



PLAN DE RECUPERACIÓN DE PENDIENTES

2019-2020

INGLÉS

Nivel: 3º ESO

2ª Parte

Realización del dossier de actividades.

Nombre y apellidos: _____

Curso: _____

5

EXTRA PRACTICE 1

Name:

Vocabulary

1 Cross out the **WRONG** examples for each adjective. Then write these examples in the correct place.

These foods are usually

1. **cooked:** noodles ♦ cola ♦ fish ♦
2. **sour:** lemons ♦ yoghurt ♦ salami ♦
3. **salty:** cucumbers ♦ crisps ♦ anchovy♦
4. **raw:** strawberries ♦ rice ♦ cherries ♦
5. **sweet:** vinegar ♦ cake ♦ ice cream ♦

2 Complete the sentences with the adjectives below.

plain ♦ fresh ♦ frozen ♦ appetising ♦ spicy ♦ ripe ♦ tasty ♦ savoury

1. You can find bags of vegetables in the foods section of the supermarket.
2. This Mexican food is so ! Please bring me a glass of water.
3. Those bananas are green. They won't be for a while.
4. Perhaps it tastes good but it doesn't look very
5. You can order either sweet or crêpes.
6. It's a little for a birthday cake. Let's add some decorations.
7. The bread is It's just come out of the oven.
8. Lara is an excellent cook. Everything she makes is

3 Complete the chart with words from Exercises 1 and 2.

Reason	Result
1. You didn't put enough sugar in the lemonade.	It is too
2. The peaches are not	They are as hard as a rock.
3. You haven't cooked the steak enough.	It's still
4. There is less fruit in winter.	We sometimes eat peaches from a tin.
5. His doctor told him to stop eating sweets.	Today he only eats food.

Grammar

4 Choose the correct answer.

1. The girl **who** / **which** sits next to me always has salad for lunch.
2. Can you recommend a restaurant **which** / **where** they serve vegetarian food?
3. Yesterday, I met someone **whose** / **who** father is a famous chef.
4. Evening is the time **where** / **when** our family eats its main meal.
5. I liked the pizza **that** / **who** we had in that restaurant.
6. The cake **where** / **which** you baked was delicious.
7. My father is the person **that** / **whose** prepares most of our meals.
8. We live in a neighbourhood **that** / **where** there are many restaurants.

5 Complete the text with relative pronouns.

Unless you are one of those lucky people ¹ **who** / **whose** / **where** family still lives on a farm, you have probably never eaten fruit and vegetables straight from the tree or the ground ² **when** / **that** / **where** they grow. Most of us can only buy products ³ **which** / **who** / **where** farmers grow on farms hundreds of kilometres away. Metro Supermarket in Berlin is trying to change this. Metro has installed a greenhouse ⁴ **who** / **that** / **where** grows vegetables inside the supermarket. Vegetables remain in the greenhouse from the time ⁵ **which** / **where** / **when** they are planted until they are ripe. There are no transport costs and the supermarket doesn't need a special place to keep the produce. Many of Metro's customers are Berlin chefs ⁶ **who** / **which** / **whose** are looking for fresh vegetables for their menu. The chefs like the greenhouse because they can see the place ⁷ **when** / **where** / **who** their vegetables come from. Many of them have never seen a vegetable ⁸ **who** / **when** / **which** is in its first fifteen days, and this new experience has helped them see food in a different way. Thanks to its greenhouses, Metro is no longer just a supermarket, it's a place ⁹ **when** / **where** / **that** ideas are born.



