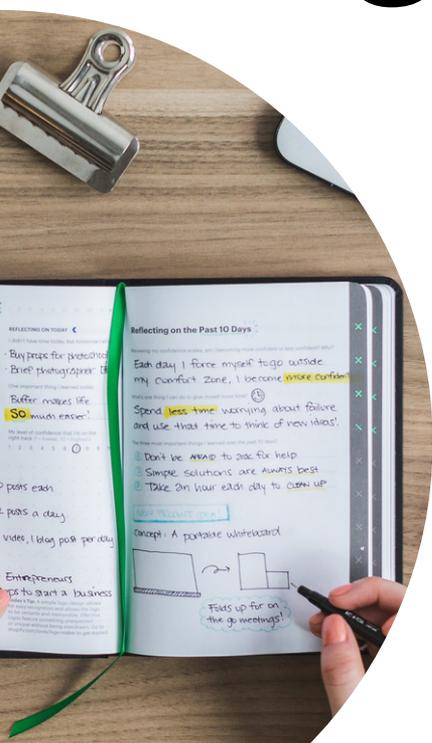


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Ministerio de Educación de la Provincia de Santa Fe

# ENGLISH WORKBOOK 3rd COURSE 2023



**Teacher: José Tomatis**

# LESSON 3

# TALK ABOUT SKILLS AND ABILITIES



YUKI OGAWA

@YukiO

I love music! New music, old music ... I love it all 😊

## 1 VOCABULARY Skills and abilities



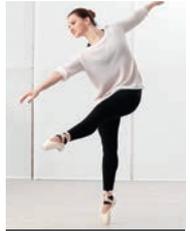
**A** ▶ 02-13 Listen. Then listen and repeat.



play the piano



sing



dance



draw



paint



play the violin



speak French



ride a horse



ride a motorcycle



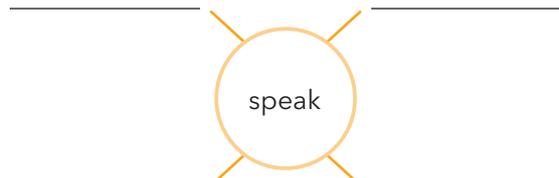
play the guitar

**B** What words go with these words? For each word, write as many phrases as you can. You have two minutes.

the piano \_\_\_\_\_ soccer \_\_\_\_\_



\_\_\_\_\_ the violin \_\_\_\_\_



\_\_\_\_\_ \_\_\_\_\_



\_\_\_\_\_ \_\_\_\_\_

More languages  
 Arabic      Portuguese  
 Chinese     Russian  
 Hindi        Spanish  
 Japanese

## 2 GRAMMAR Can for ability



Statements			Yes / no questions			Short answers		
Subject	Can / can't	Base form of verb	Can	Subject	Base form of verb	Yes / no	Subject	Can / can't
I	can	sing.	Can	you	draw?	Yes, No,	I	can.
She	can't	dance.		he	paint?		he	
We				they		they	can't.	



>> FOR PRACTICE, GO TO PAGE 130

# UNIT 2, LESSON 3 CAN FOR ABILITY

**A** ▶02-14 Listen to the sentences about Amy. Check the things she can do.

- 1. sing
- 2. speak Spanish
- 3. play the guitar
- 4. play the violin
- 5. swim
- 6. dance
- 7. draw



**B** Complete the conversations. Use *can*, *can't*, and words in the box. You can use the verbs more than once.

play ride speak

1. Jack: Can you speak Chinese?  
Hannah: No, I can't, but I \_\_\_\_\_ Japanese.
2. Hannah: Who's that in the photo—the girl on the horse?  
Jack: That's my sister, Jane. She \_\_\_\_\_ a horse very well.  
Hannah: Can you?  
Jack: No, I \_\_\_\_\_, but I \_\_\_\_\_ a bicycle!
3. Jack: \_\_\_\_\_ you \_\_\_\_\_ the violin?  
Hannah: Yes, I \_\_\_\_\_. I \_\_\_\_\_ the piano, too.

