronunciation and vocabulary doubts.

VOCABULARY AND PRONUNCIATION BANK: (Write important vocabulary and its correct pronunciation).

Activity 5. Read the grammar bank and discuss the rules for transforming adjectives into adverbs of manner.

Forming Adverbs of Manner

Adjective	Adverb	What changes?
beautiful	beautifully	Adjective + LY
slow	slowly	
bad	badly	
happy	happily	Adjectives that finish in -Y change -Y by -I and add LY
noisy	noisily	
easy	easily	
good	well	Irregular forms
fast	fast	
hard	hard	

Activity 6. Read the sentences. Transform the words in bold from adjective to adverb and vice versa, where needed.

1. My father drives **slow**.
2. My brother speaks very **good** in English.
3. Melissa writes very **bad**.
4. Kylie Minogue sings **happy**.
5. Ana Guevara runs **fastly**.
6. Tina is **happily**.
7. The **noisily** children like to laugh loudly.

TOEFL TIP: AN ADVERB MODIFIES AN ACTION, ANOTHER ADVERB OR AN ADJECTIVE; AN ADJECTIVE MODIFIES A NOUN.

LESSON 6. BE LIKE.

Objective: Talk about people's personality.

Activity 1. What are you like? Look at the chart and circle the adjectives that describe yourself.

Sarcastic	Wise	Quiet	Humble	Assertive
Enthusiastic	Stubborn	Cheerful	Intelligent	Positive
relaxed	messy	greedy	organized	Negative

Activity 2. With 5 of the adjectives you chose, write sentences describing yourself.

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

Activity 3. Use the information above to write a short paragraph describing yourself. Don't forget to include a greeting, your name, age, and major, and a farewell.

Activity 4. Present your information in front of the class or in groups, as set by your teacher.

**TOEFL TIP: A SENTENCE IN ENGLISH SHOULD ALWAYS
INCLUDE THE PERSON WHO DOES THE ACTION
(SUBJECT), UNLESS IT'S AN IMPERATIVE SENTENCE
(ORDER OR INSTRUCTION)**

Activity 5. Read the grammar bank and answer the question: *What is the expression **be+like** for? What kind of information should people provide?*

Preposition (like) + be	Be like is used to ask for and give a general description.	What is Julie like ? She is reliable, pleasant and helpful. She is like a friend.
--------------------------------	---	--

Activity 6. Using the structure provided in activity 5, write the questions to each of the answers.

1. _____? Regina is reliable and responsible.
2. _____? My father is very strict but loving.
3. _____? My friends are very helpful and dynamic.
4. _____? I am a people person.

Activity 7. Using the BE + LIKE structure, write a short conversation asking for and providing information to your classmates. You can work in groups of four.

A: What _____ like?

B: I'm _____, _____, and _____. How about you? What _____ you _____?

A: I'm _____, _____, and _____. And you, _____?

C: I'm _____, _____, _____. And you _____? What _____ you like?

D: I think I am _____ and _____.

Activity 8. Resent the conversation to the rest of the class. Act it out as most naturally as possible.

VOCABULARY AND PRONUNCIATION BANK: (Write important vocabulary and its correct pronunciation).

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LESSON 7. LOOK LIKE.

Objective: Talk about people's appearance.

Activity 1. Look at the words below. Which of them describe yourself physically?. Write them on the mirror on the right of the page.

Young
Old
Slim
Thin
Chubby
Strong
Weak
Tall
Short
Handsome
Beautiful
Ugly
Fair-skinned
Brunette
Brown-skinned
Dark-skinned



Activity 2. Get together in pairs. Talk to each other about your physical appearance. Are you similar or different? Why?

Activity 3. Imagine you could change anything in your body. What would it be and why? Be crative!

VOCABULARY AND PRONUNCIATION BANK: (Write important vocabulary and its correct pronunciation).

Activity 4. Read the grammar bank and discuss: What's the difference between BE+LIKE and LOOK+LIKE?

Preposition (like) + look	Look like is used to ask for and give an opinion about appearance.	What does Peter look like ? He is tall, dark and handsome. He looks like George Clooney.
Preposition (like) + be	Be like is used to ask for and give a general description.	What is Julie like ? She is reliable, pleasant and helpful. She is like a friend.

Activity 5. Complete the questions with either BE+LIKE or LOOK+LIKE.

- a) _____? She is friendly and naïve.
- b) _____? She is tall and slim.
- c) _____? He's tall, dark-skinned, and well-built.
- d) _____? He's very aggressive when he's mad.