EXTRA PRACTICE 2

Name:

Vocabulary

1 Circle eight types of food in the puzzle.

f	g	m	k	v	p	i	k	i	c	l	v
b	h	a	p	r	s	p	i	n	a	c	h
a	m	l	a	m	b	n	r	c	u	s	w
r	k	r	v	e	l	s	h	g	l	h	o
m	u	s	h	r	o	o	m	s	i	e	k
s	b	t	c	s	m	k	l	a	f	l	p
l	e	o	d	r	o	f	m	b	l	l	r
s	e	w	p	e	a	s	p	d	o	f	v
t	f	v	k	b	c	a	k	f	w	i	h
m	s	c	a	b	b	a	g	e	e	s	k
o	r	t	v	l	m	k	j	h	r	h	m

Which of the words are vegetables?

.....

2 Choose the correct answers to show you understand the words in bold.

1. You can have **baked** *lettuce / potatoes / soup*.
2. You usually put **sauce** on *meat / juice / rolls*.
3. You can eat **boiled** *cheese / grapes / carrots*.
4. You can have **roast** *eggs / turkey / pie*.
5. Most **fried** food is *oily / sweet / dry*.

3 Complete the dialogue with the words below.

main course ♦ dessert ♦ side dish ♦ grilled ♦ pork ♦ starter ♦ mashed

Waiter: Are you ready to order, sir?

Man: Yes. To begin with, I'd like a ¹.....

Waiter: Our ²..... vegetables are very good.

Man: OK, I'll have them.

Waiter: And for your ³..... ? Our roast chicken is very popular.

Man: I don't like chicken. I'll have the roast ⁴..... instead.

Waiter: Do you want a ⁵..... with that?

Man: Yes, I'd like some ⁶..... potatoes, please.

Waiter: OK then, I'll leave the menu here. You may want to order ⁷..... later.

Man: I will. I always have something sweet after my meal.

Grammar

4 Match A to B. Then choose the correct relative pronouns to create sentences with defining relative clauses.

A

1. Mexico is a country
2. He's the food blogger
3. Saturday is a day
4. I know the woman
5. The school cafeteria has got a menu

B

- a. **when / which** many people eat out.
- b. **which / where** spicy food is popular.
- c. **which / when** isn't very healthy.
- d. **which / who** owns that restaurant.
- e. **whose / who** post you've just read.

5 Join the sentences using defining relative clauses. Use the relative pronoun in brackets.

1. He often makes pizza. It's got four different vegetables on it. (which)

2. I met the baker. Her cake won an award. (whose)

3. Do you remember the day? We ate at that expensive restaurant then. (when)

4. I'd like you to meet the woman. She cooks for the president's family. (who)

5. There is a huge variety of fruit and vegetables in the market. I shop there. (where)

6. I ate a hamburger and chips. They were very salty. (that)

6

EXTRA PRACTICE 1

Name:

Vocabulary

1 Match the sentences to the pictures. Pay attention to the words in bold.

1. Bob knows how to **stand up for himself**.
2. Billy is **annoying** his sister.
3. Howard has **forgiven** his brother.
4. Ellie is **having an argument** with her parents.



2 Choose the correct answer to show you understand the meanings of the words in bold.

1. You have to learn to **compromise**. You can't *help people / get your own way* all the time.
2. On Friday nights, I enjoy **hanging out** with friends. We usually *do our homework / meet at a café*.
3. Just **ignore** him. If you *stop talking to / shout at* him, he'll go away.
4. Why is she **making fun** of that boy? She needs to *study / apologise*.
5. Kathy **fell out with** Jane. They're *not speaking / waiting for the doctor*.
6. Jane has **betrayed** her friend by saying *nice / nasty* things about her.
7. You **hurt her feelings** when you *invited / didn't invite* her to your party.

3 Complete the sentences with the words below. Then tick (✓) the sentences that are true for you.

disagree ♦ disappoint ♦ trust ♦ make friends ♦ respect ♦ accept

- 1. I try not to my friends.
- 2. I always older people.
- 3. It's hard for me to my parents' rules.
- 4. I can with someone even if they're different from me.
- 5. I can't someone until I know them well.
- 6. If I with someone, I usually just keep quiet.

Grammar

4 Helen is having a party. Complete what she says to her friends with the affirmative or negative form of *must*, *have to* or *need to*. There may be more than one correct answer.