**C** Complete the conversations. Use *can* or *can't* and the words in parentheses. Use a pronoun when necessary.

1. Alice: Can you draw (draw) ?  
Brian: No, I can't.
2. Alice: \_\_\_\_\_ the guitar? (play)  
Brian: No, I \_\_\_\_\_, but I can sing (sing).
3. Olive: \_\_\_\_\_ Chinese? (Daniel / speak)  
Alex: Yes, \_\_\_\_\_, but he \_\_\_\_\_ it. (write)
4. Diana: \_\_\_\_\_ ? (your parents / dance)  
Michael: Yes, they \_\_\_\_\_. They love to salsa.  
Diana: Oh, nice!



**YUKI OGAWA**

@YukiO

TSW has this great program where employees help students get ready to work. I hope I can do it!

## 1 BEFORE YOU WRITE

- A** Read the poster. Then read Yuki's message. What does Yuki want to do?

**Become**

**a mentor!**

**1-2 hours a week**

**While you're at work, help students who are looking for work!**

→ To apply, go to TSW's website

*Tell us your name, job, and how you can help students!*

**Name:**

**Job:**

**Why do you want to be a mentor?**

This is a great idea! I really want to help some students. A social media manager is a very interesting job. Many students want to be social media managers because they use social media a lot. However, many students don't understand the job well. I can talk about my work. I can also answer any questions they have about my job. Finally, I'm kind, outgoing, and funny. I can be a good mentor.

- B** Read Yuki's application. Take notes in the chart. What does Yuki write about social media managers? What does Yuki write about herself?

Social media managers	Yuki
Interesting job	Wants to help students

- C PAIRS** What is a good mentor like? Write 3-5 things.

I think a good mentor is friendly.

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## 2 FOCUS ON WRITING

- A** Read the Writing Skill.
- B** Read Yuki's application again. Circle one example of a period, a question mark, a comma, and an exclamation point.

### WRITING SKILL Use correct punctuation

Use a period (.) at the end of a sentence. Use a question mark (?) at the end of a question. Use a comma (,) after transition words (but, and, etc.) and between things in a list. Use an exclamation point (!) to show excitement.

## 3 PLAN YOUR WRITING

- A** Look at the chart in 1B. Then think about a job or other activity you know how to do. Choose something other people want to learn about. Complete the chart below. Write notes about the job or activity and about yourself.

Job or activity: _____	You

- B PAIRS** Tell your partner about the job or activity and about yourself.

*My activity is playing the guitar. I really like playing the guitar. I'm a good teacher ...*

## 4 WRITE

Imagine you can become a mentor. What can you help people learn about? Write an application to be a mentor for a job or activity and why you can be a good mentor. Remember to use correct punctuation. Use 1A as a model.

## 5 REVISE YOUR WRITING

- A PAIRS** Exchange applications and read your partner's application.
1. Check the ends of sentences and any lists in the application.
  2. Did your partner use periods at the ends of sentences and commas in lists?
  3. Did your partner include good details about himself or herself?
- B PAIRS** Can your partner improve his or her application? Make suggestions.

## 6 PROOFREAD

Read your application again. Can you improve your writing?

Check your

- spelling
- punctuation
- capitalization

**I CAN DESCRIBE MYSELF ON AN APPLICATION.**

# LESSON 3

# TALK ABOUT FREE TIME



EMMA DAVIS

@EmmaD

There's nothing better than a good movie with a good friend.