Activity 6. Answer the two questions with your own information.

What are you like?	What do you look like?

Activity 7. Share your information with the class.

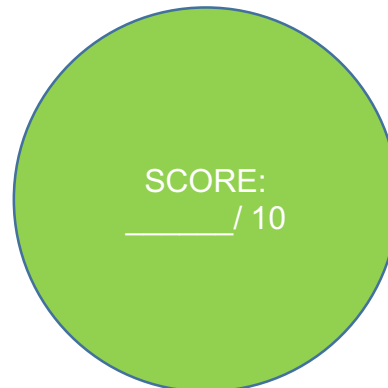
TOEFL TIP: AVOID RUN-ON TEXT BY USING PUNCTUATION MARKS. USE CONJUNCTIONS TO LINK INFORMATION AND MAKE IT MORE UNDERSTANDABLE.

LESSON 8. TOEFL PRACTICE # 2

Objective: practice skills required to take the TOEFL test.

STRUCTURE DIAGNOSTIC.

1. The North Pole _____ a latitude of 90 degrees north.
(A) it has
(B) is having
(C) which is having
(D) has
2. The city of Beverly Hills is surrounded on _____ the city of Los Angeles.
(A) its sides
(B) the sides are
(C) it is the side of
(D) all sides by
3. _____ greyhound, can achieve speeds up to thirty-six miles per hour.
(A) The
(B) The fastest
(C) The fastest dog
(D) The fastest dog, the
4. Marmots spend their time foraging among meadow plants and flowers or _____ on rocky cliffs.
(A) gets sun
(B) sunning
(C) the sun
(D) sunny
5. The greenhouse effect occurs _____ heat radiated from the Sun.
(A) when does the Earth's atmosphere trap
(B) does the Earth's atmosphere trap
(C) when the Earth's atmosphere traps
(D) the Earth's atmosphere traps
6. The Rose Bowl, _____ place on New Year's Day, is the oldest postseason collegiate football game in the United States.
(A) takes
(B) it takes
(C) which takes
(D) took
7. Experiments _____ represent a giant step into the medicine of the future.
(A) using gene therapy
(B) use gene therapy
(C) they use
(D) gene therapy uses
8. _____ off the Hawaiian coastline are living, others are dead.
(A) While some types of coral reefs
(B) Some types of coral reefs
(C) There are many types of coral reefs
(D) Coral reefs
9. Nimbostratus clouds are thick, dark gray clouds _____ forebode rain.
(A) what
(B) which
(C) what they
(D) which they
10. Some economists now suggest that home equity loans are merely a new trap to push consumers beyond _____.
(A) they can afford
(B) they can afford it
(C) what is affordable
(D) able to afford



LESSON 9. INDIRECT QUESTIONS.

Objective: Ask questions politely.

Activity 1. Complete each of the questions using HOW, WHAT, WHERE, WHEN.

1. Do you know _____ the movie theater is? Yes, it's around the corner.
2. Can you tell me ____ I can get to Main Street? Sure, walk two blocks straight, then turn right and go straight ahead Fifth Avenue. Main Street is right after the supermarket.
3. Do you have any idea _____ the school project is due to? Next week.
4. Could you tell me _____ time it is?

Activity 2. Read the questions again. Circle the verb and underline the subject. Is there anything different from a regular question?

A= _____

Activity 3. Change the order of the words to make indirect questions. Follow the example.

Direct question	Indirect question
1. What color is it ?	Can you tell me what color it is ?
2. Is the bus arriving soon?	
3. Are you a teacher?	
4. Do you like fries?	
5. Are you vegetarian?	


Activity 4. Answer the questions with your own information.

