



STUDENT'S BOOK

ENGLISH 8th GRADE

Ruby Inostroza Domínguez



EDICIÓN ESPECIAL PARA EL MINISTERIO DE EDUCACIÓN
PROHIBIDA SU COMERCIALIZACIÓN



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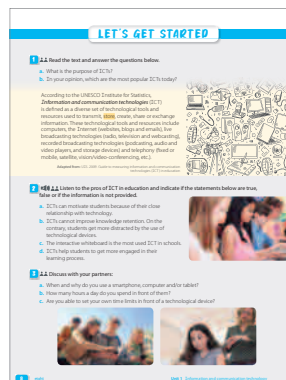
Licenciada en Lengua y Literatura Inglesas,
Facultad de Filosofía y Humanidades, Universidad de Chile.



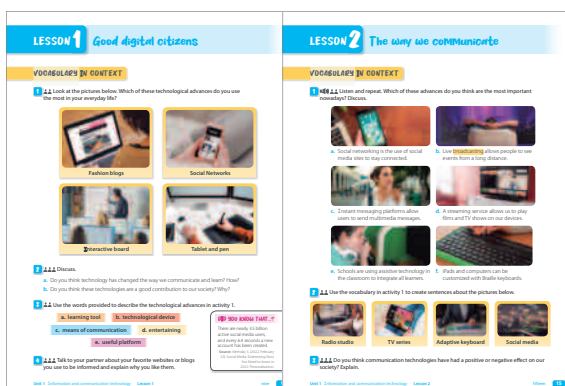
Discover your book



Every unit opens with an engaging question to make you reflect on the unit theme.



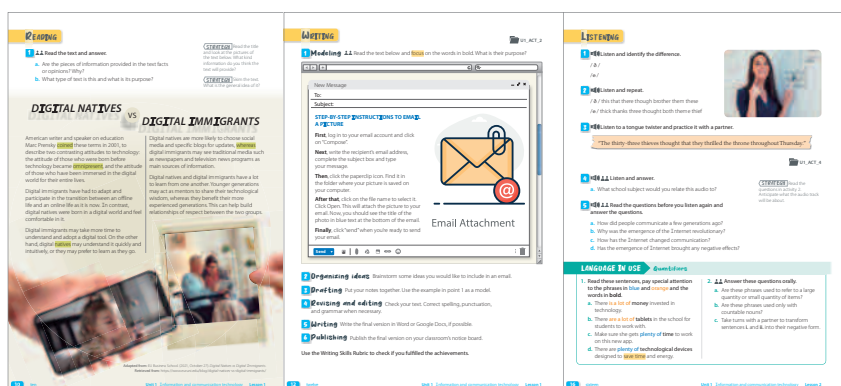
Let's get started This section will help you check your prior knowledge.



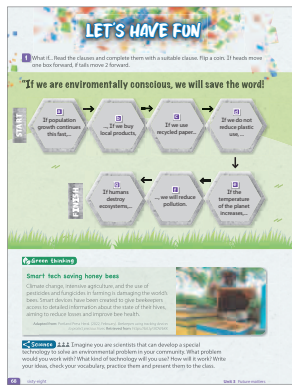
Lesson 1 and 2 There are two lessons in each unit, and they integrate the practice of Listening, Speaking, Reading and Writing skills.



Ancient Knowledge This section helps you become aware of different issues about the indigenous peoples of Chile.



Reading You will practice useful strategies and high-order skills to help you become a better reader.
Writing You will produce a finished piece of writing following step-by-step instructions.
Listening You will practice listening and useful strategies to help you develop your oral skills.
Speaking You will practice and develop your oral production following simple steps.



Let's have fun This section sums up skills and content through a game.



Project It is a group task connected with different learning objectives of other school subjects.

Let's sum up! It will help you summarize the main contents and skills of the unit.

Sections

DID YOU KNOW THAT?

This section gives you a new or interesting piece of cultural information related to the topic.

USEFUL EXPRESSIONS

List of expressions you may need when speaking or writing.

STRATEGY

These useful strategies help you improve your reading and listening comprehension skills.



Indicates an Internet link.

Connections

Indicates an interdisciplinary connection.

Green thinking

Indicates a connection to caring for the environment.

LANGUAGE IN USE

This section helps you review and practice a particular language structure.



This section with questions allows you to reflect on the topic or your learning process.

Student's Book icons



Indicates pair work activities.



Indicates group work activities.



Indicates the number of the audio track.



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



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

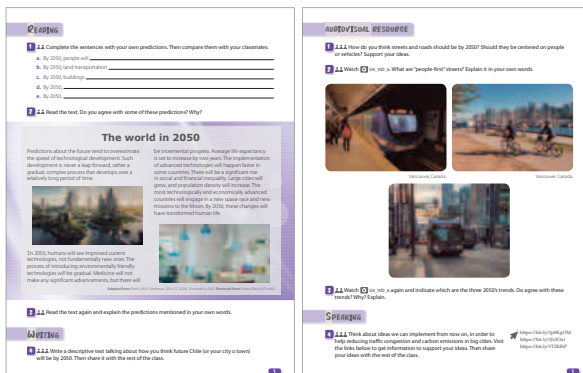
Glossary

All highlighted words can be found in the glossary on pages 74 and 75.

List of Verbs

All highlighted verbs can be found on the list of verbs on pages 76 and 77.

Printable Activities



These sets of activities provide both, enough space to develop the activities in the Student's Book, and extra practice and reinforcement of the skills and contents of the unit.

Digital Activity Bank icons



This icon indicates there are printable activities available.



Directs to a video in the corresponding file.



Directs to a picture in the corresponding file.



Directs to a recording or audio material in the corresponding file.

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UNIT 1

INFORMATION AND COMMUNICATION TECHNOLOGY

How has technology changed the way we communicate? Discuss.



In this unit you will:

- listen and show comprehension of a variety of texts such as description, conversations, news, podcast about information and communication technologies (ICT).
- read and show comprehension of literary and non literary texts about ICT.
- talk, present and discuss about the impact of information and communication technologies (ICT) in our everyday life and the connection with other subjects.
- write texts following the steps of the writing process.



- 1** 👤👤👤 Rank these communication technologies in order of importance. Then justify your opinion.



a. Videocalls



b. Television



c. Radio



d. Computer

- 2** 👤👤 How do you imagine communication in the future? Discuss.

LET'S GET STARTED

1 👤 Read the text and answer the questions below.

- a. What is the purpose of ICTs?
- b. In your opinion, which are the most popular ICTs today?

According to the UNESCO Institute for Statistics, **Information and communication technologies** (ICT) is defined as a diverse set of technological tools and resources used to transmit, **store**, create, share or exchange information. These technological tools and resources include computers, the Internet (websites, blogs and emails), live broadcasting technologies (radio, television and webcasting), recorded broadcasting technologies (podcasting, audio and video players, and storage devices) and telephony (fixed or mobile, satellite, vision/video-conferencing, etc.).

Adapted from: UIS. 2009. Guide to measuring information and communication technologies (ICT) in education



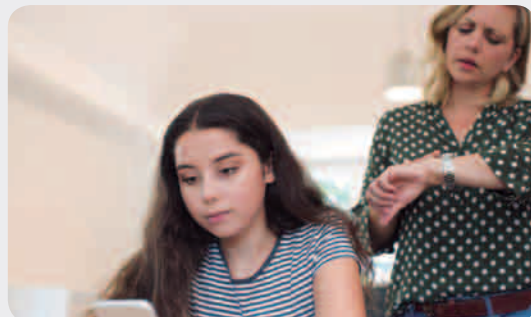
2 🎧 👤 Listen to the pros of ICT in education and indicate if the statements below are true, false or if the information is not provided.

- a. ICTs can motivate students because of their close relationship with technology.
- b. ICTs cannot improve knowledge retention. On the contrary, students get more distracted by the use of technological devices.
- c. The interactive whiteboard is the most used ICT in schools.
- d. ICTs help students to get more engaged in their learning process.



3 👤 Discuss with your partners:

- a. When and why do you use a smartphone, computer and/or tablet?
- b. How many hours a day do you spend in front of them?
- c. Are you able to set your own time limits in front of a technological device?



LESSON 1

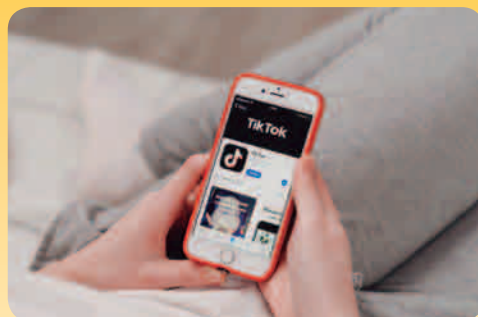
Good digital citizens

VOCABULARY IN CONTEXT

- 1 👤👤 Look at the pictures below. Which of these technological advances do you use the most in your everyday life?



Fashion blogs



Social Networks



Interactive board



Tablet and pen

- 2 👤👤👤 Discuss.

- Do you think technology has changed the way we communicate and learn? How?
- Do you think these technologies are a good contribution to our society? Why?

- 3 👤👤 Use the words provided to describe the technological advances in activity 1.

a. learning tool

b. technological device

c. means of communication

d. entertaining

e. useful platform

- 4 👤👤👤 Talk to your partner about your favorite websites or blogs you use to be informed and explain why you like them.

DID YOU KNOW THAT...?

There are nearly 3.5 billion active social media users, and every 6.4 seconds a new account has been created.

Source: Alemdar, S. (2022, February 22). Social Media Interesting Facts You Need to know in 2022. Perzonalization.

1  Read the text and answer.

- a. Are the pieces of information provided in the text facts or opinions? Why?
- b. What type of text is this and what is its purpose?

STRATEGY Read the title and look at the pictures of the text below. What kind of information do you think the text will provide?

STRATEGY Skim the text. What is the general idea of it?

DIGITAL NATIVES VS DIGITAL IMMIGRANTS

American writer and speaker on education Marc Prensky **coined** these terms in 2001, to describe two contrasting attitudes to technology: the attitude of those who were born before technology became **omnipresent**, and the attitude of those who have been immersed in the digital world for their entire lives.

Digital immigrants have had to adapt and participate in the transition between an offline life and an online life as it is now. In contrast, digital natives were born in a digital world and feel comfortable in it.

Digital immigrants may take more time to understand and adopt a digital tool. On the other hand, digital **natives** may understand it quickly and intuitively, or they may prefer to learn as they go.

Digital natives are more likely to choose social media and specific blogs for updates, **whereas** digital immigrants may see traditional media such as newspapers and television news programs as main sources of information.

Digital natives and digital immigrants have a lot to learn from one another. Younger generations may act as mentors to share their technological wisdom, whereas they benefit their more experienced generations. This can help build relationships of respect between the two groups.



Adapted from: EU Business School. (2021, October 27). *Digital Natives vs Digital Immigrants*. Retrieved from: <https://www.euruni.edu/blog/digital-natives-vs-digital-immigrants/>

2 👤👤 Read the text again and answer.

- a. Who coined these terms and why?
- b. What are the main characteristics of both groups?
- c. Which are the main sources of information these two groups use?

📁 U1_ACT_1

**LET'S
REFLECT**

- a. Do you agree with what the text says? Why?
- b. Why do you think digital immigrants may take more time to understand and adopt a digital tool?
- c. Do you think today's older adults are closer to being considered digital natives?

LANGUAGE IN USE

Giving advice

1. Read these sentences. Pay special attention to the words in **blue**.
 - a. We **should** explain the benefits of technology to a senior to make them interested in learning and using it.
 - b. Monitors **should** explain technological concepts in a simple manner.
 - c. Explain to older adults that they **should** never write their username, password, or other personal information on anything else but a login screen.
2. 👤👤 When do we use **should**? Discuss.
 - a. **Should** is used to give a recommendation or suggestion.
 - b. **Should** is used to express that a situation is likely to happen in the future.
3. Read the text *5 ways for seniors to protect themselves from online misinformation* on the link below and make a PPT presentation giving advice to seniors to be aware of online misinformation.



👉 <https://www.npr.org/2021/06/12/1002908327/5-ways-for-seniors-to-protect-themselves-from-online-misinformation>

1 Modeling 👤 Read the text below and **focus** on the words in bold. What is their purpose?

New Message

To:

Subject:

STEP-BY-STEP INSTRUCTIONS TO EMAIL A PICTURE


First, log in to your email account and click on "Compose".

Next, write the recipient's email address, complete the subject box and type your message.

Then, click the paperclip icon. Find it in the folder where your picture is saved on your computer.

After that, click on the file name to select it. Click Open. This will attach the picture to your email. Now, you should see the title of the photo in blue text at the bottom of the email.

Finally, click "send" when you're ready to send your email.



Email Attachment

Send

2 Organizing ideas Brainstorm some ideas you would like to include in an email.

3 Drafting Put your notes together. Use the example in point 1 as a model.

4 Revising and editing Check your text. Correct spelling, punctuation, and grammar when necessary.

5 Writing Write the final version in Word or Google Docs, if possible.

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

Use the Writing Skills Rubric to check if you fulfilled the achievements.

ANCIENT KNOWLEDGE

- 1 Take turns to explain the meaning of these words. All of them have something in common, do you know what it is?

guagua

cochayuyo

quiltro

huincha

U1_ACT_3

- 2 Read and discuss.

- What can we do to preserve and value indigenous languages in our school or community?
- Can communication technologies be useful for this purpose? Explain.

“Languages are not just sets of words. They are powerful tools essential to carry history, traditions, culture and wisdom.”

Moya-Santiagos and Quiroga-Curín. 2022.

Most Indigenous peoples' languages are considered severely endangered, and *Mapuzungun* is no exception. *Mapuche* associations in Santiago have implemented and developed a varied number of activities such as traditional ceremonies, and herbs, metalwork and *witral* (*Mapuche* weaving) workshops to re-create their identity. Among these activities, *Mapuzungun* workshops have generated great interest due to the relevance of language as an Indigenous identity marker.



Source: Brablec, D. (2022, September 22). Indigenous Language Revitalisation: Mapuzungun Workshops in Santiago de Chile. <https://onlinelibrary.wiley.com/doi/full/10.1111/blr.13291>

- 3 Explain what the words below mean and their relationship with the term “digital literacy”.

strong password

malware

phishing

safe browsing

- 4 Listen and discuss with your group.