1. I (take) some photos. I want to remember this party.
2. You really (bring) a gift. It's not a birthday party.
3. We (call) Jane right away. We forgot to tell her about the party.
4. You (tell) Tom about the party. It's a surprise.
5. We (clean) the house after the party.

5 Learn how to make friends at a new school. Choose the correct modals to complete the tips.

1. You **should / mustn't / shouldn't** talk to everyone you meet at first.
You never know who will become a good friend.
2. You **must / mustn't / need to** try to be someone you're not. It's important for people to get to know the real you.
3. You **mustn't / should / don't have to** ask for help when you need it.
It's a good way to make a new friend.
4. You **mustn't / shouldn't / have to** try to remember people's names.
They sometimes get annoyed when you don't.
5. Remember, you **don't need to / mustn't / should** have 100 friends.
It's enough to have two or three good friends.
6. You **shouldn't / mustn't / have to** be patient. It's OK not to make 10 friends on the first day at your new school.

6 Complete the questions with suitable modals.

1. **A:** you go home now?
B: Yes, I promised my mum to be home by 9.00.
2. **A:** you study for a test today?
B: Yes, I've got a maths test tomorrow.
3. **A:** I forgive Max?
B: I think so. He didn't mean to hurt your feelings.



EXTRA PRACTICE 2

Name:

Vocabulary

1 Complete the sentences.

- Sandy thinks she's never wrong. She's so ar ... o t.
- Bob says he's right even when he knows he's wrong. He's so st o ... n.
- Terri is very popular and gets invited to a lot of parties. Her sister is j l s of her.
- Kim is always ready to help people. She is k d.
- You can't trust David to be there when you need him. He's very un l le.
- William will know how to solve the problem. He's very s s le.
- Eva never thinks of other people. She is s f
- Kyle never says "please" or "thank you". He is i l

2 Match the situations in A to the adjectives in B.

A

- inviting yourself to a party
- stealing money
- being happy one moment and sad the next
- feeling bad when an animal is hurt
- thanking the waiter after he serves your meal
- using your sister's mobile phone without asking

B

- sensitive
- dishonest
- inconsiderate
- pushy
- moody
- polite

Grammar

3 Complete the sentences with the correct form of *be able to*.

- Alex go swimming tomorrow because he's broken his arm.
- you do it on your own or will you need help?
- She run a marathon in under three hours. She's had lots of experience.
- We watch the film because we had to finish our project.

4 Choose the correct answer.

Susan B. Anthony and Elizabeth Cady Stanton were friends. They also changed the lives of women in the United States. In the 19th century, women ¹ **can't** / **couldn't** vote in elections. They were considered too “emotional” to make important decisions. Anthony and Stanton didn't accept this idea. According to them, women ² **could** / **couldn't** do anything as well as men. They decided to start an organisation to improve women's lives. Together, they were an excellent team. Stanton ³ **can** / **could** speak and write well, so she wrote articles and spoke to women all over the country. Anthony ⁴ **could** / **couldn't** organise activities because she was very practical.

Today, women in the USA ⁵ **can** / **could** vote. But in some traditional countries, they still ⁶ **can't** / **couldn't**. They also ⁷ **can** / **can't** do many everyday activities like driving or working outside the home.

5 Complete the sentences with the correct form of *may* or *might*.

1. We go to the cinema tonight. There's a film that I want to see.
2. You should join the Scouts. You make new friends.
3. It's late. I have time to finish this today.
4. I don't know if I can do this. It be too difficult.
5. She rarely wears black clothes, so she like this black shirt.