## 1 VOCABULARY Free-time activities



**A** 03-17 Listen. Then listen and repeat.



listen to music



go to a concert



go online



do yoga



go hiking



play games



hang out with friends



spend time with family



watch TV



work out

**B** Look at the words. Circle the words that do not belong. Then say why you chose those words.

- |                          |                        |                        |
|--------------------------|------------------------|------------------------|
| 1. listen to music       | go to a concert        | work out               |
| 2. hang out with friends | go online              | spend time with family |
| 3. go hiking             | work out               | watch TV               |
| 4. play games            | spend time with family | do yoga                |

**C PAIRS** Which activities from 1A do you do? Say the activity and when you do it or why you like it.

I listen to music when I work out.



## 2 GRAMMAR Verbs + infinitives and gerunds

Some verbs take infinitives or gerunds. Some verbs take only infinitives or only gerunds.

Verb + gerund / infinitive, infinitive, or gerund				Common verbs for ...	
Subject	Verb	Infinitive or gerund		Infinitive or gerund	
I	love	to listen listening	to music.	love like don't like hate	
He	wants	to go	to a concert.	<b>Infinitive only</b>	<b>Gerund only</b>
We	dislike	watching	TV.	want plan hope	enjoy dislike avoid



>> FOR PRACTICE, GO TO PAGE 132

### 3 CONVERSATION



**A** ▶03-19 Listen or watch. Complete the chart. Check the activities that each person likes or loves doing.

	Emma	Lucy
going to the movies		
going hiking		
working out		
going online		
spending time with family		



**B** ▶03-20 Listen or watch. Complete the conversation.

Emma: Do you \_\_\_\_\_  
to work out?

Lucy: Yes. What about you?

Emma: Me? No, I hate it!

Lucy: Well, what do you \_\_\_\_\_ in your free time?

Emma: Lots of things! I \_\_\_\_\_ playing games, going online ...

#### CONVERSATION SKILL Show you're unsure

To show that you are unsure about what someone says, say:

- Really?
- I guess so.
- I don't know about that.

Listen to or watch the video again. Raise your hand when you hear someone sound unsure.

**C** ▶03-21 Listen and repeat. Then practice with a partner.

**D PAIRS** Make new conversations. Use these words or your own ideas.

to do yoga   listening to music   watching TV

### 4 TRY IT YOURSELF

**A MAKE IT PERSONAL** Have similar conversations. Talk about what you like and don't like doing in your free time.

**B WALK AROUND** Ask three classmates what they like and don't like to do in their free time. Ask what they want to do. Take notes in the table. Then tell the class about one of the people.

*Anna loves to play games and go to concerts. She doesn't like doing the laundry. She wants to work out.*

Name of classmate	Loves	Wants	Dislikes

■ I CAN TALK ABOUT FREE TIME.



# UNIT 3, LESSON 3 VERBS + INFINITIVES AND GERUNDS

**A** ▶03-18 Listen to Dan talk about what his family does on weekends. Complete the sentences with the words you hear.

1. My brother and I enjoy going \_\_\_\_\_ to concerts on weekends.
2. We both \_\_\_\_\_ to jazz.
3. My sisters go to clubs because they \_\_\_\_\_ .
4. All of us \_\_\_\_\_ time with the family, too.
5. Everybody in our family \_\_\_\_\_ movies.
6. But we all \_\_\_\_\_ a lot of money at movie theaters.
7. We \_\_\_\_\_ movies at home instead.

**B** Complete each sentence. Use the correct form of the verb. In some cases, both the gerund and the infinitive are correct.

1. Tom: Do you want to go \_\_\_\_\_ to a movie?  
(go)  
Donna: Sure! I love movies. Or what about a concert? Do you like to listen / listening \_\_\_\_\_ to music?  
(listen)  
Tom: I like *some* kinds of music. I don't enjoy \_\_\_\_\_ to jazz clubs, though.  
(go)
2. Harry: Do you like \_\_\_\_\_ ?  
(work out)  
Max: Yes. I love \_\_\_\_\_ to the gym first thing every morning. What about you?  
(go)  
Harry: I hate \_\_\_\_\_ to the gym. I like \_\_\_\_\_ outdoors. In fact, I'm planning \_\_\_\_\_ on a hike today. Do you want \_\_\_\_\_ ?  
(go) (exercise)  
Max: No, thanks! I plan \_\_\_\_\_ the day watching soccer.  
(spend)  
Harry: Too bad. Well, I hope \_\_\_\_\_ somebody to come with me!  
(find)

**C** Janet completed an online questionnaire and checked the activities she likes. Complete each sentence about her. Use the correct forms of the verbs. In some cases, both the gerund and the infinitive are correct.