- What is the purpose of the project? Explain it in your own words.

- 5 Discuss.

- Do you think this initiative should be replicated to reach all indigenous communities? Explain.
- Should indigenous languages be present in other areas of interest, such as health centers, banks, supermarkets, etc.?



LISTENING

1 🗣️👥 What comes to your mind when you hear the expression *Digital Citizen*? In groups, create a mind map with the words you associate to the concept and explain it.

2 🗣️👥 Listen to the audio track *What does it mean to be a (digital) citizen?* Were any of the words in your mind map mentioned? In which context? Explain.

STRATEGY Paraphrasing.
Restate the same information using different words.

3 🗣️👥 Listen again. Read the statements and explain them in your own words.

- a. Teaching students appropriate online behavior.
- b. Electronic responsibility for your actions.
- c. Physical and psychological well-being in a digital technological world.
- d. Learning and teaching about technology and the use of technology.

LANGUAGE IN USE Expressing frequency

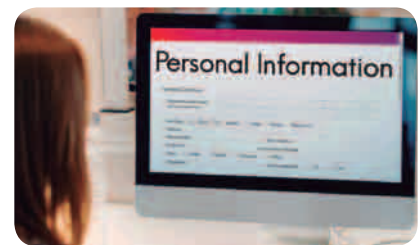
1. Read the examples below. What do the words in bold express? Which other similar words can you think of?
 - a. **Always** set your privacy settings on your social networks.
 - b. **Sometimes** I forget to create strong passwords.
 - c. **Never** say things online that you wouldn't say face-to-face.
2. Look at the pictures and write sentences expressing how often you put in practice these good digital citizen behaviors.



a. Log out of your email.



b. Double check suspicious information.



c. Give personal information.

SPEAKING

1 🗣️👥 Discuss.



- a. How important, do you think, are the elements of digital citizenship mentioned for having a good digital experience?
- b. Would you add another element? Would you remove one of them? Explain.

👉 To learn more about digital citizenship, you can visit this link:
<https://bit.ly/3huBOYo>

LESSON 2

The way we communicate

VOCABULARY IN CONTEXT

- 1   Listen and repeat. Which of these advances do you think are the most important nowadays? Discuss.



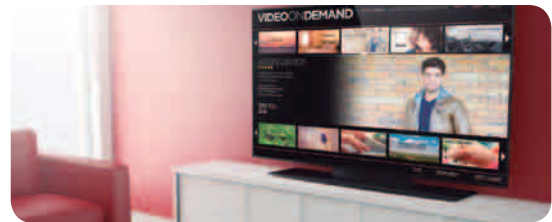
- a. Social networking is the use of social media sites to stay connected.



- b. Live **broadcasting** allows people to see events from a long distance.



- c. Instant messaging platforms allow users to send multimedia messages.



- d. A streaming service allows us to play films and TV shows on our devices.



- e. Schools are using assistive technology in the classroom to integrate all learners.



- f. iPads and computers can be customized with Braille keyboards.

- 2  Use the vocabulary in activity 1 to create sentences about the pictures below.



Radio studio




TV series



Adaptive keyboard



Social media

- 3  Do you think communication technologies have had a positive or negative effect on our society? Explain.

LISTENING

1  Listen and identify the difference.

/ ð /

/ ɵ /

2  Listen and repeat.

/ ð / this that there though brother them these

/ ɵ / thick thanks three thought both theme thief



3  Listen to a tongue twister and practice it with a partner.



“The thirty-three thieves thought that they thrilled the throne throughout Thursday.”

 U1_ACT_4

4   Listen and answer.

a. What school subject would you relate this audio to?

STRATEGY Read the questions in activity 2. Anticipate what the audio track will be about.

5   Read the questions before you listen again and answer the questions.

- a. How did people communicate a few generations ago?
- b. Why was the emergence of the Internet revolutionary?
- c. How has the Internet changed communication?
- d. Has the emergence of Internet brought any negative effects?

LANGUAGE IN USE Quantifiers

1. Read these sentences, pay special attention to the phrases in **blue** and **orange** and the words in **bold**.

- a. There **is a lot of** money invested in technology.
- b. There **are a lot of** tablets in the school for students to work with.
- c. Make sure she gets **plenty of** time to work on this new app.
- d. There are **plenty of** technological devices designed to **save time** and energy.

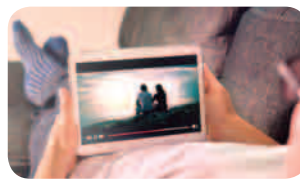
2.  Answer these questions orally.

- a. Are these phrases used to refer to a large quantity or small quantity of items?
- b. Are these phrases used only with countable nouns?
- c. Take turns with a partner to transform sentences i. and ii. into their negative form.

LANGUAGE IN USE

Expressing likes and preferences

1. Read these sentences. Pay special attention to the sections in **blue** and **orange**.
 - a. Most people **love to use** technological devices at home.
 - b. I **hate watching** movies on a smartphone!
 - c. Many companies **prefer to** have online meetings nowadays.
 - d. Teenagers **enjoy having** video calls.



2. Answer these questions orally.
 - a. Which sentences express preference for a particular moment or situation?
 - b. Which sentences express preferences for situations in general, or regular events?

SPEAKING

- 1 **Preparing to speak** Listen and repeat these expressions, replicating pronunciation and intonation. Pay special attention to how they asked for and expressed possession.

Whose war game is this?

Do you like it?

It's mine.

It's too long.

Is it yours or your sister's?

It's hers!

- 2 **Modeling** Listen and repeat. Then take turns to practice the dialogue.



A Hey, Jake... Let's find a fun game to play!

B Sure!... Whose war game is this?

A It's mine. I love it. Do you like it?

B Mmm... Well, I don't like it much.

A Why?

B It's too long!

A Oh... That's OK!

B And, this game? Is it yours or your sister's?

A It's hers! It's about castles, kings and queens. She loves playing it and never gets tired of it.

- 3 **Let's speak** Use the example in activity 2 and create a similar dialogue including exchanges asking and answering for possession.

USEFUL EXPRESSIONS

- Mine Yours
- His Hers
- Its Ours
- Theirs Whose... is this/that?

1 Look at the pictures. How were these communication technologies used?



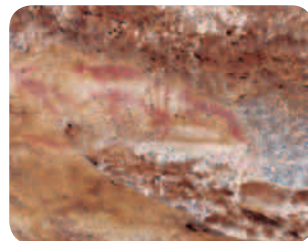
telegraph



telephone



letter



Aonikenk's pictogram

2 Read the text and indicate the following:

a. point of view

b. setting

c. characters

Fergusson Hall, 24th September.

Dear Kind-Trustee-Who-Sends-Orphans-to-College,

Here I am! I travelled yesterday for four hours in a train. It's a funny sensation, isn't it? I never rode in one before.

College is the biggest, most amazing place—I get lost whenever I leave my room. I will write you a description later when I'm feeling less **muddled**; also I will tell you about my lessons. Classes don't begin until Monday morning, and this is Saturday night, but I wanted to write a letter first.

It seems **weird** to be writing letters to somebody you don't know. It seems weird for me to be writing letters at all—I've never written more than three or four in my life.



I've decided to call you Dear Daddy-Long-Legs. I hope you won't mind. It's just a private pet name we won't tell anyone.

The ten o'clock bell is going to ring in two minutes. Our day is divided into sections by bells. We eat and sleep and study by bells. It's very **enlivening**; I feel like a fire horse all of the time. There it goes! Lights out. Good night.

Observe with what precision I obey rules—due to my training in the John Grier Home.

Yours most respectfully,

Jerusha Abbott

Webster, J. (1912). Release Date: August 1, 1994. Daddy-Long-Legs. Retrieved from: <https://www.gutenberg.org/cache/epub/157/pg157.html>

3 Read the text again and answer.

a. What did Jerusha say about writing letters?

b. How, do you think, Jerusha feels in college? How do you know?

c. How, do you think, Jerusha would communicate, in present times, with people far away?

- 1 Modeling** 👤 Read the opinion essay. Do you agree with the opinion expressed in the text? Explain.

Modern technologies on communication: Pros and Cons

Communication technologies have changed our life. Today we have constant access to the Internet where we spend a lot of time working, studying and communicating with each other.

We can communicate with each other from all corners of the planet and keep in touch at long distances.

Even though we have **enlarged** our social circles, it makes it quite difficult to communicate face to face, since people provide only the information they want. As a result, we have unrealistic expectations about others, and we become lonely despite having many friends online.

We also use so many emoticons and abbreviations when writing, that we have also spoiled our writing skills.



Undoubtedly, technological communication has improved our lives, but it has also made them impersonal. Real emotions and feelings cannot be replaced by social networks, emails and video conferences.

Adapted from: Study Corgy (2021, December 12). The Impact of Modern Technologies on Communication.

- 2 Organizing ideas** Look for information that can help you support an opinion on this topic. Then brainstorm what relevant information you will include in your essay.
- 3 Drafting** Put your notes together. Use the example in point 1 as a model.
- 4 Revising and editing** Check your text. Correct spelling, punctuation, and grammar when necessary.
- 5 Writing** Write the final version on a piece of cardboard.
- 6 Publishing** Publish the final version on your classroom's notice board.

Use the Writing Skills Rubric to check if you fulfilled the achievements.

LET'S HAVE FUN

1 Take this quiz about online safety.

Quiz: How safe are you online?

Instructions

Write the answers on a piece of paper. Then calculate your score and check the meaning of your results.

How to calculate your scores:
If you answered YES.

Questions 1, 2, 3, 6 = 1 point
Question 4 = 3 points
Questions 5, 7 = 2 points
Questions 8, 9 = 5 points

1. Does your screen name identify you as a boy or a girl?
2. Do you post personal information or anyone else's information without explicit consent?
3. Do you upload your pictures without your parent's consent?
4. Do you fill in online forms or answer questionnaires without your parents' consent?
5. Do you buy online without permission?
6. Do you share your passwords with someone other than your parents?
7. Do you open emails from total strangers?
8. Do you agree to meet in person with people you meet online?
9. Do you get involved in chat sessions with people using inappropriate language?

Quiz Results

0-2 points: You are safe! Teach everyone how they can be safe too!

3-4 points: You can improve! You need to take some online security measures.

5 points or more: You must radically change your Internet habits. Ask your parents or tutors for some advice.

Adapted from: Panda mediacenter (2012, May 3) 10 Questions to test how safe your teen is online. Retrieved from: <https://bit.ly/42hy92y>

Green thinking

Electrical pollution: a huge dilemma

The proliferation of digital devices is becoming a problem for the planet because they are difficult to recycle. Improving this is vital to slowing climate change and avoiding harm to the environment.

According to a UN report, the world generated 48.5 million tons of electronic waste in 2018. This figure highlights the growing importance of recycling. If we **carry on** like this, the UN estimates that we could reach 120 million tons of electronic **scrap** by 2050.

Retrieved from: Imberdrola. (N.D.). Technological pollution, a 21st century problem. Retrieved from: <https://www.iberdrola.com/sustainability/what-is-e-waste>



LET'S REFLECT

What do you do with your e-waste?
What can you do to reduce the e-waste?

Technology

Create an art installation using e-waste materials. You can gather real waste, draw it or compile, cut and paste images from magazines or the Internet. Write your short description of your piece of art.

PROJECT

Producing our own Podcast episode

PREPARATION:

1 You will produce a 3-minute audio or video podcast episode. Choose one of the subjects below:

- Pros and cons of social media.
- Why Social Media is so popular.
- An interview with Mark Zuckerberg.
- Being a good digital citizen.

2 Look for information about the topic previously chosen. Remember to visit reliable webpages and information.

PRODUCTION:

3 Brainstorm the information you want to include.

4 Organize your ideas and select the information you will include.

5 Revise and edit the information you will include with your teacher's help.

6 Practice your texts.

7 Record it. Share with your teacher via e-mail.

PRESENTATION:

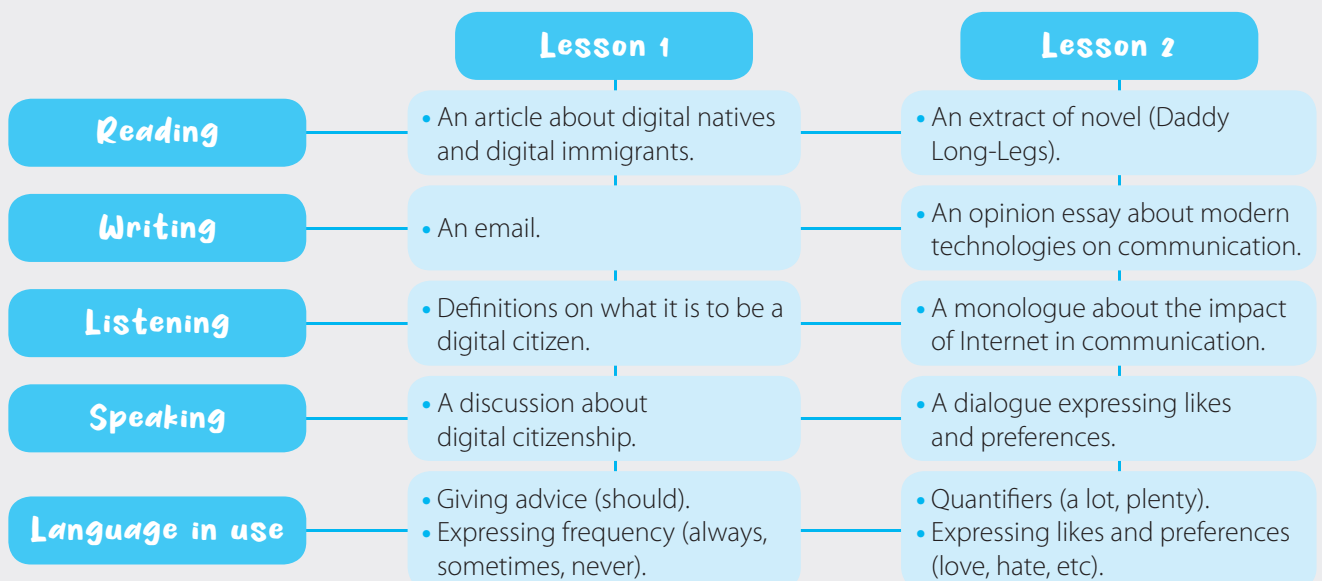
8 Present it to the class.