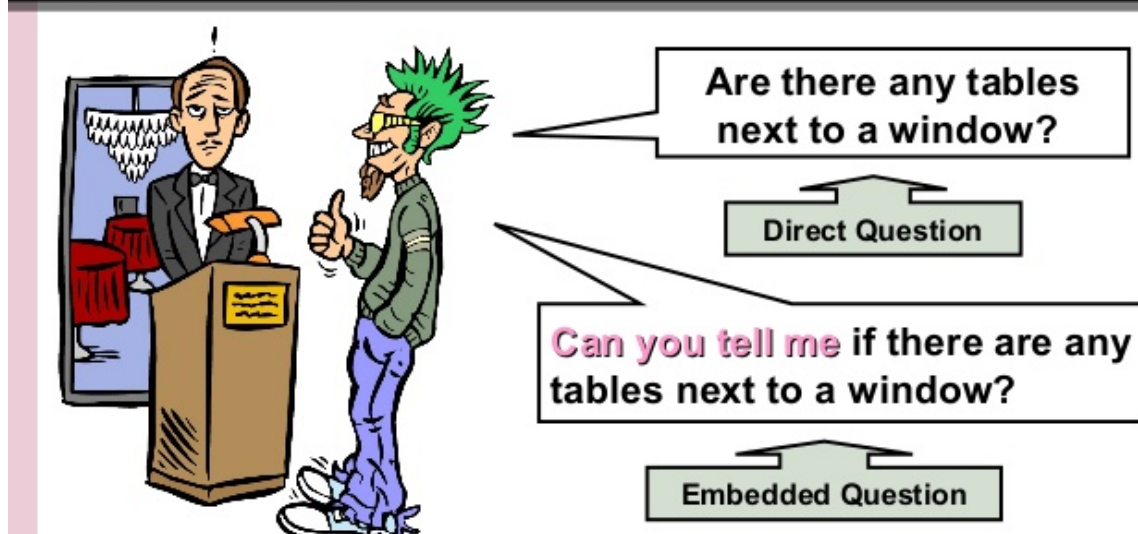
1. Can you tell what color is your schoolbag? _____
2. Do you know if the bus is arriving soon to school? _____
3. Can you tell me if you are a teacher? _____
4. Could you tell me if you like French fries? _____
5. Can you tell me if you are vegetarian? _____

Activity 5. Share your answers with your classmates. Are they similar or different?

Activity 6. Read the grammar bank and discuss in class:

- What are embedded questions? _____
- What are they for? _____
- How do you form embedded questions? _____

 **Embedded questions** are more polite than direct questions.



main questions	embedded questions	
Do you know		
Do you remember		
Can you tell me	what	who
Could you tell me	where	why
	when	how
		subject + verb + object
main statements		
I don't know	if	
I can't remember	whether	
I'm not sure		
Please tell me		

Form

For embedded questions, use an **introductory clause**. This is a **main clause**. It can be a sentence or a question, such as ...

I don't know...	I'll find out...
I'd like to know...	I'd like to know...
Do you know... ?	I'd like to find out...
Can you tell me... ?	I'm not sure...
I can't remember...	It doesn't say...
I was wondering/wonder...	Could you explain...?
Can you remember... ?	I can't imagine ...
Let's ask ... / I'll ask...	I don't understand...
	I have no idea ...

TOEFL TIP: be careful with the gender and number of words (feminine-masculine, singular-plural)

LESSON 10. IDIOMATIC EXPRESSIONS.

Objective: Learn useful expressions to use in everyday English.

Activity 1. Read the sentences. Try to find a similar expression in your language. Look at the example.

English	Spanish
It's raining cats and dogs.	Está lloviendo a cántaros.
Barking up the wrong tree	
Beat around the bush	
Cost an arm and a leg	
Hit the nail on the head	

Activity 2. Read the expressions again. Answer the questions.

Are they similar in both languages? _____
 Are they commonly used in Spanish? _____
 In what situation would you use them? _____

Activity 3. Read the expressions and match them with their definitions.

1	Hit the sack		A very controversial issue which of everybody is talking about
2	Once in a blue Moon		It's your decision
3	A hot potato		Complain about a loss in the past.
4	A penny for your thoughts		Don't put all your money in one project.
5	It's your call	1	Go to bed
6	Cry over spilt milk		It's all over.
7	Don't put all your eggs in one basket		Ask for someone's opinion
8	Elvis has left the building.		Happens very rarely

TOEFL TIP: knowledge on idiomatic expressions is vital in the Listening section of the test.

Activity 4. In pairs, build a conversation. You should use as many idiomatic expressions from the lists above as possible.

STUDENT A	STUDENT B
Hi!	Hi! What's up?
Bye! Nice seeing you!	Bye!

Activity 5. Read the idiomatic expressions and their meanings. Discuss how and when to use them.

plenty of fish in the sea

(said to someone whose relationship has ended) there are other people in the world to meet and date

Tim broke up with you, but there are plenty of fish in the sea!



a drop in the ocean

a very small amount compared to what is needed

I received a \$300 loan to start my new business, but that is a drop in the ocean. I'll need at least \$500,000.



the world is your oyster

to have opportunities available; to be in a position to take the opportunities that life has to offer

You just graduated from Harvard at the top of your class. The world is your oyster!



like a fish out of water

to feel uncomfortable by being in an unfamiliar situation

I went to a conference. I thought it was for website managers, but it was for video game designers. I felt like a fish out of water.