1. Janet doesn't enjoy doing \_\_\_\_\_ yoga.  
(enjoy)
2. She \_\_\_\_\_ online.  
(like)
3. She \_\_\_\_\_ to music.  
(love)
4. She \_\_\_\_\_ to concerts.  
(enjoy)
5. She \_\_\_\_\_ hiking.  
(hate)
6. She \_\_\_\_\_ .  
(enjoy)
7. She \_\_\_\_\_ with friends.  
(love)
8. She \_\_\_\_\_ .  
(dislike)
9. She \_\_\_\_\_ .  
(avoid)





**EMMA DAVIS**  
@EmmaD  
Just posted on Good Questions. Check it out! What do you think?

## 1 BEFORE YOU WRITE

- A** Read the discussion board post. What does the writer do to relax?

Good Questions
Home | Discussion Board | Logout 

[Home](#)  
[Relaxing](#)  
[Busy life !\[\]\(b2ad8ec89a9b9f550e0ca44218f78ad8\_img.jpg\)](#)  
[Family](#)  
[Friends](#)  
[Indoors](#)  
[Outdoors](#)

### What do you do to relax?

**Emma D** July 2

I work 60 hours a week. So, the weekend is my time to relax. I like to listen to music and watch TV. I usually spend time with my family at home, but I also love going to the movies and hanging out with my friend. I'm really busy, so sometimes I just stay home and do chores. I know it's funny, but I like doing laundry. For me, doing laundry is relaxing. As for other chores, like washing dishes and taking out the trash? No thanks!

[Leave a Reply](#)

Enter your comment here...

Do you like this answer?  (22)  (3)

- B** Read the post again. Take notes in the chart. What does Emma like to do? What doesn't she like to do?

## Likes




## Doesn't like




- C PAIRS** Look at the chart in 1B. Discuss. Which things do you like to do? Which things don't you like to do? Do you and your partner like to do the same things?

**A:** I like to listen to music.

**B:** Me, too.

## 2 FOCUS ON WRITING

- A** Read the Writing Skill.
- B** Read the post again. Circle each example of *and* and *but*. Tell your partner why the writer used *and* and *but*.

### WRITING SKILL Connect ideas with *and* and *but*

Use *and* to connect ideas that are similar. Use *but* to introduce different ideas or surprising information.

- She is funny **and** outgoing.
- I am short, **but** my sister is tall.
- Dan is having fun tonight, **but** I have to work.

## 3 PLAN YOUR WRITING

- A** What do you do to relax? List things you like to do and some things you don't like to do. Use your own information to make a chart like the one in 1B.

Like	Don't like
	
	
	
	

- B PAIRS** Tell your partner about what you like to do and don't like to do.  
*I like to watch action movies, but I don't like ...*

## 4 WRITE

Write a short discussion board post about what you do to relax. Include what you like to do and don't like to do. Remember to use *and* and *but*. Use the post in 1A as a model.

## 5 REVISE YOUR WRITING

- A PAIRS** Exchange posts and read your partner's post.
1. Did your partner use *and* to connect similar ideas and *but* to introduce different ideas or surprising information?
  2. Did your partner include things that he or she likes to do and things that he or she doesn't like to do?
- B PAIRS** Can your partner improve his or her post? Make suggestions.

## 6 PROOFREAD

Read your post again. Can you improve your writing?

