

1

Knowledge Is Power!



Goals

- Role-play a conversation following the given tips.
- Identify the pauses and stressed syllables in a news brief.
- Ask and answer questions about what people have been doing.
- Write an essay about why learning English is important to you.
- Reflect on the advantages and disadvantages of getting older.
- Write a brief text about an indigenous language from your country.



- Besides English, what other language would you like to learn? Why?
- List the activities you do after getting up.
- What are your best qualities?

1. Read and write the school subjects.

• Geography • Art and Design • P.E. • History • Environmental Science • **Science**


Greenwich International School

Academic Merit



Science

Emilia Ruiz

I'm from Honduras, and English isn't my first language. I really enjoy learning how things work. I like asking questions, doing experiments, and meeting people who are curious like me. Right now, I'm working on a project that shows how light travels.



Shaun López

I come from Costa Rica, and I spend a lot of time outside. I ride my bike everywhere and try to take care of nature. I think a lot about how small actions can help our planet. I'm even helping my family start a compost bin at home.



Isabella Jones

Mom designs buildings and dad works with digital images, so our house is full of sketches and colors. I like drawing every day, and I'm always noticing shapes and patterns. At the moment, I'm working on a big poster for a school project.



Amar Rasgotra

My parents grew up in Egypt and love telling stories about what life was like for them and their families when they were younger. I like learning about the past and thinking about how it connects to today. Right now, I'm reading about an explorer who traveled across Africa.



Dian Sinurat

I'm from Malaysia, and I always need to stay active and move around. I get restless if I sit too long in one place. I love sports and I'm into skateboarding, parkour, and anything active that keeps me going. Right now, I'm practicing for our swimming competition at school.



Sophia Levine

I'm originally from Poland, but I've lived in a few different countries. I love learning about new places—how people live, what the land is like, and even the weather. Right now, I'm using an app to track where we're going on our next trip. We're traveling to Greece next year.

2. Answer according to exercise 1.

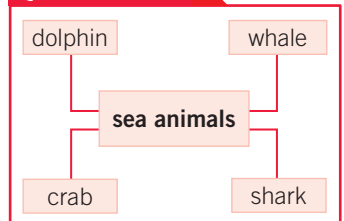
Who...

- | | |
|---|--|
| a. reads about an explorer? <u>Amar</u> | d. uses a bike every day? _____ |
| b. draws and notices patterns? _____ | e. tracks places with an app? _____ |
| c. trains for a competition? _____ | f. is doing a project about light? _____ |

3. Make four vocabulary word webs: *types of school*, *time periods*, *achievements*, and *school people*. Classify the words below.

- | | | | | |
|----------------|--------------|--------------|---------------|---------------|
| • grade school | • year | • student | • certificate | • term |
| • kindergarten | • diploma | • principal | • scholarship | • semester |
| • counselor | • university | • honor roll | • teacher | • high school |

Quick note!



Your grammar: simple present and present progressive

4. Write an example from exercise 1 for each use. Then, mark (✓) *SP* (Simple present) or *PP* (Present progressive).

Uses	Examples	SP	PP
a. Talk about something happening now.			✓
b. Express a mental or physical state.			
c. Describe a habit or routine.			
d. Talk about a future arrangement.			

5. Complete using the correct form of the verbs in parentheses.

- a. Sebastian _____ (love) outdoor activities.
b. Kate _____ (learn) how to use watercolors.
c. Mom _____ (think) breakfast is the most important meal.
d. Liam and Luna _____ (travel) to Italy next week.

Useful English: starting and ending a conversation

6. Listen and highlight the answers to these questions: *Are we listening to the beginning or end of the conversations? Do people sound rude or polite?*

Conversation a:

beginning / end - polite / rude

Conversation b:

beginning / end - polite / rude

Conversation c:

beginning / end - polite / rude

Conversation d:

beginning / end - polite / rude

Quick note!

- **Dynamic verbs** describe actions, movement, processes, or changes: *do, play, study*, etc. They have a progressive form.
- **Stative verbs** describe a state, a feeling, an emotion, or possession: *like, feel, believe, own*, etc. They don't usually have a progressive form.

7. Use the phrases in the box to complete the tips.

To start a conversation

Be polite when greeting someone for the first time.

_____ meaningful and interesting when talking about a subject.

Be curious but _____ personal questions right away! Take your time.

