

ACTIVITY BOOK

English 8^o básico

Carolina Soto Concha



8^o

básico

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Lesson 1 The World of Apps

Listening

Google's Lookout App Helps Blind People Experience the World.  4

1. Listen to the recording and answer the questions.

a. What was this app designed for?

b. What's the name of the app?

c. How much do users have to pay for this app?

d. How does the app work?

e. What is the main goal of the app?

2. Listen again and match each setting of the app with the corresponding definition.

Explore

It can capture products and help users identify their money.

Shopping

It can help users go through their mail, read signs or identify other printed materials.

Quick Read

It is designed to provide assistance for people carrying out daily activities or for identifying things in new places.

3. Mention the other two apps with similar characteristics:

Speaking Task

1. Look at the words in the box below and create a dialogue describing the use of apps on your phone, answering the questions that follow.

a few - a little - any - a lot - all

- a. How many times a week do you use the app?
- b. How long have you used it?

Writing

1. Think about an electronic device that has changed your life and explain why. Write your response on the lines below.

2. In groups, think about one way you could use your smartphone in class. How would you take advantage of it? Write your response on the lines below.

Reading and Vocabulary

1. Look at the words below and use a dictionary to look up the meaning of each. Then, draw a picture that illustrates the concept of each.

Download

Delete

Upload

Language Focus

1. Write the correct possessive pronoun for each sentence below.
 - a. The cellphone was a gift for you. The cellphone is _____.
 - b. I share my computer with my brother, so it is _____.
 - c. I have an electric scooter that is only _____.
 - d. He doesn't want to lend us the headphones, he says it is _____.
 - e. She has a Tablet and a Playstation, both are _____.

Speaking

1. Look around your classroom, point out an object and say to whom it belongs, using possessive pronouns.

Reading Task

1. Read the following article. Highlight any words you don't know.

Why a Freeware Messaging App Became So Popular

An enormously popular messaging and Voice over IP service owned by the social network created by Mark Zuckerberg allows users to send text messages, voice calls, recorded voice messages, video calls, images, documents, and user location. More than 1 billion people in over 180 countries use this unique freeware messaging app to stay in touch.

What made it so popular, and why is it still popular? Most people think of this as the first IM app to install on their new smartphone.

The Platform that Killed SMS

When the app launched, people were complaining about the price of SMS texts. SMS was costly and limited. This app solved the problem by allowing messages to be sent to any other user without counting words, without being deprived of multimedia content, and without being restricted to the number of contacts, all for free. Meanwhile, in some parts of the world, one SMS message could cost as much as a dollar.

You Are Your Number

The app, known internationally by the icon of a white telephone inside a green text bubble, went one step further than video-conference call apps in one particular direction, that of identifying users on the network. It identifies people through their phone numbers. No need to ask for a username. If you have someone's phone number in your contacts, it means they are already in your app contacts, if they use the app. This makes it easier for texting than video-conference call apps. On this app, anyone who has your number has you on the network, and you cannot choose to be offline. You also cannot hide behind a fake identity.

No Ads, for Now

Everyone knows how annoying ads can be. This popular app doesn't impose ads on its users. At least, it didn't. It turns out that the social network whose icon is a rounded f plans to start showing ads in the platform Status tab beginning in 2019.

Text adapted from: www.lifewire.com/reasons-why-whatsapp-is-popular-3426372

2. Write another advantage of this freeware messaging app in the box below.

3. Read the text again and infer the meaning of the following concepts.

a. launched

b. complaining

c. fake identity

Language Focus

1. Write four sentences using the following possessive pronouns.

a. Mine: _____

b. Yours: _____

c. Hers: _____

d. Ours: _____

e. His: _____

2. Discuss the following statements with a partner and write whether you agree or disagree with each, in the boxes.

a. There are apps that little kids shouldn't use.

b. Having your GPS turned on all the time could be risky.

c. When you take an Uber, Cabify or Beat taxi, it is necessary to send your location to someone, just in case.

Cross-Curricular

- 1 Read the following information and answer the questions that follow. Do research to help you answer them.

Mark Zuckerberg (born May 14, 1984) is a former Harvard University student who created a social network when he was still studying computer science. The founding of this platform made Zuckerberg one of the youngest-ever billionaires, according to a famous American business magazine. His founding of the popular social network was portrayed in a movie in 2010. In the same year, he said that he was going to give most of his money to charity. In 2010, he was also named Person of the Year by a very famous American magazine.



The Social Network that made him famous

On February 4, 2004, Zuckerberg launched the platform from his Harvard dorm room. An earlier inspiration for creating the social network may have come from Phillips Exeter Academy, the prep school from which Zuckerberg graduated in 2002. It published its own student directory, "The Photo Address

Book", which students referred to as "The Facebook". Such photo directories were an important part of the student social experience at many private schools. With them, students were able to list attributes such as their class years, their friends, and their telephone numbers.

Source: https://kids.kiddle.co/Mark_Zuckerberg

- a. Did you know anything about Mark Zuckerberg before reading the text above?

- b. What was Zuckerberg's inspiration to launch his famous social network?

- c. Why was this social network important for students at that time?

Final Task

- 1 Create a leaflet about the app that you invented with your group. Write five benefits your classmates might get by downloading the app.



- 2 After presenting your profile, use the table below to assess your performance. Check the boxes of the items you did well.

Content	Me	Team work	Me	Design	Me
Explanation of the app		Cooperation with your partner (s)		Performance	
Clear information about yourself.		Division of tasks		Use of images/ drawings	
Organization of your profile		Feedback		Volume, tone and eye contact	

- 3 Complete the following sentence based on how you completed the table in activity 2 above.

For the next presentations, I am going to try to improve at...

a. How could I improve?

Listening

Scientists Create 'Social Network' of Brains to Share Thoughts

1. Listen to the recording and match the first and the second part of the sentences.

- a. The team used electronic tools
- b. In the game, players try
- c. During the game, two players
- d. The decisions were then transmitted through the internet

_____ to match colored blocks falling onto a puzzle.

_____ to the brain of the receiver, who could not see the video game.

_____ were chosen as "senders" and a third as a "receiver."

_____ to complete the test of brain-to-brain communication.

2. Paraphrasing. Listen to the recording again and write, in your own words, the meaning of the following sentences.

- a. They believe their experiment is the very first of its kind.

- b. The game was a simplified version of the video game Tetris, which became hugely popular in the 1980s.

- c. The researchers wrote that the results "raise the possibility of future brain-to-brain interfaces that enable cooperative problem-solving by humans using a 'social network' of connected brains."

Speaking Task

1. In groups, discuss why the use of social networks is necessary nowadays. Give at least three reasons and share them with the class.

Writing

1. Define the following concepts with your own words.

a. Social network story

b. Photo captions

c. Hashtags

2. Write 3 things you should consider when you upload photo-sharing social network stories.



1

2

3

Reading and Vocabulary

1. Match each concept from the box below with its description.

1. broadcasting 2. blog 3. text message 4. post

- a. _____ A short way of writing, usually sent by a mobile phone or a website.
- b. _____ To send out a program on television or radio.
- c. _____ An electronic message that you send to a website in order to allow many people to see it.
- d. _____ A regular record of your thoughts, opinions, or experiences that you put on the internet for other people to read.

Language Focus

1. Write three verbs related to social networks in the box below.

Example: posting

a

b

c

Speaking

1. Discuss, with a partner, the following questions.

- a. Why should we be careful about our actions on social networks?
- b. Why shouldn't we use smartphones in class?

Reading Task

1. Read the article below. In pairs, discuss whether your parents have talked to you about safely using social network.

Teaching Kids to Be Smart About Social Media

Most teens use social media and have a profile on a social networking site. Many visit these sites every day. There are plenty of good things about social media — but also many risks and things kids and teens should avoid. So it's important to talk with your kids about how to use social media wisely.

What's Good About Social Media

Social media can help kids stay connected with friends and family, enhance their creativity by sharing ideas, music, and art, meet and interact with others who share similar interests, among other things.

What's Bad About Social Media

Most teens post photos of themselves online or use their real names on their profile, reveal their birthdates and interests or post their school name and the town where they live. This can make them easy targets for online predators and others who might mean them harm.

