

Student's Book



Get ready with English 7th grade

Lina Alvarado Jantus



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Student's Book

Get Ready with English 7th grade

Lina Alvarado Jantus

Pedagogía en Inglés,
Instituto Chileno Británico de Cultura



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Reimpresión 2023
Ediciones Rau y Bodenburg
N° de Inscripción: 2021-A-8656
ISBN: 978-956-8694-78-4

Reimpresión 2022
Ediciones Rau y Bodenburg
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ISBN: 978-956-8694-78-4

2021 Ediciones Rau y Bodenburg
N° de Inscripción: 2021-A-8656
ISBN: 978-956-8694-78-4

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Fotografías	Banco de fotos 123rf
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Impreso en A Impresores S.A.

Se terminaron de imprimir 177.062 ejemplares en el mes de octubre de 2023.
Cantidad autorizada de uso 196.735.



Discover Your Book

Icons



Indicates pair work activities.



Indicates group work activities.



Indicates an activity that has to be developed on a specific page in the Activity Book.



Indicates the number of the audio track.



Indicates an activity that has to be developed in your notebook.



Indicates an Internet link.

Glossary

All highlighted words can be found in the glossary on pages 131 and 132.

Sections

LANGUAGE IN USE

Section that helps you review and practice a particular language structure.

LET'S REFLECT

Questions that help you reflect on your learning process.



USEFUL EXPRESSIONS

List of expressions you may need when writing or speaking.



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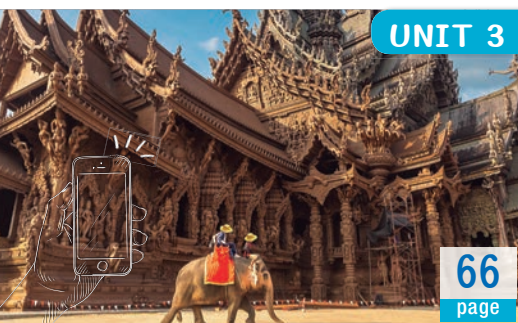
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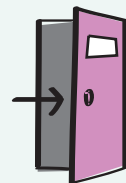
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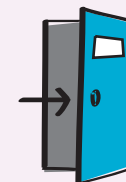
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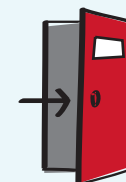
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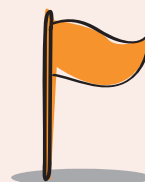
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Did you know that
playing and listening to music can
improve your memory and relieve stress?

Do you play or listen to music to relax or
to have a good time? Discuss.



UNIT 1

MUSIC AND LEISURE

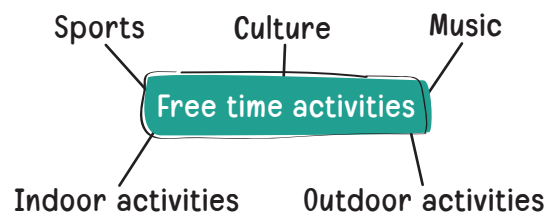
OBJECTIVES OF THE UNIT

You will...

- Listen to and show comprehension of songs, personal reports and conversations related to topics of music and free time activities.
- Read and identify general and specific information in personal reports and descriptions.
- Express opinions and feelings about free time activities.
- Write simple narrations and descriptions, following the steps of the writing process.


1 🧑🧑 Have you ever learned any English expressions by listening to music? If not, would you like to? Discuss.

2 🧑🧑 Create a word map and complete it with vocabulary for each free time activity.




3 📖🧑🧑 Do some research and find interesting scientific facts about music. Share them with your group.

What do I know?

1   Listen to Alexa talking about her new life. Then answer the questions orally.

- a. How does Alexa feel?
- b. What do Alexa and Katerina like doing in their free time?
- c. Why is Alexa excited?

2  Identify the pictures that represent “free time activities”. What’s your favorite one? Why? Discuss.



3  Describe the activities in activity 2. Use the adjectives below.

exciting

amazing

interesting

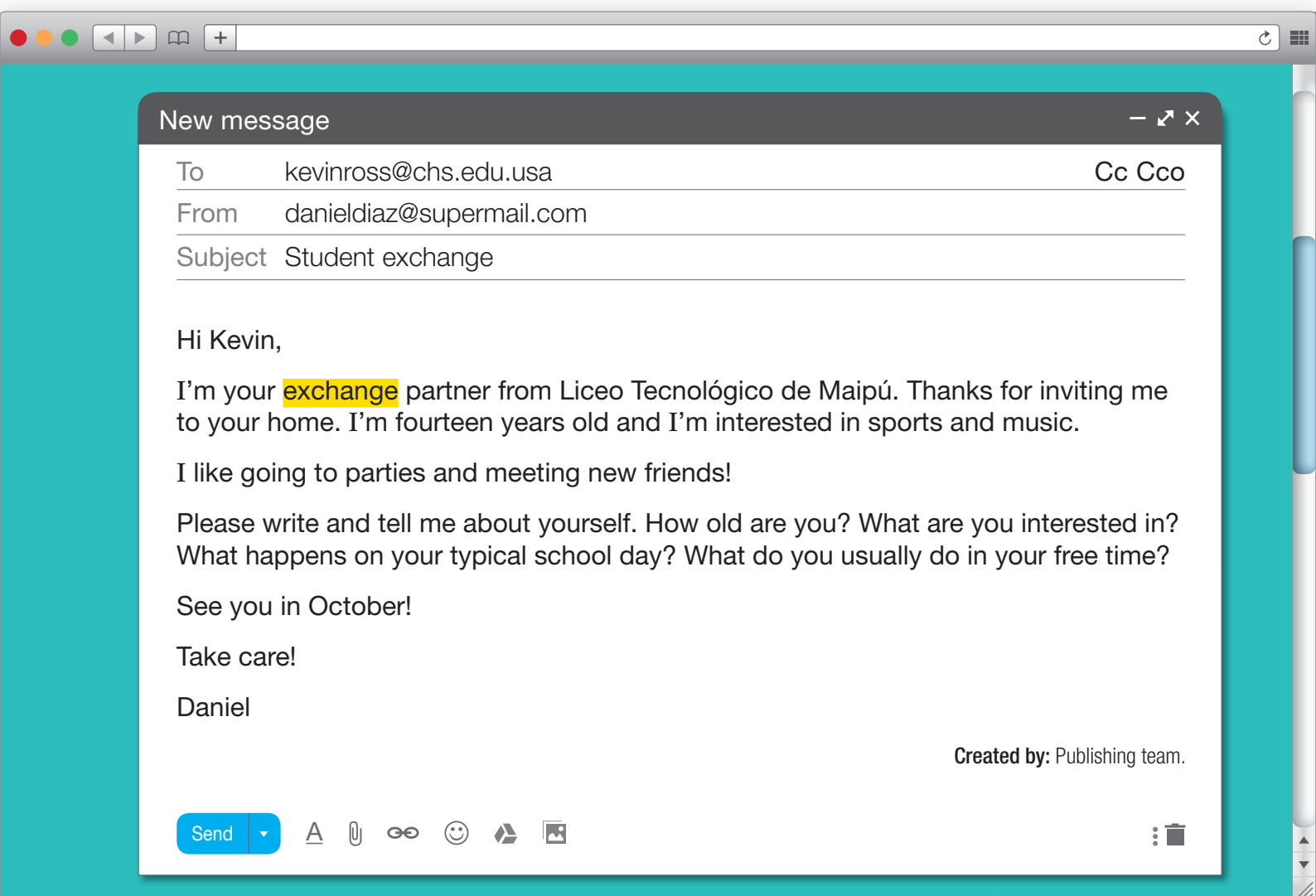
boring



relaxing

Example: *Playing the guitar is relaxing.*

4 Read Daniel's email. Identify the following information in the questions.

- a. Who is Daniel?
- b. What does he want to know about Kevin? Why?



5   Read and listen to the dialogue. Then role-play it, replacing the underlined phrases with your own information.

Kim:
What do you like doing in your free time?

Noah:
I enjoy playing the guitar and riding my bike.


Kim:
Why do you like playing the guitar?

Noah:
I think it's relaxing.

LESSON 1

Music in my life

VOCABULARY IN CONTEXT

- 1  Look at the pictures, listen and read. What is the relationship between the images and the words that describe them? Discuss.



a.

This is my grandma's **old upright** piano.



b.

The violin is a **four-stringed** instrument.



c.

My brother has a **new electric** guitar.



d.

Most **modern** pianos have a total of 88 **black and white** keys.




e.

I found some **yellowish** music sheets in my house.




f.

She took a **long deep** breath before she started.

- 2  Discuss these questions.

- What's the relationship between the words in **bold** in activity 1?
- What are they used for?

- 3  Look at the pictures and describe them in one sentence. Use your dictionary if necessary.



a.






b.




c.

READING

- 1  Discuss these questions.
 - a. What's your favorite kind of music? Why?
 - b. Is music an important aspect of your life? Explain.
- 2   Copy this diagram and write words related to each category.



- 3  Read Britany Knight's answers on a website. How can you describe her feelings about music?

Interviewer: ...?

Britany: When I was 6, I started playing the violin.

Interviewer: ...?

Britany: I always wanted to use the violin music sheets on the old upright piano in our living room. My mom saw me and **booked** me some piano lessons.

Interviewer: ...?


Britany: Music is the most powerful means of communication. I feel so good playing the piano. I take a break from reality and express my feelings through the music I play. When I sit down at a piano, I always let out a long deep breath. I feel so calm as I prepare my hands and decide the music to start. The eighty-eight black and white keys create magnetism on my fingers. All my problems go away with the first note.

Interviewer: ...?



Britany: Through my fingers, I can turn emotions into music. I can spend hours at a piano without realizing the passing of time. Playing music is my favorite activity, and my grandma's old black piano is my favorite instrument.

Created by: Publishing team.

- 4  Read Britany's answers again and match them with the interviewer's questions **a - d**.
 - a. How do you feel about music?
 - b. Why did you change your musical instrument?
 - c. What's your main inspiration to play?
 - d. When did you start out in music?

- 5 📖 👤 Write three questions you would like to ask to your favorite music star. Then role-play it as an interview with your partner.

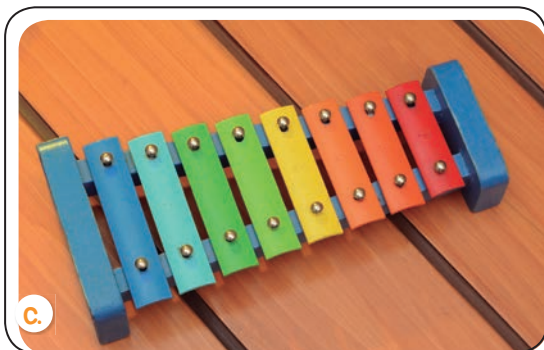
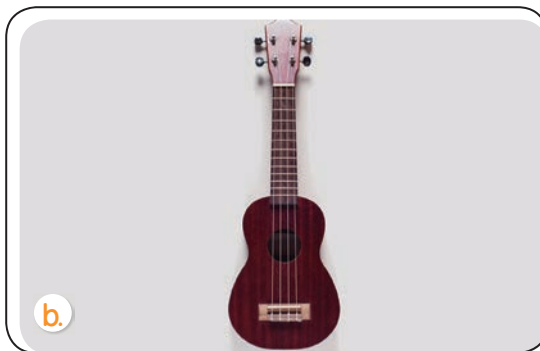
LANGUAGE IN USE

Describing objects in detail

- a. 👤 Read these phrases from the text. Pay special attention to the parts in orange and green.
- the old upright piano
 - long deep breath
 - eighty-eight black and white keys
 - my grandma's old black piano
- b. 👤 Answer these questions orally.
- What do the parts in orange refer to?
 - What do the parts in green refer to?
- c. 7 👤 Circle the correct option in your Activity Book.

To learn more about order of adjectives, visit: <https://bit.ly/3qsPrWH> 🖱️

- 1 👤 Look at these pictures and describe them. Use a dictionary if necessary.



- 2 👤 Choose an object from your classroom (or house) and draw a picture of it. Show the drawing to your group and ask them to describe it in detail.
- 3 7 👤 Design an unusual musical instrument in your Activity Book.

Modeling


- 1 Read an extract of Britany's interview. Do you feel the same about music? Discuss.

Music is the most powerful means of communication. I feel so good playing the piano. I take a break from reality and express my feelings through the music I play.


When I sit down at a piano, I always let out a long deep breath. I feel so calm as I prepare my hands and decide the music to start. The eighty-eight black and white keys create magnetism on my fingers. All my problems go away with the first note.



Organizing ideas

- 2  Write three or four sentences expressing your feelings about music or a musical instrument. Follow the examples.
 - *I feel so good playing the piano.*
 - *When I sit down at a piano, I always...*
 - *I feel so calm as...*

Drafting

- 3  Write a fifty-word text describing your feelings and emotions. Use the sentences you wrote and the text in activity 2 as a model.



Revising and editing

- 4   Check your text. Correct spelling and grammar, if necessary.


Writing

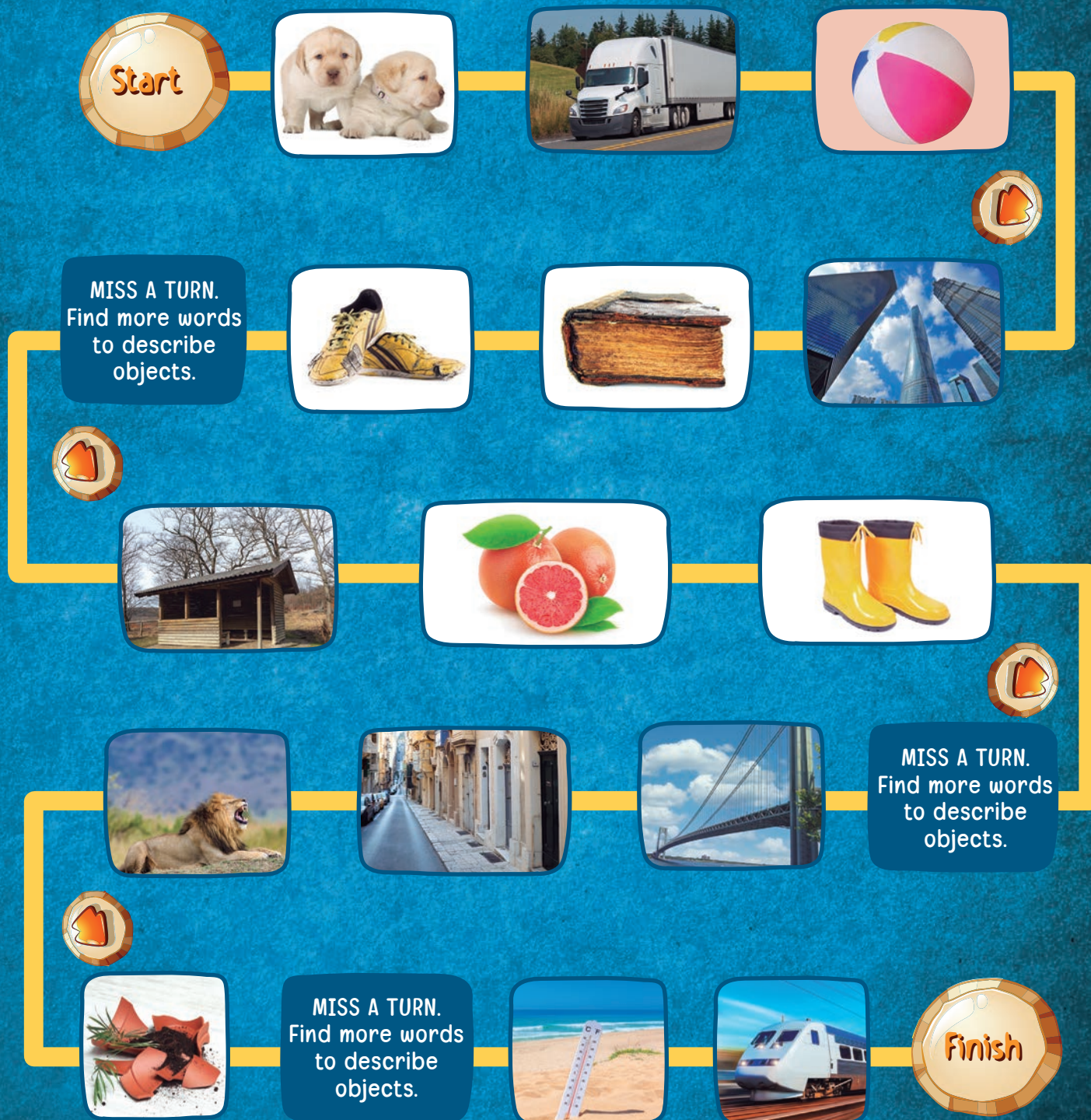
- 5  Write the final version of your text on a separate piece of paper.

Publishing


- 6   Publish the final version on your classroom's notice board.

LET'S PLAY

- 1  Roll the dice, move along, and describe the picture in detail. Use a dictionary, if necessary.



LISTENING





- 1  Relate the pictures to the expressions below. Then explain the meaning of the expressions in your own words.



bounce off

score

dribbling up

- 2  You will listen to a song related to a popular sport. Discuss. Then listen and check your predictions.
- Which sport do you think it is?
 - How do you know?
- 3  Listen to the song again and identify the rhyming words. Write them in your Activity Book.
- 4  Listen again and answer the following questions.
- What happens with the ball?
 - What happens with the teacher's nose?
 - Why do the other players "stop and stare"?
- 5  Think about your favorite sport and create a stanza for your own rap. Work with a partner and follow the example below.
- Example: *Basketball's my favorite sport.
I dribble up and down the court.*

LANGUAGE IN USE

Expressing possession

a. Read the sentences and pay attention to the underlined parts.

- i. Basketball's my favorite sport.
- ii. The ball goes bouncing off my toes.
- iii. The ball scores on the teacher's nose.

b. 👤 Read and practice this dialogue with your partner.

Is that Mike's notebook?

No! It's my notebook!

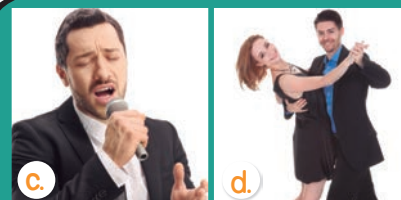
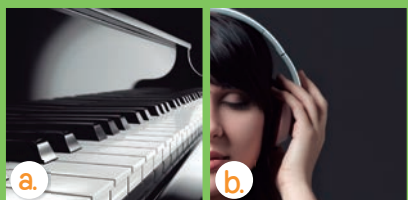
c. 📖 10 Fill in the blanks to express possession in your Activity Book.

To learn more about expressing possession, visit: <https://bit.ly/39CaKyh> 🖱

SPEAKING

Preparing to speak

1 🗣️ 6))) Madison and Oliver are talking about their favorite activities. Look at the pictures, listen and identify the activities.



Modeling

- 2   Listen again and practice the dialogue in pairs.

Oliver:
What do you like doing in your free time?

Madison:
I like listening to music, classical and rock music, and I have piano lessons twice a week.

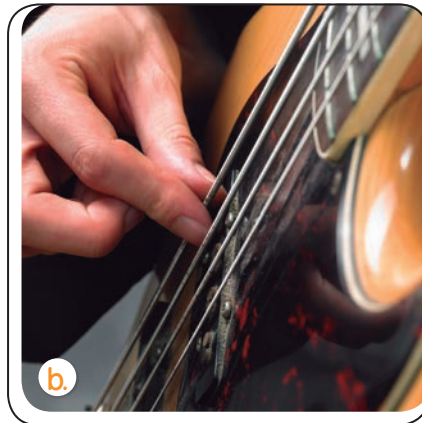
Oliver:
Why do you like music?

Madison:
Because I can relax and express my feelings.

Oliver:
Oh, I love music too! I like singing and I really enjoy dancing.

Let's speak

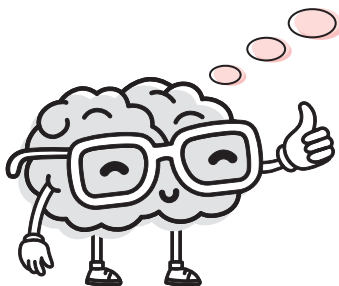
- 3  Use the example in activity 2 to create a similar dialogue about these free time activities related to music. Use the **USEFUL EXPRESSIONS** provided below.



USEFUL EXPRESSIONS

- What do you like...?
- What about?
- Why do you like...?
- Because I...

- 4  Role-play the dialogue in front of the class.



LET'S REFLECT

- Has your previous experience with music helped you express yourself better? Explain.

Checkpoint

Try these challenges.



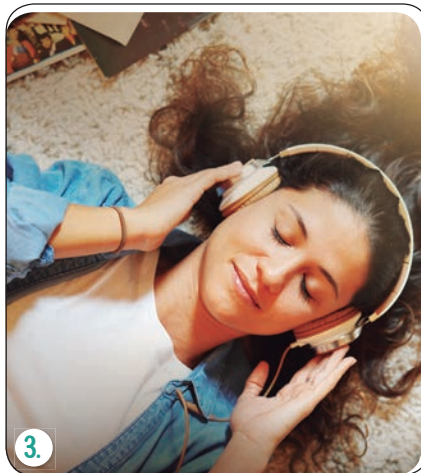
1

Mention five free time activities.



2

Exchange information about favorite activities.



3

Write a sentence expressing your feelings about music.

CHECK AND TAKE ACTION



Cultural Spot

On October 5, 1962, four young men with schoolboy haircuts released their first record: the single Love Me Do. Within a year, they were about to become the most famous band around the world.

This song that Paul McCartney began to write as a teenager started it all.

Drummer Ringo Starr described the release of the track as a "turning point" for the group.

"For me, that was more important than anything else" Starr said in 1978.

The Beatles were **pioneers** in recording, songwriting and artistic presentations. They revolutionized many aspects of the music industry and were leaders of sociocultural movements.

The band stopped touring in 1966 because the crowds became too intense and it was just impossible to play live. They released five more albums before the band's dissolution in 1970.