To end a conversation

_____ you cannot continue with the conversation.

Say something nice like "_____ talking to you" to show appreciation.

_____ to wrap things up and say goodbye.

- it was good
- keep it
- don't forget
- ~~be polite~~
- don't ask
- explain why

8. Pair work. Imagine you're new at school. Role-play a conversation using the previous tips.

Checkpoint

I can role-play a conversation following the given tips.

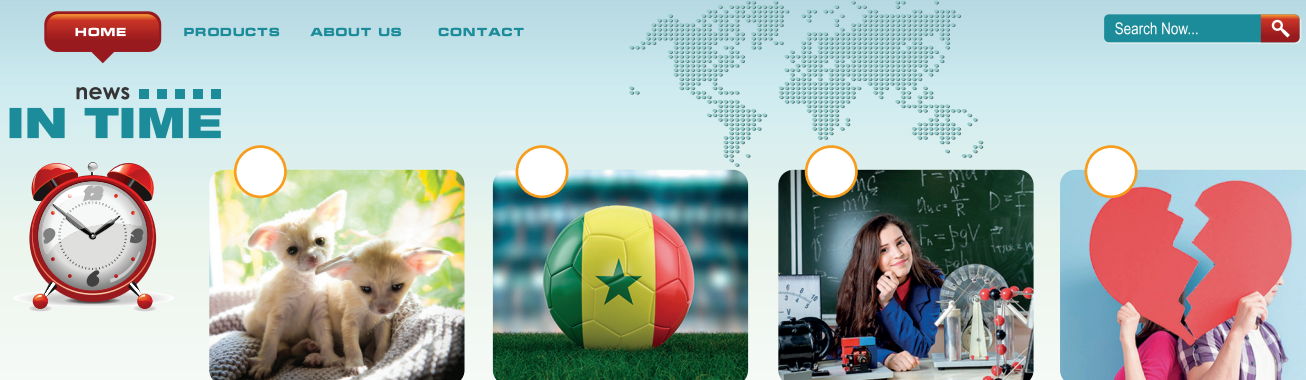


1. Read and write a headline for each news brief. Then, match.

- African Winners
- Problem at the Stadium
- Star Couple *Breaks Up!*
- Cute Twins Alert!
- From Actress to Scientist
- A Famous Couple Is Born

Quick note!

break up = to put an end to a relationship



a.

Fourteen-year-old actress Megan Ford has graduated from high school. She received her diploma yesterday evening at Greenwich International School. Ford, famous for her leading role in the blockbuster movie *Red River*, was on the honor roll, and her outstanding grades have earned her a scholarship to study physics. She has decided to put her acting career on hold to pursue a career at NASA.

b.

Senegal has become the first African country to win the Gold Cup. Yesterday evening, the spectators at the Maracanã Stadium in Brazil watched Senegal defeat the tournament favorite, Germany, with a score of 3–2. The team will return to Dakar in a few days, where it is expected to be welcomed by thousands of fans.

c.

After six years together, Tessa and Johnny Vibe have split, and all their scheduled public performances have been canceled. Tessa's manager, Marcus Lin, announced the news this morning and confirmed that the separation was amicable. Tessa and Johnny Vibe have asked the media for space at this time.

d.

The Portland Wildlife Center in Oregon has welcomed twin fennec fox kits. The kits were born to Mei last Friday, and each weighs just under fifty grams. Keepers originally thought there was only one kit, but it was only because Mei was hiding one of them. The newborns are healthy and will be introduced to the public in a few months.

2. Complete the questions with *who* or *what*. Then, answer.

- Who broke up?
Tessa and Johnny Vibe
- _____ was in a movie?

- _____ surprised people at the zoo?

- _____ beat Germany?

- _____ is the actress' future plan?

3. Find words in the texts with these meanings.

- People who watch an event:
spectators
- Friendly, without anger:

- A very successful film:

- Someone who works at a zoo:

- Beat, win against:

- Separated:

Your grammar: present perfect and simple past

4. Answer the questions about the news briefs with *present perfect* or *simple past*.

a. What verb form is used in the first sentence of each article to report the news?

b. What verb form is used in the second sentence to say when the event happened?

5. Complete the table.

	Affirmative	Negative	Question
Simple past	subject + past form	subject + _____ + base form	did + subject + _____
Present perfect	subject + <i>have/has</i> + past participle form	subject + _____ + past participle form	<i>have/has</i> + _____ + past participle form

6. Complete with the correct form of the verbs. Then, write a headline for each news brief.

- rescue
- see
- trip
- injure
- swim
- fall
- stay
- decide
- be
- commend

Challenge!