MATERIALS:

- A smartphone or PC (PPT function "Screen recorder")
- Headphones
- Microphone



LET'S SUM UP!



UNIT 2

COUNTRIES, CULTURES AND CUSTOMS

What values do you associate to the concept of multiculturalism?



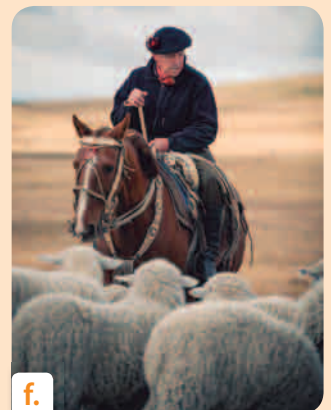
In this unit, you will:

- listen and show comprehension of a variety of texts such as descriptions, instructions, conversations, news, podcast about countries, cultures, and customs.
- read and show comprehension of literary and non literary texts about countries, cultures, and customs.
- talk, present and discuss about geographic conditions, historical places and characters, important landmarks in different areas of knowledge, and the connection with other subjects.
- write texts following the steps of the writing process.
- work responsibly in a proactive and collaborative way with a goal in common and showing respect for the interests and ideas of others.
- develop an intercultural awareness or understanding, showing interest, respect, and tolerance for other cultures and their own and valuing their contribution to knowledge.



Rower during Tapati Festival, Easter Island.

1 👤👤👤 Can you identify these different cultures? How do you know? Explain.



2 👤👤👤 Discuss these questions.

- a.** Do you think climate change is an issue that concerns teenagers around the world? Provide examples.
- b.** Do you think climate change can affect different cultures? Explain.

LET'S GET STARTED

1 👤 Read the text and answer.

- What did Rahul say about himself?
- What did Rahul do and why?
- What does Rahul hope for?



New Message

"As a multiracial individual, I've grown up knowing that I was different from other kids who were just one ethnicity. In January 2020, I started an organization that **raises** awareness about mixed-race and multicultural communities around the world. Through this, I **hope** to increase cross-cultural awareness and acceptance around the world. Currently, we **have** nearly 20 teens from around the

world who **work** on creating content to post on social media. The organization **has** over 1100 followers on social media, and lots of ideas and projects to come in the near future. From my own experiences and others', young people today are struggling with how they can be themselves when society is constantly telling them to choose one."

Rahul Yates

Send

Adapted from: Dr Anisha Abraham. (2022, March 28). *Youth perspective: embracing multiculturalism*. Retrieved from: <https://bit.ly/3QKeTpc>

2 Identify the tense of the verbs in bold in activity 1. When is this tense used?

3 🎧 👤 Listen to what the United Nations says about cultural diversity. Read the statements and discuss if they are correct or incorrect.

- Three-quarters of the world's major conflicts have a cultural dimension.
- Cultural diversity only brings economic growth.
- Cultural diversity is indispensable for poverty reduction.
- Acceptance of cultural diversity is essential for dialogue among civilizations.



4 👤 Read the text and discuss: Do you think cultural diversity is "a source of exchange, innovation and creativity"? Why?

ARTICLE 1 - Cultural diversity: the common heritage of humanity

Culture takes diverse forms across time and space. This diversity is embodied in the uniqueness and plurality of the identities of the groups and societies **making up** humankind. As a source of exchange, innovation and creativity,

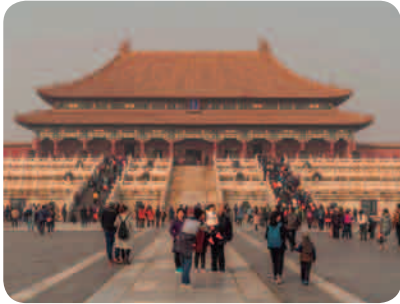
cultural diversity is as necessary for humankind as biodiversity is for nature. In this sense, it is the common heritage of humanity and should be recognized and affirmed for the benefit of present and future generations.

Taken from: UN Human Rights office. (2001, November 2). *Universal Declaration on Cultural Diversity*. Retrieved from: <https://bit.ly/3w7HQC8>

LESSON 1 Cultural heritage sites in the world

VOCABULARY IN CONTEXT

1   Listen and discuss. Why do you think these places are so different from each other?



a. The Forbidden City, in Beijing, is the most visited **landmark** in the world.



b. Cueva del Milodon is a national **monument** near Puerto Natales, Chile.



c. Flamenco is on the list of **Intangible cultural heritage** of humanity.



d. Parinacota church is a typical example of Spanish **architecture**.



e. Burj Khalifa is the tallest **skyscraper** in the world.



f. Stonehenge is one of the most amazing archaeological **sites** in the world.

2  Use the vocabulary in bold in activity 1 to talk about the pictures below.




Rapa Nui, Chile




Machu Picchu, Perú



Baile Chino, Chile

3  There are currently over 1,000 sites listed with UNESCO "the best World Heritage Sites around the world". What do you know about them? Why are they so important? Do some research on the web or an encyclopedia and describe them.

- 1  Look at the pictures below. Why do you think these saltpeter works are considered UNESCO Cultural world heritage sites? What do you think happened to them?

STRATEGY Identifying the main idea.



Humberstone and *Santa Laura* saltpeter works: National monument and Cultural world heritage site. *Tarapacá Región, Chile.*

- 2  Read the text thoroughly. What is the topic of the text?

Humberstone and *Santa Laura* saltpeter works


Humberstone and *Santa Laura* contain over 200 former **saltpeter** works where workers from Chile, Peru and Bolivia lived together and **forged** a distinctive communal *pampinos* culture. That culture is manifest in their rich language, creativity, and solidarity, and, above all, in their struggle for social justice, which had a profound impact on social history. Situated in the remote *Pampas* of the driest deserts on Earth, thousands of *pampinos* lived and worked in this hostile environment for over 60 years, from 1880, to process the largest deposit of saltpeter in the world, producing the fertilizer sodium nitrate that transformed agricultural lands in North and South America, and Europe.

The site of *Santa Laura* conserves the remains of the industrial installations that were used for saltpeter processing such as industrial installations and equipment, installations for manufacturing iodine, for energy production and buildings such as the administration house and the main square.

The Humberstone site contains the attributes that express the quality of urban **settlements**, such as the living quarters and public spaces, with a main square surrounded by communal buildings.

The two saltpeter works are the most representative remaining vestiges of an industry that transformed the lives of a large proportion of the population of Chile and brought great wealth to the country.

Adapted from: UNESCO. (N.D.). Humberstone and Santa Laura saltpeter works. Retrieved from: <https://whc.unesco.org/en/list/1178>

- 3  Read the text and discuss which of the statements below best summarizes the following paragraphs:

Paragraph 1

- a. Manifestation of culture in Humberstone and *Santa Laura* saltpeter works.
- b. Country of origin of workers at Humberstone and *Santa Laura* saltpeter works.

Paragraph 2

- a. What was produced at Humberstone and *Santa Laura* saltpeter works.
- b. Where Humberstone and *Santa Laura* saltpeter works were located.

Paragraph 3

- a. Characteristic of *Santa Laura* company town.
- b. What *Santa Laura's* company town was used for.

Paragraph 4

- a. Humberstone's accommodations.
- b. Where people from Humberstone company town used to go.




Humberstone's theater.

DID YOU KNOW THAT'?

Workers at Humberstone got their daily food and supplies from places called "*pulperías*", in which they used tokens instead of legal currency. This method was abolished in 1924.

Source: Las pulperías: Abastecimiento y Logística Centralizada. Museo de Antofagasta. (n.d.). Retrieved from: <https://bit.ly/42yeiMF>

LET'S REFLECT

 According to the text, *pampinos* culture "...manifest in their rich language, creativity, and solidarity, and, above all, in their struggle for social justice..." Can you think of other values that can help us build a better society?

LANGUAGE IN USE

Expressing time (at, in, on)

1. Read these sentences. Pay special attention to the bits in blue.

- a. The Saltpeter Works were included on the World Heritage List in 2005 and, simultaneously, on the List of World Heritage in Danger due to the fragility of their buildings.
- b. At 20:46, on April 1st, 2014, an earthquake hit the North of the country and some of the buildings in the refinery were at risk of collapsing.

- c. In July, 2019 Humberstone and Santa Laura Saltpeter Works were taken off the list due to extensive restoration and conservation efforts.

2. Answer the questions.

- a. What do the words in blue express?
- b. Which preposition is used to indicate: a specific year, a date, and a specific time of the day?



- 1 Modeling** 👤 Read the description of a famous cultural world heritage site. Which words are used to describe it?

The Statue of Liberty

The Statue of Liberty started as a romantic idea and became the most amazing gift in American history. Today, it stands as a singular symbol of hope and spirit.

Formally known as *"Liberty Enlightening the World"*, the statue stands on Liberty Island, in the Upper New York Bay, U.S., commemorating the friendship of the peoples of the United States and France.

This colossal monument reaches 93 meters high including its pedestal. It represents a powerful woman holding a torch in her raised right hand and a tablet, or book of law, **bearing** the adoption date of the Declaration of Independence (July 4, 1776) in her left. The torch, which measures 8.8 meters from the flame tip to the bottom of the handle, is accessible via a 12.8-meter service ladder inside the arm. An elevator carries visitors to the observation deck in the pedestal, which may also be reached by stairway, and a spiral staircase **leads** to an observation platform in the figure's crown.



Seven rays in the crown represent the Earth's seven seas. A plaque at the pedestal's entrance is inscribed with a sonnet, "The New Colossus" (1883) by Emma Lazarus.








The Statue of Liberty is a symbolic icon of the USA. During a trip to visit "Lady Liberty", students can learn about her history, as well as fun facts about the statue itself.

Created by Publishing Team.

- 2 Organizing ideas** Brainstorm some ideas about a site of your choosing.
- 3 Drafting** Put your notes together into a text. Use the example in point 1 as a model.
- 4 Revising and editing** Check your text. Correct spelling, punctuation, and grammar when necessary.
- 5 Writing** Write the final version on a computer or piece of paper.
- 6 Publishing** Publish the final version on your classroom's notice board.

Use the Writing Skills Rubric to check if you fulfilled the achievements.

Churches of Chiloé

- 1  Look at the pictures in this section. What do these churches have in common?
 - 2  Churches of *Chiloé* are part of the Cultural World Heritage Site list. Read the review and answer.
 - a. What does the text say about the architecture of these churches?
 - b. When did this tradition begin?
- The Churches of *Chiloé* represent a unique example in Latin America of an outstanding form of ecclesiastical wooden architecture. They represent a tradition initiated by the Jesuit Mission in the 17th and 18th centuries, continued and enriched by the Franciscans during the 19th century and still prevailing today. These churches embody the intangible richness of the *Chiloé* Archipelago, and bear witness to a successful fusion of indigenous and European culture, the full integration of its architecture in the landscape and environment, as well as to the spiritual values of the communities.
- 3  Choose one of the churches in Chiloé, do some research about it and make a presentation with its most relevant aspects: name, location, year, and main characteristics. Present your work to the class.
 - 4  Look for the meaning of the words “misdemeanor” and “felony”. What is their difference? How do you think these words are connected with landmarks?
 - 5   Listen and discuss if these statements are right or wrong.
 - a. Florida officials do not take vandalism too seriously.
 - b. Up to 60 days in jail for those who damage a property valued at \$200 or less.
 - c. When the damage is more than \$200 but less than \$1,000, the offender can spend up to one year in jail.
 - 6  What can we do, as individuals, to protect our heritage? Do you think we need laws to protect our monuments? Should people who vandalize cultural heritage be punished? How?



Quinchao church. Quinchao, Lakes district.



Church of Santa Maria de Loreto of Achao. Quinchao, Lakes district.



Angkor Archaeological Park, Cambodia.

LISTENING

1 🧑🧑🧑 Why, do you think, monumental landmarks are constructed? What do you think is their purpose: love, friendship, opulence? Discuss.

2 🎧 🧑🧑 Listen to the story behind the Taj Mahal and answer.

- What kind of story is behind the Taj Mahal?
- What makes the Taj Mahal so special?



U2_ACT_3

STRATEGY Completing information. Read statements to think of the type of word that could fit in each gap.

LANGUAGE IN USE Using "make" and "do"

- Read the examples. Pay attention to the verbs in blue and orange.
 - "Travelers usually need a manual just not to **make** a mistake when meeting and greeting."
 - "A smile and a 'hello' will **do** just fine."
 - "We need to be tolerant, **make** an effort and **do** our best to learn the proper way to behave."
- Read the information and answer.
 - What verb do we use to refer to actions, obligations, and repetitive tasks?
 - Which of these verbs are usually used to refer to results?
 - What verb do we use for the creation or production of something?
 - What verb do we use for actions?
- Look for information about the most common collocations with verb *make* and *do* and write sentences to exemplify their uses.

SPEAKING

1 🧑🧑 Rank the five most amazing landmarks, national or international, according to your own opinion. Do some research and make a presentation, including:

- Number in the ranking and name of the landmark or monument.
- A picture, city and country.
- Year of inauguration.
- What makes it special.



Present it to the class. Remember to follow the steps of the speaking process:

- Practice your presentation
- use fillers or connectors
- paraphrase when necessary
- if you make any mistake write them down and correct them.

LESSON 2

Appreciating cultural richness

VOCABULARY IN CONTEXT

1   Read, listen, and discuss. What's the best way to move around in your city/area?



a. It was too late by the time we **arrived at** the station.



b. You need a car to **get around** town.



c. Your sister says we **got on** the wrong bus.



d. I can **drop you off** at the airport on my way to work!



e. We **arrived in** Oxford later that day.



f. We have to **get off** by seven o'clock, if we want to arrive there before lunch.

2  Create sentences about these pictures, using activity 1 as a model.



Piccadilly Circus.
London, England



New Jersey, USA



Auckland, New Zealand

3  Do you think the world is a *Global village*? Would you say English is the language of this *Global village*? Explain.

LISTENING

1 Listen and repeat the initial sound / w /.

wave

well

women

while

world

when

would

where

2 Listen to a tongue twister and practice it with a partner.

"I wish I were what I was when I wished I were what I am."