Adapted from: Love me do – The day the world changed forever. (n.d.) Retrieved from <https://bit.ly/38giXZw>



1. 🎧 👤 Listen and discuss. Then exchange information.
 - a. What's the name of the song?
 - b. What's the name of the band?
 - c. How much do you know about it?
2. 👤 Why are The Beatles so important in the history of music? Discuss.
3. 👤 Find the song online and listen to it. Do you like it? How do you feel?

If you want to learn more about this band, visit:
<https://bit.ly/358svUF> 🖱️



MINIPROJECT

1. Work in groups of three or four.
2. Agree on a local music band or artist you admire.
3. Find information about their origins, main hits and genre of music they play.
4. Write a short paragraph on a piece of cardboard.
5. If possible, get a photo of the band and stick it on the cardboard.
6. Present your poster to your classmates.

LESSON 2

Leisure and fun

VOCABULARY IN CONTEXT

- 1   Read and listen to these sentences. Have you ever practiced any of these sports? What do you think of them? Discuss.



a.

Cross-country skiing is considered the national sport of Norway.



b.

In Hawaii, **surfing** is a way of life.



c.

Cricket is the most popular sport in India.



d.

Pato combines elements from polo and basketball.



e.

Handball is one of the most popular team sports in Germany, France and Spain.



f.

Curling originated in Scotland, in the early 16th century.



g.

Lacrosse is the oldest organized sport in North America.




h.

Since colonial times, **rayuela** has been a traditional Chilean game.




i.

In South Africa, **rugby** is a very popular team sport.



- 2  Discuss these questions.

- Have you ever heard about the sports in activity 1?
- Which of the sports looks more fun to you? Why? Explain.

To learn more about traditional sports, visit: <https://bit.ly/3qlZKMk> 

- 1  Can you identify any of the sports in the pictures? Discuss.



- 2   Have a look at the text in activity 3. What are the teens doing? Discuss and choose an alternative.

Promoting a sport

Narrating personal experiences

Describing a sport

- 3 Read the text and check your ideas in activity 2.

LET'S EXPLORE SPORTS THAT HOLD CULTURAL HERITAGE AROUND THE WORLD



Tess

Where? The USA.

My favorite sport is baseball. It's one of the most popular sports in my country. Yesterday, we learned some rules during physical education class, and later, we played for a few hours.



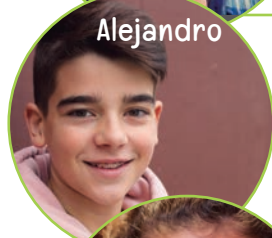
Kevin

Where? Canada.

I started playing ice-hockey two years ago, after. I went to a game with some friends.

It is Canada's national winter sport.

I joined my school ice-hockey team, and I'm training really hard.



Alejandro

Where? Argentina.

In my country, Argentina, the national sport is *pato*. It began a lot of years ago, and it is similar to polo. My father played this sport and won many cups with his team.

In the future, I'd like to play *pato* too, but I need to learn to ride a horse first!



Aga

Where? Norway.

Cross-country skiing is part of Norwegian culture and our national sport.

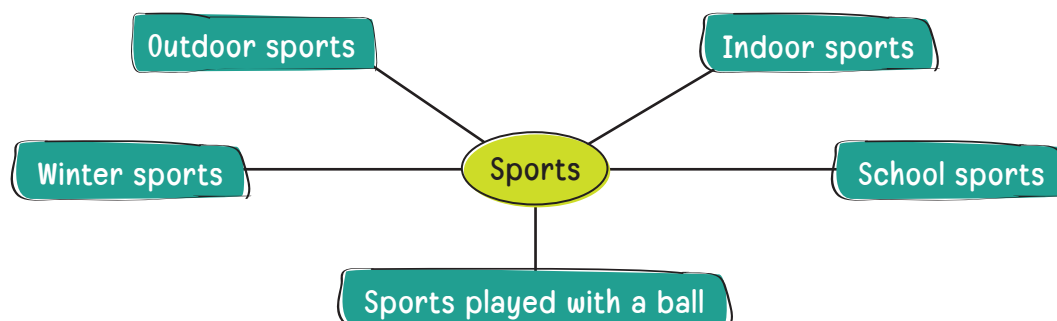
It is a lot of fun, and it's perfect for a perfect day out. It's a great way to explore beautiful Norwegian landscape and connect with nature.

Adapted from: Cultural and traditional sports around the world. (2019, June 21). Retrieved from <https://bit.ly/397AUJO>

4 Read the text on page 21 again. Answer these questions in your notebook.

- Which of these sports are practiced at schools? Where?
- Which are winter sports? Why?
- Why do you think *pato* is similar to polo?

5 Classify the sports in the text into the correct category. Some of them can be classified into more than one category.



LANGUAGE IN USE

Expressing quantity

a. Read these sentences from the text on page 21. Then answer the questions orally.

- Yesterday, during physical education class, we learned **some** rules.
- The tournament for secondary schools begins in a **few** weeks!
- It began **a lot of** years ago.
- My father played this sport and won **many** cups with his team.

- What do the underlined words express?
- Which words are used to express large quantities?
- Which ones are used to express small quantities?

b. 15 In your Activity Book, fill in the blanks with the correct phrase to express quantity. Use *a lot of*, *many*, *several*, *some*, and *a few* only once.

c. Have a look around the classroom and tell your partner what you can see. Use the words provided in activity a.

Example: *I can see a lot of books.*

To learn more about expressing quantity, visit: <https://bit.ly/3bHviYY>

WRITING

Modeling

- 1 Read and analyze this article. Then, answer the questions.
 - a. Where is the sport popular?
 - b. What is the objective of the game?

Cricket is very popular in Australia, New Zealand, India, Pakistan, South Africa and many of the islands of the Caribbean.

It was created in the southeast of England during Norman times.

It is a very difficult and complex sport. Two teams of eleven players take turns to bat and to field.

The objective of these **batters** is to hit the ball and score as many runs as possible.

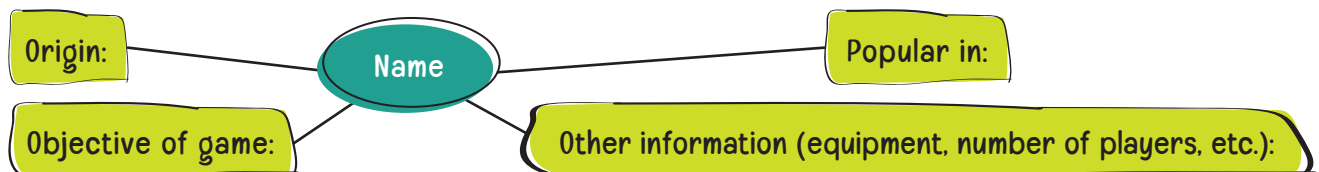
The winner is the team that scores more runs.

Adapted from: Cricket. (2020, October 30). Retrieved December 23, 2020, from <https://bit.ly/2Xj1zNM>



Organizing ideas

- 2 Choose a sport that is popular in your country. Look for information in encyclopedias, books, or Internet articles, and complete this diagram.



Drafting

- 3 Use the information in activity 2 to write a description of the sport you chose. Use the text in activity 1 as a model.

Revising and editing

- 4 Check your text. Correct spelling and grammar, if necessary.


Writing

- 5 Write a final version of your article on a colored piece of cardboard. Add pictures.

Publishing

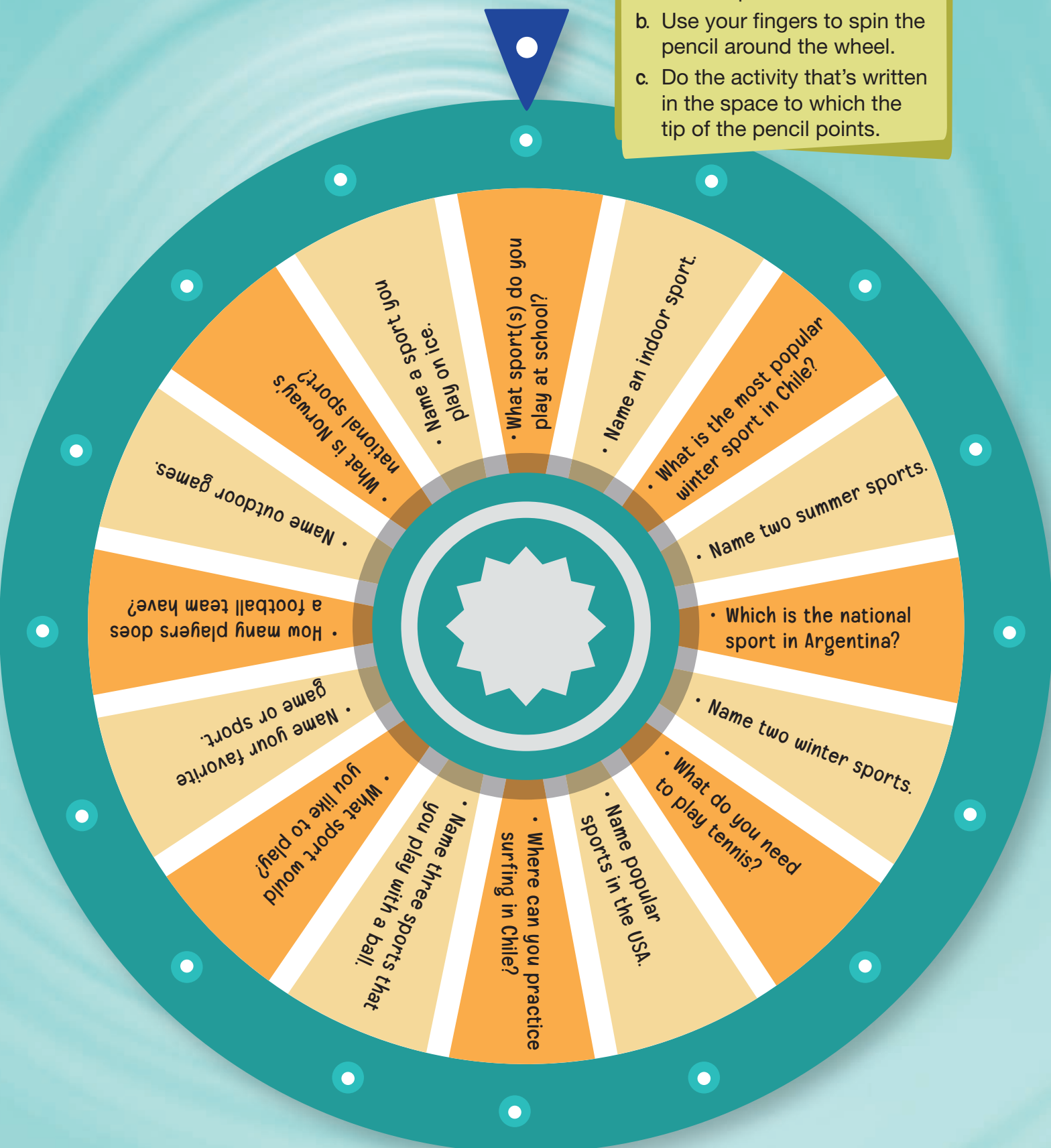
- 6 Display your poster on a visible place of the classroom. Read the description aloud to your classmates.

LET'S PLAY

- 1  Follow the instructions and play the Sports Spinning Wheel.

Instructions

- Place a pencil on the wheel.
- Use your fingers to spin the pencil around the wheel.
- Do the activity that's written in the space to which the tip of the pencil points.



THE LOVE OF THE GAME

By Mitchell Browder

It's Friday night,
I've got a game
We play the Indians,
My best friend's team

My uniform's on
It's only 4 o'clock
Mum says we leave
5:30 on the spot

Tonight's our first game
I'm fast in my new **cleats**
My glove's broken
Because I've slept on it for weeks

I'm still a little nervous
But not about playing
I wonder which girls will be there
And what they will be saying.



Taken from: Browder, M. (2011). The love of the game.
Retrieved from <https://bit.ly/3s4ghq7>

1. 👤 Look at the picture and describe what you see in it.
2. 🎧 Read and listen to the poem.
 - a. What sports equipment is mentioned?
 - b. What time is the player at the field?
3. 👥 Discuss these questions.
 - a. What does the author mean by: "We play the Indians"?
 - b. What is the author nervous about?
 - c. Which of the children in the text on page 21 could have written this poem? Why?

To read more poems about sports, visit:
<https://bit.ly/38N0Quz> 🖱️



MINIPROJECT

1. 👤 Read this cinquain poem and practice it aloud.

Swimming
Hungry thirsty
Screaming laughing swimming
The race was nervous
Win

2. 👤 Think about your favorite sport and create your own poem. Use the example of a *cinquain* poem as a model and the structure to help you.

Verse 1: one word for the topic or title (noun).

Verse 2: two words to describe the topic (adjectives).

Verse 3: three “ing” words related to the topic (verbs).

Verse 4: a phrase related to the topic (4 to 5 words).

Verse 5: one word that is synonym of the topic (noun).

3. 👤 Present your poem to the rest of the class.

LISTENING

1. 🎧 Match the vocabulary to create sentences. Then listen and check.

playing

riding

lighting

going

making

putting up

a barbecue

a bike

soccer

a tent

camping

a fire

2. 👤 What are the people doing in the pictures? Discuss with your partner.



- 3 Discuss these questions. Then share your comments with your classmates.
- Do you like weekends? Why? Why not?
 - What do you usually do on weekends?
 - What did you do last weekend?
- 4 You will listen to two friends talking about their last weekend. What do you think they did? Discuss.
- 5 Listen and check your ideas in activity 4.
- 6 Listen again. Which of these activities are not mentioned in the story? Discuss.



Wayne went camping to the beach.



Wayne had a barbecue at home.



Wayne and his friends went swimming.



Wayne rode his bike along a river.

- 7 Retell Wayne's weekend activities to your classmates. Use the questions in the diagram below as clues.






LANGUAGE IN USE

Expressing sequence of events

- a. Read the extract from the conversation and answer the question below.

First, we put up our tents. **Next**, we rode our bikes along the river and **then** we lit a fire.



What do the words in **bold** indicate?

- i. The frequency in which the events happen.
 - ii. The sequence in which the events happened.
- b.  18 Fill in the blanks with the correct sequence connector in your Activity Book.
- c.   Talk with your partner about the activities you did yesterday / this morning. Use the words you studied to indicate sequence of events.



SPEAKING

Preparing to speak

- 1   Listen and repeat these words. Pay special attention to the final sounds (plurals). Do they sound similar to your native language? Discuss.

desks

bats

students

groups

cats

hacks

bikes


tents

books

cups

trees

hats

- 2   Listen and repeat each question.


What's the matter?

How are you?

What did you do?

Why are you tired?

Modeling

- 3  Read and listen to the extract of the dialogue between Donna and Wayne. Pay attention to pronunciation and intonation.

Donna: I see. What did you do?

Wayne: Well, on Saturday, I went camping to the mountains with my new school friends. We did a lot of things! First, we put up our tents. Next, we rode our bikes along the river and then we lit a fire.



Created by: Publishing team.



Practice

- 4  Practice the dialogue in activity 3. Take turns to be Donna and Wayne.

Let's speak

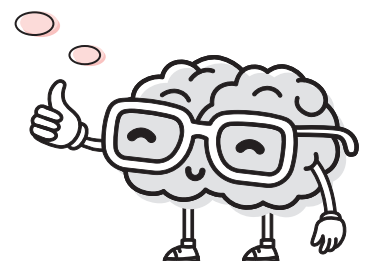
- 5  Create a dialogue to talk about the activities you did last weekend. Use the **USEFUL EXPRESSIONS** provided in the box and the words you learned.
- 6  Role-play the dialogue in front of your classmates.

USEFUL EXPRESSIONS

- What did...?
- Where did...?
- Did you...?
- First, I...
- Then,...
- Finally,...

LET'S REFLECT

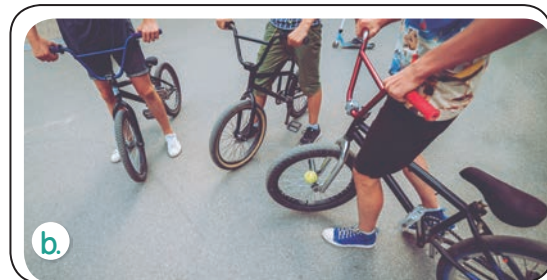
- Did the sentences in activity 2 help you with the dialogue?
- Which was the most difficult aspect of creating the dialogue? Explain.



Checkpoint

Try these challenges.

1. Write a sentence to describe each picture.



2. Talk about your last weekend activities with a partner. Tell them in the correct sequence.
3. Write a brief description of a sport.

CHECK AND TAKE ACTION



Subject Connection



In Australia, physical education and sports are **compulsory** for everyone until you're sixteen. The sports facilities are usually very good. Everyone has to do three hours of physical activity a week. In winter, we play Australian football - it's not the same as football in Europe, and you can also play hockey. In summer, the boys play cricket and the girls play tennis and that's all we can do at school. Of course, a lot of people do other sports in their free time.

Taken from: Taggart, A. & Goodwin, S. (2000) Physical and sport education in Australia: organisation, *placement and related issues*. Retrieved from <https://bit.ly/38ihVwe>



We're lucky in my school, as we have good sports **facilities**. So, if you like sports, it's great. In the UK, it's compulsory to do two hours a week, but you can do more if you want. We have a gym where we do gymnastics and aerobics. I'm not very good at gymnastics! And team sports? Well, both girls and boys play basketball. In summer, you can choose what you want to do. You can either play tennis or go swimming.

Taken from: Foster, R. (2019) Physical education, physical activity and sport in schools. Retrieved from <https://bit.ly/3kl7kxG> (researchbriefings.files.parliament.uk)

1. 🧑🧑🧑 Discuss these questions.
 - a. Is physical education important to you? Why? Why not?
 - b. Should schools increase or eliminate physical education classes? Why?
 - c. How do you think exercise can improve your performance in other subjects at school?
2. Read what these students from Australia and the UK say about sports at school. Identify the ideas that are similar to your own reality.
3. 🧑🧑🧑 Think about your school and compare. Identify similarities and differences.
 - a. How many hours of sports are compulsory in your school?
 - b. What sports facilities do you have in your school?
 - c. What sports can you practice?

Project: Tri-Fold Poster

MATERIALS

Pencils



Colored construction paper



Printed text



Scissors



Images of your topic



Glue



In groups of four, you will make a tri-fold poster about one of these topics:

- The description of a musical instrument.
- An unusual sport or leisure activity.

PREPARATION

1

Your tri-fold must include the following information:

- a. Name of the musical instrument / activity.
- b. Country or place of origin.
- c. A detailed description of the instrument / activity.
- d. Category of instrument / equipment you need to play it.
- e. Other interesting information.

2

Search for information on the Internet or at your school library. Look beyond the first few results and always cite your sources.



PRODUCTION

- 3 Agree on the layout for the information of your tri-fold poster.
- 4 Arrange your text and images on each panel of the tri-fold.
- 5 Finally, glue or stick your images or text to the panels.



PRESENTATION

- 6 Show your final work to your teacher and then present it to the class.



PEER ASSESSMENT

Read these indicators and check your performance with your group.



Final Check

Total: 18 points

1 Read Megan's diary and answer.

4 p.



- Do Megan and Ron like the same free time activities? Why? Why not?
- Does Ron prefer indoor or outdoor activities?


2 Write about Megan and Ron's activities.
Use the expressions in the diagram below.

5 p.

First,...

Then,...

After that,...

- 3  Listen to the conversation and identify this information.
Support your answers with the images provided. Make a list.

4 p.


Sport

Number of team players

Equipment

Training hours



- 4  Talk about your favorite free time activities.
Use the dialogues in this unit as a model.

5 p.

Outstanding! (6.0 – 7.0) (16 – 18)	Very good (5.0 – 5.9) (14 – 15)	Needs improvement (4.0 – 4.9) (11 – 13)	Not good enough (1.0 – 3.9) (0 – 10)
You achieved the learning goals. Congratulations!	You are achieving the goals. Analyze the few mistakes you made. Well done!	Your performance can improve. Review your mistakes. Keep on working!	You need to review the contents and practice more. You can do it!



Can you see the effects of climate change around you?






CLIMATE CHANGE AND NATURAL DISASTERS



OBJECTIVES OF THE UNIT

You will...

- Listen to and show comprehension of conversations and instructions related to the topics of climate change and natural disasters.
- Read and identify general and specific information from informative texts, instructions and poems.
- Express opinions about global and cultural topics.
- Write simple informative texts and instructions, following the steps of the writing process.

1  Look at the picture and discuss these questions.

- a. What is the picture showing?
- b. Is climate change natural or caused by people?
- c. How are common people responsible for what is happening?
- d. Do you know of any examples in your region?
What is your opinion about this matter?

2   Find information about different environmental problems. Copy this chart and complete it.


ENVIRONMENTAL PROBLEMS

Air Problems

Land Problems


Water Problems

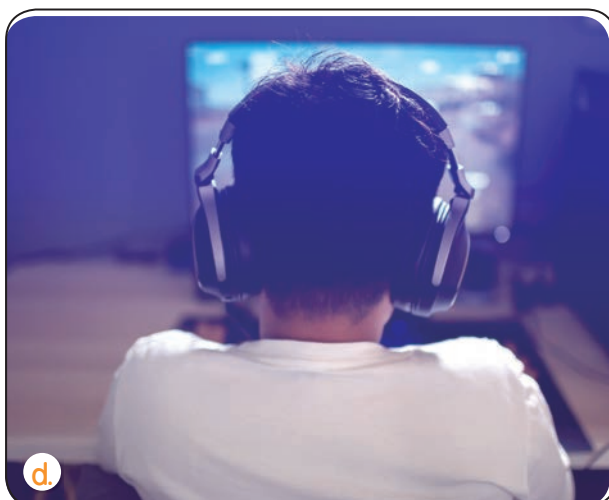
What do I know?


- 1  Create full sentences in the past following the example below. Then share them with your group.

Example: **A: I ate pizza yesterday afternoon.**

- | | |
|------|--|
| a. I | three times yesterday. |
| b. I | before coming to school. |
| c. I | right after I got up this morning. |
| d. I | last month. |
| e. I | last year and it was great! |
| f. I | the day before yesterday but I didn't yesterday. |
| g. I | last week and it was horrible. |

- 2  Imagine this is what you really did last week and tell your partner about it.