What Can Parents Do? Tell your kids that it's important to:

- Be nice. Mean behavior is not OK. Make it clear that you expect your kids to treat others with respect, and to never post hurtful or embarrassing messages.
- Think twice before hitting “enter.” Remind teens that what they post can be used against them. Teens should avoid posting specific locations of parties or events, as well as phone numbers.
- Follow the “WWGS?” (What Would Grandma Say?) rule. Teach kids not to share anything on social media that they wouldn't want their teachers, college admissions officers, future bosses — and yes, grandma — to see.
- Use privacy settings. Explain that passwords are there to protect them against things like identity theft. They should never share them with anyone, even a boyfriend, girlfriend, or best friend.
- Don't “friend” strangers. “If you don't know them, don't friend them.” This is a plain, simple — and safe — rule of thumb.

Source: <https://kidshealth.org/en/parents/social-media-smarts.html>

2. Paraphrase four tips from the text using **should/shouldn't**.

3. Write your opinion below. Look at the recommendations and agree or disagree with them.

Language Focus

1. Read the following statements and put a tick ✓ or cross ✗ depending on what you should or shouldn't do.

- a. ☐ Share private information with strangers.
- b. ☐ Upload inappropriate content.
- c. ☐ Tell your parents if you are being cyberbullied.
- d. ☐ Be cautious about the information you share.
- e. ☐ Log out when you're finished.
- f. ☐ Block and report people who post upsetting comments or content.

2. Have a discussion with a partner. Why do you think a selfie is called a selfie? Then, give three suggestions about how you could take a good selfie.

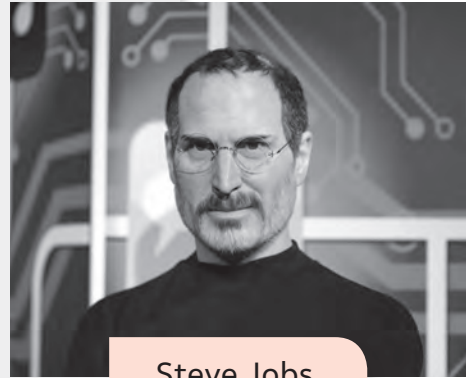
a. Selfie:

b. How could I take a good selfie?



Cross-Curricular

- 1 In groups, do some research about the character in the photograph below. Take some notes about the person in the box next to the photo. Then, choose another important person who has contributed to the use of social media, and do the same.



Steve Jobs

Final Task

- 1 Ask a classmate for information about her or his life. Then, create a profile below, without putting his or her name. Share with your classmates so they can guess who the person is.

The profile template consists of a light gray rectangular frame. Inside the frame, on the left side, is a vertical column containing a placeholder for a profile picture (a light orange circle) and a long list of horizontal white lines for text. To the right of this column is a large rectangular box for a main description or bio. Below this box are two smaller rectangular boxes, one on the left and one on the right, for additional information. At the bottom of the frame, there is a single horizontal line for a footer or signature.

- 2** After presenting the profile you made, use the table below to assess your performance. Check the boxes of the items you did well.

Content	Me	Team work	Me	Design	Me
Use of vocabulary		Cooperation with your partner		Performance	
Clear information about yourself		Paying attention to my partner's final task		Use of images/ drawings	
Organization of your profile		Feedback		Volume, tone and eye contact	

- 3** Discuss the result with your groups. Agree or disagree with the following statement.

My classmates pay attention to my presentation because I do it well.

[illegible]

Lesson 3 Travel

Listening

Finland named the world's happiest country 

1. Listen to the recording and answer the questions.

a. What factors were considered in choosing Finland as the happiest country?

b. What's the population of Finland?

c. What's the number of foreigners in Finland?

d. What's the major reason for unhappiness in the USA?

2. Listen again and put the countries in order according to their happiness.

No. ranking	Country
	Denmark
	Canada
	New Zealand
	Sweden
	Switzerland
	Norway
	Finland
	Iceland

Speaking Task

1. Work in pairs. Look at the map below and create comparative sentences about different countries from South America.



Writing

1. Imagine you meet someone from another country who is planning to visit the south of Chile. Write three suggestions you would give him/her before coming.

Argentina is bigger than Chile.

2. Express your opinion. What place is more attractive for a tourist? The north or the south of Chile? Why? Give at least one argument. Write on the lines provided.

Reading and Vocabulary

1. Look at the words below and write the opposite of each on the lines provided. Use a dictionary to help you.

- | | |
|----------------|-------|
| a. Last | _____ |
| b. Beautiful | _____ |
| c. High | _____ |
| d. Interesting | _____ |
| e. Amazing | _____ |
| f. Crowded | _____ |

Language Focus

1. Read the following sentences and put a ✓ for correct ✗ for incorrect next to each sentence.
- a. _____ Sorry I did a mistake.
 - b. _____ You make me happy.
 - c. _____ Shhh! You are making too much noise.
 - d. _____ I have things to make.
 - e. _____ I am doing my homework.

Speaking

2. Share with the class the difference between the verbs "do" and "make".

Reading Task

1. Read the article below. Discuss, with a partner, the purpose of the text.

4 Benefits of Traveling Alone

1. You will get to know yourself better.

Once you are out there on the road, on your own, you will be faced with decisions you need to make, fears you need to overcome and discover your true self and how much you are capable of. Traveling exposes you to raw experiences where you get to know the person inside you, that little kid that always wanted to travel, wander, expand and grow as a human being through exploring different places around the world.

Once you are on your own, you will discover the importance of following and listening to your own heart. You will focus much better and enjoy the experience. You will live and feel the “now”. A destination far away might help you find answers about your true purpose in life and what is it you are really meant to do.

2. It will get you out of your comfort zone.

Going to unknown places and destinations will challenge you to learn how to rely on yourself at difficult times. Being away from the comfortable

bubble of your home will challenge you in many different ways and test your patience. Only by putting yourself out there, will you be able to explore this beautiful planet and discover many new and exciting places.

3. It is cheaper than traveling with a companion.

When you travel on your own it is much easier to keep up with your budget because you are the one who decides where and what to eat. That also means that it is much easier to save up money for other things such as trying an adventurous sport or traveling to a distant island.

4. You will make new friends easier.

Being a solo traveller makes it much easier to interact with the local people and make new friendships. The truth is that the locals are much more interested in what someone travelling on his or her own is doing in their country and are more likely to help you out.

Text adapted from: www.buildabroad.org/2016/11/10/10-reasons-why-travel-is-important/

2. Read the text again. Write the one benefit that you consider to be the best and explain why you think so.

3. Write which benefit from the text is the least important to you.

Language Focus

1. Organize the information from page 43 of the Student's Book . What do people do and make in Australia? Use the chart below.

Do	Make

2. Look at the pictures and write the correct word or phrase below them. Use the words in the box.

regret - all inclusive - scenery - wet









Cross-Curricular

- 1 Do some research! Choose one country from each continent and write in the following chart, some interesting facts about them. On the map below, circle the countries you chose from each continent. Share your interesting facts with the class.



America

Europe

Asia

Africa

Oceania

Final Task

- 1 Pay attention to your classmates' interviews from pages 46 and 47 of the Student's Book. Complete the following charts with the information they gave.

Classmate's name

Place that he/she visited

The most interesting part of the interview

Classmate's name

Place that he/she visited

The most interesting part of the interview

Classmate's name

Place that he/she visited

The most interesting part of the interview

- 2 After presenting your interview, use the following table to assess your performance.

- Check the boxes of the items you did well.

Content	Me	Team work	Me	Design	Me
Use of vocabulary		Cooperation with your partner (s)		Performance	
Clear solutions		Division of tasks		Use of images/ drawings	
Organization of the interview		Feedback		Volume, tone and eye contact	

- 3 Discuss your results with your partner. What are the good and not so good aspects of your presentation? Write how you would improve those that are not so good.

Good aspects	Not so good

- a. How could I improve?

Lesson 4

Culture and Heritage

Listening

Alaska natives use ancient traditions to fight mental health problems 

1. Listen to the recording and answer the questions.

a. How do Alaskan people get their knowledge?

b. What kind of problems can be treated nowadays according to Alaskan native people?

c. What is Qungasvik?

d. How does Qungasvik help young people?

2. Listen again and match the words on the left with their meaning on the right.

A	Yu'pik		A house where many men lived and worked.
B	qasgiq		A toolbox.
C	Emmonak		The native people of Alaska.
D	qungasvik		The name of a rural town in southwestern, Alaska.

