

STUDENT'S BOOK



GET REAL ENGLISH 3^y4 medio

Ruby Inostroza Domínguez • Sandra del Pilar Olate Rojas

Ministerio de Educación.
KB
Prohibida su comercialización.



EDICIÓN ESPECIAL PARA EL MINISTERIO DE EDUCACIÓN
PROHIBIDA SU COMERCIALIZACIÓN



GET REAL ENGLISH 3^y4 medio

Ruby Inostroza Domínguez

Licenciado en Lengua y Literatura Inglesas,
Universidad de Chile. Pos-título en Idioma Inglés
para el 1° y 2° ciclo de Enseñanza Básica,
Universidad la República.

Sandra del Pilar Olate Rojas

Profesor de Estado en Inglés.
Licenciado en Educación de Inglés,
Universidad de Santiago de Chile.



INDEX

TERCERO MEDIO

UNIT	My First Job
1	6
	Objectives of the unit 7
	Do you remember? 8
	Lesson 1:
	Students and jobs 9
	Before reading 9
	While reading 10
	After reading 12
	Writing: Opinion essay 13
	Exit slip 13
	Lesson 2: Different skills 14
	Before reading 14
	While reading 16
	After reading 18
	Speaking:
	Reporting information 18
	Exit slip 19
	CHECK YOUR PROGRESS 20
	Lesson 3:
	My first job interview 21
	Before listening 21
	While listening 22
	After listening 23
	Language in use:
	Although and Therefore 23
	English sounds:
	/s/ /z/ 23
	Speaking: Role play:
	A job interview 24
	Exit slip 24
	Lesson 4:
	Application letter and
	Resume 25
	Before reading 25
	While reading 26
	After reading 28
	Writing: A Resume 29
	Exit slip 29
	SUBJECT CONNECTIONS
	Language 30
	LITERARY CIRCLE
	Ratatouille 31
	PROJECT: Jobs' Profile
	Lapbook 32
	FINAL CHECK 33

UNIT	Customs and Traditions All Over the World
2	34
	Objectives of the unit 35
	Do you remember? 36
	Lesson 1: Traditions and celebrations 37
	Before reading 37
	While reading 38
	After reading 40
	Language in use 40
	Writing: A review of
	a festivity 40
	Exit slip 41
	Lesson 2:
	When in Rome 42
	Before listening 43
	While listening 43
	After listening 44
	Speaking: Giving advice ... 44
	Exit slip 45
	CHECK YOUR PROGRESS 46
	Lesson 3:
	Food and traditions 47
	Before listening 47
	While listening 48
	After listening 49
	English sounds 49
	Language in use 49
	Speaking: Role play:
	Talking about dinning
	etiquette 49
	Exit slip 50
	Lesson 4:
	Culture shock 51
	Before reading 51
	While reading 52
	After reading 54
	Language in use:
	Reflexive Pronouns 54
	Speaking: Debate about
	arranged marriages 55
	Exit slip 55
	SUBJECT CONNECTIONS
	Music 56
	LITERARY CIRCLE
	The Island of Flowers 57
	PROJECT: Infographic
	about customs around
	the world 58
	FINAL CHECK 59

UNIT	Health and Modern Life
3	60
	Objectives of the unit 61
	Do you remember? 62
	Lesson 1:
	Living longer and better .. 63
	Before reading 63
	While reading 64
	After reading 66
	Language in use 66
	Writing: An article 66
	Exit slip 67
	Lesson 2: An active life ... 68
	Before listening 68
	While listening 68
	After listening 70
	Speaking: Talking about
	physical activity and
	active living 71
	Exit slip 71
	CHECK YOUR PROGRESS 72
	Lesson 3: Brain Fitness .. 73
	Before listening 73
	While listening 74
	After listening 75
	Language in use:
	Adverbs 75
	Speaking: Talking about
	mental health 76
	Exit slip 77
	Lesson 4:
	Healthy happiness 78
	Before reading 79
	While reading 80
	After reading 82
	Language in use: Provided
	that / As long as 82
	Language in use: Comparing
	and Contrasting 82
	Writing: About the happiest
	moment of your life. 82
	Exit slip 83
	SUBJECT CONNECTIONS
	Physical - Education 84
	LITERARY CIRCLE
	Go ask Alice 85
	PROJECT: Healthy Habits
	Poster 86
	FINAL CHECK 87

UNIT	Volunteer Work and Entrepreneurs
4	88
	Objectives of the unit 89
	Do you remember? 90
	Lesson 1: Volunteering ... 91
	Before reading 91
	While reading 92
	After reading 94
	Language in use: Zero
	and First conditionals 94
	Writing: An essay 95
	Exit slip 95
	Lesson 2:
	Volunteering abroad 96
	Before listening 96
	While listening 97
	After listening 98
	Language in use: Unless... 98
	Speaking: Choosing a
	volunteering program
	abroad 98
	Exit slip 99
	CHECK YOUR PROGRESS 100
	Lesson 3: Meeting
	the new bosses! 101
	Before reading 101
	While reading 102
	After reading 104
	Language in use:
	Nevertheless / Provided
	that 104
	Writing: An interview 104
	Exit slip 105
	Lesson 4:
	Fundraising 106
	Before listening 106
	While listening 107
	After listening 108
	English sounds: /
	s/ or /z/ 108
	Writing: An event
	program 108
	Exit slip 109
	SUBJECT CONNECTIONS
	Music 110
	LITERARY CIRCLE
	Everyday Heroes 111
	PROJECT: School
	fundraising project 112
	FINAL CHECK 113

CUARTO MEDIO

UNIT	Youth Rights and Responsibilities	UNIT	Discoveries and Creations	UNIT	Dreams and Longings	UNIT	Past Experiences
5	114	6	140	7	166	8	192
Objectives of the unit	115	Objectives of the unit	141	Objectives of the unit	167	Objectives of the unit	193
Do you remember?	116	Do you remember?	142	Do you remember?	168	Do you remember?	194
Lesson 1:		Lesson 1:		Lesson 1: Inspiring your greatness	169	Lesson 1:	
Defining Human Rights	117	Impact of sea pollution	143	Before listening	169	An unexpected holiday ..	195
Before listening	117	Before reading	143	While listening	170	Before reading	195
While listening	118	While reading	144	After listening	170	While reading	196
After listening	119	After reading	146	Writing: A report	171	After reading	198
Speaking: Giving a brief presentation	119	Language in use: Passive		Exit slip	172	Language in use: Past Perfect Simple (I)	198
Exit slip	120	Voice in Past Tense	146	Lesson 2:		Writing: An informal email	199
Lesson 2:		Writing: A report	147	What would you do?	173	Exit slip	199
Giving Responsibilities to Young People	121	Exit slip	147	Before reading	173	Lesson 2:	
Before reading	121	Lesson 2:		While reading	174	Out of this world!	200
While reading	122	Bees at risk	148	After reading	176	Before listening	200
After reading	124	Before listening	148	Language in use:		While listening	201
Language in use:		While listening	149	Second Conditional (I)	176	After listening	202
Connectors	124	Language in use:		Speaking: Describing your life dreams	177	Language in use: Past Perfect (II)	202
Writing: A summary	124	Tag Questions	149	Exit slip	177	Speaking: Roleplaying a conversation	203
Exit slip	125	After listening	150	CHECK YOUR PROGRESS	178	Exit slip	203
CHECK YOUR PROGRESS	126	Speaking: Roleplaying an interview	150	Lesson 3: I would be	179	CHECK YOUR PROGRESS	204
Lesson 3:		Exit slip	150	Before listening	179	Lesson 3:	
The consequences of irresponsible behavior ..	127	CHECK YOUR PROGRESS	151	While listening	180	The power to survive	205
Before listening	127	Lesson 3:		Language in use:		Before reading	205
While listening	128	Sustainable energies	152	Second Conditional (II) ...	181	While reading	206
Language in use:		Before listening	152	After listening	181	After reading	208
Indirect Questions	129	While listening	153	Speaking: A dialogue	182	Speaking: Roleplaying an interview	209
After listening	129	After listening	154	Exit slip	182	Exit slip	209
Speaking: Carrying out an interview	130	Writing: A survey	154	Lesson 4: Go after your dreams!	183	Lesson 4:	
Exit slip	130	Exit slip	155	Before reading	183	Adrift all alone!	210
Lesson 4: Interested in summer jobs	131	Lesson 4:		While reading	184	Before listening	210
Before reading	131	The rise of drones	156	After reading	186	While listening	211
While reading	132	Before reading	156	Language in use: Might ..	186	English sounds: /ð/ and /θ/	211
After reading	134	While reading	158	Writing: An opinion essay	186	After listening	212
Writing: A formal email ...	135	After reading	160	Exit slip	187	Writing: A summary of a story	213
Exit slip	135	Language in use: Passive		SUBJECT CONNECTIONS		Exit slip	213
SUBJECT CONNECTIONS		Voice in Past Tense II	160	Literature	188	SUBJECT CONNECTIONS	
Social - Science	136	Speaking: A presentation about drones	160	LITERARY CIRCLE		Geography and Social Science	214
LITERARY CIRCLE		Exit slip	161	The Longing for home	189	LITERARY CIRCLE	
Disappointment	137	SUBJECT CONNECTIONS		PROJECT: Interviewing a famous person	190	Ode to a chatroom	215
PROJECT: Giving a presentation	138	Maths	162	FINAL CHECK	191	PROJECT: Talking about the experience of a remarkable person	216
FINAL CHECK	139	LITERARY CIRCLE				FINAL CHECK	217
		The three rules of robotics	163			BIBLIOGRAPHY	218
		PROJECT: A round-table discussion	164				
		FINAL CHECK	165				

DISCOVER YOUR BOOK

UNIT
1

My First Job

"Choose a job you love, and you will never have to work a day in your life."
Confucius

OBJECTIVES OF THE UNIT

You will...

- show comprehension of main and explicit oral information about first jobs. You will also identify structures to report information and identify target sounds.
- read informative, descriptive, narrative and expository texts about jobs. Identify topic vocabulary and expressions.
- communicate orally by means of dialogues and monologues, making use of varied strategies and intelligible pronunciation.
- communicate in written form by means of sentences, short and simple descriptive and narrative texts, all related to jobs.

What for?

- to show comprehension of oral and written expression.
- to show comprehension of texts, and apply speaking and writing strategies to express ideas about the texts.
- to express opinions and ideas about a first job, incorporating topic vocabulary and structures of the unit and join them coherently by using connectors.
- to write cohesive and coherent texts, making use of different strategies and structures and the vocabulary provided throughout the unit.

1.1 Read the quote on page 6 and discuss the following questions with your partner.

- Do you think "dream jobs" really exist?
- What factors would make a "dream job"?
- Do you think it is important to be passionate about your job? Support your answer.

2.1 What do you want from a job? Rank the following statements and discuss with the class.

- Having a good salary.
- Helping people.
- Having lots of free time.
- Being my own boss.
- Traveling around the world.
- Having fun.

DO YOU REMEMBER?

1.1 What sectors do these jobs belong to? Listen and check your answers.

Construction
Art and Design
Administrative
Transport
Tourism

2.1 Discuss these questions with your classmates. Do not forget to support your answers.

- What job sector interests you the most? Why?
- Which set of skills is necessary in your dream job?
- Do you have those skills? If not, can you develop them? How?

The topic of the unit is introduced with engaging pictures and quotes, which invite you to activate your curiosity and interest, with simple questions to reflect on the quote and relate it to the topic of the unit. You will also examine and reflect on the value of the learning objectives for your own life.

Do you remember?

You will recall and check the previous knowledge necessary to meet the learning objectives for the unit.

LESSON 1 Students and jobs

Before reading

1.1 Answer these questions with the class.

- Do you know what a part-time job is?
- What kind of part-time job do you think you could do with your skills?
- Has any member of your family ever had a part-time job? What did she/he do?
- Would your parents allow you to work part-time?

2.1 In small groups, make a list with the characteristics of an ideal part-time job.

3.1 Look at the pictures. Identify them, and discuss which jobs:

- involve work in the evening or at night.
- involve artistic skills.
- involve having knowledge of informatics.
- involve working with people.
- need a lot of training.
- can be dangerous.

CHECK YOUR PROGRESS

1 What did you learn about the skills of high school students? In your notebook, write 5 sentences describing your own skills.

2 Listen to a part of an article about the "Corns" of after-school jobs for teens. Which statement is NOT TRUE? Discuss.

- A research proved that students who work more than 10 hours get lower grades.
- Negative impression about jobs are due to deorganized employers, untrained supervisors and sexual harassment.
- Working shifts have students lose the high school "experience".
- For students who have shifts, it isn't easy to participate in school activities.

3 In your notebook, write a short report to your best friend, reporting what Alan said in a post about his first job experience. Present your report to the rest of the class.

For real influence, listen

My first job out of school was working at the town council. I was young and had a lot of ideas that I assumed others would be just as excited about as I was. Not one idea I suggested was accepted, and I just kept getting frustrated. I learned that, first, I needed to step back, observe and listen. I needed to focus on what was important to others rather than just myself and, quite frankly, to simply listen. I discovered it was best to listen to their thoughts and experiences, once you listen, you can create real change. I am still amazed at what I learn each day by listening to others. You will always have the opportunity to talk, hear your voice heard and get your point across, but your point and ideas will be much more powerful if you know how to listen.

Posted by Alan.

4 Do you agree with the following statement? Explain, orally.

Parents should encourage their kids to have jobs during school

Great (20 points)	Good (15-18 points)	OK (10-12 points)	Not good enough (5-9 points)
You are achieving the learning goals. Keep on working hard!	You are very well prepared. You can easily achieve the highest score by analyzing the few mistakes you made.	Your performance is satisfactory, but you can improve. Review the mistakes you made and work on your weakest areas.	You need to revise the contents and practice more, in order to improve your performance.

SUBJECT CONNECTIONS

1.1 Read the text and then answer the questions with your partner.

Enlightened Hiring Decisions: The Value of Disabled Workers

BY FRED COHEN

Hiring disabled workers is a smart move. In addition to productivity (matching non-disabled workers), the government offers more benefits. Many businesses are cautious of hiring disabled workers. By making fair employment decisions, however, a business can discover the hidden value of hiring disabled workers, enhance its reputation in the marketplace, and continue to prosper. Some business owners believe there are a number of inherent risks in hiring disabled workers. The first is that these employees have higher rates of absenteeism, which can undermine productivity. This is related to the misconception that disabled workers cannot meet performance standards. Contrary to these inaccurate risk assessments, however, studies have shown that disabled workers do not take more time off due to health problems and that their performance is similar to that of non-disabled individuals. Lastly, the cost of making accommodations for these workers is far lower than employers believe. In addition, investing in adaptive technology and new equipment often leads to enhanced efficiency and productivity. Businesses that hire disabled workers can take advantage of intangible benefits these individuals can provide. It is essential to select candidates who have the necessary skills and can bring value to your company. In the end, by relying on the talent of disabled workers, a small business can continue to grow.

2 Read debate

- Why do companies believe hiring disabled people is a risky decision?
- Which might related to hiring disabled workers do you think is more used by business owners to avoid recruiting?
- What are the benefits of employing disabled workers?
- What is the hidden value of hiring disabled workers?
- Is it the cost of making accommodations for disabled workers really high?

3 Final debate

- Do you think our country is prepared to live "together in harmony" with disabled people?
- Does your neighborhood have enough facilities (bathrooms, buses with lifts, ramps or elevator access, tactile walking surface indicators) for them?

LESSONS 1 – 4

Each lesson includes simple and varied communicative activities to help you develop communicative competence. The sections in each lesson are:

Before listening / reading
While listening / reading
After listening / reading
Speaking / Writing

CHECK YOUR PROGRESS

A formative evaluation, right in the middle of the unit, to assess language skills and contents seen up to that point.

SUBJECT CONNECTIONS

A section that includes special and challenging tasks to put the concepts into practice, and connect them with other school subjects.

LITERARY CIRCLE

1 Read the text and answer the questions in your notebook. Then, discuss them in groups.

Ratatouille

A monologue from the movie Ratatouille by Brad Pitt and Jim Capobianco

ANTON: In many ways, the work of a critic is not difficult. We risk very little yet enjoy a position over those who offer up their work and their selves to our opinion. We thrive on negative criticism, which is fun to write and to read. There are times when a critic truly risks something, and that is in the discovery and defense of the new. The world is often cruel to new talent, new creations. Last night, I experienced something new, an outstanding meal from a remarkably unexpected source. To say that both the meal and its maker have challenged my preconceptions about fine cooking is a gross understatement. They have rocked me to my core. In the past, it was not a secret my indifference for Chef Gusteau's well-known motto: "Anyone can cook." But I comprehend, only now do I truly understand what he meant. Not everyone can become a fantastic artist, but a fantastic artist can come from anywhere. It is difficult to imagine more humble origins than those of the grumpy now cooking at Gusteau's, who is, in this critic's opinion, nothing less than the finest chef in France. I will be coming back to Gusteau's soon, hungry for more.

Adapted from Brad Pitt and Capobianco, J. (2007) Ratatouille. Retrieved from <https://www.antonarc.com/ratatouille/>

- What job does Anton have?
- What skills, do you think, Anton must have for his job?
- What opinion does Anton have of the meal he ate? How do you know?
- Will he go back to the restaurant? Why? Explain.

UNIT 1 LITERARY CIRCLE 31

LITERARY CIRCLE

Literary texts related to the topic of each unit, to complement your reading practice.

PROJECT: Jobs' Profile Lapbook

Materials

- 1 large piece of cardboard
- 10-12 colored cardstock sheets
- Markers

III Preparation

1. Work in pairs. You will make a lapbook presenting the responsibilities, qualifications and skills that any job candidate needs to fulfill in order to get a particular job.

III Presentation

1. Present your lapbook to your classmates.

III Evaluation

After you finish the presentation, reflect on your work and evaluate your group's performance, according to the following scale (answer in your notebook):

- Excellent
- Good
- Satisfactory
- Needs improvements

The group...	Score
Worked collaboratively and responsibly towards the common goal.	4 3 2 1
Completed the assigned work on time.	4 3 2 1
Presented all the information required.	4 3 2 1
Followed the instructions carefully.	4 3 2 1
Developed awareness about the importance of identifying skills when looking for a job.	4 3 2 1

- Visit a couple of reliable websites to learn about the responsibilities, skills and qualifications that are necessary to perform those jobs.
- Some suggestions: <https://www.prospect.ac.uk/jobs-profiles>, <https://www.youthcentral.vic.gov.au/jobs-and-careers/career-profiles>
- Take notes of the most relevant information you would like to include in your lapbook.
- Based on the responsibilities of each of the jobs you choose, brainstorm 5 skills candidates must have, in order to get the job. Support your assumptions.
- Once you have gathered all the data, make a draft of the information you will include and how it will be displayed in your lapbook.
- Make your lapbook.
- Be prepared to present your findings to the class.

UNIT 1 PROJECT 32

PROJECT

A final group task that constitutes the end product of the unit learning process. It helps you apply, consolidate and assess what you have learned.

FINAL CHECK

1 In your notebook, write 5 sentences related to contents you have learned in the module, using *although* and *therefore*. **5 points**

2 Listen to a part of the article *Teen Job Interview Questions and Answers* and identify the correct answer. **5 points**

- What kind of interest should candidates share with the potential employer?
 - Their interest in the field.
 - Interest in the salary.
- Why are candidates asked about their interest for working in a particular company?
 - In order to get familiarized with the candidate.
 - In order to measure candidate's interest in the field.
- What should candidates answer when asked "Why should we hire you?"
 - Let them know their interest in contributing to the company.
 - Let them know you want to work and study.

3 Read the following ad. In your notebook, write a 150-word, application letter to get the job. **10 points**

Company: Ace Hardware

Job Title: Cashier - Stock Clerk
 Job Type: Full-time, Part-time
 Wage: Competitive
 Estimated wages: \$7.51 to \$12.28 per hour
 Location: 50 main route 96
 We have a part-time opening for a Cashier-Stock Clerk. Must be able to work various shifts per week and be available weekends and evenings. Must have a high school diploma or equivalent.

Additional info

- Must have reliable transportation.
- Background check required.
- Additional info
- Dining
- Mid-Senior Career
- Minimum age: 16+ years old

The positive involves handling sales transactions, balancing cash drawer and providing customer service.

Created by Publishing Team

Interpret your results			
Great! (20 points)	Good (15-19 points)	OK (13-15 points)	Not good enough (12 or less points)
You are achieving the learning goals. Keep on working hard!	You are very well prepared. You can easily achieve the highest scores by analyzing the few mistakes you made.	Your performance is satisfactory, but you can improve. Repeat the mistakes you made and work on your weak areas.	You need to revise the contents and practice more, in order to improve your performance.

UNIT 1 FINAL CHECK 33

FINAL CHECK

A formative evaluation, at the end of the unit, to assess language skills and contents of the whole unit.

Language in use

This section will help you revise a particular language structure.

English sounds

This section will help you revise particular sounds and pronunciation of the English language.

Exit slip

A simple activity to help you evaluate your performance throughout the lesson.

Key words

The list of words you may need to understand the text.

Strategy in mind

Useful strategies to help you improve reading and listening comprehension.

Smart reading / listening

Challenging tasks to develop and deepen comprehension.

Think critically

Questions to support critical thinking, develop high-order skills and allow you to make meaningful connections.

Your analysis

Questions and activities to help you become a better reader.

 It indicates pair-work activities.

 It indicates group-work activities.

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

 It indicates the number of the audio track.

My First Job



“Choose a job you love,
and you will never have to
work a day in your life.”

Confucius

OBJECTIVES OF THE UNIT

You will...

- show comprehension of main and explicit oral information about first jobs. You will also identify structures to report information and identify target sounds.
- read informative, descriptive, narrative and expository texts about jobs. Identify topic vocabulary and expressions.
- communicate orally by means of dialogues and monologues, making use of varied strategies and intelligible pronunciation.
- communicate in written form by means of sentences, short and simple descriptive and narrative texts, all related to jobs.

What for?

- to show comprehension of oral and written expression.
- to show comprehension of texts, and apply speaking and writing strategies to express ideas about the texts.
- to express opinions and ideas about a first job, incorporating topic vocabulary and structures of the unit and join them coherently by using connectors.
- to write cohesive and coherent texts, making use of different strategies and structures and the vocabulary provided throughout the unit.



1 👤 Read the quote on page 6 and discuss the following questions with your partner.

- Do you think “dream jobs” really exist?
- What factors would make a “dream job”?
- Do you think it is important to be passionate about your job? Support your answer.

2 👤 What do you want from a job? Rank the following statements and discuss with the class.



a. Having a good salary.



b. Helping people.



c. Having lots of free time.



d. Being my own boss.



e. Traveling around the world.



f. Having fun.

DO YOU REMEMBER?

1   What sectors do these jobs belong to? Listen and check your answers.

Construction

Art and Design

Administrative

Transport

Tourism



Administrative assistant



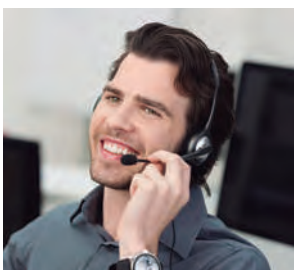
Bike courier



Bricklayer



Bus driver



Call center agent



Civil engineer



Clerk



Fashion designer



Florist



Forklift truck operator



Hotel receptionist



FX makeup artist



Plumber



Tour guide



Travel agent

2  Discuss these questions with your classmates. Do not forget to support your answers.

- What job sector interests you the most? Why?
- Which set of skills is necessary in your dream job?
- Do you have those skills? If not, can you develop them? How?

Before reading

1  Answer these questions with the class.

- a. Do you know what a part-time job is?
- b. What kind of part-time job do you think you could do with your skills?
- c. Has any member of your family ever had a part-time job? What did she/he do?
- d. Would your parents allow you to work part-time?

2  In small groups, make a list with the characteristics of an ideal part-time job.

3  Look at the pictures. Identify them, and discuss which jobs:

- a. involve work in the evening or at night.
- b. involve artistic skills.
- c. involve having knowledge of informatics.
- d. involve working with people.
- e. need a lot of training.
- f. can be dangerous.



3º MEDIO



Key words

- time-management skills
- employer
- employee
- tardy work
- non-working students

Strategy in mind

- Setting a purpose for reading.
- Identifying type of text.



Smart reading

1. Read the article and choose the best title for each paragraph. Answer in your notebook.
 - a. Time Management
 - b. Lessons in Budgeting
 - c. Early Work Experience
 - d. Money, Money, Money

What are the benefits of part-time jobs for students?

Speaking for myself, taking on a part-time job while studying may be hard work, but the benefits are typically greater than the amount of a paycheck. Students who work during their college careers may develop better time-management skills than their counterparts, because they have to apply them to their daily lives. They earn money that can be used for fun or for tuition, while gaining experience in the workplace that will be attractive to future employers after graduation.

1.

Firstly, as students come into adulthood, earning an income can boost their confidence and allow them to have some fun within the limits of their paychecks. Some students need to work through school to afford tuition. Others will set the money aside to pay back student loans. Still, the money will be theirs to spend as they wish, and they may appreciate it more because they worked for it.



2.

Secondly, students earning their own money get lessons on spending wisely. They may be less likely to spend their hard-earned money frivolously and learn to delay gratification to pay for necessities, for example, textbooks and clothes. At the same time, they can save for non-essential purchases, such as trips, video games, etc.



3.

Another reason relates to time: students taking on a job on top of their studies will have less free time than non-working students. Therefore, they tend to be better planners, as they make sure they complete every task expected of them on a deadline. They learn to weigh their priorities, sometimes skipping fun activities to finish their responsibilities. This prepares them for life after school, when excuses and tardy work will be frowned upon.



4.

Finally, students' jobs may introduce them to their preferred career after school is over. This allows them to gain important introductory experience in the business and begin networking with those in that field. Even students who work in places not connected to their interests will look more impressive to potential employers. They'll have some kind of work experience on their resumes to start, and the fact that they have been able to hold a job while at school attests to their level of maturity, responsibility and time management.



In conclusion, having a part-time job shows that the student is, at least, somewhat accustomed to the professional world; this will make the transition much easier.

Taken and adapted from: <https://work.chron.com/benefits-parttime-jobs-students-9248.html>

Your analysis

1. Answer the following questions in your notebook.
 - a. What is the purpose of the text?
 - b. Who is the author's intended audience?
 - c. What is the main idea of the text?
2. What do these expressions refer to in the text? Explain, orally.
 - a. hard-earned money
 - b. weigh priorities
 - c. boost confidence
 - d. introductory experience
3. **4** Write some sentences, in your Activity Book, using the words from exercise 2.



Think critically

Make text-to-world connections

- Which of these benefits do you think teens of your country have in mind when thinking about applying for a part-time job?

Make text-to-self connections

- Do you think having a part-time job would be beneficial for you? Explain.

After reading

1  Read the text again, identify the connectors in **bold** in the text, and indicate which one is used to:

- a. start an opinion.
- b. provide reasons.
- c. provide examples.
- d. come to a conclusion.

2  Have a look at the phrases below. What is the purpose of these connectors? Check with your teacher.

To begin with

In other words

Furthermore

One last reason

As you can see

To sum up

Next

What is more

Lastly

All things consider

To summarize

As I see it

For instance

3  Read the text on pages 10 and 11 again and answer.

- a. Why is it necessary for some students to work?
- b. What can part-time working teenagers learn about money?
- c. How can time managing be important for part-time working students?
- d. How can a part-time job experience experience be helpful in the future?

4  Discuss with your class.

- a. Do you think there are any drawbacks for teenagers who work part-time, such as lower grades, tiredness, disrupted family and social life, etc.? Support your answer.

Remember to use the following expressions to demonstrate that you are actively listening to the speaker:

That's right

Yes, really?

Do you mean...?

Oh I see, etc.



1  Read the opinion essay provided and pay attention to its parts.

3 Reasons why students should get a part time job

As we see it, having a part-time job may only bring benefits, since you can get and develop different skills and attitudes that will help you to face your working life.

To begin with, having a part-time job will give you the skills that you need for responsible money management and you can learn more about budgeting.

Secondly, getting a part-time job can provide you with fantastic work experience and people skills that you need for life after school. It can also help you to build connections in the area in which you might want to work in the future.

Finally, having a part-time job can be sometimes a little bit stressful, but this stress teaches you how to deal with responsibilities and develop a good work-life balance.

To sum up, having a part-time job can be a wonderful experience, as long as you don't miss your priorities. Always remember that school comes first.

Created by publishing team.

Title: a short statement about the topic.

Overview: A brief statement of the writer's view on the topic.

Reasons: Points supporting the writer's view. Use expressions such as *Firstly*, *Next*, *Finally*, etc.

Conclusion: Summing up the exposition.

2  In pairs, write an opinion essay for or against the statement below, in your Activity Book.

Part-time jobs are beneficial for students.

The opinion essay...

- ☒ introduces the subject.
- ☒ presents the main point with a statement.
- ☒ presents further points and supports them.
- ☒ summarizes the opinion.

Exit slip

Evaluate your performance. Discuss your answers with the class.

Write:

- 5 things I've learned
- 4 things I've found interesting
- 3 things that need improvement
- 2 questions I have
- 1 thing I would like to learn more about

The most important thing
I learned today...



Before reading

1  Discuss with your class.

- a. Do you know what “disability” means?
- b. Look at the pictures. Do you know anyone with these kinds of disabilities?
- c. What does she/he do for a living?
- d. Do you think people with disabilities can “over-develop” some skills?



2  Look at the pictures and answer.

a. What kind of disability do these icons represent? Match the words to the pictures.

Deaf or hard of hearing

Intellectual disability

Physical disability

Speech disorder

Vision Impairment



3  Look at the pictures. Which of these jobs do you think a person with disabilities could do? Discuss with your class.



4  Answer the following questions in groups.

- a. Do you think companies nowadays want to employ teens with disabilities?
- b. Do you think companies in your country are prepared to employ them?
- c. Do you agree with the *Chilean Labor Inclusion Law* that indicates that 1% out of 100 workers in a company should be people with disabilities?



Key words

- Disability
- Blind
- Face-to-face interaction
- Charity
- Support
- Diversity policies

Strategy in mind

- Making connections.
- Questioning to understand.

Smart reading

1. Read the interview about how two blind people experienced their first job and answer in your notebook.
 - a. Who wrote the article?
 - b. Who was/were the interviewee(s)?
 - c. Who do you think may be interested in reading this article?
 - d. Who are the people in the pictures?



Experiences of blind graduates in employment (Extract)

Richard McEachran talks to blind graduates to find out about the challenges visually impaired candidates face in the current job market. These are some of their stories.

Ben Adams works for a call center.

After graduating from university with a degree in business, I was unsure of what I wanted to do. I took this as a stop-gap while I work out what my next step is. Working in telesales isn't as bad as some people say. – there is plenty of joking in the office, which keeps your spirits high when dealing with annoying customers. I find it easier to communicate over a telephone, as it removes the face-to-face interaction, which has, in the past, led to awkward moments or silences when they realize I'm blind.

As a business graduate, I would recommend any other blind graduate struggling to find work to get in touch with this particular company, if they haven't already; it's a very valuable charity to have in this tough job market.



Catherine Pierce works in the charity sector.

I lost my sight unexpectedly when I was in my teens. Adjusting to the changes in my life was a slow and difficult process. I graduated a couple of years after my peers, and have since worked for a social care charity. The organization has a great “equal opportunities policy”; it was also helpful in supporting my needs from the application process to my first week in the job. For me, working for a charity is an opportunity to offer others at a disadvantage a new, better life – the support I received after losing my sight, and while at university, was fantastic. The job has given me the opportunity to learn various skills and to meet new people; I’m optimistic about what the future may bring.

These experiences are, on the whole, positive, but they are also evidence that employers need to improve their understanding of blindness and think about how they put diversity policies into action.

One of the interviewees told me she once went for an interview where the company’s offices were not on the ground floor: *“I arrived at the office block, I had to make my own way to the fifth floor; there was an elevator, but if the company wanted to show their commitment to disability, maybe they should have sent someone down to the lobby to meet me?”*. A little effort, such as this, could do wonders for how “disability-friendly” an organization is perceived.



Both texts taken and adapted from: <https://bit.ly/2YThFNI>

Your analysis

1. Answer orally. Who said...
 - a. he/she was unsure about what to do after graduating?
 - b. that the job gives her/him the opportunity to learn various skills and meet people?
 - c. that someone had to make her/his way to the floor where she/he had the interview?
 - d. it was easier to communicate over the phone?
 - e. that working for a charity had offered her/him the opportunity to help other people?
2. Answer the following questions in your notebook. Check your answers with a partner.
 - a. In which sectors do Catherine and Ben work?
 - b. Why does Ben prefer to communicate over a telephone?
 - c. How does Catherine feel about her future at work?
 - d. According to Catherine, what should employers that hire blind people do?

Think critically

Make text-to-world connections

- Should big companies and governmental organizations have a minimum number of people with disabilities in their ranks?

Make text-to-self connections

- Which jobs are easier to get if you are visually impaired? Provide some examples.
- Imagine you are the owner of a successful business. Would you recruit people with disabilities? Why?

Language in use

We use Reported Speech to say what someone else has said. We usually take one tense back in the past to report. Read and analyze the sentences below.

1. **a.** Ben Adams: "I **find** it easier to communicate over a telephone".
b. Ben Adams said he **found** it easier to communicate over a telephone.
2. **a.** Catherine Pierce: "I **lost** my sight unexpectedly when I was in my teens".
b. Catherine Pierce said she **had lost** her sight unexpectedly when she was in her teens."

Other verb changes are:

can > could must > had to will > would may > might

Some time expression that change are:

Today > that day Tonight > that night Tomorrow > the following day
 Yesterday > the previous day

1  In pairs, rephrase these sentences using what you learned in the Language in Use section.

- a.** Catherine Pierce: "The job has given me the opportunity to learn various skills".
- b.** One of the interviewees said: "I once went for an interview where the..."



Speaking Reporting information

1   Read and listen to what Wendy and Paul said about their first job. Which one do you think was more difficult? Why? Discuss.

Wendy

I moved from home at 17 to live in the Nurses Home, to start my nursing training, and it was a shock. In my first week, I was expected to shower elderly men and women - I had never even seen a naked person in the flesh, let alone touch one! Hospital training in those days was very strict - we were not allowed to sit around and chat to the patients, every bed or table had to line up straight to each other, and we had to stand every time a Nursing Sister entered the room. But I know that there is where I learned responsibility, accountability, determination and the skills to get on with all types of people in the world. My first job shaped my whole life!

Paul

Even though it was nearly 30 years ago, it is refreshing to see that my first job, and the place I did it, still exist. I was a candy bar assistant at the Piccadilly Cinema in North Brian's Way. At that time, it was only one cinema. My job was to serve behind the candy bar, make popcorn and stock the shelves. I, then, got the opportunity to usher (which was higher pay). I worked with some great people and I am still in touch with a few of them to this day. I was there part time for approximately 3 years. Not only did it give me valuable pocket money, but it taught me the importance of good customer service, which has helped me considerably during my career.

Created by Publishing Team.

- 2**  Choose one of the stories from exercise 2 and report, to a friend, what the person said, using at least 150 words. Follow these steps:

1. Preparing to speak

Write down of the main ideas you want to report. Make sure you use the right verb tenses. Check the Language in Use section again, if necessary.

2. Practice

Practice the report with a partner. Ask her/him to correct any mistakes she/he can notice in your report. Then, exchange roles.

3. Performing

Report the story you chose to a classmate who chose the other story.

4. Evaluate

Evaluate your partners' performance using the prompts in the box. Provide your classmate with valuable feedback.

Your classmate

- ☒ had an appropriate tone and manner.
- ☒ used correct pronunciation of words, following the examples they had heard.
- ☒ made appropriate use of Reported Speech.
- ☒ used words and expressions from the unit.
- ☒ presented a coherent and cohesive report.



Exit slip

Evaluate your performance. Discuss your answers with the class.

Write:

- 5** things I've learned
- 4** things I've found interesting
- 3** things that need Improvement
- 2** questions I have
- 1** thing I would like to learn more about

**The most important thing
I learned today...**

CHECK YOUR PROGRESS

1 What did you learn about the skills of high school students? In your notebook, Write 5 sentences describing your own skills.

5 points

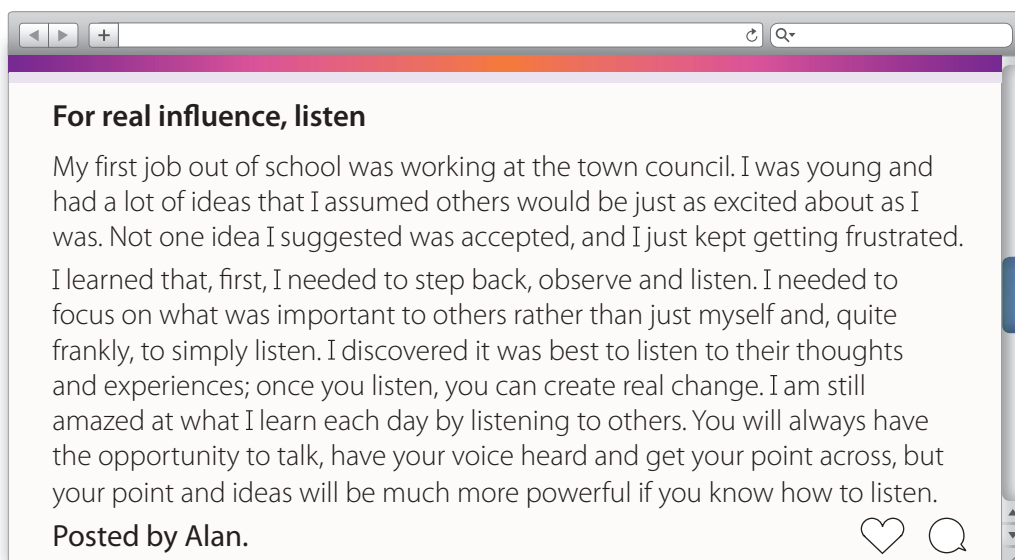
2  Listen to a part of an article about the “Cons” of afterschool jobs for teens. Which statement is NOT TRUE? Discuss.

6 points

- a. A research proved that students who work more than 10 hours get lower grades.
- b. Negative impression about jobs are due to disorganized employers, untrained supervisors and sexual harassment.
- c. Working shifts have students lose the high school “experience”.
- d. For students who have shifts, it isn’t easy to participate in school activities.

3 In your notebook, write a short report to your best friend, reporting what Alan said in a post about his first job experience. Present your report to the rest of the class.

8 points



For real influence, listen

My first job out of school was working at the town council. I was young and had a lot of ideas that I assumed others would be just as excited about as I was. Not one idea I suggested was accepted, and I just kept getting frustrated. I learned that, first, I needed to step back, observe and listen. I needed to focus on what was important to others rather than just myself and, quite frankly, to simply listen. I discovered it was best to listen to their thoughts and experiences; once you listen, you can create real change. I am still amazed at what I learn each day by listening to others. You will always have the opportunity to talk, have your voice heard and get your point across, but your point and ideas will be much more powerful if you know how to listen.

Posted by Alan.

Taken and adapted from: <https://bit.ly/2VmH2oB>

4 Do you agree with the following statement? Explain, orally.

10 points

Parents should encourage their kids to have jobs during school

Interpret your results

Great! (29 points)	Good (20-28 points)	OK (15-20 points)	Not good enough (15 or less points)
You are achieving the learning goals. Keep on working hard!	You are very well prepared. You can easily achieve the highest score by analyzing the few mistakes you made.	Your performance is satisfactory, but you can improve. Revise the mistakes you made and work on your weakest areas.	You need to revise the contents and practice more, in order to improve your performance.

Before listening

1  Discuss the questions with your classmates.

- a. Have you ever been interviewed by anyone? How did you feel? What were you asked?
- b. If you haven't, how do you think you would feel?
- c. What kind of questions do you think your interviewer might ask you? Write a list in your notebook.
- d. Look at the pictures below. What aspects need to be considered during a job interview?

2   Read the labels and match them to the correct statement. Listen and check with your partner.

Tips For Your First Job Interview.

- a. Don't be late for the interview
- b. Dress up
- c. Be aware of your body language
- d. Project confidence
- e. Show enthusiasm

- i. At the job interview, do your best to keep still, sit up straight and look the interviewer in the eye. You want to appear calm and in control.
- ii. One of the best ways to show confidence is with a strong, forceful voice. No matter how shaky you may feel inside, try your best to show a confident attitude.
- iii. Keep your interview outfit casual, but not too casual.
- iv. The best way to show enthusiasm is a big smile throughout the interview.
- v. This is the first impression the employer gets, and if you're late, it gives the impression that you don't value the interviewer's time.



While listening

1   Listen to Sophie's job interview and choose the correct ending to each sentence. Write the answers in your notebook.

- a.** The candidate said she was really interested in studying lodging management the following year because ...

she wanted to get familiarized with the job.

she enjoyed facing challenges every day.

- b.** The candidate said she was good at listening in order to...

solve problems.

provide a good service.

- c.** The interviewer said the assistant's responsibilities would be to...

lead guests to their rooms.

assign them rooms.

- d.** The interviewer said to the candidate that, if she gets the job...

she would need her parents' authorization

she would sign the contract because she will be 18 soon.

Key words

- strengths
- weakness
- challenges
- diligent
- fast learner

Strategy in mind

- Focusing on the tone of the conversation.

Smart listening

- 1.**  Listen and pay attention to the tone of the conversation. Discuss:
- Does the candidate sound confident?
 - What impression does the interviewer give you with regard to her tone? Serious? Hostile?
 - How important is the tone of voice when applying for a job?

Think critically

Make text-to-world connections

- Do you think confidence is relevant when applying for a job? Support your answer.
- Is confidence more important than work experience?

Make text-to-self connections

- How confident do you think you are to apply for a job today?
- Do you think you can build more confidence? How?



After listening

Language in use Although and Therefore

Read and analyze the examples below.

- *I think the skills I developed working at the summer camp will definitively help me to work with you, **although** I don't have experience working in a hotel.*

The fact that she does not have experience is emphasized.

- ***Although** you are about to be 18 in a couple of months, you can't sign a contract.*

The fact that she will be 18 in a short time is emphasized.

Although is used to show contrast, and it is followed by a subject and a verb.

- *She has excellent job references. **Therefore**, she got a good position.*
- *There were not enough candidates. **Therefore**, they are still accepting applications.*

Therefore is used to show the result/effect of an action. It can be used as a transition word in sentences.

- 1  5 Complete these sentences in your Activity Book.

- a. Marcela didn't get the job, although...
- b. Although he had a great job,...
- c. I applied for that job, although...
- d. Although I have all the qualifications,...
- e. Sending an effective application letter is important, although...



- 2  Write four sentences related to the topic of the lesson, using the word therefore. Then compare them with another group.

English sounds /s/ /z/

1.  7 Listen and repeat.

/ s /

- a. **This** skill has been highly developed by teens in the last years.
- b. **Guests** prove to be very demanding, sometimes.
- c. My job carries a lot of **responsibility**.

/ z /

- a. Students' **enthusiasm** creates a low-stress work environment.
- b. All **these** skills must be included in your application letter.
- c. Speeches and oral **presentations** help students to develop communication skills.

2.  8 Now listen to these words and classify them in your notebook according to their sound /s/ or /z/.

amazing easy boss resume
business skills present inspiring

Speaking Role play: A job interview

Read the job ad and role play a dialogue with your partner. **Student A** is applying for the job in the hotel. **Student B** is the manager of the hotel and interviewer.

1. Preparing to speak

In your dialogue, include words and expressions covered in the previous units, as well as therefore and although.