LESSON 11. PRESENT PERFECT SIMPLE

Objective: Talk about events in the past that still have impact in people's lives.

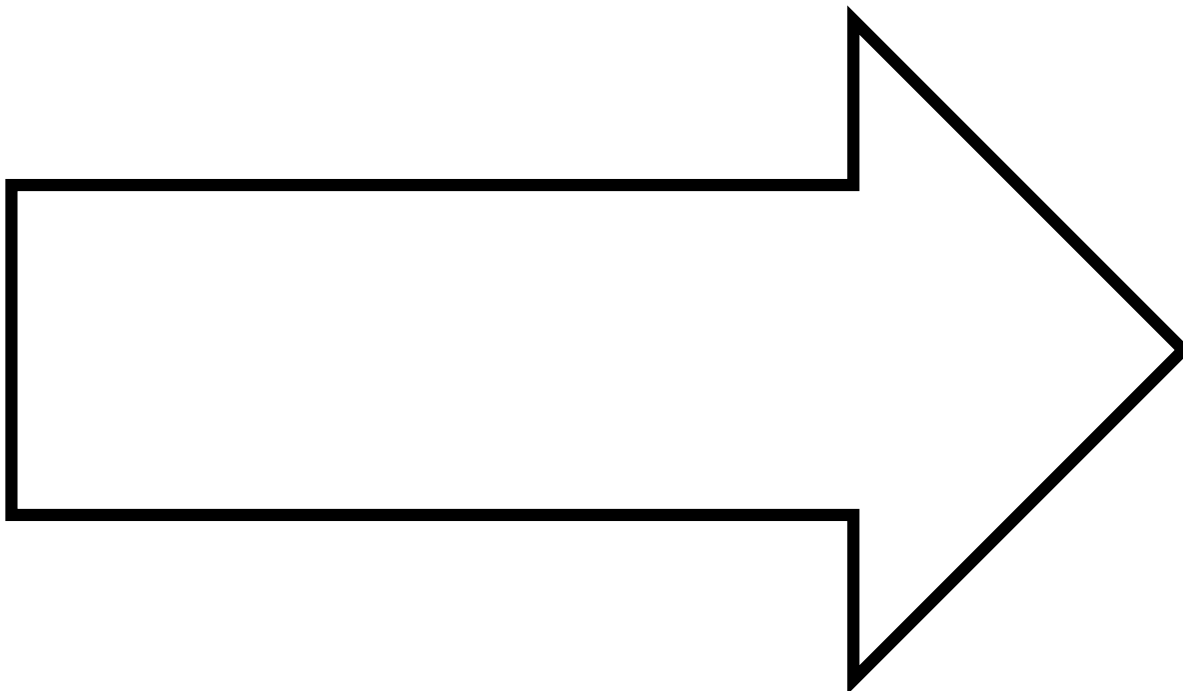
Activity 1. What are some things you have done in the past that you would like to do again? Make a list.

No.	Activity
1	
2	
3	
4	

Activity 2. Check your answers and your classmates'. Are they similar or different? Add two from your classmates to your list.

No.	Activity
5	
6	

Activity 3. Write a short timeline with your most relevant biographical events. Put them in chronological order.



Activity 4. Read the grammar bank and discuss it in class.



Activity 5. What are your experiences in the past that you might repeat? And those that you won't? Make a list.

I have done this (I might repeat it)	I did this (I wouldn't do it again)

VOCABULARY AND PRONUNCIATION BANK: (Write important vocabulary and its correct pronunciation).

LESSON 12. TOEFL PRACTICE # 3

Objective: To practice the skills required for the TOEFL test.

Practice Passage

	The Alaska pipeline starts at the frozen edge of the
	Arctic Ocean. It stretches southward across the largest
	and northernmost state in the United States, ending at
<i>Line</i>	a remote ice-free seaport village nearly 800 miles from
(5)	where it begins. It is massive in size and extremely
	complicated to operate.
	The steel pipe crosses windswept plains and endless
	miles of delicate tundra that tops the frozen ground. It
	weaves through crooked canyons, climbs sheer
(10)	mountains, plunges over rocky crags, makes its way
	through thick forests, and passes over or under hundreds
	of rivers and streams. The pipe is 4 feet in diameter, and
	up to 2 million barrels (or 84 million gallons) of crude
	oil can be pumped through it daily.
(15)	Resting on H-shaped steel racks called "bents," long
	sections of the pipeline follow a zigzag course high
	above the frozen earth. Other long sections drop out of
	sight beneath spongy or rocky ground and return to the
	surface later on. The pattern of the pipeline's up-and-
(20)	down route is determined by the often harsh demands
	of the arctic and subarctic climate, the tortuous lay of
	the land, and the varied compositions of soil, rock, or
	permafrost (permanently frozen ground). A little more
	than half of the pipeline is elevated above the ground.
(25)	The remainder is buried anywhere from 3 to 12 feet,
	depending largely upon the type of terrain and the