EXTRA PRACTICE 1

Name:

Vocabulary

1 Choose the correct answer.

1. There were no **judges** / **witnesses** to the murder.
2. Thieves **broke into** / **identified** our house last night.
3. The driver **obeyed** / **broke** the law when he drove through a red light.
4. The jury **committed the crime** / **found him guilty**.
5. The witness **identified** / **caused damage** the thief. She remembered what he was wearing.
6. The burglar was sent to prison by the **hooligan** / **judge**.
7. The criminal was given a **warning** / **witness** by the police.
8. The police have found fingerprints at the **scene of the crime** / **prison sentence**.
9. During the **riot** / **trial**, the lawyer showed some surprising evidence.
10. The accused was very happy when he was found **innocent** / **guilty** of the crime.

2 Complete the text with the words below.

committed crimes ♦ damage was caused ♦ hooligans ♦ prison sentences ♦ riot

Yesterday, there was a ¹ on Mercer Street. Hundreds of people were hurt. Serious ² to shops in the area when a group of ³ broke windows and started fires. Ten teenagers were arrested. According to police, four of them have ⁴ in the past, so they could receive ⁵

Grammar

3 Complete the sentences with the verbs in brackets. Use the Present Simple Passive.

1. Evidence (collect) by the police.
2. blood samples (examine) by forensic scientists?
3. Questions (ask) by lawyers.
4. Sentences (not pass) by juries.
5. Information (give) by witnesses.

4 Write what happens when a crime is committed. Use the Present Simple Passive and the words below.

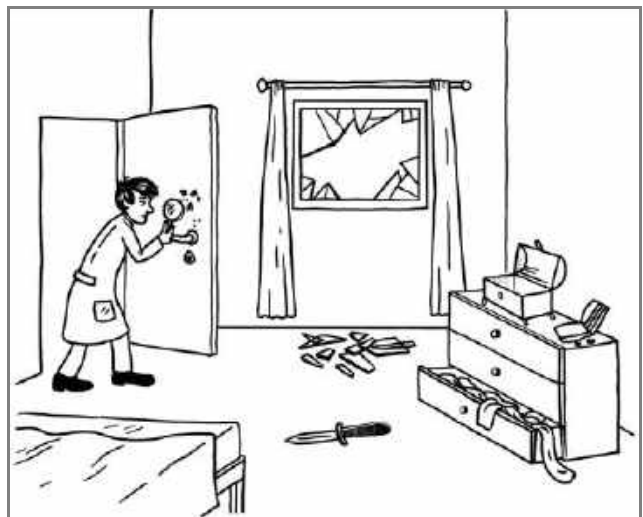
punish ♦ arrest ♦ bring ♦ investigate ♦ interview

1. The crime by detectives.
2. Witnesses and suspects
3. When the police have enough evidence, suspects
4. They to trial.
5. If they are found guilty, they

5 Use the words below and the Past Simple Passive to write questions about a robbery.

1. evidence / find / at the scene of the crime
.....
2. weapons / use / in the robbery
.....
3. the evidence / see / by a detective
.....
4. any damage / cause / to the house
.....
5. what things / steal / from the house
.....

6 Look at the picture and answer the questions in Exercise 5. Use the Past Simple Passive.

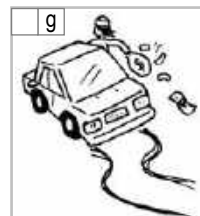
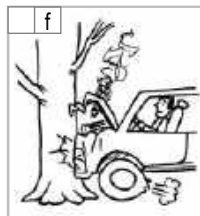
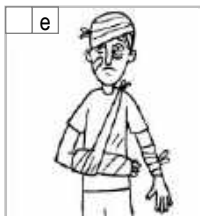
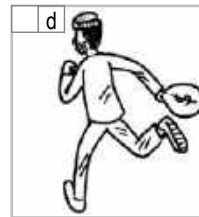
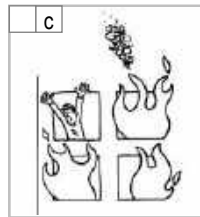
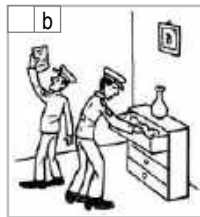


1.
2.
3.
4.
5.