3   In which habitats do these animals live? Discuss. Then listen and check.



Frogs



Penguins



Ibexes




Alligator



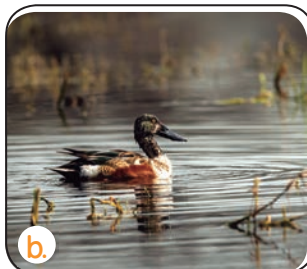
Wildebeests

4  Listen and discuss. Right or wrong?

- a. Freshwater habitats cover only a little portion of the world's water.
- b. Freshwater habitats have a poor flora and fauna.
- c. The largest freshwater habitat is in Florida.
- d. The Amazon River flows through Peru and Ecuador.

5  Look at the pictures and answer the questions.

- a. Which of the animals below does not live in a freshwater habitat?
- b. How many other animals, do you think, live in this kind of habitat?
- c. Is this habitat common around the world? Where can you find it?



6  What's your favorite Chilean habitat? Discuss. Follow the model below.

I like forests in Chile because you can find different types of animals, such as small foxes.

I like marine habitats because the fauna is very diverse.

LESSON 1

What are we doing?

VOCABULARY IN CONTEXT

1   Read, listen and look at the pictures. Are these problems familiar to you? Discuss.



a.

Ice caps are **melting** as a consequence of climate change.



b.

Some animals are experiencing the **destruction of their natural habitats**.



c.

Extreme **droughts** are affecting many parts of the globe.



d.

Floods can have disastrous consequences in rural and urban areas.



e.

Forest fires can be caused by extreme weather.



f.

Weather-related natural disasters can be connected to global warming.

2  Match the words to discover the concepts.

Acid
Greenhouse
Endangered
Ozone layer



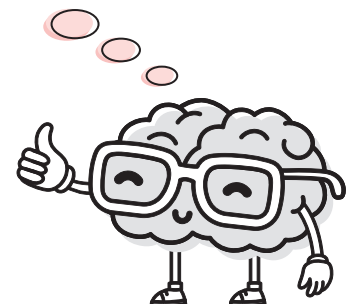
reduction
species
rain
effect



3   Identify the meaning of the concepts in activity 2.

- Animals or plants which may soon not exist because there are very few now alive.
- The gradual thinning of earth's ozone layer caused by chemical compounds from industry and other human activities.
- A precipitation that is unusually acidic and can have harmful effects on plants, animals and infrastructure.
- The increase in the amount of carbon dioxide and other gases in the atmosphere.

LET'S REFLECT

- What can you do to prevent these problems?



- 1  Discuss these questions and take notes.
 - a. What do you know about *global warming*?
 - b. What are its main causes?
 - c. What are its effects?
- 2  What do you think the purpose of this text is? Have a look at it and answer.
- 3 Read the information from the website and confirm or correct your ideas.

GLOBAL WARMING AND CLIMATE CHANGE

Today, one of the biggest environmental issues is global warming. Its effects on human population, animals and agriculture will be severe.

I Global warming is the increase in the **average** temperature of earth's atmosphere and oceans.

II The earth's temperature stays almost the same from year to year. If this average temperature is higher, we have global warming.

Some of the factors that cause global warming is **greenhouse** gases.

When we burn wood, coal, or gasoline in our cars, we release a gas called carbon dioxide (CO₂). When carbon dioxide in the air goes up, the earth heats up. That is the start of global warming. There are other greenhouse gases that contribute to this situation: water vapor, methane, ozone. Carbon dioxide is responsible for about half of global warming, while other gases are responsible for the other half.

III There are two major effects of global warming:

- Increase of temperature on the earth by about 3° to 5 °C by the year 2100.
- Rise of sea levels by at least 25 meters by the year 2100.



The increase of global temperatures is causing many effects on the climate. Sea levels are rising and patterns of precipitation are changing. When this happens, it increases the frequency, duration, and intensity of other extreme weather events such as floods, droughts, **heat** waves, and tornadoes.

Other effects of global warming are: deforestation, massive **crop** failures, extinction of species, and disappearance of coral reefs.

Adapted from: Juerg. (2007, January 14). Cause and effect for global warming. Retrieved from <https://bit.ly/3r0kQkF>

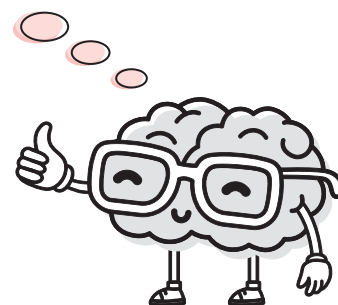
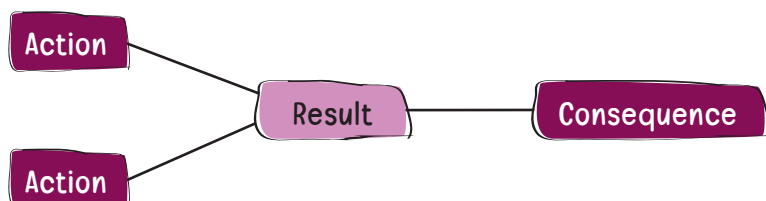
4 👤 Read the text again and choose a title for each paragraph (I – III).

- a. The effects of Global Warming.
- b. What is Global Warming?
- c. Causes of Global Warming

LET'S REFLECT

- Do you think there are better ways to generate energy?

5 📖 👤 Copy this graphic organizer and complete it with information about global warming.



6 👤 Discuss these questions with your partner and share your ideas with the rest of the class. Support your answers with information from the text.

- a. What effects do you think global warming will have on humans and animals in the future?
- b. How can we help as students?

LANGUAGE IN USE

Expressing causes and effects (If.../When..., then...)

a. Read these sentences from the text.

- *If this average temperature is higher, we **have** global warming.*
- ***When** carbon dioxide goes up in the air, the earth **heats** up.*
- ***When** this happens, it **increases** the frequency, duration, and intensity of other extreme weather events.*

b. 👤 Answer these questions.

- i. What do the sentences express?
- ii. What particle(s) is (are) used to express the causes?
- iii. What verb tenses are used?

c. 📖 Follow the pattern and write two more examples of causes and effects (related to the environment).

d. 👤 Exchange examples with your classmates.

e. 23 👤 In your Activity Book, fill in the blanks with the correct form of the verbs between parentheses.

Model text

- 1 Read an extract of a text about global warming.

Today, one of the biggest environmental problems is global warming. Its effects on human population, animals and agriculture will be severe.

Global warming is the increase in the average temperature of Earth's atmosphere and oceans.

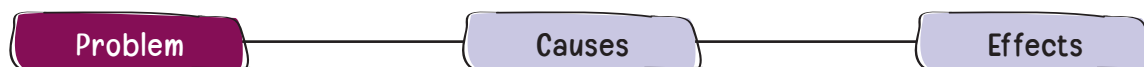
Some of the factors that cause global warming is greenhouse gases.

The increase of global temperatures is causing many effects in the climate. Sea levels are rising and patterns of precipitation are changing. When this happens, it increases the frequency, duration, and intensity of other extreme weather events.

Other effects of global warming are: deforestation, massive crop failures, extinction of species, and disappearance of coral reefs.

Organizing ideas

- 2 Identify a problem that is affecting your town, city or area. Then copy and complete this diagram.



- 3 Write sentences describing the environmental problem you identified, its causes and effects. Use the information you collected and the underlined parts in the model text as an example.

Drafting

- 4 Put the sentences together into a short text about an environmental problem.

Revising and editing

- 5 Check your text. Correct spelling and grammar, if necessary.

Writing

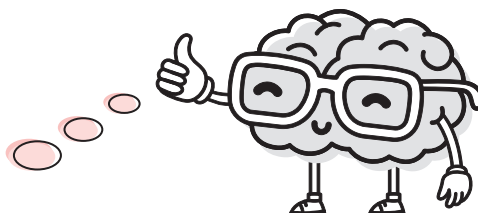
- 6 Write the final version of your text on a separate piece of paper.

Publishing

- 7 Publish your text on a visible place in your classroom.

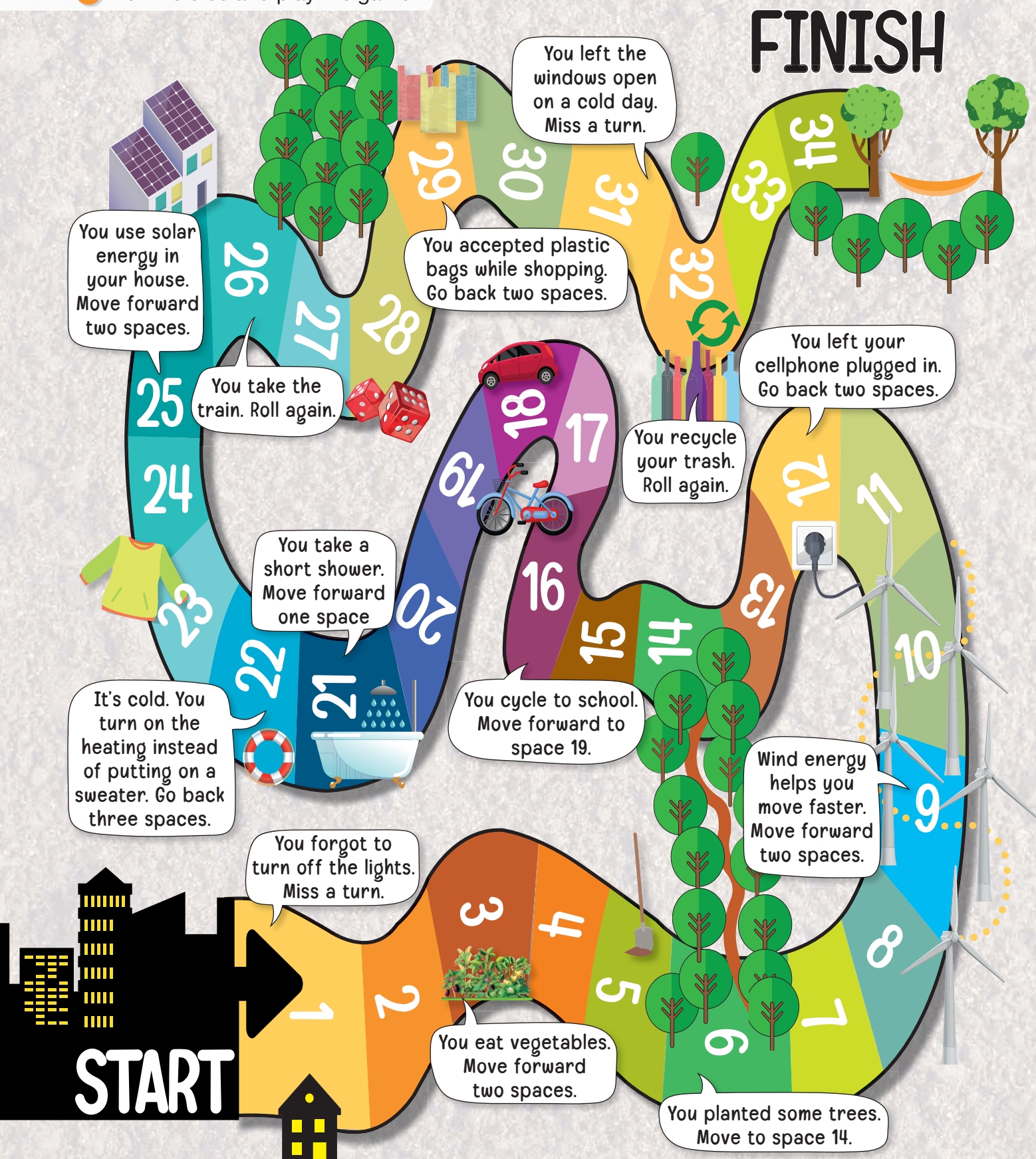
LET'S REFLECT

- Was it difficult to identify the causes of environmental problems? Why?



LET'S PLAY

1 Roll the dice and play the game.



LISTENING

1  Relate the pictures to the vocabulary. Then listen and check.

carbon dioxide

acid rain


car fumes

greenhouse gases

ecological disaster

fossil fuels



2  You will listen to some students talking about the environment. Have a look at the pictures in activity 1 again and make predictions about the environmental issue they will talk about.

3   Listen to the conversation and check your predictions.

4   Listen again and answer.

- What specific problems are the students talking about?
- Which are the effects mentioned? Do you agree? Discuss.

- 5 Discuss these questions in your group. Then exchange ideas with your classmates.
- Has climate changed in your area? Give examples.
 - Do you think these changes are natural or caused by humans? Why?
 - How could environmental problems impact on future generations? Discuss.

LANGUAGE IN USE

Describing how events happen (suffix *-ly*)

- Read the sentences and focus on the words in bold.
 - Global warming is affecting our planet **terribly**!*
 - The pollution with greenhouse gases affects the earth **dangerously**.*
- Answer the questions.
 - What do the words in **bold** express?
 - What do the words in **bold** have in common?
- Follow the examples and tell your partner how you do these actions.

finish

sing

play the guitar

love

- Select three words and create sentences of your own in your Activity Book.

SPEAKING

Preparing to speak

- Listen and repeat these words. Pay special attention to the final sounds (plurals).

areas

numbers

instructions

sandbags

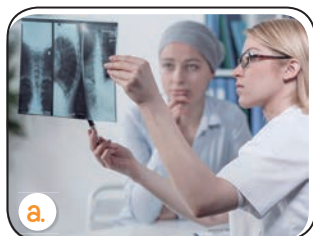
boards

windows

doors

floods

- Ron and Ely are revising the contents for the test. Listen again and identify the concepts in the pictures.



Modeling

- 3   Listen again and practice the dialogue in pairs.

Ely:

Hey, Ron, what do you think is a serious environmental problem?

Ron:

Pollution! It is dangerously changing our life!

Ely:

How many types of pollution do you know?

Ron:

Well... air pollution, ocean pollution, acid rain...

Ely:

Can you tell me some effects of pollution?



Ron:

Nowadays, pollution is everywhere. It gets into the air and irritates people's lungs. It also changes the climate drastically, damages our animals, and poisons the water we drink!

Ely:

Mmm, it's definitely a serious problem!

Let's speak

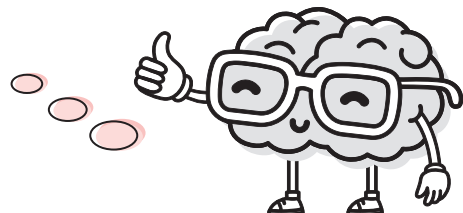
- 4  Discuss and take notes of another environmental problem and its effects. Use the example in activity 3 and the **USEFUL EXPRESSIONS** to create a similar dialogue.
- 5  Role-play the dialogue in front of the class.

USEFUL EXPRESSIONS

- Do you think...?
- How is...?
- What are the effects of...?
- Will the...?

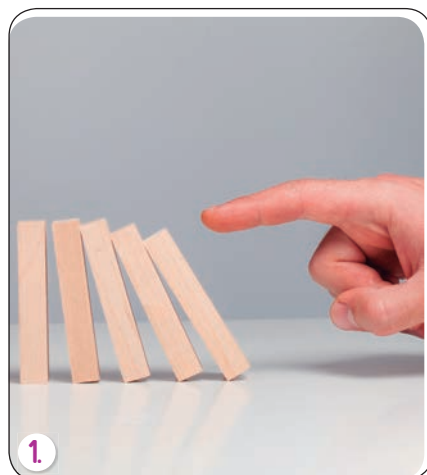
LET'S REFLECT

- Why do you think it is so difficult for society to solve environmental problems? Explain.



Checkpoint

Try these challenges.



1

Write two examples of cause and effect.



2

Mention and explain three environmental problems.

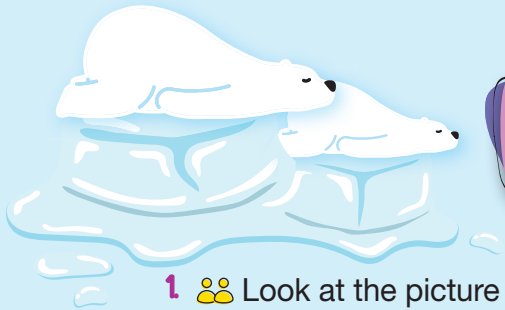


3

Create a short dialogue explaining how you can help solve the problem of global warming.

CHECK AND TAKE ACTION





Literary Circle

1. 🧑🧑🧑 Look at the picture in the text. What do you think the story is about? Discuss.

THE POLAR BEARS' HOME

Hello, welcome to the Arctic! This spring, since so much snow and ice had melted, my dad said, "Let's go out for a boat ride." And that's when I saw two furry white balls on a sheet of ice, all alone.

"Those are polar bear **cubs**," my dad told me. "They look like they were born just this winter." "Where is their mother?" I asked him.

"I don't know," said my dad. He was surprised too.

"Maybe we should take the cubs home and take care of them," I said.

"I don't think so," my dad told me.

"When these bears grow up, they will be enormous, and they will need a lot of food that we just can't give them. Besides, polar bears are happiest living on the ice."

"Unfortunately for polar bears," my dad said, "and many other animals too, the Arctic is warming up more and more every year."

"Why?" I asked.

"The world and its climate are changing," he told me, "And we

humans are making it change faster. We use a lot of energy, to heat our homes and run out factories, and even power this boat, and most of it comes from burning oil and coal. That makes a gas which forms a tent around the earth and traps in extra heat."

Then we saw something white floating towards them in the water. It was their mother!

"Will they be OK?" I asked my dad.

"I think so," he said, "but there are a lot of other polar bears that will need our help from now on."

"We can all help them, some of the things we can do to slow down global warming are recycle aluminum cans, glass bottles, plastic and cardboard, plant trees and turn off things such as computers, TV or lights when we are not using them."

"Let's get to it!" I said, as we watched the bear family go away.

Adapted from: Bergen, L., & Nguyen, V. (2008). The polar bears' home a story about global warming. Little Green Books. New York.

2. 📖 Read and listen to the story and check your predictions.
3. What other ideas can you suggest to slow down global warming? Discuss.



MINIPROJECT

1. 🧑🧑🧑 Think about your own concern related to the environment and create a poster. Make a drawing and write a slogan to express your concern.
2. Display your poster in a visible place of the classroom.

LESSON 2

Being prepared

VOCABULARY IN CONTEXT

- 1   Read, listen and look at the pictures. Are these disasters possible to prevent? Discuss.



a.

A **tornado** is a violent storm with very strong winds.



b.

An **earthquake** is a sudden, violent shaking of the earth's surface.



c.

A **tsunami** is an extremely large wave in the sea.



d.

A **volcanic eruption** happens when a volcano suddenly throws out burning rocks, smoke, etc.




e.

A **flood** is a large amount of water covering an area.



f.

A **landslide** is a mass of earth or rock that falls down the slope of a mountain or a cliff.


- 2  Discuss these questions.

- Which of these natural disasters usually happen in your area?
- Have you ever witnessed one of them? When?
- What do you think are the causes of these disasters?




LET'S REFLECT

- Which of these natural disasters do you think is the easiest to prevent? Why?

- 1  Copy this word map and complete it with the names of natural disasters related to each element.



- 2  Which of these statements about earthquakes is a fact and which of them is fiction? Discuss.

Earthquakes usually happen in the morning.

Earthquakes happen both during the day and at night.

- 3 Read the text quickly and check your predictions.


What are earthquakes really?

An earthquake is a trembling or shaking movement of the earth's surface. They cannot be predicted and we cannot prevent them, but you can do a lot of things before, during, and after they take place. These are some of them.

- Firstly, if an earthquake occurs, fall onto the floor and get under something for protection.
- If you are outdoors, stay as far away from buildings as possible.
- Stay away from glass or anything that could fall.
- If you are in a **crowded** area, do not run. This will cause more **injuries**.
- Next, be prepared for **aftershocks** after the initial earthquake. They are usually smaller than the first one, but still very dangerous.
- After an earthquake, stay calm and help people who are trapped.
- Finally, do not try to be a hero; it is better to inform the corresponding emergency services.

Adapted from: Earthquake Safety Tips. (n.d.). Retrieved from <http://environment.nationalgeographic.com/environment/natural-disasters/earthquake-safety-tips/>

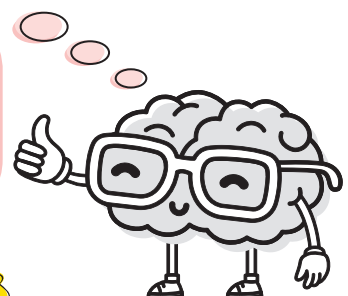


- 4  Read the text again. What type of instructions can you find in it? Discuss.

- How to make an emergency kit.
- How to face an earthquake.
- How to prevent earthquakes.

LET'S REFLECT

- Do you think the instructions in the text are appropriate? Why?



If you want to learn more about earthquakes, visit <https://bit.ly/3aFnVjU> 

5 🧑🧑🧑 Answer these questions. Take notes and share your comments with other groups.

- a. Does your school inform you of an earthquake plan? How?
- b. What are the safety measures and safe spots in your school?
- c. What do you do if you are indoors/outdoors?
- d. What actions should NOT be done?

LANGUAGE IN USE

Expressing sequence of events

a. Read these sentences from the text.

- i. **Firstly**, if an earthquake occurs, the most important thing to do is to fall onto the floor and get under something for protection.
- ii. **Next**, be prepared for aftershocks after the initial earthquake.
- iii. **After that**, it is very important to stay calm and help people who are trapped.
- iv. **Finally**, do not try to be a hero.

b. What do the words in **bold** express? Discuss.

- i. Frequency.
- ii. Place.
- iii. Sequence.
- iv. Time.

c. 📖 Read these instructions on how to make an emergency kit. Copy and complete the instructions using the words you learned.



- i. ..., choose a large bag or box for the kit.
- ii. ..., collect dry goods such as soup, beans, crackers, and other food that doesn't require refrigeration.
- iii. ..., buy a first-aid kit with bandages, burn lotion, rubbing alcohol, etc.
- iv. ..., find a place for the kit in the house and show everyone in the family where it is.


d. 31 🧑🧑🧑 Look at the picture of flood safety tips in your Activity Book and complete the instructions.

