

# ENGLISH BACHILLERATO PREP COURSE

*A Guide to Prepare Students for the  
Ministry of Public Education's Graduation Exam*

**2nd Edition**



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Dear Educators,

Welcome to the 2<sup>nd</sup> edition of the English Bachillerato Prep Course. This guide is designed to help fellow educators prepare their students to take and pass the Costa Rican Ministry of Public Education's English graduation exam (*prueba de bachillerato de inglés*). All high school seniors must pass the test before graduating.

The purpose of this guide is to provide lesson plans, worksheets, practice readings, and other materials an instructor would need to run a preparatory course for the English graduation exam. The lesson plans in this guide mirror the subjects covered in previous exams to prepare students for the content actually seen on the test. The authors of this edition of the guide highly suggest adapting the lesson plans to fit the target students' needs. For example, change the size of a vocabulary list or find more pertinent readings for a particular group. The guide can also be adapted to give students an opportunity for self-study.

The material found in this guide was drawn from the previous manual put together by RPCVs (Megan Coon, Ken Ferrell, and Kevin Klott), resources provided by the Costa Rican Ministry of Public Education, and content developed by current PCVs serving in Costa Rica. This edition addresses updates made to the exam, contains new readings, has more resources, and makes some improvements to formatting. The English Bachillerato Prep Course would not exist without the hard work of Peace Corps volunteers in the TEFL program (both past and present) and the Peace Corps staff.

As Peace Corps volunteers, we rely heavily on the collaboration of the Ministry of Public Education and our counterparts in order to complete these kinds of English projects. Without the technical expertise of teachers in our sites of service or the support of national and regional English advisers, this guide would not be possible. The authors of this guide would like to thank all of our counterparts in the Ministry of Public Education for their collaboration.

Most importantly, thank YOU as an educator for using this guide to support your students and helping expand the possibilities for the youth of Costa Rica.

Pura Vida,

Rishi Khalsa  
Peace Corps Costa Rica  
Tico 25

## Foreword

Las pruebas nacionales de Bachillerato de Inglés son, sin duda, el último reto que enfrentan los estudiantes egresados de undécimo año, para poder culminar el capítulo de conclusión de la educación secundaria, tanto de la rama técnica como académica y constituyen, por ende, un desafío hacia la movilidad social.

El reporte de los resultados de las recientes pruebas nacionales estandarizadas de Bachillerato, han reflejado la necesidad de mejorar el desempeño de los estudiantes.

Es de interés de esta administración, el conjurar múltiples esfuerzos que potencien iniciativas de cooperación hacia el logro de mejores derivaciones en el aprendizaje de esta lengua extranjera.

Nos complace presentar este compendio, elaborado por cinco voluntarios del Cuerpo de Paz, del programa TEFL (Teaching English as a Foreign Language) en Costa Rica; el cual, es una valiosa iniciativa y representa una herramienta más en los esfuerzos para el fortalecimiento de los conocimientos de comprensión de lectura, de los estudiantes, quienes esperan, enfrentar con éxito, las pruebas nacionales de bachillerato.

Las estrategias y ejercicios desarrolladas en este módulo, son producto del esfuerzo y compromiso colectivo de los jóvenes voluntarios norteamericanos, que con esmero y dedicación, ponen al servicio de la población de estudiantes costarricenses, su trabajo, y con ello una ventana más de oportunidades educativas. Nos es grato agradecerles y decirles:



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## About the Test

### Structure

The test consists of 70 multiple-choice questions often accompanied by a visual to aid topic recognition. There are approximately 15 texts in the exam and each text will have anywhere between 2 to 6 corresponding questions. Students have 3 hours to complete the test and must mark their answers on a separate answer sheet.

### Content

The test is based on 13 different topics with specific linguistic objectives and grammar points selected by the Ministry of Public Education. The lesson plans in this guide are based on those topics. Please see the section on MEP objectives for more information. The texts in the exam are often taken from the following sources:

- Tico Times
- Travel Guides
- AllRecipes.com
- Wikipedia
- Other Online Articles about Costa Rica

### Skills

There are a number of important language skills needed to pass the test. The most important ones identified by the authors are the following: reading comprehension skills, test-taking skills, and grammar skills. Please see the handouts on test-taking skills and grammar skills for more information on those aspects of the test. Some important reading comprehension abilities for the exam are the following:

- Recognize and understand vocabulary.
- Comprehend general meaning or “big picture” of a text.
- Deduce meaning from context.
- Identify keywords and understand how they change the meaning of a text.

### Other Details

The test is offered at different times of the year depending on the type of institution. Speak to institutional staff to find your institution’s test date. Previous versions of the test included separate questions specifically testing particular grammar points, e.g. homonyms, linking words, etc. These points are now tested as part of the reading comprehension sections. The subject breakdown used in this guide is based on the test objectives provided by the Ministry of Public Education for 2014 and 2015. In previous years there was a section entitled “Mass Media and Communication” but the Ministry has combined it with the section on “Science and Technology.”

See the Ministry of Public Education’s website for more information on the test and other resources: <http://www.mep.go.cr/pruebas-de-bachillerato>.

## Ministry of Public Education Test Objectives

## 1) Achievements of Our National Athletes

<b>Linguistic Objectives of the Program</b>	<b>Content</b>
<ul style="list-style-type: none"> <li>• Understanding short and factual texts.</li> <li>• Understanding ideas and information in the text through making inferences.</li> <li>• Understanding conceptual meaning.</li> </ul>	<ol style="list-style-type: none"> <li>1. Achievements</li> <li>2. Biographies</li> <li>3. Sports</li> <li>4. Lexicon related to this target content</li> </ol> <p>Consider the language examples from the National Syllabus.</p> <p><i>Who, when, where, how fast/long, which, etc.</i></p> <p><i>What sports does x play?</i></p> <p><i>Are you good at x?</i></p> <p><i>What's his/her best x?</i></p> <p><i>Sports: swimming, diving, archery, canoeing, etc.</i></p> <p><i>National athletes: achievements, biography, etc.</i></p>

## 2) Costa Rican Art, Music, and Crafts

<b>Linguistic Objectives of the Program</b>	<b>Content</b>
<ul style="list-style-type: none"> <li>• Understanding the communicative value (function) of sentences and utterances.</li> </ul>	<ol style="list-style-type: none"> <li>1. Art expressions, acting, painting, architecture, dance, music, sculpture, writing, crafts, and others.</li> <li>2. Exponents</li> <li>3. Locations</li> <li>4. Techniques</li> <li>5. Lexicon related to this target content</li> </ol> <p>Consider the language examples from the National Syllabus.</p> <p><i>Which, when, what, how many, how, why, etc.</i></p> <p><i>Who is a famous painter/writer?</i></p> <p><i>Where does the x play?</i></p> <p><i>Yes/no questions.</i></p> <p><i>Do you like/prefer x?</i></p> <p><i>Is he/she a x?</i></p> <p><i>Types of music: classical, popular, etc.</i></p> <p><i>Places: gallery, theater, etc.</i></p>

## 3) Costa Rican Typical Food

Linguistic Objectives of the Program	Content
<ul style="list-style-type: none"> <li>Identifying details in familiar material.</li> <li>Understanding relations between the parts of a text through lexical cohesion devices.</li> </ul>	<ol style="list-style-type: none"> <li>Costa Rican typical food</li> <li>Daily meals</li> <li>Cuisine in Costa Rica and English speaking countries</li> <li>Lexical cohesion devices</li> <li>Lexicon related to this target content</li> </ol> <p>Consider the language examples from the National Syllabus.</p> <p><i>What are the most popular dishes in x?</i></p> <p><i>What do you eat for breakfast, lunch, etc?</i></p> <p><i>Which, when, how, what kind of x?</i></p> <p><i>Do/does x like x?</i></p> <p><i>What's typical from x?</i></p> <p><i>What's your favorite food?</i></p> <p><i>What food do you like?</i></p> <p><i>What do you like to eat? We eat a light breakfast, a heavy lunch, and a medium size dinner. Ice cream with peanuts. Fish and chips.</i></p>

## 4) Types of Food

Linguistic Objectives of the Program	Content
<ul style="list-style-type: none"> <li>Identifying the main point or important information in a piece of discourse.</li> <li>Distinguishing the main idea from supporting details.</li> </ul>	<p>Costa Rican and international food preparation</p> <ol style="list-style-type: none"> <li>Ingredients</li> <li>Procedures</li> <li>Kitchenware and appliances</li> <li>Lexicon related to this target content</li> </ol> <p>Consider the language examples from the National Syllabus.</p>

## 5) Eating Habits and Behaviors at the Table

<b>Linguistic Objectives of the Program</b>	<b>Content</b>
<ul style="list-style-type: none"> <li>Identifying the main point or important information in a piece of discourse.</li> <li>Distinguishing the main idea from supporting details.</li> </ul>	<ol style="list-style-type: none"> <li>Costa Rican eating habits: eating time, courtesy, etiquette, table setting, and manners</li> <li>Lexicon related to this target content</li> </ol> <p>Consider the language examples from the National Syllabus.</p> <p><i>We prefer x.</i></p> <p><i>Lunch is more formal.</i></p> <p><i>Our main meal is x.</i></p> <p><i>What food do/does x like the best?</i></p> <p><i>In my family, we set the table this way.</i></p>

## 6) Holidays and Celebrations in Costa Rica with Celebrations in English Speaking Countries

<b>Linguistic Objectives of the Program</b>	<b>Content</b>
<ul style="list-style-type: none"> <li>Identifying details in familiar material.</li> <li>Understanding relations between the parts of a text through lexical cohesion devices.</li> </ul>	<ol style="list-style-type: none"> <li>Holidays</li> <li>Festivities and celebrations</li> <li>Origin and traditions</li> <li>Customs</li> <li>Lexical cohesion devices</li> <li>Lexicon related to this target content</li> </ol> <p>Consider the language examples from the National Syllabus.</p> <p><i>What's your favorite x?</i></p> <p><i>When is it celebrated?</i></p> <p><i>How is it celebrated?</i></p> <p><i>My family is used to going/eating/celebrating on x.</i></p> <p><i>I prefer x.</i></p>



## 7) Causes and Effects of Natural Resource Misuse

Linguistic Objectives of the Program	Content
<ul style="list-style-type: none"> <li>• Understanding a range of imaginative and factual material that includes some complex sentences and unfamiliar language.</li> <li>• Understanding the communicative value (function) of sentences and utterances.</li> </ul>	<ol style="list-style-type: none"> <li>1. Natural resources</li> <li>2. Disasters</li> <li>3. Resource misuse: contamination, deforestation, other</li> <li>4. Campaigns</li> <li>5. Sustainability</li> <li>6. Preservation</li> <li>7. Flora and Fauna</li> <li>8. Lexicon related to this target content</li> </ol> <p>Consider the language examples from the National Syllabus.</p> <p><i>We should x.</i></p> <p><i>A solution could be x.</i></p> <p><i>I think/believe that x.</i></p> <p><i>I agree/don't agree x.</i></p> <p><i>It's better to x.</i></p> <p><i>X may be correct x.</i></p>

## 8) Tourist Aspects Worldwide and Tourist Attractions Offered by Costa Rican Communities

Linguistic Objectives of the Program	Content
<ul style="list-style-type: none"> <li>• Understanding conceptual meaning.</li> <li>• Recognizing indicators of discourse.</li> <li>• Drawing conclusions from extended texts.</li> </ul>	<ol style="list-style-type: none"> <li>1. Advantages and disadvantages</li> <li>2. Tourist attractions</li> <li>3. Facilities</li> <li>4. Accommodations</li> <li>5. Tour packages</li> <li>6. Fares</li> <li>7. Lodging</li> <li>8. Schedules</li> <li>9. Itineraries</li> <li>10. Local and international tourism</li> <li>11. Lexicon related to this target content</li> </ol> <p>Consider the language examples from the National Syllabus.</p> <p><i>Do you like x?</i></p> <p><i>Have you ever x?</i></p> <p><i>Have you gone/liked/enjoyed x?</i></p> <p><i>Why don't you x?</i></p> <p><i>Would you x?</i></p> <p><i>You should x.</i></p> <p><i>There is/are x.</i></p> <p><i>Let me show you x.</i></p> <p><i>The place offers you x.</i></p> <p><i>May I help you?</i></p> <p><i>You should take this trip because x. It's your chance to see it all in a month. Go through customs/violate regulations.</i></p> <p><i>This is a one-month package and includes air fares, transportation, and x.</i></p> <p><i>What's the capital city of x?</i></p> <p><i>I wonder what that place may be?</i></p> <p><i>Can you tell me what it is like there?</i></p>

## 9) Common Illnesses and New Diseases and Epidemics

Linguistic Objectives of the Program	Content
<ul style="list-style-type: none"> <li>Understanding a range of imaginative and factual material that includes some complex sentences and unfamiliar language.</li> </ul>	<ol style="list-style-type: none"> <li>Symptoms</li> <li>Diagnosis</li> <li>Treatments</li> <li>Medications</li> <li>Illnesses: chickenpox, mumps, flu, measles, hepatitis, cancer, and others</li> <li>Syndromes: Parkinson's, AIDS, Alzheimer's, and others</li> <li>Minor affections: vision problems, cough, loss of hearing, insomnia, headaches, and others</li> <li>Social diseases and their effects on health: stress, chronic fatigue, alcoholism, smoking, drug addiction, eating disorders such as bulimia and anorexia, lack of exercise, sedentary habits, etc.</li> <li>New diseases and epidemics: Ebola, anthrax, mad cow, SARS, dengue, cholera, bird flu, etc.</li> <li>Common illnesses: cholesterol, blood pressure, bleeding nose, diarrhea, constipation, hemorrhagic, migraine, sinusitis, colitis, etc.</li> <li>Sexually transmitted diseases: gonorrhea, syphilis, herpes, etc.</li> <li>Lexicon related to this target content</li> </ol> <p>Consider the language examples from the National Syllabus.</p> <p><i>What's the matter?</i></p> <p><i>How do you feel?</i></p> <p><i>Have you seen a doctor?</i></p> <p><i>Do you know about x?</i></p> <p><i>You need to take x.</i></p> <p><i>You need to drink x.</i></p> <p><i>You need to stay in bed.</i></p> <p><i>What are the symptoms of x?</i></p> <p><i>What are some sexual diseases?</i></p>

## 10) Our Democratic Tradition

<b>Linguistic Objectives of the Program</b>	<b>Content</b>
<ul style="list-style-type: none"> <li>Identifying details in familiar material.</li> <li>Understanding relations between the parts of a text through lexical cohesion devices.</li> </ul>	<ol style="list-style-type: none"> <li>Democracy: traditions, rights and obligations, tolerance towards other people's ideas</li> <li>Political systems in other countries</li> <li>The voting process: the electoral tribunal, elections, ballot, voters, political parties, candidates, polls, surveys, etc.</li> <li>Organization of the power within the democratic system</li> <li>Sovereignty: constitution, laws, citizenship, etc.</li> <li>Government: president, vice president, deputies, congress, political power, etc.</li> <li>Values: democracy, freedom, peace, justice, etc.</li> <li>Rulers: local government, national and international treaties, ministries, etc.</li> <li>Lexical cohesion devices</li> <li>Lexicon related to this target content</li> </ol> <p>Consider the language examples from the National Syllabus.</p> <p><i>What do you understand by democracy/freedom/sovereignty?</i></p> <p><i>What do you think about politics/democracy?</i></p> <p><i>What do you think about the right to vote/speak?</i></p> <p><i>What do you think about the expression "It's the government for the people, by the people, and of the people?"</i></p> <p><i>Qualities of democracy</i></p> <p><i>Qualities of equality etc.</i></p>

## 11) Careers, Jobs, and Lifestyles

Linguistic Objectives of the Program	Content
<ul style="list-style-type: none"> <li>• Understanding a range of imaginative and factual material that includes some complex sentences and unfamiliar language.</li> <li>• Understanding the communicative value (function) of sentences and utterances.</li> <li>• Understanding a variety of types of written material for personal interest and for information.</li> <li>• Identifying the main point or important information in a piece of discourse.</li> <li>• Coping readily with unfamiliar topics involving more complex language and recognizing attitudes and emotions.</li> <li>• Extracting salient points to summarize the text, ideas, cognates, derivatives, etc.</li> </ul>	<ol style="list-style-type: none"> <li>1. Career and job demand in Costa Rica and in English speaking countries</li> <li>2. Facilities</li> <li>3. Schedules</li> <li>4. Tasks</li> <li>5. Salaries</li> <li>6. Duties</li> <li>7. Rights</li> <li>8. Lexicon related to this target content</li> </ol> <p>Consider the language examples from the National Syllabus.</p> <p><i>Which professions are x?</i>  <i>What professions do you x?</i>  <i>What do you know about/think of x?</i>  <i>Which are the benefits of x?</i>  <i>I'd like (to) x because x.</i>  <i>How much does a x earn/cost at x?</i>  <i>What does he/she do?</i>  <i>Where can you major in x?</i>  <i>X is better than x.</i>  <i>It takes x to graduate, etc.</i>  <i>I'm interested in x.</i>  <i>Let me tell you about x.</i>  <i>I'd like to apply for x.</i>  <i>Let us review. Be cooperative.</i>  <i>You need to fill out x.</i>  <i>What do you want to be? Why?</i>  <i>Would you like to x?</i>  <i>Do you want to enter x?</i>  <i>Did you want to pay the admissions fee?</i>  <i>Do you want to fill out the x?</i></p>

## 12) Science and Technology

Linguistic Objectives of the Program	Content
<ul style="list-style-type: none"> <li>• Understanding a wide range of factual and imaginative texts.</li> <li>• Coping readily with unfamiliar topics involving more complex language and recognizing attitudes and emotions.</li> </ul>	<ol style="list-style-type: none"> <li>1. Science</li> <li>2. Technology</li> <li>3. Discoveries</li> <li>4. Computing</li> <li>5. Cyberspace</li> <li>6. Robotics</li> <li>7. Applications in modern life</li> <li>8. Advantages and disadvantages</li> <li>9. Technology and sustainable development</li> <li>10. Telecommunication trends</li> <li>11. The use of advanced technology in medicine: specialized equipment for different treatments, cloning, artificial insemination, implants, as well as plastic surgery and reconstructive surgery, etc.</li> <li>12. Different kinds of energy from natural and artificial sources</li> <li>13. Advances in agriculture</li> <li>14. Machinery and industry</li> <li>15. Misuse of technology and its consequences</li> <li>16. Lexicon related to this target content</li> </ol> <p>Consider the language examples from the National Syllabus.</p> <p><i>How does science and technology affect the discovery of x?</i></p> <p><i>What's the future of x?</i></p> <p><i>Which are some applications of x?</i></p> <p><i>What are some fields of interest?</i></p> <p><i>Traveling to outer space.</i></p>

## 13) Morals and Values

Linguistic Objectives of the Program	Content
<ul style="list-style-type: none"> <li>• Drawing conclusions from extended texts.</li> <li>• Understanding a wide range of factual and imaginative texts.</li> <li>• Distinguishing the main idea from supporting details.</li> <li>• Transcoding information to diagrammatic display.</li> <li>• Coping readily with unfamiliar topics involving more complex language and recognizing attitudes and emotions.</li> </ul>	<ol style="list-style-type: none"> <li>1. Minority groups</li> <li>2. Roles of men and women in society</li> <li>3. Senior citizens in society</li> <li>4. Human rights</li> <li>5. Interpersonal relationships</li> <li>6. Respect and tolerance</li> <li>7. Socio-cultural, religious, and political matters</li> <li>8. Lexicon related to this target content</li> </ol> <p>Consider the language examples from the National Syllabus.</p> <p><i>Morals and values: What's a value/moral?</i></p> <p><i>I agree with you about x.</i></p> <p><i>I think that we could x.</i></p> <p><i>You'd better x.</i></p> <p><i>Why don't you/we x?</i></p> <p><i>Maybe if you x.</i></p> <p><i>You shouldn't x.</i></p> <p>Gender: Men's and women's roles in society</p> <p>What's your opinion about x?</p> <p>Are men/women x?</p> <p>I don't think (that) x.</p> <p>I wouldn't x.</p> <p>I'm sorry about x, etc.</p> <p>Senior citizens/opportunities/family life:</p> <p>Who are senior citizens?</p> <p>How can you help/take care of x?</p> <p>Could we x?</p> <p>Let's x.</p> <p>I'd like to x.</p> <p>I don't think (that) x.</p> <p>I wouldn't x.</p> <p>I'm sorry about x, etc.</p>

## Objectives and Contents Used within the Topics of the Test

### 1) Words with the Same/Different Meaning (Synonyms and Antonyms)

<b>Linguistic Objectives of the Program</b>	<b>Content</b>
<ul style="list-style-type: none"> <li>Understanding conceptual meaning.</li> <li>Understanding relations between the parts of a text through lexical cohesion devices.</li> <li>Understanding relations within the sentence.</li> <li>Understanding texts through the use of Synonyms/antonyms.</li> </ul>	<ol style="list-style-type: none"> <li>Lexical cohesion devices.</li> <li>Synonyms and antonyms.</li> </ol>

### 2) Linking Words in Context

<b>Linguistic Objectives of the Program</b>	<b>Content</b>
<ul style="list-style-type: none"> <li>Understanding conceptual meaning.</li> <li>Understanding relations between the parts of a text through lexical cohesion devices.</li> <li>Understanding relations within the sentence.</li> </ul>	<ol style="list-style-type: none"> <li>Lexical cohesion devices.</li> <li>Linking words.</li> <li>Conjunctions.</li> </ol>

### 3) Prefixes, Suffixes, and Root Words

<b>Linguistic Objectives of the Program</b>	<b>Content</b>
<ul style="list-style-type: none"> <li>Interpreting material that contains complex sentences.</li> <li>Recognizing indicators of discourse.</li> </ul>	<ol style="list-style-type: none"> <li>Prefixes.</li> <li>Suffixes.</li> <li>Root words.</li> </ol>

### 4) Words with the Same Pronunciation but Different Meanings

<b>Linguistic Objectives of the Program</b>	<b>Content</b>
<ul style="list-style-type: none"> <li>Interpreting material that contains complex sentences.</li> <li>Recognizing indicators of discourse.</li> </ul>	<ol style="list-style-type: none"> <li>Homonyms.</li> </ol>



**Annex**

All the texts, pictures, images, and illustrations that appear in the tests are either taken from the sources available to teaching of English or elaborated by teachers and other specialists in the field. The articles that appear in the tests may be accompanied by images that help students recall specific topic contents.

Students have to deduce and infer the meaning of words and phrases within a determined context in all topics. This ability is part of the reading comprehension skills stated in the English National Syllabus and it is required in a national test of a foreign language.

Even though the National Syllabus does not present certain grammar issues in explicit or separate units, grammar patterns are inseparable components of speech. Each topic offers the learner a context to acquire basic or complex patterns according to the academic level. The vocabulary and grammar patterns used in the tests correspond to those in the English National Syllabus.

Synonyms, as well as antonyms, homonyms, homographs, linking words, prefixes, suffixes, and root words are key words to assure communication in every topic.

Teachers should be aware of helping the students develop lexicon items related to each topic necessary to meet the best results in a national test. Students should acquire it throughout the years of study [...].

Note: This section has been slightly edited from the original MEP document to better fit the guide's format. The content is the same.

### Course Outline

Lesson	Topic	Test-Taking Strategy	Grammar Point
1	Pre-Test and Course Overview	Brief overview of test-taking strategies handout.	Brief overview of grammar point handout.
2	Sports	Vocabulary Study Strategies	Cognates, false cognates, and homonyms.
3	Food, Recipes, and Table Manners	Process of Elimination	Sequencing words, ordinal numbers, and linking words.
4	Costa Rican Art, Music, and Crafts	Context Clues (Part 1)	Simple Past Tense
5	Costa Rican Democracy	Context Clues (Part 2)	Synonyms/Antonyms
6	Travel	Talking to the Text (Part 1)	Adverbs of Frequency
7	Mid-Test	N/A	N/A
8	Environment	Talking to the Text (Part 2)	Continuous Tenses
9	Health and Illnesses	Pre-Reading/Finding Questions in the Text	Affixes
10	Holidays and Celebrations	Scanning	Comparatives and Superlatives
11	Science and Technology	Time Management	Future
12	Careers, Jobs, and Lifestyles	Common Tricks in the Test	Time Clauses
13	Morals and Values	Test Ready & Go with Your Gut	Perfect Tenses
14	Post-Test(not included)	N/A	N/A

### Lesson 1: Pre-Test

	Instructional Sequence	Materials
<b>Warm-up</b>  ≈ 15 minutes	<i>The Name Grid:</i> In small groups, students write their names into a grid so that each letter is in its own box. For simplicity, use only first or last names. The groups then compete against each other by forming words out of the letters in the grid using adjacent letters and without repeating them to make the most words in 5 minutes.	<ul style="list-style-type: none"> <li>• Large Poster Paper</li> <li>• Markers</li> </ul>
<b>Presentation</b>  ≈ 15 minutes	<i>Introduction:</i> Use this time to introduce yourself, the syllabus, and set rules for the course. <ul style="list-style-type: none"> <li>- Discuss dates and times.</li> <li>- Explain format.</li> <li>- Define expectations.</li> <li>- Share handouts.</li> </ul>	<ul style="list-style-type: none"> <li>• Test-Taking Strategies Handout</li> <li>• Grammar Points Handout</li> <li>• Online Resources Handout</li> </ul>
<b>Practice</b>  ≈ 1.5 hours	<i>Activity 1:</i> Pre-Test	<ul style="list-style-type: none"> <li>• Pre-Test for Each Student</li> </ul>
	<i>Homework:</i> Vocabulary for next week's topic.	<ul style="list-style-type: none"> <li>• Vocabulary List</li> </ul>

**1<sup>st</sup> Assessment for English Bachillerato Prep****Time: 1 hour and 30 minutes****Total Points: 35****Points Achieved:****Percentage Score:****Student's Full Name:** \_\_\_\_\_ **Section:** \_\_\_\_\_**Institution:** \_\_\_\_\_**General Instructions:**

- a. Talking, borrowing anything from other students, and the use of a dictionary is not allowed.
- b. Read the instructions and select your answer accordingly with blue or black ink.
- c. Students may not fill out the points achieved or percentage score boxes.
- d. This practice test does not include the “**hoja para respuestas.**” Mark your answers on the test.
- e. The instructions normally given to students taking the test are included below.

**Test Format:**

- f. The test is composed of multiple choice reading comprehension questions.
- g. This test is similar to the English Bachillerato exam but is considerably shorter in length and breadth of material covered.
- h. All questions are taken directly from previous English Bachillerato exams.

## INFORMACIÓN GENERAL

Para resolver la prueba, usted debe contar con un folleto que contiene 70 ítems de selección, un bolígrafo de tinta negra o azul, corrector líquido blanco y una hoja para respuestas.

## INSTRUCCIONES

1. Verifique que el folleto esté bien compaginado y que contenga los 70 ítems de selección. En caso de encontrar alguna anomalía, notifíquela inmediatamente al delegado de aula; de lo contrario, el estudiante asume la responsabilidad sobre los problemas que se pudieran suscitar por esta causa.
2. Lea cuidadosamente cada ítem.
3. Si lo desea, puede usar el espacio al lado de cada ítem, para escribir cualquier anotación que le ayude a encontrar la respuesta. Sin embargo, lo que se califica son las respuestas seleccionadas y marcadas en la hoja para respuestas.
4. De las cuatro posibilidades de respuesta: **A), B), C) y D)**, que presenta cada ítem, **solamente una es correcta**. Cada respuesta debe basarse en la información que proveen los textos o ilustraciones.
5. Una vez que haya revisado todas las opciones y esté seguro o segura de su elección, rellene completamente el círculo correspondiente, tal como se indica en el ejemplo.

A                      C                      D                      

6. Si necesita rectificar alguna respuesta, utilice corrector líquido blanco; rellene con bolígrafo de tinta negra o azul el círculo correspondiente a la nueva opción seleccionada. Anote en la parte destinada para observaciones de la hoja para respuestas: “La respuesta del ítem N° \_\_\_\_ es la opción \_\_\_\_”. Firme una sola vez al final de todas las observaciones.
7. Ningún ítem debe aparecer sin respuesta o con más de una respuesta.
8. ESTAS INSTRUCCIONES NO DEBEN SER MODIFICADAS POR NINGÚN FUNCIONARIO QUE PARTICIPE EN EL PROCESO DE ADMINISTRACIÓN DE LA PRUEBA.
9. Los textos utilizados en las pruebas de inglés son tomados del material y recursos disponibles para la enseñanza de esta lengua. Las ilustraciones son empleadas de modo contextual, con el fin de ubicar al estudiante en un tópico determinado, a excepción de aquellos casos en que los dibujos, imágenes o ilustraciones suministren directamente la información que se requiere para contestar un determinado ítem.

Para efectos de determinar el puntaje obtenido, solamente se tomará en cuenta lo consignado en la **hoja para respuestas**.

Read the text below.

### Costa Rican Athletes and Sports Spots

Traditionally, there is a high participation of professional players in the national games for the annual soccer championship in Costa Rica. This event has given an opportunity to talented Costa Rican soccer players, including Gabelo Conejo, Claudio Jara, Pablo César Wanchope, and others, to take part in the outstanding international event called World Cup, carried out in selected countries worldwide once every four years. In fact, many soccer players have participated in international championships, too. In the same way, Costa Rican athletes, like Luis Molina, Silvia and Claudia Poll, among other national athletes, have participated at swimming, athleticism, boxing, and other sports in Olympic Games and other international sports events. As a matter of fact, sportsmen and sportswomen come to Costa Rica because they consider it as a great place to practice their sports. For example, many Costa Ricans and visitors have the chance to play soccer, the most popular sport among “Ticos”, in the playing fields of each town. Water sports are also really popular in Costa Rica. Surfers come from around the globe to ride the waves off the Pacific and Caribbean beaches. There are also scuba diving centers in Coco, Ocotol and Flamingo beach, which are famous for the variety of diving spots. Snorkeling, a fun sport, can be enjoyed off Caño Island and in Drake Bay. Finally, Garra de León Resort and Valle del Sol offer special golf courses to prepare quality golf players.

Based on the text above, choose the appropriate alternative to answer each question.

(Items 1 to 5)

1. According to the text, professional Costa Rican soccer players have taken part in \_\_\_\_\_.
  - A. traditional games
  - B. international events
  - C. amateur competitions
  - D. olympic sports events
2. Costa Rica \_\_\_\_\_ to practice different water sports.
  - A. is an excellent spot
  - B. lacks attractive places
  - C. is a prohibited territory
  - D. has inappropriate places

3. Playa del Coco and Flamingo are special places to enjoy \_\_\_\_\_.  
A. golf  
B. diving  
C. boxing  
D. athleticism
4. People can find a(n) \_\_\_\_\_ in any Costa Rican town.  
A. beach  
B. soccer field  
C. international coach  
D. famous soccer player
5. The World Cup is celebrated \_\_\_\_\_.  
A. every month of the year  
B. to get national championships  
C. with the best professional players  
D. during the rainy and the dry seasons

Read the text below.

From Julliard Jazz

Last year, on May 25th, at 7:30 p.m., a jazz quintet of the prestigious Julliard School of Music from New York City performed in San José. They gave their performance at the Eugene O'Neill Theater. This theater is located in the Costa Rican-North American Cultural Center to the east of downtown, not far from San José. These talented young musicians were among many who have visited the country as part of the Cultural Center's "Promising Artists of the 21st Century" program, which often invites young musicians from the United States and Costa Rica to perform. Tickets to the concert cost ¢2000 (\$4.25) and ¢1500 (\$3.20) for seniors. The musicians gave master classes and other performances during the week.

Based on the text above, choose the appropriate alternative to answer each question.

(Items 6 to 10)

6. This visiting jazz group was made up of five \_\_\_\_\_ musicians.  
A. young  
B. senior  
C. Costa Rican  
D. Veteran American

7. The group's premier performance lasted \_\_\_\_\_.  
A. a week  
B. a month  
C. one night  
D. two weeks
8. Elderly people paid \_\_\_\_\_.  
A. nothing  
B. less than others  
C. the regular price  
D. more than others
9. Tickets for regular admission cost \_\_\_\_\_.  
A. two thousand dollars  
B. two thousand colones  
C. three dollars and twenty cents  
D. one thousand five hundred colones
10. The group performed in a Costa Rican theater that is located \_\_\_\_\_.  
A. in North America  
B. in Julliard School  
C. near downtown San José  
D. to the north of downtown San José



Read the text below.

High Temperatures to Continue this Month

Temperatures are expected to rise 1 to 2 degree Celsius along the northern Pacific coast and in the Central Valley this month, according to the National Meteorological Institute. The temperature rise is linked to El Niño, a cyclical warming of equatorial Pacific Ocean currents that affects weather worldwide. Right now, Global Warming is having the greatest effect on temperate zones of the planet, and it has been noticed in the past few years that temperatures have risen almost a half-degree throughout the world, and that rains have decreased. Next week, however, strong winds and rain will rush in from the Caribbean, adding another strange weather condition to a growing list.

Based on the text above, choose the appropriate alternative to answer each question.

(Items 21 to 25)

11. The temperatures are going to be \_\_\_\_\_ this month.
  - A. the same
  - B. higher
  - C. cooler
  - D. lower
12. "El Niño" is responsible for the \_\_\_\_\_.
  - A. usual warm weather
  - B. equatorial current
  - C. stable weather
  - D. warm weather
13. Global warming has \_\_\_\_\_ temperatures throughout the world.
  - A. decreased
  - B. increased
  - C. lowered
  - D. stabled
14. Next week, the weather is going to be \_\_\_\_\_.
  - A. rainy and clear
  - B. sunny and cool
  - C. rainy and windy
  - D. windy and foggy

15. One characteristic of the weather affected by “El Niño” is that \_\_\_\_\_.  
A. it seldom rains  
B. rain is common  
C. weather is cooler  
D. temperatures are lower

Read the text below.

#### Democracy in Costa Rica

The time from 1860 to 1890 was characterized by power struggles among members of the coffee-growing elite. In 1869, a free and compulsory elementary education system was established – though, families in more remote areas were unable to send children to schools. In 1889, the first democratic elections were held, with the poor “campesinos” (peasants) as well as the rich coffee-growers able to vote, although women and African descendant and the indigenous inhabitants had not yet received that right. Later, in 1940 Rafael Angel Calderón Guardia became president and promoted important reforms. These reforms included the workers’ right to organize their own movements, minimum wages, and social security. Then, 1949 marked a turning point in history with the signing of the Costa Rican constitution, which is still in effect. Women and African descendant finally were able to vote; presidents were not allowed to run for successive terms, and a neutral electoral tribunal was established to guarantee free and fair elections. Voting in elections, held every four years, was made mandatory for all citizens over the age of 18. Although voter turnout is higher in most Western countries, the mandatory vote is not legally enforced. But the constitutional dissolution of the armed forces is the act that has had the most long-lasting impact on the nation. Today, half a century later, Costa Rica is known as “the country that has no army.”

Based on the text above, choose the appropriate alternative to answer each question  
(Items 26 to 30)

16. For the first elections in Costa Rica, \_\_\_\_\_ could vote.  
A. indigenous inhabitants  
B. African descendants  
C. rich and poor men  
D. women
17. Important social reforms were made \_\_\_\_\_.  
A. in 1869  
B. in 1940  
C. between 1860 and 1890  
D. between 1869 and 1889

18. The 1949 Constitution \_\_\_\_\_.
- A. assumed elections every two years
  - B. allowed presidents to be re-elected
  - C. permits citizens under 18 to vote
  - D. is still valid
19. Women and African descendants got the right to vote \_\_\_\_\_.
- A. the same year the Costa Rican constitution was approved
  - B. the same year men did
  - C. before 1940
  - D. in 1940
20. An electoral tribunal was created to \_\_\_\_\_.
- A. watch people vote
  - B. force people to vote
  - C. re-elect active presidents
  - D. look after the electoral process

Read the text below.

### Love on the Internet

Speed and control is what matters when using a modern mass media like the Internet. Using it, people can choose the level of anonymity they wish to keep, and whether or not they wish to know people who live far away. Tariq Ahmed lived caught between his traditional family and his Californian lifestyles until he found the perfect means to arrange his own marriage by finding a wife on the Web. Along with thousands of other young Asians, the 27-year-old Silicon Valley Computer expert turned to the growing number of Internet sites dedicated to the finding of suitable partners. Tariq was born in London to a Pakistani father and Austrian mother. "My dad has become extremely conservative over the years, and wanted me to marry only a Pakistani girl, so I had to do something about it". Julina Gidwani saw his advertisement on the Matrimonial Link. They married near their home, and their wedding pictures were, of course, immediately posted on the Web. "The Internet isn't ideal just because you can send e-mails or chat using text messages. Writing gives you only bits of information." Ahmed added that e-mails can't show people whether there is chemistry between them. Luckily, he and his bride discovered there was, after they spent some time getting to know each other.

Based on the text above, choose the appropriate alternative to answer each question.