Vocabulary

1 Match the words to the pictures.

1. looking for clues
2. get-away car
3. having difficulty breathing
4. trapped
5. crash
6. serious injuries
7. run away



2 Complete the dialogues with the words below.

in pain ♦ cuts ♦ dead ♦ unconscious ♦ escaped ♦ losing blood

1. **A:** Was anyone killed in the accident?
B: Yes, three people are
2. **A:** Were the burglars arrested?
B: No, they before the police came.
3. **A:** How badly was Ben hurt?
B: He's broken his leg so he's
4. **A:** Can I talk to my father now?
B: No, he's Try later. He may be awake then.
5. **A:** Was she injured?
B: Yes. She's We must get her to hospital.
6. **Detective:** Did the robber break the window?
Police officer: Yes, look at those on his hand.

Grammar

3 Complete the sentences with the correct form of the verbs in brackets. Use the Present Simple Passive or Past Simple Passive.

1. Suspects usually (interview) by police detectives.
2. At the trial yesterday, the witnesses (asked) questions by the lawyers.
3. Laws about drinking alcohol always (not obey).
4. Luckily, they (not hurt) in the accident yesterday.
5. The jewellery shop (rob) last night. More than 100 rings, earrings and necklaces (steal).
6. the scene of the crime always (examine) carefully?
7. When the money (find)?

4 Complete the text with the verbs in brackets. Use the Present Simple Passive or Past Simple Passive.

Alcatraz Island ¹ (locate) in the San Francisco Bay. This small island ² often (call) “The Rock”. In the past, there was a prison on the island. From 1933 to 1963, more than 1,500 prisoners ³ (send) there. Thirty-six prisoners tried to escape from Alcatraz and all of them ⁴ (caught). Six prisoners ⁵ (kill) while they were escaping. But in 1962, everything changed. Three prisoners escaped and they ⁶ never (find). Their story ⁷ (tell) in the 1979 film *Escape from Alcatraz*. Alcatraz ⁸ (close) in 1963 and today it ⁹ (visit) by thousands of tourists each year.

8

EXTRA PRACTICE 1

Name:

Vocabulary

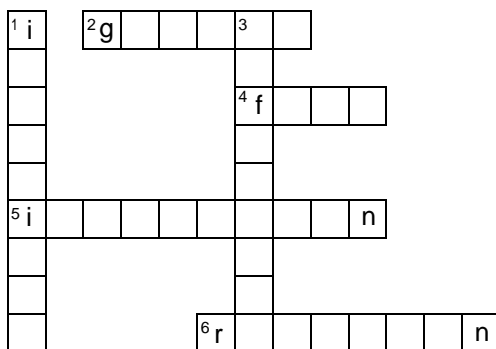
1 Complete the puzzle. Use the clues below.

Across ➡

2. a small useful tool
4. not successful
5. a new thing or idea
6. can be used again

Down ↓

1. very clever
3. works well



2 Tick (✓) the pairs of opposites.

- 1. weird – ordinary
- 2. easy-to-use – revolutionary
- 3. simple – complicated
- 4. entertaining – interesting
- 5. useful – useless

3 Complete the text with the words below.

caught on ♦ weird ♦ entertaining ♦ came up with ♦ trendy ♦ requires

The Pet Rock was invented in 1975 by Gary Dahl. He ¹ the idea while talking to friends about pets. He bought some rocks, put each one in a nest in a small box, and included instructions for taking care of the rock. The instructions were very funny and ² – because a rock, of course, ³ no care! As ⁴ as it seems, the Pet Rock quickly ⁵ and became really ⁶ Everyone wanted one!

Grammar

4 Complete the sentences about what you had and hadn't done with your mobile phone by the time you went to bed last night.

1. I (update) my apps.
2. I (turn off) the WiFi to save the battery.
3. I (charge) the phone.
4. I (put) the phone on the table and not near the bed.
5. I (silence) the ringer.