- Check your
- spelling
  - punctuation
  - capitalization

**I CAN WRITE ABOUT WAYS TO RELAX.**

## VOCABULARY

### EDUCATION

- 1** Work in pairs. Discuss the subjects in the box. Which subjects did you like at school? Were there any subjects you didn't like? Why/Why not?

maths science history literature art  
 languages IT (information technology)

▷ page 154 **PHOTOBANK**

- 2 A** Complete the phrases with the verbs in the box.

make wear do/take give play study

- 1** \_\_\_\_\_ art/music  
 a foreign language  
 online
- 2** \_\_\_\_\_ sport  
 games  
 a musical instrument
- 3** \_\_\_\_\_ mistakes  
 friends
- 4** \_\_\_\_\_ a test  
 exams
- 5** \_\_\_\_\_ a performance
- 6** \_\_\_\_\_ a school uniform

**B** Which of the things above did you do at school? Did you enjoy them? Write (+), (-) or (?) (no experience), next to each one.

**C** Work in pairs and compare your answers. Who enjoyed their school experience more?

## READING

- 3 A** Work in pairs. Discuss. Who was your favourite/least favourite teacher at school? Why? Were your teachers traditional in their approach to teaching? Do you think this was good or bad?

**B** Read the text. Match paragraphs 1–3 with topics a)–c) below.

- a) making mistakes is OK  
 b) a school where students make the decisions  
 c) children watch videos outside class

**C** Read the text again. Discuss. Which of the ideas in the text do you think is the best? Which is the worst? Would these methods work in your country?

## ARE TRADITIONAL WAYS OF LEARNING

# *the best?*

Read about some alternative schools of thought ...

### 1 THE ALTERNATIVE SCHOOL

The Alternative School, in Lancashire, UK, offers a different type of schooling for young people who are having problems in mainstream education. The school offers an innovative and interesting educational programme, which is designed specifically for the individual. Students can decide when they come to school, and which subjects they want to study. They don't have to come to school every day. They can choose to start with just a few hours a week. The school uses an 'open door' policy where students are allowed to leave lessons if they are bored or unhappy.

### 2 THE FLIPPED CLASSROOM

Many classrooms around the world are adopting a flipped classroom approach. This learning model switches classroom learning and homework. In a traditional classroom, the teacher explains the lesson to the students in the classroom, and the students study homework outside class, where they have to work on their own, and can't ask anyone for help. So, in a flipped classroom, children can watch a video of their teacher giving a lecture on the subject at home. They don't have to do any written work. When they come back to the classroom, they have to do the more traditional exercises, but they can ask the teacher or their classmates for help if they don't understand.

### 3 STARTING YOUNG

A child learning music with the Suzuki method has to start as young as possible. Even two-year-old children can learn to play difficult pieces of classical music, often on the violin. They do this by watching and listening. They learn by copying, just like they learn their mother tongue. The child has to join in, but doesn't have to get it right. 'They soon learn that they mustn't stop every time they make a mistake. They just carry on,' said one Suzuki trainer. The children have to practise for hours every day and they give performances once a week, so they learn quickly. 'The parents must be involved too,' said the trainer, 'or it just doesn't work.'

## GRAMMAR

### CAN, HAVE TO, MUST

4 Read sentences 1–6 and put the verbs in bold in the correct place in the table.

- Students **can** decide when they come to school.
- (The students) **can't** ask anyone for help.
- They **have to** do the more traditional exercises.
- At *The Alternative School*, you **don't have to** come to school every day.
- They **mustn't** stop every time they make a mistake.
- The parents **must** be involved, too.

possible/allowed	not possible/not allowed
<i>can</i>	
necessary	not necessary

▷ page 134 **LANGUAGEBANK**

5 **A** Complete the text with *have to/don't have to, must/mustn't, can/can't*. There may be more than one possible answer.