(Items 31 to 35)

21. An advantage of the Internet is that you \_\_\_\_\_.
  - A. almost immediately get a clear idea of how people are
  - B. can meet people who live far away
  - C. get to know a person completely
  - D. have an online marriage
  
22. Some people choose to meet a bride over the Internet because they want to \_\_\_\_\_.
  - A. please their fathers
  - B. meet computer experts
  - C. keep their cultural tradition
  - D. know someone who lives far away
  
23. When you use Internet to find true love, \_\_\_\_\_.
  - A. the Internet arranges everything for your wedding
  - B. you only get some information about the person
  - C. you can find it everywhere
  - D. it is nowhere

24. According to the text, \_\_\_\_\_.
- A. people now prefer to marry online
  - B. Internet is the worst mass media to get married online
  - C. online arranged marriages are decreasing due to failure
  - D. for some people, Internet is the best mass media to find the proper wife
25. The text states that Internet \_\_\_\_\_.
- A. is the only way to find a wife
  - B. lets you keep your anonymity
  - C. lets you improve your chemistry skills
  - D. is the safest way to get a good spouse

## Lesson 2: Sports

	Instructional Sequence	Materials
<b>Warm-up</b>  ≈ 15 minutes	<i>Vocabulary Relay:</i> Put students into three groups. Line them up relay-style perpendicular to the chalkboard and place a stack of vocabulary cards on a chair in front of each line (Each stack of cards should be a different color). Also stick many pieces of tape to the same chairs for the teams to use. Divide the chalkboard into different sports-related categories: basketball, boxing, chess, golf, motocross, scuba diving, soccer, surfing, swimming, and volleyball. The first student in each line has to grab the top vocabulary card and run to the board to stick it in the correct category. Once they place the card, they run back to their team, tag the next person in line, and go to the end. The teams continue repeating this sequence until they have placed all of their cards in their respective categories.	<ul style="list-style-type: none"> <li>• Vocabulary Cards in 3 Different Colors</li> <li>• Masking Tape</li> <li>• Answer sheet with vocabulary words placed in categories</li> </ul>
<b>Presentation</b>  ≈ 20 minutes	<i>Vocabulary Review:</i> Briefly review the sports vocabulary used in the previous activity and introduce the extra vocabulary, asking students to identify words that are unfamiliar to them. <i>Test Taking Strategy:</i> Read, explain, and give examples using the three recommended vocabulary study strategies: living vocab list, flashcards, and technology (see online resources list). Instruct each student to write down at least five new vocabulary words from the readings by the end of class. <i>Grammar Point:</i> Cognates, false cognates, homophones, and homographs. Explain each referring to grammar points handout.	<ul style="list-style-type: none"> <li>• Vocabulary List</li> <li>• Test-Taking Strategies Handout</li> <li>• Grammar Points Handout</li> </ul>
<b>Practice</b>  ≈ 50 minutes	<i>Activity 1:</i> Students should complete the homophones/homographs worksheet and the vocabulary handout. <i>Activity 2:</i> Complete the practice texts. Instruct the students to circle all cognates they recognize as they read and to underline new vocabulary. As this is the first full session, read the first text together as a class, and then answer the questions together. For the next two readings, allow the students to read the text and answer the questions in pairs or small groups. Go through the answers at the end, and ask students for examples of cognates and vocabulary as you go.	<ul style="list-style-type: none"> <li>• Vocabulary Practice Sheets</li> <li>• Practice Texts with Questions</li> </ul>
	<i>Homework:</i> Practice text for this week's topic and vocabulary for next week's topic. <i>Exit Ticket:</i> Write 5 new vocabulary words	<ul style="list-style-type: none"> <li>• Practice Text with Questions</li> <li>• Vocabulary List</li> </ul>

## Lesson 2: Vocabulary List<sup>1</sup>

### **Basketball**

bounce  
court  
pass  
player  
shoot

### **Boxing**

boxer  
fight  
gloves  
ring  
round

### **Chess**

board  
checkmate  
grandmaster  
pieces  
player

### **Volleyball**

ball  
court  
hitter  
net  
player  
setter

### **Golf**

ball  
club  
course  
fairway  
golfer

### **Motocross**

course  
helmet  
motorcycle  
race  
rider

### **Scuba diving**

diver  
fins  
mask  
ocean  
oxygen tank

### **Swimming**

breaststroke  
butterfly  
goggles  
pool  
swimmer  
water

### **Surfing**

beach  
breaks  
board  
surfer



### **Surfing**

beach  
breaks  
board  
surfer  
tide  
water  
waves

### **Soccer**

ball  
field  
goal  
goalkeeper  
net  
player

<sup>1</sup> This lesson includes extra vocabulary to help students begin using the study strategy.

## Lesson 2: Vocabulary List

Spanish Term ("translation")	English False Cognate
<u>actual</u> ("current"), <u>actualmente</u> ("currently")	<u>actual</u> , <u>actually</u> <ul style="list-style-type: none"> <li>Spanish: <u>real</u> (es), <u>existente</u> (es)</li> </ul>
<u>adecuado</u> ("suitable")	<u>adequate</u> <ul style="list-style-type: none"> <li>Spanish: <u>apropiado</u> (es)</li> </ul>
<u>asistir</u> ("to attend")	<u>assist</u> <ul style="list-style-type: none"> <li>Spanish: <u>ayudar</u> (es)</li> </ul>
<u>atender</u> ("to pay attention")	<u>attend</u> <ul style="list-style-type: none"> <li>Spanish: <u>asistir</u> (es)</li> </ul>
<u>balde</u> ("bucket")	<u>bald</u> <ul style="list-style-type: none"> <li>Spanish: <u>calvo</u> (es)</li> </ul>
<u>bigote</u> ("moustache")	<u>bigot</u> <ul style="list-style-type: none"> <li>Spanish: <u>intolerante</u> (es), <u>prejuicio</u> (es)</li> </ul>
<u>bizarro</u> ("brave, noble")	<u>bizarre</u> <ul style="list-style-type: none"> <li>Spanish: <u>extraño</u> (es)</li> </ul>
<u>campo</u> ("countryside")	<u>camp</u> <ul style="list-style-type: none"> <li>Spanish: <u>campamento</u> (es)</li> </ul>
<u>carpeta</u> ("folder")	<u>carpet</u> <ul style="list-style-type: none"> <li>Spanish: <u>alfombra</u> (es)</li> </ul>
<u>compromiso</u> ("commitment")	<u>compromise</u> <ul style="list-style-type: none"> <li>Spanish: <u>acuerdo</u> (es), <u>arreglo</u> (es)</li> </ul>
<u>condescender</u> ("to comply, agree")	<u>condescend</u> <ul style="list-style-type: none"> <li>Spanish: <u>creerse superior</u></li> </ul>
<u>contestar</u> ("answer")	<u>contest</u> <ul style="list-style-type: none"> <li>Spanish: <u>concurso</u></li> </ul>
<u>despertar</u> ("to awake")	<u>desperate</u> <ul style="list-style-type: none"> <li>Spanish: <u>desesperado</u> (es)</li> </ul>
<u>disgusto</u> ("annoyance")	<u>disgust</u> <ul style="list-style-type: none"> <li>Spanish: <u>asco</u> (es)</li> </ul>
<u>destituido</u> ("fired")	<u>destitute</u> <ul style="list-style-type: none"> <li>Spanish: <u>indigente</u> (es)</li> </ul>
<u>embarazada</u> ("pregnant")	<u>embarrassed</u> <ul style="list-style-type: none"> <li>Spanish: <u>avergonzada</u> (es)</li> </ul>
<u>enviar</u> ("send")	<u>envy</u> <ul style="list-style-type: none"> <li>Spanish: <u>envidiar</u></li> </ul>
<u>éxito</u> ("success")	<u>exit</u> <ul style="list-style-type: none"> <li>Spanish: <u>salida</u> (es)</li> </ul>
<u>fábrica</u> ("factory")	<u>fabric</u> <ul style="list-style-type: none"> <li>Spanish: <u>tela</u> (es), <u>tejido</u> (es)</li> </ul>
<u>fútbol</u> ("soccer")	<u>American football</u> <ul style="list-style-type: none"> <li>Spanish: <u>fútbol americano</u></li> </ul>



**introducir** (“insert”)

**largo** (“long”)

**molestar** (“annoy”)

**once** (“eleven”)

**pariente** (“relative”)

**pie** (“foot”)

**pretender** (“to purport”)

**rapista** (“barber”)

**realizar** (“carry out”)

**recordar** (“remember, remind”)

**ropa** (“clothes”)

**sano** (“healthy”)

**sensible** (“sensitive”)

**sopa** (“soup”)

**soportar** (“put up with”)

**suceso** (“event”)

**introduce** someone

- Spanish: presentar (es)

**large**

- Spanish: grande (es)

**molest**

- Spanish: abusar (es) (sexualmente)

**once**

- Spanish: anteriormente (es), una vez (es)

**parent**

- Spanish: padre (es)

**pie**

- Spanish: pastel (es)

**pretend**

- Spanish:  fingir (es)

**rapist**

- Spanish: violador

**realize**

- Spanish: darse cuenta

**record**

- Spanish: grabar (es)

**rope**

- Spanish:  cuerda (es), soga (es)

**sane**

- Spanish:  cuerdo

**sensible**

- Spanish: sensato (es)

**soap**

- Spanish: jabón (es)

**support**

- Spanish: apoyar (es), admitir (es)

**success**

- Spanish: éxito (es)

## Lesson 2: Vocabulary Worksheet

**Activity 1:** Write translations in the table below and answer the homonyms worksheet.

English	Spanish	Definition and synonym
Advanced		ahead in development or progress; developed
advantage		a condition that puts a person in a superior position; benefit
Amateur		a person who participates in a sport and is not paid; nonprofessional
Athlete		a person who participates in sports; sportsman
Awful		very bad; horrible
Challenge		a task or situation that tests someone's abilities OR to attempt to win a contest or competition; test
challenging		something that is hard to do; difficult
champion		the person who has defeated all opponents in a sports competition; winner
Coach		an athletic instructor; trainer
Compete		to take part in a contest; participate
competitive		having a strong desire to be more successful than others; ambitious
consistent		unchanging in achievement or effect; reliable
Dedicated		devoted to something; committed
disadvantage		an unfavorable circumstance or condition; drawback
experienced		having knowledge or skill; knowledgeable
Former		having previously filled a role; preceding
Game		a form of play or sport; event
Goal		an aim or desired result; objective
Hall of Fame		a museum dedicated to excellent athletes; All-Star
Olympics		an international sporting competition
Lose		to fail to win a game or contest; be defeated
outstanding		exceptionally good; excellent
Painful		causing discomfort or pain; uncomfortable
Place		a particular position; spot
Popular		someone who is admired and enjoyed by others; well-liked
professional		a person who participates in a sport and is paid; expert
Retire		to give up or stop playing a sport; quit
Rival		a person competing with another in the same sport or event; competitor
Round		one of a succession of stages in a sporting contest; heat
Season		the time in the year when a particular sport is played; period
Skillful		having or showing skill; talented
Strength		physical power and energy; force
Team		a group of athletes that play or participate together; group
Title		the position of being the champion in a major sports competition; first place
tournament		a series of contests between a number of competitors; competition
Train		to undertake a course of exercise and diet in order to maintain a high level of physical fitness; practice
Unlike		not the same; different
Victory		the act of defeating an opponent in a game; success
world-class		the best in the world; excellent
world-renowned		internationally known; famous

**Lesson 2: Homonyms Worksheet**

I knew you would give me a new game for Christmas!

1. The underlined words are:

- A. linking words
- B. antonyms
- C. homographs
- D. homophones

The affect you show can affect how people perceive you.

2. The underlined words are:

- A. synonyms
- B. linking words
- C. homophones
- D. homographs

I refuse to throw my refuse in the river.

3. The underlined words are:

- A. antonyms
- B. homophones
- C. homographs
- D. linking words

Are you going to order two hamburgers at the restaurant?

4. The underlined words are:

- A. homophones
- B. homographs
- C. homophobes
- D. hominoids

## Lesson 2: Practice Texts

**Activity 2:** Answer the prompts in the following articles.

### Tico Times Text

**I. Before Reading:** Discuss the following questions with a partner.

- What do you know about Keylor Navas?
- How would you describe his personality?
- Why do people love him? Is he a good role model for others?

**II. During Reading Vocabulary:** Match the word to the definition.

- |                   |                                            |
|-------------------|--------------------------------------------|
| 1. Export         | a. value of someone or something           |
| 2. Ambassador     | b. something that has a good reputation    |
| 3. Lifted         | c. to make a contract with someone         |
| 4. Humility       | d. something that goes out of a country    |
| 5. Worth          | e. to be certain of something              |
| 6. Tenacity       | f. not bragging about someone's ability    |
| 7. Household Name | g. a representative of a place             |
| 8. Signed         | h. to raise up or improve                  |
| 9. Prestigious    | i. to be very famous and well known        |
| 10. Convinced     | j. to be very hard working and not give up |

### Madrid Goalie Keylor Navas Named Costa Rica Tourism Ambassador

By Zach Dyer

Costa Rica's best-known **export**, Real Madrid goalie Keylor Navas, has been named the country's first official tourism **ambassador** during the FITUR tourism export in Madrid Thursday.

"Very happy and proud to be the ICT [Costa Rican Tourism Board] tourism ambassador for Costa Rica Pura Vida!," the Pérez Zeledón **native** tweeted. Around the world, people can recognize the talent, human quality and character of Keylor Navas, who has **lifted** the name of Costa Rica very high thanks to his **humility**, **worth** and **tenacity**," said Costa Rican Tourism Minister Wilhelm von Breymann in a Facebook post.

Navas became a **household name** internationally during the 2014 World Cup, saving 21 of 23 (91 percent) shots on target in Brazil, while leading Costa Rica to its first-ever quarterfinals appearance. The Tico **signed** with the **prestigious** Real Madrid soccer club in July 2014.

Tourism officials reported that 2,526,817 international arrivals were registered in 2014, an increase of 4.1 percent over the previous year. That's an increase of 98,876 arrivals by air, land and at ports, the ICT reported.

"I'm **convinced** that anyone who visits Costa Rica will discover what it truly means to have an authentic travel experience," Navas said in a statement released on his official website, "This place offers unforgettable moments for anyone who visits this paradise."

**III. True or False Questions:** Write T or F in the space according to the text.

1. Navas is tourism ambassador because he always says that he is the best in public and acts that way. \_\_\_\_
2. Navas is known in Costa Rica but not really in any other countries. \_\_\_\_\_
3. Navas is the type of person who shows qualities of talent and character, which is why he was selected as tourism ambassador. \_\_\_\_
4. Soccer fans look up to Navas because he is one of the most aggressive players and personalities in history. \_\_\_\_\_

**IV. Multiple Choice Questions:** Choose the best answer according to the text.

1. Navas became known all over the world when:
  - A. His face was on the cover of international magazines.
  - B. He dated beautiful models and became a playboy.
  - C. He had an amazing performance during the World Cup 2014
  - D. He became ambassador of tourism.
2. In the last year tourism to Costa Rica:
  - A. Remained steady
  - B. Climbed
  - C. Dropped
  - D. Rose dramatically
3. According to the tourism board, Navas and his image can:
  - A. Raise even higher the image of Costa Rica internationally.
  - B. Help Costa Rica to achieve the highest wealth in the region.
  - C. Maintain a steady improvement in youth health.
  - D. Improve future World Cup results.
4. According to the message posted by Navas, he believes Costa Rica:
  - A. Will someday have beautiful places to visit.
  - B. Has established itself as a paradise for tourists.
  - C. Is somewhat dangerous but not if people take precautions.
  - D. Is the economic hub of Latin America.



Read the text below.

Gilberto Martínez

Costa Rica has excellent soccer players, and they are well recognized in the world. One of these great professional players is Gilberto Martínez. Gilberto was born on October 1<sup>st</sup>, 1979. His height is 1.74m. “Tuma,” as he is called by his fans, friends, and relatives, has been nominated the “Best National Team Player” of Costa Rica. His position is a defense player on the soccer field. He is excellent in this position and he is number five. Martínez played in 23 international games. He plays with the Brescia team in Italy. Martínez began playing for the Italian League in the year 2002. He has been considered one of the best defensive players in the Italian League. He played for Brescia for 3 consecutive years. Martínez also has been considered one of the best players on Costa Rica’s National Team. He participated in the World Cup in 2002 and in the World Cup in 2006.

Based on the text above, choose the appropriate alternative to answer each question.  
(Items 1 to 5)

1. The nickname of this national soccer player is \_\_\_\_\_.
  - A. Tuma
  - B. Gillberto
  - C. Martínez
  - D. Gilberto Martínez
2. The text states that Martínez is an \_\_\_\_\_ soccer player.
  - A. amateur
  - B. unknown
  - C. outstanding
  - D. inexperienced
3. According to the text, Martínez has played \_\_\_\_\_.
  - A. in three World Cups
  - B. only with the Brescia team
  - C. inside and outside of his country
  - D. twenty-three times in Costa Rica
4. Martínez has participated \_\_\_\_\_.
  - A. twice in a World Cup
  - B. for the first time in a World Cup
  - C. in a game between Costa Rica and Italy
  - D. in a match between Brescia and Costa Rica
5. This soccer player started playing in Italy in \_\_\_\_\_.
  - A. 1979
  - B. 2002
  - C. 2003
  - D. 2006

**Lesson 2: Homework**

Read the text below.

**Nery Brenes Has Put Costa Rica on the Athletics Map**

Costa Rica has participated in four IAAF World Indoor Championships in Athletics (in 1987, 2001, 2004, and 2008), but no national athlete had gone beyond the first round until Nery Brenes made it to the semifinals. Born in Limón in 1985, the oldest of three siblings, this athlete has always wanted to rewrite history.

Brenes started in athletics in 1997, and he made his international debut in 2004. During this year, he improved the 400 m national junior record, finishing third at the Central American and Caribbean Junior Championships in Mexico. In 2005, Brenes improved his record to 46.42 seconds and won the Central American gold medal in San José, Costa Rica. Later, Brenes won bronze in El Salvador with the help of Walter Salazar, a sports psychologist, who has guided him to set ambitious goals for his career. Moreover, it was in the Spanish city of Valencia where Nery Brenes improved his best personal record (nearly a second faster) making it to the semifinals in his first World Indoor Championship. This participation was a major step towards Nery's preparation for the Olympics in Beijing 2008.

Brenes did not take part in the last Central American and Caribbean Games in Cartagena; however, he has always been a challenger. As a matter of fact, Nery Brenes has always had Michael Johnson, the great North American athlete, as his role model. For this reason, Brenes is determined to become the first Central American athlete to break the 44-second barrier and classify for an Olympic final.

Based on the text above, choose the appropriate alternative to answer each question.  
(Items 1 to 5)

1. Nery Brenes had \_\_\_\_\_ in 2004.
  - A. his first experience abroad
  - B. a second international debut
  - C. his opportunity in the semifinals
  - D. participation in the Olympic Games
  
2. Brenes got a gold medal in a \_\_\_\_\_ competition.
  - A. Spanish
  - B. Mexican
  - C. Caribbean
  - D. Central American



3. Nery Brenes competed in a World Indoor Championship for the first time in \_\_\_\_\_.
- A. Valencia
  - B. Cartagena
  - C. Costa Rica
  - D. El Salvador
4. In Costa Rica \_\_\_\_\_ gone beyond the first round in a World Indoor Championship.
- A. some junior athletes
  - B. many athletes have
  - C. just one athlete has
  - D. no athletes have
5. Nery's main wish is to \_\_\_\_\_.
- A. participate in junior games
  - B. classify for an Olympic final
  - C. improve the national junior record
  - D. attend three world championships

### Lesson 3: Food, Recipes, and Table Manners

	Instructional Sequence	Materials
<b>Warm-up</b>  ≈ 20 minutes	<i>Flyswatter:</i> Tape pictures of foods and ordinal numbers on a wall or whiteboard. Divide the students into two lines. Give each person at the front of the line a flyswatter. The facilitator will say either a number or a food and the students must race to swat that item. The people at the front of the line go to the back and the game continues. Give each line a point for every time it beats the other line.	<ul style="list-style-type: none"> <li>• Ordinal Number Cards</li> <li>• Food Pictures</li> <li>• Tape</li> <li>• Flyswatters</li> </ul>
<b>Presentation</b>  ≈ 20 minutes	<p><i>Vocabulary Review:</i> Introduce the vocabulary list for recipes, cooking, and table manners.</p> <p><i>Test Taking Strategy:</i> Process of Elimination (see Test Taking Strategies Handout for details). Go over the two sample questions for clarification.</p> <p><i>Grammar Point:</i> Sequencing words, ordinal numbers, and linking words (see Grammar Points Handout for details). Explain that ordinal numbers show order. Go over vocabulary from the grammar points handout.</p>	<ul style="list-style-type: none"> <li>• Vocabulary List</li> <li>• Test-Taking Strategies Handout</li> <li>• Grammar Points Handout</li> </ul>
<b>Practice</b>  ≈ 30 minutes	<p><i>Activity 1:</i> Students complete the grammar-based activities worksheet.</p> <p><i>Activity 2:</i> Students read and complete the Tico Times article and prompts related to food. This is an opportunity to use the process of elimination strategy.</p>	<ul style="list-style-type: none"> <li>• Grammar Worksheet</li> <li>• Practice Texts</li> </ul>
	<p><i>Homework:</i> Study the material and next week's vocabulary. Read and answer questions on the practice text.</p> <p><i>Exit Ticket:</i> Students must use a minimum of three sequencing words and phrases to explain what they did during today's session and turn it in to the instructor (i.e., First we read... Finally we wrote...).</p>	<ul style="list-style-type: none"> <li>• Vocabulary List</li> <li>• Homework Readings</li> </ul>

**Lesson 3: Vocabulary List**

- |              |                 |
|--------------|-----------------|
| 1. Peel      | 33. Chop        |
| 2. Snack     | 34. Simmer      |
| 3. Dish      | 35. Boil        |
| 4. Plate     | 36. Bland       |
| 5. Fork      | 37. Whip        |
| 6. Napkin    | 38. Affordable  |
| 7. Spoon     | 39. Beat        |
| 8. Knife     | 40. Awkward     |
| 9. Glass     | 41. Yummy       |
| 10. Bowl     | 42. Quiet       |
| 11. Cup      | 43. Polite      |
| 12. Grate    | 44. Noisy       |
| 13. Grease   | 45. Rude        |
| 14. Ground   | 46. Improper    |
| 15. Cheap    | 47. Manners     |
| 16. Dice     | 48. Etiquette   |
| 17. Mince    | 49. Appropriate |
| 18. Quick    | 50. Elegant     |
| 19. Ripe     | 51. Utensil     |
| 20. Seed     | 52. Touch       |
| 21. Tasty    | 53. Pace        |
| 22. Sweet    | 54. Tablecloth  |
| 23. Salty    | 55. Elbow       |
| 24. Fry      | 56. Feast       |
| 25. Fresh    | 57. Gathering   |
| 26. Fragrant | 58. Guest       |
| 27. Easy     | 59. Host        |
| 28. Dried    | 60. Habit       |
| 29. Crunch   | 61. Appreciate  |
| 30. Cream    | 62. Bite        |
| 31. Cut      | 63. Custom      |
| 32. Raw      |                 |

### Lesson 3: Grammar Worksheet

#### Linking Words

but: *pero*  
 or: *o*  
 and: *y*  
 so: *así que*  
 because: *porque*  
 such as: *como*

#### Transition Words

furthermore: *además*  
 however: *pero/a pesar de*  
 nevertheless: *sin embargo*  
 therefore: *así/así que*  
 in conclusion: *en conclusión*  
 besides: *al mismo tiempo/además*  
 in fact: *de hecho*  
 in a similar way: *de la misma manera*  
 similarly: *igualmente*

#### Sequencing/Ordinal Words

First (*primero*) → 1<sup>st</sup>  
 Second (*segundo*) → 2<sup>nd</sup>  
 Third (*tercero*) → 3<sup>rd</sup>  
 Forth → 4<sup>th</sup>  
 Fifth → 5<sup>th</sup>  
 Sixth → 6<sup>th</sup>  
 Seventh → 7<sup>th</sup>  
 Eighth → 8<sup>th</sup>  
 Ninth → 9<sup>th</sup>  
 Tenth → 10<sup>th</sup>

Beginnings	Intermediates	Endings
Before ( <i>antes de</i> )	Then ( <i>luego</i> ) Next ( <i>proximo</i> ) Now ( <i>ahorrita</i> )	Last/Lastly/Last of all ( <i>ultimo</i> )
First/Firstly/First of all ( <i>primero</i> )	While ( <i>mientras de</i> ) During ( <i>durante</i> )	Finally ( <i>por fin</i> )
Begin/To begin with... ( <i>empezar</i> )	Little by little ( <i>poco a poco</i> )	Finish ( <i>terminar</i> )
Start ( <i>comenzar</i> )	Following ( <i>siguiente</i> ) After ( <i>despues</i> ) Later ( <i>mas tarde</i> )	In the end ( <i>al final</i> )

**Activity 1:** Answer the linking word questions below and complete the sequencing exercise using the prompts and vocabulary provided.

Are you going to eat dinner at the restaurant or are you going to eat at home?

1. Identify the linking word in the sentence:

- A. at
- B. or
- C. you
- D. going

The doctors gave María a shot last week, but her symptoms are still the same.

2. Identify the linking word in the sentence:

- A. gave
- B. still
- C. week
- D. but

The hostel has a high speed Internet connection, so you can send the email there.

3. Identify the linking word in the sentence:

- A. has
- B. so
- C. send
- D. you

Juan and Eric will go to the party first and I will meet them there at 6:30.

4. The underlined word functions as:

- A. a homophone
- B. a synonym
- C. an example
- D. a linking word

**Sequencing Exercise:** Fill in the blanks using the words below.

### How to Make Gallo Pinto:

\_\_\_\_\_ take old rice and put it in a pan. \_\_\_\_\_ add  
in beans. \_\_\_\_\_ dice onions and cilantro and mix it with  
the rice. \_\_\_\_\_ pour in salsa Lizano. \_\_\_\_\_ eat  
and enjoy!

### *Word Bank:*

First	Finally	Then	Afterwards	Later
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### Lesson 3: Practice Texts

**Activity 2:** Answer the prompts in the following articles.

#### Process of Elimination: Sample Texts

*Read the information and choose the alternative that best completes each sentence.*

#### Costa Rica Style with a Chorreador de Café

We are all well acquainted with the traditional way of coffee brewing. Although coffee machines are quite popular throughout the country, many of us are still using the traditional *chorreador de café*. You will find those at the Central Market or just e-mail us, we usually have them in stock... ask for information at [costaricatours@earthlink.net](mailto:costaricatours@earthlink.net). The Costa Rican method is simple. All you need is a wooden stand with a round hole at the top. There you place a cloth filter to hold the ground coffee (two tablespoons of fine ground coffee per cup). Bring water to a boil and pour it down the filter and into the coffeepot, which has been placed underneath the cloth filter. It is critically important to bring the water to a boil; otherwise coffee will lose its aroma and flavor properties.

*Adapted from Costa Rica Cuisine*

**\*The bolded answers are ones that can be easily eliminated\***

1. The use of *chorreador de café* is very \_\_\_\_\_ in Costa Rica.

- a. ancestral
- b. restricted**
- c. uncommon**
- d. inexpensive

2. The *chorreador de café* \_\_\_\_\_.

- a. is made by [costaricatours@earthlink.net](mailto:costaricatours@earthlink.net)**
- b. has a hole on the base
- c. is made of wood
- d. boils water**

3. You need \_\_\_\_\_ to filter the coffee.

- a. a round hold
- b. a fabric bag
- c. cold water**
- d. a coffeepot**

When should I try to teach table manners?

Let's call table manners acceptable behavior at the table. I hope that you are setting a good example from the very beginning. This means no arguments at the table and staying seated for the entire meal. It also means no television when you are eating. Don't complain about the food, don't share with your child the list of foods you don't like and why. In other words, your dinner (and lunch and breakfast) table behavior should be pleasant, upbeat, and positive, and considerate of others at the table. Whether you put your elbows on the table and how you hold your fork are issues that you can fine-tune later on. When your child is beginning to eat in a high chair, do not tolerate intentional spills and food throwing. As soon as it happens, stop the meal and get him down, even if he hasn't eaten very much. The behavior will stop promptly, or at a minimum you will quickly learn that he isn't hungry.

*Adapted from [www.babycenter.com](http://www.babycenter.com)*

**\*Bolded answers can be easily eliminated\***

1. Table manners means \_\_\_\_\_ during meal times.

- a. getting the child down from the highchair**
- b. complaining about the food**
- c. a pleasant atmosphere
- d. acceptable arguments

2. We should \_\_\_\_\_ when having lunch.

- a. be seated for the whole meal
- b. share our food with others
- c. tune a good TV program**
- d. accept any behavior**

3. It is advisable to \_\_\_\_\_ at meal times.

- a. be positive
- b. be very hungry
- c. argue**
- d. share the list of foods you don't like**



## Tico Times Text

**I. Before Reading:** Discuss these questions with your partner.

- Read the title: Do you think it means China helped Costa Rica in some way? How?
- If Costa Rica *exports* more beef, does it mean that it is going *into* the country or *out*?
- Do you think that is something good for Costa Rica's economy? Why?
- Which countries do you think receive the most beef from Costa Rica?

**II. During Reading:** Match the vocabulary to its definition.

- |                |                                         |
|----------------|-----------------------------------------|
| 1. Boost       | a. farm animals kept for use and profit |
| 2. Exports     | b. events in the future                 |
| 3. Coordinator | c. increase or improve                  |
| 4. Imported    | d. goods going out of the country       |
| 5. Livestock   | e. work to improve something            |
| 6. Sector      | f. someone who organizes things         |
| 7. Efforts     | g. goods going into the country         |
| 8. Outlook     | h. an area distinct from others         |

### China Helps Boost Costa Rica's Beef Exports

By L. Arias

**Exports** of Costa Rican beef to China increased by more than 700 percent in one year, according to Leonardo Murillo, a **coordinator** for **livestock** at the Costa Rican Cattle Corporation (CORFOGA) for **research**. From January to November 2013, the country exported \$1.1 million in beef to the Asian country. During the same period in 2014, China bought \$9.3 million, an increase of 707 percent, according to a CORFOGA report released this week.

Costa Rica and China signed a Free Trade Agreement in 2010. China approved the entry of Tico beef in April 2012. CORFOGA Executive Director Luis Diego Obando said the increase in sales is due to **efforts** by the livestock **sector** to meet quality standards for **imported** meat, as requested by China's government.

“The **outlook** is even more positive, because recent high prices in international markets caused the total value of exports from Costa Rica to increase by 31.3 percent last year,” Obando said. The United States remains the largest buyer of Costa Rican beef, and sales to that country increased by more than 50 percent in 2014, according to the Foreign Trade Ministry. Other major buyers of Tico meat are: Puerto Rico, El Salvador, Jamaica, Honduras and Aruba. The seven countries accounted for 85 percent of Costa Rica’s total meat sales last year. El Salvador and Jamaica; however, decreased meat imports from Costa Rica in 2014.

**III. True or False Questions:** Write T or F in the space provided.

1. In only one year, the amount of beef that has recently been exported from Costa Rica to China has increased by a substantial amount.\_\_\_\_\_
2. China approved the entry of beef from Costa Rica before the Free Trade Agreement was signed.\_\_\_\_\_
3. One of the reasons that the increased amount of beef is going to China is because the Chinese government wants to improve quality of the imported beef. \_\_\_\_\_
4. The prediction according to the article is that there will be less exported beef from Costa Rica to China, and that the amount will decrease a lot.\_\_\_\_\_

**IV. M/C Questions:** Select the best option according to the article.

1. In one year, exports of beef increased by:
  - A. Over one thousand percent.
  - B. One hundred percent.
  - C. More than 500 percent.
  - D. An insubstantial amount.
2. China and Costa Rica signed a trade agreement:
  - A. At the same time the increased beef exports started to happen.
  - B. After the increase in exported beef started to happen.
  - C. Before the increased beef exports started to happen.
  - D. The amount of exported beef did not change after that.

3. The article says that there is a prediction or belief that future exports of beef:
  - A. will continue to increase.
  - B. will decrease by a large amount.
  - C. will stay exactly the same.
  - D. will be uncertain and doubtful.
4. Major buyers of Costa Rican beef include:
  - A. Mexico.
  - B. Italy.
  - C. El Salvador.
  - D. Dominican Republic.

**V. Short Answer Writing/Discussion:** *Write 1-2 sentences and reasons why you agree or disagree with the statement; tell your partner your opinion.*

1. Increased exports are something that our government should try to accomplish.
2. Trade partners are important for our economy and should be developed more.
3. Costa Rica should not continue to make trade agreements with more countries.

**Lesson 3: Homework**

Read the text below.

**Fast Food Nation**

In his book, *Fast Food Nation*, American writer Eric Schlosser says he used to eat a lot of fast food: "It was cheap and convenient and it tasted quite good." But he doesn't eat it any more. His book explains why. Schlosser describes the amazing size of the fast food business and explains that Americans spend over \$100 billion a year on fast food. The three largest companies have more than 60,000 restaurants across the world, and they open several new ones every day. He also explains how food is prepared in factories, and chemicals are added to refine its taste and smell. He describes how advertisements are often designed especially for children who may get toys when they go for a meal.

In general terms, eating too much of these products is unhealthy because they are saturated with fat and sugar. About 25% of the young people in the United States are overweight, and the problem is getting worse. We should think twice before ordering any kind of fast food.

Based on the text above, choose the appropriate alternative to answer each question.  
(Items 1 to 5)

1. Mr. Schlosser used to eat fast food because he thought it was \_\_\_\_\_.
  - A. expensive
  - B. traditional
  - C. fancy
  - D. tasty
2. Fast food is \_\_\_\_\_ eaten by Americans.
  - A. rarely
  - B. seldom
  - C. frequently
  - D. sporadically
3. The taste and smell of this kind of food \_\_\_\_\_.
  - A. has been improved
  - B. has been reduced
  - C. is getting worse
  - D. is natural
4. Fast food is unhealthy because it \_\_\_\_\_.
  - A. lacks fat
  - B. tastes good
  - C. has a lot of fat
  - D. contains sugar
5. People are \_\_\_\_\_ because of fast foods.
  - A. growing healthier
  - B. gaining weight rapidly
  - C. improving their eating habits
  - D. developing underweight problems

### Lesson 4: Costa Rican Art, Music, and Crafts

	Instructional Sequence	Materials
<b>Warm-up</b>  ≈ 15 minutes	<i>Competitive Brainstorming:</i> Divide students into groups. Each group brainstorms all of the words in English they know having to do with the arts. Tell them that if any group repeats the same word they will lose a point. The team with the most original words (worth one point each) wins.	<ul style="list-style-type: none"> <li>• Whiteboard</li> <li>• Markers</li> </ul>
<b>Presentation</b>  ≈ 20 minutes	<p><i>Vocabulary Review:</i> Review this week's vocabulary list. Have students add unknown words to their <u>living vocabulary</u> lists.</p> <p><i>Test Taking Strategy:</i> Context Clues: Part 1 (for details see the Test Strategies Handout). Use the practice worksheet to further explain and give examples.</p> <p><i>Grammar Point:</i> Simple past tense (with an emphasis on irregulars). See details on the Grammar Points Handout. Share common examples with participants.</p>	<ul style="list-style-type: none"> <li>• Vocabulary List</li> <li>• Test-Taking Strategies Handout</li> <li>• Grammar Points Handout</li> <li>• Sample Irregular Verbs Table</li> </ul>
<b>Practice</b>  ≈ 50 minutes	<p><i>Activity 1:</i> Students split up into groups of 3 to work on completing the context clues practice worksheet. Afterwards students should find all irregular verbs in the past tense and conjugate verbs to the past tense if they are not already in that form using only the bulleted prompts on the context clues worksheet.</p> <p><i>Activity 2:</i> Instruct students to complete the readings. It is up to the instructor's discretion whether the participants may work together or individually. Review answers.</p>	<ul style="list-style-type: none"> <li>• Context Clues Worksheet</li> <li>• Practice Texts</li> </ul>
	<p><i>Homework:</i> Study next week's vocabulary. Read and answer questions on the practice text.</p> <p><i>Exit Ticket:</i> Students must write three sentences using an irregular verb while using this lesson's vocabulary.</p>	<ul style="list-style-type: none"> <li>• Vocabulary List</li> <li>• Homework Readings</li> </ul>

**Lesson 4: Vocabulary List**

- |                      |                 |
|----------------------|-----------------|
| 1. artisan           | 35. ceremony    |
| 2. choreographer     | 36. painting    |
| 3. clay              | 37. paint       |
| 4. collection        | 38. paint brush |
| 5. composer          | 39. subject     |
| 6. copper            | 40. singer      |
| 7. costume           | 41. perform     |
| 8. craft             | 42. featured    |
| 9. cultural heritage | 43. exhibit     |
| 10. display          | 44. display     |
| 11. ensemble         | 45. gallery     |
| 12. gallery          | 46. gold        |
| 13. hall             | 47. stage       |
| 14. handmade         | 48. pattern     |
| 15. oxcart           | 49. shape       |
| 16. painter          | 50. sculptor    |
| 17. prima donna      | 51. museum      |
| 18. prize            | 52. palette     |
| 19. sculptor         | 53. blend       |
| 20. sponsor          | 54. dancer      |
| 21. stage            | 55. look        |
| 22. theater          | 56. view        |
| 23. unique           | 57. create      |
| 24. watercolor       | 58. show        |
| 25. wood             | 59. record      |
| 26. key              | 60. make        |
| 27. music            | 61. take place  |
| 28. technique        | 62. every other |
| 29. sound            | 63. beginning   |
| 30. made             | 64. end         |
| 31. social           | 65. building    |
| 32. influence        | 66. award/prize |
| 33. traditional      | 67. jewelry     |
| 34. work             |                 |

### Lesson 4: Sample Irregular Verbs Table

<b>Infinitive</b>	<b>Past Simple</b>	<b>Past Participle</b>	<b>Infinitive</b>	<b>Past Simple</b>	<b>Past Participle</b>
say	said	said	mean	meant	meant
make	made	made	set	set	set
go	went	gone	meet	met	met
take	took	taken	run	ran	run
come	came	come	pay	paid	paid
see	saw	seen	sit	sat	sat
know	knew	known	speak	spoke	spoken
get	got	gotten	lie	lay	lain
give	gave	given	lead	led	led
find	found	found	read	read	read
think	thought	thought	grow	grew	grown
tell	told	told	lose	lost	lost
become	became	become	fall	fell	fallen
tear	tore	torn	send	sent	sent
leave	left	left	build	built	built
feel	felt	felt	understand	understood	understood
put	put	put	draw	drew	drawn
bring	brought	brought	break	broke	broken
begin	began	begun	spend	spent	spent
keep	kept	kept	cut	cut	cut
hold	held	held	rise	rose	risen
write	wrote	written	drive	drove	driven
stand	stood	stood	buy	bought	bought
hear	heard	heard	wear	wore	worn
let	let	let	choose	chose	chosen

### Lesson 4: Context Clues Worksheet

**Activity 1:** Answer the questions using the different types of context clues and then work on finding irregular verbs using the bulleted prompts.