3. Use a dictionary or search on the internet the meaning of the word below.

Resiliency:

4. Discuss, with a partner, how you use resiliency in your life.

Speaking Task

1. Work with a partner. Create a short dialogue using the questions in the box below. Answer using prepositions (in-on-at).

When are you going to return?

What time is your flight?

When are you going?

When are you planning to visit the attractions of the city?

Writing

1. Express your opinion about the following question: In what ways can indigenous groups help you to understand your identity and heritage?



2. Define, in your own words, the following concepts.

a. Descendant

b. Agrarian people

c. Dialect

Reading and Vocabulary

1. Read the clues for each word below and complete the crossword.

Vertical

1. A belief, principle, or way of acting that people in a particular society or group have continued to follow for a long time.
2. Features belonging to the culture of a particular society, such as traditions, languages, or buildings, that were created in the past and still have historical importance.
3. Ways of behaving or a belief that has been established and propagated for a long time.

Horizontal

4. Things you believe in or the feeling of being certain that something exists or is true.
5. Someone's way of living; the things that a person or particular group of people usually do.



Language Focus

1. In pairs, do some research to answer the following questions.

- | | |
|----------------------------------|---------------------------------------|
| _____ Whose language | a. exist in our country? |
| _____ Where do the | b. Was Chile a Spanish colony? |
| _____ For how long | c. is Portuguese? |
| _____ How do you know if | d. Mapuches live? |
| _____ How many indigenous groups | e. a person is Chilean? |

Speaking.

1. Discuss the answers you found with the class. Which aspects are important to know about which aspects of our indigenous groups? Why?

Reading Task

1. Read the following article and answer the questions below.

A Famous Publisher of American Comic Books Adds Indigenous Superhero from Canada's North

A new superhero has been added to a famous comics publisher. This new character is an Inuit teenager from northern Canada. She comes from Pangnirtung, a town in the territory of Nunavut. Inuit is the name for the native, or indigenous, people living in northern Canada, as well as parts of Greenland and the American state of Alaska. Nunavut is one of four areas that make up the homeland for Canada's Inuit population.

The new superhero began as a normal girl who became interested in the sudden appearance of a mysterious factory near her home. When she decides to investigate, a new, real adventure begins. Her character is powered by an Inuit spirit-force named Sila. She gains the power to shapeshift, which means she can change her form from a girl to an animal.

Comic book author Jim Zub.

Jim Zub had created other characters before, but, he said, "There are Canadian superheroes in the comics' world, but there haven't been any new ones in quite a while and there

haven't been any teenaged heroes." That is when Zub decided to turn to the Inuit people, whose traditions include myths. Some of their stories describe creatures with human-like characteristics.

The writer teamed up with South African artist Sean Izaakse and colorist Marcio Menyz to bring this teenage superhero to life. Zub said that in creating her character, they tried to keep an important balance. They wanted to make sure she represented the things that make indigenous culture special and interesting. But they did not want the character to "fall too far into stereotypes." Zub said he carefully researched Inuit history and culture. He also contacted Toronto-based film producer Nyla Innuksuk, who is the great-granddaughter of the last shaman of the north. He said the producer was able to provide good ideas for the teenage girl's character, as well as information about life and culture in her community. This resulted in details being added, such as traditional tattoos and clothing.

Source: text adapted from learningenglish.voanews.com.

2. What do you think about including indigenous characters in comic books? Discuss your answer as a class.
3. What makes this new superhero special? Write your answer on the lines below.

Language Focus

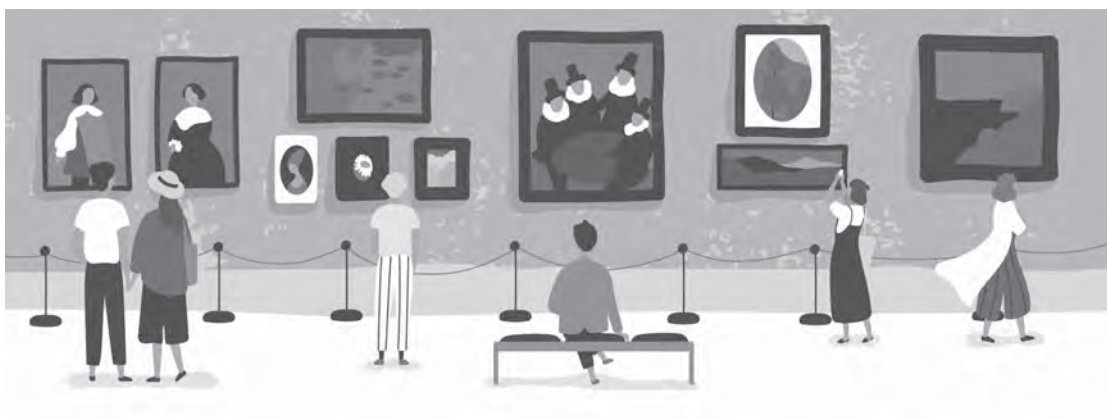
1. Think about the idea of a Chilean indigenous superhero and complete the table below.

What is his/her name?
Where does he/she live?
What is/are his/her superpower/s?
How did he/she get his/her superpower/s?
How long has he/she had his/her superpower/s?

2. Draw a picture of your Chilean indigenous superhero.

Cross-Curricular

- 1 Imagine you want to recommend a good museum that you have visited to a tourist. Choose one from your city. Answer questions like:
 - a. Where is the museum?
 - b. How much does the ticket cost?
 - c. What collection or exhibition do you like the most?
 - d. How long might a tour last?

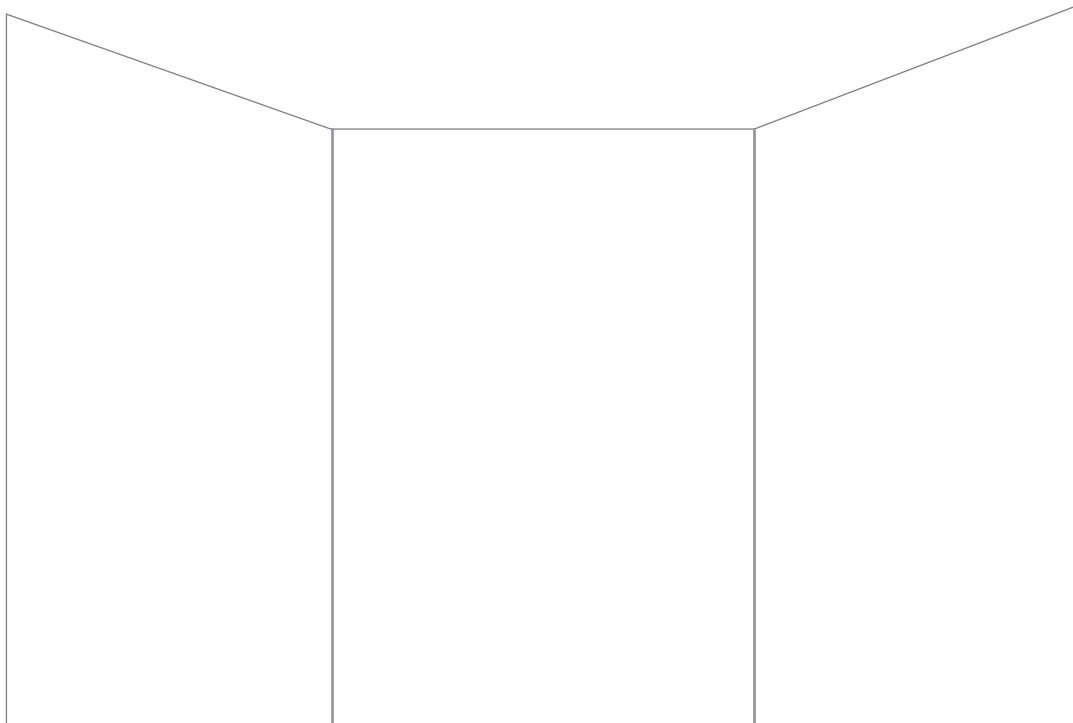
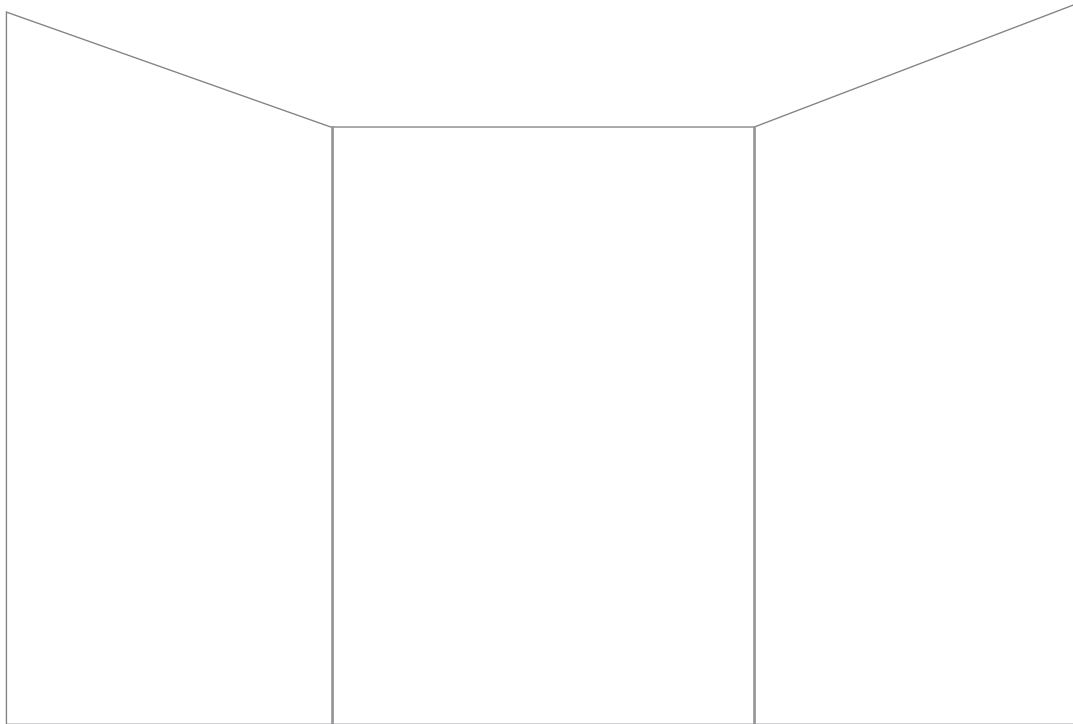