Find out if there's something similar to the K-9 unit in your country. Share your findings with the class.



A local 3-year-old German Shepherd, member of the K-9 unit, (a) has rescued a senior woman from the sea while off-duty. Yesterday afternoon just after midday, Rex (b) _____ Melinda Perkins, eighty-two, in trouble and (c) _____ into the sea to save her. The mayor of the town himself (d) _____ Rex for his bravery.



Zaila (e) _____ her arm. Last Tuesday afternoon, the K-pop singer was giving a concert in Madrid when she (f) _____ and (g) _____ on stage. The singer (h) _____ immediately taken to a hospital where she (i) _____ until this morning. Her manager (j) _____ to cancel all of her concerts in Europe.

7. Choose one of the headlines below and write a news brief in your notebook.

Teenage Hero Saves the Day

Neighbors start free food garden

Teens Plant Trees in City Park

Fundraising for Homeless Animals

Pronunciation: rhythm and intonation



8. Go back to the fennec fox kits news brief. Listen and mark (/) the pauses. Then, listen again and underline the stressed syllables.



9. Mark the pauses and stressed syllables in your news brief from exercise 7 and read it aloud.

Checkpoint

I can identify the pauses and stressed syllables in a news brief.





1. Look and label. Then, listen and check.

- | | | |
|--------------------------|--------------------|----------------------------------|
| • style your hair | • take a shower | • file your nails |
| • clip your nails | • get dressed | • wash your hair |
| • blow-dry your hair | • brush your teeth | • floss your teeth |
| • shave | • put on makeup | • look at yourself in the mirror |

Quick note!

style your hair = to shape your hair in a particular way



style your hair



2. Write the activities you do to get ready for school and for a party.

• Get ready for school:

• Get ready for a party:



3. Listen and underline the correct options.

- a. Mateo has finished *showering* / *filing his nails*.
 b. Now, he's *washing* / *drying* his hair.
 c. The school concert starts at 7:30 / 8:30.

- d. Mateo's *phone* / *alarm clock* is wrong.
 e. Liam has been waiting for *half an hour* / *an hour*.
 f. Liam needs to *shave* / *take a shower*.

Your grammar: present perfect progressive

4. Match the descriptions with the examples.



How long have we been waiting?

We've been waiting for over an hour!

___ This refers to the duration of an action.

___ This asks about the duration of an action.

5. Read the examples in exercise 4 and complete the rules.

a. For affirmative sentences use this structure: subject + _____ + _____ + *-ing* form.

b. To ask questions, you just have to switch the subject and _____.

6. Listen and write what they have been doing.



She's been washing the car with her mom.







7. Take turns: describe a situation, your partner guesses!.

There is paint on my clothes.

Yes, I have!

Have you been painting?

Pronunciation: stressed syllables in questions with *how long*

8. Use the prompts to write questions using *how long*. Then, listen and underline the stressed syllables.

a. (be a student) How long have you been a student?

b. (live in this city) _____

c. (wear that outfit) _____

d. (have your phone) _____

e. (go to this school) _____

9. Pair work. Ask and answer the questions in exercise 8. Don't forget to stress the correct syllables.

Quick note!

soaking wet = very wet



Quick note!

- *How long have you been playing soccer?* (dynamic verb)
- *How long have you owned your bike?* (stative verb)

Checkpoint

I can ask and answer questions about what people have been doing.



1. Read the text. Then, write *True* or *False*.

✉ New message
— ↶ ✕

To tarstudent11@schoolmail.com; breezysoul@eduweb.com; max20@schoolmail.com

Subject Check out my essay

Hi! As promised, here's my essay for the contest. Let me know your thoughts!

–Daniela

I grew up in Quito, Ecuador, where my uncle would read to me every afternoon after preschool. Initially, I was too young to read on my own, but once I could, I started reading aloud to him. I was a very **active** and **curious** child, eager to learn about the world, and I did pretty well in preschool. Then, my family and I moved to Canada.