	properties of the soil.
	One of the largest in the world, the pipeline cost
	approximately \$8 billion and is by far the biggest
(30)	and most expensive construction project ever
	undertaken by private industry. In fact, no single
	business could raise that much money, so eight major oil
	companies formed a consortium in order to share
	the costs. Each company controlled oil rights to
(35)	particular shares of land in the oil fields and paid
	into the pipeline-construction fund according to the
	size of its holdings. Today, despite enormous
	problems of climate, supply shortages, equipment
	breakdowns, labor disagreements, treacherous
(40)	terrain, a certain amount of mismanagement, and
	even theft, the Alaska pipeline has been completed
	and is operating.

Practice Questions

- The passage primarily discusses the pipeline's
 - operating costs
 - employees
 - consumers
 - construction
- The word "it" in line 5 refers to
 - pipeline
 - ocean
 - state
 - village
- According to the passage, 84 million gallons of oil can travel through the pipeline each
 - day
 - week
 - month
 - year
- The phrase "Resting on" in line 15 is closest in meaning to
 - consisting of
 - supported by
 - passing under
 - protected with
- The author mentions all of the following as important in determining the pipeline's route EXCEPT the
 - climate
 - lay of the land itself
 - local vegetation
 - kind of soil and rock

SCORE:
____ / 5

LESSON 13. MODAL VERBS (PROHIBITION, OBLIGATION, PERMISSION).

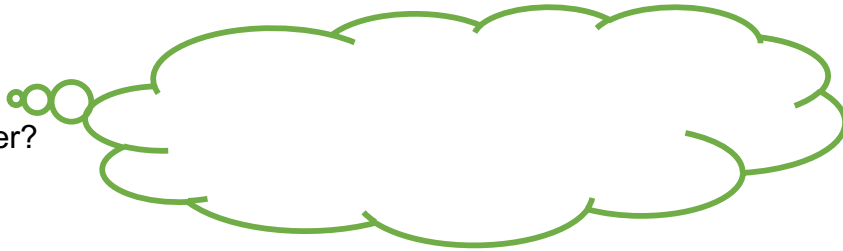
Objective: To practice verbs to ask for / give permission, oblige someone to do something, or to deny someone to do something.

Activity 1. Read the sentences. Write P if it's a prohibition, PP if it's a permission, or O if it's an obligation.

1	Can I go to the restroom?	
2	You can't go in there!	
3	You should go now!	
4	I have to take French this term.	
5	Could I get in the classroom?	
6	You shouldn't wear sunglasses in the English class.	
7	Could I take have some more water?	

Activity 2. How can you tell the following are for permission? Ask a partner and brainstorm ideas.

Could I come in?
May I go to the toilet?
Can I borrow your eraser?



Which sentences can be used for obligation? Write a list.

VOCABULARY AND PRONUNCIATION BANK: (Write important vocabulary and its correct pronunciation).

Activity 3. Read the grammar bank and discuss it in class.

Modals are used to express:		
OBLIGATION must *have to	PERMISSION can may could	ADVICE must should ought to
NON-OBLIGATION need not *don't have to	PROHIBITION mustn't can't	CRITICISM should not
POSSIBILITY may can could might	ABILITY can could *to be able to	FUTURE will
		CONDITIONAL would

Activity 4. Complete the sentences with the correct modal verb. Compare and discuss with your classmates.

SHOULD SHOULD'N'T CAN CAN'T MUST MUSN'T MAY COULD HAVE TO

You _____ make a reservation if you want to go hiking in the most popular areas of New Zealand.

You _____ take a personal seal (*hanko*) made from ivory with you when you visit New Zealand.

In New Zealand, you _____ buy 50 duty free cigars.

You _____ bring a jar of honey into New Zealand.

You _____ hold and pet koalas in some places in Australia, but the koalas won't necessarily like it and may pee (= go to toilet) on you!

You _____ bathe and sunbathe naked in Australia and the UK, but only on special "nudist beaches".

UNIT II. INVITATIONS / PRESENT PERFECT

LESSON 14. PRESENT PERFECT

Activity #1

INSTRUCTIONS: Complete the sentences using the present perfect or simple past form of the verbs in parentheses.