- 2 Now write a review about the museum tour below.

*If you come to _____, you should visit
_____ museum...*

Final Task

- 1 Design a brochure. Use the image below. Remember to organize the inside part as well as the outside part.



2 After presenting your brochure, use the table below to assess your performance.

- Check the boxes of the items you did well.

Content	Me	Team work	Me	Design	Me
Use of vocabulary		Cooperation with your group		Performance	
Answer at least one question word		Division of tasks		Use of images/ drawings	
Organization of the information		Group feedback		Volume, tone and eye contact	

3 Discuss with your group. How could you create a better presentation?

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Lesson 5 Sightseeing

Listening

The Grand Canyon Beyond Words 15

1. Listen to the recording and answer the questions.

a. What words do writers use to describe the Grand Canyon?

b. Why is the weather different at the top and from the bottom of the canyon?

c. Why was the Grand Canyon named a Globally Important Bird Area?

d. Who were the first people that occupied the Grand Canyon?

e. Why do tourists like visiting the Grand Canyon a lot?

2. What do these numbers refer to? Listen again and match the numbers with the corresponding information.

A	2500		The year the Grand Canyon was named a Globally Important Bird Area.
B	2000		The years ago the first people occupied the Grand Canyon.
C	2014		The measurement of the Grand Canyon from the floor to the top.
D	3000		The year the Skywalk was opened.
E	2007		The number of plant species.

Speaking Task

1. Imagine you just got back from visiting another country. Tell your class about your trip. Use the words from the box below in order to connect the different parts of the story.

First - Next - Then - Finally

Writing

1. Search on the internet about the Seven Wonders of the World and write, in the box below, which country each belongs to.

- 1.
- 2.
- 3.
- 4.
- 5.

2. Now, write about one of the Seven Wonders you would like to visit, and explain why.

Reading and Vocabulary

1. Complete the sentences below using the words in the box.

city council person
masterpiece
fortress
Basilica

- a. We should go to the museum because there is a painting that is a _____.
- b. I would like to go to Rome and visit the _____.
- c. The _____ was reelected last year, because he legislates well.
- d. Don't worry, this _____ is protected from any attack.

Language Focus

1. Phrasal verbs are verbs that are formed by a verb and an adverb or a preposition. *Get off* and *get on* are examples of phrasal verbs. Below, write three phrasal verbs along with their meaning. You can use a dictionary to help you.

- a. _____

- b. _____

- c. _____

Speaking

1. In pairs, imagine that one student is the tourist and the other one is a travel agent. Create a dialogue inventing an itinerary for the tourist.

Reading Task

1. Read the article below and. In pairs, discuss the main idea of the text.

Tips for Using Web Mapping Service When You Travel

Traveling somewhere new can bring exciting adventures. But it can also bring unwelcome surprises. With the right technology, you can make the most of your time on the road. Web mapping service has many tech tools that help make traveling easier. It offers many other kinds of travel tools.

Here are 5 top tips for using this useful app:

1. Plan a road trip route

Search for all of the parts of the trip in order to plan your route more efficiently.

2. Share your route with friends

You can let people know about your travel plans easily using the web mapping service. After you have planned your route, click Share or open the menu and click "Share or embed map" to share your route with others.

3. Save your maps for offline use

When you are traveling, you may not always have access to the Internet, but you can still use the web mapping service even without the Internet. Just download a map from this app to your phone, open it and search for the area you want to save. Click on the address at the bottom of the screen, then choose Download. The app will show you the

area of the map you will be saving and how much space the saved map will use on your phone.

4. Skip the lines at popular places

Another useful tool shows you how busy a place is during the week. A bar graph will show you the normal busy and quiet times during the week for places like restaurants, stores, tourist attractions and more. By using this tool, you can plan your trip to avoid the busiest times of the places you want to visit.

5. Find the best places in town

Want to know the best local places? You can ask this useful app for recommendations. After you search for a city, click Nearby to find the top-rated restaurants, hotels, pubs, coffee shops, and more.

Source: Text adapted from learningenglish.voanews.com

2. Write a concluding paragraph for the article on the lines below.

Language Focus

1. Match the following phrasal verbs with their meaning below.

- | | |
|-------------|---|
| 1 Calm down | a. ____ Continue. |
| 2 Carry on | b. ____ Stop doing something that has been a habit. |
| 3 Give up | c. ____ Check in at a hotel. |
| 4 Hold on | d. ____ Stop being angry or emotionally excited. |
| 5 Book in | e. ____ Wait. |

2. Create five sentences using the phrasal verbs from the previous task.

a. _____

b. _____

c. _____

d. _____

e. _____

Cross-Curricular Mathematics

- 1 In groups, read and solve the following math problems.

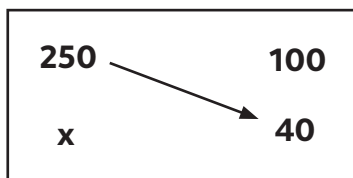
Example:

I traveled to Argentina and bought a pair of shoes there. I paid \$250 for them. Then, I realized that here in Chile they were 40% cheaper. How much do the shoes cost in Chile?

How could I solve it?

\$250 is the total, or 100% of the cost of the shoes. I have to subtract 40% of the total to get the result, so I must do the following:

I multiply 250 by 40; then, I divide the result of this by 100, in order to get the value of "x".



I then subtract that result from 250, and come up with the answer.

$$250 \times 40 = 10.000$$

$$10.000 \div 100 = 100 \rightarrow 250 - 100 = 150 \rightarrow \text{The shoes in Chile cost \$150}$$

Now it's your turn!

- a. I went to a café with my best friend. We wanted to have a cappuccino and a sandwich. In total, the bill cost \$32. I thought that it was too expensive, but my friend told me that in another café a cappuccino with a sandwich cost 65% more, so we stayed there.

How much do the cappuccino and the sandwich cost in the other café?

- b. Today, the president announced that the price of a subway ticket is going to increase 32% next week. Currently, the subway ticket price is \$16.

How much is the subway ticket going to cost next week?