2. Practice

-  Listen to the job interview again and repeat after each exchange. Remember to imitate the tone and manner in your own dialogue.
- Practice the dialogue and correct each other's pronunciation of target sounds covered throughout the lesson.

3. Performing

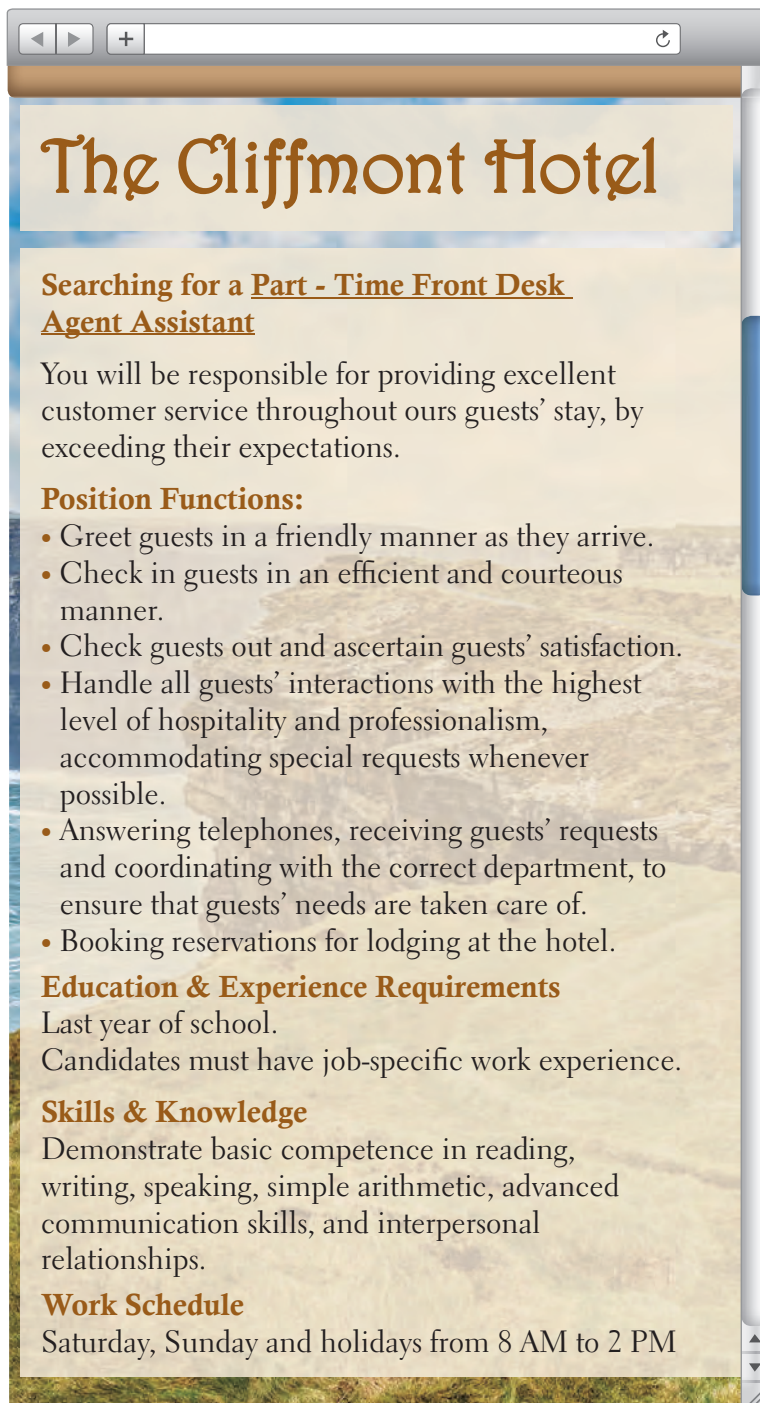
Present your own dialogue to another group.

4. Evaluating

Evaluate your partners' performance using the prompts in the box. Provide your classmates with valuable feedback.

Our classmates...

- ☒ had an appropriate tone and manner.
- ☒ pronounced the words with the target sounds correctly.
- ☒ made appropriate use of although and therefore.
- ☒ used words and expressions from the unit.
- ☒ presented a coherent and cohesive dialogue.



The Cliffmont Hotel

Searching for a Part - Time Front Desk Agent Assistant

You will be responsible for providing excellent customer service throughout our guests' stay, by exceeding their expectations.

Position Functions:

- Greet guests in a friendly manner as they arrive.
- Check in guests in an efficient and courteous manner.
- Check guests out and ascertain guests' satisfaction.
- Handle all guests' interactions with the highest level of hospitality and professionalism, accommodating special requests whenever possible.
- Answering telephones, receiving guests' requests and coordinating with the correct department, to ensure that guests' needs are taken care of.
- Booking reservations for lodging at the hotel.

Education & Experience Requirements

Last year of school.
Candidates must have job-specific work experience.

Skills & Knowledge

Demonstrate basic competence in reading, writing, speaking, simple arithmetic, advanced communication skills, and interpersonal relationships.

Work Schedule

Saturday, Sunday and holidays from 8 AM to 2 PM

Created by Publishing Team.

Exit slip

Evaluate your performance. Discuss your answers with the class.

Write:

- 5** things I've learned
- 4** things I've found interesting
- 3** things that need improvement
- 2** questions I have
- 1** thing I would like to learn more about

**The most important thing
I learned today...**



Before reading

1  Discuss with the class:

- a. Have you (or a friend) ever applied for the job?
- b. What did you (or your friend) do to apply for a job?
- c. If you have done it, what kind of documents did you or your friend bring?
- d. What do you think an application letter is? What information should it have?

2  Read the expressions below. Decide if they are *formal* or *informal* expressions. Why do you think that? Explain your answer.

- a. Yours faithfully, ...
- b. Be in touch...
- c. I have recently completed...
- d. I look forward to hearing from you.
- e. Just a quick note to ...
- f. Hello
- g. I am writing to request....
- h. I'm really grateful for...

3  Look at the pictures below and discuss with the class.

What kind of skills did the applicants need to get their jobs?



Key words

- accomplishments
- groundwork
- length
- font
- heading
- complimentary close



Strategy in mind

- Making predictions.
- Identifying specific information.

Smart reading

1. Answer these questions in your notebook:
 - a. Were your assumptions about writing an application letter correct? If not, how do they differ from your assumptions?
 - b. How do you think application letters (or emails) differ from an informal letter (or email)?

How to write a job application letter

a. Tips for Writing a Job Application Letter

A job application letter should be sent or uploaded with your resume when applying for jobs. It offers a history of your work experience and an outline of your skills and accomplishments. It explains why you are qualified for the position and should be selected for an interview.

Writing this letter can seem like a challenging task. However, if you take it one step at a time, you'll soon be an expert at writing application letters to send with your resume.

b. How to Get Started

Before writing your job application letter, do some groundwork. Consider what information you want to include, highlighting your most relevant skills, experiences, and abilities. The biggest clues are in the job advertisement, so spend some time studying it. Next, match your qualifications with what the employer wants and needs. For instance, if the job ad calls for a strong leader, think of examples of you leading a team. Once you already have some notes, and have a sense of what you want to highlight in your letter, you're ready to start writing.

c. Writing Guidelines for Job Application Letters

Length: It should be no more than one page long.

Format and Page Margins: It should be single-spaced with a space between each paragraph. Use about 2,5 cm" margins and align your text to the left, which is the standard for most documents.

Font: Use a traditional font such as Times New Roman, Arial, or Calibri. The font size should be between 10 and 12 points.

d. What to Include in Each Section of the Letter

Heading: It should begin with your contact information (name, address, postcode, phone number, email) followed by the date, and then the same, but with your employer's information. If this is an email rather than an actual letter, include your contact information at the end of the letter, after your signature.

Salutation: This is your polite greeting. The most common salutation is "Dear Mr./Ms." followed by the person's last name.

Body of the letter: Think of this section as being three distinct parts.

In the first paragraph, you'll want to mention the job you are applying for and where you saw the job listing.

The next paragraph(s) is where you'll share relevant details on your experience and accomplishments.

The third and last part of the body of the letter will be your thank you to the employer; you can also offer follow-up information.

Complimentary Close: Sign off your email with a polite close, such as "Best" or "Sincerely," followed by your name.

Signature: End with your signature, handwritten, followed by your typed name. If this is an email, simply include your typed name, followed by your contact information.

e. Tips for Writing an Effective Letter

Sell yourself. Throughout the letter, focus on how you would benefit the company. Provide specific examples of times when you demonstrated skills or abilities that would be useful for the job, especially those listed in the job posting or description.

Use keywords. Reread the job listing, circling any keywords. Try to include some of those words in your letter.

Keep it brief. Keep your letter under a page long, with no more than about four paragraphs.

Edit, edit, edit Proofread for any grammar or spelling errors.

Taken and adapted from: How to Write a Job Application Letter <https://www.thebalancecareers.com/>

Your analysis

1. Find the following information in the informative text and write it in your notebook.
 - a. length of the application letter.
 - b. format of the application letter.
 - c. margins of the application letter.
 - d. size and type of font.
2. According to the text...
 - a. What kind of information must be highlighted in an application letter?
 - b. What other documents should be attached to the application letter?
 - c. What should be the tone of the complimentary close?
 - d. When are you ready to write your application letter?



Think critically

Make text-to-world connections

- Do you think application letters are similar in other countries? Why?

Make text-to-self connections

- In our country, pictures of the candidate, marital status and address are no longer included in resumes and application letters. What do you think is the reason for this?

After reading

1  Write this application letter in your Activity Book. Put the sections in the correct order.

Sandra Gilmore
Los Jardines 2387
Ñuñoa

Personal attributes that I believe make me suitable for this position include:

- **Motivation:** Volunteer participation and school results demonstrate high motivation.
- **Customer service:** Assisting with the sale of products at community events has allowed me to develop customer service skills.
- **Communication:** Acting in drama performances and working as an MC for school events has allowed the development of communication skills.

John Alvarado
Av. Santiago 3654, San Bernardo
john.alvarado@emailexample.com

January 29, 2020

Dear Mrs. Gilmore,

I am writing to apply for the sales assistant position advertised on the web page of the company.

I am aware that you will receive a large number of applications for this job, but I would very much appreciate the opportunity to demonstrate my capabilities to you in person.

Thank you for your time and consideration.

Sincerely,



As a student, I have been enthusiastically involved as one of the representatives of the students in my school community, which has allowed me to develop strong interpersonal skills as well as management and organization skills.

Created by Publishing Team.

2  Read the *Writing Reference* in your Activity Book, pages 14-15. What are the similarities and differences between application letters and resumes? Discuss.

Writing A Resume

 In pairs, based on the application letter in the previous activity, write John Alvarado's Resume.

1. Organizing ideas

Read the tips in the infographic *The Do's and Don'ts to Writing a Rockin' Resume!* to write John Alvarado's resume. Include skills, key words, experiences and abilities you should include in the resume, dates, etc.

2. Drafting

Use your notes to write John Alvarado's resume following the structure given.

3. Revising

Check your draft and improve or complete the information.

4. Editing

Check for grammar, spelling and punctuation mistakes using the editor's marks in the box, ask for a computer in the computer lab and write the final version of the resume.

5. Publishing

- Exchange a copy of your resume with another group.
- Evaluate your classmate's work using the prompts in the box. Provide valuable feedback.

Taken and adapted from:

<https://theundercoverrecruiter.com/write-rockin-resume/>

The Do's	Write a Rockin' Resume	And Don'ts
Most Recent Jobs First List your most recent jobs first. Then, list your accomplishments at those jobs as bullet points	Keep it impersonal Avoid including personal information such as marital status or amount of children.	
Use Tailored Keywords (and use them more than once) 53% of hiring managers say that it is important that a candidate tailors the resume to a specific job. 52% of hiring managers say that they would like to see more specific examples when it comes to previous work	Caution - Do not use photography on your resume. - Do not use an amateur email address.	
About 400 words per page is the sweet spot	Don't overuse Bullets - Don't list any more than 6-7 bullet points in a section. - They will not be read.	
Color can be used in your resume It is not considered inappropriate to use color in a resume. However, it is important to use it wisely.	Do not list your grades if they are not high. Emphasize other accomplishments as an alternative.	

The Resume:

- ☒ has the correct level of formality.
- ☒ follows the writing conventions.
- ☒ follows a coherent and cohesive structure.
- ☒ includes all needed information.



Editor's Marks

-  Capital letter / Lowercase
-  Punctuation
-  Add a word
-  Check spelling
-  Change place

Exit slip

Evaluate your performance. Discuss your answers with the class.

Write:

- 5** things I've learned
- 4** things I've found interesting
- 3** things that need improvement
- 2** questions I have
- 1** thing I would like to learn more about

The most important thing I learned today...

- 1  Read the text and then answer the questions with your partner.








Enlightened Hiring Decisions: The Value of Disabled Workers

BY FRED COHEN

Hiring disabled workers is a smart move. In addition to productivity (matching non-disabled workers), the government offers more benefits.

Many businesses are cautious of hiring disabled workers. By making fair employment decisions, however, a business can discover the hidden value of hiring disabled workers, enhance its reputation in the marketplace, and continue to prosper. Some business owners believe there are a number of inherent risks in hiring disabled workers. The first is that these employees have higher rates of absenteeism, which can undermine productivity. This is related to the misconception that disabled workers cannot meet performance standards. Contrary to these inaccurate risk assessments, however, studies have shown that disabled workers do not take more time off due to health problems and that

their performance is similar to that of non-disabled individuals.

Lastly, the cost of making accommodations for these workers is far lower than employers believe. In addition, investing in adaptive technology and new equipment often leads to enhanced efficiency and productivity.

Businesses that hire disabled workers can take advantage of intangible benefits these individuals can provide. It is essential to select candidates who have the necessary skills and can bring value to your company. In the end, by relying on the talent of disabled workers, a small business can continue to grow.



Taken and adapted from: <https://bit.ly/2ldX9kN>

- Why do companies believe hiring disabled people is a risky decision?
- Which myth related to hiring disabled workers do you think is more used by business owners to avoid recruiting?
- What are the benefits of employing disabled workers?
- What is the hidden value of hiring disabled workers?
- Is it the cost of making accommodations for disabled workers really high?



2 Final debate

- Do you think our country is prepared to live “together in harmony” with disabled people?
- Does your neighborhood have enough facilities (bathrooms, buses with lifts, ramps or elevator access, tactile walking surface indicators) for them?

LITERARY CIRCLE

- 1 Read the text and answer the questions in your notebook. Then, discuss them in groups.

Ratatouille

*A monologue from the movie Ratatouille
by Brad Bird and Jim Capobianco*

ANTON: In many ways, the work of a critic is not difficult. We risk very little yet enjoy a position over those who offer up their work and their selves to our opinion. We thrive on negative criticism, which is fun to write and to read. There are times when a critic truly risks something, and that is in the discovery and defense of the new. The world is often cruel to new talent, new creations. Last night, I experienced something new, an outstanding meal from a remarkably unexpected source. To say that both the meal and its maker have challenged my preconceptions about fine cooking is a gross understatement. They have rocked me to my core. In the past, it was not a secret my indifference for Chef Gusteau's well known motto: 'Anyone can cook.' But I comprehend, only now do I truly understand what he meant. Not everyone can become a fantastic artist, but a fantastic artist can come from anywhere. It is difficult to imagine more humble origins than those of the genius now cooking at Gusteau's, who is, in this critic's opinion, nothing less than the finest chef in France. I will be coming back to Gusteau's soon, hungry for more.



Adapted from: Bird, B. and Capobianco, J. (2007) Ratatouille. Retrieved from <https://www.actorama.com/ms/740/Brad-Bird-and-Jim-Capobianco/Ratatouille>

- a. What job does Anton have?
- b. What skills, do you think, Anton must have for his job?
- c. What opinion does Anton have of the meal he ate? How do you know?
- d. Will he go back to the restaurant? Why? Explain.



PROJECT: Jobs' Profile Lapbook

Materials



I. Preparation

1. Work in pairs. You will make a lapbook presenting the responsibilities, qualifications and skills that any job candidate needs to fulfill, in order to get a particular job.
2. With your partner, decide on the three jobs you would like to learn about.

II. Procedure

1. Visit a couple of reliable webpages to learn about the responsibilities, skills and qualifications that are necessary to perform those jobs.
Some suggestions:
<https://www.prospects.ac.uk/job-profiles>
<https://www.youthcentral.vic.gov.au/jobs-and-careers/career-profiles>
3. Take notes of the most relevant information you would like to include in your lapbook.
4. Based on the responsibilities of each of the jobs you chose; brainstorm 5 skills candidates must have, in order to get the job. Support your assumptions.
5. Once you have gathered all the data, make a draft of the information you will include and how it will be displayed in your lapbook.
6. Make your lapbook.
7. Be prepared to present your findings to the class.

III. Presentation

1. Present you lapbook to your classmates.

IV. Evaluation

After you finish the presentation, reflect on your work and evaluate you group's performance, according to the following scale (answer in your notebook):

- 4 Excellent
3 Good
2 Satisfactory
1 Needs improvements

The group...	Score
worked collaboratively and responsibly towards the common goal.	4 3 2 1
completed the assigned work on time	4 3 2 1
presented all the information required.	4 3 2 1
followed the instructions carefully.	4 3 2 1
developed awareness about the importance of identifying skills when looking for a job.	4 3 2 1



FINAL CHECK

- 1 In your notebook, write 5 sentences related to contents you have learned in the module, using *although* and *therefore*.

5 points

- 2  Listen to a part of the article *Teen Job Interview Questions and Answers* and identify the correct answer.

5 points

- a. What kind of interest should candidates share with the potential employer?
- i. their interest in the field.
 - ii. interest in the salary.
- b. Why are candidates asked about their interest for working in a particular company?
- i. In order to get familiarized with the candidate.
 - ii. In order to measure candidates' interest in the field.
- c. What should candidates answer when asked "Why should we hire you?"
- i. Let them know their interest in contributing to the company.
 - ii. Let them know you want to work and study.



- 3 Read the following ad. In your notebook, write a 150-word, application letter to get the job.

10 points

Company: Ace Hardware

Job Title: Cashier – Stock Clerk

Job Type: Full-time, Part-time

Wages: Competitive

Estimated wages: \$7.91 to \$12.00 per hour

Location: 93 state route 940

We have a part-time opening for a Cashier-Stock Clerk. Must be able to work various shifts per week and be available weekdays and weekends.

- Must have a high school diploma or equivalent.

- Must have reliable transportation.
- Background check required.

Additional info

- Driving
- Valid Driver's License
- Minimum age: 16+ years old

This position involves handling sales transactions, balancing a cash drawer and providing customer service.

Created by Publishing Team.

Interpret your results

Great! (20 points)	Good (15-20 points)	OK (13-15 points)	Not good enough (12 or less points)
You are achieving the learning goals. Keep on working hard!	You are very well prepared. You can easily achieve the highest score by analyzing the few mistakes you made.	Your performance is satisfactory, but you can improve. Revise the mistakes you made and work on your weak areas.	You need to revise the contents and practice more, in order to improve your performance.

UNIT

2

Customs and Traditions All Over the World



Chinese folk dance Yangko. Hebei Province, China.



Indigenous women. Embra Village, Panama.



Curanto al Hoyo. Chiloé Archipelago, Chile.



La Tomatina Festival. Buñol, Spain.



Traditions are important, but there's always that balance between traditions and newness and change. Change is hard, but this will be the start of new traditions and experiences.

Jeff Wardle

OBJECTIVES OF THE UNIT

You will...

- Show comprehension of main and explicit oral information about customs and traditions around the world. You will also identify structures expressing previous events, topic vocabulary and identify target sounds.
- read and show comprehension of different types of texts about the topic of the unit. Identify topic vocabulary and expressions related to customs and traditions, using different reading strategies.
- communicate orally by means of dialogues and monologues, making use of varied strategies and correct pronunciation.
- communicate in written form, using sentences, and short and simple descriptive and narrative texts, related to customs and traditions around the world

What for?

- to show comprehension by means of oral and written expression.
- to support the comprehension of a text, and integrate strategies to oral and written expression.
- to express opinions about customs and traditions, making use of target structures and topic vocabulary of the unit.
- to write cohesive and coherent texts making use of different strategies and structures and vocabulary of the unit.

1 Discuss the following questions.

- a. How do you define the concept of “tradition”?
- b. Do you think traditions can evolve over time?
- c. Are traditions condemned to disappear?

2 Look at the pictures and discuss.

- a. Do you have any family traditions?
- b. Do all families have the same traditions?
- c. Who is responsible for establishing and keeping family traditions alive?



3 16 Make a list of the events you celebrate in your family; Focus on when and how you celebrate them. Fill in the chart in the Activity Book. Then, compare and contrast your traditions with your partner.

Ministerio de Educación.
KB
Prohibida su comercialización.

DO YOU REMEMBER?

- 1  Listen to Rose speaking about old family traditions and decide which of these topics is NOT mentioned.

a. Bringing Dad His Lunch Box

b. Evening Family Time

c. Family Sing-alongs

d. Helping Mom in the Kitchen

e. Kids Doing Chores Every Day

f. Kids Helping Parents

g. Marking Kids' Heights

h. Meals Always at the Table

i. Mom Making Costumes

j. Playing Fetch

- 2  Transform these sentences into the passive voice, in your Activity Book.

e.g.: We brought my dad's lunch every day. The lunchbox was brought to my dad every day.

- a. We established strict rules at the table.
- b. We used to mark kids' heights on the door frame.
- c. Mom always made us costumes.



- 3  Discuss with your partners.

- a. Does your family have a tradition similar to those mentioned in the audio?
- b. Would you like to establish one of the traditions mentioned in the audio?
- c. Do you think any of the traditions from the recording are old-fashioned? Support your answer.



1  Discuss with your classmates.

- Can you identify any of the celebrations in the pictures? What is celebrated? Where?
- Name at least three annual holidays celebrated worldwide.
- Are those holidays celebrated the same way in every country?



Before reading

1  Discuss.

- Is there a traditional holiday in your country that takes place specifically in summer, fall, winter or spring?
- How do you celebrate those holidays?
- In your opinion, what is the most popular holiday celebration in your country?
- How do you celebrate it?

2  Look at the pictures on next page and answer the following questions:

- What traditional events will be mentioned in the text?
- Why do you think people celebrate those events?



Key words

- passed down
- impress the crowds
- fete
- pagan
- bizarre

Strategy in mind

- Look for specific information.

Smart reading

- Read the text, paying special attention to the highlighted words. Match them with their synonyms in bold (a-d). Write your answers in your notebook.
 - Personally I think that every single country must have a **peculiar** tradition or custom.
 - Those traditions have been **inherited** through the years by the members of the family.
 - It is said that Easter has **heathen** roots.
 - These traditional dancers can be found at different festivals along the coast, performing in order to delight people.
- Find these numbers in the blog post. What do they refer to?
 - 14th
 - 91b
 - 15th
 - 500

9 Uniquely British traditions you must experience in the UK

(Extract)

All across the year, we have an array of festivals, events and gatherings that mark particular points of history in the UK – Most will guarantee you an awesome time, while others are downright funny and **bizarre**!



1. British Morris Dancing in summer

The earliest records of Morris Dancing date back to the 15th Century, when “peasants” would dance the evening away! With over 500 years of tradition **passed down** through generations, Morris Dancers can usually be found at most Summer **Fetes**, dressed and dancing to **impress** the crowds! If you ask nicely, they will even let you join in at certain points so that you too can try the tradition!



2. British Maypole Dancing on May Day

Predominant in Britain and other parts of Europe, the Maypole is a tall wooden poll that people traditionally dance around on May Day or Whitsun. The earliest records of Maypole dancing occurred in 14th Century Wales! Historians believe that people danced around the Maypole for a number of reasons:

- 1) To possibly promote fertility



- 2) To create a symbolic place where local villages (often feuding) could come together in peace, or...
- 3) Due to the Pagan notion of the universe being related to a tree (which I had no idea)!

Whatever the reason, it's great fun...

If you want to join in on the celebrations, head to any large city park, or village fete that will happen around Whitsun, you're almost guaranteed to be dancing by the end of the day!

3. English Cheese Rolling in spring

Yes, as bizarre as it sounds! Cheese Rolling is held every year at Coopers Hill in Gloucester, usually on the annual spring bank holiday – where thousands of people will literally roll and chase a 9lb barrel of Gloucestershire cheese down the hill! It is thought that this festival comes from the **Pagan** celebrations for the end of winter, whereby barrels and burning bush would be rolled down the hill. Anyone can choose to take part... just be prepared to have a tumble!



Taken and adapted from: <https://bit.ly/2T5TTdc>

Your analysis

1. Answer the following questions in your notebook.
 - a. Where are Morris dancers found nowadays?
 - b. What is a Maypole?
 - c. What were the reasons for dancing around the Maypole?
 - d. Where is the Cheese Rolling competition held?
 - e. What was the origin of Cheese Rolling?
2. Read the statements. Are they true, false, or is the information not mentioned? Answer in your notebook.
 - a. It is possible to find festivals in the UK during the whole year.
 - b. People can even dance with Morris dancers, if they invite them.
 - c. Only adults can participate in Morris dancing.
 - d. Maypole dancing is exclusively a UK tradition.
 - e. The Cheese Rolling event is held on the first day of spring.
 - f. Cheese Rolling participants must pay to participate in the competition.

Think critically

Make text-to-world connections

- Do you think *La Tomatina* in Spain or *The Haka* in New Zealand are strange customs? Support your answers.
- Would you dare to take part of The Cheese Rolling event or *La Tomatina*?

Make text-to-self connections

- Do you think Chileans have any "bizarre" customs or traditions?

Language in use

 Which of the sentences below better represent the definitions in the box? Discuss.

A **fact** is a statement that can be proven true or false.

An **opinion** is an expression of a person's feelings that cannot be proven.

- a. ... just be prepared to have a tumble!
- b. The earliest records of Morris Dancing date back to the 15th Century...
- c. Cheese Rolling is held every year at Coopers Hill in Gloucester...
- d. ...so we all know there is more to the UK than a range of "olde-world" castles...

1   Listen to the sentences and classify them into Facts or Opinions. Write your answers in your Activity Book.

Writing A review of a festivity

In groups of three, write a review of a traditional celebration in Chile in your notebook.

1. Organizing the ideas

- a. Have you ever heard or been part of any of these traditional celebrations? If so, answer. What is it about? When is it celebrated? How is it celebrated?

Fiesta Tapati

Valdivian Week

Fiesta de La Tirana

Grape harvest Festival

Indigenous New Year



- b. Choose one traditional celebration from above or any other you have been part of, look for information and make notes about its most important features in order to include them in the review.
- c. Look for the meaning of the words below and include them in your review.

foreigner

heritage

custom

traditional

2. Drafting

Write a 150-words review. Use the information you collected. Write simple sentences and then put them into paragraphs, adding connectors you learned in previous lessons. Remember:

- a. Give it an engaging title.
- b. Use formal language.
- c. Include target words.

Check out the structure of the text in the **Writing reference**, page 29 of your Activity Book.

3. Revising

Organize your ideas in paragraphs, including all the elements mentioned previously.

4. Editing

Check for grammar, spelling and punctuation mistakes using the editor's marks in the box.

English Capitalization Rules

- Capitals are used for geographical names, NOT for directions, unless part of a distinctive region.
- Capitals are used for nationality, ethnic groups and religions.
- Capitals are used for distinctive historical periods.
- Capitalize proper nouns and adjectives derived from proper nouns
- Special occasions.
- The names of institutions and government departments.

Remember! Don't misuse capital letters. Excessive capitalization is distracting and confusing. On the other hand, lack of necessary capitalization can appear disrespectful.

Editor's Marks

-  Capital letter / Lowercase
-  Punctuation
-  Add a word
-  Check spelling
-  Change place

5. Publishing

Write the final version of your review.

- Exchange your review with another group and evaluate each other's work using the prompts in the box below.
- Discuss what you have learned about celebrations from your partner's reviews.

The review:

- ☒ has an engaging title.
- ☒ has grammatically correct forms.
- ☒ uses formal language.
- ☒ includes target words.
- ☒ has correct use of capital letters.
- ☒ includes relevant features of a traditional celebration.



Exit slip

Evaluate your performance. Discuss your answers with the class.

Write:

- things I've learned
- things I've found interesting
- things that need improvement
- questions I have
- thing I would like to learn more about

**The most important thing
I learned today...**

1 Discuss with your classmates.

- Have you ever heard the saying ***When in Rome, do as Romans do***? What does it mean?
- Do you think this saying should be applied only when going abroad?
- How important do you think it is to learn about other countries' customs and traditions?
- Do you think learning English may help you understand other customs and traditions? Why?

2 Look at the pictures below and answer.

- What rules or traditions do they show?
- Are any of these rules or traditions applied in our country?
- Would you follow these rules in those countries? Why?



Before listening

1  Discuss with the class.

- a. Do you think it is important to know the religious or spiritual beliefs of countries when traveling?
- b. In Arab and Muslim countries, there are norms of behavior which are different from those of “The West”. Would you adopt their religious norms if you visited those countries (head, arms and legs covering, use of skirt for women, and pants for men), as a sign of respect?
- c. Are there any religious norms of behavior in your country that foreigners should know about before traveling?



2   Read and listen to the piece of news, and discuss with your partner: Do you think it was OK to deport the tourist with the tattoo? Explain.

Sri Lanka to deport British tourist over Buddha tattoo

Naomi Coleman arrested for ‘hurting others’ religious feelings’ and ordered to be deported.

A British tourist is to be deported from Sri Lanka because of a tattoo of Buddha on her arm. A police spokesman said she was

arrested for “hurting others’ religious feelings”, after the tattoo of Buddha seated on a lotus flower was spotted on her right arm.

Buddhism is the religion of the country’s majority ethnic Sinhalese, and Buddhist tattoos are seen as culturally insensitive.”

Taken and adapted from: <https://www.theguardian.com/world/2014/apr/22/sri-lanka-deports-british-tourist-buddha-tattoo>

While listening

1   Listen to the text *The things you should never do when visiting Asia*, and discuss with your partners.

- a. Did you know any of these customs?
- b. Do they make sense to you?
- c. Which one do you think would be harder to follow for, as a citizen of your country?

2   Listen again and explain what these expressions mean.

- a. We are not saying you can’t be close to your loved one but, **don’t go over the top!**
- b. ... you probably don’t know the **ins and outs** of the things in the country you’re visiting.



3  **16**  Listen again and, based on the information in the text, take turns to express your opinion about:

- a. the use of chopsticks
- b. giving tips.
- c. bare feet.
- d. the use of left hand.



Key words

- chopsticks
- tip
- derogatory
- random
- onsen
- shrine

After listening

1  **17** Read the sentences, analyze them and complete the chart in your Activity Book.

- a. You **shouldn't** greet someone with a hug or kiss if you barely know them.
- b. Conversations about politics and religion **should** be avoided, since they are touchy subjects.
- c. You **ought** to wear conservative clothes when visiting temples or religious sites.
- d. Do you think I **should** bring some scarves for my trip to Bali?
- e. Men visiting in some Muslim countries **ought not to** wear shorts.

2  Use the expressions below to ask for advice on what people should or should not do when in Asia. Answer them.

What should I do if...?

Do you think I...?

Should I...?

Strategy in mind

- Understanding what to listen for.

Think critically

Make text-to-world connections

- What kind of topics could be considered provocative when in a foreign country? Why?

Make text-to-self connections

- What kind of topics could be considered provocative to talk about in Chile? Why?

Speaking Giving advice

Work in pairs. Give your partner some advice she/he should consider when traveling abroad.

1. Preparing to speak.

- a. Read the text and answer:
 - i. Did you know any of the customs or traditions mentioned in the text?
 - ii. Which of the countries would you like to visit? Do you know any other customs and traditions observed in that country?
 - iii. Do you think these customs and traditions are difficult to follow? Why?

Things you should better not do in....

Every country we visit has its own set of laws and cultural practices we may not be familiar with.

1 Japan - Do not tip anyone.

Tipping has never been part of their culture. Chances are, if you do leave a tip, they will chase after you thinking you left your change by mistake.

2 Russia - Do not give even numbered flowers as a gift.

An even number of flowers is only given at funerals, while an odd number is for gifts and celebrations.

3 Malaysia - Do not use your forefinger to point at anything.

Pointing with your forefinger is considered very rude, so just use your thumbs instead.

4 India - Do not make physical contact with the opposite sex.

It is not illegal, but it is frowned upon when members of the opposite sex have physical contact, especially handshakes or hugs, so it's better not to.

5 France - Do not talk about money.

Money talk is considered rude. You can talk about it in general terms, but talking about specifics is downright frowned upon.

6 Singapore - Do not spit in public.

You can get fined for doing things in public, if you get caught; this includes spitting, urinating, and smoking.

7 Germany - Do not greet anyone an early happy birthday.

There is a superstition that, if you do greet someone before his or her birthday, something bad might happen to him or her.

8 China - Do not give an umbrella as a gift.

Words and homophones are important in Chinese culture. In Chinese, the word "umbrella" sounds like the word for "separation", so that's a big no, especially if you're talking about someone's relationship.

9 Norway - Do not talk about going to church.

According to the European Social Survey, only 2% of the Norwegian population attends church. Bringing it up can seem intrusive and you might be deemed rude.

10 Ireland - Do not try to imitate their accent.

To the Irish, they don't have a singular accent but rather plenty of distinct accents, depending on what part of Ireland they're from.

Created by Publishing Team.

2. Practicing

Each student must choose 4 countries to report on. Write some sentences about things that should or should not be done in those countries and the reason why. Do not forget to use should / shouldn't and the lesson's vocabulary.

3. Performing

Take turns to exchange the pieces of advice.

4. Evaluating

Evaluate your partners' performance using the prompts in the box.

My classmate

- ☒ expressed her/his ideas clearly.
- ☒ used target modals correctly.
- ☒ justified her/his advices.
- ☒ used correct pronunciation.
- ☒ used correct intonation.

Exit slip

Evaluate your performance. Discuss your answers with the class.

Write:

- 5 things I've learned
- 4 things I've found interesting
- 3 things that need improvement
- 2 questions I have
- 1 thing I would like to learn more about

The most important thing I learned today...



CHECK YOUR PROGRESS

1 What have you learned about traditions? In your notebook, write 5 facts about traditions and 5 sentences expressing your opinion about them.

5 points

2  Listen to the following greeting customs around the world and answer the questions in your notebook.

3 points

- Which was your favorite greeting? Why?
- Would you feel uncomfortable with any of the greetings described? Explain.
- Are there any greetings similar to the ones in your country? Which one?



3 Listen to the text in exercise 2 again, and, write an email to a friend, on a separate piece of paper, giving her/him some advice about greetings in those countries.

10 points

4  Read the following text about Tewkesbury Medieval Festival and complete the statements in your Activity Book.

7 points

Tewkesbury Medieval Festival, 13th - 14th July 2019 Tewkesbury Abbey, Tewkesbury, Gloucestershire, England.

Tewkesbury Medieval Festival is widely regarded as the biggest free Medieval gathering in Europe, with over 2000 re-enactors and traders travelling from all over the continent. Many live in full medieval style for the weekend and welcome visitors to some of the living history camps around the battlefield. The re-enactors cook over open fires, weave, sew, play Medieval board games, carve spoons, and many other things. In our large medieval tents, you can buy anything from a full harness of armor or cooking range to a bottle of mead or a leather belt.



The event is organized by a hardworking team of volunteers. The majority of the cost to run the festival comes from our visitors via a small car parking fee, bucket donations, and fees received from traders. A donation is always well received!

Taken and adapted from: <https://www.tewkesburymedievalfestival.org/>

Interpret your results

Great! (25 points)	Good (20 - 24 points)	OK (13 - 19 points)	Not good enough (12 or less points)
You are achieving the learning goals. Keep on working hard!	You are very well prepared. You can easily achieve the highest score by analyzing the few mistakes you made.	Your performance is satisfactory, but you can improve. Revise the mistakes you made and work on your weakest areas.	You need to revise the contents and practice more, in order to improve your performance.

Before listening

1  Read the text below and discuss the questions.

- Why do you think people from different parts of the world eat different types of food?
- What, do you think, the food we eat can tell us about our traditions?
- Why, do you think, certain foods or culinary traditions are so important to our culture?

What food tells us about culture. (Extract)

Food is an important part of culture. Traditional cuisine is passed down from one generation to the next. It also operates as an expression of cultural identity. Immigrants bring the food of their countries with them wherever they go, and cooking traditional food is a way of preserving their culture when they move to new places.

Continuing to make food from their culture for family meals is a symbol of pride for their ethnicity and a means of coping with homesickness. Many open their own restaurants and serve traditional dishes. However, the food does not remain exactly the same. For example, some ingredients needed to make traditional dishes may not be readily available, so the taste and flavor can be different from the taste and flavor of the dishes that they would prepare in their home countries. Additionally, when immigrants sell food in another country, they do not only sell it to people from the same countries as them, but to people from different countries. Therefore, they have to alter the original dishes to cater to a wider range of customers with distinct tastes and flavor preferences. Alterations to original dishes can create new flavors that still retain the cultural significance of the dish.

What stays the same, though, is the extent to which each country or community's unique cuisine can reflect its unique history, lifestyle, values, and beliefs.

Source: <https://freelymagazine.com/2017/01/07/what-food-tells-us-about-culture/>



Tzutujil women preparing food. San Pedro la Laguna, Guatemala.

- 2  Listen to the description of some typical breakfasts around the world and connect them to the pictures.



While listening

- 1   Edward was invited to have dinner with a Japanese family, but he doesn't know their culture and asks for advice. Listen to the dialogue and discuss with your classmates.

- Were you aware of any of these food traditions?
- Have you ever tried Japanese food? Did you follow the Japanese manners? If not, would you give it a try?
- How much do Asian food manners differ from ours?

- 2   Listen again and discuss these questions.

- What should Edward do about his shoes?
- What kind of dinner must his host serve?
- How should Edward eat food served in bowls?
- What is the biggest "NOT TO DO" concerning Japanese manners?

Key words

- dump
- manners
- slurp
- dip

Strategy in mind

- Identifying specific information.

Think critically

Make text-to-world connections

- How much do Asian food manners differ from ours?
- What could be the basis for Asian food manners and traditions?

Make text-to-self connections

- Do we have any particular food manners that differentiate us from other Latin American countries?



After listening

English sounds

1.  Listen to the following words and classify them according to the sound /s/ or /z/.
 - a. Japanese
 - b. Western
 - c. express
 - d. horizontally
 - e. rest
 - f. sauce
2. Write some sentences, in your notebook, with the words in exercise 1, related to the topic of the lesson, and share them with the class.

Language in use

1. Read these sentences and answer the questions, orally.
 - *Alison must get her homework done before tomorrow.*
 - *Alejandro is late for dinner. He **may** have missed the bus!*
 - *Call Travis, he **must** know something about customs in Russia. He lived there for a couple of years.*
 - a. What function do the words in bold express?
 - b. What's the difference in meaning between the sentences? Explain it with your own words.

- 1  Listen to the dialogue again and write 4 sentences that you can hear, expressing (un) certainty. Write them in your notebook.

- a. (un) certainty
- b. obligation
- c. suggestion



- 2 Read the following sentences and pay attention to the phrases in bold. What certainty modals can be used to convey the same meaning?
 - a. **Perhaps**, my mom will travel to Egypt next summer.
 - b. **I'm sure** Magda read a lot about Nepalese customs and traditions before she left.
 - c. **I'm certain** that most of their traditions are based on their religious beliefs.
 - d. **It's possible** that he makes a mistake. He knows nothing about traditions regarding Indian food.

Speaking Role play: Talking about dining etiquette

Student A is traveling to a foreign country and does not know anything about food manners there. She/he asks Student B for help. Student B comes from the specific country, and gives her/his friend some tips about what to do and what not to do when eating there.

1. Preparing to speak.

- a. Find information about other countries' dining manners. Decide on the country you want to talk about. It can also be your country or a country you know about. Visit this link, if possible.
<https://theculinarytravelguide.com/dining-etiquette-around-the-world/>
- b. Write a draft of the dialogue on a separate piece of paper (student A and student B). Consider these points:
 - i. In your dialogue, include sentences expressing certainty.
 - ii. Include some key words from this and previous lessons.



Middle Eastern stew dinner



Ratatouille

2. Practicing

Listen to the recording on page 48 again. Pay special attention to the intonation and the target sounds of the lesson in order to produce them correctly when role playing.

3. Performing

Act out your dialogue in front of another pair of classmates.

4. Evaluating

Use the prompts in the box to evaluate your classmates' performance. Provide valuable feedback to your partners.

Our classmates...

- ☒ made use of correct tone and volume of voice.
- ☒ made use of correct pronunciation and intonation.
- ☒ role played a coherent dialogue.
- ☒ showed confidence.
- ☒ made use of appropriate body language.

Exit slip

Evaluate your performance. Discuss your answers with the class.

Write:

- 5 things I've learned
- 4 things I've found interesting
- 3 things that need improvement
- 2 questions I have
- 1 thing I would like to learn more about

The most important thing
I learned today...



1  Discuss with the class.

- a. Are there any cultures you really admire? Why? Support your answer.
- b. Do you think your country has adopted customs from another culture? How?



Linh Ung Pagoda, Vietnam.

Before reading

1  Exchange opinions with your partner.

- a. Have you ever felt confused by the customs of people from another culture? Why?
- b. If you could study abroad, what kind of complications do you think you would face?
- c. Do you think speaking English may help you narrow the cultural gap?
- d. Have you ever heard the term “Culture shock”? What does it mean?

2   Listen to Indian-born Nazreena Anwar-Travas talk about culture shock. Discuss what aspects of our culture may affect immigrants and how we can help them.



Key words

- culture shock
- newcomers
- preposterous
- overcome
- ethnocentric
- cognizant

Strategy in mind

- Identifying the main idea of a text.



Smart reading

1. Read the second part of Nazreena's experience. Answer the following questions in your notebook.
 - a. What is the text about?
 - b. What does it say about technology?
 - c. What does it say about weather?
 - d. In which paragraph can you identify the main idea of the text?
2. 👤👤 Look for the expression "I stuck out like a sore thumb" and underline it. Read the paragraph, and guess its meaning.

Be a culture shock absorber!

(Extract)

Based on my experience as an immigrant, here are five aspects of culture shock you may have to overcome:

The language barrier or the communication barrier is, by far, one of the most difficult obstacles that most newcomers face. It is not uncommon, for even those who speak English, to experience some reticence when speaking openly. Sometimes it's not just knowing English, it is how it is spoken or pronounced.

Getting accustomed to new dressing habits is another shocker for some. One of my neighbors, who was so used to wearing a *saree*, initially found it preposterous to wear jeans. But, after a few days of walking in the wind, she shyly brought home a pair of blue jeans. "If it helps my legs to keep warm, why not?" she laughed. "Congratulations, my friend, you have just completed your first adjustment course," I heard myself say.

The technology gap is another area where some newcomers have a hard adjustment, especially for those who are not used to working on computers or applications. A good friend of mine was used to having his assistant draft reports and business correspondence at his job back home and felt intimidated when he had to "do everything" himself in his new job in Canada. Personally, I had a tough time accepting that most people prefer to text more, reserving the phone call for more detailed conversations, planning or problem-solving.





Socially accepted behavior is another issue. This includes using certain expressions and body language. Asking why someone is not yet married or how many children one has might seem “normal” in certain ethnic cultures, but here, they are just too personal!

For me, it was a totally different shock altogether: the climate shock. Oh yes, after living in Dubai for almost seven years, everything under 20 degrees Celsius felt freezing to me. I landed in Calgary in June 2017 and by July, when people wore T-shirts and shorts, I was still wearing my black jacket and walked around with my hands in my pockets. Needless to say, I stuck out like a sore thumb.