When I started school there, my teacher only spoke English, and I was too **shy** to try speaking the new language. I didn't know enough words to communicate, and I couldn't feel motivated. I suddenly felt **dumb** and transformed into a **reserved**, **timid** student. My grades started to slip. One day, I overheard a few teachers talking about me. They said that I was **smart**, but too lazy to succeed. I realized that they didn't understand me, and I became **determined** to prove them wrong. I started taking extra English classes. I had tons of homework to do every day, but I was **stubborn** and **disciplined**, and my sister helped me a lot. After some time, I made the honor roll – and I'm still on it.

I'm now fluent in both languages, and I hope my grades will help me earn a college scholarship. My uncle says I speak English too much, but I continue reading books in Spanish.

Learning a second language has taught me that people see the world differently. It has made me more **tolerant** of others. I try to understand and appreciate the differences that make individuals and cultures so unique, rather than passing judgment.

T 🖼 ✎ 😊 🔗 🗑

SEND

a. Daniela wasn't born in the USA. True

b. Her uncle lives in the USA.

c. Her brother did her homework.

d. Daniela became more tolerant.

e. She has a scholarship.

2. Classify the adjectives in green from exercise 1 and the ones below.

aggressive enthusiastic generous proud restless arrogant sarcastic cheerful impulsive obedient superficial unpleasant				Challenge! Which of the adjectives in the table describe you or people you know?	
Positive qualities	Negative qualities	Both			

3. Pair work. Discuss: *Did you categorize the adjectives in the same way? Why?*

Your grammar: too, too much, too many, and not... enough

4. Match the sentences to the ones with the same meaning.

a. I was too young to read.

I had too much homework to do every day.

b. I didn't know enough words to communicate.

I wasn't old enough to read.

c. I wasn't working hard enough to succeed.

I was too lazy to succeed.

d. I had tons of homework to do every day.

There were too many unfamiliar words.

5. Unscramble and match.

Quick note!

Too, too many, too much, and not... enough usually describe negative or undesirable situations:

- This coffee is *too* hot to drink right now.
- There are *too many* unread books in my shelf right now.
- He spends *too much* time on social media.
- The instructions were *not* clear *enough* and I made a mistake.



a



a. outside / it's / hot / work / to / too *It's too hot to work outside.*

b. he / strong / lift / dumbbell / isn't / enough / to / the

c. too / that / for / me / to / car's / expensive / buy

d. added / too / Lauren / tea / sugar / much / to / her

e. had / Elena / chores / too / to / many / do



6. Group work. Discuss: *What are the advantages of learning other languages? Why is it important to learn about different cultures?*

7. In your notebook, write a short **essay** to answer the following question: *Why is language the bridge to new worlds?* Follow the outline.

Paragraph 1:

Provide an introduction to the topic and state the two main reasons why you want to learn English.

Paragraphs 2 and 3:

Elaborate on each of the reasons from paragraph 1.

Paragraph 4:

Wrap up by explaining why English matters to you.

Note: Include what you learned in lessons A through D in your essay.

Quick note!

An **essay** is a text designed to communicate an idea, put forward an argument, or promote debate.

Checkpoint

I can write an essay about *Why language is the bridge to new worlds.*



Listening and Speaking

1. Complete Asher's vlog post with the correct form of the verbs (simple present or simple past). Then, check.



Asher's Life in the Teenage Zone

Hi **y'all**!

My fifteenth birthday is coming up soon, but I (a) 'm not (not be) sure if my life will change that much. When I (b) _____ (be) in elementary school, dad (c) _____ (use) to walk me to the bus stop. It was nice, but I always (d) _____ (want) a little more freedom. Now in junior high I (e) _____ (ride) the city bus on my own, and I (f) _____ (can) meet up with my friends at the mall or the park. That feels pretty grown up. Have your daily routines changed in any way as you've grown older?

Another difference is that I (g) _____ (use) to get very little homework, which I (h) _____ (do) while I (i) _____ (listen) to music, and it (j) _____ (be) easy. Now I (k) _____ (have) a lot of assignments every day, and if I try to listen to my favorite songs, I always make mistakes. It feels like I never (l) _____ (seem) to have enough time to do my schoolwork and fun stuff. Have your lives become more difficult as you've grown up?. Share your experience in the comments! **TTYL**

⏮ ⏪ ⏩ ⏭ 2:25 / 5:47 ⏮ ⏪ ⏩ ⏭

Quick note!

y'all = you all

TTYL = talk to you later

2. Based on Asher's post and your ideas, write two advantages and disadvantages of getting older.

Advantages:

- _____
- _____

Disadvantages:

- _____
- _____



3. Highlight the two questions that Asher asks. Then, write a comment answering them.



👍
💬
REPLY

Challenge!