3 Look at the pictures and answer the questions. Do some research if necessary.

- What is the name of the celebration?
- Where and when does it take place?
- What does it commemorate?



4 Listen to the track and connect the pictures to the festival with your partner.



5 Which of the festivities above would you like to attend? What makes it special? Discuss.

STRATEGY Look at the pictures to get visual cues of what you hear.

1. Read these examples. Pay attention to the expressions in blue and orange.
 - a. "Berlin is **the most interesting** and **the most cosmopolitan** city in Germany, but I think Munich is **more beautiful**."
 - b. "Cologne is **older than** most of the cities in Germany, and it hosts **the largest** Carnival celebration."
2. Answer the questions using your own ideas.
 - a. What do the words in bold express?
 - b. How many different structures can you identify?
 - c. What is the different between structures in blue and those in yellow?



Brandenburg Gate. Berlin, Germany.



Cologne, Germany.

U2_ACT_4

SPEAKING

- 1 **Preparing to speak** Listen and repeat the country and its corresponding nationality. Add 4 more to this list.

Brazil	Brazilian	Chile	Chilean	China	Chinese
Germany	German	Japan	Japanese	Peru	Peruvian
The UK	British	The USA	American		

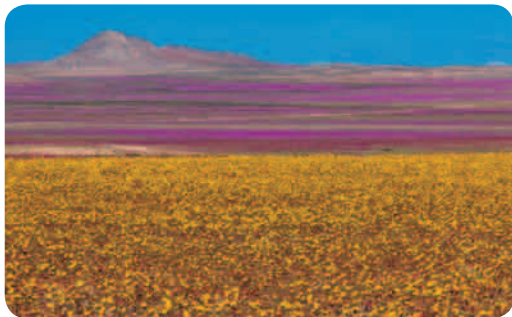
- 2 **Modeling** Listen to an extract from a conversation. Pay special attention to intonation and pronunciation.

In my opinion, Berlin is the most interesting and most cosmopolitan city in Germany, but I think Munich is more beautiful. Thanks to the world-famous Oktoberfest, it's the friendliest city of them all! Then, Cologne is older than most of the cities and it hosts the largest Carnival celebrations in Germany. And Frankfurt has the highest skyscrapers in the country.

- 3 **Practice** Listen again and repeat. Then take turns to practice and repeat the monologue.

- 4 **Let's speak** Follow the model in activity 2 and compare two cities in Chile or your country of origin. Then, share it with your class.

- 1 Look at the pictures. What do you know about this place? Why is it so important for tourism?



Atacama Desert, Region of Atacama.



Añañuca flower.

- 2 Read the legend of Añañuca.

U2_ACT_5

The origin of flowering desert

During Spanish rule, there was a young woman named *Añañuca* who lived in *Monte Patria*, a village near the *Limarí* River. Beautiful *Añañuca* was admired by all the young men in her village, but none of them were able to win her love.

One day, a handsome and enigmatic miner arrived, searching for a mythical vein of gold. When he saw *Añañuca*, he fell in love with her, and she loved him back. They lived happily together in the village for some time. But one night, the miner had a dream, in which a mountain spirit revealed to him the precise

location of the gold that he was seeking. He revived his search for the gold, promising *Añañuca* that he would return.

Añañuca waited day after day, but her miner did not return. Inconsolable, she wasted away with grief, and died. The villagers wept for her and buried her one rainy day.

The next day, the sun warmed the valley and the spot where the young woman had died was filled with beautiful red flowers. Legends say that *Añañuca* transformed herself into a flower as a gesture of love, so that she could always remain close to him.

Adapted from: Latin America's myths and legends. (2016, October 21.). The origin of *Desierto Florido*. Retrieved from: <https://bit.ly/3WGvU1z>

- 3 Read the text again and answer.

- Why did the miner leave the town?
- What happened to *Añañuca* after he left?
- What does the legend say about *Añañuca*?

LET'S
REFLECT

How important are legends for our culture? Do they help us to understand customs, beliefs, and values of other cultures? Discuss.

- 1 Modeling** 👤 Read the file fact about Ireland. What's interesting about this country?

IRELAND FACTS: ALL ABOUT THE EMERALD ISLE!

Ready to discover one of Europe's most beautiful countries?

IRELAND FACTS

Official name: Éire, Republic of Ireland

Form of government: Constitutional

Democracy

Capital: Dublin

Population: 4, 859, 511

Monetary unit: Euro

Official languages: Irish/English

Area: 68,890 square kilometers

IRISH FLAG



IRISH MAP



Kerry Cliffs.

GEOGRAPHY

Ireland is an island nation on the westernmost edge of Europe. It is the continent's second largest island (after Great Britain). The Republic of Ireland occupies 80 percent of this landmass, while a large chunk of land in the north, called Northern Ireland, is part of the United Kingdom. Altogether, the island of Ireland is made up of 32 counties.

IMPORTANT CELEBRATIONS

St Patrick's Day, on March 17th.

Bloomsday Festival, on June 16th

Samhain Festival, on November 1st.

TYPICAL DISHES

- Irish stew
- Irish breakfast
- Boxty

- 2 Organizing ideas** Look for information about any country. Then brainstorm what relevant information you will include in a file.

- 3 Drafting** Put your notes together. Use the example in point 1 as a model.

- 4 Revising and editing** Check your text. Correct spelling, punctuation, and grammar when necessary.

- 5 Writing** Write the final version on a piece of cardboard.

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

USEFUL EXPRESSIONS

- Connectors: and, but, or, so.

LET'S HAVE FUN

- 1 Look at the pictures on the board game and guess the countries. Flip a coin. "Head" moves one box forward, "tails" moves 2 forward. The person who guesses more countries wins.

Around the world celebration and festivities

START

1



Flag-throwing.

2



Professional finger-pulling competitions.

3



Śmigus Dyngus (giant water fights).

4



Cheese chasing.

FINISH

8



Burns Night.

7



Famadihana: dancing with the dead.

6



Cimburijada festival of scrambled eggs.

5



Battle of the Oranges.

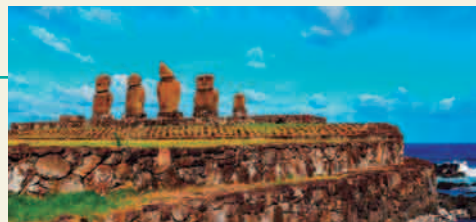


Read the text and answer the question below.

Climate change and cultural heritage

As global temperatures continue to rise, many of the world's most stunning landmarks are **threatened** by flooding, drought, wildfires and heatwaves.

Best known for its ancient stone statues called Moai, Rapa Nui faces several climate change-related threats. The island has experienced record drought, the drying of wetlands and coastal erosion.



To preserve a livable climate, greenhouse-gas emissions must be reduced, and the transition to a low-carbon world also requires the participation of citizens, especially in advanced economies.

1. 🧑🧑🧑 Is there any other cultural heritage site in danger due to climate change? Find out what has impacted the cultural heritage in *Rapa Nui* or the *Chinchorro* mummies in the North, and find out what has been done to protect them. You can use any multimedia resource to present your research to the class.




For more information about climate actions, read The UN campaign for individual action in the link. <https://bit.ly/3HyDbQ2>

PROJECT

Customs around the world: Infographic

PREPARATION:

- 1  Make an infographic presenting customs around the world. They can be customs in general, eating customs, greeting customs, workplace customs or any other of your interest. Each custom should include:
 - Title
 - Country
 - Illustration
 - Description
- 2 Look for information about the topic you chose previously. Remember to visit reliable webpages and information.

MATERIALS:

- PC to work on an Infographic generator.
- If not available, you can use Cardboard, markers, pencil, eraser and ruler.

PRODUCTION:

- 3 Brainstorm the information you want to include.
- 4 Organize your ideas and select the information you will include.
- 5 Revise and edit the information you will include with your teacher's help.
- 6 Practice reading your texts.
- 7 Record your presentation and share it with your teacher via e-mail, if possible.

PRESENTATION:

- 8 Present it to the class.



LET'S SUM UP!



UNIT 3

GOING PLACES

What kind of things can we learn when we travel?

In this unit, you will:

- listen and show comprehension of a variety of texts such as descriptions, instructions, conversations, stories, rhymes, word games, and songs; original and adapted, simple and brief.
- read and show comprehension of literary and non literary texts; original and adapted, simple and brief.
- talk, present and discuss about everyday life, written texts, about other subjects and cultural aspects of other countries.
- write texts about everyday life, written texts, and cultural aspects of other countries following the steps of the writing process.
- show interest in continuous and independent learning as part of a personal project and to contribute to society.
- develop an intercultural awareness or understanding, showing interest, respect, and tolerance for other cultures and their own and valuing their contribution to knowledge.
- communicate and explain knowledge from scientific investigations.



Geyser del Tatio. San Pedro de Atacama, Región de Antofagasta.

- 1** 👤👤👤 Can you identify and name these places? Which part of the country are they located in? Discuss.



- 2** 👤👤👤 Discuss these questions.

- a. Would you like to explore the whole of Chile? Why?
- b. Is there any particular place you would like to visit? A particular culture you would like to learn about? Explain.

LET'S GET STARTED

1 👤 Read the text and answer.

- Which places does the text mention?
- What kind of activities can tourists do?
- Would you like to take a trip like this? Which would be your favorite destination? Why?

Chile from North to South in 21 Days

Come visit the fantastic country of Chile! Travel in 21 days from the northern deserts to the sub-arctic regions of the south, and **take in** everything Chile has to offer. This tour takes you to the most fascinating metropolises, such as **bustling** Santiago, colorful Valparaiso, and sleepy Puerto Montt. Explore the Atacama Desert and see the impressive Moon Valley, complete with majestic sand dunes, and hike among the glaciers in Torres del Paine. Do you like birds? Get the chance to **gaze** at graceful flamingos in the Atacama Salt Flats, and watch the largest colony of Magellan Penguins up-close by crossing the Magellan Strait! Be enchanted by the mystical island of Chiloe. But don't forget to relax in the thermal baths of the Atacama geysers, and submerge yourself in the hot springs at Caburgua. Your trip to Chile will be the experience of a lifetime!



Adapted from: Travel local. (N.D.). Chile from North to South in 21 Days. Retrieved from: <https://bit.ly/3JrWqMv>

U3_ACT_1

2 🎧 👤 Listen to the itinerary for day 19. Read the statements and discuss if they are correct or incorrect.

- They day will begin with a delicious breakfast.
- Tourist will admire the natural views of the Southern Ice Field and the *Paine* Mountain Range on a zodiac boat.
- Tourist can admire the Tyndall Glacier during the whole year.
- Tourists will bike through the dense and enchanting forests to the base of *Serrano* Glacier.

3 👤 Read the text and discuss with your classmates: Would you take a Food Tour? Explain.

The amazing Lake and Volcano District area of Chile is dripping with tradition and culture.

You'll meet the locals and try their cuisine in Pucon and in Chiloe, while exploring the natural beauty and hearing the legends of the area. This is the Chile tour that all food lovers should experience while in the country.


Adapted from: Travel local. (N.D.). Chile from North to South in 21 Days. Retrieved from: <https://bit.ly/40j7PUL>



LESSON 1

Traveling my country

VOCABULARY IN CONTEXT

1   Read and listen. Then repeat the sentences, taking turns with your partner.



a. If we leave now, we have time to **catch** a bus.



b. The tourist group will **arrive** in Paris on Monday.



c. We have some top tips to eat out when you travel.




d. We will **arrive at** Teatro del Lago by 7:30.



e. Have you ever wanted to **go on** a working holiday?



f. We will teach you how to **make online reservations**.

2  Use the highlighted vocabulary in activity 1 to talk about the pictures below.



Cousiño Palace. Santiago, Metropolitan Region



Curanto



Tenaún, Region of the Lakes

3  What kind of tourist attractions does your town or city offer? Discuss.

1 What is important to know before booking a tour? Discuss.

STRATEGY Identifying the main characteristics of a text.

2 Read the text. What type of text is it? What is the writer's main purpose? What type of information does it provide?

SAN PEDRO – HIGH PLATEAU LAGOONS & SALT FLATS OF ATACAMA

Overview

During this program you will head north to enjoy one of the wonders of the world's driest desert, in San Pedro de Atacama. You will see natural attractions such as the high plateau lagoons, geysers, salt flats, indigenous communities, and observe native flora and fauna.

Itinerary details

After breakfast, our journey begins at *Chaxa* lagoon, which is in the middle of the Atacama *Salar* in the National Reserve "Los Flamencos". Here you can see the small and big *Parina*, and the Chilean flamingo, whose pink color contrasts

with the bright-white of the salt crystals and the deep blue color of the water. Afterward, a stop for lunch in *Socaire*, a hillside village famous for its simple homes without windows or terraces. After lunch, the tour will continue towards the *Altiplano* lagoons of *Miscanti* and *Miñiques* at 4,200m of elevation. Surrounded by volcanoes, you can observe a variety of *Altiplano* birds, flamingoes, foxes, and *vicunas*. Finally, we'll visit the town of *Toconao*, an oasis with ideal climatic conditions for the cultivation of native fruits and vegetables, its church, declared a national monument, and shops with local handicrafts.



Itinerary schedule

- Pick-up from your hotel in San Pedro de Atacama (8 a.m.).
- Visit the *Chaxa* lagoon (Los *Flamencos* National Reserve).
- Lunch in the town of *Socaire*.
- Visit the high plateau lagoons of *Miñiques* and *Miscanti*.
- Tour around the town of *Toconao*.
- Return (around 6 pm)
- Prices & Inclusions
- USD\$ 200 / 1 day

Price Includes

- Transportation as specified in the itinerary.
- All activities as specified in the itinerary, including transportation, entrance fees, and meals.
- Professional, Bilingual Guide during the activities
- Trip Coordinator: a 24/7 point of contact, supporting you during your trip.
- Breakfast and lunch.




Calapurca, traditional dish from the north of Chile.

Adapted from: EcoChile. (N.D.). Santiago and Atacama Desert.
Retrieved from: <https://bit.ly/3jzaKrY>

- 3  Imagine you are taking the tour in activity 2. What questions would you like to ask about it?

LET'S
REFLECT

 "People should know their own country before going on holiday abroad". Do you agree with the statement? Explain.