Last piece of advice based on my experience: dealing with culture shock with an open and positive attitude can go a long way in overcoming the shock. While it is perfectly normal to love one’s ethnic culture, try as much as possible not to end up being ethnocentric. It is definitely comforting to hang around with fellow nationals and create a sort of informal ethnic community, but always be cognizant that you have made a choice to immigrate to a new country. It is unfair to expect your new country to accept you when you don’t want to accept it. So, get out of your comfort zone and blend in! Be a culture shock absorber!

Taken and adapted from: <https://bit.ly/2W4rG8p>

Your analysis

1. Answer the following questions in your notebook.
 - a. Do you think Nazreena’s experience is common amongst immigrants?
 - b. What do you think might be the main reasons for people to leave their own countries?
 - c. In your opinion, what attitude might make it easier for people to overcome culture shock?



Think critically

Make text-to-world connections

- How do you think culture shock may affect a person who moves to a Western country?
- How do you think culture shock may affect a person who moves to a Middle Eastern country?

Make text-to-self connections

- What aspects of our culture may cause a culture shock?

After reading

1 Read the text again, paying special attention to the words in green.

- a. What is the purpose of those words in the text?
- b. What would the plural form of those words be? Find out.



Language in use Reflexive Pronouns

1. Take a look at these examples and answer the questions below.

- a. My daughter likes to dress **herself** without my help.
- b. I taught **myself** to play the guitar.
- c. My cat always licks **itself**.
 - i. What does the word **herself** refer to?
 - ii. What does the word **myself** refer to?
 - iii. What does the word **itself** refer to?

2   Think about 4 sentences related to the topic of the unit and write them in your Activity Book. Make sure you include words in green from the previous text, as well as other reflexive pronouns.

E.g. *I prepared all this traditional food myself!*

3  Look at the pictures and write a list, in your notebook, of the different aspects of culture shock these people might experience if they moved to Chile. Share your answers with the class.



Jae-Sun, South Korea.



Asiya, Syria.

Speaking Debate about arranged marriages

Divide your class into two groups; one group will defend the idea of arranged marriages while the other group will talk against it.

1. **Preparing to speak.**

- Listen to the following facts about arranged marriages in India. Then, discuss the topic with your partners.
- After listening, decide who will be for and against arranged marriages.
- Each group will discuss their position and, in their notebooks, will write down 3 strong points to defend their ideas and a rebuttal speech (summary speech).
- Prepare your opening statement; develop your strong ideas and the rebuttal speech.
- Include connectors such as **therefore** and **although** in your arguments to give coherence to your speech.



2. Practicing

Each member of the group will have 2 minutes to express, develop and support their position.

3. Performing

The debate will be conducted by the teacher.

4. Evaluating

Evaluate your partners' performance, using the prompts in the box. Provide valuable feedback to your classmates.

Our classmates...

- ☒ body language was appropriate to the activity.
- ☒ presented clear and accurate arguments.
- ☒ made appropriate use of connectors to give coherence to the speech.
- ☒ presented relevant and strong counter-arguments.
- ☒ presented a coherent and cohesive debate.



Exit slip

Evaluate your performance. Discuss your answers with the class.

Write:

- 5** things I've learned
- 4** things I've found interesting
- 3** things that need improvement
- 2** questions I have
- 1** thing I would like to learn more about

**The most important thing
I learned today...**

1  Answer the questions.

- How was Latin America influenced by European music in times of the Colony?
- How has Latin American music influenced other countries due to globalization?

2   Listen to a text about music traditions and discuss. Use the pictures below to support your answers.

- The text talks about the “fiery and emotive nature” of flamenco. What gives Flamenco these characteristics? Explain.
- It is said that American folk is a “land-working proletariat” style of music. What does that mean?
- The Han Dynasty dates back to the 220 A.D. How do you think this music tradition has been preserved through the centuries?



3   Listen again, then take turns to answer these questions.

- Why is learning about musical traditions a good way to know about the culture of a country?
- What are the components of Flamenco?
- What is the main musical form that inspires American folk traditions?
- What is a pastoral style?
- What instruments are used to play Han?

4 **Final debate:** Read the sentence and discuss the questions with your partner.

UNESCO, in 2003, expressed an “urgent safeguarding” of the world’s intangible cultural heritage, including music, particularly those of indigenous and minority peoples. Is traditional music endangered due to globalization? If it is, what can we do, as a society, to reverse this situation?

- 1 Read this Portuguese tale and answer the questions in your notebook. Then, discuss them in groups.

The Islands of Flowers

Portuguese folktale

Long ago, a little angel had to leave Heaven because she had broken one of the Paradise rules. Walking through the heavenly gardens for the last time, she said to her favorite flowers: "It breaks my heart to leave you!"

She filled her arms with the lovely blossoms of Paradise. They filled her arms so full that she could not hold them all. Some of them fell on the smiling blue waters of the broad Atlantic. "I'll leave them where they are!" said the angel. There are nine of the flowers of Paradise which the angel dropped. They have always remained in the blue Atlantic where she left them.

Many years later, Portuguese mariners found them and Portugal claimed them as her own. They named them the Azores. To this very day, however, one of the islands is called Flores, which means flowers.



Adapted from: Spicer, E. (1922). *The Islands of Flowers - Another Story of the Origin of the Islands*. New York: Harcourt, Brace and Company, Inc.
Retrieved from: http://www.worldoftales.com/European_folktales/Portuguese_folktale_2.html

- a. What does this folktale explain?
- b. Where are the Islands of Flowers?
- c. Why do you think the angel broke a rule?
- d. Are there any similar tales in your country? What do they explain?



PROJECT: Infographic about customs around the world

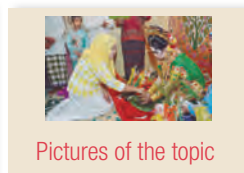
Materials



1 large Cardboard paper



Markers



Pictures of the topic

I. Preparation

1. Work in groups of three. You will make an infographic about the customs of 5 countries, including your own.

Note: If possible, work in the computer lab to make the infographic on the webpage below. Ask your computer lab assistant for technical support.

<https://www.canva.com/>

II. Procedure

1. With your partners, decide on the topic you would like to develop:

Birthdays around the world

Halloween around the world

Mother's day around the world

Independence day around the world

Note: If there are any other customs and traditions you would like to work with, ask your teacher for support.

2. Visit some reliable webpages or encyclopedias to learn and get information about the customs and traditions of the topic you selected.
3. Take notes of the most relevant information you would like to include in your infographic.
4. Once you have gathered all the data, make a draft of the information you will include and how it will be included in your infographic.
5. Make your infographic.
6. Be prepared to present your work to your partners.

III. Presentation

1. Present you infographic to your classmates and display it in a visible place in your classroom.

IV. Evaluation

After you have finished the presentation, reflect on your work and evaluate your group's performance, according to the following scale (answer in your notebook):

- 4 Excellent
- 3 Good
- 2 Satisfactory
- 1 Needs improvements

The group...	Score
worked collaboratively and responsibly towards the common goal.	4 3 2 1
completed the assigned work on time.	4 3 2 1
presented all the information required.	4 3 2 1
followed the instructions carefully.	4 3 2 1
developed awareness about the importance of learning about foreign customs and traditions.	4 3 2 1



FINAL CHECK

- 1** Write a 150-word paragraph in your notebook, giving advice to a foreigner who is coming to Chile.

10 points

- 2**  Listen to some New Year traditions around the world and choose the correct option. Write your answers on a separate sheet of paper.

5 points

- a.** In Canada, people jump into The English Bay...
- i.** on New Year's eve. **ii.** on New Year's day.
- b.** In England, a midnight kiss tradition stems back to...
- i.** old German folklore. **ii.** old English and German folklore.
- c.** In New York, people gather at Times Square to watch the New Year ball ...
- i.** descend **ii.** ascend.
- d.** In Ireland, some single women place mistletoe...
- i.** under their pillows. **ii.** against the wall
- e.** In Scotland, it is said that the first person to enter a house after midnight ...
- i.** brings luck with them. **ii.** ensures warmth in cold months.



- 3**  Read the following paragraph and explain why you think it is important to preserve music traditions.

10 points

Music is one of the key links that ties us to one another — within and across communities, to the past, the present, and the future. We are just beginning to realize the possible repercussions of music endangerment across the globe. The challenge now is for us to care enough about what lies outside our own worlds, so that together we may make efforts to recover what is nearly lost.



Source: <https://blog.oup.com/2014/05/why-we-should-all-care-about-dying-musics/>

Interpret your results

Great! (25 points)	Good (20 - 24 points)	OK (15 - 19 points)	Not good enough (15 or less points)
You are achieving the learning goals. Keep on working hard!	You are very well prepared. You can easily achieve the highest score by analyzing the few mistakes you made.	Your performance is satisfactory, but you can improve. Revise the mistakes you made and work on your weakest points.	You need to revise the contents and practice more, in order to improve your performance.

Health and Modern Life



“The difference between technology and slavery is that slaves are fully aware that they are not free”

Nassim Nicholas Taleb

OBJECTIVES OF THE UNIT

You will...

- listen to texts about health and modern life, in order to identify information about events that started in the past and are still in progress.
- read different types of texts about the topic of the unit. Identify topic vocabulary and expressions related to health and modern life, and make connections to the real world to improve comprehension.
- use dialogues and monologues to communicate with your teacher and classmates, making use of various learning strategies and correct pronunciation.
- produce written content in the form of individual sentences as well as simple descriptive and narrative texts related to health and modern life.

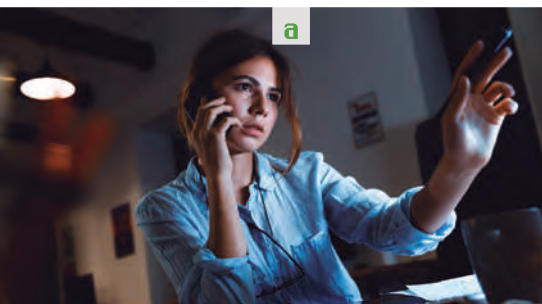
What for?

- to show comprehension by means of oral and written expression.
- to boost your reading comprehension by integrating strategies into the process.
- to express opinions about health and modern life, making use of target structures and topic vocabulary of the unit.
- to write cohesive and coherent texts, making use of different strategies, structures and topic vocabulary of the unit, as well as orthographic elements of the level.

1 Read the quote and discuss. Support your answers.

- Can you define “modern life”? Discuss.
- What do you think are the advantages and disadvantages of modern life for our health?
- What do you think of the phrase “we are slaves to technology”? Discuss.
- Have some aspects of modern life affected or changed your family relationships?

2 Listen to a short talk by a health expert. How are the pictures below related to what he says? Explain.



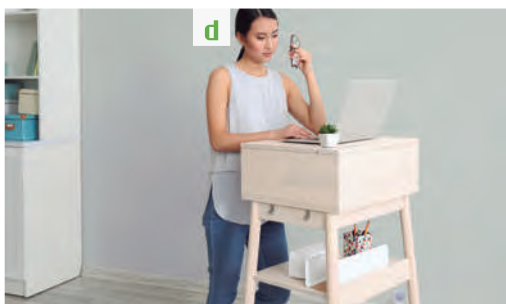
a



b



c



d



e

3 Discuss.

- Do you think the changes proposed by the expert can really help you improve your way of living?



DO YOU REMEMBER?

1  What is the purpose of the text below? Take a quick look and discuss.

2  Read the text, pay special attention to the highlighted verbs and answer in pairs.

- a. Which verbs are used to talk about the present?
- b. Which verbs are used to talk about unfinished actions?

How modern life affects our physical and mental health



Modern day living is a combination of evolving technology and social media. Communication channels are changing every part of our lives so rapidly that it can be tough to adjust. Are technology and media affecting our physical and mental health?

Technology **has improved** the lives of many people, with almost half of adults in the United States unable to imagine life without their smartphone.

The *American Psychological Association's Stress in America Survey 2017* **shows** that 99 percent of adults own an electronic device, around 86 percent own a computer, 74 percent own a smartphone, and 55 percent own a tablet.

The survey also **reports** that between 2005 and 2015, the percentage of adults using social media skyrocketed from 7 percent to 65 percent.

Rates of technology and social media use **are** therefore climbing. The two most popular social network sites **boast** a combined monthly user base of 2 billion people.

A recent research found that teenagers aged 13 to 17 years old **have shifted** their preferred social media platforms.

They also found that although 91 percent of teens regularly use text messaging, 40 percent also use the most popular messaging apps.

Social media and text messaging **have become** an integral part of how individuals interact with their social groups. In fact, for many teenagers and young adults, text messaging and social media communication is now more frequent than in-person interactions.



Taken and adapted from: <https://bit.ly/2rJTAKi>

3  In your Activity Book, transform the sentences with highlighted verbs into negative and interrogative form.

Before reading

1  Discuss with your classmates.

- a. How many years do you think the oldest person in human history lived?
- b. Do you think there is a secret to longevity?
- c. Would you like to live a long life? Support your answer.

2  Read these secrets for a long, happy and healthy life, according to a study. Look at the chart and discuss the questions below.

Centenarians' top secrets to longevity

Age	Name	Location	Longevity secrets
127	Leandra Becerra	Mexico	Chocolate, sleeping a lot.
122	Jeanne Calment	France	Olive oil, chocolate, a glass of wine a day.
119	Sarah Knauss	USA	No stress, not worrying about age, praying.
117	Emma Morano	Italy	3 eggs a day, being single.
116	Misao Okawa	Japan	Sushi, ramen noodles, sleeping 8 hours a day, relaxing.

Taken and adapted from: <https://www.aplaceformom.com/blog/senior-information/how-to-live-to-100/>

- a. Do you think having a healthy diet could help you live longer and better?
- b. How can faith help people live longer? Explain.
- c. How relevant do you think sleeping well is to have a good and long life?
- d. How are attitude and relationships related to health? Explain.
- e. Which of the “secrets” presented are the most important for you? Support your answer.



While reading

Key words

- life expectancy
- lifespan
- daily treats
- crash diet



Strategy in mind

- Identifying key words.

Smart Reading

1. Identify the words you consider to be central to the meaning of the text and write them in your notebook. Then, answer the questions orally.
 - a. How do these words capture the essence of the text?
 - b. Can these words be replaced by others with the same meaning but with a stronger effect?



How to live to 100

Paragraph 1

Worldwide, **life expectancy** is higher than ever before. In fact, a United Nations report shows that 20% of the population will be aged 65 years and older by 2050 — a figure which is likely to continue rising.

Paragraph 2

Although eating healthily has a strong showing in second place, even more centenarians attributed their long **lifespans** to less conventional advice involving daily treats such as chocolate, bacon or sugary drinks.

Paragraph 3

Elizabeth Sullivan, 104, sums up this paradox perfectly in a conversation with her doctor:

"I saw the doctor and he said, 'Are you careful about what you eat?' and I said, 'Certainly not, I have been drinking three sodas a day for a long time', and he said, 'Oh my goodness, that's too much sugar. You will die if you keep drinking that,'" she recounted. "But 10 years later he died and I had to change doctors. So I'm still drinking three sodas a day and people said that's bad for me but you know, not very many people live to be 104. So I guess the sugar in the sodas has kept me alive all this time."

Paragraph 4

Somewhat controversially, more centenarians recommended a daily drink than **abstaining from** drinking alcohol entirely — seemingly claiming that a little bit of the bad stuff might do us some good after all.

Paragraph 5

Other **popular advice** included staying active, keeping a positive attitude, and maintaining relationships with family and friends. Similarly, getting enough sleep, being nice to others, and having religious faith were also acknowledged as important parts of living well into old age.

Paragraph 6

Judging from the advice collated, striking a happy balance seems to be key to a long and healthy life. None of the centenarians featured in the research recommended **crash diets** or complete lifestyle renovations. Instead, their tips were tailored to their own lifestyles and practiced consistently. Most of them have been indulging in a daily glass of wine, eating plenty of vegetables, or simply keeping a loving network of family and friends.

Source: <https://www.aplaceformom.com/blog/senior-information/how-to-live-to-100/>

Your analysis

1. Discuss, orally. Which paragraph mentions...
 - a. popular pieces of advice?
 - b. a less conventional advice?
 - c. that life expectancy is higher than before?
 - d. features that centenarians do not carry out?
 - e. a controversial recommendation?
 - f. a paradox about healthy eating?
2. Discuss with your partners
According to the data presented previously, having a healthy diet proved to be one of the most important factors to live longer. What do you think would be a healthy diet?



Think critically

Make text-to-world connections

- Japanese and Mediterranean diets are said to prolong life. What could be the reason for this?
- How much do you think these diets differ from ours?

Make text-to-self connections

- Nowadays, Chileans live longer than they did 50 years ago. What are the factors that have influenced having a longer life? Discuss.

Language in use

1. Read the sentences below. What do they have in common? Why is it used?

- I've **been avoiding** processed food for years.
- Sally **has been reading** a pretty good book about how to keep a healthy mind.
- **Has** your brother **been talking** about going vegan again?

Present Perfect Continuous is used for actions and situations that started in the past and are still in progress or have happened repeatedly up until the present.

2. ◀ 31 ▶ This tense is also used with expressions that indicate the period of time, for example **since** and **for**. Look at the examples and choose the correct options below. Write the full sentences in your Activity Book.

- Example 1: My son has been suffering from anxiety **since** he applied for that job.
 - Example 2: She hasn't been smoking **for** over a year now.
- a. My parents have been going to the gym **for / since** three months or so.
- b. They have been working in front of blue light screens **for / since** 2010.
- c. Doctors have been saying **for / since** ages that having physical activity and a healthy diet are essential to have a better and longer life.
- d. People have been talking about sleep hygiene **for / since** the last few years.

1 ◀ 31 ▶ Write suitable questions for the sentences in exercise 2 in your Activity Book.

Writing An article

1. Organizing ideas

- a. Have you ever heard the term “superfoods”? Look at the picture and read the text on the next page and discuss the following questions:
- Why was the term “superfood” coined for marketing purposes?
 - What are “superfoods” supposed to do?
 - Do you think “superfoods” have the key to get a better and healthier life? Support your answer.
- b. In groups, choose one of the “superfoods” mentioned below and do some research on its characteristics and benefits.

Beetroot

Goji

Avocado

Pomegranate

Seaweed

Kale

Chia seeds



What Are Superfoods?

Nutritionally speaking, there is no such thing as a superfood. The term was coined for marketing purposes to influence food trends and sell products.

The food industry gives the “superfood label” to nutrient-rich foods with a supposed capacity to positively affect health. Though many foods could be described as “super”, it’s important to understand that there is no single food that holds the key to good health or disease prevention.

Taken and adapted from: <https://www.healthline.com/nutrition/true-superfoods>

2. Drafting

Read the *Writing Reference* in your Activity Book on pages 40 and 41, about the features to include in your text, and then write an article in 140-190 words. Use the information you collected. Write simple sentences and then put them into paragraphs, adding connectors you have learned in previous lessons. Remember:

- Give it an engaging title.
- Make sure each paragraph begins with a topic sentence.
- Introduce questions to capture the reader’s interest.
- Include Present Perfect Continuous sentences whenever it is possible.

3. Revising

Organize your ideas in paragraphs and make sure you’ve included all the elements mentioned previously.

4. Editing

Check for grammar, spelling and punctuation mistakes, using the Editor’s Marks.

5. Publishing

Write the final version of your article.

Exchange your article with a partner and evaluate each other’s work, using the prompts in the box.

Editor’s Marks

-  Capital letter / Lowercase
-  Punctuation
-  Add a word
-  Check spelling
-  Change place

The article...

- ☒ has an engaging title.
- ☒ begins with a topic sentence.
- ☒ includes engaging questions.
- ☒ includes the writer’s main ideas.
- ☒ is well-organized and interesting for the reader.

Exit slip

Evaluate your performance. Discuss your answers with the class.

Write:

- 5 things I’ve learned
- 4 things I’ve found interesting
- 3 things that need improvement
- 2 questions I have
- 1 thing I would like to learn more about

The most important thing
I learned today...

Ministerio de Educación.
KB
Prohibida su comercialización.



Before listening

1 Answer these questions in pairs.

- How many times a week do you do physical activity?
- How can physical activity be beneficial for health?
- What kind of problems can be caused by the lack of physical activity?

2 Discuss the benefits of physical activity with the class. Then, rank the “top 5 benefits of physical activity” that would make you stand up from your seat.

The Multiple Benefits of Physical Activity

Increases

- Fitness, stamina and energy.
- Lean muscle, muscle strength and bone density.
- Flexibility, coordination, and balance.
- Improved immune system.
- Healthy ageing, mobility, independence and quality of life in older adults.
- Mental health.
- Memory, behavior, and concentration.

Reduces

- Chronic illness and disability.
- Mortality rates and risk of dying prematurely.
- Risk of coronary heart disease, cardiovascular disease and stroke.
- Risk of diabetes, high cholesterol and high blood pressure.
- Risk of colo-rectal and breast cancer.
- Risk of asthma.
- Risk of osteoporosis and symptoms of arthritis.
- Body fat, overweight and obesity.
- Falls and injuries in older people.
- Risk of developing dementia.
- Feelings of fatigue, depression, stress and anxiety.
- Risk of menstrual symptoms, constipation and back pain.
- Risk of postnatal depression.
- Demand on health services.

Created by Publishing Team.

While listening

1 Complete the mind map of the words yoga and High-Intensity Interval Training (HIIT) in the Activity Book, with vocabulary that you think you might hear in the recording. Use the picture below to support your answers and compare with your classmates.



Key words

- flexibility
- weightlifting
- workouts
- soreness
- tightness
- squats

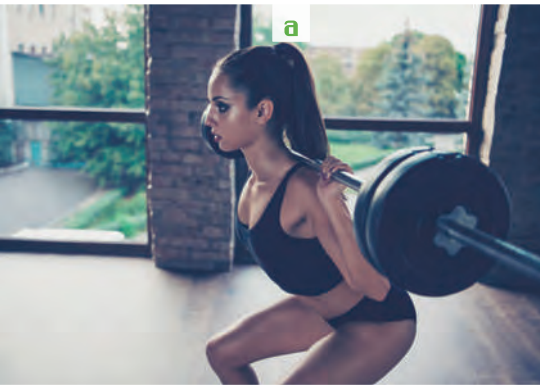
Strategy in mind

- Predict the topic of the audio track.

Your analysis

2  Listen to a radio program talking about how yoga and HIIT can work together and answer in your notebook.

- Were the words from your “mind map” mentioned?
- Identify the sports in the pictures.
- Which two pictures best represent the vocabulary from the recording?



Your analysis

3   Listen again and choose the correct option with your partner. Answer in your notebook.

- Yoga practitioners / Some people** feel intimidated by High Intensity Training.
- High Intensity Training and yoga improve your **strength / strength and endurance**.
- Yoga / High Intensity Training** helps with muscle tightness.
- Practicing **yoga / High Intensity Training** complements freediving training.
- High Intensity Training, cycling and diving **are not / are** fitness practice examples.

4 Which pictures from exercise 2 illustrate the vocabulary below? Discuss.

- | | |
|------------------|-------------------|
| i. bodyweight | iv. soreness |
| ii. freediving | v. squats |
| iii. mindfulness | vi. weightlifting |



Think critically

Make text-to-world connections

- It is a fact that yoga has multiple benefits for physical health. In this sense, do you think practicing yoga should be part of the daily school schedule?

Make text-to-self connections

- How do you think yoga can benefit your academic achievements?

After listening

1   Read and choose the correct answer with your partner. Answer in your notebook. Then, listen and check.

- a. Going on a diet means:
 - i. you start a diet.
 - ii. you are in the process of dieting.
- b. Keeping fit means:
 - i. becoming healthy though exercise.
 - ii. exercising regularly to be healthy.
- c. Gaining weight means:
 - i. an increase in your body weight.
 - ii. a decrease in your body weight.
- d. In bad shape means:
 - i. not having a healthy physical appearance.
 - ii. having a healthy physical appearance.



2  Take turns to read the sentences with the correct collocation.

- a. I've put on 5 kilos since last year. No gym during that period really helped me to **gain / lose** weight.
- b. You are in very **good / bad** shape, you look very healthy. What are you doing?
- c. It took almost a year to **get / keep** fit, in order to run in the marathon.
- d. The doctor recommended me to **go / be** on a low-salt diet.

3  Listen and check your answers from exercise 2.

4  Make sentences with the collocations you did not use in exercise 2. Use the picture below to create your sentence. .



Speaking Talking about physical activity and active living

1. Preparing to speak

- a.  Tell your partner what you have been doing lately to live an active life. Give examples.
- b.  ³² Listen to the article *Get into working out*. Which of these statements are correct? Discuss.
 - i. Listening to music keeps you motivated to work out.
 - ii. Gear is not important for sport activities.
 - iii. It is beneficial to have daily long workout sessions.
 - iv. You don't need to feel guilty if you miss a day of workout routine.

2. Practicing

- a. In pairs, make some notes about what you will include in your speech.
 - i. What, when and where you have been practicing.
 - ii. Why you have been practicing.
 - iii. Positive aspects of your activity.
 - iv. Negative aspects of your activity.
 - v. Sum up
- b. Include sentences expressing actions and situations that started in the past and are still in progress.
- c. Include collocations covered in the lesson.



3. Performing

In pairs, take turns to give your opinion, out loud. Then discuss, with your partner, whether you agree or not with her / his point of view. You can use some of the expressions below.

You're right,

I agree...

I think you are quite right

Actually, I don't agree...

I disagree...

4. Evaluating

Evaluate your partner's performance, using the prompts in the box.

My classmate

- ☒ expresses her / his ideas clearly.
- ☒ uses target grammatical structure.
- ☒ justifies her / his points of view.
- ☒ includes topic vocabulary.
- ☒ expresses her / his opinion about other points of view.

Exit slip

Evaluate your performance. Discuss your answers with the class.

Write:

- 5 things I've learned
- 4 things I've found interesting
- 3 things that need improvement
- 2 questions I have
- 1 thing I would like to learn more about

The most important thing
I learned today...

CHECK YOUR PROGRESS

1  Listen to the following tips to have a healthy sleep and answer.

4 points

- Name 3 things people should and shouldn't do as part of their bed routine.
- What temperature is recommended for a bedroom and why?

2 Read the text and write in your notebook what it says about:

8 points

- students who exercise more.
- physical activity and grades.
- executive purposes.
- blood flow.



Active kids learn better.

Did you know?

- Most research shows that replacing academic lessons with physical activity does not have a detrimental impact on school grades – in fact some research shows increased participation in physical activity leads to better grades.
- Most research in this field has found a positive link between children's physical activity participation and academic achievement.
- Short amounts of exercise benefit memory and cognition.
- More intense physical activity out of school resulted in higher test scores and improved reading comprehension.
- Physical activity intervention led to significant improvements in children's math scores.
- Students who exercised more participated in sports and achieved higher grade point averages.
- Regular physical activity may increase blood flow to the brain.

Taken and adapted from: <https://www.dsr.wa.gov.au/about/benefits-to-the-community>

3  Write 5 sentences about what you have been doing lately to have a better quality of life.

5 points

4 Final debate: Do you agree with the following statement? Explain.

10 points

"To keep the body in good health is a duty...otherwise we shall not be able to keep the mind strong and clear."

Buddha

Interpret your results

Great! (23 points)	Good (17 - 22 points)	OK (11 - 14 points)	Not good enough (1 or less points)
You are achieving the learning goals. Keep on working hard!	You are very well prepared. Analyze the few mistakes you made.	Your performance can improve. Revise your mistakes and weakest areas with your teacher.	You need to revise the contents and practice more, in order to improve your performance.



Before listening

1 Discuss with your classmates.

- a. How important is it to have a “healthy mind”?
- b. What aspects of our everyday life can affect (positively and negatively) our mental health?
- a. Is it important to have a healthy body in order to have a healthy mind?
- d. Have you ever heard of the concept “brain fitness”? What do you think it means?
- e. How are the images below related to the concept of “brain fitness”? Explain.



2 Discuss these questions, make notes and share your answers with the class.

- a. How do you think a teenager’s brain is different from an adult’s brain?
- b. At what age do you think human brains are fully developed?
- c. What are the people in the pictures below doing for their mental health? Explain.
- d. How do you think memory changes with age? Explain.



While listening

Smart Listening

1   Listen to some facts about our brain. Which facts did you find most interesting? Take notes in your notebook and discuss them.

2   Listen to the second part of the text and complete these sentences in your Activity Book.

- a. Brain fitness has...
- b. Focus on fish oils from wild...
- c. Stories are a way to solidify...
- d. ...exercise is a great “brain exercise” too.
- e. To really help your brain stay young...



Key words

- tease
- mental state
- fats
- engage
- flax seeds

Strategy in mind

- Completing sentences.

3   Listen to the second part once more and answer these questions.

- a. Look at the pictures below. In which other ways can you challenge your brain?
- b. How often is it necessary to meditate to increase your brain fitness?
- c. Which kind of fat should you eliminate from your diet?
- d. How many hours per day does the average person watch TV?
- e. How can learning to cook, for example, improve your brain fitness?



Think critically

Make text-to-world connections

- Global average life expectancy increased by 5.5 years between 2000 and 2016. Due to this fact, many brain training programs are offered to seniors all over the world. Do you think these training programs should be part of each nation's health care system to promote mental health?

Make text-to-self connections

- What kind of action can we take in order to promote brain fitness in our country? What can we do as a society?

Language in use Adverbs

1.  36 Read and listen to the following sentences, paying special attention to the highlighted words in bold. What do they convey?

a. manner b. attitude c. focus on specific information

- i. **Frankly**, I don't think I spend too many hours in front of the TV.
- ii. Meditating has **surprisingly** helped me to develop concentration.
- iii. The first thing we eliminated from our diet was trans fats, **clearly**.

Adverbs can indicate "attitude". In this particular case, the adverb is not related to the relationship between subject and action.

Example:

Attitude: Clearly, it was a matter of time to see her change her diet.

Relationship subject/action: Now, she can clearly see the consequences of her bad habit.

1  32 Create four sentences in your Activity Book, using the following adverbs.

easily

drastically

frequently

differently

2  33 What do these phrases from the audio track mean? Write your explanations in the Activity Book.

- a. solidify memories
- b. challenge your brain
- c. help your brain stay young

3  Read and discuss this question in groups. Share your ideas with the whole class.

According to the CNTV, during 2017, an average Chilean spent 813 hours consuming TV. Taking this fact into consideration, what kind of initiatives would you promote to encourage people to turn off the TV?



1. Preparing to speak

- a. 👤 Read the results of the largest study of stress made in the UK and discuss which results you found surprising, interesting or worrying.



Mental health statistics: stress

Results of the Mental Health Foundation's 2018 study.

The study was an online poll undertaken by YouGov, and had 4,619 respondents. This is the largest known study of stress levels in the UK.



- ◆ In the past year, 74% of people have felt so stressed they have been overwhelmed or unable to cope.

Age differences

- ◆ 30% of older people reported never feeling overwhelmed or unable to cope in the past year, compared to 7% of young adults.

Behavioral effects

- ◆ 46% reported that they ate too much or ate unhealthily due to stress. 29% reported that they started drinking or increased their drinking, and 16% reported that they started smoking or increased their smoking.

Psychological effects

- ◆ 51% of adults who felt stressed reported feeling depressed, and 61% reported feeling anxious.
- ◆ Of the people who said they had felt stress at some point in their lives, 32% said they had had suicidal thoughts and feelings.
- ◆ 37% of adults who reported feeling stressed reported feeling lonely as a result.



People with stress usually eat unhealthy food.

Causes of stress

- ◆ 36% of all adults who reported stress in the previous year cited either their own or a friend/relative's long-term health condition as a factor. This rose to 44% of adults over 55.
- ◆ Of those who reported feeling stressed in the past year, 22% cited debt as a stressor.
- ◆ For people who reported high levels of stress, 12% said that having to respond to messages instantly was a stressor.
- ◆ 49% of 18-24-year-olds who have experienced high levels of stress, felt that comparing themselves to others was a source of stress, which was higher than in any of the older age groups.
- ◆ 36% of women who felt high levels of stress, related this to their comfort with their appearance and body image, compared to 23% of men.
- ◆ Housing worries are a key source of stress for younger people (32% of young people cited it as a source of stress in the past year). This is less so for older people (22% for people between 45-54 years of age and just 7% for over 55s).
- ◆ Younger people have higher stress related to the pressure to succeed. 60% of 18-24 year olds and 41% of 25-34 year olds cited this, compared to 17% of 45-54s and 6% of over 55s).

2. Practicing

Take notes of the facts you think are surprising, interesting or worrying in the study. Write some attitude adverbs, such as 'sadly', 'unfortunately', etc., next to the facts to help you convey the meaning you want when sharing your opinion.

3. Performing

Take turns to present your opinion to the rest of the group. Add if you agree with your classmates or not. Explain why.

4. Evaluating

Use the prompts in the box to evaluate your classmates' performance. Provide valuable feedback to your partners.

My classmates...

- ☒ made use of correct tone and volume of voice.
- ☒ made use of correct pronunciation and intonation.
- ☒ expressed her/his opinion coherently.
- ☒ showed confidence.
- ☒ made use of appropriate attitude adverbs to convey meaning.



Exit slip

Evaluate your performance. Discuss your answers with the class.

Write:

- 5** things I've learned
- 4** things I've found interesting
- 3** things that need improvement
- 2** questions I have
- 1** thing I would like to learn more about

**The most important thing
I learned today...**

1  Discuss. Share your conclusions with the class.

- What is happiness to you?
- Look at the pictures. What do you think make them happy?
- What do you feel when you feel happy?
- Do you think happiness is good for health? Why?
- How does your body express happiness?
- Do you think happiness may have effects on relationships or work?



2  Read a part of the lyrics of a very famous song and discuss with your partner.

- What does it mean when it says "But when you worry you make it double"?
- What's the attitude described in the second verse? Explain.

Don't worry, be happy

by Bobby McFerrin

Here's a little song I wrote
You might want to sing it note for note
Don't worry, be happy
In every life we have some trouble
But when you worry you make it double
Don't worry, be happy
Don't worry, be happy now

Don't worry
(Ooh) be happy
(Ooh) don't worry, be happy
(Ooh) don't worry
(Ooh) be happy
(Ooh) don't worry, be happy

Ain't got no place to lay your head
Somebody came and took your bed
Don't worry, be happy
The landlord say' your rent is late
He may have to litigate
Don't worry, be happy

Taken from: <https://www.azlyrics.com/>

3  Find the song and play it in class. Do you like it? Why?

Before reading

1  Is there a formula to be happy? For Dr. Amit Sood, there is one. Read the text below and discuss the questions.

- a. Why is it important to work with expectation?
- b. Do you need to put equal effort into caring for yourself and others?
- c. What do you understand by “nurturing”?
- d. What are the 2 formulas for happiness?



The key to happiness in 2 simple formulas

“ $H = R - E$, or happiness equals reality minus expectations” Dr. Sood says.

Dr. Sood has spent his career researching the keys to happiness, and says it can be much simpler than some people make it. A lot of it, he says, comes down to focusing on the things you can control.

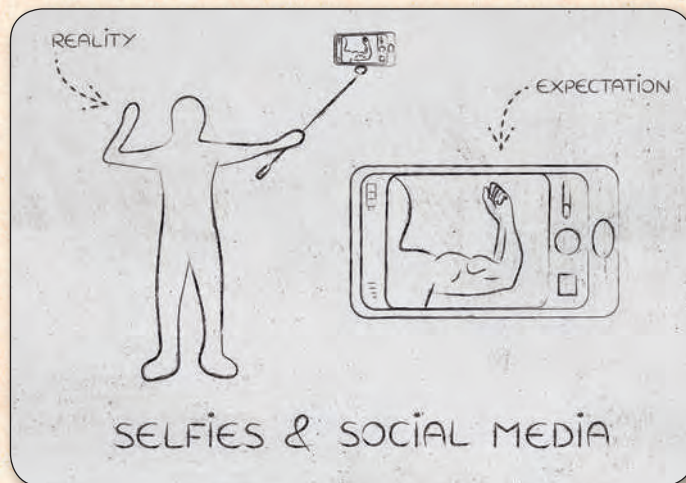
“You cannot always change reality, but you can always work with expectation” he says. “And the more your expectations are reasonable, perhaps a little lower, the happier you will be.”

Along with managing your expectations, Dr. Sood says happiness can also be maximized by putting equal effort into caring for yourself and others.

“If I have four pieces of chocolate, I can give you all four. It’ll make you happy; it’ll make me miserable” Dr. Sood says.

“I can eat all four. It’ll make me happy, and it’ll make you miserable. I think true happiness is in eating two chocolates yourself and giving away two. So you are nurturing yourself, and you are nurturing others. It is in this synergy, in this combination that you will find the greatest happiness.”

So if you need more happiness in your life, just remember two simple formulas: two for me plus two for you equals happiness, and happiness = $R - E$, or reality minus expectations.



Social Media is usually deceptive when portraying “real life”.

Source: <https://newsnetwork.mayoclinic.org/discussion/mayo-clinic-minute-the-key-to-happiness-in-2-simple-formulas/>

Key words

- Genetic predisposition
- Voluntary condition
- Healthy behaviors
- Emotional payoffs
- Metropolitan areas



Strategy in mind

- Skimming and scanning for specific information.

Smart reading

1. Before you read the text, find the key words and write them in your notebook.
2. Skim the text and, with a partner, talk about 3 facts that caught your attention and explain why.

HAPPINESS

= **S** + **C** + **V**

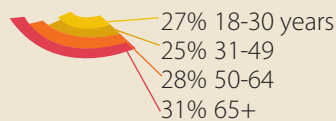
our **genetic predisposition** (accounts for roughly 50%)

conditions (things we can't change: ethnicity, for example)

voluntary conditions (things we can change: jobs, relationships, hobbies, location)

Health

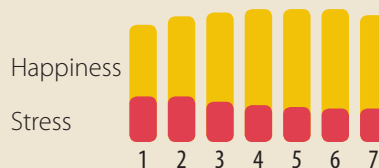
Percentage of adults who exercise 30+ minutes, 5+ days a week



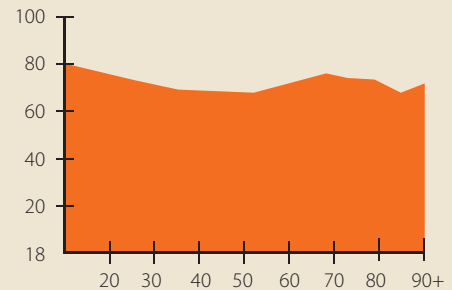
Exercise benefits:

- Releases endorphins
- Reduces stress
- Prevents depression
- Improves sleep
- Increases energy levels
- Builds muscle tone

Numbers of days with at least 30 minutes of exercise and reported stress, happiness levels



Percentage of happy Americans by age



Healthy behaviors, like exercising and eating right, have bigger emotional payoffs for lower-income individuals (those who earn less than \$36,000 a year).

Healthier people are

20%

happier than average.

26%

of Americans are obese.

Americans spend as much as

90%

of their lives indoors.

Drugs like nicotine and alcohol will, over time, reduce the levels of serotonin and dopamine, the chemicals in your brain that control when you feel happy.

Only 48%

of Americans consider themselves "very happy".

Relationships

6 - 7 hours:

the amount of time spent socializing each day that makes people happiest.



Over the last few decades, women have become less happy with their lives compared to men.

Marriage protects against normal declines in happiness during adulthood which happens over time.

Religiously speaking

- The very religious, which accounts from around 41% of adults, are much happier than the less-religious and non-believers.
- People with more than 10 friends in their congregation were

TWICE

as happy in life as those who had no friends in their congregation.

- Nuns who expressed faith and optimism in their journals were more likely to live longer than those who didn't.

- A research shows that both lottery winners and paralyzed accident victims found their happiness levels went back to their previous life / before tragedy happiness levels in less than a year.
- Only 48% of Americans consider themselves "very happy".

Location

Happiest countries



People who live in large metropolitan areas are happier and healthier than their rural counterparts: fewer are obese, fewer smoke cigarettes, more visit the dentist and they have easier access to fruits and vegetables.

Happiest States in the US

1. Hawaii
2. North Dakota
3. Minnesota
4. Alaska
5. Utah
6. Colorado
7. Kansas
8. Nebraska
9. New Hampshire
10. Montana

Career

33%

of people say they are very happy with their jobs.

93%

of people are happiest when they use their skills and strengths for 10+ hours. However, this refers to only about 1 in 4 adults.



Happiness brings us more success, *not vice-versa*

The happiest careers are ones which involve serving other people. Tops go to:

1. Clergy
2. Firefighters
3. Reservation agents

30% of workers are engaged in their work, meaning they are involved, enthusiastic and contribute positively.

52% are not engaged and **18%** are actively disengaged.



Engaged workers are just about as happy on the weekdays as they are on the weekends.

Beyond a household income of

\$75.000

a year, money does nothing for happiness.

"My philosophy is, if you can't laugh at yourself, life is going to be pretty terrible for you"

-Alvin Wong, NY Times' happiest American

Taken and adapted from: <https://bit.ly/2XSlvE5>

Your analysis

1. Answer in your notebook. According to the text...
 - a. which are the top 5 happiest countries in the world?
 - b. what is the effect of nicotine and alcohol consumption?
 - c. what are the benefits of exercising?
 - d. how many hours a day do happy people spend socializing?
 - e. which are the happiest careers?
2. What do these numbers from the text refer to? Answer in your notebook.
 - a. 90%
 - b. \$75.000
 - c. 6 - 7 hours
 - d. 30 + minutes
 - e. \$36.000



Think critically

Make text-to-world connections

- Why are "urban" people happier than those who live in rural areas?

Make text-to-self connections

- Do you think Chileans living in urban areas are happier than those who live in rural areas? Why?

Language in use Provided that / As long as

1. Read these examples. What's the function of the words in bold? Discuss.

- a. **Provided that** he quits fast food, he can change his fitness routine.
- b. You'll sleep well soon, **as long as** you go to the doctor to treat your snoring problem!

Provided that and **As long as** are used when the speaker / writer wants to establish specific conditions or set limits on a situation. **As long as** is more common in spoken language; while **provided (that)** is more formal and more common in written language.

1 Write 2 sentences in your notebook, based on the pictures below. Use the expressions **as long as** and **provided that**.



Language in use Comparing and Contrasting

1. Read the examples below. What do the expression in bold want to convey in each sentence?

- a. UK government has offered brain training programs for many years, **just as** the Chilean government lately.
- b. In European countries, this program has been available in the private health system, **while** in Chile, this benefit is only for those people in the public system.

2. Use the expressions below to replace the target expression in exercise 1.

in the same way nevertheless on the other hand as well as

2  In pairs, discuss about the things that make you feel happy and why. Fill in the Venn Diagram in your Activity Book with the things you agree with and differ from.

Writing About the happiest moment of your life

1. Organizing ideas

a. Read these sentences. What are the people describing? Discuss.

- "Spending a day at the beach by myself and feeling alive, serene, and actually enjoying being alone."
- "My wedding day was the happiest day of my life."
- "When I created a piece of work and someone bought it."



- b.** Think about the happiest day of your life. In your notebook, make a plan of the information you will include, following this structure.

First paragraph: Set the scene (Who, where and when).

Second paragraph: Write the main part of the story, and the background of the event.

Third paragraph: Write the climax of the story and the outcomes.

2. Drafting

Use your notes to write the draft of your story. Include the content covered during the lesson.