Context clues are **information** that appears **near** a word or phrase that may offer *direct* or *indirect* suggestions about its **meaning**.

Restatement:

Restates the meaning of the word in easier language. Words signaling definition or restatement include: *or, otherwise called, that is, in other words, also known as*.

- The artist used a dark **palette** in his paintings; *in other words*, he used a lot of cool colors like grey, black and blue.
  1. What does **palette** mean?
    - A. A group of colors
    - B. Dark colors
    - C. A paintbrush
    - D. A plate
- The gallery had a special **exhibit** for the weekend; *that is*, they had an excellent show with a group of carefully selected pictures.
  2. What does **exhibit** mean?
    - A. A house
    - B. A party
    - C. An art show
    - D. A newspaper

Example:

Giving an example of the word's meaning. Words signaling examples include: *such as, especially, like, for instance, for example, including*.

- The **featured** movies, *like* the Fault In Our Stars, were the only ones that sold out the opening weekend.
  3. What does **featured** mean?
    - A. Unpopular
    - B. Boring
    - C. Only
    - D. Special
- Famous **composers**, *especially* Mozart, have interesting childhood stories.
  4. What does **composer** mean?
    - A. A person who does math
    - B. A person who writes books
    - C. A person who writes music
    - D. A person who dances



Definition:

Directly tells the word's meaning. Words signaling definition or restatement include: *meaning, that, are, defined as.*

- The **surface**, *meaning* the very top layer, of the oil painting has to be preserved by experts.
  5. What does **surface** mean?
    - A. The bottom
    - B. The top
    - C. The middle
    - D. In between paint layers
  
- The musical **ensemble**, *defined* as a group of musicians, played beautifully at the National Theatre last night.
  6. What does **ensemble** mean?
    - A. Musicians playing instruments together
    - B. Musicians going to a show together
    - C. Musicians defining terms
    - D. Musicians drinking coffee together

Synonym/Antonym:

Words with opposite or similar meanings may give clues about unknown words in a text. Words signaling synonyms or antonyms include: *but, like, that is, unlike, similar to, far from.*

- The millionaire had a large **collection** of original paintings by Picasso, *that is*, he had *more than a few* in his house.
  7. What does collection mean?
    - A. One
    - B. Two
    - C. Two or more things
    - D. Four paintings
  
- The **handmade** craft was beautiful in its uniqueness, *far from* the *factory* and *machine-made* craft that was ugly in comparison.
  8. What does **handmade** mean?
    - A. Something made by hand
    - B. Something made by a machine
    - C. Something made by your mother
    - D. Something made in school

## Lesson 4: Practice Texts

**Activity 2:** Read the texts and answer the question prompts.

### Tico Times Text

**I. Before Reading:** Discuss these questions with your partner.

- Do you know any traditions or dances that have animals in them?
- Do you know any stories about animals with special powers?
- What are they? Compare a legend you know with your partner.
- What is the most famous story or legend about an animal that you know?
- Do you believe that those legends have any truth or not?

**II. During Reading:** Match the vocabulary to its definition.

- |              |                                   |
|--------------|-----------------------------------|
| 1. Depicting | a. a magical bird                 |
| 2. Traits    | b. a traditional ceremony         |
| 3. Quetzal   | c. extreme anger                  |
| 4. Warrior   | d. an offering of respect         |
| 5. Medallion | e. qualities of someone/something |
| 6. Extensive | f. a skilled fighter              |
| 7. Ritual    | g. intelligent, smart             |
| 8. Wrath     | h. showing or displaying          |
| 9. Tribute   | i. a piece of jewelry             |
| 10. Wise     | j. having a wide range            |

### Wild Myths: Costa Rican Animal Legends, Spirit Animals

By Lindsay Fendt

Though many of the Boruca traditions have been lost over time, every year since the Spanish conquest, the Boruca have put on the *Juego de los Diablitos* (Little Devils' Game), where the performers often dress in animal masks. Usually depicting strong animals, like the jaguar, or wise animals, like an owl or parrot, the masks represent the inner traits of the wearer.

Both Boruca and Bribri legends also include the belief that certain animals on Earth carry the spirit of gods. In Boruca legends, quetzals (*Pharomachrus mocinno*) carry the spirit of the great warrior Satú. According to the legend, Satú was born to a great chief; on the day of his birth, a quetzal came down to the village to sing. As a tribute, the villagers made Satú a medallion shaped like a quetzal that would protect him. Satú was never hurt in battle while he wore the medallion; in battle, quetzals protect the Boruca. One day while Satú was unprotected, his uncle killed him in the forest, but a quetzal flew down and sat over Satú's body. Later, it flew away to live in the mountains where it stayed forever, carrying Satú's spirit.

The Bribri people believe that all the world's tapirs (*Tapirus bairdii*) are spirits of a tapir god, the sister of Sibú. Legend has it that Sibú planned to marry off his sister in exchange for a wife of his own, but because she can tell the future, Tapir could see her brother's intentions and could also see that if she married, it would end unhappily. Tapir refused to get married, so her brother sent some of her spirit to Earth for the Bribri to hunt. Because of their beliefs, Bribri have extensive ceremonies surrounding tapir hunting. Any violations of the ritual will have the result of the wrath of the Tapir god.

**III. True/False Questions:** Write T or F in the space provided.

1. Ceremonies and dances for the Boruca often include costumes as animals. \_\_\_\_\_
2. The Boruca believed that the quetzal was a bird that had special qualities. \_\_\_\_\_
3. The Boruca legend is that Satú died because he did not respect the quetzal. \_\_\_\_\_
4. The Bribri do not have any prohibitions in their culture for hunting the Tapir. \_\_\_\_\_
5. Boruca ceremonies often depict animals that are powerful. \_\_\_\_\_

**IV. Multiple Choice:** Select the best answer according to the text.

1. Boruca ceremonial dances sometimes include costumes of:
  - A. Cats and mice
  - B. Jaguars and owls
  - C. Insects and flowers
  - D. Dwarves and elves
3. Animals who are depicted in ceremonial dances are considered to be:
  - A. Wild and evil
  - B. Intelligent or powerful
  - C. Angry and vicious
  - D. Tricky and sneaky
4. A protective medallion in the form of a quetzal helped Satú:
  - A. When he was young
  - B. Only in the daytime
  - C. Only when he prayed to the quetzal
  - D. When he wore the medallion
5. The Bribri believed the Tapir could:
  - A. Conquer warriors in battle
  - B. See into the future
  - C. Bring wealth and fortune
  - D. Destroy all evil spirits

**V. Short Answer/Discussion:** Write 1-2 sentences about why you agree or disagree with the statements and tell your partner your opinion.

1. Belief in spirit animals and legends is something that should be maintained.

2. It is important to keep traditions and customs such as legends about animals.

3. Animals have spirits same as humans and should be respected for that.

Read the text below.

**Margarita Bertheau: One of Costa Rica's Finest Artists**

Margarita Bertheau was born in San José, Costa Rica, in 1913 and died in 1975. She studied artistic painting and ballet in Cuba and in Colombia. Her contribution to the ballet in Costa Rica was very important. In addition to being a professor and a choreographer at the Ballet Academy, she designed clothes and stage scenes. She became a member of the Board of the University of Costa Rica Fine Arts School in 1942. Her teaching of watercolor technique and the force of her personality, managed to create an outstanding school in that discipline. She became the first professor to be allowed to teach with nude models. Her pictorial work is vast and varied. It shows not only a diversity of subjects and techniques but a wonderful use of color and great freedom in the outline and "claroscuro." She mostly used watercolor technique, but her oil paintings were also a great success. She made a series of outdoors murals of large dimensions. She also painted abstract works, although this technique was not as popular in her time in Costa Rica as it was elsewhere.

Based on the text above, choose the appropriate alternative to answer each question. (Items 1 to 5)

1. Artist Margarita Bertheau \_\_\_\_\_.
  - A. contributed to the development of Costa Rican art
  - B. had no success with oil paintings
  - C. managed only one technique
  - D. made just a couple of murals
2. Bertheau was the first artist to \_\_\_\_\_.
  - A. create a ballet academy in Colombia
  - B. study artistic painting in 1913
  - C. run the School of Arts
  - D. use nude models
3. Margarita Bertheau used \_\_\_\_\_ in her paintings.
  - A. a variety of subjects
  - B. only the human figure
  - C. just watercolor technique
  - D. numerous mountain landscapes
4. In Costa Rica, Margarita Bertheau was \_\_\_\_\_ artist(s) who painted abstract works in her time.
  - A. the last
  - B. the only
  - C. one of the few
  - D. one of the many
5. She held a respectable position \_\_\_\_\_.
  - A. in the Colombian Ballet Academy
  - B. at the University of Costa Rica
  - C. at the School of Arts in Cuba
  - D. in the Cuban Ballet School

### Lesson 4: Homework

Read the text below.

#### Musician Received National Music Award

Musician Ulpiano Duarte was honored on May 29th for his famous and great marimba sounds at a ceremony at the National Auditorium in San José. During this ceremony, he received the highest distinction from the Association of Music President Oscar Arias gave Duarte the Ricardo Mora “Reca” award in recognition of his lifelong dedication to music and for works composed from November 2005 to October 2006, according to a statement from the office of the President.

Duarte, from the northwestern province of Guanacaste, founded Marimba Diriía in 1969, which was later declared the National Marimba by an executive decree in 1975, he founded the first Costa Rican marimba school in Santa Cruz, Guanacaste, and after that, he worked as a music professor at the University of Costa Rica (UCR). Among his most popular works are “Nostalgia en la Pampa,” “Contra el Bramadero,” “Gotas de Lluvia,” “Santa Cruz de Fiesta,” and “Canto a Mi Tierra.”

Based on the text above, choose the appropriate alternative to answer each question. (Items 1 to 5)

1. What does Ulpiano Duarte do? He is \_\_\_\_\_.
  - A. ACAM’s president
  - B. a marimba maker and player
  - C. a music composer and professor
  - D. working for a marimba school now
2. Why was Ulpiano honored? Because of his \_\_\_\_\_.
  - A. contribution to music
  - B. great last public performance
  - C. teaching at the University of Costa Rica
  - D. outstanding participation at the National Auditorium
3. Who decided to recognize Duarte’s work?
  - A. Ricardo “Reca” Mora
  - B. Some citizens of Guanacaste
  - C. The Association of Music Composers
  - D. A professor of the University of Costa Rica
4. What is one of Duarte’s contributions to the music in Costa Rica?
  - A. The founding of a marimba school
  - B. The creation of all Costa Rican music
  - C. His participation in a music association
  - D. His performance in the National Auditorium
5. According to the text, what important achievement did Ulpiano make in Costa Rica? He \_\_\_\_\_.
  - A. taught in a public school
  - B. founded the National Marimba
  - C. was the principal of a music school
  - D. became member of a marimba association

### Lesson 5: Costa Rican Democracy

	Instructional Sequence	Materials
<b>Warm-up</b>  ≈ 10 minutes	<i>Democratic Puzzle:</i> Tape pre-made “puzzle pieces” with democracy-related nouns on the board. Distribute their matches, the definitions, among the students and instruct them to find the match and tape the description next to it on the board.	<ul style="list-style-type: none"> <li>• Puzzle Pieces</li> <li>• Tape</li> </ul>
<b>Presentation</b>  ≈ 20 minutes	<p><i>Vocabulary Review:</i> Read through the words and definitions, discussing their meanings and allowing students to fill the nouns in next to the definitions on their sheets. Ask students to come up with synonyms and antonyms where applicable.</p> <p><i>Test Taking Strategy:</i> Explain to the students that you will be focusing on finding meaning using context clues again. Solicit from them the definition of context clue. Ask them what they should be looking for (restatement, definitions, synonyms/antonyms, etc.). Use the first example from the worksheet as reinforcement together.</p> <p><i>Grammar Point:</i> Introduce synonyms and antonyms while explaining that the Bachillerato exam will employ many of both. Pick a word with a number of synonyms and antonyms (preferably one related to democracy such as freedom, power, equality but a simpler word such as good, bad, etc. if the class level is lower) and solicit as many synonyms and antonyms as you can from the class.</p>	<ul style="list-style-type: none"> <li>• Test-Taking Strategies Handout</li> <li>• Grammar Points Handout</li> <li>• Vocabulary Worksheet</li> </ul>
<b>Practice</b>  ≈ 60 minutes	<p><i>Activity 1:</i> Ask students to complete the context clues worksheet. Be sure that they underline the context clues. Also have students complete the Democracy Verbs sheet as well. Review the answers together.</p> <p><i>Activity 2:</i> Pass out the reading to the students with bolded words. Have them first change all the bolded words to synonyms. Then have them change the meaning of the reading by substituting the bolded words with antonyms.</p> <p><i>Activity 3:</i> Give the students 25 minutes to read the texts and answer the questions in pairs. Review the answers as a class and have students help one another locate the correct answers within the text.</p>	<ul style="list-style-type: none"> <li>• Vocabulary List</li> <li>• Context Clues Worksheet</li> <li>• Practice Texts</li> </ul>
	<p><i>Homework:</i> Read and respond to the practice texts and review the next week’s vocabulary list.</p> <p><i>Exit Ticket:</i> Students must provide at least one synonym and one antonym to a given word.</p>	<ul style="list-style-type: none"> <li>• Vocabulary List</li> <li>• Homework Readings</li> </ul>

**Lesson 5: Vocabulary List**

- |                      |                     |
|----------------------|---------------------|
| 1. Abolish           | 31. Issue           |
| 2. Accept            | 32. Law             |
| 3. Agency            | 33. Leader          |
| 4. Army/Military     | 34. Limit           |
| 5. Authority         | 35. Meeting         |
| 6. Authorize         | 36. Member          |
| 7. Ballot            | 37. Minority        |
| 8. Candidate         | 38. Misuse          |
| 9. Carry Out         | 39. Point of View   |
| 10. Cast             | 40. Political Party |
| 11. Citizen          | 41. Poll            |
| 12. Commander        | 42. President       |
| 13. Constitution     | 43. Pride           |
| 14. Contribute       | 44. Priority        |
| 15. Country          | 45. Privilege       |
| 16. Court            | 46. Proposal        |
| 17. Democracy        | 47. Protect         |
| 18. Deny             | 48. Referendum      |
| 19. Dictator         | 49. Right           |
| 20. Duty             | 50. Role            |
| 21. Election         | 51. Run             |
| 22. Electoral System | 52. Society         |
| 23. Enforce          | 53. Solve           |
| 24. Ensure           | 54. Staff           |
| 25. Express          | 55. Stands For      |
| 26. Fairness         | 56. Succeed         |
| 27. Freedom          | 57. Supervise       |
| 28. Government       | 58. System          |
| 29. Guarantee        | 59. Term            |
| 30. Honesty          | 60. War             |



### Lesson 5: Vocabulary Worksheet<sup>2</sup>

Noun in English	Definition in English
	a business or organization established to provide a service
	the armed forces of a country
	the power to give orders, make decisions and enforce obedience
	a piece of paper used to record someone's vote
	a person who is nominated for an election
	a legal member of a country
	a person in authority over troops or military
	a nation with its own government
	a system of government in which the people elect their representatives
	a ruler with total power over a country
	a moral or legal obligation; a responsibility
	the organized process of electing members of a political body
	the system by which political representatives are elected
	equality or justice
	liberty from foreign domination
	the system by which a nation is governed
	the quality of being honest or telling the truth
	an important topic or problem for debate or discussion
	a rule that restricts the actions of members of a society
	a person who leads or commands a group or organization
	a restriction on the amount of something
	an assembly of people
	an individual belonging to a group
	a small group of people within a society
	the wrong or improper use of power
	a particular attitude or way of considering a matter
	a political group that attempts to take part in government
	the place where votes are cast in an election
	a feeling of deep satisfaction about one's achievements
	a thing that is regarded as more important than another
	a special right or advantage given to a person
	a plan or a suggestion
	a moral or legal privilege
	a person's function or part to play
	people living together in an organized community
	all the people employed by an organization
	a limited period of time
	an armed conflict between nations

<sup>2</sup> These definitions may be used for the motivation activity.

### Lesson 5: Context Clues<sup>3</sup> (Part 2) Worksheet

**Activity 1:** Find the meaning of the bolded word in each of the following eight sentences. Also underline the context clues that helped you to reach your conclusion.

1. Fidel Castro is considered by many to be a **despot** because of his longstanding role as dictator and repression of the opposition.

Meaning: \_\_\_\_\_

2. The president made an official **decree** that made it illegal for the police to arrest people for littering.

Meaning: \_\_\_\_\_

3. It is important for constitutions to be **counter-majoritarian** so that large groups do not take advantage of and discriminate against minorities.

Meaning: \_\_\_\_\_

4. **Cronyism**, the practice of giving positions to close allies regardless of their qualifications, is frowned upon in democracies.

Meaning: \_\_\_\_\_

5. **Bicameral** congresses, such as that of the United States with both the House and the Senate, are often considered more effective than those with just one house.

Meaning: \_\_\_\_\_

6. **Treason** is considered the greatest betrayal that one can commit against a country.

Meaning: \_\_\_\_\_

7. Many countries have military **conscription** policies, which is to say that everyone must serve in the military at some point.

Meaning: \_\_\_\_\_

8. Costa Rica has not had a military since the president **abolished** it in 1948.

Meaning: \_\_\_\_\_

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<sup>3</sup> A context clue is **information** that appears **near** a word or phrase that may offer *direct* or *indirect* suggestions about its **meaning**.

**Activity 1:** Vocabulary practice continued.

Verb in a Sentence	Translation in Spanish
Costa Rican citizens <b>elect</b> a new president every four years.	
Costa Rica's strong democratic tradition and fair electoral system <b>contribute</b> to its stability.	
It is the Electoral Tribunal's job to <b>supervise</b> electoral activities.	
Many countries have a military to <b>protect</b> and defend it.	
On voting day, you must go to the poll to <b>cast</b> your vote.	
How often does the United States <b>carry out</b> presidential elections?	
Legislators need to decide if they will <b>accept</b> the new proposal.	
The government is working to <b>solve</b> the country's financial problems.	
That candidate <b>stands for</b> women's rights, equality and education reform.	
The judicial, legislative and executive branches of government were created to <b>ensure</b> that the president did not abuse power.	
Voting is an excellent way to <b>express</b> your opinion about current issues and candidates.	
It is the president's responsibility to <b>run</b> the country.	
Costa Rica's constitution <b>guarantees</b> many rights to its citizens.	
No one can <b>deny</b> that Costa Rica has a model democratic system.	
A constitution was drafted in 1948 that <b>abolished</b> the military.	
The judicial branch of the government was created to <b>enforce</b> laws.	
Do you think the candidate will <b>succeed</b> in winning the presidency?	
The president cannot <b>authorize</b> the spending of taxpayer's money without the approval of Congress.	

tener éxito	llevar a cabo	gobernar	supervisar	hacer cumplir
asegurar	elegir	contribuir	aceptar	autorizar
representar	proteger	negar	expresar	garantizar
abolir	resolver	depositar		

### Lesson 5: Practice Texts

**Activity 2:** Answer the questions according to the original text and complete the exercise outlined in the lesson plan using the bolded words in the text.

Read the text below.

#### Does a Perfect Political System Exist?

From the Age of Enlightenment to our days, **few** political ideals with true historic meaning have been formed. Because of that, we do not have enough knowledge about political systems, even though there are **many** kinds of such systems in the world. Basically, modern society **requires** political systems to guarantee democracy, efficiency and stability at the same time.

The democratic systems held by Western countries since the era of industrialization were once considered as the **ultimate** political systems. However, new problems appeared after the former Soviet Union collapsed. Soviet Union style socialism created amazing **efficiency**, but finally ended due to the poor life style improvements and neglected democracy. Nevertheless, the Western system provides democracy but loses efficiency. We expect a perfect political system, but such a system does not exist. Ideals cannot solve political **problems**. **Democracy** once brought **prosperity** to the U.S. and European countries. However, these powers are now facing their own crisis. Can experts explain why?

International debates over politics are more intense than ever. Once, socialist politics were influential, but since the end of the Cold War, capitalist politics have been dominating. This is not just a theoretical **dispute** as there are too many **national** interests and ideological dispute as there are too many national interests and ideological conflicts. In fact, there is no political system that can solve all the troubles of the world.

Based on the text above, choose the appropriate alternative to answer each question.  
(Items 1 to 5)

1. The industrialization period gave strength to \_\_\_\_\_ in the western countries.
  - A. socialism
  - B. democracy
  - C. capitalist politics
  - D. erroneous politics

2. According to paragraph 2, the democratic system is \_\_\_\_\_ in some countries.
  - A. perfect
  - B. stronger
  - C. progressively decaying
  - D. becoming more effective
3. According to the text, economic problems \_\_\_\_\_.
  - A. reduced political crises
  - B. increased the efficiency of capitalism
  - C. caused the failure of the socialist system
  - D. made democratic systems more effective
4. According to the text \_\_\_\_\_.
  - A. socialism is currently experiencing great success
  - B. democracy has regained new strength
  - C. modern political systems are perfect
  - D. most political systems will fail
5. According to the text, \_\_\_\_\_ can resolve the political dilemma of the planet.
  - A. the Enlightenment Age thoughts
  - B. Western democracy
  - C. no political system
  - D. all political ideals

**Activity 3:** Answer the prompts in the text below.

### Tico Times Text

**I. Before Reading:** Discuss these questions with partner.

- What does the word democracy mean? It means you can do ...what?
- Is voting important to democracy? Why?
- Is freedom of speech important? Why?
- What is an authoritarian regime? How is it different from democracy?

**II. During Reading Vocabulary:** Match the synonyms.

- |                              |                                 |
|------------------------------|---------------------------------|
| 1. Civil Liberties           | a. analyzed                     |
| 2. Representative Governance | b. mixed                        |
| 3. Evaluated                 | c. weak                         |
| 4. Classify                  | d. government of the people     |
| 5. Hybrid                    | e. cruel, unfair government     |
| 6. Authoritarian             | f. free speech, free expression |
| 7. Fragile                   | g. categorize                   |

### Costa Rica and Uruguay Are the Only 'Full' Democracies in Latin America

By L. Arias

An investigation by The Economist Intelligence Unit (EIU) concluded that in Latin America, only Uruguay and Costa Rica ranked in the region's "full democracies" category, described as when countries respect **civil liberties** and **representative governance**. The report **evaluated** 165 countries using a 0 to 10 scale in five categories and the final results were used to **classify** countries into one of four categories: full democracies, imperfect democracies, **hybrid** models and **authoritarian regimes**.

Costa Rica placed 24th with an index of 8.03, behind Uruguay, which ranked 17th at 8.17. At the bottom of the list are Cuba and Haiti, with low rates of 3.52 and 3.82, respectively. The EIU considers them authoritarian regimes. The investigation concluded that the democratic culture in Latin America in general can be considered as weak. Despite progress in Latin American democratization in recent decades, many countries in the region have **fragile** democracies. Levels of political participation are generally low and democratic cultures are weak.

**III. True and False Questions:** Write T or F in the space provided.

1. Generally, the culture of democracy is very well represented in Latin America.\_\_\_\_\_
2. Costa Rica is one of the countries in Latin America having a strong culture of democracy.\_\_\_\_\_
3. Cuba was classified as having an imperfect culture of democracy.\_\_\_\_\_
4. In recent decades, there has been little progress for democracy in Latin America.\_\_\_\_\_

**IV. Multiple Choice Questions:** Choose the best answer according to the article.

1. Authoritarian governments are:
  - A. Respectful of the rights such as free speech and expression.
  - B. Not respectful to the rights such as free speech and expression.
  - C. Friendly to tourists to encourage a change.
  - D. Easy to change into real democracies.
2. Democratic governments:
  - A. Allow people to express choose their representatives.
  - B. Are located in places where people can easily become rich.
  - C. Are well represented throughout Latin America.
  - D. Are always perfect as a model of government.
3. Costa Rica was classified as one of the countries in Latin America
  - A. with a perfect example of democracy
  - B. with one of the best examples of democracy in Latin America
  - C. with an authoritarian government
  - D. With a long history of authoritarian government.
4. Haiti was classified as one of the countries where
  - A. The tradition of democracy is strong.
  - B. Democratic values are quickly improving.
  - C. There is a lack of a culture of democracy.
  - D. Democracy can never be achieved.

**V. Short Answer/Discussion Questions:** Write one or two sentences to explain why you agree or disagree with the statements and then tell your opinions to a partner.

1. Voting is an important part of democracy.
2. If a government does not allow people to express their opinion, then it is bad for democracy.
3. If people can express their opinion about something in public, it is a good thing for a culture of democracy.
4. If a government does not allow people to express their opinion, it is against the culture of democracy.

*Adapted from: <http://www.ticotimes.net/2015/02/09/economist-intelligence-unit-costa-rica-and-uruguay-are-the-only-full-democracies-in-latin-america>*



**Lesson 5: Homework**

Read the text below.

**Report Suggests Changes for Democracy in Costa Rica**

A special committee of six long-time politicians has come out with 97 recommendations designed to improve democracy in Costa Rica. The group has also identified 32 problems with the structure and legislation of the country. A controversial idea already has been leaked to the public. The group suggested increasing the number of legislators from current 57 to 75 or 87 to compensate the increasing population. Another proposal is for lawmakers to serve consecutive terms. Now, they must leave office after one four-year term but can serve again later.

The president set up the committee after the *Estado de la Nación* report outlined key problems with Costa Rica's democracy. The public's low opinion of lawmakers and politicians in general was another factor mediating in the creation of the committee.

The panel also suggested a new court other than the Sala IV Constitutional Court to hear routine constitutional appeals and habeas corpus cases. This would allow the Constitutional Court to concentrate on higher order issues of conflict between the government branches and matters of liberties and fundamental rights. The proposed reforms are inspired by the idea of easing the functioning of democracy for the majority, facilitating the exercise of the authority that the public has placed in officials, according to the panel. Many of the suggestions are technical and relate to the rules of the legislature or the budget.

Based on the text above, choose the appropriate alternative to answer each question.  
(Items 1 to 5)

1. The recommendations were made by \_\_\_\_\_.
  - A. international lawmakers
  - B. a committee from Sala IV
  - C. experts in the field of politics
  - D. The staff of *Estado de la Nación*
  
2. The purpose of the suggestions is to \_\_\_\_\_.
  - A. strengthen Costa Rica's democratic system
  - B. implement them in the next presidential term
  - C. improve the next *Estado de la Nación* report
  - D. reinforce the labor of the president

3. Today's legislature does not \_\_\_\_\_.
  - A. allow lawmakers to deal with controversial topics publicly
  - B. permit lawmakers to serve consecutive terms
  - C. forbid the reelection of current legislators
  - D. tolerate any reelection of legislators
  
4. The report by *Estado de la Nación* focused on \_\_\_\_\_.
  - A. some suggestions to improve the current government
  - B. general problems faced by Costa Rica's democracy
  - C. changing the negative image of some politicians
  - D. the new roles created for Sala IV
  
5. The committee suggested to \_\_\_\_\_.
  - A. implement six long-term recommendations
  - B. replace Sala IV for a more effective court
  - C. increase the number of lawmakers
  - D. abolish the re-elections of deputies

### Lesson 6: Travel

	Instructional Sequence	Materials
<b>Warm-up</b>  ≈ 20 minutes	<i>Globetrotting:</i> Post the cardinal directions to four different parts of the room (i.e. North, South, East, and West). Include a list of countries that could fit under each direction (e.g. North: Sweden and Canada). Students then travel to two of the four areas and write three sentences about the travel experience. Invite students to share their work. Try to include visual aids for this activity.	<ul style="list-style-type: none"> <li>• Tape</li> <li>• Cardinal Direction Signs</li> <li>• Country Lists</li> <li>• Visual Aids</li> </ul>
<b>Presentation</b>  ≈ 20 minutes	<i>Vocabulary Review:</i> Review this week's vocabulary list. Have students add unknown words to their <u>living vocabulary</u> lists.  <i>Test Taking Strategy:</i> Talking to the Text (see details on the Test Taking Strategies Handout).  <i>Grammar Point:</i> Adverbs of Frequency (see details on the Grammar Points Handout).	<ul style="list-style-type: none"> <li>• Vocabulary List</li> <li>• Test-Taking Strategies Handout</li> <li>• Grammar Points Handout</li> <li>• Adverbs of Frequency/Time</li> </ul>
<b>Practice</b>  ≈ 30 minutes	<i>Activity 1:</i> Students review the annotated talking to the text example paragraph, and answer the questions together  <i>Activity 2:</i> Students then read, annotate, and complete the prompts in the Tico Times article. Encourage participants to mark up the article as much as possible.	<ul style="list-style-type: none"> <li>• Annotated Text</li> <li>• Practice Texts</li> </ul>
	<i>Homework:</i> Study the material and next week's vocabulary. Read and answer questions on the practice text.  <i>Exit Ticket:</i> Students write down 8 sentences using Adverbs of Frequency to describe how often they travel to certain places (e.g. Japan, your community's center/downtown, school, San Jose).	<ul style="list-style-type: none"> <li>• Vocabulary List</li> <li>• Homework Readings</li> </ul>

**Lesson 6: Vocabulary List**

- |                 |                   |
|-----------------|-------------------|
| 1. Kid          | 27. Terrain       |
| 2. Under        | 28. Paradise      |
| 3. Enjoy        | 29. Bus           |
| 4. Free         | 30. Arrive        |
| 5. Public       | 31. Waterfall     |
| 6. Rate         | 32. Snorkel       |
| 7. Beach        | 33. Stay          |
| 8. Trail        | 34. Stop          |
| 9. Camp         | 35. Hike          |
| 10. Guide       | 36. Trek          |
| 11. Luxury      | 37. Currency      |
| 12. Airplane    | 38. Landscape     |
| 13. Admire      | 39. Highway       |
| 14. Walk        | 40. Visitor       |
| 15. Ocean       | 41. Wildlife      |
| 16. Share       | 42. Canopy        |
| 17. Terminal    | 43. Arrival       |
| 18. Tour        | 44. Arrive        |
| 19. Industry    | 45. Schedule      |
| 20. Family      | 46. Entrance      |
| 21. Vacation    | 47. Accommodation |
| 22. Lodge       | 48. Village       |
| 23. Hotel       | 49. Valley        |
| 24. Backpack    | 50. Boat          |
| 25. Destination | 51. Train         |
| 26. Departure   | 52. Include       |

## Lesson 6: Adverbs of Frequency/Time

### Adverbs of Time:

**after:** *después de*

**as:** *mientras*

**as soon as:** *tan pronto como*

**before:** *antes de (que)*

**every time:** *cada vez (que)*

**since:** *desde*

**the (first/second/third) time:** *la (primera/segunda/tercera) vez*

**the (last/next) time:** *la (última/proxima) vez*

**while:** *mientras*

**until:** *hasta (que)*

1. He returned to Costa Rica after winning the competition.
2. As he was practicing with his team, he broke his leg.
3. As soon as she is able, she will compete internationally.
4. He played the drums before he began to play the trumpet.
5. Every time she competes, she wins.
6. He has played golf since he was five years old.
7. The first time he played internationally, he lost.
8. The next time he plays he will be in Costa Rica.
9. She played soccer professionally while raising her children.
10. She can't play basketball until tomorrow.

### Adverbs of Frequency:

**never → rarely → seldom → sometimes → often → frequently → usually → always**

*nunca → casi nunca → pocas veces → a veces → a menudo → frecuentemente → usualmente → siempre*

		day
		other day
every	+	week
		other week
		month
		year

## Lesson 6: Annotated Text

**Activity 1:** Review the annotations and answer the questions in the text.

Tourism in Costa Rica

Costa Rica is considered a natural paradise because people can enjoy a great variety of microclimates and landscapes, from smoking volcanoes and lush tropical jungles to marvelous beaches, with a diversity of flora and fauna. These natural wonders will surprise all national and international travelers. Besides, this extraordinary biodiversity is complemented by a wide range of open-air activities, ranging from bird-watching and excursions along the beach where it is possible to dive in crystal clear waters, take white water rafting, travel through the jungle on foot, and stay in one of the few hostels near there.

Paradise examples are underlined.

Activity examples are in rectangles.

Three important parks.

Tortuguero National Park, Irazú Volcans National Park, and Manuel Antonio National Park are among the most important natural reserves. In the first park, you can enjoy a boat ride through the Tortuguero canal and admire its exuberant tropical species of tortoises, and its lovely wooden houses painted in vivid colors. The second park is located to the north of Cartago and is one of the most sensational parks in Costa Rica due to its "out of this world" lunar landscape that was formed thousands of years ago. The latter park's natural beauty consists of its three beaches, a tropical jungle with immense rubber plants, mangrove swamps, and has some similarities to Corcovado National Park.

Based on the text above, choose the appropriate alternative to answer each question.  
(Items 1 to 6)

1. In Costa Rica, tourists can enjoy the abundance of flora and fauna as well as:
  - A. renting parks.
  - B. any type of business.
  - C. great number of hostels.
  - D. alien-looking landscapes.
2. One of the opportunities that tourists have in Costa Rica is:
  - A. hiking in the jungle.
  - B. to see rich marine life.
  - C. selling colorful boats.
  - D. living in wooden houses.
3. One of the sporting activities that tourists can experience is:
  - A. diving.
  - B. watching turtles.
  - C. visiting the jungle.
  - D. playing indoor activities.
4. The article mentions that Costa Rica is a:
  - A. small country.
  - B. beautiful place to visit.
  - C. land with many divers.
  - D. country with huge rocky islands.
5. Tourists will be surprised by Costa Rica's:
  - A. variety of flora and fauna.
  - B. large number of wooden houses.
  - C. great amount of visitors.
  - D. lack of flora and fauna.
6. Tourists will have a great chance to:
  - A. swim in private rivers.
  - B. admire wildlife.
  - C. walk inside the volcano.
  - D. enjoy a singularly predominant climate.

## Tico Times Text

**I. Before Reading:** Discuss these questions with a partner.

- Why is Costa Rica popular as a tourist destination?
- Why is Costa Rica more popular than other countries in the region?
- Do you think Costa Rica will always be the most popular tourist location in the region?

**II. During Reading Vocabulary:** Match the word with the best definition according to the text.

- |                   |                                       |
|-------------------|---------------------------------------|
| 1. Privileged     | a. area or part of something          |
| 2. World renowned | b. friendliness to others             |
| 3. Well-rooted    | c. amount of money put into something |
| 4. Literacy       | d. having a high status or position   |
| 5. Hospitality    | e. to increase or grow                |
| 6. Diverse        | f. diminished or lessened             |
| 7. Sector         | g. opinion about the future           |
| 8. Expand         | h. having variety                     |
| 9. Reduction      | i. ability to read and write          |
| 10. Investment    | j. famous throughout the world        |
| 11. Outlook       | k. well-established                   |

### New AMCHAM President Says Costa Rica Is 'Well-Rooted' in Tourism By Zach Dyer

As Costa Rica worried about its **privileged** spot as a **world-renowned** tourist destination this year because of high operating costs and neighborhood competition, the Costa Rican-American Chamber of Commerce elected Dennis Whitelaw who noted that: “Costa Rica is **well-rooted** in tourism compared to other countries,” Whitelaw said. Adding that the level of service offered here is above its regional competition in Nicaragua, Guatemala and Cuba. “Costa Rica has a level of intelligence, **literacy**, **hospitality** and people deliver good service. Those other countries have a ways to go in improving that,” he added.

Despite the positive points, there is still ability to have further improvement. The new AMCHAM president said that as long as Costa Rica continues to polish its **diverse** offerings for tourists with a focus on eco-tourism, the \$2.6 billion **sector** of the economy should continue to grow. Speaking for Marriott, Whitelaw said the company looks to **expand** here in the next five years. Whitelaw said that after a disappointing **reduction** in foreign **investment** during 2014 he is still “conservatively optimistic” about Costa Rica’s **outlook** in 2015.