- 1.They _____ (live) in that house for many years. (they live there now)
- 2.I _____ (known) Jill since we were at school together. (we are still friends)
- 3.they _____ (be) married for two years. (they are separate now)
- 4.He _____ (change) his hair color many times. (he continues to change it)
- 5.My aunt and uncle _____ (visit) Europe twice. (they might go again)
6. Joseph _____ (make) a lot of money in his job. (he doesn't work now)
- 7.I _____ (try) to call you several times. (but then I when out)
- 8.My sister _____ (watch) that movie three times. (and watch it again)

Activity #2 Complete the sentences using present perfect

1. _____ You _____ (study) in Asia?
- 2.She _____ (not /study) for the exam
- 3.Adam AND Natalie _____ (live) Together for 3 years.
- 4.Where _____ He _____ (go)?
- 5.We _____ (not/leave) yet
- 6.I _____ (Want) a new car for a long time.
7. _____ the bus _____ (arrive) yet?
- 8.They _____ (Bring) Their children with them.
9. _____ You ever _____ (see) a shooting star?



Activity # 3

Instructions: form 6 sentences with the information in the charts, starting with the phrase “have you ever”



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

LESSON 15. Regular and irregular past participles

Instructions: complete the table with either the infinitive, simple past or past participle form.

Activity # 4

Infinitive	Simple past	Past participle
Think	(1) _____	thought
(2) _____	spoke	spoken
Know	(3) _____	known
Grow	grew	(4) _____
Give	(5) _____	given
(6) _____	began	begun
Choose	chose	(7) _____

LESSON 16. STILL AND YET

Instructions: write the words in the correct order to make sentences and questions

Activity # 5

1. From / I / heard / Emily / still / haven't / .

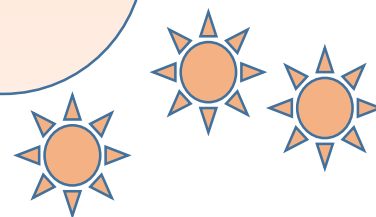
2. Using / yet / the / you / ? / have / computer / finished.

3. Me / emailed / . / She / still

4. Called / Has / you / yet / ? / Mark

5. Haven't / . / me / contacted / still / They

6. Yet / arrived / hasn't / . / Brenda



STILL AND YET

Instructions: Choose between still, already or yet to answer correctly the next questions.

Activity # 6

1. What are you _____ doing here? Didn't you see the doctor yet?
2. Three-day old Tom is _____ an orphan and a refugee.
3. He hasn't been to Paris _____.
4. Is he _____ living in that old flat? I wish he moved son.
5. My sister has _____ gone to bed.
6. Is it time to go _____?
7. I just eat, but I'm _____ hungry again.
8. Days become longer than nights when there's _____ on the ground.
9. They have _____ married.
10. Jacob hasn't left his job at the hospital _____.

LESSON 17. "WILL OR GOING TO"

Activity #7

1. A. I have a terrible headache
B. I _____ you an aspirin
A. 'll get
B. Am going to get

2. Watch out! The baby _____.
A. Will fall
B. Is going to fall

3. What _____ when you finish university?
A. Will you do
B. are you going to do

4. We have some extra money so we _____ our car.
A. Will change
B. Are going to change

5. A: May I speak to Dr. Blake?
B: I _____ you through.
A: 'll put
B: am going to put

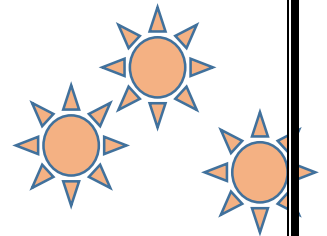
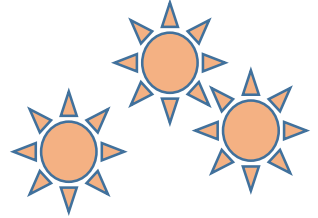
6. It was a pleasure meeting you. I hope we _____ each other again soon.
A. Will see
B. Are going to see

7. Mary is pregnant again. She _____ another baby girl.
A. Will have
B. Is going to have

8. A. are you ready to order?
B. Yes, I _____ the salmon with steamed vegetables, please.
A. 'll have
B. Am going to have

9. Do you think she _____ her plane this time?
A. Will catch
B. Is going to catch

10. My car is at the mechanic's so I _____ to work today.
A. Will walk
B. Am going to walk



LESSON 18. PRESENT PERFECT WITH FOR AND SINCE

Instructions: Look at each time expression and decide whether it is used with for or since.