LANGUAGE IN USE

Comparing and Contrasting

1.  Read these sentences. Pay special attention to the words in **blue** and the words in **orange**.

Both Ovalle and Punta Arenas are beautiful cities, **however** Ovalle is in the North while Punta Arenas is in the extreme south of Chile. Ovalle **as well as** Punta Arenas, has magnificent landscapes: Ovalle has vast valleys to grow vines. **On the other hand**, Punta Arenas has extensive lands ideal for sheep farming.



2.  Answer the questions.
- What conjunctions express similarities (comparing)?
 - What conjunctions express differences (contrasting)?
3.  Find out more conjunctions and use them to compare and contrast the following aspects between the city you live in and another city of Chile.
- weather
 - landscapes
 - food

WRITING

- 1 Modeling** 👤 Read the tourist review. What things does he mention about it? What is his personal opinion about the place?

Puerto Natales

Why is this place famous?

This region is famous for the black-necked swans and seagulls, and the national park of *Torres de Paine* and the one of *Los Glaciares*, and also for *Cuernos del Paine*.

Where is Puerto Natales?

Puerto Natales is in Magallanes Region. It is located next to *Señoret* channel, opposite the Andes Mountain range, between Montt Gulf and *Última Esperanza* fjord, to the north of Punta Arenas.

What can you do there?

You can go cycling, rafting, kayaking, climbing, horseback-riding, trekking in *Torres del Paine*, cross *Última Esperanza* fjord, have meals in

charming cafés and restaurants, go shopping, buy souvenirs and visit the Museum of History.

What can you eat?

You can eat typical Patagonian food such as lamb on stick, barbecue and king crab.

What can you see?

You can attend the traditional celebrations:

- Chilean Festival countryside sporting event, every year, in *Villa Cerro Castillo*.
- *Festival de la Esquila* traditional customs event in January.

Puerto Natales is a very cozy place, surrounded by **overwhelming** nature, ideal for relaxing and enjoying the wonders our country has to offer. I totally recommend visiting it.



- 2 Organizing ideas** Brainstorm the information you want to include in a review of your own.

- 3 Drafting** Put your notes together. Use the example in activity 1 as a model.



- 4 Revising and editing** Check your text. Correct spelling, punctuation, and grammar when necessary.

- 5 Writing** Write the final version.



- 6 Publishing** Publish the final version on your classroom's notice board or send it through email to your classmates.

Archeological tourism


- 1  What do you think “archeological tourism” is about? Explain.
- 2  What do you know about *Chinchorro* Culture? Read the text and then answer the questions below.
 - a. Where was this culture located?
 - b. How long did it last?
 - c. What influences did *Chinchorro* culture receive?


CHINCHORRO CULTURE

The *Chinchorro* culture of South America was a preceramic culture that **lasted** from 9,000 to 3,500 BP. The people forming the *Chinchorro* culture were sedentary fishermen inhabiting the Pacific coastal region of current northern Chile and southern Peru. Presence of fresh water in the arid region on the coast facilitated human settlement in this area. The *Chinchorro* were famous for mummification and funerary practices. The area of the *Chinchorro* culture started to receive influences from Andean Plateau around 4,000 BC (Before Christ), which led to the adoption of agriculture. Much later, it came under the influence of the *Tiwanaku* Empire.



Adapted from: Chinchorro culture facts for kids. Chinchorro culture Facts for Kids. (n.d.). Retrieved from: <https://bit.ly/3Ysqlmo>




- 3  Look for information about the *Chinchorro* Culture and create a leaflet promoting an archaeological tour in this site. Present it to the class.

- 4  Petra is a famous archaeological site in Jordan's southwestern desert that dates around 300 B.P. How do you think the Covid pandemic affected tourism to this place and the world, including Chile?



- 5   Listen to the news report and answer the questions below.
 - a. How long was Petra closed due to the pandemic?
 - b. Who could visit Petra?
 - c. How many international tourists did Petra receive before Coronavirus?
 - d. Who suffered the most due to the lack of tourism?

- 6  What is the social and economic impact of tourism for small cities? What are the pros and cons? Explain.

LISTENING

- 1 Do you have any of these tourist attractions in your town or city? Where can you find them?

STRATEGY Identifying specific information.

square

museum

memorial

port

sanctuary

cemetery

- 2 Listen to the conversation. What is it about? Was the information provided by speaker 2 helpful?



a.



b.



c.

- 3 Listen again and answer.

- What does the tourist want to see?
- Where can the tourist find what he wants to see?
- What is the name of the street where the museum is?
- What place is near the museum?
- Where are the speakers?

DID YOU KNOW THAT...?

Before the opening of the Panama Canal in 1914, the Strait of Magellan, in Punta Arenas, was an important route for ships moving between the Atlantic and Pacific Oceans.

Source: <https://bit.ly/3HxIW15>

LANGUAGE IN USE

Asking and giving directions

- Look at the examples below? What kind of information is asked?
 - Where can I find a supermarket?
 - How do I get to the train station?
 - Could you tell me how I can get to the memorial, please?
- Answer the questions in activity one using these expressions:
Go straight ahead - Turn right - Take this road

For more expressions and vocabulary for giving and asking directions you can visit the link below. <https://bbc.in/3RK9xm>

SPEAKING

- 1 What are the places people visit the most in your area? Discuss.

LESSON 2

Magic places

VOCABULARY IN CONTEXT

1   Listen and repeat. Which topic is this vocabulary related to?



a. When visiting for the first time, stop at the **Information Center**.



b. Silverwood **Theme Park** has over 70 attractions.



c. Many people stay at their favorite **campsites**.



d. You will **go on** an excursion to China.




e. Please consult your **travel agent** for details.



f. Take a cheap **staycation** in the backyard.

2  Use the highlighted vocabulary in activity 1 to create sentences about the pictures below.



3  What are the pros and cons of "staycations"? What activities would you include? What places would you visit in your own city or town?

LISTENING

1 Listen and repeat the initial sound / r /.

run

regional

ready

right

row

write

2 Listen to this tongue twister and practice it with a partner.

“Ray Rag ran across a rough road.
Across a rough road Ray Rag ran.
Where is the rough road Ray Rag ran across?”

3 Look at the pictures. Where were they taken? What are these people doing? Describe them in detail.



4 Listen. What activities in activity 1 were mentioned?

STRATEGY Identifying specific information.

5 Listen again and answer the questions.

- Who is Kevin talking to?
- Where is Kevin going on vacation?
- What is Kevin's father's profession?
- What countries did Kevin mention in the conversation?

6 Would you like to participate in this cultural event in Rapa Nui? Do you think this festival is a good way to promote and preserve their cultural heritage? Explain.

LANGUAGE IN USE

Expressing future plans and intentions

1. 👤👤 Look at the examples. How is the future expressed? How many verbs are used?
 - a. "Are you going to visit any interesting places?"
 - b. "My father told me we are going to participate in a race near a volcano."
 - c. "I believe my father is going to take a lot of inspiring pictures for his article."



Rano Kau Volcano. Easter Island.

SPEAKING

1. 👤👤 Rank these activities for a staycation and explain your choice.

painting

learning a new language

sewing

dancing classes

visiting new places around your hometown

volunteering

2. **Modeling** 🎧 👤👤 Listen and repeat the conversation. Pay special attention to Pam. Would you visit any of these places in Santiago? Is there any other place you would like to visit in the capital?

PETER What are you planning to do on your staycations in Santiago, Pam?

PAM I have many plans, Peter.

PETER Tell me about them!

PAM On Thursday, I'm going to visit La Moneda. On Friday, I'm going to eat at Mercado Tirso de Molina. On Saturday, I'm going to visit some churches downtown and on Sunday I'm going to take the funicular to get to the top of Cerro San Cristóbal.

PETER That sounds great!



USEFUL EXPRESSIONS

- Where are you going?
- What are your plans?
- What are you doing afterwards?

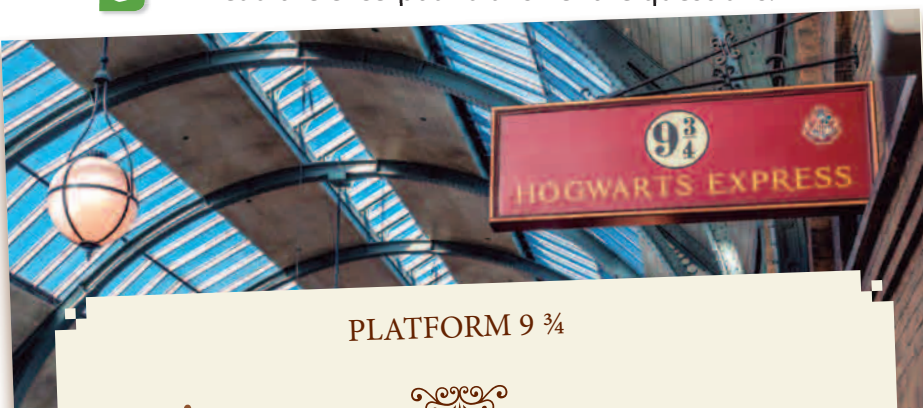
3. 🎧 👤👤 Listen again and repeat. Then take turns to practice the dialogue.

1 Answer these questions.

- Have you seen the places in the pictures?
- Where do you think King's Cross is?
- Are there any similar places in your city/ town?



2 Read the excerpt and answer the questions.



PLATFORM 9 ¾



irst, Harry got up early. Next, he saw that Hedwig was shut safely in her cage and finally, waited for the Dursleys to get up.

Two hours later, they loaded Harry's heavy **trunk** into their car, and they set off.

They reached King's Cross, in London, at half past ten. Uncle Vernon dumped Harry's trunk onto a cart, facing the platforms with a nasty **grin** on his face.

"Well, there you are boy, platform nine... platform ten. Yours should be somewhere at the middle." "Have a good term!" said uncle Vernon with a nasty smile and left.

Then Harry asked for the eleven o'clock train, but the guard said there wasn't one.

He had ten minutes left to get to the train to Hogwarts and he had no idea how to do it; he was in the middle of the station with a heavy trunk, a pocket full of wizard money, and a large owl.



- What does Harry have to do?
- Who is going with him?
- How do you think Harry feels?
- What vehicles are mentioned in the excerpt?

LET'S REFLECT

What makes traveling such a special and magic activity for most people? Discuss.

Adapted from: Rowling, J. K (1998). *Harry Potter and the Sorcerer's Stone* (Chapter 6). New York: Scholastic.

- Read these sentences and pay special attention to the words in **blue**. What is the verb form of the nouns in blue?
 - The price includes return flights and all-inclusive **accommodation**.
 - Macau's hotel has a beautiful **location**.
 - A good **recommendation** for first-time travelers to Europe is to visit the United Kingdom.
- Think about three other examples and write sentences using them as a verb and as a noun.

WRITING

U3_ACT_6

- Modeling** 👤 Read the text about Andrés' getaway. What are the words in bold used for?

I had a wonderful get away to *Pichilemu* with my family. We visited many beautiful places.

To begin, we went to *Punta de Lobos*. It is located on the edge of *Pichilemu*. We walked along the coastline bordering the Pacific Ocean and watched the local surfers. Then we admired the sunset.

The next day, we visited *Salinas de Cahuil*. It's an amazing place.

Later that day, we took a trekking tour in the *Humedal de Cahuil* and birdwatched more than 40 species of birds in that amazing habitat.

The following morning, we walked along the beach and enjoyed the quietness of *Parque Ross*, a beautiful National Monument that has 100-year-old native palms. **Later on**, we ate local food in one of the restaurants, admiring the ocean from the terrace. Finally, we came back home.



- Organizing ideas** Look for information about a place of your choosing. Then brainstorm what relevant information you will include in your text.
- Drafting** Put your notes together. Use the example in activity 1 as a model.
- Revising and editing** Check your text. Correct spelling, punctuation, and grammar when necessary.
- Writing** Write the final version.
- Publishing** Publish the final version on your classroom's notice board.

Use the Writing Skills Rubric to check if you fulfilled the achievements.

LET'S HAVE FUN

- 1 Try your luck! Read the sentences and match them to the words provided on the sides. Flip a coin. If heads, move one box forward, if tails, move 2 forward.



Green thinking

How travel is contributing to the climate emergency

Tourism is responsible for roughly 8% of the world's carbon emissions. From plane flights and boat rides to souvenirs and **lodging**, various activities contribute to tourism's carbon footprint. The majority of this footprint is **emitted** by visitors from high-income countries. As the number of people who can afford to travel grows, so will tourism's environmental footprint.

Science




Do some research on how to reduce the carbon footprint of travels and make presentation with five ideas that can help us be more sustainable travelers. Present your ideas to the class.



PROJECT

An amazing place brochure

PREPARATION:

- 1  Make a brochure presenting an amazing place in Chile or another country in the world. Your brochure should include:
 - Name of the city and region (or country).
 - Brief review of the place
 - Brief review of 3 places to visit .
 - What to eat
- 2 Look for information about the place you chose previously. Remember to visit reliable webpages and information.