Final Task

- 1 Organize the information for your blog in the following chart.

Tourist attractions	
Weather	
Currency	
Customs	
Traditional food and restaurants that serve	
Tips	
Means of transportation	

- 2** After presenting your blog, use the following table to assess your performance. Check the boxes of the items you did well.

Content	Me	Team work	Me	Design	Me
Use of vocabulary		Class work		Explanation to the audience	
Clear solutions		Feedback among classmates		Use of images/ drawings	
Organization of the blog		Behavior		Volume, tone and eye contact	

- 3** Agree or disagree with the following statement. Use examples to strengthen your argument.

Doing an individual presentation benefits me more than doing it in a group.

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins or other markings on the paper.

Lesson 6

Getting Around

Listening

Colorful Mandarin Duck Excites New Yorkers 16

1. Listen to the recording and choose the correct alternative.

1. Actors and other famous people move to New York because...

- a. They can go to Central Park.
- b. They can live quieter lives and escape from the paparazzi.
- c. They think New York is exciting.

2. Who is the new star in New York?

- a. A bird.
- b. An actor.
- c. A photographer.

3. Why is this new celebrity very famous?

- a. Because it lives in Central Park.
- b. Because it is from Hollywood.
- c. Because it is extremely colorful.

4. A birder is...

- a. A traditional duck watcher.
- b. A photographer of birds.
- c. A traditional bird watcher.

2. Listen again and answer the questions.

a. What's the name of the celebrity?

b. What's the meaning of "quackarazzi"?

c. Why do many people like this celebrity?

d. What's Paul Sweet's opinion about the famous star?

Speaking

1. Describe a place to a partner without saying what the place is, so your partner has to guess it. Describe the place, thinking about the following questions:
 - a. How many of these places are in your city?
 - b. What activities can you do in this place?
 - c. Where is it located?

Writing

1. Choose a subway station in your city and write about an attraction that tourists might find there.

Name of the station: _____

Tourist attraction:

2. In groups, think about an unusual tourist attraction in the city that might be interesting for a tourist. Explain why.

Reading and Vocabulary

1. Complete the following sentences using the words from the box below.

cosmopolitan - skyscraper - panoramic - station

- a. If you take the subway you should know in which _____ you have to get off.
- b. Costanera Center is the only _____ in South America.
- c. Santiago is a big, crowded, _____ city.
- d. If you are on the 62nd floor, at 300 meters, you will get a great _____ view.

Language Focus

1. Choose a partner and ask **him/her** Where **he/she** is going. Write the complete answer below.

- a. After school:

- b. This weekend:

- c. Next week:

- d. On holidays:

Speaking

1. Discuss, with the class, which places you are planning to visit soon using *be going to*. For the places you are not planning to visit, use *be not going to*.

Reading Task

1. Read the following article and highlight the part or parts that you agree with the most.

Chile Is a Great Country

Chile is unlike any other country you can visit in South America. Because of its natural beauty, high literacy rate, and fairly stable political situation, it can be best described as the Switzerland of the global south. Chile is a paradise for nature lovers and outdoor enthusiasts. Within its borders, one can find a diverse variety of landscapes including vineyards, volcanoes, deserts, beaches, lakes, glaciers and forests. Nature, culture, food and people are just a few of the reasons to visit Chile.

1. Unexplored Destination – Chile has been relatively cut off from the rest of the world due to its remote location. Therefore, the number of foreign tourists is not as

overwhelming as in many other places, and there are areas in the country where you can find yourself the only visitors. People are friendly and it is not a dangerous country. It is easy to move around this long country by air or road. Adventurers may rent a car (with or without a guide).

2. Santiago – Most visitors arrive in the nation's capital, a city bustling with boutique hotels, restaurants, shops, art and nightlife. Santiago compares to other South American metropolis in terms of traffic, but the city itself has a European feel.

Text adapted from: www.huffpost.com/entry/15-reasons-to-put-chile-on-top-of-your-travel-plans_n_579ad673e4b00e7e269effad

2. While Chile has lots of advantages, point out, in groups, a weakness you consider important about your country.

3. Define the concept of *metropolis* in your own words and explain why Santiago is considered to be one.

Language Focus

1. Match the sentences below with their corresponding responses.

- 1 I need to buy a new pair of shoes.
- 2 I would like to have a capuccino. And you?
- 3 She told me about an exhibition.
- 4 My brother bought a flight ticket for tomorrow.
- 5 My best friend wants to eat pizza with her family.

- a. ____ She is going to see a lot of paintings.
- b. ____ What time is he going to the airport?
- c. ____ Are you going to buy them in the department store?
- d. ____ They are going to eat in a restaurant called Napolitano.
- e. ____ I am going to take you to the best café.

2. Create sentences below with the words in the box.

subway - commuter - scheme

a. _____

b. _____

c. _____

Cross-Curricular

- 1 Create an acronym describing your country or any city in it. Use the example in the box to get an idea.

Country full of

History.

Ideal for

Living your life happily. Come and visit and

Enjoy your stay.



Final Task

- 1 Complete the following table with an example from your city, writing the importance of each one.

Place	Name	Importance
Museum		
Hospital		
Theater		
Restaurant		
Market		
Subway station		
Natural attraction		

- 2 After presenting your city map, from pages 88 and 89 of the Student's Book, use the table below to assess your performance. Check the boxes of the items you did well.

Content	Me	Team work	Me	Design	Me
Use of vocabulary		Cooperation with your group		Performance	
Refer to at least three places		Division of tasks		Use of images/ drawings	
Organization of the information		Group feedback		Volume, tone and eye contact	

- 3 Discuss with your group and complete the following table.

What did I do well?	What should I improve?

Lesson 7 Teens and Technology

Listening

Samsung Shows Off New Foldable Phone

1. Listen to the recording and complete the sentences with the words from the box.

experience – mobile – device – revolutionary –
designed – tablet – flexible

- a. The phone is _____ to fold open to make the
_____ the size of a small tablet.
- b. "Ladies and gentlemen, I give you the future of _____
display.
- c. "...When it's open, it's a _____, offering a big screen
_____ ..."
- d. He said one of the biggest difficulties was finding a material that
was _____.
- e. Technology experts see the new foldable design as a way to get
users to buy a new device seen as _____.
2. Listen again and answer the questions.
- a. What's the name of the new product?

- b. What's special about this new device?

- c. What word do experts use to describe this new product?

- d. What will be an advantage for users when they use apps?

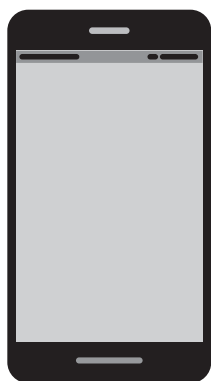
Speaking Task

1. Work in pairs. Take turns asking and answering the following questions. Then, share your answers with the class.
 - a. What do you use your cell phone for?
 - b. How much time do you use it a day?