Modeling

- 1 Read and analyze this set of instructions.


- ✓ Firstly, if an earthquake occurs, the most important thing to do first is to fall onto the floor and get under something for protection.
- ✓ If you are outdoors, stay as far away from buildings as possible. If you are in a crowded area, do not run. This will cause more injuries.
- ✓ Next, be prepared for aftershocks after the initial earthquake.
- ✓ After an earthquake, it is very important to stay calm and help people who are trapped.
- ✓ Finally, do not try to be a hero; corresponding emergency services.

Organizing ideas

- 2  Research about how to face a tsunami in encyclopedias, books, scientific magazines, or Internet articles. Take notes and complete this chart.

TSUNAMIS	
Before	After


Drafting

- 3  Use the information you collected to write a set of instructions on what to do if there is a tsunami. Use these prompts.

What to do before and after a tsunami

- ✓ If there is a risk of a tsunami in your area,
- ✓ If there has been an earthquake and you are in a coastal area,
- ✓ If there is a tsunami warning,
- ✓ If you know the huge wave is coming,
- ✓ Never

Revising and editing

- 4  Check your text. Correct spelling and grammar, if necessary.


LET'S REFLECT

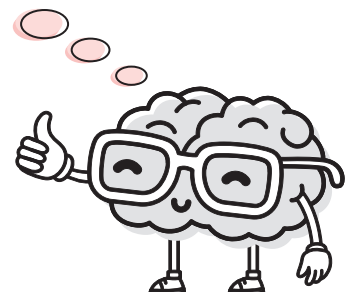
- What kind of errors did your draft contain?

Writing

- 5  Write a final version of the instructions.

Publishing

- 6  Take turns to read your instructions aloud.



LET'S PLAY

- 1 👤 I spy with my little eye...emergency essentials.
Follow the example and play.

I spy with my little eye...
something to see in the dark.



FIRST AID KIT



CANNED FOOD



FLASHLIGHT



BATTERIES



BOTTLES OF WATER



MATCHES



CELLPHONE



BLANKETS



CANDLES



TOOTHBRUSH AND PASTE

EXIT

Cultural Spot

1. 👤👤👤 Discuss these questions.

- What are some of the most famous ruins of the world's ancient civilizations?
- Have you heard about the ancient city of Pompeii? Where was it located?
- What natural disaster is related with this city?

2. Read the article and check your ideas.

3. 👤👤👤 Answer in your group. Then exchange ideas with the rest of the class.

- Could something similar happen in your country? Where?
- How can people get prepared for an event like this?

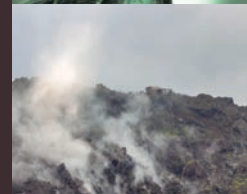
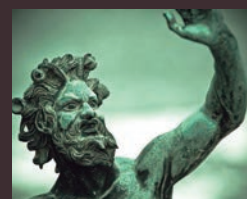
If you want to learn more about Pompeii, visit <https://bit.ly/39xrojr> 🖱️



Pompeii was a Roman town in southern Italy. On August 24, 79 AD, the volcano Vesuvius **suddenly** erupted. A **thick** cloud of **ash**, stone and poisonous gas rained down on the Roman town of Pompeii, which was near the volcano. The town was completely buried in just a few hours and most of the people who lived there were killed.

Many centuries later, archaeologists had to **dig** through up to five meters of ash to uncover the Roman streets of Pompeii. The archaeologists found many buildings intact, filled with Roman objects, artwork, and even food. They also found the remains of Roman people trapped by the eruption. They were 'petrified'.

Today Pompeii is a tourist destination where people can walk through the streets of what was once the first-century Roman city.



Adapted from: Rattini, K. (n.d.). The Lost City of Pompeii. Retrieved from <https://bit.ly/3kfFvOo>

MINIPROJECT

- 👤👤👤 Get in groups of four. Find out more about the city of Pompeii in Roman times.
- 👤👤👤 Collect information about the city of Pompeii:
 - Location
 - Activities in the city
 - Main buildings
 - Objects found by archaeologists
- 👤👤👤 Prepare a short oral presentation and add some visual aids.
- 👤👤👤 Present your findings to your classmates.

If possible, visit <https://bit.ly/2PLShnM>. If not, get information in books or encyclopedias about Roman times. 🖱️

LISTENING

1 👤 Look at the pictures and answer the questions.



- What do the pictures illustrate?
- What human activities do you think can be the cause of this problem? Discuss.
- Do you think these disasters will continue to happen in the future?

2 🎧 👤 Listen to the recording and discuss if these statements are true, false or not mentioned.

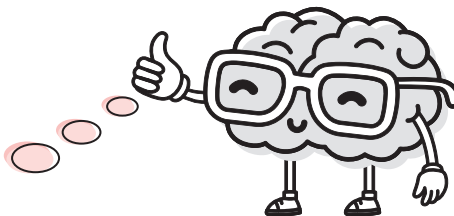
- Nearly 50 % of the people living in risk areas are not aware of the danger.
- Experts believe that the number of floods will decrease in the future.
- One of the Environment Agency's concerns is that people are not prepared for floods.
- People can't do many things to prepare for floods.

3 🎧 👤 Listen again. Identify the suggestions mentioned in the interview.

- Always get information from relevant websites.
- After the flood, immediately get in touch with your relatives and friends.
- Buy the necessary things and keep them at hand.
- Write a list of things you must do if there is a flood.

LET'S REFLECT

- Which was the most difficult part to understand? Discuss.



4 📋 👤 Copy this diagram and complete it with useful information in case of a flood.



LANGUAGE IN USE

Expressing conditions

- a. 👤 Read the extracts of the interview. Then answer the question.

*If people **don't** realize flooding is a real risk, they **will** never be prepared.*

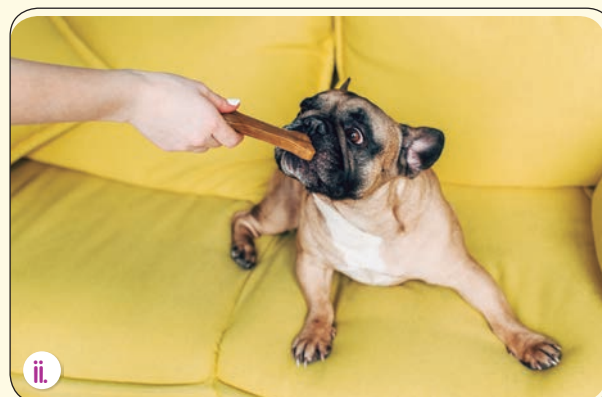
*If people **follow** your advice and keep informed, floods **will** cause less damage.*

What do the sentences refer to?

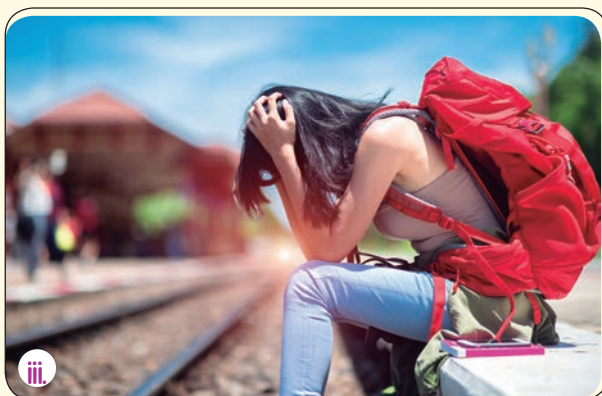
- i. Things that always happen.
 - ii. Things that are possible in the future.
 - iii. Things that were possible in the past.
- b. 👤 Discuss these questions.
- i. How many parts can you identify in each sentence?
 - ii. What verb tenses are used?
- c. 📖 👤 Use the visual clues to complete these sentences.



..., you will get wet.



Your dog will be happy ...



If Nancy doesn't hurry, she ...



If there is a tsunami, I...

- d. 34 Finish the sentences in the Activity Book with your own ideas.

SPEAKING

Preparing to speak

- 1   Listen and repeat these expressions.

What will you do...?

If there is...

What will happen if...?

I will...

Modeling

- 2  Listen to this conversation. Pay attention to pronunciation and intonation.

Mom:
What will you do if there is an earthquake?


Brian:
I will fall to the floor and look for cover.

Mom:
And then?



Brian:
I will go to the assembly point in my school.



Practice

3  Practice the dialogue between Brian and his mom.

Let's speak

4   Complete the end of the conversation between Brian and his mom.
Use the **USEFUL EXPRESSIONS** in the box and what you learned about earthquakes.

Mom:
What will you do if there is an earthquake?

Brian:
I will fall to the floor and look for cover.

Mom:
And then?

Brian:
I will go to the assembly point in my school.

Mom:
... if you are near a window or glass?

Brian:
I will ...

Mom:
... outdoors?

Brian:
I ...

Mom:
What ... if there are any aftershocks?

Brian:
Nothing, they are usually ...

USEFUL EXPRESSIONS

- What will you...?
- Where will you...?
- If there is...
- I will...
- What if...?

5  Role-play the dialogue in front of your classmates.

Checkpoint

Try these challenges.

1. Name the natural disasters in the pictures below.



2. Mention three things you must do if there is an earthquake.

3. Write two sentences expressing conditions.

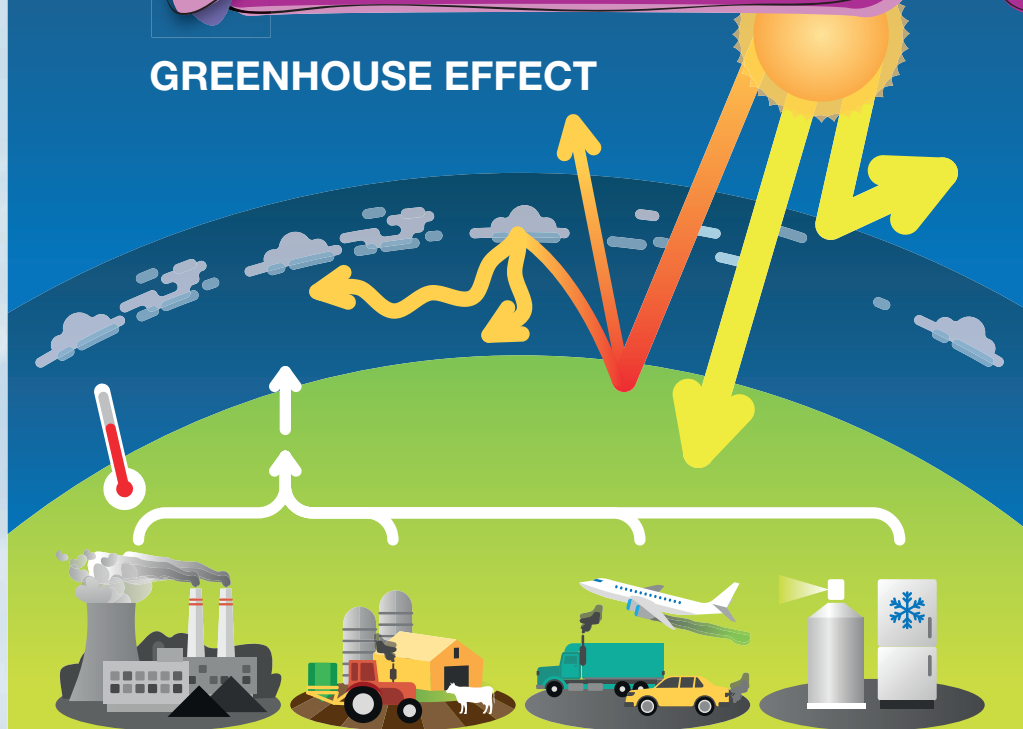
CHECK AND TAKE ACTION



Subject Connection

Science

GREENHOUSE EFFECT



1. Discuss and answer these questions.

 - a. What is the name of the phenomenon that increases the earth's atmospheric temperature?

Seebeck effect. **Greenhouse effect.** **Geothermal effect.** **Biothermal effect.**
 - b. Which layer of the earth's atmosphere protects the earth from the dangerous ultraviolet radiations of the sun?

The stratosphere. **The ozonosphere.** **The ionosphere.** **The troposphere.**
 - c. Which are the gases that get trapped in the atmosphere?

Atomic gases. **Greenhouse gases.** **Noble gases.** **Pure gases.**
2. Analyze the infographic and describe the problem in your own words. Then share your answers with another group.
3. Listen to the recording and check.
4. Now, explain the phenomenon of the greenhouse effect to your group once more. As you speak, show the different stages in the diagram above.

If you want to learn more about the greenhouse effect, visit <https://go.nasa.gov/3cBuAfQ>

MINIPROJECT

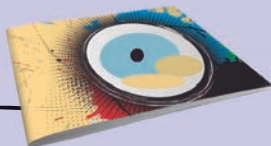
1. Think about another natural phenomenon you can explain in a process.

 - a. Write some sentences describing it briefly and using sequence connectors.
 - b. Make a drawing or collect cut-outs to illustrate the process.
 - c. Present your work to the other groups.

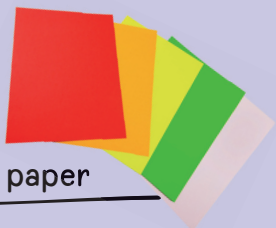
Project: An Emergency Leaflet

MATERIALS

Printed text



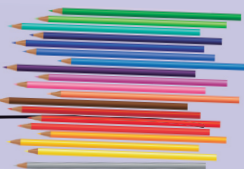
Colored construction paper



Images of your topic



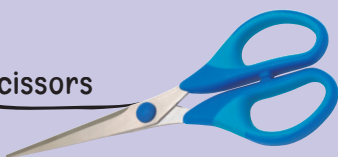
Pencils



Glue



Scissors



In groups, you will make a list of instructions to face an environmental emergency.

PREPARATION

1

As a group, follow these steps.

- a. Choose an environmental emergency that is likely to happen in your town, city, area or country do some Internet research or in your library. Remember to cite your sources.
- b. Brainstorm and take notes of what to do to prepare for the emergency and what to include in an emergency kit.
- c. Brainstorm and write down a set of instructions on what to do.
- d. Organize your notes and divide them into before, during, and after the emergency actions.



PRODUCTION

- 2 Choose the format for your leaflet, the organization of the instructions, and the artwork.
- 3 Distribute tasks among the members of your group: someone to be in charge of the artwork, someone to write the instructions, someone to present the leaflet to the class, etc.
- 4 Once the instructions are written, check for punctuation, grammar, and spelling mistakes.
- 5 Re-write the instructions and illustrate your leaflet with photos or drawings.



PRESENTATION

- 6 Show your final work to your teacher and then present it to the class.
- 7 Put the leaflets together to form a manual to face different environmental emergencies.



PEER ASSESSMENT

Read these indicators and check your performance with your group.



a. We followed the instructions and included all the information asked.

b. We presented a clear and well-organized project.

c. We completed our work on time.

d. We had a positive attitude towards the tasks of others.

e. We worked collaboratively towards a common objective.

f. We used communication technologies in a responsible way, acknowledging and citing our sources of information.

1 Read the text and answer the questions.

10 p.

Green is the new black!

'Green' is a term that many people use to talk about taking care of the planet and not overusing the resources that we all share. If you want to make a difference, you should follow these three principles: Reduce, Reuse, and Recycle.

'Reduce' means to use less of everything: less energy, less paper, less gas, and less water. It means people should ride bikes, walk or use hybrid cars. You should also turn off the water when you are brushing your teeth.

'Reuse' means to find new uses for your old products. You can transform a pair of old jeans into a cool purse, or use broken flower pots to create mosaic for a table or photo frame. You can also use newspapers to make art for a friend.

'Recycle' means to take your used products like cans, bottles, plastics, and paper and donate them to groups that turn them into new products.



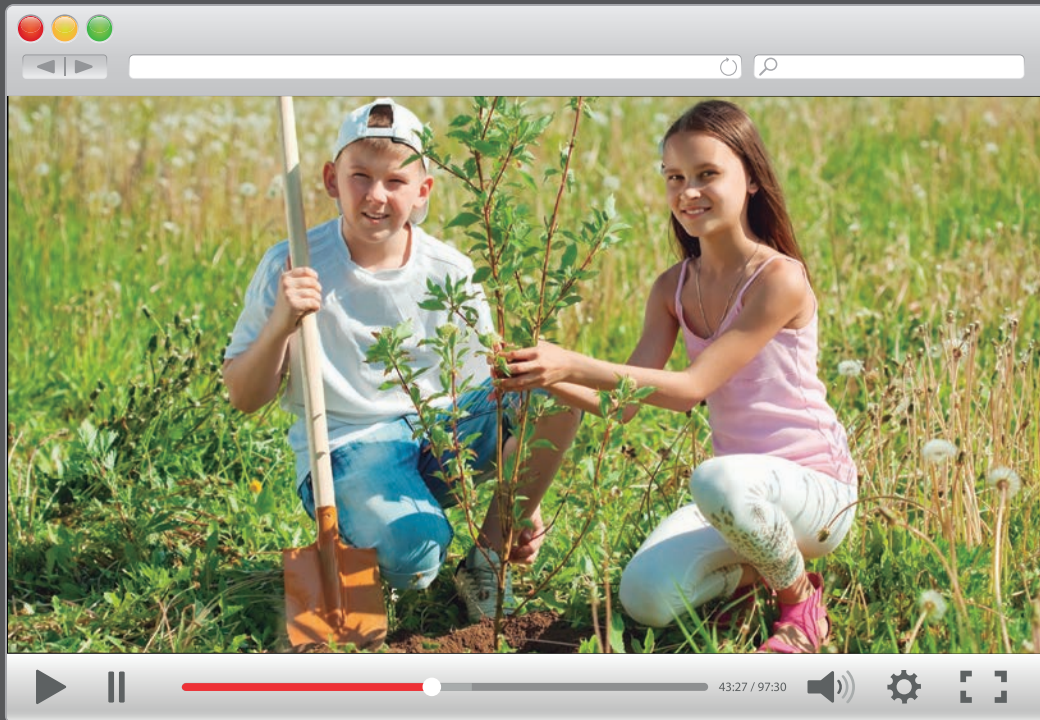
Adapted from: Zero waste. (n.d.). Retrieved, from <https://bit.ly/3unRSNe>


- What does 'green' mean?
- What should you do if you want to make a difference?
- What does 'reduce' mean?
- What should people do if they want to 'reuse'?
- What can people do to 'recycle'?

2  Listen to Sarah and Chris' interview and answer the questions.

5 p.


- What were Sarah and Chris worried about?
- What did Sarah and Chris do?
- Why did the kids come up with the idea?
- What does the video say?
- What happened with the video?



3  Express causes and effects. Write new sentences using the prompts below.

4 p.

- Temperatures go up.
- Carbon dioxide goes up.
- We burn gasoline in our cars.
- There is more evaporation.

4  With your partner, talk about a list of actions you can take to help make your school a cleaner place and help the environment.

5 p.

Example: *If we want to..., we can...*

Outstanding! 6.0 – 7.0 (24 points)	Very good 5.0 – 5.9 (23 –19 points)	Needs improvement 4.0 – 4.9 (18–10 points)	Not good enough 1.0 – 3.9 (Less than 10 points)
You achieved the learning goals. Congratulations!	You are achieving the goals. Analyze the few mistakes you made. Well done!	Your performance can improve. Review your mistakes. Keep on working!	You need to review the contents and practice more. You can do it!

Do you like traveling?
Why? Why not? What do you
learn when you travel?








UNIT 3

TRAVELERS

OBJECTIVES OF THE UNIT

You will...

- Listen to and show comprehension of conversations and interviews about traveling and knowing other cultures.
- Read and identify general and specific information from brochures, narrations and texts about other cultures.
- Express opinions about other countries and cultural topics.
- Write simple informative texts and instructions, following the steps of the writing process.

- 1  Discuss the questions in your group.
 - a. Look at the picture in these two pages. What are the people doing?
 - b. What are the aspects that represent a country or group of people's culture?
 - c. Are you tolerant with people from other countries and cultures? Discuss.
- 2   Rank these 5 cultural elements from 1 to 5. (1 = the most important/5 = the less important). Justify your answers.

Food

Architecture

Music

Clothing

Religion

What do I know?

- 1 👤 Read the text carefully and discuss the questions.



Tapati on Easter Island (Rapa Nui)

On mystical Easter Island, every February people celebrate the *Tapati* festival.

They select a queen for the festival from among the young people. They also compete for their honor in swimming and canoeing competitions, using small boats and rafts made of “*totorā*”. The teams prepare traditional costumes, songs and dances, and share the stories of myths and legends in oral tradition.

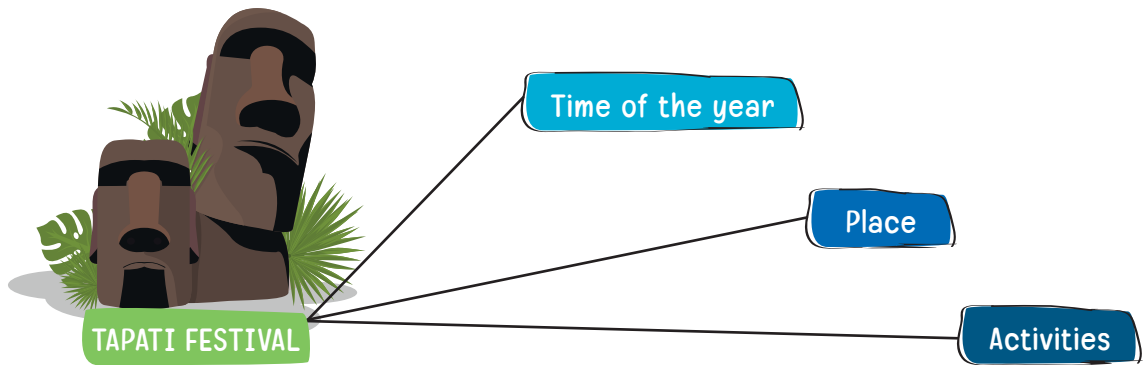
Body painting, called *Takona*, is the festival’s main event. The islanders paint their bodies with symbols of their mythic origins using natural pigments. They also test their physical skills in the *Haka Pei* competition. There, the bravest young men throw themselves at a great speed down a mountain.