MATERIALS:

- PC to work on a brochure or...
- Cardboard
- Markers
- Pencil
- Eraser
- Ruler
- Pictures
- Scotch tape

PRODUCTION:

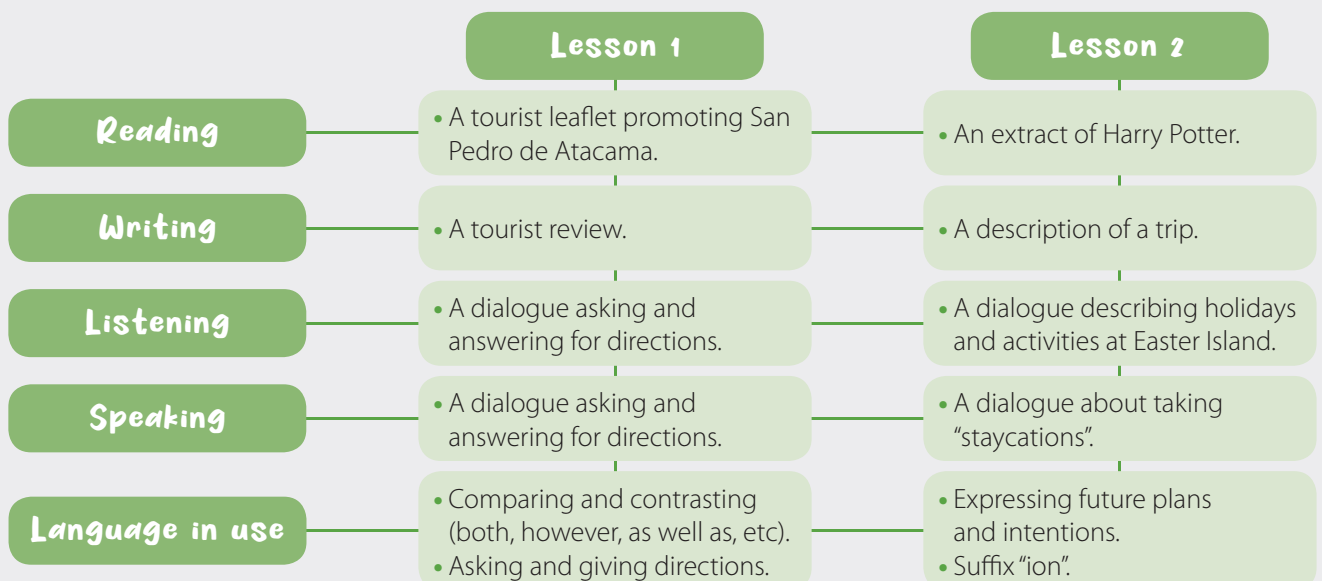
- 3 Brainstorm the information you want to include.
- 4 Organize your ideas and select the information you will include.
- 5 Revise and edit the information you will include with your teacher's help.
- 6 Practice your text.

PRESENTATION:

- 7 Present it to the class.



LET'S SUM UP!



UNIT 4

FUTURE MATTERS

Will technology change the world of tomorrow? How?

In this unit you will:

- listen and show comprehension of a variety of texts such as descriptions, instructions, procedures, conversations, stories, rhymes, word games, and songs; original and adapted, simple and brief.
- read and show comprehension of literary and non literary texts; original and adapted, simple and brief.
- talk, present and discuss about everyday life, written texts, about other subjects and cultural aspects of other countries.
- write texts about everyday life, written texts, and cultural aspects of other countries following the steps of the writing process.
- work responsibly in a proactive and collaborative way with a goal in common and showing respect for the interests and ideas of others.
- express a positive attitude towards oneself and their abilities to learn and use the language, while valuing the achievements of others.
- recognize the importance of the natural environment and its resources, and manifest behaviors of care and efficient use of natural and energy resources in favor of sustainable development and environmental protection.

- 1** 👤👤👤 Can you identify these types of energy sources? Which one is your favorite? Why? Discuss.



- 2** 👤👤👤 Discuss these questions.

- a.** In which ways has technology favored the environment? Explain.
- b.** In which ways has the environment been negatively affected by technology? Support your ideas.

LET'S GET STARTED

1 Read the text and answer.

- What is the most useful tool to protect biodiversity?
- Why is Asia considered one of the richest places on Earth?
- What's the biggest threat for animal species in Asia?



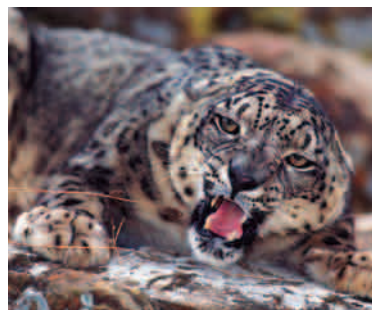
November 29, 2022

Most Asian countries are behind “biodiversity targets” for protected areas.

by University of Oxford

Protected areas are one of the most effective tools for **safeguarding** biodiversity, but new research published today has found that most Asian countries failed to achieve the protection of, at least, 17% of land by 2020.

Asia is one of the richest places on Earth for biodiversity and hosts many of Earth's most charismatic animals, including the giant panda, snow leopard, and Asian elephant. In many areas, however, these species are threatened by some of the world's highest rates of habitat loss, driven by rapid population growth.



Source: Phys Org. (2022, November 29). *Most Asian countries are far behind biodiversity targets for protected areas, finds study of 40 countries*. Retrieved from: <https://bit.ly/3Kbq3BY>

2 What is coral bleaching? Listen, read the statements and discuss if they are correct or incorrect.

- Due to warm water, coral expel the algae living in them.
- When a coral bleaches, it dies.
- The U.S. lost half of its coral reef in 2005 due to a bleaching event.
- A cold water event in Florida Keys caused a coral bleaching. As a result, some corals died.

3 Read the text and discuss: Were you conscious about this problem? What can we do to reduce our fast fashion impact?

Environmentalists are worrying about how fast fashion affects the environment. Fast fashion is producing lots of clothes at a low cost. They are put in shops quickly to create a high demand. Companies make 100 billion items of clothing every year. This will grow by 60 per cent by 2030.

Fast fashion is having a negative effect on the environment.

Many clothes end up in **landfills** and are not recycled. In addition, the chemicals used to make the clothes cause problems, since they damage the health of people working in clothes factories.

Adapted from: Breaking News English. (N.D.). *Fast fashion*. Retrieved from: <https://bit.ly/41cibGG>

LESSON 1

A shared responsibility

VOCABULARY IN CONTEXT

1   Listen and repeat. Who is responsible for the damage to our environment? Discuss.



a. Brands turn to **sustainable** packaging to reduce waste.



b. Renewable energy comes from sources that are naturally **replenished**.



c. Renewable energy sources **emit** little to no greenhouse gases.



d. *La Campana* National Park in Chile is home to **threatened** species.



e. Some scientists predict we could **run out** of fossil fuels by 2060.



f. The Chilean Palm is critically **endangered**.

2 Use the vocabulary in activity 1 to create sentences about the pictures below.




Plastic straws



South Andean Deer





Domestic waste oil (biomass)

3  What is the importance of eco-friendly packaging? What are the benefits of environmentally friendly packing? Do some research and discuss with your classmates.



Find out more about this topic here: <https://bit.ly/3Jwv5Hy>

READING

- 1  Are clean energies being used in your area? Find out and share your information with your partners.
- 2  Read the text and explain what the sentences in bold refer to.

STRATEGY Identifying the purpose and audience of the text.





What is the impact of technology on the environment?

The industrial revolution (1760 to 1840) has **brought about** new technologies with immense power. **This has been succeeded by continued industrialization** and technological advancements in developed countries. The impact of this technology on the environment has included the **misuse** and damage of our natural earth in two main ways: pollution and the depletion of natural resources. Air pollution occurs when harmful or excessive quantities of gases are introduced into the Earth's atmosphere. The main sources are burning of fossil fuels, factories, power stations, mass agriculture and vehicles. The consequences of air pollution include negative health impacts for humans and animals and global warming, since the increased amount of **greenhouse gases in**

the air trap thermal energy in the Earth's atmosphere and cause the global temperature to rise. Water pollution is the contamination of lakes, rivers, oceans, and groundwater, usually due to human activities. Some of the most common water pollutants are domestic waste, industrial waste, insecticides and pesticides. A specific example is **the release of dirty wastewater into natural water bodies**, which can lead to degradation of aquatic ecosystems. Resource **depletion** is another negative impact of technology on the environment **due to the consumption of a resource faster than it can be replenished**, mainly as a result of agriculture and mining, facilitated by advancements in technology.



Adapted from: Edinburgh Sensor. (2021, November 13). *The Impact of Technology on the Environment and How Environmental Technology Could Save Our Planet*. Retrieved from: <https://bit.ly/3YGBypT>

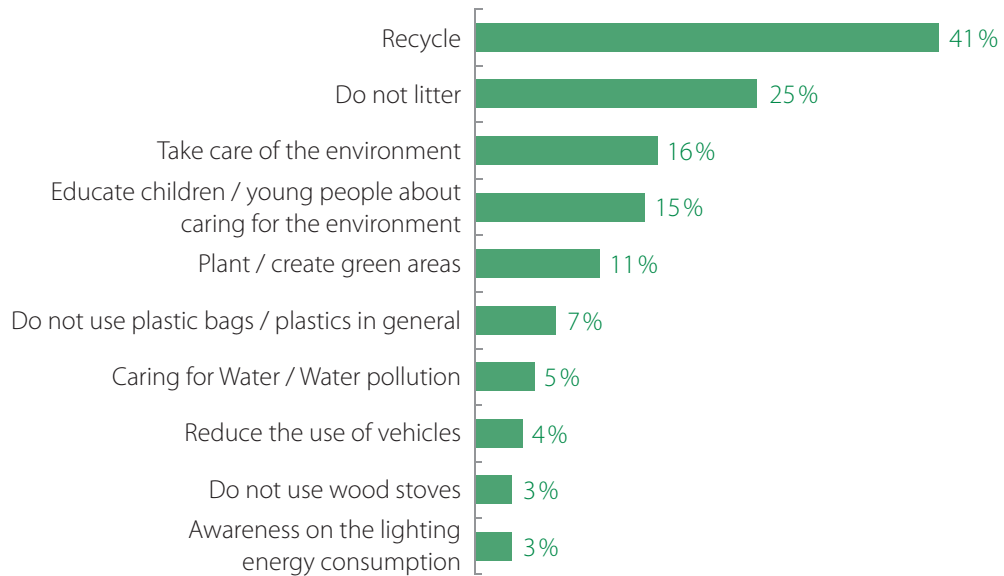
- 3  Take turns to summarize each paragraph in your own words.
- 4  What do you think is the author's reason to write this text? Who is the intended audience?

LET'S REFLECT

Read the result of the survey's question: *what is the most important action you can take every day to protect the environment?* Compare and contrast the information. How concerned are you and your classmates about environmental problems?

What is the most important action you can take every day to protect the environment?

5.664 cases. As the response is multiple, the total percentage may exceed 100%.



LANGUAGE IN USE

Making predictions

1. Read this paragraph. Pay special attention to the words in blue.

One expected signal of climate change is a shift in the length and character of summer and winter seasons. In general, summer temperatures **will arrive** earlier than they currently do, especially at high latitudes. Additionally, they **will be** hotter and last longer than they do now. Future winters **will come** later and be shorter and warmer.

2. Discuss. We use "will + verb" to...

- a. make a general prediction.
- b. predict the near future which seems sure to happen.

3. Make some predictions about the Future of Global Climate and write three sentences.

If you want to learn more about the future of global climate, visit: <https://bit.ly/3IzEr66>

5 👤👤👤 Read these words. What do they have in common?

dishonest

distrust

disapprove

disrespect

disorganized

disagree disloyal

disable

The prefix *Dis-* gives a word the opposite meaning.

6 👤👤 Create sentences about how technology has helped to save the environment. Include at least 3 words with prefix *dis-*.

WRITING

U4_ACT_2

1 Modeling 👤👤 Read the opinion essay. What's the writer's overall opinion on the subject?

Technology to help save endangered species and the environment

Zoologists identified a way to investigate and track the movements of animals using GPS.

Animal **tracking** data will help zoologists to understand how individuals and populations move within local areas, migrate across oceans and continents and evolve across generations.

This information will also help to address environmental challenges such as climate and land use change, biodiversity loss, invasive species, wildlife trafficking and the spread of infectious diseases.

We really like this technology because, in our opinion, it will help protect these animals from illegal hunters and we can learn more about endangered species.



Adapted from: Wildlife act. (N.D.). *Monitoring and Tracking Technology*. Retrieved from: <https://bit.ly/417ethc>
Wildlife journal junio. (N.D.). *Tracking Wildlife*. Retrieved from: <https://bit.ly/3Z20FTI>

2 Organizing ideas Brainstorm some ideas about the impact of technology on the environment.

3 Drafting Put your ideas together. Use the example in activity 1 as a model.

4 Revising and editing Check your text. Correct spelling, punctuation, and grammar when necessary.

5 Writing Write the final version.


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

USEFUL EXPRESSIONS

- In my opinion...
- I believe that...
- I really like / dislike... because...
- I agree/disagree... because...

Use the Writing Skills Rubric to check if you fulfilled the achievements.

ANCIENT KNOWLEDGE

- 1  How, do you think, is the relationship between indigenous communities and the environment? Discuss.
- 2 Read what *Carolina Huenucoy*, the President of the *Kawésqar* community of *Puerto Eden*, said in 2017 about how her community conserves nature. Then, answer the questions.
 - a. How do *Kawésqars* use raw materials?
 - b. What are 'æjamas'?
 - c. What knowledge do *Kawésqars* have about animals?

"Everyone in the community practices nomadic hunting and gathering; we know the places where animals **breed** and **nurse**, the areas where we can hunt, fish and harvest. We also use raw materials from the forest to produce our crafts, but we do it in a way that doesn't damage nature. We take a small and limited amount, just what we need.

We also have places that we refer to as taboo places, we call them 'æjamas'. These are the places that we don't disturb. The elders say that if you sail close to them, or if you even look at them, the weather will **worsen** and that hunting will be **scarce**. So we don't touch







the æjamas, because these are the most important areas to us.

We also have the huemul deer here; this is specific type of deer that is native and also endangered.

This means that they cannot be hunted and they are protected by law."

Adapted from: International Union for Conservation of Nature. (2017, November 29). *The Kawésqar legacy*. Retrieved from: <https://bit.ly/3lcF0kQ>

- 3  Look for information about the relationship other Chilean indigenous communities have with nature and how they protect it. Make a presentation with the information you gathered and present it to the class.
- 4  Technology has negatively affected our biodiversity, however it has also helped to preserve it. How can technological advances help to protect our flora and fauna?
- 5   Listen to the information about nature and traditional medicine and indicate if the statements are right or wrong.
 - a. The use of medicines is part of some societies.
 - b. Climate change has had an impact on ecosystems and biodiversity.
 - c. Canadian North medicinal plants haven't suffered from any threats.
- 6  Do some research about the role of traditional medicine in Chile nowadays. Should traditional medicine be complementary to modern medicine?

LISTENING

1 What do you know about cloning animals? Do you think cloning would be a solution to save endangered species? Support your ideas.

2 Which of these animals are in danger of extinction? Listen to the recording and check your predictions.



a.



b.



c.



d.

3 Listen again and identify words or phrases related to environment and technological advances.

STRATEGY Listening with a purpose.

LANGUAGE IN USE

Connecting ideas (also, because of)

1. Read these sentences and pay attention to the words in **bold**.

- "The huemul is an animal in danger of extinction, mainly **because of** habitat loss and hunting."
- "They **also** believe the results will show that cloning can become a positive tool in the conservation of some endangered species in Chile".