**III. True and False Questions:** Write T or F in the space provided.

1. Costa Rica is not currently at the top in the region as a tourist destination.\_\_\_\_\_
2. The amount of foreign investment in Costa Rica increased in 2014.\_\_\_\_\_
3. The article makes the point that there will be more competition from other countries in the region in the future.\_\_\_\_\_
4. The article says that there is a prediction that the future of Costa Rican tourism is probably going to diminish in the next couple of years significantly.\_\_\_\_\_

**IV. Multiple Choice Questions:** Choose the best answer according to the text.

1. Costa Rican tourism is described in the article as having:
  - A. A high position and reputation as a tourist destination worldwide.
  - B. A mediocre position and reputation as a tourist destination.
  - C. A poor position and reputation as a tourist destination.
  - D. An unknown position and reputation as a tourist destination.
2. According to the article, the future regional competition for tourist destinations will probably:
  - A. Remain the same
  - B. Become more of a competition for Costa Rica.
  - C. Diminish significantly because of high costs.
  - D. Be never understood.
3. According to the article, the Marriott hotel will likely become:
  - A. A very expensive hotel that very few tourists will afford in Costa Rica.
  - B. One of the hotels that grows in number in Costa Rica.
  - C. One of the hotels that leaves Costa Rica permanently.
  - D. A hotel that only private clubs make business connections with.
4. According to the article, tourism is expected to grow is because of:
  - A. Surf contests and excellent beaches for surfing.
  - B. Horseback riding and forest exploration.
  - C. A range of options that are offered for tourists.
  - D. Volcano hiking and zip line rides.

**V. Short Answer Writing and Discussion:** Write 1-2 sentences to give your opinion regarding the following statements and tell your partner your opinion.

1. Costa Rican tourism should focus more on showing different cultural traditions in addition to eco-tourism.
2. Tourism in Costa Rica is something that should not be increased too much because it will impact the environment in negative ways.
3. Tourism in Costa Rica should encourage local businesses to have more opportunities and not the large hotel chains such as Marriott.

**Lesson 6: Homework**

Read the text below.

**The Best of Costa Rica Day Tripping**Miravalles Cloud Forest

Enjoy the experience of a lifetime as you cross-country from the Guanacaste lowlands to this extraordinary place where the water is cool and clear. Enjoy a 20 minute horseback ride or tractor-pulled cart ride while surrounded by amazing waterfalls.

Duration: 8 hours Meals included: Lunch

Arenal Volcano National Park and Tabacón Hot Springs

Enjoy nature's fireworks at night while relaxing in the soothing spring waters. Feel the ground tremble and watch the lava flow, an experience not to be missed!

Duration: 12 hours Meals included: Lunch and dinner

Palo Verde Nature Cruise

If you enjoy wildlife, this experience is for you! Take the two-hour cruise on the Tempisque and Bebedero Rivers with close access to the world famous Palo Verde National Park, home to hundreds of migrating water bird species. You might see monkeys, scarlet macaws, iguanas, crocodiles, caimans, etc.

Duration: 5-6 hours Meals included: typical lunch

Based on the text above, choose the appropriate alternative to answer each question.  
(Items 1 to 6)

1. All the tours include \_\_\_\_\_.
  - A. water birds
  - B. waterfalls
  - C. fireworks
  - D. food
2. According to the information, all tours offer \_\_\_\_\_.
  - A. amazing experiences
  - B. annoying adventures
  - C. boring situations
  - D. typical meals
3. It takes \_\_\_\_\_ to enjoy any single tour.
  - A. a full day
  - B. around two hours
  - C. less than five hours
  - D. no more than twelve hours

4. Mostly, you can watch water birds on a \_\_\_\_\_.  
A. river cruise  
B. horseback ride only  
C. tractor-pulled cart ride  
D. nature hike to the forest
5. Only one of the tours offers \_\_\_\_\_.  
A. lunch  
B. horseback riding  
C. a cruise on spring waters  
D. close contact with the nature
6. The tour to Miravalles includes \_\_\_\_\_.  
A. private rooms  
B. several meals  
C. land transportation  
D. water transportation

### Lesson 7: Mid-Test

	Instructional Sequence	Materials
<b>Warm-up</b>  ≈ 10 minutes	<i>Last Letter Game:</i> This warm-up can be done with the entire class. Have a student say a word in English and the next student say a word using the last letter of the previous word and continue. Have students toss around a ball to signal whose turn it is. If a student can't think of a word fast enough they are eliminated from the game.	<ul style="list-style-type: none"> <li>• Small Ball</li> </ul>
<b>Presentation</b>  ≈ 5 minutes	<i>Test Procedure:</i> Use this time to speak about expectations and tips for the mid-test.	<ul style="list-style-type: none"> <li>• N/A</li> </ul>
<b>Practice</b>  ≈ 1.5 hours	<i>Activity 1:</i> Mid-Test	<ul style="list-style-type: none"> <li>• Mid-Test for Each Student</li> </ul>
	<i>Homework:</i> Vocabulary for next week's topic.	<ul style="list-style-type: none"> <li>• Vocabulary List</li> </ul>

**2<sup>nd</sup> Assessment for English Bachillerato Prep****Time: 1 hour and 30 minutes****Total Points: 35****Points Achieved:****Percentage Score:****Student's Full Name:** \_\_\_\_\_ **Section:** \_\_\_\_\_**Institution:** \_\_\_\_\_**General Instructions:**

- a. Talking, borrowing anything from other students, and the use of a dictionary is not allowed.
- b. Read the instructions and select your answer accordingly with blue or black ink.
- c. Students may not fill out the points achieved or percentage score boxes.
- d. This practice test does not include the “**hoja para respuestas.**” Mark your answers on the test.
- e. The instructions normally given to students taking the test are included below.

**Test Format:**

- f. The test is composed of multiple choice reading comprehension questions.
- g. This test is similar to the English Bachillerato exam but is considerably shorter in length and breadth of material covered.
- h. All questions are taken directly from previous English Bachillerato exams.

## INFORMACIÓN GENERAL

Para resolver la prueba, usted debe contar con un folleto que contiene 70 ítems de selección, un bolígrafo de tinta negra o azul, corrector líquido blanco y una hoja para respuestas.

## INSTRUCCIONES

1. Verifique que el folleto esté bien compaginado y que contenga los 70 ítems de selección. En caso de encontrar alguna anomalía, notifíquela inmediatamente al delegado de aula; de lo contrario, el estudiante asume la responsabilidad sobre los problemas que se pudieran suscitar por esta causa.
2. Lea cuidadosamente cada ítem.
3. Si lo desea, puede usar el espacio al lado de cada ítem, para escribir cualquier anotación que le ayude a encontrar la respuesta. Sin embargo, lo que se califica son las respuestas seleccionadas y marcadas en la hoja para respuestas.
4. De las cuatro posibilidades de respuesta: **A), B), C) y D)**, que presenta cada ítem, **solamente una es correcta**. Cada respuesta debe basarse en la información que proveen los textos o ilustraciones.
5. Una vez que haya revisado todas las opciones y esté seguro o segura de su elección, rellene completamente el círculo correspondiente, tal como se indica en el ejemplo.



6. Si necesita rectificar alguna respuesta, utilice corrector líquido blanco; rellene con bolígrafo de tinta negra o azul el círculo correspondiente a la nueva opción seleccionada. Anote en la parte destinada para observaciones de la hoja para respuestas: “La respuesta del ítem N° \_\_\_\_ es la opción \_\_\_\_”. Firme una sola vez al final de todas las observaciones.
7. Ningún ítem debe aparecer sin respuesta o con más de una respuesta.
8. ESTAS INSTRUCCIONES NO DEBEN SER MODIFICADAS POR NINGÚN FUNCIONARIO QUE PARTICIPE EN EL PROCESO DE ADMINISTRACIÓN DE LA PRUEBA.
9. Los textos utilizados en las pruebas de inglés son tomados del material y recursos disponibles para la enseñanza de esta lengua. Las ilustraciones son empleadas de modo contextual, con el fin de ubicar al estudiante en un tópico determinado, a excepción de aquellos casos en que los dibujos, imágenes o ilustraciones suministren directamente la información que se requiere para contestar un determinado ítem.

Para efectos de determinar el puntaje obtenido, solamente se tomará en cuenta lo consignado en la **hoja para respuestas**.

Read the text below.

### Typical Costa Rican Food

Fairs called “turnos” are famous for their traditional “chorreadas de elote”. These delicious pancakes are made from corn grated from tender cobs to form a thick liquid, to which salt and sugar is added. “Chorreadas” can be served with honey, butter or sour cream.

“Ticos” prepare different foods ahead of time because not cooking is a tradition during Holy Week. They make different kinds of candy, bread, “picadillos” and other non-perishable dishes. As they cannot eat red meat, they prepare special holiday dishes with fish, like fish soup, dry fish soup, rice with fish, cod fish soup, and other foods like:

Cod fish soup. It is cooked in water with vegetables. Some people add coconut milk for a richer flavor.

Miel de chiverre (“chiverre” is a vegetable similar to a pumpkin.) First, the pumpkin is shredded and pan-cooked and then strained through a cloth bag overnight. Then “dulce de tapa” (molasses) is added. The mixture is pan-cooked again to become a delicious sweet treat.

Miel de coco (Grated coconut) molasses cooked with coconut.

Miel de ayote (Diced and grated squash) molasses cooked with squash.

Based on the text above, choose the appropriate alternative to answer each question.

(Items 1 to 5)

1. What is a traditional food at Easter-time in Costa Rica?
  - A. Red meat
  - B. Seafood
  - C. Pastas
  - D. Pork
  
2. Which traditional dish can be prepared both with sugar and salt?
  - A. Dry squash
  - B. Easter candy
  - C. Corn pancakes
  - D. Grated coconut



3. When do people traditionally make Easter foods?
  - A. Overnight
  - B. In advance
  - C. Day by day
  - D. In the mornings
4. Which typical Easter food is cooked twice?
  - A. Miel de coco
  - B. Dry fish soup
  - C. Cod fish soup
  - D. Miel de chiverre
5. When do “Ticos” usually eat the corn-based food? During \_\_\_\_\_
  - A. Holy Week
  - B. popular fiestas
  - C. any religious fiesta
  - D. summer celebrations

Read the text below.

### **White Beans with Pork**

#### **Ingredients:**

½ kg pork sirloin  
½ kg pork spareribs  
1 kg white beans  
1 cup diced potatoes  
1 cup diced carrots  
2 tablespoons onion, finely chopped  
2 tablespoons green pepper, finely chopped  
2 tablespoons coriander, finely chopped  
2 tablespoons Worcestershire sauce  
2 teaspoons salt  
½ teaspoon ground pepper

#### **Procedures:**

Cut pork into 1 inch cubes. Cut ribs into pieces. Wash beans and put together in a pan with green pepper, onion, coriander, salt, Worcestershire sauce and 4 cups of water. Simmer for 3 hours. Add potatoes and carrots and simmer for an additional half hour.

Makes 10 servings

Based on the text above, choose the appropriate alternative to answer each question.

(Items 6 to 9)

6. Most of the ingredients in the recipe are cooked in \_\_\_\_\_.
  - A. cubes
  - B. big pieces
  - C. small pieces
  - D. quite large pieces
7. For this recipe you have to use \_\_\_\_\_ beans.
  - A. green
  - B. kidney
  - C. any kind of
  - D. a specific kind of
8. To prepare the recipe, you need to start \_\_\_\_\_ before you're going to eat it.
  - A. three hours and a half
  - B. a few minutes
  - C. the day
  - D. a while
9. Don't forget to \_\_\_\_\_ the beans through the whole cooking process.
  - A. fry
  - B. bake
  - C. steam
  - D. simmer

Read the text below.

### Rincón de la Vieja Hot Spots

Visitors hoping to catch a glimpse of the sulfurous fumaroles or bubbling mud pools at Rincon de la Vieja National Park at the start of the week, or camp nearby before hiking up to the park's towering active volcano, are out of luck. The campground in Las Pailas section will be closed on Monday from now on.

Las Pailas is the most popular area of Rincon de la Vieja National Park. The entrance offers access to areas of volcanic activity, such as fumaroles, hot springs and the Rincon de la Vieja volcano itself.

Despite the increase in visitors, and the subsequent increase in funds that the park generates, Rincon de la Vieja has not seen a proportional increase in government funds for maintenance and personnel.

Based on the text above, choose the appropriate alternative to answer each question.

(Items 15 to 17)

10. Officials at Rincon de la Vieja decided to \_\_\_\_\_.
  - A. Camp around the volcano
  - B. Block out an area of the park
  - C. Open the entrance at Las Pailas
  - D. Promote mountain climbing activities
11. One of the main attractions at Rincon de la Vieja National Park is the \_\_\_\_\_.
  - A. Sulfurous mud pools
  - B. Towering park
  - C. Free access
  - D. Fumaroles
12. The number of tourists visiting Rincon de la Vieja National Park has \_\_\_\_\_.
  - A. Ceased
  - B. Reduced
  - C. Increased
  - D. Maintained

Read the text below.

### **Place Settings**

Place settings will naturally change depending upon the levels of formality of the occasion, which distinguish important days, events or people to honor. Increasing formality of a meal should not mean creating an uncomfortable environment. Far from it, formal occasions should have a festive air and should be moments to remember, like weddings, anniversaries, coming of age events, and even wakes.

In the informal setting the plate is the center and other utensils radiate from it. Closest to the plate on the right is a butter knife, with the serrated edge facing the plate and immediately to its right is a soup spoon. To the left of the plate are first the salad fork and then the standard fork. Above the point of the butter knife is the wine glass and to its left rest the water glass or goblet. The napkin is usually placed on the plate, folded under the forks or even placed to the left of the forks.

Formal settings are merely an elaboration of the informal setting. They involve a service plate to accommodate salad, which is placed on top of the dinner plate and removed after the salad course. A separate plate for bread is also provided and possibly an additional glass if more than one wine is to be served. Another feature of formal dining is the name card, designating the seating arrangements for the table.

Based on the text above, choose the appropriate alternative to answer each question.

(Items 18 to 21)

13. What determines the level of formality of a table setting? The \_\_\_\_\_.
  - A. types of food served
  - B. formality of the occasion
  - C. number of utensils needed
  - D. place where the event is held
14. What utensils are usually set in a casual family setting?
  - A. None; everything is on a nearby table
  - B. Napkin dispensers
  - C. Beverage glasses
  - D. Bread plates

15. What optional utensil does the formal table setting require when additional elements are served?
- A. A fork
  - B. Spare knives
  - C. An additional glass
  - D. More than one napkin
16. Where is the salad plate placed on a formal setting?
- A. Above the plate
  - B. Next to the bread plate
  - C. To the right of the glass
  - D. On top of the service plate

Read the text below.

The National Geographic Society has called Corcovado “the most biologically intense place on earth.” Visitors come to the national park, home to many of Costa Rica’s endangered species to see the last lowland rainforest on the Pacific of sustainable size in Central America. The remote Drake Bay area, near the park offers ocean sports and jungle activities, including trips to Caño Island Biological Reserve.

Clouds drift in continually and settle among the slopes of the 10 522-hectare Monteverde Cloud Forest, providing a constant source of moisture that feeds the lush vegetation and gives the cloud forest its name. Monteverde is a paradise for bird watchers, with more than 400 different species recorded among the wilds of the protected reserve. More than a hundred species of mammals, 120 reptiles and amphibians and 2500 different plants also inhabit this land.

Based on the text above, choose the appropriate alternative to answer each question.

(Items 33 to 35)

17. What is Corcovado’s tourist importance? It \_\_\_\_\_.  
 A. is the largest park in Central America  
 B. is the last cloud forest in the Pacific  
 C. has the largest number of species  
 D. has many islands
18. What do visitors find in Monteverde? The opportunity to watch \_\_\_\_\_.  
 A. less than 100 kinds of mammals  
 B. diverse species of flora and fauna  
 C. 400 different species of bird watchers  
 D. thousands of amphibians and reptiles

19. What is the purpose of visiting Monteverde? To \_\_\_\_\_.
- A. protect exotic species
  - B. experience plenty of wildlife
  - C. enjoy splendid swimming beaches
  - D. settle in Caño Island Biological Reserve

## Lesson 8: Environment

	Instructional Sequence	Materials
<b>Warm-up</b>  ≈ 20 minutes	<i>Competitive Brainstorming:</i> Divide students into groups. Each group brainstorms all of the words in English they know relating to natural resources, environmental threats, sustainability, and natural disasters. The team with the most original words (worth one point each) wins.	<ul style="list-style-type: none"> <li>• Whiteboard</li> <li>• Markers</li> </ul>
<b>Presentation</b>  ≈ 20 minutes	<p><i>Vocabulary Review:</i> Review this week’s vocabulary list. Have students add unknown words to their <u>living vocabulary</u> lists.</p> <p><i>Test Taking Strategy:</i> Explain to students various strategies of “talking to the test.” Offer the suggestion that students can use similar markings to highlight similar content. Give examples such as starring key vocabulary words that appear in the questions and underlining tricky grammar. Ask students to share their own strategies for “talking to the test,” and tell them to employ this practice on this week’s readings.</p> <p><i>Grammar Point:</i> Continuous tenses. For details see Grammar Points Handout. Review the six attached examples of continuous tenses.</p>	<ul style="list-style-type: none"> <li>• Vocabulary List</li> <li>• Test-Taking Strategies Handout</li> <li>• Grammar Points Handout</li> <li>• Continuous Tense Examples</li> </ul>
<b>Practice</b>  ≈ 40 minutes	<p><i>Activity 1:</i> Have students fill out environmental nouns/verbs worksheets. Review answers as a group.</p> <p><i>Activity 2:</i> Have students work in pairs to create six sentences using continuous tenses and environmental vocabulary (e.g. The earth is getting hotter or I am recycling). Have participants present their sentences.</p> <p><i>Activity 3:</i> Students complete in-class practice text and Tico Times article. Instruct them to “talk to the test” by marking it up with notes and highlights. Tell them to specifically highlight any uses of the continuous tenses. Review answers.</p>	<ul style="list-style-type: none"> <li>• Vocabulary Worksheet</li> <li>• Practice Texts</li> </ul>
	<p><i>Homework:</i> Complete the homework text for this week and study vocabulary for next week’s topic.</p> <p><i>Exit Ticket:</i> Break students into pairs and have them draw a picture related to the topic of environment. Have students write at least four sentences describing the picture using the six variations of the continuous tenses seen in today’s lesson.</p> <p>Examples:</p> <ul style="list-style-type: none"> <li>• Mario and his family are growing coffee.</li> <li>• Mario was going to plant the seeds.</li> <li>• Mario will be enjoying the coffee in a few weeks.</li> <li>• Mario had been working for hours when he finally took a break.</li> </ul>	<ul style="list-style-type: none"> <li>• Vocabulary List</li> <li>• Homework Readings</li> <li>• Colored Pencils</li> </ul>

**Lesson 8: Vocabulary List**

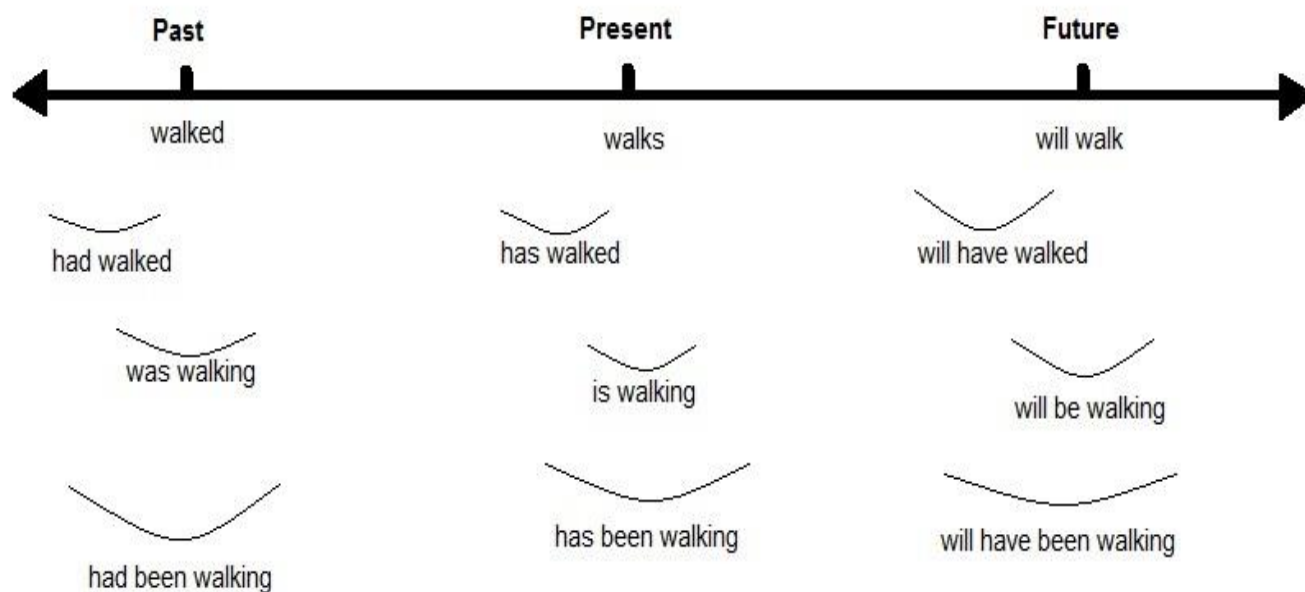
- |                      |                  |
|----------------------|------------------|
| 1. Refugee           | 34. Sample       |
| 2. Atmosphere        | 35. Soil         |
| 3. Carbon            | 36. Specie       |
| 4. Air               | 37. Supply       |
| 5. Change            | 38. Surface      |
| 6. Climate           | 39. Waste        |
| 7. People            | 40. Trash        |
| 8. Crisis            | 41. Garbage      |
| 9. Assessment        | 42. Wilderness   |
| 10. Century          | 43. Wind         |
| 11. Chemical         | 44. Yield        |
| 12. Crop             | 45. Burn         |
| 13. Danger           | 46. Damage       |
| 14. Debris           | 47. Develop      |
| 15. Distributor      | 48. Drill        |
| 16. Drought          | 49. Dump         |
| 17. Famine           | 50. Encourage    |
| 18. Earth            | 51. Grow         |
| 19. Effort           | 52. Harm         |
| 20. Exhaust          | 53. Invest       |
| 21. Fertilizer       | 54. Sustainable  |
| 22. Fuel             | 55. Reliable     |
| 23. Greenhouse Gases | 56. Recent       |
| 24. Increase/Rise    | 57. Contaminated |
| 25. Decrease/Lower   | 58. Blow         |
| 26. Level            | 59. Able to      |
| 27. Land             | 60. Burn         |
| 28. Mudslide         | 61. Risk         |
| 29. Pollutant        |                  |
| 30. Pollution        |                  |
| 31. Research         |                  |
| 32. Risk             |                  |
| 33. Rock             |                  |



### Lesson 8: Continuous Tense Examples

Past Continuous	Present Continuous	Future Continuous
It <u>was raining</u> (yesterday)	It <u>is raining</u> (now)	It <u>will be raining</u> (tomorrow) It <u>is going to rain</u> (tomorrow)
Past Perfect	Present Perfect	Future Perfect
It <u>had rained</u> (last night)	It <u>has rained</u> (since morning)	It <u>will have rained</u> (by noon)

Verb Tenses Timeline:



**Activity 1:** Review these important vocabulary words by finding their translations. Consider using this information as a model for what could go on a flash card.

Sentence in English	Meaning of the Verb in Spanish
Some companies are <b>able to</b> save money by recycling.	
If there are no trees to protect it, the wind can <b>blow</b> the topsoil away.	
It is not a good idea to <b>burn</b> plastic because it releases toxins into the air.	
If you <b>bury</b> plastic waste in the ground, it will stay there for thousands of years.	
Some companies want to <b>clear</b> rainforests to plant crops.	
Concerned citizens can <b>complain</b> to the police if a company is polluting.	
Throwing your garbage on the ground can <b>damage</b> the environment.	
Please try to <b>decrease</b> the amount of non-recyclable items you buy.	
Some car companies want to <b>develop</b> a car that runs on garbage.	
Some stores charge customers for plastic bags in order to <b>discourage</b> their use.	
The Environmental Protection Agency wants to <b>distribute</b> informative brochures about recycling to the people.	
Oil companies use huge machines to <b>drill</b> for oil under the Earth's surface.	
Some factories <b>dump</b> their waste into Costa Rica's rivers.	
I <b>encourage</b> you to reduce, reuse and recycle!	
Organic fertilizers can <b>enrich</b> the soil, allowing plants to grow better.	
Everyone should get to <b>experience</b> swimming in a clean, non-polluted river.	
Working with some fertilizers can <b>expose</b> you to many health risks.	
Many farmers in Costa Rica <b>grow</b> coffee.	
Putting toxins in rivers and streams can <b>harm</b> important ecosystems.	
The popularity of organic products <b>implies</b> a growing need for organic items.	
People should help <b>increase</b> the amount of oxygen in the air by planting trees.	
To plant a tree is to <b>invest</b> in the future.	
Pesticides <b>kill</b> insects and they can also be harmful to humans.	
Recyclable bags are better for the environment and they <b>last</b> longer than plastic bags.	
Companies can <b>lower</b> their carbon emissions by using renewable energy.	
Some companies <b>manufacture</b> items made out of recycled plastic.	
There are a few organic vegetable producers, but they are not able to <b>meet</b> the growing demand for their food.	
Using pesticides is a way to <b>poison</b> insects, animals, and sometimes people.	
We need to work together to <b>protect</b> the environment.	
Trees <b>provide</b> shade and protection for plants and animals.	
The government should <b>punish</b> companies that pollute with fines.	
Do you <b>realize</b> how much damage plastic does to the environment?	
If we protect the rainforests, they will <b>remain</b> intact for future generations.	
You can <b>return</b> some plastic soda bottles to the store for recycling.	
Scientists can <b>test</b> the levels of toxins in rivers.	
Doctors should <b>warn</b> people about the dangers of using pesticides.	

ENGLISH WORD	SENTENCE	SPANISH TRANSLATION
assessment	She made a fast <b>assessment</b> of the situation.	
average	The <b>average</b> temperature is 26 degrees.	
century	We live in the twenty-first <b>century</b> .	
chemical	<b>Chemical</b> weapons hurt the environment.	
crop	A farmer needs a healthy <b>crop</b> to make money.	
danger	Drivers should be aware of landslide <b>danger</b> .	
debris	The flood left lots of <b>debris</b> on the road.	
disease	This new <b>disease</b> makes people very sick.	
distributor	IBM is a big <b>distributor</b> of computer parts.	
drought	No rain caused a severe <b>drought</b> in the area.	
Earth	Recycling is a way for you to protect the <b>Earth</b> .	
effort	People are making an <b>effort</b> to protect the Earth.	
exhaust	Car <b>exhaust</b> is a major source of air pollution.	
fertilizer	Too much <b>fertilizer</b> can harm the environment.	
fine	A new law forces people pay a <b>fine</b> if they pollute.	
flood	Heavy rains created a <b>flood</b> in our community.	
fluctuation	The <b>fluctuation</b> in temperature is hard on crops.	
fuel	Most modes of transportation rely on <b>fuel</b> sources.	
global warming	<b>Global warming</b> is melting the ice in the North Pole.	
greenhouse gases	Carbon dioxide is one of many <b>greenhouse gasses</b> .	
increase / rise	Costa Rica has experienced an <b>increase</b> in tourism.	
land	The <b>land</b> in Sarapiquí is mostly flat and forested.	
level	The water <b>level</b> has risen in the Atlantic Ocean.	
logging	By law the <b>logging</b> company must replant trees.	
loss	Some companies have experienced a <b>loss</b> in profits.	
mining	<b>Mining</b> for gold and copper hurts the environment.	
mudslide	Rain caused a <b>mudslide</b> and closed the highway.	
pattern	December rain is a typical weather <b>pattern</b> .	
percentage	A high <b>percentage</b> of imports come from China.	
pest	The mosquito is considered a <b>pest</b> to many people.	
pollutant	Oil is an example of an environmental <b>pollutant</b> .	
pollution	Riding buses helps reduce the amount of <b>pollution</b> .	
producer	Costa Rica is a big <b>producer</b> of coffee and bananas.	
purpose	The <b>purpose</b> of recycling is to save the Earth.	
research	Scientific <b>research</b> proves global warming is real.	
resource	Waterfalls are a <b>resource</b> for producing electricity.	
risk	Homes built next to rivers are at <b>risk</b> of flooding.	
rock	<b>Rock</b> is a natural resource taken from Río Sucio.	
sample	The astronaut took rock <b>samples</b> from the moon.	
soil	Crops can't grow when the <b>soil</b> is polluted.	
source	The <b>source</b> of Río Sucio is high in the mountains.	
species	Costa Rica has many <b>species</b> of butterflies.	
supply	The <b>supply</b> of oil could diminish in 100 years.	
support	The government will <b>support</b> environmental laws.	
surface	Astronauts landed on the <b>surface</b> of the moon.	
trend	Using clean energy is becoming an upward <b>trend</b> .	
waste/trash/garbage	Recycling will help reduce the amount of <b>garbage</b> .	

## Lesson 8: Practice Texts

**Activity 3:** Read the texts and complete the assignments.

### Tico Times Text

**I. Before Reading:** Discuss the following questions with your partner.

- Is it important to protect the environment? What are some things people can do?
- Who is Jairo Mora? Do you know what he did to help the environment? What?
- What is an activist for the environment? What does that mean?
- Do you think that you could be an activist? If yes, then for what purpose?

**II. During Reading Vocabulary:** Match the word to the definition.

- |                           |                                  |
|---------------------------|----------------------------------|
| 1. Outrage                | a. a hero who dies for a cause   |
| 2. Acquitted              | b. when someone is taken away    |
| 3. Defendants             | c. started very quickly          |
| 4. Martyr                 | d. decision of a court or jury   |
| 5. Slogans                | e. people accused of crimes      |
| 6. Environmental Advocate | f. not guilty of a crime         |
| 7. Kidnapped              | g. supporter for the environment |
| 8. Sparked                | h. signs that express opinion    |
| 9. Verdict                | i. extreme anger                 |

### Protesters Demand Justice for Costa Rican Environmental Advocate Jairo Mora

By AFP/The Tico Times

Hundreds of protesters gathered Thursday in front of a court complex in the Costa Rican capital to express **outrage** over a **verdict** earlier this week that **acquitted** seven **defendants** of the 2013 murder of sea turtle conservationist Jairo Mora, who has quickly become an environmental **martyr** in this small Central American country known for its eco-tourism.

“*Jairo Mora vive*” and “Corrupt prosecutors” were some of the **slogans** demonstrators used on signs that urged the judicial branch of the government to find justice in the case for the **environmental advocate**.

Mora worked to protect sea turtles on the northeastern Caribbean shore where he was killed on May 31, 2013. Four foreign volunteers also were **kidnapped** and released that night.° Mora’s killing **sparked** national and international outrage, and the criminal trial was watched closely around the world. Environmentalists **cite** it as an example that their work is often dangerous, and the government has done little to protect them.

**III. True/False Questions:** Write T or F in the space provided.

1. Protesters agreed with the decision that was made by the court about Jairo Mora. \_\_\_\_\_
2. Jairo Mora was an environmental advocate who tried to help toucans survive. \_\_\_\_\_
3. The court stated that the defendants were guilty of killing Jairo Mora. \_\_\_\_\_
4. The protesters want more protection for environmental advocates. \_\_\_\_\_
5. The work of environmental advocates is never dangerous. \_\_\_\_\_

**IV. Multiple Choice Questions:** Select the best answer according to the text.

1. By protesting, the people were trying to:
  - A. Show that Jairo Mora was not doing the right thing.
  - B. Support the verdict of the court.
  - C. Show their solidarity with Jairo Mora.
  - D. Describe that Costa Rica is not friendly to the environment.
2. The article says that Jairo Mora is a *martyr* because he:
  - A. Never gave up under pressure
  - B. Tried to teach the court about the rights of environmental advocates.
  - C. Died while trying to improve the conditions for turtles.
  - D. Had a strong belief in God.
3. The killing of Jairo Mora sparked outrage because:
  - A. People respected him for his actions as an advocate.
  - B. People were angered by Jairo's activities as an advocate.
  - C. Jairo was a wealthy and important man in the business community.
  - D. Jairo was a faithful Christian.
4. The international environmental advocates:
  - A. Were also killed because they were advocates.
  - B. Were captured but not killed.
  - C. Were tortured and then released.
  - D. Were never found again.

**V. Short Answer/ Discussion Questions:** *Write 1-2 sentences to agree or disagree with the statements, and then *tell* your partner about your opinion and the reasons in support.*

1. Environmental advocates should continue to fight for the rights of the environment.
  
  
  
  
  
  
  
  
  
  
2. People should pay less attention to environmental advocates.
  
  
  
  
  
  
  
  
  
  
3. There are not enough environmental activists in the world, and we should encourage them.

Read the text below.

### Companies Commit to "Greener" Business

At the beginning, not all of the 300 participants in the business leader's forum held at the Marriott Hotel knew about proper waste disposal. They discarded their coffee cups into the organic trash can. That too was part of the learning process. The event was declared carbon neutral, meaning all the emissions generated by the logistics of the event and participants would be compensated. "This forum will motivate us in delivering the solutions to the climate change problem or to mitigate it at least," said Javier del Campo, Director of Terra Partner. Some of the goals of the new Business Organization for a Sustainable Development will be, among others to advise companies on best practices and to promote consumer demand for "greener" products. Elizabeth Lasos from Tropical Studies Organization spoke on the *Impact of the Climate Change in the Tropics* and the way in which factors such as energy, transportation and industry contribute to increased carbon dioxide emissions. Carbon dioxide is a greenhouse gas that includes climate change. "The challenge is not only in mitigation but also in adaptation," Lasos commented. Among the tips given by business leaders to their colleagues were: "*Identifying* areas for improvement, *investing* in research and development to generate solutions to reduce the carbon footprint, and *optimizing* transportation."

Based on the text above, choose the appropriate alternative to answer each question.  
(Items 1 to 5)

1. Participants in the forum \_\_\_\_\_ about the correct disposal of wastes.
  - A. were aware
  - B. did not learn
  - C. knew everything
  - D. did not know much
2. Carbon neutral activities \_\_\_\_\_.
  - A. use non-recyclable materials
  - B. have little concern for reusable products
  - C. do not produce any greenhouse emissions
  - D. neutralize their own greenhouse emissions
3. Consumers can help the environment and sustainable development by \_\_\_\_\_.
  - A. disregarding recycling
  - B. preferring organic food products
  - C. using only disposable plastic containers
  - D. demanding more products and services
4. According to Elizabeth Lasos, transportation, energy, and industry are \_\_\_\_\_.
  - A. already reducing their carbon footprint
  - B. now compensating greenhouse gases
  - C. still increasing greenhouse emissions
  - D. finally adapting to new requirements
5. A goal of the Business Organization for Environmental Development is to \_\_\_\_\_.
  - A. develop the carbon footprint
  - B. mitigate the activities of industry
  - C. help companies to improve their practices
  - D. contribute to increase carbon dioxide emissions

**Lesson 8: Homework**

Read the text below.

**Caño Negro**

Caño Negro was established in 1984 as a national refuge. It was declared a “Wetland of International Importance” in December 1991. The climate is warm and humid. Caño Negro is a birdwatchers’ paradise. The Reserve protects the largest colony of Neotropical birds. In the wet season, when the region is flooded forming great pools and lagoons, a vast number of migratory birds flock in, and crocodiles, turtles, and caimans are abundant on the banks.

Reaching Caño Negro is easy due to excellent conditions of a well-paved road departing from Muelle, a village located between Ciudad Quesada and La Fortuna. Usually, there are tours departing from La Fortuna. One-day tours are available, but since there is much to see, a two-day tour is recommended. You may also contact Caño Negro Lodge, a property owned by an Italian with excellent accommodations and meal services. The lodge can arrange horseback riding tours and boat tours for fishing or for bird watching. Enjoy this fantastic territory. It is a must for visitors to visit Costa Rica’s northern plains.

Based on the text above, choose the appropriate alternative to answer each question.  
(Items 1 to 5)

1. According to the text, what is Caño Negro’s best attraction? The \_\_\_\_\_.
  - A. dry climate
  - B. great pools
  - C. paved road
  - D. bird watching
2. What happens in Caño Negro during the wet season?
  - A. The area floods forcing animals to leave.
  - B. Tourism decreases due to the floods.
  - C. The birds migrate to other places.
  - D. Biodiversity increases.
3. What recommendation is implied in the text? Tourists are advised to \_\_\_\_\_.
  - A. take a one-day tour to Caño Negro
  - B. take no less than a two-day tour
  - C. stay in La Fortuna for one day
  - D. remain in the hotel room
4. Where is it recommended to eat and sleep when visiting Caño Negro? In \_\_\_\_\_.
  - A. Caño Negro Lodge
  - B. Ciudad Quesada
  - C. La Fortuna
  - D. El Muelle
5. Caño Negro is the ideal destination for those who enjoy \_\_\_\_\_.
  - A. sports hunting
  - B. driving on tough trails
  - C. coordinated summer leisure activities
  - D. migratory and endemic animal species.