5 Complete the questions with the words in brackets. Then use the fact file below to answer the questions. Use the Past Perfect Simple.

1. Susan (graduate) from university before she got married?
.....
2. What Susan (do) by the time she created her first invention?
.....
3. How many inventions Susan (sell) by the time she became a millionaire?
.....
4. Susan (get married) before she sold her first invention?
.....
5. How many children Susan (have) by the time she sold her second invention?
.....

Susan Hill
 1991 graduated from university
 1993 created her first invention
 1995 sold her invention
 1997 got married
 2000 had a child
 2002 sold her second invention
 2005 became a millionaire

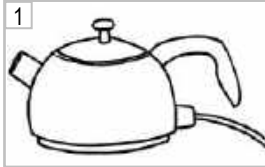
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EXTRA PRACTICE 2

Name:

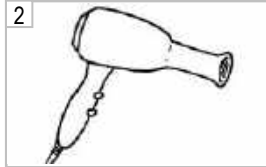
Vocabulary

1 Unscramble the letters to write the correct words.



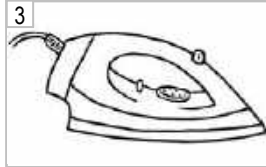
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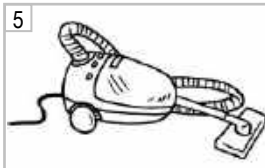
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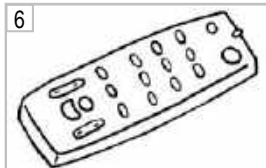
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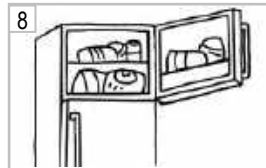
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2 Choose the correct answers to show you understand the words in bold.

- I'm using the **cordless phone**. I *can't* / *can* take it into the other room.
- It's really hot. I'll close the window and turn *off* / *on* the **air conditioner**.
- If you *keep* / *don't keep* fresh milk in the **fridge**, it will go bad.
- I can't *hear* / *type* very well on this mobile phone's **keyboard**.
- We had no electricity during the storm, so we *used* / *couldn't use* the **microwave oven**.
- Can you please take the *plates* / *clothes* out of the **dishwasher**?
- Have you got any *paper* / *maps* for the **printer**?
- Use the **food processor** to *cook* / *cut* the cabbage.

Grammar

3 Choose the correct answer.

1. After he **reprogrammed** / **had reprogrammed** the computer, it **worked** / **had worked** better.
2. By the time we **got** / **had got** to the shop, the technician **repaired** / **had repaired** my phone.
3. He **found** / **had found** the site after he **searched** / **had searched** online for hours.
4. The cinema **sold** / **had sold** all of the tickets by the time we **arrived** / **had arrived** at the ticket office.

4 Complete the questions with the verbs in brackets. Use the Past Perfect Simple or Past Simple. Then answer the questions.

1. How much time you (spend) on the Internet before you got to school today?
.....
2. How many text messages had you received by the time the lesson (begin)?
.....
3. any of your friends (receive) a mobile phone before they started secondary school?
.....
4. What you (do) after you had finished your homework yesterday?
.....

5 Complete the text with the verbs in brackets. Use the Past Perfect Simple or Past Simple.

Did you know that there are vampires in your house? These vampires are electrical appliances, and by the time you ¹ (wake up) this morning, they ² (use) a lot of energy and had cost you a lot of money. ³ you (turn off) your game console and your TV last night before you went to bed? Unfortunately, after you ⁴ (do) this, these and other appliances ⁵ (continue) using electricity. In fact, around 10% of a family's electricity bill is for "vampire appliances" – items that use electricity even when you aren't using them. Your grandparents ⁶ (not have) as many electrical gadgets to make their life easy. But at least they ⁷ (not worry) about vampires hiding in their home!