2. Which of the words in **bold** introduces

- an additional idea?
- a reason?

3. Look for three connectors that introduce an additional idea and a reason and write sentences connected to endangered species.

SPEAKING

1 Look for information about the positive and negative aspects of cloning animals. Divide your group into two (for and against) and discuss arguments on the questions "Should we clone endangered species?" Include connectors from the Language in use section during your presentation.





Dolly sheep. National Museum of Scotland.
Edinburgh, Scotland.



For more information about cloning, read the article on cloning in the link <https://bit.ly/3YGyNVk>

LESSON 2 Bright future

VOCABULARY IN CONTEXT

1   Listen and repeat. Which, do you think, is the best type of energy source? Why? Explain.



a. **Geothermal energy** can be harnessed for use as heat and electricity.



b. Some **solar energy** technologies include photovoltaic cells and panels.



c. **Wind power** is created by using a wind turbine to generate electricity.




d. **Tidal energy** is a renewable energy powered by ocean movements.




e. Approximately 71 % of all of the renewable electricity on Earth is from **hydropower**.



f. The most common **biomass** materials used for energy are plants, such as corn and soy.

2  Can you name the type of energies shown in the pictures below? Name them and correct your partner.



3  What renewable resources plant do we have in Chile? Is there any renewable resource plant in your city? Which renewable resource energy do you think can be implemented in your community? Look for information and confirm it with the rest of the class.

LISTENING

1  Listen and repeat the final sounds / t / , / d / and /id /.

asked

agreed

accepted

mixed

cleaned

repeated

2   Listen to the sentences and practice them with a partner.



/ t /	/ d /	/ əd /
He popped ed a balloon.	They banned ed new members.	We visited ed the Empire State Building.
Gabriela laughed ed during the movie.	He begged ed her to stay.	She edited ed that piece of news
We talk ed so much that day!	We just rolled ed up the paper.	We ended ed the game early.

3  Read the following statements and discuss if you agree with them.

- a. We can find valuable energy resources everywhere.
- b. Alternative energy resources are related to our distant past.

STRATEGY

Identifying speakers.

4   Listen to the conversation. Identify the speaker who said:


- a. Fossil fuels provide 85 percent of our energy.
- b. We need to find alternative sources of energy.
- c. Are those passive solar methods?
- d. For example, architects can take advantage of solar energy.

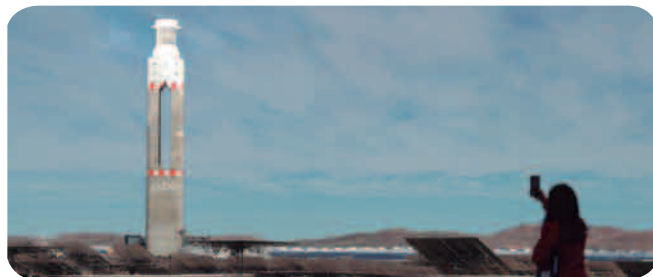


Ashalim Power Station. Be'er Sheva, Israel.

5   Listen again and discuss if these statements are correct or incorrect.

- a. The problem is that, if we keep using fossil fuels, they will disappear.
- b. Professor Jenkins thinks it is very difficult to find alternative sources of energy.
- c. Nature can provide potential sources of clean energy.
- d. Architects can take advantage of solar energy.
- e. Buildings can't be heated by passive solar methods.

6  Why is solar energy a good idea? Do you think Chile can be a leading country in this matter? What devices, do you think, will be solar powered in the future? Explain.



Cerro Dominador Solar Power Plant. María Elena, Antofagasta.

LANGUAGE IN USE

Expressing causes and effects (First conditional)

1. Look at the examples. What do these sentences express?

- If we keep using them, they will disappear.
- We will find valuable energy resources everywhere if we just open our eyes.
- If they orient buildings to face the sun, they will save electricity and central heating.

2. Answer these questions.

- How many parts can you identify in these sentences?
- What does each part express?

3. 👤👤 Create three sentences expressing cause and effect.



SPEAKING

1 **Preparing to speak** 👤👤 What would be the effects of using biomass and wind energy in our communities? Explain.



Biomass



Wind energy

2 **Modeling** 🎧 👤👤 Read, listen and repeat the conversation. Then take turns to practice the dialogue.

A Why should we use solar energy?

B Because it's beneficial for our health, our economy and our environment.

A What will happen to the planet if we use it?

B We will decrease dependence on fossil fuels.

3 **Let's speak** 👤👤 Follow the model in activity 2 and write a dialogue about the causes and effects of using alternative sources of energy. Practice it and present it to the class.



1 Answer these questions.

- What are robots used for nowadays?
- What kind of things will robots be able to do in the future? Discuss.

2 Read the excerpt text. What does this sentence refer to?

“(robots) They’re a cleaner, better breed than we are.”

DID YOU KNOW THAT...?

According to the Oxford English Dictionary, a passage in Asimov’s short story “Liar!” (1941) is the earliest recorded use of the word *robotics*.

Source: <https://bit.ly/3HxIW15>

I' robot

By Isaac Asimov

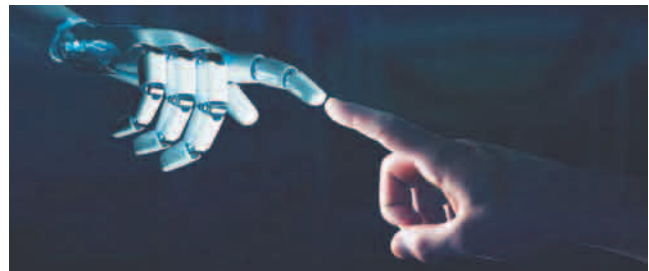
“How old are you?” she wanted to know.

“Thirty-two,” I said.

“Then you don’t remember a world without robots. There was a time when humanity faced the universe alone and without a friend. Now he has creatures to help him; stronger creatures than himself, more faithful, more useful, and absolutely devoted to him. Mankind is no longer alone. Have you ever thought of it that way?”

“I’m afraid I haven’t. May I quote you?”

“You may. To you, a robot is a robot. Gears and metal; electricity and positrons. Mind and iron! Human-made! If necessary, human-destroyed! But you haven’t worked with them, so you don’t know them. They’re a cleaner, better breed than we are.”



“We’d like to hear some of the things you could tell us; get your views on robots. The Interplanetary Press reaches the entire Solar System. Potential audience is three billion, Dr. Calvin. They ought to know what you could tell them about robots.”

“They might have known that from the start”. Dr. Calvin said. “We sold robots only for Earth in the past. Of course, that was when robots could not talk. Then, they became more human and opposition began. The labor unions, of course, naturally opposed robot competition for human jobs, and various segments of religious opinion had their superstitious objections.”

Adapted from: Asimov, I. (1950). *I, Robot*. (Introduction). Boston: Gnome Press.

3 Read the text again and indicate if statements are right or wrong.

- One of the characters is a doctor and the other a journalist.
- There used to be no robots in the universe many years ago.
- The Interplanetary Press reaches the entire Earth.
- The opposition began when robots became more human.

4 Do some research about two uses robots can have to preserve the environment and share them with the class.

LET'S REFLECT

Do you think we will have robots doing people’s jobs in the future? Discuss.

1. Read the following questions and pay special attention to the sections in orange. What is the grammatical structure to ask about future events?
 - a. How will we benefit from the use of robots against climate change?
 - b. What will robots do when they inhabit the world together with human beings?
2. 👤👤 Create three sentences using the structure in activity 1.

WRITING

U4_ACT_3

- 1 **Modeling** 👤👤 Read the news and identify its parts.

Body

Byline

Ending

Headline

Lead

Kids tackle water pollution with 'found object' prototypes

Clare Peddie, Chris Russell, June 16, 2021

Robots will help people clear garbage from polluted water worldwide, say year 7 students at South Australia's Westminster School, who have designed robots to do the dirty work and tested them in the school's pool.

It worked like a V-shaped broom, sweeping the water's surface and scooping up bottles before driving them back to the person collecting the garbage.

"Robots can be more efficient, faster, and can go further into the water," she said. "There are things humans can't do that robots can do, to help us with our environmental problems."



DPOL, a small robot developed in France in 2020 for cleaning water in ports.

Adapted from: Kids News. (2021, June 16). *Kids tackle water pollution with 'found object' prototypes*. Retrieved from: <https://bit.ly/3luOfwF>

- 2 **Organizing ideas** Brainstorm some ideas about technology used to help the environment.
- 3 **Drafting** Put your ideas together. Use the example in activity 1 as a model.
- 4 **Revising and editing** Check your text. Correct spelling, punctuation, and grammar when necessary.
- 5 **Writing** Write the final version.
- 6 **Publishing** Publish the final version on your classroom's notice board.

LET'S HAVE FUN

- 1 What if... Read the clauses and complete them with a suitable clause. Flip a coin. If heads move one box forward, if tails move 2 forward.

"If we are enviromentally conscious, we will save the word!"



Green thinking

Smart tech saving honey bees

Climate change, intensive agriculture, and the use of pesticides and fungicides in farming is damaging the world's bees. Smart devices have been created to give beekeepers access to detailed information about the state of their hives, aiming to reduce losses and improve bee health.

Adapted from: Portland Press Herald. (2022, February). *Beekeepers using tracking devices to protect precious hives*. Retrieved from: <https://bit.ly/3IOWbKK>



Science




Imagine you are scientists that can develop a special technology to solve an environmental problem in your community. What problem would you work with? What kind of technology will you use? How will it work? Write your ideas, check your vocabulary, practice them and present them to the class.

PROJECT

Environmental behavior survey

PREPARATION:

- 1  Conduct a survey on environmental behavior.
- 2 You can visit the link <https://bit.ly/3IQJ3oh> and read the *Segunda Encuesta Nacional de Medio Ambiente*, page 26, to get some ideas.

MATERIALS:

- A sheet of paper and a pen to write the draft and take notes
- PC or notebook to write your survey and its conclusions.

PRODUCTION:

- 3 Brainstorm the questions and answers you want to include in the survey.
- 4 Organize your ideas and select the information you will include in your survey.
- 5 Conduct the survey.
- 6 Analyze the data and write the conclusions.
- 7 Revise and edit the information you will include with your teacher's help.

PRESENTATION:

- 8 Present it to the class.



LET'S SUM UP!



Antisocial Media

By Kim Z Dale (adaptation)

"Come on. Absolutely everyone does it."

"If absolutely everyone jumped off a bridge, does that mean I should too?"

"Maybe. If everyone came back from jumping off the bridge alive and continued to jump off bridges, sometimes for hours, and they told you that jumping off bridges was a super fun way to stay connected to your friends, particularly for someone like you, who never goes out."

"I go out."

"Going to school doesn't count."

He had no reply to that.

"You can always quit, but you should try it at least a little."

"Okay. Fine. I'll set up account."

"Great."

"I'll delete it tomorrow."

"If you want."

And that is how he finally joined the newest social media. And he did not delete his account the next day. Instead, he fell down the rabbit hole of too much refreshing and too little sleep and dry eyes and constant headaches and OMG KITTENS! And random laughter and wanting them all to love him and the loneliness of having too many "friends."

Adapted from: Antisocial media: Short fiction based on A true story. Kim Z. Dale. (2014, January 10). Retrieved from: <https://shorturl.at/dfhKT>





Kai Kai and Treng Treng

A long time ago, in Mapuche territory, an enormous serpent rose up from the sea and began crying, “kai, kai, kai”, louder and louder. The serpent’s cries caused a great rain to fall. And the rains turned into a storm and then a deluge, flooding all the earth.

To save themselves, the Mapuche people ran to the mountain tops. Just when they could ascend no more, they heard a voice coming from deep within the earth, calling “treng, treng, treng”. It was the divine serpent coming to help them. And thus began the battle between Kai Kai and Treng Treng. As Kai Kai howled louder and louder, Treng Treng caused the earth to shake, and it rose up higher and higher. Seeing he was defeated, Kai Kai went back into the depths of the sea, and has never been seen again.

And since that time, whenever the earth shakes and the sea floods the land, or when heavy rain falls from the heavens and the rivers and lakes rise up, the Mapuches hear Kai Kai’s cry. Luckily, Treng Treng is on the watch, and before Kai Kai can harm the Mapuche people, he stops Kai Kai’s cries with the deafening sound of the earth rising up.

Adapted From: *Chile Precolombino*. Chile Precolombino Kai Kai y Treng Treng Comments. (n.d.). Retrieved from: <https://bit.ly/3lVF4OG>



Around the World in Eighty Days

(Excerpt)

Jules Verne

"Is Bombay far from here?" asked Passepartout.

"Pretty far. It is a ten days' voyage by sea."

"And in what country is Bombay?"

"India."

"In Asia?"

"Certainly."

"My God!"

Fix was thinking about a project. Passepartout and he had now reached the shop, where Fix left his companion to make his and hurried back to the consulate.

"Consul," said he, "I have no longer any doubt. I have spotted my man. He passes himself off as an odd stick who is going round the world in eighty days."

"Then he's a clever," returned the consul, "and counts on returning to London after putting the police of the two countries off his track."

"We'll see about that," replied Fix.

"But are you not mistaken?"

"I am not mistaken."