Remember that when writing a story you should:

- use narrative sentences in past tense (simple, continuous, past perfect or past perfect continuous).
- adjectives and adverbs to make your story more descriptive.
- use adverbs of sequence to describe the order of the events.

3. Revising

Read the prompts in the box to check your draft and improve or complete the story.

4. Editing

Check for grammar, spelling and punctuation mistakes, using the Editor's Marks.

5. Publishing

- Exchange a copy of your story with another partner.
- Evaluate your classmate's work, using the prompts in the box. Provide valuable feedback.

Editor's Marks

≡ Capital letter / Lowercase

○ Punctuation

✓ Add a word

ss Check spelling

↻ Change place

The text...

- ☒ includes all elements of a story.
- ☒ follows a coherent and cohesive structure.
- ☒ makes use of appropriate orthographic rules.



Exit slip

Evaluate your performance. Discuss your answers with the class.

Write:

- 5 things I've learned
- 4 things I've found interesting
- 3 things that need improvement
- 2 questions I have
- 1 thing I would like to learn more about

**The most important thing
I learned today...**

SUBJECT CONNECTIONS

Physical

Education

1  Discuss the questions.

- a. Students who are physically active tend to have better grades, school attendance, and classroom behaviors. What do you think the reason for this is?
- b. Why is, for most people, so difficult to start doing physical activity and being constant?

2  Listen and say what the American Heart Association's opinion is about...

- a. the kind of physical activity people should do.
- b. people with disabilities or chronic conditions.
- c. the relationship between physical activity and muscles.
- d. consulting a health-care provider.



3   Listen again and decide which of these statements are true. Discuss and explain.

- a. Aerobics are exercises that are good for people's health.
- b. When people get older, muscles lose strength and flexibility.
- c. People who have a chronic condition need appropriate physical activity.
- d. People who enjoy regular physical activity have lower death rates than the rest of the people.
- e. People with heart disease that are physically fit live longer and are prone to have fewer heart attacks.

4  **Final debate:** Discuss about the reasons behind this figure and what kind of actions can be taken to lower this rate. Use the pictures below to support your answer.

According to CDC Healthy Schools (Centers of Disease Control and Prevention), only 27.1% of high school students in the United States participates in, at least, 60 minutes per day of physical activity on all 7 days of the week.



LITERARY CIRCLE

- 1 Read the excerpt from *Go ask Alice*. Discuss the questions, orally. Explain your answers.

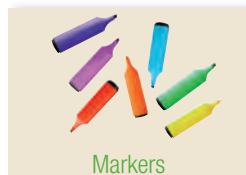


- a. How does Alice feel? Why?
- b. What is Alice trying to do?
- c. How did Alice's mother try to help her?
- d. Do you think Alice has a healthy lifestyle?
- e. What tips would you give Alice?



PROJECT: Healthy Habits Poster

Materials



I. Preparation

1. Work in groups of 5. You will make a poster of 4 healthy activities and/or habits for people of a particular age and present it to your classmates.
2. Elaborate an action plan for the project. Before you start, read the rubric carefully in order to know, in advance, the components that will be evaluated.

Note: If possible, work in the computer lab to search for information and make the poster. Ask your computer lab assistant for technical support.

II. Procedure

1. Your teacher will assign each group an age range.
20's and 30's 40's 50's 60's
2. Find some reliable sources (web pages or experts' opinions) to learn about healthy habits of the people of the age range you were assigned. Consider food, physical activity and mental health.
3. Once you have gathered all the data, make a draft of the information you will include in your poster:
 - Title
 - Age range characteristics
 - Healthy habits and their benefits
4. Make your Poster.
5. Be prepared to present your work to your partners.

III. Presentation

1. Present your research and poster to your classmates.

IV. Evaluation

After you finished the presentation, reflect on your work and evaluate you group's performance, according to the following scale (answer in your notebook):

- 4 Excellent
3 Good
2 Satisfactory
1 Needs improvements

The group...	Score
worked collaboratively and responsibly towards the common goal.	4 3 2 1
completed the assigned work on time.	4 3 2 1
presented all the information required.	4 3 2 1
acknowledged the source of information properly.	4 3 2 1
followed the instructions carefully.	4 3 2 1
developed awareness about the importance of having healthy habits regardless of the age.	4 3 2 1

FINAL CHECK

- 1 In your notebook, write a 150-word paragraph, explaining the benefits of thinking positively and having healthy habits.

10 points

- 2  Listen to how some food can contribute to our happiness and complete the chart in your Activity Book.

12 points

- 3 Read the text and answer the questions in your notebook.

6 points

Effects of Social Media and Need for Digital Detox

Social media negatively affects a great proportion of “constant checkers”, compared with those who do not check their phones as frequently. More than two in five “constant checkers” (42 percent) say that political and cultural discussions on social media cause them stress, compared with 33 percent of non-constant checkers. Additionally, 42 percent of “constant checkers” say they worry about negative effects of social media on their physical and mental health, compared with 27 percent of people who don’t check as often.

Almost two-thirds of Americans (65 percent) strongly agree that periodically

“unplugging” or taking a “digital detox” is important for their mental health. However, only 28 percent of those who say this actually report doing so.

Taking a “digital detox” is one of the most helpful ways to manage stress related to technology use” “Constant checkers” could benefit from limiting their use of technology and presence on social media. Adults, and particularly parents, should set a good example for children when it comes to a healthy relationship with technology.

Taken and adapted from: <https://www.apa.org/news/press/releases/2017/02/checking-devices.aspx>

- What kind of information causes stress in “constant checkers”?
- Why is a digital detox beneficial?
- How many people do actually do a digital detox?

- 4 **Final debate:** Stephen Hawking said: “*Keeping an active mind has been vital to my survival, as has been maintaining a sense of humor*”. Discuss the importance that an active mind and humor can have in our lives.

10 points

Interpret your results

Great! (38 points))	Good (30 - 37 points)	OK (22 - 29 points)	Not good enough (21 or less points)
You are achieving the learning goals. Keep on working hard!	You are very well prepared. Analyze the few mistakes you made.	Your performance can improve. Revise your mistakes and weakest areas with your teacher.	You need to revise the contents and practice more, in order to improve your performance.



Volunteer Work and Entrepreneurs



“Wherever you turn, you can find someone who needs you.
Even if it is a little thing, do something for which
there is no pay but the privilege of doing it.
Remember, you don’t live in the world on your own.”

Albert Schweitzer

OBJECTIVES OF THE UNIT

You will...

- listen to texts about volunteer work and entrepreneurs, in order to identify experiences that happened before others. Identify topic vocabulary and make relations to support comprehension. Discriminate target sounds. Use diverse strategies. Demonstrate comprehension by means of oral and written expressions.
- read and show comprehension of, different types of texts about the topic of the unit. Identify topic vocabulary and expressions related to volunteer work and entrepreneurs and make relations to support comprehension. Use diverse to express ideas orally and in written form.
- communicate orally by means of dialogues and monologues, making use of varied strategies and correct pronunciation. Express opinions, cohesively and coherently, about volunteering, by means of target structures and vocabulary.
- communicate ideas related to health and modern life through sentences and short descriptive texts. Make use of target structure, topic vocabulary and orthographic elements of the level. Write cohesive and coherent texts, making use of connectors and diverse strategies.

What for?

- to show comprehension by means of oral and written expression.
- to support the comprehension of a text, and integrate strategies to oral and written expression.
- to express opinions about volunteer work and entrepreneurs, making use of target structures and topic vocabulary of the unit, coherently and cohesively.
- to write cohesive and coherent texts, making use of different strategies, structures and topic vocabulary of the unit, as well as orthographic elements of the level.

1 👤 Read the quote on page 88 and discuss with your partner.

- What is your definition of volunteer work?
- Have you ever volunteered?
- What organizations do volunteer work in your country? What kind of work do they do?

2 👤 Describe the pictures below and discuss.

- What are these people doing? Describe the activities.
- Why do you think they are doing it?
- Do you think they get any retribution for doing it?



DO YOU REMEMBER?

1  Read the text and answer the questions.

- a. What did the Titi Fund do?
- b. How long did it take them to carry out this donation?
- c. What do these NYC schools have in common?
- d. How did students feel?



JANUARY 16, 2020

The Titi Fund Grants 5,000 Wishes in New York City

Just in time for the holidays, 31 schools in New York City received some exciting news. The Titi Fund of New York provided 5,000 brand new coats to students living in need.

The Titi Fund partnered with Operation Warm to provide brand new winter coats to every school on the Operation Warm wish list located within the five NYC boroughs (Manhattan, Brooklyn, Queens, The Bronx, and Staten Island).

All orders were placed, shipped, and received in a two-week period, leading up to the public school's December vacation. School administrators were then able to surprise their students with the gift of a new coat just in time for the holidays.

"We were thrilled to receive this generous donation! Out of all NYC schools, we have one of the highest number of students in temporary housing. Most of these students live in shelters or are doubled-up with other

families", said Rachel Yaroschuk, a social worker from the Bronx. "Students are proud and showing off their new winter coats! Having something new that they wear with pride honors the dignity of our students and families. There is nothing better than seeing kids and guardians smiling".



Taken and adapted from: <https://bit.ly/2JoA3KF>

2  Transform the following sentences into the Passive voice. Write them in your Activity Book.

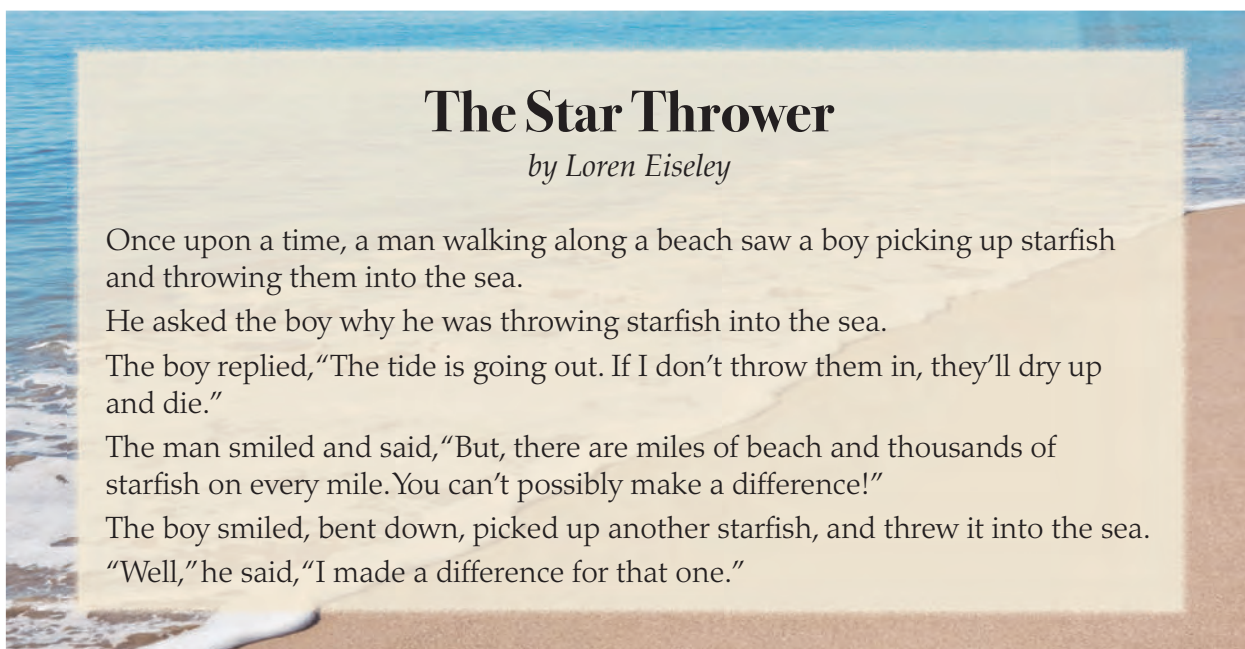
- a. The Titi Fund partnered with Operation Warm to provide brand new winter coats to every school.
- b. School administrators were able to surprise their students with the gift.
- c. The Titi Fund of New York provided 5,000 brand new coats to students living in need.
- d. 31 schools in New York City received some exciting news.

Before reading

1  Exchange opinions.

- a. What do you think about volunteering?
- b. Would you participate in a non-profit organization? Or would you find another way to help?
- c. What kind of volunteer program would you be a part of?
- d. Do you think you have the abilities to be part of a volunteering program?
- e. What kind of characteristics should a volunteer have?

2   Read and listen to the following story and discuss the questions with your partners.



The Star Thrower

by Loren Eiseley

Once upon a time, a man walking along a beach saw a boy picking up starfish and throwing them into the sea.

He asked the boy why he was throwing starfish into the sea.

The boy replied, "The tide is going out. If I don't throw them in, they'll dry up and die."

The man smiled and said, "But, there are miles of beach and thousands of starfish on every mile. You can't possibly make a difference!"

The boy smiled, bent down, picked up another starfish, and threw it into the sea.

"Well," he said, "I made a difference for that one."

Taken and adapted from: <https://www.goodreads.com/work/quotes/503244-the-star-thrower>

- a. Do you think one person can make a difference?
- b. Do you think a big number of people can make a difference?

3   Listen to what these people say about volunteering and discuss with your classmates. Support your answers.

- a. What do all these people have in common?
- b. How do these people feel when they help others?
- c. What benefits do you get, personally, by volunteering?
- d. What benefits, other than personal satisfaction, could you get by volunteering?
- e. Should volunteering be rewarded in any way?



While reading

Key words

- schedule
- spare
- beneficial
- improve
- ease
- elderly

Strategy in mind

- Understanding specific meaning of words.

Smart reading

1. **42** Read the text and complete the sentences in your Activity Book with the words provided.

elderly

sparing

shifted away

wealthier

loneliness

- Research indicates that people have...the purposes of volunteering.
- This is similar to other researches, showing that people who donate to charity feel...
- Are you interested in volunteering with the...?
- There are many ways to join in with others and help conquer feelings of...
- ... a few hours of your time volunteering can be a brilliant way to make a difference.

7 SURPRISING BENEFITS OF VOLUNTEERING



"Volunteers do not necessarily have the time; they just have the heart."

Elizabeth Andrew

Don't let a busy **schedule** stand between you and volunteering. **Sparing** as little as two hours per week to volunteer can give you more benefits than you can imagine.

I'm not just talking about the warm and fuzzy feeling you get from helping people and animals. Science says volunteering has a positive effect on your physical and mental health.

As wild as it may sound, volunteering may be more **beneficial** to you than it is to those you're helping. Below are some amazing benefits of volunteering you may not know about.

1. VOLUNTEERING MAY HELP YOU LIVE LONGER.

Volunteering **improves** your overall health, which consequently lowers the risk of premature death. The amount of time you spend volunteering matters. A study found that, if you volunteer more than 100 hours a year, you will help your health last longer. That may seem like a lot of time, but it only equates to about two hours a week.

2. VOLUNTEERING CAN MAKE YOU LESS LONELY.

Loneliness is one of those problems you should never ignore. It increases your risk of heart disease, obesity, depression and anxiety. Luckily, if you volunteer for just a couple of hours every week, you will help end your loneliness. In a study, researchers found that widows reduced their loneliness by simply volunteering for this short amount of time.

3. VOLUNTEERING HELPS IMPROVE SOCIAL LIFE.

If you work from home, chances are you don't meet people as much as you would like to. Well, if you volunteer, there is a great possibility that you will meet new people and make new friends.

4. VOLUNTEERING MAY EASE YOUR ANXIETY AND DEPRESSION.

Most times, we feel anxious or depressed because we focus too much on ourselves. Working with people or pets will shift the focus away from yourself. Researchers also say that if you help others, your brain will release chemicals which make you feel happy. Spending time with animals also has the same effect.

5. VOLUNTEERING CAN KEEP YOU PHYSICALLY ACTIVE.

Volunteering can help you move more, whether you choose to walk the pets in your local animal shelter or help the elderly. Moving more lowers the risk of conditions like arthritis, heart disease, and obesity.

6. VOLUNTEERING HELPS YOU DEVELOP NEW SKILLS.

Skill-based volunteering is a great way to gain more experience and develop new skills. If you teach people your skill, you will become a better leader and communicator.

7. VOLUNTEERING MAKES YOU FEEL LIKE YOU HAVE MORE TIME.

You've probably heard that giving makes you feel wealthier. The same is true for volunteering. A report from Harvard Business Review explains that giving your time away makes you feel like you have more time. This should be encouraging to those who use the excuse that they're too busy to volunteer.

Taken and adapted from: <https://bit.ly/2WgVEpZ>

Your analysis

1. Read the questions and choose the best answer according to the text. Answer in your notebook.
 - a. What does the word "equates" mean?
 - i. corresponds
 - ii. regards as identical
 - b. The writer uses the phrase "fuzzy feeling you get from helping" in the introduction to show that...
 - i. Helping people is a feeling that cannot be described.
 - ii. Helping people is a feeling that cannot be seen.
 - c. What is a fact about anxiety and depression?
 - i. Brain releases "good" chemicals when helping.
 - ii. Helping people may mitigate anxiety and depression.
 - e. What does the writer say about skills?
 - i. Volunteering helps people to become better leaders.
 - ii. Teaching others helps people to become better leaders.

Think critically

Make text-to-world connections

- In your opinion, how can volunteering boost your future career?

Make text-to-self connections

- How important is volunteering in our country?
- Are we more reactive than proactive when it comes to volunteering? Why?

Language in use Zero and First conditionals

Take a look at these examples and read the rules below.

- a. **If** you **work from home**, chances are you **don't** meet people as much...
- b. **If** you **volunteer** for just a couple of hours every week, you **will** help end your loneliness.
 - i. **Zero conditional** (example a) is used when talking about a general truth rather than a specific instance of something.
 - ii. **First conditional** (example b) is used to express situations in which the outcome is likely (but not guaranteed) to happen in the future.

1  **43**  Complete the sentences in your Activity Book with the Zero Conditional.

- a. When I have no time to volunteer,...
- b. If it rains while we are giving away lunch,...
- c. When people want to help,...
- d. When you volunteer,...
- e. If someone comes in a wheelchair,...



2  **44**  Listen to the questions and answer them, using the First Conditional. Then, ask them to your partner. Use the pictures below to support your answers.



Writing An essay

In groups of three, write an essay about the benefits of doing volunteer Work in your notebook.

1. Organizing ideas

- a. Find more information about the benefits of doing volunteer work. You can visit the link below or consult some other reliable sources within your reach.

<https://bit.ly/2HvkHSE>

- b. Make a plan of the information you will include, according to the following structure.

First paragraph: Introduce the topic.

Second paragraph: Present the main argument supporting the positive aspects of volunteer work.

Third paragraph: Further points supporting your argument.

Fourth paragraph: Summarize and conclude your exposition.

2. Drafting

Use your notes to write the review. Include conditional sentences. Also, remember:

- Give it an engaging title.
- Give examples where possible.
- Use formal language.
- Don't use contractions.
- Use a range of grammatical structures.

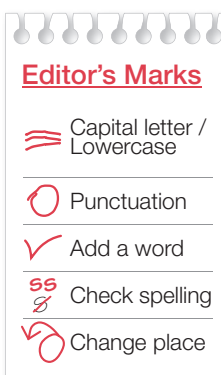


2. Revising

Read the prompts in the box to check your draft and improve or complete your essay.

4. Editing

Check for grammar, spelling and punctuation mistakes, using the Editor's Marks in the box, and write the final version of your report on a separate sheet of paper.



5. Publishing

- a. Exchange your report with another group and evaluate each other's work, using the prompts in the box.
- b. Discuss the result of the evaluation and offer supporting feedback to each other. Remember to show respect to all your partners' ideas.

The report

- ☒ includes examples.
- ☒ includes conditional sentences.
- ☒ is coherent and cohesive.
- ☒ is interesting for the reader.

Exit slip

Evaluate your performance. Discuss your answers with the class.

Write:

- 5** things I've learned
- 4** things I've found interesting
- 3** things that need improvement
- 2** questions I have
- 1** thing I would like to learn more about

**The most important thing
I learned today...**

1 Discuss.

- Have you ever heard about volunteering abroad? What do you think it is?
- What would be the benefits of volunteering abroad?
- What would be the disadvantages of this kind of volunteering?
- Look at the pictures below. Which benefits, do you think, would volunteer work bring to these places?



Jaipur, India.



Burkina Faso, Africa



Sattahip, Thailand

Before listening

1 ⁴⁵ Listen to Jen Gale talking about what she's passionate about and answer the questions.

- Why did Jen travel?
- What motivated Jen to travel?
- Why does she feel lucky?
- What does Jen expect from volunteering abroad?

2 According to Jen, there are 12 reasons to volunteer abroad that will make you join her. Read them and rank your preferences from 1 to 5. Then, justify your answers and share them with the whole class.

- Volunteering gives you perspective.
- You learn how to live simply.
- You learn new skills...fast.
- You'll work out what's important to you.
- You'll experience a new culture.
- You'll meet the greatest people in host cities.

- You'll meet other like-minded volunteers.
- Future employers will rate your experience.
- Your confidence will go through the roof.
- You begin to embrace the unexpected.
- You'll learn how to adapt quickly.
- It's a springboard for travelling and vice versa.

While listening

1 Look at the pictures, read the following statements and predict what the audio will be about.



2  **46**  **43** Volunteering Solutions is an organization that operates in more than 20 countries, providing more than 100 volunteering options. Listen to what their project offers in Peru. Complete the sentences in your Activity Book.

- a. The speaker says volunteers will work and...heritage... in the "land of Incas".
- b. Cusco local childcare center receives...kids between...and....
- c. According to the speaker, volunteers will have...
- d. This program is ideal for those volunteers who do not have time to...
- e. The special requirement to join the medical program must be...

Key words

- highlights
- underprivileged
- witnessing
- thrilling
- encompassing

Strategy in mind

- Predict content.

Think critically

Make text-to-world connections

- What kind of volunteering would you do abroad? Support your answer.

Make text-to-self connections

- Do you know any organizations in Chile which arrange volunteering abroad?
- Do you think these kinds of programs are accessible for Chilean teenagers?



3   Listen again and answer the questions.

- a. How many days does the volunteering project last?
- b. Mention 2 excursion volunteers will participate in.
- c. How is this project convenient?
- d. What is the age requirement to participate in this project?
- e. How much is the 2-week project?



After listening

Language in use Unless

Read these sentences and answer the questions below.

- a. *My dad said I won't go if I'm not 18.* → *My dad said I won't go **unless** I'm 18.*
- b. *If you don't study, you won't join the volunteering program.* → ***Unless** you study, you won't join the volunteering program.*
 - i. What changed in the sentences on the right?
 - ii. What does the word in bold mean?

Unless

Unless means the same as **If not**. It is followed by the **Present Tense**, and the order of the words in the sentence does not make any difference.

1   Write 5 sentences, in your Activity Book, about volunteering abroad, using *Unless* and *If not*. Share them with the class.

Speaking Choosing a volunteering program abroad

You will decide on a *two-week short term volunteering abroad travel program* you would like to participate in and explain your decision to your partner.

1. Preparing to speak.

- a.  Listen to one of the projects in Chile and answer.
 - i. What is the project about?
 - ii. How does this project work?
 - iii. What does the organization offer?
- b. What do these words mean? Explain and give examples.

join in

improve

effort

motivate

community

- c. What kind of project would you join? Visit the link below and decide on a project in which you would want to participate. If you don't have Internet access, find some information in your library or ask your teacher for help.
<https://bit.ly/2CqiO5y>

2. Practicing

- a. Make some notes about what you must include in your conversation:
 - i. Name of the project.
 - ii. What the program is about.
 - iii. Activities.
 - iv. Trips.
 - v. Requirements: age, visa, health, vaccinations, etc.
 - vi. The reason(s) for your decision.
- b. Include "Conditional sentences" (affirmative and negative).
- c. Include topic vocabulary covered in exercise 1b.



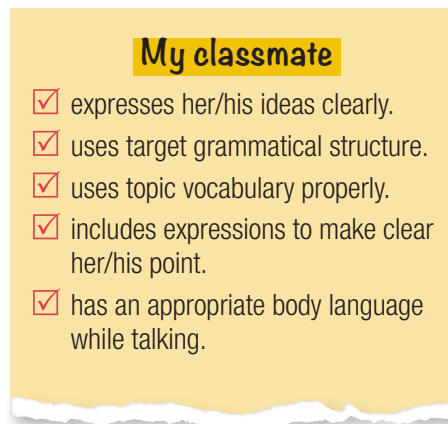
3. Performing

In pairs, take turns to give your opinion. Use some of the expressions in the box while speaking, to make your points clear.

Fillers	Giving reasons	Enumerating
By the way... What I mean... So...	Since... Due to... I tell you this because...	Moreover... In addition... Furthermore...

4. Evaluating

Evaluate your partner's performance using the prompts in the box.



Exit slip

Evaluate your performance. Discuss your answers with the class.

Write:

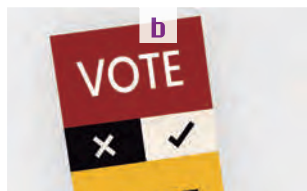
- 5 things I've learned
- 4 things I've found interesting
- 3 things that need improvement
- 2 questions I have
- 1 thing I would like to learn more about



CHECK YOUR PROGRESS

- 1  Listen to the text *Find What's Right for You* and connect each paragraph to its corresponding picture below. Write your answers on a separate sheet of paper.

4 points



- 2 Read the text and answer the questions in your notebook.

4 points



Getting the most out of volunteering

Ask questions. You want to make sure that the experience is right for your skills, your goals, and the time you want to spend. Questions might address your time commitment, if there's any training involved, who you will be working with, and what to do if you have questions during your experience.

Make sure you know what's expected. You should be comfortable with the organization and understand the time commitment. Consider starting small, so that you don't overcommit yourself at first. Give yourself some flexibility to change your focus, if needed.

Don't be afraid to make a change. Don't force yourself into a volunteer role you dislike. Talk to the organization about changing your focus or look for a different organization that's a better fit.

If volunteering overseas, choose carefully. Some volunteer programs abroad can cause more harm than good if they take much-needed paying jobs away from local workers. Look for volunteer opportunities with reputable organizations.

Taken and adapted from: <https://bit.ly/2RuAW85>

- What kind of questions should volunteers ask to organizations?
- Why do you think volunteers should be flexible if their focus changes?
- What kind of organization must a volunteer look for when thinking about an overseas program?
- If volunteers are not enjoying themselves, what should they do?

- 3 According to your personal characteristics and abilities, what kind of volunteer job would be most suitable for you? Discuss.

10 points

Interpret your results

Great! (18 points)	Good (15 - 17 points)	OK (11 - 14 points)	Not good enough (11 or less points)
You are achieving the learning goals. Keep on working hard!	You are very well prepared. Analyze the few mistakes you made.	Your performance can improve. Revise your mistakes and weakest areas with your teacher.	You need to revise the contents and practice more, in order to improve your performance.

1  Look at the pictures and discuss.

- Do you know what an “entrepreneur” is?
- Have you ever heard these names: Steve Jobs, Oprah Winfrey, Walt Disney, Mark Zuckerberg, J.K. Rowling? What do they have in common?
- What has been their contribution to society?
- Do you know their stories?



Before reading

1   Listen to 8 key entrepreneurial skills all teenagers should develop to become successful entrepreneurs. Discuss with your classmates which of these skills you have and which ones you must develop.

- | | |
|------------------------------|--------------------|
| a. Resilience | e. Self-confidence |
| b. Innovation and Creativity | f. Empathy |
| c. Industriousness | g. Optimism |
| d. Curiosity | h. Giving back |



Key words

- entrepreneurial spirit
- pursue
- goals
- boundaries
- quotes

Strategy in mind

- Identifying the purpose of a text.

Smart reading

1. Skim the text, read the statements below and choose the correct option. Answer in your notebook.
 - a. The text is expository / argumentative / instructional / narrative.
 - b. The text is aimed at young people / entrepreneurs / public in general.
 - c. The tone of the text is informal / formal.
 - d. The writer uses opened questions / closed questions.
 - e. The purpose of the text is to inform the audience about what entrepreneurship is / increase the audience knowledge of the topic / encourage entrepreneurs to pursue their dreams.

Interview with young entrepreneur Raymond Lei

(Extract)



- 1 **Yeah! I know you are Raymond, but my readers may not know you. Can you please introduce yourself?**

My name is Raymond Lei and I'm a Business Major at UC Berkeley.

- 2 **What makes you think you are an entrepreneur?**

I started my business, ooShirts.com, at age 16, because I saw an opportunity. I'm 19 now, the company's been rapidly growing, and I've enjoyed the entire process.

- 3 **How did you build up an "entrepreneurial spirit"? Do you believe you were born with it or did you develop it?**

I've always been entrepreneurial. I've always liked doing things differently from the people around me. For instance, in high school, instead of joining existing organizations, I would create my own. I didn't quite like the idea of following others, and preferred working in an "open" setting. Starting my own projects and being entrepreneurial allowed me to do this.

4 Which books motivated you to be an entrepreneur?

None. I think the best motivation comes from your own goals and ideas. Books tend to guide you to think in a certain way, while entrepreneurs need to think without these boundaries.

5 How did you come up with an idea for the ooShirts website?

During my second year in high school, I was ordering shirts for my school club with its logo printed on it. I wanted a nice 3-color logo printed on a black shirt, and received budgets from several local and online companies. All of them, unfortunately, had excessively high prices. I did a good bit of research on why their prices were so high and concluded that the existing companies were inefficient. Now, at this time, I didn't have that much knowledge on how to run a business, so I started off simple – directly selling printed shirts to other clubs at my school, and then growing it from there.

6 Why did you go into the shirts industry and not any other industry?

I felt the prices could be driven down. Other than that, not much. It's actually a very difficult industry to be in.

8 I guess you also faced some problems we all face when starting, such as no visitors, things not moving well, etc. How do you keep moving on, in spite of all these?

In the beginning, I actually wasn't expecting much. As I said previously, I started off by selling to other groups at my school. Selling a thousand shirts in a year was good enough for me. And in the first year, that's how many I sold. I've been continually making upgrades to the website and thinking of new ways to improve the way I do business.

Taken and adapted from: <https://www.writersincharge.com/interview-with-raymond-lei/>

Your analysis

1. According to the text, are these statements true or false? Discuss, orally.
 - a. Raymond started his business by the age of 19.
 - b. When in high school, he created an organization.
 - c. During his last year in high school, he invented ooshirts.com.
 - d. Raymond went into the shirt business to drive down the prices.
 - e. In the first year, the company sold 1000 shirts.



Think critically

Make text-to-world connections

- Do you think that, due to technology, entrepreneurs are more motivated to take risks and run their own businesses?

Make text-to-self connections

- What do you think motivates Chilean entrepreneurs?

Language in use Nevertheless / Provided that

1. ⁵⁰ Read and listen to the following sentences, paying special attention to the highlighted words.

- i. Gina had been working for over a decade in the beauty business. **Nevertheless**, she just reached success 5 years ago.
- ii. **Provided that** we meet the quality standards, we can start our business.

What does **Nevertheless** convey?

- a. a condition.
- b. a contrast.

What does **Provided that** convey?

- a. a condition.
- b. a contrast.

1 ⁴⁴ Complete the sentences with **Nevertheless** and **Provided that** in your Activity Book.

- a. Jordi is a clever strategist...he's had several drawbacks with the implementation of the project.
- b. ...the conditions are met; these negotiations can be completed within a couple of months.
- c. Emulation, ..., is a prime factor for each entrepreneurial venture.
- d. There is always some place for good and positive information that might be the object of attention,...it is clear and relevant.

Writing An interview

You are going to create an interview for a young entrepreneur.

Work in groups of three.



1. Organizing ideas

- a. Read some tips writers should take into account when interviewing someone in the text on page 105.
- b. You can visit the link below, choose one of the young entrepreneurs cited and write a 7-question interview.
<https://www.entrepreneur.com/article/317784>
If you don't have Internet access, you can choose any entrepreneur you know or invent one.
- c. Your interview must include the topics **in blue** and their corresponding answers.
 - **History of the entrepreneur:** Experience, education and current position.
 - **Origin of the business.** Where the business idea came from.
 - **Resources required.** Amount of money required, how the entrepreneur got the money, etc.
 - **Customer:** Who the target is, how the entrepreneur got the first customers.
 - **Obstacles:** What the biggest obstacles were and how he/she overcame them.
 - **Future:** What the future goals for the firm are.

Tips for interviews (Extract)

Preparing for the Interview

Research – Do as much research as possible. A well-prepared reporter inspires confidence in the source.

Developing Questions – Once you've researched your topic, prepare a list of questions to ask.

Keys to a Successful Interview

Establish a Rapport – When starting out, don't abruptly launch into your questions, "chitchat" a little first. This will help you "break the ice".

Keep it Natural – An interview can be uncomfortable, so keep things natural. Instead of mechanically reading out your list of questions, ask them naturally into the flow of the

conversation. Also, maintain eye contact as much as possible.

Be Open – Don't be too focused on your list of questions, so that you don't miss anything interesting. This attitude may take your interview in an unexpected - but newsworthy - direction.

Maintain Control – Be open, but don't waste your time. If your source starts to talk about things that are of no use to you, politely – but firmly – steer the conversation back to the topic at hand.

Wrapping Up – At the end of the interview, ask your source if there's anything important that you hadn't asked about.

Taken and adapted from: <https://www.thoughtco.com/conducting-interviews-for-news-stories-2073868>

2. Drafting

Work in your notebook. After choosing your entrepreneur, write the questions based on the information provided. Remember:

- Write the answers in active voice.
- Pay attention to punctuation.

3. Revising

Read the prompts in the box to check your draft and improve or complete your essay.

4. Editing

Check for grammar, spelling and punctuation mistakes, using the Editor's Marks in the box, and write the final version of your interview.

5. Publishing

- Exchange your interview with another group and evaluate each other's work.
- Discuss the result of the evaluation and offer supporting feedback to each other. Remember to accept all the ideas and opinions with respect.

Editor's Marks

≡ Capital letter / Lowercase

↻ Punctuation

✓ Add a word

ss Check spelling

↻ Change place

The interview

- ☒ includes key questions.
- ☒ includes relevant questions about the entrepreneur.
- ☒ includes answers in active voice.
- ☒ has appropriate use of punctuation.
- ☒ has a coherent and cohesive structure.

Exit slip

Evaluate your performance. Discuss your answers with the class.

Write:

- 5 things I've learned
- 4 things I've found interesting
- 3 things that need improvement
- 2 questions I have
- 1 thing I would like to learn more about

The most important thing
I learned today...



1 Discuss.

- Do you know what fundraising is? How does it work? Find out and explain it. Use the pictures below to support your answer.
- How can fundraising be helpful?
- Do you know any Chilean fundraising campaigns?
- What is their purpose?
- How do they reach their goals?



Charity running. Brno, Czech Republic.



Cancer Research Running. Southampton, UK.



Charity Family Festival. Zaporozhia, Ukraine.

Before listening

1 Listen to the following fundraising challenges and connect them to the pictures.

2  Do you remember the “Ice Bucket Challenge”? Find information about it and discuss the following questions.

- a. Did you, or anyone you know, take part in it?
- b. Do you think it was a good idea?
- c. Do you know any other cause that made use of social media to raise money for charity?

While listening

1   Listen to an interview about organizing a fundraising event, and indicate and discuss with your partners.

- a. How useful do you think these tips are for someone who wants to make a fundraising event?
- b. If you were to make a fundraising event, which of these tips do you think you can manage easily?
- c. Do you have any money management skills?
- d. Would you feel confident to work with a large amount of money?

Key words

- philanthropist
- intricacies
- stand out
- measurable
- expertise

2   Listen again and indicate if the statements are right or wrong.

- a. Attracting new donors is not that important.
- b. Setting a fixed budget for your event is a bad idea.
- c. Don't use digital media. Be traditional and conservative.
- d. Contact traditional media, such as TV channels and radios.

Strategy in mind

- Relating audio with personal experience or background knowledge.

Think critically

Make text-to-world connections

- Do you know about any fundraising events abroad? What causes do they support? If you don't know any, look for information online or any reliable source.

Make text-to-self connections

- What are the most common fundraising events in our country?



After listening

English sounds /s/ or /z/

1.  Listen to the following words and classify them /s/ or /z/.
a. audience b. disaster c. raised d. organize e. minimize
2.  Create original sentences using the words in exercise 1. Share them with the class.

Writing An event program

In groups of three students, you will write a 150-word event program.

1. Organizing ideas

- a. Look at the ads on the following page. What are they promoting? What is their cause?
When will the activities be held? Where are the venues? How much is the admission?
- b. Choose one of those events and write the corresponding program, including 3 activities that will take place during the event. It can be a music band, a comedian, a silent auction, a dancing group, or any other interesting activity.
- c. The program must include the following information:

- **Name of the event**
- **Short overview of the event**
- **Activity 1:** Name of the activity, time, overview of the activity or short review of the artist.
- **Activity 2:** Name of the activity, time, overview of the activity or short review of the artist.
- **Activity 3:** Name of the activity, time, overview of the activity or short review of the artist.

2. Drafting

Work in your notebook your notes to write the draft of your program. Look up the following vocabulary and include it in the program.

count on

join

charity event

raise money



3. Revising

Read the prompts in the box to check your draft and improve or complete the program.



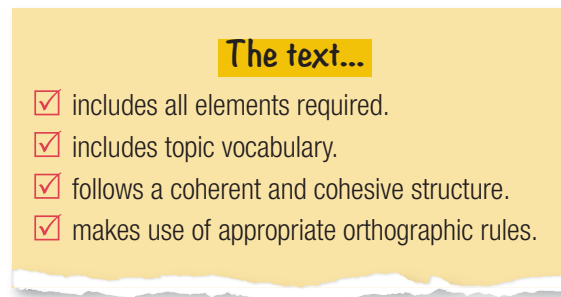
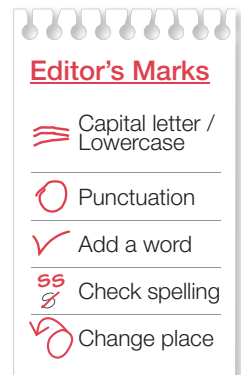
Created by Publishing Team.

4. Editing

Check for grammar, spelling and punctuation mistakes using the Editor's Marks in the box.

5. Publishing

- Exchange a copy of your program with another group.
- Evaluate your classmates' work using the prompts in the box. Provide valuable feedback.



Exit slip

Evaluate your performance. Discuss your answers with the class.

Write:

- things I've learned
- things I've found interesting
- things that need improvement
- questions I have
- thing I would like to learn more about

The most important thing
I learned today...



1 Discuss the questions.

- What do you think the people in the pictures are doing?
- How important are advert songs to promote a good cause?
- How effective are songs to encourage people to donate for charity?
- Do you have a favorite advert song?
- Find out what “Band Aid” is and share it with the class.

2 Listen to the text and explain what the speaker means with the following phrases or statements.

- Songs have long been powerful vehicles for social change...
- ...high-profile celebrity fundraisers.
- Some (songs) became instant anthems...
- ...he helped cement the lifesaving digits into the popular consciousness.



3 Listen again and answer true, false or “not mentioned”. Answer in your notebook.

- Massive diffusion benefits singles.
- The National Suicide Prevention Lifeline was created by Logic.
- The song is part of his third album.
- The calls rose to 50% after the song was released.
- 1-800-273-8255 was a chart hit.



4 Final debate

Discuss: Some of the biggest advertisements in recent decades involve music. Non-profit organizations have also made use of songs to promote their campaigns and raise funds. How effective have been songs to promote campaigns in your country? Think of some examples and discuss with your class.

LITERARY CIRCLE

- 1 Read the poem and answer the questions in your notebook. Then, discuss the questions with your group.

Everyday Heroes

Here's to the everyday heroes,
The volunteers who do what they can,
To ease the suffering of others,
And be of service to their fellow man.

May they know the true satisfaction
That comes from helping others
Less fortunate than themselves,
But no less their sisters and brothers.

May they feel the gratitude in our hearts
For all of the good that they've done.
The appreciation that we all feel for them
Is truly second to none.

By Kelly Roper

Retrieved from: https://charity.lovetoknow.com/Volunteer_Appreciation_Poem

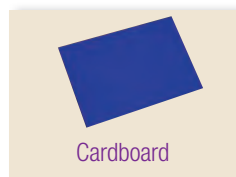


- a. What kind of feelings does the poem describe about volunteering?
- b. What images come to your head when you read the poem?
- c. Do you consider volunteers as “heroes”? Why? Support your answer.
- d. Would you do volunteer work? What? Share with your partners.



PROJECT: School fundraising project

Materials



I. Preparation

1. Work in groups of 5. You will make a presentation of a fundraising project for your school.
2. Elaborate an action plan for the project. Before you start, read the rubric carefully, in order to know, in advance, the components that will be evaluated.

II. Procedure

1. Choose a fundraising idea from the list below or one of your own.

Bingo night

Car wash

Popcorn and movies

Bake sale

Hot Dog Sale

2. Think about any improvements your school may need, and determine the purpose and the goal of the event.
3. Organize the event:
 - i. Set a budget: include all expenses and incomes.
 - ii. Determine the cost of the admission or the selling price of the products.
 - iii. Choose a date and venue.
 - iv. Make arrangements: tour the place where your event will be held, and determine what supplies you can use and if you will need something else.
 - v. Organize teams to manage all aspects of the event, including set-up, and clean-up.
 - vi. Specify each team's function.

4. Make a poster of the event. Include:

- i. Name of the event.
- ii. Purpose of the event.
- iii. Goal of the event.
- iv. Place and time of the event.
- v. Admission price or selling price of the products.
- vi. Images related to event.

5. Once you have gathered all the data, write the steps and make the poster.

6. Be prepared to present your work to your partners.

III. Presentation

1. Present your fundraising project and poster to the class.

IV. Evaluation

After you finish the presentation, reflect on your work and evaluate your group's performance, according to the following scale (answer in your notebook):

- 4 Excellent
3 Good
2 Satisfactory
1 Needs improvements

The group...	Score
worked collaboratively and responsibly towards the common goal.	4 3 2 1
completed the assigned work on time.	4 3 2 1
presented all the information required.	4 3 2 1
followed the instructions carefully.	4 3 2 1
developed awareness about the importance of volunteering.	4 3 2 1

FINAL CHECK

- 1** Read the text and match the questions to the paragraphs. Write your answers on a separate sheet of paper.

4 points

Young Entrepreneur Institute. Frequently Asked Questions

- a. With activities ranging from classes to competitions, apprenticeships to guest speakers, we reach students through a wide variety of institutions, and support youth entrepreneurship with community programs for kids and educators.
- b. With the generous support of University School, community foundations and organizations, Young Entrepreneur Institute is able to provide our services at no cost to schools and organizations.
- c. Give us a call, send us an email. We'll get back to you right away. Call us at 216-831-2200 or send an email to yei@us.edu.
- d. Consider a donation or joining our advisory group. Contact Wendy Wercion at wwerccion@dotmail.com or 440-339-1885.

Taken and adapted from: <https://bit.ly/2JvEKCc>

- i. How can I support Young Entrepreneur Institute?
- ii. What does the Young Entrepreneur Institute do?
- iii. How can people get more information?
- iv. How does Young Entrepreneur Institute get funds?



- 2**  Listen to a piece of news and answer the questions in your notebook.

10 points

- a. How much money did the man want to raise for charity?
- b. Was this challenge his first one?
- c. How many days did Mr. Kettell spend pushing the brussels sprout?
- d. Was it a successful event? Explain.

- 3** Work in your notebook. Choose one of the institutions below you would like to help, and explain, in 150 words, their mission, why you chose it and what you can do to help them.