### Lesson 9: Health and Illnesses

	Instructional Sequence	Materials															
<b>Warm-up</b>  ≈ 15 minutes	<p><i>Competitive Brainstorming:</i> Have pairs of students write as many illnesses/diseases as they can in 2 minutes. Go through the answers and give student pairs points for each illness they have listed. You can repeat this activity using “symptoms” as the topic. Using the two lists, discuss which symptoms correspond with each illness. For example:</p> <table> <tr> <td><u>Illness:</u></td><td></td><td><u>Symptom:</u></td></tr> <tr> <td>Flu</td><td>_____</td><td>Rash</td></tr> <tr> <td>Cold</td><td>_____</td><td>Fever</td></tr> <tr> <td>Obesity</td><td>_____</td><td>Cough</td></tr> <tr> <td>Chicken Pox</td><td>_____</td><td>Overweight</td></tr> </table>	<u>Illness:</u>		<u>Symptom:</u>	Flu	_____	Rash	Cold	_____	Fever	Obesity	_____	Cough	Chicken Pox	_____	Overweight	<ul style="list-style-type: none"> <li>• Paper</li> <li>• Pencils</li> <li>• Erasers</li> </ul>
<u>Illness:</u>		<u>Symptom:</u>															
Flu	_____	Rash															
Cold	_____	Fever															
Obesity	_____	Cough															
Chicken Pox	_____	Overweight															
<b>Presentation</b>  ≈ 20 minutes	<p><i>Vocabulary Review:</i> Review this week’s vocabulary list. Have students add unknown words to their <u>living vocabulary</u> lists.</p> <p><i>Test Taking Strategy:</i> Explain and practice pre-reading/finding the questions in the text using the Test Taking Strategy Handout and attached exercise.</p> <p><i>Grammar Point:</i> Explain the use and function of affixes using the Grammar Points Handout and attached exercise.</p>	<ul style="list-style-type: none"> <li>• Vocabulary List</li> <li>• Test-Taking Strategies Handout</li> <li>• Grammar Points Handout</li> </ul>															
<b>Practice</b>  ≈ 50 minutes	<p><i>Activity 1:</i> Students should complete the affixes practice and the vocabulary handout.</p> <p><i>Activity 2:</i> Students should complete the practice texts. Instruct the students to circle all affixes they recognize and to underline new vocabulary. Read the first text together as a class, and then answer the questions together. For the next two readings, allow the students to work in pairs or small groups. At the end, review the answers and ask students for examples of affixes and new vocabulary.</p>	<ul style="list-style-type: none"> <li>• Vocabulary Worksheet</li> <li>• Affix Worksheet</li> <li>• Pre-Reading Worksheet</li> <li>• Practice Texts</li> </ul>															
	<p><i>Homework:</i> Complete the homework text for this week and study vocabulary for next week’s topic.</p> <p><i>Exit Ticket:</i> Students must describe one illness using at least 3 different symptoms from the vocabulary list.</p>	<ul style="list-style-type: none"> <li>• Vocabulary List</li> <li>• Homework Readings</li> </ul>															

### Lesson 9: Vocabulary List

- |               |                   |
|---------------|-------------------|
| 1. Ache       | 26. Joint         |
| 2. Bite       | 27. Lifestyle     |
| 3. Fever      | 28. Medication    |
| 4. Nausea     | 29. Pregnancy     |
| 5. Obesity    | 30. Prevention    |
| 6. Sore       | 31. Rash          |
| 7. Pain       | 32. Stroke        |
| 8. Muscles    | 33. Symptom       |
| 9. Headache   | 34. Treatment     |
| 10. Anxiety   | 35. Vaccination   |
| 11. Behavior  | 36. Weight        |
| 12. Bleeding  | 37. Choke         |
| 13. Blood     | 38. Diagnose      |
| 14. Bone      | 39. Suffer        |
| 15. Cause     | 40. Healthy       |
| 16. Death     | 41. Exhaustion    |
| 17. Disease   | 42. Uncomfortable |
| 18. Disorder  | 43. Physical      |
| 19. Dizziness | 44. Depression    |
| 20. Drug      | 45. Case          |
| 21. Energy    | 46. External      |
| 22. Exercise  | 47. Internal      |
| 23. Heart     | 48. Deficiency    |
| 24. Illness   | 49. Virus         |
| 25. Infection | 50. Side Effect   |

### Lesson 9: Vocabulary Worksheet

**Activity 1:** Match the words in the number column to the definition in the letter column. Then read the information provided about affixes and complete the provided task.

- |                 |               |
|-----------------|---------------|
| 1. anxiety      | 15. dizziness |
| 2. behavior     | 16. drug      |
| 3. benefit      | 17. energy    |
| 4. binge        | 18. episode   |
| 5. Birth defect | 19. excess    |
| 6. bleeding     | 20. exercise  |
| 7. blood        | 21. feeling   |
| 8. bone         | 22. fever     |
| 9. case         | 23. headache  |
| 10. cause       | 24. heart     |
| 11. death       | 25. illness   |
| 12. deficiency  | 26. infant    |
| 13. disease     | 27. infection |
| 14. disorder    | 28. joint     |

29. laxative  
 30. lifestyle  
 31. medication  
 32. muscle  
 33. nausea  
 34. pain  
 35. pregnancy  
 36. prevention  
 37. quantity  
 38. rash  
 39. repellent  
 40. side effect  
 41. soreness  
 42. specialist  
 43. stroke  
 44. support  
 45. swelling  
 46. symptom  
 47. treatment  
 48. trouble  
 49. vaccination  
 50. weight
- A. a health disorder that causes specific symptoms  
 B. an abnormally high body temperature  
 C. a pharmaceutical preparation  
 D. a doctor that focuses on a specific body part or illness  
 E. physical suffering caused by an injury or illness  
 F. the way in which a person or group of people lives  
 G. something done in excess in a short period of time
- H. a red area on a person's skin that can be itchy  
 I. the transmission of an infectious disease  
 J. a finite period in which someone is affected by an illness  
 K. when part of the body becomes red, hot and swollen  
 L. a red liquid that circulates in animals' veins and arteries  
 M. a very young child or baby  
 N. a muscular organ that pumps blood through the body  
 O. difficulty or problems  
 P. a feeling of worry, nervousness or unease  
 Q. medical care given to a sick or injured patient  
 R. too much of something  
 S. a body's mass  
 T. a physical or mental feature that indicates an illness  
 U. the act of dying or being killed; the end of life  
 V. physical activity carried out to maintain health or fitness  
 W. the condition of being pregnant  
 X. pain or aching in a part of the body  
 Y. the reason behind a condition  
 Z. an attack caused by an interruption of blood to the brain  
 AA. a part of the body where two bones fit together  
 BB. a disruption of the body's normal function  
 CC. stopping something from happening in the future  
 DD. pieces of hard, white tissue that make up the skeleton  
 EE. physical or emotional help offered to someone  
 FF. a physical or mental abnormality a baby is born with  
 GG. a feeling of sickness or wanting to vomit  
 HH. the way in which a person acts or conducts oneself  
 II. a continuous pain in the head  
 JJ. a sensation of spinning and losing one's balance  
 KK. a substance that discourages insects from approaching  
 LL. a medicine to stimulate the function of the bowels  
 MM. a specific instance of disease or other problem  
 NN. an injection used to prevent a disease  
 OO. the escape of blood from the body  
 PP. tissue that contracts to allow movement in the body  
 QQ. an emotion or sensation  
 RR. an amount of something  
 SS. the strength required for mental and physical activity  
 TT. a substance used for medical treatment  
 UU. an advantage gained from something  
 VV. a lack or shortage of something  
 WW. a secondary effect of a drug or medical treatment  
 XX. a disease or sickness affecting the body or mind

## Lesson 9: Affix Worksheet

**Affixes** are placed at the beginning or end of words to modify the meaning. They provide important clues for correctly interpreting a text. Affixes are broken into the following two categories:

- **Prefixes** go at the beginning of words. Some common examples include pre-, un-, de-, anti-, pro-, under-, sub-, etc.
- **Suffixes** are added to the ends of words. Some common examples are -s, -ed, -ing, -ly, -ity, etc.

PREFIX	DEFINITION	EXAMPLES
re-	again	recycle, redo
pre-	before	preview, premade
mis-	bad/wrong	misspell, mistake
un-	not/opposite	unhappy, untie
multi-	many	multitask, multigrain
im-	not	impossible, impatient
in-	not	invalid, insufficient
dis-	opposite	dislike, dishonest
inter-	between	internet, intercultural
under-	below/less	underestimate, underachieve

SUFFIX	DEFINITION	EXAMPLES
-er	A person who...	Teacher, runner
-tion	Process/condition	Attention, condition
-ment	Action/result	Movement, entertainment
-ness	State/quality	Happiness, weakness
-ly	In what manner	Slowly, friendly
-ous	Full of	Nervous, luxurious
-ful	Full of	Beautiful, wonderful
-less	Without	Hopeless, restless
-able	Capable of	Comfortable, lovable
-al	Action/progress	Disposal, reversal
-y	Condition/activity	Discovery, noisy

**Task:** Underline the affixes in the following words and define the words. Can you explain how the affix changes the meaning of the word? Discuss as a group.

For example: Disrespectful.

- Respect = The feeling of reverence towards something.
- Respectful = Someone is filled with respect towards something else.
- Disrespectful = Someone is not filled with respect towards something else.

1. Multicultural
2. Unpredictable
3. Disappointment
4. Unusually
5. Underestimation
6. Immortality
7. Inconclusive
8. Precaution
9. Misunderstanding
10. Interruption

## Lesson 9: Pre-Reading Worksheet

**Activity 2:** Complete the questions in the following texts. Make sure to identify as many affixes as possible while reading.

Participants can read the questions to a multiple-choice problem before they read the passage. By knowing what will be asked of them, they will be able to read the passage more efficiently and be able to find key words that are in both the question and answers. They should talk to the text with the questions to find key words and underline the same words in the passage. This strategy will help them learn scanning and in the end, may save time on the exam.

It is important to note that the Tico Times articles have already had participants practice many important pre-reading strategies. Below is an example of how pre-reading can be effective. Read the questions first and then read the passage.

### Ending Teen Smoking

A recent survey found that only 9% of teens in the United States smoke cigarettes. That's down from 23% in 2000. While this is good news for America's overall health, tobacco use is still a problem.

Cigarettes have been linked to diseases like cancer, lung disease, diabetes, heart conditions, and high blood pressure. Despite knowing the health effects, teenagers still smoke. According to the American Lung Association, every day almost 3,900 children under 18 years of age try their first cigarette, and more than 950 of them will become daily smokers. If the trend continues at its current rate, 5.8 million children alive today will die as a result of smoking.

Based on the text above, answer the following questions:

1. What percent of teenagers smoke cigarettes in the United States?
  - a) 23%
  - b) 12%
  - c) 20%
  - d) 9%
2. What types of diseases result from cigarette use?
  - a) cancer
  - b) lung disease
  - c) diabetes
  - d) all the above

\*Key words are highlighted.

## Lesson 9: Practice Texts

### Tico Times Text

**I. Pre-Reading Questions:** Discuss the following questions with a partner.

- What is chikungunya? What is dengue fever?
- Why are these diseases dangerous for people?
- How can people prevent getting these diseases?

**II. During Reading:** Match the words to the closest synonym and definition.

- |                   |                                      |
|-------------------|--------------------------------------|
| 1. Chikungunya    | a. understand or analyze             |
| 2. Contracted     | b. to get rid of, eliminate          |
| 3. Suspended      | c. locations where insects multiply  |
| 4. Symptoms       | d. still or not moving, without life |
| 5. Carriers       | e. organization between              |
| 6. Coordination   | f. signs or evidence of illness      |
| 7. Eradicate      | g. a disease spread by mosquitoes    |
| 8. Breeding sites | h. received or infected by a virus   |
| 9. Stagnant       | i. stopped or halted                 |
| 10. Diagnose      | j. transmitters of a virus           |

### Health Officials Report Cases of Chikungunya in Costa Rica

By L. Arias

Costa Rica's Health Ministry on Monday reported that 106 people have been infected with **chikungunya**. Of those, 70 **contracted** the virus in the country.

The ministry's Health Surveillance Unit Director Roberto Castro said that most cases involved residents from the central and northern Pacific regions, particularly in the Guanacaste communities of Abangares and Carrillo. Cases also were reported in Garabito and the Central canton of Puntarenas. Castro reported that 68 percent of infected patients are women aged 20-49. Fewer than 1 percent of the total number are children under 10. Chikungunya causes high fever, nausea, vomiting and severe joint pain. It also can cause rheumatoid arthritis.

He said the ministry has **suspended** lab tests to **diagnose** the virus. That means that all testing is being performed based on evaluations of patient **symptoms**, place of residence and possible contact with infected people.

Health Vice Minister María Esther Anchía said officials have found the *Aedes aegypti* and *Aedes albopictus* mosquitoes – **carriers** of the virus – in all areas of the country. Officials are increasing **coordination** between public agencies and local government officials to improve preventive measures and on-the-ground inspections.

“Although our work to **eradicate** mosquito **breeding sites** has been effective, we need a bigger effort ... to improve results,” she said. Castro urged residents to remove all objects that collect **stagnant** water, which are breeding sites for the mosquitoes.

**III. True or False Questions:** Write T or F in the space provided.

1. Chikungunya is a disease that is not very serious, but people should be aware of it. \_\_\_\_\_
2. One of the symptoms of Chikungunya could include a type of arthritis. \_\_\_\_\_
3. Stagnant water should be removed to prevent breeding grounds for mosquitoes. \_\_\_\_\_
4. Most of the people affected were between the ages of 20 and 49. \_\_\_\_\_
5. The article tries to tell people to take steps to prevent the risk of the disease. \_\_\_\_\_

**IV. Multiple Choice questions:** Choose the best answer according to the text.

1. Some symptoms that might signs of chikungunya are:
  - A. Red eyes and slurred speech
  - B. Pain in the left side of the rib cage
  - C. Nausea and fever
  - D. Inability to walk
2. One of the areas that mosquitoes can multiply in numbers is:
  - A. In areas where stagnant water is present
  - B. In the desert and other hot places
  - C. Near the mountain regions
  - D. Underground
3. In Costa Rica, the region where most people were affected by chikungunya was:
  - A. Guanacaste
  - B. Puntarenas
  - C. Alajuela
  - D. Limon
4. An important way to prevent breeding grounds from starting is:
  - A. Keep clean and shower often
  - B. Remove dirty clothes when possible
  - C. Remove areas with stagnant water
  - D. To stay indoors when possible

**V. Short answer and writing:** Write 1-2 sentences about why you agree or disagree with the following statements and then tell your partner your opinion and reasons.

1. Schools should prepare students about how to prevent chikungunya and dengue.

2. It is important that young people protect themselves against chikungunya.

3. Schools should train teachers to identify students that have symptoms of chikungunya.



Read the text below.

### Arthritis

Arthritis is the most common cause of disability in the USA. More than 20 million individuals with common arthritis have severe limitations in function on a daily basis. Work absenteeism and frequent visits to the physician are common in individuals who have arthritis. Arthritis makes it very difficult for individuals to be physically active and soon become home bound.

It is estimated that the total cost of arthritis cases is close to \$100 billion of which nearly 50% accounts from lost earnings. Many individuals who have arthritis also suffer from obesity, high cholesterol or have heart disease. Individuals with arthritis also become depressed and have fear of worsening symptoms.

Symptoms: Regardless of the type of arthritis, the common symptoms for all arthritis disorder include pain, swelling, **joint stiffness**\* and a constant ache around the joint(s). Arthritic disorders like lupus and rheumatoid can also affect other organs in the body with a variety of symptoms. Some symptoms are the inability to use the hands and a feeling of tiredness, fever, weight loss, poor sleep, muscle aches and pains.

**\*Joint stiffness:** Difficulty of movement in a part of the body where two bones fit together.

Based on the text above, choose the appropriate alternative to answer each question.

(Items 1 to 5)

1. One symptom of common arthritis is \_\_\_\_\_.
  - A. the patient's inability to move their hands
  - B. absenteeism in all the activities
  - C. the feeling of self-sufficiency
  - D. a pain near the joints
2. Disorders like lupus and rheumatoid \_\_\_\_\_.
  - A. are less complex than common arthritis
  - B. are restricted to the joints of the hand
  - C. can cause additional new symptoms
  - D. produce a feeling of independence
3. One of the effects of arthritis on the patients is that \_\_\_\_\_.
  - A. their feeling of self-esteem increases
  - B. they feel more autonomous
  - C. their sadness intensifies
  - D. they feel joyful
4. Arthritic disorders like lupus affect the \_\_\_\_\_.
  - A. ability to walk
  - B. bounds of a family
  - C. muscles exclusively
  - D. normal weight of a patient
5. Any type of arthritis \_\_\_\_\_.
  - A. increases the patient's income
  - B. contributes to saving money
  - C. affects people economically
  - D. reduces medical expenses

**Lesson 9: Homework**

Read the text below.

**Learn to Control Stress and Live Longer**

Dr. Robert S. Eliot says there are people in this world that he calls "hot reactors." For these people, stress may cause dramatic and rapid increases in their blood pressure. "The human brain writes prescriptions for the body," says Eliot. "There are people who write prescriptions like they are fighting wild tigers 20 to 30 times a day. They are hot reactors. Those people are walking time bombs because they can look cool as a cucumber on the surface and are as hot as chili peppers underneath."

"Reactive people activate their fight-or-flight response more intensely and more frequently during the course of everyday life than other people do," says stress expert Dr. Redford Williams. "They respond to insignificant annoyances like supermarket lines, traffic jams, and children who forget to clean up their rooms as though it were a threat to life and limb. That is very common among perfectionists, who feel they have to do other people's tasks, and do them perfectly. Good enough is never enough. Perfectionists cannot delegate but get angry because they have to carry it all, and they get really angry. Later, they feel guilty and they reset the whole cycle."

We should evaluate our stress and perhaps make adjustments. We may need to get better control in some areas of our personality; hostility is dangerous for our health. It is no wonder that the emotion of anger hurts the heart. "Hotter" people have more cardiovascular problems.

Based on the text above, choose the appropriate alternative to answer each question.

(Items 1 to 5)

1. "Hot reactors" are people who \_\_\_\_\_.
  - A. have bombs
  - B. stress easily
  - C. work with remorse
  - D. like to fight with tigers
2. Stressed people \_\_\_\_\_.
  - A. suffer from heart diseases
  - B. control their emotions
  - C. share their feelings
  - D. help others
3. According to the text, "hot reactors" \_\_\_\_\_.
  - A. may seem cool but they aren't
  - B. like to avoid confrontations
  - C. control their feelings easily
  - D. are always calm people

4. Perfectionists always prefer to \_\_\_\_\_.  
A. wait in line  
B. be in traffic jams  
C. do all things by themselves  
D. make sure their children clean their rooms
5. "Hot reactors" lack \_\_\_\_\_.  
A. reasons to get upset  
B. self control of their reactions  
C. intense flight-or-fight responses  
D. hostility or exaggerated reactions

### Lesson 10: Holidays and Celebrations

	Instructional Sequence	Materials
<b>Warm-up</b>  ≈ 15 minutes	<i>Holiday Pictionary:</i> Play either as one large group with two competing teams or in smaller groups. If you choose to do the activity in smaller groups, distribute small whiteboards and markers to each group. Use this week's word list. One person must draw clues for their group to guess the festivity.	<ul style="list-style-type: none"> <li>• Whiteboard</li> <li>• Markers</li> </ul>
<b>Presentation</b>  ≈ 30 minutes	<p><i>Vocabulary Review:</i> Explain to the students that the Bachillerato Exam will include readings about holidays and celebrations in Costa Rica and around the world. Review the vocabulary list, prompt participants to ask about unknown words.</p> <p><i>Test Taking Strategy:</i> Ask students what they do when they have to find a specific piece of information in an English text. Explain that reading while looking for a specific piece of information is called "scanning." Tell them that they should look for the question in the text (lesson 9 study tip) and for context clues (lessons 4 and 5), while scanning. Also explain to the group that they must pay careful attention to the question when scanning for an answer. For example, if the question mentions a specific line or paragraph, then look in that line; look for the words used in the question or synonyms of those words; etc.</p> <p><i>Grammar Point:</i> Ask students to define comparatives/superlatives and guide them. Review the rules for making comparatives and superlatives in the packets with the students. Demonstrate an example of each and review the irregular adjectives: good, bad, fun, and far. Be sure to explain the use of "as _____ as" and "not as _____ as" and to note that we must use the word "the" before a superlative and that they can only be applied where at least three things are being compared.</p>	<ul style="list-style-type: none"> <li>• Test-Taking Strategies Handout</li> <li>• Grammar Points Handout</li> </ul>
<b>Practice</b>  ≈ 50 minutes	<p><i>Activity 1:</i> Have the students complete the comparative and superlative practice worksheet in their workbooks. Review the answers for all.</p> <p><i>Activity 2:</i> Have students complete the scanning worksheet in their packets with a strict time limit of 10 minutes. Review the answers, and stress that they should scan while doing the practice readings.</p> <p><i>Activity 3:</i> Instruct the students to complete the readings. It is up to the instructor's discretion whether the participants may work together or individually. Review answers.</p>	<ul style="list-style-type: none"> <li>• Vocabulary List</li> <li>• Comparatives and Superlatives Worksheet</li> <li>• Scanning Worksheet</li> <li>• Practice Texts</li> </ul>
	<p><i>Homework:</i> Study the material and next week's vocabulary. Read and answer questions on the practice text.</p> <p><i>Exit Ticket:</i> Each student must make two comparisons.</p>	<ul style="list-style-type: none"> <li>• Vocabulary List</li> <li>• Homework Readings</li> </ul>

**Lesson 10: Vocabulary List**

1. Affection
2. Aim / objective
3. Ancestors
4. Balloons
5. Blessing
6. Bow
7. Bullfight
8. Card
9. Carol
10. Charity
11. City
12. Costume
13. Crop
14. Cross
15. Crowd
16. Door
17. Driver
18. Eye
19. Fall/autumn
20. Feast
21. Fireworks
22. Flag
23. Fun
24. Gift
25. Gratitude
26. Grave
27. Greeting
28. Groom and bride
29. Journey
30. Mass
31. Message
32. Mother Nature
33. Offering
34. Outfit
35. Ox (oxen)
36. Party
37. Patron saint
38. Pilgrims
39. Prayer
40. Priest
41. Queen
42. Rain
43. Relatives
44. Rosary
45. Shapes
46. Shoe
47. Snow
48. Spring
49. Storm
50. Sugar cane
51. Summer
52. Sweetheart
53. Team
54. Traditional
55. Tribe
56. Typical
57. Weather
58. Winter
59. Worshipper
60. Wreath

## Lesson 10: Comparatives/Superlatives Worksheet

### Comparatives and Superlatives

	Comparative	Superlative
<b>Adjective form</b>		
Only one syllable, ending in <b>E</b> . Examples: wide, fine, cute	Add <b>-r</b> : wider, finer, cuter	Add <b>-st</b> : widest, finest, cutest
Only one syllable, with one vowel and one consonant at the end. Examples: hot, big, fat	Double the consonant, and add <b>-er</b> : hotter, bigger, fatter	Double the consonant, and add <b>-est</b> : hottest, biggest, fattest
Only one syllable, with more than one vowel or more than one consonant at the end. Examples: light, neat, fast	Add <b>-er</b> : lighter, neater, faster	Add <b>-est</b> : lightest, neatest, fastest
Two syllables, ending in <b>Y</b> . Examples: happy, silly, lonely	Change <b>y</b> to <b>i</b> , then add <b>-er</b> : happier, sillier, lonelier	Change <b>y</b> to <b>i</b> , then add <b>-est</b> : happiest, silliest, loneliest
Two syllables or more, not ending in <b>Y</b> . Examples: modern, interesting, beautiful	Use “ <b>more</b> ” before the adjective: more modern, more interesting, more beautiful	Use “ <b>most</b> ” before the adjective: most modern, most interesting, most beautiful

**Activity 1:** Write the comparative and superlative forms.

<b>Adjective</b>	<b>Comparative</b>	<b>Superlative</b>
Cheap	cheaper	cheapest
Beautiful	more beautiful	most beautiful
Pretty	_____	_____
Easy	_____	_____
Big	_____	_____
Light	_____	_____
Heavy	_____	_____
Fast	_____	_____
Reliable	_____	_____
Slow	_____	_____
New	_____	_____
Dry	_____	_____
Happy	_____	_____
Old	_____	_____
Nice	_____	_____
Compact	_____	_____
Tasty	_____	_____
Bitter	_____	_____
Advanced	_____	_____
Suitable	_____	_____
Warm	_____	_____

## Lesson 10: Scanning Worksheet

**Activity 2:** Answer the questions by scanning the text below.

### History of Labor Day

To many Americans, Labor Day marks the end of the summer, a day off from work and school, and one last chance to relax. However, Labor Day is much more than just a day off. It represents a very important victory for laborers everywhere. The holiday is a celebration of the social and economic achievements of American workers.

### Fighting for Change

More than a century ago, workers were forced to deal with harsh conditions. They were paid very little and they often worked 10 to 12-hour days. Men, women, and even small children were forced to work even when they were sick.

Tired of long hours and dangerous conditions, workers began organizing themselves into labor unions. In addition to fighting for higher pay and shorter workdays, they also fought for the rights of children. The union members wanted employers to place limits on the age of their workers so that small children were not overworked or hurt in factories.

### A Holiday for Workers

A New York City carpenter named Peter McGuire is credited for coming up with the idea for Labor Day. In 1872, after working many long hours under poor conditions, McGuire rallied 100,000 workers to go on strike. The workers marched through the streets of New York City, demanding a better work environment.

McGuire spent a decade fighting for workers' rights. In 1882, he proposed the idea to create a special holiday for workers. On Tuesday, September 5, 1882, more than 10,000 workers hit the streets of New York City for the first ever Labor Day parade. Two years later the celebration was moved to the first Monday in September. In 1894, Congress passed a law making Labor Day a national holiday.

### A Relaxing Celebration

Americans celebrated the first Labor Day holiday with a parade, picnics, and fireworks. Today, many people hit the road to enjoy the last of their summer vacation. Others enjoy the long weekend with picnics, backyard barbecues, or just rest and relaxation.

However you spend Labor Day, remember that the holiday is a time to pay tribute to the workers who have made America what it is today.

1. According to the final sentence of the first paragraph, what is the Labor Day meant to celebrate?



2. How many hours did laborers typically work in the past?
3. Workers began organizing because they were tired of what?
4. Who is credited with coming up with the idea for Labor Day?
5. How many workers marched in New York in 1872?
6. When did the workers hold the first Labor Day Parade?
7. In 1884, Labor Day was moved to what date?
8. What happened in 1894?
9. Nowadays, people enjoy Labor Day with picnics, backyard barbecues, or  
\_\_\_\_\_.
10. According to the author in the final paragraph, Labor Day is a time for what?

## Lesson 10: Practice Texts

**Activity 3:** Answer the prompts in the following articles.

### Tico Times Text

**I. Before Reading:** Discuss these questions with a partner.

- What do you know about Guanacaste's traditions and bull riding?
- Is bull riding a sport that everyone can do? Why or why not?
- Why is this an important tradition in Guanacaste?
- Is it dangerous to participate in bull riding festivals? Why?
- What other activities happen during bull riding festivals?

**II. During Reading:** Match vocabulary words to the definition that is closest in meaning, based on the context from the text.

- |                  |                                   |
|------------------|-----------------------------------|
| 1. Encircled     | a. to move forward quickly        |
| 2. Determined    | b. unhealthy type of fast food    |
| 3. Lost interest | c. to arrive in large numbers     |
| 4. Wags          | d. to become uninterested         |
| 5. Launches      | e. surrounded                     |
| 6. Bravery       | f. to move from side to side      |
| 7. Greasy        | g. to do something with a purpose |
| 8. Pouring in    | h. having or showing courage      |

### Bulls, Beer, and Injuries: Costa Rica's Zapote Festival

By Lindsay Fendt

**Encircled** by a ring of several dozen young men, a woman in tight shorts with a yellow cape takes two **determined** steps towards an angry black bull. At first the bull moves its head from side to side, looking at the other people. But just when the bull seems to have **lost interest**, the woman **wags** her cape and the bull **launches** forward, bringing her to the ground.

Welcome to Zapote, San José's giant end-of-year festival where Tico-style bullfights are the main event. Costa Rican bullfighting combines a rodeo with a display of **bravery**. A bull enters the ring through a door on the side of the arena, sometimes with a rider whom it quickly removes before unleashing its fury onto a crowd of "improvised bullfighters," or *improvisados* in Spanish.

Outside of the ring, festival-goers can enjoy carnival rides, **greasy** Chinese food, and buckets full of *cerveza*. In the previous seven Zapote festivals, the Red Cross has treated 4,070 people mostly for bull-related injuries. In the first four days of this year's festival the Red Cross saw 154 patients. Despite the dangers, *improvisados* continue **pouring in** through the arena gates year after year. Some do it for pride or as a machista display, but most just do it because it's a tradition. "It's just the Tico thing to do," said Jon Carlos Cattano, 28. "It's important to do it at least one time in your life."

**III. True or False Questions:** Write T or F in the spaces provided.

1. Usually, there are very few people who have injuries from bulls at Zapote festivals. \_\_\_\_\_
2. The amount of injuries at Zapote festivals has resulted in less people arriving at the festival each year. \_\_\_\_\_
3. Most people go to the Zapote festivals because it is an opportunity to sample different international types of food. \_\_\_\_\_
4. The Zapote festival is something that is important to Tico tradition, according to the article. \_\_\_\_\_

**IV. Multiple Choice** – Choose the best answer according to the text.

1. The injuries at Zapote festivals are mostly because people:
  - A. Are drunk.
  - B. Ride bulls.
  - C. Have eaten too much food.
  - D. Are distracted by the women.
2. According to the article, people typically go to the Zapote festival because:
  - A. They want to fall in love.
  - B. It is a tradition.
  - C. They want to show bravery.
  - D. They want to drink a lot of beer.
3. The amount of injuries that people receive from bull riding:
  - A. Has caused people to reconsider this activity.
  - B. Has improved coordination for Ticos.
  - C. Has generally been something that is part of the festival.
  - D. Has resulted in a warning from the international Red Cross.

4. In the last seven Zapote festivals, the Red Cross treated
  - A. Less than 4,000 people.
  - B. Slightly more than 4000 people.
  - C. At least 4.5 thousand people.
  - D. Only Costa Rican nationals.

**V. Short Answer/Discussion:** *Write 1-2 sentences about why you agree or disagree with the statements below. Tell your opinion to your partner.*

1. I think that the Zapote festival is something that all Ticos should experience.
2. The Zapote festival and rodeo contests are not very interesting as cultural events and they are rather boring.
3. There should be more care taken to prevent people from being injured at the Zapote festivals.
4. Zapote festivals are not the best representation of Tico culture. There are other more interesting types of festivals that show Tico culture.
5. Festivals like the Zapote festival are important to Guanacaste more than any other region in Costa Rica.

*Adapted from: <http://www.ticotimes.net/2014/12/30/photos-bulls-beer-and-injuries-at-costa-ricas-annual-zapote-festival>*

Read the text below.

### **Saint George's Day**

St. George is England's patron saint. The anniversary of his death, which is on April 23, is seen as England's national day. However, many people in today's England do not observe not know when the national day is at all. However, in recent years, celebrating St. George's Day seems to gradually be regaining popularity in England. Since the 15th Century St. George's Day has been a national holiday and was, in the past, celebrated as widely as Christmas. But the celebrations *waned*\* by the end of the 18th century after England was united with Scotland on May 1, 1707.

Compared to national festivities in other countries, England's national day is barely celebrated. One exception is in the city of Salisbury, where there's an annual St. George's Day parade, which historians believe dates back to the 13th century. Usually, flags with the image of St. George's Cross are flown on some buildings, especially pubs, and a few people wear a red rose on their lapel. A mass on the Sunday closest to April 23 often includes the hymn 'Jerusalem,' written by the poet William Blake. April 23 is not a public holiday so schools, stores, post offices, businesses and other organizations are open as usual. Public transport services run on their usual timetables.

St. George is the patron saint of a number of other places, such as Bulgaria, Ethiopia, Georgia, Greece, Portugal, and Russia. He is also remembered in some regional holidays such as in the province of Newfoundland and Labrador in Canada. Around the world, different days are devoted to St. George, including April 23 and dates in November and December of the Gregorian calendar.

Based on the text above, choose the appropriate alternative to answer each question.  
(Items 1 to 5)

1. Nowadays, Saint George's Day is \_\_\_\_\_.
  - A. celebrated exclusively in English speaking countries.
  - B. still unknown for many people in England
  - C. widely celebrated all over England
  - D. a United Kingdom national holiday
2. When the English and the Scottish kingdoms were united, the celebration \_\_\_\_\_.
  - A. was rejected and ceased immediately in England
  - B. gained more popularity among people
  - C. eventually lost popularity in England
  - D. became a national holiday

3. Saint George's Day celebrations include \_\_\_\_\_.
  - A. church services on the Sunday closest to April 23
  - B. decorating pubs and houses with roses
  - C. religious celebrations only on April 23
  - D. the interruption of classes
  
4. Originally, Saint George's Day was \_\_\_\_\_.
  - A. celebrated by the Scots
  - B. celebrated during Christmas time
  - C. as important as Christmas in England
  - D. observed in the 18th century on May 1st
  
5. Nowadays Saint George's Day is observed \_\_\_\_\_.
  - A. only in April
  - B. internationally on different dates
  - C. on the exact birth date of the saint
  - D. by the English and the Scots exclusively

## Lesson 10: Homework

Read the text below.

### Grandparents' Day

In 1970, a West Virginia housewife, Marian Lucille Herndon McQuade, initiated a campaign to set aside a special day just for grandparents. Through concerted efforts on the part of civic, business, church, and political leaders, this campaign expanded state-wide. The first Grandparents Day was proclaimed in 1973 in West Virginia by Governor Arch Moore.

In 1978, the United States Congress passed a legislation proclaiming the first Sunday after Labor Day as National Grandparents Day. The national proclamation was signed by President Jimmy Carter. September was chosen for the holiday to signify the “autumn years” of life. Today this event, begun by a few, is celebrated by millions throughout the United States: entire families, schools, churches, and senior organizations honor grandparents with special events.

Grandparents Day is a day in which some families enjoy small, private gatherings. Board games enhance “intergenerational interaction” because they add enjoyment to family gatherings, chatting is welcome, and the games, are easily played by everyone. It can be fun to have a story-telling time, allowing grandparents to relate stories of their past, enlightening children about “the old days.” Grandparents Day is the perfect time to enhance communication between generations.

Special talents, such as cooking, sculpting, or quilting, can be passed on to those who display interest. Old family music, songs and dances, along with their meanings and origins, are important in maintaining a strong sense of family background. Drawing a family tree together gives children the opportunity to learn the ancestral line of their family and helps to identify and date all photos in old family albums. Many times, only grandparents have answers to questions about family stories, passing down information to their grandchildren and assuring their heritage preservation. Most important, grandparents Day signifies a loving spirit that lives within us throughout the year—a spirit of love and respect for our elders.

Based on the text above, choose the appropriate alternative to answer each question.  
(Items 1 to 5)

1. Grandparents Day was decreed a national holiday by \_\_\_\_\_.
  - A. Marian Lucille Herndon McQuade
  - B. a West Virginia housewife
  - C. President Jimmy Carter
  - D. Governor Arch Moore

2. The official date to celebrate Grandparents Day falls \_\_\_\_\_.
- A. before Labor Day
  - B. in the month of October
  - C. during the summer months
  - D. the first Sunday after Labor Day
3. Based on the context of paragraph 3, “intergenerational interaction” happens when \_\_\_\_\_.
- A. women and men of the same age communicate
  - B. middle age adults spend time together
  - C. old and young people interact
  - D. children gather to play
4. The ideal source to answer questions about family stories is \_\_\_\_\_.
- A. fathers
  - B. mothers
  - C. grandparents
  - D. small children
5. What’s the purpose of Grandparents Day? To \_\_\_\_\_.
- A. signify the “autumn months”
  - B. enroll families in leisure activities
  - C. commemorate a law passed by Marian Lucille Herndon
  - D. transmit to younger generations the heritage of their ancestors.