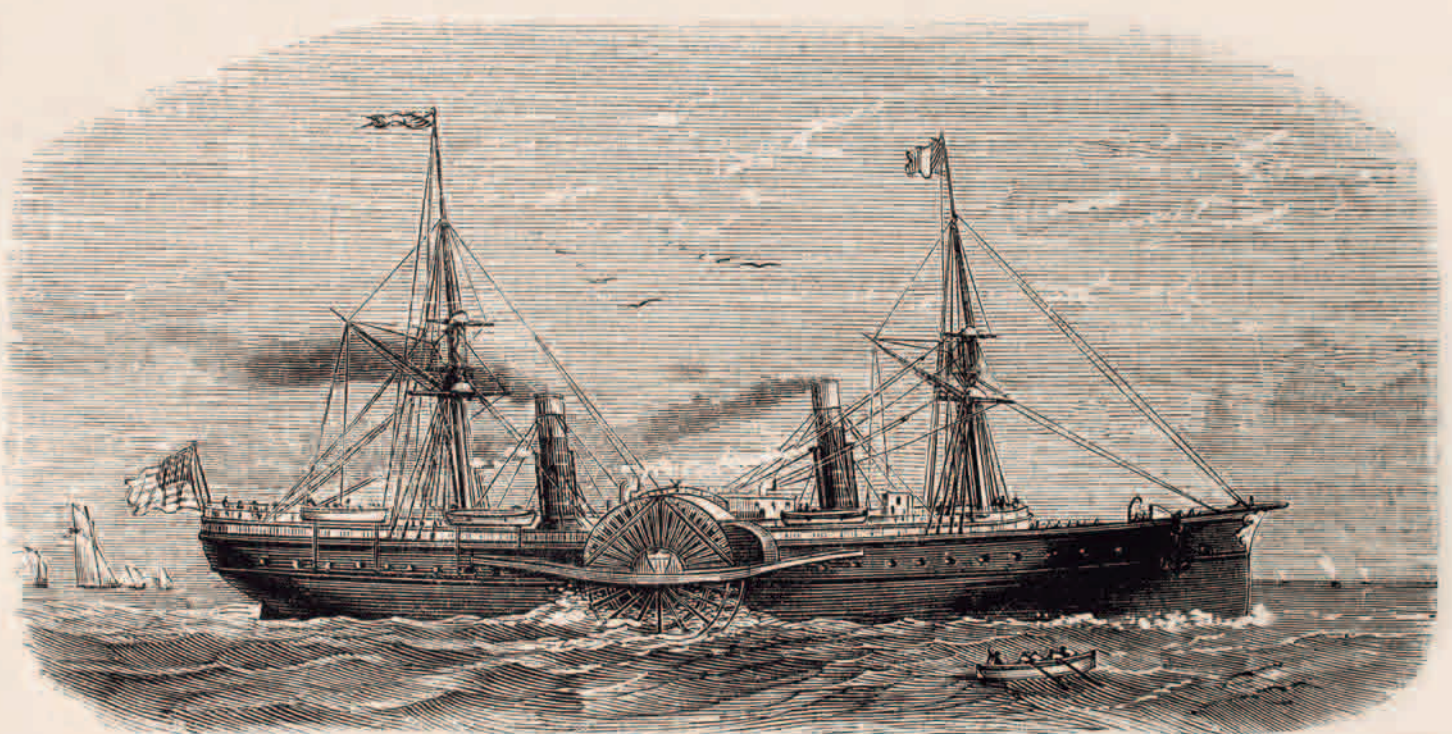
"Why was this robber so anxious to prove, by the visa, that he had passed through Suez?"

"Why? I have no idea; but listen to me."

"Send a dispatch to London for a warrant of arrest to be dispatched instantly to Bombay, take passage on board the 'Mongolia,' follow my rogue to India, and there, on English ground, arrest him politely, with my warrant in my hand, and my hand on his shoulder."

Having said these words with a cool, careless air, the detective left, and headed towards the telegraph office, where he sent the dispatch to the London police office. A quarter of an hour later found Fix, with a small bag in his hand, proceeding on board the "Mongolia;" and, many moments longer, the steamer ship rode out at full steam upon the waters of the Red Sea.

Verne, Jules. (Release Date: January 1, 1994.) Around the world in eighty days. Retrieved from: <https://bit.ly/3K2jy2G>



Jurassic Park

(Excerpt)

Michael Crichton

Regis introduced Henry Wu, a man in his thirties. "Dr. Wu is our chief geneticist. I'll let him explain what we do here." Henry Wu smiled. "At least I'll try," he said. "Genetics is a bit complicated. But you're probably wondering where our dinosaur DNA comes from."

"It crossed my mind," Grant said.

"As a matter of fact," Wu said, "there are two possible sources. Using an extraction technique, we can sometimes get DNA directly from dinosaur bones."

"And you've adapted this technique here?" Grant asked.

"Only as a backup," Wu said. "We need the entire dinosaur DNA strand in order to clone. And we get it here." He held up one of the yellow stones. "From amber-the fossilized resin of prehistoric tree sap."

Grant looked at Ellie, then at Malcolm.

"That's really quite clever," Malcolm said.

"I still don't understand," Grant admitted.

"Tree sap," Wu explained, "often flows over insects and traps them. The insects are then perfectly preserved within the fossil. One finds all kinds of insects in amber-including biting insects that have sucked blood from larger animals."

"Sucked the blood," Grant repeated. His mouth fell open. "You mean sucked the blood of dinosaurs."

"Hopefully, yes."

"And then the insects are preserved in amber..." Grant shook his head. "I'll be damned-that just might work."

"I assure you, it works!", Wu said. He moved to one of the microscopes, where a technician positioned a piece of amber containing a fly under the microscope. On the video monitor, they watched as he inserted a long needle through the amber, into the thorax of the prehistoric fly, to get its DNA.

Adapted from: Crichton, Michael. Jurassic Park. New York, Ballantine Books Mass Market Edition, 2015.



Glossary

Unit 1

Coin (v) (p. 10): to create, invent.

Enlivening (adj.) (p. 18): that gives life, animate.

Muddled (adj.) (p. 18): muddy, turbid.

Native (adj.) (p. 10): belonging to a particular place by birth.



Omnipresent (adj.) (p. 10): present in all places at all times.

Scrap (n.) (p. 20): fragments of discarded material.



Weird (adj.) (p. 18): of strange or extraordinary character.



Whereas (conj.) (p.10): while on the contrary.

Unit 2

Bear (v) (p. 28): to support the weight of something.

Bear witness (v) (p. 29): to show that something exists or is true.

Grief (n) (p. 34): a cause of suffering.

Saltpeter (n.) (p. 26): potassium nitrate, used especially in making gunpowder or fertilizer.

Settlement (n.) (p.26): a place or region inhabited by people.

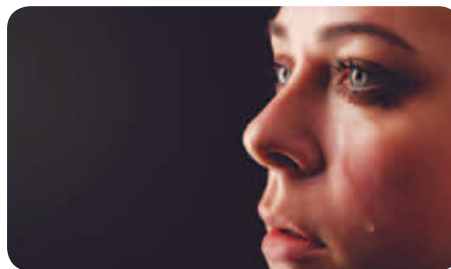


Vein (n.) (p. 34): a bed of useful mineral matter.



Waste away (v) (p. 34): to become thinner and weaker because of illness.

Weep (v) (p. 34): cry.



Unit 3

Bustling (adj.) (p. 40): full of activity.



Grin (n.) (p. 50): a smile that shows the teeth.



Handicraft (n.) (p. 42): articles made by artisans.



Lodging (n.) (p. 52): sleeping accommodations.

Overwhelming (adj.) (p. 44): that makes you feel a very strong emotion.

Trunk (n.) (p. 50): a large rigid piece of luggage used usually for transporting clothing and things.



Unit 4

Breed (v) (p. 61): to produce offspring by hatching or gestation.

Bring about (v) (p. 58): to take place, to happen.

Broom (n.) (p. 67): a bundle of firm fibers bound together on a long handle, especially for sweeping.



Depletion (n.) (p. 58): decrease in quantity of something.



Landfill (n.) (p. 56): an area where waste is disposed of.



Misuse (v) (p. 58): to use incorrectly.

Nurse (v) (p. 61): to nourish by breast feeding.



Safeguard (v) (p. 56): to make safe.

Scarce (n.) (p. 61): deficient in quantity, not abundant.

Scoop (v) (p. 67): to take out or up with a scoop.

List of Verbs

Unit 1

Broadcast (p. 15): to send out or transmit (something, such as a program) by means of radio or television or by streaming over the Internet.



Carry on (p. 20): to continue doing something, or to cause something to continue.

Enlarge (p. 19): to become bigger or to make something bigger.



Focus (p. 12): to give your full attention to what you are doing or to what is happening.



Save (time) (p. 16): to prevent the loss or waste of something.

Store (p. 8): to place or leave in a location for preservation or later use or disposal.

Unit 2

Enrich (p. 29): to improve the quality of something by adding something else.

Forge (p. 26): to make an illegal copy of something in order to deceive.



Lead (p. 28): to direct on a course or in a direction.



Make up (p. 24): to invent something, such as an excuse or a story, often in order to deceive.

Remain (p.34): to stay in the same place or in the same condition.

Threaten (p. 36): to hang over dangerously or announce possible harm.

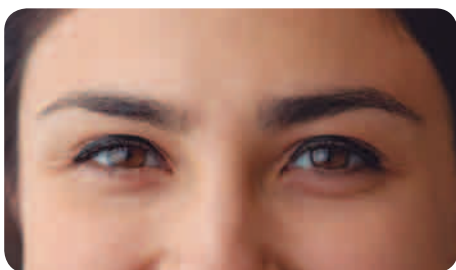


Unit 3

Emit (p.52): to throw or give off or out, for example light or smoke.



Gaze (v) (p. 40): to look with attention.



Head (p.42): to go in a particular direction.



Last (p. 45): to continue to exist.

Take in (p. 40): to receive into the mind, perceive.

Unit 4

Replenish (p. 57): to fill or build up again.

Run out (p. 57): if a supply of something runs out, all of it has been used or it is completely finished.

Tackle (p. 67): to deal with something by taking action.

Track (p. 60): to observe or plot the moving path of something, often using instruments.



Worsen (p. 61): to become a more severe condition.

Reading Bank

Flow (p. 73): (especially of liquids, gases, or electricity) to move in one direction, especially continuously and easily.



Assessment rubrics

Writing skills rubrics

Areas	5	4	3	2	1
Grammar	<ul style="list-style-type: none"> I could highly control the target grammatical structures of the unit. I didn't make mistakes. 	<ul style="list-style-type: none"> I could control the target grammatical structures of the unit well. I made few and minor mistakes. 	<ul style="list-style-type: none"> I could adequately control the target grammatical structures of the unit. I made frequent and/or major mistakes. 	<ul style="list-style-type: none"> I could poorly use the target grammatical structures of the unit. I used basic structures. My mistakes interfered with the comprehensibility of the text. 	<ul style="list-style-type: none"> I could barely use basic grammatical structures. I made multiple mistakes. I failed to communicate ideas.
Vocabulary	<ul style="list-style-type: none"> I used a wide range of the target vocabulary of the unit. I didn't make mistakes. 	<ul style="list-style-type: none"> I appropriately used the target vocabulary of the unit. I made few and minor spelling mistakes. 	<ul style="list-style-type: none"> I adequately used the target vocabulary of the unit. I made frequent and/or major spelling mistakes. 	<ul style="list-style-type: none"> I poorly used the target vocabulary of the unit. I used basic vocabulary. My mistakes interfered with the comprehensibility of the text. 	<ul style="list-style-type: none"> I used basic vocabulary. I failed to communicate ideas.
Organization	<ul style="list-style-type: none"> I used a wide range of the target cohesive devices of the unit among paragraphs. 	<ul style="list-style-type: none"> I appropriately used the target cohesive devices of the unit among paragraphs. 	<ul style="list-style-type: none"> I used basic cohesive devices among paragraphs. I depended on punctuation mainly. 	<ul style="list-style-type: none"> Occasionally, I poorly used punctuation and simple connectors. 	<ul style="list-style-type: none"> My paragraphs are not connected neither by punctuation nor by connectors.
Content	<ul style="list-style-type: none"> The structure of my text presents the corresponding features, and the content is coherent. 	<ul style="list-style-type: none"> The structure of my text presents the corresponding features, and the content presents minor irrelevances. 	<ul style="list-style-type: none"> The structure of my text presents minor omissions, and the content presents minor irrelevances. 	<ul style="list-style-type: none"> The structure of my text presents major omissions, and the content shows multiple irrelevances. 	<ul style="list-style-type: none"> My text is irrelevant and leads to multiple misinterpretations.

Oral skills rubrics

Areas	5	4	3	2	1
Grammar	<ul style="list-style-type: none"> • I could highly control the target grammatical structures of the unit. • I didn't make mistakes. 	<ul style="list-style-type: none"> • I could control the target grammatical structures of the unit well. • I made few and minor mistakes. 	<ul style="list-style-type: none"> • I could adequately control the target grammatical structures of the unit. • I made frequent and/or major mistakes. 	<ul style="list-style-type: none"> • I could poorly use the target grammatical structures of the unit. • I used basic structures. • My mistakes interfered with the comprehensibility of the speech. 	<ul style="list-style-type: none"> • I could barely use basic grammatical structures. • I made multiple mistakes. • I failed to communicate ideas.
Vocabulary	<ul style="list-style-type: none"> • I used a wide range of the target vocabulary of the unit. • I didn't make mistakes. 	<ul style="list-style-type: none"> • I appropriately used the target vocabulary of the unit. • I made few and minor mistakes. 	<ul style="list-style-type: none"> • I adequately used the target vocabulary of the unit. 	<ul style="list-style-type: none"> • I poorly used the target vocabulary of the unit. 	<ul style="list-style-type: none"> • I made inadequate use of vocabulary. • I failed to communicate ideas.
Pronunciation	<ul style="list-style-type: none"> • I spoke clearly and imitated accurate pronunciation. • I didn't make mistakes. 	<ul style="list-style-type: none"> • I spoke clearly and attempted accurate pronunciation. • I made few and minor mispronunciations. 	<ul style="list-style-type: none"> • I spoke intelligibly. • I made frequent and/or major mispronunciations. 	<ul style="list-style-type: none"> • Multiple mispronunciations interfered with the comprehensibility of my speech. 	<ul style="list-style-type: none"> • I often spoke unintelligibly. • I failed to communicate ideas.
Fluency	<ul style="list-style-type: none"> • I presented a continuous smooth flow of speech. • I made natural pauses. • I never read. 	<ul style="list-style-type: none"> • I generally presented a smooth flow of speech. • I made few self-corrections and/or hesitations. • I used written text only as help. 	<ul style="list-style-type: none"> • I presented an irregular flow of speech. • I made frequent self-corrections and hesitations. • I depended too much on written text. 	<ul style="list-style-type: none"> • I presented a slow flow of speech. • Multiple self-corrections and hesitations interfered with the comprehensibility of my speech. • I constantly read. 	<ul style="list-style-type: none"> • I presented a stumbling speech, constant corrections, and hesitation. • I failed to communicate ideas. • I always read.

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HOJAS Y NO DOBLES
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