In pairs, record a two-minute video telling how you feel about being a teenager.

4. Group work. Discuss your answers to Asher's questions.

Checkpoint

I can reflect on the advantages and disadvantages of getting older.





Before reading

1. Pair work. Discuss: *What's cultural identity? Do you think that the language you speak is part of your cultural identity? Why?*

While reading

2. Complete the text with the sentences in the box. There is an extra sentence.



Video



Flashcards

The Last Voice of Yaghan

1

Yaghan, a language that was once spoken by the Indigenous Yaghan people of Tierra del Fuego for over 6,000 years. ____ However, the arrival of European settlers in the 19th century brought diseases like smallpox and measles, which decimated the population. Social stigma and shame further caused families to stop teaching the language to younger generations

- a. At its peak, around 3,000 people spoke Yaghan.
- b. As a consequence, many people are interested in learning the Yaghan language, these days.
- c. When a language disappears, a unique perspective on the world is lost.
- d. Cristina Calderón, who passed away at 93, was the last person to speak Yaghan fluently.
- e. Cristina died in 2022, ending the era of native speakers.

2

____. After her sister's death in 2003, Cristina took on the vital role of preserving her culture and language in Villa Ukika near Puerto Williams. She dedicated her life to maintaining Yaghan traditions by weaving baskets, speaking the language daily, and collaborating with her granddaughter to create a Yaghan Spanish dictionary, which included a CD of her voice.

3

Cristina Calderón, recognized as a "Living Human Treasure" by Chile and UNESCO, passed on her legacy to her daughter, Lidia González, who continues to advocate for Yaghan's protection within Chile's constitutional reforms. ____ However, her recordings, dictionary, and other materials have become key tools for Lidia's daughter and other community members committed to reviving the language.

4

Cristina's story highlights the importance of preserving languages as carriers of culture, history, and identity. ____ Efforts to revive endangered languages like Yaghan ensure that cultural diversity and heritage continue to thrive. Though Cristina's voice is silent, her legacy lives on through those dedicated to bringing Yaghan back to life.



Cemetery of the Yaghan people

Believe it or not...

Although indigenous peoples constitute less than 6% of the world's population, more than 4,000 indigenous languages are spoken worldwide.

After reading

3. Write the number of the paragraphs, if any, that...

- a. Cristina worked with a relative to preserve the Yaghan language.
- b. the Yaghan people inhabited Tierra del Fuego for thousands of years.
- c. social stigma contributed to the abandonment of the Yaghan language.
- d. several other endangered Indigenous languages currently spoken in Chile.
- e. Cristina received international recognition for her cultural preservation efforts
- f. how losing a language means losing a unique cultural perspective and identity.

2, 3

4. Read and write *T* (True) or *F* (False).

- a. The Yaghan language is nowadays spoken by 3,000 Indigenous people of Tierra del Fuego.
- b. Cristina Calderón's death is particularly important because all traces of the Yaghan language disappeared with her.
- c. Many families stopped teaching Yaghan to their children, because they considered it too difficult for modern life.
- d. Cristina Calderón's granddaughter helped her create a Yaghan-Spanish dictionary with audio recordings.
- e. Lidia González, continues to support the Yaghan language through political and constitutional advocacy.

F



5. Come up with two reasons why we should protect endangered languages. Then, discuss them in groups.

Writing

6. Find information about an indigenous language from your country and write a text answering the questions in the box.

Blank writing area for student response.

- What community speaks this language?
- Where is the community located?
- Approximately how many speakers does it have?
- What do you find remarkable about this language?
- Is it an endangered language? Why?

Checkpoint

I can write a brief text about an indigenous language from my country.





Step 1

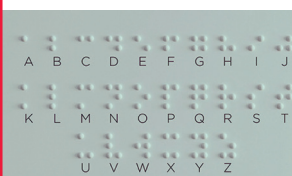
Pair work. Read the following text and discuss how language diversity may pose a challenge to the development of a more inclusive society.

Groups that regularly communicate in different languages coexist in a linguistically diverse context. Two important examples of these groups are the indigenous communities that preserve their ancestral languages and people with certain types of disabilities who communicate using sign language or **notation systems** such as Braille. The preservation of language diversity is important, among other things, because it contributes to safeguarding our cultural identities.