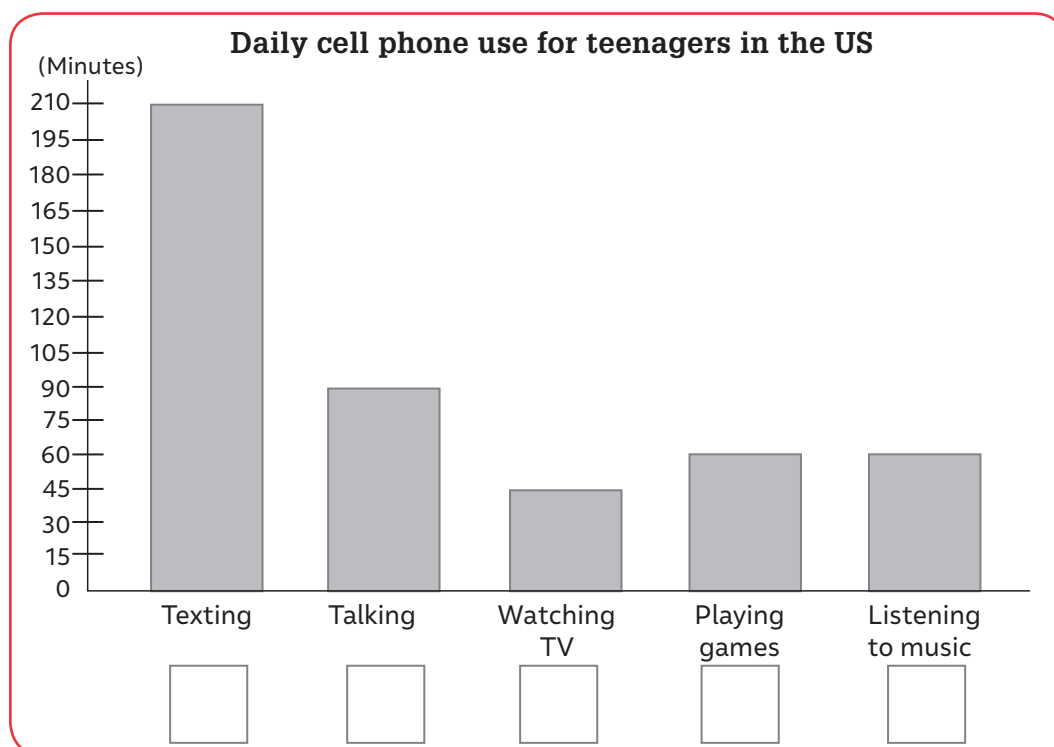
Writing

1. How much time do you spend on your cell phone? Fill in the blanks and share your answers with your classmates.



- a. Listening to music: _____
- b. Talking: _____
- c. Texting: _____
- d. Playing games: _____
- e. Watching TV: _____

2. Match the bars from the graph with the activities in your Student's Book (page 102).



Reading and Vocabulary

1. Read the clues and find the words in the puzzle.

- A system of sending messages from one computer to another or others.
- Connected to the Internet.
- Doing two or more things at the same time.
- Sending a message on your cell phone.

E	R	T	Y	U	S	E	M	A	I	L	O	P	L
K	R	T	T	E	X	T	I	N	G	D	F	G	H
I	M	U	L	T	I	T	A	S	K	I	N	G	V
D	D	F	G	H	J	L	Ñ	O	N	L	I	N	E
S	V	B	N	M	K	J	E	T	U	O	S	G	K
E	E	C	O	M	P	U	T	E	R	E	V	I	C

Language Focus

a. Food: _____

b. Medicine: _____

c. Work: _____

d. Space vacations: _____

1. Imagine it's the year 2050. Read the topics and make predictions about what will happen in these areas. Write sentences using **will** or **won't**:

Speaking.

1. Share your predictions with the class. How similar or different are your answers?

Reading Task

1. Read the article. In pairs, paraphrase the main idea of the text.



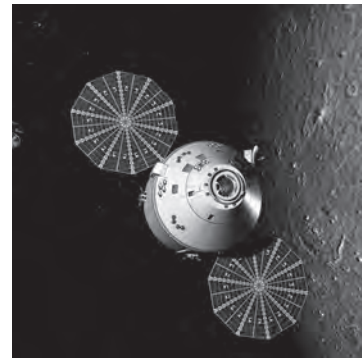
Did you know that apart from Roger Ebert and Stanley Kubrick there was another man who predicted the future through stories? That man was the French writer Jules Verne.

His famous stories like *Twenty Thousand Leagues Under the Sea* and *From the Earth to the Moon* showed different devices that exist today. In *Twenty Thousand Leagues Under the Sea*, Verne described an electric submarine. In his famous science fiction classic novel *From the Earth to the Moon*, the

visionary writer described three devices used by NASA: one of them is the **solar sail** which is a method of spacecraft propulsion. Another device imagined by Verne is the **lunar module**, or rocket, that takes astronauts to the moon. Finally, he predicted what we call now a **splashdown**, which is a method of landing a spacecraft in the ocean by parachute. His legacy has had a big influence on literature and science. The most curious thing is that Jules Verne lived between 1828 and 1905, and he was able to foresee the future through his unique creations.

Source: Archivo Editorial

2. Read again. Write the names of the items that Jules Verne imagined under the corresponding pictures.



3. Answer the questions about the article.

- a. Who was Jules Verne? _____
- b. What are the two novels mentioned in the text? _____

- c. What is a splashdown? _____
- d. When did Verne live? _____
- e. What is special about Verne? _____

Language Focus

1. Match the predictions with the corresponding consequence.

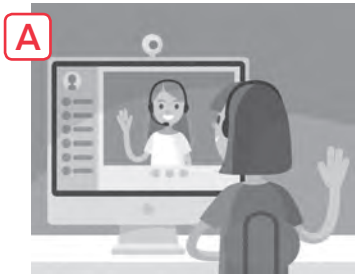
The world is changing so fast! By the year 2050:

- a. Self-driving cars will make driving safer, ...
- b. Half of current occupations in the world won't exist...
- c. Drones will access areas that humans can't reach...
- d. Cell phones will be charged with the power of plants...

- a. _____ because they will use laser technology to create 3D maps of remote areas.
- b. _____ so the number of accidents will decrease.
- c. _____ because forests will be the energy stations of the future.
- d. _____ because artificial intelligence will take care of these occupations.

2. In 1989, the movie Back to the Future made some predictions about the year 2015. Write the name of them under the pictures.

alternative fuel – video glasses – video chat – thumbprints as keys





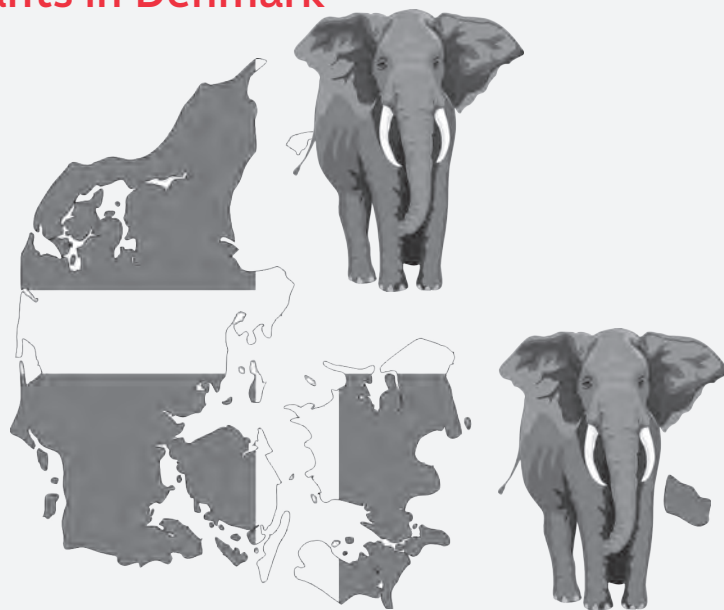




Cross-Curricular

Elephants in Denmark

You already learned that you can make predictions through math tricks. Now, it's time to learn another one! But this time we are going to add animals. Are you ready? Will you be able to predict the following math trick? Let's go!



Text adapted from www.thesprucecrafts.com/mental-prediction-magic-trick-2266955

- 1 Write **"You will say Elephants in Denmark"** on a piece of paper. Fold this up and keep it with you.
- 2 Pick a number between two and nine. It can be two or it can be nine, or any number in between.
- 3 Take the number that you've chosen and multiply it by nine.
- 4 This should give you a two digit number. Take the two digits of the number and add them together. For example, if your number is 16, take the one and six and add them to make seven.
- 5 Take the resulting number and subtract five from it.
- 6 Take that number and match it with a corresponding letter of the alphabet. A=1, B=2, C=3, etc.
- 7 Take your letter, and think of a country that begins with that letter. For example, "B" might make you think of Brazil, "D" could be Denmark or "F" could be France.
- 8 Take the second letter in the name of that country and think of an animal. For example, "P" may make you think of a Penguin and "Z" may make you think of Zebra.
- 9 Do you now have a country and animal?
- 10 Hold that thought in your mind while I concentrate. Pause here for a moment.
- 11 Say, "I didn't know that there were elephants in Denmark. Was my prediction right?"
- 12 Bring out your folded prediction and show that you were right.

Idea Sessions

- 1** Use these spaces to take notes about each topic. In that way, you will have your ideas clear when making your spider plan.

TECHNOLOGY

HOUSES

ENVIRONMENT

TRANSPORTATION

- Check the boxes of the items you did well at.