10 points

International Red Cross

Techo. Un Techo para Chile

Interpret your results

Great! (24 points)	Good (18 - 23 points)	OK (14 - 17 points)	Not good enough (13 or less points)
You are achieving the learning goals. Keep on working hard!	You are very well prepared. Analyze the few mistakes you made.	Your performance can improve. Revise your mistakes and weakest areas with your teacher.	You need to revise the contents and practice more, in order to improve your performance.

UNIT

5

Youth Rights and Responsibilities



“Rights and responsibilities
are different sides of
the same coin”.

G. Edward Griffin

OBJECTIVES OF THE UNIT

You will...

- read and listen to texts about rights and responsibilities and express ideas about this topic in an effective and creative way.
- practice the pronunciation of words beginning with sounds / ð / and / θ /, ask indirect questions, make formal requests, link ideas through connectors and put into practice the use of orthographic elements in written texts.
- to connect the topic of the unit with other subjects.

You will also...

- use communicative skills to express ideas, opinions, feelings and experiences in a coherent and clear way.
- show interest to develop skills and knowledge, in order to apply them in your future academic and / or employment field.

What for?

- to recognize vocabulary and expressions related to the topic.
- to understand main ideas and specific information in written and oral texts.
- to develop communicative skills to express ideas about the topic of the unit.

- 1  Look at the pictures on page 114 and discuss these questions. Then, exchange opinions with other classmates.

What's the difference between rights and responsibilities?

Which rights and responsibilities can you think of?

Rights

Responsibilities

Can you exemplify the quote on the previous page, based on its pictures?



1  Read this article and answer the questions below.

Responsibilities of Citizenship

You are a citizen of the country where you were born. Usually, citizens live in their country as loyal members of society. Many countries also have options, so people who are not natural-born citizens can become citizens of that country. When they complete the requirements, they are called “naturalized citizens”.

As a citizen of your country, you have some rights, but you have duties and responsibilities, too. U.S. law, for example, guarantees the rights and duties of all citizens. It doesn't matter what U.S. state the citizen lives in, the rights are equal for all citizens. This is because the U.S. Constitution is the supreme law of the land. The rights of citizens of the United States are protected in the Bill of Rights. A citizen has the right to speak without restraint and the right to religious freedom. A citizen who is accused of a crime has a right to a fair trial and a trial with a jury. In exchange for their rights, citizens have duties and responsibilities.



Citizens of a country are usually issued a passport.

They should obey all laws. In wartime, they must serve in the armed forces when required to. They have to pay taxes to support the services and programs of the government. Good citizens vote in elections to manifest their opinion on how the government should be run. In addition to a national citizenship, people are citizens of a state and a city. They have similar rights and responsibilities in each level of citizenship.

Taken and adapted from: <https://bit.ly/2UjCsua>

- a. Can you define “citizen” in your own words?
- b. What is a naturalized citizen?
- c. Which are some of the duties and responsibilities of a citizen?
- d. What are two rights guaranteed to citizens in the U.S. Constitution?



2  Discuss which of the underlined words in the text express:

- a. Addition
- b. Contrast
- c. Reason

Before listening

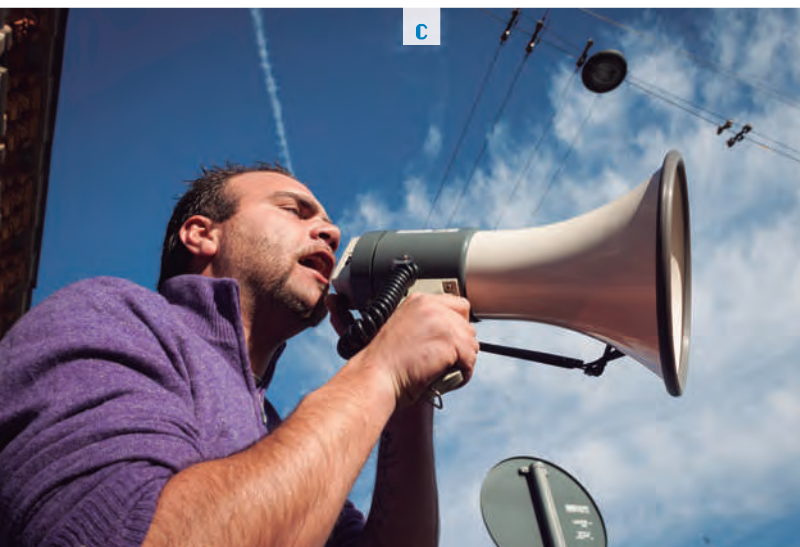
- 1  Brainstorm some words and expressions related to the concept below. Complete the diagram in the Activity Book.

Human Rights

Strategy in mind

- Use of previous knowledge.

- 2  Think about what you already know about the topic. Have a look at pictures (a-d) and decide which human rights they illustrate.



- 3 You are going to listen to a recording about human rights. Think of what you already know about this topic and write, in your notebook, a list of ideas you think will be included in it.

While listening

1  Listen to the recording. While you listen for the first time, check your predictions on page 117.

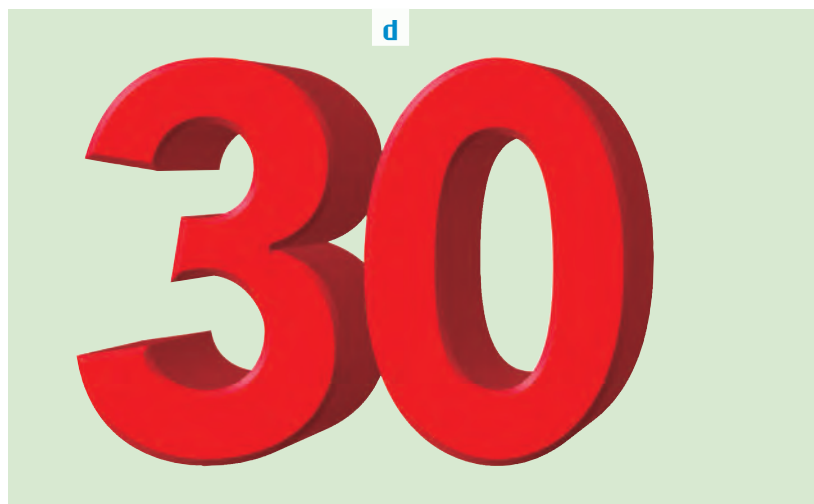
2  Listen again and answer the questions.

- a. What type of recording is it? An interview? A piece of news? Or other?
- b. What is its purpose?

3   Listen again. Then, look at the pictures and discuss how they are connected to the topic.

Strategy in mind

- Identifying relevant information.



4  Listen to the first part of the recording again, paying special attention to specific information. Then, answer these questions in your notebook.

- a. How are human rights defined?
- b. Is the concept of human rights something recent?
- c. When did the UN General Assembly adopt the Universal Declaration of Human Rights?
- d. How many types of freedoms are there? Give examples.



After listening

1  In pairs, read and complete the following statements. Write your answers in your Activity Book. Then, share your ideas with the class.

- a. Human rights...
- b. The Declaration of Human Rights ...
- c. When a human right is violated...



2  Discuss the following questions.

- a. What do you think is the most important human right? Why?
- b. What is, in your opinion, the most neglected human right? Why?
- c. What are the main limitations of human rights today, and what do you think should be done to strengthen the international protection of basic rights and freedoms?
- d. What can we do against the violations of human rights?
- e. Look at your own country. Do you think human rights are promoted and protected where you live? Why / why not?

Speaking Giving a brief presentation

English sounds

- a.  Listen to these extracts of the text and focus on the initial sounds. Are they similar or different?
- b.  Listen to the recording. Pay attention to the initial sound of the words and repeat them.

/ ð /

the- though - them
their - those - they

/ θ /

thing - think
throughout

1. Preparing to speak

- a.  Listen to these connectors. Repeat them, paying special attention to intonation.

In other words...

For instance...

Even though

Such as

So (if)

- b. Read this short paragraph and answer.

- What human right is it about?
- Do you agree with the paragraph? Explain.

The right to education is recognized as a human right in international conventions which recognize a right to free, compulsory primary education for everybody and an obligation to develop secondary education accessible to all. Additionally, this right includes a responsibility to provide basic education for individuals who have not completed primary education. Also, it encompasses the obligations of the students to avoid discrimination at all levels of the educational system, to set minimum standards of education and to improve the quality of education.

Taken and adapted from: <https://en.unesco.org/themes/right-to-education>



- c.  In pairs, choose a human right you would like to know in depth, and search for some information about it. Organize the information you have collected and write a short paragraph (5-6 sentences) in your Activity Book.

2. Practicing

- Take turns to practice reading the presentation aloud.
- Correct each other's mistakes.

3. Performing

Talk about the human right you have chosen in front of the class, using your own words. If possible, use visual aids, such as photos, to enhance your presentation.

4. Evaluating

After you finish, join another pair and peer-evaluate your performance, using the prompts in the box.

Give positive feedback and suggestions to each other, focusing on your strengths and making suggestions to improve your weaknesses.

Our classmates...

- ☒ prepared the presentation carefully.
- ☒ used the expressions and the words studied in the lesson.
- ☒ expressed ideas using their own words.
- ☒ paid attention to pronunciation.

Exit slip

Evaluate your performance. Discuss your answers with the class.

Write:

- 5 things I've learned
- 4 things I've found interesting
- 3 things that need improvement
- 2 questions I have
- 1 thing I would like to learn more about

The most important thing
I learned today...

Before reading

1 👤 Look at the pictures and discuss which concepts they are related to. Justify your answer.

jobless

wealth

decrease

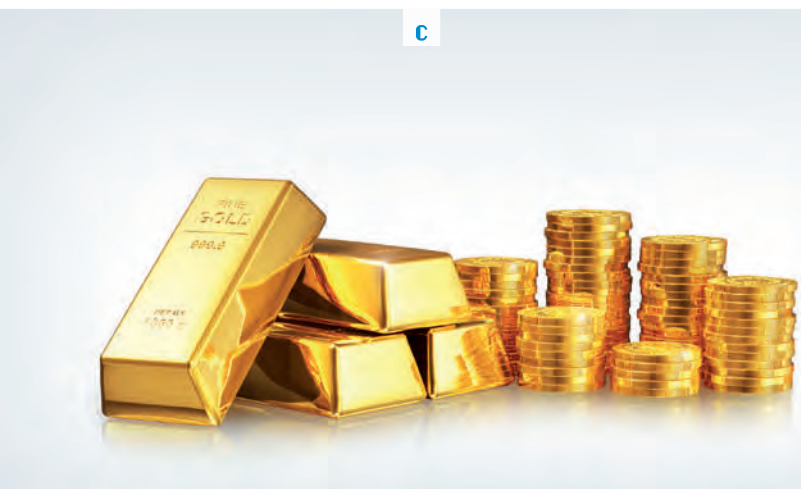
youth



a



b



c



d

2 👤 You are going to read a piece of news. According to the previous pictures and concepts, predict and discuss.

- a. What you think the text will be about.
- b. Where the news happened.
- c. How it will be related to the topic of the unit.



3 55 Brainstorm and write, in your Activity Book, some ideas you think you will find in the text.

While reading

1 Read the text and confirm your predictions.

Key words

- complain
- wonder
- support
- behavior
- improve
- hotspot



Strategy in mind

- Identifying relevant information.

Smart reading

1. Read the whole text and complete these sentences in your notebook.
 - a. Young people are facing an uncertain future because...
 - b. "Positive for Youth" wants to...
 - c. A significant benefit of providing support to the youth is...

Government's "Positive for Youth" paper is a welcome step

THE PAPER PUTS LOCAL PARTNERSHIPS AND GIVING RESPONSIBILITY TO YOUNG PEOPLE AT ITS HEART AND MAY MAKE A REAL DIFFERENCE.

By Barbara Hearn

Mon 19 Dec 2018

Young people are facing an uncertain future. As the 21st century arrived, they were promised a wealth of prospects if they stayed in education or took up the wide range of training opportunities. Now, nearly 19 years on, their dreams of education and job opportunities have disintegrated, for reasons far beyond their control.

While it is something of an adult pastime to **complain** about young people, we have to assume our responsibility for letting down a generation. The economic crisis has brought with it a tsunami of jobless young people and many more teenagers **wondering** what the future holds.

Positive for Youth calls for a "new partnership approach" in local areas – between businesses, charities, public services, the general public and young people – to provide more opportunities and better **support** to our teens. For businesses and charities, young people are their future employees and customers. For public services, early and positive support can reduce the chances of public funds being wasted in expensive secure provision for teenagers, for example.

We have been working with *Business in the Community* for almost three years on *On Route*. This is a program supported by local partnerships, where buses and vans drive into local areas and provide youth services such as sport, education, IT, music, fun activities as well as sexual health advice. The buses work closely with the police to identify “hotspots” where teenagers hang out.

The cost of running a bus, especially when it is supported by volunteers and resources from local businesses, is low. The impact is high. Some examples from various areas include 1,000 fewer deployments of police officers, a 34.6% decrease in inconsiderate behavior and a 25% reduction in anti-social behavior.

Positive for Youth aims to place teenagers and young people at its heart. There is the accurate expectation that teenagers themselves have the responsibility to improve their local communities. The government pioneered the idea that young people are capable of assessing the quality of their local services. Another government-funded scheme is *Young Inspectors*, which trains some of the most disadvantaged young people from poorer communities to inspect and report on local services. The *Young Inspectors* scheme has, so far, helped change the lives of more than 1,400 young people and improve more than 600 local services.

There is a legal requirement across public services to listen to the views of service users. Teenagers use many public services such as police stations, clinics, clubs and libraries; and also spend as much as US\$ 10 billion in shopping and travel, up to age 19, via the commercial sector. They want to see services improved, not just for themselves but for their families and neighbors too. Involving young people as *Young Inspectors* makes sense and is a way of developing young people's self-esteem.

Taken and adapted from: Government's Positive For Youth paper is a welcome step. **Retrieved from** <https://www.theguardian.com/society/joepublic/2011/dec/19/positive-for-youth-paper-young-people>

Your analysis

1. Answer these questions in groups, orally.
 - a. What's the main topic of the text?
 - b. What were young people promised at the beginning of this century?
 - c. What has the economic crisis brought?
 - d. What is *On Route*?
 - e. “The cost of running a bus is low, the impact is high”. Can you explain this phrase?

Think critically

Make text-to-world connections

- Are you familiarized with the topic of the text?
- In which way is the topic connected to Chilean reality? Explain.

Make text-to-self connections

- Can you think of any other solutions to the problems in the piece of news you have read? Which ones?

Language in use Connectors

Read and analyze these sentences from the text. Read the questions and discuss the answers with your partner.

- they were promised a wealth of prospects if they stayed in education **or** took up the wide range of training opportunities.
- ...provide youth services such as sport, education, IT, music, fun activities **as well as** sexual health advice.

a. What do the words in **bold** link in each sentence?

i. Additional ideas

ii. Opposite options

iii. Alternatives

1  Read the following statements from the text. Discuss if you agree or disagree with these ideas.

- *The government pioneered the idea that young people are capable of assessing the quality of their local services.*
- *There is the accurate expectation that teenagers themselves have the responsibility to improve their local communities.*
- *Involving young people as Young Inspectors makes sense and is a means of developing young people's self-esteem.*

2  Discuss with the class.

- a. Did you ask questions yourself, as you were reading? Which ones?
- b. Are there any similar initiatives in your country?

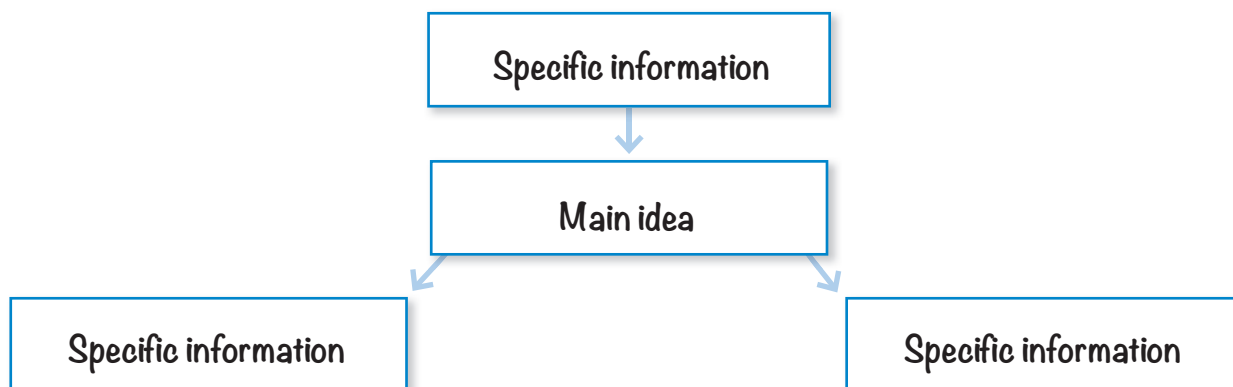


Writing A summary

You will summarize the news article you have already read in this lesson.

1. 56 Organizing the ideas

Read the news article on pages 122 - 123 again and gather information from the title and paragraphs as well. Complete the organizer in the Activity Book and fill it with the main idea of the text and a few important details and key words.



2. Drafting

On a separate sheet of paper, write some sentences summarizing the main ideas of each paragraph, using your own words. Do not be afraid of making mistakes at this stage.

Put the sentences together into different paragraphs, using the information on the graphic organizer and connectors to link your ideas. Keep in mind that the summary must be much shorter than the original news article.

Use the text below as a model.

The Universal Declaration of Rights was adopted by the General Assembly of the United Nations in 1948. This declaration states rights and fundamental freedoms to which all human beings are entitled...



3. Revising

Based on the Editor's Marks on the right, check for grammar, punctuation and spelling mistakes.

4. Editing

Write the final version of your summary on a separate sheet of paper and revise it again. You can add more information, if needed.

5. Publishing

Exchange summaries with another group, evaluate each other's work and give positive feedback and suggestions to improve their weaknesses.

Use the prompts in the box to help you evaluate your partners' performance.

Editor's Marks

-  Capital letter / Lowercase
-  Punctuation
-  Add a word
-  Check spelling
-  Change place

Our classmates...

- ☒ expressed their ideas clearly.
- ☒ included the main idea and important details using their own words.
- ☒ used grammar and punctuation correctly.
- ☒ didn't make major spelling mistakes.

Exit slip

Evaluate your performance. Discuss your answers with the class.

Write:

- 5** things I've learned
- 4** things I've found interesting
- 3** things that need improvement
- 2** questions I have
- 1** thing I would like to learn more about

**The most important thing
I learned today...**

CHECK YOUR PROGRESS

- 1  Read and listen. Then, answer the questions in your notebook.

6 points

My daughter, Madeline, is nine years old. She has some chores to do at home and they will change as she gets older. She will have more responsibilities but, for now, these are her daily chores. She starts with making her bed every morning. Then, she puts things away in her room. Today it wasn't that messy. It is her responsibility to keep her room clean. She does the dishes she uses, too. She started doing this during her summer break. It is also her responsibility to pick up her toys, because she is the one that plays with them. As I always say, if you make a mess, you must clean it up.



Created by Publishing Team.

- What's Madeline's routine?
- Why is it her responsibility to do her dishes and pick up the toys?
- What's your opinion about doing chores when you are very young? Do you agree or disagree? Express your opinion out loud.

- 2  In pairs, take turns to read the following rights and responsibilities. Then, ask the necessary questions to know your partner's opinion.

8 points

Right: I have the right to speak freely and express my ideas and opinions.

Responsibility: I have the responsibility to be respectful of other people's ideas and opinions, even if they are different to mine.

Right: I have the right to be treated the same as everyone else, no matter my age, sex, race, nationality, beliefs or other personal characteristics.

Responsibility: I have the responsibility to treat others equally, without discrimination.

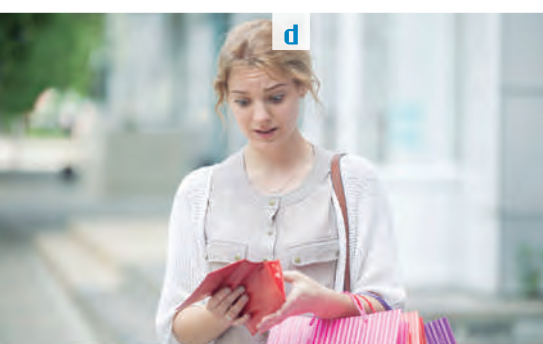
- 3 In your notebook, summarize your partner's opinions in exercise 2.

10 points

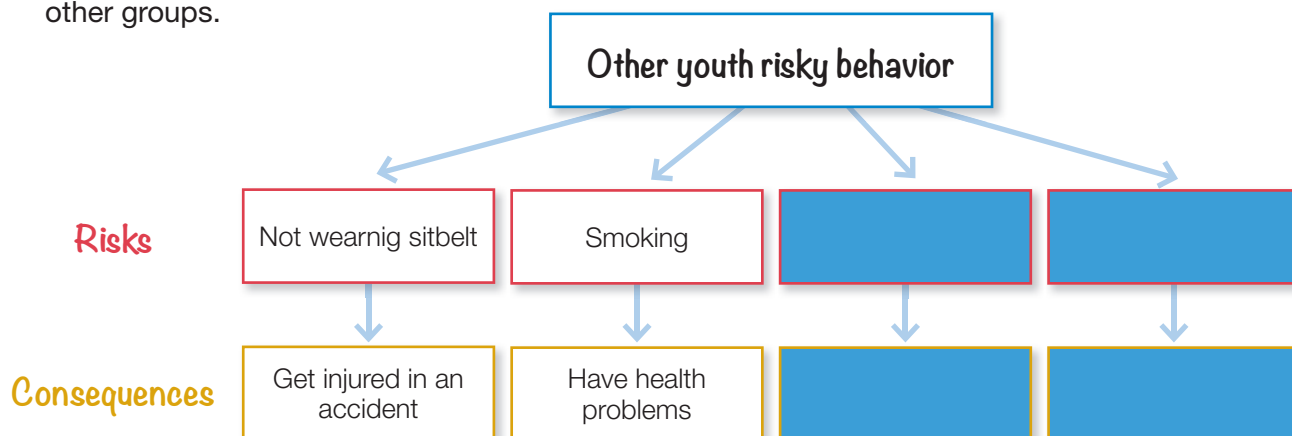
Interpret your results			
Great! (24 points)	Good (20-24 points)	OK (13-19 points)	Not good enough (12 or less points)
You are achieving the learning goals. Keep on working hard!	You are very well prepared. Analyze the few mistakes you made.	Your performance can improve. Revise your mistakes and weakest areas with your teacher.	You need to revise the contents and practice more, in order to improve your performance.

Before listening

- 1   Look at the pictures and identify the risky situations. Then, listen to the recording and check your answers.



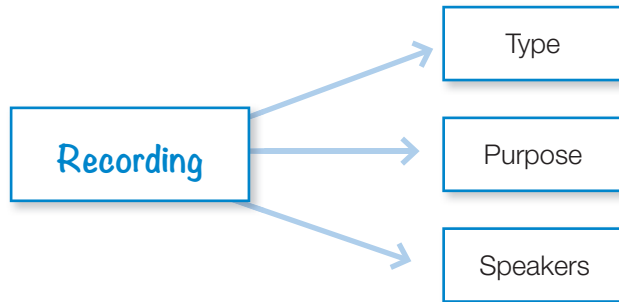
- 2  Discuss the consequences of the risky behaviors above. Share your conclusions with the rest of the class.
- 3   Discuss about two other risky behaviors and their possible consequences. Fill this graphic organizer in your Activity Book with your conclusions. Then, make comparisons with other groups.



- 4  You are going to listen to a recording about a student who owns a credit card. In pairs, write a list in your notebook with some predictions concerning the student's behavior.

While listening

- 1   Listen to the recording. As you listen, check your ideas and predictions in exercise 4.
- 2  Look at the diagram and discuss some of those general aspects of the recording. Share your conclusions with the class.



Strategy in mind

- Paying attention to intonation.
- Paying attention to general and relevant details.



- 3   Listen to the recording again. Focus on the relevant ideas and answer these questions. Write your answers in your Activity Book.

a. According to the conversation, which item did Kate NOT purchase with her credit card?

- i. A digital camera
- ii. a plane ticket
- iii. a hat

b. What is one reason to explain why she obtained a student credit card?

- i. She wants to buy things at a discount using the card.
- ii. She hopes to establish a good credit rating.
- iii. She doesn't want to borrow from her parents.

c. What is one problem NOT mentioned in the conversation?

- i. It's usually difficult to get out of debt.
- ii. The interest rates on student cards are very high.
- iii. Students often apply for more credit cards than they need.

d. How does Kate plan on resolving her credit card problems?

- i. She hopes that someone will give her the money.
- ii. She plans on getting a job to pay for her debts.
- iii. She is going to return the items she purchased with the card.

e. What is Mark going to do for his friend to help her manage her money?

- i. Help her find a better paying job to cover her expenses.
- ii. Teach her how to prepare a financial management plan.
- iii. Both i and ii.

Language in use Indirect Questions

1. Read and compare these questions.
 - a. Can you tell me where you got all this?
 - b. Are you able to pay for all this?
 - c. Where did you get all this stuff?
 - d. Do you know if you are able to pay for all this?
2. Identify the questions that convey the same meaning in exercise 1.
3. In pairs, discuss and analyze the grammatical difference of the questions in exercise 1. Pay attention to the order of the elements. Then, check with your teacher.
4.  Listen to the conversation again and identify other indirect questions. Write your findings in your notebook.
5. Transform the indirect questions you have found into direct questions. Then, compare with your classmate.

- 4  Discuss these questions with the class, according to Kate's intonation.

- a. Which of these pictures represents Kate's attitude? Explain your choice.



- b. Is Kate conscious of the consequences of her irresponsible behavior?

- 5  Listen to the recording again. Focus on these specific words and use them to write some sentences in your notebook.

earn

budget

interest rate

debt

pay back

cash

borrow

After listening

- 1  In small groups, answer the following questions about the recording.

- a. Do you think Kate's behavior is appropriate?
- b. Do you agree or disagree with the existence of students' credit cards?
- c. Do you think credit cards lead to impulse spending?
- d. What are other dangers of having a credit card?
- e. Can you imagine what consequences Kate may face?

- 2  Read and answer these questions with your group.

- a. What teenage irresponsible behavior can be usually seen in your country?
- b. Have you ever done anything risky? What have you done?
- c. Do you remember if there were any consequences? Which ones?
- d. Why do you think teens sometimes take risks?

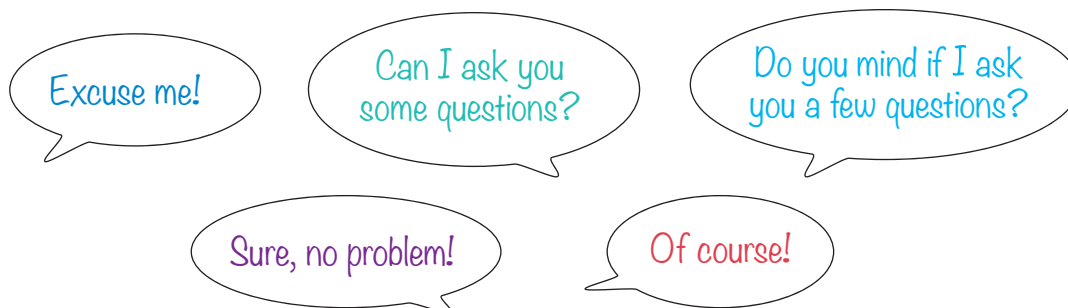


Speaking Carrying out an interview

In pairs, you are going to prepare a short interview about the duties of youth and the consequences if you don't carry them out. You must use both direct and indirect questions.

1. Preparing to speak

a.  Listen to these expressions, paying attention to pronunciation and intonation.



b. Write a draft of your interview in your notebook, adding the necessary key words of the topic, direct and indirect questions as well as the expressions in exercise 1.a.

2. Practicing

a. Take turns to practice your interview. Pay attention to pronunciation and intonation.

b. Correct each other's mistakes.

3. Performing

Role play your interview in front of the class.

4. Evaluating

After you finish, evaluate your work using the prompts in the box. Then, offer positive feedback to each other, focusing on your strengths and making suggestions to improve your weaknesses.



Exit slip

Evaluate your performance. Discuss your answers with the class.

Write:

- 5** things I've learned
- 4** things I've found interesting
- 3** things that need improvement
- 2** questions I have
- 1** thing I would like to learn more about

**The most important thing
I learned today...**

Before reading

- 1 👤 Look at the people and identify their corresponding personality adjectives. Then, decide which of these characteristics are important when hunting for a job.

optimistic

talkative

bad-tempered

shy

insecure

hard-working



- 2 (57) 👤 Fill in the chart, in the Activity Book, with your strengths and weaknesses. Then, share your list with your partner and describe your personality.

- 3 👤 Look at these words and predict how they will be connected to the text on page 132.

wear

employees

applicant

eye contact

interviewer

interview

attitude

productive

skill

While reading

1 Skim the text to check your predictions in exercise 3.

Key words

- show up
- traits
- willingness
- helpful
- mock



Strategy in mind

- Skimming to find main and general ideas quickly.
- Scanning to find specific pieces of information.

Smart reading

1. In pairs, look through the text quickly to get the main and general ideas.
2. Identify the following information and write it in your notebook:
 - a. What companies look for in a teen applicant.
 - b. Skills that employers want teens to have.
 - c. What to expect in an interview.

What should you know about getting a summer job?

By Christina Cress
May 30, 2019

Summer is here and school is out! To fill your long days of summer, you're considering getting your first job. Do you know what to expect?

How should you prepare for a summer job?

What do companies look for in a teen applicant? According to Kay Meyers, Human Resource manager at an important company, her top four qualities are: flexible availability and the ability to **show up** on time, make eye contact and hold a conversation.

Annika Tunberg, Director of Marketing, explained that they look for someone who is both a hard worker and quick learner. No matter what you do, it's important to show up for your job and have a desire to be there.

What skills do employers want teenagers to have?

No matter what job you end up getting, there are some **traits** that almost every employer looks for in their employees.

» Be self-motivated

Employees who are self-motivated are hard workers, loyal, and have a strong commitment to their job. Employers don't want to constantly stand over their employees telling them what to do. They want you to show initiative. Suggest a policy change if you see something that isn't working. Go that extra mile, above and beyond what your employer expects of you.

» Have a positive attitude

Employers see this as one of the biggest assets a teen can have.

Being positive affects not only your **willingness** to do the job, but also your trainability and leads to a fun and more productive work place.

» Be a people person

The ability to interact with people is a plus in customer service jobs. You need someone to be able to read people and put customers at ease—especially if they're upset about something. "The best thing employees can do is take care of the customer," says Meyer.

What should you expect in an interview?

You found the job you want, you applied, now it's time for your interview! You can't wear jeans, but there's no need for you to go shopping for a suit or tie. A nice pair of pressed pants or a modest length skirt (below the knee) paired with a polo or button-down shirt will work just fine. Just make sure whatever shirt you choose is wrinkle free!

Show up on time! If you're late for the interview, can they expect you to show up to work on time? Punctuality is important to employers. It shows initiative and that you're committed to doing a good job.

Make sure that, during the interview, you maintain good eye contact. This shows you're engaged and listening to them.

It's also **helpful** for you to know the company you're interviewing with. Show that you're interested in the company by preparing questions for the interviewer.

Make sure you know the skills you have for the job you're applying for. You can research the job you're applying for online, check out the company's website or talk to someone who works for the company you're interviewing with.

Have you ever heard the phrase "practice makes perfect"? Recruit a friend or a family member to have a **mock** interview. Here are some things you can expect interviewers to ask you: *What is your greatest strength/weakness? Why should we hire you?* And so on.

Now that you know what's out there and how to ace that interview, start applying!

Taken and adapted from: <https://www.ihmvcu.org/moneysmarts/money-smarts-blog/2018/05/30/what-every-teenager-should-know-about-getting-a-summer-job>



Your analysis

1. Answer these questions in small groups.
 - a. Can you explain the importance of Kay Meyer's top qualities in a teen applicant? Give examples.
 - b. Apart from the traits mentioned, which other skills may employers look for? Explain.
 - c. Are there any other aspects that must be taken into account in a job interview? If necessary, search for extra information.
2. Share your analysis with other groups.

Think critically

Make text-to-text connections

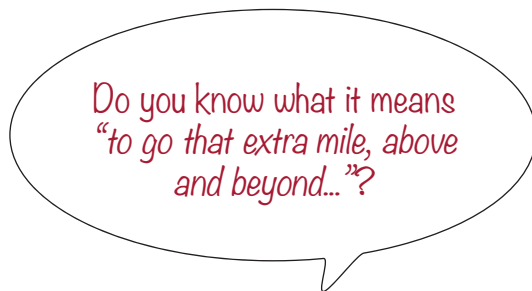
- Have you ever read other texts related to the same topic?
- Did those texts provide the same or different information? Explain.

Make text-to-self connections

- In your opinion, how useful was the information you read in this text? Explain.

After reading

- 1  Write down some questions, in your notebook, about the text you have just read. You can ask about something you are curious about or didn't understand, as shown in the examples below. Then, read out your questions in groups and discuss the answers.



- 2  Discuss these questions in groups.

- a. Have you ever had a job interview? How was the experience? Did you search for information about the company? Did you prepare any questions to ask the employer afterwards? If you haven't, how do you imagine it would be?
- b. What factors, do you think, influence the decision to apply for a certain job? Your salary requirement? Schedule? Your availability? Your personality?

- 3  Read the email below and discuss the following:

- a. Which type of questions does the applicant ask?
- b. Which skills do you think are needed for the specific job on the email?



From: harrytyler@netmail.com		— ↗ ✕	
To	jack_lee@netmail.com	Cc	Cco
Subject To request some information			
Dear Mr. Lee, I am writing to you because I am interested in applying for a position as a waiter in your cafeteria; Could you please tell me the type of person you are looking for to fill this position? And could you please tell me what my main duties would be? I'll be looking forward to your reply. Regards Harry Tyler			
Submit		🔗 📎 🖼️ 🔒 😊 🗑️ ▼	

Created by Publishing Team.

Writing A formal email

1. Organizing the ideas

Imagine that you are searching for a summer job and you need to write a formal email to the company to get some information.

- a.  In pairs, talk about a summer job that you would like to apply for. Then, copy this graphic organizer in your notebook and fill it in with some information that you would like to know about the job.



- b.  Read and listen to these expressions to formally request for information.

Can you tell me ...?

Could you please tell me...?

Do you think you could...?

Would you kindly ...?

Would you please tell me...?

2. Drafting

Based on the information in your graphic organizer, write a draft of your email, in your notebook. Remember to include the necessary key words and expressions to request for information in a formal way, as shown in the example on page 134. At this stage, do not care much about making mistakes.

3. Revising

Based on the Editor's Marks, check for grammar, punctuation and spelling mistakes.

4. Editing

Write the final version of your email and revise it again. You can add more information, if needed.

5. Publishing

Exchange writings with your partner, evaluate each other's work and give positive feedback and suggestions to improve each other's weaknesses. Use the prompts in the box to help you evaluate your partner's performance.

Editor's Marks

 Capital letter / Lowercase

 Punctuation

 Add a word

 Check spelling

 Change place

My partner...

- ☒ wrote clear and well-organized ideas.
- ☒ included enough vocabulary.
- ☒ requested for information using formal expressions.
- ☒ revised grammar and punctuation carefully.

Exit slip

Evaluate your performance. Discuss your answers with the class.

Write:

- 5** things I've learned
- 4** things I've found interesting
- 3** things that need improvement
- 2** questions I have
- 1** thing I would like to learn more about

The most important thing
I learned today...

Ministerio de Educación.
KB
Prohibida su comercialización.

1  In pairs, read the title of the text and look at the pictures. Predict what kind of information the text will have.

2  Read the text, look at the highlighted sentences and explain what they mean, in your own words.

3  As you read, answer these questions.

a. What did Martin Luther King believe in?

c. What does non-violence require?

b. What does violence bring?

d. What does violence provoke?

4 **Final debate:** Discuss these questions in groups.

a. What should we do to live in harmony with others?

b. Do you think non-violence is part of your duties and responsibilities? Explain.



Human Rights and Violence

"Non-violence in the Civil Rights struggle has meant not relying on arms and weapons". Said Martin Luther King in his 1965 speech. He added "Non-violence has also meant we do not want to instill fear to others or into the society of which we are part. It has meant that we don't seek to win victory over anyone. We seek to liberate our society and share in the self-liberation of all the people."

Without doubt, violence often brings momentary results. Nations have frequently won their independence in battle. But despite temporary victories, violence never brings permanent peace. It solves no social problems: it merely creates new and more complicated ones. "Violence is immoral," he said, "It destroys community and makes brotherhood impossible."

According to Martin Luther King, practicing non-violence shows that we have reached a superior level, that we have escaped the blind fear that incites panic and violence. Non-violence, for him, requires courage and self-sacrifice. Violence is impractical and immoral because it develops hatred and ends in destruction for all.

He pointed out that violence has come to be taken for granted as a means of solving problems. However, this violence engenders violence and it will never bring permanent peace. He also declared that we must exchange ideas and opinions in peaceful dialogues. We must set an atmosphere of understanding and tolerance, an atmosphere of brotherhood and love.

Taken and adapted from: https://en.islcollective.com/resources/printables/worksheets_doc_docx/human_rights_violence/human-rights-racism/22974



LITERARY CIRCLE

1 Read this monologue and answer the questions in your notebook.

Disappointment

Cynthia: Well it's done, I've passed the point of no return...I still can't believe this has happened to me! All my school life, I've been great, I've always been a leader, almost always the first in my class...until now. I don't know what happened. I'm furious at myself; I knew I should have studied much harder. I feel terrible; I feel like I've disappointed everyone, my family, including myself...Why didn't I try harder, I should have paid more attention to my grades. My Dad would tell me, "I know you are smart sweetheart, but it wouldn't hurt to do just a little extra credit to increase your average." But no! ...You know most kids would have celebrated the grades I got, but not me, it's like I broke some sacred chain!...Well it's finally over. It's too late now, and there's nothing I can do about it, but cry a little tear and get on with life. But you know what's ironic?...As bad as I feel right away, it's like an enormous heavy load that has been lifted off my shoulders... it's like I'm FREE!



Retrieved and adapted from: <http://www.ispgroupinc.com/monologues/free-monologues-downthetubes.htm>

- a. What responsibilities, do you think, Cynthia is talking about?
- b. What do you think happened to Cynthia?
- c. What do you think about Cynthia's attitude towards herself?
- d. What piece of advice would you give her?



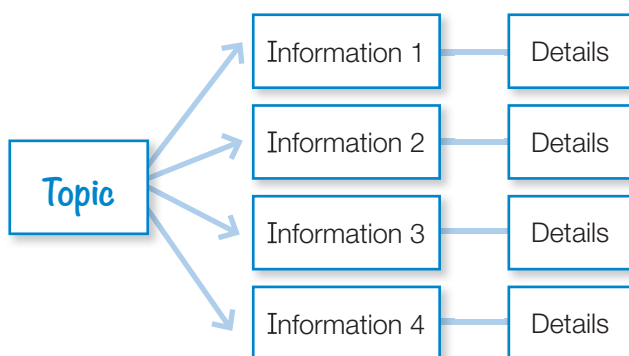
PROJECT: Giving a presentation

I. Preparation

1.  Work in groups of four.
2. Read the instructions in the Procedure section. Then, copy this chart in your notebook and, according to your strengths and weaknesses, elaborate an action plan for the project.
3. Before you start, read the rubric at the end of the page carefully, so that you know, in advance, the areas that will be evaluated.

II. Procedure

1. Reflect upon the rights and responsibilities that teens have, according to the law in your country. Discuss:
What is the legal age to vote?
At what age can you get a driving license?
What is the minimum age for employment?
What is the age of criminal responsibilities?
2. Choose one of the topics in activity 1 and carry out an investigation.
3. Visit some websites or a library, where you can get extracts of legal documents, publications or opinions about the topic.
4. Select the relevant information and organize the main ideas in your notebook as follow.



III. Presentation

1. Present your findings to the whole class. First, make a brief introduction. Then, each student presents one part of the information. Finally, finish the presentation with a conclusion.
2. Invite classmates to ask two or three questions about your topic.



IV. Evaluation

After you have finished the project, reflect on your work and evaluate the group's performance according to the following scale (answer in your notebook):

- 4 **Excellent**
 3 **Good**
 2 **Satisfactory**
 1 **Needs improvements**



The group...	Score
had a positive attitude towards the assigned task.	4 3 2 1
completed the task on time.	4 3 2 1
acknowledged the sources of information properly.	4 3 2 1
followed the instructions carefully.	4 3 2 1
developed awareness of the importance of consulting reliable sources of information.	4 3 2 1
worked collaboratively and responsibly towards the common goal.	4 3 2 1

FINAL CHECK

- 1  Listen to four articles presented by the Unicef. As you listen, match them with the corresponding rights below, on a separate piece of paper.

4 points

- a. Access to information
- b. Non-discrimination
- c. Right to privacy
- d. Freedom of thought, belief and religion



- 2 In your notebook, write an email to Unicef, asking for some extra details about children's rights. You must include the necessary formal expressions to request information.

10 points

- 3 Read this paragraph in pairs. Then, ask direct and indirect questions about it.

6 points

"From traditional jobs, such as babysitting and lawn care, to entrepreneurial ventures, such as computer repair services, part-time jobs for teens come in a variety of options. Besides earning and spending money, part-time jobs teach responsibility and useful life skills. Teenagers looking for jobs face some challenges, such as the knowledge of child labor laws, age requirements, time managing, etc."

Taken and adapted from <https://work.chron.com/parttime-jobs-teenagers-12051.html>



- 4 Write a dialogue, of about 16 brief interactions, related to the risks and consequences of one irresponsible behavior, on a separate piece of paper. Practice with a partner and role play it in front of the class.