## Do I have to? go to school today?

They <sup>1</sup> \_\_\_\_\_ (not necessary) wear a uniform, and they <sup>2</sup> \_\_\_\_\_ (not necessary) wait for the school bus. These are two of the advantages of being home-schooled. But there are more. 'You <sup>3</sup> \_\_\_\_\_ (possible) choose which subjects you want to study,' says Jasmin, aged fourteen. 'You <sup>4</sup> \_\_\_\_\_ (necessary) work hard, but you <sup>5</sup> \_\_\_\_\_ (possible) choose to work when you feel like it.' Jasmin is one of 55,000 children in the UK who doesn't go to school. She stays at home for her education, and she's much happier. 'School is all about rules: you <sup>6</sup> \_\_\_\_\_ (necessary) be at school at 8.30a.m., you <sup>7</sup> \_\_\_\_\_ (not allowed) wear trainers, you <sup>8</sup> \_\_\_\_\_ (not allowed) use your mobile phone in class, etc. I prefer being at home.' Jasmin's mother, Terry, educates her four children at home. 'Some people think that children who study at home <sup>9</sup> \_\_\_\_\_ (not allowed) go to the exams and get the same qualifications, but they <sup>10</sup> \_\_\_\_\_ (allowed), and they do!'

**B** ▶ 4.4 **WEAK FORMS: have to** Listen and check.

**C** Listen and notice the pronunciation of *have to* /hæftə/.

**D** Listen again and repeat.

6 Work in pairs. Discuss two or three similarities and differences between home-schooling and going to a normal school. Do you think home-schooling is a good idea? Why/Why not?

## SPEAKING

7 Work in pairs. Read the statements. Are the rules the same or different in your country? Do you think this is a good or a bad idea? Discuss.



- In the UK, children have to learn a foreign language at school.
- In the UK, you can take exams in art, cooking and sport at school.
- Children in Thailand have to sing the national anthem in the morning.
- In Singapore, children must learn most subjects (maths and science) in English.
- In France, children don't have to wear uniforms to school.
- In Japan, children mustn't be late for school, or they can't get in.
- In Spain, children don't have to eat at school. They can go home for lunch.
- In the UK, children can eat a vegetarian meal at lunch.
- Children in Poland must repeat the year if they fail their exams.



## PRACTICE

4.1

**A** Find and correct the mistakes. There is one mistake in each sentence.

- 1 Have you ever saw the film *Titanic*?
- 2 Two days ago she's been to a museum.
- 3 Unfortunately, we have ever won the lottery.
- 4 Has ever she visited you?
- 5 I haven't meet your brother.
- 6 In 2011, they've travelled to Geneva.
- 7 Have you seen that TV programme last Wednesday?
- 8 He never has played a musical instrument.

**B** Complete the conversations with the correct form of the verbs in the box. Use the past simple or present perfect.

make eat visit hear do work

**Conversation 1**

A: \_\_\_\_\_ (ever) business in China?

B: Yes, I have. I did business there in 2014.

**Conversation 2**

A: Peter Duvall is a diplomat, isn't he?

B: Yes, he \_\_\_\_\_ all over the world.

**Conversation 3**

A: She loves travelling, doesn't she?

B: Yes, she \_\_\_\_\_ fifteen countries last year.

**Conversation 4**

A: \_\_\_\_\_ many speeches?

B: No, he hasn't. That's why I'm worried.

**Conversation 5**

A: Is Coldplay's new CD good?

B: I don't know. I \_\_\_\_\_ it.

**Conversation 6**

A: Have you ever tried sushi?

B: Yes, we \_\_\_\_\_ some yesterday!

4.2

**A** Underline the correct alternative.

- 1 We *have to/has to* get up early to catch the train.
- 2 Children *can't/can* stay with their parents if they are very quiet.
- 3 I'm afraid I *can't/must* leave work early. It's not allowed.
- 4 They *have to/don't have to* put a notice on the door so you know which room to go to.
- 5 You *can/don't have to* park your car here. It's free on Saturdays.
- 6 You *mustn't/have to* smoke in the office. It's against the law.
- 7 You *can't/have to* leave your coat on the floor. Hang it up!
- 8 We *must/don't have to* worry about transport. A taxi will take us to the airport.