READING UNIT 5

1 The words below appear in the text in Exercise 2. Find the words and guess their meanings. Use a dictionary to check your guesses.

1. crumbs space
3. spoil

2 Read the text and answer the questions.

Beef Sandwiches in Space?

John Young didn't like the food that he ate at work. It looked and tasted a lot like cereal for babies. So the next morning, he brought a beef sandwich with him. He enjoyed it, but there was one problem. Crumbs started flying around the room. That day Young learned that astronauts can't eat everything.

This incident happened in 1965 on a US mission into space. Young didn't like the food that the astronauts got and wanted something tastier for the trip. At the time, all astronaut foods were wet, to prevent them from breaking into pieces. The astronauts had to drink everything from plastic tubes, even meat and vegetables. Most of the food looked and tasted the same. Many everyday foods were too dangerous for space. Salt, for example, could fly into an astronaut's nose or into important instruments. Crumbs were a problem for the same reason, as Young learned.

In the 1970s, however, astronaut food improved. Scientists learned that they could cook food and dry it so it didn't spoil. Before eating, the astronauts just added water to make it fresh again. For the first time, they could eat foods which looked real, such as chicken or rice. But there was still one problem. Since they were eating from plastic tubes, the food had no smell. Smell and taste go together. When there's less of one, there's less of the other.

To solve the problem, scientists started to make astronaut food spicy. Today, foods from South America and Asia are popular in space. Astronauts who work together in space stations come from different countries, so their food is more international. There are still no beef sandwiches in space, but no one cares. Some astronauts even say the food is tasty.

1. Where was John Young when he ate his beef sandwich?
2. How did astronauts eat in the 1960s?
3. Why were crumbs a problem in space?
4. How did astronauts prepare their meals in the 1970s?
5. Why is a lot of astronaut food spicy today?
6. Why do astronauts today eat food from all over the world?

READING UNIT 6

1 The words below appear in the text in Exercise 2. Find the words and guess their meanings. Use a dictionary to check your guesses.

- | | |
|------------------|----------------|
| 1. begging | 3. rules |
| 2. survey | 4. turn |

2 Read the text and complete the chart.

Can I Have a Dog?

Most kids have asked their parents for a dog at least once. When parents say no, the kids often start begging – “I’ll take care of it – you won’t have to do a thing”. The begging can continue for weeks. Tired of fighting, some parents agree in the end. “We’ll get a dog”, they say, “and we won’t have any more arguments, right?” Wrong. According to a new survey, an average dog causes about 2,000 family arguments in its life.

Most frequently, families argue about where to put the dog during a holiday or where it should sleep. Sometimes they fight about who should walk it or clean up its mess. And when the dog eats a shoe, a pair of sunglasses or a child’s favourite ball, they fight about who let it happen.

For some owners, dogs are more important than friends. Friends are often unreliable, they say, and can disappoint. These people often treat their dogs like members of the family, feeding them at the dinner table and letting them sleep in their bed. For others, very often on farms, a dog is no more than a guard. These people put their dogs outside to protect the house from thieves. But even in the same family, people have got different relationships with their pets and this is the main reason they argue about them.

The best way to prevent arguments is to make decisions about what the dog can and can’t do before getting one. The rules need to be clear from the beginning. But whatever your family decides, there’s one thing you’ll have to accept – teens are old enough to take care of their dogs. So when it’s your turn, don’t argue. Just do it.

Reason	Result
1.	Some parents let their children have dogs.
The dog eats something it shouldn’t.	2.
Some people think dogs are part of the family	3.
4.	Some people keep their dogs outside.

READING UNIT 7

1 The words below appear in the text in Exercise 2. Find the words and guess their meanings. Use a dictionary to check your guesses.