Adapted from: TAPATI festival: CULTURE, sport and tradition on Easter Island. (2020, March 17). Retrieved February 25, 2021, from <https://bit.ly/3bloEjF>

- What is the general topic of the text?
- When and where is the festival celebrated?
- What is the main event of the festival?
- What do the islanders do during the *Haka Pei* competition?

- 2   Copy the diagram and complete it with information from the text.



- 3   Listen to the dialogue and check your answers in activity 2. Were they correct?
- 4   Listen again and create a similar dialogue about another festivity you know. Practice it with your partner.
- 5  Read the sentences and point to the places on the map.
- The church is **opposite** the crafts fair.
 - The bank is **behind** the post office.
 - The town hall is **next to** the market.
 - There is a hospital **on** Simon Paoa Street.

HANGA ROA

- Church
- Crafts Fair
- Town Hall
- Post Office
- Bank
- Market
- Hospital



LESSON 1

A diverse world

VOCABULARY IN CONTEXT

- 1 Read and listen to people talking about their hometowns. What words are they using to describe them? Discuss.



a.

I come from Colombia, a country with many **big beautiful** beaches.



b.

My country is Italy, where you can find many **ancient** churches.



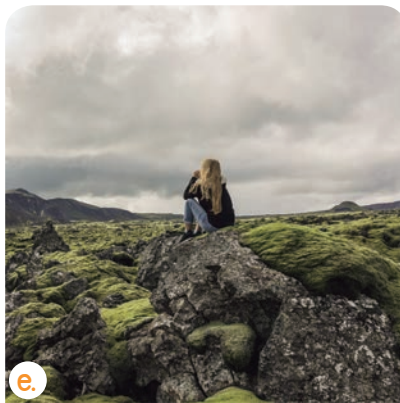
c.

I love my country, Scotland, because there are so many **amazing old** castles.



d.

My country, South Korea is famous for its **traditional** architecture.



e.

Iceland is a small country but full of **wide open** spaces.



f.

Chiloe, in Chile, is full of **old wooden** houses and buildings.

- 2 Listen to the descriptions and decide which of the places below they are talking about.

town hall

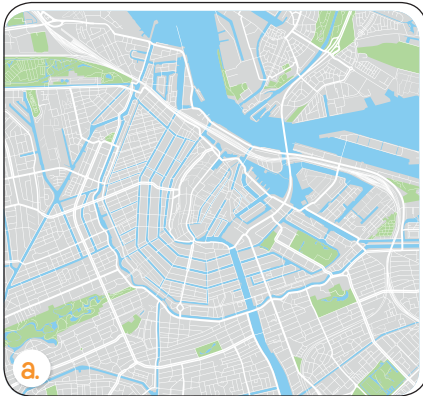
church

square

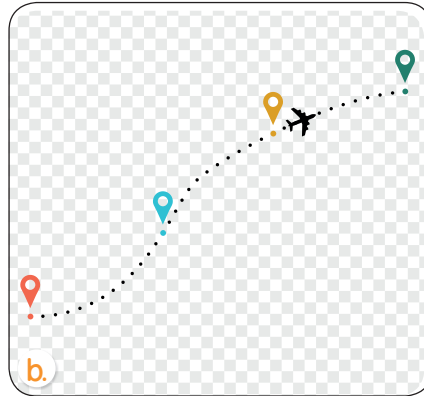
museum

gym

- 1 Describe these pictures in your own words. Have you ever used any of these elements when traveling?



Road map



Itinerary



Brochure

- 2 Skim the text below and answer these questions.
- What type of text is it?
 - What is the text about? How do you know?
 - Why do you think the author wrote it?

- 3 Read and confirm or correct your ideas.

Hey Lisa

Last summer, I went to South Africa with my father. On the first day of our trip, we landed in Johannesburg. It is the largest city in South Africa. We stayed for 2 days to explore this wonderful metropolis and tried the exotic typical food. We ate lots of vegetables and meat.

Then, we took a 3-day photographic safari at Kruger Park. It was just like a normal safari, but instead of a gun we used a camera and "shot" animals in pictures and videos. During our trip, we explored the park in an open safari vehicle. We saw gazelles, zebras, and other animals from the African savannah.

Finally, we went back to Johannesburg for the final day. The photographic safari was amazing. It was an awesome experience.

I hope you like the pictures!




Matt.



Created by: Publishing team


- 4   Copy this chart and complete it with information from the text.

TRIP TO SOUTH AFRICA		
Activities	Natural aspects	Cultural aspects

- 5  What are the most unusual or interesting aspects of Matt's email? Why? Discuss.
- 6   Think about the most interesting places in your town/city/region and make a list.

LANGUAGE IN USE


Expressing the sequence of events


- a.  Read these sentences from the text and practice them out loud.


*On the **first day** of our trip, we landed in Johannesburg.*



***Then**, we took a 3-day photographic safari at Kruger Park.*

***Finally**, we went back to Johannesburg for the final day.*

- b.  What do the words in bold in activity a express? Discuss.

- c.  Think about your last weekend and write a list of the things you did, using the words in bold in activity a.

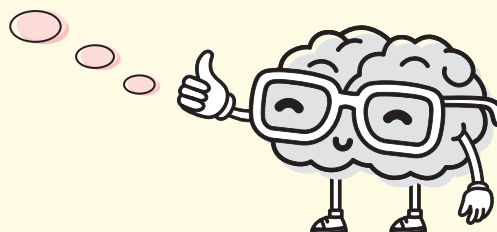
- d.  Tell your classmates what you did, connecting the events with the words you learned.

- e.   39 Look at the pictures in your Activity Book and write what you think happened last weekend. Express the sequence of events with the correct connectors.




LET'S REFLECT

- Can you think of an interesting aspect of your culture? Discuss it to your partner.





WRITING

Model text

- 1  Read the extract of this travel blog and check the new vocabulary.

Organizing ideas

- 2   Think about an experience connected to an amazing place you visited. Collect information about it. Consider the following vocabulary:

First

Next

Then

Finally



I visited *San Pedro de Atacama* on my last vacation. First, we walked around town. We visited the *San Pedro* church and then the archaeological museum. The next day, we took a bus to *Valle de la Luna* and spent the day trekking and taking pictures. On the last day, we woke up at 5 o'clock and went to see the geysers. They are spectacular!

We also visited the *Miscanti* lagoon and saw the *Licancabur* volcano.

Finally, we went back to the town and bought typical souvenirs. We had the most amazing vacation in *San Pedro*!

Created by Publishing Team.

If you have an Internet connection, you can check this online dictionary: <https://bit.ly/3awQ38y> 

- 3 Write sentences narrating the activities you did.

Drafting

- 4 Put the sentences together into a short composition about your experience.

Revising and editing

- 5  Check your text. Correct spelling and grammar, if necessary.

Writing

- 6 Write the final version of your text on a separate piece of paper.
If possible, type it and prepare a presentation, attaching some pictures.

Publishing

- 7  Show your presentation to your classmates or read the composition aloud.

LET'S PLAY

1  Solve the riddles and guess the places.

If you travel around the world and visit India, China, Japan and Vietnam:

On which continent would you be?

When looking at this continent, some capital cities you might see include Warsaw, Prague and Dublin, London, Paris, Rome and Helsinki.

This is the name of a continent which has different countries. People living there might be Peruvian, Mexican or Canadian.


Although it's not the nation's capital, it is still a very big city. It can be found in the United States and the Statue of Liberty is there.

It is a country in Europe where you can climb the Eiffel Tower. They had many kings called Louis and Napoleon once was in power.

Through the middle of this continent runs the line of the Equator. It has more than fifty countries, including Togo, Chad, Morocco and Malawi.

It's a country that has great animals. like a large bird called emu, cute and cuddly koalas and big hopping kangaroos.



LISTENING

- 1  Identify the name of these elements that are part of a country's culture. Then listen and check.




- 2   Listen and point to the pictures. Then practice the actions.



- 3   You are going to listen to a report about customs around the world. Pay attention and answer the questions.

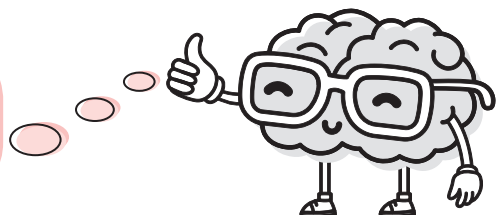
- Which countries are mentioned?
- Which greetings are common in each country?

- 4  Listen again. Focus your attention on the hand gestures topic and identify the country.

- It is quite unusual to kiss when they greet.
- People tend to be more conservative.
- People don't give casual hugs.

LET'S REFLECT

- Which aspects of the report helped you answer the questions in activity 19?




5  Discuss these questions in your group. Then exchange ideas with your classmates.

- a. Are you tolerant with unfamiliar customs from other countries? Why?
- b. Do you think it is important for a visitor/immigrant to adapt to local customs? Why? Why not?




LANGUAGE IN USE


Adjectives with prefix *un-*

a.  Read and practice these sentences from the recording.

- **Un**familiar customs can sometimes be confusing.
- It is quite **un**usual to kiss when they greet each other.
- It was an **un**happy situation.
- Henman played well and he was **un**lucky to lose the match.

b.  Answer the questions.

- i. What do the words in activity **a** have in common?
- ii. What do the parts in bold express?


c.  Transform these words using the particle you learned. Find more examples in a dictionary or an encyclopedia.

finished

certain

able

true

d.  In your Activity Book, fill in the blanks with the words provided.

If you want to learn more about this topic, visit <https://bbc.in/3sMd2Cz> 

Preparing to speak

- 1 Listen and repeat these words. Pay attention to the different pronunciation of the initial sounds.

hand have hair head hello hug honor hour honest heir

- 2 Listen and repeat these phrases related to greetings.

Shake hands kiss say hello bow hug nod smile

Modeling

- 3 Read and listen to the extract of the recording. Then, practice reading it aloud with your partner, imitating the pronunciation and intonation.

In the USA, men shake hands when they meet.

The British often say 'hello' when they meet friends.

They usually shake hands only when they meet for the first time.

In Japan, the common greeting is to bow.

Chinese usually nod their heads and smile, or shake hands if it's a formal situation.

Let's speak

- 4 Think about the way people greet in your region. Consider first time, in formal situations, and when they meet friends. Prepare a short report like the one in activity 24, **USING EXPRESSIONS** in the box.

- 5 If possible, record the report and share it with your classmates. If not, read it aloud in front of the class.

USEFUL EXPRESSIONS

- In..., people... when...
- In a formal situation...
- They often/usually... but they never...

Checkpoint

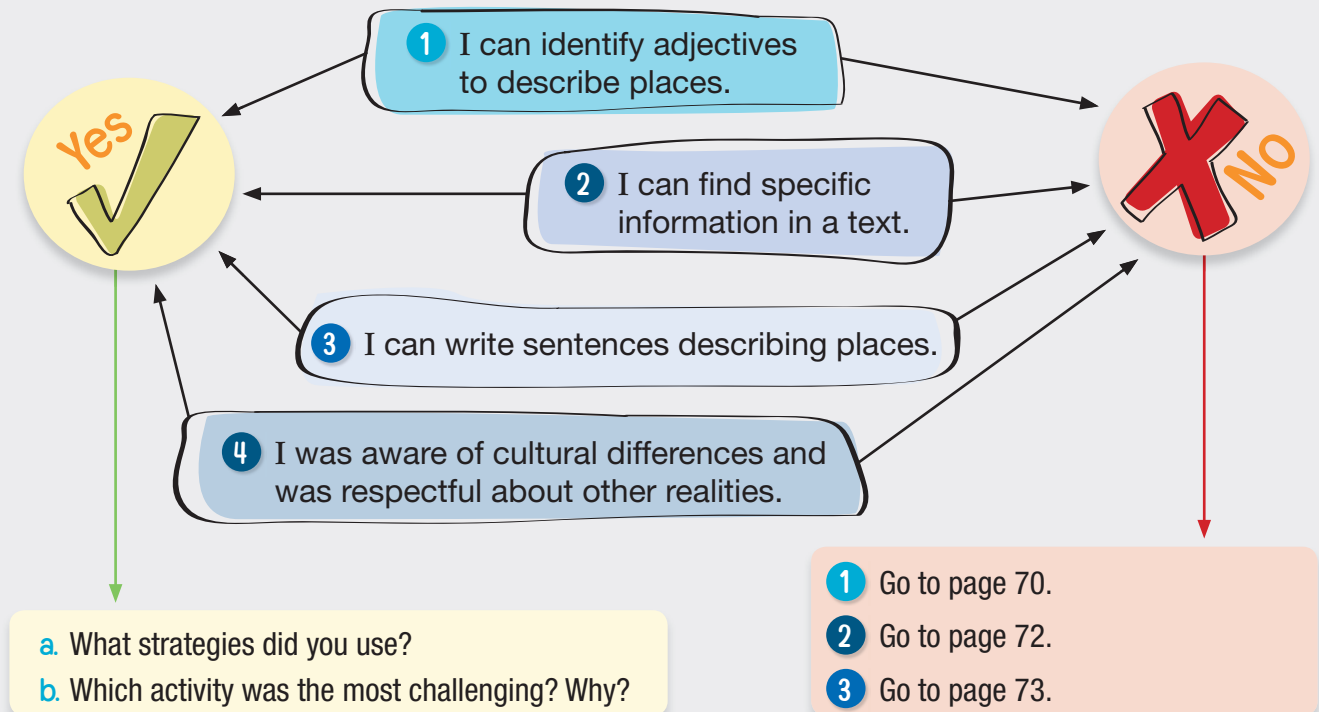
Try these challenges.

1. Write sentences to describe the pictures.



2. Give three examples of adjectives starting with the prefix **un**.
3. Read the text on page 71 again and answer.
 - a. Which is the largest city in South Africa?
 - b. How does the writer describe the food, the city and the safari?
 - c. How long did they stay in South Africa?



CHECK AND TAKE ACTION



Cultural Spot

ANCIENT LAND - Cultural Interview

By Nancy Cahill

1.  Discuss these questions.
 - a. What is China famous for?
 - b. How are Chile and China similar/different?
2.  Read and listen to the text to confirm your ideas.

If you want to learn more about China, visit <https://bit.ly/3rvDi4p> 



In this interview, Professor Ben Ross shares his expert insights into Chinese culture and food.



Nancy: What can you tell us about Chinese celebrations?

Ben Ross: There are numerous festivals; the most popular ones are the Chinese New Year and the Lantern festival.

Nancy: After living for many years in this country, did you become a fan of Chinese food? What are your favorite dishes?

Ben Ross: China has a distinctive traditional food. The most traditional dishes are: fried rice, Chicken Chow Mein, Peking duck, hot and sour soup, egg rolls and sweet and sour pork.

Nancy: Can you share a traditional Chinese recipe with our readers, Ben?

Ben Ross: Sure! I think the easiest dish to begin with is fried rice.



Fried rice



Ingredients

1 green onion, 2 large eggs, 1 teaspoon of salt, and pepper to taste, 4 tablespoons of oil, 4 cups of cold cooked rice, 1 tablespoon of light soy sauce

- First, wash and chop the green onion, and beat the eggs with salt and pepper.
- Next, cook the eggs until they are scrambled.
- Then, add oil and the rice in the wok. Stir for a few minutes and add the soy sauce.
- Finally, add the scrambled eggs and mix everything very well.

Adapted from: China Highlights- A Brief Introduction to China. (n.d.) Retrieved from: <https://bit.ly/3l4455j>



MINIPROJECT

1.  Imagine you are interviewing a foreign person living in your country (Chile or your country of origin). Write a similar interview expressing information about this country. Include the recipe of a typical dish.
2.  Role-play the interview in front of your classmates.

LESSON 2

Exploring my country

VOCABULARY IN CONTEXT

- 1   Read and listen to these sentences. Which are your favorite ways of exploring your country and culture? Discuss.



a.

My brother and I **go cycling** every weekend.



b.

I used to **go swimming** with my aunt.



c.

Going to festivals is one of our favorite activities.



d.

Visiting national parks is an amazing outdoor experience.





e.

My mom usually **buys traditional arts and crafts** to support local artists.



f.

I love **trying traditional food** every time I travel.

- 2   Write examples of these geographical features. Then answer the questions and exchange information with your group.




Forests

Lakes

Volcanoes

Islands

- What is the connection between these words?
- Where can you find these features in your country?

- 1  Analyze the text in activity 5. Have a look at the title, headings and images and answer.
 - a. What type of text is it? What is its purpose?
 - b. What type of information does it provide?
 - c. What region is it about? How do you know?
- 2   Based on your answers in activity 3, make a list of topics you think will be mentioned in the text. Then share it with your partner.
- 3 Read the text quickly and check your predictions.



ECO ADVENTURES... AT THE END OF THE WORLD!







The Lake District

Why visiting it?
The area is famous for its spectacular blue lakes, **snow-capped** volcanoes, beautiful forests, waterfalls, thermal **springs**, and traditional folklore, **handicrafts** and legends.

It is the home of the Mapuche **indigenous** group. The most important cities are: Temuco, Pucon, Villarrica, Osorno, Valdivia, Puerto Varas and Puerto Montt.

Where?
It **stretches** from Temuco to Puerto Montt, above the Ancud Gulf.

When?
Visit it all year round, but expect rain at any time. From November to April: dry months; from May to October: heavy rain and cold.


What can you eat?

- Cancato: grilled fish filled with vegetables, cheese or sausage.
- Curanto: a variety of meats, sausages, fish, mollusks, crustaceans and potatoes.
- Grilled mixed seafood.
- Lamb.

What to do?

- Go rafting, cycling, horseback-riding, trekking, and skiing or snowboarding on the volcanoes!
- Visit some of the national parks!
- Go to see many lakes!
- Swim, sunbathe, fish and enjoy a lot of lake beaches!
- See several collections of Mapuche culture!
- Attend the traditional festivals!

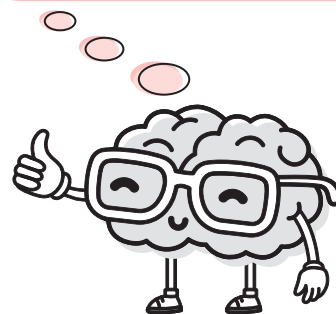
Adapted from Ecochile. (n.d.). <https://bit.ly/3gBoLlc>

4  Answer these questions. Take notes and share your comments with other groups.

- a. Do you know this area of Chile? If you do, does the information in the brochure confirm or contradict what you already knew?
- b. Which of these phrases best summarizes the text? Why?
 - i. The Lakes Region
 - ii. Lakes and volcanoes
 - iii. Touring in the Lake District
- c. What makes this area a popular destination? Explain.
- d. Which are your favorite activities in the text? Explain.

LET'S REFLECT

- How did the organization of the text help you understand it better?




LANGUAGE IN USE

Expressing quantity

a.  Read these sentences from the text and answer.


- Visit **some** of the national parks!
- Go to see **many** lakes!
- Swim, sunbathe, fish and enjoy **a lot of** lake beaches!
- See **several** collections of Mapuche culture!

- i. What do the words in **bold** express?
- ii. Which of them can be replaced by "a small number of"?
- iii. Which of them can be replaced by "a great number of"?


b.  Look at the pictures and tell your partner what you see. Use the words you learned.

Example: *I see a lot of/several ...*



c.  Circle the correct alternative in your Activity Book.

Modeling



- 1  Read and analyze the extract of the text. What aspects of the area does it mention? Discuss.

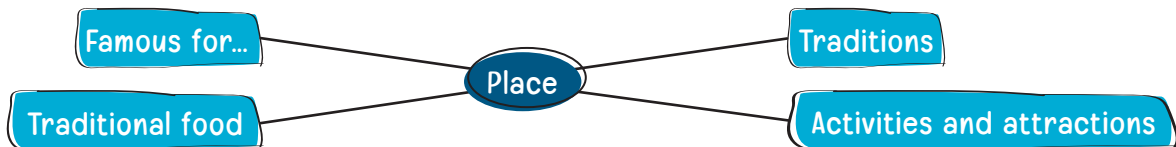
“The area is famous for its spectacular blue lakes, snow-capped volcanoes, beautiful forests, waterfalls, thermal springs, and traditional folklore, handicrafts and legends.

It is the home of the Mapuche indigenous people. The most important cities are: Temuco, Pucón, Villarrica, Osorno, Valdivia, Puerto Varas and Puerto Montt. It stretches from Temuco to Puerto Montt, above the Ancud Gulf.”




Organizing ideas

- 2   Think about your hometown or region and copy and complete the graphic organizer with information about it.




Drafting

- 3  Use the information you collected to write a short description of the region where you live. Organize it in different paragraphs according to the category of information.


Revising and editing

- 4  Check your text. Correct spelling and grammar, if necessary.

Writing

- 5  Write a final version of the description on a separate sheet of paper. Add some pictures or drawings.

Publishing

- 6  Publish your text on a visible place in the classroom.

LET'S PLAY

START

FINISH



▲ Bahia Inglesa



▲ Arica



▲ Antofagasta



▲ Chungara Lake



▲ La Serena



▲ San Pedro de Atacama



▲ Farellones



▲ Valparaiso



▲ Colchagua Valley



▲ Chillan



▲ Santiago



▲ Bio Bio Region



▲ Villarrica



▲ Valdivia



▲ Puerto Varas



▲ Chiloé



▲ Coyhaique



▲ Torres del Paine



▲ Puerto Natales

INSTRUCTIONS

1. Form groups.
2. Throw the dice and move the token according to the number you get.
3. Imagine you are travelling to these places. Say two things or items you will bring with you and the reason (considering weather, safety, etc). Use the quantifiers you learned.

Example: *I'm travelling to Bahia Inglesa. I will bring a lot of t-shirts and swimsuits because it's very hot. I will bring my parasol and a map...*

4. The player that can't **accomplish** the task misses a turn.
5. The first player to visit all the cities wins.

CHILE – A CRAZY GEOGRAPHY



NORTH

The northern third of Chile is the mineral-rich dry Atacama Desert. There are also volcanoes, hot springs, immense salt flats, and spectacular rock formations such as Valle de la Luna.