Content	Me	Team work	Me	Design	Me
Notes about the future		Division of tasks		Volume and tone	
Organization of predictions		Cooperation with team		Use visual aids	
Design of presentation		Group feedback		Connection with the audience	

-
- This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There are approximately 20 lines visible. The paper has a slight shadow on the right side, suggesting it's resting on a surface.

Listening

Electric Cars Get Creative Sounds to Replace Engine Noise

1. Listen to the recording and answer the questions.

a. What do electric cars run on?

b. What problem can electric cars cause?

c. What actions are the governments in the USA and Europe taking to solve this problem?

2. Write the name of the company next to its description.

a. _____: Electric cars will have special speakers designed to get attention.

b. _____: The company has developed a noise for its new EQC model.

c. _____: Created in 2017 in an attempt to make one of its future electric models "sing".

d. _____: Currently working with the American rock band Linkin Park to find exactly the right artificial sound.

e. _____: A new sound that will greatly shape their new electric car's identity.

Speaking Task

1. Work in pairs. Ask your partner what his/her plans are for:
 - a. Next week.
 - b. Tomorrow night.
 - c. The year 2025.



Writing

1. Write solutions to reduce the use of plastic, in the box below.



2. In groups, predict another renewable energy source that can be used in the future, and explain how we will take advantage of it.

Reading and Vocabulary

1. Complete the sentences below using the words in the box.

Renewable energy – Solar energy – Non-renewable energy – Wind

- a. Gas and coal are examples of _____.
- b. It is more expensive to make electricity from sun or _____.
- c. _____ is taken from nature.
- d. We can use _____ as a heat source.

Language Focus

1. Write future sentences below using one verb and one noun from the box on the left.

Verb: reduce - recycle - reuse - contaminate - save

Noun: ocean - nature - trees - waste - planet - environment - energy

- a. _____
- b. _____
- c. _____

Speaking

1. Share with the class! One classmate names a natural resource out loud for the class. In groups, figure out how that natural resource could be used. Then, share with the rest of the class. Use your imagination!



Reading Task

1. Read the article. In pairs, discuss the most interesting idea from the text.

Recycling Saves Resources

When we recycle, used materials are converted into new products, reducing the need to consume natural resources.

If used materials are not recycled, new products are made by extracting fresh, raw materials from the earth, through mining and forestry. Recycling helps conserve important raw materials and protects natural habitats for the future.

Recycling Saves Energy

Using recycled materials in the manufacturing process uses considerably less energy than that required for producing new products from raw materials – even when comparing all associated costs, including transport, etc.

There are also extra energy savings because more energy is required to extract, refine, transport and process raw materials ready for industry, compared with providing industry-ready materials.

Recycling Helps Protect the Environment

Recycling reduces the need for extracting (mining, quarrying and logging), refining and processing raw materials. All of these create substantial air and water pollution.

As recycling saves energy it also reduces greenhouse gas emissions, which helps to tackle climate change.

Source: www.gov.je/Environment/WasteReduceReuseRecycle/WhyRecycle/Pages/Benefits.aspx

2. Read again. Based on the text, explain, in your own words, the following concepts.

a. Raw material

b. Manufacturing process

3. Create a conclusion for the text in the box below.

Language Focus

- 1.** Complete the sentences below according to what you think is going to happen with our planet in the future.

a. In the year 2050 plastic is going to be a big problem because...

b. If I throw trash on the ground tomorrow, this can have consequences like...

c. To help save the planet next week I am going to...

- 2.** Look at the pictures and write the correct word or phrase from the box underneath them.

global warming – using plastic bags – littering – reusing









Cross-Curricular



Coal = The Black Gold!

- 1 In groups, discuss and write why do you think coal is called black gold, explaining it in your own words. Share with the class.
- 2 Discuss the following questions:
 - a. Did you know that coal is quite important?
 - b. What do you think about the importance of coal?
- 3 Make predictions! Do you know that coal is beginning to run out? Predict, using the chart below, what you think is going to happen if coal runs out completely.

5 more years	10 more years	20 more years

Final Task

- 1 Do some research! In groups look for information regarding good ideas about saving our planet that have been proposed. Use them to create your leaflet. Utilize the spaces, to organize your information.

NEIGHBORHOOD

CITY

COUNTRY

SOUTH AMERICA

- 2 After presenting your leaflet, use the following table to assess your performance.

- Check the boxes of the items you did well.

Content	Me	Team work	Me	Design	Me
Use of vocabulary		Cooperation with the team		Explanation to the audience	
Clear solutions		Division of tasks		Use of images/ drawings	
Organization of the leaflet		Group feedback		Volume, tone and eye contact	

- 3 Discuss the result with your groups. Agree or disagree with the following statement.

My performance might influence my classmates' learning.

Grammar Reference

Possessive Adjectives

Use	Subject Pronouns	Possessive Adjectives	Example
- We use the possessive adjectives to refer to the possessor, not to the thing possessed.	I you he she it we they	my your his her its our their	<i>Pablo phones his mother daily. (His own mother)</i>

Possessive Pronouns

Use	Subject Pronouns	Possessive Adjectives	Example
- We use possessive pronouns on their own.	I you he she we they	mine yours his hers ours theirs	<i>This dog is mine. (This is my dog)</i> <i>Whose dog is it?</i> <i>It's mine.</i>

Be going to

Use		Affirmative	Negative		
1. Plans or intentions made before the moment of speaking.	I	am (I'm)	am not (I'm not)	going to	<p>1. We are going to recycle old magazines and newspapers on Saturday.</p> <p>2. Pollution is going to end wildlife if we don't take care about environment.</p>
	He She It	Is (He's / She's / It's)	Is not (isn't)		
2. Predictions based on concrete evidence.	We You They	Are (We're / You're / They're)	Are not (aren't)		

Questions					
What	am	I	going to	What are you going to do this weekend?	
	is	he / she / it			
	are	we / you / they			

Will

Use		Affirmative	Negative	
1. Decisions, intentions or offers made at the moment of speaking.	I	will	will not (won't)	<p>1. I must study now. I will turn off the TV.</p> <p>2. You will then reduce the use of plastic bags.</p> <p>3. Nobody will use plastic bags in the year 2020.</p>
2. Facts	He / She / It			
3. Predictions based on opinion.	We / You / They			

Questions					
Where	will	I	go	Where will you go now?	
		he / she / it			
		we / you / they			

Grammar Reference

Expressing Preference

Verb + verb ing form	Verb + to + verb infinitive
like – love – don't / doesn't like – hate – enjoy – don't / doesn't mind Examples: <i>She likes dancing.</i> <i>I love watching movies.</i> <i>They enjoy playing in the park.</i>	like – love – don't / doesn't like – hate Examples: <i>She likes to dance.</i> <i>I love to watch movies.</i> <i>He hates to wake up early.</i>

First Conditional

Questions				
What	will	you do	if	global warming affects your health?
How		we survive		we don't look after our resources?

Make & Do

Use			Example
We use ' make ' when we create or construct something.	Make	a decision, friends, a prediction, the bed, money, a mistake, lunch, breakfast, dinner, etc.	- <i>She makes friends easily.</i> - <i>Could you please make the bed before you leave the house?</i>
We use ' do ' for general activities. In this case, 'do' is often used with 'something', 'nothing', 'anything' or 'everything'	Do	exercise, an exam, someone a favor, homework, the laundry, research, a job, housework, etc.	- <i>I do the laundry on weekends.</i> - <i>Could you do me a favor?</i>

Grammar Reference

Asking for information

Question Words	Use	Examples
How long?	Time	How long have you had that trompe?
How many?	Quantity	How many languages do you speak?
Whose?	Possession	Whose celebration is the Tapati?
How?	Manner	How did Spanish conquerors arrive in South America?
Where?	Place	Where did Onas live?

Phrasal Verbs

Definition	Verb	Preposition	Example
- A phrasal verb is a combination of words (a verb + a preposition) (a verb + an adverb) that when used together, usually take on a different meaning to that of the original verb.	get	on	It's hard to get on the bus during the rush hour.
	get	off	I must get off the subway at the next station.

Collocations

Definition	Verb	Noun	Expression with preposition	Example
- A collocation is a combination of two or more words that often go together. (a verb + a noun) (a verb + expression with preposition)	catch	a bus a train		We can catch a bus from here.
	go		on holidays on tour	She wants to go on holidays next summer.