1. regularly 3. leaders
2. poor 4. self-confidence

2 Read the text and answer the questions.

Criminals Read Books

Mitchell Rouse was arrested for taking drugs. A judge found him guilty of the crime, but surprisingly, Rouse didn't receive a prison sentence. The judge sent him to read instead. Rouse participated in a special programme called Changing Lives Through Literature. This programme helps criminals change their lives through reading books.

Participants in the programme read books and meet regularly in groups to talk about them. For criminals, the reading is not just a fun hobby. It's a kind of therapy. It teaches them important skills and helps them learn about themselves and others. "It changed the way I look at life," says Rouse.

The books help the criminals because they are connected to their lives. For example, some groups read *Of Mice and Men*, about two poor young men looking for jobs. Many of the criminals come from poor families too, so they can understand the characters. In the group meetings, these criminals share their feelings about being poor. They also look at the characters' mistakes and talk about how they can do things differently in their lives. The group leaders, mostly teachers, make sure the criminals feel comfortable talking about their ideas. This gives the criminals self-confidence.

Robert Waxler, an English teacher, started Changing Lives Through Literature in 1991 with his friend, Judge Robert Kane. Their first reading group was for eight criminals. Since then, the programme has grown and become very successful. In the US state of Texas, for example, about 600 participants have completed the programme and only 6% of them have returned to crime. When criminals leave prison, about 60% of them continue to commit crime.

Today, Rouse doesn't take drugs and he has got a good job. He is even thinking about studying philosophy at university. For him, the reading group was a "miracle". Literature, it seems, can change lives.

1. Why did the police arrest Mitchell Rouse?

.....

2. What do the participants in reading groups do? Name two things.

.....
.....

3. What do the participants learn from the reading group? Name two things.

.....
.....

4. How are the criminals and the characters in *Of Mice and Men* similar?

.....

5. How do we know Changing Lives Through Literature works?

.....

READING UNIT 8

1 The words below appear in the text. Find the words and guess their meanings. Use a dictionary to check your guesses.

1. accidental 3. flavoured 5. wheat
2. treat 4. dough

Delicious Accidental Inventions

Some inventions are the result of creating a solution to a specific problem. And some are accidental – including these very popular foods.

Crisps

These were meant to be a flop! Crisps were invented in a New York restaurant in 1853 when a customer wanted thinner, crispier fried potatoes than he was served. Although he was annoyed by the request, George Crum, the chef, prepared what the customer wanted. He cut the potatoes extremely thin, fried them, and put too much salt on them. He wanted the customer to hate them, but the man loved them. Crum's new potatoes soon caught on!

The Ice-Lolly

This sweet treat of flavoured frozen water was invented in 1905 in California by 11-year-old Frank Epperson. After he had made a drink of fruit flavouring and water, he took it outside and forgot to bring it in. When Epperson went out the next morning, he saw that the drink had frozen during the night. He tasted it – and it was delicious! Epperson started to produce his frozen drinks for the public in the 1920s.

The Chocolate-Chip Cookies

These were invented in 1930 by Ruth Wakefield in her Massachusetts restaurant. Wakefield had planned to make chocolate cookies, but she didn't have any of her usual chocolate. She came up with an ingenious solution: she added little pieces of a Nestlé chocolate bar to the cookie dough. Her customers loved the new dessert. Wakefield became famous after Nestlé had begun selling chocolate chips – with her recipe printed on the packet.

Cornflakes

William Kellogg and his brother John worked at a Michigan hospital. One day in the 1890s, the brothers were making a special kind of wheat dough for the patients. Something went wrong, and the dough started to break into pieces. The brothers baked these pieces, or "flakes". The flakes tasted delicious, and became very popular with the patients. William Kellogg went on to create cornflakes and other breakfast cereals.

2 Answer the questions.

1. What is common to all the foods in the text?
.....
2. Why did Crum make such thin salty potatoes?
.....
3. Why did Epperson's drink freeze?
.....
4. Where did Wakefield's recipe appear?
.....
5. What did William Kellogg do after he saw that the patients liked the flakes?
.....