CENTRAL ANDES

The heart of Chile, the Central Valley, is a land of major industrial cities, such as Santiago, Valparaíso and also Concepción (a little bit further south), and large fruit and vegetable farms.

The Central Valley is also rich in minerals.



SOUTH

About 1 000 kilometers from the capital is the Chilean Lake District. It is an area of deep blue lakes, clear mountain streams, pine forests, and snow-topped mountains.

The southern third of Chile is a **sparsely** populated archipelago of thick forested islands, glacier-covered mountains, and deep fjords.



Created by: Publishing team.

1. 👤👤 Look at the text and answer. What is its purpose? Discuss.
2. 📖 👤 Complete these sentences with information in the text.
 - a. The vast percentage of the mineral wealth in Chile is found...
 - b. The less populated area in Chile is...
 - c. The central region concentrates...
 - d. In the south, there are...
3. 👤👤 Identify which of these ideas are not mentioned in the text. Discuss.
 - a. Chile is a land of contrast.
 - b. The North is completely dry.
 - c. The most arid desert in the world is in Chile.
 - d. The Spanish looked for gold and fertile land.

If you want to learn more about Chilean geography, visit <https://bit.ly/3eEQz0> 🖱️

MINIPROJECT

1. 👤👤 Think about more interesting pieces of information you can add to the text. If there is a foreign student in your group, write about his/her country.
2. Share your findings with your classmates.

LISTENING

- 1 👤 Look at the pictures and answer these questions.



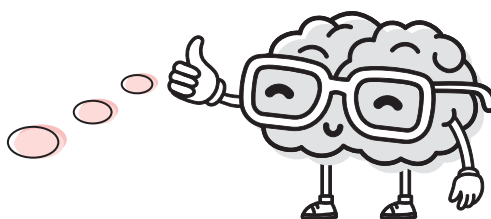
- a. Do you recognize the places in the pictures? Which region in Chile do they belong to?
b. Which of them would you like to visit? Why?

- 2 👤 You will listen to a recording about a very famous place in Chile. Before listening, make predictions about the content.

- a. What place do you think it is about?
b. What type of information do you think it will provide?

LET'S REFLECT

- How did your predictions help you understand the audio text? Explain.



- 3 🗣️ Listen to the recording and check your ideas.

- 4 👤 Listen again and point to the places in the map that are mentioned.



- 5 👤 Which of the activities mentioned are the most interesting to you? Why?

Asking for permission and making recommendations. (May, Can, Should/Shouldn't)

- a. 👤 Read the extracts of the interview and answer. Which sentences express orders, recommendations and facts? Discuss.

- *I'm afraid we can't. We will go to the handcrafts fair now. Later...*
- *You should go see the petroglyphs at Hierbas Buenas and visit the Moon Valley at sunset...*
- *You may go to the restroom before we start the tour.*

- b. 📖 👤 Look at the pictures. Complete the sentences using should or shouldn't.



When they come to this town, people...



She... before preparing the salad.



He... if he doesn't want to miss the train.



You... to get to the National Museum.

- c. 50 Fill in the blanks with the correct word in your Activity Book.

SPEAKING

Preparing to speak

- 1  Listen and repeat these expressions.

What do you recommend...?

Are there...?

What can people...?

People can...

I recommend...

They should visit...

People shouldn't...

Modeling

- 2  Listen to the conversation. Pay attention to pronunciation and intonation.

Tourist:

What do you recommend to visit here?

Guide:


This is a nice town to visit. While they walk around, people can visit the Town Hall and the cathedral. They shouldn't take pictures inside the church. Then, they should visit the Museum of History and the old district. After that, you may get off the bus to buy some souvenirs in the handcrafts fair.



Practice

- 3  Practice the conversation with your group.

Let's speak

- 4  With your group, think about an interesting location in your area and speak about it. Use the pattern provided and the **EXPRESSIONS** in the box.

- What do you recommend...?
- This is a.... While they..., people... Then, they...
- After that, I...

USEFUL EXPRESSIONS

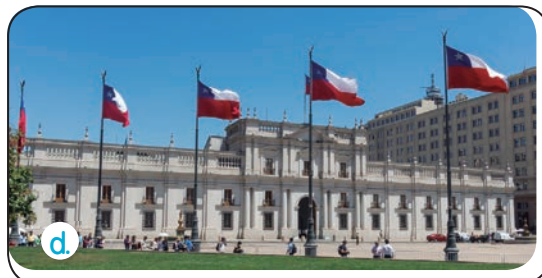
- What do you recommend...?
- What can people...?
- While they..., people can...
- They should/shouldn't...
- After that, you may...

- 5  Role-play the dialogue in front of your classmates.

Checkpoint

Try these challenges.

1. Write three sentences telling what people can/should/shouldn't do when they visit your town. Use the pictures as clues.



2. With your partner, exchange information about what you see in the classroom. Use the words you learned to express quantity.
3. Think about an interesting place you visited. Give your opinion following model.
Example: *I like... because...*

CHECK AND TAKE ACTION



A little journey to Puerto Rico

by *Marian M. George*

May 5th, 1900

My family and I are really excited about our trip to Puerto Rico. Everyone is **anxious** to learn more about this country, which is part of the United States.

Puerto Rico is a very beautiful island. Its climate and **scenery** attract many visitors.

Flowers **bloom**, and plants and trees grow fruit all year round. There is no typical winter, but during the winter season, the skies are clear and blue.

Our first view of San Juan fills us with pleasure. There are tall palm-trees everywhere: at the beach, in the city, around the colorful buildings. Our tourist guide tells us that San Juan is one of the most perfectly fortified cities in the world.

The most famous buildings are the governor's palace, the cathedral, the city hall, and the castles of Morro and San Cristobal.

In the heart of the town, opposite the City Hall, the guide shows us a public plaza. These plazas are flat, open spaces surrounded by shade trees. In the cool of the evening, people meet in these plazas and listen to the music of the band.

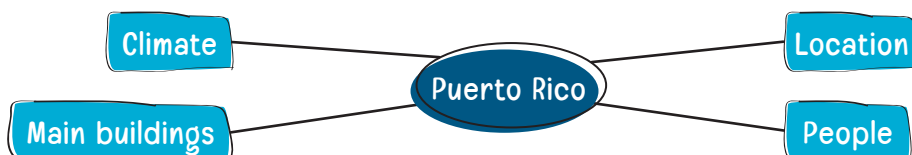
The people of Puerto Rico speak Spanish and have the Spanish customs, manners, and religion. They are happy, good-looking, hospitable, and polite people. They don't wear heavy clothes: men dress in white light **linen** or cotton, and women in cotton or other thin material.

Adapted from: George, M. (1900). *A little journey to Puerto Rico*. Kessinger Publishing, LLC.

Retrieved from: <https://bit.ly/32PbLjH>



1. 📖 👤 Complete the diagram with information about Puerto Rico that you already know.



2. 👤 Read the text and the statements. Are they correct, false or not mentioned? Discuss.

- Puerto Rico is a beautiful island of the United States.
- There aren't hurricanes in this country.
- A fort protects the old city of San Juan.
- There are narrow streets and plazas in this city.
- Houses are colorful and without chimneys or glass-windows.
- Puerto Ricans are shy, reserved people.

3. 👤 Answer in your group. Then exchange ideas with the rest of the class.

- How did the family travel to Puerto Rico?
- Why do you think Puerto Rico is called "the land of perpetual spring"?
- Why do you think people from Puerto Rico don't wear heavy clothes?



MINIPROJECT

1. 👤 Get in groups and find out more about the island of Puerto Rico and prepare an oral presentation to promote a trip.

Include:

- Location
- Places of interest
- Activities you can do
- Typical food

2. Prepare a short oral presentation and some visual aids.

3. Share your presentation with your classmates.

You may visit this sites: <https://www.discoverpuertorico.com/> <https://www.lonelyplanet.com/puerto-rico> 🖱

Project: A brochure

MATERIALS

Pencils



Printed text



Scissors



Colored construction paper



Images of your topic



Glue



As a class, you will make a big brochure of Chile and its main attractions.

PREPARATION



1

Work in groups. Follow these steps.

- a. Choose the region of Chile you would like to promote and do some research in your library or the Internet. Remember to cite your sources.
- b. Brainstorm and take notes of every aspect you will include in your brochure: location, climate, activities, food, traditional festivals, etc.
- c. Organize your notes in paragraphs according to the category of the information.



PRODUCTION

- 2 Choose the format for your brochure and the artwork.
- 3 Distribute tasks among the members of your group: someone to be in charge of the artwork, someone to write the information, someone to present the brochure to the class, etc.
- 4 Once the written part is finished, check for punctuation, grammar, and spelling mistakes.



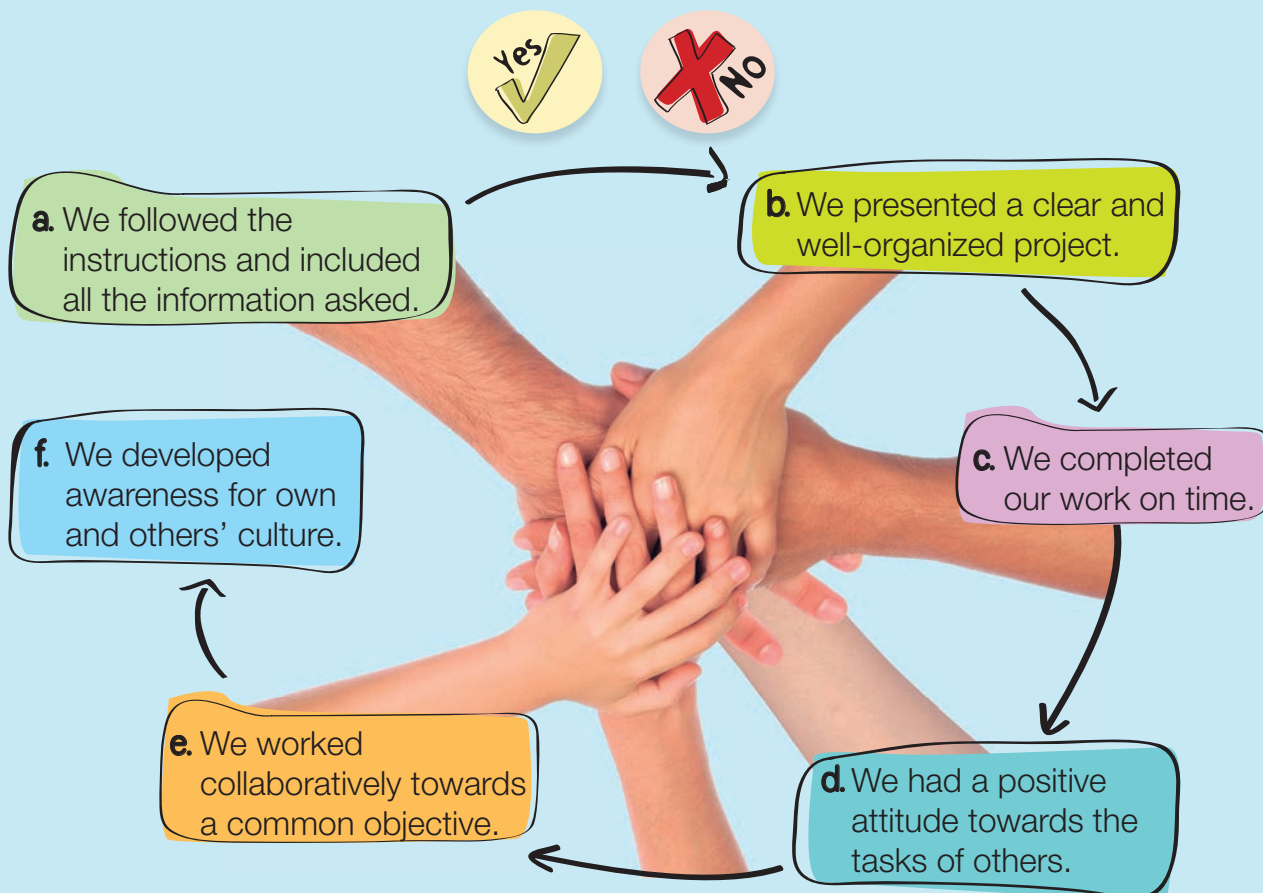
PRESENTATION

- 5 Show your final work to your teacher and then present it to the class.
- 6 Put everyone's work together to form one big tourist brochure of Chile.



PEER ASSESSMENT

Read these indicators and check your performance with your group.



Final Check

Total: 31 points

- 1 Two tourists have just bought tickets for this tour. In pairs, read the brochure and answer the questions.

10 p.

SANTIAGO CITY TOUR

- Duration: 3.5 hours (approx.)
- Price: From USD \$26.00

Schedule Details

Departure Dates: Daily

Departure Point: Tour departs from your hotel in Santiago

Departure Time: 9:00 am - 3:00 pm

Return details: 9:00 am tour returns at approximately 12:30 pm

3:00 pm tour returns at approximately 6:30 pm

A journey through the main streets of the Civic Center of the city of Santiago, visiting the neoclassical Moneda Palace, the Plaza de Armas, or main square, with the Cathedral, the Museum of National History and the Central Post Office.




Continue to Parque Forestal, the Fine Arts Museum and Santa Lucia Hill.

Go on to the **bohemian** area of Bellavista and the San Cristobal Hill. The tour finishes with a visit to the handicraft village of *Los Graneros del Alba*.




- Where does the tour depart from?
- What time does the tour start?
- What time do the visitors return?
- What places does the tour visit?
- Where does the tour end?

- 2  Listen to a tourist guide describing a tour. Discuss if the sentences are correct or incorrect. Justify your answers.

- They will walk around the Museum gardens.
- People can see the fluvial market.
- Curanto is made with seafood, meat and potatoes.
- The tour will finish at the botanical gardens.
- People will see hidden places of the city during the tour.

5 p.

- 3  With your partner, talk about what you usually do, connecting your ideas using before, while, after and when. Follow the model below.

10 p.

During the week, I always get up early. I take a shower before breakfast, and then I go to school. When I get home, I do my homework. After that, I chat with my friends on the Internet while I watch TV.

- 4 Choose one of the places in these pictures and write a brief review to promote it. Include information about the activities people can do, weather, the best time to visit it, etc.

6 p.



a.



b.

Outstanding! (6.0 – 7.0) (31 points)	Very good (5.0 – 5.9) (31 – 20 points)	Needs improvement (4.0 – 4.9) (19–10 points)	Not good enough (1.0 – 3.9) (Less than 10 points)
You achieved the learning goals. Congratulations!	You are achieving the goals. Analyze the few mistakes you made. Well done!	Your performance can improve. Review your mistakes. Keep on working!	You need to review the contents and practice more. You can do it!

Can you always believe everything you see and hear on the news? Why? Why not?





UNIT 4

MEDIA & THE NEWS

OBJECTIVES OF THE UNIT

You will...

- Listen to and show comprehension of news reports and interviews about topics of interest.
- Read and identify general and specific information from paper news and articles.
- Report a piece of news.
- Write simple paper news about topics of interest.

- 1  Discuss the questions in your group.
 - a. What means of communication do you use to be informed?
 - b. Do you think it is important to know what is happening around the world?
 - c. How can you evaluate the veracity of a piece of news? Discuss.
- 2  What are the advantages and disadvantages of these means of communication? Discuss.

Television

Internet

Newspapers

Radio

What do I know?

- 1 👤 Read the headlines carefully and identify the newspaper section where they are found. Share your answers with your classmates.

Arts & Entertainment

Business

Classified ads

National

Sports

World

a. • **Peter Rogers**
to **quit** tennis
courts

b. Eillie Bilish meets
her fans in Chile

c. Chilean schools
promote anti-obesity
programs

d. ■ **FOR SALE:**
Children's bicycle

e. The Parliament approves
political reforms

f. **DOLLAR**
increases value

- 2 📖 👤 Identify and point to the different parts of this piece of news.

Author

Body

Headline

Visuals

CITY TIMES

November 8, 2022

Scientists discover a relative of the T-Rex



By William Preston




Yesterday, a local museum showed to the public a new type of dinosaur discovered in this area. The discovery proves that giant dinosaurs similar to the T-rex existed 10 million years earlier than we thought.

The skeleton shows a dinosaur smaller than the famous Tyrannosaurus Rex, but very similar to it. Scientists say it was a T-Rex's close relative that lived 80 million years ago.




Adapted from: Lewis, S. (2020, August 13). New dinosaur closely related to the Tyrannosaurus rex discovered in England. Retrieved April 06, 2021, from <https://cbsn.ws/31NFZmE>

3   Read the piece of news in activity 2 and answer the questions.

- a. Who wrote the story?
- b. When did it happen?
- c. Who is the protagonist of the story?
- d. Why is the story important?

4  Read the definitions below. Which part of a piece of news do they refer to? Discuss with your partner.

- a. It catches your eye and sums up the story. It is often in bold.
- b. It tells who wrote the article.
- c. It supplies additional information. It is divided into small paragraphs.
- d. These are images used to make a text easier to understand or more interesting.

5    Listen to a piece of news. Then, answer the questions.



- a. What is the story about?
- b. When did the story happen?
- c. What happened in the story?
- d. How did the dogs meet?
- e. Who were the guests?



LESSON 1

In the news!

VOCABULARY IN CONTEXT

- 1   Read and listen to the sentences below each picture. What is the purpose of media? Discuss.



a. The **newspaper** is one of the oldest forms of media.



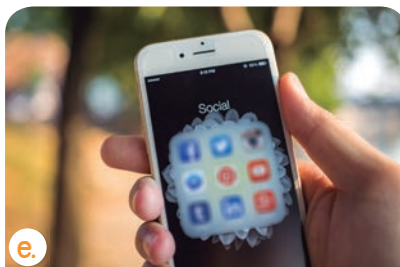
b. The **news report** is usually broadcasted during **prime time**.



c. **Online newspapers** are the digital version of printed media.





d. **Radio** continues to be one of the most popular means of communication.




e. **Social Media** can keep people informed in real time.



f. Nowadays, **journalists** usually work for a variety of news media.

- 2   Think about the difference between a **fact** and an **opinion** and complete these sentences. Then, listen and check.

- a. A(n)... is something that can be proven true.
- b. A(n)... refers to someone's feelings about a particular topic.

- 3  Read these statements and decide if they are **facts** or **opinions**. Compare with other classmates.

- a. Sunday is the best day of the week.
- b. Christmas is celebrated in December.
- c. Some families eat turkey on Thanksgiving.
- d. This has been a terrible week.

- 1 👤 Look at the text below and answer the questions.
 - a. What type of text is it? How do you know?
 - b. What elements does it have?
- 2 Read the text and confirm or correct your ideas. Then find and point to these elements in the text.

Headline

Reporter

Visuals

End

Body

20th September 2022

Giant baby panda born at the zoo for the first time

Written by Daniel Boyle

Wonderful news comes from the Metropolitan Zoo. For the first time in 16 years, a giant baby panda was born there two days ago.

The **zookeepers** are very **cautious**. They say: "The first few days are too dangerous for a baby panda to survive. Most of the cubs born in zoos die."

The zoo director said: "It's too early to know its gender yet. We have to leave the mother panda and her baby alone to let its immune system develop."

The cub belongs to China and has to return there when it turns two years old.

The general public will have to wait three months before they can see it. Meanwhile, people can visit the zoo's website.



Adapted from: Giant Panda Cub born At SMITHSONIAN'S National Zoo. (2020, August 23). Retrieved March 31, 2021, from <https://s.si.edu/3whhXOQ>

3 👤 Read the text again and answer the questions.

- Why are the zookeepers very cautious?
- Why do they have to leave the mother panda and her baby alone?
- When does the cub have to return to China?

4 📖 👤 Create questions about the text using the question words below.

Who?

What?

Where?

When?

Why?

How?

LANGUAGE IN USE

Connecting ideas

a. Read these sentences from the text. Then answer the question.

- The first few days are **too** dangerous for a baby panda **to** survive.
- It's **too** early **to** know its gender yet.

Which of these words would you use to replace the word **too**? Discuss.

easily

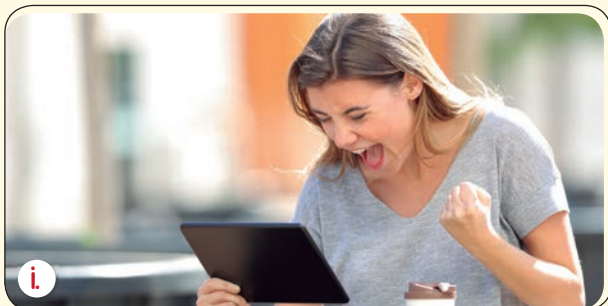
hardly

extremely

reasonably

moderately

b. 📖 👤 Write one sentence per picture, connecting the ideas with the words **too** and **to**. Use the pictures as help.



i. The news is good. It can't be true.



ii. It is very early. He can't have breakfast.



iii. This ring is expensive. I can't buy it.



iv. He was late. He couldn't get the bus.

c. 55 👤 Write three sentences of your own with the connectors "too... to..."

Model text

- 1 Read this news article. What is it about? Discuss.

Kittens at International Airport

By James Monroe

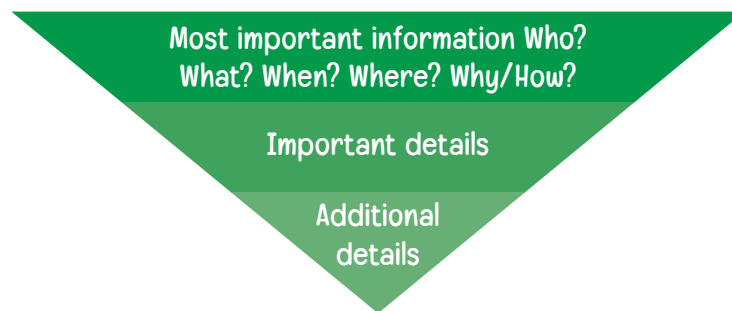
Airport officials called firefighters to the International Airport yesterday because of a strange noise coming out of a case at the baggage counter.

The discovery: a kitten and a puppy taken on a trip by the owner. He said: "I could not leave them home alone for three days." The pets went back home with their owner. "I decided to stay home with them", he said.