Irregular Verbs

Base form	Past simple	Past participle	Base form	Past simple	Past participle
be	was/were	been	leave	left	left
become	became	become	lose	lost	lost
begin	began	begun	make	made	made
break	broke	broken	meet	met	met
bring	brought	brought	pay	paid	paid
build	built	built	put	put	put
buy	bought	bought	read	read	read
catch	caught	caught	ride	rode	ridden
choose	chose	chosen	run	ran	run
come	came	come	say	said	said
cost	cost	cost	see	saw	seen
do	did	done	sell	sold	sold
drink	drank	drunk	send	sent	sent
drive	drove	driven	shut	shut	shut
eat	ate	eaten	sing	sang	sung
fall	fell	fallen	sit	sat	sat
feel	felt	felt	sleep	slept	slept
fight	fought	fought	speak	spoke	spoken
find	found	found	spend	spent	spent
fly	flew	flown	steal	stole	stolen
forget	forgot	forgotten	swim	swam	swum
get	got	gotten	take	took	taken
give	gave	given	tell	told	told
go	went	gone	think	thought	thought
grow	grew	grown	throw	threw	thrown
have	had	had	understand	understood	understood
hear	heard	heard	wake	woke	waken
hit	hit	hit	wear	wore	worn
keep	kept	kept	win	won	won
know	knew	known	write	wrote	written

Mock Tests

Use of English

1. Complete the following text according to the option given below. (4 points)

WhatsApp, the enormously popular messaging and Voice over IP service owned by Facebook, allows users 1. _____ send text messages, voice calls, recorded voice messages, video calls, images, documents, and user location. More than 1 billion people 2. _____ 180 countries use WhatsApp to stay 3. _____ touch.

What made it so popular, and why is it still popular? Most people think of WhatsApp as the first IM app to install 4. _____ their new smartphone.

1. ☐ a. at ☐ b. on ☐ c. in ☐ d. to
2. ☐ a. in ☐ b. at ☐ c. on ☐ d. over
3. ☐ a. on ☐ b. at ☐ c. to ☐ d. in
4. ☐ a. under ☐ b. to ☐ c. on ☐ d. in

2. Put the following examples in the correct box. (7 points)

homework - noise - a sandwich - exercise -
an effort - predictions - research

Do	Make

Mock Tests

- 3.** Complete the following sentences using the verb in brackets using *will* or *going to*. (3 points)

a. A: My computer is not working.

B: Really? I _____ (buy) you a new one.

b. A: It's really cold

B: Are you _____ (take) your coat?

c. A: What are you going to do after you graduate?

B: I don't know maybe I _____ (visit) England.

- 4.** Write a paragraph giving solutions for the global warming (60-85 words). (20 points)

Content	_____ / 5 points
Grammar	_____ / 5 points
Cohesion	_____ / 5 points
Spelling	_____ / 5 points

_____ / 34 points

Text Templates

Articles

Articles are informative texts that can usually be found in newspapers, magazines, or leaflets.

When writing an article, always include:

- **A title:** The Chilean Mummy.
- **An introduction to the topic:** Have you ever heard about the Chinchorro Mummy?
- **A body including further details:** The child, a Chinchorro mummy from a site in the Camarones Valley, has been dated to 5050 B.C.
- **A conclusion:** So, if you go to the north of Chile you should visit it.

Task

Imagine your teacher asks you to write an article for the school magazine about a workshop you have recently attended and liked very much. (85 -100 words).

Remember to include:

- Say what the workshop was about.
- Include people's opinion about the workshop.
- Say what you did there.

Text Templates

Description of an object

A description is a short, informal text usually written to a friend or a relative.

When writing a description, always include:

- How to use it: *it functions by touching the screen*
- Things to do with it: *You can contact with people very far away, you can also watch videos on it.*
- Cost and where you can find it: *this Smartphone costs \$350 and you can find it in any store, including the supermarket.*

- Nowadays, we are always trying to be in contact with others. That's why we need a device to do it.
- A Smartphone is an intelligent mobile phone that performs many of the functions of a computer by touching its screen.
- You can communicate with people who are far away, take pictures and watch videos among other functions.
- Smartphones contain a camera, so if you are a social network user, it is very easy to upload your picture.
- You can surf on the internet and search information, too.
- A Smartphone costs between \$50.000 and \$1.000.000 and comes with a 2-year guarantee.
- You can buy a Smartphone at any electronics or department store, even in supermarkets.
- If you buy one, you are going to get a special price for every accessory you want to buy. You should buy one!

Task

Describe an object you use everyday.

- Explain how to use it.
- Describe the things you can do with it.
- Write its price and where you can buy it.

Text Templates

E - mails

E-mails can be short or long, formal or informal and you can send them to relatives, friends, teachers, or employers.

When writing e-mails, always include:

- The subject: Saturday, football match.
- An introduction: How are you? My parents gave me some tickets for Saturday's football match.
- The main information about when, where, what time, the football match is.
- A closing: Let me know if you want to come.

Task

You are organizing a friend's surprise birthday party. Write an e-mail to a friend asking him or her if they would like to go (35 – 50 words).

- Explain about the surprise birthday party.
- Write where and when it is.
- Tell him/her what he/she needs to bring.

Text Templates

Letters

Letters generally follow the same format as e-mail, and can be sent to friends, pen-friends, relatives, teachers, or employers.

When writing letters, always include:

- The writer's address and date.
- A greeting: *Dear, Hey, To.*
- An introduction: *How are you? I hope you're well. Thanks for your letter. It was great to hear from you, I'm writing to...*
- The main body: *I would like to know more about what you are doing right now, What are your plans for next week?*
- Closing: *I hope to hear about you soon. I look forward to hearing from you. Please write back soon, etc.*

Task

Imagine that your pen friend is coming to visit you. Write him/ her a letter to give them advice about traveling on an aircraft (85-100 words).

Text Types and Useful Language

Prepositions In - On - At

Preposition	Time	Examples	Place	Examples
in (general)	centuries decades years months weeks	<i>We are in 2019.</i>	country city neighborhood	<i>I live in Santiago.</i>
on (specific)	days weekends	<i>On Monday, we have English class.</i>	streets avenue	<i>My school is on Oxford Street.</i>
at (very specific)	hours	<i>Our break is at 10 o'clock.</i>	address specific location	<i>He lives at 345 Willow Street.</i>

Ordering Ideas

These words are called connectors as they help you connect your ideas. They make your discourse easier to understand.

Introducing your ideas	Sequencing different actions	Conclusion	Example
First,	Then, Next,	Finally,	How to make a cup of tea: First , you have to boil water in a kettle. Then , put a teabag in your cup. Later , add some sugar or sweetener. Finally , enjoy your tea!

Text Types and Useful Language

Expressing Quantity

We use quantifiers when we want to give someone information about the number of something.

A lot of	We generally use a lot of in positive structures. A lot of may be used with countable and uncountable nouns and means a large amount or number.	Examples
		<i>I watch a lot of videos on my smartphone.</i>
All	We use all with plural countable and uncountable nouns. We use all to talk about every person or thing in the world, or in the group you are talking about.	<i>My tablet is a learning tool that is very useful for all my classes.</i>

Giving opinion

These expressions are very useful to express a personal point of view.

Expression	Examples
I'm sure...	<i>I'm sure recycling is an excellent idea.</i>
I don't think...	<i>I don't think you need a robot to help you clean your house.</i>
In my opinion, ...	<i>In my opinion, visiting museums is a very interesting activity.</i>
I believe...	<i>I believe that technology is advancing very fast.</i>
I suppose...	<i>I suppose that this computer is old.</i>

Asking for and giving directions

Asking for directions	Giving directions	Examples
Excuse me. Is there...?	Yes. There is one...	<i>Tourist: Excuse me. Is there a subway station near here? Local: Yes. There is one two blocks from here.</i>
Excuse me. How do I get to...?	You can... Go...	<i>Tourist: Excuse me. How do I get to the National Theater? Local: You can go by taxi. It takes 10 minutes from here.</i>
Excuse me. Where is...?	There is one...	<i>Tourist: Excuse me. Where is the nearest café? Local: There is one across from the bank.</i>

**TÓMALO
CON CUIDADO**



**NO LO MANCHES
CON COMIDAS,
BEBIDAS Y/O AGUA**



**NO DOBLES
SUS ESQUINAS
NI SAQUES HOJAS**



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ADECUADO**



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