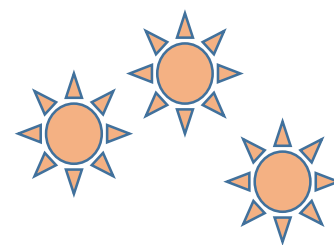
Activity # 8

- | | | |
|----------------------|-----|-------|
| 1. 3 weeks | for | since |
| 2. 1978 | for | since |
| 3. My last birthday | for | since |
| 4. A long time | for | since |
| 5. 10 years | for | since |
| 6. I was a child | for | since |
| 7. A few weeks | for | since |
| 8. Last August | for | since |
| 9. A couple of hours | for | since |

Instructions: Underline the correct word in each sentence

Activity # 9

1. I've waited for you for / since 4 o'clock.
2. I've known karen for /since I was 16.
3. We've lived here for / since 3 years.
4. Claire's worked there for / since 3 years.
5. Harry's wanted a new car for / since a long time.
6. He's been the president for / since 1988.
7. It's been a long time for / since I last saw you.
8. I've had my cat for /since a couple of years.



LESSON 19. SIMPLE PAST WITH AGO

Activity # 10

Instructions: order the following sentences

1. Karen/ days /phoned /five /me /ago./

2. the/ to /States /years /We/ ago/. /went/ United /three/

3. one/ with/ ago/. /played /I /friends/ my /hour /football

4. I /my/ a/ sister/ present /weeks/ ago/. /for/ two /bought

5. book/ ago./ read/ this /Paul /two /months

6. three/ ago./ mobile/ phone/ brother/ His/ new /bought/ days /a

7. I /my/ hours/ two /ago./ history/ lesson/ learn/

8. /walls/ one /ago./ week/ the /painted/ We

9. cinema/ went /the /I/ a/ to/ time/ ago./ long/

10. thirty/ ago./ Mary/ minutes/ sister/ her/ saw

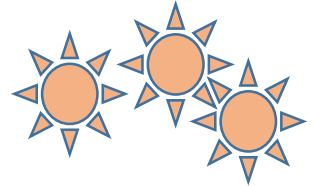


LESSON 20. WOULD LIKE

Activity #11

Instructions: complete the sentences with 'would like' or 'like'

1. _____ you _____ to learn Japanese?
2. _____ you _____ a cup of tea.
3. She _____ playing tennis at the weekends.
4. They _____ to buy a house with a garden.
5. He _____ (not) to lose his job.
6. _____ you _____ going shopping for clothes?
7. _____ you _____ to take a part in a marathon?
8. I _____ Whatching TV in the evenings.
9. What _____ you _____ to do when you retire?
10. What _____ you _____ doing on holidays?



LESSON 21. CAN AND HAVE TO

Instructions: choose in between **can**, **have to** or **must** to answer the correctly the questions.

Activity # 12

1. I _____ (not) eat so much sugar, I will get sick
2. Richard _____ pay the bank today otherwise he end up in jail.
3. You _____ (not) watch so much television, is spoiling your brain.
4. I _____ (not) sing well, I do not have the ability to do it.
5. Students _____ (not)leave bicycles here, they will be robbed.
6. Policemen _____ (not)drink on duty, they will be fired.
7. I _____ change my diet or I will die.
8. My teacher said that I _____ improve my level or I will fail the course.

UNIT III

LIKES, PREFERENCES AND WISHES

LESSON 22. EXPRESSING PREFERENCES

a) Complete the sentences from the text

Expressing likes and general preferences

- 1 I _____ the day in a gym.
2 I _____ biographies of
interesting people.
3 I _____ a variety of magazines.
4 I _____ at the photos.
5 I _____ good detective novels.
6 I _____ to the radio.

Expressing specific preferences or wishes (Would)

- 7 I _____ the Web more.
8 I _____ this pen to Alice.

USES

Use these verbs to say what you like or don't like

POSITIVE

Love
Like
Don't like
Enjoy
Prefer

NEGATIVE

Hate

FORM

Verb +ing (doing)
infinitive (to do)

- 1) Love
- 2) Like
- 3) Enjoy
- 4) Hate
- 5) Prefer
- 6)

Verb +

- 1) love
- 2) Like
- 3) Hate
- 4) Prefer
- 5) Want
- 6) Would like

Use prefer + verb – ing to be specific between two thing.

I prefer reading a good book to watching T.V

I prefer swimming to walking.

Use would like, want and would prefer + infinitive to talk about specific wishes and preferences, now or in the future.