Organizing ideas

- 2 Think about an interesting or amazing piece of news you would like to report. Use this inverted triangle diagram to collect information about it.



- 3 Write sentences narrating the events you want to report.

Drafting

- 4 Put the sentences together into a short piece of news. Use the model text to help you.

Revising and editing

- 5 Check your text. Correct spelling and grammar, if necessary.

Writing

- 6 Write the final version of your article on a separate piece of paper and attach some visuals. If possible, type the article and print several copies.

Publishing

- 7 Publish your article on a visible place in the classroom.

LET'S PLAY

1  Become a journalist!

INSTRUCTIONS

1. Get in groups.
2. You must create sentences informing about the events in the pictures.
3. Throw the dice. The number you get will tell you which question your sentence needs to answer. One student in your group must take notes of all the sentences.
4. After you finish, read and compare your reports with other groups.



Who?



When?



Where?



Writer





What?



End?

LISTENING




- 1   Listen to these extracts of some radio programs and identify the type of programs they are.

The news

The weather forecast

Sports events

Music show




- 2    Listen to the extracts again and take notes of the words that helped you identify the type of program. Copy and complete the chart below.

Extract 1

Extract 2

Extract 3

Extract 4

- 3    Listen to other extracts of radio programs and decide which pictures represent them. Check with your partners.



- 4    Listen again. What are the people doing in each case? Point as you listen.

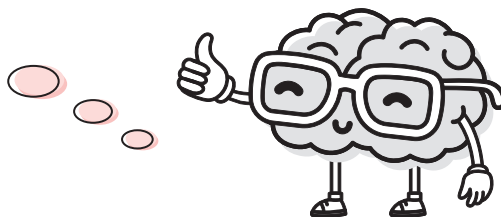
a. Reporting the effects of a natural disaster.



b. Describing the origin of earthquakes.

c. Reporting the weather.


LET'S REFLECT

- Are these types of reports useful for the public? Why do you think that?





5   Write questions for these answers about Extract 1.

- The name of the radio station is WWKL.
- Stephanie from the National Seismological Service.
- To talk about earthquakes.
- It is the Earth's natural means of releasing stress.

6  Now, focus on Extract 3. What did you notice about the speaker's tone of voice? Discuss with your group.

LANGUAGE IN USE

Adjectives ending in *-ing*

- Read these sentences from the recording. Pay attention to the words in **bold**.
 - Dan Johnson reports on the **alarming** news of the intense rainstorm in the South.
 - Forecasters say this **surprising** rain is expected to continue until the end of the week.
 - I tell you, the flood is **amazing**!
 - The scene is **shocking**.
-  Discuss these questions with your partner.
 - What do the words in bold describe?
 - What do these words have in common?
-  Create adjectives ending in *ing* sentences, using the words in the boxes as clues, to describe the pictures.

interest

bore

amuse

relax

frighten

surprise

excite

confuse



Reading/novels




watching the sunset



doing exercise




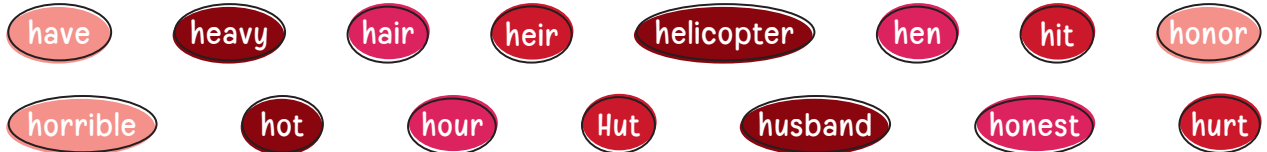
science-fiction movies

d.  Finish the sentences with an adjective ending in *-ing*.

SPEAKING

Preparing to speak

- 1  Read the list of words below. Then listen and check the pronunciation of the initial sound.



- 2  Listen and repeat these phrases.

Let's welcome ...

Dan Johnson reports...



It's amazing!

Alarming news come...

It's incredible!

It's shocking.

Modeling



- 3   Listen to this news extract. Then, practice reading it aloud with your partner, imitating the pronunciation and intonation.



Good evening and welcome to our report on the latest sports news. Yesterday, Rhonda Campbell, the famous cyclist from Dublin, Ireland, had an amazing performance! She got a surprising first place in the Tour de France after 3 days of exhausting competition.



Let's speak

- 4  In pairs, find a piece of news (sports/weather/natural event/etc.) on TV or on the newspaper and prepare a short report like the one you practiced. Use the transcript as a model and the **USEFUL EXPRESSIONS** provided.
- 5  If possible, record the report and share it with your classmates. If not, read it aloud in front of the class.

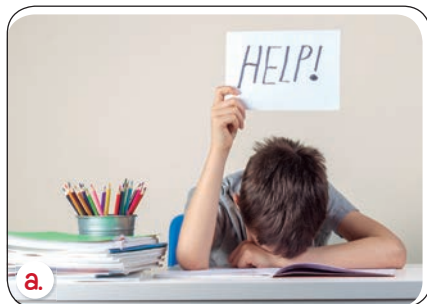
USEFUL EXPRESSIONS

- Welcome to...
- This is...
- Surprising news...
- It's amazing!

Checkpoint

Try these challenges.

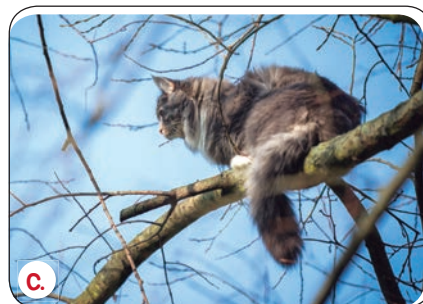
1. Write three sentences using *too... to* and the clues in the pictures.



Difficult/solve



Late/study



High/rescue

2. Describe the following actions/situations to your partner, using adjectives ending in *-ing*.

listening to music

earthquakes/storms

watching action movies

3. Think about an interesting piece of news you have just read/listened to. Exchange information about it using the question words in the boxes.

Who...?

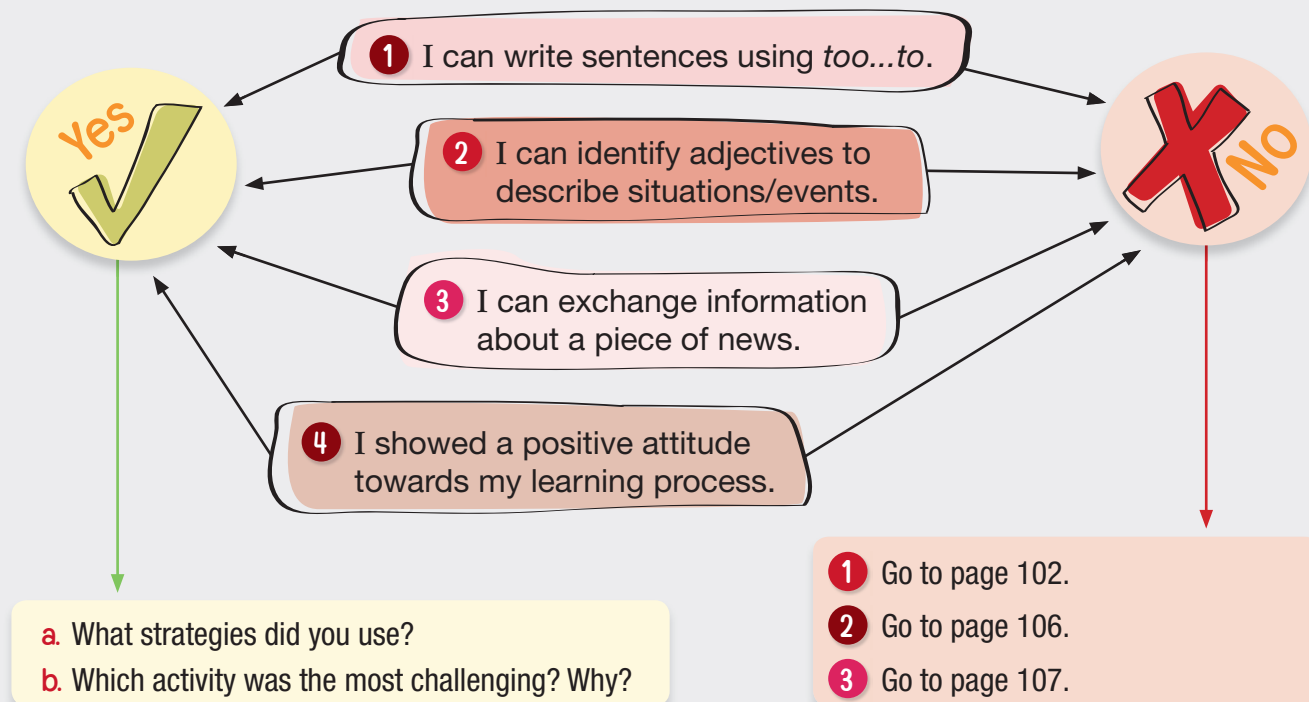
What...?

When...?

Where...?

How...?

CHECK AND TAKE ACTION



NEWS

Studying changed my life

Around the world, there are approximately 62 million girls who are not in school. Each year, many international organizations make great efforts to change this situation. Carol Hullin's story is an example of that.

By Brenda Monroe

Many girls in developing countries usually leave school, when they are very young, to work as **maids**. Dr. Carol Hullin was born in *La Legua*, in Santiago, in a vulnerable context. At 7, she used to sell sweets and chocolates on the buses. "My school years were traumatic," she remembers. "I didn't have good marks. When I finished school, my father wanted me to work, but my mother pushed me to continue studying."

She became a medical technician. After that, an uncle invited her to travel to Australia.

There, thanks to a special international organization program, she studied and earned a P.H. degree in Health Engineering, with a concentration on Artificial Intelligence.

"To continue studying changed my life and my world," Carol says.

"Education is a synonym for freedom".

Her story is familiar to girls growing up in many poor areas all over the world. There, educating girls is still considered a **waste** of money.

Carol is a woman; she is indigenous and was born in a deprived context. Nothing prevented her to become a doctor.



Adapted from: Gómez, M. E. (2018) CAROL HULLIN: "ESTUDIAR ME CAMBIÓ EL MUNDO". Retrieved from: <https://bit.ly/3rSCp5h>

1. 🧑🧑🧑 Discuss these questions.
 - a. What professions are more popular with men/women? Why?
 - b. How is the situation different from your parents' generation?
 - c. Is it more difficult for girls to study than it is for boys? Why? Why not?
2. 🧑🧑 What are the "general topic" and the "purpose" of the text? Read and discuss with your partner
3. Read the text again. Identify a fact and an opinion in it.
4. 🧑🧑🧑 Reflect on the situation in your city/area. Discuss and exchange opinions with other groups.
 - a. Do you think it is more difficult for girls to study? Why? Why not?
 - b. Do you think boys have more possibilities to go to the university? Why? Why not?

MINIPROJECT

Find information about a similar example in Chile or other country. Write a short news article about it. If possible, get some pictures to illustrate it. Display your work in a visible place in your classroom.

LESSON 2

Breaking news

VOCABULARY IN CONTEXT

- 1 Read and listen to the sentences. Which type of news is the most interesting for you? Why? Discuss.



a. **STRAY DOGS**

Last night's **news story** was about the problem of stray dogs.



b.

International news informs us about events taking place abroad.



c.

My father watches the **sports results** every evening.



d.

Feature news focus on the "people aspect" of a particular story.



e.

I usually read the **arts reviews** before attending a cultural event.



f.

Fake news usually goes viral on social media.

- 2 Listen to some people talking about their favorite means of communication. Which one do you agree/disagree with? Why? Discuss.



a.



b.



c.

READING

- 1 👤 Read what the girl says. Then, answer the questions.
 - a. Who is the protagonist of the story?
 - b. Where did it happen?
 - c. When did it happen?
 - d. What did the boy do?
 - e. Why is it important?
- 2 Read the text and confirm your ideas.

"I'm reading a story about a boy from Florida, in the USA.

Last month, he discovered an important device to help people when there is a flood."



THE SANDLESS SANDBAG

A 13-year-old boy has invented a sandbag without sand to use in flood defense.

By Megan Donovan



A month ago, Peyton Robertson, from Fort Lauderdale, Florida, was watching the news on television. A reporter was showing the damage caused by a strong hurricane in Puerto Rico.

After that, Peyton used his math and science skills to create sandbags filled with liquid polymer. The bags only expand when wet, so they are exceptionally light and easy to transport to areas affected by storms and flooding.

Peyton and his family usually experience the terrifying impact of super storms in Florida. He said: "Eighty percent of the damage caused by hurricanes is caused by flooding. This made me think about how people can prepare for floods."



"I love learning about things in the world that are hard to explain. You can find science in everything," he added.

Experts believe the invention could be widely used in the future and potentially save many lives. The *Sandless Operative Sandbag* impressed the judges of a national science contest so much that he was **awarded** the title of 'America's Top Young Scientist'.

Well done, Peyton!



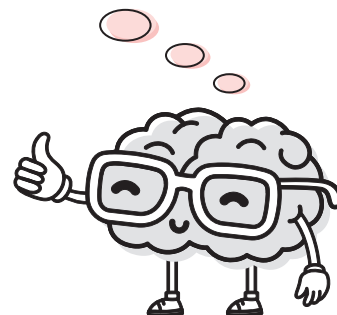
Adapted from: Dolasia, M. (2021, March 26). 11-Year-Old Florida Boy's redesigned Sandbag could help millions during natural disasters. Retrieved April 08, 2021, from <https://bit.ly/3mCymSY>

3   Read the text again and answer these questions.

- a. Who is Peyton Robertson?
- b. Why did he invent a device to use in flood defense?
- c. What does he call it? Why?

LET'S REFLECT

- Do you think this text can be fake news? How can you check it?



4  Discuss these questions about the article.

- a. Is the article useful? Why? Why not?
- b. Is the invention useful to your own reality? Why? Why not?



LANGUAGE IN USE

Expressing actions in the past

a. Read these sentences from the text. Then answer the question.

*A month ago, Peyton Robertson, from Fort Lauderdale, Florida, **was watching** the news on television.
A reporter **was showing** the damage caused by a strong hurricane in Puerto Rico.*

- i. Do the sentences refer to a **specific action** or to a **continuous action**? Discuss.
- ii. Take a look at the actions in bold in the text above. How are they expressed? Analyze them.


b.   Write sentences expressing what was happening in these pictures. Use the time expressions provided.




Last weekend.



Yesterday at 5:00.

c.  63 Fill in the blanks with the correct form of the verb in your Activity Book.

Model text

- 1  Read this interview. How is it organized? Analyze it with your partner. Then check with your teacher.

THE SCHOOL HERALD

By Maureen Baldwin

With so many problems caused by climate change, we wanted to know more about Peyton, a young problem solver.

How did you become interested in science?

I've been a curious person since I was a child.

What made you decide to take on the sandbag?

The idea came out of my experience living through hurricanes in South Florida.



The key to my design is the addition of salt to the polymer.

Do you have any advice for other kids who want to get involved in problems affecting their areas?


You should start by making a list of all the problems that affect your area and then get to work!

Adapted from: Bast, M., Morton Bast & Burchardt, J. (2016, January 03). 3 brilliant inventions from a 12-year-old scientist. Retrieved April 08, 2021, from <https://bit.ly/3rVOqHa>

Organizing ideas

- 2   Imagine you are going to interview a scientist who will talk about a useful invention. Use these questions to take notes.
 - a. Who is the inventor?
 - b. What did he/she do?
 - c. Why is the invention useful?

Drafting

- 3  Write some questions you would like to ask to the scientist. Follow the examples in the model text. Then find the answers to the questions you formulated.
- 4 Put the questions and answers together to write the interview. Invent a title for your interview and a name for the scientist. Follow the model and include all the necessary information (title, name of interviewer, introduction).


Revising and editing

- 5  Check that your questions follow a logical sequence. Check for spelling mistakes.

Writing

- 6  Write the final version of your interview on a separate piece of paper.

Publishing

- 7  Practice the interview with your partner, taking turns to be the interviewer and the interviewee. If possible, publish the interview on a visible place in your classroom.

LET'S PLAY

- 1 👤👤👤 Look at the picture of the park yesterday. Then close your book for ten seconds and take turns with your partners to report what was happening.
Example: *The family was running.* Compare your answers with other groups.





FAKE NEWS

Fake news is news that has been made,
Knowing full well that it's not true.
Some is false to make it **satire**
Some as rumors from sadism.

And some to **mislead** the reads,
False news motivated is no good.
Truth adulterated is bad too,
Impersonation and insertion
Made, fake news is manufactured.

Fakes news are circulated
With **ulterior** intention,
Fake news is forwarded to others,
Thinking that it is a true one.

Stop believing news in receipt,
Unless you trust the source with your soul.

Retrieved and adapted from: <https://bit.ly/3EDGIOZ>

1. Can you explain the term “Fake News” in your own words?
2. Read the poem and answer.
 - a. 🧑🧑 How is fake news spread?
 - b. 🧑🧑🧑 Have you heard any fake news recently? What was it about? Share it with the class.
 - c. 🧑🧑🧑 What, do you think, is the purpose of spreading fake news? Discuss.
 - d. 🧑🧑🧑 Recite the poem.



MINIPROJECT

Get in groups and find some news on the Internet and/or newspapers about the proliferation of fake news. Gather all the information and create your own piece of news about the topic, following the models seen throughout the unit.

LISTENING

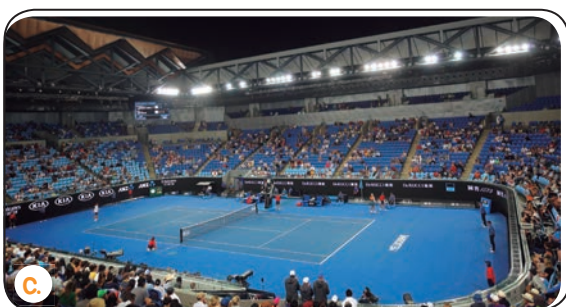
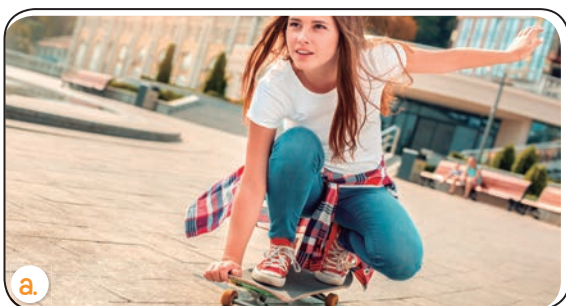
1 Answer the questions and then share your comments with your classmates.

- How do you get information about sports?
- Do you usually listen to sports news on the radio? Yes? No? Why?
- What sports programs do you usually listen to?

2 Read and listen to these questions. What is their purpose? Discuss.

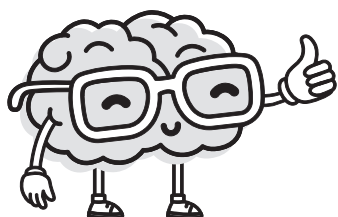
- When did that happen?
- Where did he begin?
- Did they play badly?

3 Have a look at the pictures. Do you recognize the events? Find information about them with your partner and report them to other groups.



4 Listen to a sports news report. Then copy this diagram and complete it with the information you hear.

Name	Sport	Event	Place	Time
------	-------	-------	-------	------



LET'S REFLECT

- Are sports events experienced in a different way today, compared to the past? Discuss with your partner.

5 Answer these questions. Then compare the answers in your group.

- Have you ever practiced any of the sports mentioned? Which one(s)?
- Would you like to try some of them? Which one?
- Which item of the report you heard is important to you? Why?
- Can you relate any of them with your place of origin? How?

LANGUAGE IN USE

Expressing interrupted actions in the past (continued)

a. Read these sentences from the recording, and other examples, and practice them with your partner.

- She **twisted** her shoulder badly **while** she **was playing**.
- **While** she **was winning** 4 - 2, thousands of people **watched** the terrible moment on TV!
- We **were playing** soccer **when** my brother **injured** himself last week.
- The accident **happened while** I **was watching** the match on TV.

b. Answer the questions.

- Do the sentences express a single event or two simultaneous events? Discuss.
- Which words are used to connect the events?

c. Write three sentences telling what you and your classmates were doing when the teacher arrived this morning. Compare your answers with other groups.

d. Finish the sentences with your own ideas in your Activity Book.

SPEAKING

Preparing to speak

1 Listen and repeat the expressions in the boxes.

What happened...?



Have you heard about...?

Where did it happen?

When was it?

Did they play...?

Modeling

- 2   Listen to this dialogue. Then, practice reading it aloud with your partner imitating the pronunciation and intonation.

Gina:

Hi, Luke! Have you heard the news report?

Luke:

No! I was studying for the test.

Gina:

*The national soccer team won...
It's in the finals now!*

Luke:

Cool! When did that happen?

Gina:

*Last night! The reporter said
it was an incredible match.*



Luke:

Really? Tell me about it...

Gina:

*Well, during the second half, and almost at the
last minute, the two teams were 1 - 1. Suddenly,
the team's captain ran very fast and he shot
into the goal! While the people were shouting
"Gooooaaalllllll!" the referee finished the match.*

Let's speak

- 3  In pairs, find a piece of sports news on TV, radio or the newspaper and write a short dialogue, exchanging information about it. Use the transcript as a model and the **USEFUL EXPRESSIONS** in the box.
- 4  Role-play the dialogue in front of your classmates.

USEFUL EXPRESSIONS

- Have you heard...
- When did it happen?
- Where was it?
- How did he/she/they play?