### Lesson 11: Science and Technology

	Instructional Sequence	Materials
<b>Warm-up</b>  ≈ 15 minutes	<p><i>Human Spectrum:</i> Tape signs on opposite ends of the classroom that say “Completely agree” and “completely disagree.” Have students stand up. Tell them that the classroom is a spectrum. Read a series of statements to get students thinking about the topic of science and technology and prompt them to move along the spectrum. To spark conversation, ask various representatives why they chose to stand where they did along the spectrum.</p> <p>Example statements:</p> <ul style="list-style-type: none"> <li>• <i>In the near future, everyone will drive flying cars.</i></li> <li>• <i>Modern society is obsessed with technology.</i></li> <li>• <i>Social media websites like Facebook and Twitter promote healthy social relationships.</i></li> </ul>	<ul style="list-style-type: none"> <li>• Tape</li> <li>• Agree/Disagree Signs</li> </ul>
<b>Presentation</b>  ≈ 20 minutes	<p><i>Vocabulary Review:</i> Review this week’s vocabulary list. Have participants add unknown words to their <u>living vocabulary</u> lists.</p> <p><i>Test Taking Strategy:</i> Time management (See details on test taking strategies handout). Have a discussion about time management. Ask students for ideas of how to manage time on the test and give advice. Remind students that the exam is 3 hours long and contains 15 readings meaning they should be averaging 12 minutes per reading. Advise students to skip the particularly challenging questions and come back to them if they have time.</p> <p><i>Grammar Point:</i> Future tense (See details on Grammar Points Handout) Lead the students in a brief review of the future tense, focusing on <i>will</i> and <i>to be going to</i>.</p>	<ul style="list-style-type: none"> <li>• Vocabulary List</li> <li>• Test-Taking Strategies Handout</li> <li>• Grammar Points Handout</li> </ul>
<b>Practice</b>  ≈ 40 minutes	<p><i>Activity 1:</i> Students should complete the technology vocabulary worksheet.</p> <p><i>Activity 2:</i> Give students practice texts. Have students practice prioritizing questions in terms of difficulty as they work through the practice test, answering the questions they are sure of while leaving the more difficult ones for last. Time each text, giving students just 12 minutes per reading. Remind them of the time, but do not give extra time.</p>	<ul style="list-style-type: none"> <li>• Vocabulary Worksheet</li> <li>• Practice Texts</li> </ul>
	<p><i>Homework:</i> Complete the homework text for this week and study vocabulary for next week’s topic.</p> <p><i>Exit Ticket:</i> Ask students to write 3 sentences speculating about science and technology in the future (10 years, 20 years, 50 years, 100 years, 500 years) using the future tense (e.g. In 10 years everyone will have.... In 50 years people are going to....).</p>	<ul style="list-style-type: none"> <li>• Vocabulary List</li> <li>• Homework Readings</li> </ul>

**Lesson 11: Vocabulary List**

- |                   |                    |
|-------------------|--------------------|
| 1. Analysis       | 27. Marketing      |
| 2. Antenna        | 28. Memory         |
| 3. Architect      | 29. Method         |
| 4. Code           | 30. Monitor        |
| 5. Cyber          | 31. Online         |
| 6. Data           | 32. Owner          |
| 7. Design         | 33. Programmer     |
| 8. Develop        | 34. Proponent      |
| 9. Device         | 35. Prototype      |
| 10. Dissemination | 36. Research       |
| 11. Efficiency    | 37. Resources      |
| 12. Electronics   | 38. Retail         |
| 13. Evolve        | 39. Screen         |
| 14. Experiment    | 40. Service        |
| 15. Fiction       | 41. Social network |
| 16. Findings      | 42. Solution       |
| 17. Flash drive   | 43. Sophisticated  |
| 18. Funding       | 44. Specialized    |
| 19. Future        | 45. Speed          |
| 20. High-tech     | 46. Statistics     |
| 21. Information   | 47. Surface        |
| 22. Invention     | 48. Tools          |
| 23. Keyboard      | 49. Topic          |
| 24. Laboratory    | 50. Variables      |
| 25. Laptop        | 51. Volume         |
| 26. Maintenance   | 52. Website        |

### Lesson 11: Vocabulary Worksheet

**Activity 1:** Complete the table by finding the word in both Spanish and English that matches the definitions.

ENGLISH	DEFINITION	SPANISH
	circuits or devices using transistors, microchips, and other components	
	the outside part or top layer of something	
	the part of a computer that stores data	
	a thing made for a specific purpose	
	spreading or dispersing something	
	a procedure or way of doing something	
	money made available for a specific purpose	
	a person who advocates a theory, purpose or project	
	a person who owns something	
	a subject	
	rapidity of movement or action	
	a device used to transmit or receive radio or television signals	
	the quantity or loudness of sound	
	the surface of an electronic device on which images are displayed	
	a page on the Internet	
	the sale of goods for private use	
	conclusions as a result of an investigation	
	something that has been invented or created	
	a portable microcomputer	

#### Word Bank

device	proponent	defensor	sitio web
findings	speed	financiación	antena
screen	website	electrónica	método
volume	laptop	invento	tema
invention	owner	conclusiones	memoria
dissemination	memory	dueño	volumen
funding	method	dispositivo	diseminación
surface	retail	velocidad	al por menor
antenna	topic	pantalla	superficie
electronics		portátil	

## Lesson 11: Practice Texts

**Activity 2:** Have students read the texts and answer the questions. However, only allow students 12 minutes for each of the following two readings. Answer the Tico Times article following the same instructions as usual.

Read the text below.

### Nanotechnology

Have you ever imagined having a computer in your jacket to monitor your body temperature? Or miniature robots that circulate in your blood stream, detecting and destroying cancerous cells? Or that you could build your house with materials stronger than steel, yet 10 times lighter and cheaper? Or fabrics that never get dirty or discolored? Or vehicles that run without fuel... Yes, it's true, it sounds like magic or science fiction, but all these fantasies could shortly become a reality. Nanotechnology is under development. Get to know it so it does not take you by surprise.

It is impossible to explain what nanotechnology is without describing first a few other basic concepts. We can begin by defining it as a multidisciplinary technology capable of manufacturing things from the individual assembly of atoms and molecules, producing as a result highly efficient new materials and devices that generally are no bigger than a bean, and in many cases, are simply invisible to the human eye. It still sounds like science fiction, doesn't it? When materials on the minuscule scale of atoms and molecules (nano scale) are being manipulated, their elements demonstrate totally new behavior and physical and chemical properties. Electrical conductivity, heat, resistance, reactivity and elasticity of the materials will make things behave in a different way at an anatomical level. So, nano scientists can create strong and innovative materials at a low cost and with unique properties.

Based on the text above, choose the appropriate alternative to answer each question.  
(Items 1 to 5)

1. According to the text, nanotechnology is understood as \_\_\_\_\_.
  - A. a fantasy about the future
  - B. the product of a magic trick
  - C. a multidisciplinary new technology
  - D. the interpretation of science-fiction worlds
  
2. Nanotechnology will be capable of \_\_\_\_\_.
  - A. building houses made of steel
  - B. making robots build your houses
  - C. finding cheaper fuels for your cars
  - D. making cancerous cells disappear

3. Nanotechnology will produce \_\_\_\_\_.
  - A. highly efficient new materials from atoms
  - B. big devices from the assembly of atoms
  - C. new fuels for vehicles
  - D. slow computers
  
4. Materials produced by nanotechnology will be \_\_\_\_\_.
  - A. strange and not real
  - B. cheaper and stronger
  - C. unaffordable and unique
  - D. expensive and with special properties
  
5. We infer from the text that nanotechnology will \_\_\_\_\_.
  - A. pollute the air
  - B. be impossible to explain
  - C. help human beings to live better
  - D. become a science fiction fantasy

Read the text below.

### **Lip-Reading Computers**

Scientists at the University of East Anglia (UEA), England, have created lip-reading computers that can distinguish between different languages.

Although computers that can read lips are already in development, this is the first time they have been 'taught' to recognize different languages. This achievement could have practical uses for deaf people, for law enforcement agencies, and in noisy environments.

Led by Stephen Cox and Jake Newman of UEA's School of Computing Sciences, the groundbreaking research will be presented at a major conference in Taiwan on Wednesday, April 22.

The technology was developed by statistical modeling of the lip motions made by a group of 23 bilingual and trilingual speakers. The system was able to identify which language an individual speaker spoke with very high accuracy. The languages included English, French, German, Arabic, Mandarin, Cantonese, Italian, Polish, and Russian.

"This is an exciting advance in automatic lip-reading technology and the first scientific confirmation of something we already intuitively suspected - when people speak different languages, they use different mouth shapes in different sequences," said Prof. Cox.

Funded by the EPSRC, the research is part of a wider UEA project on automatic lip-reading. The next step will be to make the system more robust to an individual's physiology and his or her way of speaking.

Based on the text above, choose the appropriate alternative to answer each question.  
(Items 1 to 3)

1. What's an advantage of lip-reading computers? They \_\_\_\_\_.
  - A. create particular lip motions
  - B. teach you how to speak a language
  - C. make you learn how to feel your lips
  - D. are very useful for people who cannot hear
2. How was the technology of the lip-reading computer tested? They took people who \_\_\_\_\_.
  - A. spoke more than one language as models
  - B. had automatic movement of their lips
  - C. had different shapes of their mouths
  - D. had different shapes of their lips
3. Who invented the lip-reading computer?
  - A. people from France
  - B. scientists from Taiwan
  - C. researchers from a university
  - D. researchers from an Arabic university

## Tico Times Text

**I. Before Reading:** Discuss the following questions with a partner.

- What are some possible problems that people have with a taxi service?
- How do you think a phone application could be helpful to prevent problems with a taxi service?
- Do you think that applications for a taxi service can help to make more honest taxi drivers?

**II. During Reading Vocabulary:** Match the correct definition to the vocabulary.

- |                |                                   |
|----------------|-----------------------------------|
| 1. Trends      | a. type or model of car           |
| 2. Disrupt     | b. altered or changed             |
| 3. Fare        | c. recent happenings or updates   |
| 4. Real time   | d. to intervene or interrupt      |
| 5. Track       | e. to demonstrate, to show        |
| 6. Make        | f. the fee or charge              |
| 7. Stereotypes | g. to confirm something           |
| 8. Tampered    | h. to monitor or to follow        |
| 9. Ensuring    | i. common beliefs about something |
| 10. Indicate   | j. as something happens           |

### Smartphone Taxi Service Hits Costa Rica

By Zach Dyer

Car service mobile apps like Uber have become one of the biggest **trends** in tech and transportation, and now Costa Rica has its own version: Easy Taxi. The app known as Easy Taxi isn't trying to **disrupt** the traditional car service so much as improve on it.

Like other car service apps, Easy Taxi uses the smartphone's GPS location to **signal** nearby participating taxis that there's a fare waiting to get picked up. Once a driver accepts the **fare**, the rider can **track** the taxi's location on the app's map in **real time**, along with the driver's picture, name, phone number, and **make** of the car.

"It does away with a lot of the bad **stereotypes** of cab drivers, like lying about how far away they are and if their meter has been **tampered** with," Easy Taxi Costa Rica press representative Alfredo Martínez told The Tico Times in a telephone interview.

Easy Taxi only works with certified red taxis, Martínez said, not independent drivers also known less politely as "pirate" taxis. The company conducts a physical review of the vehicles before certifying them, **ensuring** that they meet their quality standards. Users can **indicate** if they're paying with cash or credit on the app along with special requests.

**III. True or False Questions:** Write T or F in the space provided below.

1. Taxi drivers have always been honest with passengers and the Easy Taxi app is to only check their driving safety.\_\_\_\_\_
2. The Easy Taxi app that is described in the article is mainly for the purpose of monitoring the drivers to maintain quality standards for passengers.\_\_\_\_\_
3. The app also prevents pirate taxis from overcharging the customers.\_\_\_\_\_
4. The app is not just for the red taxis known as the official taxis.\_\_\_\_\_

**IV. Multiple Choice Questions:** Select the best answer according to the text.

1. A main goal of creating the Easy Taxi app was to:
  - A. Help taxi drivers make more money
  - B. Improve the speed of taxi service
  - C. Improve the quality in general of taxi service
  - D. Reduce violent crime in taxis
2. According to the article, Easy Taxi may also have a positive effect on reducing:
  - A. Overcharging passengers the price to get somewhere
  - B. Accidents in taxis
  - C. Pain from sitting in taxis for a long time
  - D. Time to arrive in hospitals in emergency situations
3. Easy Taxi is an app that works well for:
  - A. Reducing pirate taxi problems with tampered meters
  - B. Official taxis that might have tampered with meters
  - C. Unregulated drivers who are part time taxi drivers
  - D. Reckless and dangerous private drivers
4. The article suggests that if a taxi driver knows EasyTaxi is being used then:
  - A. He may reduce the amount of time he works at night
  - B. He may have better quality of service as a driver
  - C. He may make more money
  - D. He may have a nervous breakdown





## Lesson 11: Homework

Read the text below.

### The OLPC

The One Laptop per Child Association (OLPC) is a Delaware, USA based, nonprofit organization set up to oversee The Children's Machine project and the construction of the "\$100 laptop." Both the project and the organization were announced at the World Economic Forum in Switzerland in January 2005. OLPC is based on constructionist learning theories. The founding corporate members and active participants in OLPC are Google, News Corp, AMD, Red Hat, Bright Star, and Nortel, each of whom donated two million dollars to the project. The laptops were scheduled to be available by early 2007. In 2006, the United Nations Development Program (UNDP) released a statement saying they would work with OLPC to deliver "technology and resources to targeted schools in the least developed countries." In May 2006, Negroponte, a founder of the OLPC organization, told the Red Hat's annual user summit: "It is a floating price. We are a nonprofit organization and we will have a target price of \$100 by 2008." Its starting price was actually \$140, but their promise is that the price will decrease with every release. "OLPC's mission goes hand in hand with our goal of distributing encyclopedic knowledge, free of charge, to every poor child in the world because not everybody has access to a broadband connection."

Based on the text above, choose the appropriate alternative to answer each question. (Items 1 to 5)

1. What students will benefit from the OLPC program?
  - A. A few learners from public schools.
  2. Students from developing countries.
  3. Some learners from private schools and institutions.
  4. Young underprivileged students from the least developed countries.
2. Who supports the OLPC project? This project is supported by \_\_\_\_\_ organizations.
  - A. public
  - B. private
  - C. nonprofit
  - D. governmental
3. What do the OLPC sponsors expect? They expect that \_\_\_\_\_.
  - A. prices will not vary through time
  - B. the release sale price will get higher
  - C. massive production will reduce costs
  - D. costs increase along with higher product demands
4. How many active Corporations founded OLPC program?
  - A. Six
  - B. One
  - C. Five
  - D. Two
5. What's the purpose of the OLPC founders? To \_\_\_\_\_.
  - A. give poor children free access to knowledge
  - B. make profit from the laptop sales
  - C. develop learners' artistic skills
  - D. sell laptops at \$140

### Lesson 12: Careers, Jobs, and Lifestyles

	Instructional Sequence	Materials
<b>Warm-up</b>  ≈ 15 minutes	<i>Competitive Brainstorming:</i> Give pairs of students a whiteboard marker, whiteboard, and eraser. Have each pair write as many jobs/careers as they can in 2 minutes. Go through the answers and give student pairs points for answers no other pair has written. You can repeat this activity using verbs related to the topic.	<ul style="list-style-type: none"> <li>• Paper</li> <li>• Pencils</li> <li>• Erasers</li> </ul>
<b>Presentation</b>  ≈ 20 minutes	<p><i>Vocabulary Review:</i> Review this week's vocabulary list. Have participants add unknown words to their <u>living vocabulary</u> lists.</p> <p><i>Test Taking Strategy:</i> Common Tricks in the Test (see details in the Test-Taking Strategies handout).</p> <p><i>Grammar Point:</i> Time Clauses (see details in the Grammar Points Handout).</p>	<ul style="list-style-type: none"> <li>• Vocabulary List</li> <li>• Test-Taking Strategies Handout</li> <li>• Grammar Points Handout</li> </ul>
<b>Practice</b>  ≈ 45 minutes	<p><i>Activity 1:</i> In groups have students complete the worksheets to find the meanings of key words and practice the grammar point for this lesson. Have students write three sentences using the grammar point and related vocabulary.</p> <p><i>Activity 2:</i> Have students work through practice questions and texts while keeping in mind common tricks in the test.</p>	<ul style="list-style-type: none"> <li>• Vocabulary Worksheet</li> <li>• Time Clause Worksheet</li> <li>• Practice Texts</li> </ul>
	<p><i>Homework:</i> Complete the homework text for this week and study vocabulary for next week's topic.</p> <p><i>Exit Ticket:</i> Have each student tell the facilitator what job they would like to have before exiting the classroom.</p>	<ul style="list-style-type: none"> <li>• Vocabulary List</li> <li>• Homework Readings</li> </ul>

**Lesson 12: Vocabulary List**

- |                    |                        |
|--------------------|------------------------|
| 1. Accountant      | 37. Language           |
| 2. Actor           | 38. Mailman            |
| 3. Advertisement   | 39. Manager            |
| 4. Application     | 40. Minimum Wage       |
| 5. Astronaut       | 41. Musician           |
| 6. Athlete         | 42. Occupation         |
| 7. Available       | 43. Operator           |
| 8. Banker          | 44. Police Officer     |
| 9. Bilingual       | 45. Politician         |
| 10. Business       | 46. Position           |
| 11. Businessman    | 47. Poverty            |
| 12. Client         | 48. Profession         |
| 13. Company        | 49. Professor          |
| 14. Competent      | 50. Promotion          |
| 15. Corporation    | 51. Quality            |
| 16. Cost of Living | 52. Raise              |
| 17. Customer       | 53. Requirement        |
| 18. Dancer         | 54. Résumé             |
| 19. Degree         | 55. Retiree            |
| 20. Doctor         | 56. Salary             |
| 21. Driver         | 57. Scholarship        |
| 22. Efficient      | 58. Scientist          |
| 23. Employee       | 59. Self-Employed      |
| 24. Employer       | 60. Skill              |
| 25. Employment     | 61. Standard of Living |
| 26. Engineer       | 62. Suggestion         |
| 27. Firefighter    | 63. Taxi Driver        |
| 28. Homeless       | 64. Teacher            |
| 29. Informal       | 65. Tedious            |
| 30. Innovative     | 66. Tip                |
| 31. Interest       | 67. Training           |
| 32. Interpreter    | 68. Translator         |
| 33. Interview      | 69. Versatile          |
| 34. Inventor       | 70. Wage               |
| 35. Job            | 71. Waiter             |
| 36. Job Fair       | 72. Work               |

## Lesson 12: Vocabulary Worksheet

**Activity 1:** Match the word to its definition and complete the grammar worksheet. Also, have students write three sentences using the vocabulary and time clauses.

Language	
Workload	
Newspaper	
Requirement	
Ad/Advertisement	
Tip/Suggestion	
Employer	
Résumé	
Application	
Appointment	
Interview	
Applicant	
Position	
Job Fair	
Training	
Skill	
Occupation	
Dilemma	
Response	
Company/Corporation	
Employment	
Operator	
Minimum Wage	
Retiree	
Engineering	
Scholarship	
Scientist	
Degree	
Poverty	
Client/Customer	
Raise	
Promotion	
Salary/Wage	
Manager	
Accounting	

1. The state of being extremely poor.
2. Raising a person to a higher position.
3. A commercial business.
4. An idea or plan for consideration.
5. A person who has expert knowledge about science.
6. A gathering of employers and job applicants.
7. A job or profession.
8. Something necessary.
9. A person responsible for controlling part of a company.
10. The process of keeping financial accounts.
11. A printed publication containing news articles.
12. A person applying for a job.
13. The ability to do something well.
14. The lowest wage permitted by law.
15. An oral examination of an applicant for a job.
16. The amount of work a person has to do.
17. A verbal or written answer.
18. The process of preparing someone for a job.
19. A paid position of regular employment.
20. A person who uses equipment or a machine.
21. A notice or announcement to the public.
22. The branch of science and technology relating to building.
23. Money paid to support a student's education.
24. An academic honor given for finishing university studies.
25. A method of human communication.
26. An increase in a person's salary.
27. Curriculum vitae.
28. The condition of having paid work.
29. A scheduled meeting.
30. A person who has retired and does not work.
31. A person or organization that employs people.
32. A person who buys goods or services.
33. A difficult situation or problem.
34. The fixed income earned by an employee.
35. A request for a job.

## Lesson 12: Time Clause Worksheet

- **Time clauses** in the English language are introduced by conjunctions such as: *after, as soon as, before, till, until, when, whenever, while* or time expressions such as: *the minute, the moment*. These can be used at the beginning or the end of a sentence:
  - When we get home, I will make dinner.
  - You can do your homework while I make dinner.
- When using a time clause to express the future, the verb within the time clause remains in the present tense instead of the future. For example:
  - When we get home, I will make dinner.
  - As soon as he finishes, his family will hug him.

Both getting home and making dinner occur in the future, but we only use future tense in reference to making dinner because it falls outside of the time clause. The same is true for the second example.
- When using the past tense; however, both the verb with the time clause and outside of it must be in past tense. For example:
  - He made dinner after we got home.

**Instructions:** Match the sentences on the left with the appropriate ending on the right.

- |                                     |                                         |
|-------------------------------------|-----------------------------------------|
| 1. Anna Maria will lock the doors   | A. if it doesn't rain tomorrow.         |
| 2. We're going to the beach         | B. her parents got lonely.              |
| 3. Before Juan Pablo goes to sleep, | C. after I go to Cartago.               |
| 4. If I get a job soon              | D. before she goes to bed.              |
| 5. They went to the zoo             | E. he will do his homework.             |
| 6. The show will start              | F. robbers stole things from his house. |
| 7. After Saray moved out,           | G. I will tell him the good news.       |
| 8. When I call Miguel tomorrow,     | H. as soon as the curtain goes up.      |
| 9. While David was working,         | I. I will take you out to lunch.        |
| 10. I'm going to Los Santos         | J. when Mariana came to visit.          |

**Instructions:** Fill in the blanks using the correct tense of the verb in parentheses and underline the words that introduce the time clauses.

1. Guadalupe played soccer before she \_\_\_\_\_ (to come) home.
2. He \_\_\_\_\_ (to eat) tamales while he read the newspaper.
3. Josue \_\_\_\_\_ (to play) the piano once he gets to the amphitheater.
4. When Keylor \_\_\_\_\_ (to arrive), his mom will make dinner.
5. Bianca \_\_\_\_\_ (to run) upstairs the moment her favorite show started.

## Lesson 12: Practice Texts

**Activity 2:** Read the following texts and answer the questions or prompts. Keep in mind some of the common tricks in the test.

### Tico Times Text

**I. Before Reading:** Discuss the following questions with a partner before reading.

- Is it good or bad for the economy if there is increased unemployment?
- If someone receives a *layoff* from a job, what does that mean?
- Are *jumps* in unemployment something good or bad for the economy? Why?

**II. During Reading Vocabulary:** Match the word to its closest definition.

- |              |                                     |
|--------------|-------------------------------------|
| 1. Historic  | a. leaving from something/somewhere |
| 2. Jumps     | b. large numbers in short time      |
| 3. Wave      | c. people who lose their jobs       |
| 4. Sectors   | d. a distance between two things    |
| 5. Layoffs   | e. people who have jobs             |
| 6. Exit      | f. suffering a difficult time       |
| 7. Workforce | g. never before in history          |
| 8. Hard hit  | h. different areas of business      |
| 9. Gap       | i. large increase in short time     |

### Costa Rica's Business Sector Alarmed Over 'Historic' Jump in Unemployment

By Zach Dyer

A group of Costa Rican business leaders are calling for an emergency declaration regarding “**historic**” jumps in unemployment during the last several quarters. The Union of Private-Sector Chambers and Associations (UCCAEP), an organization that represents 50 businesses and major sectors of the economy, noted that a recent **wave** of **layoffs** across several **sectors** of the economy has resulted in more than 228,000 unemployed Costa Ricans at the end of the third quarter of 2014, according to figures from the National Statistics and Census Institute (INEC).

The year 2014 was a difficult one for job creation in Costa Rica. Between the second and third quarters of 2014 alone, nearly 26,000 people lost their jobs. The **exit** of large companies like Intel and Bank of America in April was the beginning of more companies either leaving Costa Rica or reducing their **workforce** here. Restaurants have been especially **hard hit** so far this year, with Bagelmen’s as the most recent closure. Jiménez said that more layoffs in the restaurant sector are expected in the coming weeks, but the UCCAEP president would not specify specific companies.

Jiménez said that the new jobs announced by the government in recent months have done little to change the increasing **gap** in employment. The UCCAEP president said that business chambers were concerned about the loss of employment for unskilled labor in Costa Rica, noting that most foreign companies that invest in Costa Rica are looking for skilled, bilingual workers. UCCAEP asked the government to address the problems, improve infrastructure and reduce the cost of electricity.

**III. True or False Questions:** Write T or F in the space provided.

1. Overall, 2014 was a good year for jobs in Costa Rica. \_\_\_\_\_
2. The drop in employment in 2014 occurred but was not considered serious. \_\_\_\_\_
3. Restaurants were one sector of the economy which succeeded during 2014. \_\_\_\_\_
4. The exit of large companies was a negative signal for businesses in general. \_\_\_\_\_

**IV. Multiple Choice Questions:** Choose the best choice according to the article

1. The increase or jump in unemployment was described as:
  - A. Not very good but not that bad either.
  - B. Especially serious and alarming.
  - C. Something that happens typically this time of year.
  - D. Something that affected only certain sectors of the economy.
2. It was expressed by some members of the business community that:
  - A. The government was doing not enough.
  - B. The government was helping but things would take time to improve.
  - C. The government had created the unemployment situation.
  - D. There was going to be a revolution soon.
3. One of the points made in the article is foreign companies are interested in:
  - A. Foreign workers
  - B. Bilingual employees with skills
  - C. University graduates
  - D. Ambitious young intellectuals
4. The article described that there was an especially hard hit for businesses in:
  - A. The food industry
  - B. The entertainment industry
  - C. The stock market
  - D. Livestock and agriculture



**V. Short answer and Discussion:** Fill in the blanks and write 1-2 sentences with reasons that support why you agree or disagree with the statements and tell your partner your opinion.

1. I am interested most in the \_\_\_\_\_ profession because:
2. I think the most popular job in the future is going to be \_\_\_\_\_.
3. One job that I never want to have is to be a \_\_\_\_\_.

Read the text below.

### Reading a Newspaper Effectively

When you read a newspaper, especially in a language new to you, it is almost impossible to begin on page one, and read through to the last page. Don't even think of trying this. Instead, begin by throwing away the sections that you have no interest in. For example, unless you're looking for a job or a used car, you can immediately throw away the classified ads. This decision makes the paper thinner.

Next, preview the rest of the paper by briefly looking over each section for articles that especially interest you. Then go back to the front page. On this page, read each headline (the title of every article). You may be surprised by how much you can learn from just the headlines. After you have read every headline, choose just five articles that interest you, nor more than five. Then, for each of these articles, read only the first paragraph or two. This is where you will find the important information: who, what, when, where, and why.

Based on the text above, choose the appropriate alternative to answer each question. (Items 1 to 5)

1. According to the text, when reading a daily newspaper in a foreign language, you should first \_\_\_\_\_.
  - A. cover every detail from the first to the last page
  - B. focus on the sections you aren't interested in
  - C. separate the parts that don't interest you
  - D. read the entire front page
2. The classified ads section is recommendable for those who \_\_\_\_\_.
  - A. don't need to buy cars
  - B. don't go page by page
  - C. speak a new language
  - D. look for goods and services
3. To "preview" means just to \_\_\_\_\_.
  - A. make the paper thinner
  - B. start right at the last page
  - C. throw away the sections that you won't read
  - D. consider the articles that you really want to read
4. The headlines are the \_\_\_\_\_ of the articles
  - A. ads
  - B. titles
  - C. pages
  - D. sections
5. According to the text, the most relevant information is found in the \_\_\_\_\_.
  - A. newspaper headlines
  - B. newspaper cover page
  - C. classified sections and the headlines
  - D. first of second paragraph of the same article.

## Lesson 12: Homework

Read the text below.

### Qualities Every Organization Looks For

When you are applying for a job, one of the main challenges will be to determine precisely what key qualities and personal attributes the interviewer is looking for and demonstrate your own personal attributes as specific work strengths. Here are some hints for your interview:

1. *Communication Skills:* Most important for any candidate is to be able to communicate clearly. Think before speaking. In the use of language, show organized, analytical thinking.
2. *Interest:* Show great interest in the company's activities as well as the position that you are applying for. Demonstrate interest by showing knowledge about the business.
3. *Positive Attitude:* Keep an optimistic tone during the interview. Companies want employees who can achieve great results.
4. *Professionalism:* All companies want their employees to display this quality.
5. *Self-confidence:* Stand straight; hold the head high and shoulders back. Use a firm handshake. Look the interviewer in the eye.
6. *Leadership:* Candidates with the ability to lead are universally wanted. Good leaders rely extensively on their ability to transcend situations.
7. *Sensitivity:* Be sensitive to other people's key qualities, as well as their needs and differences.
8. *Flexibility:* Companies are seeking bright candidates who are able to analyze and adjust to changing circumstances, solve challenging problems, and quickly understand new concepts. Show enthusiasm about new learning, but keep your mind on your own work strengths.

Based on the text above, choose the appropriate alternative to answer each question.  
(Items 1 to 6)

1. Good qualities and personal attributes are \_\_\_\_\_ when applying for a job.
  - A. indispensable
  - B. inexcusable
  - C. unwanted
  - D. needless
2. As recommended, communication has to be \_\_\_\_\_.
  - A. careless
  - B. accurate
  - C. uncertain
  - D. spontaneous

3. Interest and positive attitude demonstrate to the interviewer \_\_\_\_\_.
  - A. the experience you have in the field
  - B. how much you want the job
  - C. your communication skills
  - D. your professional level
4. Self-confidence is revealed by \_\_\_\_\_.
  - A. how much you talk
  - B. non-verbal communication
  - C. knowledge of the business
  - D. the politeness shown during the interview
5. According to the article, leadership is the ability to \_\_\_\_\_ the situation in a job.
  - A. follow the lead in
  - B. see beyond
  - C. fall behind
  - D. trust on
6. Flexibility is the ability to \_\_\_\_\_.
  - A. forget what you know for something new
  - B. work with enthusiasm
  - C. look stronger
  - D. adapt to new circumstances

### Lesson 13: Morals and Values

	Instructional Sequence	Materials
<b>Warm-up</b>  ≈ 15 minutes	<i>Competitive Brainstorming:</i> Break the class into small groups. Have each group write as many values as they can in 2 minutes. Then, have a spokesperson from each group present the list to the class. The group will receive a point for each original answer. Put all the lists up on the wall. What values did groups have in common?	<ul style="list-style-type: none"> <li>• Paper</li> <li>• Pencil</li> <li>• Erasers</li> </ul>
<b>Presentation</b>  ≈ 20 minutes	<p><i>Vocabulary Review:</i> Review this week's vocabulary list. Have participants add unknown words to their <u>living vocabulary</u> lists.</p> <p><i>Test Taking Strategy:</i> See the Test-Taking Strategies for tips on preparing for the day of the test and going with your gut.</p> <p><i>Grammar Point:</i> Explain the use of perfect tenses using the Grammar Points Handout and the attached exercise.</p>	<ul style="list-style-type: none"> <li>• Vocabulary List</li> <li>• Test-Taking Strategies Handout</li> <li>• Grammar Points Handout</li> </ul>
<b>Practice</b>  ≈ 40 minutes	<p><i>Activity 1:</i> Students should complete the perfect tense practice and vocabulary handout.</p> <p><i>Activity 2:</i> Students should complete the practice texts. Instruct the students to circle all the perfect tenses they recognize and to underline new vocabulary. Read the first text together as a class, and then answer the questions together. For the next reading, allow the students to work in pairs or small groups. At the end, review the answers and ask students for examples of perfect tenses and new vocabulary.</p>	<ul style="list-style-type: none"> <li>• Vocabulary Worksheet</li> <li>• Future Tense Worksheet</li> <li>• Practice Texts</li> </ul>
	<p><i>Homework:</i> Complete the homework text for this week and remind students to prepare for the last practice exam.</p> <p><i>Exit Ticket:</i> Students must use at least 3 different values in a sentence and present them to the facilitator.</p>	<ul style="list-style-type: none"> <li>• Homework Readings</li> </ul>

**Lesson 13: Vocabulary List**

- |                    |                       |
|--------------------|-----------------------|
| 1. Acceptance      | 26. Donate            |
| 2. Bond            | 27. Reject            |
| 3. Burglary        | 28. Surround          |
| 4. Commitment      | 29. Take Advantage of |
| 5. Faith           | 30. Enable            |
| 6. Generosity      | 31. Encounter         |
| 7. Lesson          | 32. Establish         |
| 8. Life Expectancy | 33. Social Security   |
| 9. Loyalty         | 34. Message           |
| 10. Peace          | 35. Knowledge         |
| 11. Relationship   | 36. Reason            |
| 12. Respect        | 37. Responsible       |
| 13. Self Image     | 38. Include           |
| 14. Source         | 39. Exclude           |
| 15. Value          | 40. Give              |
| 16. Well-being     | 41. Opportunity       |
| 17. Moral          | 42. Join              |
| 18. Curious        | 43. Cause             |
| 19. Defiant        | 44. Affection         |
| 20. Disabled       | 45. Esteem            |
| 21. Friendly       | 46. Attention         |
| 22. Polite         | 47. Interests         |
| 23. Strong-willed  | 48. Ideas             |
| 24. Unique         | 49. Social            |
| 25. Worried        | 50. Trouble           |

### Lesson 13: Vocabulary Worksheet

**Activity 1:** Complete the vocabulary and perfect tense worksheets.

Noun in English	Sentence	Translation in Spanish
acceptance	People of different skin colors, ethnicities and religions all deserve <b>acceptance</b> .	
bond	There is a strong <b>bond</b> between the two brothers.	
burglary	There was a <b>burglary</b> last night; a man entered into the house and stole the television.	
commitment	Costa Rica has made a <b>commitment</b> to always hold transparent democratic elections.	
faith	Catholics have <b>faith</b> in God.	
generosity	It is important to show <b>generosity</b> to those that have less than you.	
lesson	Pablo learned an important <b>lesson</b> : you should treat other people as you want to be treated.	
life expectancy	The average <b>life expectancy</b> for women in Costa Rica is 76 years.	
loyalty	Dogs are called “man’s best friends” because of their <b>loyalty</b> .	
peace	Costa Rica hoped to promote <b>peace</b> by eliminating the military.	
relationship	It’s important to maintain a good <b>relationship</b> with your neighbors.	
respect	Children should always <b>respect</b> their elders.	
self-image	People with anorexia or bulimia often have a poor <b>self-image</b> ; they usually think they are too fat.	
social security	In the United States, people collect money from <b>social security</b> when they turn 65.	
source	The family is a <b>source</b> of much love and affection.	
value	Costa Ricans place much <b>value</b> on spending time with their families.	
well-being	Social security helps to ensure the <b>well-being</b> of poor people.	

#### Word Bank

lección  
respeto  
auto imagen  
lazo  
lealtad

valor  
relación  
generosidad  
robo

aceptación  
paz  
expectativa de vida  
seguridad social

fé  
bienestar  
compromiso  
fuente

### Lesson 13: Perfect Tense Worksheet

- We use the **present perfect** to show that something has continued up to the present:
  - They've been married for nearly fifty years.
  - She has lived in Liverpool all her life.
- ... or is important in the present:
  - I've lost my keys. I can't get into the house.
  - Teresa isn't at home. I think she has gone shopping.
- We use the **present perfect continuous** to show that something has been continuing up to the present:
  - It's been raining for hours.
  - We've been waiting here since six o'clock this morning.
- We use the **past perfect** to show that something continued up to a time in the past:
  - When George died he and Anne had been married for nearly fifty years.
- ... or was important at that time in the past:
  - I couldn't get into the house. I had lost my keys.
  - Teresa wasn't at home. She had gone shopping.
- We use the **past perfect continuous** to show that something had been continuing up to a time in the past or was important at that time in the past:
  - Everything was wet. It had been raining for hours.
  - He was a wonderful guitarist. He had been playing ever since he was a teenager.
- We use will with the perfect to show that something will be complete at some time in the future (**future perfect**):
  - In a few years they will have discovered a cure for the common cold.
  - I can come out tonight. I'll have finished my homework by then.

**Instructions:** Fill in the blanks with the correct form of the verb on the left. The other words in the same column provide clues. Be careful with the irregular verbs.

Verb (He/She)	Present Perfect	Present Perfect Continuous	Past Perfect	Past Perfect Continuous	Future Perfect
To live	Has _____	Has been living	Had lived	Had _____	Will have lived
To go	Has gone	Has _____	Had gone	Had been going	Will _____
To work	Has _____	Has been working	Had _____	Had been working	Will have worked
To do	Has done	Has _____	Had done	Had been doing	Will _____
To play	Has _____	Has been playing	Had played	Had _____	Will have played



## Lesson 13: Practice Texts

**Activity 2:** Read the following texts and answer the prompts.

### Tico Times Text

**I. Pre-Reading:** Discuss these questions with a partner before reading.

- Why do people pay taxes? Where does the money go if they pay taxes?
- What is a corrupt politician? Can you think of an example of a corrupt politician and something bad that a politician has done? What examples do you know?
- Is it something bad if a bank helps protect the money of a criminal or dictator or a corrupt politician? Why?

**II. During Reading Vocabulary:** select the answer that is closest in meaning.

- |                     |                                           |
|---------------------|-------------------------------------------|
| 1. Analyzed         | a. people who don't follow the law        |
| 2. Corrupt          | b. to make money from something           |
| 3. Politicians      | c. information that becomes known         |
| 4. Celebrities      | d. people who sell guns and weapons       |
| 5. Profited         | e. part of a royal family                 |
| 6. Arms dealers     | f. something important for politicians    |
| 7. Blood diamonds   | g. government representatives             |
| 8. Royalty          | h. people who are famous                  |
| 9. Crackdown        | i. something looked at closely            |
| 10. Political issue | j. diamonds obtained by force or violence |
| 11. Revelations     | k. to punish severely                     |

### HSBC International Bank 'Helped Clients Avoid Taxes'

*By AFP*

Records that were **analyzed** by reporters in the International Consortium of Investigative Journalists (ICIJ), showed that British banking giant HSBC provided accounts to international criminals, **corrupt** businessmen, **politicians** and **celebrities**.

“HSBC **profited** from doing business with **arms dealers** who provided bombs going to child soldiers in Africa ...dictators, traffickers in **blood diamonds** and other international criminals.” ICIJ reported.

The records identify former and current politicians from Britain, Russia, India and various African countries, Saudi, Bahraini, Jordanian and Moroccan **royalty**. The information from reports are likely to create a **crackdown** on wealthy corporations and companies, a key **political issue** in Britain and Europe.