I would like to go a movie

I want to go to Mazatlan.

I would prefer to see an action movie.

b) Complete the sentences with a form of like or would like and the verb in the parentheses.

1 I'm very thirsty. _____ (have) a drink of water.

2 I'm a mathematician. I _____ (do) math.

3 She's very musical, She _____ (listen) to music.

4 Susie _____ (see) the new James Bond movie.

5 _____ (listen) to the radio in the morning?

6 There is a new DVD Frank _____ (borrow).

LESSON 23. Vocabulary: media

A novel	TV	a DVD	the radio	music	a biography	a
magazine	a movie		the news			

- 1 My _____ set has ten channels, including satellite.
- 2 MTV has a wide variety of _____.
- 3 A _____ is a book that someone writes about someone else.
- 4 I saw a great _____ on TV last night.
- 5 Do you want to go to de movies or rent a _____?
- 6 The _____ that you read about on the web is more up-to-date than in a news paper.
- 7 We listened to a discussion about criminals on the _____ this morning.

LESSON 24. Vocabulary: radio and TV shows

Match the different kinds of radio or TV shows with a definition to make a sentence.

1 The news events

2 A sitcom in an informal way.

3 A talk show people.

4 A soap opera win money/prizes.

5 A quiz show

6 A documentary imaginary group of people.

that give you information about recent

where the host talks to the famous people

about the lives of an imaginary group of

where people answer questions to try to

about real people or events.

about humorous events in the lives of an

LESSON 25. TOO MUCH, TOO MANY AND NOT ENOUGH

TOO: To talk about something that exists in more than the required.

TOO MUCH: We use it for when you want to express something that is present in excess and in non-accounting form.

TOO MANY: We use it for when you want to express something that is present in excess and in accounting form.

NOT ENOUGH: This term we use it to express that something is not enough.

Exercise: Put in the correct order

1 enough / this / isn't/ room/ clean

_____.

2 enough / chairs / there / aren't/ the for guests

_____.

3 the/ is/ water/ hot/ go/ enough/ to swimming

_____.

4 table / many / there / too /glasses / are / the / on

_____.

5 too / salt /salad / there / much / is / in

the _____.

LESSON 26. Will + probably / definitely, might

*Use

Use will + probably / definitely, might to talk about different degrees of possibility in the future.

It might rain. 50 %.

It will probably rain. 75 %.

It will definitely rain. 100%.

Form

Subject + will + probably / definitely + simple verb infinitive.

Subject + probably / definitely + won't + simple verb infinitive.

It will probably rain.

It definitely won't rain.

When we speak, will is usually contracted to 'll

Exercise: Make true sentences using might or will / won't + probably / definitely.

1 I will do my homework tonight:

_____.

2 I will get married next year:

_____.

3 My country will win the next World Cup:

_____.

4 It will be sunny tomorrow:

_____.

5 There will be an election in my country next year:

_____.

Complete the text with the correct future form of might be able to, definitely won't, will probably, or will

The problem:

One thing is for certain. In a few years, we will have no choice but to realize that the damage being done to the environment (1)

_____ (it is certain) eventually directly affect you and

me. We must start doing more to protect our environment, otherwise we (2) _____ (it is impossible) see a better, greener and healthier place to live.

Recycling can help:

Look at the bad habits you have now and think about how you can change them. For instance, recycling aluminum cans and paper and going to the bottle bank (3) _____ (it is certain) help. And you (4) _____ (it is possible) make new friends while you are there!

What the government could do:

Governments (5) _____ (it is likely) start increasing the amount of money spent on advertising as a way of encouraging more recycling. Although they have other priorities, they (6) _____ (it is impossible) spend any less than they already do if they want to keep the support of the public.

Conclusion:

The main aim of the protect the environment web is to continue to raise public awareness of how important the environment is. We (7) _____ (it is likely) never be able to end the pollution completely. However, if we don't help ourselves, we (8) _____ (it is impossible) be able to help each other.

LESSON 27. COMPOUND NOUNS.

Match the words on the left with the words on the right to make compound nouns

1 climate

a) bin

2 trash

b) bank

3 bottle

c) can

4 energy

d) power

5 solar

e) change

6 recycling

f) source

Prepositions of place

We use the prepositions of place to say where things are in relation to each other, and the most common are:

In , On, At, Across from, Between, Next to, Behind, In front of, Around, Out of, Inside, Outside.

Exercise: write sentences about where you usually sit in class.

1

_____.

2

_____.

3

_____.

4

_____.

5

_____.