**B** Complete the sentences with *can/can't, have to/don't have to* or *must/mustn't*.

- 1 You \_\_\_\_\_ leave the room when you have finished the exam. (it's allowed)
- 2 We \_\_\_\_\_ book a table. That restaurant is never busy on Mondays. (it's not necessary)
- 3 You \_\_\_\_\_ log in using your PIN number. (it's necessary)
- 4 You \_\_\_\_\_ eat as much as you like. (it's allowed)
- 5 Sadie \_\_\_\_\_ bring extra clothes. I have got lots here. (it's not necessary)
- 6 You \_\_\_\_\_ wear jeans in the nightclub. (it's not allowed)
- 7 Harry \_\_\_\_\_ work on his pronunciation. (it's necessary)
- 8 You \_\_\_\_\_ do that. It's illegal! (it's not allowed)

4.3

**A** Put the words in the correct order to make sentences.

- a) a / idea / that's / good
- b) think / I / out / after / lesson / go / should / the / we
- c) not / I'm / sure / I / much money / haven't got / because
- d) for / we / a / out / meal / why / go / don't ?
- e) OK / to / Butler's Café / let's / coffee / a / for / go

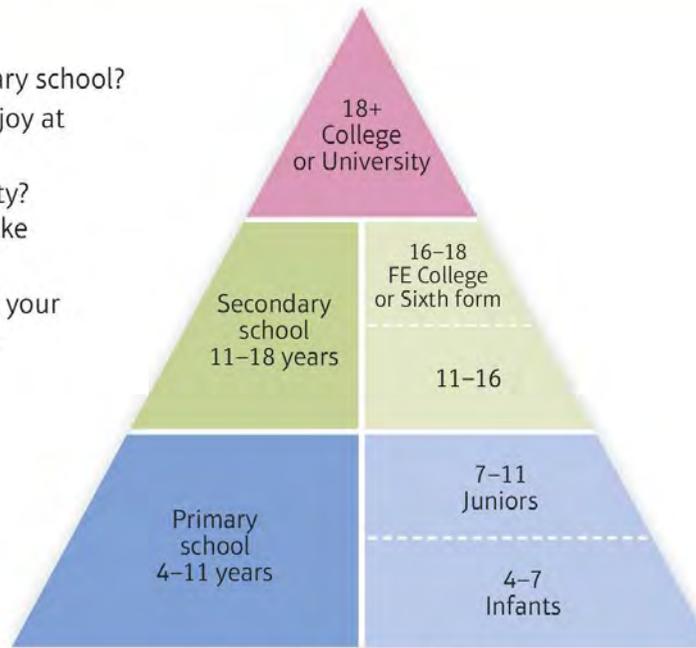
**B** Put sentences a)–e) in the correct order to make a conversation.

# PHOTO BANK

## Lesson 4.2 EDUCATION

### 1 Answer the questions.

- 1 Where did you go to primary school?
- 2 Which subjects did you enjoy at secondary school?
- 3 Have you been to university? What did you/would you like to study?
- 4 Is the education system in your country similar to the one in England?



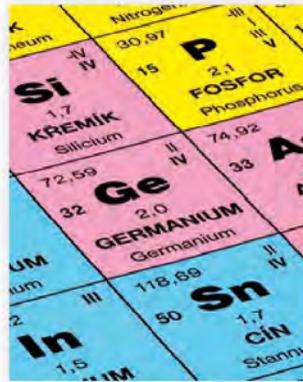
State Education in England



maths



physics



chemistry



biology



geography



history



languages



art



design and technology



PE (Physical Education)



IT (Information Technology)



RE (Religious Education)



drama