Checkpoint

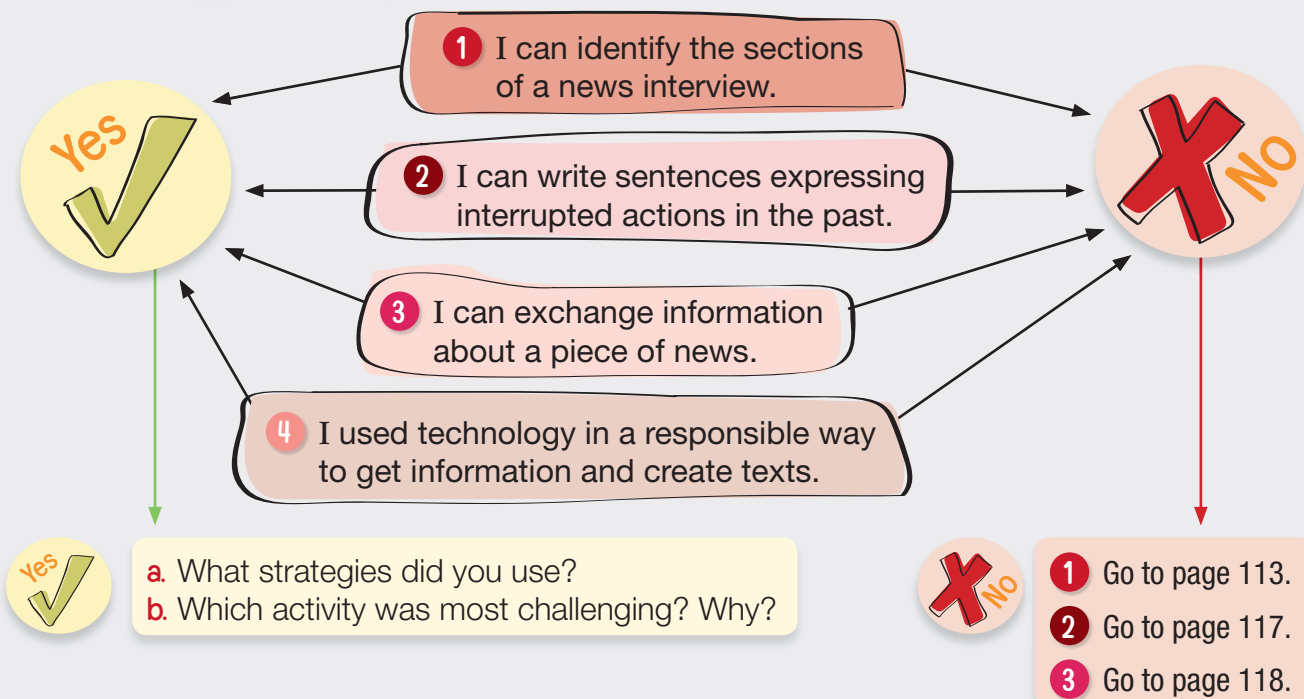
Try these challenges.

1. 👤 Read the headlines in the pictures. Identify the section of the news report they belong to.



2. Write three sentences saying what you were doing at 12 o'clock last Christmas.
3. 👤 Choose one of the headlines above and create a short paragraph about the news. Then share it with the class.

CHECK AND TAKE ACTION





HOW ROBOTICS IS HELPING THOSE WITH DISABILITIES

Some statistics recovered by the UK government show that 14.1 million people reported a disability in the UK in 2018-19, meaning 21% of the population.

The encouraging news is that technology, especially robotics, is improving the quality of life for disabled people, to help them enjoy the sense of freedom and independence that more able members of the population already have.

Prostheses

Prosthetic limbs have been available for several years now, but the field is advancing to the point where the products that are being created may soon be better than natural limbs in their performance and functionality.

Prostheses are also being developed with bionic skins that integrate with the nervous system, in much the same way as a normal limb.

Other advancements have seen prosthetics created using 3D printers, allowing children and adults to use lightweight limbs through everyday life, especially in areas affected by war.



Exoskeletons

Also known as orthoses, exoskeletons are revolutionizing the lifestyles of disabled people and those recovering from brain or spinal cord injuries. Also, advancements are being made that will enable exoskeletons to be controlled from the mind.

The evolution of AI has been developed to advance the world of robotics within the medical field greatly. The future is looking much brighter now for people with disabilities.

Taken and adapted from: Polly. (2020, December 16).

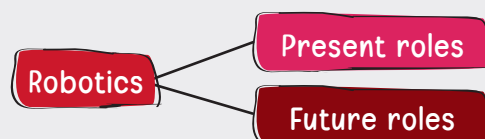
How robotics is helping those with disabilities. Robotics & Automation News. <https://bit.ly/3l2slju>

1. 📖 Make a list of the aspects in which robotics can improve people's lives.
2. Read the article and check your ideas.
3. 👤 Read the text again. Identify the ideas that are true, false or not mentioned. Discuss them with your partner.
 - a. Robotics is being used to help people with disabilities.
 - b. Prosthetic limbs will never perform better than real limbs.
 - c. Some prosthetic limbs are using bionic skins that integrate with the nervous system.
 - d. It is impossible to create prosthetic limbs by using 3D printers.
 - e. AI is also being used to improve the automotive field.
4. 👤 Discuss these questions.
 - a. Have you ever met anyone with prosthetic limbs?
 - b. Do you agree that robotics can improve the lives of people with disabilities? Why?
 - c. Do you think robotic prosthetics will be available for everyone in the future? Why? Why not?



MINIPROJECT

1. 👤 Find information about present and future advances in robotics for people with disabilities in Chile.
2. Copy and complete this graphic organizer on a piece of cardboard.

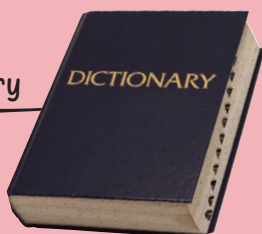


3. 👤 Share your work with your classmates. Display the poster in a visible place in your classroom.

Project: News report

MATERIALS

Dictionary



Audio recorder
or recording app
(if possible)



Examples of
news reports



Printed text



As a class, you will prepare some items of news to be reported in a radio program.

PREPARATION



1

Work in groups. Follow these steps.

- a. Listen to some news reports on the radio, TV or the Internet and take notes on the different sections and types of news they include.
- b. Assign a section to each member of the group. Search for an interesting piece of news to be reported in the section you were assigned. (One student must take the role of presenter).



PRODUCTION

- 2 Prepare a short report on the item of news, including all the necessary information to answer these questions: Who? When? Where? What/How?
- 3 Write a script of a news report program. Use any of the models in this unit.
- 4 Practice reading your report aloud and role-playing the program. Imitate the intonation and pronunciation in the models of the unit.



PRESENTATION

- 5 Present your news report to your classmates. (If possible, record your performance and then show it to your classmates).



PEER ASSESSMENT

Read these indicators and check your performance with your group.



a. We followed the instructions and included all the information asked.

b. We presented a clear and well-organized project.

c. We completed our work on time.

f. We used communication technologies in a responsible way, to get data and to share information.

e. We worked collaboratively towards a common objective.

d. We had a positive attitude towards the tasks of others.

Final Check

Total: 22 points

- 1 Read the piece of news. Identify if the statements are correct, incorrect, or not mentioned. Answer on a separate sheet of paper.

6 p.

It may happen to anybody

Last week, a university professor in Singapore gave a two-hour online class but didn't realize he was on mute. Professor Wang teaches math and was not aware that in his online presentation the microphone on his computer was switched off! None of the students attending his online class heard what professor Wang was talking about.

His class started well but then it froze. The video came back but the microphone was off and professor Wang did not notice.

Students tried many times to contact professor Wang during the lesson but could not get through to him. They waved their arms and even tried calling him on his personal phone. A video of the moment he understood the situation has gone viral on the Internet. It has received more than 653,000 views. After realizing what happened, professor Wang offered to redo the lesson at a different time so his students did not miss that class.

Adapted from: Ibbetson, R. (2021) *Maths professor in Singapore delivers two-hour lecture on Zoom only to realise he was on mute the entire time*. Retrieved from: <https://bit.ly/3uOIRx4>

- a. The professor teaches computer coding.
- b. Only a single student heard what the professor was saying.
- c. The article said the professor froze.
- d. Students waved their phones at the professor.
- e. A video of the professor has gone viral on the Internet.
- f. The professor said he would not redo the lecture.

- 2 Read the article again. Identify the information to create the essential questions of a piece of news.

5 p.


Who?

Where?

When?


What?

Ending?



3  Listen to the recording and answer these questions.


5 p.




- What type of recording is it?
- What is the means of communication used?
- What section of the program does it belong to?
- When and where do the events happen?
- Who are the protagonists of the story?

4  Read the piece of news below and exchange information about it with your partner, asking and answering questions.

6 p.



A 4-legged hero

By Cathy Jones


Natural disasters are terrible experiences for everyone who suffers them.

However, there are always inspiring stories of heroism. That's certainly the case of Hero, the ironical name of a black Labrador. Last month, the dog saved a man before he disappeared in rising flood waters.

After that, the dog was rescued by a special team and was honored at Genesis Awards.

Hero received a standing ovation and a huge bone!

Created by publishing team.



Outstanding! (6.0 – 7.0) (22 points)	Very good (5.0 – 5.9) (21 –14 points)	Needs improvement (4.0 – 4.9) (13–9 points)	Not good enough (1.0 – 3.9) (Less than 9 points)
You achieved the learning goals. Congratulations!	You are achieving the goals. Analyze the few mistakes you made. Well done!	Your performance can improve. Review your mistakes. Keep on working!	You need to review the contents and practice more. You can do it!



QUIDDITCH: a particular university **craze!**



Quidditch is the main sport of Hogwarts, the magic school in the Harry Potter series. In the book, Harry Potter and his teammates fly around on broomsticks, eluding flying balls and scoring points through goals high above the ground.

Muggle Quidditch is the sport for non-magic people.

Most of the rules of Muggle Quidditch are the same as the original game, but considering there is no magic. This means that the game looks quite ridiculous!

Instead of flying around on broomsticks, players must run around the field with a broomstick between their legs. And the golden snitch does not fly; it is a tennis ball in a long sock attached to the shorts of an official of the game. Players must **chase** the official to claim the snitch!

If you know the Harry Potter books, you can imagine how incredible the game would be in the world of magic. However, the adaptation is a little disappointing.

This sport originated in the United States, but many English universities adopted it with great enthusiasm. We don't know if it will become a serious sport like rugby, or will **die out** when people realize that playing it is nothing like the scenes in the Harry Potter movies.

Adapted from: Emily, W. (2014) The newest university craze: Quidditch! Retrieved from: <https://bit.ly/3sD87oP>

Nature is Cool

By Barbara

Nature is cool in its own way,
Nature is cool in the day,
But if global warming happens,
It would not be good
For our earth and neighborhood.
Global warming would make the earth hot,
Which would be like a boiling pot.
Global warming would **harm** the earth,
Mother nature could not give birth,
To animals and plants,

Earth would be under a **trance**.
Green plants would lose their fame,
Our waters would drain.
Our government will try to help,
But you and I need to save the **kelp**.
So start playing it smart,
And do your part.
Life might not end,
If you're Earth's friend!

Retrieved from: <https://bit.ly/3fFXdtT>



Around the World in 80 Days

by Jules Verne (Extract)

Chapter XI

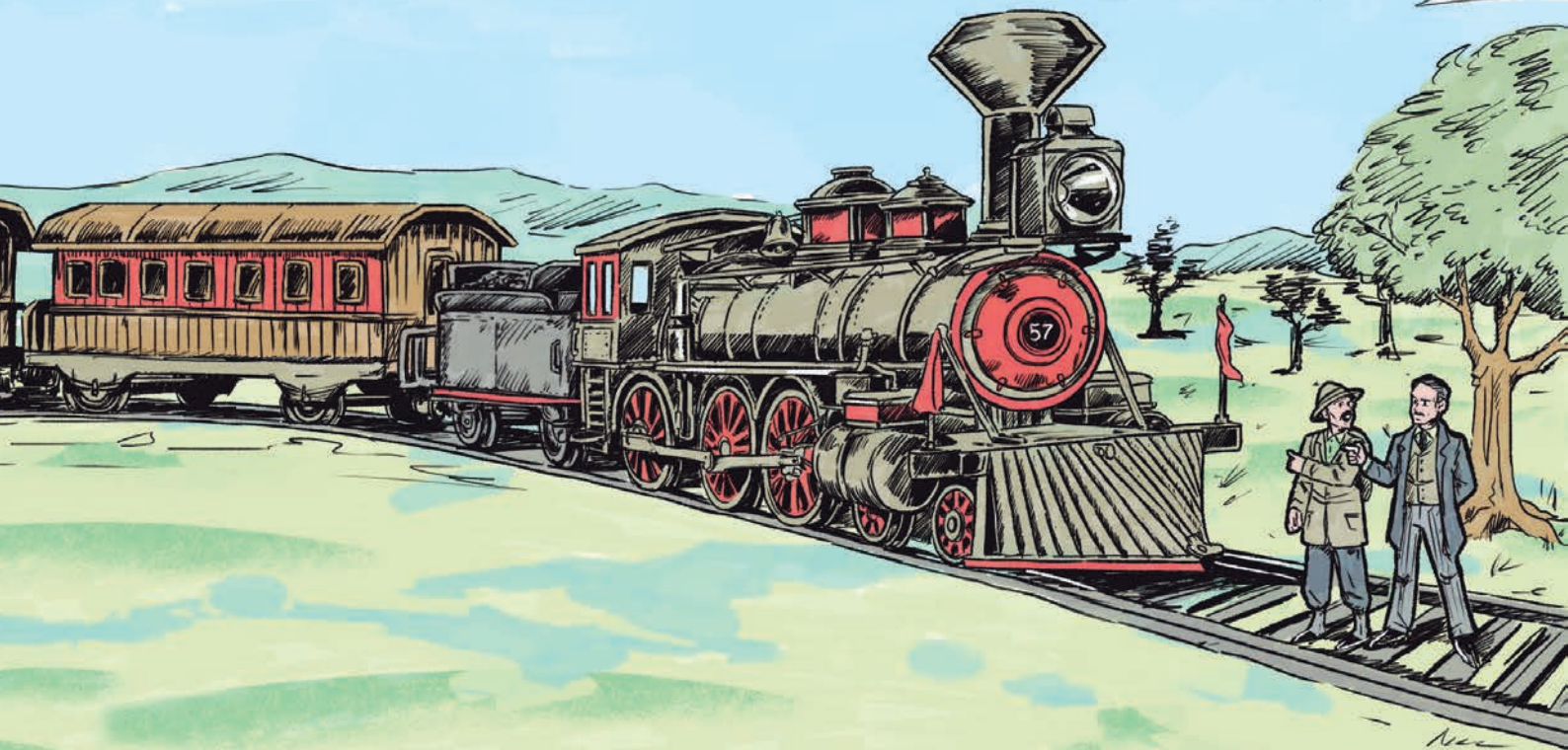
Phileas Fogg secures a curious means of transportation at a fabulous price.

The train passed the viaducts after an hour after leaving Bombay. It also passed the island of Salsette. Then it got into the open country. At Kalyan, they reached the **junction** of the branch line which descends towards south-eastern India by Kandallah and Pounah. After that, It passed Pauwell. It entered the mountains.

Their **summits were crowned with thick and green forests.**

Phileas Fogg and Sir Francis Cromarty exchanged a few words from time to time. Sir Francis, reviving the conversation, said, "Some years ago, Mr. Fogg, you would have met with a delay at this point. It would probably have made you lose your **bet**." "How so, Sir Francis?" "Because the train stopped at the **base of these mountains, and the passengers were obliged to cross in palanquins** or on ponies to Kandallah, on the other side." "Such a delay would not have changed my plans in the least" said Mr. Fogg. "**I have constantly foreseen the likelihood of certain obstacles.**"

Adapted from Verne, J . (1873) Around the World in 80 Days. Retrieved from <https://bit.ly/2GTvi2F>



April 2000: The Third Expedition

(Extract)

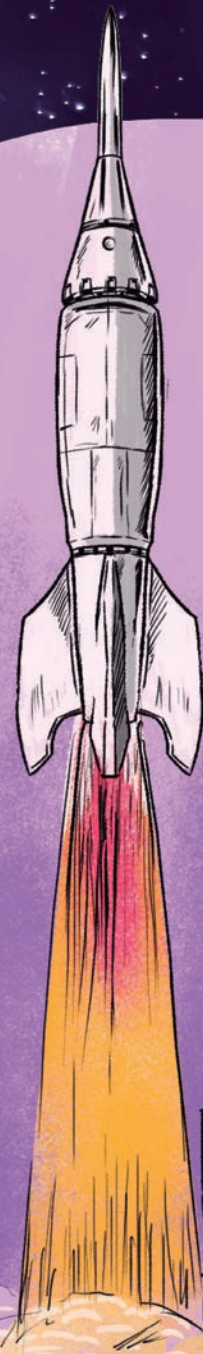
Ray Bradbury

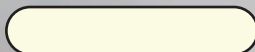
It was a new ship; it had fire in its body and men in its metal **cells**, and it moved in silence. There were seventeen men onboard, including a captain. The crowd at the Ohio field had shouted and **waved** their hands up into the sunlight, and the rocket had flown into space, on the third voyage to Mars!

Now it was decelerating on Mars. It had moved in the midnight waters of space like a **leviathan**; it had passed the moon and thrown itself into space. The men inside had been beaten and had recovered, each in his turn. One man had died, but now the remaining sixteen, with their eyes clear and their faces pressed to the thick glass windows, watched Mars just below the ship.

"Mars!" cried Navigator Lustig...

Taken and adapted from: Bradbury, R. (2006).
The Martian chronicles. New York: William Morrow.





OK



FACT OR FAKE?



What is fake news?

Fake news is content that is not factual. This includes stories that are circulated online, usually via social media but also in the press, to make people believe something untrue, or stories that may be true in part, but have been exaggerated or distorted to make the reader adopt a certain point of view. Fake news is not new, but the internet has provided an international platform for it.

How does fake news spread?

People share fake news on social media, repeating what they've heard in the same way as repeating **gossip** at a party.

To avoid being tricked by fake news, consider these questions:

- **Is it being reported elsewhere?**
Have you seen this story anywhere else online, on TV or radio?
- **Is the site name normal?**
Do you trust the website where you saw this story? Do you recognize its name?
- **Do the photos and videos look right?** Or do they look manipulated?
- **Does the headline agree with the content of the article?** Read the entire piece before you share a story to be sure that it is an article you really want to share.
- **Do you have any doubts?** If yes, check with an adult and ask them what they think about the story.

The internet was invented as a **tool** for sharing information. We're all responsible when it comes to preserving its potential for good.

Adapted from: From coronavirus to 5G, here are the fake news dangers affecting kids now - and how to protect them. (n.d.) Retrieved from: <https://bit.ly/2TWV70E>

news



Glossary

UNIT 1 MUSIC AND LEISURE

Batter (n): one that strikes or hits a ball with a bat.

Book (v): to reserve in advance.

Chase (v): to follow rapidly.

Cleats (n): shoes equipped with cleats (wooden or metal pieces projecting from the sole out, to provide grip on the grass).

Compulsory (adj): mandatory, enforced.

Craze (n): an exaggerated and often transient enthusiasm.

Die out (v): to become extinct.

Exchange (v): the act of giving or taking one thing in return for another.

Facilities (n): something (such as a hospital) that is built, installed, or established to serve a particular purpose.

Pioneer (n): a person or group that originates or helps develop a new line of thought or activity or a new method or technical development (the first people to do something).

Turning point (n): a point at which a significant change occurs.

UNIT 2 CLIMATE CHANGE AND NATURAL DISASTERS

Aftershocks (n): a minor shock following the main shock of an earthquake.

Ash (n): fine particles of mineral matter from a volcanic vent.

Average (n): taking the typical example of the group under consideration.

Crop(n): a plant or animal or plant or animal product that can be grown and harvested extensively for profit or subsistence.

Crowded (adj): filled with many or too many people or things.

Cub (n): a young carnivorous mammal (such as a bear, fox, or lion).

Dig (v): to break up, turn, or loosen (earth) with an implement.

Fan (n): an enthusiastic devotee.

Greenhouse (n): a structure enclosed (as by glass) and used for the cultivation or protection of tender plants.

Harm (v): to damage or injure.

Heat (n): a condition of being hot.

Injuries (n): hurt, damage, or loss sustained.

Kelp (n): a mass of large seaweeds.

Thick (adj): marked by haze, fog, or mist.

Trance (n): a state of profound abstraction or absorption.

UNIT 3 TRAVELERS

Accomplish (v): to succeed in reaching (a stage in a progression).

Anxious (adj): ardently or earnestly wishing.

Bet (v): to risk money on a race or an event by trying to predict the result.

Bloom (v): to produce or yield flowers.

Bohemian (adj): a person (such as a writer or an artist) living an unconventional life.

Cell (n): a small compartment, cavity, or bounded space.

Handicrafts (n): the articles fashioned by those engaged in occupations requiring skill with the hands.

Indigenous (adj): the earliest known inhabitants of a place.

Junction (n): a place where things, especially roads or railways, come together.

Leviathan (n): a large sea animal.

Linen (n): clothing or household articles made of linen cloth or similar fabric.

Palanquin (n): a structure formerly used in East Asia for transporting one person consisting of a box that is carried by four or six people by means of two long poles.

Scenery (n): a picturesque view or landscape.

Snow-capped (adj): covered with snow.

Sparsely (adv): of few and scattered elements.

Springs (n): a source of water issuing from the ground.

Stretch (v): to extend in length.

Wave (v): to motion with the hands or with something held in them in signal or salute.

UNIT 4 MEDIA & THE NEWS

Award (v): to confer something to someone on the basis of merit.

Cautious (adj): careful about avoiding danger or risk.

Gossip (n): rumor or report of an intimate nature.

Maid (n): a woman or girl employed to do domestic work.

Mislead (v): to lead in a wrong direction or into a mistaken action or belief often by deliberate deceit.

Professor (n): a faculty member of the highest academic rank at an institution of higher education.

Quit (v): to stop doing something.

Redundant (adj): no longer needed for a job.

Satire (n): irony or sarcasm.

Spread (v): to make widely known.

Tool (n): a means to an end.

Ulterior (adj): going beyond what is openly said or shown and especially what is proper.

Waste (n): something spent or used carelessly.

Zookeeper (n): one who maintains or cares for animals in a zoo.

TÓMALO
CON CUIDADO



NO LO RAYES
NI SUBRAYES



CUIDA SUS
HOJAS Y NO DOBLES
SUS ESQUINAS



ÚSALO ALEJADO
DE COMIDAS
Y BEBIDAS



GUÁRDALO
EN UN LUGAR
ADECUADO



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