**III. True or False Questions:** Write T or F in the space provided.

1. The article describes that HSBC has helped criminals through its banks. \_\_\_\_\_
2. If HSBC did help some criminals in certain ways, it never profited from it. \_\_\_\_\_
3. Corrupt businessmen are not the best people to trust with your money. \_\_\_\_\_
4. Blood diamonds are called blood diamonds because they are red in color. \_\_\_\_\_

**IV. Multiple Choice questions:** Choose the best answer according to the text.

1. One of the things that HSBC did that showed they made decisions that were not moral was:
  - A. Allow people to get rich by using their banks.
  - B. Allow people who were corrupt to use their banks for illegal purposes.
  - C. Make money and not give a large portion to charity.
  - D. Create advertisements that were not friendly to local businesses.
2. According to the article, HSBC clients included:
  - A. The Pope and the highest priests of the Catholic church.
  - B. The presidents of the USA.
  - C. Some members of royal families.
  - D. Snoop Dogg and P.Diddy the rap stars and musicians.
3. The article makes the conclusion that there will probably be more:
  - A. Banks that are being forced out of business.
  - B. Politicians that are quickly removed from office and sentenced to jail.
  - C. Drugs and violence because of banks such as HSBC.
  - D. Effort to control the behavior of some of banks who do not follow the rules.
4. HSBC probably did help some people who were corrupt because:
  - A. They made a lot of profit and money from doing that.
  - B. They thought it was okay if nobody knew what they were doing.
  - C. They thought it was the right thing to do.
  - D. They wanted to be the outlaw bank of the future.

**V. Short Answer and Discussion questions:** Write 1-2 sentences to describe why you agree or disagree with the following statements and then describe your opinion to your partner.

1. The government should punish very strongly any bank who helps dictators, corrupt politicians and criminals to hide their money.

2. Bank officials who have knowledge of corrupt activities and who help dictators, criminals and other similar people hide their money should go to jail for a long time.

3. The banks can never be responsible for the bad behavior and crimes of people who put their money in the bank..it is not their responsibility.

Read the text below.

### **What To Do About Bullying?**

The first thing that you should do if you are being bullied is to tell someone about it. You should not suffer in silence. You can tell a friend, a parent, a teacher or a school counselor. There are also a few things that you can do yourself that may make the “bully” think twice about picking on you.

- 1) Try acting a bit more confidently – people who bully will often pick people out who seem quiet and reserved, so if you look like you are full of self-belief, it is likely they will leave you alone.
- 2) If you get bullied on your way home from school, walk home with a group of friends or make an arrangement for an adult to pick you up at the gate.
- 3) Do not hit back. Although it is tempting, it is a bad idea as you may get yourself into trouble if you get involved in a fight.

What advice can we give the “bully?”

- 1) It is hard for “bullies” to ask for help. Their usual concern is that no one will take them seriously or that they will be in trouble by admitting they have bullied someone.
- 2) Try and talk to a teacher or an older pupil who you feel comfortable with, and try to find the reasons behind your bullying. They might be able to give you support and advice about how to stop your bullying.
- 3) In any case, if you want to talk to someone anonymously, try calling a public organization; they’re trained to help anyone in a confidential and non-judgmental way.

Based on the text above, choose the appropriate alternative to answer each question.  
(Items 1 to 5)

1. If you are afraid of being bullied \_\_\_\_\_ when returning home.
  - A. confront the offender
  - B. avoid being alone
  - C. change your path
  - D. call the police
2. Both offenders and victims of bullying should \_\_\_\_\_.
  - A. receive professional support
  - B. be self-sufficient people
  - C. distrust their peers
  - D. tolerate their roles

3. It is recommended that victims \_\_\_\_\_ to stop being bullied.
- A. hit back
  - B. walk home alone
  - C. stay at their homes
  - D. show self confidence
4. A “bully” should, \_\_\_\_\_.
- A. not face their problem
  - B. avoid being observed
  - C. keep anonymous
  - D. try to find help
5. The advice given in the reading is to \_\_\_\_\_ when being bullied.
- A. run and hide
  - B. tell someone
  - C. keep quiet
  - D. hit back

### Lesson 13: Homework

Read the text below.

#### Reflecting on the Gift of Life

Dear Tico Times:

April in the U.S. is organ donor month, the perfect time to share this story of a young couple's courage. I live in Nosara, and I received a call from a couple who desired to renew their wedding vows. Courtney explained that she and her husband Michael thought it would be the perfect time to do a ceremony of renewal.

Prior to Courtney and Michael's wedding, she was diagnosed with a rare lung disease, and by their wedding day, Courtney was in a wheelchair and on oxygen. This visit to Nosara was the couple's first vacation. Our intimate group gathered: Courtney, Michael, network new friends - coincidentally both named Peter - and me, to officiate. The sunset looked surprisingly clear. We prepared a beautiful place and began the ceremony. As Michael spoke of his love and devotion for his wife, he mentioned that they must not forget to thank Peter, who had made Courtney's life possible. The Peter that Michael referred to is the donor of the lungs. So, actually, we had three Peters participating. We ended the ceremony with all of us feeling touched and enriched in a special way.

Sincerely,  
Karen Haskin

Based on the text above, choose the appropriate alternative to answer each question.  
(Items 1 to 3)

1. What two values are deduced from the letter?
  - A. dignity and self-esteem
  - B. solidarity and gratitude
  - C. honesty and sincerity
  - D. respect and justice
2. Why did Michael express gratitude at the wedding?
  - A. on account of Karen Haskin published their story
  - B. because Courtney accepted marrying him
  - C. because of a man's gesture of love
  - D. due to his double lung transplant
3. What did Michael and Courtney come to the country for? To \_\_\_\_\_.
  - A. receive a lung donation
  - B. meet some other friends
  - C. reaffirm their love promise
  - D. write a book about their life

### Lesson 14: Post-Test

	Instructional Sequence	Materials
<b>Warm-up</b> ≈ 10 minutes	<i>Hot Potato Recall:</i> Play hot potato using a ball or another item. When the ball stops at a student have that student mention a study strategy that works for him or her to the entire class.	<ul style="list-style-type: none"> <li>• Small Ball</li> </ul>
<b>Presentation</b> ≈ 5 minutes	<i>Collecting Results:</i> Use this time to arrange for students to pick up their final test results at a later point in time.	<ul style="list-style-type: none"> <li>• N/A</li> </ul>
<b>Practice</b> ≈ 3 hours	<i>Activity 1:</i> Post-Test, sourced and compiled by teacher.	<ul style="list-style-type: none"> <li>• Post-Test for Each Student</li> </ul>
	<i>Exit Ticket:</i> Each student should mention something they liked or disliked about the course.	<ul style="list-style-type: none"> <li>• Place to Save Students' Answers</li> </ul>

## Test-Taking Strategies

Each lesson should be accompanied by a test-taking strategy. The authors of this guide consider these strategies to be of critical importance and instructors should have students implement them in the practice readings for each corresponding lesson.

### **Lesson 2 (Sports): Vocabulary Study Tips**

- *The Living Vocab List:* Students should keep a growing list of unknown words in English as they discover them. This running list should be reviewed at least once a week until all the new words have been learned.
- *Flashcards:* Students should make flashcards for their top twenty hardest words in English. Explain to students that every word should have its own card and the definition should be on the back. Students look at the word on the front of the card and guess the definition. Students repeat this until they learn the word's definition.
- *Technology:* Students can download these two free apps on their phones to practice: Duolingo (basic English grammar and vocabulary review) and memrise.com (online flashcards for English vocabulary). Students can also use websites like visualthesarus.com to learn synonyms.

### **Lesson 3 (Food, Recipes, and Table Manners): Process of Elimination**

- The process of elimination is simple. If you read a question on a test and don't know the answer, then instead of looking for the right answer (which you don't know), you look for the *wrong* answers. If you are lucky, you will be able to identify all but one of the answer choices as wrong and eliminate them, giving you the one correct answer. By eliminating obviously wrong answers students increase their chances of choosing the correct answer.

### **Lesson 4 (Costa Rican Arts, Music, and Crafts): Context Clues (Part 1)**

- Information (such as a definition, restatement or example) that appears near a word or phrase may offer direct or indirect suggestions about its meaning.
  - The teacher *stopped* the students *after* she **observed** them *wrestling* (Definition of **observed**: To watch attentively).
  - *Kevin* thought that it was a great **injustice** that *girls could wear earrings* in the school *while* the *boys could not* (Definition of **injustice**: A specific unjust act; a wrong).
  - *Jennie didn't like* the *jacket* her mother bought her *until* several strangers made **remarks** *about how much* they *liked it* (Definition of **remark**: A brief or casual expression of opinion; a comment).



### **Lesson 5 (Costa Rican Democracy): Context Clues (Part 2)**

- Information (such as a synonym or antonym) that appears near a word or phrase may offer direct or indirect suggestions about its meaning.

*Examples:*

1. The *ugly* monster's face was **hideous** to look at.

In this sentence, the word **hideous** means:

- Badly
- Scary
- Funny
- Lovely

Answer: Scary

2. Though Samantha's test was **partially** done, she received a low grade because *it was not complete*.

In this sentence, the word **partially** means:

- Badly
- Finally
- Completely
- Incomplete

Answer: Incomplete

3. Mom had to **sterilize**, or *clean*, the baby's bottle.

In this sentence, the word **sterilize** means:

- Dirty
- Throw out
- Clean
- Buy

Answer: Clean

### **Lesson 6 (Travel): Talking to the Text (Part 1)**

- As students read they should mark up the given passage. By doing so they engage with the given text on a deeper level, resulting in a better comprehension of the text and its content. A strategy for talking to the text is underlining, marking or circling the main or important ideas/words/sentences in the text. Make sure students understand that there is no wrong way of talking to the text.

### **Lesson 8 (Environment): Talking to the Text (Part 2)**

- As students read they should mark up the given passage. By doing so they engage with the given text on a deeper level, resulting in a better comprehension of the text and its content. A strategy for talking to the text is underlining, marking or circling the main or important ideas/words/sentences in the text. Make sure students understand that there is no wrong way of talking to the text. This skill is obtained over time and practice.

### **Lesson 9 (Health and Illnesses): Pre-Reading Questions**

- Have students read the questions to a multiple-choice problem before they read the passage. By knowing what will be asked of them they should be able to read the passage more efficiently and be able to find key words that are in both the questions and answers. Ask students to talk to the text with the questions to find key words and have them underline the same words in the passage. This strategy will help them learn scanning and, in the end, save time on the exam.

### **Lesson 10 (Holidays and Celebrations): Scanning**

- After learning to pre-read questions and find key words in passages students can learn how to scan passages to find key words and possible answers if they are running short on time. Depending on the theme of a certain passage students can read the questions to look for key words relating to that topic and then read the passage looking for the same or similar words.

### **Lesson 11 (Science and Technology): Time Management**

- Sometimes we do not know the answer to a question and we get stuck. Students should mark the difficult question on the answer sheet and in the test (*with pencil!*) and then move on to other questions. After students finish the easier questions, they should have time to return to the hard question and spend the remaining time trying to answer it without feeling pressured to finish the rest of the questions, since they would have already completed them.

## **Lesson 12 (Careers, Jobs, and Lifestyles): Common Tricks in the Test**

- The authors of the exam generally use the following simple tricks to test students' knowledge:
  1. *Numbers*: The test often asks for translations from numerals to written numbers when it mentions years, dates, ages, quantities, etc. For example, 1920 is one thousand nine hundred and twenty or nineteen hundred twenty.
  2. *Choosing the Best Answer*: Two answers may seem correct. Use the process of elimination to pick the best choice. Occasionally the test-makers will accidentally create two correct answers. These questions can be appealed (See the section on scores and appeals for more information).
  3. *Unnecessary Information*: Read the questions first! The test-makers will put unnecessary information in the text for the reader to waste time.
  4. *Synonyms and Antonyms*: Be careful with the synonyms and antonyms given in the questions and answers. The exam will frequently check students' knowledge of vocabulary.
  5. *Names*: Questions in the exam will list many names and then ask about who did what. Pay close attention to the meaning of sentences around names.

## **Lesson 13 (Morals and Values): Test Ready & Going with Your Gut**

- *Going with Your Gut*: If a student has no idea what the correct answer is, and they can't make an educated guess, have them trust their first instinct. Many studies have shown that our initial guess, without thinking too much about the problem, is correct. Please stress to students that this strategy should be used as a last resort! It is also important to tell students to avoid getting upset for not knowing an answer. Tell them to focus on what they DO know.
- *Test Ready Tips*: Give this list to students so that they can be as prepared as possible for the day of the exam.
  1. Make sure to begin studying weeks before the test (even studying a little bit at a time is better than nothing) and avoid cramming (studying a lot) the night before the test.
  2. Lay out all the things you need to take with you on the day of the test before you go to sleep (e.g. pencil, pen, eraser, watch, and personal identification documents).
  3. Get plenty of sleep the night before the test.
  4. Eat a healthy medium-sized breakfast the day of the test.
  5. Plan to arrive at least 30 minutes early, make sure to use the bathroom before you start the exam, and turn off your cell phone.

## Grammar Points

### Lesson 2:

#### **Cognates and False Cognates:**

- **Cognates** are words that are similar or the same in both English and Spanish. For example, the words accept, decide, goal, papaya, lemon, and even cognate (among many, many more) are cognates. It is very helpful to look for cognates when reading an English text to better understand it. For a more complete list of cognates, see this website: <http://spanishcognates.org/cognate-list/a?page=1>
- **False Cognates** are words that appear the same in both English and Spanish, but actually have different meanings. Some common examples in English include embarrassed (avergonzado), assist (ayudar), attend (asistir), bald (calvo), once (una vez), and realize (darse cuenta).

#### **Homonyms and Homographs:**

- **Homonyms** are English words that sound the same but have different meanings. Some examples include one (the number) and won (past tense of win); to (the preposition), too (meaning also or a lot), and two (the number); there (a location), their (indication possession of a multiple individuals), and they're (the contraction for they are); and many more. It is important to study and remember the correct spelling and context for each separate meaning.
- **Homographs** are words that are written the same but have separate meanings. Often people think of these words, such as box (caja) and box (boxeo), as simply having multiple meanings, but they are, in fact, distinct words. Some homographs, however, are pronounced differently depending on the context and meaning. These can be confusing, but it is very important to pronounce them correctly in spoken English. One common example is read and read: the first (pronounced as "reed") is the present tense form of the word while the second (pronounced like the color red) is the past tense form of the word. Other examples include address (to give a speech) and address (where a home or building is located), bow (a weapon) and bow (to bend to show respect), close (nearby) and close (shut), and many more.

### Lesson 3:

#### **Sequencing Words and Phrases and Ordinal Numbers:**

- **Sequencing words** help to indicate the order in which a series of events occur. These are commonly used in summaries, daily routines, recipes, and more. You can indicate order by using **ordinal numbers**, such as: *first, second, third, fourth, fifth, sixth, seventh, eighth...*, or you can use certain words and phrases to take the place of the number:
  - With the exceptions of first (one), second (two), and third (three), ordinal numbers are typically formed by adding -th to the end of the number with some changes in spelling: five becomes fifth, eight adds only the h to become eighth, and nine drops its “e” to become ninth. The suffix that you add to a number to create an ordinal number is always determined by the last digit:
    - Ex: thirty-one→thirty-first, one-hundred-two→one-hundred-second, fifty-eight→fifty-eighth, etc.
  - First, can be replaced by first of all, to begin with, or to start with
  - Middle steps in the process can be indicated by saying: *next, after, after that, then, later*
  - We can indicate that something is the last step or event by saying: *last, last of all, lastly, in the end, or finally*

#### **Linking words:**

- **Linking words and phrases** are used to connect separate ideas or sentences in English. They can be primarily divided into two broad categories: **conjunctions** and **transition words/phrases**.
- To remember the most common **conjunctions**, remember the acronym FANBOYS: for, and, nor, but, or, yet, so. Conjunctions are used in the middle of a sentence to connect two or more ideas. When each of the ideas expressed could stand alone as a sentence (subject and verb), use a comma before the conjunction. When two separate ideas are expressed but one of them could not stand alone, do not use a comma.
  - Ex: She wanted to be a doctor, **so** she studied medicine. (the comma is necessary because both ideas could stand alone).
  - Ex: He is very smart but doesn’t study enough. (We don’t need a comma here because “doesn’t study enough” could not stand alone).
- **Transition words/phrases** represent a broader category that includes sequencing phrases and time clauses (see week 12). These can be used to link multiple ideas as one sentence or be used to transition from one sentence or paragraph to another. Some common transition words and phrases include: *before, whenever, afterwards, while, however, though, although, even though, meanwhile, in spite of, whereas, instead, conversely, similarly, for instance, for example, in order to, because, due to, etc.*

**Lesson 4:****Simple Past Tense:**

- **Simple past tense** is used to talk about events that occurred in the past.
  - We form regular verbs in the past tense simply by adding -ed to the end of the verb in simple present tense.
    - Ex: play + -ed → played
  - When a verb ends in e (smile, hope, etc.), we just add -d.
    - Ex: smile → smiled
  - If the verb ends in a consonant and then the letter y (try, study, etc.), we must change the y to an i and then add -ed.
    - Ex: try → tried
  - If a verb has one syllable and ends with a consonant, vowel, consonant pattern (rob, hop, etc.), then we double the consonant and add -ed
    - Ex: rob → robbed
  - We also double the consonant with two-syllable verbs that end in consonant, vowel, consonant if the stress is on the second syllable (prefer, admit)
    - Ex: prefer → preferred
  - There are also a number of verbs that are irregular in the past tense. For instance, is → was, has → had, write → wrote, read → read, etc.

**Lesson 5:****Synonyms and Antonyms:**

- **Synonyms** are sets of words that are either similar or identical in meaning.
  - **Ex:** tired, exhausted, sleepy; small, little, tiny; old, ancient, elderly
- **Antonyms** are words with opposite meanings.
  - **Ex:** young and old, short and tall, easy and difficult

**Lesson 6:****Adverbs of Frequency:**

- **Adverbs of frequency** are used to express how often we do something. They can be single words like: *always, often, usually, frequently, regularly, sometimes, rarely, never* or phrases such as: *once in a while, from time to time, and every now and again*. They can be used between the subject and the verb or at the beginning or the end of a sentence.
  - We can also indicate the number of times that we do something in a given period of time: *once a week, twice a month, three times a year, etc.*

## Lesson 8:

### Continuous Tenses:

- We use the continuous or the progressive tense to express an ongoing event or action.
- **Present Continuous** is used to express an action as it is happening. To form the present perfect tense, you must use the appropriate simple present form of *to be* (am, is, or are) followed by the verb that you want to express with –ing at the end.
  - **Ex:** I am running.
- **Past Continuous** is used to express an action that occurred at a specific time or at the same time as another event. We form it by taking the appropriate simple past form of *to be* followed by the verb that you want to express in present with –ing at the end.
  - **Ex:** I **was eating** when you called. They **were dancing** from 9pm to 11pm.
- **Future Continuous** is used to express an action that will occur during a specific time in the future, often at the same time as another event. We form it by using *will be* followed by the verb that you wish to express ending in –ing.
  - **Ex:** I **will be cooking dinner** when you get home. She **will be coming** around the mountain when she comes.
- **Perfect Continuous** tense is used to express an event that began in the past but is ongoing. This is usually paired with either “since” and a starting time or “for” and an amount of time. We form it by using the appropriate form of *to have* in the simple present (*has* or *have*) followed by “been” and the verb that you want to express with –ing at the end.
  - I **have been writing** this cheat sheet for two hours. She **has been dancing** since she was five.

## Lesson 9:

### Affixes:

- **Affixes** are placed at the beginning or end of words to modify the meaning.
  - **Prefixes** go at the beginning of words. Some common examples include: *pre-, un-, de-, anti-, pro-, under-, sub-, etc.*
  - **Suffixes** are added to the ends of words. Some common examples are: *-s, -ed, -ing, -ly, -ity, etc.*

## **Lesson 10:**

### **Comparatives and Superlatives:**

- We use **comparatives** to note differences between two things through comparison. There are a few different ways we can use comparatives:
  - To indicate that one thing is more or has more of one adjective than a separate thing, we add –er to the end of one and two syllable words, so old becomes older, happy becomes happier, etc. For longer words, we put the word more in front of the adjective. For example, important becomes more important, intelligent becomes more intelligent, etc. In both cases you state the first object followed by the comparative adjective then by the word “than,” which establishes the comparison, and finally the second object.
    - Some important exceptions include good→better, bad→worse, far→farther/further, fun→more fun.
  - To indicate that one thing is less or has less of an adjective than another thing, we either place the word “less” in front of the adjective followed by “than” (less interesting than...) or we can use the construction “not as \_\_\_\_\_ as” as in doing homework is not as fun as playing soccer.
  - To indicate that two things are equal in some respect, we use the comparative “as \_\_\_\_\_ as.” For example, María is as smart as her brother.
- We use **superlatives** to make comparisons between three or more things. The number of things being compared can be explicit (my house is big, her house is bigger, but their house is the biggest) or implicit (she was the best student).
  - When we use the superlative form, we always put the article “the” before the superlative.
  - For short words with one or two syllables, we add –est to the end of the word. For example, old→oldest, fancy→fanciest, etc.
    - Some exceptions to this rule include good→best, bad→worst, far→farthest/furthest, fun→most fun, etc.
  - For longer words, we use the word most before the adjective to indicate that it is in the superlative form. Ex: most improved, most reliable, etc.
  - To indicate a negative superlative, we place the word “least” front of the word. Ex: least attractive, least intimidating, least fun, etc.



## **Lesson 11:**

### **Future Tense:**

- Future tense in English is very simple. We form it by placing either **will** or **to be** (correct form) + **going to** followed by the verb in infinitive (without the “to”). *Will* and *be going to* can be used almost interchangeably.
  - I am going to the gym tomorrow.
  - I will pass the bachillerato exam.
- We can also use **present progressive** to express an definite event in the immediate future:
  - The teacher is giving us an exam tomorrow.
- **Will** and **Be Going To** can be used to modify other tenses to make them express the future:
  - I will be eating dinner when they arrive.
  - She will have been to every country in Latin America after she visits Peru.

## **Lesson 12:**

### **Time Clauses:**

- **Time clauses** in the English language are introduced by conjunctions such as: *after, as soon as, before, till, until, when, whenever, while* or time expressions such as: *the minute, the moment*. These can be used at the beginning or the end of a sentence:
  - When we get home, I will make dinner.
  - You can do your homework while I make dinner.
- When using a time clause to express the future, the verb within the time clause remains in the present tense instead of the future. For example, in “When we get home, I will make dinner,” both getting home and making dinner occur in the future, but we only use future tense in reference to making dinner because it falls outside of the time clause.
- When using the past tense, however, both the verb with the time clause and outside of it must be in past tense. For example, “He made dinner after we got home.”

## **Lesson 13:**

### **Perfect Tenses:**

- We use the **present perfect** to show that something has continued up to the present:
  - They've been married for nearly fifty years.
  - She has lived in Liverpool all her life.
- ... or is important in the present:
  - I've lost my keys. I can't get into the house.
  - Teresa isn't at home. I think she has gone shopping.
- We use the **present perfect continuous** to show that something has been continuing up to the present:
  - It's been raining for hours.
  - We've been waiting here since six o'clock this morning.
- We use the **past perfect** to show that something continued up to a time in the past:
  - When George died he and Anne had been married for nearly fifty years.
- ... or was important at that time in the past:
  - I couldn't get into the house. I had lost my keys.
  - Teresa wasn't at home. She had gone shopping.
- We use the **past perfect continuous** to show that something had been continuing up to a time in the past or was important at that time in the past:
  - Everything was wet. It had been raining for hours.
  - He was a wonderful guitarist. He had been playing ever since he was a teenager.
- We use *will* with the perfect to show that something will be complete at some time in the future (**future perfect**):
  - In a few years they will have discovered a cure for the common cold.
  - I can come out tonight. I'll have finished my homework by then.

### Online Resources

- **Duolingo:** Learn anytime, anywhere. Learning with Duolingo is fun and addictive. Earn points for correct answers, race against the clock, and level up. Make your breaks and commutes more productive with our iPhone and Android apps. Also, available for desktop.
  - Link to site: <https://www.duolingo.com/>
- **Free Rice:** Free Rice is a non-profit website that is owned by and supports the United Nations World Food Programme. Free Rice has two goals: 1) Provide education to everyone for free. 2) Help end world hunger by providing rice to hungry people for free.
  - Link to site: <http://freerice.com/>
- **Livemocha:** As the world's largest online language learning community, Livemocha fuses traditional learning methods with online practice and interaction with native language speakers from around the world. Livemocha delivers an unparalleled learning experience that promises conversational fluency.
  - Link to site: <http://livemocha.com/>
- **VOA Learning English:** This website offers news stories in English written for TEFL students. The site offers videos, fast translations, and audio recordings on various topics.
  - Link to site: <http://learningenglish.voanews.com/>
- **Games to Learn English:** This site is intended for students of English as a foreign language as a resource to study or review language. This site offers online flash cards, hangman, and lots more.
  - Link to site: <http://gamestolearnenglish.com/>
- **More Resources:** For access to even more English resources online use the link below. There are resources for teachers and students on this website created by a PCCR TEFL volunteer.
  - Link to site: <http://socialmediatefl.weebly.com/resources.html>

Extra Readings<sup>4</sup>**Sports**

## Reading 1:

**World Surfing Championship**

After four months of by weekly training under the watchful eye of coach Álvaro Solano, the two-time Costa Rican national surf champion (2004 and 2005), eight young men have been chosen to represent their country in the waves against 250 other surfers, aged 18 and under. It will be held from October 8-16 at the Quiksilver International Surfing Association's (ISA) World Junior Surfing Championship, this time in Huntington Beach, California.

Competing for team and individual gold, silver, bronze and copper metals against squads from around the world are: Juan Carlos Naranjo, and Jesús Calderón from Jacó, Issac Vega from Tamarindo, and Ronald Brown from Puerto Viejo, on the southern Caribbean coast, in the Junior category (under 18). In the Boys category (under 16) are: Ariel Agüero and Derek Gutiérrez from Quepos, Jairo Pérez from Jacó and Nikola Ruhlrow from Carrillo.

"Our last experience in Tahiti was like a harsh, cold shower for the boys, some of whom had never flown on an airplane before. Most of them had never competed in international contest and they lost. "It is for this reason that it is so important we go to Huntington Beach well prepared as a team," Solano says. "This time I will be with them to provide lots of psychological support," he adds.

Based on "Tico Junior Surf Team Competes" by Ellen Zoe Golden, The Tico Times, Oct. 7, 2005

Based on the text above, choose the appropriate alternative to answer each question. (Items 1 to 5)

1. Álvaro Solano One the coaster Rican surf championship \_\_\_\_\_
  - A. At 18 years old
  - B. On October 16
  - C. Five years ago
  - D. Twice in a row

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<sup>4</sup> Please note that the majority of these articles are taken from previous *bachillerto* exams.

2. The Tico team is going to compete in \_\_\_\_\_.
  - A. Puerto Viejo
  - B. Tamarindo
  - C. California
  - D. Tahiti
3. According to the text, four of the Tico surfers \_\_\_\_\_.
  - A. got gold and silver medals
  - B. are less than 16 years old
  - C. trained themselves
  - D. come from Carrillo
4. The Costa Rican squad \_\_\_\_\_ in Tahiti.
  - A. had a poor performance
  - B. practiced in cold water
  - C. went on vacation
  - D. got good results
5. With their training finished, the national surf team will \_\_\_\_\_.
  - A. practice surfing on their own beach
  - B. compete outside Costa Rica
  - C. try to win in their country
  - D. certainly when

#### Reading 2:

##### Tica Swimmer Places Third in 400-Meter French Open

In her first race since the end of a two-year ban from public competition, Costa Rican Olympic gold medalist swimming champion Claudia Poll placed third yesterday. The first day of the French Open Championship in Dunkerque, France, closed with Poll claiming the 11<sup>th</sup> spot in the worldwide ranking for the women's 400-meter open and a finishing time of four minutes, 11.91 seconds. In first place, Laure Manaudou, of France, finished with four minutes, 8.72 seconds on the clock and Rebecca Cooke of Great Britain finished in four minutes, 10.3 seconds. Today, Poll will swim the 200-meter open against the woman who has the highest world ranking in the race, Melanie Marshall of Great Britain. Her other competitor will be Solenne Figue, of France, who holds the 12<sup>th</sup> spot worldwide.

The 31-year-old Poll, winner of the 200-meter freestyle 1996 Olympic race in Atlanta, Georgia, was banned from competition in 2002 after testing positive for an anabolic steroid. She maintains her innocence and has filed a case with the Court of Arbitration for Sport and brought a case against the laboratory in Montreal that conducted the steroid test.

Based on the text above, choose the appropriate alternative to answer each question.  
(Items 1 to 4)

1. Claudia Poll \_\_\_\_\_ in the French Open.
  - A. made the best time
  - B. got the third place
  - C. clocked in 4:8:72
  - D. finished second
  
2. Laure Manaudou \_\_\_\_\_.
  - A. won the 400-meter race
  - B. competed in the 200-meter
  - C. was banned from competition
  - D. finished in four minutes, 10.3 seconds
  
3. Claudia Poll \_\_\_\_\_.
  - A. won the 200-freestyle race in 1996
  - B. holds the twelfth spot worldwide
  - C. has the highest world ranking
  - D. dropped out of the race in 2002
  
4. Claudia Poll was forbidden to compete \_\_\_\_\_.
  - A. in 2004
  - B. for two years
  - C. in Great Britain
  - D. against Melanie Marshall

**Food, Recipes, and Table Manners**

## Reading 1:

## An Orange-Zest Cheesecake

**INGREDIENTS**

## For the Crust:

- 2 tablespoons unsalted butter (1/4 stick), melted
- 1 ¼ cups pecan shortbread cookie crumbs, from about 11 cookies

## For the Filling:

- 3 large eggs, at room temperature
- 2 pounds good-quality ricotta cheese, at room temperature
- 2 teaspoons packed orange zest, from about 1 medium orange
- 2 large egg yolks, at room temperature
- 2 teaspoons vanilla extract
- 1/3 cup all-purpose flour
- 1 cup granulated sugar
- 1 teaspoon salt

**INSTRUCTIONS**

For the Crust - Heat the oven to 350°F and place a rack in the middle. Coat a 9-inh pan with butter. Combine cookie crumbs and melted butter. Place crumb mixture in the pan and bake for 10 to 15 minutes. Leave outside on a rack until completely cool.

For the Filling - Blend ricotta until smooth. Add sugar and flour and pulse\* until it is completely mixed, it takes about 10 pulses (1 second each). Turn on the blender and add eggs and the 2 egg yolks, one at a time until mixed. Finally, add vanilla, orange zest and salt. Pour the mixture into the previously prepared pan and bake about 1 hour until the center of the cheesecake is set and the edges are golden brown. Let it cool on a rack outside.

\*Pulse: Pressing a button for very short periods of time.

Based on the text above, choose the appropriate alternative to answer each question.  
(Items 1 to 4)

1. To prepare the filling, the recipe requires both eggs and cheese to be \_\_\_\_\_.
  - A. sliced
  - B. melted
  - C. blended
  - D. dissolved

2. The recipe requires using less vanilla than \_\_\_\_\_.
  - A. granulated sugar
  - B. unsalted butter
  - C. common salt
  - D. orange zest
  
3. You must avoid the use of \_\_\_\_\_ in preparing the cheesecake recipe.
  - A. oil
  - B. flour
  - C. yolks
  - D. cookies
  
4. To prepare the cheesecake, the \_\_\_\_\_ has to be baked twice.
  - A. vanilla
  - B. orange zest
  - C. crumb mixture
  - D. ricotta cheese



## Reading 2:

**Food and Drink in Costa Rica**

I have travelled everywhere in Costa Rica and sampled many of the local dishes and drinks. Some foreigners may find Costa Rican cuisine rather simple and saturated with oil and spices. Native food dishes rely heavily on rice and beans, the basis of many Costa Rican meals. Food staples include beef, chicken, and fish. Home style cooking predominates at reasonable prices. Meals are generally wholesome, although vegetables do not form a large part of the diet.

Despite the hundreds of kilometers of coastline, seafood such as shrimp or lobster is expensive because Costa Rica exports most of its seafood. First timers should beware of black beans and "*chicharrones*," which might prove to be too much for some foreign stomachs.

Apparently, Costa Rica has no national drink, but very popular drinks are "*horchata*," "*chan*," "*linaza*," and fruit punch. National beers are also popular, but avoid local fruit wines that might give you a memorable hangover. Imported wines like those from France and Spain are expensive; the exception would be the ones from Chile and Argentina, which are of great quality.

Based on the text above, choose the appropriate alternative to answer each question.  
(Items 1 to 5)

1. The writer thinks that a few visitors may find native Costa Rican dishes to be \_\_\_\_\_.
  - A. hot and spicy
  - B. oily and spicy
  - C. light but simple
  - D. healthful but expensive
2. The writer is familiar with a cooking style in Costa Rica that is mostly \_\_\_\_\_.
  - A. gourmet
  - B. home made
  - C. sophisticated
  - D. supplemented with many vegetables
3. Food staples in Costa Rica are \_\_\_\_\_.
  - A. mostly seafood
  - B. usually expensive
  - C. risky for people's health
  - D. the main compliment to rice and beans

4. The writer advises foreigners looking for good risk-free food to \_\_\_\_\_.
  - A. skip the fruit punch
  - B. eat where the Costa Ricans eat
  - C. avoid any native or typical dishes
  - D. try pork skins with beans, especially if it is there first time
  
5. Compared to other drinks, \_\_\_\_\_ may be less affordable.
  - A. local drinks
  - B. Chilean wine
  - C. the national drink
  - D. European imported wine

## Costa Rican Arts, Music, and Crafts

### Reading 1:

#### A Tico Sound: The Marimba

According to Hugo Castillo, director of the National University of Costa Rica (UNA) The marimba arrived in Costa Rica around 1700, first in Guanacaste region and later spreading to the rest of the country. It quickly became very popular, and in September 1966 was declared the national instrument.

"Usually, the marimba is made to order, so the customer chooses the length of the instrument. It is composed of one or two rows of keys, depending on the design. The keys are rectangular blocks of hard wood that can vary in width, length and thickness to produce the desired sound. These keys are placed over a wooden frame and are held in place by ropes and wood. Under the rose of keys, series of resonating boxes amplify the sounds of the keys. The boxes are made of steel, *jicara*, bamboo, or wood. "The keys are always made from a hard wood such as *cachimbo*, *cristobál*, or *caoba*," said Castillo.

"The process of constructing and tuning the marimba is quite complex and is completely carried out by hand. The maker must begin by choosing the right kind of wood. The steps involved drying the wood by using an oven or just letting the wood dry naturally over a long period of time. Usually the maker does these tasks by himself, or with the help of no more than one person. The musical ear and building skills of the maker are the most important requirements to produce a distinctive sound. "The day of the marimba is celebrated every August 29th," concluded Castillo.

Based on the text above, choose the appropriate alternative to answer each question.  
(Items 1 to 5)

1. The making of a marimba implies \_\_\_\_\_ process.
  - A. a complicated
  - B. a very short
  - C. a simple
  - D. an easy
  
2. An important feature of the marimba is that it's frame is made of \_\_\_\_\_.
  - A. bamboo
  - B. wood
  - C. jicara
  - D. steel

3. In paragraph 3, the most important thing to do when making a marimba is first to \_\_\_\_\_.  
 A. look for the appropriate materials  
 B. place the keys over the frame  
 C. place the resonant boxes  
 D. look for steel
4. According to the text, \_\_\_\_\_ can make quality marimbas.  
 A. a person who likes music  
 B. people who play an instrument  
 C. only a person with special skills  
 D. people who own a special oven
5. According to Castillo, all marimbas \_\_\_\_\_.  
 A. are exactly alike  
 B. have differences in length  
 C. are made of the same wood  
 D. have the same number of keys

### **Costa Rican Democracy**

#### Reading 1:

#### Refugees

We can see them almost every night on the TV news. They are Afghans, Mozambicans, Guatemalans, Cambodians, and so on. They come from Cuba, Rwanda, Bosnia, and Ethiopia. Some flee in dangerous homemade boats, some others escape on foot. They often end up in overcrowded refugee camps in terrible conditions. This problem has become a global crisis. The United States defines a "refugee" as a person who is outside the country of his/her nationality because of fear for reasons of race, religion, nationality, or political opinion.

If the roots of the refugee problem are man-made, the key to the solution lies in people's desire to end it. Volunteer organizations such as *CARE*, *Save the Children*, and "*Médecins Sans Frontières*" can provide help in a crisis. However, they can't make much change if governments don't want to protect their people, ALL of them.

Based on the text above, choose the appropriate alternative to answer each question.  
 (Items 1 to 4)

1. Mostly, refugees come from \_\_\_\_\_.  
 A. different countries  
 B. the same country

- C. Afghanistan
- D. Bosnia

2. Accepting the problem of refugees as a "global crisis" means that \_\_\_\_\_.
  - A. nobody has to take care of it
  - B. the whole world must care about it
  - C. there are some refugees around the world
  - D. it's a problem that belongs to a few countries
3. "Refugee" is a condition that applies to people who \_\_\_\_\_.
  - A. must run away from their country
  - B. live in their own country
  - C. have a political opinion
  - D. do not have nationality
4. A reason mentioned in the text that forces refugees to look for shelter is \_\_\_\_\_.
  - A. hunger
  - B. political issues
  - C. their desire to travel
  - D. volunteer organizations crisis

## Reading 2:

## Costa Rica's First Referendum

During his presidency, Costa Rica's President Oscar Arias (2006-2010) dealt a major blow to the White House's expansive free trade agenda when he said his country would hold a referendum to decide if the country's legislature should ratify the Central American Free Trade Agreement. A year before his election, Arias had made passing the proposal into law a central part of his campaign platform.