10 points

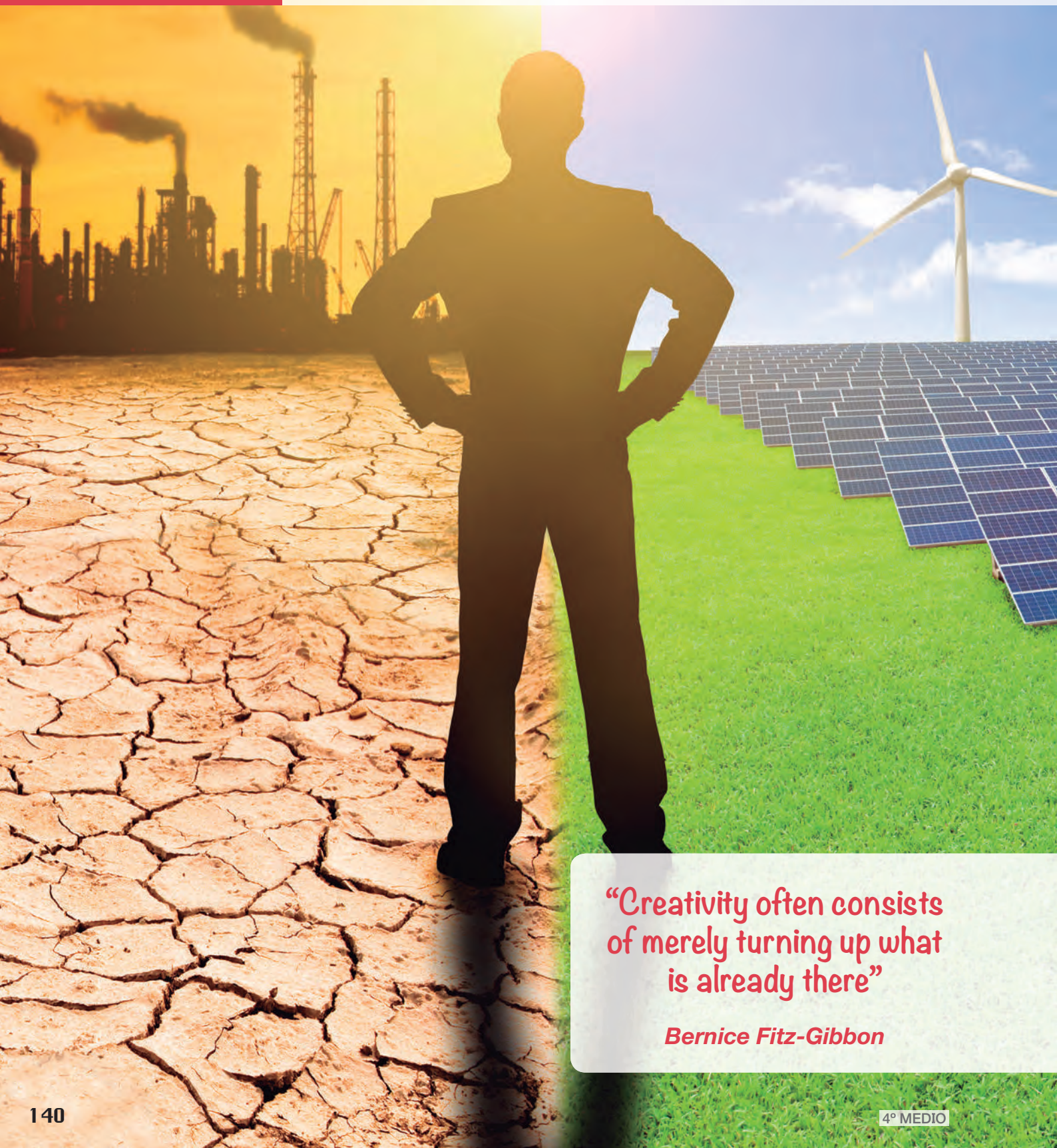
Interpret your results

Great! (30 points)	Good (25 - 29 points)	OK (17 - 24 points)	Not good enough (16 or less points)
You are achieving the learning goals. Keep on working hard!	You are very well prepared. You can easily achieve the highest score by analyzing the few mistakes you made.	Your performance is satisfactory, but you can improve. Revise the mistakes you made and reinforce the weakest areas in the evaluation.	You need to revise the contents and practice more, in order to improve your performance.

UNIT

6

Discoveries and Creations



**“Creativity often consists
of merely turning up what
is already there”**

Bernice Fitz-Gibbon

OBJECTIVES OF THE UNIT

You will...

- read and listen to descriptive and informative texts about discoveries and recent creations.
- convey ideas about the topic through opinions, dialogues and monologues.
- practice the pronunciation of words beginning with sounds / ð / and / θ /, use the past of Passive Voice to focus on actions, use Tag Questions to confirm information, link ideas through connectors and put into practice the use of orthographic elements in written texts.

You will also...

- use communicative skills to express ideas, opinions, feelings and experiences in a coherent and based way.
- show interest to develop skills and knowledge in order to apply them in your future academic and / or employment field.

What for?

- to recognize and apply key words and expressions related to the topic.
- to understand main ideas and specific information in written and oral texts.
- to answer questions to demonstrate comprehension of oral and written texts.
- to express ideas in a coherent way.
- to develop communicative skills to express ideas about the topic of the unit.

1  Look at the picture on page 140 and discuss these questions. Then, exchange opinions with the whole class.

- a. What discovery is exemplified with the picture?
- b. Does this discovery have an impact on you and/or the world?
- c. Did the discovery push the world to find a solution? How?
- d. What creations are shown to solve the problem related to the situation in the picture?

2  Look at the pictures and decide if they are discoveries or creations. Explain the difference in your own words.

a



b



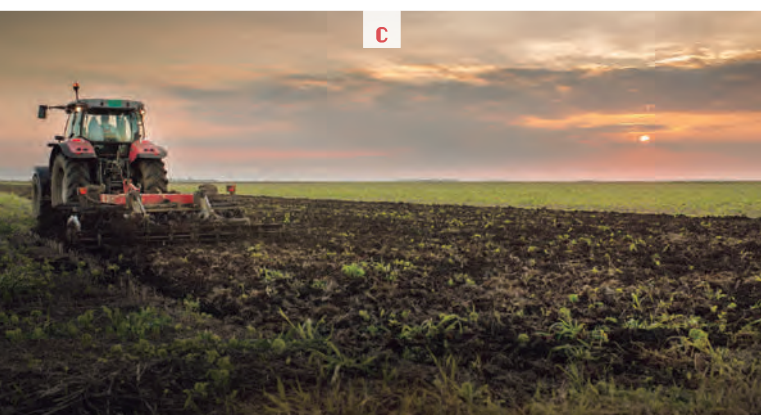
Ministerio de Educación.
KB
Prohibida su comercialización.

DO YOU REMEMBER?



1 👤👤👤 Look at these pictures and answer the questions below. Discuss in groups.

- Which global challenges is society facing nowadays?
- How is technology helping to solve those global challenges?



2 🎧 Listen to the recording and check your ideas in exercise 1. Were your answers correct?

3 🎧 Write three statements about the track you have just heard, in your Activity Book, using some of the connectors below. You can listen again, if necessary.

as well as / and / also

however / even though / but

such as / for instance

so if

or

in other words

because

4 👤👤 Answer these questions.

- Has technology helped to solve any global issues before? Which ones? Give examples.
- In your opinion, what has been the greatest technological invention? Why? How has it contributed to the world?
- What other problems could technology solve?

Before reading

1  In pairs, identify the relationship between the pictures and the words below.

trash

household items

sea life

tide

microplastic

plankton

jellyfish

plastic netting

recycling



a



b



c



d



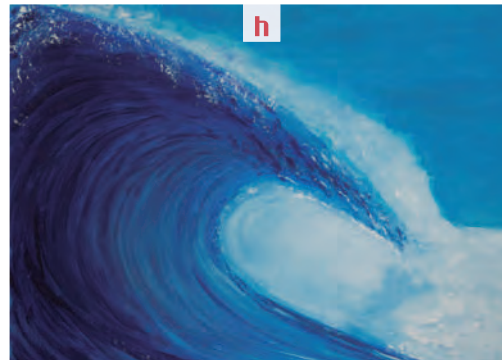
e



f



g



h



i

2  Discuss these questions in groups. You may take notes of your ideas in your notebooks.

- a. What do you think are the major factors that contribute to sea pollution?
- b. How is sea life being affected?
- c. Which problems do you think the text will address?



While reading

- 1 Read the text and confirm your prediction in exercise 2c.

Key words

- pristine
- swept
- dumped
- disposal
- outweigh
- resemble
- entangled

Strategy in mind

- Skimming to find main and general ideas quickly.
- Scanning to find specific pieces of information.

Smart reading

1.  In pairs, have a quick look at the text to get the main and general ideas.
2. As you read, answer these questions in your notebook.
 - a. What was discovered over the plastic?
 - b. What are some properties of plastic that make it a problem pollutant? Cite evidence from the text.
 - c. What was detected in 2015?
 - d. Why is wildlife at risk?



An Ocean of Plastic

Plastic is polluting the seas, but there's still time to turn the tide.



By Jennifer Barone

Today, it seems that no part of the ocean is safe from plastic. In recent years, oceanographers have searched in vain for a **pristine** marine environment. "It's a global problem," says Chelsea Rochman, a marine ecologist at the University of Toronto in Canada.

It was discovered that plastic harms wildlife and introduces dangerous chemicals into marine *ecosystems*. Once plastic enters the environment, it lasts a long time.

INTO THE OCEAN

When people litter, or when trash is not properly disposed of, things like plastic bags, bottles, straws, and foam beverage cups get carried to the sea by winds and waterways. About 80 percent of ocean plastic originates on land. The rest comes from marine industries such as shipping and fishing.

In 2015, it was calculated that at least 8 million tons of plastic trash are **swept** into the ocean from coasts every year. That's the equivalent of a full garbage truck of plastic being **dumped** into the sea every minute. If current trends in plastic production and disposal continue, that figure will double by 2025. Last year, it was predicted that by 2050, ocean plastic will outweigh all the fish in the sea.

NOT-SO-FANTASTIC PLASTIC

In today's world, plastic is everywhere. It is found in shoes, clothing, household items, electronics, and more. There are different types of plastics, but they are all made of *polymers*—large molecules made up of repeating units. Their chemical structure gives them a lot of advantages: They're cheap and easy to manufacture, lightweight, water-resistant, durable, and can be molded into nearly any shape.

Unfortunately, some of the same properties that make plastics great for consumer goods make them a problem pollutant. Plastic does not *biodegrade* or break down naturally. It just fragments, or breaks into tiny pieces known as *micro plastic*, and can stick around for hundreds or perhaps even thousands of years.

Also, as plastic contains dyes and flame retardants, when it is not disposed of properly, those additives end up in the environment.

Plastic also tends to absorb harmful chemicals such as pesticides and industrial chemicals. So, if marine organisms eat that plastic, they may be exposed to higher concentrations of these contaminants.

WILDLIFE AT RISK

One of the biggest impacts of plastic pollution is its effect on sea life. Seals, sea turtles, and even whales can become entangled in plastic netting. Sea turtles eat plastic bags which **resemble** jellyfish, and pieces of micro plastic can resemble plankton, small organisms that many marine animals consume. In 2015, it was detected that nearly 700 marine species have been observed **entangled** with or eating plastic.

Plastic and its pollutants can even make it into our own food supply. That means we are eating plastic, too.

TURNING THE TIDE

It was determined that one way to keep the ocean cleaner and healthier is through cleanup efforts. Scientists are also working towards new materials that are safer for the environment such as a new polymer that breaks down more easily in seawater. Disposing of plastic properly for recycling or trash collection is a key step.

Adapted from: An ocean of plastic. Retrieved from <https://scienceworld.scholastic.com/issues/2016-17/041717/an-ocean-of-plastic.html#1050L>

Your analysis

1. Read the statements below and, in groups, discuss the consequences they can have.
 - a. Once plastic enters the environment, it lasts a long time.
 - b. About 80 percent of ocean plastic originates on land. The rest comes from marine industries such as shipping and fishing.
 - c. Scientists are also working towards new materials that are safer for the environment.



Think critically

Make text-to-world connections

- Has Chile contributed to reducing the production of plastic? How? Do you think that there is anything else that should be done? Explain.

Make text-to-self connections

- How do you think the reduction of plastic can affect your own everyday life? Explain.



Language in use Passive Voice in Past Tense

Read and analyze these sentences from the text. Read the questions and discuss the answers with your partner.

- **It was discovered** that plastic harms wildlife.
- **It was predicted** that by 2050, ocean plastic will outweigh all the fish in the sea.

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

- The **action** is the important element.
- The **person who did the action** is the important element.

- 1**  Fill in this graphic organizer, in your Activity Book, with information about the problem of plastic in the ocean.



- 2**  Listen to some news headlines and, in pairs, report them, using the Passive Voice. You can use the pictures below to support your answers. .



- 3**  Identify these elements in the text on pages 144 - 145. Check with the whole class.

Title

Introduction

Cause(s)

Effect(s)

Solution(s)

Source

- 4**  Discuss these questions in groups.

- How do you feel about the situation of sea pollution in your country? Are you optimistic or pessimistic? Why?
- What can you do to help prevent sea pollution?
- Do you think we will ever be able to get rid of plastic? Why?



Writing A report

1. Organizing your ideas

a. Choose one of these topics and research some information about it.

Intensive farming
Radioactive contamination

Genetically modified food
Any other similar topic you are interested in.

b. Reuse the graphic organizer on page 146 to arrange your findings.

2. Drafting

According to the information in your graphic organizer, write **four** brief Voice. You can use the pictures below to support your answers. The **first paragraph** should include an introduction of the topic. In the **second paragraph**, you must write about the causes. In the **third paragraph**, you should establish the effects and, finally, in the **fourth paragraph** you need to close your text writing about the solution(s) of the problem of your topic. At this stage do not care much about making mistakes.

Remember to start your report with a title, use enough connectors to link your sentences and include some ideas in the **Past Simple of the Passive Voice**. Don't forget to add the sources of information, at the end of the report.

3. Revising

Based on the Editor's Marks, check for grammar, punctuation and spelling mistakes.

4. Editing

Write the final version of your report on a separate sheet of paper, and revise it again.

You can add more information if needed.

5. Publishing

Read your report to the class.

6. Evaluating

Exchange reports with your classmate and evaluate each other's work. Give positive feedback and suggestions to improve weaknesses. Use the prompts in the box to help you evaluate your partners' task.

Editor's Marks

≡ Capital letter / Lowercase

○ Punctuation

✓ Add a word

ss Check spelling

↺ Change place

My classmate

- ☒ expressed ideas clearly.
- ☒ included a title, an introduction and a conclusion.
- ☒ established the causes and effects of the problem.
- ☒ included the sources of information.
- ☒ added some past ideas in Passive Voice.
- ☒ used grammar and punctuation correctly.
- ☒ didn't make major spelling mistakes.

Exit slip

Evaluate your performance. Discuss your answers with the class.

Write:

- 5** things I've learned
- 4** things I've found interesting
- 3** things that need improvement
- 2** questions I have
- 1** thing I would like to learn more about

**The most important thing
 I learned today...**

Before listening

- 1  Think about what you already know about bees and use these pictures and words to explain how honey is made. Check with the whole class.

honeycomb

pollen

beekeeper

honey

hive

nectar

collect

pollinate



- 2  You are going to listen to a recording about the situation of bees in the world. Brainstorm key words that you believe will be mentioned. Take notes in your notebook.

While listening

1  Listen to the recording once. While you listen, check your predictions.

2  Answer these questions with a classmate.

- a. What type of recording is it?
- b. What's its purpose?



Strategy in mind

- Listening for details.

3  Listen to the recording again. As you listen, take notes in your notebook about the following points:

Bees in the US

Factors affecting bees' health

Measures to provide more food to bees

Language in use Tag Questions

1.  Read and listen to these sentences, paying attention to the short questions in bold.

- So, you can have much more data on bee populations, **can't you?**
- It's clear that bees in the United States are still struggling, **isn't it?**
- Those aren't good news, **are they?**
- This looks better, **doesn't it?**

a. What's the function of the words in bold?

- i. To get information
- ii. To emphasize information
- iii. To confirm information

4  Listen to the first part of the recording and answer these questions. Write your answers in your notebook. Later, check your answers with the class.

- a. What happened 10 years ago?
- b. What does CCD mean?
- c. What have countries created since the alarm was first raised?
- d. What percentage of bee colonies did the U.S lose over the 2015-16 winter?
- e. Is the situation in Canada better or worse than in the U.S.? Why?
- f. What percentage has the wild bee diversity in U.S. dropped between 2008 and 2013?

5  Draw this graphic organizer in your notebook. Then, listen to the second part of the recording and fill it with the information you hear.



After listening

1  Discuss these questions.

- What other reasons could there be for bees declining in number?
- Can you imagine other solutions to solve the problem? Propose some ideas.
- How could your country be affected by the disappearance of bees?



2  Think of four questions that you would like to ask Simon or Andrea and write them in your Activity Book.

Speaking Role playing an interview

1. Preparing to speak

- a.  Listen and repeat these words from the recording. Focus on the pronunciation of the sounds / θ / and / ð /.

/ θ / thousands method anything sublethal both
/ ð / other that this although

- b.   Work in groups. One of you will play the role of the interviewer and the other two classmates will play the role of Simon and Andrea. Listen to the recording again, paying special attention to your specific part. Take brief notes in your notebook.
- c. Prepare a draft with the information you are going to include. Add two new questions and some Tag Questions to confirm information.

2. Practicing

- Take turns to practice the conversation. Pay attention to pronunciation and intonation.
- Correct each other's mistakes.

3. Performing

Role play your conversation. Then, some groups may perform it in front of the class.

4. Evaluating

Evaluate your work using the prompts in the box. Then, offer positive feedback and suggestions to each other.

My classmates

- ☒ prepared the conversation carefully.
- ☒ asked and answer questions about the topic.
- ☒ confirmed information using Tag Questions.
- ☒ followed the suggested steps.
- ☒ corrected each other with respect.

Exit slip

Evaluate your performance. Discuss your answers with the class.

Write:

- things I've learned
- things I've found interesting
- things that need improvement
- questions I have
- thing I would like to learn more about

The most important thing
I learned today...

CHECK YOUR PROGRESS

- 1 79 Read the dialogue. Then, complete the spaces with Tag Questions to confirm the information. Write your answers in your notebook. Then, listen and check.

10 points

a.

Hello Derek, What are you reading? You look worried.

An article about environment pollution. It says that this situation is getting worse.

b.

Oh, Yes! Our environment is in great danger, ...?

The problem of environment pollution has become a major threat for human beings as well as animals.

c.

Besides, the increase in temperature, the Earth is suffering from droughts, floods, the melting of the ice caps, etc.

Situations that aren't normal at all, ... ?

d.

That's right! On the other hand, plants and animals are likely to be extinct as well. ...?

Absolutely! As a consequence, we have been suffering from various kinds of diseases...?

e.

People should stop polluting the environment and be aware of harmful effect of their actions.

Yes, I completely agree with you.

- 2 Choose one of the topics from the unit and create a dialogue similar to the one above. Include Tag questions, connectors, and the Passive Voice. Then, practice and perform your dialogue in front of the class.

10 points

Interpret your results

Great! (20 points)	Good (19 - 16 points)	OK (11 - 15 points)	Not good enough (11 or less points)
You are achieving the learning goals. Keep on working hard!	You are very well prepared. Analyze the few mistakes you made.	Your performance can improve. Revise your mistakes and weakest areas with your teacher.	You need to revise the contents and practice more, in order to improve your performance.

Before listening

1  How would you define the concept “renewable energy”? Discuss with the class.

2  In pairs, look at the pictures and match them with the words below, in your Activity Book. Which sources are renewable? Discuss.

fossil fuels

nuclear energy

solar energy

wind energy

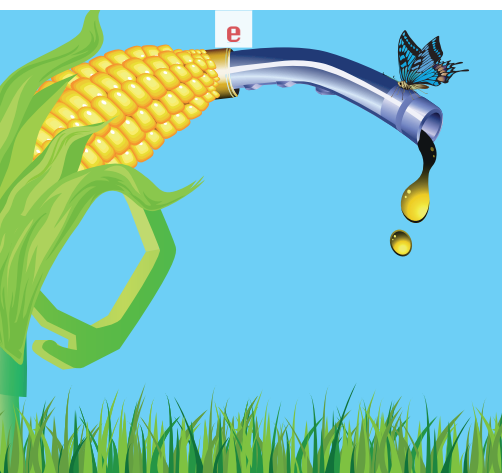
geothermal energy

biomass energy

hydroelectric energy

Ministerio de Educación.

 Prohibida su comercialización.



3  Listen to some definitions and identify the corresponding energy sources from above.

4  You are going to listen to a recording titled *Africa Sustainable Energy*. What do you think the major concerns will be? Which inventions will be used to deal with the problems? Write down your ideas in your notebook.

While listening

1  Listen to the recording and check your predictions.

2  Listen again and discuss in pairs.

- a.** Purpose of the listening. **b.** Main ideas.

3  Listen to the recording and answer the questions below, outloud. Use the pictures to support your answers.

- a.** What type of health problems can be caused by using wood and kerosene for energy?
 - i.** Lung problems
 - ii.** Skin problems
- b.** How many homes in central Kenya will benefit from electric power, when the hydroelectric project is complete?
 - i.** About 50
 - ii.** About 150
- c.** What is the maximum capacity of the hydropower turbine that the community expect to reach in the near future?
 - i.** 40 kilowatts
 - ii.** 20 kilowatts
- d.** How many Kenyan homes are supplied with electric power now?
 - i.** 150
 - ii.** 56
- e.** What have been the main traditional sources of energy in Kenya?
 - i.** Wood
 - ii.** Wood and kerosene
- f.** What have been the main consequences of not using green energies in Kenya?
 - i.** Destruction of forests and lung problems
 - ii.** Destruction of ecosystems and skin problems
- g.** In Namibia, the UN is helping to fund projects that will increase the use of...
 - i.** hydro power
 - ii.** solar energy
- h.** What type of energy is used in the capital of Namibia?
 - i.** Hydroelectric
 - ii.** A coal burning power plant

Strategy in mind

- Answering questions.

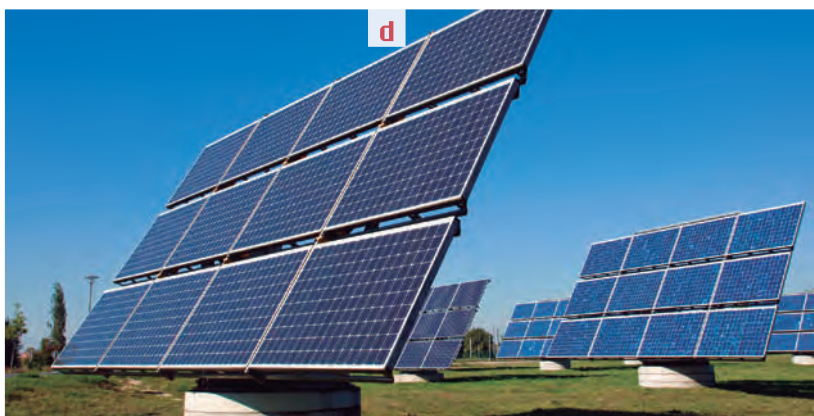
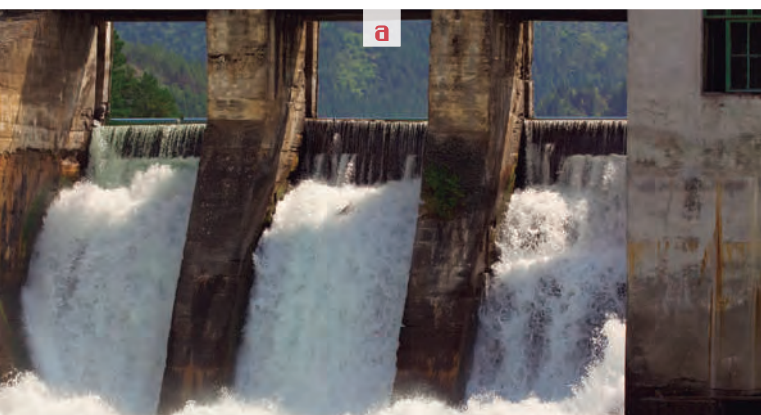


Namibia



Kenya

- 4**   Listen to the recording once more. Then, look at the pictures and discuss how they are related to the information you hear. Take notes in your notebook and then discuss with your group.



After listening

- 1**  In groups, discuss these questions.

- How much energy do you think you use every day? Where does it come from?
- Are there any problems of energy scarcity in your country?
- Does your country use renewable energies? Which ones? Where?
- How can new technology solve environmental problems?
- Can you think of a different green energy source that will be used in the future?



Writing A survey

In pairs, you are going to create a simple survey to know your classmates' use of energy.

1. Organizing the ideas

- a.**  Listen and practice these expressions to request some information.

May I ask you a few questions?

Could you please answer some questions?

Do you mind if I ask you a few questions?

- b.** Discuss some questions you would like to ask. You can ask open-ended (the person can answer in any way they want) or closed-ended questions (the person chooses from one or several options). Then, copy this chart in your notebook and fill it with your ideas.

Open-ended questions	Closed-ended questions
What type of bulbs do you use at home? What do you do to save energy?	Do you switch off the lights when you leave a room? Do you close the faucet while you brush your teeth?

2. Drafting

Organize and write your questions in your notebook without paying much attention to grammar or spelling mistakes. You may start with simple or general questions and finish with the most complex or specific ones.

3. Revising

Based on the Editor's Marks on the right, check for grammar, punctuation and spelling mistakes.

4. Editing

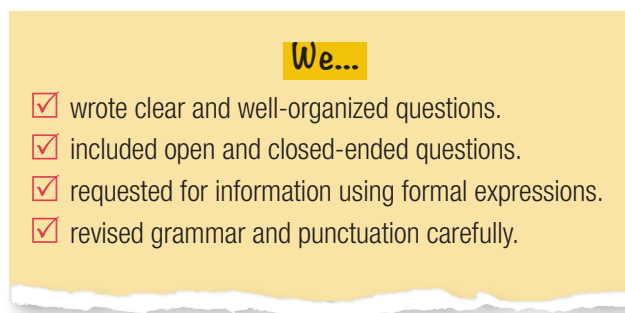
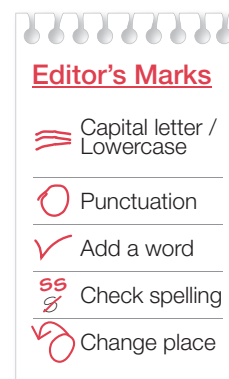
Type the final version of your survey and check it again. You can add more questions if needed.

5. Publishing

Print ten copies of your survey and ask the questions to some of your classmates. Next session, you may present a graph to show the results of your study.

6. Evaluating

Use the prompts in the box to help you evaluate each other's work and give positive feedback and suggestions to improve each other's weaknesses.

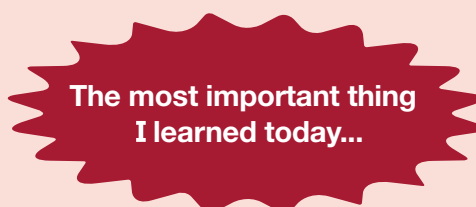


Exit slip

Evaluate your performance. Discuss your answers with the class.

Write:

- 5** things I've learned
- 4** things I've found interesting
- 3** things that need improvement
- 2** questions I have
- 1** thing I would like to learn more about



Before reading

- 1  Look at the pictures and identify some uses of these technological devices. Discuss in groups. Then, give examples of other devices and their applicability.



- 2  Answer these questions in groups.

- What's your favorite technological device? Why?
- Which function does this device have? Explain.



3  Do you know what a drone is? Have you ever seen/used one? Make some comments.

4  Read the title of the text on page 158 and look at these pictures to predict the uses of drones nowadays. Explain the uses in your own words and share with the class.



Ministerio de Educación.
KB
Prohibida su comercialización.

While reading

- 1 Read the text and confirm your predictions in exercise 4.

Key words

- unmanned
- ally
- wizards
- goods
- gather

Strategy in mind

- Identifying false information.

Smart reading

1. In pairs, read the statements and discuss if they are true or false. Correct the false ones.
 - a. The first drone was created at the beginning of the 20th century.
 - b. Drones were originally created with the purpose of gathering data.
 - c. Older drones are limited because they follow a GPS signal.
 - d. Today's drones are limited because of their reduction in size.
 - e. Drones are used today to carry out difficult tasks at a low cost.
 - f. In Europe, there is more than one law that regulates the airspace.

Do you know how many things drones can do for you?

The world's first drone was created in 1907 by inventor brothers Jacques and Louis Bréguet. These machines were first built for military pilots and gunners to use as target practice.

Today, the military remains the leading user of these small **unmanned** aerial vehicles, but as drones have become smaller and more affordable, people outside the military have begun to use them. In 2016, more advanced drones were introduced, thanks to smart computer vision and machine learning technology which allowed them to avoid obstacles and intelligently track (and photograph) people, animals or objects – rather than being limited to following a GPS signal.

Drones look like helicopters and, without a doubt, one of their strengths is the many different applications for which they can be used.

Miniaturization has made it possible for drones to fit inside a rucksack or even on the palm of the hand, which makes them our best **ally** in very different scenarios: they can monitor crops, detect water leakages, monitor species in danger of extinction, find people in emergency situations, help predict the weather, speed up the electricity grid inspection and maintenance tasks.

From a business point of view, the drone revolution is leading to an in-depth transformation of the main sectors of activity, since they can take on complex tasks and reduce costs.

The laws are being adapted and Europe is working on a single law that regulates the airspace between the ground and an altitude of 150 m: the following will be mandatory: a certification issued by the corresponding transport authority of each country, an authorization for the company, an aeronautical civil responsibility insurance policy and an identification number for each drone.



These small aerial **wizards** are already prepared to help us in many different missions. The most common uses are:

a.

Drones make it possible for amateur filmmakers to get aerial shots. This is enabling things that the general population was never able to experience and, at the same time, cutting costs off aerial photography in a huge way.

b.

They can be used in prevention activities, by tracing risk maps with aerial photographs; planning the fire extinguishing operations, flying over the affected area using thermographic cameras and participating in the fire extinguishing operations as an active member, transporting up to 300 litres of nebulized water.

c.

They can scan affected areas with their thermographic cameras to locate missing persons. Their reduced dimensions allow them to go to places that are hard to reach and find isolated persons; they can also deliver food and water to survivors.

d.

Power grids sometimes run through areas that are hard to reach and, therefore, drones are the perfect solution to inspect and service these grids. They speed up these inspections and avoid having to interrupt the supply. Likewise, they improve the service quality and continuity and increase productivity.

e.

A German courier and logistics company made the first delivery of **goods** using a drone: a package with medicines was sent from their office in Norddeich to the island of Juist. Therefore, drones can be used to deliver medicines and supplies to isolated towns and rural environments.

f.

With the help of specific electromagnetic sensors, drones can be used to **gather** geological information to help geophysicists identify and better approximate the location and presence of minerals, oil, and natural gas.

Taken and adapted from: <https://bit.ly/2CMVOxN>

Your analysis

1. Match these headings with the correct paragraphs in the text. Write your answers in your notebook.

- Rescue operations in natural disaster zones
- Predictive maintenance of power grids
- Fire fighting
- Oil, gas and mineral exploration
- Shooting video
- Services for isolated towns and locations



Think critically

Make text-to-world connections

- Have you read about drones before? What have you read? Was the information similar or different to this text?

Make text-to-self connections

- How important will drones be in your future working life? How do you think drones will contribute to the knowledge of people in the near and far future?

Language in use Passive Voice in Past Tense II

- a. Read and analyze these sentences from the text.
- The world's first drone **was created** in 1907.
 - These machines **were** first **built** for military pilots.
- b. In pairs, analyze the way the past tense of the Passive Voice is formed.

- 1  In groups, ask and answer questions about the information in the text. Follow the examples below.

How can drones work as fire fighters?

How can they be helpful in agriculture?

What's the impact of drones in natural disaster zones?

- 2  Discuss these questions in groups.

- a. What do you think of the use of drones? Are there any drawbacks?
- b. Do you know any other uses that haven't been mentioned on this lesson?
- c. How do you think drones can help scientific studies?
- d. What do you believe the future holds for drones?



Speaking A presentation about drones

You are going to make a presentation and express your opinion about drones.

1. Organizing your ideas

- a.  Read and listen to these expressions to give opinion. Then, practice them orally.

I'm convinced that...

From my point of view...

I'm certain that ...

To my mind ...

Speaking personally...

- b.  Discuss with your partner your opinion about drones. Then, fill in this chart in your Activity Book with your own ideas.

Pros of drones	Cons of drones

2. Preparing to speak

In your notebook, write a draft of your presentation using the information in your chart. Remember to include the necessary key words and expressions to give opinions and the Passive Voice in Past Tense. Add appropriate connectors to link your ideas. At this stage, do not care much about making mistakes. Remember to include:

Introduction (Using the Passive Voice)

Pros

Cons

Opinion

Conclusion

3. Practicing

- Practice the presentation with a partner. Pay attention to pronunciation and intonation.
- Correct each other's mistakes.

4. Performing

Give your presentation in front of the class.

5. Evaluating

After you finish, evaluate your work using the prompts in the box. Then, offer positive feedback and suggestions to each other, focusing on your strengths and making suggestions to improve your weaknesses.

We...

- ☒ prepared the presentation carefully.
- ☒ paid attention to pronunciation and intonation.
- ☒ used the necessary vocabulary and expressions.
- ☒ used the Passive Voice in Past Tense.
- ☒ Gave my personal opinion about the topic.
- ☒ followed the suggested steps.
- ☒ corrected each other with respect.



Exit slip

Evaluate your performance. Discuss your answers with the class.

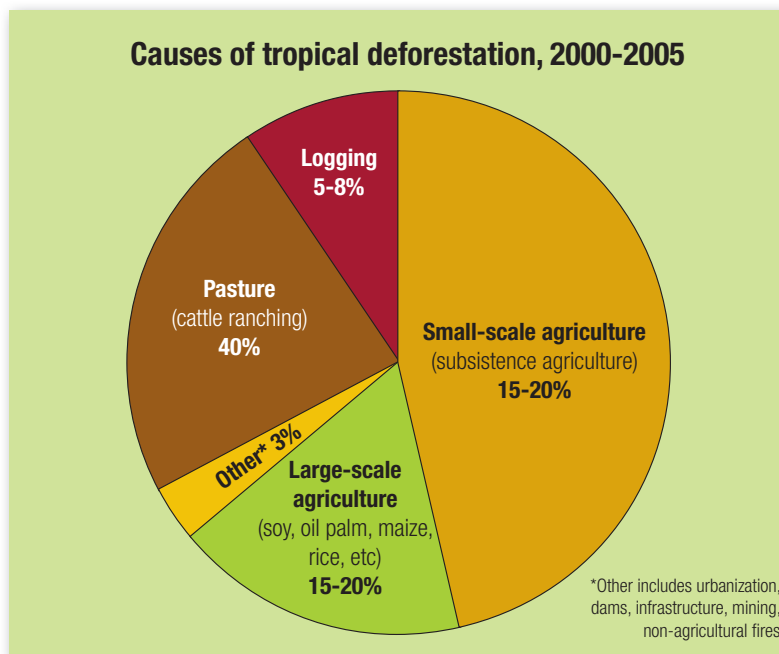
Write:

- 5 things I've learned
- 4 things I've found interesting
- 3 things that need improvement
- 2 questions I have
- 1 thing I would like to learn more about

The most important thing
I learned today...

1  In pairs, look at the figures of this pie chart and discuss the data. Then, answer the questions below.

- What information does it show?
- Which are the most important factors in forest loss?
- Which has been the least important factor in deforestation?



Retrieved from: https://rainforests.mongabay.com/defor_index.htm

2   Listen and make notes of the information with the tropical deforestation data that you hear. Write your answers in your Activity Book.

Fact 1: Loss of rainforest in Atlantic coast of Brazil.

Fact 2: Loss of Central America's rainforest.

Fact 3: Loss of The Philippines' rainforest.

Fact 4: Loss of Madagascar's rainforest.

Fact 5: Loss of El Salvador's rainforest.

Fact 6: Loss of Sumatra's rainforest.



3  In pairs, create a pie chart based on the data you have heard. Enter a title and data for your pie chart.

4  When you finish, join other classmates to share and compare your work. Take turns to ask and answer questions about the information in your chart.

LITERARY CIRCLE

- 1 Read this extract of a science fiction novel by Isaac Asimov. Then discuss the questions within your group.

The three rules of robotics

Powell's radio voice was tense in Donovan's ear: "Now, look, let's start with the three fundamental rules of robotics -- the three rules that are built most deeply into a robot's positronic brain." In the darkness, his gloved fingers ticked off each point.

"We have: One, a robot may not injure a human being, or, through inaction, allow a human being to come to harm."

"Right!"

"Two," continued Powell, "a robot must obey the orders given it by human beings except where such orders would conflict with the First Law."

"Right"

"And three, a robot must protect its own existence as long as such protection does not conflict with the First or Second Laws."

"Right! Now, where are we?"

Adapted from: Asimov, I. (1950). *I, Robot*. Greenwich, Conn: Fawcett Publications.

- Explain the three rules of robotics with your own words.
- What do you think the novel is about? Why? Support your answer.
- Do you agree with the rules of robotics presented? Why?
- What would be your three rules of robotics? Write them in your notebook.
- Do you think we will ever live in a world with very advanced robots? Support your answer.



PROJECT: A round-table discussion

I. Preparation

1. Work in groups of six students.
2. Before you start, read the rubric at the end of this activity, so that you know, in advance, the areas that will be evaluated.



II. Procedure

1. Reflect upon the environmental problems that Chile and the world have. Then, discuss: *Which technological inventions have contributed to reduce or solve those problems? What pros and cons do those inventions have?*
2. Choose one of the inventions you have mentioned in the procedure, and carry out an investigation about it. Find information about its characteristics, contributions, advantages, disadvantages and so on.
3. Search for extra information, publications or opinions about the topic.
4. Select the relevant information and organize the main ideas in your notebook as follows:



III. Presentation

1. Come to an agreement with your partners to select the moderator of the discussion and the participant that is going to begin the round table.

2. Start the discussion, respecting turns and time of participation.
3. Use some of the expressions below to give your opinion.

Agreement	Disagreement
<i>I agree.</i>	<i>I don't agree.</i>
<i>I agree with you ...</i>	<i>I don't agree with you ...</i>
<i>I share your view.</i>	<i>I disagree.</i>
<i>I have come to the same conclusion.</i>	<i>I don't think so.</i>
<i>I hold the same opinion.</i>	<i>I take a different view.</i>
	<i>I don't share your view.</i>
	<i>I don't think that's quite right. According to...</i>

IV. Evaluation

After you have finished the project, reflect on your work and evaluate the group's performance according to the following scale (answer in your notebook):

- 4 **Excellent**
- 3 **Good**
- 2 **Satisfactory**
- 1 **Needs improvements**



The group...	Score
had a positive attitude towards the assigned task.	4 3 2 1
completed the task on time.	4 3 2 1
respected time and turns of participation.	4 3 2 1
stated agreement and disagreement through appropriate expressions.	4 3 2 1
acknowledged the sources of information properly.	4 3 2 1
followed the instructions carefully.	4 3 2 1
developed awareness of the importance of consulting reliable sources of information.	4 3 2 1

FINAL CHECK

- 1  Read and listen to the text. Then, discuss the questions below.

10 points

Air Pollution

Many of the solutions to air pollution are similar to those for climate change, though it's important to either make a concerted effort to drive less, or switch to a lower-emissions vehicle. Switching over to green energy is also important, as that will cut back on fossil fuel emissions. If you

aren't able to install solar panels or wind turbines on your property or if your utility gets its electricity from dirty energy sources, consider signing up for a renewable energy producer, such as the ones that connect consumers to a 100 percent renewable energy source to power their homes.

Taken from: <https://bit.ly/2Dhd4gl>

- How can technology solve or diminish this particular environmental problem?
- Propose one more way to lower carbon emissions into the air.

- 2 Write down an email to a friend, telling her/him about a technological device you usually use. Include some general characteristics and the way it helps you to develop abilities and get knowledge. Use a separate sheet of paper.

10 points



Interpret your results

Great! (20 points)	Good (15 - 20 points)	OK (13 - 15 points)	Not good enough (12 or less points)
You are achieving the learning goals. Keep on working hard!	You are very well prepared. You can easily achieve the highest score by analyzing the few mistakes you made.	Your performance is satisfactory, but you can improve. Revise the mistakes you made and reinforce the weakest areas in the evaluation.	You need to revise the contents and practice more, in order to improve your performance.

Dreams and Longings



Throw your dreams into space like a kite, and you do not know what it will bring back, a new life, a new friend, a new love, a new country.

Anais Nin

OBJECTIVES OF THE UNIT

You will...

- read and listen to descriptive, narrative and informative texts about dreams and longings.
- convey ideas about the topic through opinions, dialogues and monologues.
- practice the pronunciation of words with the sounds /θ/ and /ð/, identify the Second Conditional to express imaginary situations, use Modal Verbs to give advice, link ideas through connectors and put into practice the use of orthographic elements in written texts.
- connect the topic of the unit with other subjects.

You will also...

- show confidence in yourself and a positive attitude towards life.
- show interest to develop skills and knowledge in order to apply them in your future academic and/or employment field.

What for?

- to recognize and apply key words and expressions related to the topic.
- to understand main ideas and specific information in written and oral texts.
- to write sentences and brief simple narrative and descriptive texts.
- to develop communicative skills to express opinion and ideas about the topic of the unit.

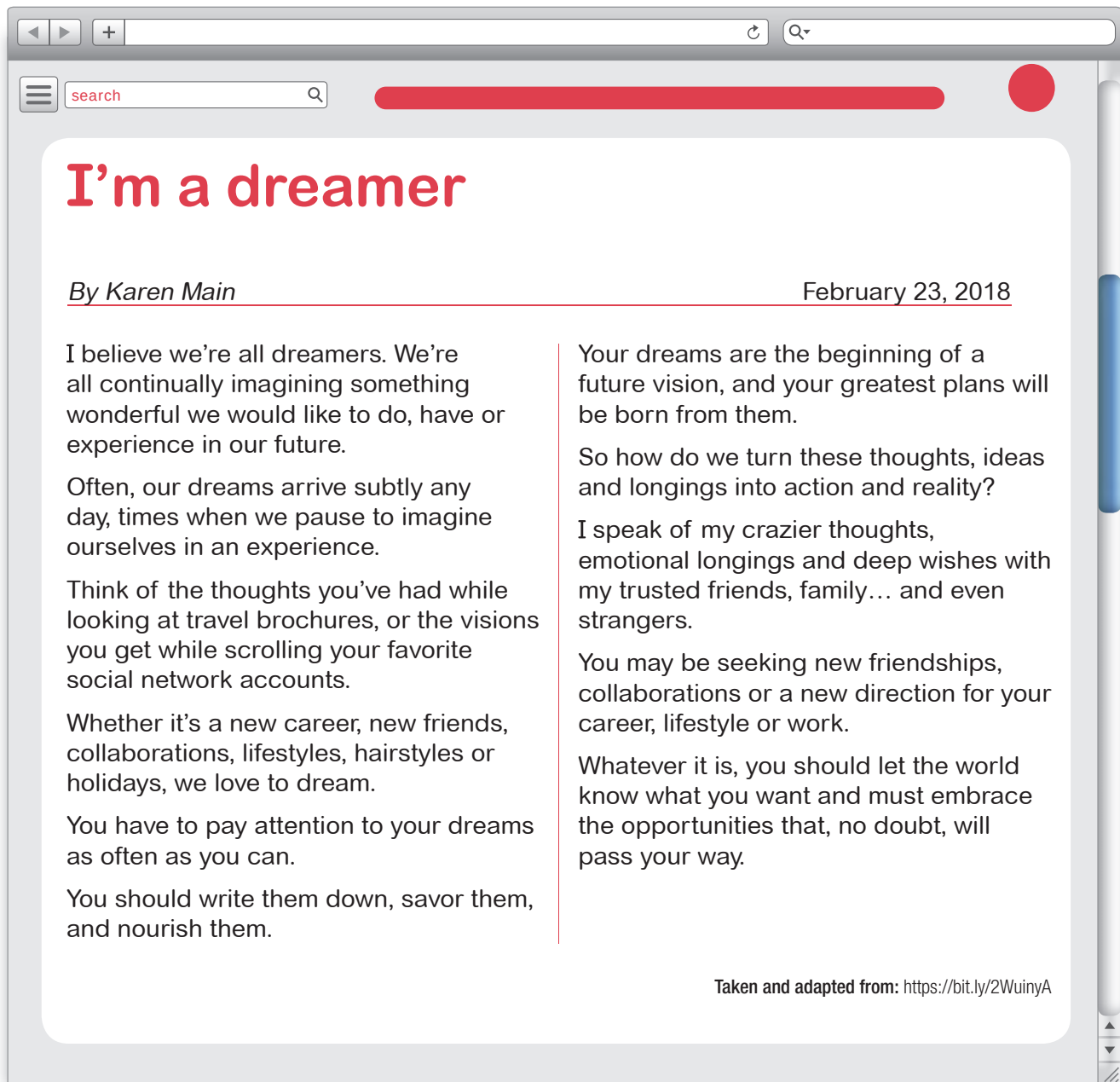
- 1  Look at the pictures on page 166 and read the quote. Take turns to ask questions to each other about the quote and the pictures, as in the example below.