Quick note!

notation system = a set of written symbols used to represent something such as music or mathematics. For example, Braille is a six-dot notation system that uses tactile representations of the alphabet letters.



Step 2

Research an indigenous language (it could be the one you wrote about on page 22, exercise 6) or a notation system used by a group of people with a disability.

Step 3

Based on steps 1 and 2, create an animated video about the language or notation system you chose. Mention why you think it's important to learn about it.

Deaf people communicate using sign language. Sign language isn't universal. Deaf people from different countries use different sign languages.

Learning it allows us to communicate with people with impaired hearing, as well as raise awareness of deaf culture.

Keep the following in mind for your animation:

- Include some vocabulary and sentences from the chosen language or notation system.
- You can use several free online tools to create the animated video, such as *Animaker* and *Pow Toon*.
- Use **thought-provoking** images that reinforce the ideas you are presenting.



Quick note!

thought-provoking = that makes you think seriously about something

Step 4

Discuss your experience. Read and answer the questions.

a. What did you like about this project?

b. What difficulties did you face during the project?

c. What did you learn from your classmates' projects?

1. Read and underline the correct options.

Violet: Hey, Mason, guess what! I take / am taking photography classes after school this semester.

Mason: Oh, really? That's cool. How long have you been doing photography?

Violet: Only for a month, but I am wanting / want to take an advanced class next year and become an excellent photographer.

Mason: Cool. I am / am being also interested in photography.

Violet: Really? I didn't know. By the way, Sandra, my photography teacher, is taking / takes some pictures at the park right now. Do you want to go with me?

Mason: Sorry, Mom waits / is waiting for me to go grocery shopping. Maybe next time.

Violet: Sure!



2. Write the simple past or present perfect form of the verbs.

First Time for Triplets at the Cochrane Polar Bear Habitat

▶ A polar bear (a) has had (have) triplets at the Cochrane Polar Bear Habitat in Ontario, Canada. According to the facility's manager, the cubs (b) _____ (be) born last night and are in good health.

It's not the first time a polar bear (c) _____ (give) birth in the Polar Bear Habitat, but it's the first time for triplets. The cubs (d) _____ (not appear) in public yet.

The Polar Bear Habitat (e) _____ (provide) care for nine polar bears since it (f) _____ (open) 18 years ago and (g) _____ (become) one of the most important rescue and rehabilitation centers in the world. Over a thousand people (h) _____ (visit) the habitat last month. Most of them (i) _____ (go) on the behind the scenes tour, where they (j) _____ (have) the chance to see the place where the bears sleep and ask as many questions as they (k) _____ (want).



3. Look and describe what they have been doing using the prompts.



a.

(work / in the garden)



b.

(listen to music / and sweep the floor)



c.

(surf / in the ocean)



d.

(do karate / at the dojo)

4. Rewrite the sentences with the words in parentheses and *too* or *not... enough*.

a. Susan doesn't run fast enough to win a race. (slowly)

Susan runs too slowly to win a race.

b. Rachel and Kevin aren't old enough to go to the concert. (young)

c. The bag is too heavy to carry it. (light)

d. The movie doesn't finish early enough, so I can't go see it. (late)

e. It's too hot outside to go out. (cool)

5. Read and underline the correct options. Then, match.

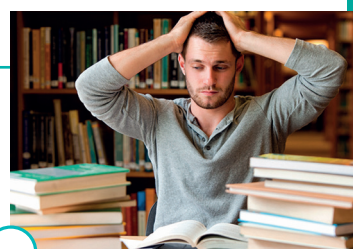
a. The music at my neighbor's party was *too many* / *too much* / *too* / *enough* loud. We couldn't sleep!

b. There are *too many* / *too much* / *too* / *enough* dirty dishes and cups! Can you help me, sis?

c. I don't have *too many* / *too much* / *too* / *enough* money to buy the latest fighting video game. I'll have to save some more.

d. I can't come out tonight. I have *too many* / *too much* / *too* / *enough* to read.

e. It's *too many* / *too much* / *too* / *enough* stormy to go to the beach. Let's wait for a sunny day.



6. Pair work. Tell stories about what these people have been doing using the words in parentheses. Ask and answer questions.

This is Alexa. She's a biker. She has been...

Has she been...?



(run / ride)



(study / go shopping)



(sleep / clean)



(get wet / play)