Known as the CAFTA, the trade pact was already approved by most Central American countries, but it faced long time vocal resistance from opposition lawmakers in Costa Rica. Therefore, president Arias said at a news conference in the capital of San José that "for the first time, Costa Ricans will be able to directly decide the future of a very important law for the country." The referendum opened the valid possibility that Costa Rica would reject the deal altogether. Some opinion polls in the country showed relative support of less than 40%.

Costa Rica was the only participating country whose legislature hadn't ratified the agreement. With this announcement, Costa Rica became the first country to hold a referendum to decide on the issue, rather than vote in Congress. The countries that were already participating with the U.S. were the Dominican Republic, El Salvador, Guatemala, Honduras, and Nicaragua.

People who opposed CATA, either in Costa Rica or in other Central American countries sustained that competition from U.S. producers could hurt local farmers. Some even claimed that CAFTA could weaken the state-run telephone company and harm the Social Security System.

The agreement was signed on August 5, 2004, and, once ratified, it created the second-largest free trade zone in Latin America for U.S. bilateral exports, and the benefits would improve relations among the associated countries.

Based on the text above, choose the appropriate alternative to answer each question.  
(Items 1 to 5)

1. Why did the president of Costa Rica call for a referendum? To

- 
- A. ask for the importance of opinion polls
  - B. ratify the approval of the trade agreement
  - C. consent having more presidential elections
  - D. vote about the convenience of having a referendum

2. What percentage of people was in favor of the free trade agreement?
  - A. Less than 40%
  - B. More than 40%
  - C. More than 60%
  - D. No less than 50%
  
3. How many countries were already involved in CAFTA? The pact was approved by \_\_\_\_\_?
  - A. six countries
  - B. all Central American countries
  - C. 40% of the participating countries
  - D. just Costa Rica and the United States
  
4. According to the text, what will the CAFTA improve in the associated countries?
  - A. Local farmers
  - B. Telephone company
  - C. International relations
  - D. Social Security System
  
5. What would be the benefit of signing the agreement? It would be to integrate Costa Rica into \_\_\_\_\_ free trade zone in Latin America?
  - A. largest
  - B. smallest
  - C. second largest
  - D. second

## **Travel**

### Reading 1:

#### Costa Rica: Family Vacation Paradise

For families looking to spend quality vacation time together, Costa Rica offers plenty of options, from sea to rain forest canopy. In Costa Rica's north-central Monteverde Cloud Forest, families can hire a guide for a hike to the exquisitely preserved woodlands, where you can learn how to call various birds and, if lucky, stumble across a tarantula's nest. Admission is \$17, \$9 for kids under 12.

Along the road between Monteverde and the town of Santa Elena, travelers can find a variety of wildlife exhibits. At "Mundo de Insectos" tourists can see a collection of crawlers, grasshoppers, spiders, and butterflies among others. Admission is \$10 and free for children under 6. Stop by the Sanke Farm (\$8, free for kids under 7), Bat Jungle (\$10, free for kids under 6) or Frog Pond (\$10, free for kids under 7) to watch a host of different creatures crawl, leap, and fly.

For a different type of mountain fun, take the kids to Arenal Volcano National Park. Here adventure-tour operators have one of the longest zip-lines in the world, a mile in length (\$55, ages 8 and up only). If it seems a little too adventurous, Sky Tram (\$65) offers a gondola that runs on cables over the same canopy. For a great beach time, the area of Tamarindo is particularly family-friendly, with waves both kind and large for surf lessons for all ages and levels.

Based on the text above, choose the appropriate alternative to answer each question.  
(Items 1 to 6)

1. Monteverde Cloud Forest Reserve can be fun for anyone looking for \_\_\_\_\_.
  - A. hiking and wildlife
  - B. urban surroundings
  - C. big animal collections
  - D. the sun and the beach
2. Near Santa Elena, exhibits display \_\_\_\_\_.
  - A. indigenous art pieces
  - B. native pottery and paintings
  - C. a variety of large animal collections
  - D. different crawling and jumping creature
3. Adventure-tour operators offer \_\_\_\_\_.
  - A. hot-springs soaking
  - B. paragliding packages
  - C. volcano-climbing tours
  - D. zip-lines on cables through trees



4. Sky Tram is a safer experience than canopy because it \_\_\_\_\_.
  - A. runs over cables on a gondola
  - B. runs on the same canopy line
  - C. is one of the longest zip-lines
  - D. is more adventurous
  
5. Tamarindo beaches are family-friendly because \_\_\_\_\_.
  - A. their woodlands are exquisitely preserved
  - B. of the variety of wildlife exhibits
  - C. there are cheap surf lessons
  - D. waves are gently and safe
  
6. Most of the tourist attractions \_\_\_\_\_.
  - A. charge the same fee
  - B. can be paid in U.S. currency
  - C. are free of charge for children
  - D. offer a special rate for under 8 kids

Reading 2:

Following a series of setbacks mostly out of the hands of Costa Rican tourism business owners, this year will prove to be a critical indicator of the future of the industry, say business owners and tourism analysts. On the surface, the numbers seem to be pointing to an upswing in the industry, which suffered two hard blows following the Sept. 11, 2001 terrorist attacks in the U.S., and the recent invasion of Iraq.

Newly appointed Tourism Minister is keeping upbeat, pointing to a slight increase in visitors from North America last year than the previous. However, total visitors in 2002 fell just below the number of foreign visitors in 2001, a drop of slightly more than 18,000. According to the Minister, this number is cause for optimism, considering that the number of foreign visitors bottomed out after the September attacks, falling some 30,000 below figures the same month of 2000, according to the minister and figures released by the Costa Rican Tourism Institute. During the first two months of this year, nearly 11,000 more travelers entered the country's three airports than the previous year.

David Boddiger – The Tico Times, May 23, 2003

Based on the text above, choose the appropriate alternative to answer each question.  
(Items 1 to 4)

1. The main idea of this article is \_\_\_\_\_.
  - A. more tourists came in 2002
  - B. the Tourism Minister traveled to the U.S.
  - C. the critical situation in tourism for the coming year
  - D. business owners analyze the recent invasion of Iraq

2. According to the text, the \_\_\_\_\_ very hopeful about tourism.
  - A. Tourism Minister is
  - B. tourism analysts are
  - C. business owners are
  - D. foreign visitors became
  
3. The Ministers states that \_\_\_\_\_ was the best year for tourism.
  - A. 2000
  - B. 2001
  - C. 2002
  - D. 2003
  
4. Authorities say that there were \_\_\_\_\_ in Costa Rica.
  - A. more visitors in 2002 than in 2001
  - B. less tourists in 2002 than in 2001
  - C. as many tourists in 2002 as in 2003
  - D. 11,000 more travelers in 2002

**Environment**

## Reading 1:

## Technology, Trash, and Garbage

One of the great puzzles of our times is what to do with our technological throwaways in order to rescue the environment. Computers, monitors, scanners, printers, fax machines, and cell phones don't last forever, and sometimes their life's end arrives a lot sooner than planned. Even those usable but older models are put on shelves to languish. They are not wanted in landfills, so you can't just toss them out in the garbage. They contain poisonous components such as lead, titanium, cadmium, plastic, rubber and wires that pollute the environment.

During recent years, an environmental fair financed by the University of Costa Rica in Grecia showed that technological trash can be safely unloaded. Thus, a group of students and Hammer Salazar, a biology professor and dean of the university collected computers, keyboards, monitors, cell phones, iPods and printers. All of those items were displayed along the street for everyone to see and realize that technological trash can be recycled. Salazar, who also teaches a course on health and environment, said: "Normally people just don't know what to do with their old computers and other electronics leftovers; however, a lot of this material can be reusable". Fortunately, FORTECH, a company in Cartago, specializes in recycling materials that are considered dangerous to the environment. They'll take everything apart and see when it can be reused. He concluded, saying: "It was a very positive experience with a good response, and we hope to do this at least once a year to protect the environment.

Based on the text above, choose the appropriate alternative to answer each question.  
(Items 1 to 5)

1. Discarding technology garbage has always been \_\_\_\_\_.
  - A. an easy task to solve
  - B. an environmental problem
  - C. a good plan to save the land
  - D. a solution to protect the environment
2. Technological garbage is dangerous because it \_\_\_\_\_.
  - A. lasts forever
  - B. can be usable
  - C. contains contaminants
  - D. can be destroyed easily

3. According to the text, the environmental fair was sponsored by \_\_\_\_\_.
  - A. the municipal officers
  - B. the University of Costa Rica
  - C. the biologist Hammer Salazar
  - D. all Costa Rican students in Grecia
  
4. Hammer Salazar says that the environmental fair had \_\_\_\_\_ results.
  - A. good
  - B. unsafe
  - C. negative
  - D. unexpected
  
5. Mr. Salazar suggests that recycling technological disposals may \_\_\_\_\_ the environment.
  - A. be dangerous for
  - B. be poisonous to
  - C. damage
  - D. protect

## Reading 2:

## Flora and Fauna

Prior to the 20<sup>th</sup> century, two-thirds of Costa Rica was covered by dense rainforests teeming with wildlife. But as a result of Costa Rica's rapid deforestation rate, the country now ranks among the Central American countries having the smallest percentage of intact original rainforests. Only five percent of densely forested land exists outside of areas protected through conservation efforts, and a mere one percent of Costa Rica's northwest Pacific lowland dry forests remain standing.

Costa Rica's animal population has shrunk with the forests, and today, a disturbingly large number of species native to Costa Rica are endangered.

All of the carnivorous big cats living in the neo-tropic, including the puma, jaguar, and ocelot, are classified as either threatened or endangered species due to loss of habitat, being hunted for their pelts and for preying on expensive livestock.

*www.internationaljournalism.com*

Based on the text above, choose the appropriate alternative to answer each question.  
(Items 1 to 4)

1. Costa Rica had a lot of flora and fauna \_\_\_\_\_.
  - A. after the 20<sup>th</sup> century
  - B. after the 19<sup>th</sup> century
  - C. in the 19<sup>th</sup> century
  - D. in the 20<sup>th</sup> century
2. Costa Rica lost its intact original rainforests because of \_\_\_\_\_.
  - A. endangered species
  - B. the dense wildlife
  - C. loss of habitats
  - D. deforestation
3. A consequence of the deforestation is that \_\_\_\_\_.
  - A. wildlife has suffered
  - B. rainforests remain dry
  - C. authorities make an effort
  - D. people protect carnivorous big cats

4. The puma and jaguar \_\_\_\_\_.
- A. disappeared completely in Costa Rica
  - B. are appreciated for their skin
  - C. keep a safe habitat
  - D. are good hunters

### **Health and Illnesses**

#### Reading 1:

#### Staying Healthy

The best way to stay healthy is to strengthen your immune system. A strong immune system is able to fight off disease.

Our bodies are about 60 percent water, with males having a slightly higher water content. Most people bathe regularly, keeping the outside of their bodies clean, but they neglect to keep the inside of their bodies clean. When you don't drink a sufficient amount of water, your blood stream becomes impure. This impedes the immune system from functioning properly.

Some problems that dehydration contributes to are high blood pressure, heart problems, headaches, constipation, kidney and bladder infection, diabetes, cancer, arthritis, and skin problems. As you can see, insufficient water is a factor in many major health problems. With the exception of air, there is no other element of nature that is as important.

If your urine is constantly dark with a bad odor, you are not drinking enough water. How much do you need? A simple formula is to take your weight and divide it in half. The result is how many ounces of water a sedentary person needs. An active person needs more.

Jerry Lee Hoover – The Tico Times, July 12, 2003

Based on the text above, choose the appropriate alternative to answer each question.  
(Items 1 to 4)

1. The writer states that \_\_\_\_\_.
- A. most people clean the inside of their bodies
  - B. people should fortify the immune system
  - C. more people have good health today
  - D. only 60 percent of people drink water

2. According to the text \_\_\_\_\_.  
A. men retain more water content than women  
B. women have a slightly higher water content  
C. males keep the outside of their bodies clean  
D. males don't drink enough amount of water
3. Some diseases are caused by \_\_\_\_\_.  
A. the immune system  
B. bladder infections  
C. insufficient water  
D. excess of water
4. An inactive person needs \_\_\_\_\_ water than an active person.  
A. the same amount of  
B. half of the  
C. more  
D. less

#### Reading 2:

##### Depression, Another Silent Enemy

According to specialists, common depression could be considered a temporary feeling. It could also become a relevant disease.

Depression could be considered a state of mind when there is an external event that explains the feeling: a divorce, a car crash, a financial crash, or the death of a loved one. In these cases, depression is a natural response to a grief.

As a serious medical condition, depression is an extended time of sadness without an evident external reason or a disproportionate **gloom**\* in relation to the event (like being sad about a car crash beyond 15 days). In such cases, depression appears with loss of appetite, insomnia and sleepiness.

If you find someone in depression, the following questions could help him/her:

- Is there any external event that explains this feeling?
- How long has he/she been in depression?
- Was he/she diagnosed before with any important disease?

In fact, suggesting simple activities like enjoying the sun, walking, and watching funny TV programs could help to ease the problem until the person finds proper medical treatment.

Based on the text above, choose the appropriate alternative to answer each question.  
(Items 1 to 4)

1. What can be the cause of minor depression?
  - A. Laziness
  - B. Boredom
  - C. An important loss
  - D. Any external event
2. What is the most important thing a person should do if he/she suffers from serious depression? To \_\_\_\_\_.
  - A. have fun
  - B. visit the doctor
  - C. take long walks
  - D. see funny movies
3. How can minor depression be described? As \_\_\_\_\_.
  - A. a physical disease
  - B. prolonged unhappiness
  - C. a passing gloomy feeling
  - D. a disproportionate feeling of sadness
4. What should people with persistent depression symptoms do until they see a doctor? They should \_\_\_\_\_.
  - A. work hard
  - B. carry out relaxing activities
  - C. learn about minor diseases
  - D. avoid watching funny programs



## **Holidays and Celebrations**

### Reading 1:

#### March Celebrations in Costa Rica

**Race for Peace in March:** In this footrace, more than a thousand people run from San José Gymnasium to the campus of the University of Peace in Villa Colón.

**National Oxcart Day:** This festival begins with a parade of bright colored oxcarts in San Antonio, Escazú. It seeks to preserve the image of the “boyero” (the oxen driver), the symbols of early Costa Ricans and their traditional ways of life. This celebration takes place on the second Sunday in March.

**Farmer’s Day:** It is celebrated on March 15. The Farmer’s Day is a nationwide event. The day is devoted to the farmer’s patron saint, San Isidro, a humble twelfth century Spanish farmer.

**Ujarrás Pilgrimage:** It is carried out in mid-month. This Orosi Valley procession from Paraiso to the ruined church in Ujarrás, commemorates the rescue of Ujarrás from the flood by the Virgin. An image of the Virgin is returned by the crowd to its own church.

**San José Day:** Costa Ricans celebrate the day of their patron saint on March 19. On this date, there is always a mass in the Metropolitan Cathedral in San José.

Based on the text above, choose the appropriate alternative to answer each question.  
(Items 1 to 5)

1. There is a sports event \_\_\_\_\_.
  - A. on March 19
  - B. to Villa Colón
  - C. on San José Day
  - D. during Ujarrás Pilgrimage
2. The \_\_\_\_\_ is a religious celebration.
  - A. Farmer’s Day
  - B. Ujarrás Pilgrimage
  - C. March Peace Race
  - D. National Oxcart Day
3. The Ujarrás Pilgrimage is held \_\_\_\_\_.
  - A. in the last week of March
  - B. at the beginning of March
  - C. in the middle of the third month of the year
  - D. at the beginning of the third month of the year

4. Farmer's Day is celebrated \_\_\_\_\_.
  - A. just in the farms
  - B. only in San Isidro
  - C. all around the country
  - D. during the whole month
  
5. A traditional means of transportation is exhibited during \_\_\_\_\_ in Costa Rica.
  - A. Oxcart Day
  - B. Farmer's Day
  - C. San José Day
  - D. The Peace Race

### Reading 2:

#### Meals and Celebrations in the USA

*New Year's Day* finds most Americans in front of the television watching endless football games; parties at home are common and consist of informal meals and snacks.

*Valentine's Day* is celebrated on Feb. 14 and is a big restaurant day, particularly at romantic venues; heart-shaped boxes of chocolate are the traditional gift.

On *Saint Patrick's Day*, celebrated on March 17, green beer, corn beef and cabbage are served in a relaxed atmosphere.

A traditional *Easter* breakfast includes hot cross buns, while Easter dinner usually consists of ham or a leg of lamb. It is usually served earlier than normal. Children search for chocolate and marshmallow eggs hidden throughout their homes and gardens by the Easter Bunny.

*Mother's Day* in May is the busiest restaurant night of the year for obvious reasons.

*Father's Day* in June is a time for barbecues, picnics and other meals. It is also a good excuse for men to wear their shorts and T-shirts.

Based on the text above, choose the appropriate alternative to answer each question.  
(Items 1 to 4)

1. Children enjoy more kinds of sweets during \_\_\_\_\_ celebration.
  - A. Easter
  - B. Father's
  - C. New Year
  - D. Saint Patrick's

2. Three of the holidays mentioned in the text are celebrated with meals \_\_\_\_\_.
- A. at parties
  - B. in gardens
  - C. in barbecues
  - D. in restaurants
3. According to the text, most of the holidays are celebrated with \_\_\_\_\_.
- A. formal dinners
  - B. informal meals
  - C. snacks in front of the TV
  - D. beer, corn beef and cabbage
4. Father's Day is celebrated with \_\_\_\_\_.
- A. indoor meals
  - B. formal meals
  - C. outdoor meals
  - D. traditional breakfasts

### **Science and Technology**

#### Reading 1:

##### Space Technology Helps to Mitigate Disasters

As natural and human-induced catastrophes dictate a more uncertain future on Earth, scientists believe that satellites may hold the key to keep the planet's life forms intact. Scientists and space technicians are now using remote sensing satellites to predict the possibility of extreme weather events. According to presenters in the 32<sup>nd</sup> International Symposium Remote Sensing of the Environment at the Ramada Herradura Hotel, Costa Rica will be an important link for sharing vital information in Central America.

Costa Rica's Environment and Energy Minister announced that this country would join the Global Earth Observation System of Systems (GEOSS). GEOSS is a system for sharing current data like weather satellites, hurricane monitoring, and predicting earthquakes.

Costa Rica will now improve access to information gathered by high-tech agencies in other countries, including information about volcanoes, the appearance of particle clouds, floods, and climate changes that affect human lives day by day. Thus, defensive measures and warnings to civic defense departments in charge of natural disasters will benefit the regions.

Based on the text above, choose the appropriate alternative to answer each question.  
(Items 1 to 5)

1. What is the new intended use for satellites? It is to \_\_\_\_\_.
  - A. provoke weather events
  - B. cause natural catastrophes
  - C. change the direction of natural disasters
  - D. collect information about environment problems
2. How will Costa Rica be able to access and share data in Central America? By \_\_\_\_\_.
  - A. joining the GEOSS
  - B. collecting particle clouds
  - C. gathering specialized agencies
  - D. launching a new type of satellites
3. How will information from satellites help other countries? By \_\_\_\_\_ dangerous natural events.
  - A. expecting
  - B. preventing
  - C. minimizing the possibility of
  - D. warning them about imminent
4. As a member of the GEOSS, what will Costa Rica be able to do? To \_\_\_\_\_.
  - A. predict any earthquake
  - B. control weather satellites
  - C. have only information on itself
  - D. access worldwide weather information
5. What type of disasters will scientists be able to monitor? Those caused \_\_\_\_\_.
  - A. by satellites
  - B. by humans and nature
  - C. in huge particular clouds
  - D. in the Global Earth Observatory

## Reading 2:

## Social Networking

A social networking service is an online service, platform, or a site that focuses on facilitating the building of social networks or social relations among people who, for example, share interests, activities, backgrounds, or real-life connections. A social network service consists of a representation of each user (often a profile with information that varies from one individual to another), his/her social links, and a variety of additional services.

Most social network services are web-based and provide means for users to interact over the Internet, such as e-mail and instant messaging. Online community services are sometimes considered a social network service, though in a broader sense; social network service usually means an individual-centered service while online community services are group-centered. Social networking sites allow users to share ideas, activities, events, and interests with other subscribers of the same network.

Social networking websites function like an online community of Internet users. Depending on the website in question, many of these online community members share common interests in hobbies, religion, politics, and alternative lifestyles. Once they are granted access to a social networking website, they can begin to socialize. This socialization may include reading the profile pages of other members and possibly even finding a way to contact them, but in a limited way.

Based on the text above, choose the appropriate alternative to answer each question.  
(Items 1 to 5)

1. In a social network site, subscribers can \_\_\_\_\_.
  - A. change other people's profiles
  - B. have unrestricted access to any social network
  - C. interact through e-mailing and instant messaging
  - D. have unlimited access to other people's information
2. Once people are accepted in a social network, they start \_\_\_\_\_.
  - A. socializing with other members
  - B. using individual-centered services
  - C. accessing unrestricted users' information
  - D. modifying other people's profiles on the same site
3. Members that are part of the same social network site have \_\_\_\_\_.
  - A. different likes and interests
  - B. common interests and ideas
  - C. written the same information in their profile
  - D. access to the content of any profile in the site
4. Based on the reading, the main purpose of a social network site is \_\_\_\_\_.

- A. joining online communities from other sites
  - B. collecting personal information of everybody
  - C. to facilitate social relationships among users
  - D. to know about subscribers' private information
5. The goal of a social network website is to facilitate \_\_\_\_\_.
- A. ways to restrict the opinion of other members of the site
  - B. interaction with people from rival social networks
  - C. access to the information of other users
  - D. meeting new people

### **Careers, Jobs, and Lifestyles**

#### Reading 1:

#### Become an Interpreter or a Translator

The world's six billion people speak hundreds of different languages. No one single tongue suffices for all human communications. The world requires skilled professional interpreters and translators. Translation involves transferring a written message from one language to another: in short, anything that is written or spoken is a potential translation assignment. As with other professions, computers are an essential tool for translators, but in-house translators work on networks that feature glossary management and translation software among others. Translators work as full-time employees or as freelancers for organizations and companies of many sorts.

Although interpretation and translation have much in common, the practice of each profession differs. Both involve careful analysis of meaning in context and attention of extra-linguistic aspects of communication. However, while interpreters are adept of grasping meaning and solving linguistic problems quickly during a live broadcast, translators must conduct and produce accurate documents and hold on to tight deadlines. Nevertheless, the research conducted for a translation project can enhance in-depth knowledge of a subject and ease preparation for interpretation. So, the growing market for translators and interpreters demands a top-level training in each field for these professions.

Based on the text above, choose the appropriate alternative to answer each question.  
(Items 1 to 6)

1. Professional translators and interpreters \_\_\_\_\_.
- A. perform the same tasks
  - B. rarely need to use technological tools
  - C. require the command of the same language
  - D. represent a significant contribution for a competitive company

2. Professional interpreters must \_\_\_\_\_ during a live presentation.
  - A. take time for research
  - B. use translation software
  - C. behave according to deadlines
  - D. solve linguistic problems simultaneously
3. Job opportunities for specialized translators and interpreters include \_\_\_\_\_.
  - A. occupations requiring in-depth linguistic knowledge
  - B. non-profit positions in growing markets
  - C. an position in foreign business
  - D. tourism-related occupations
4. It is indispensable for translators to have \_\_\_\_\_.
  - A. spontaneous and social skills
  - B. public speaking ambitions
  - C. written short books
  - D. computer skills
5. Both translation and interpretation \_\_\_\_\_.
  - A. demand extensive research
  - B. share the same specialized training
  - C. require some basic level preparation
  - D. differ in the professional performance
6. The business of translation and interpretation is becoming \_\_\_\_\_ today's world.
  - A. too vital
  - B. obsolete
  - C. essential
  - D. highly competitive

## Reading 2:

## Working in Costa Rica

There are important facts to consider about the “working culture” in Costa Rica. The maximum number of working hours depends on the kind of working day, for example “Normal Working Days” and “Special Working Day.” Among others, both kinds of working days can be divided into day and night shifts. Normal day shift (between 5 a.m. and 7 p.m.) may be a maximum of 10 hours per day. Night shifts are between 7 p.m. and 5 a.m. However, several fields of employment, like domestic service, can work up to 12 hours a day.

Wages\* in Costa Rica and the cost of living are far lower than in the U.S. and Europe. Minimum hourly wages in Costa Rica vary from Non-Qualified Worker, Qualified Worker, High School Level Technicians, University Bachelor Degree Graduates, too “Licenciatura” Degree. Minimum hourly wages must include 26% benefits, like Christmas bonus, severance, vacations, and holidays. There are also paid and unpaid holidays that employers must observe. Employees have the right to enjoy their holidays and employers cannot make them work on those days. If employees agree to work on holidays, they are entitled to double salary.

Employees in Costa Rica are entitled to their Christmas bonus of one month’s salary and two weeks of vacation for every 50 weeks of continuous employment. It is possible to get treatment paid for by the Costa Rican Social Security System in case of illness, and maternity leave is granted for one month before the birth of the baby, and 3 months after.

\*Wage: *the amount of money paid for a certain amount of work.*

Based on the text above, choose the appropriate alternative to answer each question. (Items 1 to 6)

1. Compared to the United States, in Costa Rica the cost of living \_\_\_\_\_.  
 A. is higher although the salaries are lower  
 B. is lower, but salaries are higher  
 C. and salaries are higher  
 D. and salaries are lower
2. The most you can work during a normal day is \_\_\_\_\_ hours.  
 A. from 5 to 7  
 B. less than 8  
 C. more than 10  
 D. no more than 10



3. If you are a maid in a house, your shift could extend to \_\_\_\_\_ hours a day.
  - A. ten
  - B. eight
  - C. twelve
  - D. twenty
4. Which worker gets the mostly hourly wage?
  - A. High School level technicians
  - B. University Bachelor Degree
  - C. Non-Qualified Worker
  - D. Qualified Worker
5. How much time does a pregnant woman have after the baby is born?
  - A. Fifty weeks
  - B. One month
  - C. Four months
  - D. Three months
6. Employers must \_\_\_\_\_.
  - A. choose if they pay double income on already worked days
  - B. pay double money on worked-paid holidays
  - C. earn double wage on working days
  - D. get a double salary by law

## **Morals and Values**

### Reading 1:

#### Costa Ricans' Solidarity

The generosity that the people of Costa Rica have showed during the past emergencies demonstrates the strong values inherent in our culture. Despite strong winds and cold weather, both young and old people have arrived at the Red Cross collection centers to drop off their contributions to help people from different parts of the country as a symbol of solidarity.

Another lesson of solidarity has been shown by children throughout the country. They have donated the contents of their piggy banks to buy equipment for the disabled and sick children from different spots of the country.

It is heart-warming to see the solidarity of all Costa Ricans in times of national emergencies. This means that this value is still in each Costa Rican home and it improves the quality of life. However, Costa Ricans must recover and reinforce other national key values such as respect, justice, peace and love to avoid the deterioration of society due to external influences by different means.

In that sense, it is a must that adults try to transmit generation through generation their ancestors' values. In fact, all Costa Ricans must not forget the national ancestors' great decisions when they eliminated the army, chose neutrality, and strengthened education in the past.

Based on the text above, choose the appropriate alternative to answer each question.  
(Items 1 to 4)

1. Why is people's generosity important? Because it \_\_\_\_\_.
  - A. reinforces humans' sufferings
  - B. helps to increase emergencies
  - C. contributes to others' indifferences
  - D. improves humanitarian relationships
  
2. What did old people do after the last emergency? They helped \_\_\_\_\_.
  - A. in spite of bad weather
  - B. all Costa Rican children
  - C. facing hot weather
  - D. only their relatives

3. How did the Red Cross work?
  - A. buying milk
  - B. giving people some lessons
  - C. distributing peoples' contributions
  - D. taking care of the strong wind
4. How must Costa Rican children grow up?
  - A. surrounded by weapons
  - B. conserving external beliefs
  - C. rejecting their parents' values
  - D. following their ancestors' values

## Reading 2:

### United States Society

The United States is a great “melting pot” where most families can trace their history to immigrant ancestors who traveled great distances, enduring risk and hardship, to make a home where they would be guaranteed basic freedoms. For some of these families, freedom came with a struggle because even in this land there was a time when their parents and grandparents were denied the basic rights they valued.

This northern nation was founded on the ideals of tolerance (of differences in beliefs and cultural heritage) and freedom from religious persecution. The new ideas and energy that these people have brought from all over the world has enriched the American culture. Nowadays, more than anywhere, children interact with people of differing ethnicities, religions, and cultures. Classrooms are increasingly diverse, reflecting the communities where families live and work.

Some parents feel hesitant about their increasingly diverse society, especially if they have not had much exposure to people who are different from themselves. However, many kids are way ahead of their parents regarding exposure to cultural differences because their circle of friends, their schoolmates, and their athletic teams are much more varied than they were in previous generations.

*\*Melting pot = a place where large numbers of people from different countries live together*

Based on the text above, choose the appropriate alternative to answer each question.  
(Items 1 to 5)

1. Read this quotation: “freedom came with a struggle.”

Based on the context in paragraph 1, it can be deduced from the quotation above that \_\_\_\_\_.

- A. liberty has always been a granted right
  - B. some people had to fight to defend their rights
  - C. rights in the U.S. were always properly granted
  - D. every newcomer found the ideal conditions to live in freedom
2. Which value that is emphasized in the reading are modern American children developing?
- A. Cooperation
  - B. Democracy
  - C. Tolerance
  - D. Faith
3. What were immigrants looking for in their new land? The \_\_\_\_\_.
- A. promise of a life of freedom
  - B. importance of creating diversity
  - C. desire to belong to different culture
  - D. need to create a heritage for their children
4. Why is the U.S. society considered a “melting pot”? Because of \_\_\_\_\_.
- A. their fundamental religious beliefs
  - B. the fusion of cultural customs
  - C. their intolerant life style
  - D. the loss of basic rights
5. Why can children face diversity better than parents? Because they \_\_\_\_\_.
- A. have immigrant ancestors
  - B. share with more varied people
  - C. disregard other people’s background
  - D. are careless when they work together

### Answer Key

\*Questions marked with an asterisk were given by DGEC-MEP.

#### LESSON ONE

##### Pre-Test

1. B
2. A
3. B
4. B
5. C
6. A
7. A
8. B
9. B
10. C
11. B
12. B
13. B
14. C
15. A
16. C
17. B
18. D
19. A
20. D
21. B
22. C
23. B
24. A
25. B

**LESSON TWO****Homonyms Worksheet**

1. D
2. D
3. C
4. A

**Tico Times****Exercise II**

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

**Exercise III**

1. F
2. F
3. T
4. F

**Exercise IV**

1. c
2. b
3. a
4. b

**Gilberto Martínez**

1. A
2. C
3. C
4. A
5. B

**Nery Brenes**

1. A
2. D
3. A
4. C
5. B

**LESSON THREE****Linking Words**

1. B
2. D
3. B
4. D

**Chorreador de Café**

1. A
2. C
3. B

**Table Manners**

1. C
2. A
3. A

**Tico Times****Exercise II**

1. c
2. d
3. f
4. g
5. a
6. h
7. e
8. b

**Exercise III**

1. T
2. F
3. T
4. F

**Exercise IV**

1. c
2. c
3. a
4. c

**Fast Food Nation**

1. D
2. C
3. A
4. C/D\*
5. B

**LESSON FOUR****Context Clues**

1. A
2. C
3. D
4. C
5. B
6. A
7. C
8. A

**Tico Times****Exercise II**

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

**Exercise III**

1. T
2. T
3. F
4. F
5. T

**Exercise IV**

1. b
2. b
3. d
4. b

**Margarita Bertheau**

1. A
2. D
3. A
4. C
5. B

**Music Award**

1. C
2. A
3. C
4. A
5. B

**LESSON FIVE****Political System**

1. B
2. C
3. B
4. D
5. C

**Tico Times****Exercise II**

1. f
2. d
3. a
4. g
5. b
6. a
7. c

**Exercise III**

1. F
2. T
3. F
4. F

**Exercise IV**

1. b
2. a
3. b
4. c

**Report Suggests**

1. C
2. A
3. B
4. A
5. C

**LESSON SIX****Annotated Text**

1. D
2. A
3. A
4. B
5. A
6. B

**Tico Times****Exercise II**

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

**Exercise III**

1. F
2. F
3. T
4. F

**Exercise IV**

1. a
2. b
3. b
4. c

**Day Tripping**

1. D
2. A
3. D
4. A
5. B
6. C

**LESSON SEVEN****Mid-Test**

1. B
2. C
3. B
4. D
5. B
6. C\*
7. D
8. A/D\*
9. D
10. B
11. D
12. C
13. B
14. C
15. C
16. D
17. C
18. B
19. B

**LESSON EIGHT****Tico Times****Exercise II**

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

**Exercise III**

1. F
2. F
3. F
4. T
5. F

**Exercise IV****LESSON TEN****Tico Times****Exercise II**

1. e

1. c
2. c
3. a
4. b

**Greener Business**

1. D
2. D
3. B\*
4. C\*
5. C\*

**Caño Negro**

1. D
2. D
3. C
4. A
5. D

**LESSON NINE****Vocab Worksheet**

- |        |        |
|--------|--------|
| 1. p   | 26. m  |
| 2. hh  | 27. i  |
| 3. uu  | 28. aa |
| 4. g   | 29. ll |
| 5. ff  | 30. f  |
| 6. oo  | 31. tt |
| 7. l   | 32. pp |
| 8. dd  | 33. gg |
| 9. mm  | 34. c  |
| 10. y  | 35. w  |
| 11. u  | 36. cc |
| 12. vv | 37. rr |
| 13. a  | 38. b  |
| 14. bb | 39. kk |
| 15. jj | 40. ww |
| 16. c  | 41. x  |
| 17. ss | 42. d  |
| 18. j  | 43. z  |
| 19. r  | 44. cc |
| 20. v  | 45. k  |
| 21. qq | 46. t  |

2. g
3. d
4. f
5. a
6. h

- |        |        |
|--------|--------|
| 22. b  | 47. q  |
| 23. ii | 48. o  |
| 24. n  | 49. nn |
| 25. xx | 50. s  |

**Tico Times****Exercise II**

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

**Exercise III**

1. F
2. T
3. T
4. T
5. T

**Exercise IV**

1. c
2. a
3. a
4. c

**Arthritis**

1. A
2. C
3. C
4. D
5. C

**Control Stress**

1. B
2. A
3. A
4. C
5. B

7. b
8. c

**Exercise III**

1. F
2. F



3. F
4. T

**Exercise IV**

1. b
2. a
3. c
4. b

**St. George's Day**

1. B
2. C
3. A
4. C
5. B

**Grandparents' Day**

1. C
2. D
3. C
4. C
5. D

**LESSON ELEVEN****Nanotechnology**

1. A
2. D
3. C
4. B
5. C

**Lip-Reading****LESSON THIRTEEN****Tico Times**

1. D
2. A
3. C

**Tico Times****Exercise II**

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

**Exercise III**

1. F
2. T
3. F
4. F

**Exercise IV**

1. c
2. a
3. a
4. b

**OLPC**

1. B
2. B\*
3. C
4. A
5. A

**LESSON TWELVE****Time Clause**

1. D
2. A

**Exercise II**

1. i
2. a
3. g
4. h
5. b

3. E
4. I
5. J
6. H
7. B
8. G
9. F
10. C

**Tico Times****Exercise II**

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

**Exercise III**

1. F
2. F
3. F
4. T

**Exercise IV**

1. b
2. a
3. b
4. a

**Newspaper**

1. C
2. D
3. D
4. B
5. D

**Qualities Every**

1. A
2. B
3. B
4. B
5. B
6. D
6. d
7. j
8. e
9. k
10. f
11. c

**Exercise III**

1. T
2. F
3. T
4. F

**Exercise IV**

1. b
2. c
3. d

4. a

**Bullying**

1. B
2. A
3. D
4. D
5. B

**Gift of Life**

1. B
2. C
3. C

**LESSON FOURTEEN****Post-Test**

**EXTRA READINGS****Sports**

## Reading 1

1. D
2. C
3. B
4. A
5. B

## Reading 2

1. B
2. A
3. A
4. B

**Food**

## Reading 1

1. C
2. A/B\*
3. A
4. C

## Reading 2

1. B
2. B
3. D
4. B
5. D

**Art, Music**

## Reading 1

1. A
2. D
3. A
4. C
5. B

**Democracy**

## Reading 1

1. A
2. B
3. A
4. B

## Reading 2

1. B
2. A
3. A
4. C
5. C

**Travel**

9

## Reading 1

1. A
2. D
3. D
4. A
5. D
6. C

## Reading 2

1. C
2. A
3. \*
4. B

**Environment**

## Reading 1

1. B
2. C
3. B
4. A
5. D

## Reading 2

1. C
2. D
3. A
4. B

**Health**

## Reading 1

1. B
2. A
3. C
4. D

## Reading 2

1. D
2. B
3. C
4. B

**Holidays**

## Reading 1

1. B
2. B
3. C
4. C
5. A

## Reading 2

1. A

2. \*

3. B

4. C

**Science**

## Reading 1

1. A
2. A
3. C
4. A
5. C

## Reading 2

1. C
2. A
3. B
4. C
5. D

**Careers**

## Reading 1

1. A
2. D
3. A
4. D
5. C\*
6. C

## Reading 2

1. D
2. D
3. C
4. B
5. D
6. B

**Morals**

## Reading 1

1. D
2. A
3. C
4. D

## Reading 2

1. B
2. C
3. A
4. B
5. B