DO YOU REMEMBER?

1  Read the text and discuss these questions.

- What does the text say about “opportunities”?
- According to the text, what do you have to do to make your dreams come true?
- Can you identify any connectors in the text?



I'm a dreamer

By Karen Main February 23, 2018

I believe we're all dreamers. We're all continually imagining something wonderful we would like to do, have or experience in our future.

Often, our dreams arrive subtly any day, times when we pause to imagine ourselves in an experience.

Think of the thoughts you've had while looking at travel brochures, or the visions you get while scrolling your favorite social network accounts.

Whether it's a new career, new friends, collaborations, lifestyles, hairstyles or holidays, we love to dream.

You have to pay attention to your dreams as often as you can.

You should write them down, savor them, and nourish them.

Your dreams are the beginning of a future vision, and your greatest plans will be born from them.

So how do we turn these thoughts, ideas and longings into action and reality?

I speak of my crazier thoughts, emotional longings and deep wishes with my trusted friends, family... and even strangers.

You may be seeking new friendships, collaborations or a new direction for your career, lifestyle or work.

Whatever it is, you should let the world know what you want and must embrace the opportunities that, no doubt, will pass your way.

Taken and adapted from: <https://bit.ly/2WuinyA>

2  Answer these questions with the class.

- Are you a dreamer? What do you usually dream about?
- What are you planning to do to make your dreams come true?
- Have your dreams changed through the years?
- What is the importance of having dreams and longings?



Before listening

1  Look at the pictures. Find information about outstanding people who practice these sports and answer these questions.

a. Do you know anything about these people? Find out.

b. What do they do?

c. Are their lives inspiring in any way? How?



Michael Jordan



Kaká

Misa Kuranaga



Matt Scott

2  Label the pictures with the words below, in your Activity Book.

tummy

fail

shot

narrow

neck brace

vertebrae

petite

graceful



a



b



c



d



e



f



g



h



3  You are going to listen to some people who fulfilled their dreams. What do you think they are going to talk about? Predict.

While listening

1  Listen to the recording and check your predictions in exercise 3.

2  Listen to the recording again and identify the correct answers.

- a. Type of listening.
 - i. Reports
 - ii. Advertisements
 - iii. News
- b. Purpose.
 - i. Entertaining
 - ii. Informative
 - iii. Motivational



Strategy in mind

- Listening for purpose.
- Paying attention to intonation.

3   Listen to the recording again, identify who speaks in each track and explain how you identified the person. Fill in the chart in your Activity Book.

Recording	Person	Reason
a.	Person	Reason
b.	Person	Reason
c.	Person	Reason
d.	Person	Reason

4   Listen once more and match these headlines with the corresponding tracks. Explain your choice.

No excuses

Nothing is impossible

Beyond the limits of my genes

Failure

After listening

1  Discuss these questions.

- a. What's your opinion about the attitude of the people you heard?
- b. What's your attitude towards making mistakes?
- c. Do you think we can learn from mistakes? Why? Why not?

- 2  Roleplay these questions. Then, create two more, using these as example, and ask them to your partner.

When was the last time
you made a mistake?

What's your attitude
towards failure?

Writing A report

1. Organizing the ideas

- a. In pairs, ask questions to your partner about making mistakes. Use the expressions below to answer them.

Let me think...

over and over again

Well...

To tell you the truth...

As I was saying ...

I mean...

Actually...

- b.  Fill in this organizer, in your Activity Book, with the information obtained from your interview in exercise 1.a.



What is failure for her / him	How he/she has overcome difficulties
Mistakes she / he has made	What she / he has learned from her / his mistakes

2. Drafting

Write a 150-word draft of a report with your partners' information and opinions, on a separate sheet of paper. Remember to include key words of the lesson and connectors studied so far.

3. Revising

Based on the Editor's Marks on the right, check for grammar, punctuation and spelling mistakes.

4. Editing

Write the final version of your report and revise it again. You can add more information if needed.

5. Publishing

Volunteers read the report in front of the class.

6. Evaluating

Exchange reports with your partner and evaluate each other's work and give positive feedback and suggestions to improve each other's weaknesses.

Use the prompts in the box to help you evaluate your partners' performance.



My partner...

- ☒ wrote the required number of words.
- ☒ followed the model as a guide.
- ☒ included enough vocabulary and connectors.
- ☒ grammar and punctuation were revised carefully.
- ☒ showed a positive attitude towards the task.



Exit slip

Evaluate your performance. Discuss your answers with the class.

Write:

- 5** things I've learned
- 4** things I've found interesting
- 3** things that need improvement
- 2** questions I have
- 1** thing I would like to learn more about

**The most important thing
I learned today...**

Before reading

1



Read and listen to the conversation. Then, roleplay it with your partner.

If you could travel anywhere in the world, where would you go?

I would visit Mexico and Central America.

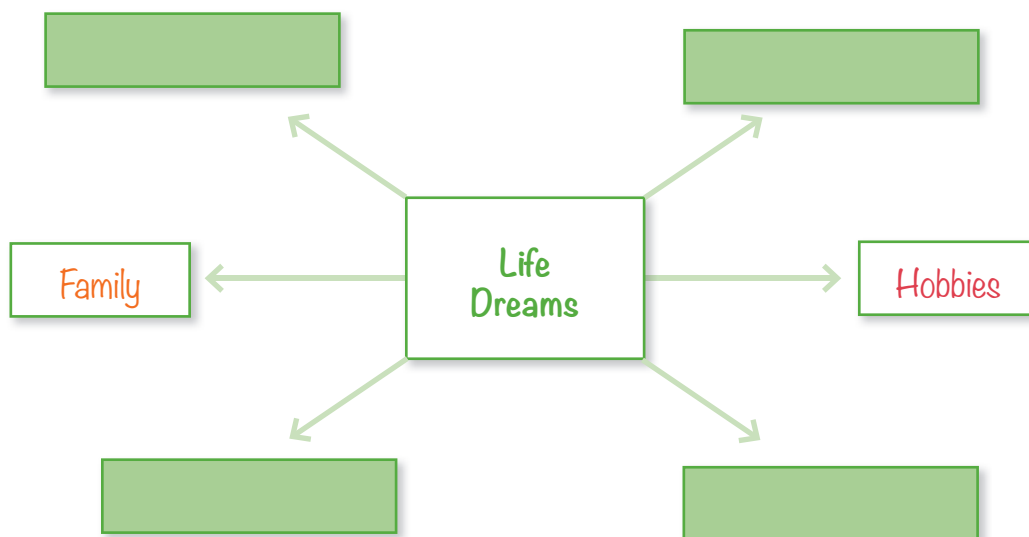
I would travel to Asia. How about you?

Ministerio de Educación.
KB
Prohibida su comercialización.

2



Fill in the diagram in your Activity Book with aspects that people usually dream about.



3

You are going to read what five people would like to do if they were adults now. In pairs, predict what they are going to say. Write down your ideas in your notebook.

While reading

- 1 Read the text and confirm your predictions in exercise 3.

Key words

- buzz
- seek
- advocate
- sustainable
- fulfill
- welfare
- amateur

Strategy in mind

- Getting meaning from context.
- Answering questions.

Smart reading

1. In pairs, read these expressions and discuss their meaning, according to the contexts.
 - a. once in a while
 - b. down to earth
 - c. be fond of
 - d. ultimately
 - e. ups and downs
2. Find the synonyms to these words in the texts. Write down your answers in your notebook.
 - a. established
 - b. inequality
 - c. poor
 - d. buy
 - e. accomplish
 - f. humble

What would you do if you were an adult today?



Cathy

I would love to have a big house outside the **buzz** of the city and enjoy it with my family... I would also enjoy some trips as well, once in a while. I would love to read as many books as I could, and maybe, if I had free time, I would like to write about my trips and experiences.

Donn

If I were an adult today, I would like to make video games for a living, because they make people happy and I would like to make people happy. I would like to start my own company. If I had enough money then, I would like to travel and discover many different cultures. I would also like to get married and have children. I would like to live happily.

Sarah

I love to **seek** justice. I have always been a person who I would injustice, and, if I were an adult now, I would study law at university, to **advocate** for those without a voice. It would make me very happy, to help and support underprivileged without the means to do it themselves.

Tessa

If I was working now, I would like to purchase a nice piece of land to get settled, of land, build a **sustainable** forest and use it as an animal shelter. This has always been my greatest dream, and perhaps, I will spend the rest of my life trying to achieve it.

Tommy

There are lots of amazing dreams and desires I would like to **fulfill** in my life.

I would like to stay a humble, down to earth, laborious person, throughout my life.

If I was at university now, I would study all my favorite subjects such as History, Geography, Physics, English literature, Political Science and Astronomy.

I am fond of reading. If I could, I would open a public library.

I want to do every possible effort for the **welfare** of my community.

I don't want to change society, but if I could, I would change people's mentality and their wrong perspectives. If people's minds changed, the world would be, ultimately, a better place, with less sorrow.

I am a passionate writer. So, I would like to write novels, as there is a variety of characters inside my mind, the people whom I have met, and a lot of my own experiences too.

I am an **amateur** poet and, if I had the time, I would want to publish all my poems in one book.

I can imagine my future and I know that it is bright.

I know that, like today, there will be ups and downs in my future, but there will also be true love.

Taken and adapted from: <https://blt.ly/2U68oTs>

Your analysis

1. In groups, answer these questions, orally.
 - a. Who would defend people from unfair situations?
 - b. Who would keep a simple life?
 - c. Who knows what he/she would write about?
 - d. Who would like to change people's way of thinking?
 - e. Who would do only one thing in his/her life?
 - f. Who would travel a lot?



Think critically

Make text-to-text connections

- Have you ever read anything like these texts before? If so, have the opinions been similar or different?

Make text-to-self connections

- Is there anything mentioned in the texts that you would/wouldn't like to do if you were an adult? Explain.

Language in use Second Conditional (I)

1. ⁹² Read and listen to the sentences, paying attention to the words in bold.

- What **would** you **do** if you **were** an adult?
- I **would live** in the countryside and I **would have** my own business.
- I **would love** to have a big house.

a. What's the function of the words in **bold**? Discuss.

- To talk about an imaginary situation.
- To predict the future based on information.

1 Take turns to ask and answer questions about the dreams and wishes you have just read. Read the examples below and use them as a guide.

What would Donn like to do if he was an adult?

He would start a company.

What would Cathy do if she was an adult?

She would travel a lot.

Ministerio de Educación.
KB
Prohibida su comercialización.

2 Look at the pictures and guess what these teens would like to do if they were adults. Justify your answers.



3 Discuss these questions.

- What do you think of the teen's dreams? Are they any similar to yours?
- Do you have any particular dreams or wishes? Share it/them with your classmate.

English sounds

- a.  Listen to the recording. Pay attention to the sounds / ð / and / θ / of the words.



1. Preparing to Speak

- a. Write a short paragraph (around four sentences) expressing some dreams and longings, on a separate sheet of paper. Add the necessary vocabulary, expressions and connectors to link your ideas. Revise the Language in Use section, if necessary.

2. Practicing

- a. Take turns to read your paragraph to your partner. Pay attention to pronunciation.
b. Correct each other's mistakes.

3. Performing

Describe your dreams in front of the class.

4. Evaluating

After you finish, evaluate your work using the prompts in the box. Then, offer positive feedback and suggestions to each other, focusing on your strengths and making suggestions to improve your weaknesses.

My partner...

- ☒ prepared his/her description carefully.
- ☒ paid attention to pronunciation.
- ☒ used the necessary vocabulary and expressions.
- ☒ added enough connectors.
- ☒ corrected me with respect.



Exit slip

Evaluate your performance. Discuss your answers with the class.

Write:

- 5** things I've learned
- 4** things I've found interesting
- 3** things that need improvement
- 2** questions I have
- 1** thing I would like to learn more about

**The most important thing
I learned today...**

CHECK YOUR PROGRESS

1 Read this short story and answer the questions in your notebook.

8 points

If Only...

Peter doesn't have much self-confidence. He always doubts himself. "If only I were smarter, I would get good grades." "If I were taller, I could be on the basketball team." "If I were stronger, I could be on the wrestling team." "If I were better looking, I would have a girlfriend." "If only I were funnier, I'd have a lot more friends."

One day, some guys in his class asked if he wanted to join their rock band, because they knew Peter played the guitar.

He told them he didn't have enough time, but he was really thinking, "if only I played the guitar better, I could be in a band."

On his way home, his friend Catherine, asked if he wanted to go to the school dance with her. Peter lied, saying, he had to work that night. Peter was really thinking to himself, "if only I knew how to dance, I could go with Catherine."

It seems that Peter often avoids trying new things. If only Peter didn't doubt himself so much, he would have a lot more fun and enjoy life much more.

Created by Publishing Team.

- How would you describe Peter's personality?
- What two aspects would Peter change about himself? What for?
- Why do you think Peter gives so many excuses?
- What piece of advice would you give to Peter?



2 ⁹⁴ Listen to the story and discuss if these sentences are true or false. Correct the false ones.

14 points

- Jagan was delighted with the idea of moving to Britain.
- At the beginning, Jagan didn't quite fit at his new home in London.
- After a long period of time, Jagan adapted and met partners at school.
- Jagan's friends were supporting his dream.
- Jagan was badly influenced by his friends to leave his dream.
- Jagan didn't change his mind and left behind his main objective in life.
- Jagan couldn't accomplish his dream when he grew up.

Interpret your results

Great! (22 points)	Good (18 - 21 points)	OK (13 - 17 points)	Not good enough (12 or less points)
You are achieving the learning goals. Keep on working hard!	You are very well prepared. Analyze the few mistakes you made.	Your performance can improve. Revise your mistakes and weakest areas with your teacher.	You need to revise the contents and practice more, in order to improve your performance.

Before listening

- 1  Look and label the pictures using the words provided. Write your answers in your Activity Book.

Milky Way

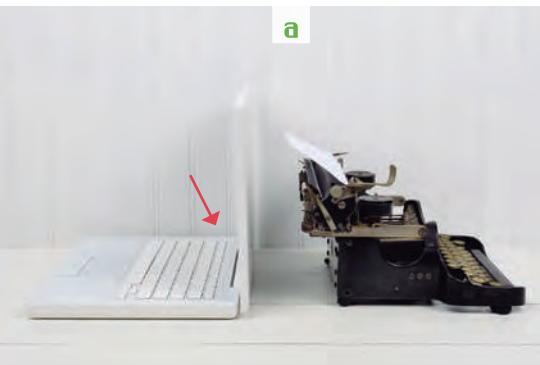
luxurious

fame

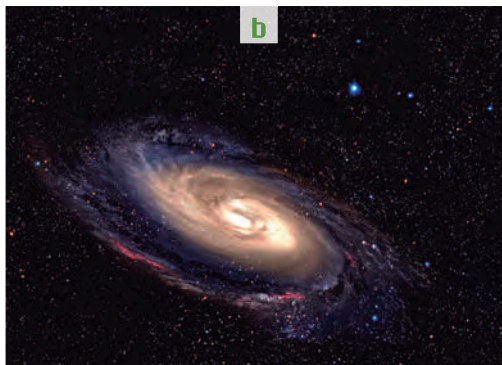
threatening

state-of-the-art

tasty



a



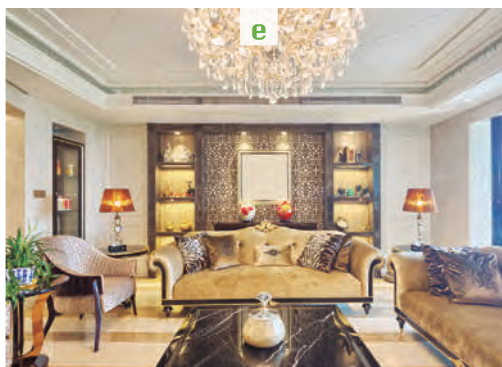
b



c



d



e



f

- 2   Fill in the organizer in the Activity Book with your ideas about your dream job, and share them with your classmates.



I would be a/an ...

Skills you would need.

What you would do.

How you would feel.

- 3  You are going to listen to some people talking about their dream jobs. According to the pictures and words on next page, which jobs do you think they are going to mention? Discuss.

While listening

1  Listen to the recording and check your predictions.

2  Listen again and identify the job that each person in the recording would like to have. Write down your answers in your notebook.

Strategy in mind

- Paying attention to details.

Tatianna

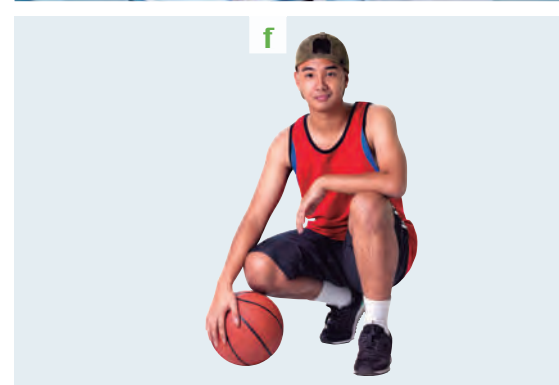
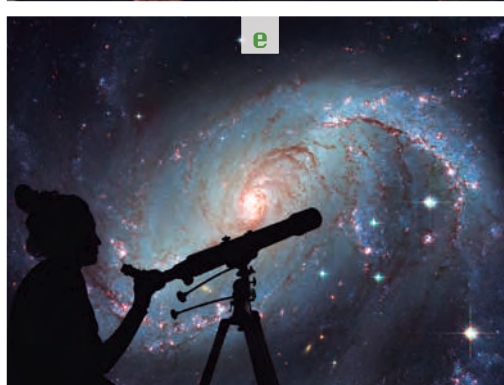
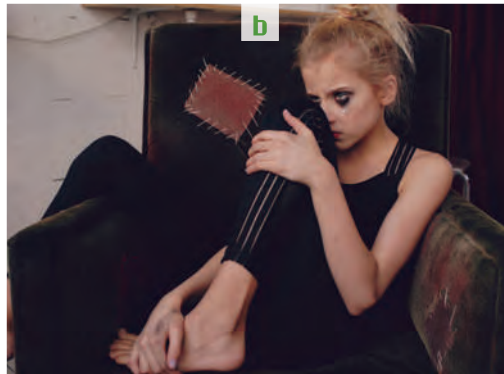
Paul

Luis

Mark

Damaris

Alexa



3   Listen again and, then, take turns to say what each person would like to be, as in the example.

Ministerio de Educación.
KB
Prohibida su comercialización.



Bill would like to be a photographer.

Language in use Second Conditional (II)

1.  Read and listen to these sentences paying attention to the words in bold.
 - *If I **had** the skills, I **would be** a professional dancer.*
 - *If I **made** the necessary effort, I **would accomplish** my dreams.*
2.  Read the sentences in exercise 1 again, and analyze how the 2nd Conditional is formed.

For further information about the 2nd conditional, you can check out: <https://bit.ly/2WD82R9>

- 4   Listen again and match the ideas in your Activity Book.

- | | |
|--|---|
| a. If I had enough money, ... | ... I would like to have my own restaurant. |
| b. If I wanted, ... | ... I would definitely be a car designer. |
| c. If I had to choose one dream job, ... | ... I would choose to be a chemist. |
| d. If I were good at math, ... | ... I would travel to other planets. |
| e. If I had the chance, ... | ... I would succeed. |
| f. If I practiced a lot, ... | ... I could be anybody! |

- 5  Listen again and check your answers.

- 6   Listen again and take turns to complete the sentences in exercise 4 with your own ideas.

- 7   Listen to the recording again and fill in the chart in your Activity Book with the information you hear.

After listening

- 1  Take turns to ask and answer questions, based on the recording you have heard. Use the questions below as examples.

What would Mark like to be?

What could Damaris do if she were an astronomer?

Why would Mark like to have his own restaurant?



2 Discuss these questions.

- What job would you most like to do?
- What type of job would it be?
- Which job would you never do? Why?
- Would you rather work inside or outside?
- What do you think you can do now to accomplish your dream job?



Speaking A dialogue

In pairs, you are going to prepare a dialogue about your dream job.

1. Preparing to Speak

- a.  Read and listen to these expressions.

It seems to me that...

I guess...

I'd say that...

Without doubt...

First of all...

- b. Write a draft of your dialogue, in your notebook, adding the necessary expressions from exercise 1.a.

2. Practicing

- Take turns to practice your dialogue. Pay attention to pronunciation and intonation.
- Correct each other's mistakes.

3. Performing

Act out your dialogue in front of the class.

4. Evaluating

After you finish, evaluate your work using the prompts in the box. Then, offer positive feedback and suggestions to each other, focusing on your strengths and making suggestions to improve your weaknesses.

We...

- ☒ prepared our dialogue carefully.
- ☒ paid attention to pronunciation and intonation.
- ☒ used the necessary vocabulary and expressions.
- ☒ followed the suggested steps.
- ☒ corrected each other with respect.

Exit slip

Evaluate your performance. Discuss your answers with the class.

Write:

- 5 things I've learned
- 4 things I've found interesting
- 3 things that need improvement
- 2 questions I have
- 1 thing I would like to learn more about

The most important thing
I learned today...

Before reading

1  How are the ideas below related to the idea of “making dreams come true”? Discuss.



2  You are going to read a text about following your dreams. What do you believe is going to be mentioned in it? Read the title and then write down your ideas in your notebook.

While reading

1 Read the text and check if your predictions were correct.

Key words

- annoyances
- redundant
- plucked up
- in a row
- jammy
- willing to
- truly

Strategy in mind

- Skimming for general ideas.
- Scanning to find specific information.

Smart reading

1. In pairs, discuss these questions.
 - a. What is the general message of the text?
 - b. What's its purpose?
2. In pairs, find this information in the text. Write your answers in your notebook.
 - a. What do people usually complain about?
 - b. What's Steve Jobs' question?
 - c. According to the author, which elements must be present in life?
 - d. How was the author persuaded to follow her dreams?
 - e. Which two things did Katie always want to do?
 - f. What did Steve Jobs believe was the only way to be really satisfied?

It's Time for a Change

By Katie Britz

People usually get up to work five out of seven days of the week. This really is one of the biggest parts of your life and you have to make sure you can look in the mirror every morning and say "yes, this is what I want to do, this is what I want to get up for".

So many of us spend our lives complaining about our jobs, they're not fulfilling enough, don't pay enough, too much work, not enough work, too long hours and anything else we can add in to the list of **annoyances**.

'I'm in a period where I go through fluctuations; sometimes I love my job, sometimes I don't. It tends to be based on how busy I am. If I'm crazy busy I'm happy, if I have time to get bored, my mind has too much time to wander...

One day last year, I saw this quote and it really got me thinking:

"For the past 33 years, I have looked in the mirror every morning and asked myself: 'If today were the last day of my life, would I want to do what I am about to do today?' And whenever the answer has been 'No' for too many days in a row, I know I need to change something." Steve Jobs.

Having been made **redundant** in the past, I'm so grateful for what a job gives me; the routine, the salary, the talking point, something to get out of bed for in the morning. But the fulfilment, the passion, the excitement needs to be there as well.

And so, I took a risk. I knew if I didn't change something, then I'd stay looking in that mirror saying 'No'.

A friend encouraged me to follow my dreams, saying once:

'If you are not satisfied with your life, it might be better to go for a change'.

So I **plucked up** the courage, which was not an easy thing for me to do, and asked my boss for January off (unpaid) to go and do a yoga teacher training course in India and to then to work only four days a week once I was back, to give me the chance to write a blog and start doing some yoga teaching. Two things I'd always wanted to do.

So now I go to bed excited for the next day to come. I get up at 6am in the morning and do my ashtanga practice, I teach friends yoga when I can, and write my blog.

Now I have Wednesdays off, which means I only ever work two days **in a row**, and it means I'm actually productive rather than if I took a Friday or Monday off where I'd be running off on lots of long weekends here and there.

Lots of people have said I'm **jammy**, lots say that they wish they could do the same and it might be a good idea to follow life dreams too. And the point of this is I took a risk and had to put myself out there and if you're **willing to**, you can too.

If you're looking in the mirror every morning and wishing things would change, only you can make it happen. It would be better to take a risk in life. You never know what could happen.

And to finish off in the words of Steve Jobs:

"Your work is going to fill a large part of your life, and the only way to be truly satisfied, is to do what you believe is great work. And the only way to do great work is to love what you do. If you haven't found it yet, keep looking. Don't settle. As with all matters of the heart, you'll know when you find it."

Taken and adapted from: <https://bit.ly/2TPtv7J>

Your analysis

1. In groups, focus on the underlined sections in the text and discuss what they mean.
2. Answer orally. In your opinion:
 - a. How important is it to accomplish your dreams?
 - b. What does it mean to "take a risk" for them?
 - c. What did Steve Jobs mean when he said "Don't settle"?



Think critically

Make text-to-world connections

- Has someone you know (or anyone famous) experienced a situation that relates to the topic of this reading? If so, refer to it.

Make text-to-self connections.

- What have you learned from the text?
- Do you agree with Steve Jobs' words? Explain why.

Language in use **Might**

1.  Read and listen to these sentences. Then, in pairs, discuss the questions below.

- If you are not satisfied with your life, it **might be better to** go for a change.
- It **might be better to** take a risk in life.
- It **might be a good idea to** follow life dreams.

- What do the words in bold convey?
- Do you agree with what they express? Explain.
- Write 2 sentences to give opinions, in your notebook, using the structures you have just seen.

1  Discuss these questions.

- Do you think it is worth fighting for your dreams?
- What would you do to achieve them?
- Is Steve Jobs a good model to follow dreams? Do you know of any other famous “role models”? Discuss.

Writing **An opinion essay**

1. Organizing the ideas

a.  Read and listen to these expressions to give opinions.

I'm pretty sure that ...

I'm absolutely certain that ...

I could be wrong, but

Without doubt, ...

I'm pretty confident that ...

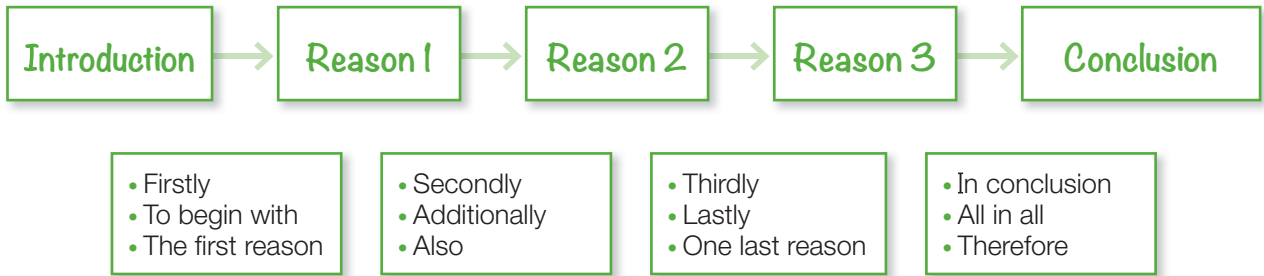
b.   Express your opinion about the text *It's Time for a Change*, using the expressions in 1.a. Think about what you liked and/or learned about it. Then, fill in this organizer in your Activity Book with your ideas.

Reason 1	Reason 2	Reason 3
Act now	Steve Jobs Change is good	Find your passion



2. Drafting

Based on your conversation and the information of your graphic organizer, write, in your notebook, a 150-word draft of your opinion of the text. At this stage, do not care much about making mistakes. Follow the diagram below to structure your opinion and add some of the expressions below.



3. Revising

Based on the Editor's Marks on the right, check for grammar, punctuation and spelling mistakes.

4. Editing

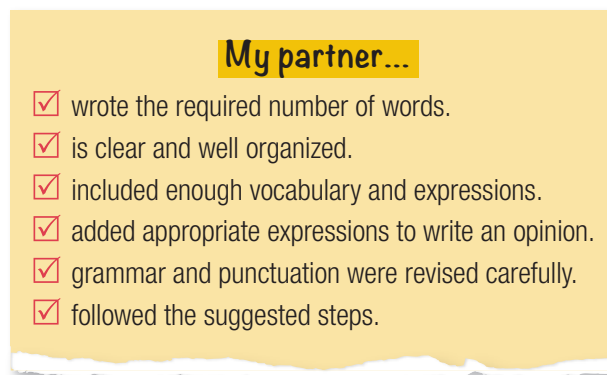
Write the final version of your text and revise it again. You can add more information if needed.

5. Publishing

Volunteers read their opinions to the class.

6. Evaluating

Exchange texts with your partner, evaluate each other's work and give positive feedback and suggestions to improve each other's weaknesses. Use the prompts in the box to help you evaluate your partners' performance.



Exit slip

Evaluate your performance. Discuss your answers with the class.

Write:

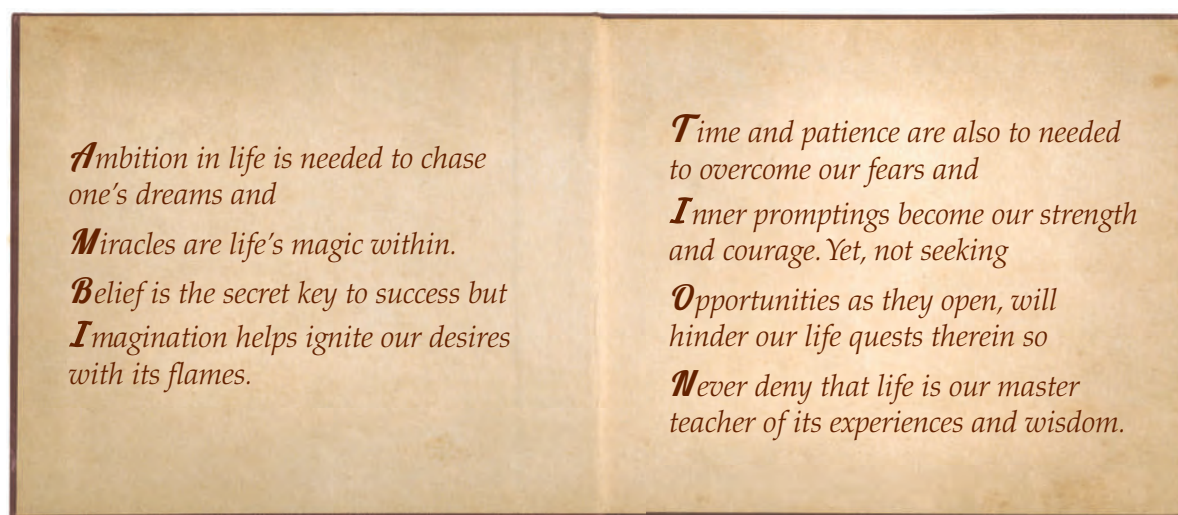
- 5** things I've learned
- 4** things I've found interesting
- 3** things that need improvement
- 2** questions I have
- 1** thing I would like to learn more about

**The most important thing
I learned today...**

An Acrostic Poem

1 You are going to read an acrostic poem. Find out what an acrostic poem is and find one example as well. Then, share your findings with the class.

2 Read the poem. Check the words you do not know and look them up.



Taken from: <https://allpoetry.com/poems/about/ambition>

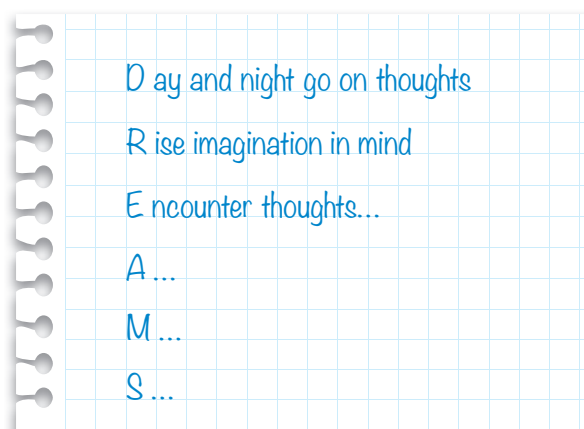
3 Read the first letters of each line in the poem. Which word is spelled out?

4 In pairs, take turns to read the poem aloud. Pay attention to pronunciation, pause and intonation.

5 Answer these general questions with the class.

- a. Did you enjoy reading the poem? How did it make you feel?
- b. If you had to write a poem, what would you write about?

6 In pairs, choose one word from the poem and write a new short acrostic poem, in your notebook. Follow this example.



LITERARY CIRCLE

1 Read the text and answer the questions in your notebook.

The Longing for home (extract)

By Frederick Buechner

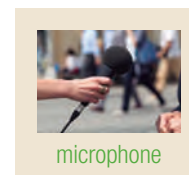
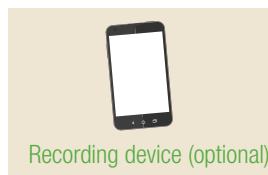
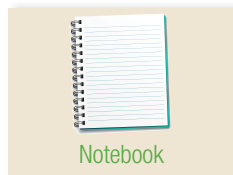
When I was in my fifties and early sixties even, I deluded myself with the fantasy that I was still somehow middle-aged and had roughly as much time left to live as I had lived already, which seemed endless enough for all practical purposes. But now that I find myself pushing seventy hard, I have finally begun to wise up. It is no longer just in my mind that I know I am rather a good deal closer to the end of my time than I am to its beginning. I know it in my stomach, and there is a lot of sadness in knowing it. But that is by no means all there is. Who would want it to be day forever and never night, after all? Who would choose to be awake forever and never get a chance to sleep? But the tide that carries us farther and farther away from our beginning in time is also the tide that turns and carries us back again. In other words, it is true what they say: the older we grow, the more we find ourselves returning to the days when we were young. More vividly than ever before, I think, we find ourselves remembering the one particular house that was our childhood home. We remember the books we read there. We remember the people we loved there. The first group of pieces in this collection has to do with home in that sense—the home we knew and will always long for, be homesick for.



- What is the narrator talking about? Explain, in your own words.
- What does the narrator long for?
- What do you long for in your past? Interview your partners. Then, report your answers to the rest of the class.

PROJECT: Interviewing a famous person

Materials

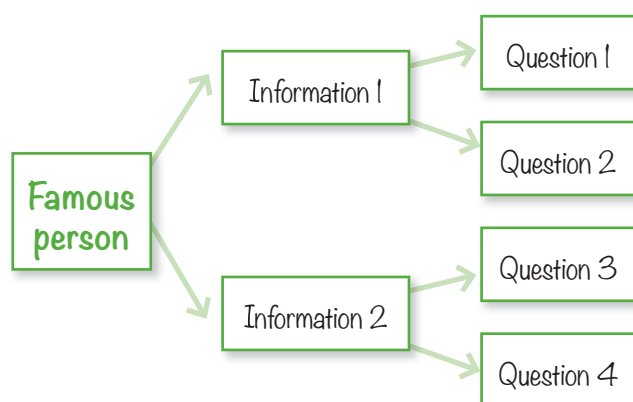


I. Preparation

1. Work in groups of four students.
2. Before you start, read the rubric at the end of the page, carefully, so that you know, in advance, the areas that will be evaluated.

II. Procedure

1. Think about people who, in Chile or in the world, have fought for their dreams.
2. Choose one of the famous people you have mentioned in procedure 1 and find information about her / his personal life, dreams, contributions and so on.
3. Select some relevant information and write some questions. Copy this graphic organizer in your notebook and fill it with your information.



III. Presentation

1. Come to an agreement with your partners and decide who is going to get the role of the famous person and who will get the role of the interviewers.
2. Start the interview.
3. Use expressions such as: *I wonder if you could tell me, I'd like to know...etc.*

IV. Evaluation

After you have finished the project, reflect on your work and evaluate the group's performance according to the following scale (answer in your notebook):

- 5 Excellent
- 4 Very Good
- 3 Good
- 2 Satisfactory
- 1 Needs improvements



The group...	Score
had a positive attitude towards the assigned task.	5 4 3 2 1
completed the task on time.	5 4 3 2 1
respected time and turns of participation.	5 4 3 2 1
followed the instructions carefully.	5 4 3 2 1
developed awareness of the importance of consulting reliable sources of information.	5 4 3 2 1

FINAL CHECK

1  Listen and complete the sentences. Write your answers in your notebook.

8 points

- a. If she won the lottery, she...
- b. If he was an adult now, he...
- c. He would like to go back to university, if...
- d. If Sarah could study anything, ...



2 Read this text and answer the questions with a partner.

6 points

Jobs are not only about the type of work you perform day in and day out. It is important to consider the kind of lifestyle you want to have, how much time and money you want to spend on your education and where you want to work.

Some jobs require specific abilities and, if you struggle with any aspect of them, the position might not be an ideal match. For example, if you think you would like to be an accountant, but you hate math, it is probably not a good option. Likewise, if you want to be a surgeon, but you faint when you see blood, it might not be the best job for you.

Taken and adapted from: <https://work.chron.com/ideal-job-20936.html>

- a. What do you have to consider to get a job that is good for you?
- b. What does the text say about your abilities?
- c. Do you agree or disagree with the text? Explain.

3  Ask and answer 3 questions about imaginary situations, as in the example.

6 points



Interpret your results			
Great! (20 points)	Good (13 - 19 points)	OK (10 - 13 points)	Not good enough (9 or less points)
You are achieving the learning goals. Keep on working hard!	You are very well prepared. Analyze the few mistakes you made.	Your performance can improve. Revise your mistakes and weakest areas with your teacher.	You need to revise the contents and practice more, in order to improve your performance.

Past Experiences



“It is only by making the past alive again for a person, that a true growth in the present is facilitated. If the past is cut off, the future does not exist.”

Alexander Lowen

OBJECTIVES OF THE UNIT

You will...

- read and listen to descriptive, narrative and informative texts about past experiences.
- convey ideas about the topic through opinions, small dialogues and conversations.
- practice the pronunciation of words with the sounds /ð/ and /θ/, identify the Past Perfect to talk about situations that happened before in the past, link ideas through connectors and put into practice the use of orthographic elements in written texts.
- connect the topic of the unit with other subjects.

What for?

- to recognize and apply key words and expressions related to the topic.
- to understand main ideas and specific information in written and oral texts.
- to write sentences and brief simple narrative and descriptive texts.
- to develop communicative skills to express opinions and ideas about the topic of the unit.

1 👤 Look at the picture and read the quote on page 192. Then, discuss the questions below.

- What comes to your mind when you listen to the word “experience”?
- Why can we grow by making the past alive?
- What’s the meaning of the phrase “*If the past is cut off, the future does not exist*”?
- Do you agree or disagree with the quote? Explain.

2 👤 Describe these pictures, identifying the experiences. What do you think you could learn from them? Discuss.



DO YOU REMEMBER?

1  Think of a past experience and describe it to your partner, using the diagram below.



2  94  104 Listen to a text about experience and complete these sentences from the text in your Activity Book.

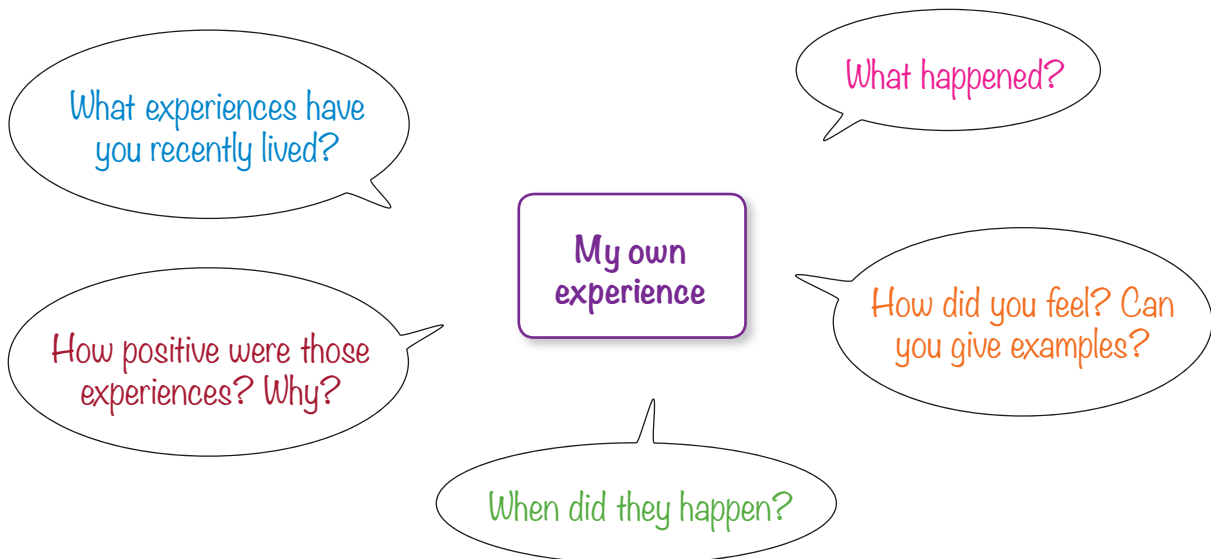
- The wisest people are the ones who...
- Every experience in life...
- The objective is to always...
- The more you learn from experiences,...
- The past provides you with...
- Experiences and lessons are the ingredients...



3  94  104 Listen again and write down the questions you hear in your Activity Book.

4  Answer the questions in exercise 3 according to your own opinion.

5  Take turns to ask and answer questions about your personal experiences. Use the diagram below as a guide.



Before reading

- 1  Ask and answer questions about your last holiday, as in the example below.

Where did you go last summer?

Really? How long did you stay there?

Fantastic! Did you visit other places?



I went to Chiloé.

Three weeks and I stayed with some friends.

Yes. I ...

Ministerio de Educación.
KB
Prohibida su comercialización.

- 2   In pairs, label the pictures with the vocabulary provided. Write your answers in your Activity Book.

baggage claim

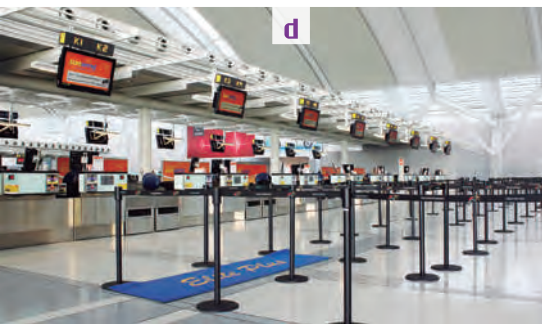
customs office

boarding gate

check-in

metal detector

departure lounge



- 3  In pairs, read the title of the story on page 196 and discuss what may have happened, using some of the vocabulary from exercise 2.

While reading

1 Read the text and confirm your predictions in exercise 3.

Key words

- turned out
- managed
- queued
- beep
- went through
- came up

Strategy in mind

- Skimming and scanning for information.

Smart reading

1. Copy this graphic organizer and fill it in with some data from the text.

Departure
Place to visit
Means of transportation
1 st trouble
2 nd trouble
In New Zealand ↓
Stayed ... weeks
Accommodation
Opinion
3 rd trouble

2.  In groups, take turns to ask questions about the information in exercise 1.

EXAMPLE: *Where did they go?
How long did they stay in New Zealand?*

The worst holiday of my life

Hi, I'm Tessa. It all happened on my last holiday. It was a terrible experience. It was the worst holiday I have ever had. My friend Maly and I decided to go to New Zealand. We had saved money for a very long time to go on this trip. It was our dream to go to the land of "*The Lord of the Rings*".

We had made a reservation to fly at the end of July. From that moment on, everything went wrong. It **turned out** that, as the woman at the travel agency didn't understand us correctly, she had reserved a flight for only one person. Then, I **managed** to reserve a flight but a different one, so we couldn't go together. But I thought that it was not a big deal.

My friend flew a few hours after me. I was going first. When I arrived at the airport, I was very happy because that meant that my holiday had started and nothing else could have happened. I was mistaken.

When the hour of my flight was coming, I **queued** up to the customs clearance. My passport was all right and the next thing I had to do was to go through the metal detector. When I was passing through, it started to **beep**. I was scared. I was taken aside immediately, and I felt like a thief. It was terrible.

The customs officer had taken me to the other room, and she told me to undress. I tried to explain that I had a belly ring and maybe it was the cause of the beeping, but she didn't want to listen to me. I had to undress anyway. They took my clothes somewhere and I was standing alone in the middle of the room. I was shocked and stressed.

The woman came back after about 5 minutes which seemed to be ages for me. She gave me back my clothes, but I was not allowed to put them on. She checked me one more time with a small metal detector which was obviously beeping in front of my ring.





Of course, the customs officers **went through** all my things, but they didn't find anything. Therefore, I was late for my flight, so I had to wait for another one.

After that horrible flight, my friend and I met at the airport and we went to our hostel. It turned out that we expected something different, but it was not that bad, and we were too tired to look for something else.

New Zealand is the most beautiful country I have ever seen. We loved everything about it. The people, their traditions, their food and most of all, the environment. We spent three weeks there. We really had a good time there. But when the time ended, we had to fly back home. I was a little scared. This time I decided to remove my belly ring.

We came to the airport about three hours before the departure time. At the entrance of the airport we saw an older woman who had a large card with a word written on it with capital letters: POLAND. So, I **came up** to her and I started to speak in Polish. She smiled and we started to chat together.

When we were just about to leave, she asked me if I could take a box of chocolates with me and give it to her son in Poland. He was supposed to meet me at the airport, because she would phone him. Of course, I agreed. And then it started again.

At the customs office, everything was OK. I came through the metal detector and nothing happened. My passport was all right. I was almost free when the customs officer asked me about the chocolates. I said that an old lady had given the chocolates to me at the entrance and that her son was going to take it back at the airport in Poland.

The customs asked me to open the box. I didn't want to agree as it was not mine. But I had to do it in the end. It turned out that there were drugs inside. I was taken to jail and spent two days and two nights there! And after everything had been explained, I could come back home and the lady and her «son» were caught and also taken to prison.

I'm sure I don't have to clarify why this was the worst holiday I have ever had...

Taken and adapted from: <https://www.bryk.pl/wypracowania/jezyki/angielski/23264-the-worst-holiday-of-my-life.html>

Your analysis

1. As you read, answer these questions in your notebook.
 - a. What had Tessa and her friend done to be able to go on holiday?
 - b. What did Tessa do to solve the first difficulty?
 - c. How did she feel at the beginning of the journey?
 - d. Why did the metal detector start to beep when she went through?
 - e. How was her mood after being taken aside and checked?
2. Discuss with your partner if these sentences are true or false. Correct the false ones.
 - a. Tessa missed the flight because of her fault.
 - b. Both friends were glad about the hostel.
 - c. Tessa removed her belly ring because she wanted to avoid problems at the airport.
 - d. Tessa was very naive because she trusted a stranger.
 - e. She didn't want to open the box of chocolates because she suspected that something was wrong with it.

Think critically

Make text-to-self connections

- What did you learn from Tessa's experience?
- If you lived the same situations, what would / wouldn't you do?

Language in use Past Perfect Simple (I)

1. Read these sentences paying attention to the words in bold.

- We **had saved** money for a very long time to go on this trip.
- We **had made** a reservation to fly at the end of July.

2. What do the words in bold convey?

- a. To talk about something that happened several times in the past.
- b. To describe an unfinished action that was interrupted by another event or action.
- c. To talk about an event that happened before another one in the past.

1  Take turns to say how you would complete these ideas, using Past Perfect Simple.

- a. The storm destroyed the sandcastle that we...
- b. When she went out to play, she ...her homework.
- c. My brother ate all the cake that mom ...
- d. The doctor took off the plaster that he...six weeks before.
- e. The waiter brought a drink that ...
- f. I could not remember the poem we ...the week before.
- g. The children collected the chestnuts that...from the tree.
- h. She ...a lot before the final exam.



2  Read this quote and answer the questions below.

"No one realizes how beautiful it is to travel until he comes home and rests his head on his old, familiar pillow." By Lin Yutang.

- a. Do you think Tessa would agree with the quote? Why?
- b. Do you agree with it? Why? Why not?

3   Ask and answer questions about holidays as in these examples. Listen and practice them aloud.

Have you ever been in a difficult situation while traveling?

What would you recommend to someone who wanted to travel abroad?

What do you need before you travel to another country?

What is the most interesting place you have ever visited? Why?

Writing An informal email

You are going to write an email. Work in pairs.

- 1 👤 Read the email below and pay attention to its parts. Can you clearly identify them?

Greetings

Introduction

Body

Conclusion

Closing

From: paulacarcamo01@cycmail.com

To tomcampbell @cycmail.com Cc Cco

Subject My outstanding holiday

Hi Tom,

How are you doing?

I have recently come back from a breathtaking holiday in the North of Chile. Last year, two friends and I **had decided** to travel together to La Serena this summer. We **had some part time jobs** and managed to save money to go on holiday. We **had planned** to go there by plane, but it turned out that we didn't have enough money. We just changed our plan and went there hitch-hiking. It took us some days to arrive to La Serena, but the journey was worth it, because it's a wonderful place to visit with lots of things to see and do.

We had rented a small cottage near the beach, so as soon as we arrived, we left our backpacks and went to enjoy the beaches. We were swimming and relaxing until late in the evening.

We stayed in La Serena for about two weeks, therefore, we had enough time to visit the Elqui Valley and take an observatory tour, among others.

Summing up, we had a marvelous holiday. Now we want to do the same trip next year. Why don't you join us?

Write to me soon.

Cheers,

Paula

Submit

Created by Publishing Team.

- 2 95 Write, in your Activity Book, a 150-word email to a friend, describing (or inventing) an exciting holiday that you have had and the plans you made before it. Remember to include relevant vocabulary and connectors studied so far. Pay attention to the expressions in bold included in the model email.

Exit slip

Evaluate your performance. Discuss your answers with the class.

Write:

- 5 things I've learned
- 4 things I've found interesting
- 3 things that need improvement
- 2 questions I have
- 1 thing I would like to learn more about

The most important thing
I learned today...

Before listening

1  In groups, ask and answer these questions.

What does UFO stand for?

How do you explain the sightings of them in different parts of the world?



Do you believe they really exist?

What do you think they look like?

2  You will listen to a recording called *A Story to Remember*. Based on these pictures, predict what the story will be about and share your predictions with your partner.



While listening

1  Listen to the recording and check your predictions in exercise 2.

2  Listen to the recording again and answer these questions, based on the intonation.

a. Which face represents the police officer's attitude towards the story? Find a word to describe the attitude.



b. Which face represents the man who is telling the story? Find a word to describe the attitude.



3  Write the answers of these questions in your notebook. Then, check with the class.

a. Where was the man coming from when he first saw the UFO?

- i.** He was returning home from a party.
- ii.** He just got off work when he saw the UFO.
- iii.** He was driving home from a restaurant.

b. What time did the man report the incident to the police?

- i.** About 12:00 AM
- ii.** About 3 AM.
- iii.** About 5 AM.

c. What jumped out in front of the man's car?

- i.** A hairy tiny creature.
- ii.** A giant bold being.
- iii.** A hairy monster.

d. What happened to the man after the beast appeared?

- i.** He walked to a flying saucer.
- ii.** He was carried to a spaceship.
- iii.** He followed the alien to its aircraft.

e. What does the police officer suggest at the end of the story?

- i.** The man should visit a therapist.
- ii.** The man should talk to an alien expert.
- iii.** The man should contact the newspaper.

Key words

- hairy
- land
- making up
- headlight
- flying saucer
- overhead

Strategy in mind

- Setting a purpose for listening.
- Paying attention to intonation and non-verbal clues.



After listening

Language in use Past Perfect (II)

1.  Read and listen to these sentences, paying attention to the words in bold.
 - When I stopped to watch the light, it **had** already **disappeared**.
 - When that happened, the creature **had vanished**.
 - When I left the party, I **had drunk** a few beers.
2.  In pairs, read the sentences in exercise 1 again, and analyze how the Past Perfect is formed.
3.  Take turns to transform the sentences below, using the **Past Perfect Simple** and the words in parenthesis.
 - a. The film started. I arrived at the cinema. (**when**)
 - b. We were late for the plane. We forgot our passports. (**since**)
 - c. He saved a lot of money. He bought the house. (**before**)

For further information about the Past Perfect, you can check this link: <https://bit.ly/2uILubF>

- 1  Answer the questions in **green**. Then, ask the questions to the answers in **red**.



Where was the man coming from when he saw the UFO?

He was coming from a party.

An alien.

What happened when the man stopped to watch the light?

The light had disappeared.

What jumped out in front of the man's car?

Think critically

Make text-to-world connections

- a. Are UFO sightings usually reported in your country?
- b. Where are they typically observed?

Make text-to-self connections

- a. What do you think about the story in the recording? Was it real or only the man's imagination?
- b. Do you believe there is life on other planets? How about intelligent life?
- c. Have you ever seen a UFO?
- d. Do you know anyone who has seen a UFO?
- e. How can you know if a UFO sighting is real or a fake?

- 2  Take turns to re-tell the story, using the expressions below.



It all began...

While...

Unexpectedly...

Luckily...

Eventually...

In that moment...

Speaking Roleplaying a conversation

 In pairs, you are going to act out the conversation you heard in this lesson.

1. Preparing to speak

a.  Listen to these expressions from the previous recording. Pay attention to pronunciation.

Calm down!

It was out of this world.

Perhaps ...

All of a sudden...

b. Write a draft of the conversation in your notebook, adding the necessary key words learned in this lesson and the expressions in step 1.a. You can adapt the original conversation according to your own needs.

2. Practicing

a. Take turns to practice the dialogue. Pay attention to intonation to convey appropriate feelings.

b. Correct each other's mistakes.

3. Performing

Role play your dialogue in front of the class.

4. Evaluating

After you finish, evaluate your work using the prompts in the box. Then, offer positive feedback and suggestions to each other, focusing on your strengths and making suggestions to improve your weaknesses.

We...

- ☒ prepared the dialogue carefully.
- ☒ paid attention to intonation.
- ☒ used key words and expressions learned in this lesson.
- ☒ added appropriate past forms.
- ☒ adapted the original conversation according to our needs.
- ☒ followed the suggested steps.
- ☒ corrected each other with respect.



Exit slip

Evaluate your performance. Discuss your answers with the class.

Write:

- 5** things I've learned
- 4** things I've found interesting
- 3** things that need improvement
- 2** questions I have
- 1** thing I would like to learn more about

**The most important thing
I learned today...**

CHECK YOUR PROGRESS



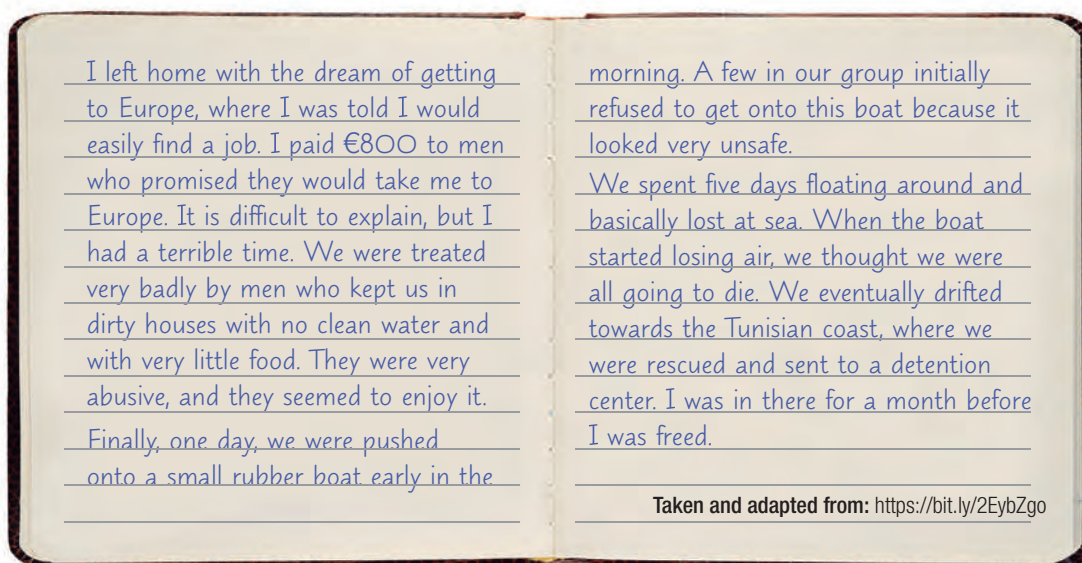
1 Listen to a travel experience and answer these questions.

- a. What happened?
- b. Why did it happen?
- c. How did she feel about it?
- d. How did the woman solve the problem?

4 points

2 Read this text in small groups. Then, take turns to ask and answer three questions about it.

6 points



3 Read the beginning of the story, imagine what happened later and write an ending, on a separate sheet of paper. Add the necessary linking words to connect the ideas. Use a dictionary if necessary.

10 points

My parents' home is over 100 years old. We often heard noises from other rooms, especially the kitchen, and joked that it was the previous owner, who had died. I say we joked, but we secretly took it seriously when we were home alone. I was trying to sleep when I started hearing sounds of movement in the kitchen. My heart started beating fast...

Taken and adapted from: <https://bit.ly/2USLagc>

Interpret your results

Great! (20 points)	Good (15 - 19 points)	OK (11 - 14 points)	Not good enough (10 or less points)
You are achieving the learning goals. Keep on working hard!	You are very well prepared. Analyze the few mistakes you made.	Your performance can improve. Revise your mistakes and weakest areas with your teacher.	You need to revise the contents and practice more, in order to improve your performance.

Lesson 3

The power to survive

Before reading

1  In pairs, look at the pictures and match them with the vocabulary below. Write your answers in your notebook.

backpacker

waterfall

tribe

rollercoaster

flame thrower

raft



a



b



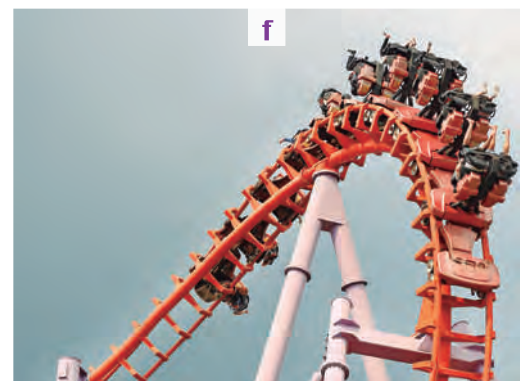
c



d

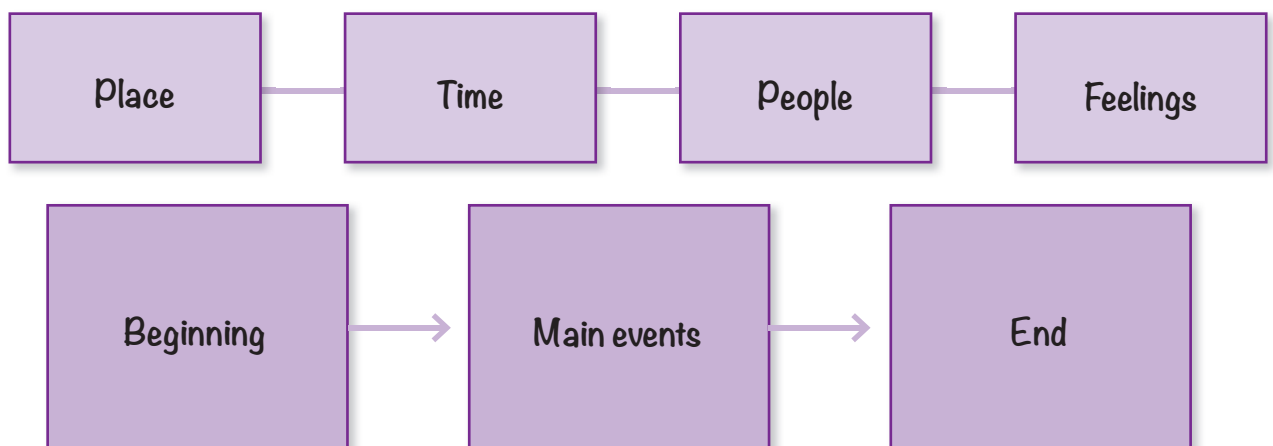


e



f

2  In small groups, make predictions of the story you are going to read, based on its headline and the pictures in exercise 1. Fill in the graphic organizer in your Activity Book.



While reading

1 Read the text and confirm your predictions in exercise 2.

Key words

- starvation
- hidden
- harsh
- breaking up
- reluctantly
- scavenged
- drowned
- ascribe

Strategy in mind

- Getting meaning from context.
- Scan for specific information.

Smart reading

1. Find the synonyms to these words in the text. Write down your answers in your notebook.
 - a. drinking
 - b. poisonous
 - c. by walking
 - d. keep on
 - e. struggled
 - f. excitement
 - g. fragile
 - h. died
2.  In pairs, find the antonyms of these words in the text. Write down your answers in your notebook.
 - a. found
 - b. experienced
 - c. tiny
 - d. easy
 - e. designing
 - f. danger

Lost in the Amazon



Yossi Ghinsberg is sitting in the bar of a hotel in Central London, sipping a glass of red wine and picking at a bowl of crisps. Simple enough pleasures, Yossi feels he will never take them for granted though. For he is one of a rare group — those who have been lost in the Amazon rain forest and lived to tell the tale.

For three weeks in 1981, Yossi — an Israeli backpacker travelling through South America — survived near drowning, venomous snakes, **starvation** and extreme pain. His incredible story of survival has been made into a documentary seen in 160 countries, and now his book, *Lost in the Jungle*, is being published in the UK for the first time.

“I was very immature when I was 22,” he says. “I wanted to be like the heroes of the books I read. That’s why I wanted to go to the jungle.

“The start of the story was when I met a Swiss traveler called Marcus on a trip over a lake. Then, there was Karl, an Austrian who was experienced in jungle travel and told me about this great adventure we could have through the rainforest to discover a **hidden** tribe. Eventually, there were four of us. Karl, Marcus, me and an American called Kevin.”

They had been travelling through the Bolivian rainforest for only a couple of weeks and the environment was **harsh**. Yossi recalls, “there were tensions as there was no sign of the hidden tribe and the food was basic.”

Some disagreements led to the group **breaking up**. They decided to abandon the search for the village.



"We built a raft to travel down the river. Karl said it was too risky and we should continue on foot. I was ready to agree with him, until Kevin suggested the two of us carry on in the raft on our own. I **reluctantly** agreed."

Disaster struck when they lost control of the raft as it neared a huge waterfall. Kevin somehow scrambled to shore, whereas Yossi was thrown over the waterfall.

"It was a rollercoaster ride which lasted for 15 or 20 minutes. I did all I could to keep my head above water. When I finally arrived on the shore, I had a moment of complete exhilaration that I had survived. A few seconds later came the first feeling of despair. Even then, I thought it would only be a few hours until we connected again. The toughest moment was after a few days, when I realized that I was completely alone."

Yossi survived a late-night encounter with a jaguar by improvising a flame thrower — he set light to an insect-repellent spray. He ate fruit and raw eggs **scavenged** from jungle-chicken nests.

After several days walking, he started to develop an inner confidence. Clearly his optimism did not last. "There was a terrible flood where I was almost **drowned**. The last week was the toughest because I was starving. In fact, I was just skin and bone. In addition, I couldn't walk because my feet were injured."

He had given up when a miracle happened. His rescue. Kevin had found his way back to safety after being rescued by two hunters. As soon as he felt well enough, he came with some Bolivians on a boat to find Yossi.

Yossi was starving, exhausted and slowly losing his mind. When he saw the boat, he was too weak to shout. But Kevin had already seen him. It was a one-in-a-million chance; however, Yossi was saved.

Marcus and Karl were never found — it is assumed they perished in the jungle. Yossi and Kevin are still friends. Ultimately, Yossi's experience in the rainforest changed his life. "I became a very simple person. The simple things are the most precious to me. I don't **ascribe** much significance to the things I have now. That feeling of touching death has never left me."



Your analysis

1. Find the following information in the text and write it in your notebook.
 - a. What Yossi will never take for granted.
 - b. Why Yossi considered himself as immature when he was 22.
 - c. What the group wanted to discover in the rainforest.
 - d. Why the relationship of the group was difficult after two weeks in the Amazon.
 - e. Why it was risky to travel down the river.
 - f. Yossi's toughest moments.
 - g. How Yossi felt before the rescue.



Think critically

Make text-to-world connections

- Have you heard similar stories of other people in the world, or your country, who have survived after being lost? Share those stories with your partners.

Make text-to-self connections

- Do you agree with the author that Yossi is one of a rare group? Why? Why not?
- What would you do to survive in a similar situation?
- How would you feel under the same situation?

Taken and adapted from: <https://bit.ly/2YIP1bd>

After reading

- 1  In small groups, follow the diagram to ask and answer questions about the text you have read. Check with the whole class.



Ministerio de Educación.
KB
Prohibida su comercialización.

- 2  Look at the pictures and create a sentence for each one of them, related to the story you have just read.



- 3  Answer these questions about the text.

- Do you agree with the author that Yossi's experience is an incredible story of survival? What makes it incredible? Express your opinion.
- Why does Yossi describe the journey on the raft as a rollercoaster ride?
- Did Yossi take advantage of his adventure? If so, how?

- 4  Discuss these questions with the class. Use some of the *linguistic signs* in the box to support the certainty of your opinions.

- How did you feel while you were reading it?
- Did you get any positive lessons from Yossi's experience? Which ones?
- Which positive effects have you had from your own past experiences? Give examples.

Linguistic Signs

- ☒ Sure!
- ☒ Of course!
- ☒ Right!
- ☒ Yeah!

Speaking Roleplaying an interview

 You are going to play the roles of Yossi and a reporter carrying out an interview.

1. Preparing to speak

a.  Read and listen to these linking words. Practice them aloud.

Contrast
though - whereas

Emphasis
clearly - in fact

Cause
for - as

b. Prepare a set of questions for the interviewee. Make a draft of the interview in your notebook. Add the necessary vocabulary learned in this lesson, connectors from the text, and linguistic signs. You can follow the example below and expand it.

Reporter: Welcome Yossi.
Yossi: Thanks for the invitation.
Reporter: Yossi, when did this adventure begin?
Yossi: In 1981. In fact, I was 22 when this happened.
Reporter: Clearly, you were very young when you got lost in the Bolivian rainforest. Weren't you?
Yossi: Yeah! And I was too naive as well!
Reporter: Did you have a special reason to go there?
Yossi: Of course, I ...



2. Practicing

- Take turns to practice your interview. Pay attention to pronunciation and intonation.
- Correct each other's mistakes.

3. Performing

Role play your interview in front of the class.

4. Evaluating

After you finish, evaluate your work using the prompts in the box. Then, offer positive feedback and suggestions to each other, focusing on your strengths and making suggestions to improve your weaknesses.

We...

- ☒ prepared our interview carefully.
- ☒ paid attention to pronunciation and intonation.
- ☒ used vocabulary learned in the lesson.
- ☒ used appropriate connectors to link ideas.
- ☒ followed the suggested steps and model.
- ☒ corrected each other with respect.

Exit slip

Evaluate your performance. Discuss your answers with the class.

Write:

- 5 things I've learned
- 4 things I've found interesting
- 3 things that need improvement
- 2 questions I have
- 1 thing I would like to learn more about

**The most important thing
I learned today...**

Before listening

1  Look at the pictures and match them with the words below. Write your answers in your Activity Book.

waves

museles

exhaustion

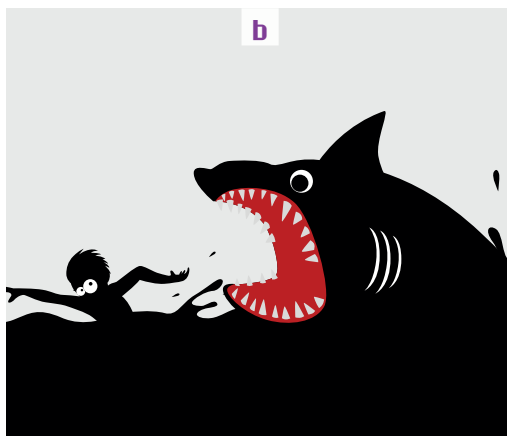
dehydration

spotted

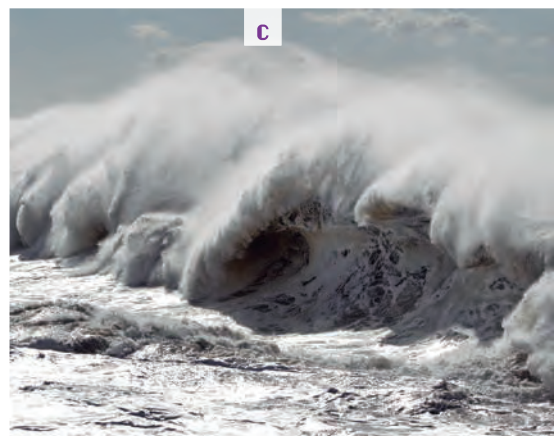
approaching



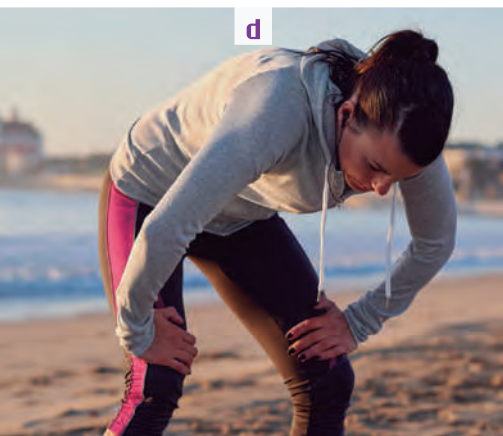
a



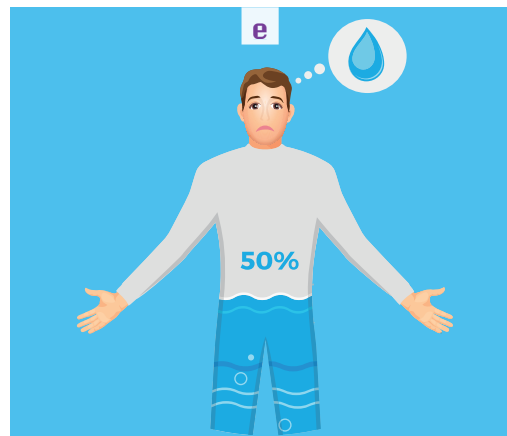
b



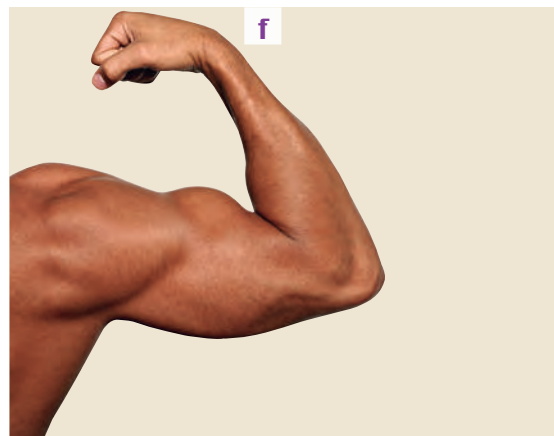
c



d



e



f

2   Find the meaning of the following words. Write your answers in your Activity Book.

bare hands

drift

dump

gale

offshore

rip

roil

splutter

solitude

thump

3  You are going to listen to a survival story. Based on the previous activities, predict some details that you think will be mentioned.

While listening

1  Listen and check your predictions.

2   Listen again and fill in the chart in your Activity Book with the information you hear. Then, check the information with your partner, as in the example.

Example: *Alvarenga was 36 years old when he got lost.*

Strategy in mind

- Using previous knowledge to make predictions.
- Taking notes of relevant information.

3  Complete these sentences, in your Activity Book, with the corresponding words below. Pay attention to spelling.

despite

since

actually

as well as

although

as a result

- Alvarenga...a young crewmate, Córdoba, had left the coast of Mexico in a small boat.
- ...it was risky, Alvarenga was determined to navigate the storm.
- ...the waves thumped the boat, Alvarenga and Córdoba began working as a team.
- Córdoba died and,..., Alvarenga was completely alone.
- ...despairing at times, Alvarenga said he never believed he was going to die.
- "I didn't really think I was going to die. ..., I thought: 'I will get out. I will get out.'"

4  Listen to the recording again to check your answers.

English sounds /ð/ and /θ/

1.  Listen to the story once more and write, in your notebook, words that contain the sounds /ð/ and /θ/.

/ð/

the ...

/θ/

faith ...



After listening

1  In pairs, discuss if these sentences are true, false or not mentioned.

- a. Alvarenga was optimistic all the time.
- b. The fishermen had checked the weather forecast before leaving the Mexican coast.
- c. While fighting the storm, Alvarenga was able to ask for help.
- d. Both men could easily dump the water from the boat.
- e. They didn't have any tools on board to get their food.

2  In groups, figure out questions that you can ask about the story and ask them to your partners. Use the Question Words below.

Where?

When?

What?

How?

Why?

Were?

Did?

Think critically

Make text-to-world connections

- a. Do you know other cases of people who have survived after several days all alone? What did they do to stay alive?

Make text-to-self connections

- a. What's your opinion about the story you've heard in this lesson?
- b. What did you learn with this story?
- c. What would you do if you found yourself suddenly alone in the middle of the ocean? How would you feel?



3  Discuss with your group which feelings Alvarenga must have had during his time alone. Give reasons.

4  In pairs, answer these questions about the story.

- a. Why is Alvarenga an object of curiosity today? What's the most attractive aspect of his particular experience?
- b. What do you think it was harder for Alvarenga, the physical challenge or the emotional challenge of his situation?

Writing A summary of a story

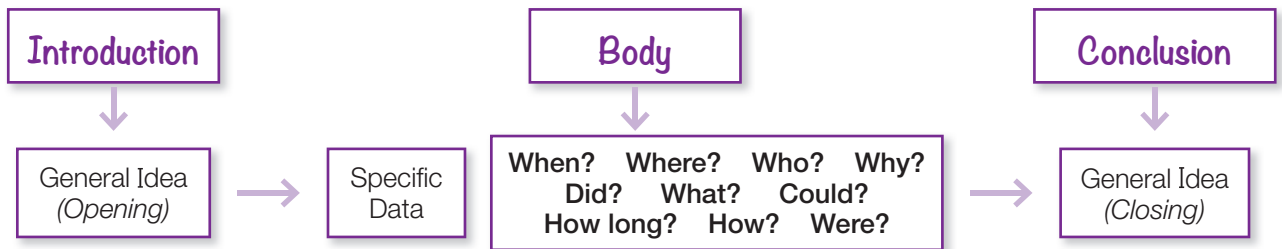
You will summarize the story you have heard in this lesson.

1. Organizing the ideas

 Listen to the survival story again and write down, in your notebook, some relevant information about it.

2. Drafting

In your notebook, write sentences summarizing the ideas of the recording, using your own words. Put the sentences together into different paragraphs. Follow the diagram below and use appropriate key words and connectors to link the ideas.



3. Revising

Check for grammar, punctuation and spelling mistakes, using the Editor's Marks.

4. Editing

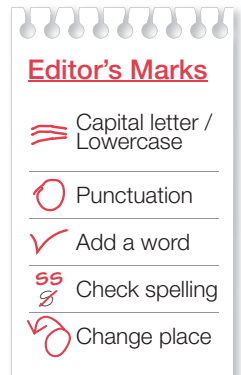
Write the final version of your summary, on a separate sheet of paper, and revise it again. You can add more information if needed.

5. Publishing

Volunteers read their summaries to the class.

6. Evaluating

Evaluate your work using the prompts in the box.



I ...

- ☒ expressed my ideas clearly.
- ☒ included general ideas and important details using my own words.
- ☒ organized the summary into paragraphs.
- ☒ followed the structure suggested in the diagram.
- ☒ added enough linking words.
- ☒ included enough key words learned in the lesson.



Exit slip

Evaluate your performance. Discuss your answers with the class.

Write:

- 5 things I've learned
- 4 things I've found interesting
- 3 things that need improvement
- 2 questions I have
- 1 thing I would like to learn more about

**The most important thing
I learned today...**

SUBJECT CONNECTIONS

Geography and
Social Science

Before listening

- 1  What do you know about China, North Korea, South Korea and Laos?
- 2  Get some information about the countries in exercise 1, summarize it and share your findings with the class.
- 3  You are going to listen to a human rights activist giving a talk at a conference. Do you know what a human rights activist is? What do you think her speech is going to be about?

While listening

- 1  Listen to the recording and check your predictions.
- 2   Listen again and answer these questions in pairs, using appropriate connectors. Write your answers in your notebook. Then, share and compare your answers with the class.

What did the activist say about...

- a. what she witnessed when she was seven years old?
- b. living as a North Korean refugee in China?
- c. learning English?
- d. why her family was removed?
- e. her flight back to China?
- f. what the kind stranger symbolized?



After listening

- 1  **Final debate:** Discuss these questions with the class.
 - a. What's your opinion about Hyeonseo Lee's story?
 - b. Can you give examples of other human rights activists in Chile or the world? What do/did they fight for?
 - c. What makes a person fight for the rights of others?

LITERARY CIRCLE

1 Read the poem and discuss these questions, orally.

Ode to a chatroom

One day I decided to get on the net,
I thought a chat room would be my best bet.
I saw names and words come up from where I knew not.
I soon took a chance and had a nice thought,
Could I do this, it looked really neat.

I saw names on the screen that started with sweet,
sweet smiles, Jo, and Smokey were there too,
And then I saw it, "Oh, yes, we're talking to you,
come on in and chat for a while."

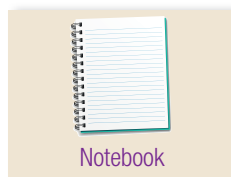
And when I did I started to smile.
I saw Chuckie and Robbie and soon I was friends
with quite a few people by the day's end.
And after a while they called me their friend.
Sometimes I come in and my friends are not there,
But I'll go back again because I know that they care.
Some live in the States and some
do not.
But they always know when
I need to talk.
I am so glad I took the leap
and went into the
chat room where friends are
so neat.

Adapted from: Lehmkuhl, M. (1999). Ode to a Chat-room. Retrieved from: <http://100-poems.com/poems/friendship/1029001.htm>

- a. Why do you think the author wanted to go into a chatroom?
- b. How did the author feel when he started to chat? Why?
- c. Did you ever use a chat-room when they were more popular, in the past? Do you use them now? Do you like them?

PROJECT: Talking about the experience of a remarkable person

Materials

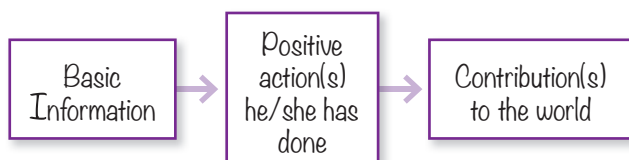


I. Preparation

1. Work in pairs.
2. Read the instructions in the Procedure section. Elaborate an action plan for the project, according to your strengths and weaknesses.

II. Procedure

1. Choose one remarkable person that has been a positive model in history or contributed with positive consequences for human kind.
2. Write, in your notebook, some questions about the person you have chosen.
3. To answer your questions, carry out an investigation about her / him, visiting several reliable webpages or looking at valid research sources.
4. Once you feel you have done enough research, organize the information you have gathered in your notebook as follow.



5. Write out note cards for each major point of your presentation. You should try and keep the information concise. Note cards should be your occasional lifeline, helping out in case you get stuck.

III. Presentation

1. Present your work to the class. First, capture the attention of your audience through a definition, question, quote, statement or others. Then, develop the body of your presentation by showing your main findings. Finally, prepare a strong conclusion, in order to leave an effect on the audience.

2. Encourage your classmates to ask some questions or comments at the end of your presentation.

IV. Evaluation

After you have finished the project, reflect on your work and evaluate the group's performance according to the following scale (answer in your notebook):

- 5 Excellent
- 4 Very Good
- 3 Good
- 2 Satisfactory
- 1 Needs improvements



The group...	Score
had a positive attitude towards the assigned task.	5 4 3 2 1
completed the task on time.	5 4 3 2 1
respected time and turns of participation.	5 4 3 2 1
followed the instructions carefully.	5 4 3 2 1
developed awareness of the importance of consulting reliable sources of information.	5 4 3 2 1

FINAL CHECK

- 1  Take turns to read this text and choose the correct connectors. Write your answers on a separate sheet of paper.

9 points

The idea of studying abroad is very cool, **(a) whereas/because** the reality of leaving home is pretty scary. **(b) At least/At last**, I thought so. I made my whole family drive me to the airport. I gave them about a million hugs each, **(c) as/although** ultimately, I had to say goodbye and board the plane by myself. **(d) Clearly/Despite**, I was nervous when the plane took off.

Landing was much more rewarding than taking off. The drive into the city was so beautiful that I couldn't help but smile the whole way. My new apartment downtown was breathtaking, **(e) consequently/however** meeting my roommates was a little awkward.

I was so tired that the first day was **(f) all in all/actually** a bit of a disappointment.

To me, the first week was probably the most exciting. I met other people on my program and started exploring the city.

I felt safer, more awake, **(g) as well as/as a result** ready to go! **(h) In fact/Because**

I was on a program with other students from my university, making new friends was easy. Classes started a few days after. For a lot of people, the first signs of homesickness started to show during this time...

(i) but/that's why I couldn't look back now.

Taken and adapted from: <https://bit.ly/2K0jDIF>

- 2  Listen to a piece of news and answer the questions. Write your answers on a separate sheet of paper.

4 points

- What could immigration officials not confirm regarding the women?
- What did the women's faces look like?
- Why were the women detained?
- When will the women be able to return to China?



- 3 In your notebook, write a 150-word composition about a past experience of your own. Include an introduction and a conclusion, as well as appropriate connectors.

10 points

Interpret your results

Great! (23 points)	Good (19 - 22 points)	OK (13 - 18 points)	Not good enough (13 or less points)
You are achieving the learning goals. Keep on working hard!	You are very well prepared. Analyze the few mistakes you made.	Your performance can improve. Revise your mistakes and weakest areas with your teacher.	You need to revise the contents and practice more, in order to improve your performance.

- Arone, E. (2005). *Speaking in a second language*. Handbook of research in second language teaching and learning, 485-502.
- Birch, B. (2005). *Learning and teaching English grammar*, K-12. White Plains, NY: Prentice Hall.
- Brown, H. D. (2001). *Teaching by principles* (2nd ed.). White Plains, NY: Pearson.
- Carless, David. Implementing task_based learning with young learners. *ELT journal* 56.4 (2002): 389-396.
- Carter, R., & Nunan, D. (Eds.). (2001). *The Cambridge guide to teaching English to speakers of other languages*. Cambridge: Cambridge University Press
- Celce-Murcia, M., & McIntosh, L. (1991). *Teaching English as a second or foreign language* (p. 279-295). Heinle & Heinle Publishers.
- Echevarria, J. J., Vogt, M., & Short, D. J. (2013). *Making content comprehensible for elementary English learners: The SIOP model*. Pearson Higher Ed.
- Ellis, R. (2003). *Task-based language learning and teaching*. Oxford: Oxford University Press
- Harmer, J. (2006). *How to teach English*. Pearson Education India.
- Harvey, S. & Goudvis, A. (2007). *Strategies that work: Teaching comprehension for understanding and engagement*. Stenhouse Publishers.
- Hinkel, E. (Ed.). (2011). *Handbook of research in second language teaching and learning* (Vol. 2). Routledge.
- Lazaraton, A. (2001). *Teaching oral skills*. *Teaching English as a second or foreign language*, 3, 103-115.
- Legrandis, D. (2012) *Launching the Writing Workshop: A Step-by-Step Guide in Photograph*. NY: Scholastic
- Marzano, R. J., & Kendall, J. S. (Eds.). (2007). *The new taxonomy of educational objectives*. Corwin Press.
- Marzano, R. J., Pickering, D., & Heflebower, T. (2011). *The highly engaged classroom*. Marzano Research Laboratory.
- Nation, I. S. (2001). *Learning vocabulary in another language*. Ernst Klett Sprachen.
- Nation, I. S. (2008). *Teaching ESL/EFL reading and writing*. Routledge.
- Nation, I. S. P., & Newton, J. (2008). *Teaching ESL/EFL listening and speaking*. Routledge.
- Nation, I. S. P. (2001). *Learning vocabulary in another language*. Cambridge: Cambridge University Press.
- Nuttall, C. (1996). *Teaching reading skills in a foreign language*. Heinemann, 361 Hanover Street, Portsmouth, NH 03801-3912.
- Peregoy, S.F. et al. (3rd ed.). (2005). *Reading, Writing and Learning in ESL*. White Plains, NY: Addison Wesley Publishing Company.

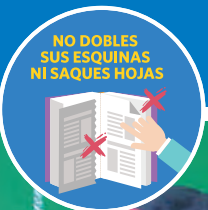
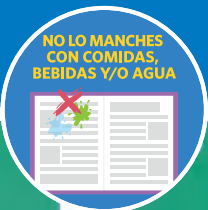
- Ur, P. (1996). *A course in language teaching: Practice and theory*. Cambridge: Cambridge University Press
- Williams, J. (2005). *Teaching writing in second and foreign language classrooms*. Boston: McGraw-Hill.

WEBSITES

- <http://www.readingrockets.org/>
- <http://www.reading-tutors.com/>
- <http://www.readwritethink.org>
- <http://www.esl-lab.com/>
- <http://www.esl.about.com/cs/listening/>
- <http://www.englishlistening.com>
- <http://www.tolearnenglish.com>
- <http://www.focusenglish.com/dialogues/conversation.html>
- <http://www.antimoon.com/how/pronunc-soundsipa.htm>
- <http://www.manythings.org/voa/stories/>
- <http://www.americanliterature.com/twenty-great-american-short-stories>
- <http://www.timeforkids.com/>
- <http://learnenglishteens.britishcouncil.org/>







Student's Book
Get Real English 3° y 4° medio
2020 Ediciones Rau y Bodenburg
N° de Inscripción: 310813
ISBN: 9789568694623

Original text

Ruby Inostroza Domínguez

Licenciado en Lengua y Literatura Inglesas,
Universidad de Chile. Pos-título en Idioma
Inglés, Universidad la República.

Sandra del Pilar Olate Rojas

Profesor de Estado en Inglés.
Licenciado en Educación de Inglés,
Universidad de Santiago de Chile.

General Manager

English Editor

Proofreading

Design

Cover design

Layout

Photos

General Production

Production Assistant

Jorge Muñoz Rau

Ariel Acosta Arancibia

Hanna Golinska

María Jesús Moreno Guldman

Cristina Sepúlveda Aravena

Marcia Gutiérrez Pavez

123RF Stock Photos

Cecilia Muñoz Rau

Lorena Briceño González

El presente libro no puede ser reproducido ni en todo ni en parte, ni archivado, ni transmitido por ningún medio mecánico, electrónico, de grabación, CD-Rom, fotocopia, microfilmación u otra forma, sin la autorización escrita del editor.

Impreso RR Donnelley Chile

Se terminó de imprimir 380.634 ejemplares en el mes de diciembre de 2019.



Ministerio de
Educación

Gobierno de Chile



9 789568 694623

